

# **Alberta Post-secondary Graduate Outcomes Survey: 2005-06 Transfer Graduates**

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## *Executive Summary*

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### ***Introduction***

In November of 2007, Alberta Advanced Education and Technology contracted Insightrix Research, Inc. to conduct a survey of individuals who graduated from post-secondary institutions in Alberta in the fall of 2005 or the spring of 2006 (excluding apprenticeship graduates, who are surveyed through a separate initiative). The purpose of the survey is to determine graduate satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation. Key results are compared with two previous waves of research, the first conducted in 2004 of the 2001-02 graduating class and a second conducted in 2006 of the 2003-04 graduates.

A total of 17,164 graduates responded to the survey, resulting in an overall valid response rate of 48%. The margin of error at 95% confidence is  $\pm 0.5$  percentage points. Following is a summary of the key findings of the research with regards to transfer graduates.

### ***Demographics***

There exists a higher ratio of women to men among both transfer and non-transfer graduates, but there is a higher proportion of female transfer graduates (64%) compared to female non-transfer graduates (59%). Similarly, transfer graduates are older than non-transfer graduates, with a mean age of 31 among transfer graduates and a mean age of 29 among non-transfer graduates.

While the proportion of Aboriginal graduates is the same for both transfer and non-transfer graduates, non-Aboriginal transfer graduates are slightly less likely to be members of a visible minority (14%) than non-transfer graduates (17%).

A small proportion (2%) of transfer graduates consider themselves to be a person with a disability, with learning disabilities or dyslexia being cited the most frequently.

Educational attainment by parents or guardians does not differ significantly between transfer and non-transfer graduates, with 67% of transfer graduates and 66% of non-transfer graduates having at least one parent who has some form of post-secondary education.

Almost half of transfer graduates (47%) last attended high school in urban Alberta. By comparison, 22% last attended high school in rural Alberta, 25% graduated elsewhere in Canada and 6% received their diploma from a high school outside of Canada.

## *Transitions*

In total, 25% of all parchment graduates surveyed indicated that they received transfer credit or advanced standing for courses taken at another institute. This is slightly higher than the 24% of survey respondents in 2006 and considerably higher than the 18% of survey respondents in 2004.

Considering each institution they received transfer credit from, respondents were asked whether they received full or partial credit. For classification purposes, respondents who indicated that they received full credit from at least one institution are considered full credit transfers. In total, 71% of transfer graduates received full credit, while 29% received partial credit. Those who transferred from Baccalaureate and Applied Studies Institutions were among the most likely to have received full credit.

Transfer students who graduated from Comprehensive Academic and Research Institutions are the most likely to have received full credit transfers, while graduates of a Trades and Technology field of study are among the least likely to have received full credit transfers. Similarly, graduates from an Applied or Bachelor Degree program are among the most likely to have received full credit, while those who graduated from a Certificate or Diploma program were significantly less likely.

Nearly ninety percent of transfer graduates received the credit that they expected from every institution they transferred from. Conversely, 13% did not receive the credit they expected from at least one institution. Women are slightly more likely than men to have received the transfer credit they expected, while age has little effect on whether transfer graduates received the transfer credit they expected.

Graduates who transferred from Baccalaureate and Applied Studies Institutions and from Comprehensive Academic and Research Institutions are among the most likely to have received the transfer credit they expected, as are those who graduated from fields of study including, Legal or Security, Health Sciences or Business. Those who earned a post-graduate degree are also more likely than those who earned a certificate or diploma to have received the transfer credit they expected.

Among those who did not receive the credit they expected, 12% say it was due to the fact that they misunderstood the transfer requirements. Slightly less often, transfer graduates gave reasons pertaining to completing more transfers than were allowed and receiving unclear advice on what courses would transfer from the receiving institution.

The primary reasons for moving after graduation differ slightly between transfer and non-transfer graduates. While both groups most frequently moved to attain employment, non-transfer graduates are more likely to say they moved to acquire further education, by contrast to transfer graduates who are more likely to say they moved due to family obligations.

Transfer graduates who relocated since graduation are more likely than relocating non-transfer graduates to have returned to their hometown in urban Alberta. Transfer graduates are also more likely than non-transfer graduates to have taken at least some of their courses through correspondence or distance education.

Approximately one-quarter of both transfer graduates and non-transfer graduates are currently enrolled as students. Of those who are currently enrolled as students, 21% of transfer graduates are enrolled in an institution outside of Alberta, while 21% are enrolled at the University of Alberta and 17% are at the University of Calgary.

Non-transfer graduates who are currently enrolled as students are significantly more likely than transfer graduates to be studying full-time. One-third of currently enrolled transfer graduates are working toward an undergraduate degree, while a further 28% are pursuing a graduate degree. Non-transfer graduates currently enrolled in school are comparatively more likely to be studying toward an undergraduate degree, but less likely to be enrolled in graduate school.

### *Satisfaction/Goals*

When asked what their primary goal upon entering their program was, three-quarters of transfer graduates say it was to complete a specific degree or diploma. By comparison, two-thirds of non-transfer graduates cite the same reason. The vast majority (94%) of transfer graduates achieved their primary goal.

A strong majority of both transfer (88%) and non-transfer (89%) graduates are satisfied with the quality of teaching in their program. Similarly, close to nine-in-ten of both transfer and non-transfer graduates are satisfied with the program that they graduated from.

With regard to the overall quality of their educational experience, 90% of both transfer and non-transfer graduates are satisfied, with few discrepancies existing when segregating by sector and KPI program type. Breaking the data down by field of study reveals that non-transfer graduates in education and health sciences are slightly more likely than transfer graduates in the same fields to be satisfied with the overall quality of their educational experience.

While more than four-out-of-five transfer and non-transfer graduates would recommend the program of study that they graduated from, both transfer and non-transfer graduates are more likely to recommend the institution they attended than their program of study. The vast majority of both transfer (89%) and non-transfer (91%) graduates would recommend the institution they graduated from.

More than four-fifths of both transfer and non-transfer graduates agree that the benefits of post-secondary education make their program worth the financial cost to themselves and their families. Few discrepancies exist when examining transfer and non-transfer

graduates' opinions as to whether their program was worth the financial cost by sector and field of study. Transfer graduates who earned a certificate are slightly more likely than non-transfer graduates who earned a certificate to feel their program was worth the financial cost.

### ***Financing***

Transfer graduates are more likely to have held a job while taking classes (72%) compared to non-transfer graduates (65%). This result is consistent across most sectors (with the exception of students who graduated from Specialized Arts and Culture Institutions) and fields of study (with the exception of students who were enrolled in education). Transfer graduates from every program type are more likely to have held a job while taking classes compared to non-transfer graduates.

Approximately half of transfer graduates have at some point received government-sponsored loans, compared to 41% of non-transfer graduates. On average, transfer graduates received a higher amount of government-sponsored student loans (mean of \$18,725) compared to non-transfer graduates (mean of \$16,015). Across every sector and field of study, transfer graduates are more likely than non-transfer graduates to have received government-sponsored loans. However, on average, non-transfer graduates who attained a doctoral degree or an applied or bachelor degree received higher government-sponsored loan amounts than transfer graduates.

While non-government sources of financing are less common, transfer graduates are more likely to have received non-government financing (35%) than non-transfer graduates (29%). On average, transfer graduates received a higher amount of non-government sources of financing (mean of \$11,225) compared to non-transfer graduates (mean of \$10,392). Across all sectors, fields of study and program types, transfer graduates report having received non-government sources of financing more often than non-transfer graduates. However, transfer graduates from Comprehensive Academic and Research Institutions received, on average, slightly less funding from non-government sources than non-transfer graduates. Similarly, non-transfer graduates from health sciences and trades and technology fields of study report having received, on average, slightly more funding from non-government sources than transfer graduates. Finally, non-transfer graduates having earned any type of degree report, on average, a higher amount of financing from non-government sources than transfer graduates.

Three-quarters of transfer graduates received either government-sponsored or non-government sponsored financing during their post-secondary schooling, compared to 57% of non-transfer graduates. On average, transfer graduates received a higher amount of total financing (mean of \$20,297) compared to non-transfer graduates (mean of \$16,404). Independent Academic Institutions represent the only sector whereby non-transfer graduates were more likely than transfer graduates to have received financing. Across every sector, transfer graduates, on average, report a higher amount of financing compared to non-transfer graduates, with the exception of graduates from specialized arts

and culture institutions. Meanwhile, across all fields of study, transfer graduates are more likely than non-transfer graduates to report having received some kind of loan, and to report a higher total loan mean received compared to non-transfer graduates. Non-transfer graduates earning a doctoral degree are more likely than transfer graduates to have received some kind of financing. Conversely, transfer graduates across every other program type are more likely than non-transfer graduates to have received a loan.

Transfer graduates are also more likely than non-transfer graduates to have received funding in the form of scholarships, grants or bursaries. Seven-in-ten transfer graduates report having received scholarships, grants or bursaries, compared to 65% of non-transfer graduates.

### ***Outcomes***

Ninety percent of transfer graduates and 88% of non-transfer graduates currently have one or more paying jobs, including self-employment and seasonal positions. Among those without a paying job, 36% of transfer graduates and 37% of non-transfer graduates are currently seeking employment.

Non-transfer graduates are slightly more likely than transfer graduates to feel the general skills and abilities they acquired at their graduating institution are not at all related to their main job (34% versus 31%). Two-fifths of both transfer (40%) and non-transfer (39%) graduates say that the subject-area knowledge they acquired at their graduating institution is not at all related to their main job. Similarly, two-fifths of both transfer (39%) and non-transfer (40%) graduates feel their current main job is not at all related to the program from which they graduated in 2005-06.

For their current main job, 49% of transfer graduates required a completed university degree, compared to 31% of non-transfer graduates.

Three-fifths of both transfer (60%) and non-transfer (58%) graduates feel they were qualified for their main job given the education, training and experience they received at their graduating institution. A further one-in-three feel they were at least somewhat over-qualified (33% of transfer graduates and 35% of non-transfer graduates).

Nine-in-ten graduates (90% of transfer graduates and 90% of non-transfer graduates) are satisfied or very satisfied with their current main job. For transfer graduates, the mean annual salary for their current main job is \$53,447. By comparison, non-transfer graduates earn a mean salary of \$50,052 annually.

### ***Comparisons with Graduating Class of 2001-02 and 2003-04***

There has been a gradual aging trend among transfer graduates over the last few years. Currently, 37% of 2005-06 graduates are over 30 years of age. By comparison, two years

after graduating in 2001-02, a total of 29% of graduates were over 30, while two years after graduating in 2003-04, 35% were over 30. Despite this aging, marital status of transfer graduates when they began their program does not differ substantially between 2005-06 and 2003-04 graduates.

Since 2001-02, there has been little change in the proportion of transfer students graduating with Applied or Bachelor Degrees, Certificates, or Doctoral Degrees. There has, however, been a decline in the percentage of transfer students graduating with a Diploma (17%, down 3% since 2001-02) and a jump in the number graduating with a Masters Degree (7%, up 3% since 2001-02).

In 2004, the 2001-02 graduates were asked if they received full or partial credit, without specifying to which institution they were referring. Since graduates could have received transfer credit from multiple institutions, the 2006 and 2008 surveys were modified so that respondents were asked about each institution from which they received credit. Among the 2001-02 graduating class, 72% of respondents indicated that they had received full credit and 28% received partial credit. Among the 2003-04 graduates, 80% indicated that they had received full credit from at least one institution, while 20% received only partial credit. In the current study of 2005-06 graduates, there has been a considerable decline in the proportion indicating that they received full credit from at least one institution. In total, 71% of transfer graduates received full credit from at least one institution, while 29% received only partial credit.

In the 2001-02 graduates study, respondents were asked if they received the credit that they expected, without specifying which institution they were referring to. Again, since graduates could have received transfer credit from multiple institutions, the 2003-04 and 2005-06 studies were modified so that respondents were asked about each institution that they received credit from. In the 2001-02 study, 89% of respondents indicated that they received the credit that they expected and 11% did not. In the 2003-04 study, 91% indicated that they received the credit they expected from the institutions they transferred from, while 9% did not receive the credit they expected. In the current study, 87% of survey responses indicate graduates received the transfer credit they expected, while 13% did not.



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## *Introduction and Methodology*

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### *Project Background*

In November of 2007, Alberta Advanced Education and Technology (AET) contracted Insightrix Research Services to conduct a survey of individuals who graduated from four Comprehensive Academic & Research Institutions, two Baccalaureate and Applied Studies Institutions, two Polytechnical Institutions, eleven Comprehensive Community Institutions, seven Independent Academic Institutions and one Specialized Arts and Culture Institution in the fall of 2005 or the spring of 2006. The purpose of the survey is to determine graduate satisfaction with their post-secondary experiences and graduate employment outcomes approximately two years after graduation. The findings of this survey will inform Alberta Advanced Education and Technology and assist in institutional planning and results reporting.

Graduates from each of the following institutions are included in the study:

#### *Comprehensive Academic & Research Institution*

- ❖ University of Alberta
- ❖ University of Calgary
- ❖ University of Lethbridge
- ❖ Athabasca University

#### *Baccalaureate & Applied Studies Institutions*

- ❖ Grant MacEwan College
- ❖ Mount Royal College

#### *Independent Academic Institutions*

- ❖ Ambrose University College<sup>1</sup>
- ❖ Canadian University College
- ❖ Concordia University College of Alberta
- ❖ The King's University College
- ❖ St. Mary's University College
- ❖ Taylor University College and Seminary

#### *Comprehensive Community Institutions*

- ❖ Bow Valley College
- ❖ Grande Prairie Regional College
- ❖ Keyano College
- ❖ Lakeland College
- ❖ Lethbridge College
- ❖ Medicine Hat College
- ❖ NorQuest College
- ❖ Northern Lakes College
- ❖ Olds College
- ❖ Portage College
- ❖ Red Deer College

#### *Polytechnical Institutions*

- ❖ NAIT
- ❖ SAIT

#### *Specialized Art & Culture Institutions*

- ❖ Alberta College of Art and Design

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<sup>1</sup> Two University Colleges, Alliance University College and Canadian Nazarene University College merged into one college, now known as Ambrose University College. For the purpose of this study, graduates from the Class of 2005-06 completing their studies at Alliance and Canadian Nazarene and were interviewed as graduated from those colleges. Final datasets were submitted to Ambrose University College.

The Graduate Outcomes Study was designed to obtain information on the following broad areas of enquiry:

1. Demographics – an analysis of survey findings by age, gender, geography and other demographic variables in order to determine if trends or patterns are linked to graduates' demographic characteristics.
2. Satisfaction – an examination of how satisfied graduates are with different aspects of their educational experience.
3. Financing – an analysis of the graduate finances including employment while studying and amount of government and non-government loans.
4. Transitions – an examination of student mobility from high school to post-secondary to current location, as well as an assessment of factors affecting post-secondary decision making.
5. Outcomes – an analysis of graduate employment rates, incomes, job satisfaction and job relatedness.

### ***Survey Methodology and Response Rates***

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Following is a summary of each activity undertaken in the project and the methodologies employed:

#### **Sample Management**

Each Institution provided Insightrix a list of all fall 2005 and spring 2006 graduates through Edulink. Insightrix worked with the Institutions to ensure graduate records were complete and accurate, and that the file structures for both parchment programs and non-credit designated programs matched the format provided by the client. Institution data-sets were matched to a departmental verification data-set (i.e., number of graduates by program by institution for parchment programs) to identify discrepancies, which were then conveyed to AET. Upon verifying the accuracy of all data-sets, Insightrix loaded the files into CATI and completion targets were set at the provincial, institutional, field of study, and program levels for a pre-determined level of statistical confidence.

#### **Questionnaire Pre-test and Critique**

Alberta Advanced Education and Technology, in consultation with the institutions, developed the initial draft questionnaire. Insightrix utilized this questionnaire to conduct 60 pretests between December 10<sup>th</sup> and December 16<sup>th</sup>, 2007. Ten respondents from each of the following institutions were surveyed by phone: University of Alberta, University of Lethbridge, SAIT, Concordia University College, Mount Royal College and Grande Prairie Regional College. The pretest was an opportunity to test the timing, clarity, and flow of the survey questionnaire. Each pretest was recorded into a .wav file then converted to .mp3. The client was able to login to a customized page and listen to the pretests.

Based on the findings of the pretests, Insightrix provided AET with a critique of the survey instrument, recommending improvements that could be made. The department in

turn, either accepted or rejected the recommendations and a final survey instrument and codebook was developed.

### **Survey Programming**

Insightrix programmed the survey into the online CATI system. An email template with a link to the online survey was developed for those respondents that wished to complete the survey online. Prior to the fieldwork, AET reviewed and approved the email template.

To ensure consistency between the two modes of data collection, online and telephone, Insightrix formatted the survey to ensure that questions would yield comparable answers (reduce measurement errors) regardless of the method chosen by the respondent. For example, a question with a list of possible responses which are not to be read to the respondent during a telephone interview (i.e., a “Do Not Read” question) was programmed on the online survey so that the list of responses are automatically replaced by an open-ended text box. Insightrix researchers then reviewed each response from the online completions and recoded them into one of the possible options in the “do not read” list.

### **Data Collection**

Data was collected from January 14<sup>th</sup> to April 20<sup>th</sup>, 2008 inclusive. Using a multimode approach, Insightrix collected the survey data in two ways, by telephone and online. The trained call centre staff contacted each potential respondent to seek his or her participation in the survey. If the respondent agreed to participate, Insightrix surveyors offered to conduct the survey over the telephone at that time. If that time was not convenient to the respondent, an option of completing the survey by telephone at a later date, or the online option was presented to the respondent.

If the online option was requested, the graduate was sent a personalized email invitation with a link to the online survey. Each online respondent was assigned a unique identification number (embedded in the URL). This allowed the use of the “Save and Resume” feature, which permitted the respondent to go back into a partially completed survey if they could not finish it in one sitting. Once the survey was complete, the respondent could no longer access their survey, or complete another survey.

When the graduates answered the survey questions, either online or by telephone, their responses were automatically entered into the online CATI system. The contact management system updated the respondent’s status to indicate that the respondent had completed the survey. In total, 17,164 graduates from 26 different institutions completed the survey. Of those respondents that successfully completed the survey, 72% were completed by phone (12,279) and 28% were completed online (4,885).

All contacts in the contact database were categorized as *Verified*, *Not verified*, or *Unavailable*. *Verified* are those telephone numbers that a researcher was able to confirm were correct but the graduate remained in call back status and did not complete the survey (busy signal, no answer, not home, etc). These graduates were attempted to be



contacted a minimum of ten times. *Not Verified* numbers are those who were never reached at the provided number and therefore could not be confirmed as correct contacts (no answer). Each of these numbers were attempted a minimum of four times.

Contacts were categorized as *Unavailable* for a number of reasons, such as, the contact information was outdated and the graduate could not be found, the graduate refused, was ill or deceased, or there was a language barrier that made it difficult to conduct the survey.

If a graduate appeared in the data base more than once, indicating the achievement of multiple credentials in the sampling timeframe, the highest of the multiple designations would be used. If the designations were at the same level, then the responses would be attributable to the professional credential. If the designations were at the same level, and none were of a professional designation, then the program with the least completes would be selected to do the survey under.

### **Contact Searching and Tracking**

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

- **Directory Assistance and Internet Searching.** When the graduate had moved and their original contact information was no longer accurate, telephone directories such as Canada411.com, mytelus.com, and various other online search engines, as well as directory assistance were used.
- **Speaking to people who were at the phone number provided,** (i.e. parents, former roommates), who may have known the whereabouts of the graduate. In some cases they did know but would refuse to provide us with updated information. We would leave our toll-free phone number with that person to pass along to the graduate.

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

### **Additional Activities**

Insightrix conducted additional activities in an effort to bolster response rates. These activities included:

- **Leaving messages on answering machines/voice mail.** If the message identified the graduate we were looking for, the caller would leave a message indicating our reason for calling and would leave the toll free number to call back.
- **Calling Times –** Insightrix staggered the calling times to maximize the probability of connecting with the contact and completing the survey. Insightrix staff attempted to call respondents during the day, evenings, and on weekends.
- **When provided an email address from a family member or friend of the potential respondent,** Insightrix would first send a ‘permission’ email, introducing the study



and asking for permission to send a link to the online survey. This was helpful reaching graduates who had moved outside of Canada or were traveling at the time of the survey.

- Closer to the end of the data collection period, the Inshtrix callers concentrated their effort on the ‘*Verified*’ numbers, to increase the chance of reaching the graduate since it was determined earlier that they could be reached at that phone number.

### **Cell Phone Numbers**

If the Inshtrix interviewer was provided a cell phone number to contact the graduate (i.e., from a parent, spouse, friend), they would attempt to contact them at that number. Once contacted, the graduate was asked if they would prefer to do the survey over a landline. If the graduate indicated it was acceptable to do the survey on their cell phone, the interview proceeded.

### **Real Time Progress Reporting**

Alberta Advanced Education and Technology had access via login/password, to the Custom Topline Statistics for the duration of the project. Representatives from AET were able to access the completion statistics at all times. The results updated in real time as the survey proceeded. The survey completion statistics available were: total graduates, target completes, completes overall, completes by institution, completion at the program level within an institution, phone vs. online completes, number of attempts made, response rate, confidence level and margin of error, and call dispositions.

### **Data Cleaning and Theming, Including NAICS and NOCS Coding**

Using the responses given to the sector, type of business, job title and job duties questions, Inshtrix researchers attempted to assign four digit NAICS and NOCS codes to describe the current occupation and industry of each graduate. In some cases only a two or three digit code could be assigned if the respondent did not give detailed information. Questions that provided textboxes for ‘other’ responses were cleaned and those that fit into one of the options provided were recoded. Responses that the online respondents gave to “Do Not Read” questions (they were provided a text area to type into), were recoded back into the provided lists.

### **Creation of Raw Data Files**

After the completion of data collection, data cleaning and coding, Inshtrix submitted clean, edited and fully documented data files including all variable and value labels in SPSS format. Each record in the data file included the unique identifier from the sample frame. Data files were provided to AET (containing data from all Institutions, but excluding personally identifiable data), and will be provided to each of the twenty-eight participating Institutions, containing the data for that Institution only, but excluding personally identifiable data. Parchment program data and Non-credit Designated program data was provided in two separate SPSS files.

**Analysis Note** – Each question on the survey was analyzed by appropriate demographic and classification variables. Chi-square, t-tests and analysis of variance were used to determine statistically significant results. For this report, an alpha value of less than 0.05

is considered statistically significant. This means that there is less than a 5% chance that the results would have occurred by chance. Only the most significant and interesting results are shown in the report.

### *Response Rates and Call Dispositions*

A total of 17,164 graduates responded to the survey. Of those, 12,279 completed the survey by telephone and 4,885 completed online. Table 1 shows the detailed overall call dispositions and response rate. Excluding duplicate entries in the original sample, those who were not qualified and those who were deceased, the total valid sample contained 35,565 graduates. The 17,164 completed surveys resulted in an overall response rate of 48%.

Table 1 - Overall Call Disposition

	Total Number	Percentage	# in Parchment Programs	# in Non-Parchment Programs
Total Number of Graduates in Sample	36,336	100%	36,084	252
Duplicate Entries	683	2%	663	20
Not Qualified*	88	0%	88	0
Valid Sample	35,565	98%	35,333	232
Completed Surveys (valid response rate)	17,164	48%	17,059	105
Verified Numbers	3,393	10%	3,365	28
Not Verified Numbers	1,796	5%	1,787	9
Incorrect Phone/Email	9,945	28%	9,876	69
Language/Communication Problem	48	0%	48	0
Refused/Requested List Removal	2,724	8%	2,706	18
Not Available During Data Collection	495	1%	492	3

\*Not qualified includes respondents who indicated that they did not graduate from the institution and those who are deceased.

Table 2 shows the response rates and margins of error for each institution, as well as the combined numbers for each institutional sector (parchment programs). The margin of error is the 95% confidence level based on the valid sample. The overall results obtained from the survey are within 0.5% of the population results 19 times out of 20.

Out of the 26 institutions, 18 reached a target of  $\pm 5\%$  or better representing 97% of the total graduates overall. Those that did not reach the target had completion rates ranging from 50% to 85%, and in most cases, very small populations. With such small populations, very high completion rates are needed to achieve a high level of confidence. Each institution has similar valid response rates, which confirms with a high level of confidence that the overall results are representative of the population.

Table 2 - Response Rates by Institution – Parchment Programs

	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate	Margin of Error
<b>Comprehensive Academic &amp; Research Institutions</b>	<b>17,808</b>	<b>17,245</b>	<b>8,535</b>	<b>49.5%</b>	<b>±0.8%</b>
University of Alberta	8,023	7,894	3,657	46.3%	±1.2%
University of Calgary	6,097	5,861	2,873	49.0%	±1.3%
University of Lethbridge	1,849	1,684	968	57.5%	±2.1%
Athabasca University	1,839	1,806	1,037	57.4%	±2.0%
<b>Baccalaureate &amp; Applied Studies Institutions</b>	<b>4,190</b>	<b>4,137</b>	<b>2,019</b>	<b>48.8%</b>	<b>±1.6%</b>
Grant MacEwan College	2,044	2,035	1,073	52.7%	±2.1%
Mount Royal College	2,146	2,102	946	45.0%	±2.4%
<b>Polytechnical Institutions</b>	<b>6,624</b>	<b>6,588</b>	<b>2,802</b>	<b>42.5%</b>	<b>±1.4%</b>
NAIT	3,219	3,202	1,436	44.8%	±1.9%
SAIT	3,405	3,386	1,366	40.3%	±2.1%
<b>Comprehensive Community Institutions</b>	<b>6,373</b>	<b>6,283</b>	<b>3,064</b>	<b>48.8%</b>	<b>±1.3%</b>
Bow Valley College	807	806	404	50.1%	±3.5%
Grande Prairie Regional College	245	243	151	62.1%	±4.9%
Keyano College	363	360	189	52.5%	±4.9%
Lakeland College	817	791	421	53.2%	±3.3%
Lethbridge College	887	883	426	48.2%	±3.4%
Medicine Hat College	365	365	223	61.1%	±4.1%
NorQuest College	1,239	1,232	380	30.8%	±4.2%
Northern Lakes College	104	104	68	65.4%	±7.0%
Olds College	556	554	322	58.1%	±3.5%
Portage College	366	327	163	49.8%	±5.4%
Red Deer College	624	618	317	51.3%	±3.8%
<b>Independent Academic Institutions</b>	<b>673</b>	<b>666</b>	<b>408</b>	<b>61.3%</b>	<b>±3.0%</b>
Ambrose University College	37	37	21	56.8%	±14.3%
Canadian University College	96	93	55	59.1%	±8.5%
Concordia University College	348	344	210	61.0%	±4.23%
The King's University College	128	128	84	65.6%	±6.3%
St. Mary's University College	14	14	11	78.6%	±14.2%
Taylor University College and Seminary	50	50	27	54.0%	±12.9%
<b>Specialized Arts and Culture Institutions</b>	<b>196</b>	<b>195</b>	<b>108</b>	<b>55.4%</b>	<b>±6.3%</b>
Alberta College of Art and Design	196	195	108	55.4%	±6.3%

The following table shows the response rate and margin of error by program type. Each program type has a margin of error less than ±5 percentage points.

Table 3 - Response Rates by KPI Program Type – Parchment Programs

KPI Program Type	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate	Margin of Error
Certificate	7,743	7,615	3,475	45.6%	±1.2%
Diploma	8,653	8,592	4,071	47.4%	±1.1%
Applied or Bachelor Degree	16,023	15,498	7,596	49.0%	±0.8%
Degree Doctoral	502	499	223	44.7%	±4.9%
Degree Master	3,163	3,129	1,694	54.1%	±1.6%
Total	36,084	35,333	17,059	48.3%	±0.5%

Table 4 shows a summary of the response rates for non-credit designated programs for each institution. Note that in Portage College, 20 of the 24 graduates who were identified in the sample as non-credit were duplications of people who also had completed a parchment program and therefore if the survey was completed, the respondent answered regarding their parchment program.

Table 4 - Response Rates by Institution - Non-Parchment Designated Programs

Institution	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate	Margin of Error
Lethbridge College	25	25	11	44.0%	±98%
Mount Royal College	124	124	58	46.8%	±10.9%
Portage College	24	4	1	25.0%	±15%
Red Deer College	10	10	6	60.0%	±8.1%
SAIT	69	69	29	42.0%	±12.7%
Total	252	232	105	45.3%	±3.1%

Table 5 shows the response rates and margins of error for each field of study by institution type based on CIP2000 Codes. Note that this table does not include non-credit designated graduates. The target was a 95% confidence level with a margin of error of ±5% for each field of study in each institutional sector.

Table 5 - Margins of Error by Field of Study– Parchment Programs

Field of Study	Gross Sample	Completed Surveys	Response Rate	Margin of Error
Business	7,069	3,427	48.5%	±1.2
Education	3,105	1,589	51.2%	±1.7
Health Sciences	7,336	3,318	45.2%	±1.3
Language, Social Sciences, Arts & Humanities	7,119	3,379	47.5%	±1.2
Legal & Security	1,371	567	41.4%	±3.2
Recreation	609	293	48.1%	±4.1
Physical, Natural & Applied Sciences	4,385	2,958	67.5%	±1.0
Trades & Technology	3,566	1,528	42.8%	±1.9

The following table shows the distribution or response rated for brokered and collaborative programs.

Table 6: Response Rates by Brokered and Collaborative Programs

Brokered Programs					
Credentialing Institution	Host Institution	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate
Bow Valley College	Red Deer College	26	26	17	65.4%
	Medicine Hat College	13	13	8	61.5%
	NorQuest College	81	80	29	36.3%
NorQuest College	Keyano College	4	4	1	25.0%
	Lakeland College	22	22	2	9.1%
	Portage College	19	17	2	11.8%
Medicine Hat College	Bow Valley College	11	11	2	18.2%
Mount Royal College	Medicine Hat College	34	34	18	52.9%
Lethbridge College	Bow Valley College	15	15	6	40.0%
Grant MacEwan College	Northern Lakes College	8	8	5	62.5%
Grande Prairie Regional College	Bow Valley College	10	10	5	50.0%
Total		243	240	95	39.6%

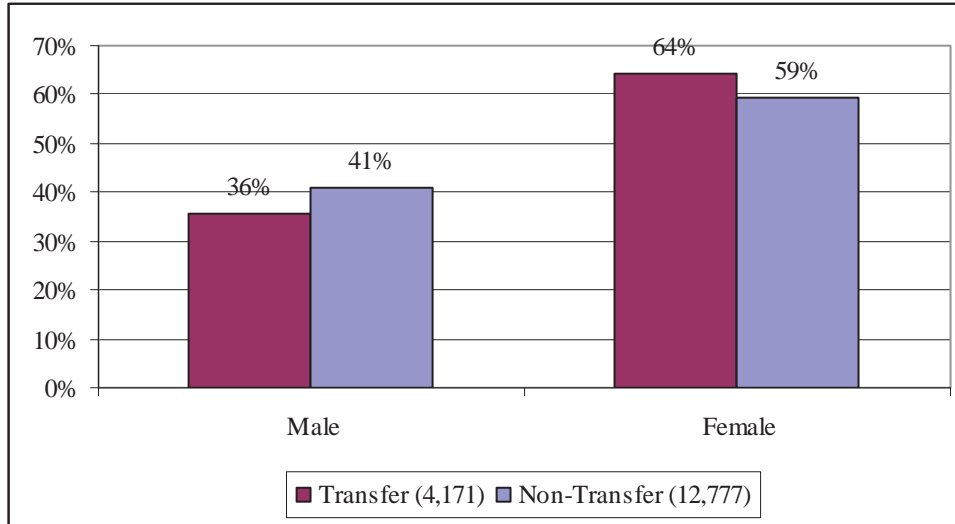
Collaborative Programs					
Institution	Collaborative PSI	Gross Sample	Valid Sample	Completed Surveys	Valid Response Rate
University of Alberta	Grande Prairie Regional College	76	75	30	40.0%
	Keyano College	25	24	10	41.7%
	Red Deer College	137	134	60	44.8%
	Northern Lakes	2	2	0	0.0%
University of Calgary	Medicine Hat College	43	43	16	37.2%
Total		283	278	116	41.7%

# Demographics

## Gender

While there exists a higher ratio of women to men among both transfer and non-transfer graduates, there is a higher proportion of female transfer graduates (64%) compared to female non-transfer graduates (59%).

Figure 1: Gender



Q60. What is your gender?

## Age

On average, transfer graduates are older than non-transfer graduates. The mean age of transfer graduates is 31 years and the median age is 28 years. By comparison, the mean age of non-transfer graduates is 29 years and the median age is 25 years.

Table 7: Age

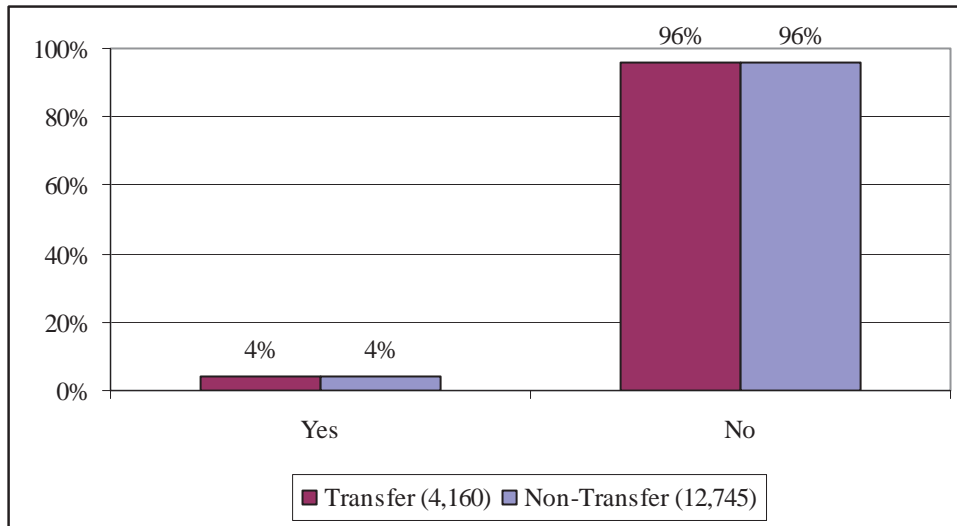
		Age					Total
		22 and under	23 to 25	26 to 30	31 to 40	Over 40	
Transfer	Count	102	1,140	1,383	805	764	4,194
	%	2%	27%	33%	19%	18%	100%
Non-Transfer	Count	2,063	4,579	2,507	1,741	1,975	12,865
	%	16%	36%	20%	14%	15%	100%
Total	Count	2,165	5,719	3,890	2,546	2,739	17,059
	%	13%	34%	23%	15%	16%	100%

Q61. What is your current age?

## Aboriginal Identity and Status

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

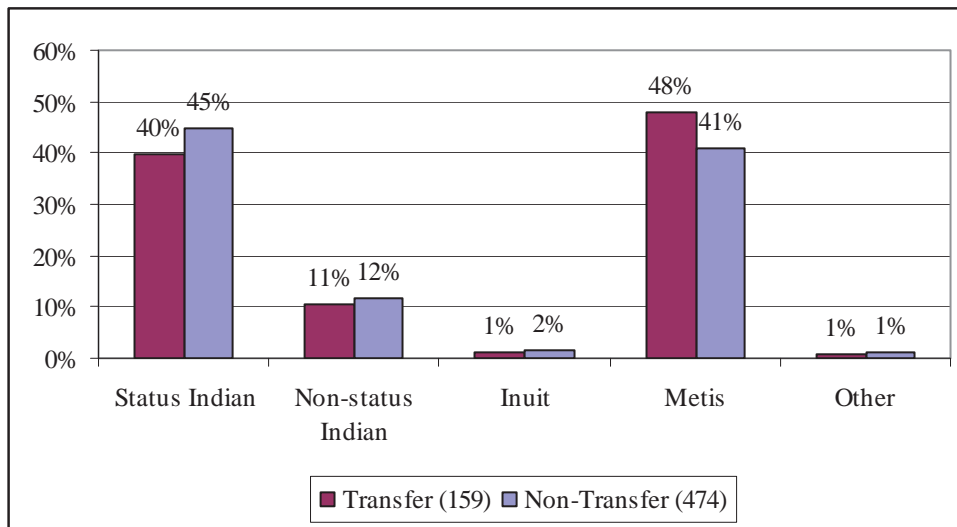
Figure 2: Aboriginal Identity



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

Breaking down the data further by Aboriginal status reveals only minor discrepancies between transfer and non-transfer graduates.

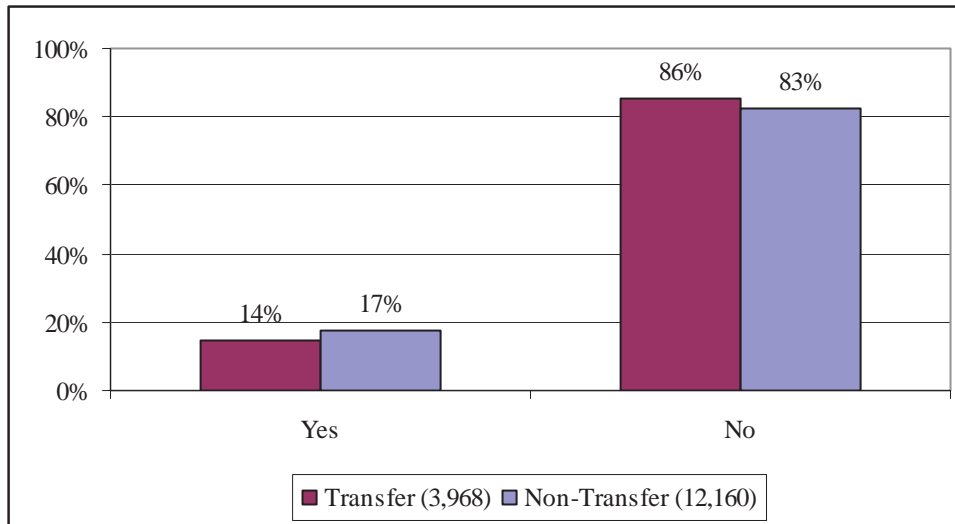
Figure 3: Aboriginal Status



***Visible Minority***

Among non-Aboriginals, transfer graduates are slightly less likely to be members of a visible minority (14%) than non-transfer graduates (17%).

Figure 4: Visible Minority

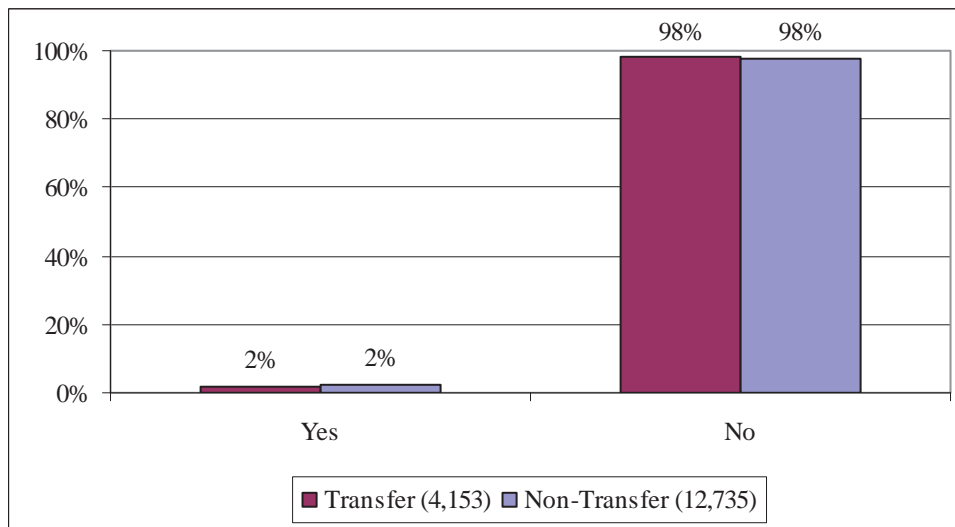


Q66. Do you consider yourself to be a member of a visible minority?

**Disability**

A small proportion (2%) of transfer graduates consider themselves to be a person with a disability.

Figure 5: Persons with a disability



Q67. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical, mental or learning disability that limits the kind or amount of paid work that they can do)?

The following table breaks down the nature of the disability among those reporting having a disability. Learning disabilities/dyslexia are cited most frequently, with 19% of transfer graduates and 23% of non-transfer graduates indicating this is the nature of their disability.



Table 8: Nature of Disability

Description	Transfer		Non-transfer		Total	
	Count	%	Count	%	Count	%
Learning Disability/Dyslexia	15	19%	60	23%	75	22%
Physical Disability (general)	6	8%	24	9%	30	9%
ADD/ADHD	-	-	18	7%	22	6%
Visual Impairment	6	8%	11	4%	17	5%
Hearing Impairment	n/a	n/a	14	5%	17	5%
Back problems/issues	n/a	n/a	14	5%	16	5%
Mental Health (general)	n/a	n/a	13	5%	15	4%
Arthritis	7	9%	7	3%	14	4%
Depression	n/a	n/a	7	3%	9	3%
Multiple Sclerosis	n/a	n/a	n/a	n/a	8	2%
Cerebral Palsy	n/a	n/a	n/a	n/a	n/a	n/a
Fibromyalgia	n/a	n/a	n/a	n/a	n/a	n/a
Other	21	27%	64	24%	85	25%
Refused	6	8%	20	8%	26	8%
Total	78	100%	266	100%	344	100%

Note: Items with fewer than 6 responses were not included in the table

### *Educational Attainment of Parents/Guardians*

Educational attainment by parents or guardians does not differ significantly between transfer and non-transfer graduates. Two-thirds (67%) of transfer graduates have at least one parent who has some form of post-secondary education.

Table 9 Educational attainment of Parents/Guardians

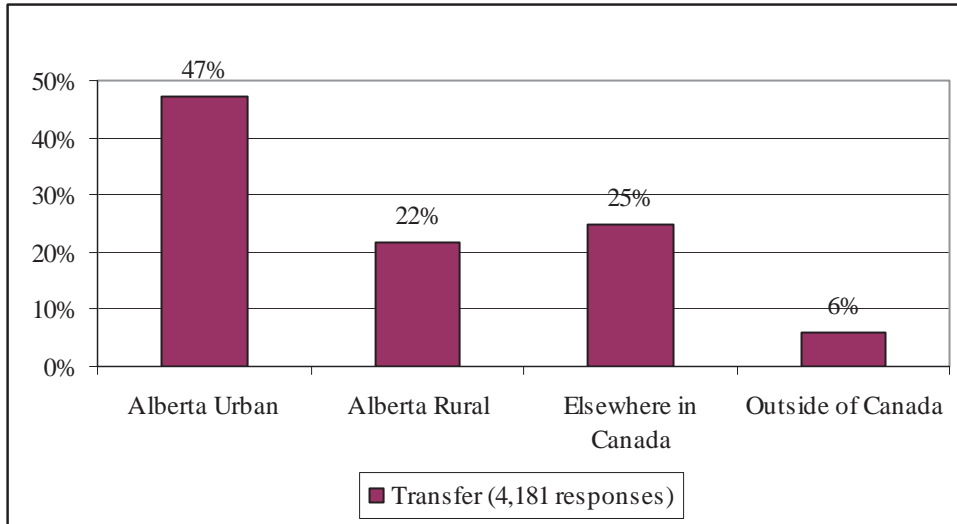
Description	Transfer		Non-transfer	
	Count	%	Count	%
Completed university degree (Bachelor)	1,142	28%	3,358	27%
Completed high school	811	20%	2,588	21%
Completed college, technical institute or apprenticeship program	654	16%	2,058	16%
Graduate or Professional Degree	610	15%	1,777	14%
Some post-secondary	345	8%	1,065	9%
Some high school	302	7%	826	7%
Elementary or junior high school	157	4%	389	3%
Other	14	0%	59	1%
Don't know	67	2%	432	3%
Total	4,102	100%	12,552	100%

Q69. What is/was the highest level of education attained by either one of your parents or guardians?

### *K-12 Location*

Almost half of transfer graduates (47%) last attended high school in urban Alberta. By comparison, 22% last attended high school in rural Alberta, 25% graduated elsewhere in Canada and 6% received their diploma from a high school outside of Canada.

Figure 6: K-12 Location



Q2. Where were you living when you last attended high school or another grade in the Kindergarten to Grade 12 system, not including adult upgrading?

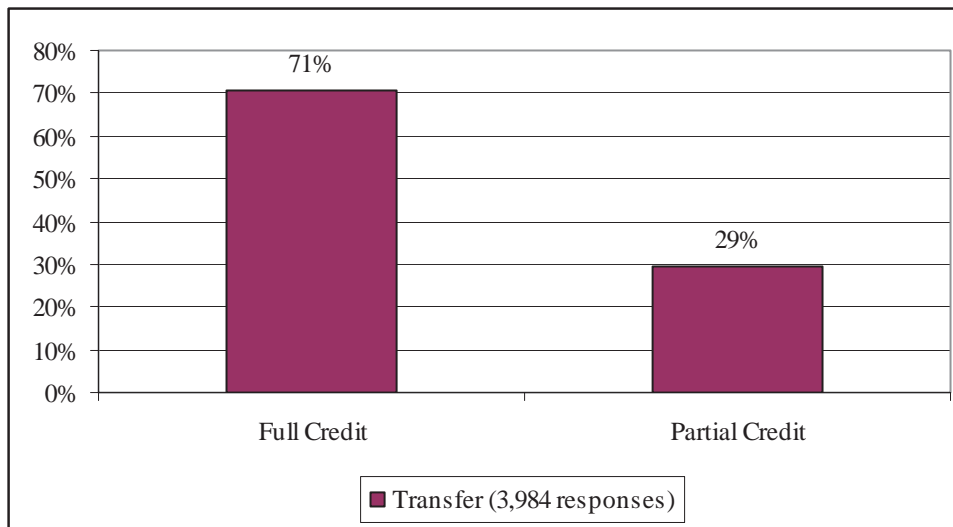
## Transitions

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### *Full or Partial Credit Transferred*

For each institution they received transfer credit from, respondents were asked whether they received full or partial credit. For classification purposes, respondents who indicated that they received full credit from at least one institution have been coded as full credit transfers. In total, seven-in-ten (71%) transfer graduates received full credit, while 29% received partial credit.

Figure 7: Full or Partial Transfer Credit



Q22.Did you receive full or partial credit?

Those who transferred from Baccalaureate and Applied Studies Institutions were among the most likely to have received full credit (79%), while those who transferred from Polytechnical Institutions (66%) and out of province institutions (62%) were among the least likely to have received full credit.

Table 10: Sector transferred from

			Credit		Total
			Full Credit	Partial Credit	
Sector transferred from	Comprehensive Academic & Research Institutions	Count %	899 76%	290 24%	1,189 100%
	Baccalaureate & Applied Studies Institutions	Count %	880 79%	230 21%	1,110 100%
	Polytechnical Institutions	Count %	222 66%	114 34%	336 100%
	Comprehensive Community Institutions	Count %	498 75%	167 25%	665 100%
	Independent Academic Institutions	Count %	110 77%	33 23%	143 100%
	Specialized Arts and Culture Institutions	Count %	17 81%	4 19%	21 100%
	Other Alberta Institutions	Count %	44 64%	25 36%	69 100%
	Other Non-Alberta Institutions	Count %	723 62%	436 38%	1,159 100%
	Total	Count %	2,814 71%	1,170 29%	3,984 100%

Transfer students who graduated from Comprehensive Academic and Research Institutions are the most likely to have received full credit transfers (73%).

Table 11: Full and partial credit by sector

			Credit		Total
			Full Credit	Partial Credit	
Sector	Comprehensive Academic & Research Institutions	Count	2,033	752	2,785
		%	79%	27%	100%
	Baccalaureate & Applied Studies Institutions	Count	319	163	482
		%	66%	34%	100%
	Polytechnical Institutions	Count	192	121	313
		%	61%	39%	100%
	Comprehensive Community Institutions	Count	162	79	241
		%	67%	33%	100%
	Independent Academic Institutions	Count	87	39	126
		%	69%	31%	100%
	Specialized Arts and Culture Institutions	Count	21	16	37
		%	57%	43%	100%
Total		Count	2,814	1,170	3,984
		%	71%	29%	100%

Graduates of a Trades and Technology field of study are among the least likely to have received full credit transfers (58%), yet are significantly more likely than graduates of other fields of study to have received partial credit transfers (42%).

Table 12: Full and partial credit by sector

			Credit		Total
			Full Credit	Partial Credit	
Field of Study	Business	Count	636	270	906
		%	70%	30%	100%
	Education	Count	373	137	510
		%	73%	27%	100%
	Health Sciences	Count	580	221	801
		%	72%	28%	100%
	Languages, Social Sciences, Arts & Humanities	Count	648	281	929
		%	70%	30%	100%
	Legal & Security	Count	54	20	74
		%	73%	27%	100%
	Recreation	Count	65	34	99
		%	66%	34%	100%
	Natural Sciences	Count	392	159	551
		%	71%	29%	100%
	Trades & Technology	Count	66	48	114
		%	58%	42%	100%
Total		Count	2,814	1,170	3,984
		%	71%	29%	100%

Graduates from an applied or bachelor degree program are among the most likely to have received full credit (73%), while those who graduated from a certificate (62%) or diploma (64%) program were significantly less likely.

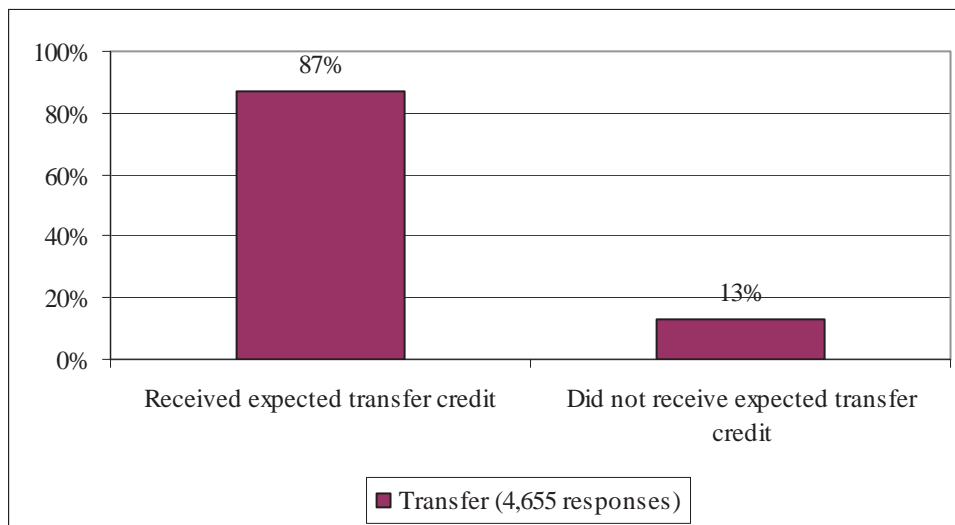
Table 13: Credit by KPI Program Type

			Credit		Total
			Full Credit	Partial Credit	
KPI Program Type	Certificate	Count	165	100	265
		%	62%	38%	100%
	Applied & Bachelor Degree	Count	2,029	746	2,775
		%	73%	27%	100%
	Doctoral Degree	Count	18	8	26
		%	69%	31%	100%
	Masters Degree	Count	187	80	267
		%	70%	30%	100%
	Diploma	Count	415	236	651
		%	64%	36%	100%
Total		Count	2,814	1,170	3,984
		%	71%	29%	100%

### *Receiving Expected Transfer Credit*

Nearly ninety percent of transfer graduates received the credit that they expected from every institution they transferred from. Conversely, 13% did not receive the credit they expected from at least one institution.

Figure 8: Receiving expected transfer credit



Q23. Did you receive the transfer credit you expected?

Women were slightly more likely than men to receive the transfer credit they expected (91% versus 88%).

Table 14: Expected credit by gender

			Received expected credit		Total
			Yes	No	
Gender	Male	Count	1,251	164	1,415
		%	88%	12%	100%
	Female	Count	2,275	227	2,502
		%	91%	9%	100%
Total		Count	3,526	391	3,917
		%	90%	10%	100%

Age has little effect on whether transfer graduates received the transfer credit they expected.

Table 15: Expected credit by age

			Received expected credit		Total
			Yes	No	
Age	22 and under	Count	85	9	94
		%	90%	10%	100%
	23 to 25	Count	993	93	1,086
		%	91%	9%	100%
	26 to 30	Count	1,170	139	1,309
		%	89%	11%	100%
	31 to 40	Count	670	79	749
		%	89%	11%	100%
	Over 40	Count	628	73	701
		%	90%	10%	100%
Total		Count	3,546	393	3,939
		%	90%	10%	100%

Similarly, no discrepancies exist between Aboriginals and non-Aboriginals.

Table 16: Expected credit by Aboriginal ancestry

			Received expected credit		Total
			Yes	No	
Do you consider yourself to be an Aboriginal person?	Yes	Count	137	14	151
		%	91%	9%	100%
	No	Count	3,383	378	3,761
		%	90%	10%	100%
Total		Count	3,520	392	3,912
		%	90%	10%	100%

Segregating the data by visible minorities also reveals no discrepancies as to whether transfer graduates received the transfer credit they expected.

Table 17: Expected credit by visible minority

			Received expected credit		Total
			Yes	No	
Do you consider yourself to be a member of a visible minority?	Yes	Count %	469 89%	56 11%	525 100%
	No	Count %	2,893 90%	319 10%	3,212 100%
Total		Count %	3,362 90%	375 10%	3,737 100%

Graduates who transferred from Baccalaureate and Applied Studies Institutions, as well as those who transferred from Comprehensive Academic and Research Institutions are among the most likely to have received the transfer credit they expected (93% and 92%, respectively). By comparison, graduates who transferred from Polytechnical Institutions are the least likely to have received the expected transfer credit (86%).

Table 18: Expected credit by sector transferred from

			Received expected credit		Total
			Yes	No	
Sector transferred from	Comprehensive Academic & Research Institutions	Count %	1,083 92%	94 8%	1,177 100%
	Baccalaureate & Applied Studies Institutions	Count %	1,020 93%	83 8%	1,102 100%
	Polytechnical Institutions	Count %	286 86%	46 14%	332 100%
	Comprehensive Community Institutions	Count %	603 91%	58 9%	661 100%
	Independent Academic Institutions	Count %	128 91%	13 9%	141 100%
	Specialized Arts and Culture Institutions	Count %	21 100%	0 0%	21 100%
	Other Alberta Institutions	Count %	63 94%	4 6%	67 100%
	Other Non-Alberta Institutions	Count %	1,013 89%	130 11%	1,143 100%
	Total	Count %	3,546 90%	393 10%	3,939 100%



Transfer students who graduated from Independent Academic Institutions and Specialized Arts and Cultural Institutions are slightly less likely to have received the transfer credit they expected (84% and 78%, respectively).

Table 19: Expected credit by Sector

			Received expected credit		Total
			Yes	No	
Sector	Comprehensive Academic & Research Institutions	Count %	2,504 91%	252 9%	2,756 100%
	Baccalaureate & Applied Studies Institutions	Count %	426 89%	51 11%	477 100%
	Polytechnical Institutions	Count %	270 87%	40 13%	310 100%
	Comprehensive Community Institutions	Count %	212 91%	22 9%	234 100%
	Independent Academic Institutions	Count %	105 84%	20 16%	125 100%
	Specialized Arts and Culture Institutions	Count %	29 78%	8 22%	37 100%
	Total	Count %	3,546 90%	393 10%	3,939 100%

Those who graduated from a Legal or Security field of study (93%), Health Sciences (92%) or Business (92%) are among the most likely to have received the transfer credit they expected.

Table 20: Expected credit by Field of Study

			Received expected credit		Total
			Yes	No	
Field of Study	Business	Count %	824 92%	74 8%	898 100%
	Education	Count %	455 90%	51 10%	506 100%
	Health Sciences	Count %	729 92%	62 8%	791 100%
	Languages, Social Sciences, Arts & Humanities	Count %	813 89%	102 11%	915 100%
	Legal & Security	Count %	66 93%	5 7%	71 100%
	Recreation	Count %	86 88%	12 12%	98 100%
	Natural Sciences	Count %	478 87%	69 13%	547 100%
	Trades & Technology	Count %	95 84%	18 16%	113 100%
	Total	Count %	3,546 90%	393 10%	3,939 100%

Those who earned a post-graduate degree (93%) are significantly more likely than those who earned a certificate (89%) or diploma (88%) to have received the transfer credit they expected.

Table 21: Expected credit by KPI Program Type

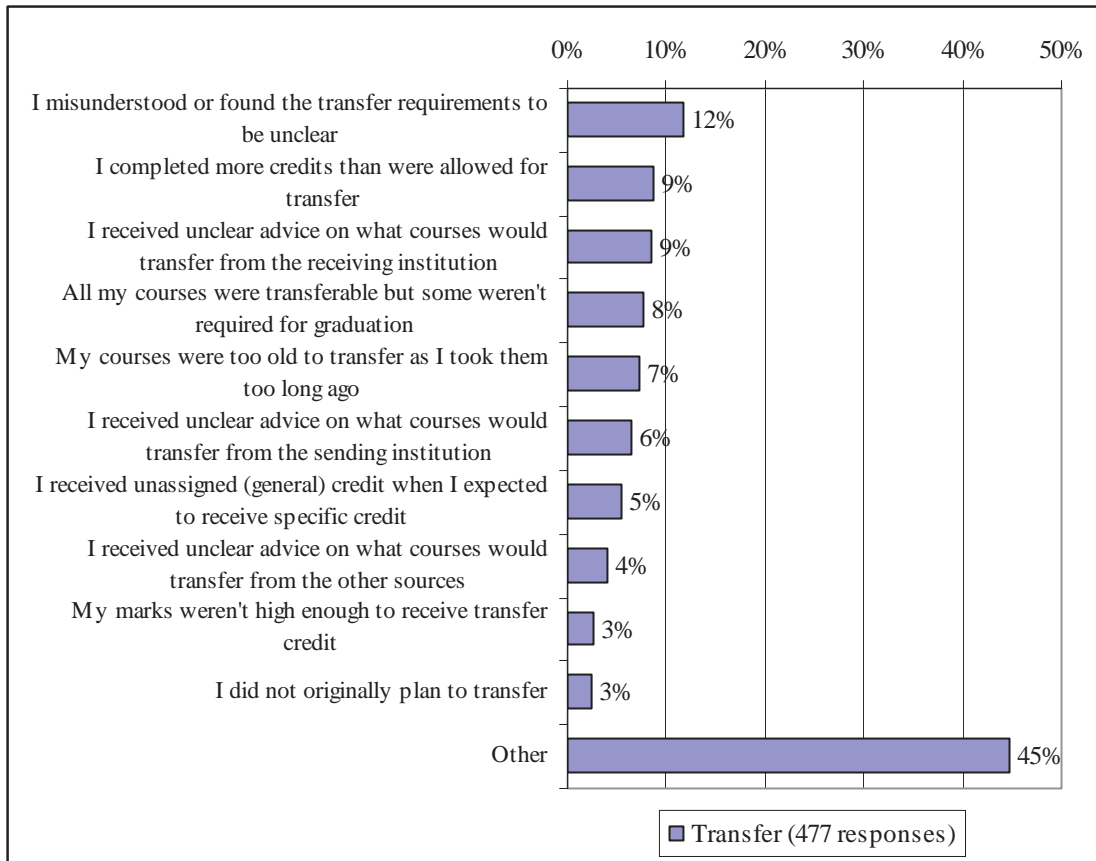
			Received expected credit		Total
			Yes	No	
KPI Program Type	Certificate	Count	232	30	262
		%	89%	11%	100%
	Applied & Bachelor Degree	Count	2,480	267	2,747
		%	90%	10%	100%
	Doctoral Degree	Count	25	1	26
%		96%	4%	100%	
Masters Degree	Count	244	19	263	
	%	93%	7.2%	100%	
Diploma	Count	565	76	641	
	%	88%	12%	100%	
Total	Count	3,546	393	3,939	
	%	90%	10%	100%	

***Reasons Transfer Graduates Did Not Receive the Credit They Expected***

Among those who did not receive the credit they expected, 12% say it was due to the fact that they misunderstood the transfer requirements. Slightly less often, transfer graduates gave reasons pertaining to completing more transfers than were allowed (9%) and receiving unclear advice on what courses would transfer from the receiving institution (9%). The remaining reasons cited are listed in the graph below.

Most of the responses under “other” were statements that did not give a specific reason – just that the course did not transfer.

Figure 9: Reason did not receive expected credit

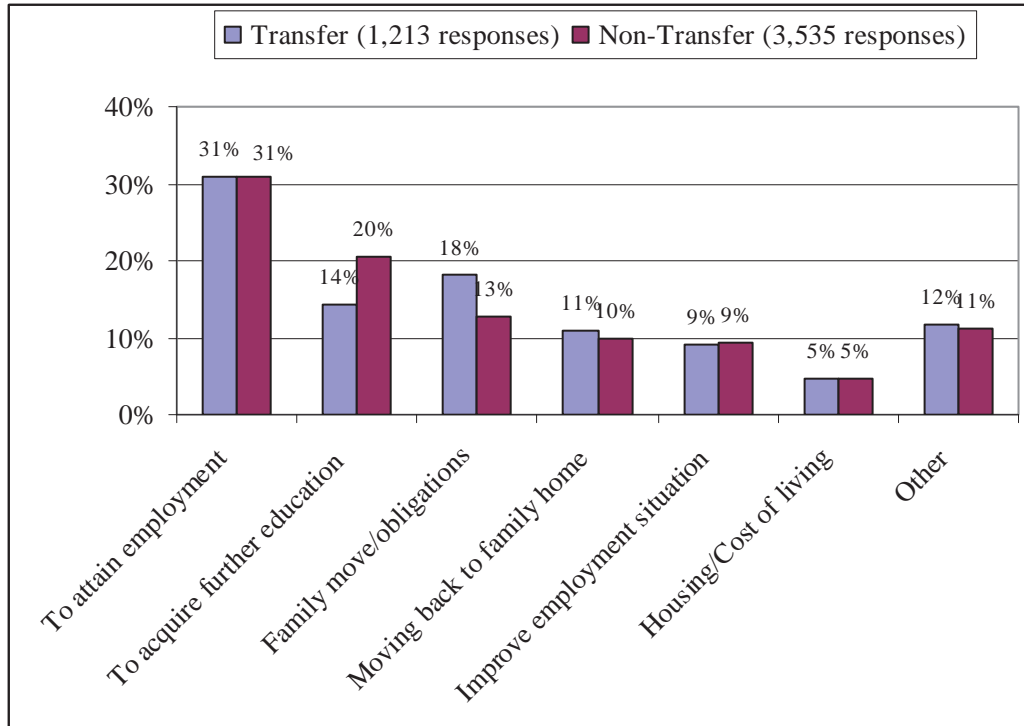


Q24. What were the reasons that you did not receive the credit you expected?

### Reasons for Relocating After Graduation

The primary reasons for moving after graduation differ slightly between transfer and non-transfer graduates. While a plurality from both groups say they moved to attain employment (31% and 31%, respectively), non-transfer graduates are more likely to say they moved to acquire further education (20% versus 14% of transfer graduates) and transfer graduates are more likely to say they moved due to family obligations (18% versus 13% of non-transfer graduates).

Figure 10: Reasons for relocation



Q7. What was your primary reason for moving?

Transfer graduates who have relocated since graduation are more likely than non-transfer graduates who have relocated since graduation to have returned to a hometown in urban Alberta (41% versus 37%).

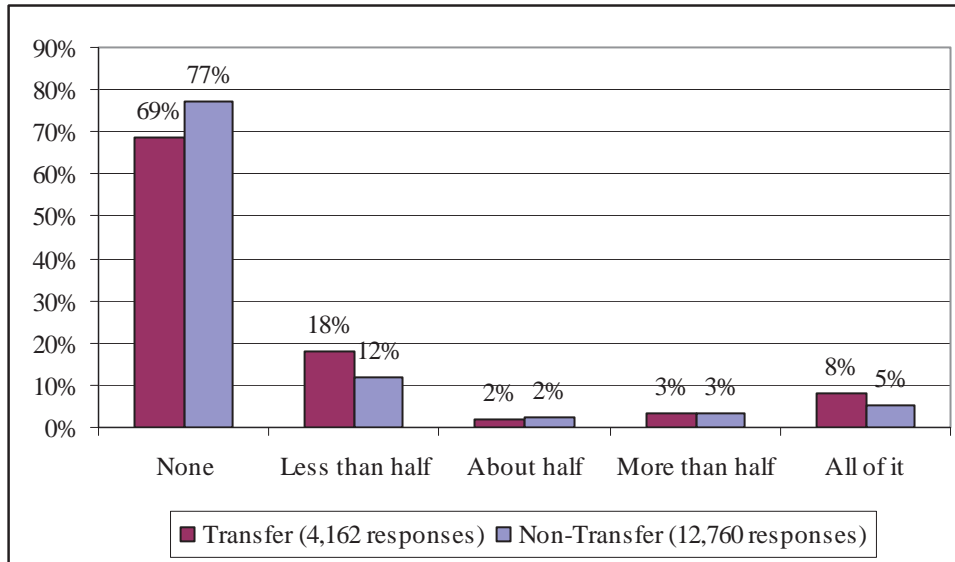
Table 22: Hometown location

			Hometown				Total
			Alberta Urban	Alberta Rural	Elsewhere in Canada	Outside of Canada	
Respondents Who Relocated Since Graduation	Transfer	Count	490	288	355	75	1,208
		%	41%	24%	29%	6%	100%
	Non-transfer	Count	1,290	904	1,102	242	3,538
		%	37%	26%	31%	7%	100%
Total		Count	1,780	1,192	1,457	317	4,746
		%	38%	25%	31%	7%	100%

### *Amount of Program Taken Through Alternative Delivery*

Transfer graduates are significantly more likely than non-transfer graduates to have taken at least some of their courses through correspondence or distance education (31% of transfer graduates versus 23% of non-transfer graduates).

Figure 11: Alternate Delivery

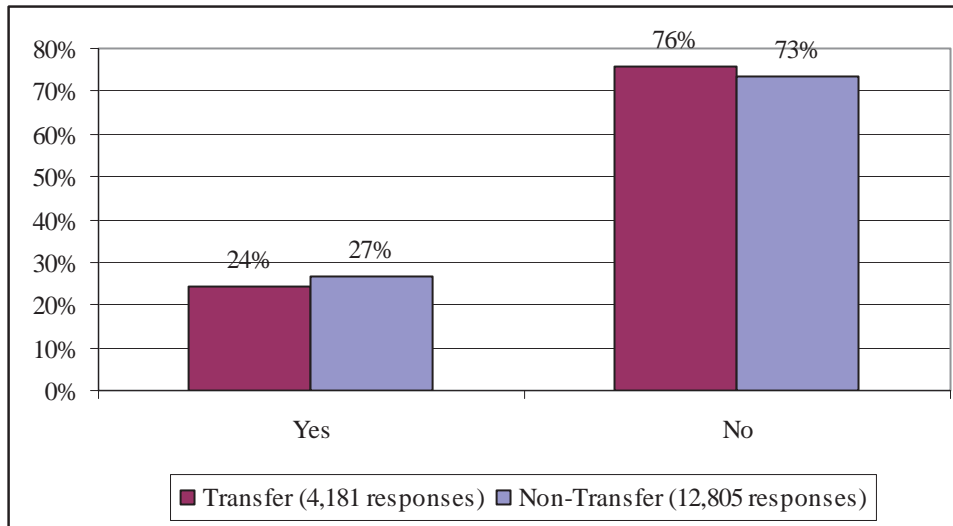


Q26. How much of your course-load for the program you graduated from did you take through correspondence or another type of distance education like Internet, television or video? Is that...?

### *Further Studies*

Approximately one-quarter of both transfer graduates (24%) and non-transfer graduates (27%) are currently enrolled as students.

Figure 12: Currently enrolled as a student



Q50. Are you currently enrolled as a student? (Post secondary studies)

Of those who are currently enrolled as students, 21% of transfer graduates are enrolled in an institution outside of Alberta. One-in-five (21%) are enrolled at the University of Alberta, and 17% are at the University of Calgary.

Table 23: Current enrolment

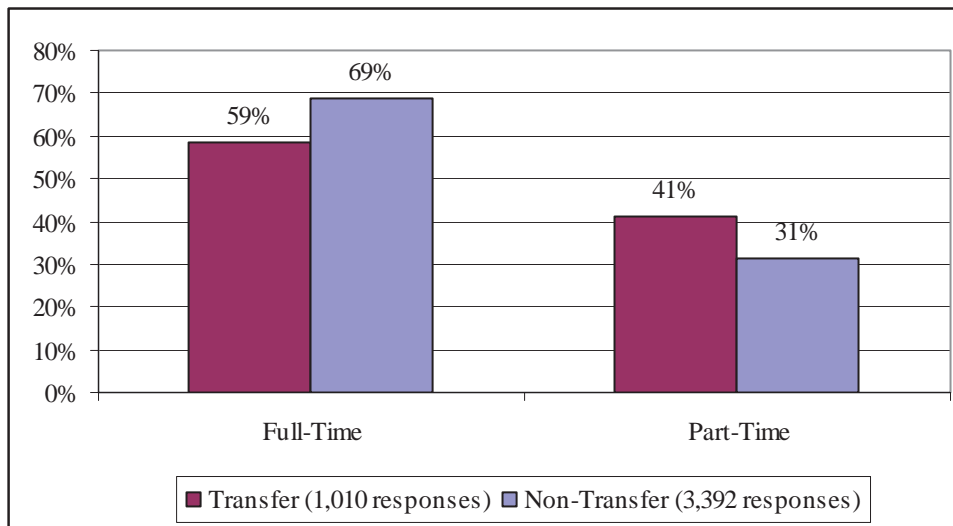
Description	Transfer		Non-transfer	
	Count	%	Count	%
Other Non - Alberta Institution	217	21%	601	18%
University of Alberta	209	21%	593	17%
University of Calgary	169	17%	620	18%
Athabasca University	113	11%	256	8%
University of Lethbridge	50	5%	197	6%
Grant MacEwan College	46	5%	170	5%
Other Alberta Institution	43	4%	120	4%
Mount Royal College	38	4%	161	5%
SAIT	35	3%	239	7%
NAIT	32	3%	202	6%
Concordia University College	24	2%	49	1%
Grande Prairie Regional College	9	1%	20	1%
Lethbridge College	7	1%	34	1%
Red Deer College	n/a	n/a	42	1%
Medicine Hat College	n/a	n/a	22	1%
King's University College	n/a	n/a	15	0%
Keyano College	n/a	n/a	10	0%
Lakeland College	n/a	n/a	26	1%
Alberta College of Art and Design	n/a	n/a	14	0%
University of Alberta – Augustana Campus	n/a	n/a	12	0%
Canadian University College	n/a	n/a	n/a	n/a
Bow Valley College	n/a	n/a	23	1%
Ambrose University College	n/a	n/a	n/a	n/a
Taylor University College and Seminary	n/a	n/a	n/a	n/a
Olds College	n/a	n/a	24	1%

St. Mary's University College	n/a	n/a	n/a	n/a
NorQuest College	n/a	n/a	21	1%
Portage College	n/a	n/a	7	0%
Northern Lakes College	n/a	n/a	n/a	n/a
NAIT – Fairview Campus	n/a	n/a	n/a	n/a
Don't know	n/a	n/a	19	1%
Refused	7	1%	17	1%
Total	1,018	100%	3,429	100%

Note: Items with fewer than 6 responses were not included in the table

Non-transfer graduates who are currently enrolled as students are significantly more likely than transfer graduates to be studying full-time (69 versus 59).

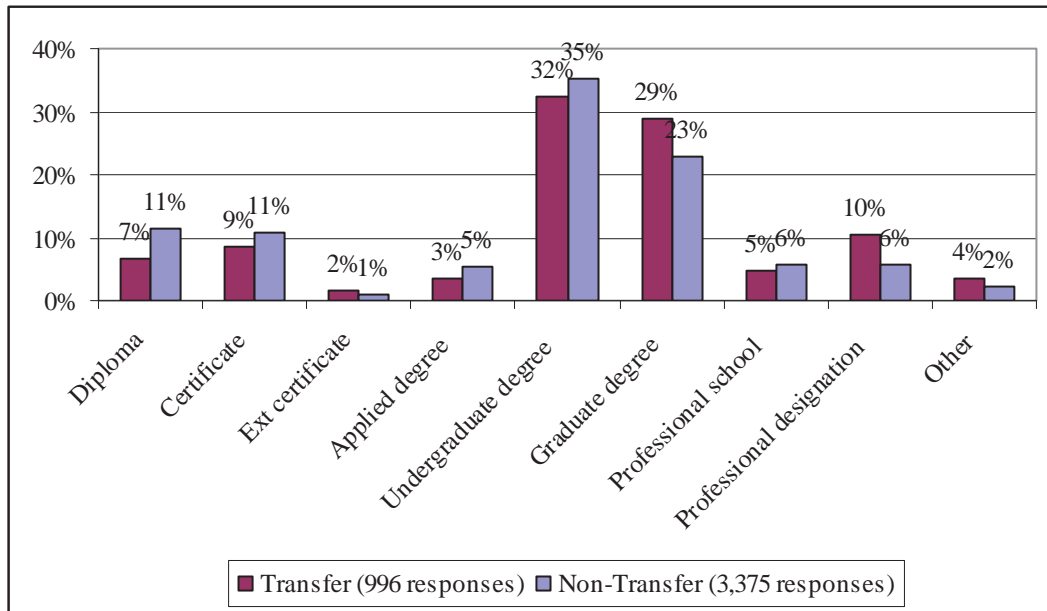
Figure 13: Student Type



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

One-third (32%) of currently enrolled transfer graduates are working toward an undergraduate degree, while a further 29 are pursuing a graduate degree. Non-transfer graduates currently enrolled in school are comparatively more likely to be studying toward an undergraduate degree (35%) but less likely to be enrolled in graduate school (23%).

Figure 14: Designation current studies will lead to



Q53. Will these studies lead to a...?

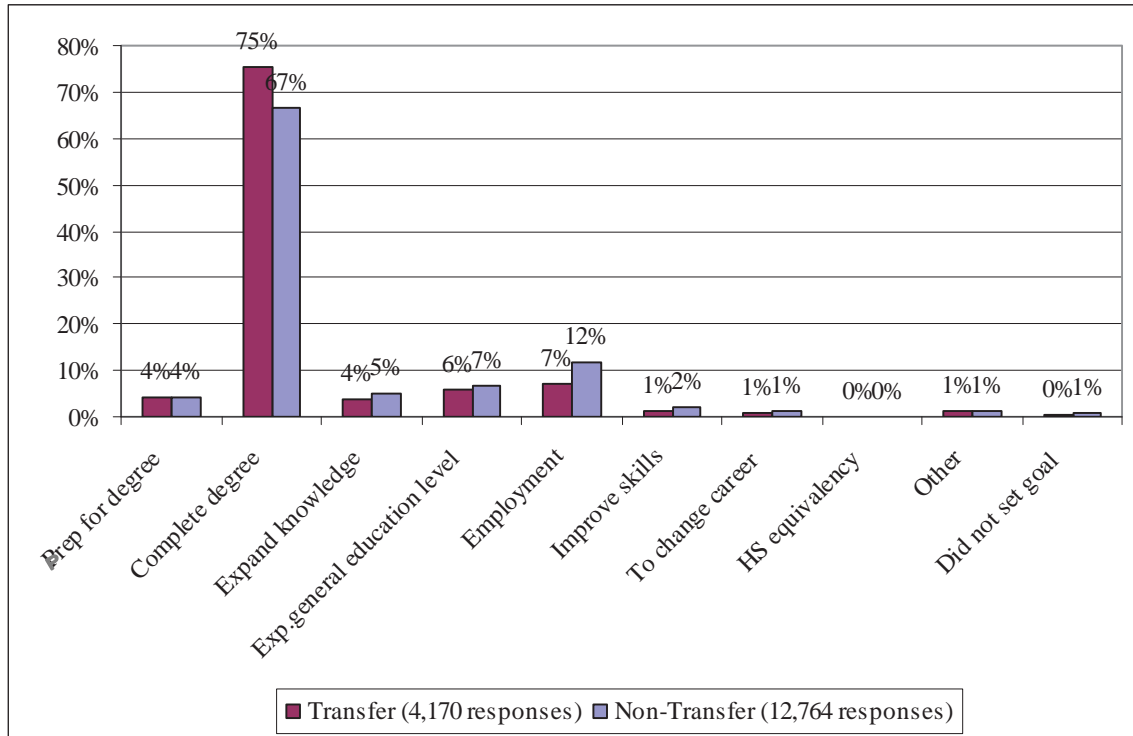


## Satisfaction/Goals

### Primary Goal

Three-quarters (75%) of transfer graduates report that their primary goal for entering their program was to complete a specific degree or diploma. By comparison, two-thirds (67%) of non-transfer graduates cite the same reason.

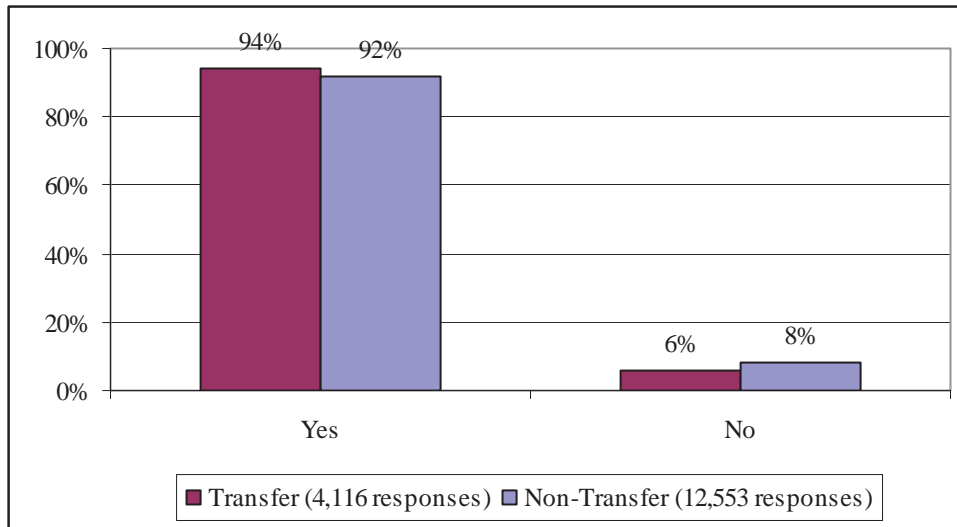
Figure 15: Primary Goal



Q11. What was your primary goal upon entering \_\_\_\_\_ (name of institution)?

The vast majority (94%) of transfer graduates achieved their primary goal.

Figure 16: Achievement of primary goal

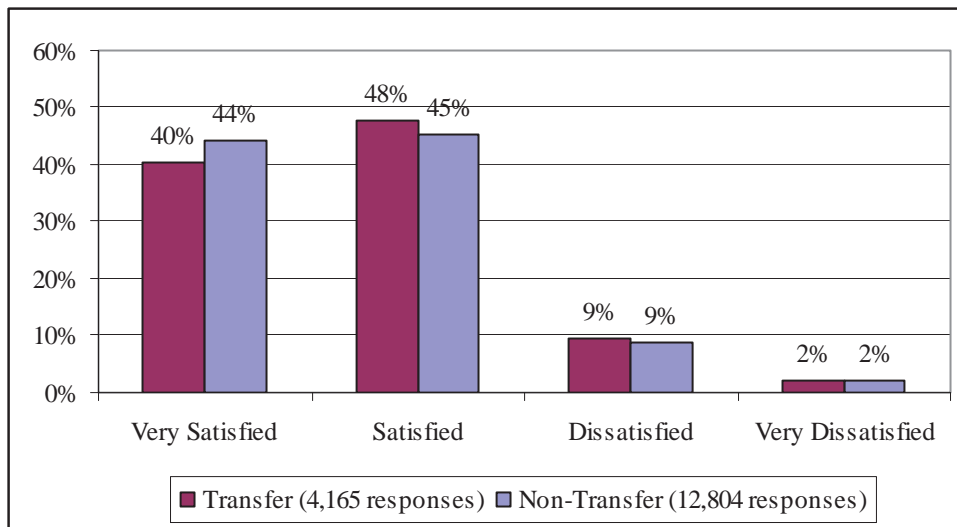


Q12. Did you achieve your primary goal?

***Satisfaction with Teaching, Program and Overall Quality***

A strong majority (88%) of transfer graduates are either very satisfied (40%) or satisfied (48%) with the quality of teaching in their program. By comparison, 89% of non-transfer graduates are also satisfied with their program’s teaching quality.

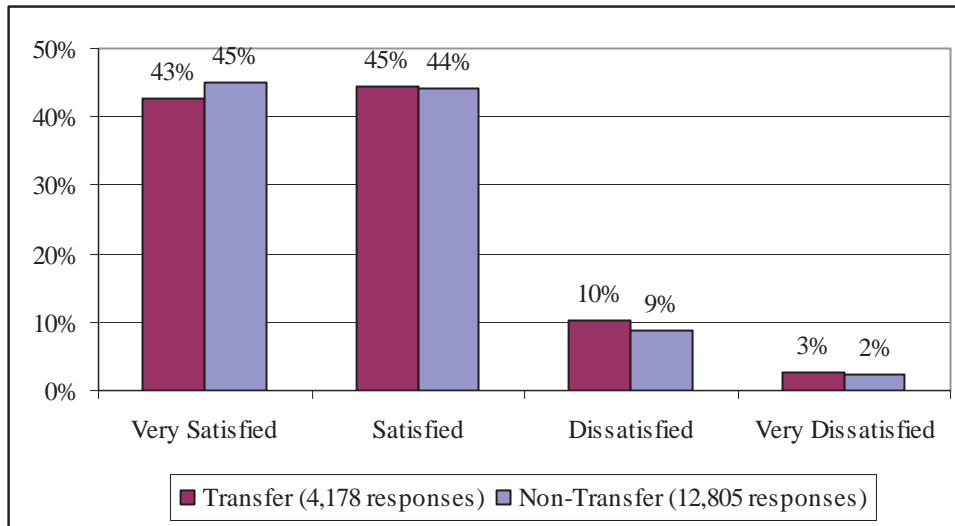
Figure 17: Satisfaction with Teaching



Q16. The following question examines how satisfied you are with your educational experience in \_\_\_\_\_ (name of program) at \_\_\_\_\_ (name of institution). I would like you to answer using a 4-point scale, where 1 means “very dissatisfied,” 2 means “dissatisfied”, 3 means “satisfied”, and 4 means “very satisfied”.

Similarly, close to nine-in-ten transfer graduates (88) and non-transfer graduates (89%) are satisfied or very satisfied with the program that they graduated from.

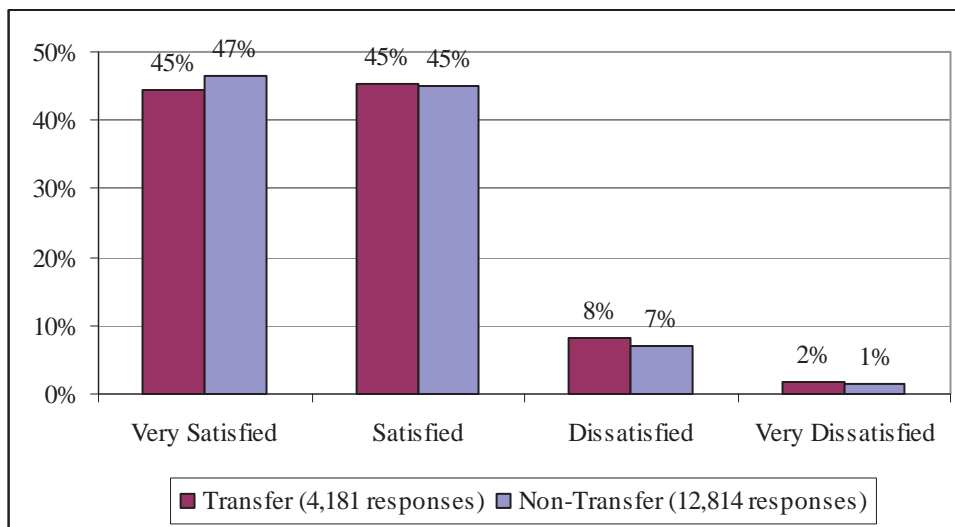
Figure 18: Satisfaction with Program



Q16. The following question examines how satisfied you are with your educational experience in \_\_\_\_\_ (name of program) at \_\_\_\_\_ (name of institution). I would like you to answer using a 4-point scale, where 1 means “very dissatisfied,” 2 means “dissatisfied”, 3 means “satisfied”, and 4 means “very satisfied”.

With regard to the overall quality of their educational experience, ninety percent of transfer graduates are very satisfied (45%) or satisfied (45%), which is similar to non-transfer graduates (92%).

Figure 19: Overall Satisfaction



Q16. The following question examines how satisfied you are with your educational experience in \_\_\_\_\_ (name of program) at \_\_\_\_\_ (name of institution). I would like you to answer using a 4-point scale, where 1 means “very dissatisfied,” 2 means “dissatisfied”, 3 means “satisfied”, and 4 means “very satisfied”.

Breaking down the data of respondents’ perceived overall quality of their educational experience by sector reveals only minor discrepancies between transfer and non-transfer graduates.

Table 24: Overall quality of educational experience by Sector

			(Very Dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very Satisfied) 4	Total
Comprehensive Academic & Research Institution	Transfer	Count %	65 2%	267 9%	1,370 47%	1,191 41%	2,893 100%
	Non-transfer	Count %	77 1%	542 9%	2,846 50%	2,265 40%	5,730 100%
	Total	Count %	142 2%	809 9%	4,216 49%	3,456 40%	8,623 100%
Baccalaureate & Applied Studies Institutions	Transfer	Count %	2 0%	33 6%	211 41%	267 52%	513 100%
	Non-transfer	Count %	14 1%	74 5%	616 41%	797 53%	1,501 100%
	Total	Count %	16 1%	107 5%	827 41%	1,064 53%	2,014 100%
Polytechnical Institutions	Transfer	Count %	2 1%	22 7%	150 46%	152 47%	326 100%
	Non-transfer	Count %	44 2%	122 5%	1,094 44%	1,207 49%	2,467 100%
	Total	Count %	46 2%	144 5%	1,244 45%	1,359 49%	2,793 100%
Comprehensive Community Institutions	Transfer	Count %	7 3%	10 4%	106 39%	152 55%	275 100%
	Non-transfer	Count %	48 2%	145 5%	1,059 38%	1,517 55%	2,769 100%
	Total	Count %	55 2%	155 5%	1,165 38%	1,669 55%	3,044 100%
Independent Academic Institutions	Transfer	Count %	0 0%	9 7%	43 32%	83 62%	135 100%
	Non-transfer	Count %	1 0%	12 4%	104 37%	161 58%	278 100%
	Total	Count %	1 0%	21 5%	147 36%	244 59%	413 100%
Specialized Arts & Culture Institutions	Transfer	Count %	1 3%	1 3%	18 46%	19 49%	39 100%
	Non-transfer	Count %	1 1%	4 6%	39 57%	25 36%	69 100%
	Total	Count %	2 2%	5 5%	57 53%	44 41%	108 100%

Segregating the data by field of study reveals that non-transfer graduates in Education and Health Sciences are slightly more likely than transfer graduates in the same fields to be satisfied with the overall quality of their educational experience.

Table 25: Overall quality of educational experience by Field of Study

			(Very Dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very Satisfied) 4	Total
Business	Transfer	Count	5	43	422	482	952
		%	1%	5%	44%	51%	100%
	Non-transfer	Count	20	119	1,109	1,212	2,460
		%	1%	5%	45%	49%	100%
	Total	Count	25	162	1,531	1,694	3,412
		%	1%	5%	45%	50%	100%
Education	Transfer	Count	7	54	244	240	545
		%	1%	10%	45%	44%	100%
	Non-transfer	Count	9	84	435	509	1,037
		%	1%	8%	42%	49%	100%
	Total	Count	16	138	679	749	1,582
		%	1%	9%	43%	47%	100%
Health Sciences	Transfer	Count	29	99	356	351	835
		%	4%	12%	43%	42%	100%
	Non-transfer	Count	43	188	1,030	1,208	2,469
		%	2%	8%	42%	49%	100%
	Total	Count	72	287	1,386	1,559	3,304
		%	2%	9%	42%	47%	100%
Languages, Social Sciences, Arts & Humanities	Transfer	Count	18	75	436	449	978
		%	2%	8%	45%	46%	100%
	Non-transfer	Count	32	208	1,110	1,043	2,393
		%	1%	9%	46%	44%	100%
	Total	Count	50	283	1,546	1,492	3,371
		%	2%	8%	46%	44%	100%
Legal & Security	Transfer	Count	1	5	33	37	76
		%	1%	7%	43%	49%	100%
	Non-transfer	Count	5	23	195	265	488
		%	1%	5%	40%	54%	100%
	Total	Count	6	28	228	302	564
		%	1%	5%	40%	54%	100%
Recreation	Transfer	Count	3	5	49	42	99
		%	3%	5%	50%	42%	100%
	Non-transfer	Count	4	16	92	80	192
		%	2%	8%	48%	42%	100%
	Total	Count	7	21	141	122	291
		%	2%	7%	49%	42%	100%
Natural Sciences	Transfer	Count	12	50	297	217	576
		%	2%	9%	52%	38%	100%
	Non-transfer	Count	34	194	1,178	966	2,372
		%	1%	8%	50%	41%	100%
	Total	Count	46	244	1,475	1,183	2,948
		%	2%	8%	50%	40%	100%
Trades & Technology	Transfer	Count	2	11	61	46	120
		%	2%	9%	51%	38%	100%
	Non-transfer	Count	38	67	609	689	1,403
		%	3%	5%	43%	49%	100%
	Total	Count	40	78	670	735	1,523
		%	3%	5%	44%	48%	100%

Breaking the same data down by KPI program type reveals that transfer graduates earning an Applied or Bachelor Degree are more likely than non-transfer graduates with the same degree to be very satisfied with the overall quality of their educational experience (41% versus 36%).

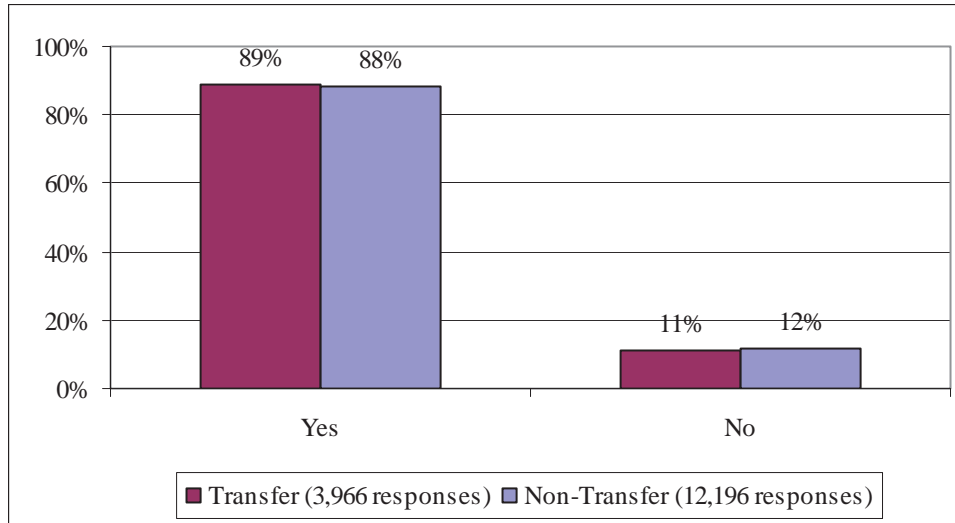
Table 26: Overall quality of educational experience by KPI Program Type

			(Very Dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very Satisfied) 4	Total
Certificate	Transfer	Count	6	15	101	170	292
		%	2%	5%	35%	58%	100%
	Non-transfer	Count	60	158	1,185	1,760	3,163
		%	2%	5%	38%	56%	100%
	Total	Count	66	173	1,286	1,930	3,455
		%	2%	5%	37%	56%	100%
Applied & Bachelor Degree	Transfer	Count	64	267	1,370	1,184	2,885
		%	2%	9%	48%	41%	100%
	Non-transfer	Count	65	473	2,461	1,689	4,688
		%	1%	10%	53%	36%	100%
	Total	Count	129	740	3,831	2,873	7,573
		%	2%	10%	51%	38%	100%
Doctoral Degree	Transfer	Count	0	1	12	15	28
		%	0%	4%	43%	54%	100%
	Non-transfer	Count	3	17	82	93	195
		%	1%	9%	42%	48%	100%
	Total	Count	3	18	94	108	223
		%	1%	8%	42%	48%	100%
Masters Degree	Transfer	Count	3	15	108	156	282
		%	1%	5%	38%	55%	100%
	Non-transfer	Count	12	75	546	772	1,405
		%	1%	5%	39%	55%	100%
	Total	Count	15	90	654	928	1,687
		%	1%	5%	39%	55%	100%
Diploma	Transfer	Count	4	44	307	339	694
		%	1%	6%	44%	49%	100%
	Non-transfer	Count	45	176	1,484	1,658	3,363
		%	1%	5%	44%	49%	100%
	Total	Count	49	220	1,791	1,997	4,057
		%	1%	5%	44%	49%	100%

### ***Recommend Program and Institution***

More than four-out-of-five transfer (89%) and non-transfer (88%) graduates would recommend the program of study that they graduated from.

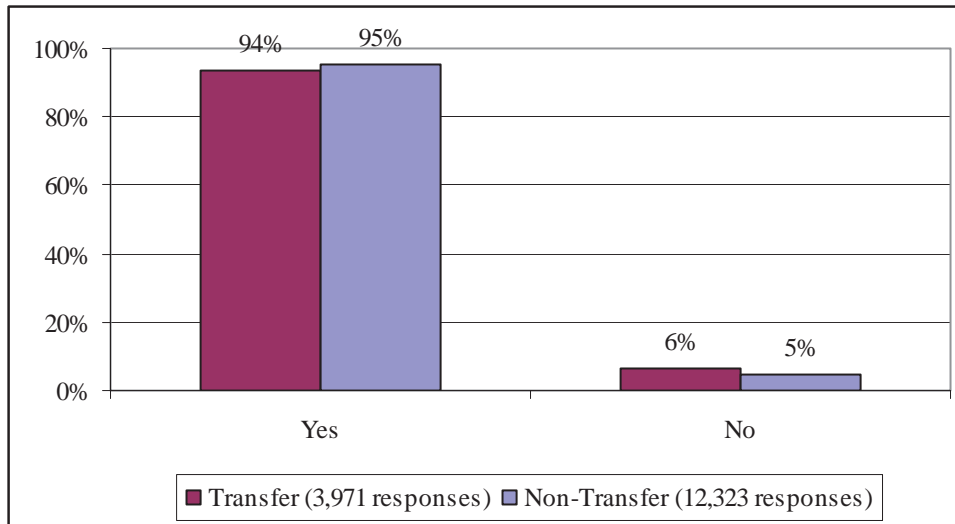
Figure 20: Would recommend program



Q17. Would you recommend the same program of study to someone else

Both transfer and non-transfer graduates are more likely to recommend the institution they attended than their program of study. The vast majority of both transfer (94%) and non-transfer (95%) graduates would recommend the institution they graduated from.

Figure 21: Would recommend institution

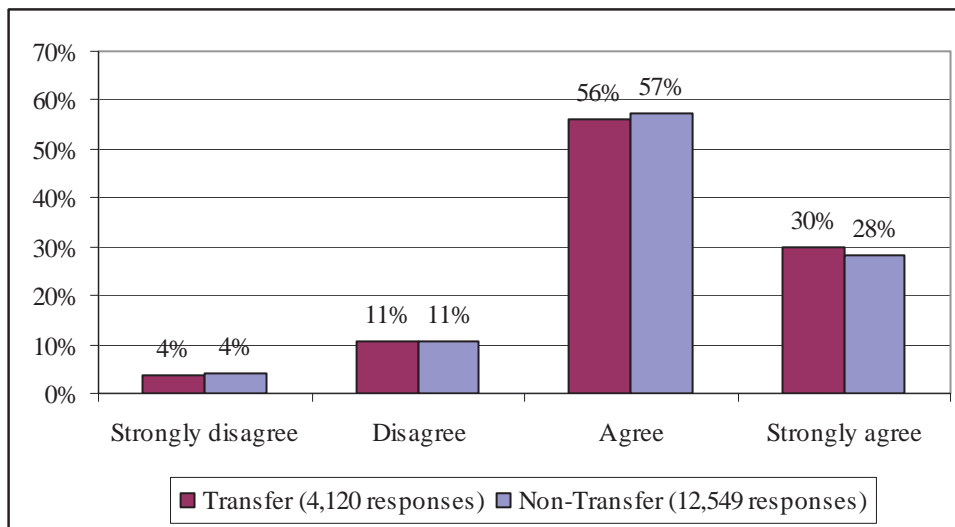


Q18. Would you recommend to someone that they should attend \_\_\_\_\_ (name of institution)?

***Program Benefits Justify Cost***

A similar proportion of transfer and non-transfer graduates agree that the benefits of post-secondary education make their program worth the financial cost to themselves and their families. More than four-fifths (86%) of transfer graduates either agree (56%) or strongly agree (30%) with the statement.

Figure 22: Program benefits justify the cost



Q25. Given the benefits of post-secondary education, I consider the \_\_\_\_\_ (name of program) program to be worth the financial cost to me and/or my family? Do you...?



Few discrepancies exist when examining transfer and non-transfer graduates' opinions as to whether their program was worth the financial cost by sector.

Table 27: Consider the program to be worth the financial cost by Sector

			I consider the program to be worth the financial cost to me and/or my family				
			Strongly disagree	Disagree	Agree	Strongly agree	Total
Comprehensive Academic & Research Institution	Transfer	Count	103	326	1,589	826	2,844
		%	4%	12%	56%	29%	100%
	Non-transfer	Count	190	618	3,228	1,574	5,612
		%	3%	11%	58%	28%	100%
	Total	Count	295	944	4,817	2,400	8,456
		%	4%	11%	57%	28%	100%
Baccalaureate & Applied Studies Institutions	Transfer	Count	20	50	293	138	501
		%	4%	10%	59%	28%	100%
	Non-transfer	Count	59	195	864	337	1,455
		%	4%	13%	59%	23%	100%
	Total	Count	79	245	1,157	475	1,956
		%	4%	13%	59%	24%	100%
Polytechnical Institutions	Transfer	Count	7	29	184	107	327
		%	2%	9%	56%	33%	100%
	Non-transfer	Count	107	218	1,389	711	2,425
		%	4%	9%	57%	29%	100%
	Total	Count	114	247	1,573	818	2,752
		%	4%	9%	57%	30%	100%
Comprehensive Community Institutions	Transfer	Count	7	16	156	97	276
		%	3%	6%	57%	35%	100%
	Non-transfer	Count	126	252	1,530	812	2,720
		%	5%	9%	56%	30%	100%
	Total	Count	133	268	1,686	909	2,996
		%	4%	9%	56%	30%	100%
Independent Academic Institutions	Transfer	Count	8	15	66	45	134
		%	6%	11%	49%	34%	100%
	Non-transfer	Count	11	32	147	83	273
		%	4%	12%	54%	30%	100%
	Total	Count	19	47	213	128	407
		%	5%	12%	52%	31%	100%
Specialized Arts & Culture Institutions	Transfer	Count	2	4	19	13	38
		%	5%	11%	50%	34%	100%
	Non-transfer	Count	1	9	41	13	64
		%	2%	14%	64%	20%	100%
	Total	Count	3	13	60	26	102
		%	3%	13%	59%	26%	100%

Similar proportions of transfer and non-transfer graduates across all fields of study agree that their program was worth the financial cost.

Table 28: Consider the program to be worth the financial cost by Field of Study

			I consider the program to be worth the financial cost to me and/or my family				
			Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree
Business	Transfer	Count	27	54	539	324	944
		%	3%	6%	57%	34%	100%
	Non-transfer	Count	71	199	1,415	722	2,407
		%	3%	8%	59%	30%	100%
	Total	Count	98	253	1,954	1,046	3,351
		%	3%	85	58%	31%	100%
Education	Transfer	Count	20	71	302	145	538
		%	4%	13%	56%	27%	100%
	Non-transfer	Count	37	111	587	286	1,021
		%	4%	11%	58%	28%	100%
	Total	Count	57	182	889	431	1,559
		%	4%	12%	57%	28%	100%
Health Sciences	Transfer	Count	28	100	440	258	826
		%	3%	12%	53%	31%	100%
	Non-transfer	Count	114	243	1,361	713	2,431
		%	5%	10%	56%	29%	100%
	Total	Count	142	343	1,801	971	3,257
		%	4%	11%	55%	30%	100%
Languages, Social Sciences, Arts & Humanities	Transfer	Count	47	114	545	247	953
		%	5%	12%	57%	26%	100%
	Non-transfer	Count	102	337	1,349	538	2,326
		%	4%	15%	58%	23%	100%
	Total	Count	149	451	1,894	785	3,279
		%	5%	14%	58%	24%	100%
Legal & Security	Transfer	Count	3	9	43	22	77
		%	4%	12%	56%	29%	100%
	Non-transfer	Count	15	55	287	122	479
		%	3%	12%	60%	26%	100%
	Total	Count	18	64	330	144	556
		%	3%	12%	59%	26%	100%
Recreation	Transfer	Count	1	15	69	11	96
		%	1%	16%	72%	12%	100%
	Non-transfer	Count	8	32	112	32	184
		%	4%	17%	61%	17%	100%
	Total	Count	9	47	181	43	280
		%	3%	17%	65%	15%	100%
Natural Sciences	Transfer	Count	18	62	306	179	565
		%	3%	11%	54%	32%	100%
	Non-transfer	Count	84	226	1,334	672	2,316
		%	4%	10%	58%	29%	100%
	Total	Count	102	288	1,640	851	2,881
		%	4%	10%	57%	30%	100%
Trades & Technology	Transfer	Count	3	15	63	40	121
		%	3%	12%	52%	33%	100%
	Non-transfer	Count	65	121	754	445	1,385
		%	5%	9%	54%	32%	100%
	Total	Count	68	136	817	485	1,506
		%	5%	9%	54%	32%	100%

Transfer graduates who earned a certificate are slightly more likely to feel their program was worth the financial cost (87%) than non-transfer graduates who earned a certificate (84%).

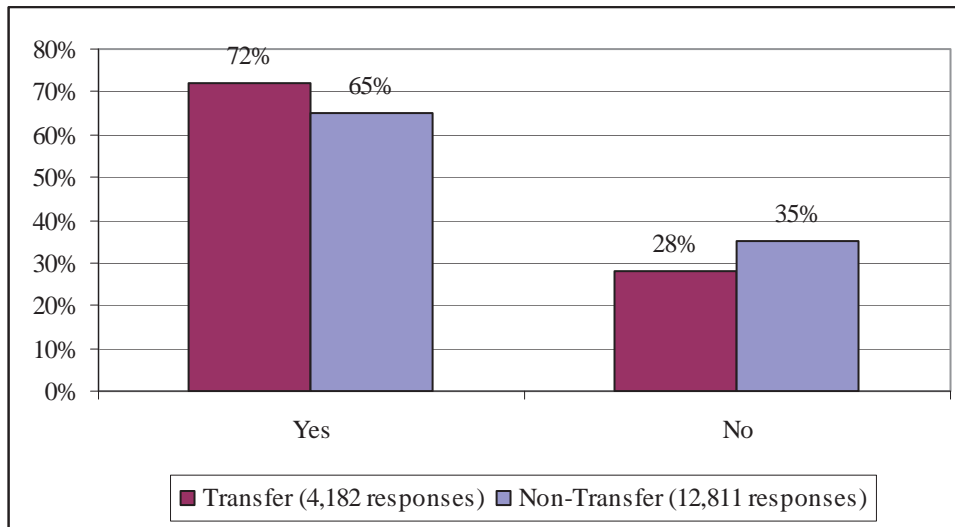
Table 29: Consider the program to be worth the financial cost by KPI Program Type

			I consider the program to be worth the financial cost to me and/or my family				
			Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree	Strongly disagree
Certificate	Transfer	Count	9	28	158	93	288
		%	3%	10%	55%	32%	100%
	Non-transfer	Count	158	330	1,786	823	3,097
		%	5%	11%	58%	27%	100%
	Total	Count	167	358	1,944	916	3,385
		%	5%	11%	57%	27%	100%
Applied & Bachelor Degree	Transfer	Count	106	332	1,576	824	2,838
		%	4%	12%	56%	29%	100%
	Non-transfer	Count	149	572	2,693	1,175	4,589
		%	3%	13%	59%	26%	100%
	Total	Count	255	904	4,269	1,999	7,427
		%	3%	12%	58%	27%	100%
Doctoral Degree	Transfer	Count	2	4	12	10	28
		%	7%	14%	43%	36%	100%
	Non-transfer	Count	10	17	99	61	187
		%	5%	9%	53%	33%	100%
	Total	Count	12	21	111	71	215
		%	6%	10%	52%	33%	10%
Masters Degree	Transfer	Count	4	20	151	99	274
		%	2%	7%	55%	36%	100%
	Non-transfer	Count	44	87	748	499	1,378
		%	3%	6%	54%	36%	100%
	Total	Count	48	107	899	598	1,652
		%	3%	7%	54%	36%	100%
Diploma	Transfer	Count	26	56	410	200	692
		%	4%	8%	59%	29%	100%
	Non-transfer	Count	135	318	1,873	972	3,298
		%	4%	10%	57%	30%	100%
	Total	Count	161	374	2,283	1,172	3,990
		%	4%	9%	57%	29%	100%

***Employment Status While a Student***

Transfer graduates are more likely to have held a job while taking classes (72%) compared to non-transfer graduates (65%).

Figure 23: Employment while a student



Q27. Were you employed while taking classes at \_\_\_\_\_ (name of institution)?

Transfer graduates across all sectors are more likely than non-transfer graduates to have worked while taking classes, with the exception of students who graduated from Specialized Arts and Culture Institutions.

Table 30: Work while taking classes by Sector

			Did you work while taking classes		
			Yes	No	Total
Comprehensive Academic & Research Institution	Transfer	Count %	2,130 74%	761 26%	2,891 100%
	Non-transfer	Count %	4,052 71%	1,674 29%	5,726 100%
	Total	Count %	6,182 72%	2,435 28%	8,617 100%
Baccalaureate & Applied Studies Institutions	Transfer	Count %	389 76%	125 24%	514 100%
	Non-transfer	Count %	1,120 75%	379 25%	1,499 100%
	Total	Count %	1,509 75%	504 25%	2,013 100%
Polytechnical Institutions	Transfer	Count %	207 63%	121 37%	328 100%
	Non-transfer	Count %	1,441 59%	1,023 42%	2,464 100%
	Total	Count %	1,648 59%	1,144 41%	2,792 100%
Comprehensive Community Institutions	Transfer	Count %	163 59%	112 41%	275 100%
	Non-transfer	Count %	1,451 52%	1,323 48%	2,774 100%
	Total	Count %	1,614 53%	1,435 47%	3,049 100%
Independent Academic Institutions	Transfer	Count %	99 73%	36 27%	135 100%
	Non-transfer	Count %	212 76%	67 24%	279 100%
	Total	Count %	311 75%	103 25%	414 100%
Specialized Arts & Culture Institutions	Transfer	Count %	27 69%	12 31%	39 100%
	Non-transfer	Count %	43 62%	26 38%	69 100%
	Total	Count %	70 65%	38 35%	108 100%

Transfer graduates across all fields of study are also more likely than non-transfer graduates to have worked while taking classes, with the exception of students who were enrolled in Education.

Table 31: Work while taking classes by Field of Study

			Did you work while taking classes		
			Yes	No	Total
Business	Transfer	Count %	727 76%	224 24%	951 100
	Non-transfer	Count %	1,735 70%	732 30%	2,467 100%
	Total	Count %	2,462 72%	956 28%	3,418 100%
Education	Transfer	Count %	380 70%	166 30%	546 100%
	Non-transfer	Count %	761 73%	279 27%	1,040 100%
	Total	Count %	1,141 72%	445 28%	1,586 100%
Health Sciences	Transfer	Count %	611 73%	224 27%	835 100%
	Non-transfer	Count %	1,638 66%	836 34%	2,474 100%
	Total	Count %	2,249 68%	1,060 32%	3,309 100%
Languages, Social Sciences, Arts & Humanities	Transfer	Count %	769 79%	207 21%	976 100%
	Non-transfer	Count %	1,808 76%	582 24%	2,390 100%
	Total	Count %	2,577 77%	789 23%	3,366 100%
Legal & Security	Transfer	Count %	61 79%	16 21%	77 100%
	Non-transfer	Count %	295 61%	193 40%	488 100%
	Total	Count %	356 63%	209 37%	565 100%
Recreation	Transfer	Count %	74 74%	26 26%	100 100%
	Non-transfer	Count %	127 67%	63 33%	190 100%
	Total	Count %	201 69%	89 31%	290 100%
Natural Sciences	Transfer	Count %	329 57%	246 43%	575 100%
	Non-transfer	Count %	1,283 54%	1,081 46%	2,364 100%
	Total	Count %	1,612 55%	1,327 45%	2,939 100%
Trades & Technology	Transfer	Count %	64 53%	58 48%	122 100%
	Non-transfer	Count %	672 48%	726 52%	1,398 100%
	Total	Count %	736 48%	784 52%	1,520 100%

Transfer graduates from every program type are more likely to have held a job while taking classes compared to non-transfer graduates.

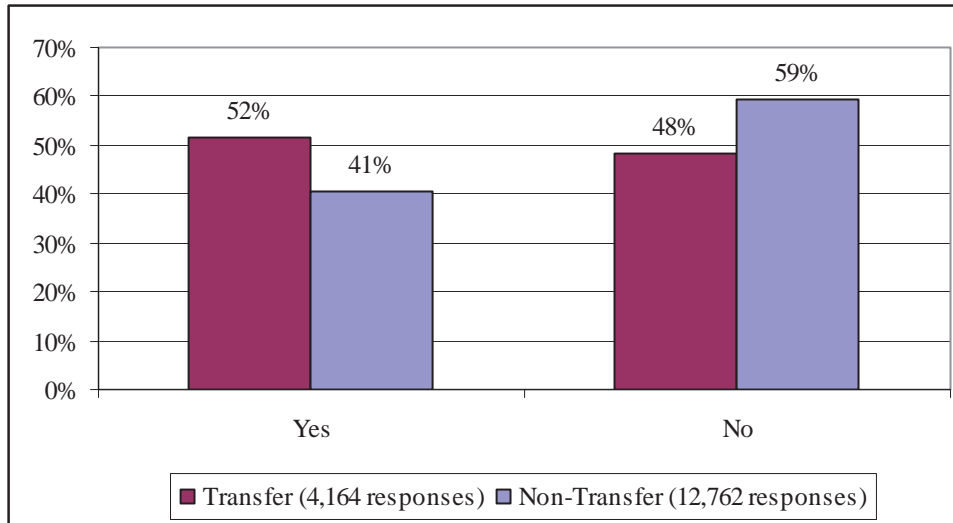
Table 32: Work while taking classes by KPI Program Type

			Did you work while taking classes		
			Yes	No	Total
Certificate	Transfer	Count %	186 64%	104 36%	290 100%
	Non-transfer	Count %	1,779 56%	1,385 44%	3,164 100%
	Total	Count %	1,965 57%	1,489 43%	3,454 100%
Applied & Bachelor Degree	Transfer	Count %	2,101 73%	783 27%	2,884 100%
	Non-transfer	Count %	3,262 70%	1,423 30%	4,685 100%
	Total	Count %	5,363 71%	2,206 29%	7,569 100%
Doctoral Degree	Transfer	Count %	18 64%	10 36%	28 100%
	Non-transfer	Count %	105 54%	89 46%	194 100%
	Total	Count %	123 55%	99 45%	122 100%
Masters Degree	Transfer	Count %	241 86%	41 15%	282 100%
	Non-transfer	Count %	1,089 78%	316 23%	1,405 100%
	Total	Count %	1,330 79%	357 21%	1,687 100%
Diploma	Transfer	Count %	469 67%	229 33%	698 100%
	Non-transfer	Count %	2,084 62%	1,279 38%	3,363 100%
	Total	Count %	2,553 63%	1,508 37%	4,061 100%

## Government Loans

Approximately half (52%) of transfer graduates have at some point received government-sponsored loans, compared to 41% of non-transfer graduates.

Figure 24: Received government sponsored loans

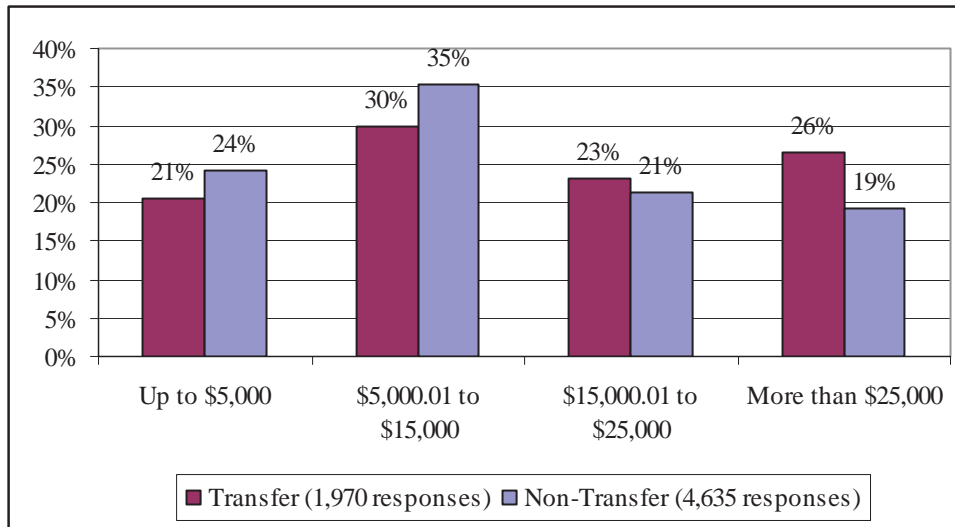


Q54. Have you ever received government-sponsored student loans?

On average, transfer graduates received a higher amount of government-sponsored student loans for their post-secondary education compared to non-transfer graduates. The mean reported amount for transfer graduates is \$18,725 with a median of \$15,000. By comparison, the mean reported amount for non-transfer graduates is \$16,015 with a median of \$12,000. The following graph breaks down the amount of government-sponsored student loans into specific categories.



Figure 25: Government sponsored loan amount



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

Across every sector, transfer graduates are more likely than non-transfer graduates to have received government-sponsored loans.

Table 33: Government sponsored loans by Sector

			Have you ever received government sponsored student loans		
			Yes	No	Total
Comprehensive Academic & Research Institution	Transfer	Count	1,525	1,356	2,881
		%	53%	47%	100%
	Non-transfer	Count	2,456	3,266	5,722
		%	43%	57%	100%
	Total	Count	3,981	4,622	8,603
		%	46%	54%	100%
Baccalaureate & Applied Studies Institutions	Transfer	Count	252	260	512
		%	49%	51%	100%
	Non-transfer	Count	631	858	1,489
		%	42%	58%	100%
	Total	Count	883	1,118	2,001
		%	44%	56%	100%
Polytechnical Institutions	Transfer	Count	136	189	325
		%	42%	58%	100%
	Non-transfer	Count	871	1,585	2,456
		%	36%	65%	100%
	Total	Count	1,007	1,774	2,781
		%	36%	64%	100%
Comprehensive Community Institutions	Transfer	Count	128	144	272
		%	47%	53%	100%
	Non-transfer	Count	1,030	1,719	2,749
		%	38%	63%	100%
	Total	Count	1,158	1,863	3,021
		%	38%	62%	100%

			Have you ever received government sponsored student loans		
			Yes	No	Total
Independent Academic Institutions	Transfer	Count %	79 59%	56 42%	135 100%
	Non-transfer	Count %	158 57%	121 43%	279 100%
	Total	Count %	237 57%	177 43%	414 100%
Specialized Arts & Culture Institutions	Transfer	Count %	28 72%	11 28%	39 100%
	Non-transfer	Count %	34 51%	33 49%	67 100%
	Total	Count %	62 59%	44 42%	106 100%

The loan amounts are, on average, higher among transfer graduates than non-transfer graduates, with the exception of those who attended Independent Academic Institutions and Specialized Arts and Culture Institutions.

Table 34: Government loan amount by Sector

		Mean	n	Median
Comprehensive Academic & Research Institution	Transfer	\$ 19,900	1,409	\$ 18,000
	Non-transfer	\$ 19,185	2,238	\$ 17,000
	Total	\$ 19,461	3,647	\$ 17,000
Baccalaureate & Applied Studies Institutions	Transfer	\$ 16,091	227	\$ 12,659
	Non-transfer	\$ 15,714	564	\$ 14,000
	Total	\$ 15,822	791	\$ 13,000
Polytechnical Institutions	Transfer	\$ 14,507	119	\$ 12,000
	Non-transfer	\$ 11,248	781	\$ 10,000
	Total	\$ 11,679	900	\$ 10,000
Comprehensive Community Institutions	Transfer	\$ 13,966	114	\$ 11,500
	Non-transfer	\$ 11,362	874	\$ 10,000
	Total	\$ 11,663	988	\$ 10,000
Independent Academic Institutions	Transfer	\$ 19,339	73	\$ 20,000
	Non-transfer	\$ 21,326	147	\$ 20,000
	Total	\$ 20,667	220	\$ 20,000
Specialized Arts & Culture Institutions	Transfer	\$ 16,663	28	\$ 15,500
	Non-transfer	\$ 18,813	31	\$ 20,000
	Total	\$ 17,792	59	\$ 17,000

Transfer graduates across every field of study are more likely than non-transfer graduates to have received government-sponsored loans.

Table 35: Government sponsored loans by Field of Study

			Have you ever received government sponsored student loans		
			Yes	No	Total
Business	Transfer	Count	397	553	950
		%	42%	58%	100%
	Non-transfer	Count	809	1,642	2,451
		%	33%	67%	100%
	Total	Count	1,206	2,195	3,401
		%	36%	65%	100%
Education	Transfer	Count	320	222	542
		%	59%	41%	100%
	Non-transfer	Count	505	528	1,033
		%	49%	51%	100%
	Total	Count	825	750	1,575
		%	52%	48%	100%
Health Sciences	Transfer	Count	456	375	831
		%	55%	45%	100%
	Non-transfer	Count	1,089	1,375	2,464
		%	44%	56%	100%
	Total	Count	1,545	1,750	3,295
		%	47%	53%	100%
Languages, Social Sciences, Arts & Humanities	Transfer	Count	516	458	974
		%	53%	47%	100%
	Non-transfer	Count	1,071	1,305	2,376
		%	45%	55%	100%
	Total	Count	1,587	1,763	3,350
		%	47%	53%	100%
Legal & Security	Transfer	Count	37	40	77
		%	48%	52%	100%
	Non-transfer	Count	224	262	486
		%	46%	54%	100%
	Total	Count	261	302	563
		%	46%	54%	100%
Recreation	Transfer	Count	53	46	99
		%	54%	47%	100%
	Non-transfer	Count	85	106	191
		%	45%	56%	100%
	Total	Count	138	152	290
		%	48%	52%	100%
Natural Sciences	Transfer	Count	310	261	571
		%	54%	46%	100%
	Non-transfer	Count	931	1,431	2,362
		%	39%	61%	100%
	Total	Count	1,241	1,692	2,933
		%	42%	58%	100%
Trades & Technology	Transfer	Count	59	61	120
		%	49%	51%	100%
	Non-transfer	Count	466	933	1,399
		%	33%	67%	100%
	Total	Count	525	994	1,519
		%	35%	65%	100%

Across all fields of study, transfer graduates received, on average, higher government-sponsored loan amounts than non-transfer graduates.

Table 36: Loan amount by Field of Study

		Mean	n	Total
Business	Transfer	\$ 14,238	356	\$ 12,000
	Non-transfer	\$ 13,120	715	\$ 10,000
	Total	\$ 13,491	1,071	\$ 11,000
Education	Transfer	\$ 21,255	297	\$ 20,000
	Non-transfer	\$ 16,350	458	\$ 13,000
	Total	\$ 18,279	755	\$ 15,000
Health Sciences	Transfer	\$ 22,385	421	\$ 20,000
	Non-transfer	\$ 18,220	961	\$ 15,000
	Total	\$ 19,489	1,382	\$ 15,000
Languages, Social Sciences, Arts & Humanities	Transfer	\$ 17,866	477	\$ 15,000
	Non-transfer	\$ 17,229	957	\$ 15,000
	Total	\$ 17,441	1,434	\$ 15,000
Legal & Security	Transfer	\$ 24,484	32	\$ 20,000
	Non-transfer	\$ 18,737	203	\$ 15,000
	Total	\$ 19,520	235	\$ 16,000
Recreation	Transfer	\$ 19,320	49	\$ 20,000
	Non-transfer	\$ 16,008	78	\$ 15,000
	Total	\$ 17,286	127	\$ 15,000
Natural Sciences	Transfer	\$ 18,119	288	\$ 15,000
	Non-transfer	\$ 16,429	837	\$ 14,000
	Total	\$ 16,861	1,125	\$ 15,000
Trades & Technology	Transfer	\$ 12,240	50	\$ 10,000
	Non-transfer	\$ 10,709	426	\$ 9,655
	Total	\$ 10,869	476	\$ 10,000

Doctoral Degree graduates are the only ones where non-transfer graduates were more likely than transfer graduates to have received a government sponsored loan.

Table 37: Received government sponsored loans by KPI Program Type

			Have you ever received government sponsored student loans		
			Yes	No	Total
Certificate	Transfer	Count	117	170	287
		%	41%	59%	100%
	Non-transfer	Count	1,096	2,047	3,143
		%	35%	65%	100%
	Total	Count	1,213	2,217	3,430
		%	35%	65%	100%
Applied & Bachelor Degree	Transfer	Count	1,553	1,321	2,874
		%	54%	46%	100%
	Non-transfer	Count	2,119	2,563	4,682
		%	45%	55%	100%
	Total	Count	3,672	3,884	7,556
		%	49%	51%	100%
Doctoral Degree	Transfer	Count	8	20	28
		%	29%	71%	100%
	Non-transfer	Count	73	122	195
		%	37%	63%	100%
	Total	Count	81	142	223
		%	36%	64%	100%
Masters Degree	Transfer	Count	126	155	281
		%	45%	55%	100%
	Non-transfer	Count	548	852	1,400
		%	39%	61%	100%
	Total	Count	674	1,007	1,681
		%	40%	60%	100%
Diploma	Transfer	Count	344	350	694
		%	50%	50%	100%
	Non-transfer	Count	1,344	1,998	3,342
		%	40%	60%	100%
	Total	Count	1,688	2,348	4,036
		%	42%	58%	100%

While transfer graduates of most KPI program types received higher or similar loan amounts as non-transfer students, transfer graduates who attained a Doctoral Degree or an Applied or Bachelor degree, on average, received comparatively lower government-sponsored loan amounts.

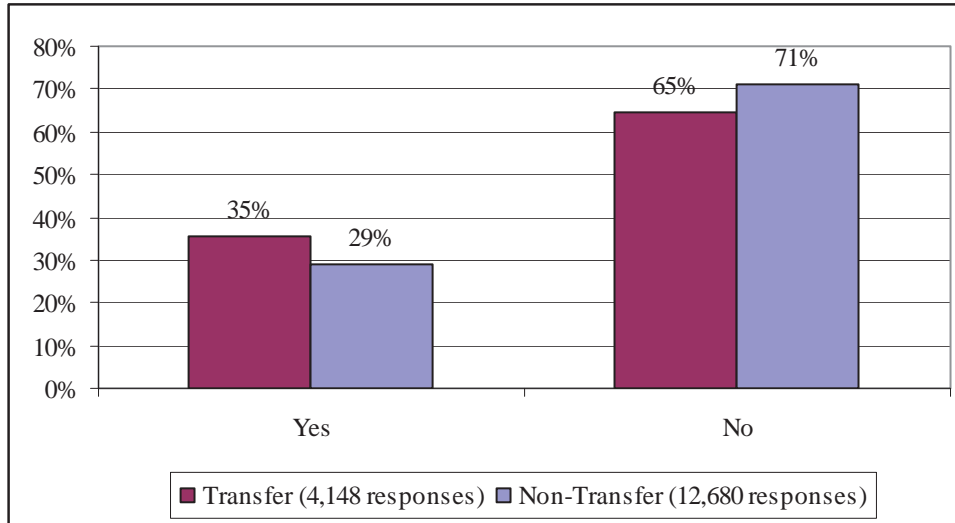
Table 38: Loan amounts by KPI Program Type

		Mean	n	Total
Certificate	Transfer	\$ 12,978	100	\$ 10,000
	Non-transfer	\$ 10,285	925	\$ 7,500
	Total	\$ 10,548	1,025	\$ 8,000
Applied & Bachelor Degree	Transfer	\$ 19,869	1,446	\$ 19,000
	Non-transfer	\$ 20,251	1,948	\$ 19,000
	Total	\$ 20,088	3,394	\$ 19,000
Doctoral Degree	Transfer	\$ 8,188	8	\$ 9,500
	Non-transfer	\$ 13,993	68	\$ 10,000
	Total	\$ 13,382	76	\$ 10,000
Masters Degree	Transfer	\$ 16,063	106	\$ 10,000
	Non-transfer	\$ 15,898	488	\$ 10,000
	Total	\$ 15,927	594	\$ 10,000
Diploma	Transfer	\$ 16,423	310	\$ 13,000
	Non-transfer	\$ 13,732	1,206	\$ 12,000
	Total	\$ 14,282	1,516	\$ 12,000

### *Non-government Loans*

While non-government sources of financing are less common, transfer graduates are more likely to have received non-government financing (35%) than non-transfer graduates (29%).

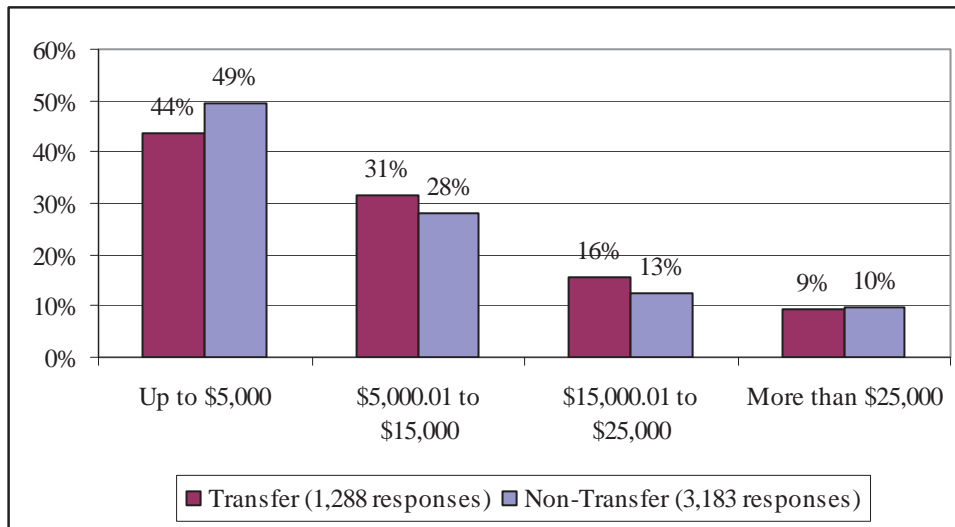
Figure 26: Received non-government sources of financing



Q58. Have you ever received non-government sources of financing for education-related expenses?

On average, transfer graduates received a higher amount of non-government sources of financing compared to non-transfer graduates. The mean reported amount for transfer graduates is \$11,225 with a median of \$7,500. By comparison, the mean reported amount for non-transfer graduates is \$10,392 with a median of \$6,000. The following graph breaks down the amount of non-government sources of financing in to specific categories.

Figure 27: Non-government loan value



Q59. At the time of your graduation, approximately what did you owe from all non-government sources of financing for education-related expenses accumulated during your entire post-secondary education?

Across all sectors, transfer graduates report having received non-government sources of financing more often than non-transfer graduates.

Table 39: Non-government sources by Sector

			Have you ever received non-government sources of financing for education-related expenses		
			Yes	No	Total
Comprehensive Academic & Research Institution	Transfer	Count	1,058	1,811	2,869
		%	37%	63%	100%
	Non-transfer	Count	1,774	3,903	5,677
		%	31%	69%	100%
	Total	Count	2,832	5,714	8,546
		%	33%	67%	100%
Baccalaureate & Applied Studies Institutions	Transfer	Count	171	337	508
		%	34%	66%	100%
	Non-transfer	Count	424	1,053	1,477
		%	29%	71%	100%
	Total	Count	595	1,390	1,985
		%	30%	70%	100%
Polytechnical Institutions	Transfer	Count	89	237	326
		%	27%	73%	100%
	Non-transfer	Count	634	1,808	2,442
		%	26%	74%	100%
	Total	Count	723	2,045	2,768
		%	26%	74%	100%
Comprehensive Community Institutions	Transfer	Count	91	181	272
		%	34%	67%	100%
	Non-transfer	Count	723	2,019	2,742
		%	26%	74%	100%



			Have you ever received non-government sources of financing for education-related expenses		
			Yes	No	Total
	Total	Count %	814 27%	2,200 73%	3,014 100%
Independent Academic Institutions	Transfer	Count %	48 36%	86 64%	134 100%
	Non-transfer	Count %	84 31%	190 69%	274 100%
	Total	Count %	132 32%	276 68%	408 100%
Specialized Arts & Culture Institutions	Transfer	Count %	14 36%	25 64%	39 100%
	Non-transfer	Count %	24 35%	44 65%	68 100%
	Total	Count %	38 36%	69 65%	107 100%

Conversely, transfer graduates from Comprehensive Academic and Research Institutions received, on average, slightly less funding from non-government sources than non-transfer graduates.

Table 40: Non-government loan value by Sector

		Mean	n	Median
Comprehensive Academic & Research Institution	Transfer	\$ 11,742	933	\$ 8,000
	Non-transfer	\$ 12,721	1,564	\$ 6,500
	Total	\$ 12,355	2,497	\$ 7,000
Baccalaureate & Applied Studies Institutions	Transfer	\$ 9,548	147	\$ 6,000
	Non-transfer	\$ 7,534	358	\$ 5,000
	Total	\$ 8,120	505	\$ 5,000
Polytechnical Institutions	Transfer	\$ 8,377	77	\$ 7,000
	Non-transfer	\$ 8,386	542	\$ 6,000
	Total	\$ 8,385	619	\$ 6,000
Comprehensive Community Institutions	Transfer	\$ 8,809	75	\$ 7,000
	Non-transfer	\$ 7,733	624	\$ 5,000
	Total	\$ 7,849	699	\$ 5,000
Independent Academic Institutions	Transfer	\$ 15,647	43	\$ 11,000
	Non-transfer	\$ 10,442	76	\$ 5,000
	Total	\$ 12,323	119	\$ 8,000
Specialized Arts & Culture Institutions	Transfer	\$ 9,308	13	\$ 10,000
	Non-transfer	\$ 16,858	19	\$ 7,000
	Total	\$ 13,791	32	\$ 8,500

Across all fields of study, transfer graduates were either more likely or equally likely as non-transfer graduates to have received financing from non-government sources.

Table 41: Non-government sources of financing by Field of Study

			Have you ever received non-government sources of financing for education-related expenses		
			Yes	No	Total
Business	Transfer	Count %	305 32%	644 68%	949 100%
	Non-transfer	Count %	678 28%	1,765 72%	2,443 100%
	Total	Count %	983 29%	2,409 71%	3,392 100%
Education	Transfer	Count %	196 36%	347 64%	543 100%
	Non-transfer	Count %	290 28%	744 72%	1,034 100%
	Total	Count %	486 31%	1,091 69%	1,577 100%
Health Sciences	Transfer	Count %	286 35%	537 65%	823 100%
	Non-transfer	Count %	692 28%	1,759 72%	2,451 100%
	Total	Count %	978 30%	2,296 70%	3,274 100%
Languages, Social Sciences, Arts & Humanities	Transfer	Count %	372 39%	595 62%	967 100%
	Non-transfer	Count %	739 31%	1,619 69%	2,358 100%
	Total	Count %	1,111 33%	2,214 67%	3,325 100%
Legal & Security	Transfer	Count %	26 34%	51 66%	77 100%
	Non-transfer	Count %	168 35%	317 65%	485 100%
	Total	Count %	194 35%	368 66%	562 100%
Recreation	Transfer	Count %	35 36%	63 64%	98 100%
	Non-transfer	Count %	64 34%	126 66%	190 100%
	Total	Count %	99 34%	189 66%	288 100%
Natural Sciences	Transfer	Count %	217 38%	354 62%	571 100%
	Non-transfer	Count %	669 29%	1,658 71%	2,327 100%
	Total	Count %	886 31%	2,012 69%	2,898 100%
Trades & Technology	Transfer	Count %	34 28%	86 72%	120 100%
	Non-transfer	Count %	363 26%	1,029 74%	1,392 100%
	Total	Count %	397 26%	1,115 74%	1,512 100%

Transfer graduates from Legal and Security fields of study, as well as those graduating in Education, Natural Sciences, and Languages, Social Sciences, Arts and Humanities received, on average, more funding from non-government sources than non-transfer graduates.

Table 42: Non-government loan value by Field of Study

		Mean	n	Total
Business	Transfer	\$ 8,790	268	\$ 5,000
	Non-transfer	\$ 8,900	603	\$ 5,000
	Total	\$ 8,866	871	\$ 5,000
Education	Transfer	\$ 11,473	171	\$ 8,000
	Non-transfer	\$ 10,257	256	\$ 6,250
	Total	\$ 10,744	427	\$ 7,000
Health Sciences	Transfer	\$ 13,696	256	\$ 10,000
	Non-transfer	\$ 14,556	591	\$ 8,000
	Total	\$ 14,296	847	\$ 9,000
Languages, Social Sciences, Arts & Humanities	Transfer	\$ 10,015	318	\$ 5,000
	Non-transfer	\$ 8,402	623	\$ 5,000
	Total	\$ 8,947	941	\$ 5,000
Legal & Security	Transfer	\$ 18,476	21	\$ 15,000
	Non-transfer	\$ 14,474	144	\$ 10,000
	Total	\$ 14,984	165	\$ 10,000
Recreation	Transfer	\$ 10,883	30	\$ 10,000
	Non-transfer	\$ 10,685	62	\$ 6,750
	Total	\$ 10,750	92	\$ 7,500
Natural Sciences	Transfer	\$ 12,927	196	\$ 8,000
	Non-transfer	\$ 10,056	587	\$ 5,000
	Total	\$ 10,775	783	\$ 6,000
Trades & Technology	Transfer	\$ 7,196	28	\$ 6,000
	Non-transfer	\$ 8,195	317	\$ 5,000
	Total	\$ 8,114	345	\$ 5,000

Transfer graduates across all program types report having received non-government sources of financing more often than non-transfer graduates.

Table 43: Non-government sources of financing by KPI Program Type

			Have you ever received non-government sources of financing for education-related expenses		
			Yes	No	Total
Certificate	Transfer	Count	79	208	287
		%	28%	73%	100%
	Non-transfer	Count	729	2,400	3,129
		%	23%	77%	100%
	Total	Count	808	2,608	3,416
		%	24%	76%	100%
Applied & Bachelor Degree	Transfer	Count	1,049	1,813	2,862
		%	37%	63%	100%
	Non-transfer	Count	1,475	3,165	4,640
		%	32%	68%	100%
	Total	Count	2,524	4,978	7,502
		%	34%	66%	100%
Doctoral Degree	Transfer	Count	9	18	27
		%	33%	67%	100%
	Non-transfer	Count	56	138	194
		%	29%	71%	100%
	Total	Count	65	156	221
		%	29%	71%	100%
Masters Degree	Transfer	Count	97	185	282
		%	34%	66%	100%
	Non-transfer	Count	418	974	1,392
		%	30%	70%	100%
	Total	Count	515	1,159	1,674
		%	31%	69%	100%
Diploma	Transfer	Count	237	453	690
		%	34%	66%	100%
	Non-transfer	Count	985	2,340	3,325
		%	30%	70%	100%
	Total	Count	1,222	2,793	4,015
		%	30%	70%	100%

Transfer graduates across all KPI program types report, on average, a lower amount of financing from non-government sources than non-transfer graduates.

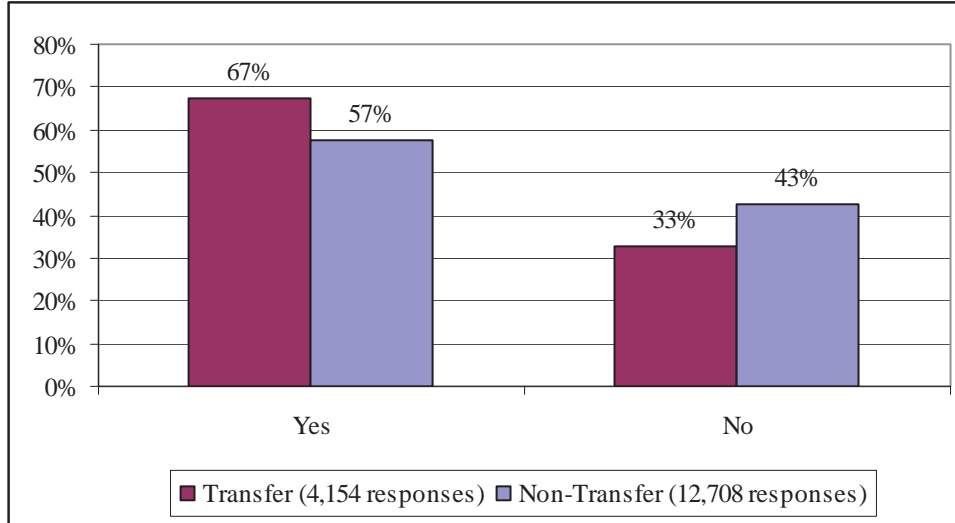
Table 44: Non-government loan values by KPI Program Type

		Mean	n	Total
Certificate	Transfer	\$ 8,005	63	\$ 5,000
	Non-transfer	\$ 6,467	600	\$ 5,000
	Total	\$ 6,613	663	\$ 5,000
Applied & Bachelor Degree	Transfer	\$ 12,217	931	\$ 8,000
	Non-transfer	\$ 12,690	1,297	\$ 7,000
	Total	\$ 12,492	2,228	\$ 8,000
Doctoral Degree	Transfer	\$ 4,444	9	\$ -
	Non-transfer	\$ 14,471	51	\$ 5,000
	Total	\$ 12,967	60	\$ 4,500
Masters Degree	Transfer	\$ 8,914	81	\$ 5,000
	Non-transfer	\$ 11,423	368	\$ 5,000
	Total	\$ 10,971	449	\$ 5,000
Diploma	Transfer	\$ 8,910	204	\$ 6,000
	Non-transfer	\$ 8,992	867	\$ 7,000
	Total	\$ 8,976	1,071	\$ 7,000

## Total Loans

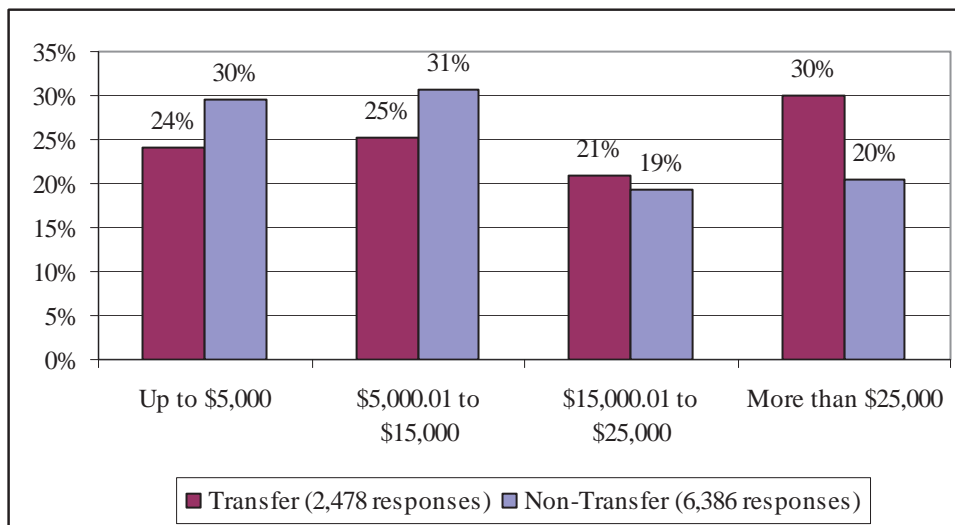
Three-quarters (67%) of transfer graduates received either government-sponsored or non-government sponsored financing during their post-secondary schooling, compared to 57% of non-transfer graduates.

Figure 28: Total loan incidence



On average, transfer graduates received a higher amount of total financing compared to non-transfer graduates. The mean reported amount for transfer graduates is \$20,297 with a median of \$16,000. By comparison, the mean reported amount for non-transfer graduates is \$16,404 with a median of \$12,000. The following graph breaks down the total loan amounts into specific categories.

Figure 29: Total loan amount



Independent Academic Institutions represent the only sector whereby non-transfer graduates were more likely than transfer graduates to have received financing.

Table 45: Total loans by Sector

			Total Loans		
			Yes	No	Total
Comprehensive Academic & Research Institution	Transfer	Count %	1,970 69%	904 32%	2,874 100%
	Non-transfer	Count %	3,373 59%	2,319 41%	5,692 100%
	Total	Count %	5,343 62%	3,223 38%	8,566 100%
Baccalaureate & Applied Studies Institutions	Transfer	Count %	339 66%	173 34%	512 100%
	Non-transfer	Count %	886 60%	598 40%	1,484 100%
	Total	Count %	1,225 61%	771 39%	1,996 100%
Polytechnical Institutions	Transfer	Count %	182 56%	142 44%	324 100%
	Non-transfer	Count %	1,288 53%	1,159 47%	2,447 100%
	Total	Count %	1,470 53%	1,301 47%	2,771 100%
Comprehensive Community Institutions	Transfer	Count %	172 64%	99 37%	271 100%
	Non-transfer	Count %	1,499 55%	1,242 45%	2,741 100%
	Total	Count %	1,671 56%	1,341 45%	3,012 100%
Independent Academic Institutions	Transfer	Count %	93 69%	41 31%	134 100%
	Non-transfer	Count %	206 75%	70 25%	276 100%
	Total	Count %	299 73%	111 27%	410 100%
Specialized Arts & Culture Institutions	Transfer	Count %	33 85%	6 15%	39 100%
	Non-transfer	Count %	47 69%	21 31%	68 100%
	Total	Count %	80 75%	27 25%	107 100%

Across every sector transfer graduates, on average, report a higher amount of financing compared to non-transfer graduates, with the exception of graduates from Specialized Arts and Culture Institutions.

Table 46: Total loan value by Sector

		Mean	n	Median
Comprehensive Academic & Research Institution	Transfer	\$ 21,658	1,760	\$ 18,500
	Non-transfer	\$ 20,406	3,002	\$ 16,000
	Total	\$ 20,869	4,762	\$ 17,000
Baccalaureate & Applied Studies Institutions	Transfer	\$ 16,717	296	\$ 13,000
	Non-transfer	\$ 14,722	763	\$ 12,000
	Total	\$ 15,279	1,059	\$ 12,000
Polytechnical Institutions	Transfer	\$ 14,794	159	\$ 12,000
	Non-transfer	\$ 11,650	1,126	\$ 10,000
	Total	\$ 12,039	1,285	\$ 10,000
Comprehensive Community Institutions	Transfer	\$ 15,155	147	\$ 13,000
	Non-transfer	\$ 11,373	1,266	\$ 9,000
	Total	\$ 11,766	1,413	\$ 10,000
Independent Academic Institutions	Transfer	\$ 24,554	84	\$ 21,000
	Non-transfer	\$ 20,577	188	\$ 20,000
	Total	\$ 21,805	272	\$ 20,000
Specialized Arts & Culture Institutions	Transfer	\$ 18,361	32	\$ 14,500
	Non-transfer	\$ 21,500	41	\$ 20,000
	Total	\$ 20,124	73	\$ 16,000



Across all fields of study, transfer graduates are more likely than non-transfer graduates to report having received some kind of loan.

Table 47: Total loans by Field of Study

			Total Loans		
			Yes	No	Total
Business	Transfer	Count %	560 59%	389 41%	949 100%
	Non-transfer	Count %	1,264 52%	1,180 48%	2,444 100%
	Total	Count %	1,824 54%	1,569 46%	3,393 100%
Education	Transfer	Count %	384 71%	158 29%	542 100%
	Non-transfer	Count %	645 62%	388 38%	1,033 100%
	Total	Count %	1,029 65%	546 35%	1,575 100%
Health Sciences	Transfer	Count %	571 69%	258 31%	829 100%
	Non-transfer	Count %	1,445 59%	1,010 41%	2,455 100%
	Total	Count %	2,016 61%	1,268 39%	3,284 100%
Languages, Social Sciences, Arts & Humanities	Transfer	Count %	668 69%	300 31%	968 100%
	Non-transfer	Count %	1,478 62%	890 38%	2,368 100%
	Total	Count %	2,146 64%	1,190 36%	3,336 100%
Legal & Security	Transfer	Count %	51 66%	26 34%	77 100%
	Non-transfer	Count %	300 62%	184 38%	484 100%
	Total	Count %	351 63%	210 37%	561 100%
Recreation	Transfer	Count %	68 69%	30 31%	98 100%
	Non-transfer	Count %	121 64%	68 36%	189 100%
	Total	Count %	189 66%	98 34%	287 100%
Natural Sciences	Transfer	Count %	410 72%	161 28%	571 100%
	Non-transfer	Count %	1,317 56%	1,024 44%	2,341 100%
	Total	Count %	1,727 59%	1,185 41%	2,912 100%
Trades & Technology	Transfer	Count %	77 64%	43 36%	120 100%
	Non-transfer	Count %	729 52%	665 48%	1,394 100%
	Total	Count %	806 53%	708 47%	1,514 100%

Similarly, across all fields of study, transfer graduates report a higher total loan mean received compared to non-transfer graduates.

Table 48: Total loan value by Field of Study

		Mean	n	Total
Business	Transfer	\$ 14,793	494	\$ 10,000
	Non-transfer	\$ 13,011	1,113	\$ 10,000
	Total	\$ 13,559	1,607	\$ 10,000
Education	Transfer	\$ 23,415	343	\$ 22,000
	Non-transfer	\$ 17,440	570	\$ 14,000
	Total	\$ 19,685	913	\$ 16,000
Health Sciences	Transfer	\$ 24,643	515	\$ 20,000
	Non-transfer	\$ 20,457	1,244	\$ 13,000
	Total	\$ 21,683	1,759	\$ 15,000
Languages, Social Sciences, Arts & Humanities	Transfer	\$ 19,368	586	\$ 16,000
	Non-transfer	\$ 16,588	1,274	\$ 14,000
	Total	\$ 17,464	1,860	\$ 15,000
Legal & Security	Transfer	\$ 26,802	43	\$ 19,000
	Non-transfer	\$ 22,096	259	\$ 15,000
	Total	\$ 22,766	302	\$ 15,000
Recreation	Transfer	\$ 20,487	61	\$ 20,000
	Non-transfer	\$ 16,992	112	\$ 13,750
	Total	\$ 18,225	173	\$ 15,000
Natural Sciences	Transfer	\$ 20,793	371	\$ 15,000
	Non-transfer	\$ 16,372	1,163	\$ 13,000
	Total	\$ 17,442	1,534	\$ 14,000
Trades & Technology	Transfer	\$ 12,300	65	\$ 10,000
	Non-transfer	\$ 10,885	651	\$ 9,000
	Total	\$ 11,014	716	\$ 10,000

With the exception of those who earned a Doctoral Degree, transfer graduates across every program type are more likely than non-transfer graduates to have received a loan.

Table 49: Total loans by KPI Program Type

			Total Loans		
			Yes	No	Total
Certificate	Transfer	Count %	152 53%	133 47%	285 100%
	Non-transfer	Count %	1,586 51%	1,545 49%	3,131 100%
	Total	Count %	1,738 51%	1,678 49%	3,416 100%
Applied & Bachelor Degree	Transfer	Count %	1,990 69%	878 31%	2,868 100%
	Non-transfer	Count %	2,879 62%	1,776 38%	4,655 100%
	Total	Count %	4,869 65%	2,654 35%	7,523 100%
Doctoral Degree	Transfer	Count %	13 48%	14 52%	27 100%
	Non-transfer	Count %	106 55%	88 45%	194 100%
	Total	Count %	119 54%	102 46%	221 100%
Masters Degree	Transfer	Count %	172 61%	109 39%	281 100%
	Non-transfer	Count %	775 56%	620 44%	1,395 100%
	Total	Count %	947 57%	729 44%	1,676 100%
Diploma	Transfer	Count %	462 67%	231 33%	693 100%
	Non-transfer	Count %	1,953 59%	1,380 41%	3,333 100%
	Total	Count %	2,415 60%	1,611 40%	4,026 100%

Similarly, non-transfer graduates earning a Doctoral Degree report, on average, a higher amount of financing received compared to non-transfer graduates.

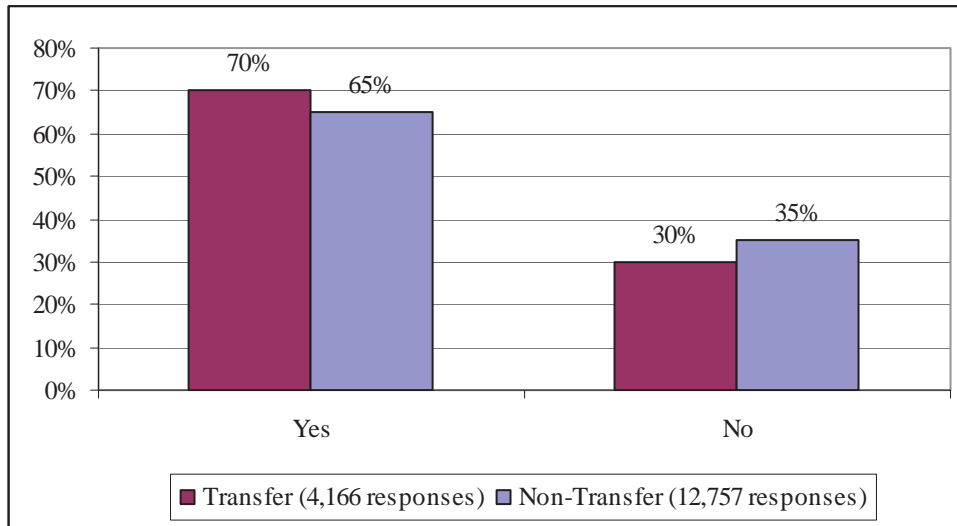
Table 50: Total loan value by KPI Program Type

		Mean	n	Total
Certificate	Transfer	\$ 13,641	125	\$ 10,000
	Non-transfer	\$ 9,944	1,308	\$ 7,000
	Total	\$ 10,267	1,433	\$ 7,500
Applied & Bachelor Degree	Transfer	\$ 21,946	1,795	\$ 20,000
	Non-transfer	\$ 21,113	2,578	\$ 18,000
	Total	\$ 21,455	4,373	\$ 18,000
Doctoral Degree	Transfer	\$ 8,115	13	\$ 10,000
	Non-transfer	\$ 17,330	96	\$ 10,000
	Total	\$ 16,231	109	\$ 10,000
Masters Degree	Transfer	\$ 16,390	140	\$ 8,000
	Non-transfer	\$ 17,275	680	\$ 10,000
	Total	\$ 17,124	820	\$ 10,000
Diploma	Transfer	\$ 16,787	405	\$ 14,000
	Non-transfer	\$ 13,868	1,724	\$ 12,000
	Total	\$ 14,423	2,129	\$ 12,000

### *Scholarships, Grants or Bursaries*

Transfer graduates are also more likely than non-transfer graduates to have received funding in the form of scholarships, grants or bursaries. Seven-in-ten transfer graduates (70%) report having received scholarships, grants or bursaries, compared to 65% of non-transfer graduates.

Figure 30: Received Scholarships, Grants or Bursaries



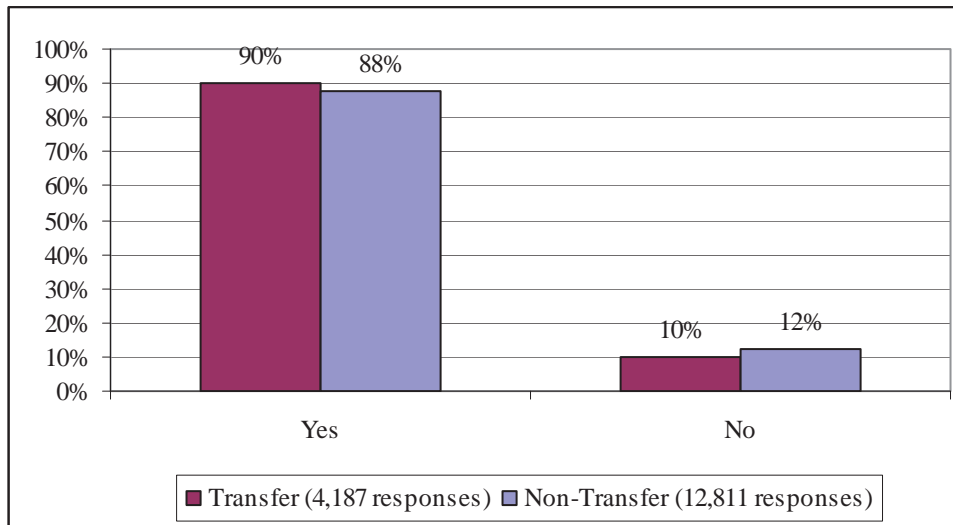
Q56. Have you ever received scholarships, grants or bursaries?

## Outcomes

### Employment Outcomes

Ninety percent of transfer graduates and 88% of non-transfer graduates currently have one or more paying jobs, including self-employment and seasonal positions.

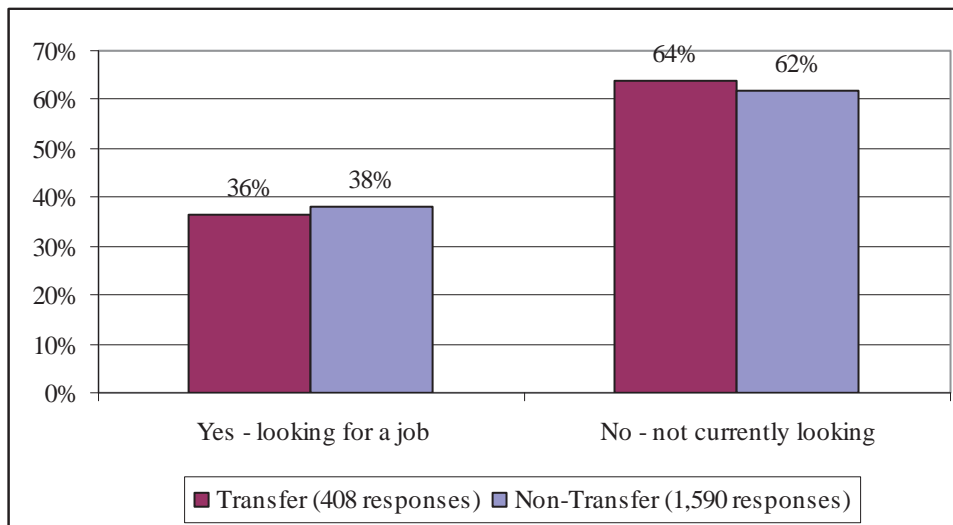
Figure 31: Currently employed



Q28. Do you currently have one or more paying jobs, including self-employment and seasonal positions?

Among those without a paying job, 36% of transfer graduates and 38% of non-transfer graduates are currently seeking employment.

Figure 32: Looking for a job

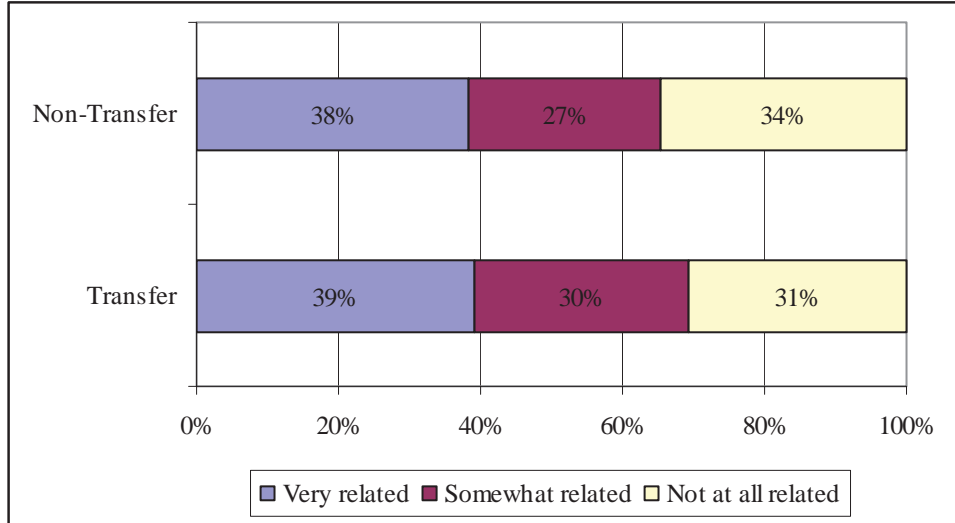


Q31. Are you currently looking for a job?

### Job Relatedness

Non-transfer graduates are slightly more likely than transfer graduates to feel the general skills and abilities they acquired at their graduating institution are not at all related to their main job (34% versus 31%).

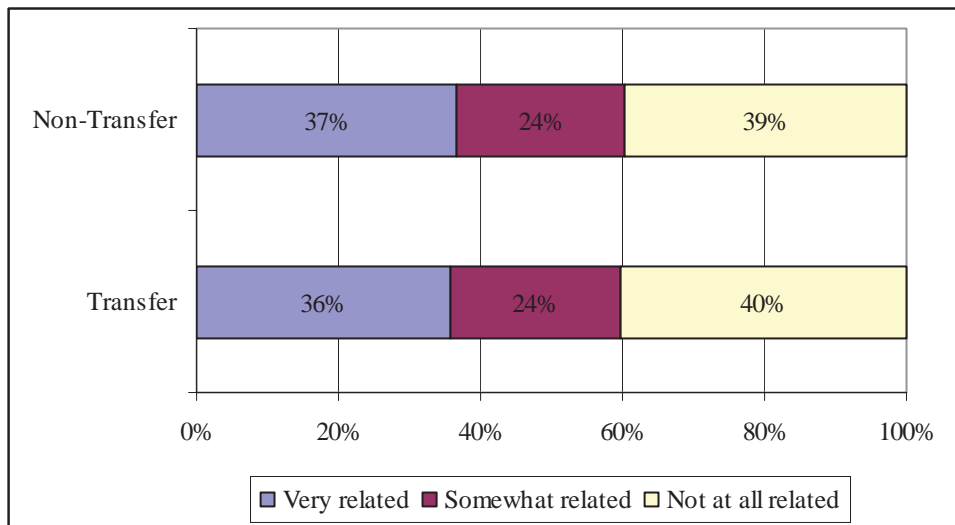
Figure 33: Job relatedness - General skills and abilities



Q42. Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”. How related is your main job to:

Two-fifths of both transfer (40%) and non-transfer (39%) graduates say that the subject-area knowledge they acquired at their graduating institution is not at all related to their main job.

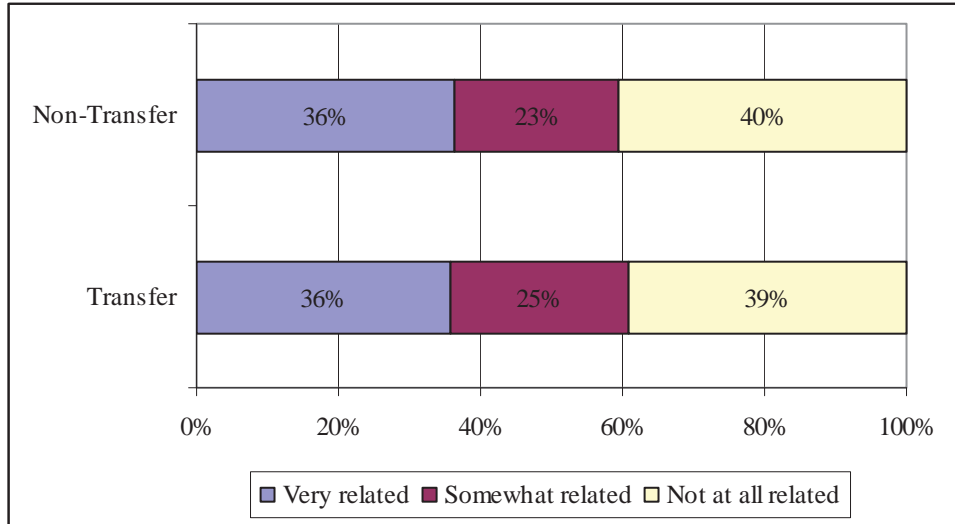
Figure 34: Job relatedness - Subject-area knowledge



Q42. Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”. How related is your main job to:

Similarly, two-fifths of both transfer (39%) and non-transfer (40%) graduates feel their current main job is not at all related to the program from which they graduated in 2005-06.

Figure 35: Job relatedness - Overall



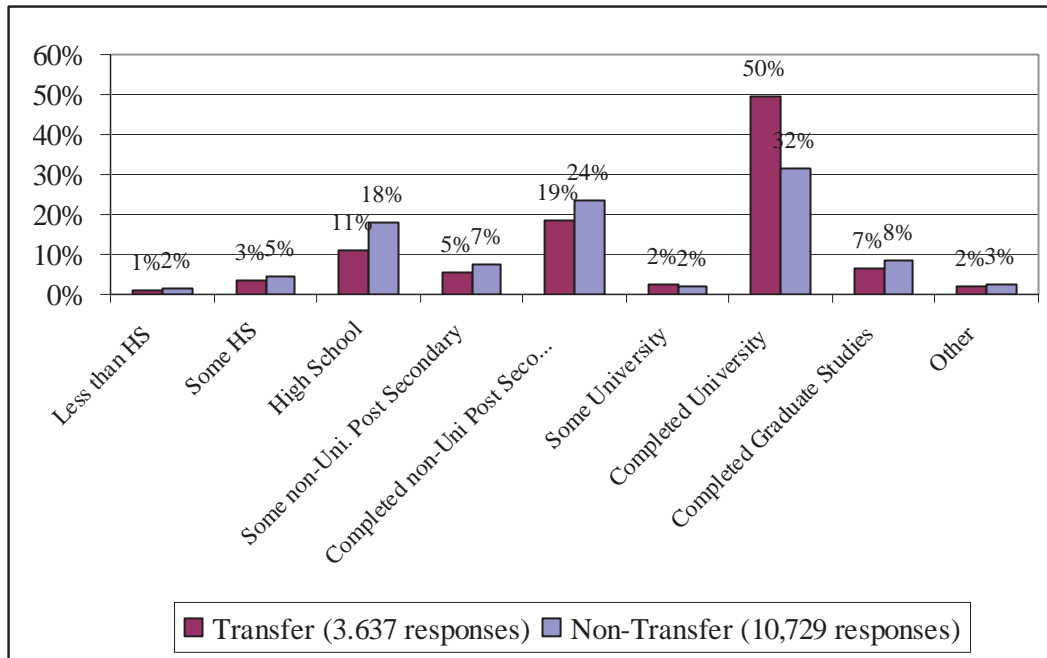
Q42. Please rate these statements using a 3-point scale where 1 means “not related”, 2 means “somewhat related” and 3 means “very related”. How related is your main job to:

***Employment Educational Requirements***

For their current main job, 50% of transfer graduates required a completed university degree, compared to 32% of non-transfer graduates.



Figure 36: Educational requirements for current job

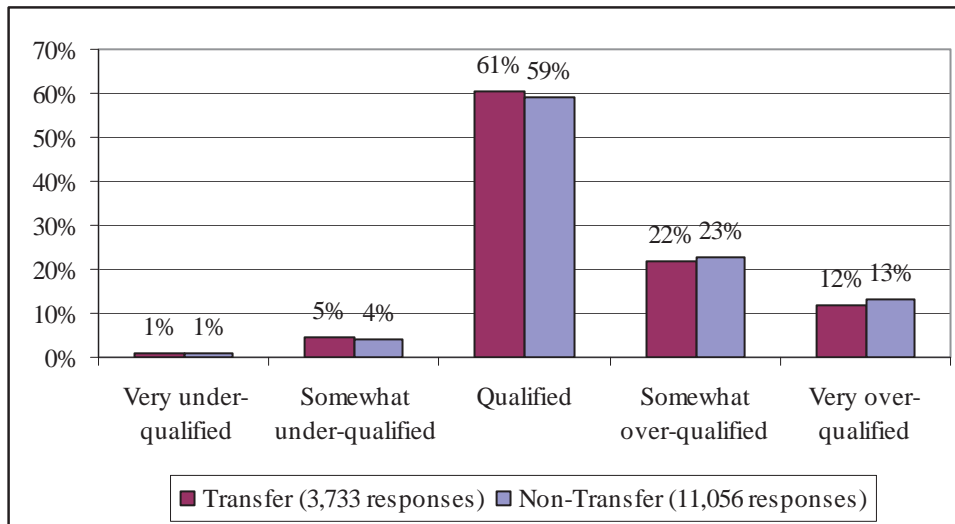


Q47. Considering your main job, what was the highest level of education needed to get the job?

### Qualified for Job

Three-fifths of both transfer (61%) and non-transfer (59%) graduates feel they were qualified for their main job given the education, training and experience they received at their graduating institution. A further one-in-three feels they were at least somewhat over-qualified (34% of transfer graduates and 36% of non-transfer graduates).

Figure 37: Qualified for job

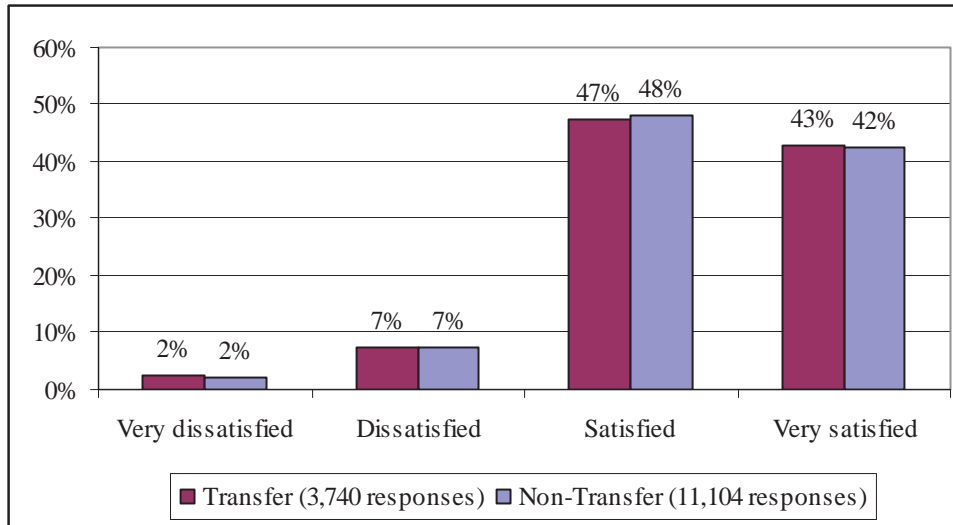


Q48. Given your education, training and experience at \_\_\_\_\_ (name of institution), how qualified do you feel you are for your main job? Would you say...

## Job Satisfaction

Nine-in-ten graduates (90% of transfer graduates and 90% of non-transfer graduates) are satisfied or very satisfied with their current main job.

Figure 38: Job Satisfaction



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

## Salary

For transfer graduates, the mean annual salary for their current main job is \$53,447. By comparison, non-transfer graduates earn a mean salary of \$50,052 annually.

Table 51: Salary for main job

	Mean	n	Total
Transfer	\$53,447	3,165	\$50,000
Non-transfer	\$50,052	9,383	\$45,000
Total	\$50,908	12,548	\$46,800

Q44. Working your usual hours at your other job(s) what is your approximate gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)?

*Comparisons with the Graduating Class of 2001-02 and Class of 2003-04 to Class of 2005-06*

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**Demographics**

There has been a gradual aging trend among transfer graduates over the last few years. Currently, 37% of 2005-06 graduates are over 30 years of age. By comparison, Two years after graduating in 2001-02, 29% of graduates were over 30, while two years after graduating in 2003-04, 35% were over 30.

Table 52: Age by graduation year

			Age (2 years after graduation)					Total
			22 and under	23 to 25	26 to 30	31 to 40	Over 40	
Graduation Year	2005-06	Count	102	1,140	1,383	805	764	4,194
		%	2%	27%	33%	19%	18%	100%
	2003-04	Count	73	1,134	1,403	775	619	4,004
		%	2%	28%	35%	19%	16%	100%
	2001-02	Count	86	908	1,006	505	315	2,820
		%	3%	32%	36%	18%	11%	100%
Total		Count	261	3,182	3,792	2,085	1,698	11,018
		%	2%	29%	34%	19%	15%	100%

Marital status of transfer graduates when they began their program does not differ substantially between 2005-06 graduates and 2003-04 graduates.

Table 53: Marital status by graduation year

			Marital status at beginning of program			Total
			Single	Married or living with partner	Divorced/ Separated/ Widowed	
Graduation Year	2005-06	Count	2,805	1,216	121	4,142
		%	68%	29%	3%	100%
	2003-04	Count	2,707	1,181	167	4,055
		%	67%	29%	4%	100%
	2001-02	Count	2,093	655	83	2,831
		%	74%	23%	3%	100%
Total		Count	7,605	3,052	371	11,028
		%	69%	28%	3%	100%

The gender distribution of transfer graduates has not changed substantially since 2001-02.

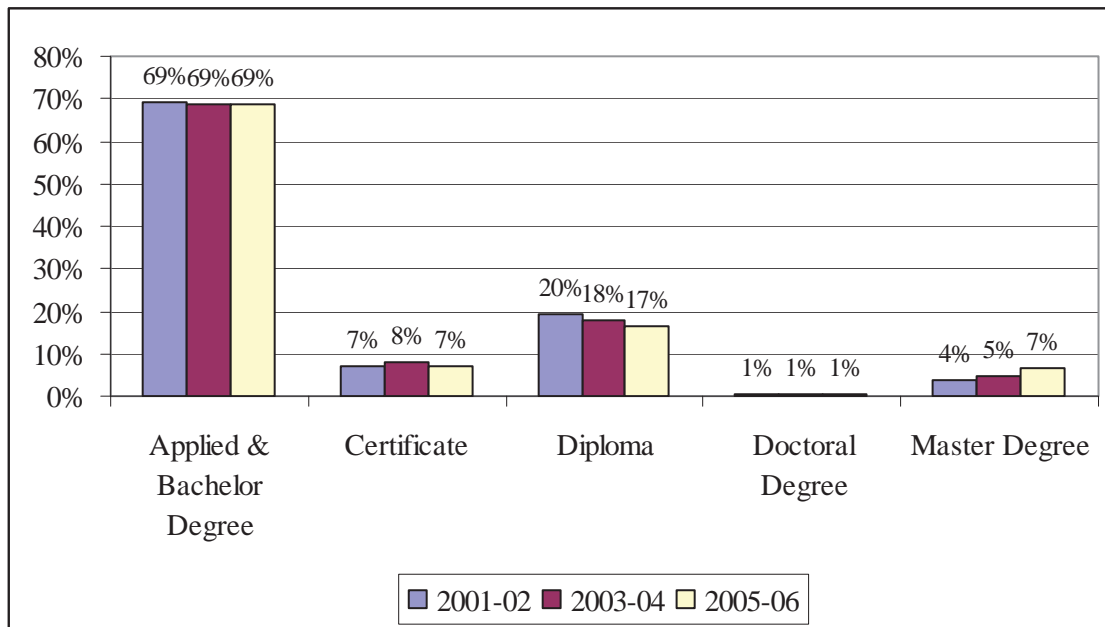
Table 54: Gender by graduation year

			Gender		Total
			Male	Female	
Graduation Year	2005-06	Count	1,489	2,682	4,171
		%	36%	64%	100%
	2003-04	Count	1,447	2,621	4,068
		%	36%	64%	100%
	2001-02	Count	958	1,885	2,843
		%	34%	66%	100%
Total		Count	3,894	7,188	11,082
		%	35%	65%	100%

### Program Type

Since 2001-02, there has been little change in the proportion of transfer students graduating with Applied or Bachelor Degrees, Certificates, or Doctoral Degrees. There has, however, been a decline in the percentage of transfer students graduating with a Diploma (17%, down 3% since 2001-02) and a jump in the number graduating with a Masters Degree (7%, up 3% since 2001-02).

Figure 39: Program type



### Full and Partial Credit

In total, 25% of all parchment graduates surveyed indicated that they received transfer credit or advanced standing for courses taken at another institution. This is a slight

increase from the 24% of 2003-04 graduates and a considerable increase from the 18% of 2001-02 graduates.

In 2004, the 2001-02 graduates were asked if they received full or partial credit, without specifying which institution they were referring to. Since graduates could have received transfer credit from multiple institutions, the 2006 and 2008 surveys were modified so that respondents were asked about each institution that they received credit from. Among the 2001-02 graduating class, 72% of respondents indicated that they had received full credit and 28% received partial credit.

Among the 2003-04 graduates, 80% indicated that they had received full credit from at least one institution, while 20% received only partial credit. In the current study of 2005-06 graduates, there has been a considerable decline in the proportion indicating that they received full credit from at least one institution. In total, 71% of transfer graduates received full credit from at least one institution, while 29% received only partial credit.

### ***Expected Credit***

In the 2001-02 graduates study, respondents were asked if they received the credit that they expected, without specifying which institution they were referring to. Again, since graduates could have received transfer credit from multiple institutions, the 2003-04 and 2005-06 studies were modified so that respondents were asked about each institution that they received credit from. In the 2001-02 study, 89% of respondents indicated that they received the credit that they expected and 11% did not.

In the 2003-04 study, 91% indicated that they received the credit they expected from the institutions they transferred from, while 9% did not receive the credit they expected. In the current study, 87% of survey responses indicate graduates received the transfer credit they expected, while 13% did not

## *Appendix A: Participating Institutions*

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

### Comprehensive Academic & Research Institutions:

- University of Alberta
- University of Calgary
- University of Lethbridge
- Athabasca University

### Baccalaureate & Applied Studies Institutions:

- Grant MacEwan College
- Mount Royal College

### Polytechnical Institutions:

- Northern Alberta Institute of Technology
- Southern Alberta Institute of Technology

### Comprehensive Community Institutions:

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

### Independent Academic Institutions:

- Ambrose University College
- Canadian University College
- Concordia University College of Alberta
- St. Mary's University College
- Taylor University College and Seminary
- The King's University College

### Specialized Arts and Culture Institutions:

- Alberta College of Art and Design

*Appendix B: Survey Instrument*

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**Alberta Graduate Outcomes Survey, Class of 2005-06**

Introduction

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

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

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

Hi, my name is \_\_\_\_\_ and I'm with (name of contractor). I'm calling on behalf of Alberta Advanced Education and \_\_\_\_\_ (name of institution). We are conducting a survey of post-secondary students who graduated in the fall of 2005 or the spring of 2006 at \_\_\_\_\_ (name of institution). Your feedback will provide performance measures for graduate satisfaction, employment and educational experiences, and to provide detailed information to \_\_\_\_\_ (name of institution) with ideas about how to improve their programs. Would you have time to speak to me now?

**[Yes- CATI**

**No- When is a better time to call you back?**

**Yes – Set Appointment**

**No – We do have an email option to complete the survey. I can send you a link so you can fill it out at your convenience.**

**Yes – Obtain email address and send email**

**No- Thank you, have a nice day.]**

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

Institution

Survey Contact

Telephone Number

The CATI system will generate the name and telephone number for the institutional contact.

Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential and is protected by the Freedom of Information and Protection of Privacy Act. All personally identifiable information will

be removed from the survey results and published information will only occur in a summarized or aggregate form.



## BACKGROUND

**First, I would like to start by asking some general background questions. The following questions are asked to provide details on student and graduate mobility, and transitions to post-secondary education. This information helps to understand where students come from to attend a particular school.**

**1.** What was the highest grade level you completed in the Kindergarten to Grade12 system?

**[NOT INCLUDING ADULT UPGRADING]**

1. Grade 1
2. Grade 2
3. Grade 3
4. Grade 4
5. Grade 5
6. Grade 6
7. Grade 7
8. Grade 8
9. Grade 9
10. Grade 10
11. Grade 11
12. Grade 12
13. Grade 13
14. Kindergarten
88. Don't know
99. No response

**2.** Where were you living when you last attended high school or another grade in the Kindergarten to Grade12 system, not including adult upgrading? **[DO NOT READ]**

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

**3.** What year did you last attend school in the Kindergarten to Grade12 system, not including adult upgrading? **[ENTER FOUR DIGIT YEAR]**

8888. Don't know

9999. No response

4. Where were you living when you first applied for post-secondary studies, not including adult upgrading? **[DO NOT READ]**

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

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

8888. Don't know  
9999. No response

6. Where were you living when you last attended \_\_\_\_\_ (name of institution)? **[DO NOT READ]**

1. Edmonton
2. Calgary
3. Lethbridge
4. Red Deer
5. Grande Prairie
6. Medicine Hat
7. Fort McMurray
8. Other (specify) \_\_\_\_\_
88. Don't know → **GOTOQ10**
99. No response → **GOTOQ10**

6a. Are you currently living in {insert response from Q6}

1. Yes → **GOTOQ10**
2. No
88. Don't know → **GOTOQ10**
99. No response → **GOTOQ10**

7. What was your primary reason for moving?  
**[DO NOT READ, SELECT ONLY ONE OPTION]**
1. To attain employment
  2. Improve employment situation
  3. Family move/obligations (including children, extended family, etc)
  4. To be independent/move away from family
  5. Housing opportunities/cost of living
  6. Proximity to work/services/opportunities
  7. Moving back to family home
  8. To acquire further education
  9. Improve social life
  10. Other (specify) \_\_\_\_\_
  88. Don't know
  99. No response

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

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

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

10. How useful were each of the following sources of information in helping you decide which program and institution to attend? (Post Secondary education in general.)

Please use a 5-point scale where "1" means not useful and "5" means very useful. If some of these sources of information are not applicable please indicate so.

**[RANDOMIZE AND READ]**

	not useful		very useful			N/A	DK	NR
	1	2	3	4	5			
a) Institutional calendars (online or print)						77	88	99
b) Alberta Learning Information Service (ALIS) website ( <a href="http://www.alis.ab.ca">www.alis.ab.ca</a> )								

c) School or guidance counselors	1	2	3	4	5	77	88	99
d) Teachers	1	2	3	4	5	77	88	99
e) Career counselors	1	2	3	4	5	77	88	99
f) Parents or other relatives	1	2	3	4	5	77	88	99
g) Friends	1	2	3	4	5	77	88	99
i) The institution's website	1	2	3	4	5	77	88	99
j) Career fair/Open house	1	2	3	4	5	77	88	99
k) Coworkers	1	2	3	4	5	77	88	99
l) Student recruiters	1	2	3	4	5	77	88	99
h) Other (specify) _____	1	2	3	4	5	77	88	99

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

1. Preparation for a specific degree or diploma
2. Completion of a specific degree or diploma
3. Expanded knowledge in a particular subject area
4. Expand general education level
5. Employment
6. Improve skills required for the job you had at the time
7. To change careers
8. Obtain high school equivalency
9. Other (specify) \_\_\_\_\_
10. Did not set a goal → **GO TO Q14**
88. Don't know → **GO TO Q14**
99. No response → **GO TO Q14**

**12.** Did you achieve your primary goal?

1. Yes → **GO TO Q14**
2. No
88. Don't know → **GO TO Q14**
99. No response → **GO TO Q14**

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

1. Changed program/career plans/goals
2. Personal illness or disability
3. Family responsibilities
4. Moved
5. Financial Reasons
6. Lack of employment in field
7. Still in school/pursuing further education
8. Other (specify) \_\_\_\_\_
88. Don't know
99. No response

<b>YOUR PROGRAM</b>
---------------------

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

14. To what extent did the program from which you graduated provide you with the following benefits? Please use a 5 point scale where "1" means not at all and "5" means to a great extent. If some of these benefits are not applicable, please indicate so.

[RANDOMIZE AND READ]

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

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

[RANDOMIZE AND READ]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Athabasca University
2. University of Alberta
3. University of Calgary
4. University of Lethbridge
5. Alliance University College (now Ambrose University College)
6. Augustana University College (now University of Alberta - Augustana Campus)
7. Canadian Nazarene University College (now Ambrose University College)
8. Canadian University College
9. Concordia University College
10. King's University College
11. St. Mary's University College
12. Taylor University College and Seminary
13. Alberta College of Art and Design
14. Bow Valley College
15. Fairview College (now NAIT - Fairview Campus)
16. Grande Prairie Regional College
17. Grant MacEwan College
18. Keyano College
19. Lakeland College
20. Lethbridge College (formerly Lethbridge Community College)
21. Medicine Hat College
22. Mount Royal College
23. NorQuest College
24. Northern Lakes College
25. Olds College
26. Portage College
27. Red Deer College
28. NAIT
29. SAIT
30. Other Alberta Institution (specify) \_\_\_\_\_
31. Other Non-Alberta Institution (specify) \_\_\_\_\_

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

**22. Did you receive full or partial credit?**  
**[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21]**

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

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

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

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

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

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

**Athabasca University**

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



### University of Alberta

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

### University of Calgary...

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

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

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

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

27. Were you employed while taking classes at \_\_\_\_\_ (name of institution)?

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

## EMPLOYMENT OUTCOMES

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

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

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

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

8888. Don't know  
9999. No response

**30.** Are you self-employed in your main job? **[THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS.]**

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

### **SKIP AHEAD TO Q33**

**31.** Are you currently looking for a job?

1. Yes → **GO TO Q50**
2. No
88. Don't know → **GO TO Q50**
99. No response → **GO TO Q50**

**32.** What is the main reason you are not looking for a job? **[DO NOT READ]**

1. Own illness or disability
2. Personal or family responsibilities
3. Going to school
4. No longer interested in finding a job
5. Waiting for recall (to former or seasonal job)
6. Waiting for replies from employer
7. Could not find the kind of job wanted
8. Traveling/taking time off
9. Retired
10. International student/immigration issues
11. Other (specify) \_\_\_\_\_

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

**SKIP AHEAD TO Q50**

**33.** How long have you been employed in your main job? **[SELECT THE MOST APROPRIATE, DO NOT READ]**

- 1. Six (6) months or less
- 2. Six (6) months and one (1) day to one (1) year
- 3. Longer than one (1) year
- 88. Don't know
- 99. No response

**34.** What sector best describes the organization you work for?

- 1. Agriculture, Forestry, Fishing and Hunting
- 2. Mining, Oil and Gas
- 3. Utilities
- 4. Construction
- 5. Manufacturing
- 6. Wholesale Trade
- 7. Retail Trade
- 8. Transportation and Warehousing
- 9. Telecommunications and Information
- 10. Finance and Insurance
- 11. Real Estate and Rental and Leasing
- 12. Professional, Scientific and Technical Services
- 13. Management of Companies and Enterprises
- 14. Administrative and Support
- 15. Waste Management and Remediation Services
- 16. Education Services
- 17. Health Care and Social Assistance
- 18. Arts, Entertainment and Recreation
- 19. Accommodation and Food Services
- 20. Public Administration
- 21. Other Services (Please specify) \_\_\_\_\_
- 88. Don't know

**34a.** Please describe the type of business you work for:

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

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

**36.** What are your main work duties?

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

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

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

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

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

**39.** Is that figure .....

- 1. Yearly → **GO TO Q41a**
- 2. Monthly
- 3. Hourly
- 4. Daily
- 5. Weekly
- 6. Bi-week (every two weeks)
- 7. Semi-monthly (twice a month)
- 8. Other (specify) \_\_\_\_\_
- 88. Don't know → **GO TO Q42**
- 99. No response → **GO TO Q42**

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

- 1. Yes → **GO TO Q41a**
- 2. No
- 88. Don't know → **GO TO Q42**
- 99. No response → **GO TO Q42**

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

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

**If annual salary is < \$10,000 or > \$100,000**

**41a.** You indicated you earned {Pipe in annual amount}. We are verifying any annual amount {under \$10,000} {over \$100,000}. Please verify this is correct. **(Pipe in which ever amount is applicable)**

- 1. Yes
- 2. No (Please enter correct amount) \_\_\_\_\_
- 88. Don't know
- 99. No response

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

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving) at _____ {Name of institution}	1	2	3	88 99
b) The subject-area knowledge you acquired at _____ {Name of institution}	1	2	3	88 99
c) Overall, how related is your current (main) job to the program from which you graduated in 2005-06?	1	2	3	88 99

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

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

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

44. Working your usual hours at your other job(s) what is your approximate gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)? **[READ]**

45. Is that figure .....

- 1. Yearly → **GO TO Q45c**
- 2. Monthly
- 3. Hourly
- 4. Daily
- 5. Weekly
- 6. Bi-week (every two weeks)
- 7. Semi-monthly (twice a month)
- 8. Other (specify) \_\_\_\_\_
- 88. Don't know → **GO TO Q45b**
- 99. No response → **GO TO Q45b**

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

- 1. Yes → **GO TO Q45c**
- 2. No
- 88. Don't know → **GO TO Q46**
- 99. No response → **GO TO Q46**

**45b.** What is your approximate **annual** income from your other job(s) before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**

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

**If annual salary for all other jobs is < \$5,000 or > \$100,000**

**45c.** You indicated you earned {Pipe in annual amount}. We are verifying any annual amount {under \$5,000} {over \$100,000}. Please verify this is correct.  
**(Pipe in which ever amount is applicable)**

- 1. Yes
- 2. No (Please enter correct amount) \_\_\_\_\_
- 88. Don't know
- 99. No response

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

	not related	very related	DK	NR
a) The general skills and abilities you acquired (e.g., communication skills, critical thinking, problem solving) at _____ {Name of institution}	1	2	3	88 99
b) The subject-area knowledge you acquired at _____ {Name of institution}	1	2	3	88 99
c) Overall, how related is your other job or jobs to the program from which you graduated in 2005-06?	1	2	3	88 99

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

**Note: If respondent answers "self-employed" enter into "other" category]**

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

48. Given your education, training and experience at \_\_\_\_\_ (name of institution), how qualified do you feel you are for your main job? Would you say... **[READ]**

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

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

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

## **FURTHER STUDIES**

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

50. Are you currently enrolled as a student? (Post secondary studies)

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

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

1. Athabasca University
2. University of Alberta
3. University of Alberta – Augustana Campus
4. University of Calgary
5. University of Lethbridge
6. Ambrose University College (formerly Alliance / Canadian Nazarene University Colleges)
7. Canadian University College
8. Concordia University College
9. King's University College
10. St. Mary's University College
11. Taylor University College and Seminary
12. Alberta College of Art and Design
13. Bow Valley College

14. Grande Prairie Regional College
15. Grant MacEwan College
16. Keyano College
17. Lakeland College
18. Lethbridge Community College
19. Medicine Hat College
20. Mount Royal College
21. NorQuest College
22. Northern Lakes College
23. Olds College
24. Portage College
25. Red Deer College
26. NAIT
27. NAIT – Fairview Campus
28. SAIT
29. Other Alberta Institution (specify) \_\_\_\_\_
30. Other Non-Alberta Institution (specify) \_\_\_\_\_
88. Don't know
99. No response

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

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

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

1. Diploma
2. Certificate
3. Extension certificate
4. Applied degree
5. Undergraduate degree
6. Graduate degree
7. Professional School (e.g. Law, Dentistry, Medicine)
8. Professional designation (e.g. CMA – Certified Management Accounting designation)
9. Other (specify) \_\_\_\_\_
88. Don't know
99. No response

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

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

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



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

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

888888. Don't know  
999999. No response

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

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

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

888888. Don't know  
999999. No response

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

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

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

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

**59.** At the time of your graduation, approximately what did you owe from all non-government sources of financing for education-related expenses accumulated during your entire post-secondary education? **[ENTER AMOUNT, NO DECIMALS]**

888888. Don't know  
999999. No response

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

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

## DEMOGRAPHICS

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

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

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

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

88. Don't know
99. No response

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

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

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

88. Don't know
99. No response

**64.** Do you consider yourself to be an Aboriginal person?  
(First Nation, Métis or Inuit)

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

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

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

**SKIP TO Q67**

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

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

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

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

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

88. Don't know
99. No response

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

1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree (Bachelor)
7. Graduate or Professional Degree (Masters, PhD, M.D. Lawyer, Dentist)
8. Other (specify) \_\_\_\_\_
88. Don't know
99. No response

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

88. Don't know
99. No response

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

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