



SASKATCHEWAN MINISTRY OF ADVANCED EDUCATION

2014 Graduate Outcomes Study Report
Revised July 2017

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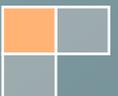


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Executive Summary

The Saskatchewan Ministry of Advanced Education (hereinafter referred to as the Ministry), along with post-secondary institutions and organizational partners, undertook a research project to measure the perceptions and experiences of post-secondary graduates from provincial institutions, both public and private. These graduates included individuals who successfully completed a post-secondary program and received a formal credential including a degree, diploma or certificate, or achieved journeyman status within the 2014 calendar year¹ (July 2014 to June 2015 for private vocational schools). Below are the credential granting institutions/organizations that participated in this research.

- University of Regina (U of R)
- University of Saskatchewan (U of S)
- Saskatchewan Polytechnic (Sask Polytech)
- Saskatchewan Indian Institute of Technologies (SIIT)
- Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)
- Private vocational schools (PVS)

This is the third survey of graduate outcomes in Saskatchewan undertaken by the Ministry and its post-secondary institutions and organizational partners. Insightrix Research Inc. (hereinafter referred to as Insightrix), a full-service marketing research firm based in Saskatoon, was contracted to administer this research project.

METHODOLOGY

Each institution provided Insightrix with a database of their 2014 graduates. The Ministry supplied a list of PVS graduates who completed their program in the 2014-15 school year. In total, 12,779 valid contacts were received.

A census approach was used to contact graduates through mail, telephone, online, social media and SMS invitations. Between September 20th, 2016 and February 15th, 2017, 5,496 respondents completed the survey with an overall response rate of 43%. The margins of error are equal to ± 1.0 percentage points at the 95% confidence level.

¹ Graduates from the two universities also include students registered at federated colleges and other institutions that deliver academic programs for which one of the universities awards a degree or another credential.

SUMMARY OF FINDINGS

Profile of Graduates

Most demographic characteristics of graduates remained steady with previous cycles of the study.

- Six in ten (55%) graduates were females and seven in ten (68%) were under 30 years old at the time of graduation.
- One in ten graduates reported being of Aboriginal ancestry (10%) or an international student (8%). Slightly more (13%) self-declared as being a visible minority.
- Few (4%) self-identified as a person with a disability.
- Compared to previous cycles of the study, a growing proportion of graduates self-identified as being a visible minority and decreasing proportions were Canadian citizens.

Previous Education

- Most (93%) graduates had a high school diploma.
- Six in ten (62%) graduates began taking post-secondary programs between 2008 and 2013.
- Roughly four in ten (38%) graduates completed a post-secondary program prior to enrolling in the program from which they graduated in 2014. Slightly more graduates completed a prior post-secondary program compared to the previous two cycles of the study.

Profile of 2014 Program

- Two in ten (18%) graduates indicated they transferred credits from other post-secondary institutions to their program. More than eight in ten (84%) of those who had transfer credit experiences were satisfied or very satisfied with their transfer credit experience.
- One half (51%) of graduates (excluding SATCC graduates) indicated they participated in experiential learning during their program, such as job training, internships, practicums, co-op programs and case competitions. Two thirds (66%) of those who participated believed the experience benefited them to a great extent.
- An opportunity to improve themselves (46% indicated they benefited to a great extent) and achieving a designation needed for a job (43%) were areas where graduates believed they benefited the most from their program.
- Eight in ten or more graduates were either satisfied or very satisfied with the following aspects of their program: geographic location of their program (92%), quality of teaching (89%), quality of buildings (87%) program content (90%) and lab or technology equipment (80%). Nine in ten (93%) were satisfied or very satisfied with the overall quality of their educational experience.

- When asked to what extent their program added to a variety of skills, knowledge and abilities, independent learning and critical thinking were the areas where graduates learned the most. Their program added least to graduates' mathematical skills, conflict resolution skills and computer skills.
- A large majority (85%) of graduates would recommend their program to others. Poor job opportunities, lack of relevance of program, and low quality of academic staff continued to be common reasons for not recommending one's program to others.
- Six in ten graduates found no challenges with housing or mental or physical health issues during their program. Eight in ten had no childcare challenges. Roughly one in ten experienced major challenges in one of these three areas.
- Three in ten (30%) graduates took at least some of their studies via distance education, most commonly from the U of S, Sask Polytech or the U of R.
- Fewer than two in ten (17%) graduates took at least some portion of their program through a Saskatchewan regional college. Of these graduates, a majority took their entire program at a regional college.

Further Post-secondary Education

- Nearly three in ten (28%) graduates have taken further post-secondary programs since completing their program in 2014. Most commonly, this further education was taken from the U of S, Sask Polytech or the U of R.
- Most graduates who took additional post-secondary education have obtained or were working towards a certificate (22%), an undergraduate degree (21%) or a master's degree (20%). The main reason for taking additional studies was for career advancement.

Financing Post-secondary Education

- Personal savings (63%), family support (56%), employment earnings during program (51%), scholarships from their institution (37%) and credit cards (36%) were the most commonly used sources for financing post-secondary study.
- One half (50%) of graduates owed debt from post-secondary education at the time of graduation in 2014, which was in line with previous cycles of the study. Nearly one quarter (23%) owed Canada or Saskatchewan government student loan debt at the time of graduation. The proportion reduced to 17% two years after graduation.
- Among graduates who reported having any debt, the average debt was \$28,206 at the time of graduation, of which, \$23,342 was from the 2014 program.
- One third of graduates (33%) received government student loans to finance their post-secondary studies. Among those who reported having government student loan debt, the average balance was \$23,569 at the time of graduation, of which \$20,546 was from the 2014 program. The amount of government student loan debt from all post-secondary education two years after completing their program in 2014 was \$21,856.

- Among graduates who owed debt from financial institutions at the time of graduation, the debt from all post-secondary education was \$19,395. The amount reduced to \$18,826 two years after graduation.
- On average, graduates who used scholarships/grants/bursaries from different sources during their post-secondary studies received \$13,241 from all sources.
- Nearly six in ten (57%) graduates (excluding SATCC graduates) were employed during their program and worked an average of 23.9 hours per week.

Employment Outcomes

- Employment rate among all graduates was 85% two years after graduation, down slightly from previous cycles of the study. Among those who were not employed, four in ten (40%) were looking for a job at the time of the survey. Of those who were not looking for a job, the reason was primarily because they were attending school.
- Typically, a graduate who was employed at the time of the survey had one permanent job, was not self-employed, worked full-time, felt he/she was qualified for the job and earned an average annual salary of \$61,475.
- Among those who were employed at the time of the survey, eight in ten worked in a field that they considered to be at least somewhat related to their program. Graduates who did not work in a field highly related to their program most commonly indicated they could not find a job related to their training or education.
- Seven in ten (69%) jobs required at least some post-secondary education, consistent with what was reported by 2009-10 graduates (70%) but up from ten years ago (59%). Six in ten (60%) graduates felt their program was very helpful in obtaining their current job.

Graduate Migration

- Three in ten (30%) graduates relocated since they completed their program in 2014, down slightly from previous cycles of the study.
- Nearly one in ten (9%) graduates moved out of Saskatchewan after completing their program.
- Employment continued to be the most common reason for moving after graduation.

Government Programs Related to Post-secondary Education

- Nine in ten (88%) graduates were aware of the Saskatchewan Graduate Retention Program. Three in ten (28%) graduates indicated the program influenced their decision to study at their institution.
- Among those who lived in Saskatchewan at the time of the survey, four in ten (42%) reported the Saskatchewan Graduate Retention Program had at least some influence on their decision to stay in the province.

- When asked how satisfied graduates were with Saskatchewan government programs and services related to post-secondary education and training, two thirds (65%) were either satisfied or very satisfied.

Summary of Results for Aboriginal Graduates

One in ten (10%, 573 graduates) respondents surveyed self-identified as being of Aboriginal ancestry. Below is a summary of key findings for Aboriginal respondents.

- Most Aboriginal graduates self-identified as either Status Indian (51%) or Métis (42%).
- Two thirds (66%) of Aboriginal graduates were female compared to 54% of non-Aboriginal graduates. On average, Aboriginal graduates were four years older than non-Aboriginals (32 years compared to 28 years at graduation).
- Aboriginal graduates were more likely to self-identify as a person with disability compared to non-Aboriginals (9% compared to 4%).
- Aboriginal graduates were more likely to be first generation graduates compared to non-Aboriginal graduates (39% compared to 26%).
- Aboriginal graduates were more than twice as likely as non-Aboriginal graduates to have had major childcare and housing challenges during their program.
- The top five financial sources Aboriginal graduates used for post-secondary studies included: sponsorship by a First Nation band or Aboriginal funding program (58%), personal savings (42%), family support (41%), employment earnings during program (41%), and scholarships/grants/bursaries from their institution (36%).
- Nearly one half (45%) of Aboriginal graduates reported difficulties repaying their government student loan debt compared to 30% of non-Aboriginal graduates.
- Fewer Aboriginal graduates were employed two years after graduation (75% compared to 86% for non-Aboriginal graduates). Employment rates for Aboriginal graduates has declined from the past two cycles of the study (80% for 2004-05 graduates and 82% for 2009-10 graduates).
- On average, Aboriginal graduates employed at the time of the survey earned \$57,915 annually from their primary job (\$61,962 for non-Aboriginal graduates).
- Aboriginal graduates were less likely to have moved out of Saskatchewan after they completed their program (5% compared to 10% for non-Aboriginal graduates).

Summary of Results for International Graduates

One in ten (8%, 446 graduates) respondents surveyed reported being an international student at some time during their studies. Below is a summary of key findings for international graduates.

- Four in ten (40%) international graduates were female compared to 56% for domestic graduates.

- Eight in ten (80%) international graduates indicated they intended to stay in the province after completing their program and nine in ten (90%) intended to stay in Canada after graduation.
- International graduates were less likely to be first generation graduates compared to domestic graduates (22% compared to 28%).
- International graduates were more likely to have completed a post-secondary program prior to enrolling in the program they finished in 2014 (59% compared to 36% for domestic graduates).
- International graduates tended to be more likely to have experienced challenges with housing during their studies compared to domestic graduates (9% faced major challenges compared to 4%).
- The top five financial sources international graduates used for post-secondary studies included: family support (58%), personal savings (52%), scholarships/grants/bursaries from their institution (41%), employment earnings during their program (38%), and credit cards (33%). International graduates were also more likely to have used research or teaching assistantships to finance their post-secondary education (27% compared to 8% for domestic graduates).
- International graduates were less likely to have used Canada or Saskatchewan government student loans (9% compared to 35% for domestic graduates).
- On average, international graduates received twice as much from various sources of scholarships/grants/bursaries compared to domestic graduates (\$25,257 compared to \$12,220 for domestic graduates).
- Fewer international graduates were employed two years after graduation (77% compared to 85% for domestic graduates).
- On average, international graduates employed at the time of the survey earned a lower salary from their primary job compared to domestic graduates (\$52,070 compared to \$62,137).
- International graduates tended to be more likely to have moved out of Saskatchewan after graduation from their program (15% compared to 9% for domestic graduates).

Introduction

The Saskatchewan Ministry of Advanced Education (hereinafter referred to as the Ministry), along with post-secondary institutions and organizational partners, undertook a research project to measure the perceptions and experiences of post-secondary graduates from provincial institutions, both public and private. These graduates included individuals who successfully completed a post-secondary program and received a formal credential including a degree, diploma or certificate, or achieved journeyman status within the 2014 calendar year (July 2014 to June 2015 for private vocational schools). Below are the credential granting institutions/organizations that participated in this research.

- University of Regina (U of R)
- University of Saskatchewan (U of S)
- Saskatchewan Polytechnic (Sask Polytech)
- Saskatchewan Indian Institute of Technologies (SIIT)
- Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)
- Private vocational schools (PVS)²

Other institutions that offer post-secondary education and training opportunities in the province include seven regional colleges (Carlton Trail College, Cumberland College, Great Plains College, Northlands College, North West College, Parkland College and Southeast College) and Gabriel Dumont Institute/Dumont Technical Institute.³ In addition to other programming, these institutions offer credentialed courses and programs which are primarily brokered (i.e., the credential is granted by the brokering institution) from Sask Polytech, SATCC, the U of R and the U of S, or from institutions outside of Saskatchewan. Students who attended these institutions and received a credential from a brokering Saskatchewan institution were identified by the brokering institution and included in this research. In the case of apprenticeship, technical training is brokered through a number of training providers⁴ and the credential (journeyman status) is issued by the SATCC.

The U of S offers undergraduate and graduate programs as well as a range of programs typically referred to as the professional colleges which include dentistry, law, pharmacy, medicine and veterinary medicine. Those who graduated from St. Thomas More College and St. Peter's College are considered U of S graduates in this study.

² A list of these institutions can be found online at <https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/career-colleges/#list-of-registers-private-vocational-schools>.

³ Lakeland College is an inter-provincial college for Alberta and Saskatchewan which provides credentialed education and training opportunities leading to certificates or diplomas. Lakeland College graduates were not included in this research.

⁴ A list of the training providers can be found online at <http://saskapprenticeship.ca/resources/training-partners/>.

The U of R primarily offers undergraduate and graduate programs. A typical undergraduate degree at both U of R and U of S generally requires four years of full-time study. Graduate programs at the Masters level typically require an additional two years of study after an undergraduate degree. Doctoral studies typically require undergraduate and master's degrees as well as additional years of study. Those who graduated from Luther College, Campion College and First Nations University of Canada are considered U of R graduates in this study.

Sask Polytech provides certificate, diploma, degree, and apprenticeship training. The length of certificate programs varies by course and can span up to one year of full-time study while diploma programs require two to three years of full-time study. Degree programs typically require two to four years of study.

SIIT is a First Nations institution offering a range of educational programs which lead to certificates or diplomas. Certificate programs usually require 24 weeks to one year of full-time study while diploma programs typically require two to three years of study.

SATCC administers apprenticeship training and trade certification for Saskatchewan's designated skilled trades. The timeframes for apprenticeship training vary, but it is typically delivered over four years which includes paid workplace training facilitated by an employer and eight weeks of technical training each year delivered by an institution contracted by SATCC. Once apprentices have met all the requirements to be certified in their trade, they are issued a journeyperson designation by SATCC.

Private vocational schools (PVS), combined, offer over 200 vocational training programs to prepare individuals for employment in specific occupations. Programs take an average of 40 weeks in length to complete and typically result in a certificate or diploma conferred by the PVS.

This is the third survey of graduate outcomes in Saskatchewan undertaken by the Ministry and its post-secondary institutions and organizational partners. The research gathers information on the following key areas:

- Level of satisfaction with post-secondary education,
- Sources of financing for post-secondary education,
- Debt related to post-secondary education,
- Pre- and post-graduate mobility and
- Education and employment outcomes.

The information gathered from this study provides a clear and thorough picture of post-secondary graduates' experiences. Understanding the outcomes of graduates will lead to further advances in the research, analysis, planning and reporting capabilities at both the provincial and institutional levels. The main objectives for this research were to:

- Provide provincial inter-institutional data that can be used for accountability purposes (i.e. strategic planning, performance measurement, Post-secondary Education Indicators, project and reporting, etc.),
- Provide information on provincial graduates' education and employment outcomes and
- Provide information to students on post-secondary graduate experiences following graduation.

Insightrix Research Inc. (hereinafter referred to as Insightrix), a full-service marketing research firm based in Saskatoon, was contracted to administer this research project. A census approach was used to contact graduates through mail, telephone, online, social media and SMS invitations. A detailed approach to conducting the survey project is outlined in Appendix A Methodology.

REPORTING NOTES

Wherever possible, the results from the current survey were compared to results from the 2006–07 and the 2011-12 cycles of the study. Where dollar values are compared across different cycles of the study, all values are shown in constant 2016 dollars.

In this report, Z tests and T tests were used to determine whether differences in the results between subgroups are statistically significant.⁵ A significance level (α) of 0.05 was used which indicates that there is a 5% risk concluding that a difference exists when there is no actual difference in the population.

Unless otherwise noted, results are bolded for subgroups (such as male compared to female) with statistically significant differences. Results for subgroups with a sample size lower than 15 have been suppressed to meet the confidentiality requirement.

REPORT STRUCTURE

The structure of the remaining sections of the report is outlined below.

Demographic Profile of Graduates provides an overview of the demographic profile of the graduates who completed the survey.

Previous Education focuses on graduates' educational experience prior to the current program, including high school experiences and post-secondary education prior to the current program.

Profile of the 2014 Program explores graduates' experiences during the current program. Breakdown by institution, program type and Classification of Instructional Programs (CIP) is examined in this section.

⁵ SPSS was used to analyze results where a Z test was used to compare proportions from different subgroups and a T test was used to compare means from different subgroups.

Further Post-secondary Education briefly summarizes graduates' educational experiences after they completed their 2014 program.

Financing of Post-secondary Education examines sources of financing, use of government student loans among other major sources, and debt from post-secondary education.

Employment Outcomes analyzes employment rate, program related employment, job satisfaction and employment history. It includes coding jobs using the National Occupation Classifications (NOC).

The last two sections, **Graduate Migration** and **Government Programs Related to Post-secondary Education** briefly discuss graduates' mobility over time and their awareness and perceptions of government programs related to post-secondary education (such as the Saskatchewan Graduate Retention Program).

Demographic Profile of Graduates

PROFILE SUMMARY

The table below outlines the demographic profile of graduates who completed the questionnaire. Most were Canadian citizens and under 30 years old at the time of graduation. One in ten said they were of Aboriginal ancestry and slightly more self-declared as being a visible minority.

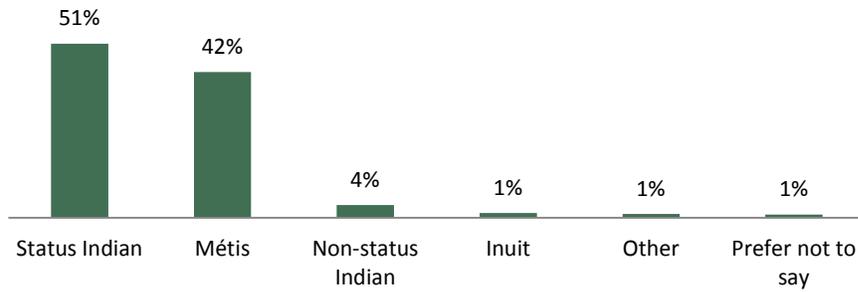
Table 1: Summary of Graduates' Demographic Profile

2014 Graduates n=5,496	
Gender	
Male	44%
Female	55%
Other	<1%
Age at graduation	
22 and younger	21%
23 or 24	21%
25 to 29	26%
30 to 39	18%
40 and older	11%
Average	28.3
Median	25
Current citizenship status (two years after graduation)	
Canadian citizen	91%
Landed immigrant/permanent resident	4%
Student visa	2%
Other	3%
Other sub-groups	
Aboriginal	10%
Visible minority	13%
People with a disability	4%
International	8%

Note: Age was calculated as of December 31, 2014.
"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

Most Aboriginal graduates self-identified as either Status Indian or Métis.

Figure 1: Graduates by Aboriginal Identity



86. Are you... Base: Aboriginal graduates, n=573.

DISABILITY-RELATED ACCOMMODATIONS & IMPACT

Among those self-identified as a person with a disability (4% of all graduates), more than one half requested accommodations from their institution because of their disability. In most of these cases, the institution reportedly made accommodations.

Figure 2: Disability-related Accommodations Requested/Provided

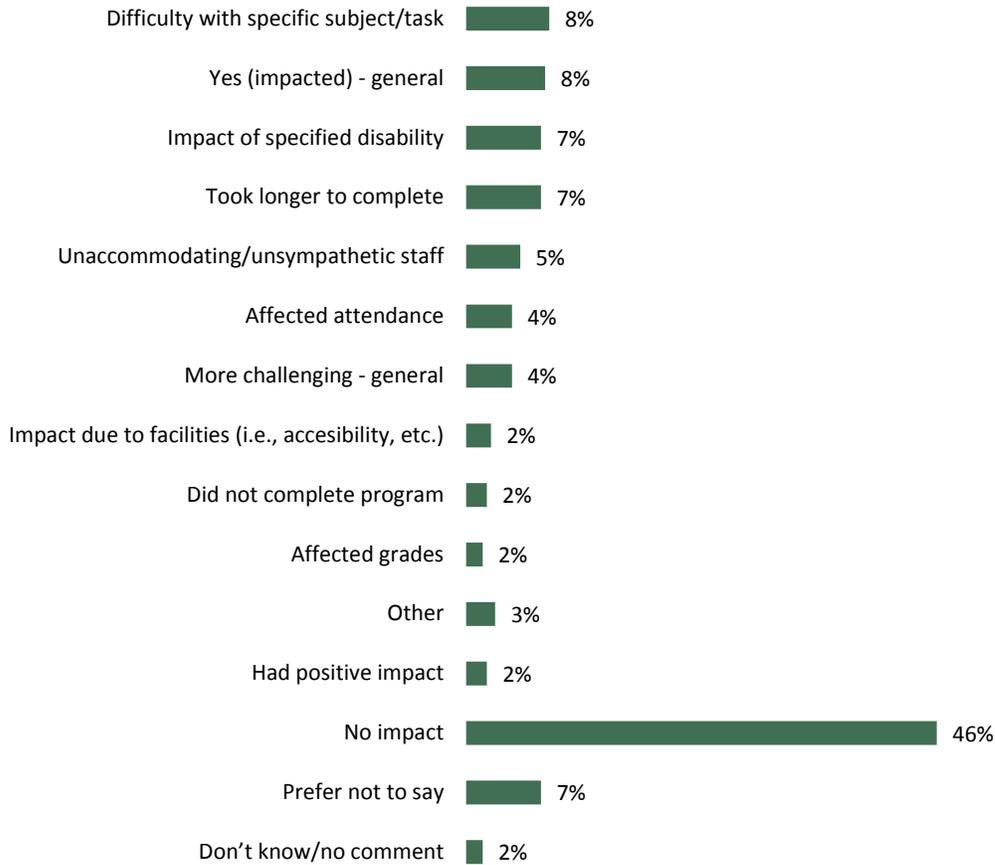


89. Did you request any accommodations from the [insert institution] because of your disability? Base: respondents with disability, n=247.

90. Did the institution make the accommodations you requested? Base: respondents with disability who requested accommodation from their institution, n=134.

Nearly one half of those who identified as having a disability indicated that their disability had no impact on their educational experience. Among those who claimed to have experienced an impact on their educational experience, a variety of specific negative impacts were noted.

Figure 3: Impact of Disability on Educational Experience



91. Did your disability impact your educational experience at [institution name] and if so, how? Base: respondents with disability, n=247.

PROFILE BY INSTITUTION

Below is a breakdown of graduates' demographic profile by institution.

- SIIT and PVS had a greater number of female graduates while SATCC had more male graduates.
- Age distributions by institution varied somewhat, with SIIT having the oldest graduates and PVS having the youngest graduates on average.
- More SIIT graduates were of Aboriginal ancestry than graduates of other institutions.
- The two universities had a greater proportion of international graduates than other institutions.

Table 2: Graduates' Profile by Institution

	Total	U of S	U of R	SIIT	Sask Polytech	SATCC	PVS
Base size	5,496	1,836	1,115	114	1,491	684	256
Gender							
Male	44%	39%	38%	21%	41%	88%	26%
Female	55%	60%	61%	77%	58%	12%	73%
Age at graduation							
22 and younger	21%	15%	12%	16%	36%	9%	48%
23 or 24	21%	28%	25%	11%	13%	20%	13%
25 to 29	26%	31%	28%	17%	18%	35%	14%
30 to 39	18%	15%	19%	31%	17%	26%	14%
40 and older	11%	8%	11%	24%	13%	8%	8%
Average	28.3	27.6	29.1	32.7	28.1	29.1	25.7
Median	25	25	26	31	24	27	23
Current citizenship status (two years after graduation)							
Canadian citizen	91%	89%	86%	94%	93%	99%	93%
Landed immigrant/permanent resident	4%	4%	5%	1%	4%	1%	6%
Student visa	2%	3%	2%	0%	1%	0%	<1%
Other	3%	3%	6%	4%	3%	0%	1%
Other sub-groups							
Aboriginal	10%	8%	7%	90%	12%	6%	11%
Visible minority	13%	14%	17%	4%	12%	6%	13%
People with a disability	4%	3%	4%	11%	6%	3%	8%
International	8%	11%	14%	0%	6%	<1%	3%

Note: Age was calculated as of December 31, 2014.

"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

PROFILE BY PROGRAM TYPE

Below is a breakdown of graduates' demographic profile by program type.

- Nine in ten graduates with a journeyperson designation were male. Graduates from a diploma program or a bachelor program were more likely to be female.
- Graduate programs (master and doctorate) tended to have older graduates in addition to a higher representation of international graduates and visible minorities.
- Certificate and diploma programs tended to have higher proportions of graduates of Aboriginal ancestry.

Table 3: Graduates' Profile by Program Type

	Total	Certificate	Diploma	Journey person	Bachelor	Master	Doctorate
Base size	5,496	1,403	764	684	2,012	557	76
Gender							
Male	44%	41%	32%	88%	37%	44%	57%
Female	55%	58%	67%	12%	63%	56%	42%
Age at graduation							
22 and younger	21%	33%	35%	9%	18%	0%	0%
23 or 24	21%	9%	17%	20%	36%	5%	0%
25 to 29	26%	15%	21%	35%	30%	38%	11%
30 to 39	18%	20%	16%	26%	10%	30%	61%
40 and older	11%	18%	9%	8%	4%	20%	20%
Average	28.3	29.9	26.8	29.1	25.9	33.1	35.7
Median	25	26	24	27	24	30	33
Current citizenship status (two years after graduation)							
Canadian citizen	91%	88%	94%	99%	95%	73%	72%
Landed immigrant/permanent resident	4%	5%	4%	1%	2%	13%	20%
Student visa	2%	3%	<1%	0%	1%	4%	0%
Other	3%	4%	1%	0%	3%	9%	7%
Other sub-groups							
Aboriginal	10%	17%	13%	6%	8%	5%	7%
Visible minority	13%	14%	11%	6%	11%	26%	24%
People with a disability	4%	6%	6%	3%	4%	2%	1%
International	8%	10%	3%	<1%	5%	27%	33%

Note: Age was calculated as of December 31, 2014.

"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

PROFILE OF ABORIGINAL GRADUATES

Below is a breakdown of graduates' demographic profile by Aboriginal status.

- Two thirds of Aboriginal graduates were female.
- On average, Aboriginal graduates were four years older than non-Aboriginals (32 years compared to 28 years at graduation).
- Aboriginal graduates were more likely to self-identify as a person with a disability compared to non-Aboriginals.

Table 4: Graduates' Profile by Aboriginal Status

	Total	Aboriginal	Non-Aboriginal
Base size	5,496	573	4,853
Gender			
Male	44%	33%	46%
Female	55%	66%	54%
Age at graduation			
22 and younger	21%	16%	22%
23 or 24	21%	13%	22%
25 to 29	26%	24%	26%
30 to 39	18%	25%	17%
40 and older	11%	20%	9%
Average	28.3	31.6	27.9
Median	25	28	25
Current citizenship status (two years after graduation)			
Canadian citizen	91%	96%	91%
Landed immigrant/permanent resident	4%	1%	4%
Student visa	2%	<1%	2%
Other	3%	2%	3%
Other sub-groups			
People with a disability	4%	9%	4%

Note: Age was calculated as of December 31, 2014.

"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

PROFILE OF INTERNATIONAL GRADUATES

Below is a breakdown of graduates' demographic profile by international status.

- International graduates were more likely to be male compared to domestic graduates.⁶
- More international graduates were between 25 and 29 years of age at the time of graduation (four in ten) compared to one quarter domestic graduates in the same age category. Overall, the average age of international graduates was similar to that of domestic graduates.

Table 5: Graduates' Profile by International Student Status

	Total	International student at any point during program	Domestic student
Base size	5,496	446	5,050
Gender			
Male	44%	58%	43%
Female	55%	40%	56%
Age at graduation			
22 and younger	21%	14%	21%
23 or 24	21%	13%	22%
25 to 29	26%	42%	25%
30 to 39	18%	21%	18%
40 and older	11%	4%	11%
Average	28.3	27.6	28.3
Median	25	26	25
Citizenship status			
Canadian citizen	91%	13%	98%
Landed immigrant/permanent resident	4%	33%	2%
Student visa	2%	19%	0%
Other	3%	33%*	<1%
Other sub-groups			
Visible minority	13%	59%	9%
People with a disability	4%	2%	5%

Note: Age was calculated as of December 31, 2014.

*"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

⁶ Domestic graduate is defined as those who were not an international student at any time during their program graduated from in 2014 (graduates who answered "no" to question 15: were you considered an international student at any time during your program?).

Intention to Stay

Respondents who considered themselves an international graduate were asked about their intention to stay in Saskatchewan and in Canada when they first arrived in the province. Eight in ten said they intended to stay in the province after completing their program and nine in ten intended to stay in Canada after graduation.

Table 6: International Graduates' Intention to Stay after Graduation

Intended to stay	Yes	No	Base size
In the province after completing your program	80%	20%	446
In Canada after completing your program	90%	10%	

15. Were you considered an international student at any time during your program? Base: All international students.

PROFILE OF GRADUATES WITH A DISABILITY

Below is a breakdown of graduates' demographic profile by reported disability status.

- On average, graduates who identified themselves as a person with a disability were four years older than those who did not declare a disability (32 years compared to 28 years at the time of graduation).
- Graduates with a disability were twice as likely to report being of Aboriginal ancestry than those who did not identify as a person with a disability.

Table 7: Graduates' Profile by Reported Disability Status

	Total	Self-identified as person with disability	Not self-identified as person with disability
Base size	5,496	247	5,196
Gender			
Male	44%	38%	45%
Female	55%	60%	55%
Age at graduation			
22 and younger	21%	16%	21%
23 or 24	21%	13%	22%
25 to 29	26%	20%	26%
30 to 39	18%	27%	18%
40 and older	11%	20%	10%
Average	28.3	31.9	28.1
Median	25.0	29.0	25.0
Current citizenship status (two years after graduation)			
Canadian citizen	91%	97%	91%
Landed immigrant/permanent resident	4%	2%	4%
Student visa	2%	1%	1%
Other	3%	<1%	3%
Other sub-groups			
Aboriginal	10%	20%	10%
Visible minority	13%	11%	13%

Note: Age was calculated as of December 31, 2014.

"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

TRENDING DEMOGRAPHIC PROFILE

Most demographic characteristics of graduates have remained steady with previous cycles of the study with the following trends noted.

- A growing proportion of graduates self-identified as being a visible minority and a decreasing proportion were Canadian citizens.
- The average age of graduates has decreased by one year with every five-year cycle of this research.

Table 8: Trending Graduates' Demographic Profile

	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size	5,839	4,978	5,496
Gender			
Male	44%	43%	44%
Female	56%	57%	55%
Age at graduation			
Average	30.3	29.3	28.3
Median	27	26	25
Current citizenship status (two years after graduation)			
Canadian citizen	98%	95%	91%
Landed immigrant/permanent resident	1%	3%	4%
Student visa	1%	1%	2%
Other	NA	2%	3%
Other sub-groups			
Aboriginal	10%	9%	10%
Visible minority	7%	9%	13%
People with a disability	4%	4%	4%
International	NA	NA	8%

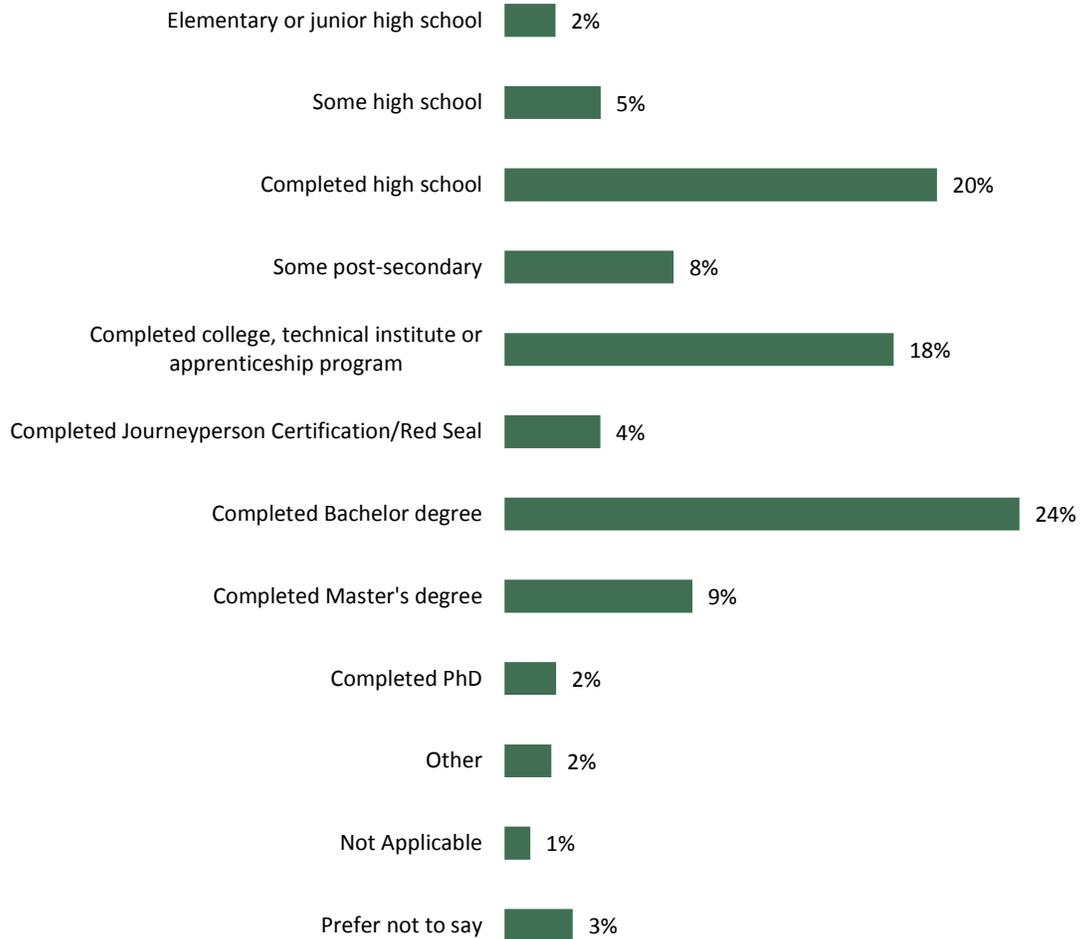
Note: Age was calculated as of December 31, 2014.

"Don't know", "not sure" or "prefer not to say" are included in the base but not shown in the table.

HIGHEST EDUCATION OF PARENT(S)/GUARDIAN(S)

Graduates were asked to indicate the highest level of education obtained by their parent(s) or guardian(s). The highest level of education achieved varies.

- Fewer than three in ten had parents or guardians who had high school education or less.
- Most graduates had parents or guardians with at least some post-secondary education.
- The most common level of post-secondary education was a university degree.



92. What is the highest level of education attained by either of your parent(s) or guardian(s)? Base: all respondents, n=5,496.

FIRST GENERATION GRADUATES

Graduates whose parent(s) or guardian(s) did not have any post-secondary education were classified as first generation graduates. Nearly three in ten graduates were first generation graduates. Below is the profile of these graduates.

- SIIT, PVS and Sask Polytech were more likely to have first generation graduates compared to the two universities.
- Older graduates, those of Aboriginal ancestry and domestic graduates were more likely to be first generation graduates.

Table 9: First Generation Graduates

		% First generation graduates	Base size
	Total	27%	5,496
Institution	U of S	21%	1,836
	U of R	26%	1,115
	SIIT	38%	114
	Sask Polytech	32%	1,491
	SATCC	33%	684
	PVS	29%	256
Program type	Certificate	33%	1,403
	Diploma	30%	764
	Journey person	33%	684
	Bachelor	21%	2,012
	Master	24%	557
	Doctorate	39%*	76
Gender	Male	27%	2,442
	Female	28%	3,008
Age at graduation	22 and younger	21%	1,146
	23 or 24	21%	1,155
	25 to 29	25%	1,431
	30 to 39	33%	995
	40 and older	49%	581
International	Yes	22%	446
	No	28%	5,050
Aboriginal	Yes	39%	573
	No	26%	4,853
People with a disability	Yes	34%	247
	No	27%	5,196

* Interpret result with caution given the relatively smaller sample size (n=76).

MAIN REASONS FOR CHOOSING INSTITUTION

Graduates were asked the main reasons for choosing the institution from which they graduated.

- The three main reasons graduates chose a particular post-secondary institution were: locality/where they lived, where the program was offered and acceptance into the program.
- University graduates were more likely to indicate family influence and financial support as the main reasons for choosing their institution.
- Graduates from Sask Polytech were most likely to consider program offering and job opportunities when choosing their institution.

Table 10: Main Reasons for Choosing Institution

	Total	U of S	U of R	SIIT	Sask Polytech	SATCC	PVS
Base size	5,496	1,836	1,115	114	1,491	684	256
Local/where I live	45%	53%	59%	22%	37%	31%	21%
It offered the program I wanted to take	41%	39%	32%	43%	50%	41%	47%
Was accepted into the program	21%	28%	20%	12%	20%	11%	12%
Job opportunities	17%	13%	10%	14%	24%	18%	21%
Reputation of program	15%	20%	13%	11%	15%	8%	14%
Reputation of institution	13%	19%	7%	12%	13%	7%	22%
Direct entry to program	9%	10%	11%	4%	8%	5%	5%
Cost	8%	9%	9%	1%	9%	4%	8%
Family influence	8%	13%	7%	9%	6%	4%	5%
Family members went there	7%	13%	5%	8%	4%	3%	3%
Scholarship / financial support offered by institution	7%	13%	8%	3%	3%	2%	2%
Other	13%	10%	12%	28%	11%	18%	22%
Not sure	1%	1%	1%	1%	1%	1%	1%

10. What were the main reasons why you chose the institution you graduated from in [2014/the 2014-2015 school year]?

Base: All respondents.

Note: This is a multi-select question where respondents could choose more than one option.

Previous Education

Graduates' education prior to taking the 2014 program is summarized in the table below.

- Most graduates had a high school diploma.
- Six in ten graduates began taking post-secondary programs between 2008 and 2013.
- Roughly four in ten graduates had completed a post-secondary program prior to enrolling in the program they graduated from in 2014.

Table 11: Summary of Previous Education

2014 Graduates n=5,496	
Secondary education	
High school diploma	93%
Adult Basic Education	2%
GED Certificate	2%
Did not complete high school	2%
Not sure	1%
Prefer not to say	1%
Total	100%
Year began post-secondary studies	
2004 or earlier	16%
2005 to 2007	12%
2008 to 2010	36%
2011 to 2013	26%
2014 or later	5%
Can't remember	5%
Total	100%
Post-secondary study prior to 2014 program*	
Did not complete any other post-secondary	62%
Completed a certificate(s)	13%
Completed a diploma(s)	7%
Completed a degree(s)	22%
Total	100%

9. Did you complete any post-secondary certificates, diplomas or degrees, prior to enrolling in the [pipe in program]?

Base: All respondents.

* Respondents may have completed more than one program type and thus the total adds up to more than 100%.

PREVIOUS POST-SECONDARY EDUCATION

The table below contains a demographic breakdown of those who completed a post-secondary program prior to the program they completed in 2014 (2014/2015 for PVS).

- Those who graduated from a master or doctorate program were more likely to have completed a previous post-secondary program compared to graduates from other program types.
- Females, older respondents and international graduates were more likely to have completed a post-secondary program prior to enrolling in the program finished in 2014.

Table 12: Proportion of Graduates Who Completed Previous Post-secondary Education

		% Completed post-secondary program prior to 2014 program	Base size
Total		38%	5,496
Institution	U of S	44%	1,836
	U of R	45%	1,115
	SIIT	39%	114
	Sask Polytech	36%	1,491
	SATCC	19%	684
	PVS	29%	256
Program type	Certificate	41%	1,403
	Diploma	36%	764
	Journey person	19%	684
	Bachelor	26%	2,012
	Master	92%	557
	Doctorate	93%	76
Gender	Male	33%	2,442
	Female	43%	3,008
Age at graduation	22 and younger	9%	1,146
	23 or 24	17%	1,155
	25 to 29	48%	1,431
	30 to 39	61%	995
	40 and older	70%	581
International	Yes	59%	446
	No	36%	5,050
Aboriginal	Yes	35%	573
	No	38%	4,853
People with a disability	Yes	41%	247
	No	38%	5,196

Trending Previous Post-secondary Education

The proportion of graduates who previously completed a post-secondary program has increased over the past three cycles of the study.

- Graduates from a master or doctorate program continued to be most likely to have completed a previous post-secondary program compared to graduates from other program types.

Table 13: Trending Completion of Previous Post-secondary Education

		2004-05	2009-10	2014
		Graduates	Graduates	Graduates
Base size (total)		5,839	4,978	5,496
Total		34%	37%	38%
Institution	U of S	42%	43%	44%
	U of R	25%	41%	45%
	SIIT	43%	32%	39%
	Sask Polytech	30%	34%	36%
	SATCC	23%	25%	19%
	PVS	27%	21%	29%
Program type	Certificate	33%		41%
	Diploma	27%	35%*	36%
	Journey person	22%	25%	19%
	Bachelor	25%	25%	26%
	Master	98%	95%	92%
	Doctorate	94%	84%	93%

* Certificate and diploma combined.

Profile of 2014 Program

This section explores 2014 graduates' experiences during their program. Breakdowns by institution, program type and Classification of Instructional Programs (CIP)⁷ code are examined.

CIP PRIMARY GROUPS

The CIP primary groups are a convenient way to summarize and analyze more detailed levels of programming. These groupings are based on field of study and are independent of the level at which the study is undertaken. Based on the CIP primary groupings,⁸ the CIP codes provided for each graduate were categorized into the following 12 primary groups.

Table 14: CIP Primary Grouping

	2014 Graduates
Base size	5,496
00 - Personal improvement and leisure	<1%
01 - Education	11%
02 - Visual and performing arts, and communications technologies	2%
03 - Humanities	3%
04 - Social and behavioural sciences and law	10%
05 - Business, management and public administration	17%
06 - Physical and life sciences and technologies	4%
07 - Mathematics, computer and information sciences	2%
08 - Architecture, engineering, and related technologies	26%
09 - Agriculture, natural resources and conservation	3%
10 - Health and related fields	17%
11 - Personal, protective and transportation services	4%
12 - Other	<1%
Total	100%

⁷ The Classification of Instructional Programs (CIP) was developed in 1980 by the National Center for Education Statistics (NCES) in the United States. NCES released updates in 1985, 1990, 2000 and 2010. CIP Canada 2016 is the third Canadian version of this classification; the first two versions being CIP Canada 2000 and CIP Canada 2011. CIP was specifically designed for the classification of instructional programs. Detailed information about CIP can be found online at <http://www.statcan.gc.ca/eng/subjects/standard/cip/2016/introduction>.

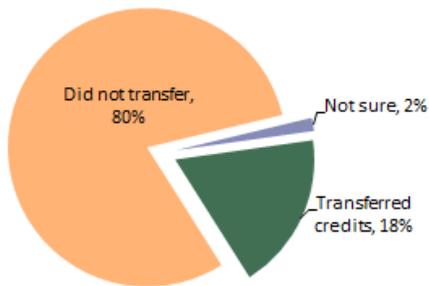
⁸ Details of the programs included in each of the CIP primary grouping can be found in Appendix D.

TRANSFER CREDIT

Graduates were asked about their transfer credit experience.

- Overall, two in ten graduates indicated they transferred credits from other post-secondary institutions.
- Out of all respondents, 6% applied to transfer credits but were not awarded any.

Figure 4: Credit Transfer Experience



11. Did you transfer credits from other post-secondary institution(s) to your program? Base: All respondents, n=5,496.

Transfer Credit by Institution and Program Type

Below is a breakdown of transfer credit experiences by institution and program type.

- University graduates were more likely to have transfer credit experiences.
- Those from a bachelor program were more likely to have credits transferred to their program compared to graduates from other program types.

Table 15: Proportions Who Transferred Credit

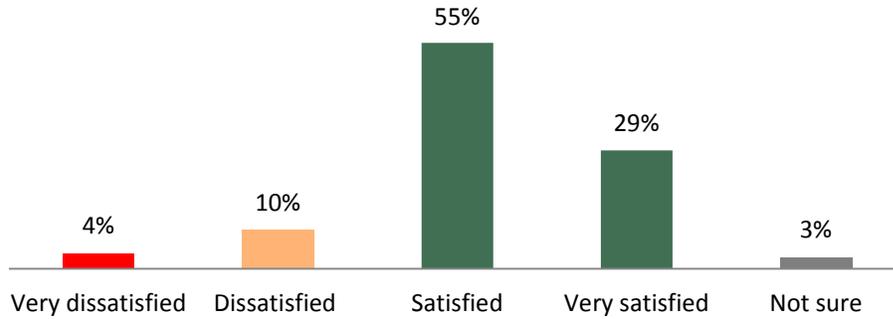
		% Transferred credits to their program	Base size
Total		18%	5,496
Institution	U of S	24%	1,836
	U of R	27%	1,115
	SIIT	7%	114
	Sask Polytech	13%	1,491
	SATCC	8%	684
	PVS	3%	256
Program type	Certificate	11%	1,403
	Diploma	16%	764
	Journey person	8%	684
	Bachelor	31%	2,012
	Master	8%	557
	Doctorate	5%	76

Satisfaction with Transfer Credit Experience

Graduates who transferred credits or applied to transfer credits but were not awarded the transfer were asked to rate their satisfaction with their experiences.

- More than eight in ten were satisfied or very satisfied with their transfer credit experiences.

Figure 5: Satisfaction with Transfer Credit Experience

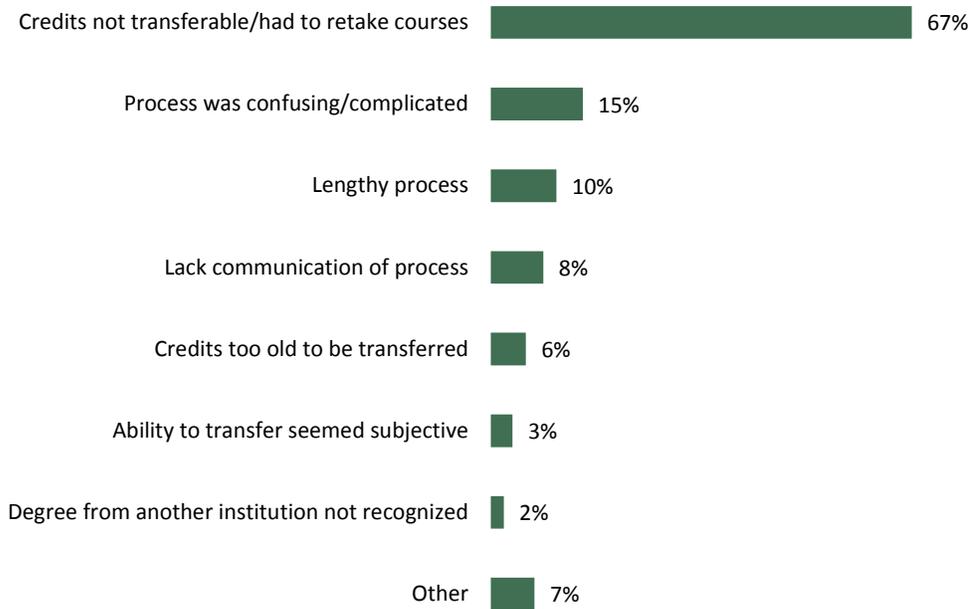


13. How satisfied were you with the credits transfer process? Base: Those who transferred credits or applied to transfer credits to their program, n=1,082.

Reason for Dissatisfaction with Transfer Credit Experience

The most common reason for dissatisfaction among those unhappy with their transfer credit experience was the credits earned at another institution were not transferable and the graduate had to retake courses.

Figure 6: Reasons for Dissatisfaction with Transfer Credit Experience



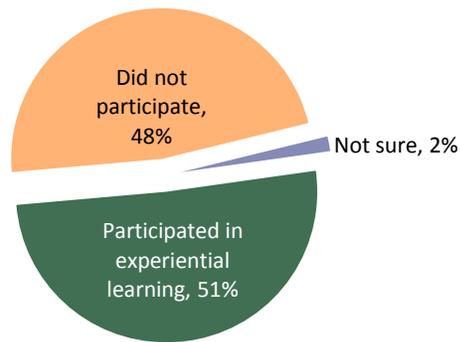
14. Why are you dissatisfied with the credit transfer process? Base: Those not satisfied with their credit transfer experience, n=144.

EXPERIENTIAL LEARNING

One half of graduates reported participating in experiential learning during their program (e.g., job training, internships, practicums, co-op programs, case competitions, etc.).

Journeypersons (SATCC graduates) were not included in the results presented in this section due to the experiential nature of their entire program. All journeypersons participated in experiential learning.

Figure 7: Participation in Experiential Learning



18. Did you participate in experiential learning, such as on the job training, internships, practicums, co-op programs, case competitions, etc.? Base: All respondents excluding SATCC graduates, n=4,812.

Experiential Learning by Institution and Program Type

Below is a breakdown of experiential learning participation by institution and program type.

- Graduates from Sask Polytech were most likely to have participated in experiential learning during their program.
- Graduates from a diploma or a bachelor program were more likely to say they participated in experiential learning during their program.

Table 16: Experiential Learning Participation by Institution and Program Type

		% Participated in experiential learning	Base size
Total		51%	4,812
Institution	U of S	44%	1,836
	U of R	50%	1,115
	SIIT	39%	114
	Sask Polytech	62%	1,491
	SATCC	-	-
	PVS	42%	256
Program type	Certificate	49%	1,403
	Diploma	60%	764
	Journey person	-	-
	Bachelor	54%	2,012
	Master	35%	557
	Doctorate	17%	76

Note: SATCC graduates were excluded from the results.

Benefit of Experiential Learning

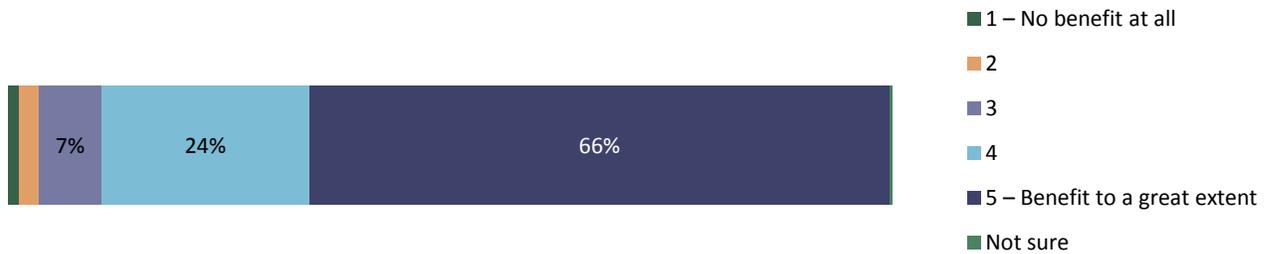
Respondents who participated in experiential learning were asked to rate the benefit of their experiences on a five-point scale where one meant “no benefit at all” and five meant “benefit to a great extent”.

- Nine in ten respondents indicated experiential learning benefited them (rated 4 or 5 out of 5). Two thirds of respondents believed the experience benefited them to a great extent (rated 5 out of 5).

Graduates were also asked whether they left Canada for experiential learning as part of their program.

- Among those who participated in experiential learning (excluding SATCC graduates), 7% went abroad and the rest did not.

Figure 8: Perceived Benefit of Experiential Learning



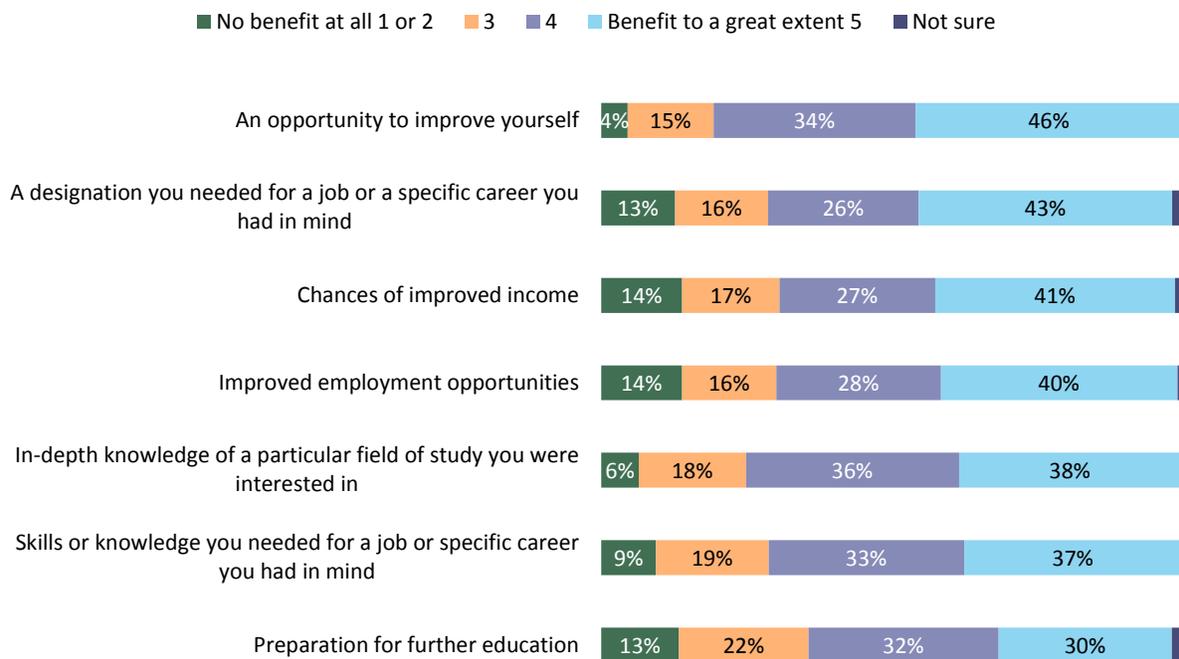
19. How beneficial were these experiential learning experiences to you? Base: respondents who participated in experiential learning, excluding graduates from SATCC, n=2,446.

PROGRAM BENEFITS

Graduates were asked how much they personally benefited from their program in each of the following areas on a five-point scale where one meant “no benefit at all” and 5 meant “benefit to a great extent”.

- Graduates generally indicated they received many benefits from their program.
- An opportunity to improve themselves and achieving a designation needed for a job were areas where graduates believed they benefited the most from their program.
- In contrast, the benefit of preparation for further education was comparatively lower, yet still strong.

Figure 9: Perceived Program Benefit



21. Thinking about the program you graduated from in [2014/the 2014-2015 school year], how much did you personally benefit from each of the following? Base: All respondents excluding “not applicable”, n= 5,309 to 5,479.

Program Benefit by Institution

The table below shows the proportion of graduates who indicated they have benefited from their program to a great extent in various areas by institution.

- SATCC graduates were more likely than those from the universities to say they benefited from their program in getting a designation needed for a job, improving their income and improving employment opportunities.
- Graduates from SIIT, Sask Polytech and SATCC were more likely than those from the two universities to indicate they benefited to a great extent from their program in learning in-depth knowledge of a particular field of interest or skills and knowledge needed for a job.
- SIIT graduates were most likely to say that their program has prepared them for further education.

Table 17: Program Benefit by Institution

% Benefit to a great extent (5 out of 5)	Total	U of S	U of R	SIIT	Sask Polytech	SATCC	PVS
Base size	5,309 to 5,479	1,756 to 1,833	1,078 to 1,111	112 to 114	1,457 to 1,486	655 to 683	246 to 256
A designation you needed for a job or a specific career you had in mind	43%	43%	35%	42%	44%	57%	42%
An opportunity to improve yourself	46%	42%	41%	63%	48%	54%	45%
Chances of improved income	41%	37%	33%	43%	41%	68%	32%
Improved employment opportunities	40%	35%	31%	52%	46%	57%	36%
In-depth knowledge of a particular field of study you were interested in	38%	35%	30%	51%	43%	45%	41%
Skills or knowledge you needed for a job or specific career you had in mind	37%	33%	25%	48%	46%	48%	36%
Preparation for further education	30%	31%	27%	52%	32%	23%	27%

Program Benefit by Program Type

Below is a breakdown of perceived program benefit by program type.

- Graduates from a journey person program or a diploma program were most likely to indicate they benefited from their program in getting a designation needed for a job, improved employment opportunities, as well as skills or knowledge needed for a job.
- Graduates with a bachelor's degree were least likely to believe there was strong benefit from their program in most areas.

Table 18: Program Benefit by Program Type

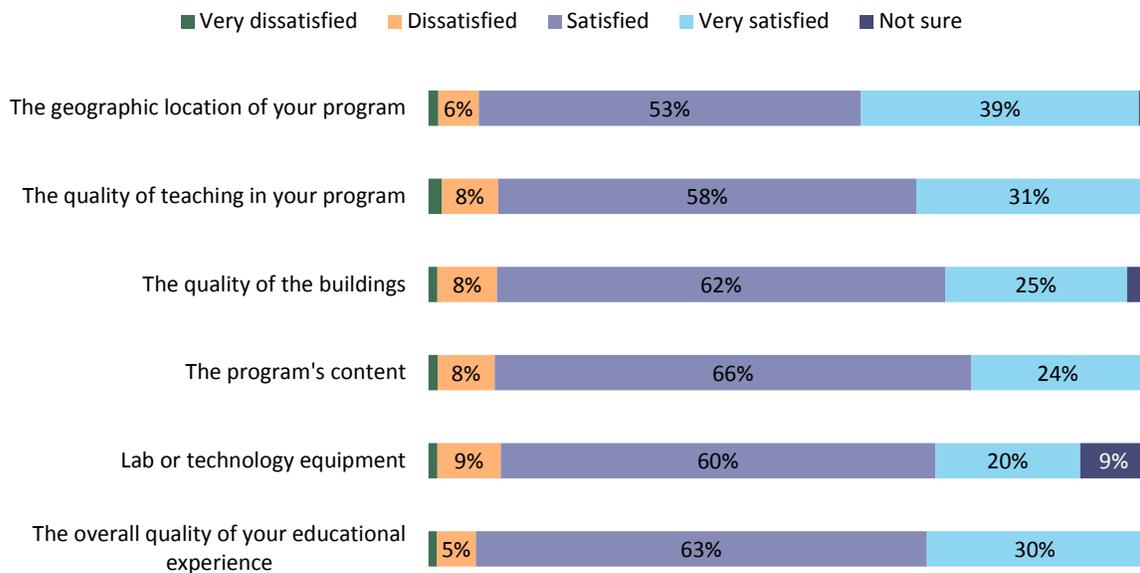
% Benefit to a great extent (5 out of 5)	Total	Certificate	Diploma	Journey person	Bachelor	Master	Doctorate
Base size	5309 to 5479	1366 to 1398	742 to 762	655 to 683	1951 to 2008	536 to 556	59 to 76
A designation you needed for a job or a specific career you had in mind	43%	41%	47%	57%	41%	36%	43%
An opportunity to improve yourself	46%	47%	49%	54%	38%	55%	53%
Chances of improved income	41%	36%	43%	68%	36%	38%	41%
Improved employment opportunities	40%	43%	47%	57%	33%	34%	32%
In-depth knowledge of a particular field of study you were interested in	38%	39%	45%	45%	31%	41%	51%
Skills or knowledge you needed for a job or specific career you had in mind	37%	42%	46%	48%	28%	32%	39%
Preparation for further education	30%	33%	32%	23%	29%	29%	31%

PROGRAM SATISFACTION

Graduates were asked to rate their satisfaction with key areas of their program as well as the overall quality of their educational experience.

- Most graduates were either satisfied or very satisfied with each of the individual areas measured, including geographic location of their program, quality of teaching, quality of buildings, program content and lab or technology equipment.
- More than nine in ten were satisfied with the overall quality of their educational experience.

Figure 10: Program Satisfaction



22. Overall, how satisfied are you with the following? Base: All respondents, n=5,496.

Program Satisfaction by Institution

Below is a breakdown of program satisfaction by institution.

- Program satisfaction was strong for all institutions.
- Graduates from Sask Polytech, SIIT and SATCC tended to be more satisfied with the program content and the overall quality of their educational experience compared to those from the two universities.
- Graduates from the U of S and the U of R were most satisfied with the location of their program.

Table 19: Program Satisfaction by Institution

% Satisfied and very satisfied	Total	U of S	U of R	SIIT	Sask Polytech	SATCC	PVS
Base size	5,496	1,836	1,115	114	1,491	684	256
The geographic location of your program	92%	96%	95%	96%	90%	83%	81%
The quality of teaching in your program	90%	90%	89%	95%	90%	92%	78%
The program's content	90%	90%	87%	98%	93%	92%	82%
The quality of the buildings	88%	87%	87%	86%	88%	93%	77%
Lab or technology equipment	81%	81%	73%	72%	84%	88%	79%
The overall quality of your educational experience	93%	92%	91%	98%	95%	96%	81%

Program Satisfaction by Program Type

Below is a breakdown of program satisfaction by program type.

- Program satisfaction was strong for all program types.
- Graduates from a bachelor or a master program tended to be more satisfied with the geographic location of their program.
- Graduates from a diploma or a journey person program tended to be more satisfied with the lab or technology equipment in their program.

Table 20: Program Satisfaction by Program Type

% Satisfied and very satisfied	Total	Certificate	Diploma	Journey person	Bachelor	Master	Doctorate
Base size	5,496	1,403	764	684	2,012	557	76
The geographic location of your program	92%	90%	89%	83%	97%	95%	91%
The quality of teaching in your program	90%	91%	87%	92%	89%	91%	89%
The program's content	90%	92%	93%	92%	87%	92%	93%
The quality of the buildings	88%	86%	84%	93%	87%	91%	93%
Lab or technology equipment	81%	79%	85%	88%	79%	74%	88%
The overall quality of your educational experience	93%	94%	92%	96%	91%	92%	91%

Trending Program Satisfaction

Satisfaction with quality of teaching, program content and the overall quality of educational experience has been compared across the three cycles of the study.⁹

- Satisfaction with programs offered by PVS tended to trail behind those offered by other institutions.
- Program satisfaction held steady over years in all three areas for all institutions and most program types.

Table 21: Trending Satisfaction with Quality of Teaching

The quality of teaching in your program (% satisfied and very satisfied)		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (total)		5,839	4,978	5,496
Total		89%	91%	90%
Institution	U of S	92%	93%	90%
	U of R	93%	91%	89%
	SIIT	93%	92%	95%
	Sask Polytech	90%	93%	90%
	SATCC	90%	94%	92%
	PVS	79%	76%	78%
Program type	Certificate	88%	91%*	91%
	Diploma	91%		87%
	Journey person	90%	94%	92%
	Bachelor	91%	91%	89%
	Master	94%	93%	91%
	Doctorate	100%	89%	89%

* Certificate and diploma combined

⁹ Satisfaction with geographic location of program, quality of the buildings and lab or technology equipment were not asked in the 2004-05 and the 2009-10 studies.

Table 22: Trending Satisfaction with Program Content

The program's content (% satisfied and very satisfied)		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (total)		5,839	4,978	5,496
Total		88%	91%	90%
Institution	U of S	89%	91%	90%
	U of R	88%	90%	87%
	SIIT	92%	88%	98%
	Sask Polytech	91%	95%	93%
	SATCC	87%	92%	92%
	PVS	83%	84%	82%
Program type	Certificate	89%	93%*	92%
	Diploma	90%		93%
	Journey person	87%	92%	92%
	Bachelor	87%	90%	87%
	Master	92%	90%	92%
	Doctorate	97%	78%	93%

* Certificate and diploma combined

Table 23: Trending Satisfaction with Overall Quality of Educational Experience

The overall quality of your educational experience (% satisfied and very satisfied)		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (total)		5,839	4,978	5,496
Total		91%	93%	93%
Institution	U of S	93%	93%	92%
	U of R	93%	92%	91%
	SIIT	93%	93%	98%
	Sask Polytech	93%	95%	95%
	SATCC	94%	96%	96%
	PVS	80%	77%	81%
Program type	Certificate	89%	92%*	94%
	Diploma	93%		92%
	Journey person	94%	96%	96%
	Bachelor	93%	93%	91%
	Master	95%	92%	92%
	Doctorate	100%	78%	91%

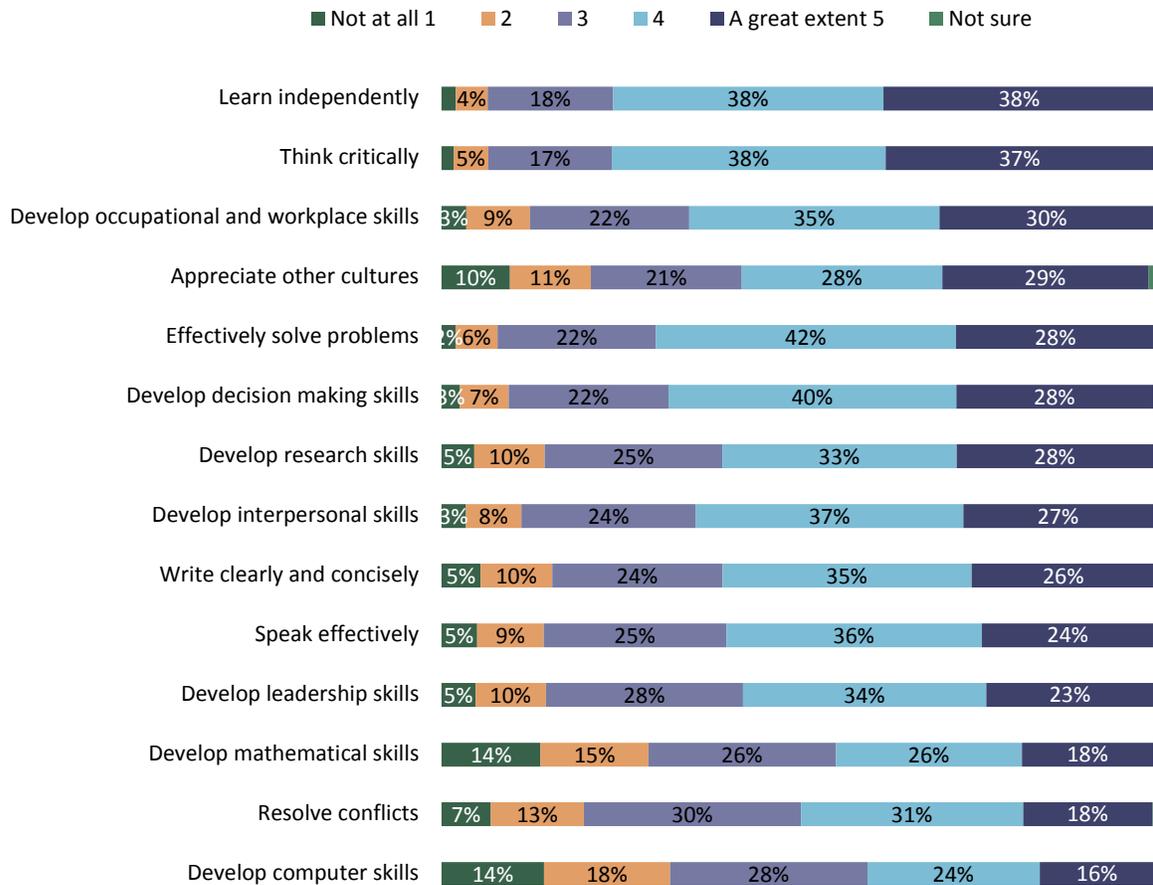
* Certificate and diploma combined

PROGRAM IMPACT

Graduates were asked to what extent their program added to a variety of skills, knowledge and abilities.

- The majority of graduates indicated they gained skills, knowledge and abilities in their program.
- Independent learning and critical thinking were the areas where graduates said they learned the most from their program.
- Their program reportedly added less to graduates' mathematical skills, conflict resolution skills and computer skills.

Figure 11: Perceived Impact of Program on Skills and Knowledge

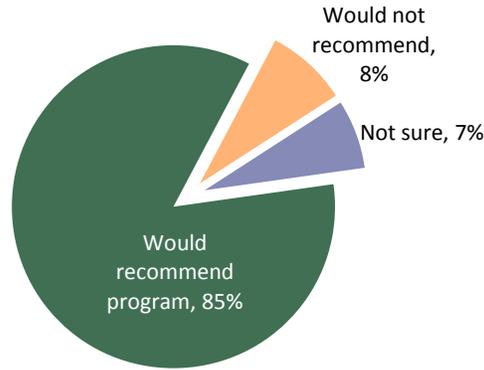


23. How much did the program you graduated from in [2014/the 2014-2015 school year] add to each of the following skills, knowledge and abilities? Base: All respondents excluding "not applicable", n=4,795 to 5,433.

RECOMMENDING PROGRAM

A large majority of graduates said they would recommend their program to others.

Figure 12: Program Recommendation



24. Based on the overall quality of your educational experience, would you recommend your program to others? Base: All respondents, n=5,496.

Recommending Program by Institution and Program Type

Below is a breakdown of program recommendation by institution and program type.

- Journeypersons and graduates from SIIT were more likely to say they would recommend their program to others.

Table 24: Recommending Program by Institution and Program Type

		% Would recommend program	Base size
Total		85%	5,496
Institution	U of S	83%	1,836
	U of R	82%	1,115
	SIIT	96%	114
	Sask Polytech	87%	1,491
	SATCC	95%	684
	PVS	74%	256
	Program type		
Certificate	86%	1,403	
Diploma	85%	764	
Journeyperson	95%	684	
Bachelor	82%	2,012	
Master	84%	557	
Doctorate	74%	76	

Trending Program Recommendation

Program recommendation has held steady with the previous cycle of the study.

Table 25: Trending Program Recommendation

% Would recommend program		2009-10 Graduates	2014 Graduates
Base size (total)		4,987	5,496
Total		84%	85%
Institution	U of S	82%	83%
	U of R	81%	82%
	SIIT	87%	96%
	Sask Polytech	89%	87%
	SATCC	94%	95%
	PVS	71%	74%

Note: Due to questionnaire change, program recommendation results are not available for the 2004-05 study.

Reason for Not Recommending Program

Poor job opportunities, lack of relevance of program and low quality of academic staff continued to be common reasons for not recommending one's program to others.

Table 26: Reasons for Not Recommending Program

	2009-10 Graduates	2014 Graduates
Base size	534	447
Poor job opportunities	33%	32%
Quality/relevance of the program	27%	29%
Quality of academic staff	21%	27%
Curriculum not relevant to workplace	11%	23%
Cost	5%	11%
Other institutions have better programs	10%	9%
No work experience program	3%	5%
Would choose a different course or program	5%	4%
Poor salary	4%	2%
Other	6%	8%

25. Why would you not recommend the program to others? Base: Respondents who would not recommend their program.

Note: Due to questionnaire change, program recommendation results are not available for the 2004-05 study.

CHALLENGES FACED DURING PROGRAM

Graduates were asked to indicate whether they had challenges in each of the following areas during their studies - childcare, housing and mental or physical health.

- Six in ten or more graduates had no challenges in these areas.
- More than one in ten reported they experienced major mental or physical health issues, one in ten had major housing challenges and fewer than one in ten had major childcare challenges (% 4 and 5 combined).

Table 27: Challenges Faced During Program

	Childcare	Housing	Mental or physical health issue(s)
Base size	5,496	5,496	5,496
No challenge 1	83%	62%	60%
2	3%	13%	14%
3	5%	14%	13%
4	4%	6%	8%
Major challenge 5	3%	4%	4%
Not sure	2%	1%	1%
Total	100%	100%	100%

26. What levels of challenge did you face during your program related to the following issues? Base: All respondents.

Challenges Faced During Program by Institution and Program Type

Variations in challenges are noted by institution, program type and demographics.

- SIIT graduates were more likely to have had major childcare and housing challenges.
- Those with doctorates were more likely to have had major challenges with housing and mental or physical health.
- Challenges with childcare, housing and health rose with age although they subsided to some degree for those who were 40 years of age and older at the time of graduation.
- International graduates were more likely to have experienced challenges with housing.
- Aboriginal graduates were more than twice as likely as non-Aboriginals to have faced childcare and housing challenges during their program.

Table 28: Challenges Faced During Program

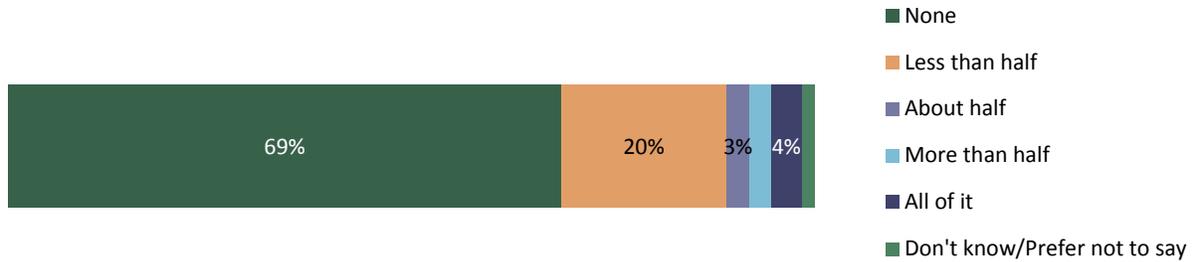
% Major challenge (5 out of 5)		Childcare	Housing	Mental or physical health issue(s)	Base size
Total		3%	4%	4%	5,496
Institution	U of S	2%	3%	5%	1,836
	U of R	3%	3%	3%	1,115
	SIIT	13%	13%	4%	114
	Sask Polytech	4%	4%	3%	1,491
	SATCC	3%	6%	1%	684
	PVS	5%	4%	5%	256
Program type	Certificate	4%	5%	3%	1,403
	Diploma	5%	4%	4%	764
	Journey person	3%	6%	1%	684
	Bachelor	2%	2%	4%	2,012
	Master	3%	4%	3%	557
	Doctorate	4%	11%	13%	76
Gender	Male	2%	4%	3%	2,442
	Female	4%	3%	4%	3,008
Age at graduation	22 and younger	1%	3%	3%	1,146
	23 or 24	1%	2%	3%	1,155
	25 to 29	3%	3%	2%	1,431
	30 to 39	9%	7%	5%	995
	40 and older	4%	4%	5%	581
International	Yes	5%	9%	3%	446
	No	3%	4%	4%	5,050
Aboriginal	Yes	8%	8%	4%	573
	No	3%	3%	3%	4,853
People with a disability	Yes	6%	5%	15%	247
	No	3%	4%	3%	5,196

DISTANCE EDUCATION

Graduates were asked to indicate the proportion of their program's course load taken through distance education.

- Three in ten said they took at least some of their studies via distance education.
- Very few said they took their entire program through this mode.

Figure 13: Participation in Distance Education



27. Not including credits transferred from other institutions, what proportion of the program's course load did you take through correspondence or another type of distance education like online, television or audio? Base: All respondents, n=5,496.

Trending Distance Education

A greater proportion of graduates took at least some courses through distance education when compared to the previous cycle.

- University graduates continued to be more likely to have taken some of their program through distance education.
- Those who completed a bachelor program continued to be more likely to have taken distance education during their program than graduates from other program types.

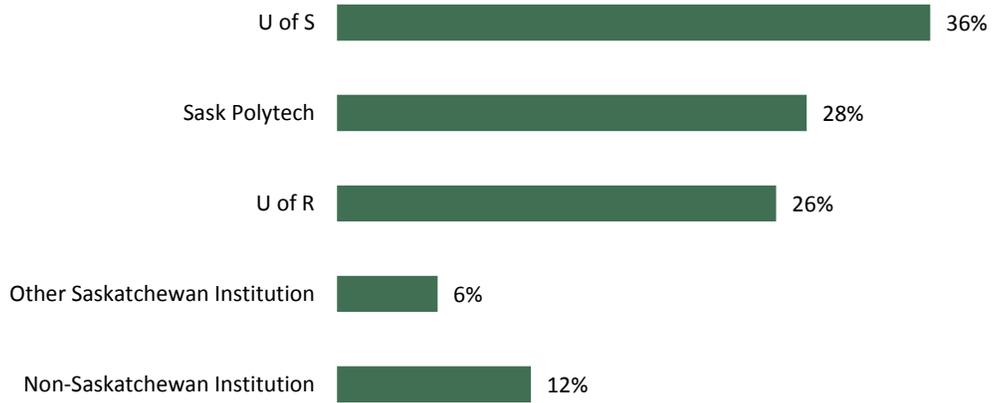
Table 29: Proportions Taking Distance Education by Institution and Program Type

		2009–10 Graduates	2014 Graduates
Base size (total)		4,978	5,496
Total		22%	30%
Institution	U of S	26%	36%
	U of R	29%	42%
	SIIT	10%	10%
	Sask Polytech	21%	28%
	SATCC	6%	8%
	PVS	7%	10%
Program type	Certificate	22%	31%
	Diploma		21%
	Journey person	6%	8%
	Bachelor	27%	42%
	Master	22%	26%
	Doctorate	4%	7%

Institutions of Distance Education

Most graduates who took distance education did so from the U of S, Sask Polytech or the U of R.

Figure 14: Institution of Distance Education

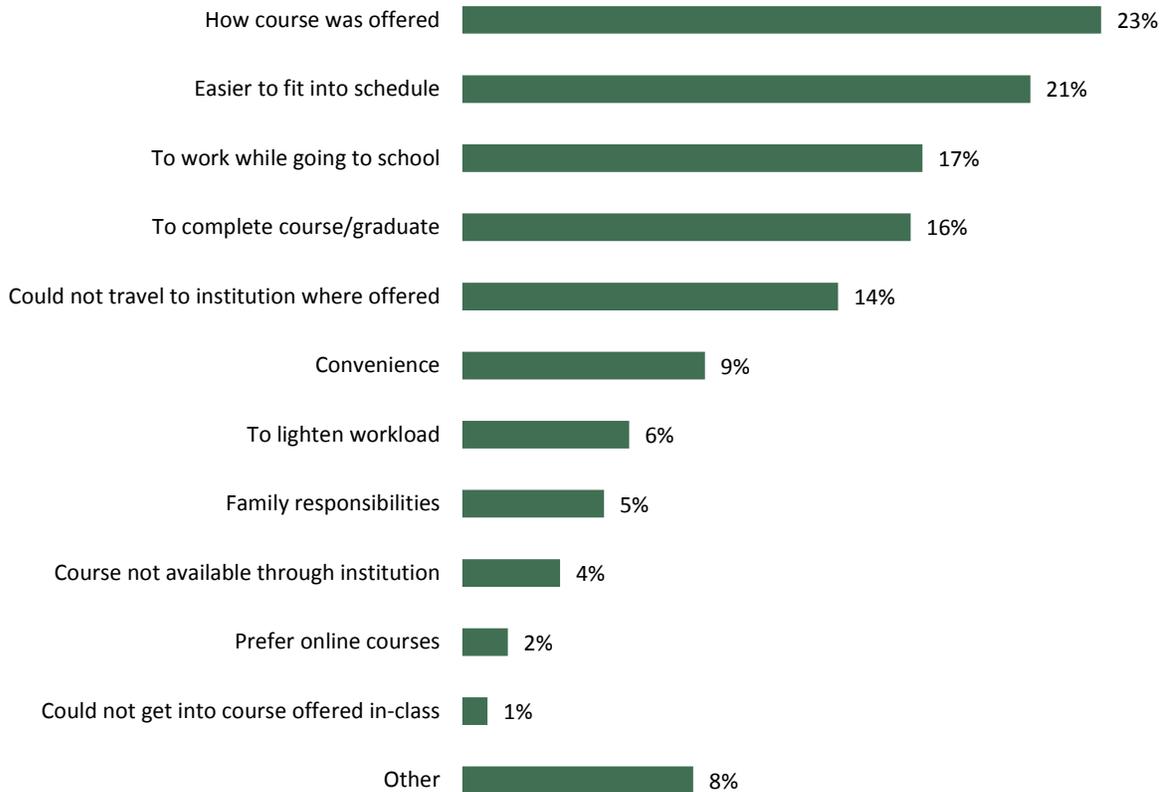


29. What institution did you take your correspondence or distance education courses from? Select all that apply. Base: Respondents who took distance education, n=1,641.

Main Reason for Taking Distance Education

The primary reasons for taking at least a portion of the program via distance education included: the way in which the course was offered, schedule preferences, being able to work while going to school, being able to complete the course and travel restrictions.

Figure 15: Main Reason for Taking Distance Education

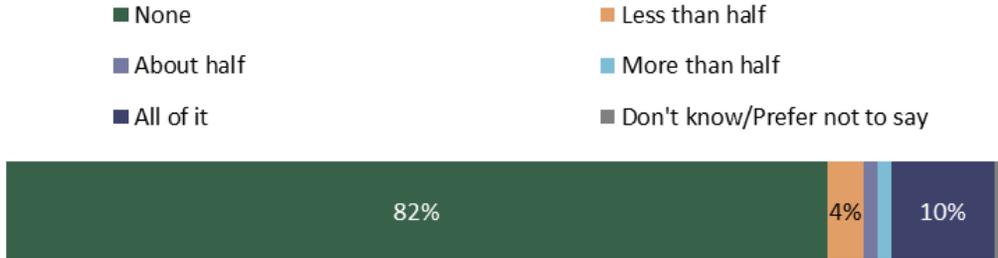


28. What was the main reason for taking correspondence or distance education courses as part of your program? Base: Respondents who took distance education, n=1,641.

SASKATCHEWAN REGIONAL COLLEGE

Less than two in ten graduates took at least some portion of their program through a Saskatchewan regional college. One in ten graduates took their entire program at a regional college.

Figure 16: Proportion of Program Taken at Saskatchewan Regional College



30. What proportion of your program was taken at a Saskatchewan regional college? Base: all respondents, n=5,496.

Saskatchewan Regional College by Institution and Program Type

Non-university graduates were more likely to have taken courses at a Saskatchewan regional college.

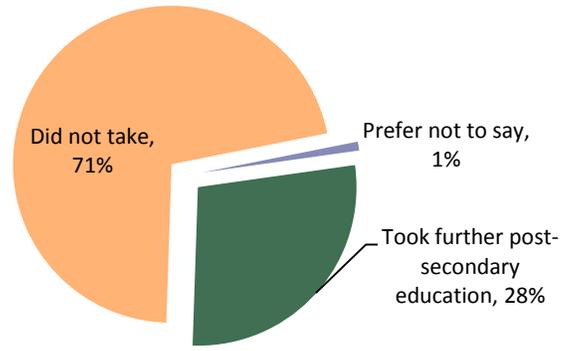
Table 30: Proportions Taking Courses at Saskatchewan Regional College by Institution and Program Type

		% who took course(s) at a Saskatchewan regional college	Base size
Total		17%	5,496
Institution	U of S	8%	1,836
	U of R	8%	1,115
	SIIT	19%	114
	Sask Polytech	27%	1,491
	SATCC	30%	684
	PVS	19%	256
Program Type	Certificate	25%	1,403
	Diploma	20%	764
	Journey person	30%	684
	Bachelor	8%	2,012
	Master	7%	557
	Doctorate	7%	76

Further Post-secondary Education

Nearly three in ten graduates have taken further post-secondary programs since completing their program in 2014.

Figure 17: Attending Further Post-secondary Education



35. Since completing your program in [2014/the 2014-2015 school year], have you been enrolled in any post-secondary program for credit leading toward a degree, diploma or certificate, excluding community programs and general interest courses? Base: all respondents, n=5,496.

TRENDING FURTHER POST-SECONDARY EDUCATION

The proportion of graduates who have taken further post-secondary programs remained relatively consistent with previous cycles.

- U of S graduates continued to be most likely to have taken further post-secondary education after completing their program in 2014.
- Graduates from a bachelor program were most likely to have taken further post-secondary education.
- More females than male graduates have taken another post-secondary program since completing their program in 2014.

Table 31: Trending Proportion Taking Further Post-secondary Education

		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (total)		5,839	4,978	5,496
Total		26%	29%	28%
Institution	U of S	37%	38%	36%
	U of R	34%	33%	30%
	SIIT	37%	33%	37%**
	Sask Polytech	25%	25%	27%
	SATCC	10%	7%	8%
	PVS	17%	18%	15%
Program type	Certificate	24%	26%*	33%
	Diploma	24%		20%
	Journey person	10%	7%	8%
	Bachelor	39%	38%	36%
	Master	26%	28%	25%
	Doctorate	12%	23%	7%
Gender	Male	23%	27%	24%
	Female	28%	31%	31%

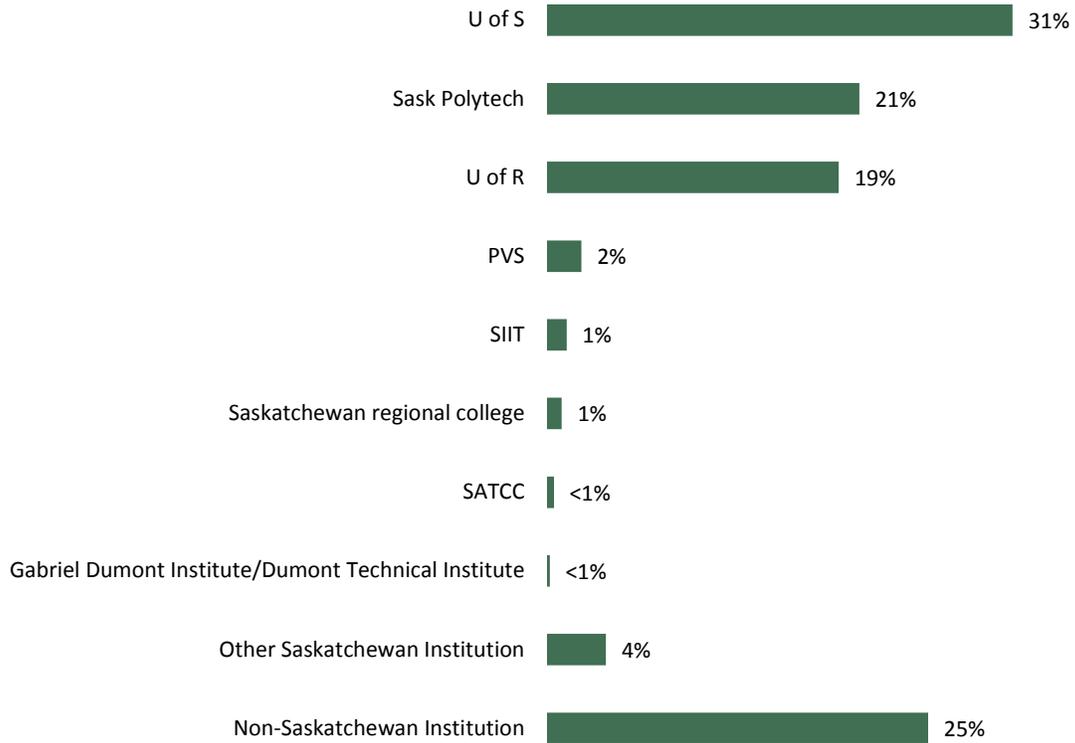
* Certificate and diploma combined

** Not significantly different from other institutions due to smaller sample size

INSTITUTION OF FURTHER EDUCATION

Most commonly, graduates have taken further post-secondary programs from the U of S, Sask Polytech or the U of R.

Figure 18: Institution of Further Post-secondary Education

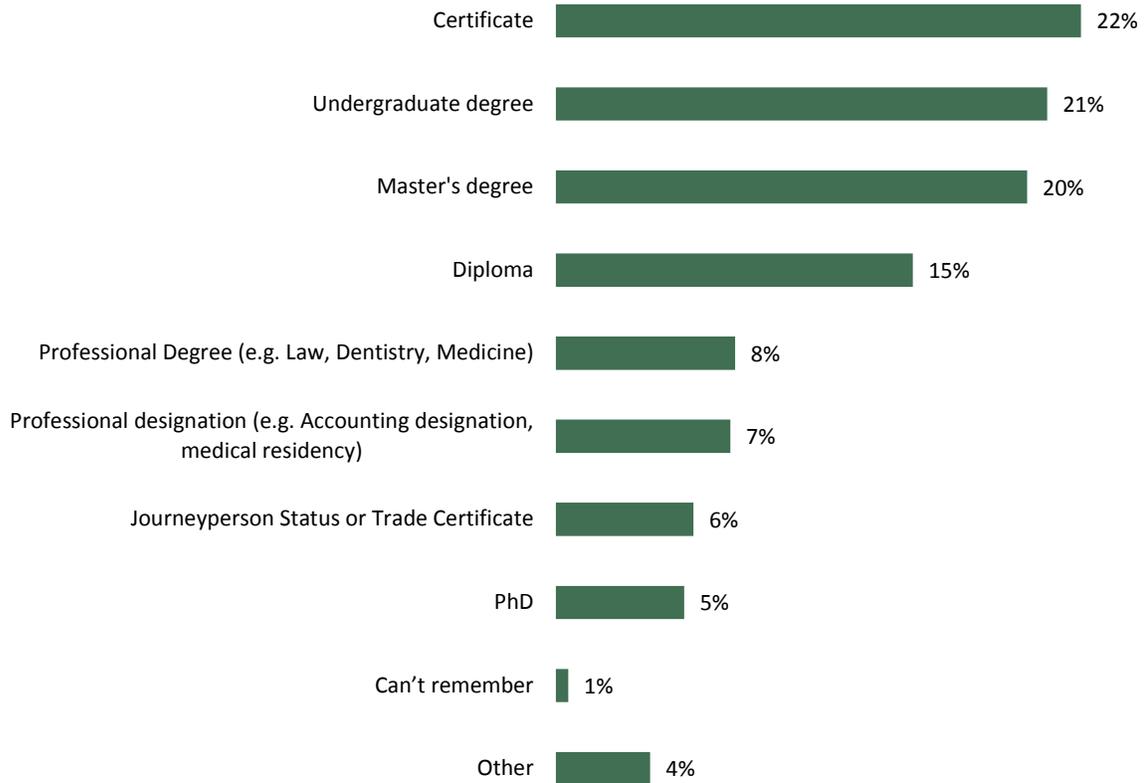


36. With regard to this additional education, at which post-secondary institution(s) did you or are you taking the program(s)? Base: Respondents who took further post-secondary program since completing their program in 2014/2015, n=1,524.

CREDENTIALS FROM FURTHER EDUCATION

Most graduates who took additional post-secondary education have obtained or were working towards a certificate, undergraduate degree or a master's degree.

Figure 19: Credentials from Further Post-secondary Education

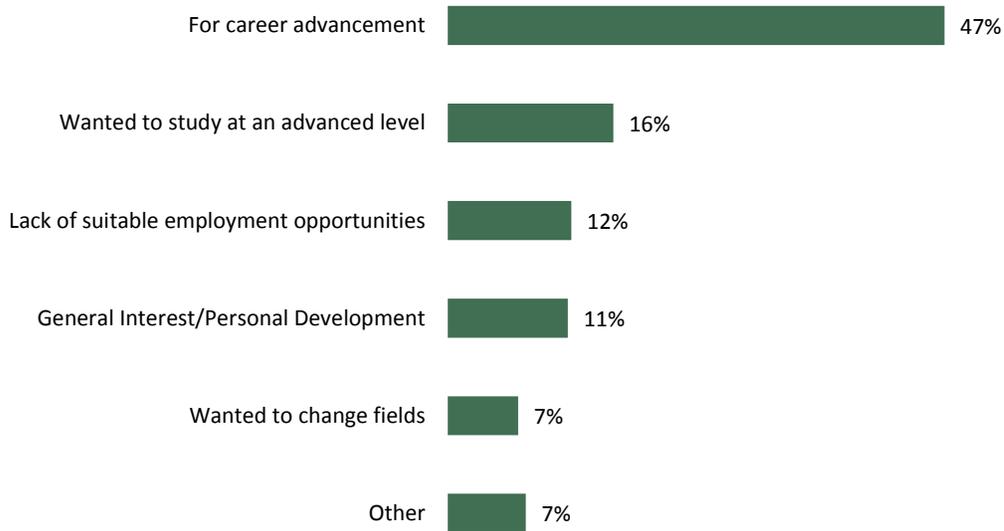


37. What type of credential(s) did you receive or are you working towards? Base: Respondents who took further post-secondary program since completing their program in 2014/2015, n=1,524.

MAIN REASON TAKING FURTHER EDUCATION

The main reason for taking additional studies was for career advancement. Smaller proportions wanted to study at an advanced level, felt there were insufficient employment opportunities or had a general interest in the topic.

Figure 20: Main Reasons Taking Further Post-secondary Education



38. What was the main reason why you decided to pursue additional studies? Base: respondents who took further post-secondary program since completing their program in 2014/2015, n=1,524.

Note: This is a multi-select question where respondents could choose more than one option.

Financing of Post-secondary Education

SOURCES OF FINANCING

Graduates reportedly used a variety of sources to finance their post-secondary education.

- Graduates most commonly financed their education through their own sources, including personal savings, family support and employment earnings during program.
- Alternative sources of financing that result in debt were also very common, including credit cards, Canada or Saskatchewan government student loans or bank loans or lines of credit. In fact, 60% of respondents reported using at least one of these sources to finance their post-secondary education.
- Workers' compensation, sponsorships, grants or bursaries by a non-Canadian government and sponsorship by a First Nation band or Aboriginal funding program were the least commonly used sources of funding.

Table 32: Sources of Financing

	% Used sources
Base size	5,496
Personal savings	63%
Family, extended family or friends, including money or benefits such as free room and board	56%
Employment earnings during your program of study including summer jobs	51%
Scholarships, grants or bursaries from your educational institute	37%
Credit cards	36%
Canada or Saskatchewan government student loans	33%
Bank loans or bank lines of credit	26%
Government scholarships, grants or bursaries (Canadian source)	24%
Other scholarships, grants or bursaries	17%
Employment Insurance	13%
RESP/RRSP's	11%
Research or teaching assistantships	10%
Sponsorship by an employer	10%
Apprenticeship Completion Grant	10%
Apprenticeship Incentive Grant	9%
Sponsorship by a First Nation band or Aboriginal funding program	6%
Sponsorships, grants or bursaries by a non-Canadian government	4%
Workers' Compensation	1%
Another financial source	1%
Total	100%

39. Have you ever used any of the following sources to support the costs of your post-secondary education, including all post-secondary programs or courses you may have taken? Base: All respondents.

Note: This is a multi-select question where respondents could choose more than one option.

Financial Sources by Institution

Below is a breakdown of financial sources for post-secondary studies by institution.

- Graduates from the U of S and the U of R were more likely to have used a variety of sources, including personal savings, family support, employment earnings during their program, scholarships, financial institutions and research/teaching assistantships compared to those from other institutions.
- Graduates from SATCC had the highest incidence of using employment insurance, employer sponsorship and apprenticeship grants to finance their post-secondary studies.

Table 33: Sources of Financing by Institution

% Used sources	Total	U of S	U of R	SIIT	Sask Polytech	SATCC	PVS
Base size	5,496	1,836	1,115	114	1,491	684	256
Personal savings	63%	68%	67%	25%	58%	63%	51%
Family, extended family or friends, including money or benefits such as free room and board	56%	70%	63%	31%	47%	36%	46%
Employment earnings during your program of study including summer jobs	51%	64%	64%	32%	39%	31%	34%
Scholarships, grants or bursaries from your educational institute	37%	54%	43%	27%	27%	14%	13%
Credit cards	36%	40%	40%	20%	32%	32%	27%
Canada or Saskatchewan government student loans	33%	42%	30%	26%	33%	13%	48%
Bank loans or bank lines of credit	26%	34%	27%	8%	24%	16%	25%
Government scholarships, grants or bursaries (Canadian source)	24%	30%	21%	18%	20%	21%	21%
Other scholarships, grants or bursaries	17%	24%	20%	12%	12%	6%	7%
Employment Insurance	13%	2%	3%	5%	11%	69%	9%
RESP/RRSP's	11%	17%	12%	4%	8%	6%	11%
Research or teaching assistantships	10%	17%	16%	3%	1%	1%	3%
Sponsorship by an employer	10%	7%	13%	3%	9%	23%	2%
Apprenticeship Completion Grant	10%	1%	<1%	2%	2%	68%	5%
Apprenticeship Incentive Grant	9%	<1%	<1%	3%	4%	60%	4%
Sponsorship by a First Nation band or Aboriginal funding program	6%	5%	4%	72%	7%	1%	7%
Sponsorships, grants or bursaries by a non-Canadian government	4%	4%	5%	2%	4%	1%	2%
Workers' Compensation	1%	1%	<1%	0%	1%	3%	3%
Another financial source	1%	1%	1%	1%	2%	1%	2%

Financial Sources by Program Type

Below is a breakdown of financial sources for post-secondary studies by program type.

- Graduates from a doctorate program were most likely to finance their post-secondary education through scholarships or research/teaching assistantships.
- Those with journeyman status tended to finance their studies primarily through employment insurance or apprenticeship related sources.

Table 34: Sources of Financing by Program Type

	Total	Certificate	Diploma	Journeyman	Bachelor	Master	Doctorate
Base size	5,496	1,403	764	684	2,012	557	76
Personal savings	63%	53%	58%	63%	71%	68%	61%
Family, extended family or friends, including money or benefits such as free room and board	56%	42%	54%	36%	75%	52%	55%
Employment earnings during your program of study including summer jobs	51%	34%	48%	31%	68%	58%	58%
Scholarships, grants or bursaries from your educational institute	37%	24%	27%	14%	54%	46%	80%
Credit cards	36%	29%	36%	32%	42%	36%	41%
Canada or Saskatchewan government student loans	33%	27%	43%	13%	42%	28%	37%
Bank loans or bank lines of credit	26%	18%	29%	16%	34%	29%	33%
Government scholarships, grants or bursaries (Canadian source)	24%	17%	22%	21%	30%	19%	50%
Other scholarships, grants or bursaries	17%	10%	13%	6%	24%	19%	41%
Employment Insurance	13%	10%	7%	69%	2%	2%	5%
RESP/RRSP's	11%	7%	10%	6%	18%	9%	8%
Research or teaching assistantships	10%	2%	2%	1%	10%	38%	84%
Sponsorship by an employer	10%	13%	6%	23%	3%	22%	5%
Apprenticeship Completion Grant	10%	2%	2%	68%	<1%	0%	0%
Apprenticeship Incentive Grant	9%	4%	2%	60%	<1%	<1%	0%
Sponsorship by a First Nation band or Aboriginal funding program	6%	11%	10%	1%	5%	3%	1%
Sponsorships, grants or bursaries by a non-Canadian government	4%	3%	3%	1%	5%	4%	14%
Workers' Compensation	1%	1%	1%	3%	1%	<1%	1%
Another financial source	1%	2%	2%	1%	1%	2%	0%

Financial Sources by Gender and Age

Below is a breakdown of financial sources for post-secondary studies by gender and age.

- Male graduates relied more on personal savings, employer sponsorships or apprenticeship grants to support their studies. Female graduates were more likely to depend on family support, employment during program, government student loans, financial institutions and scholarships to finance their studies.
- Older graduates were less likely than their younger counterparts to have relied on family support and scholarships, but had a comparatively higher incidence of financing through sponsorships by a First Nation band or Aboriginal funding program as well as employer sponsorships.

Table 35: Sources of Financing by Gender and Age

	Total	Male	Female	22 and younger	23 or 24	25 to 29	30 to 39	40 and older
Base size	5,496	2,442	3,008	1,146	1,155	1,431	995	581
Personal savings	63%	67%	60%	62%	70%	63%	62%	55%
Family, extended family or friends, including money or benefits such as free room and board	56%	54%	58%	66%	71%	60%	41%	29%
Employment earnings during your program of study including summer jobs	51%	47%	54%	50%	59%	55%	48%	39%
Scholarships, grants or bursaries from your educational institute	37%	33%	41%	41%	46%	39%	31%	20%
Credit cards	36%	35%	37%	33%	37%	40%	38%	29%
Canada or Saskatchewan government student loans	33%	27%	38%	30%	34%	38%	34%	28%
Bank loans or bank lines of credit	26%	24%	29%	21%	26%	33%	30%	17%
Government scholarships, grants or bursaries (Canadian source)	24%	22%	25%	24%	27%	26%	22%	16%
Other scholarships, grants or bursaries	17%	13%	19%	19%	20%	15%	15%	12%
Employment Insurance	13%	24%	5%	9%	11%	16%	19%	14%
RESP/RRSP's	11%	10%	13%	15%	17%	10%	7%	8%
Research or teaching assistantships	10%	10%	9%	4%	8%	14%	12%	7%
Sponsorship by an employer	10%	12%	9%	4%	5%	9%	18%	27%
Apprenticeship Completion Grant	10%	19%	2%	6%	9%	13%	12%	7%
Apprenticeship Incentive Grant	9%	17%	2%	8%	8%	12%	10%	6%
Sponsorship by a First Nation band or Aboriginal funding program	6%	4%	8%	6%	3%	5%	9%	12%
Sponsorships, grants or bursaries by a non-Canadian government	4%	3%	4%	4%	3%	4%	5%	2%
Workers' Compensation	1%	2%	1%	2%	1%	1%	1%	2%
Another financial source	1%	1%	2%	1%	1%	1%	2%	3%

Financial Sources for International Graduates, Aboriginal Graduates and Graduates with a Disability

The table below shows financial sources used by international graduates, Aboriginal graduates and graduates identified as having a disability.

- Domestic graduates were more likely to have used a variety of sources to finance their post-secondary education compared to international graduates.
- More international graduates used research or teaching assistantships.
- Sponsorship by a First Nation band or Aboriginal funding program was a major financial source for Aboriginal graduates.
- The top five sources used by graduates identified as having a disability include personal savings, family support, employment earnings during program, financial institutions and government student loans.

Table 36: Financial Sources for International Graduates, Aboriginal Graduates and Graduates with a Disability

	Total	International		Aboriginal		People with a disability	
		Yes	No	Yes	No	Yes	No
Base size	5,496	446	5,050	573	4,853	247	5,196
Personal savings	63%	52%	64%	42%	66%	54%	63%
Family, extended family or friends, including money or benefits such as free room and board	56%	58%	56%	41%	58%	56%	56%
Employment earnings during your program of study including summer jobs	51%	38%	52%	41%	52%	47%	51%
Scholarships, grants or bursaries from your educational institute	37%	41%	37%	36%	37%	34%	37%
Credit cards	36%	33%	36%	30%	37%	37%	36%
Canada or Saskatchewan government student loans	33%	9%	35%	32%	34%	46%	33%
Bank loans or bank lines of credit	26%	9%	28%	20%	27%	26%	26%
Government scholarships, grants or bursaries (Canadian source)	24%	9%	25%	23%	24%	29%	24%
Other scholarships, grants or bursaries	17%	9%	17%	15%	17%	18%	17%
Employment Insurance	13%	3%	14%	14%	13%	13%	13%
RESP/RRSP's	11%	2%	12%	5%	12%	9%	12%
Research or teaching assistantships	10%	27%	8%	6%	10%	9%	10%
Sponsorship by an employer	10%	3%	11%	8%	11%	11%	11%
Apprenticeship Completion Grant	10%	0%	10%	6%	10%	6%	10%
Apprenticeship Incentive Grant	9%	0%	10%	5%	9%	5%	9%
Sponsorship by a First Nation band or Aboriginal funding program	6%	0%	7%	58%	0%	10%	6%
Sponsorships, grants or bursaries by a non-Canadian government	4%	9%	3%	4%	4%	3%	4%
Workers' Compensation	1%	2%	1%	1%	1%	4%	1%
Another financial source	1%	3%	1%	1%	1%	2%	1%

Trending Sources of Financing

The incidence of using each financial source to support post-secondary studies has remained consistent for the most part over the three cycles of the study. Some increase in the use of personal savings has been noted. The use of government student loans and employment insurance has continued to decline.

Table 37: Trending Sources of Financing

	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size	5,839	4,978	5,496
Personal savings	54%	68%	63%
Family, extended family or friends, including money or benefits such as free room and board*	53%	66%	56%
Employment earnings during your program of study including summer jobs	55%	71%	51%
Scholarships, grants or bursaries from your educational institute	NA	NA	37%
Credit cards	22%	36%	36%
Canada or Saskatchewan government student loans	41%	37%	33%
Bank loans or bank lines of credit	29%	33%	26%
Government scholarships, grants or bursaries (Canadian source)**	27%	39%	24%
Other scholarships, grants or bursaries	NA	NA	17%
Employment Insurance	17%	15%	13%
RESP/RRSP's	7%	13%	11%
Research or teaching assistantships	8%	13%	10%
Sponsorship by an employer	10%	13%	10%
Apprenticeship Completion Grant	NA	NA	10%
Apprenticeship Incentive Grant	NA	NA	9%
Sponsorship by a First Nation band or Aboriginal funding program	6%	6%	6%
Sponsorships, grants or bursaries by a non-Canadian government	NA	NA	4%
Workers' Compensation	2%	2%	1%

* Wording changed from "parents, grandparents, spouse/partner, friends or relatives" in the 2016-17 study.

** "Canadian source" is specified in the 2016-17 study.

STUDENT DEBT

Summary of Student Debt upon Graduation

Below is a summary of debt from post-secondary education accrued by the 2014 graduates when they completed their program.

Table 38: Summary of Student Debt

	All respondents		Respondents having debt	
	Average	Base size	Average	Base size
Total debt				
From all post-secondary programs	\$14,033	4,416	\$28,206	2,197
From 2014 program	\$10,618	4,322	\$23,342	1,966
Government student loan debt				
From all post-secondary programs	\$5,397	5,092	\$23,569	1,166
From 2014 program	\$4,116	5,027	\$20,546	1,007
Current debt (two years after graduation)	\$3,800	5,009	\$21,856	871
Debt from financial institutions				
From all post-secondary programs	\$4,731	4,936	\$19,395	1,204
Current debt (two years after graduation)	\$2,774	4,872	\$18,826	718

44. When you completed your program, how much did you owe to support the costs of your post-secondary education from all sources? Please include all post-secondary programs or courses you may have taken.

45. How much debt was from the [insert program]?

46. When you completed your program how much did you owe in government student loans? Please include government loans for all post-secondary education you may have taken.

47. How much of this government student loan debt was from the [insert program]?

48. Right now, how much do you owe to government student loan programs?

51. When you completed the program, how much did you owe to banks for student loans/lines of credit, or credit cards?

52. How much do you currently owe to bank student loan programs, student lines of credit or credit cards for your education?

Note: Respondents who did not specify the amount of debt owed (couldn't remember or preferred not to answer) were excluded from the calculations.

The table below shows the proportions of graduates having debt over the three cycles of the study.

- One half of graduates continued to owe a balance at the time of their graduation.
- Proportions of graduates who owed government student loan debt at graduation and two years after graduation have continued to decline.

Table 39: Trending Proportion of Graduates Having Debt

% Having debt	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Total debt			
From all post-secondary programs	47%	47%	50%
From surveyed program of study	NA	41%	45%
Government student loan debt			
From all post-secondary programs	35%	27%	23%
From surveyed program of study	NA	24%	20%
Current debt (two years after graduation)	27%	20%	17%
Debt from financial institutions			
From all post-secondary programs	30%	23%	24%
Current debt (two years after graduation)	20%	NA	15%

Note: Base sizes for each cycle of the study are all respondents excluding those who did not specify the amount of debt owed (couldn't remember or preferred not to answer). Base sizes are different for each category of debt. As a result, proportions of graduates who owe government student loan and those who owe debt from financial institutions do not add up to the total proportion owing debt. Also, due to questionnaire changes, some results from previous cycles of the study are not available.

Trending Student Debt for Those with Debt

Student debt from those who reported having a balance at the time of completing their program is summarized below. Adjusted to 2016 dollars, total debt from post-secondary programs remained at the level noted five years ago, slightly higher than debt owed by 2004-05 graduates.

Table 40: Trending Student Debt for Those with Debt (all cycles reported in constant 2016 dollars)

	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Total debt			
From all post-secondary programs	\$25,895	\$28,798	\$28,206
Total government student loan debt			
From all post-secondary programs	\$23,392	\$24,490	\$23,569
Current debt (two years after graduation)	\$18,741	\$22,309	\$21,856
Debt from financial institutions			
From all post-secondary programs	\$16,188	\$22,372	\$19,395
Current debt (two years after graduation)	\$16,734	\$22,270	\$18,826

Total Debt from Post-secondary Education

Below is the breakdown of graduate debt from all post-secondary programs at the time of the completion of the 2014 program.

- University graduates (bachelor programs in particular), females and those who were between 25 and 29 years old owed a higher balance.

Table 41: Total Debt from Post-secondary Education

		All respondents		Respondents having debt	
		Average	Base size	Average	Base size
Total		\$14,033	4,416	\$28,206	2,197
Institution	U of S	\$23,225	1,524	\$40,268	879
	U of R	\$13,489	907	\$28,062	436
	SIIT	\$2,648	88	\$12,263	19
	Sask Polytech	\$9,295	1,148	\$17,754	601
	SATCC	\$2,781	549	\$11,309	135
	PVS	\$9,542	200	\$15,026	127
Program type	Certificate	\$6,767	1,067	\$15,528	465
	Diploma	\$12,004	595	\$20,348	351
	Journey person	\$2,781	549	\$11,309	135
	Bachelor	\$22,681	1,689	\$38,005	1,008
	Master	\$13,594	449	\$29,345	208
	Doctorate	\$24,876	67	\$55,558	30
Gender	Male	\$11,570	2,010	\$25,755	903
	Female	\$16,098	2,375	\$29,939	1,277
Age at graduation	22 and younger	\$9,717	895	\$20,178	431
	23 or 24	\$13,059	958	\$25,742	486
	25 to 29	\$19,620	1,189	\$34,105	684
	30 to 39	\$14,839	798	\$29,383	403
	40 and older	\$8,485	482	\$26,732	153
International	Yes	\$10,673	331	\$27,599	128
	No	\$14,305	4,085	\$28,244	2,069
Aboriginal	Yes	\$12,105	439	\$29,689	179
	No	\$14,158	3,944	\$27,934	1,999
People with a disability	Yes	\$19,454	200	\$34,431	113
	No	\$13,705	4,191	\$27,774	2,068

Total Debt from 2014 Program

Below is the breakdown of all graduate debt from the program they completed in 2014.

- University graduates (bachelor programs in particular), females and those who were between 25 and 29 years old owed a higher balance.

Table 42: Total Debt from the 2014 Program

		All respondents		Respondents having debt	
Average		Average	Base size	Average	Base size
Total		\$10,618	4,322	\$23,342	1,966
Institution	U of S	\$17,796	1,476	\$33,676	780
	U of R	\$9,916	891	\$22,889	386
	SIIT	\$1,698	87	\$9,231	16
	Sask Polytech	\$6,985	1,122	\$14,487	541
	SATCC	\$2,261	548	\$9,835	126
	PVS	\$7,898	198	\$13,367	117
Program type	Certificate	\$4,099	1,049	\$10,749	400
	Diploma	\$9,860	579	\$17,840	320
	Journey person	\$2,261	548	\$9,835	126
	Bachelor	\$18,806	1,649	\$33,381	929
	Master	\$6,685	432	\$17,088	169
	Doctorate	\$11,446	65	\$33,818	22
Gender	Male	\$8,946	1,975	\$21,627	817
	Female	\$12,024	2,316	\$24,535	1,135
Age at graduation	22 and younger	\$7,783	884	\$17,330	397
	23 or 24	\$11,122	941	\$23,308	449
	25 to 29	\$14,911	1,158	\$28,030	616
	30 to 39	\$9,852	776	\$22,033	347
	40 and older	\$5,378	472	\$20,636	123
International	Yes	\$7,939	317	\$23,302	108
	No	\$10,830	4,005	\$23,345	1,858
Aboriginal	Yes	\$8,417	429	\$22,998	157
	No	\$10,815	3,862	\$23,295	1,793
People with a disability	Yes	\$12,393	195	\$23,693	102
	No	\$10,496	4,105	\$23,278	1,851

Debt from Financial Institutions upon Graduation

Below is the breakdown of graduate debt from financial institutions for all post-secondary programs on completion of the 2014 program.

- Graduates from a bachelor program owed a higher balance compared to those from other program types.
- Graduates who were between 25 and 39 years old tended to owe a higher debt to financial institutions.

Table 43: Debt to Financial Institutions upon Graduation

		All respondents		Respondents having debt	
		Average	Base size	Average	Base size
Total		\$4,731	4,936	\$19,395	1,204
Institution	U of S	\$8,560	1,652	\$27,247	519
	U of R	\$4,037	995	\$16,067	250
	SIIT	\$547	106	-	-
	Sask Polytech	\$2,835	1,337	\$12,508	303
	SATCC	\$1,332	618	\$11,429	72
	PVS	\$2,293	228	\$9,681	54
Program Type	Certificate	\$1,739	1,271	\$10,833	204
	Diploma	\$3,816	672	\$13,357	192
	Journey person	\$1,332	618	\$11,429	72
	Bachelor	\$8,417	1,808	\$25,491	597
	Master	\$3,774	497	\$15,502	121
	Doctorate	\$9,443	70	\$36,722	18
Gender	Male	\$4,043	2,226	\$18,673	482
	Female	\$5,284	2,668	\$19,716	715
Age at graduation	22 and younger	\$2,812	1,036	\$13,243	220
	23 or 24	\$4,116	1,051	\$16,769	258
	25 to 29	\$7,074	1,290	\$22,927	398
	30 to 39	\$5,449	882	\$20,895	230
	40 and older	\$2,647	532	\$17,604	80
International	Yes	\$2,084	400	\$17,736	47
	No	\$4,964	4,536	\$19,463	1,157
Aboriginal	Yes	\$4,622	537	\$22,359	111
	No	\$4,727	4,341	\$18,999	1,080
People with a disability	Yes	\$7,454	231	\$28,228	61
	No	\$4,562	4,667	\$18,792	1,133

- Suppressed due to small sample size.

Current Debt to Financial Institutions

Below is the breakdown of current debt (two years from graduation) from financial institutions for all post-secondary programs.

- Graduates from a bachelor program owed a higher balance compared to those from other program types.
- Graduates between 25 and 39 years old tended to owe a higher debt to financial institutions two years after completing their program.

Table 44: Current Debt from Financial Institutions

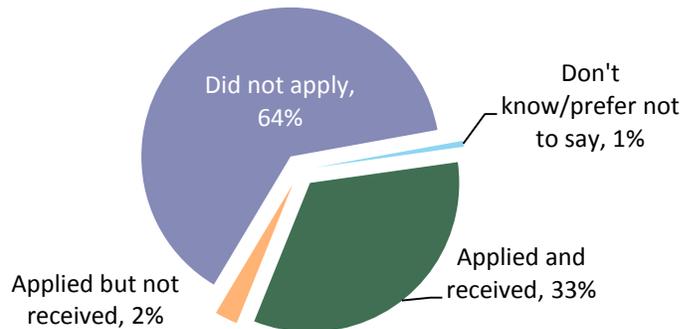
		All respondents		Respondents having debt	
		Average	Base size	Average	Base size
Total		\$2,774	4,872	\$18,826	718
Institution	U of S	\$5,406	1,625	\$26,867	327
	U of R	\$2,211	985	\$14,916	146
	SIIT	\$212	106	-	-
	Sask Polytech	\$1,546	1,315	\$11,355	179
	SATCC	\$228	616	\$6,384	22
	PVS	\$1,593	225	\$9,189	39
Program type	Certificate	\$929	1,263	\$9,775	120
	Diploma	\$2,120	653	\$11,635	119
	Journey person	\$228	616	\$6,384	22
	Bachelor	\$5,352	1,779	\$25,256	377
	Master	\$1,896	492	\$13,517	69
	Doctorate	\$5,290	69	-	-
Gender	Male	\$2,316	2,203	\$20,574	248
	Female	\$3,144	2,627	\$17,724	466
Age at graduation	22 and younger	\$1,723	1,026	\$13,396	132
	23 or 24	\$2,167	1,039	\$15,317	147
	25 to 29	\$4,335	1,272	\$22,324	247
	30 to 39	\$3,297	866	\$20,109	142
	40 and older	\$1,041	527	\$13,715	40
International	Yes	\$1,191	398	\$16,929	28
	No	\$2,915	4,474	\$18,903	690
Aboriginal	Yes	\$2,357	529	\$17,081	73
	No	\$2,816	4,286	\$18,978	636
People with a disability	Yes	\$3,481	227	\$19,276	41
	No	\$2,719	4,609	\$18,701	670

- Suppressed due to small sample size.

CANADA OR SASKATCHEWAN GOVERNMENT STUDENT LOAN

One third of graduates applied for a government student loan, of which a large majority received the funding.

Figure 21: Applying for and Receiving Government Student Loan



39. Have you ever used any of the following sources to support the costs of your post-secondary education, including all post-secondary programs or courses you may have taken?

41. At any time when taking the [insert program], did you apply for a Canadian or Saskatchewan government student loan?

Base: All respondents, n=5,496.

Use of government student loans varied by demographics.

- Graduates from U of S and PVS were more likely to have used government student loans to finance their post-secondary education.
- In terms of program type, a higher proportion of graduates from diploma programs and bachelor programs used government student loans.
- Females and those aged between 25 and 29 years were more likely than their counterparts to have used government student loans.
- Domestic graduates and those identified as having a disability were also more likely to report having used government student loans.

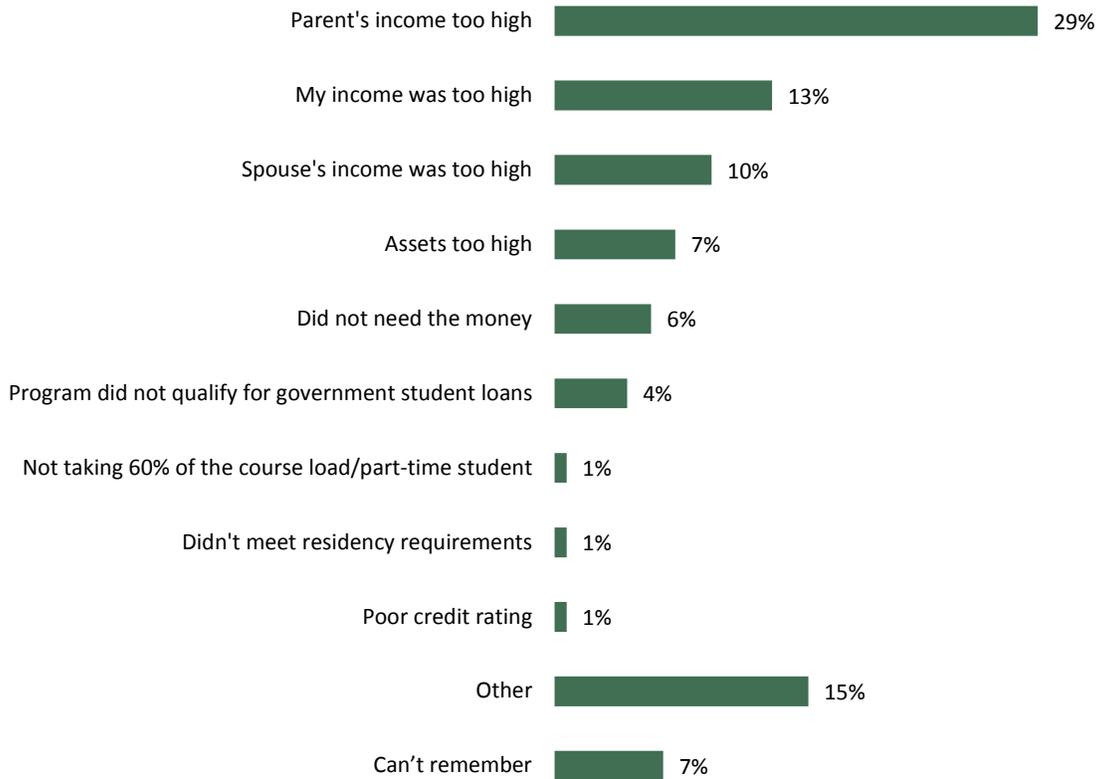
Table 45: Proportion Who Used Canadian or Saskatchewan Government Student Loan

		% Used Canada or Saskatchewan government student loans	Base size
Total		33%	5,496
Institution	U of S	42%	1,836
	U of R	30%	1,115
	SIIT	26%	114
	Sask Polytech	33%	1,491
	SATCC	13%	684
	PVS	48%	256
Program type	Certificate	27%	1,403
	Diploma	43%	764
	Journey person	13%	684
	Bachelor	42%	2,012
	Master	28%	557
	Doctorate	37%	76
Gender	Male	27%	2,442
	Female	38%	3,008
Age at graduation	22 and younger	30%	1,146
	23 or 24	34%	1,155
	25 to 29	38%	1,431
	30 to 39	34%	995
	40 and older	28%	581
International	Yes	9%	446
	No	35%	5,050
Aboriginal	Yes	32%	573
	No	34%	4,853
People with a disability	Yes	46%	247
	No	33%	5,196

Main Reason for Not Receiving a Government Student Loan

Among the graduates who applied for a government student loan but did not receive one, the most commonly stated reason was that their parents' income was too high.

Figure 22: Main Reasons for Not Receiving Government Student Loan



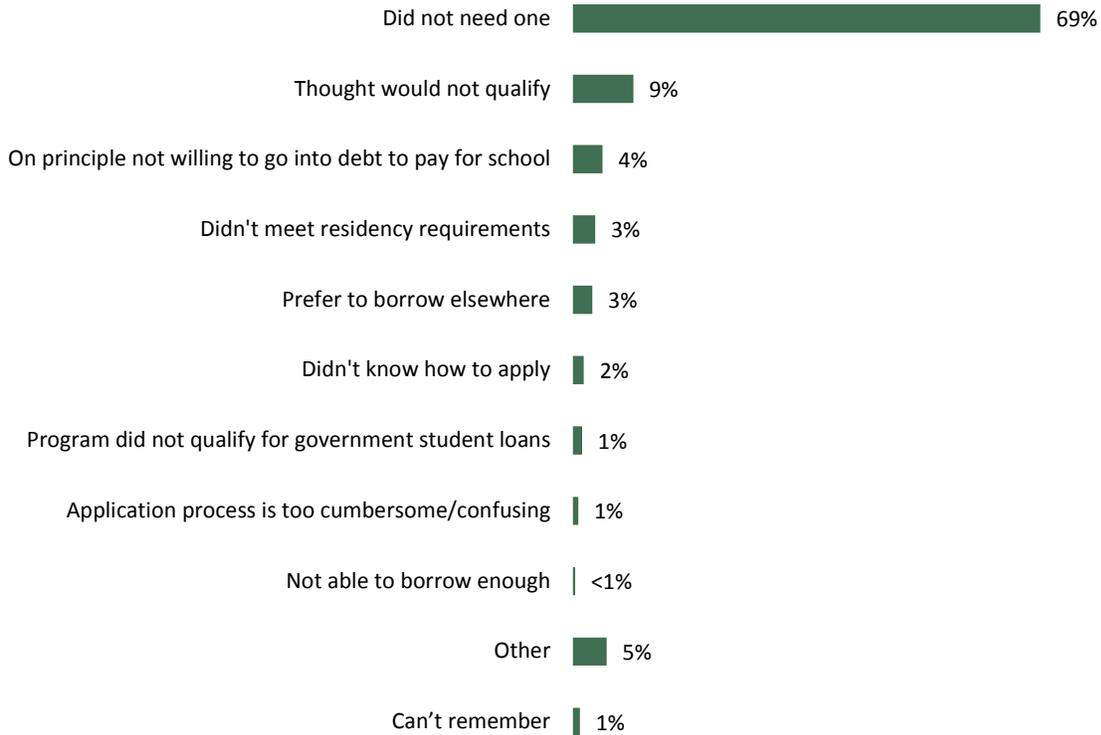
42. What is the main reason you did not receive a government student loan for this program? Base: Respondents who applied for government student loan but didn't receive it, n=136.

Note: This is a multi-select question where respondents could choose more than one option.

Main Reason for Not Applying for a Government Student Loan

A large majority of those who did not apply for a government student loan indicated they did not need it as a financing source.

Figure 23: Main Reasons for Not Applying for a Government Student Loan



43. What is the main reason you did not apply for a government student loan during your study in the program? Base: Respondents who didn't apply for government student loan, n=3,493.
Note: This is a multi-select question where respondents could choose more than one option.

Government Student Loan Debt from All Post-secondary Education

Below is the breakdown of government student loan debt from all post-secondary programs at the completion of the 2014 program.

- Graduates from bachelor programs tended to owe a greater amount to government student loans than those from other program types.
- Female graduates and those aged between 25 and 29 years old tended to owe a higher balance.

Table 46: Government Student Loan Debt from Post-secondary Education

		All respondents		Respondents having debt	
		Average	Base size	Average	Base size
Total		\$5,397	5,092	\$23,569	1,166
Institution	U of S	\$9,560	1,710	\$29,940	546
	U of R	\$5,290	1,044	\$25,103	220
	SIIT	\$1,268	103	-	-
	Sask Polytech	\$3,110	1,363	\$14,873	285
	SATCC	\$383	655	\$9,654	26
	PVS	\$4,569	217	\$13,046	76
Program type	Certificate	\$1,950	1,290	\$13,099	192
	Diploma	\$4,888	675	\$16,017	206
	Journey person	\$383	655	\$9,654	26
	Bachelor	\$9,649	1,870	\$28,778	627
	Master	\$5,327	529	\$29,663	95
	Doctorate	\$7,599	73	\$27,736	20
Gender	Male	\$3,932	2,302	\$22,130	409
	Female	\$6,659	2,747	\$24,456	748
Age at graduation	22 and younger	\$3,634	1,061	\$17,850	216
	23 or 24	\$5,107	1,078	\$20,094	274
	25 to 29	\$8,187	1,329	\$27,614	394
	30 to 39	\$5,471	915	\$26,485	189
	40 and older	\$2,881	545	\$22,757	69
International	Yes	\$1,445	435	\$28,578	22
	No	\$5,766	4,657	\$23,473	1,144
Aboriginal	Yes	\$4,343	523	\$21,030	108
	No	\$5,550	4,506	\$23,842	1,049
People with a disability	Yes	\$8,160	222	\$24,154	75
	No	\$5,290	4,825	\$23,525	1,085

- Suppressed due to small sample size.

Government Student Loan Debt from only the 2014 Program

Below is the breakdown of government student loan debt from the program they completed in 2014.

- Graduates from bachelor programs tended to owe a greater amount to government student loans than those from other program types.
- Female graduates and those aged between 25 and 29 years old tended to owe a higher balance.

Table 47: Government Student Loan Debt from the 2014 Program

		All respondents		Respondents having debt	
		Average	Base size	Average	Base size
Total		\$4,116	5,027	\$20,546	1,007
Institution	U of S	\$7,256	1,679	\$26,142	466
	U of R	\$3,999	1,035	\$22,017	188
	SIIT	\$763	101	-	-
	Sask Polytech	\$2,382	1,343	\$12,848	249
	SATCC	\$317	653	\$9,000	23
	PVS	\$4,100	216	\$12,299	72
Program type	Certificate	\$1,303	1,282	\$10,638	157
	Diploma	\$3,959	658	\$14,159	184
	Journey person	\$317	653	\$9,000	23
	Bachelor	\$8,031	1,841	\$25,804	573
	Master	\$2,364	522	\$20,567	60
	Doctorate	\$2,648	71	-	-
Gender	Male	\$3,079	2,282	\$19,624	358
	Female	\$5,021	2,702	\$21,132	642
Age at graduation	22 and younger	\$3,083	1,057	\$15,895	205
	23 or 24	\$4,378	1,064	\$19,091	244
	25 to 29	\$6,158	1,305	\$23,847	337
	30 to 39	\$3,629	899	\$21,752	150
	40 and older	\$1,851	540	\$19,598	51
International	Yes	\$1,200	435	\$24,857	21
	No	\$4,392	4,592	\$20,454	986
Aboriginal	Yes	\$3,211	515	\$18,174	91
	No	\$4,256	4,451	\$20,818	910
People with a disability	Yes	\$5,288	214	\$17,680	64
	No	\$4,088	4,770	\$20,746	940

- Suppressed due to small sample size.

Current Government Student Loan Debt

Below is the breakdown of government student loan debt two years after graduation.

- Graduates from bachelor programs tended to owe a greater amount to government student loans than those from other program types.
- Graduates aged between 25 and 29 years at the time of graduation owed a higher balance two years after graduation.

Table 48: Current Government Student Loan Debt

		All respondents		Respondents having debt	
		Average	Base size	Average	Base size
Total		\$3,800	5,009	\$21,856	871
Institution	U of S	\$7,043	1,685	\$28,257	420
	U of R	\$3,354	1,031	\$22,309	155
	SIIT	\$1,357	101	-	-
	Sask Polytech	\$1,908	1,333	\$12,229	208
	SATCC	\$649	656	\$25,029	17
	PVS	\$2,978	203	\$10,245	59
Program type	Certificate	\$1,353	1,280	\$11,619	149
	Diploma	\$3,153	641	\$13,564	149
	Journey person	\$649	656	\$25,029	17
	Bachelor	\$6,967	1,837	\$26,664	480
	Master	\$3,401	524	\$28,285	63
	Doctorate	\$3,911	71	-	-
Gender	Male	\$3,015	2,288	\$22,108	312
	Female	\$4,491	2,677	\$21,820	551
Age at graduation	22 and younger	\$2,626	1,045	\$15,957	172
	23 or 24	\$3,198	1,055	\$17,481	193
	25 to 29	\$5,857	1,308	\$25,793	297
	30 to 39	\$3,777	898	\$23,721	143
	40 and older	\$2,382	542	\$28,061	46
International	Yes	\$1,273	435	\$27,695	20
	No	\$4,041	4,574	\$21,719	851
Aboriginal	Yes	\$4,063	515	\$22,502	93
	No	\$3,785	4,433	\$21,790	770
People with a disability	Yes	\$7,876	217	\$27,129	63
	No	\$3,609	4,746	\$21,413	800

- Suppressed due to small sample size.

Difficulty Repaying Government Student Loan Debt

Overall, three in ten graduates who used government student loans indicated they had experienced difficulties repaying their debt.

- Specifically, older graduates were more likely than their younger counterparts to report difficulties repaying their student loan.
- Aboriginal graduates and those identified as having a disability were more likely to report difficulties repaying their student loan debt.

Table 49: Proportions Who Experienced Difficulties Repaying Student Loan Debt

		% Experienced difficulty repaying government student loan	Base size
Total		31%	1,408
Institution	U of S	31%	632
	U of R	39%	263
	SIIT	-	-
	Sask Polytech	28%	367
	SATCC	30%	43
	PVS	29%	89
Program type	Certificate	30%	250
	Diploma	27%	253
	Journey person	30%	43
	Bachelor	32%	722
	Master	39%	119
	Doctorate	33%	21
Gender	Male	31%	498
	Female	32%	897
Age at graduation	22 and younger	24%	253
	23 or 24	21%	327
	25 to 29	34%	451
	30 to 39	41%	249
	40 and older	44%	95
International	Yes	39%	31
	No	31%	1,377
Aboriginal	Yes	45%	125
	No	30%	1,269
People with a disability	Yes	58%	89
	No	29%	1,307

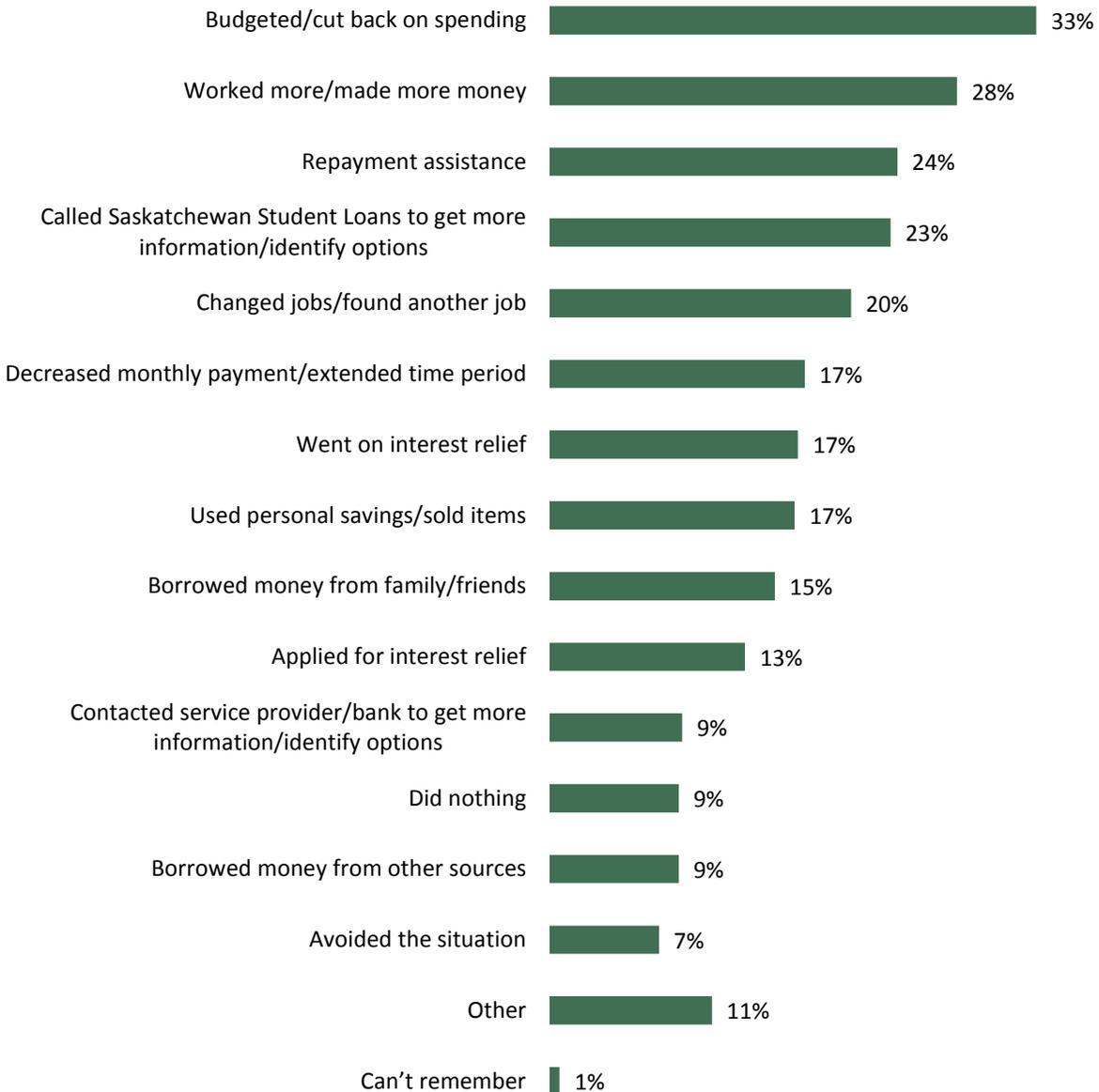
49. Have you experienced any difficulties in repaying your government student loans? Base: Those who had difficulty paying government student loans.

- Suppressed due to small sample size.

Steps Taken to Repay Government Student Loan Debt

Among those who experienced difficulties repaying their government student loan, major steps taken to deal with the difficulties included cutting back on spending, doing more paid work, seeking repayment assistance and consulting with Saskatchewan Student Loans.

Figure 24: Steps Taken to Repay Government Student Loan Debt



50. What steps did you take to deal with these difficulties? (select all that apply) Base: Respondents who have experienced difficulties in repaying government student loan, n=446.

Note: This is a multi-select question where respondents could choose more than one option.

SCHOLARSHIPS, GRANTS AND BURSARIES

Below is a summary of scholarships/grants/bursaries received from different sources. On average, graduates who used these funds received \$13,241 from all sources.

Table 50: Summary of Scholarships, Grants and Bursaries Received

	Average	Base size (those who specified the amount received)
First Nation band or Aboriginal funding program	\$18,284	139
Canadian Government sources	\$11,298	743
Non-Canadian Government sources	\$23,400	100
Your educational institute	\$7,962	1,308
Other sources of scholarships, grants or bursaries	\$6,307	560
Average overall	\$13,241	2,056

53. Over your entire post-secondary experience, how much did you receive in scholarships, grants, sponsorships and/or bursaries from...?

The amount of scholarships/grants/bursaries received varied by institution, program type and demographics.

- Graduates from Sask Polytech and PVS tended to receive a lower amount of funds from this source compared to graduates from other institutions.
- The amount of scholarships/grants/bursaries received by doctorate graduates was significantly higher than any other program type.
- Older graduates and international graduates were more likely to have received a higher amount of funds from this source.

Table 51: Total Amount Received from Scholarships, Grants and Bursaries

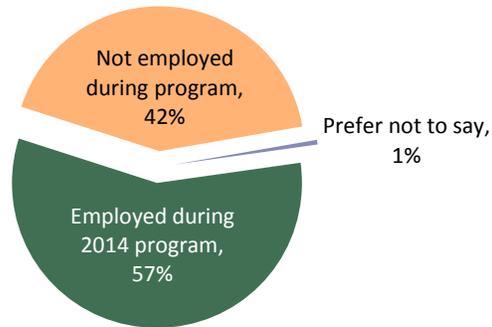
		Average	Base size
Total		\$13,241	2,056
Institution	U of S	\$17,193	893
	U of R	\$14,225	451
	SIIT	\$10,298	38
	Sask Polytech	\$6,001	459
	SATCC	\$12,715	157
	PVS	\$5,379	58
Program type	Certificate	\$6,064	379
	Diploma	\$7,800	249
	Journey person	\$12,715	157
	Bachelor	\$11,056	993
	Master	\$24,453	225
	Doctorate	\$85,004	53
Gender	Male	\$13,151	871
	Female	\$13,250	1,169
Age at graduation	22 and younger	\$7,095	488
	23 or 24	\$9,047	512
	25 to 29	\$15,290	563
	30 to 39	\$20,416	324
	40 and older	\$24,286	136
International	Yes	\$25,257	161
	No	\$12,220	1,895
Aboriginal	Yes	\$23,019	234
	No	\$11,998	1,806
People with a disability	Yes	\$26,393	85
	No	\$12,679	1,962

EMPLOYMENT DURING PROGRAM

Nearly six in ten graduates were employed during their program.

SATCC graduates (journeypersons) have been excluded from this analysis as the apprenticeship program is designed as a combination of paid workplace training and technical training. Therefore all of the journeypersons were employed during their program.

Figure 25: Employment during Program



54. Were you employed while taking classes during the program you graduated from in [2014/the 2014-2015 school year]? Do not include employment as an apprentice, internships, co-op jobs or summer jobs in your response. Base: All respondents excluding SATCC graduates, n=4,812.

The table below shows the breakdown of employment during program by demographic variables.

- Higher proportions of bachelor and master graduates were employed during their program.
- Females and older graduates were more likely to be employed during their program.
- Domestic graduates and non-Aboriginal graduates were more likely to be employed during their program.

Table 52: Proportions Employed During the 2014 Program

		% Employed during program	Base size
Total		57%	4,812
Institution	U of S	56%	1,836
	U of R	73%	1,115
	SIIT	25%	114
	Sask Polytech	51%	1,491
	SATCC	-	-
	PVS	47%	256
Program type	Certificate	53%	1,403
	Diploma	50%	764
	Journey person	-	-
	Bachelor	61%	2,012
	Master	65%	557
	Doctorate	54%	76
Gender	Male	49%	1,840
	Female	62%	2,929
Age at graduation	22 and younger	48%	1,087
	23 or 24	57%	1,021
	25 to 29	58%	1,194
	30 to 39	64%	815
	40 and older	68%	524
International	Yes	44%	444
	No	58%	4,368
Aboriginal	Yes	43%	531
	No	59%	4,216
People with a disability	Yes	50%	225
	No	58%	4,536

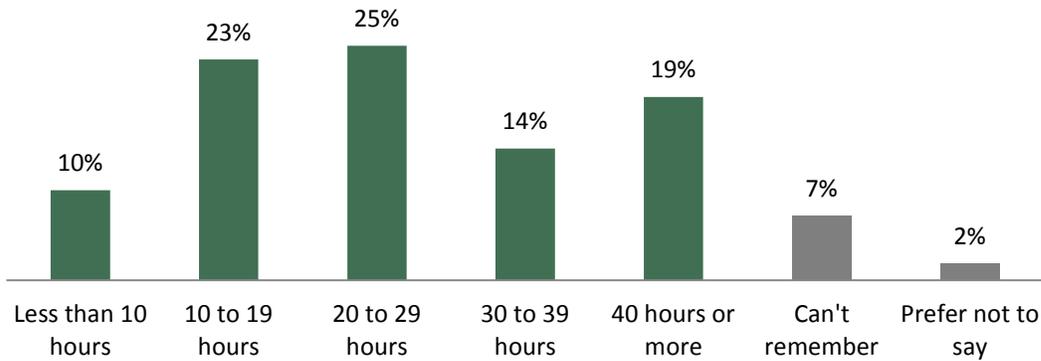
Note: SATCC graduates were excluded from the results.

Work Hours

Most commonly, graduates worked less than 30 hours per week during their program.

- Two in ten reported working 40 hours or more.
- On average, graduates who were employed worked 23.9 hours per week during their program.

Figure 26: Work Hours during Program

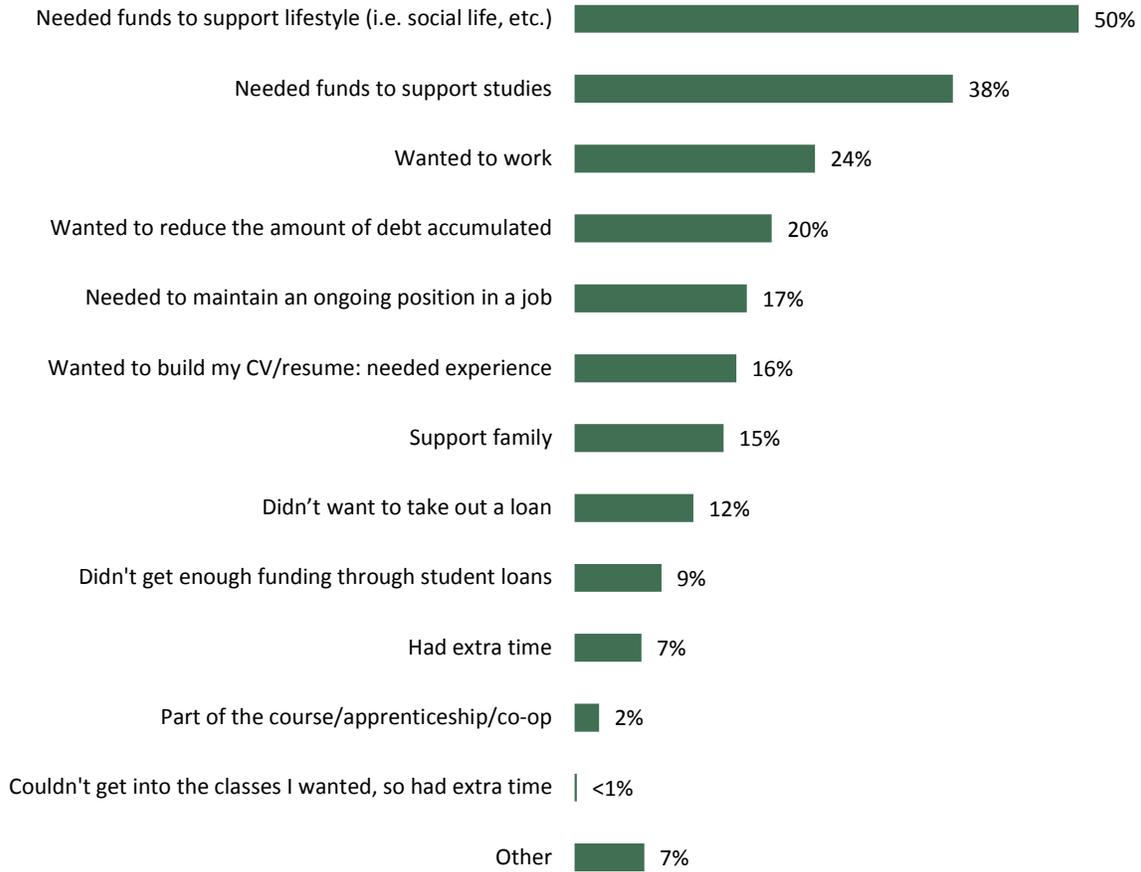


55. On average, how many hours a week were you employed during your program, not including course related employment (i.e. employment as an apprentice, internships, co-op jobs, etc.) or summer positions? Base: Respondents who were employed during their program, excluding SATCC graduates, n=2,751.

Main Reasons for Being Employed during Program

Graduates who were employed during their program said they worked mostly due to the need for funds to support their lifestyles or their studies.

Figure 27: Main Reasons for Being Employed during Program



56. What were the main reasons you were employed during your program? Base: Respondents who were employed during their program, excluding SATCC graduates, n=2,749.

Note: This is a multi-select question where respondents could choose more than one option.

Employment Outcomes

SUMMARY OF EMPLOYMENT STATUS

The employment rate two years after graduation among all graduates was 85%. Employment status has remained steady over the three cycles of the study.

	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size	5,839	4,978	5,496
Employed	88%	88%	85%
Student*	5%	5%	5%
Unemployed**	3%	3%	5%
Not in the labour force	4%	3%	5%
Total	100%	100%	100%

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

58. Are you currently looking for a job?

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

60. What is the main reason you currently do not have a job?

Base: All respondents, n=5,496.

* Graduates who were not employed at the time of the survey due to attending school. Students were excluded from the unemployed and those not in the labour force.

** Note that the unemployment rate in this study is defined in a different way from Statistics Canada. In this study, unemployment rate is defined as the proportion of graduates who were not employed at the time of the survey out of the total number of graduates surveyed, excluding those who were attending school.

EMPLOYMENT RATE BY DEMOGRAPHIC GROUPING

Below is the breakdown of employment rate by institution, program type and other demographic grouping.

- Employment rates were similar for most program types (slightly lower for graduates from a certificate program).
- Employment rate was significantly lower for graduates of SIIT.
- Employment rates were identical by gender.
- Younger graduates (age 22 and younger) were slightly less likely to be employed two years after graduation.
- Employment rates were comparatively lower for international graduates, Aboriginal graduates, and graduates self-identified as having a disability.

Figure 28: Employment Rate by Institution

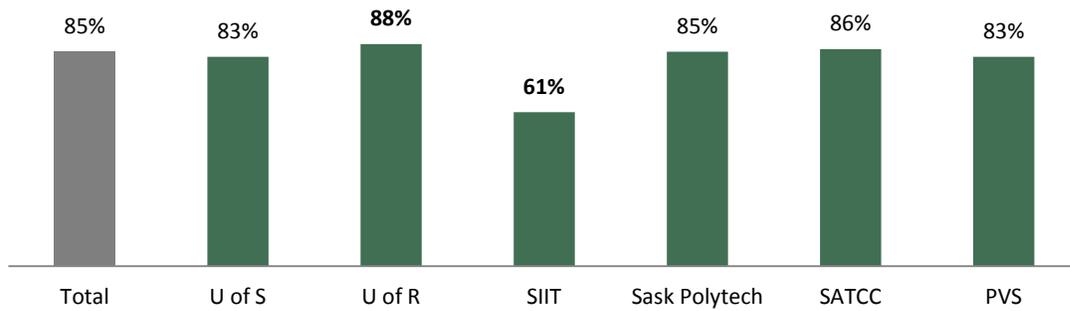


Figure 29: Employment Rate by Program Type

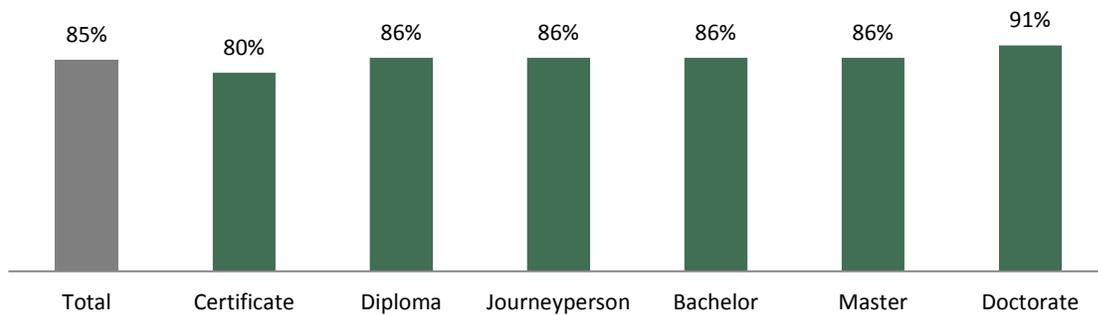


Figure 30: Employment Rate by Gender and Age at Graduation

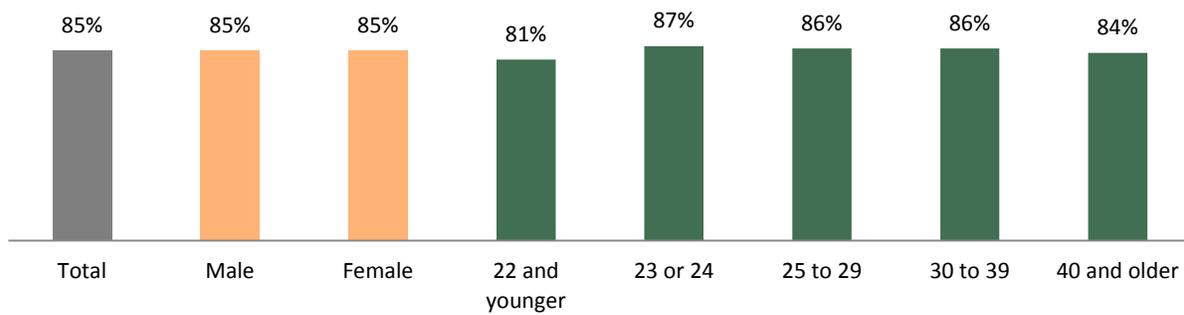


Table 53: Employment Rate by Other Sub-Groups

		Employed	Base size
Total		85%	5,496
International	Yes	77%	446
	No	85%	5,050
Aboriginal	Yes	75%	573
	No	86%	4,853
People with a disability	Yes	73%	247
	No	85%	5,196

MAIN REASONS FOR NOT LOOKING FOR A JOB

Among those who were not employed at the time of being surveyed, four in ten were looking for a job.

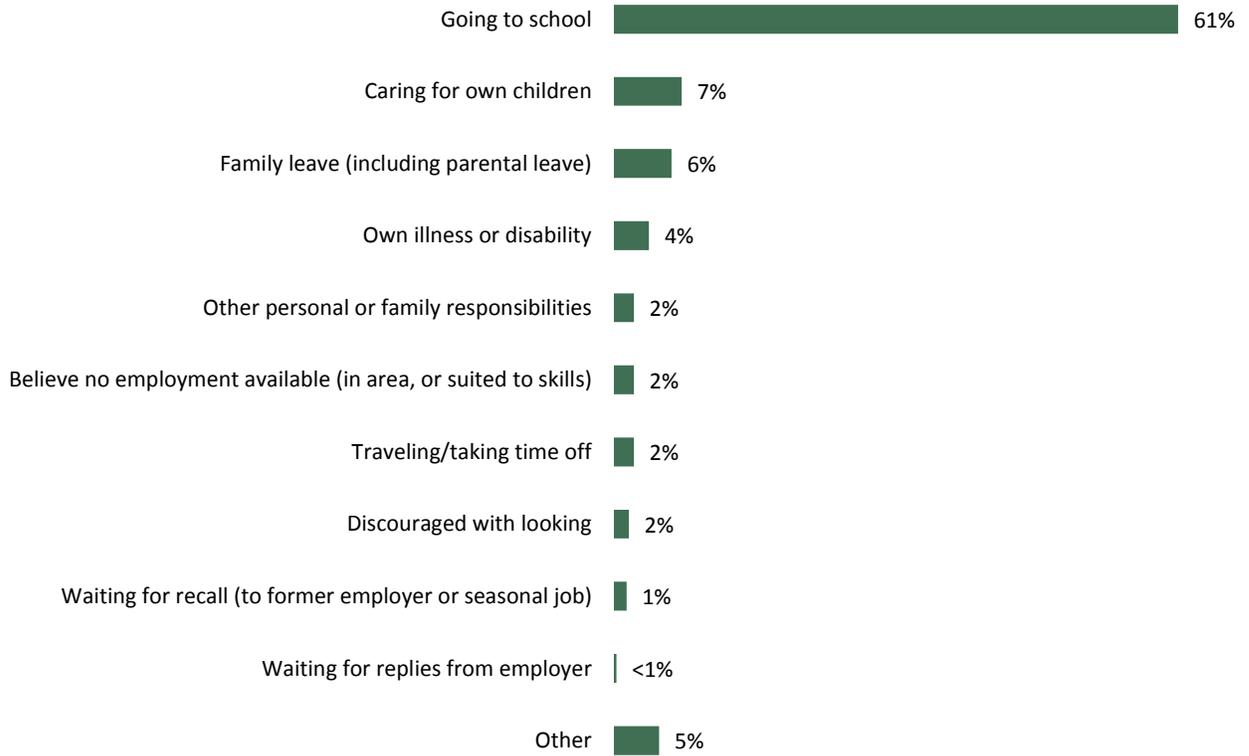
Figure 31: Status of Employment



58. Are you currently looking for a job? Base: Respondents who are not currently employed, n=843.

Most commonly, graduates who were not looking for a job indicated this was because they were attending school.

Figure 32: Reasons for Not Looking for Job



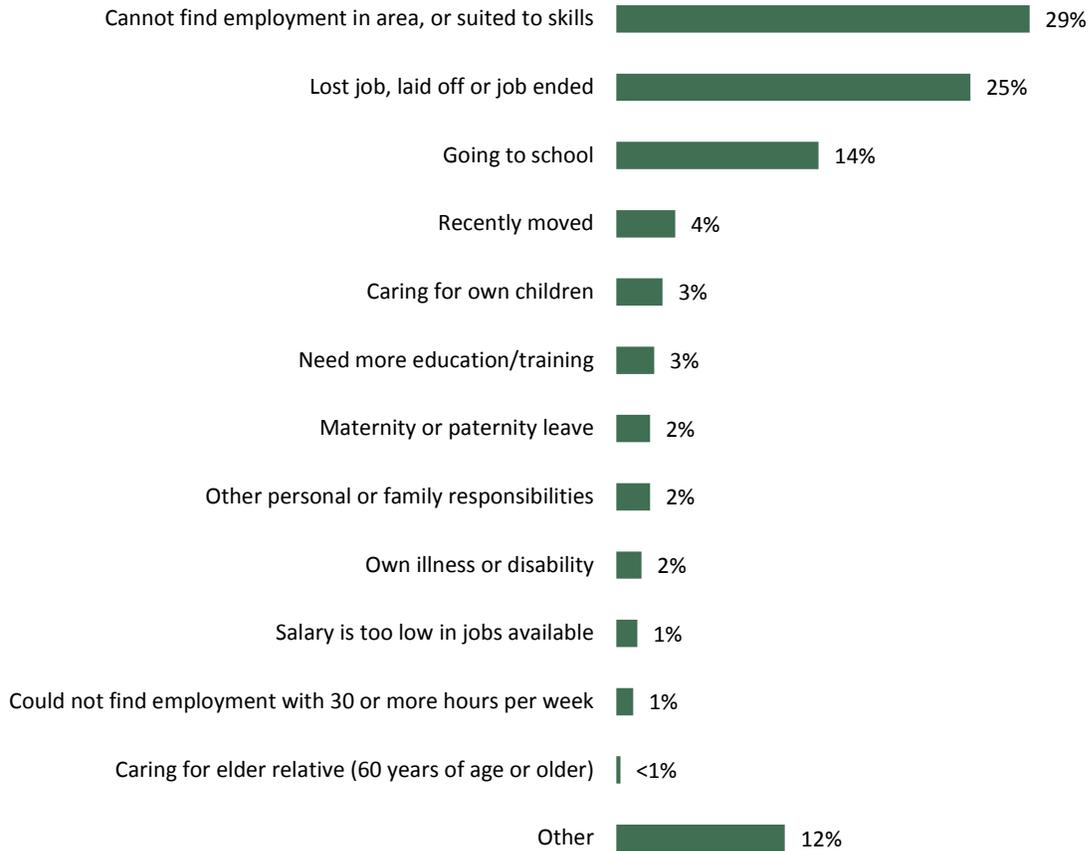
59. What is the main reason you are not looking for a job? Base: Respondents who are not currently employed and are not looking for job, n=367.

Note: This is a multi-select question where respondents could choose more than one option.

MAIN REASON FOR NOT HAVING JOB

Not being able to find a job or having been laid off were the main reasons given for being unemployed at the time of being surveyed.

Figure 33: Main Reasons for not Being Employed



60. What is the main reason you currently do not have a job? Base: Respondents who are not currently employed, n=341.

Note: This is a multi-select question where respondents could choose more than one option.

TRENDING EMPLOYMENT RATE

Overall, employment rates two years after graduation have declined slightly from previous cycles of the study. This finding mirrors what has happened to the overall employment rate of the population in the province. It has also declined between 2012 and 2016.

- Employment rates at all institutions have declined from the previous survey.
- Employment rates among graduates from SIIT, Sask Polytech and PVS have continued to decline for the two most recent cycles.
- A decline in the employment rate for Aboriginal graduates has also been noted.

Figure 34: Trending Overall Employment Rate

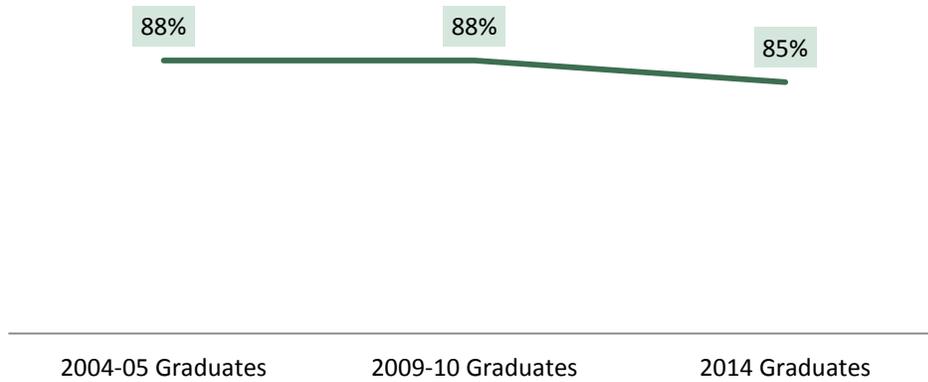


Figure 35: Trending Employment Rate by Institution

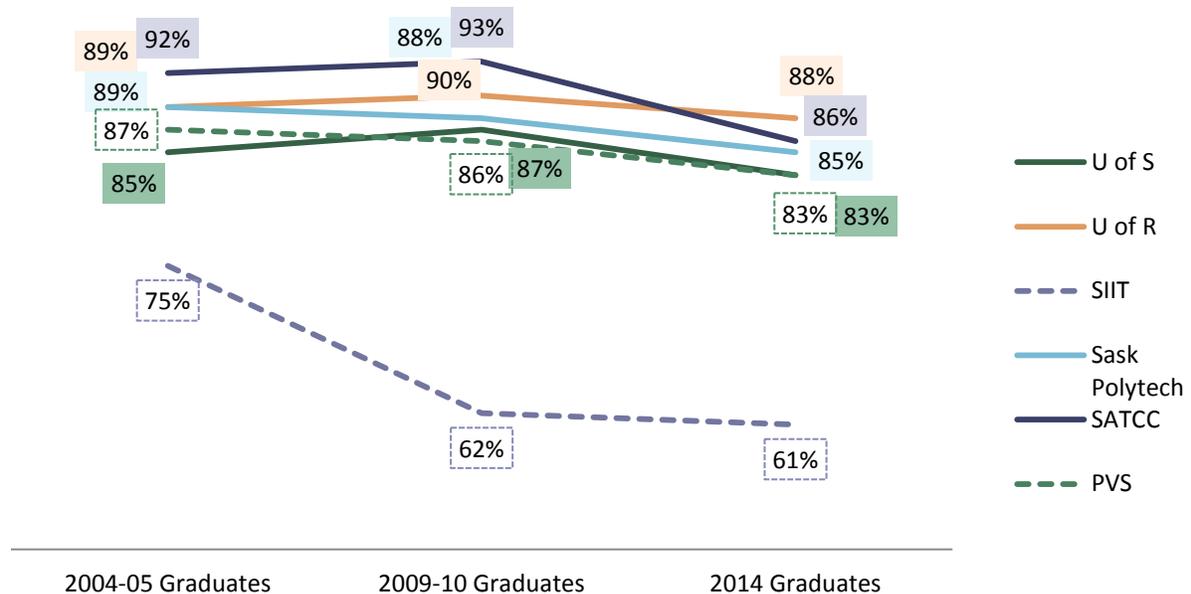


Figure 36: Trending Employment Rate by Gender

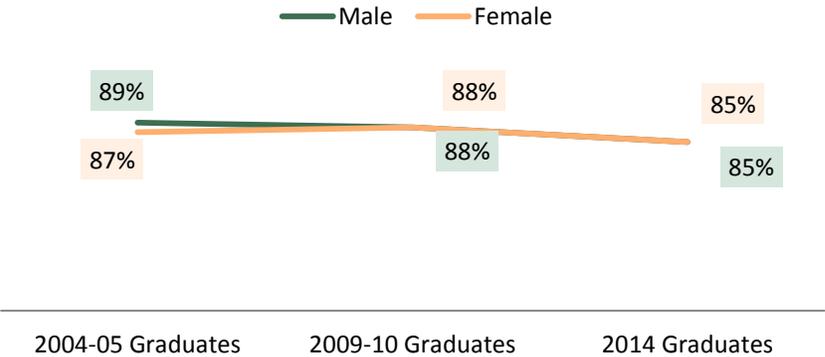
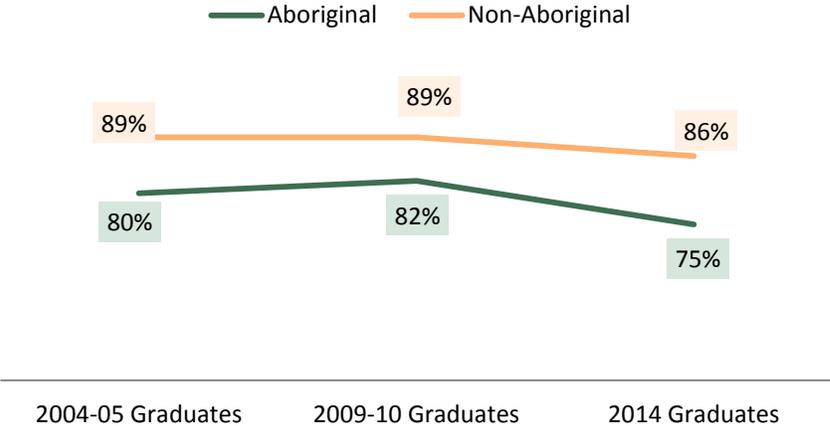


Figure 37: Trending Employment Rate by Aboriginal Status

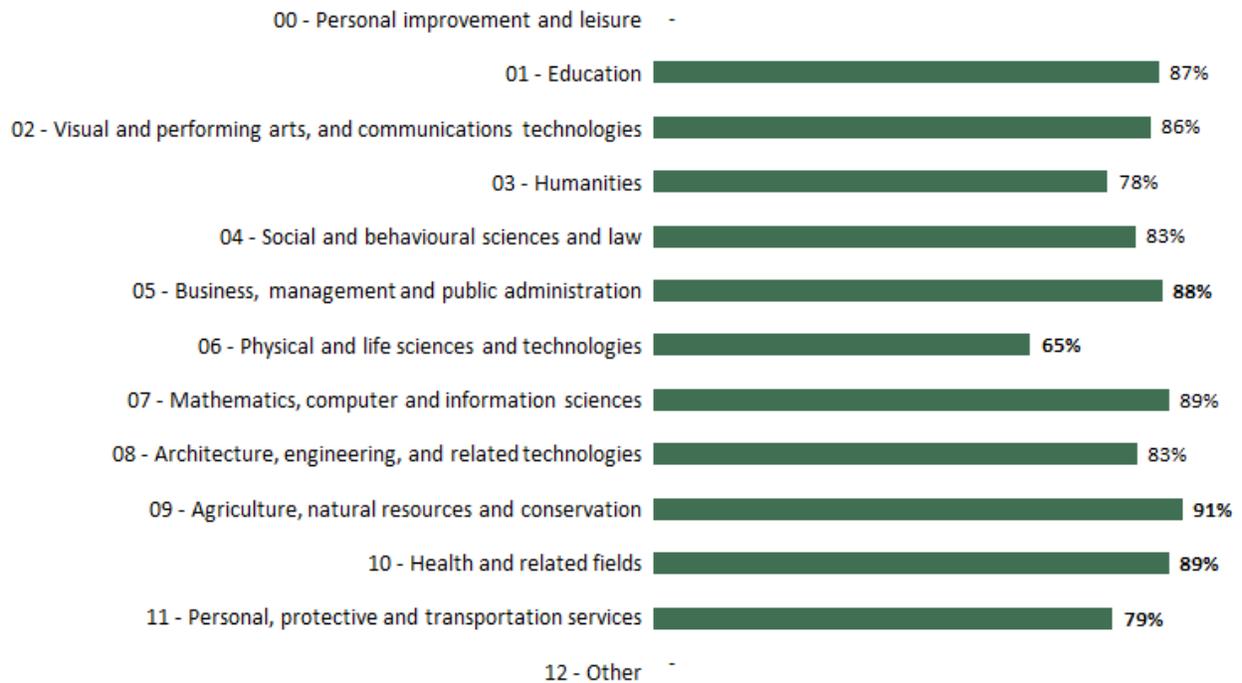


EMPLOYMENT RATE BY CIP GROUPING

Employment rates vary by CIP grouping.

- Graduates who were trained in agriculture, natural resources and conservation were most likely to have a job at the time of the survey, followed by those trained in health and related fields as well as those trained in business, management and public administration.
- Employment rates were the lowest among those from the field of physical and life sciences and technologies as well as from personal, protective and transportation services.

Figure 38: Employment Rate by CIP Grouping



- Suppressed due to small sample size.

CURRENT EMPLOYMENT

Typically, graduates who were employed at the time of the survey had one permanent job, were not self-employed, worked full-time, felt qualified for the job and had an average annual salary of \$61,475.

Among those who worked fewer than 30 hours in their primary job (n=453), six in ten (58%) indicated these reduced hours were by their choice.

Table 54: Summary of Current Employment

Graduates who were employed	
Number of jobs	
One job	80%
Two jobs	16%
Three or more jobs	3%
Self-employment	
Yes	7%
No	93%
Job type*	
Permanent	81%
Temporary (includes contract, term-certain, etc.)	17%
Seasonal	2%
Work hours	
Less than 10 hours	1%
10 to 19 hours	3%
20 to 29 hours	5%
30 hours or more	86%
Average	40.2
Salary	
Average	\$ 61,475
Median	\$57,720
Perceived qualification	
Underqualified	4%
Qualified	65%
Overqualified	30%

61. How many paying jobs do you currently have?

62. Are you self-employed?

63. Is your job permanent, temporary (or term) or seasonal?

66. What is the total number of hours you usually work per week in your current job?

68. Working your usual hours at your current job, approximately what is your wage or salary in Canadian dollars before taxes and deductions, including gratuities, commission and other earnings?

74. Given your education and training how qualified do you feel you are for your current job?

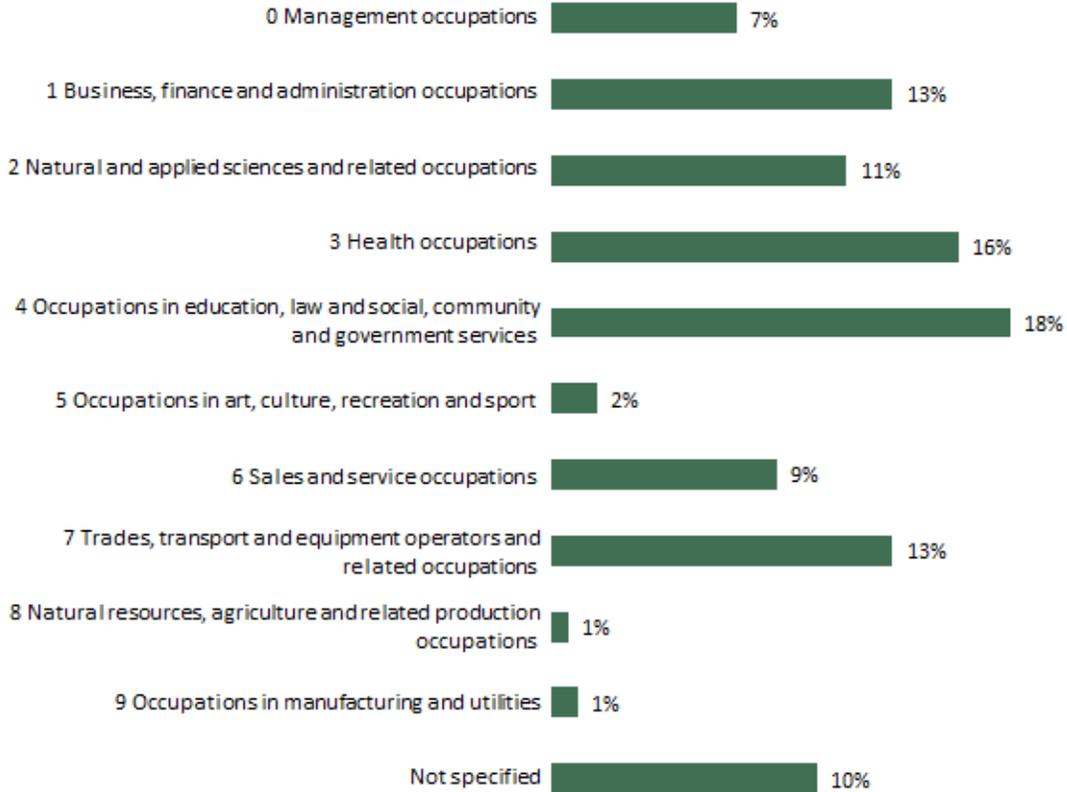
Base: Graduates who were employed two years after graduation, n=4,653.

* Out of those who are not currently self-employed, base size=4,348

National Occupational Classification (NOC)

Based on reported job titles and job descriptions, graduates employed two years after graduation were grouped into the following broad occupational categories¹⁰.

Figure 39: National Occupational Classification (NOC)



65. What is your job title? Please provide details of your job description. Base: Respondents who were employed at the time of the survey, n=4,653.

¹⁰ The NOC is designed to classify occupational information from statistical surveys. The basic principle of classification of the NOC is the kind of work performed. Detailed information on NOC can be found online at <http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=314243>.

Salary of Primary Job

Salaries from graduates' primary job vary by demographics.

- Graduates who have a journeyperson status or a master's degree were more likely to have a higher income from their job.
- Males earned more than females.

Table 55: Salary of Primary Job

		Average salary	Base size
Total		\$61,475	3789
Institution	U of S	\$63,673	1,293
	U of R	\$61,425	810
	SIIT	\$34,337	52
	Sask Polytech	\$52,738	993
	SATCC	\$85,446	469
	PVS	\$38,479	172
Program type	Certificate	\$49,484	878
	Diploma	\$54,102	531
	Journeyperson	\$85,446	469
	Bachelor	\$59,336	1,471
	Master	\$77,028	381
	Doctorate	\$68,646	59
Gender	Male	\$70,084	1,705
	Female	\$54,498	2,066
Age at graduation	22 and younger	\$49,821	768
	23 or 24	\$59,543	846
	25 to 29	\$65,232	1,040
	30 to 39	\$69,218	698
	40 and older	\$65,520	391
International	Yes	\$52,070	249
	No	\$62,137	3,540
Aboriginal	Yes	\$57,915	347
	No	\$61,962	3,418
People with a disability	Yes	\$55,615	146
	No	\$61,751	3,628

Trending Salary of Primary Job

Annual salaries (in 2016 dollars) have increased for most demographic groups, with the exception of SIIT graduates and those from a doctorate program, for which graduates' annual salary has declined.

Table 56: Trending Salary from Primary Job (all cycles reported in 2016 dollars)

		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (Total)		5,141	4,387	4,652
Total		\$54,501	\$58,816	\$61,475
Institution	U of S	\$61,804	\$62,962	\$63,673
	U of R	\$51,088	\$57,813	\$61,425
	SIIT	\$45,822	\$42,696	\$34,337
	Sask Polytech	\$48,202	\$48,161	\$52,738
	SATCC	\$73,047	\$85,299	\$85,446
	PVS	\$32,860	\$39,160	\$38,479
Program type	Certificate	\$45,947*	\$47,881*	\$49,484
	Diploma			\$54,102
	Journey person	\$71,851	\$85,299	\$85,446
	Bachelor	\$56,624	\$57,561	\$59,336
	Master	\$73,318	\$70,468	\$77,028
	Doctorate	\$73,178	\$86,969	\$68,646
Gender	Male	\$66,839	\$68,209	\$70,084
	Female	\$44,197	\$51,565	\$54,498
Age at graduation	22 and younger	\$40,021	\$45,119	\$49,821
	23 or 24	\$47,981	\$56,652	\$59,543
	25 to 29	\$56,988	\$60,393	\$65,232
	30 to 39	\$61,184	\$66,834	\$69,218
	40 and older	\$56,095	\$64,379	\$65,520
Aboriginal	Yes	\$51,265	\$57,577	\$57,915
	No	\$54,870	\$58,932	\$61,962

* Certificate and diploma combined

Salary from Primary Job by CIP Grouping

Looking at annual employment income by CIP grouping, graduates who completed a program in the areas of architecture, engineering and related technologies tended to have the highest income, followed by those in the areas of mathematics, computer and information sciences and those in health related fields.

Table 57: Salary from Primary Job by CIP Grouping

	Averages salary	Base size
Total	\$61,475	3,789
00 - Personal improvement and leisure	-	-
01 - Education	\$61,627	442
02 - Visual and performing arts, and communications technologies	\$36,729	62
03 - Humanities	\$50,169	88
04 - Social and behavioural sciences and law	\$53,138	373
05 - Business, management and public administration	\$55,323	680
06 - Physical and life sciences and technologies	\$49,684	134
07 - Mathematics, computer and information sciences	\$68,590	83
08 - Architecture, engineering, and related technologies	\$73,701	977
09 - Agriculture, natural resources and conservation	\$62,112	126
10 - Health and related fields	\$64,016	685
11 - Personal, protective and transportation services	\$38,440	132
12 - Other	-	-

- Suppressed due to small sample size.

Salary from Primary Job by NOC

Graduates that had an occupation in manufacturing and utilities and those that had a management job tended to have a higher salary. Occupations in sales and service as well as art, culture, recreation and sport earned lower incomes on average.

Table 58: Salary from Primary Job by NOC

	Averages salary	Base size
Total	\$61,475	3,789
0 Management occupations	\$74,298	278
1 Business, finance and administration occupations	\$50,861	502
2 Natural and applied sciences and related occupations	\$68,784	452
3 Health occupations	\$66,819	586
4 Occupations in education, law and social, community and government services	\$56,725	681
5 Occupations in art, culture, recreation and sport	\$39,468	63
6 Sales and service occupations	\$31,088	297
7 Trades, transport and equipment operators and related occupations	\$75,732	496
8 Natural resources, agriculture and related production occupations	\$81,084*	25
9 Occupations in manufacturing and utilities	\$81,512	39

* Not significantly different from other groups due to high standard deviation or small sample size.

Program-related Employment

A large majority of graduates worked in a field they considered to be at least somewhat related to their program.

Figure 40: Program-Related Employment



69. How related is your current job to each of the following?
70. Overall, how related is your current job to the program?
Base: Respondents who are currently employed, n=4,653.

Program-related Employment by Institution and Program Type

The table below shows job-program relatedness by institution and program type.

- Graduates from Sask Polytech and SATCC were more likely to say they worked in a program-related field compared to graduates from other institutions.
- Graduates who have obtained a diploma from their program or a journeyperson status were more likely to say they worked in a program-related field compared to graduates from other program types.

Table 59: Overall Job-Program Relatedness by Institution and Program Type

Overall job-program relatedness (% very related)		2009-10 Graduates	2014 Graduates
Base size (total)		4,378	4,653
Total		52%	50%
Institution	U of S	48%	47%
	U of R	41%	38%
	SIIT	51%	43%
	Sask Polytech	59%	55%
	SATCC	68%	68%
	PVS	50%	53%
Program type	Certificate	55%*	48%
	Diploma		60%
	Journeyperson	68%	68%
	Bachelor	43%	43%
	Master	52%	44%
	Doctorate	73%	59%

* Certificate and diploma combined

70. Overall, how related is your current job to the program? Base: Respondents who were employed at the time of the survey.

Program-related Employment by CIP Primary Group

Graduates who completed a program in health related fields were most likely to have a job related to their training, followed by those who studied in education and those who were trained in personal, protective and transportation services. Graduates from visual and performing arts, and communications technologies and humanities programs were least likely to have a program-related job.

Table 60: Overall Job-Program Relatedness by CIP Grouping

Overall job-program relatedness	% Very related	Base size
Total	50%	4,653
00 - Personal improvement and leisure	-	-
01 - Education	60%	533
02 - Visual and performing arts, and communications technologies	20%	84
03 - Humanities	21%	108
04 - Social and behavioural sciences and law	42%	451
05 - Business, management and public administration	38%	832
06 - Physical and life sciences and technologies	30%	159
07 - Mathematics, computer and information sciences	41%	104
08 - Architecture, engineering, and related technologies	50%	1,177
09 - Agriculture, natural resources and conservation	45%	155
10 - Health and related fields	71%	849
11 - Personal, protective and transportation services	59%	191
12 - Other	-	-

- Suppressed due to small sample size.

Program-related Employment by NOC

Health occupations and occupations in trades, transport and equipment operations were reportedly most related to the program completed in 2014. Natural resources, agriculture and related production occupations and sales and service occupations were reported to have the lowest levels of job-program relatedness.

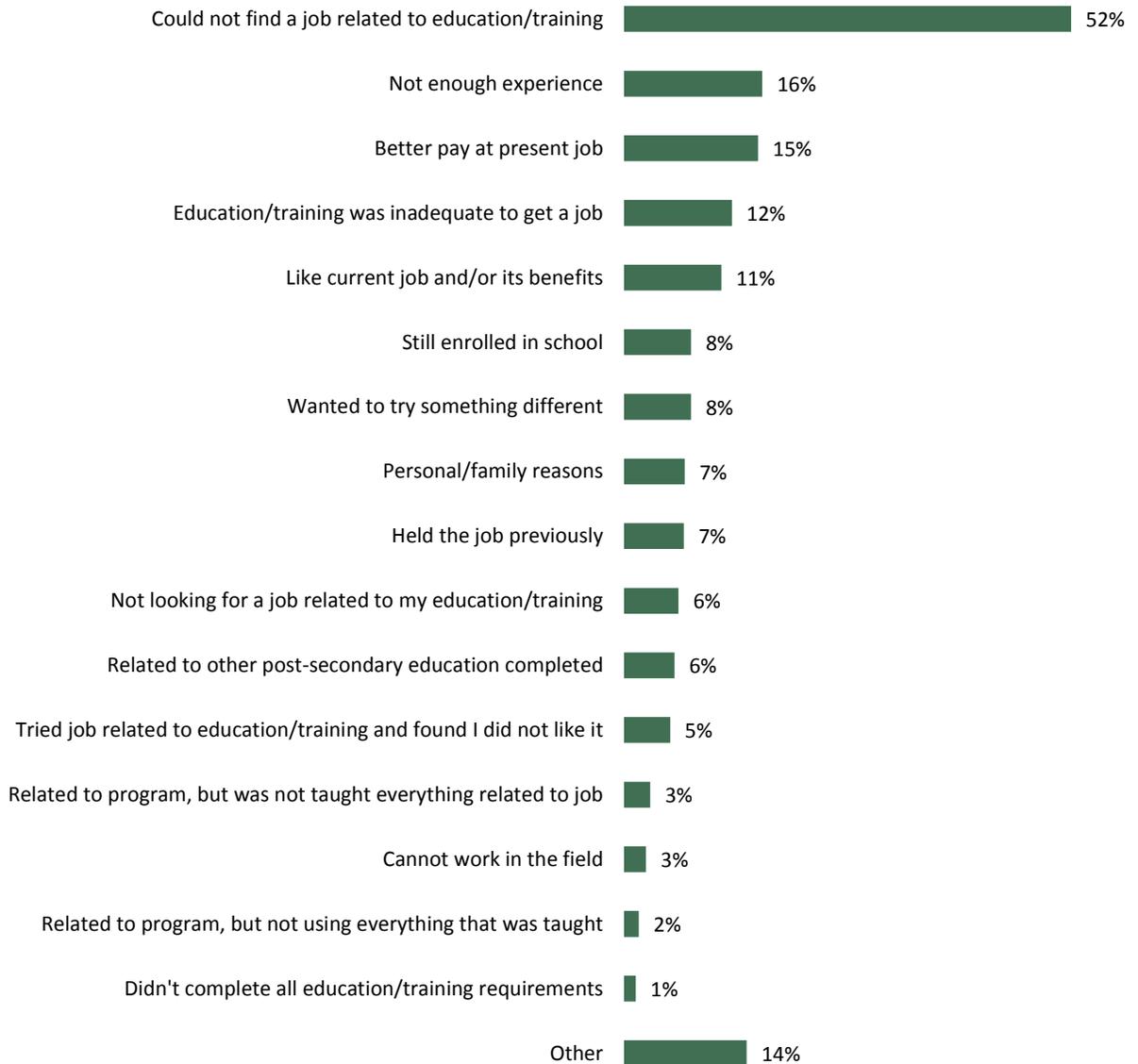
Table 61: Overall Job-Program Relatedness by NOC

Overall job-program relatedness	% Very related	Base size
Total	50%	4,653
0 Management occupations	39%	329
1 Business, finance and administration occupations	39%	609
2 Natural and applied sciences and related occupations	46%	527
3 Health occupations	75%	726
4 Occupations in education, law and social, community and government services	54%	820
5 Occupations in art, culture, recreation and sport	35%	81
6 Sales and service occupations	28%	402
7 Trades, transport and equipment operators and related occupations	62%	609
8 Natural resources, agriculture and related production occupations	19%	31
9 Occupations in manufacturing and utilities	44%	45

Reasons for Not Working in Program-related Field

Graduates who did not work in a field highly related to their program most commonly indicated they could not find a job related to their training or education.

Figure 41: Reasons for Not Working in a Program-related Field



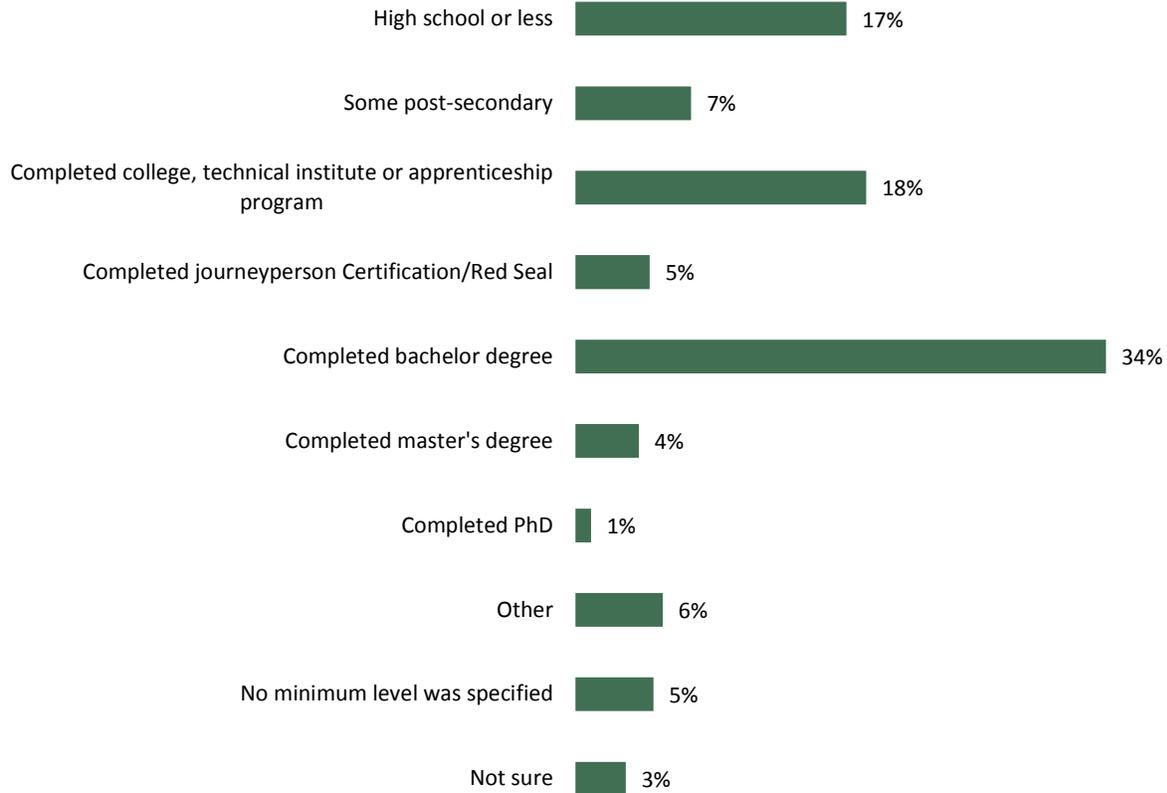
71. Why are you in a job that is not more related to the program you completed? Base: Respondents who rate the overall job relatedness as 1 not at all related or 2, n=826.

Note: This is a multi-select question where respondents could choose more than one option.

Minimum Job Requirement

Most graduates indicated their current job required at least some post-secondary education.

Figure 42: Minimum Levels of Education Required for Current Job



72. When you were selected for your current job, what was the minimum level of education/training needed to get the job? Base: Respondents who are currently employed excluding the self-employed, n=4,348.

The proportion of graduates who reported their job required at least some post-secondary training remained at the same level noted five years ago and was significantly higher than ten years ago.

Table 62: Trending Minimum Levels of Education Required for Current Job

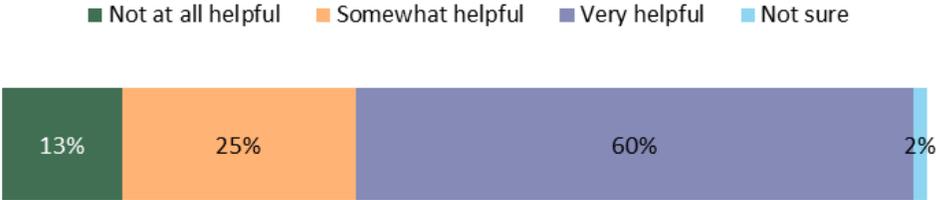
	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size	5,078	4,108	4,348
Require at least some post-secondary education	59%	70%	69%

72. When you were selected for your current job, what was the minimum level of education/training needed to get the job? Base: Respondents who are currently employed excluding the self-employed.

Program Helpfulness

Most graduates believed their training was very helpful in obtaining their current job.

Figure 43: Perceived Program Helpfulness in Current Job



73. How helpful was the education and training you received in your [insert program] in getting your current job? Base: Respondents who are currently employed excluding the self-employed, n=4,348.

Other Employment

Graduates who had more than one job at the time of the survey most commonly worked less than 20 hours for all other jobs combined (not including their main job) and the average salary from these other jobs combined was \$22,670 per year.

Table 63: Summary of Other Jobs

Graduates who currently have more than one job, n=908	
Work hours	
Less than 10 hours	29%
10 to 19 hours	24%
20 to 29 hours	14%
30 hours or more	17%
Not sure	11%
Prefer not to say	6%
Total	100%
Combined salary of all other jobs (i.e. excludes main job)*	
Average	\$22,670
Median	\$12,480

* Among those who specified their salary, n=642.

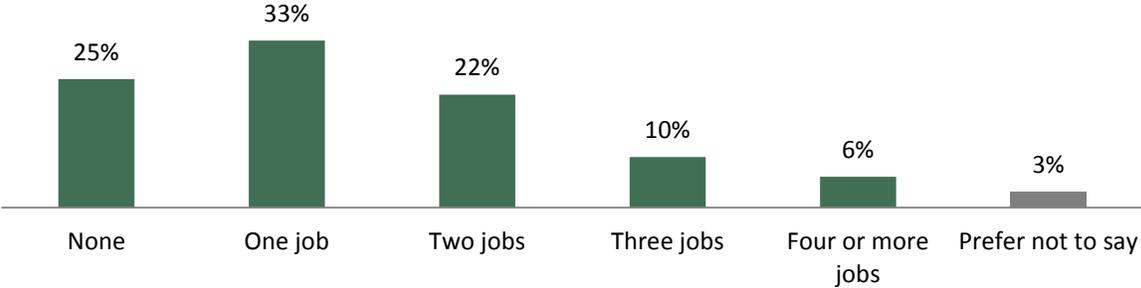
75. What is the total number of hours you usually work per week in your other jobs combined? Do not include hours from your main job in this response.

76. Approximately what is your wage or salary in Canadian dollars, before taxes and deductions, including gratuities, commission and other earnings for these other jobs combined?

JOBS SINCE GRADUATION

Most graduates have held two or fewer jobs prior to their current job.

Figure 44: Number of Historical Jobs



77. Excluding jobs you currently have, how many jobs have you held since graduation from [insert program]? Base: All respondents, n=5,496.

Graduate Migration

LOCATION CHANGE

All graduates were asked to indicate their locations at different times during their educational experience.

- Some movement into and out of Regina and Saskatoon has been noted.
- One in ten graduates moved out of Saskatchewan after they completed their program.

Table 64: Location Changes - All Graduates

	When you applied for the program you graduated from	At the time of graduation	Two years after graduation
Base size	5,496	5,496	5,496
Regina	23%	27%	23%
Saskatoon	32%	43%	32%
Estevan	1%	<1%	1%
Lloydminster	1%	<1%	1%
Moose Jaw	4%	5%	3%
North Battleford	2%	1%	1%
Prince Albert	4%	4%	3%
Swift Current	1%	1%	1%
Yorkton	1%	1%	1%
Elsewhere in Saskatchewan	21%	14%	21%
Elsewhere in Canada	7%	3%	11%
Outside Canada	4%	<1%	1%
Total	100%	100%	100%

8. Where were you living... Base: All respondents.

Location Change of Aboriginal Graduates

Migration patterns among Aboriginal graduates were similar to that of all graduates. Some movement into and out of Regina and Saskatoon has been noted.

Table 65: Location Changes - Aboriginal Graduates

	When you applied for the program you graduated from	At the time of graduation	Two years after graduation
Base size	573	573	573
Regina	16%	18%	15%
Saskatoon	25%	31%	25%
Estevan	1%	1%	1%
Lloydminster	<1%	<1%	1%
Moose Jaw	1%	2%	2%
North Battleford	3%	3%	3%
Prince Albert	16%	16%	13%
Swift Current	1%	1%	1%
Yorkton	1%	1%	1%
Elsewhere in Saskatchewan	29%	25%	31%
Elsewhere in Canada	6%	3%	8%
Outside Canada	<1%	0%	<1%
Total	100%	100%	100%

Location Change of International Graduates

International graduates tended to be more likely to stay in either Regina or Saskatoon or move out of Saskatchewan after graduation from their program.

Table 66: Location Changes - International Graduates

	When you applied for the program you graduated from	At the time of graduation	Two years after graduation
Base size	446	446	446
Regina	23%	39%	36%
Saskatoon	26%	45%	35%
Estevan	0%	0%	<1%
Lloydminster	0%	0%	<1%
Moose Jaw	3%	5%	1%
North Battleford	0%	<1%	0%
Prince Albert	1%	1%	1%
Swift Current	<1%	0%	1%
Yorkton	1%	2%	1%
Elsewhere in Saskatchewan	3%	2%	5%
Elsewhere in Canada	4%	4%	16%
Outside Canada	39%	2%	3%
Total	100%	100%	100%

Location Changed since Graduation

Overall, three in ten graduates have relocated since they completed their program.

- Graduates from the U of S and Sask Polytech were more likely to have relocated after graduation.
- Those with a bachelor's degree and younger graduates were more likely to have moved to a different location after graduation from their program.

Table 67: Proportion Who Relocated since Graduation

		% Relocated after graduation	Base size
Total		30%	5,496
Institution	U of S	35%	1,836
	U of R	27%	1,115
	SIIT	20%	114
	Sask Polytech	33%	1,491
	SATCC	20%	684
	PVS	27%	256
Program type	Certificate	26%	1,403
	Diploma	33%	764
	Journey person	20%	684
	Bachelor	36%	2,012
	Master	27%	557
	Doctorate	36%	76
Gender	Male	30%	2,442
	Female	30%	3,008
Age at graduation	22 and younger	41%	1,146
	23 or 24	38%	1,155
	25 to 29	29%	1,431
	30 to 39	20%	995
	40 and older	15%	581
International	Yes	28%	446
	No	30%	5,050
Aboriginal	Yes	27%	573
	No	31%	4,853
People with a disability	Yes	24%	247
	No	31%	5,196

8. Where were you living at the time of graduation / as of today? Base: All respondents.

Trending Location Change

Overall, slightly more graduates have stayed in their communities after they completed their program in 2014 (2014/2015 for PVS) compared to previous cycles of the study.

- Decreasing proportions of graduates from the two universities and SATCC have relocated after graduation.

Table 68: Trending Relocation since Graduation

% Relocated after graduation		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (total)		5,839	4,978	5,496
Total		36%	31%	30%
Institution	U of S	46%	38%	35%
	U of R	34%	28%	27%
	SIIT	22%	17%	20%
	Sask Polytech	36%	30%	33%
	SATCC	27%	22%	20%
	PVS	29%	22%	27%

8. Where were you living at the time of graduation / as of today? Base: All respondents.

MOVED OUT OF SASKATCHEWAN SINCE GRADUATION

Overall, nearly one in ten graduates moved out of Saskatchewan after completing their program. This was up from the previous cycle but remained below the level noted for 2004-05 graduates.

- University graduates were more likely to have moved out of the province compared to other institutions.
- Graduates aged 23 to 29 at the time of their graduation were more likely to have moved out of Saskatchewan compared to other age groups.
- International graduates and non-Aboriginal graduates were also more likely to have moved out of Saskatchewan after completing their program.

Table 69: Proportion Who Moved out of Saskatchewan after Graduation

		2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size (total)		5,831	4,978	5,291*
Total		15%	5%	9%
Institution	U of S	28%	7%	17%
	U of R	17%	6%	10%
	SIIT	6%	2%	4%
	Sask Polytech	9%	2%	4%
	SATCC	5%	1%	3%
	PVS	11%	1%	6%
Program type	Certificate	NA	2%**	4%
	Diploma	NA		5%
	Journey person	NA	1%	3%
	Bachelor	NA	8%	14%
	Master	NA	4%	16%
	Doctorate	NA	7%	36%
Gender	Male	NA	5%	10%
	Female	NA	5%	8%
Age at graduation	22 and younger	NA	4%	7%
	23 or 24	NA	8%	11%
	25 to 29	NA	6%	12%
	30 to 39	NA	3%	8%
	40 and older	NA	1%	5%
International	Yes	NA	NA	15%
	No	NA	NA	9%
Aboriginal	Yes	NA	3%	5%
	No	NA	5%	10%

8. Where were you living at the time of graduation / as of today?

* Base: Respondents who were located in Saskatchewan at the time of graduation from their program.

** Certificate and diploma combined

Below is the distribution of graduates from the two universities who moved out of Saskatchewan by CIP grouping.

- Among the 285 U of S graduates who moved out of Saskatchewan, nearly three in ten studied in health and related fields. Graduates from the fields of architecture, engineering, and related technologies as well as business, management and public administration made up another three in ten of those who moved out of the province after graduation.
- Among the 103 U of R graduates who moved out of Saskatchewan, two in ten studied in business, management and public administration. Graduates from the fields of social and behavioural sciences and law and architecture, engineering, and related technologies also had relatively high representation in the relocated graduates.

Table 70: University Graduates Who Moved out of Saskatchewan after Graduation

	U of S	U of R
Base size	285	103
00 - Personal improvement and leisure	0%	0%
01 - Education	4%	6%
02 - Visual and performing arts, and communications technologies	2%	9%
03 - Humanities	5%	10%
04 - Social and behavioural sciences and law	12%	17%
05 - Business, management and public administration	14%	21%
06 - Physical and life sciences and technologies	11%	6%
07 - Mathematics, computer and information sciences	3%	8%
08 - Architecture, engineering, and related technologies	16%	17%
09 - Agriculture, natural resources and conservation	7%	0%
10 - Health and related fields	27%	5%
11 - Personal, protective and transportation services	0%	1%
12 - Other	0%	2%
Total	100%	100%

REASON FOR MOVING SINCE GRADUATION BY INSTITUTION

Employment was the most common reason for moving away from the community in which graduates attended their program. Significantly higher proportions of graduates from Sask Polytech who relocated indicated they moved back home after graduation.

Table 71: Primary Reason for Moving by Institution

	Total	U of S	U of R	SIIT	Sask Polytech	SATCC	PVS
Base size	1,663	642	304	23	485	139	70
Employment related reasons	45%	49%	52%	30%	43%	37%	27%
Moved back home	15%	12%	9%	30%	20%	17%	26%
Marriage or a relationship with a significant other	12%	13%	15%	4%	11%	13%	9%
Schooling/education reasons	11%	13%	13%	22%	9%	4%	7%
Other family related reason	6%	6%	4%	9%	5%	9%	19%
Lower cost of living	2%	2%	2%	0%	2%	3%	9%
Other	7%	5%	5%	4%	9%	13%	4%

32. Earlier, you indicated that you have moved since you graduated from [pipe in program]. What was your primary reason for moving? Base: Those who moved to a different community after graduation.

Note: This is a multi-select question where respondents could choose more than one option.

Trending Reason for Moving since Graduation

Employment continued to be the most common reason for relocation after graduation.

Table 72: Trending Reasons for Moving after Graduation

	2004-05 Graduates	2009-10 Graduates	2014 Graduates
Base size	2,090	1,541	1,663
Employment related reasons	53%	47%	45%
Moved back home	NA	3%	15%
Marriage or a relationship with a significant other	14%	15%	12%
Schooling/education reasons	14%	15%	11%
Other family related reason	12%	12%	6%
Lower cost of living	NA	1%	2%
Other	6%	6%	7%

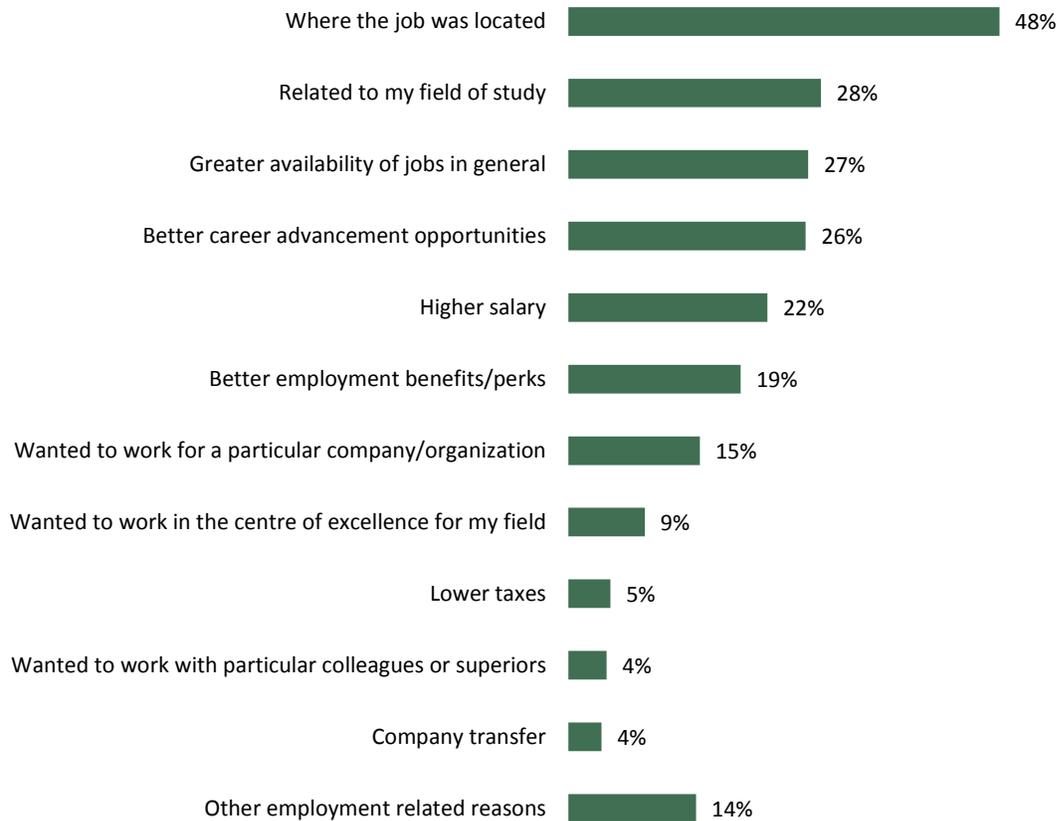
32. Earlier, you indicated that you have moved since you graduated from [pipe in program]. What was your primary reason for moving? Base: Those who moved to a different community after graduation.

Note: This is a multi-select question where respondents could choose more than one option.

Employment-related Reason for Moving

Those who relocated for employment related reasons commonly indicated they moved to where a job was located, the job in a different location was related to their field of study, or the new location had greater job availability or better opportunities for career advancement.

Figure 45: Employment-related Reasons for Moving

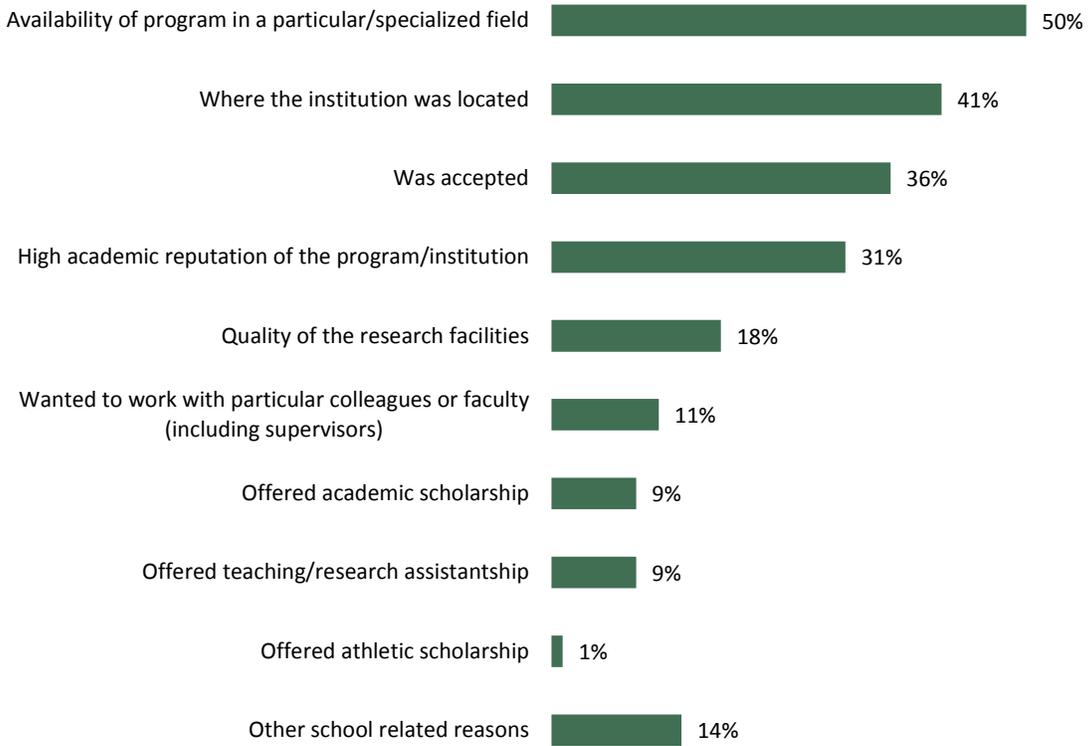


33. What specific aspects of the job or other employment related factors attracted you to this location? Base: Respondents who moved since graduation due to employment related reasons, n=705.
Note: This is a multi-select question where respondents could choose more than one option.

Education-related Reason for Moving

Common education-related reasons for moving included program availability, moving to where the institution was located, moving to where one was accepted, or reputation of the program or institution.

Figure 46: Education-related Reasons for Moving



Base: Respondents who moved since graduation due to education related reasons, n=167.
Note: This is a multi-select question where respondents could choose more than one option.

Government Programs Related to Post-secondary Education

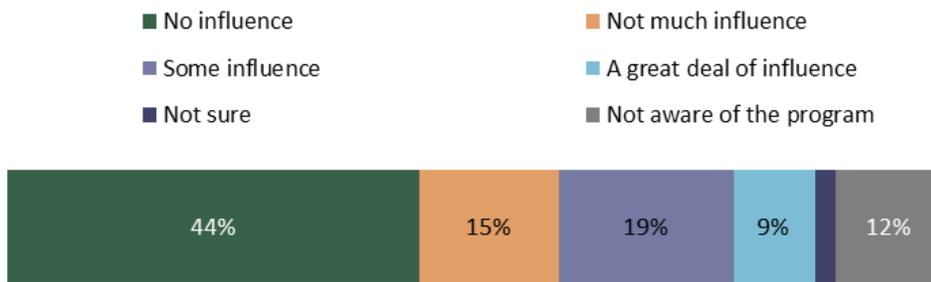
SASKATCHEWAN GRADUATE RETENTION PROGRAM

Awareness of Program and Influence on Attending Program

Nearly nine in ten graduates claimed they were aware of the Saskatchewan Graduate Retention Program.

- Further, three in ten graduates indicated the program influenced their decision to study at their institution.

Figure 47: Awareness and Influence of Saskatchewan Graduate Retention Program



78. To what extent did the Saskatchewan Graduate Retention Program influence your decision to attend and/or complete your program in [institution name]? Base: All respondents, n=5,496.

Program awareness varied by demographic group. Graduates from the two universities were more likely to be aware of the program.

Table 73: Awareness of Saskatchewan Graduate Retention Program

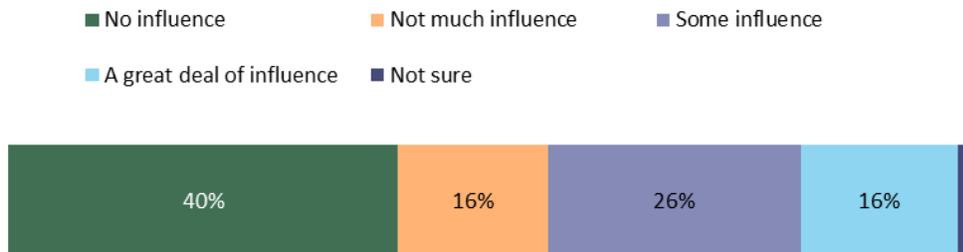
		Aware of program	Base size
Total		88%	5,496
Institution	U of S	91%	1,836
	U of R	92%	1,115
	SIIT	81%	114
	Sask Polytech	84%	1,491
	SATCC	88%	684
	PVS	86%	256
Program type	Certificate	83%	1,403
	Diploma	88%	764
	Journey person	88%	684
	Bachelor	95%	2,012
	Master	81%	557
	Doctorate	84%	76
Gender	Male	89%	2,442
	Female	88%	3,008
Age at graduation	22 and younger	86%	1,146
	23 or 24	93%	1,155
	25 to 29	90%	1,431
	30 to 39	88%	995
	40 and older	83%	581
International	Yes	85%	446
	No	89%	5,050
Aboriginal	Yes	83%	573
	No	89%	4,853
People with a disability	Yes	89%	247
	No	89%	5,196

Influence of Program

Respondents who lived in Saskatchewan at the time of the survey were asked to what extent the Saskatchewan Graduate Retention Program influenced their decision to stay in the province.

- The program was reported to have influenced roughly four in ten graduates' decision to stay in the province after they completed their program (some influence and a great deal of influence combined).

Figure 48: Influence of Saskatchewan Graduate Retention Program on Staying in the Province

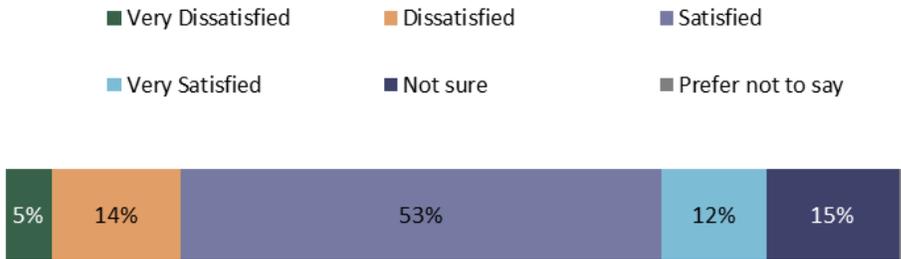


79. To what extent has the Saskatchewan Graduate Retention Program influenced your decision to stay in Saskatchewan? Base: Respondents who stay in SK since graduation, n=4,298.

SATISFACTION WITH GOVERNMENT PROGRAM

When asked how satisfied graduates were with Saskatchewan government programs and services related to post-secondary education and training, two-thirds were either satisfied or very satisfied. Nearly two in ten graduates were either not sure or preferred not to provide their opinion.

Figure 49: Satisfaction with Government Program Related to Post-secondary Education



80. Overall, how satisfied are you with government programs and services available related to post-secondary education and training (e.g. student loans, scholarships, grants/bursaries, Graduate Retention Program, etc.)? Base: All respondents, n=5,496.

Appendix A: Methodology

This section outlines the approach undertaken to complete this research.

SAMPLE CONSTRUCTION

Graduate lists were provided by the institutions that participated in the study. Inshixtrix coordinated with the institutions to have data transferred in a secure manner.

- A data sharing agreement was signed between Inshixtrix and each institution prior to data transfer. Information from the PVS institutions was provided by the Ministry.
- A secure web portal with login information was generated to upload the institutions' graduates list.
- To obtain a full, two-year period between graduation and the point at which graduates were surveyed, the target respondents for this study included individuals who successfully completed a post-secondary program and received a formal credential (a degree, diploma or certificate) or achieved journeyman status within the 2014 calendar year. This criterion applied to all the institutions except PVS. By regulation, PVS provide their graduates' information to the Ministry on a school year basis. Therefore, individuals who graduated in the 2014-15 school year (July 1st to June 30th) were targeted.
- Institutions provided Inshixtrix with their graduate list which contained the following fields: student name, phone number, email address, address, program name, degree/credential awarded, year of graduation, Classification of Instructional Programs (CIP)¹¹ code, international student status and Aboriginal student status.

Inshixtrix reviewed and cleaned the data file from each institution by removing any hidden spaces or characters, cleaning up and formatting phone numbers and email addresses and standardising mailing addresses. Graduates with addresses or phone numbers from outside Canada were retained for an opportunity to complete the survey online, although telephone contact was not attempted. Graduates who completed more than one program within the target timeframe were asked to complete the questionnaire multiple times, one for each program. Once individual data files were cleaned, they were merged into a master data file, and loaded into Inshixtrix's data collection software.

¹¹ U of R, U of S and Sask Polytech provided CIP codes in their graduate lists. The Ministry supplied CIP codes for the rest of the institutions.

In total, 12,779 valid contacts were received from the institutions and the Ministry. Below is the breakdown of graduates by institution.

Table 74: Total Number of Graduates by Institution

Institution	Count	Per cent
U of S	4,290	34%
U of R	2,240	18%
SIIT	312	2%
Sask Polytech	3,723	29%
SATCC	1,524	12%
PVS	690	5%
Total	12,779	100%

QUESTIONNAIRE DESIGN AND PRETESTING

Between January and September 2016, Insightrix, the Ministry and the institutions reviewed the questionnaire used for the 2011-12 survey and made changes to better meet current research objectives. All stakeholders were provided with an initial questionnaire that included updates proposed by the Ministry and Insightrix. Upon receiving initial feedback from the institutions, the questionnaire was updated and sent to the institutions for final review and approval. Insightrix pre-tested the survey by telephone with 39 respondents between September 20th and 22nd. Based on results from the pre-test, additional questionnaire adjustments were implemented to improve the flow and ensure that research validity and reliability were achieved.

The following list summarizes major changes made to the questionnaire in comparison to the study conducted in 2011-12.

- Questions related to credit transfer experience, international student retention, experiential learning, and challenges faced during their program, the Saskatchewan Graduate Retention Program and disability and disability-related accommodation were added to address the need for additional information.
- Select questions were omitted this year to reduce questionnaire length and reduce survey fatigue for respondents. Specifically, detailed questions related to education taken prior to the program of interest, details related to employment gained after completing the program but no longer held and subsequent education taken since completion of the program were removed. The time taken to complete the questionnaire decreased from an average of 30 minutes to an average of 20 minutes.
- Wording was modified in a number of questions to enhance flow and clarity, and to focus on collecting information about the target program instead of all post-secondary programs completed.

A final version of the questionnaire can be found in Appendix B.

Insigtrix programmed the survey for telephone and online data collection methods using the Decipher Survey Software, a provider of online market research survey and reporting software. This survey tool is optimized for mobile devices.

LETTER OF INVITATION

Prior to starting data collection, a letter of invitation was sent to graduates on Insigtrix letterhead to inform them of the study. The letter explained the purpose of the study, articulated Insigtrix's privacy policy, provided phone numbers and email addresses of Insigtrix and Ministry representatives and included instructions for participation. The letter contained a web link to the survey landing page and a unique passcode for the graduate to enter and complete the survey online. This letter can be found in Appendix C.

Invitation letters were distributed between September 28th and October 4th, 2016. A detailed breakdown of the mail-out is contained in the table below:

Table 75: Invitation Letter Mail-out by Institution

Institution	Graduate list	Letters mailed*
U of S	4,290	4,090
U of R	2,240	2,146
SIIT	312	312
Sask Polytech	3,723	3,706
SATCC	1,524	1,524
PVS	690	689
Total	12,779	12,467

* Graduates with an incomplete address or an international phone number and those who had requested not to be contacted by mail were removed from the mailing list.

A portion of the letters was returned to Insigtrix due to incorrect or out of date addresses as noted below.

Table 76: Graduates Reached by Mail-out

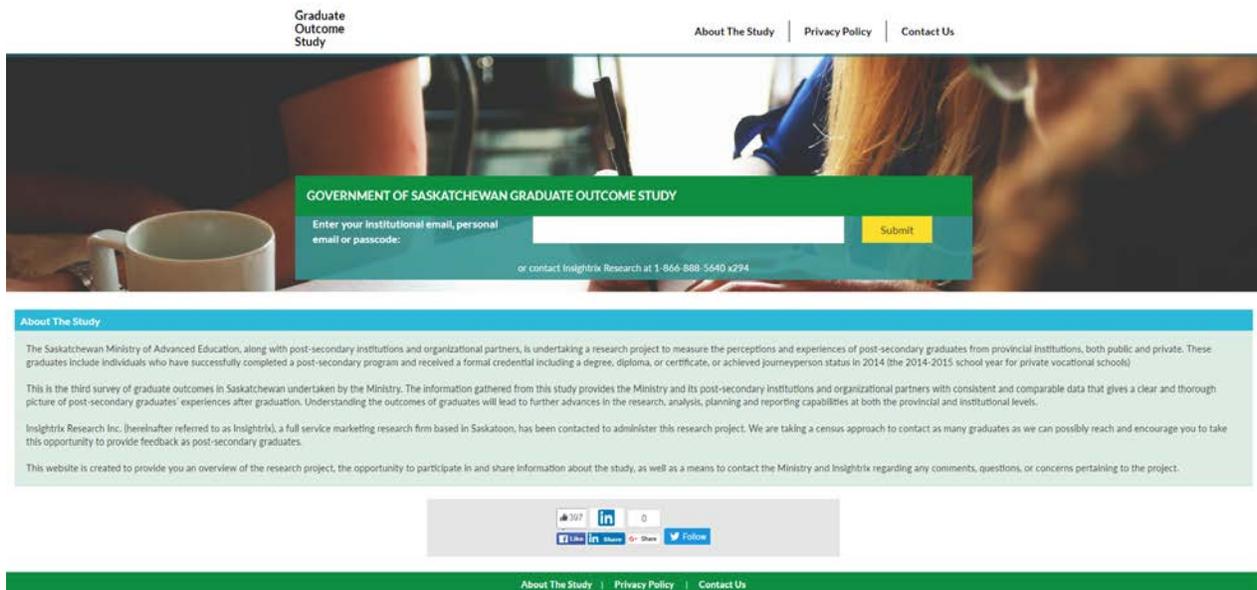
Target of mail-out (% of valid contacts)	% of graduates receiving their letter*	Letters returned
98%	90%	970

* Assuming the letter was received if not returned

DIGITAL MARKETING OF THE 2014 GRADUATE OUTCOMES STUDY

To promote awareness of the study, facilitate communications and provide the opportunity to participate in and share information about the study, Inshightrix developed a study website (<https://saskgrad.insightrix.com/>). It contained a brief introduction to the study, Inshightrix's privacy policy, sources for further information and contact information for Inshightrix and the Ministry for comments, questions or concerns. It also allowed graduates to enter their unique passcode (included in the letter of invitation) or school email address to complete the survey online.

Figure 50: Survey Website



A link to this page was also published on the Government of Saskatchewan's public consultation webpage.

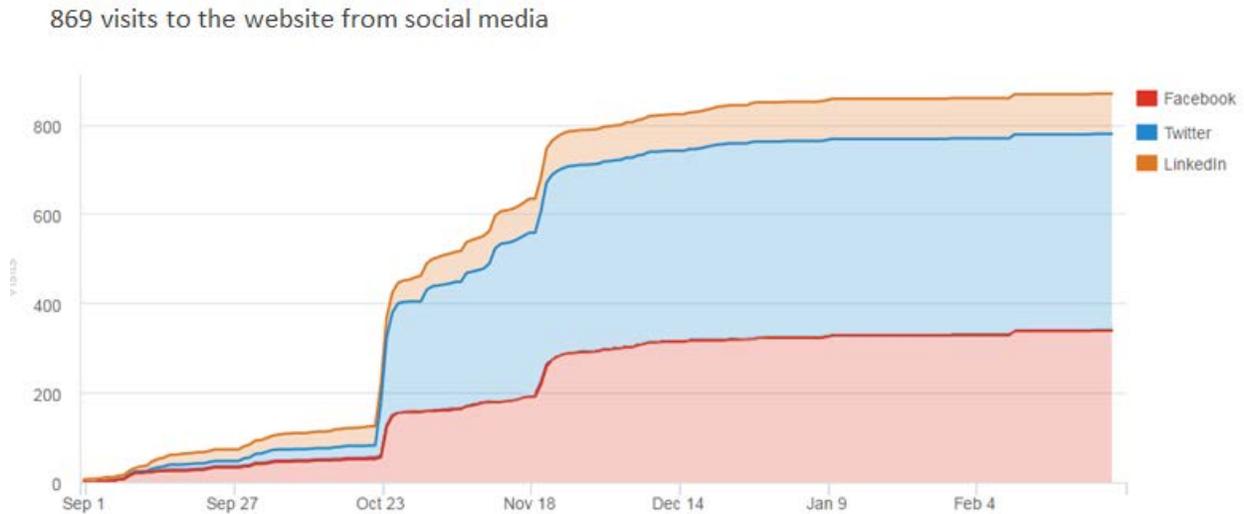
In addition to the website, Inshightrix executed a social media campaign for dissemination of information, promotion and marketing of the study on digital channels. The purpose of this campaign was to reach graduates through emerging digital channels in an effort to increase the study response rate. This involved the following key activities:

- Setting up social media accounts for Facebook, Twitter, LinkedIn and Instagram;
- Developing social media advertisements with a clear call-to-action (i.e. to complete the questionnaire);
- Publishing social media ads and messaging (paid and organic) across all social media channels;
- Providing institutions with branded messaging to promote the study through their respective social media channels and

- Providing analytics reports to institutions and the Ministry on a regular basis, including ads and message postings, visitor traffic to the landing page and number of people reached on social media during the course of the campaign.

Social media representatives from the institutions collaborated with Inshgtrix's digital marketing strategists throughout the social media campaign to promote the study. In total, 869 individuals visited the survey landing page through social media channels.

Figure 51: Number of Visits from Social Media



DATA COLLECTION

In addition to the letter of invitation, the process of reaching and surveying graduates involved the following steps.

Email broadcast and reminder

Shortly after the letter was mailed, Inshgtrix sent an email invitation to the email addresses provided by the institutions. The email invitation contained the same information provided in the letter, including a unique link to complete the online questionnaire. The initial email broadcast was distributed to a limited number of graduates. Inshgtrix reviewed the results from the soft launch as a quality assurance measure before a full email broadcast was implemented. Throughout the course of the project, Inshgtrix sent reminder emails to graduates, excluding those who had completed the questionnaire or had refused to participate in the study.

Telephone interview

After the full email broadcast, Inshgtrix began telephoning graduates, seeking their participation in the study. Once the target graduate was reached by telephone, she or he was provided with the option of completing the questionnaire over the telephone or receiving an

email or SMS message which included a link to complete the questionnaire online. If the respondent preferred to complete the survey by telephone, the interviewer proceeded to start the interview with the respondent or scheduled an appointment at a later time that was more convenient for the graduate. If the graduate preferred to complete the survey online, the interviewer confirmed her or his email address and re-sent the link, or verified her or his cellphone number and re-sent the unique link via a text message. In cases where the SMS notification option was chosen, the interviewer notified the graduate there was no charge in receiving the text message but normal data fees would apply if she or he completed the questionnaire while in LTE or 3G mode on their device.

Searching for graduates

Insightrix took a number of measures to search for graduates who could not be reached using the information provided. During the telephone interviewing phase, any telephone numbers that were incorrect were given a “search pending” status. Insightrix’s dedicated searchers used online directories (canada411.ca), directory assistance, Google search and social media searches in an effort to locate the graduate. For example, when the searchers found graduates on LinkedIn, Insightrix sent a note to the contact using a personal premium LinkedIn account to verify the individual and invite them to participate in the study. When the existing sources were exhausted, Insightrix conducted a final search based on a graduate’s name and location. Up to four best matches per graduate were selected in an effort to contact potential respondents.

Sample size

In total, 5,496 respondents completed the survey between September 20th, 2016 and February 15th, 2017 with an overall response rate of 43%. The margins of error are equal to ± 1.0 percentage points at the 95% confidence level. Below is a breakdown of completions, response rates and margins of error by institution:

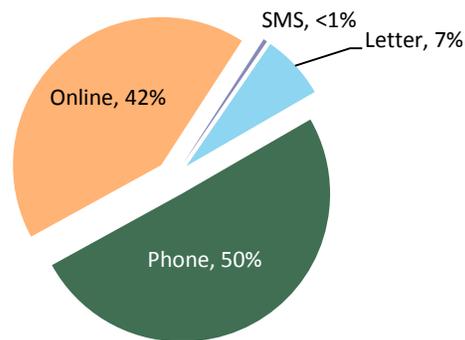
Table 77: Response Rates by Institution

Institution	# of Graduates	# of Respondents	Response rate	% of all completed surveys	Margin of error (percentage point)
U of S	4,290	1,836	43%	33%	± 1.7
U of R	2,240	1,115	50%	20%	± 2.1
SIIT	312	114	37%	2%	± 7.3
Sask Polytech	3,723	1,491	40%	27%	± 2.0
SATCC	1,524	684	45%	12%	± 2.8
PVS	690	256	37%	5%	± 4.9
Total	12,779	5,496	43%	100%	± 1.0

Note that a by-election was announced in the constituency of Saskatoon Meewasin on February 3rd, 2017. As a result of related Government policy, all Saskatoon contacts were suppressed from further contact after this date.

A large majority of respondents completed the survey by telephone interview or online by way of a telephone reminder call. Fewer completed the questionnaire through the Inshtrix website by entering their passcode as provided in their letter (i.e. without any contact from Inshtrix) and select participants used the link Inshtrix provided to them via SMS. The chart below shows the distribution of completions by method of data collection.

Figure 52: Methods of Data Collection



All respondents, n=5,496

QUALITY CONTROL

Inshtrix administered quality control processes on all aspects of the research project from project initiation to the delivery of the final report. Below is a list of the key quality control measures:

- Inshtrix thoroughly reviewed the questionnaire prior to survey programming and programming did not begin until the Ministry signed off on a final version of the questionnaire.
- Survey programmers tested their own work as they programmed the survey, question by question. Once the survey was fully programmed, Inshtrix quality control (QC) technicians thoroughly tested the survey in different scenarios to ensure it matched the paper copy of the questionnaire. The questionnaire was also tested on a number of web browsers and mobile devices, including smartphones and tablets, to ensure compatibility and consistency in respondent experience.
- Once the questionnaire was thoroughly tested internally, Inshtrix provided a test link to the Ministry as a final QC process prior to pre-testing the survey with graduates.
- Inshtrix conducted pre-test interviewing with 39 randomly selected graduates. Inshtrix researchers listened to the audio recording of the interviews and made

recommendations to adjust the questionnaire to enhance the clarity and flow. Selected audio recordings of the interviews were also forwarded to the Ministry for review.

- Once the questionnaire was finalized, Insightrix conducted an initial launch of the survey with a small number of graduates. Preliminary results from this soft launch were examined as an additional safeguard to ensure that all the survey logic worked properly.
- All interviews were recorded and will be retained for approximately one year for future reference (participants were informed of the recording prior to starting an interview). In addition, a portion of the interviews were shadow monitored by Insightrix’s call centre managers for caller training and quality control purposes.
- During the data collection phase, Insightrix monitored the progress in field and provided weekly updates to the Ministry. Weekly telephone meetings were held between Insightrix and the Ministry to ensure questions, concerns and feedback were communicated and addressed in a timely manner. An online reporting tool provided to the Ministry contained real-time results at the overall level and by institution.
- Prior to reporting, Insightrix’s data technicians reviewed responses from open-ended questions and cleaned the comments for spelling and grammar. Each comment was coded into broader categories for further analysis (see details in the section Qualitative Analysis with Open-ended Responses).
- Written reports of the results were reviewed by Insightrix researchers for accuracy, formatting, grammar and style prior to delivery to the Ministry.

SAMPLE REPRESENTATION BY PROGRAM TYPE

Institutions provided Insightrix information on the type of program individuals had completed. The table below compares the distribution of the survey population and the respondents by program type.

Table 78: Sample Representation by Program Type

Program Type	Graduate list		Respondent mix	
	Count	Per cent	Count	Per cent
Certificate	3,681	29%	1,403	26%
Diploma	1,706	13%	764	14%
Journey person	1,524	12%	684	12%
Bachelor	4,580	36%	2,012	37%
Master	1,108	9%	557	10%
Doctorate	180	1%	76	1%
Total	12,779	100%	5,496	100%

QUALITATIVE ANALYSIS WITH OPEN-ENDED RESPONSES

To analyze open-ended questions where respondents provided written comments, Inshtrix's data specialist reviewed responses and categorized them into general themes (codes) which were assigned numerical values. The data specialist then read through each comment and assigned it a value or values. In some cases, a response was given a single numerical code. In some other cases, the comments were relevant to multiple themes and therefore were assigned more than one code.

For open-ended questions that remained consistent with prior cycles of this study, codes from the previous reports were used to enable comparisons of the results. However, additional codes were added if needed.

Appendix B: Questionnaire

Saskatchewan Ministry of Advanced Education Saskatchewan Graduate Outcome Survey Questionnaire

INTRODUCTION

Hello, could I please speak with [insert name].

[if do not live there]

This is _____ calling with Inshightrix Research in Saskatoon. We are calling on behalf of the Saskatchewan Ministry of Advanced Education and [institution] to conduct a survey with people who graduated from a post-secondary institution in [2014/the 2014-2015 school year]. The purpose of the survey is to explore graduates' post-secondary experience and outcomes since graduation. The results of the survey will be used to inform the design of post-secondary-related programs and services. Our records show that [insert name] recently graduated from [insert institution name]. Could you provide us with a telephone number and email address that we could reach them at? This study is very valuable to the provincial government and will provide details on employment rates and other indicators.

[if not available at the moment]

This is _____ calling with Inshightrix Research in Saskatoon. We are calling on behalf of the Saskatchewan Ministry of Advanced Education and [institution] to conduct a survey with people who graduated from a post-secondary institution in [2014/the 2014-2015 school year]. The purpose of the survey is to explore graduates' post-secondary experience and outcomes since graduation. When might be a better time to reach [insert name]? (record details for a callback)

[once target respondent has been reached]

This is _____ calling with Inshightrix Research in Saskatoon. We are calling on behalf of the Saskatchewan Ministry of Advanced Education and [institution] to conduct a survey with those who graduated from a post-secondary institution in [2014/the 2014-2015 school year]. The purpose of the survey is to explore graduates' post-secondary experience and outcomes since graduation. The information will be used by the provincial government and post-secondary institutions to evaluate and improve policies pertaining to post-secondary students and graduates. Our records show that you graduated from [insert institution name] during this time. Is this correct?

Yes

No [thank and terminate]

Just to let you know, the survey will take about 15 to 20 minutes to complete. We can either start the interview now, or I can send you an email or text message with a link to complete the survey online. Which would you prefer? (do not read responses unless necessary)

Continue with survey now

Book appointment to complete over the phone at a later time (arrange callback time)

Send email invite (record email address regularly used)

Send SMS invite (record cellphone number)

[email / text]

Shortly you will receive [an email / a text message] with the link to start the survey

VERIFICATION

1. To confirm, you graduated in [2014/the 2014-2015 school year] from the [insert program] at [insert institution] with [credential]. Is this correct? (select all that apply)

Yes [exclusive response; skip to next section]

No – year graduated is incorrect [thank and terminate]

No – institution graduated from is incorrect

No – program is incorrect

No – credential is incorrect

[ask if institution incorrect, else skip]

2. What institution did you graduate from?

Textbox

[ask if program incorrect, else skip]

3. What program did you complete?

Textbox

[ask if credential incorrect, else skip]

4. What credential did you receive?

Textbox

MAIN SURVEY

General Information

5. Thinking back to high school, did you receive your...

High school diploma

Adult Basic Education

GED Certificate

Did not complete high school

Not sure

Prefer not to say

6. *(Note: original question numbering was kept where questions were removed after programming; the same applies throughout the questionnaire.)*

7. In what year did you first begin attending your post-secondary studies?

[Enter year, range 1970 to 2015]

Can't remember

8. Where were you living...

[programming: build table with statements in columns and locations in rows]

When you applied for the program you graduated from in [2014/the 2014-2015 school year]

At the time of graduation from [insert program]

As of today

(Do not read)

Estevan

Lloydminster

Moose Jaw

North Battleford

Prince Albert

Regina

Saskatoon

Swift Current

Yorkton

Elsewhere in Saskatchewan (please list city, town, or Reserve): _____

Elsewhere in Canada: [show drop down of provinces/territories for respondent to select from]

Outside Canada (please list country): _____

Prefer not to say

Previous Post-Secondary Programs

9. Did you complete any post-secondary certificates, diplomas, or degrees, prior to enrolling in the [pipe in program]? SELECT ALL THAT APPLY

Did not complete any other post-secondary [single select]

Completed a certificate(s)

Completed a diploma(s)

Completed a degree(s)

Reasons for Program Enrollment

10. What were the main reasons why you chose the institution you graduated from in [2014/the 2014-2015 school year]? (Probe fully) (select all that apply) (Do not read)

[randomize]

It offered the program I wanted to take

Local/Where I live

Reputation of institution

Reputation of program

Was accepted into the program

Family members went there

Family influence

Job opportunities

Scholarship / financial support offered by institution

Cost

Direct entry to program

Other (specify)

Not sure

Transfer Credits

11. Did you transfer credits from other post-secondary institution(s) to your program?

Yes

No

Not sure

12. Did you apply to transfer credits from another post-secondary institution but were not awarded credit?

Yes

No

Not sure

[ask if yes in Q11 Did you transfer credits from other post-secondary institution(s) to your program? or Q12, else skip to next section]

13. How satisfied were you with the credits transfer process?

Very dissatisfied

Dissatisfied

Satisfied

Very satisfied

Not sure

[ask if very dissatisfied or dissatisfied. Else skip.]

14. Why are you dissatisfied with the credit transfer process?

Textbox

International Student Status

15. Were you considered an international student at any time during your program?

Yes

No [skip to next section]

16. When you first arrived in Saskatchewan to study, did you intend to...

Stay in the province after completing your program

Stay in Canada after completing your program [show this only if no to first statement, autofill yes if yes to the first one]

Yes

No

17. *(Note: original question numbering was kept where questions were removed after programming; the same applies throughout the questionnaire.)*

Experiential Learning

18. Did you participate in experiential learning, such as on the job training, internships, practicums, co-op programs, case competitions, etc.?

Yes

No [skip to next section]

Not sure [skip to next section]

19. How beneficial were these experiential learning experiences to you? (read scale) [Telephone: Please use a 5-point scale where 1 means "no benefit at all" and 5 means "benefit to a great extent".]

1 – No benefit at all

..

5 – Benefit to a great extent

Not sure

20. Did you leave Canada for experiential learning as part of your program?

Yes

No

Program Satisfaction

21. Thinking about the program you graduated from in [2014/the 2014-2015 school year], how much did you personally benefit from each of the following? [Telephone: Please use a 5 point scale where 1 means “no benefit at all” and 5 means “benefit to a great extent”.]

[randomize order]

A designation you needed for a job or a specific career you had in mind

Skills or knowledge you needed for a job or specific career you had in mind

In-depth knowledge of a particular field of study you were interested in

An opportunity to improve yourself

Chances of improved income

Improved employment opportunities

Preparation for further education

1 – No benefit at all

..

5 – Benefit to a great extent

Not sure

Not applicable

22. Overall, how satisfied are you with the following?

[randomize order]

The quality of teaching in your program

The program's content

The geographic location of your program

The quality of the buildings

Lab or technology equipment

The overall quality of your educational experience [anchor position]

Very satisfied

Satisfied

Dissatisfied

Very dissatisfied

Not sure

23. How much did the program you graduated from in [2014/the 2014-2015 school year] add to each of the following skills, knowledge and abilities? If an item does not apply, please indicate so. [Telephone: The first one is.... Please use a 5 point scale where 1 means 'not at all and 5 means 'to a great extent']

[randomize order]

Effectively solve problems

Speak effectively

Write clearly and concisely

Resolve conflicts

Learn independently

Develop leadership skills

Appreciate other cultures

Develop computer skills

Develop research skills

Develop mathematical skills

Develop interpersonal skills

Develop decision making skills

Think critically

Develop occupational and workplace skills

1- Not at all

..

5 – A great extent

Not sure

Not applicable

Prefer not to say

24. Based on the overall quality of your educational experience, would you recommend your program to others?

Yes [skip next question]

No

Not sure [skip next question]

25. Why would you not recommend the program to others?

Textbox

26. What levels of challenge did you face during your program related to the following issues? (Telephone: Please use a five-point scale where 1 means no challenge at all and 5 means major challenge).

Childcare [note for childcare only: If you did not have a child, please select 1 (no challenge)].

Housing

Mental or physical health issue(s)

1 No challenge

2

3

4

5 Major challenge

Not sure

Correspondence/Distance Education

27. Not including credits transferred from other institutions, what proportion of the program's course load did you take through correspondence or another type of distance education like online, television, or audio?

None [skip to next section]

Less than half

About half

More than half

All of it

Don't know [skip to next section]

Prefer not to say [skip to next section]

28. What was the main reason for taking correspondence or distance education courses as part of your program?

Textbox

29. What institution did you take your correspondence or distance education courses from? Select all that apply.

University of Regina (including Luther College, Champion College, First Nations University of Canada)

University of Saskatchewan (including St. Thomas More College, St. Peter's College)

Saskatchewan Polytechnic / SIAST

Other Saskatchewan Institution: _____

Non-Saskatchewan Institution (specify institution, city, province): _____

Saskatchewan Regional College

30. What proportion of your program was taken at a Saskatchewan regional college? (display online / do not read unless necessary: Colleges include Northlands College, Cumberland College, North West College, Great Plains College, Carlton Trail College, Parkland, South East College)

None

Less than half

- About half
- More than half
- All of it
- Don't know
- Refused

Current Residence

[Ask if a response to “other – specify” was provided in Q8 for either current location or location at time of graduation. Else skip.]

31. Do you presently live in the same city or town that you did when you graduated from the [pipe in program name]?

- Yes [skip to next section]
- No

[create variable LocationChange based on Q8 and Q31]

[Skip if current location = location at graduation.]

32. Earlier, you indicated that you have moved since you graduated from [pipe in program]. What was your primary reason for moving? (do not read) [single select]

- Employment related reasons
- Schooling/education reasons
- Marriage or a relationship with a significant other
- Other family related reason
- Moved back home
- Lower cost of living
- Other (specify)
- Prefer not to say

[ask if employment related reasons selected. Else skip.]

33. What specific aspects of the job or other employment related factors attracted you to this location? (do not read) (select all that apply) [display online]

- [randomize order]
- Higher salary
- Lower taxes
- Better employment benefits/perks
- Wanted to work with particular colleagues or superiors
- Wanted to work for a particular company/organization
- Wanted to work in the centre of excellence for my field
- Better career advancement opportunities

- Greater availability of jobs in general
- Company transfer
- Related to my field of study
- Where the job was located
- Other employment related reasons: _____
- Prefer not to say

[ask if schooling/education related reasons selected in Q32. Else skip.]

34. What schooling or education-related factors attracted you to this location? (do not read list) (check all that apply) [display list online]

[randomize]

- Wanted to work with particular colleagues or faculty (including supervisors)
- Quality of the research facilities
- High academic reputation of the program/institution
- Availability of program in a particular/specialized field
- Offered academic scholarship
- Offered athletic scholarship
- Offered teaching/research assistantship
- Where the institution was located
- Was accepted
- Other school related reasons (please specify)
- Prefer not to say

Further Education

35. Since completing your program in [2014/the 2014-2015 school year], have you been enrolled in any post-secondary program for credit leading toward a degree, diploma, or certificate, excluding community programs and general interest courses?

Yes

No [skip to next section]

Prefer not to say [skip to next section]

36. With regard to this additional education, at which post-secondary institution(s) did you or are you taking the program(s)? (do not read) (select all that apply)

- University of Regina (including Luther College, Champion College, First Nations University of Canada)
- University of Saskatchewan (including St. Thomas More College, St. Peter's College)
- Saskatchewan Polytechnic / SIAST
- Saskatchewan Indian Institute of Technologies (SIIT)
- Saskatchewan regional college

Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)

Gabriel Dumont Institute/Dumont Technical Institute

Northern Teacher Education Program (NORTEP) or Northern Professional Access College (NORAC)

Private vocational school/private college (specify name of school): _____

Other Saskatchewan Institution (specify name of institution): _____

Non-Saskatchewan Institution (specify institution, city, province): _____

37. What type of credential(s) did you receive or are you working towards? (select all that apply)

Certificate

Diploma

Journeyman Status or Trade Certificate

Undergraduate degree

Professional Degree (e.g. Law, Dentistry, Medicine)

Master's degree

PhD

Professional designation (e.g. Accounting designation, medical residency)

Other (specify)

Can't remember

38. What was the main reason why you decided to pursue additional studies? (do not read)

Wanted to change fields

Lack of suitable employment opportunities

Wanted to study at an advanced level

General Interest/Personal Development

For career advancement

Other (please specify)

Prefer not to say

FINANCIAL ASSISTANCE

39. Have you ever used any of the following sources to support the costs of your post-secondary education, including all post-secondary programs or courses you may have taken? (read list) (Please select all that apply).

[present in table format]

Family, extended family or friends, including money or benefits such as free room and board

Canada or Saskatchewan government student loans

Bank Loans or Bank Lines of Credit

Credit Cards

Personal savings

Research or teaching assistantships
Sponsorship by a First Nation band or Aboriginal funding program
Scholarships, grants, or bursaries from your educational institute
Government scholarships, grants or bursaries (Canadian source)
Sponsorships, grants or bursaries by a non-Canadian government
Other scholarships, grants or bursaries
Employment earnings during your program of study including summer jobs
Employment Insurance
Workers' Compensation
Sponsorship by an employer
RESP/RRSP's
Apprenticeship Incentive Grant
Apprenticeship Completion Grant
None of the above
Another financial source (please specify)

40. *(Note: original question numbering was kept where questions were removed after programming; the same applies throughout the questionnaire.)*

[Skip to Q44 if Canada or Saskatchewan Government Student loans selected in Q39]

41. At any time when taking the [insert program], did you apply for a Canadian or Saskatchewan government student loan?

Yes

No [skip next question]

Don't know [skip to Q44]

Refused [skip to Q44]

42. What is the main reason you did not receive a government student loan for this program?

Parent's income too high

My income was too high

Spouse's income was too high

Assets too high

Not taking 60% of the course load/part-time student

Didn't meet residency requirements

Program did not qualify for government student loans

Decided not to take the educational program

Poor credit rating

Did not need the money

Other (please specify)

Can't remember

Prefer not to say

[go to Q44]

43. What is the main reason you did not apply for a government student loan during your study in the program?
(do not read list)

[randomize]

Did not need one

Thought would not qualify

Didn't know how to apply

Application process is too cumbersome / confusing

Didn't meet residency requirements

Prefer to borrow elsewhere

On principle not willing to go into debt to pay for school

Not able to borrow enough

Program did not qualify for government student loans

Other (please specify)

Can't remember

Prefer not to say

44. When you completed your program, how much did you owe to support the costs of your post-secondary education from all sources? Please include all post-secondary programs or courses you may have taken.

Numeric field [range \$0 to \$850,000]

Can't remember [skip to Q53]

Prefer not to say [skip to Q53]

[if \$0 in Q44, auto fill Q45 and skip to Q53]

[skip and autofill response from Q44 if "did not complete any other post-secondary" in Q9 and "No" to Q35]

45. How much debt was from the [insert program]?

Numeric field [range \$0 to response in previous question]

Can't remember

Prefer not to say

[ask if Canada or Saskatchewan Government Student loans selected in Q39. Else skip to Q51]

46. When you completed your program how much did you owe in government student loans? Please include government loans for all post-secondary education you may have taken.

Numeric field [range \$0 to response in Q44]

Can't remember [skip to Q48]

Prefer not to say [skip to Q48]

[if \$0 in Q46, skip and auto fill Q47]

[skip and autofill response from Q46 if "did not complete any other post-secondary" in Q9 and "No" to Q35]

47. How much of this government student loan debt was from the [insert program]?

Numeric field [range \$0 to response in previous question]

Can't remember [skip next question]

Prefer not to say [skip next question]

48. Right now, how much do you owe to government student loan programs?

Numeric field [range \$0 to response in previous question]

Can't remember

Prefer not to say

49. Have you experienced any difficulties in repaying your government student loans?

Yes

No [skip next question]

Prefer not to say [skip next question]

50. What steps did you take to deal with these difficulties? (do not read list) (select all that apply)

[display list online]

Contacted service provider/bank to get more information/identify options

Called Saskatchewan Student Loans to get more information/identify options

Went on interest relief

Borrowed money from family/friends

Avoided the situation

Did nothing

Applied for interest relief

Changed jobs/found another job

Budgeted/cut back on spending

Borrowed money from other sources

Worked more/made more money

Decreased monthly payment/extended time period

Repayment assistance

Used personal savings/sold items

Other (specify)
Can't remember
Prefer not to say

[ask if Bank Loans, Bank Lines of Credit, or Credit Card selected in Q39. Else skip to Q53]

51. When you completed the program, how much did you owe to banks for student loans/lines of credit, or credit cards?

Numeric field [range \$0 to response in Q44]
Can't remember [skip next question]
Prefer not to say [skip next question]

[skip and autofill if response to previous question is '0']

52. How much do you currently owe to bank student loan programs, student lines of credit, or credit cards for your education?

Numeric field [range \$0 to response in Q51]
Can't remember
Prefer not to say

[Ask if Sponsorship by a First Nation band or Aboriginal funding program; Scholarships, grants, or bursaries from Canadian and non-Canadian Government or educational institute; or Other scholarships, grants or bursaries selected in Q39. Else skip.]

53. Over your entire post-secondary experience, how much did you receive in scholarships, grants, sponsorships, and/or bursaries from...

[display relevant options based on what was selected in Q39]
First Nation band or Aboriginal funding program
Canadian Government sources
Non-Canadian Government sources
Your educational institute
Other sources of scholarships, grants or bursaries

Numeric field [range \$0 to \$850,000]
Can't remember
Prefer not to say

Employment during Program

[Online] Changing topics...

[Phone] Now, I'm going to ask you a few questions about your employment status.

54. Were you employed while taking classes during the program you graduated from in [2014/the 2014-2015 school year]? Do not include employment as an apprentice, internships, co-op jobs or summer jobs in your response.

Yes

No [skip to next section]

Prefer not to say [skip to next section]

55. On average, how many hours a week were you employed during your program, not including course related employment (i.e. employment as an apprentice, internships, co-op jobs, etc.) or summer positions?

[enter hours, range 1 to 100]

Can't remember

Prefer not to say

[skip if SATCC]

56. What were the main reasons you were employed during your program? (do not read) (select all that apply)

[randomize order for online respondents]

Needed funds to support studies

Wanted to build my CV/resume: needed experience

Didn't get enough funding through student loans

Wanted to reduce the amount of debt accumulated

Needed funds to support lifestyle (i.e. social life, etc.)

Couldn't get into the classes I wanted, so had extra time

Needed to maintain an ongoing position in a job

Had extra time

Part of the course/apprenticeship/co-op

Support family

Wanted to work

Didn't want to take out a loan

Other (please specify)

Prefer not to say

Current Employment

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

Yes [skip to Q61]

No

58. Are you currently looking for a job?

Yes [skip next question]

No

59. What is the main reason you are not looking for a job? (do not read list)

[display list online]

Own illness or disability

Caring for own children

Caring for elder relative (60 years of age or older)

Family leave (including parental leave)

Other personal or family responsibilities

Believe no employment available (in area, or suited to skills)

Going to school

Waiting for recall (to former employer or seasonal job)

Waiting for replies from employer

Discouraged with looking

Traveling/taking time off

Other (specify)

Prefer not to say

[go to next section]

60. What is the main reason you currently do not have a job? (do not read list)

[display list online]

Own illness or disability

Caring for own children

Caring for elder relative (60 years of age or older)

Maternity or paternity leave

Other personal or family responsibilities

Cannot find employment in area, or suited to skills

Salary is too low in jobs available

Could not find employment with 30 or more hours per week

Lost job, laid off or job ended

Going to school

Need more education/training

Unable to obtain required licence, trade certificate or union membership

Recently moved

Other (specify)

Prefer not to say

[go to next section]

61. How many paying jobs do you currently have?

Numeric field [range 1 to 7]

[display if more than 1 in Q61]

The next set of questions are about your main job, that is, the job where you work the most hours.

62. Are you self-employed?

Yes [skip next question]

No

63. Is your job permanent, temporary (or term) or seasonal?

(read if necessary, display online:

- Permanent means there is no indication when the job will end.
- Temporary (or term) 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.)

Permanent

Temporary (includes contract, term-certain, etc.)

Seasonal

64. *(Note: original question numbering was kept where questions were removed after programming; the same applies throughout the questionnaire.)*

65. What is your job title? Please provide details of your job description.

Job title: _____

Job description: _____

66. What is the total number of hours you usually work per week in your current job?

[enter hours, range 1 to 168, allow one decimal]

Not sure

[ask if Q66 is less than 30. Else skip.]

67. You indicated you are working less than 30 hours per week in your current job. Is this by your choice?

Yes – by my choice

No – not by my choice

68. Working your usual hours at your current job, approximately what is your wage or salary in Canadian dollars, before taxes and deductions, including gratuities, commission and other earnings? [do not allow 0]

Complete one of the following fields:

Annual salary: _____

Hourly rate: _____

Daily wage: _____

Weekly wage: _____

Bi-weekly/every two weeks: _____

Semi-monthly/twice a month: _____

Monthly: _____

Another method (please be specific): _____

Prefer not to say

[Programming: create a new variable that convert all responses to annual earnings based on the following calculations:

- Annual: Q68 * 1
- Hourly: Q68 * Q66 * 52
- Daily: Q68*260
- Weekly: Q68*52
- By-weekly: Q68*26
- Semi-monthly: Q68*24
- Monthly, Q68*12

69. How related is your current job to each of the following? (telephone: Please use a 5-point scale where 1 means "not related", 3 means "somewhat related" and 5 means "very related".)

The subject-area knowledge you acquired through the [insert program]

The general knowledge and skills you acquired through the [insert program]

1 - Not related

..

5 - Very related

Not sure

Prefer not to say

70. Overall, how related is your current job to the program? (telephone: please use the same scale – reread scale if necessary)

1 - Not related

2

3 – Somewhat related

4

5 - Very related

Not sure

Prefer not to say

[ask if 1 or 2 in Q70, else skip]

71. Why are you in a job that is not more related to the program you completed? (do not read list) (select all that apply)

[randomize]

Better pay at present job

Could not find a job related to education/training

Education/training was inadequate to get a job

Tried job related to education/training and found I did not like it

Didn't complete all education/training requirements

Still enrolled in school

Not looking for a job related to my education/training

Not enough experience

Related to program, but was not taught everything related to job

Like current job and/or its benefits

Related to program, but not using everything that was taught

Related to other post-secondary education completed

Wanted to try something different

Personal/family reasons

Held the job previously

Cannot work in the field

Other (please specify)

Prefer not to say

[Skip next two questions if self-employed in Q62.]

72. When you were selected for your current job, what was the minimum level of education/training needed to get the job? (do not read)

[display list online]

Elementary or junior high school

Some high school

High school diploma

Some post-secondary

Completed college, technical institute or apprenticeship program

Completed Journeyperson Certification/Red Seal

Completed Bachelor degree

Completed Master's degree

Completed PhD

Other (specify)

No minimum level was specified

Not sure

73. How helpful was the education and training you received in your [insert program] in getting your current job?

Very Helpful

Somewhat Helpful

Not at all Helpful

Not sure

74. Given your education and training how qualified do you feel you are for your current job? (read scale)

Very under-qualified

Somewhat under-qualified

Qualified

Somewhat overqualified

Very overqualified

Not sure

[Ask if response in Q61 >1, else skip to next section]

75. What is the total number of hours you usually work per week in your other jobs combined? Do not include hours from your main job in this response.

[enter number of hours, range 0 to 100]

Not sure

Prefer not to say

76. Approximately what is your wage or salary in Canadian dollars, before taxes and deductions, including gratuities, commission and other earnings for these other jobs combined?

[do not allow 0]

Complete one of the following fields:

Annual salary: _____

Hourly rate: _____

Daily wage: _____

Weekly wage: _____

Bi-weekly/every two weeks: _____

Semi-monthly/twice a month: _____

Monthly: _____

Another method (please be specific): _____

Prefer not to say

[Programming: create a new variable that convert all responses to annual earnings based on the following calculations:

- Same as recode after Q68

Historical Jobs

77. Excluding jobs you currently have, how many jobs have you held since graduation from [insert program]?
[enter number, range 0 to 20]

Prefer not to say

Other Related Government Programs

The next set of questions focus on the Saskatchewan Graduate Retention Program that provides a rebate up to \$20,000 of tuition fees paid by eligible graduates who live in Saskatchewan and who file a Saskatchewan income tax return.

78. To what extent did the Saskatchewan Graduate Retention Program influence your decision to attend and/or complete your program in [institution name]?

A great deal of influence

Some influence

Not much influence

No influence

Not sure

Not aware of the program [skip next question]

[Skip if currently living outside of SK in Q8]

79. To what extent has the Saskatchewan Graduate Retention Program influenced your decision to stay in Saskatchewan?

A great deal of influence

Some influence

Not much influence

No influence

Not sure

80. Overall, how satisfied are you with government programs and services available related to post-secondary education and training (e.g. student loans, scholarships, grants/bursaries, Graduate Retention Program, etc.)

Very Dissatisfied

Dissatisfied

Satisfied

- Very Satisfied
- Not sure
- Prefer not to say

Demographics

And finally we have a few questions to assist in classifying your responses. They are not used in any way to identify you.

81. [online] Are you...
[Telephone] Which gender do you identify with? (MUST read)

- Male
- Female
- Other
- Prefer not to say

82. In what year were you born?

- Numeric field [range 1911 to 2000]
- Prefer not to say

83. *(Note: original question numbering was kept where questions were removed after programming; the same applies throughout the questionnaire.)*

84. What is your current citizenship status? (read list if necessary)

- Canadian Citizen
- Landed Immigrant/Permanent Resident
- Student Visa
- Other
- Prefer not to say

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

- Yes
- No [skip next question]
- Prefer not to say [skip next question]

86. Are you...

- Status Indian
- Non-status Indian
- Inuit

Métis
Other (specify)
Prefer not to say

[skip if yes in Q85]

87. Do you self-identify as a visible minority?
[Read if asked/display online] Visible minority includes persons who are non-Caucasian in race or non-white in colour and who do not report being Aboriginal.

Yes
No
Prefer not to say

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

Yes
No [skip to q92]
Prefer not to say [skip to q92]

89. Did you request any accommodations from the [insert institution] because of your disability?

Yes
No [skip next question]
Prefer not to say [skip next question]

90. Did the institution make the accommodations you requested?

Yes
Partially
No
Prefer not to say

91. Did your disability impact your educational experience at [institution name] and if so, how?

Text box
No impact
Prefer not to say

92. What is the highest level of education attained by either of your parent(s) or guardian(s) (do not read)

[display list online]
Elementary or junior high school
Some high school

- Completed high school
- Some post-secondary
- Completed college, technical institute or apprenticeship program
- Completed Journeyperson Certification/Red Seal
- Completed Bachelor degree
- Completed Master's degree
- Completed PhD
- Other
- Not Applicable
- Prefer not to say

93. Is there anything about your education, training, or employment experience that you would like to add?

- Textbox
- No comment

FOLLOWUP

94. Finally, [institution] would like to keep a record of all alumni's up-to-date contact information. Do we have your permission to share your contact information with the institution?

- Yes
- No

We've reached the end of our questions. Thank you very much for your time and interest.

Appendix C: Letter of Invitation

Dear <FirstName> <LastName>:

The Saskatchewan Ministry of Advanced Education, in partnership with Saskatchewan post-secondary institutions, is conducting a survey of people who graduated from a Saskatchewan post-secondary institution in [year]. The purpose of this survey is to collect information about graduates' satisfaction with their educational experience, as well as their employment and educational activities since finishing their program. The information you provide as part of this survey will assist in gaining insight into these areas and inform improvements to Saskatchewan's post-secondary system.

Completing the survey is voluntary. We hope you will participate and provide as much information as possible. All of your survey responses are confidential and you will not be identified in any of the reports.

To manage the survey process and to ensure confidentiality, the Ministry has contracted Inshtrix Research Inc., an independent research firm, to undertake the survey. This survey was developed in accordance with Saskatchewan privacy legislation.

The survey should take about 15 to 20 minutes to complete. You may complete the survey online by going to <http://saskgrad.inshtrix.com>. Once there, please enter the unique passcode below or your university / college or personal email address.

<Passcode>

If you choose not to complete the survey online, you may receive a phone call from Inshtrix providing an option of completing the survey over the phone. If you would like to complete the survey by phone at your convenience, you can call Inshtrix at 1-866-872-1500 and ask to complete the Saskatchewan Graduates Survey.

If you have any questions about the survey, please contact Tasha Moskal of Inshtrix by email at saskgrad@inshtrix.com. If you have questions about why the survey is being conducted, please contact Carla Groeger at the Ministry at carla.groeger@gov.sk.ca or call 306-787-0275 (in Regina). If you would like to verify the legitimacy of this survey, you can visit Ministry's website at <http://www.saskatchewan.ca/public-consultations>.

Thank you in advance for your participation.

Sincerely,



Corrin Harper
President and Co-Founder
Inshtrix Research Inc.

Appendix D: Programs within CIP Primary Groupings

00 - Personal improvement and leisure
32. Basic skills (not for credit)
33. Citizenship activities (not for credit)
34. Health-related knowledge and skills (not for credit)
35. Interpersonal and social skills (not for credit)
36. Leisure and recreational activities (not for credit)
37. Personal awareness and self-improvement (not for credit)
01 - Education
13. Education
02 - Visual and performing arts, and communications technologies
50. Visual and performing arts
10. Communications technologies/technicians and support services
03 - Humanities
24. Liberal arts and sciences, general studies and humanities
30.29 Maritime studies
38. Philosophy and religious studies
39. Theology and religious vocations
54. History
30.13 Medieval and renaissance studies
30.21 Holocaust and related studies
30.22 Classical and ancient studies
23. English language and literature/letters
55. French language and literature/letters
16. Aboriginal and foreign languages, literatures and linguistics
04 - Social and behavioural sciences and law
45. Social sciences
30.14 Museology/museum studies
30.23 Intercultural/multicultural and diversity studies
30.26 Cultural studies/critical theory and analysis
30.05 Peace studies and conflict resolution
30.28 Dispute resolution
30.20 International/global studies
30.15 Science, technology and society
30.31 Human computer interaction
30.11 Gerontology
30.33 Sustainability studies
42. Psychology
30.17 Behavioural sciences
30.25 Cognitive science
30.10 Biopsychology

05. Area, ethnic, cultural, gender, and group studies
19. Family and consumer sciences/human sciences
09. Communication, journalism and related programs
22. Legal professions and studies
05 - Business, management and public administration
52. Business, management, marketing and related support services
30.16 Accounting and computer science
44. Public administration and social service professions
06 - Physical and life sciences and technologies
40. Physical sciences
30.32 Marine sciences
26. Biological and biomedical sciences
30.01 Biological and physical sciences
30.18 Natural sciences
30.19 Nutrition sciences
30.27 Human biology
41. Science technologies/technicians
07 - Mathematics, computer and information sciences
27. Mathematics and statistics
30.30 Computational science
30.08 Mathematics and computer science
11. Computer and information sciences and support services
30.06 Systems science and theory
25. Library science
08 - Architecture, engineering, and related technologies
04. Architecture and related services
30.12 Historic preservation and conservation
14. Engineering
15. Engineering technologies and engineering-related fields
46. Construction trades
47. Mechanic and repair technologies/technicians
48. Precision production
09 - Agriculture, natural resources and conservation
01. Agriculture, agriculture operations and related sciences
03. Natural resources and conservation
10 - Health and related fields
51. Health professions and related programs
60. Dental, medical and veterinary residency programs
31. Parks, recreation, leisure and fitness studies
11 - Personal, protective and transportation services
12. Personal and culinary services
43. Security and protective services

29. Military technologies and applied sciences
28. Military science, leadership and operational art
49. Transportation and materials moving
12 - Other
30.99 Multidisciplinary/interdisciplinary studies, other
21. Pre-technology education/Pre-industrial arts programs
53. High school/secondary diploma and certificate programs

Source: <http://www.statcan.gc.ca/eng/subjects/standard/cip/2011/introduction#a5>