4. Satisfaction .................................................................................................................. 38
  4.1 Benefits Provided by Post-Secondary Education ................................................. 39
    Figure 4.1.1: Benefits for Skills, Knowledge, and Abilities ................................. 40
  4.2 General Satisfaction ................................................................................................. 41
    Figure 4.2.1: Satisfaction with Quality of Teaching ............................................ 41
    Figure 4.2.2: Satisfaction with Quality of Teaching – by Sector ..................... 42
    Figure 4.2.3: Satisfaction with Quality of Teaching – by Field of Study .......... 42
    Figure 4.2.4: Satisfaction with Quality of Teaching – by Credential Type ....... 43
  4.3 Quality of Program .................................................................................................. 44
    Figure 4.3.1: Satisfaction with Program ................................................................. 44
    Figure 4.3.2: Satisfaction with Program – by Sector ...................................... 45
    Figure 4.3.3: Satisfaction with Program – by Field of Study ......................... 45
    Figure 4.3.4: Satisfaction with Program – by Credential Type ....................... 46
  4.4 Quality of Educational Experience ....................................................................... 47
    Figure 4.4.1: Satisfaction with Educational Experience ...................................... 47
    Figure 4.4.2: Satisfaction with Educational Experience – by Sector ............... 48
    Figure 4.4.3: Satisfaction with Educational Experience – by Field of Study ...... 48
    Figure 4.4.4: Satisfaction with Educational Experience – by Credential Type ... 49
  4.5 Perceived Cost/Benefit of Post-Secondary Studies ............................................. 50
    Figure 4.5.1: Program Worth Financial Cost ......................................................... 50
    Figure 4.5.2: Program Worth Financial Cost – by Sector ................................. 51
    Figure 4.5.3: Program Worth Financial Cost – by Field of Study ..................... 51
    Figure 4.5.4: Program Worth Financial Cost – by Credential Type ................. 52
    Figure 4.5.5: Program Worth Financial Cost – by Total Loans ....................... 53
    Figure 4.5.6: Program Worth Financial Cost – by Total Income ....................... 53
  4.6 Studying Abroad ...................................................................................................... 54
    Figure 4.6.1: Study Abroad – Those Who Responded ‘Yes’ by Sector .............. 54
    Figure 4.6.2: Study Abroad – Those Who Responded ‘Yes’ by Field of Study ...... 55
    Figure 4.6.3: Study Abroad – Those Who Responded ‘Yes’ by Credential Type ... 55
    Figure 4.6.4: Satisfaction with Overall Quality of Study Abroad Program ......... 56
5. Financing

5.1 Government-Sponsored Student Loans

Figure 5.1.1: Government-Sponsored Student Loans................................................................. 66
Figure 5.1.2: Government-Sponsored Student Loans - Those Who Responded ‘Yes’ - by Sector.................................................................................................................. 67
Figure 5.1.3: Government-Sponsored Student Loans - Those Who Responded ‘Yes’ - by Field of Study.............................................................................................................. 67
Figure 5.1.4: Government-Sponsored Student Loans - Those Who Responded ‘Yes’ - by Credential Type .................................................................................................................. 68
Figure 5.1.5: Amount Owed in Government-Sponsored Student Loans at Graduation........... 69
Figure 5.1.6: Amount Owed in Government-Sponsored Student Loans at Graduation – by Sector............................................................................................................................. 69
Figure 5.1.7: Amount Owed in Government-Sponsored Student Loans at Graduation - by Field of Study ..................................................................................................................... 70
Figure 5.1.8: Amount Owed in Government-Sponsored Student Loans at Graduation – by Credential Type .................................................................................................................. 70
Figure 5.1.9: Average Amount Owed in Government-Sponsored Student Loans at Graduation ........................................................................................................................................ 71
Figure 5.1.10: Average Amount Owed in Government-Sponsored Student Loans at Graduation – by Sector ................................................................................................................. 71
Figure 5.1.11: Average Amount Owed in Government-Sponsored Student Loans at Graduation – by Field of Study .................................................................................................. 72
Figure 5.1.12: Average Amount Owed in Government-Sponsored Student Loans at Graduation – by Credential Type ......................................................................................... 73

5.2 Non-Government Loans from Financial Institutions

Figure 5.2.1: Non-Government Loans from Financial Institutions .................................................. 74
Figure 5.2.2: Non-Government Loans from Financial Institutions - Those Who Responded ‘Yes’ - by Sector .................................................................................................................. 75
Figure 5.2.3: Non-Government Loans from Financial Institutions - Those Who Responded ‘Yes’ - by Field of Study .................................................................................................. 75
Figure 5.2.4: Non-Government Loans from Financial Institutions - Those Who Responded ‘Yes’ - by Credential Type .................................................................................................. 76
Figure 5.2.5: Amount Owed in Non-Government Loans from Financial Institutions at Graduation ............................................................................................................................ 77
Figure 5.2.6: Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Sector .............................................................................................................. 77
5.3 Government-Sponsored Student Loans vs. Non-Government Loans from Financial Institutions and Debt

- Figure 5.3.1: Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions
- Figure 5.3.2: Average Amount Owed in Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, including those who owe $0
- Figure 5.3.3: Average Amount Owed in Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, excluding those who owe $0

5.4 Family Financial Assistance

- Figure 5.4.1: Family Financial Assistance
- Figure 5.4.2: Family Financial Assistance - Those Who Responded ‘Yes’ - by Sector
- Figure 5.4.3: Family Financial Assistance - Those Who Responded ‘Yes’ - by Field of Study
- Figure 5.4.4: Family Financial Assistance - Those Who Responded ‘Yes’ - by Credential Type
- Figure 5.4.5: Amount Owed in Family Loans at Graduation
- Figure 5.4.6: Amount Owed in Family Loans at Graduation – by Sector
- Figure 5.4.7: Amount Owed in Family Loans at Graduation – by Field of Study
- Figure 5.4.8: Amount Owed in Family Loans at Graduation – by Credential Type
- Figure 5.4.9: Average Amount Owed in Family Loans at Graduation
- Figure 5.4.10: Average Amount Owed in Family Loans at Graduation – by Sector
- Figure 5.4.11: Average Amount Owed in Family Loans at Graduation – by Field of Study
- Figure 5.4.12: Average Amount Owed in Family Loans at Graduation – by Credential Type

5.5 Scholarships, Grants or Bursaries

- Figure 5.5.1: Scholarships, Grants or Bursaries
- Figure 5.5.2: Scholarships, Grants or Bursaries - Those Who Responded ‘Yes’ - by Sector
- Figure 5.5.3: Scholarships, Grants or Bursaries - Those Who Responded ‘Yes’ - by Field of Study
- Figure 5.5.4: Scholarships, Grants or Bursaries - Those Who Responded ‘Yes’ - by Credential Type
- Figure 5.5.5: Amount Received in Scholarships, Grants or Bursaries
6. Transitions

6.1 Transfer Credits

6.2 Post-Graduation Transitions
6.3 Relocation since Graduation .......................................................... 119
    Figure 6.3.1: Relocation since Graduation - Those Who Responded ‘Yes’ - by Sector ..... 119
    Figure 6.3.2: Relocation since Graduation - Those Who Responded ‘Yes’ - by Field of Study .......................................................... 120
    Figure 6.3.3: Relocation since Graduation - Those Who Responded ‘Yes’ - by Credential Type .......................................................... 120
    Figure 6.3.4: Relocation Destination after Graduation - by Sector .......................................................... 121
    Figure 6.3.5: Relocation Destination after Graduation - by Field of Study .......................................................... 121
    Figure 6.3.6: Relocation Destination after Graduation - by Credential Type .......................................................... 122
6.4 Historic Comparisons ........................................................................ 123
    Figure 6.4.1: Historic – Current Enrollment – by Sector Respondents Graduated From .......................................................... 124
    Figure 6.4.2: Historic – Current Enrollment – by Field of Study Respondents Graduated From .......................................................... 125
    Figure 6.4.3: Historic – Current Enrollment – by Credential Type Respondents Graduated From .......................................................... 126
7. Outcomes ............................................................................................. 127
7.1 Goals ............................................................................................... 128
    Figure 7.1.1: Goals ........................................................................... 129
    Figure 7.1.2: Achieved Primary Goal .......................................................... 130
    Figure 7.1.3: Achieved Primary Goal – by Sector .......................................................... 131
    Figure 7.1.4: Achieved Primary Goal – by Field of Study .......................................................... 131
    Figure 7.1.5: Achieved Primary Goal – by Credential Type .......................................................... 132
    Figure 7.1.6: Reason for Not Fully Achieving Primary Goal .......................................................... 133
    Figure 7.1.7: Reason for Not Achieving Primary Goal – by Sector .......................................................... 134
    Figure 7.1.8: Reason for Not Achieving Primary Goal – by Field of Study .......................................................... 134
    Figure 7.1.9: Reason for Not Achieving Primary Goal – by Credential Type .......................................................... 134
7.2 Employment ....................................................................................... 135
    Figure 7.2.1: Employment Rate Overall among Those Who Are in Labour Force .......................................................... 136
    Figure 7.2.2: Employment Rate among Those Who Are in Labour Force – by Sector .......................................................... 136
    Figure 7.2.3: Employment Rate among Those Who Are in Labour Force – by Field of Study .......................................................... 137
    Figure 7.2.4: Employment Rate among Those Who Are in Labour Force – by Credential Type .......................................................... 137
    Figure 7.2.5: Main Reason Not Looking For a Job .......................................................... 138
    Figure 7.2.6: Main Reason Looking For a Job .......................................................... 139
    Figure 7.2.7: Number of Years of Working Experience Related to Post-Secondary Training .......................................................... 139
7.3 Paying Jobs ....................................................................................... 140
1. Executive Summary

1.1 Background and Introduction

In December 2015, Leger Marketing Alberta Inc. (Leger) was contracted by Alberta Advanced Education (AE) to conduct and report on the Alberta Graduate Outcomes Survey, Class of 2013/14 (GOS). The findings from this study will help inform the department’s strategic planning and results reporting.

A total of 25 publicly-funded institutions participated in the survey. A census approach was used for institutions with less than 1,500 graduates and a stratified sampling approach was used for institutions with more than 1,500 graduates.

A total of 15,653 surveys were completed (38.2% gross response rate, based on total completes/total population of Alberta graduates in 2013/14, and a 48.1% valid response rate, based on the Marketing Research and Intelligence Association (MRIA) formula (Total Completes / (Total Population – Total Invalid2)), including:

- 8,615 completes by phone
- 7,038 completes via web

At the system level, the survey reached a margin of error ±0.6 percentage points at the 95% confidence level.

1.2 Demographics

This section reports on the respondents’ location when they first applied for post-secondary studies, as well as parental educational attainment, gender, age, marital status, number of dependents, Aboriginal status and disability status. Key findings are as follows:

- The majority of graduates (63%) were living in an urban centre within Alberta when they first applied for post-secondary studies (not including adult upgrading).

- Nearly half (49%) of graduates indicated that the highest level of education attained by either one of their parent(s) or guardian(s) was an undergraduate degree (25%), or a college, technical institution or apprenticeship program (24%).

- Three in five (60%) 2013/14 graduates are female, while two in five (40%) are male.

- Nearly one-third (32%) of 2013/14 graduates are between the ages of 23 and 25 years.

- The majority (73%) of graduates were single (never married) when they started their post-secondary studies.

---

1 Based on the reporting year of Alberta Advanced Education’s Learner and Enrolment Reporting System.
2 Invalid sample cases include, not in service, fax, invalid/wrong number, respondent deceased and duplicate number.
- The majority (81%) of graduates did not have any dependents when they started their post-secondary studies.

- About 4% of 2013/14 graduates self-identify as being Aboriginal\(^3\).

- When asked if they consider themselves to be a person with a disability, 3% of graduates indicate that they do.

### 1.3 Satisfaction

This section reports on graduates’ perception of the benefits provided by post-secondary education, graduates’ general satisfaction with their post-secondary experience, and graduates’ satisfaction with specific aspects of their experience, including the quality of teaching, the quality of program, the perceived costs & benefits of the program, and the quality of study abroad programs. Key findings are as follows:

- Alberta graduates tend to feel that the program they took at their respective institution gave them all the potential benefits they were asked about to some positive extent (4/5 ratings), excluding mathematical skills (45%).

- The vast majority of graduates are satisfied to some positive degree overall (92%), with the quality of teaching in their program (91%), and the quality of their program (90%).

- A large majority (83%) of graduates agree to some extent that the program they took was worth the financial costs. Graduates’ total loans, as well as their income, impacts their impression of the value of their program of study. Generally, the lower the graduates’ loans, the more they consider the program they completed to be worth the financial costs; the higher the graduates’ income, the more they consider the program they completed to be worth the financial costs.

- A small percentage (6%) of graduates studied abroad as part of their studies. Of the students who participated in a study abroad program while attending a post-secondary institution, almost all (94%) were satisfied to some extent with the study abroad program.

### 1.4 Financing

This section reports on the various sources and amounts of funding 2013/14 graduates used to finance their post-secondary education. The funding sources discovered in this study include government-sponsored loans and non-government sponsored assistance including loans from financial institutions or families, and scholarships, grants or bursaries. Key findings are as follows:

- The majority (87%) of Alberta graduates of 2013/14 received some form of financial assistance for education-related expenses, with the greatest proportion (82%) receiving assistance from one or more non-government sources including

---

\(^3\) The term “Aboriginal” is being used here to refer to persons with an Indigenous identity because that was the terminology used in the survey instrument.
scholarships, grants or bursaries, family loans, or non-government sponsored loans from financial institutions.

- Two in five (43%) graduates have received a government sponsored student loan at some point. On average (including those who owe $0), Alberta graduates of 2013/14 who had ever received government-sponsored student loans owed $25,309 on these loans at the time of graduation with the median amount being $20,000.

- One in five (20%) graduates received non-government sponsored assistance from financial institutions for education-related expenses. On average (including those who owe $0), Alberta graduates of 2013/14 who had ever received non-government loans from financial institutions owed $15,009 on these loans at the time of graduation with the median amount being $8,000.

- One in ten (12%) graduates have received both government-sponsored student loans and non-government student loans from financial institutions.

- Half (51%) of graduates have ever received financial assistance from family. On average (including those who owe $0), Alberta graduates of 2013/14 who had ever received family loans owed $7,731 on these loans at the time of graduation.

- Three in five (63%) graduates have ever received a scholarship, grant or bursary. On average, Alberta graduates of 2013/14 who had ever received a scholarship, grant or bursary received $10,154 with the median amount being $4,500.

1.5 Transitions

This section reports on graduates’ experience with transfer credits, their post-graduation transitions and relocation since graduation. Key findings are as follows:

- Over two in five (44%) graduates completed some post-secondary courses, not including upgrading, prior to enrolling in the program they graduated from in 2013/14. Of those graduates, nearly half (46%) received transfer credit or advanced standing for these courses. The majority (89%) of graduates who received transfer credit or advanced credit are satisfied to some degree (satisfied/very satisfied) with the transfer credit they received.

- After 2013/14 graduation, not all students entered the work force. Nearly one-quarter (22%) of 2013/14 graduates enrolled as students to further their education. Of all the graduates currently enrolled as students, two-thirds (67%) are full-time students and one-third (33%) are part-time. Two in five (41%) graduates currently enrolled as students are working towards a graduate degree.

- Just over a quarter (27%) of 2013/14 graduates have permanently relocated to a different city or town since they graduated.

1.6 Outcomes

This section reports on graduates’ primary goals achieved, employment status, job satisfaction, education-work relevance, and annual income. Key findings are as follows:
Nearly three in five (61%) Alberta graduates had the primary goal of completing their program when they entered their post-secondary study. Nearly four in five (79%) graduates who set a goal fully achieved their primary goal(s) upon completion of their studies. Of those graduates who did not fully achieve their primary goal upon graduation, over two-thirds (35%) indicate lack of employment in their field as their primary reason.

At the time of the survey, the majority (89%) of graduates indicated having at least one paying job (excluding those who were studying full time) and, of those who had a paying job, seven percent (7%) were self-employed.

Overall, 2013/14 graduates who were in the labour force had an employment rate of 92% (excluding those who are currently studying full time or those who are unemployed but not actively looking for employment). When calculating the labour force totals among all 2013/14 Alberta graduates, about three-quarters (76%) are employed, while seven percent (7%) are not employed, but actively looking for employment, and three percent (3%) are not in the labour force (unemployed and not actively looking for employment). Among all graduates, one in seven (14%) are back in the post-secondary education system full time pursuing further educational endeavors.

Based on how graduates stated their annual income, the average annual income among graduates is $61,667, and the median income is $56,420.

Nearly two-thirds (63%) of employed graduates feel that the general skills and abilities they acquired through their post-secondary studies are very related to their main job. Employed graduates also feel that both their subject-area knowledge (56%) as well as their post-secondary program overall (56%) are very related to their main job.

After graduation, and upon entering the workforce, the vast majority (95%) of employed graduates feel that they were qualified to some extent to undertake their new position in the work force.

All things considered, Alberta graduates who are currently employed are satisfied overall (88%) with their current main job.
2. Background and Introduction

Leger presents this final report regarding the Alberta Graduate Outcomes Survey, Class of 2013/14 to Alberta Advanced Education (AE).

AE seeks to promote and foster lifelong learning in Alberta. Since 1998, the Government of Alberta and publicly-funded post-secondary institutions have collaborated to conduct a biennial survey of graduates to assess outcomes such as graduate satisfaction, achievement of personal goals, employment status and compensation. The ongoing collection of this important research reflects AE’s continued commitment to ensure that the post-secondary system promotes the success of Albertans through education and enhanced employability.

AE contracted Leger Marketing Alberta Inc. in December 2015 to conduct the Graduate Outcomes Survey with 2013/14 graduates of parchment programs from Alberta’s universities, private university colleges, colleges, and technical institutes. This report reflects the findings drawn from 15,653 surveys completed with graduates from publicly-funded post-secondary institutions. The findings from this study will help to inform strategic planning and results reporting.

The specific objectives of the GOS are to:

- Determine graduates’ satisfaction with their post-secondary education experiences approximately two years after graduation,
- Quantify and describe employment related outcomes,
- Understand how students finance their education,
- Describe the demographic profile of graduates, and
- Compare research findings with GOS results from previous years.

The target participants for this study are all 2013/14 graduates from publicly-funded credit parchment programs in Alberta. A census approach was used for institutions with less than 1,500 graduates, and a stratified sampling approach was conducted for larger institutions with more than 1,500 graduates. A detailed sampling plan was developed by AE to achieve survey accuracy targets by institution, field of study, credential type, and program. Given the geographic mobility of graduates after completing programs of study, achieving sufficient sample sizes to support meaningful analysis at these levels requires comparatively high response rates for the relatively smaller institutions, programs and fields of study.

Leger and AE conducted this research with graduates of post-secondary programs approximately two years after they completed their studies. Graduates were offered the option to complete a telephone survey or internet survey based on their preference.

The questionnaire consists mainly of questions used in previous iterations of the Alberta Graduate Outcomes Survey, with some new questions added and the removal of some previous questions.

---

4 Based on the reporting year of Alberta Advanced Education’s Learner and Enrolment Reporting System.
5 Refer to Graduate Outcomes Survey Technical Report for details of accuracy targets.
The pre-test was conducted in March 2016 as a means of testing and, as necessary, fine-tuning the survey methodology and questionnaire to be used for completing the study. Pre-tests provide early indications of data quality and potential survey issues so that data collection strategies can be adapted to ensure the research is effective in fully addressing the intended objectives.

A total of 15,653 surveys were completed (38.2% gross response rate, based on total completes/total population of Alberta graduates in 2013/14, and a 48.1% valid response rate, based on the Marketing Research and Intelligence Association (MRIA) formula (Total Completes / (Total Population – Total Invalid⁶)), including:

- 8,615 completes by phone
- 7,038 completes via web

At the system level, the survey has a margin of error ±0.6 percentage points, at the 95% confidence level.

A total of 25 publicly-funded post-secondary institutions participated in this research as follows:

**Comprehensive Academic and Research Institutions**
- Athabasca University
- University of Alberta
- University of Calgary
- University of Lethbridge

**Comprehensive Community Institutions**
- Bow Valley College
- Grande Prairie Regional College
- Keyano College
- Lakeland College
- Lethbridge College
- Medicine Hat College
- NorQuest College
- Northern Lakes College
- Olds College
- Portage College
- Red Deer College

**Baccalaureate and Applied Studies Institutions**
- Grant MacEwan University
- Mount Royal University

**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

**Specialized Arts and Culture Institutions**
- Alberta College of Art and Design

This report is divided into seven sections:

- Executive summary
- Background and introduction
- Demographics
- Satisfaction
- Financing
- Transitions
- Outcomes

To aid in the interpretation of the findings, it is noted that responses of “don’t know” and “no response” were removed from the analysis such that all percentages are calculated from the population that provided a response to the question.

---

⁶ Invalid sample cases include, not in service, fax, invalid/wrong number, respondent deceased and duplicate number.
To aid readers in interpreting the results of this study, groups of graduates (e.g. by institution sector, program, demographic characteristics) that are found to differ significantly from each other in terms of their results are discussed throughout this report. Such discussion is limited to differences that are found to be statistically significant at the 99% confidence level and analysis that can be conveyed through reasonably brief discussion in the report so as not to be overly long or technical.

\[ \text{Significant differences were defined through Z-Test for Percentages and T-Test for Means.} \]
3. Demographics

This section describes the demographic characteristics of Alberta’s 2013/14 graduates, including location, relocation, gender, age, marital status, dependents, Aboriginal and disability status, as well as parents’ educational attainment.

Understanding the demographic profile of graduates helps support both institutions and government in addressing potential barriers to post-secondary access and completion.
3.1 Location Where First Applied for Post-Secondary Studies

The majority of graduates (63%) were living in an urban centre within Alberta when they first applied for post-secondary studies (not including adult upgrading), with the greatest proportions living in Calgary (29%) or Edmonton (25%) specifically.

One in five (19%) were living in rural areas of Alberta, while 13% were elsewhere in Canada and 5% were outside of Canada.

Of those who indicated living elsewhere in Canada the greatest proportions indicated living in British Columbia (4%), Ontario (4%) or Saskatchewan (3%), while the greatest proportion of those who were outside of Canada are found to have lived in India (1%) or China (1%).

Figure 3.1.1: Location Where First Applied for Post-Secondary Studies

Q68. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?

- Calgary: 29%
- Edmonton: 25%
- Lethbridge: 3%
- Red Deer: 2%
- Grande Prairie: 2%
- Medicine Hat: 1%
- Fort McMurray: 1%
- Elsewhere in Alberta: 19%
- Elsewhere in Canada: 13%
- Outside Canada: 5%

Base: Graduates, n=15,500. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Urban Alberta is defined as including the following cities: Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat, and Fort McMurray. Locations outside of these cities are defined as Rural Alberta.
Figure 3.1.2: Location Where First Applied for Post-Secondary Studies – by Sector

Q68. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Urban Alberta</th>
<th>Rural Alberta</th>
<th>Elsewhere in Canada</th>
<th>Outside of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,905)</td>
<td>71%</td>
<td>20%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,979)</td>
<td>61%</td>
<td>15%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=3,012)</td>
<td>52%</td>
<td>30%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=350)</td>
<td>56%</td>
<td>27%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Polytechnical (n=3,168)</td>
<td>75%</td>
<td>14%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=86)</td>
<td>71%</td>
<td>12%</td>
<td>16%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,500. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Urban Alberta is defined as including the following cities: Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat, and Fort McMurray. Locations outside of these cities are defined as Rural Alberta.

Figure 3.1.3: Location Where First Applied for Post-Secondary Studies – by Credential Type

Q68. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?

<table>
<thead>
<tr>
<th>Credential Level</th>
<th>Urban Alberta</th>
<th>Rural Alberta</th>
<th>Elsewhere in Canada</th>
<th>Outside of Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=2,420)</td>
<td>62%</td>
<td>26%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Diploma (n=4,208)</td>
<td>66%</td>
<td>20%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,680)</td>
<td>68%</td>
<td>18%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Masters Degree (n=1,577)</td>
<td>49%</td>
<td>10%</td>
<td>26%</td>
<td>15%</td>
</tr>
<tr>
<td>Doctoral Degree (n=353)</td>
<td>40%</td>
<td>25%</td>
<td>31%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,238. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Note: Urban Alberta is defined as including the following cities: Edmonton, Calgary, Lethbridge, Red Deer, Grande Prairie, Medicine Hat, and Fort McMurray. Locations outside of these cities are defined as Rural Alberta.
3.2 Parental Educational Attainment

Nearly half (49%) of graduates indicated that the highest level of education attained by either one of their parent(s) or guardian(s) was an undergraduate Degree (25%), or a college, technical institute or apprenticeship program (24%). Graduates who were living in rural Alberta when they first applied for post-secondary are most likely to have a parent/guardian who completed college, technical institute or apprenticeship program (31%), while parents of those who were living outside of Canada are more likely to have completed an undergraduate Degree (32%).

Figure 3.2.1: Parental Educational Attainment

Q80. What is/was the highest level of education attained by either one of your parent(s) or guardian(s)?

Certificate (30%) and Diploma (29%) graduates are most likely to have a parent/guardian who completed college, technical, or an apprenticeship program, while those who attained an Applied or Bachelor Degree (50%), Masters (53%), or Doctoral Degree (57%) are more likely to have a parent/guardian who completed university (Bachelor’s or higher).
Figure 3.2.2: Parental Educational Attainment – by Credential Type

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Elementary or Junior High School</th>
<th>Some High School</th>
<th>Completed High School</th>
<th>Some Post-Secondary</th>
<th>Completed College, Technical, or Apprenticeship Program</th>
<th>Completed University (Bachelor’s or higher) and Professional Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=2,253)</td>
<td>3%</td>
<td>7%</td>
<td>22%</td>
<td>7%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Diploma (n=3,987)</td>
<td>2%</td>
<td>5%</td>
<td>19%</td>
<td>8%</td>
<td>29%</td>
<td>36%</td>
</tr>
<tr>
<td>Applied and Bachelor Degree (n=6,565)</td>
<td>1%</td>
<td>4%</td>
<td>16%</td>
<td>6%</td>
<td>21%</td>
<td>50%</td>
</tr>
<tr>
<td>Masters Degree (n=1,567)</td>
<td>5%</td>
<td>5%</td>
<td>15%</td>
<td>5%</td>
<td>17%</td>
<td>53%</td>
</tr>
<tr>
<td>Doctoral Degree (n=354)</td>
<td>5%</td>
<td>4%</td>
<td>16%</td>
<td>5%</td>
<td>11%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=14,726. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
3.3 Gender

Three in five (60%) 2013/14 graduates are female, while two in five (40%) are male. A higher than average proportion of males studied Physical, Natural and Applied Sciences (59%), and Trades and Technologists (79%), while a greater proportion of female graduates is found among all other fields of study, with the highest proportion being in Health Sciences (82%).

Figure 3.3.1: Gender - by Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Education</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>18%</td>
<td>82%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td>Legal &amp; Security</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>Recreation</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Trades &amp; Technologists</td>
<td>79%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,651. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.

A greater proportion of males attained a Doctoral Degree (59%) among 2013/14 graduates, while females are found in higher proportions in all other types of programs, particularly in Certificate (66%) programs.

Figure 3.3.2: Gender - by Credential Type

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Male (%)</th>
<th>Female (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>Diploma</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>59%</td>
<td>41%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,387. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
3.4 Age and Marital Status

Nearly one third (32%) of 2013/14 graduates were between the ages of 23 and 25 years at the time of the survey, followed by about one quarter (26%) who were between the ages of 26 and 30 years, with the average age being 30 years.

Figure 3.4.1: Age

Graduates between the ages of 23 and 25 are most likely to have studied Recreation (56%), which also has the youngest average age (27 years) among all fields of study, while Education graduates have the oldest average age (34 years).

Figure 3.4.2: Age – by Field of Study

Base: Graduates, n=15,653. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Graduates between the ages of 23 and 25 years most typically attained an Applied or Bachelor Degree (51%). Applied or Bachelor Degree and Diploma programs have the youngest graduates on average (28 years), while those in Doctoral programs are older (37 years).
The majority (73%) of graduates were single (never married) when they started their post-secondary studies. The following graduates are more likely to have been single at the start of their post-secondary studies:

- Males (77%, compared to 70% of females);
- Those who are 23 years of age and younger (97%, compared to 14% of those 41 and older);
- Those who had no dependents when they started their post-secondary studies (86%, compared to 17% those who had dependents);
- Those who lived in rural Alberta when they first applied for post-secondary (76%, compared to a range of 62%-74% those who lived elsewhere); and
- Those who do not self-identify as Aboriginal (73%, compared to 65% of those who do).

**Figure 3.4.6: Marital Status**

Q74. What was your marital status when you started the [NAME OF PROGRAM] program? Were you...?

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single (never married)</td>
<td>73%</td>
</tr>
<tr>
<td>Married or living with partner</td>
<td>25%</td>
</tr>
<tr>
<td>Divorced/Separated/ Widowed</td>
<td>2%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,420. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
While the majority of graduates were single at the start of their post-secondary studies regardless of their field of study, Recreation (86%) and Physical, Natural and Applied Sciences graduates (81%) were most likely to have been single (compared to a range of 56%-86% all other fields of study), while those who were studying Education (39%) were the most likely to be married or living with a partner (compared to a range of 13%-32% all other fields of study).

Figure 3.4.7: Marital Status – by Field of Study

Q74. What was your marital status when you started the [NAME OF PROGRAM] program? Were you...

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Single (never married)</th>
<th>Married or living with partner</th>
<th>Divorced/Separated/Widowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,873)</td>
<td>71%</td>
<td>26%</td>
<td>3%</td>
</tr>
<tr>
<td>Education (n=1,037)</td>
<td>56%</td>
<td>39%</td>
<td>5%</td>
</tr>
<tr>
<td>Health Sciences (n=3,744)</td>
<td>64%</td>
<td>32%</td>
<td>3%</td>
</tr>
<tr>
<td>Language Arts (n=2,619)</td>
<td>79%</td>
<td>19%</td>
<td>2%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=450)</td>
<td>74%</td>
<td>24%</td>
<td>2%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,890)</td>
<td>81%</td>
<td>16%</td>
<td>1%</td>
</tr>
<tr>
<td>Recreation (n=256)</td>
<td>86%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,551)</td>
<td>77%</td>
<td>20%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,420. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Graduates 30 years of age and younger (a range of 15%-43%) are most likely to have been single at the time they started their post-secondary education.

Figure 3.4.8: Age – by Marital Status

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Single (never married) (n=11,206)</th>
<th>Married or Living with Partner (n=3,834)</th>
<th>Divorced/Seperated/Widowed (n=380)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 or younger</td>
<td>15%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>23 to 25</td>
<td>43%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>26 to 30</td>
<td>29%</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>31 to 40</td>
<td>11%</td>
<td>39%</td>
<td>29%</td>
</tr>
<tr>
<td>41 and older</td>
<td>2%</td>
<td>36%</td>
<td>62%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,420. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
3.5 Number of Dependents

The majority (81%) of graduates did not have any dependents when they started their post-secondary studies, 8% indicate having one, 7% had two, and 5% had three or more.

The following graduates are more likely to have had at least one dependent when they started their post-secondary studies:

- Females (21%, compared to 16% of males);
- Graduates 41 years of age or older (71%, compared to a range of 3%-38% 40 years of age or younger);
- Graduates who were married or living in common law or separated, divorced or widowed at the start of their post-secondary studies (a range of 58%-63%, compared to 4% single);
- Graduates who identify as Aboriginal (34%, compared to 19% those who do not);
- Graduates who were living elsewhere in Canada when they first applied for post-secondary studies (24%, compared to a range of 18%-19% in Alberta);
- Graduates who were studying Education (32%, compared to a range of 8%-25% all other fields of study);
- Graduates who were enrolled in Comprehensive Community Institutions (29%, compared to a range of 7%-19% all other sectors); and
- Graduates who attained a Certificate, Masters Degree or Doctoral Degree (a range of 27%-34%, compared to a range of 10%-17% all other credential types).

Figure 3.5.1: Number of Dependents When Entering Program – by Sector

Q75. When you started the [NAME OF PROGRAM] program how many dependents (including dependent adults) were you responsible for?

<table>
<thead>
<tr>
<th>Sector</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,888)</td>
<td>87%</td>
<td>5%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,904)</td>
<td>83%</td>
<td>6%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=2,976)</td>
<td>71%</td>
<td>11%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=346)</td>
<td>89%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Polytechnical (n=3,077)</td>
<td>81%</td>
<td>8%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=84)</td>
<td>93%</td>
<td>5%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,275. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 3.5.2: Number of Dependents When Entering Program – by Field of Study

Q75. When you started the [NAME OF PROGRAM] program how many dependents (including dependent adults) were you responsible for?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,831)</td>
<td>79%</td>
<td>9%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Education (n=1,038)</td>
<td>68%</td>
<td>9%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Health Sciences (n=3,716)</td>
<td>75%</td>
<td>9%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>Language Arts (n=2,593)</td>
<td>86%</td>
<td>6%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=447)</td>
<td>83%</td>
<td>7%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>89%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Recreation (n=254)</td>
<td>92%</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,532)</td>
<td>81%</td>
<td>8%</td>
<td>7%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,275. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 3.5.3: Number of Dependents When Entering Program – by Credential Type

Q75. When you started the [NAME OF PROGRAM] program how many dependents (including dependent adults) were you responsible for?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>None</th>
<th>One</th>
<th>Two</th>
<th>Three or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=2,378)</td>
<td>66%</td>
<td>13%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>Diploma (n=4,119)</td>
<td>83%</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,603)</td>
<td>90%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Masters Degree (n=1,558)</td>
<td>66%</td>
<td>11%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Doctoral Degree (n=356)</td>
<td>73%</td>
<td>12%</td>
<td>10%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,014. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis. Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
3.6 Aboriginal Status

The vast majority (96%) of 2013/14 graduates do not self-identify as being Aboriginal\(^8\). Those graduates who do self-identify as Aboriginal (4%) are more likely to be:

- Female (5%, compared to 3% males);
- 41 years of age or older (7%, compared to a range of 3%-5% all other age groups);
- Married or living with a partner, separated, divorced or widowed when they started their post-secondary studies (a range of 5%-7%, compared to 4% of those who were single);
- With one dependent at the start of the post-secondary studies (7%, compared to 3% of those who had none);
- Disabled (8%, compared to 4% who do not); and
- Living in rural Alberta when they first started their post-secondary studies (7%, compared to a range of 1%-5% who lived elsewhere).

Figure 3.6.1: Aboriginal Status

Q76. Do you consider yourself to be an Aboriginal person?

Base: Graduates, n=15,506. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.

\(^8\) The term “Aboriginal” is being used here to refer to Indigenous identity because that was the terminology used in the survey instrument.
Similar proportions of graduates who self-identify as Aboriginal identify as either Métis (45%) or Status Indian\(^9\) (40%).

**Figure 3.6.2: Aboriginal Status**

On average, graduates who self-identify as Aboriginal are more likely to be older (32 years among Aboriginal graduates, compared to 30 years among those who do not self-identify as Aboriginal).

**Figure 3.6.3: Ages in Categories of Aboriginal and Non-Aboriginal Graduates**

---

\(^9\) The term “Status Indian” was used in the survey to refer to a specific legal identity of some Indigenous persons in Canada, as defined in the *Indian Act* of 1876.
Graduates who completed a Certificate (7%) are more likely to self-identify as Aboriginal, as are those who studied Education (7%).

Figure 3.6.4: Aboriginal Status - Those Who Responded ‘Yes’ - by Credential Type

Q76. Do you consider yourself to be an Aboriginal person?

![Diagram showing Aboriginal Status by Credential Type]

Base: Graduates who self-identify as Aboriginal, n=15,246.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.

Figure 3.6.5: Aboriginal Status - Those Who Responded ‘Yes’ - by Field of Study

Q76. Do you consider yourself to be an Aboriginal person?

![Diagram showing Aboriginal Status by Field of Study]

Base: Graduates who self-identify as Aboriginal, n=15,506.
Note: “Don’t know” and “No response” responses were excluded from analysis.
3.7 Disability Status

When asked if they considered themselves to be a person with a disability, the majority (97%) of graduates indicate they do not. Among those who do, nearly one-third (32%) indicated having a learning disability.

The following graduates were more likely to self-identify as having a disability:

- Those who studied Language Arts (6%, compared to a range of 2%-3% those in other fields of study, excluding Recreation);
- Certificate graduates (5%, compared to a range of 1%-3% those from other credential types);
- Those who are 41 years of age or older (7%, compared to a range of 3%-5% those 40 and younger);
- Those who were separated, divorced or widowed when they began their post-secondary studies (7%, compared to 3% those who were single or married or living in common law);
- Those who self-identified as Aboriginal (6%, compared to 3% of those who do not); and
- Those who were living within Canada when they first applied for post-secondary studies (3%, compared to 1% of those outside of Canada).

**Figure 3.7.1: Disability Status**

<table>
<thead>
<tr>
<th>Disability</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disabilities</td>
<td>32%</td>
</tr>
<tr>
<td>Physical impairments</td>
<td>17%</td>
</tr>
<tr>
<td>ADHD</td>
<td>17%</td>
</tr>
<tr>
<td>Mental health</td>
<td>15%</td>
</tr>
<tr>
<td>Illnesses</td>
<td>12%</td>
</tr>
<tr>
<td>Auditory impairments</td>
<td>7%</td>
</tr>
<tr>
<td>Visual impairments</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>6%</td>
</tr>
</tbody>
</table>

Base: Graduates who self-identify as having a disability, n=417. Values may over 100% due to multiple responses allowed.

Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 3.7.2: Disability Status – by Field of Study

Q78. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,896)</td>
<td>3%</td>
</tr>
<tr>
<td>Education (n=1,049)</td>
<td>3%</td>
</tr>
<tr>
<td>Health Sciences (n=3,771)</td>
<td>3%</td>
</tr>
<tr>
<td>Language Arts (n=2,628)</td>
<td>6%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=451)</td>
<td>3%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,907)</td>
<td>2%</td>
</tr>
<tr>
<td>Recreation (n=256)</td>
<td>4%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,555)</td>
<td>3%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,513.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 3.7.3: Disability Status – by Credential Type

Q78. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=2,438)</td>
<td>5%</td>
</tr>
<tr>
<td>Diploma (n=4,204)</td>
<td>3%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,666)</td>
<td>3%</td>
</tr>
<tr>
<td>Masters Degree (n=1,586)</td>
<td>3%</td>
</tr>
<tr>
<td>Doctoral Degree (n=356)</td>
<td>2%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,250.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
3.8 Historic Comparisons

This section compares the demographic characteristics of students who graduated from publicly-funded post-secondary institutions in 2009/10, 2011/12, and 2013/14. Specific characteristics explored below include gender and age, and are presented by field of study and credential type.

In general gender remains fairly consistent with previous years. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Among field of study:

- **Education**
  - The proportion of male graduates is trending up
  - The proportion of female graduates has trended down noticeably since 2011/12

- **Legal and Security**
  - The proportion of male graduates has gone down since 2011/12

- **Recreation**
  - The proportion of male graduates is trending up

- **Trades and Technologists**
  - The proportion of female graduates is trending up slightly
### Figure 3.8.1: Historic – Gender – by Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total (n=15,651) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>2009/10</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Business (n=2,923) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>2009/10</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td><strong>Education (n=1,057) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>21%</td>
<td>79%</td>
</tr>
<tr>
<td>2009/10</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td><strong>Health Sciences (n=3,806) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td>2009/10</td>
<td>17%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Language Arts (n=2,651) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>2009/10</td>
<td>29%</td>
<td>71%</td>
</tr>
<tr>
<td><strong>Legal &amp; Security (n=453) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>2009/10</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Physical, Natural &amp; Applied Sci. (n=2,933) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>2009/10</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Recreation (n=258) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>2009/10</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Trades &amp; Technologists (n=1,570) - 2013/14</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>81%</td>
<td>19%</td>
</tr>
<tr>
<td>2009/10</td>
<td>82%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 3.8.2: Historic – Gender – by Credential Type

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>2013/14 Male</th>
<th>2013/14 Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=15,651) - 2013/14</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2011/12</td>
<td>41%</td>
<td>59%</td>
</tr>
<tr>
<td>2009/10</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Certificate (n=2,471) - 2013/14</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>2011/12</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>2009/10</td>
<td>37%</td>
<td>63%</td>
</tr>
<tr>
<td>Diploma (n=4,245) - 2013/14</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>2011/12</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>2009/10</td>
<td>43%</td>
<td>57%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,713) - 2013/14</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>2011/12</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>2009/10</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>Masters Degree (n=1,597) - 2013/14</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2011/12</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>2009/10</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Doctoral Degree (n=361) - 2013/14</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>2011/12</td>
<td>45%</td>
<td>56%</td>
</tr>
<tr>
<td>2009/10</td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
In general age remains fairly consistent with previous years. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Among field of study:

- Legal and Security
  - There are increased numbers of graduates aged 41 years and older
- Physical, Natural and Applied Sciences
  - There are increased numbers of graduates aged 41 years and older
- Recreation
  - There are decreased numbers of graduates aged 26 to 30 years
### Figure 3.8.3: Historic – Age – by Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>2013/14</th>
<th>2011/12</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total (n=15,653)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>11%</td>
<td>32%</td>
<td>26%</td>
</tr>
<tr>
<td>2009/10</td>
<td>12%</td>
<td>31%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Business (n=2,923)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>10%</td>
<td>32%</td>
<td>24%</td>
</tr>
<tr>
<td>2009/10</td>
<td>11%</td>
<td>34%</td>
<td>24%</td>
</tr>
<tr>
<td><strong>Education (n=1,057)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>3%</td>
<td>22%</td>
<td>25%</td>
</tr>
<tr>
<td>2009/10</td>
<td>5%</td>
<td>27%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Health Sciences (n=3,806)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>12%</td>
<td>25%</td>
<td>26%</td>
</tr>
<tr>
<td>2009/10</td>
<td>10%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Language Arts (n=2,651)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>10%</td>
<td>34%</td>
<td>28%</td>
</tr>
<tr>
<td>2009/10</td>
<td>10%</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td><strong>Legal &amp; Security (n=453)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>18%</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>2009/10</td>
<td>19%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Physical, Natural &amp; Applied Sci. (n=2,935)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>8%</td>
<td>44%</td>
<td>25%</td>
</tr>
<tr>
<td>2009/10</td>
<td>11%</td>
<td>46%</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Recreation (n=258)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>5%</td>
<td>56%</td>
<td>21%</td>
</tr>
<tr>
<td>2009/10</td>
<td>5%</td>
<td>56%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Trades &amp; Technologists (n=1,570)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>28%</td>
<td>24%</td>
<td>21%</td>
</tr>
<tr>
<td>2009/10</td>
<td>33%</td>
<td>24%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis. Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 3.8.4: Historic – Age – by Credential Type

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
4. Satisfaction

The following section focuses on the skills and abilities graduates acquired, their assessment of the quality of their program and overall educational experience, if they would recommend their program and institution to future students, and their perception of the value of their post-secondary investment.
4.1 Benefits Provided by Post-Secondary Education

Alberta graduates tend to feel, based on a 5-point scale with 1 being not at all and 5 being to a great extent, that the program from which they graduated at their respective institution gave them all the potential benefits they were asked about to some positive extent (4/5 ratings), excluding mathematical skills (45%).

The majority of graduates assign positive (4/5) ratings to 14 of the 15 areas rated. Over three quarters of graduates feel that their educational experience helped them to learn independently (79% 4/5 rating), develop critical thinking skills (79% 4/5 rating), and work independently (78% 4/5 rating).

Regarding the skills and abilities that graduates believe they effectively achieved, to a great extent (5 rating), the following is observed:

- The majority (52%) of Health Sciences graduates believe they effectively achieved (5 rating) job-specific knowledge during their post-secondary education.
- The majority (53%) of Comprehensive Community Institution graduates believe they effectively achieved (5 rating) job-specific knowledge during their post-secondary education.
- The majority of Independent Academic Institution graduates believe they effectively achieved (5 rating):
  - Critical thinking skills (55%); and
  - The ability to work independently (52%).
- The majority of Doctoral Degree graduates believe they effectively achieved (5 rating):
  - The ability to learn independently (64%);
  - Critical thinking skills (61%); and
  - Problem-solving skills (54%).
- The majority of Aboriginal graduates (52%) believe they effectively achieved (5 rating) the ability to learn independently.
Figure 4.1.1: Benefits for Skills, Knowledge, and Abilities

Q4-18. Reflecting on your educational experience at [NAME OF INSTITUTION], do you feel that it has helped you to effectively:

- Develop your ability to learn independently
- Develop your verbal communication skills
- Develop your written communication skills
- Develop your research skills
- Develop your problem-solving skills
- Develop effective time management skills
- Develop your ability to take initiative
- Develop your verbal communication skills
- Develop specialized tool, machine, equipment or software skills
- Develop your work-related computer skills
- Develop your intercultural communication skills
- Develop mathematical skills

Base: Graduates, n=12,804 – 15,478. Values may not add to 100% due to rounding.
Note: “Don’t know”, “No response” and “Not applicable” responses were excluded from analysis.
Note: Some “%” signs are removed from the “Not at all” category to clearly show the numbers.
4.2 General Satisfaction

A high majority (91%) of graduates are satisfied to some positive degree with the quality of teaching in their program, with 47% satisfied and 44% very satisfied.

Particularly high ratings (very satisfied) are provided among:

- Females (45%, compared to 43% males);
- Graduates 22 years of age or younger or 41 years of age or older (53%, compared to a range of 40%-44% 23 to 40 years of age);
- Graduates who were married or living in common law or separated, divorced or widowed at the start of their post-secondary studies (a range of 48%-52%, compared to 43% single);
- Graduates who had dependents at the start of their post-secondary studies (49%, compared to 43% who did not);
- Graduates who identify as Aboriginal (55%, compared to 44% who do not);
- Graduates who were living in rural Alberta or elsewhere in Canada (a range of 48%-49%, compared to a range of 41%-42% urban Alberta or outside of Canada);
- Graduates who were studying Trades and Technologists, Language Arts, Health Sciences or Legal and Security (a range of 47%-52%, compared to a range of 36%-43% Physical, Natural and Applied Sciences, Business and Education);
- Graduates who were enrolled in Independent Academic Institutions (61%, compared to a range of 33%-52% Comprehensive Academic and Research Institutions, Polytechnical Institutions, Comprehensive Community Institutions and Specialized Arts and Culture Institutions); and
- Graduates who attained a Certificate (53%, compared to a range of 39%-48% all other credential types).

Figure 4.2.1: Satisfaction with Quality of Teaching

Q19. How satisfied are you with the quality of teaching in your program?

<table>
<thead>
<tr>
<th>Satisfaction with Quality of Teaching</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very dissatisfied</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>47%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>44%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,555. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 4.2.2: Satisfaction with Quality of Teaching – by Sector

Q19. How satisfied are you with the quality of teaching in your program?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies</td>
<td>43%</td>
<td>51%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research</td>
<td>40%</td>
<td>49%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td>47%</td>
<td>44%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>52%</td>
<td>39%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Polytechnical</td>
<td>48%</td>
<td>44%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture</td>
<td>33%</td>
<td>54%</td>
<td>9%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,555. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis. Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.

Figure 4.2.3: Satisfaction with Quality of Teaching – by Field of Study

Q19. How satisfied are you with the quality of teaching in your program?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>43%</td>
<td>51%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Education</td>
<td>40%</td>
<td>49%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>47%</td>
<td>44%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>49%</td>
<td>44%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Legal &amp; Security</td>
<td>52%</td>
<td>42%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>36%</td>
<td>52%</td>
<td>2%</td>
<td>5%</td>
</tr>
<tr>
<td>Recreation</td>
<td>41%</td>
<td>41%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Trades &amp; Technologists</td>
<td>48%</td>
<td>42%</td>
<td>6%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,555. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis. Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 4.2.4: Satisfaction with Quality of Teaching – by Credential Type

Q19. How satisfied are you with the quality of teaching in your program?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>4%</td>
<td>6%</td>
<td>37%</td>
<td>53%</td>
</tr>
<tr>
<td>(n=2,441)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>2%</td>
<td>6%</td>
<td>44%</td>
<td>48%</td>
</tr>
<tr>
<td>(n=4,227)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied &amp; Bachelor</td>
<td>1%</td>
<td>7%</td>
<td>52%</td>
<td>39%</td>
</tr>
<tr>
<td>(n=6,679)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td>1%</td>
<td>7%</td>
<td>50%</td>
<td>42%</td>
</tr>
<tr>
<td>(n=1,588)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>1%</td>
<td>8%</td>
<td>49%</td>
<td>42%</td>
</tr>
<tr>
<td>(n=358)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,293. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed from the “Very dissatisfied” category to clearly show the numbers.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
4.3 Quality of Program

A high majority (90%) of graduates are satisfied to some positive degree with the quality of their program. Satisfaction is split evenly between those who are very satisfied (45%) and those who are satisfied (45%).

Particularly high ratings (very satisfied) are provided among:

- Females (46%, compared to 43% of males);
- Graduates 22 years of age or younger or 41 years of age or older (a range of 53%-55%, compared to a range of 40%-46% of those who were 23 to 40 years of age);
- Graduates who were married or living in common law (51%) or separated, divorced or widowed at the start of their post-secondary studies (54%, compared to 43% of single graduates);
- Graduates who had dependents at the start of their post-secondary studies (52%, compared to 44% who did not);
- Graduates who identify as Aboriginal (57%, compared to 44% those who do not);
- Graduates who were living in rural Alberta or elsewhere in Canada (a range of 49%-51%, compared to a range of 41%-42% urban Alberta or outside of Canada);
- Graduates who were studying Legal and Security (53%, compared to a range of 37%-46% of Language Arts, Physical, Natural and Applied Sciences, Business and Education graduates);
- Graduates who were enrolled in Independent Academic Institutions (56%), Baccalaureate and Applied Studies Institutions (55%) or Comprehensive Community Institutions (52%, compared to a range of 29%-49% Comprehensive Academic and Research Institutions, Polytechnical Institutions, and Specialized Arts and Culture Institutions); and
- Graduates who attained a Certificate (51%) or Diploma (50%, compared to a range of 39%-43% Applied or Bachelor Degree and Masters Degree).

Figure 4.3.1: Satisfaction with Program

Q20. How satisfied are you with your program at [NAME OF INSTITUTION]?

![Graph showing satisfaction levels]

Base: Graduates, n=15,530. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 4.3.2: Satisfaction with Program – by Sector

Q20. How satisfied are you with your program at [NAME OF INSTITUTION]?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,897)</td>
<td>5%</td>
<td>39%</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,988)</td>
<td>2%</td>
<td>51%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=3,044)</td>
<td>2%</td>
<td>39%</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions (n=347)</td>
<td>5%</td>
<td>38%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Polytechnical (n=3,171)</td>
<td>3%</td>
<td>42%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=83)</td>
<td>4%</td>
<td>11%</td>
<td>57%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,530. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.

Figure 4.3.3: Satisfaction with Program – by Field of Study

Q20. How satisfied are you with your program at [NAME OF INSTITUTION]?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,907)</td>
<td>2%</td>
<td>47%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>Education (n=1,053)</td>
<td>2%</td>
<td>44%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Health Sciences (n=3,777)</td>
<td>2%</td>
<td>42%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Language Arts (n=2,615)</td>
<td>2%</td>
<td>44%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Legal &amp; Security (n=448)</td>
<td>4%</td>
<td>41%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,914)</td>
<td>2%</td>
<td>50%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Recreation (n=254)</td>
<td>3%</td>
<td>41%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,562)</td>
<td>4%</td>
<td>41%</td>
<td>48%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,530. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 4.3.4: Satisfaction with Program – by Credential Type

Q20. How satisfied are you with your program at [NAME OF INSTITUTION]?

- **Certificate** (n=2,454):
  - Very dissatisfied: 3%
  - Dissatisfied: 7%
  - Satisfied: 39%
  - Very satisfied: 51%

- **Diploma** (n=4,206):
  - Very dissatisfied: 2%
  - Dissatisfied: 7%
  - Satisfied: 41%
  - Very satisfied: 50%

- **Applied & Bachelor** (n=6,668):
  - Very dissatisfied: 2%
  - Dissatisfied: 10%
  - Satisfied: 49%
  - Very satisfied: 39%

- **Masters Degree** (n=1,583):
  - Very dissatisfied: 2%
  - Dissatisfied: 8%
  - Satisfied: 47%
  - Very satisfied: 43%

- **Doctoral Degree** (n=358):
  - Very dissatisfied: 7%
  - Dissatisfied: 2%
  - Satisfied: 46%
  - Very satisfied: 45%

Base: Graduates, n=15,269. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
4.4 Quality of Educational Experience

A high majority (92%) of graduates are satisfied overall with their post-secondary educational experience, with 47% satisfied and 45% very satisfied.

Particularly high ratings (very satisfied) were provided by:

- Females (46%, compared to 42% of males);
- Graduates 22 years of age or younger or 41 years of age or older (a range of 52%-53%, compared to a range of 41%-45% of those 23 to 40 years of age);
- Graduates who were married or living in common-law relationships (49%) or separated, divorced or widowed at the start of their post-secondary studies (51%, compared to 43% single);
- Graduates who had dependents at the start of their post-secondary studies (50%, compared to 44% who did not);
- Graduates who identify as Aboriginal (55%, compared to 44% those who do not);
- Graduates who were living in rural Alberta or elsewhere in Canada (a range of 49%-50%, compared to a range of 41%-43% of graduates from urban Alberta or outside of Canada);
- Graduates who were in any field of study other than Recreation or Physical, Natural and Applied Sciences (a range of 44%-49%, compared to 36%-44% of Recreation and Physical, Natural and Applied Sciences graduates);
- Graduates who were enrolled in Baccalaureate and Applied Studies Institutions (56%) or Independent Academic Institutions (61%, compared to a range of 28%-50% from all other sectors); and
- Graduates who attained a Certificate (50%) or Diploma (49%, compared to a range of 40%-43% of Applied or Bachelors Degree and Masters Degree graduates).

Figure 4.4.1: Satisfaction with Educational Experience

Q21. How satisfied are you with the overall quality of your educational experience?

Base: Graduates, n=15,547. Values may not add to 100% due to rounding.
Mentions less than 1% not labeled.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 4.4.2: Satisfaction with Educational Experience – by Sector

Q21. How satisfied are you with the overall quality of your educational experience?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,904)</td>
<td>3%</td>
<td>40%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,985)</td>
<td>8%</td>
<td>53%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=3,053)</td>
<td>6%</td>
<td>42%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions (n=349)</td>
<td>5%</td>
<td>33%</td>
<td>61%</td>
<td></td>
</tr>
<tr>
<td>Polytechnical (n=3,170)</td>
<td>6%</td>
<td>45%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=86)</td>
<td>3%</td>
<td>10%</td>
<td>58%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,547. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.

Figure 4.4.3: Satisfaction with Educational Experience – by Field of Study

Q21. How satisfied are you with the overall quality of your educational experience?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,902)</td>
<td>5%</td>
<td>48%</td>
<td>45%</td>
<td></td>
</tr>
<tr>
<td>Education (n=1,051)</td>
<td>9%</td>
<td>46%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Health Sciences (n=3,787)</td>
<td>6%</td>
<td>45%</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Language Arts (n=2,622)</td>
<td>6%</td>
<td>46%</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Legal &amp; Security (n=451)</td>
<td>4%</td>
<td>47%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,916)</td>
<td>9%</td>
<td>53%</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Recreation (n=255)</td>
<td>9%</td>
<td>45%</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,563)</td>
<td>7%</td>
<td>44%</td>
<td>46%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,547. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 4.4.4: Satisfaction with Educational Experience – by Credential Type

Q21. How satisfied are you with the overall quality of your educational experience?

<table>
<thead>
<tr>
<th>Credential</th>
<th>Very dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=2,457)</td>
<td>6%</td>
<td>42%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Diploma (n=4,213)</td>
<td>6%</td>
<td>44%</td>
<td>49%</td>
<td></td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,673)</td>
<td>7%</td>
<td>52%</td>
<td>40%</td>
<td></td>
</tr>
<tr>
<td>Masters Degree (n=1,583)</td>
<td>8%</td>
<td>48%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>Doctoral Degree (n=357)</td>
<td>5%</td>
<td>47%</td>
<td>45%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,283. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
4.5 Perceived Cost/Benefit of Post-Secondary Studies

A large majority (83%) of graduates agree to some extent that the program they took was worth the financial costs. Half (51%) agree and about a third (32%) strongly agree.

Strong agreement is particularly high among:

- Graduates 41 years of age or older (41%, compared to a range of 28%-36% for those 40 years of age and younger);
- Graduates who were married or living in common law (38%, compared to 30% for those who were single);
- Graduates who had dependents at the start of their post-secondary studies (38%, compared to 31% who did not);
- Graduates who identify as Aboriginal (39%, compared to 32% those who do not);
- Graduates who were living in rural Alberta or elsewhere in Canada (a range of 36%-38%, compared to a range of 25%-30% urban Alberta or outside of Canada);
- Graduates who studied Trades and Technologies, Education or Health Sciences (a range of 34%-37%, compared to a range of 23%-30% Recreation, Language Arts and Physical, Natural and Applied Sciences);
- Graduates who were enrolled in Baccalaureate and Applied Studies Institutions, Polytechnical Institutions or Comprehensive Community Institutions (a range of 33%-36%, compared to 30% Comprehensive Academic and Research Institutions); and
- Graduates who attained a Certificate, Diploma or Masters Degree (a range of 33%-35%, compared to 30% Applied or Bachelor Degree).

Figure 4.5.1: Program Worth Financial Cost

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

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5%</td>
<td>12%</td>
<td>51%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,134. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 4.5.2: Program Worth Financial Cost – by Sector

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

<table>
<thead>
<tr>
<th>Sector</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,860)</td>
<td>4%</td>
<td>11%</td>
<td>50%</td>
<td>35%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,783)</td>
<td>4%</td>
<td>14%</td>
<td>52%</td>
<td>30%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=2,983)</td>
<td>4%</td>
<td>10%</td>
<td>49%</td>
<td>36%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=340)</td>
<td>4%</td>
<td>11%</td>
<td>49%</td>
<td>35%</td>
</tr>
<tr>
<td>Polytechnical (n=3,087)</td>
<td>6%</td>
<td>11%</td>
<td>50%</td>
<td>33%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=81)</td>
<td>9%</td>
<td>21%</td>
<td>44%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,134. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 4.5.3: Program Worth Financial Cost – by Field of Study

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

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,818)</td>
<td>4%</td>
<td>11%</td>
<td>54%</td>
<td>32%</td>
</tr>
<tr>
<td>Education (n=1,029)</td>
<td>2%</td>
<td>12%</td>
<td>51%</td>
<td>35%</td>
</tr>
<tr>
<td>Health Sciences (n=3,704)</td>
<td>4%</td>
<td>10%</td>
<td>49%</td>
<td>37%</td>
</tr>
<tr>
<td>Language Arts (n=2,545)</td>
<td>5%</td>
<td>16%</td>
<td>49%</td>
<td>30%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=440)</td>
<td>5%</td>
<td>12%</td>
<td>48%</td>
<td>35%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,835)</td>
<td>6%</td>
<td>14%</td>
<td>52%</td>
<td>28%</td>
</tr>
<tr>
<td>Recreation (n=248)</td>
<td>6%</td>
<td>17%</td>
<td>54%</td>
<td>23%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,515)</td>
<td>7%</td>
<td>12%</td>
<td>47%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,134. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed from the “Strongly disagree” category to clearly show the numbers.
Q25. To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the [NAME OF PROGRAM] program to be worth the financial cost to me and/or my family? Do you...?

Base: Graduates, n=14,880. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
The amount of loans graduates have impacts their impression of the value of their program of study. While those with loans under $5,000 provide 86% agreement that their program of study was worth the cost, including 36% strong agreement, this declines to 77% agreement, including 29% strong agreement, among those with loans of $25,000 or more.

**Figure 4.5.5: Program Worth Financial Cost – by Total Loans**

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

![Bar chart showing the percentage of graduates agreeing with the statement across different loan amounts.](chart1)

Base: Graduates, n=6,097. Values may not add to 100% due to rounding.
Note: Zeros ($0) were excluded from total loans calculation, and total loans refer to the sum of government-sponsored student loans and non-government loans from financial institutions.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Generally, the higher the graduates’ income, the more they consider the program they completed to be worth the financial costs. Even among those in the lowest income category (less than $25,000 per year), the majority agree to some extent (72% agree/strongly agree) that their program was worth the financial cost, with 24% strongly agreeing. Strong agreement increases to 45% among those earning $75,000 or more per year.

**Figure 4.5.6: Program Worth Financial Cost – by Total Income**

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

![Bar chart showing the percentage of graduates agreeing with the statement across different income levels.](chart2)

Base: Graduates, n=8,963. Values may not add to 100% due to rounding.
Note: Due to outliers included in sample set, the top and bottom 1% of graduate responses were removed from the sample, leaving the range of annual total incomes reported as $5,200-$265,000.
Note: “Don’t know” and “No response” responses were excluded from analysis.
4.6 Studying Abroad

A small percentage (6%) of graduates studied abroad as part of their studies. Comprehensive Academic and Research Institutions (10%) and Independent Academic Institutions (11%) graduates are more likely than graduates from other sectors (a range of 2%-5%, excluding Specialized Arts and Culture Institutions) to have participated in a study abroad program, as are Applied and Bachelor Degree (9%), Masters (10%), and Doctoral Degree graduates (7%) (compared to a range of 2%-3% of other credential types), and Language Arts graduates (11%, compared to a range of 2%-8% in other fields of study, excluding Recreation).

Other groups found to include relatively more graduates participating in study abroad programs include:

- Females (7%, compared to 6% of males);
- Graduates between 23 and 25 years of age (9%, compared to a range of 2%-7% of all other age groups);
- Graduates who were single at the start of their post-secondary studies (7%, compared to a range of 4%-5% who were married, living in common-law relationships, or who were separated, divorced or widowed);
- Graduates who had no dependents at the start of their post-secondary studies (7%, compared to 4% who did);
- Graduates who do not identify as Aboriginal (6%, compared to 3% of those who do); and
- Graduates who were living in urban Alberta when they first applied for post-secondary studies (7%, compared to 5% rural Alberta).

Figure 4.6.1: Study Abroad – Those Who Responded ‘Yes’ by Sector

Q26. As part of your studies at [NAME OF INSTITUTION], did you participate in a study abroad program (which might include a student exchange, field school experience, course taken abroad, co-op/practicum or internship) outside of Canada?
Q26. As part of your studies at [NAME OF INSTITUTION], did you participate in a study abroad program (which might include a student exchange, field school experience, course taken abroad, co-op/practicum or internship) outside of Canada?

**Figure 4.6.2: Study Abroad – Those Who Responded ‘Yes’ by Field of Study**

Base: Graduates, n=15,595.
Note: “Don’t know” and “No response” responses were excluded from analysis.

**Figure 4.6.3: Study Abroad – Those Who Responded ‘Yes’ by Credential Type**

Base: Graduates, n=15,332.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Of the students who participated in a study abroad program while attending a post-secondary institution, almost all (94%) were satisfied to some extent with the program, with two-thirds (66%) being very satisfied.

**Figure 4.6.4: Satisfaction with Overall Quality of Study Abroad Program**

Q28. How satisfied were you with the overall quality of your study abroad educational experience?

Very satisfied ratings are provided in the highest proportions among:

- Graduates 22 years of age or younger (79%, compared to 54% of graduates aged 41 years or older);
- Graduates who were single (69%, compared to 56% who were married or living common law);
- Graduates who studied Language Arts (71%), Physical, Natural and Applied Sciences (69%) and Education (78%, compared to 52% of Health Sciences graduates); and
- Graduates who were enrolled in Independent Academic Institutions (79%, compared to a range of 47%-55% in Polytechnical Institutions or Comprehensive Community Institutions).
4.7 Historic Comparisons

This section compares satisfaction with program of study, as well as whether graduates feel the program was worth the financial cost, among students who graduated from publicly-funded post-secondary institutions in 2009/10, 2011/12, and 2013/14. Results are presented by sector, field of study, and credential type.

In general satisfaction ratings with the program remain fairly consistent with previous years. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Among sectors:

- Specialized Arts and Culture Institutions
  - The proportion of dissatisfied mentions has gone down since 2011/12
  - The proportion of very satisfied mentions has gone up since 2011/12

Among fields of study:

- Business
  - The proportion of satisfied mentions is trending up
  - The proportion of very satisfied mentions is trending down
- Recreation
  - The proportion of satisfied mentions has gone down since 2011/12
  - The proportion of very satisfied mentions has gone up since 2011/12
- Trades and Technologies
  - The proportion of satisfied mentions is trending up
  - The proportion of very satisfied mentions is trending down

Among credential types:

- Certificates
  - The proportion of very satisfied mentions is trending down
Figure 4.7.1: Historic – Satisfaction with Program – by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>2013/14</th>
<th>2011/12</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=15,330)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>45%</td>
<td>44%</td>
<td>45%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>45%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,897)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>5%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>39%</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>55%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,988)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>5%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>51%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>37%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community (n=3,044)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>39%</td>
<td>39%</td>
<td>38%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>52%</td>
<td>52%</td>
<td>54%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions (n=347)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>38%</td>
<td>35%</td>
<td>34%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>56%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnical (n=3,171)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>42%</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>49%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=83)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>11%</td>
<td>18%</td>
<td>6%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>57%</td>
<td>58%</td>
<td>54%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>29%</td>
<td>22%</td>
<td>37%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis
Note: Some '%' signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 4.7.2: Historic – Satisfaction with Program – by Field of Study

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 4.7.3: Historic – Satisfaction with Program – by Credential Type

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>2009/10</th>
<th>2011/12</th>
<th>2012/13</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=15,330) - 2013/14</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Doctoral Degree (n=358) - 2013/14</td>
<td>7%</td>
<td>5%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Masters Degree (n=1,583) - 2013/14</td>
<td>7%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,668) - 2013/14</td>
<td>10%</td>
<td>9%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Diploma (n=4,206) - 2013/14</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Certificate (n=2,454) - 2013/14</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Total (n=15,330) - 2013/14</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates. Values may not add to 100% due to rounding.  
Note: “Don’t know” and “No response” responses were excluded from analysis.  
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.  
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2014/14 analysis.
In general, graduates continue to feel that their program was worth the financial cost. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Among sector:

- Baccalaureate and Applied Studies Institutions
  - The proportion of agree mentions has gone down noticeably since 2011/12
  - The proportion of strongly agree mentions has gone up noticeably since 2011/12
- Polytechnical Institutions
  - The proportion of strongly agree mentions is trending up
- Specialized Arts and Culture Institutions
  - The proportion of disagree mentions is trending up
  - The proportion of agree mentions has gone down noticeably since 2011/12
  - The proportion of strongly agree mentions has gone up noticeably since 2011/12

Among field of study:

- Education
  - The proportion of strongly agree mentions is trending up
- Language Arts
  - The proportion of strongly agree mentions is trending up
- Legal and Security
  - The proportion of agree mentions has gone down noticeably since 2011/12
  - The proportion of strongly agree mentions has gone up noticeably since 2011/12
Figure 4.7.4: Historic – Program Worth the Financial Cost – by Sector

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed from the “Strongly disagree” category to clearly show the numbers.
Figure 4.7.5: Historic – Program Worth the Financial Cost – by Field of Study

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: "Don’t know" and "No response" responses were excluded from analysis.
Note: Some "%" signs are removed from the “Strongly disagree” category to clearly show the numbers.
Figure 4.7.6: Historic – Program Worth the Financial Cost – by Credential Type

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed from the “Strongly disagree” category to clearly show the numbers.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
5. Financing

During their post-secondary studies, many graduates relied on financial aid from either the government or non-government sources. This section takes a look at graduates’ sources of funding, including government and non-government loans, scholarships, bursaries and grants.
5.1 Government-Sponsored Student Loans

Two in five (43%) graduates have ever received a government sponsored student loan. The following are significantly more likely to have received government-sponsored loans:

- Females (44%, compared to 41% of males);
- Graduates 26 to 30 years of age (50%, compared to a range of 29%-45% for all other age groups);
- Graduates who were single or separated, divorced or widowed at the start of their post-secondary studies (a range of 45%-50%, compared to 36% of married or common-law graduates);
- Graduates who did not have dependents at the start of their post-secondary studies (44%, compared to 39% of those who did);
- Graduates who have a disability (56%, compared to 42% of those who do not);
- Graduates who were living in urban Alberta when they first applied for post-secondary studies (46%, compared to a range of 13%-43% of graduates from elsewhere in Alberta or Canada or outside of Canada);
- Graduates who were studying Recreation, Language Arts or Legal and Security (a range of 47%-52%, compared to a range of 37%-42% for Trades and Technologies, Physical, Natural and Applied Sciences, and Business);
- Graduates who were enrolled in Independent Academic Institutions (55%, compared to a range of 40%-47% for all other sectors, excluding Specialized Arts and Culture Institutions); and
- Graduates who attained an Applied or Bachelors Degree (49%, compared to a range of 19%-46% for all other credential types).

Figure 5.1.1: Government-Sponsored Student Loans

Q58. Have you ever received financial assistance for education-related expenses from the following sources...Government-sponsored student loans?

Base: Graduates, n=15,544. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.1.2: Government-Sponsored Student Loans - Those Who Responded ‘Yes’ - by Sector

Q58. Have you ever received financial assistance for education-related expenses from the following sources...Government-sponsored student loans?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,907)</td>
<td>47%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=7,002)</td>
<td>42%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=3,034)</td>
<td>40%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=348)</td>
<td>55%</td>
</tr>
<tr>
<td>Polytechnical (n=3,167)</td>
<td>42%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=86)</td>
<td>52%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,544.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.1.3: Government-Sponsored Student Loans - Those Who Responded ‘Yes’ - by Field of Study

Q58. Have you ever received financial assistance for education-related expenses from the following sources...Government-sponsored student loans?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,904)</td>
<td>37%</td>
</tr>
<tr>
<td>Education (n=1,052)</td>
<td>45%</td>
</tr>
<tr>
<td>Health Sciences (n=3,777)</td>
<td>45%</td>
</tr>
<tr>
<td>Language Arts (n=2,635)</td>
<td>47%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=452)</td>
<td>52%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,810)</td>
<td>39%</td>
</tr>
<tr>
<td>Recreation (n=256)</td>
<td>51%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,558)</td>
<td>42%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,544.
Note: “Don’t know” and “No response” responses were excluded from analysis.
On average (including those who stated that they owed $0 at the time of graduation), Alberta graduates of 2013/14 who had ever received government-sponsored student loans owed $25,309 in these loans at the time of graduation with half owing more than $20,000 and half owing less. Graduates of Comprehensive Academic and Research Institutions ($32,568), Masters Degree programs ($41,077), and those who studied Health Sciences ($31,571), are found to have the highest average amounts owed in government-sponsored student loans.

The following significant differences are found among graduates in regards to the average amounts owed in government-sponsored student loans:

- Graduates 26 to 30 years of age ($28,930, compared to a range of $15,389-$25,732 for those 25 years of age and younger, and 31 to 40 years);
- Graduates who did not have dependents at the start of their post-secondary studies ($24,698, compared to $22,616 for those who did);
- Graduates who were studying Language Arts, Physical, Natural and Applied Sciences, Education, or Health Sciences (a range of $24,195-$31,571, compared to a range of $18,000-$20,831 for Trades and Technologies and Business);
- Graduates who had been enrolled in Comprehensive Academic and Research Institutions ($31,350, compared to a range of $17,296-$24,552 in Baccalaureate and Applied Studies Institutions, Polytechnical Institutions, or Comprehensive Community Institutions); and
- Graduates who attained an Applied or Bachelor Degree ($29,139, compared to a range of $11,567-$20,274 for Certificate and Diploma graduates).
Figure 5.1.5: Amount Owed in Government-Sponsored Student Loans at Graduation

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

- Zero: 9%
- Less than $5,000: 6%
- $5,000 to $14,999: 22%
- $15,000 to $24,999: 22%
- $25,000 or more: 41%

Base: Graduates who received government sponsored student loans, n=5,943. Values may not add to 100% due to rounding.
Note: "Don't know" and "No response" responses were excluded from analysis.

Figure 5.1.6: Amount Owed in Government-Sponsored Student Loans at Graduation – by Sector

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

- Baccalaureate & Applied Studies (n=810):
  - Zero: 8%
  - Less than $5,000: 5%
  - $5,000 to $14,999: 20%
  - $15,000 to $24,999: 21%
  - $25,000 or more: 45%
- Comprehensive Academic & Research (n=2,715):
  - Zero: 10%
  - Less than $5,000: 8%
  - $5,000 to $14,999: 16%
  - $15,000 to $24,999: 17%
  - $25,000 or more: 52%
- Comprehensive Community Institutions (n=1,046):
  - Zero: 9%
  - Less than $5,000: 9%
  - $5,000 to $14,999: 31%
  - $15,000 to $24,999: 24%
  - $25,000 or more: 26%
- Independent Academic Institutions (n=169):
  - Zero: 5%
  - Less than $5,000: 3%
  - $5,000 to $14,999: 17%
  - $15,000 to $24,999: 17%
  - $25,000 or more: 57%
- Polytechnical (n=1,162):
  - Zero: 7%
  - Less than $5,000: 6%
  - $5,000 to $14,999: 33%
  - $15,000 to $24,999: 31%
  - $25,000 or more: 23%
- Specialized Arts & Culture (n=41):
  - Zero: 5%
  - Less than $5,000: 10%
  - $5,000 to $14,999: 17%
  - $15,000 to $24,999: 12%
  - $25,000 or more: 56%

Base: Graduates who received government sponsored student loans, n=5,943. Values may not add to 100% due to rounding.
Note: "Don’t know" and "No response” responses were excluded from analysis.
Figure 5.1.7: Amount Owed in Government-Sponsored Student Loans at Graduation - by Field of Study

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Zero (0)</th>
<th>Less than $5,000</th>
<th>$5,000 to $14,999</th>
<th>$15,000 to $24,999</th>
<th>$25,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=962)</td>
<td>10%</td>
<td>7%</td>
<td>25%</td>
<td>23%</td>
<td>35%</td>
</tr>
<tr>
<td>Education (n=435)</td>
<td>9%</td>
<td>8%</td>
<td>18%</td>
<td>19%</td>
<td>51%</td>
</tr>
<tr>
<td>Health Sciences (n=1,513)</td>
<td>8%</td>
<td>5%</td>
<td>22%</td>
<td>20%</td>
<td>44%</td>
</tr>
<tr>
<td>Language Arts (n=1,105)</td>
<td>9%</td>
<td>5%</td>
<td>20%</td>
<td>20%</td>
<td>46%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=216)</td>
<td>7%</td>
<td>4%</td>
<td>26%</td>
<td>25%</td>
<td>38%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>10%</td>
<td>5%</td>
<td>21%</td>
<td>21%</td>
<td>43%</td>
</tr>
<tr>
<td>Recreation (n=120)</td>
<td>11%</td>
<td>9%</td>
<td>23%</td>
<td>18%</td>
<td>39%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=569)</td>
<td>8%</td>
<td>5%</td>
<td>31%</td>
<td>30%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Base: Graduates who received government sponsored student loans, n=5,943. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.1.8: Amount Owed in Government-Sponsored Student Loans at Graduation – by Credential Type

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Zero (0)</th>
<th>Less than $5,000</th>
<th>$5,000 to $14,999</th>
<th>$15,000 to $24,999</th>
<th>$25,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=699)</td>
<td>15%</td>
<td>13%</td>
<td>45%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Diploma (n=1,684)</td>
<td>5%</td>
<td>6%</td>
<td>26%</td>
<td>32%</td>
<td>31%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=3,036)</td>
<td>8%</td>
<td>5%</td>
<td>17%</td>
<td>17%</td>
<td>53%</td>
</tr>
<tr>
<td>Masters Degree (n=411)</td>
<td>17%</td>
<td>4%</td>
<td>16%</td>
<td>18%</td>
<td>45%</td>
</tr>
<tr>
<td>Doctoral Degree (n=60)</td>
<td>23%</td>
<td>3%</td>
<td>13%</td>
<td>17%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Base: Graduates who received government sponsored student loans, n=5,890. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis. Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Figure 5.1.9: Average Amount Owed in Government-Sponsored Student Loans at Graduation

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

Average
Median
Average (excluding zero)
Median (excluding zero)

Base: Graduates who received government sponsored student loans, n=5,943 (n=5,410 when excluding zero).
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.1.10: Average Amount Owed in Government-Sponsored Student Loans at Graduation – by Sector

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

Baccalaureate & Applied Studies
(n=810)

Comprehensive Academic & Research
(n=2,715)

Comprehensive Community Institutions
(n=1,046)

Independent Academic Institutions
(n=169)

Polytechnical
(n=1,162)

Specialized Arts & Culture
(n=41)

Average
Median
Average (excluding zero)
Median (excluding zero)

Base: Graduates who received government sponsored student loans, n=5,943 (n=5,410 when excluding zero).
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.1.11: Average Amount Owed in Government-Sponsored Student Loans at Graduation – by Field of Study

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

Base: Graduates who received government sponsored student loans, n=5,943 (n=5,410 when excluding zero).

Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.1.12: Average Amount Owed in Government-Sponsored Student Loans at Graduation – by Credential Type

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education?

**Base:** Graduates who received government sponsored student loans, n=5,890 (n=5,370 when excluding zero).

Note: “Don’t know” and “No response” responses were excluded from analysis.

Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
5.2 Non-Government Loans from Financial Institutions

One in five (20%) graduates received some form of non-government financing from financial institutions (e.g., bank loans, credit cards, credit lines, etc.) for education-related expenses.

The following significant differences are found among graduates who received non-government loans from financial institutions vs. those who did not:

- Females (21%, compared to 19% of males);
- Graduates 26 to 40 years of age (24%, compared to a range of 15%-18% for all other age groups);
- Graduates who did not have dependents at the start of their post-secondary studies (21%, compared to 18% of those who did);
- Graduates who were living in Canada, excluding Alberta, when they first applied for post-secondary studies (27%, compared to a range of 13%-22% for graduates from Alberta or outside of Canada);
- Graduates who were studying Legal and Security (28%, compared to a range of 15%-21% for all other fields of study, excluding Education, Health Sciences, and Recreation);
- Graduates who were enrolled in Baccalaureate and Applied Studies Institutions or Comprehensive Academic and Research Institutions (a range of 21%-22%, compared to a range of 17%-18% Comprehensive Community Institutions or Polytechnical Institutions); and
- Graduates who graduated from any program other than Certificate (a range of 20%-22%, compared to 14% Certificate).

Figure 5.2.1: Non-Government Loans from Financial Institutions

Q61. Have you ever received financial assistance for education-related expenses from the following sources...Non-government sponsored financial assistance from financial institutions (banks) (i.e. bank loans, credit cards, credit lines, etc.)

Base: Graduates, n=15,513. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.2.2: Non-Government Loans from Financial Institutions - Those Who Responded ‘Yes’ - by Sector

Q61. Have you ever received financial assistance for education-related expenses from the following sources...Non-government sponsored financial assistance from financial institutions (banks) (i.e. bank loans, credit cards, credit lines, etc.)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies</td>
<td>1,902</td>
<td>22%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research</td>
<td>6,988</td>
<td>21%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td>3,031</td>
<td>18%</td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>346</td>
<td>21%</td>
</tr>
<tr>
<td>Polytechnical</td>
<td>3,159</td>
<td>17%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture</td>
<td>87</td>
<td>25%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,513.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.2.3: Non-Government Loans from Financial Institutions - Those Who Responded ‘Yes’ - by Field of Study

Q61. Have you ever received financial assistance for education-related expenses from the following sources...Non-government sponsored financial assistance from financial institutions (banks) (i.e. bank loans, credit cards, credit lines, etc.)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>n</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>2,896</td>
<td>18%</td>
</tr>
<tr>
<td>Education</td>
<td>1,050</td>
<td>22%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>3,773</td>
<td>23%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>2,623</td>
<td>21%</td>
</tr>
<tr>
<td>Legal &amp; Security</td>
<td>452</td>
<td>28%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>2,907</td>
<td>17%</td>
</tr>
<tr>
<td>Recreation</td>
<td>258</td>
<td>25%</td>
</tr>
<tr>
<td>Trades &amp; Technologists</td>
<td>1,554</td>
<td>15%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,513.
Note: “Don’t know” and “No response” responses were excluded from analysis.
On average (including those who owe $0), Alberta graduates of 2013/14 who had ever received non-government loans from financial institutions owed $15,009 in these loans at the time of graduation with half owing more than $8,000 and half owing less. Graduates of Comprehensive Academic and Research Institutions ($20,221), Applied and Bachelor programs ($19,387), and those who studied Legal and Security ($23,292), are found to have the highest average amounts owed in these non-government loans.

The following significant differences are found among graduates in regards to the average amounts owed in non-government loans from financial institutions:

- Graduates 26 to 30 years of age owed more ($20,519, compared to a range of $7,367-$14,508 for graduates 25 years of age and younger, and those aged 31 to 40 years);
- Graduates who studied Legal and Security or Health Sciences (a range of $22,772-$23,292, compared to a range of $10,702-$12,425 for all other fields of study);
- Graduates who were enrolled in Comprehensive Academic and Research Institutions ($20,221, compared to a range of $8,840-$11,009 for Baccalaureate and Applied Studies Institutions, Polytechnical Institutions, or Comprehensive Community Institutions); and
- Graduates who attained an Applied or Bachelor, or Masters Degree (a range of $15,833-$19,387, compared to a range of $6,845-$9,736 for Certificates and Diplomas).
Figure 5.2.5: Amount Owed in Non-Government Loans from Financial Institutions at Graduation

Q65. 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?

- Zero: 22%
- Less than $5,000: 15%
- $5,000 to $14,999: 31%
- $15,000 to $24,999: 15%
- $25,000 or more: 17%

Base: Graduates who received non-government loans, n=2,643. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.2.6: Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Sector

Q65. 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?

- Baccalaureate & Applied Studies (n=361):
  - Zero: 26%
  - Less than $5,000: 18%
  - $5,000 to $14,999: 30%
  - $15,000 to $24,999: 13%
  - $25,000 or more: 13%
- Comprehensive Academic & Research (n=1,322):
  - Zero: 22%
  - Less than $5,000: 10%
  - $5,000 to $14,999: 29%
  - $15,000 to $24,999: 14%
  - $25,000 or more: 25%
- Comprehensive Community Institutions (n=449):
  - Zero: 18%
  - Less than $5,000: 22%
  - $5,000 to $14,999: 36%
  - $15,000 to $24,999: 16%
  - $25,000 or more: 8%
- Independent Academic Institutions (n=59):
  - Zero: 27%
  - Less than $5,000: 22%
  - $5,000 to $14,999: 29%
  - $15,000 to $24,999: 14%
  - $25,000 or more: 8%
- Polytechnical (n=437):
  - Zero: 21%
  - Less than $5,000: 19%
  - $5,000 to $14,999: 34%
  - $15,000 to $24,999: 18%
  - $25,000 or more: 8%
- Specialized Arts & Culture (n=15)*
  - Zero: 20%
  - Less than $5,000: 27%
  - $5,000 to $14,999: 27%
  - $15,000 to $24,999: 13%
  - $25,000 or more: 13%

Base: Graduates who received non-government loans, n=2,643. Values may not add to 100% due to rounding. *Caution when interpreting results due to small sample size. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.2.7: Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Field of Study

Q65. 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?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Zero</th>
<th>Less than $5,000</th>
<th>$5,000 to $14,999</th>
<th>$15,000 to $24,999</th>
<th>$25,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=444)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (n=200)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences (n=751)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts (n=462)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal &amp; Security (n=104)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation (n=54)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=203)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who have received non-government loans, n=2,643. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.2.8: Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Credential Type

Q65. 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?

<table>
<thead>
<tr>
<th>Credential Level</th>
<th>Zero</th>
<th>Less than $5,000</th>
<th>$5,000 to $14,999</th>
<th>$15,000 to $24,999</th>
<th>$25,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=273)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma (n=887)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=1,250)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree (n=306)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Degree (n=72)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who received non-government loans, n=2,588. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis. Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
**Figure 5.2.9: Average Amount Owed in Non-Government Loans from Financial Institutions at Graduation**

Q65. 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?

<table>
<thead>
<tr>
<th>Category</th>
<th>Average (excluding zero)</th>
<th>Median (excluding zero)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>$15,009</td>
<td>$8,000</td>
</tr>
<tr>
<td>Median</td>
<td>$19,247</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Base: Graduates who received non-government sponsored student loans, n=2,643 (n=2,061 when excluding zero).
Note: “Don’t know” and “No response” responses were excluded from analysis.

**Figure 5.2.10: Average Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Sector**

Q65. 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?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Average (excluding zero)</th>
<th>Median (excluding zero)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=361)</td>
<td>$11,009</td>
<td>$10,000</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=1,322)</td>
<td>$20,221</td>
<td>$15,000</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=449)</td>
<td>$8,840</td>
<td>$10,845</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=59)</td>
<td>$13,947</td>
<td>$19,137</td>
</tr>
<tr>
<td>Polytechnical (n=437)</td>
<td>$9,188</td>
<td>$11,571</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=15)*</td>
<td>$10,273</td>
<td>$12,842</td>
</tr>
</tbody>
</table>

Base: Graduates who received non-government sponsored student loans, n=2,643 (n=2,061 when excluding zero).
*Caution when interpreting results due to small sample size.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.2.11: Average Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Field of Study

Q65. 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?

Base: Graduates who received non-government sponsored student loans, n=2,643 (n=2,061 when excluding zero).
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.2.12: Average Amount Owed in Non-Government Loans from Financial Institutions at Graduation – by Credential Type

Q65. 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?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Average (excluding zero)</th>
<th>Average</th>
<th>Median (excluding zero)</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=273)</td>
<td>$6,845</td>
<td>$4,500</td>
<td>$9,071</td>
<td>$6,000</td>
</tr>
<tr>
<td>Diploma (n=687)</td>
<td>$9,736</td>
<td>$7,000</td>
<td>$11,902</td>
<td>$10,000</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=1,250)</td>
<td>$8,000</td>
<td>$10,000</td>
<td>$19,387</td>
<td>$25,165</td>
</tr>
<tr>
<td>Masters Degree (n=306)</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$15,833</td>
<td>$19,938</td>
</tr>
<tr>
<td>Doctoral Degree (n=72)</td>
<td>$10,000</td>
<td>$10,000</td>
<td>$18,799</td>
<td>$27,070</td>
</tr>
</tbody>
</table>

Base: Graduates who received non-government sponsored student loans, n=2,588 (n=2,023 when excluding zero).
Note: "Don’t know" and "No response" responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
5.3 Government-Sponsored Student Loans vs. Non-Government Loans from Financial Institutions and Debt

One in ten (12%) graduates have received both government-sponsored and non-government student loans from financial institutions. The following are significantly more likely to have received both:

- Females (12%, compared to 11% males);
- Graduates 26 to 40 years of age (a range of 15%-16%, compared to a range of 6%-10% for those 25 years of age or younger or 41 years of age or older);
- Graduates who did not have dependents at the start of their post-secondary studies (12%, compared to 9% who did);
- Graduates who were living in Canada, excluding Alberta when they first applied for post-secondary studies (15%, compared to a range of 4%-12% of graduates from Alberta and outside of Canada);
- Graduates who studied Legal and Security (19%, compared to a range of 8%-12% for graduates of Trades and Technologies, Language Arts, Physical, Natural and Applied Sciences, and Business);
- Graduates who were enrolled in Comprehensive Academic and Research Institutions, Baccalaureate and Applied Studies Institutions, or Independent Academic Institutions (a range of 12%-15%, compared to 9% Polytechnical Institutions and Comprehensive Community Institutions); and
- Graduates who attained an Applied or Bachelor Degree (14%, compared to a range of 7%-11% for all other credential types).

Figure 5.3.1: Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions

Q58/Q61. Have you ever received financial assistance for education-related expenses from the following sources...Government-sponsored student loans...Non-government sponsored financial assistance from financial institutions (banks) (i.e. bank loans, credit cards, credit lines, etc.)?

Base: Graduates, n=15,480. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.3.2: Average Amount Owed in Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, including those who owe $0

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education? Q65. 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?

- Government-sponsored student loans (n=5,943) $25,309
- Non-government loans from financial institutions (n=2,643) $15,009

Base: Graduates who received government sponsored student loans and/or non-government loans. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.3.3: Average Amount Owed in Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, excluding those who owe $0

Q62. At the time of your graduation, approximately how much did you owe from all government sponsored financial assistance (i.e. student loans) accumulated during your entire post-secondary education? Q65. 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?

- Government-sponsored student loans (n=5,410) $27,802
- Non-government loans from financial institutions (n=2,061) $19,247

Base: Graduates who received government sponsored student loans and/or non-government loans. Note: “Don’t know” and “No response” responses were excluded from analysis.
5.4 Family Financial Assistance

Half (51%) of graduates have ever received financial assistance from family. The following are significantly more likely to have received family financial assistance:

- Graduates 23 to 25 years of age (68%, compared to a range of 22%-61% for all other age groups);
- Graduates who were single at the start of their post-secondary studies (59%, compared to a range of 22%-32% of those who were married or living in common-law relationships, or separated, divorced or widowed);
- Graduates who did not have dependents at the start of their post-secondary studies (57%, compared to 27% of those who did);
- Non-Aboriginal graduates (52%, compared to 35% of Aboriginal graduates);
- Graduates who do not have a disability (51%, compared to 44% of disabled graduates);
- Graduates who were living in Alberta or outside of Canada when they first applied for post-secondary studies (a range of 51%-54%, compared to 46% from elsewhere in Canada, excluding Alberta);
- Graduates who were studying Recreation, Language Arts or Physical, Natural and Applied Sciences (a range of 56%-62%, compared to a range of 45%-50% for all other fields of study);
- Graduates who were enrolled in Independent Academic Institutions or Specialized Arts and Culture Institutions (a range of 67%-68%, compared to a range of 42%-54% for all other sectors); and
- Graduates who attained an Applied or Bachelor Degree (62%, compared to a range of 34%-50% for all other credential types).

Figure 5.4.1: Family Financial Assistance

Q60. Have you ever received financial assistance for education-related expenses from the following sources...Family?

<table>
<thead>
<tr>
<th>Family Loans</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51%</td>
<td>49%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,508. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.4.2: Family Financial Assistance - Those Who Responded ‘Yes’ - by Sector

Q60. Have you ever received financial assistance for education-related expenses from the following sources...Family?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,901)</td>
<td>54%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,989)</td>
<td>54%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=3,030)</td>
<td>42%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=345)</td>
<td>67%</td>
</tr>
<tr>
<td>Polytechnical (n=3,156)</td>
<td>48%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=87)</td>
<td>68%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,508.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.4.3: Family Financial Assistance - Those Who Responded ‘Yes’ - by Field of Study

Q60. Have you ever received financial assistance for education-related expenses from the following sources...Family?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,893)</td>
<td>50%</td>
</tr>
<tr>
<td>Education (n=1,047)</td>
<td>48%</td>
</tr>
<tr>
<td>Health Sciences (n=3,777)</td>
<td>46%</td>
</tr>
<tr>
<td>Language Arts (n=2,625)</td>
<td>56%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=451)</td>
<td>45%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=2,906)</td>
<td>57%</td>
</tr>
<tr>
<td>Recreation (n=256)</td>
<td>62%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,553)</td>
<td>46%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,508.
Note: “Don’t know” and “No response” responses were excluded from analysis.
On average (including those who owed $0), Alberta graduates of 2013/14 who had ever received family loans owed $7,731 in these financial assistance at the time of graduation. Graduates of Comprehensive Academic and Research Institutions ($10,407), Doctoral Degree programs ($9,786), and those who studied Business ($15,465), were found to have the highest average amounts owed in family loans.

The following significant differences were found among graduates in regards to the average amounts owed in family financial assistance:

- Graduates 26 years of age or older owed a range of $7,075-$8,094, compared to $3,347 owed by graduates 22 years of age and younger; and
- Graduates who attained a Masters Degree ($7,156, compared to $4,438 for Certificates).
Figure 5.4.5: Amount Owed in Family Loans at Graduation

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

- Zero: 66%
- Less than $5,000: 7%
- $5,000 to $14,999: 13%
- $15,000 to $24,999: 6%
- $25,000 or more: 7%

Base: Graduates who received family loans, n=6,499. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.4.6: Amount Owed in Family Loans at Graduation – by Sector

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

- Baccalaureate & Applied Studies (n=850):
  - Zero: 70%
  - Less than $5,000: 7%
  - $5,000 to $14,999: 14%
  - $15,000 to $24,999: 5%
  - $25,000 or more: 5%

- Comprehensive Academic & Research (n=3,208):
  - Zero: 69%
  - Less than $5,000: 5%
  - $5,000 to $14,999: 10%
  - $15,000 to $24,999: 6%
  - $25,000 or more: 9%

- Comprehensive Community Institutions (n=980):
  - Zero: 60%
  - Less than $5,000: 12%
  - $5,000 to $14,999: 17%
  - $15,000 to $24,999: 6%
  - $25,000 or more: 5%

- Independent Academic Institutions (n=191):
  - Zero: 69%
  - Less than $5,000: 7%
  - $5,000 to $14,999: 10%
  - $15,000 to $24,999: 7%
  - $25,000 or more: 7%

- Polytechnical (n=1,224):
  - Zero: 61%
  - Less than $5,000: 11%
  - $5,000 to $14,999: 17%
  - $15,000 to $24,999: 7%
  - $25,000 or more: 5%

- Specialized Arts & Culture (n=46):
  - Zero: 70%
  - Less than $5,000: 13%
  - $5,000 to $14,999: 9%
  - $15,000 to $24,999: 4%
  - $25,000 or more: 4%

Base: Graduates who received family loans, n=6,499. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.4.7: Amount Owed in Family Loans at Graduation – by Field of Study

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=1,215)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education (n=432)</td>
<td>68%</td>
<td></td>
<td></td>
<td>13%</td>
<td>6%</td>
<td>7%</td>
</tr>
<tr>
<td>Health Sciences (n=1,394)</td>
<td>62%</td>
<td>10%</td>
<td>14%</td>
<td>6%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Language Arts (n=1,194)</td>
<td>70%</td>
<td></td>
<td>7%</td>
<td>11%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=165)</td>
<td>61%</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=1,396)</td>
<td>70%</td>
<td></td>
<td>5%</td>
<td>10%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Recreation (n=121)</td>
<td>67%</td>
<td></td>
<td>12%</td>
<td>12%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=582)</td>
<td>57%</td>
<td>9%</td>
<td>18%</td>
<td>8%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who received family loans, n=6,499. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.4.8: Amount Owed in Family Loans at Graduation – by Credential Type

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=698)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma (n=1,681)</td>
<td>58%</td>
<td>16%</td>
<td>19%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=3,463)</td>
<td>63%</td>
<td>9%</td>
<td>15%</td>
<td>7%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Masters Degree (n=504)</td>
<td>70%</td>
<td></td>
<td>5%</td>
<td>10%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Doctoral Degree (n=98)</td>
<td>63%</td>
<td>5%</td>
<td>16%</td>
<td>7%</td>
<td>9%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who received family loans, n=6,444. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Figure 5.4.9: Average Amount Owed in Family Loans at Graduation

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

Base: Graduates who received family loans, n=6,499 (n=2,188 when excluding zero).
Note: Median value is $0 when zero is included.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.4.10: Average Amount Owed in Family Loans at Graduation – by Sector

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Average (excluding zero)</th>
<th>Median (excluding zero)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies</td>
<td>$4,197</td>
<td>$13,775</td>
</tr>
<tr>
<td>(n=850)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research</td>
<td>$10,000</td>
<td>$15,000</td>
</tr>
<tr>
<td>(n=3,208)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td>$5,098</td>
<td>$12,844</td>
</tr>
<tr>
<td>(n=980)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>$3,652</td>
<td>$10,000</td>
</tr>
<tr>
<td>(n=191)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnical</td>
<td>$6,500</td>
<td>$14,780</td>
</tr>
<tr>
<td>(n=1,224)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who received family loans, n=6,499 (n=2,188 when excluding zero).
Note: Median value is $0 when zero is included.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.4.11: Average Amount Owed in Family Loans at Graduation – by Field of Study

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

Base: Graduates who received family loans, n=6,499 (n=2,188 when excluding zero).
Note: Median value is $0 when zero is included.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.4.12: Average Amount Owed in Family Loans at Graduation – by Credential Type

Q64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?

Base: Graduates who received family loans, n=6,444 (n=2,167 when excluding zero).
Note: Median value is $0 when zero is included.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
5.5 Scholarships, Grants or Bursaries

Three in five (63%) graduates have ever received a scholarship, grant or bursary. The following are significantly more likely to have received a scholarship, grant or bursary:

- Graduates 23 to 25 years of age (74%, compared to a range of 42%-66% for all other age groups);
- Graduates who were single at the start of their post-secondary studies (68%, compared to a range of 50%-57% of married or common-law, or separated, divorced or widowed graduates);
- Graduates who did not have dependents at the start of their post-secondary studies (67%, compared to 48% who did);
- Graduates who were living in rural Alberta when they first applied for post-secondary studies (67%, compared to a range of 53%-64% of those from elsewhere in Alberta or Canada or outside of Canada);
- Graduates who were studying Physical, Natural and Applied Sciences (77%, compared to a range of 54%-70% for all other fields of study, excluding Recreation);
- Graduates who were enrolled in Independent Academic Institutions (83%, compared to a range of 46%-75% all other sectors, excluding Specialized Arts and Culture Institutions due to smaller sample size); and
- Graduates who attained a Doctoral Degree (89%, compared to a range of 36%-76% all other credential types).

Figure 5.5.1: Scholarships, Grants or Bursaries

Q59. Have you ever received financial assistance for education-related expenses from the following sources...Scholarships, grants or bursaries?

Base: Graduates, n=15,491. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.5.2: Scholarships, Grants or Bursaries - Those Who Responded ‘Yes’ - by Sector

Q59. Have you ever received financial assistance for education-related expenses from the following sources...Scholarships, grants or bursaries?

- Baccalaureate & Applied Studies (n=1,899) 64%
- Comprehensive Academic & Research (n=6,975) 75%
- Comprehensive Community Institutions (n=3,022) 46%
- Independent Academic Institutions (n=346) 83%
- Polytechnical (n=3,163) 52%
- Specialized Arts & Culture (n=86) 76%

Base: Graduates, n=15,491.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.5.3: Scholarships, Grants or Bursaries - Those Who Responded ‘Yes’ - by Field of Study

Q59. Have you ever received financial assistance for education-related expenses from the following sources...Scholarships, grants or bursaries?

- Business (n=2,896) 54%
- Education (n=1,046) 68%
- Health Sciences (n=3,760) 57%
- Language Arts (n=2,626) 70%
- Legal & Security (n=451) 61%
- Physical, Natural & Applied Sci. (n=2,902) 77%
- Recreation (n=257) 76%
- Trades & Technologists (n=1,553) 54%

Base: Graduates, n=15,491.
Note: “Don’t know” and “No response” responses were excluded from analysis.
On average, Alberta graduates of 2013/14 who had ever received a scholarship, grant or bursary received $10,154 with half receiving more than $4,500 and half receiving less. Graduates of Comprehensive Academic and Research Institutions ($14,625, compared to a range of $4,325-$8,237 all other sectors), Doctoral Degree programs ($83,158, compared to a range of $4,164-$17,959 all other credential types), and those who studied Physical, Natural and Applied Sciences ($17,179, compared to a range of $4,566-$10,830 all other fields of study), received the highest average amount in scholarships, grants or bursaries.

The following graduates tended to receive higher average amounts in scholarships, grants and bursaries compared to other groups:

- Males ($12,014, compared to $8,891 for females);
- Graduates 31 to 40 years of age ($17,884, compared to a range of $4,712-$11,369 for all other age groups);
- Graduates who were married or living in common–law relationships when they first applied for post-secondary studies ($13,915, compared to $9,238 for single graduates); and
- Graduates who were living outside of Canada when they first applied for post-secondary studies ($33,082, compared to a range of $7,763-$14,686 for graduates from within Canada).
Figure 5.5.5: Amount Received in Scholarships, Grants or Bursaries

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

Figure 5.5.6: Amount Received in Scholarships, Grants or Bursaries – by Sector

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?
Figure 5.5.7: Amount Received in Scholarships, Grants or Bursaries – by Field of Study

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Less than $5,000</th>
<th>$5,000 to $14,999</th>
<th>$15,000 to $24,999</th>
<th>$25,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=1,352)</td>
<td>55%</td>
<td>37%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Education (n=616)</td>
<td>49%</td>
<td>39%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Health Sciences (n=1,751)</td>
<td>52%</td>
<td>33%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Language Arts (n=1,518)</td>
<td>52%</td>
<td>33%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=234)</td>
<td>59%</td>
<td>31%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=1,856)</td>
<td>37%</td>
<td>37%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>Recreation (n=167)</td>
<td>43%</td>
<td>40%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=724)</td>
<td>69%</td>
<td>25%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Base: Graduates who received scholarships, grants or bursaries, n=8,218. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.5.8: Amount Received in Scholarships, Grants or Bursaries – by Credential Type

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Less than $5,000</th>
<th>$5,000 to $14,999</th>
<th>$15,000 to $24,999</th>
<th>$25,000 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=677)</td>
<td>74%</td>
<td>20%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>Diploma (n=2,068)</td>
<td>70%</td>
<td>25%</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=4,310)</td>
<td>43%</td>
<td>43%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Masters Degree (n=834)</td>
<td>32%</td>
<td>32%</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>Doctoral Degree (n=231)</td>
<td>6%</td>
<td>8%</td>
<td>12%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Base: Graduates who received scholarships, grants or bursaries, n=8,120. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Figure 5.5.9: Average Amount Received in Scholarships, Grants or Bursaries

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

Average: $10,154
Median: $4,500

Base: Graduates who received scholarships, grants or bursaries, n=8,218.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.5.10: Average Amount Received in Scholarships, Grants or Bursaries – by Sector

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Average</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,041)</td>
<td>$6,080</td>
<td>$4,000</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=4,361)</td>
<td>$14,625</td>
<td>$5,000</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=1,123)</td>
<td>$4,394</td>
<td>$2,500</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=246)</td>
<td>$8,237</td>
<td>$5,000</td>
</tr>
<tr>
<td>Polytechnical (n=1,397)</td>
<td>$4,325</td>
<td>$2,500</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=50)</td>
<td>$6,742</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

Base: Graduates who received scholarships, grants or bursaries, n=8,218.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.5.11: Average Amount Received in Scholarships, Grants or Bursaries – by Field of Study

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

Base: Graduates who received scholarships, grants or bursaries, n=8,218.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.5.12: Average Amount Received in Scholarships, Grants or Bursaries – by Credential Type

Q63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?

Base: Graduates who received scholarships, grants or bursaries, n=8,120.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
5.6 Overall Sources of Funding Used

The majority (87%) of Alberta 2013/14 graduates received some form of financial assistance for education-related expenses. The following were significantly more likely to have received any form of financial assistance:

- Graduates 23 to 25 years of age (96%, compared to a range of 64%-92% for all other age groups);
- Graduates who were single when they first applied for post-secondary studies (93%, compared to a range of 74%-79% of those who were married or living in common-law relationships, or separated, divorced or widowed);
- Graduates who did not have dependents at the start of their post-secondary studies (91%, compared to 73% who did);
- Non-Aboriginal graduates (88%, compared to 83% of Aboriginal graduates);
- Graduates who were living in urban Alberta when they first applied for post-secondary studies (89%, compared to a range of 83%-85% of those from elsewhere in Canada, excluding rural Alberta, or outside of Canada);
- Graduates who were studying Recreation, Language Arts, or Physical, Natural and Applied Sciences (a range of 93%-95%, compared to a range of 84%-88% for all other fields of study);
- Graduates who were enrolled in Independent Academic Institutions (98%, compared to a range of 81%-91% in all other sectors, excluding Specialized Arts and Culture Institutions); and
- Graduates who attained an Applied or Bachelors Degree (94%, compared to a range of 73%-90% for Certificate, Diploma, or Masters Degree graduates).
Figure 5.6.1: Sources of Funding Used

Q58/Q59/Q60/Q61. Have you ever received financial assistance for education-related expenses from the following sources...Government-sponsored student loans / Scholarships, grants or bursaries / Family / Non-government sponsored financial assistance from financial institutions (banks) (i.e. Bank loans, credit cards, credit lines, etc.)

Base: Graduates, n=15,589. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 5.6.2: Average Amount Owed from Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions (excluding family loans or scholarships, grants or bursaries)

Q62/Q63/Q64/Q65. Have you ever received financial assistance for education-related expenses from the following sources...Government-sponsored student loans / Scholarships, grants or bursaries / Family / Non-government sponsored financial assistance from financial institutions (banks) (i.e. Bank loans, credit cards, credit lines, etc.)

Base: Graduates who received government sponsored or non-government sponsored sources of funding, n=7,104. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
5.7 Historic Comparisons

This section compares total loans (government-sponsored and non-government) owed at the time of graduation among students who graduated from publicly-funded post-secondary institutions in 2009/10, 2011/12, and 2013/14. Results are presented by sector, field of study, and credential type.

In general, total loans owed at the time of graduation among graduates remains fairly consistent. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Overall:

- The proportion of graduates who received government loans is trending up

Among sectors:

- Baccalaureate and Applied Studies Institutions
  - The proportion of graduates who received government loans is trending up

- Comprehensive Academic and Research Institutions
  - The proportion of graduates who received either type of loans is trending down
  - The proportion of graduates who received non-government loans from financial institutions is trending down

- Comprehensive Community Institutions
  - The proportion of graduates who received government loans is trending up

- Independent Academic Institutions Institutions
  - The proportion of graduates who received either type of loans is trending down

- Specialized Arts and Culture Institutions
  - The proportion of graduates received non-government loans from financial institutions is trending down

Among fields of study:

- Business
  - The proportion of graduates who received government loans is trending up

- Education
  - The proportion of graduates who received either type of loans is trending down

- Language Arts
  - The proportion of graduates who received non-government loans from financial institutions is trending down

- Legal and Security
  - The proportion of graduates who received either type of loans has gone up noticeably since 2011/12
  - The proportion of graduates who received government loans has gone up noticeably since 2011/12
- Recreation
  - The proportion of graduates who received either type of loans has gone up noticeably since 2011/12
  - The proportion of graduates who received government loans has gone up noticeably since 2011/12

- Trades and Technologies
  - The proportion of graduates who received either type of loans has gone up noticeably since 2011/12
  - The proportion of graduates who received government loans has gone up noticeably since 2011/12

Among credential types:

- Diplomas
  - The proportion of graduates who received government loans is trending up

- Applied or Bachelor Degrees
  - The proportion of graduates who received government loans is trending up
  - The proportion of graduates who received non-government loans from financial institutions is trending down

- Masters Degrees
  - The proportion of graduates who received either type of loans is trending down
  - The proportion of graduates who received government loans is trending down
  - The proportion of graduates who received non-government loans from financial institutions is trending down

- Doctoral Degrees
  - The proportion of graduates who received either type of loans is trending down
  - The proportion of graduates who received government loans has gone down noticeably since 2011/12
Figure 5.7.1: Historic – Total Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, excluding Family Loans and Scholarships, Grants and Bursaries – by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>2013/14</th>
<th>2011/12</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=15,342) - 2013/14</td>
<td>20%</td>
<td>43%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>41%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>39%</td>
<td>55%</td>
</tr>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,886) - 2013/14</td>
<td>22%</td>
<td>47%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>43%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>39%</td>
<td>57%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=6,933) - 2013/14</td>
<td>21%</td>
<td>42%</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>43%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>33%</td>
<td>41%</td>
<td>58%</td>
</tr>
<tr>
<td>Comprehensive Community (n=2,964) - 2013/14</td>
<td>18%</td>
<td>40%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>39%</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>23%</td>
<td>33%</td>
<td>47%</td>
</tr>
<tr>
<td>Independent Academic (n=342) - 2013/14</td>
<td>21%</td>
<td>55%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>57%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>34%</td>
<td>53%</td>
<td>67%</td>
</tr>
<tr>
<td>Polytechnical (n=3,132) - 2013/14</td>
<td>17%</td>
<td>42%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>15%</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>24%</td>
<td>36%</td>
<td>51%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=85) - 2013/14</td>
<td>25%</td>
<td>52%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>28%</td>
<td>46%</td>
<td>61%</td>
</tr>
<tr>
<td></td>
<td>41%</td>
<td>46%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Note: Family loans were included in non-government loans in 2009/10, and then separated in 2011/2012 and 2013/14 survey years. Caution should be used when interpreting results as they are not directly comparable.

Note: “Don’t know” and “No response” responses were excluded from analysis.

Base: 2013/14 graduates. Values may not add to 100% because the chart is a combination of three separate questions. The data is being shown in this way to make the comparison most visible.
Figure 5.7.2: Historic – Total Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, excluding Family Loans and Scholarships, Grants and Bursaries – by Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Total (n=15,342) - 2013/14</th>
<th>2011/12</th>
<th>2009/10</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trades &amp; Technologists (n=1,538)</td>
<td>20%</td>
<td>20%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Business (n=2,869)</td>
<td>18%</td>
<td>18%</td>
<td>26%</td>
<td>26%</td>
</tr>
<tr>
<td>Education (n=1,041)</td>
<td>22%</td>
<td>20%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Health Sciences (n=3,725)</td>
<td>23%</td>
<td>23%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Language Arts (n=2,594)</td>
<td>21%</td>
<td>21%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=448)</td>
<td>28%</td>
<td>28%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>17%</td>
<td>17%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>Recreation (n=253)</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Total (n=15,342) - 2013/14</td>
<td>20%</td>
<td>20%</td>
<td>26%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates. Values may not add to 100% because the chart is a combination of three separate questions. The data is being shown in this way to make the comparison most visible.

Note: Family loans were included in non-government loans in 2009/10, and then separated in 2011/2012 and 2013/14 survey years. Caution should be used when interpreting results as they are not directly comparable.

Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 5.7.3: Historic – Total Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, excluding Family Loans and Scholarships, Grants and Bursaries – by Credential Type

Base: 2013/14 graduates. Values may not add to 100% because the chart is a combination of three separate questions. The data is being shown in this way to make the comparison most visible.

Note: Family loans were included in non-government loans in 2009/10, and then separated in 2011/2012 and 2013/14 survey years. Caution should be used when interpreting results as they are not directly comparable.

Note: “Don’t know” and “No response” responses were excluded from analysis.

Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
Median total debt, after adjusting for inflation, decreased in 2013/14, returning to values similar to previous years (excluding 2001/02).

**Figure 5.7.4: Historic – Median Debt from Government-Sponsored Student Loans and Non-Government Loans from Financial Institutions, excluding Family Loans and Scholarships, Grants and Bursaries**

<table>
<thead>
<tr>
<th>Year</th>
<th>Adjusted Median</th>
<th>Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>2011/12</td>
<td>$22,957</td>
<td>$22,200</td>
</tr>
<tr>
<td>2009/10</td>
<td>$21,323</td>
<td>$20,100</td>
</tr>
<tr>
<td>2007/08</td>
<td>$20,865</td>
<td>$18,800</td>
</tr>
<tr>
<td>2005/06</td>
<td>$19,891</td>
<td>$17,500</td>
</tr>
<tr>
<td>2003/04</td>
<td>$18,900</td>
<td>$22,465</td>
</tr>
<tr>
<td>2001/02</td>
<td>$17,370</td>
<td></td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates.

Note: Adjusted values are controlled for inflation, based on the Canadian CPI for 2015 as the base year. Adjustments are made using each survey year, not the graduating year. The inflation calculator on the Bank of Canada website was used to calculate the adjusted values.

Note: “Don’t know” and “No response” responses were excluded from analysis.
6. Transitions

This section discusses the findings on all matters of transition:

- Transfer credits received during post-secondary studies;
- Transitioning after completion of post-secondary studies to future endeavors; and
- Relocation since graduation.
6.1 Transfer Credits

Over two in five (44%) graduates completed some post-secondary courses, not including upgrading, prior to enrolling at an Alberta post-secondary institution.

Of those graduates who completed some post-secondary courses, not including upgrading, prior to enrolling at an Alberta post-secondary institution, nearly half (46%) received transfer credit or advanced standing for these courses. Graduates of any sector, excluding Polytechnical Institutions and Comprehensive Community Institutions (a range of 52%-71%, compared to a range of 25%-36% Polytechnical Institutions and Comprehensive Community Institutions), Applied and Bachelor Degree (70%, compared to a range of 17%-38% other credential types), and those who completed their studies within Language Arts (61%, compared to a range of 21%-54% other fields of study, excluding Recreation) are more likely to have received transfer credit.

Other groups particularly likely to have received transfer credit are as follows:

- Females (48%, compared to 41% males);
- Graduates between 23 and 25 years of age (54%, compared to a range of 32%-48% of all other graduates);
- Graduates who were single (49%, compared to a range of 40%-41% of married, those living in common-law relationships, or those who were separated, divorced or widowed);
- Graduates who had no dependents at the start of their post-secondary studies (47%, compared to 42% who did); and
- Graduates who were living in rural Alberta (52%, compared to a range of 32%-46% from all other locations, excluding elsewhere in Canada (outside of Alberta)).

Figure 6.1.1: Receipt of Transfer Credits - Those Who Responded ‘Yes’ - by Sector

Q23. In completing requirements for the [NAME OF PROGRAM] program, did you receive transfer credit or advanced standing for courses taken at any other institution?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=797)</td>
<td>60%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research Institutions (n=3,242)</td>
<td>52%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=1,068)</td>
<td>36%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=134)</td>
<td>63%</td>
</tr>
<tr>
<td>Polytechnical (n=1,252)</td>
<td>25%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=34)</td>
<td>71%</td>
</tr>
</tbody>
</table>

Base: Graduates who completed post-secondary courses prior to enrolling in their program, n=6,527.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 6.1.2: Receipt of Transfer Credits - Those Who Responded ‘Yes’ - by Field of Study

Q23. In completing requirements for the [NAME OF PROGRAM] program, did you receive transfer credit or advanced standing for courses taken at any other institution?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Yes (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=1,235)</td>
<td>54%</td>
</tr>
<tr>
<td>Education (n=655)</td>
<td>52%</td>
</tr>
<tr>
<td>Health Sciences (n=1,677)</td>
<td>39%</td>
</tr>
<tr>
<td>Language Arts (n=1,126)</td>
<td>61%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=213)</td>
<td>31%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=984)</td>
<td>43%</td>
</tr>
<tr>
<td>Recreation (n=91)</td>
<td>52%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=546)</td>
<td>21%</td>
</tr>
</tbody>
</table>

Base: Graduates who completed post-secondary courses prior to enrolling in their program, n=6,527.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 6.1.3: Receipt of Transfer Credits - Those Who Responded ‘Yes’ - by Credential Type

Q23. In completing requirements for the [NAME OF PROGRAM] program, did you receive transfer credit or advanced standing for courses taken at any other institution?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Yes (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=862)</td>
<td>23%</td>
</tr>
<tr>
<td>Diploma (n=1,621)</td>
<td>38%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=2,778)</td>
<td>70%</td>
</tr>
<tr>
<td>Masters Degree (n=895)</td>
<td>18%</td>
</tr>
<tr>
<td>Doctoral Degree (n=224)</td>
<td>17%</td>
</tr>
</tbody>
</table>

Base: Graduates who completed post-secondary courses prior to enrolling in their program, n=6,380.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
The majority (89%) of graduates who received transfer credit or advanced credit are satisfied to some degree (satisfied/very satisfied) with the transfer credit they received.

Particularly high ratings (very satisfied) are provided among graduates who were living within Canada when they first applied for their post-secondary studies (a range of 46%-51%, compared to 33% outside of Canada).

**Figure 6.1.4: Satisfaction with Transfer Credits**

Q24. How satisfied were you with the transfer credit that you received?

![Graph showing satisfaction levels](image)

Base: Graduates who received transfer credit or advanced standing for courses taken at another institution, n=2,944.
Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
6.2 Post-Graduation Transitions

After 2013/14 graduation, not all students entered the work force. Nearly one-quarter (22%) of 2013/14 graduates re-enrolled as students to further their education experience.

A relatively high percentage of graduates who studied at Comprehensive Academic and Research Institutions (24%), Baccalaureate and Applied Studies Institutions (22%) and Independent Academic Institutions (27%) re-entered the education system when compared to graduates from Polytechnical Institutions (19%). Applied and Bachelor Degree (26%) graduates are also more likely to be currently enrolled as students, when compared to other graduates of all other credential types (a range of 5%-21%), as are graduates who studied Recreation (39%), when compared to graduates of all other fields of study (a range of 10%-27%).

Younger graduates (a range of 29%-30% of those who were 25 years or younger) are more likely than older graduates (a range of 14%-19% of those 26 years or older) to have enrolled as students after 2013/14 graduation. It is also found that those graduates who were single (25%, compared to a range of 15%-17% for other marital statuses), had no dependents (24%, compared to 16% of those with dependents), and lived in Alberta (urban or rural) when they first applied for post-secondary studies (a range of 21%-23%, compared to 16% for those from outside of Canada), were more likely to enroll as a student after graduation.

Of all the graduates currently enrolled as students, two-thirds (67%) are full-time students and one-third (33%) are part-time.

Students who are more likely to be full-time include:

- Males (70%, compared to 65% of females);
- Graduates 25 years of age or younger (a range of 75%-76%, compared to a range of 33%-67% of those 26 years of age or older);
- Graduates who were single at the start of their post-secondary studies (72%, compared to a range of 47%-51% for other marital statuses);
- Graduates who had no dependents at the start of their post-secondary studies (70%, compared to 47% who did);
- Graduates who were living outside of Canada when they first applied for post-secondary (75%, compared to 63% of those from elsewhere in Canada, excluding Alberta);
- Graduates who were studying Recreation or Physical, Natural and Applied Sciences (a range of 85%-87%, compared to a range of 44%-73% for all other fields of study);
- Graduates who were enrolled in Independent Academic Institutions (86%, compared to a range of 56%-75% for all other sectors, excluding Specialized Arts and Culture Institutions)
- Graduates who attained an Applied or Bachelors or Masters Degree (a range of 72%-73%, compared to a range of 58%-60% Certificate or Diploma).

Students who are more likely to be part-time include:

- Females (35%, compared to 30% males);
- Graduates 26 years of age or older (a range of 33%-67%, compared to a range of 24%-25% of those 25 years of age or younger);
- Graduates who were married or living in common-law relationships or separated, divorced or widowed at the start of their post-secondary studies (a range of 49%-53%, compared to 28% single);
- Graduates who had dependents at the start of their post-secondary studies (53%, compared to 30% who did not);
- Graduates who were living elsewhere in Canada when they first applied for post-secondary, excluding Alberta (37%, compared to 25% from outside of Canada);
- Graduates who were studying Business or Education (a range of 49%-56%, compared to a range of 13%-32% for Trades and Technologies, Recreation, Language Arts, and Physical, Natural and Applied Sciences);
- Graduates who were enrolled in Baccalaureate and Applied Studies Institutions, Polytechnical Institutions, or Comprehensive Community Institutions (a range of 40%-44%, compared to a range of 14%-25% for all other sectors, excluding Specialized Arts and Culture Institutions);
- Graduates who attained a Certificate or Diploma (a range of 40%-42%, compared to a range of 27%-28% of those who attained an Applied, Bachelor or Masters degree).

**Figure 6.2.1: Current Enrollment - Those Who Responded ‘Yes’ - by Sector**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Current Enrollment 'Yes'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,910)</td>
<td>22%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=7,014)</td>
<td>24%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=3,057)</td>
<td>20%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=349)</td>
<td>27%</td>
</tr>
<tr>
<td>Polytechnical (n=3,184)</td>
<td>19%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=86)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,600.
Note: ‘Yes’ mentions include those currently enrolled as a student in and outside of Alberta.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 6.2.2: Current Enrollment - Those Who Responded ‘Yes’ - by Field of Study

Q29. Are you currently enrolled as a student?

Base: Graduates, n=15,600.
Note: ‘Yes’ mentions include those currently enrolled as a student in and outside of Alberta.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 6.2.3: Current Enrollment - Those Who Responded ‘Yes’ - by Credential Type

Q29. Are you currently enrolled as a student?

Base: Graduates, n=15,336.
Note: ‘Yes’ mentions include those currently enrolled as a student in and outside of Alberta.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Q31. Are you currently a part-time or full-time student?

**Figure 6.2.4: Full-time and Part-time – by Sector**

<table>
<thead>
<tr>
<th>Sector</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=420)</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=1,864)</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=602)</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Independent Academic Institutions (n=90)</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Polytechnical (n=588)</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=17)*</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Base: Graduates currently enrolled as a student, n=3,381. Values may not add to 100% due to rounding. *Caution to be used when interpreting results due to small sample size. Note: “Don’t know” and “No response” responses were excluded from analysis.

**Figure 6.2.5: Full-time and Part-time – by Field of Study**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=643)</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Education (n=104)</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Health Sciences (n=803)</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Language Arts (n=712)</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Legal &amp; Security (n=75)</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=718)</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Recreation (n=100)</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=226)</td>
<td>68%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Base: Graduates currently enrolled as a student, n=3,381. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 6.2.6: Full-time and Part-time – by Credential Type

Q31. Are you currently a part-time or full-time student?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=464)</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Diploma (n=876)</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=1,731)</td>
<td>72%</td>
<td>28%</td>
</tr>
<tr>
<td>Masters Degree (n=249)</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Doctoral Degree (n=19)*</td>
<td>63%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Base: Graduates currently enrolled as a student, n=3,339. Values may not add to 100% due to rounding.
*Caution when interpreting results due to small sample size.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Two in five (41%) graduates currently enrolled as students are working towards a graduate degree.

Graduates currently enrolled as students outside of Alberta who are more likely to be working towards a graduate degree include those who graduated from a Comprehensive Academic and Research Institutions, Baccalaureate and Applied Studies Institutions, or an Independent Academic Institutions (a range of 46%-53%, when compared to a range of 11%-16% for Polytechnical Institutions and Comprehensive Community Institutions), those who attained an Applied or Bachelor or Master’s Degree (a range of 49%-51%, when compared to a range of 8%-14% for Certificate and Diploma), and those who completed their studies within Language Arts and Physical Natural and Applied Sciences (a range of 48%-52%, compared to a range of 9%-34% for Trades and Technologies, Business and Health Sciences).

Graduates who are currently enrolled as students outside of Alberta and are 23 years of age and older (a range of 42%-48%) are also more likely to be working towards a graduate degree when compared to graduates 22 years of age or younger (19%).

Figure 6.2.7: Type of Current Enrollment

Q30. Will these studies lead to a...?

- Graduate degree: 41%
- Undergraduate degree: 18%
- Professional School (e.g. Law, Dentistry, Medicine): 15%
- Professional designation (e.g. CMA - Certified Management Accounting...): 8%
- Certificate: 7%
- Diploma: 6%
- Extension certificate: 1%
- Applied degree: 1%
- Other: 3%

Base: Graduates currently enrolled as a student outside of Alberta, n=745. Values may not add to 100% due to rounding.
Note: “Don’t know” responses were excluded from analysis.
Figure 6.2.8: Type of Current Enrollment (rows) – by Sector (attained, columns)

<table>
<thead>
<tr>
<th>Type of Enrollment</th>
<th>Baccalaureate &amp; Applied Studies (n=82)</th>
<th>Comprehensive Academic &amp; Research Institutions (n=73)</th>
<th>Comprehensive Community Institutions (n=73)</th>
<th>Independent Academic Institutions (n=34)</th>
<th>Polytechnical (n=83)</th>
<th>Specialized Arts &amp; Culture (n=2)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>6%</td>
<td>5%</td>
<td>11%</td>
<td>3%</td>
<td>6%</td>
<td>n/a</td>
</tr>
<tr>
<td>Certificate</td>
<td>9%</td>
<td>7%</td>
<td>12%</td>
<td>3%</td>
<td>6%</td>
<td>n/a</td>
</tr>
<tr>
<td>Extension Certificate</td>
<td>n/a</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>n/a</td>
<td>50%</td>
</tr>
<tr>
<td>Applied Degree</td>
<td>n/a</td>
<td>&lt;1%</td>
<td>3%</td>
<td>n/a</td>
<td>4%</td>
<td>n/a</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>16%</td>
<td>7%</td>
<td>49%</td>
<td>3%</td>
<td>61%</td>
<td>n/a</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>46%</td>
<td>48%</td>
<td>15%</td>
<td>53%</td>
<td>11%</td>
<td>50%</td>
</tr>
<tr>
<td>Professional School</td>
<td>15%</td>
<td>18%</td>
<td>3%</td>
<td>38%</td>
<td>2%</td>
<td>n/a</td>
</tr>
<tr>
<td>Professional designation</td>
<td>7%</td>
<td>9%</td>
<td>4%</td>
<td>n/a</td>
<td>7%</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>n/a</td>
<td>2%</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Base: Graduates currently enrolled as a student outside of Alberta, n=745. Values may not add to 100% due to rounding.
*Caution to be used when interpreting results due to small sample size.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 6.2.9: Type of Current Enrollment (rows) – by Field of Study (attained, columns)

<table>
<thead>
<tr>
<th>Type of Enrollment</th>
<th>Business (n=94)</th>
<th>Education (n=27)*</th>
<th>Health Sciences (n=143)</th>
<th>Language Arts (n=196)</th>
<th>Legal &amp; Security (n=19)*</th>
<th>Physical, Natural &amp; Applied Sci. (n=189)</th>
<th>Recreation (n=22)*</th>
<th>Trades &amp; Technologists (n=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>3%</td>
<td>15%</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
<td>n/a</td>
<td>4%</td>
</tr>
<tr>
<td>Certificate</td>
<td>9%</td>
<td>4%</td>
<td>10%</td>
<td>7%</td>
<td>16%</td>
<td>4%</td>
<td>n/a</td>
<td>9%</td>
</tr>
<tr>
<td>Extension Certificate</td>
<td>n/a</td>
<td>n/a</td>
<td>1%</td>
<td>2%</td>
<td>n/a</td>
<td>2%</td>
<td>n/a</td>
<td>2%</td>
</tr>
<tr>
<td>Applied Degree</td>
<td>n/a</td>
<td>n/a</td>
<td>2%</td>
<td>n/a</td>
<td>1%</td>
<td>n/a</td>
<td>5%</td>
<td>n/a</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>19%</td>
<td>7%</td>
<td>14%</td>
<td>14%</td>
<td>11%</td>
<td>14%</td>
<td>14%</td>
<td>65%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>31%</td>
<td>56%</td>
<td>34%</td>
<td>52%</td>
<td>26%</td>
<td>48%</td>
<td>55%</td>
<td>9%</td>
</tr>
<tr>
<td>Professional School</td>
<td>12%</td>
<td>4%</td>
<td>13%</td>
<td>12%</td>
<td>37%</td>
<td>23%</td>
<td>32%</td>
<td>n/a</td>
</tr>
<tr>
<td>Professional designation</td>
<td>26%</td>
<td>n/a</td>
<td>10%</td>
<td>5%</td>
<td>4%</td>
<td>n/a</td>
<td>2%</td>
<td>n/a</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>15%</td>
<td>17%</td>
<td>5%</td>
<td>2%</td>
<td>1%</td>
<td>n/a</td>
<td>4%</td>
</tr>
</tbody>
</table>

Base: Graduates currently enrolled as a student outside of Alberta, n=745. Values may not add to 100% due to rounding.
*Caution to be used when interpreting results due to small sample size.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 6.2.10: Type of Current Enrollment (rows) – by Credential Type (attained, columns)

<table>
<thead>
<tr>
<th>Type of Enrollment</th>
<th>Certificate (n=39)</th>
<th>Diploma (n=134)</th>
<th>Applied &amp; Bachelor (n=451)</th>
<th>Masters Degree (n=94)</th>
<th>Doctoral Degree (n=12)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>26%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Certificate</td>
<td>21%</td>
<td>7%</td>
<td>5%</td>
<td>13%</td>
<td>8%</td>
</tr>
<tr>
<td>Extension Certificate</td>
<td>3%</td>
<td>n/a</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Applied Degree</td>
<td>3%</td>
<td>3%</td>
<td>&lt;1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>26%</td>
<td>66%</td>
<td>7%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>8%</td>
<td>13%</td>
<td>49%</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>Professional School</td>
<td>3%</td>
<td>2%</td>
<td>22%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Professional designation</td>
<td>8%</td>
<td>3%</td>
<td>8%</td>
<td>9%</td>
<td>17%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>1%</td>
<td>3%</td>
<td>7%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Base: Graduates currently enrolled as a student outside of Alberta, n=730. Values may not add to 100% due to rounding.
*Caution to be used when interpreting results due to small sample size.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
6.3 Relocation since Graduation

Just over a quarter (27%) of graduates have permanently relocated to a different city or town since they graduated. Those more likely to have relocated include:

- Graduates 30 years of age or younger (a range of 29%-31%, compared to a range of 15%-23% of those 31 years of age and older);
- Graduates who were single at the start of their post-secondary studies (30%, compared to 20% all other marital statuses);
- Graduates who had no dependents at the start of their post-secondary studies (30%, compared to 17% who did);
- Graduates who were living in rural Alberta or elsewhere in Canada (42%, compared to a range of 19%-34% of those from all other locations, excluding Alberta);
- Graduates who were studying Recreation (42%, compared to a range of 20%-32% for all other fields of study);
- Graduates who were enrolled in Comprehensive Academic and Research Institutions, Comprehensive Community Institutions or Independent Academic Institutions (a range of 29%-31%, compared to a range of 20%-23% for Baccalaureate and Applied Studies Institutions and Polytechnical Institutions); and
- Graduates who attained a Doctoral Degree (38%, compared to a range of 21%-29% for all other credential types).

Figure 6.3.1: Relocation since Graduation - Those Who Responded ‘Yes’ - by Sector

Q70. Have you permanently relocated to a different city or town since the time of your graduation from [NAME OF INSTITUTION]?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies</td>
<td>23%</td>
</tr>
<tr>
<td>(n=1,902)</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research</td>
<td>30%</td>
</tr>
<tr>
<td>Institutions (n=6,966)</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td>29%</td>
</tr>
<tr>
<td>(n=3,044)</td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>31%</td>
</tr>
<tr>
<td>(n=344)</td>
<td></td>
</tr>
<tr>
<td>Polytechnical</td>
<td>21%</td>
</tr>
<tr>
<td>(n=3,162)</td>
<td></td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture</td>
<td>24%</td>
</tr>
<tr>
<td>(n=87)</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates, n=15,505.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 6.3.2: Relocation since Graduation - Those Who Responded ‘Yes’ - by Field of Study

Q70. Have you permanently relocated to a different city or town since the time of your graduation from [NAME OF INSTITUTION]?

- Business (n=2,899) 20%
- Education (n=1,051) 29%
- Health Sciences (n=3,776) 26%
- Language Arts (n=2,619) 28%
- Legal & Security (n=452) 30%
- Physical, Natural & Applied Sci. (n=2,900) 32%
- Recreation (n=252) 42%
- Trades & Technologists (n=1,556) 26%

Base: Graduates, n=15,505.
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 6.3.3: Relocation since Graduation - Those Who Responded ‘Yes’ - by Credential Type

Q70. Have you permanently relocated to a different city or town since the time of your graduation from [NAME OF INSTITUTION]?

- Certificate (n=2,442) 21%
- Diploma (n=4,209) 26%
- Applied & Bachelor (n=6,645) 29%
- Masters Degree (n=1,588) 28%
- Doctoral Degree (n=358) 38%

Base: Graduates, n=15,242.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Nearly half (45%) of Alberta graduates relocated to a urban centre within Alberta since graduation, followed by over one quarter (27%) who moved outside of Alberta but remained in Canada, less than one in five (21%) who moved to a rural area of Alberta, and finally 7% who moved outside of Canada.

Figure 6.3.4: Relocation Destination after Graduation – by Sector

Q71. Which city or town did you relocate to?

Base: Graduates who have relocated since graduation, n=4,094. Values may not add to 100% due to rounding.

*Caution when interpreting results due to small sample size.

Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 6.3.5: Relocation Destination after Graduation – by Field of Study

Q71. Which city or town did you relocate to?

Base: Graduates who have relocated since graduation, n=4,094. Values may not add to 100% due to rounding.

Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 6.3.6: Relocation Destination after Graduation – by Credential Type

Q71. Which city or town did you relocate to?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Urban Alberta</th>
<th>Rural Alberta</th>
<th>Elsewhere in Canada</th>
<th>Outside Canada</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=510)</td>
<td>45%</td>
<td>32%</td>
<td>22%</td>
<td>2%</td>
</tr>
<tr>
<td>Diploma (n=1,054)</td>
<td>45%</td>
<td>28%</td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=1,909)</td>
<td>47%</td>
<td>19%</td>
<td>27%</td>
<td>7%</td>
</tr>
<tr>
<td>Masters Degree (n=426)</td>
<td>40%</td>
<td>11%</td>
<td>37%</td>
<td>12%</td>
</tr>
<tr>
<td>Doctoral Degree (n=130)</td>
<td>25%</td>
<td>2%</td>
<td>42%</td>
<td>31%</td>
</tr>
</tbody>
</table>

Base: Graduates who have relocated since graduation, n=4,028. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
6.4 Historic Comparisons

This section shows trends over time for those graduates who chose to re-enroll as students to further their education. Results are compared for students who graduated in 2009/10, 2011/12, and 2013/14, and who subsequently re-enrolled as students. Results are presented by sector, field of study, and credential type.

In general, the re-enrollment patterns of graduates as students remains fairly consistent. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Overall:

- Trending down

Among sector:

- Baccalaureate and Applied Studies Institutions
  - Trending down
  - Down since 2011/12
- Comprehensive Community Institutions
  - Trending down
- Independent Academic Institutions
  - Trending down
  - Down since 2011/12
- Polytechnical Institutions
  - Trending down
- Specialized Arts and Culture Institutions
  - Down since 2011/12

Among field of study:

- Business
  - Trending down
- Language Arts
  - Trending down
- Recreation
  - Up since 2011/12

Among credential type:

- Diplomas
  - Trending down
- Applied or Bachelor Degrees
  - Trending down
- Masters Degrees
  - Trending down
Figure 6.4.1: Historic – Current Enrollment – by Sector Respondents Graduated From

- Total (n=15,600) - 2013/14
  - 2011/12: 22%
  - 2009/10: 27%

- Baccalaureate & Applied Studies (n=1,910) - 2013/14
  - 2011/12: 22%
  - 2009/10: 35%

- Comprehensive Academic & Research (n=27,014) - 2013/14
  - 2011/12: 24%
  - 2009/10: 28%

- Comprehensive Community (n=3,057) - 2013/14
  - 2011/12: 20%
  - 2009/10: 21%

- Independent Academic (n=349) - 2013/14
  - 2011/12: 27%
  - 2009/10: 37%

- Polytechnical (n=3,184) - 2013/14
  - 2011/12: 19%
  - 2009/10: 25%

- Specialized Arts & Culture (n=86) - 2013/14
  - 2011/12: 20%
  - 2009/10: 13%

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 6.4.2: Historic – Current Enrollment – by Field of Study Respondents Graduated From

**Base: 2013/14 graduates. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.**
Figure 6.4.3: Historic – Current Enrollment – by Credential Type Respondents Graduated From

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
7. Outcomes

This section discusses graduates’ goals and employment outcomes upon completing their studies at Alberta post-secondary institutions.

Other areas discussed in this section are: the type of jobs graduates obtained after graduation, current annual income earned, how related their jobs are to their fields of study, the qualifications required for their current jobs and their current job satisfaction.
7.1 Goals

Nearly three in five (61%) Alberta graduates had the primary goal of completing their program when they entered their post-secondary field of study, followed by about one in seven (14%) who wished to attain employment.

Those most likely to have set a primary goal to complete their specific credential type include:

- Females (64%, compared to 57% of males);
- Graduates between the ages of 23 and 30 years (a range of 63%-65%, compared to a range of 55%-58% for all other age groups);
- Graduates who were single at the start of their post-secondary studies (63%, compared to a range of 53%-57% for all other marital statuses);
- Graduates who had no dependents at the start of their post-secondary studies (63%, compared to 55% who did);
- Graduates who were living elsewhere in Canada, excluding Alberta when they first applied for post-secondary studies (67%, compared to a range of 55%-63% for all other regions);
- Graduates of any field of study excluding Trades and Technologies (a range of 59%-67%, compared 44% for Trades and Technologies);
- Graduates who were enrolled in Baccalaureate and Applied Studies Institutions (71%, compared to a range of 50%-67% in all other sectors, excluding Independent Academic Institutions); and
- Graduates who attained an Applied or Bachelor, or Doctoral Degree (a range of 69%-70%, compared to a range of 41%-62% all other credential types).

Those most likely to have set a primary goal to achieve employment include:

- Males (17%, compared to 12% of females);
- Graduates 22 years of age or younger (18%, compared to a range of 12%-14% for all other age groups);
- Graduates who were living in urban Alberta when they first applied for post-secondary studies (16%, compared to a range of 10%-13% for all other regions);
- Graduates who were studying Trades and Technologies (28%, compared to a range of 7%-19% for all other fields of study);
- Graduates who were enrolled in Polytechnical Institutions (24%, compared to a range of 6%-17% in all other sectors); and
- Graduates who attained a Certificate (24%, compared to a range of 6%-18% for all other credential types).
Figure 7.1.1: Goals

Q1. What was your primary goal upon entering [NAME OF INSTITUTION]?

- Completion of a specific degree or diploma: 61%
- Employment: 14%
- Expanded knowledge in a particular subject area: 6%
- Preparation for a specific degree or diploma: 6%
- Expand general education level: 5%
- Improve skills required for the job/Promotion: 4%
- To change careers: 3%
- Did not set a goal: 1%
- Obtain high school equivalency: <1%
- Other: 1%

Base: Graduates, n=15,594. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Nearly four in five (79%) graduates who set a goal fully achieved their primary goal(s) upon completion of their studies.

Those most likely to have fully achieved their primary goal upon graduation include:

- Females (82%, compared to 75% of males);
- Graduates 23 years of age or older (a range of 80%-81%, compared to 74% of those 22 years of age or younger);
- Graduates who were married or living in common-law relationships when they first applied for post-secondary studies (82%, compared to 79% single);
- Graduates who do not consider themselves as having a disability (80%, compared to 71% who do);
- Graduates who were living elsewhere in Canada (excluding Alberta) (86%, compared to a range of 70%-82% from all other regions);
- Graduates who were studying Education (89%, compared to a range of 70%-86% for all other fields of study);
- Graduates who were enrolled in Independent Academic Institutions (88%, compared to a range of 72%-82% in all other sectors, excluding Baccalaureate and Applied Studies Institutions and Specialized Arts and Culture Institutions); and
- Graduates who attained an Applied or Bachelor, Masters or Doctoral Degree (a range of 83%-86%, compared to a range of 67%-79% for all other credential types).

**Figure 7.1.2: Achieved Primary Goal**

Q2. To what extent did you achieve your primary goal?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully achieved it</td>
<td>79%</td>
</tr>
<tr>
<td>Mostly achieved it</td>
<td>9%</td>
</tr>
<tr>
<td>Partially achieved it</td>
<td>8%</td>
</tr>
<tr>
<td>Did not achieve it</td>
<td>4%</td>
</tr>
</tbody>
</table>

Base: Graduates who set a goal, n=15,388. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 7.1.3: Achieved Primary Goal – by Sector

Q2. To what extent did you achieve your primary goal?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Did not achieve it</th>
<th>Partially achieved it</th>
<th>Mostly achieved it</th>
<th>Fully achieved it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies</td>
<td></td>
<td></td>
<td></td>
<td>84%</td>
</tr>
<tr>
<td>(n=1,887)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research</td>
<td></td>
<td></td>
<td></td>
<td>82%</td>
</tr>
<tr>
<td>(n=6,900)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td></td>
<td></td>
<td></td>
<td>78%</td>
</tr>
<tr>
<td>(n=3,029)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>2%</td>
<td>5%</td>
<td>5%</td>
<td>88%</td>
</tr>
<tr>
<td>(n=349)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnical</td>
<td>6%</td>
<td>11%</td>
<td>11%</td>
<td>72%</td>
</tr>
<tr>
<td>(n=3,140)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture</td>
<td></td>
<td>6%</td>
<td>11%</td>
<td>78%</td>
</tr>
<tr>
<td>(n=83)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who set a goal, n=15,388. Values may not add to 100% due to rounding. Note: "Don’t know" and "No response" responses were excluded from analysis. Note: Some "%" signs are removed to clearly show the numbers.

Figure 7.1.4: Achieved Primary Goal – by Field of Study

Q2. To what extent did you achieve your primary goal?

<table>
<thead>
<tr>
<th>Field</th>
<th>Did not achieve it</th>
<th>Partially achieved it</th>
<th>Mostly achieved it</th>
<th>Fully achieved it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td></td>
<td></td>
<td></td>
<td>75%</td>
</tr>
<tr>
<td>(n=2,881)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
<td></td>
<td>89%</td>
</tr>
<tr>
<td>(n=1,047)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td></td>
<td></td>
<td></td>
<td>86%</td>
</tr>
<tr>
<td>(n=3,767)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
<td></td>
<td>79%</td>
</tr>
<tr>
<td>(n=2,577)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal &amp; Security</td>
<td></td>
<td></td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>(n=446)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td></td>
<td></td>
<td></td>
<td>76%</td>
</tr>
<tr>
<td>(n=2,887)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td></td>
<td></td>
<td>81%</td>
</tr>
<tr>
<td>(n=248)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades &amp; Technologists</td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>(n=1,535)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who set a goal, n=15,388. Values may not add to 100% due to rounding. Note: "Don’t know" and “No response” responses were excluded from analysis. Note: Some "%" signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Figure 7.1.5: Achieved Primary Goal – by Credential Type

Q2. To what extent did you achieve your primary goal?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Did not achieve it</th>
<th>Partially achieved it</th>
<th>Mostly achieved it</th>
<th>Fully achieved it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Degree (n=353)</td>
<td>7%</td>
<td>7%</td>
<td>86%</td>
<td></td>
</tr>
<tr>
<td>Masters Degree (n=1,582)</td>
<td></td>
<td>6%</td>
<td>9%</td>
<td>83%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,576)</td>
<td>8%</td>
<td>9%</td>
<td></td>
<td>83%</td>
</tr>
<tr>
<td>Diploma (n=4,182)</td>
<td>4%</td>
<td>8%</td>
<td>9%</td>
<td>79%</td>
</tr>
<tr>
<td>Certificate (n=2,432)</td>
<td>7%</td>
<td>14%</td>
<td>11%</td>
<td>67%</td>
</tr>
</tbody>
</table>

Base: Graduates who set a goal, n=15,125. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some "%" signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Of those graduates who did not fully achieve their primary goal upon graduation, over two thirds (35%) indicate lack of employment in their field as their primary reason, followed by less than one-fifth who cite changing program or career plans or goals (18%), or re-entering the post-secondary system to further pursue their academic goals (17%).

**Figure 7.1.6: Reason for Not Fully Achieving Primary Goal**

Q3. Why did you not fully achieve your primary goal?

- Lack of employment in fields: 35%
- Changed program/career plans/goals: 18%
- Still in school/pursuing further education: 17%
- Financial Reasons: 5%
- Family responsibilities: 4%
- Personal illness or disability: 2%
- Moved: 1%
- Other: 33%

Base: Graduates who did not fully achieve their goal, n=3,041. Values may not add to 100% due to multiple responses allowed.
Note: “Don’t know” and “No response” responses were excluded from analysis.
### Figure 7.1.7: Reason for Not Achieving Primary Goal – by Sector

<table>
<thead>
<tr>
<th>Reason for Not Achieving Goal</th>
<th>Baccalaureate &amp; Applied Studies (n=293)</th>
<th>Comprehensive Academic &amp; Research (n=1,204)</th>
<th>Comprehensive Community Institutions (n=848)</th>
<th>Independent Academic Institutions (n=41)</th>
<th>Polytechnical (n=844)</th>
<th>Specialized Arts &amp; Culture (n=19)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed program/career plans/goals</td>
<td>21%</td>
<td>23%</td>
<td>13%</td>
<td>34%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>Personal illness or disability</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>1%</td>
<td>5%</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>2%</td>
<td>4%</td>
<td>n/a</td>
</tr>
<tr>
<td>Moved</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>n/a</td>
<td>2%</td>
<td>n/a</td>
</tr>
<tr>
<td>Financial Reasons</td>
<td>7%</td>
<td>3%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>Lack of employment in fields</td>
<td>29%</td>
<td>34%</td>
<td>32%</td>
<td>37%</td>
<td>38%</td>
<td>37%</td>
</tr>
<tr>
<td>Still in school/pursuing further education</td>
<td>16%</td>
<td>19%</td>
<td>16%</td>
<td>5%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
<td>31%</td>
<td>34%</td>
<td>34%</td>
<td>33%</td>
<td>53%</td>
</tr>
</tbody>
</table>

Base: Graduates who did not fully achieve their goal. Values may not add to 100% due to multiple responses allowed.

*Caution to be used when interpreting results due to small sample size.

Note: “Don’t know” and “No response” responses were excluded from analysis.

### Figure 7.1.8: Reason for Not Achieving Primary Goal – by Field of Study

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Business (n=676)</th>
<th>Education (n=105)</th>
<th>Health Sciences (n=505)</th>
<th>Language Arts (n=515)</th>
<th>Legal &amp; Security (n=82)</th>
<th>Physical, Natural &amp; Applied Sci. (n=677)</th>
<th>Recreation (n=47)</th>
<th>Trades &amp; Technologists (n=442)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed program/career plans/goals</td>
<td>14%</td>
<td>22%</td>
<td>20%</td>
<td>25%</td>
<td>15%</td>
<td>18%</td>
<td>38%</td>
<td>11%</td>
</tr>
<tr>
<td>Personal illness or disability</td>
<td>1%</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>n/a</td>
<td>2%</td>
</tr>
<tr>
<td>Moved</td>
<td>2%</td>
<td>n/a</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Financial Reasons</td>
<td>7%</td>
<td>8%</td>
<td>4%</td>
<td>7%</td>
<td>5%</td>
<td>2%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Lack of employment in fields</td>
<td>31%</td>
<td>44%</td>
<td>31%</td>
<td>28%</td>
<td>29%</td>
<td>41%</td>
<td>23%</td>
<td>41%</td>
</tr>
<tr>
<td>Still in school/pursuing further education</td>
<td>20%</td>
<td>13%</td>
<td>18%</td>
<td>16%</td>
<td>18%</td>
<td>17%</td>
<td>28%</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
<td>26%</td>
<td>29%</td>
<td>38%</td>
<td>40%</td>
<td>31%</td>
<td>26%</td>
<td>34%</td>
</tr>
</tbody>
</table>

Base: Graduates who did not fully achieve their goal. Values may not add to 100% due to multiple responses allowed.

*Note: “Don’t know” and “No response” responses were excluded from analysis.

### Figure 7.1.9: Reason for Not Achieving Primary Goal – by Credential Type

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Certificate (n=765)</th>
<th>Diploma (n=844)</th>
<th>Applied &amp; Bachelor (n=1,086)</th>
<th>Masters Degree (n=251)</th>
<th>Doctoral Degree (n=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changed program/career plans/goals</td>
<td>13%</td>
<td>13%</td>
<td>25%</td>
<td>19%</td>
<td>14%</td>
</tr>
<tr>
<td>Personal illness or disability</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Moved</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>n/a</td>
</tr>
<tr>
<td>Financial Reasons</td>
<td>5%</td>
<td>8%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Lack of employment in fields</td>
<td>34%</td>
<td>36%</td>
<td>33%</td>
<td>36%</td>
<td>49%</td>
</tr>
<tr>
<td>Still in school/pursuing further education</td>
<td>15%</td>
<td>18%</td>
<td>18%</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>33%</td>
<td>33%</td>
<td>32%</td>
<td>34%</td>
<td>37%</td>
</tr>
</tbody>
</table>

Base: Graduates who did not fully achieve their goal. Values may not add to 100% due to multiple responses allowed.

*Note: ‘Don’t know’ and ‘No response’ responses were excluded from analysis.

Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
7.2 Employment

At the time of the survey, excluding graduates who were pursuing further education full-time, the majority (89%) of graduates indicated having at least one paying job and, of those who had a paying job, seven percent (7%) were self-employed.

When calculating the labour force totals among all 2013/14 Alberta graduates, about three quarters (76%) were employed, while 7% were not employed, but actively looking for employment, and 3% were not in the labour force (unemployed and not actively looking for employment). Among all graduates, one in seven (14%) were back in the post-secondary education system full-time pursuing further educational endeavors.

Graduates who studied within Trades and Technologies (14%, compared to a range of 2%-9% for all other fields of study), attained a Certificate (10%, compared to 6% for all other credential types, excluding Diploma), or had attended a Polytechnical Institution (11%, compared to a range of 6%-7% for all other sectors, excluding Specialized Arts and Culture Institutions), were least likely to be employed at the time of the survey when compared to other graduates.

Graduates who were most likely to be employed at the time of the survey (76%) include:

- Females (77%, compared to 74% males);
- Graduates 31 years of age or older (a range of 81%-84%, compared to a range of 67%-79% for those 30 years of age or younger);
- Graduates who were married or living in common law or separated, divorced or widowed at the start of their post-secondary studies (a range of 81%-82%, compared to 73% of single graduates);
- Graduates who had dependents at the start of their post-secondary studies (80%, compared to 75% of those who did not);
- Graduates who do not consider themselves to have a disability (76%, compared to 63% who do);
- Graduates who were living in rural Alberta or elsewhere in Canada (excluding urban Alberta) (a range of 78%-80%, compared to 74% for urban Alberta);
- Graduates who were studying Education (90%, compared to a range of 62%-82% for all other fields of study);
- Graduates who were enrolled in Baccalaureate and Applied Studies Institutions (80%, compared to a range of 69%-75% for all other sectors, excluding Specialized Arts and Culture Institutions and Comprehensive Community Institutions); and
- Graduates who attained a Doctoral Degree (89%, compared to a range of 74%-81% all other credential types).

Graduates who were most likely to be unemployed at the time of the survey (7%), but actively looking for employment, included:

- Males (9%, compared to 5% females);
- Graduates 41 years of age or older (8%, compared to a range of 6% 23 to 25 years of age);
- Graduates who had dependents at the start of their post-secondary studies (9%, compared to 6% who did not);
- Graduates who consider themselves to have a disability (12%, compared to 7% those who do not);
- Graduates who were living in urban Alberta or outside of Canada when they first applied for post-secondary studies (a range of 8%-10%, compared to 5% elsewhere in Canada and rural Alberta).

Figure 7.2.1: Employment Rate Overall among Those Who Are in Labour Force

Overall, 2013/14 graduates who are in labour force had an employment rate of 92% (excluding those who were not in labour force or those who were studying full time). The graduates with the highest employment rate were:

- Baccalaureate and Applied Studies Institutions and Comprehensive Academic and Research Institutions – 93%
- Education fields of study – 98%
- Masters and Doctoral Degree programs – 94%

Figure 7.2.2: Employment Rate among Those Who Are in Labour Force – by Sector

Base: Graduates who are in the labour force, n = 12,915 Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 7.2.3: Employment Rate among Those Who Are in Labour Force – by Field of Study

Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q33. Are you currently looking for a job?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Employment Rate</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>91%</td>
<td>2,558</td>
</tr>
<tr>
<td>Education</td>
<td>98%</td>
<td>972</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>96%</td>
<td>3,161</td>
</tr>
<tr>
<td>Language Arts</td>
<td>91%</td>
<td>2,028</td>
</tr>
<tr>
<td>Legal &amp; Security</td>
<td>94%</td>
<td>396</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>88%</td>
<td>2,260</td>
</tr>
<tr>
<td>Recreation</td>
<td>96%</td>
<td>165</td>
</tr>
<tr>
<td>Trades &amp; Technologists</td>
<td>84%</td>
<td>1,376</td>
</tr>
</tbody>
</table>

Base: Graduates who are in the labour force, n=12,915
Note: “Don’t know” and “No response” responses were excluded from analysis.

Figure 7.2.4: Employment Rate among Those Who Are in Labour Force – by Credential Type

Q32. Do you currently have one or more paying jobs, including self-employment and seasonal positions? Q33. Are you currently looking for a job?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Employment Rate</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>89%</td>
<td>2,050</td>
</tr>
<tr>
<td>Diploma</td>
<td>90%</td>
<td>3,594</td>
</tr>
<tr>
<td>Applied &amp; Bachelor</td>
<td>93%</td>
<td>5,316</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>93%</td>
<td>1,378</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>94%</td>
<td>340</td>
</tr>
</tbody>
</table>

Base: Graduates who are in the labour force, n = 12,677
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
Of those graduates who were not looking for a job, nearly two in five (39%) cited personal or family responsibilities as the reason they were not looking.

**Figure 7.2.5: Main Reason Not Looking For a Job**

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

- **Personal or family responsibilities**: 39%
- **Own illness or disability**: 8%
- **No longer interested in finding a job**: 5%
- **Retired**: 4%
- **Could not find the kind of job wanted**: 4%
- **Traveling/taking time off**: 2%
- **Waiting for recall (to former or seasonal job)**: 2%
- **Waiting for replies from employer**: 1%
- **International student/immigration issues**: 1%
- **Other**: 36%

Base: Graduates who are currently unemployed and are not looking for a job, n=405. Values may not add to 100% due to rounding.

Note: “Don’t know” and “No response” responses were excluded from analysis.
Those who were employed and looking for a job stated that they were doing so because they felt they were over-qualified for their current job or were looking for a promotion (37%), or indicated compensation and benefits (23%) were their reasons for looking.

**Figure 7.2.6: Main Reason Looking For a Job**

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

- Over-qualified on current job/looking for promotion: 37%
- Compensation and benefits: 23%
- Simply changing careers: 8%
- Work environment: 5%
- Job duties: 5%
- Moving: 5%
- Workplace culture: 2%
- Family responsibilities: 2%
- Relationship with colleagues/supervisors: 1%
- Own illness or disabilities: <1%
- Other: 13%

Base: Graduates who are currently employed and are looking for a job, n=2,417. Values may not add to 100% due to rounding.

Note: “Don’t know” and “No response” responses were excluded from analysis.

Over one-third (35%) of graduates had two years working experience related to their post-secondary training, which aligns with the years since their graduation.

**Figure 7.2.7: Number of Years of Working Experience Related to Post-Secondary Training**

Q36. How many years of working experience you have had related to any of your post-secondary training?

- 0: 11%
- 1: 11%
- 2: 35%
- 3: 15%
- 4: 5%
- 5+: 22%

Base: Graduates who are currently employed and/or looking for a job, n=11,289. Values may not add to 100% due to rounding.

Note: “Don’t know” and “No response” responses were excluded from analysis.
7.3 Paying Jobs

The majority (81%) of employed graduates mentioned having only one paying job while about one in six (16%) had two jobs.

**Figure 7.3.1: Number of Paying Jobs**

Q37. How many paying jobs do you have currently?

- One: 81%
- Two: 16%
- Three: 3%
- Four or more: 1%

Base: Graduates who are currently employed, n=11,727. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.

Of those graduates who were employed at the time of the survey, the majority (54%) have been employed in their current main job for between one and two years, which aligns with both their years of working experience and years since graduation.

**Figure 7.3.2: Length of Time Employed in Main Job**

Q42. How long have you been employed in your current main job?

- Six (6) months or less: 12%
- Six (6) months and one (1) day to one (1) year: 12%
- One (1) year and one (1) day to three (3) years: 54%
- Three (3) years and one (1) day to five (5) years: 11%
- Five (5) years or more: 11%

Base: Graduates who are currently employed, n=11,760. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
7.4 Annual Income

Based on how graduates had explained their annual income, the average annual income among graduates is $61,667, and the median income is $56,420.

Figure 7.4.1: Annual Total Income from All Jobs – by Demographics

Q44. What is the easiest way for you to tell us your gross salary or earning, including tips and commissions, before taxes and other deductions for your main job? Q45. Working your usual hours at your main job, approximately what is your […] gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings) Q46. Based on what you have told me, your total expected annual income from your main job before deductions is calculated to be $AMOUNT. Does this sound about right? Q47. In that case, what is your approximate annual income from your main job before deductions including ANY tips OR commissions? Q48. With respect to your other job(s), what is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions? Q55. Working your usual hours at your other job(s) what is your approximate gross salary or earnings, before taxes and deductions? Q56. Based on what you have told me, your total expected annual income from your other job(s) before deductions is calculated to be $AMOUNT. Does that sound about right? Q57. In that case, what is your approximate annual income from your other job(s) before deductions including ANY tips OR commissions?

Base: Graduates who are currently employed. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis. Due to outliers included in sample set, the top and bottom 1% of graduate responses were removed from the sample, leaving the range of annual total incomes reported as $5,200-$265,000.
Comprehensive Academic and Research Institutions ($70,245) graduates have the highest annual income, on average, as do Masters Degree ($87,835) and Trades and Technologies ($66,462) graduates.

The following groups report having significantly higher total average annual income than other groups:

- Males ($69,363, compared to $56,698 females);
- Graduates 41 years of age or older ($75,497, compared to a range of $49,493-69,633 for those 40 years of age or younger);
- Graduates who were married or living in common-law relationships when they first applied for post-secondary studies ($71,146, compared to a range of $58,211-$62,669 for single, separated, divorced, or widowed graduates);
- Graduates who had dependents when they first applied for post-secondary studies ($68,867, compared to $60,050 those who did not);
- Non-disabled graduates ($61,944, compared to $53,103 those who have a disability);
- Graduates from Comprehensive Academic and Research Institutions ($70,245, compared to a range of $33,824-$58,361);
- Graduates who studied any field of study excluding Recreation and Language Arts (a range of $61,344-$66,462, compared to a range of $50,984-$51,245); and
- Graduates who attained a Masters Degree ($87,835, compared to a range of $48,875-$80,682 for all other credential types).

### Figure 7.4.2: Average Total Annual Income from All Jobs – By Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Average Total Annual Income</th>
<th>Median Total Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=9,199)</td>
<td>$61,667</td>
<td>$56,420</td>
</tr>
<tr>
<td>Male (n=3,609)</td>
<td>$69,363</td>
<td>$62,400</td>
</tr>
<tr>
<td>Female (n=5,590)</td>
<td>$56,698</td>
<td>$52,000</td>
</tr>
<tr>
<td>22 years or younger (n=920)</td>
<td>$49,493</td>
<td>$44,477</td>
</tr>
<tr>
<td>23 - 25 years (n=2,896)</td>
<td>$55,853</td>
<td>$52,000</td>
</tr>
<tr>
<td>26 - 30 years (n=2,454)</td>
<td>$60,865</td>
<td>$58,063</td>
</tr>
<tr>
<td>31 - 40 years (n=1,791)</td>
<td>$69,633</td>
<td>$65,000</td>
</tr>
<tr>
<td>41 years or older (n=1,138)</td>
<td>$75,497</td>
<td>$70,000</td>
</tr>
<tr>
<td>Single (n=6,590)</td>
<td>$58,211</td>
<td>$55,000</td>
</tr>
<tr>
<td>Married/Common law (n=2,377)</td>
<td>$71,146</td>
<td>$65,000</td>
</tr>
<tr>
<td>Separated/Divorced/Widowed (n=233)</td>
<td>$62,669</td>
<td>$56,160</td>
</tr>
<tr>
<td>One or more Dependents (n=1,772)</td>
<td>$68,867</td>
<td>$60,000</td>
</tr>
<tr>
<td>No Dependents (n=7,352)</td>
<td>$60,050</td>
<td>$56,000</td>
</tr>
<tr>
<td>Aboriginal (n=364)</td>
<td>$59,020</td>
<td>$54,000</td>
</tr>
<tr>
<td>Non-Aboriginal (n=8,781)</td>
<td>$61,845</td>
<td>$57,000</td>
</tr>
<tr>
<td>Disability (n=222)</td>
<td>$53,103</td>
<td>$48,000</td>
</tr>
<tr>
<td>No Disability (n=8,933)</td>
<td>$61,944</td>
<td>$57,000</td>
</tr>
</tbody>
</table>

Base: Graduates who are currently employed.

Note: “Don't know” and “No response” responses were excluded from analysis. Due to outliers included in sample set, the top and bottom 1% of graduate responses were removed from the sample, leaving the range of annual total incomes reported as $5,200-$265,000.
### Figure 7.4.3: Average Total Annual Income from All Jobs – By Sector, Field of Study and Credential Type

<table>
<thead>
<tr>
<th>Sector</th>
<th>Average Total Annual Income</th>
<th>Median Total Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,213)</td>
<td>$56,770</td>
<td>$54,000</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=4,116)</td>
<td>$70,245</td>
<td>$65,000</td>
</tr>
<tr>
<td>Comprehensive Community Institutions (n=1762)</td>
<td>$50,573</td>
<td>$44,995</td>
</tr>
<tr>
<td>Independent Academic Institutions Institutions (n=190)</td>
<td>$50,201</td>
<td>$50,000</td>
</tr>
<tr>
<td>Polytechnical (n=1,865)</td>
<td>$58,361</td>
<td>$53,000</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=53)</td>
<td>$33,824</td>
<td>$33,280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Average Total Annual Income</th>
<th>Median Total Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=1,806)</td>
<td>$64,556</td>
<td>$55,000</td>
</tr>
<tr>
<td>Education (n=765)</td>
<td>$65,016</td>
<td>$63,600</td>
</tr>
<tr>
<td>Health Sciences (n=2,359)</td>
<td>$61,344</td>
<td>$57,000</td>
</tr>
<tr>
<td>Language Arts (n=1,422)</td>
<td>$51,245</td>
<td>$47,840</td>
</tr>
<tr>
<td>Legal &amp; Security (n=293)</td>
<td>$64,588</td>
<td>$62,400</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=1,508)</td>
<td>$64,230</td>
<td>$60,000</td>
</tr>
<tr>
<td>Recreation (n=125)</td>
<td>$50,984</td>
<td>$49,400</td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=921)</td>
<td>$66,462</td>
<td>$59,800</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>Average Total Annual Income</th>
<th>Median Total Annual Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (n=1,325)</td>
<td>$48,875</td>
<td>$42,120</td>
</tr>
<tr>
<td>Diploma (n=2,497)</td>
<td>$55,199</td>
<td>$50,000</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=3,999)</td>
<td>$61,496</td>
<td>$60,000</td>
</tr>
<tr>
<td>Masters Degree (n=958)</td>
<td>$87,835</td>
<td>$83,600</td>
</tr>
<tr>
<td>Doctoral Degree (n=235)</td>
<td>$80,682</td>
<td>$75,000</td>
</tr>
</tbody>
</table>

Base: Graduates who are currently employed.

Note: “Don’t know” and “No response” responses were excluded from analysis. Due to outliers included in sample set, the top and bottom 1% of graduate responses were removed from the sample, leaving the range of annual total incomes reported as $5200-$265,000.

Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from credential type related analysis.
7.5 Relevance of Education to Job

Nearly two-thirds (63%) of employed graduates feel that the general skills and abilities they acquired through their post-secondary studies are very related to their main job. Lesser majorities feel that the subject-area knowledge (55%), as well as their post-secondary program overall (56%), are very related to their main job.

Figure 7.5.1: Job Relatedness – Main Job

Q48/Q49/Q50. Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”. How related is your current main job to:

- The general skills and abilities you acquired: 10% 27% 63%
- Overall, how related is your current main job to the program from which you graduated in 2013/14: 19% 25% 56%
- The subject-area knowledge you acquired: 17% 27% 55%

Base: Graduates who are currently employed, n=11,754-11,774. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
<table>
<thead>
<tr>
<th>Sector</th>
<th>Skills and Abilities</th>
<th>Related to Subject Area Knowledge</th>
<th>Related to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies Institutions</td>
<td>89% (n=1,515)</td>
<td>82% (n=1,515)</td>
<td>81% (n=1,517)</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research Institutions</td>
<td>90% (n=5,203)</td>
<td>82% (n=5,202)</td>
<td>82% (n=5,205)</td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td>90% (n=2,364)</td>
<td>87% (n=2,355)</td>
<td>85% (n=2,365)</td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>89% (n=2,343)</td>
<td>77% (n=2,342)</td>
<td>75% (n=2,343)</td>
</tr>
<tr>
<td>Politechnical Institutions</td>
<td>88% (n=2,368)</td>
<td>82% (n=2,373)</td>
<td>80% (n=2,377)</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture Institutions</td>
<td>81% (n=67)</td>
<td>58% (n=67)</td>
<td>51% (n=67)</td>
</tr>
<tr>
<td>Field of Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>91% (n=2,312)</td>
<td>84% (n=2,309)</td>
<td>83% (n=2,315)</td>
</tr>
<tr>
<td>Education</td>
<td>96% (n=951)</td>
<td>91% (n=952)</td>
<td>92% (n=951)</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>93% (n=3,000)</td>
<td>89% (n=2,997)</td>
<td>88% (n=3,007)</td>
</tr>
<tr>
<td>Language Arts</td>
<td>86% (n=1,831)</td>
<td>70% (n=1,832)</td>
<td>69% (n=1,829)</td>
</tr>
<tr>
<td>Legal &amp; Security</td>
<td>89% (n=370)</td>
<td>82% (n=370)</td>
<td>83% (n=371)</td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci.</td>
<td>87% (n=1,987)</td>
<td>78% (n=1,986)</td>
<td>77% (n=1,988)</td>
</tr>
<tr>
<td>Recreation</td>
<td>92% (n=158)</td>
<td>81% (n=158)</td>
<td>78% (n=158)</td>
</tr>
<tr>
<td>Trades &amp; Technologists</td>
<td>86% (n=1,151)</td>
<td>82% (n=1,150)</td>
<td>79% (n=1,155)</td>
</tr>
<tr>
<td>Credential Type</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>85% (n=1,796)</td>
<td>80% (n=1,792)</td>
<td>77% (n=1,801)</td>
</tr>
<tr>
<td>Diploma</td>
<td>91% (n=3,223)</td>
<td>86% (n=3,220)</td>
<td>84% (n=3,226)</td>
</tr>
<tr>
<td>Applied &amp; Bachelor</td>
<td>89% (n=4,913)</td>
<td>79% (n=4,911)</td>
<td>79% (n=4,915)</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>94% (n=1,281)</td>
<td>86% (n=1,282)</td>
<td>87% (n=1,282)</td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>97% (n=318)</td>
<td>91% (n=319)</td>
<td>91% (n=319)</td>
</tr>
</tbody>
</table>

Base: Graduates who are currently employed.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from credential type related analysis.
7.6 Qualifications

Over one-third (36%) of graduates who are currently working indicate that when they were selected for their current main job, the minimum level of education needed to successfully get the job was to have completed a Bachelor’s Degree program. Similar proportions of employed graduates indicate that the minimum level of education required for their job was the completion of a non-university post-secondary program (21%), or a high school Diploma (16%).

Figure 7.6.1: Education Required for Current Job

Q51. When you were selected for your (main) job, what was the minimum level of education needed to get the job?

Base: Graduates who have been employed in their current main job for less than two years, n=8,741. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
After graduation, and upon entering the workforce, the vast majority of employed graduates felt that they were qualified, somewhat overqualified or very overqualified to undertake their new position in the work force; with nearly all (95%) feeling they were qualified overall (qualified, somewhat overqualified, very overqualified).

Graduates most likely to have felt they were qualified or somewhat overqualified include:

- Graduates who do not consider themselves to have a disability (82%, compared to 69% those who do);
- Graduates who were living elsewhere in Canada, excluding Alberta (84%, compared to 81% urban Alberta);
- Graduates who were studying Health Sciences (87%, compared to a range of 75%-81% all other fields of study, excluding Education and Legal and Security);
- Graduates who were enrolled in Comprehensive Academic and Research Institutions, Baccalaureate and Applied Studies Institutions or Comprehensive Community Institutions (a range of 82%-84%, compared to 66% Specialized Arts and Culture Institutions); and
- Graduates who attained a Masters Degree (85%, compared to 81% Certificate or Applied or Bachelor Degree).

**Figure 7.6.2: Qualified for Main Job**

Q52. Given your education, training and experience in the program from which you graduated in 2013/14, how qualified do you feel you are for your main job?

<table>
<thead>
<tr>
<th>Qualified for Main Job</th>
<th>1%</th>
<th>4%</th>
<th>61%</th>
<th>21%</th>
<th>13%</th>
</tr>
</thead>
</table>

- Very under-qualified
- Somewhat under-qualified
- Qualified
- Somewhat overqualified
- Very overqualified

Base: Graduates who are currently employed, n=11,640. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
**Figure 7.6.3: Qualified for Main Job – by Sector**

Q52. Given your education, training and experience in the program from which you graduated in 2013/14, how qualified do you feel you are for your main job?

<table>
<thead>
<tr>
<th>Sector</th>
<th>Very under-qualified</th>
<th>Somewhat under-qualified</th>
<th>Qualified</th>
<th>Somewhat overqualified</th>
<th>Very overqualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baccalaureate &amp; Applied Studies</td>
<td>0%</td>
<td>59%</td>
<td>25%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>(n=1,501)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research</td>
<td>0%</td>
<td>59%</td>
<td>22%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>(n=5,174)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensive Community Institutions</td>
<td>0%</td>
<td>66%</td>
<td>16%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>(n=2,331)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Academic Institutions</td>
<td>0%</td>
<td>64%</td>
<td>18%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>(n=237)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polytechnical</td>
<td>0%</td>
<td>60%</td>
<td>21%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>(n=2,332)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture</td>
<td>0%</td>
<td>37%</td>
<td>29%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>(n=65)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who are currently employed, n=11,640. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.

**Figure 7.6.4: Qualified for Main Job – by Field of Study**

Q52. Given your education, training and experience in the program from which you graduated in 2013/14, how qualified do you feel you are for your main job?

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>Very under-qualified</th>
<th>Somewhat under-qualified</th>
<th>Qualified</th>
<th>Somewhat overqualified</th>
<th>Very overqualified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (n=2,286)</td>
<td>0%</td>
<td>54%</td>
<td>27%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Education (n=945)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Sciences (n=2,978)</td>
<td>0%</td>
<td>67%</td>
<td>18%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Language Arts (n=1,806)</td>
<td>0%</td>
<td>50%</td>
<td>25%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Legal &amp; Security (n=365)</td>
<td>0%</td>
<td>63%</td>
<td>21%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Physical, Natural &amp; Applied Sci. (n=1,969)</td>
<td>0%</td>
<td>58%</td>
<td>22%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Recreation (n=155)</td>
<td>0%</td>
<td>53%</td>
<td>24%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Trades &amp; Technologists (n=1,136)</td>
<td>8%</td>
<td>60%</td>
<td>20%</td>
<td>13%</td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who are currently employed, n=11,640. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Q52. Given your education, training and experience in the program from which you graduated in 2013/14, how qualified do you feel you are for your main job?

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2%</td>
<td>62%</td>
<td>19%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=1,765)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>5%</td>
<td>63%</td>
<td>19%</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=3,182)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied &amp; Bachelor</td>
<td>5%</td>
<td>59%</td>
<td>21%</td>
<td>14%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=4,876)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td>3%</td>
<td>57%</td>
<td>28%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=1,288)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Degree</td>
<td>4%</td>
<td>61%</td>
<td>24%</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n=319)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Base: Graduates who are currently employed, n=11,410. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from analysis.
7.7 Job Satisfaction

All things considered, Alberta graduates who were employed at the time of the survey were satisfied overall (88%) with their main job, with satisfaction being fairly split between those who were satisfied (47%) and those who were very satisfied (41%).

Figure 7.7.1: Job Satisfaction

Q53. All things considered, how satisfied are you with your current main job? Would you say...?

- Very Dissatisfied: 3%
- Dissatisfied: 10%
- Satisfied: 47%
- Very Satisfied: 41%

Base: Graduates who are currently employed, n=11,646. Values may not add to 100% due to rounding. Note: “Don’t know” and “No response” responses were excluded from analysis.
7.8 Historic Comparisons

This section compares primary goal achievement (at least partially), employment rate, labour force status, and median and average total annual income among students who graduated from publicly-funded post-secondary institutions in 2009/10, 2011/12, and 2013/14. Results are presented by sector, field of study, and credential type.

In general, the proportion of graduates who at least partially achieved their primary goal remains fairly consistent with previous years. The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Among sector:
- Independent Academic Institutions
  - Trending up

Among field of study:
- Education
  - Trending up
Figure 7.8.1: Historic – Achieved Primary Goal – by Sector

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 7.8.2: Historic – Achieved Primary Goal – by Field of Study

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 7.8.3: Historic – Achieved Primary Goal – by Credential Type

Base: 2013/14 graduates. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
The employment rate has gone down slightly since 2011/12.

The following differences (between 2013/14 and 2011/12) and trends (since 2009/10) are observed:

Among sectors:

- Polytechnical Institutions
  - Down since 2011/12

Among field of study:

- Legal and Security
  - Trending down
- Physical, Natural and Applied Sciences
  - Down since 2011/12
- Trades and Technologists
  - Trending down
  - Down since 2011/12

Among credential type:

- Certificates
  - Down since 2011/12

Figure 7.8.4: Historic – Employment Rate

Base: Graduates who are in the labour force (excluding those who are not in labour force or studying full time). Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 7.8.5: Historic – Employment Rate – by Sector

<table>
<thead>
<tr>
<th>Sector</th>
<th>2013/14</th>
<th>2011/12</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=15,602)</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Baccalaureate &amp; Applied Studies (n=1,911)</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Comprehensive Academic &amp; Research (n=7,014)</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Comprehensive Community (n=3,058)</td>
<td>92%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>Independent Academic (n=351)</td>
<td>92%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Polytechnical (n=3,181)</td>
<td>87%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>Specialized Arts &amp; Culture (n=87)</td>
<td>92%</td>
<td>90%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates who are in the labour force (excluding those who are not in labour force or studying full time).
Note: “Don’t know” and “No response” responses were excluded from analysis.
Figure 7.8.6: Historic – Employment Rate – by Field of Study

Base: 2013/14 graduates who are in the labour force (excluding those who are not in labour force or studying full time). Note: “Don’t know” and “No response” responses were excluded from analysis.
### Figure 7.8.7: Historic – Employment Rate – by Credential Type

<table>
<thead>
<tr>
<th>Credential Type</th>
<th>2009/10</th>
<th>2011/12</th>
<th>2013/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total (n=15,602)</td>
<td>94%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>Doctoral Degree (n=360)</td>
<td>94%</td>
<td>96%</td>
<td>94%</td>
</tr>
<tr>
<td>Masters Degree (n=1,591)</td>
<td>94%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>Applied &amp; Bachelor (n=6,700)</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>Diploma (n=4,230)</td>
<td>93%</td>
<td>94%</td>
<td>90%</td>
</tr>
<tr>
<td>Certificate (n=2,457)</td>
<td>93%</td>
<td>93%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates who are in the labour force (excluding those who are not in labour force or studying full time).

Note: “Don’t know” and “No response” responses were excluded from analysis.

Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
In general, the proportion of graduates who are currently employed has gone down among all sectors and credential types. The following trends (since 2009/10) are observed:

Among sector:
- Specialized Arts and Culture Institutions
  - Trending down

Figure 7.8.8: Historic – Labour Status – by Sector

Base: 2013/14 graduates including those who are not in labour force or studying full time. Values may not add to 100% due to rounding.
Note: “Don’t know” and “No response” responses were excluded from analysis.
Note: Some “%” signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
**Figure 7.8.9: Historic – Labour Status – by Field of Study**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>2013/14</th>
<th>2011/12</th>
<th>2009/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total (n=15,602)</strong></td>
<td>14%</td>
<td>8%</td>
<td>76%</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>6%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>8%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Business (n=2,919)</strong></td>
<td>10%</td>
<td>6%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>6%</td>
<td>88%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>7%</td>
<td>87%</td>
</tr>
<tr>
<td><strong>Education (n=1,053)</strong></td>
<td>5%</td>
<td>2%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>3%</td>
<td>2%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>4%</td>
<td>4%</td>
<td>90%</td>
</tr>
<tr>
<td><strong>Health Sciences (n=3,790)</strong></td>
<td>13%</td>
<td>7%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>12%</td>
<td>3%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>3%</td>
<td>91%</td>
</tr>
<tr>
<td><strong>Language Arts (n=2,645)</strong></td>
<td>20%</td>
<td>4%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>3%</td>
<td>84%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>3%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>Legal &amp; Security (n=452)</strong></td>
<td>10%</td>
<td>2%</td>
<td>82%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>95%</td>
</tr>
<tr>
<td><strong>Physical, Natural &amp; Applied Sci. (n=2,923)</strong></td>
<td>21%</td>
<td>8%</td>
<td>68%</td>
</tr>
<tr>
<td></td>
<td>8%</td>
<td>6%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>6%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Recreation (n=256)</strong></td>
<td>34%</td>
<td>2%</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>3%</td>
<td>87%</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>3%</td>
<td>85%</td>
</tr>
<tr>
<td><strong>Trades &amp; Technologists (n=1,564)</strong></td>
<td>10%</td>
<td>6%</td>
<td>74%</td>
</tr>
<tr>
<td></td>
<td>5%</td>
<td>6%</td>
<td>89%</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>6%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Base: 2013/14 graduates including those who are not in labour force or studying full time. Values may not add to 100% due to rounding.

Note: "Don't know" and "No response" responses were excluded from analysis.

Note: Some "%" signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.
Base: 2013/14 graduates including those who are not in labour force or studying full time. Values may not add to 100% due to rounding.

Note: "Don't know" and "No response" responses were excluded from analysis.

Note: Some '%' signs are removed to clearly show the numbers. Mentions equal to or less than 1% not labeled.

Note: Certificate or Diploma completers with Doctoral, Master or Undergraduate level of studies were excluded from 2013/14 analysis.
Average (mean) total income, after adjusting for inflation, remains fairly consistent with previous years’ totals. 2003/04, 2007/08 and 2011/12 appear to be years in which the average total income, as well as the median values, increased over the years previous. However, there was some fluctuation in intervening years.

**Figure 7.8.11: Historic – Median and Average Income**

Base: Graduates.

Note: Adjusted values are controlled for inflation, based on the Canadian CPI using 2015 as the base year. Adjustments are made using each survey year not the graduating year. The inflation calculator on the Bank of Canada website was used to calculate adjusted values.

Note: “Don’t know” and “No response” responses were excluded from analysis.
APPENDIX A: SURVEY INSTRUMENT – GRADUATES

Telephone Introduction Script
Hello, may I please speak to (name of graduate)?

[If the individual is not available try to find out when they might be available. Explain purpose of study (see below) if requested. Thank the person providing the information. Do not collect survey information from parents, roommates or others.]

[If the individual does not live in this household, try to obtain a new telephone number or email address. Explain purpose of study (see below) if requested. Thank the person providing the information.]

<table>
<thead>
<tr>
<th>New contact - phone</th>
<th>Collect new phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>New contact - email</td>
<td>Collect email address</td>
</tr>
</tbody>
</table>

Hi, my name is ____________ and I’m with (consulting company). I’m calling on behalf of Alberta Innovation and Advanced Education and ______ (name of Institution). We are conducting this Graduate Outcomes Survey of post-secondary students who completed programs of study in the fall of 2013 or the spring of 2014 at ______ (name of Institution). The purpose of the study is to provide summary information for Alberta Innovation and Advanced Education about graduates’ satisfaction as well as their employment and educational experiences, and to provide detailed information to (name of Institution) ______ with ideas about how to improve their programs. Would you prefer to complete it by phone or online?

<table>
<thead>
<tr>
<th>By phone – Available now</th>
<th>Continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes – Call back</td>
<td>Schedule call back</td>
</tr>
<tr>
<td>Yes - Online</td>
<td>Collect email address</td>
</tr>
<tr>
<td>Refusal</td>
<td>Thank and terminate</td>
</tr>
</tbody>
</table>

Before we start, I’d like to assure you that your participation is voluntary and that any information you provide will be kept confidential. Your responses will be shared with participating post-secondary institutions. When results are published, only summary or aggregated information will be provided. Your personal information is collected in accordance with section 33 (c) of the Freedom of Information and Protection of Privacy Act and will only be used or disclosed in accordance with that Act.

[If the student questions the validity of the study, or has any questions about the Freedom of Information and Protection of Privacy Act, please tell them they can contact the persons listed below for verification.]

<table>
<thead>
<tr>
<th>Institution</th>
<th>Survey Contact</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CATI system will generate the name and telephone number for the institutional contact.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Innovation and Advanced Education website in the fall of 2016. The report from the last wave of this research is currently available on this website.]

Online Introduction Script

Alberta Innovation and Advanced Education and (name of Institution) are conducting a Graduate Outcomes Survey of post-secondary students who completed programs of study in the fall of 2013 or the spring of 2014 at (name of Institution). The purpose of the study is to provide summary information for Alberta Innovation and Advanced Education about graduates’ satisfaction as well as their employment and educational experiences, and to provide detailed information to (name of Institution) with ideas about how to improve their programs.

Your participation is voluntary and that any information you provide will be kept confidential. Your responses will be shared with participating post-secondary institutions. When results are published, only summary or aggregated information will be provided. Your personal information is collected in accordance with section 33 (c) of the Freedom of Information and Protection of Privacy Act and will only be used or disclosed in accordance with that Act.

For more information about the survey, please contact:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Survey Contact</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The CATI system will generate the name and telephone number for the institutional contact.</td>
</tr>
</tbody>
</table>

EDUCATIONAL EXPERIENCE

1. What was your primary goal upon entering (name of institution)?

[DO NOT READ]

1. Preparation for a specific Degree or Diploma
2. Completion of a specific Degree or Diploma
3. Expanded knowledge in a particular subject area
4. Expand general education level
5. Employment
6. Improve skills required for the job/Promotion
7. To change careers
8. Obtain high school equivalency
10. Did not set a goal → GO TO Q4
77. Other (specify) [EE113_77]
88. Don’t know → GO TO Q4
99. No response → GO TO Q4

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

0. Did not achieve it
1. Partially achieved it
2. Mostly achieved it
3. Fully achieved it → GO TO Q4
88. Don’t know → GO TO Q4
99. No response → GO TO Q4
3. Why did you not fully achieve your primary goal? [DO NOT READ]

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Not Mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. Changed program/career plans/goals</td>
<td>1</td>
<td>0 EE11501</td>
</tr>
<tr>
<td>02. Personal illness or disability</td>
<td>1</td>
<td>0 EE11502</td>
</tr>
<tr>
<td>03. Family responsibilities</td>
<td>1</td>
<td>0 EE11503</td>
</tr>
<tr>
<td>04. Moved</td>
<td>1</td>
<td>0 EE11504</td>
</tr>
<tr>
<td>05. Financial Reasons</td>
<td>1</td>
<td>0 EE11505</td>
</tr>
<tr>
<td>06. Lack of employment in field</td>
<td>1</td>
<td>0 EE11506</td>
</tr>
<tr>
<td>07. Still in school/pursuing further education</td>
<td>1</td>
<td>0 EE11507</td>
</tr>
<tr>
<td>77. Other (specify) [EE115 77]</td>
<td>1</td>
<td>0 EE11577</td>
</tr>
<tr>
<td>88. Don’t know</td>
<td>1</td>
<td>0 EE11588</td>
</tr>
<tr>
<td>99. No response</td>
<td>1</td>
<td>0 EE11599</td>
</tr>
</tbody>
</table>

YOUR PROGRAM

The following statements examine the Degree to which your post-secondary education completed in 2013-14 has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. If a statement is not applicable please indicate so.

Reflecting on your educational experience at (name of institution), do you feel that it has helped you to effectively: [RANDOMIZE AND READ]

<table>
<thead>
<tr>
<th></th>
<th>not at all</th>
<th>great extent</th>
<th>N/A</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Gain job-specific knowledge during post-secondary education</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP100</td>
</tr>
<tr>
<td>5. Develop your problem-solving skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP106</td>
</tr>
<tr>
<td>6. Develop your verbal communication skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP107</td>
</tr>
<tr>
<td>7. Develop your written communication skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP108</td>
</tr>
<tr>
<td>8. Develop your ability to learn independently</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP110</td>
</tr>
<tr>
<td>9. Develop your ability to take initiative</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP112</td>
</tr>
<tr>
<td>10. Develop your intercultural communication skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP116</td>
</tr>
<tr>
<td>11. Develop work-related computer skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP117</td>
</tr>
<tr>
<td>12. Develop specialized tool, machine, equipment or software skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP125</td>
</tr>
<tr>
<td>13. Develop research skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP118</td>
</tr>
<tr>
<td>14. Develop mathematical skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP119</td>
</tr>
<tr>
<td>15. Develop ability to work independently</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP121</td>
</tr>
<tr>
<td>16. Develop ability to work well with others</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP122</td>
</tr>
<tr>
<td>17. Develop effective time management skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP123</td>
</tr>
<tr>
<td>18. Develop critical thinking skills</td>
<td>1 2 3 4 5</td>
<td>87</td>
<td>88</td>
<td>99</td>
<td>YP124</td>
</tr>
</tbody>
</table>
EDUCATIONAL SATISFACTION

The following question examines how satisfied you are with your educational experience in the ___ (name of program) ___ program at ___ (name of institution) ___. I would like you to answer using a 4-point scale, where 1 means “very dissatisfied,” 2 means “dissatisfied,” 3 means “satisfied,” and 4 means “very satisfied.” [READ]

19. How satisfied are you with the quality of teaching in your program? ES100
   1. Very dissatisfied
   2. Dissatisfied
   3. Satisfied
   4. Very satisfied
   88. Don’t know
   99. No response

20. How satisfied are you with your program at ___ (name of institution) ___? ES101
   1. Very dissatisfied
   2. Dissatisfied
   3. Satisfied
   4. Very satisfied
   88. Don’t know
   99. No response

21. How satisfied are you with the overall quality of your educational experience? ES102
   1. Very dissatisfied
   2. Dissatisfied
   3. Satisfied
   4. Very satisfied
   88. Don’t know
   99. No response

[NOTE: FOR PRIVATE VOCATIONAL TRAINING INSTITUTIONS, GO TO Q25]

TRANSFER CREDITS

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

24. How satisfied were you with the transfer credit that you received?
   1. Very dissatisfied
   2. Dissatisfied
   3. Satisfied
   4. Very satisfied
   88. Don’t know
   99. No response

ADDITIONAL EDUCATION QUESTIONS

25. To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the ____ (name of program) ____ program to be worth the financial cost to me and/or my family? Do you...? [READ]
   1. Strongly disagree
   2. Disagree
   3. Agree
   4. Strongly agree
   88. Don’t know
   99. No response

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

26. As part of your studies at ____ (name of institution) ____ did you participate in a study abroad program (which might include a student exchange, field school experience, course taken abroad, co-op/practicum or internship) outside of Canada?
   1. Yes
   2. No → GO TO Q29
   88. Don’t know → GO TO Q29
   99. No response → GO TO Q29

27. In which country? [RECORD RESPONSE, IN COUNTRY LIST]
   77. Specify Country ____ [EQ103_77] ____.
   88. Don’t know
   99. Prefer not to say / No response
28. How satisfied were you with the overall quality of your study abroad educational experience?  
   EQ105  
   1. Very dissatisfied  
   2. Dissatisfied  
   3. Satisfied  
   4. Very satisfied  
   88. Don’t know  
   99. No response

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

29. Are you currently enrolled as a student?  
   FS100  
   1. [DO NOT USE]  
   2. [DO NOT USE]  
   3. Yes, in Alberta  
   4. Yes, outside Alberta (specify) [FS101 66]  
   5. No \(\rightarrow\) GO TO Q32  
   88. Don’t know \(\rightarrow\) GO TO Q32  
   99. No response \(\rightarrow\) GO TO Q32

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

30. Will these studies lead to a…? [READ LIST AS NECESSARY]  
    FS103  
    1. Diploma  
    2. Certificate  
    3. Extension Certificate  
    4. Applied Degree  
    5. Undergraduate Degree  
    6. Graduate Degree  
    7. Professional School (e.g. Law, Dentistry, Medicine)  
    8. Professional designation (e.g. CMA – Certified Management Accounting designation)  
    77. Other (specify) [FS103 77]  
    88. Don’t know  
    99. No response

31. Are you currently a part-time or full-time student?  
    FS102  
    1. Full-time \(\rightarrow\) GO TO Q58  
    2. Part-time  
    88. Don’t know  
    99. No response
EMPLOYMENT OUTCOMES
The following questions relate to your employment outcomes since graduating.

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. No response

33. Are you currently looking for a job?  EO101
   1. Yes
   2. No
   88. Don't know
   99. No response

GO TO Q34, IF Q32=NO or DK or NR and Q33=NO
GO TO Q35, IF Q32=YES and Q33=YES
GO TO Q36, IF Q32=YES and Q33=NO or DK or NR
GO TO Q58

34. What is the main reason you are not looking for a job?  [DO NOT READ]  EO102
   1. Own illness or disability
   2. Personal or family responsibilities
   3. [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/taking time off
   9. Retired
   10. International student/immigration issues
   77. Other (specify) [EO102_77]
   88. Don't know
   99. No response

GO TO Q58
35. What is the main reason you are looking for a job? [DO NOT READ] 
   1. Over-qualified on current job/looking for promotion
   2. Job duties
   3. Compensation and benefits
   4. Work environment
   5. Workplace culture
   6. Relationship with colleagues/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. No response

36. How many years of working experience you have had related to any of your post-secondary training? [ENTER NUMBER] 
   88. Don’t know
   99. No response

37. How many paying jobs do you have currently? [ENTER NUMBER] 
   88. Don’t know
   99. No response

38. 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.) [ENTER HOURS] 
   8888. Don’t know
   9999. No response

GO TO Q41, IF Q37=ONE JOB or DK or NR

39. What is the total number of hours you usually work per week in all other current jobs combined? [ENTER HOURS] 
   8888. Don’t know
   9999. No response

GO TO Q41, IF Q38=DK or NR
GO TO Q41, IF Q39=DK or NR

40. To confirm, you work an annual average total of [MJ100+OJ100] hours per week; that is, [MJ100] at your current main job and another [OJ100] hours at your other jobs. [PROBE IF TOTAL HOURS IS OVER 65. THERE IS ONLY 168 HOURS IN A WEEK. (E.G. SLEEP, EATING, TRAVEL…)] 
   1. Yes
   2. No → Jump back to MJ100 or OJ100, as appropriate
41. Are you self-employed (in your current main job)?
   [THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS IN A YEAR.]
   1. Yes
   2. No
   88. Don’t know
   99. No response

42. How long have you been employed in your current main job?
   [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. No response

43. What is the job title of your current main job? [ENTER JOB TITLE]
   77. Other (specify) [MJ103_77]
   88. Don’t know
   99. No response

44. What is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? [READ LIST AS NECESSARY]
   [PROBE AS NECESSARY:] Next I will be asking you to tell me the amount of your salary. How would you like to tell me your salary? [READ LIST]
   Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day? [ASK PROBES IN THIS ORDER TO MINIMIZE NEED FOR ESTIMATION]
   1. Hourly
   2. Daily
   3. Weekly
   4. Bi-weekly (every two weeks)
   5. Semi-monthly (twice a month)
   6. Monthly
   7. Yearly
   77. Other (specify) [MJ105_77] → GO TO Q47
   88. Don’t know → GO TO Q47
   99. No response → GO TO Q48
45. Working your usual hours at your current main job, approximately what is your [INSERT APPROPRIATE WORD(S) FROM MJ105: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)?

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

88888888. Don’t know → GO TO Q47
99999999. No response → GO TO Q48

GO TO Q47, IF Q38=DK or NR and Q44=HOURLY
GO TO Q48, IF Q44=YEARLY

46. 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?

1. Yes → GO TO Q48
2. No
88. Don’t know → GO TO Q48
99. No response → GO TO Q48

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

[ENTER ANNUAL INCOME]

88888888. Don’t know
99999999. No response

Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”. How related is your current main job to:

<table>
<thead>
<tr>
<th>not related</th>
<th>very related</th>
<th>DK</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>88</td>
</tr>
</tbody>
</table>

48. The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)

49. The subject-area knowledge you acquired

50. Overall, how related is your current main job to the program from which you graduated in 2013-14?
51. When you were selected for your current main job, what was the minimum level of education needed to get the job? [DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]
   1. Less than high school
   2. Some high school
   3. High school Diploma
   4. Some non-University post-secondary (college/technical/vocational)
   5. Completed non-University post-secondary (college/technical/vocational)
   6. Some university
   7. Completed bachelors Degree
   8. Completed graduate studies
   9. [DO NOT USE]
   10. Professional Degree (only includes: Medicine (MD), Law (LLB), and Dentistry (DDS))
   77. Other (specify) ________ [MJ112 77] ________.
   88. Don’t know
   99. No response

52. Given your education, training and experience in the program from which you graduated in 2013-14, how qualified do you feel you are for your current main job? [READ]
   1. Very under-qualified
   2. Somewhat under-qualified
   3. Qualified
   4. Somewhat overqualified
   5. Very overqualified
   88. Don’t know
   99. No response

53. All things considered, how satisfied are you with your current main job? Would you say…? [READ]
   1. Very Dissatisfied
   2. Dissatisfied
   3. Satisfied
   4. Very Satisfied
   88. Don’t know
   99. No response

GO TO Q58, IF Q37=ONE JOB or DK or NR
54. With respect to your other job(s), what is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions? [READ LIST AS NECESSARY]

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

Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day? [ASK PROBES IN THIS ORDER TO MINIMIZE NEED FOR ESTIMATION]
1. Hourly
2. Daily
3. Weekly
4. Bi-weekly (every two weeks)
5. Semi-monthly (twice a month)
6. Monthly
7. Yearly
77. Other (specify) [OJ101 77] \( \rightarrow \) GO TO Q57
88. Don’t know \( \rightarrow \) GO TO Q57
99. No response \( \rightarrow \) GO TO Q58

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

[ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF OJ101=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]
88888888. Don’t know \( \rightarrow \) GO TO Q57
99999999. No response \( \rightarrow \) GO TO Q58

GO TO Q57, IF Q39=DK or NR and Q54=HOURLY
GO TO Q58, IF Q54=YEARLY

56. Based on what you have told me, your total expected annual income from your other job(s) before deductions is calculated to be $ amount. Does that sound about right?
1. Yes \( \rightarrow \) GO TO Q58
2. No
88. Don’t know \( \rightarrow \) GO TO Q58
99. No response \( \rightarrow \) GO TO Q58
57. In that case, what is your approximate annual income from your other job(s) before deductions including ANY tips OR commissions?

[ENTER ANNUAL INCOME]

88888888. Don’t know
99999999. No response

58. Government-sponsored student loans

59. Scholarships, grants or bursaries

60. Family

61. Non-government sponsored financial assistance from financial institutions (banks) (i.e. bank loans, credit cards, credit lines, etc.)

62. At the time of your graduation, approximately how much did you owe from all government sponsored student loans accumulated during your entire post-secondary education? [ENTER AMOUNT, NO DECIMALS]

88888888. Don’t know
99999999. No response
63. Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies?  
[ENTER AMOUNT, NO DECIMALS]  
88888888. Don’t know  
99999999. No response  

GO TO Q64, IF Q60=YES  
GO TO Q65, IF Q61=YES  
GO TO Q66

64. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all family sources?  
[ENTER AMOUNT, NO DECIMALS]  
88888888. Don’t know  
99999999. No response  

GO TO Q65, IF Q61=YES  
GO TO Q66

65. 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.  
[ENTER AMOUNT, NO DECIMALS]  
88888888. Don’t know  
99999999. No response
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.

[NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q68]

66. What was the highest grade level you completed in the K-12 system, not including adult upgrading?  
   1. Grade 1  
   2. Grade 2  
   3. Grade 3  
   4. Grade 4  
   5. Grade 5  
   6. Grade 6  
   7. Grade 7  
   8. Grade 8  
   9. Grade 9  
  10. Grade 10  
  11. Grade 11  
  12. Grade 12  
  13. Grade 13  
  14. Kindergarten  
  88. Don’t know  
  99. No response

67. What year did you last attend school in the K-12 system, not including adult upgrading?  [ENTER FOUR DIGIT YEAR]  
   8888. Don’t know  
   9999. No response

68. Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading?  [DO NOT READ]  
   1. Edmonton  
   2. Calgary  
   3. Lethbridge  
   4. Red Deer  
   5. Grande Prairie  
   6. Medicine Hat  
   7. Fort McMurray  
  55. Elsewhere in Alberta (specify)  [BG103_55]  
  66. Elsewhere in Canada (specify province/territory)  [BG103_66]  
  77. Outside Canada (specify country)  [BG103_77]  
  88. Don’t know  
  99. No response
69. In what year did you begin post-secondary studies, not including adult upgrading? [ENTER FOUR DIGIT YEAR]
   BG104
   8888. Don't know
   9999. No response

70. Have you permanently relocated to a different city or town since the time of your graduation from ___(name of institution)___?
   BG105
   1. Yes
   2. No → GO TO Q72
   88. Don't know → GO TO Q72
   99. No response → GO TO Q72

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

71. Which city or town did you relocate to? [DO NOT READ]
   BG107
   1. Edmonton
   2. Calgary
   3. Lethbridge
   4. Red Deer
   5. Grande Prairie
   6. Medicine Hat
   7. Fort McMurray
   55. Elsewhere in Alberta (specify) ___[BG107_55]___.
   66. Elsewhere in Canada (specify province/territory) ___[BG107_66]___.
   77. Outside Canada (specify country) ___[BG107_77]___.
   88. Don't know
   99. No response

[NOTE: FOR PUBLIC INSTITUTIONS, GO TO Q74]

72. What is your gender? [DO NOT ASK]
   DG100
   1. Male
   2. Female
   88. Don't know
   99. No response

73. What is your current age? [ENTER AGE]
   DG101
   8888. Don't know
   9999. No response

74. What was your marital status when you started the ___(name of program)___ program? Were you ___?
   DG102
   1. Single (never married)
   2. Married or living with partner
   3. Divorced/Separated/Widowed
   88. Don't know
   99. No response
75. When you started the ______ (name of program) ______ program how many dependents (including dependent adults) were you responsible for? [ENTER NUMBER]
   88. Don't know
   99. No response

76. Do you consider yourself to be an Aboriginal person?  
   1. Yes
   2. No → GO TO Q78
   88. Don't know → GO TO Q78
   99. No response → GO TO Q78

77. Are you…? [READ]
   1. Status Indian
   2. Non-status Indian
   3. Inuit
   4. Métis
   77. Other (Specify) ______ [DG105 77] ______.
   88. Don't know
   99. No response

78. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?
   1. Yes
   2. No → GO TO Q80
   88. Don't know → GO TO Q80
   99. No response → GO TO Q80

79. What is the nature of your disability? [ENTER DISABILITY]  
   77. Other (specify) ______ [DG108 77] ______.
80. What is/was the highest level of education attained by either one of your parent(s) or guardian(s)?

[DO NOT READ CATEGORIES. ENTER EDUCATION LEVEL OF PARENT(S)/GUARDIAN(S) WITH HIGHEST ATTAINMENT]

1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Undergraduate
7. Masters
8. PhD
9. Professional Degree -- only includes: Medicine (MD), Law (LLB), and Dentistry (DDS)
77. Other (specify) [DG109 77]
88. Don’t know
99. No response

[NOTE: FOR TELEPHONE RESPONDENTS, GO TO END SURVEY 1. Q81 WILL BE ASKED TO ONLINE RESPONDENTS ONLY]

81. Is there anything about your education or work experience that you would like to add, for example, any information about your experience that has not been covered in this interview?

1. Yes (specify) [DG110 1]
2. No
88. Don’t know
99. No response

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

GO TO END SURVEY 2, IF Q32=NO or DK or NR
GO TO END SURVEY 2, IF Q41=YES or DK or NR
Telephone Script

The Ministry is also interested in the opinions of employers of recent post-secondary graduates. We would like to send you an email with a link to a survey for employers that you can forward to your supervisor. The intent of the survey is to collect information about how well the post-secondary system is meeting the needs of employers, not to evaluate your individual job performance. Would you forward this survey to your supervisor?

[If yes, collect respondent email address if required and forward email.]

Online Script

The Ministry is also interested in the opinions of employers of recent post-secondary graduates. A link to a survey for employers is provided below. We request that you forward it to your supervisor. The intent of the survey is to collect information about how well the post-secondary system is meeting the needs of employers, not to evaluate your individual job performance.

[Link to ESS]

We’ve reached the end of our questions and I would like to thank you very much for your time and interest.
APPENDIX B: SURVEY CHANGES

The following changes were made to the survey instrument:

1. Revised introduction script
2. Revised wording for YP117
   - Previous – Develop specialized tool, machine, equipment or software
   - Current – Develop work-related computer skills
3. Added YP125
   - Develop specialized tool, machine, equipment or software
4. Revised options for FS100
   - Previous – Yes / No / Don’t know / No response
   - Current – Yes, in Alberta / Yes, outside Alberta / No / Don’t know / No response
5. Removed questions FS10101-FS10199
6. Added question EO102
7. Added question EO106
8. Added question EO107
9. Revised options for MJ101
   - Previous – Six (6) months or less / Six (6) months and one (1) day to one (1) year / Longer than one (1) year / Don’t know / No response
   - Current – Six (6) months or less / Six (6) months and one (1) day to one (1) year / One (1) year and one (1) day to two (2) years / Two (2) years and one (1) day to five (5) years / Don’t know / No response
10. Removed question BG101
11. Removed question DG106