



Alberta

**Technical Report for:
Graduate Outcomes Survey and
Employment Success Survey**

Prepared by:



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Results of the Graduate Outcomes Survey for the Publicly Funded Post
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Background

Every two years, Alberta Advanced Education (AE) commissions a survey of post-secondary graduates from credit parchment programs (programs offering certificates, diplomas or degrees after successful completion of the program), called the Graduate Outcomes Survey (GOS). For students who graduated from publicly funded post-secondary institutions, the survey is completed two years after graduation. For students who graduated from private career colleges, the survey is completed one year after graduation. Graduates have the option of completing the survey either online or over the telephone.

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

- Explore graduates' employment outcomes,
- Understand how students finance their education,
- Describe the demographic profile of graduates from different fields of study, and
- Maintain historical comparisons with the survey from previous years.

The survey population consists of:

- All 2019-2020 academic year graduates from credit parchment programs from publicly funded post-secondary institutions, excluding the Banff Centre, and
- All 2020-2021 academic year graduates from Private Career Colleges.

This year, the project also included the fourth iteration of the Employment Success Survey (ESS), which is fielded to supervisors of employed graduates. The sample frame for the ESS is derived from the employed respondents to the GOS survey. The purpose of the ESS is to acquire information about the skills and knowledge of recent graduates and to what extent they match the types of skills and knowledge that employers (as represented by the recent graduates' direct supervisors) require in employees.

The ESS survey population consists of:

- Supervisors of employed 2019-2020 academic year graduates from credit parchment programs from publicly funded post-secondary institutions (excluding self-employed graduates).

Summary of Administration

In fall 2021, CCI Research began work on the AE Graduate Outcomes Survey (GOS) and the Employment Success Survey (ESS). CCI Research Project Lead, Ted Hodge, CEO and Founder, organized a project start-up meeting in December to kick-off the project work. Following the initial project start-up meeting, the GOS and ESS instruments were provided by AE and reviewed by CCI Research Analysts and the Manager of Research. Suggestions or questions of clarification were provided to the AE project leaders via email, within document comments and using document track changes following this review. All feedback and questions were received by the AE project leaders and direction on any changes provided to CCI Research were then made to the survey instruments. The online and telephone survey tools were programmed by the in-house CCI Research Information Technology staff based on these approved survey documents.

CCI received template files from AE for all graduates in the study scope, provided through the Data Collection and Reporting (DCaR). These files contained graduates' basic demographic information, Alberta Student Number, student ID's, as well as their program details. Graduates' personal information including names, phone numbers, mailing address and email addresses were provided separately by post-secondary institutions. The contact information provided included, where available, a street address with city and postal code, up to two email addresses, and up to two telephone numbers. CCI Research Analysts reviewed the data, removed duplicate and invalid records, and adjusted the target sample sizes of the strata defined by graduates' sector, institution, credential, field of study, and program.

Following the survey setup and sampling phases, CCI Research conducted a Pre-test of both the GOS (telephone) and ESS (online) as well as ensured clear validation of pre-test data through the Data Collection and Reporting (DCaR) system before launching the surveys in full. Any validation errors which occurred during this process were resolved in consultation with the AE project team.

The administration period for the GOS began on December 17th, 2021. In total, 53,412 email invitations were sent out to all possible respondents where an email address was available, and 18,224¹ Graduate Outcomes Surveys were completed between the online and telephone administrations by June 15th. The administration period for the ESS officially began on March 18th and email invitations for this survey were sent out in batches using the contact information provided by graduates. By July 16th, 621 ESS surveys were completed online or by phone.

The full survey administration statistics for both GOS and ESS are detailed in the section that follows. Additional supporting documents to this report which present further breakdowns of call dispositions include *"Call Dispositions for the Final Technical Report v1.00.xlsx"*.

¹ This is the total number of completed surveys for graduates of both public and private institutions.

Methodologies and Survey Outcomes

GOS Pre-Test

The survey pre-test required a minimum of ten (10) interviews for each of the selected institutions and two (2) interviews with representatives of the Province, or 92 interviews in total. Based on these criteria a random sample of 150 graduates was drawn for each of the nine selected institution pre-test groups. The survey was administered to the 10 different groups as seen in Table 1.

Pre-Test Group Code	Selected Institutions	Required Completions	Actual Completions
A	Representative of the Province	2	2
B	The University of Calgary or the University of Alberta	10	13
C	Other University - University of Lethbridge	10	14
D	Baccalaureate and Applied Studies Institutions - Mount Royal University	10	14
E	Baccalaureate and Applied Studies Institutions - Grant MacEwan University	10	11
F	Northern Comprehensive Community College - Keyano College	10	13
G	Independent Academic College - St. Mary's University	10	23
H	Polytechnical institute (NAIT or SAIT) - Northern Alberta Institute of Technology	10	17
I	Private Career College - ERP College	10	28
J	Private Career College - East-West College of Business & Technology	10	18
Total		92	153

Calling for the GOS pre-test began on Dec. 17th and ended on January 21st. There were 153 completes including calls to the representatives of the province. For the 1,350 individual records, there were 18 refusals, and 151 completes were received. Of those contacted, 11 asked to be sent an online invitation; 106 of the 151 completed surveys were online surveys. The valid response rate for the pre-test survey was 11.6% (both public funded institutions and Private Career Colleges). The average online completion time during the pre-test was 9 minutes and 51 seconds, and the average calling completion time was 19 minutes and 48 seconds. In total, information was provided for eight employers; six graduate respondents provided valid phone numbers, and six graduate respondents provided email addresses. The remaining two respondents provided invalid information.

The pre-test results appeared to indicate that the interview questions were clear and comprehensible to study participants, and that information was obtained from survey respondents in an objective manner. Changes were made to the response options of questions 27, 28, 65, and 66. Additionally, the survey logic was changed to require a response to verbatim questions before continuing with the survey. The email invitations occurred in a staggered manner, and the online survey and DCaR validation programming errors were resolved before proceeding to send email invitations to graduates on a large scale. Pre-test surveys were included in the final dataset.

ESS Pre-Test

The pre-test of the Employment Success Survey (ESS) showed similarly positive results. The ESS pre-test was administered online and by telephone, and the setup and testing went smoothly. A minimum of twelve (12) survey completions with supervisors of the Alberta graduates were required for the pre-test to be successful. The sample was obtained by asking graduates for their supervisor's contact information at the end of the GOS. As of the end of day March 9th, there were 2,225² GOS survey respondents available to submit their employer information. All supervisor contact information provided was checked against the contact information we know to be the graduates and for obvious invalid entries (such as no@no.ca). All cases where the graduate entered incorrect information or their own information were omitted from consideration for the pre-test. Overall, out of the 2,225 valid respondents who could have provided their employer information, 377 valid email addresses were submitted out of 544 total email addresses, and 354 valid phone numbers were submitted out of a total of 544 entries.

A total of 377 emails were sent to employers on March 18th for the pre-test. By March 25th, 12 surveys had been completed by phone and 42 had been completed online. The data for these surveys was extracted and underwent manual checking and validation against the DCaR. In validating the test data, we found that the DCaR system required values between 1 and 87 for Question 3 and the range for this question was adjusted.

² Note that this is the number of graduates who had completed the survey and whose responses made them eligible to submit their employer information. Only graduates who indicated that they were employed (graduates who responded with "Yes" to question 32 "Do you currently have one or more paying jobs, including self-employment and seasonal positions?") and who were not self-employed (graduates who responded with "No" to question 37 "Are you self-employed (in your current main job)?") were asked for employer information.

Sample Preparation

The sampling frame for the Graduate Outcomes Survey was based on a full initial cohort of 44,814 students who graduated in 2019/20 from 25 publicly funded institutions and 9,728 students who graduated in 2020/21 from 156 private career colleges, for a total of 54,542 students. Cohort files were provided to CCI by AE in full. CCI then drew a sample from the full survey cohort for use in survey administration.

Survey cohort files included student names, contact information, institution attended, program completed, and various identifiers and administrative fields. The contact information provided included, where available, a street address with city and postal code, up to two email addresses, and up to two telephone numbers.

Duplicate records were identified to ensure each graduate was only able to complete the study once. In cases where a graduate completed more than one program, the program was chosen based on their highest level of earned accreditation. In cases where multiple accreditations were earned at the same level, the program was chosen based on a random selection process. Additionally, records with no valid email address or phone number were removed from the sample. Upon removal of duplicate cases and uncontactable records, the full cohort was reduced to 53,535 cases (43,962 from public funded institutions and 9,573 from private career colleges). Email communications were sent to the full sample with valid email addresses (43,855 cases from public funded institutions and 9,556 from private career colleges). Telephone communications initially focused on contacting respondents who did not have valid email addresses (107 cases from public funded institutions and 17 from private career colleges). After the initial email communication was sent, calling continued to the full cohort of graduates. While email invitations were sent to all possible respondents to maximize response rates, telephone calling was used to target open quota groups. For institutions where a sampling approach was taken, cases were selected based on targeted margins of error at the sector by credential level and the program level. To do this, the following steps were taken:

1. The entire sample was stratified by institution, credential and sector, by field of study and sector, and by program, resulting in 713 unique substrata.
2. For each substratum, the highest sampling rates from each of the four stratifications was determined. The highest rate determined the minimum sample required to meet the desired sampling targets. Based on this, the minimum sample required for the stratum was calculated.

Table 2
Number of Required and Actual Completions for the Selected Institutions

Institution	Sampling Approach	Institution	Sampling Approach
Athabasca University	Sampled	Alberta University of the Arts	Census
Bow Valley College	Sampled	Ambrose University College	Census
Grant MacEwan University	Sampled	Burman University	Census
Mount Royal University	Sampled	Canadian University College	Census
NorQuest College	Sampled	Concordia University College of Alberta	Census
Northern Alberta Institute of Technology	Sampled	Grande Prairie Regional College	Census
Southern Alberta Institute of Technology	Sampled	Keyano College	Census
University of Alberta	Sampled	King's University College, The	Census
University of Calgary	Sampled	Lakeland College	Census
University of Lethbridge	Sampled	Lethbridge College	Census
		Medicine Hat College	Census
		Northern Lakes College	Census
		Olds College	Census
		Portage College	Census
		Red Deer College	Census
		St. Mary's University College	Census

Publicly Funded Post-Secondary Institutions GOS

In order to achieve relatively small margins of error for the different sectors, credentials, fields of study, institutions, and programs, minimum response targets were set in accordance with the guidelines provided by AE:

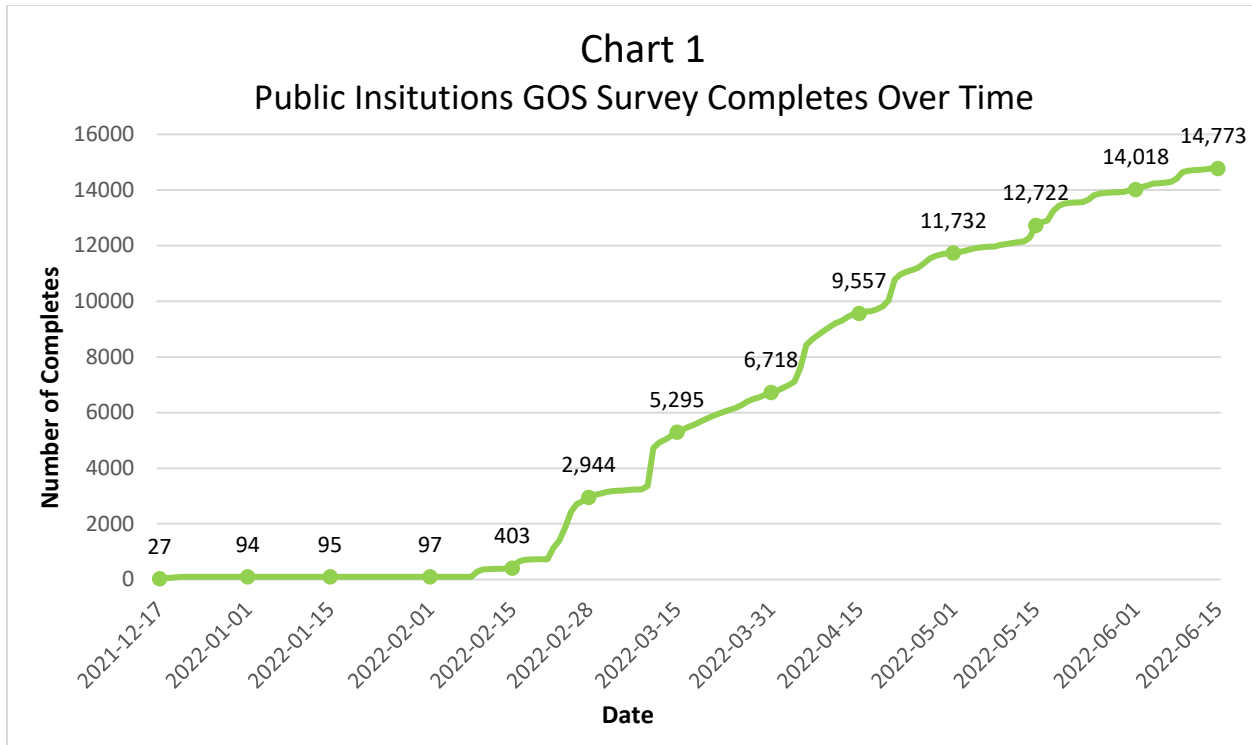
For Institutions with less than 1,500 graduates, reasonable attempts were made to contact all graduates. For those Institutions with more than 1,500 graduates, a representative sample of graduates were contacted in accordance with the following confidence levels:

- By Institution, at the 95% confidence level, $\pm 5\%$ margin of error
- By credential by sector, at the 95% confidence level, $\pm 5\%$ margin of error (Certificate, Diploma, Degree/Applied and Bachelors, Degree/Master, Degree/Doctoral)
- By field of study by sector, at the 95% confidence level, $\pm 5\%$ margin of error (program bands)
- By program, at the 90% confidence level, $\pm 10\%$ margin of error (specific programs)

Strata were identified based on these targets and were continuously monitored over the fielding period. Graduates within strata whose targets were met were not to receive further calls or emails after the target had been achieved. Final response rates and margins of error for each stratum can be found in Tables 7, 8, and 9 and in the supporting document “Quota Group Completion for the Final Technical Report”

Including the pre-test, the administration period for the survey began on December 17th, 2021 to June 15th, 2022. As previously reported, calling for the pre-test took place from December 17th and ended on December 21st, 2021. Email invitations for the full survey administration were then sent out in waves from February 9th to February 25th, and up to six email reminders were sent to graduates between March 10th and June 9th, with an email invitation sent to graduates with a secondary email address on April 21st. Phone interviews after the pre-test were conducted from February 9th to June 15th, with up to 30 call attempts per graduate.

In total, of the 43,962 records 43,855 had usable email addresses, and 39,849 had usable phone numbers, resulting in 10,734 completed surveys online and an additional 4,039 completed surveys by telephone, for a total of 14,773 completed surveys. The gross response rate was 33.6%, while the valid response rate was 37.2%



The average time to complete the survey by telephone was 20 minutes³ and the average time to complete the survey online was 12 minutes⁴. Dispositions and response rates for the combined Online and Telephone surveys overall are shown below in Table 3. Dispositions by publicly funded post-secondary institutions and Private Career Colleges, provider, sector, program band, program band by sector, program type, credential type, credential type by sector, level of study, and program have been compiled and organized into a Call Dispositions for the Final Technical Report v1.00.xlsx for easy viewing.

³ After excluding surveys that had a longer period than 59 minutes or a shorter period than 5 minutes between start and end time.

⁴ After excluding surveys that had a longer period than 59 minutes between start and end time.

Dispositions	Frequency	Gross Percent	Valid Percent
Total Complete	14,773	33.6%	37.2%
Complete - Telephone	4,039	9.2%	10.2%
Complete - Online	10,734	24.4%	27.0%
Pending Online ⁵	240	0.5%	0.6%
Answering Machine	8,044	18.3%	20.2%
Call Back	226	0.5%	0.6%
Call Back, no specific time	115	0.3%	0.3%
Communication Problem - Non Language	78	0.2%	0.2%
Hang up	501	1.1%	1.3%
Hostile Respondent	13	0.0%	0.0%
Incomplete Refusal	268	0.6%	0.7%
Invalid Email	10	0.0%	0.0%
Language Barrier	36	0.1%	0.1%
Line is Busy	222	0.5%	0.6%
No Answer	2,795	6.4%	7.0%
Number Removed	608	1.4%	1.5%
Online Invitation ⁶	9,164	20.8%	23.1%
Refused	2,381	5.4%	6.0%
Refused by someone other than the qualified respondent	231	0.5%	0.6%
Terminated ⁷	1	0.0%	0.0%
Unknown Refusal	41	0.1%	0.1%
Business Number*	92	0.2%	---
Fax/Computer line*	116	0.3%	---
Not Eligible*	70	0.2%	---
Not in Service*	3,070	7.0%	---
Seriously Ill/incapable*	9	0.0%	---
Respondent unavailable during survey period*	40	0.1%	---
Wrong Number*	814	1.9%	---

⁵ Respondents that were contacted by phone and indicated that they had already received an email invitation and would do the survey online and then did not complete the survey.

⁶ Respondents that were contacted by phone and requested that an email invitation be sent to them, and then did not complete the survey, and respondents who received an email invitation and did not complete the survey.

⁷ Respondents that were contacted by phone the maximum number of call attempts for the project.

Table 3 Cont. Dispositions for GOS for Publicly Funded Post-Secondary Institutions	
Total Records	43,962
Valid Records*	39,751
Total Completes	14,773
Gross Response Rate	33.6%
Valid Response Rate*	37.2%

*The Valid Response Rates and Valid Records do not include dispositions denoted with an * and highlighted in Red.*

Valid Response Rate is calculated as Total Completes/Valid Records.

Unused dispositions are omitted from this table.

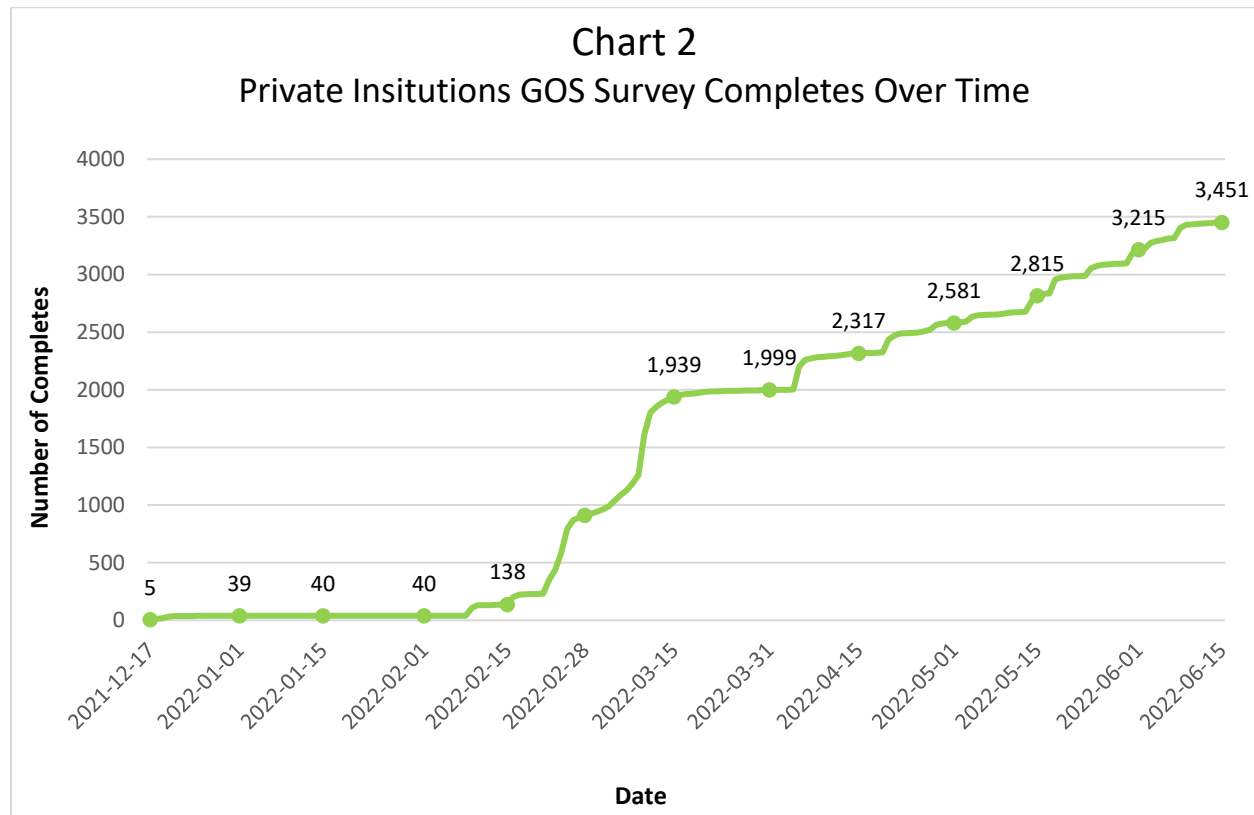
Private Career Colleges GOS

As with Private Career Colleges, a representative sample of graduates were contacted in accordance with the following confidence levels: By field of study, at the 95% confidence level, ± 5% margin of error (program bands).

Again, this stratum was continuously monitored over the fielding period and when the targets were met the graduates in that stratum did not to receive further calls or emails. Final response rates and margins of error for each stratum can be found in Table 10 and in the supporting document “Quota Group Report.xlsx”

The administration period for the Private Career Colleges occurred across the same period as the publicly funded post secondary institutions. It began on December 17th, 2021 to June 15th, 2022 and the pre-test took place from December 17th and ended on December 21st, 2021. Email invitations for the full survey administration were then sent out in waves from February 9th to February 25th, and up to six email reminders were sent to graduates between March 10th and June 9th, with an email invitation sent to graduates with a secondary email address on April 21st. Phone interviews after the pre-test were conducted from February 9th to June 15th, with up to 20 call attempts per graduate.

In total, of the 9573 records 9,556 had usable email addresses, and 8,983 had usable phone numbers, resulting in 2,940 completed surveys online and an additional 511 completed surveys by telephone, for a total of 3,451 completed surveys. The gross response rate was 36.0%, while the valid response rate was 38.4%.



The average time it took for graduates of Private Career Colleges to complete the survey by telephone was 21 minutes⁸ and 13 minutes⁹ online. Dispositions and response rates for the combined online and telephone surveys overall are shown below in Tables 4 and a more detailed list has been compiled and organized into a Call Dispositions for the Final Technical Report v1.00.xlsx for easy viewing.

⁸ After excluding surveys that had a longer period than 59 minutes between start and end time.

⁹ After excluding surveys that had a longer period than 59 minutes between start and end time.

Table 4
Dispositions for GOS for Private Career Colleges

Dispositions	Frequency	Gross Percent	Valid Percent
Total Complete	3,451	36.0%	38.4%
Complete - Telephone	511	5.3%	5.7%
Complete - Online	2,940	30.7%	32.7%
Answering Machine	924	9.7%	10.3%
Call Back	32	0.3%	0.4%
Call Back, no specific time	33	0.3%	0.4%
Communication Problem - Non Language	11	0.1%	0.1%
Email Invitation	0	0.0%	0.0%
Hang up	99	1.0%	1.1%
Hostile Respondent	3	0.0%	0.0%
Incomplete Refusal	39	0.4%	0.4%
Invalid Email	1	0.0%	0.0%
Language Barrier	8	0.1%	0.1%
Line is Busy	32	0.3%	0.4%
No Answer	466	4.9%	5.2%
Number Removed	37	0.4%	0.4%
Online Invitation ¹⁰	3,597	37.6%	40.0%
Partial	4	0.0%	0.0%
Pending Online	37	0.4%	0.4%
Refused	202	2.1%	2.2%
Refused by someone other than the qualified respondent	10	0.1%	0.1%
Terminated ¹¹	0	0.0%	0.0%
Unknown Refusal	6	0.1%	0.1%
Business Number*	14	0.1%	---
Fax/Computer line*	8	0.1%	---
Not Eligible*	14	0.1%	---
Not in Service*	425	4.4%	---
Seriously Ill/incapable*	2	0.0%	---
Respondent unavailable during survey period*	2	0.0%	---
Wrong Number*	116	1.2%	---

¹⁰ Respondents that were contacted by phone and requested that an email invitation be sent to them, and then did not complete the survey, and respondents who received an email invitation and did not complete the survey.

¹¹ Respondents that were contacted by phone the maximum number of call attempts for the project.

Table 4 Cont. Dispositions for GOS for Private Career Colleges	
Total Records	9,573
Valid Records*	8,992
Total Completes	3,451
Gross Response Rate	36.0%
Valid Response Rate*	38.4%

The Valid Response Rates and Valid Records do not include dispositions denoted with an * and highlighted in Red.

Valid Response Rate is calculated as Total Completes/Valid Records.

ESS Survey

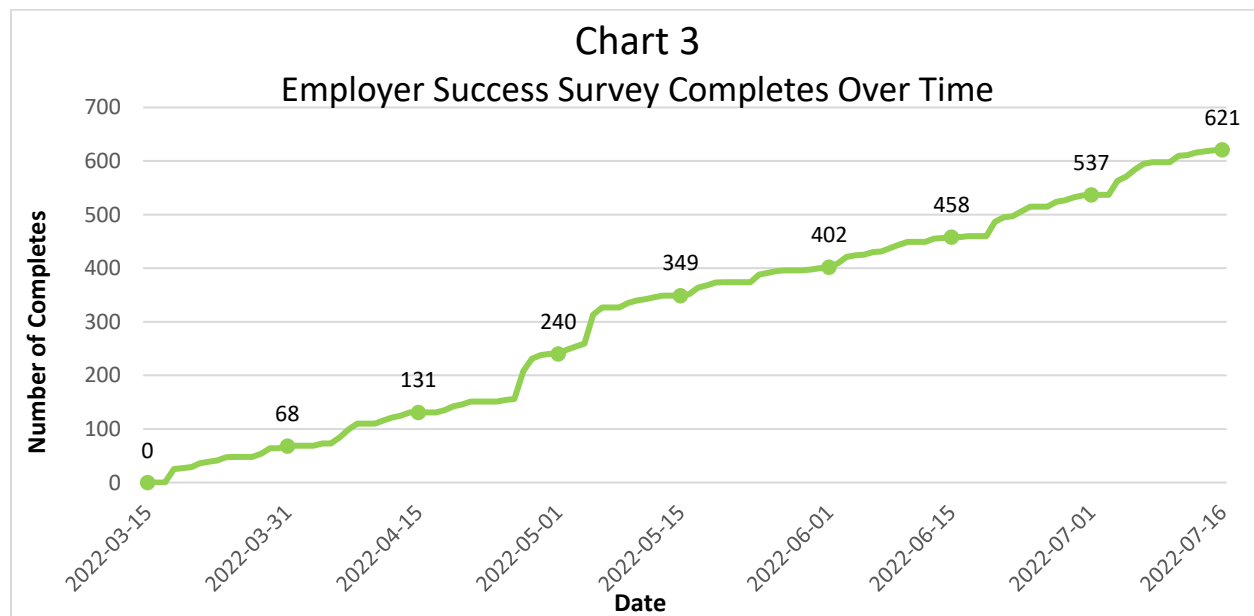
The contact information for the ESS was collected on an ongoing basis from the GOS respondents. When graduates were asked to provide their employer information, 2,393 graduates provided a response. However, graduates often provided their own contact information or invalid information instead of the information for their employer. Of the information collected, 1,893 employer contacts were found to be valid.

Using the contact information provided by graduates, the survey administration period for the ESS began on April 18th and ended on July 23rd. Email invitations were sent in nine waves: April 8th, April 27th, May 5th, May 17th, May 24th, June 2nd, June 8th, and June 20th.

Up to three email reminders were also sent to employers with emails going out on: May 5th, May 24th, June 2nd, June 8th, June 20th, July 4th, July 7th, and July 11th.

Calling took place from March 18th to July 15th.

Of the 1,893 valid records, 1,657 email invitations were sent and 1,239 potential respondents were called, resulting in 621 completed ESS surveys (439 online and 182 by telephone). The number of surveys completed over time is shown in Chart 3 below.



The average time to complete the ESS by telephone was 12 minutes¹² and the average time to complete the survey online was 9 minutes¹³. As shown in Table 4, the gross responses rate for the ESS survey was 37.3% and the valid response rate was 42.2%.

¹² After excluding surveys that had a longer period than 59 minutes between start and end time.

¹³ After excluding surveys that had a longer period than 59 minutes between start and end time.

Table 5
Dispositions for ESS

Dispositions	Frequency	Gross Percent	Valid Percent
Total Complete	622	37.3%	42.2%
Complete - Phone	182	10.9%	12.3%
Complete - Online	440	26.4%	29.9%
Pending Online ¹⁴	6	0.4%	0.4%
Answering Machine	46	2.8%	3.1%
Call Back	1	0.1%	0.1%
Call Back, no specific time	10	0.6%	0.7%
Hang up	24	1.4%	1.6%
Incomplete Refusal	5	0.3%	0.3%
Invalid Email	97	5.8%	6.6%
No Answer	2	0.1%	0.1%
Number Removed	5	0.3%	0.3%
Online Invitation ¹⁵	66	4.0%	4.5%
Pending Online	6	0.4%	0.4%
Refused	91	5.5%	6.2%
Refused by someone other than the qualified respondent	13	0.8%	0.9%
Terminated	352	21.1%	23.9%
Unknown Refusal	3	0.2%	0.2%
Fax/Computer line	6	0.4%	---
Not Eligible	24	1.4%	---
Not in Service	71	4.3%	---
Seriously Ill/incapable	0	0.0%	---
Respondent unavailable during survey period	20	1.2%	---
Wrong Number	73	4.4%	---
Total Records		1,668	
Valid Records*		1,474	
Total Completes		622	
Gross Response Rate		37.3%	
Valid Response Rate*		42.2%	

*The Valid Response Rates and Valid Records do not include dispositions denoted with an * and highlighted in Red.*

Valid Response Rate is calculated as Total Completes/Valid Records.

Unused dispositions are omitted from this table.

¹⁴ Respondents that were contacted by phone and indicated that they had already received an email invitation and would do the survey online and then did not complete the survey.

¹⁵ Respondents that were contacted by phone and requested that an email invitation be sent to them, and then did not complete the survey, and respondents who received an email invitation and did not complete the survey.

Non-Response

The following tables present distributions of graduates of publicly funded post-secondary institutions who completed the survey as compared to those who did not. These comparisons may help to identify whether the overall survey results could be affected by non-response bias, as indicated by the under- or over-representation of graduates with similar characteristics who may have had different experiences in their post-secondary program than other graduates. Frequencies were compared using Chi-square tests to check the demographic characteristics of respondents and non-respondents for independence. A p value less than 0.05 indicates that the differences between respondents and non-respondents are statistically significant. Small differences could be statistically significant due to the large sample size of the survey. Some significant differences between respondents and non-respondents are expected due to the sampling plan developed to meet survey quotas and known differences in response rates among demographic groups. However, ideally the sample should have similar characteristics when comparing respondents and non-respondents.

Gender

	Respondents (n=14,773)	Non-respondents (n=29,189)
Female	64%	57%
Male	36%	43%

Chi-Square test statistic	Degrees of Freedom	p-value
207	3	p<0.001

Age

	Respondents (n=14,773)	Non-respondents (n=29,189)
20 or younger	0%	0%
21 to 22	6%	6%
23 to 25	28%	31%
26 to 30	29%	34%
31 to 40	22%	19%
41 to 50	10%	7%
51 to 60	3%	2%
61 or older	1%	0%

Chi-Square test statistic	Degrees of Freedom	p-value
283	7	p<0.001

Sector

	Respondents (n=14,773)	Non-respondents (n=29,189)
Comprehensive Academic and Research Universities	44%	45%
Polytechnic Institutions	21%	20%
Comprehensive Community Colleges	20%	22%
Undergraduate Universities	12%	11%
Independent Academic Institutions	3%	2%

Chi-Square test statistic	Degrees of Freedom	p-value
106	4	p<0.001

Credential

	Respondents (n=14,773)	Non-respondents (n=29,189)
Doctoral Degree	2%	2%
Master's Degree	11%	9%
Applied & Bachelor	42%	45%
Diploma	29%	28%
Certificate	15%	15%

Chi-Square test statistic	Degrees of Freedom	p-value
85	4	p<0.001

Field of Study

	Respondents (n=14,773)	Non-respondents (n=29,189)
Agriculture, Natural Resources and Conservation	4%	3%
Architecture, Engineering, and Related Technologies	13%	13%
Business, Management and Public Administration	20%	25%
Education	8%	7%
Health and Related Fields	22%	22%
Humanities	3%	3%
Mathematics, Computer, and Information Sciences	4%	4%
Personal, Protective and Transportation Services	3%	3%
Physical and Life Sciences and Technologies	6%	6%
Social and Behavioural Sciences and Law	14%	12%
Visual and Performing Arts, and Communications Technologies	3%	3%

Chi-Square test statistic	Degrees of Freedom	p-value
196	10	p<0.001

Domestic or International Status

	Respondents (n=14,773)	Non-respondents (n=29,189)
Domestic	90%	84%
International	10%	16%

Chi-Square test statistic	Degrees of Freedom	p-value
238	1	p<0.001

Some of the differences between respondents and non-respondents were caused, at least in part, by the sampling plan, which aimed to achieve targets that would produce a set margin of error for each stratum. As a result, there was a larger proportion of smaller programs and institutions in the overall sample compared to the overall graduate population. This is most evident when looking at the sector data. Institutions with less than 1,500 graduates were surveyed using a census approach and had a combined gross response rate of 41% that was significantly higher than the combined gross response rate from institutions with more than 1,500 graduates, which was 23%.

In the case of the credential and field of study groups, the targets were based on a set confidence level and margin of error from the population size of each group. The minimum number of completes required to achieve a set confidence level and margin of error does not increase linearly with population size. As population increases, the minimum completes required does increase, but the number of completes required is smaller relative to the size of the population. For example, in order to achieve a 95% confidence level and +/-0.05 margin of error for population X which has 50 graduates, a total of at least 45 completes would be required. To achieve a 95% confidence level and +/-0.05 margin of error for population Y which has 1,000 graduates, a total of 278 completes would be required. While population X makes up about 5% (50/1,050) of the total population of (X + Y), it requires completes make up about 14% (45/323) of the total of X and Y's required completes. Therefore, credential and field of study groups with smaller populations will have a higher proportion of completes due to the sampling plan.

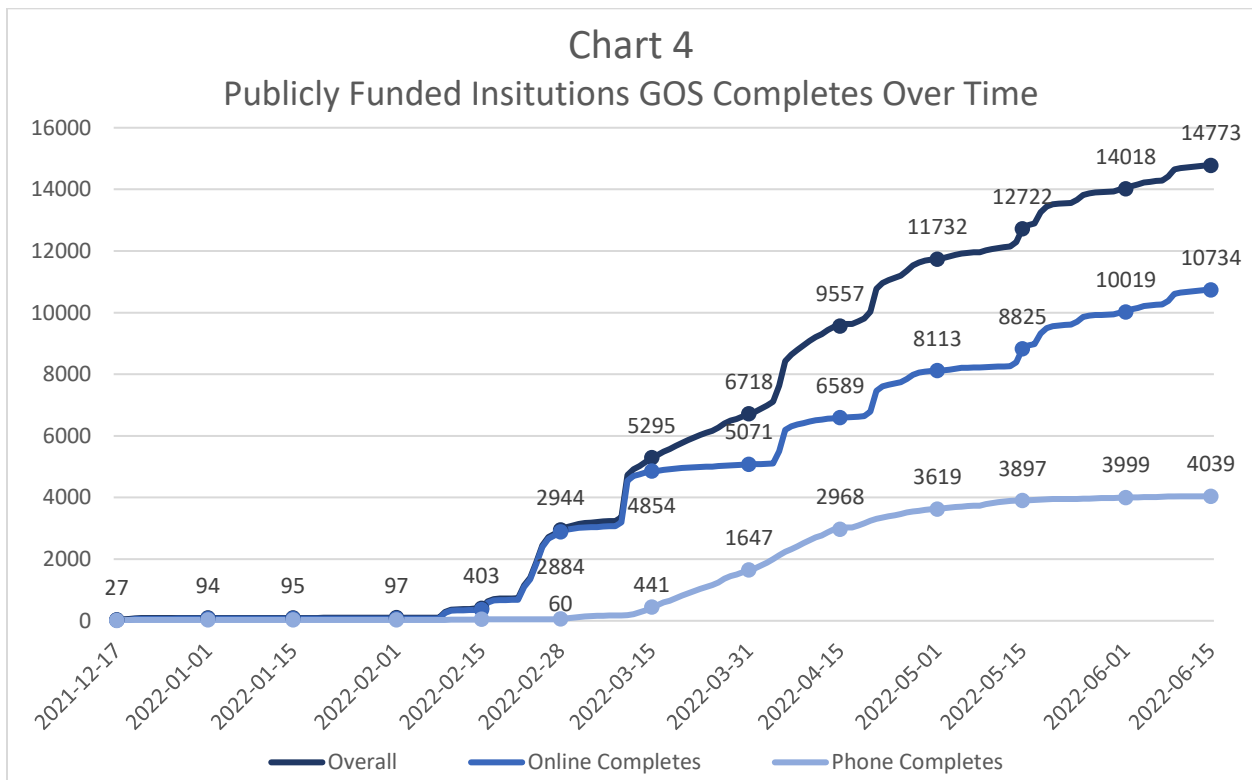
As the first table above shows, respondents were more likely to be female and respondents were somewhat more likely to be older than non-respondents. This pattern of response is not uncommon for surveys. It is also of note that female graduates were more common among institutions with fewer than 1,500 graduates which were surveyed using a census approach.

There was a slightly smaller proportion of international students among respondents as compared to non-respondents, which may be the result of sample error. Specifically, international students could be more difficult to contact; the proportion of international graduates whose phone number was found to not be in service was higher than domestic graduates.

Taking all of these factors into consideration, the differences between respondents and non-respondents are negligible. Therefore, comparisons of demographic groups presented throughout the written report which provide insight that can be taken into consideration when reviewing overall results.

Online and Telephone Completes

In total, there were 10,734 online completion and 4,039 completes by phone for the 2021/2022 survey for the publicly funded post-secondary institutions. A higher proportion of survey responses were done by phone compared to the 2017/2018 and 2015/2016 survey iteration (27% compared to 14%). However, in previous iterations, a higher proportion of graduates completed the survey by phone (55% for 2013/2014 and 47% for 2011/2012). The following tables present distributions of graduates by how they completed the survey for different demographics. Certain groups were targeted by the call center in order to fill minimum completion targets, therefore, differences between groups that completed the survey online and by phone may be due to the sampling methodology.



The following tables present distributions of publicly funded post-secondary institution graduates who completed the survey online as compared to those who completed the survey by phone. Statistical analysis was performed comparing the results for online completions compared to phone completions. Frequencies were compared using Chi-square tests and means were compared using an independent samples t-test with the assumption of unequal sample variances. A p-value of less than 0.05 indicates a significant difference between online and phone respondents. Due to the change in proportion of phone completes compared to the 2019/2020 survey, significant differences between completion types could indicate a change in survey results compared to previous iterations of the survey due to the different methodology. This should be taken into consideration when comparing previous surveys to current results. However, keep in mind that due to the large sample size of the survey, small differences could be statistically significant.

Gender

As in previous years, female graduates were more likely to complete the survey online and male graduates were more likely to complete the survey by phone. However, the proportion of male respondents was similar to the 2017/2018 (36% male graduates of 2019/2020 compared to 36% male graduates of 2017/2018).

	Online (n=10,288)	Phone (n=3,963)
Female	68%	55%
Male	32%	45%

Chi-Square test statistic	Degrees of Freedom	p-value
189	1	p<0.001

Age

Although the average age of graduates was significantly higher for those who completed the survey by phone, the average age of both was 30 years of age.

	Online (n=9,857)	Phone (n=3,948)
Mean	30 years of age	30 year of age

t-test statistic	Degrees of Freedom	p-value
-2.861	7,158	p=0.004

Financing of Post-Secondary Education

Graduates who indicated that they received loans or financial assistance from the government, their family, or financial institutions were asked how much they owed at graduation to each respective source. Those who completed the survey online reported higher total average amounts owed to the government, and family, while the differences between amounts owed to financial institutions were not statistically significant.

Mean amount owing at graduation (including responses of \$0):	Online (n=4,080 n=2,032 n=1,117)	Phone (n=1,707 n=1,150 n=433)
Government student loans	\$35,201	\$33,471
Family loans or assistance	\$19,535	\$17,380
Non-government financial institution sources	\$20,592	\$19,135

Question	t-test statistic	Degrees of Freedom	p-value
Government student loans	2.624	3,313	P=0.009
Family loans or assistance	3.813	2,554	P<0.001
Non-government financial institution sources	1.111	779	P=0.267

Current Labour Force Status

Graduates who completed the survey by phone were more likely to indicate that they were working and graduates who completed the survey online were more likely to report being a full-time student. It is possible that this is because graduates who were attending a post-secondary institution were more likely to be using the email that their post-secondary institution had on file for them.

	Online (n=10,259)	Phone (n=4,022)
Employed	76%	79%
Unemployed, looking for work	4%	3%
Not in the Labour Force	1%	1%
Full-time student	19%	17%

Chi-Square test statistic	Degrees of Freedom	p-value
31	3	p<0.001

Current Annual Income

The average annual income of graduates who completed the survey by phone was significantly higher than the average annual income of graduates who completed the survey online. This may be due to the higher rate of survey completion by male respondents by phone compared to online, as male respondents had a significantly higher average income than female graduates.

	Online (n=5,644)	Phone (n=2,702)
Mean	\$64,836	\$69,094

t-test statistic	Degrees of Freedom	p-value
-3.949	5,174	P<0.001

Relatedness of Education and Employment

Employed graduates were asked how related their program was to their main job. There were no significant differences in the proportions of graduates who completed the survey by phone and graduates who completed the survey online who indicated that 'the general skills and abilities [they] acquired' from

their program, 'the subject-area knowledge [they] acquired' from their program, and their program overall was 'very related' to their main job overall.

'Very related'	Online (n=7,734 n=7,726 n=7,759)	Phone (n=3,178 n=3,181 n=3,182)
The general skills and abilities you acquired	63%	63%
The subject-area knowledge you acquired	58%	56%
Overall, how related is your current main job to the program from which you graduated	58%	58%

Question	Chi-Square test statistic	Degrees of Freedom	p-value
The general skills and abilities you acquired	0.009	2	0.995
The subject-area knowledge you acquired	3.704	2	0.157
Overall, how related is your current main job to the program from which you graduated	0.451	2	0.798

In conclusion, there were some significant differences between the results of the graduates who completed the survey by phone and those who completed the survey online. Other than demographic differences, the most notable difference was in the average income. It is possible that the significant differences in the rate of male respondents between the phone and online survey groups resulted in this difference. In future iterations of the survey adjustments, could be made to the sampling plan to complete a similar proportion of surveys online and by phone. It is also worth noting that male graduates were more likely to complete the survey by phone and were under-represented in the survey sample. Future sampling plans could increase the response rate of male graduates by requiring more completes by phone.

The Impact of Weighting

Since the survey sample appeared to be generally representative of the total population of graduates of Alberta publicly funded post-secondary institutions, weighting was not applied to the data in the calculation of reported results. However, for the purpose of investigation, weighted and unweighted results for certain survey questions are presented here.

The weighting applied below was based on sector, credential, field of study, institution, and program; the same strata that were monitored during the fielding process. Weights ranged from a low of approximately 0.3 to a high of approximately 14.6.

Gender

	Unweighted (n=14,250)	Weighted (n=14,250)
Female	64%	64%
Male	36%	36%

Age

	Unweighted (n=13,770)	Weighted (n=13,770)
20 or younger	1%	1%
21 to 22	8%	8%
23 to 25	33%	33%
26 to 30	27%	27%
31 to 40	20%	20%
41 to 50	8%	8%
51 to 60	3%	3%
61 or older	1%	0%

Financing of Post-Secondary Education

Median amount owing at graduation (excluding responses of \$0):	Unweighted (n=5,776 n=3,167 n=1,502)	Weighted (n=5,776 n=3,167 n=1,502)
Government student loans	\$30,000	\$30,000
Family loans or assistance	\$15,000	\$15,000
Non-government financial institution sources	\$10,000	\$10,000

Current Labour Force Status

	Unweighted (n=14,227)	Weighted (n=14,227)
Employed	77%	74%
Unemployed, looking for work	4%	6%
Not in the Labour Force	1%	2%
Full-time student	18%	18%

Current Annual Income

	Unweighted (n=8,308)	Weighted (n=8,308)
Median	\$58,240	\$58,240

Relatedness of Education and Employment

	Unweighted (n=10,894 n=10,893 n=10,921)	Weighted (n=10,894 n=10,893 n=10,921)
'Very related'		
The general skills and abilities you acquired	62%	62%
The subject-area knowledge you acquired	56%	56%
Overall, how related is your current main job to the program from which you graduated	57%	57%

As seen above, unweighted and weighted results appear to be very similar, with no differences between graduate demographic groups, labour force status, and employment relatedness. The median amounts of loans owed at graduation and the median annual income were the same between the weighted and unweighted sample.

Challenges and Recommendations

GOS Sample

During the sample preparation period for the survey, there was a small matter, which required attention from the project team. The sample contained duplicate contact information due to the same student taking more than one program. In order to adjust the target completion numbers, the additional records of these students needed to be removed from the sample. To see the rules for removing duplicates which were applied to refer to Table 6. It is recommended that a similar data assessment process be conducted in future iterations of the project.

Duplicate Types	Criteria to Remove Duplicates	Number of Graduates	Number of Records	Number of Duplicate Records Removed
Graduates with multiple records at different levels of credentials (for exceptions see type two in the next row)	Remove record(s) with credential(s) at the lower level(s)	308	618	310
Exceptions to type one: graduates with multiple records in the following, or similar, combination: Degree/Master + Post Master Diploma	Remove record(s) with the post-diploma	7	14	7
Graduates with multiple records of Bachelor's and one of the records was Bachelor of Education*	Keep Bachelor of Education and remove the other one(s)	235	470	234
All other cases*	Random selection	415*	835	420

*Note that some incorrect identification of duplicates was corrected during the completion of the 30% technical report. 19 records were added, 30 records were removed, and one record had its program information changed. Additionally, there was one graduate who had completed both surveys sent to them and one graduate who had completed the survey for which the incorrect duplicate had been removed.

ESS Sample

The employer information for the ESS had to be provided by graduates who responded to the GOS, which presented some problems. There were 10,226 respondents who were eligible to provide their employers information; however only 2,393 respondents provided contact information and of those only 1,893 were valid contacts. Those that did not provide employer information and those that provided invalid information were emailed and called to ask for supervisor information that could be used for the ESS. For future consideration, possible solutions to the issue of graduates providing their invalid information are only allowing valid phone numbers to be submitted, and making the graduate incentives dependent on the submitted contact information being valid.

GOS Survey Changes

Several changes to the survey instrument were made following the GOS pre-test. Several changes to the survey instrument were made following the GOS pre-test. The response options for four questions were changed. Question 27 replaced the option “Co-op, internship, practicum, clinical placement or field experience included as part of your program requirement” with the following response options: “Cooperative education – co-ops are full-time, paid, structured work experiences with an employer, typically 4 months long and interspersed between school terms”, “Internship – a single, structured, paid or unpaid work experience that lasts for between 4 to 16 months”, “Service learning – unpaid short-term, volunteer work in partnership with a community-based organization”, “Field placement – intensive, short-term, less structured hands-on practical experience, on a part-time and unpaid basis”, “Mandatory clinical placement – unpaid work under the supervision of a registered or licensed professional in a health discipline that requires practice-based work experience for professional certification”. Previous answers of “Co-op, internship, practicum, clinical placement or field experience included as part of your program requirement” were coded as “Other”. For Question 66 the response options “Transgender Male” and “Transgender Female” were recoded into “Transgender”, and previous responses of “Transgender Male” and “Transgender Female” were coded as other. For Questions 28 and 65, “Don’t know” and “Prefer not to say” were added as response options.

Additionally, updates to the survey were made to prevent online respondents from continuing through the survey without answering verbatim questions.

To prevent the need to revise the survey after the pilot, it is recommended to do a set of data test submissions during prior to the survey period to validate against the DCaR instrument determine if there are any inconsistencies or necessary revisions prior to fielding.

GOS Qualitative Coding

Qualitative coding was completed for open-ended questions within the survey. Question 36 “What is the main reason you are not looking for a job?” and question 37 “What is the main reason you are looking for a job?” collected verbatim responses from online respondents. Verbatim responses to question 36 and question 37 were coded into the available response categories provided in the survey document. Survey response categories are listed below.

Question 36 was asked of respondents who indicated ‘No’, ‘Don’t know’, or ‘Prefer not to say’ when asked “Do you currently have one or more paying jobs, including self-employment and seasonal positions?”, and ‘No’ when asked “Are you currently looking for a job?”. However, 276 respondents then went on to indicate that they were employed in their responses to question 36. Of those 276 respondents, 17% had selected ‘No’, 49% selected ‘Don’t Know’, and 36% selected ‘Prefer not to say’ for question 33 (“Do you currently have one or more paying jobs, including self-employment and seasonal positions?”). For the purpose of reporting, these respondents were considered to be employed and were excluded from question 36 results.

However, for the future, it is recommended that the employment question be changed in a way that makes it more clear for respondents to understand and respond appropriately. For example, the employment question could be changed to be more explicit, similar to this: “Do you currently have one or more paying jobs? Please select ‘Yes’ if you are self-employed or employed in a full-time, part-time,

casual, temporary, contract, or seasonal position. If you are on temporary leave, such as maternity leave, and have a position that you will be returning to, please select 'Yes'." Alternatively, In addition to don't know and prefer not to say, a "I am employed" option could be added to question 36 so that these respondents can be asked the subsequent employment questions.

Changing these coded questions to be multi-coded instead of single-coded is something that could also be considered for the next iteration of the project. By allowing open-ended responses to be coded into multiple categories, more information can be captured in an aggregate format, and common secondary themes provided by respondents may become apparent. Additionally, for questions 61, 63, and 64, the verbatim response for options 66 and 77 can be replaced with a drop-down menu, removing the need for verbatim coding.

GOS Outliers

In order to ensure accuracy, values that were considered to be extreme were recoded for questions 55 to 60. Specifically, responses of more than \$100,000 for question 55 were recoded to \$100,000, responses of more than \$1,000 for question 56 were recoded to \$1,000, responses of more than \$30,000 for question 57 were recoded to \$30,000, responses of more than \$50,000 for question 58 were recoded to \$50,000, responses of more than \$24,000 for question 59 were recoded to \$24,000, and responses of more than \$100,000 for question 60 were recoded to \$100,000. For the income data, responses of more than \$500,000 were recoded to \$500,000. The table below shows the number of outliers present for each question, the percentage of total responses that were outliers, and the average values with and without outliers. For every question, less than nine percent of the total responses were outliers.

Respondents were able to enter their hourly, daily, weekly, bi-weekly, semi-monthly, monthly, or yearly salary so the extreme numbers were likely the result of respondents entering their hourly or daily income after selecting another option.

	Question 55	Question 56	Question 57	Question 58	Question 59	Question 60	Total Income
Total Numerical Responses	8,388	7,391	7,488	4,095	4,638	2,286	9,658
Average Amount with Modified Outliers	\$29,756	\$256	\$8,038	\$14,452	\$1,826	\$14,988	\$63,371
Average Amount with Outliers	\$31,628	\$823	\$11,139	\$16,842	\$2,534	\$17,049	\$81,011
Outliers	174	398	653	284	125	70	43
Outliers% of Numerical Responses	2.1%	5.4%	8.7%	6.9%	2.7%	3.1%	0.4%

Survey Instruments

Graduate Outcomes Survey Instrument

Telephone Introduction Script

QI1a. Hello, may I please speak to _____ [\(name of graduate\)](#) _____ ?

[Interviewer Prompt: If asked who is calling, I am calling from CCI Research on behalf of Alberta Advanced Education and [\(provider name\)](#).

[Interviewer Prompt: if asked why we are calling, “We are conducting a survey of post-secondary graduates who completed programs of study in Alberta. The purpose of the study is to collect information about graduates’ employment and educational experiences, and to provide detailed information to [\(provider name\)](#) with ideas about how to improve their programs.”]

Interviewer Note: if asked who we are and why we are calling read both prompts.]

[Interviewer Note: Interviewers are not to collect survey information from parents, roommates or others.]

- | | |
|--------------------------------|-----------------------|
| 1. Speaking | Go to QIaa |
| 2. Goes to get them | Go to QI2a |
| 3. Not available/no later | Go to callback screen |
| 4. Does not live there anymore | Go to QIb |
| 5. Don't know | Go to QI1c |
| 6. Refused | Go to QI1c |

(IF QI1a=1)

QI1aa. Is now a safe and convenient time to speak with you ?

[Interviewer Prompt: if asked why we ask this questions say, “We may be contacting people on their cell phones and we want to ensure they are in a safe and convenient environment to talk to us.”]

[Interviewer prompt: If respondent is NOT in an appropriate environment to proceed with the call (e.g., driving or in a public place), say “I will try you at another time. Thank you”. And record as a general callback.]

[Interviewer Prompt: If asked who is calling, I am calling from CCI Research on behalf of Alberta Advanced Education and [\(provider name\)](#)

- | | |
|---------------|------------------------|
| 1. Yes | Go to QI2 |
| 2. No | Go to call back screen |
| 3. Don't know | Go to call back screen |
| 4. Refused | Go to call back screen |

(If QI1a=4)

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

Would you be willing to supply us with the telephone number and or email address of [<name of graduate>](#) so we may collect this information from them to help improve [\(provider name\)](#) programs. The contact information you provide will only be used to contact [<name of graduate>](#) to conduct this survey.

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

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

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

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

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

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

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

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

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

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

	Begin period	End period	Reporting Year
Public Institutions	spring of 2019	spring of 2020	2019-20
Private Career Colleges	spring of 2020	spring of 2021	2020-21

(IF Q11aa= 1 or,Q12a=1

Q12. Hi, my name is _____ and I am calling [from CCI Research](#) on behalf of Alberta Advanced Education and [\(provider name\)](#). We are conducting a survey of post-secondary graduates, who completed programs of study in Alberta between the [\(begin period\)](#) and the [\(end period\)](#). The purpose of the study is to collect information about graduates' employment and educational experiences, and to provide detailed information to [\(provider name\)](#) with ideas about how to improve their programs.

When the survey is completed, you will be entered in a draw to win one of twenty gift cards that are worth \$100 each, which you could receive, provided that you answer a skill-testing question. We also have more gift card opportunities at the end of the survey.

Are you willing to participate in the survey with me now?

[Interviewer Prompt: If the respondent wants to know how we came to have their name and phone number, say: "Your contact information was provided by the institution you attended and Alberta Advanced Education."]

[Interviewer Prompt: if asked when the gift card winners will be notified. "The draw will take place on June 20th, 2022 and the winners will be notified shortly thereafter."]

[Interviewer Prompt: if asked what gift cards will be available "you will have a choice of Amazon.ca, Tim Hortons, Starbucks, or Indigo gift card if you are one of the winners"]

[Interviewer Prompt: if asked how long the survey will take say: It will take approximately 15 minutes to complete.]

- | | |
|---------------|-------------------------|
| 1. Yes | Go to Q12b. |
| 2. No later | Go to call back screen. |
| 3. Don't know | Go to Q11c. |
| 4. Refused | Go to Q11c |

(If Q11a=2)

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

[Interviewer Note: after second attempt code as Refused]

- | | |
|------------------------|---|
| 1. Yes | Go to Q12. |
| 2. No goes to get them | Stay on screen and re-read question. |
| 3. No later | Go to callback screen |
| 4. Don't know | Thank you for your time. Have a good day/night. Good bye. |

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

(If Q12 =1)

Q12b. Thank you , Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential. You may refuse to answer any question or end the survey at any time. Your personal information and your responses will be managed in accordance with the *Freedom of Information and Protection of Privacy Act*.

This call will be recorded for monitoring and quality assurance purposes.

May I continue?

[Interviewer prompt if needed: If you have any questions or concerns regarding this survey, please contact the Advanced Education Public Awareness Branch at 780-643-6393 or ae.publicawareness@gov.ab.ca.]

[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in early 2023. The report from the last wave of this research is currently available on this website.]

- | | |
|---------------|-------------------------|
| 1. Yes | Go to Q1. |
| 2. No later | Go to call back screen. |
| 3. Don't know | Go to Q1c. |
| 4. Refused | Go to Q1c |

Q13. Hi, my name is__<Interviewers name> and I am calling from [CCI Research](#) on behalf of Alberta Advanced Education and [\(provider name\)](#). We are conducting a survey of post-secondary graduates who completed programs of study in Alberta between the [\(begin period\)](#) and the [\(end period\)](#).

We contacted your household previously and were informed that <name of graduate> had moved. A request to obtain their contact information was made at that time. Were you able to obtain permission to supply us with their information?

- | | |
|---|---|
| 1. Yes permission given | Go to Q1d. |
| 2. No permission given
day/night. Good bye | Thank you for your time. Have a good |
| 3. No later | Go to callback screen (scenario) |
| 4. Don't know
Good bye | Thank you for your time. Have a good day/night. |
| 5. Refused
Good bye. | Thank you for your time. Have a good day/night. |

<p>[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in 2022. The report from the last wave of this research is currently available on this website.]</p>

Online Introduction Script

Alberta Advanced Education is conducting a survey of post-secondary graduates who completed programs of study in Alberta between (begin period) and the (end period) . The purpose of the study is to collect information about graduates' employment and educational experiences, and to provide detailed information to (provider name) with ideas about how to improve their programs. When the survey is completed, you will be entered in a draw to win one of twenty gift cards that are worth \$100 each, which you could receive, provided that you answer a skill-testing question. Please see the rules and regulations here for more information. You will also have more giftcard opportunities at the end of the survey.

Your participation is voluntary and any information you provide will be kept confidential. Your personal information and your responses will be managed in accordance with the *Freedom of Information and Protection of Privacy Act*.

For more information about the survey, please contact:

Advanced Education	Public Awareness Branch	780-643-6393 ae.publicawareness@gov.ab.ca
The CATI system will generate the title and telephone number for the Advanced Education contact.		

For issues with the survey administration, please contact:

CCI Research Inc.

surveys@cci-research.com

[The overall report of findings from this project will be publicly available on the Alberta Advanced Education website in early 2023. The report from the last wave of this research is currently available on this website.

The report uses aggregate results. You can be assured that all of your responses to the survey will be kept confidential. Results are gathered for program evaluation and quality assurance and subject to Alberta's Freedom of Information and Protection of Privacy Act (FOIP Act).]

YOUR PROGRAM

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

Reflecting on your educational experience at _____ (provider name) _____, do you feel that it has helped you to effectively: [RANDOMIZE]

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

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

EDUCATIONAL SATISFACTION

The following question examines how satisfied you are with your educational experience in the [\(program name\)](#) program at [\(provider name\)](#).

- 16.** How satisfied are you with the quality of teaching in your program? **ES100**
1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. Prefer not to say
- 17.** How satisfied or dissatisfied are you with the quality of your program at [\(provider name\)](#)? **ES101**
1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. Prefer not to say
- 18.** How satisfied or dissatisfied are you with the overall quality of your educational experience? **ES102**
1. Very dissatisfied
 2. Dissatisfied
 3. Satisfied
 4. Very satisfied
 88. Don't know
 99. Prefer not to say

NOTE: FOR PRIVATE CAREER COLLEGES, GO TO Q22

TRANSFER CREDITS

- 19.** Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the [\(program name\)](#) program at [\(provider name\)](#)? **T100**
1. Yes
 2. No → **GO TO Q22**
 88. Don't know → **GO TO Q22**
 99. Prefer not to say → **GO TO Q22**
- 20.** In completing requirements for the [\(program name\)](#) program, did you receive transfer credit or advanced standing for courses taken at any other institution? **T101**

1. Yes
2. No → **GO TO Q22**
88. Don't know → **GO TO Q22**
99. Prefer not to say → **GO TO Q22**

21. How satisfied were you with the transfer credit that you received? **T106**

1. Very dissatisfied
2. Dissatisfied
3. Satisfied
4. Very satisfied
88. Don't know
99. Prefer not to say

ADDITIONAL EDUCATION QUESTIONS

22. To what extent do you agree with the following statement: Given the benefits of post-secondary education, I consider the (program name) program to be worth the financial cost to me and/or my family? Do you... **EQ100**

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree
88. Don't know
99. Prefer not to say

FURTHER STUDIES

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

23. Are you currently enrolled as a student? **FS100**

1. **[DO NOT USE]**
2. **[DO NOT USE]**
3. Yes, in Alberta
4. Yes, outside Alberta (specify) [FS101_66]
5. No → **GO TO Q26**
88. Don't know → **GO TO Q26**
99. Prefer not to say → **GO TO Q26**

24. Will these studies lead to a...? **FS103**

1. Diploma
2. Certificate
3. Extension Certificate
4. Applied Degree
5. Undergraduate Degree
6. Graduate Degree
7. Professional School (For example, Law, Dentistry, Medicine)

- 8. Professional designation (For example, CMA – Certified Management Accounting designation)
- 77. Other (specify) [FS103 77]
- 88. Don't know
- 99. Prefer not to say

- 25.** Are you currently a part-time or full-time student? **FS102**
- 1. Full-time → **GO TO Q51**
 - 2. Part-time
 - 88. Don't know
 - 99. Prefer not to say

EMPLOYMENT OUTCOMES

The following questions are about your work placements. If you had more than one work placement, refer to the one with the longest duration.

- 26.** Did you have any work placements that were part of your program? **EO108**
- 1. Yes
 - 2. No → **GO TO Q29**
 - 88. Don't know → **GO TO Q29**
 - 99. Prefer not to say → **GO TO Q29**

- 27.** What type(s) of work placements did you have as a part of your program?
[Please select all that apply.]

[INTERVIEWER NOTE: Select all that apply.]

	Yes	Not Mentioned	
1. Cooperative education – co-ops are full-time, paid, structured work experiences with an employer, typically 4 months long and interspersed between school terms	1	0	EO10901
2. Internship – a single, structured, paid or unpaid work experience that lasts for between 4 to 16 months	1	0	EO10902
3. Service learning – unpaid short-term, volunteer work in partnership with a community-based organization	1	0	EO10903
4. Field placement – intensive, short-term, less structured hands-on practical experience, on a part-time and unpaid basis	1	0	EO10904
5. Mandatory clinical placement – unpaid work under the supervision of a registered or licensed professional in a health discipline that requires practice-based work experience for professional certification	1	0	EO10905
	1	0	
77. Other (specify) <u> [EO109 77] </u>	1	0	EO10977
88. Don't know	1	0	EO10988
99. Prefer not to say	1	0	EO10999

- 28.** What is the main reason you participated in that work placement?

1. Required to graduate
2. Gain skills or experience
3. Network
4. Find a job
5. Earn money
6. Help a business develop a new product or service, or use a new technology
7. Help a not-for-profit group or organization address a community need
8. Other

- 29.** When you graduated, did you want to find a full-time job (work of 30 hours or more per week)? **EO113**
(In some cases, people may have taken time off after graduation, or may have preferred to work part-time instead.)
1. Yes
 2. No → **GO TO Q33**
 88. Don't know → **GO TO Q33**
 99. Prefer not to say → **GO TO Q33**

- 30.** How many months after graduation did it take you to obtain a full-time job? **[ENTER NUMBER OF MONTHS]** **EO110**
55. I was employed during school and kept job
 66. I have not been employed full-time since graduating
 88. Don't know
 99. Prefer not to say

GO TO Q32, IF Q30 > 55

- 31.** Was this full-time job related to your program of studies? **EO111**
1. Yes
 2. No
 88. Don't know
 99. Prefer not to say

GO TO Q33, IF Q30 <= 6 or Q30 = 55

- 32.** What challenge **most** impacted your ability to find employment? **EO112**
[QUESTION IS TO BE OPEN-ENDED ONLINE]
[INTERVIEWER NOTE: Do Not Read, Select One Only.]

1. Not enough work experience
2. Wage expectation not being met
3. Field of study – limited or no related jobs available in my field
4. Limited or no jobs available near my place of residence (for example, in my town, city, community)
5. I’m not willing or able to travel or relocate for work
6. Had limited or no access to needed pre-employment supports (For example, job search, resume writing, interview skills, career planning)
7. My credential was not recognized
8. Personal health
9. Family commitment
10. COVID-19 pandemic
77. Other (specify) [EO112 77]
88. Don’t know
99. Prefer not to say

33. Do you currently have at least one paying job, including self-employment, seasonal positions and positions you will be returning to after temporary leave (such as maternity leave)? **EO100**

1. Yes (Select yes if you are self-employed or employed in a full-time, part-time, casual, temporary, contract, or seasonal position. If you are on temporary leave, such as maternity leave, and have a position that you will be returning to, select yes as well)
2. No
88. Don’t know
99. Prefer not to say

34. Are you currently looking for a job? **EO101**

1. Yes
2. No
88. Don’t know
99. Prefer not to say

GO TO Q36, IF Q33= DK or PN and Q34=NO

GO TO Q38, IF Q33=YES and Q34= DK or PN

GO TO Q51 IF Q33= NO or DK or PN and Q34= DK or PN

GO TO Q51 IF Q33= DK or PN and Q34=YES or DK or PN

35. To confirm, you have indicated that you were (employed/unemployed) and (not) looking for work, is that correct?

1. Yes
2. No

GO TO Q33, IF Q35=NO

GO TO Q36, IF Q33=NO and Q34=NO

GO TO Q37, IF Q33=YES and Q34=YES

GO TO Q38, IF Q33=YES and Q34=NO

GO TO Q51

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

EO102

[QUESTION IT TO BE OPEN-ENDED ONLINE]

[INTERVIEWER NOTE: DO NOT READ]

1. Own illness or disability
2. Personal or family responsibilities
3. [DO NOT USE]
4. No longer interested in finding a job
5. Waiting for recall (to former or seasonal job)
6. Waiting for replies from employer
7. Could not find the kind of job wanted
8. Traveling or taking time off
9. Retired
10. International student or immigration issues
11. Studying (including current part-time study, taking courses or trainings, or will be studying full time soon)
77. Other (specify) [EO102_77]
88. Don't know
99. Prefer not to say

GO TO Q51

37. What is the main reason you are looking for a job? (Multi-coded)

EO106

[QUESTION IT TO BE OPEN-ENDED ONLINE]

[INTERVIEWER NOTE: DO NOT READ]

1. Over-qualified in current job
11. Looking for promotion
2. Job duties
3. Compensation and benefits
4. Work environment
5. Workplace culture
6. Relationship with colleagues or supervisors
7. Simply changing careers
8. Moving
9. Family responsibilities
10. Own illness or disabilities

- 12. Supplemental income/more hours/general finance
- 13. Looking for a job related to my studies/skills
- 14. Want a full time/permanent job
- 15. Personal/career goals
- 77. Other (specify) [EO106 77]
- 88. Don't know
- 99. Prefer not to say

38. What is the total number of hours you usually work per week in your current main job? (The main job refers to the one with the most hours worked in a year.) **MJ100**

[ENTER HOURS]

- 888888. Don't know
- 999999. Prefer not to say

39. Are you self-employed (in your current main job)? **EO105**

[INTERVIEWER PROMPT: THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS IN A YEAR.]

- 1. Yes
- 2. No
- 88. Don't know
- 99. Prefer not to say

MAIN JOB

40. How long have you been employed in your current main job? **MJ101**

[RESPONSES TO BE DISPLAYED ONLINE]

[SELECT THE MOST APROPRIATE, DO NOT READ]

- 1. Six (6) months or less
- 2. Six (6) months to one (1) year
- 3. [DO NOT USE]
- 4. One (1) year to three (3) years
- 5. Three (3) years to five (5) years
- 6. Over five (5) years
- 88. Don't know
- 99. Prefer not to say

41. Is your main job **MJ115**

- 1. Permanent
- 2. Temporary
- 3. Casual
- 4. Seasonal
- 88. Don't know
- 99. Prefer not to say

- 42.** What is the easiest way for you to provide your gross salary or earnings, including tips and commissions, before taxes and other deductions for your current main job? **MJ105**

[INTERVIEWER PROMPT: Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day?]

[INTERVIEWER NOTE: READ LIST AS NECESSARY]

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

1. Hourly
2. Daily
3. Weekly
4. Bi-weekly (every two weeks)
5. Semi-monthly (twice a month)
6. Monthly
7. Yearly
77. Other (specify) _____ [MJ105 77] → GO TO Q45
88. Don't know → GO TO Q45
99. Prefer not to say → GO TO Q46

- 43.** Working your usual hours at your current main job, approximately what is your **MJ106**
[INSERT APPROPRIATE WORD(S) FROM MJ105: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions, in Canadian Dollars (including gratuities, commission and other earnings)?

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

[ENTER SALARY]

88888888. Don't know → GO TO Q45
99999999. Prefer not to say → GO TO Q46

GO TO Q45, IF Q38=DK or PN and Q44=HOURLY

GO TO Q46, IF Q42=YEARLY

- 44.** Based on your answers so far, your total expected **annual** income from your current main job before deductions is calculated to be \$ amount. Does that sound about right? **MJ107**
1. Yes → GO TO Q46
 2. No
 88. Don't know → GO TO Q46
 99. Prefer not to say → GO TO Q46

45. In that case, what is your approximate **annual** income from your current main job before deductions including ANY tips OR commissions? **MJ108**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

- 88888888. Don't know
- 99999999. Prefer not to say

Thinking about your current main job, please rate the following statements as “not related”, “somewhat related” or “very related” to the program from which you graduated in (reporting year).

		not related	very related	DK	PN	
46.	The general skills and abilities you acquired (For example, communication skills, critical thinking, problem solving)	1	2	3	88	99 MJ109
47.	The subject-area knowledge you acquired	1	2	3	88	99 MJ110
48.	Overall, how related is your current main job to the program from which you graduated in (reporting year)?	1	2	3	88	99 MJ111

GO TO Q51, IF Q40 = ANSWER #5 or #6

49. What is the minimum level of education required to do your current main job? **MJ119**
 [INTERVIEWER NOTE: DO NOT READ LIST, ACCEPT ONE ANSWER ONLY]
- 1. High school and lower
 - 2. College, technical, or career colleges
 - 3. Bachelor degree
 - 4. Graduate degree
 - 5. Professional degree (only includes: Medicine (MD), Law (LLB), and Dentistry (DDS))
 - 77. Other (specify) [[MJ119 77](#)]
 - 88. Don't know
 - 99. Prefer not to say
50. All things considered, how satisfied or dissatisfied are you with your current job? **MJ114**
 Would you say...? [READ]
- 1. Very Dissatisfied
 - 2. Dissatisfied
 - 3. Satisfied
 - 4. Very Satisfied
 - 88. Don't know
 - 99. Prefer not to say

FINANCIAL INFORMATION

The next questions ask about any financial assistance you may have accessed at any point as a post-secondary student.

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

	Yes	No	DK	PN	
51. Government student loans	1	0	88	99	F1100
52. Scholarships, awards or bursaries	1	0	88	99	F1102
53. Family assistance or loans	1	0	88	99	F1104
54. Non-government loans from financial institutions (banks) (that is, bank loans, credit cards, credit lines, etcetera)	1	0	88	99	F1106

GO TO Q55, IF Q51=YES

GO TO Q57, IF Q52=YES

GO TO Q58, IF Q53=YES

GO TO Q60, IF Q54=YES

GO TO Q61

55. At the time of your graduation, approximately how much did you owe from all government student loans accumulated during your entire post-secondary education? **F1101**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know
99999999. Prefer not to say

56. What was your last month's payment for all government student loans? **F1109**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know
99999999. Prefer not to say

GO TO Q57, IF Q52=YES

GO TO Q58, IF Q53=YES

GO TO Q60, IF Q54=YES

GO TO Q61

57. In total, approximately how much did you receive in scholarships, awards and/or bursaries during your post-secondary studies? **F1103**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know
99999999. Prefer not to say

GO TO Q58, IF Q53=YES

GO TO Q60, IF Q54=YES

GO TO Q61

The next two questions ask you about any family assistance or loans that you may have received at any point as a post-secondary student.

58. At the time of your graduation, approximately how much did you receive from your family for education-related financial assistance that you did not need to repay? **F1108**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know
99999999. Prefer not to say

59. At the time of your graduation, approximately how much education-related financial assistance did you have to pay back to your family? **F1105**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know
99999999. Prefer not to say

GO TO Q60, IF Q54=YES

GO TO Q61

60. At the time of your graduation, approximately what did you owe as a result of education-related borrowing from all non-government, financial institutions (banks) sources? This amount does NOT include what you owe for government sponsored student loans or relatives. **F1107**

[INTERVIEWER NOTE: ROUND TO THE NEAREST WHOLE NUMBER]

[ENTER AMOUNT, NO DECIMALS]

88888888. Don't know
99999999. Prefer not to say

Background and Demographics

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

- 61.** Which city or town were you living in when you first applied for post-secondary studies, not including adult upgrading? **BG103**

[INTERVIEWER NOTE: Do Not Read]

1. Edmonton
2. Calgary
3. Lethbridge
4. Red Deer
5. Grande Prairie
6. Medicine Hat
7. Fort McMurray
55. Elsewhere in Alberta (specify) [BG103 55]
66. Elsewhere in Canada (specify province/territory) [BG103 66]
77. Outside Canada (specify country) [BG103 77]
88. Don't know
99. Prefer not to say

- 62.** In what year did you begin post-secondary studies, not including adult upgrading? **BG104**

[INTERVIEWER PROMPT: If asked for confirmation on the question – “We are asking about the first time you entered post-secondary studies which may not have been your most recent degree. However, we would like you to exclude any adult upgrading from your response”]

[ENTER FOUR DIGIT YEAR]

8888. Don't know
9999. Prefer not to say

- 63.** Where did you live while you attended post-secondary institution? **BG105**

[INTERVIEWER NOTE: Do Not Read]

1. Edmonton
2. Calgary
3. Lethbridge
4. Red Deer
5. Grande Prairie
6. Medicine Hat
7. Fort McMurray

- 55. Elsewhere in Alberta (specify)
- 66. Elsewhere in Canada (specify province/territory)
- 77. Outside Canada (specify country)
- 88. Don't know
- 99. Prefer not to say

64. Where do you live now?

BG107

[INTERVIEWER NOTE: Do Not Read

- 1. Edmonton
- 2. Calgary
- 3. Lethbridge
- 4. Red Deer
- 5. Grande Prairie
- 6. Medicine Hat
- 7. Fort McMurray
- 55. Elsewhere in Alberta (specify
- 66. Elsewhere in Canada (specify province/territory)
- 77. Outside Canada (specify country) _____
- 88. Don't know
- 99. Prefer not to say

65. What was your sex at birth? Sex refers to sex assigned at birth

DG100

- o Male
- o Female
- 88. Don't know
- Prefer not to say

66.

What is your current gender identity? Current gender may be different from sex assigned at birth and may be different from what is indicated on legal documents.

- 1. Male
- 2. Female
- 3. Transgender
- 4. Genderqueer/Gender-nonconforming
- 5. Other (please specify)
- 88. Don't know
- 99. Prefer not to say

67. What is your current age?

DG101

- [ENTER AGE]
- 8888. Don't know
- 9999. Prefer not to say

- 68.** What was your marital status when you started the (program name) program? Were you ...? **DG102**
1. Single (never married)
 2. Married or living with partner
 3. Divorced/Separated/Widowed
 88. Don't know
 99. Prefer not to say
- 69.** When you started the (program name) program how many dependents (including dependent adults) were you responsible for? **DG103**
[ENTER NUMBER]
88. Don't know
 99. Prefer not to say
- 70.** Do you identify as Indigenous? **DG104**
1. Yes
 2. No → **GO TO Q72**
 88. Don't know → **GO TO Q72**
 99. Prefer not to say → **GO TO Q72**
- 71.** Are you...? **DG105**
1. Status Indian
 2. Non-status Indian
 3. Inuit
 4. Métis
 77. Other (Specify) [DG105 77]
 88. Don't know
 99. Prefer not to say
- 72.** When you started the (program name) program, did you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of activities they can do)? **DG107**
1. Yes
 2. No → **GO TO Q74**
 88. Don't know → **GO TO Q74**
 99. Prefer not to say → **GO TO Q74**
- 73.** What is the nature of your disability? **DG108**
77. Please Describe [DG108 77]
 88. Don't know
 99. Prefer not to say
- 74.** What is/was the highest level of education attained by either one of your parent(s) or guardian(s)? **DG109**

1. Less than high school
2. Completed high school
3. Some post-secondary
4. Completed college, technical institute or apprenticeship program
5. Undergraduate
6. Masters
7. PhD
8. Professional degree -- only includes: Medicine (MD), Law (LLB), and Dentistry (DDS)
77. Other (specify) [DG109 77]
88. Don't know
99. Prefer not to say

- 75.** Is there anything about your education or work experience that you would like to add, for example, any information about your experience that has not been covered in this survey? **DG110**
1. Yes (specify) [DG110 01]
 2. No
 88. Don't know
 99. Prefer not to say

[NOTE: FOR PRIVATE CAREER COLLEGES, GO TO END SURVEY 2]

GO TO END SURVEY 2, IF Q33=NO or DK or PN

GO TO END SURVEY 2, IF Q39=YES or DK or PN

[END SURVEY 1]Telephone Script

QE11. The Ministry is also interested in the opinions of employers of recent post-secondary graduates. We would like to interview your work supervisor with the intention of collecting information about how well the post-secondary system is meeting the needs of employers. This survey is NOT to evaluate your individual job performance.

By participating in the survey, you will contribute to the understanding of Alberta employer needs and help future students be more career-ready. If you provide us with your supervisors contact information, you will receive a \$5.00 giftcard of your choice from Amazon.ca, Tim Hortons, Starbucks, or Indigo. Additionally, when the survey period is completed, you will be entered in another draw to win one of twenty gift cards that are worth \$100 each, which you could receive, provided that your supervisor completes the survey. The draw will take place on July 1st, 2022. Would you provide your supervisor's name and business contact information?

[Interviewer Prompt if asked when the gift card winners will be notified. "The draw will take place on July 1st, 2022 and the winners will be notified shortly thereafter. "]

- | | |
|----------------------------------|----------------------------|
| 1. Yes gives contact information | Go to QE11b. |
| 2. No | QE11a. |
| 3. Ask permission/call later | Link to employer call back |
| 4. Don't know | QE11a. |
| 5. Refused | QE11a. |

QE11a We understand you may be reluctant to provide your supervisors contact information without their consent. We would like to emphasise at this time that the information we are seeking is about how well the post-secondary system is meeting the needs of EMPLOYERS, and NOT to evaluate your individual job performance.

Would you be willing to ask your supervisor for permission to provide us with their name and business contact information? If you would like to give your supervisor some information about the survey before they are contacted, please confirm your email address and we will send you some information that you can provide your supervisor by either printing it for them or emailing it to them.

1. Yes, please send the information to: <<insert email where available and allow for editing>>
2. No thank you, I do not wish to receive the additional information for my supervisor

Please confirm the email address you would like us to contact you at after your supervisor does the survey. When contacted you will be asked to specify your gift card choice.

Email:

Confirm Email:

Would you like to give your supervisors contact information now to receive your \$5 electronic gift card?

- | | |
|----------------------------------|----------------------------|
| 1. Yes gives contact information | Go to QE11b. |
| 2. No | Go to end of survey script |
| 3. Ask permission/call later | Link to employer call back |
| 4. Don't know | Go to end of survey script |
| 5. Refused | Go to end of survey script |

QE11b. Thank you, may I have their:

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

<<Page Break: If not contact info go to Survey End. If contact info provided continue>>

Please select the \$5.00 electronic gift card you would like to receive and confirm the email address you would like us to send it to. This is will also be the email we use to contact you if you are one of the twenty draw winners.

- Amazon
- Tim Hortons
- Starbucks
- Indigo

Email:

Confirm Email:

Online Script

Thank you for completing the Graduate Outcomes Survey, your responses have been submitted.

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

If you provide us with your supervisors contact information, you will receive a \$5.00 giftcard of your choice from from Amazon.ca, Tim Hortons, Starbucks, or Indigo. Additionally, when the survey period is completed, you will be entered in another draw to win one of twenty gift cards that are worth \$100 each, which you could receive, provided that your supervisor completes the survey. The draw will take place on July 1st. 2022.

The survey results will help the Ministry and Institutions better prepare students to meet the needs of today's diverse economy. Please provide the following contact information for your direct supervisor so that we can complete the survey with them.

Company Name:

Supervisors Firstname:

Supervisor Lastname:

Supervisor Phone number:

Supervisor Email Address:

If you would like to know more about what we ask supervisors, you can view an infographic below from the previous survey [HERE](#), or review sample questions from the survey below.

Download Sample Questions

If you would like to give your supervisor some information about the survey before they are contacted, please confirm your email address below and we will send you some information that you can provide your supervisor by either printing it for them or emailing it to them.

3. Yes, please send the information to: <<insert email where available and allow for editing>>
4. No thank you, I do not wish to receive the additional information for my supervisor

<<Page Break: If not contact info go to Survey End. If contact info provided continue>>

Please select the \$5.00 electronic gift card you would like to receive and confirm the email address you would like us to send it to. This is will also be the email we use to contact you if you are one of the twenty draw winners.

- Amazon
- Tim Hortons
- Starbucks
- Indigo

Email:

Confirm Email:

[END SURVEY 2]

We've reached the end of the survey and I would like to thank you very much for your participation. Have a good day/night. Good bye.

Your responses were successfully submitted. Thank you for your participation. You may now close your browser.

Employer Success Survey Instrument

Introduction (Online)

Welcome to the Alberta Advanced Education Employment Success Survey.

On behalf of Alberta Advanced Education, thank you for taking the time to complete this important survey of employers of recent post-secondary graduates.

Your contact information was obtained during the Alberta Advanced Education Graduate Outcomes Survey, where respondents were asked to provide their employer's name and business contact information.

To begin the survey now, please click the button below.

<START SURVEY SURVEY>

This survey will collect data from supervisors of recent post-secondary graduates. The purpose of the survey is to provide Advanced Education and (name of institution) with information about how well its programs meet the needs of the employers. The survey questions are about your experiences supervising recent post-secondary graduates, and are not intended to evaluate an individual employee's performance.

Although this survey is voluntary, we hope all employers/supervisors will participate so that the information we collect is accurate and complete.

For more information about how the survey data will be used, and your responses protected, please click [here](#).

Introduction (Telephone)

QE11a. Hello, may I please speak to (employer name) ?

[Interviewer Prompt: If asked who is calling, "I am calling from CCI Research on behalf of Alberta Advanced Education and [\(provider name\)](#)."]]

[Interviewer Prompt: If asked why we are calling, "we are conducting a survey that will collect data from supervisors of recent post-secondary graduates. The purpose of the survey is to provide Advanced Education and (name of institution) with information about how well its programs meet the needs of the employers. The survey questions are about your experiences supervising recent post-secondary graduates, and are not intended to evaluate an individual employee's performance."]

Interviewer Note: if asked who we are and why we are calling read both prompts.]

- | | |
|---------------------------|-----------------------|
| 1. Speaking | Go to QE11b. |
| 2. Goes to get them | Go to QE11d |
| 3. Not available/no later | Go to callback screen |
| 4. Don't know | Go to QE12 |
| 5. Refused | Go to QE12 |

QE11b. Hi, my name is _____ and I'm with [\(consulting company\)](#). I'm calling on behalf of Alberta Advanced Education and [\(provider name\)](#) to invite you to participate in the Employment Success Survey.

This survey will collect data from supervisors of recent post-secondary graduates. The purpose of the survey is to provide Advanced Education and (provider name) with information about how well its programs meet the needs of the employers. The survey questions are about your experiences supervising recent post-secondary graduates, and are not intended to evaluate an individual employee's performance. Although this survey is voluntary, we hope all employers/supervisors will participate so that the information we collect is accurate and complete.

[Interviewer Prompt: If asked how we received their information – “During the Alberta Advanced Education Graduate Outcomes Survey, respondents are asked to provide employer contact information for this Employment Success Survey”.]

[Interviewer Prompt: If asked about FOIP: If you have any questions about the study or the FOIP Act please contact Advanced Education contact name, contact's position/title, business address and telephone number).

[Interviewer Prompt: If asked about the survey or the validity of the survey. “If you have any questions regarding the survey, please feel free to contact the Senior Research Officer for [Advanced Education at 780-427-5730](#)”]

Are you willing to participate in this survey with me now?

- | | |
|---------------|------------------------|
| 1. Yes | Go to QE11c. |
| 2. No later | Go to call back screen |
| 3. Don't know | Go to QE12. |
| 4. Refused | Go to QE12 |

QE11c. Before we start, I would like to assure you that your participation is voluntary and that any information you provide will be kept confidential. You may refuse to answer any question or end the survey at any time. Your personal information and your responses will be managed in accordance with the Freedom of Information and Protection of Privacy Act. Please refrain from referring to any post-secondary graduate by name. The information that you provide may be used for other statistical and research purposes and may be combined with other survey data sources. The entire survey should take about 10 minutes to complete. This call will be recorded

for monitoring and quality assurance purposes,

May I continue?

- | | |
|---------------|-------------------------|
| 1. Yes | Go to Q1. |
| 2. No later | Go to call back screen. |
| 3. Don't know | Go to QE12. |
| 4. Refused | Go to QE12 |

QE11d.. Hi, am I speaking to <employer name>?

[Interviewer Note: after second attempt code as Refused]

- | | |
|------------------------|--|
| 1. Yes | Go to QE11b. |
| 2. No goes to get them | Stay on screen and re-read question. |
| 3. No later | Go to callback screen |
| 4. Don't know | Thank you for your time. Have a good day/night. Good bye |
| 5. Refused | Thank you for your time. Have a good day/night. Good bye |

[Record email address, if applicable.]

QE12. We understand you may not be able to complete the survey at this time. However, the information we collect helps to improve (provider name) programs. Our calling hours are Monday to Friday 9:00 am to 9:00 pm and weekends 10:00 am to 6:30 pm. when would be a better time to call you back, or would you prefer to complete the survey online?

- | | |
|----------------------|---|
| 1. Yes do survey now | Go to Q1 |
| 2. No later | Goes to callback screen |
| 3. Online | Go to QE12b |
| 4. Don't know | Thank you for your time. Have a good day/night. Good bye |
| 5. Refused | Thank you for your time. Have a good day/night. Good bye. |

QE12b Thank you. May I have your email address?

- Record email address:

Thank you, we will be sending you an invitation to complete the survey online.

BASE QUESTIONS

- Do you currently supervise one or more recent post-secondary graduates (the term recent post-secondary graduate is being used here to mean someone who has completed his or her post-secondary education in the past two years)? **EB100**
 - Yes → **GO TO Q3**

2. No

2. How long has it been since you supervised a recent post-secondary graduate? **EB101**

- 1. Less than one year → **GO TO Q3**
- 2. One to three years → **GO TO Q3**
- 3. Over three years

88. Don't know

99. Prefer not to say

GO TO END SURVEY

3. How many recent post-secondary graduates do you supervise? **EB102**

[Record number]

8888. Don't know

9999. Prefer not to say

4. How long have you been supervising a recent post-secondary graduate or graduates? **EB103**

- 1. Less than one year
- 2. One to three years
- 3. Over three years
- 88. Don't know
- 99. Prefer not to say

JOBS

Thinking of the recent post-secondary graduate(s) you supervise, and the minimum credentials required for their current job(s), how important is the field of study related to these credentials, for the job(s)? For example, if a degree is required, does it need to be in commerce, education, nursing, or another specialized field?

Using a five-point scale where 1 equals “not at all important” and 5 equals “very important”, Please rate the level of importance of field of study for each of the following credentials.

	not at all important			very important		NA	DK	PN	
5. College certificate	1	2	3	4	5	87	88	99	EJ102
6. College diploma	1	2	3	4	5	87	88	99	EJ103
7. Undergraduate degree	1	2	3	4	5	87	88	99	EJ104
8. Graduate degree	1	2	3	4	5	87	88	99	EJ105
9. Other (describe) <u> </u> [EJ106_O]	1	2	3	4	5	87	88	99	EJ106

SKILLS & ABILITIES

There are certain skills and abilities that may be required for the type of work that the post-secondary graduate(s) you supervise perform. Please rate the level of importance of each of the following skills and abilities with regard to performing the type of work you oversee.

Please use a five-point scale where 1 equals “not at all important” and 5 equals “very important”

		not at all		very		D	PN		
		important		important		K			
		1	2	3	4	5	88	99	
10.	Job-specific knowledge gained during post-secondary education.	1	2	3	4	5	88	99	SA100
11.	Verbal communication skills	1	2	3	4	5	88	99	SA107
12.	Specialized tool, machine, equipment or software skills	1	2	3	4	5	88	99	SA125
13.	Research skills	1	2	3	4	5	88	99	SA118
14.	Intercultural communication skills	1	2	3	4	5	88	99	SA116
15.	Ability to learn independently	1	2	3	4	5	88	99	SA110
16.	Ability to work independently	1	2	3	4	5	88	99	SA121
17.	Written communication skills	1	2	3	4	5	88	99	SA108
18.	Critical thinking skills	1	2	3	4	5	88	99	SA124
19.	Ability to work well with others	1	2	3	4	5	88	99	SA122
20.	Ability to take initiative	1	2	3	4	5	88	99	SA112
21.	Effective time management skills	1	2	3	4	5	88	99	SA123
22.	Problem-solving skills	1	2	3	4	5	88	99	SA106
23.	Work-related computer skills	1	2	3	4	5	88	99	SA117
24.	Mathematical skills	1	2	3	4	5	88	99	SA119
25.	Other (please specify) [SA126 O]	1	2	3	4	5	88	99	SA126

[If supervisor responds with a 1, 2, DK, or PN, the skill should be skipped in questions 28-43.]

- 26.** In your opinion, to what extent is the post-secondary system responsible for producing job-ready graduates, versus the extent to which employers are responsible for on-the-job specific training? **EB106**
1. Entirely a post-secondary system responsibility
 2. Mainly a post-secondary system responsibility
 3. Shared equally between employers and post-secondary system
 4. Mainly an employer responsibility through on-the-job training
 5. Entirely an employer responsibility through on-the-job training
 88. Don't know
 99. Prefer not to say
- 27.** What percentage of recent graduate employees receive on-the-job training provided by your organization? **EB107**
1. Over 90% of recent graduate employees
 2. Between 50% and 89% of recent graduate employees
 3. 49% or less recent graduate employees

- 4. Do not provide on-the-job training
- 88. Don't know
- 99. Prefer not to say

PREPAREDNESS

Now please indicate how prepared the post-secondary graduates you supervise are for the skills you just assessed. If you supervise more than one graduate, make an overall assessment based on your experience.

Please use a five-point scale where 1 equals “not at all prepared”, 2 equals “not very prepared”, 4 equals “prepared” and 5 equals “very well prepared.”

[If supervisor responds with a 1, 2, DK, or PN in the Skills & Abilities section, the skill should be skipped.]

	<u>not at all prepared</u>			<u>very well prepared</u>		D	K	PN	
28.	1	2	3	4	5	88	99	EP100	
29.	1	2	3	4	5	88	99	EP107	
30.	1	2	3	4	5	88	99	EP125	
31.	1	2	3	4	5	88	99	EP118	
32.	1	2	3	4	5	88	99	EP116	
33.	1	2	3	4	5	88	99	EP110	
34.	1	2	3	4	5	88	99	EP121	
35.	1	2	3	4	5	88	99	EP108	
36.	1	2	3	4	5	88	99	EP124	
37.	1	2	3	4	5	88	99	EP122	
38.	1	2	3	4	5	88	99	EP112	
39.	1	2	3	4	5	88	99	EP123	
40.	1	2	3	4	5	88	99	EP106	
41.	1	2	3	4	5	88	99	EP117	
42.	1	2	3	4	5	88	99	EP119	
43.	1	2	3	4	5	88	99	EP126	

	<u>not at all prepared</u>			<u>very well prepared</u>		D	K	PN	
44.	1	2	3	4	5	88	99	EB10	
								8	

- 45.** For the types of jobs that you supervise, how much work experience do you expect recent post-secondary graduates to have at the time of graduation? **EB109**
1. None
 2. A year or less
 3. More than one year
 88. Don't know
 99. Prefer not to say

COMPANY INFORMATION

The following questions relate to the company or organization that you work for to help us better assess employer needs.

- 46.** How many employees are there in your organization? **CI100**
1. Fewer than 9
 2. 10-19
 3. 20-49
 4. 50+ employees
 88. Don't know
 99. Prefer not to say
- 47.** Is your organization: **CI101**
1. A private sector firm
 2. A non-profit organization
 3. A public sector organization
 88. Don't know
 99. Prefer not to say

What are the main products or services offered by your business?

Please list up to 4 products or services in order of their importance to your company.

		NA	DK	PN	
48.	77 Product or Service – 1 <u>[CI104 10]</u>	87	88	99	CI104_1
49.	77 Product or Service - 2 <u>[CI104 20]</u>	87	88	99	CI104_2
50.	77 Product or Service - 3 <u>[CI104 30]</u>	87	88	99	CI104_3
51.	77 Product or Service - 4 <u>[CI104 40]</u>	87	88	99	CI104_4

- 52.** About how many recent post-secondary graduates did your organization hire in the past 12 months? **CI103**
- [Record number]
8888. Don't know
 9999. Prefer not to say

[End Survey]

Thank you for your participation in the survey. Your responses will contribute towards a better post-secondary education system for Albertans.

If you would like, we can send you a copy of the survey results once they are finalized so that you can see the results for your industry, sector and company size. Please confirm the email address we should send the report to, if you wish to receive the results.

1. Please send results to this email: [TO AUTOFILL BASED ON EMAIL WHERE CONTACTED]
2. Please send the results to another email: [Open for entry]
3. I do not wish to receive the results

Addendum: Skills & Abilities / Preparedness Descriptors

Provide definitions in pop-up when respondent hovers over terms...	
Job-specific knowledge gained during post-secondary education.	Offer examples such as knowledge of statistics, patient care, teaching methods, etc.
Verbal communication skills	Provide the following definition of spoken communication skills: The ability to effectively listen and use speech to give and exchange thoughts and information.
Specialized tool, machine, equipment or software skills	Provide examples of knowledge of a particular software program, or of how to operate machinery specific to a particular job
Research skills	Provide the following definition of research skills: The ability to identify a problem, determine what sorts of informational resources are needed to respond to the problem, find those resources efficiently, evaluate the gathered information for quality and relevance, and use the information effectively to address the problem.
Intercultural communication skills	Provide the following definition of intercultural skills: The ability to communicate effectively and appropriately with people of other cultures, so that cultural rules, norms, and expectations of the relationship are not violated significantly.
Ability to learn independently	Provide the following definition of the ability to learn independently: The ability to self-identify knowledge or skills gaps and proactively seek to solve them. This ability may include the following types of learning: <ul style="list-style-type: none"> • training in job-related health and safety; • obtaining and updating credentials; and learning about new equipment, procedures, products and services.
Written communication skills	Provide the following definition of written communication skills: The ability to effectively read and write to give and exchange thoughts and information.
Critical thinking skills	Provide the following definition of critical thinking skills: Critical thinking means making reasoned judgments that are logical and well thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions.
Ability to work well with others	Provide the following definition of ability to work well

	with others: The set of abilities enabling a person to interact positively and work effectively with others.
Ability to take initiative	Provide the following definition of ability to take initiative: In a workplace setting, this means the ability to identify work that needs to be done without instruction, and doing that work without being asked to do so.
Effective time management skills	Provide the following definition of time management skills: The Ability to meet work targets in a timely manner. Also includes coming to work on time.
Ability to work independently	Provide the following definition of ability to work independently: The self-discipline to meet work targets while working alone.
Problem-solving skills	Provide the following definition of problem-solving skills: The ability to work through the details of a difficult or complex problem to find a solution.
Work-related computer skills	Provide the following definition of work-related computer skills: The knowledge and ability to utilize computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving.
Mathematical skills	Provide the following definition of mathematical skills: Mathematical skills refers to the use of numbers and the ability to think in quantitative terms.

Quota Completion Results

The total complete number is highlighted in green in cases where the minimum completion target was achieved and highlighted in red in stratum where the completion target was not. The margin of error is highlighted in green in cases where the margin of error was under five percent and highlighted in red in cases where the margin of error was over five percent.

Gross response rate is the total complete divided by the total records used, valid response rate is the total complete divided by the “valid” call dispositions. The margin of error is calculated using total complete and total records used.

Field of study and credential quotas were not set for Comprehensive Community Colleges and Independent Academic Institutions. Other than Bow Valley College, all institutions in these sectors were surveyed using a census approach. Note that credential groupings were redefined after the survey had begun, so the credentials used for the strata do not match exactly to the credential groups used in reporting.

Publicly Funded Post-Secondary Institutions

Table 8

Credential by Sector Quotas, Response Rates, and Margins of Error for Publicly Funded Post-Secondary Institutions

Credential by Sector	Total Records Received	Total Records Used	Minimum Completion Target	Total Complete	"Invalid" Call Dispositions	"Valid" Call Dispositions	Gross Response Rate	Valid Response Rate	MoE (At the 95% confidence level)
Comprehensive Academic and Research Universities									
Applied & Bachelors	13,776	13,582	4,041	4,160	1,222	12,360	30.6%	33.7%	1.3%
Certificate	524	461	223	203	27	434	44.0%	46.8%	5.2%
Diploma	382	368	190	163	33	335	44.3%	48.7%	5.7%
Doctoral	805	804	329	330	125	679	41.0%	48.6%	4.1%
Master	4,878	4,289	1,705	1,632	416	3,873	38.1%	42.1%	1.9%
Polytechnic Institutions									
Applied & Bachelors	1,110	1,109	338	325	94	1,051	29.6%	32.3%	4.6%
Certificate	1,620	1,489	811	540	219	1,553	36.7%	41.9%	3.4%
Diploma	5,509	5,607	2546	1,908	635	5,393	34.1%	38.1%	1.8%
Undergraduate Universities									
Applied & Bachelors	4,329	3,329	1,096	1,068	410	3,099	29.3%	36.9%	2.5%
Certificate	413	204	162	79	22	204	36.3%	41.7%	8.7%
Diploma	1,177	1,348	786	527	178	1,170	34.0%	45.0%	3.3%
Comprehensive Community Colleges									
Certificate	2,524	2,124	791	489	351	3,967	23.0%	33.8%	3.9%
Diploma	2,054	2,352	814	499	372	4,443	21.2%	34.6%	3.9%

Table 9

Field of Study by Sector Quotas, Response Rates, and Margins of Error for Publicly Funded Post-Secondary Institutions

Field of Study by Sector	Total Records Received	Total Records Used	Minimum Completion Target	Total Complete	"Invalid" Call Dispositions	"Valid" Call Dispositions	Gross Response Rate	Valid Response Rate	MoE (At the 95% confidence level)
Comprehensive Academic and Research Universities									
Business	3,856	2,904	796	831	352	2,550	28.6%	32.6%	2.9%
Education	2,318	2,358	691	794	197	2,161	33.7%	36.7%	2.8%
Health Sciences	3,892	4,056	1,528	1,505	393	3,663	37.1%	41.1%	2.0%
Languages, Social Sciences, Arts & Humanities	3,981	3,416	1,194	1,166	228	3,188	34.1%	36.6%	2.3%
Legal & Security	442	434	207	140	44	390	32.3%	35.9%	6.8%
Physical, Natural & Applied Sciences	5,569	5,784	1,750	1,839	550	5,234	31.8%	35.1%	1.9%
Recreation	307	554	322	213	59	495	38.4%	43.0%	5.3%
Polytechnic Institutions									
Business	2,434	2,426	516	572	205	2,444	23.6%	26.7%	3.6%
Health Sciences	1304	1,287	729	532	142	1,322	41.3%	45.2%	3.3%
Languages, Social Sciences, Arts & Humanities	621	619	283	222	88	674	35.9%	40.9%	5.3%
Legal & Security	88	88	73	38	17	114	43.2%	44.7%	12.1%
Physical, Natural & Applied Sciences	843	840	455	323	98	742	38.5%	43.5%	4.3%
Recreation	91	90	74	29	18	102	32.2%	40.2%	15.1%
Trades & Technologists	2,858	2,855	1,565	1,057	369	2,518	37.0%	42.4%	2.4%
Undergraduate Universities									
Business	2,466	1,482	314	353	152	1,330	23.8%	26.5%	4.6%
Education	178	178	123	72	25	153	40.4%	47.1%	8.9%
Health Sciences	1,317	1,180	554	436	140	1,040	36.9%	41.9%	3.7%
Languages, Social Sciences, Arts & Humanities	1,396	1,343	638	547	201	1,345	40.7%	46.8%	3.2%
Legal & Security	216	216	141	89	29	187	41.2%	47.6%	8.0%
Physical, Natural & Applied Sciences	183	319	142	118	40	279	37.0%	42.3%	7.2%
Recreation	125	125	95	44	22	103	35.2%	42.7%	11.9%
Trades & Technologists	38	38	37	15	2	36	39.5%	41.7%	20.0%

Table 9

Field of Study by Sector Quotas, Response Rates, and Margins of Error for Publicly Funded Post-Secondary Institutions

Field of Study by Sector	Total Records Received	Total Records Used	Minimum Completion Target	Total Complete	"Invalid" Call Dispositions	"Valid" Call Dispositions	Gross Response Rate	Valid Response Rate	MoE (At the 95% confidence level)
Comprehensive Community Colleges									
Business	1,171	1,143	311	234	187	1,786	27.4%	20.5%	5.7%
Education	74	74	63	17	13	205	42.7%	23.0%	21.0%
Health Sciences	2,412	2,350	704	526	158	3,140	28.9%	22.4%	3.8%
Languages, Social Sciences, Arts & Humanities	618	605	323	170	103	1,248	38.5%	28.1%	6.4%
Physical, Natural & Applied Sciences	64	64	56	7	118	892	38.4%	10.9%	35.2%
Legal & Security	239	239	149	34	38	605	29.7%	14.2%	15.6%

Table 10

Institution Quotas, Response Rates, and Margins of Error for Publicly Funded Post-Secondary Institutions

Institution	Total Records Received	Total Records Used	Minimum Completion Target	Total Complete	"Invalid" Call Dispositions	"Valid" Call Dispositions	Gross Response Rate	Valid Response Rate	MoE (At the 95% confidence level)
Alberta University of the Arts	203	203	92*	82	33	170	40.4%	48.2%	8.4%
Ambrose University	129	129	59*	67	12	117	51.9%	57.3%	8.3%
Athabasca University	1,938	1,937	856	759	200	1737	39.2%	43.7%	2.8%
Bow Valley College	2,944	2,861	1,035	475	4	2857	16.6%	16.6%	4.1%
Burman University	111	110	50*	24	13	97	21.8%	24.7%	17.8%
Concordia University of Edmonton	459	458	207*	215	39	419	46.9%	51.3%	4.9%
Grande Prairie Regional College	422	410	185*	191	33	377	46.6%	50.7%	5.2%
Grant MacEwan University	2,912	2,870	1230	1,017	370	2500	35.4%	40.7%	2.5%
Keyano College	422	417	188*	130	54	363	31.2%	35.8%	7.1%
King's University, The	154	153	69*	82	13	140	53.6%	58.6%	7.4%
Lakeland College	982	969	437*	459	76	893	47.4%	51.4%	3.3%
Lethbridge College	1,266	1,263	569*	474	151	1112	37.5%	42.6%	3.6%
Medicine Hat College	421	411	185*	177	58	353	43.1%	50.1%	5.6%
Mount Royal University	2,011	2,011	814	657	208	1803	32.7%	36.4%	3.1%
Norquest College	1,634	1,616	571	513	172	1444	31.7%	35.5%	3.6%
Northern Alberta Institute of Technology	4,075	4,051	1,798	1,419	237	3814	35.0%	37.2%	2.1%
Northern Lakes College	320	320	144*	139	34	286	43.4%	48.6%	6.3%
Olds College	907	824	371*	329	119	705	39.9%	46.7%	4.2%
Portage College	264	263	119*	87	39	224	33.1%	38.8%	8.6%
Red Deer College	741	740	333*	274	110	630	37.0%	43.5%	4.7%
Southern Alberta Institute of Technology	4,164	4,154	1897	1,354	601	3553	32.6%	38.1%	2.2%

Table 10

Institution Quotas, Response Rates, and Margins of Error for Publicly Funded Post-Secondary Institutions

Institution	Total Records Received	Total Records Used	Minimum Completion Target	Total Complete	"Invalid" Call Dispositions	"Valid" Call Dispositions	Gross Response Rate	Valid Response Rate	MoE (At the 95% confidence level)
St. Mary's University	225	225	102*	119	12	213	52.9%	55.9%	6.2%
University of Alberta	8,858	8,769	2,833	2,971	840	7929	33.9%	37.5%	1.5%
University of Calgary	7,370	7,072	2,104	2,120	534	6538	30.0%	32.4%	1.8%
University of Lethbridge	1,882	1,726	695	638	249	1477	37.0%	43.2%	3.8%

* Institutions with less than 1500 graduates used a Census approach for their Minimum Completion Target.

Private Career Colleges

Table 11

Field of Study Quotas, Response Rates, and Margins of Error for Private Career Colleges Post-Secondary Institutions

Field of Study	Total Records Used	Minimum Completion Target	Total Complete	"Invalid" Call Dispositions	"Valid" Call Dispositions	Gross Response Rate	Valid Response Rate	MoE (At the 95% confidence level)
Business	1,905	353	681	203	1,702	35.7%	40.0%	3.0%
Education	129	100	68	16	113	52.7%	60.2%	8.2%
Health Sciences	4,685	435	1,592	1	4,685	34.0%	34.0%	2.0%
Languages, Social Sciences, Arts & Humanities	552	237	233	75	477	42.4%	49.1%	4.9%
Legal & Security	227	147	112	28	199	49.3%	56.3%	6.6%
Physical, Natural & Applied Sciences	391	202	165	41	350	42.2%	47.1%	5.8%
Recreation	447	215	151	52	395	33.8%	38.2%	6.5%
Trades & Technologists	1,235	315	448	165	1,071	36.2%	41.8%	3.7%