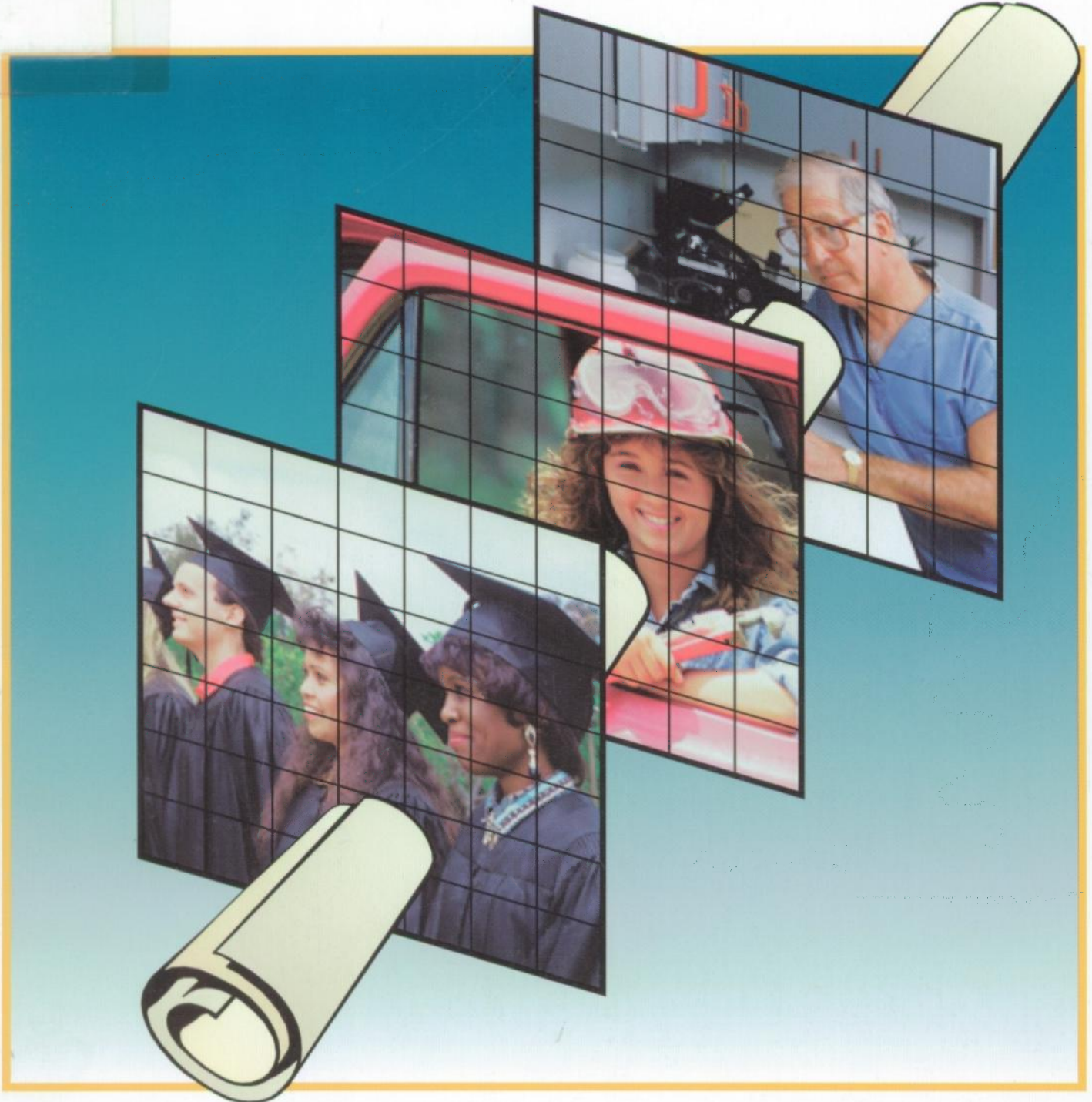


THE CLASS OF '95



Report of the 1997 National Survey of 1995 Graduates



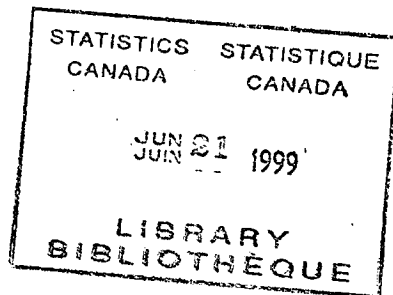
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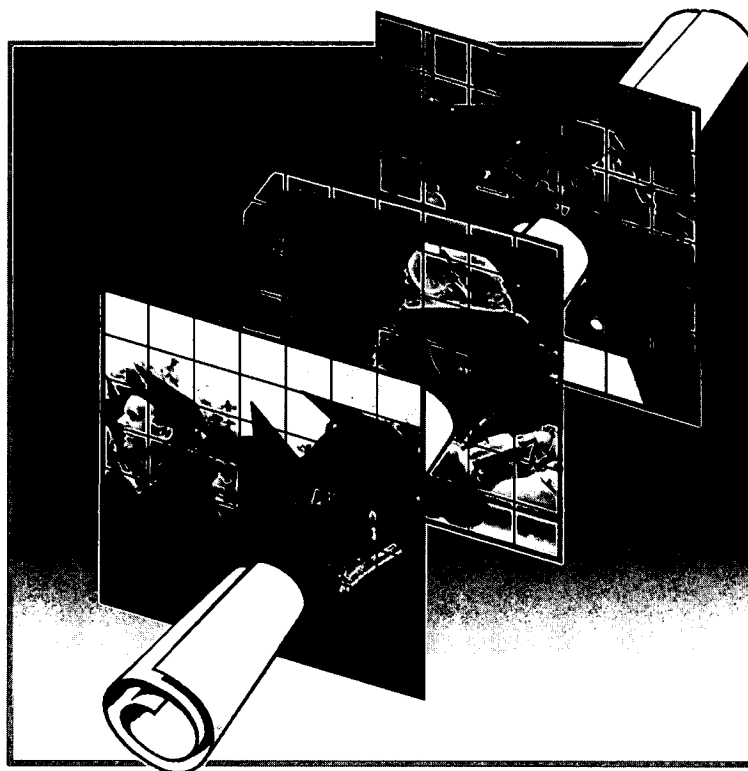
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THE CLASS OF '95

Report of the 1997 National Survey of 1995 Graduates



Prepared by:
Jacques Taillon and Mike Paju

Acknowledgements :
Rosemarie Andrews, Danielle Baum, Eric Bélair, Louise Boyer, Melanie Bryce, Arlene Buck,
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Report of the 1997 National Survey of 1995 Graduates

Highlights

In 1995, close to 300,000 students graduated from universities, community colleges and trade/vocational schools. The 1997 National Survey of 1995 Graduates was developed to examine the transition of this group from school to work. This sample of 1995 graduates will be interviewed again in the year 2000 to track their continued integration into the world of work.

- *The higher their level of education, the easier it is for graduates to find work. The unemployment rate is lower for university (9%) graduates than it is for college (10%) and trade/vocational (15%) graduates.*
- *Median earnings also increase significantly with education level, showing that staying in school longer pays off. Doctoral and master's graduates had median annual earnings of \$47,000. Bachelor's, college and trade/vocational graduates earned \$32,000, \$25,700 and \$23,400, respectively.*
- *Health, engineering, mathematics and education graduates were the highest earners from the university classes of '86, '90 and '95 two years after graduation. The ranking of top earners has not changed over the last three surveys.*
- *The 1995 graduates entered the labour market in favourable times while the economy at large was in expansion. Their integration into the labour force has been largely successful: in June 1997, 1995 graduates had found full-time work in large proportions—trade/vocational (67%), college (70%) and university (68%)—and among those working part-time, fewer than in previous surveys were doing so involuntarily.*
- *Two years after graduation, 85% of university commerce and 81% of engineering graduates were working full-time. Only 5% of commerce and 3% of engineering graduates were working part-time during that same period—the lowest rate among all 1995 university graduates.*
- *More women (57%) than men (43%) graduated from a postsecondary institution, with a peak of 61% at the bachelor's level, which carries on a notable trend from the previous National Graduates Surveys. At the university level, the trend is clearly visible as the proportion of women graduates continues to go up from survey to survey. College women graduates represent a stable 58% of the total number of college graduates over the same period. Fewer women than men graduated in the trade/vocational areas in 1982, 1986 and 1995, although women graduates outnumbered men in 1990.*
- *About 55% of 1995 university and college graduates had to borrow to finance their postsecondary education. The debt these graduates owe to student loan programs has increased significantly in the last five years, leaving many graduates with large sums to repay when they leave school. When they graduated, the 1995 university and college graduates who borrowed money from student loan programs had to repay an average of \$12,000 and \$9,000, respectively.*
- *The overall situation for 1995 graduates is comparable to that of the classes of 1982, 1986 and 1990, except for the higher debt levels that some graduates are now carrying.*

Introduction

Statistics Canada and Human Resources Development Canada developed the 1997 National Graduates Survey (NGS) to examine the labour market experiences of 1995 graduates from universities, community colleges and trade/vocational programs since graduation. The survey collects a broad range of information on the links between education/training and labour market outcomes, including:

- characteristics of programs of study;
- reasons for enrolling in post-secondary education;
- satisfaction with education;
- additional training after graduation;
- activities before completing studies;
- activities since completing post-secondary studies;
- jobs held since graduation;
- marketable skills;
- finances and loans; and,
- socio-economic background.

A subsequent follow-up survey of these same graduates is planned for the year 2000.

The survey involved 43,000 trade/vocational, college and university graduates—representing almost 300,000 graduates—and provides information for government policy makers, researchers, educators, employers and youth interested in the education and training and labour market experiences of postsecondary graduates.

This report highlights the labour market experiences of 1995 graduates two years after graduation and compares the findings to the previous graduating classes of 1982, 1986 and 1990 where applicable. It provides answers to such questions as:

- Which graduates have found jobs?
- What types of work are graduates finding?
- Are graduates finding jobs related to their education or training?
- What fields of study have the best placement rates?
- What is the student loan situation?
- How many graduates pursue further qualification after graduation?
- Why do graduates pursue further qualification after graduation?
- What are the earnings of graduates?
- How does the class of '95 compare to previous NGS cohorts?

Definition of graduates

Graduates from the class of '95 are students who completed the requirements for a degree, a diploma, or certificate during the 1995 calendar year in trade/vocational, college, or university programs. They include:

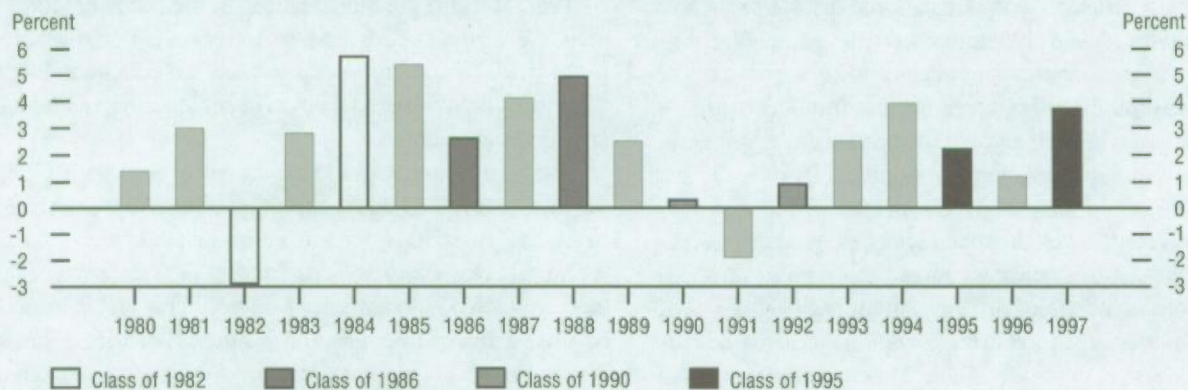
- graduates of university programs that lead to bachelor's, master's or doctoral degrees, or that lead to specialised certificates or diplomas;
- graduates of postsecondary programs (that is, programs of one year's duration or longer that normally require secondary school completion or its equivalent for admission) in Colleges of Applied Arts and Technology (CAAT), Collèges d'enseignement général et professionnel (CEGEP), community colleges, technical schools or similar institutions; and,
- graduates of skilled trades (that is, pre-employment programs that are normally three months or more in duration). A trade/vocational school is a public educational institution that offers courses to prepare people for employment in a specific occupation such as heavy equipment operator, automotive mechanic or upholsterer. Many community colleges and technical institutes offer certificates or diplomas at the trade level.

The survey excludes:

- graduates from private postsecondary institutions (for example, computer training and commercial secretarial schools);
- those who completed "continuing education" courses at universities and colleges (unless they led to degrees or diplomas);
- those who took part-time trade courses (for example, adult education evening courses) while employed full-time;
- those who completed vocational programs that lasted less than three months or that were not in the skilled trades (for example, basic training and skill development); and
- those in apprenticeship programs.

Chart 1

Gross domestic product (GDP) rates of growth from 1980 to 1997, based on constant 1992 prices



Source: System of National Accounts

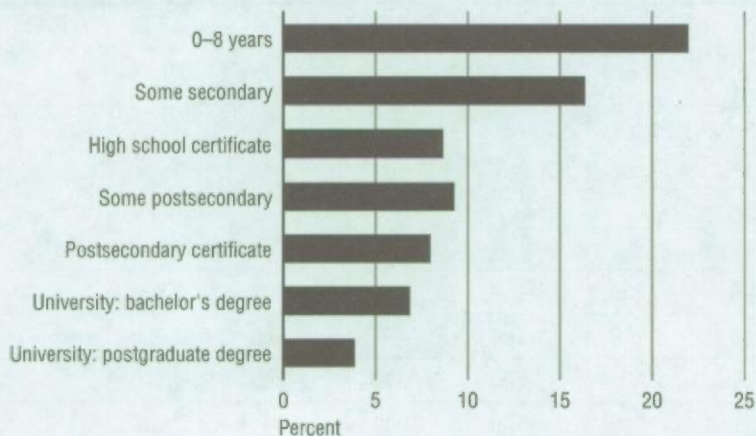
Economic context

To succeed in today's global economy, characterized as it is by rapidly changing knowledge and technology, workers need more education and higher skill levels. Success for young people entering the labour market also depends on the overall economic situation. It is therefore important to understand the impact of prevailing economic conditions on the transition from school to work for new graduates.

Compared with the graduating classes of '82 and '90, the classes of '86 and '95 faced more favourable economic conditions when they entered the labour force. Following increased growth rates between 1992 and 1994, the economy grew at a slower pace in 1995 and 1996 (see Chart 1).

Chart 2

Unemployment rates of young adults aged 25 to 29 years of age, by educational attainment



Source: Labour Force Survey, June 1997

Even during favourable economic times, younger or less educated people are at a disadvantage in the labour market. In June 1997, young people aged 25 to 29 with higher levels of educational attainment had lower unemployment rates than those with no postsecondary qualifications (see Chart 2). While this trend is also evident among older age groups, unemployment rates have been consistently higher for younger people than for older adults. The link between higher education/training and better employment is an important factor to consider if we are to understand why some young people make a smooth transition from school to work, while others find the process difficult. It is equally important that we understand what other factors may affect young people as they enter the world of work—many for the first time.

Some graduates from the class of '95 had to compete with adults for entry level jobs that were normally occupied by youth. Others had to accept short-term work, while yet others decided to delay their entry into the workplace and continue their studies to improve their chances of finding work. In addition, part-time work among youth has become prevalent as more youth combine school and work, thus delaying full-time entry into the labour force.

Who are the 1995 graduates?

In 1995, close to 300,000 students (see Table 1) graduated from Canadian postsecondary educational institutions. Over half (53%) of the class of '95 graduated from a Canadian university, 28% from a community college and 20% from a trade/vocational institution. Although the absolute number of graduates has increased in each level of the postsecondary system, these proportions have not changed significantly over the last 13 years.

At the university level, the social sciences, education, commerce and humanities fields accounted for 70% of all bachelor's and master's degrees in 1995. About one half (49%) of all doctorates were awarded in the social sciences, mathematics and engineering fields (see Table 2). A large proportion of students at the trade/vocational (71%) and college (48%) levels graduated in the fields of engineering and business (see Table 3). The business field represents a large share of the

1995 graduates at all levels except the doctoral (see Table 2).

There are still great differences in the fields of study that men and women choose. More women than men graduated in the fields of nursing, social science and education in 1995, while men outnumbered women in engineering, mathematics and physical sciences.

Although women graduates outnumbered men (57% to 43%) at all levels of study, important differences exist by level of study. Remarkably, 55% more women than men graduated with a bachelor's degree. Furthermore, 14% more women than men graduated with a master's degree. This fact is important because a much larger group of women is qualified for study at the master's and doctoral levels. As well, more women than men graduated at the college level. However, more men than women graduated with a trade/vocational or a doctorate degree in 1995 (see Chart 3).

Table

1

Number of 1995 trade/vocational, college and university graduates, by level of study and labour force status

Level of study	Total number of graduates in 1995	In labour force in June 1997							
		Total labour force	Employed						Unemployed
			Total employed	Full-time	Part-time			Unknown	
					Voluntary	Involuntary	Unknown		
Trade/vocational	58,900	54,800	46,300	39,100	2,400	4,000	100	800	8,400
College	82,000	76,900	69,600	57,400	5,000	6,100	200	1,000	7,300
Bachelor	134,000	121,500	110,300	89,200	11,100	8,000	300	1,700	11,300
Master	20,500	18,500	17,300	14,700	1,500	700	—	300	1,200
Doctorate	2,600	2,500	2,300	2,100	100	100	—	100	200
All levels	298,000	274,200	245,700	202,500	20,100	18,800	600	3,800	28,400

Level of study	Not in labour force in June 1997								Unknown
	Total not in labour force	Attending school						Other	
		Trade/vocational	College	University			Other		
				Bachelor's	Master's	Doctorate			
Trade/vocational	4,100	400	400	200	—	—	200	2,800	100
College	5,200	100	700	1,200	100	—	500	2,600	—
Bachelor	12,500	100	600	2,100	3,500	600	700	4,900	—
Master	2,100	—	—	200	100	900	—	900	—
Doctorate	100	—	—	—	—	—	—	100	—
All levels	23,900	500	1,700	3,700	3,700	1,500	1,500	11,300	100

Note: data points are rounded to the nearest 100.

(--) indicates that the data are not reliable enough to release. (—) amount too small to be expressed.

Source: National Graduates Survey.

Table 2

Profile of 1995 university graduates, by level and field of study

Field of study	Program		
	Bachelor's	Master's	Doctorate
	%	%	%
Agriculture and biology	6	4	12
Commerce, management and Administration	14	21	2
Education	18	19	10
Engineering and applied science	7	9	15
Fine arts	3	2	--
General arts and science	2	0*	--
Health	7	8	12
Humanities	12	12	12
Mathematics and physical sciences	5	6	17
Social Sciences	25	18	19

Note: an asterisk (*) indicates that estimates have a relatively high sampling variability. A double dash (--) indicates that the data are not reliable enough to release. Totals may not round up due to rounding.

Source: National Graduates Survey.

Table 3

Profile of 1995 trade/vocational and college graduates, by level and field of study

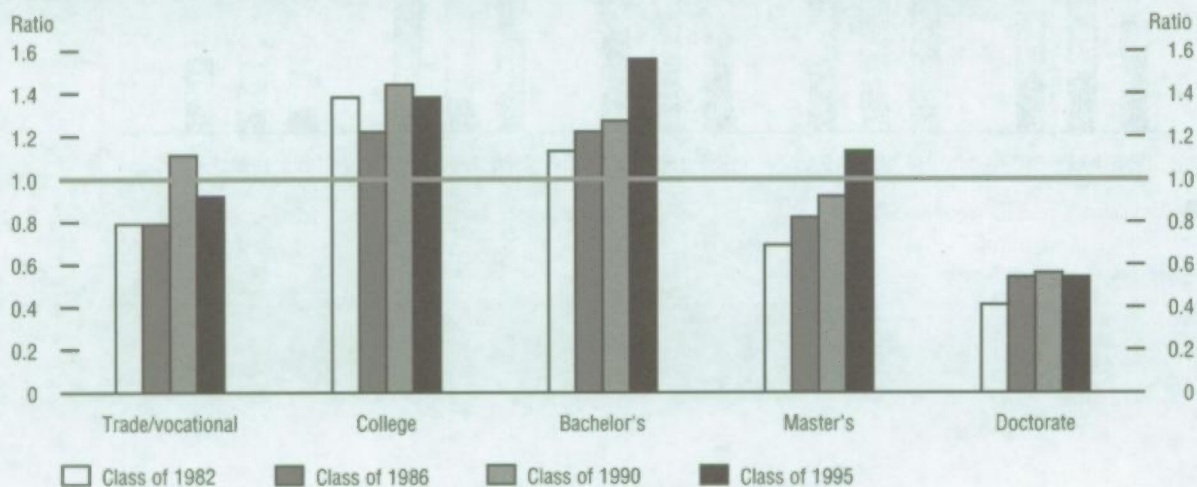
Field of study	Trade/vocational	College
	%	%
Arts	7	8
Business	33	26
Engineering and applied sciences	38	22
Health Sciences	9	15
Humanities	0*	2
Natural Sciences and primary industries	5	5
Social Sciences and services	8	20

Note: an asterisk (*) indicates that estimates have a relatively high sampling variability.

Source: National Graduates Survey.

Chart 3

Ratio of women / men among postsecondary graduates, by year of graduation and level of study



Note: a ratio of 1.0 indicates equal numbers of men and women. Values above 1.0 indicate more women than men, and values below 1.0 indicate more men than women.

Source: National Graduates Survey.

Fewer graduates pursuing additional qualifications

With the exception of trade/vocational and doctoral graduates, slightly fewer graduates from the class of '95 continued their studies within two years after graduating than did graduates from the classes of '86 and '90 (see Chart 4). However, these percentages were still quite high for the class of '95. Forty-three percent (43%) of all 1995 university graduates pursued an additional qualification by June 1997 (45% of all bachelor's graduates, 30% of all master's graduates and 15% of all doctorate graduates). These percentages are similar for men and women. A significant number of graduates of bachelor's (56% of men and 57% of women), master's (65% of men and 56% of women) and doctoral (30%) programs pursued additional qualifications at the university level.

About one out of three college graduates and one out of five trade/vocational graduates pursued additional qualifications after graduating in 1995.

Why do graduates continue their studies?

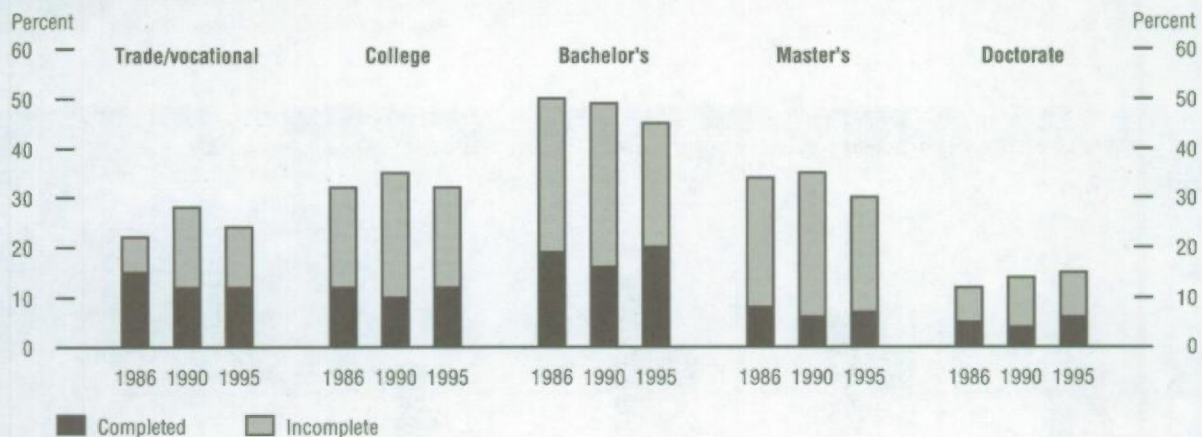
Many graduates from previous National Graduates Surveys as well as from the class of '95 pursued further education. The class of '95 pursued additional degrees, certificates and diplomas to get a better job or another job, to self-improve or to earn more money. Master's and doctoral graduates' main motivations were to earn a higher salary and to get a better job or another job.

Labour market outcomes

The success of graduates in the labour market depends in large measure on the prevailing economic conditions at the time of graduation. The vast majority of 1995 graduates found employment after graduation during a period of reasonable economic growth and job creation in Canada.

Chart
4

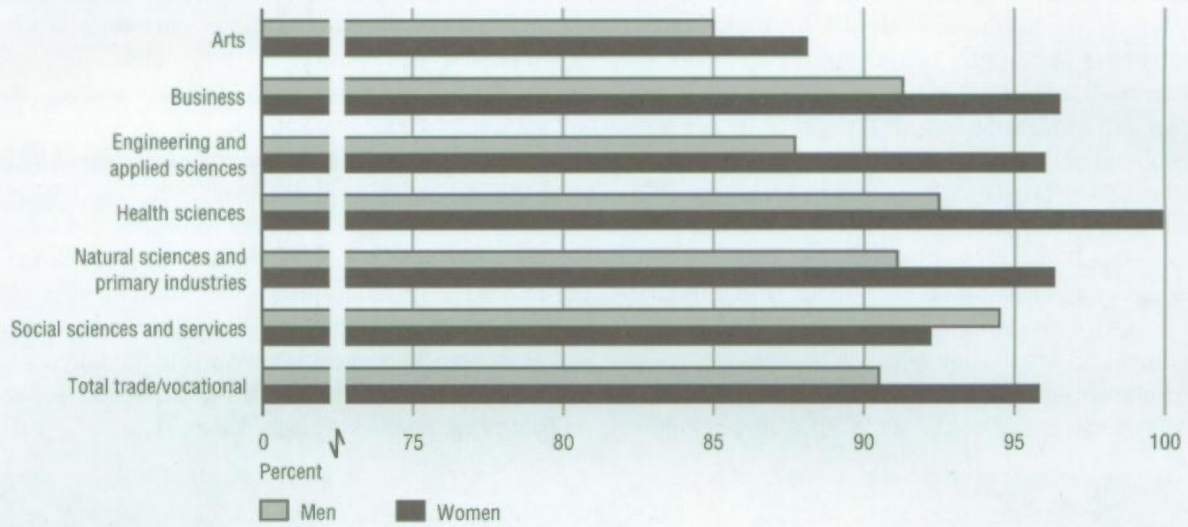
Percentage of all graduates who pursued additional qualification—completed or incomplete—two years after graduation, by year of graduation and level of study



Source: National Graduates Survey.

Chart 5

Labour force participation rates in June 1997 of 1995 trade/vocational graduates, by field of study and by gender



Source: National Graduates Survey.

Chart 6

Labour force participation rates in June 1997 of 1995 college graduates, by field of study and by gender



Source: National Graduates Survey.

Labour force participation two years after graduation

Labour force participation rates¹ among 1995 postsecondary graduates stood at 91% for university graduates, 94% for college graduates and 93% for trade/vocational graduates in June 1997. Labour force participation rates were over 90% for graduates of all levels of study in all provinces across Canada, except for university graduates in Newfoundland and Nova Scotia, where the participation rate was 89%. Lower participation rates among university graduates can be partially explained by the fact that some of these graduates were still going to school at the time of the survey and had not yet entered the labour force. In comparison, all Canadians aged 25 to 34 showed a participation rate of 85.4% in June 1997.

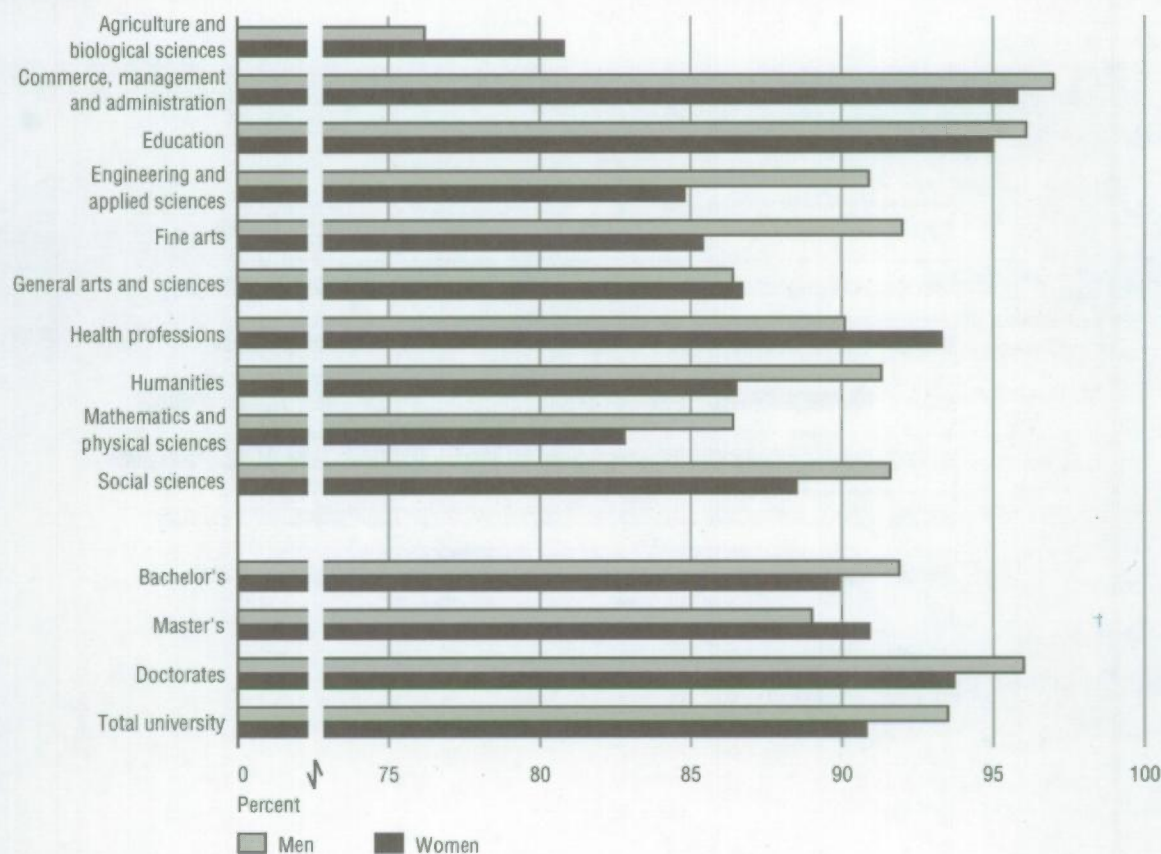
Among trade/vocational graduates, men had a higher participation rate than women (96% versus 90%). College gradu-

ates experienced a smaller gap between the sexes in participation rates (95% for men versus 93% for women). By field of study, participation rates were higher in the health sciences. Graduates also had relatively high participation rates in the natural and social science fields at the trade/vocational and college levels (see Charts 5 and 6).

Among all university graduates, men and women had comparable participation rates (92% and 90%, respectively) two years after graduating. University commerce and education graduates had labour force participation rates of over 95% and, except for agriculture (79%), the remaining fields of study had participation rates of over 85%. Women had similar or higher participation rates in most fields of study except in engineering and fine arts, where the difference was around six percentage points lower (see Chart 7).

Chart
7

Labour force participation rates in June 1997 of 1995 university graduates, by field of study and by gender

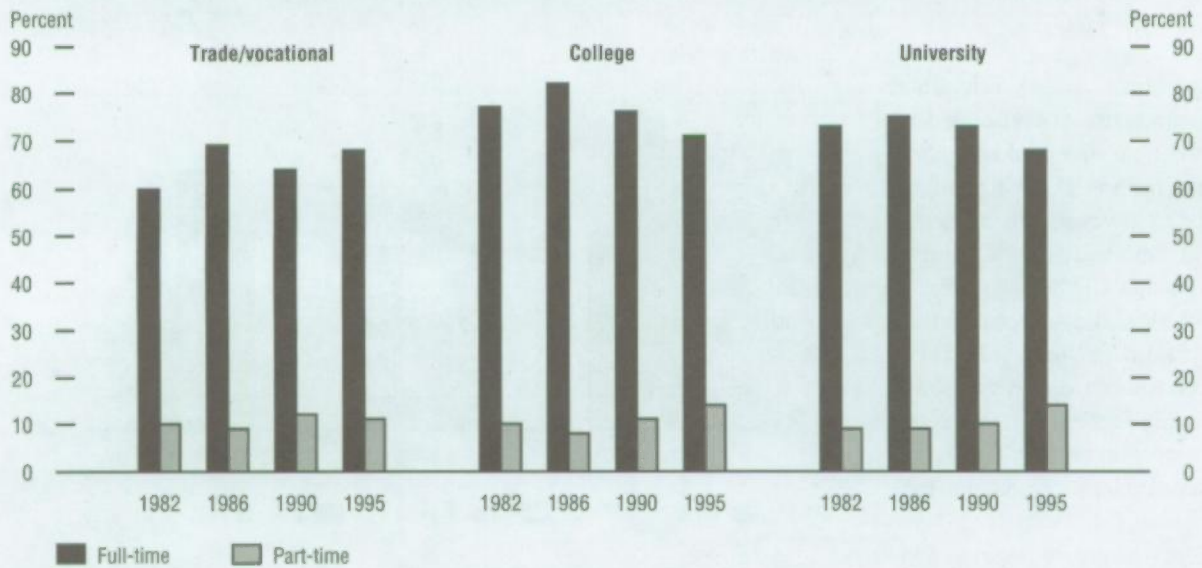


Source: National Graduates Survey.

¹ The labour force participation rate is the total labour force of graduates expressed as a percentage of the total number of graduates, as a whole, or for a given category such as university graduates.

**Chart
8**

Percentage of graduates working full-time and part-time two years after graduation, by year of graduation and level of study



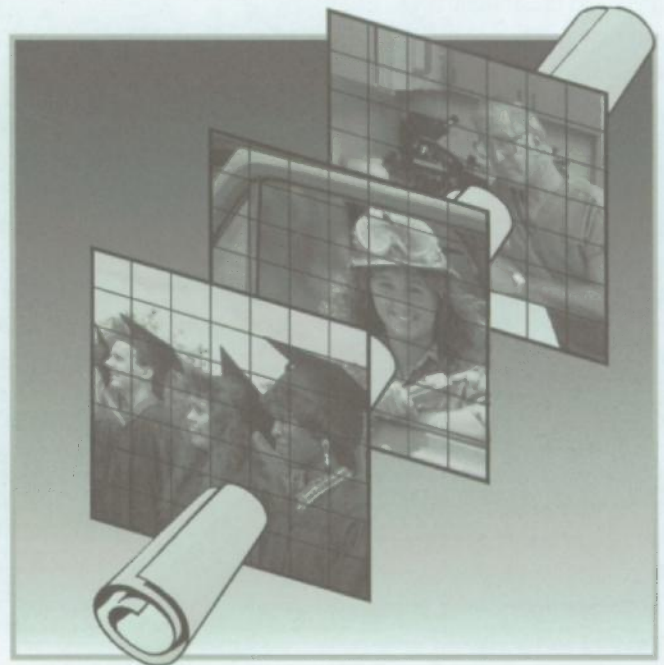
Source: National Graduates Survey.

Employment

Class of '95 finding jobs

A high proportion of trade/vocational (79%), college (85%) and university (83%) graduates was employed full-time or part-time² two years after graduation—percentages that are similar to previous graduating classes.

The percentage of class of '95 trade/vocational graduates working full-time two years after graduation reached levels similar to the class of '86, which also graduated during favourable economic conditions. A smaller percentage of university (67%) and college (70%) graduates were working full-time two years after graduation—fewer than in any other previous NGS cohort (see Chart 8).



² Full-time work refers to any work for pay or profit at which a person typically works at least 30 hours a week. Part-time work is any work at which a person typically works less than 30 hours a week.

Lower proportion of graduates worked part-time involuntarily in 1997

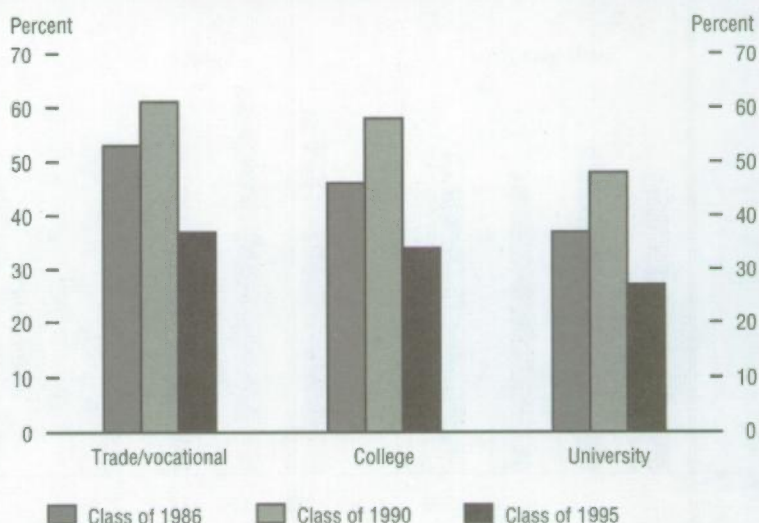
A greater proportion of '95 college and university graduates (14%) ended up working part-time after graduating than the graduates from 1982, 1986 and 1990 (see Chart 8). However, only a fraction of university graduates (27%) and of college graduates (34%) who worked part-time in 1997 did so because they could not find a full-time job. These fractions are lower than previous surveys where more college and university graduates were working part-time involuntarily³ two years after graduation (see Chart 9).

Consistent with previous surveys, involuntary part-time work was more prevalent among women than men, for both college and university graduates in 1997. At the college level, a higher proportion of women (36%) than men (26%) were working part-time involuntarily in 1997. Among university graduates, 29% of women and 21% of men worked part-time involuntarily.

Of those women who graduated from university and were working part-time in June 1997, 29% could not find a job that offered more than 30 hours per week, 15% were still in school, another 14% had their hours reduced and the remainder had family or other responsibilities. In comparison, 21% of male university graduates could not find full-time work, another 20% were still going to school at the time of the survey and 15% had their hours reduced. The remainder stated other reasons for working part-time.

Chart 9

Among the graduates working part-time, percentage of graduates working part-time involuntarily two years after graduation, by year of graduation and level of study



Source: National Graduates Survey.

University commerce and engineering graduates were the most successful in finding full-time work after graduation

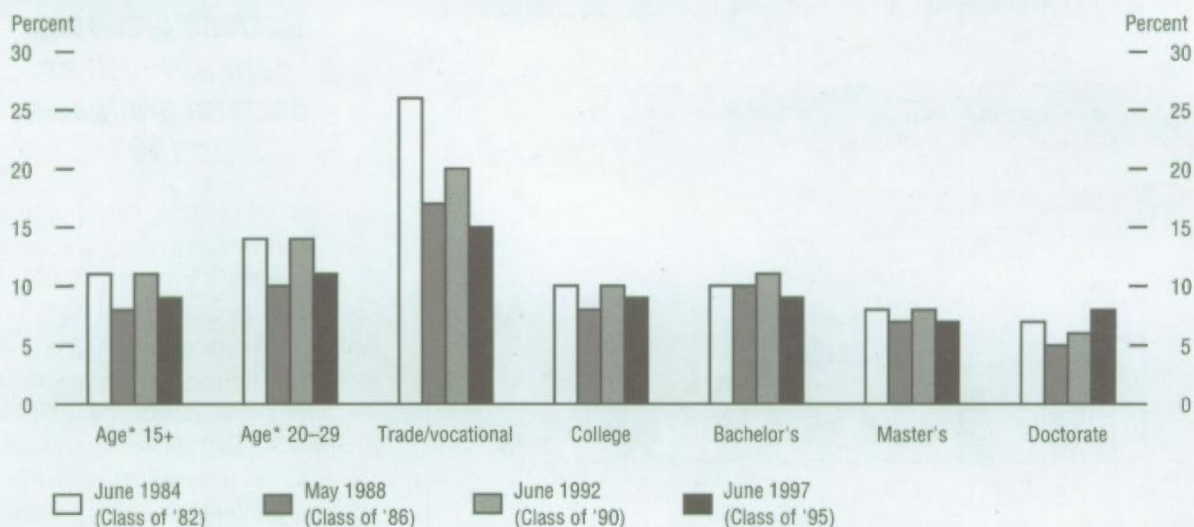
Full-time work was more prevalent in some fields of study. Two years after graduation, 85% of university commerce and 81% of engineering graduates were working full-time. Only 5% of commerce and 3% of engineering graduates were working part-time during that same period—the lowest rate among all 1995 university graduates.

Among college and university graduates, men (79% and 74%, respectively) had higher rates of full-time employment than women (65% in both cases). It should be noted that about 12% of female university graduates were not working full-time because of family responsibilities or because of a personal preference to work fewer hours.

The proportion of graduates working full-time two years after graduation increases with each level of university study, reaching 81% for doctoral graduates. At all levels of university men fared better than women, with 73% (compared with 64%) of bachelor's, 76% (versus 70%) of master's and 85% (versus 76%) of doctoral graduates finding full-time work. One factor that may partially explain lower full-time employment rates among bachelor's and master's graduates two years after graduation is that a number of graduates at these levels are still studying full-time.

About 80% of engineers and natural science graduates from trade/vocational schools and colleges were working full-time two years after graduation.

³ Part-time work is considered involuntary when a person could not find work with 30 or more hours a week or when the working hours were reduced because of business conditions.



Source: Labour Force Survey* and the National Graduates Survey

Percentage of university graduates occupying temporary positions has not changed for the class of '95

Over the last three National Graduates Surveys, about 21% of men and 26% of women who graduated from university were occupying temporary⁴ positions two years after graduation. Fewer 1995 college graduates occupied temporary positions in 1997 than in any previous survey. Only 13% of men and 15% of women who graduated from college in 1995 occupied temporary positions in 1997. In comparison, 16% of men and 20% of women who graduated from college in 1986 and 1990 occupied temporary positions two years after graduation. Trade/vocational graduates in 1995 worked even less in temporary positions than college graduates, with only 10% of men and 13% of women so employed.

⁴ A position is considered temporary when there is a definite indication that the job will terminate at some specified point in time.

Unemployment

Data from the survey suggest that higher education makes it much easier to find employment after graduation. In June 1997, young people aged 25 to 29 with high levels of educational attainment had lower unemployment rates. The class of '95 graduates (with the exception of doctorates) showed a similar pattern of lower unemployment associated with higher levels of qualification.

Unemployment rates lower for university graduates in the west

Unemployment rates among university and college graduates in Canada were less than 9% in June 1997, two years after graduation. With few exceptions, the unemployment rate among university graduates drops from east to west across the country—a pattern that has not changed significantly over the past four National Graduates Surveys and is similar in the Canadian population in general.

Overall, unemployment rates among college and university graduates have remained stable and have been less volatile than trade/vocational program graduates' rates, which fluctuate more with changing labour market conditions (see Chart 10).

The most popular trade/vocational and college programs—health, social science and engineering—coincided with the lowest levels of unemployment in 1997 (see Chart 11). Among university graduates, education, commerce, engineering and health programs had the lowest unemployment rates two years after graduation (see Chart 12).

Median earnings of 1995 graduates

Master's graduates earn as much as doctoral graduates in 1997

University graduates continue to earn more than postsecondary graduates at the college and trade/vocational levels.⁵ University graduates working full-time had median earnings of \$33,800 in current 1997 dollars. More specifically, bachelor's graduates earned \$32,000, master's \$47,000 and doctoral graduates \$47,000. In comparison, earnings for college graduates working full-time were \$25,700, while trade/vocational graduates earned \$23,400 in 1997.

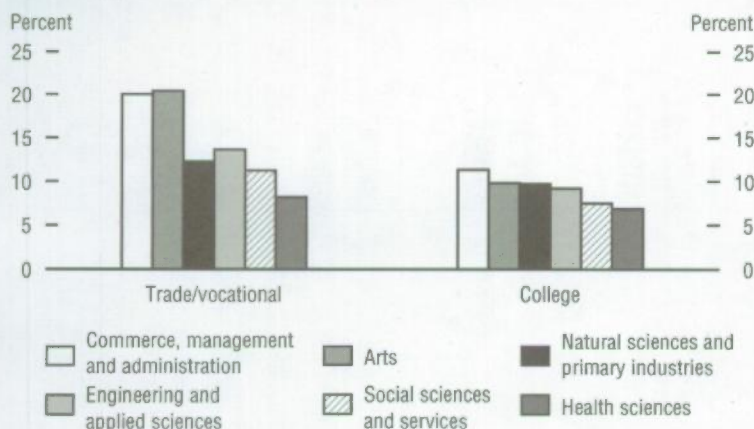
It is also relevant to compare postsecondary graduates with workers who stopped going to school after high school. The Survey of Consumer Finance indicates that workers (full-time and part-time) with a high school diploma and no postsecondary education in the 25–34 age group earned on average \$23,800 in 1996. Workers with a college or a university diploma in the same age group earned \$25,500 and \$31,500, respectively.⁶

5 Comparison is limited with previous surveys as the estimation of earnings has changed to improve its quality and comparability with other data sources.

6 These figures from the Survey of Consumer Finances are given as information and cannot be compared to the results from the National Graduates Survey. High school graduates without post-secondary education in the 25-34 age group are most likely to have a few years of labour market experience reflected in their level of earnings, while college and university graduates in the same age group will certainly have less labour market experience.

Chart 11

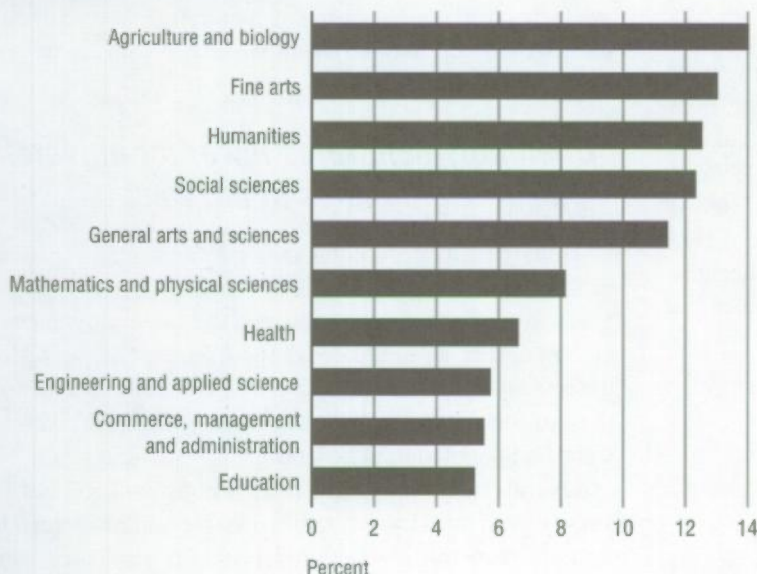
Unemployment rates in June 1997 of 1995 trade/vocational and college graduates, by field of study



Source: National Graduates Survey.

Chart 12

Unemployment rates in June 1997 of 1995 university graduates, by field of study



Source: National Graduates Survey.

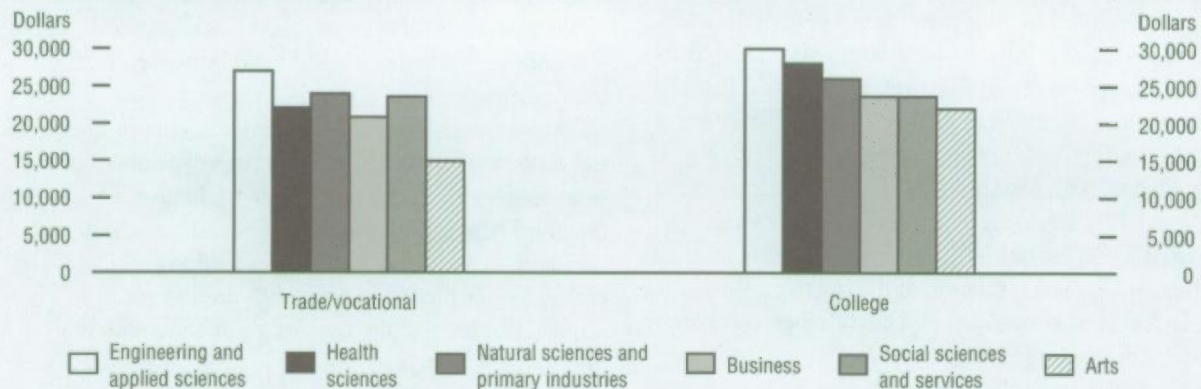
Engineers top earners in 1997 for all levels of study

The ranking of the top earners among trade/vocational and college level graduates has not changed over the last three surveys, with engineers leading the way followed closely by the natural science and health fields (see Chart 13). In 1997, college level engineers earned more than health science gradu-

ates. At the university level, the ranking of top earners has not changed over the last three surveys. The health, engineering, mathematics and education fields produced the highest earners from the classes of '86, '90 and '95 two years after graduation (see Chart 14).

Chart 13

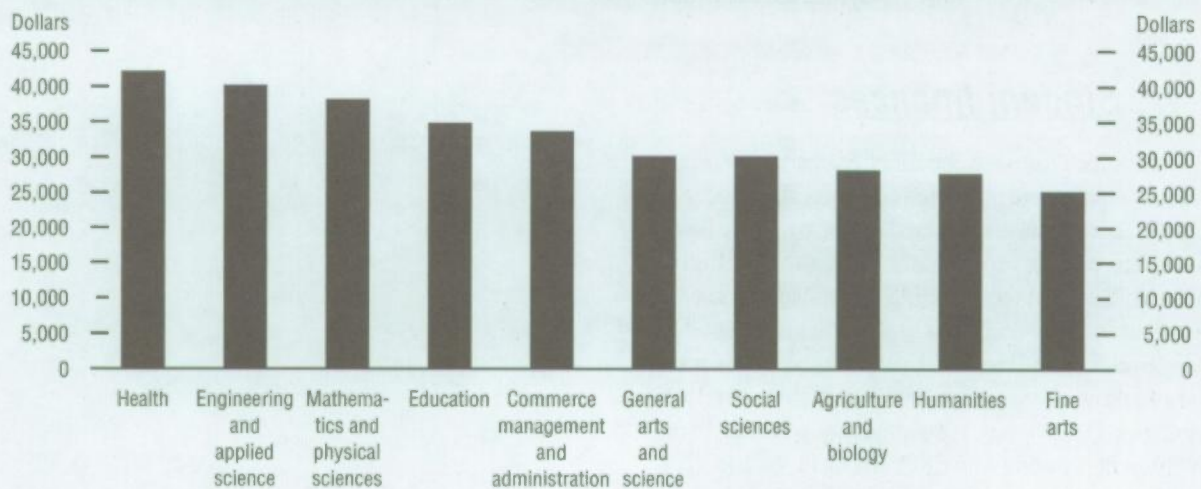
Median earnings for 1995 trade/vocational and college graduates working full-time two years after graduation, by field of study



Source: National Graduates Survey.

Chart 14

Median earnings for 1995 university graduates working full-time two years after graduation, by field of study



Source: National Graduates Survey.

Relationship between job and education

Half of the graduates working full-time found work closely related to their field of study within two years after graduation

Over 50% of all 1995 graduates who were working full-time two years after graduation reported that their current job was closely related to their program of study.⁷ In addition, 22% reported working in jobs somewhat related to their degree. Except for trade/vocational graduates, slightly more women than men felt that their job and education were closely related.

More graduates with higher levels of qualification—62% of master's and 75% of doctorates—felt that their work was closely related to their education and training compared to other graduates. This is a reflection of the greater specialization of these levels of education, especially when compared with the bachelor's level (51%).

Trade/vocational and college sciences (health, social, engineering and natural sciences) turned out the highest percentage of graduates (about 60%) working in closely related occupations. At the university level, the same ratio (about 80%) of bachelor's and master's graduates in the health sciences field were working in jobs that were closely related to their training. This is not surprising, given that their programs of study are designed specifically for employment in the health sciences.

Student finances

The rising tuition fees for postsecondary education, and particularly for university, have prompted concerns about increasing debt levels, as students are inclined to borrow more heavily.⁸ Students are paying more than before to get a higher education. In 1995, tuition fees (in 1995 constant dollars) were 46% higher than in 1990 and 57% higher than in 1986. The student debt level for the class of '95 was higher than for the previous graduating classes from 1990 and 1986 (in 1995 constant dollars). The average 1995 graduate who borrowed from a government program owed 38% more in student loans than the average 1990 graduate had and 61% more than the average 1986 graduate.

University and college graduates borrowing more to help finance their education

Fifty-five percent of university graduates and 53% of college graduates from the class of '95 (see Chart 15), and a similar percentage of graduates from the classes of 1990 and 1986, borrowed money to help finance their education. University graduates (61%) of the class of '90 were an exception to this. The class of '95 borrowed more however, and had higher debt levels upon graduating and two years after graduation.

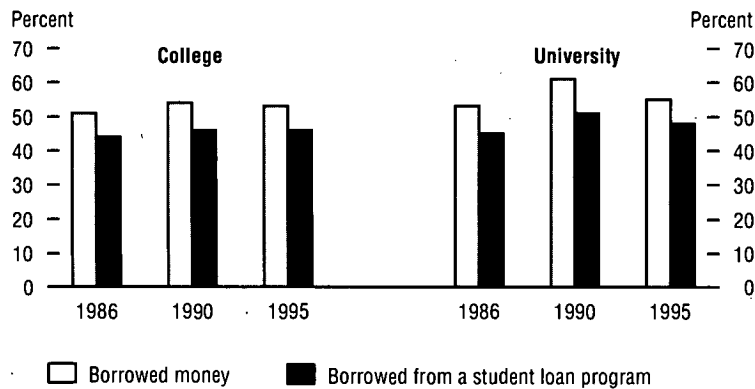
Despite their relative success at finding work, university and college graduates in 1995 who borrowed from a student loan program—48% and 46%, respectively—were paying off their student loans at a slower rate than previous graduating classes. The class of '95 had paid back about one quarter of its student loans two years after graduation, compared with one third paid off by the class of '90 and one half paid off by the class of '86 two years after graduation (see Chart 16). The higher levels for the class of '95 are the result of having a higher debt level at the time of graduation and a lower level of reimbursement than before two years after graduation. The class of '95 had reimbursed an average of \$2,600 (university) and \$2,300 (college) two years after graduation, compared with each of the classes of '86 and '90 who had paid back an average of \$3,200 (university) and \$2,600 (college) in 1995 constant dollars.

7 Exact comparisons cannot be made over time between the relationship of job and education since this concept has varied over the past three surveys.

8 For purposes of this analysis, two sources of student financing were used—the student loan program and other sources (relatives, spouses, bank loans and others). The comparison of student debt load includes both sources of financing, unless otherwise stated.

Chart 15

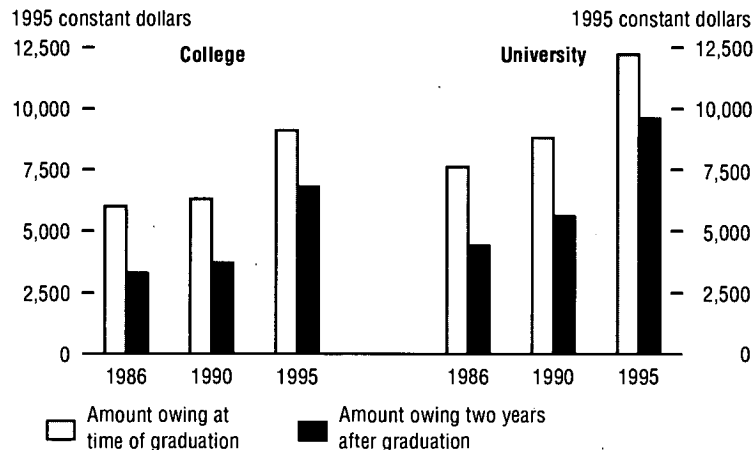
Percentage of college and university graduates who borrowed money from any source and from a student loan program to finance their education, by year of graduation



Source: National Graduates Survey.

Chart 16

Average amount (in 1995 constant dollars) owing to a student loan program by college and university graduates who borrowed money to a student loan program, at the time of graduation and two years after graduation, by year of graduation



Source: National Graduates Survey.

Conclusion

The 1995 postsecondary graduates entered the labour market in favourable times while the economy at large was in expansion. Even in such a case, education remains a solid insurance against the main risks presented by the changing structure of the economy. Unemployment clearly drops as one's level of education increases. The most recent survey of graduates indicates that a proportion of 1995 graduates similar to that of previous years is working in a job they consider as satisfactory two years after graduation.

Climbing debt levels and the difficulties graduates are experiencing with debt repayment are growing concerns. Apart from debt, however, the overall situation of '95 graduates two years after graduation is fairly good and has not deteriorated compared with the 1982, 1986 and 1990 graduates. For example, a high proportion of 1995 graduates was employed full-time or part-time two years after graduation—a proportion that is similar to previous graduating classes. A college or university passport carries more weight in today's labour market than does a secondary school certificate.

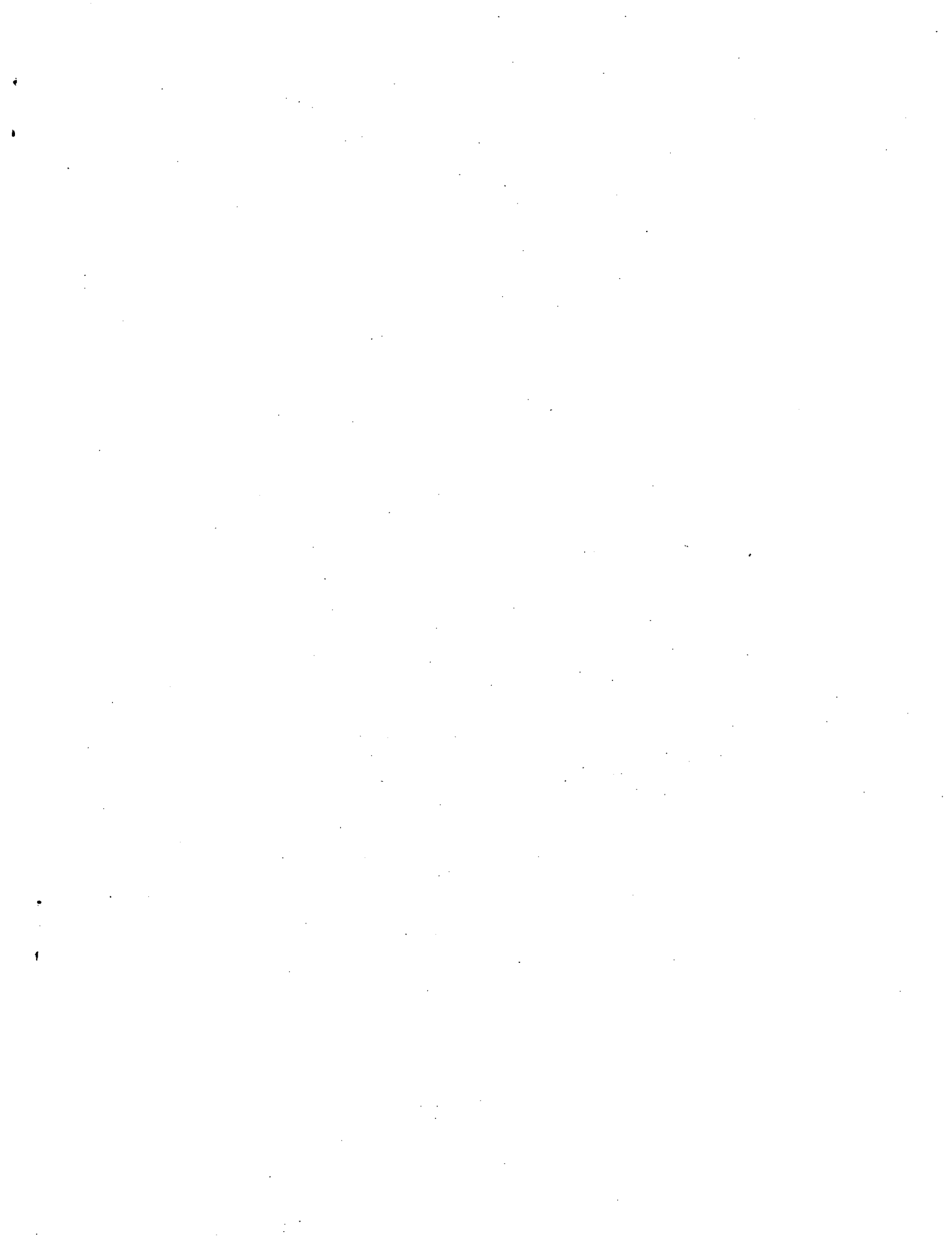
The observations included in this report are being examined at greater length under a research program sponsored by Human Resources Development Canada and Statistics Canada. The studies covering all surveyed classes of graduates since 1982 will be released later in 1999.

	Trade/ vocational	Career/ Technical	Total universities	Bachelor's	Master's	Doctorate
1. Number of graduates	58,919	82,026	157,209	134,044	20,539	2,626
2. Characteristics of 1995 graduates						
2.1 Gender distribution						
Men	52	42	41	39	47	65
Women	48	58	59	61	53	35
2.2 Age in 1995						
Age distribution (%)						
Less than age 18	--	--	--	--	--	--
Age 18-21	27	36	9	11	--	--
Age 22-24	13	25	43	49	13	--
Age 25-29	13	15	21	19	35	20
Age 30-34	13	8	9	7	18	35
Age 35-39	14	6	6	5	12	20
Age 40 and over	19	9	11	9	22	25
Median age	28	23	24	24	30	34
2.3 Marital status distribution in 1997 (%)						
Single	41	58	55	59	35	21
Married	51	38	40	37	59	73
Widowed, separated or divorced	8	5	4	4	6	6
2.4 Graduates with dependent children in 1997 (%)						
Total	40	22	21	19	35	50
Men	34	17	20	16	36	53
Women	47	26	23	21	34	45
2.5 Graduates with dependent children under age 5 in 1997 (%)						
Total	14	9	10	8	15	28
Men	15	9	11	9	19	31
Women	12	8	8	8	12	23
2.6 Employment equity groups in 1997 (%)						
Aboriginal people	2	2	1	1	1*	--
Disabled persons	6	6	4	4	4	4
Visible minorities	9	10	13	13	15	29
2.7 Highest level of education completed by father (%)						
No formal schooling	2	1	1	1*	1	2
Elementary school	20	14	13	12	14	14
Some secondary school	20	18	14	14	13	12
Completed secondary school	20	24	22	22	22	22
Trade or vocational training	7	5	5	5	4	3
Some college	2	3	2	2	2	--
Completed college	4	8	6	6	4	4
Some university	1	2	3	3	2	2
Completed university degree	8	15	31	30	34	38
Undergraduate certificate or diploma	1	2	2	2	1	--
Bachelor's degree	5	8	15	15	16	17
Graduate certificate or diploma	--	--	1*	1*	--	--
Master's degree	1	3	7	7	8	7
Degree in medicine, dentistry or optometry	0*	1	3	2	4	4
Doctorate	0*	1	4	3	5	7
Don't know	15	9	3	3	2	--
Other	1*	1	1	1*	1*	--

	Trade/ vocational	Career/ Technical	Total universities	Bachelor's	Master's	Doctorate
3. Labour market outcomes						
3.1 Labour force status, June 1997 (%)						
Working full-time	66.4	70.0	67.5	66.6	71.6	79.6
Working part-time	11.0	13.7	13.8	14.5	11.0	5.5
Working	78.7	84.8	82.6	82.3	84.1	87.4
Unemployed	14.4	8.9	8.1	8.4	5.9	7.8
Not in the labour force	6.9	6.3	9.3	9.3	10.0	4.8
Unemployment rate	15.4	9.5	8.9	9.3	6.6	8.2
3.2 Relationship of job to education, for full-time paid workers in 1997 (%)						
Working in closely related job	58	56	53	51	62	75
Working in somewhat related job	17	23	24	23	27	21
Working in unrelated job	25	21	23	26	11	4
3.3 June '97 education requirements of full-time workers June '97 job (%)						
Incomplete, no postsecondary education or trade/vocational diploma	84	52	28	30	11	3
No postsecondary education	53	37	20	23	9	3
Some postsecondary education completed	11	11	6	6	2	x
Trade/vocational diploma	20	4	1*	1*	x	x
College diploma or certificate	13	43	8	9	2	x
University degree, certificate or diploma	1	3	62	58	84	96
Undergraduate degree, certificate or diploma	--	1	3	3	1	--
Bachelors or first professional degree	1	2	48	50	45	14
Graduate degree, certificate or diploma	--	1*	11	6	38	81
Masters degree or graduate diploma	--	--	6	2	32	19
Doctorate	--	--	1	--	--	61
Other	2	2	3	3	3	--
4. Pursuit of further studies and attitude towards 1997 program						
4.1 Further studies after 1995 (%)						
Pursued further studies	24	32	43	45	30	15
Received certificate, diploma or degree after graduation	12	12	18	20	7	6
4.2 Complete program and other training pursued (%)						
Trade/vocational certificate/diploma	28	9	4	4	3	--
College certificate/diploma	28	29	10	11	6	--
University certificate or diploma below bachelors	4	6	9	9	5	--
Bachelors degree	4	23	17	19	7	--
Certificate above bachelors	--	1*	6	6	4	--
First professional degree	--	--	4	4	4	--
Masters degree	--	--	19	20	11	--
Doctoral degree	--	--	5	2	31	--
4.3 Retrospective choice of education program in 1997 (%)						
Would select same program again	66	63	64	63	72	65

(--): indicates that the data are not reliable enough to release

(*): indicates estimates with a relatively high sampling variability



ERRATA

(Voir version française au verso)

The Class of '95

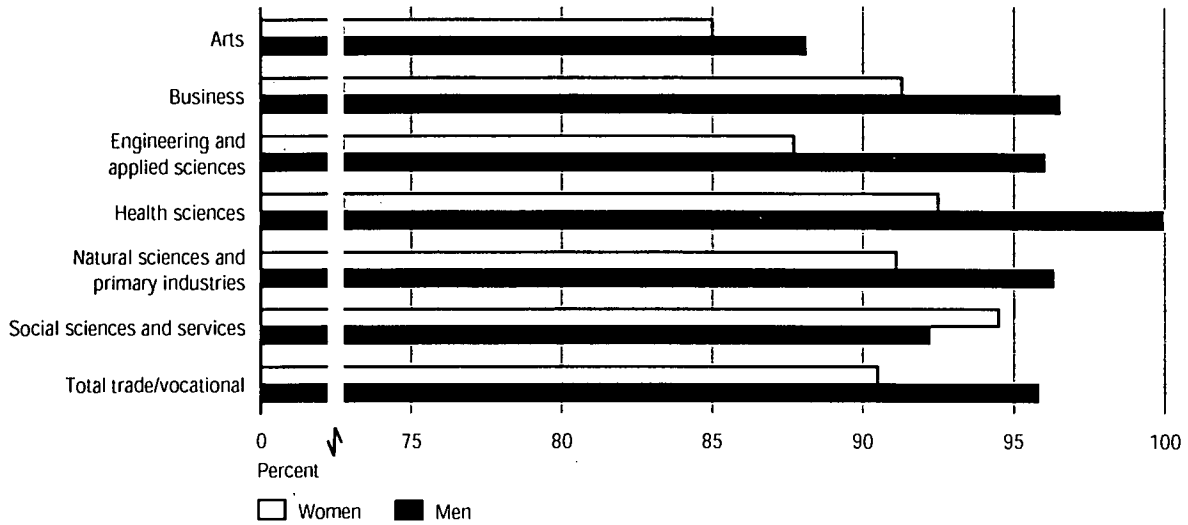
Report of the 1997 National Survey of 1995 Graduates

Catalogue No.: SP-121-04-99, Statistics Canada at: 81-584-XPB, ISBN 0-662-64253-8

In charts 5 and 6 on page 7, "men" and "women" must be reversed in the legend.

Chart
5

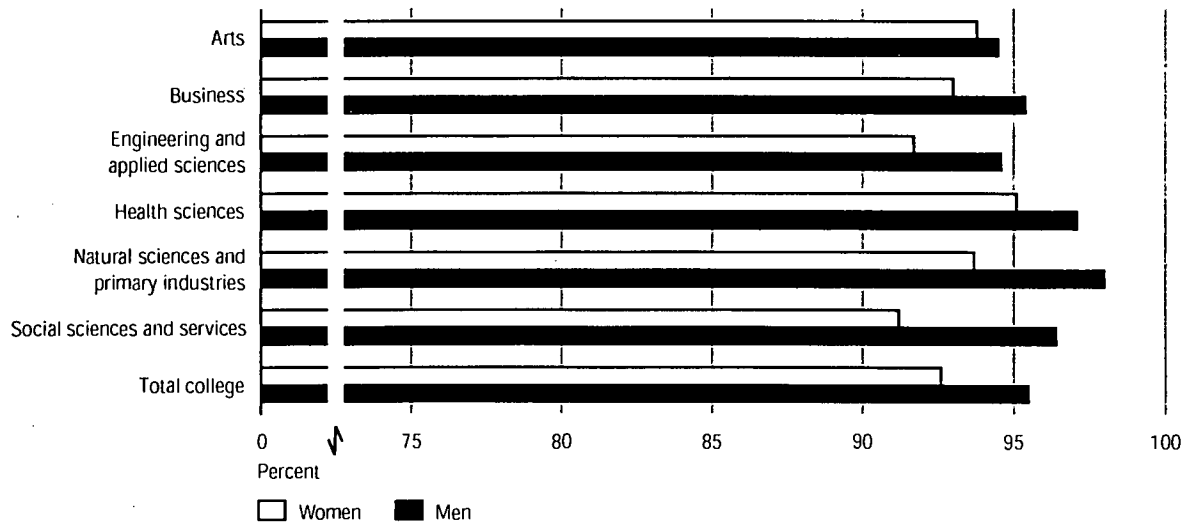
Labour force participation rates in June 1997 of 1995 trade/vocational graduates, by field of study and by gender



Source: National Graduates Survey.

Chart
6

Labour force participation rates in June 1997 of 1995 college graduates, by field of study and by gender



Source: National Graduates Survey.

