



# Saskatchewan Post-Secondary Graduate Outcomes Survey Report

*Class of 2019, Two Years After Graduation*

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Prepared for Saskatchewan  
Ministry of Advanced Education

**Saskatchewan** 

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## Executive Summary

The Saskatchewan Ministry of Advanced Education (the Ministry), in collaboration with post-secondary institutions and organizational partners, commissioned a research project to gather information on individuals who graduated from a post-secondary institution in the calendar year 2019. The intention of the survey was to measure graduates' levels of satisfaction with their education and overall post-secondary experiences, sources of financing for their education, levels of education-related debt, and pre-and post-graduate mobility, as well as their education and employment outcomes.

Overall, 5,485 graduates completed the survey out of a sample size of 13,116, yielding a 42% completion rate with a theoretical error rate of  $\pm 1.0\%$ .

## Profile of graduates

The profile of 2019 graduates shows the following:

- Nearly 6 in 10 graduates (59%) were women, 19% self-identified as a visible minority, 13% self-identified as Indigenous, and 13% were international students. The proportion who self-identified as a visible minority or Indigenous increased compared to 2014 and 2009 graduates.
- SATCC graduates were much more likely to be male (in fact, it was the only organization where the majority of graduates were men), and SIIT graduates were least likely to have secured a high school diploma before their program and most likely to self-identify as Indigenous.
- Six percent of graduates self-identified as having a disability. Among them, 50% indicated that they requested accommodations for their disability from their institution. Among those who requested an accommodation, 74% indicated that their request was completely fulfilled by their institution.
- Nearly one quarter (23%) of 2019 graduates were first-generation students, that is, neither parent/guardian took any post-secondary education. Graduates 40 and older were much more likely to be first-generation students.
- Forty-three percent of graduates had taken at least some post-secondary education prior to their program, up from 38% of 2014 and 37% of 2009 graduates.

## Choosing their program

When asked for the main reason they selected their institution, two reasons stood out – offering the program they wanted to take (48%) and being local/where they live (41%). When asked why they selected their program, two reasons tended to stand out – general interest/personal development (53%) and to work in a specific field/job (47%).

## Profile of 2019 program

Questions relating to graduates' programs of study yielded the following results.

- **Transferring credits.** About 1 in 5 graduates indicated that they transferred credits from other post-secondary institutions to the program they graduated from in 2019, while 7% tried to transfer credits but were unsuccessful. Among those who successfully or unsuccessfully transferred credits, almost 8 in 10 were at least satisfied with the process.
- **Experiential learning.** Just over half of 2019 graduates participated in experiential learning as part of their program. Among those who had experiential learning experiences as part of their program, 77% said these experiences were mandatory. In addition, 25% were paid for these experiences. When assessing the impact of their experiential learning experiences, 85% said that their experiential learning benefitted them, 64% said it benefitted them in finding a job, and 48% were hired directly from their experiential learning experience.

- **Program benefits.** Among seven benefits, the majority of graduates indicated that they benefited from each, with the highest ratings being for “the opportunity to improve yourself.”
- **Satisfaction with overall quality of educational experiences.** The vast majority of graduates were satisfied with the overall quality of their educational experiences (91%).
- **Impact on skill development.** Graduates indicated that their programs had the most impact on their ability to learn independently and think critically. Their programs least impacted their ability to develop mathematical skills.
- **Recommending institution to others.** Using the Net Promoter Score (NPS) calculation, the NPS among graduates is +24, with 43% of graduates responding as promoters (rating of 9 or 10 out of 10) and 19% as detractors (rating of 0 to 6 out of 10).
- **Selecting field of study again.** Two thirds (67%) of graduates indicated that they would choose the same field of study or specialization again if given the choice.
- **Program worth financial cost.** Over half (54%) of graduates agreed that their program was worth the financial cost. Graduates from SATCC were much more likely than graduates from other organizations to say that their program was worth the financial cost.
- **Challenges.** Graduates had the most difficulty with financial challenges, with almost 1 in 5 graduates saying it posed a major challenge. On the other end, just 3% indicated that cultural adjustments or language barriers presented a major challenge.
- **Distance learning.** Overall, 40% of 2019 graduates took some distance learning as part of their program.
- **Saskatchewan regional colleges.** About 12% of 2019 graduates indicated that at least some of their program was done through a Saskatchewan regional college.

### Further post-secondary education

Overall, 29% of 2019 graduates have taken further post-secondary education since graduating. Among those who have taken additional post-secondary education, 72% studied at a Saskatchewan institution.

### Financing post-secondary education

The most common sources that 2019 graduates used to finance their post-secondary education included personal savings (50%), family or friends (40%), or government student loans (38%).

At the time of graduation, graduates owed around \$18,000 in debt; however, the amount increases to \$32,000 when only those who reported debt are considered. The average total debt load showed that U of S, doctoral graduates, 25- to 29-year-olds, and those with a disability carried the highest debt loads at graduation.

- **Student loan debt.** Overall, 28% of graduates reported government student loan debt at the time of graduation, which dropped to 21% at the time of the survey. Overall, 46% of those with government student loans indicated that they had difficulty repaying them. Graduates with student loan debt reported just over \$29,000 in student loan debt at graduation. Among 2019 graduates, bachelor and doctoral program respondents, 25- to 29-year-olds, and those with a disability carried the highest student loan debt levels.
- **Debt from financial institutions.** Overall, 17% of respondents reported debt from financial institutions at the time of graduation, which dropped to 12% at the time of the survey. The average debt from financial institutions was about \$26,500 at graduation, with those who graduated from a doctoral program having significantly higher debt when compared to other groups.

### **Employment during their program**

Overall, 58% of 2019 graduates (excluding SATCC graduates) were employed during their program. U of R graduates, those in bachelor's or master's programs, and those 40 and older were most likely to have been employed while taking their program.

Among those employed during their program, the typical student worked 23.8 hours during their program, although 32% reported working full-time (30 or more hours per week). Graduates from certificate or master's programs and those 30 years and older tended to work the most per week.

### **Employment outcomes**

Overall, 86% of 2019 graduates were employed at the time of the survey, while just 3% had not found any employment since graduating.

Among 2019 graduates who were employed, results indicate the following:

- Twenty percent were working two or more jobs, 6% were self-employed, and 76% were in a permanent job.
- Over 8 in 10 (82%) were working full-time (30 or more hours a week), averaging 38.6 hours per week in their main job.
- The average salary was \$62,812. SATCC and doctoral graduates had the highest average salaries.
- Nearly half (48%) indicated that their employment was very related to their program, 48% indicated that their employment was very related to their subject-area knowledge, 44% indicated that it was very related to the general knowledge and skills obtained through their program, and 27% felt overqualified for their job.
- Seventy-one percent indicated that their job required at least some post-secondary education.
- Over half (58%) said that their program was very helpful in getting their current job.

Just over half of graduates indicated that they found full-time work within a month of graduating, with SATCC and doctoral program graduates most likely to have found full-time work within a month.

### **Graduate migration**

Overall, 30% of graduates relocated since graduation. Among those who were living in Saskatchewan at the time of graduation, 13% moved outside the province, most often U of S, master program, doctoral program, and international students.

### **Saskatchewan Graduate Retention Program**

Overall, 62% of 2019 graduates were aware of the Graduate Retention Program. Awareness of the program was highest among U of S, U of R, and bachelor program graduates. Only 4% of 2019 graduates indicated that the Saskatchewan Graduate Retention Program had a great deal of influence on their decision to attend/complete their program.

Among those aware of the program and living in Saskatchewan at the time they completed the survey, 13% of 2019 graduates indicated that the Graduate Retention Program had a great deal of influence on their decision to stay.

### **Satisfaction with government programs**

Slightly less than 6 in 10 2019 graduates were at least satisfied with government programs and services available related to post-secondary education and training. SATCC graduates were most satisfied with available programs and services.

## 1.0 Introduction

The Saskatchewan Ministry of Advanced Education (the Ministry), in collaboration with post-secondary institutions and organizational partners, commissioned a research project to gather information on graduates' level of satisfaction with their education and overall post-secondary experience, sources of financing for their education, level of education-related debt, and pre-and post-graduate mobility, as well as their education and employment outcomes.

Individuals who successfully completed a post-secondary program and received a formal credential, including a degree, diploma, or certificate, or achieved journey person status within the 2019 calendar year (July 2019 to June 2020 for private vocational schools) were invited to participate in this survey.

Saskatchewan's post-secondary education system is composed of several different institutions that provide a specific selection of credentialed education and training opportunities in addition to other programs and services. The credential granting institutions/organizations that participated in this research included:

- *University of Regina (U of R)*. The U of R is a research-intensive university that offers both undergraduate and graduate programs.<sup>1</sup>
- *University of Saskatchewan (U of S)*. 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.
- *Saskatchewan Polytechnic (Sask Polytech)*. 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.
- *Saskatchewan Indian Institute of Technologies (SIIT)*. SIIT is a First Nations institution offering a range of educational programs including certificates, diplomas and apprenticeship training. Certificate programs usually require 24 weeks to one year of full-time study, while diploma programs typically require two years of study.
- *Saskatchewan Apprenticeship and Trade Certification Commission (SATCC)*. 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 journey person designation by SATCC.
- *Private vocational schools (PVS)*.<sup>2</sup> Private vocational schools offer vocational training programs to prepare individuals for employment in specific occupations. Programs take an average of 40 weeks to complete and typically result in a certificate or diploma conferred by the PVS.

<sup>1</sup> An undergraduate degree at both U of R and U of S generally requires four years of full-time study. Graduate programs at the master's 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.

<sup>2</sup> A list of private vocational schools in Saskatchewan can be found at <https://www.saskatchewan.ca/residents/education-and-learning/universities-colleges-and-schools/private-vocational-schools#list-of-registered-private-vocational-schools>

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.<sup>3</sup> In addition to other programming, these institutions offer credentialed courses and programs that are primarily brokered (i.e., the credential is granted by the brokering institution) from Sask Polytech, SATCC, SIIT, 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 this research, graduates from St. Thomas More College and St. Peter's College are considered U of S graduates, and those who graduated from Luther College, Campion College, and the First Nations University of Canada are considered U of R graduates. In the case of apprenticeship, technical training is brokered through training providers<sup>4</sup> and the credential (journey person status) is issued by the SATCC.

This is the fourth graduate outcomes survey undertaken by the Ministry and Saskatchewan's post-secondary institutions and organizational partners.

The information gathered from this study provides a clear 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, the Post-secondary Education Indicators Project, reporting, etc.);
- provide information on provincial graduates' education and employment outcomes; and,
- provide information to students on post-secondary graduate experiences following graduation.

Prairie Research Associates Inc. (PRA), an independent research firm from Winnipeg, was contracted to administer this research project. A census approach was used to contact graduates through mail, telephone, online, and social media. Details regarding the approach used to conduct this research is outlined in Appendix A.

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

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



### 1.1. Reporting notes

Readers should be aware of the following notes regarding this report:

- Statistical testing has been conducted for 2019 graduates to determine differences between key groups. These groups include comparisons among institutions, credentials, and demographic characteristics of graduates (e.g., age, disability, Indigenous identity). When there are differences between results, the results are bolded in the tables. These bolded results are for 2019 graduates only. No statistical tests are reported for 2009 or 2014 graduates, as these were done in previous reports. For the statistical significance criteria, please refer to Appendix A.
- Wherever possible, the results from the surveys of 2014 and 2009 graduates are shown alongside results from the 2019 Graduate Outcomes Survey. Trends or changes identified in this report are based on practical and/or noticeable differences.
- Where dollar values are compared across surveys, dollar values have been updated to 2021 dollars.
- In graphs showing multiple bars, labels for bars representing 2% or lower have been removed for ease of interpretation.
- The report uses the term ‘graduates’ when reporting on results; however, it should be noted that this refers to those who completed the survey and not all graduates, even though a census was attempted.

### 1.2. Report structure

This report is structured in the following manner:

- Section 2.0 provides a profile of 2019 graduates who completed the survey, including their demographics and prior academics.
- Section 3.0 examines what influenced graduates to select their program of study.
- Section 4.0 summarizes graduates’ experiences in their program, including learning experiences and perceptions of those experiences.
- Section 5.0 examines any further education that post-secondary graduates undertook since graduating.
- Section 6.0 provides details about how graduates finance their post-secondary education, with a focus on debt.
- Section 7.0 gives information about graduates’ employment during their program.
- Section 8.0 and 9.0 focus on graduates’ outcomes, including employment and migration. The employment section also examines graduates’ perception of the value of their education in obtaining employment.
- Section 10.0 and 11.0 summarize graduates’ perceptions of government programs, with a key focus on the impact of the Saskatchewan Graduate Retention Program.

## 2.0 Profile of graduates

### 2.1. Demographic profile

The results in the table below show some trends in the profile of graduates over time, specifically a consistent increase in the proportion who identified as a landed immigrant/permanent resident, a visible minority, or an Indigenous individual.

Among 2019 graduates who self-identified as Indigenous (n = 708), 57% identified as First Nations, 40% as Métis, and 2% as Inuit.

<b>Table 1: Demographic profile</b>			
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
<b>Gender</b>			
Man	43%	44%	38%
Woman	57%	55%	59%
Other gender identity	NA	<1%	1%
No response	<1%	1%	2%
<b>Age at graduation</b>			
22 and younger	16%	21%	18%
23 or 24	23%	21%	21%
25 to 29	28%	26%	26%
30 to 39	18%	18%	22%
40 and older	14%	11%	12%
No response	2%	3%	1%
Average	29.3 years	28.3 years	29.0 years
Median	26 years	25 years	26 years
<b>Citizenship</b>			
Canadian citizen	95%	91%	83%
Landed immigrant/permanent resident	3%	4%	9%
International student	1%	2%	2%
Temporary resident			2%
Temporary foreign worker	2%	3%	2%
Other			1%
No response	1%	<1%	1%
<b>High school education</b>			
High school diploma	93%	93%	92%
GED	3%	2%	3%
Adult Basic Education	2%	2%	2%
Did not complete high school	2%	2%	2%
Not sure	<1%	2%	1%
<b>Other groups</b>			
Visible minority	9%	13%	19%
Indigenous	9%	10%	13%
International	NA	8%	13%
Person with a disability	4%	4%	6%

Note: Age calculated as of December 31 of the graduating year.

### 2.1.1 Profile by institution

The demographic profile by institution shows several key differences among graduates. Most notably, apprenticeship graduates were much more likely to be male (in fact, the majority of graduates were men). SIIT graduates were least likely to have secured a high school diploma before their program because they were much more likely to have completed schooling through Adult Basic Education or by getting their GED. SIIT graduates were also most likely to self-identify as Indigenous.

**Table 2: Demographic profile by institution**

	U of S n = 1,877	U of R n = 1,201	SIIT n = 135	Sask Polytech n = 1,481	SATCC n = 505	PVS n = 286
<b>Gender</b>						
Man	36%	31%	26%	35%	<b>85%</b>	18%
Woman	61%	65%	67%	62%	<b>12%</b>	77%
Other gender identity	1%	1%	4%	1%	-	3%
No response	3%	3%	4%	2%	<b>2%</b>	2%
<b>Age at graduation</b>						
22 and younger	<b>13%</b>	15%	11%	<b>29%</b>	5%	34%
23 or 24	<b>29%</b>	24%	6%	<b>12%</b>	24%	10%
25 to 29	<b>30%</b>	26%	26%	<b>21%</b>	29%	19%
30 to 39	<b>19%</b>	22%	38%	<b>22%</b>	29%	21%
40 and older	<b>9%</b>	12%	16%	<b>15%</b>	13%	17%
No response	<b>1%</b>	1%	3%	<b>1%</b>	1%	-
Average	28.1	29.3	32.5	29.1	30.0	29.1
Median	25	26	32	26	28	26
<b>Citizenship</b>						
Canadian citizen	84%	81%	82%	80%	97%	84%
Landed immigrant/perm resident	8%	10%	5%	12%	2%	13%
International student	3%	2%	2%	1%	-	<1%
Temporary resident	2%	3%	2%	3%	<1%	<1%
Temporary foreign worker	1%	2%	-	3%	-	<1%
Other	1%	1%	4%	1%	<1%	1%
No response	1%	1%	4%	2%	1%	1%
<b>Other</b>						
High school diploma	<b>97%</b>	94%	<b>67%</b>	88%	89%	87%
Visible minority	20%	24%	10%	21%	5%	17%
Indigenous	8%	10%	<b>76%</b>	17%	10%	11%
International	15%	18%	8%	14%	<1%	2%
Person with a disability	6%	6%	10%	7%	4%	8%
Note: Age calculated as of December 31 of the graduating year.						
Note: Bolded results indicate a difference from aggregate results for other institutions.						

### 2.1.2 Profile by credential

Results by credential show a few notable differences, specifically that graduates of certificate, master, and doctorate programs tend to be older, while those graduating from a bachelor program tend to be younger. As well, those who graduated from a master's program were least likely to be Canadian citizens and most likely to have studied as an international student.

Table 3: Demographic profile by credential						
	Certificate n = 1,411	Diploma n = 835	Journey person n = 505	Bachelor n = 1,880	Master n = 617	Doctorate n = 237
<b>Gender</b>						
Man	33%	30%	<b>85%</b>	32%	38%	41%
Woman	64%	66%	<b>12%</b>	64%	60%	58%
Other gender identity	1%	2%	-	1%	1%	1%
No response	2%	2%	<b>2%</b>	3%	2%	<1%
<b>Age at graduation</b>						
22 and younger	<b>24%</b>	<b>31%</b>	5%	<b>19%</b>	-	-
23 or 24	<b>12%</b>	<b>11%</b>	24%	<b>40%</b>	<b>5%</b>	<b>3%</b>
25 to 29	<b>21%</b>	<b>21%</b>	29%	<b>24%</b>	<b>37%</b>	<b>46%</b>
30 to 39	<b>24%</b>	<b>22%</b>	29%	<b>11%</b>	<b>39%</b>	<b>38%</b>
40 and older	<b>18%</b>	<b>14%</b>	13%	<b>4%</b>	<b>18%</b>	<b>13%</b>
No response	<b>2%</b>	<b>1%</b>	1%	<b>1%</b>	<b>1%</b>	<b>1%</b>
Average	30.2	29.0	30.0	26.1	32.8	32.2
Median	27	26	28	24	31	30
<b>Citizenship</b>						
Canadian citizen	75%	85%	97%	<b>92%</b>	<b>65%</b>	80%
Landed immigrant/perm resident	13%	11%	2%	<b>4%</b>	<b>20%</b>	13%
International student	2%	<1%	-	<b>1%</b>	<b>6%</b>	2%
Temporary resident	4%	2%	<1%	<b>1%</b>	<b>3%</b>	1%
Temporary foreign worker	3%	1%	-	<b>1%</b>	<b>3%</b>	1%
Other	1%	1%	<1%	<b>&lt;1%</b>	<b>2%</b>	2%
No response	2%	1%	1%	<b>1%</b>	<b>1%</b>	1%
<b>Other</b>						
High school diploma	86%	89%	89%	<b>98%</b>	94%	96%
Visible minority	21%	18%	5%	17%	33%	25%
Indigenous	19%	16%	10%	10%	8%	4%
International	17%	8%	<1%	7%	<b>33%</b>	25%
Person with a disability	7%	8%	4%	6%	4%	9%
Note: Age calculated as of December 31 of the graduating year.						
Note: Bolded results indicate a difference from aggregate results for other credentials.						

### 2.1.3 Profile of Indigenous graduates

As might be expected, non-Indigenous students were less likely to report being a Canadian citizen than Indigenous students. In addition, Indigenous students were less likely than non-Indigenous students to have received a high school diploma prior to their program.

<b>Table 4: Demographic profile of Indigenous graduates</b>		
	<b>Indigenous n = 708</b>	<b>Non-Indigenous n = 4,612</b>
<b>Gender</b>		
Man	26%	40%
Woman	71%	58%
Other gender identity	2%	1%
No response	1%	1%
<b>Age at graduation</b>		
22 and younger	16%	18%
23 or 24	13%	23%
25 to 29	26%	26%
30 to 39	29%	21%
40 and older	16%	11%
No response	<1%	1%
Average	30.8	28.6
Median	28	26
<b>Citizenship</b>		
Canadian citizen	<b>98%</b>	<b>82%</b>
Landed immigrant/perm resident	<b>&lt;1%</b>	<b>11%</b>
International student	<b>&lt;1%</b>	<b>2%</b>
Temporary resident	<b>&lt;1%</b>	<b>2%</b>
Temporary foreign worker	-	<b>2%</b>
Other	<b>2%</b>	<b>1%</b>
No response	<b>&lt;1%</b>	<b>1%</b>
<b>Other</b>		
High school diploma	<b>81%</b>	<b>94%</b>
International	1%	15%
Person with a disability	10%	6%
Note: Age calculated as of December 31 of the graduating year.		
Note: Bolded results indicate a difference between the two groups.		

### 2.1.4 Profile of international graduates

Results showed that international graduates were much more likely to self-identify as a visible minority than non-international graduates. International graduates were also less likely to be Canadian citizens and to have obtained a high school diploma.

<b>Table 5: Demographic profile of international graduates</b>		
	<b>International n = 707</b>	<b>Non-international n = 4,742</b>
<b>Gender</b>		
Man	48%	37%
Woman	49%	60%
Other gender identity	1%	1%
No response	2%	2%
<b>Age at graduation</b>		
22 and younger	14%	19%
23 or 24	16%	22%
25 to 29	35%	25%
30 to 39	28%	21%
40 and older	6%	13%
No response	1%	1%
Average	28.2	29.1
Median	27	26
<b>Citizenship</b>		
Canadian citizen	<b>8%</b>	<b>95%</b>
Landed immigrant/perm resident	<b>44%</b>	<b>4%</b>
International student	<b>13%</b>	<b>&lt;1%</b>
Temporary resident	<b>16%</b>	<b>&lt;1%</b>
Temporary foreign worker	<b>12%</b>	<b>&lt;1%</b>
Other	<b>4%</b>	<b>&lt;1%</b>
No response	<b>4%</b>	<b>1%</b>
<b>Other</b>		
High school diploma	<b>87%</b>	<b>93%</b>
Visible minority	<b>62%</b>	<b>13%</b>
Indigenous	1%	15%
Person with a disability	1%	7%
Note: Age calculated as of December 31 of the graduating year.		
Note: Bolded results indicate a difference between the two groups.		

### 2.1.5 Profile of graduates with a disability

Although there are no statistically significant differences between graduates who identified as having a disability and those who did not, there is some evidence to suggest that those with a disability were more likely to be Canadian citizens and slightly older.

<b>Table 6: Demographic profile of graduates with a disability</b>		
	<b>With a disability n = 340</b>	<b>No disability n = 4,985</b>
<b>Gender</b>		
Man	28%	39%
Woman	66%	59%
Other gender identity	5%	1%
No response	2%	1%
<b>Age at graduation</b>		
22 and younger	14%	18%
23 or 24	17%	22%
25 to 29	27%	26%
30 to 39	25%	22%
40 and older	18%	12%
No response	-	1%
Average	30.9	28.8
Median	28	26
<b>Citizenship</b>		
Canadian citizen	97%	83%
Landed immigrant/perm resident	2%	10%
International student	<1%	2%
Temporary resident	1%	2%
Temporary foreign worker	-	2%
Other	1%	1%
No response	-	1%
<b>Other</b>		
High school diploma	87%	93%
Visible minority	10%	20%
Indigenous	20%	13%
International	3%	14%

Note: Age calculated as of December 31 of the graduating year.

## 2.2 Accommodations for disabilities

Among those who self-identified as having a disability, half said they had requested an accommodation from their institution, among which just 6% said their institution did not make the accommodation. This accounted for 0.2% of 2019 graduates.

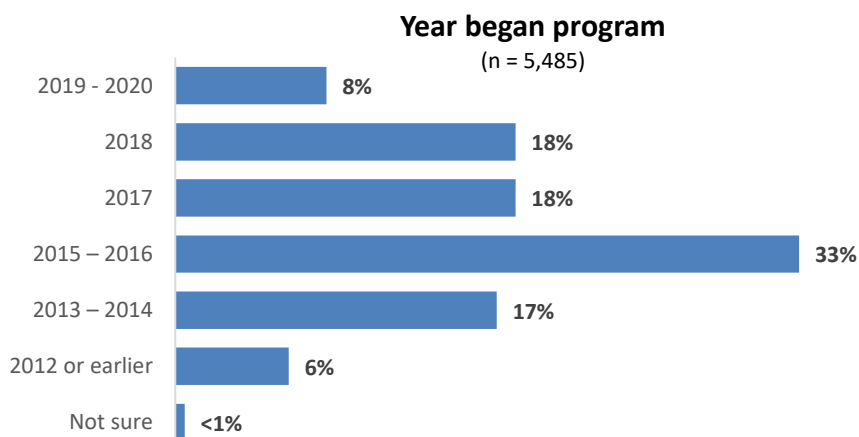
Table 7: Accommodations for those with a disability		
	2014 graduates	2019 graduates
<b>Requested accommodation*</b>	<b>n = 247</b>	<b>n = 340</b>
Requested accommodation	54%	50%
Did not request accommodation	45%	49%
Prefer not to say	<1%	1%
<b>Institution made accommodation**</b>	<b>n = 134</b>	<b>n = 170</b>
Institution made accommodation	77%	74%
Partially made accommodation	16%	21%
Did not make accommodation	7%	6%
Prefer not to say	-	-

\* Base: Those who self-identify as having a disability.  
\*\* Base: Those who requested an accommodation for their disability.

When asked how their disability impacted their educational experiences, graduates who self-identified as having a disability most commonly said that it did not have an impact (32%) and another 25% did not provide a response. The most mentioned impacts were difficulty with a specific subject or task (9%) and inadequate accommodations/difficulty accessing accommodations (6%).

## 2.3 Year began program

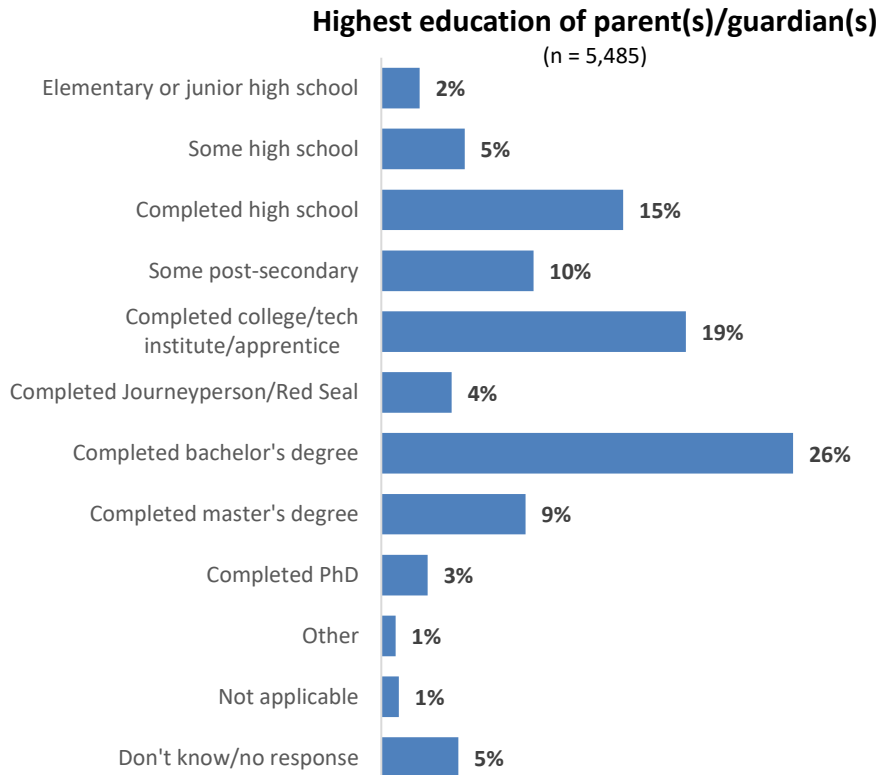
Graduates were asked when they began the program they graduated from in the 2019-2020 school year. The year that graduates began is highly correlated with the type of program from which respondents graduated.





## 2.4 First-generation graduates

Slightly less than one quarter of graduates would be considered first-generation students, that is, neither parent/guardian took any post-secondary education. Conversely, about 4 in 10 had at least one parent who completed a bachelor's degree or higher.



### 2.4.1 First-generation graduates over time

Among 2019 graduates, students 40 and older were much more likely to be first-generation students. In addition, the proportion of first-generation students decreased from 27% in 2014 to 23% in 2019.

<b>Table 8: First-generation graduates over time</b>			
	<b>% first generation</b>		
	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>	<b>2019 graduates base size</b>
Overall	27%	23%	5,485
<b>Institution</b>			
U of S	21%	17%	1,877
U of R	26%	22%	1,201
SIIT	38%	34%	135
Sask Polytech	32%	27%	1,481
SATCC	33%	28%	505
PVS	29%	28%	286
<b>Credential</b>			
Certificate	33%	29%	1,411
Diploma	30%	24%	835
Journey person	33%	28%	505
Bachelor	21%	17%	1,880
Master	24%	23%	617
Doctorate	39%	17%	237
<b>Gender</b>			
Man	27%	21%	2,083
Woman	28%	24%	3,215
<b>Age at graduation</b>			
22 and younger	21%	18%	984
23 or 24	21%	16%	1,163
25 to 29	25%	20%	1,420
30 to 39	33%	28%	1,211
40 and older	49%	<b>39%</b>	653
<b>International student</b>			
International	22%	23%	707
Non-international	28%	23%	4,742
<b>Indigenous</b>			
Indigenous	39%	33%	708
Non-Indigenous	26%	22%	4,612
<b>Person with a disability</b>			
With a disability	34%	29%	340
No disability	27%	23%	4,985
Note: Bolded percent for institution, credential, and age indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups.			

## 2.5 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 2019 as well as a comparison to graduates of 2014 and 2009. The table below shows that, over the three cycles of the Graduate Outcomes Survey, older graduates, those in more advanced programs, and international graduates were most likely to have taken previous post-secondary education.

<b>Table 9: Previous post-secondary education</b>			
	<b>% completed previous post-secondary</b>		
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	37%	38%	43%
<b>Institution</b>			
U of S	43%	44%	49%
U of R	41%	45%	47%
SIIT	32%	39%	47%
Sask Polytech	34%	36%	42%
SATCC	25%	19%	20%
PVS	21%	29%	35%
<b>Credential</b>			
Certificate	35%	41%	48%
Diploma		36%	39%
Journey person	25%	19%	20%
Bachelor	25%	26%	25%
Master	95%	92%	<b>94%</b>
Doctorate	84%	93%	<b>89%</b>
<b>Gender</b>			
Man		33%	38%
Woman		43%	47%
<b>Age at graduation</b>			
22 and younger	9%	9%	<b>7%</b>
23 or 24	10%	17%	<b>18%</b>
25 to 29	40%	48%	53%
30 to 39	65%	61%	<b>68%</b>
40 and older	68%	70%	<b>73%</b>
<b>International student</b>			
International		59%	<b>68%</b>
Non-international		36%	<b>40%</b>
<b>Indigenous</b>			
Indigenous	39%	35%	38%
Non-Indigenous	37%	38%	44%
<b>Person with a disability</b>			
With a disability		41%	46%
No disability		38%	43%
Note: Bolded percent for institution, credential, and age indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups.			

### 3.0 Choosing their post-secondary program

#### 3.1 Main reason for selecting institution

When asked for the main reason they selected their institution, two reasons stood out – the institution offered the program they wanted to take and it was offered locally/where they lived. However, there are some differences between institutions. Specifically, those who took a program from SATCC were most motivated by employment opportunities, which also ranked second for Sask Polytech and private vocational school graduates. Conversely, employment opportunities was not in the top five reasons for either U of S or U of R graduates.

**Table 10: Main reason for selecting institution**

	2019 graduates n = 5,485	U of S n = 1,877	U of R n = 1,201	SIIT n = 135	Sask Polytech n = 1,481	SATCC n = 505	PVS n = 286
It offered the program I wanted to take	48%	48%	45%	43%	55%	36%	59%
Local/where I live	41%	51%	49%	40%	33%	21%	29%
Was accepted into the program	33%	42%	34%	39%	29%	14%	29%
Employment opportunities	23%	12%	12%	24%	35%	50%	34%
Reputation of institution	18%	26%	12%	17%	17%	5%	17%
Friends were going/went there	15%	23%	18%	13%	7%	6%	14%
Cost	14%	17%	12%	7%	13%	10%	9%
Direct entry to program	14%	13%	18%	12%	13%	11%	11%
Family influence	12%	18%	12%	16%	7%	8%	9%
Scholarship/financial support offered by institution	12%	21%	11%	14%	6%	4%	3%
Experiential learning opportunities	11%	8%	11%	15%	17%	8%	13%
Family members went there	11%	19%	8%	10%	6%	3%	7%
Accessibility/accommodations offered	6%	7%	5%	10%	6%	4%	6%
Immigration purposes	4%	3%	4%	1%	6%	<1%	1%
Program reputation	1%	1%	1%	1%	2%	1%	2%
Distance/online learning availability	1%	1%	1%	-	2%	-	<1%
Reputation of faculty	1%	2%	1%	-	<1%	<1%	-
Employment related	1%	<1%	1%	-	1%	3%	-
Alumni connection/already had a degree from there	1%	1%	1%	1%	<1%	-	<1%
Sports connection/recruited	1%	1%	1%	-	-	-	-
Offered flexibility	<1%	<1%	1%	1%	1%	<1%	<1%
Cultural component	<1%	<1%	<1%	4%	<1%	-	-
Accepted transfer credits	<1%	<1%	<1%	-	<1%	-	-
Other	1%	2%	1%	2%	1%	3%	1%
Not sure	1%	<1%	1%	-	<1%	2%	1%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.

### 3.2 Main reason for choosing program

When asked why they selected their program, two reasons stood out – general interest/personal development and to work in a specific field/job. However, employment opportunities ranked highly for those who graduated from certificate, diploma, and journey person programs.

**Table 11: Main reason for selecting program by credential**

	2019 graduates n = 5,485	Certificate n = 1,411	Diploma n = 835	Journey person n = 505	Bachelor n = 1,880	Master n = 617	Doctorate n = 237
General interest/personal development	53%	44%	52%	42%	66%	51%	48%
To work in a specific field/job	47%	45%	54%	46%	47%	41%	61%
Part of my career/education laddering plan	41%	43%	35%	27%	36%	67%	49%
Employment opportunities	38%	43%	44%	46%	31%	36%	27%
Local/where I live	13%	14%	17%	11%	10%	12%	8%
Reputation of program	12%	10%	13%	5%	13%	20%	14%
Experiential learning opportunities	12%	12%	15%	7%	11%	13%	6%
Family influence	9%	7%	10%	14%	11%	2%	5%
Direct entry to program	8%	9%	9%	5%	10%	6%	3%
Friends were in/took the program	7%	7%	8%	6%	7%	6%	4%
Cost	4%	5%	6%	5%	2%	7%	4%
Length of program	<1%	<1%	1%	<1%	<1%	<1%	-
Flexibility of program/able to continue working	<1%	<1%	-	-	<1%	1%	<1%
Other	3%	3%	2%	3%	3%	3%	6%
Not sure	1%	1%	<1%	1%	1%	<1%	-

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.

## 4.0 Profile of 2019 program

### 4.1 Classification of Instructional Programs (CIP) primary group

The CIP is used for classifying instructional programs according to field of study.<sup>5</sup> The CIP codes for each graduates' program of study are summarized below.

Results from 2019 are very similar to those from 2014 graduates, with a noticeable increase in health and related fields, seemingly offset by a decrease in architecture, engineering, and related technologies.

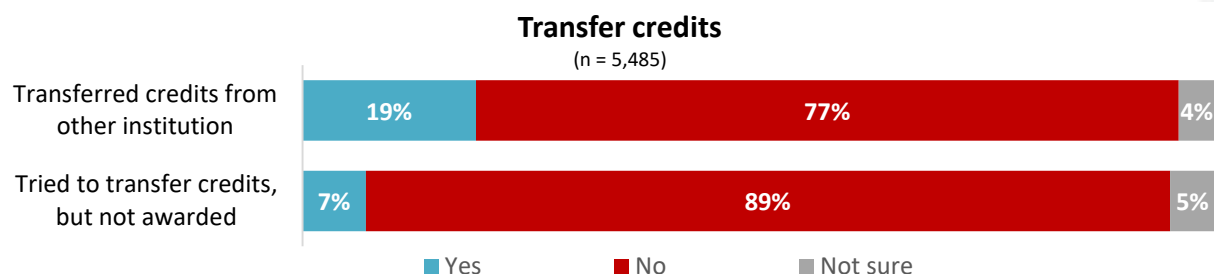
**Table 12: CIP primary grouping**

	2014 graduates n = 5,496	2019 graduates n = 5,485
00 – Personal improvement and leisure	<1%	-
01 – Education	11%	8%
02 – Visual and performing arts, and communications technologies	2%	2%
03 – Humanities	3%	2%
04 - Social and behavioural sciences and law	10%	10%
05 – Business, management and public administration	17%	20%
06 - Physical and life sciences and technologies	4%	5%
07 - Mathematics, computer and information sciences	2%	3%
08 - Architecture, engineering, and related technologies	26%	20%
09 - Agriculture, natural resources and conservation	3%	4%
10 - Health and related fields	17%	22%
11 - Personal, protective and transportation services	4%	4%
12 - Other	<1%	1%

<sup>5</sup> Full information about the CIP can be found at <https://www.statcan.gc.ca/en/subjects/standard/cip/2016/introduction>.

## 4.2 Transfer credit

About 1 in 5 graduates indicated that they transferred credits from another post-secondary institution to the program they graduated from in 2019, while 7% tried to transfer credits but were unsuccessful. When the two questions are combined, results show that 5% of graduates transferred credits and also unsuccessfully tried to transfer credits, while just 2% tried to transfer credits but were entirely unsuccessful.



### 4.2.1 Transfer credits by institution and credential

Results indicate almost no change in the proportion of responders who transferred or tried to transfer credits between 2014 and 2019 graduates. However, those attending the two universities and those in bachelor's programs were most likely to have transferred or attempted to transfer credits.

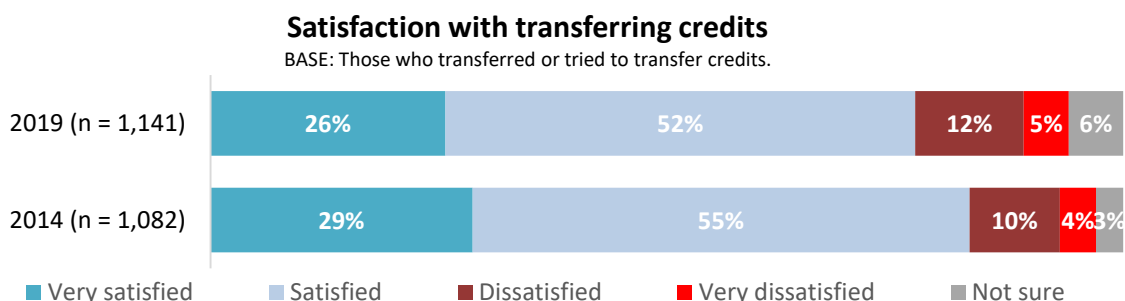
**Table 13: Transfer credits by institution and credential**

	% transferred credits		% tried to transfer, but not awarded	
	2014 graduates n = 5,496	2019 graduates n = 5,485	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	18%	19%	6%	7%
<b>Institution</b>				
U of S	24%	23%	8%	7%
U of R	27%	<b>31%</b>	8%	10%
SIIT	7%	15%	4%	6%
Sask Polytech	13%	13%	5%	6%
SATCC	8%	6%	1%	2%
PVS	3%	5%	2%	3%
<b>Credential</b>				
Certificate	11%	12%	5%	5%
Diploma	16%	16%	5%	7%
Journey person	8%	6%	1%	2%
Bachelor	31%	<b>35%</b>	10%	11%
Master	8%	9%	1%	3%
Doctorate	5%	7%	0%	1%

Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.

### 4.2.2 Satisfaction with transferring credits

Graduates from 2019 were slightly less satisfied with transferring credits than those who graduated in 2014, as 84% were satisfied among 2014 graduates compared to 78% among 2019 graduates. Among those who were dissatisfied with their experiences (n = 187), the most common reasons were that they could not get credit for course/had to retake (56%), the process was confusing (9%), or the ability to transfer seemed subjective/inconsistent (9%).



### 4.2.3 Satisfaction with transferring credits by institution and credential

Satisfaction with transferring seemed to be somewhat lower for SIIT and SATCC graduates; however, the number of graduates was quite small and results should be interpreted with caution. It is also worth noting that satisfaction with transferring credits is lower among 2019 graduates than 2014 overall, and for each institution and credential (with the exception of students who graduated from a master's program, which were virtually unchanged).

Table 14: Satisfaction with transferring credits by institution and credential			
	% very satisfied or satisfied		
	2014 graduates n = 1,082	2019 graduates	2019 graduates base size
Overall	84%	78%	1,141
<b>Institution</b>			
U of S	84%	80%	456
U of R	85%	79%	388
SIIT	82%	64%	22
Sask Polytech	85%	72%	223
SATCC	75%	69%	35
PVS	75%	77%	17
<b>Credential</b>			
Certificate	86%	74%	200
Diploma	82%	71%	156
Journey person	75%	69%	35
Bachelor	84%	80%	667
Master	87%	88%	66
Doctorate	100%	77%	17



### 4.3 Experiential learning

Just over half of 2019 graduates participated in experiential learning as part of their program, with results similar to 2014 graduates. Although not statistically significant, those attending private vocational schools and those who graduated from a master’s program were least likely to have participated in experiential learning. SATCC graduates were excluded from this question, as all journeypersons programs include experiential learning.

When asked about the specific type of experiential learning they participated in, almost 20 different types/names were identified, most commonly a practicum (45%), clinical placement (22%), internship (20%), or field experience (17%).

**Table 15: Participated in experiential learning by institution and credential**

	% participated in experiential learning		
	2014 graduates n = 4,812	2019 graduates	2019 graduates base size
Overall	51%	53%	4,980
<b>Institution</b>			
U of S	44%	48%	1,877
U of R	50%	55%	1,201
SIIT	39%	50%	135
Sask Polytech	62%	62%	1,481
PVS	42%	42%	286
<b>Credential</b>			
Certificate	49%	50%	1,411
Diploma	60%	59%	835
Bachelor	54%	57%	1,880
Master	35%	41%	617
Doctorate	17%	58%	237
Note: SATCC graduates were excluded from this question.			

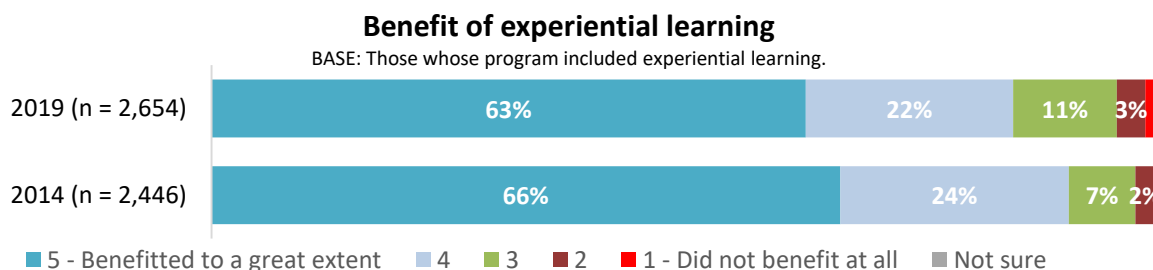
### 4.3.1 Profile of experiential learning

Among those who had experiential learning experiences as part of their program, 77% said these experiences were mandatory. In addition, 25% were paid for these experiences. Graduates from U of S were least likely to say they were mandatory, while those from Sask Polytech were most likely. Those in certificate programs were least likely to be paid for their experiential learning, even though they were the most likely to indicate that these experiences were mandatory.

<b>Table 16: Profile of experiential learning by institution and credential</b>			
	<b>2019 graduates base size</b>	<b>% mandatory</b>	<b>% paid</b>
Overall	2,654	77%	25%
<b>Institution</b>			
U of S	894	<b>64%</b>	29%
U of R	657	72%	28%
SIIT	68	87%	18%
Sask Polytech	916	<b>91%</b>	19%
PVS	119	84%	19%
<b>Credential</b>			
Certificate	705	<b>89%</b>	<b>14%</b>
Diploma	489	86%	27%
Bachelor	1,071	<b>68%</b>	25%
Master	252	66%	41%
Doctorate	137	65%	39%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Base: Those whose program included experiential learning. Note: SATCC graduates were excluded from this question.			

### 4.3.2 Benefitted from experiential learning

Over 8 in 10 graduates whose program included experiential learning said it benefitted them (rating of 4 or higher out of 5), including 63% who said it benefitted them to a great extent. These results are slightly down from 2014 graduates.



### 4.3.3 Profile of benefitted from experiential learning

The proportion of graduates who indicated that they benefitted from their experiential learning experiences was similar across institutions and by credential. In addition, the proportion who said they benefitted was similar regardless of if their learning was mandatory versus non-mandatory and paid versus unpaid.

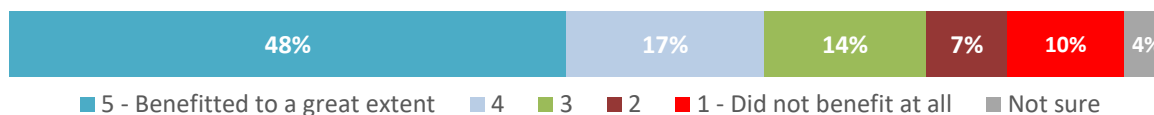
Table 17: Profile of benefitted from experiential learning			
	% benefitted (4 or 5 out of 5)		
	2014 graduates n = 2,446	2019 graduates base size	2019 graduates
Overall	89%	2,654	85%
<b>Institution</b>			
U of S	91%	894	88%
U of R	87%	657	80%
SIIT	91%	68	93%
Sask Polytech	90%	916	85%
PVS	83%	119	82%
<b>Credential</b>			
Certificate	87%	705	84%
Diploma	92%	489	85%
Bachelor	90%	1,071	84%
Master	88%	252	85%
Doctorate	92%	137	93%
<b>Mandatory learning</b>			
Mandatory		2,032	86%
Non-mandatory		572	83%
<b>Paid for learning</b>			
Paid		652	88%
Not paid		1,969	84%
Base: Those whose program included experiential learning. Note: SATCC graduates were excluded from this question.			

### 4.3.4 Benefit of experiential learning to find a job

About two thirds of graduates whose program included experiential learning said it benefitted them in finding a job (rating of 4 or 5 out of 5).

#### Benefit of experiential learning to find a job

BASE: Those whose program included experiential learning (n = 2,654).



### 4.3.5 Profile of benefitted from experiential learning to find a job

Although not statistically significant, SIIT and Sask Polytech graduates were most likely to say their experiential learning experiences benefitted them in finding a job. In addition, those who felt their experiential learning benefitted them were more likely to say it benefitted them in finding a job.

Table 18: Profile of benefitted from experiential learning to find a job		
	% benefitted (4 or 5 out of 5)	
	2019 graduates base size	2019 graduates
Overall	2,654	64%
<b>Institution</b>		
U of S	894	59%
U of R	657	61%
SIIT	68	75%
Sask Polytech	916	71%
PVS	119	63%
<b>Credential</b>		
Certificate	705	69%
Diploma	489	71%
Bachelor	1,071	62%
Master	252	57%
Doctorate	137	56%
<b>Mandatory learning</b>		
Mandatory	2,032	66%
Non-mandatory	572	60%
<b>Paid for learning</b>		
Paid	652	73%
Not paid	1,969	62%
<b>Benefitted from experiential learning</b>		
Benefitted (4 or 5)	2,247	<b>73%</b>
Neutral (3)	279	<b>23%</b>
Did not benefit (1 or 2)	104	<b>9%</b>
<p>Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for mandatory learning and paid for learning indicate groups differ from each other.</p> <p>Base: Those whose program included experiential learning.</p> <p>Note: SATCC graduates were excluded from this question.</p>		

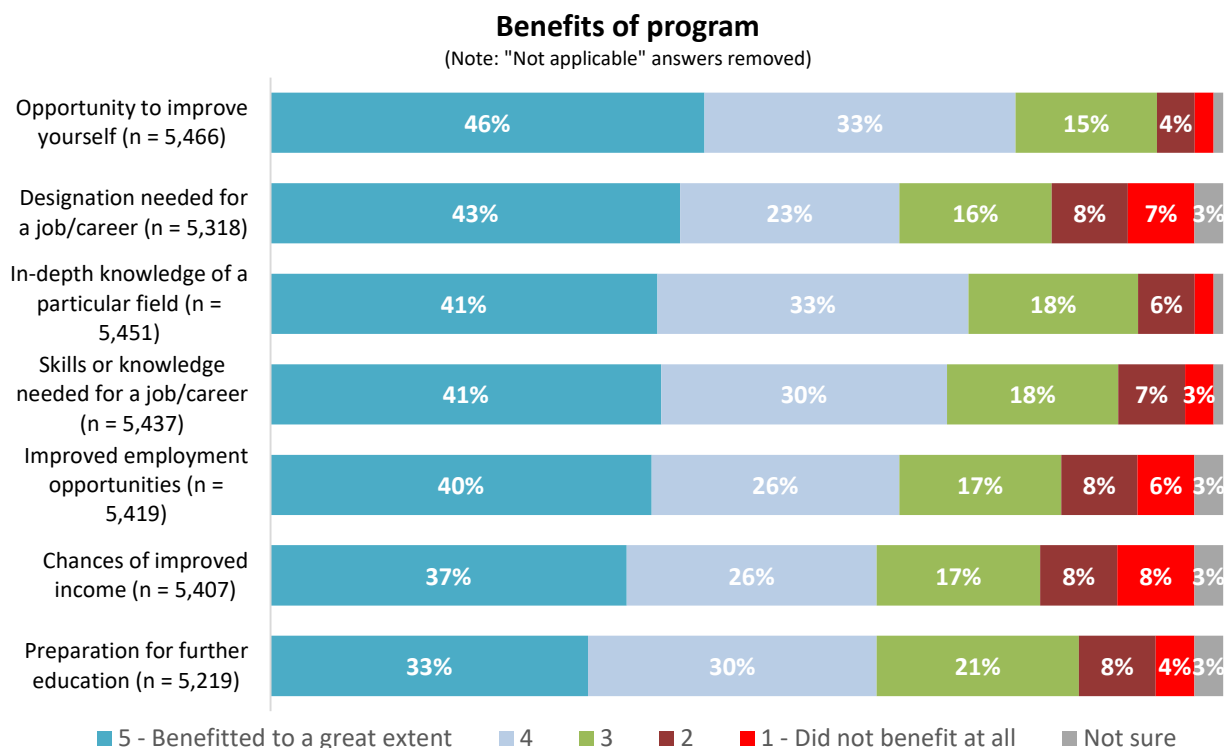
### 4.3.6 Hired as part of experiential learning placement

Overall, 48% of those whose program included experiential learning (including SATCC graduates) were hired by their employer. Graduates from SATCC were most likely to have been hired, while U of S graduates were least likely. In addition, those who felt they benefitted from their experiential learning or it benefitted them in finding a job were more likely to say they were hired by an employer as part of their experiential learning experience.

<b>Table 19: Profile of graduates hired from experiential learning experience</b>		
	<b>% hired</b>	
	<b>2019 graduates base size</b>	<b>2019 graduates</b>
Overall	3,159	48%
<b>Institution</b>		
U of S	894	<b>35%</b>
U of R	657	43%
SIIT	68	53%
Sask Polytech	916	50%
SATCC	505	<b>70%</b>
PVS	119	51%
<b>Credential</b>		
Certificate	705	49%
Diploma	489	50%
Journey person	505	<b>70%</b>
Bachelor	1,071	44%
Master	252	28%
Doctorate	137	23%
<b>Mandatory learning</b>		
Mandatory	<b>2,032</b>	46%
Non-mandatory	572	37%
<b>Paid for learning</b>		
Paid	652	52%
Not paid	1,969	41%
<b>Benefitted from experiential learning</b>		
Benefitted (4 or 5)	2,247	<b>47%</b>
Neutral (3)	279	<b>28%</b>
Did not benefit (1 or 2)	104	<b>14%</b>
<b>Benefitted from experiential learning to find a job</b>		
Benefitted (4 or 5)	1,710	<b>60%</b>
Neutral (3)	381	<b>19%</b>
Did not benefit (1 or 2)	461	<b>9%</b>
<p>Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for mandatory learning and paid for learning indicate groups differ from each other.</p> <p>Base: Those whose program included experiential learning.</p>		

#### 4.4 Program benefits

Among seven benefits, the majority of graduates indicated that they benefited from each (rating of 4 or 5 out of 5). Graduates were most likely to indicate that they benefited to a great extent from the opportunity to improve themselves, as 46% rated it a 5 out of 5.



##### 4.4.1 Program benefits over time

Results for both 2014 and 2019 graduates are similar, with three benefits remaining unchanged in terms of the proportion of respondents who rated them a 5 out of 5. The other four benefits only changed by three to four percentage points.

Table 20: Program benefits over time			
	% benefitted to great extent (5 out of 5)		
	2014 graduates n = 5,309 – 5,479	2019 graduates	2019 graduates base size
Opportunity to improve yourself	46%	46%	5,466
Designation needed for a job/career	43%	43%	5,318
In-depth knowledge of a particular field	38%	41%	5,451
Skills or knowledge needed for a job/career	37%	41%	5,437
Improved employment opportunities	40%	40%	5,419
Chances of improved income	41%	37%	5,407
Preparation for further education	30%	33%	5,219

Note: "Not applicable" answers have been removed from calculations.

#### 4.4.2 Program benefits by institution

When comparing results by institution, Sask Polytech and SATCC graduates tend to consistently provide higher ratings for the benefits than graduates from other institutions (with the exception of *preparation for further education* for SATCC graduates). This is especially noticeable for SATCC graduates' ratings for *chances of improved income*, which is doubled compared to most other institutions.

**Table 21: Program benefits by institution**

	% benefitted to great extent (5 out of 5)						
	2019 graduates n = 5,219 - 5,466	U of S n = 1,769 - 1,871	U of R n = 1,143 - 1,195	SIIT n = 132 - 135	Sask Polytech n = 1,428 - 1,477	SATCC n = 479 - 504	PVS n = 267 - 285
Opportunity to improve yourself	46%	41%	44%	51%	52%	51%	45%
Designation needed for a job/career	43%	40%	38%	40%	46%	54%	45%
In-depth knowledge of a particular field	41%	38%	35%	46%	47%	45%	43%
Skills or knowledge needed for a job/career	41%	36%	30%	49%	51%	47%	47%
Improved employment opportunities	40%	33%	35%	46%	50%	54%	41%
Chances of improved income	37%	33%	31%	40%	42%	<b>60%</b>	30%
Preparation for further education	33%	32%	30%	42%	38%	28%	32%

Note: "Not applicable" answers have been removed from calculations.

#### 4.4.3 Program benefits by credential

Examining benefits by credential received shows that those who received a bachelor's degree provided the lowest ratings on six of the seven aspects, with significantly lower ratings for skills or knowledge needed for a job/career.

**Table 22: Program benefits by credential**

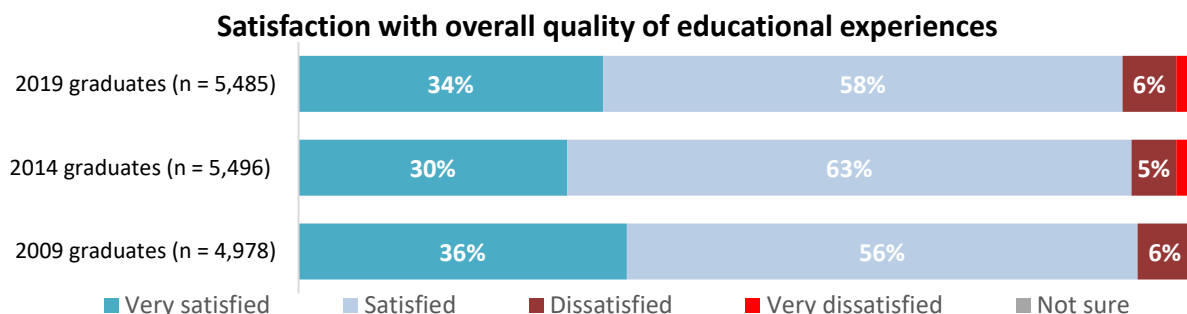
	% benefitted to great extent (5 out of 5)						
	2019 graduates n = 5,219 - 5,466	Certificate n = 1,354 - 1,406	Diploma n = 797 - 833	Journey person n = 479 - 504	Bachelor n = 1,816 - 1,875	Master n = 576 - 616	Doctorate n = 197 - 235
Opportunity to improve yourself	46%	52%	47%	51%	37%	53%	51%
Designation needed for a job/career	43%	43%	45%	54%	36%	38%	69%
In-depth knowledge of a particular field	41%	45%	44%	45%	32%	42%	62%
Skills or knowledge needed for a job/career	41%	48%	48%	47%	<b>29%</b>	37%	57%
Improved employment opportunities	40%	45%	47%	54%	<b>32%</b>	33%	46%
Chances of improved income	37%	37%	40%	<b>60%</b>	29%	35%	50%
Preparation for further education	33%	40%	33%	28%	29%	37%	33%

Note: Bolded results indicate a difference from aggregate results for other credentials.

Note: "Not applicable" answers have been removed from calculations.

#### 4.5 Satisfaction with overall quality of educational experiences

The vast majority of graduates were satisfied with their overall educational experiences. Among 2019 graduates, more than nine in 10 were at least satisfied. The proportion who were at least satisfied is similar among the three graduate cohorts, although the proportion who were very satisfied varies.



##### 4.5.1 Profile of satisfaction with overall quality of education over time

Results for overall quality of education show a slight upward trend in the satisfaction of private vocational school graduates over the last three surveys, and a slight downward trend for bachelor program graduates.

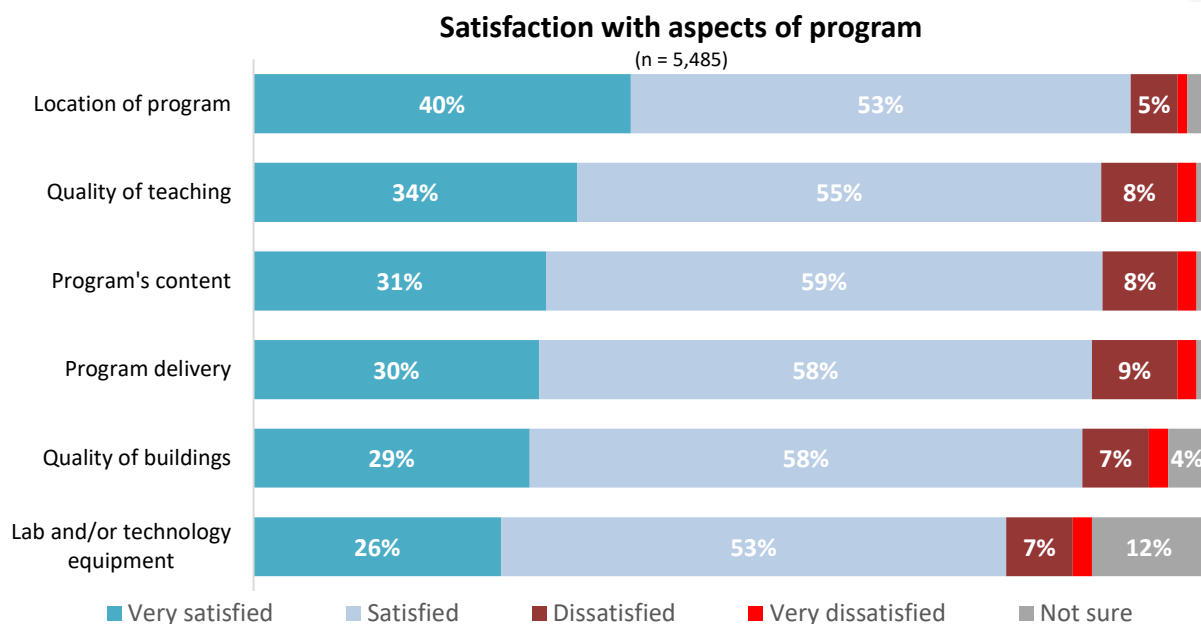
**Table 23: Satisfaction with overall quality of educational experience over time**

	% very satisfied or satisfied		
	2009 graduates n = 4,978	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	93%	93%	91%
<b>Institution</b>			
U of S	93%	92%	91%
U of R	92%	91%	89%
SIIT	93%	98%	94%
Sask Polytech	95%	95%	94%
SATCC	96%	96%	96%
PVS	77%	81%	82%
<b>Credential</b>			
Certificate	92%	94%	95%
Diploma		92%	88%
Journey person	96%	96%	96%
Bachelor	93%	91%	88%
Master	92%	92%	92%
Doctorate	78%	91%	93%



## 4.6 Satisfaction with aspects of program

Graduates appear to be highly satisfied with aspects of their program, with typically 9 in 10 rating each of the six aspects shown in the graph below as very satisfied or satisfied. The exception is satisfaction with lab and/or technology equipment. However, this is because 12% could not rate their satisfaction, which is three to six times higher than the non-response for other aspects. This may indicate that these graduates did not have experience with lab and/or technology equipment.



### 4.6.1 Satisfaction by institution

Satisfaction was fairly similar among institutions. Although U of R graduates provide lower ratings for lab and/or technology equipment, the difference failed to meet the threshold for statistical significance.

**Table 24: Satisfaction by institution**

	% very satisfied or satisfied						
	2019 graduates n = 5,485	U of S n = 1,877	U of R n = 1,201	SIIT n = 135	Sask Polytech n = 1,481	SATCC n = 505	PVS n = 286
Location of program	92%	95%	93%	94%	92%	83%	89%
Program's content	90%	88%	87%	93%	94%	91%	85%
Quality of teaching	89%	89%	87%	90%	91%	91%	82%
Program delivery	89%	88%	87%	91%	92%	92%	79%
Quality of buildings	87%	87%	83%	92%	88%	94%	83%
Lab and/or technology equipment	79%	80%	68%	79%	84%	87%	81%

#### 4.6.2 Satisfaction by credential

Satisfaction ratings by credential were fairly similar, typically ranging within 10 percentage points from the highest to lowest percentage in each of the six aspects.

	% very satisfied or satisfied						
	2019 graduates n = 5,485	Certificate n = 1,411	Diploma n = 835	Journey person n = 505	Bachelor n = 1,880	Master n = 617	Doctorate n = 237
Location of program	92%	93%	90%	83%	95%	94%	92%
Program's content	90%	94%	90%	91%	85%	90%	92%
Quality of teaching	89%	92%	86%	91%	86%	91%	93%
Program delivery	89%	94%	86%	92%	85%	90%	90%
Quality of buildings	87%	86%	86%	94%	85%	88%	90%
Lab and/or technology equipment	79%	79%	82%	87%	77%	74%	80%

#### 4.6.3 Satisfaction over time

This section compares satisfaction with five of the six aspects over time, as satisfaction with program delivery was not asked in previous years.

**Program over time.** The only noticeable change in satisfaction with location of program is the modest eight percentage point increase from 2014 to 2019 among private vocational school graduates.

	% very satisfied or satisfied	
	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	92%	92%
<b>Institution</b>		
U of S	96%	95%
U of R	95%	93%
SIIT	96%	94%
Sask Polytech	90%	92%
SATCC	83%	83%
PVS	81%	89%
<b>Credential</b>		
Certificate	90%	93%
Diploma	89%	90%
Journey person	83%	83%
Bachelor	97%	95%
Master	95%	94%
Doctorate	91%	92%
Note: Satisfaction with location of program was not asked of 2009 graduates.		

Similar to other aspects, satisfaction with quality of teaching has been trending upward for private vocational school graduates, but trending downward slightly for U of S and U of R graduates. This latter point likely correlates to the downward trend in satisfaction among bachelor's degree graduates.

<b>Table 27: Satisfaction with quality of teaching over time</b>			
	<b>% very satisfied or satisfied</b>		
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	91%	90%	89%
<b>Institution</b>			
U of S	93%	90%	89%
U of R	91%	89%	87%
SIIT	92%	95%	90%
Sask Polytech	93%	90%	91%
SATCC	94%	92%	91%
PVS	76%	78%	82%
<b>Credential</b>			
Certificate	91%	91%	92%
Diploma		87%	86%
Journey person	94%	92%	91%
Bachelor	91%	89%	86%
Master	93%	91%	91%
Doctorate	89%	89%	93%

Results for satisfaction with program content over time show only one noticeable trend among bachelor's degree graduates, as satisfaction among these graduates has slightly decreased each survey.

<b>Table 28: Satisfaction with program content over time</b>			
	<b>% very satisfied or satisfied</b>		
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	91%	90%	90%
<b>Institution</b>			
U of S	91%	90%	88%
U of R	90%	87%	87%
SIIT	88%	98%	93%
Sask Polytech	95%	93%	94%
SATCC	92%	92%	91%
PVS	84%	82%	85%
<b>Credential</b>			
Certificate	93%	92%	94%
Diploma		93%	90%
Journey person	92%	92%	91%
Bachelor	90%	87%	85%
Master	90%	92%	90%
Doctorate	78%	93%	92%

Although it is difficult to identify trends using only two surveys, ratings of satisfaction with quality of buildings has changed the most for SIIT and private vocational school graduates, with both increasing by six percentage points from 2014.

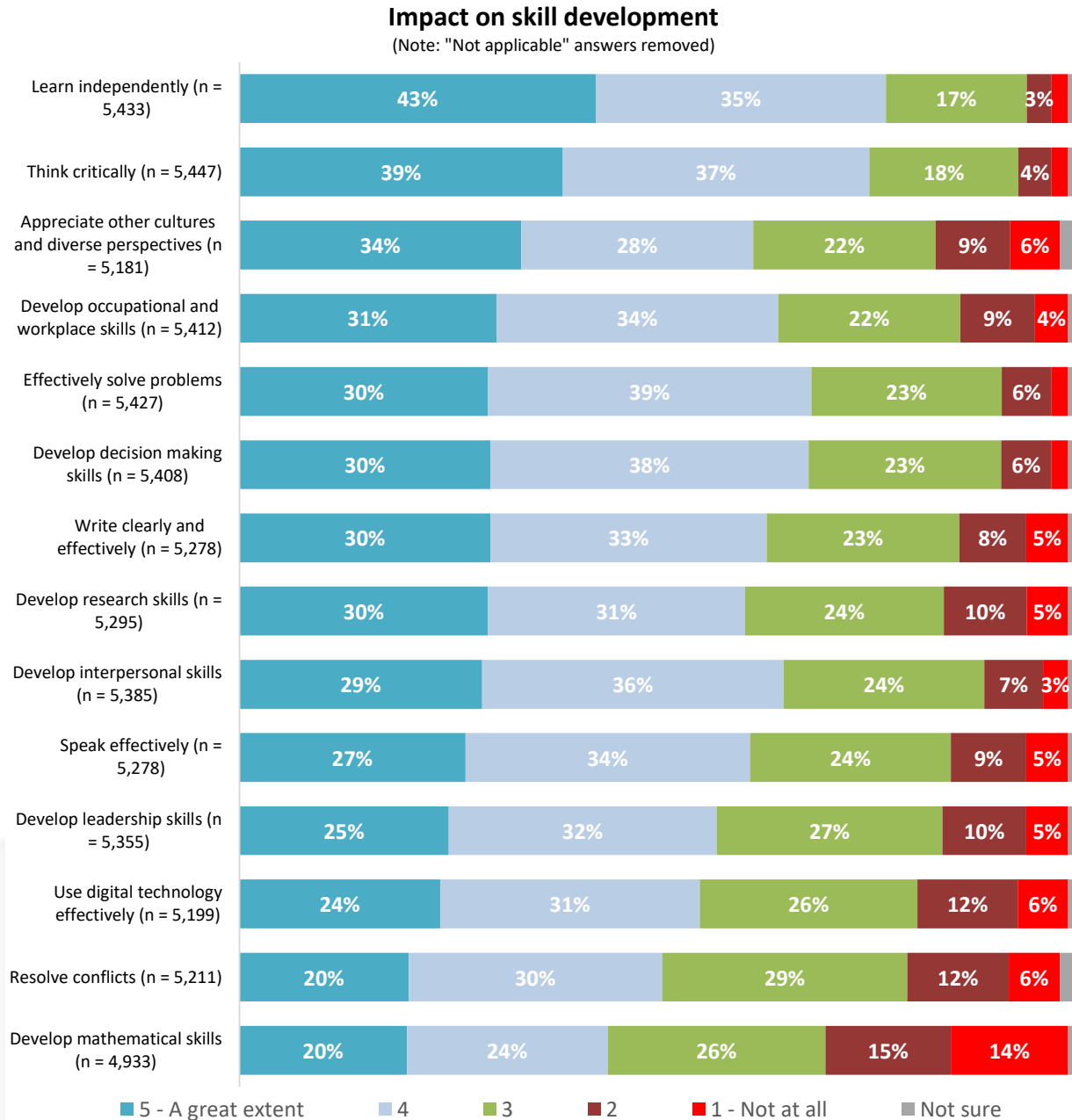
Table 29: Satisfaction with quality of buildings over time		
	% very satisfied or satisfied	
	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	88%	87%
<b>Institution</b>		
U of S	87%	87%
U of R	87%	83%
SIIT	86%	92%
Sask Polytech	88%	88%
SATCC	93%	94%
PVS	77%	83%
<b>Credential</b>		
Certificate	86%	86%
Diploma	84%	86%
Journey person	93%	94%
Bachelor	87%	85%
Master	91%	88%
Doctorate	93%	90%
Note: Satisfaction with quality of buildings was not asked of 2009 graduates.		

The biggest change for satisfaction with lab and/or technology equipment between 2014 and 2019 was for SIIT graduates, whose satisfaction rating increased by seven percentage points.

Table 30: Satisfaction with lab and/or technology equipment over time		
	% very satisfied or satisfied	
	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	81%	79%
<b>Institution</b>		
U of S	81%	80%
U of R	73%	68%
SIIT	72%	79%
Sask Polytech	84%	84%
SATCC	88%	87%
PVS	79%	81%
<b>Credential</b>		
Certificate	79%	79%
Diploma	85%	82%
Journey person	88%	87%
Bachelor	79%	77%
Master	74%	74%
Doctorate	88%	80%
Note: Satisfaction with lab and/or technology equipment was not asked of 2009 graduates.		

#### 4.7 Impact of program on skill development

Among 14 skills that post-secondary experiences could help develop, graduates indicated that their programs most impacted their ability to learn independently and think critically, with over three quarters of graduates giving them a 4 or 5 out of 5. On the other end, graduates indicated that their programs impacted their ability to develop mathematical skills the least, with less than half rating it a 4 or 5 out of 5.



#### 4.7.1 Impact of program on skill development by institution

Results show slight differences between institutions, with some consistent differences.

- SIIT and Sask Polytech graduates provided higher ratings than other institutions on most aspects.
- SATCC graduates provided lower ratings for most areas, most notably for writing clearly and effectively, and appreciating other cultures and diverse perspectives.

**Table 31: Impact of program on skill development by institution**

	% impacted positively (rating of 4 or 5 out of 5)						
	2019 graduates n = 4,933 – 5,447	U of S n = 1,677 - 1,872	U of R n = 1,058 - 1,197	SIIT n = 128 - 134	Sask Polytech n = 1,349 - 1,468	SATCC n = 481 - 497	PVS n = 240 - 279
Learn independently	77%	80%	77%	82%	78%	66%	75%
Think critically	76%	80%	77%	83%	75%	64%	65%
Effectively solve problems	69%	68%	65%	80%	73%	69%	62%
Develop decision making skills	67%	67%	66%	79%	73%	58%	60%
Develop interpersonal skills	65%	64%	63%	81%	70%	50%	65%
Develop occupational and workplace skills	65%	56%	57%	72%	<b>78%</b>	75%	73%
Write clearly and effectively	64%	68%	68%	71%	64%	<b>35%</b>	56%
Develop research skills	61%	67%	64%	70%	57%	45%	48%
Speak effectively	61%	63%	62%	70%	64%	42%	61%
Appreciate other cultures and diverse perspectives	61%	60%	68%	80%	63%	<b>36%</b>	56%
Develop leadership skills	57%	56%	57%	71%	63%	44%	56%
Use digital technology effectively	55%	53%	50%	72%	63%	38%	60%
Resolve conflicts	51%	44%	50%	77%	60%	38%	55%
Develop mathematical skills	44%	39%	35%	61%	51%	57%	36%

Note: Bolded results indicate a difference from aggregate results for other institutions.  
Note: "Not applicable" answers removed.

#### 4.7.2 Impact of program on skill development by credential

Results by credential mimicked the results by institution for those in a journey person program, given that all those classified as a journey person graduated from SATCC. Otherwise, those who graduated with a bachelor's degree provided lower ratings on most questions, most notably on the impact of developing occupational and workplace skills.

**Table 32: Impact of program on skill development by credential**

	% impacted positively (rating of 4 or 5 out of 5)						
	2019 graduates n = 4,933 – 5,447	Certificate n = 1,231 - 1,393	Diploma n = 767 - 827	Journey person n = 481 - 497	Bachelor n = 1,769 - 1,877	Master n = 500 - 616	Doctorate n = 185 - 237
Learn independently	77%	79%	75%	66%	77%	83%	88%
Think critically	76%	74%	72%	64%	78%	82%	86%
Effectively solve problems	69%	70%	70%	69%	66%	70%	81%
Develop decision making skills	67%	71%	68%	58%	64%	70%	75%
Develop interpersonal skills	65%	70%	68%	50%	62%	66%	64%
Develop occupational and workplace skills	65%	77%	73%	75%	<b>51%</b>	61%	68%
Write clearly and effectively	64%	65%	61%	<b>35%</b>	64%	79%	72%
Develop research skills	61%	56%	57%	45%	62%	79%	72%
Speak effectively	61%	65%	62%	42%	59%	71%	70%
Appreciate other cultures and diverse perspectives	61%	67%	60%	<b>36%</b>	60%	73%	59%
Develop leadership skills	57%	64%	60%	44%	52%	64%	64%
Use digital technology effectively	55%	60%	63%	38%	50%	56%	54%
Resolve conflicts	51%	59%	59%	38%	44%	49%	55%
Develop mathematical skills	44%	48%	48%	57%	39%	37%	32%

Note: Bolded results indicate a difference from aggregate results for other credentials.  
Note: "Not applicable" answers removed.

### 4.7.3 Impact of program on skill development over time

Generally, ratings among 2014 and 2019 graduates were very similar, with almost all changing by four percentage points or less. The one exception was the rating for using digital technology effectively, which increased by 15 percentage points from 40% to 55%.

Table 33: Impact of program on skill development by institution		
	% benefitted (rating of 4 or 5 out of 5)	
	2014 graduates n = 4,795 – 5,433	2019 graduates n = 4,933 – 5,447
Learn independently	76%	77%
Think critically	75%	76%
Effectively solve problems	70%	69%
Develop decision making skills	68%	67%
Develop interpersonal skills	64%	65%
Develop occupational and workplace skills	65%	65%
Write clearly and effectively	60%	64%
Develop research skills	60%	61%
Speak effectively	60%	61%
Appreciate other cultures and diverse perspectives	57%	61%
Develop leadership skills	57%	57%
Use digital technology effectively	40%	55%
Resolve conflicts	49%	51%
Develop mathematical skills	44%	44%
Note: "Not applicable" answers removed.		

### 4.8 Recommending institution to others

Graduates were asked to rate whether they would recommend their institution to others on an eleven-point scale from 0 to 10. This question is known as the Net Promoter Score (NPS), which is a common measure used to assess customer experiences and loyalty. The NPS is calculated by dividing respondents into three groups:

- **Promoters** (score of 9 or 10) are defined as loyal enthusiasts who would likely return and refer others, resulting in growth of the institution.
- **Passives** (score of 7 or 8) are satisfied, but unenthusiastic, and may be likely to select other institutions/competitors.
- **Detractors** (score of 0 to 6) are dissatisfied students who can damage their institution's brand and impede growth through negative word-of-mouth.

The NPS is calculated by subtracting the percentage of detractors from promoters. A good NPS is defined as any score above zero, indicating more positive brand associations than negative, while a score above 50 is considered excellent.

Overall, 43% of graduates are classified as promoters (rating of 9 or 10), while 19% are classified as detractors (rating of 0 to 6), yielding an NPS of +24.



### Likelihood to recommend institution

(n = 5,485)



Detractors (n = 1,063) were asked to explain why they would not recommend their institution. The most common answers were the poor quality/relevance of the program/curriculum (23%), poor quality of academic instruction (15%), and cost/poor value for money (13%).

#### 4.8.1 Recommending by institution

All institutions had a positive NPS, with the exception of the U of R, which had a NPS of -3 based on 29% promoters and 32% detractors. On the other end, SIIT, SATCC, and Sask Polytech had a very high NPS.

Table 34: Net promoter score by institution				
	2019 graduates base size	% promoter	% detractor	NPS
Overall	5,485	43%	19%	+24
<b>Institution</b>				
U of S	1,877	39%	18%	+21
U of R	1,201	<b>29%</b>	<b>32%</b>	<b>-3</b>
SIIT	135	67%	13%	+54
Sask Polytech	1,481	<b>55%</b>	<b>13%</b>	<b>+42</b>
SATCC	505	58%	10%	+48
PVS	286	38%	33%	+5

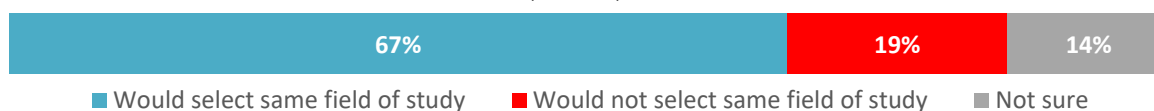
Note: Bolded percent for institution indicates a difference from aggregate results for other institutions.

#### 4.9 Selecting field of study again

When asked if they would choose the same field of study or specialization if given the choice again, about two thirds said they would. Another 19% indicated they would not, while 14% were unsure.

#### Selecting same field of study if given another choice

(n = 5,485)



Among those who would not select the same field of study again or were unsure if they would (n = 1,809), the most common reasons were a change of interest (33%), not enough jobs available in their field (28%), and not satisfied with current job (13%).

#### 4.9.1 Selecting field of study by institution and credential

Assessing results by institution and credential does not show much difference between groups, although SIIT had the highest proportion of graduates who would select their same field of study again, more than 10 percentage points higher than the next institution.

Table 35: Selecting same field of study by institution and credential	
	% select field of study
Overall	67%
<b>Credential</b>	
U of S	65%
U of R	65%
SIIT	80%
Sask Polytech	69%
SATCC	69%
PVS	69%
<b>Credential</b>	
Certificate	69%
Diploma	72%
Journey person	69%
Bachelor	62%
Master	68%
Doctorate	71%

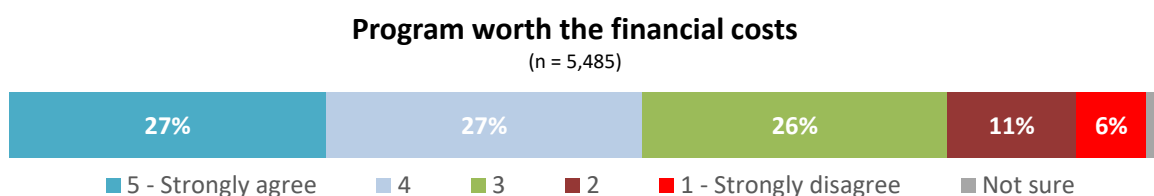
#### 4.9.2 Selecting field of study by CIP primary group

When examining the likelihood of taking the same field of study by CIP primary group, results were fairly similar, with graduates from the mathematics, computer and information sciences having the highest proportion who would select the same field of study again at 79%. Otherwise, all other primary groups were within 10 percentage points of the provincial aggregate result of 67%.

Table 36: Selecting same field of study by CIP primary group		
	2019 graduates base size	% select field of study
Overall	5,485	67%
<b>CIP primary group</b>		
01 – Education	442	75%
02 – Visual and performing arts, and communications technologies	100	63%
03 – Humanities	129	65%
04 - Social and behavioural sciences and law	520	60%
05 – Business, management and public administration	1,097	65%
06 - Physical and life sciences and technologies	258	59%
07 - Mathematics, computer and information sciences	141	79%
08 - Architecture, engineering, and related technologies	1093	64%
09 - Agriculture, natural resources and conservation	236	61%
10 - Health and related fields	1,212	73%
11 - Personal, protective and transportation services	231	70%
12 - Other	26	77%

## 4.10 Program worth the financial costs

Just over half of graduates agreed that (rating of 4 or 5 out of 5) their program was worth the financial costs.



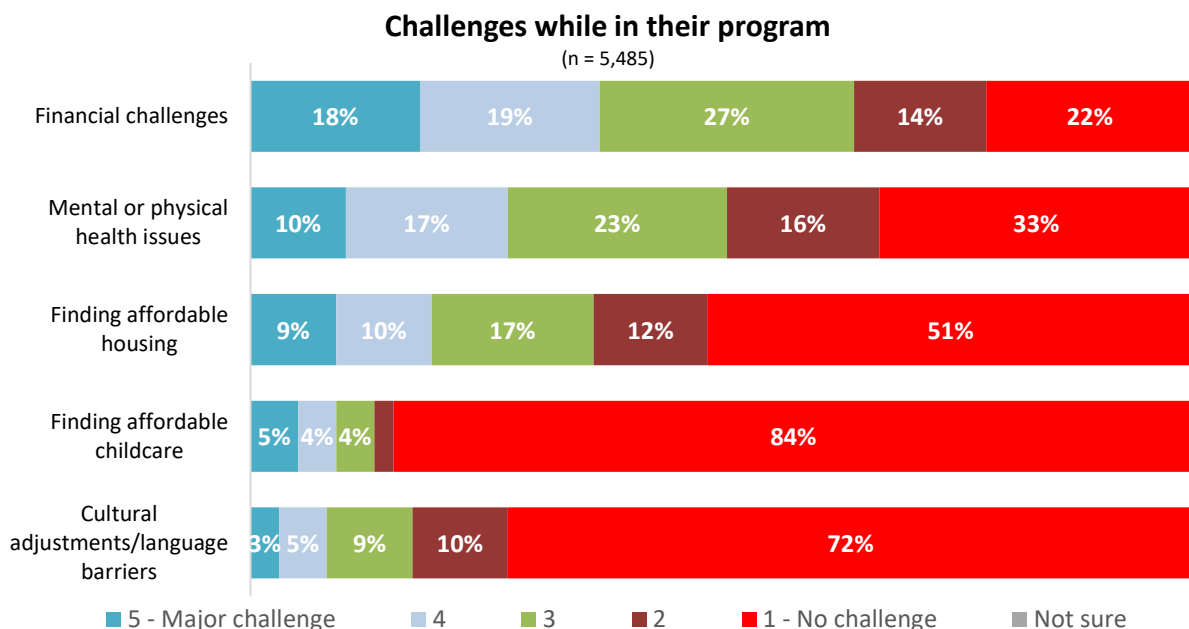
### 4.10.1 Program worth the costs by institution and credential

Graduates from SATCC were much more likely than graduates from other institutions to say their program was worth the financial costs, while those who graduated from a bachelor's degree program were least likely.

Table 37: Program worth the costs by institution and credential		
	2019 graduates base size	% agree (rating of 4 or 5 out of 5)
Overall	5,485	54%
<b>Credential</b>		
U of S	1,877	51%
U of R	1,201	45%
SIIT	135	64%
Sask Polytech	1,481	58%
SATCC	505	<b>84%</b>
PVS	286	44%
<b>Credential</b>		
Certificate	1,411	56%
Diploma	835	55%
Journey person	505	<b>84%</b>
Bachelor	1,880	<b>41%</b>
Master	617	62%
Doctorate	237	64%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.		

#### 4.11 Challenges while taking program<sup>6</sup>

Among five challenges, graduates had the most difficulty with financial challenges, with almost 1 in 5 graduates saying it posed a major challenge. On the other end, just 3% indicated that cultural adjustments or language barriers presented a major challenge.



##### 4.11.1 Challenges over time

For the challenges that were also asked of 2014 graduates, there was a marked increase in the proportion who identified housing and mental or physical health issues as major challenges (5 out of 5), and a slight increase in childcare. It should be noted that, for housing, the question for 2014 graduates asked only about the challenge faced for “housing” while the survey of 2019 graduates asked about the challenge of “finding affordable housing,” which may have impacted the results.

	% major challenge (5 out of 5)	
	2014 graduates n = 5,496	2019 graduates n = 5,485
Mental or physical health issues	4%	10%
Housing	4%	9%
Childcare	3%	5%

<sup>6</sup> Graduates who indicated the challenge was “Not applicable” were assigned a value of “1 – No challenge.”

#### 4.11.2 Challenges faced during program by institution and credential

Examining challenges that graduates faced by institution and credential showed that SATCC graduates were less likely to identify challenges as major, relative to graduates from other institutions. In addition, SIIT and private vocational schools tend to have higher proportions of graduates who identified each aspect as a major challenge relative to the provincial-level results, although the differences did not meet the threshold for statistical significance.

Table 39: Challenges by institution and credential						
	% major challenge (5 out of 5)					
	Base size	Financial	Mental or physical health	Affordable housing	Affordable childcare	Cultural or language
Overall	5,485	18%	10%	9%	5%	3%
<b>Credential</b>						
U of S	1,877	17%	13%	7%	4%	3%
U of R	1,201	21%	11%	10%	6%	4%
SIIT	135	24%	5%	20%	19%	3%
Sask Polytech	1,481	19%	9%	10%	5%	4%
SATCC	505	8%	<b>2%</b>	7%	3%	1%
PVS	286	25%	12%	13%	8%	5%
<b>Credential</b>						
Certificate	1,411	18%	8%	10%	6%	4%
Diploma	835	23%	12%	12%	7%	5%
Journey person	505	8%	<b>2%</b>	7%	3%	1%
Bachelor	1,880	19%	<b>13%</b>	8%	4%	3%
Master	617	13%	12%	6%	6%	3%
Doctorate	237	24%	18%	8%	5%	4%

Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.

### 4.11.3 Challenges faced during program by demographics

Results showed differences in the extent to which demographic groups experienced various challenges during their program.

- **Gender.** Women experienced greater challenges with mental or physical health than men.
- **Age.** Those 30 to 39 experienced greater challenges with finding affordable childcare. The difference among 40 and older for affordable housing is driven by the fact that 70% of these responders rated it a 1 out of 5 (no challenge) compared to 50% of those in other age groups.
- **International, Indigenous, and those with a disability.** International graduates, Indigenous graduates, and graduates with a disability had a higher proportion who rated each of the challenges as a major challenge relative to their counterparts.

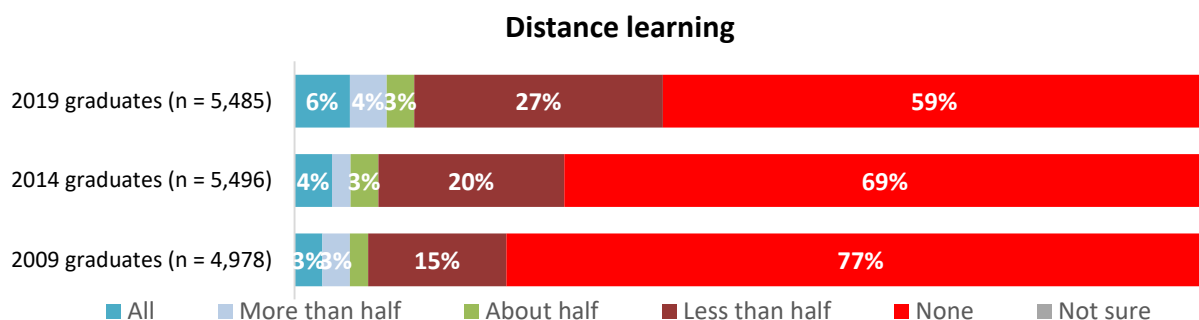
**Table 40: Challenges by demographic groups**

	% major challenge (5 out of 5)					
	Base size	Financial	Mental or physical health	Affordable housing	Affordable childcare	Cultural or language
Overall	5,485	18%	10%	9%	5%	3%
<b>Gender</b>						
Man	2,083	20%	<b>7%</b>	8%	3%	3%
Woman	3,215	15%	<b>12%</b>	9%	6%	3%
<b>Age at graduation</b>						
22 and younger	984	13%	8%	7%	1%	2%
23 or 24	1,163	13%	9%	6%	1%	2%
25 to 29	1,420	19%	13%	10%	5%	4%
30 to 39	1,211	22%	10%	12%	<b>11%</b>	5%
40 and older	653	23%	8%	<b>8%</b>	7%	4%
<b>International</b>						
International	707	28%	13%	<b>14%</b>	7%	<b>9%</b>
Non-international	4,742	16%	10%	<b>8%</b>	5%	<b>2%</b>
<b>Indigenous</b>						
Indigenous	708	23%	12%	17%	<b>11%</b>	5%
Non-Indigenous	4,612	17%	10%	8%	<b>4%</b>	3%
<b>Person with a disability</b>						
Disability	340	29%	<b>32%</b>	16%	9%	4%
No disability	4,985	17%	<b>9%</b>	8%	5%	3%

Note: Bolded results by age indicate a difference from aggregate results for other age groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups.

## 4.12 Distance learning

About four in ten 2019 graduates took some distance learning, up from about three in ten among 2014 graduates and two in ten among 2009 graduates. When asked for the main reason why they took distance learning (n = 2,189), the most common reasons given were that it was the only option available (27%), to work/complete an internship while going to school (15%), could not travel to institution where course was offered (10%), and easier to fit into their schedule (10%).



### 4.12.1 Distance learning over time

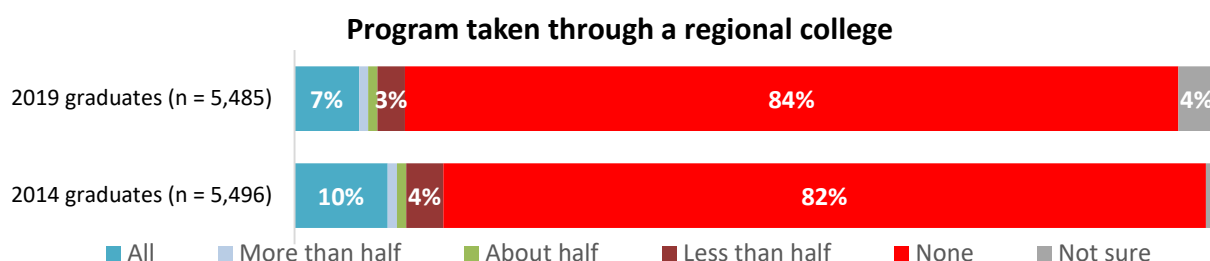
Over time, the proportion of graduates who have taken any distance learning has increased for each institution and credential, although the increase for SIIT and SATCC graduates is quite small. The biggest jump from 2014 is among private vocational school graduates, which may be due to the fact that some graduates completed their program in 2020 and may have been impacted by the COVID-19 pandemic.

Otherwise, U of R graduates continued to have the highest proportion who used distance learning.

	% who took any distance learning		
	2009 graduates n = 4,978	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	22%	30%	40%
<b>Credential</b>			
U of S	26%	36%	44%
U of R	29%	42%	<b>59%</b>
SIIT	10%	10%	11%
Sask Polytech	21%	28%	32%
SATCC	6%	8%	<b>8%</b>
PVS	7%	10%	44%
<b>Credential</b>			
Certificate	22%	31%	38%
Diploma		21%	33%
Journey person	6%	8%	<b>8%</b>
Bachelor	27%	42%	<b>58%</b>
Master	22%	26%	37%
Doctorate	4%	7%	16%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.			

### 4.13 Saskatchewan regional colleges

About 12% of 2019 graduates said they took at least some of their program through a Saskatchewan regional college, down from 17% among 2014 graduates.



#### 4.13.1 Learning from Saskatchewan regional colleges over time

Among 2019 graduates, those who graduated from Sask Polytech or with a certificate were most likely to have taken any programming from a regional college. Comparing results to 2014 graduates shows a decrease in the proportion who took programming through a regional college amongst all groups.

Table 42: Regional college by institution and credential		
	% who took any programming through regional college	
	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	17%	12%
<b>Credential</b>		
U of S	8%	<b>6%</b>
U of R	8%	6%
SIIT	19%	18%
Sask Polytech	27%	<b>23%</b>
SATCC	30%	17%
PVS	19%	7%
<b>Credential</b>		
Certificate	25%	<b>22%</b>
Diploma	20%	13%
Journey person	30%	17%
Bachelor	8%	7%
Master	7%	4%
Doctorate	7%	2%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.		



## 5.0 Further post-secondary education

### 5.1 Post-secondary taken since graduation

Overall, 29% of graduates have taken further post-secondary education since graduating in 2019, which is on par with results from the previous two surveys. Among those who have taken additional post-secondary education (n = 1,576), 72% studied at a Saskatchewan institution, while 24% studied at an institution outside Saskatchewan. The most common schools from which graduates took their additional education included the U of S (30%), U of R (20%), and Sask Polytech (18%).

Although not statistically significant, results continued to show that SATCC and private vocational school graduates were less likely than graduates from other institutions to have taken additional post-secondary education since graduating.

<b>Table 43: Taken additional post-secondary since graduating</b>			
	<b>% taken additional post-secondary since graduating</b>		
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	29%	28%	29%
<b>Institution</b>			
U of S	38%	36%	34%
U of R	33%	30%	31%
SIIT	33%	37%	39%
Sask Polytech	25%	27%	27%
SATCC	7%	8%	13%
PVS	18%	15%	16%
<b>Credential</b>			
Certificate	26%	33%	32%
Diploma		20%	23%
Journey person	7%	8%	13%
Bachelor	38%	36%	36%
Master	28%	25%	23%
Doctorate	23%	7%	21%
<b>Gender</b>			
Man	27%	24%	25%
Woman	31%	31%	31%
<b>International student</b>			
International		24%	24%
Non-international		28%	30%
<b>Indigenous</b>			
Indigenous	26%	29%	33%
Non-Indigenous	29%	28%	28%
<b>Person with a disability</b>			
With a disability	34%	29%	38%
No disability	29%	28%	28%

## 5.2 Credential from further education

Graduates who took additional post-secondary education were likely to have pursued/obtained a certificate, bachelor’s degree, or master’s degree. Results are very similar to 2014 graduates.

Table 44: Credential from further education over time		
	2014 graduates n = 1,524	2019 graduates n = 1,576
Certificate	22%	24%
Diploma	15%	17%
Journey person	6%	4%
Bachelor’s degree	21%	24%
Professional degree	8%	8%
Master’s degree	20%	23%
Doctorate	5%	7%
Professional designation	7%	7%
Other	4%	-
Not sure	1%	2%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.  
Base: Those who have taken further post-secondary education since graduating.

## 5.3 Main reason for taking further education

The main reason that 2019 graduates took further education was for career advancement/better pay, which was the same as 2014 graduates. The decrease in the proportion who indicated career advancement/better pay may be due to the addition of the “requirement to be employed” option for the survey of 2019 graduates.

Table 45: Main reason for taking further education over time		
	2014 graduates n = 1,524	2019 graduates n = 1,576
For career advancement/better pay	47%	36%
General interest/personal development	11%	17%
Wanted to study at an advanced level	16%	15%
Requirement to be employed in my chosen field or specialization	-	11%
Lack of suitable employment opportunities	12%	9%
Wanted to change fields	7%	8%
Easy to complete another program/already had credits	-	1%
Other	7%	3%
Not sure	-	1%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.  
Base: Those who have taken further post-secondary education since graduating.

## 6.0 Financing post-secondary education

### 6.1 Sources to finance post-secondary education

Results from 2019 graduates are very different from those of 2014 and 2009 graduates, primarily because graduates in this survey identified fewer sources to finance their education, on average. Among 2019 graduates, slightly less than three sources of financing were identified, compared to approximately four sources among 2009 and 2014 graduates.

It is difficult to determine if the number of sources selected was due to an actual change or a methodological issue; however, as discussed in Section 7.0, over half of 2019 graduates were employed during their program, yet only 22% selected employment earnings as a source of financing. This may point to graduates overlooking categories of financing when completing this question, as the number of categories available increased from 13 for 2009 graduates to 21 for 2019 graduates.

	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Personal savings	68%	63%	50%
Family or friends	66%	56%	40%
Canada or Saskatchewan government student loans and/or grants	37%	33%	38%
Scholarships, grants, or bursaries from educational institute	-	37%	24%
Employment earnings during your program of study including summer jobs	71%	51%	22%
Bank loans or bank lines of credit	33%	26%	16%
Credit cards	36%	36%	16%
Government scholarships, grants or bursaries (Canadian source)	39%	24%	16%
Other scholarships, grants or bursaries	-	17%	10%
RESP/RRSP's	13%	11%	8%
Research or teaching assistantships	13%	10%	7%
Sponsorship by a First Nation band or Indigenous funding program	6%	6%	7%
Sponsorship by an employer	13%	10%	7%
Employment Insurance	15%	13%	4%
Apprenticeship Incentive Grant	-	9%	3%
Sponsorships, grants or bursaries by a non-Canadian government	-	4%	2%
Apprenticeship Completion Grant	-	10%	2%
Funding from an international organization		-	1%
Workers Compensation	2%	1%	1%
Apprenticeship Incentive Grant for Women	-	-	<1%
Other	-	1%	1%
Not sure	-	-	2%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.

### 6.1.1 Financial sources by institution

The source of financing varies by institution, likely due to the nature, costs, and length of the programs. For example, SATCC graduates relied more heavily on apprenticeship grants and employer sponsorship, while SIIT graduates used funding from a First Nation or Indigenous funding program.

**Table 47: Sources of financing post-secondary education by institution**

	2019 graduates n = 5,485	U of S n = 1,877	U of R n = 1,201	SIIT n = 135	Sask Polytech n = 1,481	SATCC n = 505	PVS n = 286
Personal savings	50%	56%	53%	10%	44%	53%	34%
Family or friends	40%	<b>52%</b>	49%	9%	31%	19%	26%
Canada or Saskatchewan government student loans and/or grants	38%	40%	36%	38%	34%	28%	65%
Scholarships, grants, or bursaries from educational institute	24%	<b>41%</b>	27%	17%	<b>12%</b>	8%	4%
Employment earnings during your program of study including summer jobs	22%	<b>34%</b>	27%	4%	13%	8%	7%
Bank loans or bank lines of credit	16%	21%	18%	1%	13%	8%	14%
Credit cards	16%	16%	18%	6%	14%	16%	11%
Government scholarships, grants or bursaries (Canadian source)	16%	<b>23%</b>	16%	7%	8%	14%	8%
Other scholarships, grants or bursaries	10%	<b>16%</b>	11%	6%	5%	3%	3%
RESP/RRSP's	8%	11%	9%	1%	6%	3%	5%
Research or teaching assistantships	7%	<b>13%</b>	9%	1%	<b>&lt;1%</b>	<1%	-
Sponsorship by a First Nation band or Indigenous funding program	7%	5%	5%	<b>63%</b>	10%	2%	3%
Sponsorship by an employer	7%	5%	8%	2%	7%	<b>19%</b>	-
Employment Insurance	4%	<1%	1%	1%	2%	<b>33%</b>	2%
Apprenticeship Incentive Grant	3%	<1%	<1%	-	<1%	<b>27%</b>	<1%
Sponsorships, grants or bursaries by a non-Canadian government	2%	3%	3%	6%	1%	<1%	-
Apprenticeship Completion Grant	2%	-	-	-	-	<b>22%</b>	-
Funding from an international organization	1%	1%	1%	4%	<1%	<1%	-
Workers Compensation	1%	<1%	<1%	-	1%	1%	1%
Apprenticeship Incentive Grant for Women	<1%	-	-	-	<1%	1%	-
Other	1%	1%	<1%	1%	1%	1%	1%
Not sure	2%	1%	2%	3%	3%	5%	4%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.

Note: Bolded results indicate a difference from aggregate results for other institutions.

## 6.1.2 Financial sources by credential

Source of financing also varied significantly by credential, with those who graduated from a bachelor's degree program tending to rely on many sources more often than graduates in other programs.

	<b>2019 graduates n = 5,485</b>	<b>Certificate n = 1,411</b>	<b>Diploma n = 835</b>	<b>Journey person n = 505</b>	<b>Bachelor n = 1,880</b>	<b>Master n = 617</b>	<b>Doctorate n = 237</b>
Personal savings	50%	42%	41%	53%	55%	58%	52%
Family or friends	40%	29%	32%	19%	<b>59%</b>	34%	44%
Canada or Saskatchewan government student loans and/or grants	38%	26%	51%	28%	<b>49%</b>	<b>17%</b>	42%
Scholarships, grants, or bursaries from educational institute	24%	<b>9%</b>	14%	8%	<b>36%</b>	35%	<b>63%</b>
Employment earnings during your program of study including summer jobs	22%	<b>10%</b>	15%	8%	<b>35%</b>	28%	33%
Bank loans or bank lines of credit	16%	9%	16%	8%	20%	16%	38%
Credit cards	16%	14%	13%	16%	18%	12%	17%
Government scholarships, grants or bursaries (Canadian source)	16%	<b>6%</b>	12%	14%	<b>24%</b>	11%	33%
Other scholarships, grants or bursaries	10%	3%	7%	3%	<b>17%</b>	11%	14%
RESP/RRSP's	8%	4%	6%	3%	<b>14%</b>	3%	8%
Research or teaching assistantships	7%	1%	<1%	<1%	5%	<b>27%</b>	<b>33%</b>
Sponsorship by a First Nation band or Indigenous funding program	7%	11%	11%	2%	6%	2%	2%
Sponsorship by an employer	7%	9%	4%	<b>19%</b>	<b>2%</b>	15%	1%
Employment Insurance	4%	2%	2%	<b>33%</b>	1%	<1%	-
Apprenticeship Incentive Grant	3%	<1%	<1%	<b>27%</b>	-	<1%	-
Sponsorships, grants or bursaries by a non-Canadian government	2%	2%	2%	<1%	3%	2%	3%
Apprenticeship Completion Grant	2%	-	-	<b>22%</b>	-	-	-
Funding from an international organization	1%	<1%	<1%	<1%	<1%	1%	3%
Workers Compensation	1%	1%	1%	1%	<1%	<1%	-
Apprenticeship Incentive Grant for Women	<1%	<1%	-	1%	-	-	-
Other	1%	1%	1%	1%	<1%	1%	<1%
Not sure	2%	4%	2%	5%	1%	1%	1%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.  
Note: Bolded results indicate a difference from aggregate results for other credentials.

### 6.1.3 Financial sources by gender and age

Men and women tend to rely on fairly similar sources, other than sources used more often by SATCC graduates. This is expected for SATCC graduates, as men are over-represented. Financing by age shows some trends, with older graduates having been less likely to rely on family or friends, and more likely to rely on employer sponsorship.

**Table 49: Sources of financing post-secondary education by gender and age**

	2019 graduates n = 5,485	Man n = 2,083	Woman n = 3,215	22 and younger n = 984	23 or 24 n = 1,163	25 to 29 n = 1,420	30 to 39 n = 1,211	40 and older n = 653
Personal savings	50%	56%	46%	50%	55%	51%	45%	45%
Family or friends	40%	41%	40%	54%	<b>58%</b>	42%	<b>24%</b>	<b>14%</b>
Canada or Saskatchewan government student loans and/or grants	38%	34%	40%	37%	42%	43%	34%	27%
Scholarships, grants, or bursaries from educational institute	24%	23%	25%	26%	33%	25%	20%	13%
Employment earnings during your program of study including summer jobs	22%	20%	24%	23%	29%	25%	17%	15%
Bank loans or bank lines of credit	16%	13%	18%	15%	15%	20%	16%	10%
Credit cards	16%	15%	17%	12%	14%	18%	17%	18%
Government scholarships, grants or bursaries (Canadian source)	16%	14%	16%	17%	22%	17%	11%	6%
Other scholarships, grants or bursaries	10%	8%	11%	15%	14%	8%	6%	5%
RESP/RRSP's	8%	6%	9%	14%	14%	6%	3%	2%
Research or teaching assistantships	7%	8%	6%	2%	4%	10%	10%	4%
Sponsorship by a First Nation band or Indigenous funding program	7%	4%	9%	7%	4%	7%	9%	10%
Sponsorship by an employer	7%	8%	7%	2%	4%	5%	13%	17%
Employment Insurance	4%	<b>8%</b>	<b>1%</b>	1%	4%	5%	5%	5%
Apprenticeship Incentive Grant	3%	<b>6%</b>	<b>&lt;1%</b>	1%	3%	3%	3%	3%
Sponsorships, grants or bursaries by a non-Canadian government	2%	2%	2%	3%	3%	2%	2%	1%
Apprenticeship Completion Grant	2%	<b>5%</b>	<b>&lt;1%</b>	<1%	3%	2%	2%	3%
Funding from an international organization	1%	<1%	1%	<1%	<1%	<1%	1%	1%
Workers Compensation	1%	1%	1%	<1%	<1%	<1%	1%	2%
Apprenticeship Incentive Grant for Women	<1%	-	<1%	<1%	<1%	-	<1%	-
Other	1%	1%	1%	<1%	<1%	1%	1%	2%
Not sure	2%	2%	2%	3%	1%	2%	3%	3%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.

Note: Bolded percent for gender indicates a difference between groups. Bolded results by age indicate a difference from aggregate results for other age groups.

### 6.1.4 Financial sources by Indigenous, international, and graduates with a disability

Indigenous graduates were less likely than non-Indigenous graduates to have used personal savings or family or friends to finance their post-secondary education, and more likely to have received sponsorship from a First Nation band or Indigenous funding program. International students were less likely to have relied on government student loans and more likely to have relied on research or teaching assistantships (with the latter likely related to the fact that they were more likely to have been in master's and doctorate programs). There were only slight differences in funding between graduates with or without a disability.

	<b>2019 graduates n = 5,485</b>	<b>Indigenous n = 708</b>	<b>Non-Indigenous n = 4,612</b>	<b>International n = 707</b>	<b>Non-international n = 4,742</b>	<b>With a disability n = 340</b>	<b>No disability n = 4,985</b>
Personal savings	50%	<b>25%</b>	<b>54%</b>	48%	50%	47%	50%
Family or friends	40%	<b>20%</b>	<b>44%</b>	57%	38%	37%	41%
Canada or Saskatchewan government student loans and/or grants	38%	39%	38%	<b>6%</b>	<b>42%</b>	53%	37%
Scholarships, grants, or bursaries from educational institute	24%	22%	25%	25%	24%	31%	24%
Employment earnings during your program of study including summer jobs	22%	13%	24%	22%	22%	29%	22%
Bank loans or bank lines of credit	16%	11%	17%	9%	17%	18%	16%
Credit cards	16%	15%	16%	11%	16%	24%	15%
Government scholarships, grants or bursaries (Canadian source)	16%	13%	16%	6%	17%	24%	15%
Other scholarships, grants or bursaries	10%	9%	10%	5%	10%	13%	10%
RESP/RRSP's	8%	4%	9%	1%	9%	9%	8%
Research or teaching assistantships	7%	3%	7%	<b>19%</b>	<b>5%</b>	9%	7%
Sponsorship by a First Nation band or Indigenous funding program	7%	<b>52%</b>	<b>&lt;1%</b>	<1%	8%	9%	7%
Sponsorship by an employer	7%	5%	8%	2%	8%	3%	8%
Employment Insurance	4%	5%	4%	<1%	5%	4%	4%
Apprenticeship Incentive Grant	3%	1%	3%	<1%	3%	2%	3%
Sponsorships, grants or bursaries by a non-Canadian government	2%	4%	2%	3%	2%	3%	2%
Apprenticeship Completion Grant	2%	1%	2%	<1%	2%	2%	2%
Funding from an international organization	1%	1%	<1%	1%	<1%	1%	1%
Workers Compensation	1%	<1%	1%	<1%	1%	3%	<1%
Apprenticeship Incentive Grant for Women	<1%	-	<1%	-	<1%	-	<1%
Other	1%	1%	1%	<1%	1%	2%	1%
Not sure	2%	3%	2%	3%	2%	3%	2%

Note: Respondents could provide more than one answer; therefore, columns will sum to more than 100%.  
Note: Bolded percent for international, Indigenous, and disability indicate a difference between groups.

## 6.2 Student debt

At the time of graduation, the typical graduate owed around \$18,000 in debt, with about two thirds of that debt coming from the program they had just completed. Examining only those who reported debt shows that the average debt level increased by approximately 75% to just over \$32,000 in debt at graduation.

Student loan debt accounted for just under \$30,000 for those who financed using government student loans, while those with financial institution debt had about \$26,500 in debt at graduation. It should be noted that the current debt loads decreased for government student loan debt by about 3%, but increased by almost 20% for debt from financial institutions.

Table 51: Summary of student debt						
	All 2019 graduates			2019 graduates reporting debt		
	Average	Median	Base	Average	Median	Base
<b>Total debt</b>						
All post-secondary	\$18,033	\$6,000	4,403	\$32,421	\$24,000	2,449
From 2019 program	\$12,558	\$1,000	4,100	\$24,934	\$18,000	2,065
<b>Government student loan debt</b>						
All post-secondary	\$8,306	\$0	5,103	\$29,394	\$25,000	1,442
From 2019 program	\$6,193	\$0	4,928	\$24,633	\$20,000	1,239
Current debt	\$5,970	\$0	4,851	\$28,339	\$21,000	1,022
<b>Financial institution debt</b>						
All post-secondary	\$4,470	\$0	5,171	\$26,506	\$15,000	872
Current debt	\$3,514	\$0	5,110	\$30,489	\$15,000	589
Note: Median amounts for all graduates are \$0 for government student loan and financial institution debt because greater than 50% of graduates indicated debt of \$0.						

### 6.2.1 Proportion of graduates with debt over time

The proportion with debt at graduation has increased with each graduating class, up from 47% of 2009 graduates up to 56% of 2019 graduates. Of interest, the proportion with government student loan debt was higher than previous surveys, while the proportion with financial institution debt is lower.

Table 52: Proportion with debt over time				
	% reporting debt			
	2009 graduates	2014 graduates	2019 graduates	2019 base
<b>Total debt</b>				
All post-secondary	47%	50%	56%	4,403
From 2019 program	41%	45%	50%	4,100
<b>Government student loan debt</b>				
All post-secondary	27%	23%	28%	5,103
From 2019 program	24%	20%	25%	4,928
Current debt	20%	17%	21%	4,851
<b>Financial institution debt</b>				
All post-secondary	23%	24%	17%	5,171
Current debt	N/A	15%	12%	5,110
Note: Calculations exclude those who did not provide a response to the amount of debt.				



## 6.2.2 Student debt levels over time

The average student debt load has increased over time, predominantly among those with government student loan debt, which has increased by about 10% over the past 10 years. However, this does not account for all of the increase, as the average student debt at graduation has increased by about 20%.

**Table 53: Average student debt over time**

	Graduates reporting debt			
	2009 graduates	2014 graduates	2019 graduates	2019 base
<b>Total debt</b>				
All post-secondary (all graduates)	\$14,791	\$15,325	\$18,033	4,403
All post-secondary (those with debt)	\$31,450	\$30,804	\$32,421	2,449
From program (all graduates)	\$9,828	\$11,596	\$12,558	4,100
From program (those with debt)	\$24,172	\$25,492	\$24,934	2,065
<b>Government student loan debt</b>				
All post-secondary (all graduates)	\$7,409	\$5,894	\$8,306	5,103
All post-secondary (those with debt)	\$26,746	\$25,740	\$29,394	1,442
From program (all graduates)	\$5,973	\$4,495	\$6,193	4,928
From program (those with debt)	\$24,477	\$22,438	\$24,633	1,239
Current debt (all graduates)	\$4,853	\$4,150	\$5,970	4,851
Current debt (those with debt)	\$24,364	\$23,869	\$28,339	1,022
<b>Financial institution debt</b>				
All post-secondary (all graduates)	\$5,479	\$5,167	\$4,470	5,171
All post-secondary (those with debt)	\$24,432	\$21,181	\$26,506	872
Current debt (all graduates)	\$3,812	\$3,029	\$3,514	5,110
Current debt (those with debt)	\$24,321	\$20,560	\$30,489	589

Note: Amounts from previous surveys have been adjusted to be reported in 2021 dollars based on annual consumer price index (CPI) from <https://www.saskatchewan.ca/government/government-data/bureau-of-statistics/economic-reports-and-statistics>.

### 6.2.3 Total debt by demographics

The average total debt load by groups shows that U of S, doctoral graduates, 25- to 29-year-olds, and those with a disability carried the highest debt loads at graduation. The lowest average debt loads was amongst SATCC graduates and those who graduated from a certificate program.

	Total debt at graduation				Debt from program			
	All graduates		With debt		All graduates		With debt	
	Average	Base	Average	Base	Average	Base	Average	Base
Overall	\$18,032	4,403	\$32,421	2,449	\$12,558	4,100	\$24,934	2,065
<b>Institution</b>								
U of S	<b>\$26,159</b>	1,560	<b>\$47,342</b>	862	<b>\$17,899</b>	1,456	<b>\$36,245</b>	719
U of R	\$19,708	989	\$34,930	558	\$14,191	922	\$27,259	480
SIIT	\$12,983	85	\$20,064	55	\$9,452	77	\$17,328	42
Sask Polytech	<b>\$11,134</b>	1,137	<b>\$19,874</b>	637	<b>\$7,550</b>	1,057	<b>\$14,750</b>	541
SATCC	<b>\$4,413</b>	414	<b>\$10,746</b>	170	<b>\$2,894</b>	386	<b>\$8,400</b>	133
PVS	\$16,095	218	<b>\$21,010</b>	167	\$12,475	202	<b>\$16,800</b>	150
<b>Credential</b>								
Certificate	<b>\$8,987</b>	1,033	<b>\$17,289</b>	537	<b>\$5,401</b>	961	<b>\$11,638</b>	446
Diploma	\$16,248	664	<b>\$24,802</b>	435	\$12,078	621	<b>\$19,481</b>	385
Journey person	<b>\$4,413</b>	414	<b>\$10,746</b>	170	<b>\$2,894</b>	386	<b>\$8,400</b>	133
Bachelor	<b>\$24,334</b>	1,581	<b>\$40,075</b>	960	<b>\$17,787</b>	1,460	<b>\$31,786</b>	817
Master	<b>\$11,641</b>	507	\$27,323	216	<b>\$6,393</b>	484	<b>\$17,580</b>	176
Doctorate	<b>\$64,333</b>	204	<b>\$100,183</b>	131	<b>\$45,843</b>	188	<b>\$79,801</b>	108
<b>Gender</b>								
Man	<b>\$14,559</b>	1,711	<b>\$28,340</b>	879	<b>\$10,016</b>	1,618	<b>\$21,551</b>	752
Woman	<b>\$20,223</b>	2,580	<b>\$34,645</b>	1,506	<b>\$14,188</b>	2,381	<b>\$26,747</b>	1,263
<b>Age at graduation</b>								
22 and younger	<b>\$11,828</b>	775	<b>\$23,564</b>	389	<b>\$8,692</b>	737	<b>\$18,621</b>	344
23 to 24	\$16,942	951	\$32,095	502	\$11,905	890	\$25,408	417
25 to 29	<b>\$25,219</b>	1,167	<b>\$39,772</b>	740	<b>\$18,062</b>	1,070	<b>\$31,121</b>	621
30 to 39	\$18,714	948	\$32,794	541	\$12,521	876	\$24,484	448
40 and older	<b>\$11,917</b>	535	<b>\$23,790</b>	268	<b>\$8,030</b>	503	<b>\$17,638</b>	229
<b>International student</b>								
International	\$13,866	522	\$28,497	254	\$9,665	492	\$21,914	217
Non-international	\$18,614	3,864	\$32,903	2,186	\$12,983	3,594	\$25,332	1,842
<b>Indigenous</b>								
Indigenous	\$15,485	525	\$28,525	285	\$10,750	475	\$23,531	217
Non-Indigenous	\$18,386	3,777	\$33,021	2,103	\$12,793	3,533	\$25,137	1,798
<b>Person with a disability</b>								
With a disability	<b>\$26,223</b>	281	\$41,397	178	\$17,005	257	\$29,331	149
No disability	<b>\$17,436</b>	4,025	\$31,798	2,207	\$12,270	3,758	\$24,684	1,868

Note: Bolded numbers for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for numbers, international, Indigenous, and disability indicate a difference between groups.

## 6.2.4 Debt from government student loans by demographics

SATCC graduates carried the lowest government student loan debt amongst all groups upon graduation and currently, although those in certificate programs were fairly close behind. On the other end, graduates in bachelor and doctorate programs, those 25 to 29 years old, and those with a disability carried the highest student loan debt levels.

During the COVID-19 pandemic, a six-month student loan repayment moratorium was put in place for both Canada and Saskatchewan student loans (from March 30 to September 30, 2020). Both loan repayments and interest were suspended during this period. The moratorium was universal, but individuals could still choose to repay during this period. For those graduates who did not choose to continue paying, their debt levels would decrease at a slower rate.

**Table 55: Profile of debt from student loans**

	Total debt at graduation				Current debt			
	All graduates		With debt		All graduates		With debt	
	Average	Base	Average	Base	Average	Base	Average	Base
Overall	\$8,306	5,103	\$29,394	1,442	\$5,970	4,851	\$28,339	1,022
<b>Institution</b>								
U of S	<b>\$11,708</b>	1,757	<b>\$37,884</b>	543	<b>\$8,370</b>	1,666	<b>\$37,486</b>	372
U of R	\$9,729	1,147	<b>\$34,337</b>	325	\$7,148	1,094	<b>\$33,851</b>	231
SIIT	\$6,483	123	\$20,985	38	\$5,303	115	\$20,327	30
Sask Polytech	<b>\$4,866</b>	1,358	<b>\$19,785</b>	334	<b>\$3,337</b>	1,291	<b>\$17,950</b>	240
SATCC	<b>\$1,664</b>	485	<b>\$10,618</b>	76	<b>\$1,048</b>	473	<b>\$9,529</b>	52
PVS	\$10,485	233	<b>\$19,390</b>	126	\$8,420	212	<b>\$18,403</b>	97
<b>Credential</b>								
Certificate	<b>\$2,857</b>	1,300	<b>\$16,432</b>	226	<b>\$2,052</b>	1,250	<b>\$16,132</b>	159
Diploma	\$9,497	746	<b>\$23,153</b>	306	\$7,001	695	<b>\$21,156</b>	230
Journey person	<b>\$1,664</b>	485	<b>\$10,618</b>	76	<b>\$1,048</b>	473	<b>\$9,529</b>	52
Bachelor	<b>\$13,817</b>	1,743	<b>\$35,313</b>	682	<b>\$10,200</b>	1,618	<b>\$34,890</b>	473
Master	<b>\$3,995</b>	603	\$33,455	72	<b>\$2,655</b>	595	\$31,594	50
Doctorate	<b>\$18,978</b>	226	<b>\$53,613</b>	80	<b>\$13,424</b>	220	<b>\$50,918</b>	58
<b>Gender</b>								
Man	<b>\$6,454</b>	1,971	<b>\$26,669</b>	477	<b>\$4,628</b>	1,907	\$25,432	347
Woman	<b>\$9,521</b>	2,967	<b>\$30,673</b>	921	<b>\$6,920</b>	2,790	\$29,751	649
<b>Age at graduation</b>								
22 and younger	<b>\$5,699</b>	904	<b>\$22,303</b>	231	\$4,553	866	<b>\$22,663</b>	174
23 to 24	\$8,425	1,070	\$30,151	299	\$5,335	1,012	\$27,685	195
25 to 29	<b>\$12,114</b>	1,322	<b>\$34,221</b>	468	<b>\$8,909</b>	1,246	<b>\$33,335</b>	333
30 to 39	\$7,893	1,144	\$28,943	312	\$5,909	1,095	\$27,533	235
40 and older	<b>\$4,823</b>	617	\$23,616	126	<b>\$3,326</b>	587	\$23,810	82
<b>Indigenous</b>								
Indigenous	\$7,127	647	\$25,618	180	\$6,210	612	\$27,946	136
Non-Indigenous	\$8,540	4,308	\$30,032	1,225	\$6,015	4,098	\$28,496	865
<b>Person with a disability</b>								
With a disability	<b>\$13,258</b>	310	\$31,861	129	<b>\$10,976</b>	287	\$32,144	98
No disability	<b>\$8,019</b>	4,654	\$29,179	1,279	<b>\$5,724</b>	4,434	\$28,015	906

Note: Bolded numbers for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded numbers for gender, Indigenous, and disability indicate a difference between groups.

### 6.2.5 Debt from financial institutions by demographics

Those who graduated from a doctoral program had significantly more debt from financial institutions than other groups. Otherwise, graduates from the U of S and those in the 25 to 29 age group, incurred more debt on average from financial institutions.

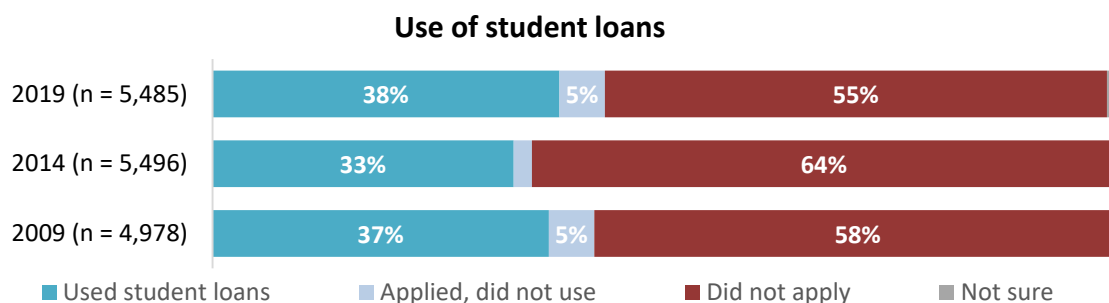
**Table 56: Profile of debt from financial institutions**

	Total debt at graduation				Current debt			
	All graduates		With debt		All graduates		With debt	
	Average	Base	Average	Base	Average	Base	Average	Base
Overall	\$4,470	5,171	\$26,506	872	\$3,514	5,110	\$30,489	589
<b>Institution</b>								
U of S	<b>\$8,195</b>	1,765	<b>\$41,210</b>	351	<b>\$7,011</b>	1,753	<b>\$50,372</b>	244
U of R	\$4,005	1,137	\$21,179	215	\$2,554	1,116	\$21,760	131
SIIT	\$459	133	\$10,167	6	\$850	133	\$18,833	6
Sask Polytech	<b>\$2,090</b>	1,390	<b>\$14,032</b>	207	<b>\$1,343</b>	1,370	<b>\$12,864</b>	143
SATCC	<b>\$1,158</b>	479	\$10,272	54	\$773	472	\$13,029	28
PVS	\$2,152	267	\$14,731	39	\$1,876	266	\$13,489	37
<b>Credential</b>								
Certificate	<b>\$1,417</b>	1,332	<b>\$11,727</b>	161	<b>\$984</b>	1,314	<b>\$11,142</b>	116
Diploma	\$2,668	780	\$16,782	124	\$1,889	774	\$15,895	92
Journey person	<b>\$1,158</b>	479	\$10,272	54	\$773	472	\$13,029	28
Bachelor	\$5,215	1,777	\$25,044	370	\$3,988	1,754	\$29,893	234
Master	\$3,230	587	\$21,303	89	\$2,035	580	\$21,082	56
Doctorate	<b>\$34,384</b>	216	<b>\$100,365</b>	74	<b>\$30,845</b>	216	<b>\$105,754</b>	63
<b>Gender</b>								
Man	<b>\$3,254</b>	1,974	\$23,025	279	\$2,660	1,959	\$29,443	177
Woman	<b>\$5,354</b>	3,016	\$28,183	573	\$4,109	2,970	\$30,895	395
<b>Age at graduation</b>								
22 and younger	<b>\$2,221</b>	933	\$16,851	123	\$1,931	924	\$20,994	85
23 to 24	\$3,576	1,115	\$23,733	168	\$2,580	1,105	\$25,918	110
25 to 29	<b>\$6,949</b>	1,324	\$33,333	276	<b>\$5,292</b>	1,304	\$36,708	188
30 to 39	\$5,049	1,132	\$28,575	200	\$4,055	1,123	\$33,483	136
40 and older	\$3,385	616	\$20,444	102	\$3,052	604	\$27,107	68
<b>International student</b>								
International	\$2,251	677	\$20,595	74	\$1,476	667	\$20,089	49
Non-international	\$4,832	4,459	\$27,099	795	\$3,841	4,408	\$31,526	537
<b>Indigenous</b>								
Indigenous	\$3,357	677	\$23,923	95	\$3,055	671	\$28,868	71
Non-Indigenous	\$4,734	4,336	\$27,009	760	\$3,681	4,284	\$31,164	506
<b>Person with a disability</b>								
With a disability	\$7,757	318	\$37,376	66	\$7,073	315	\$42,038	53
No disability	\$4,284	4,704	\$25,839	780	\$3,323	4,649	\$29,883	517

Note: Bolded numbers for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded numbers for gender, international, Indigenous, and disability indicate a difference between groups.

### 6.3 Government student loans

Overall, 5% of 2019 graduates applied for a government student loan but did not receive one. Among those who applied but did not receive one (n = 295), the main reasons they did not receive it was their parents' income was too high (17%) and they did not need the money (12%). For those who never applied for a government student loan (n = 3,013), the main reasons were that they did not need one (54%), thought they would not qualify (12%), or did not meet residency requirements (10%).



#### 6.3.1 Difficulty repaying student loans

Overall, 46% of those with government student loans indicated they had difficulty repaying them. Among those with difficulties (n = 666), the most common steps taken to deal with the difficulties were budgeting/cutting back spending (42%), using repayment assistance (38%), working more (33%), calling Saskatchewan Student Loans to get information/options (23%), and decreased monthly payment/extended timelines (23%).

Part of the issue with repaying student loan debt seems to be related to the amount of debt. Specifically, the average student loan debt for those with issues repaying is approximately 29% higher than those without issues at graduation. The gap between these two groups becomes even more evident when examining current student debt levels, as the average student loan debt level for those with issues repaying is 78% higher.

**Table 57: Average government student loan debt by difficulty repaying**

	Difficulty repaying debt		No difficulty repaying debt	
	Base size	Average debt (all graduates)	Base size	Average debt (all graduates)
<b>Government student loan debt</b>				
All post-secondary (all graduates)	666	\$32,940	678	\$25,612
From program (all graduates)	572	\$27,036	608	\$21,133
Current debt (all graduates)	546	\$30,612	563	\$17,232

### 6.3.2 Difficulty repaying student loans over time

The proportion of graduates who experienced difficulties repaying their loan is much higher among 2019 graduates than other surveys, which may be due to the COVID-19 pandemic and its impact on the workforce following graduation. Historically, graduates 25 years and older, Indigenous, and those with a disability have been most likely to indicate they had difficulties repaying their government student loans.

Table 58: Profile of difficulty repaying student loans				
	% experienced difficulty repaying loans			
	2009 graduates n = 1,442	2014 graduates n = 1,408	2019 graduates	2019 graduates base size
Overall	28%	31%	46%	1,442
<b>Institution</b>				
U of S	27%	31%	44%	543
U of R	39%	39%	47%	325
SIIT	63%	-	68%	38
Sask Polytech	21%	28%	48%	334
SATCC	20%	30%	38%	76
PVS	33%	29%	49%	126
<b>Credential</b>				
Certificate	24%	30%	52%	226
Diploma		27%	47%	306
Journey person	20%	30%	38%	76
Bachelor	30%	32%	45%	682
Master	42%	39%	43%	72
Doctorate	29%	33%	43%	80
<b>Gender</b>				
Man	26%	31%	41%	477
Woman	30%	32%	48%	921
<b>Age at graduation</b>				
22 and younger	19%	24%	40%	231
23 to 24	21%	21%	38%	299
25 to 29	29%	34%	48%	468
30 to 39	39%	41%	54%	312
40 and older	34%	44%	52%	126
<b>Indigenous</b>				
Indigenous	44%	45%	64%	180
Non-Indigenous	27%	30%	43%	1,225
<b>Person with a disability</b>				
With a disability		58%	<b>70%</b>	129
No disability		29%	<b>44%</b>	1,279
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, Indigenous, and disability indicate a difference between groups.				
Note: Base for 2019 graduates – those with student loan debt at graduation.				

## 6.4 Scholarships, grants and bursaries

The average amount received in scholarships, grants, and bursaries ranged from about \$11,500 to \$15,500 on average. The average amount received by 2019 graduates was much lower for non-Canadian and First Nation/Indigenous funding than 2014 graduates received (in 2021 dollars), whereas the amounts received from their educational institution and other sources were higher.

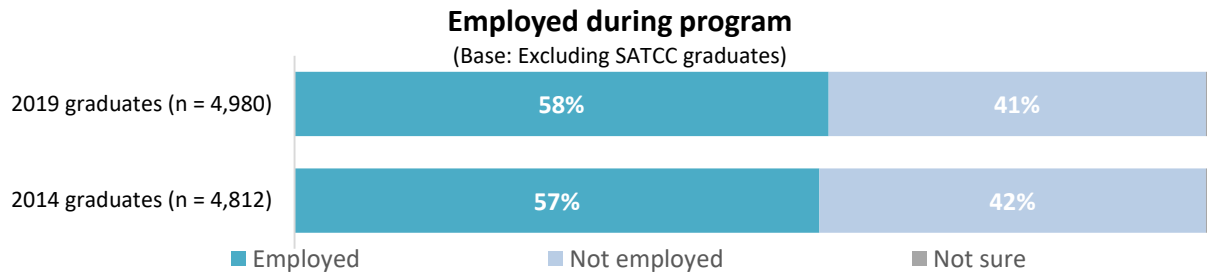
**Table 59: Average scholarship, grants, and bursaries received by source**

	Average amount received among those who received funding		
	2014 graduates n = 139 – 1,308	2019 graduates	2019 base
Non-Canadian sources	\$25,555	\$15,584	43
First Nation band or Indigenous funding	\$19,968	\$14,824	106
Educational institution	\$8,695	\$13,943	725
Canadian government sources	\$12,339	\$11,506	346
Other sources	\$6,888	\$9,046	294

Note: The base size includes only those who specified an amount and excludes those who could not provide an answer.  
Note: Amounts from previous surveys have been adjusted to be reported in 2021 dollars based on annual CPI from <https://www.saskatchewan.ca/government/government-data/bureau-of-statistics/economic-reports-and-statistics>.

## 7.0 Employment during program

Overall, 58% of 2019 graduates (excluding SATCC) were employed during their program. This is on par with results from 2014 graduates.<sup>7</sup>



Among 2019 graduates (excluding SATCC graduates) who were employed (n = 2,867), results showed the following:

- **Main reason for being employed.** The main reasons for being employed were to have funds needed for living expenses (65%), to have funds to support their studies (42%), because they wanted to work (34%), because they wanted to reduce their debt (26%), and because they needed to maintain an ongoing job (25%).
- **Average hours worked.** Graduates worked an average of 23.8 hours per week during their program (excluding summer employment). However, 32% of those employed worked full-time hours (30 or more hours a week) during their program.

<sup>7</sup>

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.



## 7.1 Profile of employment during program

Results indicated that U of R graduates, those in bachelor's or master's programs, and those 40 years and older were most likely to have been employed while taking their program, while SIIT and doctoral graduates were least likely. Among those employed, graduates from certificate or master's programs or 30 years and older tended to work the most per week. In addition, international graduates tended to work fewer hours than non-international graduates.

<b>Table 60: Profile of employment during program</b>				
	<b>Employed during program n = 4,980</b>	<b>Base of those employed</b>	<b>Average hours worked</b>	<b>% working full-time</b>
Overall	58%	2,867	23.8	32%
<b>Institution</b>				
U of S	56%	1,044	<b>22.1</b>	28%
U of R	<b>71%</b>	849	<b>25.5</b>	37%
SIIT	24%	33	25.8	30%
Sask Polytech	54%	802	24.8	34%
PVS	49%	139	20.7	21%
<b>Credential</b>				
Certificate	59%	825	<b>27.6</b>	<b>45%</b>
Diploma	50%	418	22.3	26%
Bachelor	61%	1,145	<b>20.1</b>	<b>19%</b>
Master	67%	410	<b>29.0</b>	<b>51%</b>
Doctorate	29%	69	<b>18.3</b>	22%
<b>Gender</b>				
Man	50%	825	<b>22.4</b>	27%
Woman	62%	1,967	<b>24.4</b>	34%
<b>Age at graduation</b>				
22 and younger	50%	482	<b>19.1</b>	<b>16%</b>
23 to 24	59%	618	<b>19.0</b>	<b>14%</b>
25 to 29	56%	707	<b>22.1</b>	26%
30 to 39	60%	637	<b>29.1</b>	<b>50%</b>
40 and older	68%	400	<b>32.0</b>	<b>62%</b>
<b>International student</b>				
International	55%	391	<b>18.4</b>	<b>6%</b>
Non-international	58%	2,463	<b>24.7</b>	<b>36%</b>
<b>Indigenous</b>				
Indigenous	42%	275	25.9	38%
Non-Indigenous	60%	2,522	23.6	31%
<b>Person with a disability</b>				
With a disability	58%	186	23.7	30%
No disability	58%	2,611	23.8	32%
Note: Bolded numbers for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded numbers for gender, international, Indigenous, and disability indicate a difference between groups. Note: Average hours worked excludes those who did not provide an answer. Base: Graduates employed during their program, excluding SATCC graduates.				

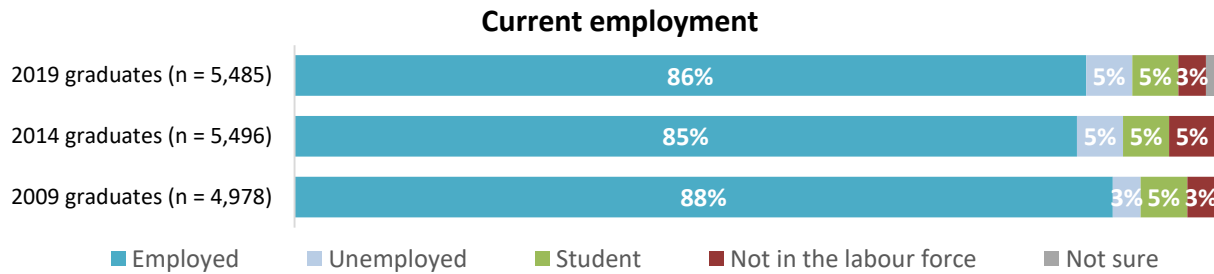
## 7.2 Employment during program over time

Results over time showed very little change among groups, as those who were more likely to be employed among 2014 graduates continued to have higher levels of employment during their program among 2019 graduates.

<b>Table 61: Employed during program over time</b>		
	<b>% employed during program</b>	
	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 4,980</b>
Overall	57%	58%
<b>Institution</b>		
U of S	56%	56%
U of R	73%	<b>71%</b>
SIIT	25%	24%
Sask Polytech	51%	54%
PVS	47%	49%
<b>Credential</b>		
Certificate	53%	59%
Diploma	50%	50%
Bachelor	61%	61%
Master	65%	67%
Doctorate	54%	29%
<b>Gender</b>		
Man	49%	50%
Woman	62%	62%
<b>Age at graduation</b>		
22 and younger	48%	50%
23 to 24	57%	59%
25 to 29	58%	56%
30 to 39	64%	60%
40 and older	68%	68%
<b>International student</b>		
International	44%	55%
Non-international	58%	58%
<b>Indigenous</b>		
Indigenous	43%	42%
Non-Indigenous	59%	60%
<b>Person with a disability</b>		
With a disability	50%	58%
No disability	58%	58%
<p>Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups. Base: Graduates, excluding SATCC graduates.</p>		

## 8.0 Employment outcomes

Overall, 86% of 2019 graduates were employed at the time of the survey, which is similar to 2014 graduates, but slightly lower than 2009 graduates.<sup>8</sup>



Among those who were not employed (n = 699), 46% were looking for a job and 51% were not looking for a job, while 3% were unsure. The proportion of graduates who were not employed but were looking for a job was up slightly from 40% among 2014 graduates.

- **Main reason not able to find job.** The main reasons that those looking for a job (n = 340) did not have a job were because they could not find a job in their area/suited to their skills (20%), were going to school (17%), lost their job/laid off (15%), or because of the COVID-19 pandemic (14%).
- **Main reason not looking for a job.** Among those not looking for a job (n = 359), the main reason was because they were going to school (59%). The only other reason mentioned by more than 5% of those not looking for work was because of family leave (10%).

<sup>8</sup> Graduates who were not employed because they were attending school were classified as students, regardless of if they were currently looking for a job. Employment rate in this study was defined as the proportion of graduates with one or more jobs at the time they completed the survey.

## 8.1 Employment over time

Results indicated very little difference among groups and whether or not they were currently employed, other than among SIIT graduates. SIIT graduates consistently had the lowest level of employment; however, that is because they had the highest rate of graduates who were currently attending school among all institutions. The lower employment rates among Indigenous respondents was also because they had higher rates of graduates who were currently going to school than non-Indigenous graduates.

<b>Table 62: Employment over time</b>			
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	88%	85%	86%
<b>Institution</b>			
U of S	87%	83%	86%
U of R	90%	88%	87%
SIIT	62%	61%	62%
Sask Polytech	88%	85%	86%
SATCC	93%	86%	92%
PVS	86%	83%	80%
<b>Credential</b>			
Certificate	88%	80%	83%
Diploma		86%	86%
Journey person	93%	86%	92%
Bachelor	88%	86%	85%
Master	87%	86%	88%
Doctorate	90%	91%	92%
<b>Gender</b>			
Man	88%	85%	87%
Woman	88%	85%	86%
<b>Age at graduation</b>			
22 and younger	87%	81%	84%
23 to 24	86%	87%	88%
25 to 29	90%	86%	86%
30 to 39	89%	86%	86%
40 and older	82%	84%	87%
<b>International student</b>			
International		77%	84%
Non-international		85%	86%
<b>Indigenous</b>			
Indigenous	82%	75%	77%
Non-Indigenous	89%	86%	88%
<b>Person with a disability</b>			
With a disability	77%	73%	83%
No disability	89%	85%	87%

### 8.1.1 Employment by CIP primary group

No CIP grouping was significantly more likely to be employed than other groups, and the highest employment rate was amongst those who graduated from an education program at 92%. However, two CIP groups have had lower than average rates of employment among 2014 and 2019 graduates – physical and life sciences and technologies, and personal, protective and transportation services.

**Table 63: Employment over time by CIP grouping**

	2014 graduates n = 5,496	2019 graduates n = 5,485
Overall	85%	86%
<b>CIP grouping</b>		
01 – Education	87%	92%
02 – Visual and performing arts, and communications technologies	86%	82%
03 – Humanities	78%	82%
04 - Social and behavioural sciences and law	83%	86%
05 – Business, management and public administration	88%	86%
06 - Physical and life sciences and technologies	65%	71%
07 - Mathematics, computer and information sciences	89%	85%
08 - Architecture, engineering, and related technologies	83%	88%
09 - Agriculture, natural resources and conservation	91%	84%
10 - Health and related fields	89%	89%
11 - Personal, protective and transportation services	79%	71%
12 - Other		85%

## 8.2 Current employment profile

Among 2019 graduates who were currently employed, the typical graduate was working one full-time permanent job and was not self-employed. For those working less than 30 hours per week (n = 445), 59% indicated that it was by choice, while 39% said it was not their choice.

<b>Table 64: Employment profile</b>			
	<b>2009 graduates n = 4,387</b>	<b>2014 graduates n = 4,653</b>	<b>2019 graduates n = 4,711</b>
<b>Number of paying jobs</b>			
One	81%	80%	77%
Two	15%	16%	16%
Three or more	3%	3%	4%
Unsure	2%	-	3%
<b>Self-employed</b>			
Self-employed	6%	7%	6%
Not self-employed	92%	93%	90%
Unsure	2%	-	4%
<b>Permanency*</b>			
Permanent	78%	81%	76%
Temporary	17%	17%	18%
Seasonal	3%	2%	2%
Unsure	2%	-	4%
<b>Work hours</b>			
Less than 10 hours	2%	1%	2%
10 to 19 hours	3%	3%	3%
20 to 29 hours	6%	5%	5%
30 or more	86%	86%	82%
Unsure	4%	-	9%
Average hours	39.9	40.2	38.6
<b>Primary National Occupational Classification (NOC) grouping**</b>			
Legislative and senior management occupations		7%	1%
Business, finance and administration occupations		13%	15%
Natural and applied sciences and related occupations		11%	12%
Health occupations		16%	18%
Occupations in education, law and social, community and government services		18%	22%
Occupations in art, culture, recreation and sport		2%	2%
Sales and service occupations		9%	9%
Trades, transport and equipment operators and related occupations		13%	11%
Natural resources, agriculture and related production occupations		1%	1%
Occupations in manufacturing and utilities		1%	1%
Other		-	1%
Unsure		10%	6%
BASE: Currently employed graduates.			
* Base excludes those self-employed. n = 4,412 for 2019 graduates.			
** NOC grouping for 2014 graduates based on 2016 NOC codes.			

### 8.3 Current employment salary – primary job

Among 2019 graduates, SATCC and doctoral graduates had the highest average salaries. Those who graduated from SIIT or a private vocational school, as well as those who graduated with a certificate or diploma, had the lowest average salaries. Compared to 2014 graduates, the average salary is lower for almost all groups, with the exception of SIIT graduates and those from doctoral programs.

<b>Table 65: Current salary from primary job over time</b>				
	<b>2009 graduates n = 4,387</b>	<b>2014 graduates n = 3,789</b>	<b>2019 graduates</b>	<b>2019 base size</b>
Overall	\$64,233	\$67,137	\$62,812	3,625
<b>Institution</b>				
U of S	\$68,761	\$69,537	<b>\$68,499</b>	1,293
U of R	\$63,138	\$67,082	\$65,300	819
SIIT	\$46,628	\$37,499	<b>\$44,913</b>	55
Sask Polytech	\$52,597	\$57,595	<b>\$50,890</b>	944
SATCC	\$93,155	\$93,316	<b>\$83,020</b>	352
PVS	\$42,767	\$42,023	<b>\$36,483</b>	162
<b>Credential</b>				
Certificate	\$52,291	\$54,041	<b>\$49,505</b>	823
Diploma		\$59,085	<b>\$49,799</b>	543
Journey person	\$93,155	\$93,316	<b>\$83,020</b>	352
Bachelor	\$62,862	\$64,801	\$62,763	1,294
Master	\$76,958	\$84,122	<b>\$74,464</b>	425
Doctorate	\$94,979	\$74,968	<b>\$94,805</b>	188
<b>Gender</b>				
Man	\$74,491	\$76,539	<b>\$68,416</b>	1,431
Woman	\$56,314	\$59,517	<b>\$59,294</b>	2,122
<b>Age at graduation</b>				
22 and younger	\$49,274	\$54,410	<b>\$50,278</b>	649
23 to 24	\$61,870	\$65,027	\$61,899	815
25 to 29	\$65,955	\$71,240	\$65,214	975
30 to 39	\$72,989	\$75,593	<b>\$68,620</b>	778
40 and older	\$70,308	\$71,554	\$67,923	398
<b>International student</b>				
International		\$56,866	\$51,290	446
Non-international		\$67,860	\$64,427	3,163
<b>Indigenous</b>				
Indigenous	\$62,880	\$63,249	\$60,615	398
Non-Indigenous	\$64,360	\$67,669	\$63,062	3,166
<b>Person with a disability</b>				
With a disability		\$60,737	\$57,486	209
No disability		\$67,438	\$63,281	3,358
<p>Note: Bolded numbers for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded numbers for gender, international, Indigenous, and disability indicate a difference between groups.</p> <p>Note: Base is out of those who were able to provide a salary. Those who did not know their salary, or for whom a salary could not be calculated, have been excluded.</p> <p>Note: Salaries from previous surveys have been adjusted to be reported in 2021 dollars based on annual CPI from <a href="https://www.saskatchewan.ca/government/government-data/bureau-of-statistics/economic-reports-and-statistics">https://www.saskatchewan.ca/government/government-data/bureau-of-statistics/economic-reports-and-statistics</a>.</p>				

### 8.3.1 Current salary by CIP grouping

Graduates from architecture, engineering and related technologies programs had the highest average salary and were the only group with an average salary above \$70,000. Conversely, those who graduated from a humanities program reported the lowest average salary and were the only group below \$40,000. There have been shifts in the annual salary between 2014 and 2019 graduates; however, in a number of cases, the base size was small and changes from survey to survey should be interpreted with caution.

**Table 66: Current salary by CIP grouping**

	2014 graduates n = 3,789	2019 graduates	2019 base size
Overall	\$67,137	\$62,812	3,625
<b>CIP grouping</b>			
01 – Education	\$67,303	\$67,735	298
02 – Visual and performing arts, and communications technologies	\$40,112	\$48,401	60
03 – Humanities	\$54,790	\$39,789	80
04 - Social and behavioural sciences and law	\$58,032	\$54,583	360
05 – Business, management and public administration	\$60,418	\$57,685	730
06 - Physical and life sciences and technologies	\$54,260	\$49,957	142
07 - Mathematics, computer and information sciences	\$74,907	\$67,235	87
08 - Architecture, engineering, and related technologies	\$80,489	\$71,713	750
09 - Agriculture, natural resources and conservation	\$67,833	\$60,461	152
10 - Health and related fields	\$69,912	\$69,670	839
11 - Personal, protective and transportation services	\$41,980	\$40,743	109
12 - Other		\$47,147	18

Note: Base is out of those who were able to provide a salary. Those who did not know their salary, or for whom a salary could not be calculated, have been excluded.



### 8.3.2 Primary salary by NOC

Those who graduated in 2019 reported earning more than \$70,000 on average in several occupation groups, and those working in the legislative and senior management occupations reported almost \$76,000 on average. On the other end, 2019 graduates working in the sales and service occupations reported the lowest average annual salary at just under \$37,000 and were the only occupational group with an average reported salary below \$41,000. There were some fluctuations between the two graduating cohorts; however, for some occupational groupings, sample sizes were small.

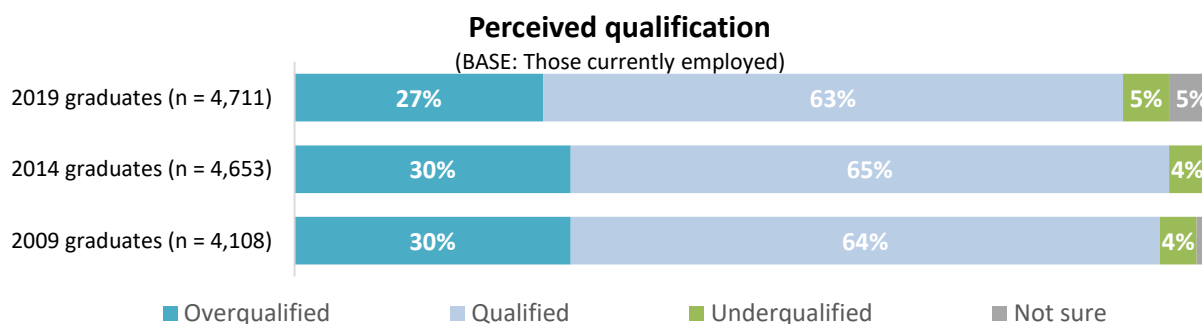
**Table 67: Current salary by NOC grouping**

	2014 graduates n = 3,789	2019 graduates	2019 base size
Overall	\$67,137	\$62,812	3,625
<b>NOC grouping</b>			
0 Legislative and senior management occupations	\$81,141	\$75,997	30
1 Business, finance and administration occupations	\$55,545	\$53,865	596
2 Natural and applied sciences and related occupations	\$75,119	\$69,479	485
3 Health occupations	\$72,973	\$73,862	703
4 Occupations in education, law and social, community and government services	\$61,949	\$61,437	816
5 Occupations in art, culture, recreation and sport	\$43,103	\$41,584	67
6 Sales and service occupations	\$33,951	\$36,653	328
7 Trades, transport and equipment operators and related occupations	\$82,707	\$74,705	436
8 Natural resources, agriculture and related production occupations	\$88,552	\$68,243	41
9 Occupations in manufacturing and utilities	\$89,019	\$68,561	36

Note: Base is out of those who were able to provide a salary. Those who did not know, or for whom a salary could not be calculated, have been excluded.

### 8.4 Perceived qualification

About five times as many 2019 graduates felt overqualified for their job than underqualified, although the majority felt qualified. Results have not changed much over the three cohorts.



### 8.4.1 Profile of perceived qualifications

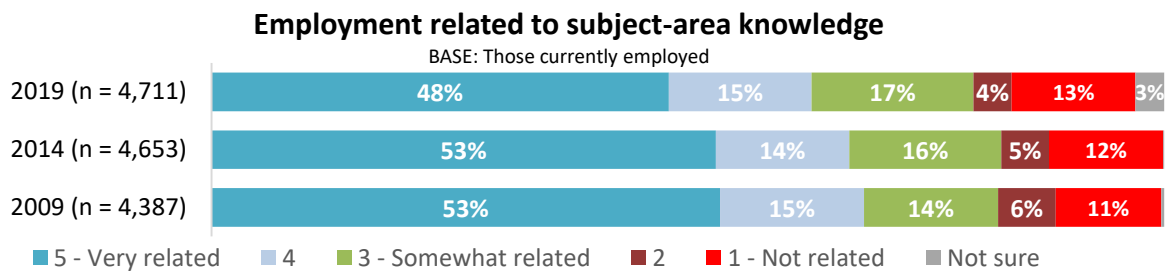
There is very little differences among groups and whether they felt overqualified or underqualified for their current job, although those with a master's degree had the highest proportion who felt overqualified at 39%.

<b>Table 68: Profile of perceived qualifications for current job</b>				
	<b>Overqualified</b>	<b>Qualified</b>	<b>Underqualified</b>	<b>Base size</b>
Overall	27%	63%	5%	4,711
<b>Institution</b>				
U of S	26%	65%	6%	1,618
U of R	29%	59%	7%	1,043
SIIT	30%	53%	6%	83
Sask Polytech	28%	64%	3%	1,271
SATCC	25%	65%	4%	466
PVS	23%	65%	6%	230
<b>Credential</b>				
Certificate	27%	64%	3%	1,166
Diploma	28%	64%	4%	714
Journey person	25%	65%	4%	466
Bachelor	24%	64%	9%	1,602
Master	39%	55%	3%	544
Doctorate	20%	74%	5%	219
<b>Gender</b>				
Man	28%	63%	5%	1,809
Woman	26%	64%	5%	2,764
<b>Age at graduation</b>				
22 and younger	28%	63%	5%	823
23 to 24	23%	65%	8%	1,020
25 to 29	26%	65%	6%	1,216
30 to 39	29%	61%	4%	1,045
40 and older	32%	61%	2%	566
<b>International student</b>				
International	34%	57%	5%	595
Non-international	26%	64%	5%	4,090
<b>Indigenous</b>				
Indigenous	25%	62%	4%	547
Non-Indigenous	27%	64%	5%	4,043
<b>Person with a disability</b>				
With a disability	34%	54%	8%	283
No disability	27%	64%	5%	4,312

## 8.5 How related current employment is to previous program

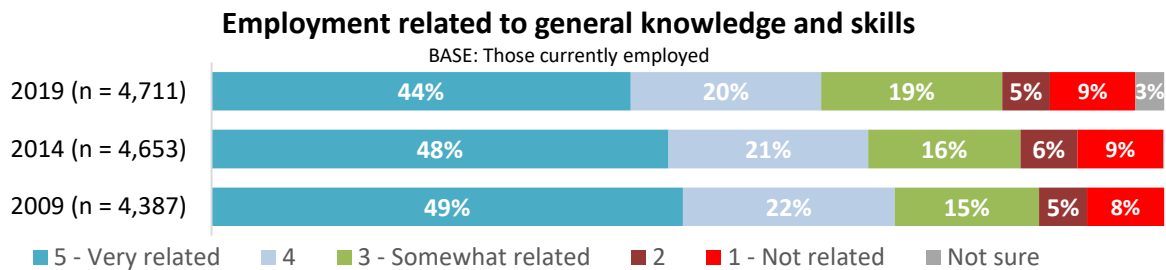
### 8.5.1 Related to subject-area knowledge

The proportion of graduates who said their current employment was very related (5 out of 5) to the subject-area knowledge they gained through the program they graduated from was lower among 2019 graduates than graduates in 2014 or 2009.



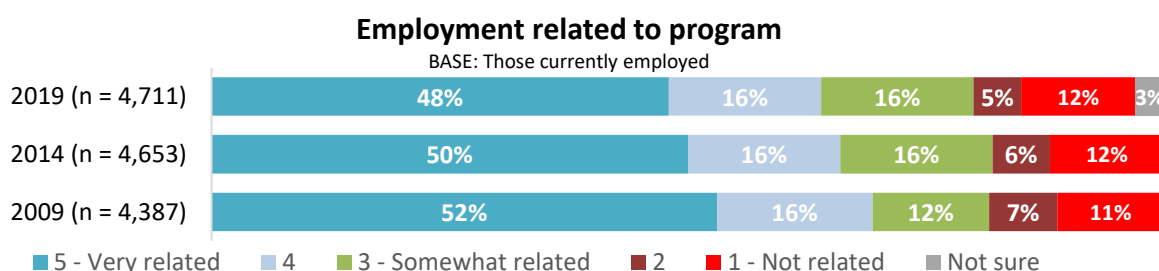
### 8.5.2 Related to general knowledge and skills

The proportion of graduates who indicated their current employment was related to the general knowledge and skills acquired through their program decreased among each graduate cohort, down to 44% among 2019 graduates.



### 8.5.3 Related to program

The proportion of graduates who indicated that their employment was very related to the program they graduated from has declined over the past three graduate surveys. Those who rated their program as a 1 or 2 out of 5 were asked why they were not in a job that was more related to their program. The most common reasons were that they could not find a job related to their education/training (46%), their current job paid better (20%), they did not have enough experience (19%), and they liked their current job/benefits (18%).



### 8.5.4 Related to program over time

Historically, results show that SATCC graduates were most likely to say their current employment was very related to the general knowledge and skills acquired from their program, while those who graduated from the U of R or from a bachelor's program have been least likely.

Table 69: Profile of program being very related to current employment			
	% very related (5 out of 5)		
	2009 graduates n = 4,387	2014 graduates n = 4,653	2019 graduates n = 4,711
Overall	52%	50%	48%
<b>Institution</b>			
U of S	48%	47%	44%
U of R	41%	38%	40%
SIIT	51%	43%	43%
Sask Polytech	59%	55%	52%
SATCC	68%	68%	63%
PVS	50%	53%	49%
<b>Credential</b>			
Certificate	55%	48%	47%
Diploma		60%	52%
Journey person	68%	68%	63%
Bachelor	43%	43%	39%
Master	52%	44%	45%
Doctorate	73%	59%	70%

### 8.5.5 Related to program by CIP group

Among 2014 and 2019 graduates, those from health and related field programs were most likely to feel that their program was very related to their occupation. Conversely, graduates from humanities, physical and life sciences and technologies, and visual and performing arts, and communication technologies were least likely.

Table 70: Profile of program being very related by CIP grouping		
	% very related (5 out of 5)	
	2014 graduates n = 4,653	2019 graduates n = 4,711
Overall	50%	48%
<b>CIP grouping</b>		
01 – Education	60%	55%
02 – Visual and performing arts, and communications technologies	20%	29%
03 – Humanities	21%	21%
04 - Social and behavioural sciences and law	42%	39%
05 – Business, management and public administration	38%	36%
06 - Physical and life sciences and technologies	30%	25%
07 - Mathematics, computer and information sciences	41%	47%
08 - Architecture, engineering, and related technologies	50%	48%
09 - Agriculture, natural resources and conservation	45%	43%
10 - Health and related fields	71%	66%
11 - Personal, protective and transportation services	59%	50%
12 - Other		27%

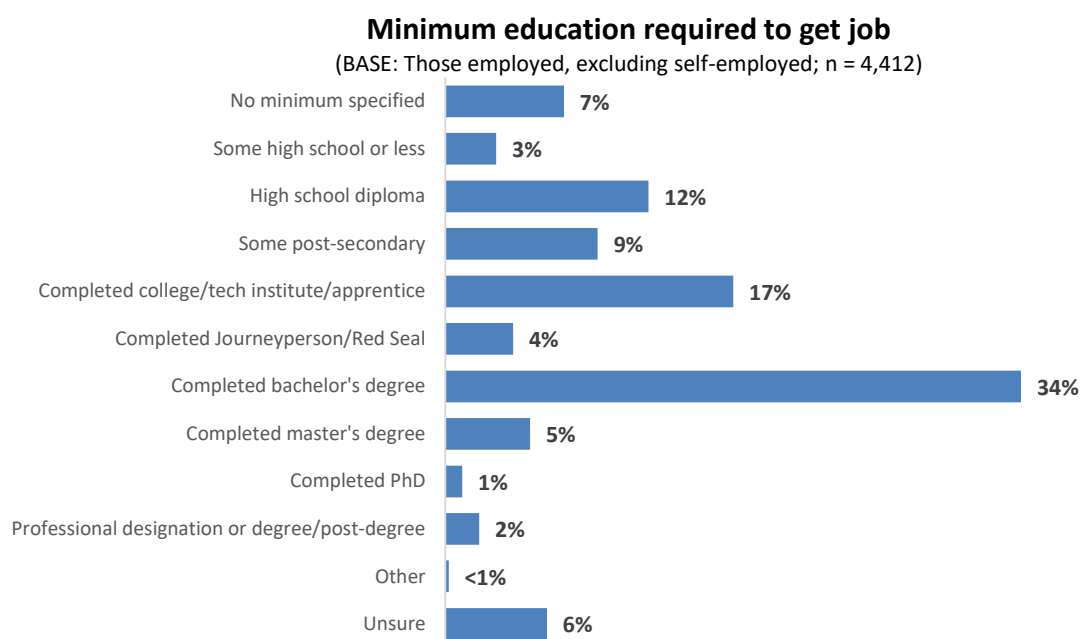
### 8.5.6 Related to program by NOC

Results from 2014 and 2019 graduates indicated that those in health occupations most likely felt their program was very related to their current occupation, while those in natural resources, agriculture and related production occupations were least likely.

Table 71: Profile of program being very related NOC grouping		
	% very related (5 out of 5)	
	2014 graduates n = 4,653	2019 graduates n = 4,711
Overall	50%	48%
<b>CIP grouping</b>		
0 Legislative and senior management occupations	39%	62%
1 Business, finance and administration occupations	39%	37%
2 Natural and applied sciences and related occupations	46%	42%
3 Health occupations	75%	74%
4 Occupations in education, law and social, community and government services	54%	52%
5 Occupations in art, culture, recreation and sport	35%	30%
6 Sales and service occupations	28%	28%
7 Trades, transport and equipment operators and related occupations	62%	62%
8 Natural resources, agriculture and related production occupations	19%	19%
9 Occupations in manufacturing and utilities	44%	33%

## 8.6 Minimum education requirement

Overall, 71% of those employed at the time of the survey indicated that their job required at least some post-secondary education.



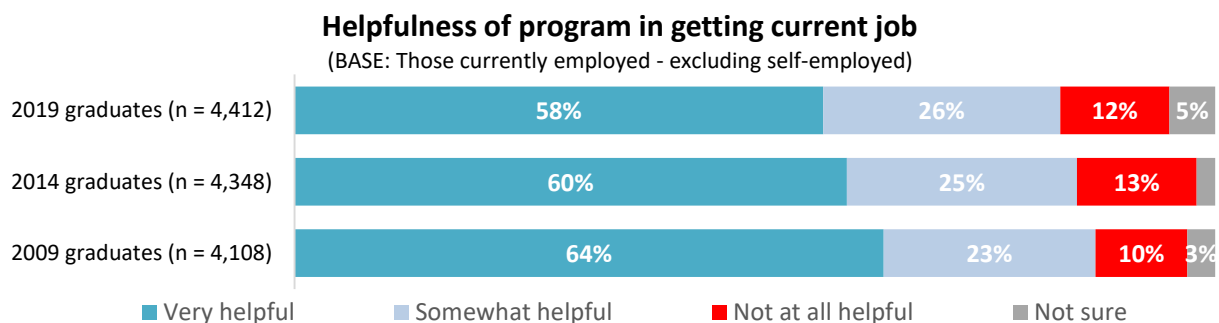
### 8.6.1 Profile of minimum education requirement

Those who graduated from a university or with a bachelor's degree or higher were more likely to say their employment required at least some post-secondary education.

<b>Table 72: Job requires at least some post-secondary education over time</b>			
	<b>% job requires at least some post-secondary</b>		
	<b>2014 graduates n = 4,348</b>	<b>2019 graduates</b>	<b>2019 base size</b>
Overall	69%	71%	4,412
<b>Institution</b>			
U of S	78%	<b>83%</b>	1,541
U of R	80%	80%	987
SIIT	59%	70%	79
Sask Polytech	62%	62%	1,216
SATCC	46%	<b>43%</b>	405
PVS	55%	58%	184
<b>Credential</b>			
Certificate	56%	<b>58%</b>	1,103
Diploma	73%	69%	655
Journeyperson	46%	<b>43%</b>	405
Bachelor	77%	<b>81%</b>	1,538
Master	88%	89%	516
Doctorate	83%	95%	195
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.			
Base: Those employed, excluding self-employment.			

## 8.7 Helpfulness of program in getting current job

The proportion of graduates who said their program was very helpful in getting their job has decreased over the past three surveys. However, the majority of those employed at the time of the survey said their program was very helpful in getting their current job.



### 8.7.1 Helpfulness in getting current job over time

There was very little difference among institutions and credentials and the proportion of graduates who indicated their program was very helpful in getting their current job. The exception is those who graduated from a doctoral program, who had the highest proportion who said their program was very helpful among 2014 and 2019 graduates.

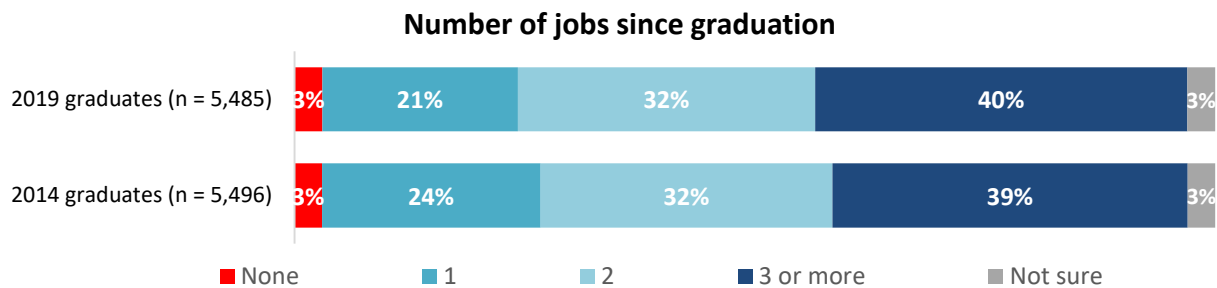
Table 73: Profile of program being very helpful to get current job		
	% very helpful	
	2014 graduates n = 4,348	2019 graduates n = 4,412
Overall	60%	58%
<b>Institution</b>		
U of S	59%	57%
U of R	51%	51%
SIIT	67%	61%
Sask Polytech	66%	63%
SATCC	68%	60%
PVS	52%	54%
<b>Credential</b>		
Certificate	55%	56%
Diploma	72%	63%
Journey person	68%	60%
Bachelor	60%	54%
Master	49%	53%
Doctorate	73%	81%

### 8.8 Additional employment

Among those with more than one job (n = 930), the typical 2019 graduate worked 17.4 hours at their other jobs; this included 15% who reported working full-time hours (30 or more) at their other jobs. In addition, those with more than one job reported earning an average income of \$41,682 (\$31,200 median) from their other employment. It should be noted that the average income from other jobs may be high because, for those with more than one job, their “main” job was defined as the one they worked the most hours, not the job where they earned the highest income.

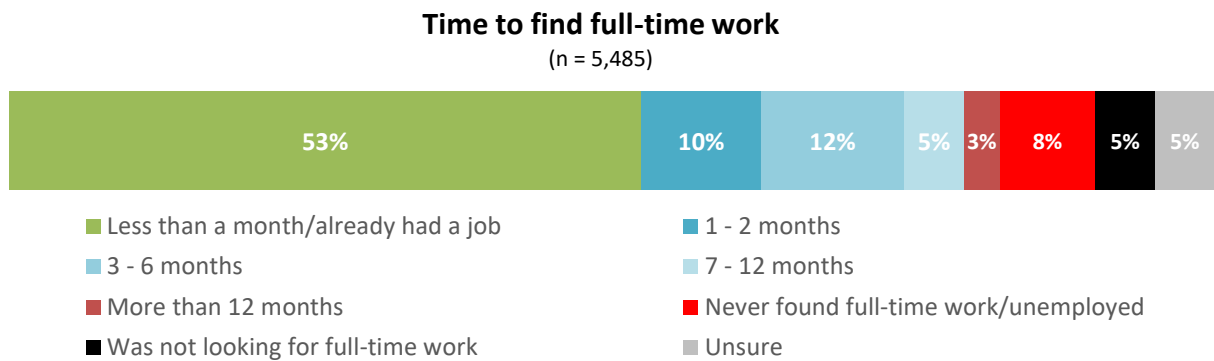
### 8.9 Total jobs since graduation

Overall, just 3% of 2019 graduates had not held any jobs since graduation. This result was virtually unchanged from 2014 graduates.



### 8.10 Time to find full-time employment

More than half of 2019 graduates were able to find full-time employment within one month of graduating, and another 10% were able to find full-time employment within one to two months. Just 8% said they were not able to find full-time employment.





### 8.10.1 Profile of finding full-time employment

SATCC and doctoral program graduates were most likely to have found full-time employment within a month of graduating. Conversely, SIIT and private vocational schools were least likely to have found full-time employment among institutions, while bachelor program graduates were least likely to have found full-time employment within one month among the six credential groups.

<b>Table 74: Profile of finding full-time employment within one month</b>	
	<b>% found full-time employment in less than one month</b>
	<b>2019 graduates n = 5,485</b>
Overall	53%
<b>Institution</b>	
U of S	51%
U of R	50%
SIIT	33%
Sask Polytech	50%
SATCC	<b>88%</b>
PVS	38%
<b>Credential</b>	
Certificate	50%
Diploma	47%
Journey person	<b>88%</b>
Bachelor	<b>44%</b>
Master	56%
Doctorate	72%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups.	

## 9.0 Graduate migration

### 9.1 Migration patterns among 2019 graduates

Examining 2019 graduates' migration patterns from application to their program to when they graduated and to their current location showed that graduates tended to migrate from rural Saskatchewan into the two major cities (Saskatoon and Regina) and then moved out of these cities back into rural communities or outside the province.

<b>Table 75: Graduates' location by time</b>			
	<b>2019 graduates n = 5,485</b>		
	<b>When applied for program</b>	<b>When graduated</b>	<b>Currently</b>
Saskatchewan (net)	87%	95%	83%
Saskatoon	34%	46%	35%
Regina	21%	25%	21%
Prince Albert	5%	5%	4%
Moose Jaw	3%	4%	2%
Yorkton	2%	2%	2%
Estevan	1%	1%	1%
North Battleford	1%	1%	1%
Swift Current	1%	1%	1%
Lloydminster	1%	<1%	1%
Elsewhere in Saskatchewan	18%	11%	16%
Other Canadian province	8%	4%	15%
Outside Canada	5%	<1%	2%
Unsure	<1%	<1%	<1%

### 9.1.1 Migration among Indigenous graduates

Migration patterns of Indigenous graduates were similar to graduates as a whole, although with a greater proportion having moved to Saskatoon than any other location from application to graduation. After graduation, there is a migration back to rural Saskatchewan, but also outside the province (primarily within Canada).

Table 76: Profile of Indigenous graduates' location			
	2019 Indigenous graduates n = 708		
	When applied for program	When graduated	Currently
Saskatchewan (net)	94%	96%	90%
Saskatoon	26%	34%	28%
Prince Albert	19%	20%	16%
Regina	14%	16%	14%
North Battleford	3%	2%	2%
Yorkton	2%	2%	2%
Moose Jaw	1%	2%	1%
Estevan	1%	<1%	<1%
Swift Current	1%	<1%	<1%
Lloydminster	1%	<1%	1%
Elsewhere in Saskatchewan	27%	19%	25%
Other Canadian province	6%	4%	9%
Outside Canada	<1%	<1%	1%
Unsure	<1%	<1%	1%

### 9.1.2 Migration among international graduates

International graduates tended to move to Saskatchewan (primarily Saskatoon and Regina) for their program. While many remained, a significant proportion moved elsewhere in Canada after graduating.

Table 77: Profile of international graduates' location			
	2019 international graduates n = 707		
	When applied for program	When graduated	Currently
Saskatchewan (net)	62%	93%	71%
Regina	25%	34%	28%
Saskatoon	22%	41%	30%
Moose Jaw	7%	9%	3%
Prince Albert	4%	4%	3%
Yorkton	2%	3%	2%
Swift Current	1%	1%	1%
Lloydminster	<1%	<1%	<1%
North Battleford	-	<1%	1%
Estevan	-	-	<1%
Elsewhere in Saskatchewan	2%	1%	3%
Other Canadian province	5%	6%	23%
Outside Canada	33%	1%	5%
Unsure	<1%	<1%	<1%

### 9.1.3 Migration of international graduates by intention to stay

Approximately three quarters of international graduates planned on staying in Canada after graduating, with most expecting to stay in Saskatchewan.

<b>Table 78: Intentions to stay for international students</b>	
	<b>International graduates n = 707</b>
Intended to stay in Saskatchewan	69%
Intended to stay elsewhere in Canada	8%
Did not intend to stay in Canada	4%
Unsure	20%

International graduates' intentions and their behaviours aligned somewhat; however, the majority in all groups remained in Saskatchewan at the time of the survey, even amongst those who did not intend to stay in Canada. The group of international students who were most likely to be living elsewhere were those who were unsure about where they would live after graduation.

<b>Table 79: Profile of international graduates' current location by intention</b>				
<b>Current location</b>	<b>2019 international graduates</b>			
	<b>Intended to stay in Saskatchewan n = 489</b>	<b>Intended to stay elsewhere in Canada n = 52</b>	<b>Did not intend to stay in Canada n = 25</b>	<b>Unsure n = 141</b>
Saskatchewan	77%	62%	72%	55%
Other Canadian province	18%	35%	8%	37%
Outside Canada	4%	4%	20%	8%
Unsure	1%	-	-	-

Note: Population size for those who intended to stay in Canada and those who did not intend to stay in Canada are small and results should be interpreted with caution.

## 9.2 Location change since graduation

Comparing where 2019 graduates were living when they graduated to where they were living at the time they completed the survey showed that 30% have relocated since graduation. This proportion was virtually unchanged between 2009 and 2014 graduates. Results showed that the biggest influence on relocating after graduation appeared to be age, as younger graduates were more likely to have relocated after graduation. Otherwise, amongst 2019 graduates, those who graduated from a doctoral program were most likely to have relocated after graduation.

<b>Table 80: Profile of relocation since graduation</b>			
	<b>% relocated after graduation</b>		
	<b>2009 graduates n = 4,978</b>	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	31%	30%	30%
<b>Institution</b>			
U of S	38%	35%	37%
U of R	28%	27%	28%
SIIT	17%	20%	27%
Sask Polytech	30%	33%	30%
SATCC	22%	20%	22%
PVS	22%	27%	18%
<b>Credential</b>			
Certificate	26%	26%	25%
Diploma		33%	30%
Journey person	22%	20%	22%
Bachelor	35%	36%	34%
Master	35%	27%	29%
Doctorate	62%	36%	56%
<b>Gender</b>			
Man		30%	33%
Woman		30%	29%
<b>Age at graduation</b>			
22 and younger	39%	41%	38%
23 to 24	37%	38%	36%
25 to 29	36%	29%	34%
30 to 39	26%	20%	23%
40 and older	13%	15%	15%
<b>International student</b>			
International		28%	38%
Non-international		30%	29%
<b>Indigenous</b>			
Indigenous		27%	30%
Non-Indigenous		31%	31%
<b>Person with a disability</b>			
With a disability		24%	27%
No disability		31%	31%

### 9.3 Moved outside of Saskatchewan since graduation

Among 2019 graduates, 13% of those who indicated they were living in Saskatchewan at the time of graduation have since moved out of the province. This is up from 9% of 2014 graduates.

Amongst 2019 graduates, U of S, master's program, doctoral program, and international students were most likely to have moved out of the province.

<b>Table 81: Profile of moved out of Saskatchewan after graduation</b>		
	<b>% moved out of Saskatchewan</b>	
	<b>2014 graduates n = 5,291</b>	<b>2019 graduates n = 5,223</b>
Overall	9%	13%
<b>Institution</b>		
U of S	17%	<b>23%</b>
U of R	10%	14%
SIIT	4%	3%
Sask Polytech	4%	5%
SATCC	3%	5%
PVS	6%	4%
<b>Credential</b>		
Certificate	4%	5%
Diploma	5%	7%
Journey person	3%	5%
Bachelor	14%	16%
Master	16%	24%
Doctorate	36%	<b>49%</b>
<b>Gender</b>		
Man	10%	15%
Woman	8%	11%
<b>Age at graduation</b>		
22 and younger	7%	8%
23 to 24	11%	15%
25 to 29	12%	18%
30 to 39	8%	11%
40 and older	5%	6%
<b>International student</b>		
International	15%	24%
Non-international	9%	11%
<b>Indigenous</b>		
Indigenous	5%	6%
Non-Indigenous	10%	14%
<b>Person with a disability</b>		
With a disability		12%
No disability		13%
<p>BASE: Those living in Saskatchewan at the time of graduation.                      Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups.</p>		

### 9.3.1 Moved out of Saskatchewan by CIP primary group

Those who graduated from a physical and life sciences and technologies or mathematics, computer and information sciences program in 2019 were most likely to be living outside the province at the time of their survey. Conversely, those in education and personal, protective and transportation services were most likely to have stayed in Saskatchewan.

**Table 82: Moved out of Saskatchewan after graduation by CIP primary group**

	2014 graduates n = 5,291	2019 graduates n = 5,223
01 – Education	4%	5%
02 – Visual and performing arts, and communications technologies	3%	9%
03 – Humanities	5%	20%
04 - Social and behavioural sciences and law	12%	15%
05 – Business, management and public administration	16%	9%
06 - Physical and life sciences and technologies	8%	26%
07 - Mathematics, computer and information sciences	4%	26%
08 - Architecture, engineering, and related technologies	21%	13%
09 - Agriculture, natural resources and conservation	5%	16%
10 - Health and related fields	20%	14%
11 - Personal, protective and transportation services	2%	4%
12 - Other	0%	28%

BASE: Those living in Saskatchewan at the time of graduation.

## **10.0 Saskatchewan Graduate Retention Program**

### **10.1 Awareness of Saskatchewan Graduate Retention Program**

Awareness of the Saskatchewan Graduate Retention Program is down considerably amongst 2019 graduates compared to 2014 graduates; however, this is most likely due to a change in how the question was asked of 2019 graduates. For the survey of 2019 graduates, responders were asked if they were aware of the program prior to being asked about satisfaction with the program. This was done to get a cleaner measure of awareness. Graduates in the 2014 cohort were given the option to say they were not aware when asked the extent to which the program influenced their decision to attend their institution. Some graduates likely answered “no influence” rather than indicating that they were not aware of the program.

Among 2019 graduates, awareness of the program is highest among U of S, U of R, and bachelor program graduates. Conversely, awareness is lowest among SIIT, Sask Polytech, SATCC, and private vocational school graduates, as well as those who graduated from a certificate program, those 40 and older, and those who identify as Indigenous.



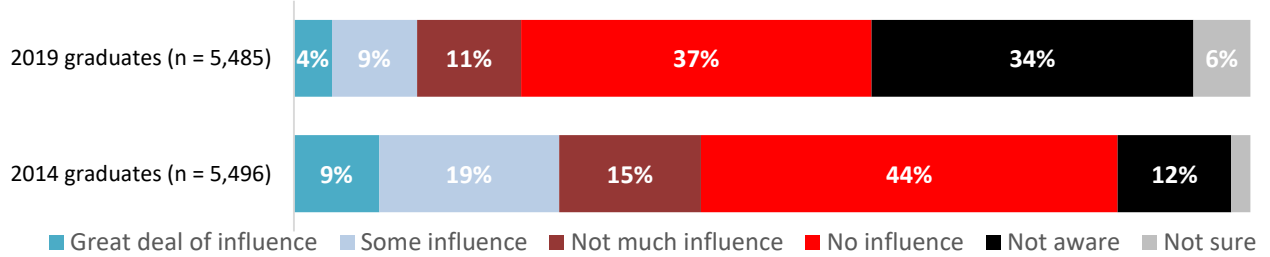
<b>Table 83: Profile aware of Saskatchewan Graduate Retention Program</b>		
	<b>% aware</b>	
	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	88%	62%
<b>Institution</b>		
U of S	91%	<b>74%</b>
U of R	92%	74%
SIIT	81%	25%
Sask Polytech	84%	<b>48%</b>
SATCC	88%	46%
PVS	86%	43%
<b>Credential</b>		
Certificate	83%	<b>44%</b>
Diploma	88%	56%
Journey person	88%	46%
Bachelor	95%	<b>81%</b>
Master	81%	61%
Doctorate	84%	69%
<b>Gender</b>		
Man	89%	60%
Woman	88%	63%
<b>Age at graduation</b>		
22 and younger	86%	54%
23 to 24	93%	73%
25 to 29	90%	68%
30 to 39	88%	60%
40 and older	83%	45%
<b>International student</b>		
International	85%	59%
Non-international	89%	62%
<b>Indigenous</b>		
Indigenous	83%	<b>41%</b>
Non-Indigenous	89%	<b>65%</b>
<b>Person with a disability</b>		
With a disability	89%	56%
No disability	89%	62%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups.		

## 10.2 Influence of Graduate Retention Program

### 10.2.1 Influence to attend/complete program at their institution

Only 4% of 2019 graduates indicated that the Saskatchewan Graduate Retention Program had a great deal of influence on their decision to attend/complete their program.

#### Influence of Graduate Retention Program to attend/complete program



### 10.2.2 Profile of influence of Graduate Retention Program to attend or complete program

The impact of the Saskatchewan Graduate Retention Program was fairly similar among 2019 graduates, with between 2% to 7% indicating that the program had a great deal of influence on their decision to attend or complete their program.

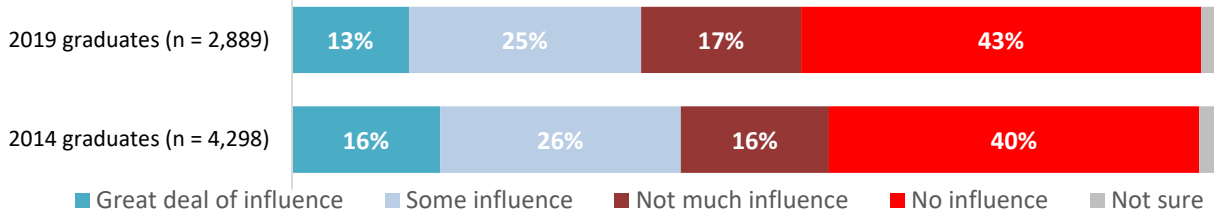
<b>Table 84: Profile of influence to attend complete/program</b>		
	<b>% great deal of influence</b>	
	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	9%	4%
<b>Institution</b>		
U of S	8%	4%
U of R	11%	6%
SIIT	23%	3%
Sask Polytech	8%	2%
SATCC	6%	2%
PVS	10%	3%
<b>Credential</b>		
Certificate	10%	3%
Diploma	9%	3%
Journey person	6%	2%
Bachelor	10%	5%
Master	6%	3%
Doctorate	1%	3%
<b>Gender</b>		
Man	8%	3%
Woman	9%	4%
<b>Age at graduation</b>		
22 and younger	9%	2%
23 to 24	8%	4%
25 to 29	9%	5%
30 to 39	9%	4%
40 and older	7%	2%
<b>International student</b>		
International	17%	7%
Non-international	8%	3%
<b>Indigenous</b>		
Indigenous	12%	2%
Non-Indigenous	8%	4%
<b>Person with a disability</b>		
With a disability	11%	4%
No disability	9%	4%

### 10.2.3 Influence to stay in Saskatchewan after graduation

Among 2019 graduates aware of the program and still living in Saskatchewan at the time they completed the survey, about 13% indicated that the Graduate Retention Program had a great deal of influence on their decision to stay. The impact of the program is slightly lower relative to the impact on 2014 graduates, and would be even more so considering that fewer 2019 graduates were aware of the program.

#### Influence of Graduate Retention Program to stay in Saskatchewan

(Base: Those currently living in Saskatchewan and aware of Retention Program)



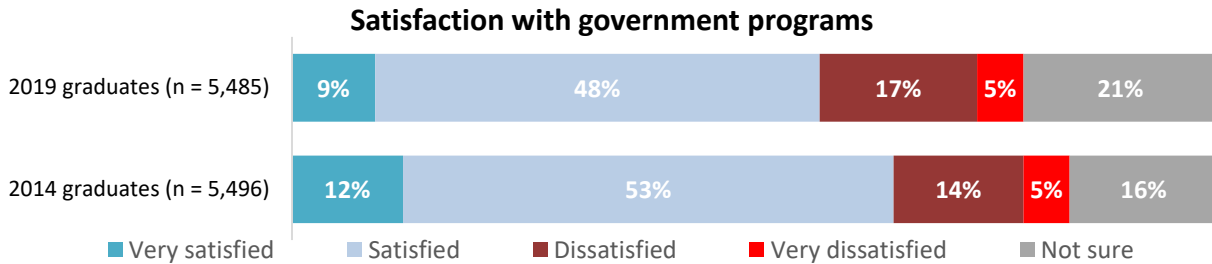
### 10.2.4 Profile of influence of Graduate Retention Program to stay in Saskatchewan

Among 2019 graduates, U of R, bachelor’s program, and international graduates were most likely to have indicated that the Graduate Retention Program had a great deal of influence on their decision to stay in Saskatchewan. Conversely, 2019 graduates 40 and older and SATCC graduates were least likely to have been greatly influenced.

<b>Table 85: Profile of influence to stay in stay in Saskatchewan</b>		
	<b>% great deal of influence</b>	
	<b>2014 graduates n = 4,298</b>	<b>2019 graduates n = 2,889</b>
Overall	16%	13%
<b>Institution</b>		
U of S	19%	13%
U of R	17%	17%
SIIT	32%	12%
Sask Polytech	14%	10%
SATCC	10%	7%
PVS	17%	8%
<b>Credential</b>		
Certificate	15%	11%
Diploma	16%	9%
Journey person	10%	7%
Bachelor	21%	<b>16%</b>
Master	8%	10%
Doctorate	3%	11%
<b>Gender</b>		
Man	15%	12%
Woman	17%	13%
<b>Age at graduation</b>		
22 and younger	14%	14%
23 to 24	18%	14%
25 to 29	19%	14%
30 to 39	14%	11%
40 and older	11%	<b>7%</b>
<b>International student</b>		
International	24%	20%
Non-international	16%	12%
<b>Indigenous</b>		
Indigenous	19%	12%
Non-Indigenous	16%	13%
<b>Person with a disability</b>		
With a disability	17%	10%
No disability	16%	13%
Note: Bolded percent for institution and credential indicate a difference from aggregate results for other comparison groups. Bolded percent for gender, international, Indigenous, and disability indicate a difference between groups.		

### 11.0 Satisfaction with government programs

When asked how satisfied they were with the government programs and services related to post-secondary education and training that were available, slightly less than 6 in 10 2019 graduates were at least satisfied, down from almost two thirds amongst 2014 graduates. Part of this decline was because a higher proportion of 2019 graduates were unable to rate their satisfaction with government programs.



Examining satisfaction shows that SATCC graduates were most satisfied with government programs and services, while older graduates, those in master’s programs, and those with a disability had lower satisfaction.

<b>Table 86: Profile of satisfaction with government programs</b>		
	<b>% satisfied or very satisfied</b>	
	<b>2014 graduates n = 5,496</b>	<b>2019 graduates n = 5,485</b>
Overall	65%	57%
<b>Institution</b>		
U of S	63%	55%
U of R	61%	52%
SIIT	68%	60%
Sask Poly	65%	60%
SATCC	73%	69%
PVS	68%	60%
<b>Credential</b>		
Certificate	62%	57%
Diploma	67%	60%
Journey person	73%	69%
Bachelor	67%	58%
Master	52%	43%
Doctorate	50%	50%
<b>Gender</b>		
Man	66%	61%
Woman	64%	56%
<b>Age at graduation</b>		
22 and younger	72%	63%
23 to 24	68%	63%
25 to 29	70%	59%
30 to 39	63%	54%
40 and older	53%	44%
<b>International student</b>		
International	59%	56%
Non-international	65%	57%
<b>Indigenous</b>		
Indigenous	62%	60%
Non-Indigenous	65%	57%
<b>Person with a disability</b>		
With a disability	53%	44%
No disability	65%	59%

## Appendix A – Methodology



## Sample construction

PRA coordinated with institutions to have student contact data transferred securely. All files were transferred via PRA’s secure FTP site. PRA merged the files from the institutions into one master data file; reviewed the mailing addresses to ensure they met Canada Post guidelines for address labels and made any necessary changes; reviewed email addresses to make sure they were in a standard format (i.e., name@domain.topleveldomain); and, finally, formatted phone numbers to remove any parentheses, hyphens, or long distance prefixes (i.e., 1 in front of a 10-digit number) so that they loaded into PRA’s computer-assisted telephone interviewing (CATI) software seamlessly.

For some institutions, cases were removed either because of duplicate cases in the sample (e.g., someone graduated from two different programs in the same year) or because they had been flagged as “do not contact.” For cases where there were duplicates, the highest degree was maintained in the sample file. In addition, 52 cases were removed from Sask Polytech after the survey had launched because the program identified was for new employees that were required to complete it as part of their on-boarding process (Advanced Certificate in Faculty Certificate Program). This resulted in a final sample size of 13,116 graduates.

Sample size by institution				
	Original sample size	Cases removed	Final sample size	% of sample
University of Regina	2,814	273	2,541	19.4%
University of Saskatchewan	4,429	128	4,301	32.8%
Saskatchewan Polytechnic	4,171	73	4,098	31.2%
SATCC	1,291	0	1,291	9.8%
Private Vocational Schools	611	0	611	4.7%
SIIT	274	0	274	2.1%
<b>Overall</b>	<b>13,590</b>	<b>474</b>	<b>13,116</b>	<b>100.0%</b>

## Questionnaire design and pretest

Beginning in the spring of 2021, PRA, the Ministry, and participating institutions reviewed the questionnaire and made changes to enhance the flow of the survey and improve the face validity of questions. PRA pretested the survey with nine individuals who had graduated from a Saskatchewan post-secondary institution in the past several years (excluding those in the 2019/20 sample files). Four of the nine participants PRA recruited through social media advertising, and five were recruited through the Ministry. The testing involved participants completing the online survey live via videoconference and PRA staff observing the sessions and noting any areas where individuals had difficulties or asked questions for clarifications. The testing resulted in changes to question wording to enhance understanding of survey questions. The final version of the survey can be found in Appendix B.

## Letters to graduates

PRA prepared letters to graduates to inform them of the survey and gave them information to complete the survey online. In total, PRA mailed letters to 12,944 graduates with a valid mailing address, accounting for 98.7% of the sample. Letters were mailed on October 1, 2021. In total, PRA has received 1,191 return to sender letters, accounting for approximately 9.2% of letters mailed.

Outcome of letters to graduates					
	Sample (A)	Letters mailed (B)	% mailed (B/A)	Return to sender (C)	% return to sender (C/B)
University of Regina	2,541	2,480	97.6%	195	7.9%
University of Saskatchewan	4,301	4,245	98.7%	297	7.0%
Saskatchewan Polytechnic	4,098	4,044	98.7%	480	11.9%
SATCC	1,291	1,291	100.0%	112	8.8%
Private Vocational Schools	611	610	99.8%	62	10.2%
SIIT	274	274	100.0%	45	16.4%
<b>Overall</b>	<b>13,116</b>	<b>12,944</b>	<b>98.7%</b>	<b>1,191</b>	<b>9.2%</b>

## Surveying

In addition to the letter, the process for surveying graduates involved several steps:

- **Reminder emails.** Throughout the course of the project, PRA sent reminder emails to graduates, excluding those who had completed the survey or who had refused to participate in the study. In total, PRA sent a maximum of eight emails to respondents.
- **Social media.** Using its social media accounts, PRA posted information about the survey to Twitter and Facebook, which was shared by many of the participating institutions. Over the course of the survey, PRA posted seven times to Twitter and Facebook.
- **Phone surveys.** PRA began phoning graduates on October 21, 2021; however, telephone surveying began on October 6, 2021, as PRA began fielding phone calls from graduates who received the letter and chose to complete the survey by telephone. When requested, PRA either collected a new email address from the respondent, verified that the email address on file was correct, or updated the email address if the email address on file was incorrect (or no longer being used by the respondent). PRA then emailed these respondents a link to the online survey and included them in follow-up reminder emails if they had not yet completed the survey.
- **Survey closure.** PRA completed telephone surveying on January 15, 2021, and the online survey closed on January 19, 2021.

## Response rate

Overall, PRA completed surveys with 5,485 graduates, yielding a 42% completion rate with a theoretical error rate of  $\pm 1.0\%$ .<sup>1</sup> The completion rate ranged by institution, from 36% among Sask Polytech graduates to 49% among SIIT graduates.

Completion rate by institution						
Institution	Sample size	Completes (n)			Completion rate (%)	Theoretical error rate*
		Telephone	Online	Total		
University of Regina	2,541	112	1,089	1,201	47%	$\pm 2.1\%$
University of Saskatchewan	4,301	133	1,744	1,877	44%	$\pm 1.7\%$
Saskatchewan Polytechnic	4,098	221	1,260	1,481	36%	$\pm 2.0\%$
SATCC	1,291	109	396	505	39%	$\pm 3.4\%$
Private Vocational Schools	611	28	258	286	47%	$\pm 4.2\%$
SIIT	274	22	113	135	49%	$\pm 6.0\%$
<b>Overall</b>	<b>13,116</b>	<b>625</b>	<b>4,860</b>	<b>5,485</b>	<b>42%</b>	<b><math>\pm 1.0\%</math></b>

\* The theoretical error rate is based on a 95% confidence interval.

## Email outcomes

Overall, 99% of the 13,116 graduates had at least one email address in the sample files provided, with many having a second email address. Among the 12,916 respondents who were emailed a link to complete the survey online, 531 did not receive it because the emails to all their available addresses bounced back. This indicates that approximately 12,385 of the original 13,116 (94%) received at least one email regarding this study. However, it should be noted that, for a number of graduates, the only email provided was their institution-provided email, and the likelihood they were using and/or checking that email one to two years after graduation was potentially low.

Email outcomes		
Outcome	N	%
Total graduates	13,116	
Total graduates emailed	12,916	99%
- At least one bounce back	1,869	15%
- All email addresses bounced back	531	4%

<sup>1</sup> A theoretical error rate is appropriate when conducting surveys where a random group has been selected from the population. Because a census of all graduates was attempted, the theoretical error may not be appropriate for this type of survey but is shown to demonstrate the reliability of data presented in this report.

### Telephone response rate

Overall, the survey achieved a 50% response rate based on eligible phone numbers. In addition, although the vast majority of surveys were completed online, approximately one quarter of those who completed online were called by PRA during the telephone survey process.

Call record		
Outcome	N	%
Total sample	13,116	
A Total sample	13,116	
1. Not in service/no number	1,881	
2. Fax	10	
3. Business	4	
4. Wrong number	250	
B Total eligible numbers	10,971	
5. Busy	132	
6. Answering machines	2,872	
7. No answer	700	
8. Respondent not available/scheduled call back	1,059	
9. Unavailable for health/other reasons	28	
C Total asked	6,180	
10. Household refusal	19	
11. Respondent refusal	640	
12. Terminate mid-interview	18	
D Co-operative contacts	5,503	
13. Disqualified	18	
14. Completed phone	625	
14. Completed online (no call)	3,615	
14. Completed online (with phone)	1,245	
<b>Refusal rate = (10+11+12)/C</b>	<b>677/6,180</b>	<b>11%</b>
<b>Telephone Response rate (D/B)</b>	<b>5,503/10,971</b>	<b>50%</b>

### Data suppression

In the survey (telephone or online), PRA imposed limits for questions where respondents were required to enter a number. Limitations on upper and lower limits are all included in the questionnaire included in Appendix B.

## Data validation

In the surveying process, respondents validated that the information provided by the institutions was correct and that they had graduated from the institution in the identified program in 2019/20. Only one respondent indicated that they graduated from an institution outside of Saskatchewan, and their responses were dropped from the survey.

During the data cleaning phase, PRA implemented the following procedures:

- All skips were enforced in cleaning, meaning that respondents who received questions they should not have had their responses for those questions removed. This would have occurred because of respondents moving back in the survey and changing a response to a previous question, either online or by phone.
- For respondents who answered that the program they took would not have resulted in a credential in Q39, their response to Q37 (“Did you take any additional post-secondary education?”) was changed to “No” and their responses to Q38 and Q40 were removed.
- For respondents who said they received a government student loan in their open-ended response to Q43, their response to Q41 was changed to include a government student loan and their response to Q43 was removed.
- For respondents who said they did not apply for a government student loan in their open-ended response to Q43, their response to Q42 (“Did you apply for a student loan?”) was changed to “No” and they were assigned a response of “Not sure” to Q44 (“What is the main reason you did not apply for a student loan?”).
- For respondents who said they applied for a government student loan in their open-ended response to Q44, their response to Q42 was changed to “Yes” and their response to Q43 (“What is the main reason you did not receive a loan?”) was changed to “Not sure.”
- For respondents who said they were employed to Q60 (“Why are you not looking for a job?”) or Q61 (“What is the main reason you do not currently have a job?”), their response to Q55 was changed to “Yes” and all follow-up questions related to their employment were changed to “Not sure.”
- Respondents who indicated they were not Indigenous in the open-ended comments to Q86 had their answer changed in Q85 (“Do you consider yourself to be an Indigenous person?”) to “No” and their response to Q86 was removed.

### Quality management processes

Below is an outline of some of the quality management processes that PRA undertook to ensure that the goals for this research were met and quality data were collected.

- PRA tested the telephone and online surveys to ensure all skip patterns were working and all questions were included. PRA sent test links to the Ministry to ensure that the survey met its standards.
- In order to ensure that letters had reached participants, PRA monitored the online survey until the number of online surveys being completed had started to dwindle.
- The Project Manager (Nicholas Borodenko) responded to all questions and issues from respondents. All questions were answered within four hours when sent during normal business hours and 24 hours when sent outside of normal business hours.
- All phone calls received during business hours were answered by the Project Manager. Phone calls received between 5:00 p.m. and 9:00 p.m. CT were taken by PRA's Field Manager.
- Respondents who called PRA to complete the survey by phone were given the option of completing the survey at that moment or scheduling a time that was convenient for them.
- Any individual who asked, via phone or email, to be removed from the survey was deactivated so as not to receive any additional emails or phone calls from PRA.
- When calling respondents, PRA collected information to track when they were no longer at the number given, including a new phone number or email address. In cases where the individual who answered the phone was apprehensive about giving out contact information, PRA left our contact information for the individual to pass on to the respondent. When they were unable to speak directly to the respondent, interviewers did not share any information about the respondent's outcome at the institution.
- PRA called telephone numbers at various times of the day and on various days of the week to increase the chance of reaching respondents.

### Qualitative analysis with open-ended responses

To interpret questions where respondents provided written comments, PRA reviewed responses and categorized them into general themes (or codes) which were assigned numerical values. PRA then reviewed each response and assigned it a value or values. In many cases, a response was given a single numerical code, while in others, participants would touch on many themes in one answer and would thus be assigned multiple codes.

PRA created sufficient codes (or themes) to ensure that a single code accounted for at least 1% of the total responses for that question. PRA would continue to review responses left as "Other" (that is, the response, or part of the response, did not fit in any created code) until no theme or code could be created that would account for at least 1% of the total responses to that question. Any response or part of a response that did not fit a code was left as "Other." This meant that, for some responses, the entire response was given a single code of "Other," while in other cases, the response would receive codes in addition to "Other" if part of the response fit into another code. This means that the proportion left in "Other" in a table reflects the total number of respondents who remained with a code of "Other" as part of their response, but does not mean that all of these participants did not have other aspects of their response code into other categories.

### Criteria for statistical significance

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association, in particular, is susceptible to this possibility.<sup>2</sup> Therefore, the standards for designating whether a relationship is statistically significant were increased. The benchmarks shown in the table below must be met for us to term an association statistically significant; the Pearson's chi-square must have probability of a type 1 error of less than .001 and either the Phi coefficient or Cramer's V must have a value of .150 or greater.<sup>3</sup>

In the full report, ANOVA is used to determine differences on questions with a ratio scale, that is, questions where a score of 0 has real meaning. One example is a question for which respondents share the number of hours worked per week. Though ANOVA is not as susceptible to inflated measures of statistical significance with large sample sizes, the larger sample size still warrants a more robust measure of significance. For an ANOVA to be deemed statistically significant, the alpha level of the associated F-test must be below .001.

Throughout the report, any differences reported meet these criteria, unless otherwise stated. Because of the stringent criteria used, some variances that seem large will not be statistically significant.

Criteria for statistical significance	
Test	Level for significance
Alpha level ( $\alpha$ )	<.001
Phi coefficient or Cramer's V	.150 or higher

<sup>2</sup> Pearson's chi-square tests whether the observed frequency distribution differs from a theoretical distribution.

<sup>3</sup> The Phi coefficient and Cramer's V measure the strength of association between two categorical variables (or sets of scores).

**Appendix B – Final survey**



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 from Prairie Research Associates. 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 [2019/the 2019-2020 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 from Prairie Research Associates. 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 [2019/the 2019-2020 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 from Prairie Research Associates. 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 [2019/the 2019-2020 school year]. The purpose of the survey is to explore graduates' post-secondary experiences 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. For completing the survey, you will be entered into a draw to win a \$500 prize, or one of 10 \$100 prizes.

Just to let you know, the survey will take about 20 to 25 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 cell phone number)

[email / text]

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

## VERIFICATION

1. [PVS] To confirm, you graduated in the 2019-2020 school year from [institution] with a [CREDENTIAL] in [PROGRAM].  
[APPRENTICE] To confirm, you completed your [PROGRAM] program in 2019 through Sask Apprentice.  
[ALL OTHERS] To confirm, you graduated in 2019 from [institution] with a [CREDENTIAL] in [PROGRAM].  
Is this correct? Select all that apply.

Yes **[exclusive response; skip to next section]**

No – year graduated is incorrect

No – institution graduated from is incorrect

No – program is incorrect

No – credential is incorrect **[DO NOT SHOW FOR APPRENTICE]**

No – Did not graduate **[THANK AND TERMINATE]**

**[Ask if year incorrect, else skip]**

2. What year did you graduate?

DROPBOX: 2010 – 2020

Don't know

**[Ask if institution incorrect, else skip]**

3. What institution did you graduate from?

Textbox

**[Ask if program incorrect, else skip]**

4. What program did you complete?

Textbox

**[Ask if credential incorrect, else skip]**

5. What credential did you receive?

Textbox

## MAIN SURVEY

### General Information

6. To start, thinking back to high school, did you receive your...

- High school diploma
- Adult Basic Education
- GED Certificate
- Did not complete high school
- Not sure

**[PVS]** The following questions are related to the program for which you obtained your [credential] in the 2019-20 school year.

**[APPRENTICE]** The following questions are related to the [PROGRAM] program that you completed in 2019.

**[OTHERS]** The following questions are related to the program for which you obtained your [CREDENTIAL] in 2019.

7. In what year did you first begin the program you graduated from in [2019/the 2019-2020 school year]?

Enter year: \_\_\_\_\_ **[RANGE 1980 TO 2019 – ALLOW UP TO 2020 FOR PVS GRADS]**  
Not sure

8. In what city of town were/are you living... (Do not read – Show for online)

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

- A. When you applied for the program you graduated from in [2019/the 2019-2020 school year]?
- B. At the time you graduated in [2019/the 2019-2020 school year]?
- C. As of today?

- 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): \_\_\_\_\_

Not sure

### Previous Post-Secondary Programs

9. Did you complete any post-secondary programs prior to enrolling in the [insert program] program? Select all that apply.
- Did not complete any other post-secondary before my program **[EXCLUSIVE]**
  - Completed a certificate(s) before my program
  - Completed a diploma(s) before my program
  - Completed a degree(s) before my program
  - Not sure **[EXCLUSIVE]**

### Reasons for Program Enrollment

10. What were the main reasons you choose to go to [INSTITUTION]? Select all that apply.  
**[APPRENTICE]** What were the main reasons you took your program through [INSTITUTION]? Select all that apply.  
(Telephone - Do not read. Probe fully.)  
**[Online - randomize]**
- It offered the program I wanted to take
  - Local/where I live
  - Reputation of institution
  - Was accepted into the program
  - Family members went there
  - Family influence
  - Friends were going/went there
  - Employment opportunities
  - Scholarship/financial support offered by institution
  - Cost
  - Direct entry to program
  - Accessibility/accommodations offered
  - Immigration purposes
  - Experiential learning opportunities (e.g., co-op, practicum, internships, etc.)
  - Other (please specify)
  - Not sure **[EXCLUSIVE]**
11. What were the main reasons why you chose the [insert program] program? Select all that apply.  
(Telephone - Do not read. Probe fully.)  
**[Online - randomize]**
- To work in a specific field/job
  - Local/Where I live
  - Reputation of program
  - Family influence
  - Friends were in/took the program
  - Employment opportunities
  - Cost
  - Direct entry to program
  - General interest/personal development
  - Part of my career/education laddering plan
  - Experiential learning opportunities (e.g., co-op, practicum, internships, etc.)
  - Other (please specify)
  - Not sure **[EXCLUSIVE]**

### Transfer Credits

12. Did you transfer credits from other post-secondary institution(s) to your program? Transfer credits can be granted as assigned or unassigned credits and can range from single courses to groupings of courses as well as recognition of prior learning experiences.

- Yes
- No
- Not sure

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

- Yes
- No
- Not sure

**[ASK Q14 IF Q12 OR 13 IS YES; OTHERWISE SKIP TO NEXT SECTION]**

14. How satisfied were you with the credit transfer process?

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very satisfied
- Not sure

**[ASK IF Q14 = VERY DISSATISFIED OR DISSATISFED]**

15. Why were you dissatisfied with the credit transfer process?

- Textbox
- Not sure

### International Student Status

16. Did you study as an international student at [insert institution] at any time during your program?

- Yes
- No **[SKIP TO NEXT SECTION]**
- Not sure **[SKIP TO NEXT SECTION]**

17. 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
- Not sure

## Experiential Learning

### [SKIP Q18 TO Q23 IF APPRENTICE]

18. Did you participate in experiential learning as part of your program, such as on the job training, internships, practicum, co-op programs, case competitions, field experience, clinical placements, work placement, etc.?

Yes

No **[SKIP TO NEXT SECTION]**

Not sure **[SKIP TO NEXT SECTION]**

19. What was the experiential learning called that you participated in as part of your program?? Select all that apply,

Job training

Internship

Clinical placement

Practicum

Co-op program

Case competition

International learning

Research-based learning

Field experience

Study tours

Service learning

Land based learning

Other (please specify)

Not sure

20. Were any of your experiential learning experiences a mandatory part of your program?

Yes

No

Not sure

21. Were you paid for any of your experiential learning experiences?

Yes

No

Not sure

22. How beneficial were these experiential learning experiences to you? [Telephone: Please use a 5-point scale where 1 means “did not benefit at all” and 5 means “benefitted to a great extent”.]

1 – Did not benefit at all

..

5 – Benefitted to a great extent

Not sure

23. How beneficial were your experiential learning experiences in helping you to find a job after graduation? [Telephone: Please use a 5-point scale where 1 means “did not benefit at all” and 5 means “benefitted to a great extent”.]

1 – Did not benefit at all

..

5 – Benefitted to a great extent

Not sure

24. Were you hired by any employers after your experiential learning placement with them?  
**[APPRENTICE]** Were you hired by any of the employers after your apprenticeship ended?

Yes

No

Not sure

### Program Satisfaction

25. Thinking about the program you graduated from in [2019/the 2019-2020 school year], how much did you personally benefit from each of the following? [Telephone: Please use a 5-point scale where 1 means “did not benefit at all” and 5 means “benefitted 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 – Did not benefit at all

..

5 – Benefitted to a great extent

Not sure

Not applicable

26. Overall, how satisfied are you with the following? (Telephone: Please let me know if you were very satisfied, satisfied, dissatisfied, or very dissatisfied with the following).

**[Randomize order]**

The quality of teaching  
The quality of program delivery  
The program's content  
Location of your program  
The quality of the buildings  
Lab and/or technology equipment  
The overall quality of your educational experience **[anchor position]**

Very satisfied  
Satisfied  
Dissatisfied  
Very dissatisfied  
Not sure

27. How much did the program you graduated from in [2019/the 2019-2020 school year] add to each of the following skills, knowledge and abilities? If an item does not apply, please indicate so.  
[Telephone: 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 effectively  
Resolve conflicts  
Learn independently  
Develop leadership skills  
Appreciate other cultures and diverse perspectives  
Use digital technology effectively  
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



28. Using a scale from 0 to 10, where 0 is not at all likely and 10 is extremely likely, how likely are you to recommend [insert institution] to others?

0 1 2 3 4 5 6 7 8 9 10 Not sure

29. **[SKIP IF SCORE IS 7 OR HIGHER OR DON'T KNOW]** Why did you give a rating of [Q28] out of 10?

Textbox  
Not sure

30. If you could choose again, would you select the same field of study or specialization?

Yes **[SKIP NEXT QUESTION]**  
No  
Not sure

31. What is the main reason you would not select the same field of study or specialization?

Not enough jobs available in this field.  
Field of study did not provide job skills needed.  
Not satisfied with current job.  
Change of interest.  
Not satisfied with the preparation received for graduate or professional school.  
Not satisfied with the quality of education.  
Other (please specify)  
Not sure

32. Given the benefits of post-secondary education, how much do you agree or disagree that the program you took was worth the financial cost? Please rate on a scale from 1 to 5, where 1 is strongly disagree and 5 is strongly agree.

1 Strongly disagree  
2  
3  
4  
5 Strongly agree  
Not sure

33. How challenging were the following issues while taking your program? (Telephone: Please use a five-point scale where 1 means no challenge at all and 5 means major challenge).

**[RANDOMIZE]**

- Finding affordable childcare
- Finding affordable housing
- Mental or physical health issue(s)
- Financial challenges
- Cultural adjustments or language barriers

- 1 No challenge
- 2
- 3
- 4
- 5 Major challenge
- Not sure
- Not applicable

**Distance Education**

34. Throughout your entire [PROGRAM] program, what % of your classes were taken online or through distance learning (you were not physically required to attend classes in-person)? It could be an entire class or part of a class (e.g., blended online and in-class course). Please do not include classes that just had an online portal that may have been used to get class documents or submit assignments.

- None
- Less than half
- About half
- More than half
- All of it
- Not sure

35. **[SKIP IF Q34 IS NONE OR NOT SURE]** What was the main reason for taking online courses or distance education as part of your program?

- Textbox
- Not sure

### Saskatchewan Regional College

36. 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, and South East College.)

- None
- Less than half
- About half
- More than half
- All of it
- Not sure

### Further Education

37. Since completing your [PROGRAM] program in [2019/the 2019-2020 school year], have you been enrolled in any other post-secondary program for credit leading toward a degree, diploma, or certificate, excluding community programs and general interest courses? This could be at the same institution or at different one.

- Yes
- No **[SKIP TO NEXT SECTION]**
- Not sure **[SKIP TO NEXT SECTION]**

38. 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
- Private vocational school/private college (specify name of school): \_\_\_\_\_
- Other Saskatchewan Institution (specify name of institution): \_\_\_\_\_
- Non-Saskatchewan Institution (specify institution, city, province): \_\_\_\_\_
- Online institution/program (specify): \_\_\_\_\_
- Not sure

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

- Certificate
- Diploma
- Journey person Certification 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)
- Not sure **[EXCLUSIVE]**

40. 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/better pay
- Requirement to be employed in my chosen field or specialization
- Other (please specify)
- Not sure

#### FINANCIAL ASSISTANCE

41. Which of the following sources did you use to pay for your post-secondary education? (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 and/or grants
- Bank Loans or Bank Lines of Credit
- Credit Cards
- Personal savings
- Research or teaching assistantships
- Sponsorship by a First Nation band or Indigenous 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
- Funding from an international organization
- 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 Incentive Grant for Women

Apprenticeship Completion Grant  
Another financial source (please specify)  
Prefer not to say **[EXCLUSIVE]**  
Not sure **[EXCLUSIVE]**

**[SKIP TO Q45 IF CANADA OR SASKATCHEWAN GOVERNMENT STUDENT LOANS SELECTED IN Q41]**

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

Yes

No **[SKIP NEXT QUESTION]**

Not sure **[SKIP TO Q45]**

Prefer not to say **[SKIP TO Q45]**

43. What is the main reason you did not receive a government student loan and/or grant 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)

Not sure **[SKIP TO Q45]**

Prefer not to say **[SKIP TO Q45]**

44. **[ASK IF Q42 = NO]** What is the main reason you did not apply for a government student loan and/or grant during your study in the program? (do not read list)

**[randomize online]**

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/international student

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)

Not sure

Prefer not to say

45. When you completed your program, approximately how much did you owe (debt) in total to support the costs of your post-secondary education from all sources? Please include debt from all sources and from all-post-secondary programs or courses you may have taken. If you did not have any debt, please enter '0' into the box below.

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

Not sure [SKIP TO Q47]

Prefer not to say [SKIP TO Q47]

**[IF \$0 IN Q45, AUTO FILL Q46 WITH \$0 AND SKIP TO Q54]**

46. Approximately, how much of the [Q45] you accumulated in debt was from the [insert program] program?

Numeric field [RANGE \$0 TO RESPONSE IN Q45]

Not sure

Prefer not to say

**[ASK IF CANADA OR SASKATCHEWAN GOVERNMENT STUDENT LOANS SELECTED IN Q41. ELSE SKIP TO Q52]**

47. When you completed your program approximately 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 Q45]

Not sure [SKIP TO Q52]

Prefer not to say [SKIP TO Q52]

**[IF \$0 IN Q47, SKIP TO Q52 AND AUTO FILL Q48 - 51]**

48. How much of the [Q47] in government student loan debt was from the [insert program] program?

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

Not sure [SKIP TO Q50]

Prefer not to say [SKIP TO Q50]

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

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

Not sure

Prefer not to say

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

Yes

No [SKIP NEXT QUESTION]

Not sure [SKIP NEXT QUESTION]

Prefer not to SAY [SKIP NEXT QUESTION]

51. 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)
- Not sure **[EXCLUSIVE]**
- Prefer not to say **[EXCLUSIVE]**

**[ASK IF BANK LOANS, BANK LINES OF CREDIT, OR CREDIT CARD SELECTED IN Q41. ELSE SKIP TO Q54]**

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

- Numeric field [range \$0 to response in Q45]
- Not sure **[SKIP NEXT QUESTION]**
- Prefer not to SAY **[SKIP NEXT QUESTION]**

**[SKIP AND AUTOFILL IF RESPONSE TO PREVIOUS QUESTION IS '0']**

53. Approximately, 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 \$850,000]
- Not sure
- Prefer not to say

**[ASK IF SPONSORSHIP BY A FIRST NATION BAND OR INDIGENOUS FUNDING PROGRAM; SCHOLARSHIPS, GRANTS, OR BURSARIES FROM CANADIAN AND NON-CANADIAN GOVERNMENT OR EDUCATIONAL INSTITUTE; OR OTHER SCHOLARSHIPS, GRANTS OR BURSARIES SELECTED IN Q41. ELSE SKIP.]**

54. 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 Q41]

- A. First Nation band or Indigenous funding program
- B. Canadian government sources
- C. Non-Canadian government sources
- D. Your educational institution
- E. 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]** Now a few questions about your employment status during your program.

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

55. Were you employed while taking classes during the program you graduated from in [2019/the 2019-2020 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]**

Not sure **[SKIP TO NEXT SECTION]**

56. On average, how many hours a week were you employed during your program, not including course related employment or summer positions?

[enter hours, range 0.5 to 100.0]

Not sure



**[SKIP IF SATCC]**

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

**[Randomize order for online]**

- Needed funds to support studies
- Needed funds for living expenses
- Needed experience/wanted to build my CV/resume
- Didn't get enough funding through student loans
- Wanted to reduce the amount of debt accumulated
- 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): \_\_\_\_\_
- Not sure **[EXCLUSIVE]**

**Current Employment**

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

- Yes **[SKIP TO Q62]**
- No
- Not sure **[SKIP TO NEXT SECTION]**

59. Are you currently looking for a job?

- Yes **[SKIP NEXT QUESTION]**
- No
- Not sure **[SKIP NEXT QUESTION]**

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

**[Display list online]**

- Own illness or disability
- Family leave (including parental leave)
- 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
- Could not find the kind of job I wanted
- Immigration issues
- Reasons related to the COVID-19 pandemic
- Other (specify)
- Not sure

**[GO TO NEXT SECTION]**

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

**[Display list online]**

- Own illness or disability
- Maternity or paternity leave
- 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 license, trade certificate or union membership
- Recently moved
- Immigration issues
- Reasons related to the COVID-19 pandemic
- Other (specify)
- Not sure **[GO TO NEXT SECTION]**

62. How many paying jobs do you currently have?

- Numeric field [range 1 to 7]
- Not sure

**[DISPLAY IF MORE THAN 1 IN Q62 OR NOT SURE]**

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

63. Are you self-employed?

- Yes **[SKIP NEXT QUESTION]**
- No
- Not sure

64. 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
- Not sure

65. What is your job title? Please provide details of your job description, that is, what are your primary tasks and responsibilities.

Job title: \_\_\_\_\_ Not sure  
Job description: \_\_\_\_\_ Not sure

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

[Enter hours, range 1 to 168, allow one decimal]  
Not sure

**[ASK Q67 IF Q66 IS LESS THAN 30]**

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  
Not sure

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: \_\_\_\_\_ [RANGE \$1 TO \$750,000]  
Hourly rate: \_\_\_\_\_ [RANGE \$1 TO \$999]  
Daily wage: \_\_\_\_\_ [RANGE \$1 TO \$2,500]  
Weekly wage: \_\_\_\_\_ [RANGE \$1 TO \$15,000]  
Bi-weekly/every two weeks: \_\_\_\_\_ [RANGE \$1 TO \$25,000]  
Semi-monthly/twice a month: \_\_\_\_\_ [RANGE \$1 TO \$25,000]  
Monthly: \_\_\_\_\_ [RANGE \$1 TO \$60,000]  
Another method (please be specific): \_\_\_\_\_ [OPEN TEXT FIELD]  
Not sure  
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:  $Q68 * 52 * Q66$
- Daily:  $Q68 * 260$
- Weekly:  $Q68 * 52$
- Bi-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] program

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

1 - Not related

2

3 – Somewhat related

4

5 - Very related

Not sure

70. Overall, how related is your current job to the program from which you graduated in [2019/the 2019-2020 school year]? (telephone: please use the same scale – reread scale if necessary)

1 - Not related

2

3 – Somewhat related

4

5 - Very related

Not sure

**[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)

Not sure

**[SKIP NEXT TWO QUESTIONS IF SELF-EMPLOYED IN Q63]**

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] 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 Q62 >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

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?

Complete one of the following fields:

Annual salary: \_\_\_\_\_ [RANGE \$0 TO \$750,000]

Hourly rate: \_\_\_\_\_ [RANGE \$0 TO \$999]

Daily wage: \_\_\_\_\_ [RANGE \$0 TO \$2,500]

Weekly wage: \_\_\_\_\_ [RANGE \$0 TO \$15,000]

Bi-weekly/every two weeks: \_\_\_\_\_ [RANGE \$0 TO \$25,000]

Semi-monthly/twice a month: \_\_\_\_\_ [RANGE \$0 TO \$25,000]

Monthly: \_\_\_\_\_ [RANGE \$0 TO \$60,000]

Another method (please be specific): \_\_\_\_\_ [OPEN TEXT FIELD]

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 may currently have, how many jobs have you held since graduation from the [insert program] program?

[Enter number, range 0 to 20]

Not sure

### [SKIP IF Q77 = 0 & NOT CURRENTLY EMPLOYED]

78. How many months after graduation did it take to find a full-time job or equivalent? If you found a job in less than a month, please enter zero (0).

[Enter months, range 0 to 30]

Already had a full-time job or equivalent prior to graduating

Was not looking for a full-time job or equivalent

Never found a full-time job

Not sure

### 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.

79\_1. Prior to this survey, have you heard of the Saskatchewan Graduate Retention Program?

Yes

No **[SKIP TO Q81]**

Not sure **[SKIP TO Q81]**

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

A great deal of influence

Some influence

Not much influence

No influence

Not sure

### **[SKIP IF CURRENTLY LIVING OUTSIDE OF SK IN Q8]**

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

A great deal of influence

Some influence

Not much influence

No influence

Not sure

Not applicable, don't live in Saskatchewan

81. 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

## Demographics

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

82. [online] Are you...

[Telephone] Which gender do you identify with?

Man

Woman

Transgender

Two-spirit

Non-binary

Other (specify)

Prefer not to say

83. In what year were you born?

Numeric field **[RANGE 1911 TO 2005]**

Prefer not to say

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

Canadian Citizen

Landed Immigrant/Permanent Resident

Temporary Resident

Temporary Foreign Worker

International Student (Visa)

Other

Prefer not to say

85. Do you consider yourself to be an Indigenous 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? That is, a person, other than Indigenous peoples, who are non-Caucasian in race or non-white in colour.

- 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 [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 for your [PROGRAM] program that you would like to add?

- Textbox
- No comment
- Not sure

#### **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

To be entered into the draw, what is the best phone number and email to reach you at?

EMAIL:

PHONE:

Prefer not to be entered into the draw.

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