

**Alberta Post-secondary
Graduate Outcomes Survey:
Class of 2003/2004**

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This report was compiled by Insightrix Research Inc.

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Executive Summary

Introduction

In November of 2005, Alberta Advanced Education contracted Insightrix Research Services to conduct a survey of individuals who graduated from four Alberta universities, eight university colleges, fifteen public colleges and two technical institutes in the fall of 2003 or the spring of 2004 (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 and to compare these results to previous studies.

A total of 17,770 graduates responded to the survey, resulting in an overall valid response rate of 53.8%. The margin of error at 95% confidence is $\pm 0.5\%$. Following is a summary of the key findings of the research.

Demographics

Respondents were asked where they were located when they last attended school in the K-12 system. In total, 51.2% last attended high school in urban Alberta. Another 18.3% last attended in rural Alberta, 23.5% attended outside of Alberta (in Canada) and 6.7% attended outside of Canada. University and Technical Institute graduates are more likely than College and University College graduates to have come from urban Alberta. University Colleges and Colleges have the highest proportion of graduates from rural Alberta.

Analysis by program type revealed that Bachelor Degree graduates are most likely to be from urban Alberta at 60.5%. More than 40% of those with Masters Degrees and Post Basic Certificates are from outside of Alberta (in Canada). This is much more than any other program type. Doctoral graduates are much more likely than any other program type to come from outside of Canada at 36.7%.

In Alberta, 60% of post-secondary graduates are female and 40% are male. The gender distribution is very different depending on the sector, program type, and field of study.

Technical Institutes have the highest proportion of male graduates, at 58.6%; while Colleges have the highest proportion of female graduates at 70.7%.

More than three quarters of Trade Certificate graduates are male. This is much higher than any other program type. The only other program type with more than 50% male is a Doctoral Degree. Certificate programs have the highest proportion of female graduates, at 77.6%, followed by Skill Training at 65.7%.

The only field of study that has more than 50% male graduates is Math and Natural Sciences at 71.3%. All other fields are primarily female, particularly Health and Medical Sciences at 84.7%.

The average current age of all 2003/2004 graduates is approximately 29 years old. They are most commonly between the ages of 23 and 25 and the median age is 26. This means that approximately half of all graduates were under 26 when they completed their program.

A large majority (72%) of graduates were single when they started the program. Approximately one in every five graduates were responsible for at least one dependent when they started their program.

Regarding Aboriginal status, 4.1% of graduates consider themselves to be Aboriginal. This is slightly lower than the Aboriginal proportion of the population of Alberta (5.3% according to Statistics Canada). Of those who self-identified, 44.3% are Métis, 39.3% are Status Indian, 9.1% are non-status Indian, 1.3% are Inuit, and 6.0% indicated other.

Non-Aboriginal respondents were asked if they self-identify as members of a visible minority. A total of 14.6% said yes, which equates to 14.0% of all graduates. According to Statistics Canada, visible minorities make up 11.2% of Alberta's population. University Colleges have the smallest proportion of visible minorities, at 8.3% while universities have the highest proportion, at 17.7%.

Overall, 38.1% of graduates indicated that at least one of their parents has completed university. Another 17.2% have at least one parent who has completed a college, technical school, or apprenticeship program.

Satisfaction

Graduates were asked to rate to what extent their program provided them with a number of different benefits using a 5 point scale where "1" means not at all and "5" means to a great extent.

In general, graduates believe that they have been provided with each of the different program benefits, with average ratings of at least 3.8 out of 5. The greatest benefit graduates feel they have received is an opportunity to improve, followed by knowledge of a particular field of study and a desire to continue learning. While most graduates feel that their program has provided them with employment benefits, these received significantly lower ratings than the learning benefits.

An opportunity to improve yourself	4.27	82.9%
Knowledge of a particular field of study	4.12	77.8%
A desire to continue learning more, about this or other subjects	4.09	76.0%
Improved employment opportunities	3.95	68.5%
Chances of improved income	3.88	65.8%
The skills needed for a particular job	3.77	62.6%

Reflecting on their educational experience, graduates were asked to what extent they feel that it has added to their skills, knowledge and abilities in a variety of different areas.

The following table shows a summary of the average ratings on a scale of 1 to 5 for each of the different skills and abilities. Skills with different ranks can be considered significantly different. The skills that graduates developed to the greatest extent during their post-secondary education are learning and working independently. Graduates also learned to work well with others, solve problems and manage information to a great extent. Mathematical skills were the least developed, followed by awareness of political and social issues.

1	Learn independently	4.05	74.3%
1	Work independently	4.03	73.3%
3	Work well with others	3.89	68.1%
3	Solve problems	3.88	69.1%
3	Manage information	3.86	68.0%
6	Develop research skills	3.83	64.9%
7	Become self-confident	3.79	64.3%
8	Develop interpersonal skills	3.74	62.1%
9	Think creatively	3.71	60.7%
10	Develop writing skills	3.63	56.5%
10	Develop leadership skills	3.61	56.0%
12	Develop awareness of ethical issues	3.55	52.9%
13	Develop computer skills	3.49	50.3%
13	Appreciate other cultures	3.48	48.4%
13	Speak in public	3.46	49.3%
16	Resolve conflicts	3.36	44.6%
17	Develop awareness of political and social issues	3.13	36.1%
18	Develop mathematical skills	3.06	34.3%

A large majority of graduates were satisfied (47.5%) or very satisfied (39.2%) with the quality of teaching in their program while 12.7% were dissatisfied or very dissatisfied. Program satisfaction results were very similar, with 47.6% indicating that they were satisfied and 39.3% indicating that they were very satisfied while 12.9% were dissatisfied or very dissatisfied with their program.

With regard to the overall quality of their educational experience, more than nine in ten graduates were satisfied (47.7%) or very satisfied (42.6%). Compared to other sectors, University College graduates are most satisfied with the teaching, program and overall experience at their school, while university graduates are least satisfied in all three areas.

Graduates are more likely to recommend the institution that they attended than they are to recommend the specific program. Of graduates, 90% would recommend the institution that they went to, while 82.4% would recommend the program.

Most respondents (55.9%) agree that their program was worth the financial cost to them and/or their family and another 27.4% strongly agree for a total of 83.3%. Conversely, 14.8% disagree or strongly disagree.

Financing

Nearly seven in every ten graduates (69%) worked while taking classes, with university graduates being most likely to have worked at 74.2%.

In total, 62.4% of all graduates have received some type of loan for education related expenses. Of those graduates who received some type of loan, 49.8% have received only government-sponsored loans. Additionally, 25.6% have received only non-government sources of financing while 24.5% received both government and non-government sources.

In terms of field of study, Life Science and Arts graduates are most likely to have received some kind of student loans (69%), while Business and Related Studies graduates are least likely (56%).

Looking at program type, Bachelor and Applied Degree graduates are most likely to have received loans, while Skill Training and Trade Certificate graduates are least likely.

With regard to sector, University College graduates are most likely to have loans (77.7%), followed by University graduates (65.2%).

In total, those who have some type of debt owed an average of \$18,908 at the time of program completion. The median amount of debt owed is \$15,000. University College graduates have the highest debt levels upon graduation (median of \$24,000), followed by University graduates (\$20,000). Graduates of Technical Institutes (\$12,000) and Colleges (\$11,000) have significantly lower debt, largely due to program length

Nearly two thirds of all graduates have received scholarships, grants or bursaries. Of those who provided the amount of scholarships, grants or bursaries they have received, the average amount is \$6,742 and the median amount is \$3,000.

Transitions

Nearly half (47.9%) of all graduates had completed post-secondary courses prior to enrolling in the program that they graduated from in 2003/2004. Also, half of all graduates entered post-secondary studies directly out of high school. Another 18.6% waited one year before beginning post-secondary and 18.2% waited two to five years. 13.4% of graduates waited more than five years between high school and post-secondary.

More than 60% of graduates from Universities and University Colleges began post-secondary in the same year that they completed high school, compared to only 35% of College and Technical Institute graduates. Of College graduates, 21.4% waited more than five years before beginning their post-secondary education.

Graduates were asked where they were located when they last attended high school, where they were located when they first applied for post-secondary, and if and where they relocated to after graduating. The following table shows the movement of graduates from high school to post-secondary application to their current residence. Each institution was coded into the appropriate region and used as the current residence for respondents who indicated that they have not relocated since graduating.

About two thirds of all graduates are currently living in Edmonton (33.5%) or Calgary (32.8%). Nine in ten graduates (90.4%) have remained in Alberta.

Location	High School	Application	Current
Edmonton / St. Albert / Sherwood Park	20.0%	22.4%	33.5%
Calgary	18.5%	21.0%	32.8%
Northern Alberta	11.3%	11.3%	9.8%
Outside Alberta	23.5%	20.3%	8.2%
Southern Alberta	7.6%	7.8%	7.3%
Central Alberta	12.2%	11.8%	7.0%
Outside Canada	6.7%	5.1%	1.4%
Alberta Not Specified	0.2%	0.2%	0.0%

In total, 54.4% of respondents are currently living in the same type of location as they did when they last attended high school. An overwhelming majority (88.8%) of those who last attended high school in urban Alberta are still living in urban Alberta, another 69.8% of those who were living in non-urban locations have now moved to urban Alberta. In total, 79.5% of graduates live in urban Alberta. Another 10.5% of graduates live in rural Alberta while 8.3% live outside of Alberta and 1.4% live outside of Canada.

			Current Location				Total
			Urban Alberta	Rural Alberta	Outside Alberta	Outside Canada	
K - 12 last attendance	Urban Alberta	Count	7699	458	408	106	8671
		%	88.8%	5.3%	4.7%	1.2%	100.0%
	Rural Alberta	Count	2258	675	144	34	3111
		%	72.6%	21.7%	4.6%	1.1%	100.0%
	Outside Alberta	Count	2528	622	771	57	3978
		%	63.5%	15.6%	19.4%	1.4%	100.0%
	Outside Canada	Count	953	67	74	39	1133
		%	84.1%	5.9%	6.5%	3.4%	100.0%
Total	Count	13438	1822	1397	236	16893	
	%	79.5%	10.8%	8.3%	1.4%	100.0%	

Graduates based their decision to attend post-secondary studies on a variety of sources. The most commonly identified sources were institutional calendars (83.8%), friends (83.2%), and parents or other relatives (81.3%). In terms of usefulness, parents/relatives and institutional calendars were rated most useful, followed by friends and teachers.

One in five graduates (21.2%) took at least some of their program through correspondence or another type of distance education and 6% took all of their program through correspondence/distance education.

More than one quarter (26.5%) of graduates are currently enrolled as students. Graduates of Certificate and Bachelor Degree programs are most likely to be currently enrolled. By field of study, more than half (53.5%) of those who graduated from General Studies are currently enrolled as students, followed by 36.1% of Arts graduates. In terms of sector, 41.5% of University College graduates are currently enrolled as students, significantly more than graduates from any other sector.

About one third (33.8%) of those currently enrolled in study are working toward an undergraduate degree. Another 22.6% will receive a graduate degree and 10.1% will receive a certificate. One in ten (9.5%) are in a diploma program and 8.1% will receive a professional designation.

Outcomes

Most graduates (65.8%) indicated that their primary goal upon entering their institution was to complete a specific degree or diploma. The next most common goal was employment at 15.4%, followed by expanding knowledge at 7.4%. Nine in ten graduates (89.6%) achieved their primary goal.

Overall, 91.1% of graduates are currently in the labour market. Of those, 96.9% are employed and 3.1% are unemployed. The unemployment rate for graduates two years out has decreased by 0.9% since 2004. Of those who are not in the labour force, 74.2% (6.7% of all graduates) are full time students.

Of those who are not currently looking for a job, 68.9% are going to school. The next most common reason is personal or family responsibilities, at 15.8%.

Of those who have a job, 8.8% are self-employed. This equates to 7.8% of all graduates. Of Graduates, 80% are employed in a permanent position while another 16.2% are working in a temporary position and 3.6% are seasonal workers.

The median annual income from their main/most recent job before deductions for all graduates is \$39,996. A total of 38.1% of graduates currently earn between \$35,000 and \$54,000 per year in their main job.

The median salary for males is \$45,000, while the median salary for females is significantly lower at \$35,004.

Overall, the median salary of graduates two years out of their program increased by 16.2%, from \$34,411 in 2004 to \$39,996 in 2006. Median salaries have increased for every program type, particularly for those in the traditionally lower income brackets such as Skill Training, Certificate, and Trade Certificate graduates.

Respondents were asked how related their current job is to the *general skills and abilities* they acquired from their post-secondary education. Most graduates (56%) indicated that it is very related and another 30.5% said that it is somewhat related, while 13% said that their main job is not at all related to the general skills and abilities they acquired

Of all employed graduates, 50% indicated that their main job is very related to the *subject-area knowledge* they acquired and another 30.2% said that it is somewhat related, while 19.4% said that their main job is not at all related to the subject-area.

Just over half of all employed graduates indicated that their main job is very related to their program *overall*. Another 28.6% said that it is somewhat related while 20.4% said that their main job is not at all related to their program overall.

Job relatedness is dependent on a number of different variables. In terms of age, 44.7% of graduates who are 25 years or younger indicated that their main job is very related to their program. This steadily increases to 62.1% of those over 40.

With regard to field of study, health and medical science graduates are most likely to be in very related positions at 74.5%. Only 26.1% of General Studies graduates and 34.7% of Arts graduates are in very related positions. By sector, graduates of Colleges and Technical Institutes are most likely to be in positions that are very related to their program (more than 52%), while University College graduates are least likely (38.3%).

All things considered, graduates are generally happy with their current employment, with about nine in every ten graduates indicating that they are satisfied (47.9%) or very satisfied (41.6%) with their main job.

Given their education, training and experience, most graduates (60.8%) feel appropriately qualified for their main job. Another 23.5% feel somewhat overqualified and 12.2% feel very overqualified. Only 3.1% feel somewhat or very under-qualified.

Brokered Programs

A total of 81 respondents are graduates of Brokered Programs. Of those, 97.5% are female and only 2.5% (2 respondents) are male. Graduates of brokered programs are much more likely to be female than are graduates of all parchment programs (60% of all graduates are female). The mean age of brokered program graduates is approximately 30 years old and the median age is 26. This is similar to all other graduates. Interestingly, while the average age of brokered graduates is not significantly different from others, these graduates did tend to have a larger time gap between high school and post secondary than did all other parchment graduates. Of Brokered Program graduates, 66.2% waited at least two years, compared to 31.5% of other graduates.

Brokered program graduates are more likely than others to be married and have children. Overall, 38.3% of graduates of brokered programs are or have been married, compared to 28% of all parchment graduates. Also, 37% of graduates of brokered programs were responsible for at least one dependent while enrolled, compared to only 20.3% of all parchment graduates.

When asked what their primary goal upon entering the program was, 29.6% of brokered students indicated employment reasons. This is significantly higher than 15.4% of all other parchment graduates. Brokered program graduates were also significantly more likely than all other parchment graduates to achieve their primary goal at 96.3%.

While those who graduated from brokered programs were less likely than others to work while taking classes, only one graduate of a brokered program is currently unemployed and seeking work. This gives an unemployment rate of 1.4%, compared to 4.8% overall.

Non-Credit Programs

A total of 527 respondents are graduates of non-credit programs. Of those, 72.4% are female and only 27.6% are male. Graduates of non-credit programs are much more likely to be female than are graduates of all parchment programs (60% of all graduates are female). The mean age of non-credit program graduates is approximately 35 years old and the median age is 33. This is significantly older than graduates of parchment programs.

Also, 53.4% of graduates of non-credit programs are or have been married, compared to 28% of all parchment graduates. Additionally 43% of graduates of non-credit programs were responsible for at least one dependent while enrolled, compared to only 20.3% of all parchment graduates.

When asked what their primary goal upon entering the program was, 28.1% of non-credit students indicated employment reasons. This is significantly higher than 15.5% of all parchment graduates. As would be expected, non-credit students were less likely to enrol for the completion of a specific degree or diploma.

While non-credit students are significantly more likely than parchment graduates to be very satisfied with the quality of teaching, the program and their overall educational experience, they are significantly less likely to consider the program to be worth the financial cost to them and their families.

Employment outcomes of non-credit students are very similar to those of parchment students. The employment rate for those in the labour market is 94.6% for non-parchment and 95.2% for parchment. Non-credit graduates are significantly more likely than parchment graduates to be self employed (15.4% and 8.8% respectively).

Table of Contents

Survey Overview and Objectives	1
Survey Methodology and Response Rates	2
Section A: Demographics	7
Highest Grade Completed in High School.....	7
Location When Last Attending High School	7
Gender.....	9
Age	10
Marital Status.....	11
Dependents	11
Aboriginal Status	12
Visible Minority Status	12
Disability Status	13
Parental Educational Attainment	13
Section B: Satisfaction	15
Program Benefits.....	15
Skills, Knowledge and Abilities	18
Quality of Teaching in Program	24
Quality of Program.....	25
Overall Quality of Educational Experience	25
Recommend Program and Institution	26
Perceived Cost/Benefit of Post-secondary Studies	27
Section C: Financing	28
Worked While Taking Classes.....	28
Government-Sponsored Student Loans	29
Non-Government Sources of Financing	31
Total Loans.....	33
Scholarships, Grants or Bursaries.....	35
Section D: Transitions	37
Relocation Since Graduation.....	38
Information Sources for Planning Post-secondary Studies	40
Prior Post-Secondary Courses	41
Correspondence and Distance Education	43
Current Students	44
Section E: Outcomes	48
Primary Goal.....	48
Current Employment.....	50
Job Classification.....	52
Annual income from main job	55
Relatedness of Job.....	56
Job Qualification and Satisfaction	58
Brokered Programs	61
Non-Credit Programs	64
Comparisons with the Graduating Class of 2001-2002	68
Employment Outcomes	68
Debt.....	71
Appendix A: Survey Instrument	75

Survey Overview and Objectives

In November of 2005, Alberta Advanced Education contracted Insightrix Research Services to conduct a survey of individuals who graduated from four Alberta universities, eight university colleges, fifteen public colleges and two technical institutes in the fall of 2003 or the spring of 2004. Graduates (excluding apprenticeship graduates, who are surveyed through a separate initiative) from each of the following institutions are included in the study:

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

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

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

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

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

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

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

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

If the online option was requested, the graduate was sent a personalized email invitation with a link to the online survey. Each online respondent was assigned a unique identification number (embedded in the URL). This allowed the use of the “Save and Resume” feature, which let the respondent to go back into a partially completed survey if

they could not finish it in one sitting. Once the survey was complete, the respondent could not access their survey again, or complete another survey.

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

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

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

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

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

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

- **Providing our toll free number** – Inshtrix provided a toll free number in which graduates could call back to complete the survey.
- **Calling Times** – Inshtrix staggered the calling times to maximize the probability of connecting with the contact and completing the survey. Inshtrix staff attempted to call respondents during the day, evenings, and on weekends.
- **Updating Contact Information** – where appropriate, Inshtrix staff obtained updated contact information from friends and relatives.
- **When provided an email address from a family member or friend of the potential respondent**, Inshtrix would first send a 'permission' email, introducing the study and asking for permission to send a link to the online survey. This was helpful reaching graduates who had moved outside of Canada or the USA since graduation.

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

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

Response Rates

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

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

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

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

The following table shows the response rates and margins of error for each sector/institution type. 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. The margin of error for all universities combined is

$\pm 0.7\%$ and for colleges it is $\pm 0.9\%$. For all technical institutes combined, the margin of error is $\pm 1.2\%$ and for all university colleges it is $\pm 2.7\%$.

Universities	16,613	15,327	8,212	53.6%	$\pm 0.7\%$
Technical Institutes	6,135	5,849	3,101	53.1%	$\pm 1.2\%$
University Colleges	735	696	461	66.2%	$\pm 2.7\%$
Colleges	10,548	10,021	5,469	54.6%	$\pm 0.9\%$
Total	34,031	31,893	17,243	54.1%	$\pm 0.5\%$

The following table shows the response rates and margins of error for each field of study. Note that this table does not include non-credit designated graduates. The margin of error at 95% confidence is less than $\pm 2.5\%$ for each field of study.

Math and Natural Sciences	7,626	4,133	54.2%	± 1.0
Life Sciences	1,270	779	61.3%	± 2.2
Health and Medical Sciences	5,543	2,754	49.7%	± 1.3
Social Science and Related Applications	5,924	3,053	51.5%	± 1.2
Arts	4,131	2,108	51.0%	± 1.5
Business and Related Studies	7,167	3,511	49.0%	± 1.2
General Studies	1,865	875	46.9%	± 2.4

The following table shows the response rates and margins of error for each program type. The margin of error at 95% confidence is less than $\pm 5\%$ for each program type, with the exception of Post Basic Certificate.

Bachelor Degree	14,285	13,187	7,042	53.4%	$\pm 0.8\%$
Diploma	8,664	8,263	4,580	55.4%	$\pm 1.0\%$
Certificate	4,658	4,471	2,399	53.7%	$\pm 1.4\%$
Masters Degree	2,744	2,541	1,494	58.8%	$\pm 1.6\%$
Skill Training	1,856	1,788	837	46.8%	$\pm 2.5\%$
Applied Degree	744	647	352	54.4%	$\pm 3.5\%$
Trade Certificate	507	469	259	55.2%	$\pm 4.1\%$
Post Basic Certificate	128	111	64	57.7%	$\pm 8.0\%$
Doctoral Degree	445	416	216	51.9%	$\pm 4.6\%$
Total	34,031	31,893	17,243	54.1%	$\pm 0.5\%$

The following table shows a summary of the response rates for non-credit designated programs for each institution. Note that in SAIT, 17 of the 21 graduates who were identified in the sample as non-credit were duplications and had also completed a parchment program. In these cases, the respondent answered regarding their parchment program. The overall margin of error at 95% confidence is $\pm 3.1\%$.

University of Alberta	64	60	39	65.0%	$\pm 9.4\%$
U of A - Augustana Facility	75	73	23	31.5%	$\pm 17\%$
University of Calgary	45	43	26	60.5%	$\pm 12\%$
NAIT	752	726	312	43.0%	$\pm 4.2\%$
SAIT	21	4	1	25.0%	$\pm 98\%$
Concordia University College	10	10	9	90.0%	$\pm 10.9\%$
Lakeland College	31	30	18	60.0%	$\pm 15\%$
Mount Royal College	161	157	76	48.4%	$\pm 8.1\%$
Red Deer College	39	37	23	62.2%	$\pm 12.7\%$
Total	1198	1140	527	46.2%	$\pm 3.1\%$

The following table shows a summary of the number of graduates from each institution that were in programs that were brokered by an affiliated institution. The overall margin of error for brokered students is $\pm 8.3\%$.

Bow Valley College	Red Deer College	45	23	51.1%	± 14.5
	Lethbridge Community College	42	23	54.8%	± 13.9
	NorQuest College	40	6	15.0%	± 37
Red Deer College	Bow Valley College	28	14	50.0%	± 18.9
Mount Royal College	Medicine Hat College	23	14	60.9%	± 16.8
NorQuest College	Lakeland College	11	0	0.0%	-
Grande Prairie Regional College	Fairview College	1	1	100.0%	-
Total		190	81	42.6%	± 8.3

Section A: Demographics

Highest Grade Completed in High School

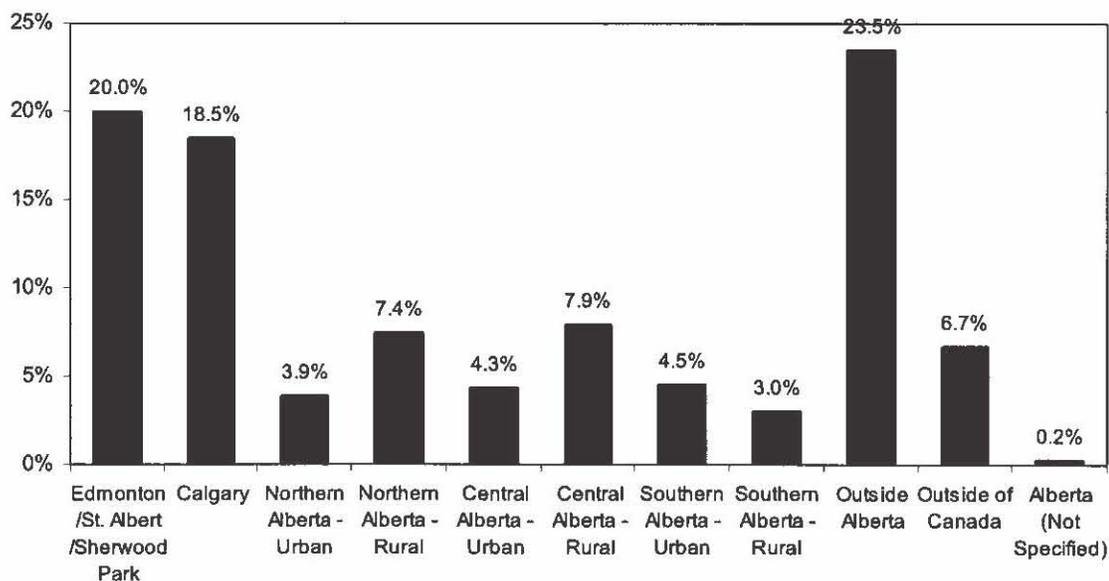
Of graduates, 94.5% completed grade 12 or 13 while 4.3% indicated that they had completed less than grade 12 and the remaining 1.2% did not know.

	Total #	% of Responses	Cumulative %
Grade 7 or less	20	0.1	0.1
Grade 8	35	0.2	0.3
Grade 9	86	0.5	0.8
Grade 10	190	1.1	1.9
Grade 11	406	2.4	4.3
Grade 12	15719	91.3	95.6
Grade 13	548	3.2	98.8
Don't know	215	1.2	100.0
Total	17219	100	

Location When Last Attending High School

One in five Alberta graduates (20%) last attended high school in Edmonton, St. Albert or Sherwood Park. Another 18.5% last attended in Calgary. In terms of other regions, 12.2% last attended in Central Alberta, 11.3% last attended in Northern Alberta and 7.5% in Southern Alberta.

In total, 51.2% last attended high school in urban Alberta and 18.3% last attended in rural Alberta. Of graduates who attended outside Alberta, 77.8% (23.5% of all respondents) attended in Canada and 22.2% (6.7% of all respondents) attended outside of Canada.



University and Technical Institute graduates are more likely than College and University College graduates to have come from urban Alberta. University Colleges and Colleges have the highest proportion of graduates from rural Alberta.

			K - 12 last attendance				Total
			Urban Alberta	Rural Alberta	Outside Alberta	Outside Canada	
Sector	Universities	Count	4449	1125	1904	591	8069
		%	55.1%	13.9%	23.6%	7.3%	100.0%
	University Colleges	Count	202	126	99	22	449
		%	45.0%	28.1%	22.0%	4.9%	100.0%
	Colleges	Count	2380	1358	1388	286	5412
		%	44.0%	25.1%	25.6%	5.3%	100.0%
	Technical Institutes	Count	1684	512	600	247	3043
		%	55.3%	16.8%	19.7%	8.1%	100.0%
Total		Count	8715	3121	3991	1146	16973
		%	51.3%	18.4%	23.5%	6.8%	100.0%

Bachelor Degree graduates are the most likely to be from urban Alberta, at 60.5%. More than 40% of those with Masters Degrees and Post Basic Certificates are from outside of Alberta (in Canada). This is much more than any other program type. Doctoral graduates are much more likely than any other program type to come from outside of Canada at 36.7%.

			K - 12 last attendance				Total
			Urban Alberta	Rural Alberta	Outside Alberta	Outside Canada	
Program Type	Applied Degree	Count	173	50	83	42	348
		%	49.7%	14.4%	23.9%	12.1%	100.0%
	Certificate	Count	1034	563	623	147	2367
		%	43.7%	23.8%	26.3%	6.2%	100.0%
	Diploma	Count	2362	979	949	226	4516
		%	52.3%	21.7%	21.0%	5.0%	100.0%
	Master Degree	Count	461	117	583	291	1452
		%	31.7%	8.1%	40.2%	20.0%	100.0%
	Post Basic Certificate	Count	25	9	26	4	64
		%	39.1%	14.1%	40.6%	6.3%	100.0%
	Doctoral Degree	Count	51	12	70	77	210
		%	24.3%	5.7%	33.3%	36.7%	100.0%
	Skill Training	Count	278	208	237	105	828
		%	33.6%	25.1%	28.6%	12.7%	100.0%
	Trade Certificate	Count	139	56	53	9	257
		%	54.1%	21.8%	20.6%	3.5%	100.0%
	Bachelor Degree	Count	4192	1127	1367	245	6931
		%	60.5%	16.3%	19.7%	3.5%	100.0%
Total		Count	8715	3121	3991	1146	16973
		%	51.3%	18.4%	23.5%	6.8%	100.0%

Gender

There are a significantly higher proportion of female graduates in Alberta than male graduates (60% of graduates are female and 40% are male).

6874 (40.0%) Male



10313 (60.0%) Female

17187 responses (excludes 55 "refused / don't know" responses)

Technical Institutes have the highest proportion of male graduates at 58.6% while Colleges have the highest proportion of female graduates, at 70.7%.

Sector		Gender		Total
		Male	Female	
Universities	Count	3297	4888	8185
	%	40.3%	59.7%	100.0%
University Colleges	Count	171	288	459
	%	37.3%	62.7%	100.0%
Colleges	Count	1595	3856	5451
	%	29.3%	70.7%	100.0%
Technical Institutes	Count	1811	1282	3093
	%	58.6%	41.4%	100.0%
Total	Count	6874	10314	17188
	%	40.0%	60.0%	100.0%

More than three quarters of Trade Certificate graduates are male. This is much higher than any other program type. The only other program type with more than 50% male is Doctoral Degree. Certificate programs have the highest proportion of female graduates, at 77.6%, followed by Skill Training at 65.7%.

The only field of study that has more than 50% male graduates is Math and Natural Sciences at 71.3%. All other fields are primarily female, particularly Health and Medical Sciences at 84.7%.

Program Type		Gender		Total
		Male	Female	
Applied Degree	Count	169	180	349
	%	48.4%	51.6%	100.0%
Certificate	Count	537	1855	2392
	%	22.4%	77.6%	100.0%
Diploma	Count	2151	2417	4568
	%	47.1%	52.9%	100.0%
Master Degree	Count	691	794	1485
	%	46.5%	53.5%	100.0%
Post Basic Certificate	Count	30	34	64
	%	46.9%	53.1%	100.0%
Doctoral Degree	Count	114	102	216
	%	52.8%	47.2%	100.0%
Skill Training	Count	286	548	834
	%	34.3%	65.7%	100.0%
Trade Certificate	Count	196	62	258
	%	76.0%	24.0%	100.0%
Bachelor Degree	Count	2700	4322	7022
	%	38.5%	61.5%	100.0%
Total	Count	6874	10314	17188
	%	40.0%	60.0%	100.0%

Field of Study		Gender		Total
		Male	Female	
Math and Natural Sciences	Count	2934	1182	4116
	%	71.3%	28.7%	100.0%
Life Sciences	Count	311	470	781
	%	39.8%	60.2%	100.0%
Health and Medical Sciences	Count	420	2325	2745
	%	15.3%	84.7%	100.0%
Social Science and Related Applications	Count	748	2292	3040
	%	24.6%	75.4%	100.0%
Arts	Count	686	1414	2100
	%	32.7%	67.3%	100.0%
Business and Related Studies	Count	1433	2062	3495
	%	41.0%	59.0%	100.0%
General Studies	Count	325	549	874
	%	37.2%	62.8%	100.0%
Total	Count	6857	10294	17151
	%	40.0%	60.0%	100.0%

Age

The average age of all 2003/2004 graduates is approximately 29 years old. They are most commonly between the ages of 23 and 25 and the median age is 26.

		Frequency	Percent	Cumulative Percent
Age	22 and under	2199	13.0%	13.0%
	23 to 25	5808	34.3%	47.3%
	26 to 30	4102	24.2%	71.5%
	31 to 40	2589	15.3%	86.8%
	Over 40	2233	13.2%	100.0%
	Total	16931	100.0%	

University graduates have the highest average age, while University College graduates are the youngest.

In terms of field of study, Health and Medical Science graduates and Social Science graduates have an average age over 30. Life Science graduates are the youngest.

With regard to program type, the average Doctoral and Masters graduate is in their late 30s, while Trade Certificate and Diploma graduates are the youngest.

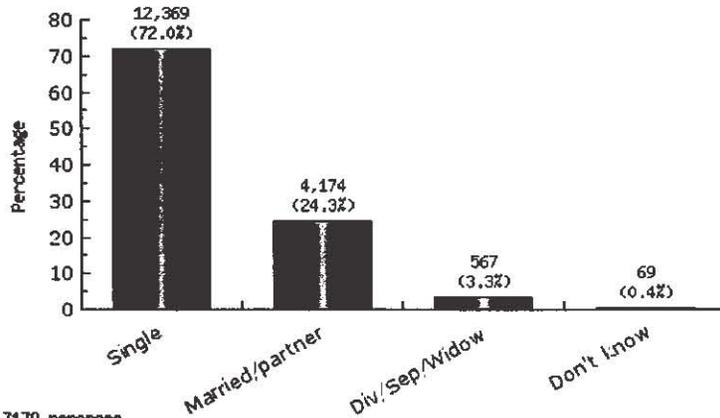
Sector	Average Age	Median Age
Universities	30.1	27
Colleges	29.3	25
Technical Institutes	27.6	25
University Colleges	26.7	25

Program Type	Average Age	Median Age
Doctoral Degree	39.4	37.0
Master Degree	38.0	36.0
Skill Training	35.1	33.0
Post Basic Certificate	31.7	26.5
Certificate	30.1	26.0
Applied Degree	29.8	26.5
Bachelor Degree	27.9	25.0
Diploma	26.9	24.0
Trade Certificate	26.3	23.0

Field of Study	Average Age	Median Age
Health and Medical Sciences	31.8	28
Social Science and Related Applications	31.0	27
Business and Related Studies	29.9	26
General Studies	29.1	25
Arts	27.7	25
Math and Natural Sciences	27.5	25
Life Sciences	25.7	24

Marital Status

Of graduates, 72% were single when they started the program. Nearly one quarter (24.3%) were married or living with a partner and 3.3% were divorced, separated or widowed.



Of those who received a Bachelor Degree, 82.4% were single when they started the program, compared to only 36% of those who received a Masters Degree.

Program Type		Count	Marital status at beginning of program			Total
			Single (never married)	Married or living with partner	Divorced/ Separated/ Widowed	
Applied Degree	Count	259	86	7	352	
	%	73.6%	24.4%	2.0%	100.0%	
Certificate	Count	1468	781	126	2375	
	%	61.8%	32.9%	5.3%	100.0%	
Diploma	Count	3658	747	136	4541	
	%	80.6%	16.5%	3.0%	100.0%	
Master Degree	Count	531	877	69	1477	
	%	36.0%	59.4%	4.7%	100.0%	
Post Basic Certificate	Count	41	22	1	64	
	%	64.1%	34.4%	1.6%	100.0%	
Doctoral Degree	Count	88	114	10	212	
	%	41.5%	53.8%	4.7%	100.0%	
Skill Training	Count	350	408	70	828	
	%	42.3%	49.3%	8.5%	100.0%	
Trade Certificate	Count	209	42	7	258	
	%	81.0%	16.3%	2.7%	100.0%	
Bachelor Degree	Count	5768	1094	142	7004	
	%	82.4%	15.6%	2.0%	100.0%	
Total	Count	12372	4171	568	17111	
	%	72.3%	24.4%	3.3%	100.0%	

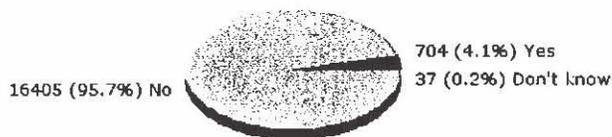
Dependents

Approximately one in every five graduates (20.3%) were responsible for at least one dependent when they started their program.

	Frequency	Percent	Cumulative Percent
Dependents 0	13647	79.7%	79.7%
1	1256	7.3%	87.0%
2	1242	7.3%	94.3%
More than 2	979	5.7%	100.0%

Aboriginal Status

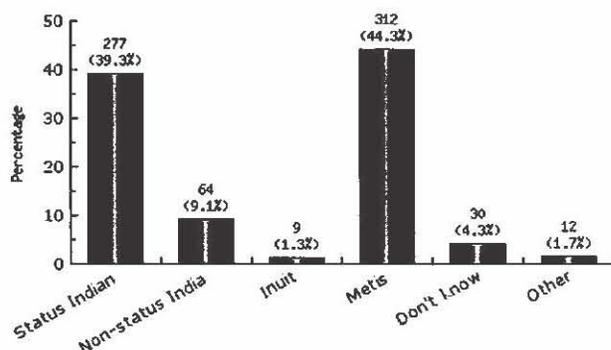
In total, 4.1% of graduates are Aboriginal. Colleges have the highest proportion of Aboriginal graduates, at 7.6%.



17146 responses

Sector	Universities	Count	Do you consider yourself to be an Aboriginal person		Total
			Yes	No	
		Count	188	7966	8154
		%	2.3%	97.7%	100.0%
	University Colleges	Count	11	446	457
		%	2.4%	97.6%	100.0%
	Colleges	Count	415	5013	5428
		%	7.6%	92.4%	100.0%
	Technical Institutes	Count	90	2981	3071
		%	2.9%	97.1%	100.0%
Total		Count	704	16406	17110
		%	4.1%	95.9%	100.0%

Of those who are Aboriginal, 44.3% are Métis, 39.3% are Status Indian and 9.1% are non-status Indian.



Visible Minority Status

Of non-Aboriginal respondents, 14.6% are members of a visible minority. University Colleges have the smallest proportion of visible minorities, at 8.3% while universities have the highest proportion, at 17.7%.

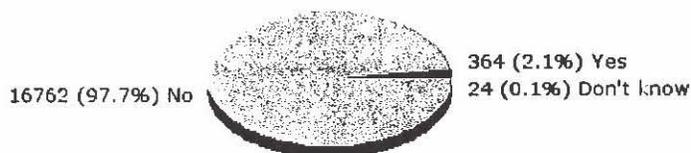


16398 responses

Sector	Universities	Count	Do you consider yourself to be a member of a visible minority		Total
			Yes	No	
		Count	1398	6521	7919
		%	17.7%	82.3%	100.0%
	University Colleges	Count	37	410	447
		%	8.3%	91.7%	100.0%
	Colleges	Count	505	4498	5003
		%	10.1%	89.9%	100.0%
	Technical Institutes	Count	448	2508	2956
		%	15.2%	84.8%	100.0%
Total		Count	2388	13937	16325
		%	14.6%	85.4%	100.0%

Disability Status

Approximately one in every 50 graduates (2.1%) has a disability. Trade Certificate graduates are significantly more likely than others to have a disability, at 6%.



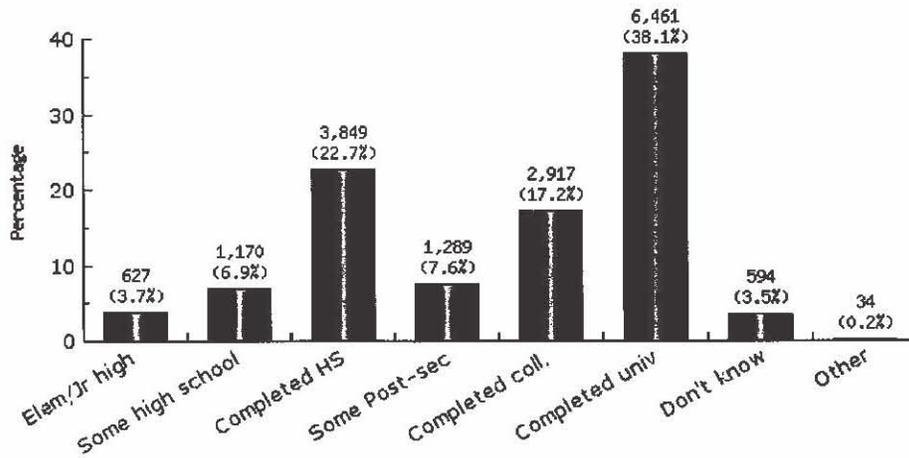
17150 responses

Of those graduates who indicated that they have a disability, about one quarter have a learning disability. The most common learning disability mentioned was dyslexia. Close to one quarter (23.9%) more respondents have physical disabilities such as back and leg injuries. The following table shows a summary of the disabilities with 10 or more respondents.

Description	Total #	% of Responses
Learning disability	89	24.5%
Injuries to back, knees, hip, etc, in a wheelchair	87	23.9%
Refused	31	8.5%
Hearing impairment	27	7.4%
Mental illness (OCD/PTSD)	24	6.6%
Visual impairment	22	6.0%
Forms of arthritis	17	4.7%
Attention Deficit Disorder (ADD) or ADHD	17	4.7%
Chronic illnesses including Lupus, Chronic Fatigue Syndrome	10	2.7%

Parental Educational Attainment

Of respondents, 38.1% indicated that at least one of their parents has completed university. Another 17.2% indicated that at least one of their parents has completed college and 7.5% have parents who have some post-secondary education. Additionally, 22.7% indicated that their parents completed high school and 10.6% indicated their parents had not completed high school. University and University College graduates are most likely to have parents who have completed a university degree, while Technical Institute graduates are most likely to have parents who completed a college or technical program.



	Parent Education						Total
	Less than high school	Completed high school	Some post-secondary	Completed college, technical institute or apprenticeship	Completed university degree		
Sector Universities	Count	830	1594	607	1203	3744	7978
	%	10.4%	20.0%	7.8%	15.1%	46.9%	100.0%
University Colleges	Count	37	85	32	77	211	442
	%	8.4%	19.2%	7.2%	17.4%	47.7%	100.0%
Colleges	Count	707	1425	459	986	1484	5061
	%	14.0%	28.2%	9.1%	19.5%	29.3%	100.0%
Technical Institutes	Count	230	744	191	648	1018	2831
	%	8.1%	26.3%	6.7%	22.9%	36.0%	100.0%
Total	Count	1804	3848	1289	2914	6457	16312
	%	11.1%	23.6%	7.9%	17.9%	39.6%	100.0%

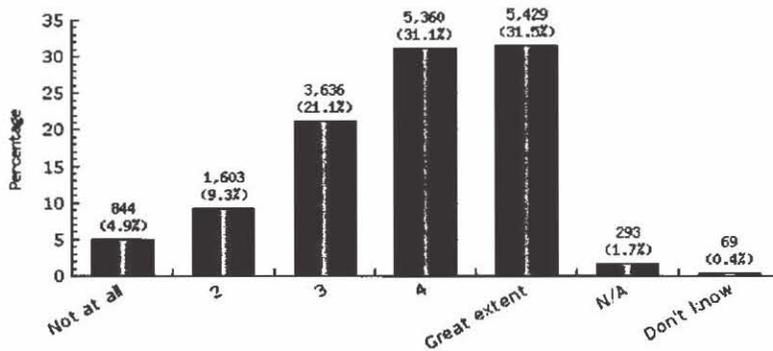
Section B: Satisfaction

Program Benefits

Using a 5 point scale where "1" means not at all and "5" means to a great extent, respondents were asked to what extent the program from which they graduated provided them with the following benefits.

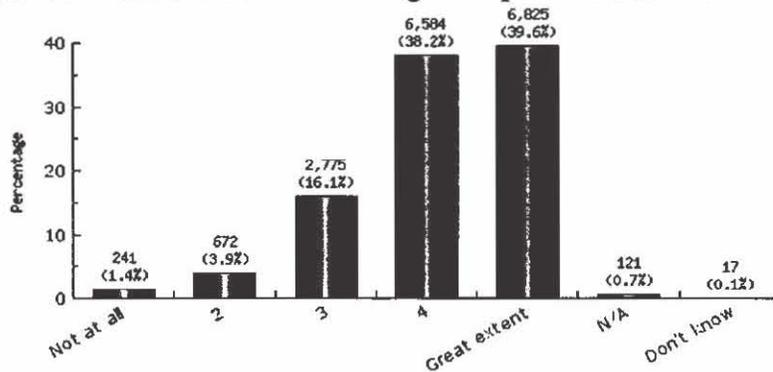
The skills needed for a particular job

With an average rating of 3.8 out of 5, 62.6% of respondents feel that their program provided them with the skills needed for a particular job, giving a rating of 4 or 5.



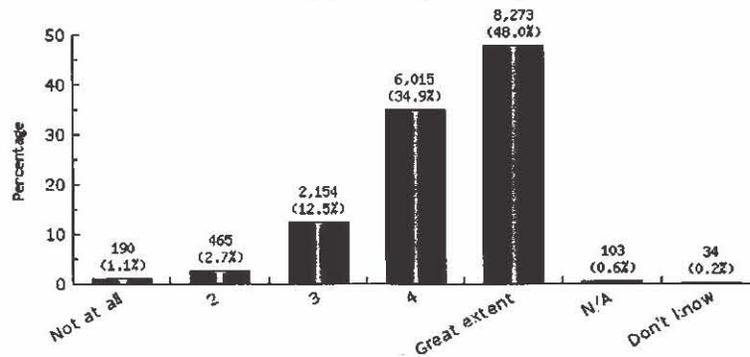
Knowledge of a particular field of study

With an average rating of 4.1 out of 5, 77.8% of respondents feel that their program provided them with the knowledge of a particular field of study, giving a rating of 4 or 5.



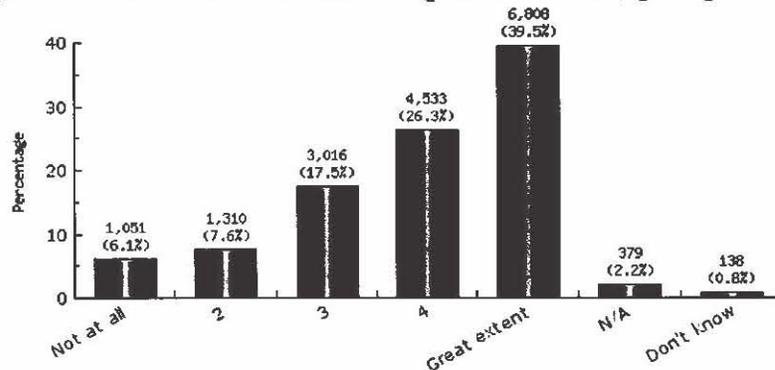
An opportunity to improve yourself

With an average rating of 4.3 out of 5, 82.9% of respondents feel that their program provided them with an opportunity to improve themselves, giving a rating of 4 or 5.



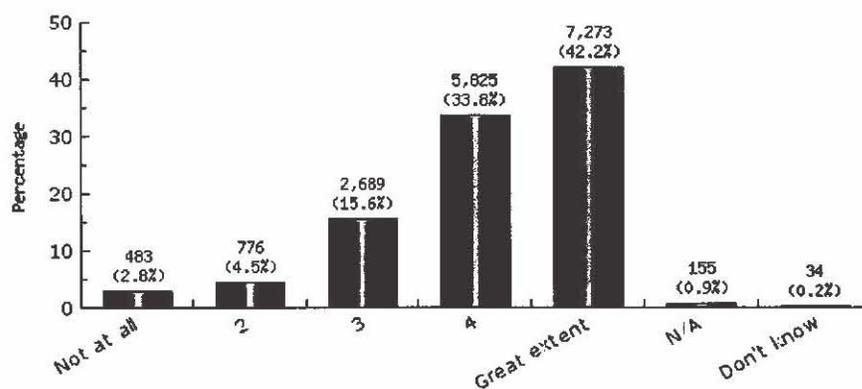
Chances of improved income

With an average rating of 3.9 out of 5, 65.8% of respondents feel that their program provided them with chances of improved income, giving a rating of 4 or 5.



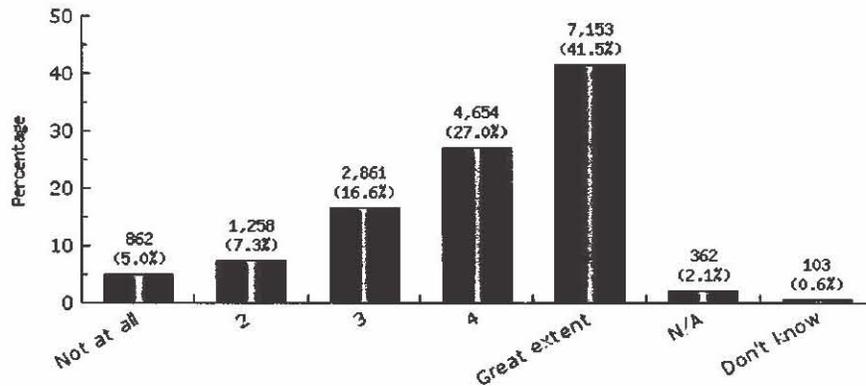
A desire to continue learning more, about this or other subjects

With an average rating of 4.1 out of 5, 76% of respondents feel that their program provided them with a desire to continue learning more, giving a rating of 4 or 5.



Improved employment opportunities

With an average rating of 4.0 out of 5, 68.5% of respondents feel that their program provided them with improved employment opportunities, giving a rating of 4 or 5.



In general, graduates believe that they have been provided with each of the different program benefits, with average ratings of at least 3.8 out of 5. The greatest benefit graduates feel they have received is an opportunity to improve themselves, followed by knowledge of a particular field of study and a desire to continue learning. While most graduates feel that their program has provided them with employment benefits, these received slightly but significantly lower ratings than learning benefits.

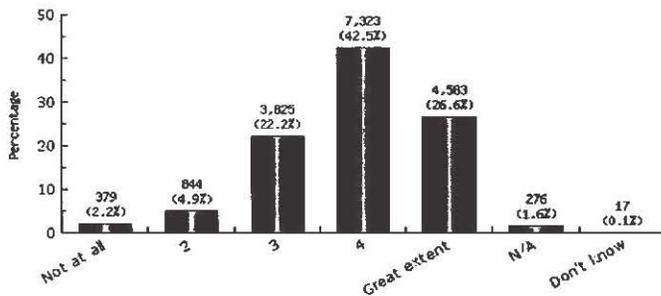
An opportunity to improve yourself	4.27	82.9%
Knowledge of a particular field of study	4.12	77.8%
A desire to continue learning more, about this or other subjects	4.09	76.0%
Improved employment opportunities	3.95	68.5%
Chances of improved income	3.88	65.8%
The skills needed for a particular job	3.77	62.6%

Skills, Knowledge and Abilities

In order to examine the degree to which their post-secondary education has added to their skills, knowledge and abilities, respondents were asked to rate how much their program has helped them in each of the following areas using a 5-point scale where "1" means not at all and "5" means to a great extent.

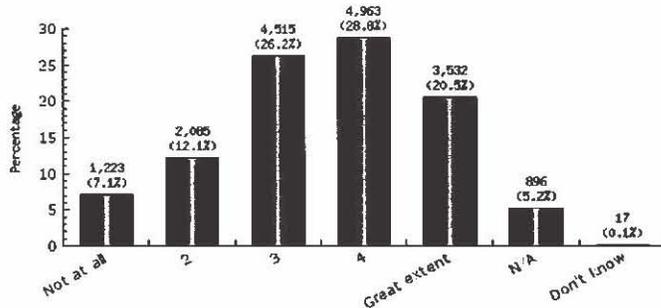
Solve problems

With an average rating of 3.9 out of 5, 69.1% of graduates feel that their post-secondary education has added extensively to their problem solving skills (rating of 4 or 5).



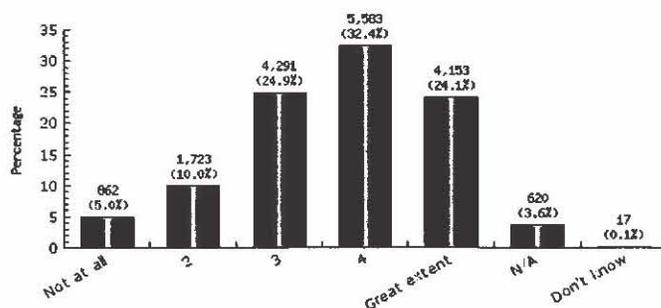
Speak in public

With an average rating of 3.5 out of 5, graduates tend to think that their educational experience has helped them somewhat with public speaking.



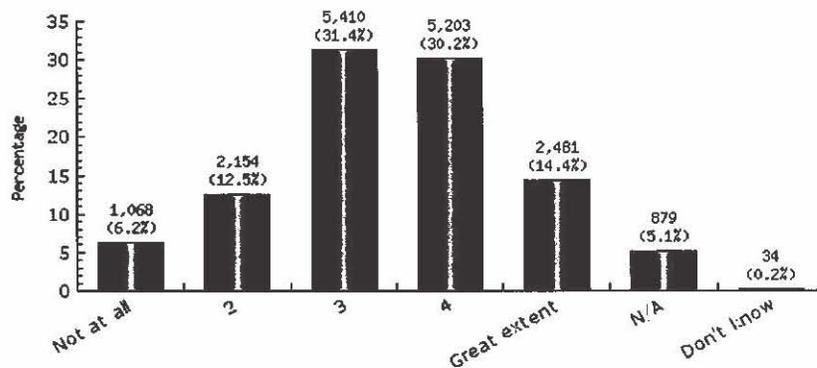
Develop writing skills

With an average rating of 3.6 out of 5, most graduates feel that they have developed their writing skills, at least to some extent.



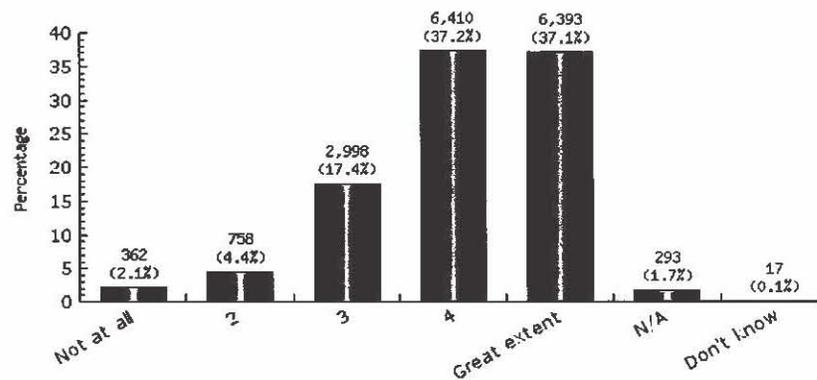
Resolve conflicts

With an average rating of 3.4 out of 5, most graduates feel that they have learned to resolve conflicts to some extent, but not greatly.



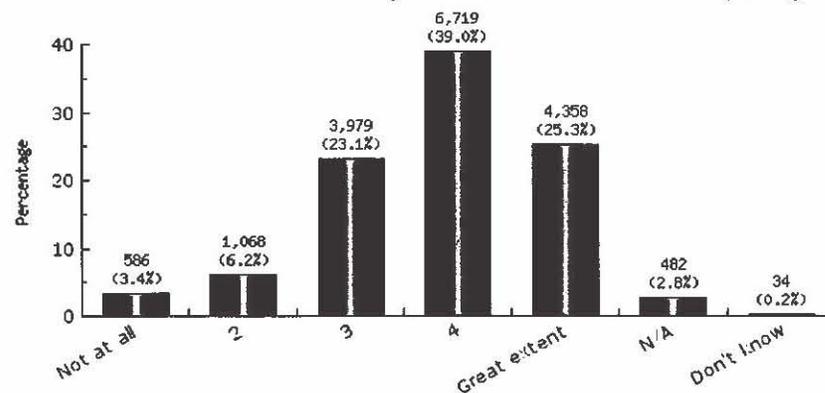
Learn independently

With an average rating of 4.0 out of 5, 74.3% of graduates feel that their post-secondary education has added extensively to their ability to learn independently (rating of 4 or 5).



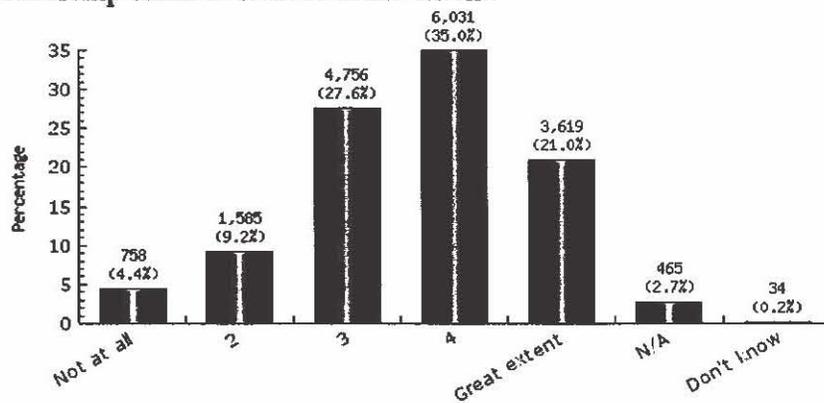
Become self-confident

With an average rating of 3.8 out of 5, 64.3% of graduates feel that their post-secondary education has added extensively to their self-confidence (rating of 4 or 5).



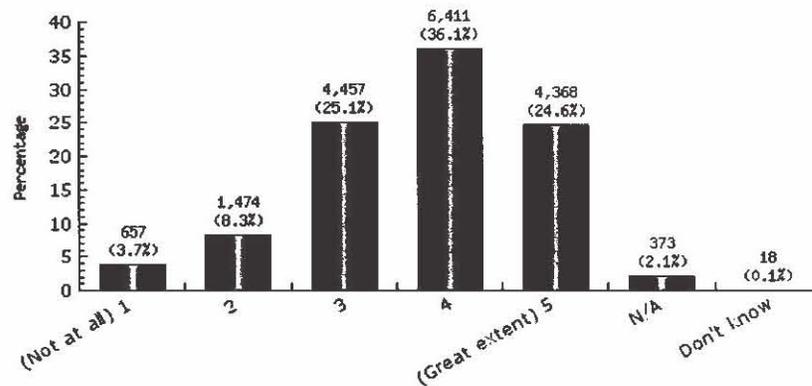
Develop leadership skills

With an average rating of 3.6 out of 5, most graduates feel that they have developed their leadership skills at least to some extent.



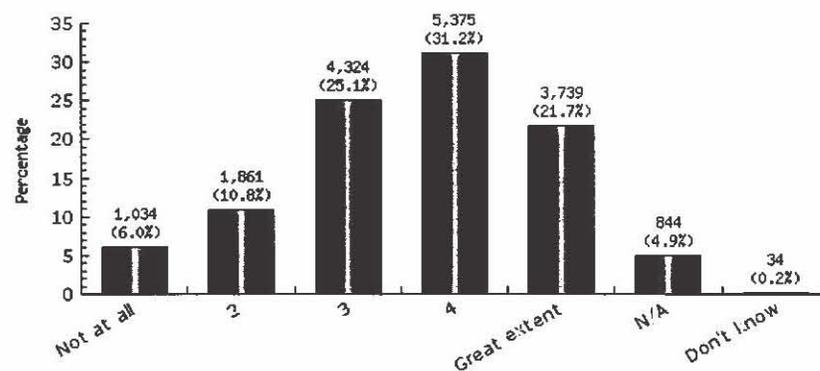
Think creatively

With an average rating of 3.7 out of 5, most graduates feel that their experience has helped them to think creatively.



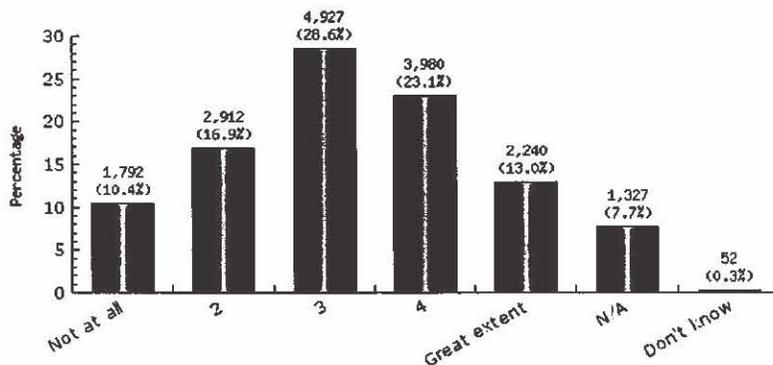
Develop awareness of ethical issues

With an average rating of 3.5 out of 5, most graduates have developed some awareness of ethical issues.



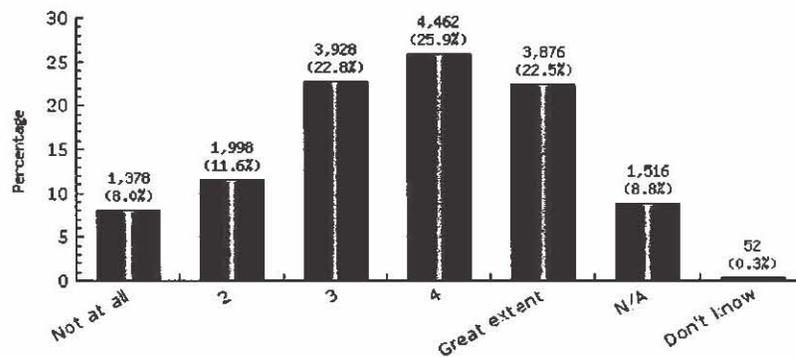
Develop awareness of political and social issues

With an average rating of 3.1 out of 5, most graduates have developed marginal levels of awareness of political and social issues.



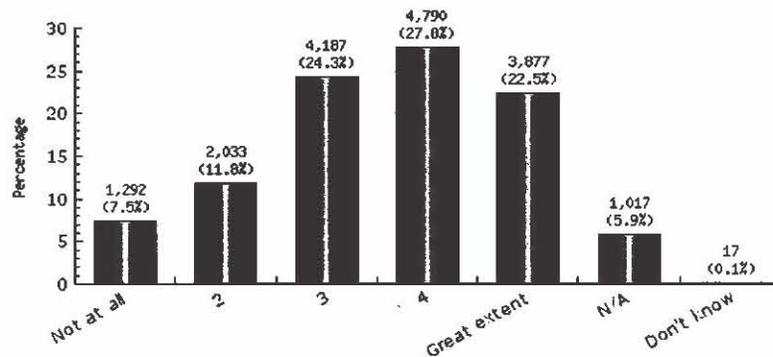
Appreciate other cultures

With an average rating of 3.5 out of 5, most graduates have learned to appreciate other cultures more.



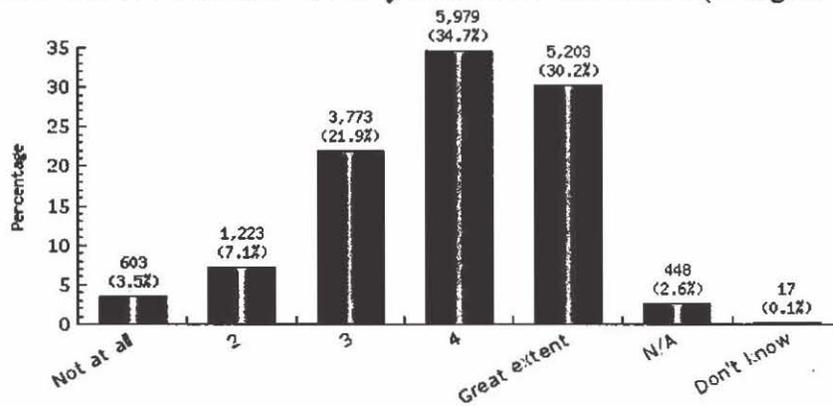
Develop computer skills

With an average rating of 3.5 out of 5, most graduates indicated that their post-secondary education has helped them to develop their computer skills.



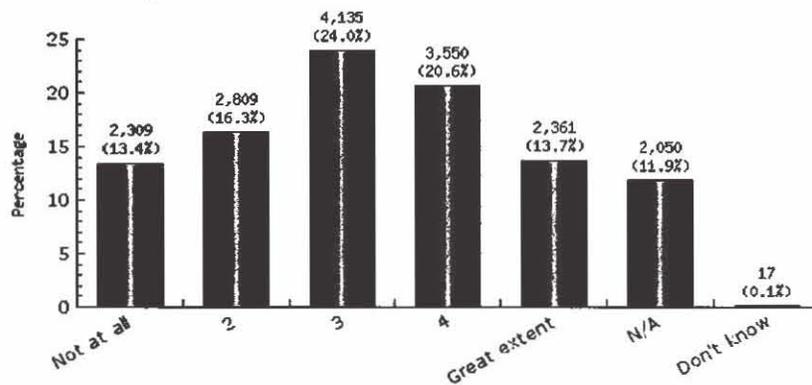
Develop research skills

With an average rating of 3.8 out of 5, 64.9% of graduates feel that their post-secondary education has added extensively to their research skills (rating of 4 or 5).



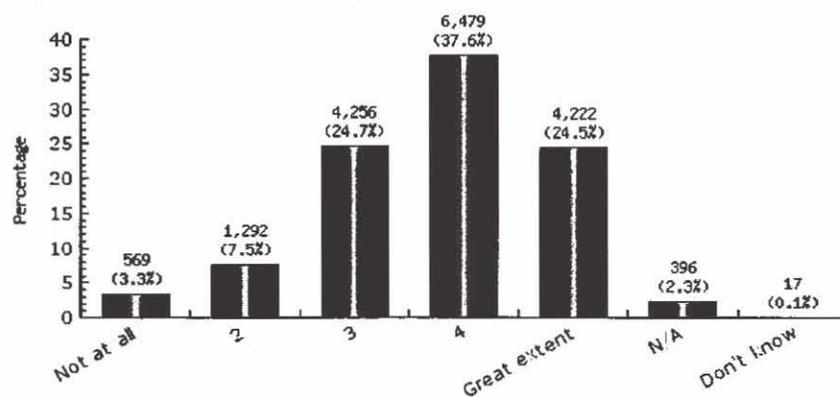
Develop mathematical skills

With an average rating of 3.1 out of 5, graduates are split on how much they feel they have developed mathematical skills.



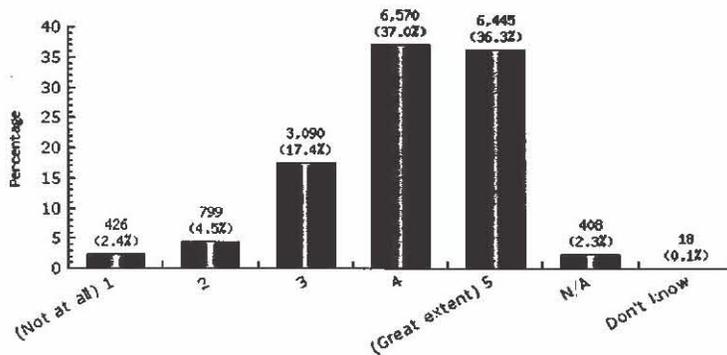
Develop interpersonal skills

With an average rating of 3.7 out of 5, most graduates feel that their experience has helped them to develop interpersonal skills.



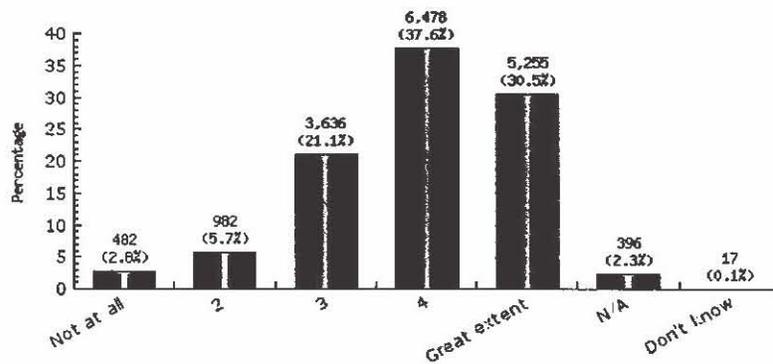
Work independently

With an average rating of 4.0 out of 5, 73.3% of graduates feel that their post-secondary education has added extensively to their ability to work independently (rating of 4 or 5).



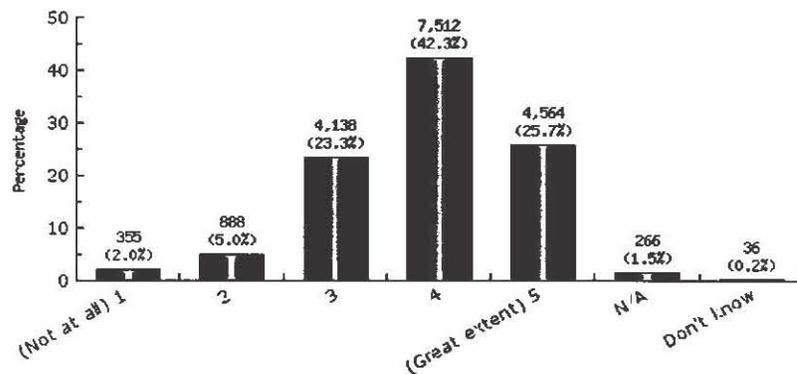
Work well with others

With an average rating of 3.9 out of 5, 68.1% of graduates feel that their post-secondary education has added extensively to their ability to work well with others (rating of 4 or 5).



Manage information

With an average rating of 3.9 out of 5, 68% of graduates feel that their post-secondary education has added extensively to their ability to manage information (rating of 4 or 5).

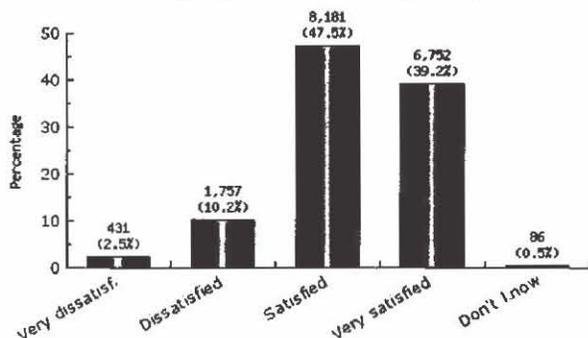


The following table shows a summary of the average ratings on a scale of 1 to 5 for each of the different skills and abilities. Skills with different ranks can be considered significantly different. The skills that graduates developed to the greatest extent during their post-secondary education are learning and working independently. Graduates also learned to work well with others, solve problems and manage information to a great extent. Mathematical skills were the least developed, followed by awareness of political and social issues.

1	Learn independently	4.05	74.3%
1	Work independently	4.03	73.3%
3	Work well with others	3.89	68.1%
3	Solve problems	3.88	69.1%
3	Manage information	3.86	68.0%
6	Develop research skills	3.83	64.9%
7	Become self-confident	3.79	64.3%
8	Develop interpersonal skills	3.74	62.1%
9	Think creatively	3.71	60.7%
10	Develop writing skills	3.63	56.5%
10	Develop leadership skills	3.61	56.0%
12	Develop awareness of ethical issues	3.55	52.9%
13	Develop computer skills	3.49	50.3%
13	Appreciate other cultures	3.48	48.4%
13	Speak in public	3.46	49.3%
16	Resolve conflicts	3.36	44.6%
17	Develop awareness of political and social issues	3.13	36.1%
18	Develop mathematical skills	3.06	34.3%

Quality of Teaching in Program

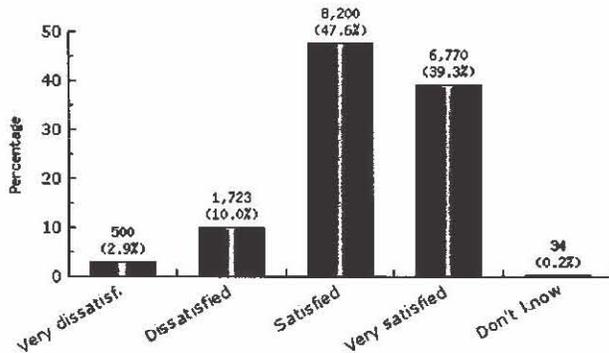
The large majority of graduates are satisfied (47.5%) or very satisfied (39.2%) with the quality of teaching in their program. However, 12.7% are dissatisfied or very dissatisfied. Satisfaction with the quality of teaching is highly correlated with whether or not graduates feel program benefits justify the cost of their program.



Program Benefits Justify the Cost	Average Satisfaction
Strongly disagree	2.6
Disagree	2.8
Agree	3.2
Strongly agree	3.5
Total	3.2

Quality of Program

The large majority of graduates are satisfied (47.6%) or very satisfied (39.3%) with their program. Meanwhile 12.9% are dissatisfied or very dissatisfied with their program. Satisfaction with the quality of the program is highly correlated with whether or not graduates feel that the program benefits justify the cost.

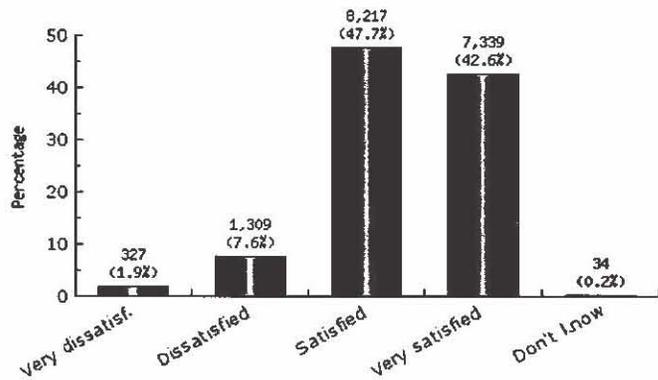


Program Benefits Justify the Cost	Average Satisfaction
Strongly disagree	2.5
Disagree	2.7
Agree	3.2
Strongly agree	3.6
Total	3.2

Overall Quality of Educational Experience

More than nine in ten graduates are satisfied (47.7%) or very satisfied (42.6%) with the overall quality of their educational experience. Again, overall satisfaction is highly correlated with whether or not graduates feel that the program benefits justify the cost.

Teaching, program, and overall satisfaction ratings are also significantly correlated with main job satisfaction. The correlation is not as strong as the correlation with program benefits justifying cost. Interestingly, teaching, program and overall satisfaction do not have a strong relationship with job salary.



Program Benefits Justify the Cost	Average Satisfaction
Strongly disagree	2.6
Disagree	2.8
Agree	3.3
Strongly agree	3.6
Total	3.3

University College graduates are most satisfied with the teaching, program and overall experience at their school while university graduates are least satisfied.

Sector	Teaching	Program	Overall Experience
University Colleges	3.55	3.41	3.52
Colleges	3.36	3.34	3.42
Technical Institutes	3.25	3.26	3.30
Universities	3.14	3.15	3.23

In terms of program type, those who received a Bachelor Degree are least satisfied with every aspect, while trade Certificate graduates are most satisfied overall.

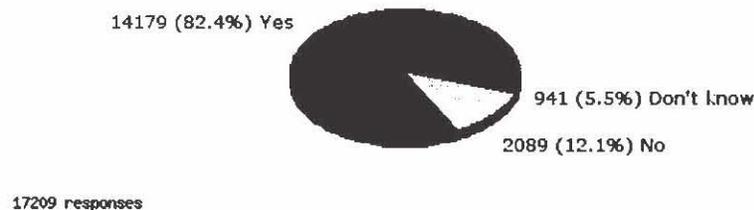
With regard to field of study, Math and Natural Science graduates are significantly less satisfied than others.

Field of Study	Teaching	Program	Overall Experience
Life Sciences	3.31	3.30	3.40
Business and Related Studies	3.31	3.35	3.40
General Studies	3.34	3.27	3.34
Arts	3.29	3.20	3.31
Social Science and Related Applications	3.27	3.23	3.31
Health and Medical Sciences	3.21	3.22	3.30
Math and Natural Sciences	3.12	3.16	3.22

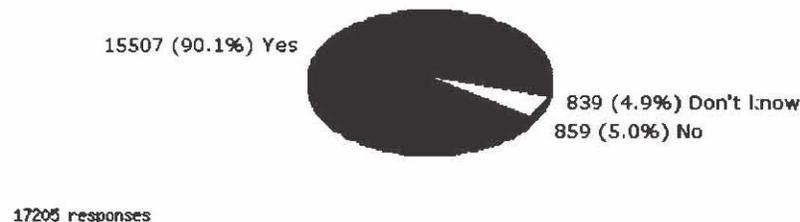
Program Type	Teaching	Program	Overall Experience
Trade Certificate	3.52	3.36	3.43
Certificate	3.38	3.33	3.40
Doctoral Degree	3.25	3.34	3.38
Master Degree	3.31	3.33	3.38
Post Basic Certificate	3.35	3.39	3.38
Applied Degree	3.22	3.29	3.37
Skill Training	3.33	3.36	3.37
Diploma	3.29	3.30	3.36
Bachelor Degree	3.13	3.12	3.22

Recommend Program and Institution

Of graduates, 82.4% would recommend the same program of study to someone else and 12.1% would not recommend their program. The remaining 5.5% are not sure.

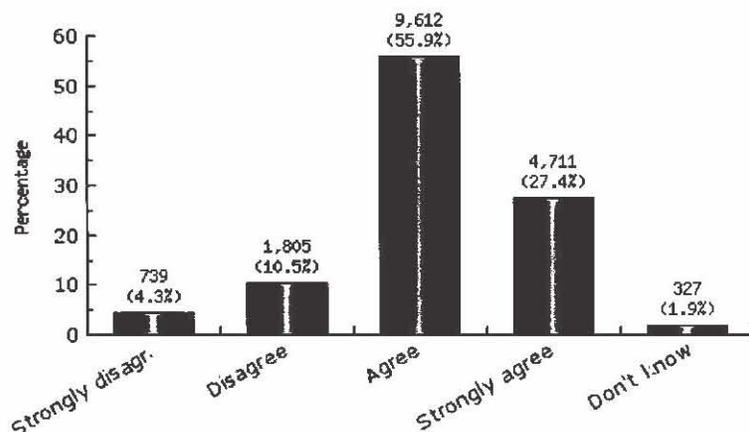


Graduates are more likely to recommend the institution that they attended than they are to recommend the specific program. Nine in ten graduates would recommend to someone that they should attend the institution that they went to.



Perceived Cost/Benefit of Post-secondary Studies

Most respondents (55.9%) agree that their program was worth the financial cost to them and/or their family and another 27.4% strongly agree for a total of 83.3%. Conversely, 14.8% disagree or strongly disagree.



In terms of field of study, Business and Related Studies students are most likely to strongly agree that their program was worth the financial cost, while Arts graduates are least likely.

The percentage of graduates who strongly agree that the benefits are worth the cost steadily increases as salary increases, from 22.8% of those with an annual salary of less than \$25,000 to 42.7% of those with salaries of at least \$75,000.

			I consider the program to be worth the financial cost to me and/or my family?				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Field of Study	Math and Natural Sciences	Count	186	403	2331	1124	4044
		%	4.6%	10.0%	57.6%	27.8%	100%
	Life Sciences	Count	22	69	479	197	767
		%	2.9%	9.0%	62.5%	25.7%	100%
	Health and Medical Sciences	Count	115	235	1526	828	2704
		%	4.3%	8.7%	56.4%	30.6%	100%
	Social Science and Related Applications	Count	139	376	1699	782	2996
		%	4.6%	12.6%	56.7%	26.1%	100%
	Arts	Count	113	306	1161	473	2053
		%	5.5%	14.9%	56.6%	23.0%	100%
	Business and Related Studies	Count	119	290	1932	1084	3425
		%	3.5%	8.5%	56.4%	31.6%	100%
	General Studies	Count	45	120	467	211	843
		%	5.3%	14.2%	55.4%	25.0%	100%
Total		Count	739	1799	9595	4699	16832
		%	4.4%	10.7%	57.0%	27.9%	100%

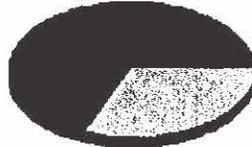
			I consider the program to be worth the financial cost to me and/or my family?				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Salary (main job)	Less than \$25,000	Count	137	396	1707	661	2901
		%	4.7%	13.7%	58.8%	22.8%	100%
	\$25,000 to \$34,999	Count	89	235	1302	489	2115
		%	4.2%	11.1%	61.6%	23.1%	100%
	\$35,000 to \$44,999	Count	91	236	1469	668	2464
		%	3.7%	9.6%	59.6%	27.1%	100%
	\$45,000 to \$54,999	Count	90	223	1315	822	2450
		%	3.7%	9.1%	53.7%	33.6%	100%
	\$55,000 to \$74,999	Count	53	93	827	641	1614
		%	3.3%	5.8%	51.2%	39.7%	100%
	\$75,000 or more	Count	47	71	649	571	1338
		%	3.5%	5.3%	48.5%	42.7%	100%
Total		Count	507	1254	7269	3852	12882
		%	3.9%	9.7%	56.4%	29.9%	100%

Section C: Financing

Worked While Taking Classes

Of respondents, 69% worked while taking classes.

11878 (69.0%) Yes



20 (0.1%) Don't know

5320 (30.9%) No

17218 responses

			Did you work while taking classes		Total
			Yes	No	
Sector	Universities	Count	6078	2108	8186
		%	74.2%	25.8%	100.0%
	University Colleges	Count	307	154	461
		%	66.6%	33.4%	100.0%
	Colleges	Count	3512	1948	5460
		%	64.3%	35.7%	100.0%
	Technical Institutes	Count	1981	1111	3092
		%	64.1%	35.9%	100.0%
Total		Count	11878	5321	17199
		%	69.1%	30.9%	100.0%

University graduates were significantly more likely than graduates from other sectors to work while taking classes.

In terms of program type, Master Degree students were most likely to work, at 78.9%, while Trade Certificate students were least likely, at 53.7%.

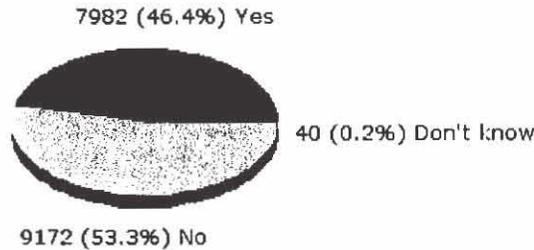
With regard to field of study, graduates of General Studies were most likely to work while taking classes, while Life Science students were least likely.

			Did you work while taking classes		Total
			Yes	No	
Program Type	Applied Degree	Count	254	96	350
		%	72.6%	27.4%	100.0%
	Certificate	Count	1534	881	2395
		%	64.1%	35.9%	100.0%
	Diploma	Count	2978	1594	4572
		%	65.1%	34.9%	100.0%
	Master Degree	Count	1174	314	1488
		%	78.9%	21.1%	100.0%
	Post Basic Certificate	Count	41	23	64
		%	64.1%	35.9%	100.0%
	Doctoral Degree	Count	139	75	214
		%	65.0%	35.0%	100.0%
	Skill Training	Count	502	331	833
		%	60.3%	39.7%	100.0%
	Trade Certificate	Count	139	120	259
		%	53.7%	46.3%	100.0%
	Bachelor Degree	Count	5117	1907	7024
		%	72.9%	27.1%	100.0%
Total		Count	11878	5321	17199
		%	69.1%	30.9%	100.0%

			Did you work while taking classes		Total
			Yes	No	
Field of Study	Math and Natural Sciences	Count	2392	1720	4112
		%	58.2%	41.8%	100.0%
	Life Sciences	Count	387	395	782
		%	49.5%	50.5%	100.0%
	Health and Medical Sciences	Count	1852	894	2746
		%	67.4%	32.6%	100.0%
	Social Science and Related Applications	Count	2325	718	3043
		%	76.4%	23.6%	100.0%
	Arts	Count	1581	517	2098
		%	75.4%	24.6%	100.0%
	Business and Related Studies	Count	2611	896	3507
		%	74.5%	25.5%	100.0%
	General Studies	Count	703	171	874
		%	80.4%	19.6%	100.0%
Total		Count	11851	5311	17162
		%	69.1%	30.9%	100.0%

Government-Sponsored Student Loans

Just less than half of all graduates (46.4%) have received government-sponsored student loans.



17194 responses

			Have you ever received government-sponsored student loans		Total
			Yes	No	
Sector	Universities	Count	4018	4162	8180
		%	49.1%	50.9%	100.0%
University Colleges		Count	281	179	460
		%	61.1%	38.9%	100.0%
Colleges		Count	2347	3089	5436
		%	43.2%	56.8%	100.0%
Technical Institutes		Count	1337	1741	3078
		%	43.4%	56.6%	100.0%
Total		Count	7983	9171	17154
		%	46.5%	53.5%	100.0%

Graduates of University Colleges were significantly more likely than graduates in other sectors to have received government-sponsored student loans.

In terms of program type, Skill Training and Trade Certificate graduates were least likely to have government-sponsored student loans.

With regard to field of study, graduates of Business and Related Studies were least likely to have received government loans.

			Have you ever received government-sponsored student loans		Total
			Yes	No	
Program Type	Applied Degree	Count	173	177	350
		%	49.4%	50.6%	100.0%
Certificate		Count	949	1434	2383
		%	39.8%	60.2%	100.0%
Diploma		Count	2131	2422	4553
		%	46.8%	53.2%	100.0%
Master Degree		Count	620	869	1489
		%	41.6%	58.4%	100.0%
Post Basic Certificate		Count	32	32	64
		%	50.0%	50.0%	100.0%
Doctoral Degree		Count	91	124	215
		%	42.3%	57.7%	100.0%
Skill Training		Count	243	585	828
		%	29.3%	70.7%	100.0%
Trade Certificate		Count	87	170	257
		%	33.9%	66.1%	100.0%
Bachelor Degree		Count	3657	3358	7015
		%	52.1%	47.9%	100.0%
Total		Count	7983	9171	17154
		%	46.5%	53.5%	100.0%

			Have you ever received government-sponsored student loans		Total
			Yes	No	
Field of Study	Math and Natural Sciences	Count	1843	2250	4093
		%	45.0%	55.0%	100.0%
Life Sciences		Count	391	387	778
		%	50.3%	49.7%	100.0%
Health and Medical Sciences		Count	1268	1476	2744
		%	46.2%	53.8%	100.0%
Social Science and Related Applications		Count	1603	1438	3041
		%	52.7%	47.3%	100.0%
Arts		Count	1097	1002	2099
		%	52.3%	47.7%	100.0%
Business and Related Studies		Count	1369	2120	3489
		%	39.2%	60.8%	100.0%
General Studies		Count	391	482	873
		%	44.8%	55.2%	100.0%
Total		Count	7962	9155	17117
		%	46.5%	53.5%	100.0%

Of those who provided the amount of their government-sponsored debt at the time of graduation, 39% owed between \$5,001 and \$15,000. Another 24.6% owed \$15,001 to \$25,000 and 19.9% owed more than \$25,000 while 16.6% owed \$5,000 or less. The median amount owed is \$15,000 and the mean is \$17,221.

		Frequency	Percent	Cumulative Percent
Amount of government-sponsored student loans for all post-sec education	\$5,000 or less	1128	16.6%	16.6%
	\$5,001 to \$15,000	2649	39.0%	55.5%
	\$15,001 to \$25,000	1670	24.6%	80.1%
	More than \$25,000	1354	19.9%	100.0%
Total		6801	100.0%	

Graduates of University Colleges and Universities averaged nearly twice as much debt from government-sponsored student loans than did College and Technical Institute graduates.

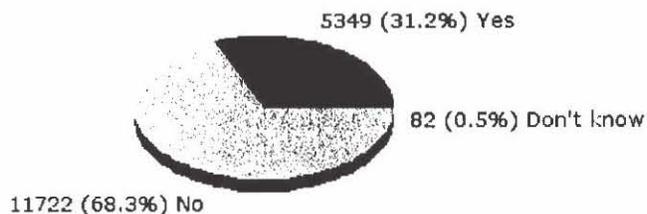
Sector	Average Debt	Median Debt
University Colleges	\$22,433	\$20,000
Universities	\$20,964	\$20,000
Colleges	\$13,165	\$11,000
Technical Institutes	\$12,050	\$10,000

Mean debt amounts range from \$7,070 for graduates of Skill Training programs to \$22,116 for those with a Doctoral Degree.

Program Type	Average Debt	Median Debt
Doctoral Degree	\$22,116	\$16,000
Bachelor Degree	\$21,277	\$20,000
Master Degree	\$19,399	\$15,000
Post Basic Certificate	\$17,024	\$16,750
Applied Degree	\$15,675	\$14,000
Diploma	\$13,520	\$12,000
Certificate	\$11,188	\$9,000
Trade Certificate	\$7,459	\$6,000
Skill Training	\$7,070	\$4,000

Non-Government Sources of Financing

Nearly one third of graduates have received non-government sources of financing for education-related expenses.



17153 responses

			Have you ever received non-government sources of financing for education-related expenses		Total
			Yes	No	
Sector	Universities	Count	2791	5337	8128
		%	34.3%	65.7%	100.0%
	University Colleges	Count	191	267	458
		%	41.7%	58.3%	100.0%
	Colleges	Count	1538	3881	5419
		%	28.4%	71.6%	100.0%
	Technical Institutes	Count	829	2238	3067
		%	27.0%	73.0%	100.0%
Total		Count	5349	11723	17072
		%	31.3%	68.7%	100.0%

University College (41.7%) and University graduates (34.3%) were more likely to have received non-government sources of financing.

			Have you ever received non-government sources of financing for education-related expenses		Total
			Yes	No	
Program Type	Applied Degree	Count	117	232	349
		%	33.5%	66.5%	100.0%
	Certificate	Count	625	1753	2378
		%	26.3%	73.7%	100.0%
	Diploma	Count	1370	3163	4533
		%	30.2%	69.8%	100.0%
	Master Degree	Count	480	994	1474
		%	32.6%	67.4%	100.0%
	Post Basic Certificate	Count	16	48	64
		%	25.0%	75.0%	100.0%
	Doctoral Degree	Count	67	146	213
		%	31.5%	68.5%	100.0%
	Skill Training	Count	138	690	828
		%	16.7%	83.3%	100.0%
	Trade Certificate	Count	58	198	256
		%	22.7%	77.3%	100.0%
	Bachelor Degree	Count	2478	4499	6977
		%	35.5%	64.5%	100.0%
Total		Count	5349	11723	17072
		%	31.3%	68.7%	100.0%

Again, Skill Training and Trade Certificate graduates were least likely to have non-government sources of financing.

Of those who provided the amount of their non-government debt at the time of graduation, one third owed \$5,000 or less (33.4%). Another 43.6% owed between \$5,001 and \$15,000 and 23.1% owed more than \$15,000. The median amount owed is \$9,000 and the mean is \$12,076.

		Frequency	Percent	Cumulative Percent
Amount of non-government sources of financing for education-related expenses	\$5,000 or less	1154	33.4%	33.4%
	\$5,001 to \$15,000	1507	43.6%	76.9%
	\$15,001 to \$25,000	501	14.5%	91.4%
	More than \$25,000	298	8.6%	100.0%
	Total	3460	100.0%	

In addition to their government debt, University and University College graduates also have significantly higher non-government debt than do those from Technical Institutes and Colleges.

Sector	Average Debt	Median Debt
Universities	\$14,397	\$10,000
University Colleges	\$13,659	\$10,000
Technical Institutes	\$9,813	\$8,000
Colleges	\$9,188	\$7,500

Mean non-government debt amounts range from \$5,792 for graduates of Skill Training programs to \$17,389 for those with a Post Basic Certificate.

Program Type	Average Debt	Median Debt
Post Basic Certificate	\$17,389	\$13,000
Master Degree	\$15,428	\$10,000
Bachelor Degree	\$14,147	\$10,000
Doctoral Degree	\$11,714	\$10,000
Applied Degree	\$11,266	\$8,000
Diploma	\$9,929	\$8,000
Certificate	\$8,494	\$6,500
Trade Certificate	\$7,073	\$6,000
Skill Training	\$5,792	\$5,000

Total Loans

In total, 62.4% of all graduates have received some type of loan. Of those graduates, 49.8% have received only government-sponsored loans, 25.6% have received only non-government sources of financing, and 24.5% have received both.

		Have you ever received non-government sources of financing for education-related expenses		Total	
		Yes	No		
Have you ever received government-sponsored student loans	Yes	Count	2610	5299	7909
		% of Total	15.3%	31.1%	46.4%
	No	Count	2724	6394	9118
		% of Total	16.0%	37.6%	53.6%
Total		Count	5334	11693	17027
		% of Total	31.3%	68.7%	100.0%

Program Type	Received Loans
Bachelor Degree	68.0%
Applied Degree	67.0%
Post Basic Certificate	65.6%
Diploma	63.2%
Master Degree	59.1%
Doctoral Degree	58.2%
Certificate	55.4%
Trade Certificate	48.2%
Skill Training	41.5%

Bachelor and Applied Degree graduates are most likely to have received loans, while Skill Training and Trade Certificate graduates are least likely.

Sector	Received Loans
University Colleges	77.7%
Universities	65.2%
Colleges	59.4%
Technical Institutes	58.4%

With regard to sector, University College graduates are most likely to have loans (77.7%), followed by University graduates (65.2%).

Program Benefits Justify Cost	Received Loans
Strongly disagree	66.7%
Disagree	67.2%
Agree	62.1%
Strongly agree	60.8%

Those who do not believe that the program benefits justify the cost are slightly more likely than others to have received loans.

Field of Study	Received Loans
Life Sciences	69.3%
Arts	69.1%
Social Science and Related Applications	68.3%
General Studies	62.3%
Health and Medical Sciences	60.8%
Math and Natural Sciences	59.6%
Business and Related Studies	56.3%

In terms of field of study, Life Science and Arts graduates are most likely to have received some kind of student loans (69%), while Business and Related Studies graduates are least likely (56%).

In total, those who have some type of debt owed an average of \$18,908 at the time of program completion. The median amount is \$15,000.

		Frequency	Percent	Cumulative Percent
Total	\$5,000 or less	1322	16.7%	16.7%
Debt	\$5,001 to \$15,000	2835	35.9%	52.6%
	\$15,001 to \$25,000	1877	23.8%	76.4%
	More than \$25,000	1867	23.6%	100.0%
Total		7901	100.0%	

In total, Bachelor Degree graduates had the highest debt levels upon graduation (median of \$20,000), followed by Doctoral (\$17,500) and Masters Degree students (\$16,000). Skill Training (\$4,500) and Trade Certificate (\$6,000) graduates have the lowest debt levels.

University College graduates have the highest debt levels upon graduation (median of \$24,000), followed by University graduates (\$20,000). Graduates of Technical Institutes (\$12,000) and Colleges (\$11,000) have significantly lower debt, largely due to shorter programs

Sector	Average Debt	Median Debt
University Colleges	\$25,017	\$24,000
Universities	\$23,627	\$20,000
Technical Institutes	\$13,967	\$12,000
Colleges	\$13,453	\$11,000

Program Type	Average Debt	Median Debt
Bachelor Degree	\$24,014	\$20,000
Doctoral Degree	\$23,762	\$17,500
Master Degree	\$21,476	\$16,000
Post Basic Certificate	\$18,756	\$16,500
Applied Degree	\$17,421	\$15,000
Diploma	\$14,701	\$12,000
Certificate	\$12,058	\$10,000
Trade Certificate	\$8,669	\$6,000
Skill Training	\$7,325	\$4,500

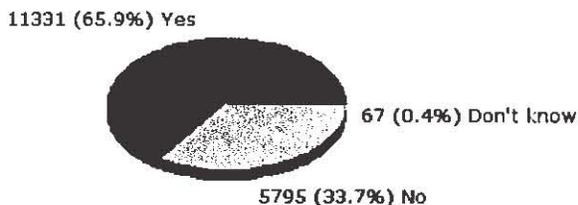
Graduates who are dissatisfied overall with their educational experience and who think that the benefits do not justify the cost tend to have slightly higher debt levels; however, the relationship is not as strong as one may expect.

Program Benefits Justify Cost	Average Debt	Median Debt
Strongly disagree	\$22,991	\$18,000
Disagree	\$20,427	\$18,000
Agree	\$18,306	\$15,000
Strongly agree	\$18,479	\$14,000

Overall Satisfaction	Average Debt	Median Debt
(Very dissatisfied) 1	\$22,646	\$20,000
(Dissatisfied) 2	\$20,441	\$15,000
(Satisfied) 3	\$19,151	\$15,000
(Very satisfied) 4	\$18,135	\$14,000

Scholarships, Grants or Bursaries

Nearly two thirds of all graduates (65.9%) have received scholarships, grants or bursaries.



17193 responses

In terms of program type, 92.6% of Doctoral graduates have received scholarships, grants or bursaries. Skill Training graduates are least likely to have debt, they are also least likely to have received scholarships.

Universities and University Colleges graduates are most likely to have debt, they are also most likely to have received scholarships, grants or bursaries.

Sector		Count	Have you ever received scholarships, grants or bursaries		Total
			Yes	No	
Universities	Count	6189	1980	8169	
	%	75.8%	24.2%	100.0%	
University Colleges	Count	366	92	458	
	%	79.9%	20.1%	100.0%	
Colleges	Count	3043	2385	5428	
	%	56.1%	43.9%	100.0%	
Technical Institutes	Count	1733	1339	3072	
	%	56.4%	43.6%	100.0%	
Total	Count	11331	5796	17127	
	%	66.2%	33.8%	100.0%	

Program Type		Count	Have you ever received scholarships, grants or bursaries		Total
			Yes	No	
Applied Degree	Count	207	142	349	
	%	59.3%	40.7%	100.0%	
Certificate	Count	1180	1199	2379	
	%	49.6%	50.4%	100.0%	
Diploma	Count	2899	1645	4544	
	%	63.8%	36.2%	100.0%	
Master Degree	Count	1067	416	1483	
	%	71.9%	28.1%	100.0%	
Post Basic Certificate	Count	38	26	64	
	%	59.4%	40.6%	100.0%	
Doctoral Degree	Count	199	16	215	
	%	92.6%	7.4%	100.0%	
Skill Training	Count	236	592	828	
	%	28.5%	71.5%	100.0%	
Trade Certificate	Count	127	131	258	
	%	49.2%	50.8%	100.0%	
Bachelor Degree	Count	5378	1629	7007	
	%	76.8%	23.2%	100.0%	
Total	Count	11331	5796	17127	
	%	66.2%	33.8%	100.0%	

Of those who provided the amount of scholarships, grants or bursaries they have received, the mean amount is \$6,742 and the median amount is \$3,000.

		Frequency	Percent	Cumulative Percent
Amount of scholarships, grants or bursaries	\$1,000 or less	2141	22.0%	22.0%
	\$1,001 to \$2,000	1846	19.0%	40.9%
	\$2,001 to \$5,000	2953	30.3%	71.3%
	\$5,001 to \$10,000	1603	16.5%	87.7%
	More than \$10,000	1194	12.3%	100.0%
Total		9737	100.0%	

Graduates of Universities and University Colleges have received the largest amounts of scholarships, grants or bursaries.

Sector	Average Amount	Median Amount
Universities	\$9,199	\$4,000
University Colleges	\$7,065	\$4,000
Colleges	\$3,720	\$2,000
Technical Institutes	\$3,321	\$2,000

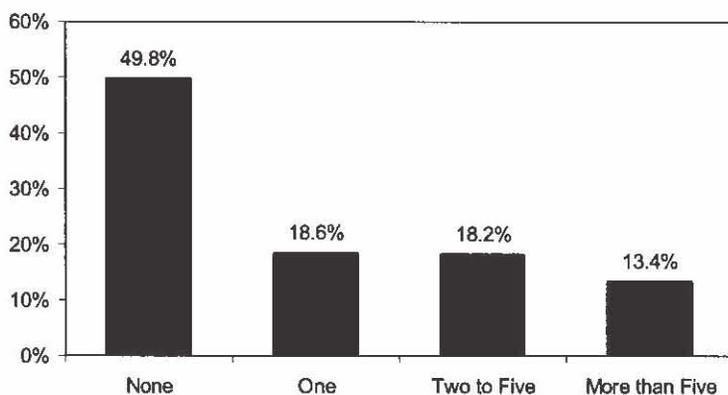
Graduates of Doctoral Degrees received an average of \$51,686 in scholarships, grants, or bursaries during their post-secondary studies.

Program Type	Average Amount	Median Amount
Doctoral Degree	\$51,686	\$40,000
Master Degree	\$15,142	\$5,000
Bachelor Degree	\$6,392	\$4,000
Post Basic Certificate	\$4,420	\$3,500
Applied Degree	\$4,291	\$2,500
Diploma	\$3,572	\$2,000
Certificate	\$3,488	\$2,000
Skill Training	\$3,219	\$1,600
Trade Certificate	\$1,998	\$1,000

Section D: Transitions

Years Between K-12 and Post-secondary Studies

Half of all graduates (49.8%) entered post-secondary studies directly out of high school. Another 18.6% of graduates waited one year before beginning post-secondary and 18.2% waited two to five years. Additionally, 13.4% of graduates waited more than five years between high school and post-secondary.



Math and Natural Science and Arts graduates were most likely to enter post-secondary straight out of high school, while Health and Medical Science and Business students tended to wait longer.

			Years between K-12 and post-secondary				Total
			None	One	Two to Five	More than Five	
Field of Study	Math and Natural Sciences	Count	2237	713	650	380	3980
		%	56.2%	17.9%	16.3%	9.5%	100.0%
	Life Sciences	Count	374	158	170	68	770
		%	48.6%	20.5%	22.1%	8.8%	100.0%
	Health and Medical Sciences	Count	1133	433	473	582	2621
		%	43.2%	16.5%	18.0%	22.2%	100.0%
	Social Science and Related Applications	Count	1535	530	490	423	2978
		%	51.5%	17.8%	16.5%	14.2%	100.0%
	Arts	Count	1113	400	396	157	2066
		%	53.9%	19.4%	19.2%	7.6%	100.0%
	Business and Related Studies	Count	1444	669	700	552	3365
		%	42.9%	19.9%	20.8%	16.4%	100.0%
	General Studies	Count	435	189	158	66	848
		%	51.3%	22.3%	18.6%	7.8%	100.0%
Total		Count	8271	3092	3037	2228	16628
		%	49.7%	18.6%	18.3%	13.4%	100.0%

More than 60% of graduates from Universities and University Colleges began post-secondary in the same year that they completed high school, compared to only 35% of College and Technical Institute graduates. Of College graduates, 21.4% waited more than five years.

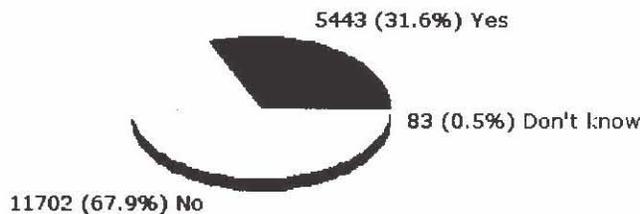
			Years between K-12 and post-secondary				Total
			None	One	Two to Five	More than Five	
Sector	Universities	Count	5169	1248	925	676	8018
		%	64.5%	15.6%	11.5%	8.4%	100.0%
	University Colleges	Count	278	82	64	31	455
		%	61.1%	18.0%	14.1%	6.8%	100.0%
	Colleges	Count	1798	1046	1235	1113	5192
		%	34.6%	20.1%	23.8%	21.4%	100.0%
	Technical Institutes	Count	1051	723	815	411	3000
		%	35.0%	24.1%	27.2%	13.7%	100.0%
Total		Count	8296	3099	3039	2231	16665
		%	49.8%	18.6%	18.2%	13.4%	100.0%

Those with Bachelor, Doctoral, and Masters degrees were most likely to enter post-secondary straight out of high school, while Skill Training, Certificate and Trade Certificate graduates tended to wait the longest.

			Years between K-12 and post-secondary				Total
			None	One	Two to Five	More than Five	
Program Type	Applied Degree	Count	159	84	58	39	340
		%	46.8%	24.7%	17.1%	11.5%	100.0%
	Certificate	Count	711	461	565	538	2275
		%	31.3%	20.3%	24.8%	23.6%	100.0%
	Diploma	Count	1692	1001	1150	617	4460
		%	37.9%	22.4%	25.8%	13.8%	100.0%
	Master Degree	Count	848	226	160	194	1428
		%	59.4%	15.8%	11.2%	13.6%	100.0%
	Post Basic Certificate	Count	28	17	8	9	62
		%	45.2%	27.4%	12.9%	14.5%	100.0%
	Doctoral Degree	Count	125	36	24	17	202
		%	61.9%	17.8%	11.9%	8.4%	100.0%
	Skill Training	Count	139	129	174	291	733
		%	19.0%	17.6%	23.7%	39.7%	100.0%
	Trade Certificate	Count	73	63	69	36	241
		%	30.3%	26.1%	28.6%	14.9%	100.0%
	Bachelor Degree	Count	4521	1082	831	490	6924
		%	65.3%	15.6%	12.0%	7.1%	100.0%
Total		Count	8296	3099	3039	2231	16665
		%	49.8%	18.6%	18.2%	13.4%	100.0%

Relocation Since Graduation

In total, 31.6% of graduates have permanently relocated to a different community since their graduation. Of those, 21.9% moved back to their home town.



17228 responses

Of those who attended high school in Alberta, 42.8% of those from rural locations relocated after graduating, compared to 26.4% of those from urban locations. Of those who did relocate, those from urban locations were more likely to go back to their hometown.

			Was this your hometown?			Total
			Yes	No	Did not relocate	
High School Location	Urban	Count	628	1673	6409	8710
		%	7.2%	19.2%	73.6%	100.0%
	Rural	Count	200	1135	1785	3120
		%	6.4%	36.4%	57.2%	100.0%
Total		Count	828	2808	8194	11830
		%	7.0%	23.7%	69.3%	100.0%

Of those who relocated within Alberta, 23.5% of those who went to a rural location indicated that it was their hometown. Similarly, 22.2% of those who went to an urban location indicated that it was their hometown.

			Was this your hometown?		Total
			Yes	No	
Relocation Location	Urban	Count	653	2291	2944
		%	22.2%	77.8%	100.0%
	Rural	Count	182	591	773
		%	23.5%	76.5%	100.0%
Total		Count	835	2882	3717
		%	22.5%	77.5%	100.0%

The most common reason for relocation is to attain employment, with 37.3% of responses. Family obligations are the next most common reason (21.1%), followed by acquiring further education (15%) and improving employment situation (10.4%). The two most common entries under 'other' were buying a house and personal reasons.

	Total #	% of Responses
To attain employment	2027	37.3
Family move/obligations (including children, extended family, etc)	1148	21.1
To acquire further education	816	15.0
Other	639	11.8
Improve employment situation	563	10.4
Improve social life	182	3.4
Don't know	50	0.9
Health problems	3	0.1
Total	5428	100

The following table shows the movement of graduates from high school, to post-secondary application, to their current residence. Each institution was coded into the appropriate region and used as the current residence for respondents who indicated that they have not relocated since graduating.

About two thirds of all graduates are currently living in Edmonton (33.5%) or Calgary (32.8%). Nine in ten graduates (90.4%) have remained in Alberta.

Location	High School	Application	Current
Edmonton / St. Albert / Sherwood Park	20.0%	22.4%	33.5%
Calgary	18.5%	21.0%	32.8%
Northern Alberta	11.3%	11.3%	9.8%
Outside Alberta	23.5%	20.3%	8.2%
Southern Alberta	7.6%	7.8%	7.3%
Central Alberta	12.2%	11.8%	7.0%
Outside Canada	6.7%	5.1%	1.4%
Alberta Not Specified	0.2%	0.2%	0.0%

In total, 54.4% of respondents are currently living in the same type of location as they did when they last attended high school. Of those who last attended high school in urban Alberta, 88.8% are still living in urban Alberta, another 69.8% of those who were living in other locations have now settled in urban Alberta.

			Current Location				Total
			Urban Alberta	Rural Alberta	Outside Alberta	Outside Canada	
K - 12 last attendance	Urban Alberta	Count	7699	458	408	106	8671
		%	88.8%	5.3%	4.7%	1.2%	100.0%
	Rural Alberta	Count	2258	675	144	34	3111
		%	72.6%	21.7%	4.6%	1.1%	100.0%
	Outside Alberta	Count	2528	622	771	57	3978
		%	63.5%	15.6%	19.4%	1.4%	100.0%
	Outside Canada	Count	953	67	74	39	1133
		%	84.1%	5.9%	6.5%	3.4%	100.0%
Total	Count	13438	1822	1397	236	16893	
	%	79.5%	10.8%	8.3%	1.4%	100.0%	

Information Sources for Planning Post-secondary Studies

Institutional calendars, parents/relatives and friends were the three most used sources when graduates were deciding which program and institution to attend. Institutional calendars and parents/other relatives each received the highest average usefulness rating of 3.6 out of 5, followed by friends (3.4) and teachers (3.2). The ALIS website was the least used source. Only 44.6% of graduates identified the ALIS website as an information source. The ALIS website received an average usefulness rating of 2.3 out of 5. Interestingly, school or guidance counsellors and career counsellors were not generally perceived as helpful, each with average ratings of less than 3 out of 5.

In total, 12% of respondents also mentioned other sources of information that they used in their decision. Some common sources listed were location, internet, employer, and co-workers.

Source	% Who Used Source	Average Rating
Institutional calendars (online or print)	83.8%	3.59
Parents or other relatives	81.3%	3.56
Friends	83.2%	3.36

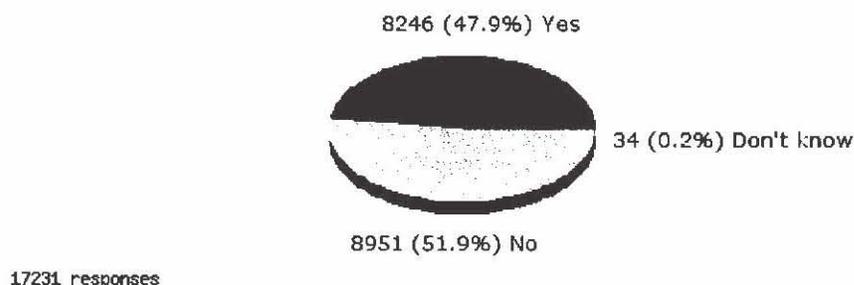
Teachers	76.8%	3.18
School or guidance counselors	71.0%	2.88
Career counselors	58.1%	2.60
Alberta Learning Information Service (ALIS) website (www.alis.ab.ca)	44.6%	2.27

The following table shows the response distributions for those who used each source. Again, institutional calendars, parents/relatives, and friends were seen as the most useful with more than half of those who used each giving a rating of 4 or 5 out of 5.

Source	Not useful (1-2)	Moderately useful (3)	Very useful (4-5)
Institutional calendars (online or print)	18.4%	22.4%	59.2%
Parents or other relatives	20.2%	21.5%	58.3%
Friends	23.2%	26.2%	50.7%
Teachers	30.2%	23.7%	46.1%
School or guidance counselors	39.8%	23.6%	36.6%
Career counselors	48.1%	23.2%	28.8%
Alberta Learning Information Service (ALIS) website (www.alis.ab.ca)	59.9%	17.7%	22.5%

Prior Post-Secondary Courses

In total, 47.9% of graduates had completed post-secondary courses prior to enrolling in the program that they graduated from in 2003/2004.



By field of study, those from Health and Medical Sciences and Social Science and Related Applications were most likely to have completed post-secondary courses prior to enrolling in the program they graduated from in 2003/2004. Math and Natural Science and Life Science graduates were least likely to have completed other courses.

			Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the program at (Institution)?		Total
			Yes	No	
Field of Study	Math and Natural Sciences	Count	1516	2600	4116
		%	36.8%	63.2%	100.0%
	Life Sciences	Count	282	499	781
		%	36.1%	63.9%	100.0%
	Health and Medical Sciences	Count	1499	1250	2749
		%	54.5%	45.5%	100.0%
	Social Science and Related Applications	Count	1797	1243	3040
		%	59.1%	40.9%	100.0%
Arts	Count	983	1116	2099	
	%	46.8%	53.2%	100.0%	
Business and Related Studies	Count	1765	1738	3503	
	%	50.4%	49.6%	100.0%	
General Studies	Count	383	490	873	
	%	43.9%	56.1%	100.0%	
Total	Count	8225	8936	17161	
	%	47.9%	52.1%	100.0%	

			Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the program at (Institution)?		Total
			Yes	No	
Sector	Universities	Count	4623	3568	8191
		%	56.4%	43.6%	100.0%
	University Colleges	Count	204	256	460
		%	44.3%	55.7%	100.0%
	Colleges	Count	2169	3288	5457
		%	39.7%	60.3%	100.0%
	Technical Institutes	Count	1250	1840	3090
		%	40.5%	59.5%	100.0%
Total	Count	8246	8952	17198	
	%	47.9%	52.1%	100.0%	

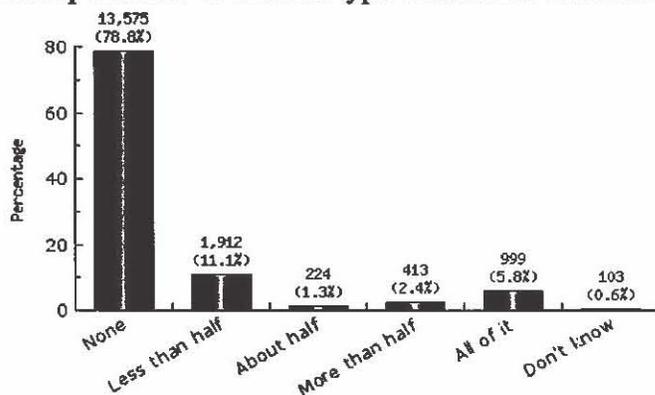
University graduates are most likely to have completed other post-secondary courses.

			Did you complete any post-secondary courses, not including adult upgrading, prior to enrolling in the program at (Institution)?		Total
			Yes	No	
Program Type	Applied Degree	Count	227	125	352
		%	64.5%	35.5%	100.0%
	Certificate	Count	971	1422	2393
		%	40.6%	59.4%	100.0%
	Diploma	Count	1752	2813	4565
		%	38.4%	61.6%	100.0%
	Post Basic Certificate	Count	37	27	64
		%	57.8%	42.2%	100.0%
	Skill Training	Count	333	503	836
		%	39.8%	60.2%	100.0%
	Trade Certificate	Count	73	185	258
		%	28.3%	71.7%	100.0%
	Bachelor Degree	Count	3595	3432	7027
		%	51.2%	48.8%	100.0%
Total	Count	6988	8507	15495	
	%	45.1%	54.9%	100.0%	

Excluding those with Masters or Doctoral Degrees, those from Applied Degree and Post Basic Certificate programs were most likely to have completed other courses while Trade Certificate graduates were least likely.

Correspondence and Distance Education

One in five graduates took at least some of their program through correspondence or another type of distance education. Additionally, 5.8% took their entire program through correspondence or another type of distance education.



Program Type		Count	Alternative delivery		Total
			None	At least some	
Applied Degree	Count	270	80	350	
	%	77.1%	22.9%	100.0%	
Certificate	Count	1788	592	2380	
	%	75.1%	24.9%	100.0%	
Diploma	Count	3899	654	4553	
	%	85.6%	14.4%	100.0%	
Master Degree	Count	884	598	1482	
	%	59.6%	40.4%	100.0%	
Post Basic Certificate	Count	46	17	63	
	%	73.0%	27.0%	100.0%	
Doctoral Degree	Count	199	14	213	
	%	93.4%	6.6%	100.0%	
Skill Training	Count	557	268	825	
	%	67.5%	32.5%	100.0%	
Trade Certificate	Count	241	14	255	
	%	94.5%	5.5%	100.0%	
Bachelor Degree	Count	5694	1313	7007	
	%	81.3%	18.7%	100.0%	
Total	Count	13578	3550	17128	
	%	79.3%	20.7%	100.0%	

Master Degree graduates are most likely to have taken at least some of their course through alternative delivery (40.4%), followed by Skill Training (32.5%). Less than 10% of Doctoral and Trade Certificate graduates used alternative deliveries.

In terms of field of study, Health and Medical Science graduates were most likely to take at least some of their course through alternative delivery (37.7%), followed by Business and Related Studies (24.7%) and Social Sciences (23.4%).

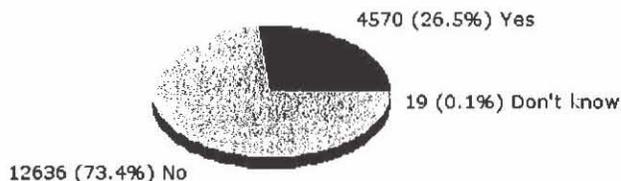
Field of Study		Count	Alternative delivery		Total
			None	At least some	
Math and Natural Sciences	Count	3588	506	4094	
	%	87.6%	12.4%	100.0%	
Life Sciences	Count	693	88	781	
	%	88.7%	11.3%	100.0%	
Health and Medical Sciences	Count	1703	1031	2734	
	%	62.3%	37.7%	100.0%	
Social Science and Related Applications	Count	2328	710	3038	
	%	76.6%	23.4%	100.0%	
Arts	Count	1840	252	2092	
	%	88.0%	12.0%	100.0%	
Business and Related Studies	Count	2624	859	3483	
	%	75.3%	24.7%	100.0%	
General Studies	Count	774	95	869	
	%	89.1%	10.9%	100.0%	
Total	Count	13550	3541	17091	
	%	79.3%	20.7%	100.0%	

With regard to sector, university graduates were most likely to take some of their program through alternative delivery (23.2%).

Sector		Count	Alternative delivery		Total
			None	At least some	
Universities	Count	6271	1893	8164	
	%	78.8%	23.2%	100.0%	
University Colleges	Count	391	69	460	
	%	85.0%	15.0%	100.0%	
Colleges	Count	4412	1021	5433	
	%	81.2%	18.8%	100.0%	
Technical Institutes	Count	2504	567	3071	
	%	81.5%	18.5%	100.0%	
Total	Count	13578	3550	17128	
	%	79.3%	20.7%	100.0%	

Current Students

More than one quarter (26.5%) of graduates are currently enrolled as students.



17225 responses

		Currently enrolled as a student		Total	
		Yes	No		
Program Type	Applied Degree	Count	55	296	351
		%	15.7%	84.3%	100.0%
	Certificate	Count	765	1631	2396
		%	31.9%	68.1%	100.0%
	Diploma	Count	1156	3414	4570
		%	25.3%	74.7%	100.0%
	Master Degree	Count	317	1174	1492
		%	21.2%	78.7%	100.0%
	Post Basic Certificate	Count	16	48	64
		%	25.0%	75.0%	100.0%
	Doctoral Degree	Count	12	203	215
		%	5.6%	94.4%	100.0%
	Skill Training	Count	111	725	836
		%	13.3%	86.7%	100.0%
	Trade Certificate	Count	56	202	258
		%	21.7%	78.3%	100.0%
	Bachelor Degree	Count	2082	4943	7025
		%	29.6%	70.4%	100.0%
Total		Count	4570	12636	17207
		%	26.6%	73.4%	100.0%

Graduates of Certificate and Bachelor Degree Programs are most likely to be currently enrolled as students.

By field of study, more than half (53.5%) of those who graduated from General Studies are currently enrolled as students, followed by 36.1% of Arts graduates.

		Currently enrolled as a student		Total	
		Yes	No		
Field of Study	Math and Natural Sciences	Count	1064	3051	4115
		%	25.9%	74.1%	100.0%
	Life Sciences	Count	161	620	781
		%	20.6%	79.4%	100.0%
	Health and Medical Sciences	Count	515	2234	2749
		%	18.7%	81.3%	100.0%
	Social Science and Related Applications	Count	634	2411	3045
		%	20.8%	79.2%	100.0%
	Arts	Count	757	1342	2099
		%	36.1%	63.9%	100.0%
	Business and Related Studies	Count	953	2551	3505
		%	27.2%	72.8%	100.0%
	General Studies	Count	469	407	876
		%	53.5%	46.5%	100.0%
Total		Count	4553	12616	17170
		%	26.5%	73.5%	100.0%

In terms of sector, 41.5% of University College graduates are currently enrolled as students, significantly more than graduates from any other sector.

		Currently enrolled as a student		Total	
		Yes	No		
Sector	Universities	Count	2226	5967	8194
		%	27.2%	72.8%	100.0%
	University Colleges	Count	191	269	460
		%	41.5%	58.5%	100.0%
	Colleges	Count	1518	3944	5462
		%	27.8%	72.2%	100.0%
	Technical Institutes	Count	635	2456	3091
		%	20.5%	79.5%	100.0%
Total		Count	4570	12636	17207
		%	26.6%	73.4%	100.0%

Of those who are currently enrolled as students, 18.6% are attending institutions outside of Alberta, the most common examples being the University of British Columbia and the University of Saskatchewan. The University of Calgary and the University of Alberta are the most common Alberta institutions, at 17% each while another 9% are enrolled at Athabasca University and 7.2% are at the University of Lethbridge. NAIT, Grant MacEwan College and SAIT are the next most common institutions at about 5% each. The most common entries under 'Other Albertan Institution' are professional accounting programs.

Description	Total #	% of Respondents
Other Non - Alberta Institution	848	18.6
University of Calgary	781	17.1
University of Alberta	779	17.0
Athabasca University	410	9.0
University of Lethbridge	327	7.2
NAIT	249	5.4
Grant MacEwan College	229	5.0
SAIT	223	4.9
Other Alberta Institution	216	4.7
Mount Royal College	203	4.4
Concordia University College	64	1.4
Lethbridge Community College	54	1.2
Red Deer College	35	0.8
Lakeland College	29	0.6
Keyano College	29	0.6
Grande Prairie Regional College	25	0.5
Olds College	24	0.5
King's University College	20	0.4
Medicine Hat College	20	0.4
NorQuest College	20	0.4
Alberta College of Art and Design	11	0.2
Bow Valley College	9	0.2
Northern Lakes College	9	0.2
Augustana University College (University of Alberta - Augustana Campus)	8	0.2
Portage College	8	0.2
St. Mary's University College	8	0.2
Taylor University College and Seminary	7	0.2
Fairview College (NAIT - Fairview Campus)	6	0.1
Canadian University College	5	0.1
Alliance University College	2	0.0

Of those who are currently enrolled in study, 63.6% are full-time students.

2901 (63.6%) Full-time



51 (1.1%) Don't know

1611 (35.3%) Part-time

4563 responses (excludes 9 "refused / don't know" responses)

Of those currently enrolled, 33.8% are working toward an undergraduate degree, another 22.6% will receive a graduate degree and 10.1% will receive a certificate. Additionally, 9.5% are in a diploma program and 8.1% will receive a professional designation.

	Total #	% of Responses
Undergraduate degree (Bachelors)	1543	33.8
Graduate degree (Masters, PhD.)	1030	22.6
Certificate	461	10.1
Diploma	433	9.5
Professional designation (e.g. CMA)	369	8.1
Applied degree	236	5.2
Professional school (e.g. Law, Dentistry, Medicine)	193	4.2
Other	154	3.4
Don't know	74	1.6
Extension certificate (i.e. classes taken at night)	70	1.5
Total	4563	100

The following table shows a breakdown of the current program of study by field of study. Of those who were in General Studies and are currently students, 68% are now working towards an undergraduate degree. Of those from Math and Natural Sciences who are currently studying, 39.3% are working toward a graduate degree. Of those from Business and Related studies, 25.2% are working toward a Professional designation.

Field of Study			Designation studies will lead to								Total
			Diploma	Certificate	Extension certificate	Applied degree	Undergrad degree	Graduate degree	Professional school	Professional designation	
Math and Natural Sciences	Count	80	108	19	33	240	410	80	38	36	1044
	%	7.7%	10.3%	1.8%	3.2%	23.0%	39.3%	7.7%	3.6%	3.4%	100.0%
Life Sciences	Count	20	19	1	17	71	16	3	7	4	158
	%	12.7%	12.0%	.6%	10.8%	44.9%	10.1%	1.9%	4.4%	2.5%	100.0%
Health and Medical Sciences	Count	77	80	16	17	155	81	25	24	30	505
	%	15.2%	15.8%	3.2%	3.4%	30.7%	16.0%	5.0%	4.8%	5.9%	100.0%
Social Science and Related Applications	Count	46	84	13	32	202	155	19	33	33	617
	%	7.5%	13.6%	2.1%	5.2%	32.7%	25.1%	3.1%	5.3%	5.3%	100.0%
Arts	Count	89	57	5	24	253	231	35	19	29	742
	%	12.0%	7.7%	.7%	3.2%	34.1%	31.1%	4.7%	2.6%	3.9%	100.0%
Business and Related Studies	Count	86	99	16	81	301	82	24	237	16	942
	%	9.1%	10.5%	1.7%	8.6%	32.0%	8.7%	2.5%	25.2%	1.7%	100.0%
General Studies	Count	35	14	0	32	316	45	6	11	6	465
	%	7.5%	3.0%	.0%	6.9%	68.0%	9.7%	1.3%	2.4%	1.3%	100.0%
Total	Count	433	461	70	236	1538	1020	192	369	154	4473
	%	9.7%	10.3%	1.6%	5.3%	34.4%	22.8%	4.3%	8.2%	3.4%	100.0%

By sector, 54.3% of College graduates who are currently enrolled as students are working towards an undergraduate degree.

Sector			Designation studies will lead to								Total
			Diploma	Certificate	Extension certificate	Applied degree	Undergrad degree	Graduate degree	Professional school	Professional designation	
Universities	Count	87	184	29	27	438	869	166	269	108	2177
	%	4.0%	8.5%	1.3%	1.2%	20.1%	39.9%	7.6%	12.4%	5.0%	100.0%
University Colleges	Count	14	15	0	7	87	57	15	7	7	189
	%	7.4%	7.9%	.0%	3.7%	35.4%	30.2%	7.9%	3.7%	3.7%	100.0%
Colleges	Count	226	155	21	114	811	76	9	62	20	1494
	%	15.1%	10.4%	1.4%	7.6%	54.3%	5.1%	.6%	4.1%	1.3%	100.0%
Technical Institutes	Count	106	107	20	88	227	28	3	31	19	629
	%	16.9%	17.0%	3.2%	14.0%	36.1%	4.5%	.5%	4.9%	3.0%	100.0%
Total	Count	433	461	70	236	1543	1030	193	369	154	4489
	%	9.6%	10.3%	1.6%	5.3%	34.4%	22.9%	4.3%	8.2%	3.4%	100.0%

The following table shows the designation further studies graduates are pursuing by original program type. More than half of those from Certificate or Diploma programs are now working toward an Undergraduate Degree.

Program Type		Designation studies will lead to									Total
		Diploma	Certificate	Extension certificate	Applied degree	Undergrad degree	Graduate degree	Professional school	Professional designation	Other	
Applied Degree	Count	4	16	0	1	8	13	0	10	2	54
	%	7.4%	29.6%	.0%	1.9%	14.8%	24.1%	.0%	18.5%	3.7%	100.0%
Certificate	Count	168	70	15	47	388	34	4	19	9	754
	%	22.3%	9.3%	2.0%	6.2%	51.5%	4.5%	.5%	2.5%	1.2%	100.0%
Diploma	Count	114	112	22	147	623	47	7	56	18	1146
	%	9.9%	9.8%	1.9%	12.8%	54.4%	4.1%	.6%	4.9%	1.6%	100.0%
Master Degree	Count	7	31	2	1	9	200	18	23	14	305
	%	2.3%	10.2%	.7%	.3%	3.0%	65.6%	5.9%	7.5%	4.6%	100.0%
Post Basic Certificate	Count	0	0	0	1	8	0	0	2	3	14
	%	.0%	.0%	.0%	7.1%	57.1%	.0%	.0%	14.3%	21.4%	100.0%
Doctoral Degree	Count	0	1	0	0	0	7	1	0	3	12
	%	.0%	8.3%	.0%	.0%	.0%	58.3%	8.3%	.0%	25.0%	100.0%
Skill Training	Count	32	35	4	6	20	4	2	4	1	108
	%	29.6%	32.4%	3.7%	5.6%	18.5%	3.7%	1.9%	3.7%	.9%	100.0%
Trade Certificate	Count	13	27	0	1	5	2	0	4	3	55
	%	23.6%	49.1%	.0%	1.8%	9.1%	3.6%	.0%	7.3%	5.5%	100.0%
Bachelor Degree	Count	95	169	27	32	482	723	161	251	101	2041
	%	4.7%	8.3%	1.3%	1.6%	23.6%	35.4%	7.9%	12.3%	4.9%	100.0%
Total	Count	433	461	70	236	1543	1030	193	369	154	4489
	%	9.6%	10.3%	1.6%	5.3%	34.4%	22.9%	4.3%	8.2%	3.4%	100.0%

Section E: Outcomes

Primary Goal

In total, 65.8% of graduates indicated that their primary goal upon entering their institution was to complete a specific degree or diploma. The next most common goal was employment at 15.4%.

	Total #	% of Responses
Completion of a specific degree or diploma	11299	65.8
Employment	2652	15.4
Expanded knowledge in a particular subject area	1271	7.4
Preparation for a specific degree or diploma	879	5.1
Other	591	3.4
Improve skills required for the job you had at the time	264	1.5
Did not set goal	140	0.8
Don't know	65	0.4
Obtain high school equivalency	16	0.1
Total	17177	100

Nine in ten graduates (89.6%) achieved their primary goal. Those who indicated that their primary goal was to prepare for a specific degree or diploma or to obtain employment were least likely to achieve their goals, while those who wanted to improve their job skills, complete a specific degree or diploma, or expand their knowledge were most likely to achieve their goals.

15207 (89.6%) Yes



166 (1.0%) Don't know

1597 (9.4%) No

16970 responses

What was your primary goal upon entering (Program)?			Did you achieve your primary goal?		Total
			Yes	No	
Preparation for a specific degree or diploma	Count	899	166	865	
	%	80.8%	19.2%	100.0%	
	Completion of a specific degree or diploma	Count	10438	806	11244
		%	92.8%	7.2%	100.0%
	Expanded knowledge in a particular subject area	Count	1148	99	1247
		%	92.1%	7.9%	100.0%
	Employment	Count	2134	457	2591
		%	82.4%	17.6%	100.0%
Improve skills required for the job you had at the time	Count	249	13	262	
	%	95.0%	5.0%	100.0%	
Obtain high school equivalency	Count	13	3	16	
	%	81.3%	18.8%	100.0%	
Other	Count	519	52	571	
	%	90.9%	9.1%	100.0%	
Total	Count	15204	1597	16801	
	%	90.5%	9.5%	100.0%	

Aboriginal graduates and graduates with disabilities were significantly less likely than others to have achieved their primary goal.

			Did you achieve your primary goal?		Total
			Yes	No	
Do you consider yourself to be an Aboriginal person	Yes	Count	587	104	691
		%	84.9%	15.1%	100.0%
	No	Count	14521	1477	15998
		%	90.8%	9.2%	100.0%
Total		Count	15108	1581	16689
		%	90.5%	9.5%	100.0%

			Did you achieve your primary goal?		Total
			Yes	No	
Do you consider yourself to be a person with a disability	Yes	Count	296	62	358
		%	82.7%	17.3%	100.0%
	No	Count	14823	1521	16344
		%	90.7%	9.3%	100.0%
Total		Count	15119	1583	16702
		%	90.5%	9.5%	100.0%

			Did you achieve your primary goal?		Total
			Yes	No	
Field of Study	Math and Natural Sciences	Count	3605	398	4003
		%	90.1%	9.9%	100.0%
	Life Sciences	Count	691	62	753
		%	91.8%	8.2%	100.0%
	Health and Medical Sciences	Count	2582	143	2725
		%	94.8%	5.2%	100.0%
	Social Science and Related Applications	Count	2745	245	2990
		%	91.8%	8.2%	100.0%
	Arts	Count	1738	279	2017
		%	86.2%	13.8%	100.0%
	Business and Related Studies	Count	3121	322	3443
		%	90.6%	9.4%	100.0%
	General Studies	Count	693	144	837
		%	82.8%	17.2%	100.0%
Total		Count	15175	1593	16768
		%	90.5%	9.5%	100.0%

Graduates of General Studies programs were least likely to achieve their goals at 82.8%. Health and Medical Science graduates were most likely to achieve their goals at 94.8%.

Respondents who did not achieve their goals provided a variety of reasons. The most common reason identified was still in school (23%). The most common responses under 'other' had to do with not being able to find a job or changing career direction/area of study.

	Total #	% of Responses
Other	1003	63.8
Still in school	361	23.0
Financial reasons	70	4.5
Family responsibilities	54	3.4
Don't know	45	2.9
Illness or disability	24	1.5
Moved	14	0.9
Total	1571	100

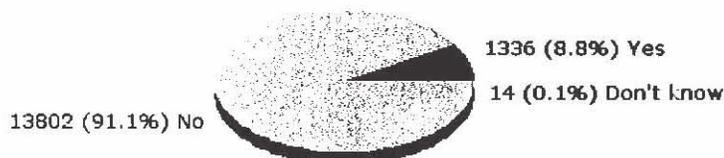
Current Employment

In all, 88.1% of graduates currently have one or more paying jobs, including self-employment and seasonal positions.



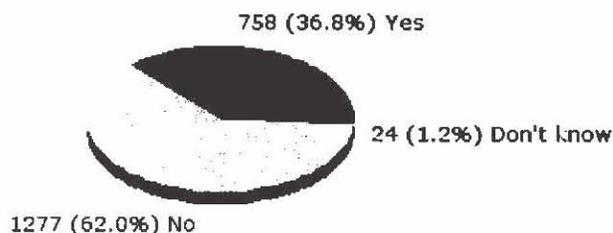
17200 responses

Of those who have a job, 8.8% are self-employed. This equates to 7.8% of all graduates.



15152 responses

Of those who are not currently employed, 36.8% are looking for a job. However, 36% of those are also currently full time students and are therefore not defined as being in the labour force. Overall, 91.1% of respondents are currently in the labour market, with 96.9% of these currently employed. This means that the unemployment rate for graduates 2 years out of post-secondary is 3.1%.



2059 responses

Total # of respondents*	# In Labour Force	# Employed	# Unemployed
17174	15640	15155	485
	91.1%	96.9%	3.1%

*Excludes don't know/refused responses

The percentage of graduates who are employed increases as age increases, while the percentage who are full time students and not in the labour force decreases with age.

			Employment outcomes				Total
			Employed	Unemployed	Not in labour force	Full time student	
Age	22 and under	Count	1884	54	43	215	2196
		%	85.8%	2.5%	2.0%	9.8%	100.0%
	23 to 25	Count	4992	144	97	559	5792
		%	86.2%	2.5%	1.7%	9.7%	100.0%
	26 to 30	Count	3622	118	108	248	4096
		%	88.4%	2.9%	2.6%	6.1%	100.0%
	31 to 40	Count	2358	78	69	76	2581
		%	91.4%	3.0%	2.7%	2.9%	100.0%
	Over 40	Count	2046	73	69	40	2228
		%	91.8%	3.3%	3.1%	1.8%	100.0%
Total		Count	14902	467	386	1138	16893
		%	88.2%	2.8%	2.3%	6.7%	100.0%

Aboriginal respondents are significantly more likely than non-Aboriginal respondents to be unemployed or not in the labour force.

			Employment outcomes				Total
			Employed	Unemployed	Not in labour force	Full time student	
Do you consider yourself to be an Aboriginal person	Yes	Count	566	42	29	62	699
		%	81.0%	6.0%	4.1%	8.9%	100.0%
	No	Count	14488	437	365	1082	16372
		%	88.5%	2.7%	2.2%	6.6%	100.0%
Total		Count	15054	479	394	1144	17071
		%	88.2%	2.8%	2.3%	6.7%	100.0%

Persons with a disability are significantly more likely than others to be unemployed or not in the labour force.

			Employment outcomes				Total
			Employed	Unemployed	Not in labour force	Full time student	
Do you consider yourself to be a person with a disability	Yes	Count	295	25	23	21	364
		%	81.0%	6.9%	6.3%	5.8%	100.0%
	No	Count	14771	454	375	1123	16723
		%	88.3%	2.7%	2.2%	6.7%	100.0%
Total		Count	15066	479	398	1144	17087
		%	88.2%	2.8%	2.3%	6.7%	100.0%

The following table shows a detailed breakdown of outcomes by sector. Only looking at those in the labour force, the employment rate for University Colleges is 98.4%. The employment rate is 97% for Universities, 96.9% for Technical Institutes, and 96.6% for Colleges.

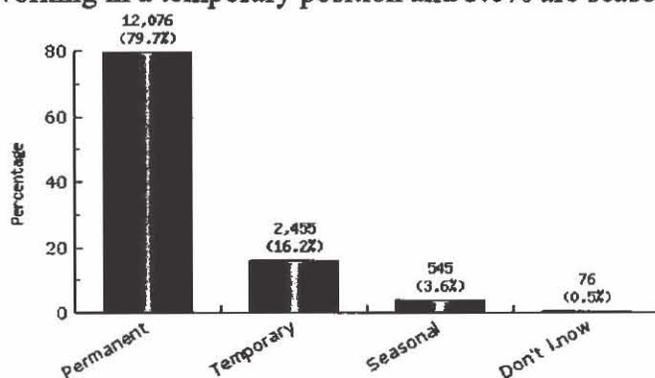
			Employment outcomes				Total
			Employed	Unemployed	Not in labour force	Full time student	
Sector	Universities	Count	7290	225	135	626	8276
		%	88.1%	2.7%	1.6%	7.6%	100.0%
	University Colleges	Count	300	5	12	53	370
		%	81.1%	1.4%	3.2%	14.3%	100.0%
	Colleges	Count	4605	160	161	342	5268
		%	87.4%	3.0%	3.1%	6.5%	100.0%
	Technical Institutes	Count	2960	95	92	129	3276
		%	90.4%	2.9%	2.8%	3.9%	100.0%
Total		Count	15155	485	400	1150	17190
		%	88.2%	2.8%	2.3%	6.7%	100.0%

Of those who are not currently looking for a job, 68.9% are going to school. The next most common reason is personal or family responsibilities, at 15.8%.

	Total #	% of Responses
Going to school	873	68.9
Personal or family responsibilities	200	15.8
Other	62	4.9
Personal illness or disability	51	4.0
Not interested in finding a job	32	2.5
Traveling / taking time off	23	1.8
Waiting for replies from employer	9	0.7
Don't know	6	0.5
Waiting for recall (to former or seasonal job)	5	0.4
Could not find the kind of job wanted	4	0.3
Discouraged with looking	2	0.2
Total	1267	100

Job Classification

Eight in ten employed graduates (79.7%) are in a permanent position while 16.2% are working in a temporary position and 3.6% are seasonal workers.



The most common employment sector was Health Care and Social Assistance. In total, 20.9% of graduates are employed in Health Care and Social Assistance. Other prominent employment sectors included Education Services (15.4%) and Professional, Scientific and Technical Services (14.2%).

	Total #	% of Responses
Health Care and Social Assistance	3170	20.9
Education Services	2339	15.4
Professional, Scientific and Technical Services	2154	14.2
Mining, Oil and Gas	1034	6.8
Retail Trade	914	6.0
Public Administration (Federal, Provincial, Municipal)	847	5.6
Finance and Insurance	621	4.1
Manufacturing	568	3.7
Construction	474	3.1
Telecommunications & Information (Publishing, Broadcasting, Internet Service Providers)	473	3.1

Accommodation and Food Services	431	2.8
Arts, Entertainment and Recreation	406	2.7
Administrative and Support	316	2.1
Other Services	262	1.7
Transportation and Warehousing	257	1.7
Wholesale Trade	246	1.6
Agriculture, Forestry, Fishing and Hunting	222	1.5
Utilities (Power, Energy, Water)	183	1.2
Real Estate and Rental and Leasing	170	1.1
Waste Management and Remediation Services	30	0.2
Management of Companies and Enterprises	22	0.1
Don't know	15	0.1
Total	15155	100

Respondents were asked to indicate their job title as well as provide a description of their duties. These were used along with job sector to determine the National Occupational Classification (NOC) code for each graduate's current job. The table below shows a breakdown of the first digit of the NOC codes (skill type). The single greatest skill type of Alberta post-secondary graduates is Social Sciences, Education, Government Services and Religion at 19.3%, followed by Business, Finance and Administration at 17.4%. Natural and Applied Sciences and Health each account for 15.1% of graduates' positions.

Skill Type	Frequency	Percent
[0] Management	1399	9.2%
[1] Business, Finance and Administration	2639	17.4%
[2] Natural and Applied Sciences and Related Occupations	2289	15.1%
[3] Health	2284	15.1%
[4] Social Sciences, Education, Government Services and Religion	2927	19.3%
[5] Art, Culture, Recreation and Sport	702	4.6%
[6] Sales and Service	1562	10.3%
[7] Trades, Transport and Equipment Operators and Related Occupations	695	4.6%
[8] Occupations unique to Primary Industry	271	1.8%
[9] Occupations unique to Processing, Manufacturing and Utilities	386	2.5%
Total	15154	100%

The table below shows the two-digit NOC classifications (major groupings) of graduates. The single greatest major grouping is Professional Occupations in Social Science, Education, Government Services and Religion at 15.4%, followed by Professional Occupations in Natural and Applied Science at 8.1%.

- In total, 37.7% of respondents are currently in major grouping (11/21/31/41/51) indicating positions that usually require a university education.
- Additionally, 32.1% of respondents are currently in major grouping (12/22/32/42/52/62/72/73/82/ 92) indicating positions that require college or apprenticeship training.
- A further 18.2% of the respondents are currently in major grouping (14/34/64/74/84/94/95) indicating positions that usually require secondary school and/or occupation specific training.
- Of respondents, 9.2% are currently in management positions.

- Another 2.2% of the respondents are currently in major grouping (66/76/86/96) indicating positions that usually require on the job training.

Major Grouping	Frequency	Percent
[00] Senior Management Occupations	140	0.9%
[01] Managers in Business, Finance, and Administration	244	1.6%
[02] Managers in Natural and Applied Sciences	70	0.5%
[03] Managers in Health, Education, Social and Community Services	224	1.5%
[04] Managers in Public Administration	34	0.2%
[05] Managers in Art, Culture, Recreation and Sport	48	0.3%
[06] Managers in Sales and Service	427	2.8%
[07] Managers in Trades, Transport, and Equipment Operators	132	0.9%
[08] Managers in Primary Production (except agriculture)	27	0.2%
[09] Managers in Manufacturing and Utilities	54	0.4%
[11] Professional Occupations in Business and Finance	849	5.6%
[12] Skilled Administrative and Business Occupations	704	4.6%
[14] Clerical Occupations	1086	7.2%
[21] Professional Occupations in Natural and Applied Science	1234	8.1%
[22] Technical Occupations Related to Natural and Applied Sciences	1054	7.0%
[31] Professional Occupations in Health	990	6.5%
[32] Technical and Skilled Occupations in Health	830	5.5%
[34] Assisting Occupations in Support of Health Services	464	3.1%
[41] Professional Occupations in Social Science, Education, Government Services and Religion	2326	15.4%
[42] Paraprofessional Occupations in Law, Social Services, Education and Religion	599	4.0%
[51] Professional Occupations in Art and Culture	312	2.1%
[52] Technical and Skilled Occupations in Art, Culture, Recreation and Sport	390	2.6%
[62] Skilled Sales and Service Occupations	422	2.8%
[64] Intermediate Sales and Service Occupations	907	6.0%
[66] Elemental Sales and Service Occupations	233	1.5%
[72] Trades and Skilled Transport and Equipment Operators	264	1.7%
[73] Trades and Skilled Transport and Equipment Operators	244	1.6%
[74] Intermediate Occupations in Transport, Equipment Operation, Installation and Maintenance	147	1.0%
[76] Trades Helpers, Construction Labourers and Related Occupations	40	0.3%
[82] Skilled Occupations in Primary Industry	177	1.2%
[84] Intermediate Occupations in Primary Industry	52	0.3%
[86] Labourers in Primary Industry	41	0.3%
[92] Processing, Manufacturing and Utilities Supervisors	169	1.1%
[94] Processing and Manufacturing Machine Operators	73	0.5%
[95] Processing and Manufacturing Machine Operators and Assemblers	5	0.0%
[96] Labourers in Processing, Manufacturing and Utilities	15	0.1%
[99] Self-employed/ Housewife/ Retired/ Unemployed	124	0.8%
Total	15151	100.0%

Annual income from main job

The median annual income from their main/most recent job before deductions for all graduates is \$39,996. In all, 38.1% of graduates currently earn between \$35,000 and \$54,000 per year in their main job.

Salary (main job)	Frequency	Percent	Cumulative Percent
Less than \$25,000	2964	22.6%	22.6%
\$25,000 to \$34,999	2151	16.4%	39.1%
\$35,000 to \$44,999	2503	19.1%	58.2%
\$45,000 to \$54,999	2488	19.0%	77.2%
\$55,000 to \$74,999	1631	12.5%	89.6%
\$75,000 or more	1360	10.4%	100.0%
Total	13097	100.0%	

The median salary for males is \$45,000, while the median salary for females is significantly lower, at \$35,004.

The median salary for Aboriginal graduates is \$36,000, while the median salary for non-Aboriginal graduates is significantly higher, at \$39,996.

The median salary for graduates with disabilities is \$32,004, significantly lower than the median of \$39,996 for all other graduates.

Median salary steadily increases with age.

Age	Median Salary
22 and under	\$30,000
23 to 25	\$36,996
26 to 30	\$42,000
31 to 40	\$48,000
Over 40	\$50,004

University graduates earn the highest median salary, at \$48,000, followed by Technical Institute graduates at \$39,000.

Sector	Median Salary
Universities	\$48,000
Technical Institutes	\$39,000
University Colleges	\$32,004
Colleges	\$30,000

Median salaries range from \$45,996 for graduates of Math and Natural Science programs to \$30,000 for graduates of Arts programs.

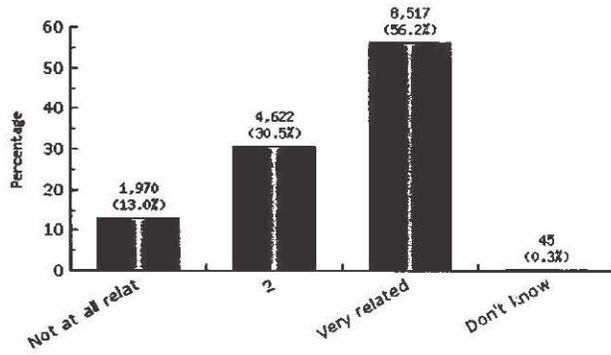
Field of Study	Median Salary
Math and Natural Sciences	\$45,996
Health and Medical Sciences	\$42,000
Social Science and Related Applications	\$39,996
Business and Related Studies	\$39,996
Life Sciences	\$34,836
General Studies	\$32,004
Arts	\$30,000

Graduates with masters degrees have the highest median salary, at \$66,996. Interestingly, they earn significantly more than those with doctoral degrees.

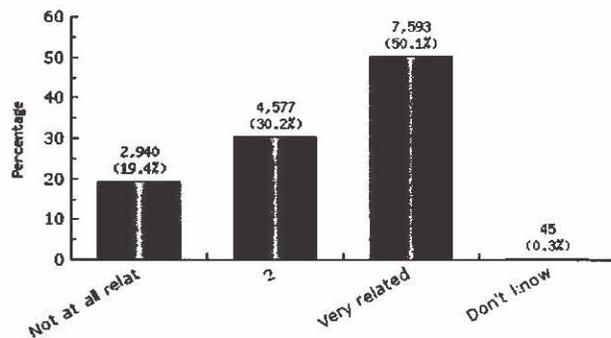
Program Type	Median Salary
Master Degree	\$66,996
Doctoral Degree	\$57,996
Bachelor Degree	\$44,400
Applied Degree	\$44,196
Diploma	\$36,000
Post Basic Certificate	\$35,004
Trade Certificate	\$33,276
Certificate	\$30,000
Skill Training	\$30,000

Relatedness of Job

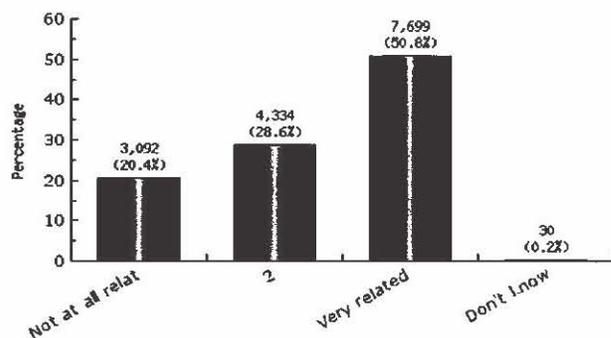
In total, 56.2% of employed graduates indicated that their main job is very related to the general skills and abilities they acquired. Another 30.5% of employed graduates said that their main job is somewhat related while 13% indicated that their main job is not at all related to the general skills and abilities they acquired.



Half of all employed graduates (50.1%) indicated that their main job is very related to the subject-area knowledge they acquired. Another 30.2% of all employed graduates said that their main job is somewhat related while 19.4% indicated that their main job is not at all related to the subject-area.



Just over half of all employed graduates indicated that their main job is very related to their program overall. Another 28.6% of all employed graduates said that their main job is somewhat related while 20.4% indicated that their main job is not at all related to their program overall.



			Overall, how related is your current (main) job to the program from which you graduated in 2003-04			Total
			(Not at all related) 1	2	(Very related) 3	
Age	22 and under	Count	479	508	894	1881
		%	25.5%	27.0%	47.5%	100.0%
	23 to 25	Count	1233	1576	2179	4988
		%	24.7%	31.6%	43.7%	100.0%
	26 to 30	Count	742	1025	1851	3618
		%	20.5%	28.3%	51.2%	100.0%
	31 to 40	Count	315	648	1392	2355
		%	13.4%	27.5%	59.1%	100.0%
	Over 40	Count	271	501	1264	2036
		%	13.3%	24.6%	62.1%	100.0%
Total		Count	3040	4258	7580	14878
		%	20.4%	28.6%	50.9%	100.0%

In all, 44.7% of employed graduates who are 25 years or younger indicated that their main job is very related to their program. This steadily increases to 62.1% for those over 40.

In terms of field of study, Health and Medical Science graduates are most likely to be in very related positions at 74.5%. Only 26.1% of General Studies graduates and 34.7% of Arts graduates are in very related positions.

By sector, graduates of Colleges and Technical institutes are most likely to be in positions that are very related to their program (more than 52%) while University College graduates are least likely

			Overall, how related is your current (main) job to the program from which you graduated in 2003-04			Total
			(Not at all related) 1	2	(Very related) 3	
Sector	Universities	Count	1351	2263	3602	7216
		%	18.7%	31.4%	49.9%	100.0%
	University Colleges	Count	131	96	141	368
		%	35.6%	26.1%	38.3%	100.0%
	Colleges	Count	1144	1121	2489	4754
		%	24.1%	23.6%	52.4%	100.0%
	Technical Institutes	Count	462	855	1471	2788
		%	16.6%	30.7%	52.8%	100.0%
Total		Count	3088	4335	7703	15126
		%	20.4%	28.7%	50.9%	100.0%

			Overall, how related is your current (main) job to the program from which you graduated in 2003-04			Total
			(Not at all related) 1	2	(Very related) 3	
Field of Study	Math and Natural Sciences	Count	677	1243	1590	3510
		%	19.3%	35.4%	45.3%	100.0%
	Life Sciences	Count	154	152	360	666
		%	23.1%	22.8%	54.1%	100.0%
	Health and Medical Sciences	Count	210	437	1892	2539
		%	8.3%	17.2%	74.5%	100.0%
	Social Science and Related Applications	Count	521	633	1629	2783
		%	18.7%	22.7%	58.5%	100.0%
	Arts	Count	644	483	600	1727
		%	37.3%	28.0%	34.7%	100.0%
	Business and Related Studies	Count	536	1176	1436	3148
		%	17.0%	37.4%	45.6%	100.0%
	General Studies	Count	331	201	188	720
		%	46.0%	27.9%	26.1%	100.0%
Total		Count	3073	4325	7695	15093
		%	20.4%	28.7%	51.0%	100.0%

In all, 59.4% of Aboriginal graduates indicated that their main job is very related to their program. This is significantly higher than non-Aboriginal graduates, at 50.7%.

Visible minorities and persons with disabilities are both slightly less likely than others to be working in a position that is very related to their program. Please see Appendix B for detailed breakdowns.

More than half of graduates from all program types (with the exception of Bachelor Degrees), are in a position that is very related to their program.

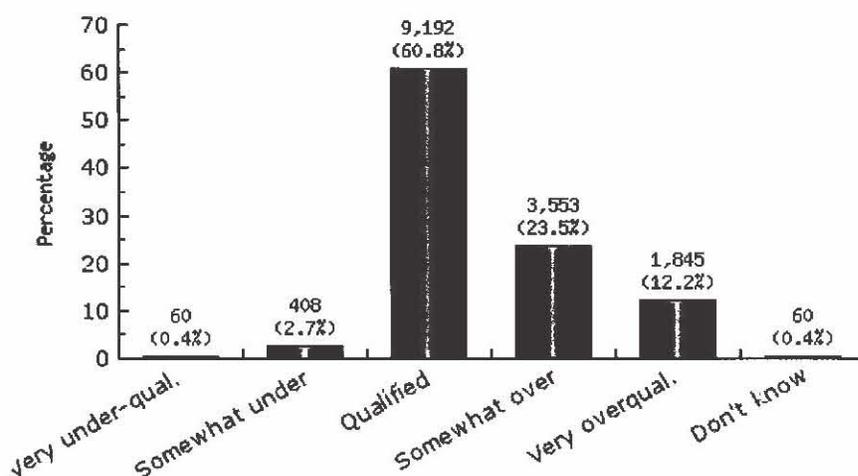
			Overall, how related is your current (main) job to the program from which you graduated in 2003-04			Total
			(Not at all related) 1	2	(Very related) 3	
Program Type	Applied Degree	Count	42	114	165	321
		%	13.1%	35.5%	51.4%	100.0%
	Certificate	Count	501	468	1093	2062
		%	24.3%	22.7%	53.0%	100.0%
	Diploma	Count	846	1154	2083	4083
		%	20.7%	28.3%	51.0%	100.0%
	Master Degree	Count	126	468	738	1332
		%	9.5%	35.1%	55.4%	100.0%
	Post Basic Certificate	Count	9	18	30	57
		%	15.8%	31.6%	52.6%	100.0%
	Doctoral Degree	Count	10	47	143	200
		%	5.0%	23.5%	71.5%	100.0%
	Skill Training	Count	135	143	450	728
		%	18.5%	19.6%	61.8%	100.0%
	Trade Certificate	Count	39	64	117	220
		%	17.7%	29.1%	53.2%	100.0%
	Bachelor Degree	Count	1380	1859	2884	6123
		%	22.5%	30.4%	47.1%	100.0%
Total		Count	3088	4335	7703	15126
		%	20.4%	28.7%	50.9%	100.0%

Job Qualification and Satisfaction

In total, 32.8% of graduates required a completed bachelor's degree to be selected for their main job. Another 23.1% of graduates required a completed non-university post-secondary program and 5.7% required a graduate degree. Only 22.3% of graduates did not require any post-secondary education for their main job. The most common of responses coded 'other' are either self-employed or indicated that they required work experience.

	Total #	% of Responses
Less than High School	399	2.7
Some high school	445	3.0
High School	2477	16.6
Some non-University post secondary (college/technical/vocational)	776	5.2
Completed non-University post-secondary (college/technical/vocational)	3451	23.1
Some university	341	2.3
Completed university (bachelors degree)	4898	32.8
Completed graduate studies	856	5.7
Other	360	2.4
Don't know	919	6.2
Total	14922	100

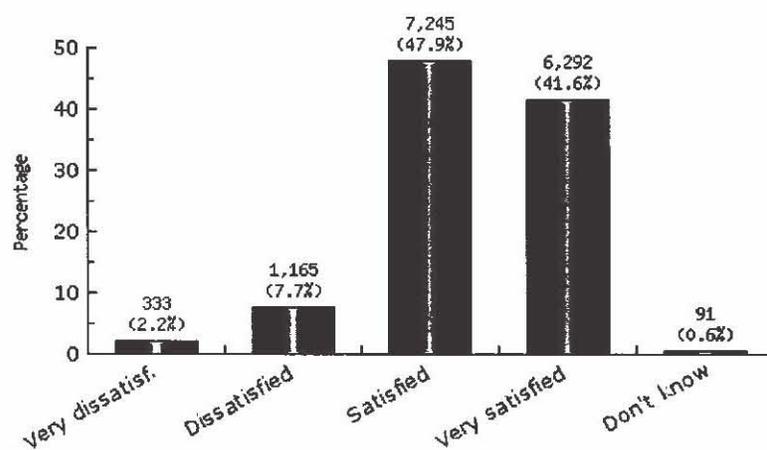
Given their education, training and experience, most graduates (60.8%) feel appropriately qualified for their main job. Another 23.5% of graduates feel somewhat overqualified while 12.2% feel very overqualified. Only 3.1% of graduates feel they are somewhat or very under-qualified for their main job.



By sector, 50.4% of University College graduates feel at least somewhat overqualified for their main job. This is significantly higher than graduates from other sectors.

			Given your education, training and experience, how qualified do you feel you are for your (main) job					Total
			Very under-qualified	Somewhat under-qualified	Qualified	Somewhat overqualified	Very overqualified	
Sector	Universities	Count	32	232	4418	1643	857	7183
		%	.4%	3.2%	61.5%	22.9%	11.9%	100.0%
	University Colleges	Count	2	10	168	101	82	363
		%	.6%	2.8%	46.3%	27.8%	22.6%	100.0%
	Colleges	Count	22	100	2834	1150	624	4730
		%	.5%	2.1%	59.9%	24.3%	13.2%	100.0%
	Technical Institutes	Count	8	63	1767	660	281	2779
		%	.3%	2.3%	63.6%	23.7%	10.1%	100.0%
Total		Count	64	405	9187	3554	1844	15055
		%	.4%	2.7%	61.0%	23.6%	12.2%	100.0%

About nine in every ten graduates are satisfied (47.9%) or very satisfied (41.6%) with their main job. The average rating on a scale of 1 to 4 is 3.3.



By sector, 13.1% of University College graduates are dissatisfied or very dissatisfied with their main job. This is significantly higher than 9.8% of graduates from other sectors.

Sector			Satisfaction with current (main) job				Total
			Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	
Universities	Count		184	595	3505	2878	7162
	%		2.6%	8.3%	48.9%	40.2%	100.0%
University Colleges	Count		11	36	184	128	359
	%		3.1%	10.0%	51.3%	35.7%	100.0%
Colleges	Count		88	317	2202	2132	4739
	%		1.9%	6.7%	46.5%	45.0%	100.0%
Technical Institutes	Count		51	210	1356	1156	2773
	%		1.8%	7.6%	48.9%	41.7%	100.0%
Total	Count		334	1158	7247	6294	15033
	%		2.2%	7.7%	48.2%	41.9%	100.0%

Brokered Programs

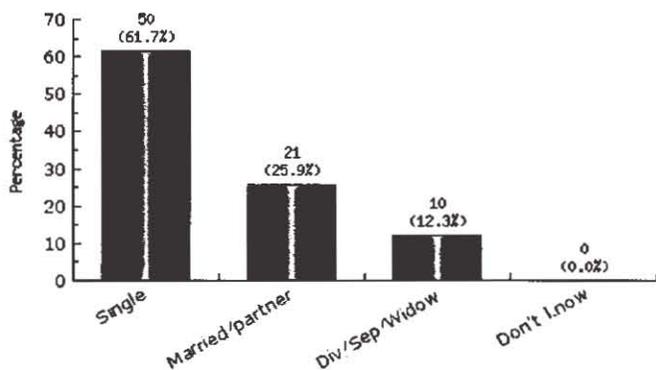
A total of 81 respondents are graduates of Brokered Programs. Of those, 97.5% are female and only 2.5% are male. Graduates of brokered programs are much more likely to be female than are graduates of all parchment programs (60% of all graduates are female). The mean age of brokered program graduates is approximately 30 years old and the median age is 26. This is similar to all other graduates. Interestingly, while the average age of brokered graduates is not significantly different from others, these graduates did tend to have a larger time gap between high school and post secondary than did all other parchment graduates (66.2% waited at least two years, compared to 31.5% of other graduates).



81 responses

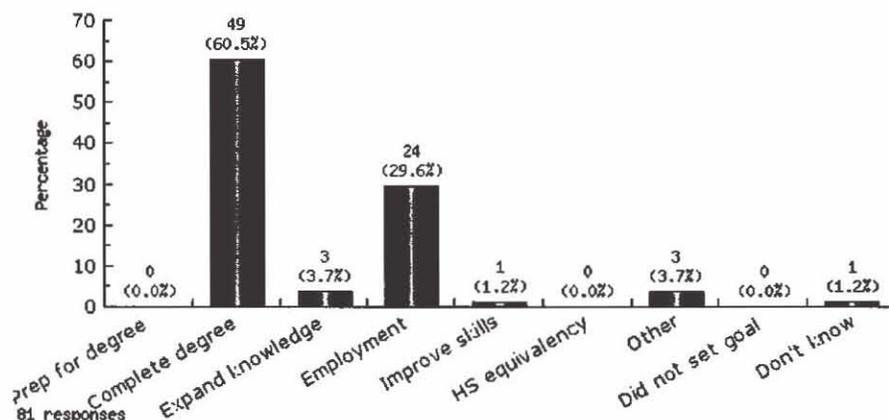
		Count	Years between K-12 and post-secondary				Total
			None	One	Two to Five	More than Five	
Brokered Programs	Not Brokered	8284	49.9%	18.6%	18.2%	13.3%	16591
	Brokered	12	16.2%	17.6%	32.4%	33.8%	74
Total		8296	49.8%	18.6%	18.2%	13.4%	16665

In all, 38.3% of graduates of brokered programs are or have been married, compared to 28% of all parchment graduates. Additionally, 37% of graduates of brokered programs were responsible for at least one dependent while enrolled, compared to only 20.3% of all parchment graduates.



Overall, 3.8% of brokered program graduates consider themselves to be Aboriginal while 11.7% of non-Aboriginal brokered program graduates consider themselves members of a visible minority. All of these numbers are similar to the overall graduate demographics.

When asked what their primary goal upon entering the program was, 29.6% of brokered students indicated employment reasons. This is significantly higher than parchment graduates.



Brokered program graduates were significantly more likely than parchment graduates to achieve their primary goal, at 96.3%.

			Did you achieve your primary goal?		Total
			Yes	No	
Brokered Programs	Not Brokered	Count	15130	1594	16724
		%	90.5%	9.5%	100.0%
	Brokered	Count	77	3	80
		%	96.3%	3.8%	100.0%
Total		Count	15207	1597	16804
		%	90.5%	9.5%	100.0%

In terms of satisfaction with the overall quality of their educational experience, graduates of brokered programs are not significantly different from all other parchment graduates, with 91.3% indicating that they are satisfied or very satisfied.

			The overall quality of your educational experience				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Brokered Programs	Not Brokered	Count	326	1311	8171	7302	17110
		%	1.9%	7.7%	47.8%	42.7%	100.0%
	Brokered	Count	1	6	39	35	81
		%	1.2%	7.4%	48.1%	43.2%	100.0%
Total		Count	327	1317	8210	7337	17191
		%	1.9%	7.7%	47.8%	42.7%	100.0%

Those who graduated from brokered programs were less likely than others to work while taking classes.

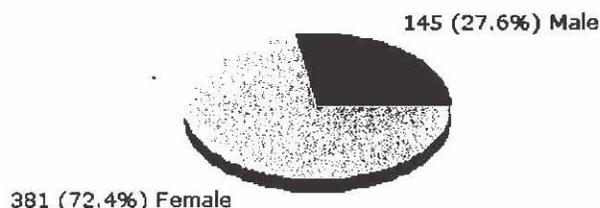
			Did you work while taking classes		Total
			Yes	No	
Brokered Programs	Not Brokered	Count	11837	5281	17118
		%	69.1%	30.9%	100.0%
	Brokered	Count	41	40	81
		%	50.6%	49.4%	100.0%
Total		Count	11878	5321	17199
		%	69.1%	30.9%	100.0%

Only one graduate of a brokered program is currently unemployed and seeking work. This gives an unemployment rate of 1.4%, compared to 4.8% for parchment graduates.

			Employment Outcomes				Total
			Employed	Unemployed	Not in labour force	Full time student	
Brokered Programs	Not Brokered	Count	15085	475	383	1141	17084
		%	88.3%	2.8%	2.2%	6.7%	100.0%
	Brokered	Count	71	1	6	3	81
		%	87.7%	1.2%	7.4%	3.7%	100.0%
Total		Count	15156	476	389	1144	17165
		%	88.3%	2.8%	2.3%	6.7%	100.0%

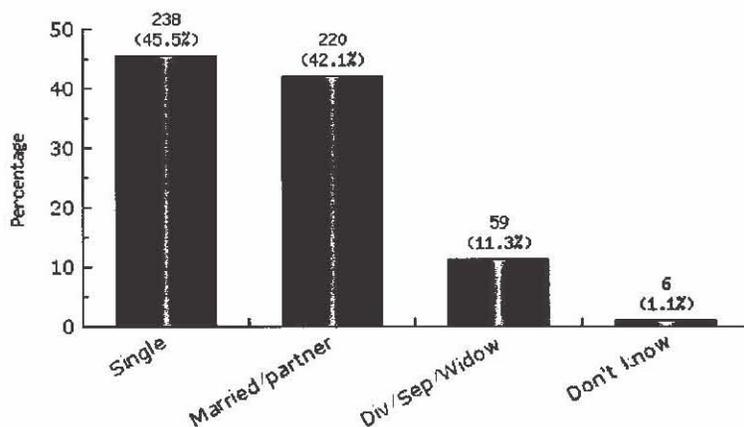
Non-Credit Programs

A total of 527 respondents are graduates of non-credit programs. Of those, 72.4% are female and only 27.6% are male. Graduates of non-credit programs are much more likely to be female than are graduates of all parchment programs (60% of all graduates are female). The mean age of non-credit program graduates is approximately 35 years old and the median age is 33. This is significantly older than graduates of parchment programs.



526 responses (excludes 1 "refused / don't know" responses)

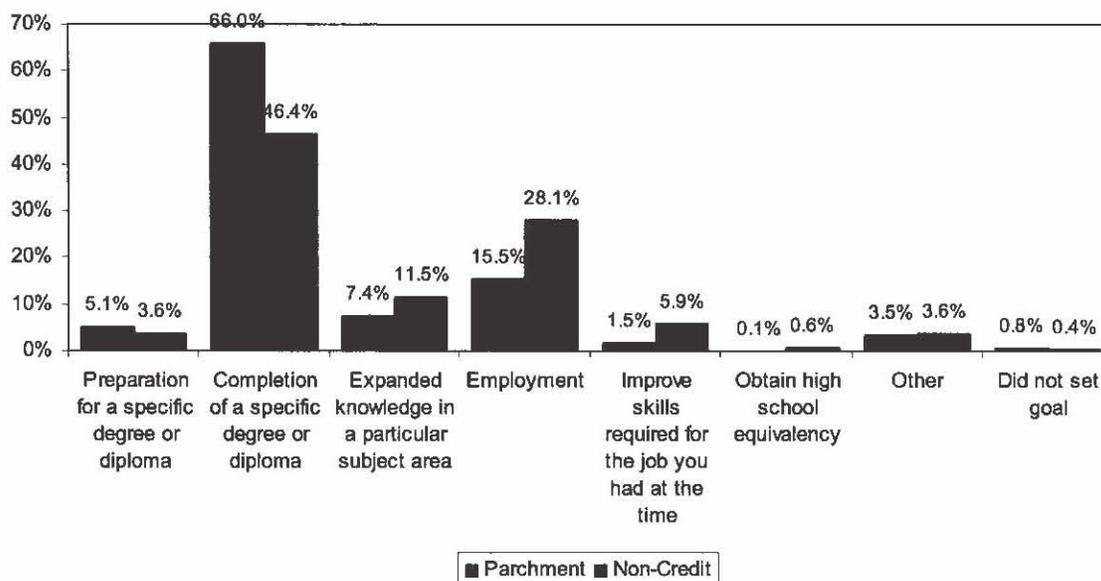
In all, 53.4% of graduates of non-credit programs are or have been married, compared to 28% of parchment graduates. Additionally, 43.1% of graduates of non-credit programs were responsible for at least one dependent while enrolled, compared to only 20.3% of parchment graduates.



523 responses (excludes 4 "refused / don't know" responses)

Overall, 5.5% of non-credit program graduates consider themselves to be Aboriginal while 14.5% of non-Aboriginals non-credit program graduates consider themselves to be members of a visible minority and 4.6% of non-credit program graduates consider themselves to have disabilities.

When asked what their primary goal upon entering the program was, 28.1% of non-credit students indicated employment reasons. This is significantly higher than 15.5% of parchment graduates. As would be expected, non-credit students were less likely to enrol for the completion of a specific degree or diploma.



Non-credit graduates were slightly less likely than all parchment graduates to achieve their primary goal, at 88.1%.

			Did you achieve your primary goal?		Total
			Yes	No	
Credit	Parchment	Count	15207	1597	16804
		%	90.5%	9.5%	100.0%
	Non-Parchment	Count	453	61	514
		%	88.1%	11.9%	100.0%
Total		Count	15660	1658	17318
		%	90.4%	9.6%	100.0%

Non-credit students are significantly more likely than parchment graduates to be very satisfied with the quality of teaching, the program and their overall educational experience.

			The quality of teaching in your program				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Credit	Parchment	Count	429	1761	8187	6757	17134
		%	2.5%	10.3%	47.8%	39.4%	100.0%
	Non-Parchment	Count	15	36	181	295	527
		%	2.8%	6.8%	34.3%	56.0%	100.0%
Total		Count	444	1797	8368	7052	17661
		%	2.5%	10.2%	47.4%	39.9%	100.0%

			Your program at (Institution)				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Credit	Parchment	Count	493	1718	8196	6777	17184
		%	2.9%	10.0%	47.7%	39.4%	100.0%
	Non-Parchment	Count	16	45	203	260	524
		%	3.1%	8.6%	38.7%	49.6%	100.0%
Total		Count	509	1763	8399	7037	17708
		%	2.9%	10.0%	47.4%	39.7%	100.0%

			The overall quality of your educational experience				Total
			(Very dissatisfied) 1	(Dissatisfied) 2	(Satisfied) 3	(Very satisfied) 4	
Credit	Parchment	Count	327	1317	8210	7337	17191
		%	1.9%	7.7%	47.8%	42.7%	100.0%
	Non-Parchment	Count	7	44	203	272	526
		%	1.3%	8.4%	38.6%	51.7%	100.0%
Total		Count	334	1361	8413	7609	17717
		%	1.9%	7.7%	47.5%	42.9%	100.0%

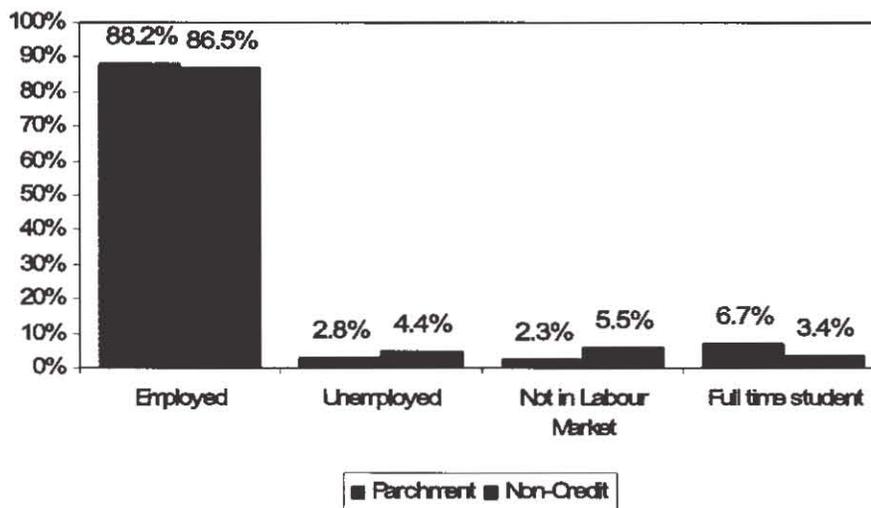
Of non-credit students, 22.4% do not consider their program to be worth the financial cost. This is significantly more than 15.1% of parchment graduates.

			I consider the program to be worth the financial cost to me and/or my family				Total
			Strongly disagree	Disagree	Agree	Strongly agree	
Credit	Parchment	Count	740	1801	9620	4708	16869
		% within Credit	4.4%	10.7%	57.0%	27.9%	100.0%
	Non-Parchment	Count	46	68	262	133	509
		% within Credit	9.0%	13.4%	51.5%	26.1%	100.0%
Total		Count	786	1869	9882	4841	17378
		% within Credit	4.5%	10.8%	56.9%	27.9%	100.0%

Those who graduated from non-credit programs were less likely than others to work while taking classes.

			Did you work while taking classes		Total
			Yes	No	
Credit	Parchment	Count	11878	5321	17199
		%	69.1%	30.9%	100.0%
	Non-Parchment	Count	290	234	524
		%	55.3%	44.7%	100.0%
Total		Count	12168	5555	17723
		%	68.7%	31.3%	100.0%

Employment rates for non-credit students are slightly lower than those of parchment students. The employment rate for those in the labour market is 95.2% for non-credit and 96.9% for parchment. Non-credit graduates are significantly more likely than parchment graduates to be self employed (15.4% and 8.8% respectively).



In all, 58.4% of non-credit graduates have a job that is very related to their program, compared to 50.9% of graduates of parchment programs.

		Overall, how related is your current (main) job to the program from which you graduated in 2003-04			Total
		(Not at all related) 1	2	(Very related) 3	
Credit	Parchment	Count	3088	4335	7703
		%	20.4%	28.7%	50.9%
Non-Parchment		Count	109	80	266
		%	24.0%	17.6%	58.5%
Total		Count	3197	4415	7969
		%	20.5%	28.3%	51.1%

Parchment graduates are significantly more likely than non-credit graduates to be currently enrolled as students (26.6% compared to 13.7%).

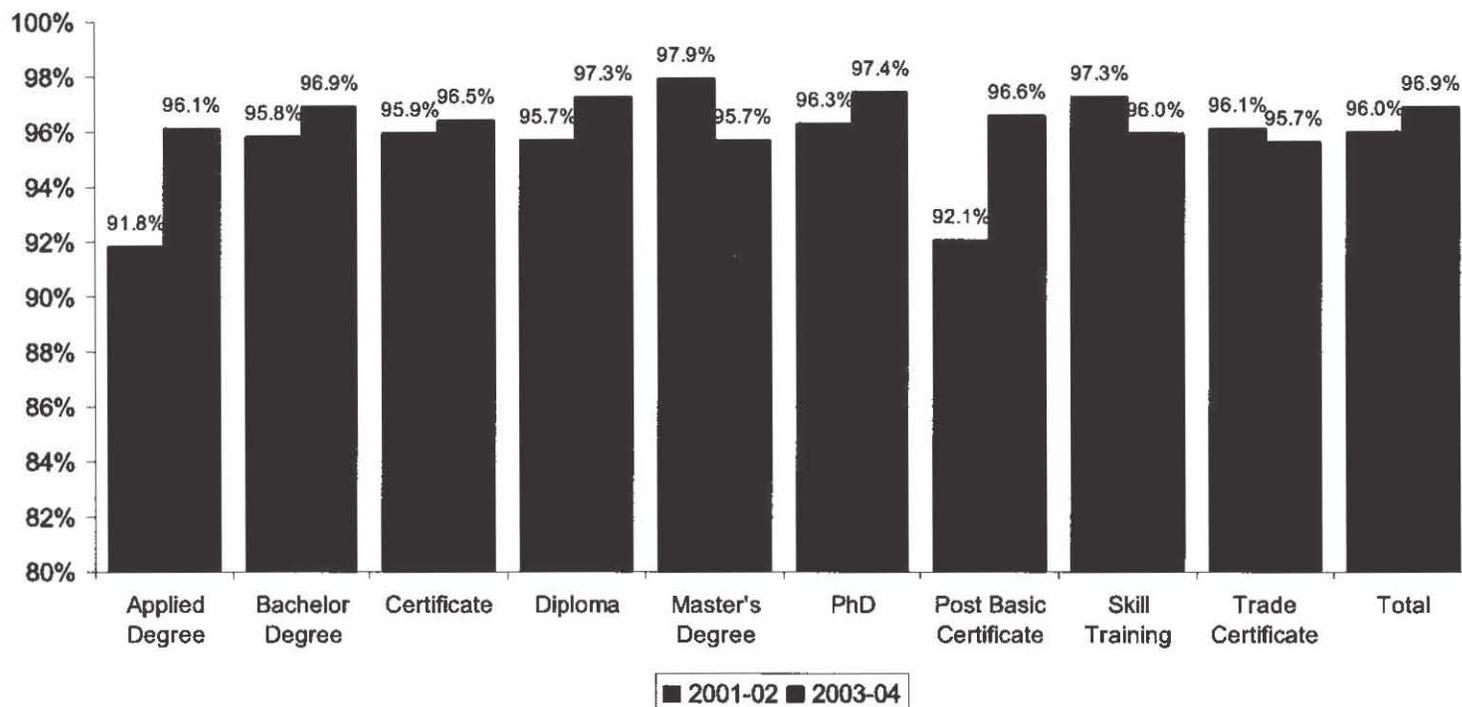
		Currently enrolled as a student		Total
		Yes	No	
Credit	Parchment	Count	4570	12636
		%	26.6%	73.4%
Non-Parchment		Count	72	454
		%	13.7%	86.3%
Total		Count	4642	13090
		%	26.2%	73.8%

Comparisons with the Graduating Class of 2001-2002

In 2004, a similar study was conducted to determine the outcomes of graduates of the 2001/2002 academic year. This section compares key variables of the 2003/2004 class to those of the 2001/2002 class and highlights their differences.

Employment Outcomes

The following chart shows the employment rates by KPI program type and graduation year. These rates are calculated using only those who are in the active labour market. In total, employment rates have increased by 0.9% in the last two years. Those with Applied Degrees and Diplomas have seen significant increases in employment (note that although the difference appears large, we cannot conclude that employment has changed significantly for Post Basic graduates because of the small number of graduates). The employment rate for Master's Degree graduates has decreased significantly.

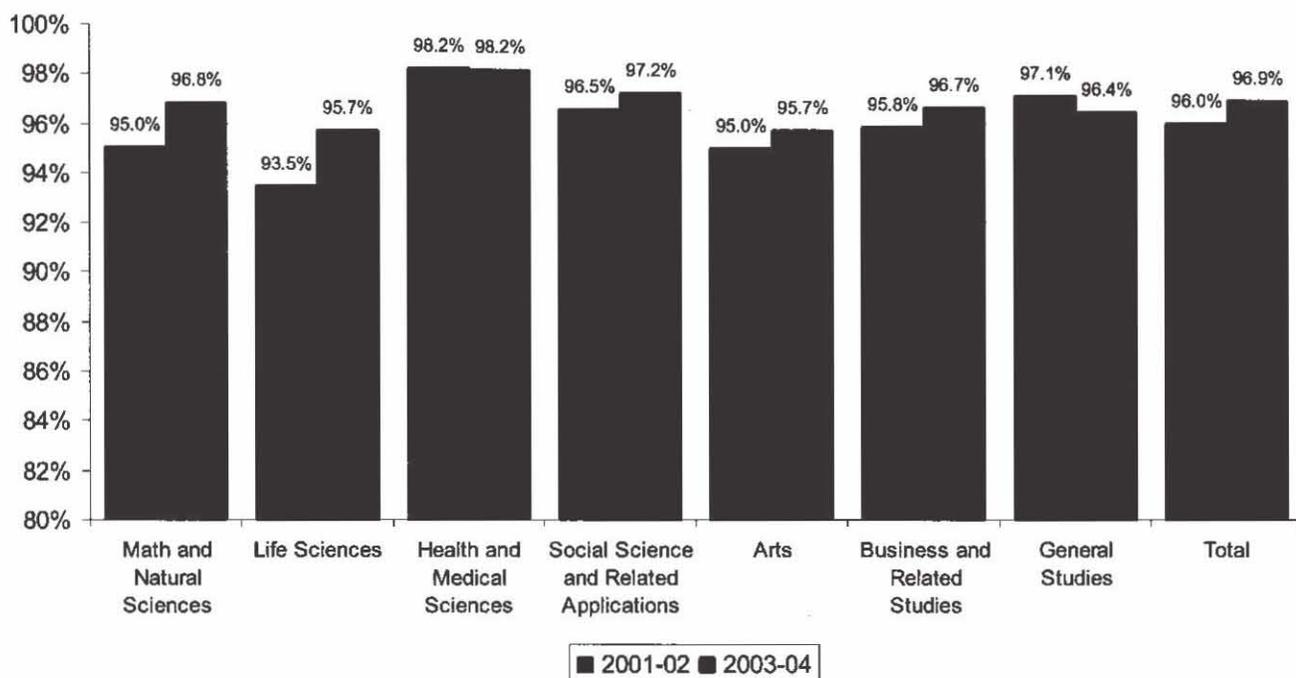


The following table shows the employment outcomes, including those who are not in the labour market, by program type.

Program Type	2001-02				2003-04			
	Employed	Unemployed	Not in labour force	Full time student	Employed	Unemployed	Not in labour force	Full time student
Applied Degree	88.0	7.8	1.8	2.4	91.7	3.7	2.3	2.3
Bachelor Degree	85.2	3.7	1.9	9.2	87.2	2.8	1.7	8.3
Certificate	85.4	3.6	3.7	7.3	86.4	3.2	3.5	7.0

Diploma	86.8	3.9	2.0	7.2	89.6	2.5	2.3	5.6
Master's Degree	90.3	1.9	2.5	5.3	93.0	4.2	1.4	1.4
PhD	91.2	3.5	2.3	2.9	89.7	2.4	1.7	6.3
Post Basic Certificate	85.3	7.4		7.4	89.1	3.1	3.1	4.7
Skill Training	91.5	2.5	3.8	2.2	88.4	3.7	5.5	2.4
Trade Certificate	85.8	3.4	4.7	6.0	86.3	3.9	3.1	6.7
Total	86.5	3.6	2.4	7.5	88.2	2.8	2.3	6.7

In looking at employment outcomes by field of study, we see that employment rates have remained basically steady or increased slightly for each field.



The following table shows the employment outcomes, including those who are not in the labour market, by field of study.

Field of Study	2001-02				2003-04			
	Employed	Not employed	Not in labour force	Full time student	Employed	Not employed	Not in labour force	Full time student
Math and Natural Sciences	83.2	4.3	1.7	10.8	85.6	2.8	1.3	10.3
Life Sciences	81.6	5.7	2.2	10.5	85.4	3.8	3.6	7.2
Health and Medical Sciences	93.4	1.7	2.3	2.6	92.7	1.7	3.0	2.5
Social Science and Related Applications	88.7	3.2	3.1	5.0	91.5	2.6	2.4	3.6
Arts	81.5	4.3	2.7	11.5	82.5	3.7	2.6	11.3
Business and Related Studies	88.6	3.9	2.4	5.1	90.0	3.1	2.7	4.2
General Studies	81.8	2.4	1.6	14.1	83.1	3.1	1.6	12.2
Total	86.5	3.6	2.4	7.5	88.2	2.8	2.3	6.7

Overall, the median salary of graduates two years out of their program increased by 16.2%, from \$34,411 in 2004 to \$39,996 in 2006. Median salaries have increased for every program type, particularly for those in the lower income brackets such as Skill Training, Certificate, and Trade Certificate graduates.

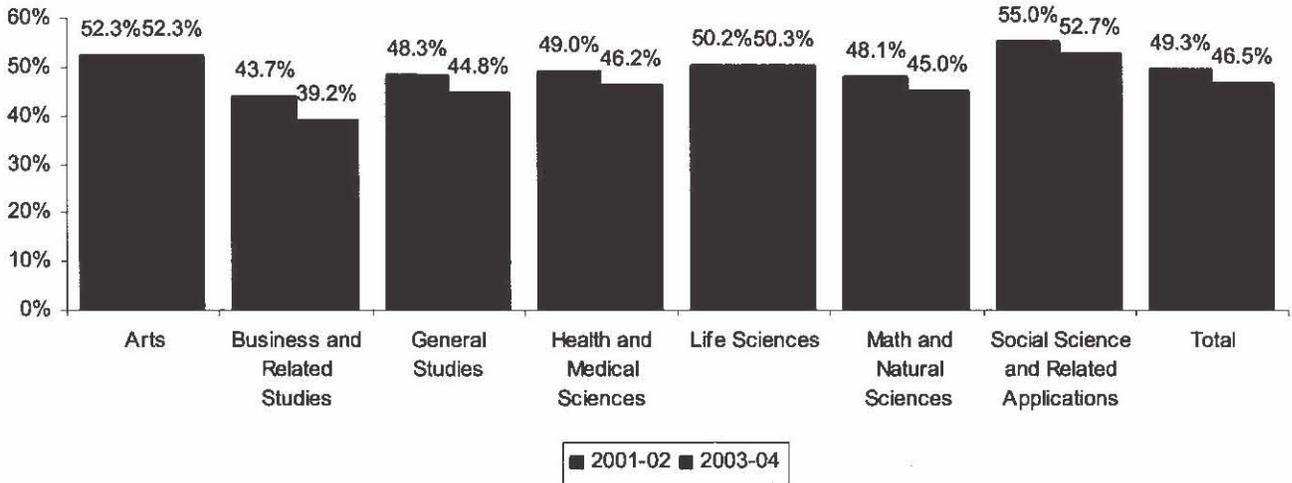
Program Type	2001-02 Median Salary	2003-04 Median Salary	% Increase
Master Degree	\$60,000	\$66,996	11.7%
Doctoral Degree	\$50,500	\$57,996	14.8%
Bachelor Degree	\$38,500	\$44,400	15.3%
Applied Degree	\$38,610	\$44,196	14.5%
Diploma	\$31,200	\$36,000	15.4%
Post Basic Certificate	\$32,000	\$35,004	9.4%
Trade Certificate	\$28,080	\$33,276	18.5%
Certificate	\$25,399	\$30,000	18.1%
Skill Training	\$23,833	\$30,000	25.9%
Overall	\$34,411	\$39,996	16.2%

Median salaries have also increased for graduates of every field of study, particularly for those from General Studies and Arts programs.

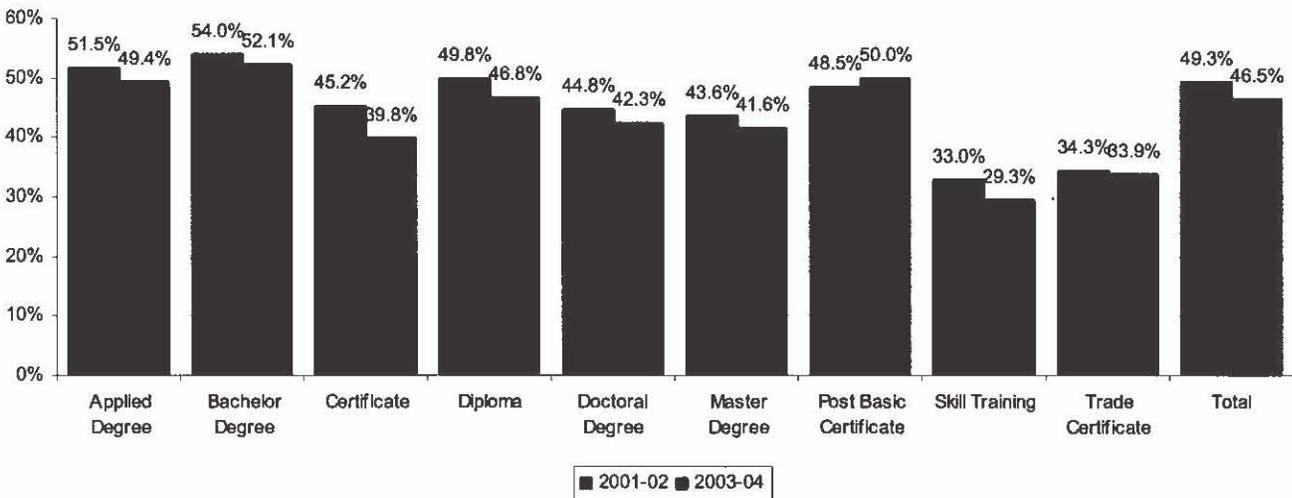
Field of Study	2001-02 Median Salary	2003-04 Median Salary	% Increase
Math and Natural Sciences	\$39,000	\$45,996	17.9%
Health and Medical Sciences	\$37,633	\$42,000	11.6%
Social Science and Related Applications	\$36,000	\$39,996	11.1%
Business and Related Studies	\$34,223	\$39,996	16.9%
Life Sciences	\$30,186	\$34,836	15.4%
General Studies	\$25,000	\$32,004	28.0%
Arts	\$25,000	\$30,000	20.0%
Overall	\$34,411	\$39,996	16.2%

Debt

When asked if they have ever received government-sponsored student loans, 46.5% of 2003/2004 graduates indicated that they have. This is a significant decrease from 49.3% of 2001/2002 graduates. Business and Related Studies and General Studies have seen the greatest decrease in the percentage of graduates who received government loans.



In terms of program type, graduates of Certificate programs have dropped from 45.2% of 2001/2002 graduates receiving government loans to 39.8% of 2003/2004 graduates.

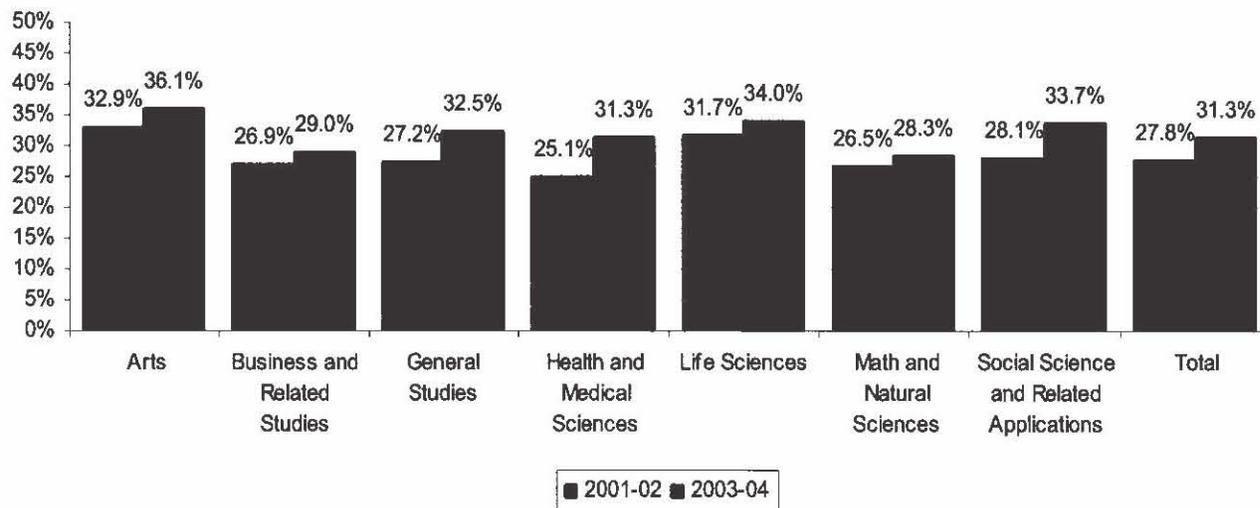


Those who received government sponsored student loans were asked how much they owed at the time of their graduation. Overall, the median amount increased from \$13,000 for 2001/2002 graduates to \$15,000 for 2003/2004 graduates.

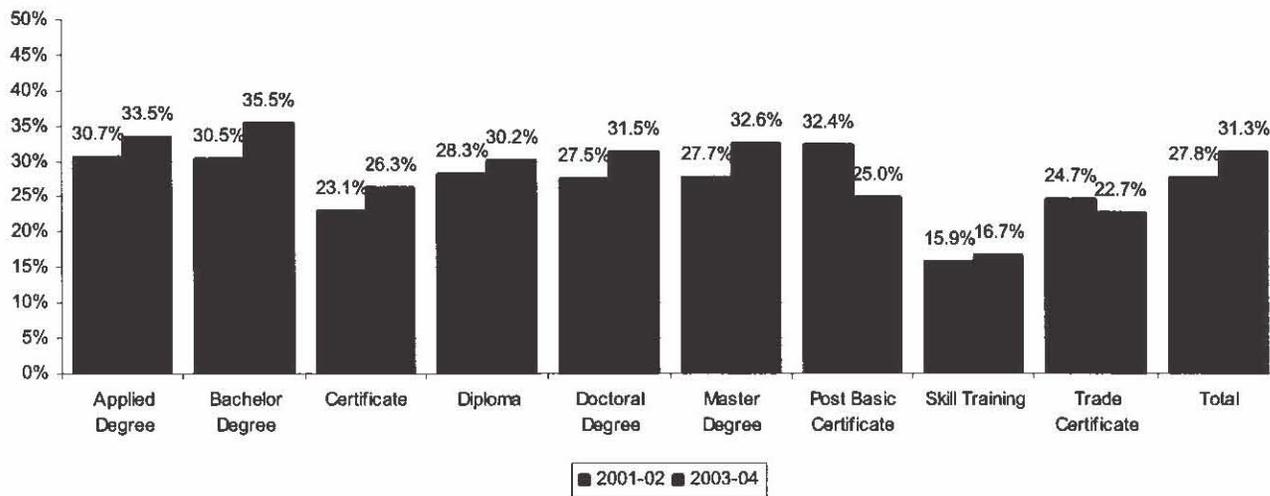
Program Type	2001-02	2003-04
Doctoral Degree	\$13,000	\$16,000
Bachelor Degree	\$20,000	\$20,000
Master Degree	\$14,000	\$15,000
Post Basic Certificate	\$20,000	\$16,750
Applied Degree	\$14,000	\$14,000
Diploma	\$11,000	\$12,000
Certificate	\$7,000	\$9,000
Trade Certificate	\$6,000	\$6,000
Skill Training	\$4,000	\$4,000
Overall	\$13,000	\$15,000

Field of Study	2001-02	2003-04
Math and Natural Sciences	\$12,000	\$15,000
Life Sciences	\$12,000	\$12,000
Health and Medical Sciences	\$14,000	\$20,000
Social Science and Related Applications	\$15,000	\$15,000
Arts	\$16,000	\$17,000
Business and Related Studies	\$10,000	\$12,000
General Studies	\$12,000	\$16,000
Overall	\$13,000	\$15,000

While the percentage of graduates who received government loans has decreased, the opposite is true for non-government sources of financing. This has increased from 27.8% to 31.3% overall. Non-government financing has increased by more than five percent for graduates of General Studies, Health and Medical Sciences, and Social Sciences.



Post Basic Certificate graduates have become less likely to receive non-government loans, while bachelor and masters degree students have become more likely.



Those who received non-government loans were asked how much they owed at the time of their graduation. Overall, the median amount increased from \$7,000 for 2001/2002 graduates to \$9,000 for 2003/2004 graduates. While the percentage of post basic graduates who received non-government loans has decreased, it appears that the median amount has increased for those who did receive them; however, it is important to note that only 9 respondents in this group indicated an amount for this question.

Program Type	2001-02	2003-04
Post Basic Certificate	\$5,000	\$13,000
Master Degree	\$10,000	\$10,000
Bachelor Degree	\$8,000	\$10,000
Doctoral Degree	\$15,000	\$10,000
Applied Degree	\$6,500	\$8,000
Diploma	\$7,000	\$8,000
Certificate	\$5,500	\$6,500
Trade Certificate	\$6,000	\$6,000
Skill Training	\$3,000	\$5,000
Overall	\$7,000	\$9,000

Field of Study	2001-02	2003-04
Math and Natural Sciences	\$7,000	\$10,000
Life Sciences	\$8,000	\$10,000
Health and Medical Sciences	\$8,000	\$10,000
Social Science and Related Applications	\$8,000	\$9,500
Arts	\$6,000	\$7,000
Business and Related Studies	\$6,500	\$8,000
General Studies	\$6,000	\$8,000
Overall	\$7,000	\$9,000

The following table shows the overall loan incidence for each program type and field of study by year. Overall, 62.4% of graduates had some type of loan, which is similar to 61.9% in the previous study.

Program Type	2001-02	2003-04
Applied Degree	64.8%	67.0%
Bachelor Degree	65.8%	68.0%
Certificate	58.1%	55.4%
Diploma	63.8%	63.2%
Doctoral Degree	55.0%	58.2%
Master Degree	56.4%	59.1%
Post Basic Certificate	64.7%	65.6%
Skill Training	42.5%	41.5%
Trade Certificate	49.6%	48.2%
Overall	61.9%	62.4%

Field of Study	2001-02	2003-04
Arts	66.8%	69.1%
Business and Related Studies	57.9%	56.3%
General Studies	60.4%	62.3%
Health and Medical Sciences	59.1%	60.8%
Life Sciences	66.0%	69.3%
Math and Natural Sciences	60.3%	59.6%
Social Science and Related Applications	66.1%	68.3%
Overall	61.9%	62.4%

Overall, the total debt amounts have increased slightly, from a median of \$13,500 for 2001/2002 graduates to \$15,000 for 2003/2004 graduates. In terms of program type, it appears that post basic graduates have seen the greatest change, with a decrease in total loan amounts, but again it is important to note that the sample size for this group is small, with 31 respondents.

By field of study, Arts and General Studies graduates have seen the greatest increase in total debt amounts.

Program Type	2001-02	2003-04
Bachelor Degree	\$20,000	\$20,000
Doctoral Degree	\$17,500	\$17,500
Master Degree	\$15,000	\$16,000
Post Basic Certificate	\$20,000	\$16,500
Applied Degree	\$15,000	\$15,000
Diploma	\$12,000	\$12,000
Certificate	\$7,650	\$10,000
Trade Certificate	\$6,600	\$6,000
Skill Training	\$4,000	\$4,500
Overall	\$13,500	\$15,000

Field of Study	2001-02	2003-04
Math and Natural Sciences	\$13,000	\$14,000
Life Sciences	\$13,000	\$14,000
Health and Medical Sciences	\$14,000	\$15,500
Social Science and Related Applications	\$16,000	\$17,000
Arts	\$15,250	\$18,000
Business and Related Studies	\$11,000	\$12,000
General Studies	\$12,000	\$15,000
Overall	\$13,500	\$15,000

Appendix A: Survey Instrument

Alberta Graduate Outcomes Survey, Class of 2003-04

Introduction

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

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

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

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

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

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

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

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

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

BACKGROUND

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

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

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

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

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

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

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

8888. Don't know
9999. No response

6. Have you permanently relocated to a different community since the time of your graduation from _____ (name of institution)?

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

7. What was your primary reason for moving?
[DO NOT READ, SELECT ONLY ONE OPTION]

1. To attain employment
2. Improve employment situation
3. Family move/obligations (including children, extended family, etc)
4. Health problems
5. To acquire further education
6. Improve social life
7. Other (specify) _____
88. Don't know
99. No response

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

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

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

9. Was this your hometown?

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

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

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

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

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

12. Did you achieve your primary goal?

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

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

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

YOUR PROGRAM

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

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

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

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

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

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

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

Would you say...?

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

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

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

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

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

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

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

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

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

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

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

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

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

22. Did you receive full or partial credit?

[Pipe in only those institutions checked in Q21]

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

[Pipe in only those institutions checked in Q21 and Q22 \diamond 88 or 99.]

23. Did you receive the transfer credit you expected?

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

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

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

Athabasca University

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

University of Alberta

1. I did not originally plan to transfer.

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

University of Calgary

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

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

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

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

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

EMPLOYMENT OUTCOMES

The following questions relate to your employment outcomes since graduating.

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

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

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

88. Don't know
99. No response

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

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

SKIP AHEAD TO Q33

31. Are you currently looking for a job?

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

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

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

SKIP AHEAD TO Q50

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

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

1. Permanent
2. Temporary (includes contract, term-certain, etc.)
3. Seasonal
88. Don't know
99. No response

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

1. Agriculture, Forestry, Fishing and Hunting
2. Mining, Oil and Gas
3. Utilities
4. Construction
5. Manufacturing
6. Wholesale Trade
7. Retail Trade
8. Transportation and Warehousing
9. Telecommunications and Information
10. Finance and Insurance
11. Real Estate and Rental and Leasing
12. Professional, Scientific and Technical Services
13. Management of Companies and Enterprises
14. Administrative and Support
15. Waste Management and Remediation Services
16. Education Services

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

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

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

36. What are your main work duties?

[PROBE IF NECESSARY, ENTER MAIN WORK DUTIES]

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

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

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

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

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

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

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

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

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

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

888888. Don't know

999999. No response

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

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

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

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

8888. Don't know

9999. No response

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

[ENTER SALARY, DO NOT USE DECIMALS]

888888. Don't know

999999. No response

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

1. Yearly

2. Hourly

3. Daily

4. Weekly

5. Bi-weekly

6. Monthly

7. Other (specify) _____

88. Don't know

99. No response

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

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

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

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

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

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

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

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

FURTHER STUDIES

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

50. Are you currently enrolled as a student?

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

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

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

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

FINANCIAL INFORMATION

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

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

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

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

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

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

888888. Don't know
999999. No response

DEMOGRAPHICS

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

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

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

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

88. Don't know
99. No response

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

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

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

88. Don't know
99. No response

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

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

65. Are you? [READ]

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

SKIP TO Q67

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

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

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

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

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

88. Don't know
99. No response

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

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

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

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

88. Don't know

99. No response

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