

**Alberta Enterprise and Advanced Education
Alberta Graduate Outcomes Survey
Class of 2009-2010: Transfer Graduates**

- Final Report -

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Alberta Enterprise and
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1. EXECUTIVE SUMMARY

1.1 Introduction

Alberta Enterprise and Advanced Education (EAE) seeks to promote and foster lifelong learning in Alberta. Since 1998, the Government of Alberta and publicly funded post-secondary institutions have collaborated to conduct a biennial survey of graduates to assess outcomes such as graduate satisfaction, achievement of personal goals, employment status and compensation. The ongoing collection of this important research reflects EAE's continued commitment to ensure that enrolment in post-secondary programs promotes the success of Albertans through self-enlightenment and enhanced employability.

In Fall 2011, EAE contracted Leger Marketing Alberta Inc. to conduct the Graduate Outcomes Survey with Fall 2009 and Spring 2010 graduates of parchment and non-credit programs from Alberta's post-secondary institutions. The findings from this study will help inform EAE and institutional planning, and are used in results reporting.

Results are required for the specific institutions, for fields of study within certain sectors of institutions, and for programs within each institution. Therefore, a rigorous sampling approach is required. Given the geographic mobility of graduates after completing programs of study, achieving sufficient sample sizes to support meaningful analysis at these levels requires comparatively high response rates for the relatively smaller institutions, programs and fields of study.

A field pre-test was conducted from December 2011 to January 2012. After revisions had been made and the final questionnaire approved, the study was launched on January 23, 2012 and was completed on May 2, 2012.

Leger Marketing completed a total of 2,792 surveys with transfer graduates, from a total of 12,946 post-secondary graduates that participated in the Alberta Graduate Outcomes survey. Transfer graduates are defined as those who transferred credits or advanced standing for courses taken at any other institution.

As a non-random telephone survey, a margin of error is not reported (margin of error accounts for sampling error). Had the data been collected using a probability sample, the margin of error for the Alberta Graduate Outcomes survey would be ± 0.8 percentage points, 19 times out of 20. Statistical significances have been noted throughout the report to bring depth and further understanding to study.

1.2 Demographics

The large majority (96%) of Transfer graduates completed high school, consistent with non-Transfer graduates.

Over two-in-five (43%) Transfer graduates last attended high school within urban Alberta, which is consistent with non-Transfer 2009-10 graduates (43%). Transfer graduates are more likely than non-Transfer graduates to have last attended high school elsewhere in Canada (24% Transfer, compared to 19% non-Transfer), while non-Transfer graduates are more likely than Transfer graduates to have last attended high school in rural Alberta (26% non-Transfer, compared to 23% Transfer), and outside of Canada (12% non-Transfer, compared to 10% Transfer).

In regards to the demographic profile of Transfer graduates, a greater proportion are female (66%) compared to non-transfer (59% female), and graduates between the ages of 26 and 60 years (71% Transfer, compared to 49% non-Transfer). In regards to marital status, Transfer graduates are more likely to have been married or common-law (30%) when entering into post-secondary than non-Transfer graduates (24%).

The number of dependents that Transfer graduates had when entering into post-secondary is consistent with non-Transfer graduates, with over three-quarters (79%), indicating that they did not have any dependents when they began their post-secondary studies.

1.3 Transitions

Over two-thirds (68%) of Transfer graduates received full transfer credit, and just over a third (37%) received partial transfer credit or advanced standing for courses taken at any other institution. A high majority (89%) of Transfer graduates received a transfer credit or advanced standing for courses taken at any other institution. The most common reason mentioned by

Transfer graduates who did not receive the transfer credit they expected was that they received unclear advice on what courses would transfer from the sending institution (4%). The majority (90%) of Transfer graduates were satisfied with the transfer credit they received (satisfied, very satisfied ratings), with just over two fifths (43%) being satisfied and nearly half (47%) being very satisfied.

Consistent with results from the 2007-08 study, half (51%) of Transfer graduates entered into their post-secondary studies directly out of high school. Years between high school and post-secondary studies is fairly consistent between Transfer and non-Transfer graduates; the only statistically significant difference found is that Transfer graduates (11%) are less likely than non-Transfer graduates (13%) to have entered into post-secondary six or more years after graduating from high school.

Just over two-thirds (68%) of Transfer graduates found the institutions' websites to be very useful (a rating of 4 or 5 out of 5), followed, to a lesser extent, by the institutions' online calendars (55%).

Almost one-third (63%) of Transfer graduates did not complete any of their course-load through online and/or distance delivery, compared to nearly three-quarters (72%) of non-Transfer graduates. Conversely, greater proportions of Transfer graduates were likely to have completed less than half (20% Transfer, compared to 15% non-Transfer) or all of their studies (11% Transfer, compared to 7% non-Transfer), through online and/or distance delivery.

Just over a quarter (26%) of Transfer graduates are currently enrolled as a student, consistent with non-Transfer graduates (27%). Of those Transfer graduates who are currently enrolled as a student, nearly half (47%) are enrolled at a Comprehensive Academic and Research Institution, consistent with non-Transfer graduates (44%).

1.4 Goals and Satisfaction

Half (51%) of Transfer graduates indicate to a great extent (5 rating) that their program provided them with the opportunity to improve themselves, consistent among both Transfer and non-Transfer graduates (52%).

When asked to reflect on their own educational experience, about two-fifths of Transfer graduates report that their experience, to a great extent (5 rating), helped them to effectively work independently (40%) and learn independently (42%). A consistent proportion of Transfer

and non-Transfer graduates reported that their experience helped them, to a great extent (5 rating), to learn independently (42% Transfer, 42% non-Transfer). Transfer graduates (40%) are less likely than non-Transfer graduates (43%) to indicate their experience helped them work independently to a great extent (5 rating).

The majority (90%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with the quality of teaching in their program. In relation to non-Transfer graduates, Transfer graduates (51%) provide more “satisfied” ratings than non-Transfer graduates (47%), while non-Transfer graduates (42%) provide more “very satisfied” ratings than Transfer graduates (39%).

The majority (88%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with their program. Non-Transfer graduates (45%) are more likely than Transfer graduates (42%) to indicate they are very satisfied with their program.

The majority (91%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with the overall quality of their educational experience. Non-Transfer graduates (45%) are more likely than Transfer (43%) to provide very satisfied ratings for the overall quality of their educational experience.

A high majority of Transfer graduates indicate that they would recommend both their program of study (87%) and institution (94%), in equal proportions to non-Transfer graduates (87% recommend program, 94% recommend institution).

The majority (87%) of Transfer graduates agree to some extent (agree, strongly agree) that the benefits of post-secondary education are worth the financial cost to them or their families. Transfer (34%) graduates are more likely than non-Transfer (31%) graduates to strongly agree with this statement.

1.5 Financing

Over three-quarters (78%) of Transfer graduates were working while taking classes. This proportion is greater than for non-Transfer graduates (70%).

Transfer graduates use all forms of post-secondary education-related borrowing to a greater extent, and with a greater mean and/or median dollar value, than non-Transfer graduates.

Nearly half (48%) of Transfer graduates received government-sponsored student loans. This proportion is greater than for non-Transfer graduates (36%).

On average (mean), Transfer graduates who used government sponsored loans owed \$20,574, higher than for non-Transfer graduates (\$18,262).

Over a third (35%) of Transfer graduates received non-government sources of financing for education-related expenses, higher than for non-Transfer (27%) graduates.

On average (mean), Transfer graduates who used non-government loans owed \$12,546, while non-Transfer owed \$12,910, which is a statistically similar amount. However, the median value is higher for Transfer graduates (\$7,750 vs. \$6,000 for non-Transfer graduates).

At the time of graduation however, the average total debt owed by Transfer graduates who used sources of financing (\$22,183) is higher than for non-Transfer graduates (\$19,424).

A greater proportion of Transfer (71%) graduates than non-Transfer (67%) graduates received scholarships, grants or bursaries.

However, the average (mean) amount of scholarships, grants and bursaries received by Transfer graduates (\$7,798) is lower than for non-Transfer graduates (\$9,968).

1.6 Outcomes

The primary goal among Transfer graduates when entering into post-secondary studies was to complete their specific program of study (70%). This proportion is significantly greater than that of non-Transfer graduates (60%) indicating the same goal.

Among those Transfer graduates who did not achieve their primary goal, the main reason was because they changed their program, career plans or goals (27%). This is consistent with non-Transfer graduates (27%).

Eight-in-ten (80%) Transfer graduates are currently employed a somewhat greater proportion than non-Transfer (76%) graduates. Three-percent (3%) of Transfer graduates are not employed consistent with non-Transfer (3%), and equal proportions of both groups of graduates are currently not in the labour force (3% Transfer, 3% non-Transfer graduates).

Currently, less than one fifth (15%) of Transfer and non-Transfer (18%) graduates are enrolled as a student; however, the proportion among non-Transfer graduates is significantly greater than among Transfer graduates.

On average (mean), employed Transfer graduates are earning \$58,088 annually, somewhat higher than for employed non-Transfer graduates (\$55,631).

The majority of Transfer (63%) graduates indicate that the skills and abilities they acquired are very related to their current main job, consistent with non-Transfer graduates (61%). Over half (56%) of Transfer graduates indicate the subject-area knowledge they required being very related to their current main job, again consistent with non-Transfer graduates (56%). In regards to the overall relevance of their current main job to the program from which they graduated, nearly three fifths of both Transfer (58%) and non-Transfer (55%) graduates indicate it is very related, again consistent among the two groups of graduates.

Nearly two-thirds (64%) of Transfer graduates feel that, given their education, training and experience, they are qualified for their current main job. A slightly lower proportion of non-Transfer graduates (62%) indicate the same confidence.

The majority (90%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with their current main job, consistent with non-Transfer (89%) graduates.

1.7 Historic

The demographic profile of 2009-10 Transfer graduates remains somewhat consistent with previous years' studies. The only notable demographic change occurs regarding graduates under the age of 23 years, which has reached a high of 12% in 2009-10, up from 0% in 2007-08.

The type of transfer credit received by Transfer graduates has fluctuated over the years. In 2009-10 the amount of Transfer graduates who received full transfer credit (68%) has slightly decreased when compared to 2007-08 Transfer graduates (72%). However, the amount of Transfer graduates who received partial transfer credit (37%) has slightly increased when compared to 2007-08 (33%), and has been increasing consistently since 2003-04 (20%).

Similar to Transfer graduates who received full transfer credit, the amount of graduates receiving transfer credit overall has fluctuated over the years. A high majority (89%) of Transfer graduates

in 2009-10 received the transfer credit or advanced standing for courses taken at any other institution, which is a slight decrease since 2007-08 (91%).

The average annual salary attained by employed Transfer graduates in 2009-10 remains consistent with previous years: \$56,184 in 2009-10 compared to \$60,319 in 2007-08 and \$57,385 in 2005-06, adjusted to current dollars using the Consumer Price Index (CPI).

The proportion of Transfer graduates who have received a loan (54%) continues to decrease in 2009-10, reflecting the continued decline in government-sponsored and non-government sources of financing.

As with the decline in total loan incidence, the average debt amount attained by Transfer graduates, \$20,131, has reached its lowest point since 2005-06.

2. DEMOGRAPHICS

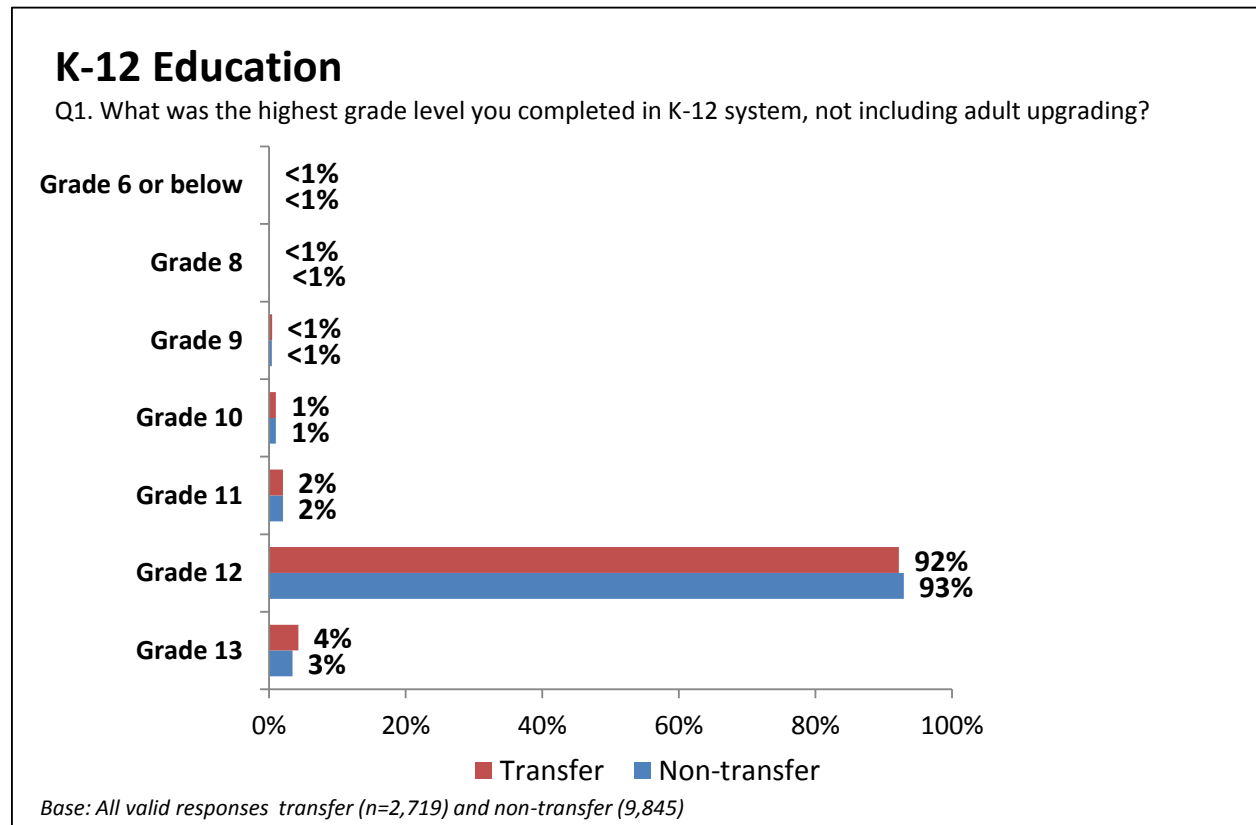
The following section will discuss 2009-10 Transfer graduates' demographic characteristics as they compare to those of non-Transfer graduates, including their education levels, their parents' education levels, gender, age, family make-up, Aboriginal status, visible minority status and disability status.

Transfer graduates are defined as those who transferred credits or advanced standing for courses taken at any other institution.

2.1 Education

2.1.1 Highest Grade Completed in High School

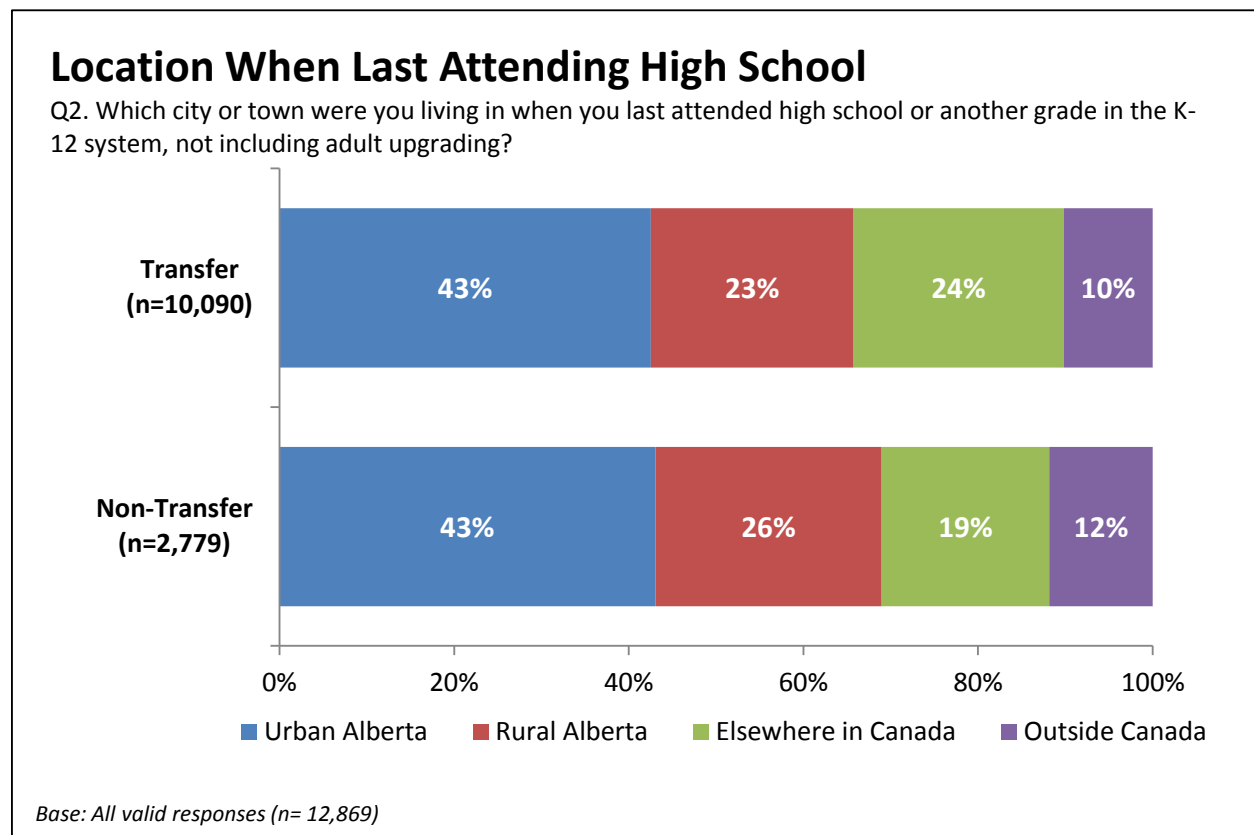
A high majority (96%) of Transfer graduates completed high school, consistent with non-Transfer graduates. High school was completed by 4% of Transfer graduates, slightly higher than for non-Transfer (3%) graduates.



2.1.2 High School Location

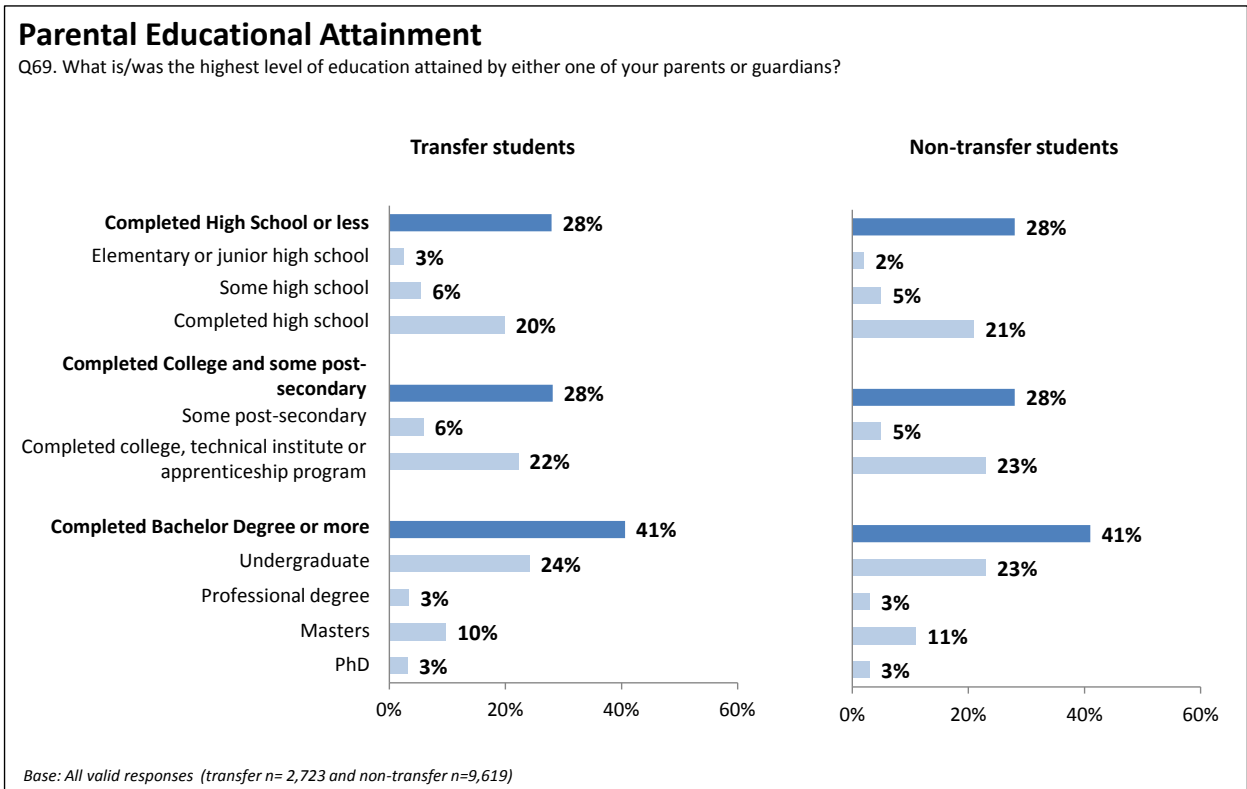
Over two-in-five (43%) graduates last attended high school within urban Alberta, consistent among both Transfer and non-Transfer 2009-10 graduates (43% Transfer, 43% non-Transfer).

Transfer graduates are more likely than non-Transfer graduates to have last attended high school elsewhere in Canada (24% Transfer, compared to 19% non-Transfer), while non-Transfer graduates are more likely than Transfer graduates to have last attended high school in rural Alberta (26% non-Transfer, compared to 23% Transfer), and outside of Canada (12% non-Transfer, compared to 10% Transfer).



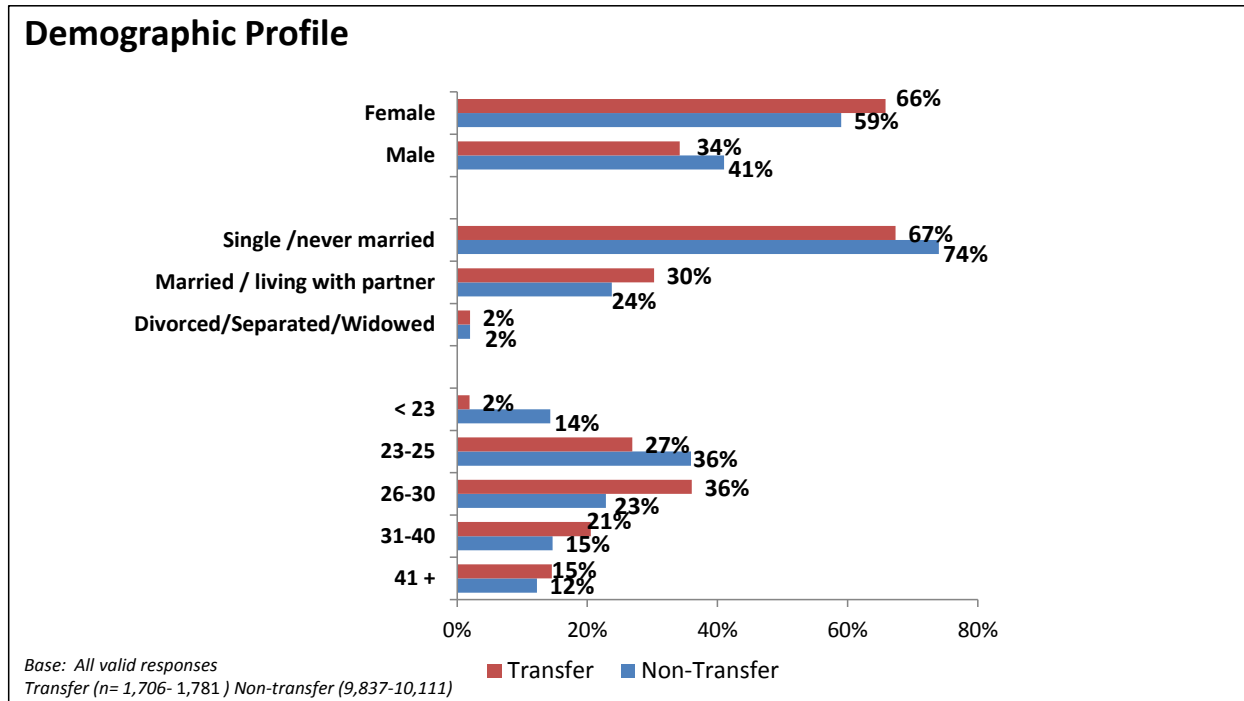
2.1.3 Parental Attainment

Parental educational attainment is mostly consistent among both Transfer and non-Transfer graduates, the exception being those parents or guardians who attained some post-secondary education but did not complete, for which Transfer graduates (6%) are more likely to indicate this attainment than non-Transfer (5%) graduates.



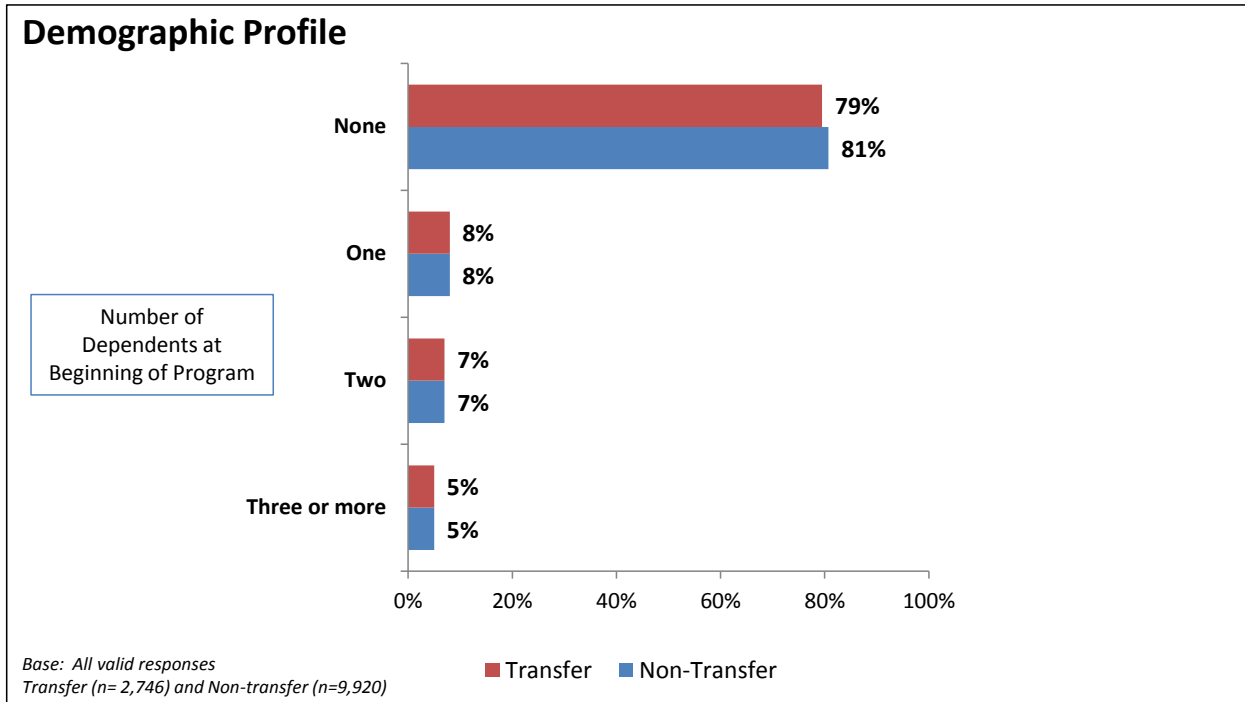
2.2 Gender, Age and Marital Status

In regards to the demographic profile, a greater proportion of Transfer graduates are female (66%) than among non-Transfer (59% female), and a greater proportion of Transfer graduates are between the ages of 26 and 60 years (71% Transfer, compared to 49% non-Transfer). In regards to marital status, Transfer graduates are more likely to have been married or common-law (30%) when entering into post-secondary than non-Transfer graduates (24%).



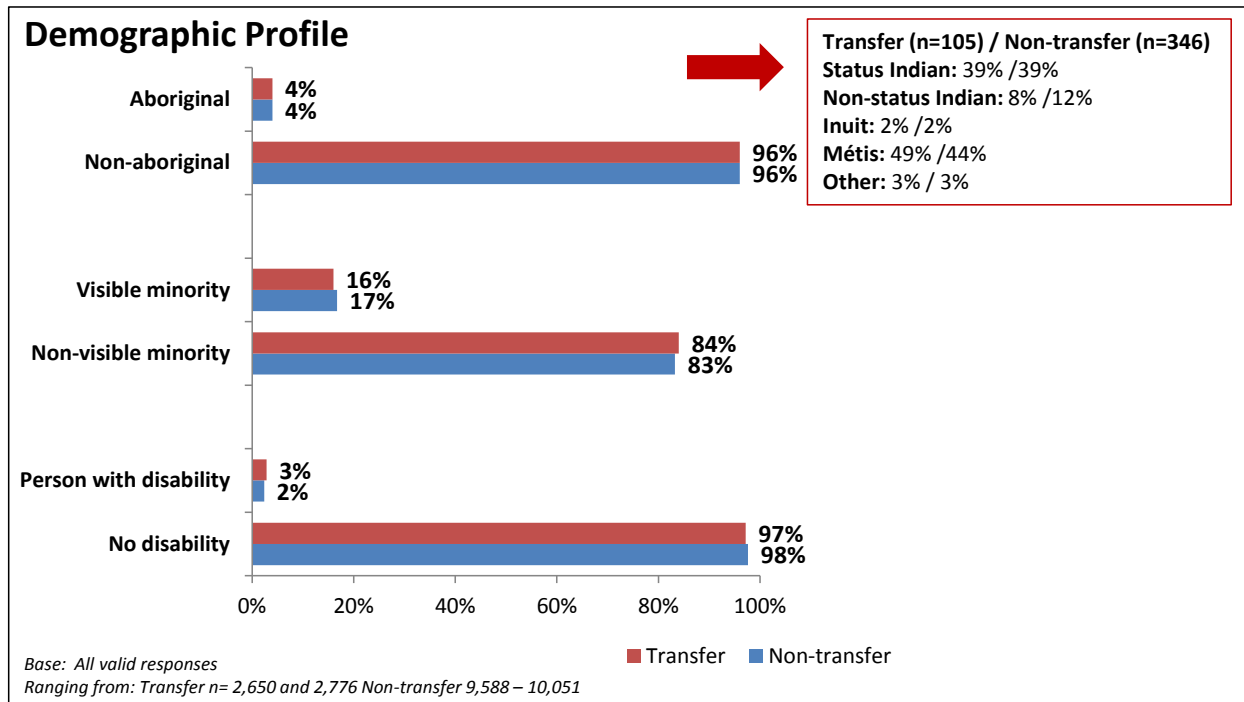
2.3 Dependents

The number of dependents that Transfer graduates had when entering into post-secondary is consistent with non-Transfer graduates, with over three-quarters (79% Transfer, 81% non-Transfer) indicating that they did not have any dependents when they began their post-secondary studies.



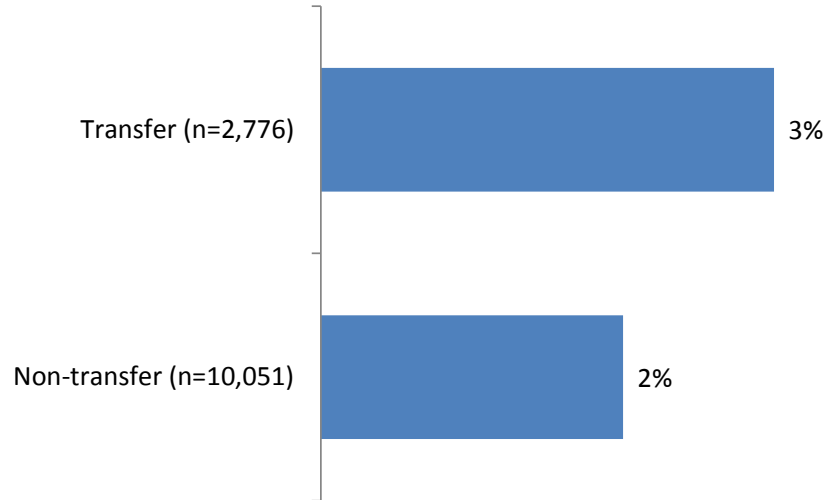
2.4 Aboriginal Status, Visible Minority Status and Disability Status

Graduates indicating that they consider themselves to be an Aboriginal person represent a consistent proportion among both Transfer (4%) and non-Transfer (4%) graduates, as do those indicating that they are a member of a visible minority (16% Transfer, 17% non-Transfer), or a person with a disability (3% Transfer, 2% Non-Transfer).



Disability Status

Q67. Do you consider yourself to be a person with a disability?



Base: All valid responses

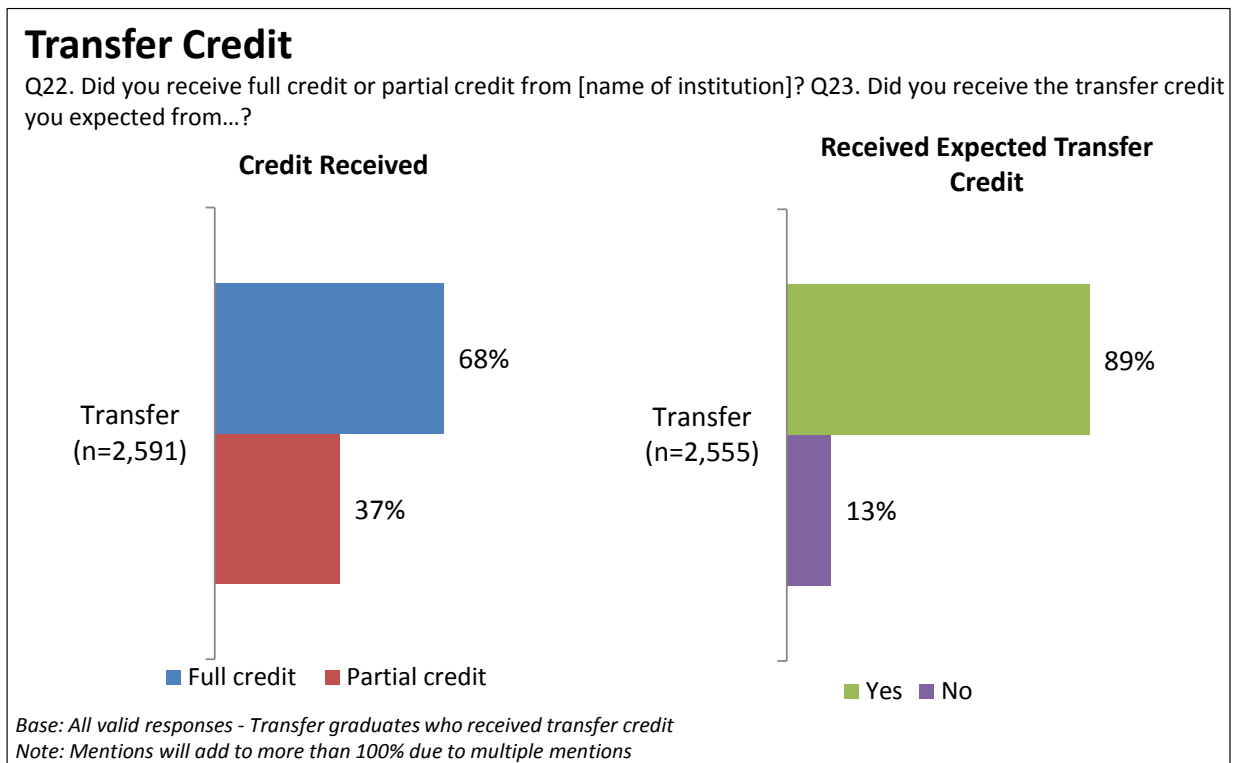
3. TRANSITIONS

The following section discusses findings from questions in regards to matters of transition: from transitioning from high school to post-secondary to transitioning after completion of their program. It begins by analyzing the experience of Transfer graduates in particular, primarily in regards to the transfer credits they may or may not have received.

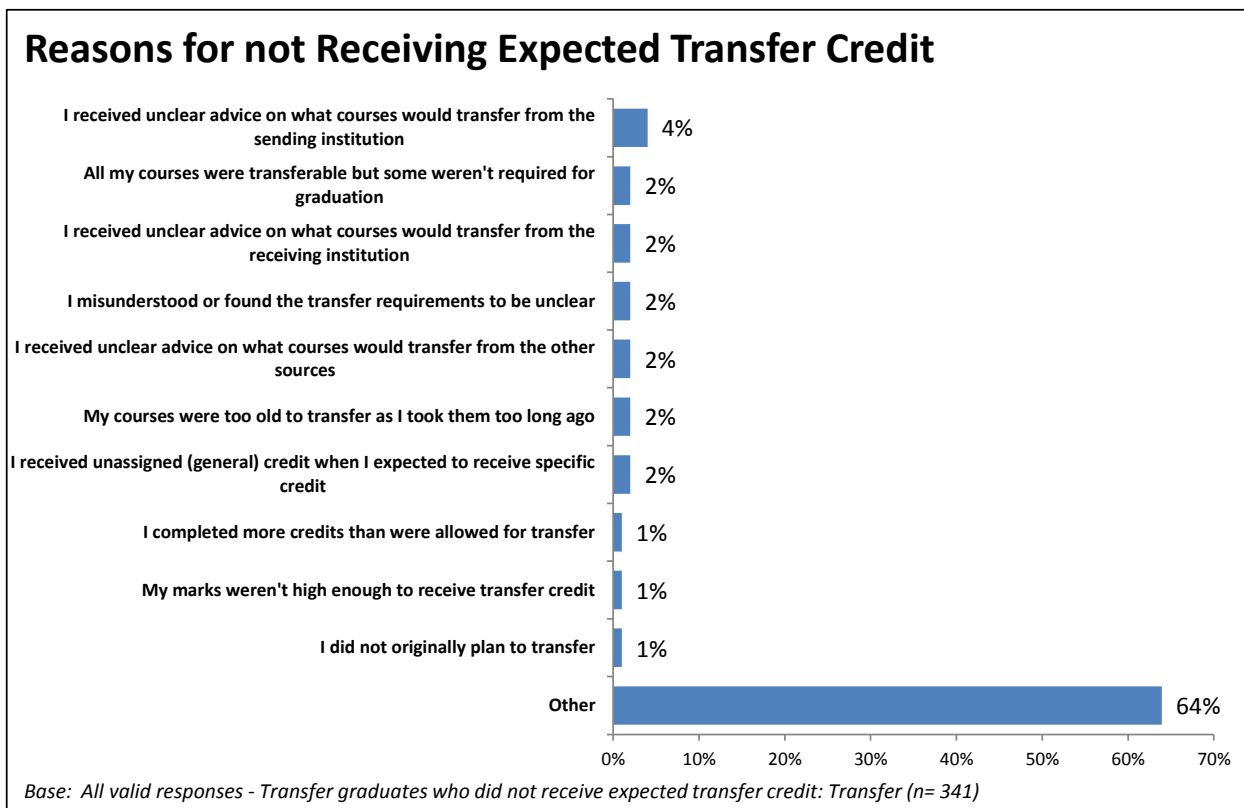
3.1 Transferring

Over two-thirds (68%) of Transfer graduates received full transfer credit or advanced standing from at least one institution, and just over a third (37%) received partial transfer credit or advanced standing for courses taken from at least one institution.

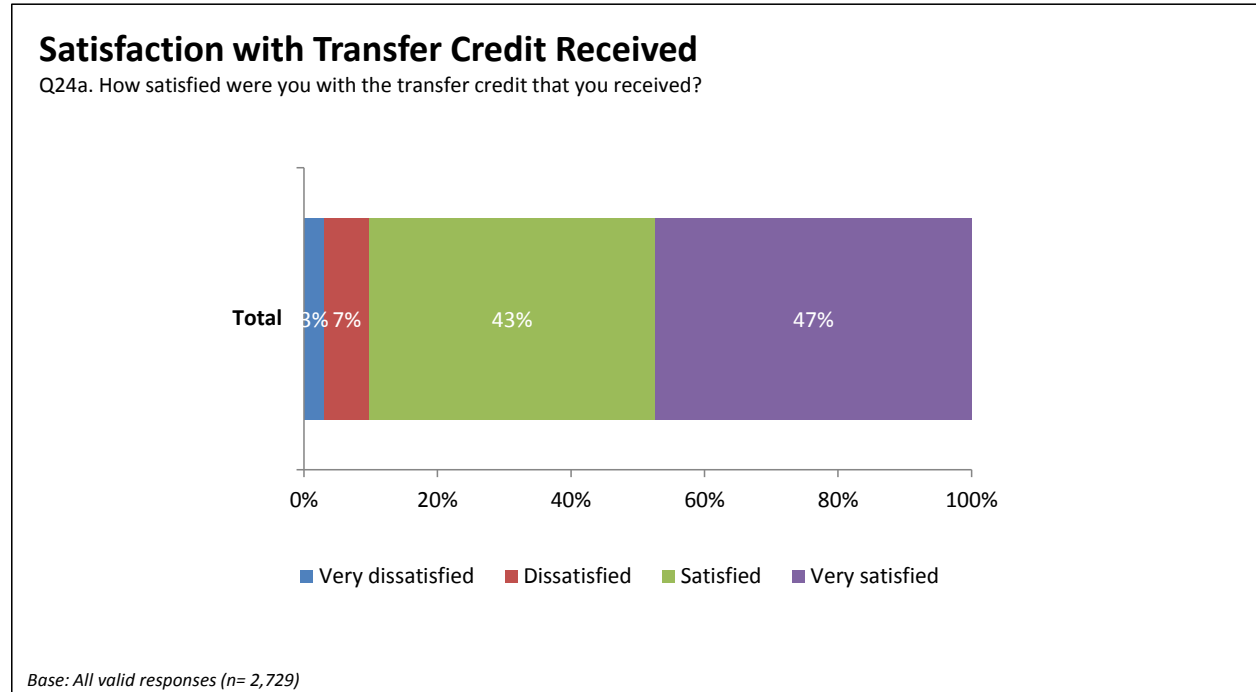
A high majority (89%) of Transfer graduates received the transfer credit or advanced standing they expected for courses taken at any institution.



The most common reason mentioned by Transfer graduates who did not receive the transfer credit they expected was that they received unclear advice on what courses would transfer from the sending institution (4%). Transfer graduates also mentioned that all their courses were transferable but some weren't required for graduation (2%), they received unclear advice on what courses would transfer from the receiving institution (2%), they misunderstood or found the transfer requirements unclear (2%), they received unclear advice on what courses would transfer from other sources (2%), their courses were too old to transfer because they took them too long ago (2%), and that they received unassigned (general) credit when they expected to receive specific credit (2%).



The majority (90%) of Transfer graduates are satisfied (satisfied, very satisfied ratings) with the transfer credit they received, with just over two fifths (43%) being satisfied and nearly half (47%) being very satisfied.

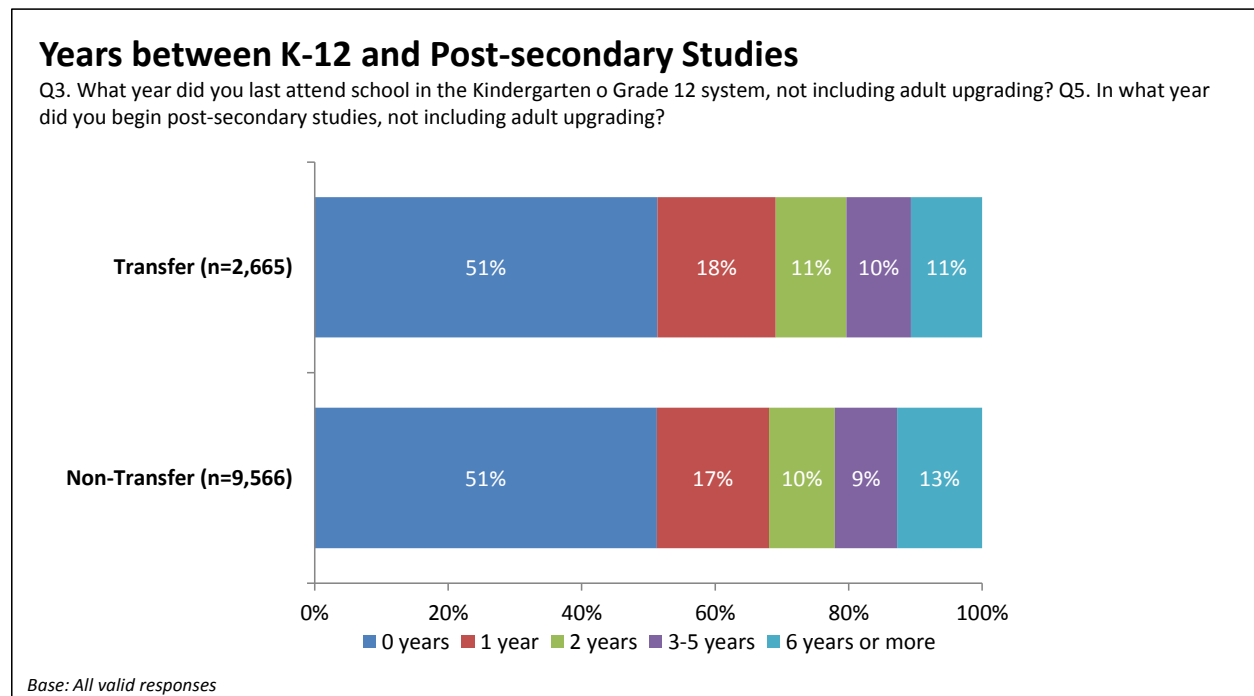


3.2 From High School to Post-secondary Studies

3.2.1 Time Between High School and Entering Most Recent Post-secondary Program

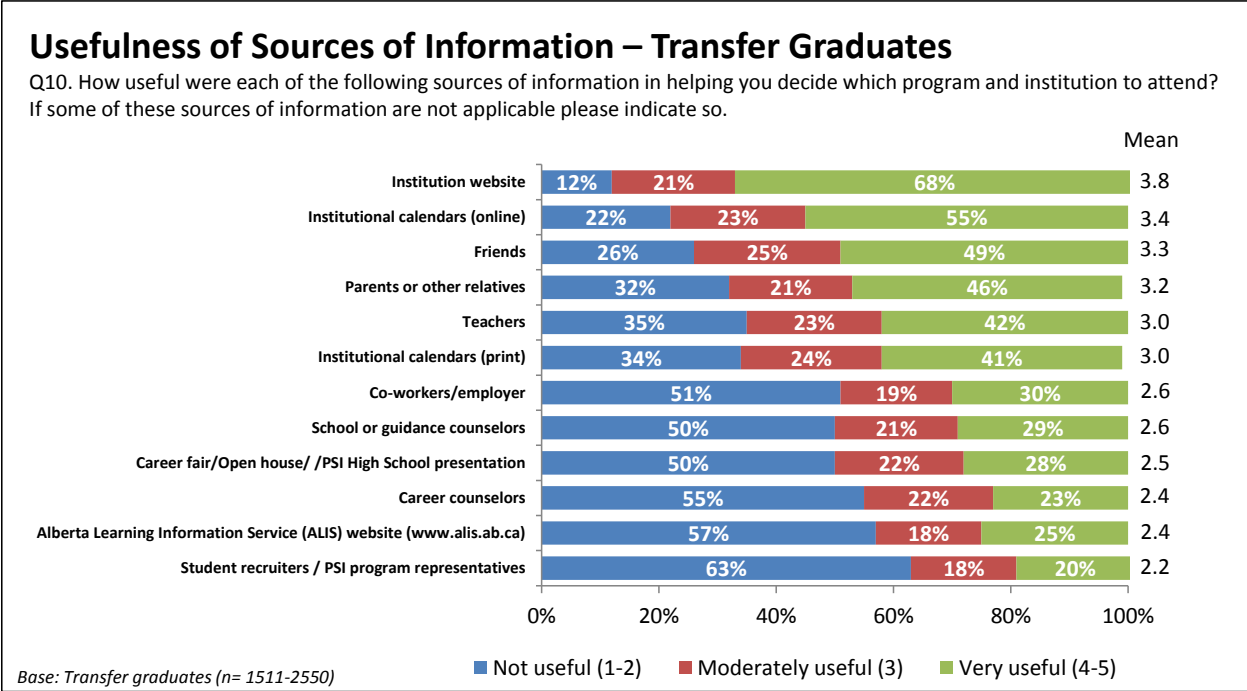
Consistent with results from the 2007-08 study, half (51%) of Transfer graduates entered into their post-secondary studies directly out of high school.

The number of years between K-12 and post-secondary studies is fairly consistent between Transfer and non-Transfer graduates. The only difference demonstrated is that Transfer graduates (11%) are less likely than non-Transfer graduates (13%) to have entered into post-secondary six or more years after graduating from high school.



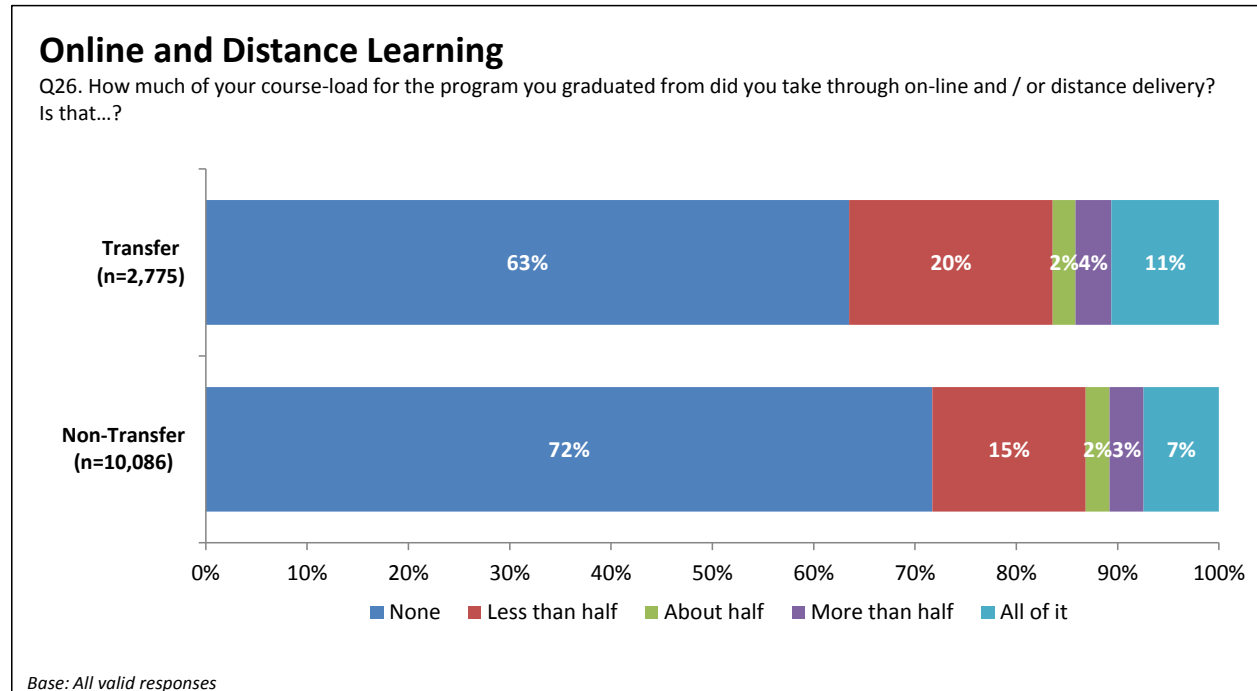
3.2.2 Preparing for Post-secondary Education: Information Sources

Just over two-thirds (68%) of Transfer graduates found the institutions’ websites to be very useful (a rating of 4 or 5 out of 5), followed, to a lesser extent by the institutions’ online calendars (55%).



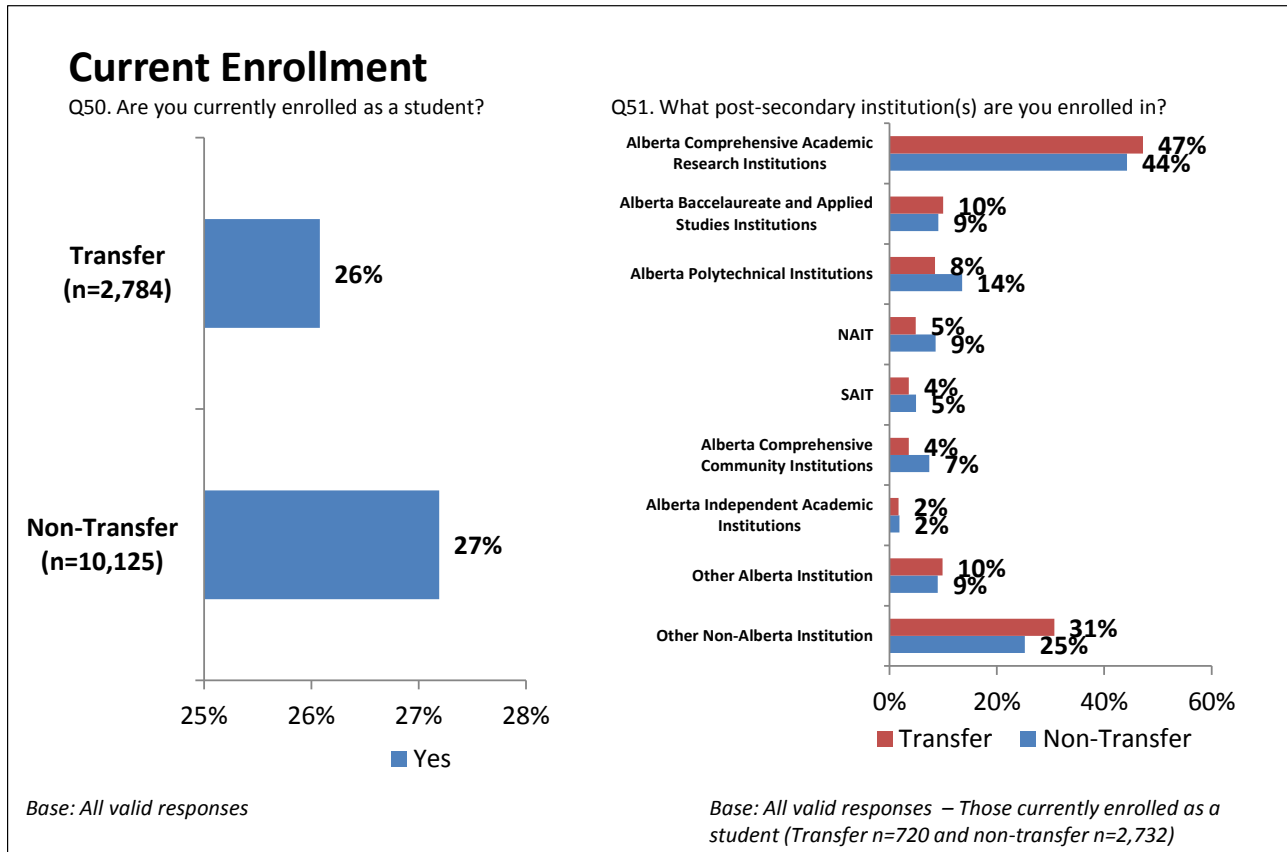
3.3 From the Classroom to Alternative Learning Channels

Almost two-thirds (63%) of Transfer graduates did not complete any of their course-load through online and/or distance delivery, compared with nearly three-quarters (72%) of non-Transfer graduates. Conversely, greater proportions of Transfer graduates completed less than half (20% Transfer, compared to 15% non-Transfer), or all of their studies (11% Transfer, compared to 7% non-Transfer) through online and/or distance delivery.

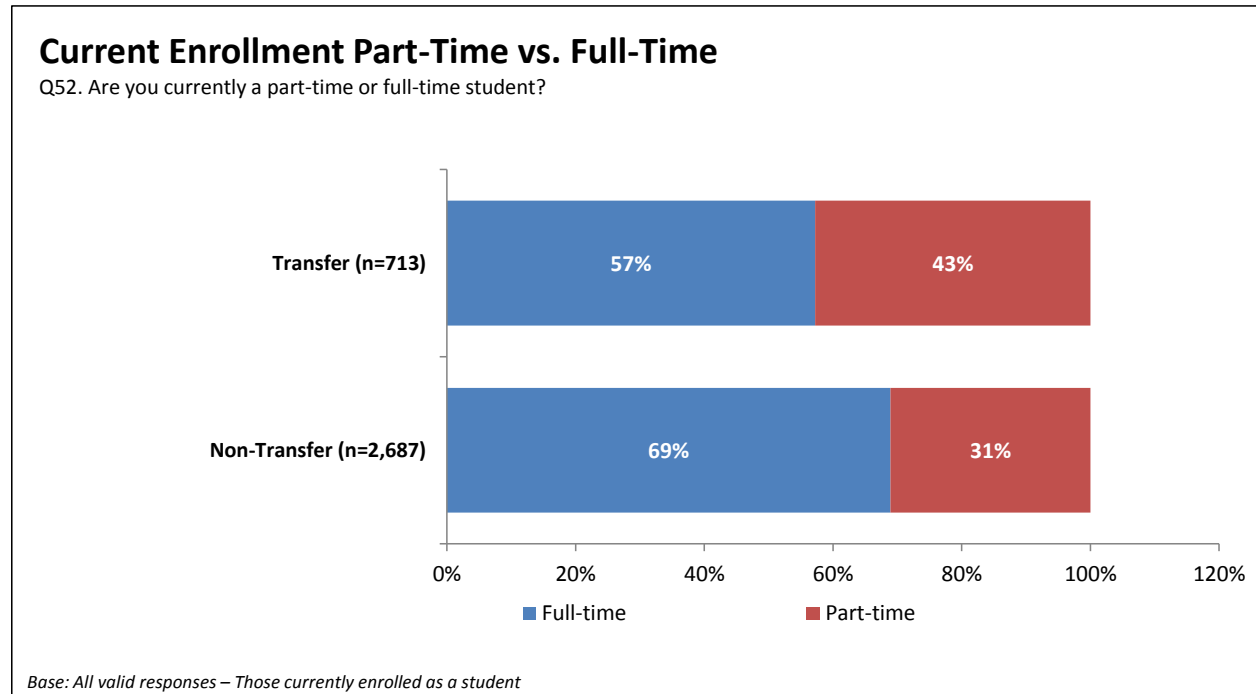


3.4 Post-Graduation: From 2010 to Today

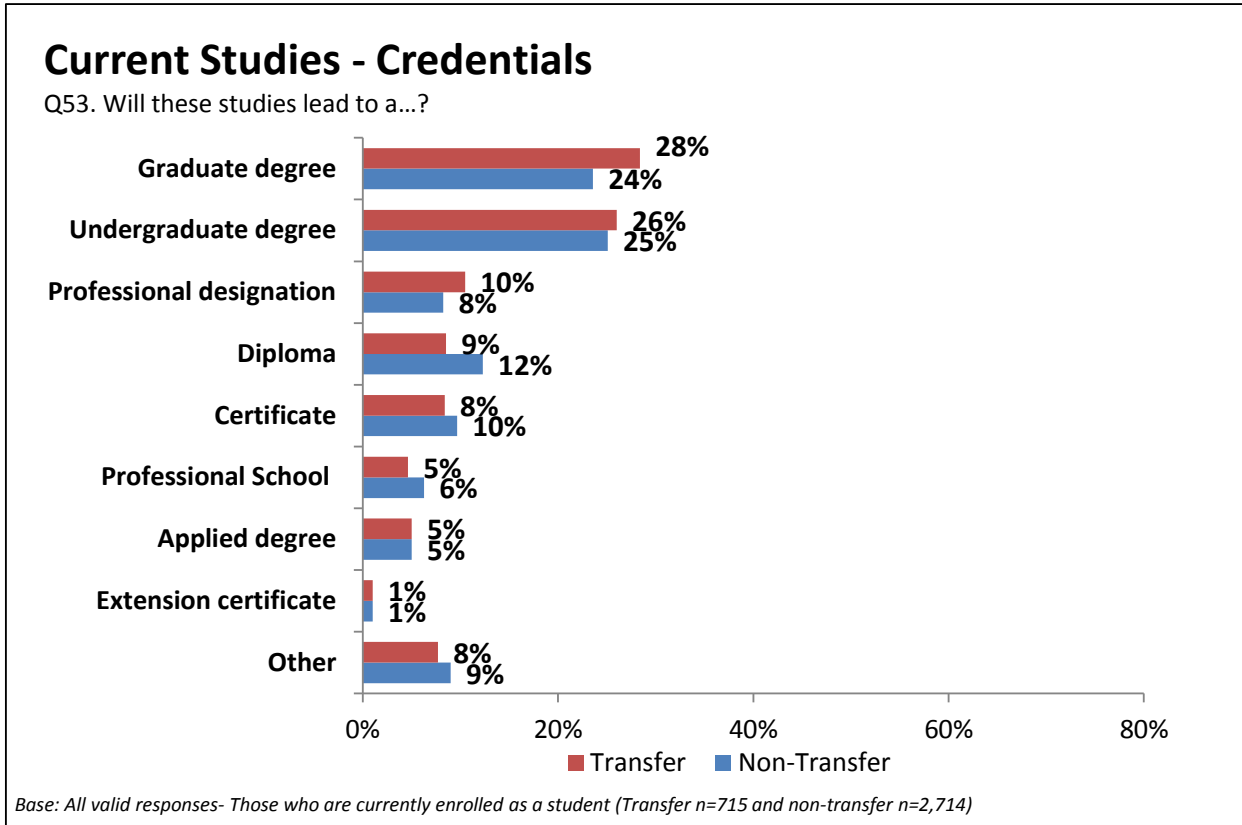
Just over a quarter (26%) of Transfer graduates are currently enrolled as a student, consistent with non-Transfer graduates (27%). Of those Transfer graduates who are currently enrolled as a student, nearly half (47%) are enrolled at a Comprehensive Academic and Research Institution, consistent with non-Transfer graduates (44%).



Among those graduates who are currently enrolled as a student, a greater proportion of Transfer graduates (43%) are currently enrolled part-time compared to non-Transfer graduates (31%). Conversely, a significantly greater proportion of non-Transfer graduates (69%) are currently enrolled full-time than Transfer graduates (57%).

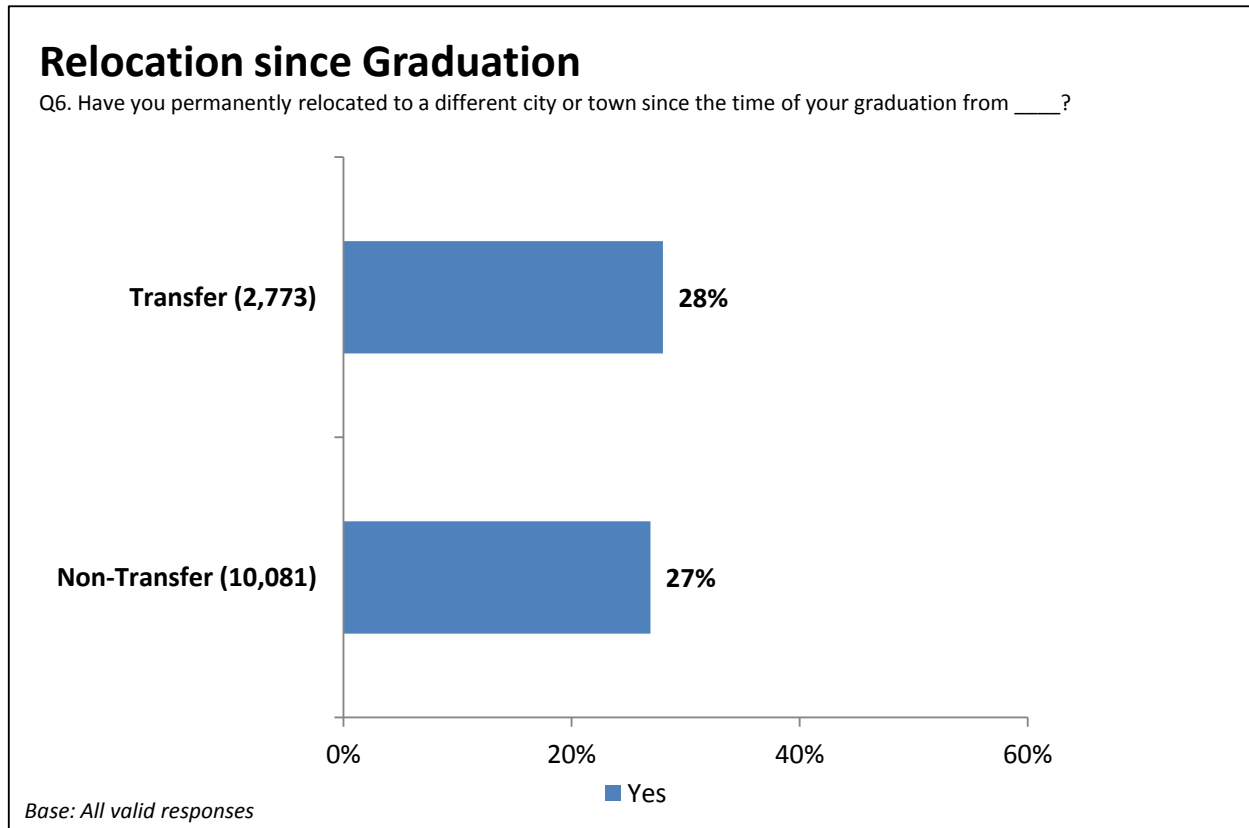


The greatest proportion (28%) of Transfer graduates currently enrolled as a student are studying to attain a graduate degree, comparably greater than among non-Transfer graduates (24%). The proportion of Transfer graduates (26%) and non-Transfer graduates (25%) working to attain an undergraduate degree is consistent.

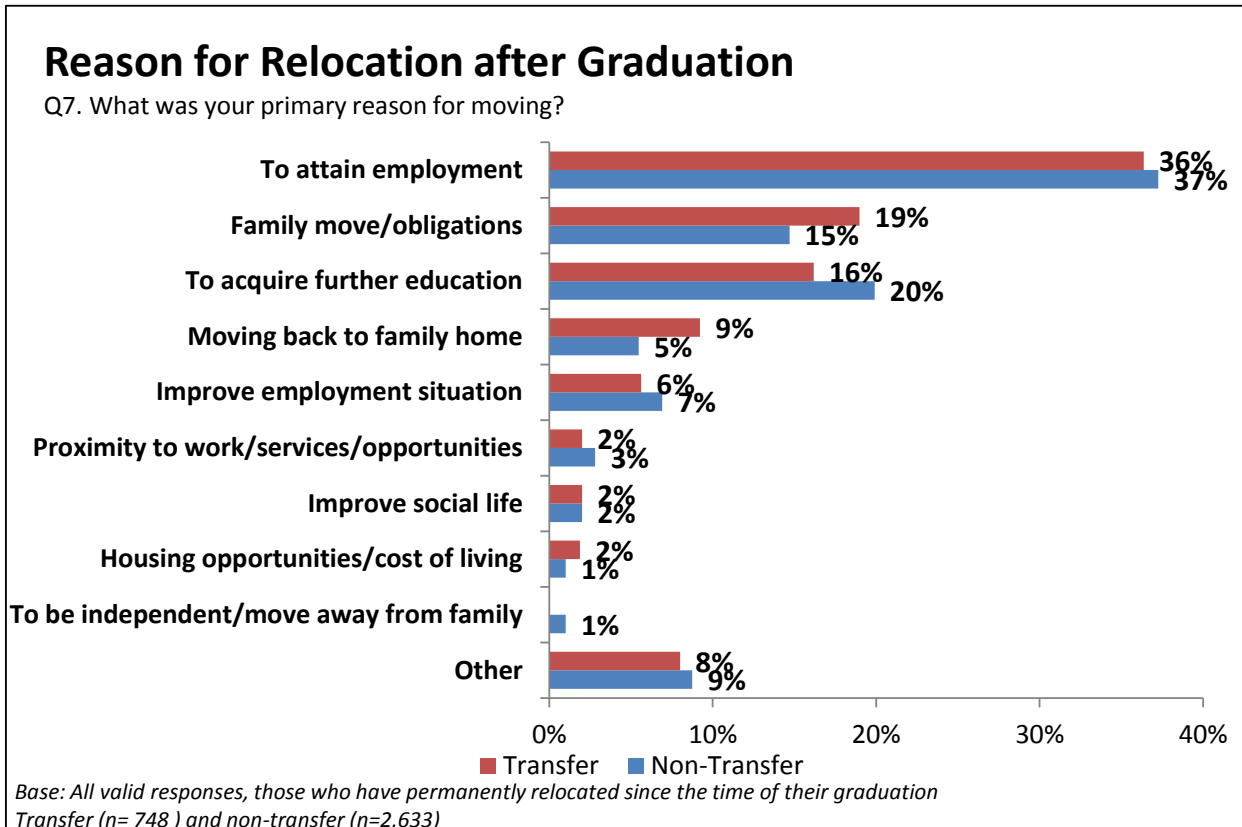


3.5 From One Location to Another

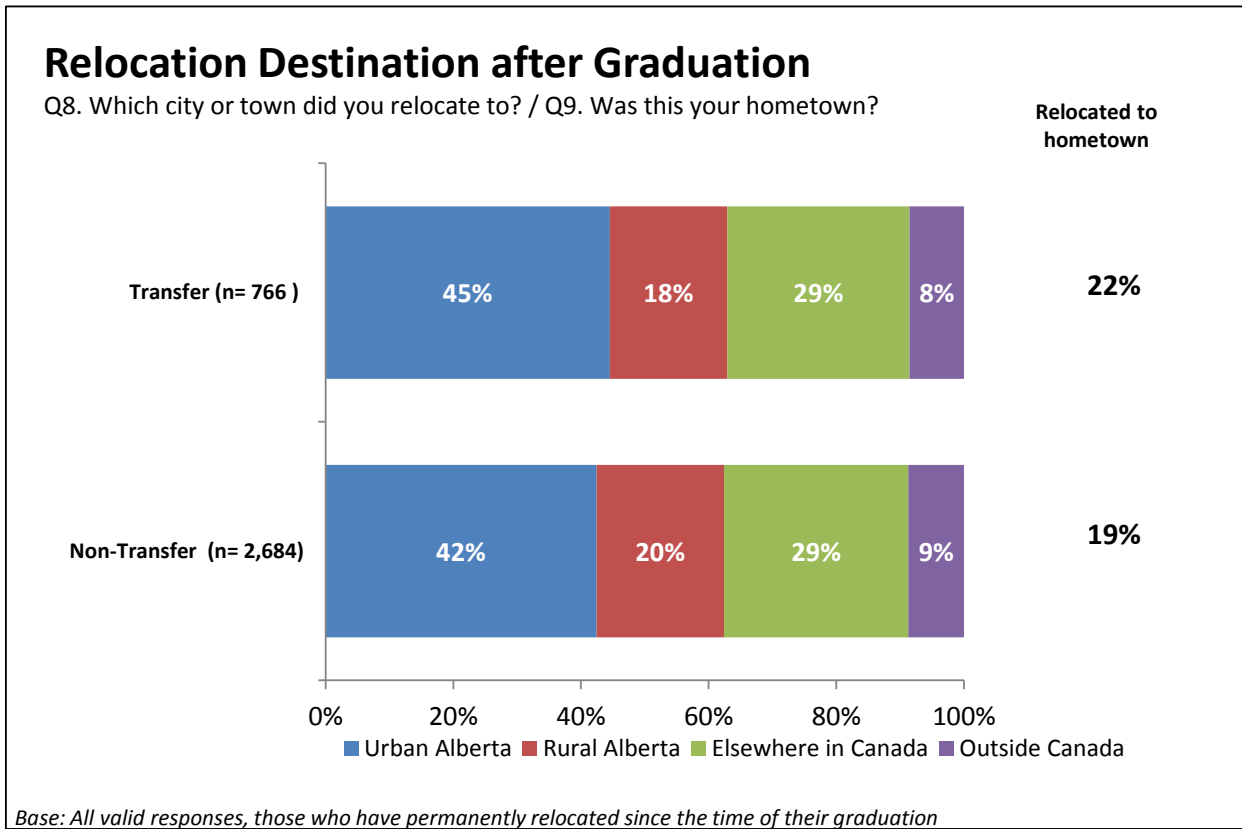
Over a quarter (28%) of Transfer graduates have permanently relocated to a different city or town since the time of their graduation, consistent with non-Transfer graduates (27%).



The primary reason Transfer graduates relocated since graduation is to attain employment (36%), followed by a family move or obligations (19%), or to acquire further education (16%). A greater proportion of Transfer graduates (19%) indicate a family move or obligations as their primary reason than for non-Transfer (15%), while non-Transfer graduates (20%) mention acquiring further education as a reason for relocating in greater proportion than among Transfer graduates (16%).



Of the Transfer graduates who have relocated, just over one fifth (22%) relocated to their hometown, consistent with non-Transfer graduates (19%).

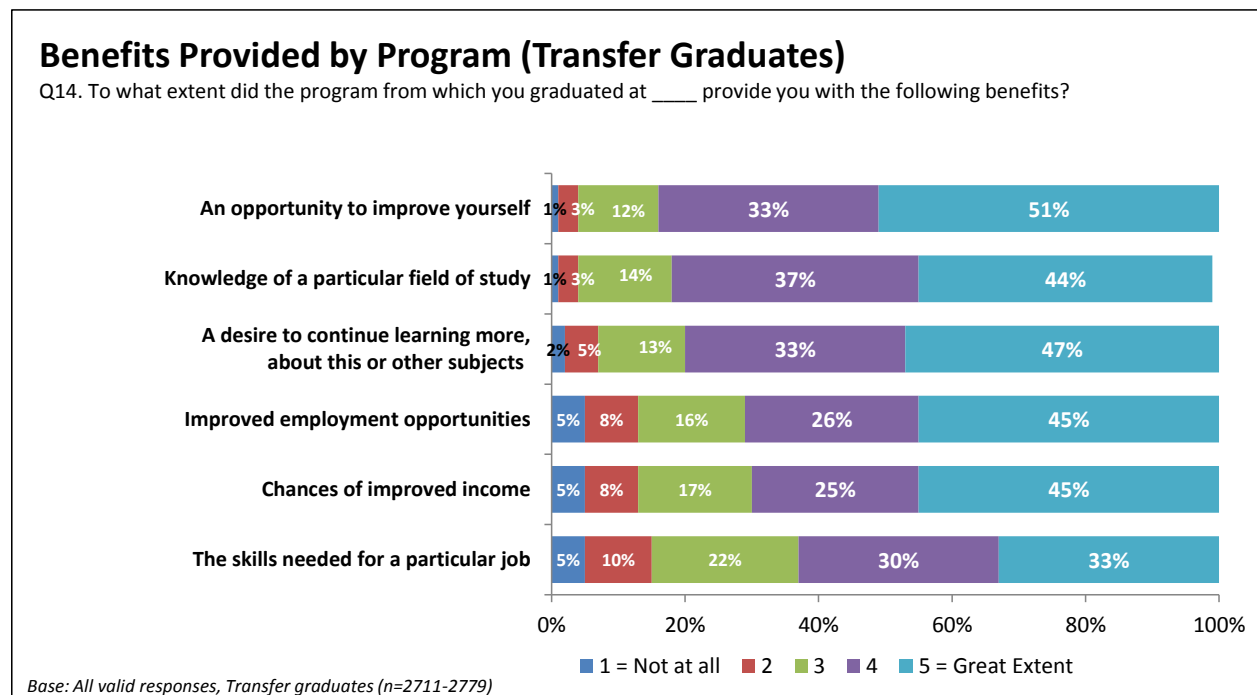


4. SATISFACTION

The following section illustrates the skills and abilities graduates acquired, their assessment of the quality of their program and overall educational experience, whether they would recommend their program and/or institution to others, and whether their post-secondary educational experience was worth the financial cost. The experience and satisfaction of those students who chose to study abroad is also highlighted at the end of this section.

4.1 Benefits Provided by Institution and Program

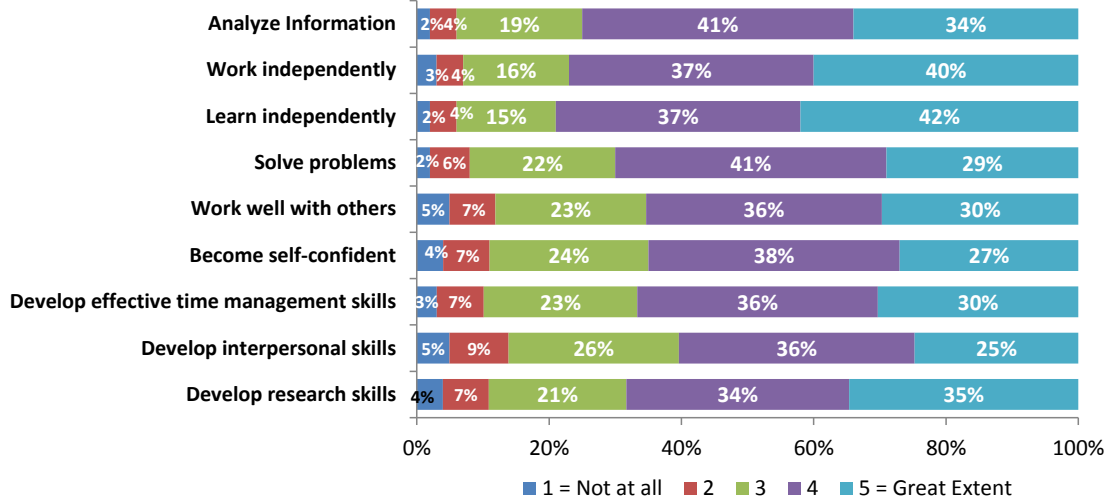
Half (51%) of Transfer graduates indicate to a great extent (5 rating) that their program provided them with the opportunity to improve themselves, consistent among both Transfer and non-Transfer graduates (52%).



When asked to reflect on their own educational experience, about two-fifths of Transfer graduates report that their experience, to a great extent (5 rating), helped them to effectively work independently (40%) and learn independently (42%). A consistent proportion of Transfer and non-Transfer graduates reported that their experience helped them, to a great extent (5 rating), to learn independently (42% Transfer, 42% non-Transfer). Transfer graduates (40%) are less likely than non-Transfer graduates (43%) to indicate their experience helped them work independently to a great extent (5 rating).

Additional Skills, Knowledge and Abilities Acquired through Institution (Top Half)- Transfer Graduates

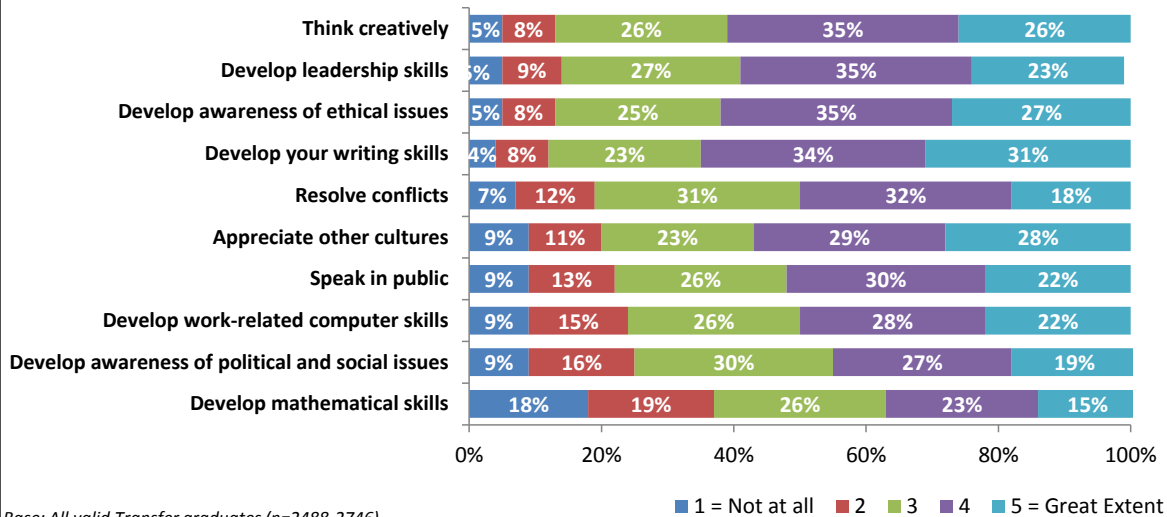
Q15. Reflecting on your educational experience at _____ do you feel that it has helped you to effectively...?



Base: All valid responses, Transfer graduates (n=2716-2761)

Additional Skills, Knowledge and Abilities Acquired through Institution (Bottom Half)- Transfer Graduates

Q15. Reflecting on your educational experience at _____ do you feel that it has helped you to effectively...?



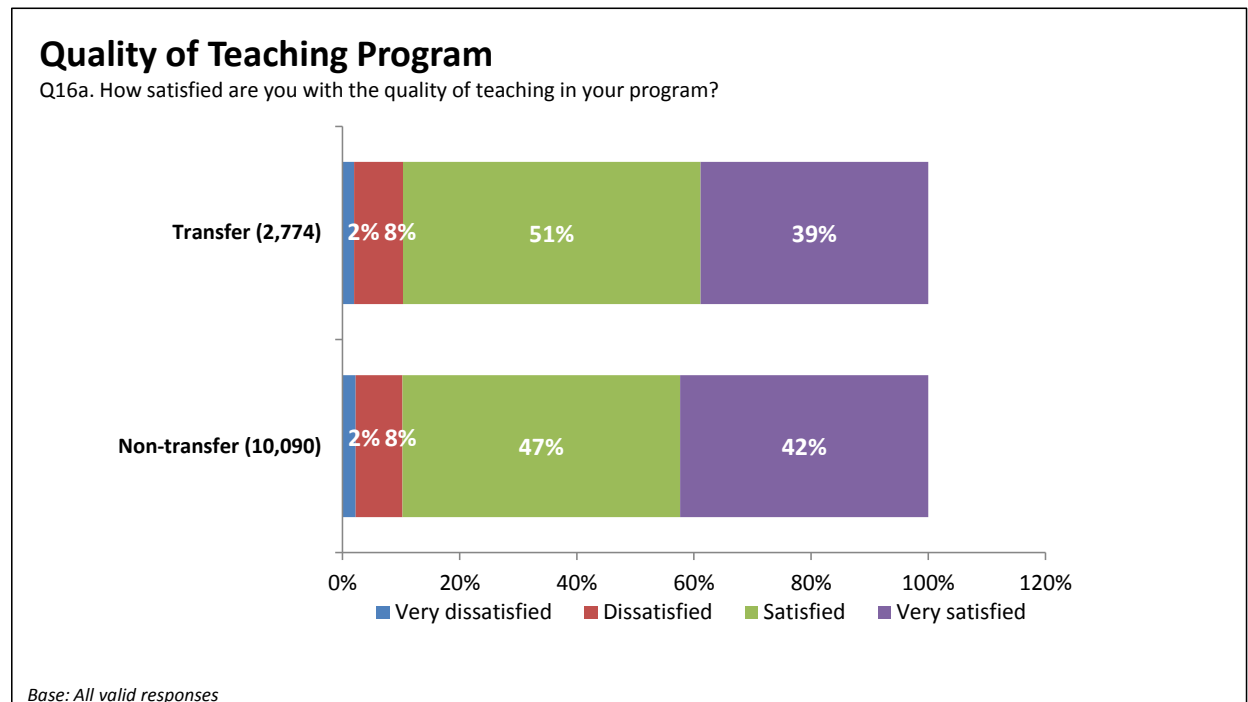
Base: All valid Transfer graduates (n=2488-2746)

4.2 Quality Measures

4.2.1 Quality of Teaching in Program

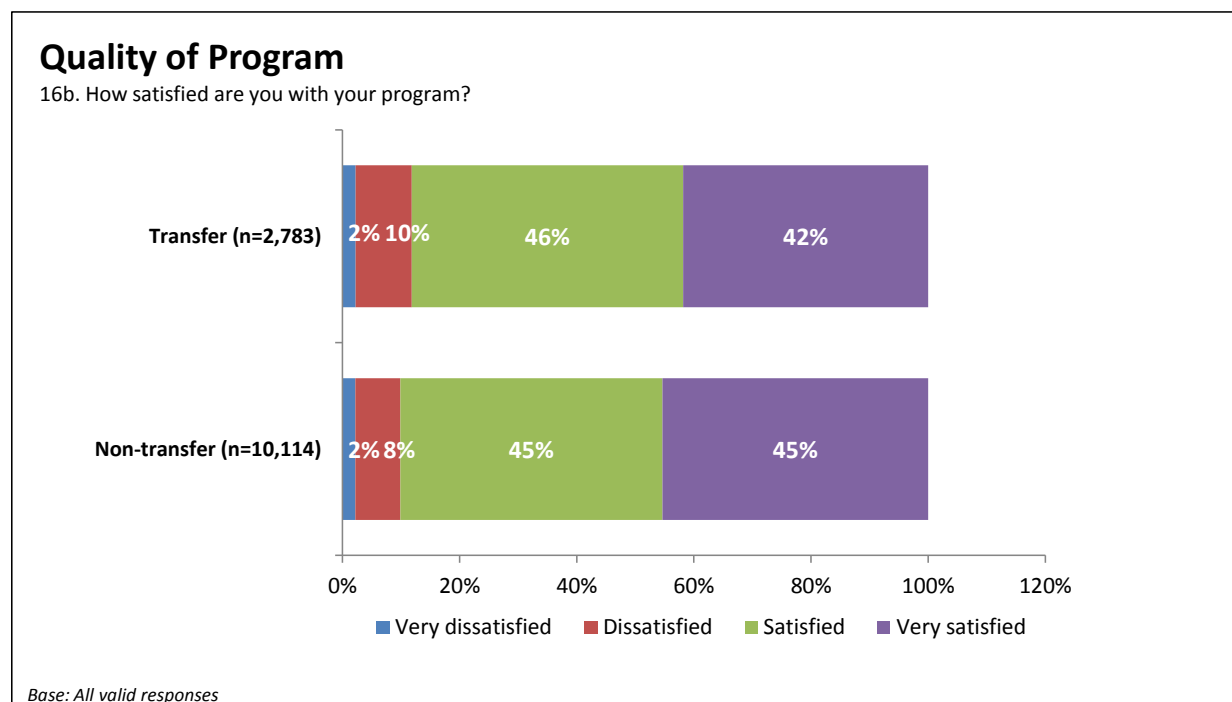
The majority (90%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with the quality of teaching in their program. In relation to non-Transfer graduates, Transfer

graduates (51%) provided more “satisfied” ratings than non-Transfer graduates (47%), and non-Transfer graduates (42%) provided more “very satisfied” ratings than Transfer graduates (39%).



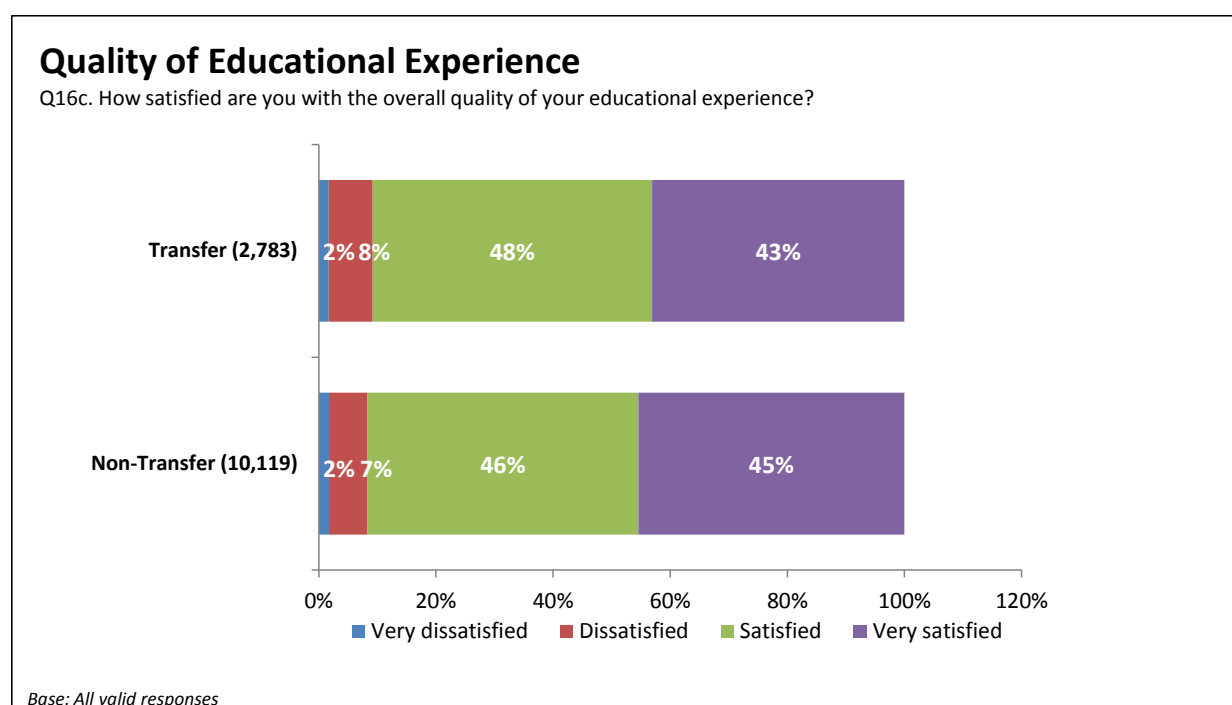
4.2.2 Quality of Program

The majority (88%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with their program. Non-Transfer graduates (45%) are more likely than Transfer graduates (42%) to indicate they are very satisfied with their program.



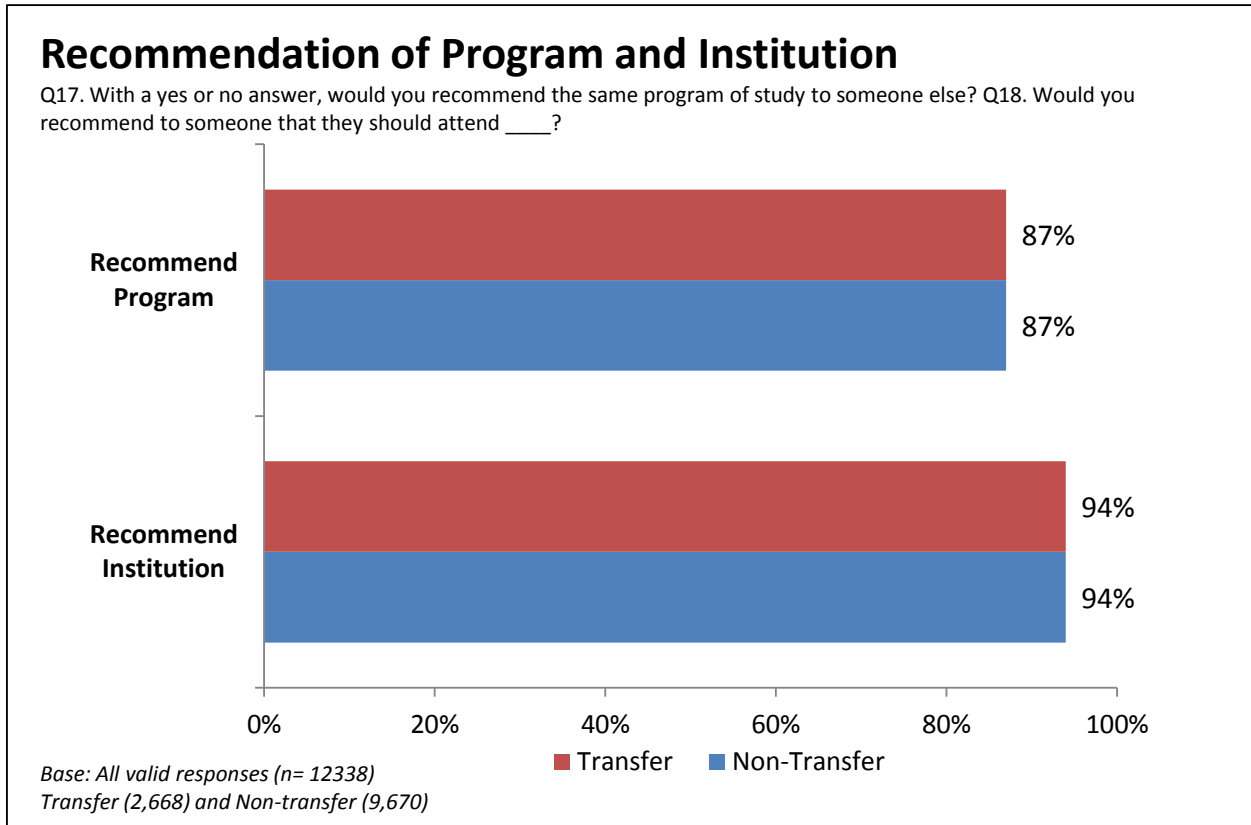
4.2.3 Quality of Educational Experience

The majority (91%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with the overall quality of their educational experience. Non-Transfer graduates (45%) are more likely than Transfer graduates (43%) to be very satisfied with the overall quality of their educational experience.



4.3 Recommendation of Program and Institution

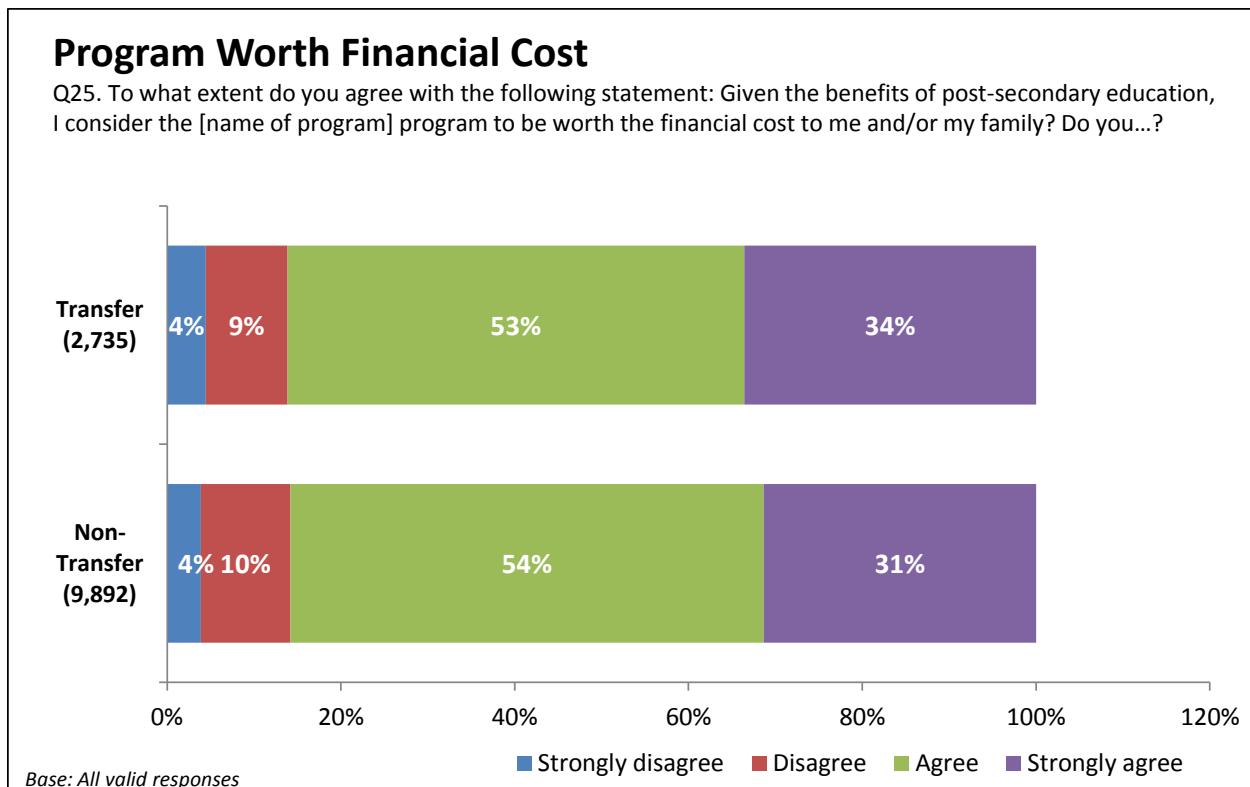
A high majority of Transfer graduates would recommend both their program of study (87%) and institution (94%), as do equal proportions of non-Transfer graduates (87% recommend program, 94% recommend institution).



4.4 Perceived Cost/Benefit of Post-secondary Studies

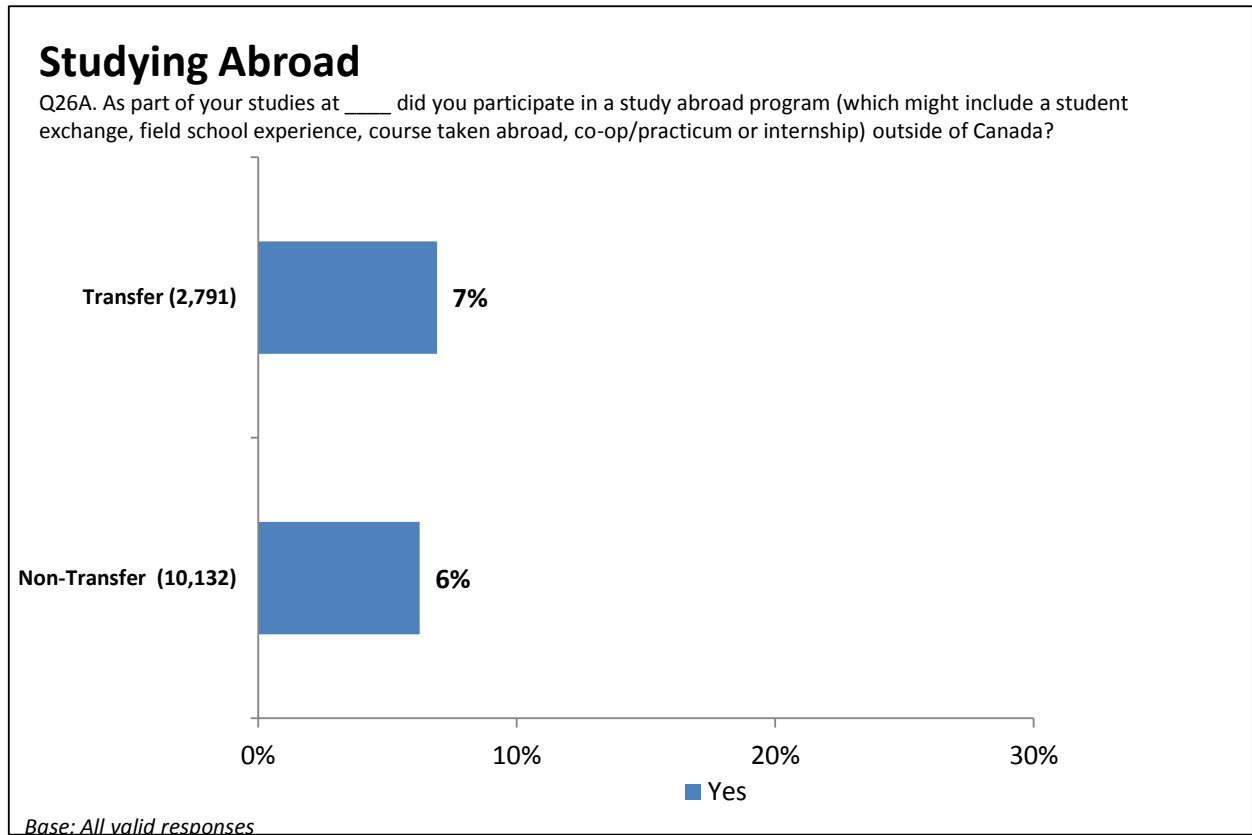
The majority (87%) of Transfer graduates agree to some extent (agree, strongly agree) that the benefits of post-secondary education are worth the financial cost to them or their families.

Transfer (34%) graduates are more likely than non-Transfer (31%) graduates to strongly agree with this statement.

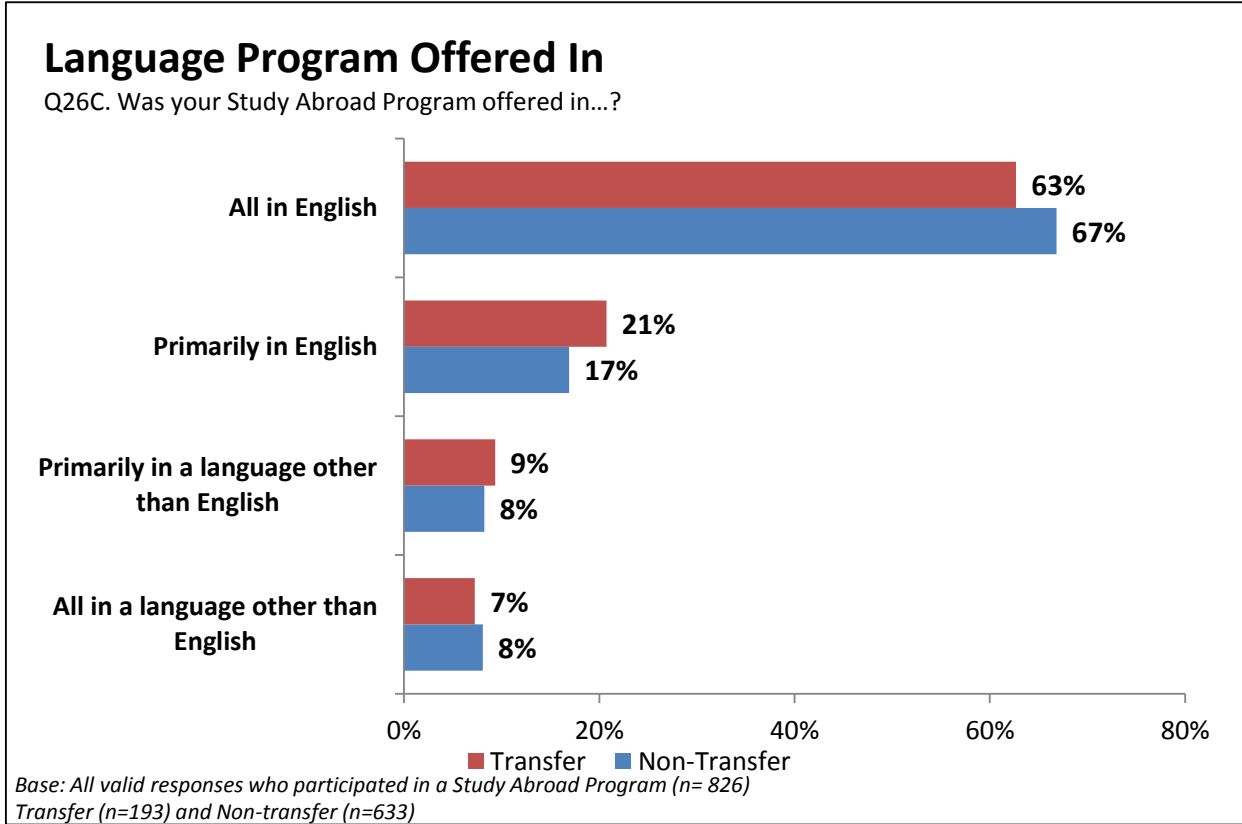


4.5 Studying Abroad

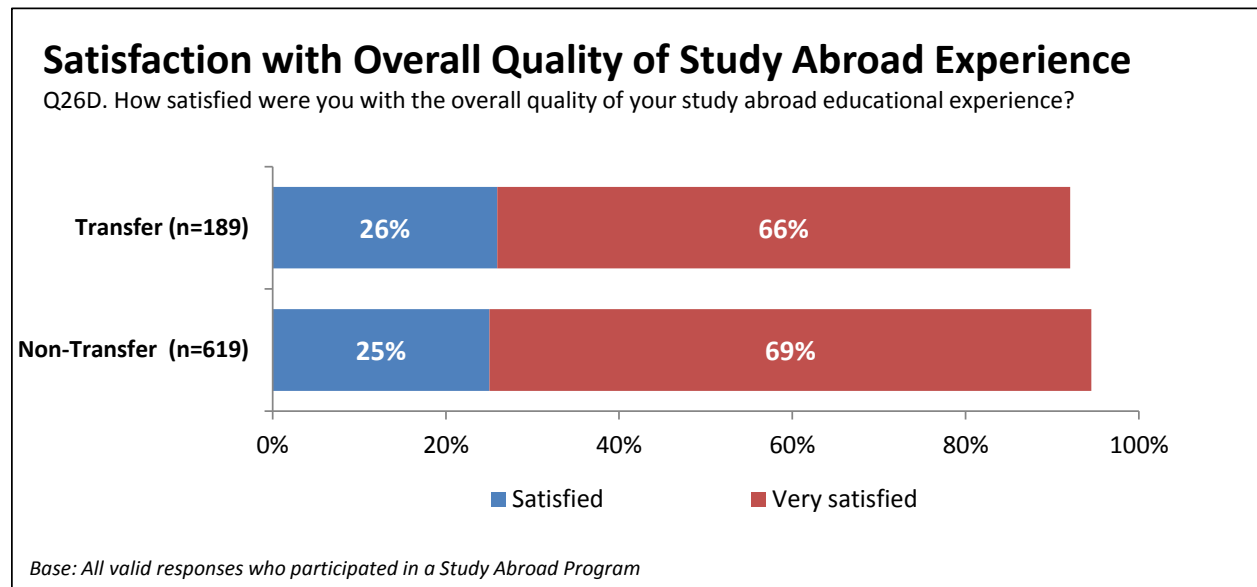
Less than a tenth of Transfer (7%) and non-Transfer (6%) graduates participated in a study abroad program, consistent among both groups of graduates.



Of those graduates who did participate in a study abroad program, almost two-thirds (63%) of Transfer graduates' programs were offered completely in English, consistent with non-Transfer graduates (67%).



The majority of both Transfer (66%) and non-Transfer (69%) graduates were very satisfied with the overall quality of their study abroad educational experience.

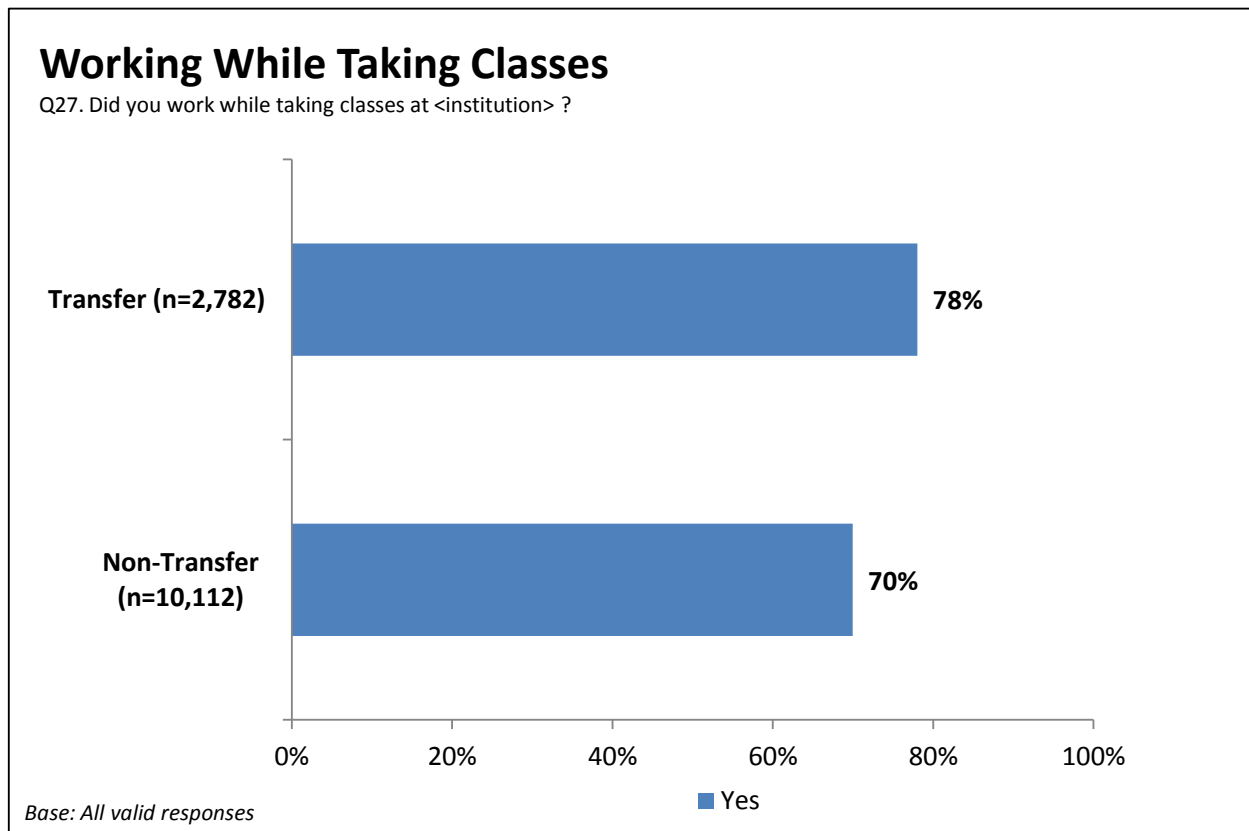


5. FINANCING

While most Transfer graduates worked while in post-secondary, many also relied on other sources of financial support. This section discusses how many Transfer graduates worked while in post-secondary, and sources of financial support attained by graduates.

5.1 Employment While in School

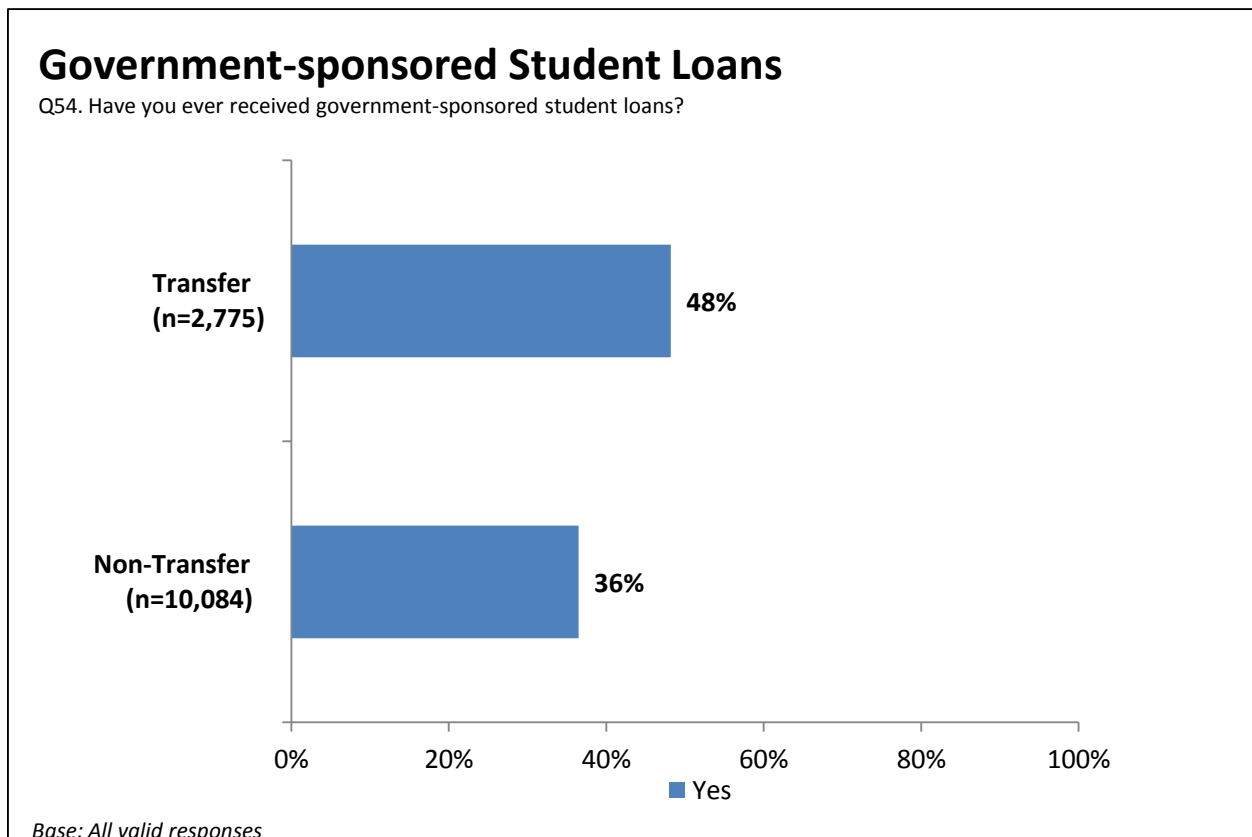
Over three-quarters (78%) of Transfer graduates worked while taking classes, a greater proportion than among non-Transfer graduates (70%).



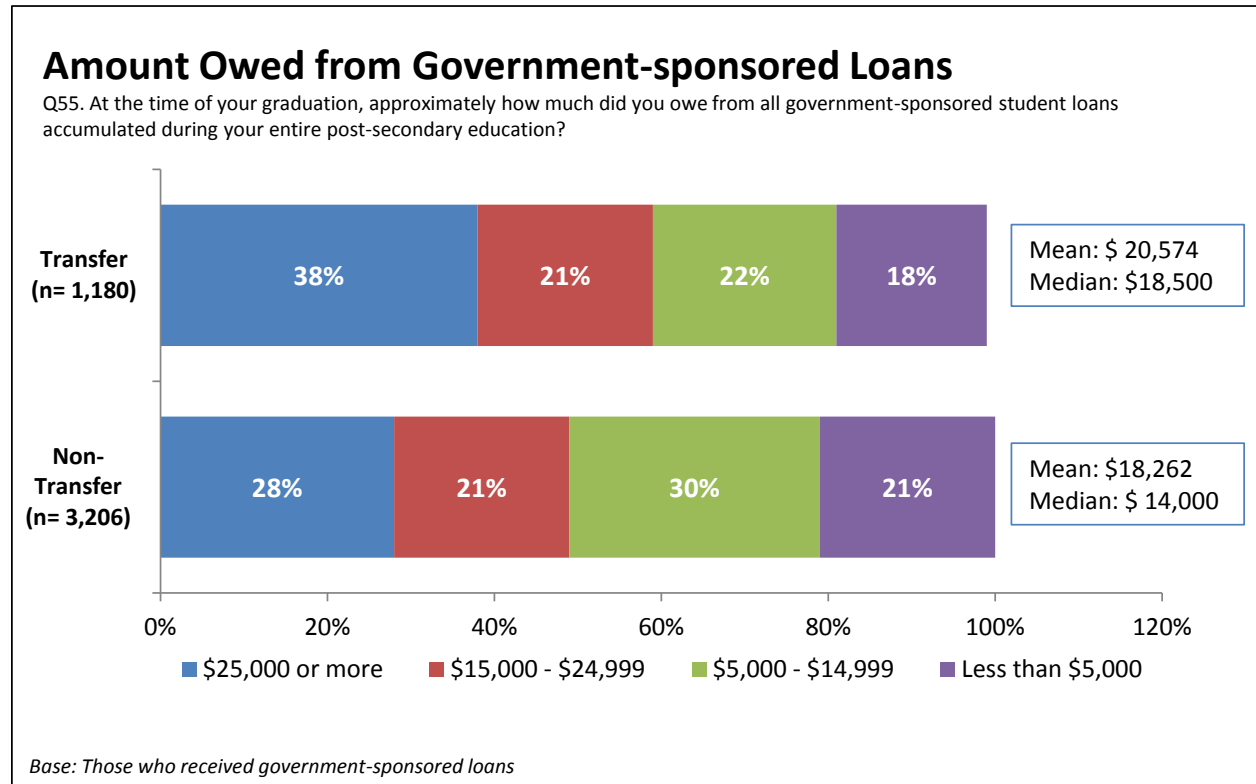
5.2 Loans

5.2.1 Government-sponsored Student Loans

Nearly half (48%) of Transfer graduates received government-sponsored student loans, a greater proportion than among non-Transfer (36%) graduates.

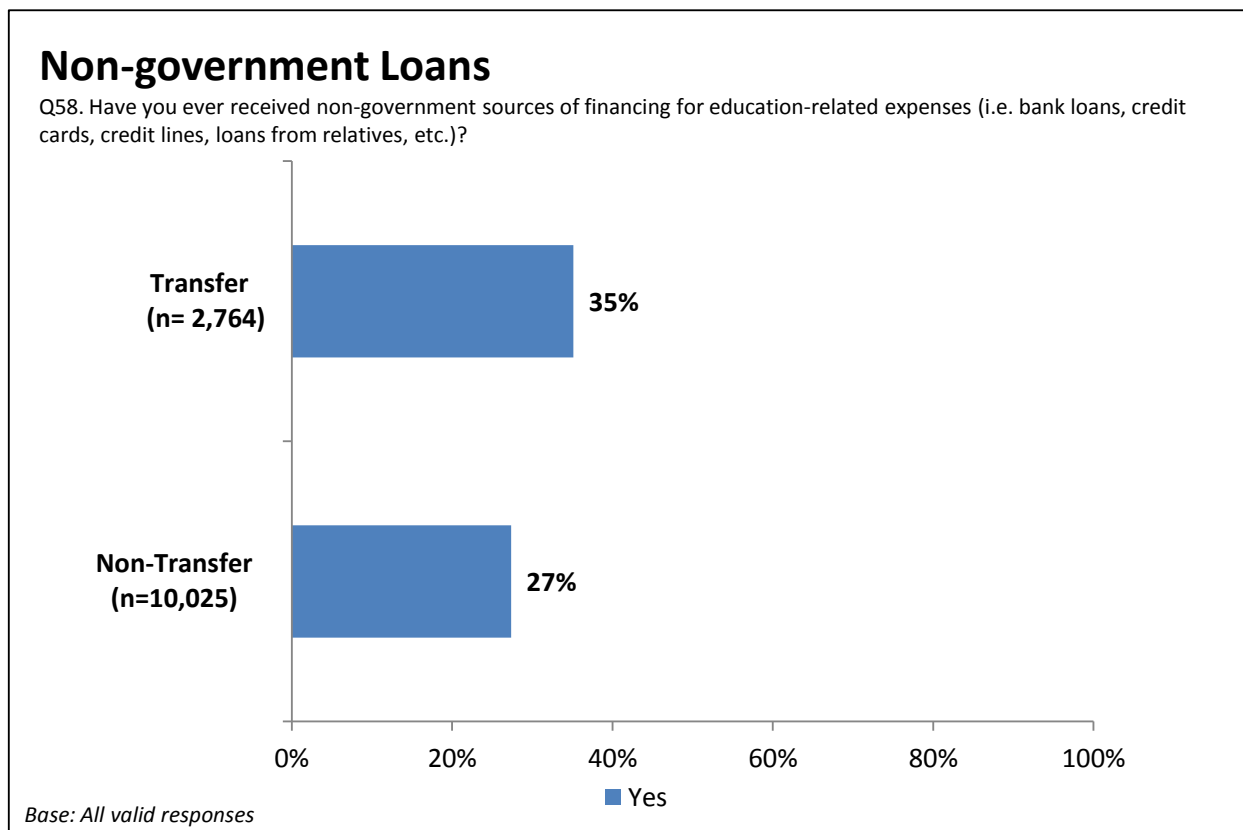


On average (mean), Transfer graduates who used government sponsored loans owed \$20,574. The average owed among Transfer graduates (\$20,574) is higher than for non-Transfer graduates (\$18,262), as in 2007-08. The median value is also higher for Transfer graduates (\$18,500 for Transfer graduates, compared to \$14,000 for non-Transfer graduates).

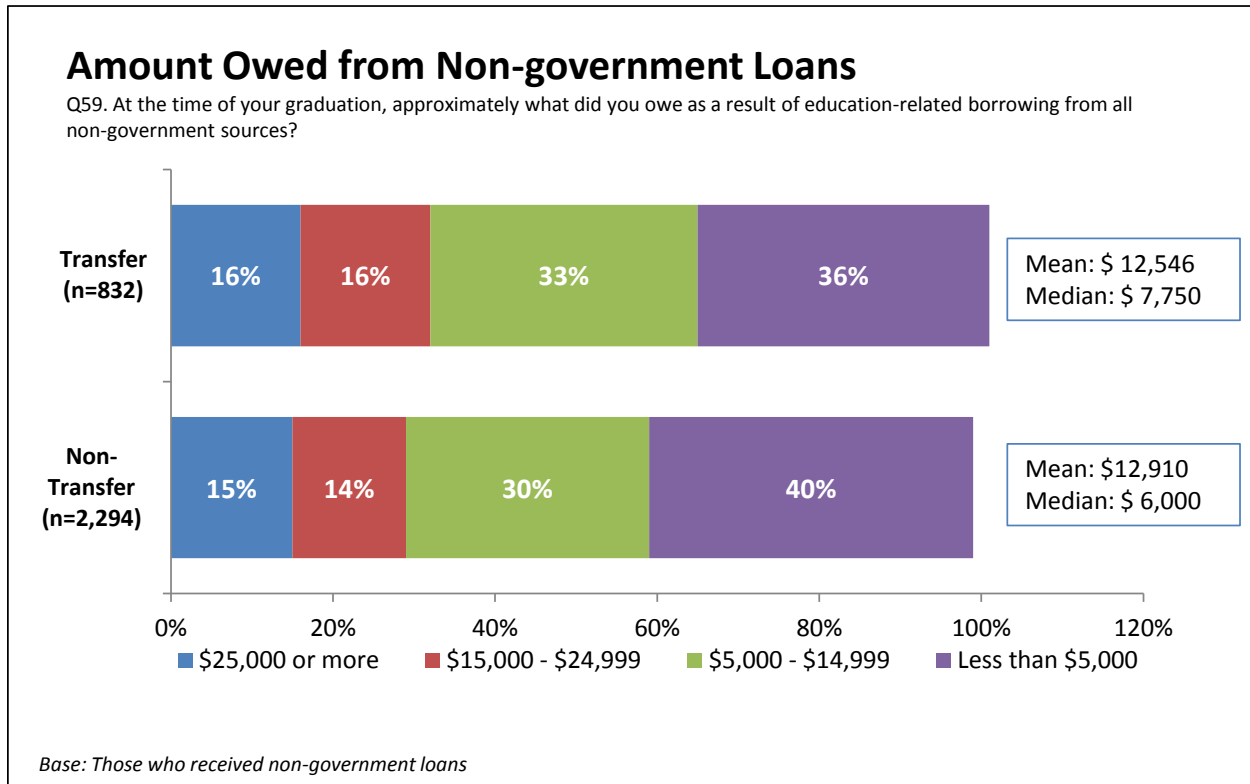


5.2.2 Non-government Sources of Funding

Over a third (35%) of Transfer graduates received non-government sources of financing for education-related expenses, a greater proportion than for non-Transfer (27%) graduates.

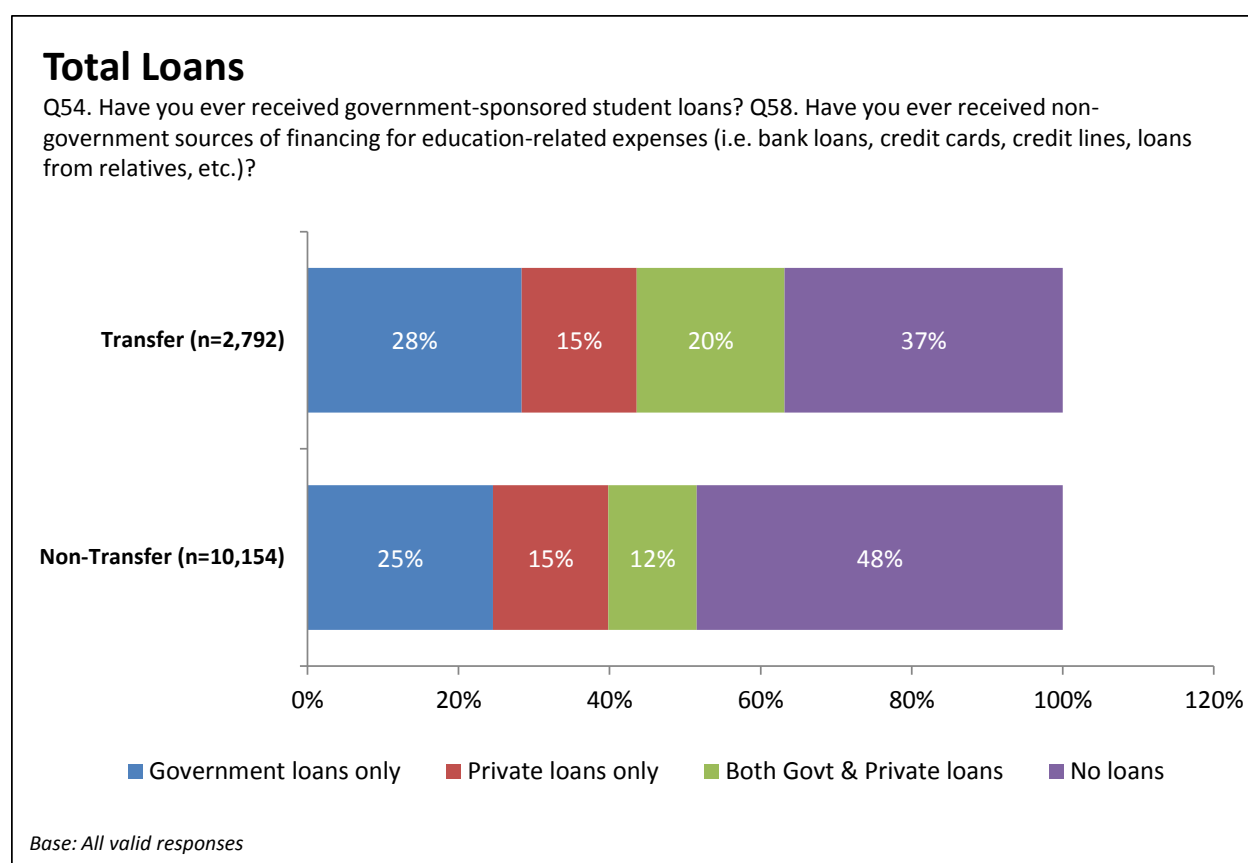


On average (mean), Transfer graduates who used non-government loans owed \$12,546, while non-Transfer graduates owed \$12,910, demonstrating consistency among the two groups of graduates. However, the median value is higher for Transfer graduates (\$7,750) than for non-Transfer graduates (\$6,000).

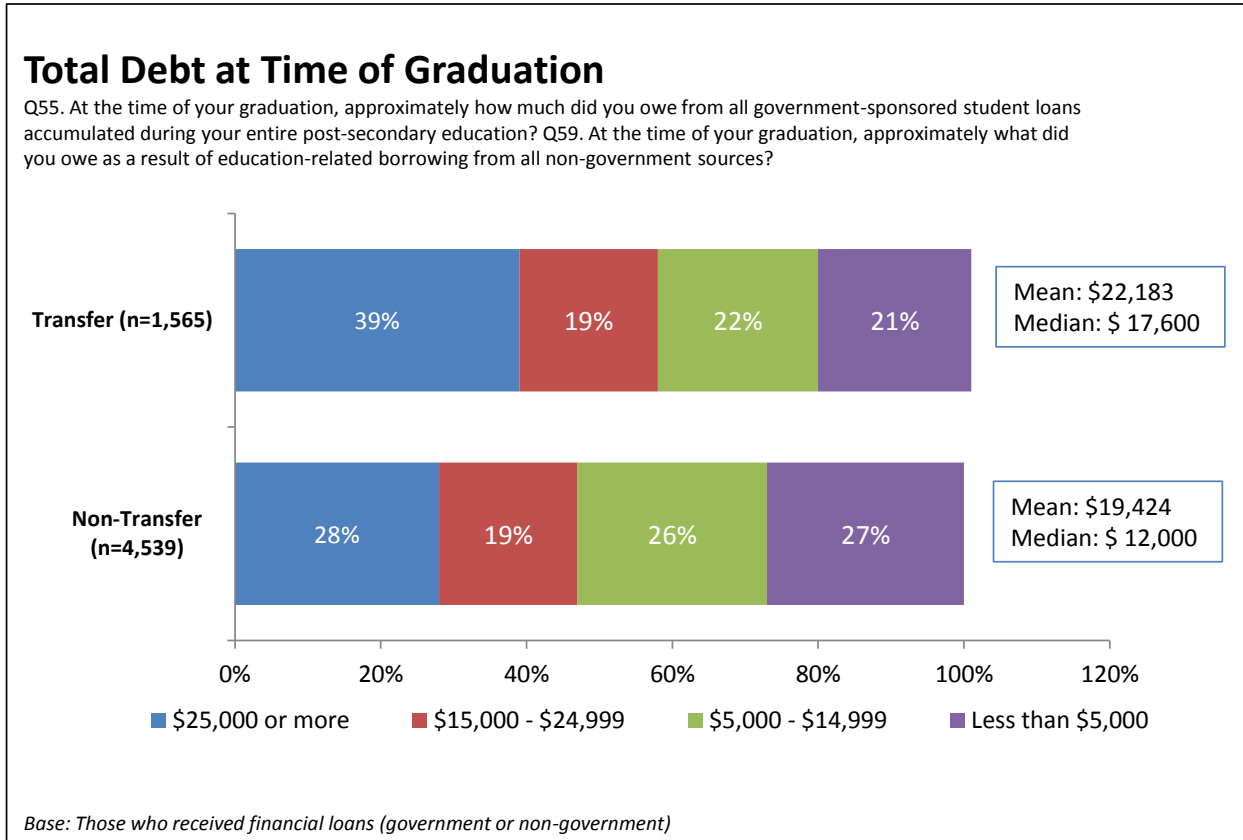


5.2.3 Loans – Combined

Transfer graduates are more likely than non-Transfer graduates to have used some form of borrowing to finance their post-secondary education, including government (28% Transfer, compared to 25% non-Transfer) and non-government (15% Transfer, compared to 15% non-Transfer).

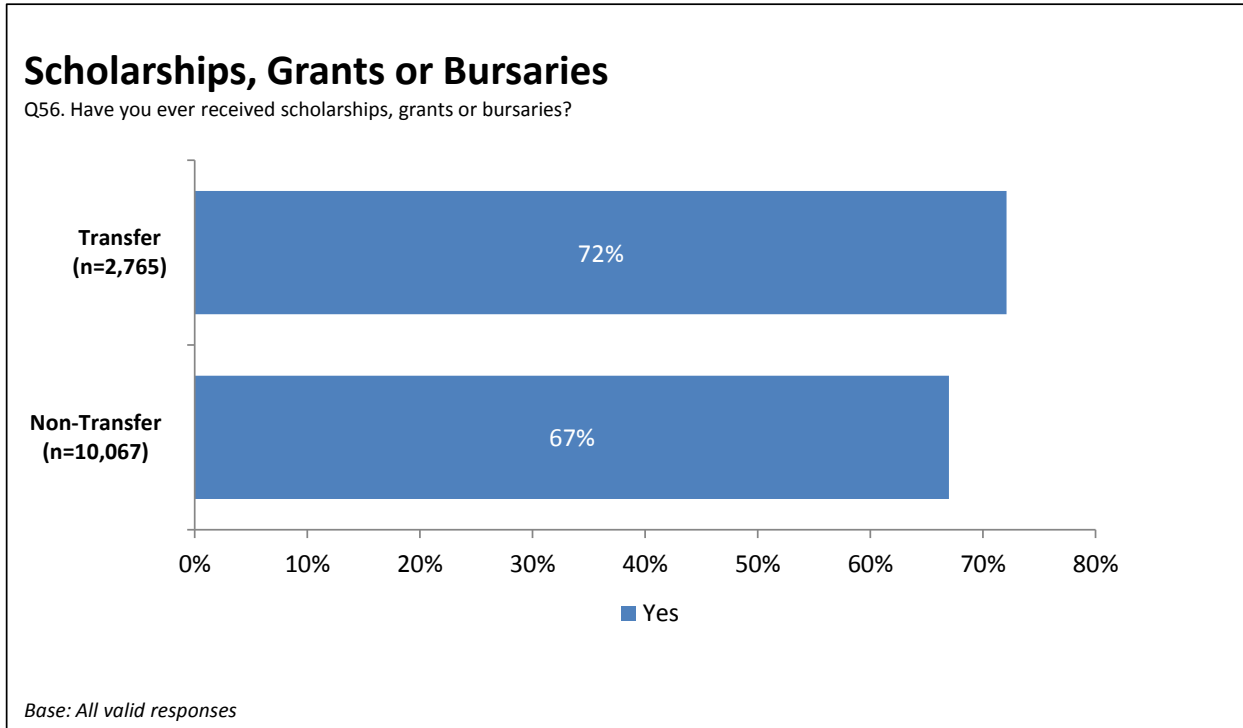


At the time of graduation however, the mean average total debt owed by Transfer graduates who used some form of financing (\$22,183) is higher than for non-Transfer graduates (\$19,424). The median value is also higher for Transfer graduates (\$17,600 for Transfer graduates, compared to \$12,000 for non-Transfer graduates).

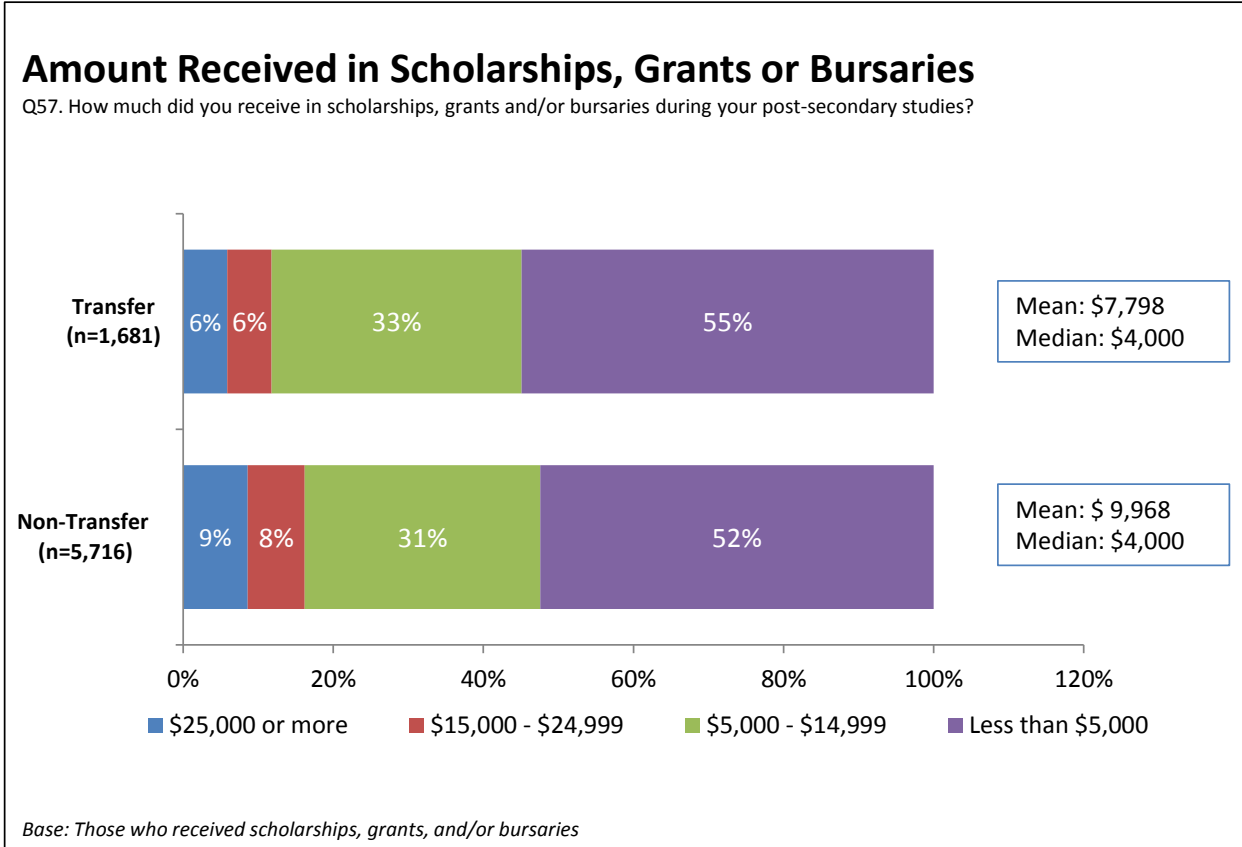


5.3 Scholarships, Grants or Bursaries

A greater proportion of Transfer graduates (72%), than non-Transfer graduates (67%) received scholarships, grants or bursaries.



The mean average amount of scholarships, grants and bursaries received by Transfer graduates (\$7,798) is lower than for non-Transfer graduates (\$9,968), although the median value is the same (\$4,000).



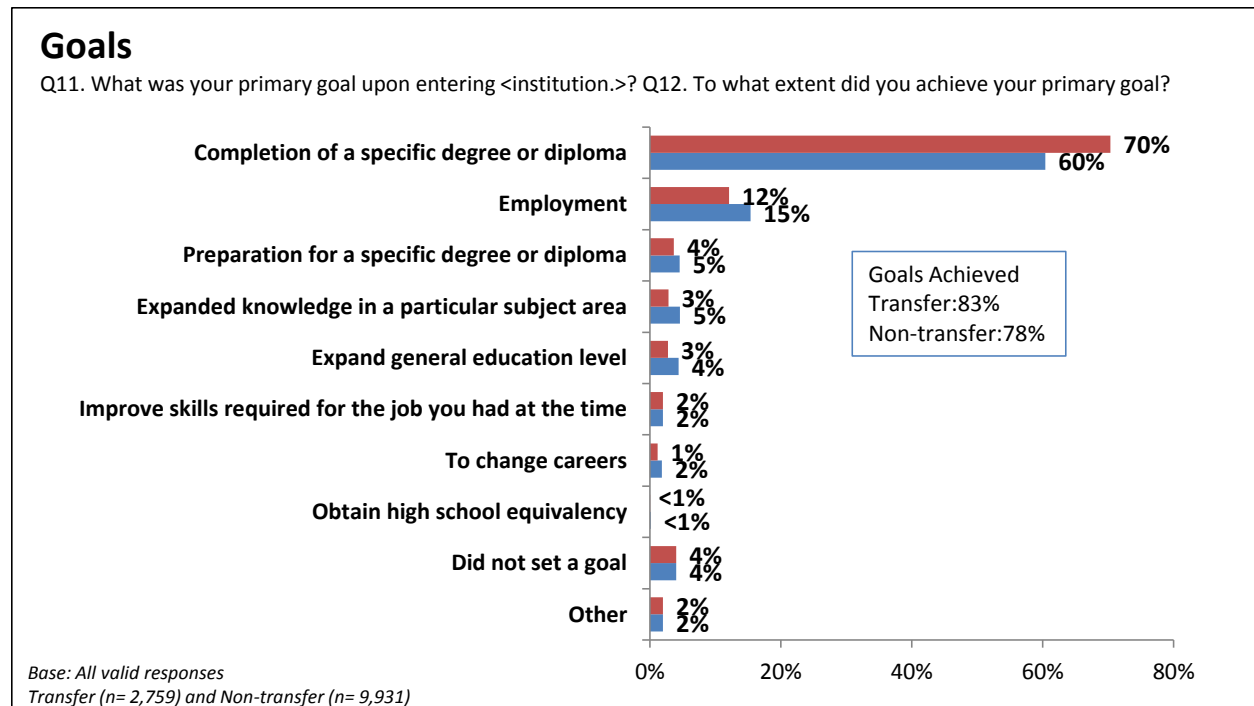
6. OUTCOMES

This section discusses graduates' goals and employment outcomes upon completing their studies at Alberta post-secondary institutions.

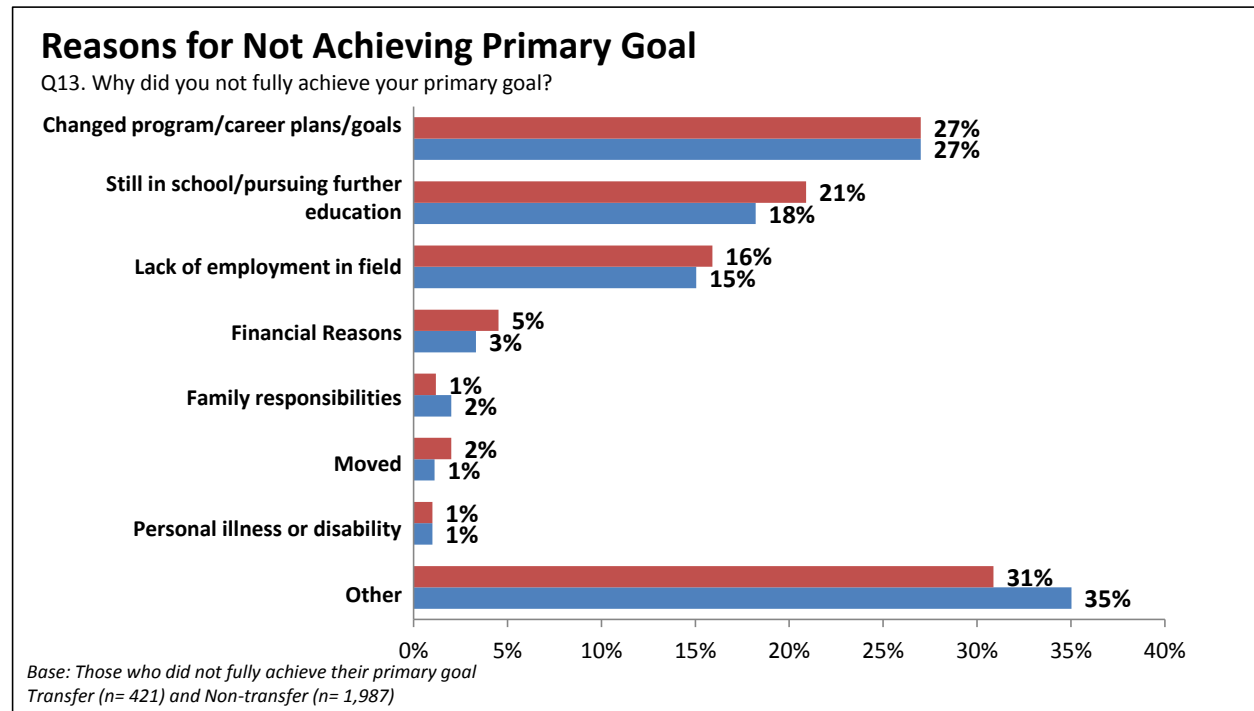
Other areas discussed in this section are: the type of jobs graduates obtained after graduation, current annual income earned, how related their jobs are to their fields of study, and the qualifications required for their current jobs and their current job satisfaction.

6.1 Goals

The primary goal among Transfer graduates when entering into post-secondary was to complete their specific program of study (70%). This proportion of Transfer graduates is significantly greater than that of non-Transfer graduates (60%)

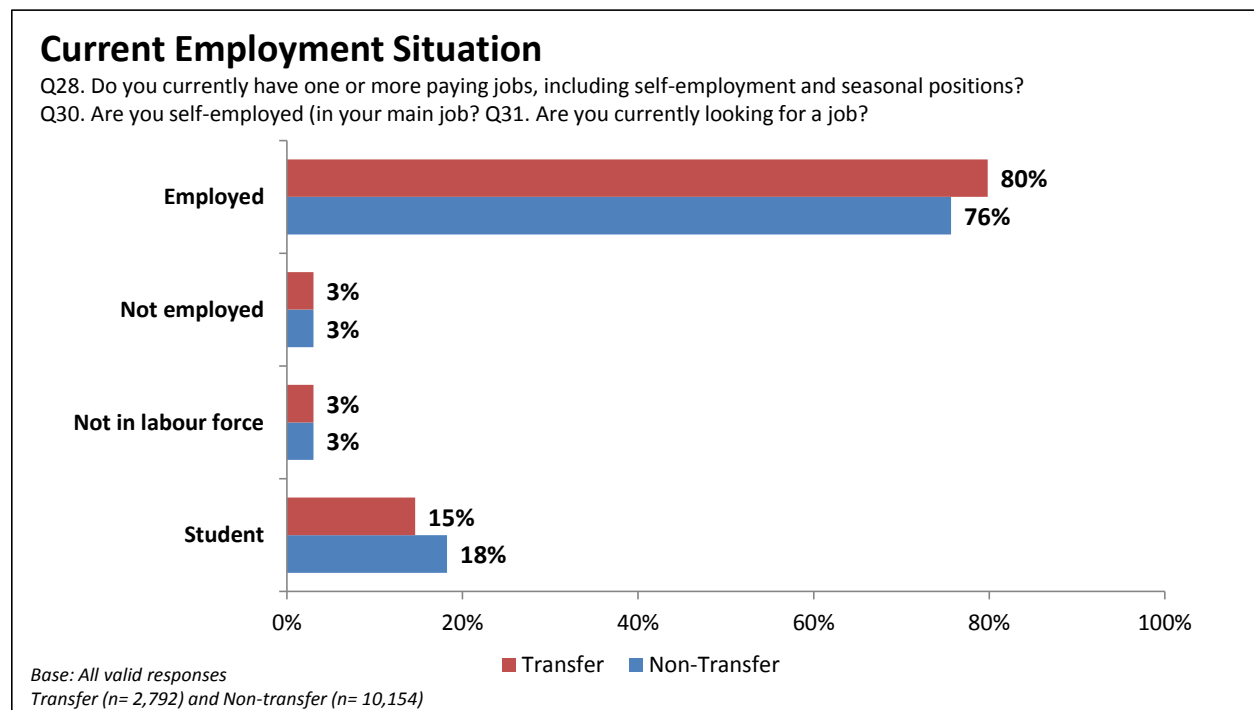


Among those Transfer graduates who did not achieve their primary goal, their main reason was because they changed their program, career plans or goals (27%), consistent with non-Transfer graduates (27%).

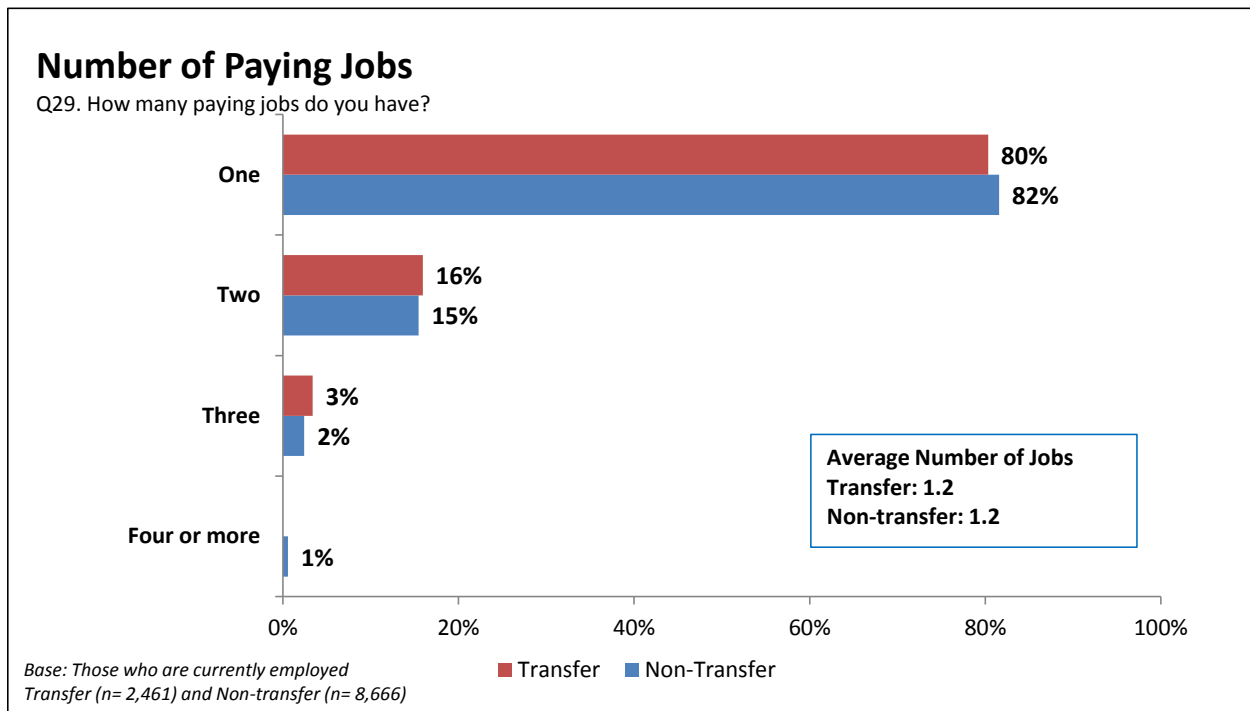


6.2 Employment

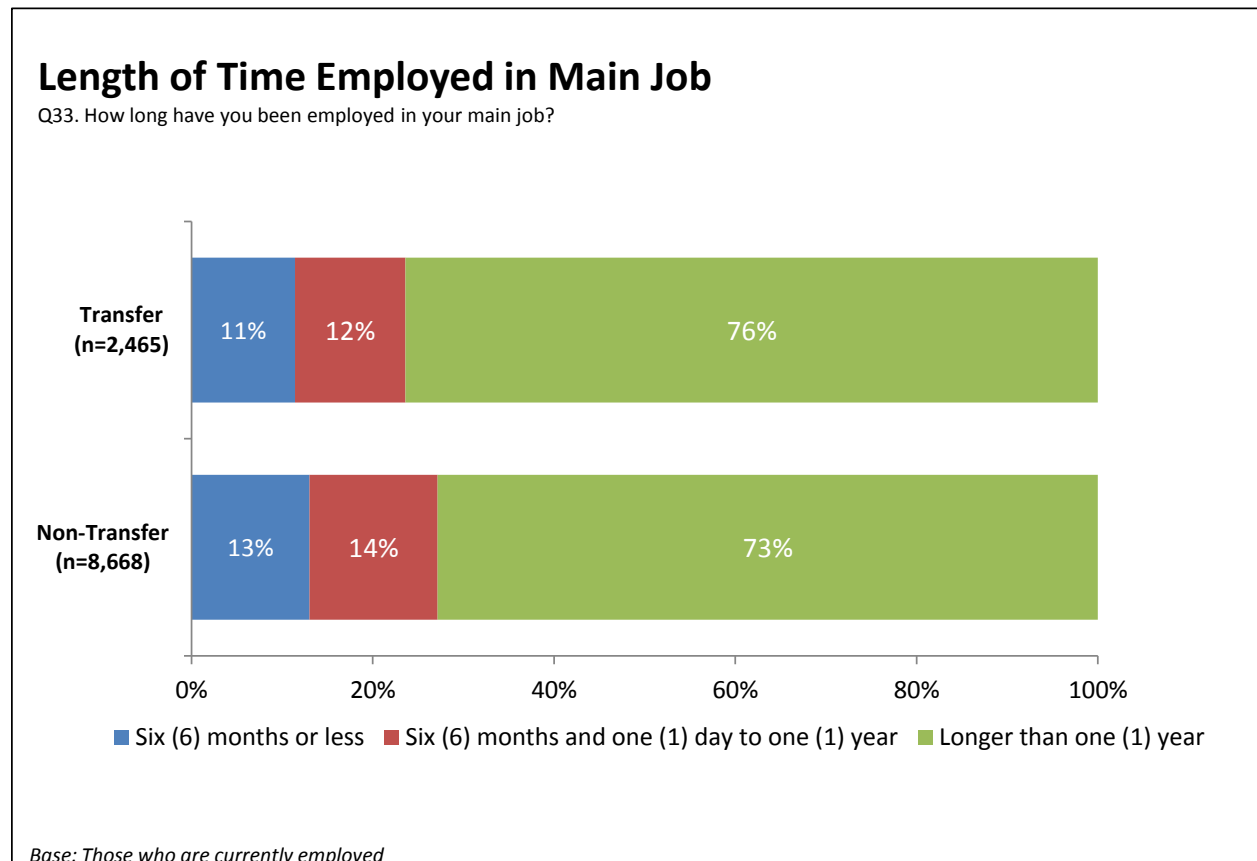
Eight-in-ten (80%) Transfer graduates are currently employed, a somewhat greater proportion than for non-Transfer (76%) graduates. Three-percent (3%) of Transfer graduates are not employed, consistent with non-Transfer graduates, and equal proportions of both groups of graduates are currently not in the labour force (3% Transfer, 3% non-Transfer graduates). Currently, less than one fifth (15%) of Transfer graduates and non-Transfer graduates (18%) are enrolled as a student; however, the proportion of non-Transfer graduates that are currently enrolled as students is significantly greater than that of Transfer graduates



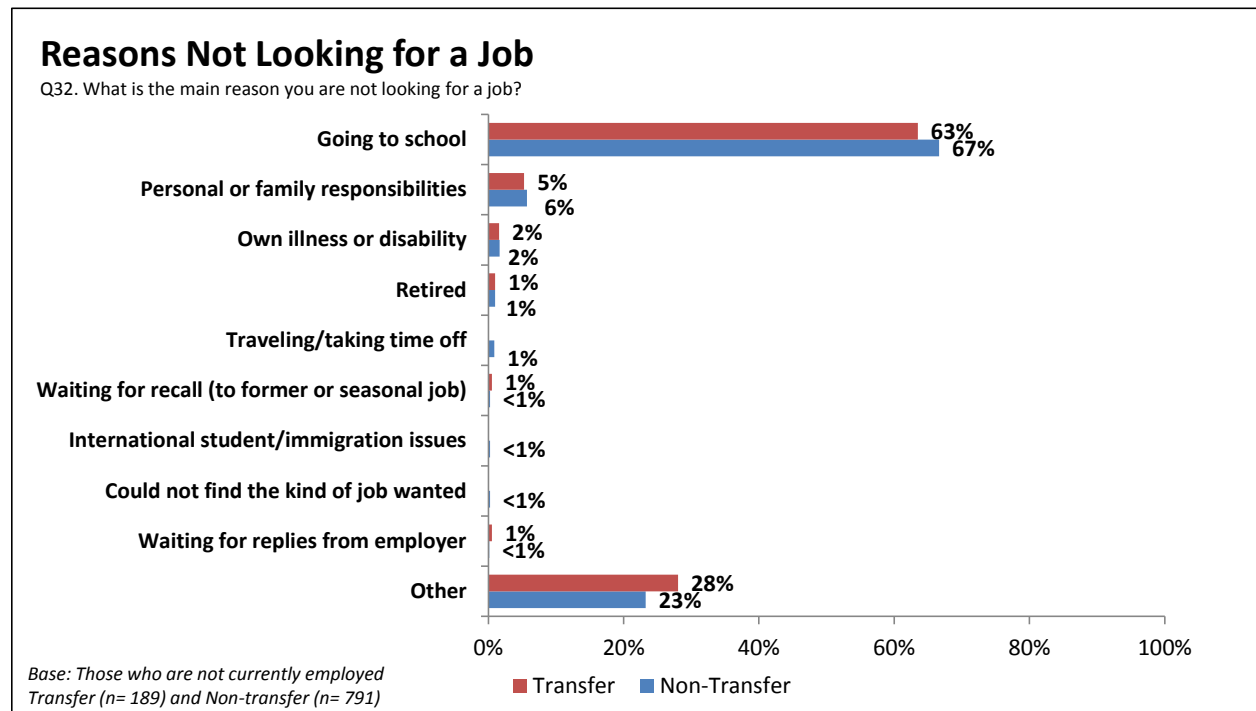
The majority of Transfer (80%) and non-Transfer (82%) graduates have one paying job, with both Transfer and non-Transfer graduates holding 1.2 jobs on average.



Over three-quarters (76%) of Transfer graduates have been employed at their current main job for longer than a year, a significantly greater proportion than for non-Transfer graduates (73%).

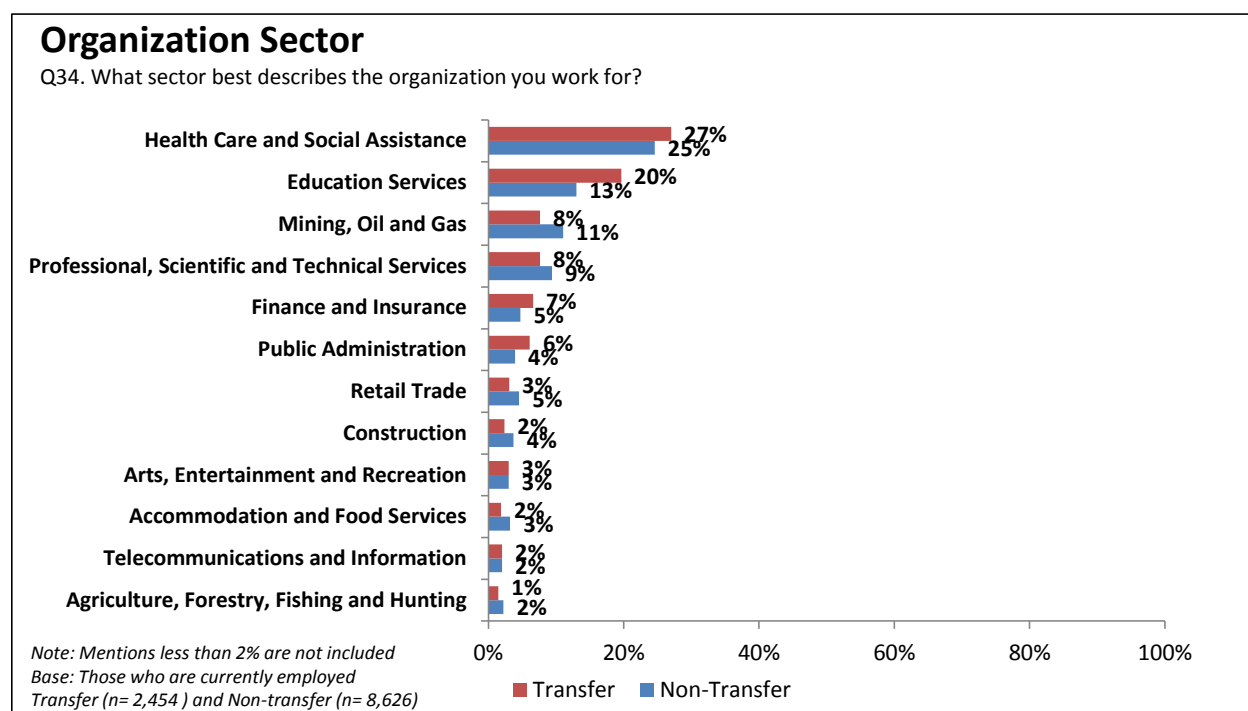


The main reason for not looking for a job among both Transfer (63%) and non-Transfer (67%) graduates is because they are currently in school.



6.2.1 Sectors

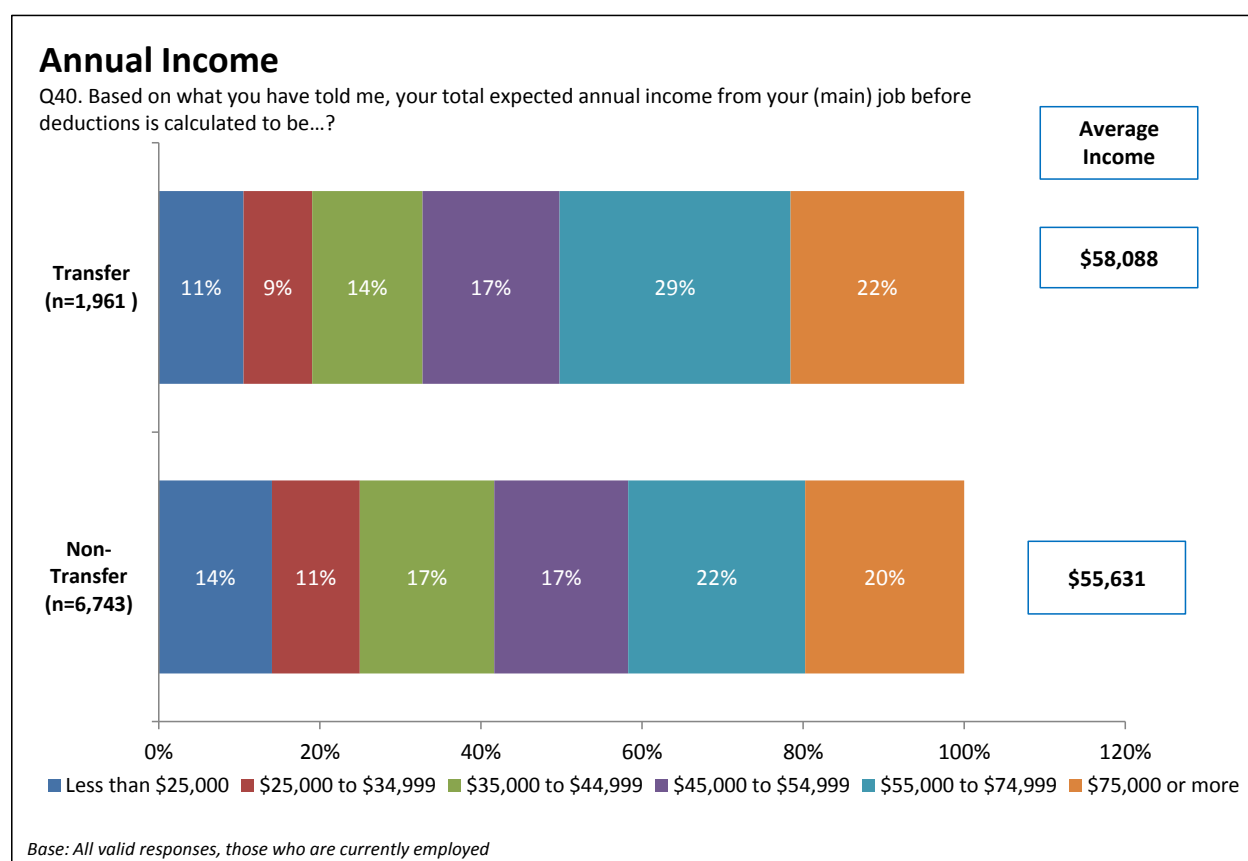
The largest sectors of employment for Transfer graduates are Health Care and Social Assistance (27%) and Education Services (20%). These are also the largest sectors of employment for non-Transfer graduates. However, greater proportions of Transfer graduates are employed in both of these sectors than non-Transfer graduates (employed in health care and social assistance: 27% Transfer, compared to 25% non-Transfer; employed in education services: 20% Transfer, compared to 13% non-Transfer).



6.2.2 Annual Income

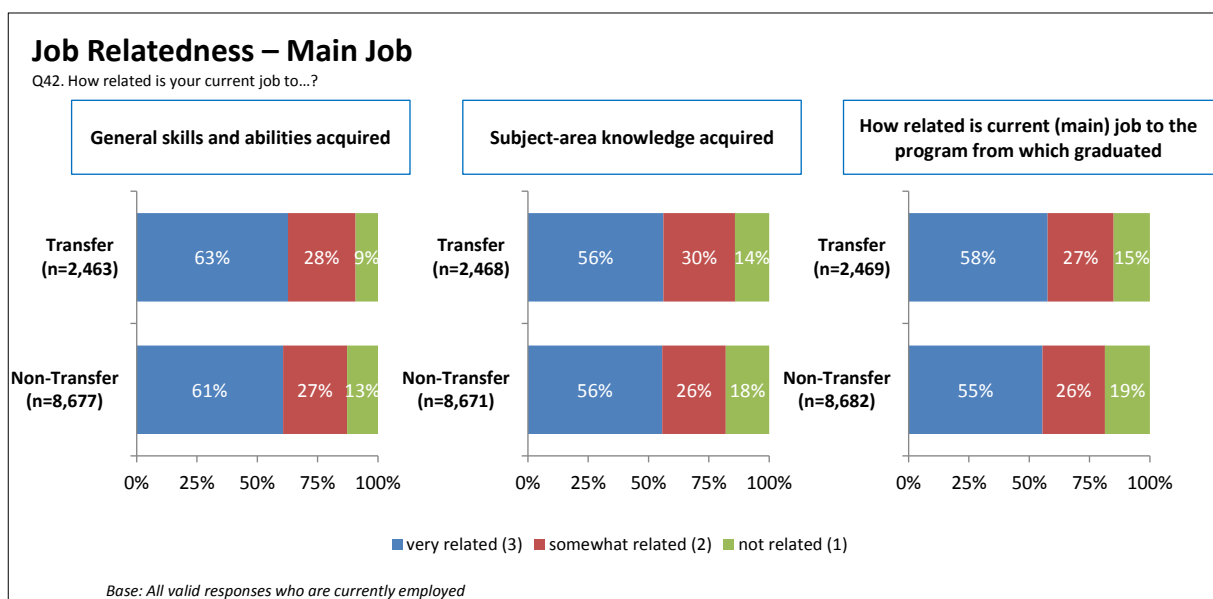
The greatest proportion of Transfer graduates are earning between \$55,000 and \$74,999 annually (29%), a significantly greater proportion than for non-Transfer (22%), although still the most common income range for them.

On average Transfer graduates are earning \$58,088 annually and non-Transfer graduates are earning \$55,631, which are statistically similar.

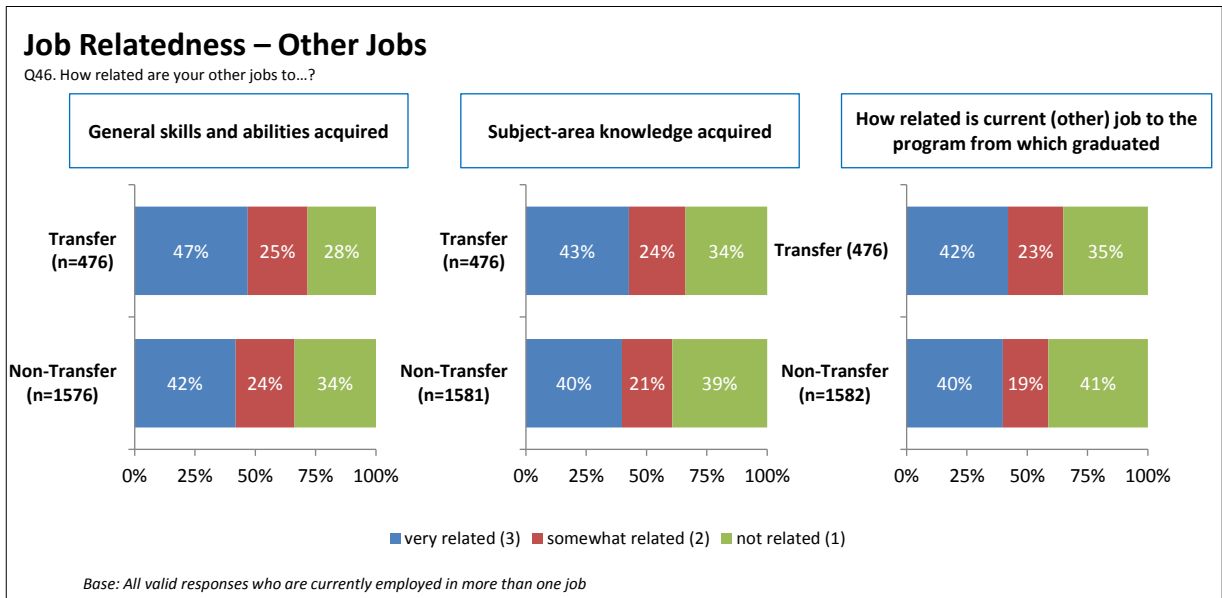


6.2.3 Relevance of Education to Job

The majority of Transfer (63%) graduates indicate that the skills and abilities they acquired are very related to their current main job, consistent with non-Transfer graduates (61%). Over half (56%) of Transfer graduates indicate the subject-area knowledge they acquired is very related to their current main job, also consistent with non-Transfer graduates (56%). Nearly three fifths of both Transfer (58%) and non-Transfer (55%) graduates indicate the overall relevance of their current main job as being very related to their program, again remaining consistent among the two groups of graduates.

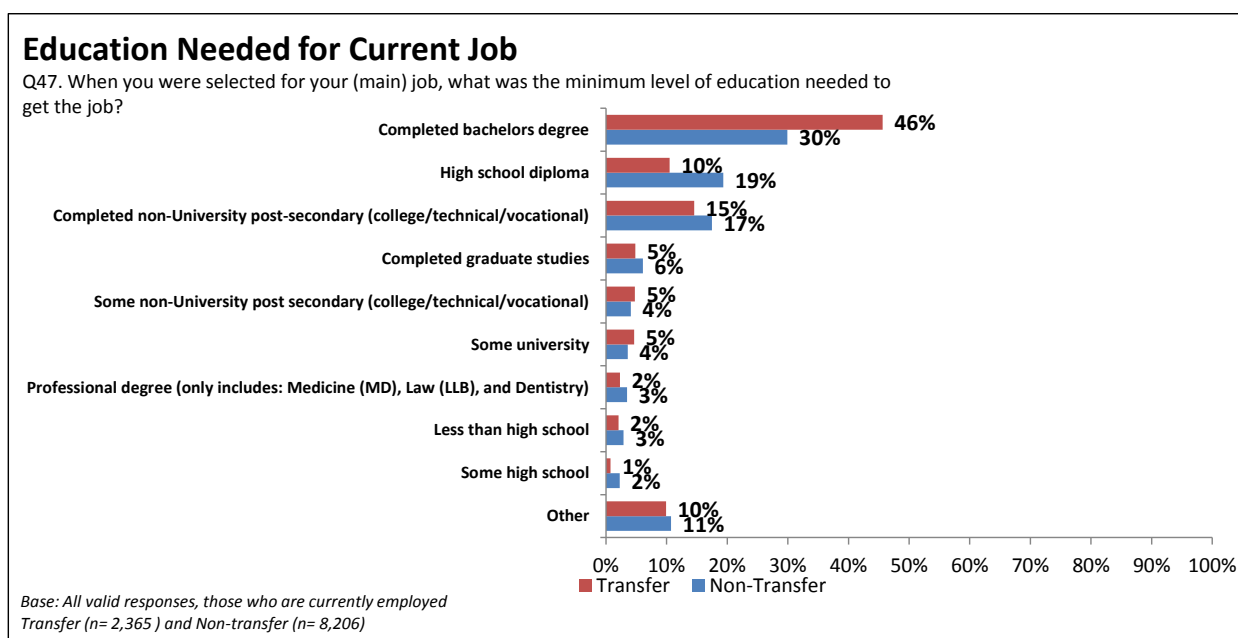


Transfer graduates' other jobs tend to be less related to their program than their main jobs. Almost half of Transfer graduates (47%) and non-Transfer graduates (42%) indicate that the general skills and abilities they acquired are very related to their other job(s) (besides their main job). A higher proportion of non-Transfer graduates indicate that their other job(s) are not related (34%) to the general skills and abilities they acquired than Transfer graduates (28%). A somewhat lower proportion of Transfer graduates (43%) and non-Transfer graduates (40%) indicate that the subject-area knowledge they acquired is very related to their other job(s), and these are statistically similar results. The overall relevance of their current other job(s) to the program from which they graduated is about the same proportion for Transfer (42%) and non-Transfer (40%) graduates who indicate their current other job is very related overall to their program of study.

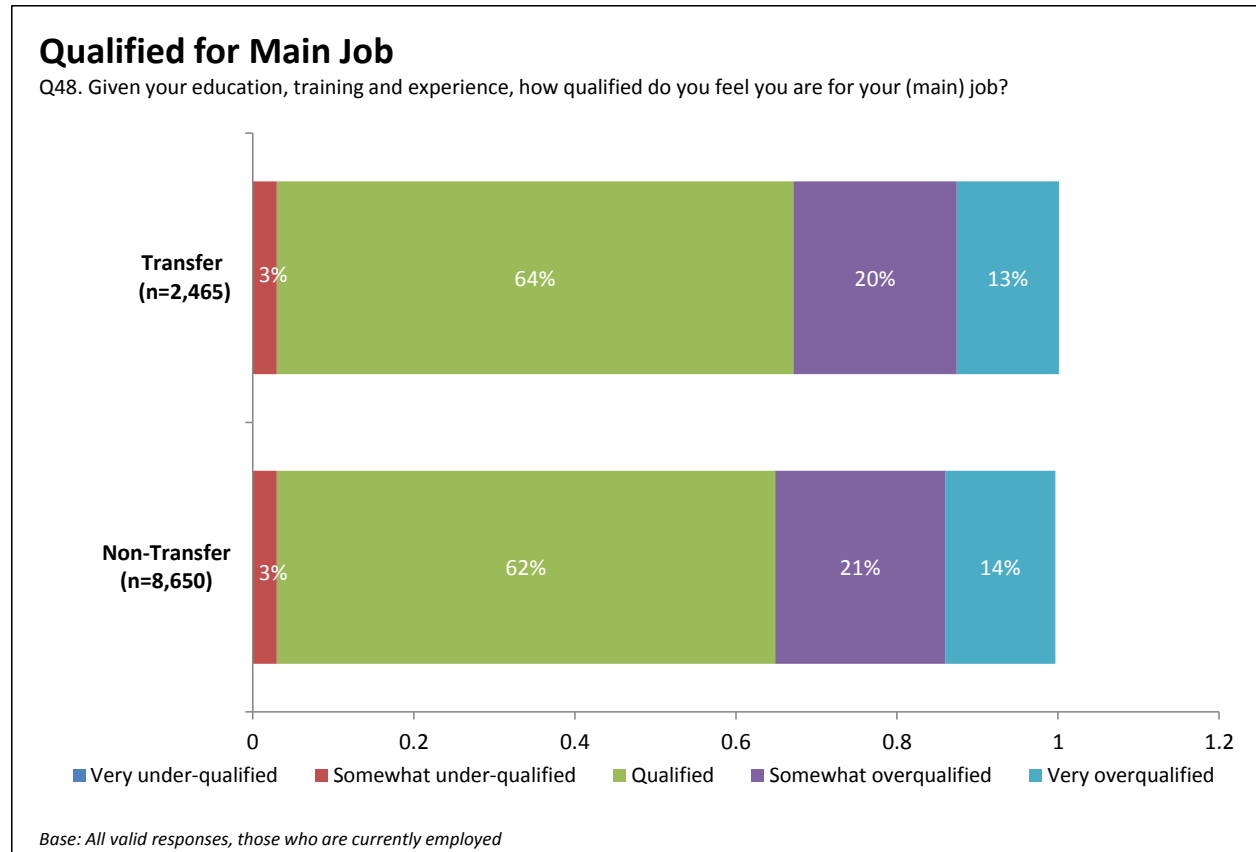


6.2.4 Qualifications

Nearly half (46%) of Transfer graduates indicate that the minimum level of education needed to get their current main job was a Bachelor's degree. This is the most frequent response among both Transfer and non-Transfer graduates, although mentioned by a greater proportion of Transfer graduates (46%) than non-Transfer graduates (30%).

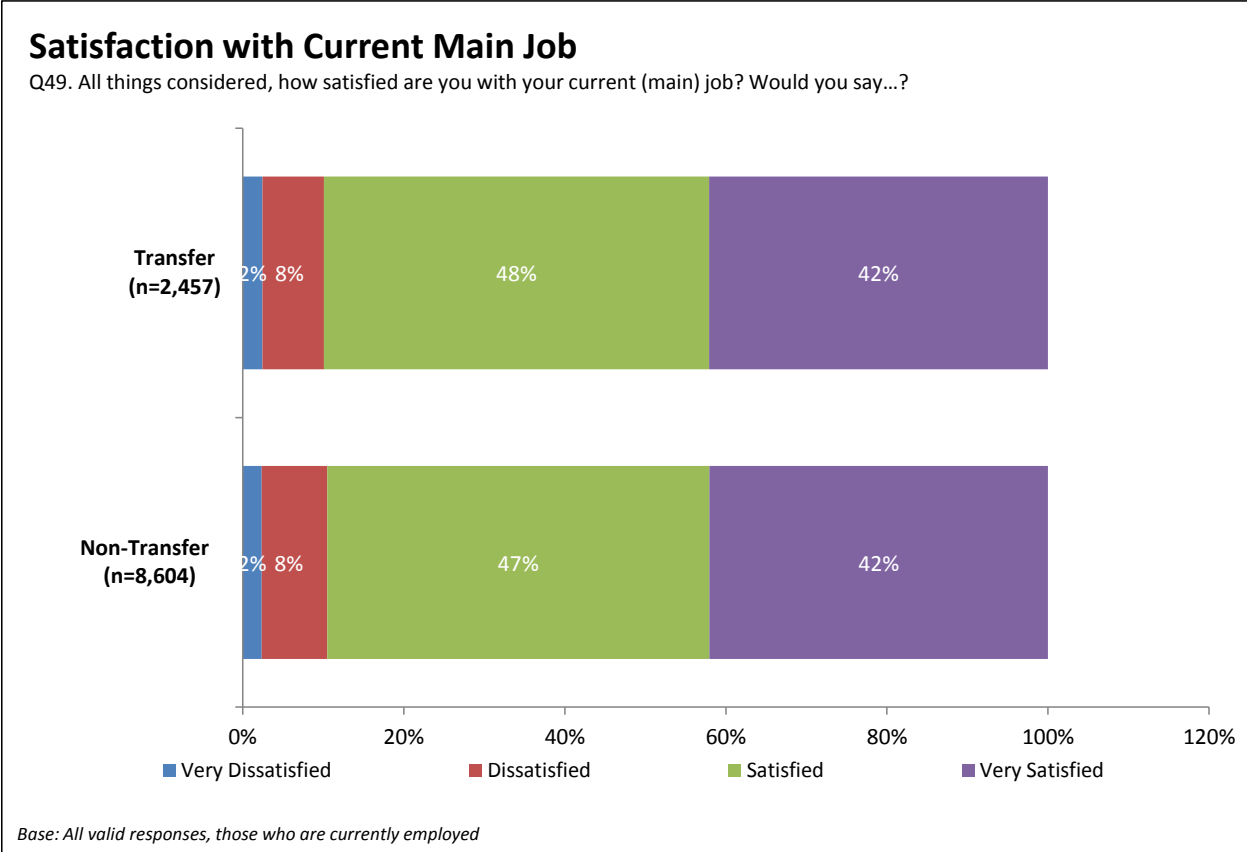


Nearly two-thirds (64%) of Transfer graduates feel that, given their education, training and experience, they are qualified for their current main job. A slightly lower proportion of non-Transfer graduates (62%) indicate the same confidence about being qualified, however, non-Transfer graduates (35%) are more likely than Transfer graduates (33%) to say they are somewhat or very overqualified.



6.2.5 Job Satisfaction

The majority (90%) of Transfer graduates are satisfied to some extent (satisfied, very satisfied) with their current main job, consistent with non-Transfer (89%) graduates. The percentage of those very satisfied (42%) is the same for Transfer and non-Transfer graduates.



7. HISTORIC

The following section highlights comparisons on specific variables for results of the classes of 2007-08, 2005-06, 2003-04, and 2001-02.

7.1 Demographic Profile

The demographic profile of 2009-10 Transfer graduates remains somewhat consistent with previous years studies. The only notable demographic change is an increase in the proportion of graduates under the age of 22 years which has reached a high of 12% in 2009-10, up from 0% in 2007-08.

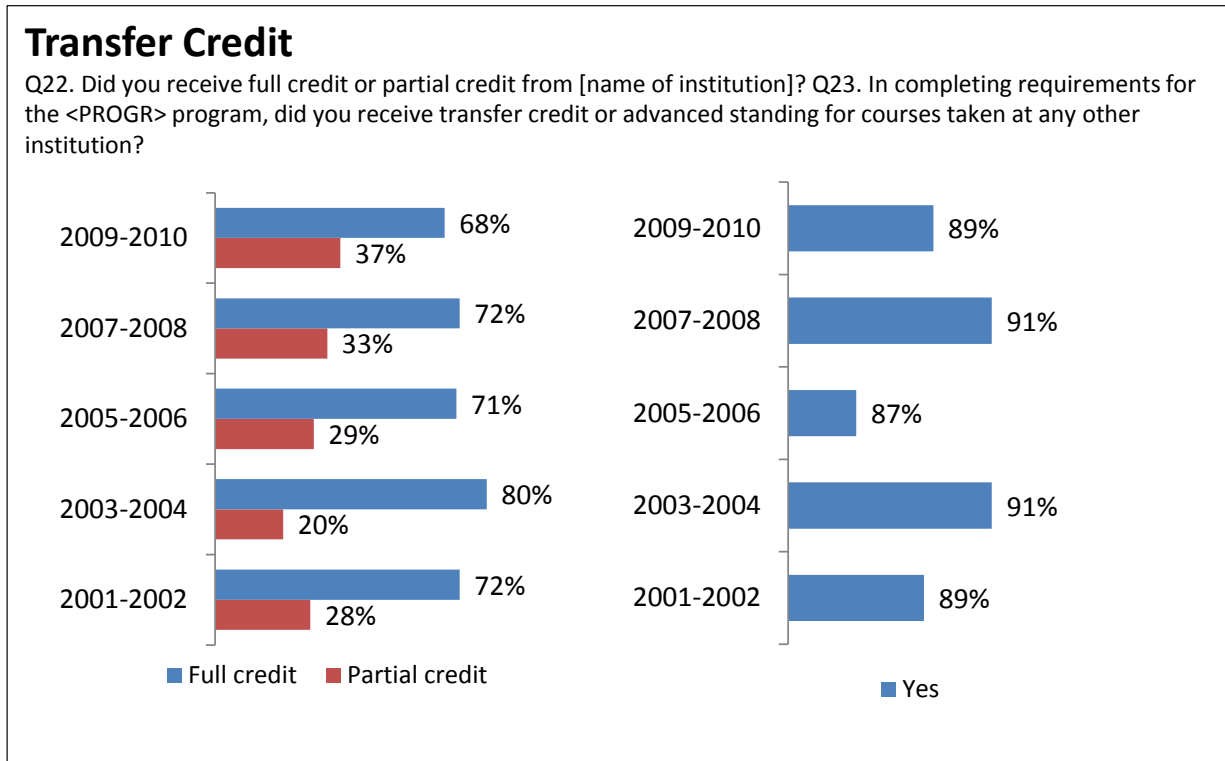
| Graduates' class* | 2001-2002 | 2003-2004 | 2005-2006 | 2007-2008 | 2009-2010 |
|--------------------------------|-----------|-----------|-----------|-----------|-----------|
| Gender | | | | | |
| Male | 34% | 36% | 36% | 34% | 40% |
| Female | 66% | 64% | 64% | 66% | 60% |
| Age | | | | | |
| Under 22 | 3% | 2% | 2% | 0% | 12% |
| 23-25 | 32% | 28% | 27% | 29% | 34% |
| 26-30 | 36% | 35% | 33% | 34% | 26% |
| 31-40 | 18% | 19% | 19% | 21% | 16% |
| Over 40 | 11% | 16% | 18% | 16% | 13% |
| Marital Status | | | | | |
| Single | 74% | 67% | 68% | 66% | 73% |
| Married or Living with Partner | 23% | 29% | 29% | 30% | 25% |
| Divorced / Separated / Widowed | 3% | 4% | 3% | 3% | 2% |

* Year range represents graduates' class.

7.2 Transfer Credit

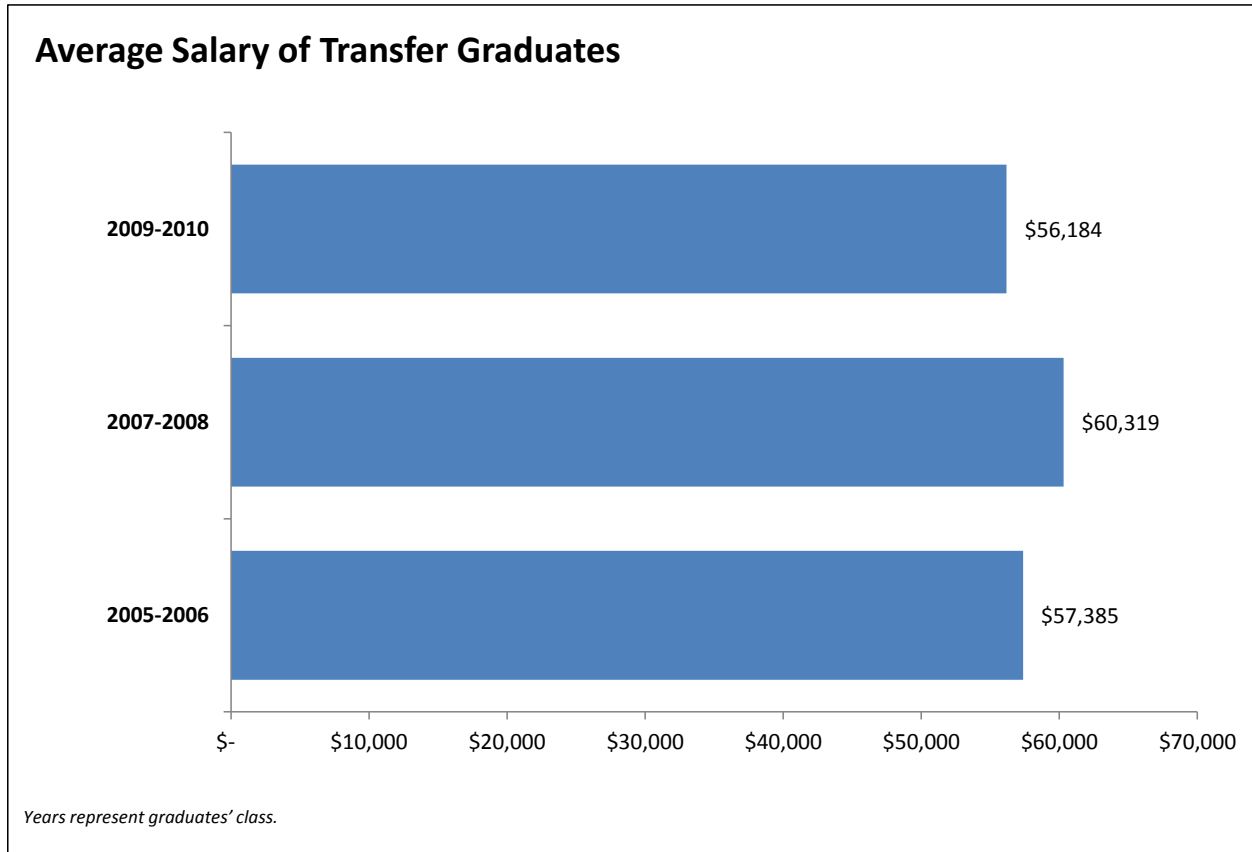
The type of transfer credit received by Transfer graduates has fluctuated over the years. In 2009-10 the amount of Transfer graduates who received full transfer credit (68%) has slightly decreased when compared to 2007-08 Transfer graduates (72%). However, the amount of Transfer graduates who received partial transfer credit (37%) has slightly increased when compared to 2007-08 (33%), and has been increasing consistently since 2003-04 (20%).

Similar to Transfer graduates who received full transfer credit, the amount of graduates receiving transfer credit overall has fluctuated over the years. A high majority (89%) of Transfer graduates in 2009-10 received transfer credit or advanced standing for courses taken at any other institution, which is a slight decrease since 2007-08 (91%).

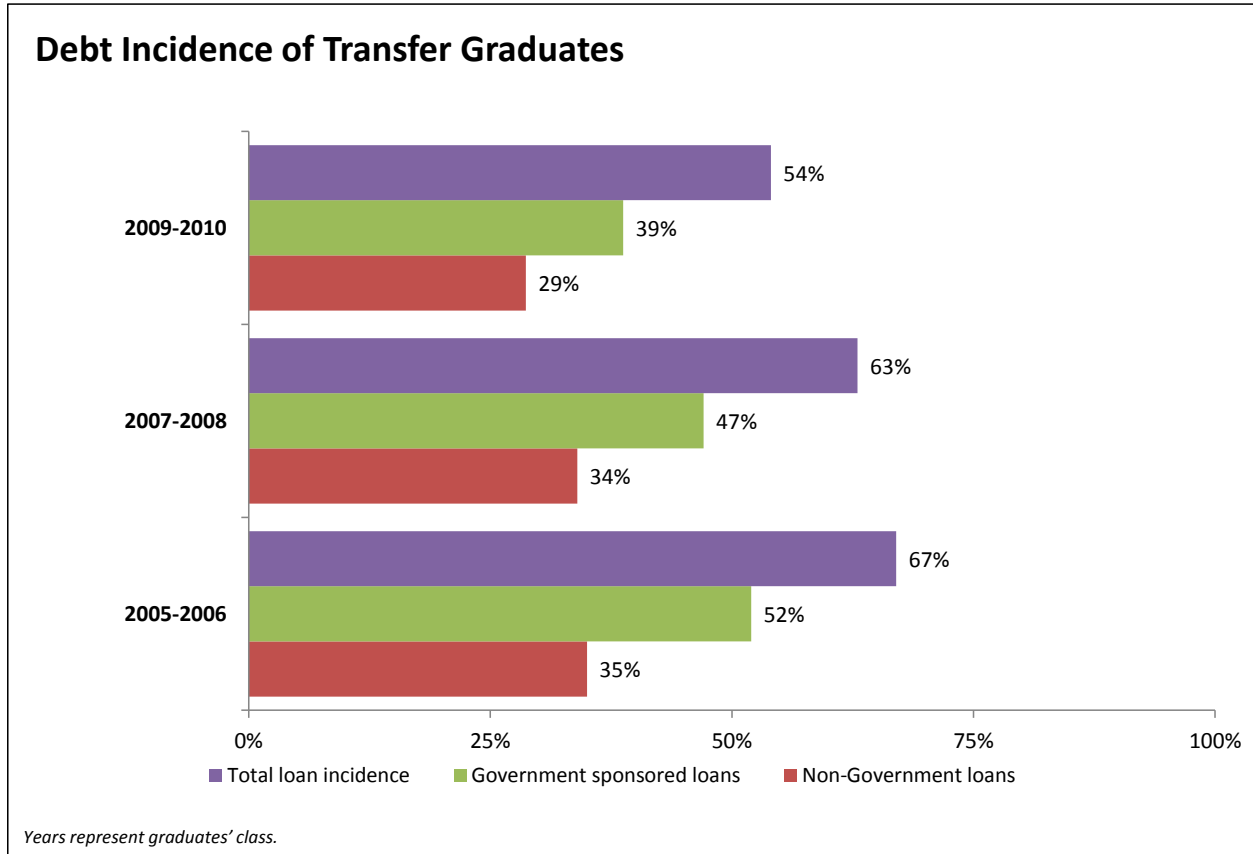


7.3 Salary

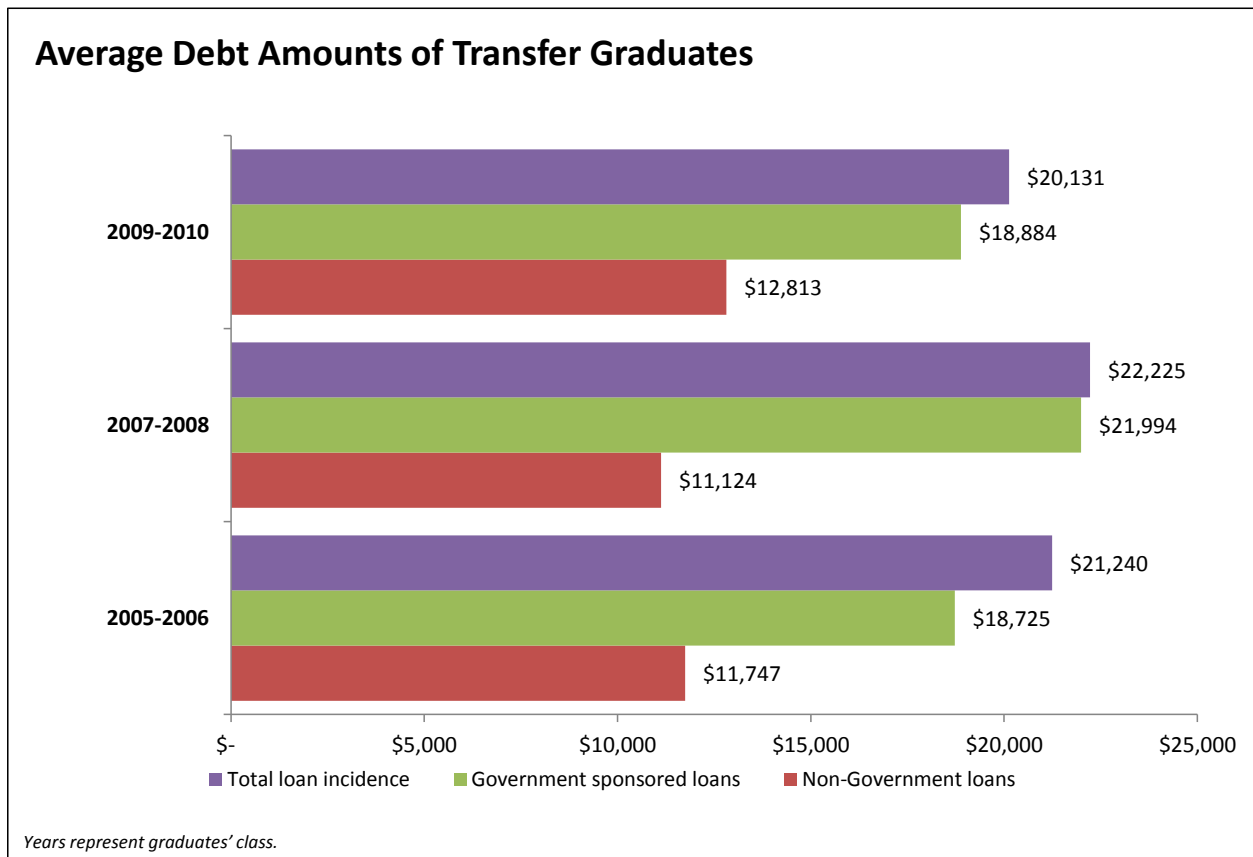
The annual salary attained by employed Transfer graduates in 2009-10 remains consistent with previous years: \$56,184 in 2009-10 compared to \$60,319 in 2007-08 and \$57,385 in 2005-06, which were adjusted to current dollars using the Consumer Price Index (CPI).



The proportion of Transfer graduates who have received a loan (54%) continues to decrease in 2009-10, reflecting the continued decline in both government-sponsored and non-government sources of financing.



As with the decline in total loan incidence, the average debt amount attained by Transfer graduates, \$20,131, has reached its lowest point since 2005-06.



8. APPENDIX A: SURVEY INSTRUMENT

Alberta Graduate Outcomes Survey, Class of 2009-10 CATI Survey

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 or email address. Explain purpose of study (see below) if requested. Thank the person providing the information.]

| | |
|---------------------|-----------------------|
| New contact - phone | Collect new phone # |
| New contact - email | Collect email address |

Hi, my name is _____ and I'm with Leger Marketing Alberta. I'm calling on behalf of Alberta Advanced Education & Technology and _____ (name of institution). We are conducting a survey of post-secondary students who completed programs of study in the fall of 2009 or the spring of 2010 at _____ (name of institution). The purpose of the study is to provide summary information for Alberta Advanced Education & Technology 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. Are you willing to complete this survey? It will only take about 17 minutes and you can complete it by telephone or online.

| | |
|---------------------|-----------------------|
| Yes – Available now | Continue |
| Yes – Call back | Schedule call back |
| Yes - Online | Collect email address |
| Refusal | Thank and terminate |

Before we start, I'd like to assure you that your participation is voluntary and that any information you provide will be kept confidential. If you wish to stop this survey at any time please just tell me. Your responses will be shared with participating post-secondary institutions 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. | | |

[IF ASKED: The overall report of findings from this project will be publicly available on the Alberta Advanced Education and Technology website in the fall of 2012. The report from the last wave of this research is currently available on this website.]

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. Which city or town were you living in 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) _____
- 77. Outside Canada (specify country) _____
- 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. Which city or town were you living in 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) _____
- 77. Outside Canada (specify country) _____
- 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 city or town 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. To be independent/move away from family
- 5. Housing opportunities/cost of living
- 6. Proximity to work/services/opportunities
- 7. Moving back to family home
- 8. To acquire further education
- 9. Improve social life
- 77. Other (specify) _____
- 88. Don't know
- 99. No response

8. Which city or town 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) _____
 77. Outside Canada (specify country) _____
 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. I will now ask you a series of questions about your post-secondary educational experience.

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. **[RANDOMIZE AND READ]**

| | not useful | | very useful | | | N/A | DK | NR |
|---|------------|---|-------------|---|---|-----|----|----|
| a) Institutional calendars (online) | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| m) Institutional calendars (print) | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| b) Alberta Learning Information Service1 (ALIS) website (www.alis.ab.ca) | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| i) Institution website | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| c) School or guidance counselors | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| j) Career fair/Open house /PSI High School presentation | 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 |
| k) Co-workers/employer | 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 |
| l) Student recruiters | | | | | | | | |
| /PSI program representatives | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| h) Other (specify) _____ | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |

11. What was your primary goal upon entering _____ (name of institution)?

[DO NOT READ]

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

12.

To what extent did you achieve your primary goal?

0. Did not achieve it **GO TO 13**
1. Partially achieved it – **GO TO 13**
2. Mostly achieved it – **GO TO 13**
3. Fully achieved it – **GO TO 14**
88. Don't know – **GO TO 14**
99. No response – **GO TO 14**

13. Why did you not fully achieve your primary goal? **[DO NOT READ]**

1. Changed program/career plans/goals
2. Personal illness or disability
3. Family responsibilities
4. Moved

- 5. Financial Reasons
- 6. Lack of employment in field
- 7. Still in school/pursuing further education
- 8. Other (specify) _____
- 88. Don't know
- 99. No response

YOUR PROGRAM

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

14. Please rate the following 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 |
|--|------------|---|--------------|---|---|-----|----|----|
| a. The skills needed for a particular job | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| b. Knowledge of a particular field of study | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| c. An opportunity to improve yourself | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| d. Chances of improved income | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| e. A desire to continue learning more, about this or other subjects | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| f. Improved employment opportunities | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |

15. The following statements 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 |
|--|------------|---|--------------|---|---|-----|----|----|
| a. Solve problems | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| b. Speak in public | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| c. Develop your writing skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| d. Resolve conflicts | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| e. Learn independently | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| f. Become self-confident | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| g. Develop leadership skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| h. Think creatively | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| i. Develop awareness of ethical issues | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| j. Develop awareness of political and social issues | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| k. Appreciate other cultures | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| l. Develop work-related computer skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| m. Develop research skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| n. Develop mathematical skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| o. Develop interpersonal skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |

| | | | | | | | | |
|---|---|---|---|---|---|----|----|----|
| p. Work independently | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| q. Work well with others | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| s. Develop effective time management skills | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |
| t. Analyze Information | 1 | 2 | 3 | 4 | 5 | 77 | 88 | 99 |

16. The following question examines how satisfied you are with your educational experience in the _____ (name of program) 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?

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)?

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?

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

17. With a yes or no answer, would you recommend the same program of study to someone else?

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

18. Would you recommend to someone that they should attend _____ (name of institution)?

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

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP QUESTION 18 a, 18 b, AND 18 c.]

18 a.) What was the minimum length of time to complete your program, based on a regular course load? (answer should be in years)

18 b.) Did it take you less, more, or exactly that amount of time to complete your program?

1. Less – GO TO 19
2. More – GO TO 18 c
3. Exactly the same– GO TO 19

18 c.) What were the main reasons why it took longer to complete?

(Verbatim Response)

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

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

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

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP QUESTION 20 AND GO TO QUESTION 25.]

1. Yes
2. No → **GO TO Q24B**
88. Don't know → **GO TO Q24B**
99. No response → **GO TO Q24B**

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. Ambrose University College(Canadian Nazarene University College / or Alliance University College)
6. Augustana University College (now University of Alberta - Augustana Campus)
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
16. Grande Prairie Regional College
17. Grant MacEwan College
18. Keyano College
19. Lakeland College
20. Lethbridge College (formerly Lethbridge Community College)
21. Medicine Hat College
22. Mount Royal College
23. NorQuest College
24. Northern Lakes College
25. Olds College

- 26. Portage College
- 27. Red Deer College
- 28. NAIT
- 29. SAIT
- 30. Other Alberta Institution (specify) _____
- 31. Other Non-Alberta Institution (specify) _____
- 88. Don't know
- 99. No response

22. Did you receive full credit or partial credit from?

[PIPE IN ONLY THOSE INSTITUTIONS CHECKED IN Q21]

| | Full | Partial | DK | NR |
|--------------------------|------|---------|----|----|
| a. Athabasca University | 1 | 2 | 88 | 99 |
| b. University of Alberta | 1 | 2 | 88 | 99 |
| c. University of Calgary | | | | |
| d. ... | | | | |

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

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

| | Yes | No | DK | NR |
|--------------------------|-----|----|----|----|
| a. Athabasca University | 1 | 2 | 88 | 99 |
| b. University of Alberta | 1 | 2 | 88 | 99 |
| c. University of Calgary | | | | |
| d. ... | | | | |

[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 from?

[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.
77. 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 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.
77. Other (specify) _____
88. Don't know
99. No response

University of Calgary...

24. A.) How satisfied were you with the transfer credit that you received?

1. Very dissatisfied

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

24. B.) In completing requirements for the _____(name of program) program, did you complete a prior learning assessment and recognition (PLAR) assessment?

1. Yes
2. No (go to 25)
88. Don't know (go to 25)
99. No response (go to 25)

24 C.) Which type of PLAR assessment did you complete? Please select all that apply

(Read)

- Written challenge exam
- Oral exam or structured interview
- Skills demonstration/assessment
- Product assessment
- Evidence file assessment
- Portfolio assessment

24 D.) Were you successful in being awarded PLAR credits?

1. Yes
2. No (go to 25)
88. Don't know (go to 25)
99. No response (go to 25)

24 E.) How many PLAR credits were you awarded? (Read)

1. 3 (one course)
2. 6-12 (two to four courses)
3. 15-30 (five to ten courses)
4. more than 30 (eleven or more courses)
88. Don't know
99. No response

25. To what extent do you agree with the following statement: 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 on-line and / or distance delivery? Is that...? **[DOES NOT INCLUDE PRIOR 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

[NOTE: FOR PRIVATE VOCATIONAL SCHOOLS, SKIP TO QUESTION 27.]

26 A. As part of your studies at (Alberta Institution) , did you participate in a study abroad program (which might include a student exchange, field school experience, course taken abroad, co-op/practicum or internship) outside of Canada?

1. Yes
2. No (go to 27)
88. Don't know (go to 27)
99. No response (go to 27)

B. In which country? [Record response]

88. Don't know
99. Prefer not to say

C. Was your Study Abroad Program offered: (read list, choose one option)

- ___ All in English
- ___ Primarily in English
- ___ Primarily in a language other than English
- ___ All in a language other than English

D. How satisfied were you with the overall quality of your study abroad educational experience?

- 1. Very dissatisfied
- 2. Dissatisfied
- 3. Satisfied
- 4. Very satisfied
- 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]**

- 89. Don't know
- 100. No response

- 30.** Are you self-employed (in your main job)? **[THE MAIN JOB REFERS TO THE JOB THAT HAS THE MOST HOURS.]**
1. Yes
 2. No
 88. Don't know
 99. No response

SKIP AHEAD TO Q33

- 31.** Are you currently looking for a job?
1. Yes → **GO TO Q50**
 2. No
 88. Don't know → **GO TO Q50**
 99. No response → **GO TO Q50**

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

SKIP AHEAD TO Q50

- 33.** How long have you been employed in your (main) job?
[SELECT THE MOST APROPRIATE, DO NOT READ]
1. Six (6) months or less
 2. Six (6) months and one (1) day to one (1) year
 3. Longer than one (1) year
 88. Don't know
 99. No response

34. What sector best describes the organization you work for? [Read list as necessary]

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
77. Other Services (Please specify) _____
88. Don't know
99. No response

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

39. What is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions for your (main) job? **[READ LIST AS NECESSARY]**

[PROBE AS NECESSARY: Next I will be asking you to tell me the amount of your salary. How would you like to tell me your salary? READ LIST. Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day? (ASK PROBES IN THIS ORDER TO MINIMIZE NEED FOR ESTIMATION)]

1. Hourly
2. Daily
3. Weekly
4. Bi-weekly (every two weeks)
5. Semi-monthly (twice a month)
6. Monthly
7. Yearly
77. Other (specify) _____
88. Don't know → **GO TO Q41**
99. No response → **GO TO Q42**

38. Working your usual hours at your (main) job, approximately what is your [INSERT APPROPRIATE WORD(S) FROM 39: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)? **[ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF 39=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]**
888888. Don't know → **GO TO Q41**
999999. No response → **GO TO Q42**

GO TO 41 IF 37=DK AND 39=HOURLY

40. [Skip if Q39 = yearly] Based on what you have told me, your total expected **annual** income from your (main) job before deductions is calculated to be \$ _____. Does that sound about right?
1. Yes → **GO TO Q42**

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

41. [Skip if Q39 = yearly] In that case, what is your approximate **annual** income from your (main) job before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**

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

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 2009-10? | 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]**

- 88. Don't know - GO TO Q45
- 99. No response - GO TO Q45

GO TO Q45 IF DK OR NO RESPONSE TO Q37

43VALID. To confirm, you work a total of [Q37+Q43] per week; that is, [Q37] at your main job and another [Q43] hours at your other jobs.

- 1. Yes – Continue
- 2. No – Jump back to Q37 or Q43, as appropriate

45. With respect to your other job(s), what is the easiest way for you to tell us your gross salary or earnings, including tips and commissions, before taxes and other deductions? **[READ LIST AS NECESSARY] [PROBE AS NECESSARY: Next I will be asking you to tell me the amount of your salary. How would you like to tell me your salary? READ LIST. Would you be able to tell me how much you earn per year? Per month? Every 2 weeks? Per week? Per hour? Per day? (ASK PROBES IN THIS ORDER TO MINIMIZE NEED FOR ESTIMATION)]**

1. Hourly
2. Daily
3. Weekly
4. Bi-weekly (every two weeks)
5. Semi-monthly (twice a month)
6. Monthly
7. Yearly
77. Other (specify) _____
88. Don't know
99. No response → **GO TO Q46**

44. Working your usual hours at your other job(s) what is your approximate [INSERT APPROPRIATE WORD(S) FROM 45: Hourly/Daily/Weekly/Bi-weekly/Semi-monthly (every two weeks)/Monthly/Yearly] gross salary or earnings, before taxes and deductions? (including gratuities, commission and other earnings)? **[ENTER SALARY, DO NOT USE DECIMALS EXCEPT IF 45=HOURLY; IF NECESSARY, HAVE PARTICIPANT CONVERT TO CANADIAN DOLLARS AS CLOSELY AS POSSIBLE]**

888888. Don't know GO TO Q45B

999999. No response → **GO TO Q46**

GO TO 45B IF DK IN Q45

GO TO 45B IF DK IN Q43 AND HOURLY IN Q45

45a. [Skip if Q45 = yearly] Based on what you have told me, your total expected **annual** income from your other job(s) before deductions is calculated to be \$ _____. Does that sound about right?

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

- 45b.** [Skip if Q45 = yearly] In that case, what is your approximate **annual** income from your other job(s) before deductions including ANY tips OR commissions? **[ENTER ANNUAL INCOME]**
888888. Don't know
999999. No response → **GO TO Q46**

- 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 2009-10? | 1 | 2 | 3 | 88 99 |

- 47.** When you were selected for your (main) job, what was the minimum 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 Bachelor's degree
8. Completed graduate studies
10. Professional degree (only includes: Medicine (MD), Law (LLB), and Dentistry (DDS))
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 (including Augustana campus)
- 3. University of Calgary
- 4. University of Lethbridge
- 5. Ambrose University College
- 6. Canadian University College
- 7. Concordia University College
- 8. King's University College
- 9. St. Mary's University College
- 10. Alberta College of Art and Design
- 11. Bow Valley College
- 12. Grande Prairie Regional College (including Fairview Campus)
- 13. Grant MacEwan College

- 14. Keyano College
- 15. Lakeland College
- 16. Lethbridge Community College
- 17. Medicine Hat College
- 18. Mount Royal College
- 19. NorQuest College
- 20. Northern Lakes College
- 21. Olds College
- 22. Portage College
- 23. Red Deer College
- 24. NAIT
- 25. 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 LIST AS NECESSARY]**

- 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)
- 77. 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. Approximately 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. As I mentioned, 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 the _____ (program name) program? 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 the _____ (name of program) 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
- 77. Other _____
- 88. Don't know
- 99. No response

SKIP TO Q67

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

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

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

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

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

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

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

1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree
 - 6 a.) Undergraduate
 - 6 b.) Masters
 - 6 c.) PhD
 - 6 d.) Professional degree -- only includes: Medicine (MD), Law (LLB), and

Dentistry (DDS)

77. Other (specify) _____
88. Don't know
99. No response

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

88. Don't know
99. No response

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