

SURVEY SUMMARY REPORT

**2007/2008 Employer
Satisfaction Survey**

**Alberta Advanced Education and Technology
Policy and Corporate Planning**



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Executive Summary

As part of continuing efforts to improve the Learning System, Alberta Advanced Education and Technology, together with Alberta Education, biennially conducts a survey of Alberta employers to assess satisfaction with key areas of the Learning System. In 2007/2008, a representative sample of 12,392 Alberta businesses was purchased from RSTS Inc. by CCI Research, 11,680 of which were used for the survey. Respondents were randomly selected from the sample and asked questions about the graduates of Alberta's Learning systems. A total of 2,201 employers participated in this survey, producing results with a margin of error of $\pm 2.1\%$, at the 95% confidence level. This summary highlights the main findings from the 2007/2008 Employer Satisfaction Survey.

Education Level of Employees

A total of 80.3% of employers reported having employees who had a High School Diploma only. The next most common education level was a Diploma (64.2%) or a Degree (60.4%). Less than half of employers reported having employees with a Certificate (47.7%) or less than high school (41.4%), and approximately one in three had Apprenticeship graduates (35.4%).

Hiring Recent Graduates

About one-third of employers reported having hired a recent High School Diploma only graduate (32.1%) or a recent Post-Secondary graduate (30.6%).

Of those employers who did not have recent graduates on staff, roughly one in five to one in three were looking to hire any type of recent graduate.

Those who were looking to hire High School Diploma only graduates were most often looking to fill Operator/Labourer/Warehousing positions, while those who were looking to hire Post-Secondary graduates were most often looking to fill Technicians/Technologist/Skilled trades positions.

Overall Satisfaction with Recent Graduates

Overall, employers were more satisfied with the skills and quality of work of Post-Secondary graduates than they were with High School Diploma only graduates. Specifically, almost all employers were satisfied overall with Degree graduates (90.0%), Diploma graduates (89.0%), Certificate graduates (87.8%), and Journeyperson Certificate graduates (85.2%), but only two-thirds of employers were satisfied with High School Diploma only graduates (67.1%).

Satisfaction with Recent Graduates' Skills and Personal Qualities

Employers were asked to rate their satisfaction with 12 unique skills and personal qualities of graduates. Overall, satisfaction tended to be higher for Post-Secondary graduates than it was for High School Diploma only graduates. Satisfaction for Post-Secondary graduates in these areas ranged from 79.8% to 91.9%, while satisfaction with High School Diploma only graduates ranged from 48.3% to 76.8%.

In addition, satisfaction with the skills and knowledge of graduates entering the workforce, their ability to learn at work, and their ability for lifelong learning was significantly higher for all Post-Secondary graduates when compared with High School Diploma only graduates (by up to 25.6%).

Organization Provided Assistance for Education or Training

Over half of the employers surveyed (56.2%) indicated that they had provided some type of assistance for education or training to their employees. The most common type of assistance reported was providing time off during the working day (90.5%).

Evaluation of Alberta's Learning System

Over half of employers of recent graduates agreed that Alberta's Learning System meets the needs of their company by providing an adequate supply of Diploma graduates (60.0%), High School Diploma only graduates (58.8%), Degree graduates (57.8%), and Certificate graduates (55.7%). However, only 34.1% agreed that Alberta's Learning System meets the needs of their company by providing an adequate supply of Journeyperson's Certificate graduates, although a large proportion of employers did not provide a response with respect to Journeyperson's Certificate graduates (43.7%).

About seven in ten employers agreed that Alberta's Learning System provides appropriate skills for those graduates with a Diploma (71.8%) and a Degree (69.8%), while almost two-thirds agreed that Alberta's Learning System provides appropriate skills for those graduates with a Certificate (64.4%), and only about half agreed that Alberta's Learning System provides appropriate skills for those graduates with a High School Diploma only (51.6%). Only 43.9% percent agreed when asked about Journeyperson's Certificate graduates, although, again, a large proportion of employers did not provide a response with respect to Journeyperson's Certificate graduates (43.4%).

Skills and Abilities Missing From Recent Graduates

The most commonly mentioned skill/ability missing from recent High School Diploma only graduates was a work ethic/taking pride in their work (22.1%), followed closely by writing and reading abilities (18.3%). Employers of recent Post-Secondary graduates mentioned that Post-Secondary graduates lacked work experience (18.0%), work ethic (11.4%), and writing and reading ability (11.4%).

Additional Analysis

Additional analysis also revealed some notable relationships between survey items and certain demographic characteristics. For example, several significant results were noted with respect to business size, such that the smallest businesses (4 employees or less):

- Were the least likely to have employees with a High School Diploma only, a Degree, a Diploma, a Certificate, and less than high school
- Were the least likely to report having recent graduates working for their company
- Were the least likely to report that they had been looking to hire any type of graduate within the last two years
- Were the least likely to be satisfied with the skills and knowledge of Degree, Diploma, and Certificate graduates entering the workforce, the ability of Degree, Diploma, and Certificate graduates to learn at work and that Diploma graduates' demonstrated the ability for lifelong learning.

Additionally, a number of significant results were associated with employers in the Health, Education, and Public Administration industries, including:

- They were among the most likely to report having employees with a Degree, Diploma, or Certificate

- They were the most likely to report having recent Post-Secondary graduates working for their company
- They were among the most likely to report that they had been looking to hire Diploma, Certificate, and Degree graduates, but were among the least likely to report that they had been looking to hire High School Diploma only and Apprenticeship graduates
- They were the most likely to report being satisfied with the skills and knowledge of Degree graduates and their ability to learn at work
- They were the most likely to report being satisfied with the ability of Diploma graduates to learn at work and to demonstrate the ability for lifelong learning
- They were the most likely to report that they were satisfied with the skills and quality of work of High School Diploma only graduates

These and other relationships among survey items and demographic variables including region, industry, and business size are described in detail in the body of the report.

1. Introduction

1.1. Background

In order to measure the performance of the Alberta Learning System, both Alberta Advanced Education and Technology and Alberta Education have developed outcome measures to quantify the extent to which they are achieving their strategic directions. The general purpose of this project is to assess the outcomes that relate to Alberta employers' level of satisfaction with the Learning System.

In particular, the outcomes on which this project will collect survey information are:

Alberta Advanced Education and Technology

- Albertans are well prepared for employment and citizenship.

Alberta Education

- The education system meets the needs of all learners, society and the economy.
- Learners are well prepared for employment.

As this survey addresses the information needs of both Alberta Advanced Education and Technology and Alberta Education, the two Departments conducted the project as a joint endeavour, with Alberta Advanced Education and Technology serving as the Contract Manager.

In November 2007, CCI Research Inc. was contracted to conduct the survey aimed at evaluating employer satisfaction with the Learning System in the province for 2007/2008. Telephone surveys were conducted with a random representative sample of employers as part of Alberta Education and Technology's and Alberta Education's commitment to the continuous improvement of the Learning System. This survey is conducted biennially to assess perceptions of and satisfaction with key areas of the Learning System and to identify areas for possible improvement or further investigation.

This report highlights the key findings from the 2007/2008 Employer Satisfaction Survey. A historical perspective of results is provided where possible through comparison of current results with those obtained in previous years. A brief description of the purpose and objectives of this research, the methodology used to conduct the survey, and the key analysis issues precede a full discussion of the results.¹

¹ More detailed information regarding the methodology and analysis for this survey may be found in the separate Methodology report.

1.2. Purpose and Objectives

The purpose of this biennial telephone survey project was to assess employer satisfaction with five types of recent graduates from Alberta's Learning System:

- i. High School Diploma only graduates,
- ii. Degree graduates,
- iii. Post-Secondary Diploma graduates,
- iv. Certificate graduates, and
- v. Apprenticeship graduates.

The main objectives of the survey were to assess:

- i. Satisfaction with the skills and knowledge of recent graduates from Alberta's Learning System;
- ii. Satisfaction with the non-subject specific attributes of recent graduates from Alberta's Learning System; and
- iii. Satisfaction with the overall responsiveness of Alberta's Learning System to employers' specific human resource needs.

Secondary objectives of this project were to:

- iv. Assess the degree to which employers provide assistance for education and training to recent graduates;
- v. Examine employers' perceptions on skills shortages among recent graduates and reasons why recent graduates have not been hired;
- vi. Reveal changes in client satisfaction over time by comparing data collected in this survey to data collected in past surveys; and
- vii. Assist Alberta Advanced Education and Technology and Alberta Education to serve their clientele more effectively and efficiently by identifying areas of strength and areas of weakness that need improvement.

In order to address these objectives, employer satisfaction was measured in the areas of academic and technical skills, non-subject specific attributes, as well as employers' satisfaction with the overall responsiveness of Alberta's Learning System, which includes both the K-12 education system (Alberta Education) and the post-secondary education system (Advanced Education and Technology).

This survey also explored whether employers have been providing their recent graduates/employees with assistance for training and professional development. Additionally, the survey gathered information about the number of recent graduates working for employers; the number of employable positions available for recent graduates; the perceived skills shortages of recent graduates; and the reasons why recent graduates have not been hired by employers.

2. Methodology

Based on instruments previously used for this survey, Alberta Advanced Education and Technology and Alberta Education prepared a survey instrument aimed at assessing satisfaction with various aspects of the Learning System among employers of Alberta graduates, including High School Diploma only graduates, Degree graduates, Post-Secondary Diploma graduates, Certificate graduates, and Apprenticeship graduates. A copy of the complete survey instrument is attached as Appendix A.

The target population for this survey included Alberta businesses with one or more employees. The survey sampling frame consisted of a random sample of businesses in Alberta. Specifically, a representative sample of 12,392 business telephone numbers was purchased from RSTS Inc. in Alberta, and 11,680 numbers were used to complete the survey. The sample files included information pertaining to Census Division within Alberta, North American Industry Classification System (NAICS) code, and business size, although this information was also collected as part of the survey and the information from the survey served as the basis for the reporting of results. Current information about the population of businesses in Alberta was obtained from Alberta Employment, Immigration and Industry, Office of Statistics and Information, Data Development and Evaluation. Prior to implementation of the survey, the characteristics of the purchased sample were compared to the characteristics of the population to ensure that the sample was reasonably representative of the population of businesses in Alberta.

Data collection for the 2007/2008 Employer Satisfaction Survey took place during the period of December 1st, 2007 to January 11th, 2008². Trained interviewers used a Computer-Assisted Telephone Interview (CATI) system to complete a total of 2,201 surveys with employers in Alberta. The call dispositions for this project are shown in Table 2-1.

² Note that no calling took place during December 22nd through January 1st.

Table 2-1 Call Dispositions for the Employer Satisfaction Survey			
Call Type	Abbreviation	Frequency	Percent
Complete	CO	2,201	19%
Answering Machine	AM	61	1%
Business Number	BU	0	0%
Call Back (no specific time)	CA	482	4%
Call Back	CB	684	6%
Fax/Computer line	FX	189	2%
Hang Up	HU	565	5%
Interpreter Required	IR	0	0%
Language Barrier	LA	78	1%
Line Busy	LB	5	0%
Moved, no new number given	MV	12	0%
No Answer	NA	88	1%
Not Eligible	NE	1,540	13%
Not in Service	NS	138	1%
Number Removed By Request	NR	43	0%
Refused	RF	3,661	31%
Refused By Someone Other Than Qualified Respondent	RO	218	2%
Wrong Number	WN	17	0%
Partial	PT	11	0%
Terminated	TE	1,687	14%
Total		11,680	100%
*The "terminate" call disposition means that no contact was made after 14 call attempts to that number.			

A minimum of 10% of all calls were monitored by CCI Research supervisors or managers. The survey was conducted in compliance with the requirements of Alberta's *Freedom of Information and Protection of Privacy Act* insofar as it applies to the personal information that was supplied, collected, or used in providing the services required by Alberta Advanced Education and Technology and Alberta Education.

3. Analysis

For the purposes of this report, first-level data analysis includes presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The order of the presentation of results in this report follows the order of the survey instrument. In addition, for ease of reference, the current year's *n* and the exact wording of each item for the current year are presented in table and chart notes for all relevant tables and charts.

The following should be noted with regard to the presentation of frequency data:

- Many items on the survey use four-point response scales including “very satisfied, satisfied, dissatisfied, very dissatisfied” or “strongly agree, agree, disagree, strongly disagree,” etc., depending on the question. Although not asked, “don’t know/not applicable” and “no response” were recorded as well. Results presented in this report may represent percentages for each of the individual options in a response scale or the combined percentages of respondents who reported “very satisfied/satisfied” or “strongly agree/agree.” Thus, in the body of the report, *overall* or *total* satisfaction or agreement refers to these combined percentages, whereas results pertaining to individual response-scale categories are specified separately in the text.
- Percentages are based on all responses for each item (i.e., “don’t know”, “not applicable” and/or “no response” are included in the calculations).
- All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding. Therefore, percentages in text and tables may appear to differ by 1% due to rounding.
- In the case of multiple-response items for which participants could provide more than one response, percentages are expressed in terms of the number of respondents, and, as a result, percentages total to more than 100% for these variables.
- For eight open-ended items on the survey, the comments made by respondents were coded into multiple-response categories. The procedure for this involved creating the response categories based on the response categories used in previous years. Two independent analysts then coded each response into one or more of the defined categories, with differences being resolved through discussion.
- For the item related to number of employees (QA.), responses were used to classify employers into a business size grouping. However, given that this item was asked in an open-ended format, several of the resulting responses required some interpretation in order to derive a specific numerical response that could be used in the analysis. Therefore, for those respondents who reported a range for their number of employees, a conservative approach was adopted such that the lowest number of employees was used in the derivation of business size. For those respondents who provided a response that could not be converted into a specific

number of employees (e.g., those who provided a null response, a percentage, or other similar unidentifiable response), the response was converted into a “don’t know/unknown” response in the derivation of business size. A similar approach was used for the items relating to the number of recent graduates of each type that the employer had on staff (Q2S. a.-e.).

- Historical frequency data are presented for all items which have been asked in previous years. All historical data are taken from the 2006 reports that were prepared and provided to Alberta Advanced Education and Technology and Alberta Education in that year.

Detailed frequencies for each item on the survey are available in the data tables provided separately.

Accuracy for the overall sample of 2,201 employer respondents in 2007/2008 was $\pm 2.1\%$, at the 95% confidence level.

Approximate accuracies for employers who reported having High School Diploma only, Degree, Diploma, Certificate, and Apprenticeship graduates ranged from $\pm 2.3\%$ to $\pm 3.5\%$, at the 95% confidence level. Thus, in order to analyze patterns across these groups, a conservative difference of at least 7% was required before any results are described as different based on observed frequencies.

In order to analyze trends over time using data from previous surveys, approximate similarities in the numbers of respondents over time was assumed. Based on the numbers of respondents, general rules of thumb were adopted such that a difference of at least 5% was required before any results are described as different over time for High School Diploma only graduates, a difference of at least 6% over time was required for Degree, Diploma, and Certificate graduates, and a difference of at least 7% over time was required for Apprenticeship graduates.

Second-level analysis for group comparisons consists of crosstabulations (crosstabs) for categorical data. Crosstabs were conducted for a series of variables of theoretical and practical interest that were identified in advance of data analysis. Specifically, all survey responses were examined according to business size, geographical region, and NAICS grouping. For business size, employers were grouped into the following categories based on their response to the question about how many people in Alberta their company employs (QA.): 1-4, 5-9, 10-19, 20-49, 50-99, 100-199, 200-499, 500 or more. For geographical region and NAICS code, individual responses were grouped as follows (see Table 3-1):

Table 3-1 Region and NAICS Code Groupings	
Region Grouping	Census Division
Region 1: Edmonton	Census Division 11 (Edmonton)
Region 2: Calgary	Census Division 6 (Calgary)
Region 3: Red Deer	Census Division 8 (Red Deer)
Region 4: Banff, Jasper, Rocky Mountain House	Census Division 15 (Banff-Jasper) Census Division 9 (Rocky Mountain House)
Region 5: Northern Alberta	Census Division 12 (St. Paul-Bonnyville) Census Division 13 (Athabasca) Census Division 14 (Edson-Hinton) Census Division 16 (Fort McMurray) Census Division 17 (High Level-Manning) Census Division 18 (Grande Cache) Census Division 19 (Grande Prairie)
Region 6: Central Alberta	Census Division 4 (Hanna-Oyen) Census Division 5 (Drumheller) Census Division 7 (Wainwright) Census Division 10 (Camrose-Lloydminster)
Region 7: Southern Alberta	Census Division 1 (Medicine Hat) Census Division 2 (Lethbridge) Census Division 3 (Cardston-Magrath)
Other	Unknown
Industry Sector (NAICS) Grouping	2- Digit NAICS
Primary Industries and Utilities industries	Agriculture, Forestry, Fishing, and Hunting Mining and Oil & Gas Extraction Utilities
Construction and Manufacturing industries	Construction Manufacturing
Wholesale/Retail Trade, Transportation and Warehousing industries	Wholesale Trade Retail Trade Transportation and Warehousing
Finance and Insurance; Real Estate/Rental/Leasing; Management of Companies; Professional, Scientific, and Technical Services industries	Real Estate and Rental and Leasing Finance and Insurance Professional, Scientific, and Technical Services Management of Companies and Enterprises
Health, Education, and Public Administration industries	Health Care and Social Assistance Education Services Public Administration
Administrative and Support, Waste Management and Remediation Services; Other Services industries	Administrative and Support, Waste Management and Remediation Services Other Services
Arts, Entertainment and Recreation; Accommodation and Food Services; Information and Cultural industries	Arts, Entertainment and Recreation Accommodation and Food Services Information and Cultural Industries

All crosstabs were conducted using collapsed variables as described above (i.e., “very satisfied” + “satisfied” vs. “dissatisfied” + “very dissatisfied,” or “strongly agree” + “agree” vs. “disagree” + “strongly disagree,” etc.). It also should be noted that “don’t know”, “not applicable”, and “refused” responses were included in all crosstab analyses, and thus, like the general descriptive analysis, the crosstab analysis is based on responses from all participants. Tests of significance were undertaken on all crosstabulation tables using the chi-square statistic. A chi-square test for independence evaluates statistically significant differences between proportions for two or more groups in a dataset. Chi-square results for each crosstab were examined and the results of crosstabs with a significant chi-square outcome ($p < .05$) are described in general terms in the body of this report.³

³ Note that a minimal number of significant crosstabs for which no practical difference in frequency results could be observed – i.e., results that differed by a relatively small percentage or that were based only on a small subset of respondents – are not described in the body of the text.

4. Sample Demographics

Table 4-1 shows the demographic information for the completed survey responses including: Business Size, Region of Alberta, and Grouped NAICS categories in comparison with the business population as obtained from Alberta Employment, Immigration and Industry, Office of Statistics and Information, Data Development and Evaluation.

Table 4-1 Demographics			
Demographic Category	Population %	Sample %	
	%	n	%
Business Size			
1-4 employees	56%	462	21.0%
5-9 employees	17%	516	23.4%
10-19 employees	12%	389	17.7%
20 -49 employees	9%	367	16.7%
50-99 employees	3%	169	7.7%
100-199 employees	2%	113	5.1%
200-499 employees	1%	86	3.9%
500 or more employees	0%	93	4.2%
Don't Know	N/A	6	.3%
<i>Total</i>	<i>100%</i>	<i>2201</i>	<i>100%</i>
Region			
Region 1: Edmonton	30%	686	31.2%
Region 2: Calgary	35%	618	28.1%
Region 3: Red Deer	6%	169	7.7%
Region 4: Banff, Jasper, Rocky Mountain House	2%	57	2.6%
Region 5: Northern Alberta	13%	298	13.5%
Region 6: Central Alberta	7%	156	7.1%
Region 7: Southern Alberta	7%	208	9.5%
Other	N/A	9	.4%
<i>Total</i>	<i>100%</i>	<i>2201</i>	<i>100%</i>
Industry Sector (NAIC)			
Primary Industries and Utilities industries	9%	93	4.2%
Construction and Manufacturing industries	17%	369	16.8%
Wholesale/Retail Trade, Transportation and Warehousing industries	20%	571	25.9%
Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries	25%	329	14.9%
Health, Education, and Public Administration industries	8%	296	13.4%
Administrative and Support, Waste Management and Remediation Services, Other Services industries	13%	275	12.5%
Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries	8%	268	12.2%
<i>Total</i>	<i>100%</i>	<i>2201</i>	<i>100%</i>

5. Survey Results

5.1. Education Level of Employees

When asked about the education levels of employees in their company, employers most often reported having employees who had completed a High School Diploma only (80.3%) (see Table 5-1). Similar proportions of employers reported having employees with a Diploma (64.2%) or a Degree (60.4%), while just under half reported having employees with a Certificate (47.7%) or Less than High School (41.4%). Employers were least likely to report having employees who had completed an Apprenticeship program (35.4%).

Education Level	Yes	No	DK
High School Diploma only	80.3%	16.9%	2.8%
Diploma	64.2%	32.8%	3.0%
Degree	60.4%	37.9%	1.7%
Certificate	47.7%	46.6%	5.8%
Less than High School	41.4%	55.1%	3.5%
Apprenticeship	35.4%	61.0%	3.5%

n=2,201 in 2007

2007 QC "I am now going to ask you about the education levels of employees in your company. We are only interested in graduates from Alberta and their highest level of education. Could you tell me if you have any employees (including yourself) with the following education levels?"

Crosstab analysis indicated some significant differences according to region, industry, and business size, as follows:

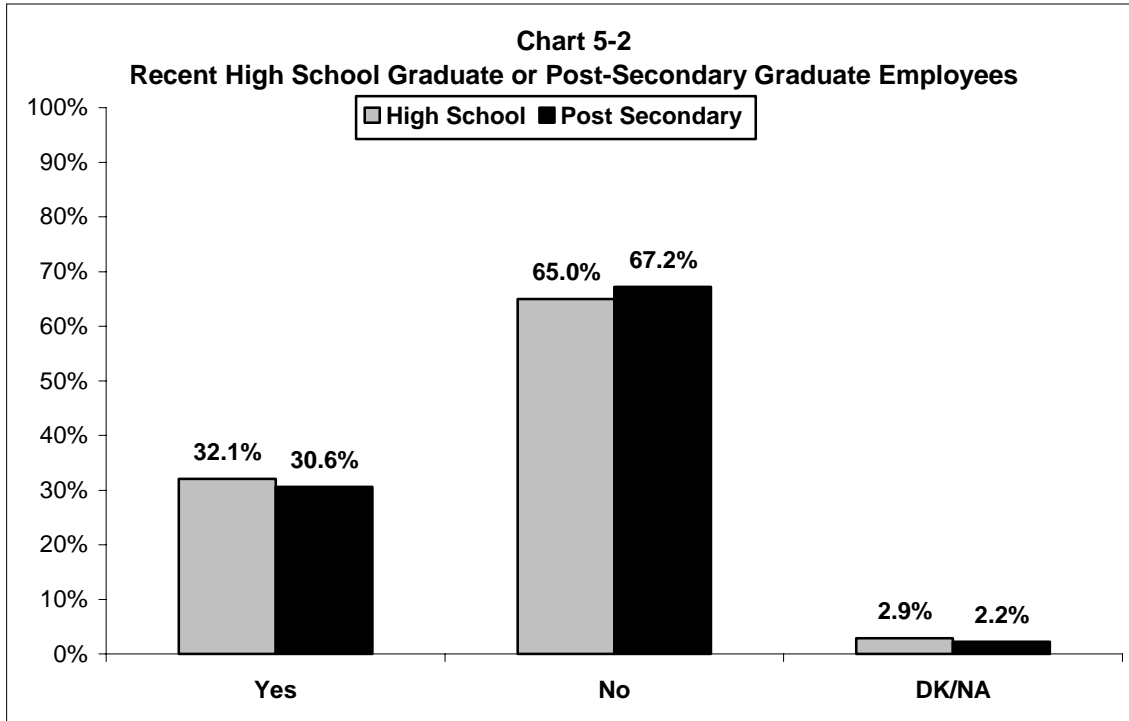
- Employers in Calgary were the least likely to report having employees with a High School Diploma only.
- Employers in Edmonton and Calgary were the most likely to report having employees with a Degree or a Diploma.
- Employers in the Primary Industries and Utilities industries were the most likely to report having employees with a High School Diploma only.
- Employers in the Health, Education, and Public Administration industries were the most likely to report having employees with a Degree or a Diploma.
- Employers in the Health, Education, and Public Administration industries and in the Primary Industries and Utilities industries were the most likely to report having employees with a Certificate.
- Employers in the Primary Industries and Utilities industries and in the Construction and Manufacturing industries were the most likely to report having employees who completed an Apprenticeship program.
- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services

industries and in the Health, Education, and Public Administration industries were the least likely to report having employees with less than high school.

- Employers with 1-4 employees were the least likely to report having employees with a High School Diploma only, a Degree, a Diploma, a Certificate, an Apprenticeship, and less than high school.
- Generally, the larger the company, the more likely the employer was to report having each type of graduate. However, employers with 200-499 employees were the most likely to report having employees who have completed an Apprenticeship program.

5.2. Hiring Recent Graduates

With respect to recent graduates, employers were asked to indicate whether they had any individuals working for their company who had graduated with a High School Diploma only within the last two years or who graduated from a Post-Secondary institution within the last two years. As shown in Chart 5-2, approximately one in three employers reported having one or more recent High School Diploma only graduates (32.1%) or one or more recent Post-Secondary graduates (30.6%) working for their company.



n=2,201 in 2007

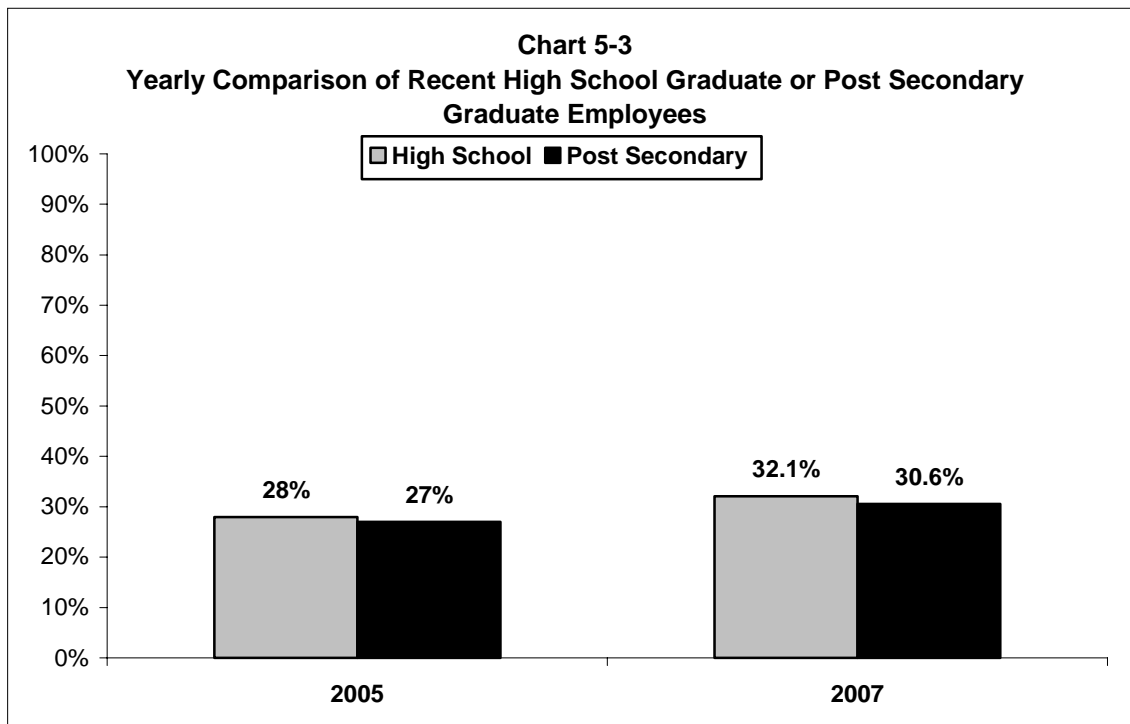
Q1Ea "Have any of the individuals working for your company graduated with a High School Diploma only within the last two years?" Q1Eb "Have any of the individuals working for your company graduated from a Post-Secondary institution within the last two years?"

Crosstab analysis indicated some significant differences according to region, industry, and business size, as follows:

- Employers in the Banff/Jasper/Rocky Mountain House region and those in Central Alberta were the least likely to report having recent Post-Secondary graduates working for their company.
- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to report having recent High School Diploma only graduates working for their company.
- Employers in the Health, Education, and Public Administration industries were the most likely to report having recent Post-Secondary graduates working for their company.

- Employers with 1-4 employees or 5-9 employees were the least likely to report having recent High School Diploma only graduates or recent Post-Secondary graduates working for their company. In general, the larger the company, the more likely the company was to have recent High School Diploma only or Post-Secondary graduates working for them.

The proportion of employers in the current year who reported having a recent High School Diploma only graduate (32.1%) or recent Post-Secondary graduate (30.6%) is generally similar to that of 2005 (28% and 27%, respectively) (see Chart 5-3).



n=2,200 in 2005; n=2,201 in 2007

Employers who did not currently have any recent graduates working for their company were asked if they had been looking to hire any recent graduates, and approximately one in three employers (34.2%) indicated they were looking to hire Diploma graduates (see Table 5-4). Similar proportions of employers were looking to hire Certificate graduates (28.4%) or Degree graduates (26.8%), while about one in four employers were looking to hire Apprenticeship Graduates (24.5%) or High School Diploma only graduates (21.7%).

Table 5-4 Hiring Graduate Type			
Education Level	Yes	No	DK
Diploma	34.2%	64.6%	1.2%
Certificate	28.4%	70.1%	1.4%
Degree	26.8%	72.1%	1.1%
Apprenticeship	24.5%	73.2%	2.3%
High School Diploma only	21.7%	77.3%	.8%

n=1,431-1,480 in 2007

Q2E "Within the last 2 years, have you been looking to hire...a) "High School Diploma only graduates" b) "Degree graduates" c) "Diploma graduates" d) "Certificate graduates" e) "Apprenticeship graduates"

Crosstab analysis indicated some significant differences according to region, industry, and business size, as follows:

- Employers in Red Deer were the least likely to report that they had been looking to hire Degree graduates within the last 2 years.
- Employers in the Primary Industries and Utilities industries, the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries, and the Health, Education, and Public Administration industries were the least likely to report that they had been looking to hire High School Diploma only graduates within the last 2 years, but were the most likely to report that they had been looking to hire Degree graduates within the last 2 years.
- In addition, employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries, and the Health, Education, and Public Administration industries were the most likely to report they had been looking to hire Diploma graduates within the last 2 years but were the least likely to report that they had been looking to hire Apprenticeship graduates within the last 2 years.
- Employers in the Construction and Manufacturing industries and the Health, Education, and Public Administration industries were the most likely to report they had been looking to hire Certificate graduates within the last 2 years.
- Employers with 1-4 employees were the least likely to report that they had been looking to hire any type of graduate within the last 2 years.

As shown in Table 5-5, the demand for hiring Degree graduates has increased by 6.8% in 2007, and appears to be at its highest observed level. Although the proportion of employers wanting to hire Apprenticeship graduates is similar to that of 2005, the demand for this type of graduate appears to be increasing over time (17% in 2003, 22% in 2005, and 24.5% in 2007). While the demand for hiring High School Diploma only graduates is similar to the results of 2005, it is lower than that of 2003 and 2001.

Table 5-5 Yearly Comparison of Hiring Graduate Type				
Education Level	2001	2003	2005	2007
Diploma	31%	27%	29%	34.2%
Certificate	24%	25%	26%	28.4%
Degree	23%	21%	20%	26.8%
Apprenticeship	N/A	17%	22%	24.5%
High School Diploma only	33%	32%	25%	21.7%

n for 2001 and 2003 not available; n= 1,490-1,501 in 2005; n=1,431-1,480 in 2007

As shown in Table 5-6, of those employers looking to hire recent High School Diploma only graduates, almost one in three (31.7%) were looking to fill Operator/Labourer/Warehousing positions, while 17.0% were looking to fill Technicians/Skilled Trades positions.

Of the 18.0% of those employers looking to hire recent High School Graduates who referred to some “other” position, many different types of jobs from various sectors were mentioned, but were too small in number to justify a separate category. Of the ones that were identifiable, sewing, installation, and childcare, were noted. There were also a small number of general automotive references (mechanic, tire repair, auto body, detail staff, auto body preparer).

It should be noted that any apparent differences in responding between 2005 and 2007 should be interpreted with caution because any differences may be attributable to differences in the nature of coding. Specifically, in the current year, responses were coded directly into grouped categories, whereas it appears that a large number of very specific categories were used in the previous survey cycle and then subsequently grouped into categories.

Table 5-6 Positions to be filled by recent High School graduates		
Position/Occupation	Percentage of Responses	
	2005	2007
Operator/Labourer/Warehousing	20%	31.7%
Technicians/Skilled Trades	N/A	17.0%
Sales Persons	9%	13.4%
Customer Service/Counter Help	5%	12.1%
Administrative/Office Workers/Clerical	8%	10.1%
Truck Driver/Driving positions	6%	7.5%
Cashier	4%	4.9%
Food Preparation/Services	N/A	3.9%
Manager/Management	N/A	2.9%
Temporary/Anything/All/Full-time	N/A	2.9%
Housekeeping	N/A	2.0%
Administrative Assistant/Secretary	8%	1.6%
Other	N/A	18.0%
Not Applicable	N/A	0.3%

n=373 in 2005; n=306 in 2007

Q3Ea "What position(s)/occupations(s) were you looking to hire High School Diploma only graduates for?"

Approximately one in five employers (20.7%) who were looking to hire Post-Secondary graduates were looking to fill Technicians/Technologists/Skilled Trades positions (see Table 5-7). The next most common positions to be filled were Sales positions (15.6%) and Manager/Management positions (15.5%).

Many different types of jobs from various sectors were included in the “other” category, but were too small in number to justify a separate category. Of the ones that were identifiable, design/design work, drivers, and various support worker roles were noted. A number of mentions included non-specific references such as “temporary”, “anything”, “all jobs”, “still looking”, “advisory” roles, or were too broad to be included in a specific category.

Again, it should be noted that any apparent differences in responding between 2005 and 2007 should be interpreted with caution because any differences may be attributable to differences in the nature of coding. Specifically, in the current year, responses were coded directly into grouped categories, whereas it appears that a large number of very specific categories were used in the previous survey cycle and then subsequently grouped into categories.

Table 5-7 Positions to be filled by recent Post-Secondary graduates		
Position/Occupation	Percentage of Responses	
	2005	2007
Technicians/Technologists/Skilled Trades	3%	20.7%
Sales positions	6%	15.6%
Manager/Management	9%	15.5%
Accounting/Bookkeeping	7%	9.0%
Administrative/Office Worker/Clerical	7%	8.3%
Operator/Labourer/Warehousing	3%	6.2%
Health/Fitness	N/A	4.7%
Professional designations (all other mentions)	N/A	5.0%
Mechanic/Mechanic's Assistant	5%	4.4%
Teacher/Teacher's Aides	5%	4.3%
Food Preparation/Services	N/A	4.1%
Welder	2%	3.1%
Engineers/Engineering Technicians	3%	2.4%
Information Technology	2%	2.3%
Child Care	N/A	2.0%
Administrative Assistant/Secretary	4%	1.4%
Coordinator/Coordinator Assistant	3%	0.9%
Stylist/Hairdresser	3%	0.6%
Other	N/A	18.6%

n=734 in 2005; n=699 in 2007

Q4Ea "What position(s)/occupations(s) were you looking to hire Post-Secondary graduates for?"

Employers who were looking to hire recent Albertan High School Diploma only graduates but did not were asked why they did not hire any recent High School Diploma only graduates (see Table 5-8). Overall, almost one-third of employers (30.3%) mentioned that graduates were not interested in the position or that none had applied, while the next most common reason was the lack of a suitable candidate (21.7%).

Table 5-8		
Top 5 Reported Reasons recent Albertan High School Diploma graduates were not hired		
Reason	Percentage of Responses	
	2005	2007
Graduates not interested/none applied	36%	30.3%
Lack of suitable candidate/didn't find the right person	8%	21.7%
Still looking/Position has not been filled	N/A	7.9%
Lack of experience related to position	6%	5.1%
High school graduates have a poor attitude	N/A	5.1%

n=373 in 2005; n=254 in 2007

Q3Eb "Why didn't you hire recent Albertan High School Diploma only graduates for these positions/occupations?"

Table 5-9 lists the top five reported reasons for not hiring recent Albertan Post-Secondary graduates. Similar to the reasons given for not hiring recent High School Diploma only graduates, employers most often reported that graduates were not interested (34.1%) or that they did not find a suitable candidate (17.4%).

Table 5-9		
Top 5 Reported Reasons recent Albertan Post-Secondary graduates were not hired		
Reason	Percentage of Responses	
	2005	2007
Graduates not interested/none applied	36%	34.1%
Lack of suitable candidate/didn't find the right person	13%	17.4%
Still looking/Position has not been filled	N/A	8.4%
No need/No openings/Positions filled	13%	6.5%
Lack of experience related to position	6%	6.4%

n=734 in 2005; n=628 in 2007

Q4Eb "Why didn't you hire recent Albertan Post-Secondary graduates for these positions/occupations?"

5.3. Employer Opinions of Graduates From Alberta’s Learning System

Employers were next asked a series of questions about their opinions regarding graduates from Alberta’s Learning System. Generally, employers were more satisfied with Post-Secondary graduates when compared with High School Diploma only graduates.

As Table 5-10 displays, about three out of four employers were satisfied with the combination of skills and knowledge of Post-Secondary graduates who were entering the workforce (76.8% for Degree graduates, 75.7% for Diploma graduates, 76.4% for Certificate graduates, and 76.4% for Apprenticeship graduates). However, employers were less satisfied with the skills and knowledge of High School Diploma only graduates (58.0%).

Education Level	Total Satisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DK/NA
Degree graduates	76.8%	24.4%	52.5%	11.3%	2.0%	9.7%
Diploma graduates	75.7%	23.1%	52.6%	11.3%	2.5%	10.4%
Certificate graduates	76.4%	21.4%	55.0%	11.6%	1.8%	10.1%
Apprenticeship graduates	76.4%	31.0%	45.4%	10.4%	3.3%	9.7%
High School Diploma only	58.0%	9.3%	48.7%	25.3%	7.9%	8.6%

n=780-1,768 in 2007

Q5Ea "I would like to ask questions regarding your opinions of graduates from Alberta’s Learning System in general. Using a scale from one to four, where one is “very satisfied” and four is “very dissatisfied”, please rate to what extent you are satisfied with the following: That graduates are entering the workforce with an appropriate combination of skills and knowledge. For: i) High school diploma only graduates ii) Degree graduates iii) Diploma graduates iv) Certificate graduates v) Apprenticeship graduates”

Employer satisfaction with the skills and knowledge of graduates entering the workforce is similar to the previous survey cycle for all graduate types (see Table 5-11). However, current year satisfaction with High School Diploma only graduates is lower than that of 2003 and 2001.

Education Level	2001	2003	2005	2007
Degree	80%	80%	75%	76.8%
Diploma	80%	81%	77%	75.7%
Certificate	78%	81%	74%	76.4%
Apprenticeship	N/A	78%	77%	76.4%
High School Diploma only	63%	66%	59%	58.0%

n for 2001 and 2003 not available; n= 672-1,676 in 2005; n=780-1,768 in 2007

As shown in Table 5-12, most employers were satisfied with graduates' ability to learn at work, particularly for Apprenticeship graduates (83.5%), Degree graduates (82.6%), Certificate graduates (80.1%), and Diploma graduates (79.1%). However, employers appeared less satisfied with High School Diploma only graduates' ability to learn at work (67.9%).

Table 5-12 Satisfaction with Graduates Ability to Learn at Work						
Education Level	Total Satisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DK/NA
Apprenticeship graduates	83.5%	35.5%	47.9%	5.4%	2.6%	8.5%
Degree graduates	82.6%	34.1%	48.4%	6.8%	1.4%	9.1%
Certificate graduates	80.1%	29.2%	50.9%	8.8%	1.2%	9.6%
Diploma graduates	79.1%	30.0%	49.1%	9.4%	1.2%	10.0%
High School Diploma only	67.9%	17.6%	50.3%	19.6%	4.6%	7.7%

n=780-1,768 in 2007

Q5Eb "I would like to ask questions regarding your opinions of graduates from Alberta's Learning System in general. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied", please rate to what extent you are satisfied with the following: That graduates demonstrate the ability to learn at work. For: i) High school diploma only graduates ii) Degree graduates iii) Diploma graduates iv) Certificate graduates v) Apprenticeship graduates"

Generally, satisfaction with graduates' ability to learn at work has been stable, particularly for Apprenticeship graduates, Degree graduates, and Certificate Graduates (see Table 5-13). However, satisfaction in the current year with Diploma graduates' (79.1%) and High School Diploma only graduates' (67.9%) ability to learn at work appears lower than that of 2001 and 2003.

Table 5-13 Yearly Comparison of Satisfaction with Graduates Ability to Learn at Work				
Education Level	2001	2003	2005	2007
Apprenticeship	N/A	83%	82%	83.5%
Degree	84%	85%	81%	82.6%
Certificate	84%	83%	79%	80.1%
Diploma	85%	86%	80%	79.1%
High School Diploma only	73%	73%	71%	67.9%

n for 2001 and 2003 not available; n= 672-1,676 in 2005; n=780-1,768 in 2007

When asked about lifelong learning, four out of five employers were satisfied that Degree graduates (80.4%) and Apprenticeship graduates (79.9%) had the knowledge, skills and attitudes necessary for learning throughout their lifetime (see Table 5-14). Approximately three-quarters of employers were satisfied that Certificate graduates (76.9%) and Diploma graduates (76.0%) had the ability for lifelong learning, while only slightly more than half of the employers were satisfied what High School Diploma only graduates had the ability for lifelong learning (54.8%).

Table 5-14 Satisfaction with Graduates Ability for Lifelong Learning						
Education Level	Total Satisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DK/NA
Degree graduates	80.4%	29.5%	50.8%	9.8%	1.7%	7.9%
Apprenticeship graduates	79.9%	24.7%	55.1%	10.1%	1.4%	8.6%
Certificate graduates	76.9%	21.4%	55.5%	12.2%	1.9%	8.9%
Diploma graduates	76.0%	24.2%	51.8%	12.8%	2.1%	8.9%
High School Diploma only	54.8%	10.8%	44.0%	31.7%	6.4%	7.0%

n=780-1,768 in 2007

Q5Ec "I would like to ask questions regarding your opinions of graduates from Alberta's Learning System in general. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied", please rate to what extent you are satisfied with the following: That graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self confidence and the ability to access learning opportunities. For: i) High school diploma only graduates ii) Degree graduates iii) Diploma graduates iv) Certificate graduates v) Apprenticeship graduates"

Overall, employers' satisfaction with graduates' ability for lifelong learning has been generally consistent over the past three survey cycles (see Table 5-15).

Table 5-15 Yearly Comparison of Satisfaction with Graduates Ability for Lifelong Learning			
Education Level	2003	2005	2007
Degree	82%	79%	80.4%
Apprenticeship	80%	77%	79.9%
Certificate	78%	74%	76.9%
Diploma	81%	77%	76.0%
High School Diploma only	58%	58%	54.8%

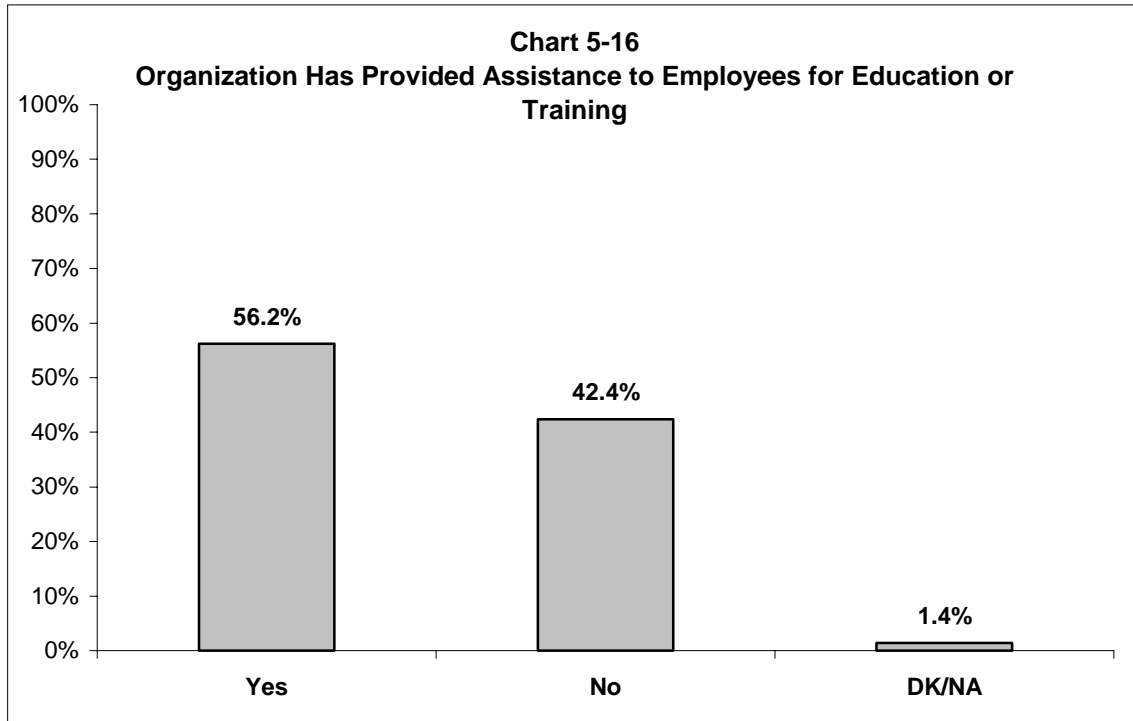
n for 2003 not available; n= 672-1,676 in 2005; n=780-1,768 in 2007

Crosstab analysis for the questions related to the skills and knowledge of graduates entering the workforce, their ability to learn at work, and their ability for lifelong learning indicated some significant differences according to industry and business size:

- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the most likely to report being satisfied with the skills and knowledge of High School Diploma only graduates who were entering the workforce as well as their ability to learn at work.
- Employers in the Health, Education, and Public Administration industries were the most likely to report being satisfied with the skills and knowledge of Degree graduates who were entering the workforce as well as their ability to learn at work. Additionally, employers in the Health, Education, and Public Administration industries were also the most likely to report being satisfied with the ability of Diploma graduates to learn at work and Diploma graduates' demonstration of the ability for lifelong learning.
- Employers in the Administrative and Support, Waste Management and Remediation Services, and Other Services industries were the least likely to report being satisfied with the skills and knowledge of Diploma graduates who were entering the workforce and were also the least likely to be satisfied that High School Diploma only graduates demonstrated the ability for lifelong learning.
- Employers in the Construction and Manufacturing industries were the least likely to report being satisfied with the skills and knowledge of Certificate graduates who were entering the workforce as well as their ability to learn at work.
- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to report being satisfied with the ability of Apprenticeship graduates to learn at work.
- Employers in the Construction and Manufacturing industries and the Administrative and Support, Waste Management and Remediation Services, and Other Services industries were generally the least likely to report being satisfied that Degree graduates and Certificate graduates demonstrated the ability for lifelong learning.
- Smaller employers tended to be the least satisfied of all business sizes. Specifically, employers with 1-4 employees or 5-9 employees were the least likely to report being satisfied with the skills and knowledge of Degree graduates and Diploma graduates entering the workforce, the ability of Diploma graduates to learn at work, and Diploma graduates' demonstration of the ability for lifelong learning.
- Employers with 1-4 employees were the least likely to report being satisfied with the skills and knowledge of Certificate graduates entering the workforce, and the ability of Degree graduates and Certificate graduates to learn at work.

5.4. Organization Provided Assistance for Education or Training

Just over half of the employers surveyed (56.2%) indicated that they had provided some type of assistance to their employees for education or training in Alberta's Learning System within the last two years (see Chart 5-16).



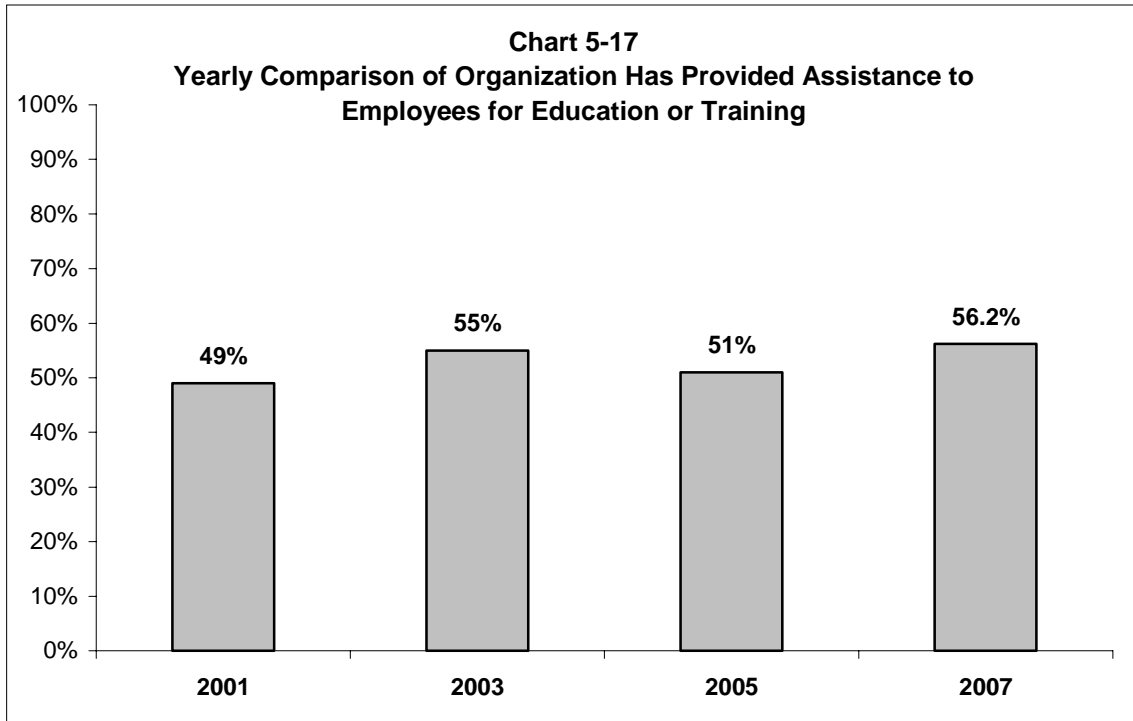
n=2,201 in 2007

Q6E "Has your organization provided assistance (for example - paying tuition, granting leave of absence, providing time off) to employees for education or training in Alberta's Learning System in the last two years?"

Crosstab analysis indicated some significant differences according to industry and business size:

- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the least likely to report providing assistance to employees for education or training in Alberta's Learning System in the last two years, while those in the Health, Education, and Public Administration industries were the most likely to provide assistance to employees.
- In general, the larger the business, the more likely they were to provide assistance to employees for education or training.

As shown in Chart 5-17, the proportion of employers who indicated that their organization has provided assistance to employees for education or training has increased from 51% in 2005 to 56.2% in 2007. While this result is somewhat higher than 2005 and 2001, it is quite similar to the 2003 result of 55%.



n for 2001 and 2003 not available; n= 2,200 in 2005; n=2,201 in 2007

Those employers who had provided some type of assistance for education or training were asked to specify what type of assistance they had provided (see Table 5-18). Of those employers who did provide assistance, almost all provided time off during the working day (90.5%), while the second most common type of assistance provided was an allowed leave of absence (82.6%). Approximately two-thirds of employers provided paid time off for specific course work (68.1%) or paid tuition (67.6%), while 26.3% of employers provided some “other” type of assistance.

Table 5-18 Type of Assistance Provided			
	Yes	No	DK
Provided time off during the working day	90.5%	8.7%	0.8%
Allowed leave of absence	82.6%	16.0%	1.4%
Paid time off for specific course work	68.1%	29.7%	2.2%
Paid tuition	67.6%	31.6%	0.8%
Other	26.3%	73.1%	0.6%

n=1,236 in 2007

Q7E “Has your organization provided the following types of assistance? a) Paid tuition b) Allowed leave of absence c) Provided time off during the working day d) Paid time off for specific course work e) Any other type of assistance ”

Crosstab analysis indicated some significant differences according to region, industry, and business size, as follows:

- Employers in Southern Alberta were the least likely to report that they provided paid tuition as a form of assistance.
- Employers in Central Alberta were the least likely to report that they provided an allowed leave of absence as a form of assistance.
- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the least likely to report that they had provided paid tuition or paid time off for specific course work as a form of assistance. Also note that employers in this industry were the least likely to provide “other” types of assistance and were the least likely to provide assistance to employees in general, as noted above.
- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to report that they had provided an allowed leave of absence as a form of assistance.
- Employers with 200 or more employees were the most likely to report that they had provided paid tuition as a form of assistance.

Over the survey cycles, a large proportion of employers have been able to provide time off during the working day as a type of assistance for education or training (85%-90.5%) (see Table 5-19). In 2007, the proportion of employers who provided time off during the working day (90.5%), allowed a leave of absence (82.6%), or provided time off for specific course work (68.1%) increased from that of 2005. Interestingly, the proportion of employers who provided paid tuition appears to have declined from that of 2001.

Table 5-19 Yearly Comparison of Type of Assistance Provided				
	2001	2003	2005	2007
Provided time off during the working day	85%	88%	85%	90.5%
Allowed leave of absence	74%	81%	73%	82.6%
Paid time off for specific course work	66%	63%	61%	68.1%
Paid tuition	74%	67%	64%	67.6%

n for 2001 and 2003 not available; n=1,122 in 2005; n=1,236 in 2007

5.5. Number of Recent Graduates on Staff

Employers who had recent graduates on staff were asked how many of each type of graduate they had (see Table 5-20). Most employers who had recent graduates on staff often reported having only a few graduates (1-4), regardless of graduate type. Note that some employers provided responses that were not in the form of an identifiable number (e.g., 50%); these responses are recorded as “other”.⁴

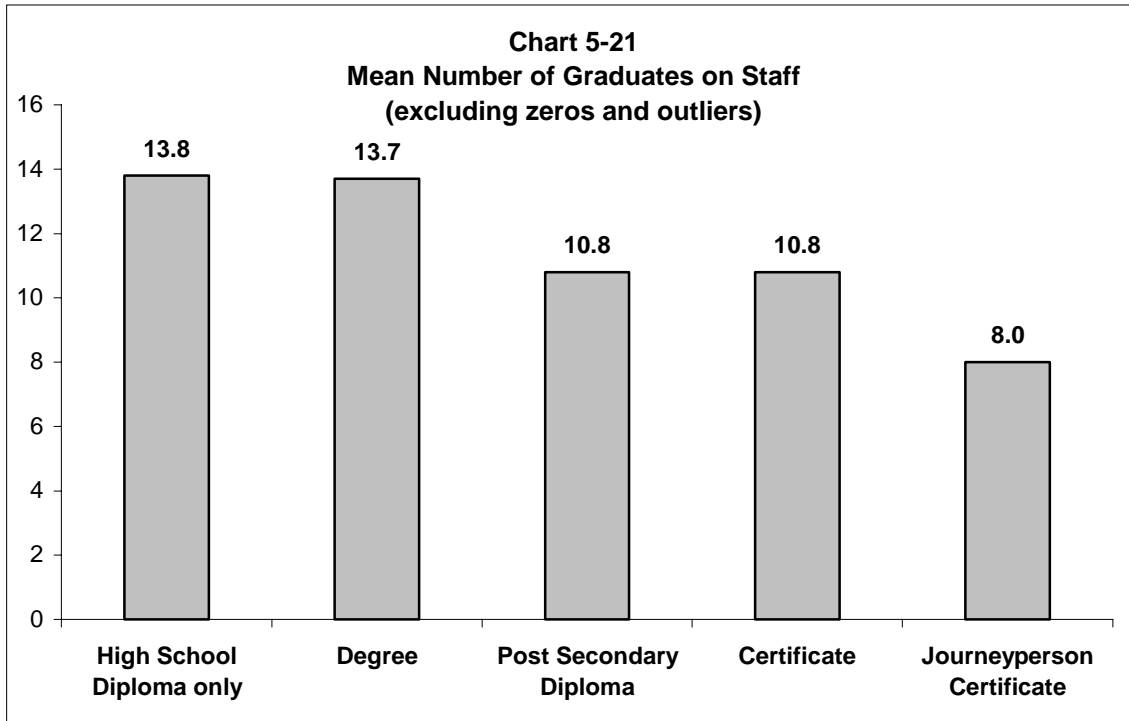
Table 5-20 Number of Recent Graduates on Staff							
Graduate Type	1-4	5-9	10-19	20-49	50-99	100+	Other
High School Diploma only	63.2%	12.0%	8.4%	6.8%	2.1%	4.0%	3.5%
Degree graduates	65.3%	9.8%	6.6%	6.8%	2.6%	3.4%	5.6%
Diploma graduates	66.3%	9.6%	7.9%	6.7%	1.7%	2.5%	5.2%
Certificate graduates	63.0%	10.6%	8.0%	6.5%	2.8%	2.3%	6.7%
Journey person graduates	62.2%	11.9%	7.4%	6.7%	1.1%	1.9%	8.9%

n=270-677 in 2007

Q2S “Approximately how many of your current staff members have graduated from Alberta’s Learning System within the last two year with a? a) High school diploma only b) Degree c) Post-Secondary Diploma d) Certificate e) Journey person certificate ”

⁴ Note that for those respondents who reported a range for their number of employees, a conservative approach was adopted such that the lowest number of employees was used in the derivation of number of employees. For those respondents who provided a response that could not be converted into a specific number of employees (e.g., those who provided a null response, a percentage, or other similar unidentifiable response), the response was converted into an “other” response in the derivation of number of employees. Note that those who would not or could not provide a specific number of employees may have been recorded as “0” in the database and these were also coded as “other”.

As shown in Chart 5-21, employers reported having an average of 13.8 High School Diploma only graduates on staff, 13.7 Degree graduates on staff, 10.8 Post-Secondary Diploma graduates on staff, 10.8 Certificate graduates on staff, and 8.0 Journeyman Certificate graduates on staff.



n=270-677 in 2007

The mean number of graduates on staff by graduate type appears to be higher in 2007 when compared with 2001, 2003, and 2005 (see Table 5-22).

Table 5-22 Yearly Comparison of Mean Number of Graduates on Staff				
Education Level	2001	2003	2005	2007
High School Diploma only	9	9	12	13.8
Degree	9	7	7	13.7
Diploma	8	7	7	10.8
Certificate	8	6	7	10.8
Journeyman Certificate	N/A	6	6	8.0

n for 2001 and 2003 not available; n= 987 in 2005; n=270-677 in 2007

5.6. Overall Satisfaction with Recent Graduates

Employers were next asked how satisfied they were with the skills and quality of work of recent graduates from Alberta’s Learning System (see Table 5-23).

Almost all employers were satisfied with the skills and quality of work of recent Degree graduates (90.0%), Diploma graduates (89.0%), Certificate graduates (87.8%), and Journeyperson graduates (85.2%). However, a smaller proportion of employers were satisfied with skills and quality of work of recent High School Diploma only graduates (67.1%).

Table 5-23 Overall Satisfaction with Graduate’s Skills and Quality of Work						
Education Level	Total Satisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DK/NA
Degree graduates	90.0%	38.6%	51.4%	5.8%	1.4%	2.8%
Diploma graduates	89.0%	34.0%	55.0%	6.0%	1.9%	2.9%
Certificate graduates	87.8%	26.2%	61.7%	7.3%	1.3%	3.6%
Journeyperson graduates	85.2%	40.7%	44.4%	7.8%	.7%	6.3%
High School Diploma only	67.1%	15.2%	51.8%	25.4%	5.6%	1.9%

n=270-677 in 2007

Q2S1 “Thinking about the recent (TYPE OF GRADUATE) graduates from Alberta’s Learning System you have working for your company please rate your OVERALL level of satisfaction with their skills and quality of work. Using a scale from one to four, where one is “very satisfied” and four is “very dissatisfied” what is your overall level of satisfaction? a) High school diploma only graduates b) Degree graduates c) Diploma graduates d) Certificate graduates e) Journeyperson certificate graduates”

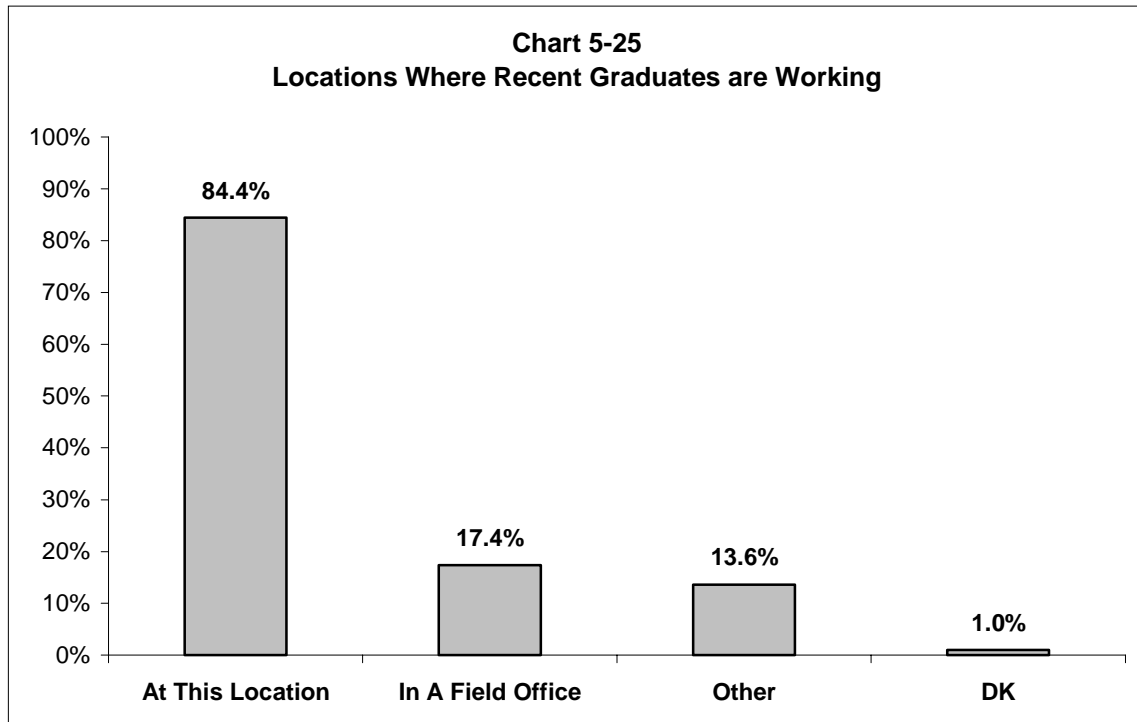
Crosstab analysis indicated that employers in the Health, Education, and Public Administration industries were the most likely to be satisfied with the skills and quality of work of High School Diploma only graduates, while those in the Administrative and Support, Waste Management and Remediation Services, and Other Services industries were least likely to be satisfied with the skills and quality of work of High School Diploma only graduates.

As shown in Table 5-24, in both 2005 and in 2007 employers were more satisfied with the skills and quality of work of Post-Secondary graduates when compared with High School Diploma only graduates. Overall satisfaction with graduates' skills and quality of work appears to be in a declining trend in 2007 for Journeyperson graduates and High School Diploma only graduates.

Table 5-24 Yearly Comparison of Overall Satisfaction with Graduate's Skills and Quality of Work		
Education Level	2005	2007
Degree	94%	90.0%
Diploma	94%	89.0%
Certificate	93%	87.8%
Journeyperson graduates	93%	85.2%
High School Diploma only	77%	67.1%

n= 103-499 in 2005; n=270-677 in 2007

Employers most often reported that their employees who are recent graduates are working at the location where they were called (84.4%), while 17.4% indicated their recent graduates were working in a field office and 13.6% mentioned some “other” location (see Chart 5-25). Among those who mentioned an “other” location, responses referred to a wide variety of locations, including the province as a whole, a particular region of the province (e.g., northern Alberta), a particular city or cities, or other specific work sites or offices.

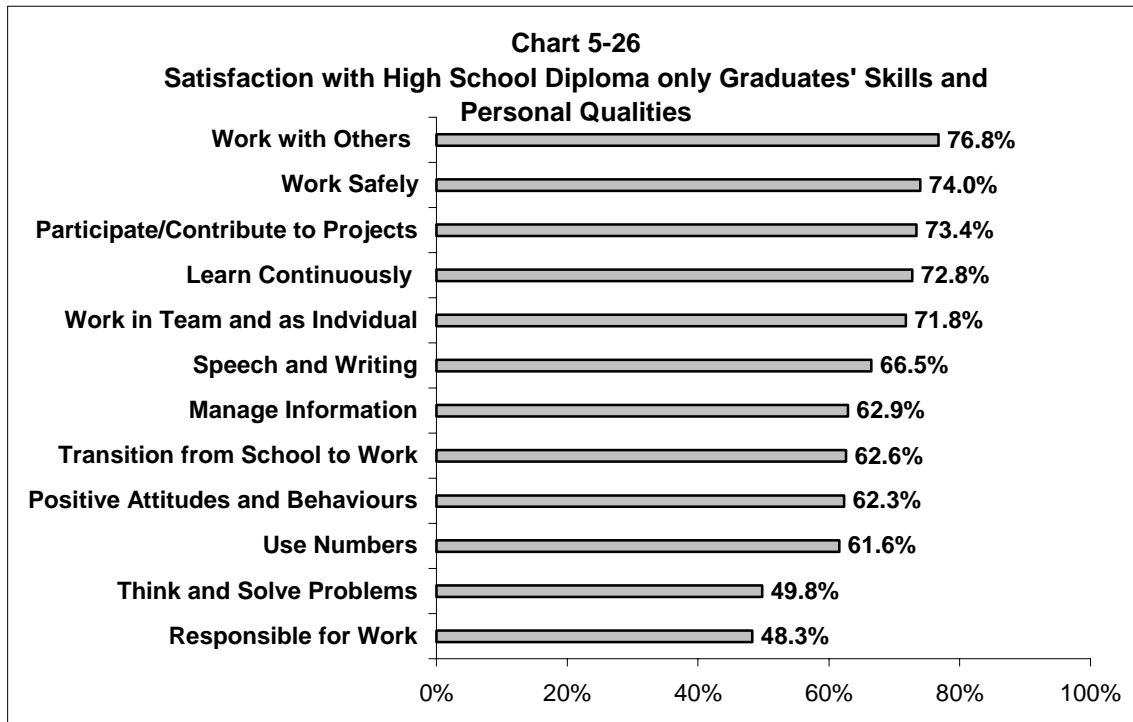


n=1,058 in 2007
Q3s "Where are your recent graduates working?"

In order to further explore employers' satisfaction with recent graduates, employers who reported having recent graduates on staff were asked about their satisfaction with 12 unique skills and personal qualities of each type of graduate. Generally, satisfaction with all the skills and abilities was high for Post-Secondary graduates and somewhat lower for High School Diploma only graduates. Interestingly, being responsible for work and accountable for actions was among the lowest rated skill and ability for all graduate types. The specific skills and abilities that were assessed included:

- The ability to communicate in speech and writing
- The ability to manage information from a variety of areas
- The ability to use number to decide what is required for the job
- The ability to think and solve problems
- Demonstrating positive attitudes and behaviours
- Being responsible for work and accountable for actions
- Being adaptable - Having the ability to work as an individual or within a team
- The ability to learn continuously
- The ability to work safely
- The ability to work with others towards a common goal
- The ability to participate and contribute in projects and tasks
- The ability to transition effectively from school to work

Approximately three-quarters of employers were satisfied that High School Diploma only graduates had the ability to: work with others (76.8%), work safely (74.0%), participate/contribute to projects (73.4%), learn continuously (72.8%), and work in a team and as an individual (71.8%) (see Chart 5-26). Two out of three employers or less were satisfied that High School Diploma only graduates had the ability to: communicate in speech and writing (66.5%), manage information (62.9%), transition from school to work (62.6%), demonstrate positive attitudes and behaviours (62.3%), and use numbers (61.6%). Lastly, about half the employers were satisfied that High School Diploma only graduates had the ability to think and solve problems (49.8%) and be responsible for their work (48.3%).



n=677 in 2007

Q7Sai-Q7Sli "Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". For: High school diploma only graduates. a) The ability to communicate in speech and writing. b) The ability to manage information from a variety of areas. c) The ability to use numbers to decide what is required for the job. d) The ability to think and solve problems. e) Demonstrating positive attitudes and behaviours. f) Being responsible for work and accountable for actions. g) Being adaptable – Having the ability to work as an individual or within a team. h) The ability to learn continuously. i) The ability to work safely. j) The ability to work with others towards a common goal. k) The ability to participate and contribute in projects and tasks. l) The ability to transition effectively from school to work. "

Crosstab analysis indicated some significant differences according to industry, as follows:

- Employers in the Primary Industries and Utilities industries were the least likely to be satisfied with most of the skills and abilities of High School Diploma only graduates, including their ability to: communicate in speech and writing, manage information from a variety of areas, think and solve problems, demonstrate positive attitudes and behaviours, be responsible for work, be adaptable, work safely, participate and contribute in projects, and transition effectively from school to work.
- Employers in the Administrative and Support, Waste Management and Remediation Services, and Other Services industries were the least likely to be

satisfied with High School Diploma only graduates' ability to use numbers to decide what is required for the job.

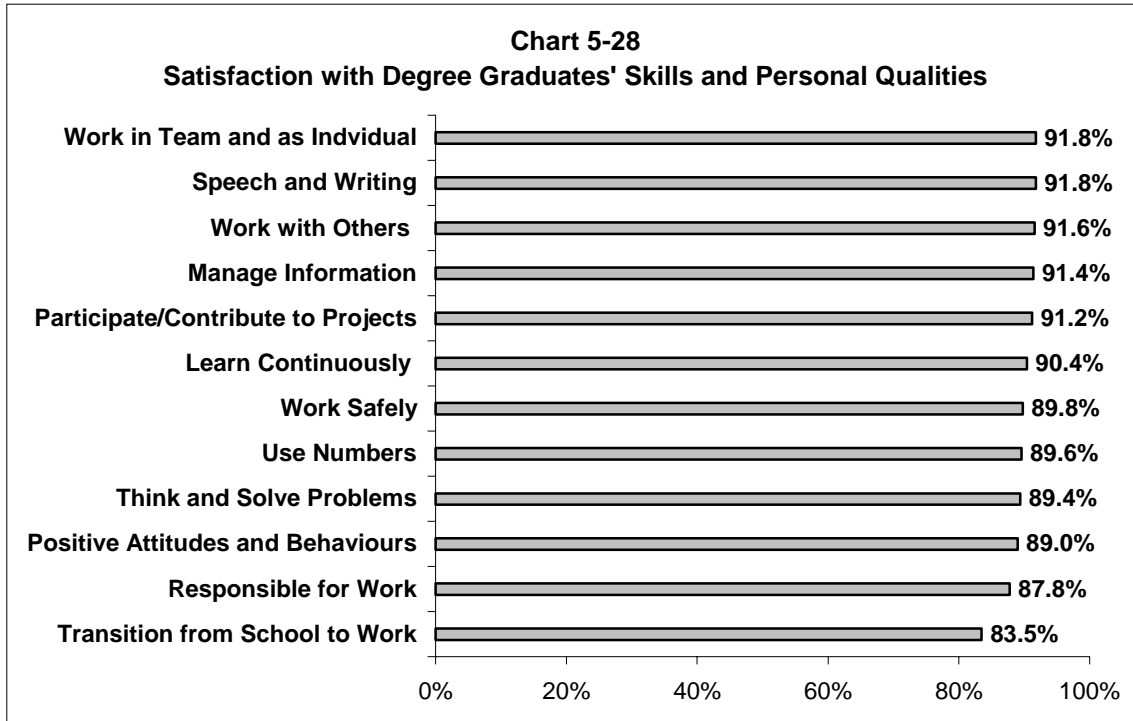
- Employers in the Health, Education, and Public Administration industries were the most likely to be satisfied with High School Diploma only graduates' ability to think and solve problems and to be responsible for work and accountable for actions.
- Employers in the Construction and Manufacturing industries, the Health, Education, and Public Administration industries, and the Administrative and Support, Waste Management and Remediation Services, and Other Services industries were the least likely to be satisfied with High School Diploma only graduates' ability to learn continuously. Note that employers in Administrative and Support, Waste Management and Remediation Services, and Other Services industries were also the least likely to be satisfied with High School Diploma only graduates' ability for lifelong learning, similar to the results noted in Section 6.3.
- Employers in the Primary Industries and Utilities industries, Construction and Manufacturing industries, and Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to be satisfied with High School Diploma only graduates' ability to work with others towards a common goal.

As displayed in Table 5-27, employer satisfaction with High School Diploma only graduates' skills and personal qualities was lower in 2007 than it was in 2005 (by up to 17.7%). Interestingly, it appears that many of the skills and qualities received their highest satisfaction ratings in 2005, while the current year results are relatively more similar to those seen in previous survey cycles.

Table 5-27 Yearly Comparison of Satisfaction with High School Diploma only Graduates' Skills and Personal Qualities				
	2001	2003	2005	2007
Work with Others	79%	82%	86%	76.8%
Work Safely	73%	72%	84%	74.0%
Participate/Contribute to Projects	67%	74%	83%	73.4%
Learn Continuously	70%	73%	84%	72.8%
Work in Team and as Individual	69%	75%	83%	71.8%
Speech and Writing	65%	58%	72%	66.5%
Manage Information	61%	61%	71%	62.9%
Transition from School to Work	N/A	N/A	69%	62.6%
Positive Attitudes and Behaviours	74%	73%	77%	62.3%
Use Numbers	57%	63%	66%	61.6%
Think and Solve Problems	58%	58%	60%	49.8%
Responsible for Work	55%	57%	66%	48.3%

n for 2001 and 2003 not available; n= 499 in 2005; n=677 in 2007

Employer satisfaction with Degree graduates' skills and personal qualities was very high, with the abilities to work in a team and as individual (91.8%), to communicate in speech and writing (91.8%), and to work with others (91.6%) all receiving almost 92% satisfaction ratings (see Chart 5-28). Satisfaction with the ability to transition from school to work (83.5%) was noticeably lower than many of the other skills and abilities, but still very positive.



n=502 in 2007

Q7Saii-Q7Slii "Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". For: Degree graduates. a) The ability to communicate in speech and writing. b) The ability to manage information from a variety of areas. c) The ability to use numbers to decide what is required for the job. d) The ability to think and solve problems. e) Demonstrating positive attitudes and behaviours. f) Being responsible for work and accountable for actions. g) Being adaptable – Having the ability to work as an individual or within a team. h) The ability to learn continuously. i) The ability to work safely. j) The ability to work with others towards a common goal. k) The ability to participate and contribute in projects and tasks. l) The ability to transition effectively from school to work. "

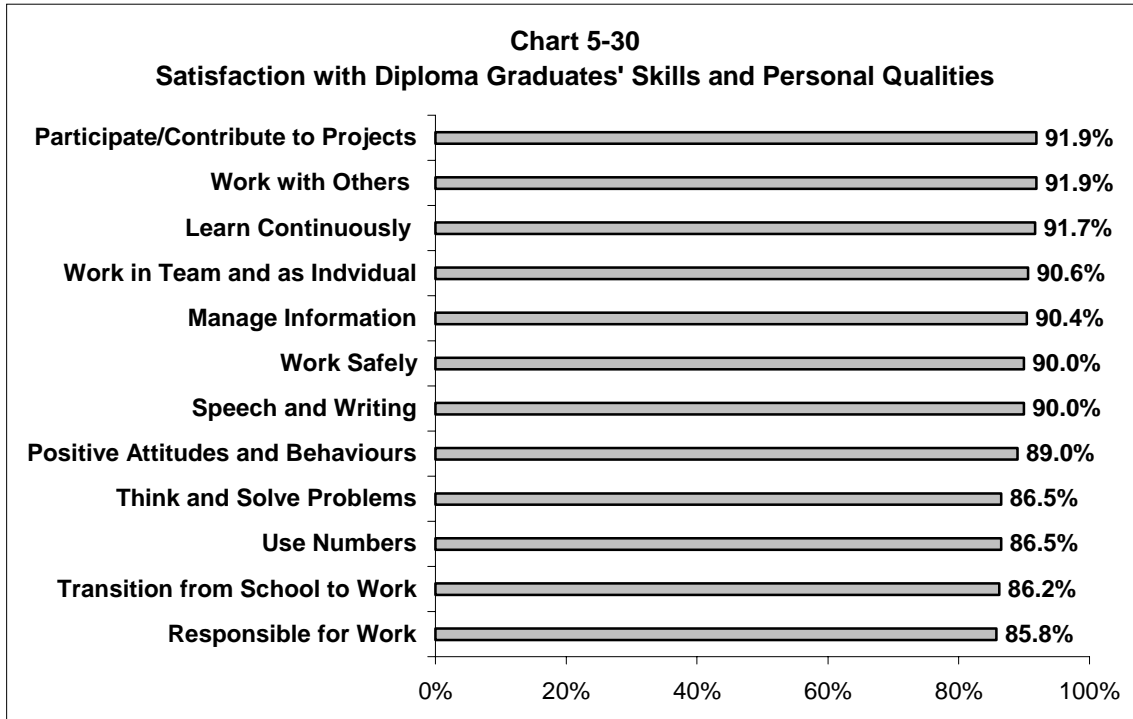
Analysis of crosstab results indicated that employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to be satisfied with Degree graduates' ability to work safely.

Employer satisfaction with Degree graduates' skills and personal qualities was quite high in 2005 and similarly high in 2007, although current year satisfaction with the ability to learn continuously (90.4%) and to transition from school to work (83.5%), is lower than that of 2005 (97% and 90%, respectively) (see Table 5-29).

Table 5-29 Yearly Comparison of Satisfaction with Degree Graduates' Skills and Personal Qualities		
	2005	2007
Work in Team and as Individual	93%	91.8%
Speech and Writing	92%	91.8%
Work with Others	94%	91.6%
Manage Information	92%	91.4%
Participate/Contribute to Projects	95%	91.2%
Learn Continuously	97%	90.4%
Work Safely	93%	89.8%
Use Numbers	89%	89.6%
Think and Solve Problems	92%	89.4%
Positive Attitudes and Behaviours	92%	89.0%
Responsible for Work	90%	87.8%
Transition from School to Work	90%	83.5%

n= 344 in 2005; n=502 in 2007

Similar to Degree graduates, employer satisfaction with Diploma graduates' skills and personal qualities was very high, with the ability to participate/contribute to projects (91.9%), work with others (91.9%), and learn continuously (91.7%) all receiving almost 92% satisfaction ratings (see Chart 5-30). Satisfaction with the ability to transition from school to work (86.2%) and being responsible for work (85.8%) was the lowest rating but still quite high in absolute terms.



n=520 in 2007

Q7Saiii-Q7Sliai "Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". For: Diploma graduates. a) The ability to communicate in speech and writing. b) The ability to manage information from a variety of areas. c) The ability to use numbers to decide what is required for the job. d) The ability to think and solve problems. e) Demonstrating positive attitudes and behaviours. f) Being responsible for work and accountable for actions. g) Being adaptable – Having the ability to work as an individual or within a team. h) The ability to learn continuously. i) The ability to work safely. j) The ability to work with others towards a common goal. k) The ability to participate and contribute in projects and tasks. l) The ability to transition effectively from school to work. "

Crosstab analysis indicated some significant differences according to region and industry:

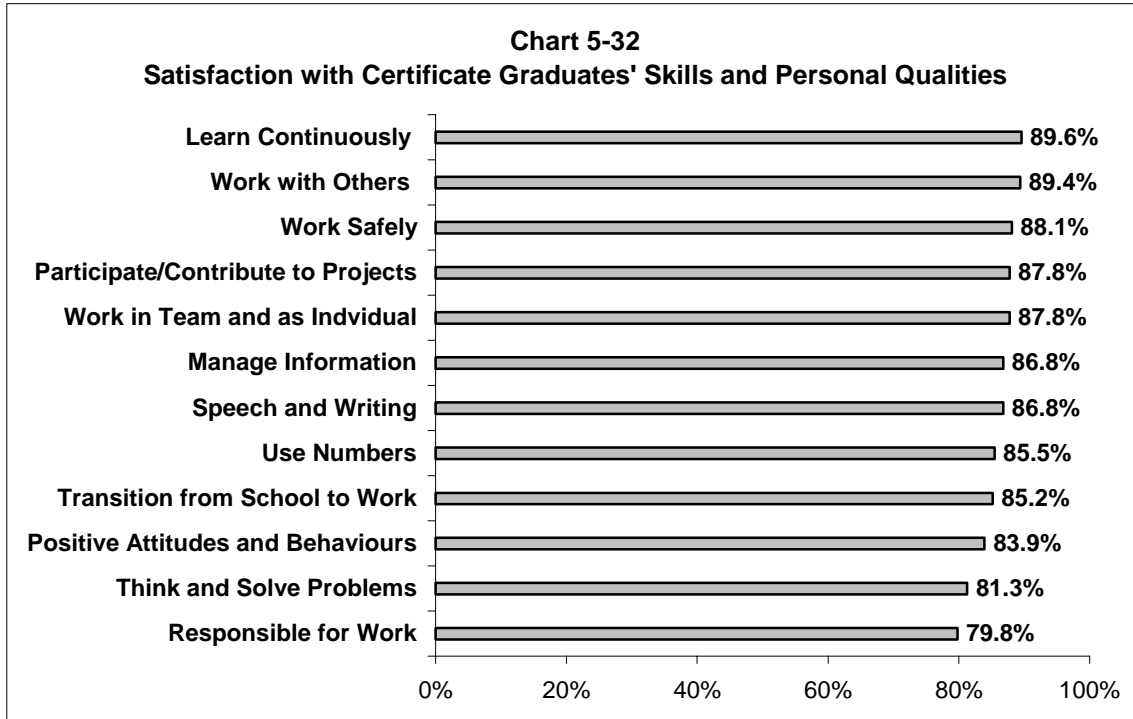
- Employers in Northern Alberta and Central Alberta were the least likely to be satisfied with Diploma graduates' ability to communicate in speech and writing.
- Employers in the Construction and Manufacturing industries were the least likely to be satisfied with the Diploma graduates' ability to manage information from a variety of areas.
- Employers in the Primary Industries and Utilities industries, and the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to be satisfied with Diploma graduates' ability to work safely.

As shown in Table 6-29, satisfaction with Diploma graduates' skills and personal qualities in 2007 is very similar to that of 2005 (see Table 5-31).

Table 5-31 Yearly Comparison of Satisfaction with Diploma Graduates' Skills and Personal Qualities		
	2005	2007
Participate/Contribute to Projects	93%	91.9%
Work with Others	94%	91.9%
Learn Continuously	96%	91.7%
Work in Team and as Individual	92%	90.6%
Manage Information	91%	90.4%
Work Safely	93%	90.0%
Speech and Writing	90%	90.0%
Positive Attitudes and Behaviours	93%	89.0%
Think and Solve Problems	90%	86.5%
Use Numbers	89%	86.5%
Transition from School to Work	90%	86.2%
Responsible for Work	89%	85.8%

n= 292 in 2005; n=520 in 2007

Satisfaction with Certificate graduates' skills and personal qualities was quite high, with the ability to learn continuously receiving the highest satisfaction rating at 89.6% (see Chart 5-32). The ability to think and solve problems (81.3%) and be responsible for work (79.8%) received the lowest satisfaction ratings for Certificate graduates.



n=386 in 2007

Q7Saiv-Q7Sliv "Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". For Certificate graduates. a) The ability to communicate in speech and writing. b) The ability to manage information from a variety of areas. c) The ability to use numbers to decide what is required for the job. d) The ability to think and solve problems. e) Demonstrating positive attitudes and behaviours. f) Being responsible for work and accountable for actions. g) Being adaptable – Having the ability to work as an individual or within a team. h) The ability to learn continuously. i) The ability to work safely. j) The ability to work with others towards a common goal. k) The ability to participate and contribute in projects and tasks. l) The ability to transition effectively from school to work. "

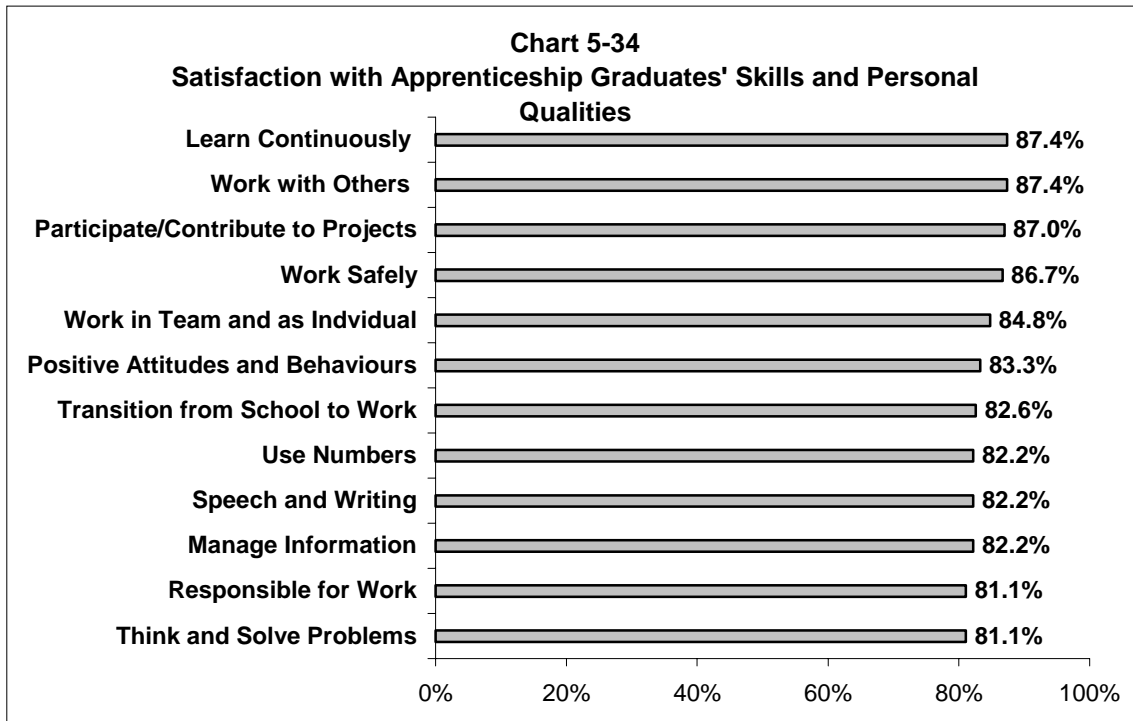
Crosstab analysis indicated that employers in Central Alberta were the least likely to be satisfied with Certificate graduates' ability to work with others towards a common goal.

Employer satisfaction with Certificate graduates' skills and personal qualities behaved similarly to that of other Post-Secondary graduates and was generally similar between survey cycles (see Table 5-33). However, while satisfaction was quite high for all skills and qualities, satisfaction with the ability to think and solve problems (81.3%), and be responsible for work (79.8%) appears lower in 2007 than in 2005.

Table 5-33 Yearly Comparison of Satisfaction with Certificate Graduates' Skills and Personal Qualities		
	2005	2007
Learn Continuously	91%	89.6%
Work with Others	92%	89.4%
Work Safely	93%	88.1%
Participate/Contribute to Projects	91%	87.8%
Work in Team and as Individual	92%	87.8%
Manage Information	87%	86.8%
Speech and Writing	83%	86.8%
Use Numbers	86%	85.5%
Transition from School to Work	88%	85.2%
Positive Attitudes and Behaviours	88%	83.9%
Think and Solve Problems	87%	81.3%
Responsible for Work	86%	79.8%

n=201 in 2005; n=386 in 2007

As shown in Chart 5-34, similar to other Post-Secondary graduates, satisfaction with the skills and personal qualities of Apprenticeship graduates was high (81.1%-87.4%). Satisfaction with the ability to learn continuously (87.4%), work with others (87.4%), participate/contribute to projects (87.0%), and work safely (86.7%) was the highest at about 87%. The skills and qualities which received the lowest absolute satisfaction ratings were the ability to think and solve problems (81.1%) and to be responsible for work (81.1%).



n=270 in 2007

Q7Sav-Q7Slv "Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". For: Apprenticeship graduates. a) The ability to communicate in speech and writing. b) The ability to manage information from a variety of areas. c) The ability to use numbers to decide what is required for the job. d) The ability to think and solve problems. e) Demonstrating positive attitudes and behaviours. f) Being responsible for work and accountable for actions. g) Being adaptable – Having the ability to work as an individual or within a team. h) The ability to learn continuously. i) The ability to work safely. j) The ability to work with others towards a common goal. k) The ability to participate and contribute in projects and tasks. l) The ability to transition effectively from school to work. "

Crosstab analysis indicated some significant differences according to region and industry:

- Employers in Red Deer were the least likely to be satisfied with Apprenticeship graduates' ability to work safely.
- Employers in the Primary Industries and Utilities industries were the most likely to be satisfied with Apprenticeship graduates' ability to use numbers to decide what is required for the job and with their ability to think and solve problems.

Generally, employer satisfaction in the current year with Apprenticeship graduates' skills and personal qualities was similar to that of 2005 (see Table 5-35).

Table 5-35 Yearly Comparison of Satisfaction with Apprenticeship Graduates' Skills and Personal Qualities		
	2005	2007
Learn Continuously	88%	87.4%
Work with Others	89%	87.4%
Participate/Contribute to Projects	92%	87.0%
Work Safely	93%	86.7%
Work in Team and as Individual	86%	84.8%
Positive Attitudes and Behaviours	85%	83.3%
Transition from School to Work	87%	82.6%
Use Numbers	86%	82.2%
Speech and Writing	85%	82.2%
Manage Information	86%	82.2%
Responsible for Work	83%	81.1%
Think and Solve Problems	86%	81.1%

n= 103 in 2005; n=270 in 2007

5.7. Evaluation of Alberta’s Learning System

Among employers of recent graduates, 60.0% agreed that Alberta’s Learning System provides an adequate supply of Diploma graduates (see Table 5-36). Similar proportions agreed that Alberta’s Learning System provides an adequate supply of High School Diploma only graduates (58.8%), Degree graduates (57.8%), and Certificate Graduates (55.7%). However, agreement that Alberta’s Learning System provides an adequate supply of Journeyperson’s Certificate graduates appears to be much lower at 34.1%, although it should be noted that 43.7% of employers reported “don’t know/not applicable” for this item.

Table 5-36 Alberta’s Learning System Provides an Adequate Supply of Graduates						
Education Level	Total Agree	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/NA
Diploma graduates	60.0%	15.6%	44.4%	20.2%	6.3%	13.2%
High School Diploma only	58.8%	14.4%	44.4%	19.8%	9.0%	12.2%
Degree graduates	57.8%	16.6%	41.2%	22.9%	6.4%	12.7%
Certificate graduates	55.7%	13.4%	42.2%	18.4%	5.8%	19.8%
Journeyperson’s Certificate	34.1%	9.3%	24.9%	13.6%	8.4%	43.7%

n=1,058 in 2007

Q9Sa “Using a scale from 1 to 4, where 1 is “Strongly Agree” and 4 is “Strongly Disagree”, how much do you agree or disagree that Alberta’s Learning System responds to the needs of your company by providing an adequate supply of graduates...With: i) a High School Diploma only ii) a degree iii) a diploma iv) a certificate v) a journeyperson’s certificate”

Crosstab analysis indicated some significant differences according to industry and business size:

- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to agree that Alberta’s Learning System provides an adequate supply of High School Diploma only graduates or Journeyperson’s Certificate graduates to meet their needs.
- Employers in the Primary Industries and Utilities industries, and the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the relatively least likely to agree that Alberta’s Learning System provides an adequate supply of Degree graduates to meet their needs.
- Employers with 500 or more employees were the most likely to agree that Alberta’s Learning System provides an adequate supply of High School Diploma only graduates to meet their needs, while those with less employees were less likely to agree (particularly those with 1-4 or 5-9 employees).
- Employers with 100 or more employees were the most likely to agree that Alberta’s Learning System provides an adequate supply of Certificate graduates to meet their needs, while those with less employees were less likely to agree.

- Employers with 200 or more employees were the most likely to agree that Alberta's Learning System provides an adequate supply of Journeyperson's Certificate graduates to meet their needs, while those with less employees were less likely to agree.

Agreement that Alberta's Learning System responds to the needs of their company by providing an adequate supply of graduates is lower in 2007, for all graduate types, when compared to 2005 (by up to 23.9%), and is at its lowest level of all the survey cycles (see Table 5-37). However, the relatively high proportions of "don't know/not applicable" responses for the current year should be noted (12.2%-43.7%).

Table 5-37 Yearly Comparison of Agreement that Alberta's Learning System Provides an Adequate Supply of Graduates				
Education Level	2001	2003	2005	2007
Diploma	76%	73%	72%	60.0%
High School Diploma only	77%	75%	71%	58.8%
Degree	71%	73%	71%	57.8%
Certificate	77%	75%	74%	55.7%
Journeyperson's Certificate	N/A	58%	58%	34.1%

n for 2001 and 2003 not available; n= 103-499 in 2005; n=1,058 in 2007

Overall, the majority of employers agreed that Alberta’s Learning System provides appropriate skills for Diploma graduates (71.8%) and Degree graduates (69.8%) (see Table 5-38). Almost two-thirds of employers (64.4%) agreed that Alberta’s Learning System provides appropriate skills for Certificate graduates, while just over half (51.6%) agreed with the same statement for High School Diploma only graduates. Employers expressed the least agreement regarding Alberta’s Learning System providing appropriate skills for Journeyperson’s Certificate graduates (43.9%), although it should be noted that 43.4% of employers reported “don’t know/not applicable” for this item.

Table 5-38 Alberta’s Learning System Provides Appropriate Skills for Graduates						
Education Level	Total Agree	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	DK/NA
Diploma graduates	71.8%	19.4%	52.5%	12.6%	2.0%	13.5%
Degree graduates	69.8%	18.6%	51.1%	13.3%	2.8%	14.0%
Certificate graduates	64.4%	15.3%	49.1%	11.7%	2.9%	20.9%
High School Diploma only	51.6%	9.7%	41.9%	26.2%	10.0%	12.1%
Journeyperson's Certificate	43.9%	14.9%	28.9%	7.4%	5.2%	43.4%

n=1,058 in 2007

Q9Sb “Using a scale from 1 to 4, where 1 is “Strongly Agree” and 4 is “Strongly Disagree”, how much do you agree or disagree that Alberta’s Learning System responds to the needs of your company by providing appropriate skills for graduates...With: i) a High School Diploma only ii) a degree iii) a diploma iv) a certificate v) a journeyperson's certificate”

Crosstab analysis indicated some significant differences according to industry and business size:

- Employers in the Arts, Entertainment and Recreation, Accommodation and Food Services, Information and Cultural industries were the most likely to agree that Alberta’s Learning System responds to their needs by providing appropriate skills for High School Diploma only graduates.
- Employers in the Health, Education, and Public Administration industries were the most likely to agree that Alberta’s Learning System responds to their needs by providing appropriate skills for Degree graduates.
- Employers in the Finance and Insurance, Real Estate/Rental/Leasing, Management of Companies, Professional, Scientific, and Technical Services industries were the least likely to agree that Alberta’s Learning System responds to their needs by providing appropriate skills for Journeyperson’s Certificate graduates, while employers in the Primary Industries and Utilities industries and the Construction and Manufacturing industries were the most likely to agree that Alberta’s Learning System responds to their needs by providing appropriate skills for Journeyperson’s Certificate graduates.
- Employers with 200 or more employees were the most likely to agree that Alberta’s Learning System provides appropriate skills for Certificate graduates.
- Employers with 200-499 employees were the most likely to agree that Alberta’s Learning System provides appropriate skills for Journeyperson’s Certificate graduates.

Agreement that Alberta's Learning System responds to the needs of their company by providing appropriate skills for graduates is lower in 2007 than in 2005 for all graduate types, and is at its lowest of all survey cycles (see Table 5-39). Again, however, the relatively high proportions of "don't know/not applicable" responses for the current year should be noted (12.1%-43.4%).

Table 5-39 Yearly Comparison of Agreement that Alberta's Learning System Provides Appropriate Skills for Graduates				
Education Level	2001	2003	2005	2007
Diploma	88%	87%	84%	71.8%
Degree	82%	83%	83%	69.8%
Certificate	84%	83%	86%	64.4%
High School Diploma only	60%	59%	64%	51.6%
Journey person's Certificate	N/A	89%	85%	43.9%

n for 2001 and 2003 not available; n= 103-499 in 2005; n=1,058 in 2007

5.8. Skills and Abilities Missing from Recent Graduates

Employers who had recent High School Diploma only graduates on staff were asked if they could think of any particular skills/abilities that are missing from recent High School Diploma only graduates. Overall, 58.8% of these employers provided a response to this item. Of those employers who provided a response, approximately one in five mentioned that graduates had a poor work ethic/pride in their work (22.1%) or that graduates lacked writing and reading abilities (18.3%) (see Table 5-40). Other frequently mentioned issues included lack of math skills, lack of accountability, and poor working attitude (11.3%-14.6%).

Table 5-40 Top 5 Reported Skills and Abilities Missing from Recent High School Diploma Only Graduates		
Skills and Abilities Missing	Percentage of Responses	
	2005	2007
Poor work ethic/pride in work	12%	22.1%
Writing and reading ability/Grammar/Punctuation	11%	18.3%
Ability to calculate/Mathematics skills	13%	14.6%
Accountability/Responsibility	7%	12.1%
Poor working attitude/Lack of professionalism	N/A	11.3%

n=499 in 2005; n=398 in 2007

Q8Sa "Can you think of any particular skills/ abilities that are missing from recent High School Diploma only graduates?"

Employers who had recent Post-Secondary graduates on staff were asked if they could think of any particular skills/abilities that are missing from recent Post-Secondary graduates. Overall, 37.7% of these employers provided a response to this item. Of those employers who provided a response, approximately one in five mentioned that graduates had a lack of work experience/job education (18.0%), while about one in ten mentioned graduates had poor work ethic (11.4%), lacked writing and reading abilities (11.4%) and had poor communication skills (9.7%) (see Table 5-41).

Table 5-41 Top 5 Reported Skills and Abilities Missing from Recent Post-Secondary-Graduates		
Skills and Abilities Missing	Percentage of Responses	
	2005	2007
Lack work experience/Job education	7%	18.0%
Poor work ethic/Pride in work	6%	11.4%
Writing and reading ability	7%	11.4%
Communication skills	4%	9.7%
Willingness to start at bottom/Expectations to high	N/A	6.2%
Accountability/Responsibility	N/A	6.2%

n=601 in 2005; n=289 in 2007

Q8Sb "Can you think of any particular skills/ abilities that are missing from recent Post-Secondary graduates?"

5.9. Final Comments About Recent Graduates

All employers were given the opportunity to provide any final comments they might have about recent High School Diploma only graduates and 28.4% of employers provided comments (see Table 5-42). About one in four of these employers (23.8%) mentioned that recent High School Diploma only graduates had a poor work ethic. Somewhat fewer employers mentioned that graduates had poor English skills (12.3%), poor math skills (9.6%), or lacked work experience (8.0%).

Table 5-42 Top 5 Reported Final Comments Regarding Recent High School Diploma Only Graduates		
Comment	Percentage of Responses	
	2005	2007
Poor work ethic/Attitude towards work	6%	23.8%
Poor English skills	4%	12.3%
Poor math skills	N/A	9.6%
Lack work experience/exposure to work	N/A	8.0%
Salary/Wage expectations too high	N/A	6.1%
Lack of initiative/Motivation	3%	6.2%
Lack life management skills	N/A	5.8%

n=2,200 in 2005; n=625 in 2007

Q1Fa "Do you have any other comments you would like to make about (recent) High School Diploma only graduates of Alberta's Learning System?"

Similarly, all employers were given the opportunity to provide any final comments they might have about recent Post-Secondary graduates and 15.1% of employers provided comments (see Table 5-43). Overall, 15.6% of these employers mentioned that graduates lacked work experience while one in ten mentioned graduates had a poor work ethic (9.6%), that their education should be more relevant to business (8.7%), that there are not enough graduates at various industries (6.9%), or that graduates are doing a good job (6.6%).

Table 5-43 Top 5 Reported Final Comments Regarding Recent Post-Secondary Graduates		
Comment	Percentage of Responses	
	2005	2007
Lack work experience/Exposure to work	2%	15.6%
Poor work ethic/Attitude towards work	2%	9.6%
Education should be more relevant to business	N/A	8.7%
Not enough graduates at various industries	3%	6.9%
Satisfactory/They are doing a good job	2%	6.6%

n=2,200 in 2005; n=333 in 2007

Q1Fb "Do you have any other comments you would like to make about (recent) Post-Secondary graduates of Alberta's Learning System?"

6. Concluding Statements

Generally, the majority of employers report overall satisfaction with recent graduates of Alberta's Learning System, although satisfaction with recent High School Diploma only graduates tended to be lower than satisfaction with Post-Secondary graduates at the overall level and across most other dimensions. Overall satisfaction ranged from 67.1% for High School Diploma only graduates to 85.2%-90.0% for Post-Secondary graduates. Satisfaction for High School Diploma only graduates across a variety of dimensions ranged from 48.3% to 76.8%, while satisfaction with Post-Secondary graduates ranged from 79.8% to 91.9%. In addition, satisfaction with the skills and knowledge of graduates entering the workforce, their ability to learn at work, and their ability for lifelong learning was significantly higher for all Post-Secondary graduates when compared with High School Diploma only graduates (by up to 25.6%).

Responses to open-ended comments items suggest that High School Diploma only graduates could improve in the area of work ethic and pride in work, while Post-Secondary graduates could benefit from greater work experience and job knowledge.

In general, survey results for the current year were similar to those of the previous survey cycle (2005), although some of the current results were lower. Agreement that Alberta's Learning System provides an adequate supply of graduates and that Alberta's Learning System provides appropriate skills for graduates has declined since the previous survey cycle. However, more employers in 2007 tended to encourage and support their employees in training and upgrading their skills than in 2005, with 56.2% of employers in 2007 reporting that they had provided some type of assistance to employees for education or training in Alberta's Learning System in the past two years, compared with 51% in 2005.

7. Appendix A - Survey Instrument

EMPLOYER SATISFACTION SURVEY November 2007 FINAL

Alberta Education / Alberta Advanced Education and Technology

Initial Introduction:

Q11. Hello, my name is (interviewer name) and I am calling from Compustat on behalf of Alberta Education and Alberta Advanced Education and Technology. I would like to speak to the most senior person responsible for human resources and staffing. Could you tell me who that would be and their extension number? (Interviewer to record name and extension).

Yes	Record Name and extension
Refused	Go to Q11a

Q11a Could I please speak to <respondents name and extension>?

Yes – speaking	Go to Q12a
Yes – one moment please	Go to Q12b
No- not available at the moment	Go to Call Back - record name and extension number
Don't know	Go to Call Back – record name and extension number
Refused	Thank you for your time. Good bye.

IF ASKED FOR MORE INFORMATION ADD:

Alberta Education is a provincial government department overseeing education services for K-12 in the province. Alberta Advanced Education and Technology is a provincial government department overseeing educational services for Post-Secondary, and industry/apprenticeship training for the province. I am calling from Compustat, a survey research company which has been contracted by these departments to conduct a telephone survey with employers in the province.

Q12a. I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Learning System is preparing its graduates for employment. The survey should only take about 15 minutes to complete. May I continue?

Yes -	Go to Q13
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

Q12b. Hi, my name is (interviewer name) and I am calling from Compustat on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta’s Learning System is preparing its graduates for employment. The survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to Q13
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

Q12cb. Hello <insert name> , my name is <insert interviewers name> and I am calling from Compustat. I spoke with you the other day in regards to a study we are conducting for Albert Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting this study of employers throughout the province of Alberta to gauge their opinions about how well Alberta’s Learning System is preparing its graduates for employment. This survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to Q13
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

Q13. Thank you – we appreciate your help. Your participation is voluntary and confidential, you may refuse to answer any question or end the survey at any time. All information will be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. Results will be reported in a combined response form only.
(continue to QA)

FIRMOGRAPHICS

I would like to begin by asking you some general questions about your company.

A. How many people does your company employ in Alberta (including yourself)?

NOTE: for ALL questions asking you to refer to your current employees, please also include any seasonal workers you may have employed in 2007.

1 – Sole proprietorship (no employees) **THANK AND TERMINATE AS NON-QUALIFIED**
2 – Other organization type (i.e. – non profit with volunteers only) **THANK AND TERMINATE AS NON-QUALIFIED**

3 - |_|_|_|_|_| employees

B. What type of industry is your company in?

(Interviewer to type verbatim to automatically search full NAICS database and record appropriate 3-digit code.)

Prompt for no results or no applicable codes: "What other words would you use to describe your industry?"

Prompt for too many applicable codes: "How would you describe your industry more specifically."

Also, interviewer may read 2- or 3-digit code names in asking for clarification.

If unable to code, clarify recorded verbatim response and go to next question.

111	Crop Production	11
112	Animal Production	11
113	Forestry and Logging	11
114	Fishing, Hunting and Trapping	11
115	Support Activities for Agriculture and Forestry	11
211	Oil and Gas Extraction	21
212	Mining and Quarrying (except Oil and Gas)	21
213	Support Activities for Mining and Oil and Gas Extraction	21
221	Utilities US	22
236	Construction of Buildings	23
237	Heavy and Civil Engineering Construction	23
238	Specialty Trade Contractors	23
311	Food Manufacturing	31-33
312	Beverage and Tobacco Product Manufacturing	31-33
313	Textile Mills	31-33
314	Textile Product Mills	31-33
315	Clothing Manufacturing	31-33
316	Leather and Allied Product Manufacturing	31-33
321	Wood Product Manufacturing	31-33
322	Paper Manufacturing	31-33
323	Printing and Related Support Activities	31-33
324	Petroleum and Coal Product Manufacturing	31-33
325	Chemical Manufacturing	31-33
326	Plastics and Rubber Products Manufacturing	31-33
327	Non-Metallic Mineral Product Manufacturing	31-33
331	Primary Metal Manufacturing	31-33
332	Fabricated Metal Product Manufacturing	31-33
333	Machinery Manufacturing	31-33
334	Computer and Electronic Product Manufacturing	31-33
335	Electrical Equipment, Appliance and Component Manufacturing	31-33
336	Transportation Equipment Manufacturing	31-33
337	Furniture and Related Product Manufacturing	31-33
339	Miscellaneous Manufacturing	31-33
411	Farm Product Wholesaler-Distributors CAN	41
412	Petroleum Product Wholesaler-Distributors CAN	41

413	Food, Beverage and Tobacco Wholesaler-Distributors CAN	41
414	Personal and Household Goods Wholesaler-Distributors CAN	41
415	Motor Vehicle and Parts Wholesaler-Distributors CAN	41
416	Building Material and Supplies Wholesaler-Distributors CAN	41
417	Machinery, Equipment and Supplies Wholesaler-Distributors CAN	41
418	Miscellaneous Wholesaler-Distributors CAN	41
419	Wholesale Electronic Markets, and Agents and Brokers US	41
441	Motor Vehicle and Parts Dealers US	44-45
442	Furniture and Home Furnishings Stores US	44-45
443	Electronics and Appliance Stores US	44-45
444	Building Material and Garden Equipment and Supplies Dealers US	44-45
445	Food and Beverage Stores US	44-45
446	Health and Personal Care Stores US	44-45
447	Gasoline Stations US	44-45
448	Clothing and Clothing Accessories Stores US	44-45
451	Sporting Goods, Hobby, Book and Music Stores US	44-45
452	General Merchandise Stores US	44-45
453	Miscellaneous Store Retailers US	44-45
454	Non-Store Retailers US	44-45
481	Air Transportation	48-49
482	Rail Transportation	48-49
483	Water Transportation	48-49
484	Truck Transportation	48-49
485	Transit and Ground Passenger Transportation	48-49
486	Pipeline Transportation	48-49
487	Scenic and Sightseeing Transportation	48-49
488	Support Activities for Transportation	48-49
491	Postal Service	48-49
492	Couriers and Messengers	48-49
493	Warehousing and Storage	48-49
511	Publishing Industries (except Internet)	51
512	Motion Picture and Sound Recording Industries	51
515	Broadcasting (except Internet)	51
517	Telecommunications	51
518	Data Processing, Hosting, and Related Services	51
519	Other Information Services	51
521	Monetary Authorities - Central Bank	52
522	Credit Intermediation and Related Activities	52
523	Securities, Commodity Contracts, and Other Financial Investment and Related Activities	52
524	Insurance Carriers and Related Activities	52
526	Funds and Other Financial Vehicles CAN	52
531	Real Estate	53
532	Rental and Leasing Services	53
533	Lessors of Non-Financial Intangible Assets (Except Copyrighted Works)	53
541	Professional, Scientific and Technical Services	54
551	Management of Companies and Enterprises	55
561	Administrative and Support Services	56
562	Waste Management and Remediation Services	56

611	Educational Services	61
621	Ambulatory Health Care Services	62
622	Hospitals	62
623	Nursing and Residential Care Facilities	62
624	Social Assistance	62
711	Performing Arts, Spectator Sports and Related Industries	71
712	Heritage Institutions	71
713	Amusement, Gambling and Recreation Industries	71
721	Accommodation Services	72
722	Food Services and Drinking Places	72
811	Repair and Maintenance	81
812	Personal and Laundry Services	81
813	Religious, Grant-Making, Civic, and Professional and Similar Organizations	81
814	Private Households	81
911	Federal Government Public Administration CAN	91
912	Provincial and Territorial Public Administration CAN	91
913	Local, Municipal and Regional Public Administration CAN	91
914	Aboriginal Public Administration CAN	91
919	International and Other Extra-Territorial Public Administration CAN	91

C. I am now going to ask you about the education levels of employees in your company. We are only interested in graduates from **Alberta** and their **highest** level of education. Could you tell me if you have any employees (including yourself) with the following education levels:

a) Employees with a High School Diploma only – having graduated from an **Alberta** high school

1 – Yes

2 – No

9 – DK/NA

b) Employees with a degree – having graduated from an **Alberta** Post-Secondary institution (typically from a university)

c) Employees with a Post-Secondary diploma – having graduated from an **Alberta** Post-Secondary institution (typically a 2 year program)

d) Employees with a certificate – having graduated from an **Alberta** Post-Secondary institution (typically up to a 1 year program)

e) Employees who have completed an apprenticeship program

f) Employees with less than high school – do not have a high school diploma

I'd now like to ask you a few questions about the qualities of your employees and the education they have received.

*Graduates from Alberta's Learning System will have either a High School Diploma only or a Post-Secondary education. Post-Secondary education entails graduates with a degree, diploma, or certificate from an **Alberta** university, college or technical institute, or a Journeyman Certificate from Alberta Advanced Education.*

1Ea. Have any of the individuals working for your company graduated with a High School Diploma only within the last two years?

- 1 – Yes
- 2 – No
- 9 – DK/NA

1Eb. Have any of the individuals working for your company graduated from a Post-Secondary institution within the last two years?

- 1 – Yes
- 2 – No
- 9 – DK/NA

2E. Within the last 2 years, have you been looking to hire...

READ AND ROTATE

ASK IF 1Ea=2

a) **High School Diploma only** graduates

- 1 – Yes
- 2 – No **GO TO Q.5E IF A - E**
- 9 – DK/NA **GO TO Q.5E IF A - E**

ASK IF 1Eb=2

- b) **degree** graduates
- c) **diploma** graduates
- d) **certificate** graduates
- e) **apprenticeship** graduates

ASK IF 2Ea=1

3Ea. What position(s)/occupations(s) were you looking to hire High School Diploma only graduates for? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

ASK IF 2Ea=1 and 1Ea=2

3Eb. Why didn't you hire recent **Albertan** High School Diploma only graduates for these positions/occupations? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

ASK IF 2Eb, c, d, or e=1

4Ea) What position(s)/occupations(s) were you looking to hire Post-Secondary graduates for? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

ASK IF 2Eb, c, d, or e=1 and 1Eb=2

4Eb. Why didn't you hire recent **Albertan** Post-Secondary graduates for these positions/occupations? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

DO NOT ASK ABOUT SPECIFIC GRADS IF EMPLOYER DOES NOT HAVE ANY GRAD OF THAT TYPE IN C ON PAGE 2 (C=2,98,or 99) DO NOT INCLUDE LESS THAN HIGH SCHOOL

5E. Now, I would like to ask questions regarding your opinions of graduates from Alberta's Learning System in general. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied", please rate to what extent you are satisfied with the following:

1 – Very Satisfied 2 – Satisfied 3 –Dissatisfied –4 Very dissatisfied 9 – DK/NA

a) That graduates are entering the workforce with an appropriate combination of skills and knowledge.

For:

- i) High School Diploma only graduates
- ii) Degree graduates
- iii) Diploma graduates
- iv) Certificate graduates
- v) Apprenticeship graduates

b) That graduates demonstrate the ability to learn at work.

- c) That graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self confidence and the ability to access learning opportunities.

6E. Has your organization provided assistance (for example - paying tuition, granting leave of absence, providing time off) to employees for education or training in Alberta's Learning System in the last two years?

- 1 – Yes
2 – No **GO TO Q. 2S**
9 – DK/NA **GO TO Q. 2S**

7E. Has your organization provided the following types of assistance?

a) Paid tuition

- 1 – Yes
2 – No
9 – DK/NA

- b) Allowed leave of absence
c) Provided time off during the working day
d) Paid time off for specific course work
e) Other (specify) _____

**ASK SECTION S ONLY OF EMPLOYERS OF GRADUATES IN THE LAST 2 YEARS
If 1Ea and 1Eb = NO on page 3 SKIP TO SECTION F on page 8.**

SECTION S.

2S. Approximately how many of your current staff members have graduated from **Alberta's Learning System** within the last two years with ... If unsure, Ask for best approximation.

a) **High School Diploma only**

|_|_|_|_| number of employees
DK/NA

- b) **a degree**
c) **a diploma**
d) **a certificate**
e) **a journeyperson certificate**

2S1. ASK FOR EACH TYPE OF EMPLOYEE (CODED OR MORE IN Q.2S): Thinking about the recent _____ (TYPE OF GRADUATE) graduates from Alberta's Learning System you have working for your company please rate your OVERALL level of satisfaction with their skills and quality of work. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied" what is your overall level of satisfaction with _____ (TYPE OF GRADUATE) graduates?

a) High School Diploma only

- 1 – Very satisfied
- 2 – Satisfied
- 3 – Dissatisfied
- 4 – Very dissatisfied
- 9 – DK/NA

- b) degree
- c) diploma
- d) certificate
- e) journey person certificate

3S. Where are your recent graduates working? **ALLOW MULTIPLE RESPONSES**
READ ALL

- 1 – At this location
- 2 – In a field office (specify location) _____ (Interviewer note: record city)
- 3 – Other (specify) _____
- 9 – DK/NA

4S. I would now like to ask some specific questions about these recent graduates that your organization has hired. Would you be the best person to answer these questions or should I be talking to someone else, such as an immediate supervisor?

NOTE: if there is more than one department or supervisor, please refer to the supervisor who oversees the largest number of recent graduates.

- 1 – Same person **GO TO Q.7S on page 6**
- 2 – Different person/ supervisor(s) **GO TO Q.5S**

5S. May I please have the name, phone number and department of the individual(s), so I may speak with him/her directly? Is there anyone else we might contact?

Name	Phone #

GO TO SECTION F on page 7

NOTE: Q.6S IS PART OF SECTION Sa on page 9 – IT IS NOT MISSING.

SECTION 5 CONTINUED

*I would now like to ask you some specific questions about these recent graduates **of Alberta's Learning System**. I have a short set of questions for each type of recent graduate you have on staff.*

7S. I will read various types of skills and personal qualities that graduates may be expected to have. Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied". **READ AND ROTATE**

1 – Very Satisfied 2 – Satisfied 3 –Dissatisfied –4 Very dissatisfied 9 – DK/NA

a) The ability to communicate in speech and writing.

For:

- i) High School Diploma only graduates
- ii) Degree graduates
- iii) Diploma graduates
- iv) Certificate graduates
- v) Apprenticeship graduates

b) The ability to manage information from a variety of areas.

c) The ability to use numbers to decide what is required for the job.

d) The ability to think and solve problems.

e) Demonstrating positive attitudes and behaviours.

f) Being responsible for work and accountable for actions.

g) Being adaptable – Having the ability to work as an individual or within a team.

h) The ability to learn continuously.

i) The ability to work safely.

j) The ability to work with others towards a common goal.

k) The ability to participate and contribute in projects and tasks.

l) The ability to transition effectively from school to work.

8Sa. Can you think of any particular skills/ abilities that are missing from recent High School Diploma only graduates? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

8Sb. Can you think of any particular skills/ abilities that are missing from recent Post-Secondary graduates? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

9S. Using a scale from 1 to 4, where 1 is "Strongly Agree" and 4 is "Strongly Disagree", how much do you agree or disagree that Alberta's Learning System responds to the needs of your company by:

READ AND ROTATE

1 – Strongly agree 2 – Somewhat agree 3 –Somewhat disagree –4 Strongly disagree 9 – DK/NA

a) providing an adequate supply of graduates

With:

- i) a High School Diploma only
- ii) a degree
- iii) a diploma
- iv) a certificate
- v) a Journeyperson's certificate

b) providing appropriate skills for graduates

SECTION F

1F. Do you have any other comments you would like to make about (**recent**) a) High School Diploma only b) Post-Secondary graduates of Alberta's Learning System?

9 - DK/NA

2F. What is your business postal code? **IF RESPONDENT IS RELUCTANT TO GIVE ENTIRE POSTAL CODE, ASK FOR FIRST THREE DIGITS.**

|_|_|_|_|_|_|_|

And just to check that I've dialed the right number is this _____?
If incorrect number, ASK FOR ACTUAL NUMBER AND RECORD _____

3F. In what area of the province are you currently located? [DO NOT READ]

(Interviewer prompt: Could you please spell that?)

(Interviewer to record verbatim response to automatically search census division/subdivision/locality to identify appropriate census division.)

CENSUS DIVISION 1 (MEDICINE HAT)
CENSUS DIVISION 2 (LETHBRIDGE)
CENSUS DIVISION 3 (CARDSTON-MAGRATH)
CENSUS DIVISION 4 (HANNA-OYEN)
CENSUS DIVISION 5 (DRUMHELLER)
CENSUS DIVISION 6 (CALGARY)
CENSUS DIVISION 7 (WAINWRIGHT)
CENSUS DIVISION 8 (RED DEER)
CENSUS DIVISION 9 (ROCKY MOUNTAIN HOUSE)
CENSUS DIVISION 10 (CAMROSE-LLOYDMINSTER)
CENSUS DIVISION 11 (EDMONTON)
CENSUS DIVISION 13 (ATHABASCA)
CENSUS DIVISION 14 (EDSON-HINTON)
CENSUS DIVISION 15 (BANFF-JASPER)
CENSUS DIVISION 16 (FORT MCMURRAY)
CENSUS DIVISION 17 (HIGH LEVEL-MANNING)
CENSUS DIVISION 18 (GRANDE CACHE)
CENSUS DIVISION 19 (GRANDE PRAIRIE)

If we have any further questions, may we call you back?

- 1 Yes
- 2 No

We have come to the end of the survey. On behalf of Alberta Education and Alberta Advanced Education we would like to thank you for your participation in this study. Thank you again and good bye.

IF DIFFERENT PERSON/ SUPERVISOR(S) IN 4S on page 5 ASK...

You indicated that there would be a supervisor who will be the best person to answer questions about recent Alberta graduates that your organization has hired. Would you please be able to transfer me to the supervisor now?

- 1 – Yes Thank you. **GO TO SECTION Sa**
- 2 - No That's not a problem, please tell him/her that they can expect a call from us shortly **GO TO CALLBACK PAGE**

ASK SECTION Sa ONLY OF SUPERVISORS

SECTION Sa - Consists of New Contact Introduction 6S - 9S

NEW CONTACT

QI2_1. Hello, may I speak to (contact name)/ or extension (extension number).

Yes speaking	Go to QI2.2a
Yes – one moment please	Go to QI2.2b
No – Later	Go to call back
Don't know	Go to call back
Refused	Thank you for your time. Goodbye.

QI2_2a. Hello, I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired. Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to QI2.3
No not the person	Go to QI2.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

QI2_2b. Hello, (insert contact name) my name is (interviewer name). I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired. Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to QI2.3
No not the person	Go to QI2.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

Q12_3. Great. Your participation is confidential and voluntary, and you may refuse to answer any question or stop the interview at any time. All information will be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. For this survey, we are asking about recent graduates who are individuals who have graduated within the last two years.

May we continue?

Yes	Go to Q6S
No – Later	Go to call back
Refused	Thank you for your time. Goodbye.

Q12_4. I am sorry, could you give me the name of the person I should contact?

Yes	Go to contact screen
No/Don't know	Thank you for your time. Goodbye.

IF DIFFERENT PERSON/ SUPERVISOR(S) IN 4S on page 5 ASK...

You indicated that there would be a supervisor who will be the best person to answer questions about recent Alberta graduates that your organization has hired. Would you please be able to transfer me to the supervisor now?

1 – Yes	Thank you. GO TO SECTION Sa
2 - No	That's not a problem, please tell him/her that they can expect a call from us shortly GO TO CALLBACK PAGE

Q13_1 Q12.1. Hello, may I speak to (contact name)/ or extension (extension number).

Yes speaking	Go to Q12.2a
Yes – one moment please	Go to Q12.2b
No – Later	Go to call back
Don't know	Go to call back
Refused	Thank you for your time. Goodbye.

Q13_2a. Hello, I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired. Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to Q12.3
No not the person	Go to Q12.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

Q13_2b. Hello, (insert contact name) my name is (interviewer name). I am calling on behalf of Alberta Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We have been conducting part of this study with (insert name from first part of survey) from your company, and he/she gave us your name suggesting you'd be able to help us. I have a few questions about your opinions of recent degree, diploma, certificate, apprenticeship and high school graduates your organization has hired.
Are you the person to talk to about recent graduates your organization has hired?

[Interviewer Note: Respondent can have one or more type of graduate mentioned above to complete the survey]

Yes	Go to Q12.3
No not the person	Go to Q12.4
Yes – Later	Go to call back
Refused	Thank you for your time. Goodbye.

Q13_3. Great. Your participation is confidential and voluntary, and you may refuse to answer any question or stop the interview at any time. All information will be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. For this survey, we are asking about recent graduates who are individuals who have graduated within the last two years.
May we continue?

Yes	Go to Q6S
No – Later	Go to call back
Refused	Thank you for your time. Goodbye.

Q13_4. I am sorry Thank you for your time. Goodbye. Code as RO

Q12_5cb Hello <insert name> , my name is <insert interviewers name> and I am calling from Compustat. I spoke with you the other day in regards to a study we are conducting for Albert Education and Alberta Advanced Education and Technology – two provincial government departments who, together, oversee all levels of education in the province. We are conducting this study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Learning System is preparing its graduates for employment. This survey should only take about 15 minutes to complete.
May I continue?

Yes -	Go to Q13
No – Later	Go to Call Back – record name and extension number
Refused	Thank you for your time. Goodbye.

ASK QUESTIONS 6S – 9S

6S. The following questions refer to graduates from **Alberta’s Learning System**. Are you able to respond to questions about the following types of graduates?

a) High School Diploma only graduates

- 1- Yes
- 2- No
- 9 – DK/NA

- b) Degree graduates
- c) Diploma graduates
- d) Certificate graduates
- e) Apprenticeship graduates

7S. I will read various types of skills and personal qualities that graduates may be expected to have. Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is “very satisfied” and 4 is “very dissatisfied”. **READ AND ROTATE**

1 – Very Satisfied 2 – Satisfied 3 –Dissatisfied –4 Very dissatisfied 9 – DK/NA

a) The ability to communicate in speech and writing.

For:

- i) High School Diploma only graduates
- ii) Degree graduates
- iii) Diploma graduates
- iv) Certificate graduates
- v) Apprenticeship graduates

- b) The ability to manage information from a variety of areas.
- c) The ability to use numbers to decide what is required for the job.
- d) The ability to think and solve problems.
- e) Demonstrating positive attitudes and behaviours.
- f) Being responsible for work and accountable for actions.
- g) Being adaptable – Having the ability to work as an individual or within a team.
- h) The ability to learn continuously.
- i) The ability to work safely.
- j) The ability to work with others towards a common goal.
- k) The ability to participate and contribute in projects and tasks.
- l) The ability to transition effectively from school to work.

8Sa. Can you think of any particular skills/abilities that are missing from recent High School Diploma only graduates? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

- 8Sb. Can you think of any particular skills/ abilities that are missing from recent Post-Secondary graduates? **ACCEPT ALL ANSWERS (RECORD VERBATIM, PROBE FULLY, CLARIFY RESPONSES)**

DK/NA

- 9S. Using a scale from 1 to 4, where 1 is “Strongly Agree” and 4 is “Strongly Disagree”, how much do you agree or disagree that Alberta’s Learning System responds to the needs of your company by:

READ AND ROTATE

Alberta’s Learning System responds to the needs of my company by:

1 – Strongly agree	2 – Somewhat agree	3 –Somewhat disagree	–4 Strongly disagree	9 – DK/NA
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- a) providing an adequate supply of graduates

With:

- i) a High School Diploma only
- ii) a degree
- iii) a diploma
- iv) a certificate
- v) a journeyperson’s certificate

- b) providing appropriate skills for graduates

IF SUPERVISOR HAS COMPLETED SECTION Sa ASK...

If we have any further questions, may we call you back?

- 1 Yes
- 2 No

We have come to the end of the survey. On behalf of Alberta Education and Alberta Advanced Education we would like to thank you for your participation in this study. Thank you again and good bye.