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THE CLASS OF 2020 ATLANTIC UNIVERSITY GRADUATES, TWO YEARS ON

PREPARED FOR THE ASSOCIATION OF ATLANTIC UNIVERSITIES

PREPARED BY THE MARITIME PROVINCES HIGHER EDUCATION COMMISSION



Executive Summary

Since 1996, the Maritime Provinces Higher Education Commission (MPHEC) Graduate Outcomes (GO) survey has kept the Maritime region informed on several important themes related to post-secondary education. These themes include the pursuit of further studies after a first degree, the transition to the workforce, the retention of graduates in the region, the level of student borrowing and debt, and the university experience. For the latest iteration of its GO Survey, the MPHEC collaborated with the Association of Atlantic Universities and Memorial University to expand the scope of its survey to include graduates from the university in Newfoundland and Labrador.

Methodology

The target population of the survey was bachelor's degree graduates who were granted a degree in 2020 from one of 15 universities in the Atlantic provinces. A total of 3,453 graduates from a population of 12,977 graduates for whom contact information was available were surveyed between September and December 2022 by Prairie Research Associates (PRA). This report focusses on 2,332 first-degree holders (graduates who enrolled in university without a prior post-secondary credential and graduated with their first degree in 2020). The data were weighted on the basis of the university of graduation and gender (weighted sample [wN] of first-degree holders is 2,311), with a margin of error of ± 2.0 percentage points, 19 times out of 20.

The Class of 2020 Atlantic University Graduates in 2022

- Fifty-nine percent of the graduates were women, and the median age at the time of the survey was 25 years old.
- Prior to enrolling in their 2020 degree, 75% of the graduates were living in the Atlantic provinces, 17% in the rest of Canada and 8% outside Canada.
- About four in ten were first-generation university graduates, that is, graduates whose parent(s) or guardian(s) did not complete a university degree.
- Half of the graduates completed a liberal arts and sciences program, while the other half completed an applied and professional program.

Pursuing Education After the First Degree

- Following the 2020 degree, about half (51%) of the graduates pursued some form of post-secondary education leading to a degree, diploma, or certificate within two years of graduation. Of those, 61% had not completed or were still enrolled in a program at the time of the 2022 survey.
- Among those graduates who pursued further education, 44% did so at the graduate level (master's degree or PhD), 9% enrolled in a professional degree such as medicine or law, and 21% pursued a second bachelor's degree including 10% who pursued a Bachelor of Education.
- Graduates who completed a liberal arts and sciences program (62%) were significantly more likely to pursue further education than graduates who completed an applied and professional program (39%).

Work Experience

- About six in ten (59%) graduates participated in at least one form of work-integrated learning during their bachelor's program. Of those who did, 71% said that work-integrated learning increased their satisfaction with their program, and 66% said it prepared them for the workforce, and offered them advantages for finding employment.

- Excluding any work-integrated learning that was a part of their program, 75% of graduates worked during the academic year, with 24% working full-time at some point during their studies.

Main Activity of Graduates

- Two years after graduation, many graduates were still in their transition towards the labour market. Twenty-eight percent of graduates were studying, and excluding those that were studying, 62% were working. Two years after graduation, a higher percentage of women (31%) were studying as compared to men (24%). Conversely, a smaller percentage of women (59%) were working than men (66%).

Employment Outcomes

- Two years after graduation, 92% of graduates in the labour force were employed, and among employed graduates, 81% were employed full-time, 65% held a permanent job, and 57% were employed in a job that requires university education or is a management position. Employed graduates were earning a median annual income of \$52,000, while those working full-time were earning a median of \$56,000.
- Employment outcomes of graduates varied significantly by their program orientation, with graduates of applied and professional programs more likely than graduates of liberal arts and sciences programs to be employed, to be working full-time, to be working in a job that requires university education or is a management position, and to be earning more two years after graduation.

Mobility and Retention of Graduates

- Seventy-three percent of the graduates of Atlantic universities were living in the region two years after graduation, while 23% were living elsewhere in Canada, and 5% were living outside Canada.
- The retention of graduates in the region was significantly related to their origin, with 84% of graduates who were from the Atlantic provinces living in the region two years after graduation, as compared to 29% of graduates who came from the rest of Canada, and 56% of those from outside of Canada.

Financing a Post-Secondary Education

- Forty-three percent of the graduates reported their parents or family as one of their top two financial sources for their first degree, followed by government student loans (39%).
- Seven in ten (71%) graduates received money from scholarships, grants, or bursaries to finance their first degree. Also, 47% of graduates who pursued further studies received money from scholarships, grants, or bursaries to finance their post-2020 education. Among receivers, the median amount received was \$5,000 for the first degree and \$10,000 for further studies.
- Fifty-two percent of the graduates borrowed money to finance their education (i.e., their first degree or any studies pursued after the first degree). Those who borrowed accumulated a median amount of \$35,000 in debt. Two years after graduation, 44% of the graduates who borrowed still owed money, with a median amount owing of \$30,000. Fifty-six percent were debt free two years after graduation (including 48% who had not borrowed and 8% who had entirely repaid their loans).

The University Experience

- The majority of the graduates felt that the program they completed in 2020 prepared them for further studies (65%) to a considerable or great extent, and provided them with a breadth of knowledge than can be applied to new situations (63%). Forty-two percent of the graduates said that the program they completed in 2020 prepared them for the workforce to a considerable or great extent, while another 31% reported that it prepared them to a moderate extent.

- If they could start over, 83% of the graduates would choose to complete a university education again. Excluding those who would definitely not go to university again, 78% said that they would choose the same university again.
- Most of the graduates thought their university experience was worth the personal investment of time required for classes and studies (65%) and the financial investment (54%) to a considerable or great extent. Graduates with a more secure financial status (those who did not borrow for their university education or those from higher income categories) were significantly more likely to say that their education was worth the financial investment.

The Impact of COVID-19

- Sixty-three percent of the graduates reported a change in their employment situation as a result of the pandemic, while 61% reported a change to their financial situation, and 43% reported a change to their plans for their education.

Summary and Conclusions

Two years after graduation, 51% of the Class of 2020 graduates had pursued further studies, and 92% of graduates in the labour market were employed. If they could do it over again, the majority of the graduates would choose to return to university. This aligns with most of the graduates reporting that their university experience was worth the personal investment of time and the financial investment. A university degree can serve as a buffer during changes in the labour market. The majority of the Class of 2020 graduates were in the last few months of their program when the COVID-19 pandemic disrupted universities and the labour market in Atlantic Canada. They were preparing to join the labour market or were about to enroll in another post-secondary program. Despite the disruptions in spring 2020, Maritime university graduates surveyed in 2022 show similar employment outcomes to those surveyed before 2020¹.

Factors such as program orientation and discipline cluster, parent's educational attainment, and region of origin all play a role in graduates' transition to the workforce, their outcomes, and their evaluation of their program.

- Graduates of liberal arts and sciences program were more likely to pursue further studies after their first degree than graduates from applied and professional programs. In contrast, graduates of applied and professional programs were more likely than graduates from liberal arts and sciences program to be employed, to be working in a job that requires university education or is a management position, and to be earning more two years after graduation.
- Graduates with a parents' educational attainment of a bachelor's degree or above were more likely to rely on their parents or family as one of their top two sources of funding, and they were less likely to report borrowing to finance their post-secondary education than first-generation university graduates.
- Graduates who were living in the Atlantic provinces before enrolling in their 2020 degree were more likely than graduates from the rest of Canada and those from outside Canada to be living in the Atlantic provinces two years after graduation.

¹ Maritime Provinces Higher Education Commission. Employment profile of Maritime University first-degree holders. Fredericton, NB; April 2023.

Available at http://www.mphec.ca/media/222087/Class-of-2020_Employment-Profile_Report.pdf

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1 Introduction

Since 1996, the Maritime Provinces Higher Education Commission (MPHEC) has kept the Maritime region up to date on several important themes related to post-secondary education through its Graduate Outcomes (GO) survey. The GO survey explores themes such as the pursuit of further studies after a first degree, the transition to the workforce and employment outcomes, the mobility and retention of graduates, financing a post-secondary education, the level of student borrowing and debt, and what graduates think of their university experience. The GO survey focusses solely on bachelor's degree graduates and consists of a six-year cycle involving two graduating classes, both of which are surveyed two years after graduation, and one is surveyed again six years after graduation. This report examines findings from the survey of the Class of 2020 in 2022.

For this survey, the MPHEC partnered with the Association of Atlantic Universities and Memorial University to expand the GO survey to include graduates from universities in the four Atlantic provinces: New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador. This report focusses on the main themes of the GO survey and provides additional analyses by the following key variables: program orientation and discipline cluster, parents' educational attainment, as well as region or province of residence prior to enrolling in the program completed in 2020.

In 2020, close to 13,000 bachelor's students graduated from a university in Atlantic Canada. The majority were in the last months of their degree in spring 2020 when universities switched to emergency online learning in response to the COVID-19 pandemic. At the time, many graduates had plans to join the labour market or pursue additional post-secondary studies following their 2020 degree. To provide more context to their experience since graduating from their 2020 degree, graduates were asked about the impact of the COVID-19 on their financial situation, employment situation, and plans for further studies.

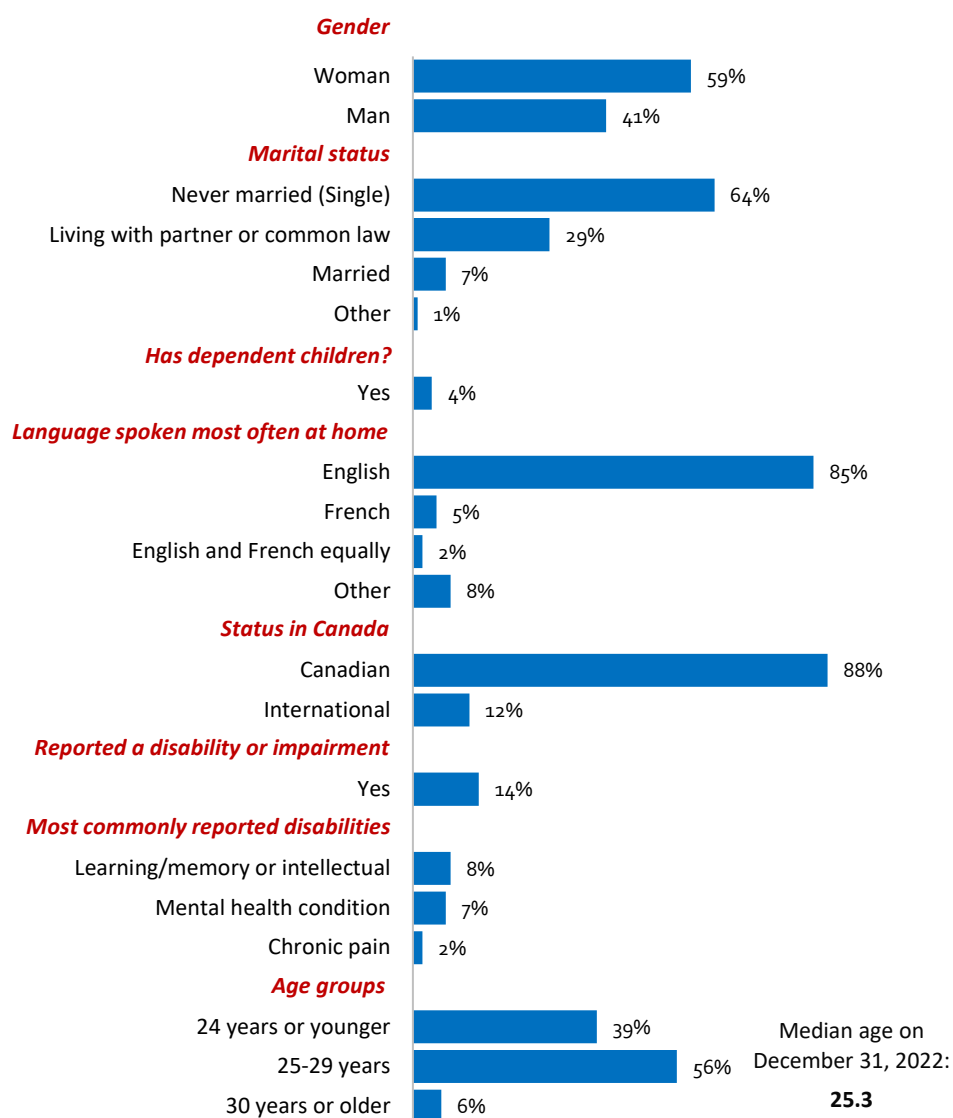
2 Profile of First-Degree Holders

2.1 Demographic Profile

The analyses within this report are focused on the Class of 2020 first-degree holders, that is, graduates who enrolled in their bachelor’s degree without a prior post-secondary credential and graduated with their first degree in 2020. Focusing on this group provides a clearer picture of the outcomes and transitions of bachelor graduates at the beginning of their post-graduation pathway.

Figure 2.1 presents a breakdown of demographic variables for the Class of 2020 Atlantic university graduates at the time of the survey in fall 2022.

FIGURE 2.1 DEMOGRAPHIC PROFILE OF THE CLASS OF 2020 ATLANTIC UNIVERSITY GRADUATES IN 2022

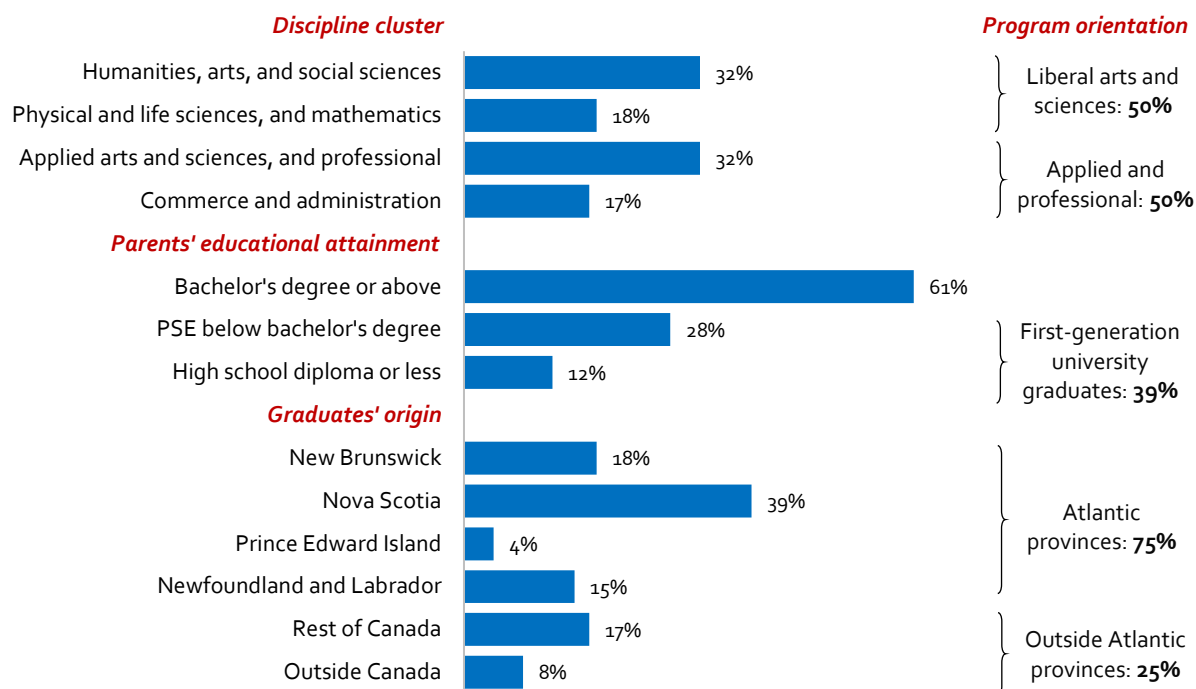


All first-degree holders (weighted sample [wN] = 2,311)

2.2 Key Analytical Variables

The key analytical variables used in this report to examine the outcomes and experiences of graduates are program orientation and discipline cluster, parents' educational attainment, and graduates' origin (primary place of residence in the 12 months prior to enrolling in the 2020 degree). Figure 2.2 provides a breakdown of graduates by these key variables.

FIGURE 2.2 DISTRIBUTION OF GRADUATES BY KEY ANALYTICAL VARIABLES



All first-degree holders (wN = 2,311)

2.2.1 Program Orientation and Discipline Cluster

As shown in Figure 2.2 major fields of study are grouped into two program orientations and four discipline clusters: liberal arts and sciences, which includes 'humanities, arts, and social sciences', and 'physical and life sciences, and mathematics'; and applied and professional programs which includes 'applied arts and sciences, and professional' and 'commerce and administration'.

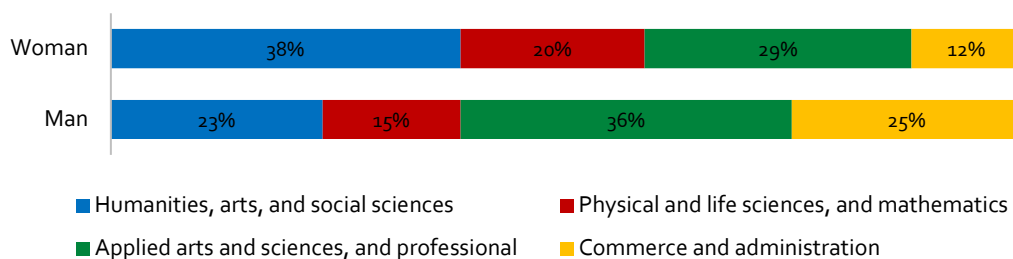
Liberal arts and sciences programs provide more generic skills and knowledge in a particular field, while applied and professional programs provide applied training and may have a more direct link to a particular profession. Results from previous GO surveys have shown that program orientation (and discipline cluster) influences the paths graduates take during their transitions between post-secondary education and the labour market¹. Half of the graduates completed a liberal arts and sciences program, while the other half completed an applied and professional program.

¹ Maritime Provinces Higher Education Commission. The Class of 2012 six years on: Pursuing education after a first degree. Trends in Maritime Higher Education Commission. Vol. 17, N. 2., Fredericton, NB; June 2020.

Available at http://www.mphec.ca/media/196105/Pursuing-Education-After-a-First-Degree_Trends.pdf

Figure 2.3 shows that women and men pursue programs in different disciplines.

FIGURE 2.3 DISTRIBUTION OF GRADUATES BY DISCIPLINE CLUSTER AND GENDER †



All first-degree holders (wN = 2,309)

†Denotes statistically significant differences between groups.

Women were more likely than men to have completed a liberal arts and sciences program (59%, compared to 38% of men), while men were more likely to have completed an applied and professional program (62%, compared to 41% of women).

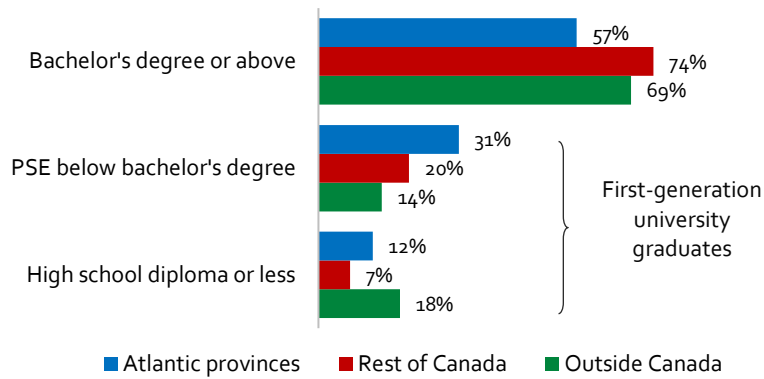
2.2.2 Parents' Educational Attainment

Parents' education attainment (PEA) is a variable that considers the levels of education completed by a graduate's parent(s) or guardian(s). The PEA category is assigned based on the highest level of education completed. It is used as a proxy for the socio-economic status of graduates, as level of education is positively correlated to income. In addition to socio-economic status conferred from higher levels of education, first-generation university students, that is, students whose parent(s) or guardian(s) did not complete a university degree, will not have the support that comes from a parent's or guardian's first-hand knowledge of what is required to navigate a university education. Sixty-one percent of the graduates had PEA of a bachelor's degree or above, 28% had a PEA corresponding to post-secondary education (PSE) below a bachelor's degree, and 12% had a PEA of a high school diploma or less.

2.2.3 Graduates' Origin

Graduates' origin is based on the graduate's primary place of residence in the 12 months prior to enrolling in the 2020 degree. Seventy-five percent of graduates reported living in the Atlantic provinces before enrolling in their program. Atlantic universities also attract many students from outside the region. Twenty-five percent of the graduates were from outside Atlantic Canada, including 17% from the rest of Canada and 8% who were from outside Canada. Graduates from outside Atlantic Canada differ in some ways from those from the Atlantic provinces, with PEA being a key difference (Figure 2.4).

FIGURE 2.4 DISTRIBUTION OF GRADUATES BY PARENTS' EDUCATIONAL ATTAINMENT AND REGION OF ORIGIN †



All first-degree holders (wN = 2,166)

†Denotes statistically significant differences between groups.

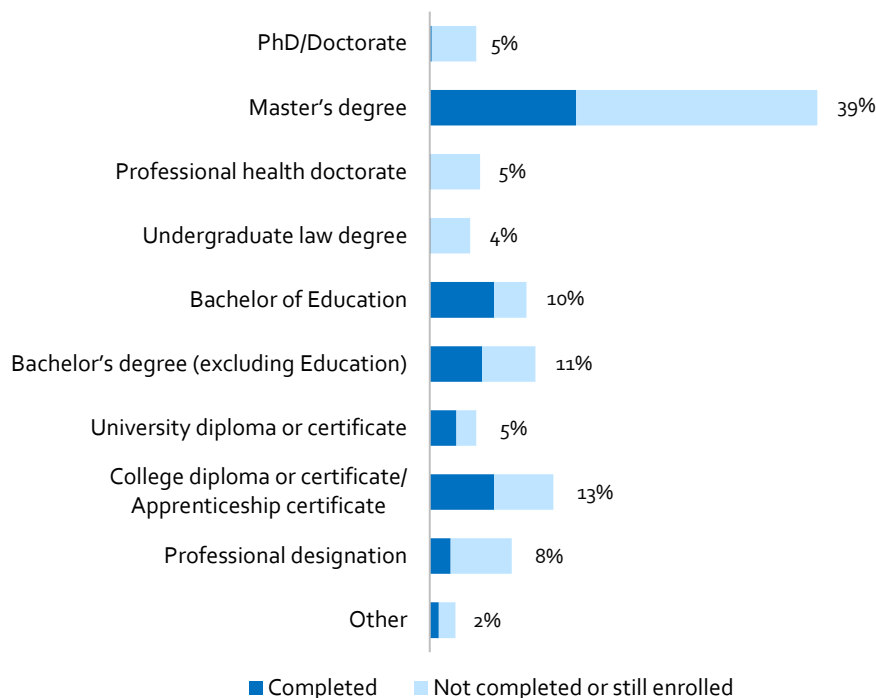
There were significant differences in the PEA of graduates by their region of origin. Graduates originally from the Atlantic provinces (43%) were more likely to be a first-generation university graduate than their counterparts from the rest of Canada (26%) and those from outside Canada (31%).

3 Pursuing Education After a First Degree

3.1 Post-2020 Studies

Pursuing education after a first bachelor's degree has become a common pathway. Within two years of graduation, 51% of first-degree holders pursued further studies leading to a degree, diploma, or certificate. Of those, most (87%) had enrolled in one program, while 13% had pursued two or more programs. [Figure 3.1](#) presents the distribution of graduates by the highest credential attained or pursued after their first degree.

FIGURE 3.1 DISTRIBUTION OF GRADUATES BY THE HIGHEST CREDENTIAL ATTAINED OR PURSUED AFTER THE FIRST DEGREE



First-degree holders who pursued further studies (wN = 1,157)

At the time of the survey, the majority (61%) of graduates who pursued further studies were still enrolled in the program they pursued. This percentage varied by the highest credential pursued. For example, 98% of the graduates who pursued a professional health doctorate and 96% of those who pursued a PhD had not completed or were still enrolled in their program. This compares to 62% of graduates who pursued a master's degree, and 34% of those who pursued a Bachelor of Education.

3.2 Discipline Cluster and the Pursuit of Further Studies

The program orientation and discipline cluster of the first degree are significantly linked to the pursuit of further studies. Table 3.1 provides a breakdown of graduates who pursued further education, their status in program, and the highest credential attained or pursued by discipline cluster of their first degree.

TABLE 3.1 PURSUING FURTHER STUDIES BY DISCIPLINE CLUSTER OF THE FIRST DEGREE

	Discipline cluster of the first degree			
	Humanities, arts, and social sciences (wN = 744)	Physical and life sciences, and mathematics (wN = 421)	Applied arts and sciences, and professional (wN = 745)	Commerce and administration (wN = 401)
Pursued further studies†				
Yes	58%	70%	36%	43%
First-degree holders who pursued further studies				
	(wN = 428)	(wN = 289)	(wN = 269)	(wN = 170)
Number of programs pursued				
One program	85%	85%	92%	88%
Two or more programs	15%	15%	8%	12%
Status in program				
Completed	42%	33%	43%	35%
Not completed or still enrolled	58%	66%	57%	65%
Highest credential attained or pursued				
PhD/Doctorate	3%	11%	3%	*
Master's degree	37%	41%	47%	28%
Professional health doctorate	*	12%	5%	*
Undergraduate law degree	7%	3%	*	4%
Bachelor of Education	15%	9%	8%	*
Bachelor's degree (excluding Education)	14%	9%	13%	4%
University diploma or certificate	5%	5%	4%	5%
College diploma or certificate/ Apprenticeship certificate	16%	9%	12%	12%
Professional designation	2%	*	6%	40%
Other	1%	0%	3%	4%

*Data suppressed due to small cell size (unweighted n < 5).

†Denotes statistically significant differences between groups.

Most graduates (62%) who completed a liberal arts and sciences program pursued further studies after completing their first degree.

- More than half (58%) of the humanities, arts, and social sciences graduates pursued another post-secondary program within two years of completing their first degree. They were more likely than graduates of the other discipline clusters to pursue a Bachelor of Education (15%).
- Physical and life sciences, and mathematics graduates were the most likely to pursue further studies after their first degree (70%). They differed from the other discipline clusters in the relatively higher percentage who pursued a professional health doctorate (12%) or a PhD (11%).

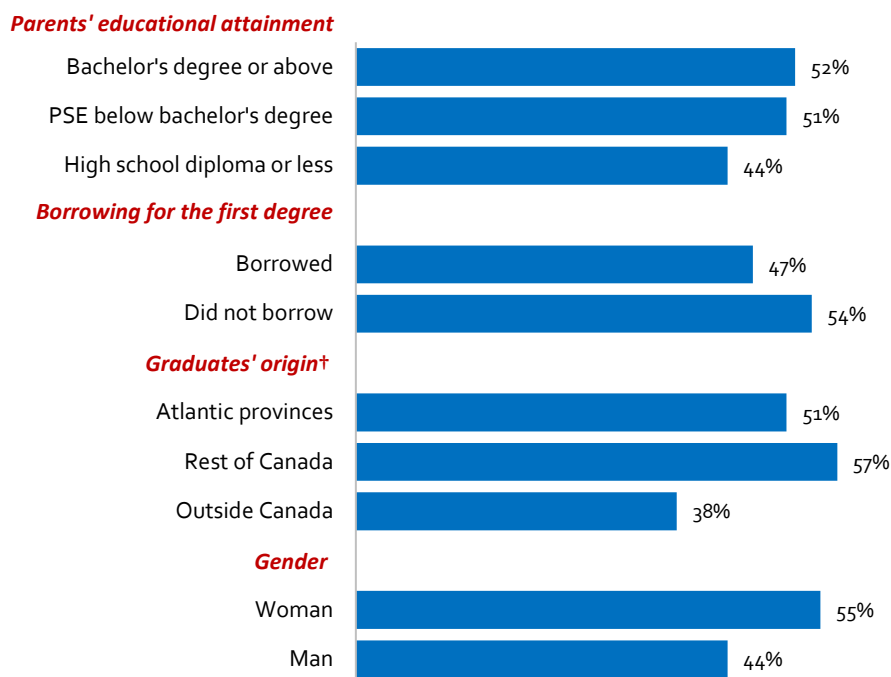
Graduates of applied and professional programs (39%), which tend to have a more direct link to the labour market, were less likely to pursue further studies within two years of graduation.

- Applied arts and sciences, and professional program graduates were the least likely to pursue further education after their first degree (36%). Of those who pursued, almost half (47%) pursued a master's degree.

- Forty-three percent of commerce and administration graduates pursued further education within two years of graduation. The most common type of program pursued was a professional designation (40%) (e.g., Chartered Professional Accountant [CPA]).

Figure 3.2 shows the percentage of graduates who pursued further studies by select variables.

FIGURE 3.2 THE PERCENTAGE OF GRADUATES WHO PURSUED FURTHER STUDIES BY SELECT VARIABLES



All first-degree holders (WN = 2,311)

†Denotes statistically significant differences between groups.

3.2.1 The Pursuit of Further Education and Parents' Educational Attainment

A higher percentage of graduates with at least one parent or guardian who had completed a post-secondary credential pursued further studies. However, the observed differences between groups were not statistically significant. Within two years of graduation, more than half of graduates with a PEA of a bachelor's degree or above (52%) and more than half of graduates with a PEA of a PSE credential below a bachelor's degree (51%) pursued further studies, compared to 44% of graduates with a PEA of a high school diploma or less.

3.2.2 The Impact of Borrowing on the Pursuit of Further Education

A higher percentage of graduates who did not borrow for their first degree (53%) pursued further studies compared to those who did borrow (47%), but the difference was not statistically significant.

3.2.3 The Pursuit of Further Education and Graduates' Origin

Graduates who were from outside Canada were significantly less likely to pursue further education (38%) as compared to graduates from the Atlantic provinces (51%) and those from the rest of Canada (57%). There were also differences in the type of credentials pursued by region of origin, with graduates from the Atlantic provinces (12%) twice as likely as those from the rest of Canada (6%) to pursue a Bachelor of Education or a second bachelor's degree other than Education. Graduates from outside Canada were less likely than graduates from the

Atlantic provinces and those from the rest of Canada to pursue a PhD or a professional degree in health or law, while they were more likely to pursue a professional designation.

3.2.4 Gender Differences in the Pursuit of Further Education

A higher percentage of women pursued further education after their first degree than men (55% versus 44%), but the difference was not statistically significant. Of those who pursued, a higher percentage of women than men pursued a master's degree (41% compared to 35%) or a Bachelor of Education (11% compared to 7%). Comparatively, a higher percentage of men than women pursued a PhD (6% compared to 4%) or a professional designation (14% compared to 5%).

4 Work Experience

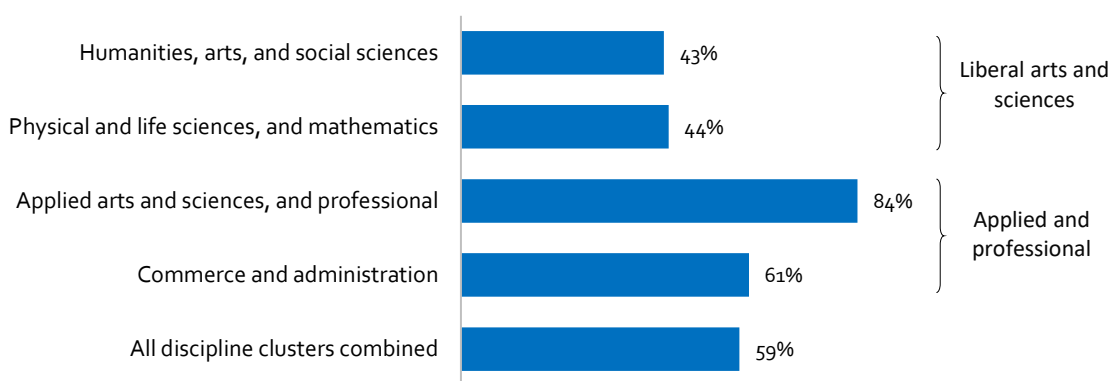
4.1 Work-Integrated Learning

The following definition of work-integrated learning was approved by the *Co-operative Education and Work-Integrated Learning (CEWIL) Canada* membership on November 3, 2021¹:

“Work-integrated learning (WIL) is a form of curricular experiential education that formally integrates a student’s academic studies with quality experiences within a workplace or practice setting. WIL experiences include an engaged partnership of at least: an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes the development of student learning objectives and outcomes related to employability, agency, knowledge and skill mobility, and lifelong learning.”

Fifty-nine percent of the Class of 2020 graduates participated in at least one form of WIL as part of their bachelor’s program. [Figure 4.1](#) shows the percentage who participated in WIL across different discipline clusters.

FIGURE 4.1 THE PERCENTAGE OF GRADUATES WHO PARTICIPATED IN WIL BY DISCIPLINE CLUSTER †



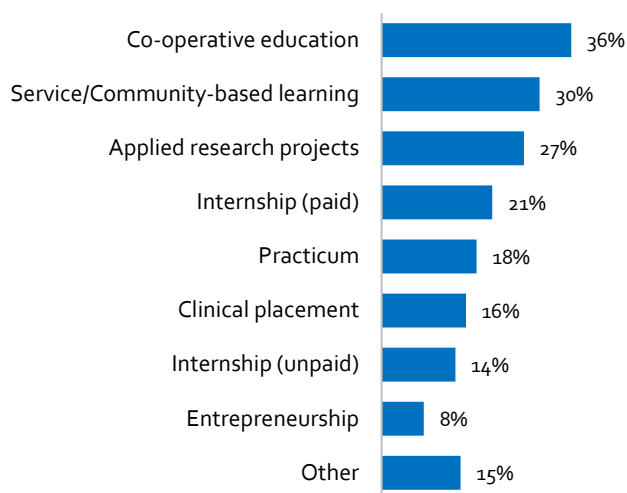
All first-degree holders (wN = 2,255)

†Denotes statistically significant differences between groups.

Graduates of applied and professional programs (75%) were significantly more likely than those from liberal arts and sciences programs (43%) to have participated in WIL. [Figure 4.2](#) provides a breakdown of the different forms of WIL completed by graduates who participated in at least one form of WIL.

¹ Cewilcanada.ca

FIGURE 4.2 THE PERCENTAGE OF GRADUATES WHO PARTICIPATED IN EACH FORM OF WIL



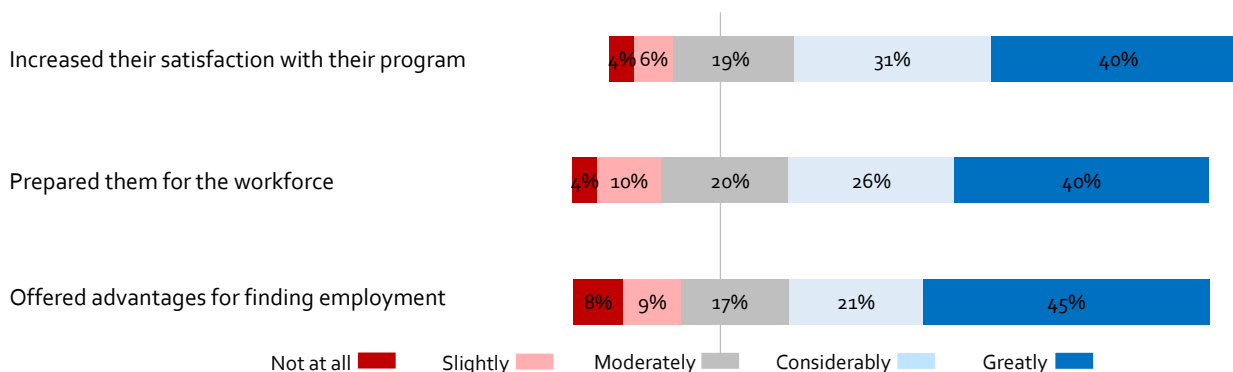
First-degree holders who participated in WIL (wN = 1,341)

Note: Percentages add up to more than 100% because respondents could choose more than one form of WIL.

Among those who participated in WIL, co-op placements were the most frequently reported form (36%), followed by service/community-based learning (30%), and applied research projects (27%). There were differences in the forms of WIL across discipline clusters. Graduates of commerce and administration programs were more likely than those from the other discipline clusters to participate in a co-op placement. Clinical placement was more often reported by graduates of applied arts and sciences, and professional programs. Also, a higher percentage of physical and life sciences, and mathematics graduates participated in applied research projects compared to graduates from the other discipline clusters.

As shown in Figure 4.3, most graduates considered their WIL experience a positive part of their program.

FIGURE 4.3 THE EXTENT TO WHICH GRADUATES THINK THEIR WIL EXPERIENCE DID EACH OF THE FOLLOWING FUNCTIONS



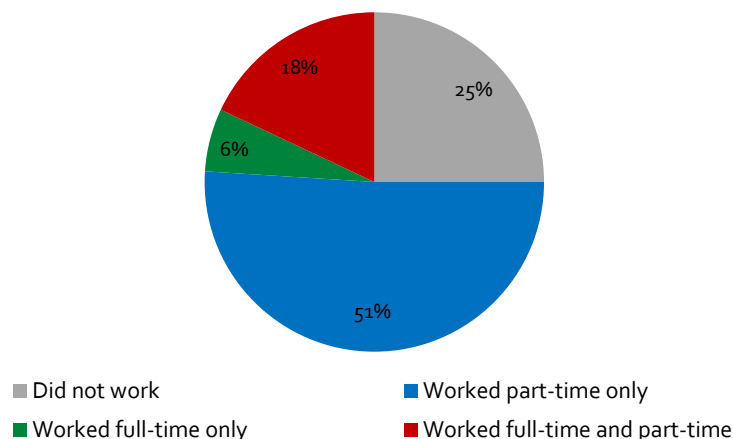
First-degree holders who participated in WIL (wN = 1,341)

Of those who participated in WIL, 71% said that it increased their satisfaction with their program to a considerable or great extent, while 66% said it prepared them for the workforce and offered them advantages for finding employment to a considerable or great extent.

4.2 Employment While Studying

Excluding any WIL that was a part of their program, graduates were asked whether they worked during the program they completed in 2020. Figure 4.4 shows that 75% of graduates worked at some point during their studies.

FIGURE 4.4 THE PERCENTAGE OF GRADUATES WHO WORKED DURING THEIR PROGRAM



All first-degree holders (wN = 2,266)

Fifty-one percent of graduates only worked part-time during their program, 6% only worked full-time, and 18% worked some combination of full- and part-time hours. The remaining 25% did not work during their 2020 program.

Graduates who were originally from the Atlantic provinces were more likely to have worked during their program than graduates from outside the region (77% compared to 70%). Also, a higher percentage of graduates with a PEA of a PSE below a bachelor's degree (81%) indicated that they worked during their program as compared to graduates with a PEA of a bachelor's degree or above (74%) and those with a PEA of high school diploma or less (72%).

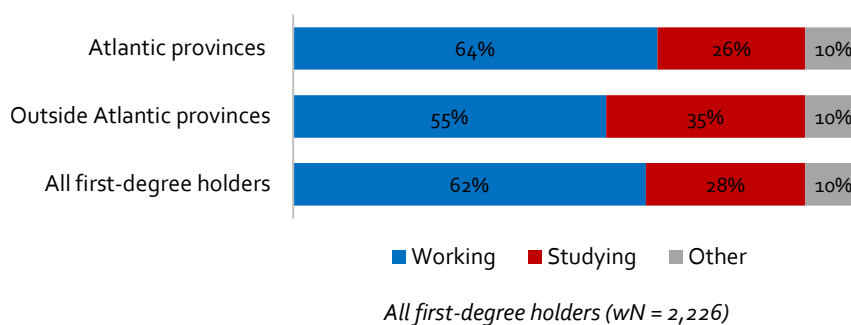
5 Main Activity of Graduates

Two years after graduation, many graduates are still in transition between their post-secondary education and the workforce. [Figure 5.1](#) provides a breakdown of the main activity of graduates by their place of residence two years after graduation.

The main activities are defined as follows:

- **Studying:** graduates who reported pursuing education after their degree and who were still enrolled in the pursued program; includes those who were working at the same time.
- **Working:** graduates who reported working full- or part-time; excludes graduates who were studying.
- **Other:** graduates who reported doing something other than studying or working.

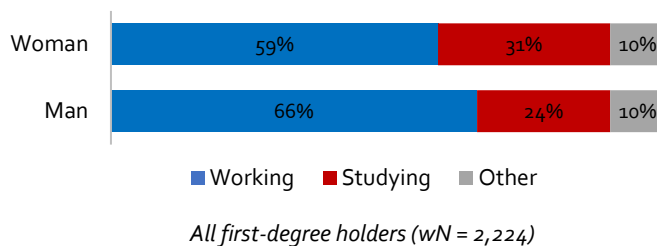
FIGURE 5.1 ACTIVITY OF GRADUATES BY THEIR PLACE OF RESIDENCE TWO YEARS AFTER GRADUATION



Sixty-two per cent of graduates were working two years after graduation, while 28% were still enrolled in a program they pursued after their first degree, and 10% were doing something other than working or studying (e.g., looking for work, temporary layoff, maternity/parental leave, caring for children/family member, travelling).

[Figure 5.2](#) shows a breakdown of the main activity of graduates by their gender.

FIGURE 5.2 ACTIVITY OF GRADUATES BY THEIR GENDER



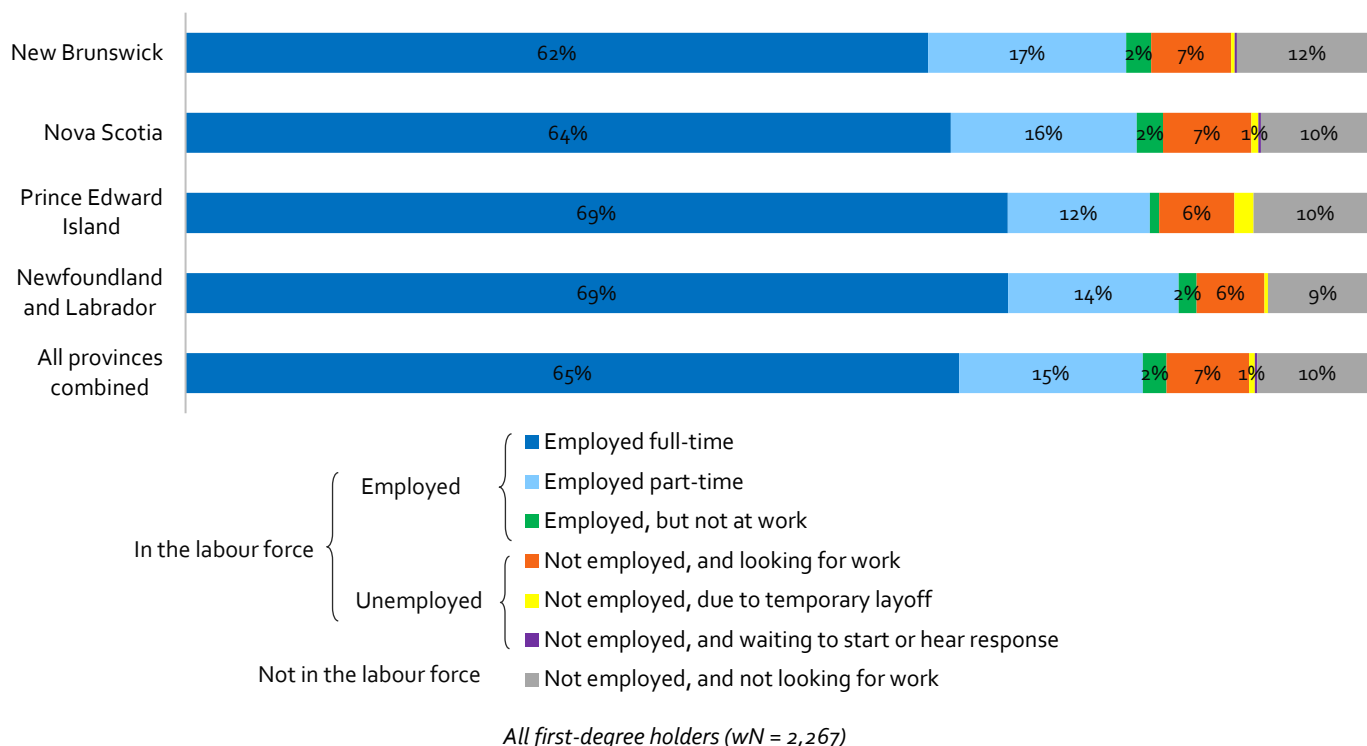
Two years after graduation, a higher percentage of women (31%) were studying as compared to men (24%). Conversely, a smaller percentage of women (59%) were working than men (66%).

6 Employment Outcomes

6.1 Labour Force Status Two Years After Graduation

Two years of graduation, 90% of graduates were in the labour force. Figure 6.1 shows the distribution of graduates by their labour force status and their province of graduation.

FIGURE 6.1 DISTRIBUTION OF GRADUATES BY THEIR LABOUR FORCE STATUS AND PROVINCE OF GRADUATION



The labour force status in Figure 6.1 is different from the main activity of graduates presented in Figure 5.1 in that if a graduate was studying and working they were part of the labour force even though their main activity may have been studying.

6.2 Employment Outcomes

Table 6.1 presents employment outcome measures for graduates who were in the labour force.

TABLE 6.1 EMPLOYMENT OUTCOME MEASURES OF GRADUATES

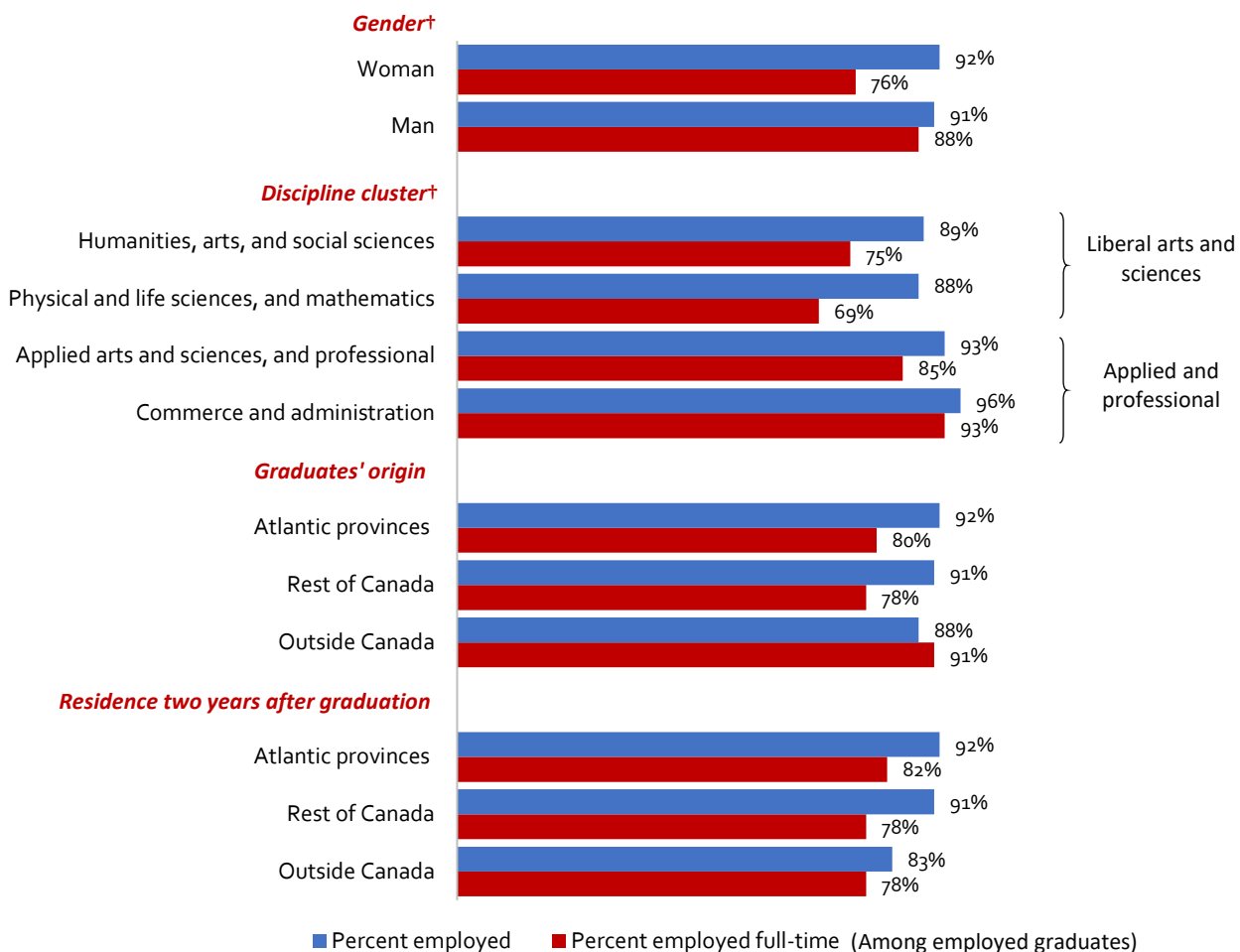
	Graduates in the labour force (wN = 2,037)
Percent employed	92%
Percent employed full-time*	81%
Median earnings*	\$52,000
Median full-time earnings*	\$56,000

*Among employed graduates (wN = 1,866)

Excluding those who were not in the labour force, 92% of graduates were employed, and among employed graduates, 81% were in full-time employment. Employed graduates were earning a median annual income of \$52,000, while those working full-time were earning a median of \$56,000.

Figure 6.2 and Figure 6.3 show the percentage of employed graduates and median earnings by gender, discipline cluster, region of origin, and region of residence two years after graduation.

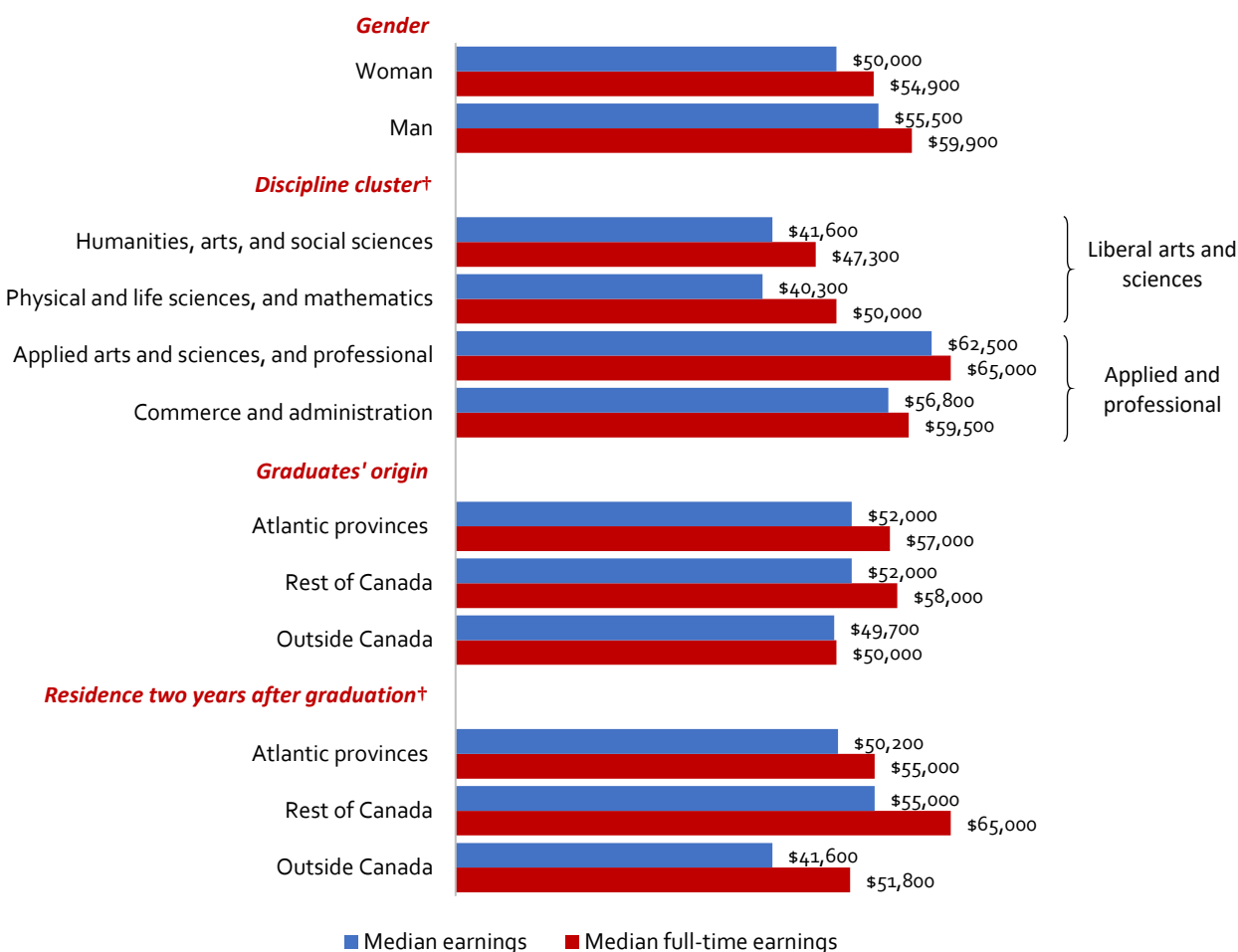
FIGURE 6.2 THE PERCENTAGE OF EMPLOYED GRADUATES BY SELECT VARIABLES



First-degree holders in the labour force (wN = 2,037)

†Denotes statistically significant differences between groups.

FIGURE 6.3 MEDIAN EARNINGS OF GRADUATES BY SELECT VARIABLES



First-degree holders in the labour force (wN = 2,037)

†Denotes statistically significant differences between groups.

6.2.1 Employment Outcomes by Gender

Although the employment rates were almost the same for men and women, a significantly greater percentage of men held full-time employment compared to women (88% versus 76%). The median earnings were also higher for men than for women (\$55,500 compared to \$50,000), however this was not statistically different. The differences in employment outcomes of men and women can be linked, at least in part, to the orientation of their 2020 degree. About six in ten (62%) of men graduated from applied and professional programs, which have the highest share of full-time employment and highest earnings. A lower percentage of women (41%) graduated from applied and professional programs.

6.2.2 Employment Outcomes by Discipline Cluster

The program orientation and discipline cluster are perhaps the most influential factor affecting the employment outcomes of graduates. Graduates from applied and professional programs were significantly more likely to be employed, to be working full-time, and to be earning more than graduates from liberal arts and sciences programs.

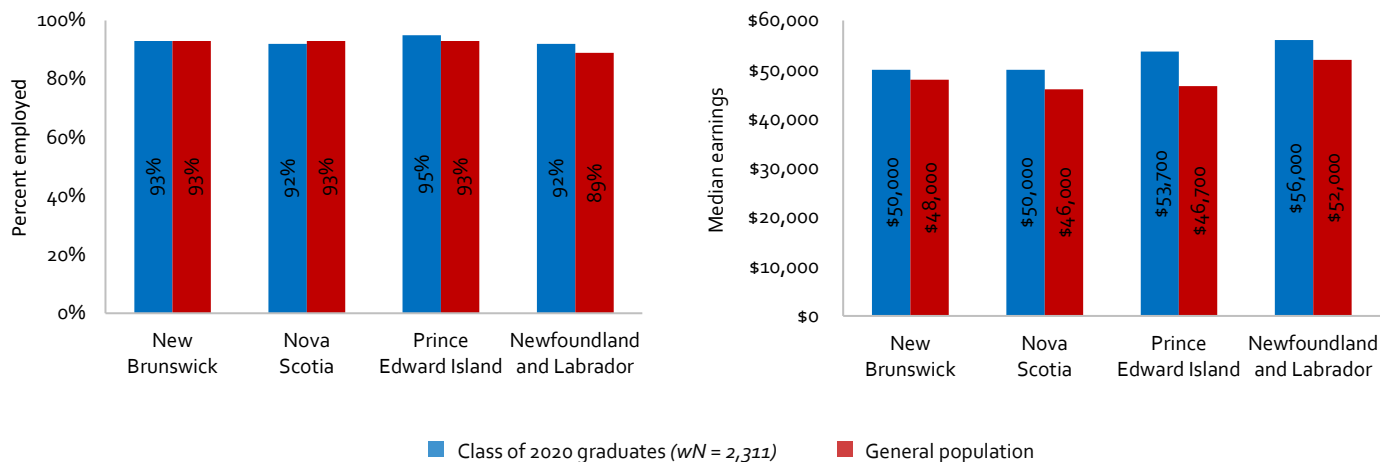
6.2.3 Employment Outcomes by Graduates' Origin and Place of Residence Two Years After Graduation

While graduates who were living outside Canada prior to enrolling in their program reported lower earnings than those who were from the Atlantic provinces or the rest of Canada, the observed differences were not statistically significant.

There were however significant differences in median earnings of graduates by their place of residence two years after graduation. Graduates who were working in the rest of Canada earned 10% more than their counterparts working in the Atlantic provinces (\$55,000 compared to \$50,200). This region-based gap was even greater among those who were employed full-time (18% more, \$65,000 compared to \$55,000).

Figure 6.4 compares the percent of employed graduates (left panel) and the median earnings (right panel) of Atlantic university graduates by province of residence¹ in 2022 with those of the general population in each province.

FIGURE 6.4 THE PERCENT EMPLOYED AND MEDIAN EARNINGS OF GRADUATES AND GENERAL POPULATION BY PROVINCE OF RESIDENCE IN 2022



Sources for the general population data:

Statistics Canada. Table 14-10-0327-01 Labour force characteristics by sex and detailed age group, annual

DOI: <https://doi.org/10.25318/1410032701-eng>;

Statistics Canada. Table 14-10-0417-01 Employee wages by occupation, annual DOI: <https://doi.org/10.25318/1410041701-eng>

The numbers shown in Figure 6.4 for the general population includes people 15 years and older who were in the labour force, regardless of level of study, while the Class of 2020 graduates have a median age of 25 years. Two years after graduation, university graduates living and working in the Atlantic provinces already earned between 4% to 13% more than the general population in their province of employment.

¹ The survey did not collect any information regarding the place of employment. Instead, the place of residence is used as a proxy for employment location. Due to remote work, the reported place of residence may differ from where graduates actually work.

6.3 Relationship Between Employment and Education

6.3.1 Relationship Between Main Job and First Degree

Graduates were asked about their main job and the extent to which they were using skills learned during their first degree and the relatedness of their job to their first degree. Table 6.2 provides measures of job characteristics and relatedness between graduates' job and their first degree.

TABLE 6.2 MEASURES OF JOB CHARACTERISTICS AND RELATEDNESS TO THE FIRST DEGREE

	Employed graduates (wN = 1,866)
Percent employed in a job that requires university education or is a management position	57%
Percent employed in a permanent position	65%
Percent using skills learned during 2020 degree in their job*	47%
Percent employed in a job related to 2020 degree*	46%
Percent that feel the 2020 degree was necessary for their job	61%

*To a considerable or great extent.

Of employed graduates, 57% were employed in a job that requires university education or is a management position. Sixty-five percent of employed graduates held a permanent job, while 23% worked in contract positions, 7% were in casual positions, and 5% were in temporary positions. Forty-seven percent said they were using skills learned in their 2020 program to a considerable or great extent, and another 25% reported using skills to a moderate extent. Moreover, 46% of employed graduates reported that their job was related to their 2020 degree to a considerable or great extent, and another 20% said it was related to a moderate extent. Six out of ten graduates (61%) felt that the program they completed in 2020 was necessary for their current job.

6.3.2 Relationship Between Main Job and Post-2020 Education

Graduates who pursued further studies were also asked about how their job was related to their post-2020 studies and the extent to which they were using skills learned during their further studies. As shown in Table 6.3, most employed graduates perceive the programs pursued after their first degree as important for their employment.

TABLE 6.3 MEASURES OF JOB CHARACTERISTICS AND RELATEDNESS FOR GRADUATES WHO PURSUED FURTHER STUDIES

	Employed graduates who pursued further studies (wN = 834)	
	2020 degree	Post-2020 studies
Percent using skills learned during programs in their job*	48%	65%
Percent employed in a job related to their programs*	43%	62%
Percent that feel their programs were necessary for their job	57%	61%

*To a considerable or great extent.

Of employed graduates who pursued further studies, 65% said they were using skills learned during their post-2020 programs to a considerable or great extent, and another 15% reported using skills to a moderate extent. Moreover, 62% of employed graduates reported that their job was related to their post-2020 degree to a considerable or great extent, and another 13% said it was related to a moderate extent. Sixty-one percent said the programs pursued after the first degree were necessary for their current job.

7 Mobility and Retention of Graduates

This section presents information on the province or region where graduates were living before they enrolled in their program (province or region of origin), the province of study, and where they were living in 2022 at the time of the survey.

7.1 Retention of Graduates in the Atlantic Provinces

Table 7.1 shows the distribution of graduates by their region of origin and their region of residence two years after graduation.

TABLE 7.1 DISTRIBUTION OF GRADUATES BY REGION OF ORIGIN AND REGION OF RESIDENCE TWO YEARS AFTER GRADUATION

Region of origin	Region of residence two years after graduation		
	Atlantic provinces	Rest of Canada	Outside Canada
Atlantic provinces combined (<i>wN</i> = 1,678)	84%	13%	3%
New Brunswick (<i>wN</i> = 375)	86%	12%	2%
Nova Scotia (<i>wN</i> = 888)	82%	15%	3%
Prince Edward Island (<i>wN</i> = 82)	88%	9%	*
Newfoundland and Labrador (<i>wN</i> = 333)	86%	12%	2%
Rest of Canada (<i>wN</i> = 370)	29%	68%	3%
Outside Canada (<i>wN</i> = 177)	56%	21%	24%
All regions combined (<i>wN</i> = 2,226)	73%	23%	5%

*Data suppressed due to small cell size (unweighted $n < 5$).

Overall, 73% of graduates of Atlantic universities were living in the region two years after graduation, while 23% were living elsewhere in Canada and 5% were living outside Canada. The retention of graduates in the region is strongly related to their origin, with graduates originally from the Atlantic provinces being the most likely to stay in the region after graduation. Two years after graduation, 84% of graduates originally from the Atlantic provinces remained in the region, as compared to 29% of graduates who came to study from the rest of Canada, and 56% of those who were from outside of Canada.

7.2 Retention of Graduates in Their Province of Graduation

Table 7.2 shows the percentage of graduates by their province of graduation and their place of residence two years after graduation. The retention rates of graduates in their province of graduation are highlighted in the table.

TABLE 7.2 DISTRIBUTION OF GRADUATES BY PROVINCE OF GRADUATION AND REGION OF RESIDENCE TWO YEARS AFTER GRADUATION

Province of graduation	Province or region of residence two years after graduation				
	New Brunswick	Nova Scotia	Prince Edward Island	Newfoundland and Labrador	Outside Atlantic provinces
New Brunswick (<i>wN</i> = 457)	60%	13%	2%	1%	23%
Nova Scotia (<i>wN</i> = 1,287)	4%	61%	1%	1%	33%
Prince Edward Island (<i>wN</i> = 99)	6%	7%	69%	*	16%
Newfoundland and Labrador (<i>wN</i> = 383)	4%	8%	*	71%	18%

*Data suppressed due to small cell size (unweighted $n < 5$).

Most graduates were residing in their province of graduation two years after graduation. Regardless of their origin, 71% of the graduates from the university in Newfoundland and Labrador were living in Newfoundland and Labrador, 69% of the graduates from the university in Prince Edward Island were living in Prince Edward Island, 61% of the graduates from the universities in Nova Scotia were living in Nova Scotia, and 60% of the graduates from the universities in New Brunswick were living in New Brunswick. One possible reason for the higher retention rate in Newfoundland and Labrador is that graduates of the university in Newfoundland and Labrador (80%) were more likely to originate from the same province than was the case for graduates of New Brunswick universities (69%), the university in Prince Edward Island (69%), or Nova Scotia universities (61%).

8 Financing a Post-Secondary Education

8.1 Top Financial Sources

University students rely on many different sources to finance their first degree and any subsequent education. Survey respondents were asked to report their top two sources of funding for the degree they completed in 2020, and the educational programs they pursued since graduating. [Table 8.1](#) presents the distribution of the top two financial sources used by graduates to finance their first degree and further studies (where applicable).

TABLE 8.1 TOP TWO FINANCIAL SOURCES FOR THE FIRST DEGREE AND STUDIES PURSUED AFTER THE FIRST DEGREE

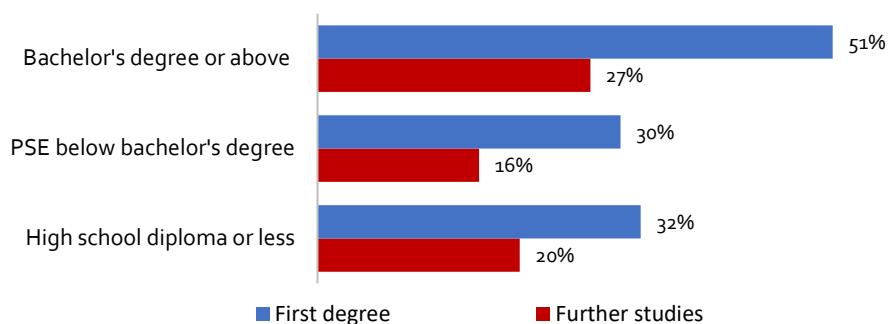
	First degree (wN = 2,271)	Further studies (wN = 1,128)
Parents/Family	43%	24%
Government student loans	39%	37%
Employment earnings/Personal savings	38%	46%
Awards based on merit	21%	22%
Registered Education Saving Plan (RESP)	17%	7%
Bank/Other financial institution	10%	12%
Employer	5%	13%
Awards based on need	5%	6%
Credit cards	2%	4%
Other	3%	3%

Note: Percentages add up to more than 100% as respondents could choose two options.

The top two financial sources for the 2020 degree were “parents or family” (43%) and “government student loans” (39%). Also, graduates who pursued further studies cited “employment earnings or personal savings” (46%) and “government student loans” (37%) as the top two sources of funding for their post-2020 programs.

Main sources of funding differed across discipline clusters. For example, graduates of commerce and administration programs most often cited their “employer” as their source of funding. The financial sources used also varied by family educational backgrounds. [Figure 8.1](#) shows the percentage of graduates who cited their “parents or family” as one of their top two sources of funding for their first degree or further studies by their PEA.

FIGURE 8.1 THE PERCENTAGE OF GRADUATES WHO CITED THEIR PARENTS OR FAMILY AS ONE OF THE TOP TWO SOURCES OF FUNDING BY THEIR PARENTS’ EDUCATIONAL ATTAINMENT[†]



All first-degree holders (wN = 2,197)

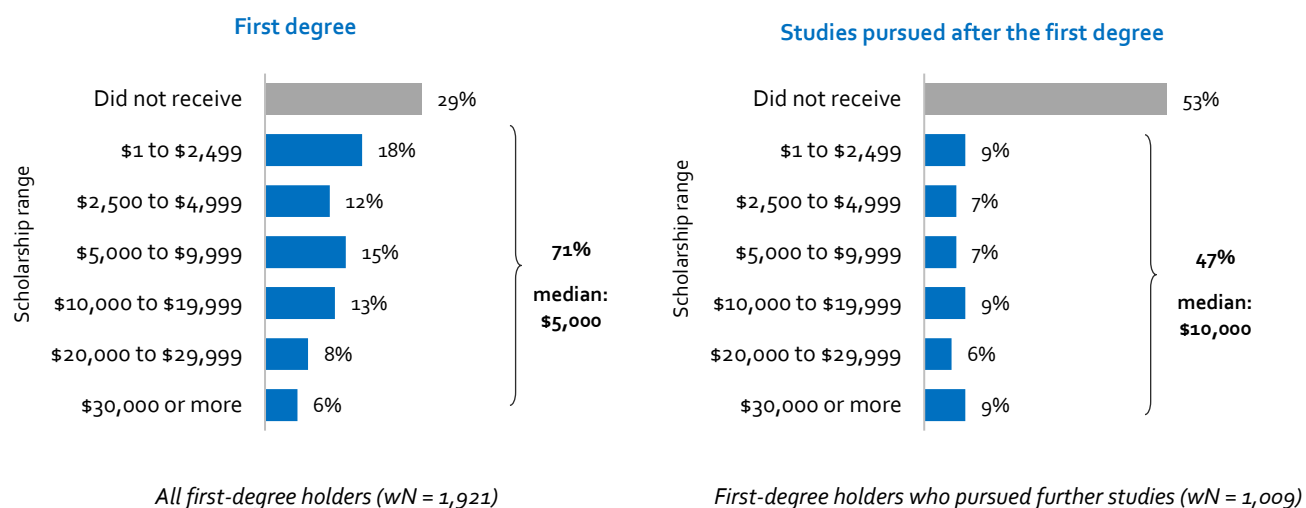
[†]Denotes statistically significant differences between groups.

Reliance on parents or family as one of the top two sources of funding was more common among graduates with a PEA of a bachelor’s degree or above, with 51% of this group citing their parents or family as one of the top two sources of funding for their first degree, and 27% citing the same for further studies. In comparison, 32% of graduates whose PEA was a high school diploma or less cited their parents or family as one of their top two sources of funding for their first degree, and 20% cited the same for further education.

8.2 Scholarships, Grants, or Bursaries

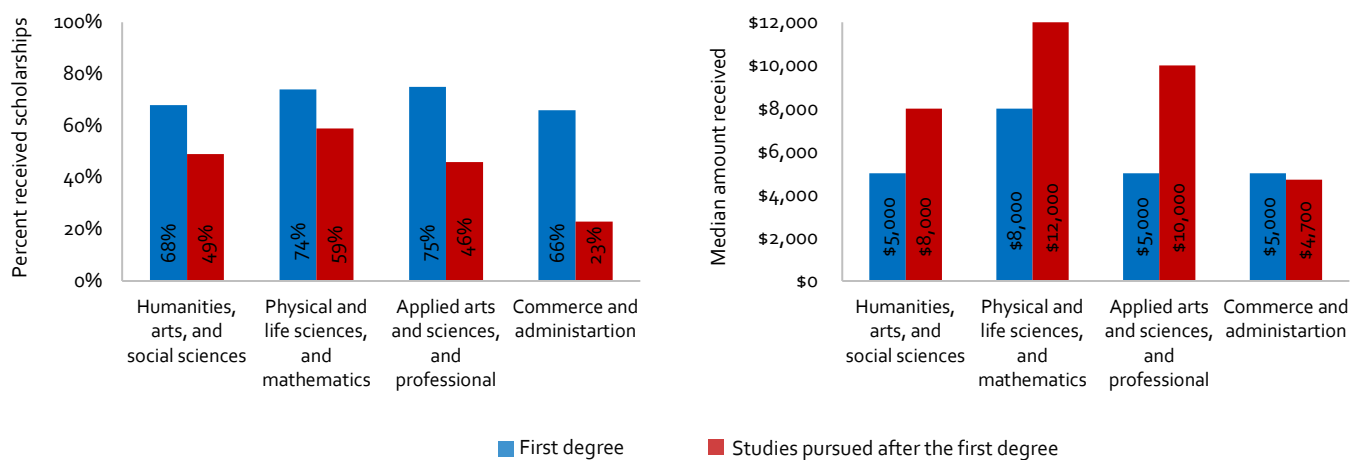
Figure 8.2 illustrates the percentage of graduates who received non-repayable money from scholarships, grants, or bursaries to finance their first degree (left panel) and further studies (right panel) as well as the range and the median amount received.

FIGURE 8.2 THE PERCENTAGE OF GRADUATES WHO RECEIVED SCHOLARSHIPS, THE RANGE, AND THE MEDIAN AMOUNT RECEIVED



Seven in ten graduates (71%) reported receiving money from scholarships, grants, or bursaries to finance their first degree. Among receivers, the median amount received was \$5,000. Also, nearly half (47%) of graduates who pursued further studies received money from scholarships, grants, or bursaries to finance their post-2020 education. The median value of scholarships reported for further studies was \$10,000. Figure 8.3 shows the percentage of graduates who received scholarships (left panel) and the median amount received (right panel) across discipline clusters.

FIGURE 8.3 THE PERCENTAGE OF GRADUATES WHO RECEIVED SCHOLARSHIPS AND THE MEDIAN AMOUNT RECEIVED BY DISCIPLINE CLUSTER †



■ First degree ■ Studies pursued after the first degree

All first-degree holders (wN = 1,921)

†Denotes statistically significant differences between groups.

The percentage who reported receiving scholarships, grants, or bursaries for their first degree was relatively similar across disciplines, but for studies pursued after the first degree it was significantly higher for graduates of physical and life sciences, and mathematics programs. Graduates of physical and life sciences, and mathematics programs also received a significantly higher median amount of scholarships, grants, or bursaries for their first degree and their further studies compared to graduates from other discipline clusters.

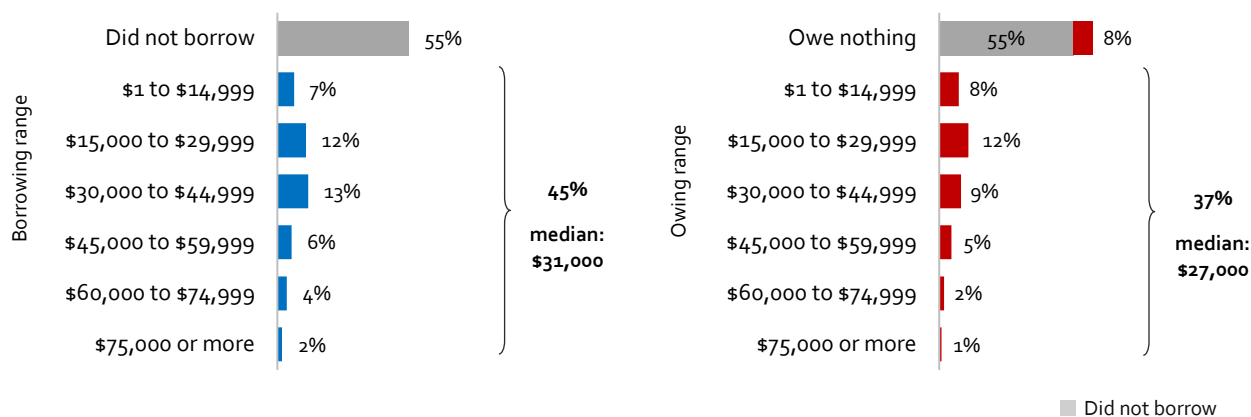
8.3 Borrowing and Debt

Many students borrow money from a variety of sources such as governments, banks, and family to finance their post-secondary education and they follow different pathways after completing their first degree. Some graduates start working and repaying their debt soon after completing their degree, while about half of graduates pursue further education, delaying repayment and often taking on more debt. This section presents results on the incidence and amount of borrowing and debt for the first degree, for further studies, as well as combined borrowing for the first degree or further studies. Factors related to the borrowing patterns of graduates are also studied.

8.3.1 Borrowing for the First Degree

Figure 8.4 shows the percentage of graduates who borrowed to finance their first degree and the amount borrowed, and the percentage of graduates who owed money two years after graduation, and the amount still owing.

FIGURE 8.4 AMOUNT BORROWED AND OWING TO FINANCE THE FIRST DEGREE, ALL SOURCES COMBINED



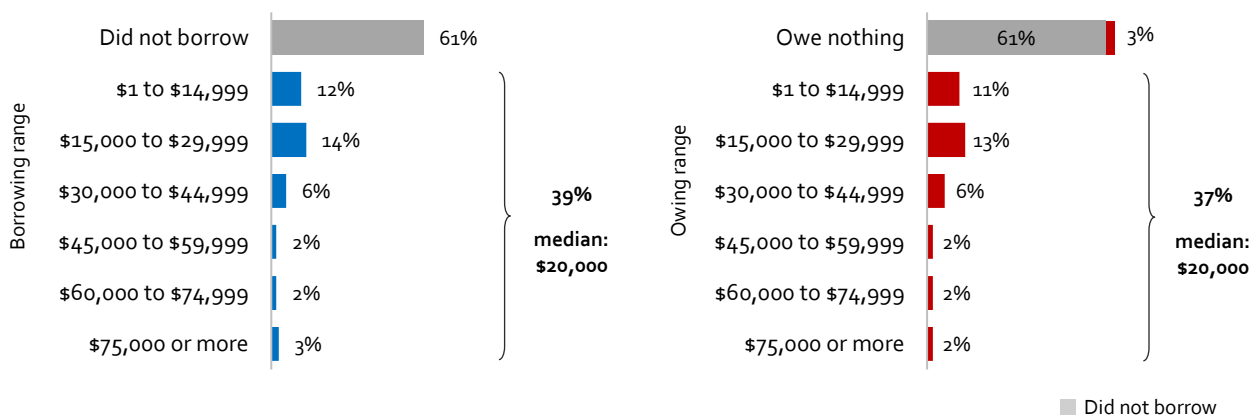
All first-degree holders (wN = 2,211)

Forty-five percent of graduates borrowed money to finance their first degree. Those who borrowed accumulated a median amount of \$31,000 in debt. Two years after graduation, 63% of graduates had no debt associated with their first degree, either because they had not borrowed (55%) or they had entirely repaid their loans (8%). For those 37% of graduates still owing, the median amount outstanding was \$27,000.

8.3.2 Borrowing for Studies Pursued After the First Degree

Figure 8.5 shows the percentage of graduates who borrowed to finance their post-2020 studies and the amount borrowed, and the percentage of graduates who owed money at the time of the survey, and the amount still owing.

FIGURE 8.5 AMOUNT BORROWED AND OWING TO FINANCE STUDIES PURSUED AFTER THE FIRST DEGREE, ALL SOURCES COMBINED



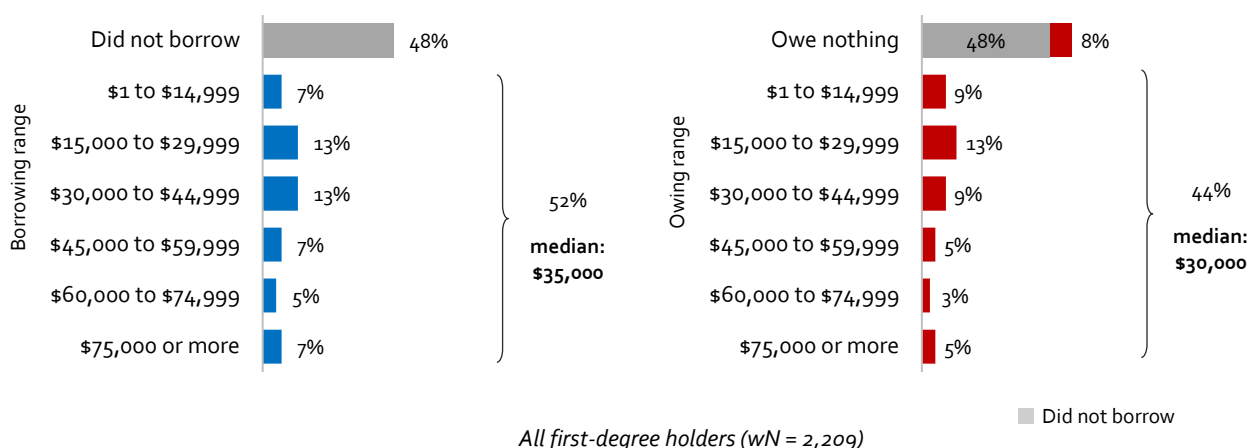
First-degree holders who pursued further studies (wN = 1,100)

Among those graduates who pursued studies after their first degree, 39% borrowed money to finance their post-2020 programs. Those who borrowed accumulated a median amount of \$20,000 in debt. Two years after graduation, 37% of graduates still owed a median amount of \$20,000, while 64% were debt free (including 61% who had not borrowed and 3% who had entirely repaid their loans).

8.3.3 Combined Borrowing for All Post-Secondary Education

Figure 8.6 shows the percentage of graduates who borrowed to finance their 2020 degree or post-2020 studies and the total amount borrowed, and the percentage of graduates who owed money at the time of the survey, and the amount still owing.

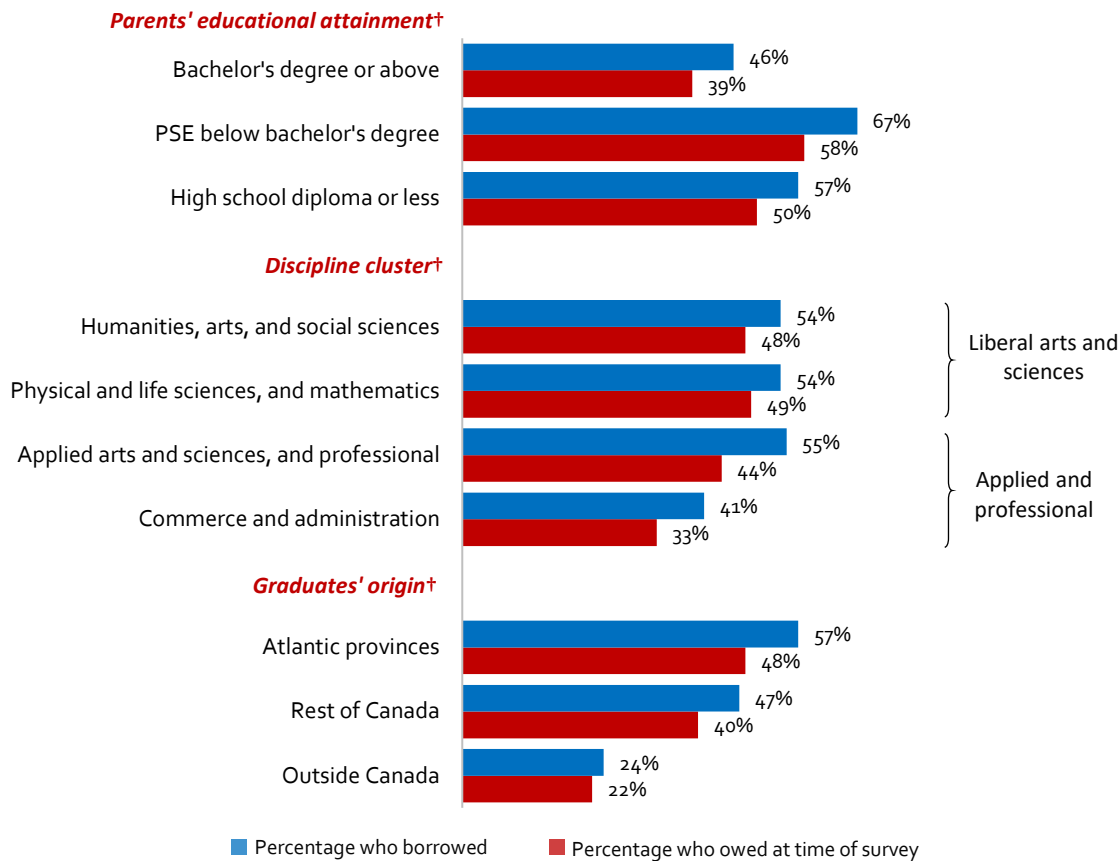
FIGURE 8.6 AMOUNT BORROWED AND OWING TO FINANCE THE FIRST DEGREE OR FURTHER STUDIES, ALL SOURCES COMBINED



Fifty-two percent of graduates borrowed money to finance their first degree, further studies, or both. Those who borrowed accumulated a median amount of \$35,000 in debt. Two years after graduation, 44% of graduates reported outstanding debt, while the other 56% had no debt associated with their education. For those graduates still owing, the median debt remaining was \$30,000.

As shown in Figure 8.7 and Figure 8.8, the incidence of borrowing and debt and the median amount borrowed and owing for the first degree or further studies varied by factors such as parents' educational attainment, discipline cluster, and region of origin.

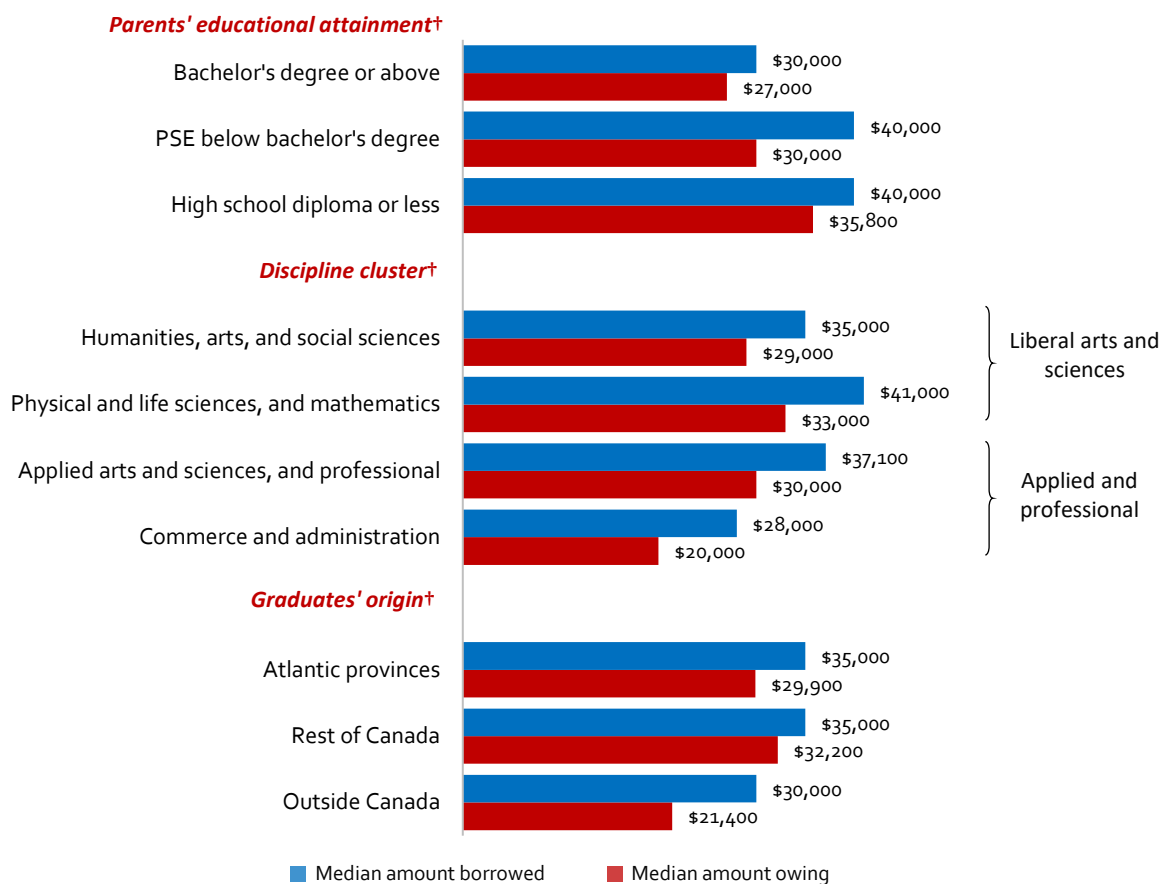
FIGURE 8.7 THE PERCENTAGE OF GRADUATES WHO BORROWED AND STILL OWING FOR THE FIRST DEGREE OR FURTHER STUDIES BY SELECT VARIABLES



All first-degree holders (wN = 2,209)

†Denotes statistically significant differences between groups.

FIGURE 8.8 MEDIAN AMOUNT BORROWED AND OWING TO FINANCE THE FIRST DEGREE OR FURTHER STUDIES BY SELECT VARIABLES



All first-degree holders (wN = 2,209)

†Denotes statistically significant differences between groups.

8.3.4 Borrowing Patterns by Parents' Educational Attainment

Forty-six percent of graduates with a PEA of a bachelor's degree or above borrowed for their post-secondary education (first degree, further studies, or both), compared to 67% of graduates with a PEA of a PSE below a bachelor's degree, and 57% of those with a PEA of a high school diploma or less. Among borrowers, graduates whose PEA was a bachelor's degree or above borrowed less than the other graduates (\$30,000 compared to \$40,000). Two years after graduation, the percentage of graduates with debt ranged from 39% for those with a PEA of a bachelor's degree or above, to 58% for those with a PEA of a PSE below a bachelor's degree. Among those still owing, the median outstanding amount was \$27,000 for graduates with PEA of a bachelor's degree or above, whereas it was \$35,800 for graduates with a PEA of a high school diploma or less.

8.3.5 Borrowing Patterns by Discipline Cluster

Commerce and administration graduates (41%) were significantly less likely to borrow for their education (first degree or any pursued studies combined) than humanities, arts, and social sciences and physical and life sciences, and mathematics graduates (both 54%) and applied arts and sciences, and professional program graduates (55%). They also accumulated less debt compared to their counterparts from the other discipline clusters. One possible explanation for the lower likelihood of borrowing among commerce and administration graduates is that they were among the least likely to pursue studies after their first degree, and of those who pursued subsequent

education, 39% listed their employer as one of their top two sources of funding (as compared to 13% for all graduates [Figure 8.1]). Two years after graduation, 67% of commerce and administration graduates were free of their education-related debt, while the other 33% still owed a median amount of \$20,000. In comparison, 44% of graduates of all disciplines combined owed a median amount of \$30,000 (Figure 8.6).

8.3.6 Borrowing Patterns by Graduates' Origin

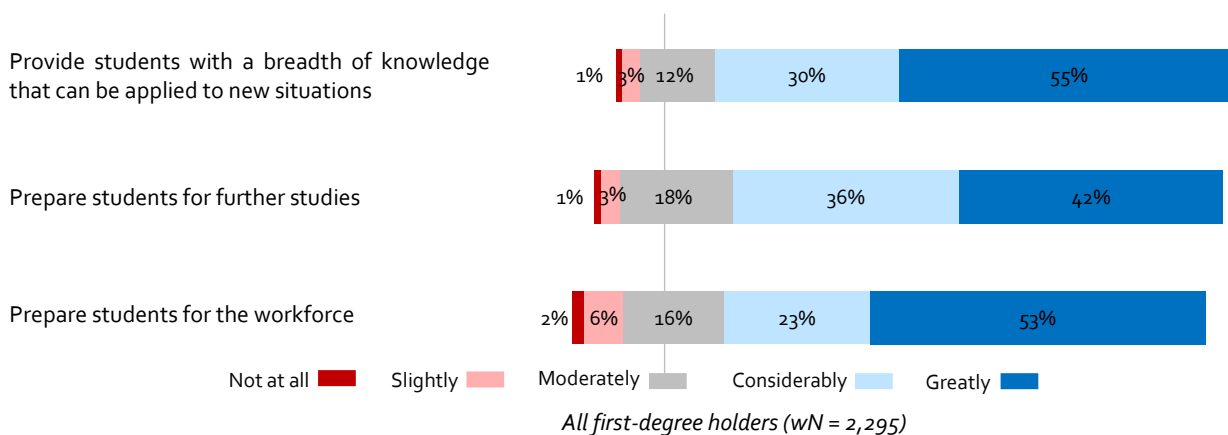
Graduates who reported that they were living in the Atlantic provinces before they enrolled in their 2020 degree were significantly more likely to borrow for their post-secondary education than those from outside the region. Fifty-seven percent of graduates who were originally from the Atlantic provinces reported borrowing to finance their first degree or further studies, 10 percentage points more than graduates from the rest of Canada, and 33 percentage points more than those from outside Canada. Among borrowers, the median amount borrowed was \$35,000 for graduates from the Atlantic provinces and those from elsewhere in Canada, while it was \$30,000 for graduates from outside Canada. Parents' educational attainment may partly explain differences in borrowing and debt patterns of graduates from different origins. Compared to graduates from the rest of Canada or from outside Canada, a higher percentage of graduates from the Atlantic provinces were first-generation university students which is associated with a higher likelihood of borrowing and borrowing larger amounts. Two years after graduation, 48% of graduates from the Atlantic provinces still owed a median amount of \$29,900. This compares to 40% of graduates from the rest of Canada who owed a median of \$32,200 and 22% from outside Canada who owed a median of \$21,400.

9 The University Experience

9.1 Importance of an Undergraduate Education

An undergraduate degree can prepare graduates with the skills to join the workforce after graduation and can serve as a steppingstone to further studies. Graduates were asked to rate the importance of three different functions of an undergraduate education (Figure 9.1).

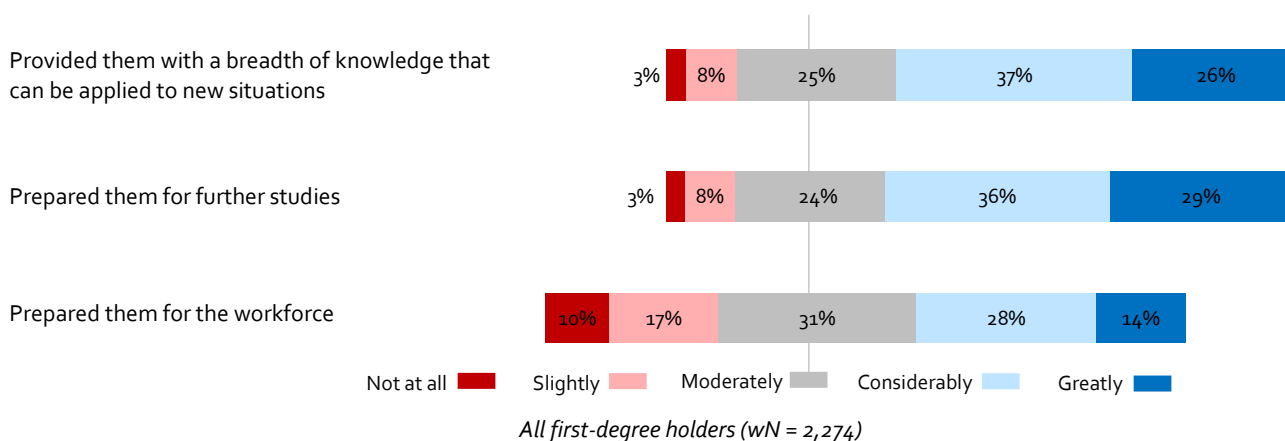
FIGURE 9.1 THE EXTENT TO WHICH GRADUATES THINK IT IS IMPORTANT FOR AN UNDERGRADUATE EDUCATION TO DO THE FOLLOWING FUNCTIONS



The majority of graduates (85%) thought it was considerably or greatly important that an undergraduate education provide students with a breadth of knowledge that can be applied to new situations. Also, 78% said it was considerably or greatly important that an undergraduate education prepare students for further studies, while 76% believed it was considerably or greatly important to prepare students for the workforce.

Figure 9.2 illustrates how graduates rated the program they completed in 2020 in fulfilling each function.

FIGURE 9.2 THE EXTENT TO WHICH GRADUATES THINK THE 2020 DEGREE DID EACH OF THE FOLLOWING FUNCTIONS



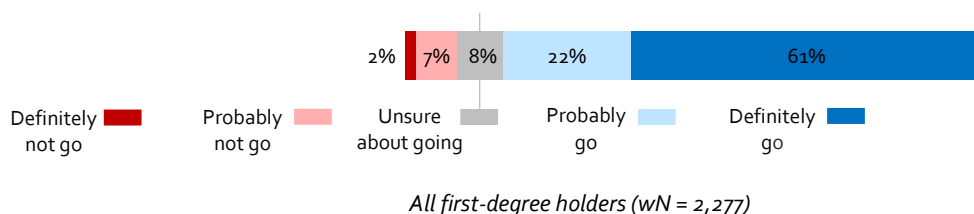
Sixty-three percent of graduates reported that the program they completed in 2020 provided them with a breadth of knowledge that can be applied to new situations to a considerable or great extent, and 65% said that it prepared them for further studies to a considerable or a great extent. Graduates who pursued a program after their first degree were significantly more likely to say that the 2020 degree prepared them for further studies than those who did not pursue further education (73% compared to 57%). Forty-two percent of graduates said that the program they completed in 2020 prepared them for the workforce to a considerable or great extent, while

another 31% reported that it prepared them to a moderate extent. Graduates of applied and professional programs (52%) were significantly more likely than those from liberal arts and sciences programs (32%) to report that their program prepared them for the workforce to a considerable or great extent.

9.2 Overall Assessment

Graduates were asked about their overall assessment of their university education, including the degree they completed in 2020, and their experience since graduation. Figure 9.3 shows responses on whether graduates would choose to go to university again.

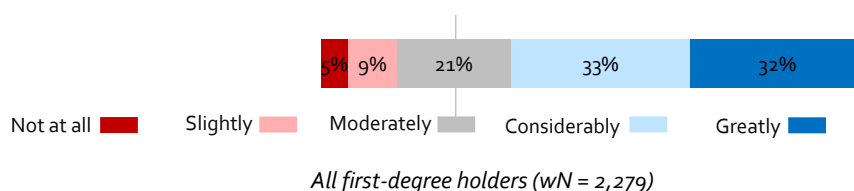
FIGURE 9.3 THE EXTENT TO WHICH GRADUATES WOULD CHOOSE TO GO TO UNIVERSITY AGAIN



Two years after graduation, 83% of the Class of 2020 graduates said they would probably or definitely choose to go to university if they could do it over again. Excluding those who would definitely not go to university again, 78% of graduates said that they would choose the same university they attended for their 2020 degree.

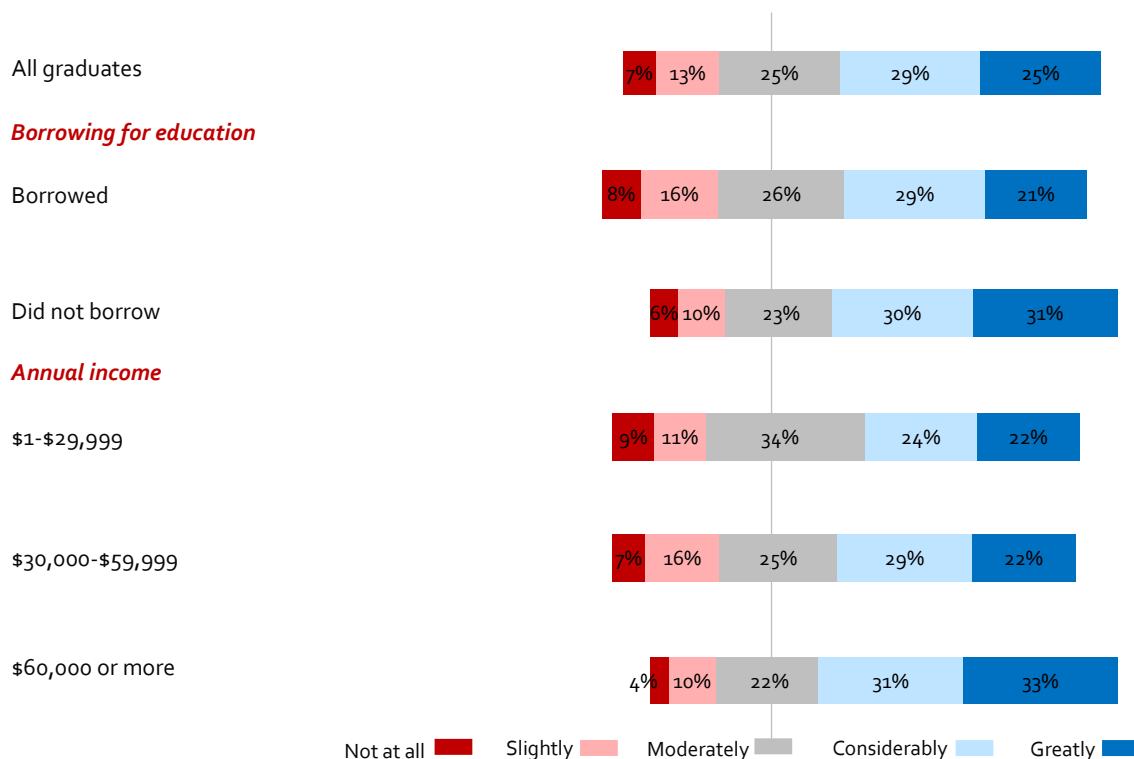
Figure 9.4 and Figure 9.5 show the value that graduates place on the time and money they spent for all of their education.

FIGURE 9.4 THE EXTENT TO WHICH GRADUATES THINK THEIR EDUCATION WAS WORTH THE PERSONAL INVESTMENT OF TIME REQUIRED FOR CLASSES AND STUDIES



Sixty-five percent of the graduates said that their education was worth the personal investment of time required for classes and studies to a considerable or great extent, while another 21% said it was worth it to a moderate extent.

FIGURE 9.5 THE EXTENT TO WHICH GRADUATES THINK THEIR EDUCATION WAS WORTH THE FINANCIAL INVESTMENT REQUIRED †



All first-degree holders (wN = 2,267)

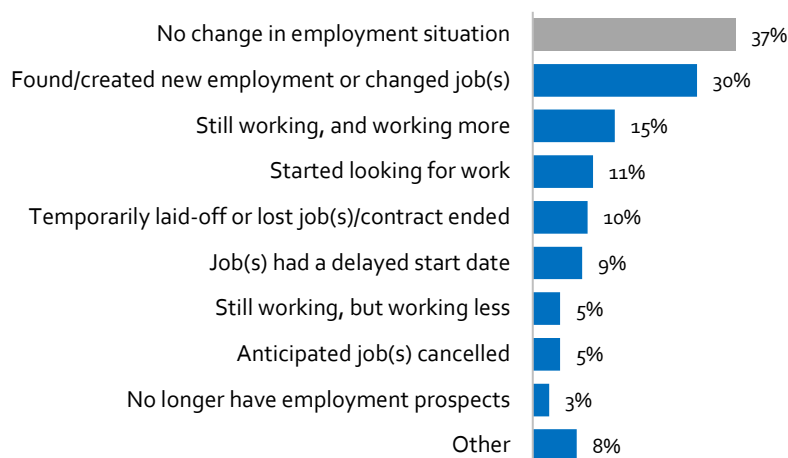
†Denotes statistically significant differences between groups.

Fifty-four percent of the graduates said that all of their education was worth the financial investment required to a considerable or great extent, while another 25% said it was worth to a moderate extent. Graduates who did not borrow money to finance their first degree or further studies had a more positive view that their education was worth the financial investment to a considerable or great extent than those who borrowed (61% compared to 50%). Also, the more graduates earned, the more likely they were to report that their education was worth the financial investment. For example, 64% of higher income earners (\$60,000+) agreed their education was worth the financial investment to a considerable or great extent, compared to 46% of graduates from lower income category (\$1-\$29,999), and 52% of those from middle income category (\$30,000-\$59,999).

10 The Impact of COVID-19

The majority of the Class of 2020 graduates finished their degree during the beginning of the COVID-19 pandemic. [Figure 10.1](#), [Figure 10.2](#), and [Figure 10.3](#) show the changes that had happened to their employment, financial, and educational situations as a result of the pandemic

FIGURE 10.1 THE PERCENTAGE OF GRADUATES WHO SELECTED OPTIONS FOR HOW THE COVID-19 PANDEMIC HAD IMPACTED THEIR EMPLOYMENT SITUATION

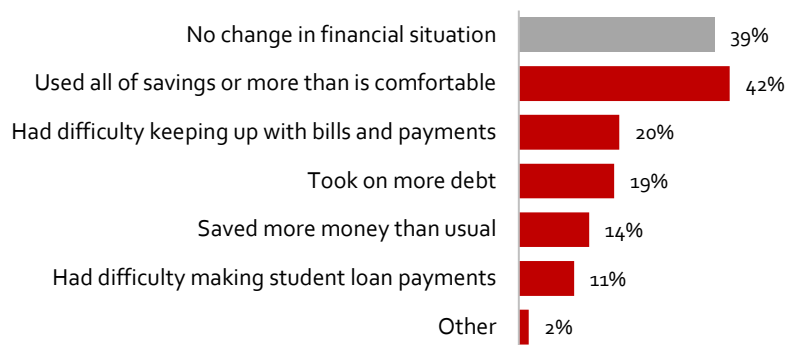


All first-degree holders (wN = 2,206)

Note: Percentages add up to more than 100% as respondents could choose multiple options.

Sixty-three percent of graduates reported a change in their employment situation. Thirty percent of graduates reported that they found or created new employment or changed their job, while 15% reported working more, 11% started looking for work, and 10% were temporarily laid-off or lost their job. Overall, 76% of unemployed graduates said their unemployment situation was not pandemic related.

FIGURE 10.2 THE PERCENTAGE OF GRADUATES WHO SELECTED OPTIONS FOR HOW THE COVID-19 PANDEMIC HAD IMPACTED THEIR FINANCIAL SITUATION

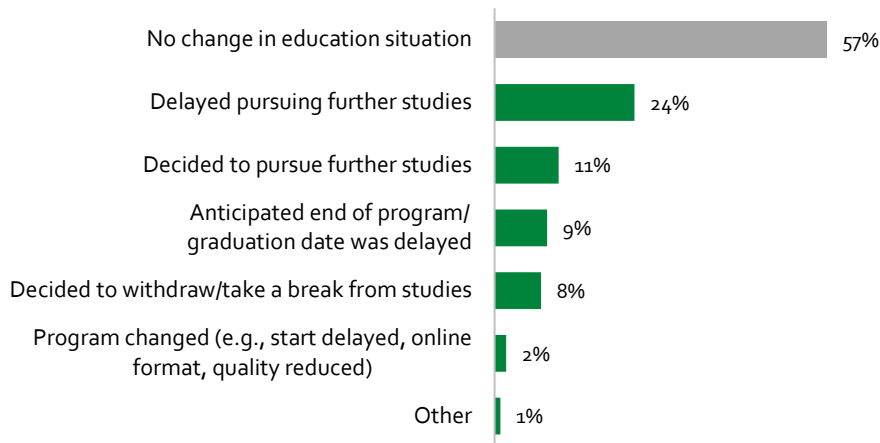


All first-degree holders (wN = 2,171)

Note: Percentages add up to more than 100% as respondents could choose multiple options.

Sixty-one percent of graduates reported a change in their financial situation as a result of the pandemic. Forty-two percent reported that they used too much or all of their savings, 20% had difficulty keeping up with bills and payments, 19% took on more debt, and 14% saved more money than usual.

FIGURE 10.3 THE PERCENTAGE OF GRADUATES WHO SELECTED OPTIONS FOR HOW THE COVID-19 PANDEMIC HAD IMPACTED THEIR PLANS FOR FURTHER STUDIES



All first-degree holders (wN = 2,230)

Note: Percentages add up to more than 100% as respondents could choose multiple options.

Almost four in ten (43%) graduates reported a change in their plans for their education as a result of the pandemic. Twenty-four percent reported delaying their studies, while 11% decided to pursue further education, 9% reported disruptions or delays to their program end date, and 8% decided to withdraw or take a break from studies.

11 Summary and Conclusions

This report has provided insights into the Class of 2020 Atlantic university graduates' educational pathways, their transitions from post-secondary education to the workforce, and their employment outcomes. Some of the main findings are:

- About half of the graduates (51%) pursued studies after their first degree.
- Graduates have made a successful transition into the labour market. Within two years of graduation, 92% of graduates who were part of the labour force were employed.
- University graduates earned more than the general population in their province of employment. Also, the majority of graduates (57%) were employed in a job that requires university education or is a management position.
- About half of the graduates (52%) borrowed, with a median amount of \$35,000 to finance their first degree, further studies, or both.
- The Atlantic provinces retained seven in ten graduates in the region two years after graduation.
- Most graduates feel positive about their university experience. The majority (83%) said they would probably or definitely choose to go to university if they could do it over again.
- A university education is perceived to be a good investment. The majority of graduates said that their university experience was worth the time and financial investment required to a considerable or great extent.

This report also examined key factors that influence the outcomes and experiences of graduates. Graduates of Atlantic universities have a variety of backgrounds in terms of their parents' educational attainment, where they lived prior to enrolling in their program, and the different academic disciplines they pursue. To varying degrees, each of these factors play a role in graduates' transitions into the workforce, their outcomes, and their evaluation of their program.

Program Orientation and Discipline Cluster

The program orientation and discipline cluster are perhaps the most influential factors affecting the outcomes of graduates. Liberal arts and sciences programs provide graduates with the prerequisite for admission to graduate studies or professional programs, and a higher percentage of liberal arts and sciences graduates pursued further studies after their first degree than graduates of applied and professional programs.

By contrast, applied and professional programs can be directly or closely linked to a profession or career path, and provide graduates with a more direct route to the labour market. Two years after graduating with their first degree, graduates of applied and professional programs were more likely than those from liberal arts and sciences programs to be employed, to be working in a job that requires university education or is a management position, and to be earning more.

In terms of financing university education, graduates of commerce and administration programs differed from other discipline clusters in the low percentage who borrowed for their post-secondary education. Those who borrowed also accumulated less debt compared to their counterparts from the other discipline clusters. Commerce and administration graduates were the most likely to cite their employer as their source of funding.

Parents' Educational Attainment

The primary differences between graduates from different family educational backgrounds were seen in their sources of funding and borrowing patterns. Graduates with a PEA of a bachelor's degree or above were more likely to cite their parents or family as a main source of funding for their first degree or further studies. Also, the incidence of borrowing and the median amount borrowed were lower among graduates with a PEA of a bachelor's degree or above. Despite the impact of parents' educational attainment on funding sources and

borrowing patterns, graduates with different PEA backgrounds did not show any significant differences in their employment outcomes and earnings.

Region of Origin

Graduates who lived in the Atlantic provinces before enrolling in their program were more likely to be first-generation university students than graduates who lived outside the Atlantic provinces and moved to the region to study. Graduates whose parents completed a university degree are more likely to have the financial resources to move and study in another province or country. This may explain why graduates from outside the region are less likely to be first-generation students. Likewise, a higher percentage of graduates from outside the Atlantic provinces reported their parents or family as one of their top two source of funding for their first degree or further studies than those from the Atlantic provinces. The borrowing and debt patterns of graduates also varied significantly by their region of origin, with graduates from outside Atlantic Canada less likely to borrow for their first degree or further studies.

Graduates from Canada, but outside the Atlantic provinces were the least likely to stay in the Atlantic provinces after graduation, as compared to graduates originally from the Atlantic provinces and those from outside Canada. Graduates from outside Canada were less likely than other graduates to pursue further studies after their first degree.

12 Methodological Notes

In fall 2022, Prairie Research Associates Inc., on behalf of the Maritime Provinces Higher Education Commission (MPHEC), surveyed the Class of 2020 bachelor's graduates from 15 universities in the Atlantic provinces. In addition to the 14 Maritime universities that typically participate in the Graduate Outcomes (GO) survey, the MPHEC collaborated with Memorial University and the Association of Atlantic Universities to include graduates of Memorial University in the 2022 survey. The MPHEC GO Survey is funded by the governments of New Brunswick, Nova Scotia, and Prince Edward Island. The Association of Atlantic Universities and Memorial University in Newfoundland and Labrador provided funding for the survey of Memorial University graduates and this report.

This report is limited to graduates who enrolled in a bachelor's degree without a prior post-secondary credential and graduated with their first degree in 2020 (first-degree holders). Focusing analyses on this group allows for clearer interpretations of the findings as these graduates are a relatively homogenous group, all at the same stage in 2022 between their education and their transition to the workforce.

Pre-Field

Prior to survey launch, graduates were alerted about the survey in an email notification. An invitation to complete the survey was then sent a few days later. Reminders were sent to graduates who had not yet completed the survey at approximately 2-3-week intervals. Where email addresses were unavailable, graduates were contacted by telephone. Institutions were encouraged to provide a link to the survey via their alumni websites, and on their social media accounts (i.e., Twitter, Facebook, and Instagram). The survey questionnaire was pre-tested to ensure respondents did not experience problems with any of the questions, and to verify that the questionnaire script and skip patterns worked in the intended manner.

Field

The survey was conducted between September 16 and December 16, 2022. Surveys were administered both online and over the telephone, and were available in English and French. Maritime university graduates who completed the survey were eligible to participate in a draw for a grand prize of \$1,500 or one of nine prizes of \$500. Memorial university graduates were eligible to participate in a draw to win a \$500 gift card.

Population and Sample Sizes

The total sample of 3,453 respondents represents 26.6% of the total Class of 2020 bachelor's graduate population of 12,977 in the 15 Atlantic universities for whom contact information was available. The margin of error for the survey is ± 1.7 percentage points, 19 times out of 20. The sample for first-degree holders is 2,332 (weighted sample is 2,311), with a margin of error of ± 2.0 percentage points, 19 times out of 20.

Table 12.1 shows the distribution of respondents and the response rates for each of the participating universities.

TABLE 12.1 DISTRIBUTION OF POPULATION, SAMPLE, AND RESPONSE RATES BY UNIVERSITY

University	Population	Completed surveys	Response rate	First-degree holders Unweighted (Weighted)
Acadia University	767	215	28.0%	167 (159)
Cape Breton University	1,159	212	18.3%	61 (88)
Dalhousie University	2,672	714	26.7%	545 (543)
Memorial University of Newfoundland	2,248	463	20.6%	310 (403)
Mount Allison University	384	111	28.9%	104 (96)
Mount Saint Vincent University	562	194	34.5%	77 (58)
Nova Scotia College of Art & Design	117	48	41.0%	32 (21)
Saint Mary's University	1,065	292	27.4%	243 (237)
St. Francis Xavier University	955	251	26.3%	184 (187)
St. Thomas University	478	121	25.3%	83 (87)
Université de Moncton	647	216	33.4%	148 (118)
Université Sainte-Anne	67	26	38.8%	12 (8)
University of King's College	162	54	33.3%	43 (34)
University of New Brunswick	1,020	338	33.1%	208 (168)
University of Prince Edward Island	674	198	29.4%	115 (105)
All Atlantic universities	12,977	3,453	26.6%	2,332 (2,311)

Statistical Analysis

All statistics presented in this report have been generated from weighted data; data were weighted based on the university of graduation and gender. Data were weighted by gender to adjust to proportional representation in the population. Sixty-five percent of all respondents were women, as compared to 60% of the total population of the Class of 2020 graduates. Statistics in charts and tables may not sum up to 100% due to rounding. Non-responses have been excluded from the analyses. Statistical differences were determined using the Kruskal Wallis H Test, Man-Whitney U Test, and Chi-square test (SPSS version 26).

Definitions

First-degree holders

Graduates who enrolled in university without a prior post-secondary credential and graduated with their first degree in 2020. Graduates who completed a Bachelor of Engineering degree from Dalhousie University were considered first-degree holders, even if they had reported a prior university Diploma of Engineering, as this diploma is equivalent to the first two years of an engineering degree.

Gender

This variable is obtained from the universities' administrative data. Hence, it is possible that sometimes the only information available is "sex at birth" in which case it is used as a proxy for "gender." Also, some institutions include "non-binary genders" in the "unknown gender" category for the gender variable provided in their files which makes it impossible to publish data on the non-binary population.

Status of student in Canada

The status of graduates obtained from the universities' administrative data. Graduates were grouped into two categories:

- Canadian: Canadian citizen or permanent resident
- International: non-Canadian who does not have "permanent resident" status

Program orientation and discipline cluster

Major fields of study are grouped into two program orientations and four broad categories or clusters for analytical purposes:

Liberal arts and sciences

- Humanities, arts, and social sciences
- Physical and life sciences, and mathematics

Applied and professional

- Applied arts and sciences, and professional programs
- Commerce and administration

A list of fields of study comprising each program orientation and discipline cluster can be found in Appendix A.

Parents' educational attainment

Parents' educational attainment (PEA) comprises three categories:

- High school diploma or less
- Post-secondary education (PSE) below a bachelor's degree (includes trade, college, CEGEP or hospital-based certificate or diploma, or university certificate or diploma below a bachelor's level)
- Bachelor's degree or above (includes bachelor's, professional, master's or PhD degrees, and graduate level certificate or diploma)

These categories combine the parents or guardians' highest level of education, and the category is assigned based on the highest level of education between them.

Graduates' origin

Graduates reported their primary region of residence in the 12 months before enrolling in the degree program from which they graduated in 2020. Graduates were grouped into three categories:

- Atlantic provinces (those who were living in New Brunswick, Nova Scotia, Prince Edward Island, or Newfoundland and Labrador)
- Rest of Canada (those who were living elsewhere in Canada other in than the four Atlantic provinces)
- Outside Canada (those who were living in other countries)

Pursuit of further education

Graduates reported on their pursuit of an educational program of three months or more, leading towards a diploma, certificate, or degree after graduating with a first degree in 2020. At the time of the survey, they were asked whether they had completed the program they pursued or they were still enrolled.

Highest credential attained or pursued

The highest diploma, certificate, or degree completed or pursued by a graduate after completing a first degree. For those graduates who had completed or were pursuing two or more programs, the highest credential attained or pursued was considered. Credentials were classified into the following levels:

1. PhD/Doctorate (e.g., PhD, Ed.D, Mus.D, LLD, D.Psy)
2. Master's degree (e.g., MA, MSc, MBA, MEd)
3. Professional Health doctorate (e.g., MD, DVM, DDS, OD, DC, ND, PharmD)
4. Undergraduate law degree (LLB, JD)
5. Bachelor of Education (Bed)
6. Bachelor's degree (excluding Education) (e.g., BA, BSc, BBA)
7. University diploma or certificate
8. College diploma or certificate/Apprenticeship certificate (includes public college, CEGEP, private college or training school diploma or certificate)
9. Professional designation (e.g., Chartered Professional Accountant, dietetics)
10. Other (e.g., any other certificate or diploma)

Labour force

The labour force includes graduates who during the reference week (the week before they surveyed) were either employed (employed full-time, employed part-time, or employed but not at work due to maternity/parental leave, sick leave or vacation) or unemployed (not employed but looking for work, not employed due to temporary layoff, or not employed and waiting to start or hear response), excluding those not looking or not available for work.

Percent employed

Graduates who, during the reference week did any work for pay or profit, or had a job and were absent from work due to maternity/parental leave, sick leave, or vacation. This measure is calculated by dividing the number employed by the total number in the labour force.

Percent employed full-time

Graduates who usually work 30 hours or more per week at their main or only job. This measure is calculated by dividing the number employed full-time by the total number employed full- or part-time.

Percent employed in a job that requires university education or is a management position

This measure is created from the National Occupation Classification (NOC) code structure. Occupations with skill level A and occupation category 0 are included.

Median earnings

Annualized earnings calculated on self-reported wage information based on respondent's choice (weekly, bi-weekly, monthly, annually) before taxes and other deductions, and include tips and commissions for job held during the reference week. Median earnings are calculated for employed graduates who reported their wage/salary information. Earnings are rounded to the closest \$100.

Median amount borrowed

Graduates reported on their sources of funding for the degree program from which they graduated in 2020, and any further education that they pursued following that degree. Graduates who indicated an amount borrowed to

finance their education were categorized as borrowers. For each part of their education (i.e., 2020 degree, any further study) graduates provided an overall amount borrowed and/or amounts borrowed from each of four funding sources: government student loans, financial institutions/banks, family members, or another source. This information was used to calculate the median amounts borrowed in the report. The median amount borrowed excludes graduates who did not borrow. All amounts are rounded to the closest \$100.

Median amount owing

Graduates who reported borrowing also reported the overall amount of debt that they had remaining and the amounts outstanding to each of the sources from which they had borrowed. This information was used to calculate the median amount owing given in the report. The median amount owing excludes graduates who did not borrow and those who had paid off their debt. All amounts are rounded to the closest \$100.

Appendix A

Program orientation, discipline cluster, and major field of study

Major fields of study are coded using the Classification of Instructional Programs (CIP) Canada 2016 and grouped into two program orientations and four discipline clusters.

Program orientation	Discipline cluster
Liberal arts and sciences	Humanities, arts, and social sciences Physical and life sciences, and mathematics
Applied and professional	Applied arts and sciences, and professional programs Commerce and administration

CIP code	Discipline cluster and major field of study
Humanities, arts, and social sciences	
04.0301	City/urban, community and regional planning
04.0401	Environmental design/architecture
05.0103	Asian studies/civilization
05.0110	Russian studies
05.0207	Women's studies
05.0209	Folklore studies
05.0299	Ethnic, cultural minority, gender, and group studies, other
09.0100	Communication, general
09.0101	Speech communication and rhetoric
09.0102	Mass communication/media studies
16.0102	Linguistics
16.0199	Linguistic, comparative and related language studies and services, other
16.0402	Russian language and literature
16.0905	Spanish language and literature
16.1200	Classics and classical languages, literatures and linguistics, general
16.1301	Celtic languages, literatures and linguistics
19.0000	Work and family studies
19.0101	Family and consumer sciences/human sciences, general
19.0706	Child development
23.0101	English language and literature, general
24.0102	General studies
24.0103	Humanities/humanistic studies
24.0199	Liberal arts and sciences, general studies and humanities, other
30.1101	Gerontology
30.1301	Medieval and renaissance studies
30.1501	Science, technology and society
30.2501	Cognitive science
30.2901	Maritime studies
30.9999	Multidisciplinary/interdisciplinary studies, other
38.0101	Philosophy
38.0201	Religion/religious studies, general
39.0601	Theology/theological studies
42.0101	Psychology, general
44.0201	Community organization and advocacy



44.0501	Public policy analysis, general
45.0201	Anthropology, general
45.0299	Anthropology, other
45.0301	Archaeology
45.0401	Criminology
45.0601	Economics, general
45.0604	Development economics and international development
45.0701	Geography
45.0901	International relations and affairs
45.1001	Political science and government, general
45.1101	Sociology
45.1301	Sociology and anthropology
45.9999	Social sciences, other
50.0101	Visual and performing arts, general
50.0201	Crafts/craft design, folk art and artisanry
50.0501	Drama and dramatics/theatre arts, general
50.0601	Film/cinema/video studies
50.0605	Photography
50.0702	Fine/studio arts, general
50.0703	Art history, criticism and conservation
50.0706	Intermedia/multimedia
50.0712	Fibre, textile and weaving arts
50.0713	Metal and jewellery arts
50.0901	Music, general
50.0903	Music performance, general
50.0999	Music, other
54.0101	History, general
54.0104	History and philosophy of science and technology
55.0101	French language and literature, general

Physical and life sciences, and mathematics

01.0103	Agricultural economics
01.0601	Applied horticulture/horticulture operations, general
01.0901	Animal sciences, general
01.0903	Animal health
01.1101	Plant sciences, general
01.9999	Agriculture, agriculture operations and related sciences
03.0103	Environmental studies
03.0104	Environmental science
03.0201	Natural resources management and policy
03.0205	Water, wetlands and marine resources management
03.0601	Wildlife, fish and wildlands science and management
26.0101	Biology/biological sciences, general
26.0202	Biochemistry
26.0210	Biochemistry and molecular biology
26.0299	Biochemistry/biophysics and molecular biology, other
26.0406	Cell/cellular and molecular biology
26.0599	Microbiological sciences and immunology, other
26.1302	Marine biology and biological oceanography
26.1305	Environmental biology
26.1307	Conservation biology
26.1501	Neuroscience
27.0101	Mathematics, general
27.0501	Statistics, general

30.0101	Biological and physical sciences
40.0202	Astrophysics
40.0501	Chemistry, general
40.0599	Chemistry, other
40.0601	Geology/Earth science, general
40.0607	Oceanography, chemical and physical
40.0801	Physics, general
Applied arts and sciences, and professional program	
01.0101	Agricultural business and management, general
01.0102	Agribusiness/agricultural business operations
03.0501	Forestry, general
04.0601	Landscape architecture
09.0401	Journalism, general
09.0902	Public relations/image management
11.0104	Informatics
11.0401	Information science/studies
11.0701	Computer science
11.9999	Computer and information sciences and support services, other
13.0101	Education, general
13.1001	Special education and teaching, general
13.1201	Adult and continuing education and teaching
13.1202	Elementary education and teaching
13.1203	Junior high/intermediate/middle school education and teaching
13.1205	Secondary education and teaching
13.1299	Teacher education and professional development, specific levels and methods
13.1306	Aboriginal and foreign language teacher education
13.1308	Family and consumer sciences/home economics teacher education
13.1311	Mathematics teacher education
13.1312	Music teacher education
13.1314	Physical education teaching and coaching
13.1322	Biology teacher education
13.1325	French language/French language arts teacher education
14.0101	Engineering, general
14.0701	Chemical engineering
14.0801	Civil engineering, general
14.0901	Computer engineering, general
14.0903	Computer software engineering
14.1001	Electrical and electronics engineering
14.1401	Environmental/environmental health engineering
14.1801	Materials engineering
14.1901	Mechanical engineering
14.2101	Mining and mineral engineering
14.2201	Naval architecture and marine engineering
14.3501	Industrial engineering
14.3901	Geological/geophysical engineering
14.9999	Engineering, other
15.0399	Electrical and electronic engineering technologies/technicians, other
15.0507	Environmental engineering technology/environmental technology
15.0613	Manufacturing engineering technology/technician
15.0903	Petroleum technology/technician
16.0103	Language interpretation and translation
31.0101	Parks, recreation and leisure studies
31.0505	Kinesiology and exercise science



43.0107	Criminal justice/police science
44.0701	Social work, general
49.0101	Aeronautics/aviation/aerospace science and technology
50.0408	Interior design
51.0000	Health services/allied health/health sciences, general
51.0602	Dental hygiene/hygienist
51.0905	Nuclear medical technology/technologist
51.0908	Respiratory care therapy/therapist
51.0910	Diagnostic medical sonography/sonographer and ultrasound technician
51.0911	Radiologic technology/science – radiographer
51.1099	Clinical/medical laboratory science and allied professions, other
51.1102	Pre-medicine/pre-medical studies
51.2001	Pharmacy (PharmD, BS, BSc, BPharm)
51.2202	Environmental health
51.2207	Public health education and promotion
51.2305	Music therapy/therapist
51.3101	Dietetics/dietitian (RD)
51.3801	Registered nursing/registered nurse (RN, ASN, BSN, BScN, MSN, MScN)
51.9999	Health professions and related clinical sciences, other

Commerce and administration

52.0101	Business/commerce, general
52.0201	Business administration and management, general
52.0203	Logistics, materials, and supply chain management
52.0204	Office management and supervision
52.0205	Operations management and supervision
52.0206	Non-profit/public/organizational management
52.0208	E-commerce/electronic commerce
52.0213	Organizational leadership
52.0299	Business administration, management and operations, other
52.0301	Accounting
52.0601	Business/managerial economics
52.0701	Entrepreneurship/entrepreneurial studies
52.0703	Small business administration/management
52.0801	Finance, general
52.0901	Hospitality administration/management, general
52.1001	Human resources management/personnel administration, general
52.1101	International business/trade/commerce
52.1201	Management information systems, general
52.1304	Actuarial science
52.1401	Marketing/marketing management, general

Appendix B Survey Instrument

Maritime Provinces Higher Education Commission Graduate Outcomes Survey: Class of 2020 in 2022

PHONE INTRODUCTION FOR GRADUATES OF MARITIME UNIVERSITIES

Hello, may I please speak with <<NAME>>?

(If asked: Hello, this is _____ from Prairie Research Associates speaking to you on behalf of <<UNIVERSITY NAME>> and the Maritime Provinces Higher Education Commission. We are conducting a survey of 2020 graduates from universities in the Maritime Provinces.)

- Yes, continue
- Yes, getting person
- No, correct person not there
- No, refusal
- Correct person, but call back

I'm calling from Prairie Research Associates on behalf of <<UNIVERSITY NAME>> and the Maritime Provinces Higher Education Commission.

We are conducting a survey of 2020 graduates from universities in the Maritime Provinces. The purpose of the study is to explore graduates' educational experiences and to find out about their transitions and outcomes following their graduation. For completing the survey, you will be entered into a draw to win a grand prize of \$1,500 or one of 9 prizes of \$500 each.

The survey will take approximately 20 minutes to complete, depending on your answers. Do you have some time to speak with me now?

(If NEEDED: The information will be used by provincial governments and universities for the purpose of quality assurance and to evaluate and design policies pertaining to university students and graduates in alignment with the Maritime Provinces Higher Education Commission Act and the Commission's mandate. The information you provide may be shared for research purposes, but direct identifiers including name and contact information will be removed. And, once the survey results are compiled, a report will be published on the Commission's website (www.mphec.ca.)

- Yes, continue
- No, callback
- No, refusal



PHONE INTRODUCTION FOR GRADUATES OF MEMORIAL UNIVERSITY

Hello, may I please speak with <<NAME>>?

(If asked: Hello, this is _____ from Prairie Research Associates speaking to you on behalf of Memorial University and the Maritime Provinces Higher Education Commission. We are conducting a survey of 2020 graduates from universities in the Atlantic Canadian Provinces.)

- Yes, continue
- Yes, getting person
- No, correct person not there
- No, refusal
- Correct person, but call back

I'm calling from Prairie Research Associates on behalf of Memorial University.

Memorial University is partnering with the Maritime Provinces Higher Education Commission (MPHEC) and the Association of Atlantic Universities (AAU) to administer the MPHEC's Graduate Outcomes Survey to recent graduates from an undergraduate program at Memorial. As a graduate from the class of 2020, we invite you to participate in this survey.

The survey focusses on transitions between education and work, financing education (including student loan repayment), and asks you to reflect on your overall university experience. Information collected from Memorial graduates will be used by the University to better understand the experiences of recent graduates and will be included in a pan-Atlantic Canadian report commissioned by AAU to assess graduate outcomes in the Atlantic region.

For completing the survey, you will be entered into a draw to win a prize of a \$500 gift card.

The survey will take approximately 20 minutes to complete, depending on your answers. Do you have some time to speak with me now?

- Yes, continue
- No, callback
- No, refusal

Your responses are confidential. Survey data will be kept securely by authorized personnel from Prairie Research Associates, MPHEC, and the Centre for Institutional Analysis and Planning at Memorial University. Survey results will be prepared in aggregate/summary form only and as such may be shared with others.

While this questionnaire is confidential, it is not anonymous in order to verify your eligibility to participate and allow survey responses to be merged with limited demographic information



from Memorial's administrative systems. Only authorized personnel from Prairie Research Associates and the Centre for Institutional Analysis and Planning will have access to individual identifiers. If this survey contains open questions, please do not identify yourself or others in your responses.

Your participation is voluntary. By completing the survey, you acknowledge you have heard this introduction and agree to participate. You may end your participation at any time during the survey.

The collection of personal information is authorized under the Access to Information and Protection of Privacy Act, 2015 SNL 2015 CHAPTER A-1.2 and will be used for the purpose of the MPHEC Graduate Outcomes Survey. Questions about the survey may be directed to ciap@mun.ca.

ONLINE INTRODUCTION FOR GRADUATES OF MARITIME UNIVERSITIES

Thank you for your participation in the Survey of Class of 2020 Maritime University Graduates.

The purpose of the study is to explore graduates' educational experiences and to find out about their transitions and outcomes following their graduation. The information will be used by provincial governments and universities for the purpose of quality assurance and to evaluate and design policies pertaining to university students and graduates in alignment with the *Maritime Provinces Higher Education Commission Act and the Commission's* mandate. The information you provide may be shared for research purposes, but direct identifiers including name and contact information will be removed. And, once the survey results are compiled, a report will be published on the MPHEC website (www.mphec.ca).

At the end of the survey, you will have an opportunity to enter your name in a prize draw for a grand prize of \$1,500 or one of 9 prizes of \$500 each. To review the draw rules and regulations, please [click here](#).

Please use the button below to navigate through the survey.

ONLINE INTRODUCTION FOR GRADUATES OF MEMORIAL UNIVERSITY

Thank you for your participation in the Survey of Class of 2020 Memorial University Graduates.

Memorial University is partnering with the Maritime Provinces Higher Education Commission (MPHEC) and the Association of Atlantic Universities (AAU) to administer the MPHEC's Graduate Outcomes Survey to recent graduates who are 2-years out from graduation from an undergraduate program at Memorial. As a graduate from the class of 2020, we invite you to participate in this survey.



At the end of the survey, you will have an opportunity to enter your name in a prize draw for a prize of a \$500 gift card. To review the draw rules and regulations, please [click here](#).

The survey is being conducted by an independent research firm, Prairie Research Associates (PRA), on behalf of the partners. The survey focusses on transitions between education and work, financing education (including student loan repayment), and asks you to reflect on your overall university experience. Information collected from Memorial graduates will be used by the University to better understand the experiences of recent graduates and will be included in a pan-Atlantic Canadian report commissioned by AAU to assess graduate outcomes in the Atlantic region.

Privacy Statement:

Your responses are confidential. Survey data will be kept securely by authorized personnel from Prairie Research Associates, MPHEC, and the Centre for Institutional Analysis and Planning at Memorial University. Survey results will be prepared in aggregate/summary form only and as such may be shared with others.

While this questionnaire is confidential, it is not anonymous in order to verify your eligibility to participate and allow survey responses to be merged with limited demographic information from Memorial's administrative systems. Only authorized personnel from Prairie Research Associates and the Centre for Institutional Analysis and Planning will have access to individual identifiers. If this survey contains open questions, please do not identify yourself or others in your responses .

Your participation is voluntary. By completing the survey, you acknowledge you have read this introduction and agree to participate. You may end your participation at any time during the survey by closing your browser window before reaching the end of the survey.

The collection of personal information is authorized under the Access to Information and Protection of Privacy Act, 2015 SNL 2015 CHAPTER A-1.2 and will be used for the purpose of the MPHEC Graduate Outcomes Survey. Questions about the survey may be directed to ciap@mun.ca .

Please use the button below to navigate through the survey.



Open link form (Start point)**I5**

Before you begin the survey we'll need to confirm that you are a Class of 2020 graduate by asking a few short questions. The information you provide will be used only for this purpose, and will be kept confidential.

Did you graduate in 2020 with a Bachelor's degree?

Yes

No **[TERMINATE]**



POST-SECONDARY EDUCATION SECTION**Q4**

Prior to enrolling in the program you completed in 2020, had you completed any post-secondary certificates, diplomas, or degrees?

Yes

No

Don't know

Refused

Q4A [SHOW IF Q4 = "YES"]

Which post-secondary credential(s) did you complete prior to enrolling in your 2020 degree?

Select all that apply.

College diploma or certificate (includes CEGEP)

University diploma or certificate

University degree (Bachelor's, Master's, PhD/Doctorate)

Apprenticeship certification

Private college or training school diploma or certificate

Other (please specify)

Don't know

Q51

Generally speaking, how **important** do you think it is for an undergraduate education to do each of the following for students?

	1	2	3	4	5	8
	Not at all	Slightly	Moderately	Considerably	Greatly	Don't know
Q51A. Prepare students for further studies.	1	2	3	4	5	DK
Q51B. Prepare students for the work force.	1	2	3	4	5	DK
Q51C. Provide students with a breadth/depth of knowledge that can be applied to new situations.	1	2	3	4	5	DK

Q8

As part of your 2020 degree, did you participate in any of the following forms of learning?

These forms of learning formally integrate a student's academic studies with quality experiences within a workplace or practice setting. They can occur at the course or program level and include the development of student learning objectives and outcomes related to: employability, personal agency, knowledge and skill mobility and life-long learning.

Select all that apply.

- Co-op
- Practicum
- Internship (unpaid)
- Internship (paid)
- Clinical placement
- Community and industry research & projects (Applied research projects)
- Entrepreneurship
- Service/Community-based learning
- Other type of work-integrated learning
- None of the above **[EXCLUSIVE] [SKIP TO Q52]**
- Don't know **[EXCLUSIVE] [SKIP TO Q52]**
- Refused **[SKIP TO Q52]**



Q9 [SHOW IF Q8 != NOTA OR DK OR REFUSED]

To what **extent** would you say those forms of learning you completed...

	1	2	3	4	5	8	7
	Not at all	Slightly	Moderately	Considerably	Greatly	Don't know	Not applicable
Q9A Increased your satisfaction with your program?	1	2	3	4	5	DK	N/A
Q9B Prepared you for the workforce?	1	2	3	4	5	DK	N/A
Q9C Offered you advantages for finding employment?	1	2	3	4	5	DK	N/A

Q52

[IF Q8 != NOTA OR DK OR REFUSED] Excluding any work placements, internships, practicums, or co-op positions that may have been a part of your program, during the course of the program you completed in 2020, did you ever work:

[IF Q8 = NOTA OR DK OR REFUSED] During the course of the program you completed in 2020, did you ever work:

Q52A Full-time (<i>that is, usually 30 or more hours per week during the school year</i>)?	Yes	No	Don't know	Refused
Q52B Part-time (<i>that is, usually less than 30 hours per week during the school year</i>)?	Yes	No	Don't know	Refused

PURSUIING FURTHER EDUCATION SECTION**Q5**

Since your graduation in 2020 have you enrolled in any other education programs leading towards a diploma, certificate or degree?

We are only interested in programs of study that would take someone 3 months or more to complete if taken full time, not individual courses. Please also consider any programs you have taken even if they have not been completed.

Yes

No **[SKIP TO Q10]**

Don't know **[SKIP TO Q10]**

Refused **[SKIP TO Q10]**

Q6 [SHOW IF Q5 = YES]

How many of these programs have you enrolled in since your graduation in 2020?

_____ **[RECORD NUMBER; GENERATE NUMBER OF ROWS IN RESPONSE GRID BELOW]**

Don't know **[SKIP TO Q10]**

Refused **[SKIP TO Q10]**

Q7 [ASK GRID QUESTIONS FOR EACH IN Q6]

Please tell us more about [IF Q6 = 1, this program you took] [IF Q6 > 1, the [Q6] programs you took].

[IF Q6 > 2] For the first one...

And the second one...

And the third one...

EDUCATION PROGRAM	CREDENTIAL & PROGRAM What type of certificate, diploma or degree would someone receive at the end of this program? [use drop-down menu]	FIELD OF STUDY What was the main field of study or specialization of the program? [use drop-down menu]	Have you completed this program?	[show this column only if answering “no” (or DK) to “have you completed this program?”] Are you currently enrolled in this program?	[show this column only if answering “Yes” to “are you currently enrolled in this program?”] Are you enrolled in this program full-time or part-time?
1			Y/N/DK	Y/N/DK	FT/PT/DK
2			Y/N/DK	Y/N/DK	FT/PT/DK
3			Y/N/DK	Y/N/DK	FT/PT/DK
...			Y/N/DK	Y/N/DK	FT/PT/DK
9			Y/N/DK	Y/N/DK	FT/PT/DK

Credential & Program drop-down menu:

- Professional designation (e.g., Dietetics, CPA)
- College diploma or certificate (includes CEGEP)
- University diploma or certificate
- Bachelor's degree (e.g., BA, BSc, BN, BBA)
- Bachelor of Education (BEd)
- Bachelor of Laws or Juris Doctor (LLB or JD)
- Professional health doctorate (e.g., MD, DVM, DDS, OD, DC, ND, PharmD)
- Master's degree (e.g., MA, MSc, MBA, M.Ed)
- PhD/doctorate (e.g., PhD, Ed.D, Mus.D, LLD, D.Psy)
- Apprenticeship certification
- Private college or training school diploma or certificate
- Other (please specify)
- Don't know

Field of study drop-down menu

- Arts, Humanities or Social Sciences
- Business or Administration
- Health Care
- Education
- Law
- Science (e.g., Biology, Chemistry, Physics)
- Engineering, Engineering Technology or Architecture
- Math or Computer Science
- Services (e.g., Culinary Services, Esthetics)
- Trades (e.g., Carpentry, Electrician, Auto Mechanics, Welding)
- Agriculture, Natural Resources and Conservation
- Other (please specify)
- Don't know



FINANCING EDUCATION SECTION**Q10**

The next set of questions deal with the financing of your education.

What were your two main sources of funding for the degree you completed in 2020?

Please select up to 2 sources from the list below, or select “Some other source” and type in your own answer. Please be as specific as possible.

- Parents
- RESP (Registered Education Savings Plan)
- Government Student Loans
- Bank/other Financial Institution (e.g., loans, line of credit)
- Credit cards
- Employment earnings/personal savings
- Awards based on merit (e.g., scholarships/awards/fellowships)
- Awards based on need (e.g., grants/bursaries)
- Employer
- Other family (e.g., grandparents, spouse, other family members)
- Other government sources
- Some other source (Please specify)
- Don't Know
- Refused

Q11 [SHOW IF Q5 = YES]

What were your two main sources of funding for the educational programs you've taken since completing your degree in 2020?

Please select up to 2 sources from the list below, or select "Some other source" and type in your own answer. Please be as specific as possible.

- Parents
- RESP (READ FOR CLARIFICATION IF NECESSARY: Registered Education Savings Plan)
- Government Student Loans
- Bank/other Financial Institution (e.g., loans, line of credit)
- Credit cards
- Employment earnings/personal savings
- Awards based on merit (e.g., scholarships/awards/fellowships)
- Awards based on need (e.g., grants/bursaries)
- Employer
- Other family (e.g., grandparents, spouse, other family members)
- Other government sources
- Some other source (please specify)
- Don't Know
- Refused

Q12

Now some questions about money you may have borrowed to finance your education; that is, money you have to repay.

Did you borrow any money to finance the ...

Q12A University education you completed in 2020? Yes No

Q12B [SHOW IF Q5 = YES]

Educational programs you've taken since 2020? Yes No

- Don't know
- Refused



[IF Q5 = NO AND Q12A = (NO or DK), SKIP TO Q62]

[IF Q5 = YES AND Q12A = (NO or DK) AND Q12B = (NO or DK), SKIP TO Q62]

[IF Q5 = YES AND Q12A = (NO or DK) AND Q12B = YES, SKIP TO Q13B]

Q13A [SHOW IF Q12A = YES]

Thinking of all the money you borrowed from all sources to finance your 2020 degree, what is the approximate total amount you borrowed?

This includes any money that you had to repay or will have to repay in the future.

Please indicate the amount borrowed from all sources combined for your 2020 degree. You may not know the exact amount, but please provide your best estimate.

\$ _____

None

Don't know

Refused

Q13A_X [SHOW IF Q13A > 0 or DK]

In the spaces below please enter the amounts that you borrowed from each of the sources to finance your 2020 degree.

If zero, enter "0"

If you do not know the exact amount, please provide your best estimate. The sum of these values does not need to be identical to the amount you gave on the previous question.

a.	Repayable debt from government student loans	\$ _____	DK
b.	Repayable debt from loans from financial institutions/banks	\$ _____	DK
c.	Repayable debt from loans from parents/family	\$ _____	DK
d.	Repayable debt from other sources	\$ _____	DK

Refused

Q13B [SHOW IF Q12B = YES]

Now let's consider the money you borrowed to finance the education you have taken since your 2020 degree.

Thinking of all the money you borrowed from all sources to finance any education you have taken since your 2020 degree, what is the approximate total amount you borrowed?

This includes any money that you had to repay or will have to repay in the future.

Please indicate the amount borrowed from all sources combined for any education you have taken since your 2020 degree. You may not know the exact amount, but please provide your best estimate.

\$ _____

None

Don't know

Refused

Q13B_X [SHOW IF Q13B > 0 or DK]

In the spaces below please enter the amounts that you borrowed from each of the sources to finance the education you have taken since your 2020 degree.

If zero, enter "0"

If you do not know the exact amount, please provide your best estimate. The sum of these values does not need to be identical to the amount you gave on the previous question.

a.	Repayable debt from government student loans	\$ _____	DK
b.	Repayable debt from loans from financial institutions/banks	\$ _____	DK
c.	Repayable debt from loans from parents/family	\$ _____	DK
d.	Repayable debt from other sources	\$ _____	DK

Refused

Q14A [SHOW IF 13A > 0 or DK/Refused AND SUM(13A_Xa:13A_Xd) > 0]

Approximately how much do you now owe to all sources combined on the money you borrowed to finance your 2020 degree?

[SHOW IF 13A > 0] *Total amount borrowed from all sources: \$<<Q13A>>.*

Please indicate the combined total amount you still owe for your 2020 degree. You may not know the exact amount, but please provide your best estimate.

\$ _____

None **[IF Q12B = YES AND Q13B > 0 or DK/Refused SKIP TO Q14B ELSE SKIP to Q14C]**

Don't know

Refused

Q14A_X [SHOW IF Q14A > 0 or DK/Refused AND SUM(13A_Xa:13A_Xd) > 0]

**[IF SUM(13A_Xa:13A_Xd) = 0 AND
(Q12B = YES and (Q13B > 0 or Q13B = 888888)) SKIP TO Q14B]**

In the spaces below please enter the amounts that you owe to each of the sources from whom you indicated borrowing to finance your 2020 degree.

If zero, enter "0"

If you do not know the exact amount, please provide your best estimate.

a. [SHOW IF Q13A_Xa > 0 or DK]	Amount owing on government student loans [SHOW IF Q13A_Xa > 0] (Amount borrowed: \$<<Q13A_Xa>>)	\$ _____	DK
b. [SHOW IF Q13A_Xb > 0 or DK]	Amount owing on loans from financial institutions/banks [SHOW IF Q13A_Xb > 0] (Amount borrowed: \$<<Q13A_Xb>>)	\$ _____	DK
c. [SHOW IF Q13A_Xc > 0 or DK]	Amount owing on loans from parents/family [SHOW IF Q13A_Xc > 0] (Amount borrowed: \$<<Q13A_Xc>>)	\$ _____	DK
d. [SHOW IF Q13A_Xd > 0 or DK]	Amount owing on loans from other sources [SHOW IF Q13A_Xd > 0] (Amount borrowed: \$<<Q13A_Xd>>)	\$ _____	DK

None (all loans paid off)

Refused

Q14B [SHOW IF 13B > 0 or DK/Refused AND SUM(13B_Xa:13B_Xd) > 0]

Now let's consider the money you owe on the money you borrowed to finance the education you have taken since your 2020 degree.

Approximately how much do you now owe to all sources combined on the money you borrowed to finance any education you have taken since your 2020 degree?

[SHOW IF 13B > 0] *Total amount borrowed from all sources: \$<<Q13B>>.*

Please indicate the combined total amount you still owe for the education you have taken since your 2020 degree. You may not know the exact amount, but please provide your best estimate.

\$ _____

None **[SKIP TO Q14C]**

Don't know

Refused

Q14B_X [SHOW IF Q14B > 0 or DK/Refused AND SUM(13B_Xa:13B_Xd) > 0]

[IF SUM(13B_Xa:13B_Xd) = 0 SKIP TO Q14C]

In the spaces below please enter the amounts that you owe to each of the sources from whom you indicated borrowing to finance the education you have taken since your 2020 degree.

If zero, enter "0"

How much is do you owe from each of the following sources from whom you indicated borrowing to finance the education you have taken since your 2020 degree.

If you do not know the exact amount, please provide your best estimate.

a. [SHOW IF Q13B_Xa > 0 or DK]	Amount owing on government student loans [SHOW IF Q13B_Xa > 0] (Amount borrowed: \$<<Q13B_Xa>>)	\$ _____	DK
b. [SHOW IF Q13B_Xb > 0 or DK]	Amount owing on loans from financial institutions/banks [SHOW IF Q13B_Xb > 0] (Amount borrowed: \$<<Q13B_Xb>>)	\$ _____	DK
c. [SHOW IF Q13B_Xc > 0 or DK]	Amount owing on loans from parents/family [SHOW IF Q13B_Xc > 0] (Amount borrowed: \$<<Q13B_Xc>>)	\$ _____	DK
d. [SHOW IF Q13B_Xd > 0 or DK]	Amount owing on loans from other sources [SHOW IF Q13B_Xd > 0] (Amount borrowed: \$<<Q13B_Xd>>)	\$ _____	DK

None (all loans paid off)

Refused



Q14C [SHOW IF
 ((Q14A = 0) OR SUM(14A_Xa:14A_Xd) = 0) OR
 ((Q14B = 0) OR SUM(14B_Xa:14B_Xd) = 0)]

You indicated that some/all of the loans you took out to finance your education are paid off.

What circumstances made it possible for you to pay off the loan(s) you took out to finance your education?

Select all that apply.

- Government assistance programs
- High paying job
- Lived at home
- Help from family members
- Made it a priority/financial plan
- Regular employment income
- Small amount of loan
- No special circumstances
- Other (please specify)
- Don't know
- Refused

Q15 [SHOW IF
 ((Q14A > 0) OR SUM(14A_Xa:14A_Xd) > 0) OR
 ((Q14B > 0) OR SUM(14B_Xa:14B_Xd) > 0)]

The next few questions are about payments you currently make on the money you owe to all sources, excluding to any family members.

Do you currently make payments on the money you owe for the financing of your education?

Yes

No [SKIP TO Q18]

Don't know [SKIP TO Q18]

Refused [SKIP TO Q18]



Q17A [SHOW IF Q15 = YES, CURRENTLY MAKE PAYMENTS]

What is the approximate total **monthly** amount you pay on those loans?

If you pay regular amounts to more than one source, please add together the amounts from all sources. These could be from Government, banks and financial institutions, and/or other sources, paid on a regular basis. DO NOT include the amount you may pay to family members.

Even if you do not know exact amounts, please give an approximate amount or your best guess.

\$ _____

Don't know

Refused

Q17B

[IF Q5 = YES, INSERT AT FRONT END OF QUESTION]

Except for times when you may have suspended repayment while studying

[IF Q13A_Xc > 0]

Which one of the following best describes your overall experience while repaying your loan(s) to non-family sources? Have you...

[IF Q13A_Xc = 0 (or DK)]

Which one of the following best describes your overall experience while repaying your loan(s)? Have you...

- Always made payments on time
- Occasionally missed making a payment
- Had to stop making payments a few times
- Had to stop making payments altogether
- Other (please specify)
- Don't know
- Refused

Q18

Have you received or do you receive repayment assistance for any government student loans?

This would be repayment assistance provided from federal or provincial government programs.

Yes

No

I did not have any government student loans

Don't know

Refused



Q62

The last couple of questions regarding finances are about any scholarships, grants, or bursaries you may have received. This is money that you did not have to pay back.

Did you receive any money from scholarships, grants, or bursaries to finance the ...

Q62A University education you completed in 2020? Yes No

Q62B [SHOW IF Q5 = YES]

Educational programs you've taken since 2020? Yes No

[IF Q5 = NO AND Q62A = (NO or DK), SKIP TO Q19]

[IF Q5 = YES AND Q62A = (NO or DK) AND Q62B = (NO or DK), SKIP TO Q19]

[IF Q5 = YES AND Q62A = (NO or DK) AND Q62B = YES, SKIP TO Q63B]

Q63A [SHOW IF Q62A = YES]

For your 2020 degree, what is the approximate total combined amount of scholarships, grants, or bursaries you received?

Please indicate the amount you received for your 2020 degree. You may not know the exact amount, but please provide your best estimate.

\$ _____

Don't know

Refused

Q63B [SHOW IF Q5 = YES AND Q62B = YES]

For any education you have taken since your 2020 degree, what is the approximate total combined amount of scholarships, grants, or bursaries you received?

Please indicate the amount you received for any education you have taken since your 2020 degree. You may not know the exact amount, but please provide your best estimate.

\$ _____

Don't know

Refused

EMPLOYMENT SINCE GRADUATION

Q19

The next few questions are about your employment experiences since completing your program in 2020.

Altogether, how many jobs have you had since completing your program in 2020?

A change of work activities for the same employer, a change of employer, or both, would count as different jobs. When thinking about these experiences please include self-employment, and any job that began before you graduated and continued after your graduation in 2020.

_____ (record number of jobs)

None

Don't know

Refused

Q20A/B

What was your employment situation last week? Were you ...?

Which one best describes your employment situation last week?

Employed full-time [SHOW IF Q19_HIGHER_THAN_ZERO]

Employed part-time [SHOW IF Q19_HIGHER_THAN_ZERO]

Employed, but not at work due to maternity/parental leave, sick leave, or vacation
[SHOW IF Q19_HIGHER_THAN_ZERO]

Not employed due to temporary layoff [SHOW IF Q19_HIGHER_THAN_ZERO]

Not employed, and looking for work

Not employed, and not looking for work

Don't know [SKIP TO Q56]

Refused [SKIP TO Q56]

Q20C [SHOW IF Q20 = NOT_EMPLOYED]

Is your employment situation a result of the COVID-19 pandemic?

Yes

No

Don't know

Refused



Q21 [SHOW IF Q20_NOT_EMPLOYED_NOT_LOOKING]

What is the main reason you were not looking for a job last week?

- Caring for children/had other family responsibilities
- Going to school
- No longer interested in finding a job / couldn't find a job you wanted
- Waiting for replies from potential/former employer
- Waiting for a new job to start
- Waiting to be re-hired after a temporary layoff/furlough
- I was travelling
- Illness/disability
- Some other reason (please specify)
- Don't know
- Refused



JOB DETAILS (UNTIL Q56)

[IF Q19 = 0 (OR DK) SKIP TO Q56]

Q22

Thinking about [IF Q20 = FT OR PT your work situation last week] [IF Q20 = EMPLOYED BUT ON LEAVE your work situation from which you took leave] [IF Q20 = NOT EMPLOYED your most recent work situation], were you ...?

- Working for one employer
- Working for more than one employer
- Self-employed at one type of work
- Working for an employer and self-employed
- Don't know **[SKIP TO Q56]**
- Refused **[SKIP TO Q56]**

Q23

[If Q22 = Working for one employer OR Self-employed at one type of work]

Thinking about [IF Q20 = FT OR PT your work situation last week] [IF Q20 = EMPLOYED BUT ON LEAVE your work situation from which you took leave] [IF Q20 = NOT EMPLOYED your most recent work situation], what was your occupation or job title?

[If Q22 = Working for more than one employer OR Working for an employer and self-employed]

You indicated that in [IF Q20 = FT OR PT your work situation last week] [IF Q20 = EMPLOYED BUT ON LEAVE your work situation from which you took leave] [IF Q20 = NOT EMPLOYED your most recent work situation] you were <<Q22 answer>>. For the next set of questions, please think about your main job, that is, the job at which you worked the most hours. For that job, what was your occupation or job title?

Please provide a fully detailed description (e.g., elementary school teacher, high school teacher, social science research analyst, engineering research analyst).

Occupation/job title (please specify): _____

Don't know

Refused



Q24

What were your main duties and responsibilities?

Please provide a fully detailed description of main duties performed.

Don't know

Refused

Q25

In what type of business, industry, or service did you work?

Please provide full detail of the kind of business, industry or the service, and whether or not it is a public, private, or not-for-profit sector business. (e.g., retail shoe business, aerospace industry, forestry, health services).

Don't know

Refused

Q26

Was your position permanent, contract, casual, or temporary?

Permanent

Contract

Casual

Temporary

Don't know

Refused

Q27

And approximately how many hours per week did you usually work at the job?

_____ hours

Less than 1 hour a week

Don't know

Refused



Q28

What is the easiest way for you to tell us your wage or salary for the job, including commissions and tips, and before taxes and other deductions? Is it ...?

- Yearly
- Hourly
- Daily
- Weekly
- Bi-weekly (i.e., every two weeks)
- Semi-monthly (i.e., twice a month)
- Monthly
- Some other way (please specify)
- Don't Know
- Refused

Q29 [SHOW IF Q28_KNOW_FREQUENCY]

Including tips and commissions, what is your <<Q28>> wage or salary for the job, before taxes and other deductions?

If you were employed but on temporary leave (parental leave, vacation, etc.) last week, please provide the amount that you would have made if you were at work.

\$ _____

- Don't know
- Refused

Q29B1

And in what year and month did you begin the job?

Year: _____

Don't know [**SKIP TO Q30A**]

Refused

Q29B2

Month:

January

February

March

April

May

June

July

August

September

October

November

December

Don't Know

Refused

Q30A

Do you feel that the degree program you completed in 2020 was necessary for the job?

Yes

No

Don't Know

Refused

Q30B [**SHOW IF Q5 = YES**]

Do you feel that the studies you pursued after your 2020 degree were necessary for the job?

Yes

No

Don't Know

Refused



Q31

**[SHOW IF (Q20 = EMPLOYED FT OR EMPLOYED PT OR EMPLOYED BUT ON LEAVE) AND (Q22 = MORE THAN ONE EMPLOYER OR SELF-EMPLOYED AND WORKING FOR AN EMPLOYER)
[OTHERWISE SKIP TO Q56]**

<<Work situation fill text>>

(If Q22 = 'working for more than one employer') "working for more than one employer"

(If Q22 = 'self-employed and working for an employer') "self-employed and working for an employer"

You indicated that last week you were <<work situation fill text>>. In total, how many jobs did you have?

_____ (record number of jobs)

Don't know **[SKIP TO Q56]**

Refused **[SKIP TO Q56]**

Q32

We'd like to know your approximate **total earnings for all your jobs**, before taxes and other deductions, including tips and commissions.

What is the easiest way for you to tell us your wage or salary for all your jobs, including commissions and tips, and before taxes and other deductions? Is it ...?

Yearly

Hourly

Daily

Weekly

Bi-weekly (i.e., every two weeks)

Semi-monthly (i.e., twice a month)

Monthly

Or some other way (please specify)

Don't Know **[SKIP TO Q56]**

Refused **[SKIP TO Q56]**



Q33 [SHOW IF Q32 KNOW_FREQUENCY]

Including tips and commissions, what is your <<Q32 answer>> total wage or salary from all jobs, before taxes and other deductions?

If you were employed but on temporary leave (parental leave, vacation, etc.) last week, please respond with what you would make if you were at work.

\$ _____

Don't know

Refused



RELATION OF EDUCATION TO EMPLOYMENT AND LIFE EXPERIENCES

Q56

To what **extent** do you feel the program you completed in 2020 did each of the following?

	1	2	3	4	5	8
	Not at all	Slightly	Moderately	Considerably	Greatly	Don't know
Q56A Prepared you for further studies.	1	2	3	4	5	DK
Q56B Prepared you for the work force.	1	2	3	4	5	DK
Q56C Provided you with a breadth of knowledge that can be applied to new situations.	1	2	3	4	5	DK

Q34 [SHOW IF Q19 > 0]**[If Q22 = Working for one employer OR Self-employed at one type of work]:**

Thinking about [IF Q20 = FT OR PT your work situation last week] [IF Q20 = EMPLOYED BUT ON LEAVE your work situation from which you took leave] [IF Q20 = NOT EMPLOYED your most recent work situation], to what extent...

[If Q22 = Working for more than one employer OR Working for an employer and self-employed]

You indicated that in [IF Q20 = FT OR PT your work situation last week] [IF Q20 = EMPLOYED BUT ON LEAVE your work situation from which you took leave] [IF Q20 = NOT EMPLOYED your most recent work situation] you were <<Q22 answer>>. For the next set of questions, please think about your main job, that is, the job at which you worked the most hours.

For that job, to what **extent**...

1	2	3	4	5	Don't Know
Not at all	Slightly	Moderately	Considerably	Greatly	

- Is it related to the program you completed in 2020? (*if clarification needed: 2020 program*)
- [Show if Q5 = 'Yes']** Is it related to the program(s) you pursued after your 2020 degree?
- Do you use the skills you learned during the program you completed in 2020? (*if clarification needed: 2020 program*)
- [Show if Q5 = 'Yes']** Do you use the skills you learned during the program(s) you pursued after your 2020 degree?



OVERALL ASSESSMENT

Q35

Thinking about all we've asked, when you look back at the university education you completed in 2020, and your experience since, to what **extent** was all of your education...

- | | 1 | 2 | 3 | 4 | 5 | Don't Know |
|--|------------|----------|------------|--------------|---------|------------|
| | Not at all | Slightly | Moderately | Considerably | Greatly | |
| a. Worth the financial investment required? | | | | | | |
| b. Worth the personal investment of time required for classes and studies? | | | | | | |

Q57

If you could choose to do it all over again, would you choose to go to university?

- | 1 | 2 | 3 | 4 | 5 | Don't Know |
|-------------------|-----------------|--------------------|-------------|---------------|------------------|
| Definitely NOT go | Probably not go | Unsure about going | Probably go | Definitely go | |
| [SKIP TO Q36A_B] | | | | | [SKIP TO Q36A_B] |

Refused

Q58 [SHOW IF Q57 BETWEEN 2 AND 5]

Would you choose the same university?

- Yes
 No
 Don't Know [SKIP TO Q36A_B]
 Refused [SKIP TO Q36A_B]

Q36

Would you say you are generally satisfied or dissatisfied with your current...

1	2	3	4	5		
Very	Dissatisfied	Neither	Satisfied	Very	Don't	Refused
dissatisfied		satisfied nor		satisfied	Know	
		dissatisfied				

- a. Financial situation?
- b. Employment situation?

COVID-19 ITEMS**QC19_1**

We are interested in how the COVID-19 pandemic has affected you.

As a result of the COVID-19 pandemic, have your plans for any education you were pursuing (or considered pursuing) after your 2020 degree changed in any of the following ways?

Select all that apply.

- delayed pursuing further studies.
- decided to pursue further studies.
- took a break from the studies you were pursuing.
- decided to withdraw from the studies you were pursuing.
- anticipated end of program/graduation date was delayed.
- Other (please specify):
- no change in education situation. **[EXCLUSIVE]**
- prefer not to say **[EXCLUSIVE]**
- refused

QC19_2

As a result of the COVID-19 pandemic, has your financial situation changed in any of the following ways?

Select all that apply.

- difficulty keeping up with bills and payments.
- difficulty making student loan payments.
- took on more debt.
- used up all of your savings.
- used more of your savings than you are comfortable with.
- saved more money than usual.
- Other (please specify):
- no change in financial situation. **[EXCLUSIVE]**
- prefer not to say **[EXCLUSIVE]**
- refused

QC19_3

As a result of the COVID-19 pandemic, has your employment situation changed in any of the following ways?

Select all that apply.

- found employment.
- still working, and working more.
- still working, but working less.
- not working because you lost your job(s).
- not working because you decided to leave your job(s).
- temporarily laid-off.
- job(s) had a delayed start date.
- job(s) I was set to start in the future was cancelled.
- started looking for work.
- stopped looking for work.
- no longer have employment prospects.
- Other (please specify):
- no change in employment situation. **[EXCLUSIVE]**
- prefer not to say **[EXCLUSIVE]**
- refused

DEMOGRAPHICS

Now, just a few questions about you so we can compare the experiences of different groups of graduates.

Q37

Were you living in either Canada or the United States of America for the majority of the 12 months before you started the degree program you completed in 2020?

- Yes
- No
- Don't know
- Refused

Q37A [SHOW IF Q37 = "YES"]

Where were you living (in the 12 months before you started the degree program you completed in 2020)?

If you lived in more than one location, please indicate where you lived most of the time.

Country:

- Canada
- United States
- Don't know **[SKIP TO Q38]**
- Refused**[SKIP TO Q38]**

Province/state:

- [Reference excel sheet]
- Don't know **[SKIP TO Q38]**
- Refused**[SKIP TO Q38]**

City:

- [Reference excel sheet]
- Don't know **[SKIP TO Q38]**
- Refused**[SKIP TO Q38]**



Q37D [SHOW IF Q37 = "NO"]

In which country were you living (in the 12 months before you started the degree program you completed in 2020)?

If you lived in more than one country, please indicate where you lived most of the time.

Country:

[OPEN TEXT]

Don't know **[SKIP TO Q38]**

Refused **[SKIP TO Q38]**

Q38_X

Are you currently living in the same place?

Yes **[SKIP TO Q40]**

No

Don't know **[SKIP TO Q40]**

Refused **[SKIP TO Q40]**

Q38 [SHOW IF Q38_X = "No"]

Are you currently living in either Canada or the United States of America?

Yes

No **[SKIP TO Q38D]**

Don't know **[SKIP TO Q40]**

Refused **[SKIP TO Q40]**

Q38A [SHOW IF Q38 = "YES"]

Where are you currently living?

If you live in more than one location, please indicate where you live most of the time.

Country:

Canada
United States
Don't know **[SKIP TO Q40]**
Refused**[SKIP TO Q40]**

Province/state:

[Reference excel sheet]
Don't know **[SKIP TO Q40]**
Refused**[SKIP TO Q40]**

City:

[Reference excel sheet]
Don't know **[SKIP TO Q40]**
Refused**[SKIP TO Q40]**

Q38D [SHOW IF Q38 = "NO"]

In which country are you currently living?

If you live in more than one country, please indicate where you live most of the time.

Country:

[OPEN TEXT]
Don't know **[SKIP TO Q40]**
Refused**[SKIP TO Q40]**

Q40

What is your marital status?

- Married
- Living with a partner or common law
- Never married (Single)
- Widow/widower
- Separated
- Divorced
- Prefer not to say

Q41

Do you have any children who are financially dependent on you?

- Yes
- No
- Prefer not to say

Note: Q42 was not shown to graduates of Memorial University**Q42**

Do you consider yourself to be an Aboriginal/Indigenous person?

Aboriginal/indigenous persons include people who identify as First Nations (Status, non-Status, Treaty), Métis, Inuit, Native or North American Indian (including North and Central America and the Caribbean).

Yes

No

Prefer not to say

Q42A [SHOW IF Q42 = "Yes"]

You indicated that you consider yourself to be an Aboriginal/Indigenous person. Which of the following groups apply to you?

Select all that apply.

Mi'gmaq/Mi'kmaq

Wolastoqiyik/Welastekwewiyik (Maliseet)

Other First Nations (e.g., Cree, Mohawk, Oneida)

Métis

Inuit

Other group (please specify):

Prefer not to say **[EXCLUSIVE]**

Q60

This question collects data in order to support equity, diversity and inclusion in post-secondary education and employment.

Which of the following groups apply to you?

Select all that apply.

White

South Asian (e.g., East Indian, Pakistani, Sri Lankan)

Chinese

Black

African Nova Scotian

Filipino

Latin American

Arab

Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)

West Asian (e.g., Iranian, Afghan)

Korean

Japanese

Other group (please specify):

None of these groups apply to me **[EXCLUSIVE]**

Prefer not to say **[EXCLUSIVE]**

Q61

Do you consider yourself to be a person with a disability/impairment?

Persons with a disability are people who have a chronic, long-term or recurring physical, sensory, mental, learning or intellectual impairment, that, in interaction with a barrier, hinders that person's full and effective participation in society. This includes, but isn't limited to, people whose functional limitations due to their impairment have been accommodated during their education and/or in their workplace (e.g., by the use of technical aids, changes to equipment or other working arrangements).

Yes

No

Prefer not to say

Q61B [SHOW IF Q61 = "Yes"]

You indicated that you consider yourself to be a person with a disability/impairment. What is the nature of your disability/impairment?

Select all that apply.

Mobility/Dexterity (e.g., difficulty using hands or fingers, difficulty walking long distances)

Chronic pain

Speech impairment

Hearing

Vision (e.g., blindness, low vision)

Learning/Memory or Intellectual (e.g., Autism Spectrum Disorder, Dyslexia, Attention Deficit/Hyperactivity Disorder)

Mental health condition (e.g., Anxiety, Depression, Anorexia)

Other disability/impairment (please specify):

Prefer to not say **[EXCLUSIVE]**

Q44

What language did you first learn in childhood and still understand?

- English
- French
- English and French equally
- English and another language
- French and another language
- Other Language (please specify)
- Prefer not to say

Q45

What language do you speak most often at home?

- English
- French
- English and French equally
- English and another language
- French and another language
- Other Language (please specify)
- Prefer not to say

Q64

Were you born in Canada?

- Yes
- No
- Prefer not to say



Q46A

The next few questions are about your parents' or guardians' education. First, please think about one of your parents/guardians.

What is the gender of that parent/guardian?

Male

Female

Another gender

Not applicable [**SKIP TO Q48**]

Q46B [SHOW IF Q46A = MALE, FEMALE, OR ANOTHER GENDER]

What is the highest level of education they have completed?

High school not completed

High school diploma or equivalent

Apprenticeship or trades certificate or diploma

College, CEGEP, or other non-university certificate or diploma

Bachelor's degree (e.g., BA, BSc, BEd)

Professional degree (e.g., law, medicine, veterinary medicine)

Master's or PhD/doctorate degree

Other (please specify)

Don't Know

Refused

Q47A [SHOW IF Q46A = MALE, FEMALE, OR ANOTHER GENDER]

What is the gender of your other parent/guardian?

Male

Female

Another gender

Not applicable [**SKIP TO Q48**]



Q47B [SHOW IF Q47A = MALE, FEMALE, OR ANOTHER GENDER]

What is the highest level of education they have completed?

- High school not completed
- High school diploma or equivalent
- Apprenticeship or trades certificate or diploma
- College, CEGEP, or other non-university certificate or diploma
- Bachelor’s degree (e.g., BA, BSc, BEd)
- Professional degree (e.g., law, medicine, veterinary medicine)
- Master’s or PhD/doctorate degree
- Other (please specify)
- Don’t Know
- Refused

Q48

Do you have any further comments to share about any of the topics covered in this survey?

No additional comments



ADMINISTRATION, PRIZE DRAW, AND CONCLUSION FOR GRADUATES OF MARITIME UNIVERSITIES

Finally, we have a few questions for administrative purposes.

Z3

The MPHEC would like to link your administrative data (that is your program, which courses you took, etc.) provided by [UNIVERSITY], with the responses you gave in this survey.

The linked data will be used by the MPHEC to conduct statistical research on student backgrounds, patterns of study, and graduate outcomes. Your linked information will be kept completely confidential and analyses will be done in the aggregate form, so that you remain completely anonymous.

Do you agree that the MPHEC can link your administrative data to the responses you gave in this survey today?

Yes

No

PRIZE DRAW ENTRY: You are now eligible to enter a draw to win a grand prize of \$1,500 or one of 9 prizes of \$500 each.

This draw will take place on January 9, 2023. Winners will be notified by telephone and/or e-mail.

To view prize draw rules, please click [here](#).

Enter draw

I do not wish to participate in the draw

To be included in this draw, you need to give a valid e-mail address and/or phone number where we would be able to contact you between January 9 and 30, 2023.

Name _____

E-mail address _____

Phone number (including area code) _____

End



ADMINISTRATION, PRIZE DRAW, AND CONCLUSION FOR GRADUATES OF MEMORIAL UNIVERSITY

Finally, we have a few questions for administrative purposes.

PRIZE DRAW ENTRY: You are now eligible to enter a draw to win a prize of a \$500 gift card.

This draw will take place on January 9, 2023. Winners will be notified by telephone and/or e-mail.

To view prize draw rules, please click [here](#).

Enter draw

I do not wish to participate in the draw

To be included in this draw, you need to give a valid e-mail address and/or phone number where we would be able to contact you between January 9 and 30, 2023.

Name _____

E-mail address _____

Phone number (including area code) _____

End

