

**Alberta Post-secondary
Graduate Outcomes Survey:
2003-04 Transfer Graduates**

September 2006

This report was compiled by Insightrix Research Inc.

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Executive Summary

Introduction

In November of 2005, Alberta Advanced Education contracted Insightrix Research Services to conduct a survey of individuals who graduated from four Alberta universities, eight university colleges, fifteen public colleges and two technical institutes in the fall of 2003 or the spring of 2004. The purpose of the survey is to determine graduate satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation and to compare these results to previous studies conducted every two years. The survey also included a section designed for transfer students to gather information about graduates who received transfer credits. This report contains a summary of the survey results for these graduates, as compared to non-transfers.

A total of 17,770 graduates responded to the survey, resulting in an overall valid response rate of 53.8%. 17243 of these were graduates of parchment programs. Of those who completed the survey, 4084 (23.7%) indicated that they received transfer credit or advanced standing for courses taken at another institution. Assuming an estimated population of 7591 total transfer graduates, the margin of error at 95% confidence for the transfer students' results is $\pm 1.04\%$. Following is a summary of the key findings with regard to transfer graduates.

Demographics

Transfer graduates are significantly more likely than non-transfer graduates to be female, at 64.4%, compared to 58.6%. Transfer graduates are also significantly older than non-transfer graduates. Their mean age is 31 and their median age is 28, while the mean age for non-transfers is 29 and the median is 25.

While the proportion of Aboriginal graduates is the same for both transfers and non-transfers; 11.9% of non-Aboriginal transfer graduates are members of a visible minority, which is significantly lower than 15.4% of non-transfer graduates.

Educational attainment by parents or guardians does not differ significantly between transfer and non-transfer graduates. 40.6% of transfer graduates have at least one parent who has completed a university degree. Another 16.5% have a parent who has completed a college, technical institute, or apprenticeship program.

In total, 47.6% of transfer graduates last attended high school in urban Alberta. 17.3% last attended in rural Alberta, 27.8% attended outside of Alberta (in Canada) and 7.2% attended outside of Canada. Transfer graduates are slightly less likely than non-transfers to have gone to high school in Alberta (64.9% compared to 69.7%).

Transitions

In total, 23.7% of all parchment graduates surveyed indicated that they received transfer credit or advanced standing for courses taken at another institution. This is significantly higher than 18.2% of survey respondents in 2004.

Based on the institutions that graduates indicated they had received transfer credits from, the institution with the highest standing was used to determine the sector that they transferred from. Overall 44.4% of transfer graduates came from colleges, 40.6% came from universities, 8.7% from technical institutes and 6.3% from university colleges. Those who graduated from university were most likely to come from colleges (49.8%). Those who graduated from a university college, college, or technical institute were most likely to come from universities.

For each institution that they received transfer credit from, respondents were asked whether they received full or partial credit. For classification purposes, those who indicated that they received full credit from at least one institution will be considered full credit transfers. In total, eight in every ten transfer graduates received full credit while two in ten received partial credit. Those who transferred from university colleges or colleges were significantly more likely than those who transferred from universities or technical institutes to have received full credit.

Graduates of life sciences, health and medical sciences and social sciences were significantly more likely than those from other fields of study to receive full credit. In terms of program type, more than 80% of graduates from bachelor, masters, and doctoral degree programs, as well as trade certificates, received full credit. Only 64.1% of graduates from applied degree programs received full credit. In total, 85.1% of university graduates who transferred received full credit, significantly more than graduates from other sectors.

Overall, 88.4% of transfer graduates received the credit that they expected from every institution that they transferred from. 11.6% did not receive the credit that they expected from at least one institution. 26.8% of those who received partial credit expected more.

With regard to the sector they transferred from, those who transferred from colleges or technical institutes were most likely to receive the transfer credit that they expected. Those who transferred from universities to technical institutes were least likely to receive the credit that they expected.

Of those who indicated why they did not receive the credit they expected, 21.5% misunderstood or found the transfer requirements to be unclear. One in ten indicated that they received unclear advice on what courses would transfer from the sending institution. Also, 7.4% received unclear advice on what courses would transfer from the receiving institution. 7.2% indicated that they completed more credits than were allowed for

transfer. In addition, 45.2% of respondents made other comments as to why they did not receive the credit that they expected. The majority of these were general comments about specific courses not being accepted or considered equivalent.

When asked whether they had relocated to a different community since graduating, 34% of transfer graduates indicated that they had. This is slightly but significantly higher than 31% of non-transferers.

Transfer graduates were similar to non-transferers in their reasons for relocating after graduation. 38% relocated to attain employment, 24.5% relocated for family reasons (slightly higher than 20.3% for non-transferers) and 13.2% relocated to further their education.

Of those who attended high school in Alberta and relocated after graduation, 28.3% of transfer graduates (34.4% of those from urban locations and 17.4% of those from rural locations) returned to their hometown. This is significantly higher than 21% of non-transferers overall.

Transfer graduates are significantly more likely than non-transferers to have taken at least some of their course through correspondence or distance education, at 26.6%, compared to 19.5%.

Similar to non-transferers, 26% of transfer graduates are currently enrolled as students. Of those who are currently enrolled as students, 21% of transfer graduates are enrolled in an institution outside of Alberta. One in five are enrolled at the University of Alberta and 16% are at the University of Calgary.

Non-transfer graduates who are currently enrolled as students are significantly more likely than transfer graduates to be studying full time, at 66.5% compared to 53.9%.

Of the transfer graduates who are currently enrolled, 31.1% are working toward an undergraduate degree. Another 26.2% are working toward a graduate degree and 13.4% will receive a professional designation. Transfer graduates are more likely than non-transferers to be working toward a graduate degree or professional designation and are slightly less likely to be working toward a bachelor degree. This is largely due to the fact that most transfer graduates were in bachelor degree programs.

Satisfaction/Goals

When asked what their primary goal upon entering their program was, 73.8% of transfer graduates indicated that it was to complete a specific degree or diploma. This is significantly higher than 63.3% for non-transferers. Employment reasons were cited by 10.8% of transfer graduates, compared to 16.9% of non-transferers. More than nine in every ten transfer graduates achieved their primary goal.

Transfer graduates are generally happy with both the quality of teaching in their program and the program itself, with at least 86% indicating that they are satisfied or very satisfied with each. This is not significantly different from non-transfers.

With regard to the overall quality of their educational experience, 90.2% of transfer graduates are satisfied or very satisfied, which is the same for non-transfers. Interestingly, being a transfer student does not impact satisfaction significantly for any group of graduates; Satisfaction ratings are consistent for transfer and non-transfer graduates by sector, field of study and program type.

Like non-transfer graduates, transfer graduates are more likely to recommend the institution that they attended than they are to recommend the actual program. 89% of transfer graduates would recommend the institution that they graduated from and 81.7% would recommend their program.

Given the benefits of post-secondary education, 83% of transfer graduates agree or strongly agree that their program was worth the financial cost to them and/or their families. Transfer graduates' responses are very similar to those of non-transfers.

Financing

Transfer students were significantly more likely than non-transfers to work while taking classes, at 74.2% compared to 67.4%. This result is consistent across all sectors and fields of study.

Transfer graduates are more likely than non-transfers to have received both government-sponsored student loans and other sources of financing. 54.3% of transfer graduates have received government-sponsored student loans, compared to only 44% of non-transfers. Also, 35.6% of transfers have received financing from other sources, compared to 29.8% of non-transfers. Consequently, total loan incidence is also significantly higher for transfer graduates than for non-transfers. Overall, 69% of transfer graduates have received some type of loans, compared to 60.4% of non-transfers. In addition, 21.2% of transfers have received both government and non-government loans, compared to 13.5% of non-transfers.

Transfer students in every field of study and sector are significantly more likely than their non-transfer counterparts to have received loans.

In addition to having a higher loan incidence, transfer graduates who had loans also owed significantly more than non-transfers who had loans. Transfers owed a mean total of \$22,816 at program completion, compared to \$17,685 for non-transfers. The median amount owed for transfer graduates was \$20,000, compared to \$14,000 for non-transfers.

Transfer graduates had significantly higher total debt than non-transfer graduates did in every sector but university colleges. There are particularly large differences in the college and technical institute sectors.

With the exception of general studies, transfer graduates in every field of study owed significantly more in total loans at the end of their program than their non-transfer counterparts did.

Transfer graduates are significantly more likely than non-transfers to have received scholarships, grants or bursaries, at 69.1% compared to 64.9%. This slightly offsets the higher loan incidence for transfer graduates.

Comparisons with the graduating class of 2001-02

Transfer graduates in 2003-04 were slightly but significantly older than transfer graduates in 2001-02. Two years after graduation, 34.9% of 2003-04 transfer graduates were over 30, compared to 29.1% of 2001-02 transfer graduates.

Reflecting the change in age of transfer graduates, 73.9% of 2001-02 transfer graduates were single at the beginning of their program. This number decreased significantly to 66.8% of 2003-04 graduates.

No other demographic characteristics of transfer graduates have changed significantly from the previous study. Gender, Aboriginal status, visible minority status and disability status are all similar to 2001-02 graduates.

In total, 23.7% of all parchment graduates surveyed indicated that they received transfer credit or advanced standing for courses taken at another institution. This is significantly higher than 18.2% of survey respondents in 2004.

In 2004, respondents were asked if they received full or partial credit, without specifying which institution they were referring to. Since graduates could have received transfer credit from multiple institutions, the 2006 survey was modified so that respondents were asked about each institution that they received credit from. In 2004, 71.8% of respondents indicated that they had received full credit and 28.2% received partial credit. In this study, 80% indicated that they had received full credit from at least one institution, while 32.4% received partial credit from at least one institution. This means that 67.6% received only full credit, 20% received only partial credit, and 12.4% received both full and partial credit. Looking at all responses for each respondent, 75% of transfer credits received from all institutions combined were full credit and 25% were partial credit.

In 2004, respondents were asked if they received the credit that they expected, without specifying which institution they were referring to. Again, since graduates could have received transfer credit from multiple institutions, the 2006 survey was modified so that respondents were asked about each institution that they received credit from. In 2004,

89.3% of respondents indicated that they received the credit that they expected and 10.7% did not. In this study, 93.5% indicated that they had received the credit they expected from at least one institution, while 11.6% did not receive the credit they expected from at least one institution. This means that 88.4% received what they expected from every institution, 6.5% did not receive what they expected from any institution, and 5.1% received what they expected from one institution but not from another. Of all the institutions graduates received credit from, they received what they expected from 91.5% of them.

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Survey Methodology and Responses

Following is a summary of the survey methodology used for the project:

Sample Management – Each Institution provided Inshtrix with a list of all fall 2003 and spring 2004 graduates. Inshtrix was responsible for removing all records of graduates living outside Canada and the United States before data collection began. Inshtrix also worked with the institutions to ensure graduate records were complete and accurate, and that the file structures for both parchment programs and non-credit designated programs matched the examples provided by the client. Upon finalizing the data sets, Inshtrix uploaded a randomized sample in to the online CATI (Computer Assisted Telephone Interviewing) system. Completion targets were then set at the institutional, field of study, and program levels for a pre-determined level of statistical confidence.

Questionnaire Pre-test and Critique – Alberta Advanced Education, in consultation with the institutions, developed the initial draft questionnaire. Inshtrix utilized this questionnaire to conduct the pretests with 10 respondents for each of the following: the University of Calgary, University of Lethbridge, SAIT, Concordia University College, Grant MacEwan College and Grande Prairie Regional College. The pretest was an opportunity to test the timing, clarity, and flow of the survey questionnaire.

Based on the findings of the pretests, Inshtrix provided the Project Manager with a critique of the survey instrument, recommending improvements that could be made. The results of the pretest were assessed by Inshtrix and the Project Manager. Following the pretests, the final survey instrument and codebook used for the instrument were developed.

Survey Programming – Inshtrix programmed the survey into the online CATI system. An email template with a link to the online survey was developed for those respondents that wished to complete the survey online.

Data Collection – Data was collected from January 16 to April 15, 2006 inclusive. Using a multimode approach, Inshtrix collected the survey data in two ways, by telephone and online. The trained call center staff contacted each potential respondent to seek his or her participation in the survey. If the respondent agreed to participate, Inshtrix surveyors offered to complete the survey over the telephone at that time. If that time was not convenient to the respondent, an option of completing the survey by telephone at a later date (i.e. appointment) or online was presented to the respondent.

If the online option was requested, the graduate was sent a personalized email invitation with a link to the online survey. Each online respondent was assigned a unique identification number (embedded in the URL). This allowed the use of the “Save and

Resume” feature, which let the respondent to go back into a partially completed survey if they could not finish it in one sitting. Once the survey was complete, the respondent could not access their survey again, or complete another survey.

In total, 17,770 graduates from 28 different institutions completed the survey. Of those respondents that successfully completed the survey, 72% were completed by phone (12,831) and 28% were completed online (4,939).

All contacts in the contact database were categorized as verified, not verified, or unavailable. Verified are those telephone numbers that a telephone researcher was able to confirm were correct but the graduate remained in call back status and did not complete the survey. These graduates were attempted to be contacted a minimum of 10 times (busy signal, no answer, not home, etc). Not verified numbers are those who were never reached at the provided number and therefore could not be confirmed as correct contacts. Each of these numbers was attempted at least 4 times.

Contact Searching and Tracking - In instances where the Inshtrix call center staff encountered out-of-service or wrong numbers, a variety of tracking activities were employed to ensure higher a number of completions were obtained. These activities included the following:

- Directory Assistance and Internet Searching. When the graduate had moved and the their original contact information was no longer accurate, telephone directories such as Canada411.com, mytelus.com, and various other online search engines, as well as directory assistance were used.
- Contacting Institutions - Institutions were also contacted directly with lists of graduates that could not be found and asked for any information that they may have for these individuals.

An experienced Inshtrix searcher was employed as a full time searcher for this project, dedicated solely to finding ‘lost’ graduates. A number of other staff were also assigned to searching out lost contacts. When these searchers were able to track down the graduates, they were available to conduct the survey immediately with the respondent if necessary.

Additional Activities – Inshtrix conducted additional activities in an effort to bolster response rates. These activities included the following:

- Providing our toll free number – Inshtrix provided a toll free number in which graduates could call back to complete the survey.
- Calling Times – Inshtrix staggered the calling times to maximize the probability of connecting with the contact and completing the survey. Inshtrix staff attempted to call respondents during the day, evenings, and on weekends.
- Updating Contact Information – where appropriate, Inshtrix staff obtained updated contact information from friends and relatives.

- When provided an email address from a family member or friend of the potential respondent, Insightrix would first send a 'permission' email, introducing the study and asking for permission to send a link to the online survey. This was helpful reaching graduates who had moved outside of Canada or the USA since graduation.

Real Time Progress Reporting – Alberta Advanced Education had access to the Topline statistics for the entire duration of the project. Representatives from Alberta Advanced Education were able to access the completion statistics and frequencies 24/7. The results updated in real time as the survey proceeded.

Analysis Note – Each question on the survey was analyzed by appropriate demographic and classification variables. Chi-square, t-tests and analysis of variance were used to determine statistically significant results. For this report, an alpha value of less than 0.05 is considered statistically significant. This means that there is less than a 5% chance that the results would have occurred by chance. While all analysis output is included in a supplemental document, only the most significant and interesting results are shown in the report.

Response Rates

A total of 17,770 graduates responded to the survey. Of those, 12,831 completed the survey by telephone and 4,939 completed online. The following table shows the detailed overall call dispositions and response rate. Excluding duplicate entries in the original sample, those who were not qualified and those who moved out of North America, the total valid sample contained 33,033 graduates. The 17,770 completed surveys results in an overall response rate of 53.8%.

Of the 17,770 respondents, 17,243 were graduates of parchment programs. Of those, 4,084 (23.7%) indicated that they received transfer credit or advanced standing for courses taken at another institution. Assuming an estimated population of 7,591 total transfer graduates (53.8% response rate), the margin of error at 95% confidence for the transfer students' results is $\pm 1.04\%$.

Verified numbers are those that a telephone researcher was able to confirm were correct but the graduate remained in call back status and did not complete the survey. These graduates were attempted to be contacted at least 10 times (busy signal, no answer, not home, etc). Not verified numbers are those who were never reached at the provided number and therefore could not be confirmed as correct contacts. Each of these contacts were attempted to be contacted at least 4 times.

	Total Number	Percentage	# in Parchment Programs	# in Non-Parchment Programs
Total Number of Graduates in Sample	35,229	100.0%	34,031	1,198
Duplicate Entries	502	1.4%	473	29
Not Qualified*	176	0.5%	158	18
Moved out of North America	1,518	4.3%	1507	11
Valid Sample	33,033	93.8%	31,893	1,140
Completed Surveys (valid response rate)	17,770	53.8%	17,243	527
Verified Numbers	2,065	6.2%	2007	58
Not Verified Numbers	45	0.1%	44	1
Incorrect Phone/Email	10,079	30.5%	9,617	462
Language/Communication Problem	107	0.3%	102	5
Refused/Requested List Removal	2967	9.0%	2,880	87

One third of all university graduates received transfer credit from other institutions. These university graduates account for two thirds of all transfer graduates overall. Another 21.4% of all transfer graduates graduated from colleges, 8.4% from technical institutes and 3.5% from University Colleges. Although university college graduates make up the smallest percentage of transfer graduates overall; of those who graduated from university colleges, 30.6% were transfers which is significantly higher than colleges or technical institutes.

Sector	Graduates	Transfer Graduates	% Transfer Graduates	Proportion of Total Transfer Graduates
Universities	8212	2726	33.2%	66.7%
University Colleges	461	141	30.6%	3.5%
Colleges	5469	873	16.0%	21.4%
Technical Institutes	3101	344	11.1%	8.4%
Total	17243	4084	23.7%	100.0%

Bachelor degree, applied degree and post basic certificate graduates were most likely to have transfer credit. 65.5% of all transfer graduates received a bachelor degree. Another 17.8% received a diploma, 6.3% received a certificate, 4.8% received a master degree and 3.4% received an applied degree.

Program Type	Graduates	Transfer Graduates	% Transfer Graduates	Proportion of Total Transfer Graduates
Bachelor Degree	7042	2677	38.0%	65.5%
Diploma	4580	727	15.9%	17.8%
Certificate	2399	256	10.7%	6.3%
Master Degree	1494	196	13.1%	4.8%
Applied Degree	352	138	39.2%	3.4%
Skill Training	837	33	3.9%	0.8%
Post Basic Certificate	64	24	37.5%	0.6%
Doctoral Degree	216	24	11.1%	0.6%
Trade Certificate	259	9	3.5%	0.2%
Total	17243	4084	23.7%	100.0%

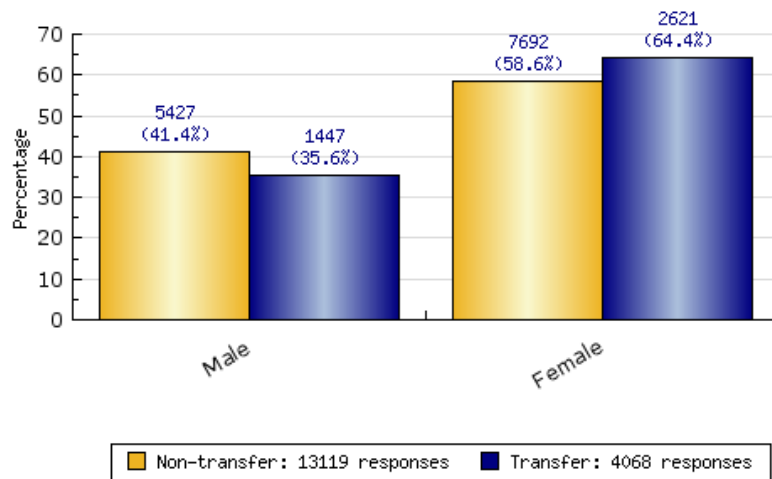
By field of study, 31.8% of social science and related applications graduates received transfer credit, accounting for 23.9% of all transfer graduates overall. 22.1% of transfer graduates are from business and related studies and approximately 15% are from each of the following: health and medical sciences, math and natural sciences and arts.

Field of Study	Graduates	Transfer Graduates	% Transfer Graduates	Proportion of Total Transfer Graduates
Social Science and Related Applications	3052	971	31.8%	23.9%
Business and Related Studies	3510	898	25.6%	22.1%
Health and Medical Sciences	2754	644	23.4%	15.8%
Math and Natural Sciences	4128	629	15.2%	15.5%
Arts	2103	609	29.0%	15.0%
General Studies	877	176	20.1%	4.3%
Life Sciences	782	141	18.0%	3.5%
Total	17206	4068	23.6%	100.0%

Demographics

Gender

Transfer graduates are significantly more likely than non-transfer graduates to be female, at 64.4%, compared to 58.6%.



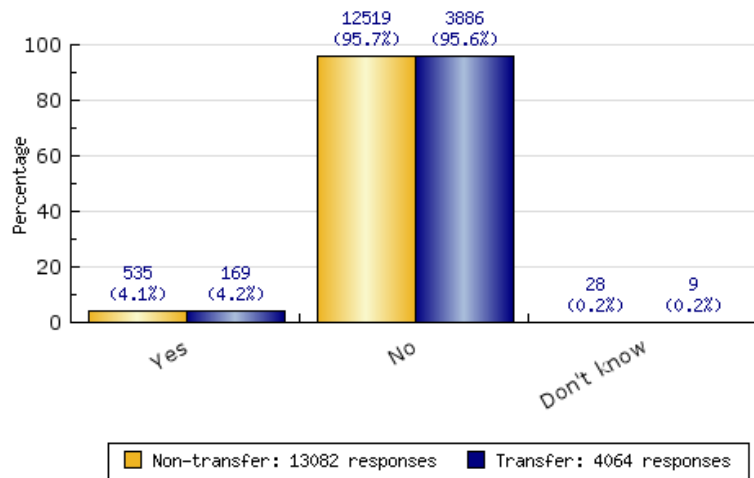
Age

Transfer graduates are significantly older than non-transfer graduates. Their mean age is 31 and their median age is 28, while the mean age for non-transfers is 29 and the median is 25.

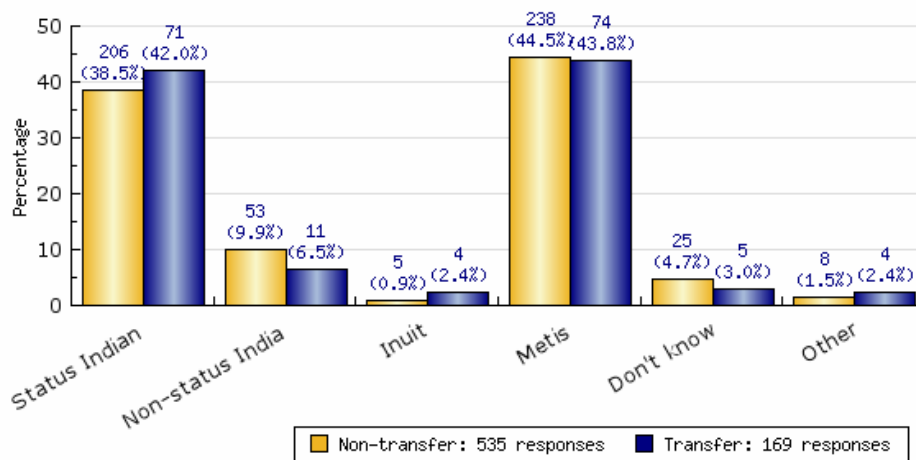
		Age					Total
		22 and under	23 to 25	26 to 30	31 to 40	Over 40	
Non-transfer	Count	2126	4674	2699	1814	1614	12927
	%	16.4%	36.2%	20.9%	14.0%	12.5%	100.0%
Transfer	Count	73	1134	1403	775	619	4004
	%	1.8%	28.3%	35.0%	19.4%	15.5%	100.0%
Total	Count	2199	5808	4102	2589	2233	16931
	%	13.0%	34.3%	24.2%	15.3%	13.2%	100.0%

Aboriginal Identity and Status

The proportion of Aboriginal graduates is the same for both transfers and non-transfers.

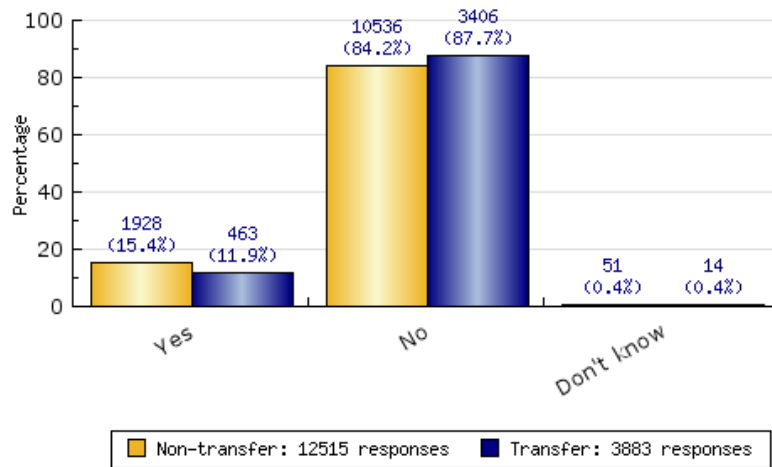


The following graph shows the breakdown of status for Aboriginal graduates. It does not differ significantly by transfer/non-transfer.



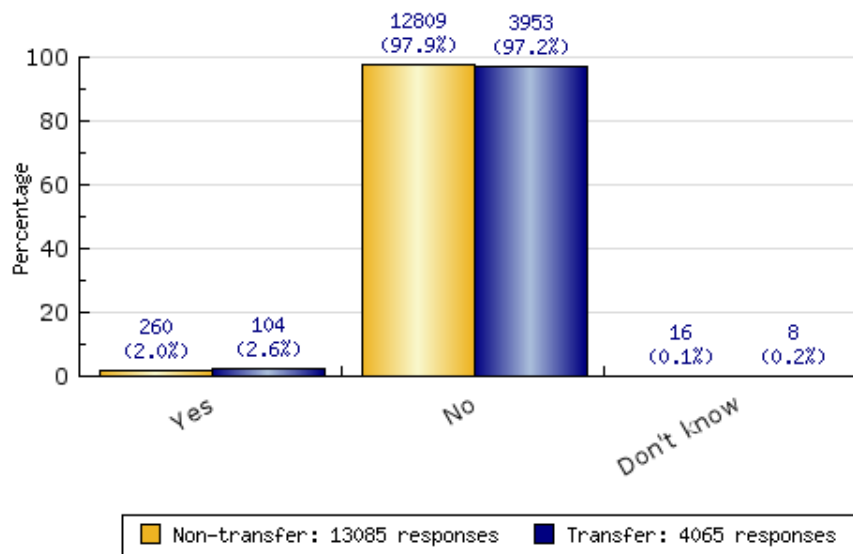
Visible Minority

11.9% of non-Aboriginal transfer graduates are members of a visible minority. This is slightly but significantly lower than 15.4% of non-transfer graduates.



Disability

2.6% of transfer graduates have disabilities.



Parental Education

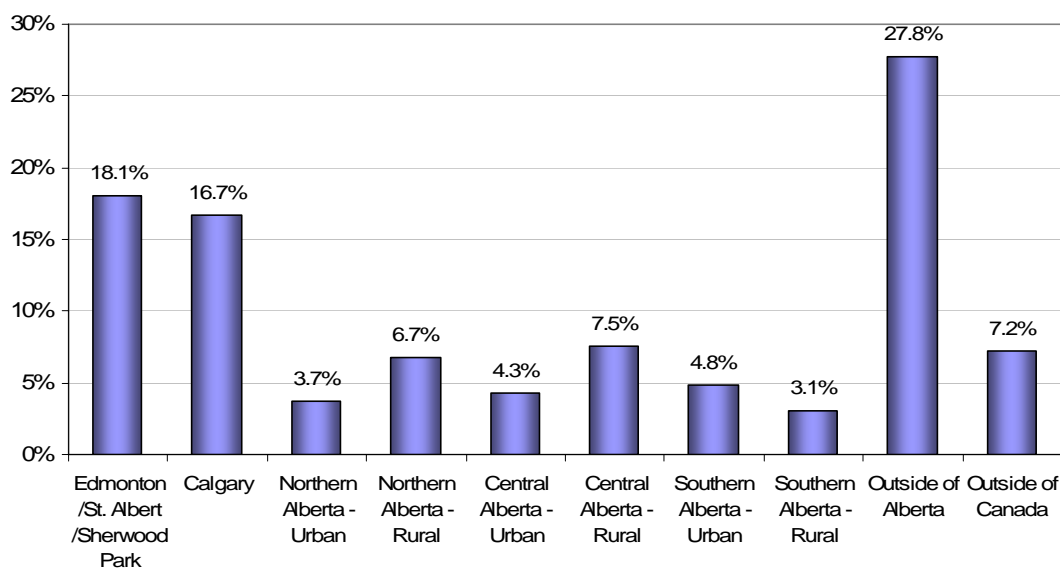
Educational attainment by parents or guardians does not differ significantly between transfer and non-transfer graduates. 40.6% of transfer graduates have at least one parent who has completed a university degree. Another 16.5% have a parent who has completed a college, technical institute, or apprenticeship program.

Description	Non-transfer		Transfer	
	Total #	% of Responses	Total #	% of Responses
Elementary or junior high school	457	3.5	178	4.4
Some high school	892	6.9	276	6.9
Completed high school	2979	23.0	870	21.6
Some post-secondary (i.e. some university or college)	978	7.6	312	7.8
Completed college, technical institute or apprenticeship program	2252	17.4	664	16.5
Completed university degree	4828	37.3	1633	40.6
Don't know	522	4.0	77	1.9
Other	29	0.2	11	0.3
	12937	100	4021	100

K-12 Location

18.1% of transfer graduates last attended high school in Edmonton, St. Albert or Sherwood Park. Another 16.7% last attended in Calgary. 11.8% last attended in Central Alberta, 10.4% last attended in Northern Alberta and 7.9% in Southern Alberta.

In total, 47.6% last attended high school in urban Alberta. 17.3% last attended in rural Alberta, 27.8% attended outside of Alberta (in Canada) and 7.2% attended outside of Canada. Transfer graduates are slightly less likely than non-transferers to have gone to high school in Alberta (64.9% compared to 69.7%).



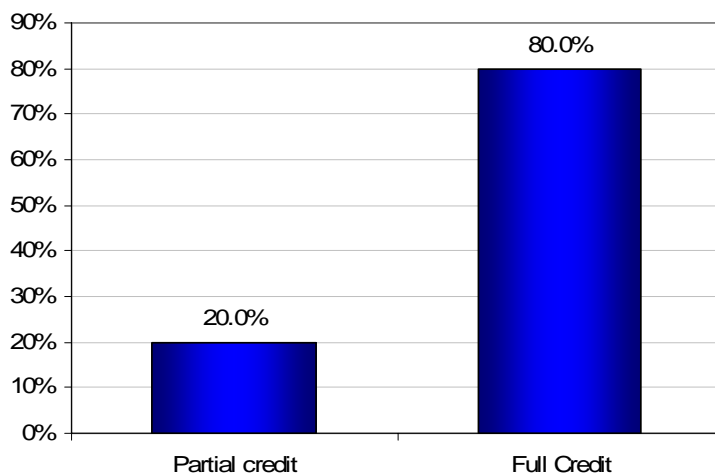
Transitions

Full or Partial Credit

Based on the institutions that graduates indicated they had received transfer credits from, the institution with the highest standing was used to determine the sector that they transferred from. Those who graduated from university were most likely to come from colleges (49.8%). Those who graduated from a university college, college, or technical institute were most likely to come from universities. Overall 44.4% of transfer graduates came from colleges, 40.6% came from universities, 8.7% from technical institutes and 6.3% from university colleges.

			Sector transferred from				Total
			Universities	University Colleges	Colleges	Technical Institutes	
Sector graduated from	Universities	Count	979	170	1302	164	2615
		%	37.4%	6.5%	49.8%	6.3%	100.0%
	University Colleges	Count	70	17	45	3	135
		%	51.9%	12.6%	33.3%	2.2%	100.0%
	Colleges	Count	393	49	297	104	843
		%	46.6%	5.8%	35.2%	12.3%	100.0%
	Technical Institutes	Count	147	12	93	68	320
		%	45.9%	3.8%	29.1%	21.3%	100.0%
Total	Count	1589	248	1737	339	3913	
	%	40.6%	6.3%	44.4%	8.7%	100.0%	

For each institution that they received transfer credit from, respondents were asked whether they received full or partial credit. For classification purposes, those who indicated that they received full credit from at least one institution have been coded as full credit transfers. In total, eight in every ten transfer graduates received full credit while two in ten received partial credit.



Graduates of life sciences, health and medical sciences and social sciences were significantly more likely than those from other fields of study to receive full credit.

			Credit		Total
			Partial credit	Full credit	
Field of Study	Math and Natural Sciences	Count	136	473	609
		%	22.3%	77.7%	100.0%
	Life Sciences	Count	16	123	139
		%	11.5%	88.5%	100.0%
	Health and Medical Sciences	Count	88	533	621
		%	14.2%	85.8%	100.0%
	Social Science and Related Applications	Count	148	791	939
		%	15.8%	84.2%	100.0%
Arts	Count	131	455	586	
	%	22.4%	77.6%	100.0%	
Business and Related Studies	Count	225	633	858	
	%	26.2%	73.8%	100.0%	
General Studies	Count	38	122	160	
	%	23.8%	76.3%	100.0%	
Total	Count	782	3130	3912	
	%	20.0%	80.0%	100.0%	

More than 80% of graduates from bachelor, masters, and doctoral degree programs, as well as trade certificates, received full credit. Only 64.1% of graduates from applied degree programs received full credit.

			Credit		Total
			Partial credit	Full credit	
Program Type	Applied Degree	Count	46	82	128
		%	35.9%	64.1%	100.0%
	Certificate	Count	69	172	241
		%	28.6%	71.4%	100.0%
	Diploma	Count	221	473	694
		%	31.8%	68.2%	100.0%
	Master Degree	Count	35	147	182
		%	19.2%	80.8%	100.0%
	Post Basic Certificate	Count	6	17	23
		%	26.1%	73.9%	100.0%
	Doctoral Degree	Count	4	20	24
	%	16.7%	83.3%	100.0%	
Skill Training	Count	7	20	27	
	%	25.9%	74.1%	100.0%	
Trade Certificate	Count	1	7	8	
	%	12.5%	87.5%	100.0%	
Bachelor Degree	Count	397	2204	2601	
	%	15.3%	84.7%	100.0%	
Total	Count	786	3142	3928	
	%	20.0%	80.0%	100.0%	

85.1% of university graduates who transferred received full credit, significantly more than graduates from other sectors.

			Credit		Total
			Partial credit	Full credit	
Sector graduated from	Universities	Count	393	2253	2646
		%	14.9%	85.1%	100.0%
	University Colleges	Count	36	97	133
		%	27.1%	72.9%	100.0%
	Colleges	Count	248	581	829
		%	29.9%	70.1%	100.0%
	Technical Institutes	Count	109	211	320
		%	34.1%	65.9%	100.0%
Total	Count	786	3142	3928	
	%	20.0%	80.0%	100.0%	

Those who transferred from university colleges or colleges were significantly more likely than those who transferred from universities or technical institutes to have received full credit.

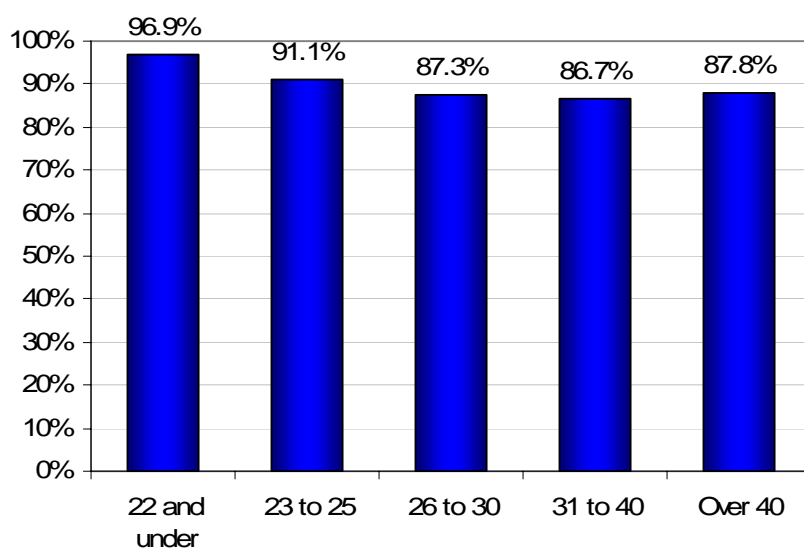
			Credit		Total
			Partial credit	Full credit	
Sector transferred from	Universities	Count	340	1198	1538
		%	22.1%	77.9%	100.0%
	University Colleges	Count	37	206	243
		%	15.2%	84.8%	100.0%
	Colleges	Count	295	1389	1684
		%	17.5%	82.5%	100.0%
	Technical Institutes	Count	81	252	333
		%	24.3%	75.7%	100.0%
Total	Count	753	3045	3798	
	%	19.8%	80.2%	100.0%	

Received expected credit

Overall, 88.4% of transfer graduates received the credit that they expected from every institution that they transferred from. 11.6% did not receive the credit that they expected from at least one institution. 26.8% of those who received partial credit expected more.

		Received expected credit		Total
		Yes	No	
Partial credit	Count	557	204	761
	%	73.2%	26.8%	100.0%
Full credit	Count	2876	248	3124
	%	92.1%	7.9%	100.0%
Total	Count	3433	452	3885
	%	88.4%	11.6%	100.0%

Those 25 and under, and particularly those under 23 are most likely to have received the transfer credit that they expected.

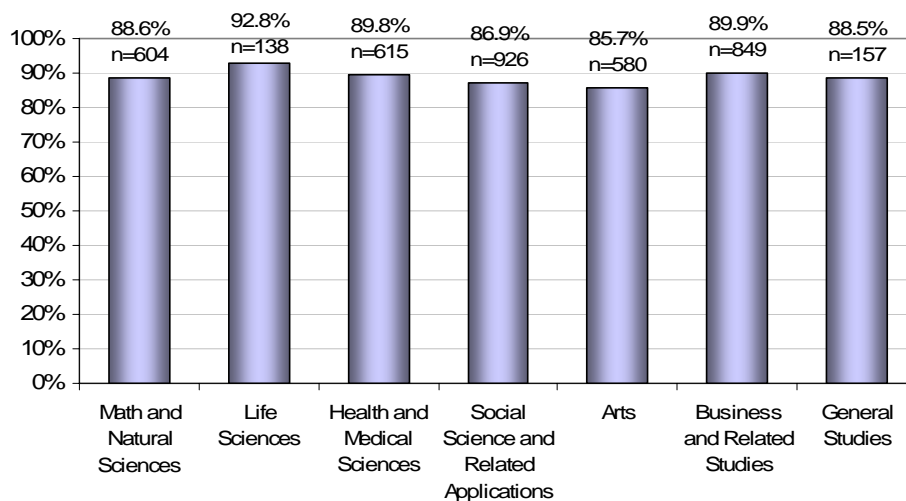


The following table shows a summary of the percentage of graduates who received the transfer credit that they expected by the sector they transferred to and from. In general, those who transferred from colleges or technical institutes were most likely to receive the transfer credit that they expected. Those who transferred from universities to technical institutes were least likely to receive the credit that they expected.

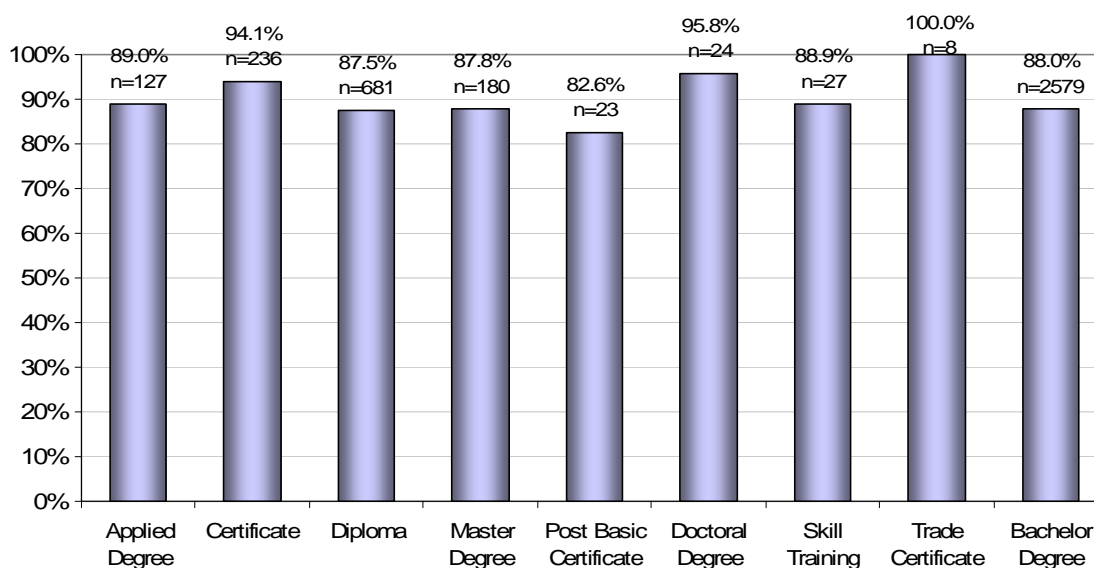
Sector Graduated From	N	Sector Transferred From				Total
		Universities	University Colleges	Colleges	Technical Institutes	
		1515	242	1672	329	3758
Universities	2533	86.7%	83.0%	89.7%	87.0%	88.3%
University Colleges	131	85.3%	93.8%	75.0%	100.0%*	83.3%
Colleges	795	88.7%	83.7%	92.6%	94.1%	90.3%
Technical Institutes	299	80.3%	83.3%	86.6%	95.2%	86.0%
Total	3758	86.5%	83.9%	89.7%	90.9%	88.4%

* Based on less than 10 respondents.

The following chart shows the percentage of respondents who received the credit that they expected by field of study. While we cannot conclude that the differences between fields are significant, it appears that Life Science graduates were most likely to receive their expected credit, while Arts graduates were least likely.



Of those program types with more than 100 transfer respondents, certificated graduates appear to be most likely to have received the credit that they expected.



Whether or not respondents received the credit that they expected does not differ significantly by any other demographic variables. Males and females were basically equally likely to receive the credit they expected, at 88.1% and 88.6% respectively. Aboriginal and visible minority statuses were also found to have no significant impact on whether or not expected credits were received.

Why graduates did not receive expected credit

In total, 418 out of 452 gave reasons explaining why they did not receive the credit that they expected. Of those, 21.5% misunderstood or found the transfer requirements to be unclear. One in ten indicated that they received unclear advice on what courses would transfer from the sending institution. Also, 7.4% received unclear advice on what courses would transfer from the receiving institution. 7.2% indicated that they completed more credits than were allowed for transfer. In addition, 45.2% of respondents made other comments as to why they did not receive the credit that they expected. The majority of these were general comments about specific courses not being accepted or considered equivalent. Please see Appendix A for a complete list.

Reason for not receiving expected credit	N	% of Respondents
I misunderstood or found the transfer requirements to be unclear	90	21.5%
I received unclear advice on what courses would transfer from the sending institution	42	10.0%
I received unclear advice on what courses would transfer from the receiving institution	31	7.4%
I completed more credits than were allowed for transfer to (i.e. most programs require that 50% of the program has to be completed at the institution offering the credential).	30	7.2%
My courses were too old to transfer as I took them too long ago	23	5.5%
All my courses were transferable but some weren't required for graduation	21	5.0%
I did not originally plan to transfer	20	4.8%
I received unassigned (general) credit when I expected to receive specific credit (i.e. I got credit for English 1XX rather than English 110).	17	4.1%
I received unclear advice on what courses would transfer from other sources	16	3.8%
My marks weren't high enough to receive transfer credit	8	1.9%
Other	189	45.2%

The following table shows a breakdown of reasons for not receiving expected credit by sector transferred from. Note that percentages go down the columns. 28.9% of those who transferred from a university college indicated that they misunderstood or found the transfer requirements to be unclear.

			Sector transferred from				Total
			Universities	University Colleges	Colleges	Technical Institutes	
Reason for not receiving expected credit	I did not originally plan to transfer	Count	8	5	4	3	20
		%	4.3%	13.2%	2.5%	10.7%	
	I completed more credits than were allowed for transfer to	Count	15	3	11	1	30
		%	8.1%	7.9%	6.9%	3.6%	
	My marks weren't high enough to receive transfer credit	Count	4	1	2	1	8
		%	2.2%	2.6%	1.3%	3.6%	
	I misunderstood or found the transfer requirements to be unclear	Count	33	11	39	4	87
		%	17.7%	28.9%	24.4%	14.3%	
	I received unclear advice on what courses would transfer from the sending institution	Count	18	6	15	3	42
		%	9.7%	15.8%	9.4%	10.7%	
	I received unclear advice on what courses would transfer from the receiving institution	Count	13	5	12	1	31
		%	7.0%	13.2%	7.5%	3.6%	
	I received unclear advice on what courses would transfer from other sources	Count	8	2	5	1	16
		%	4.3%	5.3%	3.1%	3.6%	
I received unassigned (general) credit when I expected to receive specific credit	Count	8	2	6	1	17	
	%	4.3%	5.3%	3.8%	3.6%		
My courses were too old to transfer as I took them too long ago	Count	13	1	7	2	23	
	%	7.0%	2.6%	4.4%	7.1%		
All my courses were transferable but some weren't required for graduation	Count	10	1	8	2	21	
	%	5.4%	2.6%	5.0%	7.1%		
Other	Count	84	16	72	14	186	
	%	45.2%	42.1%	45.0%	50.0%		
Total	Count	186	38	160	28	412	

The following table shows a breakdown of reasons for not receiving expected credit by sector transferred to. Because of the small number of respondents from most sectors, we cannot conclude that there are any significant differences.

			Sector graduated from				Total
			Universities	University Colleges	Colleges	Technical Institutes	
Reason for not receiving expected credit	I did not originally plan to transfer	Count	10	0	6	4	20
		%	3.4%	.0%	8.0%	11.8%	
	I completed more credits than were allowed for transfer	Count	25	1	4	0	30
		%	8.6%	5.6%	5.3%	.0%	
	My marks weren't high enough to receive transfer credit	Count	7	1	0	0	8
		%	2.4%	5.6%	.0%	.0%	
	I misunderstood or found the transfer requirements to be unclear	Count	66	4	17	3	90
		%	22.7%	22.2%	22.7%	8.8%	
	I received unclear advice on what courses would transfer from the sending institution	Count	32	0	8	2	42
		%	11.0%	.0%	10.7%	5.9%	
	I received unclear advice on what courses would transfer from the receiving institution	Count	21	1	8	1	31
		%	7.2%	5.6%	10.7%	2.9%	
	I received unclear advice on what courses would transfer from other sources	Count	11	0	3	2	16
		%	3.8%	.0%	4.0%	5.9%	
I received unassigned (general) credit when I expected to receive specific credit	Count	14	0	2	1	17	
	%	4.8%	.0%	2.7%	2.9%		
My courses were too old to transfer as I took them too long ago	Count	14	1	7	1	23	
	%	4.8%	5.6%	9.3%	2.9%		
All my courses were transferable but some weren't required for graduation	Count	17	0	1	3	21	
	%	5.8%	.0%	1.3%	8.8%		
Other	Count	128	12	29	20	189	
	%	44.0%	66.7%	38.7%	58.8%		
Total	Count	291	18	75	34	418	

The following table shows a breakdown of reasons for not receiving expected credit by field of study. It appears that business students were more likely than others to have completed more credits than were allowed for transfer and that arts students were most likely to have misunderstood or found the requirements to be unclear. Because of the small number of respondents from most sectors, we cannot conclude that there are any significant differences.

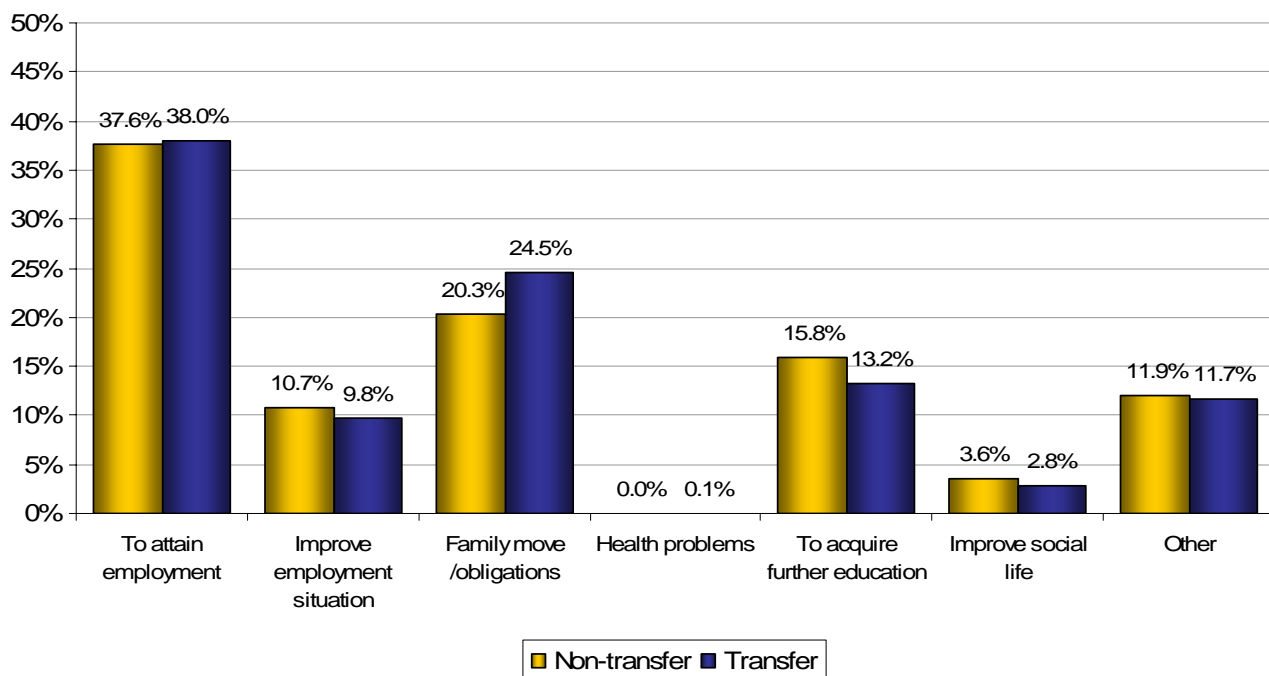
			Field of Study							Total
			Math and Natural Sciences	Life Sciences	Health and Medical Sciences	Social Science and Related Applications	Arts	Business and Related Studies	General Studies	
Reason for not receiving expected credit	I did not originally plan to transfer	Count	1	0	5	4	3	6	1	20
		%	1.7%	.0%	9.1%	3.5%	3.8%	7.5%	5.9%	
	I completed more credits than were allowed for transfer to	Count	3	0	3	10	5	8	0	29
		%	5.0%	.0%	5.5%	8.8%	6.3%	10.0%	.0%	
	My marks weren't high enough to receive transfer credit	Count	3	0	1	3	1	0	0	8
		%	5.0%	.0%	1.8%	2.6%	1.3%	.0%	.0%	
	I misunderstood or found the transfer requirements to be unclear	Count	11	2	9	24	23	16	4	89
		%	18.3%	18.2%	16.4%	21.1%	29.1%	20.0%	23.5%	
	I received unclear advice on what courses would transfer from the sending institution	Count	2	2	6	14	10	5	3	42
		%	3.3%	18.2%	10.9%	12.3%	12.7%	6.3%	17.6%	
	I received unclear advice on what courses would transfer from the receiving institution	Count	4	2	4	8	9	2	2	31
		%	6.7%	18.2%	7.3%	7.0%	11.4%	2.5%	11.8%	
I received unclear advice on what courses would transfer from other sources	Count	3	1	1	4	3	3	1	16	
	%	5.0%	9.1%	1.8%	3.5%	3.8%	3.8%	5.9%		
I received unassigned (general) credit when I expected to (i.e. I got credit for English 1XX	Count	4	0	2	3	6	1	1	17	
	%	6.7%	.0%	3.6%	2.6%	7.6%	1.3%	5.9%		
My courses were too old to transfer as I took them too long ago	Count	2	0	4	6	2	8	1	23	
	%	3.3%	.0%	7.3%	5.3%	2.5%	10.0%	5.9%		
All my courses were transferable but some weren't required for graduation	Count	5	0	1	8	4	3	0	21	
	%	8.3%	.0%	1.8%	7.0%	5.1%	3.8%	.0%		
Other	Count	32	6	28	53	24	38	8	189	
	%	53.3%	54.5%	50.9%	46.5%	30.4%	47.5%	47.1%		
Total	Count	60	11	55	114	79	80	17	416	

Relocation after graduation

34% of transfer graduates have relocated since graduation. This is slightly but significantly higher than 31% of non-transferers.

		Have you permanently relocated to a different community since the time of your graduation?		Total
		Yes	No	
Non-transfer	Count	4062	9024	13086
	%	31.0%	69.0%	100.0%
Transfer	Count	1382	2678	4060
	%	34.0%	66.0%	100.0%
Total	Count	5444	11702	17146
	%	31.8%	68.2%	100.0%

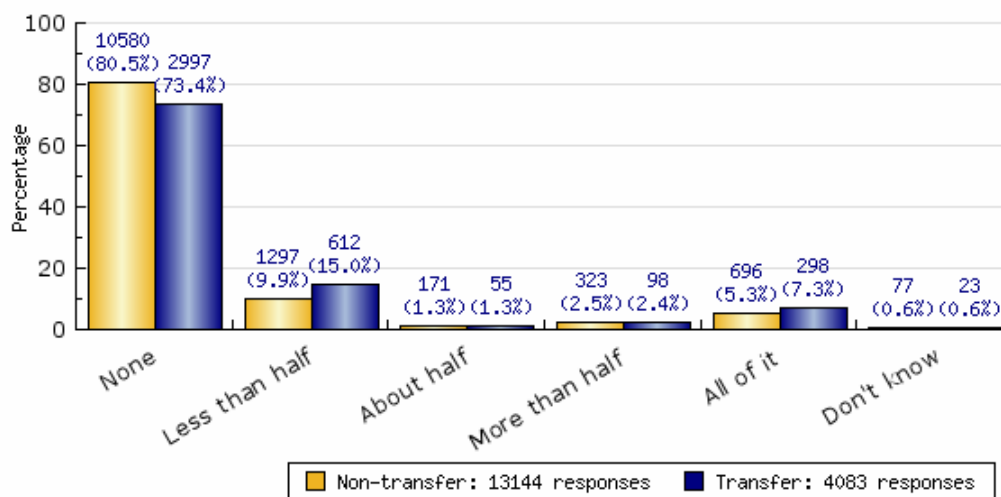
Transfer graduates were similar to non-transfers in their reasons for relocating after graduation. 38% relocated to attain employment, 24.5% relocated for family reasons (slightly higher than 20.3% for non-transfers) and 13.2% relocated to further their education.



Of those who attended high school in Alberta and relocated after graduation, 28.3% of transfer graduates (34.4% of those from urban locations and 17.4% of those from rural locations) returned to their hometown. This is significantly higher than 21% of non-transfers overall.

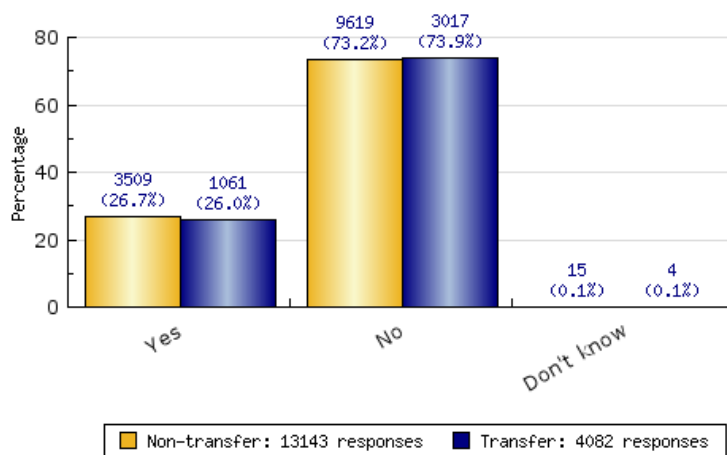
High school location			Was this your hometown?		Total
			Yes	No	
Urban	Non-transfer	Count	432	1299	1731
		%	25.0%	75.0%	100.0%
	Transfer	Count	196	374	570
		%	34.4%	65.6%	100.0%
Total		Count	628	1673	2301
		%	27.3%	72.7%	100.0%
Rural	Non-transfer	Count	145	873	1018
		%	14.2%	85.8%	100.0%
	Transfer	Count	55	262	317
		%	17.4%	82.6%	100.0%
Total		Count	200	1135	1335
		%	15.0%	85.0%	100.0%

Transfer graduates are significantly more likely than non-transfer students to have taken at least some of their course through correspondence or distance education, at 26.6%, compared to 19.5%.



Current Students

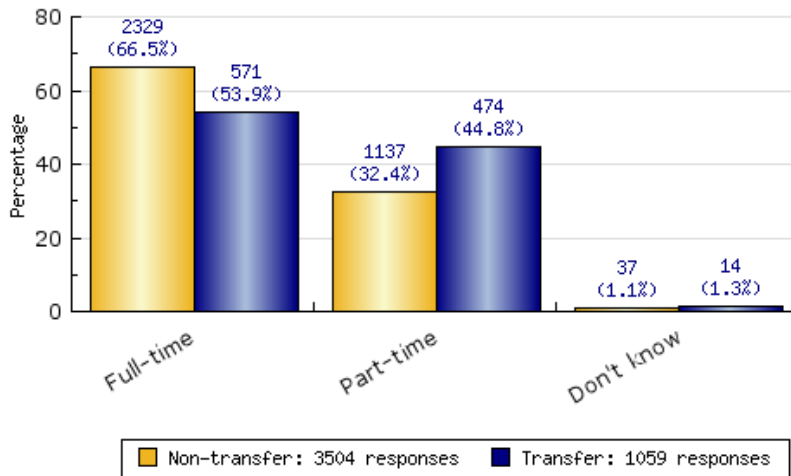
Similar to non-transfer students, 26% of transfer graduates are currently enrolled as students.



Of those who are currently enrolled as students, 21% of transfer graduates are enrolled in an institution outside of Alberta. One in five are enrolled at the University of Alberta and 16% are at the University of Calgary.

Description	Non-transfer		Transfer	
	Total #	% of Responses	Total #	% of Responses
Other Non - Alberta Institution (please specify)	625	17.8	223	21.0
University of Alberta	568	16.2	211	19.9
University of Calgary	611	17.4	170	16.0
Athabasca University	295	8.4	115	10.8
Other Alberta Institution	139	4.0	77	7.3
University of Lethbridge	268	7.6	59	5.6
Grant MacEwan College	185	5.3	44	4.1
NAIT	209	6.0	40	3.8
Mount Royal College	167	4.8	36	3.4
SAIT	187	5.3	36	3.4
Concordia University College	44	1.3	20	1.9
Keyano College	20	0.6	9	0.8
Red Deer College	28	0.8	7	0.7
King's University College	14	0.4	6	0.6
Grande Prairie Regional College	19	0.5	6	0.6
Lakeland College	25	0.7	4	0.4
Medicine Hat College	16	0.5	4	0.4
Augustana University College	5	0.1	3	0.3
Taylor University College and Seminary	4	0.1	3	0.3
Alberta College of Art and Design	8	0.2	3	0.3
Lethbridge Community College	51	1.5	3	0.3
Alliance University College	0	0.0	2	0.2
St. Mary's University College	6	0.2	2	0.2
Olds College	22	0.6	2	0.2
NorQuest College	19	0.5	1	0.1
Northern Lakes College	8	0.2	1	0.1
Portage College	7	0.2	1	0.1
Canadian University College	5	0.1	0	0.0
Bow Valley College	9	0.3	0	0.0
Fairview College (NAIT - Fairview Campus)	6	0.2	0	0.0
Don't know	12	0.3	3	0.3
Refused	15	0.4	2	0.2
	3509	100	1061	100

Non-transfer graduates who are currently enrolled as students are significantly more likely than transfer graduates to be studying full time, at 66.5% compared to 53.9%.



31.1% of currently enrolled transfer graduates are working toward an undergraduate degree. Another 26.2% are working toward a graduate degree and 13.4% will receive a professional designation. Transfer graduates are more likely than non-transfers to be working toward a graduate degree or professional designation and are slightly less likely to be working toward a bachelor degree. This is largely due to the fact that most transfer graduates were in bachelor degree programs.

Description	Non-transfer		Transfer	
	Total #	% of Responses	Total #	% of Responses
Undergraduate degree (Bachelors)	1213	34.6	330	31.1
Graduate degree (Masters, PhD.)	752	21.5	278	26.2
Professional designation (e.g. CMA - Certified Management Accounting)	227	6.5	142	13.4
Certificate	373	10.7	88	8.3
Diploma	363	10.4	70	6.6
Professional school (e.g. Law, Dentistry, Medicine)	150	4.3	43	4.1
Other	113	3.2	41	3.9
Applied degree	202	5.8	34	3.2
Extension certificate (i.e. classes taken at night)	53	1.5	17	1.6
Don't know	56	1.6	18	1.7
	3502	100	1061	100

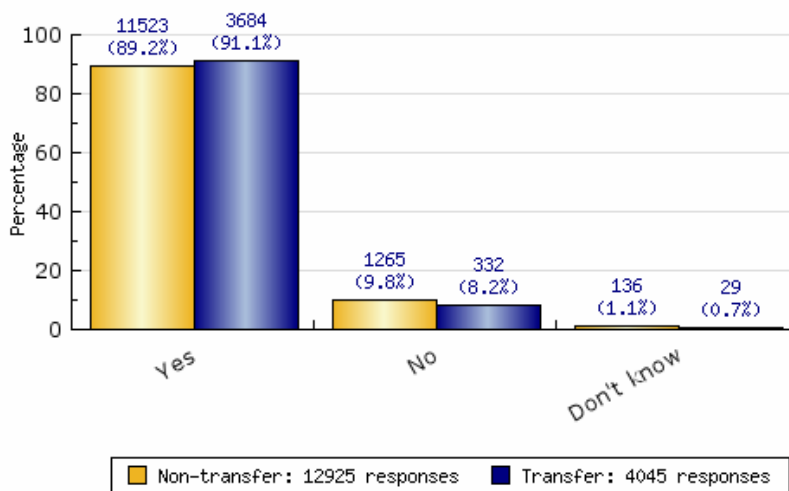
Satisfaction/Goals

Primary Goal

73.8% of transfer graduates indicated that their primary goal upon entering their program was to complete a specific degree or diploma. This is significantly higher than 63.3% for non-transfers. 10.8% of transfer graduates' primary goal was employment, compared to 16.9% of non-transfers.

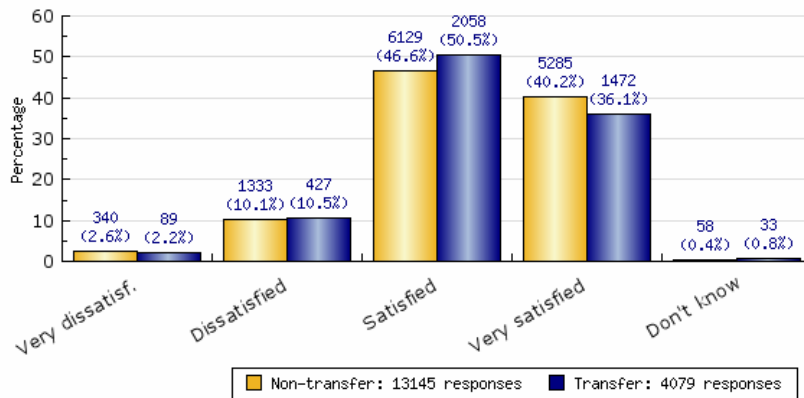
Description	Non-transfer		Transfer	
	Total #	% of Responses	Total #	% of Responses
Preparation for a specific degree or diploma	688	5.3	191	4.7
Completion of a specific degree or diploma	8293	63.3	3006	73.8
Expanded knowledge in a particular subject area	1030	7.9	241	5.9
Employment	2215	16.9	439	10.8
Improve skills required for the job you had at the time	220	1.7	44	1.1
Obtain high school equivalency	16	0.1	0	0.0
Other (please specify)	465	3.5	124	3.0
Did not set goal	119	0.9	21	0.5
Don't know	56	0.4	9	0.2
	13102	100	4075	100

More than nine in every ten transfer graduates achieved their primary goal.

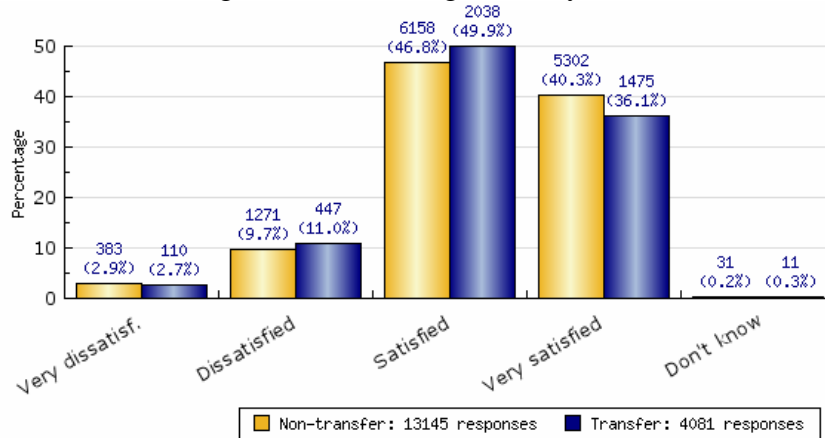


Satisfaction with Teaching, Program and Overall

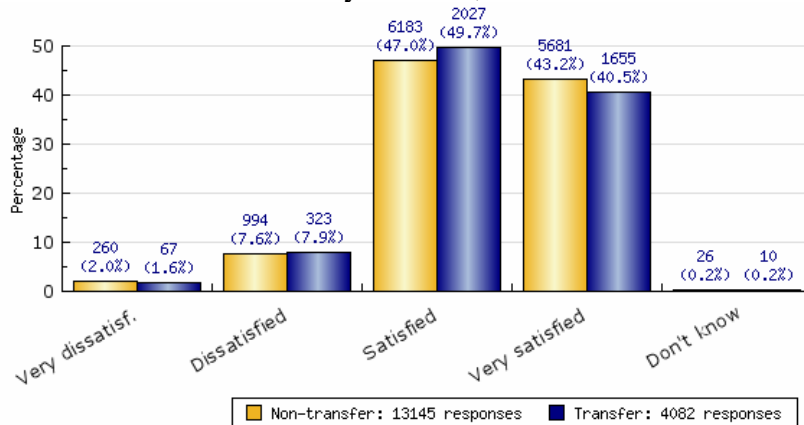
86.6% of transfer graduates are satisfied or very satisfied with the quality of teaching in their program. This is not significantly different from non-transfers.



86.0% of transfer graduates are satisfied or very satisfied with the program that they graduated from. Again, this is not significantly different from non-transfers.



With regard to the overall quality of their educational experience, 90.2% of transfer graduates are satisfied or very satisfied, which is the same for non-transfers.



By sector, there are no significant differences between transfer and non-transfer graduates.

Sector			The overall quality of your educational experience				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Universities	Non-transfer	Count	105	469	2930	1967	5471
		%	1.9%	8.6%	53.6%	36.0%	100.0%
	Transfer	Count	51	239	1451	976	2717
		%	1.9%	8.8%	53.4%	35.9%	100.0%
	Total	Count	156	708	4381	2943	8188
		%	1.9%	8.6%	53.5%	35.9%	100.0%
University Colleges	Non-transfer	Count	3	13	108	195	319
		%	.9%	4.1%	33.9%	61.1%	100.0%
	Transfer	Count	1	8	59	73	141
		%	.7%	5.7%	41.8%	51.8%	100.0%
	Total	Count	4	21	167	268	460
		%	.9%	4.6%	36.3%	58.3%	100.0%
Colleges	Non-transfer	Count	103	286	1822	2370	4581
		%	2.2%	6.2%	39.8%	51.7%	100.0%
	Transfer	Count	10	50	349	463	872
		%	1.1%	5.7%	40.0%	53.1%	100.0%
	Total	Count	113	336	2171	2833	5453
		%	2.1%	6.2%	39.8%	52.0%	100.0%
Technical Institutes	Non-transfer	Count	49	226	1323	1150	2748
		%	1.8%	8.2%	48.1%	41.8%	100.0%
	Transfer	Count	5	26	168	143	342
		%	1.5%	7.6%	49.1%	41.8%	100.0%
	Total	Count	54	252	1491	1293	3090
		%	1.7%	8.2%	48.3%	41.8%	100.0%

Transfer and non-transfer graduates are similar across all program types.

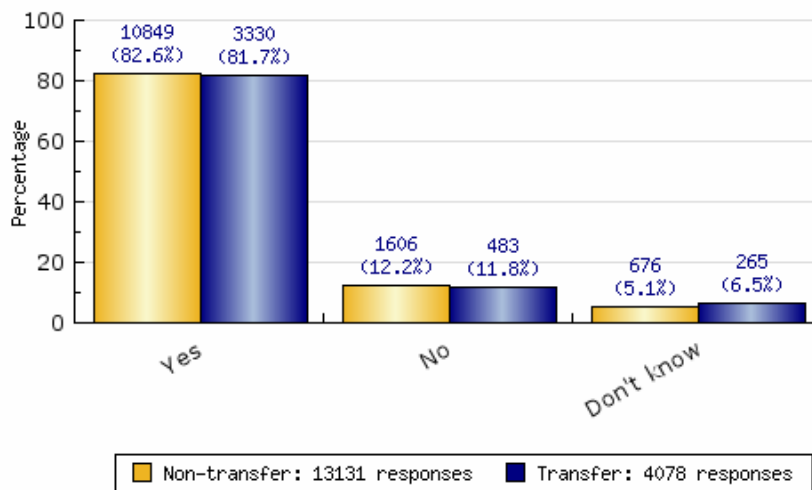
Program Type		N	Satisfied		Dissatisfied	
			Percentage	Count	Percentage	Count
Applied Degree	Non-Transfer	213	93.9%	200	6.1%	13
	Transfer	138	91.3%	126	8.7%	12
Certificate	Non-Transfer	2135	91.0%	1942	9.0%	193
	Transfer	255	94.1%	240	5.9%	15
Diploma	Non-Transfer	3844	91.2%	3506	8.8%	338
	Transfer	725	92.0%	667	8.0%	58
Master Degree	Non-Transfer	1294	90.8%	1175	9.2%	119
	Transfer	196	94.4%	185	5.6%	11
Post Basic Certificate	Non-Transfer	40	92.5%	37	7.5%	3
	Transfer	24	87.5%	21	12.5%	3
Doctoral Degree	Non-Transfer	190	91.1%	173	8.9%	17
	Transfer	24	91.7%	22	8.3%	2
Skill Training	Non-Transfer	799	89.9%	718	10.1%	81
	Transfer	33	90.9%	30	9.1%	3
Trade Certificate	Non-Transfer	249	91.6%	228	8.4%	21
	Transfer	9	88.9%	8	11.1%	1
Bachelor Degree	Non-Transfer	4355	89.2%	3886	10.8%	469
	Transfer	2668	89.3%	2383	10.7%	285

We cannot say that there are any significant differences between transfer and non-transfer graduates by field of study.

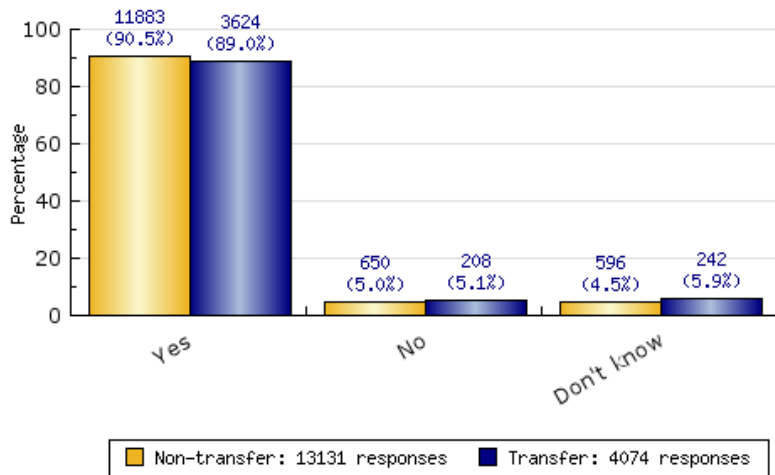
Field of Study		N	Satisfied		Dissatisfied	
			Percentage	Count	Percentage	Count
Math and Natural Sciences	Non-Transfer	3484	88.5%	3085	11.5%	399
	Transfer	626	88.7%	555	11.3%	71
Life Sciences	Non-Transfer	640	92.8%	594	7.2%	46
	Transfer	141	92.9%	131	7.1%	10
Health and Medical Sciences	Non-Transfer	2100	89.8%	1885	10.2%	215
	Transfer	642	85.8%	551	14.2%	91
Social Science and Related Applications	Non-Transfer	2077	90.8%	1885	9.2%	192
	Transfer	970	88.2%	856	11.8%	114
Arts	Non-Transfer	1491	88.7%	1323	11.3%	168
	Transfer	607	94.2%	572	5.8%	35
Business and Related Studies	Non-Transfer	2609	93.2%	2431	6.8%	178
	Transfer	896	94.2%	844	5.8%	52
General Studies	Non-Transfer	697	92.0%	641	8.0%	56
	Transfer	174	91.4%	159	8.6%	15

Recommend Program and Institution

81.7% of transfer graduates would recommend the program of study that they graduated from. This is similar to 82.6% of non-transfers.

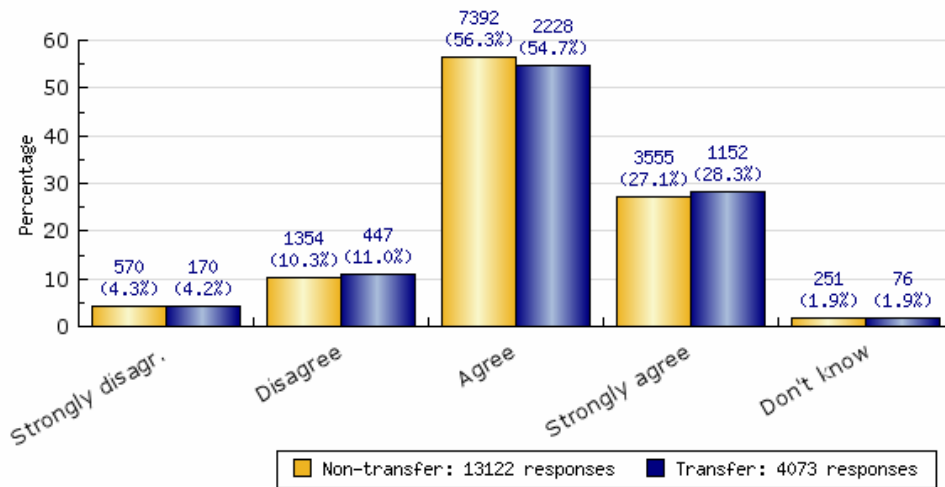


Like non-transfer graduates, transfer graduates are more likely to recommend the institution that they attended than they are to recommend the actual program. 89% of transfer graduates would recommend the institution that they transferred to and graduated from.



Program Benefits Justify the Costs

Given the benefits of post-secondary education, 83% of transfer graduates agree or strongly agree that their program was worth the financial cost to them and/or their families. Transfer graduates’ responses are very similar to those of non-transfers.



Transfer graduates have similar opinions as non-transfer graduates in all four sectors.

Sector			I consider the program to be worth the financial cost to me and/or my family?				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Universities	Non-transfer	Count	238	586	3020	1524	5368
		%	4.4%	10.9%	56.3%	28.4%	100.0%
	Transfer	Count	118	319	1479	748	2664
		%	4.4%	12.0%	55.5%	28.1%	100.0%
	Total	Count	356	905	4499	2272	8032
		%	4.4%	11.3%	56.0%	28.3%	100.0%
University Colleges	Non-transfer	Count	11	35	166	99	311
		%	3.5%	11.3%	53.4%	31.8%	100.0%
	Transfer	Count	4	10	85	40	139
		%	2.9%	7.2%	61.2%	28.8%	100.0%
	Total	Count	15	45	251	139	450
		%	3.3%	10.0%	55.8%	30.9%	100.0%
Colleges	Non-transfer	Count	202	455	2615	1213	4485
		%	4.5%	10.1%	58.3%	27.0%	100.0%
	Transfer	Count	31	91	468	269	859
		%	3.6%	10.6%	54.5%	31.3%	100.0%
	Total	Count	233	546	3083	1482	5344
		%	4.4%	10.2%	57.7%	27.7%	100.0%
Technical Institutes	Non-transfer	Count	119	278	1591	720	2708
		%	4.4%	10.3%	58.8%	26.6%	100.0%
	Transfer	Count	17	27	196	95	335
		%	5.1%	8.1%	58.5%	28.4%	100.0%
	Total	Count	136	305	1787	815	3043
		%	4.5%	10.0%	58.7%	26.8%	100.0%

There are no significant differences between transfer and non-transfer graduates by program type.

Program Type		N	Agree		Disagree	
			Percentage	Count	Percentage	Count
Applied Degree	Non-Transfer	211	84.8%	179	15.2%	32
	Transfer	138	84.8%	117	15.2%	21
Certificate	Non-Transfer	2088	84.1%	1757	15.9%	331
	Transfer	250	84.8%	212	15.2%	38
Diploma	Non-Transfer	3787	85.8%	3251	14.2%	536
	Transfer	711	87.5%	622	12.5%	89
Master Degree	Non-Transfer	1266	87.4%	1107	12.6%	159
	Transfer	189	89.4%	169	10.6%	20
Post Basic Certificate	Non-Transfer	40	77.5%	31	22.5%	9
	Transfer	24	83.3%	20	16.7%	4
Doctoral Degree	Non-Transfer	189	84.1%	159	15.9%	30
	Transfer	23	91.3%	21	8.7%	2
Skill Training	Non-Transfer	777	87.1%	677	12.9%	100
	Transfer	33	81.8%	27	18.2%	6
Trade Certificate	Non-Transfer	243	87.2%	212	12.8%	31
	Transfer	9	77.8%	7	22.2%	2
Bachelor Degree	Non-Transfer	4271	83.7%	3575	16.3%	696
	Transfer	2620	83.4%	2185	16.6%	435

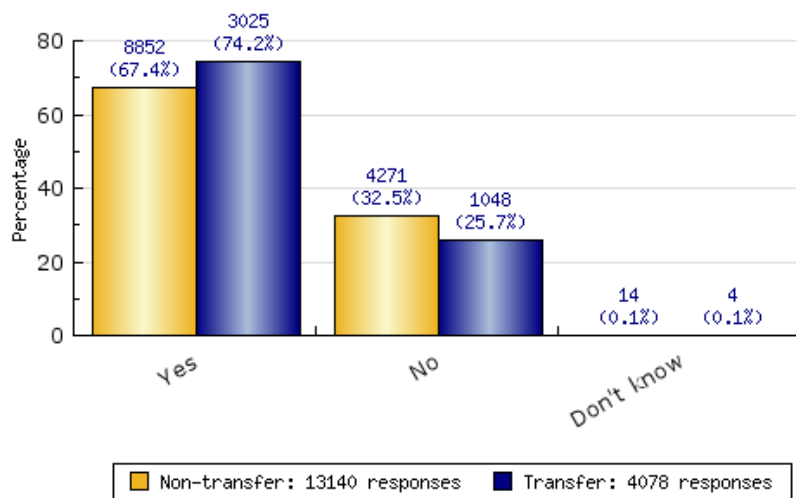
The following table shows a comparison of transfer and non-transfer graduates by field of study. Again, there are no significant differences.

Field of Study		N	Agree		Disagree	
			Percentage	Count	Percentage	Count
Math and Natural Sciences	Non-Transfer	3431	85.7%	2940	14.3%	491
	Transfer	613	84.0%	515	16.0%	98
Life Sciences	Non-Transfer	632	88.1%	557	11.9%	75
	Transfer	135	88.1%	119	11.9%	16
Health and Medical Sciences	Non-Transfer	2065	87.9%	1815	12.1%	250
	Transfer	639	84.4%	539	15.6%	100
Social Science and Related Applications	Non-Transfer	2043	83.6%	1708	16.4%	335
	Transfer	953	81.1%	773	18.9%	180
Arts	Non-Transfer	1457	78.9%	1149	21.1%	308
	Transfer	596	81.4%	485	18.6%	111
Business and Related Studies	Non-Transfer	2548	87.2%	2222	12.8%	326
	Transfer	877	90.5%	794	9.5%	83
General Studies	Non-Transfer	675	79.7%	538	20.3%	137
	Transfer	168	83.3%	140	16.7%	28

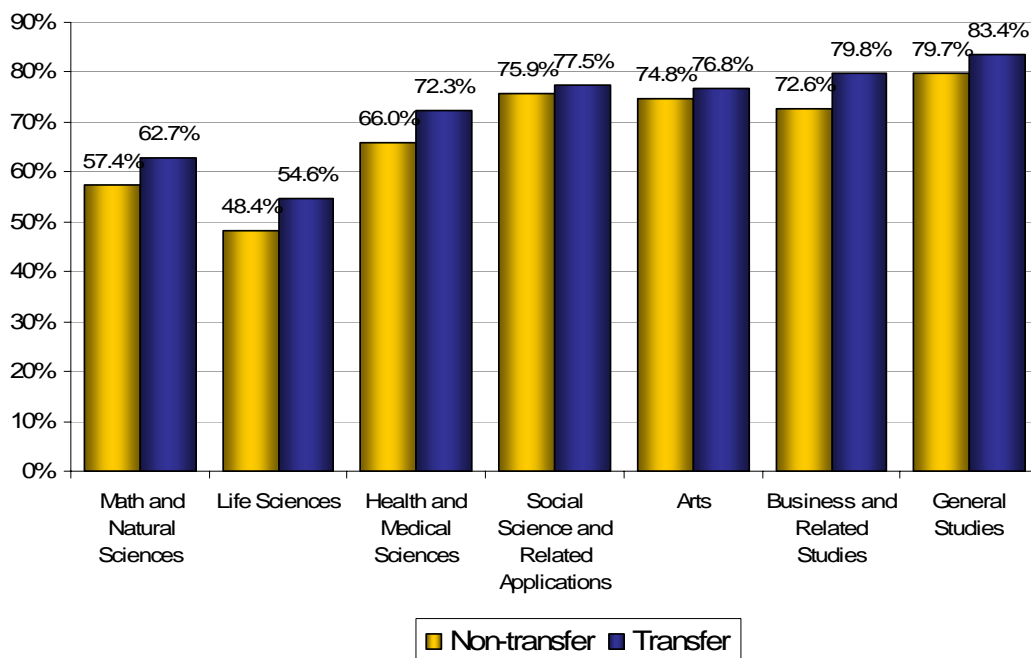
Financing

Employment Status while a Student

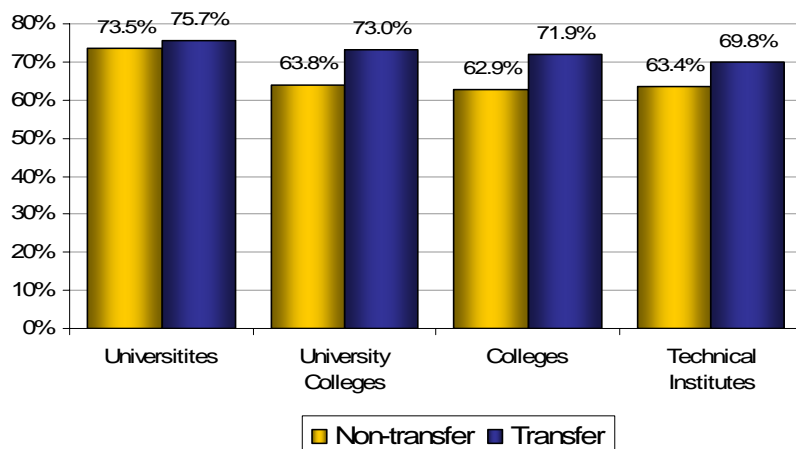
Transfer students were significantly more likely than non-transfers to work while taking classes, at 74.2% compared to 67.4%.



Graduates from every field of study are consistently more likely to have worked while taking classes if they were transfer students.



Graduates from every sector were significantly more likely to work while taking classes if they were transfer students than if they were not.

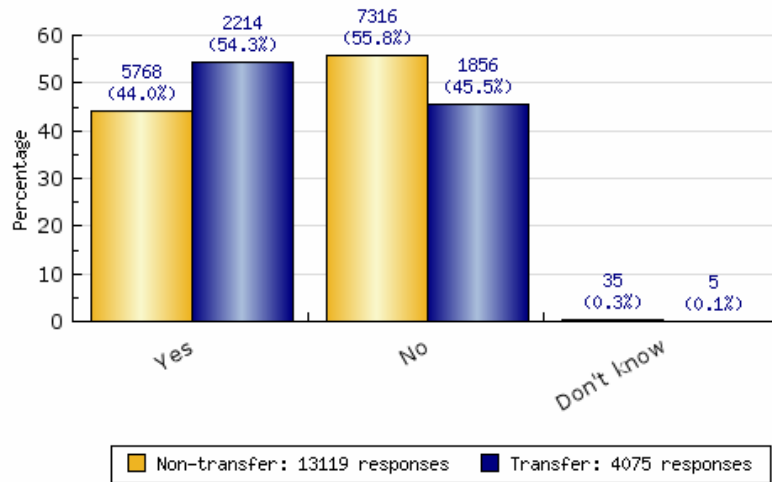


The following table shows a comparison of transfer and non-transfer graduates by program type. The most significant difference between transfers and non-transfers is in diploma programs.

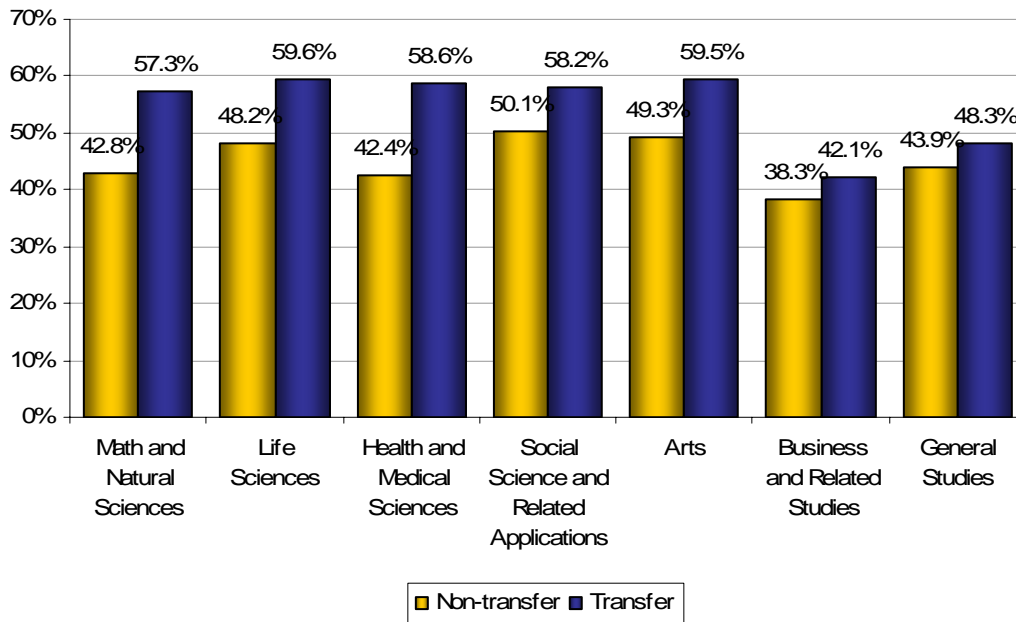
Program Type			Did you work while taking classes		Total
			Yes	No	
Applied Degree	Non-transfer	Count	154	59	213
		%	72.3%	27.7%	100.0%
Applied Degree	Transfer	Count	100	37	137
		%	73.0%	27.0%	100.0%
Certificate	Non-transfer	Count	1365	775	2140
		%	63.8%	36.2%	100.0%
Certificate	Transfer	Count	169	86	255
		%	66.3%	33.7%	100.0%
Diploma	Non-transfer	Count	2439	1406	3845
		%	63.4%	36.6%	100.0%
Diploma	Transfer	Count	539	188	727
		%	74.1%	25.9%	100.0%
Master Degree	Non-transfer	Count	1015	277	1292
		%	78.6%	21.4%	100.0%
Master Degree	Transfer	Count	159	37	196
		%	81.1%	18.9%	100.0%
Post Basic Certificate	Non-transfer	Count	22	18	40
		%	55.0%	45.0%	100.0%
Post Basic Certificate	Transfer	Count	19	5	24
		%	79.2%	20.8%	100.0%
Doctoral Degree	Non-transfer	Count	123	67	190
		%	64.7%	35.3%	100.0%
Doctoral Degree	Transfer	Count	16	8	24
		%	66.7%	33.3%	100.0%
Skill Training	Non-transfer	Count	483	317	800
		%	60.4%	39.6%	100.0%
Skill Training	Transfer	Count	19	14	33
		%	57.6%	42.4%	100.0%
Trade Certificate	Non-transfer	Count	133	117	250
		%	53.2%	46.8%	100.0%
Trade Certificate	Transfer	Count	6	3	9
		%	66.7%	33.3%	100.0%
Bachelor Degree	Non-transfer	Count	3119	1237	4356
		%	71.6%	28.4%	100.0%
Bachelor Degree	Transfer	Count	1998	670	2668
		%	74.9%	25.1%	100.0%

Government Loans

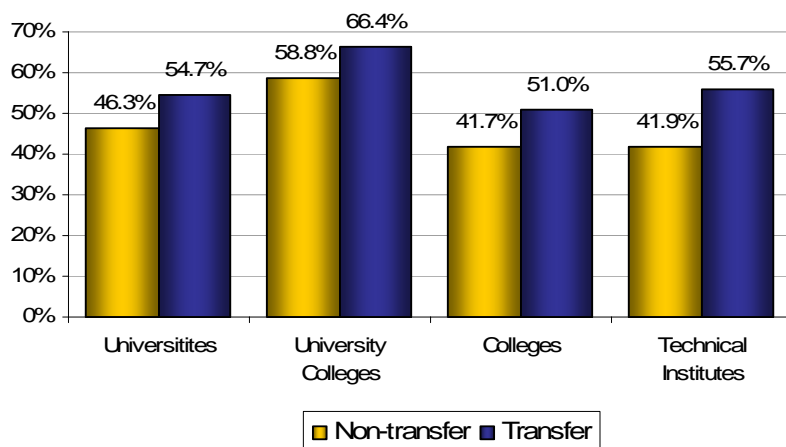
54.3% of transfer graduates have received government-sponsored student loans, compared to only 44% of non-transferers.



Transfer students in every field of study are significantly more likely than non-transfer students to have government loans.



The largest difference between transfer and non-transfer graduates in government loan incidence is in the Technical Institute sector.



The most significant difference between transfers and non-transfers is in diploma programs. The only other program type in which we can conclude a significant difference is bachelor degrees.

Program Type			Have you ever received government-sponsored student loans		Total
			Yes	No	
Applied Degree	Non-transfer	Count	104	109	213
		%	48.8%	51.2%	100.0%
Applied Degree	Transfer	Count	69	68	137
		%	50.4%	49.6%	100.0%
Certificate	Non-transfer	Count	847	1282	2129
		%	39.8%	60.2%	100.0%
Certificate	Transfer	Count	102	152	254
		%	40.2%	59.8%	100.0%
Diploma	Non-transfer	Count	1723	2106	3829
		%	45.0%	55.0%	100.0%
Diploma	Transfer	Count	408	316	724
		%	56.4%	43.6%	100.0%
Master Degree	Non-transfer	Count	543	750	1293
		%	42.0%	58.0%	100.0%
Master Degree	Transfer	Count	77	119	196
		%	39.3%	60.7%	100.0%
Post Basic Certificate	Non-transfer	Count	21	19	40
		%	52.5%	47.5%	100.0%
Post Basic Certificate	Transfer	Count	11	13	24
		%	45.8%	54.2%	100.0%
Doctoral Degree	Non-transfer	Count	83	108	191
		%	43.5%	56.5%	100.0%
Doctoral Degree	Transfer	Count	8	16	24
		%	33.3%	66.7%	100.0%
Skill Training	Non-transfer	Count	230	565	795
		%	28.9%	71.1%	100.0%
Skill Training	Transfer	Count	13	20	33
		%	39.4%	60.6%	100.0%
Trade Certificate	Non-transfer	Count	82	166	248
		%	33.1%	66.9%	100.0%
Trade Certificate	Transfer	Count	5	4	9
		%	55.6%	44.4%	100.0%
Bachelor Degree	Non-transfer	Count	2136	2210	4346
		%	49.1%	50.9%	100.0%
Bachelor Degree	Transfer	Count	1521	1148	2669
		%	57.0%	43.0%	100.0%

Transfer graduates have significantly higher government debt levels than non-transfer graduates. The mean amount owing for transfers at the completion of their program was \$20,273, with a median of \$18,000. The mean for non-transfers was \$16,120 and the median was \$13,000.

		Amount of government-sponsored student loans for all post-sec education				Total
		\$5,000 or less	\$5,001 to \$15,000	\$15,001 to \$25,000	More than \$25,000	
Non-transfer	Count	906	2039	1145	816	4906
	%	18.5%	41.6%	23.3%	16.6%	100.0%
Transfer	Count	222	610	525	538	1895
	%	11.7%	32.2%	27.7%	28.4%	100.0%
Total	Count	1128	2649	1670	1354	6801
	%	16.6%	39.0%	24.6%	19.9%	100.0%

Transfer graduates from colleges and technical institutes owed significantly more in government loans than their non-transfer counterparts did.

Sector	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Universities	\$20,497	\$21,860	\$18,000	\$20,000
University Colleges	\$22,193	\$23,283	\$20,000	\$20,000
Colleges	\$12,479	\$16,556	\$10,000	\$15,000
Technical Institutes	\$11,711	\$14,402	\$10,000	\$12,000

With the exception of general studies, transfer graduates in every field of study owed significantly more in government loans than their non-transfer counterparts did.

Field of Study	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Math and Natural Sciences	\$15,310	\$20,503	\$12,000	\$18,500
Life Sciences	\$13,612	\$16,878	\$12,000	\$15,000
Health and Medical Sciences	\$18,404	\$22,732	\$12,750	\$20,000
Social Science and Related Applications	\$17,838	\$20,710	\$15,000	\$19,000
Arts	\$17,976	\$21,137	\$16,000	\$20,000
Business and Related Studies	\$12,481	\$17,532	\$10,000	\$15,000
General Studies	\$17,055	\$16,827	\$14,000	\$16,000

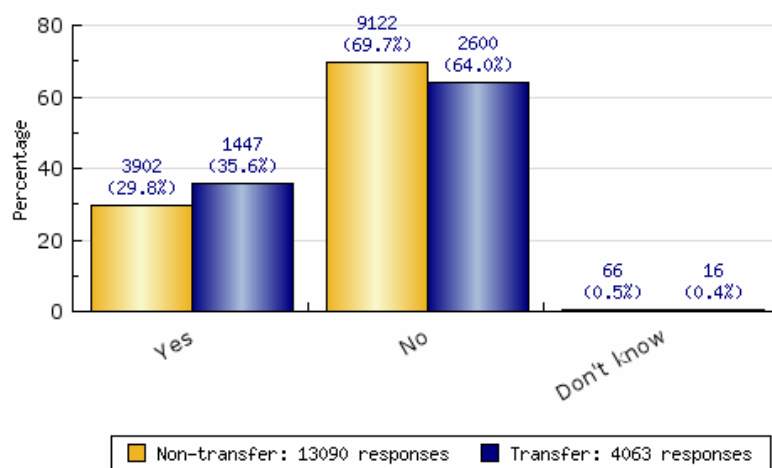
It appears that government debt amounts are higher for transfer graduates in each program type. We can conclude that the difference is significant for Certificate and Diploma graduates.

Program Type	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Applied Degree	\$13,890	\$18,814	\$13,000	\$17,000
Certificate	\$10,720	\$15,457	\$8,400	\$12,000
Diploma	\$13,213	\$15,224	\$12,000	\$13,000
Master Degree	\$18,840	\$24,169	\$15,000	\$20,000
Post Basic Certificate	\$14,958	\$23,278*	\$16,000	\$24,000*
Doctoral Degree	\$22,243	\$20,125*	\$16,000	\$17,250*
Skill Training	\$7,037	\$8,882	\$4,000	\$5,000
Trade Certificate	\$7,420	\$8,000*	\$5,600	\$8,000*
Bachelor Degree	\$20,955	\$21,839	\$20,000	\$20,000

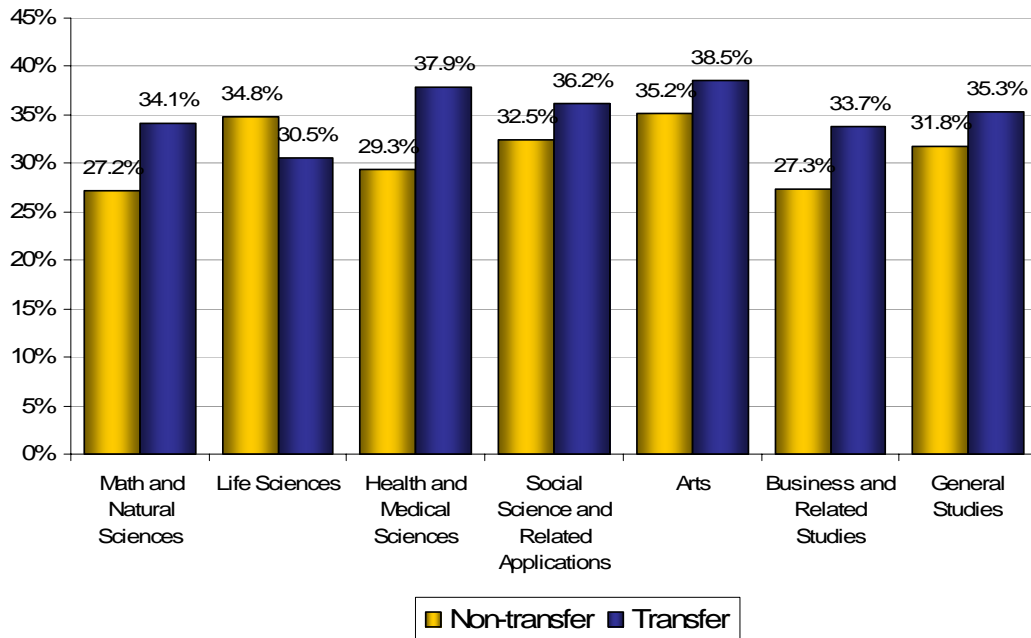
* Numbers based on less than 10 respondents.

Non-government loans

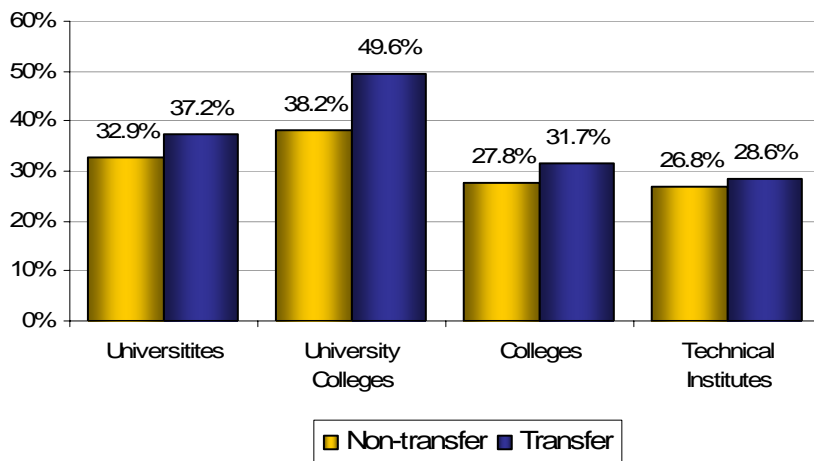
Transfer graduates are also more likely than non-transfer students to have received non-government sources of financing, at 35.6% compared to 29.8%.



Transfer graduates from every field of study, with the exception of Life Sciences, are significantly more likely than their non-transfer counterparts to have received non-government sources of financing.



Transfer graduates from every sector, with the exception of technical institutes, are significantly more likely than their non-transfer counterparts to have received non-government sources of financing.



The following table shows a breakdown of non-government loan incidence by program type.

Program Type			Have you ever received non-government sources of financing for education-related expenses		Total
			Yes	No	
Applied Degree	Non-transfer	Count	76	136	212
		%	35.8%	64.2%	100.0%
	Transfer	Count	41	96	137
		%	29.9%	70.1%	100.0%
Certificate	Non-transfer	Count	548	1578	2126
		%	25.8%	74.2%	100.0%
	Transfer	Count	77	175	252
		%	30.6%	69.4%	100.0%
Diploma	Non-transfer	Count	1148	2666	3814
		%	30.1%	69.9%	100.0%
	Transfer	Count	222	497	719
		%	30.9%	69.1%	100.0%
Master Degree	Non-transfer	Count	418	862	1280
		%	32.7%	67.3%	100.0%
	Transfer	Count	62	132	194
		%	32.0%	68.0%	100.0%
Post Basic Certificate	Non-transfer	Count	10	30	40
		%	25.0%	75.0%	100.0%
	Transfer	Count	6	18	24
		%	25.0%	75.0%	100.0%
Doctoral Degree	Non-transfer	Count	63	126	189
		%	33.3%	66.7%	100.0%
	Transfer	Count	4	20	24
		%	16.7%	83.3%	100.0%
Skill Training	Non-transfer	Count	132	663	795
		%	16.6%	83.4%	100.0%
	Transfer	Count	6	27	33
		%	18.2%	81.8%	100.0%
Trade Certificate	Non-transfer	Count	55	192	247
		%	22.3%	77.7%	100.0%
	Transfer	Count	3	6	9
		%	33.3%	66.7%	100.0%
Bachelor Degree	Non-transfer	Count	1452	2870	4322
		%	33.6%	66.4%	100.0%
	Transfer	Count	1026	1629	2655
		%	38.6%	61.4%	100.0%

Of those who have received non-government sources of financing, transfer graduates owed slightly more than non-transfer students did at program completion. The mean amount for transfers was \$12,895 and the median was \$10,000. The mean for non-transfer students was \$12,027 and the median was \$9,000.

		Amount of non-government sources of financing for education-related expenses				Total
		\$5,000 or less	\$5,001 to \$15,000	\$15,001 to \$25,000	More than \$25,000	
Non-transfer	Count	846	1097	332	200	2475
	%	34.2%	44.3%	13.4%	8.1%	100.0%
Transfer	Count	308	410	169	98	985
	%	31.3%	41.6%	17.2%	9.9%	100.0%
Total	Count	1154	1507	501	298	3460
	%	33.4%	43.6%	14.5%	8.6%	100.0%

The difference between transfer and non-transfer graduates in non-government debt is much smaller than in government debt. Transfer graduates in the University College sector actually owed significantly less in non-government debt than their non-transfer counterparts did.

Sector	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Universities	\$15,132	\$13,837	\$10,000	\$10,000
University Colleges	\$16,707	\$10,108	\$15,000	\$10,000
Colleges	\$9,106	\$10,442	\$7,500	\$8,000
Technical Institutes	\$9,747	\$11,782	\$8,000	\$10,000

By field of study, we cannot conclude that mean and median non-government loan amounts differ significantly between transfer and non-transfer graduates.

Field of Study	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Math and Natural Sciences	\$11,156	\$14,869	\$8,000	\$10,000
Life Sciences	\$9,773	\$12,906	\$9,500	\$10,000
Health and Medical Sciences	\$16,204	\$14,860	\$10,000	\$10,000
Social Science and Related Applications	\$12,378	\$11,968	\$10,000	\$10,000
Arts	\$10,736	\$11,005	\$8,000	\$7,500
Business and Related Studies	\$10,792	\$12,040	\$8,000	\$10,000
General Studies	\$10,475	\$12,803	\$8,000	\$8,000

We cannot conclude significant differences between transfer and non-transfer graduates by program type.

Program Type	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Applied Degree	\$11,863	\$10,890	\$8,000	\$8,500
Certificate	\$8,602	\$9,842	\$7,000	\$7,500
Diploma	\$9,829	\$11,039	\$8,000	\$9,500
Master Degree	\$16,189	\$11,963	\$10,000	\$8,000
Post Basic Certificate	\$13,600*	\$22,125*	\$13,000*	\$16,000*
Doctoral Degree	\$12,875	\$9,500*	\$10,000	\$9,500*
Skill Training	\$6,215	\$6,750*	\$5,000	\$7,500*
Trade Certificate	\$7,049	\$7,500*	\$6,000	\$7,500*
Bachelor Degree	\$14,966	\$13,576	\$10,000	\$10,000

* Numbers based on less than 10 respondents.

Total Loans

Total loan incidence is significantly higher for transfer graduates than for non-transfers. Overall, 69% of transfer graduates have received some type of loans, compared to 60.4% of non-transfers. Also, 21.2% of transfers have received both government and non-government loans, compared to 13.5% of non-transfers.

				Non-government loans		Total
				Yes	No	
Non-transfer	Government Loans	Yes	Count	1754	3957	5711
			% of Total	13.5%	30.5%	44.0%
	No	Count	2136	5140	7276	
		% of Total	16.4%	39.6%	56.0%	
	Total		Count	3890	9097	12987
			% of Total	30.0%	70.0%	100.0%
Transfer	Government Loans	Yes	Count	856	1342	2198
			% of Total	21.2%	33.2%	54.4%
	No	Count	588	1254	1842	
		% of Total	14.6%	31.0%	45.6%	
	Total		Count	1444	2596	4040
			% of Total	35.7%	64.3%	100.0%

Of those who had loans, transfer graduates owed a mean total of \$22,816 at program completion, compared to \$17,685 for non-transfers. The median amount owed for transfer graduates was \$20,000, compared to \$14,000 for non-transfers.

		Total Debt				Total
		\$5,000 or less	\$5,001 to \$15,000	\$15,001 to \$25,000	More than \$25,000	
Non-transfer	Count	1078	2252	1333	1149	5812
	%	18.5%	38.7%	22.9%	19.8%	100.0%
Transfer	Count	244	583	544	718	2089
	%	11.7%	27.9%	26.0%	34.4%	100.0%
Total	Count	1322	2835	1877	1867	7901
	%	16.7%	35.9%	23.8%	23.6%	100.0%

Transfer graduates owed significantly more for all of their loans combined than non-transfer graduates did in every sector but university colleges. There are particularly large differences in the college and technical institute sectors.

Sector	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Universities	\$23,088	\$24,949	\$20,000	\$21,000
University Colleges	\$26,002	\$24,196	\$24,000	\$25,000
Colleges	\$13,277	\$17,833	\$11,000	\$15,000
Technical Institutes	\$13,088	\$16,822	\$10,000	\$14,750

With the exception of general studies, transfer graduates in every field of study owed significantly more in total loans at the end of their program than their non-transfer counterparts did.

Field of Study	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Math and Natural Sciences	\$16,362	\$23,168	\$13,000	\$20,000
Life Sciences	\$14,762	\$18,688	\$12,000	\$16,500
Health and Medical Sciences	\$21,722	\$27,304	\$13,750	\$22,000
Social Science and Related Applications	\$19,561	\$22,687	\$15,000	\$20,000
Arts	\$19,029	\$22,944	\$16,000	\$21,000
Business and Related Studies	\$13,892	\$19,844	\$11,000	\$18,000
General Studies	\$17,895	\$20,039	\$14,000	\$19,500

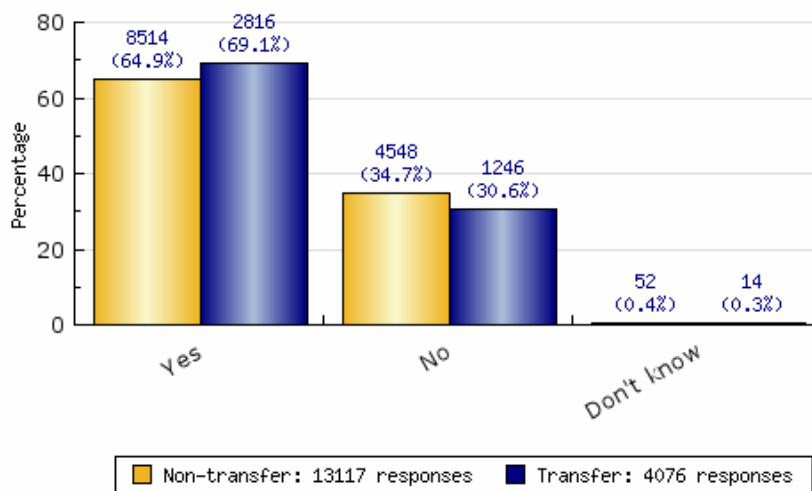
It appears that total debt amounts are higher for transfer graduates in each program type. We can conclude that the difference is significant for Certificate and Diploma graduates.

Program Type	Mean		Median	
	Non-transfer	Transfer	Non-transfer	Transfer
Applied Degree	\$16,112	\$20,266	\$14,000	\$20,000
Certificate	\$11,686	\$16,596	\$9,500	\$14,000
Diploma	\$14,316	\$17,043	\$12,000	\$14,500
Master Degree	\$21,338	\$24,441	\$16,000	\$20,000
Post Basic Certificate	\$15,819	\$26,800	\$16,000	\$26,000
Doctoral Degree	\$24,456	\$24,875*	\$18,000	\$19,250*
Skill Training	\$7,461	\$8,907	\$5,000	\$5,000
Trade Certificate	\$8,537	\$11,000*	\$6,000	\$13,000*
Bachelor Degree	\$23,640	\$24,884	\$20,000	\$22,000

* Numbers based on less than 10 respondents.

Scholarships, Grants or Bursaries

While transfer graduates are more likely than non-transfers to have loans, they are also slightly more likely to have received scholarships, grants or bursaries, at 69.1% compared to 64.9%.



Comparisons with the graduating class of 2001-02

Demographics

Transfer graduates in 2003-04 were slightly but significantly older than transfer graduates in 2001-02. Two years after graduation, 34.9% of 2003-04 transfer graduates were over 30, compared to 29.1% of 2001-02 transfer graduates.

			Age (2 years after graduation)					Total
			22 and under	23 to 25	26 to 30	31 to 40	Over 40	
Graduation year	2003-04	Count	73	1134	1403	775	619	4004
		%	1.8%	28.3%	35.0%	19.4%	15.5%	100.0%
	2001-02	Count	86	908	1006	505	315	2820
		%	3.0%	32.2%	35.7%	17.9%	11.2%	100.0%
Total		Count	159	2042	2409	1280	934	6824
		%	2.3%	29.9%	35.3%	18.8%	13.7%	100.0%

73.9% of 2001-02 transfer graduates were single at the beginning of their program. This number decreased significantly to 66.8% of 2003-04 graduates.

			Marital status at beginning of program			Total
			Single	Married or living with partner	Divorced/ Separated/ Widowed	
Graduation year	2003-04	Count	2707	1181	167	4055
		%	66.8%	29.1%	4.1%	100.0%
	2001-02	Count	2093	655	83	2831
		%	73.9%	23.1%	2.9%	100.0%
Total		Count	4800	1836	250	6886
		%	69.7%	26.7%	3.6%	100.0%

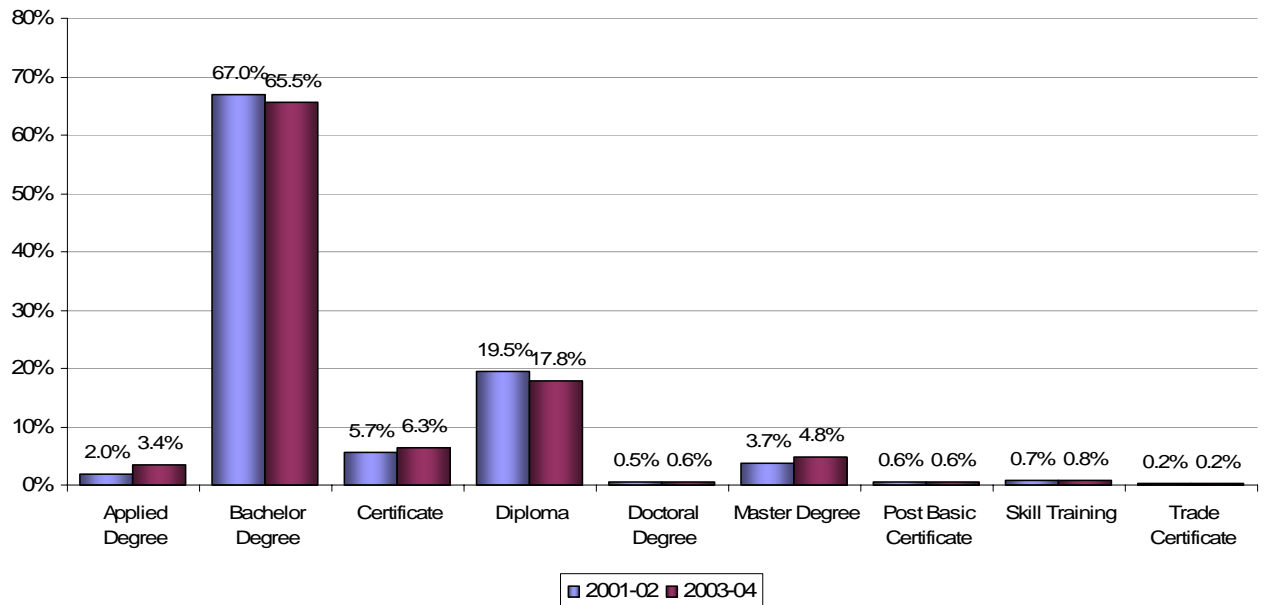
The gender distribution of transfer graduates did not change significantly from 2001-02 to 2003-04.

			Gender		Total
			Male	Female	
Graduation year	2003-04	Count	1447	2621	4068
		%	35.6%	64.4%	100.0%
	2001-02	Count	958	1885	2843
		%	33.7%	66.3%	100.0%
Total		Count	2405	4506	6911
		%	34.8%	65.2%	100.0%

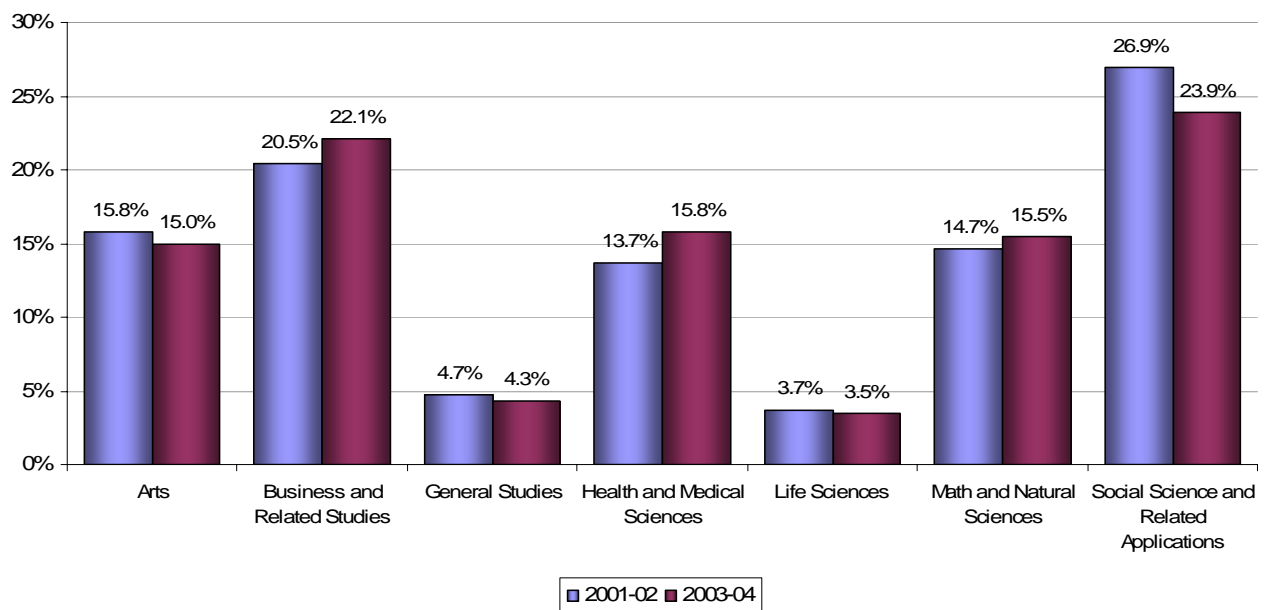
Transfer graduates' Aboriginal, visible minority and disability statuses were all similar to previous years.

Sector and Field of Study

The following table shows that the program types that transfer students graduated from were similar in 2001-02 and in 2003-04.



In terms of field of study, the distribution of transfer graduates was similar in 2001-02 and 2003-04.



Full and Partial Credit

In total, 23.7% of all parchment graduates surveyed indicated that they received transfer credit or advanced standing for courses taken at another institution. This is significantly higher than 18.2% of survey respondents in 2004.

In 2004, respondents were asked if they received full or partial credit, without specifying which institution they were referring to. Since graduates could have received transfer credit from multiple institutions, the 2006 survey was modified so that respondents were asked about each institution that they received credit from. In 2004, 71.8% of respondents indicated that they had received full credit and 28.2% received partial credit. In this study, 80% indicated that they had received full credit from at least one institution, while 32.4% received partial credit from at least one institution. This means that 67.6% received only full credit, 20% received only partial credit, and 12.4% received both full and partial credit. Looking at all responses for each respondent, 75% of transfer credits received from all institutions combined were full credit and 25% were partial credit.

Expected Credit

In 2004, respondents were asked if they received the credit that they expected, without specifying which institution they were referring to. Again, since graduates could have received transfer credit from multiple institutions, the 2006 survey was modified so that respondents were asked about each institution that they received credit from. In 2004, 89.3% of respondents indicated that they received the credit that they expected and 10.7% did not. In this study, 93.5% indicated that they had received the credit they expected from at least one institution, while 11.6% did not receive the credit they expected from at least one institution. This means that 88.4% received what they expected from every institution, 6.5% did not receive what they expected from any institution, and 5.1% received what they expected from one institution but not from another. Of all the institutions that graduates received credit from, they received what they expected from 91.5% of them.

Appendix A: 'Other' reasons for not receiving expected credit

Athabasca University

Entries under "Other":

- (1) Mount Royal College changed the course requirements.
- (1) Not the exact same course.
- (1) The courses I had were not suitable for transfer.
- (1) They told me to take another accounting course.

University of Alberta

Entries under "Other":

- (1) Courses did not contain all of the same information.
- (1) Courses taken at the U of A where not of the same subject.
- (1) Courses weren't appropriate.
- (1) I expected to get more credits transferred.
- (1) Minor subtleties in courses did not allow for full transfer courses even though they were the same.
- (1) My advisor decided on 3 credits out of my 4.
- (1) One of my multimedia computer courses I took at U of L doesn't transfer, it is considered a Fine Art
- (1) Personal issues.
- (1) The course that I wanted them to accept, they didn't. They felt that it was different.
- (1) The Universities choose not to acknowledge certain classes.
- (1) Was unable to prove with required documentation the type of course content.

University of Calgary

Entries under "Other":

- (1) A couple of courses taken at U of C were either not recognized by the U of L or were not applicable.
- (1) Courses did not meet full requirements.
- (1) Courses were not equivalent.
- (1) Differences in the school calendars of programs.
- (1) I got more than I expected.
- (1) I was made to retake classes already taken.
- (1) Lack of documentation; lack of incentive from admissions department.
- (1) Not recognized by the institute.
- (1) Teacher's preference not to give me credit for a circuits course taken at U of C. It was not logical
- (1) The courses were not credited at the time that I took them. The following year they were credited.
- (1) The University said that they did not fit into the requirement for U of A standings.
- (1) They don't offer an equivalent course at U of L. They did not recognize it.
- (1) U of A did not recognize the courses.
- (1) U of A has a better than attitude towards other post secondary institutions in Alberta.
- (1) We didn't receive letter grades.

University of Lethbridge

Entries under "Other":

- (1) I completed a micro and macro economics course but I only received one credit for economics.
- (1) I didn't know I would be getting any credit.
- (1) I repeated a course and did not receive credit for it.
- (1) My courses were not able to be transferred.
- (1) The accreditation was not accepted by Canadian standard because it was American.

(1) They didn't have an equivalent course at U of A.

Augustana University College

Entries under "Other":

- (1) My courses were not able to be transferred.
- (1) They had different requirements in Concordia than Augustana.

Concordia University College

Entries under "Other":

- (1) B of Ed. program at Concordia doesn't transfer any courses to U of A. I was forced to redo 3 courses
- (1) Courses did not transfer to the U of A because they were not in the calendar.
- (1) Put level of courses down to 100 whether courses were 200 or 300 level.
- (1) The names of courses did not seem related close enough to the classes that I had to take.
- (1) Too many of my courses were junior level.
- (1) University of Alberta arrogance.
- (1) Wasn't in the transfer program, so they were not accepted.

Fairview College

Entries under "Other":

- (1) Some courses I took from Fairview College were not transferable to Red Deer College.

Grande Prairie Regional College

Entries under "Other":

- (1) Courses not accepted for transfer from GPRC to the U of A.
- (1) Different requirements at U of L.
- (1) Kept changing allowed courses or what transferred to which classes. Ended up taking a few courses.

Grant MacEwan College

Entries under "Other":

- (2) The University of Alberta did not recognize some of the credits from Grant MacEwan College.
- (1) Course deemed not appropriate or wasn't recognized.
- (1) Course names changed after I had attended, meaning I had to re-take courses such as general English.
- (1) Course naming.
- (1) Course was 2 terms. Finished half at Grant MacEwan & had to take entire course over at U of A.
- (1) Did not meet the requirements.
- (1) First diploma from Grant MacEwan (1983 Journalism) was not recognized later on by Grant MacEwan.
- (1) Have not received information yet.
- (1) Not the exact same course.
- (1) One of the anthropology courses I took at Grant MacEwan wasn't transferable according to the U of A
- (1) Poor advisement from the faculty advisor at U of A.
- (1) Same text book; different course classification.
- (1) Some of the courses I took at Grant MacEwan did not transfer in the U of L at the same level.
- (1) The different systems of grading prevented a perfect credit exchange.
- (1) The grade point systems were not the same at the two institutions.
- (1) They did not feel the credit was to be transferred at that time.
- (1) They had different requirements in Concordia than Augustana.

Keyano College

Entries under "Other":

- (1) I was missing a foundation class: Art and design now, which made it impossible for me to transfer.

Lethbridge Community College

Entries under "Other":

- (1) I had family & had to move back & forth.
- (1) The percentage to letter grade didn't equate.
- (1) The University thought that my college was not at the same level of teaching.
- (1) University of Lethbridge wanted me to pay for classes I'd already taken.

Medicine Hat College

Entries under "Other":

- (1) Didn't meet their absolute requirements.
- (1) Outside of Canada (England).
- (1) The change of years.
- (1) The LCC did not have compatible courses.

Mount Royal College

Entries under "Other":

- (1) Anatomy course & computer science courses did not transfer.
- (1) Anatomy credits were not transferable.
- (1) Courses did not apply to the management options.
- (1) Courses not comparable.
- (1) Had changed the transfer eligibility.
- (1) Had to repeat some of the same courses already completed. Not all courses transferred.
- (1) I didn't ask for permission.
- (1) I ended up taking the same courses that I took at Mount Royal.
- (1) Minor subtleties in courses did not allow for full transfer courses even though they were the same.
- (1) No reason given, film studies simply refused to accept my courses.
- (1) Programs were changed, so credits were useless.
- (1) Programs, especially GLER, did not match up perfectly.
- (1) Screwed up from both ends.
- (1) Similar courses.
- (1) The course wasn't applicable in their eyes.
- (1) The credits were either non-transferrable, or did not fit into the Bachelor of Education program.
- (1) The University didn't recognize them.
- (1) They just did not accept them.
- (1) Typographical error.
- (1) U of L didn't recognize some courses, even though the course I had to take was virtually the same.

NorQuest College

Entries under "Other":

- (1) The courses provided by NorQuest did not meet NAIT standards.

Olds College

Entries under "Other":

- (1) Courses were deemed inapplicable to current area of study.
- (1) The University thought that my College wasn't at the same level of teaching.

Red Deer College

Entries under "Other":

- (2) U of A did not recognize the courses at Red Deer.
- (1) It was an arbitrary decision not to allow it.
- (1) NAIT did not recognize the classes I took at Red Deer as being relevant.
- (1) Requirements were different.
- (1) Some of the courses that were supposed to transfer just didn't.
- (1) Switched programs.
- (1) There was a change in the calendar, the difference between the paper copy & the online copy.
- (1) They claimed that the courses were not applicable.
- (1) They didn't recognize one class at University level.
- (1) They don't offer the class so they don't give credit for it.
- (1) They told me that the courses were too different.
- (1) Wasn't part of the education degree & was not at a high enough level, according to the University.

NAIT

Entries under "Other":

- (1) A change to courses accepted for credit between my year and previous year, with no warning.
- (1) Course not offered at the U of L. Very disappointed.
- (1) It is decided in advance by the Dean of Forestry.
- (1) The University did not acknowledge or value enough trade credits as much as I thought they would.
- (1) There was no transfer agreement for the course that I took previously.
- (1) Two fields were unrelated.
- (1) U of A didn't accept the courses.

SAIT

Entries under "Other":

- (1) Courses weren't directly transferable.
- (1) Didn't have the resources to evaluate the program.
- (1) Different courses.
- (1) No credit for dental assisting courses.
- (1) The classes were not able to transfer credits.
- (1) The classes were not recognized at the same level.
- (1) They are pretentious.
- (1) They didn't accept it as an equal to other post secondary schools.
- (1) They were not transferable.
- (1) U of C did not recognize coursework done at SAIT even though it was the same professor and textbook.
- (1) U of C will give people holding a SAIT diploma enough credit to entice them to U of C.

Other Alberta Institution

Entries under "Other":

- (1) Some of the professors changed and wouldn't accept credit from previous professors.
- (1) The class did not transfer from province to province.
- (1) There were two different grading systems.
- (1) They didn't think my courses were the same level or covered the same thing.

Other Non-Alberta Institution

Entries under "Other":

- (2) Were not deemed to be equivalent courses.
- (1) Assessment levels are different here.
- (1) Claimed biochemistry classes were not of equal level.
- (1) Classes there were deemed to be not applicable.
- (1) Course difference.

- (1) Courses did not meet required standards.
- (1) Courses not related to program I enrolled in at U of C.
- (1) Courses weren't directly transferable.
- (1) Credits for only junior level courses had been received.
- (1) Did not match 80% of the course outline.
- (1) Didn't have appropriate classes & had to take classes that I would not be teaching.
- (1) Didn't offer exact course.
- (1) Different education system.
- (1) Different type of upgrading program in Canada.
- (1) From a different country.
- (1) Graduated at a higher level & had work experience. The credits were denied.
- (1) Grant MacEwan College did not recognize the credits.
- (1) I changed major.
- (1) I did Master's in Economics, but nobody cared in Canada.
- (1) I finished my course in Hong Kong.
- (1) I got more credit than I had expected.
- (1) I was told that the course material was different at the U of C and had to re-take the classes.
- (1) Instructor did not believe it was required.
- (1) Instructor did not believe that undergraduate courses could offer the same in-depth knowledge.
- (1) It was not the exact same course.
- (1) Lack of connection between the two schools.
- (1) My courses weren't compatible.
- (1) No equivalent course at U of A.
- (1) No equivalent course at U of C.
- (1) No similar courses offered at U of L.
- (1) Not fully recognized or accredited.
- (1) One course did not transfer over.
- (1) One course wasn't transferable.
- (1) Outline of course did not match word for word.
- (1) SAIT didn't understand the education system in Sri Lanka.
- (1) Several courses were not accepted at U of A at the level they were taken at other institutions.
- (1) Some courses were not recognized or transferable.
- (1) Some courses weren't transferable.
- (1) Some curriculum differences, but nothing major.
- (1) The agreement between Camosun College and Athabasca changed from the info. I was given to time I app
- (1) The courses didn't match up with what I needed.
- (1) The courses were not the same.
- (1) The credits weren't worth the same at Mount Royal.
- (1) The receiving institution didn't think the class I took had the right information in it.
- (1) The U of A did not offer the same courses.
- (1) They did not think I took the same classes in China.
- (1) They said I can't do programming & they required me to take a part time course that did not help me.
- (1) They said some were not applicable.
- (1) They weren't compatible.
- (1) This was due to Canadian national standards.
- (1) Transfer credits are assigned arbitrarily.
- (1) University of Calgary did not accept the transfer credits.
- (1) Wasn't recognized as 100% transfer credit institution.
- (1) Your requirements that I complete courses at your facility.

Appendix B: Participating Institutions

Following is a list of institutions that are included in the study:

- ❖ Alberta College of Art and Design
- ❖ Athabasca University
- ❖ Augustana University College
- ❖ Bow Valley College
- ❖ Canadian Nazarene University College
- ❖ Canadian University College
- ❖ Concordia University College of Alberta
- ❖ Fairview College
- ❖ Grande Prairie Regional College
- ❖ Grant MacEwan College
- ❖ Keyano College
- ❖ King's University College
- ❖ Lakeland College
- ❖ Lethbridge Community College
- ❖ Medicine Hat College
- ❖ Mount Royal College
- ❖ NAIT
- ❖ NorQuest College
- ❖ Northern Lakes College
- ❖ Olds College
- ❖ Portage College
- ❖ Red Deer College
- ❖ SAIT
- ❖ St. Mary's University College
- ❖ Taylor University College and Seminary
- ❖ University of Alberta
- ❖ University of Calgary
- ❖ University of Lethbridge

Appendix C: Survey Instrument

Alberta Graduate Outcomes Survey, Class of 2003-04

Introduction

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

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

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

Hi, my name is _____ and I'm with (name of contractor). I'm calling on behalf of Alberta Advanced Education and _____ (name of institution). We are conducting a survey of post-secondary students who completed programs of study in the fall of 2003 or the spring of 2004 at _____ (name of institution). The purpose of the study is to provide summary information for Alberta Advanced Education about graduates' satisfaction as well as their employment and educational experiences, and to provide detailed information to _____ (name of institution) with ideas about how to improve their programs.

Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential. Your responses will be shared with the institution you graduated from but will not be attributable on an individual basis. When results are published, only summary or aggregated information will be provided. Your personal information is protected by the *Freedom of Information and Protection of Privacy Act*.

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

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

The study should only take about 12 to 15 minutes. Would you have time to speak to me now?

[If the individual is unwilling to be interviewed at this time, try to arrange another more convenient time.]

BACKGROUND

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

1. What was the highest grade level you completed in the K-12 system?
[NOT INCLUDING ADULT UPGRADING]
 1. Grade 1
 2. Grade 2
 3. Grade 3
 4. Grade 4
 5. Grade 5
 6. Grade 6
 7. Grade 7
 8. Grade 8
 9. Grade 9
 10. Grade 10
 11. Grade 11
 12. Grade 12
 13. Grade 13
 14. Kindergarten
 88. Don't know
 99. No response

2. Where were you living when you last attended high school or another grade in the K-12 system, not including adult upgrading? **[DO NOT READ]**
 1. Edmonton
 2. Calgary
 3. Lethbridge
 4. Red Deer
 5. Grande Prairie
 6. Medicine Hat
 7. Fort McMurray
 8. Elsewhere in Alberta (specify) _____
 9. Elsewhere in Canada (specify province/territory) _____
 10. Outside Canada
 88. Don't know
 99. No response

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

4. Where were you living when you first applied for post-secondary studies, not including adult upgrading? **[DO NOT READ]**
1. Edmonton
 2. Calgary
 3. Lethbridge
 4. Red Deer
 5. Grande Prairie
 6. Medicine Hat
 7. Fort McMurray
 8. Elsewhere in Alberta (specify) _____
 9. Elsewhere in Canada (specify province/territory) _____
 10. Outside Canada
 88. Don't know
 99. No response
5. In what year did you begin post-secondary studies, not including adult upgrading?
[ENTER FOUR DIGIT YEAR]
8888. Don't know
9999. No response
6. Have you permanently relocated to a different community since the time of your graduation from _____ (name of institution)?
1. Yes
 2. No → **GO TO Q10**
 88. Don't know → **GO TO Q10**
 99. No response → **GO TO Q10**
7. What was your primary reason for moving?
[DO NOT READ, SELECT ONLY ONE OPTION]
1. To attain employment
 2. Improve employment situation
 3. Family move/obligations (including children, extended family, etc)
 4. Health problems
 5. To acquire further education
 6. Improve social life
 7. Other (specify) _____
 88. Don't know
 99. No response

8. Where did you relocate to? **[DO NOT READ]**

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

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

9. Was this your hometown?

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

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

	not useful			very useful		N/A	DK	NR
	1	2	3	4	5			
a) Institutional calendars (online or print)	1	2	3	4	5	77	88	99
b) Alberta Learning Information Service (ALIS) website (www.alis.ab.ca)	1	2	3	4	5	77	88	99
c) School or guidance counselors	1	2	3	4	5	77	88	99
d) Teachers	1	2	3	4	5	77	88	99
e) Career counselors	1	2	3	4	5	77	88	99
f) Parents or other relatives	1	2	3	4	5	77	88	99
g) Friends	1	2	3	4	5	77	88	99
h) Other (specify) _____	1	2	3	4	5	77	88	99

11. What was your primary goal upon entering _____ (name of institution)? **[DO NOT READ]**

1. Preparation for a specific degree or diploma
2. Completion of a specific degree or diploma
3. Expanded knowledge in a particular subject area
4. Employment
5. Improve skills required for the job you had at the time
6. Obtain high school equivalency
7. Other (specify) _____
8. Did not set a goal → [GO TO Q14](#)
88. Don't know → [GO TO Q14](#)
99. No response → [GO TO Q14](#)

12. Did you achieve your primary goal?

1. Yes → [GO TO Q14](#)
2. No
88. Don't know → [GO TO Q14](#)
99. No response → [GO TO Q14](#)

13. Why not? **[DO NOT READ]**

1. Personal illness or disability
2. Family responsibilities
3. Moved
4. Financial Reasons
5. Still in school/pursuing further education
6. Other (specify) _____
88. Don't know
99. No response

YOUR PROGRAM

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

14. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. To what extent did the program from which you graduated at _____ (institution name) provide you with the following benefits? If some of these benefits are not applicable please indicate so. **[RANDOMIZE AND READ]**

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

15. The following questions examine the degree to which your post-secondary education has added to your skills, knowledge and abilities. Please rate these statements using a 5-point scale where 1 means “not at all” and 5 means “to a great extent”. If a statement is not applicable please indicate so. Reflecting on your educational experience at _____ (name of institution), do you feel that it has helped you to effectively:

[RANDOMIZE AND READ]

	not at all			great extent		N/A	DK	NR
Solve problems	1	2	3	4	5	77	88	99
Speak in public	1	2	3	4	5	77	88	99
Write	1	2	3	4	5	77	88	99
Resolve conflicts	1	2	3	4	5	77	88	99
Learn independently	1	2	3	4	5	77	88	99
Become self-confident	1	2	3	4	5	77	88	99
Develop leadership skills	1	2	3	4	5	77	88	99
Think creatively	1	2	3	4	5	77	88	99
Develop awareness of ethical issues	1	2	3	4	5	77	88	99
Develop awareness of political and Social issues	1	2	3	4	5	77	88	99
Appreciate other cultures	1	2	3	4	5	77	88	99
Develop computer skills	1	2	3	4	5	77	88	99
Develop research skills	1	2	3	4	5	77	88	99
Develop mathematical skills	1	2	3	4	5	77	88	99
Develop interpersonal skills	1	2	3	4	5	77	88	99
Work independently	1	2	3	4	5	77	88	99
Work well with others	1	2	3	4	5	77	88	99
Manage information	1	2	3	4	5	77	88	99

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

a) How satisfied are you with the quality of teaching in your program? Would you say...?

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

b) How satisfied are you with your program at _____ (name of institution)?

Would you say...?

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

c) How satisfied are you with the overall quality of your educational experience? Would you say...?

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

17. Would you recommend the same program of study to someone else? Yes or No?

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

18. Would you recommend to someone that they should attend _____ (name of institution)? Yes or No?

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

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

1. Yes
2. No → [GO TO Q25](#)
88. Don't know → [GO TO Q25](#)
99. No response → [GO TO Q25](#)

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

1. Yes
2. No → [GO TO Q25](#)
88. Don't know → [GO TO Q25](#)
99. No response → [GO TO Q25](#)

- 21.** From which institution(s) did you transfer credits?
1. Athabasca University
 2. University of Alberta
 3. University of Calgary
 4. University of Lethbridge
 5. Alliance University College
 6. Augustana University College (University of Alberta - Augustana Campus)
 7. Canadian Nazarene University College
 8. Canadian University College
 9. Concordia University College
 10. King's University College
 11. St. Mary's University College
 12. Taylor University College and Seminary
 13. Alberta College of Art and Design
 14. Bow Valley College
 15. Fairview College (NAIT - Fairview Campus)
 16. Grande Prairie Regional College
 17. Grant MacEwan College
 18. Keyano College
 19. Lakeland College
 20. Lethbridge Community College
 21. Medicine Hat College
 22. Mount Royal College
 23. NorQuest College
 24. Northern Lakes College
 25. Olds College
 26. Portage College
 27. Red Deer College
 28. NAIT
 29. SAIT
 30. Other Alberta Institution (specify) _____
 31. Other Non-Alberta Institution (specify) _____
 88. Don't know
 99. No response

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

[Pipe in only those institutions checked in Q21]

	Full	Partial	DK	NR
1. Athabasca University	1	2	88	99
2. University of Alberta	1	2	88	99
3. University of Calgary				
4.				
5.				
.				

[Pipe in only those institutions checked in Q21 and Q22 <> 88 or 99.]

23. Did you receive the transfer credit you expected?

	Yes	No	DK	NR
1. Athabasca University	1	2	88	99
2. University of Alberta	1	2	88	99
3. University of Calgary				
4.				
5.				
.				
.				
.				

[Pipe in only those institutions checked in Q21 and Q23=2]

24. What were the reasons that you did not receive the credit you expected?
[CHECK ALL THAT APPLY; DO NOT READ]

Athabasca University

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

University of Alberta

1. I did not originally plan to transfer.

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

University of Calgary

- .
- .
- .

25. Given the benefits of post-secondary education, I consider the _____ (name of program) program to be worth the financial cost to me and/or my family? Do you...? **[READ]**

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree
88. Don't know
99. No response

26. How much of your course-load for the program you graduated from did you take through correspondence or another type of distance education like Internet, television or video? Is that...? **[DOES NOT INCLUDE CREDIT TRANSFERS]**

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

27. Did you work while taking classes at _____ (name of institution)?
1. Yes
 2. No
 88. Don't know
 99. No response

EMPLOYMENT OUTCOMES

The following questions relate to your employment outcomes since graduating.

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

1. Yes
2. No → [GO TO Q31](#)
88. Don't know → [GO TO Q31](#)
99. No response → [GO TO Q31](#)

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

88. Don't know
99. No response

30. Are you self-employed (in your main job)? (The main job refers to the job that has the most hours.)

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

[SKIP AHEAD TO Q33](#)

31. Are you currently looking for a job?

1. Yes → [GO TO Q50](#)
2. No
88. Don't know → [GO TO Q50](#)
99. No response → [GO TO Q50](#)

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

SKIP AHEAD TO Q50

- 33.** Is your (main) job permanent, temporary or seasonal?
[READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION]

Permanent means there is no indication when the job will end. Temporary means the job will terminate at some specified time and is not seasonal. Seasonal means the job is permanent, but cyclical with the change of the season.

1. Permanent
 2. Temporary (includes contract, term-certain, etc.)
 3. Seasonal
 88. Don't know
 99. No response
- 34.** What sector best describes the organization you work for?
1. Agriculture, Forestry, Fishing and Hunting
 2. Mining, Oil and Gas
 3. Utilities
 4. Construction
 5. Manufacturing
 6. Wholesale Trade
 7. Retail Trade
 8. Transportation and Warehousing
 9. Telecommunications and Information
 10. Finance and Insurance
 11. Real Estate and Rental and Leasing
 12. Professional, Scientific and Technical Services
 13. Management of Companies and Enterprises
 14. Administrative and Support
 15. Waste Management and Remediation Services
 16. Education Services

17. Health Care and Social Assistance
18. Arts, Entertainment and Recreation
19. Accommodation and Food Services
20. Public Administration
21. Other Services (Please specify) _____

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

88. Don't know
99. No response

36. What are your main work duties?

[PROBE IF NECESSARY, ENTER MAIN WORK DUTIES]

88. Don't know
99. No response

37. What is the total number of hours you usually work per week in your (main) job? (The main job refers to the one with the most hours worked in a week.) **[ENTER**

HOURS]

8888. Don't know
9999. No response

38. Working your usual hours at your current (main) job, approximately what is your gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings) **[ENTER SALARY, DO NOT USE DECIMALS]**

888888. Don't know
999999. No response

39. Is that figure? **[READ BACK THE GROSS SALARY FROM Q38]**

1. Yearly
2. Hourly
3. Daily
4. Weekly
5. Bi-weekly
6. Monthly
7. Other (specify) _____
88. Don't know
99. No response

40. Based on what you have told me, your total expected annual income from your main/most recent job before deductions is calculated to be \$ _____. Does that sound about right?

1. Yes → [GO TO Q42](#)
2. No
88. Don't know
99. No response

41. What is your approximate annual income from your main/most recent job before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**

888888. Don't know

999999. No response

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

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88 99
b) The subject-area knowledge you acquired	1	2	3	88 99
c) Overall, how related is your current (main) job to the program from which you graduated in 2003-04?	1	2	3	88 99

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

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

8888. Don't know

9999. No response

44. Approximately what is your gross salary or earnings in your other job(s), before taxes and deductions, working your usual hours?

[ENTER SALARY, DO NOT USE DECIMALS]

888888. Don't know

999999. No response

45. Is that figure? **[READ BACK THE GROSS SALARY FROM Q44]**

1. Yearly

2. Hourly

3. Daily

4. Weekly

5. Bi-weekly

6. Monthly

7. Other (specify) _____

88. Don't know

99. No response

46. Please rate these statements using a 3-point scale where 1 means, “not related”, 2 means “somewhat related” and 3 means “very related”. How related are your other jobs to:

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving)	1	2	3	88 99
b) The subject-area knowledge you acquired	1	2	3	88 99
c) Overall, how related is your other job to the program from which you graduated in 2003-04?	1	2	3	88 99

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

1. Less than high school
2. Some high school
3. High school diploma
4. Some non-University post secondary (college/technical/vocational)
5. Completed non-University post-secondary (college/technical/vocational)
6. Some university
7. Completed university (bachelors degree)
8. Completed graduate studies
9. Other (specify) _____
88. Don't know
99. No response

48. Given your education, training and experience, how qualified do you feel you are for your (main) job? **[READ]**

1. Very under-qualified
2. Somewhat under-qualified
3. Qualified
4. Somewhat overqualified
5. Very overqualified
88. Don't know
99. No response

49. All things considered, how satisfied are you with your current (main) job? Would you say...? **[READ]**

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

FURTHER STUDIES

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

50. Are you currently enrolled as a student?

1. Yes
2. No → [GO TO Q54](#)
88. Don't know → [GO TO Q54](#)
99. No response → [GO TO Q54](#)

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

1. Athabasca University
2. University of Alberta
3. University of Calgary
4. University of Lethbridge
5. Alliance University College
6. Augustana University College (University of Alberta - Augustana Campus)
7. Canadian Nazarene University College
8. Canadian University College
9. Concordia University College
10. King's University College
11. St. Mary's University College
12. Taylor University College and Seminary
13. Alberta College of Art and Design
14. Bow Valley College
15. Fairview College (NAIT - Fairview Campus)
16. Grande Prairie Regional College
17. Grant MacEwan College
18. Keyano College
19. Lakeland College
20. Lethbridge Community College
21. Medicine Hat College
22. Mount Royal College
23. NorQuest College
24. Northern Lakes College
25. Olds College
26. Portage College
27. Red Deer College
28. NAIT
29. SAIT
30. Other Alberta Institution (specify) _____
31. Other Non-Alberta Institution (specify) _____
88. Don't know
99. No response

- 52.** Are you currently a part-time or full-time student?
1. Full-time
 2. Part-time
 88. Don't know
 99. No response
- 53.** Will these studies lead to a...? **[READ]**
1. Diploma
 2. Certificate
 3. Extension certificate
 4. Applied degree
 5. Undergraduate degree
 6. Graduate degree
 7. Professional School (e.g. Law, Dentistry, Medicine)
 8. Professional designation (e.g. CMA – Certified Management Accounting designation)
 9. Other (specify) _____
 88. Don't know
 99. No response

FINANCIAL INFORMATION

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

- 54.** Have you ever received government-sponsored student loans?
1. Yes
 2. No → [GO TO Q56](#)
 88. Don't know → [GO TO Q56](#)
 99. No response → [GO TO Q56](#)
- 55.** At the time of your graduation, approximately how much did you owe from all government sponsored student loans accumulated during your entire post-secondary education? **[ENTER AMOUNT, NO DECIMALS]**
888888. Don't know
999999. No response
- 56.** Have you ever received scholarships, grants or bursaries?
1. Yes
 2. No → [GO TO Q58](#)
 88. Don't know → [GO TO Q58](#)
 99. No response → [GO TO Q58](#)
- 57.** How much did you receive in scholarships, grants and/or bursaries during your post-secondary studies? **[ENTER AMOUNT, NO DECIMALS]**
888888. Don't know
999999. No response

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

[READ THE FOLLOWING ONLY IF RESPONDENT REQUIRES CLARIFICATION] (i.e. bank loans, credit cards, credit lines, loans from relatives, etc)?

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

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

888888. Don't know
999999. No response

DEMOGRAPHICS

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

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

1. Male
2. Female
88. Don't know
99. No response

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

88. Don't know
99. No response

62. What was your marital status when you started _____ (program name)? Were you ...?

1. Single (never married)
2. Married or living with partner
3. Divorced/Separated/Widowed
88. Don't know
99. No response

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

88. Don't know
99. No response

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

1. Yes
2. No → GO TO Q66
88. Don't know → GO TO Q66
99. No response → GO TO Q66

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

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

SKIP TO Q67

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

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

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

1. Yes
2. No → GO TO Q69
88. Don't know → GO TO Q69
99. No response → GO TO Q69

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

88. Don't know
99. No response

69. What is/was the highest level of education attained by either one of your parents or guardians? **[DO NOT READ CATEGORIES]**

1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree
7. Other (specify) _____
88. Don't know
99. No response

(Note: The parent/guardian with the highest education)

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

88. Don't know

99. No response

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