

Introduction

A Message From the Minister



I am pleased to present *CareerSearch 2001, Employment Experiences and Earnings of 1998 Graduates, College of the North Atlantic and Private Colleges*. This report is designed to address the growing need for high quality labour market information in support of career and program planning. It is sure to be an invaluable tool for students, educators and career counselors and will assist you in making informed decisions about options for post-secondary study. This report will also help program planners to identify programs that produce graduates with the skills required by employers in today's dynamic labour market.

This publication highlights government's commitment to ensuring accountability in post-secondary education in Newfoundland and Labrador. It provides detailed program-level information on graduate employment, earnings, out-migration, student loans and length of job searches, and describes graduates' opinions of their investment in their programs.

I am confident that you will find *CareerSearch 2001, Employment Experiences and Earnings of 1998 Graduates, College of the North Atlantic and Private Colleges* to be an excellent resource on graduate outcomes, which will assist with career planning.

Sandra C. Kelly
Minister of Youth Services
& Post-Secondary Education

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CareerSearch 2001, Employment Experience and Earnings of 1998 Graduates, College of the North Atlantic and Private Colleges

Introduction

Document Objective

The purpose of this document is to provide accurate and current information about the transition of Newfoundland and Labrador's college graduates into the labour market. This report includes information on the graduates from both the publicly funded College of the North Atlantic and the private colleges. We believe that this document will be a valuable career planning resource for employment counselors, high school teachers, guidance counselors, post-secondary administrators and instructors and, most importantly, high school and post-secondary students and adults interested in post-secondary training.

Methodology

The information in this report was derived from the Department of Education's follow-up survey of 1998 post-secondary graduates.

The College of the North Atlantic and the private colleges throughout Newfoundland and Labrador were asked to provide and confirm lists of graduates from their institutions for the 1997-98 academic year. These lists provided telephone numbers to be used by interviewers in contacting graduates. An attempt was also made to find missing phone numbers by cross-referencing students' names with other data available from the Department of Education. The overall objective was to obtain as complete a list of graduates as possible so that students from all programs would have an equal chance of participating in the survey.

Upon completion of the graduate lists, a computer-assisted telephone interviewing (CATI) system was used in the administration of the surveys to all graduates. Interviewers were employed to call and survey all the graduates entered in the system whether they were living in the province or not. They were further instructed to pursue graduates with up to ten calls, if necessary, at the listed telephone number or at numbers provided by parents, roommates, or other people contacted during the process. This strategy was implemented to enable the reporting of detailed information at all levels of aggregation including the individual program level and to ensure the best possible representation of the 1998 post-secondary graduates' experience.

The survey of 1998 graduates was conducted from August 1999 to March of 2000. The months in which graduates responded to the survey are listed on the following page.

Month in which Graduates Responded to Survey

	College of the North Atlantic		Private Colleges	
	Number	Percentage	Number	Percentage
August 1999	750	65.0%	651	61.4%
September 1999	334	28.9%	158	14.9%
October 1999	69	6.0%	68	6.4%
February 2000	1	0.1%	155	14.6%
March 2000	-	0.0%	29	2.7%
Total	1154	100.0	1061	100.0

The 1998 Graduate Population

For the purpose of this study, graduates of 1998 were defined as individuals who were registered as having completed the requirements of their programs (certificates, diplomas, etc.) during the 1997-1998 academic year as defined below:

- 1) Graduates from the one-, two- and three-year programs at the College of the North Atlantic (CONA).
- 2) Graduates from private colleges who were in programs that were 12 weeks in duration or longer.

Post-secondary graduates excluded from this study consisted of:

- 1) Graduates from the Career Academy, which ceased operation in August 1998.
- 2) Graduates of Adult Basic Learning (ABE) in the private colleges and CONA.
- 3) 1998 graduates who, upon being surveyed, reported having finished their last classes in 1999.
- 4) 1998 graduates who, upon being surveyed, reported having finished their classes prior to June of 1997.
- 5) Graduates of apprenticeship programs who became certified during 1998. However, new graduates from programs that may be considered pre-apprenticeship programs (e.g., steamfitter/pipefitter, heavy equipment repair) were included.

A list of the final month of classes as reported by graduates who were surveyed in this study is listed on the following page. Almost all of the graduates surveyed from private colleges and CONA reported finishing classes during the time period between June 1997 and December 1998. The only exceptions were the graduates from the 1997-98 academic year, whose names were provided by the institution, who did not report their final day of classes. This amounted to 1.1% of CONA respondents and 2.4% of private college respondents.

Last Month Graduates were in School

	College of the North Atlantic			Private Colleges		
	Number	Percentage	Cumulative %	Number	Percentage	Cumulative %
June 1997	20	1.7%	1.7%	12	1.1%	1.1%
July 1997	2	0.2%	1.9%	5	0.5%	1.6%
August 1997	3	0.3%	2.2%	28	2.6%	4.2%
September 1997	3	0.3%	2.4%	40	3.8%	8.0%
October 1997	5	0.4%	2.9%	37	3.5%	11.5%
November 1997	5	0.4%	3.3%	45	4.2%	15.7%
December 1997	34	2.9%	6.2%	57	5.4%	21.1%
January 1998	23	2.0%	8.2%	29	2.7%	23.8%
February 1998	20	1.7%	10.0%	63	5.9%	29.8%
March 1998	16	1.4%	11.4%	134	12.6%	42.4%
April 1998	308	26.7%	38.0%	136	12.8%	55.2%
May 1998	165	14.3%	52.3%	53	5.0%	60.2%
June 1998	391	33.9%	86.2%	72	6.8%	67.0%
July 1998	33	2.9%	89.1%	54	5.1%	72.1%
August 1998	70	6.1%	95.1%	100	9.4%	81.5%
September 1998	19	1.6%	96.8%	42	4.0%	85.5%
October 1998	2	0.2%	97.0%	37	3.5%	89.0%
November 1998	9	0.8%	97.7%	39	3.7%	92.6%
December 1998	13	1.1%	98.9%	53	5.0%	97.6%
Other	13	1.1%	100.0%	25	2.4%	100.0%
Total	1154	100.0%		1061	100.0%	

Response Rates

The goal of the study was to conduct a census of all post-secondary graduates in order to obtain an accurate picture of college graduates' transition from post-secondary education to the labour market. Although a census was not achieved, the level of participation by graduates from both College of the North Atlantic and the private colleges was sufficient to provide a comprehensive picture. The overall response rate was 61.1%. The response rates for CONA and private college graduates were 61.9% and 60.3% respectively. A detailed list of response rates, by duration of program and by sector is presented in the table on the following page.

Response Rates to the Follow-up Survey of 1998 College Graduates, Newfoundland

	Number of Graduates	Number of Responses	Response Rate
CONA One-Year Programs	669	376	56.2%
Private One-Year Programs	422	219	51.9%
Total One-Year Programs	1091	595	54.5%
CONA Two-Year Programs	730	478	65.5%
Private Two-Year Programs	1337	842	63.0%
Total Two-Year Programs	2067	1320	63.9%
CONA Three-Year Programs	465	300	64.5%
CONA Total (All Durations)	1864	1154	61.9%
Private Total (All Durations)	1759	1061	60.3%
CONA and Private Total (All Durations)	3623	2215	61.1%

Report Overview

In both the public and the private college systems, many different programs of varying durations are offered. As seen in the recent publication *Postsecondary Indicators '98* and the previous version of *CareerSearch*, the duration of a program exerts significant influence on graduate outcome indicators such as employment rates, student loan levels and graduate satisfaction levels. In the initial **Key Findings** section, a detailed analysis of the data from nine indicators has been listed by sector and program duration. This section provides a description of graduate outcomes and sets the framework for the main section of the report.

This document also includes an introductory **Users' Guide**. This section is designed to assist readers in interpreting data in each of the tables in the two-page program profiles. This section also outlines particular strengths and potential weaknesses in the information.

The main section of the document consists of two-page **Program Profiles** that summarize and compare graduate results from each college program to the results from the combined pool of graduates from programs of a similar length from both the public and private sector. This comparison between the program and other programs of similar length is described for all of the nine indicators of graduate outcomes and earnings. For example, graduate results from a two-year diploma in Business Administration from College of the North Atlantic are compared to graduate results from all two-year programs in both sectors.

Programs with at least 5 respondents are reported in the Program Profiles. A listing of programs not profiled due to low number of respondents is included as Appendix A.

Key Findings

Table 1: Employment status during reference week (June 20-26, 1999)

Employment Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	College Total
Employed Full-time	59.0	58.0	58.7	69.0	58.6	62.3	78.7	63.6
Employed Part-time	3.2	11.4	6.2	4.2	7.1	6.1	3.0	5.7
Unemployed	30.3	24.2	28.1	20.3	27.8	25.1	13.3	24.3
In School	4.5	4.1	4.4	4.6	4.4	4.5	4.0	4.4
Other	2.9	2.3	2.7	1.9	2.1	2.0	1.0	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 1 shows the employment status of graduates during the reference week of June 20-26, 1999. The reference week is at the beginning of the summer when most of the seasonal jobs are underway. For most graduates this week would occur approximately one year after graduation, which would have allowed graduates looking for work a full year to find employment.

Graduates from programs of longer duration tend to have higher employment levels when compared to graduates from shorter programs. Specifically, the full-time employment rate in the reference week for graduates of three-year programs is 78.7% compared to 62.3% for two-year programs and 58.7% for one-year programs. Unemployment rates correspondingly show the opposite: graduates of one-year programs have the highest unemployment rate (28.1%) followed by graduates of two-year programs (25.1%) and three-year programs (13.3%). The full-time employment rate for graduates of two-year CONA programs was higher (69.0%) than the rate for private college programs of similar duration (58.6%). As would be expected, the reported unemployment rate for two-year programs was higher for graduates of private colleges (27.8%) compared to CONA (20.3%). Full-time employment rates for graduates of one-year programs from CONA and the private colleges were similar at 59.0% and 58.0% respectively. For one-year programs, CONA graduates reported a high unemployment rate in the reference week (30.3%) compared to graduates of private college programs (24.2%). A greater percentage of private college graduates of one-year programs reported part-time employment at 11.4% compared to 3.2% for CONA graduates.

Table 2: Graduates' weekly wage in reference week job (June 20-26, 1999)

Wages Per Week	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	College Total
High (\$560 or More)	38.7	37.5	38.3	25.4	24.8	25.0	50.0	32.5
Medium (\$320 - \$559)	37.4	35.2	36.6	42.1	43.1	42.7	42.4	41.2
Low (\$320 or Less)	23.9	27.3	25.1	32.5	32.2	32.3	7.6	26.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 2 shows a summary of the weekly earnings of those graduates who indicated they were employed full-time in the reference week. A respondent was considered to be full-time if he/she reported a job requiring more than 30 hours per week. The dividing lines of \$320 and \$560 for the wage categories were selected based on the designation of the high earnings category as \$14 per hour or more, medium between \$8 and \$14 and the low earnings category \$8 per hour or less, assuming a 40 hour week.

More graduates from three-year public college programs (50.0%) reported having weekly wage earnings over \$560 in the reference week than other graduates. In contrast to what might be expected, the combined pool of

graduates from one-year programs had a higher percentage reporting high salaries (38.3%) than did graduates of two-year programs (25.0%). However, the proportion of middle earning graduates is higher for graduates of two-year programs (42.7%) than for one-year programs (36.6%). There were small differences in the percentage of graduates reporting higher wages in both the pools of graduates of one-year and two-year program: 25.4% of graduates of CONA two-year programs reported high earnings compared to 24.8% for private programs of similar duration. 38.7% of graduates of CONA one-year programs reported high earnings compared to 37.5% for the private college one-year programs. The difference between CONA and private two-year programs was also small for those reporting middle and lower wages.

Table 3: Relationship between reference week job and training

Employment Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	College Total
Directly Related	67.1	60.6	64.8	59.7	48.3	52.9	75.4	59.6
Indirectly Related	11.7	15.0	12.9	15.8	18.5	17.4	14.4	15.8
Not at all Related	21.2	24.4	22.3	24.5	33.3	29.8	10.2	24.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3 shows graduates' opinions of the extent to which their jobs in the reference week were related to their training. The reported data apply only to graduates who reported full-time work in the reference week.

Graduates of three-year programs had the highest rate (75.4%) of employment directly related to training followed in order by graduates of one-year and then two-year programs at 64.8% and 52.9% respectively. In general, graduates of CONA reported higher rates of employment directly related to training in the reference week than their private college counterparts. Specifically, 59.7% of CONA graduates of two-year programs reported having training-related employment compared to 48.3% of private college graduates. Similarly, 67.1% of CONA graduates of one-year programs had related employment compared to 60.6% of private college graduates of one-year programs.

Table 4: Out-migration of graduates (August 1999 - March 2000)

Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	Total College
% Out of Nfld.	17.6	14.6	16.5	14.2	17.7	16.4	26.2	17.8
% Remaining in Nfld.	82.4	85.4	83.5	85.8	82.3	83.6	73.8	82.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4 shows the level of out-migration from Newfoundland and Labrador college graduates of 1998 based upon respondents' reported permanent residences as of the time they were surveyed between August 1999 and March 2000. For most graduates surveyed, the time of the survey would be slightly longer than a year following their completion of classes.

Graduates from three-year CONA programs reported the highest rate of out-migration at 26.2%. The combined pool of graduates from both sectors reported similar out-migration in both one and two-year programs at 16.5% and 16.4% respectively. Interestingly, a greater percentage of graduates from private college two-year programs out-migrated at 17.7% compared to 14.2% for CONA graduates of programs of similar duration. In contrast, the opposite was true for one-year programs where CONA graduates reported residency out of the province at the time of the survey at 17.6% compared to 14.6% for private college graduates.

Table 5: Current Province of Residence (at time of survey, August 1999 - March 2000)

Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	Total College
Newfoundland	82.4	85.4	83.5	85.8	82.3	83.6	73.8	82.2
Nova Scotia	2.2	1.9	2.1	1.9	1.5	1.6	4.1	2.1
P.E.I.	-	0.5	0.2	0.2	0.2	0.2	0.3	0.2
New Brunswick	0.3	0.5	0.3	1.1	1.0	1.0	1.0	0.8
Quebec	0.3	-	0.2	-	-	-	-	0.0
Ontario	8.2	4.2	6.8	6.2	6.4	6.3	11.2	7.1
Manitoba	0.5	-	0.3	0.6	-	0.2	-	0.2
Saskatchewan	0.5	-	0.3	0.4	0.1	0.2	-	0.2
Alberta	4.4	6.1	5.0	3.0	6.9	5.5	7.5	5.6
British Columbia	0.3	0.5	0.3	0.6	0.5	0.5	0.7	0.5
Territories	-	0.9	0.3	0.2	0.4	0.3	0.7	0.4
Out of Canada	0.8	-	0.5	-	0.7	0.5	0.7	0.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5 shows the current province of residence for 1998 college graduates as reported at the time of the survey between August 1999 and March 2000. As stated above, for most graduates, the time of the survey is just over a year following graduation.

While the percentage of graduates reporting residency in the province is identical in Table 4, this table shows the province of residency of those who out-migrated from the province. For CONA graduates who out-migrated, the three provinces receiving the most graduates were, in order, Ontario, Alberta, and Nova Scotia. For private college graduates responding to the survey the provinces receiving the most graduates were the same but the order differed with the greatest out-migration going to Alberta followed by Ontario and then Nova Scotia.

Table 6: Satisfaction with investment of time for class and study

Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	College Total
Satisfied	86.7	77.6	83.4	84.2	66.4	72.9	89.9	78.0
Dissatisfied	13.3	22.4	16.6	15.8	33.6	27.1	10.1	22.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 6 shows graduate levels of satisfaction in response to the question, “How satisfied are you that your program was worth the personal investment of time required for class and study?”. In general, approximately a year following graduation, most graduates from both sectors and all program lengths reported high levels of satisfaction with their time investment. Overall, 78.0% of graduates reported satisfaction with personal investment of time for class and study. However, there were some distinctions. More graduates (89.9%) from three-year CONA programs reported being satisfied with their investment of time than graduates in other categories. A higher percentage of graduates from one-year programs from both sectors (83.4%) reported being satisfied compared to graduates from two-year programs (72.9%).

There was a difference between CONA and private college graduates. Specifically, for one-year programs, 86.7% of CONA graduates reported satisfaction compared to 77.6% of private college graduates. For two-year programs, 84.2% of CONA graduates were satisfied versus 66.4% of private college graduates.

Table 7: Satisfaction with financial investment for education

Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	College Total
Satisfied	76.7	62.6	71.6	73.8	45.0	55.5	87.8	64.1
Dissatisfied	23.3	37.4	28.4	26.2	55.0	44.5	12.2	35.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 7 shows graduates’ level of satisfaction in response to the question, “How satisfied are you that your program was worth the financial investment required?”. In general, there was more variation in graduate responses and generally lower satisfaction with financial investment compared to time investment.

A much higher percentage of graduates of CONA programs reported satisfaction with their financial investment for education when compared to private college graduates. This trend was consistent for both the pools of graduates from one and two-year programs. Specifically, CONA graduates reported satisfaction at levels of 76.7% and 73.8% for one-year and two-year programs respectively, compared to 62.6% and 45.0% for private college graduates. Graduates from three-year CONA programs reported the highest level of satisfaction with their financial investment at 87.8%. This finding is not unexpected in view of the fact that CONA offers programs with significantly lower tuition rates because of its direct public funding.

Table 8: Length of job search

Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	College Total
Job Before Graduation	30.5	27.1	29.3	26.2	28.2	27.5	36.5	29.3
3 Months or Less	56.0	54.8	55.6	55.4	55.0	55.1	47.1	54.1
4 to 6 Months	9.4	12.0	10.3	11.6	10.1	10.6	10.6	10.6
7 Months or More	4.1	6.0	4.8	6.8	6.7	6.7	5.7	6.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 8 shows the length of graduates' search to find their first job following graduation.

For both sectors and all durations, over 80% of graduates reported either having a job before graduation or finding one in 3 months or less. More graduates from three-year programs (36.5%) compared to one-year programs (29.3%) and two-year programs (27.5%) reported having found their jobs before graduation.

Comparing the two sectors, there were only small differences in the length of the job search for CONA and private graduates from one and two-year programs.

Table 9: Government student loans

Status	CONA 1 Year	Private 1 Year	All 1 Year	CONA 2 Year	Private 2 Year	All 2 Year	CONA 3 Year	Total College
% Students with Loan	46.1	61.1	51.6	54.6	69.2	63.9	49.7	58.7
% Students with No Loan	53.9	38.9	48.4	45.4	30.8	36.1	50.3	41.3
Average Loan	\$8,945	\$11,664	\$10,128	\$13,936	\$17,463	\$16,394	\$18,343	\$15,144

Table 9 shows the percentage of college graduates who had student loans and the average loan amount upon graduation for those graduates who financed their postsecondary education in this way.

In general, for programs of similar duration CONA graduates reported lower levels of government student loans compared to private college graduates, and smaller percentages of CONA graduates reported having loans. As would be expected, the average amount of student loans increased with the duration of the programs.

Specifically, 46.1% of graduates of CONA one-year programs had loans. The average amount of these loans was \$8,945. In contrast, 61.1% of private college one-year programs had loans and the average amount of these loans was \$11,664. For graduates of two-year programs, 54.6% of CONA graduates reported having loans with a loan average of \$13,936. In comparison, 69.2% of two-year private college graduates reported having loans at an average of \$17,463. A significant number of graduates of three-year CONA programs reported having loans (49.7%), with an average loan of \$18,343.

It should be noted that higher student loan levels at the private colleges compared to CONA programs of similar duration are expected because tuition fees at private institutions are higher than those at CONA.

Users' Guide

The purpose of this document is to provide accurate and current information to learners and other stakeholders on the learning and labour market experiences of College of the North Atlantic and private college graduates in Newfoundland and Labrador. The two-page program profiles that follow focus on graduate employment, initial earnings, length of job searches, satisfaction with programs, student debt and migration out of the province. This users' guide is designed to assist readers in interpreting the profiles and to highlight any methodological issues.

Response Rates

The numbers of graduates and response rates vary. Caution should be exercised when interpreting information when the response rates and numbers of graduates are low. In particular, Tables 2 and 3 present information only from graduates who had full-time employment in the reference week. These tables must therefore be viewed keeping in mind the resulting lower number of respondents.

Program and Institution Details

Program level results been pooled for graduates from institutions offering the same program at different campuses. The names of the programs and the institutions are the names that were used in the 1997/98 academic year. Readers who may be interested in pursuing a program profiled in this report are advised to obtain a current calendar from the institutions in question. The institution's calendar is the best source of the current name of the program, its description and the location where it is offered.

What were the labour market experiences of graduates?

Table 1: Employment status during reference week

This indicator presents the success of programs' graduates in obtaining work in the reference week June 20 to June 26, 1999. Although this indicator is only a snapshot of labour market activity, it allows easy comparison of one program to another.

The reference week occurs in early summer when most seasonal jobs are underway. Furthermore, the reference week is a year following graduation allowing most graduates at least a year to find employment.

Table 2: Graduates' weekly wage in reference week job

Table 2 provides an indicator of the initial earnings of graduates. These numbers represent weekly salaries before taxes as stated by the graduates themselves.

It should be noted that only information for those graduates who indicated that they were employed full-time in the reference week is reported in this table. Graduates who reported they were working part-time in the reference week may have also reported a weekly salary but these salaries were not included in the calculation of earnings. Consequently, for those programs with few respondents, this salary information should be viewed with caution. In cases where there were fewer than five actual respondents who stated they were engaged in full-time employment in the reference week and who reported a weekly salary, only the numbers are presented, as percentages can misrepresent these situations.

The total number of graduates who answered this question may not add to exactly the number of graduates who indicated they were employed full-time in the reference week. This is the case because some graduates refused to answer the question and some indicated they were paid on a commission basis that is not directly comparable to one week of salaried wages.

Table 3: Relation of reference week job to training

As was the case for the salary indicator, only the responses of graduates who reported full-time employment in the reference week June 20 to June 26, 1999 were reported in Table 3. For those programs with few respondents, the employment related to training should be viewed with caution. Where there were fewer than five actual respondents who reported having full-time employment in the reference week, percentages are not presented.

In several cases the total number of graduates who answered this question may not add to exactly the number of graduates who indicated they were employed full-time in the reference week due to unreported information.

To what extent do graduates from this program leave the Province?

Table 4: Out-migration of graduates

The information presented shows whether graduates reported residency in or out of Newfoundland and Labrador at the time they were surveyed between August 1999 and March 2000. The time of the survey was just over one year following graduation for most graduates.

Table 5: Current Province of Residence

The information presented shows graduates' current province of residence at the time they were surveyed, between August 1999 and March 2000.

Was the program worth it?

Table 6: Satisfaction with investment for class and study

All respondents answered this question.

Table 7: Satisfaction with financial investment in education

All respondents answered this question. It should be noted that some programs had large numbers of graduates who had some of their tuition and living expenses carried by Human Resources Development Canada (HRDC). This factor may have led to higher levels of satisfaction with financial investment than would otherwise have been the case. It is suggested that this indicator be viewed in conjunction with Table 9, which shows the level of student indebtedness, and Tables 1, 2, and 3, which show graduates' employment rates and the average weekly salaries.

How long did graduates take to get their first job?

Table 8: Length of job search

Only graduates who indicated they had found at least one full-time job following graduation answered this question. It may be helpful to view this indicator in conjunction with Tables 4 and 5, which show the out-migration of graduates and Tables 1 to 3, which show the labour market success and salary levels of graduates. In some cases a larger number of graduates reported their time to find a full-time job than reported working full-time in the reference week as reported in Table 1. This scenario is the result of graduates finding full-time employment at some point following graduation but not actually working full-time in the reference week.

How much do graduates owe after graduation?

Table 9: Government student loans

The average loan amounts are the average of self-reported debt upon graduation for students who had government student loans only. Loans from family members, private loans or private student lines of credit are not included in this analysis. The level of student debt reflected in this table is therefore likely to be an underestimate of graduate indebtedness.

As described above, some college graduates were funded by HRDC. Programs that had large numbers of sponsored students would have fewer graduates reporting loans and likely those reporting loans would have lower levels of debt.

