

**Alberta Enterprise and Advanced Education  
Alberta Graduate Outcomes Survey  
Class of 2009-2010: Publicly Funded Institution Graduates**

**- Final Report -**

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# 1. EXECUTIVE SUMMARY

## 1.1 Background and Introduction

Alberta Enterprise and Advanced Education (EAE) 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 EAE's continued commitment to ensure that enrolment in post-secondary programs promotes the success of Albertans through self-enlightenment and enhanced employability.

In Fall 2011, EAE contracted Leger Marketing Alberta Inc. to conduct the Graduate Outcomes Survey with Fall 2009 and Spring 2010 graduates of parchment and non-credit designated programs from Alberta's publicly funded post-secondary institutions. The findings from this study will help inform EAE and institutional planning, and are used in results reporting.

Results are required for the specific institutions, for fields of study within certain sectors of institutions, and for programs within each institution. Therefore, a rigorous sampling approach is required. 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.

A field pre-test was conducted from December 2011 to January 2012. After revisions had been made and the final questionnaire was approved, the study was launched on January 23, 2012 and was completed on May 2, 2012.

The final sample of 12,945 represents a completion rate of 36% based on the number of sample records obtained from institutions from the graduates population of 36,215.

As a non-random telephone survey, a margin of error is not reported (margin of error accounts for sampling error). Had the data been collected using a probability sample, the margin of error would be  $\pm 0.8$  percentage points, 19 times out of 20.

## **1.2 Demographics**

Nearly all (97%) of Alberta graduates have completed the K-12 (or K-13) system. Younger, single graduates, and those without dependents at the time of enrollment, are more likely than others to have completed the K-12 system. Graduates from elsewhere in or outside of Canada (83% elsewhere in Canada, 85% outside of Canada), in areas that may not operate on the same K-12 system as Alberta, are less likely to have completed the K-12 system than those graduates from within Alberta (97% within Alberta). The majority of Alberta graduates attended high school within Alberta (68%).

The majority of graduates (60%) are female and 40% are male. Females outnumber males in almost all institutional sectors, program types and fields of study, while males outnumber females in Polytechnical institutions, Doctoral degree programs, Trades and Technology, and Physical, Natural and Applied Sciences.

Graduates' age and stage of life appear to be factors in their program selection, demonstrating different potential barriers to alternative options. The average age of Alberta graduates from the Class of 2009-10 is 29.5 years old. Younger graduates (25 years or younger) are more likely to have attained a Certificate, Diploma, or Applied and Bachelor Degree than older graduates. These trends found by age reflect the educational background and time needed to achieve each of these credentials. Based on the average age of graduates within each program type, older graduates are found in greater percentages among those who have attained a Master's Degree (37.3 years), Doctoral Degree (37.7 years) or other credentials not specified in the questionnaire (39.9 years), when compared to all other program types (average age within the range of 27.7 years – 31.4 years).

Nearly three-quarters (73%) of Alberta graduates were single when they started their post-secondary education. As might be expected, younger graduates (22 years or younger) demonstrate the greatest tendency to be single at the time they begin their post-secondary education. Graduates who were single also have a greater tendency to have graduated from Applied and Bachelor Degree programs, while those who were married or common law at the

time of starting their studies, tend to have focused their recent studies on attaining a Master's Degree or other program type.

The majority (80%) of graduates did not have any dependents when entering into their post-secondary institution. Those graduates who did not have dependents at the time they began their post-secondary education tend to be younger (23-25 years), and single, and those with dependents tend to be older (over 30 years) and married or common law. While there is a demonstrated relationship between graduates' marital status and their program type, having or not having dependents is not a discernible factor in program choice.

### **1.3 Satisfaction**

Alberta graduates tend to feel that the program from which they graduated at their respective institution gave them all six of the benefits they were asked about to some positive extent (a rating of 4 or 5 out of 5). A large majority of graduates feel that their program provided them with an opportunity to improve themselves to some positive extent (85% 4-5); this is the highest ranking of the potential benefits asked about. Following closely, 83% of graduates feel that their program provided them with knowledge of a particular field of study to some positive extent (4-5 rating). Fewer, about two-thirds, feel the program provided the chance for improved income (69% 4-5 rating) and the skills needed for a particular job (67% 4-5 rating).

Graduates rated general areas of skill, knowledge, and ability in terms of the benefits they believe they received from their post-secondary educational experience. Seventeen of the 19 areas rated received positive ratings (4, 5 rating) from a majority of the graduates. Based on graduates' own educational experience, over three quarters of graduates feel that it helped them to learn independently (78% 4-5 rating), work independently (78% 4-5 rating), and analyze information (76% 4-5 rating). Graduates are less inclined (about two in five) to feel that their educational experience helped them to develop awareness of political and social issues (42% 4-5 rating) and develop mathematical skills (41% 4-5 rating).

High majorities of graduates are overall satisfied with the quality of teaching (90%), the quality of the program (90%) and the quality of the educational experience (92%), with almost half being very satisfied.

A large majority (87%) of graduates would recommend their program of study to future students. As with program of study recommendation ratings, a high majority (94%) of graduates would



recommend their institution to future students. These perceptions reflect positively on both the programs offered at Alberta post-secondary institutions, and on the institutions themselves.

## **1.4 Financing**

Most graduates worked while taking classes at an Alberta institution, and many also relied on financial aid from the government and/or non-government sources. Nearly three-quarters (72%) of graduates worked while taking classes at an Alberta post-secondary institution. Particularly high percentages of graduates worked while enrolled in Baccalaureate and Applied Studies Institutions (81%), Master's Degree programs (81%), and Business (80%), Education (80%) and Languages, Social Sciences, Arts, and Humanities (82%) fields. Female students, graduates over 40 years of age, graduates who were married or common law at the start of their studies, as well as those who last attended high school in urban Alberta are the most likely to have worked while taking classes at an Alberta post-secondary institution.

Nearly two-in-five graduates (39%) received a government sponsored student loan. On average, Alberta graduates of 2009-10 who received government sponsored student loans owed \$18,884 in these loans at the time of graduation, with half owing more than \$15,000 and half owing less. Greater average loan values are reported among graduates of Applied and Bachelor Degree, Master's Degree, and Doctoral Degree programs. This could be at least partly due to the duration of study for these programs. Those who studied Health Sciences owed, on average, \$23,117 in government-sponsored loans, which is significantly higher than any other field of study. It is also demonstrated that graduates aged 26 to 30 years, and those who are single, typically owed more in government-sponsored student loans.

Over a quarter of 2009-10 graduates received some form of non-government financing for education-related expenses during their time at post-secondary studies. Graduates aged 26 to 30 years, single graduates, those who did not have dependents when entering post-secondary, and those who attended high school elsewhere in Canada were the most likely to have attained non-government sources of financing. Among graduates who received non-government sources of financing, the amount owed in these loans is an average of \$12,813, with half owing more than \$6,550 and half owing less.

Looking at all education related financing ever received by 2009-10 Alberta graduates, over half of graduates used some form of borrowing: their average total education related debt at the time of graduation is \$20,131, with half owing more than \$14,000 and half owing less. On average,

Alberta graduates of 2009-10 owed \$18,884 in government sponsored student loans (among those with that type of loan) and \$12,813 in non-government sources of financing at the time of graduation. Students who relied on some form of borrowing during their studies represent higher than average proportions of graduates who achieved a diploma, were younger (25 years or younger), and were single when they began their studies. As seen in the effect of marital status and age on program of study selection, it appears that these students had to rely more heavily on external sources of funding to complete their studies. The length of study time could also be a factor in the need for financial aid, as it appears to be for program choice.

Over two-thirds of graduates received scholarships, grants or bursaries during their studies at Alberta post-secondary institutions. The average amount received by those graduates who received a scholarship, grant or bursary is \$9,475, with half receiving less than \$4,000.

## **1.5 Transitions**

Half of graduates (51%) entered post-secondary studies right after graduating from high school. Those graduates who did not begin their post-secondary education immediately following high school graduation, but waited for six years or more, are more commonly found among females and those who were married or common law when they started their program.

Although most graduates took classes the traditional way (70%) during their studies at Alberta post-secondary institutions, online or distance courses were taken by almost a third of students (30%) in various programs.

Graduates who completed their entire program through correspondence represent greater proportions among those attending Comprehensive Community Institutions compared to all other sectors. Master's Degree graduates are more likely to have completed their entire course-load through on-line and/or distance delivery, than for other program types.

After graduation, not all students entered the work force. Just over a quarter (27%) of 2009-10 graduates enrolled as students to further their educational experience. A relatively high percentage of graduates who studied at Baccalaureate and Applied Studies (35%) and Independent Academic Institutions (37%) are found to have re-entered the education system compared to graduates from all other sectors (a range of 13%-28%). Applied and Bachelor Degree (30%) and Diploma (29%) graduates are also more likely to be currently enrolled as students, when compared to Certificate (23%), Master's Degree (20%), and Doctoral Degree

(6%) graduates. Graduates who studied Business (34%) or Languages, Social Sciences, Arts and Humanities (35%) are more likely to be enrolled as students than graduates in most other fields of study (the exception being graduates of the Recreation field). Younger graduates (23 years of age or younger) are more likely than younger graduates to enroll as a student after their 2009-10 graduation. It is also demonstrated that those graduates who were single, had no dependents, and last attended high school in rural Alberta were more likely to enroll as students after graduation. Graduates who enrolled as students represent a greater proportion of graduates at Comprehensive Academic and Research Institutions, and tend to be working towards either a Graduate Degree or Undergraduate Degree.

## **1.6 Outcomes**

Nearly two-thirds (63%) of Alberta graduates had the primary goal of completing their program when they entered their post-secondary field of study, followed by fifteen percent (15%) who wished to attain employment. Over three-quarters (79%) of graduates fully achieved their goal(s) upon completion of their studies. Of those graduates who did not achieve their primary goal upon graduation, just over a quarter (27%) mention having changed their program, career plans or goals as their primary reason, followed by one-in-five (19%) who re-entered the post-secondary system to further pursue their academic goals.

Currently (about two years after graduation), a high majority of graduates (87%) have a paying job and, of those who have a paying job, eight percent (8%) are self-employed. Of those graduates who do not have paying employment, slightly over two-in-five (42%) are actively looking for employment.

Based on how graduates had explained their annual income, the mean average income among graduates with a paying job is \$56,184, and the median income is \$50,000 (half earn more than this and half earn less). Comprehensive Academic and Research Institution graduates are found to have a higher annual income, on average, when compared to all other sector graduates, as do Master's Degree graduates relative to other academic credentials.

Over half (56%) of graduates feel their main job is relevant overall to the program they completed, and the subject-area knowledge they acquired (56%) also tends to be very related. Three-in-five (61%) feel that the general abilities they acquired are very related to their main job.

Graduates believe that their other job(s) are, to a lesser extent, very relevant to the subject-area knowledge (40%), general skills and abilities (43%), and relevant overall (40%) to the education they attained from Alberta post-secondary institutions.

After graduation, and entering the workforce, the majority of employed graduates feel that they were qualified to some fuller extent to undertake their new position in the work force; with almost two-thirds (62%) feeling they were qualified (i.e. not under or overqualified).

All things considered, Alberta graduates who are currently employed are satisfied overall (90%) with their present job, with satisfaction being about evenly split between those who are satisfied (48%) and those who are very satisfied (42%).

### **1.7 Non-Credit Designated Programs**

Fifty-five (55) graduates of non-credit designated programs participated in the study.

Just over two-thirds (69%) of graduates from non-credit designated programs are female and nearly one-third (31%) are male, similar to the distribution for parchment program graduates. Graduates of non-credit designated programs are younger (a greater percentage, 30%, are 22 years of age or younger) than parchment program graduates (12%). The majority (53%) of non-credit designated program graduates were single upon entering their post-secondary studies, although the proportion of married or common law graduates is greater within non-credit designated programs than parchment programs.

Overall, for graduates of non-credit designated programs, their primary goal upon entering post-secondary studies was to complete their specific degree or diploma program (44%), followed by attaining employment (19%), demonstrating further consistency between non-credit and parchment designated program graduates.

Satisfaction with the quality of teaching and the program is consistent among both non-credit and parchment designated program graduates, with non-credit and parchment designated program graduates providing an equal percentage of very satisfied ratings for quality of teaching.

In regards to the program worth for the financial cost, graduates of both non-credit and parchment designated programs are relatively consistent in their agreement, with 80% non-credit

designated program graduates, and 86% of parchment program graduates agreeing the program was worth the financial cost.

Two years after graduation, just over four-in-five (84%) non-credit designated program graduates are employed, which is statistically similar to parchment program graduates (77%). Two-percent (2%) are not employed, five-percent (5%) are not in the labour force, and nine-percent (9%) are enrolled as full-time students.

Non-credit designated program graduates' overall satisfaction with their current main job (98%) exceeds that of parchment graduates (89%) due to a greater proportion of satisfied ratings, with just over three-in-five non-credit designated graduates, and just under half of parchment graduates being satisfied. Very satisfied ratings are consistent among all graduates.

A greater proportion of non-credit program graduates (77%) feel that they are qualified (that is, not under-qualified or overqualified) for their current main job than parchment program graduates (62%), while parchment program graduates have a greater tendency to feel overqualified. Feelings of being under-qualified are in consistently low proportions among non-credit and parchment designated graduates.

## **1.8 Historic**

Employment rates were calculated using the active labour force, excluding graduates who are in school, and those who are without employment, and not currently looking for a job.

Employment rates, as a percentage of the active labour force of graduates, remain somewhat consistent since 2004: 95% or higher. The lowest rate is found in 2007-08 at 95%, increasing to 96% in 2009-10 and now matching that of 2001-02.

An increase in employment is seen when looking at the total graduate population and their labour force status, with 87% being employed, up from 85% for the class of 2007-08. There is a corresponding decrease in those who are not employed but currently enrolled as full time students: 8% for the class of 2009-10, down from 9% for the class of 2007-08.

The increase in the percentage of employed graduates is relatively consistent across each program type, with an increase of one percentage point within each program except for Doctoral

Degree graduates where there is a decrease of three percentage points. The same general trends are found among fields of study.

The median salary for 2009-10 graduates is \$50,000 (half earn more, half earn less). This is a decrease from the median salary of \$53,370 reported in 2007-08, when adjusted by the Consumer Price Index (CPI) to control for the impact of inflation.

Total incidence of student loans among Alberta graduates continues to consistently decline in 2009-10 from 2003-04. The incidence of government sponsored loans also continues to decline in 2009-10 from 2001-02, as does the incidence of non-government sponsored loans, from 2005-06 at a consistent rate.

## 2. INTRODUCTION

In Fall 2011, EAE contracted Leger Marketing Alberta Inc. to conduct the Graduate Outcomes Survey with Fall 2009 and Spring 2010 graduates of parchment and non-credit designated programs from Alberta's post-secondary institutions. The findings from this study will help inform EAE and institutional planning, and are used in results reporting.

The specific objectives of the study are to:

- ✓ Assess graduates' satisfaction with their post-secondary experiences and outcomes approximately two years after graduation;
- ✓ Quantify and describe employment related outcomes and fit between any employment achieved and the graduates' program of study;
- ✓ Assess graduates' satisfaction with their overall educational experience, specific aspects of their experience, and outcomes;
- ✓ Understand how students select their program of study and their sources of information;
- ✓ Ascertain how students finance their education;
- ✓ Identify personal goals for post-secondary education and the extent to which graduates perceive those goals to have been achieved;
- ✓ Determine the propensity of graduates to recommend the institution and/or program of study they attended to others;
- ✓ Understand the demographic profile of graduates in each program and field of study;
- ✓ Assess the ease of transferring credits to a university from another institution (reported in a separate Transfer Report);
- ✓ Understand the prevalence of applications for prior learning assessment (PLAR) and the degree of success in being awarded credits;
- ✓ Explore the effectiveness of post-secondary programs in preparing graduates for entry into the labour market;
- ✓ Assess the extent to which graduates incorporate lifelong learning into their lives; and
- ✓ Compare research findings with Graduate Outcomes Surveys from previous years.

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

**Comprehensive Academic & Research Institutions**

Athabasca University  
University of Alberta  
University of Calgary  
The 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 & 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 College  
Canadian University College  
Concordia University College of Alberta  
The King's University College  
St. Mary's University College

**Specialized Arts and Culture Institutions**

Alberta College of Art and Design

The target participants for this study are all 2009-2010 graduates from publicly-funded credit programs and non-credit designated programs in Alberta. A census was required for all institutions with less than 1,000 graduates, and a census was also conducted with graduates of larger institutions to ensure that institution, program and sector requirements were all met.

Leger Marketing developed a detailed sampling plan to achieve survey accuracy targets defined by EAE by institution, field of study, and program.



Leger Marketing and EAE conducted research with graduates of post-secondary programs approximately two years after they completed 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.

Leger Marketing completed a total of 12,945 surveys with graduates from public institutions.

- ✓ 8,756 surveys were completed by telephone
- ✓ 4,189 surveys were completed online

The final sample of 12,945 represents a completion rate of 36% based on the number of sample records obtained from institutions from the graduates population of 36,215.

A census approach was used, meaning that all graduates were invited to participate rather than a random sample. Margin of error refers to the measurable sampling error that occurs when a random sample is used to estimate results of a population, and is not applicable to a census. If the same number of interviews had been completed using a random sample of graduates rather than a census, the margin of error would be  $\pm 0.8$  percentage points, 19 times out of 20.

This report is divided into seven sections:

- ✓ Demographics
- ✓ Satisfaction
- ✓ Financing
- ✓ Transitions
- ✓ Outcomes
- ✓ Non-credit designated programs
- ✓ Historic

To aid in interpretation of 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.

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 95% confidence level (19 times out of 20) and analysis that can be conveyed through reasonably brief discussion in the report so as not to be overly long or technical.

### **3. DEMOGRAPHICS**

This section illustrates the demographic characteristics of Alberta 2009-10 graduates, including education levels, parents' education levels, gender, age, family composition, and Aboriginal, visible minority and disability status.

Understanding the demographic profile of graduates will help support both institutions and government in addressing potential barriers to post-secondary access and completion.

#### **3.1 Education**

##### *3.1.1 Highest Grade Completed in High School*

Nearly all (97%) of Alberta graduates have completed the K-12 (or K-13) system.

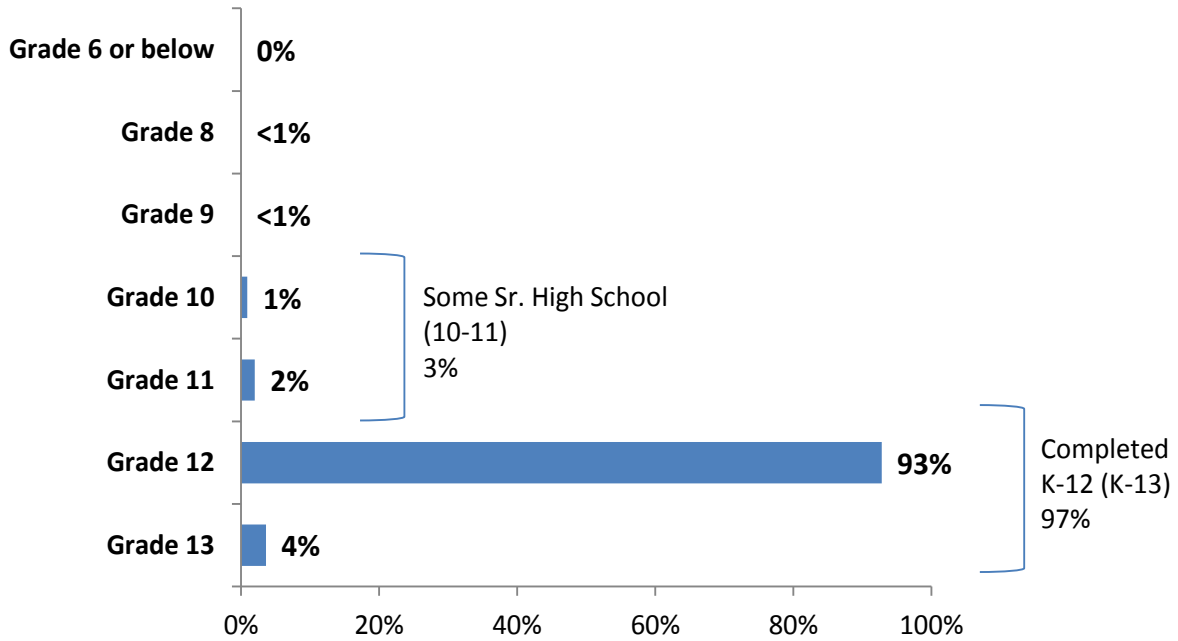
Younger, single graduates, and those without dependents at the time of enrollment, are more likely than others to have completed the K-12 system:

- ✓ Younger graduates (99% of those aged 25 years or younger compared to 94% of those aged 26-30 years, 86% 31-40 years, and 78% aged 41 years and older);
- ✓ Single graduates (96% single compared to 86% married/common law, and 77% separated/divorced/widowed); and
- ✓ Those without dependents (95% without dependents, compared to 84% with dependents).

Graduates from elsewhere in or outside of Canada (83% elsewhere in Canada, 85% outside of Canada), in areas that may not operate on the same K-12 system as Alberta, are less likely to have completed the K-12 system than those from within Alberta (97% urban and rural Alberta).

## K-12 Education

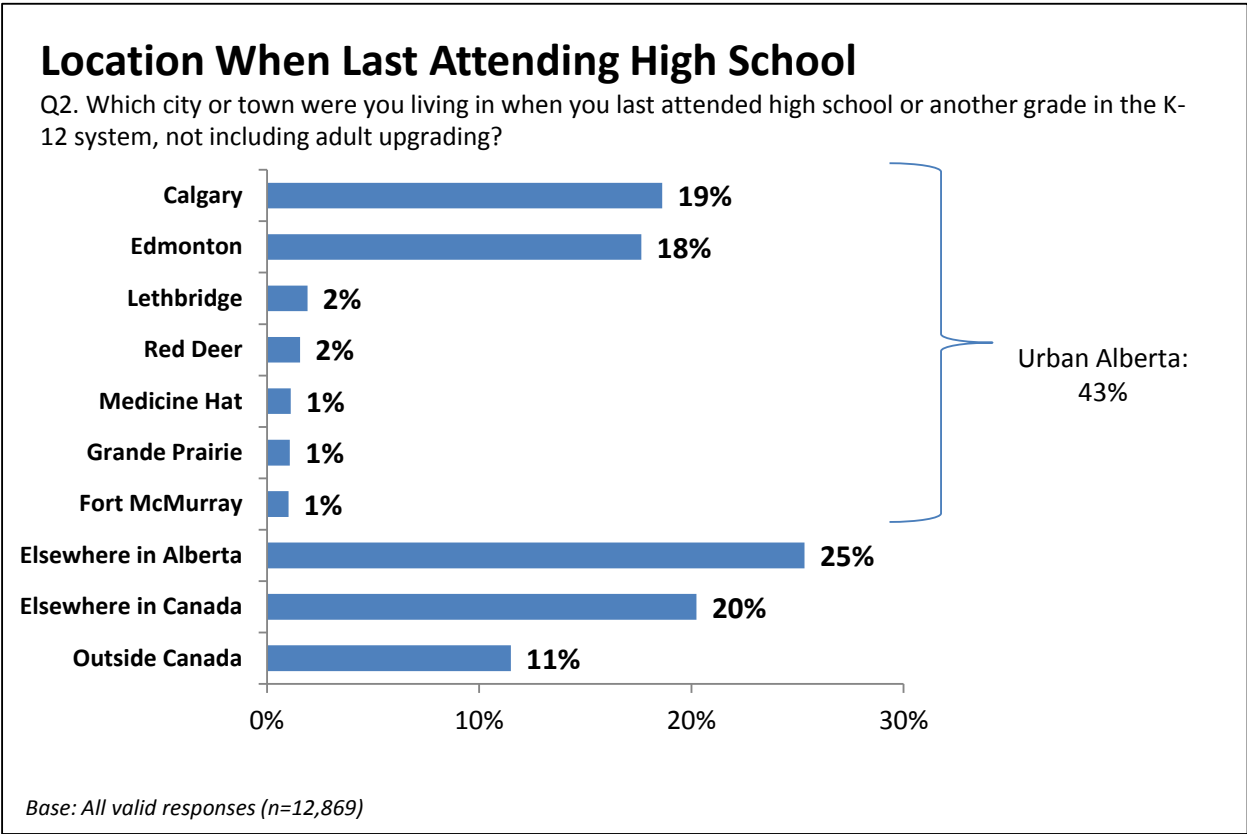
Q1. What was the highest grade level you completed in K-12 system, not including adult upgrading?



Base: All valid responses (n=12,564)

### 3.1.2 High School Location

The majority of Alberta graduates attended high school within Alberta, with just over two-in-five (43%) from urban<sup>1</sup> Alberta and a quarter (25%) from elsewhere in Alberta (rural Alberta) excluding the urban areas. One-in-five (20%) graduates last attended high school in another province or territory within Canada, while one-in-ten (11%) attended high school outside of Canada.

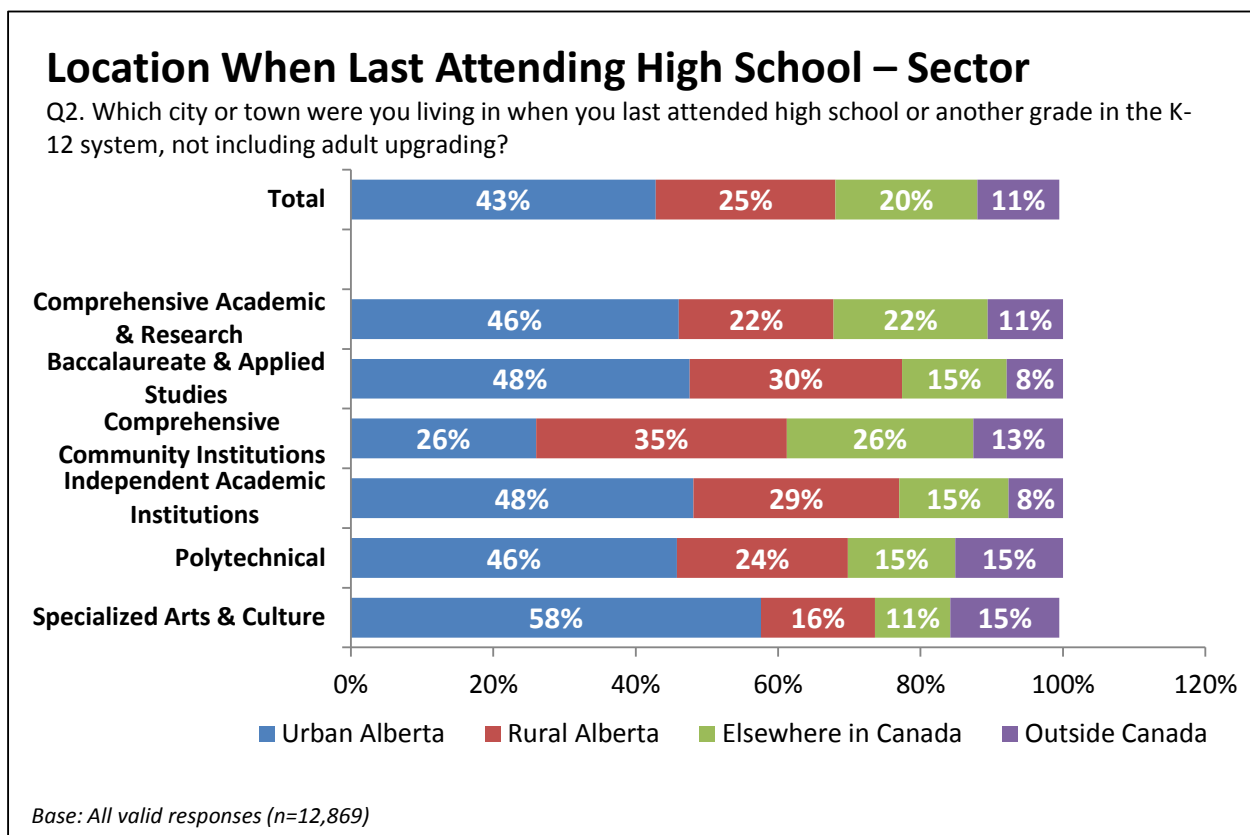


Based on the sector in which graduates completed their post-secondary education, the following trends are found in regards to location when attending high school:

- ✓ Graduates who attended a Specialized Arts and Culture Institution (58%), when compared to those that studied at Comprehensive Academic and Research Institutions (46%), Comprehensive Community Institutions (26%), and Polytechnical Institutions (46%), are more likely to have last attended high school in urban Alberta;

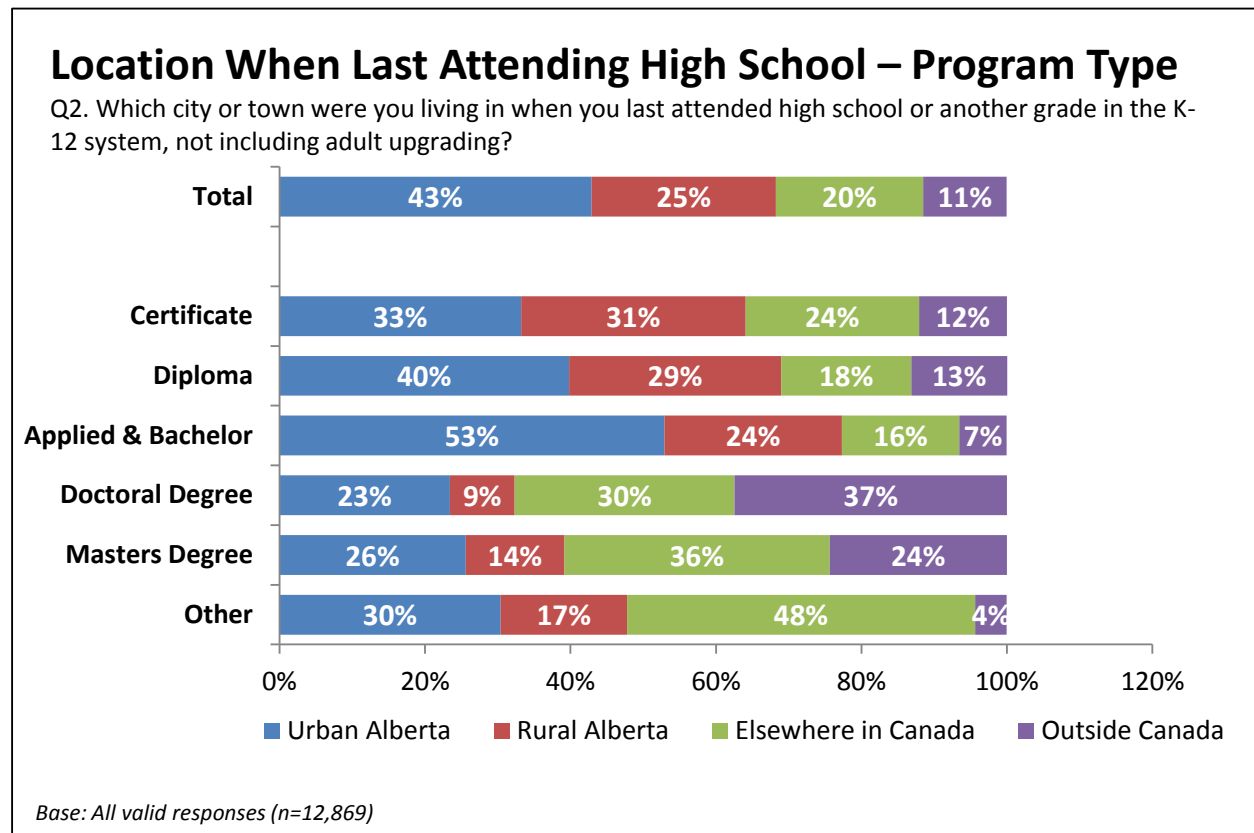
<sup>1</sup> Urban Alberta is defined as Calgary, Edmonton, Medicine Hat, Lethbridge, Red Deer, Fort McMurray and Grande Prairie.

- ✓ Graduates who attended a Comprehensive Community Institution (35% rural Alberta, 26% elsewhere in Canada), when compared to all other sectors (a range of 11%-30%), are more likely to have last attended high school in rural Alberta or elsewhere in Canada; and
- ✓ Graduates who last attended a Polytechnical Institution (15%), when compared to Comprehensive Academic and Research Institutions (11%), Baccalaureate and Applied Studies Institutions (8%), Comprehensive Community Institutions (13%), or Independent Academic Institutions (8%), are more likely to have attended high school outside of Canada.



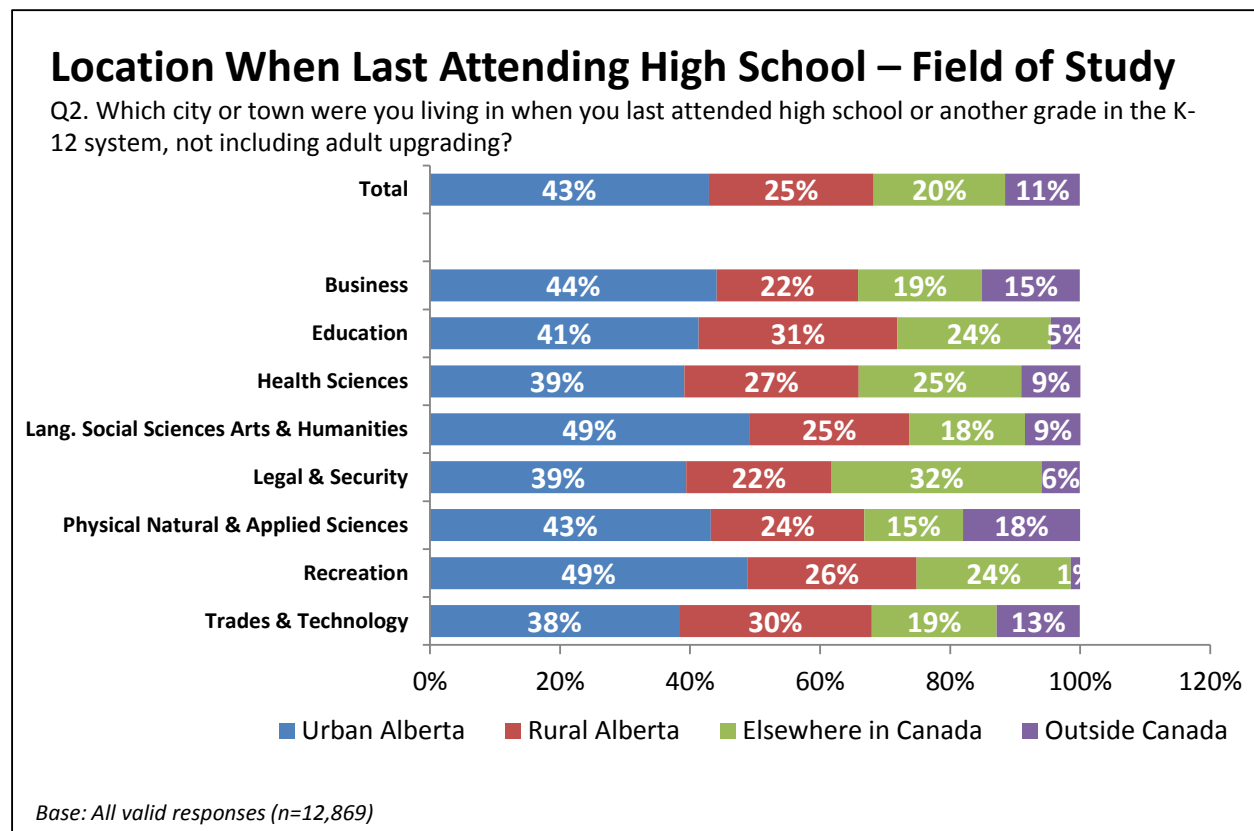
Based on the program type graduates attained upon completion of their post-secondary education, the following trends are found in regards to their location when attending high school:

- ✓ Graduates who attained an Applied and Bachelor Degree (53%), compared to all other program types (a range of 23%-40%), are more likely to have last attended high school in urban Alberta;
- ✓ Graduates who attained a Certificate (31%) or Diploma (29%), when compared to those that attained an Applied and Bachelor Degree (24%), Master’s Degree (14%), or Doctoral Degree (9%), are more likely to have last attended high school in rural Alberta;
- ✓ Graduates who attained a Master’s Degree (36%), Doctoral Degree (30%), or other program certification (48%), when compared to all remaining program types (a range of 16%-24%), are more likely to have last attended high school elsewhere in Canada; and
- ✓ Graduates who attained a Doctoral Degree (37%), when compared to all other program types (a range of 4%-24%), are more likely to have last attended high school outside of Canada.



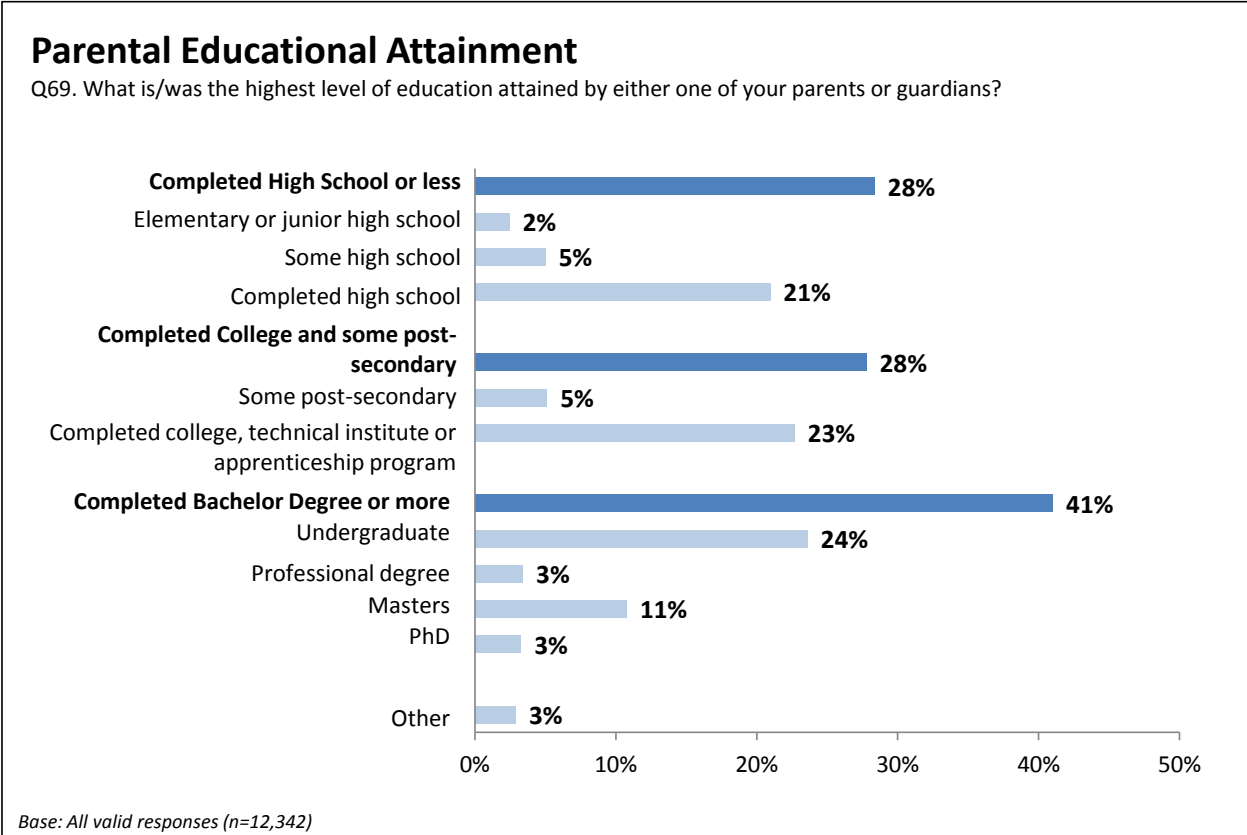
Based on the field of study in which graduates completed their post-secondary education, the following trends are found in regards to location when attending high school:

- ✓ Graduates who studied Languages, Social Sciences, Arts, and Humanities or Recreation (49%), when compared to those that studied Education (41%), Health Sciences (39%), Legal and Security (39%), or Trades and Technology (38%), are more likely to have last attended high school in urban Alberta;
- ✓ Graduates who studied Education (31%) or Trades and Technology (30%), when compared to those that studied Business (22%), Languages, Social Sciences, Arts, and Humanities (25%), Legal and Security (22%), and Physical, Natural, and Applied Sciences (24%), are more likely to have last attended high school in rural Alberta;
- ✓ Graduates who studied Legal and Security (32%), when compared to all other fields of study (a range of 15%-25%) are more likely to have last attended high school elsewhere in Canada; and
- ✓ Graduates who studied Physical, Natural, and Applied Sciences (18%), when compared to all other fields of study (a range of 1%-15%), are more likely to have last attended high school outside of Canada.





### 3.1.3 Parental Educational Attainment



Over a quarter (28%) of graduates indicated that at least one of their parents completed a high school education or less, which is equal to the percentage with parent(s) who completed college and some post-secondary (28%). Two-in-five (41%) indicate that one of their parents completed a Bachelor degree or higher level of academic credential.

Parental Educational Attainment – Institution Sector							
	Elementary / Jr. HS	Some HS	Completed HS	Some PS	Completed coll, tech inst. or apprent. prog	Completed University	Other
<b>Comprehensive Academic &amp; Research</b>	2%	4%	18%	4%	19%	49%	3%
<b>Baccalaureate &amp; Applied Studies</b>	2%	5%	24%	7%	23%	37%	3%
<b>Comprehensive Community Institutions</b>	4%	8%	28%	6%	28%	24%	3%
<b>Polytechnical</b>	3%	4%	21%	7%	28%	36%	3%
<b>Independent Academic Institutions</b>	1%	4%	18%	5%	22%	47%	3%
<b>Specialized Arts &amp; Culture</b>	-	1%	20%	4%	22%	50%	4%

### 3.2 Gender

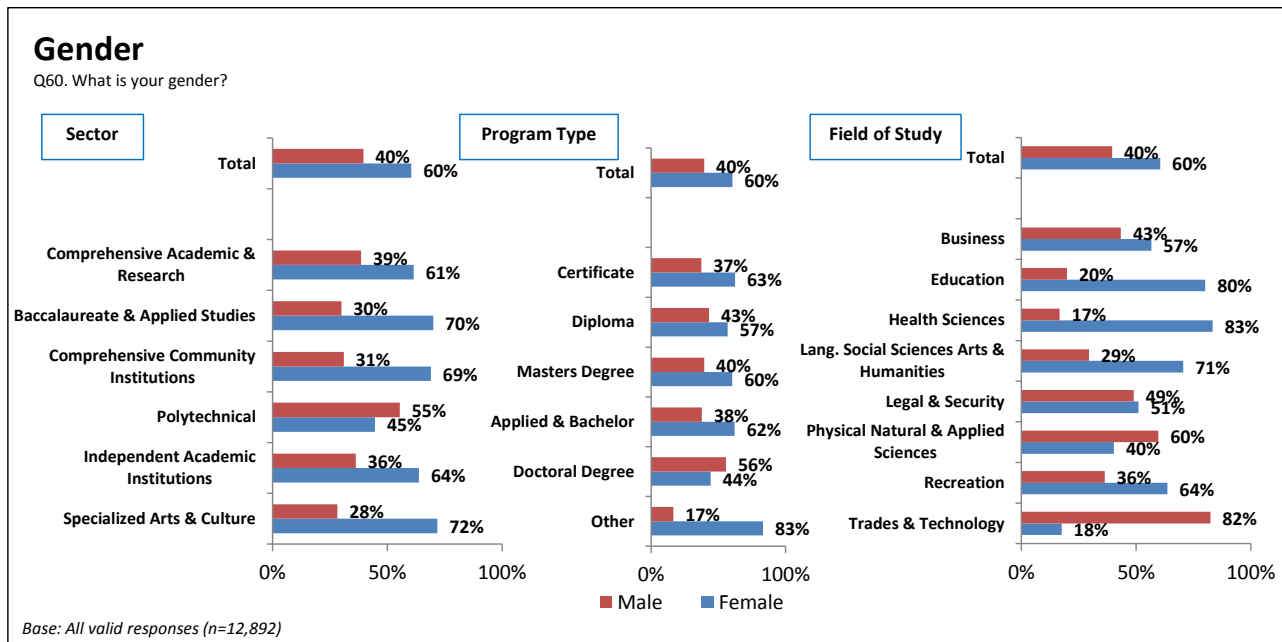
There is a substantially higher proportion of male graduates within Polytechnical Institutions (55%) than other sectors (a range of 28%-39%). For all other sectors, the majority of graduates are female.

A higher proportion of males graduated from Doctoral Degree programs than females (56% Doctoral Degree, compared to a range of 17%-43% all other program types).

A higher proportion of females than males graduated from other program types including:

- ✓ Certificate (63%);
- ✓ Applied and Bachelor (62%);
- ✓ Master’s Degree (60%);
- ✓ Other (83%).

In regards to the field of study in which Alberta graduates completed their post-secondary education, a greater proportion of males than females studied Trades and Technology (82%) and Physical, Natural, and Applied Sciences (60%), versus a range of 17%-49% for other fields of study. Conversely, the programs with the greatest proportion of females are Health Sciences (83%) and Education (80%) versus a range of 18%-71% for other programs.



### 3.3 Age

The average age of Alberta graduates from the Class of 2009-10 is 29.5 years old.

Younger graduates, between the ages of 23 to 25 years, are found in the greatest proportions at Independent Academic Institutions (47%) or Specialized Arts and Culture Institutions (54%), when compared to all other institution sectors (a range of 22%-40%).

The next older cohort of graduates, aged 26 to 30 years, are found in greatest proportions in Comprehensive Academic and Research Institutions (30%), Baccalaureate and Applied Studies Institutions (29%), or Independent Academic Institutions (31%), than in Comprehensive Community Institutions (14%) and Polytechnical Institutions (21%).

Older graduates, aged 31 to 40 years, make up a greater proportion of total graduates at Comprehensive Academic and Research Institutions (17%) or Comprehensive Community Institutions (18%), than for other sectors (a range of 6%-14%). Graduates aged over 40 years represent a relatively higher proportion of the graduate body at Comprehensive Community Institutions (18%), than for other sectors (a range of 7%-13%).

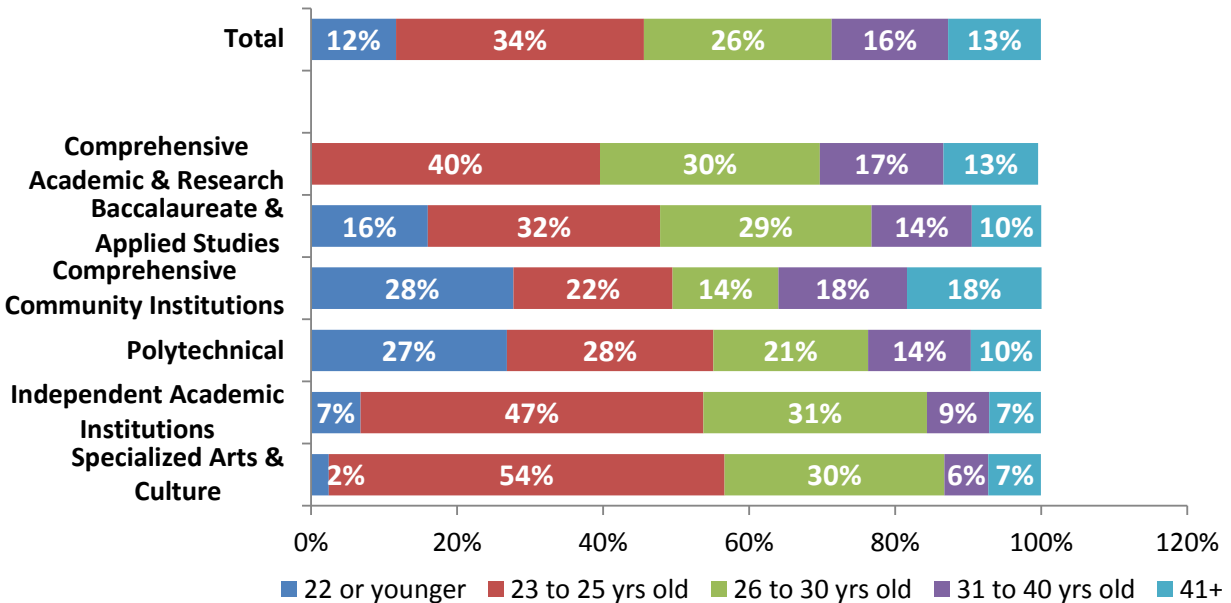
The average age of graduates within each sector is as follows:

- ✓ Comprehensive Academic and Research: 30.1 years
- ✓ Baccalaureate and Applied Studies: 28.4 years
- ✓ Comprehensive Community Institutions: 30.4 years
- ✓ Polytechnical: 27.8 years
- ✓ Independent Academic Institutions: 27.6 years
- ✓ Specialized Arts and Culture: 27.2 years

Based on the average age of graduates among each sector, Comprehensive Academic and Research Institutions (30.1 years) and Comprehensive Community Institutions (30.4 years) have the oldest distribution of graduates, of all sectors (others range from 27.2 years – 28.4 years).

## Age of Graduates – Sector

Q61. What is your current age?



Base: All valid responses (n=12,543)

In regards to age, the following trends are found:

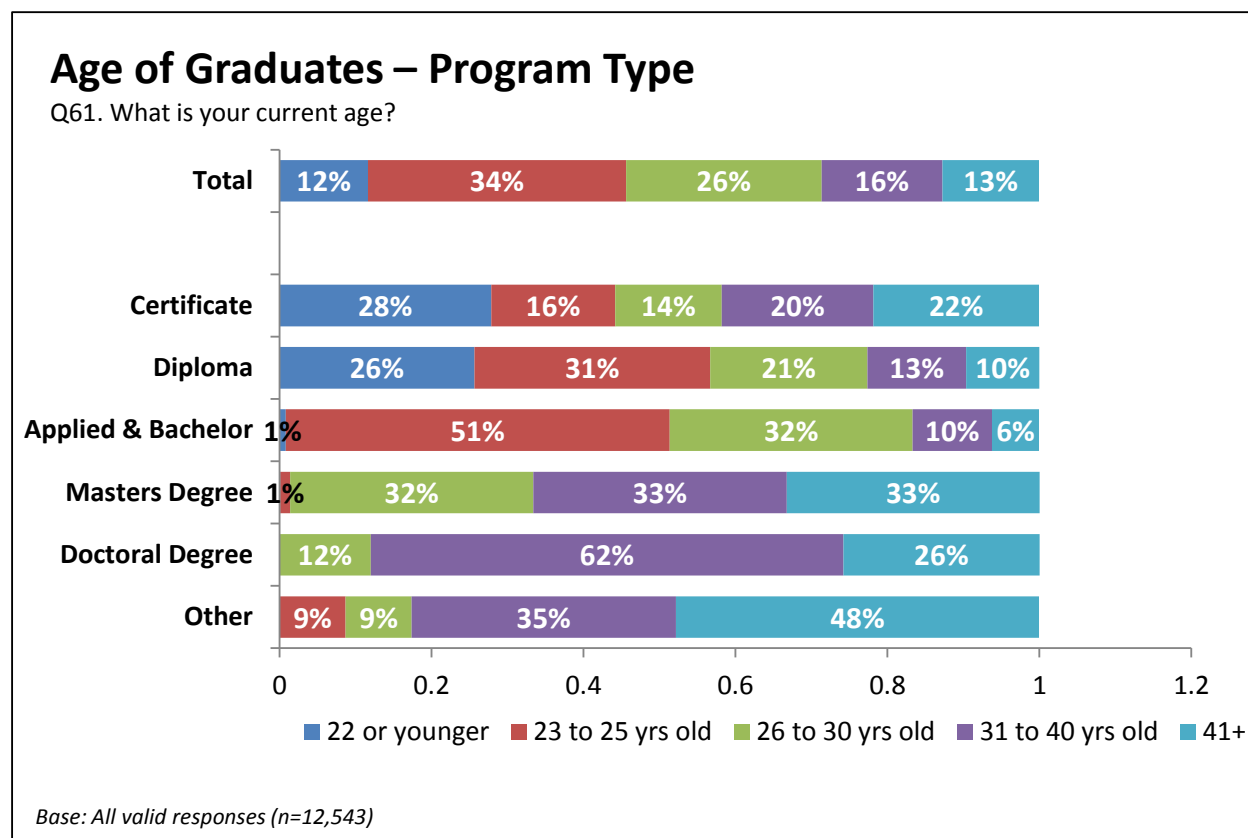
- Graduates 22 years of age or younger
  - ✓ Certificate (28%) or Diploma (26%) graduates, when compared to all other program types (a range of (<1%-1%).
- Graduates between the ages of 23 to 25 years
  - ✓ Applied and Bachelor Degree (51%) graduates, when compared to all other program types (1%-31%).
- Graduates between the ages of 26 to 30 years
  - ✓ Applied and Bachelor Degree (32%) or Master's Degree (32%) graduates, when compared to all other program types (a range of 9%-21%).
- Graduates between the ages of 31 to 40 years
  - ✓ Doctoral Degree (62%) or other program type (35%) graduates, when compared to all other program types (a range of 10%-35%).
- Graduates 41 years of age or older
  - ✓ Master's Degree (33%) graduates, when compared to Applied Bachelor (6%) and Diploma (10%) graduates.

These trends found among age are a direct correlation of the educational background and time needed to achieve each of these credentials.

The average age of graduates within each program type is as follows:

- ✓ Certificate: 31.4 years
- ✓ Applied and Bachelor Degree: 27.7 years
- ✓ Master’s Degree: 37.3 years
- ✓ Doctoral Degree: 37.7 years
- ✓ Diploma: 27.9 years
- ✓ Other: 39.9 years

Based on the average age of graduates among each program type, older graduates are typically found to have attained a Master’s Degree (37.3 years), Doctoral Degree (37.7 years) or other programs not defined in this study (39.9 years), when compared to all other program types (a range of 27.7 years – 31.4 years).



A greater proportion of graduates are aged 22 years or younger within the Trades and Technology (33%) field of study, than for all other fields (a range of 2%-19%). Graduates aged 23 to 25 years are represented in greater proportions within the Recreation (57%) field, than in all other fields of study (a range of 24%-46%).

Graduates aged 26 to 30 years represent a higher proportion of graduates within the Education (31%), Languages, Social Sciences, Arts, and Humanities (28%), and Legal and Security (33%) fields, than in Business (24%), Health Sciences (25%), and Trades and Technology (18%). Those between the ages of 31 to 40 years are more numerous within the Health Sciences (20%) field relative to Business (17%), Languages, Social Sciences, Arts, and Humanities (14%), Physical, Natural, and Applied Sciences (14%), Recreation (10%), or Trades and Technology (12%) fields of study.

Greater proportions of graduates over 40 years of age are found within the Education or Health Sciences (20%) fields, when compared to Physical, Natural, and Applied Sciences (4%).

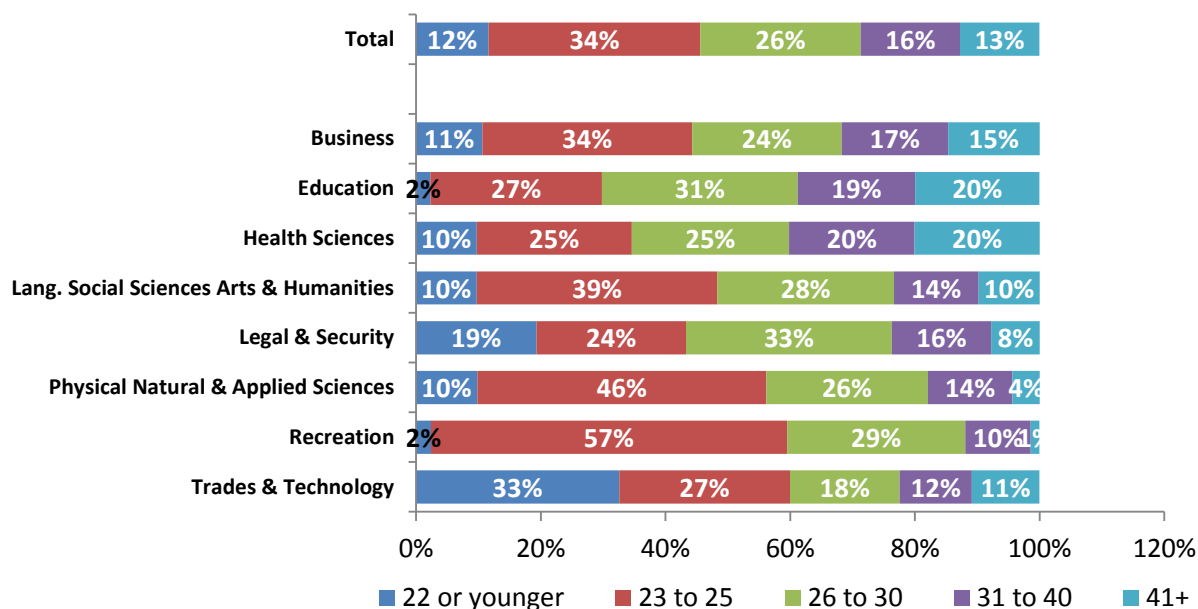
The average age of graduates within each field of study is as follows:

- ✓ Business: 30.1 years
- ✓ Education: 32.1 years
- ✓ Health Sciences: 31.9 years
- ✓ Languages, Social Sciences, Arts and Humanities: 28.7 years
- ✓ Legal and Security: 28.1 years
- ✓ Physical, Natural, and Applied Sciences: 27.1 years
- ✓ Recreation: 26.4 years
- ✓ Trades and Technology: 27.6 years

Based on the average age of graduates among each field of study, older graduates represent greater proportions of their graduating class within Education (32.1 years) and Health Sciences (31.9 years), than in other fields of study (a range of 26.4 years – 30.1 years).

## Age of Graduates – Field of Study

Q61. What is your current age?



Base: All valid responses (n=12,543)

- A greater proportion of graduates aged 22 years or younger:
  - ✓ Are male (14% male, compared to 10% female);
  - ✓ Were single when entering post-secondary (16% single, compared to a range <1%-1% married/common law/separated/divorced/widowed);
  - ✓ Had no dependents when entering post-secondary (14% no dependents, compared to 3% with dependents); and
  - ✓ Last attended high school in rural Alberta (19% rural Alberta, compared to a range of 3%-12% elsewhere).
  
- A greater proportion of graduates aged 23 to 25 years:
  - ✓ Are female (35% female, compared to 33% male);
  - ✓ Were single when entering post-secondary (44% single, compared to 7% married/common law);
  - ✓ Had no dependents when entering post-secondary (41% no dependents, compared to 5% with dependents); and
  - ✓ Last attended high school in urban Alberta (43% urban Alberta, compared to a range of 14%-39% elsewhere).

- A greater proportion of graduates aged 26 to 30 years:
  - ✓ Are male (28% male, compared to 24% female);
  - ✓ Were single when entering post-secondary (29% single, compared to a range of 5%-19% married/common law/separated/divorced/widowed);
  - ✓ Had no dependents when entering post-secondary (29% no dependents, compared to 11% with dependents); and
  - ✓ Last attended high school in urban Alberta or outside of Canada (28% urban Alberta, outside of Canada, when compared to a range of 22%-24% elsewhere).
  
- A greater proportion of graduates aged 31 to 40 years:
  - ✓ Were married or common law when entering post-secondary (34% married/common law, compared to a range of 9%-28% single/separated/divorced/widowed);
  - ✓ Had dependents when entering post-secondary (35% had dependents, compared to 12% did not have dependents); and
  - ✓ Last attended high school outside of Canada (31% outside of Canada, compared to a range of 11%-23% elsewhere).
  
- A greater proportion of graduates over 40 years of age:
  - ✓ Are female (15% female, compared to 10% male);
  - ✓ Were married or common law (39%) or separated/divorced/widowed (67%), compared to single (2%)
  - ✓ Had dependents when entering post-secondary (46% with dependents, compared to 5% without dependents); and
  - ✓ Last attended high school elsewhere in or outside of Canada (a range of 24%-25% elsewhere in or outside of Canada, compared to a range of 6% within urban Alberta).

### **3.4 Marital Status**

Nearly three-quarters (73%) of Alberta graduates were single when they started their post-secondary education, a quarter (25%) were married or common law, and 2% were divorced, separated or widowed.

The following trends were found in regards to the marital status of graduates:

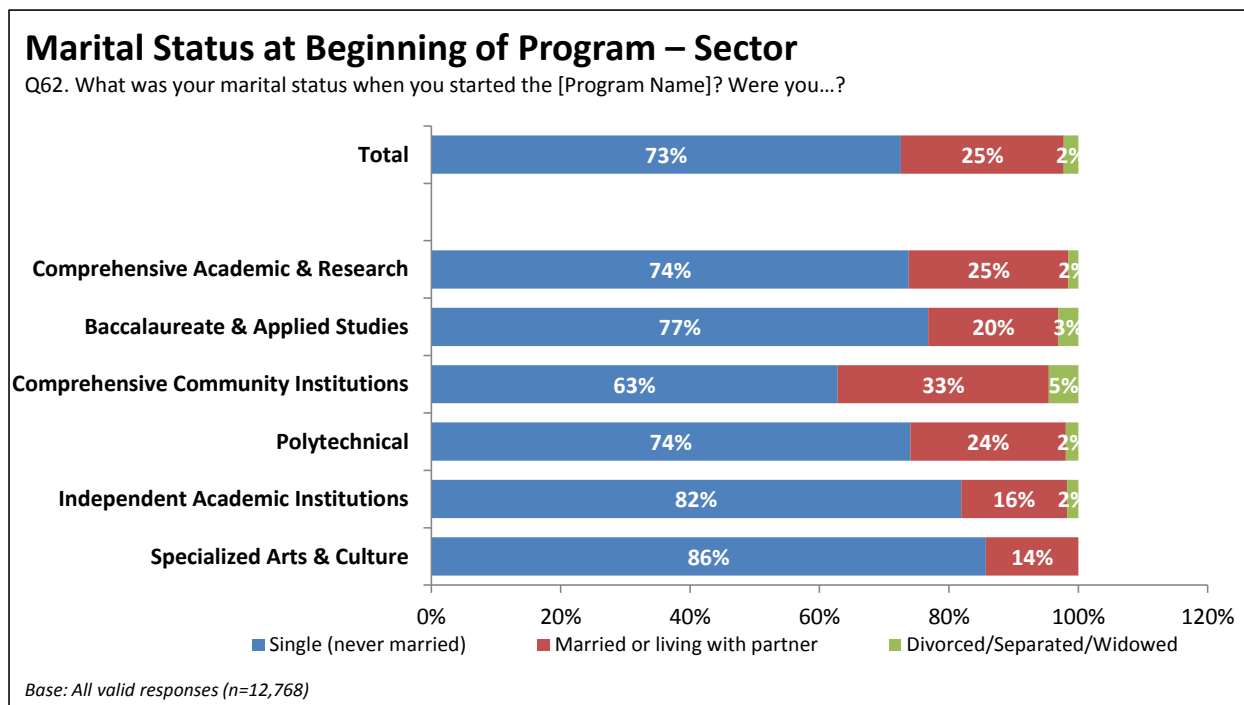
- More likely to be single:
  - ✓ Independent Academic Institution (82%) or Specialized Arts and Culture (86%) sector graduates, when compared to all other sectors (a range of 63%-77%);



- ✓ Applied and Bachelor Degree graduates (84% Applied and Bachelor Degree, compared to a range of 25%-75% all other program types);
  - ✓ Graduates who studied within the field of Recreation (90% Recreation, compared to a range of 61%-83% all other fields of study);
  - ✓ Males (77% male, compared to 70% female);
  - ✓ Younger graduates (97% 22 years or younger, compared to a range of 13%-95% 23 years of age and older);
  - ✓ Did not have dependents when entering post-secondary (85% no dependents, compared to 20% with dependents); and
  - ✓ Last attended high school in urban Alberta (83%, compared to a range of 48%-78% elsewhere).
- More likely to be married/common law:
    - ✓ Comprehensive Community Institution sector graduates (33% Comprehensive Community Institution, compared to a range of 14%-25% all other sectors);
    - ✓ Master's Degree (55%), Doctoral Degree (48%) or other program types (67%) graduates, compared to Certificate (37%), Applied and Bachelor Degree (15%), and Diploma (22%) graduates;
    - ✓ Education (35%) or Health Sciences (35%) graduates (compared to a range of 10%-29% all other fields of study);
    - ✓ Females (27% female, compared to 22% male);
    - ✓ Graduates 41 years of age or older (75% 41 years or older, compared to a range of 3%-53% 40 years of age or younger);
    - ✓ Had dependents when entering post-secondary (73% with dependents, compared to 14% without dependents); and
    - ✓ Last attended high school outside of Canada (49%, compared a range of 16%-38% within Canada).
  - More likely to be separated/divorced/widowed:
    - ✓ Comprehensive Community Institution sector graduates (5% Comprehensive Community Institution, compared to a range of 0%-3% all other sectors);
    - ✓ Certificate graduates (5% Certificate, compared to 1% Applied and Bachelor Degree, 3% Master's Degree, 2% Doctoral Degree, and 3% Diploma);
    - ✓ Education (3%) or Health Sciences (4%) graduates (compared to 1% Physical, Natural, and Applied Sciences, and 2% Trades and Technology);
    - ✓ Females (3% female, 1% male);
    - ✓ Graduates 41 years of age or older (12% 41 years or older, compared to a range of <1%-4% 23 years or younger or 26-40 years)

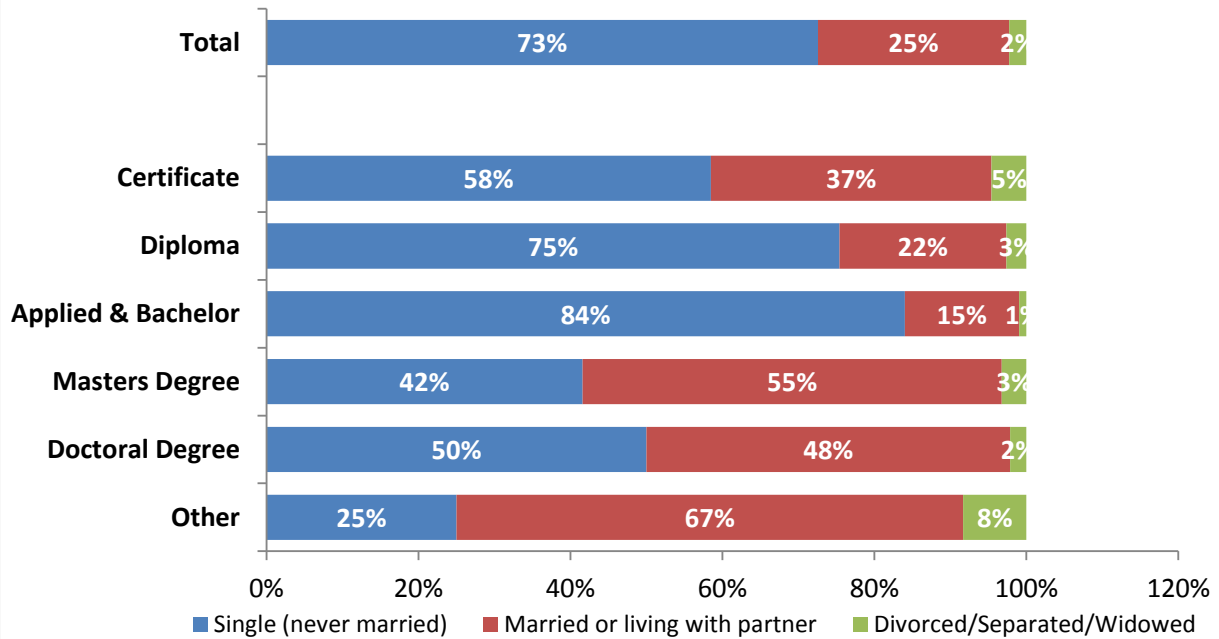
- ✓ Had dependents when entering post-secondary (8% with dependents, compared to 1% without dependents); and
- ✓ Last attended high school elsewhere in Canada (4% elsewhere in Canada, compared to a range of 1%-3% from within Alberta and outside of Canada).

As might be expected, younger graduates (22 years or younger) tend to be single at the time they begin their post-secondary education. These graduates who are single tend to make up a larger proportion of Applied and Bachelor Degree program graduates, while those who were married or common law at the time of starting their studies, tend to make up a larger proportion of those attaining a Master’s or other program type. Graduates who were separated, divorced, or widowed represent a relatively higher proportion of Certificate graduates.



## Marital Status at Beginning of Program – Program Type

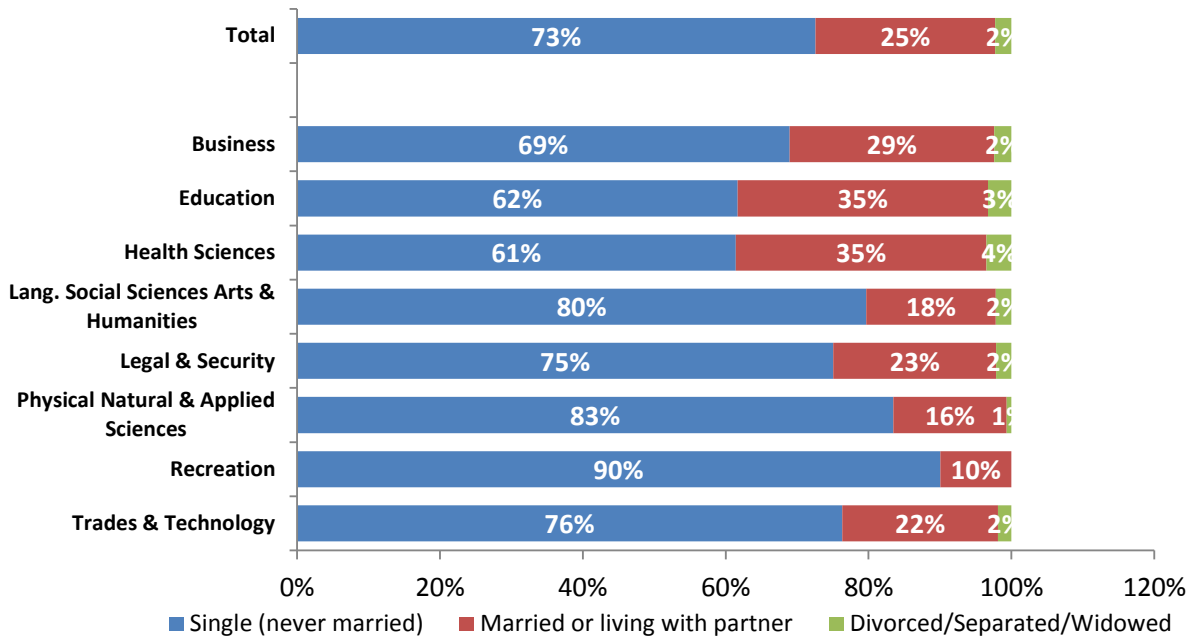
Q62. What was your marital status when you started the [Program Name]? Were you...?



Base: All valid responses (n=12,768)

## Marital Status at Beginning of Program – Field of Study

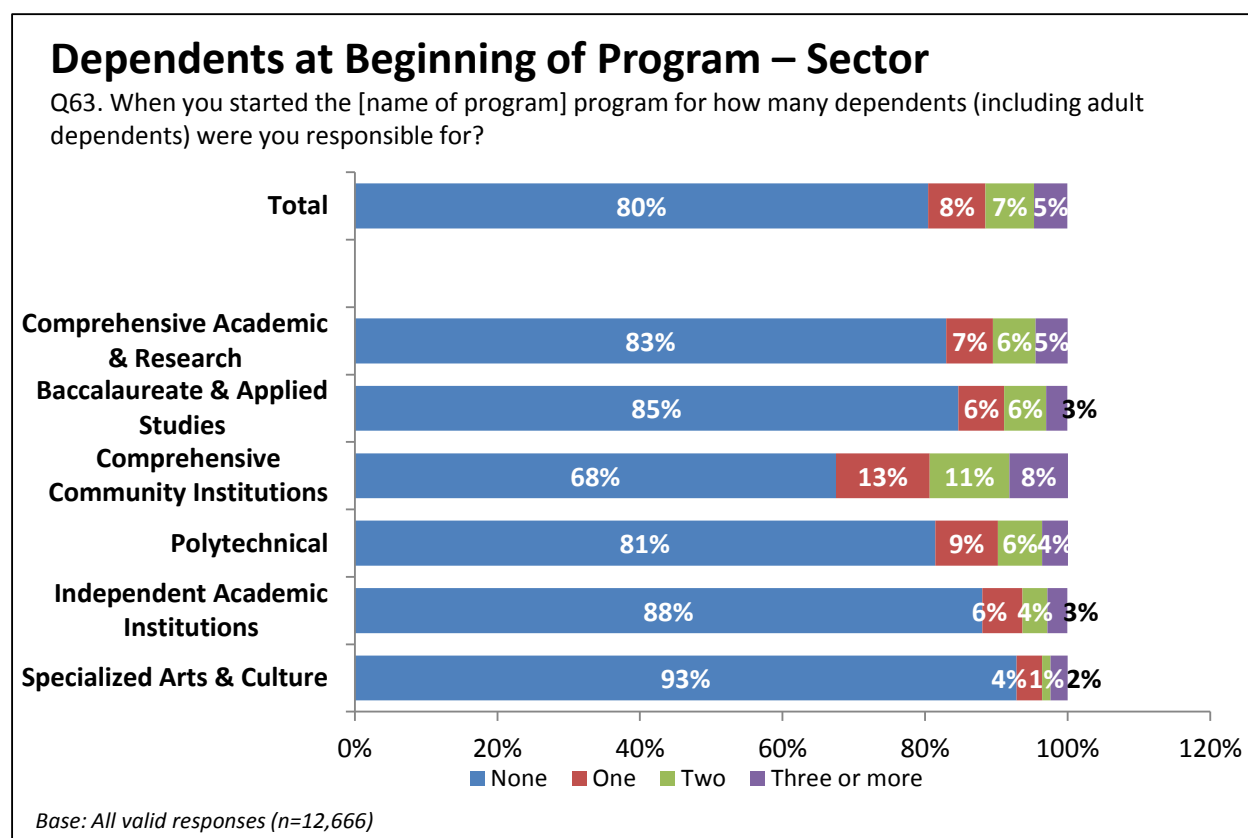
Q62. What was your marital status when you started the [Program Name]? Were you...?



Base: All valid responses (n=12,768)

### 3.5 Dependents

The majority (80%) of graduates did not have any dependents when entering into their post-secondary institution, while less than one-in-ten of graduates had one (8%), two (7%), or three or more (5%) dependents.



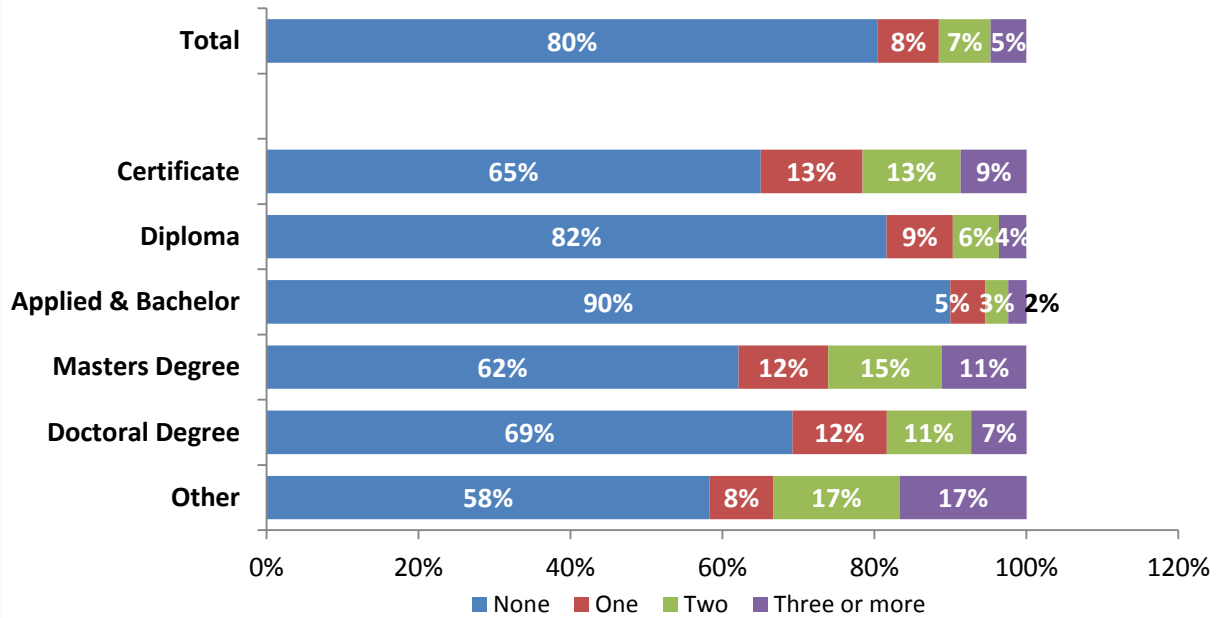
- Graduates most likely to have no dependents tend to:
  - ✓ Have enrolled in a Specialized Arts and Culture Institution (93% Specialized Arts and Culture, when compared to 83% Comprehensive Academic and Research, 85% Baccalaureate and Applied Studies, 68% Comprehensive Community Institutions, 81% Polytechnical);
  - ✓ Have attained an Applied and Bachelor Degree (90% Applied and Bachelor, compared to a range of 58%-82% all other program types);
  - ✓ Have studied within the Recreation field (95% Recreation, compared to a range of 71%-90% all other fields of study);
  - ✓ Be male (83% male, compared to 79% female);

- ✓ Be between the ages of 23 to 25 years (97% 23-25 years, compared to a range of 31%-95% all other ages);
  - ✓ Be single (95% single, compared to a range of 35%-44% married/common law/separated/divorced/widowed); and
  - ✓ Have last attended high school in urban Alberta (88% urban Alberta, compared to a range of 59%-84% other areas).
- Graduates most likely to have one or two dependents include those who are:
- ✓ Females (17% female, compared to 12% male);
  - ✓ 31 years of age or older (range of 31%-48% 31 years of age or older, compared to a range of 3%-8% all other ages);
  - ✓ Married or common law, separated, divorced or widowed (a range of 41%-50% married/common law/separated/divorced/widowed, compared to 5% single); and
  - ✓ Graduates who last attended high school outside of Canada (30% outside of Canada, compared to 9%-21% elsewhere).

Those graduates who did not have dependents at the time they began their post-secondary education tend to be younger (23-25 years), and single, and those with dependents were older (31 years or older) and married or common law. However, the same trend between marital status and program type chosen between graduates does not exist in regards to having or not having dependents.

## Dependents at Beginning of Program – Program Type

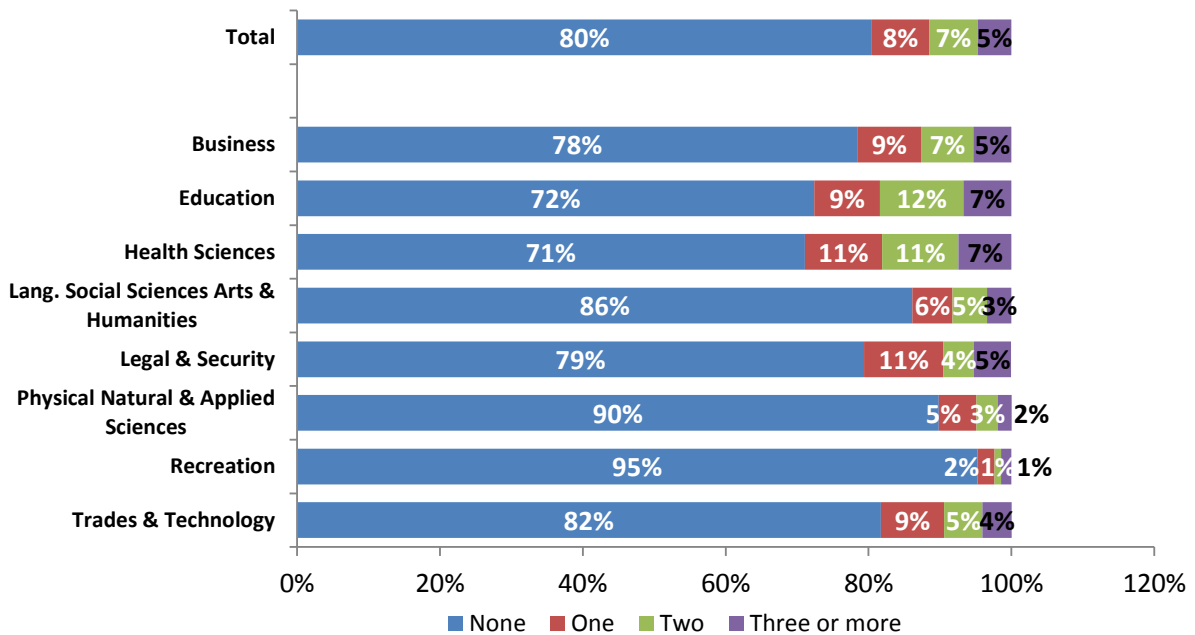
Q63. When you started the [name of program] program for how many dependents (including adult dependents) were you responsible for?



Base: All valid responses (n=12,666)

## Dependents at Beginning of Program – Field of Study

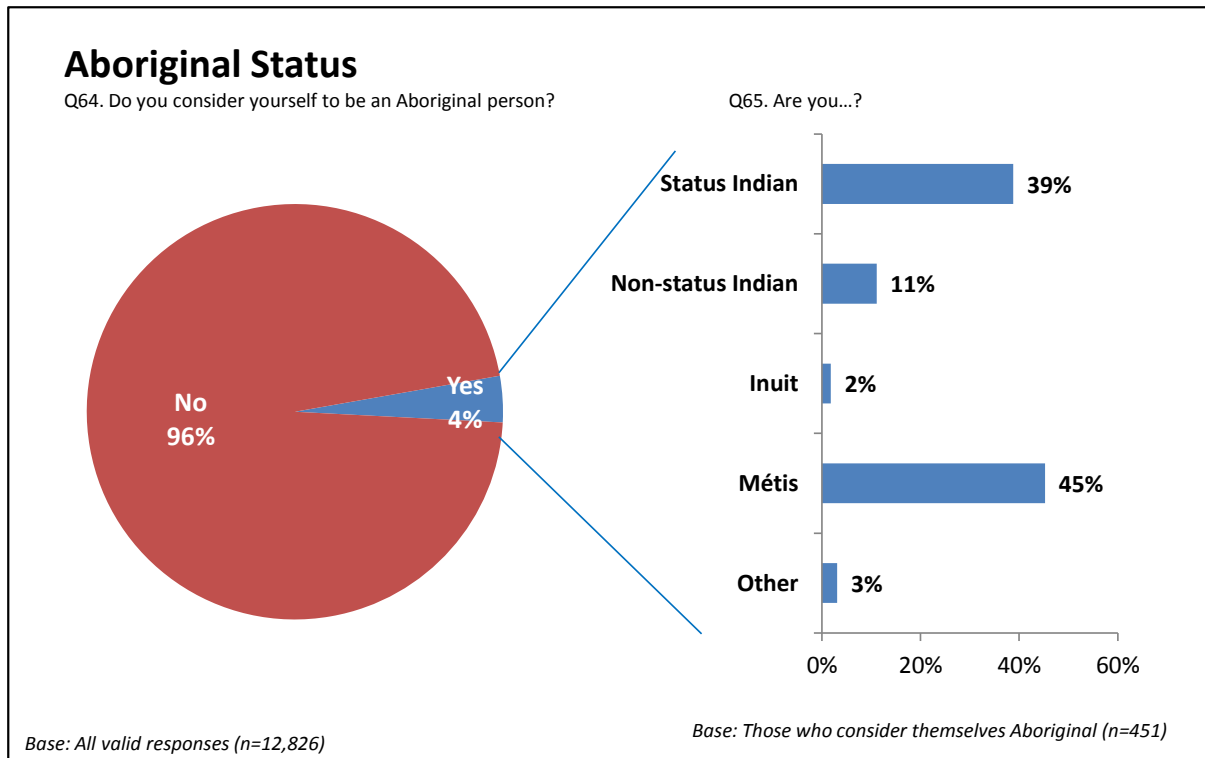
Q63. When you started the [name of program] program for how many dependents (including adult dependents) were you responsible for?



Base: All valid responses (n=12,666)

### 3.6 Aboriginal Status

Overall, 4% of Alberta graduates consider themselves to be an Aboriginal person. Nearly two fifths (39%) of these graduates stated they are status Indians and 11% are non-status Indians, 2% are Inuit and over two-in-five (45%) are Metis.



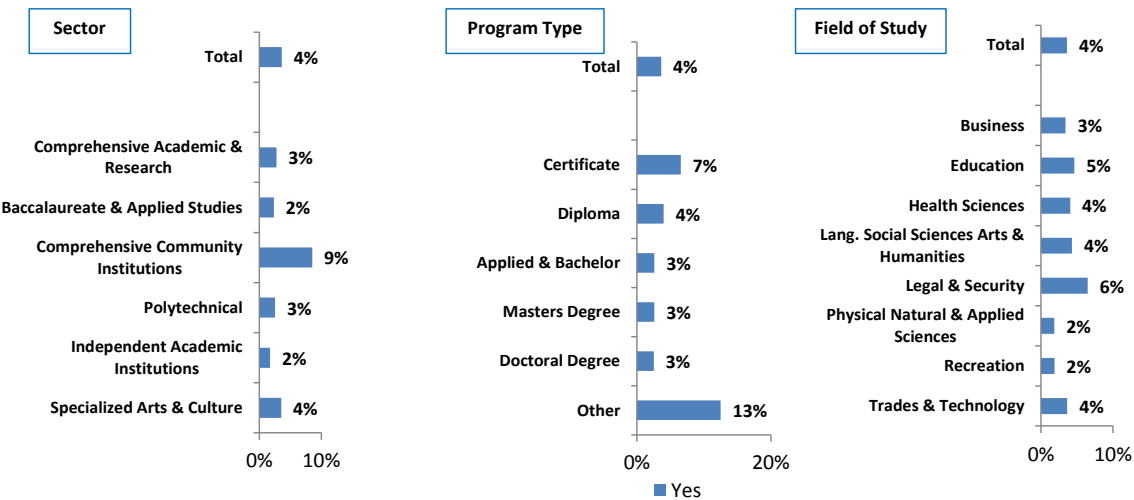
A greater proportion of graduates from Comprehensive Community Institutions (9%) consider themselves to be an Aboriginal person compared to all other institution sectors (a range of 2%-4%). Graduates who attained a Certificate (7%) are more likely to consider themselves to be an Aboriginal person when compared to those achieving an Applied and Bachelor Degree (3%), Master's Degree (3%), Doctoral Degree (3%), or Diploma (4%), and have studied within the Legal and Security field (7%), when compared to Business (3%), Physical, Natural, and Applied Sciences (2%), and Recreation (2%).

- Graduate groups with relatively higher proportions identifying as an Aboriginal person include those who:
  - ✓ Are female (4% female, compared to 3% male);
  - ✓ Are over the age of 31 years (a range of 5%-6% 31 years or older, compared to a range of 2%-4% 30 years of age or younger);

- ✓ Were separated, divorced, or widowed (8% separated/divorced/widowed, compared to a range of 3%-5% single/married/common law);
- ✓ Had dependents at the time of entering post-secondary (7% with dependents, compared to 3% without dependents); and
- ✓ Last attended high school in rural Alberta (6% rural Alberta, compared to a range of 2%-5% elsewhere).

## Aboriginal Status

Q64. Do you consider yourself to be an Aboriginal person?

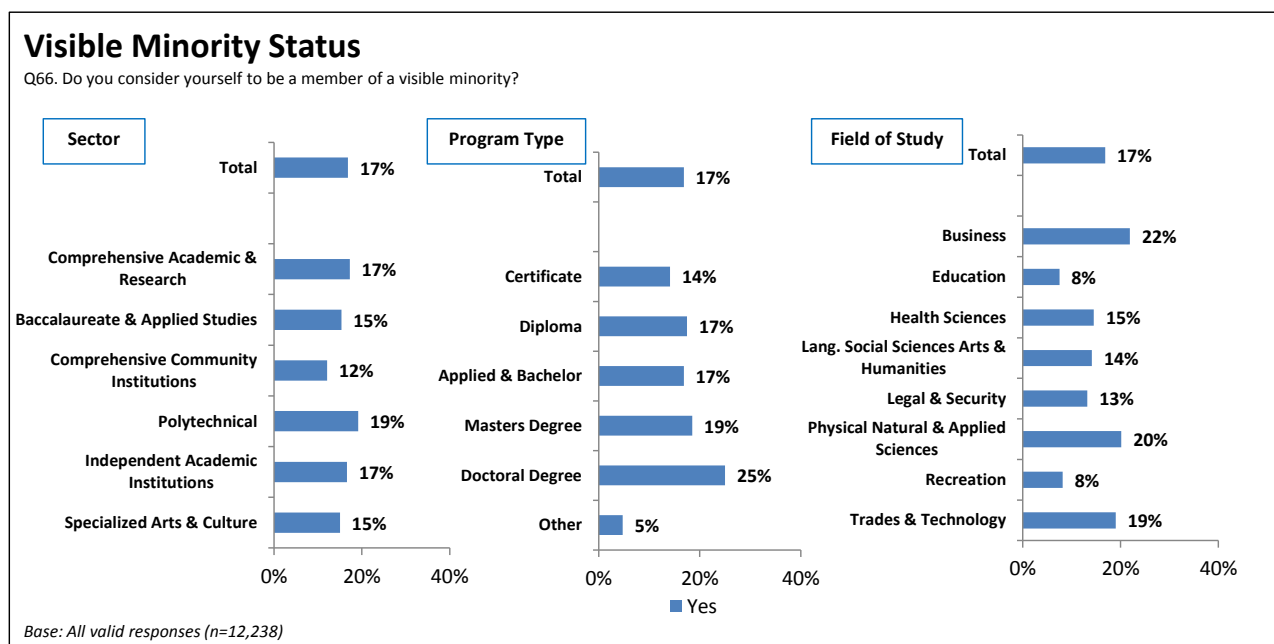


Base: All valid responses (n=12,826)



### 3.7 Visible Minority Status

Nearly one-in-five (17%) of 2009-10 graduates have identified themselves as a member of a visible minority.

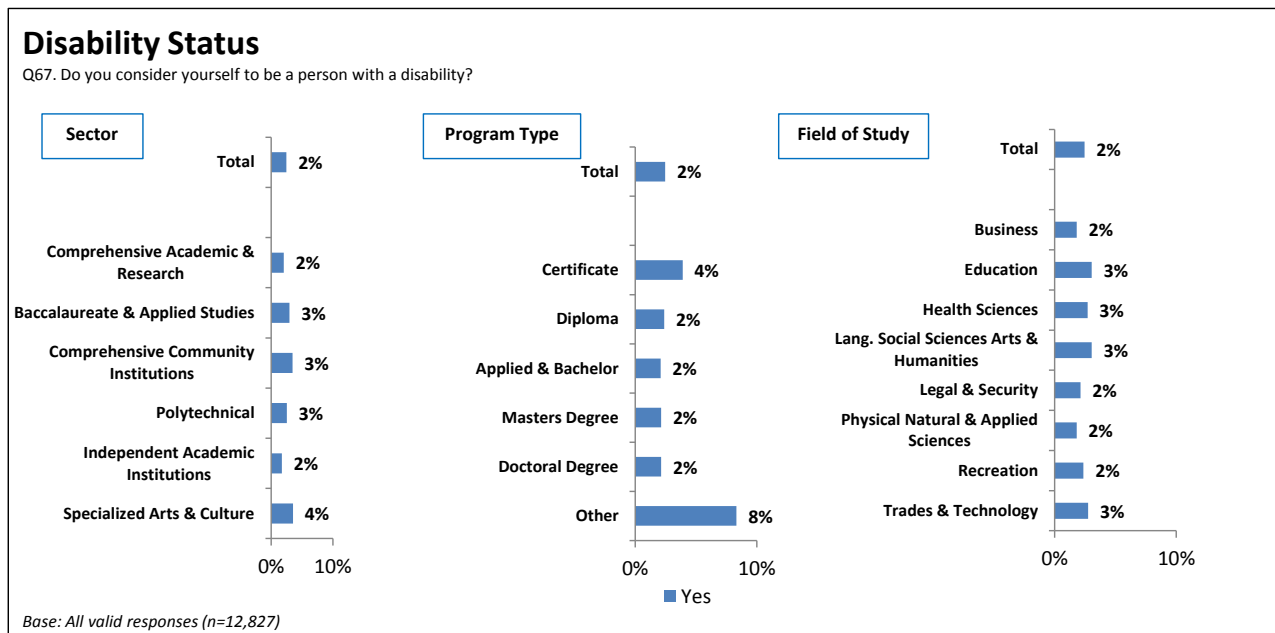
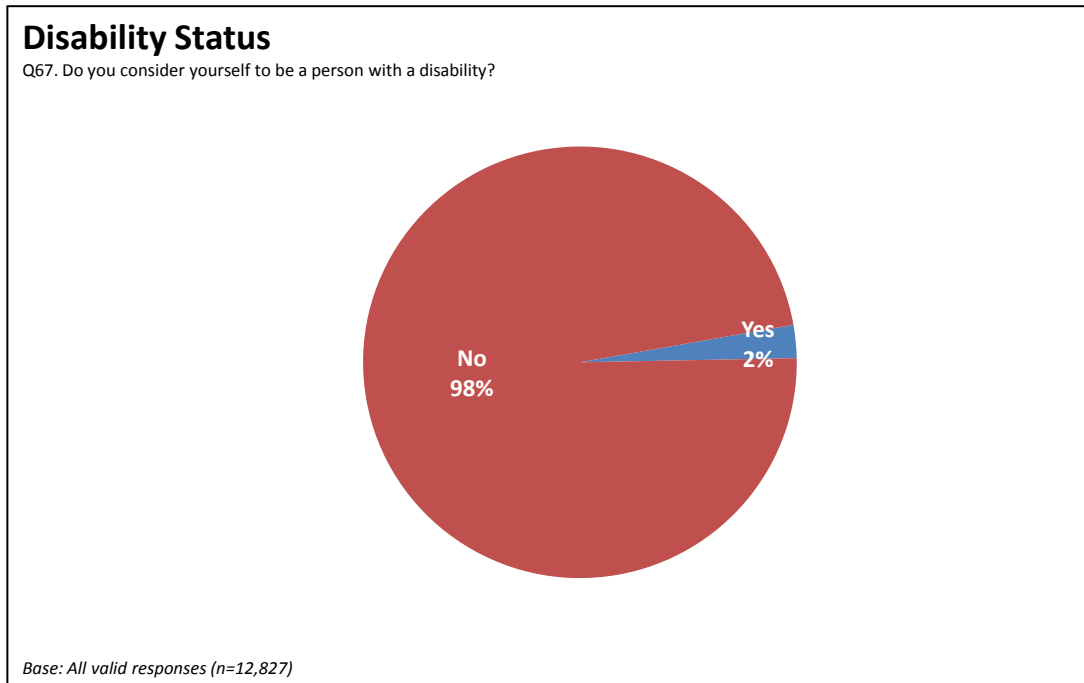


- Groups of graduates with relatively higher proportions that consider themselves to be a member of a visible minority include:
  - ✓ Graduates of a Polytechnical Institution (19% Polytechnical, compared to 17% Comprehensive Academic and Research, 15% Baccalaureate and Applied Studies, 12% Comprehensive Community Institutions);
  - ✓ Graduates who attained a Doctoral Degree (25% Doctoral Degree, compared to a range of 5%-19% all other program types);
  - ✓ Business, Physical, Natural, and Applied Sciences or Trades and Technology field graduates (22% Business, 20% Physical, Natural, and Applied Sciences, 19% Trades and Technology, compared to a range of 8%-15% all other fields of study);
  - ✓ Males (20% male, compared to 14% female);
  - ✓ Those aged 26 to 40 years (a range of 18%-19% 26-40 years, compared to a range of 11%-16% all other ages);
  - ✓ Those who had dependents when entering post-secondary (19% with dependents, 16% without dependents); and

- ✓ Graduates who last attended high school outside of Canada (43% outside of Canada, compared to a range of 4%-20% elsewhere).

### 3.8 Disability Status

Two percent (2%) of Alberta graduates consider themselves to be a person with disabilities.



- Graduates who consider themselves to be a person with a disability tend to be:
  - ✓ Graduates of Comprehensive Community Institutions (4% Comprehensive Community Institutions, compared to 2% Comprehensive Academic and Research, 2% Independent Academic Institutions);
  - ✓ Graduates who attained a Certificate (4% Certificate, compared to 2% Applied and Bachelor, Master's Degree, Diploma);
  - ✓ Graduates who studied within Education, Health Sciences, or Languages, Social Sciences, Arts, and Humanities fields (3% Education, Health Sciences, Languages, Social Sciences, Arts, and Humanities, compared to 2% Business, Physical, Natural, and Applied Sciences);
  - ✓ Those aged over 40 years (5% 41 years of age or older, compared to a range of 2%-3% 40 years of age or younger);
  - ✓ Those who were separated, divorced or widowed (8% separated/divorced/widowed, compared to a range of 2%-3% single/married/common law);
  - ✓ Those who had dependents when entering post-secondary (3% with dependents, compared to 2% without dependents); and
  - ✓ Graduates who last attended high school within Canada (a range of 2%-3% within Canada, compared to 1% outside of Canada).

## 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 the overall worth of their financial investments.

### 4.1 Benefits Provided by Institution and Program

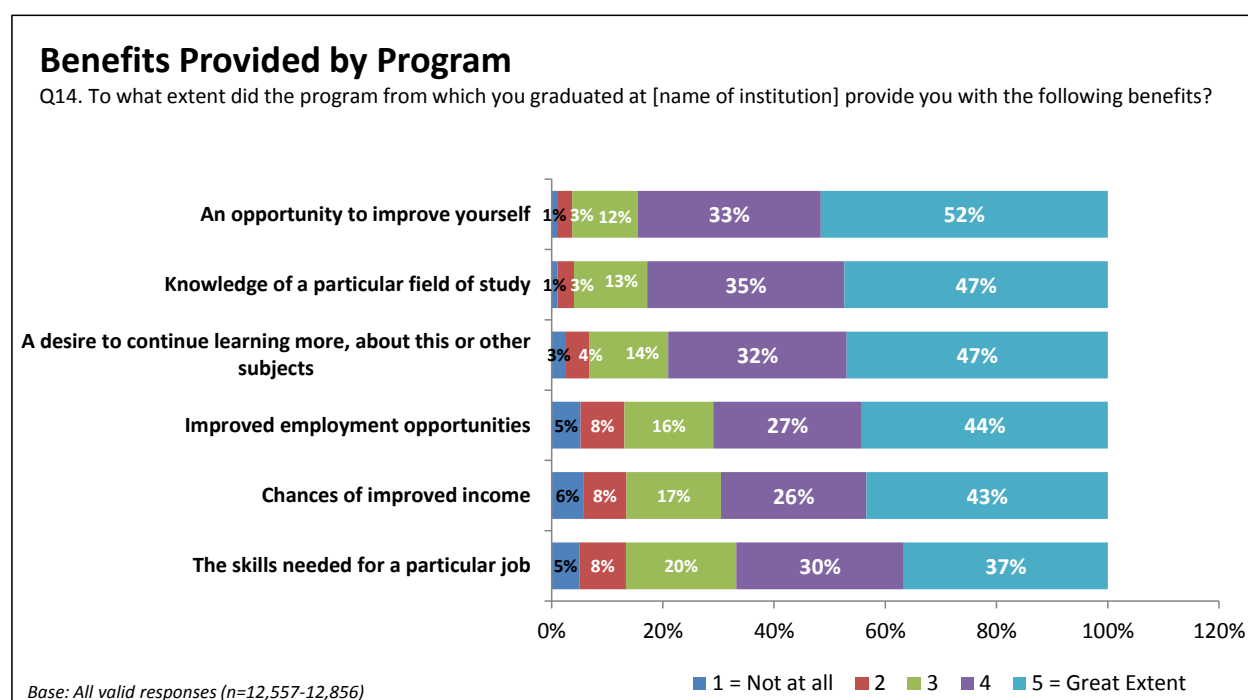
Alberta graduates tend to feel that the program from which they graduated at their respective institution gave them all the potential benefits they were asked about to some positive extent (4, 5 ratings). An opportunity to improve yourself ranked highest among graduates, with 85% giving a 4 or 5 rating, followed closely by gaining the knowledge of a particular field of study (83% 4-5 rating). Roughly three quarters of graduates feel that their program gave them a desire to continue learning more about the subject or other subjects (79% 4-5 rating), and they gained improved employment opportunities (71% 4-5 rating).

The majority (52%) of graduates feel to a great extent (5 rating) that the program from which they graduated provided them with an opportunity to improve themselves:

- Particularly greater extent among:
  - ✓ Graduates who attended Baccalaureate and Applied Studies, Comprehensive Community, Independent Academic or Specialized Arts and Culture Institutions (56% Baccalaureate and Applied Studies, 52% Comprehensive Community, 59% Independent Academic or 67% Specialized Arts and Culture Institutions, compared to a range of 48%-51% all other sectors);
  - ✓ Certificate and Master's Degree graduates (a range of 58%-60% Certificate and Master's Degree, compared to 46% Applied and Bachelor and 54% Diploma);
  - ✓ Health Sciences graduates (57% Health Sciences, compared to a range of 44%-54% all other fields excluding Trades and Technology);
  - ✓ Females (54% female, compared to 49% male);
  - ✓ Graduates over 40 years of age (65% 41 years of age or older, compared to a range of 44%-58% 40 years of age or younger);
  - ✓ Separated, divorced or widowed graduates (67% separated/divorced/widowed, compared to a range of 48%-61% single/married/common law/separated/divorced/widowed);

- ✓ Had dependents when entering post-secondary (63% with dependents, compared to 49% without dependents); and
- ✓ Graduates who last attended high school elsewhere in Canada (57% elsewhere in Canada, compared to a range of 49%-53% elsewhere).

To a somewhat lesser extent graduates felt that the program from which they graduated gave them the knowledge of a particular field of study (47% or fewer rate it as a benefit to a great extent), a desire to continue learning more (47%), improved employment opportunities (44%), chances of improved income (43%) and the skills needed for a particular job (37%).



Benefits Provided by Program – By Institution Sector												
	Comprehensive Academic & Research		Baccalaureate & Applied Studies		Comprehensive Community Institutions		Polytechnical		Independent Academic Institutions		Specialized Arts & Culture	
	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5
An opportunity to improve yourself	4.3	83%	4.4	87%	4.4	87%	4.3	84%	4.5	93%	4.5	91%
Knowledge of a particular field of study	4.2	81%	4.3	86%	4.3	85%	4.3	84%	4.4	86%	4.3	83%
A desire to continue learning more, about this or other subjects	4.1	78%	4.3	83%	4.2	81%	4.1	77%	4.4	86%	4.4	82%
Improved employment opportunities	3.8	66%	4.1	74%	4.2	79%	4.1	77%	3.7	64%	3.2	44%
Chances of improved income	3.9	67%	3.9	68%	4.1	75%	4.0	73%	3.9	68%	2.8	33%
The skills needed for a particular job	3.6	56%	4.1	76%	4.3	82%	4.1	78%	3.7	61%	3.4	50%

Benefits Provided by Program – By Program Type												
	Certificate		Diploma		Applied & Bachelor		Masters Degree		Doctoral Degree		Other	
	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5	Mean	4 or 5
An opportunity to improve yourself	4.4	86%	4.4	86%	4.2	82%	4.5	89%	4.4	88%	4.5	92%
Knowledge of a particular field of study	4.3	84%	4.3	85%	4.1	80%	4.3	86%	4.6	92%	4.5	96%
A desire to continue learning more, about this or other subjects	4.2	79%	4.2	81%	4.1	78%	4.2	80%	4.3	82%	4.1	83%
Improved employment opportunities	4.2	78%	4.1	77%	3.8	65%	4.0	72%	3.6	55%	4.3	83%
Chances of improved income	4.0	73%	4.0	73%	3.9	67%	3.9	68%	3.6	57%	4.0	74%
The skills needed for a particular job	4.3	81%	4.2	79%	3.5	55%	3.8	64%	3.8	63%	4.3	86%

Graduates rated general areas of skill, knowledge, and ability in terms of the benefits they believe they received from their post-secondary educational experience. A majority of graduates assign positive (4, 5) ratings to 17 of the 19 areas rated. Based on graduates' own educational experience, over three quarters of graduates feel that it helped them to learn independently (78% 4-5 rating), work independently (78% 4-5 rating), and analyze information (76% 4-5 rating).

Graduates are least inclined to feel that their educational experience helped them to develop awareness of political and social issues (42%) and develop mathematical skills (41%).

Skills and Abilities	Mean	% 4 or 5	Valid N
<b>Learn independently</b>	4.1	78%	12770
<b>Work independently</b>	4.1	78%	12705
<b>Analyze Information</b>	4.1	76%	12800
<b>Solve problems</b>	4.0	72%	12765
<b>Work well with others</b>	3.9	71%	12664
<b>Develop effective time management skills</b>	3.9	68%	12704
<b>Become self-confident</b>	3.8	68%	12651
<b>Develop research skills</b>	3.9	68%	12643
<b>Develop interpersonal skills</b>	3.8	66%	12662
<b>Think creatively</b>	3.8	64%	12714
<b>Develop your writing skills</b>	3.7	62%	12516
<b>Develop leadership skills</b>	3.7	60%	12629
<b>Develop awareness of ethical issues</b>	3.6	59%	12432
<b>Appreciate other cultures</b>	3.6	58%	12002
<b>Speak in public</b>	3.5	54%	12337
<b>Develop work-related computer skills</b>	3.5	54%	12203
<b>Resolve conflicts</b>	3.4	50%	12376
<b>Develop awareness of political and social issues</b>	3.2	42%	12046
<b>Develop mathematical skills</b>	3.1	41%	11598

Regarding the skills and abilities that graduates believe they effectively, to a great extent (5 rating), achieved as a result of their experience at Alberta post-secondary institutions, the following is observed:

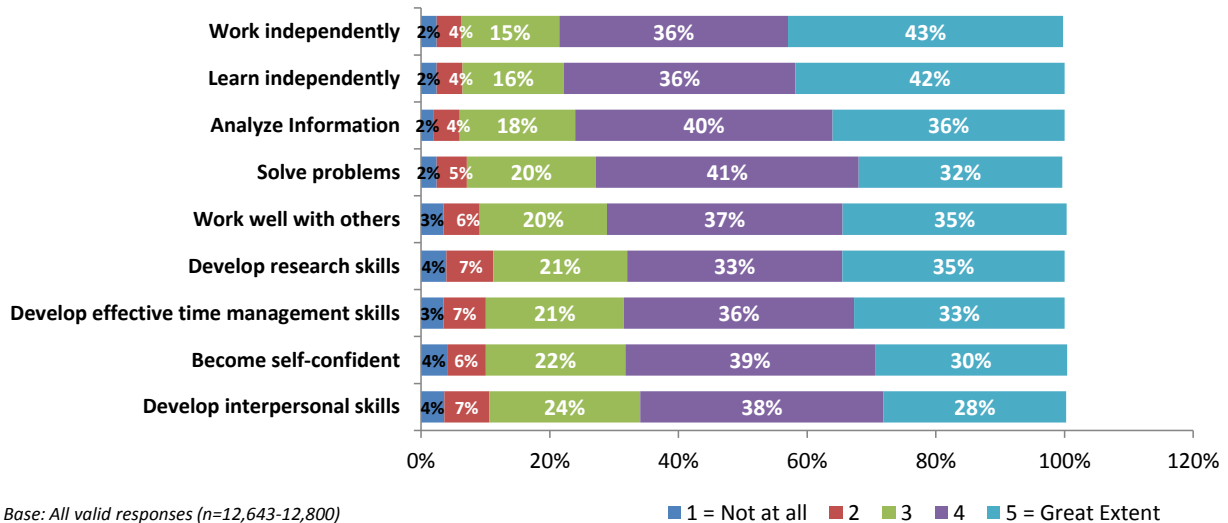
- ✓ 43% of graduates feel to a great extent (5 rating) that their educational experience helped them to work independently
  - Particularly high ratings are provided among those graduates:
    - Who attended Comprehensive Community, and Independent Academic Institutions (47% Comprehensive Community, 51% Independent Academic, compared to 43% Comprehensive Academic and Research, 43% Baccalaureate and Applied Studies, and 38% Polytechnical);
    - Who attained a Doctoral Degree or other program type (63% Doctoral Degree or 68% other, compared to a range of 42%-46% other program types);
    - Who studied within Languages, Social Sciences, Arts, and Humanities (47% Languages, Social Sciences, Arts, and Humanities, compared to a range of 39%-44% all other fields of study, excluding Recreation);

- Who are females (45% female, compared to 39% male);
  - Either 23 years of age or younger, or 41 years or older (45% 23 years of age or younger or 41 years or older, compared to a range of 41%-42% 23 to 30 years);
  - Who were married or common law (45% married/common law, compared to 42% single);
  - Who had dependents when entering post-secondary (46% with dependents, compared to 42% without dependents); and
  - Who last attended high school outside of Canada (46% outside of Canada, compared to a range of 41%-43% within Canada).
- ✓ 42% of graduates feel to a great extent (5 rating) that their educational experience helped them to learn independently
- Particularly high among graduates:
    - Who attended Comprehensive Academic and Research, Comprehensive Community, and Independent Academic Institutions (44% Comprehensive Academic and Research, 44% Comprehensive Community, 49% Independent Academic, compared to 40% Baccalaureate and Applied Studies, and 33% Polytechnical);
    - Who attained a Doctoral Degree (65% Doctoral Degree, compared to a range of 36%-49% other program types);
    - Who studied within Health Sciences (46% Health Sciences, compared to a range of 35%-42% all other fields of study, excluding Languages, Social Sciences, Arts, and Humanities and Recreation);
    - Females (44% female, compared to 39% male);
    - Who are 40 years or older (48% 41 years or older, compared to a range of 39%-45% 40 years and younger);
    - Who were married or common law (46% married/common law, compared to 41% single);
    - Who had dependents when entering post-secondary (47% with dependents, compared to 41% without dependents); and
    - Who last attended high school outside of Canada (46% outside of Canada, compared to a range of 39%-42% within Alberta).



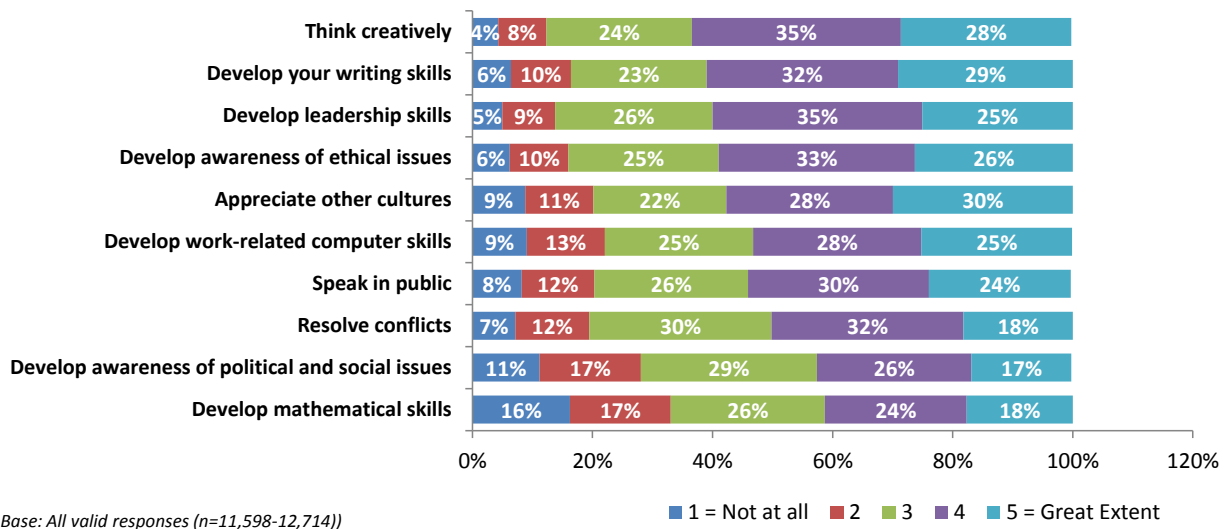
## Additional Skills, Knowledge and Abilities Acquired through Institution (Top Half)

Q15. Reflecting on your educational experience at [name of institution], do you feel that it has helped you to effectively...?



## Additional Skills, Knowledge and Abilities Acquired through Institution (Bottom Half)

Q15. Reflecting on your educational experience at [name of institution] do you feel that it has helped you to effectively...?



### 4.2 Quality Measures

A high majority of graduates are satisfied or very satisfied with the quality of teaching, the program and the educational experience with their program.

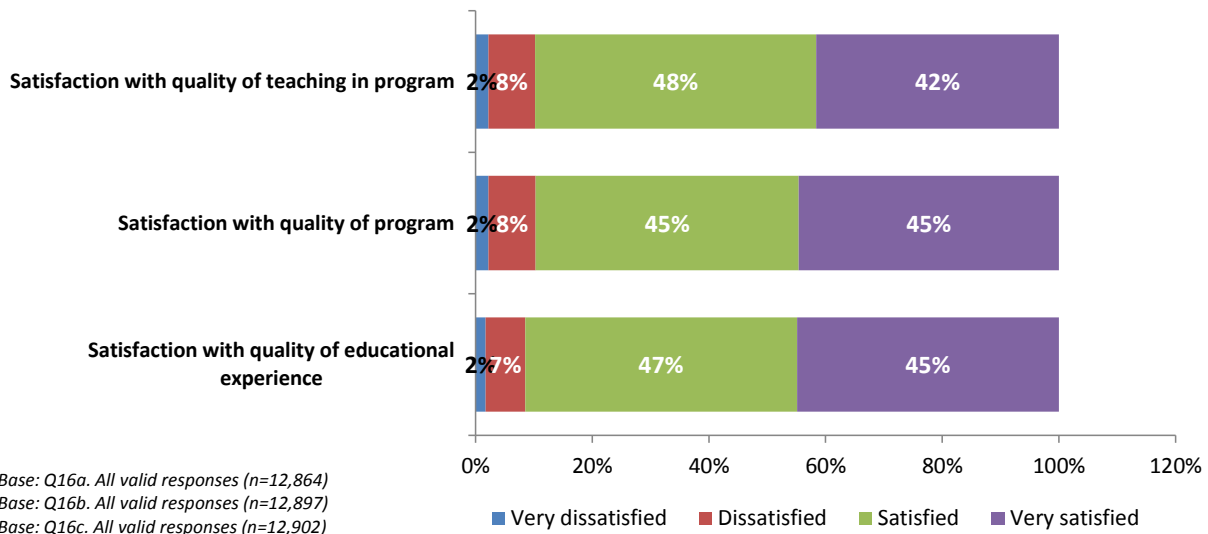
### 4.2.1 Quality of Teaching

A high majority (90%) of graduates are satisfied in some positive degree with the quality of teaching in their program, with 48% satisfied (4 rating) and 42% very satisfied.

- Particularly high ratings are provided among:
  - Independent Academic Institution graduates (58% Independent Academic Institution, compared to a range of 34%-51% other sectors excluding Comprehensive Community Institutions);
  - Certificate graduates (54% Certificate, compared to a range of 34%-46% other program types);
  - Trades and Technology graduates (50% Trades and Technology, compared to a range of 33%-44% other fields of study excluding Legal and Security and Recreation);
  - Graduates 23 years of age or younger, or 41 years of age or older (51% 23 years or younger, 53% 41 years or older, compared to a range of 35%-45% 23-40 years);
  - Married, common law, separated, divorced or widowed graduates (a range of 49%-50% married/common law/separated/divorced/widowed, compared to 39% single);
  - Those who had dependents when entering post-secondary (51% with dependents, compared to 40% without dependents); and
  - Graduates who last attended high school elsewhere in Canada (47% elsewhere in Canada, compared to a range of 39%-42% elsewhere).

## Quality Measures

Q16a. How satisfied are you with the quality of teaching in your program? 16b.? How satisfied are you with your program at [name of institution]? 16c. How satisfied are you with the overall quality of your educational experience?



### 4.2.2 Quality of Program

A high majority (90%) of graduates are satisfied to some positive degree with the quality of their program overall. Satisfaction is split among those that are very satisfied (45% 5 rating) and those that are satisfied (45% 4 rating). Satisfaction is consistent among the various program types and fields of study. This suggests the programs offered at Alberta post-secondary institutions are satisfying students overall, and that students have positive perceptions of these programs.

- Particularly high proportions of very satisfied rating are provided among:
  - Baccalaureate and Applied Studies, Comprehensive Community, and Independent Academic Institution graduates (54% Baccalaureate and Applied Studies and Comprehensive Community Institutions and 57% Independent Academic Institutions, compared to a range of 37%-49% other sectors);
  - Certificate graduates (55% Certificate, compared to a range of 37%-50% other program types);
  - Trades and Technology graduates (53% Trades and Technology, compared to a range of 37%-48% other fields of study excluding Legal and Security);
  - Graduates 41 years of age or older (60% 41 years or older, compared to a range of 39%-53% 40 years of age or younger);

- Married, common law, separated, divorced, or widowed graduates (53% married/common law/separated/divorced/widowed, compared to 42% single);
- Graduates who had dependents when entering post-secondary (55% with dependents, compared to 42% without dependents); and
- Graduates who last attended high school elsewhere in Canada (52% elsewhere in Canada, compared to a range of 41%-45% elsewhere).

### 4.2.3 Quality of Educational Experience

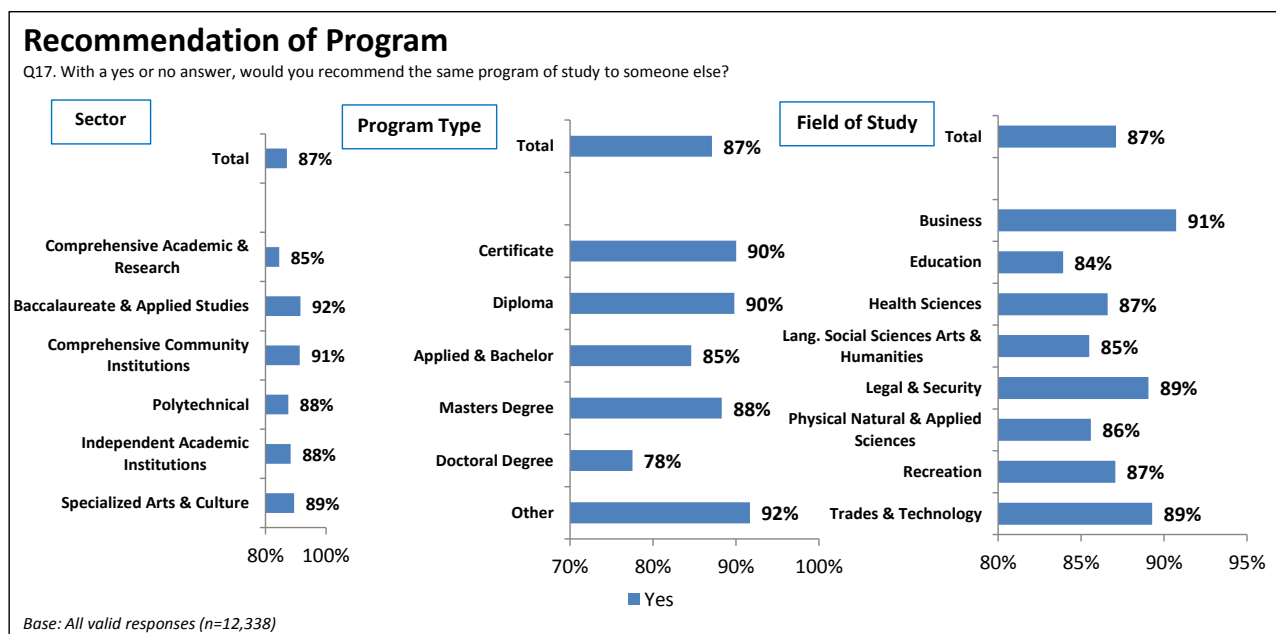
A high majority (92%) of graduates are satisfied overall (4-5 ratings) with their post-secondary educational experience, with 47% satisfied (4 rating) and 45% very satisfied (5 rating).

- Particularly high proportions of very satisfied ratings are provided among:
  - Baccalaureate and Applied Studies, Comprehensive Community, and Independent Academic Institution graduates (a range of 55%-59% Baccalaureate and Applied Studies, Comprehensive Community, and Independent Academic Institutions, compared to a range of 36%-46% other sectors);
  - Certificate graduates (55% Certificate, compared to a range of 39%-49% other program types);
  - Health Sciences, Legal and Security, and Trades and Technology graduates (a range of 48%-52% Health Sciences, Legal and Security, and Trades and Technology, compared to a range of 37%-44% Education, Languages, Social Sciences, Arts, and Humanities, and Physical, Natural, and Applied Sciences);
  - Graduates 41 years of age or older (58% 41 years or older, compared to a range of 40%-51% 40 years or younger);
  - Graduates who were married, common law, separated, divorced, widowed (a range of 52%-55% married/common law/separated/divorced/widowed, compared to 42% single);
  - Graduates who had dependents when entering post-secondary (54% with dependents, 43% without dependents); and
  - Graduates who last attended high school elsewhere in Canada (53% elsewhere in Canada, compared to a range of 41%-46% elsewhere).

Quality Measures – Program Type and Field of Study						
	Quality of Teaching		Quality of Program		Quality of Overall Ed. Experience	
	Mean	% 4 or 5	Mean	% 4 or 5	Mean	% 4 or 5
<b>Program Type</b>						
Certificate	3.4	91%	3.4	92%	3.5	93%
Diploma	3.4	92%	3.4	92%	3.4	93%
Applied & Bachelor	3.2	88%	3.2	87%	3.3	90%
Masters Degree	3.3	90%	3.4	91%	3.4	92%
Doctoral Degree	3.2	84%	3.3	88%	3.3	93%
Other	3.5	96%	3.5	92%	3.5	96%
<b>Field of Study</b>						
Business	3.3	93%	3.4	93%	3.4	95%
Education	3.2	86%	3.2	84%	3.3	88%
Health Sciences	3.3	87%	3.3	89%	3.4	91%
Lang. Social Sciences Arts & Humanities	3.3	91%	3.3	89%	3.3	91%
Legal & Security	3.4	94%	3.4	92%	3.4	94%
Physical Natural & Applied Sciences	3.2	89%	3.2	88%	3.3	90%
Recreation	3.4	94%	3.4	92%	3.4	94%
Trades & Technology	3.4	91%	3.4	92%	3.4	92%

### 4.3 Recommendation of Program and Institution

A high majority of graduates (87%) would recommend their program of study to future students.



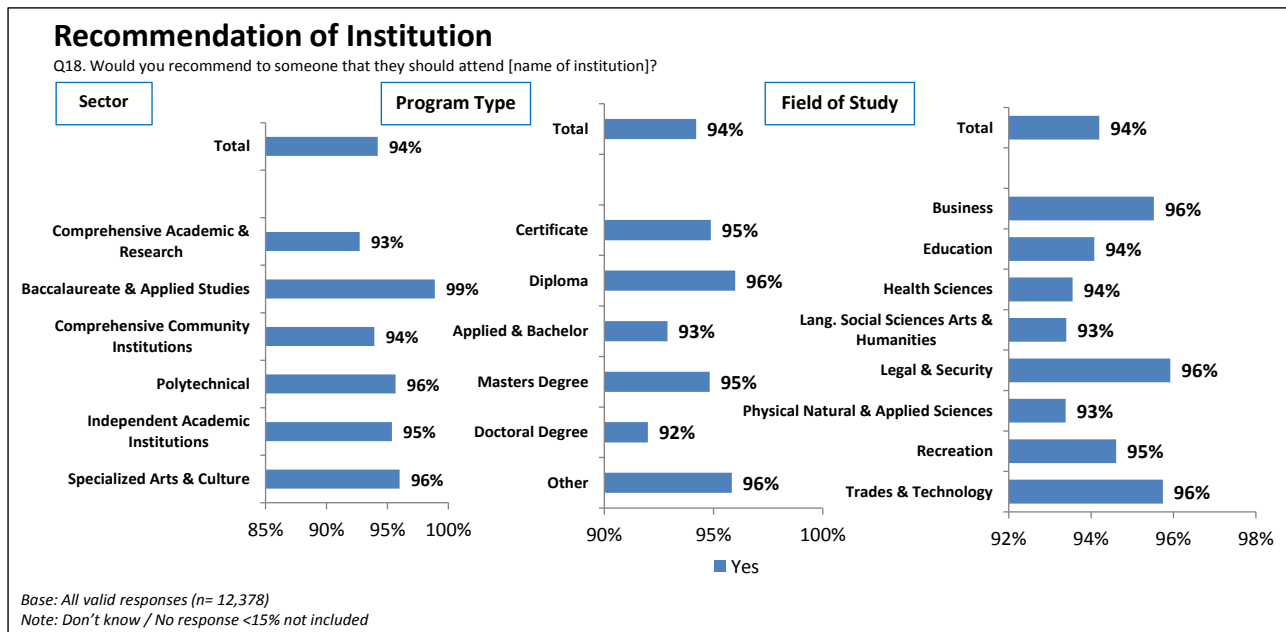
- ✓ Particularly high proportions who would recommend their program of study are found among:
  - Baccalaureate and Applied Studies and Comprehensive Community Institutions graduates (a range of 91%-92% Baccalaureate and Applied Studies and Comprehensive Community Institutions, compared to a range of 85%-88% Comprehensive Academic and Research and Polytechnical Institutions);
  - Certificate, Master’s Degree, and Diploma graduates (a range of 88%- 90% Certificate, Master’s Degree, and Diploma, compared to a range of 78%-85% other program types);
  - Business and Trades and Technology graduates (a range of 89%-91% Business and Trades and Technology, compared to a range of 84%-87% other fields of study excluding Legal and Security and Recreation);
  - Graduates 41 years of age or older (92% 41 years or older, compared to a range of 85%-89% 40 years or younger);
  - Married, common law graduates (90% married/common law, compared to 86% single);

- Graduates who had dependents when entering post-secondary (90% with dependents, 86% without dependents);
- Graduates who last attended high school elsewhere in Canada (90% elsewhere in Canada, compared to a range of 85%-87% urban Alberta and outside of Canada).

As with program of study recommendation ratings, the majority (94%) of graduates would recommend their institution to future students.

✓ Particularly high proportions of graduates who would recommend their institution are found among:

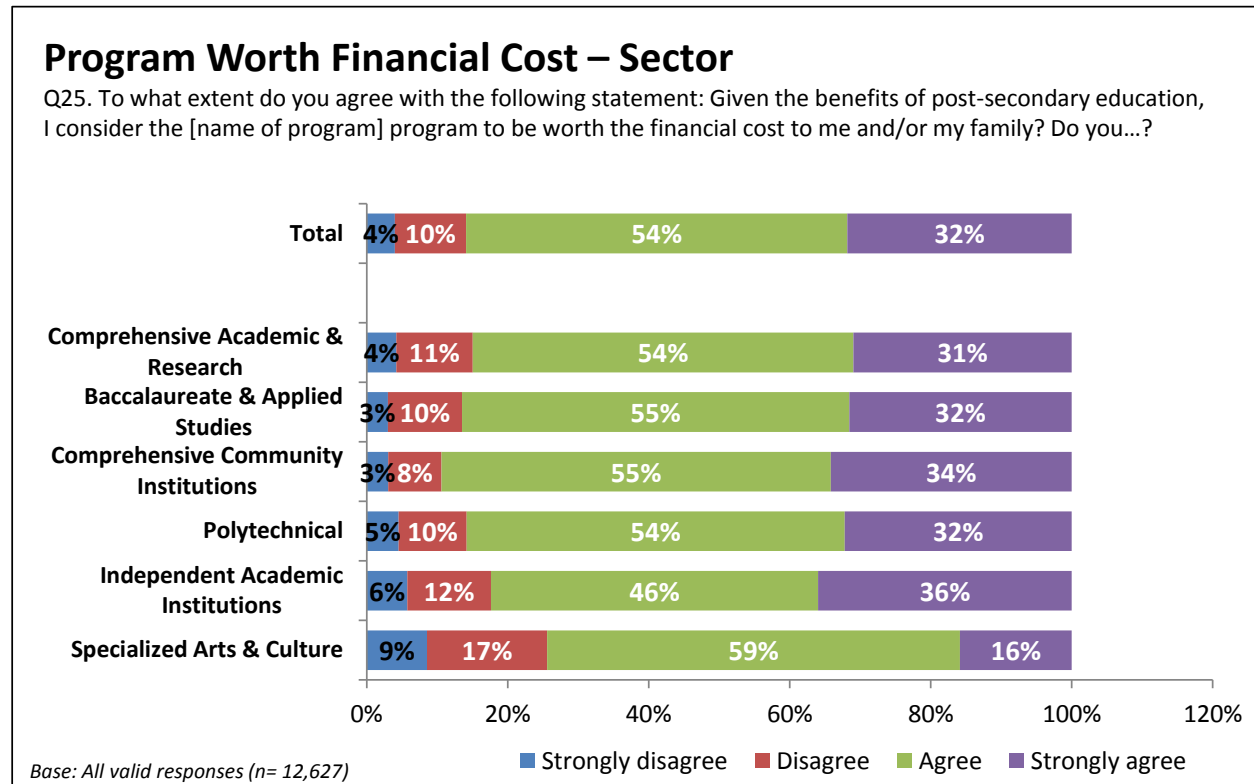
- Baccalaureate and Applied Studies graduates (99% Baccalaureate and Applied Studies, compared to a range of 93%-96% other sectors excluding Specialized Arts and Culture);
- Diploma graduates (96% Diploma, compared to a range of 92%-93% Applied and Bachelor and Doctoral Degree);
- Business, Legal and Security, and Trades and Technology graduates (96% Business, Legal and Security, and Trades and Technology, compared to a range of 93%-94% Health Sciences, Languages, Social Sciences, Arts, and Humanities, and Physical, Natural, and Applied Sciences);
- Graduates 23 years of age or younger (96% 23 years or younger, compared to a range of 94%-95% 23-40 years);
- Married or common law graduates (95% married/common law, compared to 94% single);
- Graduates who had dependents when entering post-secondary (95% with dependents, compared to 94% without dependents); and
- Graduates who last attended high school outside of Canada (96% outside of Canada, compared to a range of 93%-94% within Alberta).





#### 4.4 Perceived Cost/Benefit of Post-secondary Studies

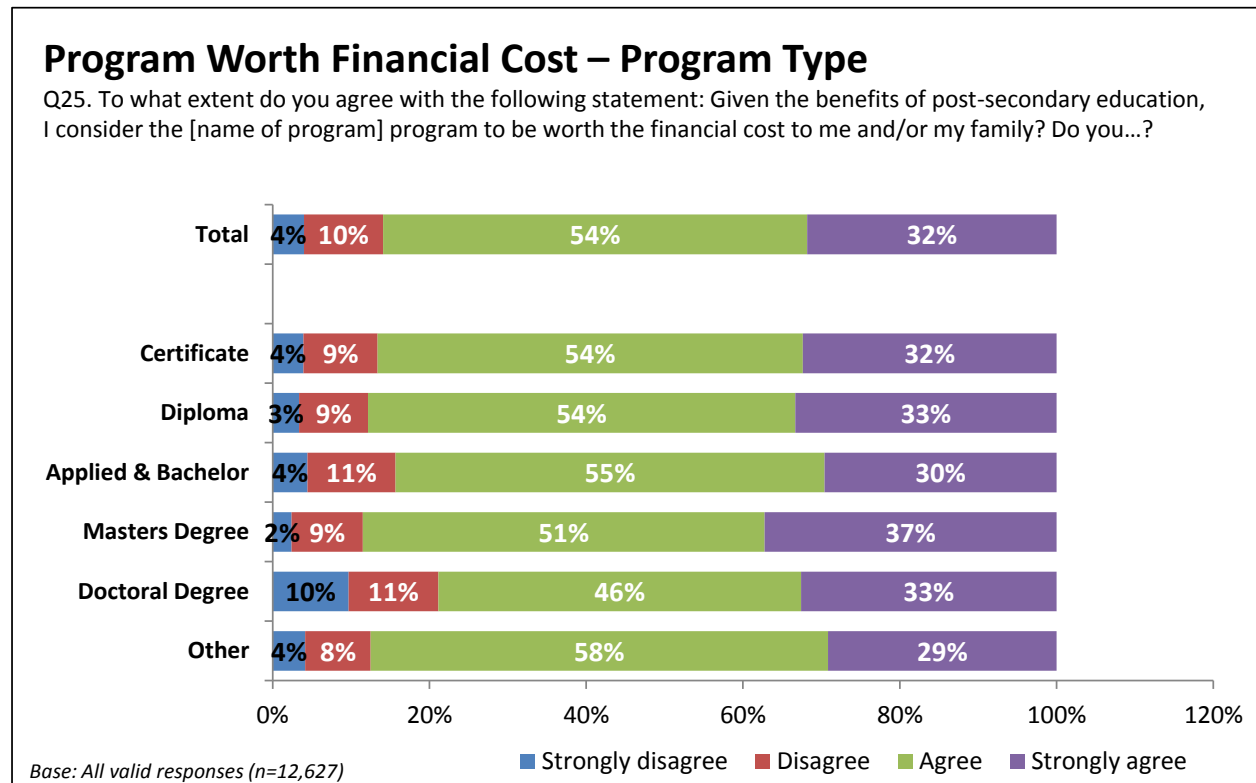
A large majority (86%) of graduates agree to some extent that the program they took was worth the financial costs. Over half (54%) agree and about a third (32%) strongly agree.



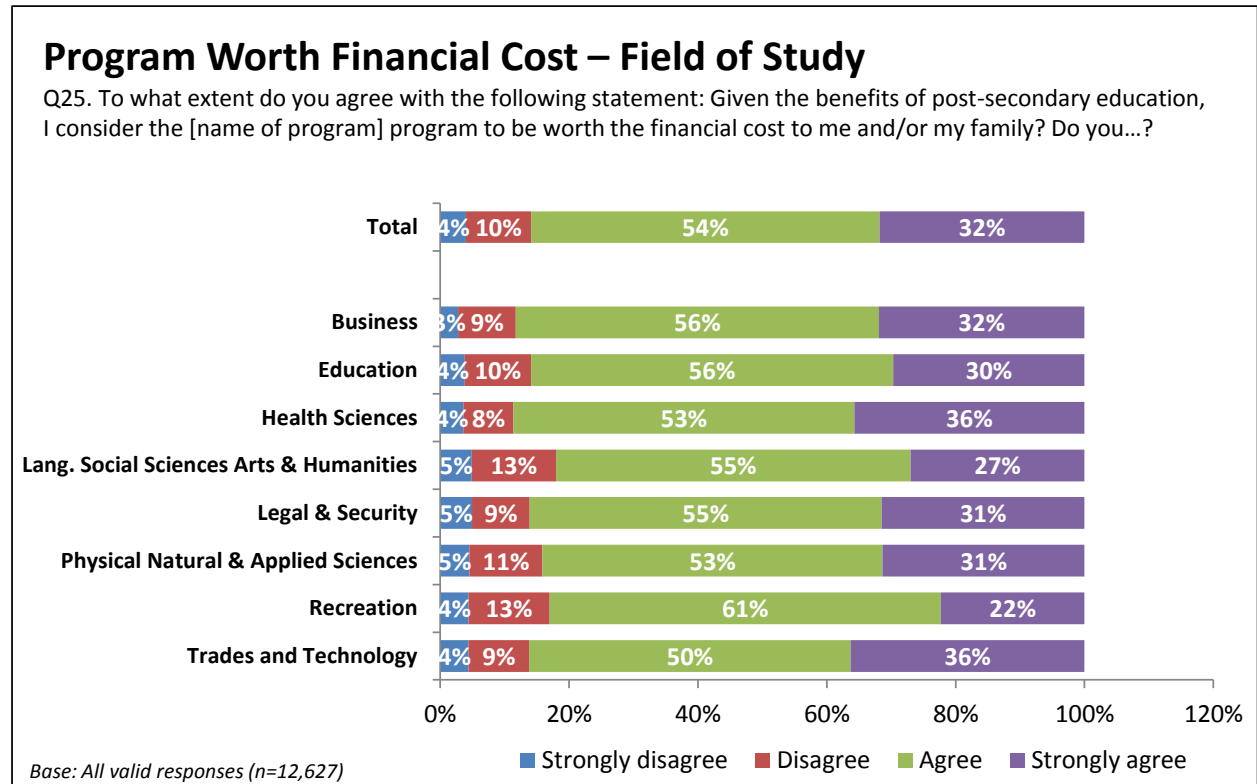
- Strong agreement is particularly high among:
  - Males (34% male, compared to 31% female);
  - Graduates 41 years of age or older (43% 41 years or older, compared to a range of 29%-35% 40 years of age or younger);
  - Married, common law, separated, divorced or widowed graduates (a range of 37%-40% married/common law/separated/divorced/widowed, compared to 30% single);
  - Graduates who had dependents when entering post-secondary (38% with dependents, compared to 31% without dependents);
  - Graduates who last attended high school elsewhere in Canada (38% elsewhere in Canada, compared to a range of 28%-32% elsewhere);
  - Those with annual incomes over \$75,000 (45% \$75,000 or more, compared to a range of 27%-39% \$74,000 or less); and

- Those who owe less than \$5,000 in loans (35% less than \$5,000, compared to a range of 29%-31% who owe more than \$5,000).

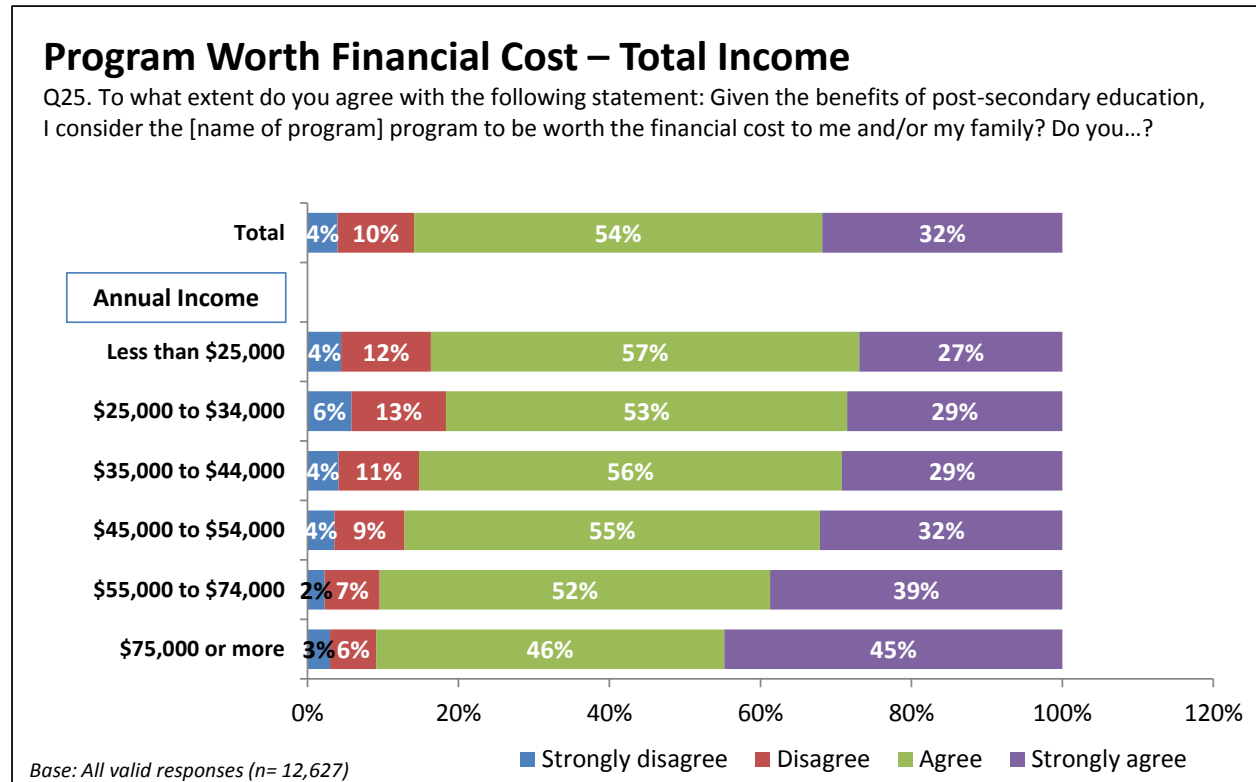
Master’s Degree (37%) graduates are more likely to strongly agree that their program of study was worth the financial costs than Certificate (32%), Applied and Bachelor Degree (30%), and Diploma (33%) graduates.



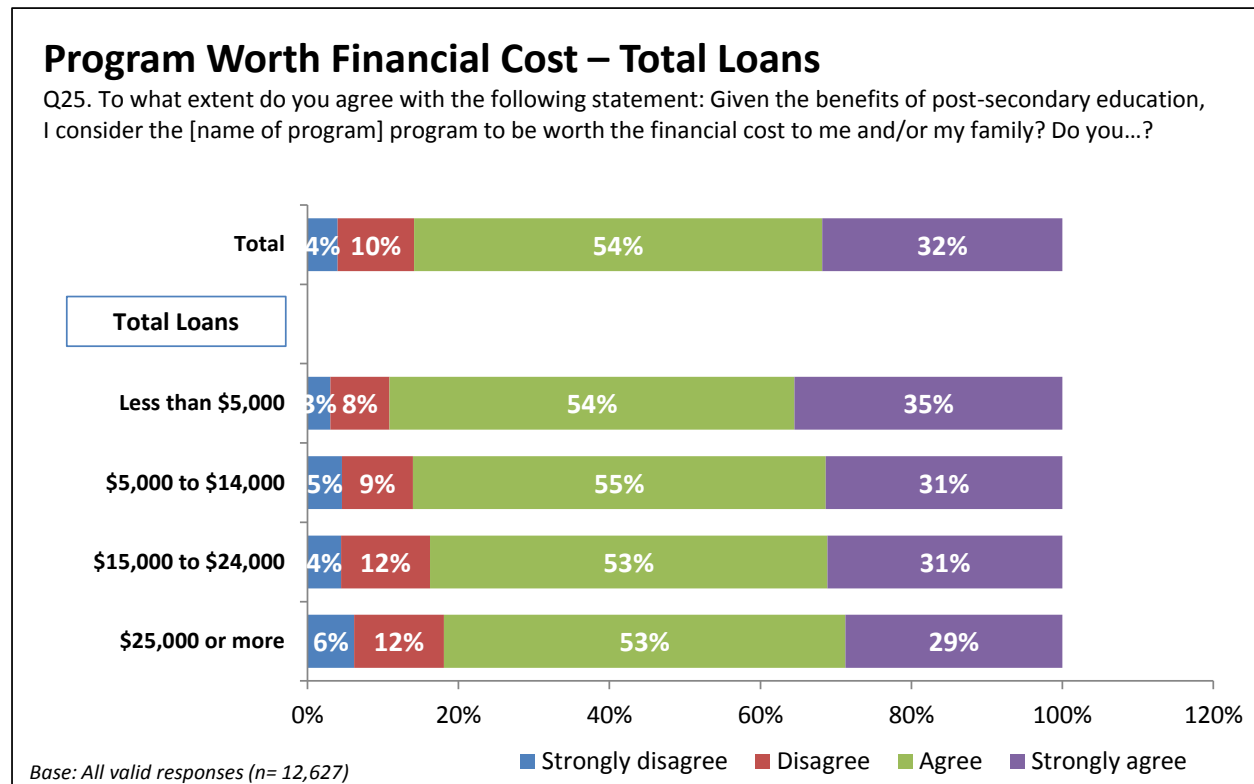
Health Sciences (36%) and Trades and Technology (36%) graduates are more likely to strongly agree that their studies were worth the financial costs compared to Business (32%), Education (30%), Languages, Social Sciences, Arts and Humanities (27%), Physical, Natural, and Applied Sciences (31%), and Recreation (22%) graduates.



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) agree to some extent that the program was worth the cost, with 27% strongly agreeing. Strong agreement increases to 45% among those earning \$75,000 or more.



The amount of loans graduates have impact their impression of the value of their program of study. While those with loans under \$5,000 provide 89% agreement including 35% strong agreement, this declines to 82% agreement including 29% strong agreement among those with loans of \$25,000 or more.



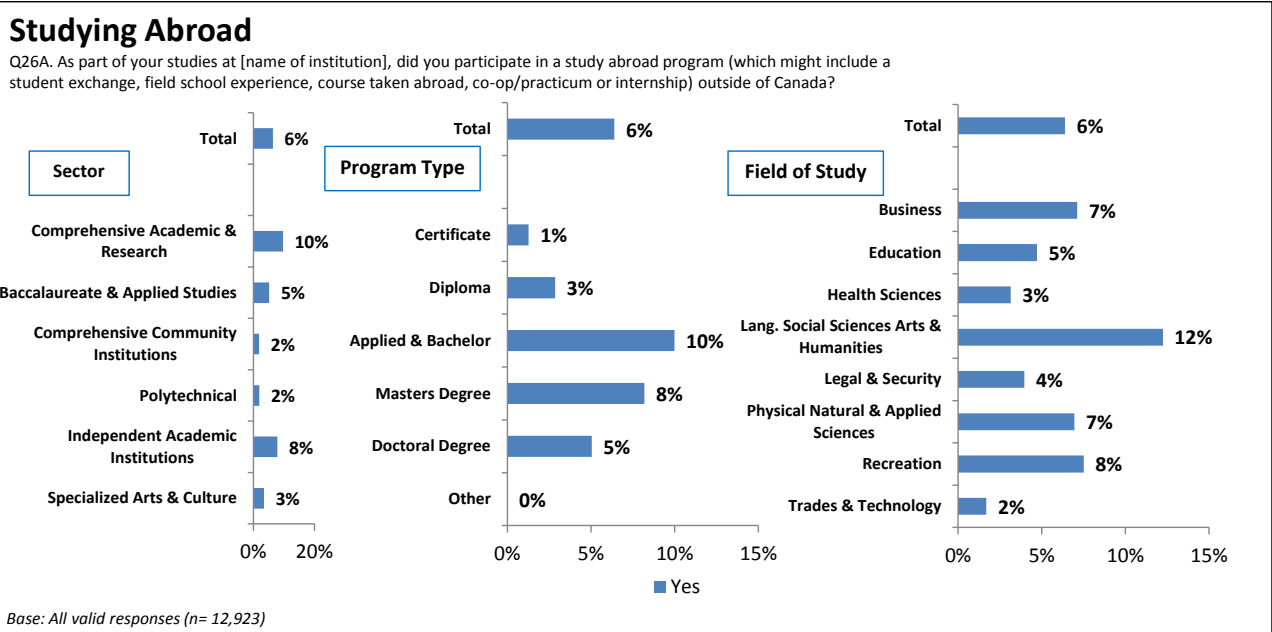
#### 4.5 Studying Abroad

A small percentage, 6%, of graduates studied abroad as part of their studies. Comprehensive Academic and Research Institution (10%) graduates are more likely than graduates from other sectors (a range of 2%-5%, excluding Independent Academic Institutions) to have participated in a study abroad program, as were Applied and Bachelor Degree (10%) graduates (compared to a range of 1%-8% other program types), and Languages, Social Sciences, Arts, and Humanities (12%) graduates (compared to a range of 2%-8% other fields of study).

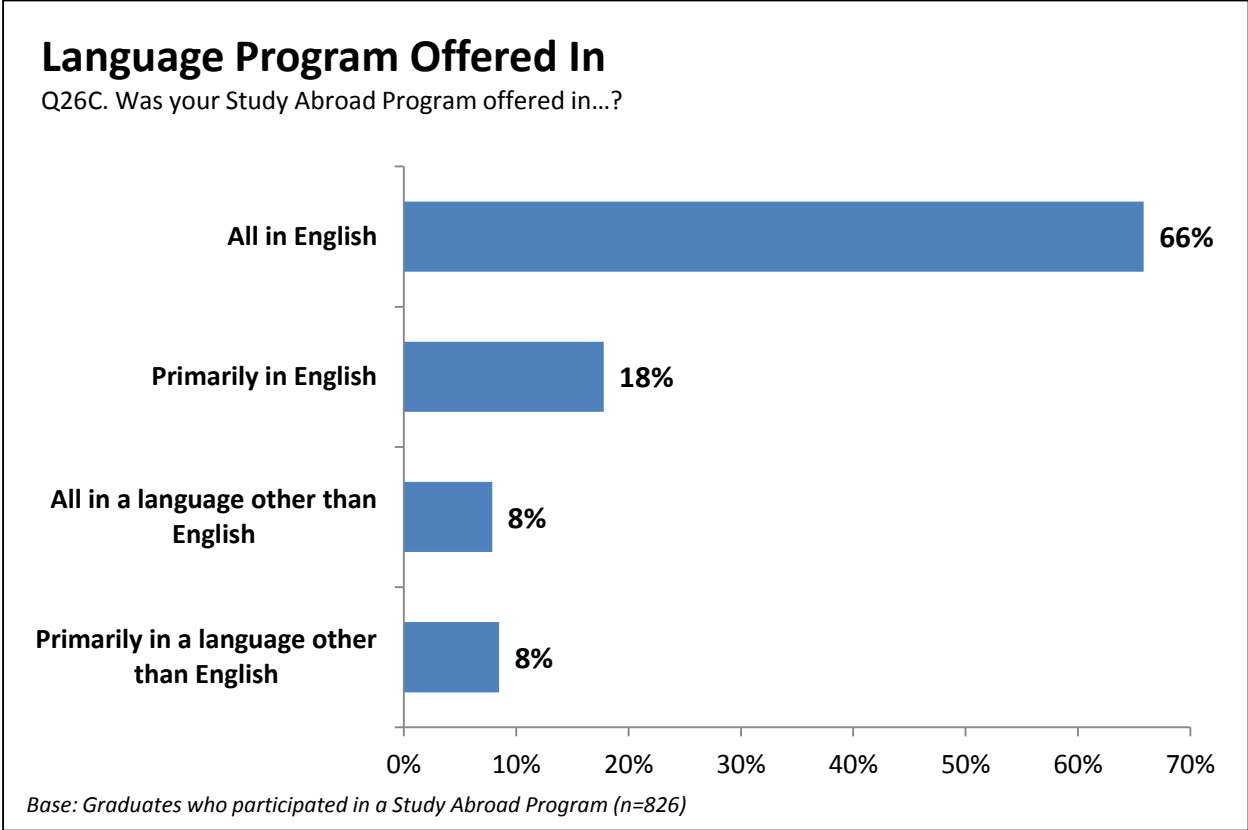
Other groups found to include relatively more graduates participating in study abroad programs include:

- ✓ Females (7% female, compared to 6% male);
- ✓ Graduates between the ages of 23 to 30 years (a range of 8%-9% 23-30 years, compared to a range of 2%-4% other ages);

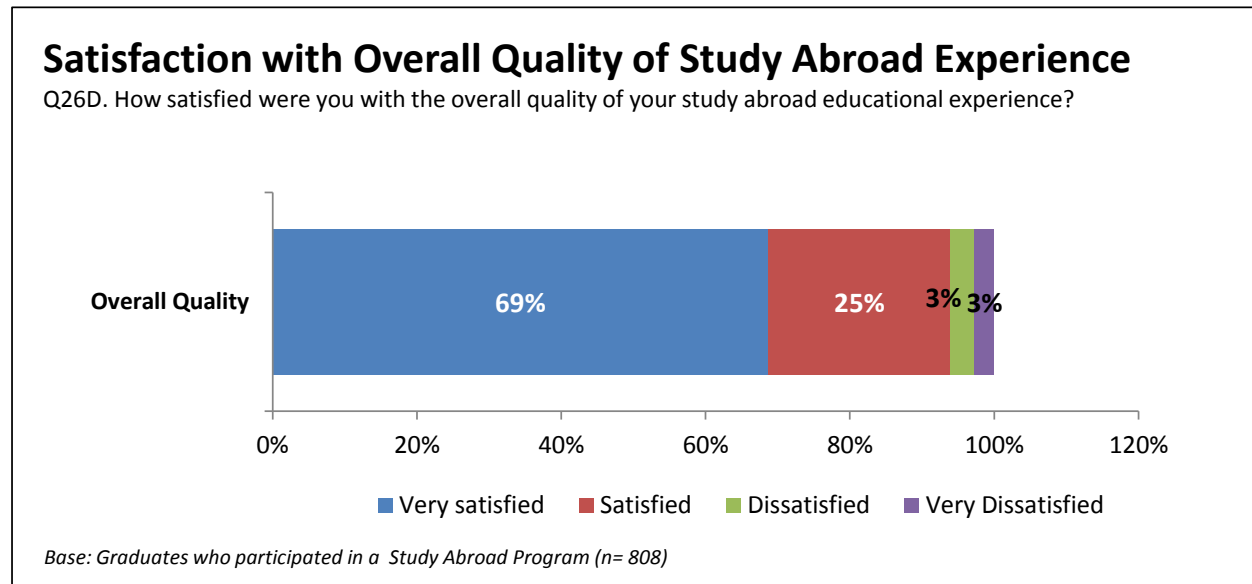
- ✓ Single graduates (7% single, compared to 4% married/common law/separated/divorced/widowed);
- ✓ Graduates who had no dependents when entering post-secondary (7% without dependents, compared to 3% with dependents); and
- ✓ Graduates who last attended high school in urban Alberta (8% urban Alberta, compared to a range of 4%-6% elsewhere).



Two-thirds (66%) of programs were offered all in English, while almost one-in-five (18%) were primarily in English, followed by less than a tenth being offered completely in a language other than English (8%), or primarily in another language (8%).



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 over two-thirds (69%) being very satisfied.



- Very satisfied (69%) ratings are provided in the highest proportions among:
  - Specialized Arts and Culture graduates (100% Specialized Arts and Culture, compared to a range of 37%-78% other sectors);
  - Certificate and Applied and Bachelor Degree graduates (a range of 72%-81% Certificate and Applied and Bachelor Degree, compared to a range of 56%-61% Master's Degree and Diploma);
  - Education, Languages, Social Sciences, Arts, and Humanities, and Legal and Security graduates (a range of 73%-85% Education, Languages, Social Sciences, Arts, and Humanities, and Legal and Security, compared to 60% Health Sciences);
  - Graduates between the ages of 23 to 25 years (74% 23-25 years, compared to a range of 56%-66% 26-40 years); and
  - Graduates who last attended high school in urban Alberta (73% urban Alberta, compared to a range of 65%-71% rural Alberta or elsewhere in Canada).

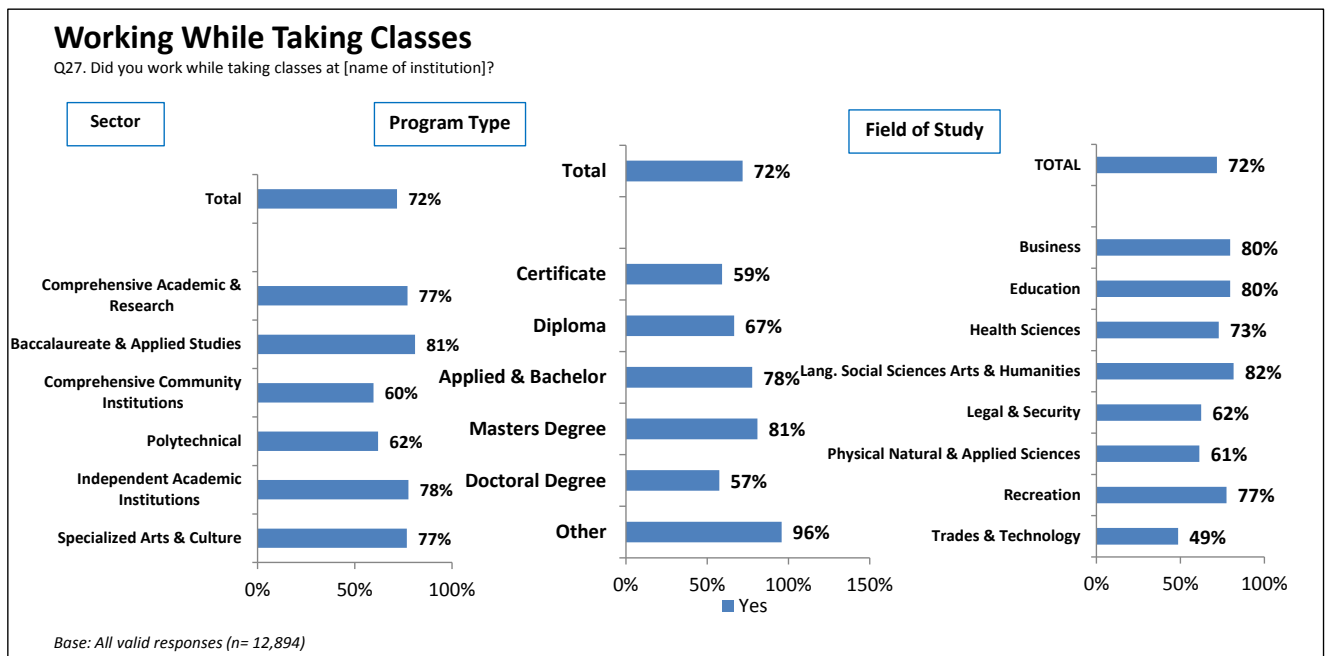


## 5. FINANCING

Most graduates worked while taking classes at an Alberta institution, and many also relied on financial aid from either the government or non-government sources. This section takes a look at graduates' participation in the work force and sources of income; including government and non-government, scholarships, bursaries and grants.

### 5.1 Employment While in School

Nearly three-quarters (72%) of graduates worked while taking classes at an Alberta post-secondary institution, particularly those enrolled in Baccalaureate and Applied Studies Institutions (81%), Master's Degree (81%) programs, and Business (80%), Education (80%) and Languages, Social Sciences, Arts, and Humanities (82%) fields.



Female students (76% female, compared to 66% male), graduates aged 41 years or older (78% 41 years or older, compared to a range of 57%-73% 25 years or younger and 31-40 years), graduates who were married or common law (74% married/common law, compared to a range of 67%-71% single/separated/divorced/widowed) at the start of their studies, as well as those who last attended high school in urban Alberta (76% urban Alberta, compared to a range of 65%-71% elsewhere) are more likely to have worked while taking classes at an Alberta post-secondary institution.

### Working While Taking Classes – Demographic Profile

	% Who worked while taking classes		% Who worked while taking classes
<b>Gender</b>		<b>Income</b>	
Male	66%	< \$25,000	77%
Female	76%	\$25,000-\$34,000	74%
<b>Marital Status</b>		\$35,000-\$44,000	72%
Single	71%	\$45,000-\$54,000	74%
Married / Common	74%	\$55,000-\$74,000	72%
Div / Sep / Wid	67%	\$75,000 +	75%
<b>Age</b>		<b>Loans</b>	
<23	57%	< \$5,000	75%
23-25	71%	\$5,000-\$14,000	75%
26-30	75%	\$15,000-\$24,000	72%
31-40	73%	\$25,000 +	75%
41+	78%	<b>Region when graduated HS</b>	
<b>Dependents</b>		Urban Alberta	76%
Yes	72%	Rural Alberta	68%
No	72%	Elsewhere in Canada	71%
		Outside Canada	65%

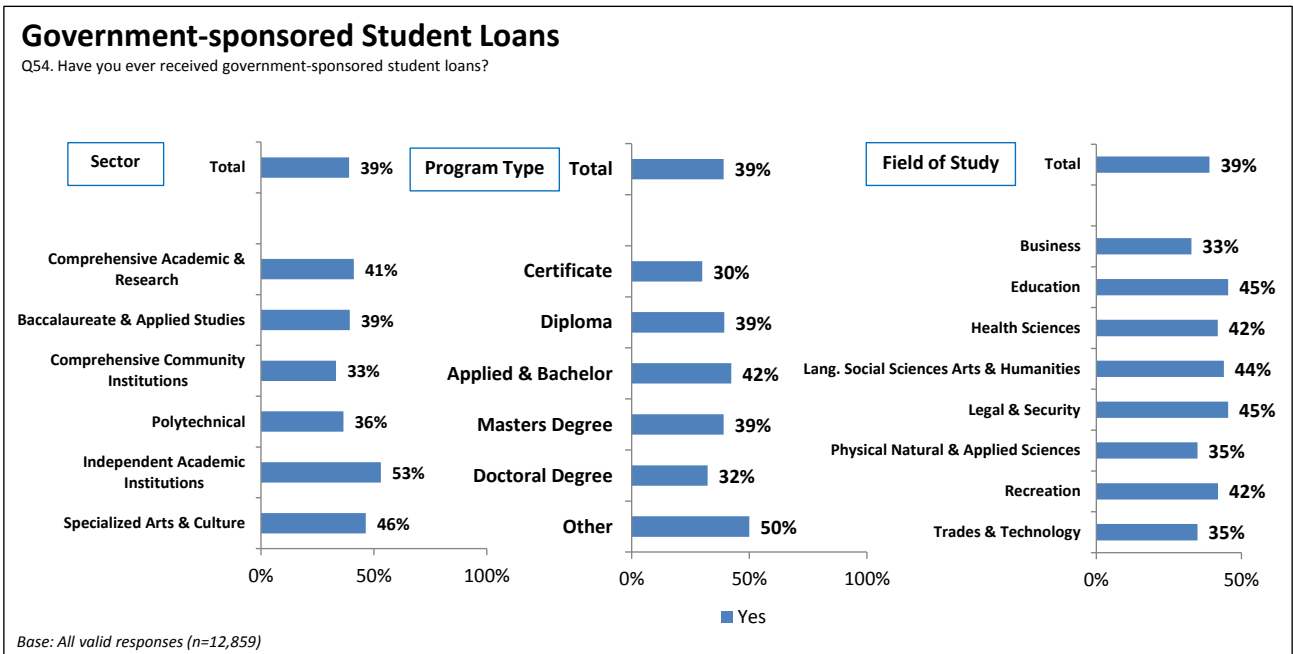
## 5.2 Loans

### 5.2.1 Government-sponsored Student Loans

Nearly two-in-five (39%) graduates have ever received a government sponsored student loan.

- ✓ Above average use of these loans is reported among:
  - Independent Academic Institution graduates (53% Independent Academic Institutions, compared to a range of 33%-41% other sectors, excluding Specialized Arts and Culture);

- Applied and Bachelor Degree graduates (42% Applied and Bachelor, compared to a range of 30%-39% other program types);
- Education (45%), Health Sciences (42%), Languages, Social Sciences, Arts, and Humanities (44%), and Legal and Security (45%) graduates (compared to a range of 33%-35% Business, Physical, Natural, and Applied Sciences, and Trades and Technology);
- Females (40% female, 37% male);
- Graduates between the ages of 26 to 40 years (a range of 48%-49% 26-40 years, compared to a range of 28%-34% other ages);
- Graduates who were separated, divorced or widowed (49% separated/divorced/widowed, compared to a range of 37%-39% single/married/common law); and
- Graduates who last attended high school in rural Alberta or elsewhere in Canada (a range of 42%-43% rural Alberta, elsewhere in Canada, compared to a range of 27%-39% elsewhere).



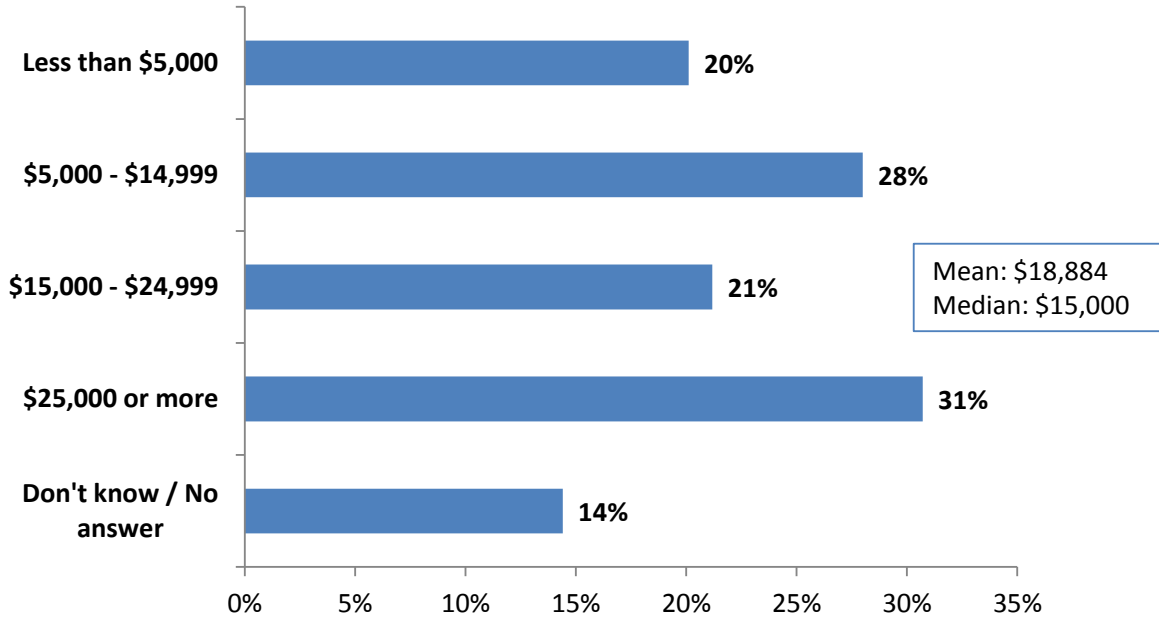
On average, Alberta graduates of 2009-10 who had ever received government-sponsored student loans owed \$18,884 in these loans at the time of graduation with half owing more than \$15,000 and half owing less. Graduates of Comprehensive Academic and Research (\$22,218) and Independent Academic (\$23,209) Institutions typically owed more in government-sponsored student loans than Baccalaureate and Applied Studies (\$16,976), Comprehensive Community (\$12,973), and Polytechnical (\$12,750) Institution graduates. When looking at the averages owed by program type, Applied and Bachelor Degree (\$22,660), Master's Degree (\$18,938), and Doctoral Degree (\$24,630) graduates typically owed more in government-sponsored loans when compared to other program types (a range of \$7,927-\$15,252). This may be due to the duration of study and tuition cost difference between these credentials. Those who studied Health Sciences owed, on average, \$23,117 in government-sponsored loans, which is significantly more than all other fields of study.

It has also been found that graduates between the ages of 26 to 30 years, and who are single, typically owed more in government-sponsored student loans:

- ✓ 26-30 years, \$23,416; compared to all other ages, a range of \$11,973-\$19,937; and
- ✓ Single, \$19,460; compared to married or common law, separated, divorced, or widowed graduates, a range of \$16,368-\$17,292.

## Amount Owed from Government-sponsored Loans

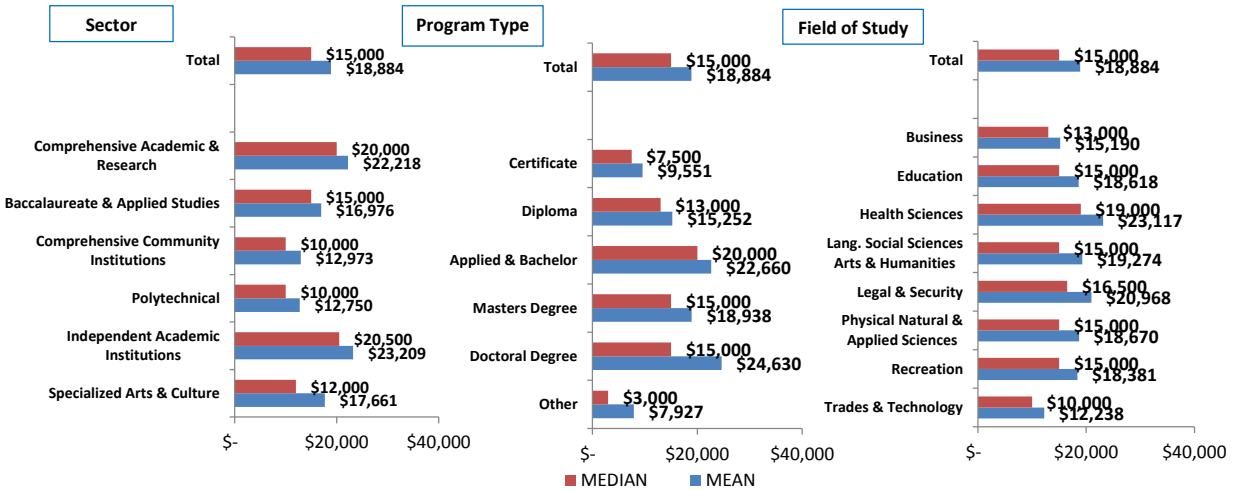
Q55. At the time of your graduation, approximately how much did you owe from all government-sponsored student loans accumulated during your entire post-secondary education?



Base: All valid responses – Those who received government sponsored loans (n=4386)

## Amount Owed from Government-sponsored Loans

Q55. 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?

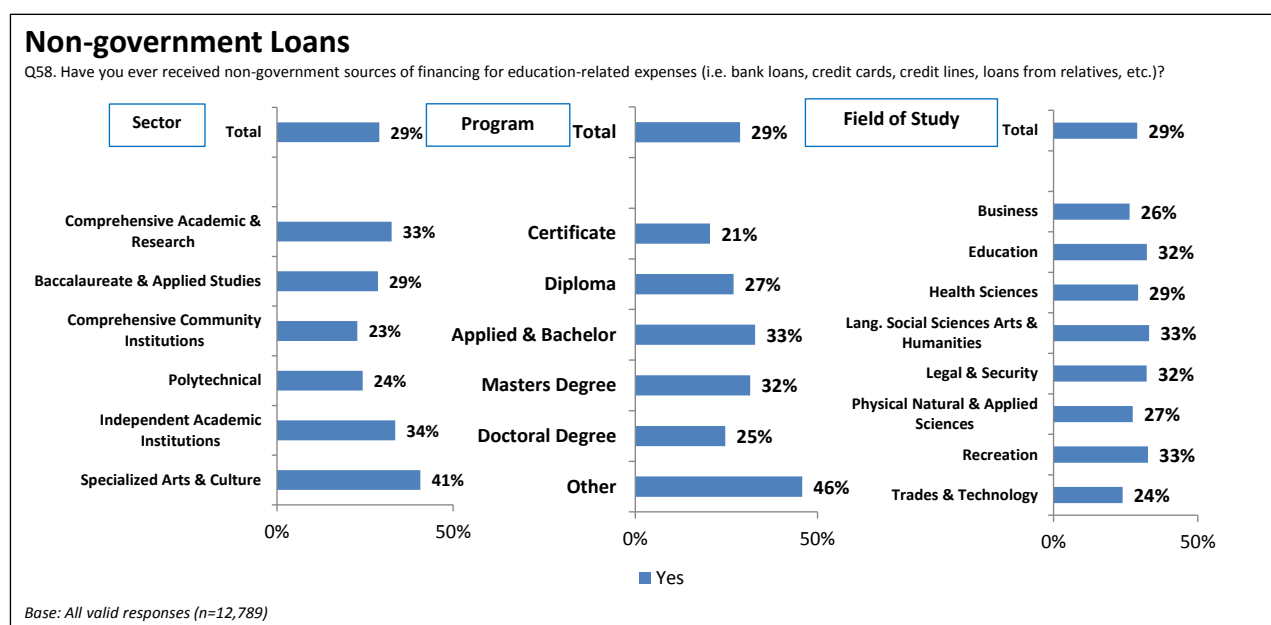


Base: All valid responses – Those who received government sponsored loans (n=4386)

## 5.2.2 Non-government Sources of Funding

Over a quarter (29%) of graduates received some form of non-government financing (e.g., bank loans, credit cards, credit lines, loans from relatives, etc.) for education-related expenses. Graduates of Comprehensive Academic and Research (33%) and Specialized Arts and Culture (41%) Institutions were more likely than graduates of Baccalaureate and Applied Studies (29%), Comprehensive Community (23%), and Polytechnical (24%) Institutions to have received non-government sources of financing. Those graduates who completed an Applied and Bachelor Degree (33%) or Master's Degree (32%) were more likely to have received non-government financing than those who graduated with a Certificate (21%), Doctoral Degree (25%) or Diploma (27%), as were those who studied Languages, Social Sciences, Arts, and Humanities (33%) compared to Business (26%), Health Sciences (29%), Physical, Natural, and Applied Sciences (27%) and Trades and Technology (24%) fields.

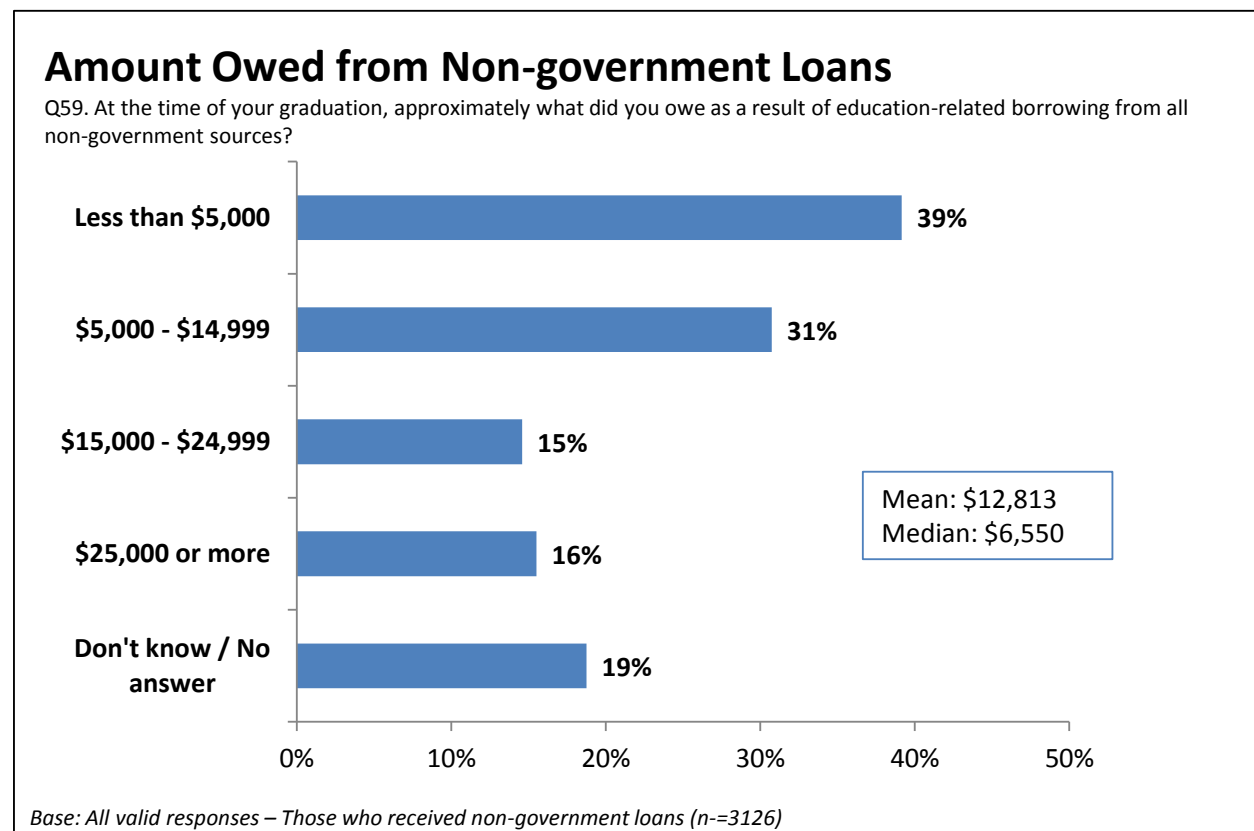
Typically, those graduates who are 26 to 30 years of age (34% 26-30 years, compared to a range of 23%-30% other ages), are single (30% single, compared to 28% married/common law), did not have dependents when entering post-secondary (31% without dependents, compared to 23% with dependents), and attended high school elsewhere in Canada (35% elsewhere in Canada, compared to a range of 17%-32% elsewhere) were more likely than other groups to have received non-government sources of financing.



Among those graduates who attained non-government sources of financing, the average amount owed in these loans is \$12,813, with half owing more than \$6,550 and half owing less.

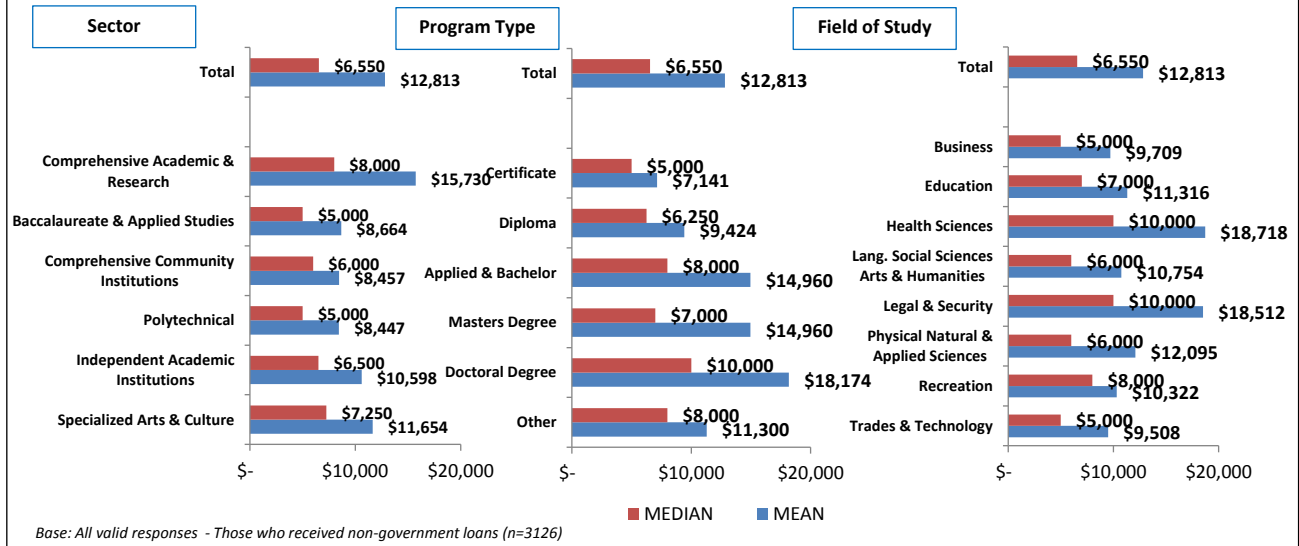
Graduates of Comprehensive Academic and Research Institutions owed more, \$15,730, in non-government loans than most other sectors (a range of \$8,447-\$10,598), excluding Specialized Arts and Culture, as did graduates who attained an Applied and Bachelor Degree (\$14,960), Master's Degree (\$14,960), or Doctoral Degree (\$18,174), when compared to Certificate (\$7,141) and Diploma (\$9,424) graduates. In regards to field of study, graduates who completed their studies in either Health Sciences (\$18,718) or Legal and Security (\$18,512) owed more in non-government loans than all other fields of study (a range of \$9,508-\$12,095).

Typically, those graduates aged 26 to 30 years (\$16,732, 26-30 years, compared to a range of \$6,946-\$13,207 other ages) were more likely to attain non-government sources of financing.



## Amount Owed from Non-government Loans

Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?

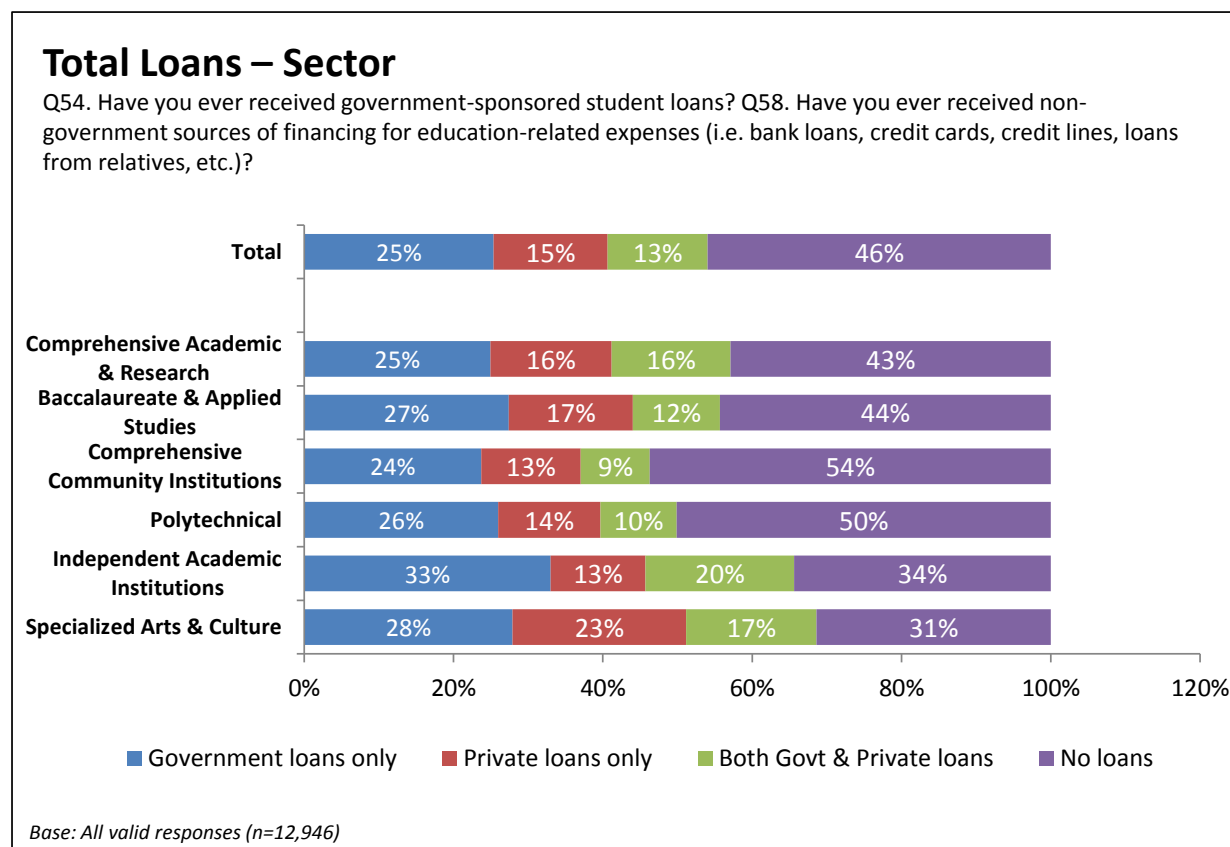




### 5.2.3 Loans – Combined

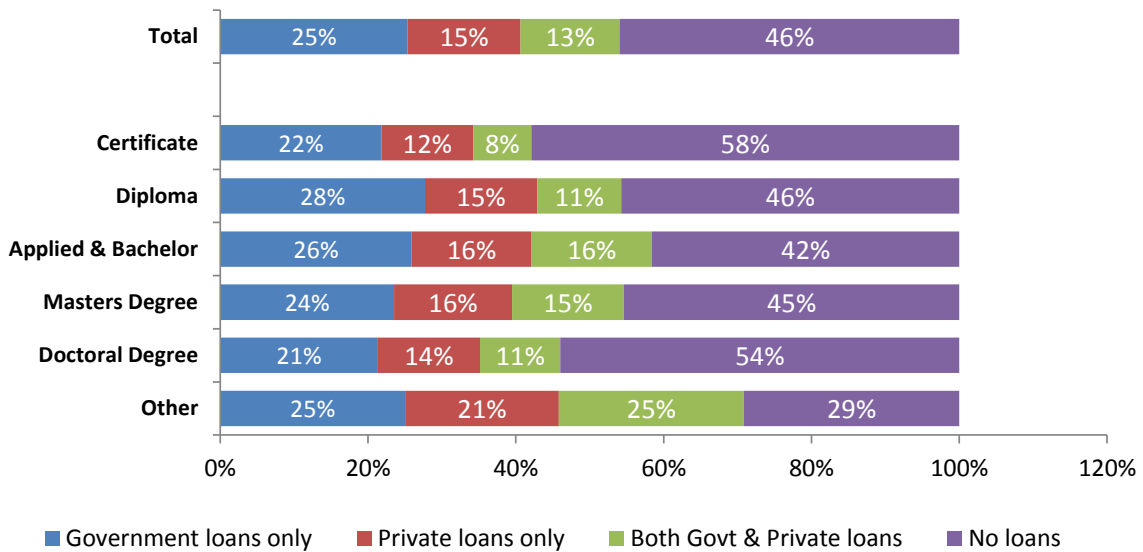
Looking at all education related financing attained by 2009-10 Alberta graduates, nearly half (54%) of graduates used some form of borrowing to pay for their education. Independent Academic (66%) and Specialized Arts and Culture (69%) Institution graduates, as well as Applied and Bachelor Degree graduates (58%), and graduates who studied within Education (60%) or Languages, Social Sciences, Arts, and Humanities (60%) fields, were more likely than other groups to take out some form of financing, as well as:

- ✓ Graduates between the ages of 26 to 30 years (63% 26-30 years, compared to a range of 45%-60% all other ages);
- ✓ Single graduates (55% single, compared to 51% married/common law);
- ✓ Graduates who had no dependents when entering post-secondary (55% without dependents, compared to 51% with dependents); and
- ✓ Those who last attended high school in rural Alberta or elsewhere in Canada (a range of 57%-60% rural Alberta, elsewhere in Canada, compared to a range of 38%-54% elsewhere).



## Total Loans – Program Type

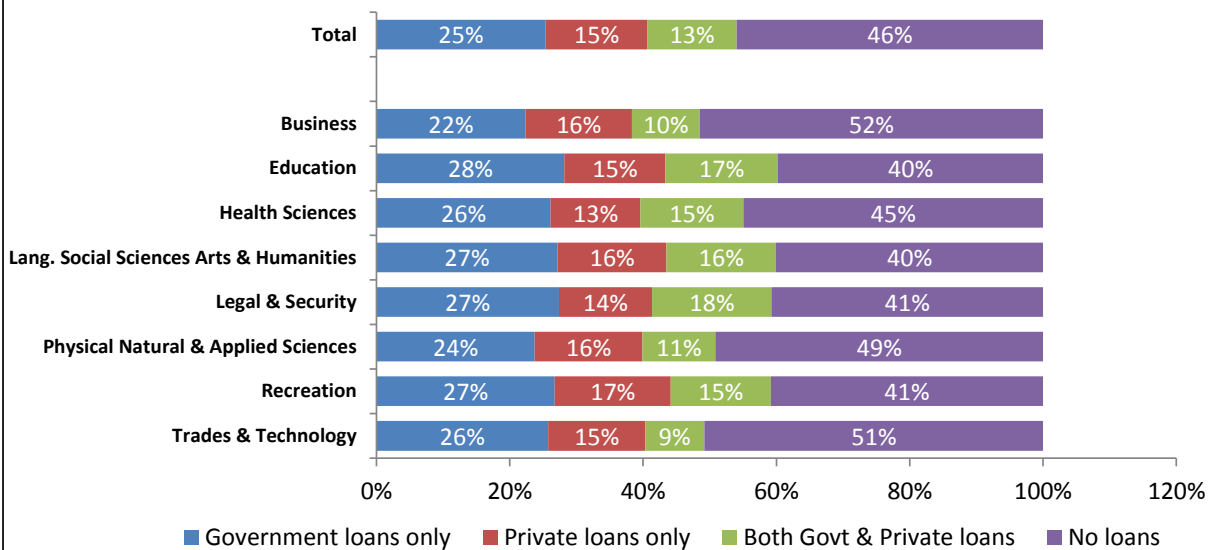
Q54. Have you ever received government-sponsored student loans? Q58. Have you ever received non-government sources of financing for education-related expenses (i.e. bank loans, credit cards, credit lines, loans from relatives, etc.)?



Base: All valid responses (n=12,946)

## Total Loans – Field of Study

Q54. Have you ever received government-sponsored student loans? Q58. Have you ever received non-government sources of financing for education-related expenses (i.e. bank loans, credit cards, credit lines, loans from relatives, etc.)?

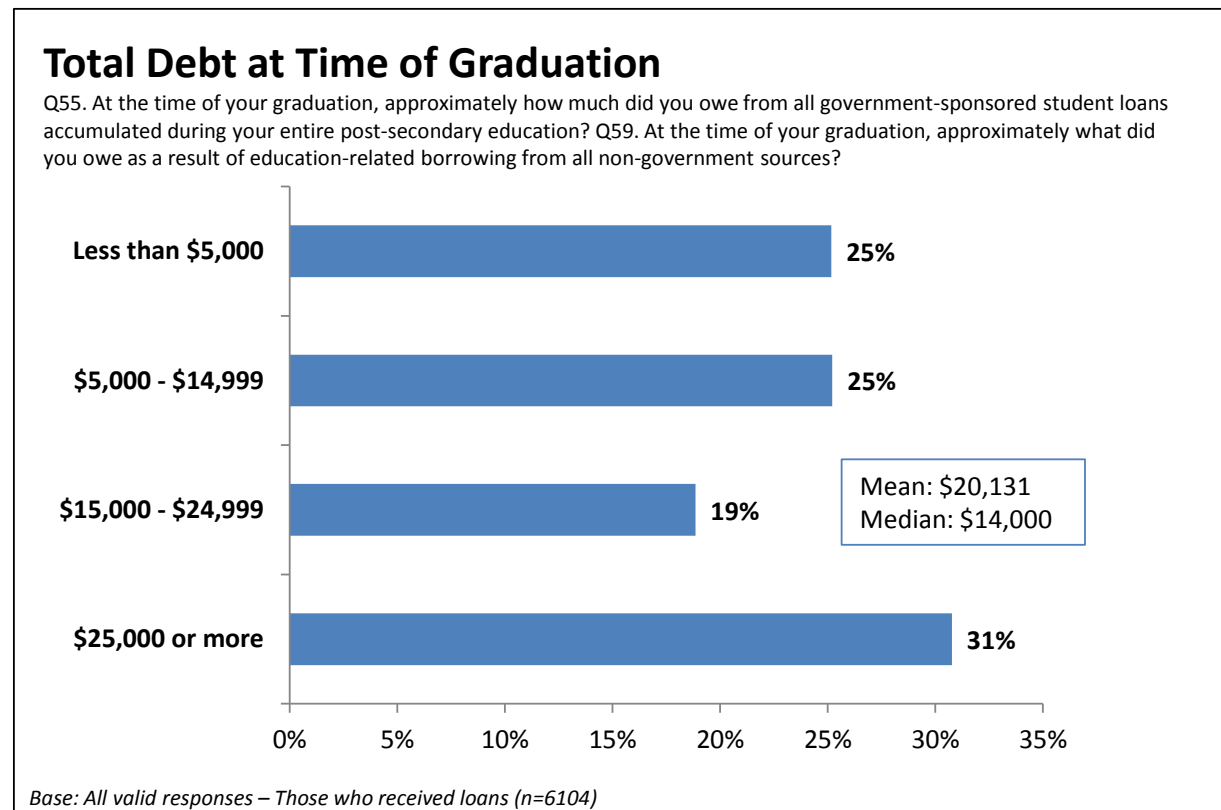


Base: All valid responses (n=12,946)

The average total debt at the time of graduation is \$20,131, with half owing more than \$14,000 and half owing less. As mentioned previously the following demographics typically owe more than others:

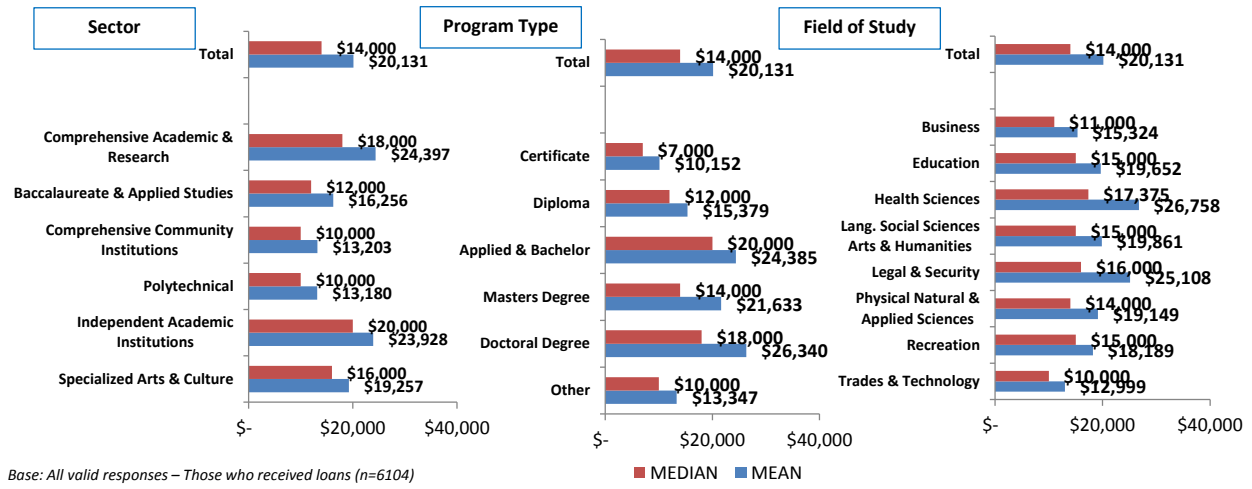
- ✓ Comprehensive Academic and Research Institution graduates (\$24,397 Comprehensive Academic and Research, compared to a range of \$13,180-\$19,257 other sectors, excluding Independent Academic Institutions);
- ✓ Applied and Bachelor Degree graduates (\$24,385 Applied and Bachelor, compared to a range of \$10,152-\$21,633 other program types, excluding Doctoral Degree);
- ✓ Health Sciences and Legal and Security graduates (a range of \$25,108-\$26,758 Health Sciences, Legal and Security, compared to a range of \$12,999-\$19,861 other fields of study);
- ✓ Graduates aged 26 to 30 years (\$26,752 26-30 years, compared to a range of \$11,072-\$22,042 other ages); and
- ✓ Single graduates (\$20,496 single, compared to \$18,967 married/common law).

A number of these groups with higher value loans are also among the most likely to have government sponsored loans.



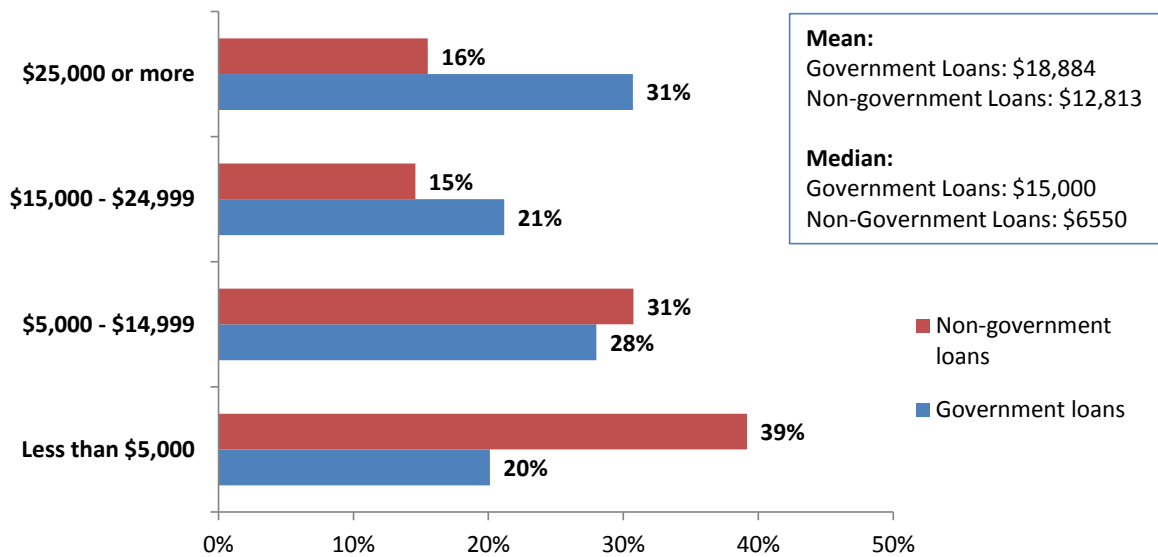
## Total Debt at Time of Graduation

Q55. 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? Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?



## Amount Owed from Loans: Government versus Non-Government

Q55. 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? Q59. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources?



Base: Q55. All valid responses – Those who received government-sponsored loans (n=4386)

Base: Q59. All valid responses – Those who received non-government loans (n=3126)

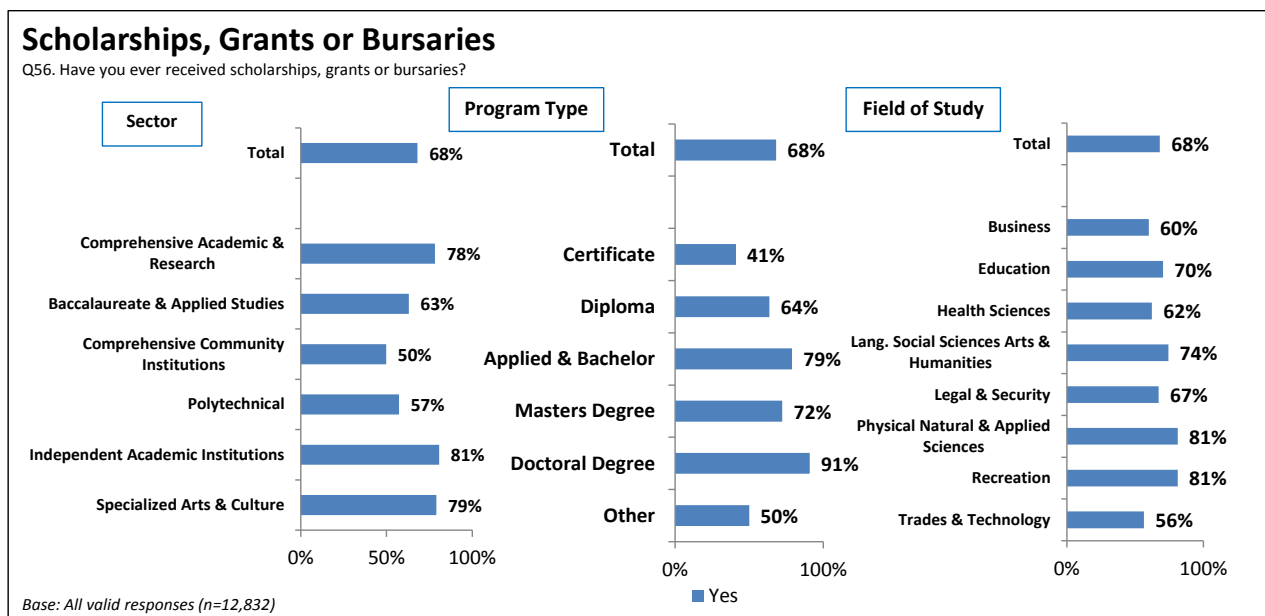
On average, Alberta graduates of 2009-10 owed \$18,884 in government sponsored student loans and \$12,813 in non-government sources of financing at the time of graduation. Students who relied on some form of financing during their studies are found most frequently among graduates who achieved a diploma, were younger (25 years or younger), and were single when they began

their studies. Younger, single students may have had to rely more heavily on borrowing funds to complete their studies due to reasons such as not having the financial support that an older and/or married or common law student may have from their spouse and established career. Given the related finding from the survey that younger, single students also tend to complete programs of study with a longer duration, the length of study time and associated program tuition cost could also be a factor in the need for financial aid among the youngest, single cohort.

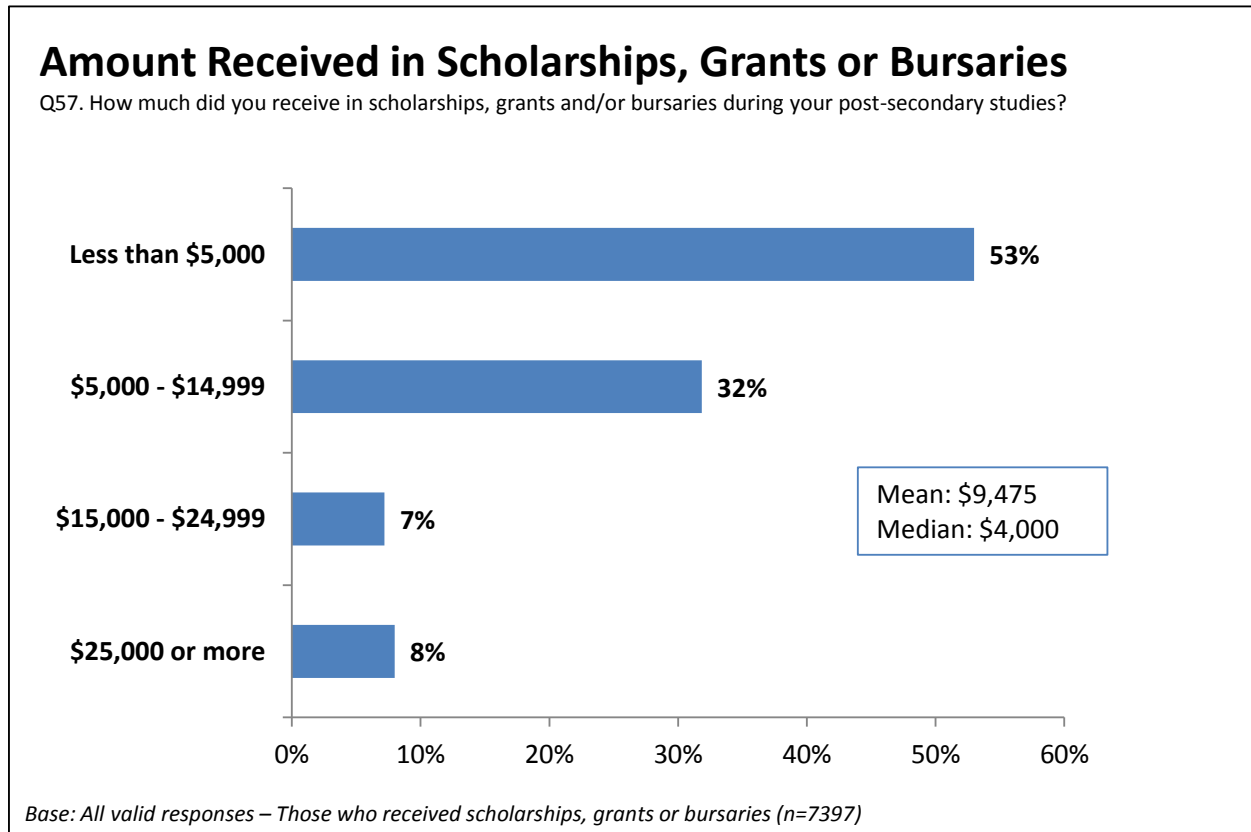
### 5.3 Scholarships, Grants or Bursaries

Over two-thirds (68%) of graduates received scholarships, grants or bursaries during their studies at Alberta post-secondary institutions. Generally, those who attended Comprehensive Academic and Research (78%), Independent Academic (81%), and Specialized Arts and Culture (79%) Institutions, were more likely to receive scholarships, grants or bursaries, than other sectors (a range of 50%-63%), as were those graduates who attained a Doctoral Degree (91%), when compared to all other program types (a range of 41%-79%). Graduates who studied within the Physical, Natural, and Applied Sciences (81%) and Recreation (81%) fields are more likely than graduates of any other field of study to have received a scholarship, grant or bursary (a range of 56%-74%).

Female graduates (69%) compared to males (67%), as well as younger graduates aged 23 to 25 years (77%) compared to all other ages (a range of 49%-72%), were more likely to receive scholarships, grants or bursaries. The same has been found of single graduates (72%) compared to those who were married or common law, separated, divorced or widowed (a range of 57%-59%), those who did not have dependents when entering post-secondary (72%) compared to those with dependents (55%), and those who last attended high school within Alberta (a range of 71%-73%) compared to those who last attended high school elsewhere (a range of 55%-63%).



The average amount received by those graduates who received a scholarship, grant or bursary is \$9,475, with half receiving less than \$4,000.

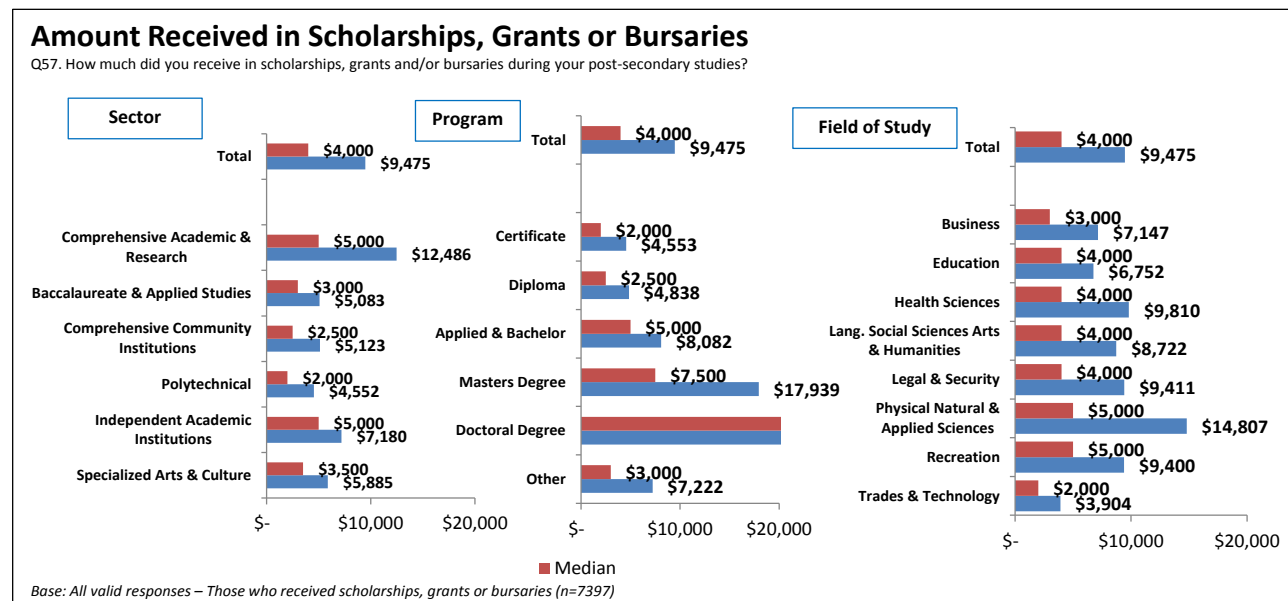


Comprehensive Academic and Research Institution graduates (\$12,486 Comprehensive Academic and Research, compared to a range of \$4,552-\$7,180 other sectors), Doctoral Degree graduates (\$67,297 Doctoral Degree, compared to a range of \$4,553-\$17,939 other program types), and those graduates who studied within the Physical, Natural, and Applied Sciences field (\$14,807 Physical, Natural, and Applied Sciences, compared to a range of \$3,904-\$9,810 other fields of study), on average, received the greatest amount in scholarships, grants or bursaries.

For sectors and programs with relatively high usage of scholarships, grants and bursaries, graduates also tend to have greater dollar values received. However, the demographic groups that are least likely to have received scholarships, grants or bursaries, tend to receive higher average values of scholarships, grants and/or bursaries (among those who receive them).

The following groups are also found to have received relatively greater scholarship, grant or bursary amounts:

- ✓ Males (\$10,271 male, compared to \$8,856 female);
- ✓ Graduates between the ages of 31 to 40 years (\$15,582 31-40 years, compared to a range of \$4,141-\$10,953 other ages);
- ✓ Married or common law graduates (\$12,440 married/common law, compared to \$8,653 single); and
- ✓ Graduates who last attended high school outside of Canada (\$15,711 outside of Canada, compared to a range of \$7,620-\$12,362 elsewhere).

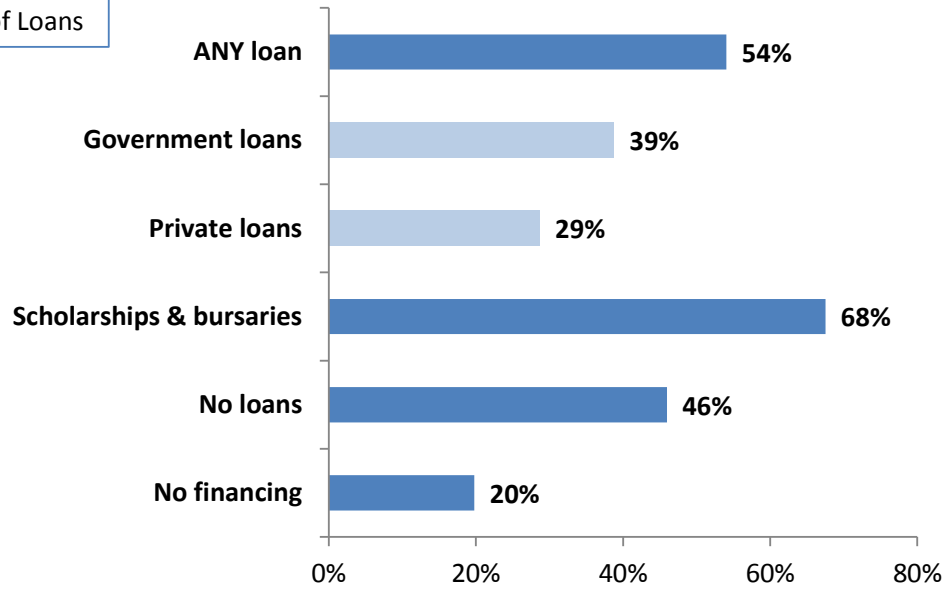




## Post-secondary Education Funding Sources

Q56. Have you ever received scholarships, grants or bursaries?

Types of Loans



Base: All valid responses (n=12,946)

## 6. TRANSITIONS

This section discusses the findings on all matters of transition:

- ✓ Transition from high school to post-secondary studies;
- ✓ Transition between in class studies and online or distance learning; and
- ✓ Transitioning after completion of post-secondary studies to future endeavors.

### 6.1 From High School to Post-secondary Studies

#### 6.1.1 *Time between High School and Entering Most Recent Post-secondary Program*

Half of graduates (51%) entered post-secondary right after graduating high school (0 years in between). Significant differences were found within each time period, and they are as follows:

- ✓ 0 years
  - Particularly high volume of transition is reported among:
    - Comprehensive Academic and Research Institution graduates (65% Comprehensive Academic and Research, compared to a range of 33%-55% other sectors, excluding Specialized Arts and Culture);
    - Applied and Bachelor Degree graduates (64% Applied and Bachelor, compared to a range of 29%-59% Certificate, Master's Degree, and Diploma graduates);
    - Graduates who studied Recreation (72% Recreation, compared to a range of 36%-64% other fields of study);
    - Females (53% female, compared to 49% male);
    - Graduates between the ages of 23 to 25 years (66% 23-25 years, compared to a range of 32%-61% other ages);
    - Single graduates (57% single, compared to a range of 24%-38% married/common law/separated/divorced/widowed);
    - Graduates who did not have dependents when entering post-secondary (56% without dependents, compared to 33% with dependents); and
    - Graduates who last attended high school within Alberta (a range of 53%-54% within Alberta, compared to a range of 38%-50% elsewhere).
- ✓ 1 year
  - Particularly high among:

- Baccalaureate and Applied Studies (20%), Comprehensive Community (18%), Polytechnical (21%), and Independent Academic (22%) Institution graduates (compared to 15% Comprehensive Academic and Research);
- Certificate (19%) and Diploma (19%) graduates (compared to a range of 5%-16% other program types);
- Graduates who studied Business (19% Business, compared to a range of 11%-16% Education, Physical, Natural, and Applied Sciences, and Recreation);
- Males (19% male, compared to 16% female);
- Graduates 23 years of age or younger (27% 23 years or younger, compared to a range of 14%-18% other ages);
- Single graduates (18% single, compared to a range of 11%-15% married/common law/separated/divorced/widowed);
- Graduates who did not have dependents when entering post-secondary (18% without dependents, compared to 15% with dependents); and
- Graduates who last attended high school in urban Alberta or outside of Canada (18% urban Alberta, outside of Canada, compared to 15% elsewhere in Canada).

✓ 2 years

○ Particularly high among:

- Baccalaureate and Applied Studies (15%), Comprehensive Community (14%), and Polytechnical (14%) Institution graduates (compared to a range of 6%-8% other sectors);
- Diploma graduates (14% Diploma, compared to a range of 5%-8% other program types, excluding Certificate);
- Graduates who studied Business (13%) or Trades and Technology (13%) (compared to a range of 7%-10% other fields of study, excluding Legal and Security);
- Graduates between the ages of 26 to 30 years (12% 26-30 years, compared to a range of 5%-10% 23-25 years, 31 years and older);
- Single graduates (11% single, compared to a range of 7%-8% married/common law/separated/divorced/widowed);
- Graduate who did not have dependents when entering post-secondary (11% without dependents, compared to 7% with dependents); and
- Graduates who last attended high school within Alberta (11% within Alberta, compared to a range of 8%-9% elsewhere).

✓ 3 – 5 years

○ Particularly high among:

- Baccalaureate and Applied Studies (14%), Comprehensive Community (12%), and Polytechnical (13%) Institution graduates (compared to a range of 6%-7% Comprehensive Academic and Research, and Independent Academic);
- Certificate (13%) and Diploma (13%) graduates (compared to a range of 7%-8% other program types);
- Graduates who studied Business (11%) or Trades and Technology (13%) (compared to a range of 5%-9% other fields of study, excluding Legal and Security);
- Males (10% male, compared to 9% female);
- Graduates between the ages of 26 to 30 years (15% 26-30 years, compared to a range of 1%-9% other ages);
- Married or common law graduates (11% married/common law, compared to 9% single);
- Graduates who had dependents when entering post-secondary (11% with dependents, compared to 9% without dependents); and
- Graduates who last attended high school outside of Canada (12% outside of Canada, compared to 9% within Alberta).

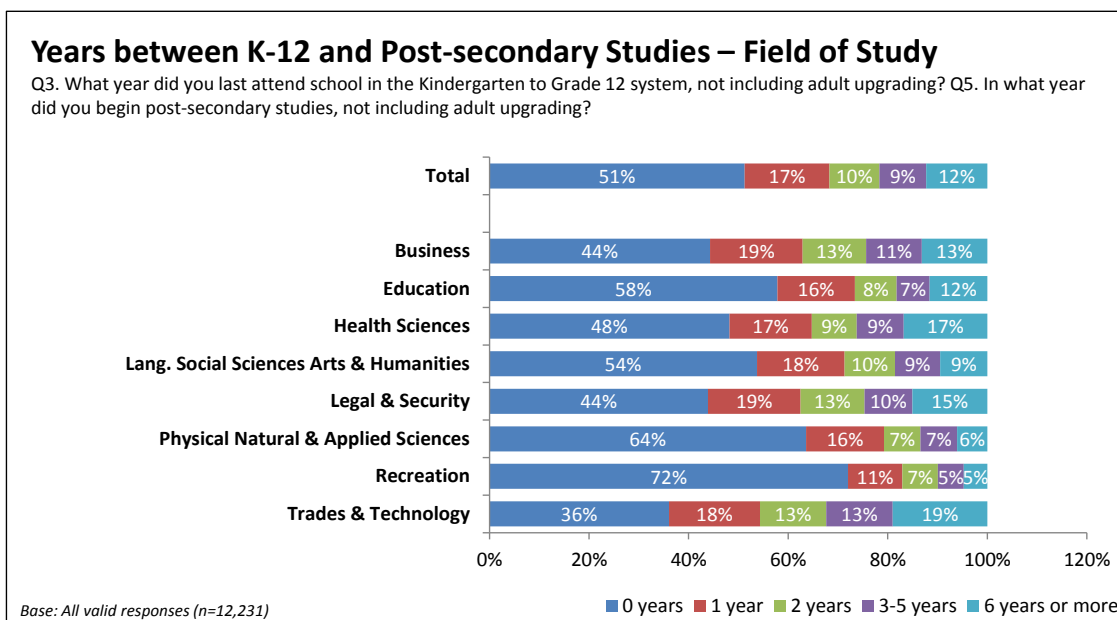
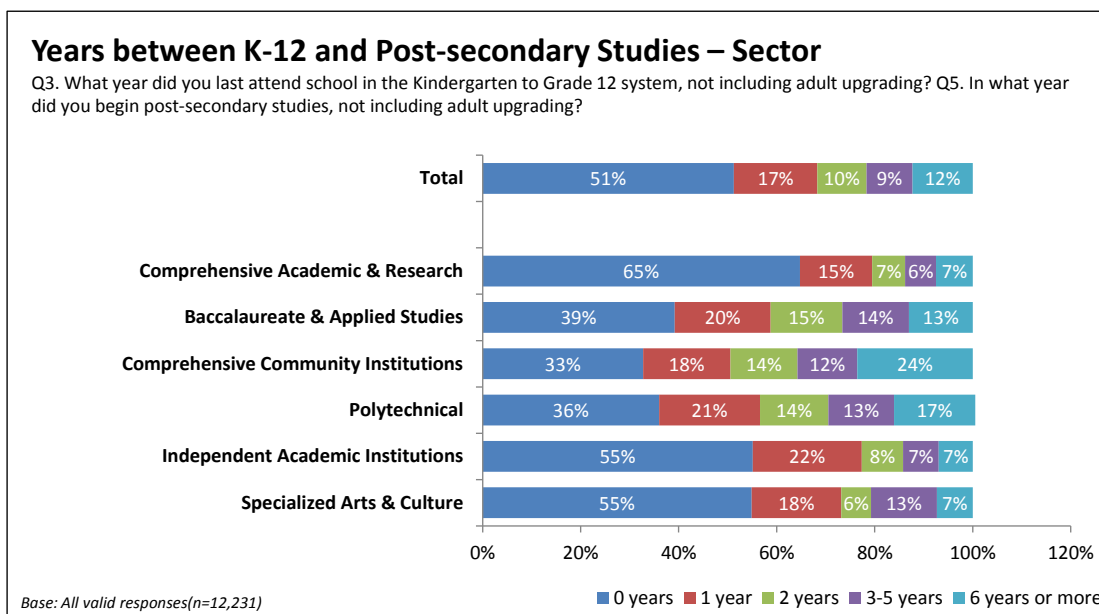
✓ 6 years

○ Particularly high among:

- Comprehensive Community Institution graduates (24% Comprehensive Community Institution, compared to a range of 7%-17% other sectors);
- Certificate graduates (25% Certificate, compared to a range of 6%-16% other program types);
- Graduates who studied Health Sciences (17%) or Trades and Technology (19%) (compared to a range of 5%-13% other fields of study, excluding Legal and Security);
- Females (13% female, compared to 11% male);
- Graduates 41 years of age or older (41% 41 years or older, compared to a range of <1%-28% 40 years or younger);
- Married or common law graduates (28% married/common law, compared to 6% single);
- Graduates who had dependents when entering post-secondary (35% with dependents, compared to 7% without dependents); and

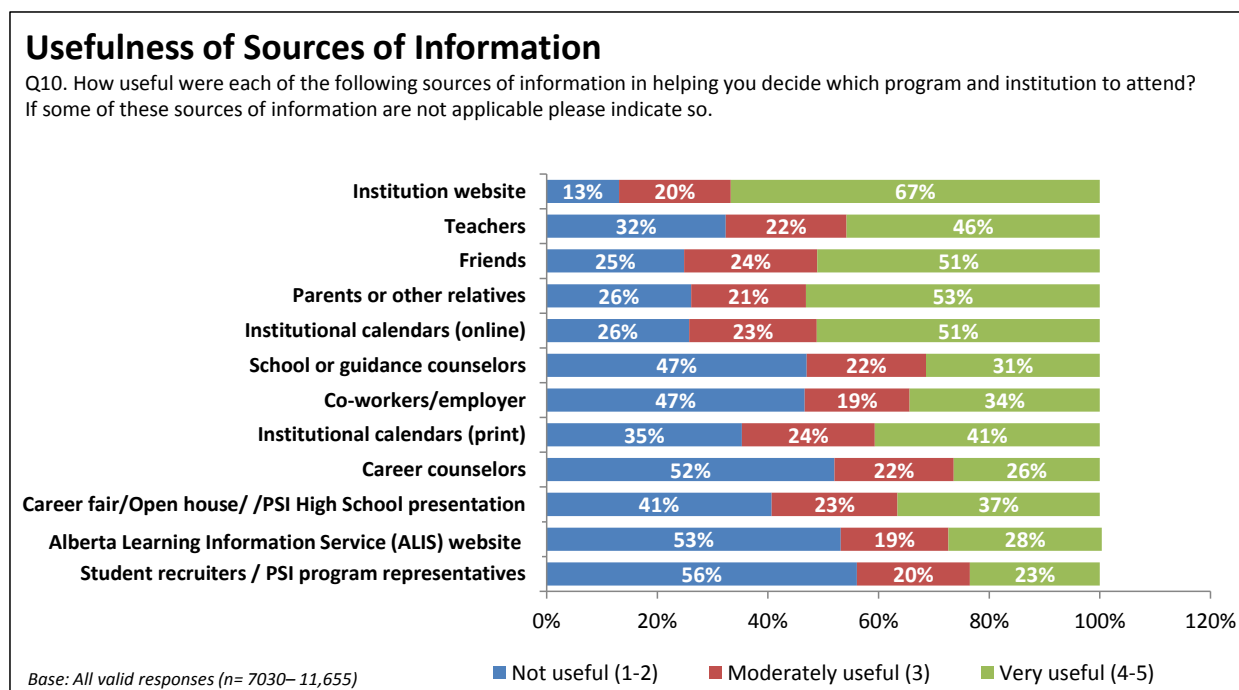
- Graduates who last attended high school outside of Canada (24% outside of Canada, compared to a range of 8%-18% elsewhere).

Those graduates who did not begin their post-secondary studies immediately following high school graduation, but waited for six years or more, are more commonly found to be females and those who were married or common law. This relates back to the trends discussed earlier between age and marital status, in that those graduates who entered their program of study six years or more after graduating high school may have done so due to personal commitments and obligations to their families.



## 6.1.2 Preparing for Post-secondary Education: Information Sources

Institution websites (67%) receive the majority of top score ratings (very useful 4-5 ratings) among graduates, followed by parents or other relatives (53%), friends (51%), and online institutional calendars (51%), in regards to their usefulness as sources of information.



Based on the mean scores attained for each source of information, the following information sources are rated useful (at least 3.0 mean) among graduates:

- ✓ Institution website (3.8)
- ✓ Parents or other relatives (3.4)
- ✓ Friends (3.3)
- ✓ Online calendars (3.3)
- ✓ Teachers (3.1)
- ✓ Printed calendars (3.0)

Institution websites nearly attained a 4.0 mean score (3.8). Typically, graduates who last attended high school outside of Canada consider all of these mentioned information sources more useful than graduates who last attended high school within Canada.

Information Source - Location					
	Total (Means)	Residence when first applying for post-secondary studies			
		Urban Alberta	Rural Alberta	Elsewhere in Canada	Outside Canada
Institution website	3.8	3.7	3.7	3.9	4.0
Teachers	3.1	3.1	3.1	2.9	3.6
Parents or other relatives	3.4	3.5	3.5	3.0	3.3
Friends	3.3	3.4	3.3	3.1	3.6
Calendars (online)	3.3	3.3	3.2	3.5	3.5
Calendars (print)	3.0	3.0	3.0	2.9	3.2
Information service (ALIS) website (www.Alis.Ab.Ca)	2.5	2.4	2.5	2.0	2.9
School or guidance counselors	2.7	2.6	2.7	2.5	3.1
Co-workers/employer	2.7	2.6	2.6	2.8	3.2
Career fair/open house/PSI high school presentation	2.8	2.9	2.9	2.4	2.9
Career counselors	2.5	2.5	2.5	2.3	2.9
Student recruiters /PSI program representatives	2.4	2.3	2.3	2.2	2.8

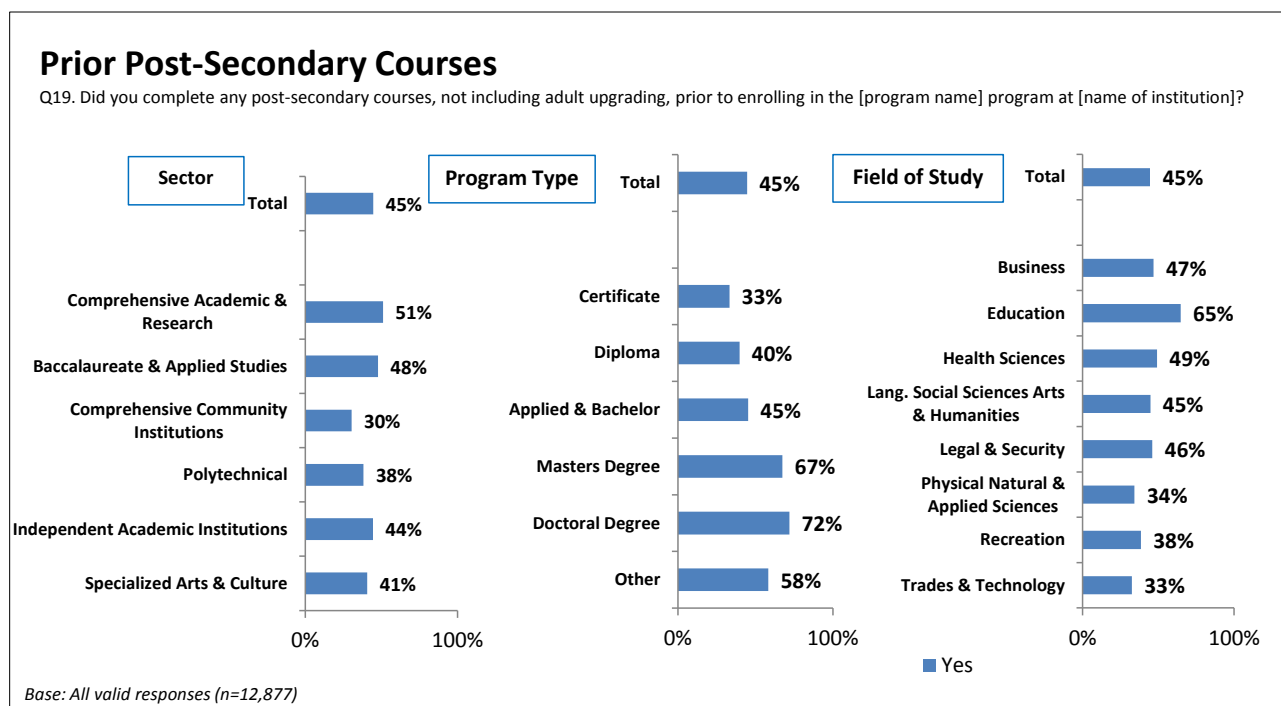
### 6.1.3 Prior Post-secondary Experience

Nearly half (45%) of graduates completed some post-secondary courses, not including upgrading, prior to enrolling at an Alberta post-secondary institution. Graduates of Comprehensive Academic and Research Institutions (51%, compared to a range of 30%-48% other sectors, excluding Specialized Arts and Culture), Master's Degree (67%) or Doctoral Degree (72%) programs (compared to a range of 33%-45% other program types), and those who completed their studies within Education (65%, compared to a range of 33%-49% other fields of study) are more likely to have completed any post-secondary courses, not including adult upgrading, prior to enrolling in their specific program at an Alberta post-secondary institution.

Other groups particularly likely to have completed any post-secondary courses, not including adult upgrading, prior to entering post-secondary, are as follows:

- ✓ Females (47% female, compared to 41% male);
- ✓ Older graduates (a range of 61%-63% 31 years or older, compared to a range of 12%-58% 30 years and younger);
- ✓ Married, common law, separated, divorced or widowed graduates (a range of 57%-61% married/common law/separated/divorced/widowed, compared to 38% single);

- ✓ Graduates who had dependents when entering post-secondary (56% with dependents, compared to 42% without dependents); and
- ✓ Graduates who last attended high school elsewhere in Canada (57% elsewhere in Canada, compared to a range of 39%-47% elsewhere).



## 6.2 Prior Learning Assessment and Recognition (PLAR)

Alberta Enterprise and Advance Education released the Prior Learning Assessment and Recognition (PLAR) Action Plan in 2008. PLAR is defined as assessing and formally recognizing a person’s knowledge and skills, acquired through non-formal and informal learning, in relation to a certain goal. The data obtained from this study is intended to help establish a baseline from which to assess increasing activity and demand for PLAR in the advanced education system as a result of implementing the PLAR Action Plan.

The PLAR Action Plan has resulted in a relatively new requirement for institutions to report awarded PLAR credits through the Learner Enrolment Reporting System. This may result in increased interest in and receptivity to expanding PLAR practices at some institutions. The ultimate goal of the PLAR Action Plan is to increase capacity for PLAR within the advanced education system, and this may potentially lead to an increased need for information about PLAR and new policies governing institutional PLAR practices.

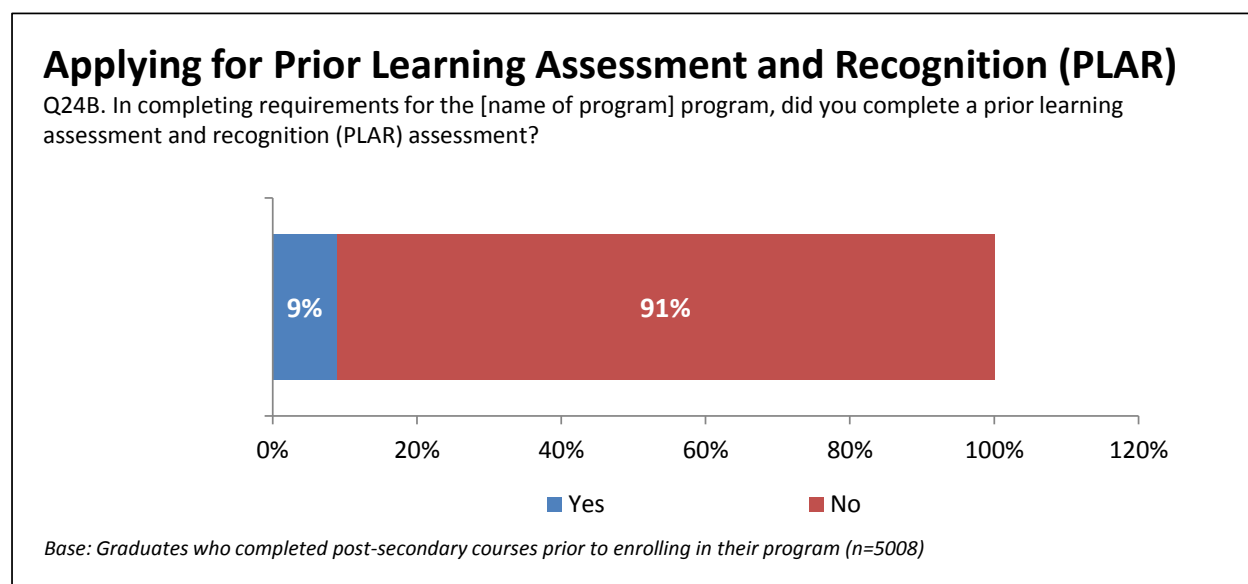


### 6.2.1 PLAR Application Incidence

Nine percent (9%) of graduates applied for prior learning assessment and recognition when enrolling at an Alberta post-secondary institution.

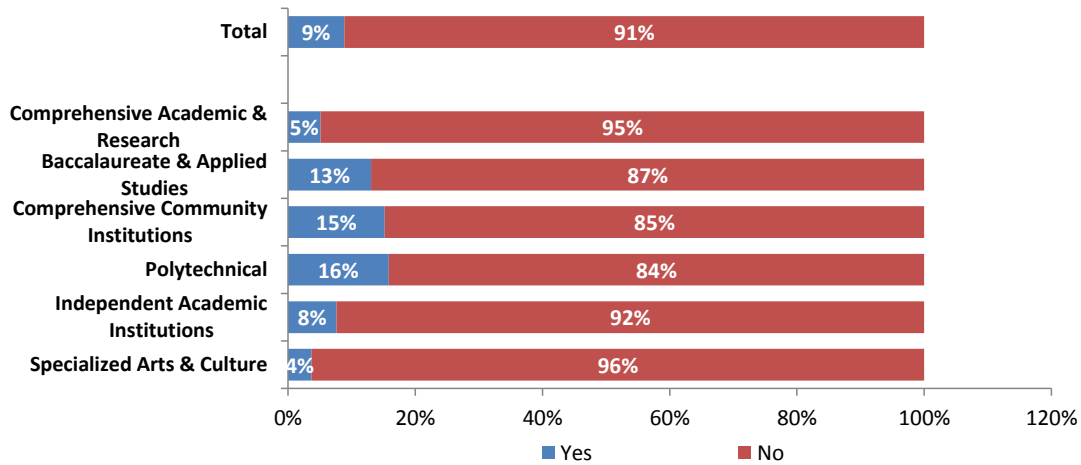
Application for PLAR is more common among:

- ✓ Older graduates (19% 41 years or older) than younger graduates (3% 23-25 years); and
- ✓ Graduates who had dependents (22%) than those who did not (7%).



## Applying for Prior Learning Assessment and Recognition (PLAR) – Sector

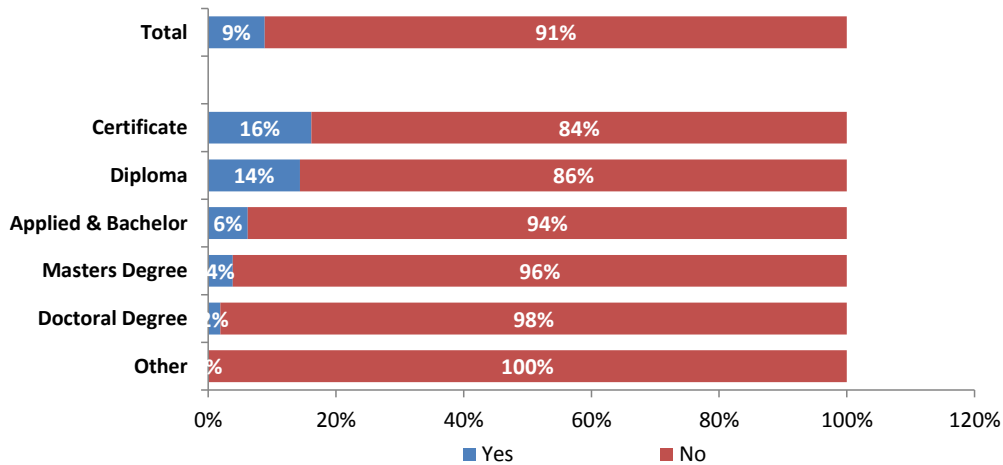
Q24B. In completing requirements for the [name of program] program, did you complete a prior learning assessment and recognition (PLAR) assessment?



Base: Graduates who completed post-secondary courses prior to enrolling in their program (n=5008)

## Applying for Prior Learning Assessment and Recognition (PLAR) – Program Type

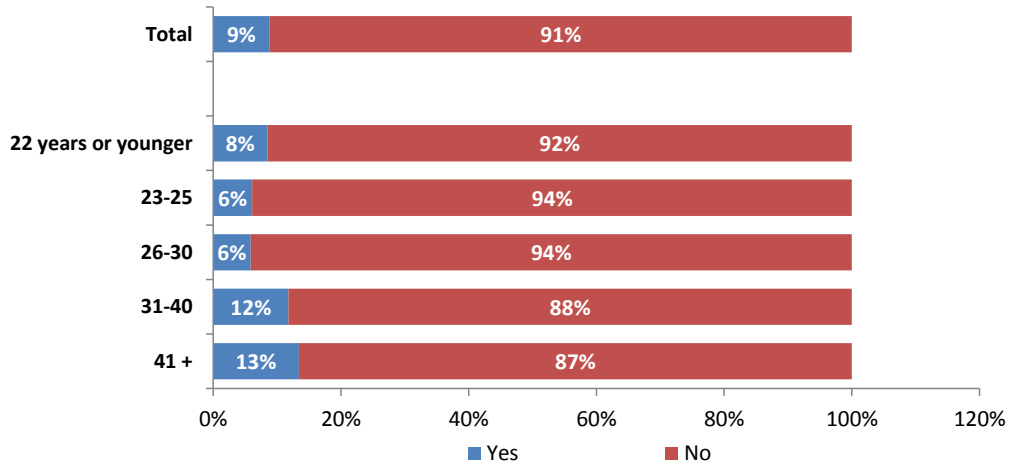
Q24B. In completing requirements for the [name of program] program, did you complete a prior learning assessment and recognition (PLAR) assessment?



Base: Graduates who completed post-secondary courses prior to enrolling in their program (n=5008)

## Applying for Prior Learning Assessment and Recognition (PLAR) – Age

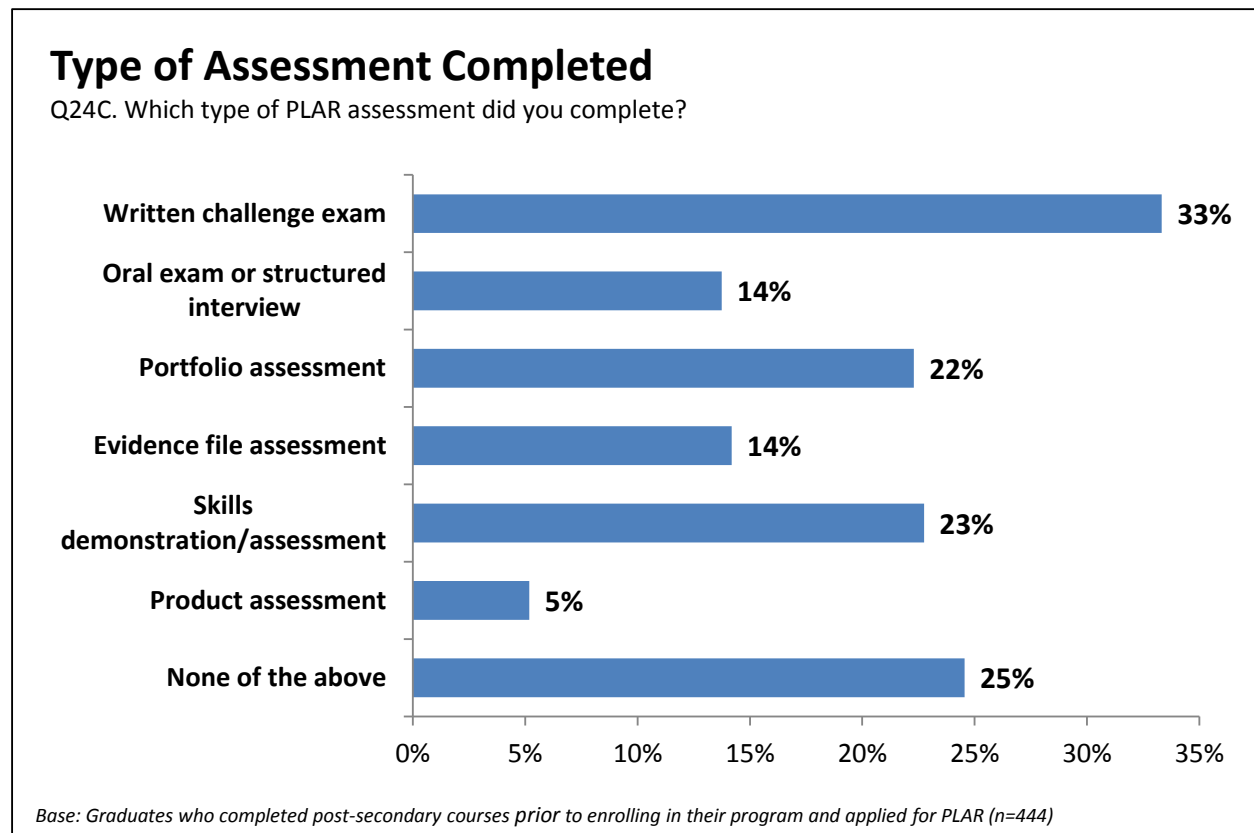
Q24B. In completing requirements for the [name of program] program, did you complete a prior learning assessment and recognition (PLAR) assessment?



Base: Graduates who completed post-secondary courses prior to enrolling in their program (n=5008)

### 6.2.2 Type of Assessment Completed

One third (33%) of graduates who completed PLAR indicated that they completed a written exam, while nearly a quarter indicated that they completed a skills demonstration or assessment (23%), or portfolio assessment (22%).



There are no significant differences in the type of assessment graduates completed when comparing program types.

Type of Assessment – Program Type	Total (n=444)	Certificate (n=98)	Diploma (n=165)	Applied & Bachelor (n=142)	Masters Degree (n=30)*	Doctoral Degree (n=3)*	Other (n=0)*
Written challenge exam	33%	38%	31%	34%	30%	33%	-
Oral exam or structured interview	14%	15%	12%	14%	13%	33%	-
Skills demonstration/assessment	23%	27%	22%	20%	30%	33%	-
Product assessment	5%	9%	6%	3%	3%	-	-
Evidence file assessment	14%	14%	13%	17%	7%	-	-
Portfolio assessment	22%	19%	21%	25%	30%	33%	-

\* Caution to be used when interpreting data due to small sample size

Younger graduates (22 years or younger) were more likely to have completed any PLAR assessment than those 26 years or older.

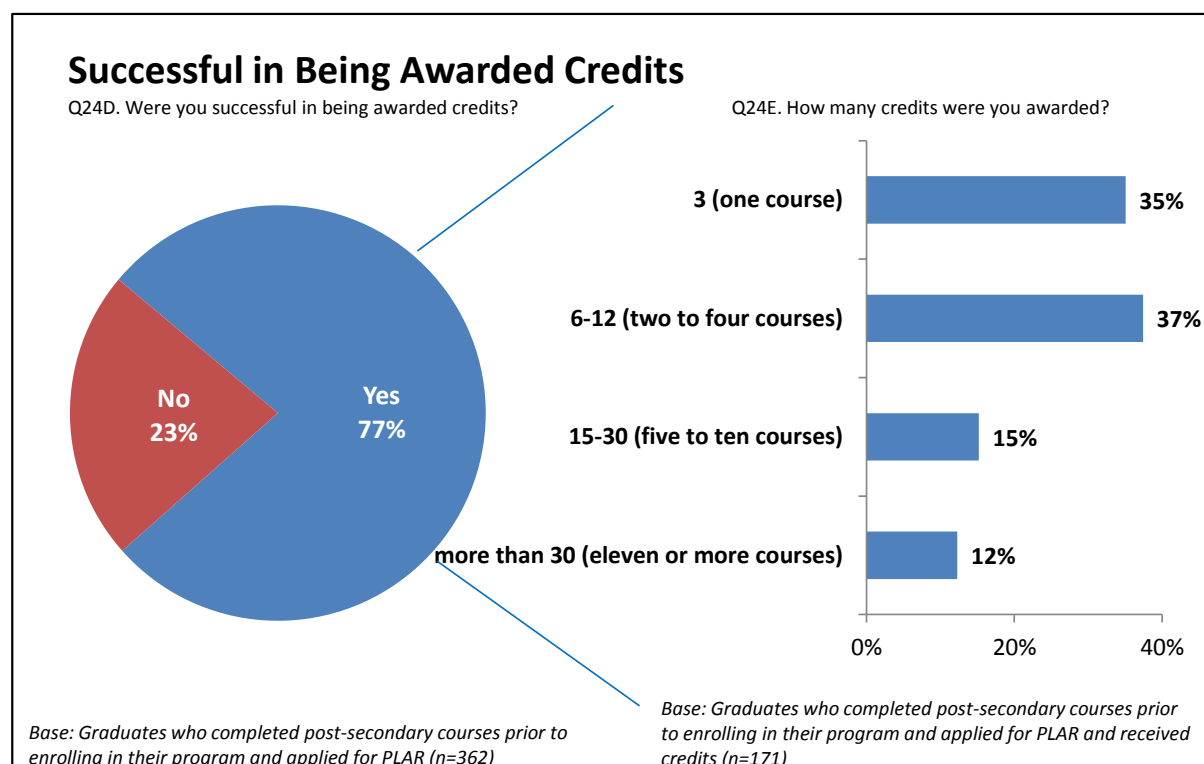
Type of Assessment – Age	Total (n=444)	22 years or younger (n=13)*	23-25 (n=66)	26-30 (n=96)	31-40 (n=127)	41+ (n=120)
Written challenge exam	33%	46%	39%	38%	33%	29%
Oral exam or structured interview	14%	15%	8%	15%	18%	13%
Skills demonstration/assessment	23%	15%	30%	25%	17%	26%
Product assessment	5%	15%	5%	6%	4%	6%
Evidence file assessment	14%	8%	9%	13%	15%	18%
Portfolio assessment	22%	23%	11%	18%	21%	33%

\* Caution to be used when interpreting data due to small sample size

### 6.2.3 PLAR Application: Success Rate

Over three quarters (77%) of graduates who applied for PLAR were successful in obtaining the credits they had hoped to achieve. Over a third (35%) of successful PLAR applicants received credits for one course, while thirty-seven percent (37%) received credits for two to four courses, fifteen percent (15%) received credit for five to ten courses, and twelve percent (12%) received credit for eleven or more courses.

Graduates 30 years or younger (100%) were more likely to have successfully achieved PLAR credits than older graduates (56% 41 years or older), as well as separated, divorced or widowed (100%) graduates compared to married or common law (53%) graduates, and those who last attended high school in rural Alberta (100%) compared to those who last attended high school in urban Alberta (50%) or elsewhere in Canada (33%).

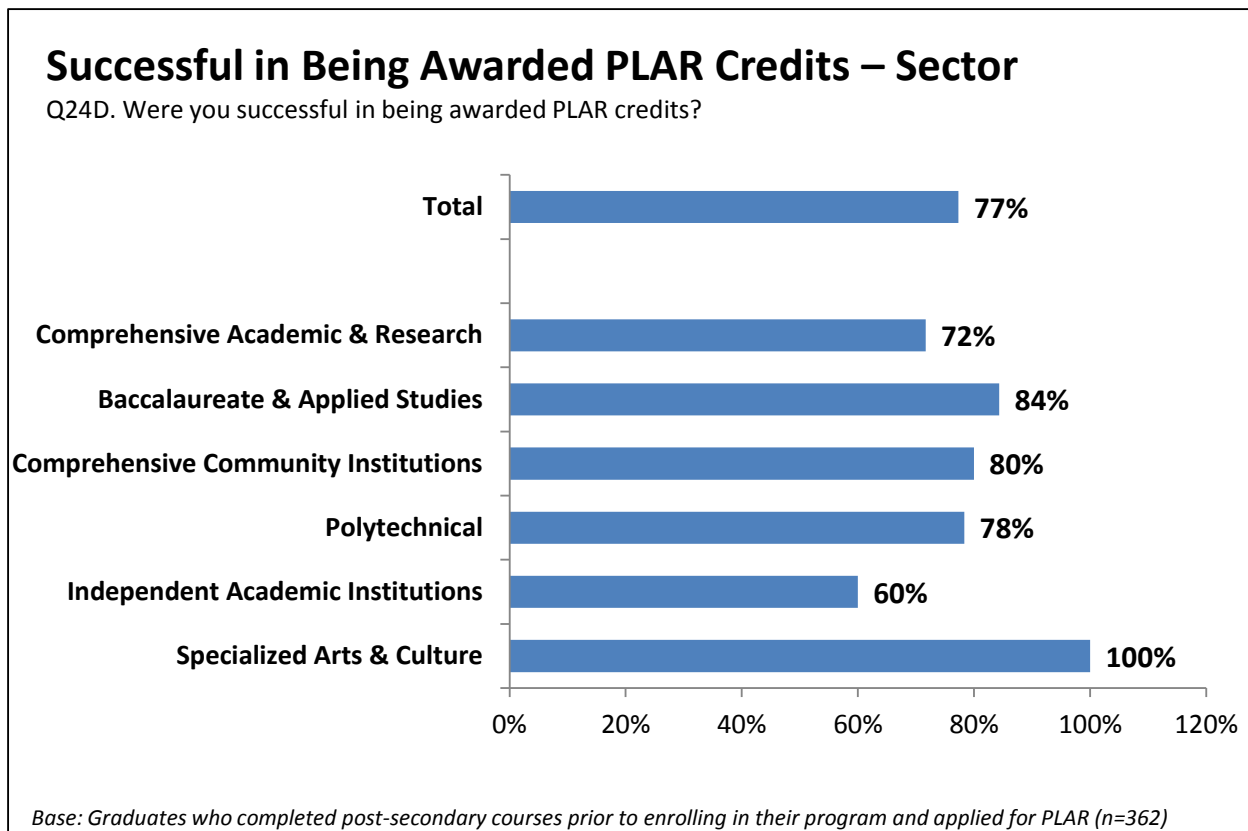


Graduates aged 23 to 25 years (55%) or 31 to 40 years (44%) are more likely than graduates over 40 years (18%) to have been awarded one course, while graduates over 40 years (16%) are more likely than those aged 23 to 25 years (3%) to have been awarded eleven or more courses.

Graduates over the ages of 31 years (a range of 18%-21%) are more likely than graduates between the ages of 23 to 25 years (3%) to have been awarded five to ten courses, and graduates aged of 26 to 30 years (45%) and over the age of 41 years (46%) are more likely to achieved two to four courses, than those aged of 31 to 40 years (22%).

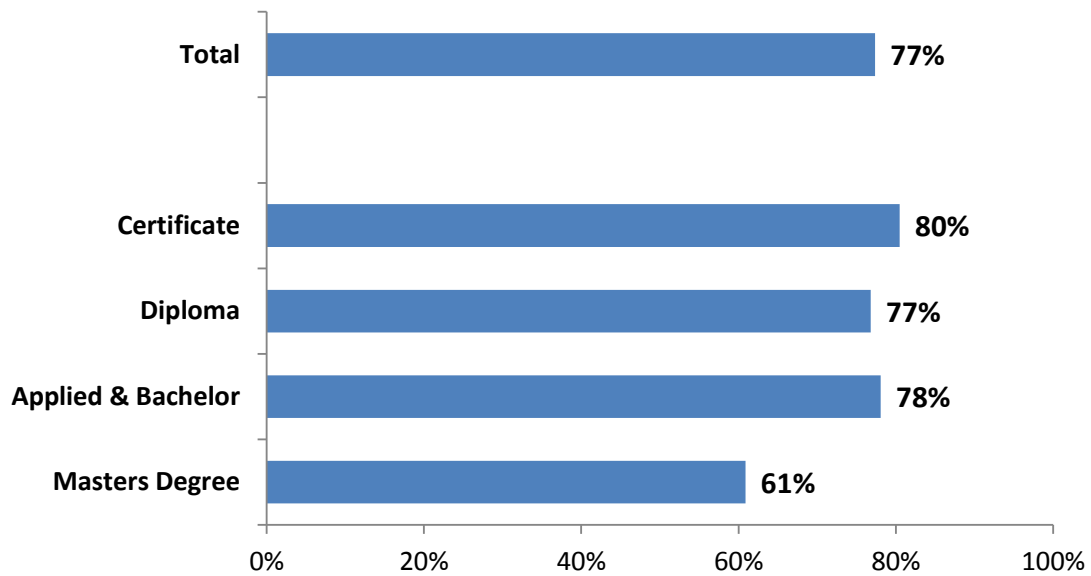
Number of Credits Awarded – Age	Total (n=171)	22 years or younger (n=6)*	23-25 (n=29)*	26-30 (n=29)*	31-40 (n=45)	41+ (n=57)
3 (one course)	35%	50%	55%	35%	44%	18%
6-12 (two to four courses)	37%	50%	38%	45%	22%	46%
15-30 (five to ten courses)	15%	-	3%	10%	18%	21%
More than 30 (eleven or more courses)	12%	-	3%	10%	16%	16%

\* Caution to be used when interpreting data due to small sample size



## Successful in Being Awarded PLAR Credits – Program Type

Q24D. Were you successful in being awarded PLAR credits?



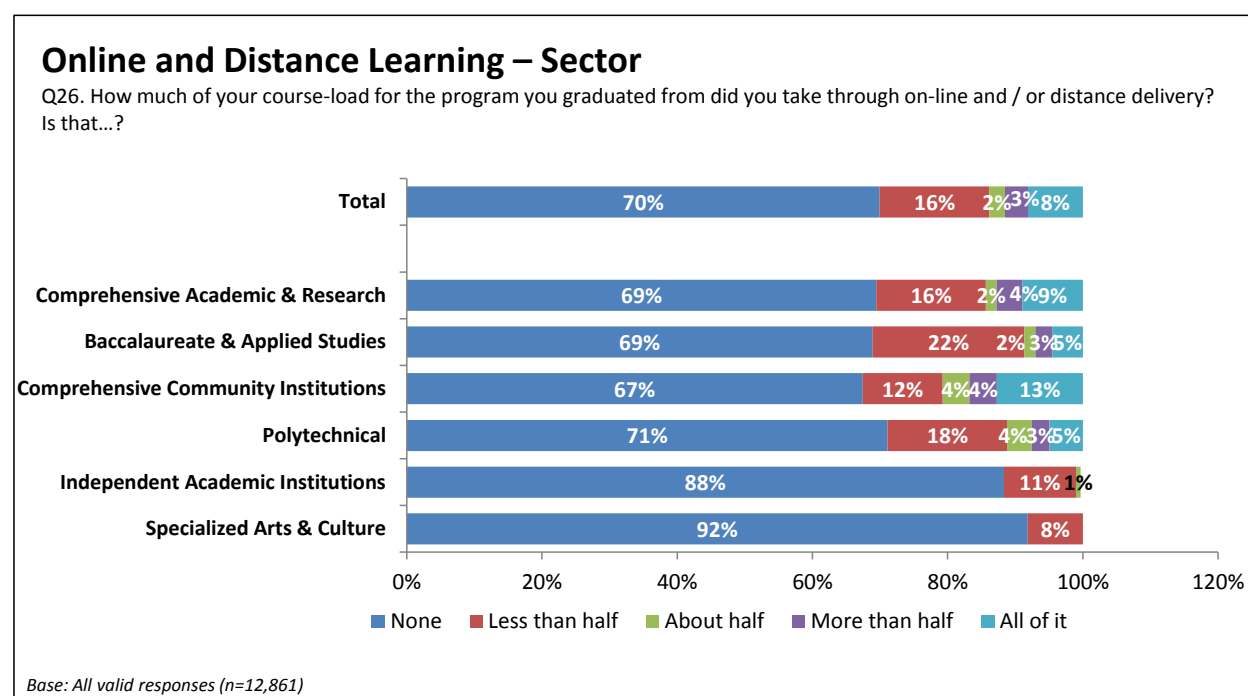
*Base: Graduates who completed post-secondary courses prior to enrolling in their program and applied for PLAR (n=362)*



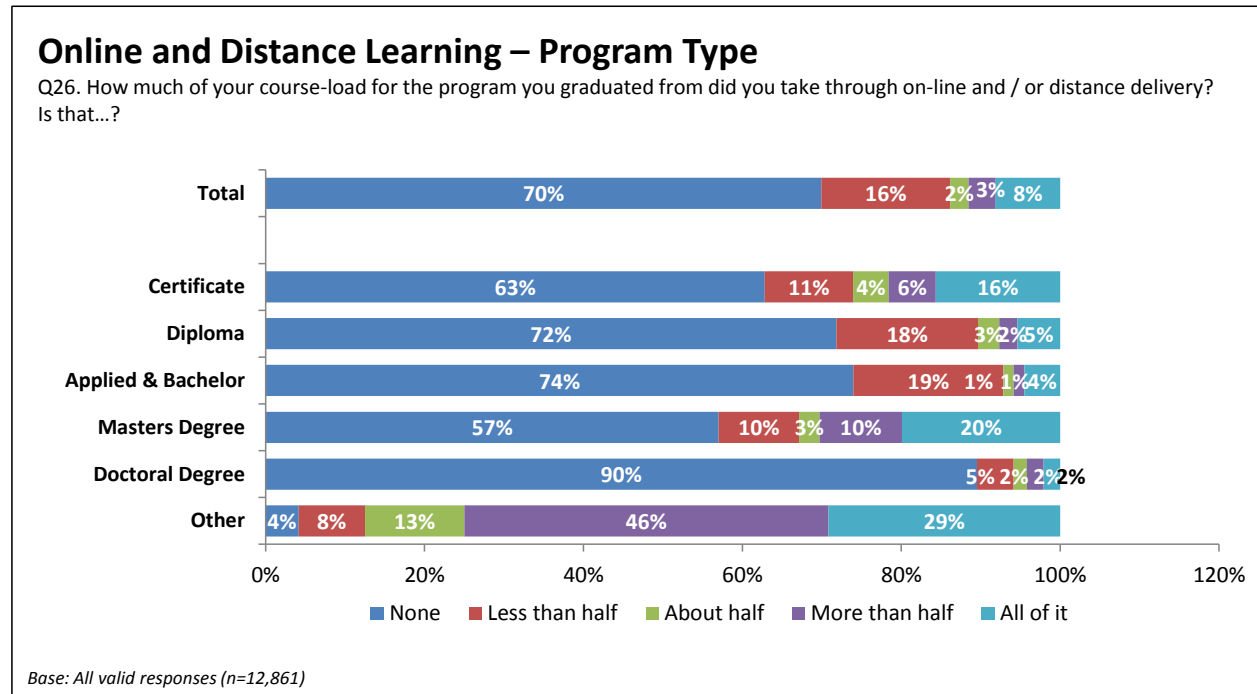
### 6.3 From the Classroom to Alternative Learning Channels

Although most graduates took classes the traditional way during their studies at Alberta post-secondary institutions, online or distance courses were taken by a number of students in various programs.

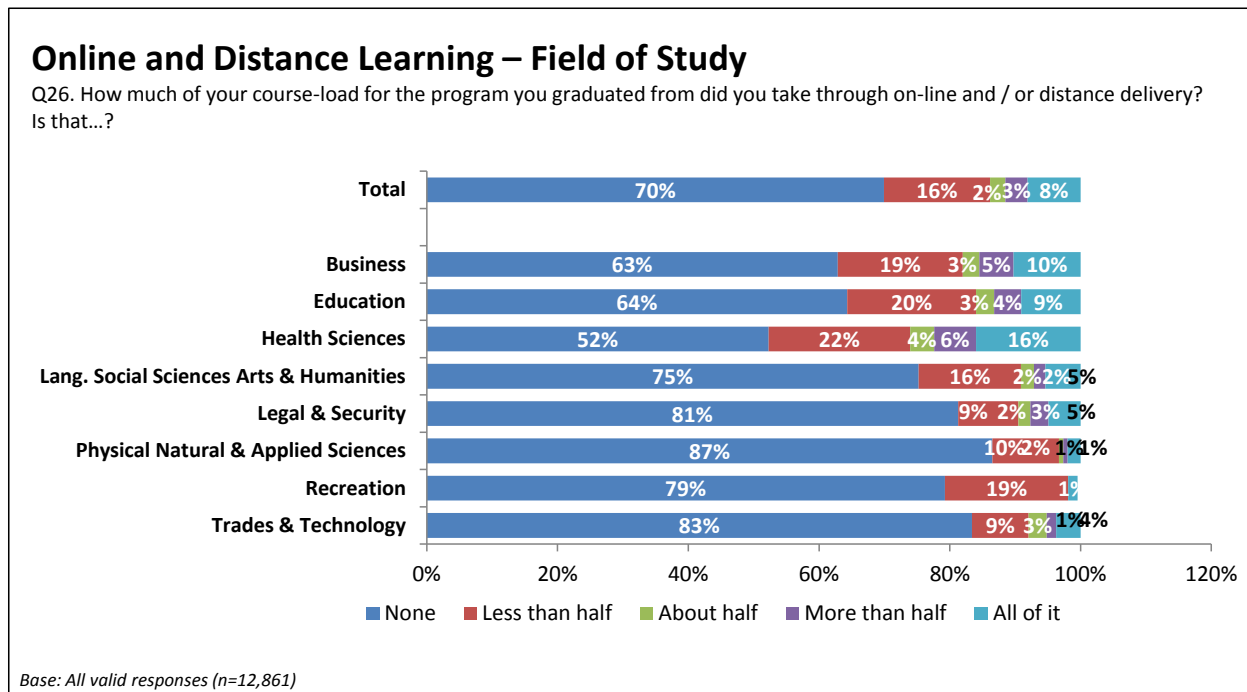
Graduates who completed their entire program through correspondence represent a greater proportion of total graduates among those attending Comprehensive Community Institutions (13%) than for other sectors (a range of <1%-9%).



Master’s Degree graduates (20%) are more likely to have completed their entire course-load through online and or distance delivery, than other program types (a range of 2%-16%).



A higher percentage of graduates studying Health Sciences (16%) completed their entire program through correspondence than for all other fields of study (a range of 1%-10%).



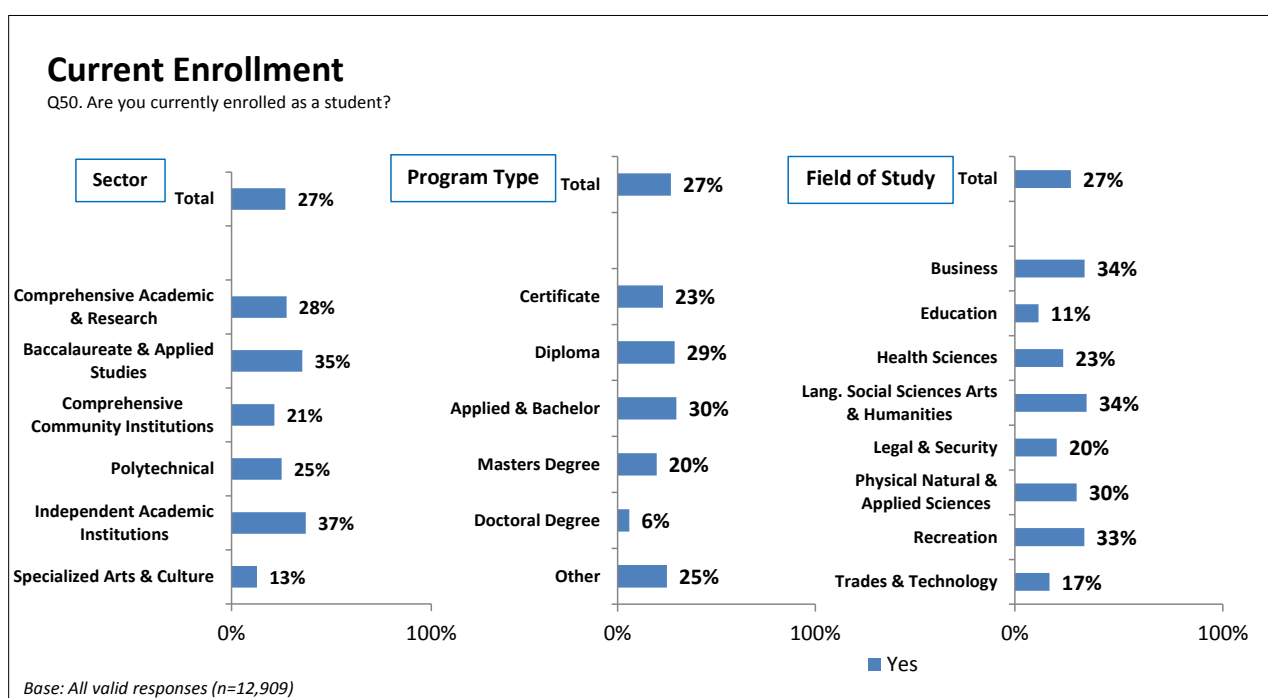
Groups of graduates that are more likely to have completed their entire program through correspondence include:

- ✓ Females (10% female, compared to 6% male);
- ✓ Graduates 41 years of age or older (30% 41 years or older, compared to a range of 1%-15% 40 years and younger);
- ✓ Married, common law, separated, divorced, or widowed graduates (a range of 21%-22% married/common law/separated/divorced/widowed, compared to 3% single);
- ✓ Graduates who had dependents when entering post-secondary (23% with dependents, compared to 5% without dependents); and
- ✓ Those who last attended high school elsewhere in Canada (20% elsewhere in Canada, compared to a range of 3%-9% elsewhere).

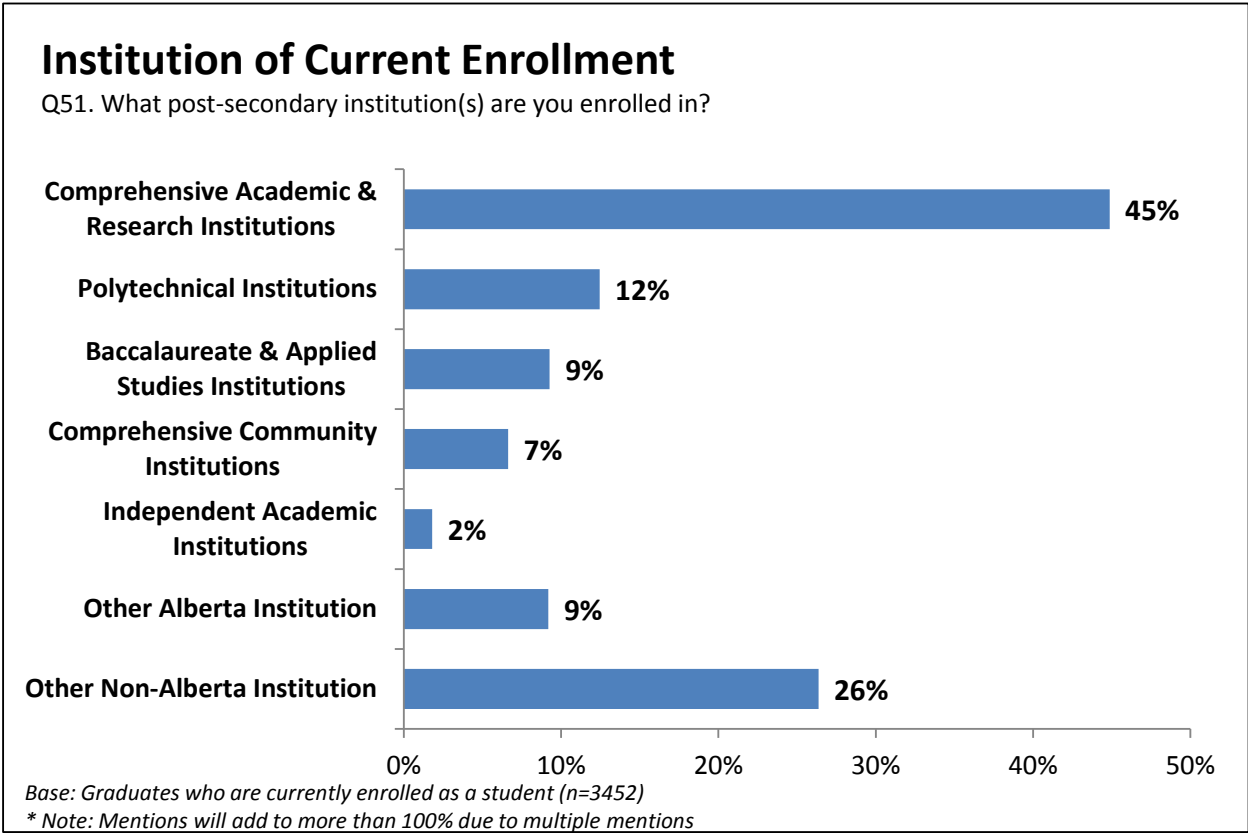
## 6.4 Post-Graduation: from 2010 to Today

After 2009-10 graduation, not all students entered the work force. Just over a quarter (27%) of 2009-10 graduates enrolled as students to further their education experience. A relatively high percentage of graduates who studied at Baccalaureate and Applied Studies (35%) and Independent Academic (37%) Institutions are found to have re-entered the education system when compared to graduates from all other sectors (a range of 13%-28%). Applied and Bachelor Degree (30%) and Diploma (29%) graduates are also more likely to be currently enrolled as students, when compared to Certificate (23%), Master's Degree (20%), and Doctoral Degree (6%) graduates, as are those graduates who studied either Business (34%) or Languages, Social Sciences, Arts, and Humanities (34%), when compared to graduates of all other fields of study (a range of 11%-30%), excluding graduates of the Recreation field.

The youngest graduates (a range of 34%-36% 25 years or younger) are more likely than older graduates (a range of 16%-24% 26 years or older) to enroll as students after 2009-10 graduation. It is also found that those graduates who were single (30% single, compared to a range of 16%-18% married/common law/separated/divorced/widowed), had no dependents (29% without dependents, compared to 18% with dependents), and last attended high school in urban Alberta (31% urban Alberta, compared to a range of 22%-26% elsewhere) were more likely to enroll as a student after graduation.



Alberta 2009-10 graduates currently enrolled in post-secondary studies tend to have chosen a Comprehensive Academic and Research Institution (45%), followed by an out-of-province post-secondary institution (26%), a Polytechnical Institution (12%), a Baccalaureate and Applied Studies Institution (9%) or other Alberta institution (9%), or a Comprehensive Community Institution (7%). Graduates furthering their post-secondary education tend to currently be enrolled in a similar type of institution to the one they chose for the program they completed in 2009-10. Most notably, 60% of those who completed a program at an institution in the Comprehensive Academic and Research Institution sector are currently enrolled in an institution in that same sector.



Of all the graduates currently enrolled as a student, two-thirds (66%) are full-time and one-third (34%) are part-time.

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

- ✓ Comprehensive Academic and Research and Independent Academic Institution graduates (a range of 72%-78% Comprehensive Academic and Research and Independent

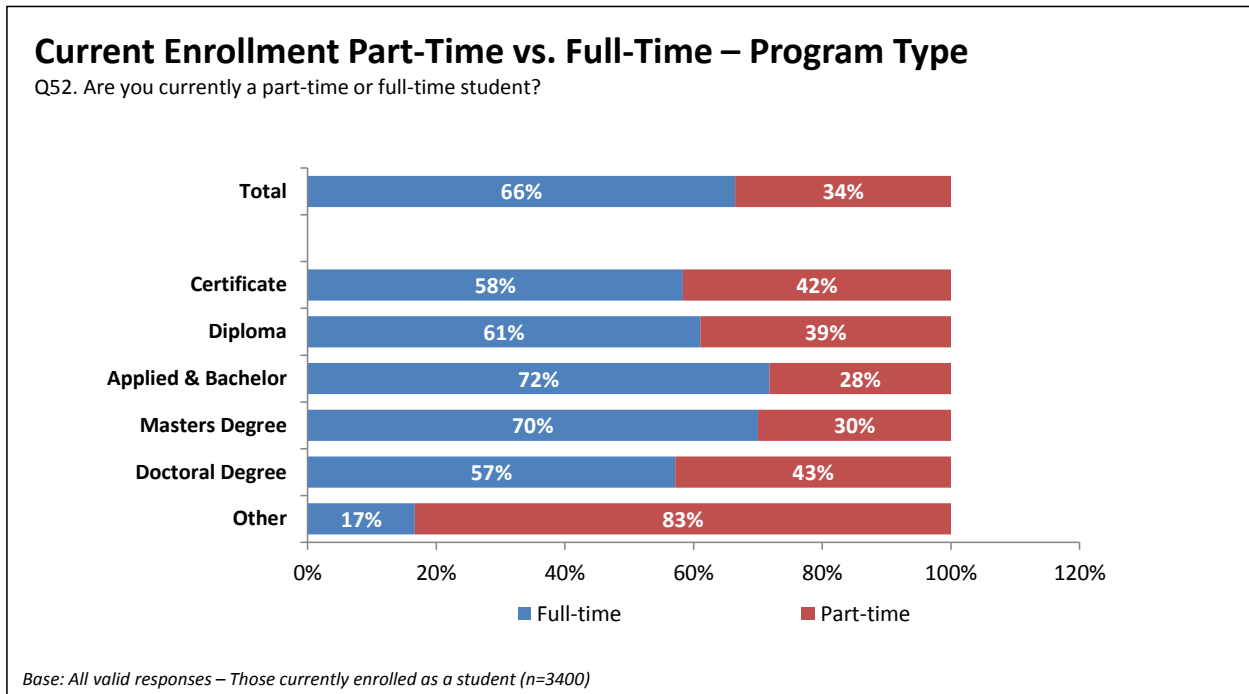
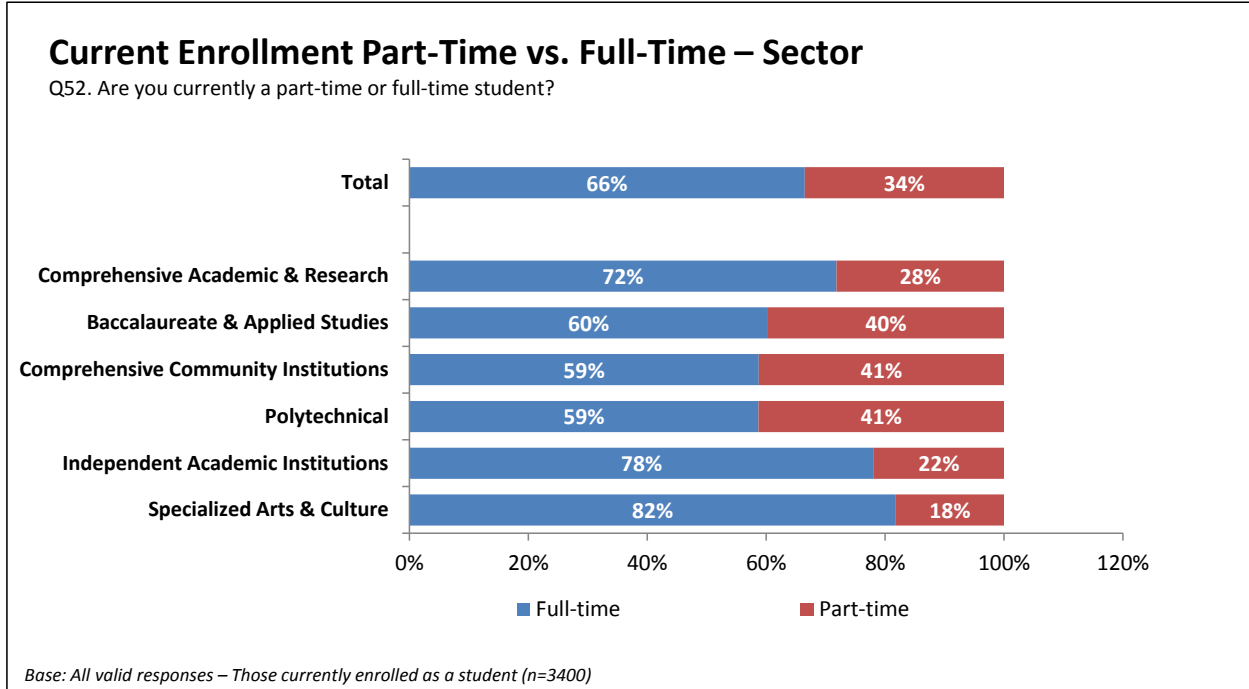
Academic, compared to a range of 59%-60% other sectors, excluding Specialized Arts and Culture);

- ✓ Applied and Bachelor and Master's Degree graduates (a range of 70%-72% Applied and Bachelor and Master's Degree, compared to a range of 17%-61% other program types, excluding Doctoral Degree);
- ✓ Physical, Natural, and Applied Sciences and Recreation graduates (a range of 85%-87% Physical, Natural, and Applied Sciences and Recreation, compared to a range of 46%-75% other fields of study);
- ✓ Males (69% male, compared to 65% female);
- ✓ Graduates 25 years of age or younger (a range of 76%-78% 25 years or younger, compared to a range of 34%-62% 26 years of age and older);
- ✓ Single graduates (72% single, compared to a range of 44%-48% married/common law/separated/divorced/widowed);
- ✓ Graduates who did not have dependents when entering post-secondary (70% without dependents, compared to 42% with dependents); and
- ✓ Graduates who last attended high school within Alberta (a range of 68%-71% with dependent, compared to 57% elsewhere).

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

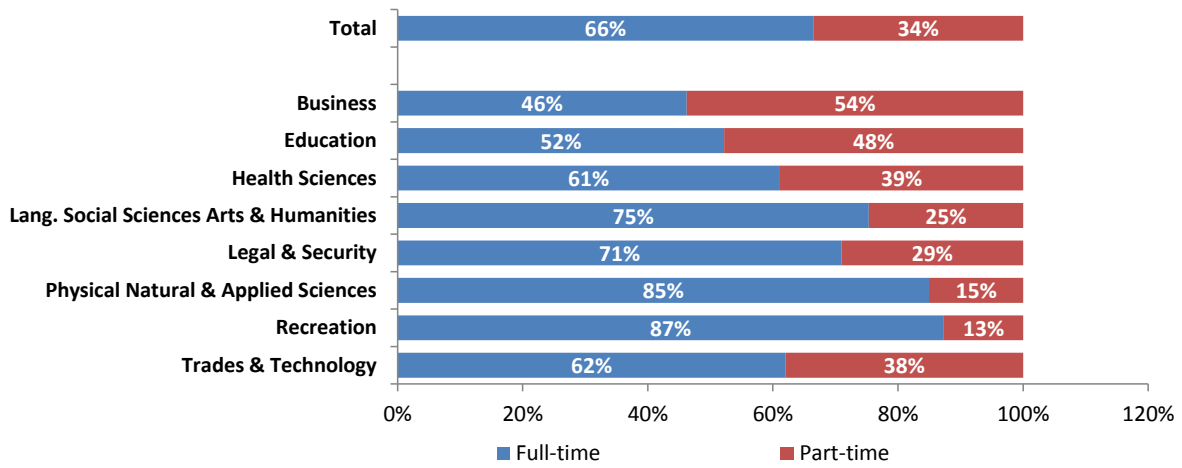
- ✓ Baccalaureate and Applied Studies, Comprehensive Community, and Polytechnical Institution graduates (a range of 40%-41% Baccalaureate and Applied Studies, Comprehensive Community, and Polytechnical, compared to a range of 22%-28% other sectors, excluding Specialized Arts and Culture);
- ✓ Certificate and Diploma graduates (a range of 39%-42% Certificate and Diploma, compared to a range of 28%-30% Applied and Bachelor, and Master's Degree);
- ✓ Business graduates (54% Business, compared to a range of 13%-39% other fields of study, excluding Education);
- ✓ Females (35% female, compared to 31% male);
- ✓ Graduates who are 41 years of age or older (66% 41 years or older, compared to a range of 22%-55% 40 years of age and younger);
- ✓ Married, common law, separated, divorced or widowed graduates (a range of 52%-57% married/common law/separated/divorced/widowed, compared to 28% single);
- ✓ Graduates who had dependents when entering post-secondary (58% with dependents, compared to 30% without dependents); and

- ✓ Graduates who last attended high school elsewhere in Canada or outside of Canada (43% elsewhere in Canada or outside of Canada, compared to a range of 29%-32% within Alberta).



## Current Enrollment Part-Time vs. Full-Time – Field of Study

Q52. Are you currently a part-time or full-time student?



Base: All valid responses – Those currently enrolled as a student (n=3400)



One half (50%) of graduates currently enrolled as a student are working towards either a graduate degree (25%) or undergraduate degree (25%).

Those groups more likely to be working towards a graduate degree include those who graduated from a Comprehensive Academic and Research (38%) or Independent Academic Institution (29%, when compared to a range of 6%-12% other sectors, excluding Specialized Arts and Culture), attained a Master's Degree (55%, when compared to a range of 4%-34% other program types), and those who completed their studies within Education (39%), Languages, Social Sciences, Arts, and Humanities (30%), Physical, Natural, and Applied Sciences (40%), or Recreation (40%, when compared to a range of 4%-21% other fields of study). Other groups with a greater tendency to be currently working towards a graduate degree include:

- ✓ Graduates 23 years of age and older (a range of 27%-29% 23 years and older, compared to 9% 23 years and younger);
- ✓ Separated, divorced or widowed graduates (40% separated/divorced/widowed, compared to 24% single); and
- ✓ Graduates who last attended high school elsewhere in Canada, or outside of Canada (a range of 28%-29% elsewhere in Canada, outside of Canada, compared to 23% within Alberta).

Graduates who are most likely to be currently studying to attain an undergraduate degree include those who graduated from a Baccalaureate and Applied Studies (37%), Comprehensive Community (39%) or Polytechnical (35%) Institution (when compared to a range of 16%-24% other sectors, excluding Specialized Arts and Culture), those who attained a Diploma (48%, compared to a range of 3%-21% other program types), and those who studied within Business (31%), Languages, Social Sciences, Arts, and Humanities (28%), Legal and Security (34%), or Trades and Technology (32%) fields of study (when compared to a range of 19%-20% other fields of study, excluding Recreation). Other groups who have a greater tendency to be currently working towards an undergraduate degree include:

- ✓ Graduates 23 years of age or younger (39% 23 years of age or younger, compared to a range of 15%-27% other ages);
- ✓ Single graduates (27% single, compared to a range of 13%-20% married/common law/separated/divorced/widowed);
- ✓ Graduates who did not have dependents when entering post-secondary (26% without dependents, compared to 21% with dependents); and

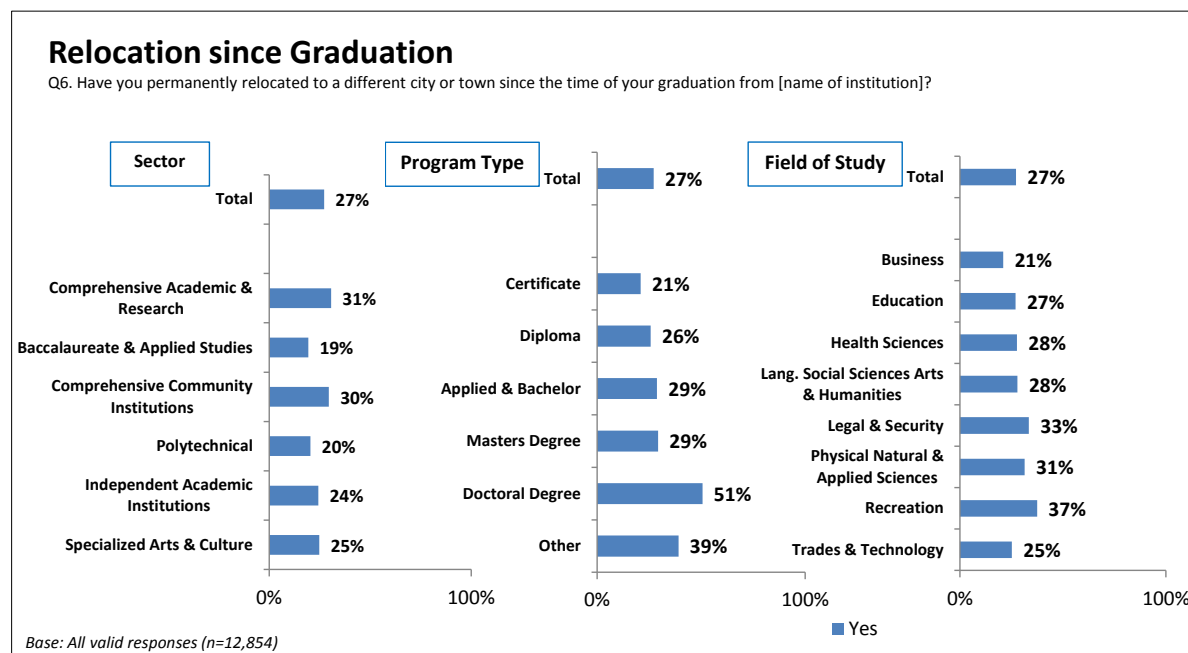
- ✓ Graduates who last attended high school within Alberta (27% within Alberta, compared to a range of 19%-21% elsewhere).

Type of Current Program – Program Type							
Graduates currently enrolled as a student	Total (n=3429)	Certificate	Diploma	Applied & Bachelor Degree	Masters Degree	Doctoral Degree	Other
Graduate Degree	25%	4%	11%	34%	55%	14%	17%
Undergraduate Degree	25%	21%	48%	18%	3%	7%	-
Diploma	12%	41%	9%	6%	4%	7%	-
Certificate	9%	19%	7%	8%	9%	29%	17%
Extension Certificate	1%	2%	1%	1%	1%	7%	-
Applied Degree	5%	4%	13%	1%	1%	-	-
Professional School (e.g. Law, Dentistry, Medicine)	6%	0%	1%	10%	7%	21%	17%
Professional Designation (e.g. CMA - Certified Management Accountant)	9%	2%	4%	14%	6%	-	17%
Other	9%	7%	6%	9%	15%	14%	33%

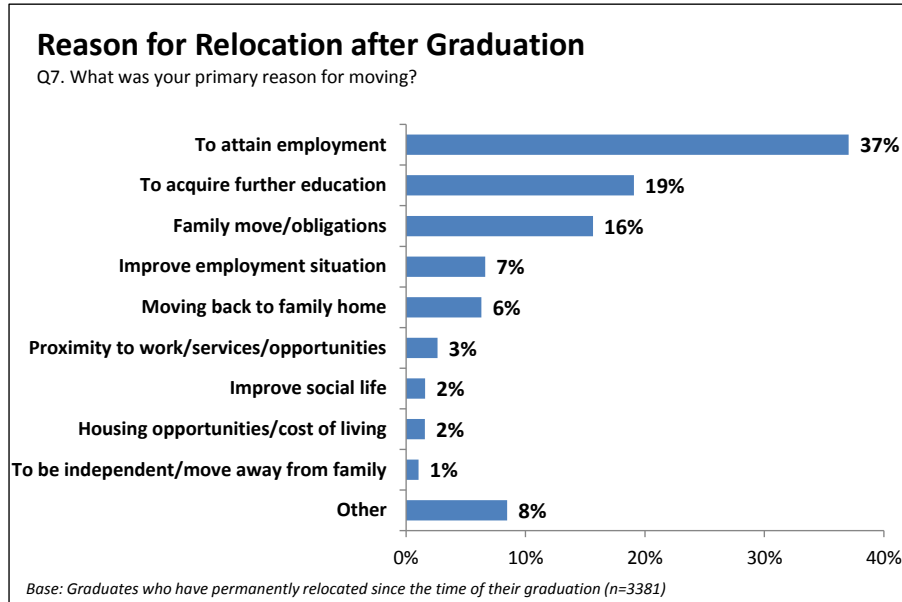
## 6.5 From One Location to Another

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

- ✓ Comprehensive Academic and Research and Comprehensive Community Institution graduates (a range of 30%-31% Comprehensive Academic and Research and Comprehensive Community Institutions, compared to a range of 19%-20% Baccalaureate and Applied Studies and Polytechnical Institutions);
- ✓ Doctoral Degree graduates (51% Doctoral Degree, compared to a range of 21%-29% other program types);
- ✓ Legal and Security, Physical, Natural, and Applied Sciences, and Recreation graduates (a range of 31%-37% Legal and Security, Physical, Natural, and Applied Sciences, and Recreation, when compared to a range of 21%-28% other fields of study);
- ✓ Graduates 30 years of age or younger (30% 30 years or younger, compared to a range of 17%-25% 31 years and older);
- ✓ Single graduates (30% single, compared to a range of 21%-24% married/common law/separated/divorced/widowed);
- ✓ Graduates who did not have dependents when entering post-secondary (30% without dependents, compared to 18% with dependents); and
- ✓ Graduates who last attended high school in rural Alberta or elsewhere in Canada (36% rural Alberta or elsewhere in Canada, compared to a range of 19%-23% elsewhere).



The reasons that graduates moved away after they graduated were primarily to attain employment (37%), followed by acquiring further education (19%), and because of family moving or family obligations (16%).

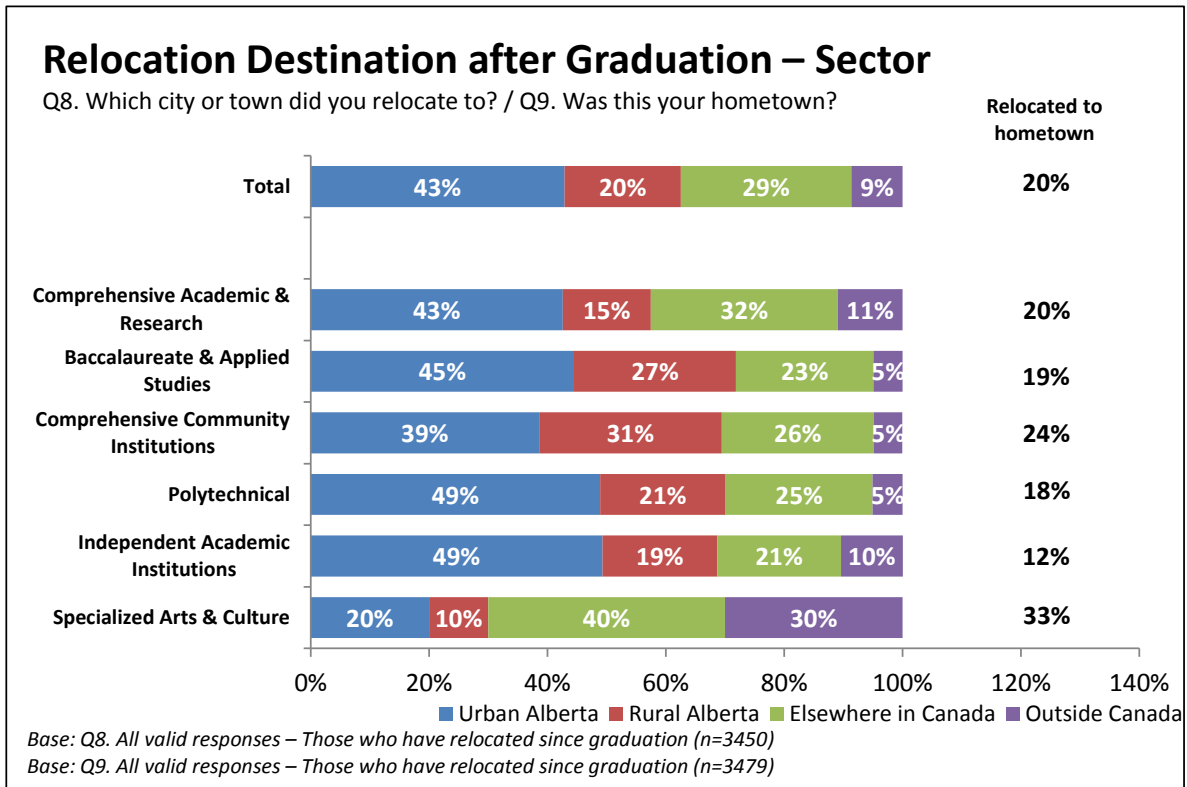


Primary Reason for Relocation Since Graduation – Program Type	Total (n=3381)	Certificate (n=426)	Diploma (n=832)	Applied & Bachelor Degree (n=1625)	Masters Degree (n=363)	Doctoral Degree (n=113)	Other (n=8)*
To attain employment	37%	34%	39%	35%	40%	52%	50%
Improve employment situation	7%	8%	6%	7%	6%	5%	-
Family move/obligations (including children, extended family, etc)	16%	21%	16%	14%	16%	12%	38%
To be independent/move away from family	1%	1%	1%	1%	-	-	-
Housing opportunities/cost of living	2%	3%	1%	2%	1%	-	-
Proximity to work/services/opportunities	3%	3%	4%	2%	1%	4%	-
Moving back to family home	6%	8%	7%	6%	6%	2%	-
To acquire further education	19%	14%	16%	22%	19%	18%	-
Improve social life	2%	3%	1%	2%	2%	2%	-
Other	8%	6%	10%	9%	8%	6%	13%
Employment	46%	46%	48%	44%	48%	61%	50%
Personal / Family	45%	49%	42%	47%	44%	33%	38%

\* Caution to be used when interpreting data due to small sample size

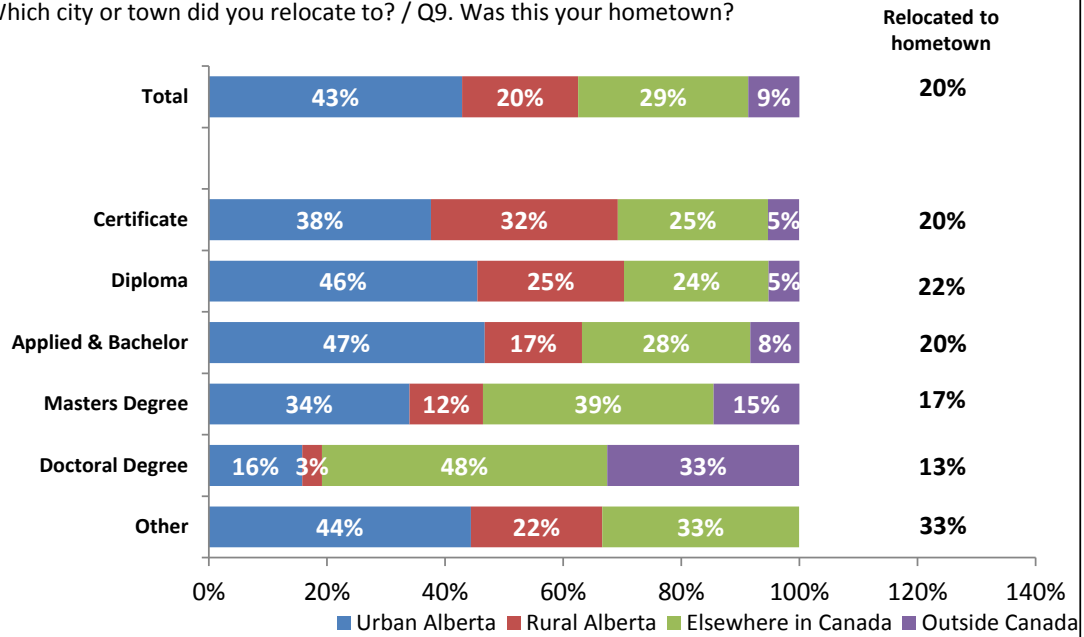
Primary Reason for Relocation Since Graduation – Field of Study	Total (n=3381)	Business (n=473)	Education (n=265)	Health Sciences (n=783)	Lang. Social Sciences Arts & Humanities (n=662)	Legal & Security (n=107)	Physical Natural & Applied Sciences (n=708)	Recreation (n=78)	Trades & Technology (n=305)
To attain employment	37%	37%	38%	32%	29%	42%	46%	28%	47%
Improve employment situation	7%	8%	6%	6%	6%	10%	7%	3%	7%
Family move/obligations (including children, extended family, etc)	16%	16%	20%	21%	17%	21%	8%	9%	10%
To be independent/move away from family	1%	1%	3%	1%	1%	-	1%	-	1%
Housing opportunities/cost of living	2%	1%	3%	1%	2%	3%	1%	-	2%
Proximity to work/services/opportunities	3%	3%	2%	2%	2%	3%	2%	5%	6%
Moving back to family home	6%	6%	8%	8%	5%	7%	4%	17%	6%
To acquire further education	19%	17%	10%	16%	28%	6%	23%	26%	11%
Improve social life	2%	2%	3%	2%	2%	1%	1%	1%	2%
Other	8%	9%	8%	10%	8%	8%	7%	12%	9%
Employment	46%	48%	46%	40%	37%	55%	55%	36%	59%
Personal / Family	45%	43%	46%	50%	55%	36%	38%	53%	32%

Just over two fifths (43%) of Alberta graduates relocated to an area of urban Alberta after graduation, with one-in-five (20%) moving back to their hometown.



## Relocation Destination after Graduation – Program Type

Q8. Which city or town did you relocate to? / Q9. Was this your hometown?



Base: Q8. All valid responses - Those who have relocated since graduation (n=3450)

Base: Q9. All valid responses - Those who have relocated since graduation (n=3479)

## 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 two-thirds (63%) of Alberta graduates had the primary goal of completing their program when they entered their post-secondary field of study, followed by fifteen percent (15%) who wished to attain employment.

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

- ✓ Comprehensive Academic and Research (71%) and Independent Academic Institutions (69%) graduates, when compared to other sector graduates (a range of 40%-61%);
- ✓ Applied and Bachelor Degree (71%) graduates, when compared to Certificate (50%), Master's Degree (68%) and Diploma (55%) graduates;
- ✓ Education graduates (74%) when compared to all other fields of study (a range of 46%-65%);
- ✓ Females (65% female, compared to 58% male);
- ✓ Graduates between the ages of 23 to 30 years (a range of 65%-66% 23-30 years, compared to a range of 55%-61% other ages);
- ✓ Single graduates (63% single, compared to a range of 56%-61% married/common law/separated/divorced/widowed);
- ✓ Graduates who did not have dependents when entering post-secondary (64% without dependents, compared to 60% with dependents); and
- ✓ Graduates who last attended high school elsewhere in Canada (68% elsewhere in Canada, compared to a range of 53%-64% elsewhere).

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

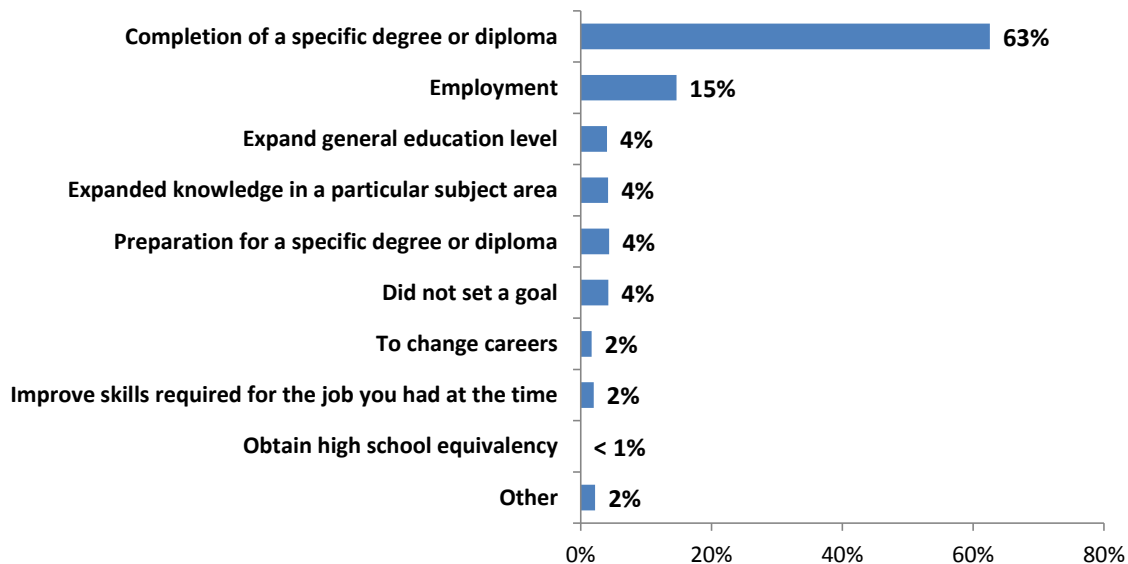
- ✓ Polytechnical (26%) Institution graduates, when compared to other sector graduates (a range of 8%-20%), excluding Specialized Arts and Culture;



- ✓ Certificate (23%) and Diploma (21%) graduates, when compared to other program type graduates (a range of 7%-10%);
- ✓ Trades and Technology graduates (29%), when compared to all other fields of study (a range of 10%-19%);
- ✓ Males (16% male, compared to 14% female);
- ✓ Graduates 23 years of age and younger (19% 23 years and younger, compared to a range of 12%-14% 23-30 years, and 14% 41 years or older);
- ✓ Married, common law, separated, divorced or widowed graduates (a range of 16%-20% married/common law/separated/divorced/widowed, compared to 14% single);
- ✓ Graduates who had dependents when entering post-secondary (17% with dependents, compared to 14% without dependents); and
- ✓ Graduates who last attended high school outside of Canada (21% outside of Canada, compared to a range of 12%-15% elsewhere).

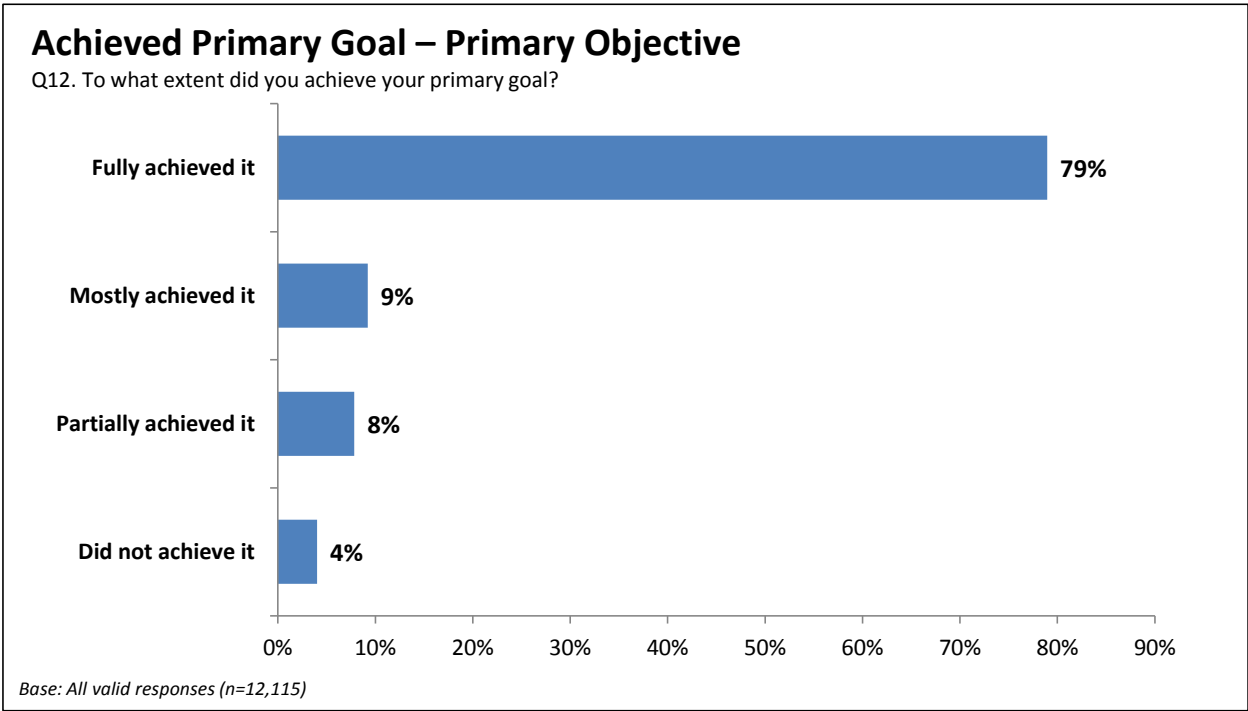
## Goals

Q11. What was your primary goal upon entering [name of institution]?



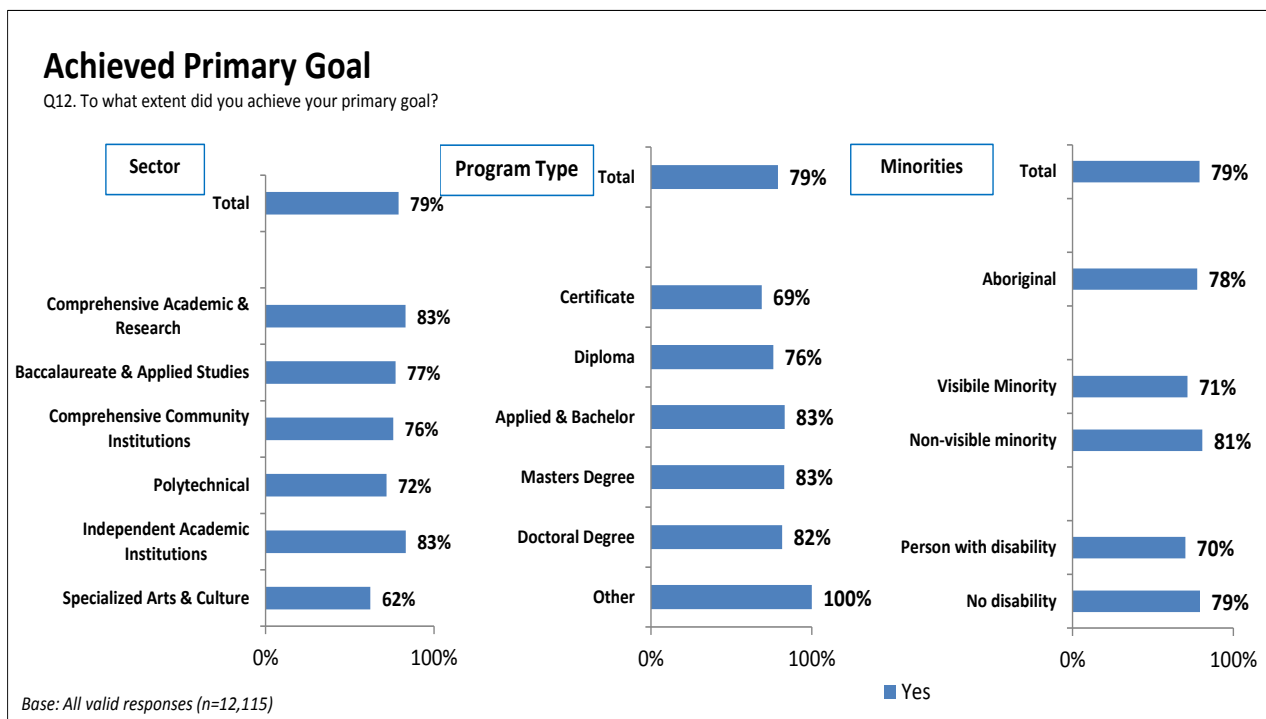
Base: All valid responses (n=12,690)

Over three-quarters (79%) of graduates fully achieved their primary goal(s) upon completion of their studies.



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

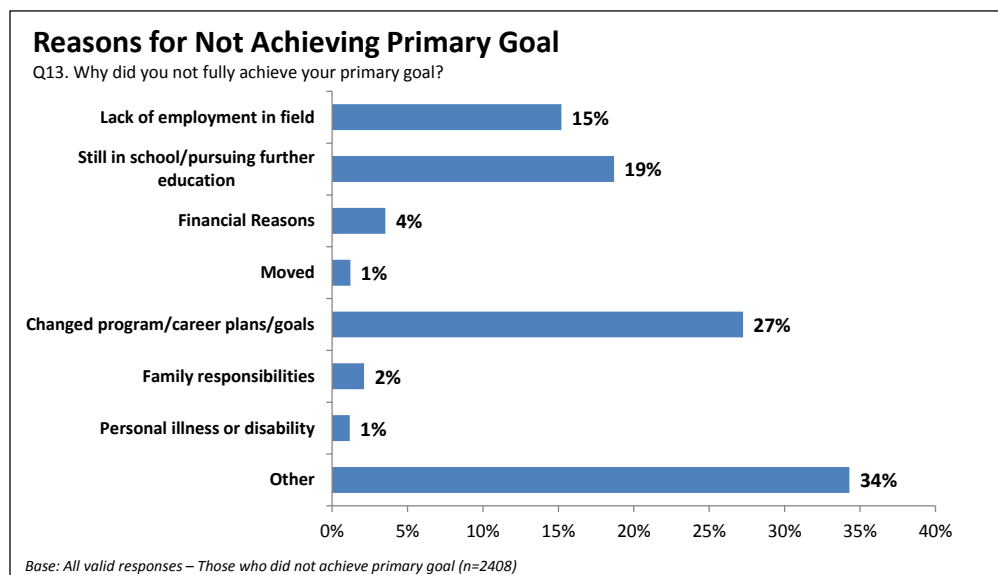
- ✓ Comprehensive Academic and Research (83%) and Independent Academic (83%) Institution graduates, when compared to all other sectors (a range of 62%-77%);
- ✓ Applied and Bachelor (83%), Master’s Degree (83%) or Doctoral Degree (82%) graduates, when compared to Certificate (69%) and Diploma (76%) graduates;
- ✓ Education graduates (88%), when compared to all other fields of study (a range of 72%-85%);
- ✓ Females (81%), compared to males (76%);
- ✓ Graduates 41 years of age or older (83%), compared to graduates 40 years of age and younger (a range of 73%-80%); and
- ✓ Graduates who last attended high school elsewhere in Canada (85%), compared to elsewhere (a range of 66%-82%).



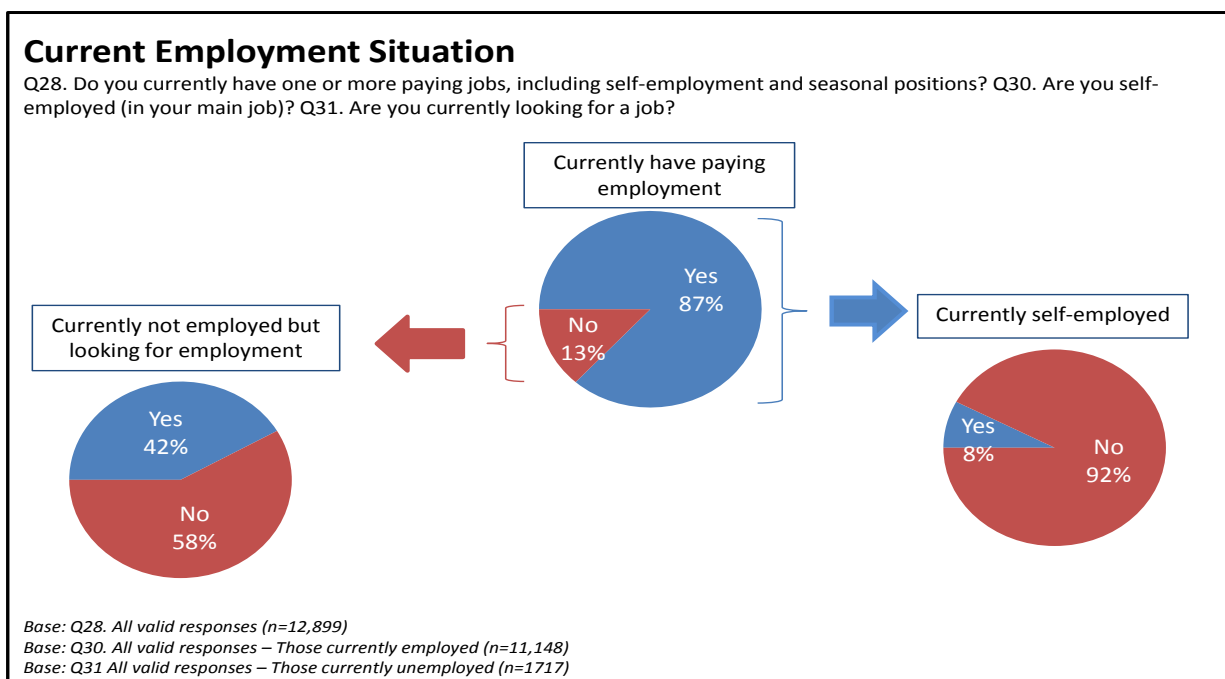
Of those graduates who did not achieve their primary goal upon graduation, just over a quarter (27%) mention changed program, career plans or goals as their primary reason, followed by a fifth (19%) who re-entered the post-secondary system to further pursue their academic goals.

Graduates least likely to achieve their primary goal due to changing programs, career plans or goals include:

- ✓ Comprehensive Academic and Research Institution graduates (35% compared to a range of 17%-27% other sectors, excluding Independent Academic and Specialized Arts and Culture Institutions);
- ✓ Applied and Bachelor Degree graduates (38% Applied and Bachelor, compared to a range of 19%-26% other program types, excluding Doctoral Degree);
- ✓ Education, Health Sciences, Languages, Social Sciences, Arts, and Humanities, Physical, Natural, and Applied Sciences, and Recreation graduates (a range of 29%-40% Education, Health Sciences, Languages, Social Sciences, Arts, and Humanities, Physical, Natural, and Applied Sciences, and Recreation, compared to a range of 19%-20% Business and Trades and Technology);
- ✓ Graduates between the ages of 23 to 30 years (a range of 32%-33% 23-30 years, compared to a range of 19%-22% other ages);
- ✓ Single graduates (30% single, compared to 20% married/common law);
- ✓ Graduates who did not have dependents when entering post-secondary (30% without dependents, compared to 18% with dependents); and
- ✓ Graduates who last attended high school within Canada (a range of 26%-32% within Canada, compared to 18% outside of Canada).



## 7.2 Employment



Currently, the majority (87%) of graduates have a paying job and, of those who have a paying job, eight percent (8%) are self-employed. Of those graduates who do not have paying employment, slightly over two-in-five (42%) are actively looking for employment.

Independent Academic Institution (22%) graduates are least likely to be currently employed, when compared to all other sector graduates (a range of 8%-14%).

Graduates who are most likely to be currently employed (87%) include:

- ✓ Doctoral Degree graduates (92% Doctoral Degree, compared to a range of 85%-88% Certificate, Applied and Bachelor, and Diploma);
- ✓ Legal and Security graduates (95% Legal and Security, compared to a range of 82%-90% other fields of study);
- ✓ Males (88% male, compared to 86% female);
- ✓ Graduates 31 years of age or older (a range of 90%-91% 31 years or older, compared to a range of 83%-88% 30 years and younger);
- ✓ Married or common law graduates (90% married/common law, compared to 86% single);

- ✓ Graduates who had dependents when entering post-secondary (90% with dependents, compared to 86% without dependents); and
- ✓ Graduates who last attended high school elsewhere in Canada (91% elsewhere in Canada, compared to a range of 84%-87% elsewhere).

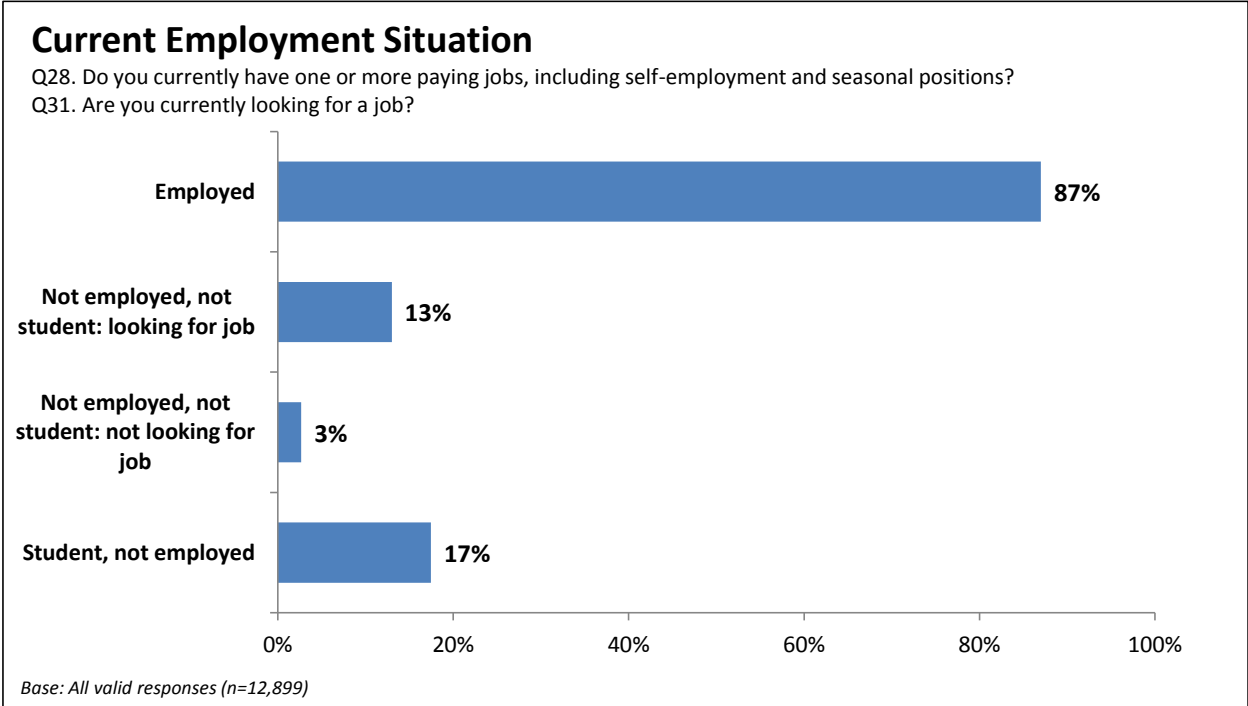
Those graduates who are most likely to be self-employed (8%) include:

- ✓ Specialized Arts and Culture Institution graduates (30% Specialized Arts and Culture, compared to a range of 6%-11% all other sectors);
- ✓ Certificate and Diploma graduates (a range of 8%-9% Certificate and Diploma, compared to 7% Applied and Bachelor);
- ✓ Languages, Social Sciences, Arts, and Humanities graduates (11% Languages, Social Sciences, Arts, and Humanities, compared to a range of 4%-9% other fields of study, excluding Recreation);
- ✓ Males (9% male, compared to 7% female);
- ✓ Graduates 41 years of age or older (10% 41 years or older, compared to 7% 23-25 years); and
- ✓ Graduates who last attended high school outside of Canada (9% outside of Canada, compared to 7% urban Alberta).

Graduates who are most likely to be currently unemployed (42%), but actively looking for employment, include:

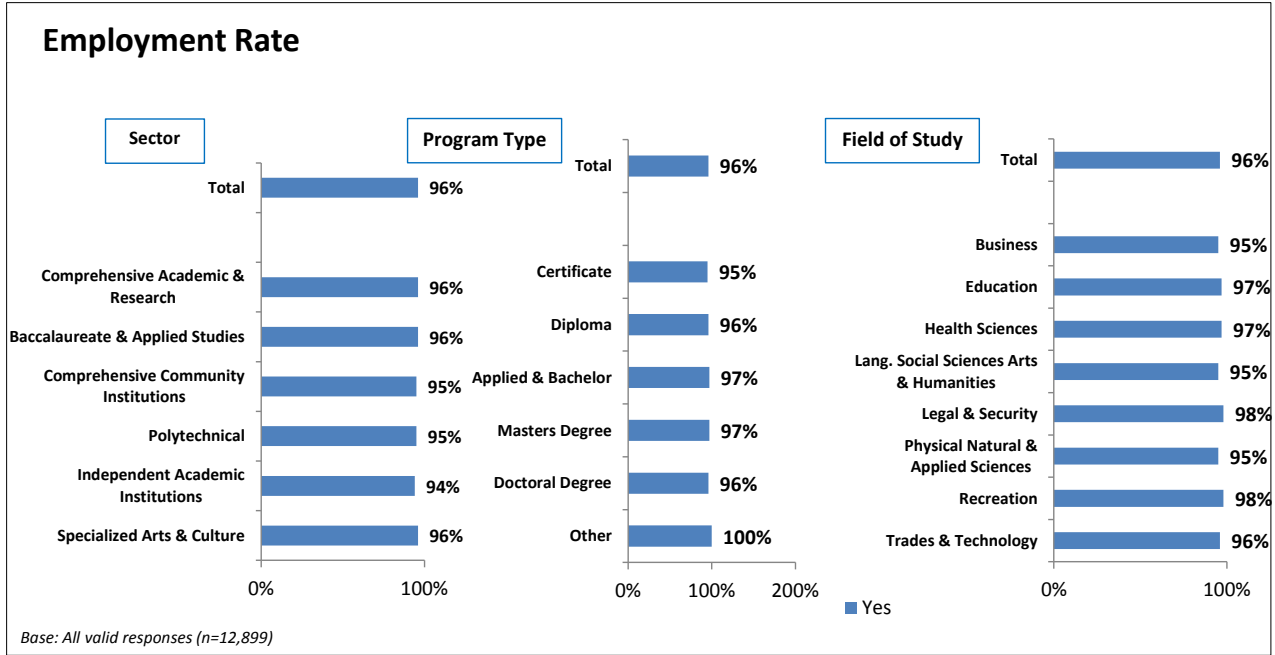
- ✓ Specialized Arts and Culture Institution graduates (86% Specialized Arts and Culture, compared to a range of 32%-55% all other sectors);
- ✓ Certificate and Diploma graduates (a range of 47%-52% Certificate and Diploma, compared to a range of 32%-37% Applied and Bachelor and Master's Degree);
- ✓ Business graduates (54% Business, compared to a range of 25%-44% other fields of study, excluding Legal and Security and Trades and Technology);
- ✓ Males (48% male, compared to 38% female);
- ✓ Graduates aged 23 years and younger, or 31 years of age or older (a range of 47%-54% 23 years and younger, 31 years of age or older, compared to 36% 23-25 years);
- ✓ Graduates who had dependents when entering post-secondary (52% with dependents, compared to 40% without dependents); and
- ✓ Graduates who last attended high school outside of Canada (55% outside of Canada, compared to a range of 37%-41% elsewhere).

Among 2009-10 Alberta graduates, eighty-seven percent (87%) are employed, while thirteen percent (13%) 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, seventeen percent (17%) are back in the post-secondary education system full time pursuing further educational endeavors. These totals are calculated among all 2009-10 Alberta graduates. Employment rates are also reported in Section 9, including calculations based on those who are in the active labour force only (either employed or looking for work).

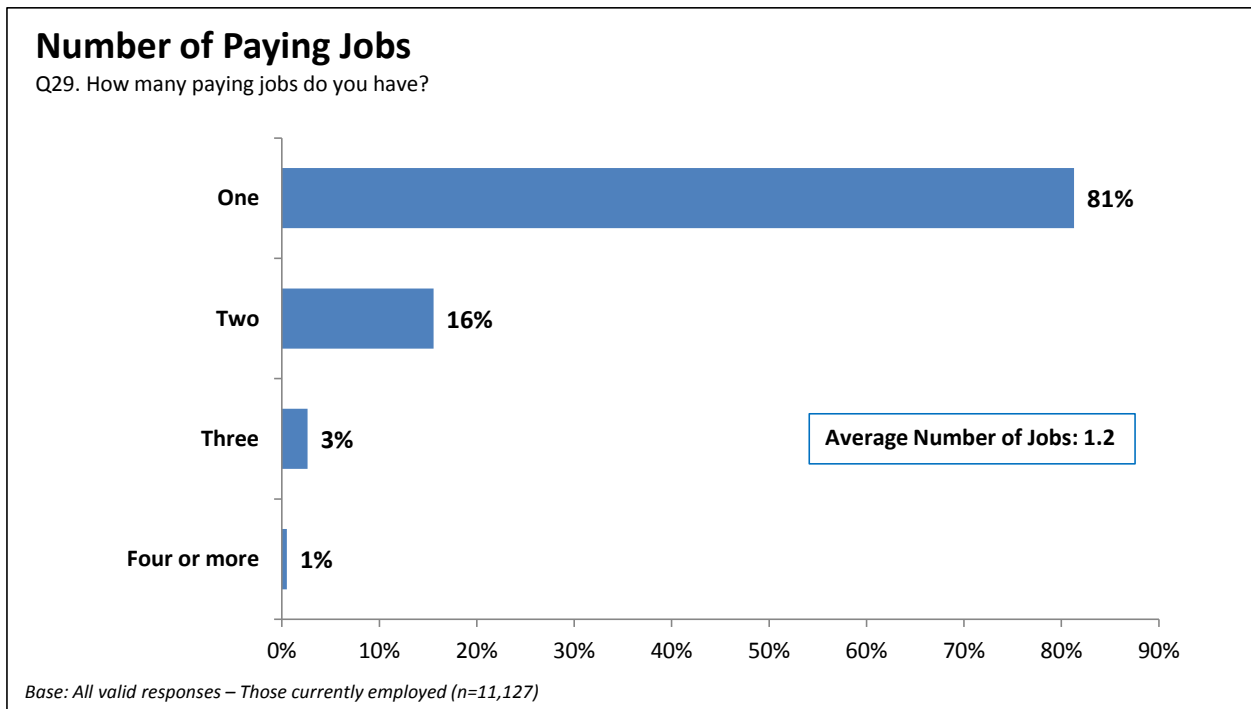


*Note: Percentages add to greater than 100% as graduates could be students as well as employed/not employed*

Among those 2009-10 Alberta graduates who are currently in the active labour force (those who are currently employed or looking for work), the employment rate is 96%. This calculation based on the active labour force excludes graduates who are currently not employed and not looking for work and those who are students who are currently not employed and not looking for work.

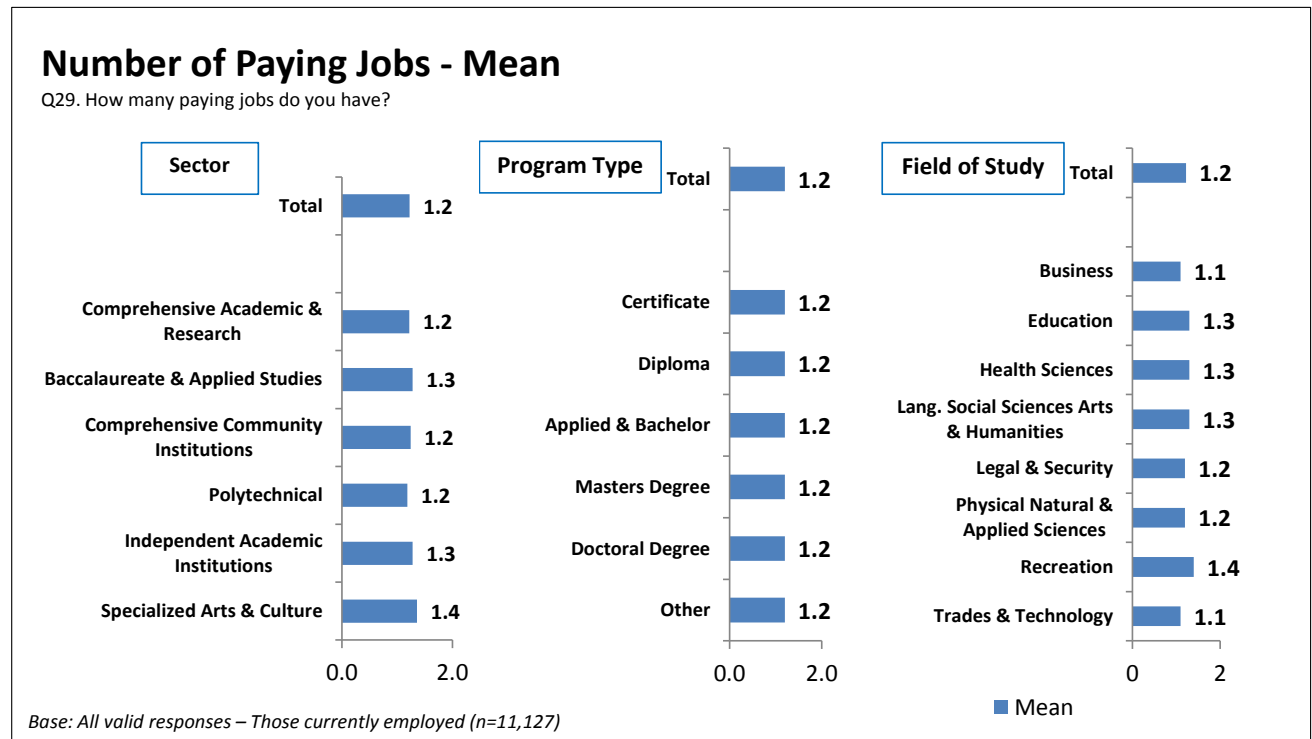


Among graduates who are currently employed, the average number of jobs that each student holds is 1.2. The majority (81%) of graduates mention having only one paying job while less than one-in-five (16%) have two.



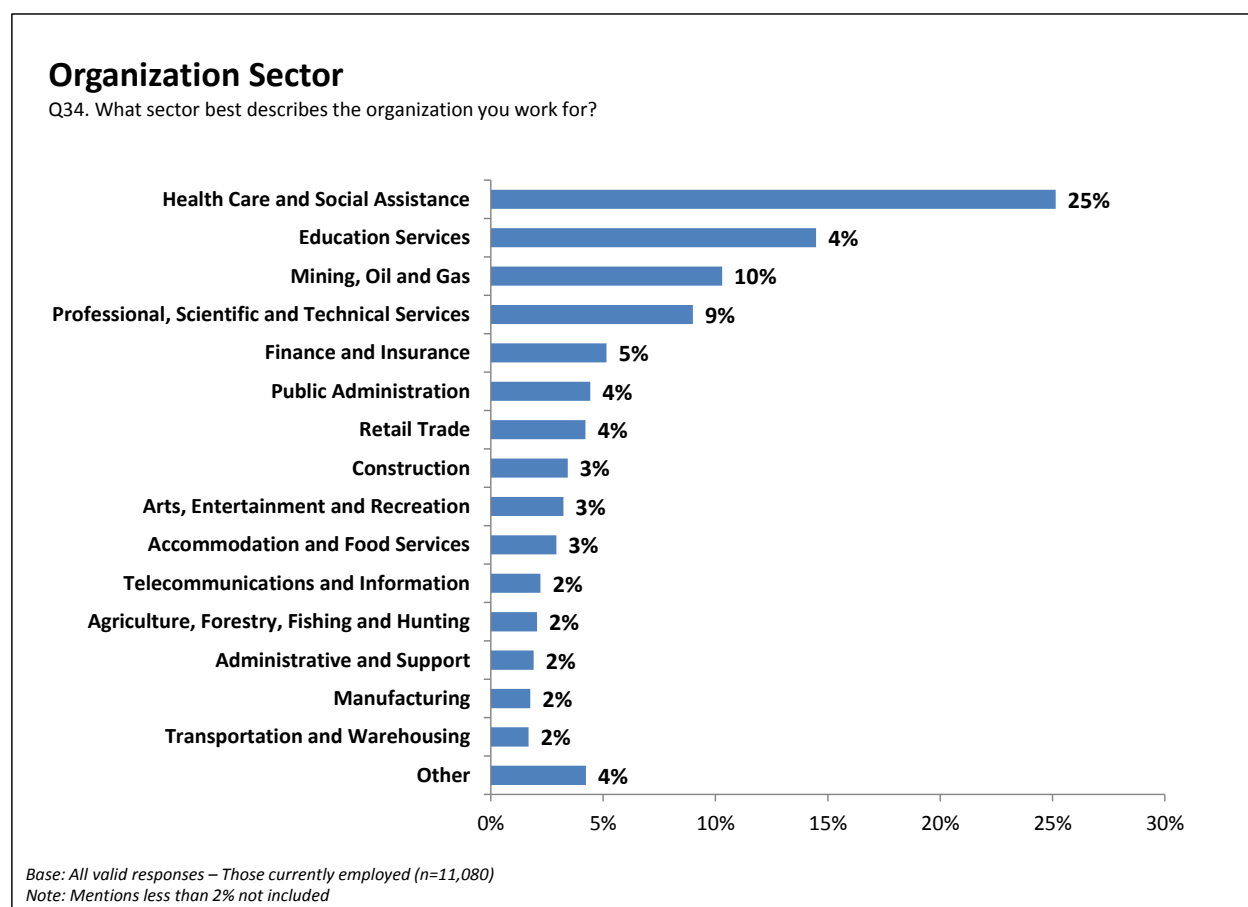


Employed Baccalaureate and Applied Studies (average of 1.3 jobs) and Specialized Arts and Culture (1.4) Institution graduates are more likely to hold more paying jobs when compared to employed graduates of Comprehensive Academic and Research (1.2) and Polytechnical (1.2) Institutions. The average number of paying jobs, 1.2, is consistent among employed graduates of all program types, however, employed graduates from within the Recreation (1.4) field, are found to have more paying jobs when compared to all other fields of study (a range of 1.1-1.3).



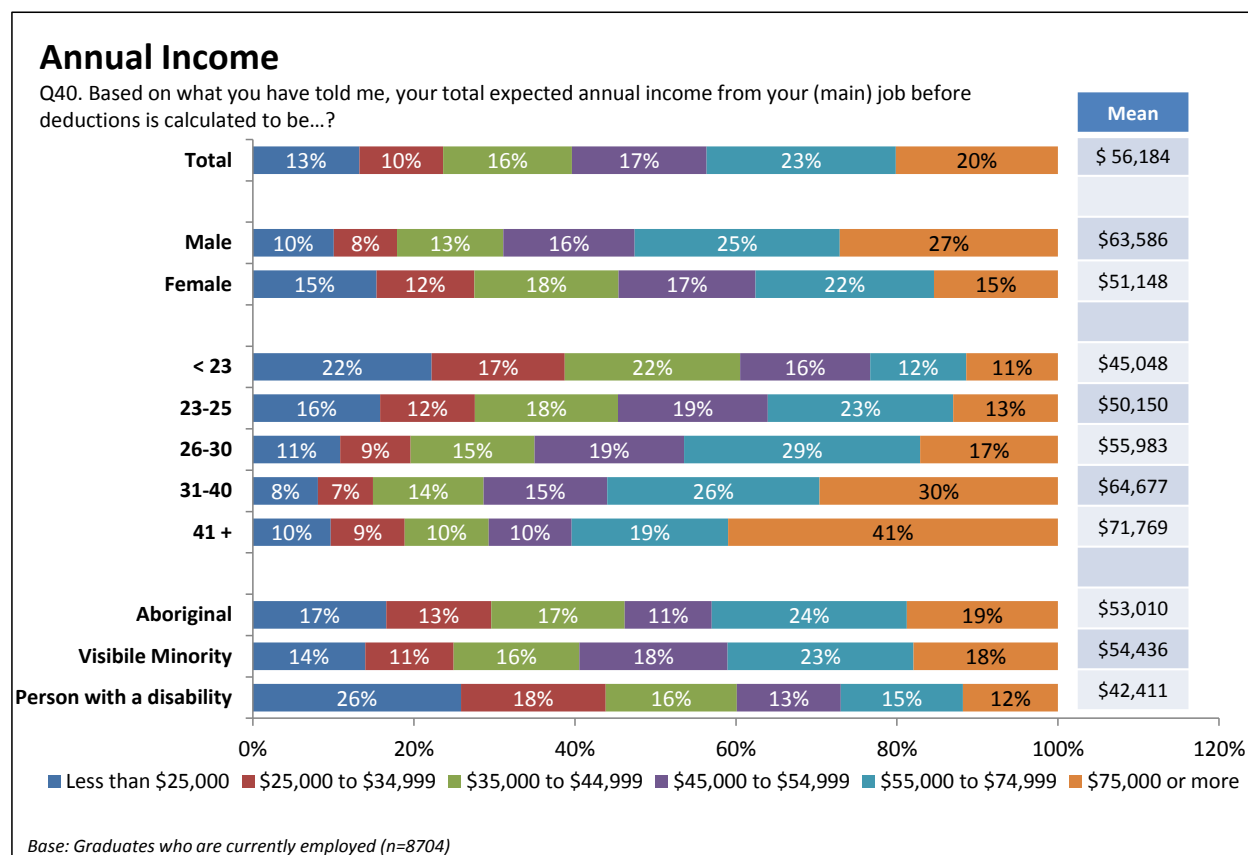
## 7.2.1 Sectors

Among the various organization sectors that employed graduates could be involved in, a quarter (25%) of graduates are working in the Health Care and Social Assistance sector, followed by Education Services (14%).



## 7.2.2 Annual Income

Based on how graduates had explained their annual income, the mean average income among graduates is \$56,184, and the median income is \$50,000.



Comprehensive Academic and Research (\$61,951) Institution graduates are found to have a higher annual income, on average, than all other sector graduates (a range of \$32,082-\$53,171), as do Master's Degree (\$81,884) graduates when compared to all other program types (a range of \$51,028-\$70,586), and Trades and Technology graduates (\$66,500) when compared to all other fields of study except Legal and Security (a range of \$41,963-\$61,800).

The following groups are also found to earn a higher average annual income:

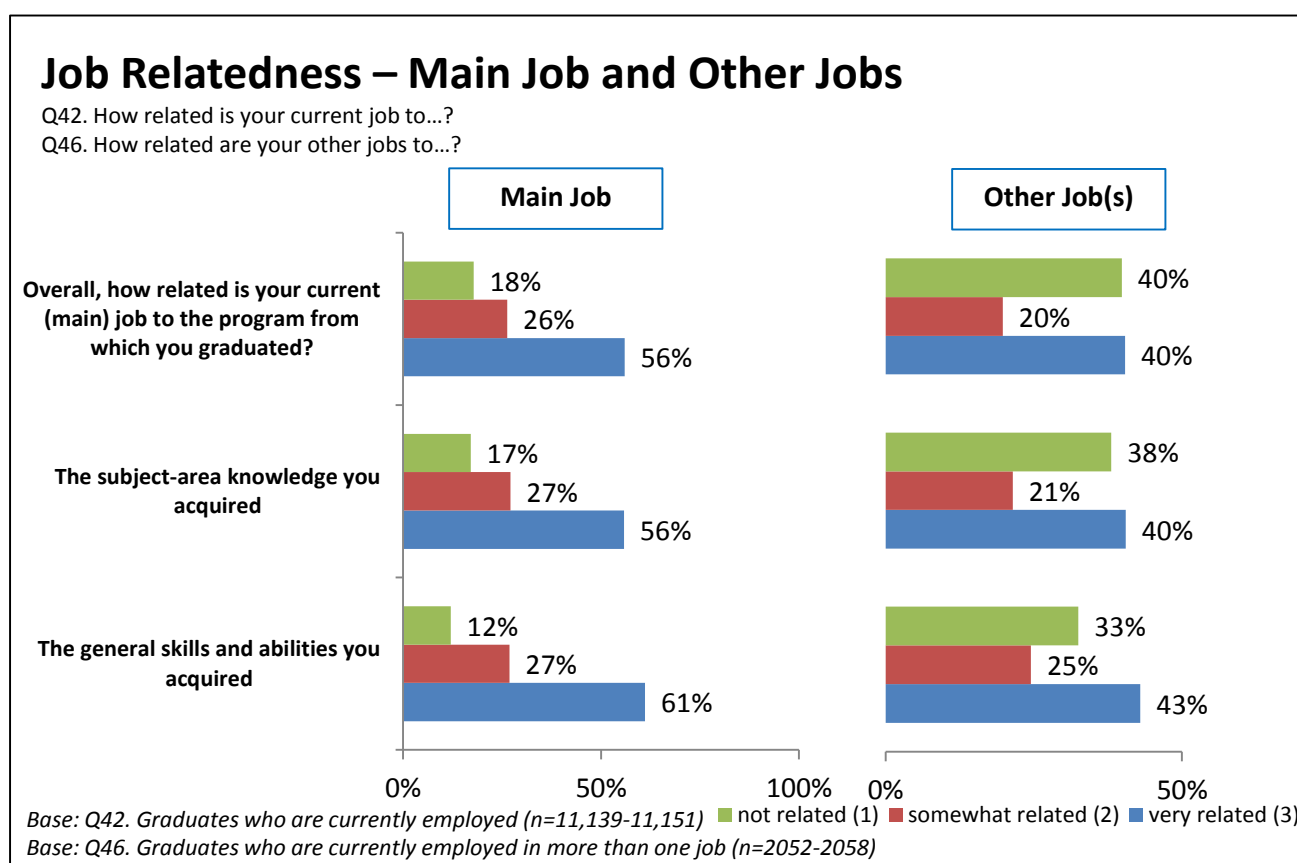
- ✓ Males (\$63,586 male, compared to \$51,148 female);
- ✓ Graduates 41 years of age or older (\$71,769 41 years or older, compared to a range of \$45,048-\$64,677 40 years and younger);
- ✓ Married, common law, separated, divorced, or widowed graduates (a range of \$60,726-\$66,186 married/common law/separated/divorced/widowed, compared to \$52,538 single);
- ✓ Graduates who had dependents when entering post-secondary (\$64,565 with dependents, compared to \$54,159 without dependents); and
- ✓ Graduates who last attended high school elsewhere in Canada (\$63,473 elsewhere in Canada, compared to a range of \$52,729-\$56,021 elsewhere).

Annual Income – Program Type and Field of Study		
Mean Scores	Mean	Median
<b>Program Type</b>		
Certificate	\$51,569	\$41,600
Diploma	\$51,028	\$45,000
Applied & Bachelor	\$54,627	\$52,000
Masters Degree	\$81,884	\$76,480
Doctoral Degree	\$70,586	\$68,200
Other	\$68,492	\$66,000
<b>Field of Study</b>		
Business	\$61,800	\$50,000
Education	\$55,885	\$55,200
Health Sciences	\$57,431	\$52,000
Lang. Social Sciences Arts & Humanities	\$43,161	\$40,000
Legal & Security	\$62,794	\$55,000
Physical Natural & Applied Sciences	\$56,165	\$53,000
Recreation	\$41,963	\$39,500
Trades & Technology	\$66,500	\$55,000

### 7.2.3 Relevance of Education to Job

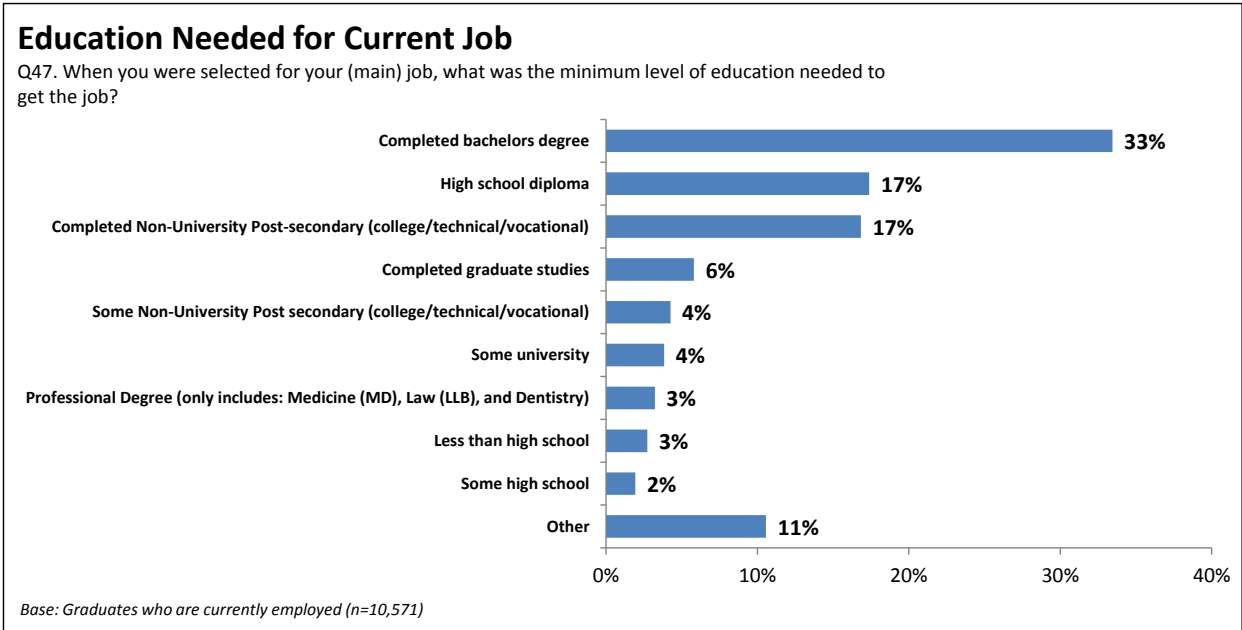
Over half (56%) of employed graduates feel that the subject-area knowledge they acquired is very related to their main job. Three-in-five (61%) feel that the general skills and abilities they acquired are very related to their main job.

A smaller proportion of employed graduates believe that their other job(s) are very related to the subject-area knowledge (40%), general skills and abilities (43%), and overall (40%) to the education they attained from Alberta post-secondary institutions.

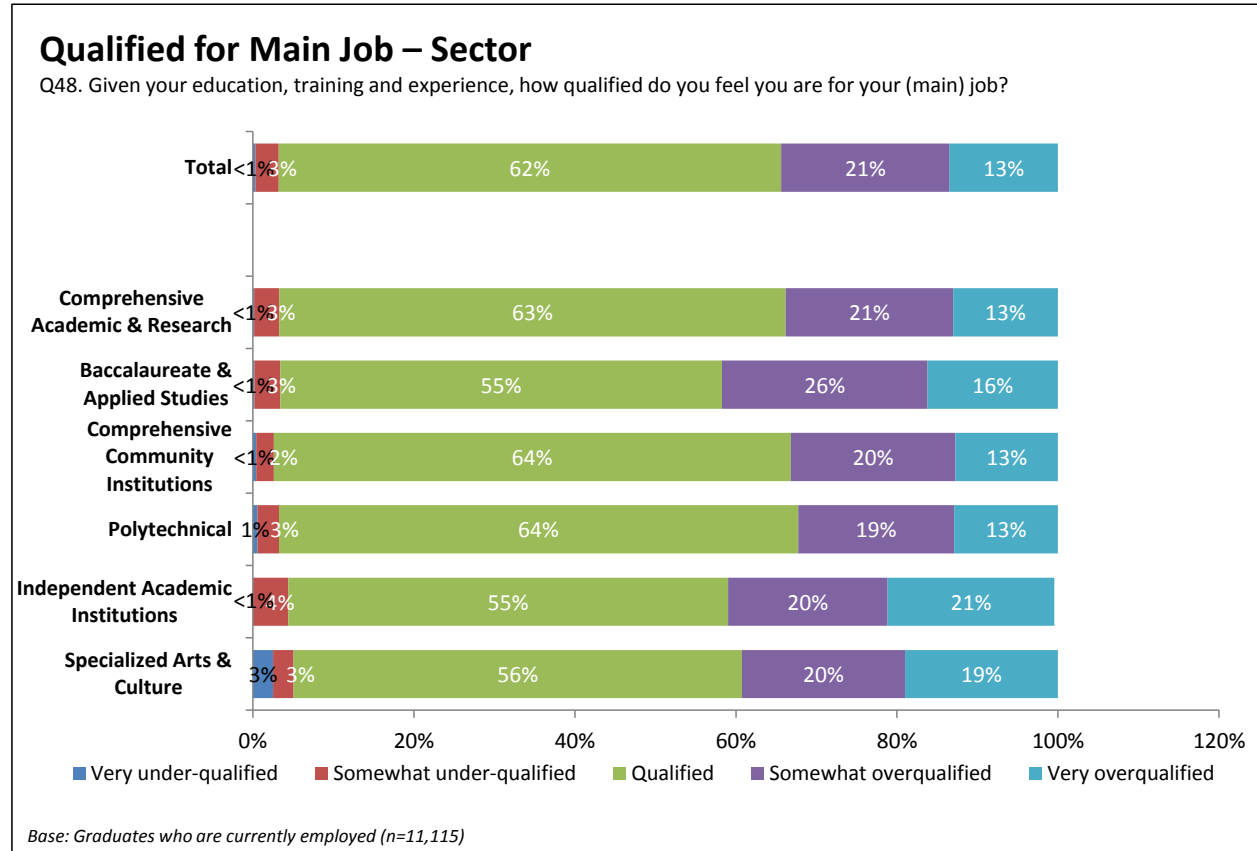


### 7.2.4 Qualifications

One-third (33%) 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. Equal proportions (17% each) of employed graduates indicate that the minimum level of education their job is a high school diploma, or completion of a non-university post-secondary program.



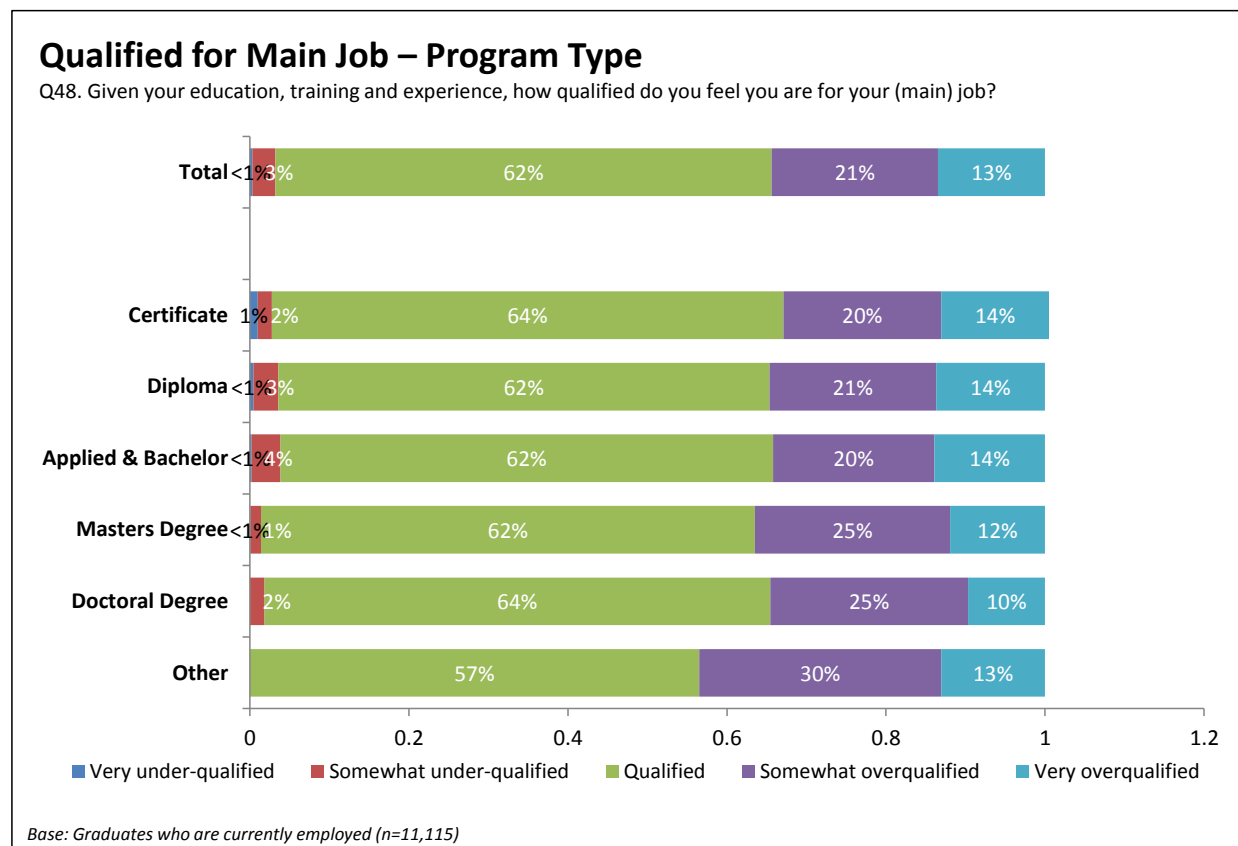
After graduation, and entering the workforce, the majority of employed graduates felt that they were qualified, somewhat overqualified or very overqualified to undertake their new position in the work force; with just over three-in-five (62%) feeling they were qualified.





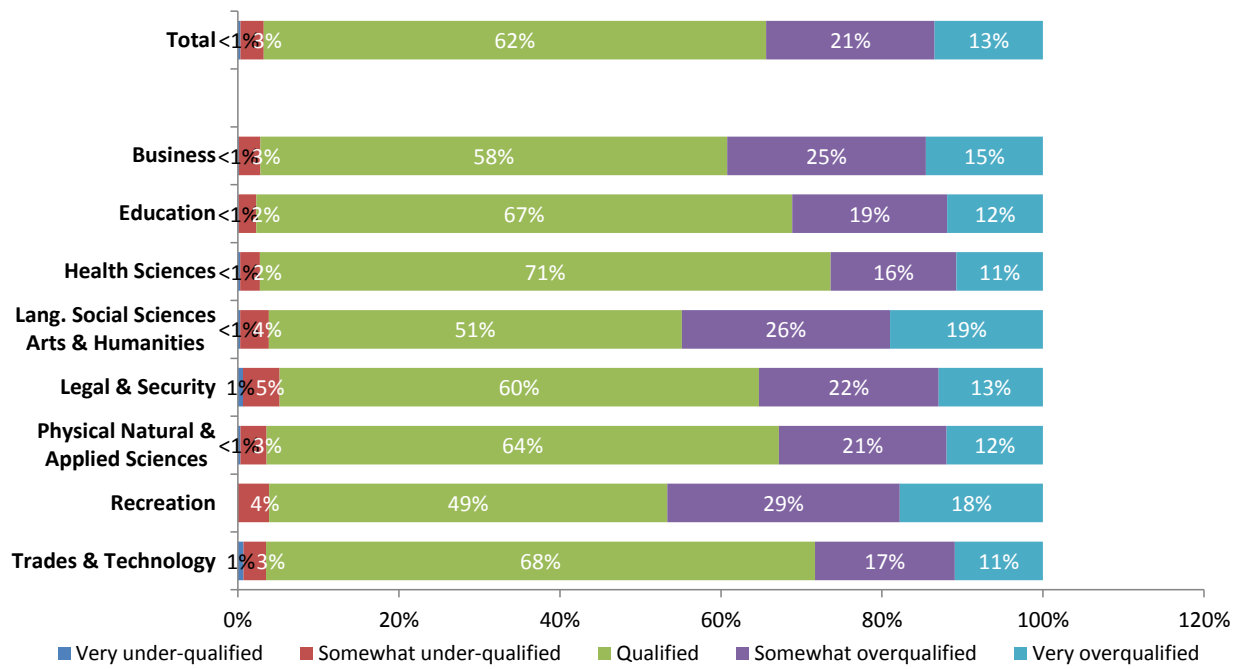
Graduates most likely to have felt they were qualified include:

- ✓ Comprehensive Academic and Research (63%), Comprehensive Community (64%) and Polytechnical (64%) Institution graduates (when compared to 55% Baccalaureate and Applied Studies and Independent Academic Institutions);
- ✓ Health Sciences graduates (71% Health Sciences, compared to a range of 49%-67% other fields of study, excluding Trades and Technology);
- ✓ Graduates 26 years of age or older (a range of 64%-66% 26 years or older, compared to a range of 58%-60% 25 years and younger);
- ✓ Married or common law graduates (67% married/common law, compared to a range of 59%-61% single/separated/divorced/widowed); and
- ✓ Graduates who last attended high school outside of urban Alberta (a range of 63%-66% outside of urban Alberta, compared to 60% urban Alberta).



## Qualified for Main Job – Field of Study

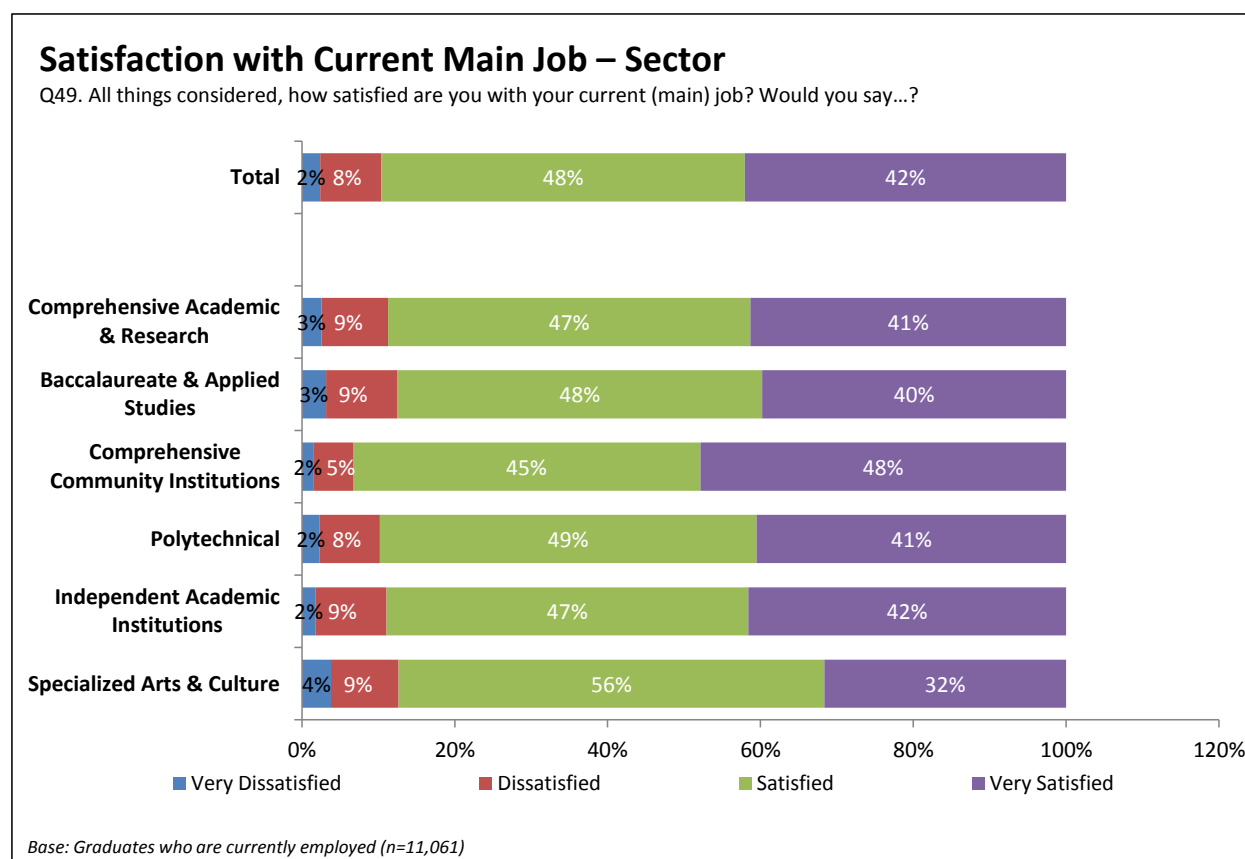
Q48. Given your education, training and experience, how qualified do you feel you are for your (main) job?



Base: Graduates who are currently employed (n=11,115)

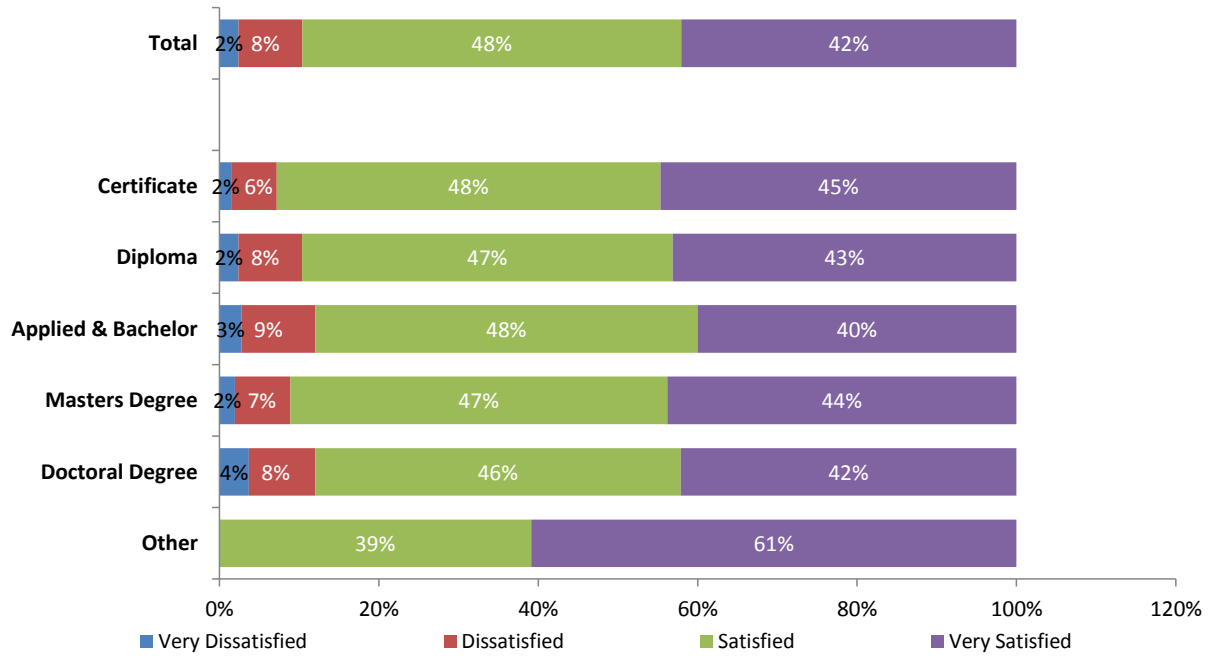
### 7.2.5 Job Satisfaction

All things considered, Alberta graduates who are currently employed are satisfied overall (90%) with their current job, with satisfaction being fairly split between those who are satisfied (48%) and those who are very satisfied (42%).



## Satisfaction with Current Main Job – Program Type

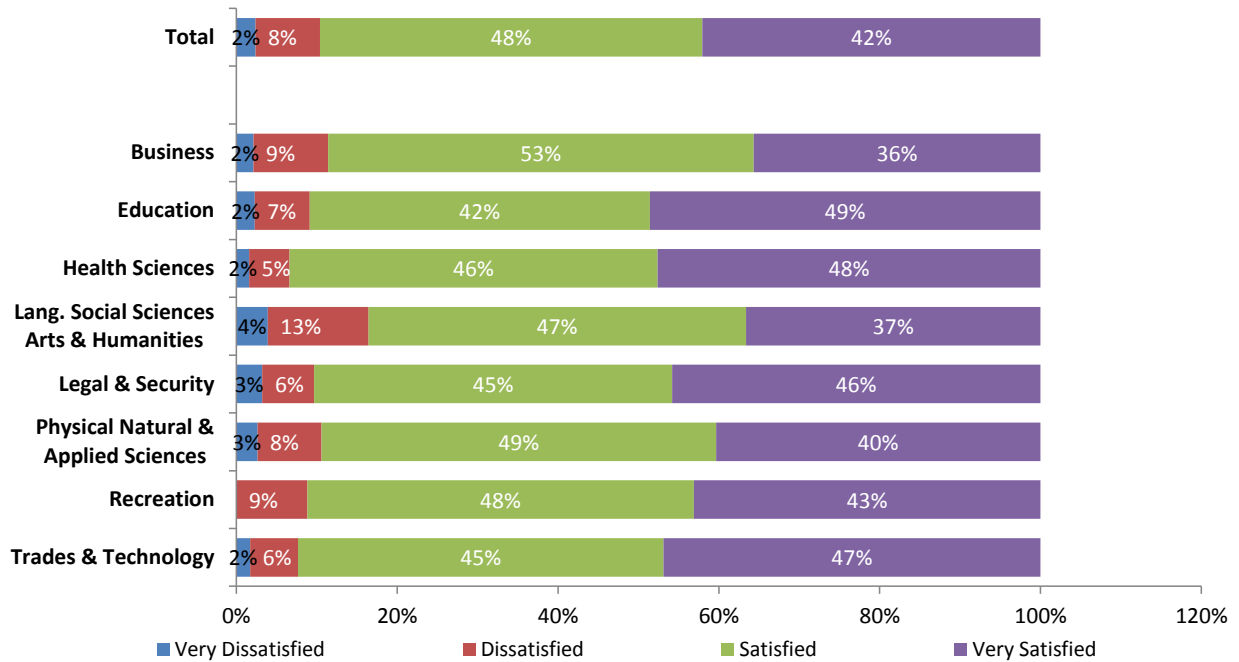
Q49. All things considered, how satisfied are you with your current (main) job? Would you say...?



Base: Graduates who are currently employed (n=11,061)

## Satisfaction with Current Main Job – Field of Study

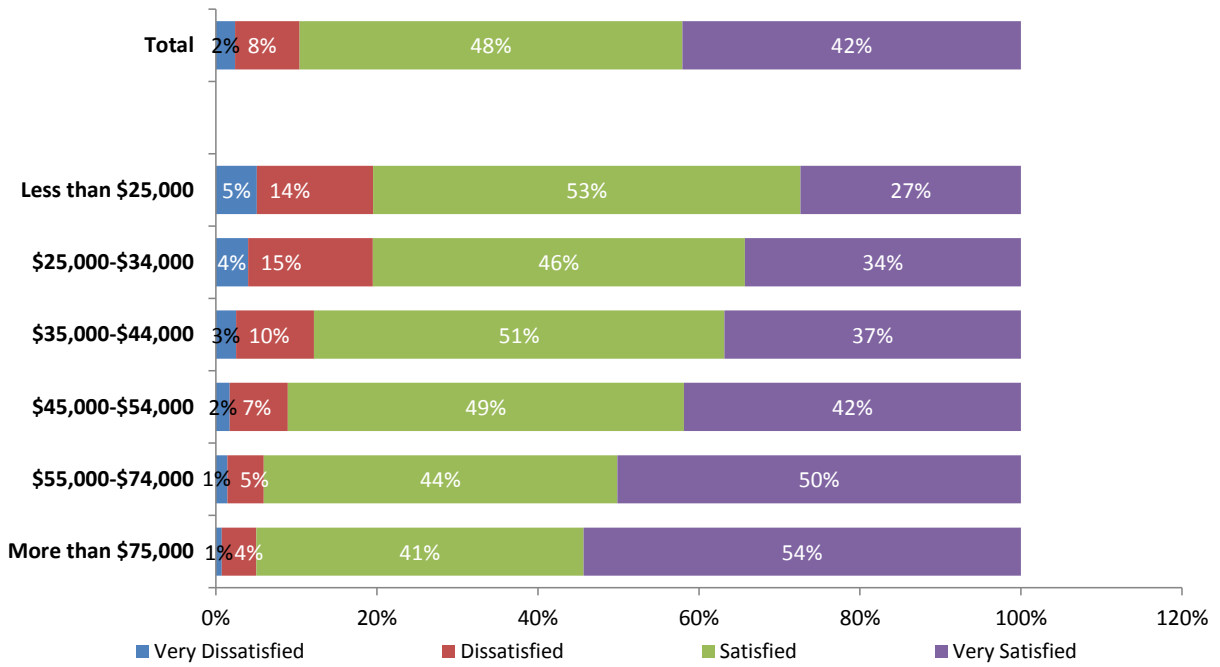
Q49. All things considered, how satisfied are you with your current (main) job? Would you say...?



Base: Graduates who are currently employed (n=11,061)

## Satisfaction with Current Main Job – Income

Q49. All things considered, how satisfied are you with your current (main) job? Would you say...?



Base: Graduates who are currently employed (n=11,061)

## **8. NON-CREDIT DESIGNATED PROGRAMS**

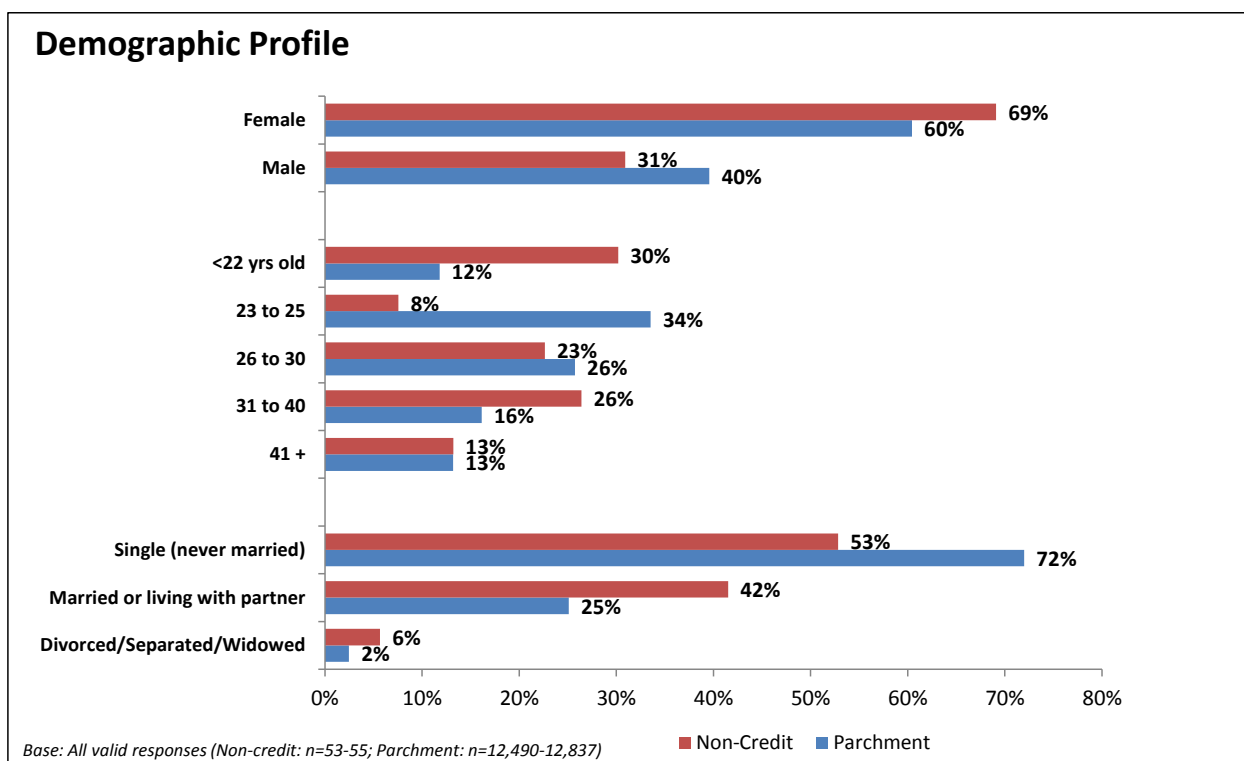
This section looks specifically at graduates from non-credit designated programs, compared to those of parchment programs. The full sample for the 2009-10 survey included 55 graduates from non-credit designated programs, compared to 75 for 2007-08 and 105 for 2005-06.

A non-credit designated program is a program that leads to employment and is designated for government student financial assistance. Students do not earn credit for these programs.

The Learner Funded Designated Programs (non-credit) are not subject to the same review and approval process at the institution and ministry level. Given the differences in outcomes and regulatory requirements, it is important to review outcomes and satisfaction with non-credit designated programs in relation to credit.

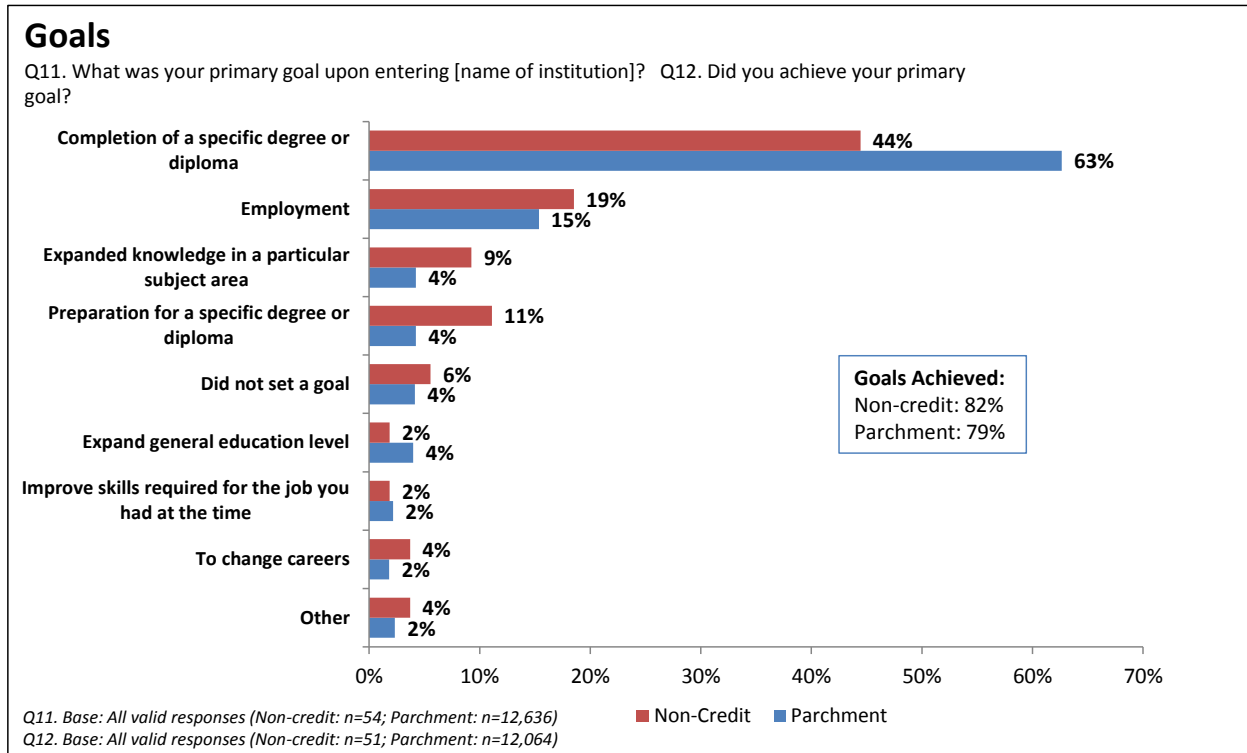
## 8.1 Demographic Characteristics

Just over two-thirds (69%) of graduates from non-credit designated programs are female and nearly one-third (31%) are male, similar to the results for parchment programs. Graduates of non-credit designated programs are shown to be younger as demonstrated by the percentage that are 22 years of age or younger (30%), when compared to parchment program graduates (12%). It is also found that the majority of non-credit designated program graduates were single (53%) upon entering their post-secondary studies. A greater proportion of married or common law graduates are found to have been in non-credit designated programs (42%) than parchment programs (25%).



## 8.2 Goals

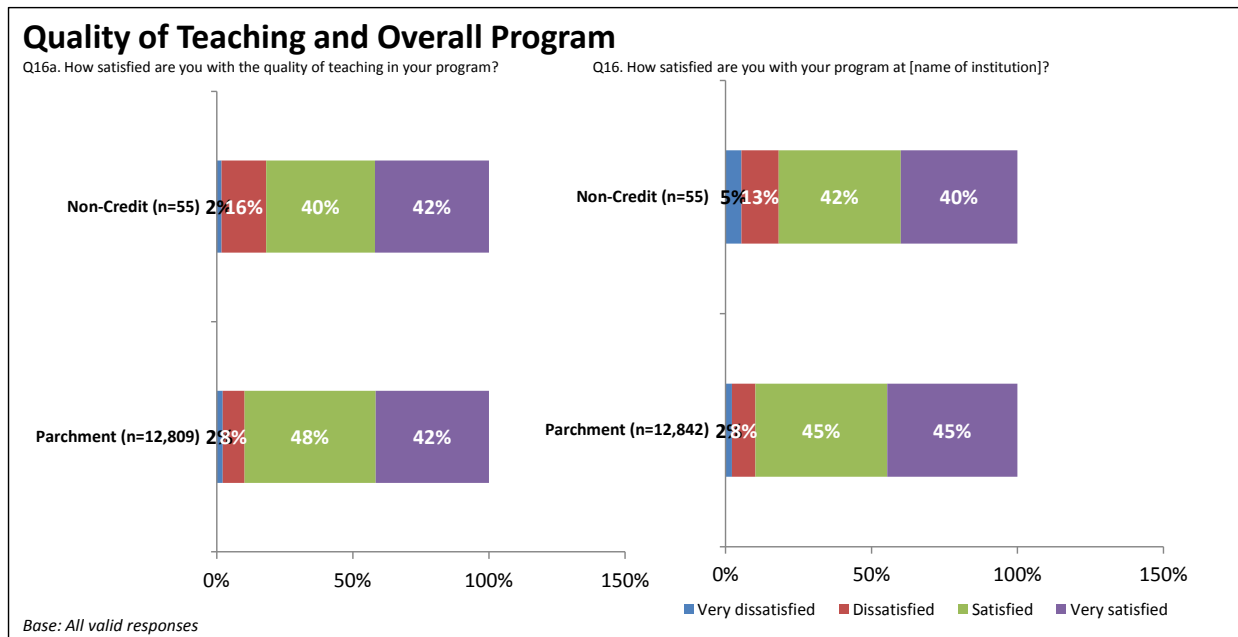
Overall, the primary goal of graduates of non-credit designated programs upon entering post-secondary was to complete their specific degree or diploma program (44%), followed by attaining employment (19%), indicating consistency among non-credit and parchment designated program graduates.



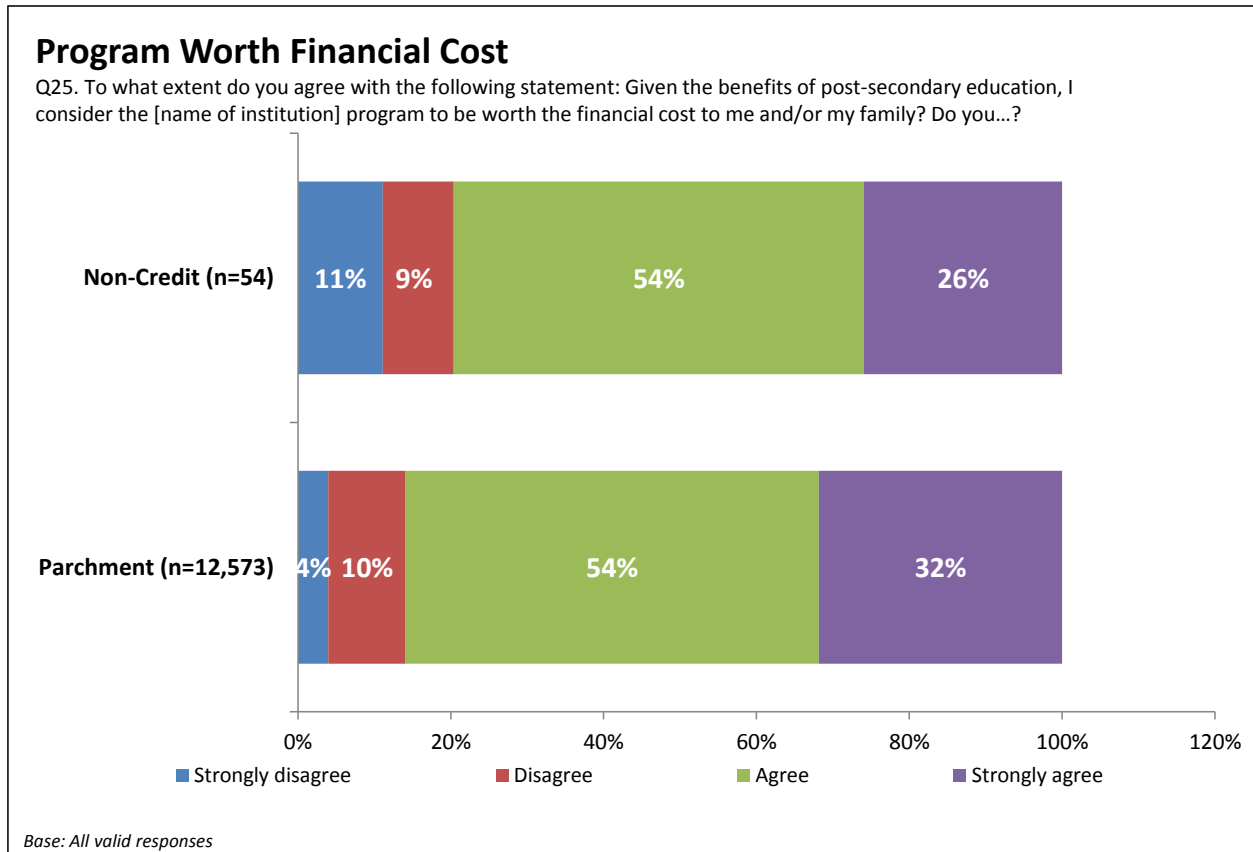


### 8.3 Quality Assessment

Satisfaction with the quality of teaching and the program is consistent among both non-credit and parchment designated program graduates. Non-credit and parchment designated program graduates are evenly split in regards to very satisfied and satisfied ratings for quality of teaching. Although parchment program graduates appear to be slightly more satisfied (48% satisfied, 42% very satisfied) with quality of teaching when compared to non-credit designated graduates (40% satisfied, 42% very satisfied), the difference is not statistically significant.

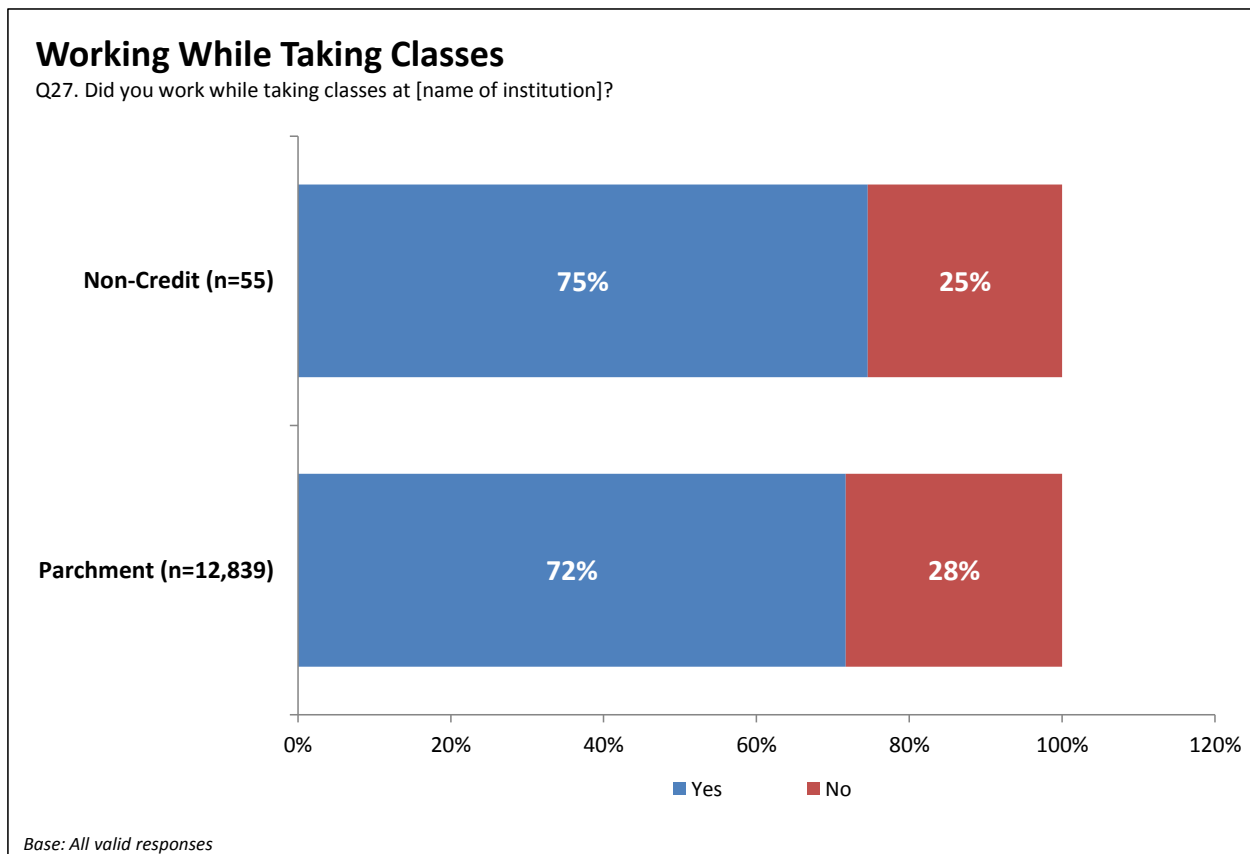


In regards to the program being worth the financial cost, graduates of both non-credit and parchment designated programs are consistent in their agreement that the program is worth the cost with four-in-five (80%) non-credit designated program graduates being in agreement (54% agree, 26% strongly agree), and eighty-six percent (86%) of parchment program graduates being in agreement (54% agree, 32% strongly agree).

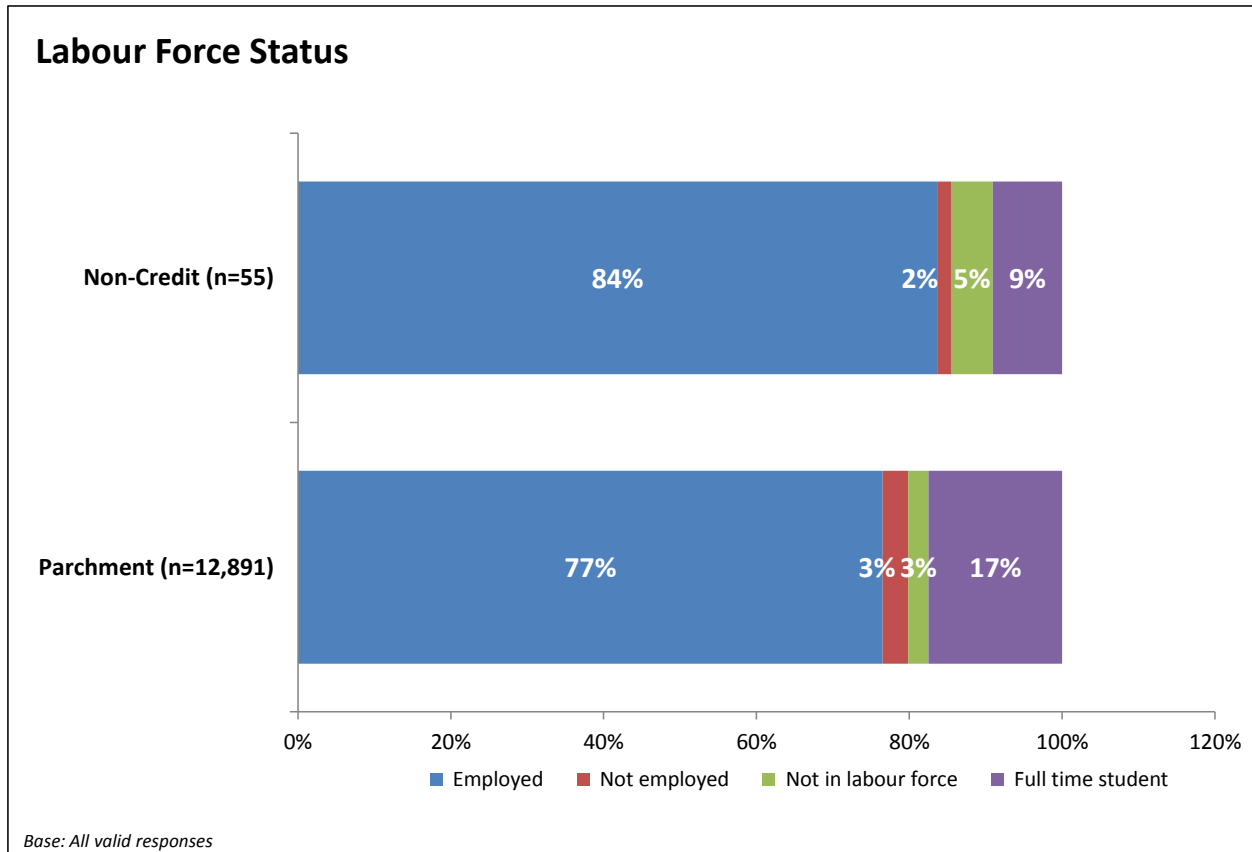


## 8.4 Graduates' Outcomes

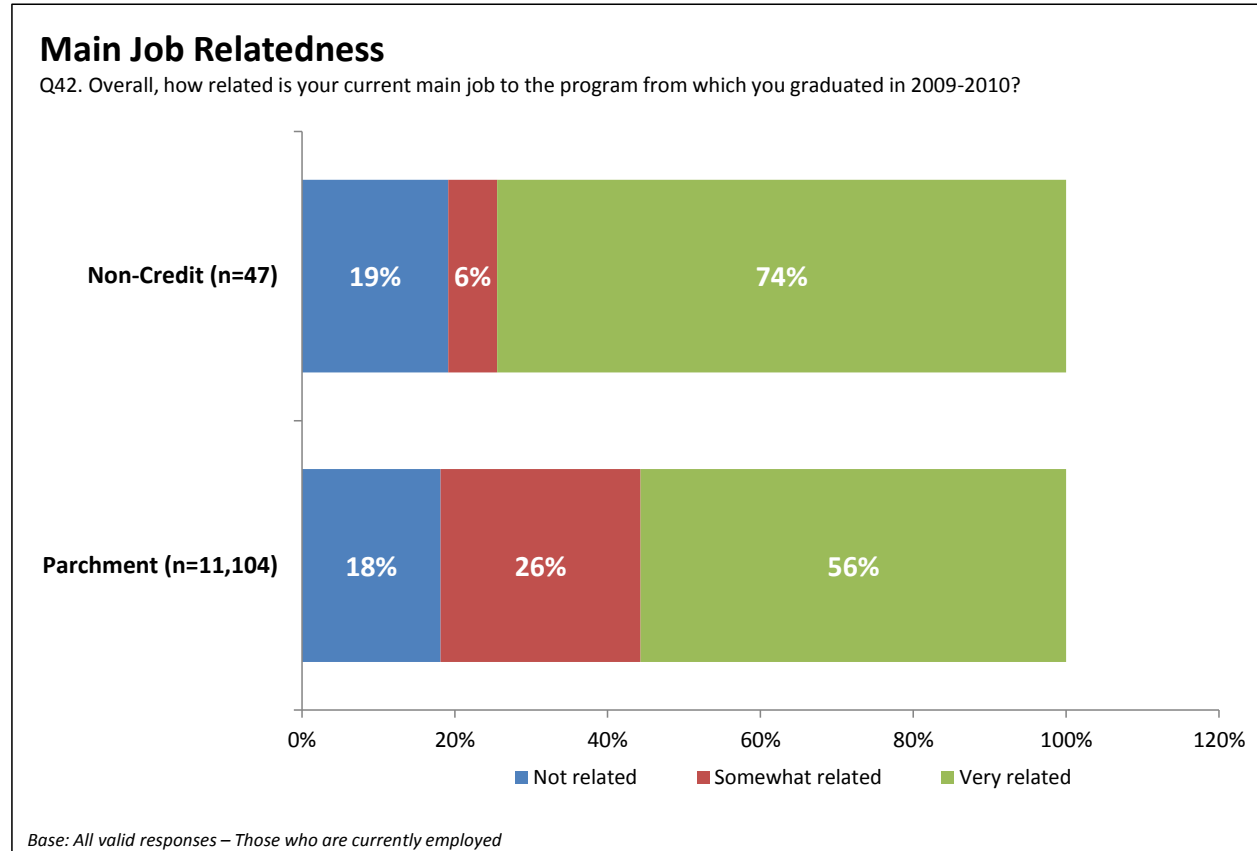
Three-quarters (75%) of graduates from non-credit designated programs indicate that they worked while taking classes. A similar proportion of parchment program graduates (72%) indicate the same.



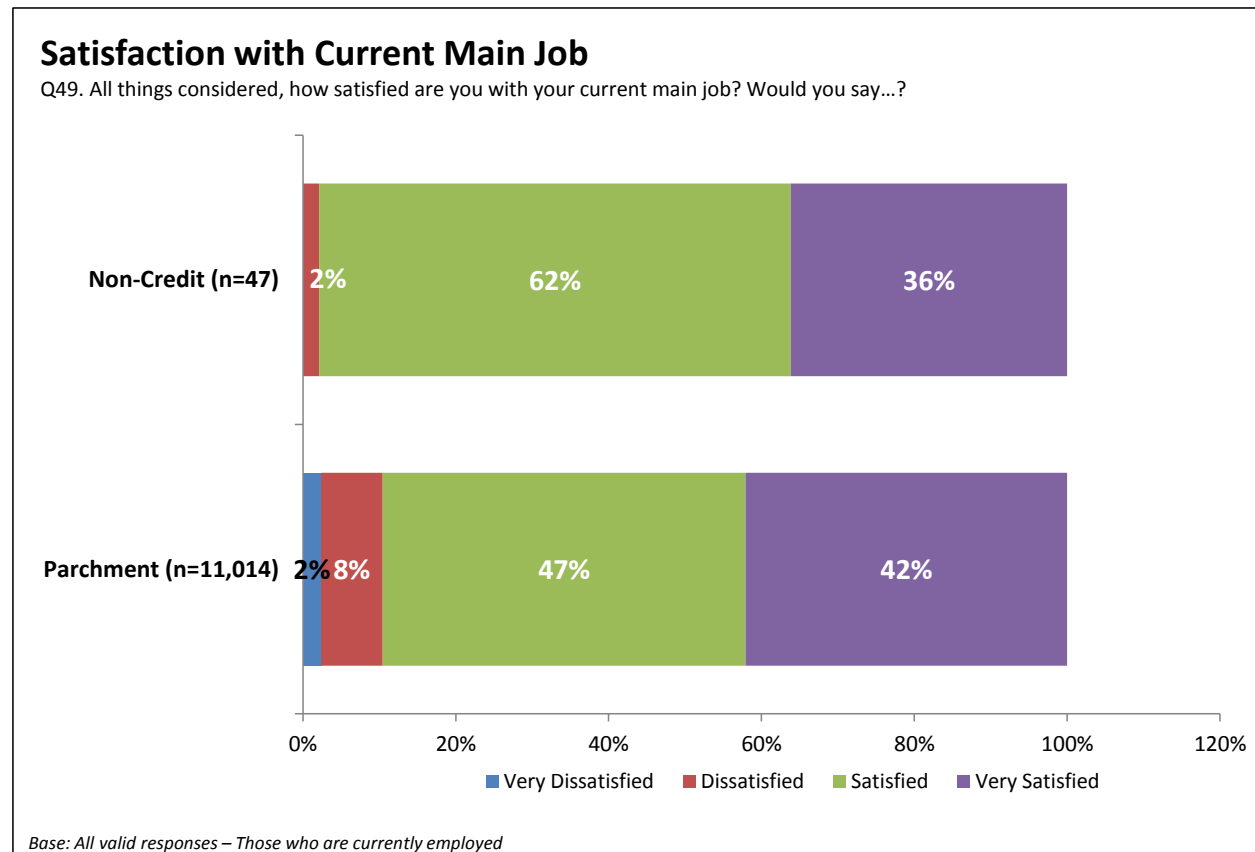
Two years after graduation, just over four-in-five (84%) non-credit designated program graduates are employed, which is statistically similar to parchment program graduates (77%). Two percent (2%) are not employed, five-percent (5%) are not in the labour force, and nine-percent (9%) are enrolled as a full-time student.



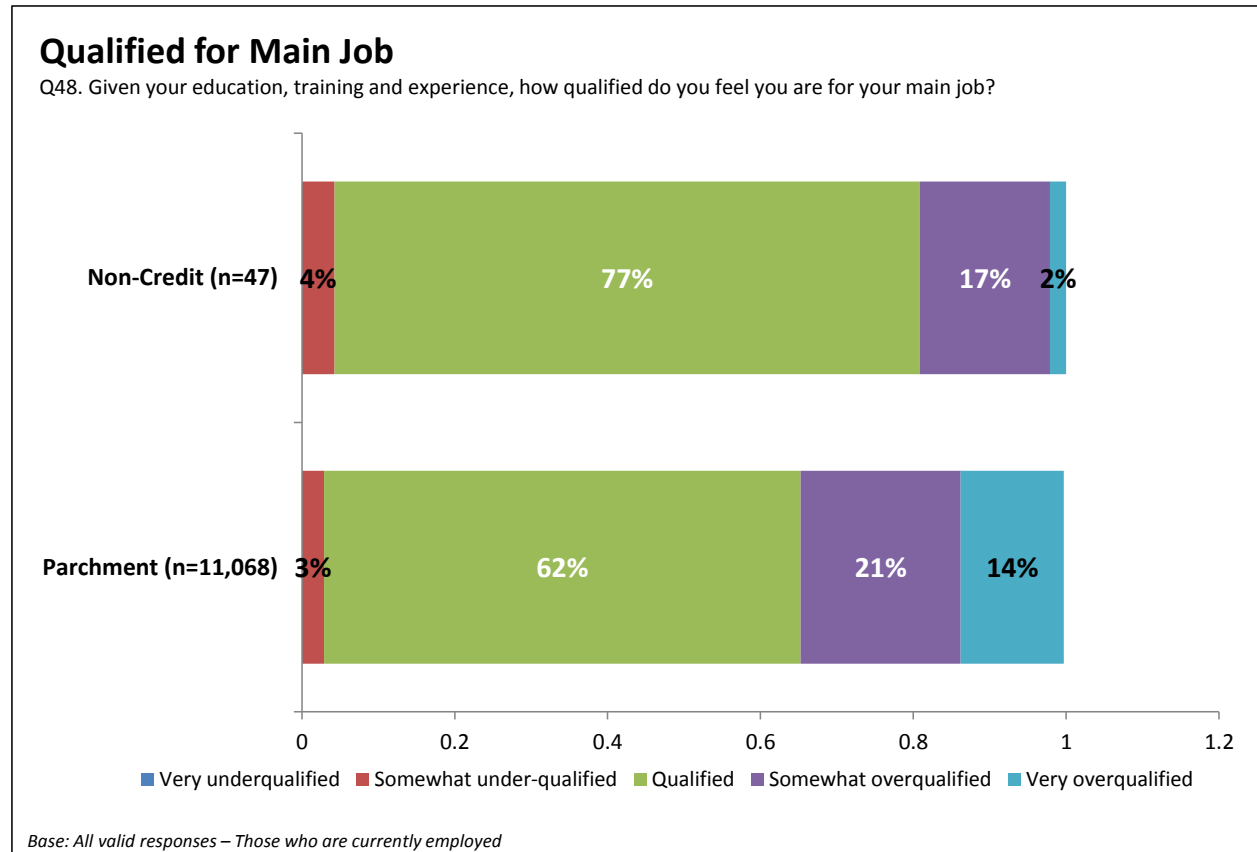
Overall, graduates from non-credit designated programs feel that their current main job is very related (74%) to the program from which they graduated in 2009-10, a proportion greater than that of parchment program graduates (56%).



Non-credit designated program graduates' overall satisfaction with their current main job (98%) exceeds that of parchment graduates (89%) due to a greater proportion of satisfied ratings, with just over three-in-five (62%) non-credit designated program graduates being satisfied, and just under half (47%) of parchment graduates being satisfied. Very satisfied ratings are statistically similar among all graduates (36% non-credit, 42% parchment).



A greater proportion of non-credit designated program graduates feel that they are qualified (77%) for their current main job, when compared to parchment program graduates (62%). The extent to which graduates feel somewhat overqualified or very overqualified is consistent among all graduates.



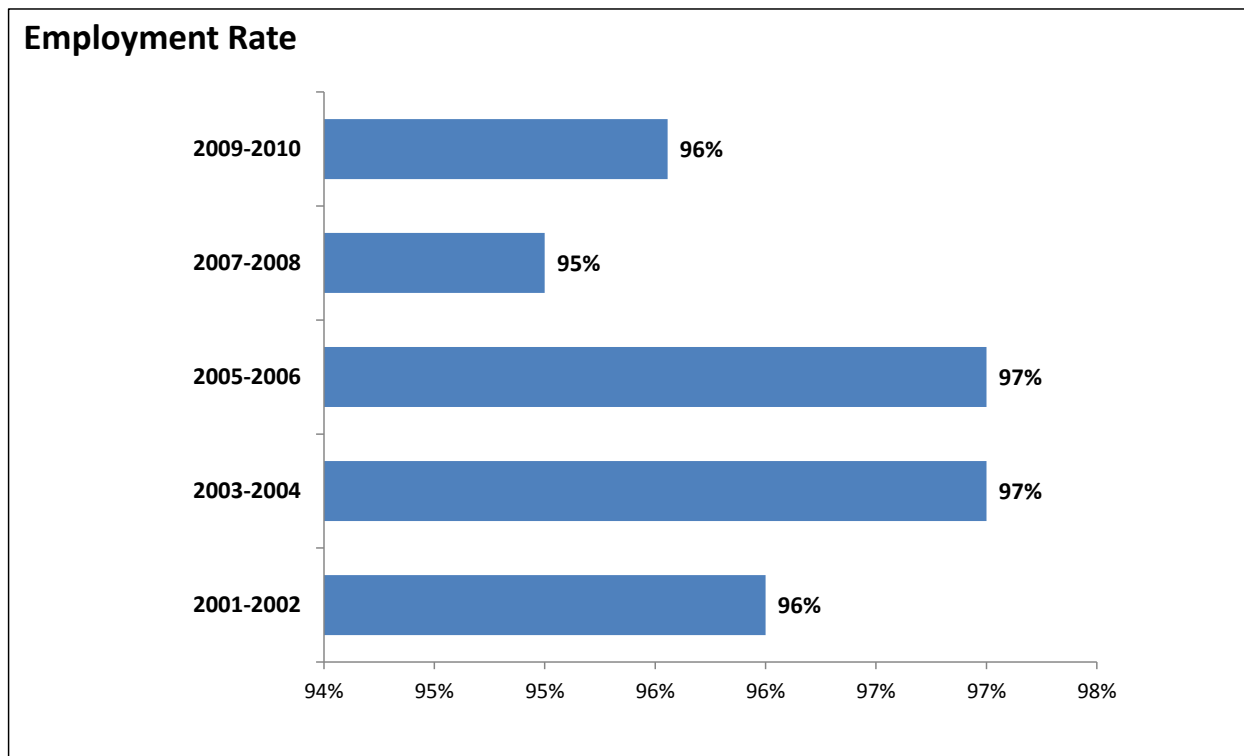
## 9. HISTORIC

The following section highlights comparisons on specific variables for results of the classes of 2009-10, 2007-08, 2005-06, 2003-04 and 2001-02.

### 9.1 Employment Rate

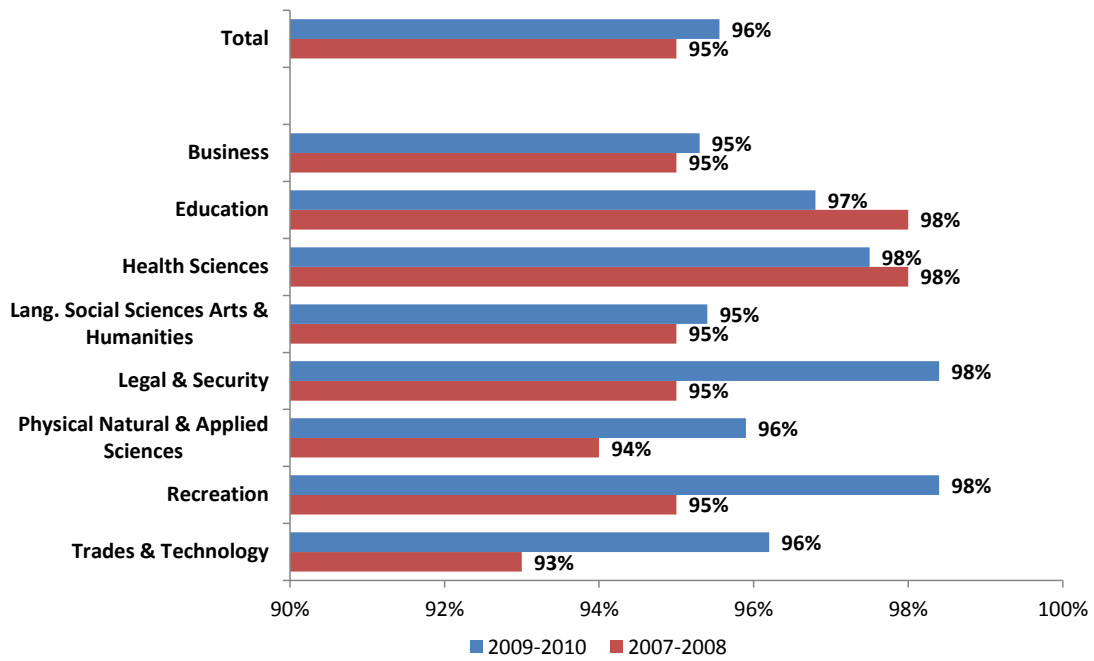
Employment rates were calculated among the active labour force, excluding graduates who are not employed but in school or otherwise not currently looking for a job.

Employment rates remain somewhat consistent since the class of 2001-02, at 95% or higher. The lowest rate occurs for the class of 2007-08 at 95%, increasing to 96% for the class of 2009-10 and equaling the employment rate achieved for the class of 2001-02.

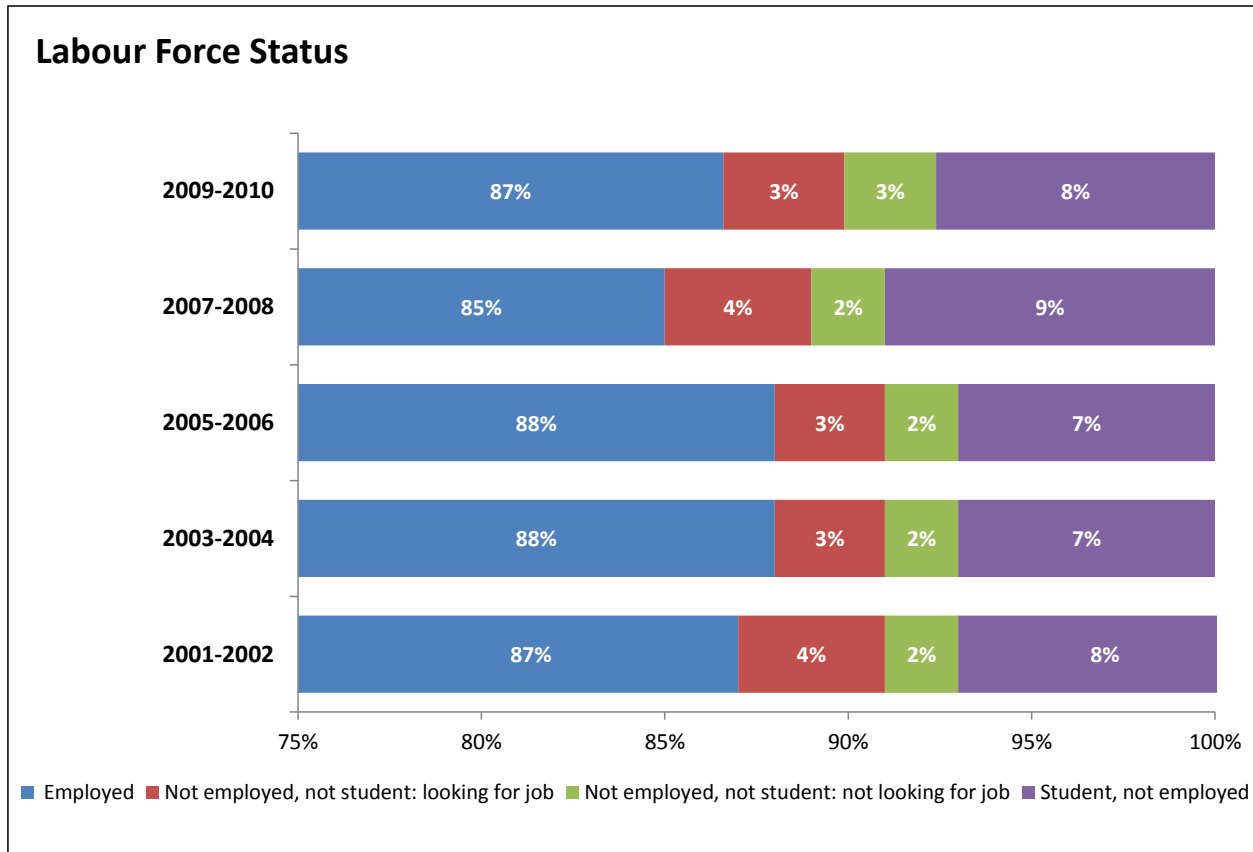




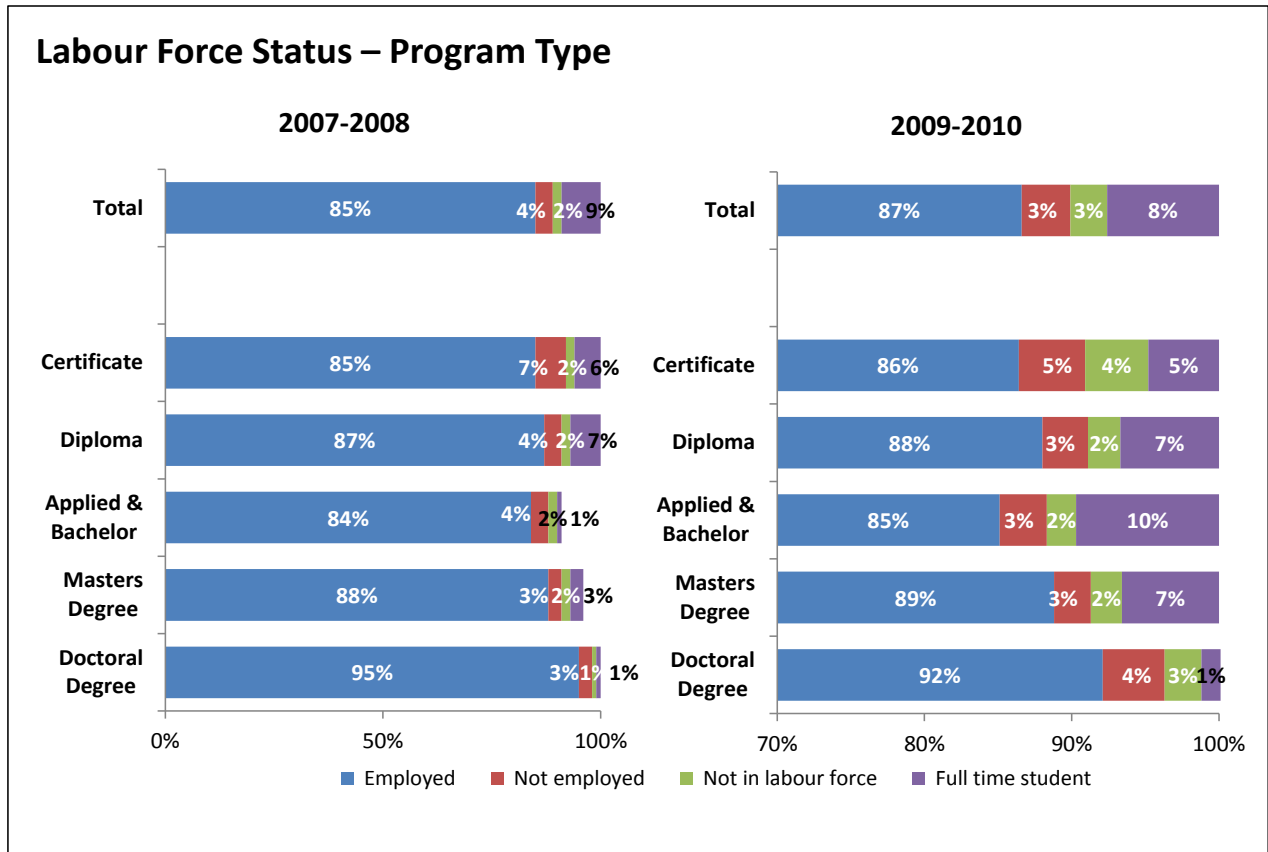
## Employment Rate – Field of Study



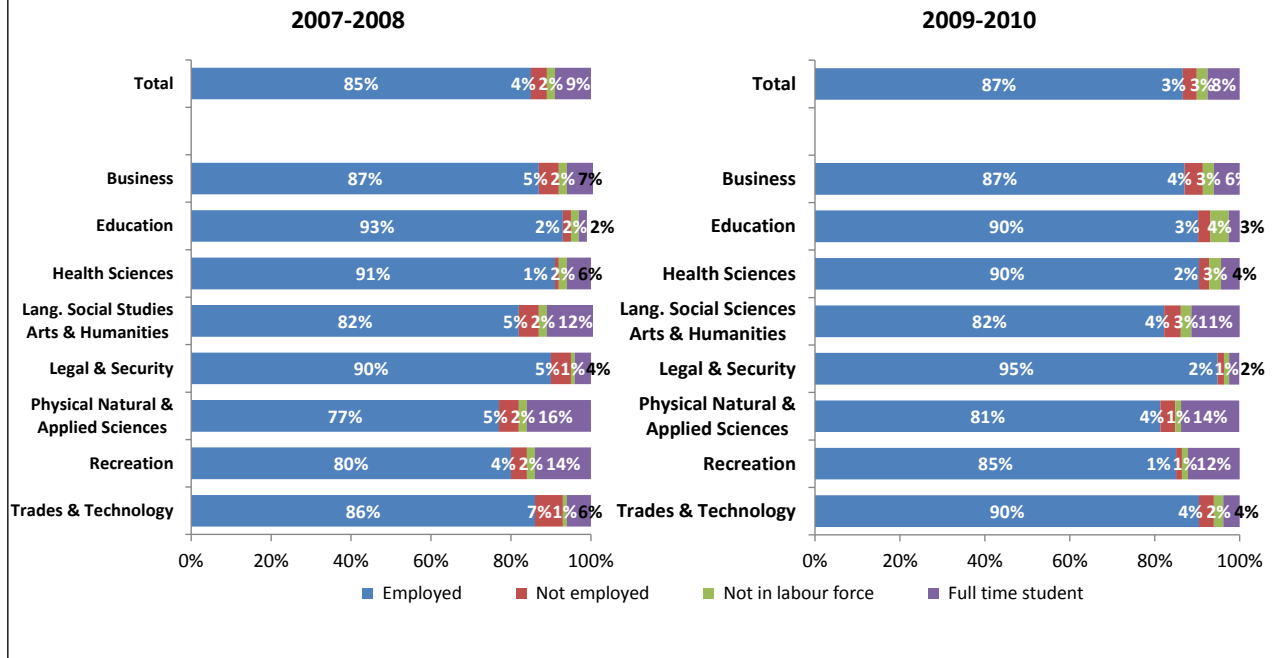
As with the employment rate among the active labour force, an increase in employment is seen when looking at the total graduate population and their labour force status, with 87% being employed, up from 85% for the class of 2007-08. There is a corresponding decrease in those who are not employed but currently enrolled as full time students: 8% for the class of 2009-10, down from 9% for the class of 2007-08.



The increase in the percentage of employed graduates is relatively consistent across each program type, with an increase of one percentage point within each program except for Doctoral Degree graduates where there is a decrease of three percentage points. The same general trends are found among fields of study.

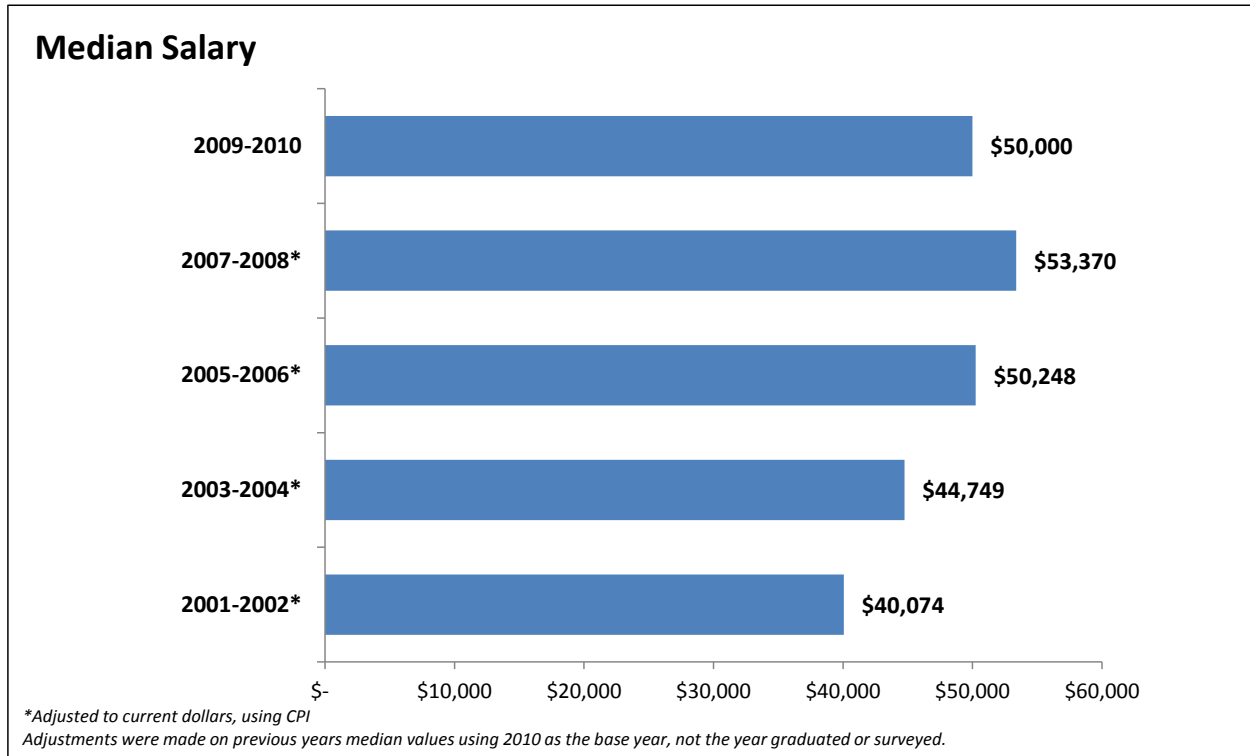


## Labour Force Status – Field of Study

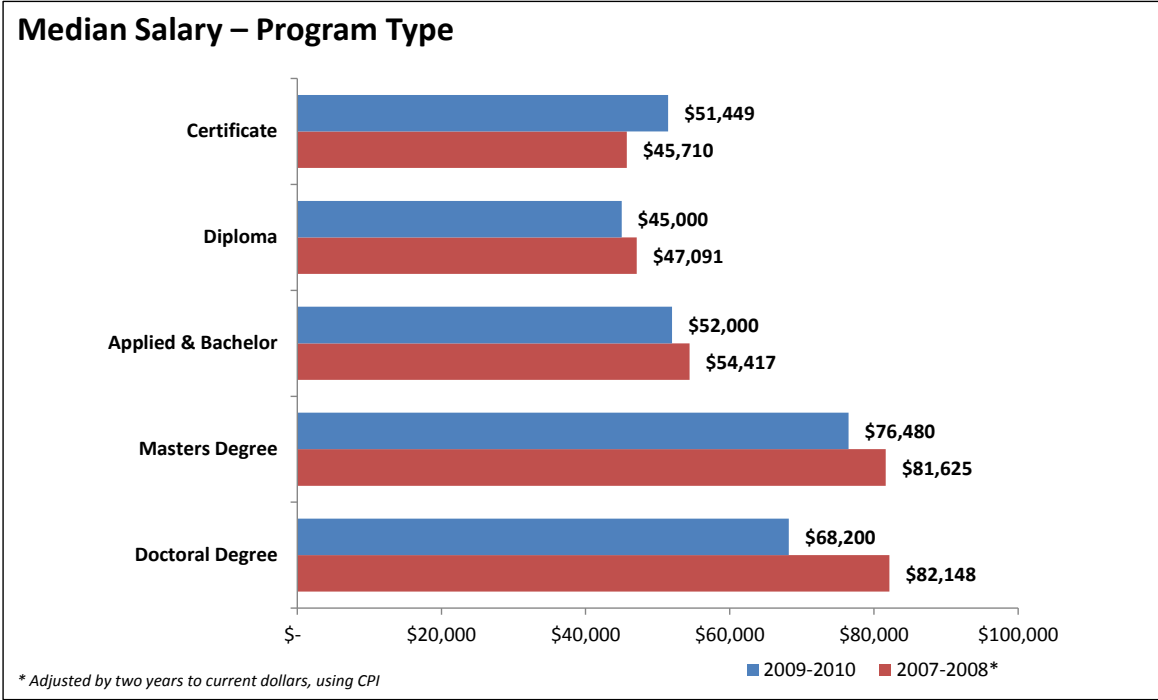


## 9.2 Salary

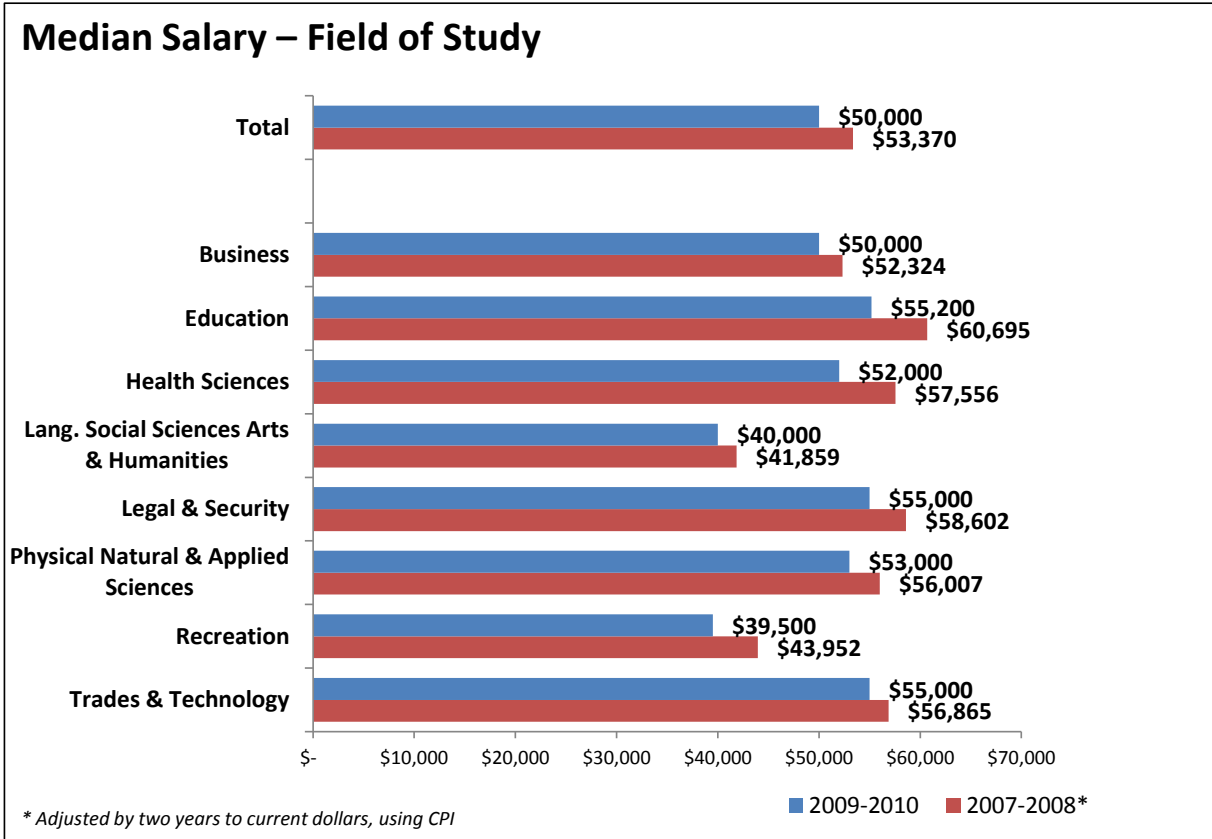
The median salary for 2009-10 graduates is \$50,000. This is a decrease from the median reported for the class of 2007-08 of \$53,370 when adjusted by the Consumer Price Index (CPI).



Graduates' median salaries for all program types except Certificate (which increased) have decreased from the class of 2007-08, and are slightly lower than the class of 2007-08 in current dollars using the CPI.

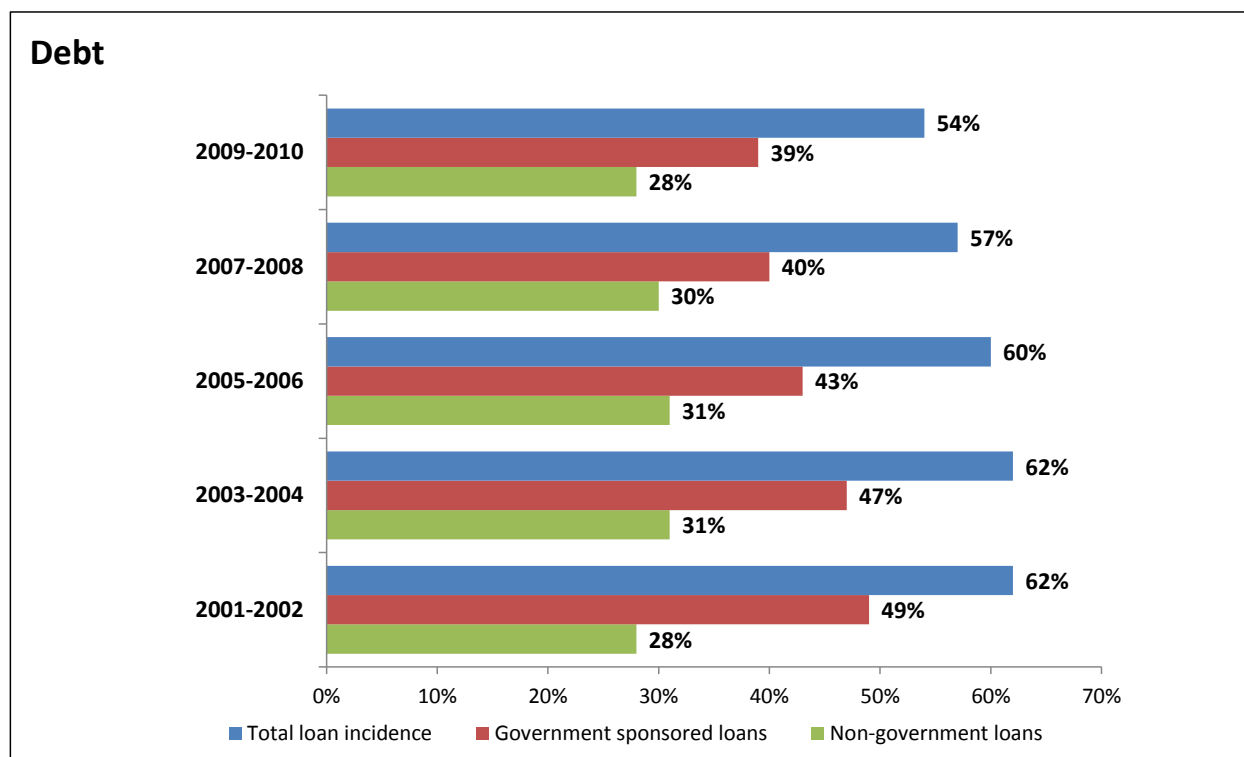


For all fields of study, graduates' median salary was lower for the class of 2009-10 than for the class of 2007-08.



### 9.3 Debt

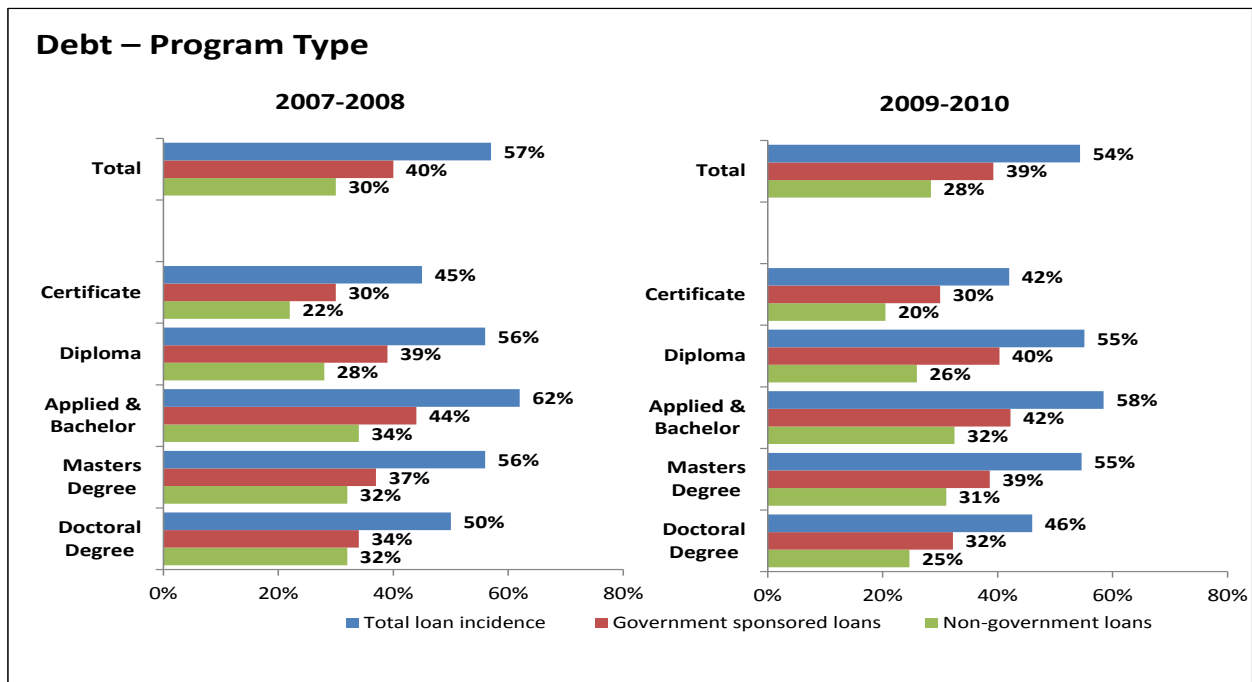
Total loan incidence continues to consistently decline for the class 2009-10, continuing a trend from the class of 2003-04. The incidence of government sponsored loans also continues to decline for the class of 2009-10, from the class of 2001-02, as does the incidence of non-government sponsored loans, from the class of 2005-06, at a somewhat consistent rate.



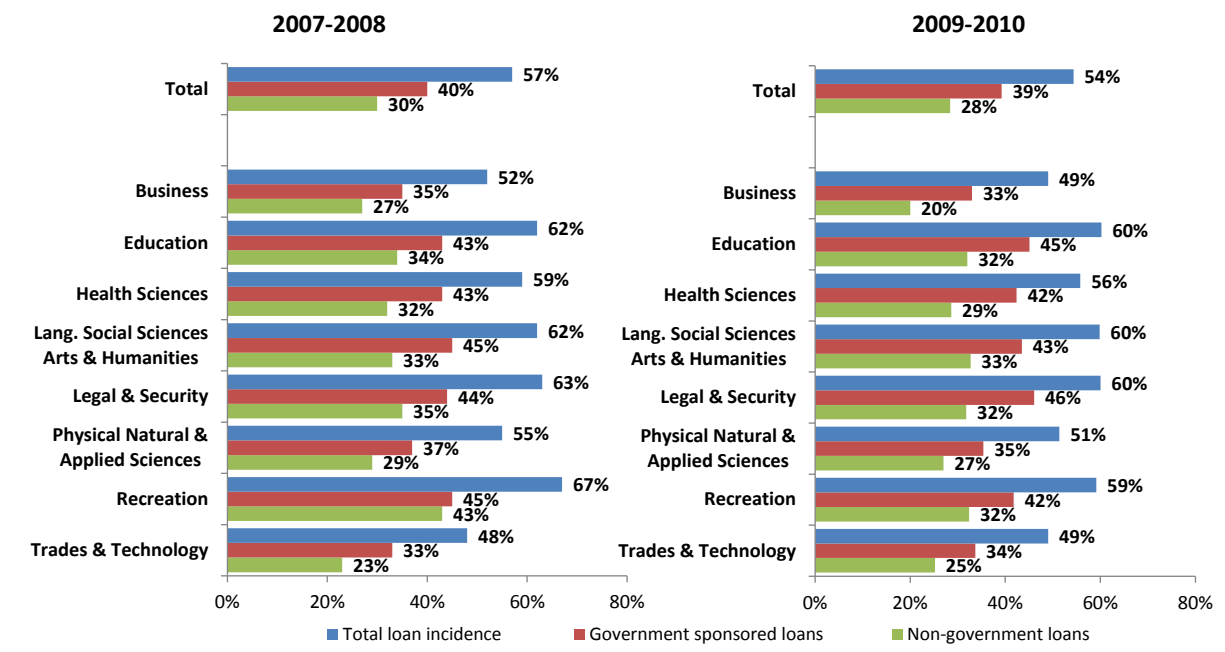


Debt incidence has decreased slightly for all program types and almost all fields of study from the class of 2007-08. The most significant drop occurs among Recreation graduates, to 59% for the class of 2009-10 from 67% for the class of 2007-08, due to a similar decrease in non-government loans for graduates in this field.

For the class of 2009-10, only the Trades and Technology field of study saw a slight increase in total loan incidence since the class of 2007-08.

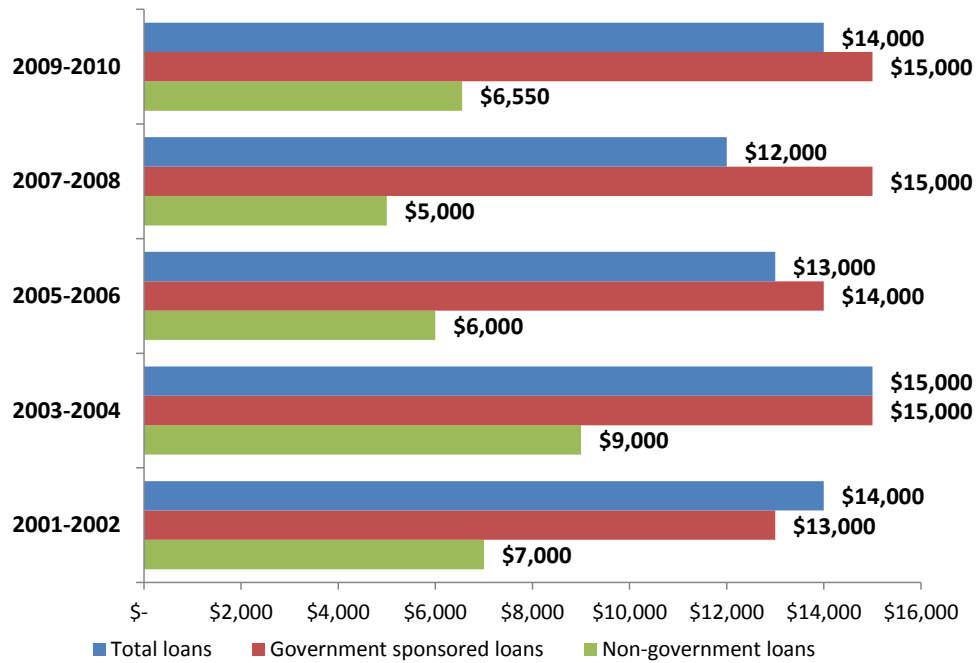


## Debt – Field of Study



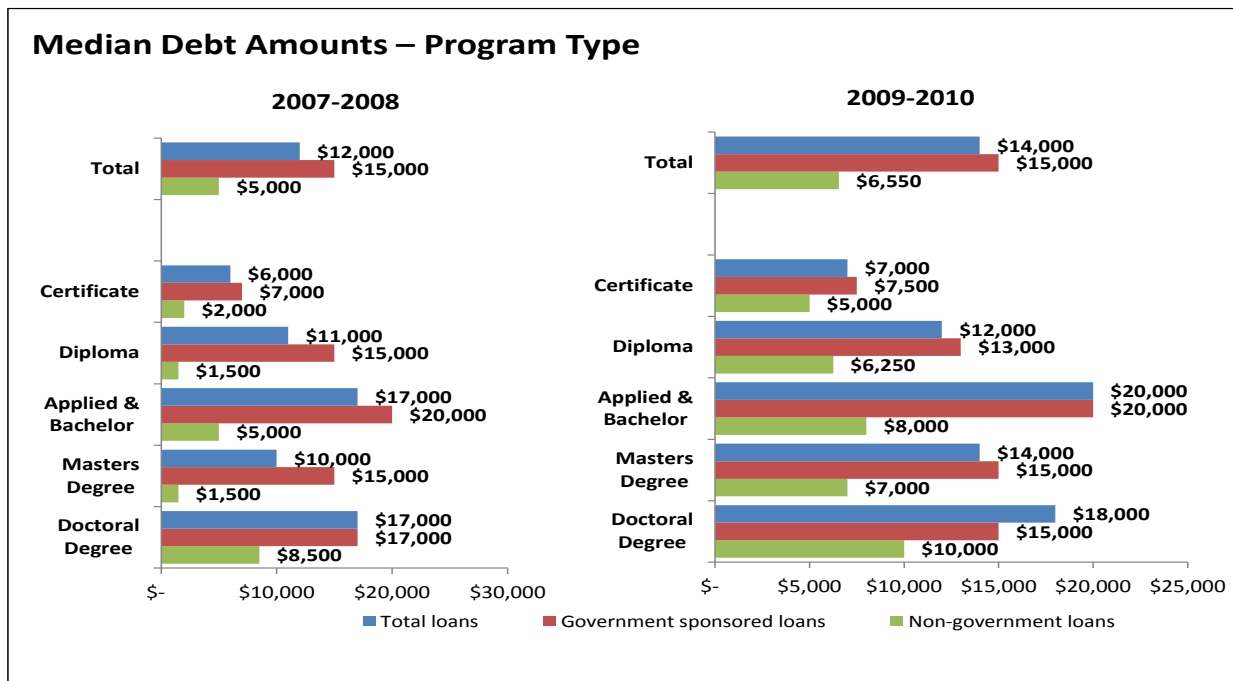
Median debt figures have increased slightly for the class of 2009-10: \$14,000 from \$12,000 for the class of 2007-08, following a steady decline from the class of 2003-04. Government sponsored loans are relatively unchanged from the class of 2007-08, while the average value of non-government sponsored loans increased, following two consecutive periods of decline.

## Median Debt Amounts

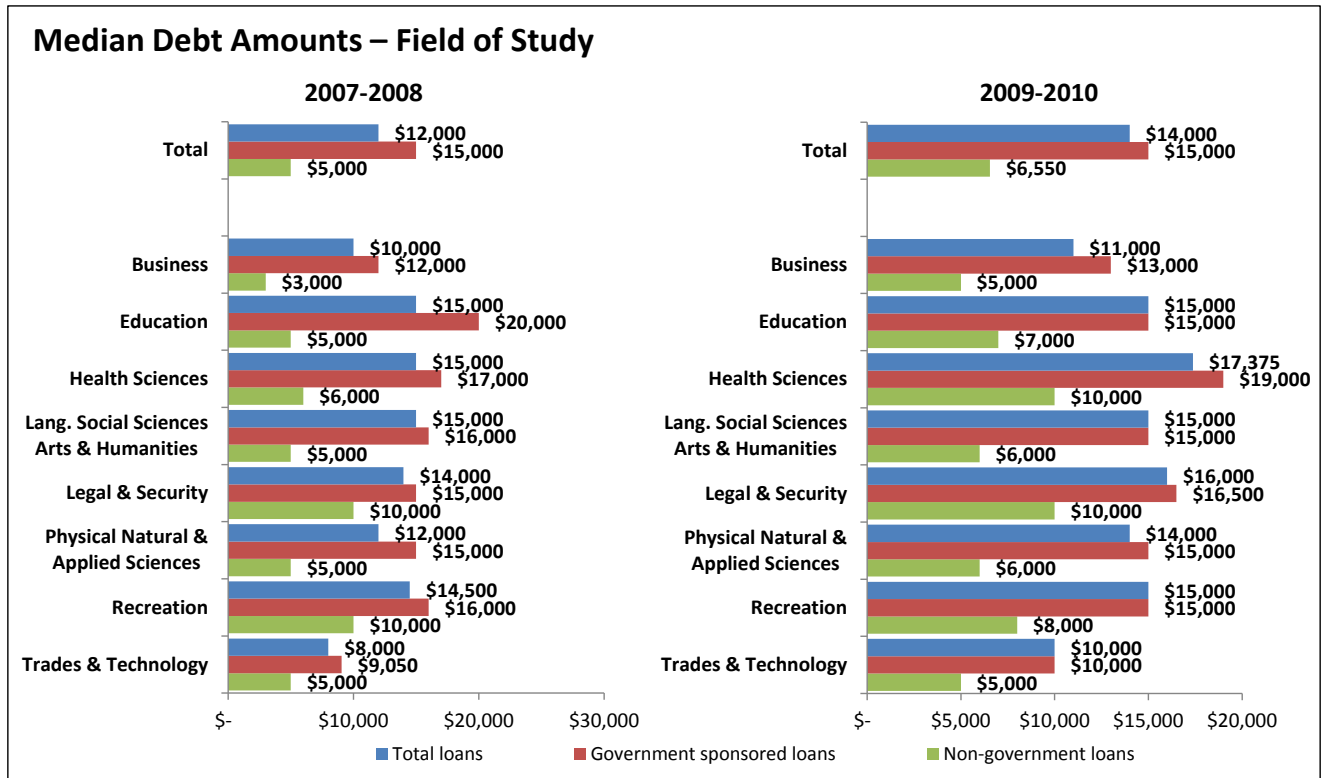


Total debt mean value increased for all program types from the class of 2007-08. Generally, this increase results from a more specific increase in non-government sponsored loans. Graduates from Diploma and Doctoral programs report a decreased value of government sponsored loans, but with increases in both government-sponsored and total debt mean values. The greatest increase in total loan mean value occurs for Master’s Degree graduates, due to a similar increase in non-government loans:

- Total loan mean value - \$14,000 for the class of 2009-10, up from \$10,000 for the class of 2007-08
- Non-government loans - \$7,000 for the class of 2009-10, up from \$1,500 for the class of 2009-10



The median debt amounts for most fields of study have increased since the class of 2007-08 results. The exceptions are Education and Languages, Social Sciences, Arts, and Humanities, for which the median value of total debt is unchanged due to decreases in government sponsored loans offsetting the increases in non-government loans.



## 10. APPENDIX A: SURVEY INSTRUMENT

### Alberta Graduate Outcomes Survey, Class of 2009-10 CATI Survey

Hello, may I please speak to \_\_\_\_\_ (name of graduate)?

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

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

New contact - phone	Collect new phone #
New contact - email	Collect email address

Hi, my name is \_\_\_\_\_ and I'm with Leger Marketing Alberta. I'm calling on behalf of Alberta Advanced Education & Technology and \_\_\_\_\_ (name of institution). We are conducting a survey of post-secondary students who completed programs of study in the fall of 2009 or the spring of 2010 at \_\_\_\_\_ (name of institution). The purpose of the study is to provide summary information for Alberta Advanced Education & Technology about graduates' satisfaction as well as their employment and educational experiences, and to provide detailed information to \_\_\_\_\_ (name of institution) with ideas about how to improve their programs. Are you willing to complete this survey? It will only take about 17 minutes and you can complete it by telephone or online.

Yes – Available now	Continue
Yes – Call back	Schedule call back
Yes - Online	Collect email address
Refusal	Thank and terminate

Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential. If you wish to stop this survey at any time please just tell me. Your responses will be shared with participating post-secondary institutions but will not be attributable on an individual basis. When results are published, only summary or aggregated information will be provided. Your personal information is protected by the *Freedom of Information and Protection of Privacy Act*.

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

Institution	Survey Contact	Telephone Number
The CATI system will generate the name and telephone number for the institutional contact.		

[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education and Technology website in the fall of 2012. The report from the last wave of this research is currently available on this website.]

## **BACKGROUND**

**First, I would like to start by asking some general background questions.**

1. What was the highest grade level you completed in the K-12 system, not including adult upgrading?
  1. Grade 1
  2. Grade 2
  3. Grade 3
  4. Grade 4
  5. Grade 5
  6. Grade 6
  7. Grade 7
  8. Grade 8
  9. Grade 9
  10. Grade 10
  11. Grade 11

- 12. Grade 12
- 13. Grade 13
- 14. Kindergarten
- 88. Don't know
- 99. No response

2. Which city or town were you living in when you last attended high school or another grade in the K-12 system, not including adult upgrading? **[DO NOT READ]**

- 1. Edmonton
- 2. Calgary
- 3. Lethbridge
- 4. Red Deer
- 5. Grande Prairie
- 6. Medicine Hat
- 7. Fort McMurray
- 8. Elsewhere in Alberta (specify) \_\_\_\_\_
- 9. Elsewhere in Canada (specify province/territory) \_\_\_\_\_
- 77. Outside Canada (specify country) \_\_\_\_\_
- 88. Don't know
- 99. No response

3. 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

4. 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
- 8. Elsewhere in Alberta (specify) \_\_\_\_\_
- 9. Elsewhere in Canada (specify province/territory) \_\_\_\_\_
- 77. Outside Canada (specify country) \_\_\_\_\_
- 88. Don't know
- 99. No response

5. In what year did you begin post-secondary studies, not including adult upgrading?  
**[ENTER FOUR DIGIT YEAR]**



- 8888. Don't know
- 9999. No response

6. Have you permanently relocated to a different city or town since the time of your graduation from \_\_\_\_\_ (name of institution)?

- 1. Yes
- 2. No → **GO TO Q10**
- 88. Don't know → **GO TO Q10**
- 99. No response → **GO TO Q10**

7. What was your primary reason for moving?

**[DO NOT READ, SELECT ONLY ONE OPTION]**

- 1. To attain employment
- 2. Improve employment situation
- 3. Family move/obligations (including children, extended family, etc)
- 4. To be independent/move away from family
- 5. Housing opportunities/cost of living
- 6. Proximity to work/services/opportunities
- 7. Moving back to family home
- 8. To acquire further education
- 9. Improve social life
- 77. Other (specify) \_\_\_\_\_
- 88. Don't know
- 99. No response

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

**(Note: If respondent has relocated more than once, enter where they are now)**

9. Was this your hometown?
1. Yes
  2. No
  88. Don't know
  99. No response

10. I will now ask you a series of questions about your post-secondary educational experience.

Using a 5-point scale where 1 means “not useful” and 5 means “very useful”, how useful were each of the following sources of information in helping you decide which program and institution to attend? If some of these sources of information are not applicable please indicate so. **[RANDOMIZE AND READ]**

	not useful		very useful			N/A	DK	NR
a) Institutional calendars (online)	1	2	3	4	5	77	88	99
m) Institutional calendars (print)	1	2	3	4	5	77	88	99
b) Alberta Learning Information Service1 (ALIS) website ( <a href="http://www.alis.ab.ca">www.alis.ab.ca</a> )	1	2	3	4	5	77	88	99
i) Institution website	1	2	3	4	5	77	88	99
c) School or guidance counselors	1	2	3	4	5	77	88	99
j) Career fair/Open house /PSI High School presentation	1	2	3	4	5	77	88	99

d) Teachers	1	2	3	4	5	77	88	99
e) Career counselors	1	2	3	4	5	77	88	99
k) Co-workers/employer	1	2	3	4	5	77	88	99
f) Parents or other relatives	1	2	3	4	5	77	88	99
g) Friends	1	2	3	4	5	77	88	99
l) Student recruiters								
/PSI program representatives	1	2	3	4	5	77	88	99
h) Other (specify) _____	1	2	3	4	5	77	88	99

**11.** 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 you had at the time
7. To change careers
8. Obtain high school equivalency
77. Other (specify) \_\_\_\_\_
10. Did not set a goal → **GO TO Q14**
88. Don't know → **GO TO Q14**
99. No response → **GO TO Q14**

**12.**

To what extent did you achieve your primary goal?

0. Did not achieve it **GO TO 13**
1. Partially achieved it – **GO TO 13**
2. Mostly achieved it – **GO TO 13**
3. Fully achieved it – **GO TO 14**
88. Don't know – **GO TO 14**
99. No response – **GO TO 14**

**13.** Why did you not fully achieve your primary goal? **[DO NOT READ]**

1. Changed program/career plans/goals
2. Personal illness or disability
3. Family responsibilities
4. Moved

- 5. Financial Reasons
- 6. Lack of employment in field
- 7. Still in school/pursuing further education
- 8. Other (specify)\_\_\_\_\_
- 88. Don't know
- 99. No response

**YOUR PROGRAM**

The following questions relate to the \_\_\_\_\_ (name of program) program you graduated from.

14. Please rate the following statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”.

To what extent did the program from which you graduated at \_\_\_\_\_ (institution name) provide you with the following benefits? If some of these benefits are not applicable please indicate so. **[RANDOMIZE AND READ]**

	not at all		great extent			N/A	DK	NR
a. The skills needed for a particular job	1	2	3	4	5	77	88	99
b. Knowledge of a particular field of study	1	2	3	4	5	77	88	99
c. An opportunity to improve yourself	1	2	3	4	5	77	88	99
d. Chances of improved income	1	2	3	4	5	77	88	99
e. A desire to continue learning more, about this or other subjects	1	2	3	4	5	77	88	99
f. Improved employment opportunities	1	2	3	4	5	77	88	99

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

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

	not at all		great extent			N/A	DK	NR
a. Solve problems	1	2	3	4	5	77	88	99
b. Speak in public	1	2	3	4	5	77	88	99
c. Develop your writing skills	1	2	3	4	5	77	88	99
d. Resolve conflicts	1	2	3	4	5	77	88	99
e. Learn independently	1	2	3	4	5	77	88	99
f. Become self-confident	1	2	3	4	5	77	88	99
g. Develop leadership skills	1	2	3	4	5	77	88	99
h. Think creatively	1	2	3	4	5	77	88	99
i. Develop awareness of ethical issues	1	2	3	4	5	77	88	99
j. Develop awareness of political and social issues	1	2	3	4	5	77	88	99
k. Appreciate other cultures	1	2	3	4	5	77	88	99
l. Develop work-related computer skills	1	2	3	4	5	77	88	99
m. Develop research skills	1	2	3	4	5	77	88	99
n. Develop mathematical skills	1	2	3	4	5	77	88	99
o. Develop interpersonal skills	1	2	3	4	5	77	88	99

p. Work independently	1	2	3	4	5	77	88	99
q. Work well with others	1	2	3	4	5	77	88	99
s. Develop effective time management skills	1	2	3	4	5	77	88	99
t. Analyze Information	1	2	3	4	5	77	88	99

**16.** 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]**

**a)** How satisfied are you with the quality of teaching in your program?

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied
88. Don't know
99. No response

**b)** How satisfied are you with your program at \_\_\_\_\_ (name of institution)?

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied
88. Don't know
99. No response

**c)** How satisfied are you with the overall quality of your educational experience?

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied
88. Don't know
99. No response

17. With a yes or no answer, would you recommend the same program of study to someone else?

1. Yes
2. No
88. Don't know
99. No response

18. Would you recommend to someone that they should attend \_\_\_\_\_ (name of institution)?

1. Yes
2. No
88. Don't know
99. No response

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP QUESTION 18 a, 18 b, AND 18 c.]

18 a.) What was the minimum length of time to complete your program, based on a regular course load? (answer should be in years)

18 b.) Did it take you less, more, or exactly that amount of time to complete your program?

1. Less – GO TO 19
2. More – GO TO 18 c
3. Exactly the same– GO TO 19

18 c.) What were the main reasons why it took longer to complete?

(Verbatim Response)

19. Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the \_\_\_\_\_ (program name) program at \_\_\_\_\_ (name of institution)?

1. Yes
2. No → GO TO Q25
88. Don't know → GO TO Q25
99. No response → GO TO Q25

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

**[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP QUESTION 20 AND GO TO QUESTION 25.]**

1. Yes
2. No → **GO TO Q24B**
88. Don't know → **GO TO Q24B**
99. No response → **GO TO Q24B**

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

1. Athabasca University
2. University of Alberta
3. University of Calgary
4. University of Lethbridge
5. Ambrose University College(Canadian Nazarene University College / or Alliance University College)
6. Augustana University College (now University of Alberta - Augustana Campus)
8. Canadian University College
9. Concordia University College
10. King's University College
11. St. Mary's University College
12. Taylor University College and Seminary
13. Alberta College of Art and Design
14. Bow Valley College
15. Fairview College
16. Grande Prairie Regional College
17. Grant MacEwan College
18. Keyano College
19. Lakeland College
20. Lethbridge College (formerly Lethbridge Community College)
21. Medicine Hat College
22. Mount Royal College
23. NorQuest College
24. Northern Lakes College
25. Olds College



- 26.Portage College
- 27.Red Deer College
- 28.NAIT
- 29.SAIT
- 30.Other Alberta Institution (specify) \_\_\_\_\_
- 31. Other Non-Alberta Institution (specify) \_\_\_\_\_
- 88. Don't know
- 99. No response

**22.** Did you receive full credit or partial credit from?

**[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21]**

	Full	Partial	DK	NR
a. Athabasca University	1	2	88	99
b. University of Alberta	1	2	88	99
c. University of Calgary				
d. ...				

**[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21 AND Q22 <> 88 OR 99.]**

**23.** Did you receive the transfer credit you expected from...?

	Yes	No	DK	NR
a. Athabasca University	1	2	88	99
b. University of Alberta	1	2	88	99
c. University of Calgary				
d. ...				

**[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21 AND Q23=2]**

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

**[CHECK ALL THAT APPLY; DO NOT READ]**

**Athabasca University**

1. I did not originally plan to transfer.
2. I completed more credits than were allowed for transfer to (i.e. most programs require that 50% of the program has to be completed at the institution offering the credential).
3. My marks weren't high enough to receive transfer credit.
4. I misunderstood or found the transfer requirements to be unclear.
5. I received unclear advice on what courses would transfer from the sending institution
6. I received unclear advice on what courses would transfer from the receiving institution
7. I received unclear advice on what courses would transfer from the other sources
8. I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).
9. My courses were too old to transfer as I took them too long ago.
10. All my courses were transferable but some weren't required for graduation.
77. Other (specify) \_\_\_\_\_
88. Don't know
99. No response

#### **University of Alberta**

1. I did not originally plan to transfer.
2. I completed more credits than were allowed for transfer to (i.e. most programs require that 50% of the program has to be completed at the institution offering the credential).
3. My marks weren't high enough to receive transfer credit.
4. I misunderstood or found the transfer requirements to be unclear.
5. I received unclear advice on what courses would transfer from the sending institution
6. I received unclear advice on what courses would transfer from the receiving institution
7. I received unclear advice on what courses would transfer from the other sources
8. I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).
9. My courses were too old to transfer as I took them too long ago.
10. All my courses were transferable but some weren't required for graduation.
77. Other (specify) \_\_\_\_\_
88. Don't know
99. No response

#### **University of Calgary...**

24. A.) 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

24. B.) In completing requirements for the \_\_\_\_\_(name of program) program, did you complete a prior learning assessment and recognition (PLAR) assessment?

1. Yes
2. No (go to 25)
88. Don't know (go to 25)
99. No response (go to 25)

24 C.) Which type of PLAR assessment did you complete? Please select all that apply

(Read)

- Written challenge exam
- Oral exam or structured interview
- Skills demonstration/assessment
- Product assessment
- Evidence file assessment
- Portfolio assessment

24 D.) Were you successful in being awarded PLAR credits?

1. Yes
2. No (go to 25)
88. Don't know (go to 25)
99. No response (go to 25)

24 E.) How many PLAR credits were you awarded? (Read)

1. 3 (one course)
2. 6-12 (two to four courses)
3. 15-30 (five to ten courses)
4. more than 30 (eleven or more courses)
88. Don't know
99. No response

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

26. How much of your course-load for the program you graduated from did you take through on-line and / or distance delivery? Is that...? **[DOES NOT INCLUDE PRIOR CREDIT TRANSFERS]**

1. None
2. Less than half
3. About half
4. More than half
5. All of it
88. Don't know
99. No response

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP TO QUESTION 27.]

26 A. As part of your studies at  (Alberta 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 27)
88. Don't know (go to 27)
99. No response (go to 27)

B. In which country? [Record response]

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

C. Was your Study Abroad Program offered: (read list, choose one option)

- \_\_\_ All in English
- \_\_\_ Primarily in English
- \_\_\_ Primarily in a language other than English
- \_\_\_ All in a language other than English

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

- 1. Very dissatisfied
- 2. Dissatisfied
- 3. Satisfied
- 4. Very satisfied
- 88. Don't know
- 99. No response

27. Did you work while taking classes at \_\_\_\_\_(name of institution)?

- 1. Yes
- 2. No
- 88. Don't know
- 99. No response

## EMPLOYMENT OUTCOMES

**The following questions relate to your employment outcomes since graduating.**

28. Do you currently have one or more paying jobs, including self-employment and seasonal positions?

- 1. Yes
- 2. No → **GO TO Q31**
- 88. Don't know → **GO TO Q31**
- 99. No response → **GO TO Q31**

29. How many paying jobs do you have? **[ENTER NUMBER]**

- 89. Don't know
- 100. No response

- 30.** Are you self-employed (in your main job)? **[THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS.]**
1. Yes
  2. No
  88. Don't know
  99. No response

**SKIP AHEAD TO Q33**

- 31.** Are you currently looking for a job?
1. Yes → **GO TO Q50**
  2. No
  88. Don't know → **GO TO Q50**
  99. No response → **GO TO Q50**

- 32.** What is the main reason you are not looking for a job? **[DO NOT READ]**
1. Own illness or disability
  2. Personal or family responsibilities
  3. Going to school
  4. No longer interested in finding a job
  5. Waiting for recall (to former or seasonal job)
  6. Waiting for replies from employer
  7. Could not find the kind of job wanted
  8. Traveling/taking time off
  9. Retired
  10. International student/immigration issues
  77. Other (specify) \_\_\_\_\_
  88. Don't know
  99. No response

**SKIP AHEAD TO Q50**

- 33.** How long have you been employed in your (main) job?  
**[SELECT THE MOST APROPRIATE, DO NOT READ]**
1. Six (6) months or less
  2. Six (6) months and one (1) day to one (1) year
  3. Longer than one (1) year
  88. Don't know
  99. No response

34. What sector best describes the organization you work for? [Read list as necessary]

1. Agriculture, Forestry, Fishing and Hunting
2. Mining, Oil and Gas
3. Utilities
4. Construction
5. Manufacturing
6. Wholesale Trade
7. Retail Trade
8. Transportation and Warehousing
9. Telecommunications and Information
10. Finance and Insurance
11. Real Estate and Rental and Leasing
12. Professional, Scientific and Technical Services
13. Management of Companies and Enterprises
14. Administrative and Support
15. Waste Management and Remediation Services
16. Education Services
17. Health Care and Social Assistance
18. Arts, Entertainment and Recreation
19. Accommodation and Food Services
20. Public Administration
77. Other Services (Please specify) \_\_\_\_\_
88. Don't know
99. No response

35. What is your job title? (If you held more than one job, choose the one with the most hours.) **[ENTER JOB TITLE]**

88. Don't know
99. No response

36. What are your main work duties?

**[PROBE IF NECESSARY, ENTER MAIN WORK DUTIES]**

88. Don't know
99. No response

37. What is the total number of hours you usually work per week in your (main) job? (The main job refers to the one with the most hours worked in a week.) **[ENTER HOURS]**
8888. Don't know
9999. No response

39. What is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions for your (main) job? **[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) \_\_\_\_\_
88. Don't know → **GO TO Q41**
99. No response → **GO TO Q42**

38. Working your usual hours at your (main) job, approximately what is your [INSERT APPROPRIATE WORD(S) FROM 39: 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 39=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]**
888888. Don't know → **GO TO Q41**
999999. No response → **GO TO Q42**

GO TO 41 IF 37=DK AND 39=HOURLY

40. [Skip if Q39 = yearly] Based on what you have told me, your total expected **annual** income from your (main) job before deductions is calculated to be \$ \_\_\_\_\_. Does that sound about right?
1. Yes → **GO TO Q42**



- 2. No
- 88. Don't know → **GO TO Q42**
- 99. No response → **GO TO Q42**

**41.** [Skip if Q39 = yearly] In that case, what is your approximate **annual** income from your (main) job before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**

- 888888. Don't know
- 999999. No response

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

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88 99
b) The subject-area knowledge you acquired	1	2	3	88 99
c) Overall, how related is your current (main) job to the program from which you graduated in 2009-10?	1	2	3	88 99

**IF THE RESPONDENT HAS ONLY ONE JOB, BASED ON RESPONSE TO Q29, SKIP TO Q47**

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

- 88. Don't know - GO TO Q45
- 99. No response - GO TO Q45

GO TO Q45 IF DK OR NO RESPONSE TO Q37

**43VALID.** To confirm, you work a total of [Q37+Q43] per week; that is, [Q37] at your main job and another [Q43] hours at your other jobs.

- 1. Yes – Continue
- 2. No – Jump back to Q37 or Q43, as appropriate

**45.** 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) \_\_\_\_\_
88. Don't know
99. No response → **GO TO Q46**

**44.** Working your usual hours at your other job(s) what is your approximate [INSERT APPROPRIATE WORD(S) FROM 45: 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 45=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]**

888888. Don't know GO TO Q45B

999999. No response → **GO TO Q46**

GO TO 45B IF DK IN Q45

GO TO 45B IF DK IN Q43 AND HOURLY IN Q45

**45a.** [Skip if Q45 = yearly] Based on what you have told me, your total expected **annual** income from your other job(s) before deductions is calculated to be \$ \_\_\_\_\_. Does that sound about right?

1. Yes → **GO TO Q46**
2. No
88. Don't know
99. No response → **GO TO Q46**

**45b.** [Skip if Q45 = yearly] In that case, what is your approximate **annual** income from your other job(s) before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**

- 888888. Don't know
- 999999. No response → **GO TO Q46**

**46.** 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 are your other jobs to:

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88 99
b) The subject-area knowledge you acquired	1	2	3	88 99
c) Overall, how related is your other job to the program from which you graduated in 2009-10?	1	2	3	88 99

**47.** When you were selected for your (main) job, what was the minimum level of education needed to get the job? **[DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]**

- 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 bachelor's degree
- 8. Completed graduate studies
- 10. Professional degree (only includes: Medicine (MD), Law (LLB), and Dentistry (DDS))
- 9. Other (specify) \_\_\_\_\_
- 88. Don't know
- 99. No response

**48.** Given your education, training and experience, how qualified do you feel you are for your (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

**49.** 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

## **FURTHER STUDIES**

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

**50.** Are you currently enrolled as a student?

- 1. Yes
- 2. No → **GO TO Q54**
- 88. Don't know → **GO TO Q54**
- 99. No response → **GO TO Q54**

**51.** What post-secondary institution(s) are you enrolled in?

- 1. Athabasca University
- 2. University of Alberta (including Augustana campus)
- 3. University of Calgary
- 4. University of Lethbridge
- 5. Ambrose University College
- 6. Canadian University College
- 7. Concordia University College
- 8. King's University College
- 9. St. Mary's University College
- 10. Alberta College of Art and Design
- 11. Bow Valley College
- 12. Grande Prairie Regional College (including Fairview Campus)
- 13. Grant MacEwan College

- 14. Keyano College
- 15. Lakeland College
- 16. Lethbridge Community College
- 17. Medicine Hat College
- 18. Mount Royal College
- 19. NorQuest College
- 20. Northern Lakes College
- 21. Olds College
- 22. Portage College
- 23. Red Deer College
- 24. NAIT
- 25. SAIT
- 30. Other Alberta Institution (specify) \_\_\_\_\_
- 31. Other Non-Alberta Institution (specify) \_\_\_\_\_
- 88. Don't know
- 99. No response

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

- 1. Full-time
- 2. Part-time
- 88. Don't know
- 99. No response

**53.** Will these studies lead to a...? **[READ LIST AS NECESSARY]**

- 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) \_\_\_\_\_
- 88. Don't know
- 99. No response

<b>FINANCIAL INFORMATION</b>
------------------------------

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

**54.** Have you ever received government-sponsored student loans?

1. Yes
2. No → **GO TO Q56**
88. Don't know → **GO TO Q56**
99. No response → **GO TO Q56**

**55.** 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]**

888888. Don't know  
999999. No response

**56.** Have you ever received scholarships, grants or bursaries?

1. Yes
2. No → **GO TO Q58**
88. Don't know → **GO TO Q58**
99. No response → **GO TO Q58**

**57.** Approximately how much did you receive in scholarships, grants and/or bursaries during your post-secondary studies? **[ENTER AMOUNT, NO DECIMALS]**

888888. Don't know  
999999. No response

**58.** Have you ever received non-government sources of financing for education-related expenses?

**[READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION]**

(i.e. bank loans, credit cards, credit lines, loans from relatives, etc)?

1. Yes
2. No → **GO TO Q60**
88. Don't know → **GO TO Q60**
99. No response → **GO TO Q60**

**59.** At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government sources? This amount does NOT include what you owe for government sponsored student loans. **[ENTER AMOUNT, NO DECIMALS]**

888888. Don't know

999999. No response

## DEMOGRAPHICS

**The following demographic questions are asked only to assist in classifying your responses, and are not used in any way to identify you. As I mentioned, these questions are all voluntary and any information you provide is kept strictly confidential.**

**60.** What is your gender? **[DO NOT ASK]**

1. Male

2. Female

88. Don't know

99. No response

**61.** What is your current age? **[ENTER AGE]**

88. Don't know

99. No response

**62.** What was your marital status when you started the \_\_\_\_\_ (program name) program? Were you ...?

1. Single (never married)

2. Married or living with partner

3. Divorced/Separated/Widowed

88. Don't know

99. No response

**63.** When you started the \_\_\_\_\_ (name of program) program for how many dependents (including dependent adults) were you responsible? **[ENTER NUMBER]**

88. Don't know

99. No response

**64.** Do you consider yourself to be an Aboriginal person?

1. Yes

- 2. No → **GO TO Q66**
- 88. Don't know → **GO TO Q66**
- 99. No response → **GO TO Q66**

**65.** Are you...? **[READ]**

- 1. Status Indian
- 2. Non-status Indian
- 3. Inuit
- 4. Métis
- 77. Other \_\_\_\_\_
- 88. Don't know
- 99. No response

**SKIP TO Q67**

**66.** Do you consider yourself to be a member of a visible minority?

- 1. Yes
- 2. No
- 88. Don't know
- 99. No Response

**67.** 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 Q69**
- 88. Don't know → **GO TO Q69**
- 99. No response → **GO TO Q69**

**68.** What is the nature of your disability? **[ENTER DISABILITY]**

- 88. Don't know
- 99. No response

**69.** What is/was the highest level of education attained by either one of your parents or guardians? **[DO NOT READ CATEGORIES. ENTER EDUCATION LEVEL OF PARENT/GUARDIAN WITH HIGHEST ATTAINMENT]**



1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree
  - 6 a.) Undergraduate
  - 6 b.) Master's
  - 6 c.) PhD
  - 6 d.) Professional degree -- only includes: Medicine (MD), Law (LLB), and

Dentistry (DDS)

77. Other (specify) \_\_\_\_\_
88. Don't know
99. No response

**70.** 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?

88. Don't know
99. No response

**We've reached the end of our questions and I would like to thank you very much for your time and interest.**