Alberta Advanced Education

2018 Survey of 2016/2017 Graduates of Apprenticeship Training

Comprehensive Report

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1 Study Background and Methodology

Alberta's Apprenticeship and Industry Training (AIT) system prepares graduates for a career in a trade or occupation. Training consists of on-the-job training provided by an employer and technical training from an approved technical training provider. Alberta's AIT system features training in the trades that is current and relevant to the needs of graduates and employers. The AIT system also features standards for training and certification that are established and maintained by industry, in partnership with government. Apprentices who participate in the AIT system expect high quality on-the-job and technical training that prepares them to have the expertise to excel in their career and meet their employers' expectations.

To ensure the effectiveness of the AIT system, Advanced Education (AE) has been commissioning an Apprenticeship Graduates' satisfaction survey to measure and report on the performance of the AIT system relative to established key performance indicators (KPIs) and to ensure that program standards and performance expectations are met. The apprenticeship graduates' survey serves as a key evaluation tool to measure the effectiveness of Alberta's AIT system. It supports accountability and performance of the system by monitoring and measuring factors such as graduates' satisfaction with on-the-job training, technical training, and interaction with AE client services staff. It also gathers information on graduates' sources and experience with various forms of funding and labour market experiences.

The survey has been conducted every second year starting with the 1997/1998 apprenticeship graduates. A survey of the 2013/2014 apprentice graduates was deferred by a year in order to complete a review of the survey and its methodology as well as an assessment of its value and usefulness. As a result no survey was conducted with the 2013/2014 graduates; instead the survey was administered among 2014/2015 graduates. The survey of 2016/2017 graduates is the most current survey and the tenth instance of the survey being administered.

The Apprenticeship Graduates survey's results are reported as KPIs in AE's Business Plan, AE's Annual Report, and the Apprenticeship and Industry Training Board's action plan and annual report and are critical for program planning and reporting. Survey results are also used to inform policy and make improvements in program delivery.

1.1 Project Purpose and Objectives

As with the previous apprenticeship graduates' surveys, the overall purpose of this study is to provide a measurement of apprenticeship graduate satisfaction. More specifically, the objectives of this study are:

1. To measure graduates' satisfaction with their Alberta apprenticeship program (including on-the-job training, technical training, and administration of the apprenticeship program by AE client services staff);
2. To determine graduates' sources of funding and experiences with various types of government funding for attending technical training;
3. To determine graduates' labour market experiences;

4. To determine graduates' views about key factors determining successful completion of apprenticeship training;
5. To generate institutional reports and compare these numbers with the program as a whole (i.e. overall institutional results combined); and
6. To compare results of this survey with previous iterations and discuss historical trends.

This Comprehensive Report provides detailed analysis and research findings for all aspects of the study conducted among the 2016/2017 apprenticeship graduating class. It includes a comparison of the 2007/2008, 2009/2010, 2011/2012, 2014/2015 and 2016/2017 survey results to determine if there have been shifts in the perceptions and opinions of apprenticeship graduates over time, and also includes comparisons among the 2016/2017 graduates between the various trade or trade groups, and region of Alberta. Specifically, the primary topics of focus for this report include:

- Graduate satisfaction with on-the-job training;
- Graduate satisfaction with technical training;
- Graduate satisfaction with the administration of the Alberta apprenticeship program;
- Experiences of graduates in obtaining funding for attending technical training;
- Labour market experiences of graduates;
- Graduate perceptions of successful completion of their Alberta apprenticeship program; and
- Assessment of new issues impacting apprenticeship.

Additionally, this report summarizes the research methodology and procedures used for this research.

1.2 Methodology

To maintain continuity, the methodology used in the 2018 study was similar to the approach used in conducting the previous surveys. As with those surveys, AIT was responsible for the design of the research methodology and the development of the survey instrument. The last graduate survey was conducted in 2015. In consultation with the client, the survey instrument utilized in the 2015 study was reviewed and modifications were incorporated into the 2018 survey design. Advanis programmed the survey on their multi-modal platform that included identical surveys offered on the phone and online.

Similar to the previous apprenticeship graduate surveys, AIT provided Advanis with an exhaustive and mutually exclusive sample frame of graduates for the 2016/2017 academic year. A census was deployed for all sample included in the population file. A total of 9,424 apprenticeship graduates were included in the census. This census spanned across two cohorts:

- Cohort 1
    - Definition: Graduates who completed both their technical training and on-the-job training requirements in 2016/2017.
    - Population size: 5,470
    - Minimum response rate required: 60%
    - Minimum completed interview target: 3,282

  - Completed interviews: 3,101
- Cohort 2:
  - Definition: Graduates who completed their technical training prior to the 2016/2017 academic year or who were not required to take any technical training during their apprenticeship.
  - Population size: 3,954
  - Minimum response rate required: 50%
  - Minimum completed interviews target: 1,977
  - Completed interviews: 2,071

The data collection phase of this study was conducted between November 27, 2017 and February 1, 2018. During this time, Advanis contacted apprenticeship graduates via email and phone to recruit them to complete the survey (either online or over the phone) and administer the survey among those who agreed to participate. Advanis conducted 2,532 telephone interviews and collected 2,640 web surveys for a total of 5,172 surveys with graduates of the apprenticeship program.

It should be noted that for the survey among 2014/2015 graduates, respondents were first contacted via phone and that email invitations to the online survey were used as a follow-up method among those that were not reached via phone. For the survey among 2016/2017 graduates, email invitations to the online survey were sent out as the initial method of contact to first allow graduates to complete the survey at their own convenience, particularly given the length of the survey. As a result of this approach, more 2016/2017 graduates completed the survey online (51%) compared to 2014/2015 graduates (21%). Differences in responses to the KPI questions have been analyzed between the two modes of survey completion, and while graduates completing online tend to rate their satisfaction with various elements slightly lower than those graduates completing over the phone, the differences in results year over year cannot be entirely contributed to this effect. Further details on the differences in satisfaction by mode are provided in Appendix A.

Further details on the Methodology are included in Appendix A.

1.3 Analysis and Reporting

1.3.1 Analysis

Data analysis included cross-tabulations, whereby the frequency and percentage distribution of the results for each question were broken down by survey year as well as by region of the province and trade or trade group. Appendix C of this report provides a complete listing of specific trades comprising each of the six trade groupings.

It is important to note that for each question, respondents who answered “don’t know” or provided no response are included in the overall calculation, consistent with previous analysis. Where “don’t know” is included in the overall calculation, it represents a valid response choice and is included in the calculation.

For the analysis it can be assumed that where it does not indicate that don't knows are excluded, then they are included in the calculation.

All results reflect unweighted tabulations. Identical to previous survey years, statistical weighting was not applied to the survey findings.

Statistical analysis included confidence intervals to determine if there were significant differences in responses between survey years. Changes between 2018 and each of the previous survey years have been highlighted in this report; changes between previous survey years have also been included. Statistical significance for each pairwise survey year is reported within the most recent year's column to show test results compared to all previous years. That is, a significance indicator of "1" means that the result is statistically significant from the result provided one survey iteration prior; a significance indicator of "2" represents a statistically significant difference from the result provided two survey iterations prior; and so on. Results are reported as statistically significant at the 95% confidence level. That is to say, differences in results have been flagged in cases where we can say with 95% certainty that there has been a difference in graduate opinion between 2018 and any previous survey year. The reader should note, when reading the report that the term significant refers to "statistical significance".

Significance Indicator	Meaning
1	Result is statistically significant from the result provided **one** survey iteration prior at the 95% confidence level
2	Result is statistically significant from the result provided **two** survey iterations prior at the 95% confidence level
3	Result is statistically significant from the result provided **three** survey iterations prior at the 95% confidence level
4	Result is statistically significant from the result provided **four** survey iterations prior at the 95% confidence level

Statistical analysis was also conducted to determine if there were significant differences in the number of respondents that indicated they were "very satisfied" or the uppermost score on the four-point scale. Again, significant changes between survey years have been highlighted in this report.

When reporting results with a base size of 50 or less, results have been footnoted with the applicable 95% confidence interval to indicate their relatively lower reliability.

As determined in consultation with AE, Advanis created new coding guides for the open-ended responses this year with broader themes than had been presented in the past in order to be able to derive more actionable and informative insights from these responses. As such, comparison of themes among open-ended responses to previous survey years has not been conducted.

1.3.2 Reporting

This Comprehensive Report provides a detailed description of the tabulations of the survey questions administered among the 2016/2017 Alberta apprenticeship graduates, and includes a comparative analysis of the 2007/2008, 2009/2010, 2011/2012, 2014/2015, and 2016/2017 graduate satisfaction results where applicable. It is important to note that any discrepancies between charts, graphs or tables are due to rounding of the numbers.

Tabulations of the detailed data tables for the key performance indicators have been provided under separate cover as well. Appendix B of this report presents the detailed tabulations for the five questions related to the key performance indicators, and includes results from the 2007/2008, 2009/2010, 2011/2012, 2014/2015, and 2016/2017 graduate year surveys.

2 Summary

On the whole, 2016/2017 graduates of apprenticeship training in Alberta are highly satisfied with their experiences in their programs and various components of their technical and on-the-job training. Most graduates are employed and working in their trade, though earnings have decreased in recent survey years.

While the majority of the performance metrics pertaining to on-the-job and technical training remain high, there has been a consistent decrease in scores since their peak among the 2011/2012 graduating class, in some cases returning to or falling below 2007/2008 graduates' scores. This holds true for combined very + somewhat satisfied scores, but especially when looking at very satisfied scores, which saw a drastic increase between the 2009/2010 graduating class and the 2011/2012 graduating class.

A large majority (90%) of graduates from the 2016/2017 class would still have chosen to become an apprentice today based on their experiences with the Alberta apprenticeship program; while still a high percentage, this is the lowest proportion of graduates saying so over the five survey years starting with the 2007/2008 graduating class. Eleven percent (11%) of graduates from the 2016/2017 graduating class are currently not employed but are looking for work; the highest percentage over the five survey years starting with the 2007/2008 graduates. Among the most recent graduates, nearly one-fifth (19%) are looking for any kind of work at all, regardless of whether it is related to their apprenticeship training. This trend indicates that it may be a tougher market for apprenticeship graduates today than it has been in previous years.

Among the top 10 largest trades from the 2016/2017 graduating class, hairstylists are substantially less likely to indicate that they would choose to become an apprentice again, at 77%.

A large part of the apprenticeship program is on-the-job training. While overall quality of on-the-job training remains high (89% of graduates are either very or somewhat satisfied) this is the lowest score over the five survey years starting with the 2007/2008 graduating class for this experience. Declining scores can be observed across each of the trade groups. When evaluating various aspects of their on-the-job training, graduates are least satisfied with the on-job-training preparing them for the provincial apprenticeship exams; only 29% of graduates state they are very satisfied and 69% state they are somewhat or very satisfied with this element. Additionally, employers need to be encouraged to provide apprentices with as wide a variety of skills and tasks as they are able to provide, since this is the most frequently mentioned additional reason for dissatisfaction among graduates (mentioned by 37%).

In addition to on-the-job training, the majority of graduates also experience technical training as part of their apprenticeship program. Satisfaction with the overall quality of technical training is again high among 2016/2017 graduates (93%) and is on par with the combined very and somewhat satisfied score from 2014/2015 graduates (94%) although the proportion of very satisfied respondents has decreased from 65% to 60% for 2016/2017 graduates. Graduates are generally very satisfied with their instructors, but indicate there is room for improvement with training practices being up-to-date and practical activities in the shop or lab reflecting the competencies needed to work in the trade (in addition to

scoring lowest on the satisfaction scale for specific elements, these were also frequently mentioned in the open-end response question about reasons for dissatisfaction). Investigation into the specifics of these gaps that apprentices are experiencing would help to improve the technical training aspect overall. This holds true in particular for the Electrical trade group, where only 69% of graduates report being satisfied with the practical activities in the shop or lab reflecting the competencies they need to work in the trade. Individual learning modules (ILMs) warrant some attention as well: only just over one-third (35%) of 2016/2017 graduates are very satisfied with the ILMs overall and graduates report content being not being relevant and/or outdated as well errors such as typos, wrong answers, inaccurate information, and contradictions as inhibiting their learning experiences.

Overall, graduates who have contact with Client Services staff are highly satisfied with various aspects of the service received from staff; over half of graduates rate each aspect of the service received as very satisfied.

The percentage of graduates from 2016/2017 who are currently employed is on par (at 85%) with the 2014/2015 graduating class (at 86%) after a significant decrease from the 2011/2012 graduating class (at 94%). Employment levels vary by region (from 92% in the Northwest region to 83% in the Urban region) and by trade group (from 95% in the Vehicle trade group to 78% in the Metal trade group). Although average gross monthly income has decreased ($6,800 compared to $7,700 for 2014/2015 graduates), the average number of hours worked in a week has increased to 50.2 hours (compared to 49.3 hours for graduates in 2014/2015) returning to a similar level of 50.4 hours for graduates in 2011/2012.

Many graduates apply for some type of funding to help out financially with their apprenticeship program when they take technical training. The majority of 2016/2017 graduates applied for employment insurance (86% of those who were aware of EI, which is a small increase from 82% among 2014/2015 graduates) and government grants (78% of those who were aware of these grants, on par with 79% in the previous survey year). Nearly all (97%) graduates who apply for employment insurance receive it and most graduates applying for government grants receive those (at 89%). Research into the awareness of monetary awards (68%) and scholarships (74%) could determine if more apprentices can access these types of financial aid. Over one-third (34%) of graduates experienced an issue while applying for or receiving employment insurance among the 2016/2017 graduating class, mostly because it took too long to get the cheque (mentioned by 64% who experienced an issue).

In addition to these government and institutional financial aids, the majority of graduates (82%) used personal savings to help finance their technical training. Just over one-quarter (27%) of 2016/2017 graduates had their employer pay for their tuition, and only 15% of graduates received wages from their employer while attending technical training; a slight decrease from 18% among 2014/2015 graduates. An increasing number of graduates have been delaying technical training at some point during their apprenticeship, with 40% of the 2016/2017 graduating class having done so; half of these graduates state a lack of financial resources as the reason. Financial challenges are also the most frequently mentioned (by 30%) when graduates are asked for the biggest challenge faced during their apprenticeship and financial assistance is mentioned most frequently (by 26%) when asked what would

have helped them complete their apprenticeship sooner. These findings suggest that there may be some room to increase the level of awareness among apprentices of the various types of financial assistance available. It is also noteworthy that having support from employers to attend technical training is important to helping apprentices successfully complete their programs and being able to do so without needing to delay their technical training.

Though finances play a significant role in the experiences of graduates in their apprenticeship program, they are not the whole story; when asked open-ended what factors or supports were most effective in terms of helping to complete their apprenticeship, graduates mentioned a wide variety of factors, including instructors (20%) and good personal habits (20%) in addition to financial assistance (17%), which provides evidence of needing a well-rounded environment in order to be successful. When asked to rate the importance of various specific factors leading to successful completion of apprenticeship training, hard work is considered the most important factor (92% top-2 importance rating), followed closely by having hands-on experience that relates to the technical training from the classroom (90% top-2 importance rating). Providing apprentices with an encouraging and positive environment to help them focus on their studies and providing them with exposure to a wide a variety of skills and tasks are paramount to their successful completion of the program.

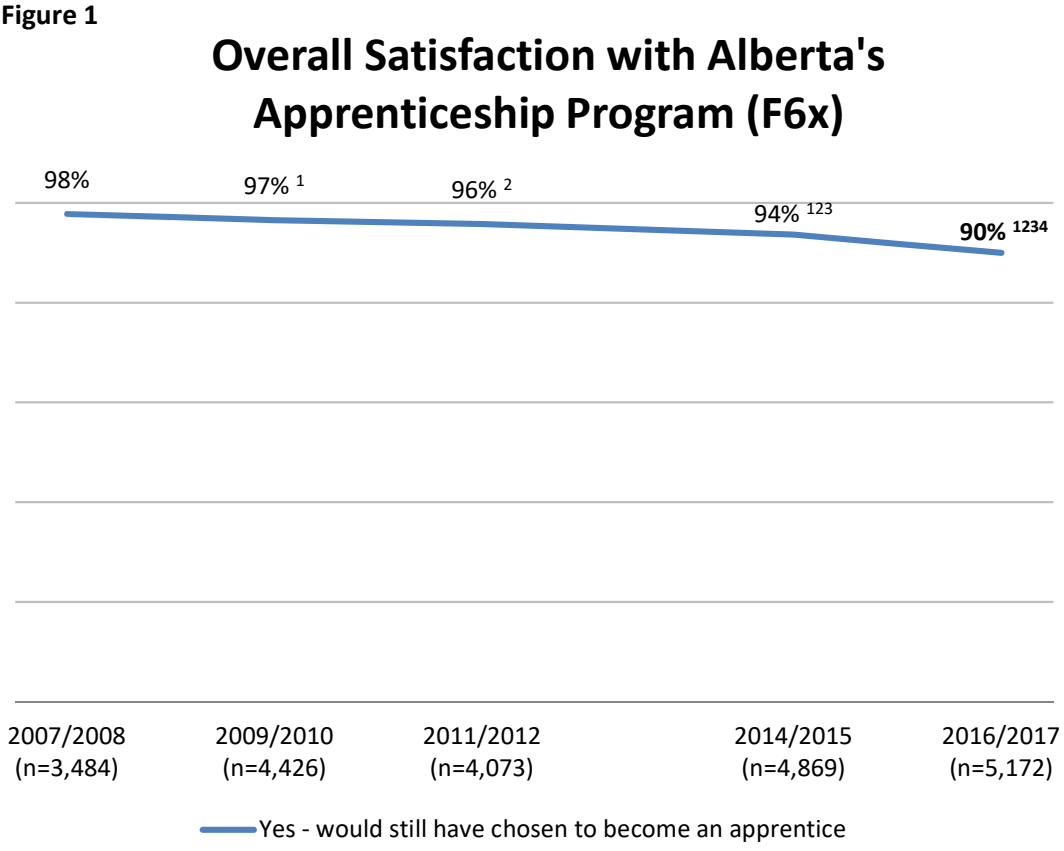
3 Detailed Findings of Key Performance Indicators

3.1 Overall Satisfaction

Overall satisfaction with Alberta's apprenticeship program is reflected in graduates' opinion of whether or not they would still have chosen to become an apprentice based on their experiences with the Alberta apprenticeship program.

As illustrated in Figure 1 below, overall satisfaction remains high overall, despite declining in recent years: 90% of 2016/2017 graduates indicate that they would still have chosen to become an apprentice after their experience with the Alberta apprenticeship program.

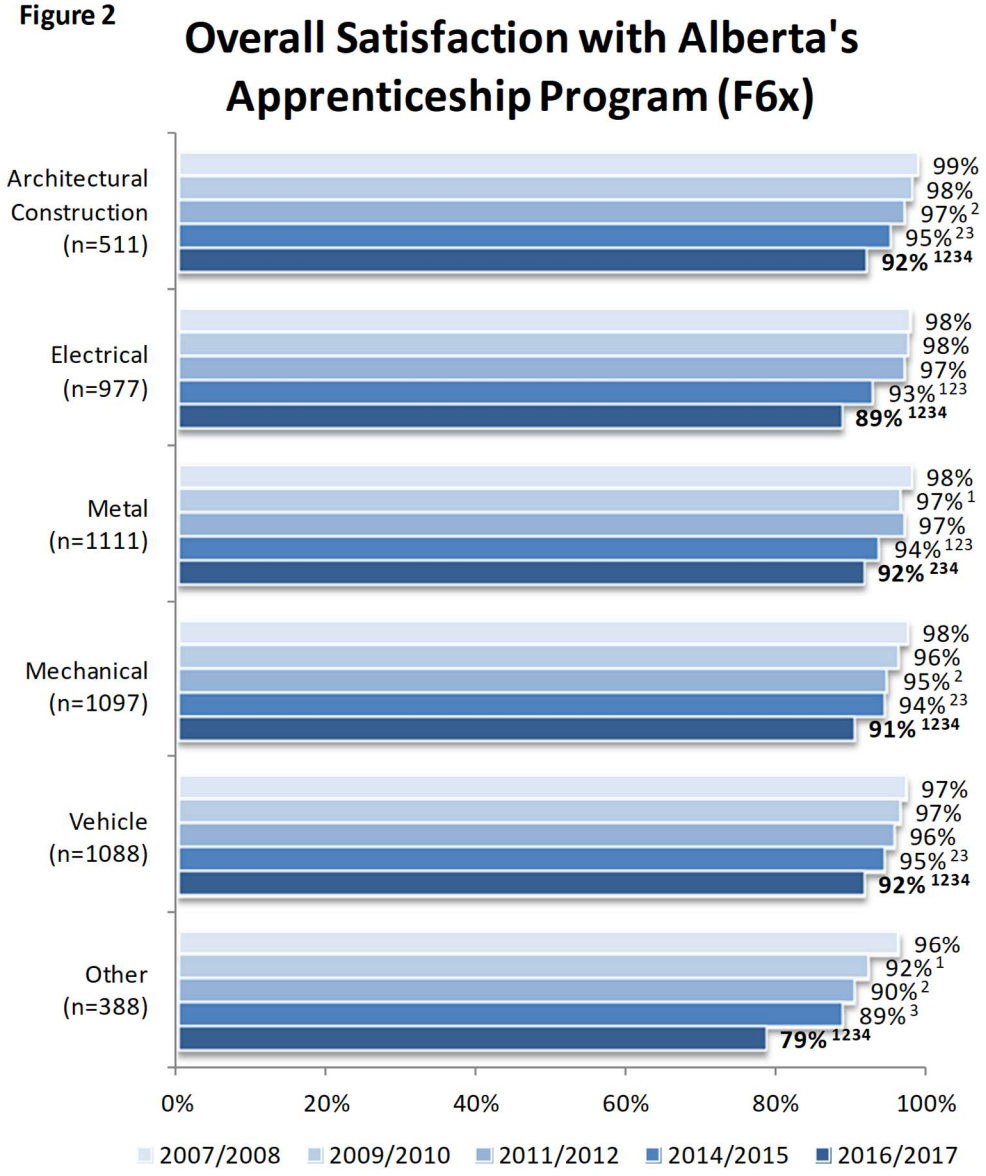
Figure 1



Superscripts indicate significance at the 95% confidence level. See page 7.

Overall satisfaction with the apprenticeship program by trade group is presented in Figure 2. The percentage of graduates that would still choose to become an apprentice continues to be very high for each of the trade groups, however, it has steadily declined in each trade group over the four survey years since the 2007/2008 graduating class. Apprentices in the Other trade group have seen the largest decrease from 89% for 2014/2015 graduates to 79% for 2016/2017 graduates.

Figure 2



Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.

Table 1 presents the proportion of graduates who would choose to become an apprentice again for the top 10 largest trades from the 2016/2017 graduating class. Results for each trade remain steady compared to the 2014/2015 graduating class or have declined since then. Heavy equipment technicians and industrial mechanics (millwrights) have the highest likelihood to still pursue this career path at 95% each. Hairstylists report the largest decrease in overall satisfaction from 87% among 2014/2015 graduates to 77% among 2016/2017 graduates.

Table 1

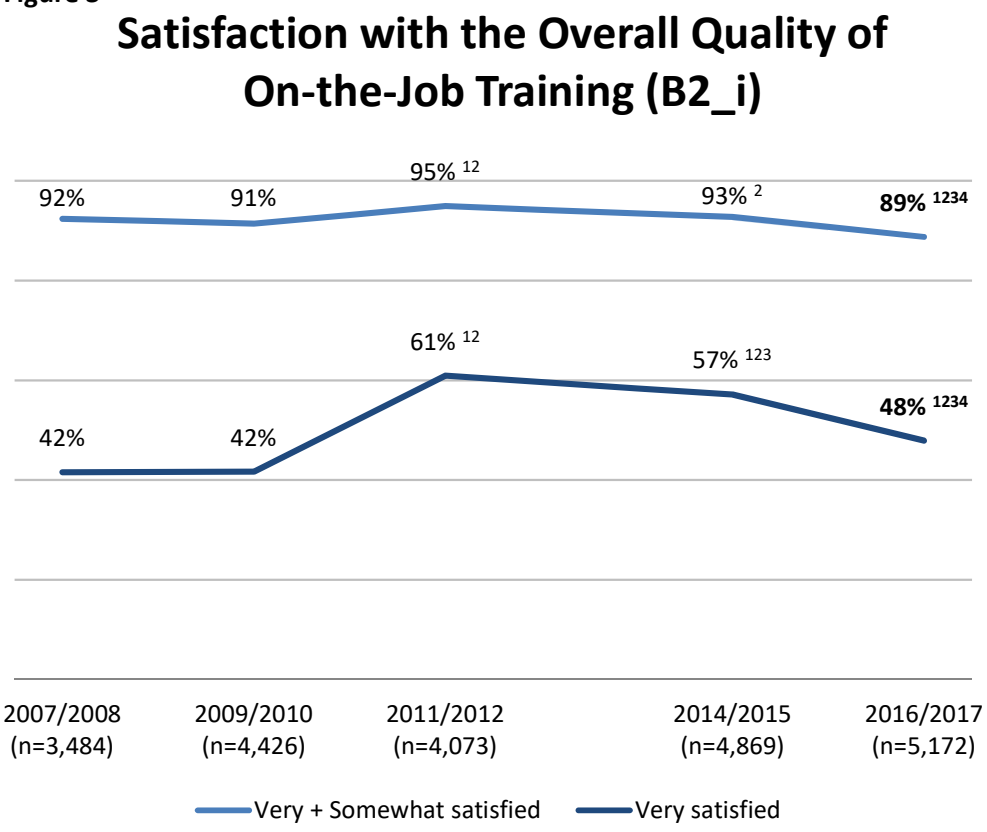
Overall Satisfaction with Alberta's Apprenticeship Program (F6x) by Top 10 Trades in 2016/2017	% Yes by Survey Year				
	2007/2008 (n=3484)	2009/2010 (n=4426)	2011/2012 (n=4073)	2014/2015 (n=4869)	2016/2017 (n=5172)
Electrician (2016/2017 n=839)	98%	98%	97%	92% [123]	88% [1234]
Welder (2016/2017 n=662)	98%	96%	97%	95% [13]	91% [1234]
Heavy Equipment Technician (2016/2017 n=631)	98%	98%	96%	95% [3]	95% [34]
Steamfitter-Pipefitter (2016/2017 n=398)	97%	96%	93%	93%	90% [34]
Industrial Mechanic (Millwright) (2016/2017 n=260)	98%	98%	99%	95% [1]	95% [23]
Hairstylist (2016/2017 n=236)	95%	91% [1]	90% [2]	87% [3]	77% [1234]
Crane and Hoisting Equipment Operator (2016/2017 n=226)	99%	98%	97%	96%	93% [34]
Automotive Service Technician (2016/2017 n=225)	97%	94%	94%	92% [3]	86% [1234]
Plumber (2016/2017 n=223)	98%	96%	95%	95% [3]	90% [234]
Carpenter (2016/2017 n=208)	99%	98%	98%	93% [123]	91% [234]
Total	98%	97% [1]	96% [2]	94% [123]	90% [1234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

3.2 Satisfaction with On-the-Job Training

Graduates were asked to rate their level of satisfaction with the overall quality of their on-the-job training. While a strong majority of graduates are somewhat or very satisfied (89%), this is the lowest rating among the five most recent survey iterations (starting with the 2007/2008 graduating class), and is significantly lower than each of the previous five graduating classes. As depicted in Figure 3 below, satisfaction with on-the-job training peaked with the 2011/2012 graduating class at 95%, and has dropped off among the 2016/2017 graduates. The top rating ("very satisfied") follows a similar trend; fewer than half of 2016/2017 graduates (48%) mention that they are very satisfied with their on-the-job training experience (down from 57% among 2014/2015 graduates).

Figure 3

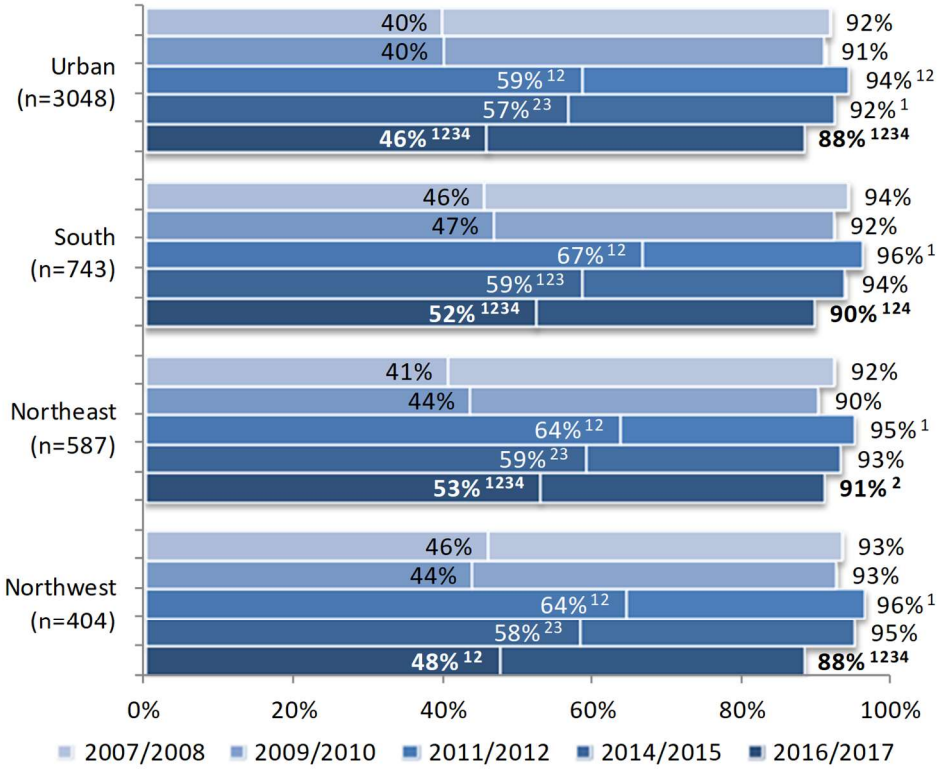


Superscripts indicate significance at the 95% confidence level. See page 7.

Similar trends are seen among each of the four regions of Alberta with respect to the overall quality of on-the-job training, as seen in Figure 4. Both the very + somewhat satisfied scores (graduates selecting either somewhat or very satisfied) and the very satisfied score have been decreasing since the 2011/2012 graduating class, where scores were highest among the five most recent survey iterations (starting with the 2007/2008 graduating class). Graduates from the South and Northeast regions are slightly more satisfied than those from the Urban and Northwest regions.

Figure 4

Satisfaction with the Overall Quality of On-the-Job Training (B2_i)

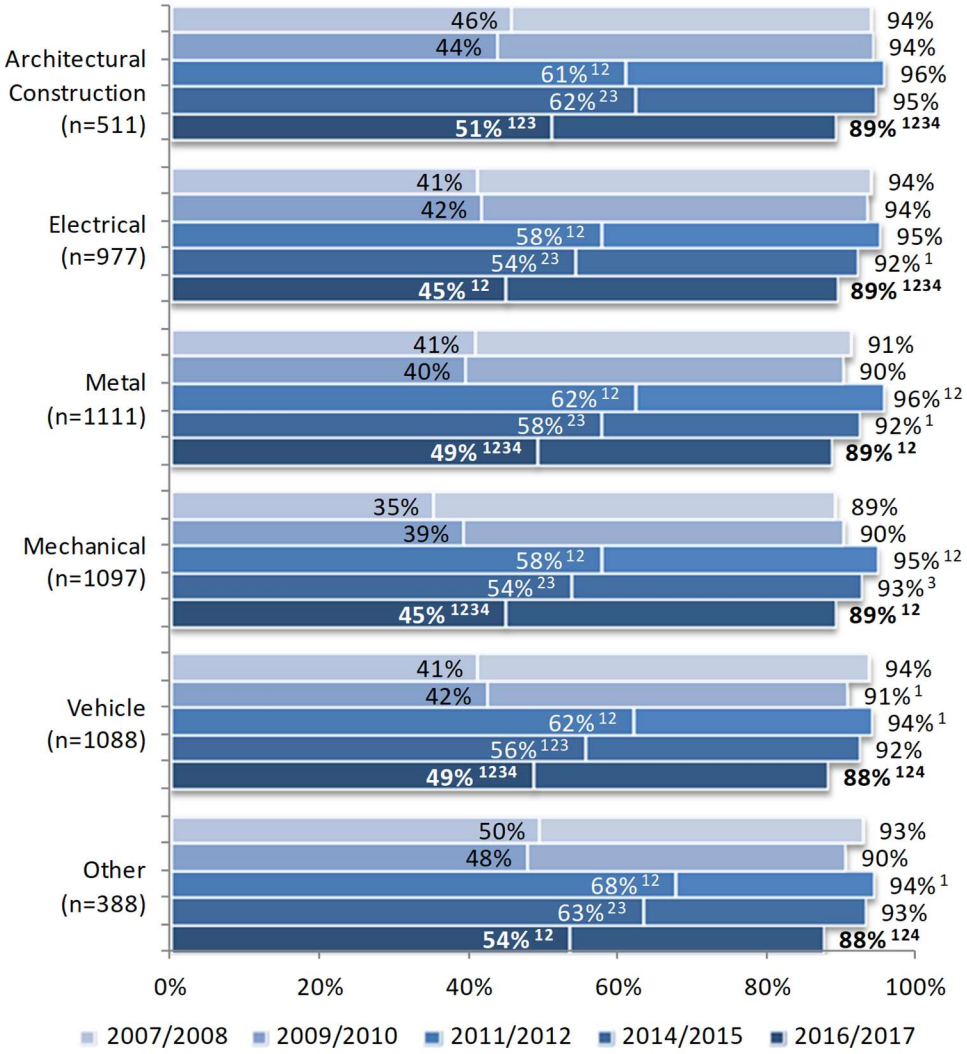


Left-most bar indicates the very satisfied score; full bar indicates overall (very+somewhat) score.
Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.
Calgary and Edmonton offices make up the Urban region.
Lethbridge, Medicine Hat and Red Deer offices make up the South region.
Bonnyville, Fort McMurray, Vermillion and Slave Lake offices make up the Northeast region.
Grande Prairie, Hinton and Peace River offices make up the Northwest region.

Figure 5 also illustrates a similar pattern: satisfaction with overall quality of on-the-job training for each of the six trade groups has dropped to just below 90% among the 2016/2017 graduating class, which is the lowest over the five survey years starting with the 2007/2008 graduating class for each trade group. Only Other (54%) and Architectural Construction (51%) now have a slim majority of graduates stating they are very satisfied with their on-the-job training.

Figure 5

Satisfaction with the Overall Quality of On-the-Job Training (B2_i)



Left-most bar indicates the very satisfied score; full bar indicates overall (very+somewhat) score.
Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.

Among the top 10 trades by number of graduates in 2016/2017, satisfaction with overall quality of on-the-job training is consistently high with the very + somewhat score ranging from 86% (hairstylist and automotive service technician) to 90% (steamfitter-pipefitter and carpenter), despite decreases in scores across trades compared to 2014/2015 graduates with the exception of the steamfitter-pipefitter, hairstylist, and carpenter trades. Table 2 details these results.

Table 2

Satisfaction with Overall Quality On-the-Job Training (B2_i) by Top 10 Trades in 2016/2017				
	Satisfaction by Survey Year			
	2014/2015 (n=4869)		2016/2017 (n=5172)	
	Very	Very + Somewhat	Very	Very + Somewhat
Electrician (2016/2017 n=839)	53%	92%	43% [1]	89% [1]
Welder (2016/2017 n=662)	59%	92%	52% [1]	88% [1]
Heavy Equipment Technician (2016/2017 n=631)	51%	92%	48%	89% [1]
Steamfitter-Pipefitter (2016/2017 n=398)	42%	91%	41%	90%
Industrial Mechanic (Millwright) (2016/2017 n=260)	47%	94%	42%	88% [1]
Hairstylist (2016/2017 n=236)	60%	92%	58%	86%
Crane and Hoisting Equipment Operator (2016/2017 n=226)	64%	95%	54% [1]	88% [1]
Automotive Service Technician (2016/2017 n=225)	64%	94%	51% [1]	86% [1]
Plumber (2016/2017 n=223)	63%	94%	47% [1]	87% [1]
Carpenter (2016/2017 n=208)	58%	93%	48% [1]	90%
Total	57%	93%	48% [1]	89% [1]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

3.2.1 Satisfaction with Aspects of On-the-Job Training

With regards to particular aspects of on-the-job training, 2016/2017 graduates are generally highly satisfied. As seen in Figure 6, graduates are most satisfied with learning skills needed in the trade (90%), adequacy of equipment and facilities (89%), and the expertise of their supervising journeyperson (89%). Graduates are least satisfied with on-the-job training preparing them for the provincial apprenticeship exams, with 29% stating they are very satisfied and 69% stating they are somewhat or very satisfied with this element.

Figure 6 Satisfaction with On-the-Job Training (B2)

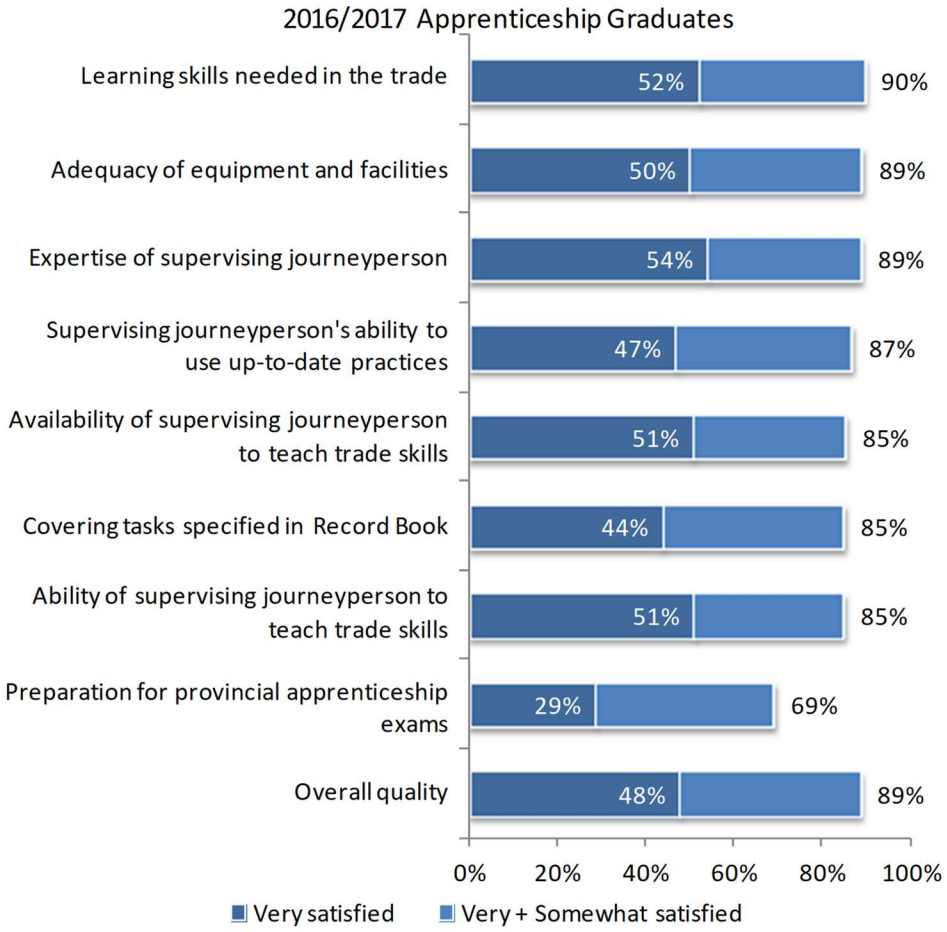


Table 3 illustrates the trend of graduates being very satisfied with the various aspects of on-the-job training. Nearly all aspects have been steadily declining on the very satisfied score since reaching a peak two survey years ago among the 2011/2012 graduating class. Fewer than half of the 2016/2017 graduates are very satisfied with preparation for provincial apprenticeship exams (29%), covering tasks specified in the Record Book (44%), the ability of the supervising journeyperson to use up-to-date practices (47%) and the overall quality (48%).

Table 3

Satisfaction with Attributes of On-the-Job Training (B2)	%Very Satisfied by Survey Year				
	2007/2008 (n=3484)	2009/2010 (n=4426)	2011/2012 (n=4073)	2014/2015 (n=4869)	2016/2017 (n=5172)
Learning skills needed in the trade	46%	47%	62% [12]	60% [123]	52% [1234]
Adequacy of equipment and facilities	42%	42%	58% [12]	57% [23]	50% [1234]
Expertise of supervising journeyperson	46%	52% [1]	64% [12]	62% [123]	54% [124]
Supervising journeyperson's ability to use up-to-date practices	38%	41% [1]	58% [12]	54% [123]	47% [1234]
Availability of supervising journeyperson to teach trade skills	40%	47% [1]	61% [12]	57% [123]	51% [1234]
Covering tasks specified in Record Book	34%	38% [1]	53% [12]	49% [123]	44% [1234]
Ability of supervising journeyperson to teach trade skills	42%	48% [1]	61% [12]	59% [123]	51% [1234]
Preparation for provincial apprenticeship exams	23%	24%	40% [12]	35% [123]	29% [1234]
Overall quality	42%	42%	61% [12]	57% [123]	48% [1234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Likewise, combined very + somewhat satisfied scores have declined over the previous three survey years starting with the 2011/2012 graduating class for all elements, as seen in Table 4. The largest decrease from the 2014/2015 graduating class is satisfaction with the ability of the supervising journeyperson to teach trade skills, down from 90% among the 2014/15 graduates to 85% among the 2016/2017 graduates.

Table 4

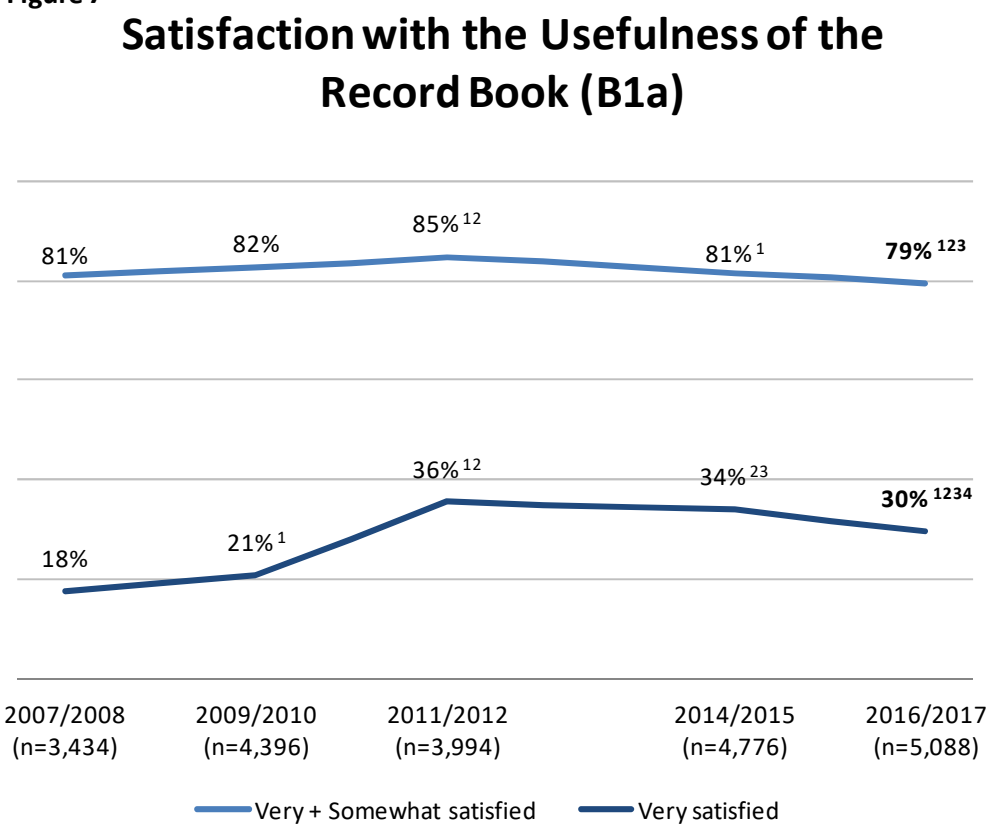
Satisfaction with Attributes of On-the-Job Training (B2) %Very+Somewhat Satisfied by Survey Year	2007/2008 (n=3484)	2009/2010 (n=4426)	2011/2012 (n=4073)	2014/2015 (n=4869)	2016/2017 (n=5172)
Learning skills needed in the trade	92%	91%	94% [12]	93% [12]	90% [1234]
Adequacy of equipment and facilities	91%	89%	94% [12]	92% [123]	89% [124]
Expertise of supervising journeyperson	89%	90%	94% [12]	92% [123]	89% [12]
Supervising journeyperson's ability to use up-to-date practices	89%	88%	93% [12]	91% [123]	87% [1234]
Availability of supervising journeyperson to teach trade skills	85%	86% [1]	92% [12]	89% [123]	85% [12]
Covering tasks specified in Record Book	85%	86%	90% [12]	87% [13]	85% [12]
Ability of supervising journeyperson to teach trade skills	87%	89% [1]	93% [12]	90% [123]	85% [1234]
Preparation for provincial apprenticeship exams	69%	67% [1]	78% [12]	74% [123]	69% [123]
Overall quality	92%	91%	95% [12]	93% [12]	89% [1234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

3.2.2 Satisfaction with the Record Book

Identical to the two previous survey years of 2014/2015 and 2011/2012, 98% of 2016/2017 apprenticeship graduates had a Record Book for their apprenticeship training. Figure 7 illustrates the satisfaction of those with a Record Book in regards to its usefulness. A small decline from the three previous survey years starting with the 2011/2012 graduating class, 79% of 2016/2017 graduates are either very satisfied or somewhat satisfied with the usefulness of the Record Book, with 30% finding it to be very useful.

Figure 7



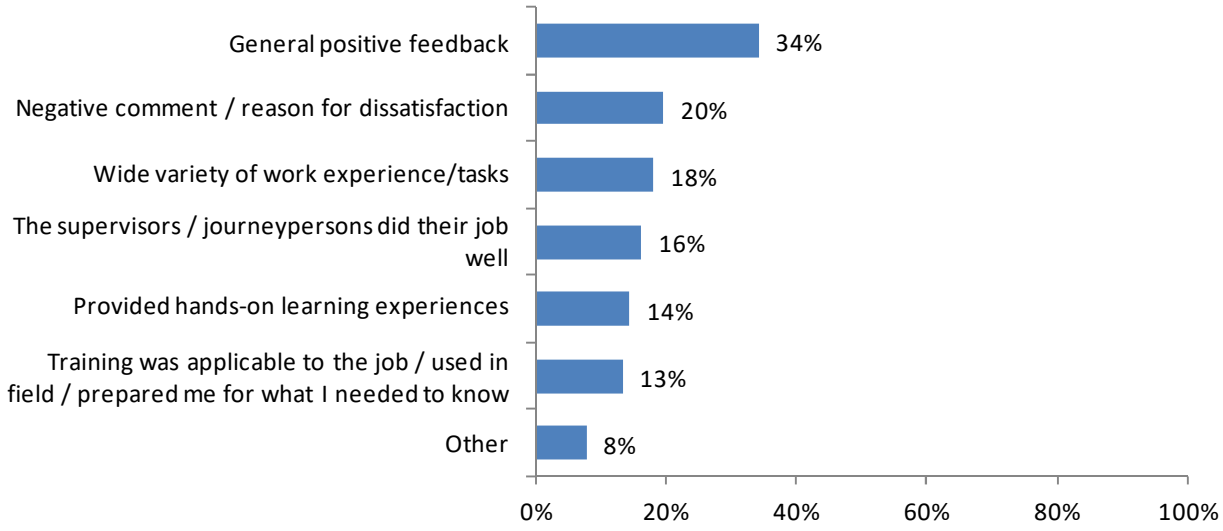
Superscripts indicate significance at the 95% confidence level. See page 7.

3.2.3 Other Reasons for Satisfaction / Dissatisfaction with On-the-Job Training

Graduates who are satisfied with at least one aspect of on-the-job training were asked about any additional reasons for their satisfaction with on-the-job training. While 75% do not have any additional reasons, Figure 8 details the responses among 2016/2017 graduates who provided an additional response. Just over one-third give general positive feedback about their training, and another 20% state a reason for dissatisfaction instead of satisfaction. Common themes for satisfaction include: the wide variety of work experience and tasks (18%), supervisors and journeypersons doing their job well (16%); the hands-on learning experiences (14%); and the applicability of the training to jobs (13%).

Figure 8

Other Reasons for Satisfaction with On-the-Job Training (B2J1)

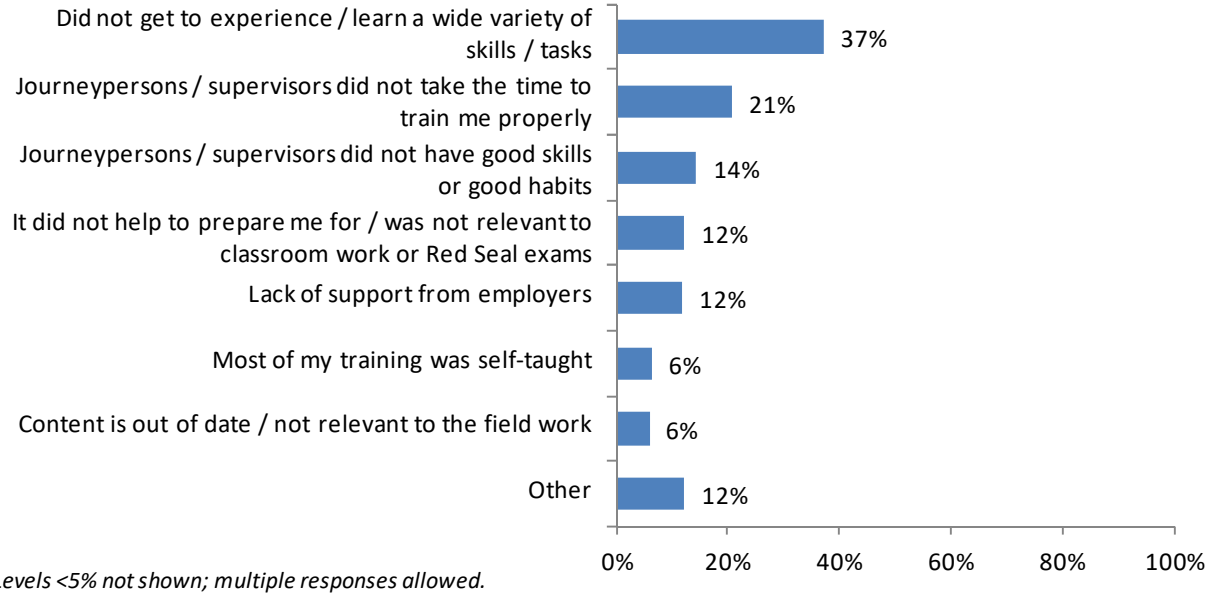


Levels <5% not shown; multiple responses allowed.
Base (n=1270) excluding "None/Nothing", "Don't know" and "Refused" response levels.

Similarly, graduates who are dissatisfied with at least one aspect of on-the-job training were asked about additional reasons for dissatisfaction and results are presented in Figure 9. Over half (53%) do not have any additional reasons. Among those who do, 37% of 2016/2017 graduates mention that they did not experience or learn a variety of skills and tasks. Additionally, 21% state that their journeypersons / supervisors did not take the time to train them properly (21%) or that the journeypersons / supervisors did not have good skills or habits (14%).

Figure 9

Other Reasons for Dissatisfaction with On-the-Job Training (B2J2)

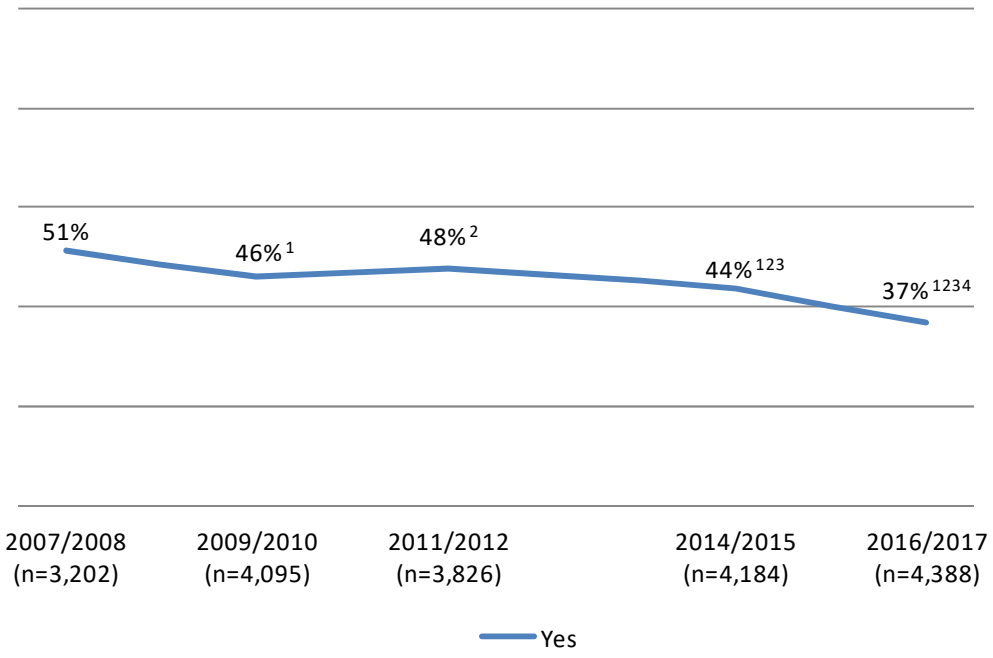


Levels <5% not shown; multiple responses allowed.
Base (n=1004) excluding "None/Nothing", "Don't know" and "Refused" response levels.

Providing on-the-job training to registered apprentices provides an opportunity for recent graduates to pass along the skills they learned to those coming up behind them. As seen in Figure 10, 37% of graduates who are employed are currently providing on-the-job training to a registered apprentice; this is the smallest proportion of employed graduates who are doing so over the five survey years starting with the 2007/2008 graduating class survey.

Figure 10

Currently Providing On-the-Job Training to Registered Apprentices (E37)



Superscripts indicate significance at the 95% confidence level. See page 7.

3.3 Satisfaction with Technical Training

Graduates were asked which training provider they registered at and attended technical training for their apprenticeship program. If they attended more than one, they were asked to report on the last one attended. Table 5 details the counts and percentages of responses for the 2016/2017 graduating class. As expected, NAIT and SAIT represent the majority of graduates. There are some instances where graduates listed more than one training provider; they are included in the other category (see the footnote in Table 5 below). Results pertaining to technical training throughout the rest of this section have been filtered to include only graduates who have completed technical training as part of their apprenticeship program.

Table 5

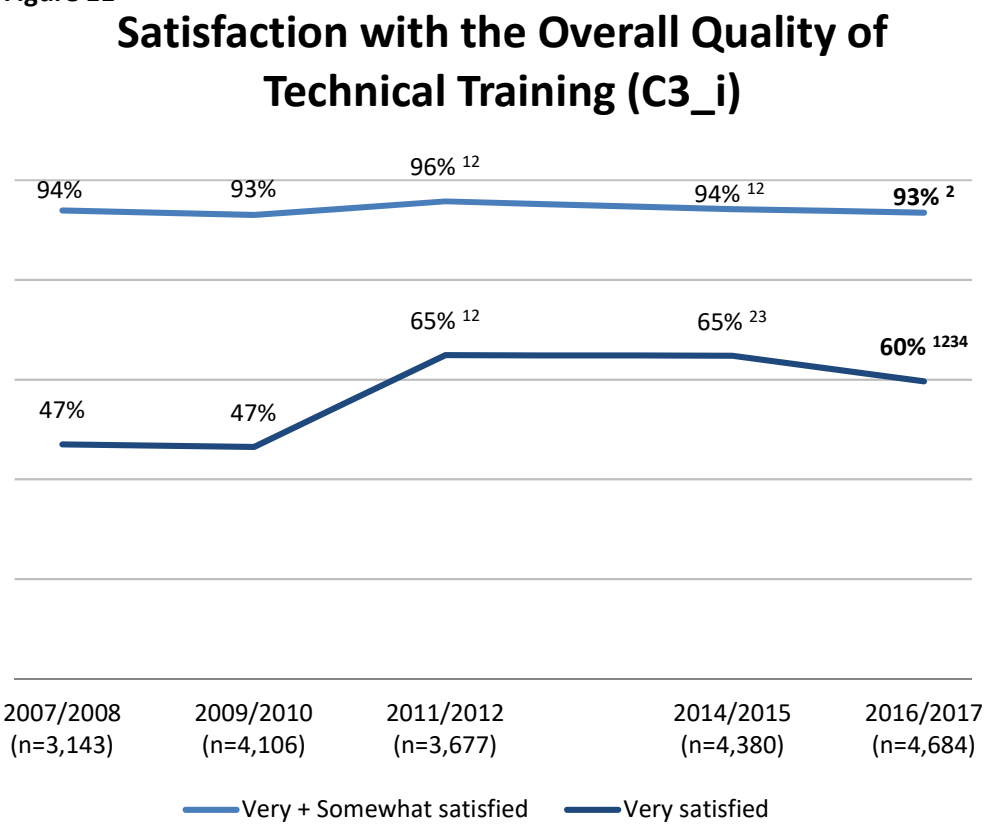
Training Provider Attended (C1)	2016/2017 (n=4684)	
	Count	Percentage
NAIT (Northern Alberta Institute of Technology)	2000	43%
SAIT (Southern Alberta Institute of Technology)	1152	25%
Red Deer College	426	9%
Grand Prairie Regional College (GPRC) [Includes GPRC - Grande Prairie Campus and GPRC - Fairview Campus]	211	4%
Lakeland College	201	4%
Lethbridge College (formerly Lethbridge Community College)	135	3%
Keyano College	117	2%
Medicine Hat College	110	2%
Olds College	67	1%
Northern Lakes College	41	1%
Enform* (previously Petroleum Industry Training Service)	21	0%
Portage College	19	0%
Delmar College of Hair Design Ltd.	15	0%
MC College Group (previously Marvel Trade & Business College)	13	0%
FortisAlberta (previously Aquila Networks Canada, UtiliCorp Networks Canada & TransAlta Utilities)	6	0%
Other**	150	3%
Total	4684	100%

** Enform trains only Crane and Hoisting Equipment Operator - Wellhead Boom Truck, which is a one-year apprenticeship program.*

*** Other includes institutions or training providers not listed here and entered manually by graduates; in some cases this includes graduates who attended 2 or more training providers in this list.*

As shown in Figure 11 below, graduate satisfaction with the overall quality of their technical training remains very high at 93%. This is a slight decrease from the peak in satisfaction two survey years ago among the 2011/2012 graduates (96%) but is otherwise on par with results over the previous four survey iterations starting with the 2007/2008 graduating class. The top rating ("very satisfied") was selected by a smaller proportion of graduates in 2016/2017 compared to the two previous survey years (60% in 2016/2017 versus 65% in each of 2014/2015 and 2011/2015).

Figure 11

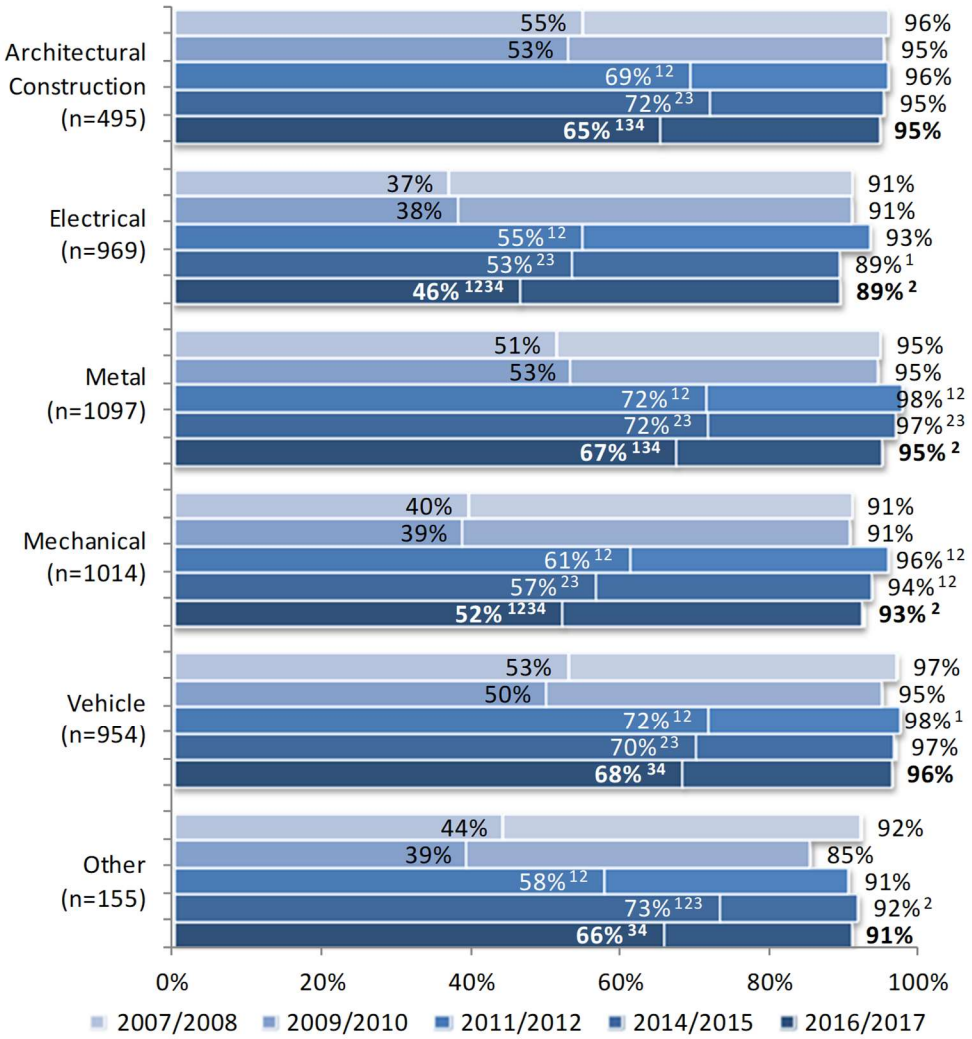


Superscripts indicate significance at the 95% confidence level. See page 7.

Figure 12 illustrates the differences in satisfaction with the overall quality of technical training by trade group. As with the aggregate, the proportion of graduates selecting either somewhat satisfied or very satisfied has remained relatively consistent compared to the 2014/2015 and 2011/2012 graduating classes for most trade groups. Graduates from the Mechanical (52%) and Electrical (46%) trades are less likely to say they are very satisfied with their technical training compared to the other trade groups.

Figure 12

Satisfaction with the Overall Quality Technical Training (C3_i)



Left-most bar indicates the very satisfied score; full bar indicates overall (very+somewhat) score.
Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.

Table 6 illustrates the satisfaction with technical training among the top 10 largest trades in the 2016/2017 graduating class. Each of the top 10 trades has a very + somewhat satisfied score on par with that from the 2014/2015 graduating class, though 2016/2017 graduates in the trades of electrician (49%), carpenter (68%) and welder (71%) all provide lower very satisfied scores compared to 2014/2015 graduates. Nearly all automotive service technicians remain somewhat or very satisfied with their technical training (99%).

Table 6

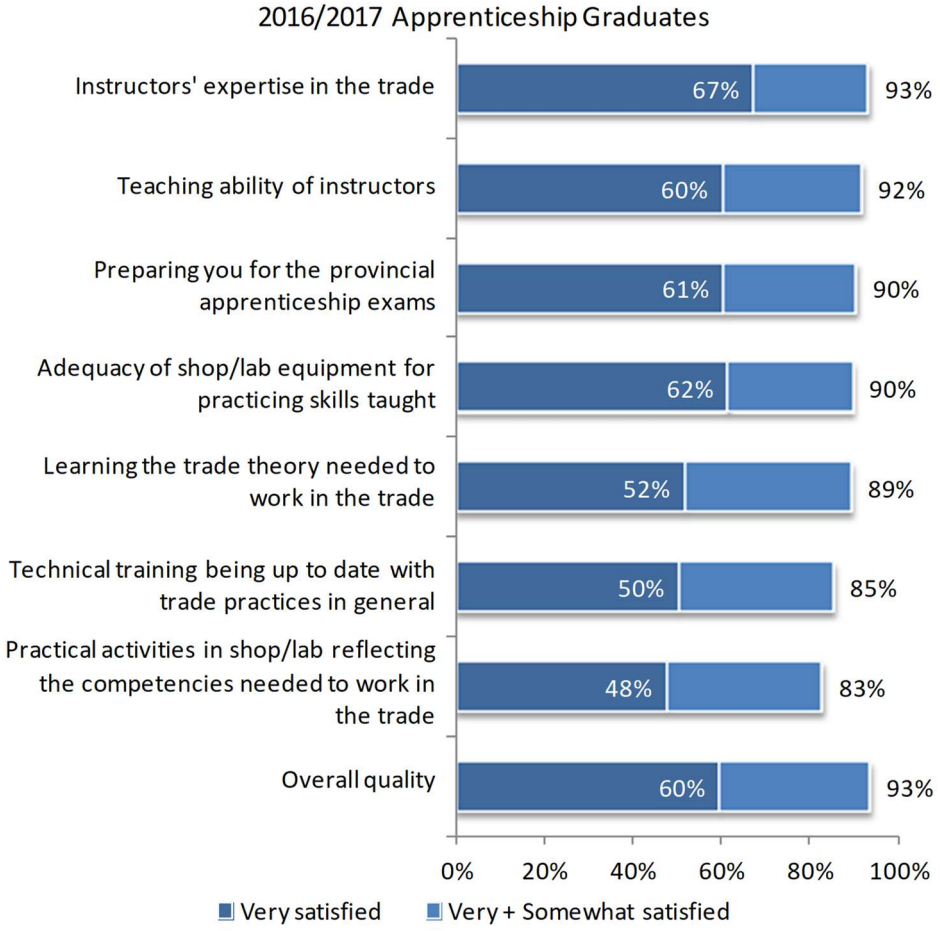
Satisfaction with Overall Quality Technical Training (C3_i) by Top 10 Trades in 2016/2017				
	Satisfaction by Survey Year			
	2014/2015 (n=4380)		2016/2017 (n=4684)	
	Very	Very + Somewhat	Very	Very + Somewhat
Electrician (2016/2017 n=834)	56%	92%	49% [1]	92%
Welder (2016/2017 n=656)	76%	97%	71% [1]	96%
Heavy Equipment Technician (2016/2017 n=536)	69%	96%	65%	96%
Steamfitter-Pipefitter (2016/2017 n=392)	56%	93%	51%	91%
Industrial Mechanic (Millwright) (2016/2017 n=253)	69%	99%	70%	98%
Hairstylist (2016/2017 n=29)	67%*	94%*	76%**	90%**
Crane and Hoisting Equipment Operator (2016/2017 n=218)	68%	94%	62%	95%
Automotive Service Technician (2016/2017 n=203)	75%	99%	73%	99%
Plumber (2016/2017 n=223)	60%	96%	54%	94%
Carpenter (2016/2017 n=207)	78%	96%	68% [1]	96%
Total	65%	94%	60% [1]	93%

Superscripts indicate significance at the 95% confidence level. See page 7.
PInk shading indicates a statistically significant decrease since the previous year; green indicates an increase.
** 2014/2015 n=33; results have a 95% confidence interval of +/- 16% (very) and +/- 8% (very+somewhat).*
*** 2016/2017 n=29; results have a 95% confidence interval of +/- 16% (very) and +/- 11% (very+somewhat).*

Graduates who took apprenticeship technical training are highly satisfied with many aspects of that training. In Figure 13, graduates from 2016/2017 are most satisfied with their instructors' expertise in the

trade (93% somewhat or very satisfied) and the teaching ability of their instructors (92% somewhat or very satisfied). There is room for improvement as only half of graduates are very satisfied with the technical training being up to date with trade practices in general, and less than half (48%) are very satisfied that the practical activities reflect the competencies needed to work in the trade.

Figure 13 Satisfaction with Technical Training (C3)



The proportion of graduates stating they are very satisfied with each of the listed attributes of technical training over the five survey years starting with the 2007/2008 graduating class is presented in Table 7. Each attribute spiked among the 2011/2012 graduating class and has been declining since that time.

Table 7

Satisfaction with Attributes of Technical Training (C3)	%Very Satisfied by Survey Year				
	2007/2008 (n=3143)	2009/2010 (n=4103)	2011/2012 (n=3677)	2014/2015 (n=4380)	2016/2017 (n=4684)
Instructors' expertise in the trade	57%	58%	68% [12]	70% [23]	67% [134]
Teaching ability of instructors	48%	49%	63% [12]	64% [23]	60% [1234]
Preparing you for the provincial apprenticeship exams	48%	48%	64% [12]	63% [23]	61% [1234]
Adequacy of shop/lab equipment for practicing skills taught	49%	52% [1]	64% [12]	64% [23]	62% [1234]
Learning the trade theory needed to work in the trade	47%	46%	60% [12]	58% [23]	52% [1234]
Technical training being up to date with trade practices in general	41%	41%	56% [12]	55% [23]	50% [1234]
Practical activities in shop/lab reflecting the competencies needed to work in the trade*	-	-	-	52%	48% [1]
Overall quality	47%	47%	65% [12]	65% [23]	60% [1234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.
** Wording changed from "Learning the hand skills you need to work in the trade" prior to 2014/2015 survey; results prior to this are not comparable.*

Similarly, Table 8 shows the combined somewhat satisfied and very satisfied scores over the last five survey years starting with the 2007/2008 graduating class for satisfaction with attributes of technical training. Satisfaction scores have declined slightly since the 2014/2015 graduating class for several of the attributes, but overall remain quite high.

Table 8

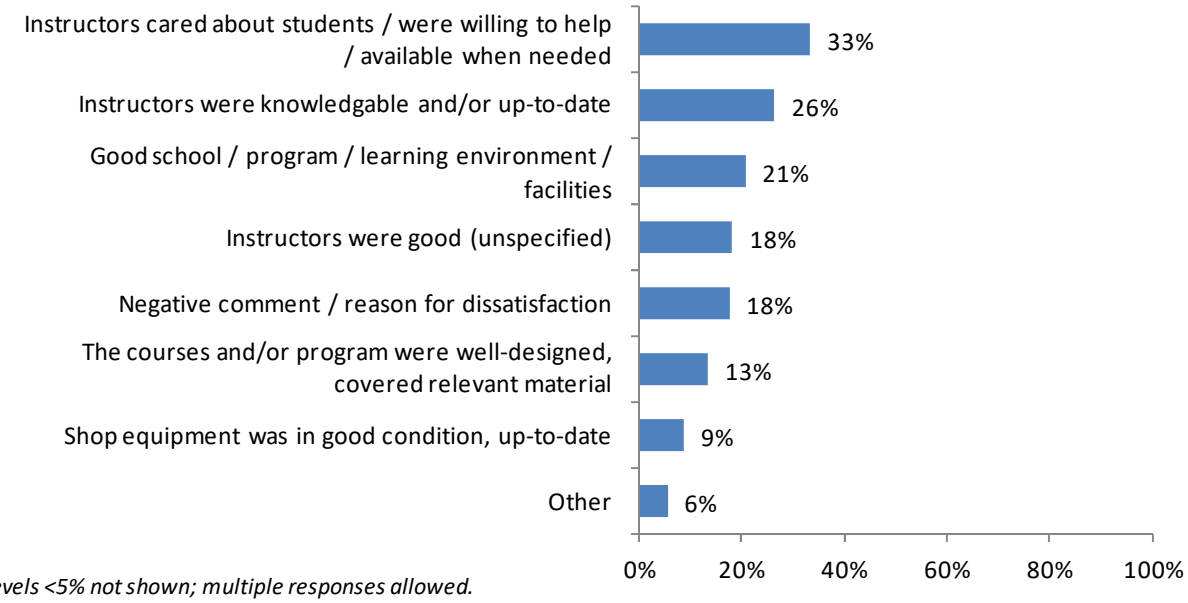
Satisfaction with Attributes of Technical Training (C3)	%Very+Somewhat Satisfied by Survey Year				
	2007/2008 (n=3143)	2009/2010 (n=4103)	2011/2012 (n=3677)	2014/2015 (n=4380)	2016/2017 (n=4684)
Instructors' expertise in the trade	93%	92% [1]	95% [2]	94% [2]	93% [2]
Teaching ability of instructors	92%	91% [1]	94% [12]	93% [12]	92% [2]
Preparing you for the provincial apprenticeship exams	91%	89% [1]	93% [12]	92% [12]	90% [123]
Adequacy of shop/lab equipment for practicing skills taught	87%	87%	91% [12]	91% [23]	90% [234]
Learning the trade theory needed to work in the trade	90%	89% [1]	93% [12]	91% [12]	89% [12]
Technical training being up to date with trade practices in general	87%	84% [1]	88% [2]	87% [2]	85% [12]
Practical activities in shop/lab reflecting the competencies needed to work in the trade*	-	-	-	86%	83% [1]
Overall quality	94%	93%	96% [12]	94% [12]	93% [2]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.
** Wording changed from "Learning the hand skills you need to work in the trade" prior to 2014/2015 survey; results prior to this are not comparable.*

As with on-the-job training, graduates were asked if they have additional reasons for satisfaction with their technical training. While 61% of 2016/2017 graduates did not have a response, Figure 14 illustrates that among those who do, common themes focus primarily on the instructors.

Figure 14

Other Reasons for Satisfaction with Technical Training (C3J1)

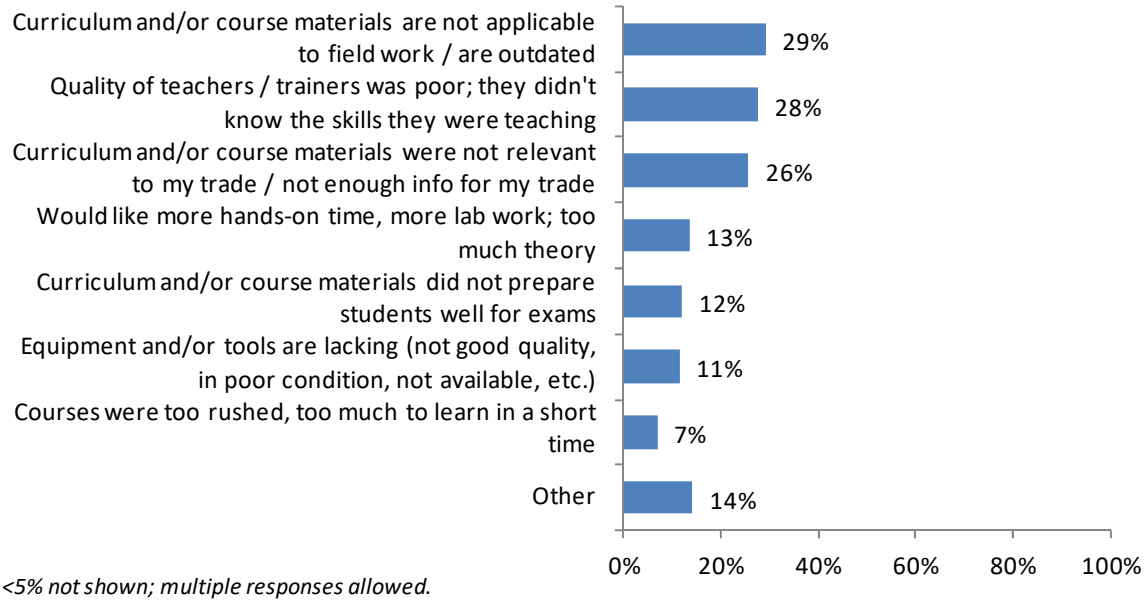


Levels <5% not shown; multiple responses allowed.
Base (n=1805) excluding "None/Nothing", "Don't know" and "Refused" response levels.

Figure 15 shows top reasons for dissatisfaction with technical training among 2016/2017 graduates, excluding the 39% who did not provide a response. The top three themes focus on the curriculum and/or course work either being outdated and not applicable to field work (29%) or not relevant to the particular trade being studied (26%), and a lack of quality among the teachers or instructors (28%).

Figure 15

Other Reasons for Dissatisfaction with Technical Training (C3J2)

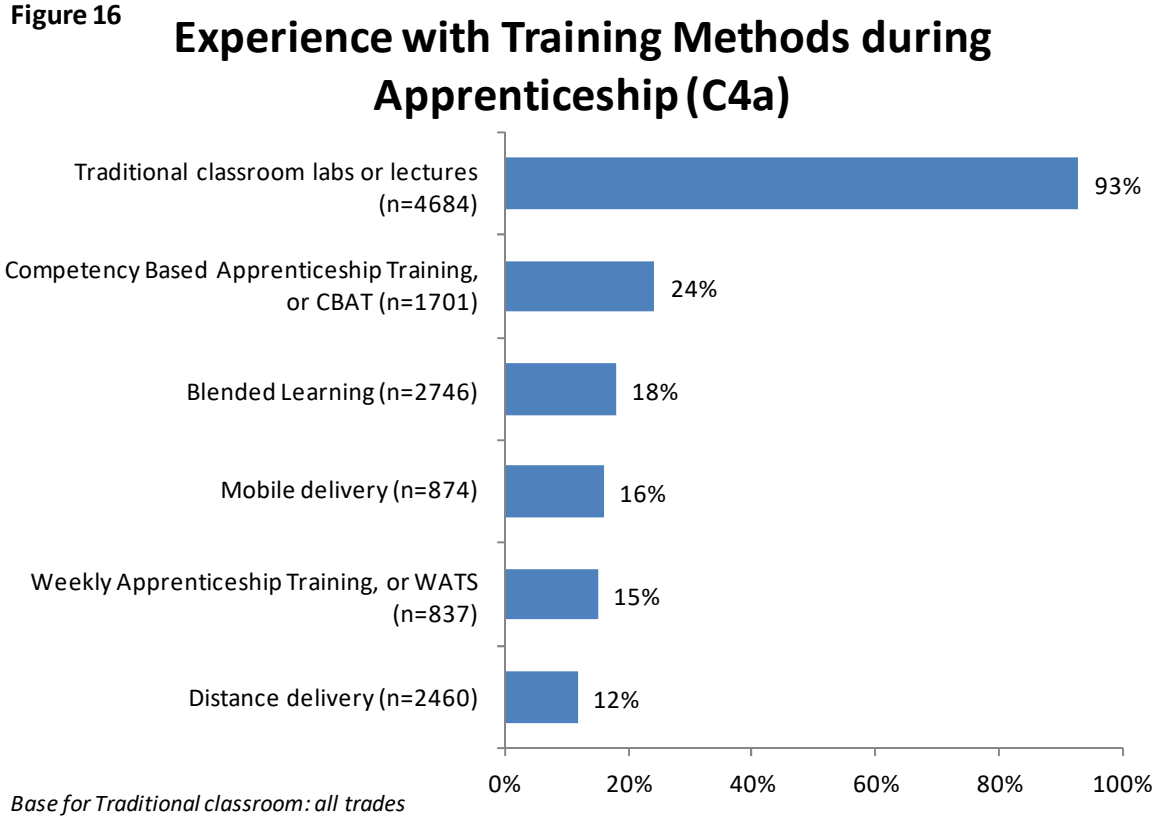


Levels <5% not shown; multiple responses allowed.
Base (n=922) excluding "None/Nothing", "Don't know" and "Refused" levels.

3.3.1 Types of Training Methods

The various types of training methods available for apprenticeship technical training are dependent on the particular trade being studied. Figure 16 below illustrates the percentage of 2016/2017 graduates who have experience with each of the types of training methods among those for whom it is available. By a large margin, traditional classroom labs or lectures are the most common training method (93%), followed by CBAT (24%).

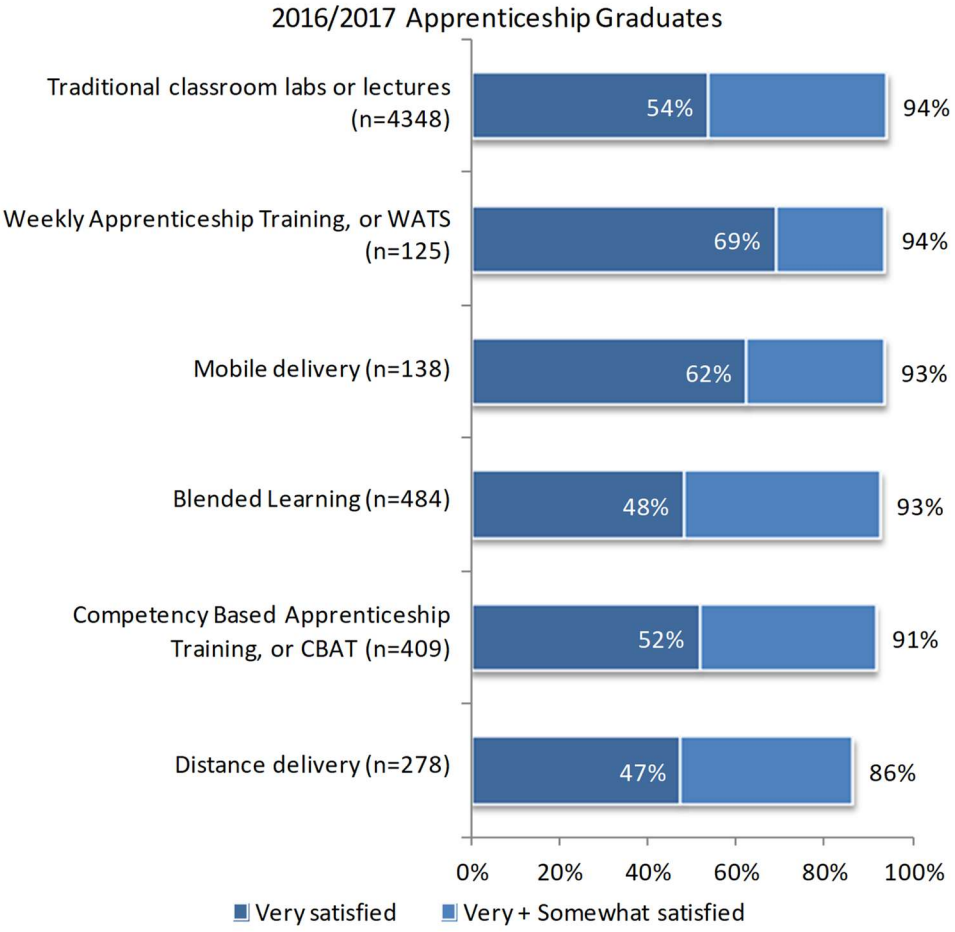
Figure 16



Base for Traditional classroom: all trades
Base for Distance Delivery: Electrician, Hairstylist, Heavy Equipment Technician, Industrial Mechanic (Millwright), Locksmith, Parts Technician, Rig Technician, Welder
Base for CBAT: Carpenter, Electrician, Locksmith, Welder
Base for Mobile delivery: Crane and Hoisting Equipment Operator, Welder
Base for WATS: Cook, Parts Technician, Welder
Base for Blended learning: Automotive Service Technician, Carpenter, Electrician, Heavy Equipment Technician, Machinist, Plumber

Figure 17 illustrates the satisfaction with each training method. Overall satisfaction with each training method is generally high, ranging from 91% to 94%, the exception being distance delivery, which sits slightly lower at 86%. WATS (69%) and mobile delivery (62%) have particularly high proportions of graduates being very satisfied.

Figure 17 Satisfaction with Training Methods among those with Experience (C4)



While slightly fewer graduates are very satisfied with traditional classroom labs or lectures compared to 2014/2015 graduates, a substantially larger proportion of 2016/2017 graduates are very satisfied with mobile delivery and with WATS, which now become the two training methods that engender the highest very satisfied scores, as seen in Table 9. Even though these two training methods have relatively smaller groups of students using them, those who do are increasingly satisfied with them. Very satisfied scores for distance delivery and CBAT have remained stable over the past 3 survey years starting with the 2011/2012 graduate survey year.

Table 9

Satisfaction with Training Methods among those with Experience (C4) %Very Satisfied by Survey Year	2007/2008	2009/2010	2011/2012	2014/2015	2016/2017
Traditional classroom labs or lectures 2016/2017 (n=4348)	41%	40%	60% [12]	58% [123]	54% [1234]
Weekly Apprenticeship Training, or WATS 2016/2017 (n=125)	42%	37%	58% [12]	52% [23]	69% [134]
Mobile delivery 2016/2017 (n=138)	28%	32%	59% [12]	51% [23]	62% [134]
Blended Learning 2016/2017 (n=484)	-	-	31%	46% [1]	48% [2]
Competency Based Apprenticeship Training, or CBAT 2016/2017 (n=409)	35%	35%	54% [12]	49% [23]	52% [34]
Distance delivery 2016/2017 (n=278)	30%	35%	45% [12]	47% [23]	47% [34]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Likewise, Table 10 illustrates that combined very + somewhat satisfied scores for CBAT, mobile delivery, and WATS have all increased compared to 2014/2015 graduates (by 9% or more).

Table 10

Satisfaction with Training Methods among those with Experience (C4) %Very+Somewhat Satisfied by Survey Year	2007/2008	2009/2010	2011/2012	2014/2015	2016/2017
Traditional classroom labs or lectures 2016/2017 (n=4348)	95%	94%	96% [12]	94% [1]	94% [2]
Weekly Apprenticeship Training, or WATS 2016/2017 (n=125)	90%	90%	84%	81% [23]	94% [12]
Mobile delivery 2016/2017 (n=138)	84%	79%	87% [1]	83%	93% [134]
Blended Learning 2016/2017 (n=484)	-	-	78%	84%	93% [12]
Competency Based Apprenticeship Training, or CBAT 2016/2017 (n=409)	89%	84% [1]	88%	82% [13]	91% [13]
Distance delivery 2016/2017 (n=278)	84%	79%	83%	82%	86% [3]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

3.3.2 Other Reasons for Satisfaction / Dissatisfaction with Types of Training

Graduates who are satisfied with any of their apprenticeship program training methods were asked to describe the reasons for their satisfaction; 60% of graduates have not provided a reason. Among those who have, Figure 18 shows the common themes for satisfaction focus on instructors being knowledgeable and able to explain the material well (26%), instructors simply being there and/or willing to help when needed (23%), and the chosen delivery method being effective (22%).

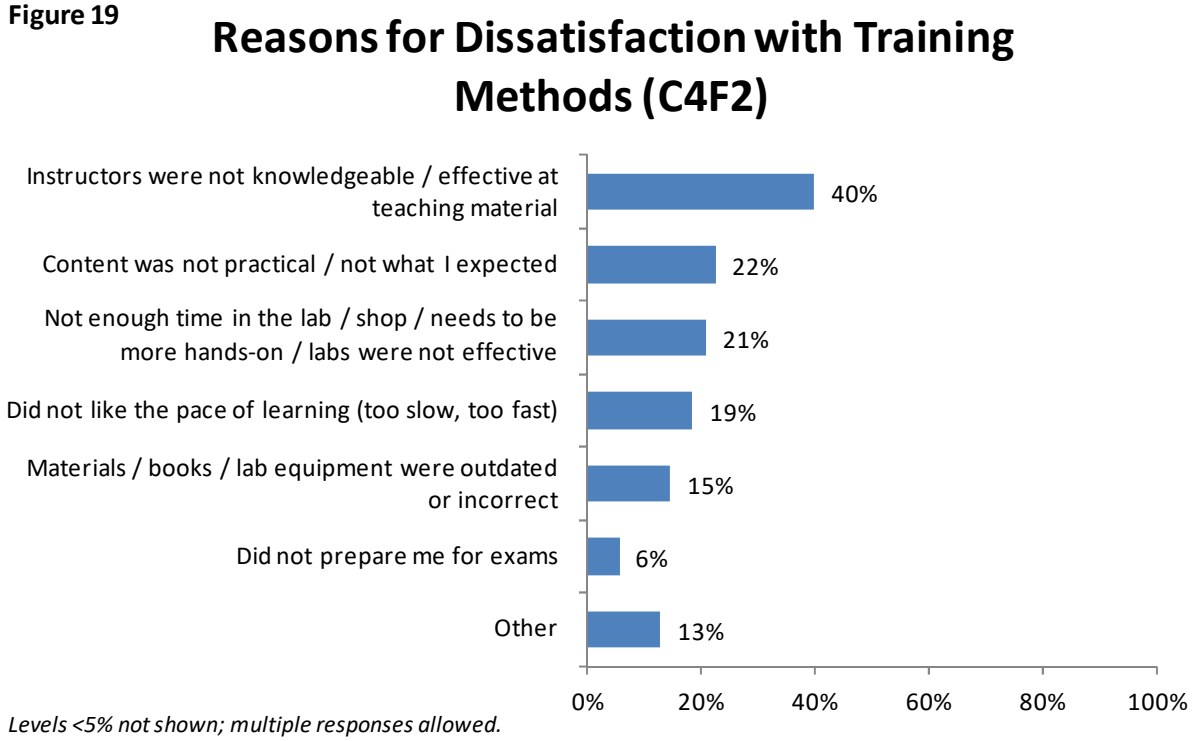
Figure 18

Reasons for Satisfaction with Training Methods (C4F1)

Levels <5% not shown; multiple responses allowed.
Base (n=1683) excluding "None/Nothing", "Don't know" and "Refused" response levels.

Reasons for dissatisfaction with training methods are provided by 63% of 2016/2017 apprenticeship graduates who are dissatisfied with any of their training methods. As shown in Figure 19, the top mentioned reason is instructors not being knowledgeable or effective at teaching the material (40%), followed by comments on the course content (22%), lab content being lacking in either time or effectiveness (21%) or the pace of the course (19%).

Figure 19



Levels <5% not shown; multiple responses allowed.
Base (n=178) excluding "None/Nothing", "Don't know" and "Refused" response levels.

3.3.3 Individual Learning Modules

Among the 2016/2017 graduating class of Alberta's apprenticeship training system, 92% of graduates indicate they used Individual Learning Modules (ILMs) during their training. This is consistent with the 2014/2015 graduating class where 91% of students had done so.

Graduates who have used an ILM were asked to rate their satisfaction with a variety of attributes of the modules. Results are shown in Figure 20 for the 2016/2017 graduating class. Overall, graduates are relatively satisfied with the ILMs, with 86% being somewhat or very satisfied with the ILMs overall and satisfaction with different components of the ILMs ranging from 86% for the modules preparing them for the final provincial apprenticeship exam to 80% for the graphics in the modules.

Figure 20

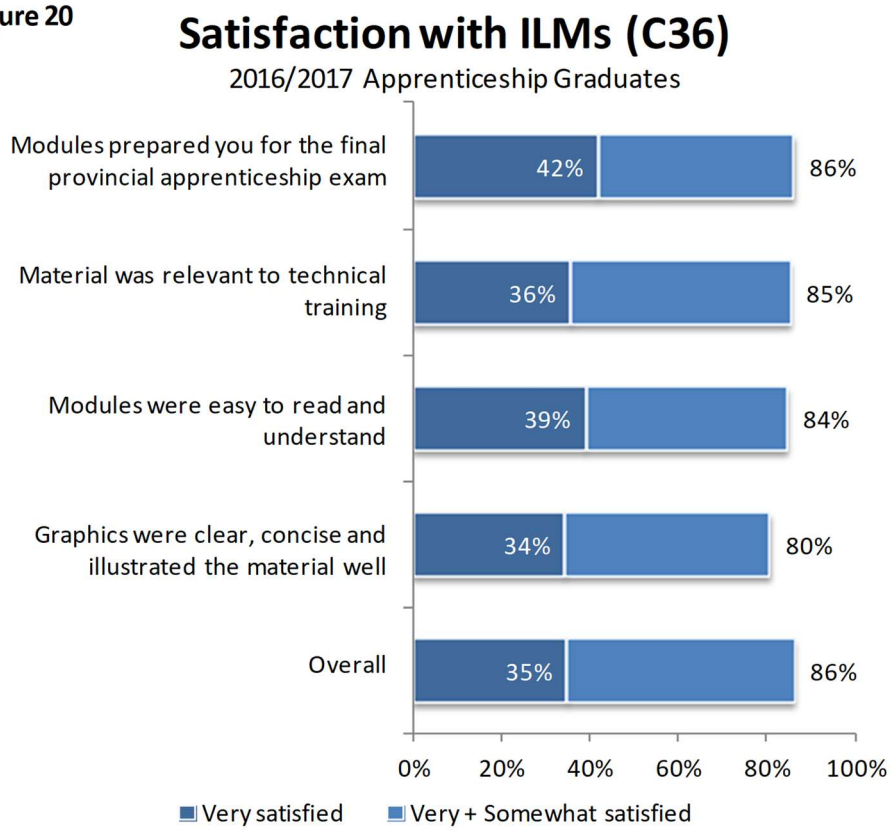


Table 11 reveals a decline in very satisfied scores for the ILMs overall as well as for each attribute of the ILMs compared to the 2014/2015 and 2011/2012 graduating classes. Only just over one-third of 2016/2017 graduates are very satisfied with the ILMs, compared to 44% among 2014/2015 graduates.

Table 11

Satisfaction with Individual Learning Modules (C36)	%Very Satisfied by Survey Year				
	2007/2008 (n=2108)	2009/2010 (n=2927)	2011/2012 (n=2545)	2014/2015 (n=3101)	2016/2017 (n=3659)
Modules prepared you for the final provincial apprenticeship exam	37%	39%	52% [12]	53% [23]	42% [124]
Material was relevant to technical training	35%	34%	44% [12]	43% [23]	36% [12]
Modules were easy to read and understand	35%	37%	50% [12]	49% [23]	39% [124]
Graphics were clear, concise and illustrated the material well	31%	31%	44% [12]	45% [23]	34% [1234]
Overall	34%	29% [1]	45% [12]	44% [23]	35% [123]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Similarly, combined somewhat satisfied and very satisfied scores have steadily declined over the past few years and sit at their lowest values (although still relatively high overall) over the five survey years starting with the survey of 2007/2008 graduates, as seen in Table 12.

Table 12

Satisfaction with Individual Learning Modules (C36) %Very+Somewhat Satisfied by Survey Year	2007/2008 (n=2108)	2009/2010 (n=2927)	2011/2012 (n=2545)	2014/2015 (n=3101)	2016/2017 (n=3659)
Modules prepared you for the final provincial apprenticeship exam	90%	88% [1]	91% [1]	90% [2]	86% [1234]
Material was relevant to technical training	91%	87% [1]	89%	89% [2]	85% [1234]
Modules were easy to read and understand	90%	87% [1]	92% [1]	89% [12]	84% [1234]
Graphics were clear, concise and illustrated the material well	87%	85% [1]	89% [1]	86% [1]	80% [1234]
Overall	92%	89% [1]	92% [1]	90% [13]	86% [1234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Among 2016/2017 graduates, 19% mention additional factors that contributed to their satisfaction with ILMs; this is a small increase from 17% for 2014/2015 and 16% for 2011/2012, but less than for 2009/2010 (25%) or 2007/2008 (27%). The top additional satisfaction factors mentioned include:

- Content prepared me well for the exams; good reference material (26%);
- Straightforward, easy to understand, simple language, clear pictures, good organization of content (25%); and
- Instructors taught through the ILMs and explained them, corrected errors, and made good use of them as study materials (19%).

Additional factors contributing to dissatisfaction with ILMs are provided by 36% of 2016/2017 graduates, a small increase from 34% of graduates in 2014/2015. The top additional dissatisfaction factors mentioned include:

- Content being outdated or not relevant to the field (27%);
- Too many errors in the ILMs such as typos, wrong answers, inaccurate information, contradictions, etc. (25%); and
- ILMs were too technical or hard to understand, or were confusing or boring (19%).

3.3.4 Learning Supports

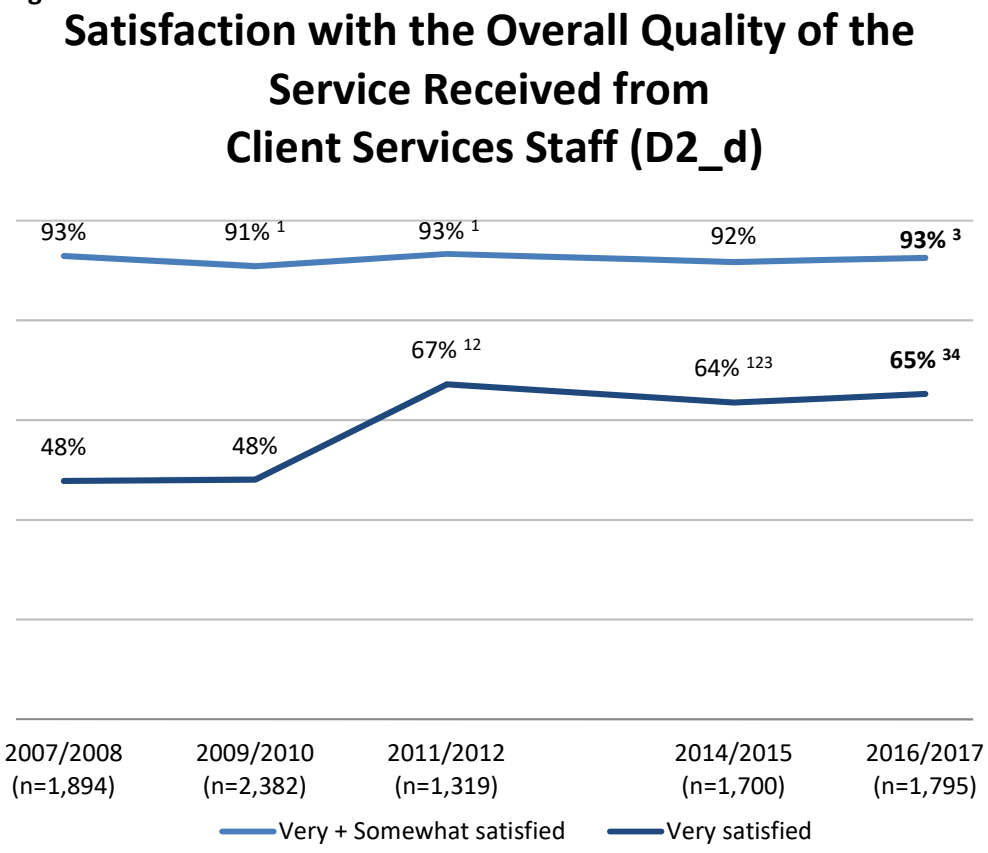
Finally, graduates who completed apprenticeship technical training were asked if they accessed any learning supports at their provider location. Among 2016/2017 graduates, 17% indicate that they had; this is on par with 15% for 2011/2012 after a spike of 20% for 2014/2015. Among 2016/2017 graduates who accessed learning supports, tutoring is mentioned most frequently (43%), followed by 13% accessing study skills courses as well as 13% using exam banks or libraries.

3.4 Satisfaction with Administration of the Alberta Apprenticeship Program

Among the 2016/2017 apprenticeship graduating class, 35% of graduates state that they had contact with Client Services staff during their apprenticeship, on par with graduates from the 2014/2015 class (35%). These graduates were asked how satisfied they were with different aspects of the service that they received from Client Services staff.

As shown in Figure 21, the combined very + somewhat satisfied score for the service provided by the Client Services staff remains consistent for 2016/2017 graduates, as the vast majority of respondents say they are either very satisfied or somewhat satisfied with the quality of service provided (at 93%). The proportion of graduates who are very satisfied remains steady at just under two-thirds.

Figure 21

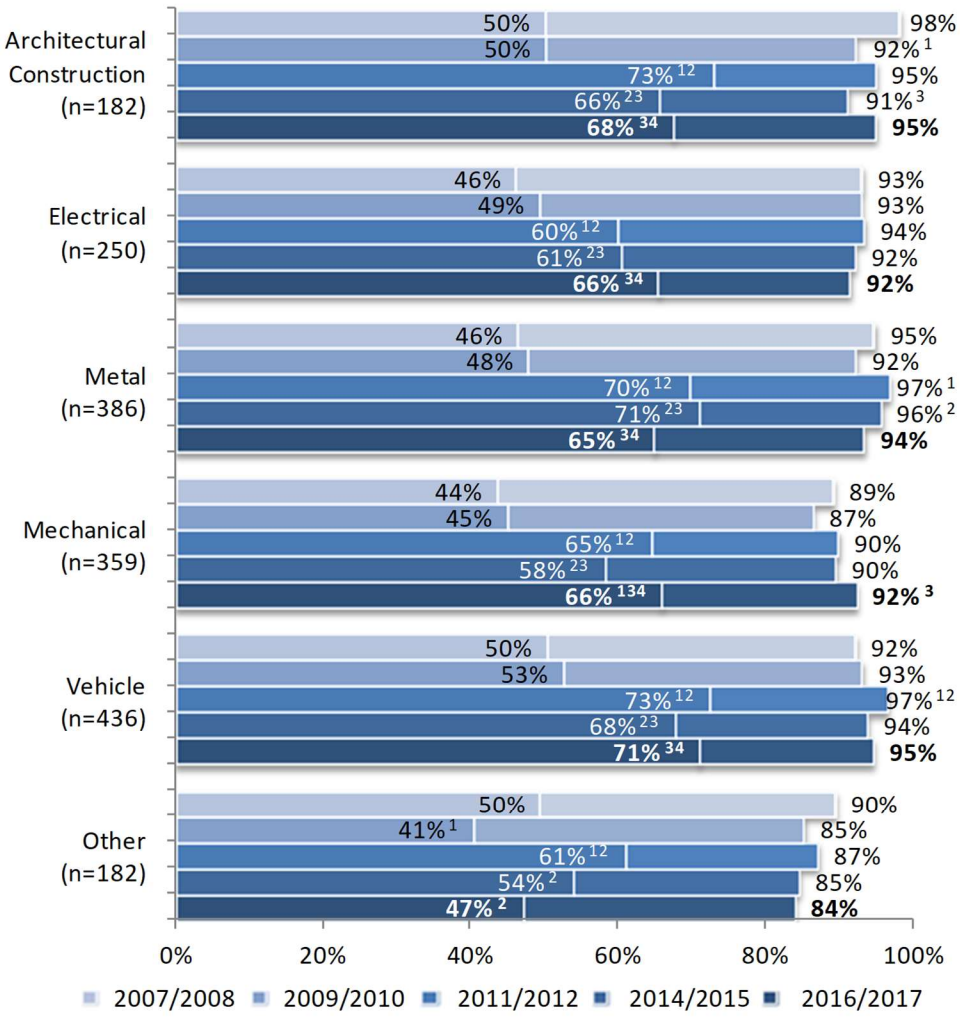


Superscripts indicate significance at the 95% confidence level. See page 7.

Figure 22 provides a breakdown of the very satisfied and very + somewhat satisfied scores by trade group from graduates over the five survey years starting with 2007/2008 graduates; combined very + somewhat satisfied scores within each trade group have remained relatively steady over the years. Graduates in the Mechanical trades are more likely to be very satisfied with Client Services staff in 2016/2017 (66%) than in 2014/2015 (58%); all other metrics shown indicate no statistically significant changes from 2014/2015. Graduates from the Architectural Construction and Vehicle trades are most likely to be satisfied (95% very + somewhat satisfied each), while those in the Other trade group have the lowest satisfaction with Client Services staff (84%).

Figure 22

Satisfaction with the Overall Quality of the Service Received from Client Services Staff (D2_d)



Left-most bar indicates the very satisfied score; full bar indicates overall (very+somewhat) score.
Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.

Satisfaction with the quality of services received from apprenticeship Client Services staff is displayed in Table 13 for the 10 largest trades of the 2016/2017 graduating class. Satisfaction among welders (very + somewhat satisfied 92% and 63% very satisfied) has declined compared to 2014/2015 (very + somewhat 96% and 73% very satisfied) but still remains high; plumbers have seen a substantial increase in very satisfied scores from 56% for 2014/2015 to 73% for 2016/2017. Overall crane and hoisting operators are among the graduates most satisfied with Client Services staff (98%) while hairstylists are much less satisfied (79%) compared to other trade groups in 2016/2017.

Table 13

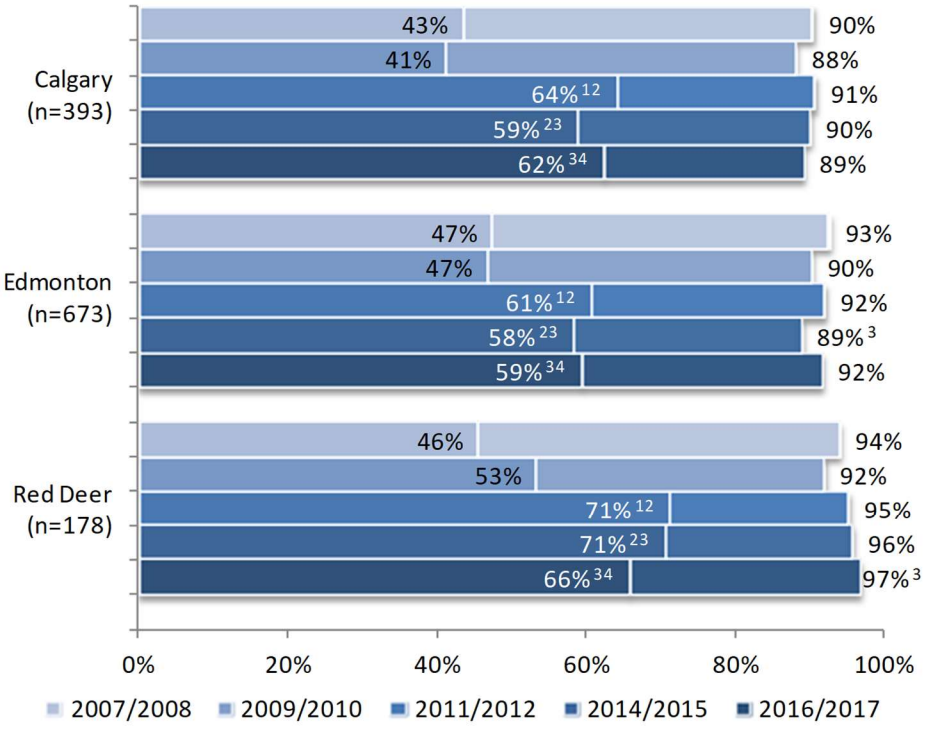
Satisfaction with Overall Quality of Service Received (D2_d) by Top 10 Trades in 2016/2017				
	Satisfaction by Survey Year			
	2014/2015 (n=1700)		2016/2017 (n=1795)	
	Very	Very + Somewhat	Very	Very + Somewhat
Electrician (2016/2017 n=215)	59%	92%	64%	91%
Welder (2016/2017 n=234)	73%	96%	63% [1]	92% [1]
Heavy Equipment Technician (2016/2017 n=255)	70%	94%	74%	96%
Steamfitter-Pipefitter (2016/2017 n=152)	57%	86%	63%	91%
Industrial Mechanic (Millwright) (2016/2017 n=88)	67%*	100%*	65%	97%
Hairstylist (2016/2017 n=124)	44%	81%	40%	79%
Crane and Hoisting Equipment Operator (2016/2017 n=84)	66%	93%	77%	98%
Automotive Service Technician (2016/2017 n=75)	64%	96%	63%	96%
Plumber (2016/2017 n=60)	56%	89%	73% [1]	93%
Carpenter (2016/2017 n=67)	73%	92%	58%	91%
Total	64%	92%	65%	93%

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.
** 2014/2015 n=39; results have a 95% confidence interval of +/- 15% (very) and +/- 0% (very+somewhat).*

Figure 23 presents a comparison of satisfaction ratings among the 2016/2017 graduates by office (for offices with at least 100 respondents) over the five survey years starting with 2007/2008 graduates. Calgary, Edmonton and Red Deer offices did not have significant changes compared to the 2014/2015 graduating class, and all have fairly high combined somewhat + very satisfied scores (97% for Red Deer, 92% for Edmonton, and 89% for Calgary).

Figure 23

Satisfaction with the Overall Quality of the Service Received from Client Services Staff (D2_d)



Left-most bar indicates the very satisfied score; full bar indicates overall (very+somewhat) score.
Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.
AIT office determined by responses to survey question D1; only showing those with a base of 100+.

Figure 24 illustrates that 2016/2017 graduates are highly satisfied with various aspects of the service received from Client Services staff; over half of graduates rate each attribute as very satisfied.

Figure 24 Satisfaction with Client Services Staff (D2)

Table 14 highlights the peak of satisfaction with Client Services staff among the 2011/2012 graduating class. Very satisfied responses have declined slightly for several attributes. The ratings among 2016/2017 graduates are all on par with those among 2014/2015 graduates.

Table 14

Satisfaction with Client Services Staff (D2)	%Very Satisfied by Survey Year				
	2007/2008 (n=1894)	2009/2010 (n=2381)	2011/2012 (n=1319)	2014/2015 (n=1700)	2016/2017 (n=1795)
Receiving courteous service	54%	55%	68% [12]	65% [23]	66% [34]
Whether staff did everything necessary to assist you with your service	49%	51%	70% [12]	65% [123]	64% [234]
Knowledge level of the staff who served you	49%	48%	66% [12]	62% [123]	62% [234]
Quality of advice you received	48%	49%	66% [12]	63% [23]	62% [234]
Ease with which you were able to access the service needed	45%	45%	63% [12]	59% [123]	58% [234]
Waiting time to deal with the person who served you	48%	46%	60% [12]	56% [123]	55% [234]
Overall quality of service	48%	48%	67% [12]	64% [123]	65% [34]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Combined very satisfied and somewhat satisfied scores for interactions with Client Services staff have remained relatively consistent over the five survey years starting with the 2007/2008 graduating class, as seen in Table 15.

Table 15

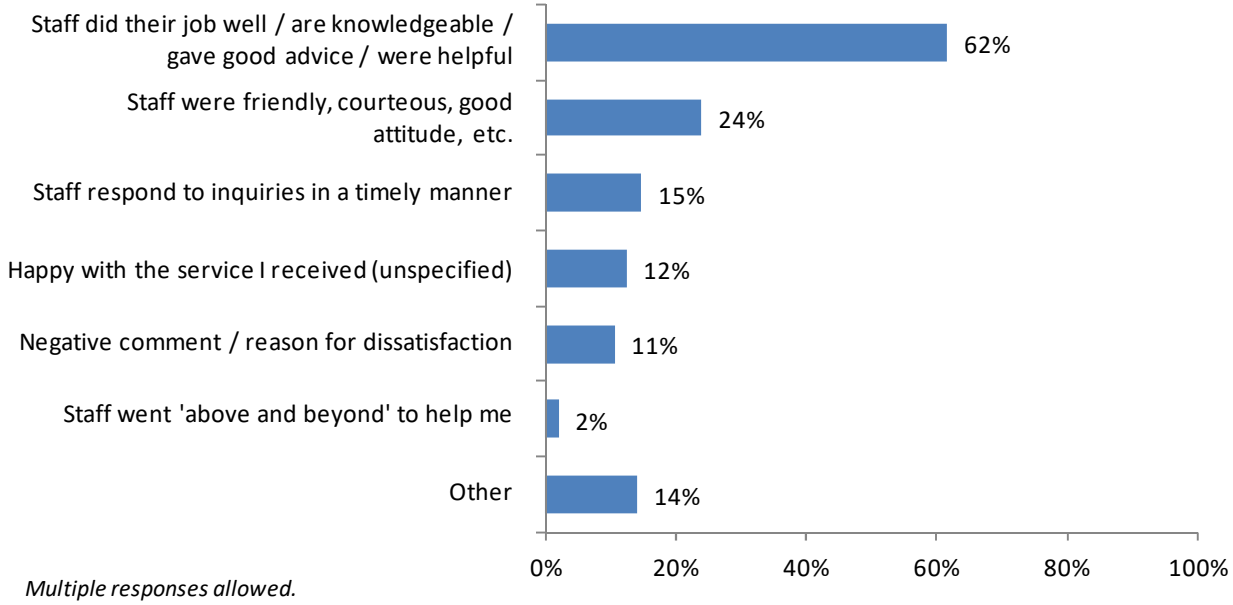
Satisfaction with Client Services Staff (D2)	%Very+Somewhat Satisfied by Survey Year				
	2007/2008 (n=1894)	2009/2010 (n=2381)	2011/2012 (n=1319)	2014/2015 (n=1700)	2016/2017 (n=1795)
Receiving courteous service	94%	93%	93%	92%	92%
Whether staff did everything necessary to assist you with your service	92%	90% [1]	92% [1]	91%	91%
Knowledge level of the staff who served you	93%	90% [1]	92% [1]	89% [13]	90% [24]
Quality of advice you received	90%	89%	91%	89%	90%
Ease with which you were able to access the service needed	91%	90%	93% [1]	90% [1]	89% [24]
Waiting time to deal with the person who served you	91%	87% [1]	90% [1]	88% [3]	89% [4]
Overall quality of service	93%	91% [1]	93% [1]	92%	93% [3]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Three-quarters (75%) of graduates who interacted with Client Services staff and who are satisfied with at least one of the aspects of their interactions have no further comments regarding reasons for being satisfied with those interactions. Among 2016/2017 graduates who do, 62% state it is because staff did their job well, were knowledgeable or gave good advice, or were helpful. An additional 24% comment on staff being friendly, courteous and having a good attitude. Details are shown in Figure 25.

Figure 25

Other Reasons for Satisfaction with Client Services Staff (D21)

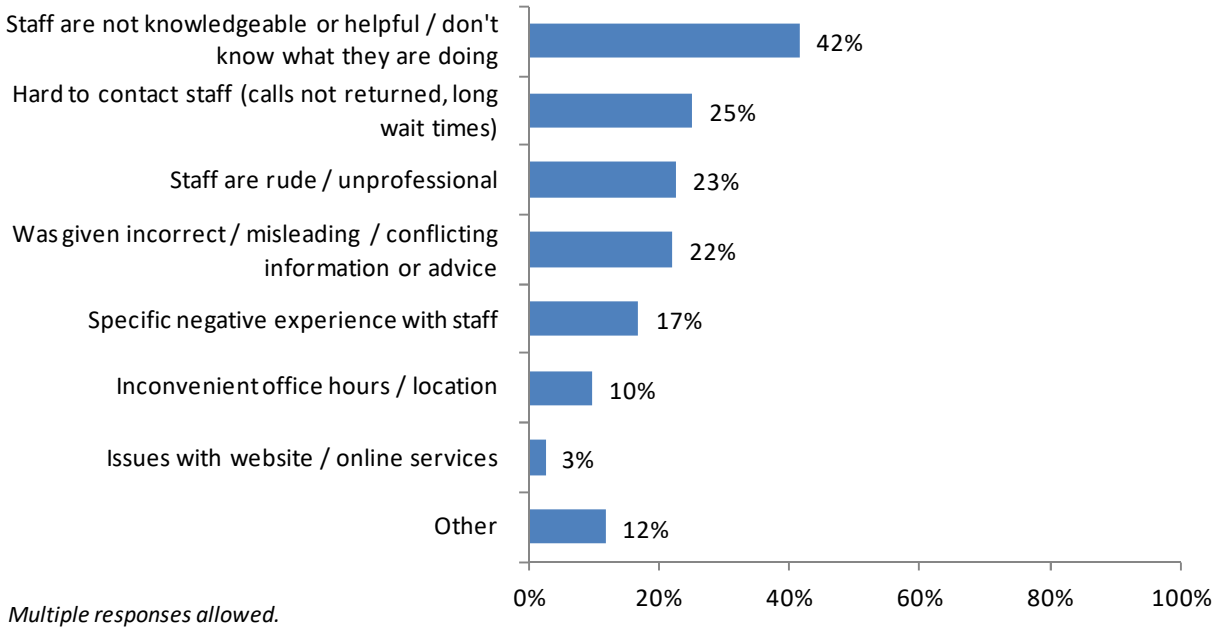


Multiple responses allowed.
Base (n=435) excluding "None/Nothing", "Don't know" and "Refused" response levels.

Among the 2016/2017 graduates who are dissatisfied with at least one of the aspects of their interactions, 59% provide other reasons for dissatisfaction with Client Services staff. Among those, 42% mention staff being unknowledgeable or unhelpful. As seen in Figure 26, other reasons for dissatisfaction include staff being hard to contact (25%), being rude or unprofessional (23%), or giving incorrect or misleading information or advice (22%).

Figure 26

Other Reasons for Dissatisfaction with Client Services Staff (D22)



Multiple responses allowed.
Base (n=195) excluding "None/Nothing", "Don't know" and "Refused" response levels.

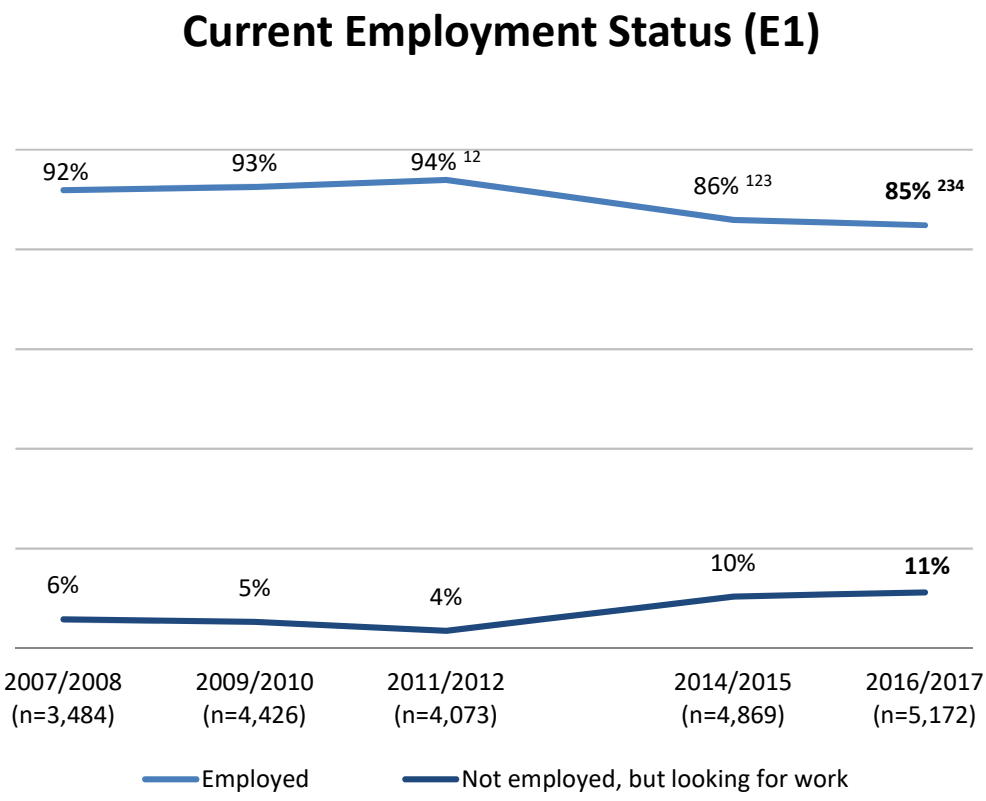
3.5 Labour Market Experiences

3.5.1 Current Employment Status

All graduates were asked to specify their current employment status. As shown in Figure 27 below, 85% of 2016/2017 graduates are currently employed, while 11% are not employed but looking for work. The remaining 4% are not employed and not looking for work (or don't know or refused to answer).

The percentage of graduates from 2016/2017 who are currently employed is on par with the 2014/2015 graduating class after a significant decrease from the 2011/2012 graduating class (drop to 86% from 94%). This drop in employment may be in part due to the shift in the economic situation in Alberta between these survey years. Almost a tenth (8%) of 2016/2017 graduates who are employed are primarily self-employed (a new question asked of 2016/2017 graduates).

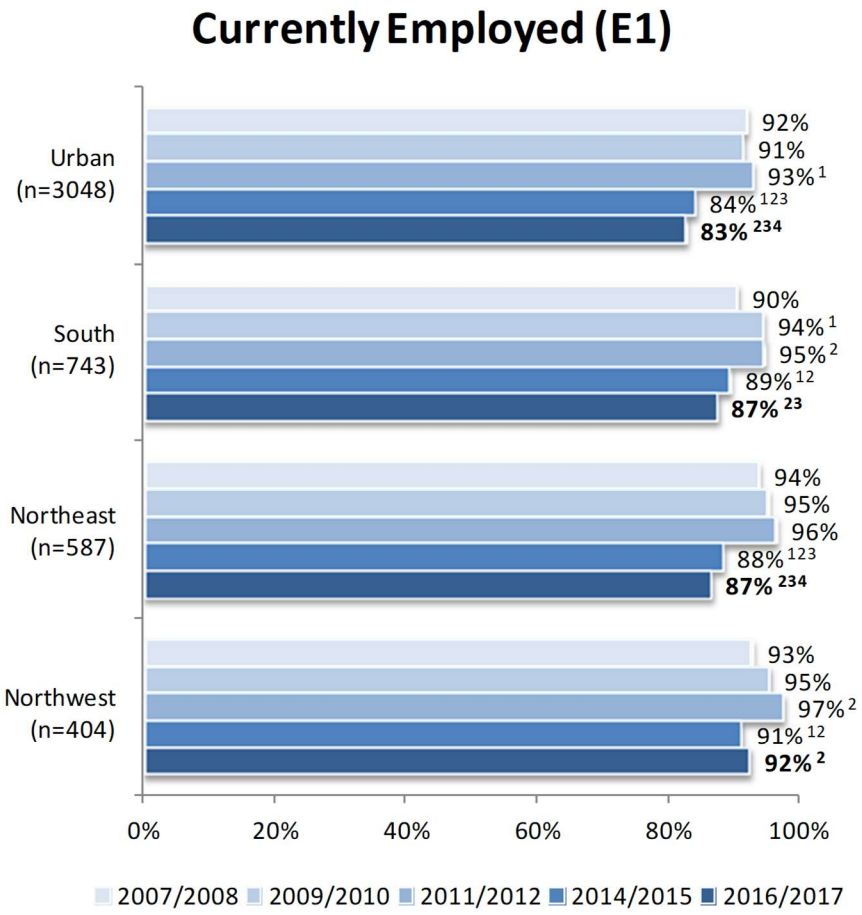
Figure 27



Superscripts indicate significance at the 95% confidence level. See page 7.

Employment levels among graduates vary by region of Alberta as seen in Figure 28. The number of employed graduates from the 2016/2017 class is highest in the Northwest region (92%) and lowest in the Urban region (83%). While the number of employed graduates remains on par with the 2014/2015 graduating class in each region, employment rates on the whole have dropped compared to the peak reached among 2011/2012 graduates.

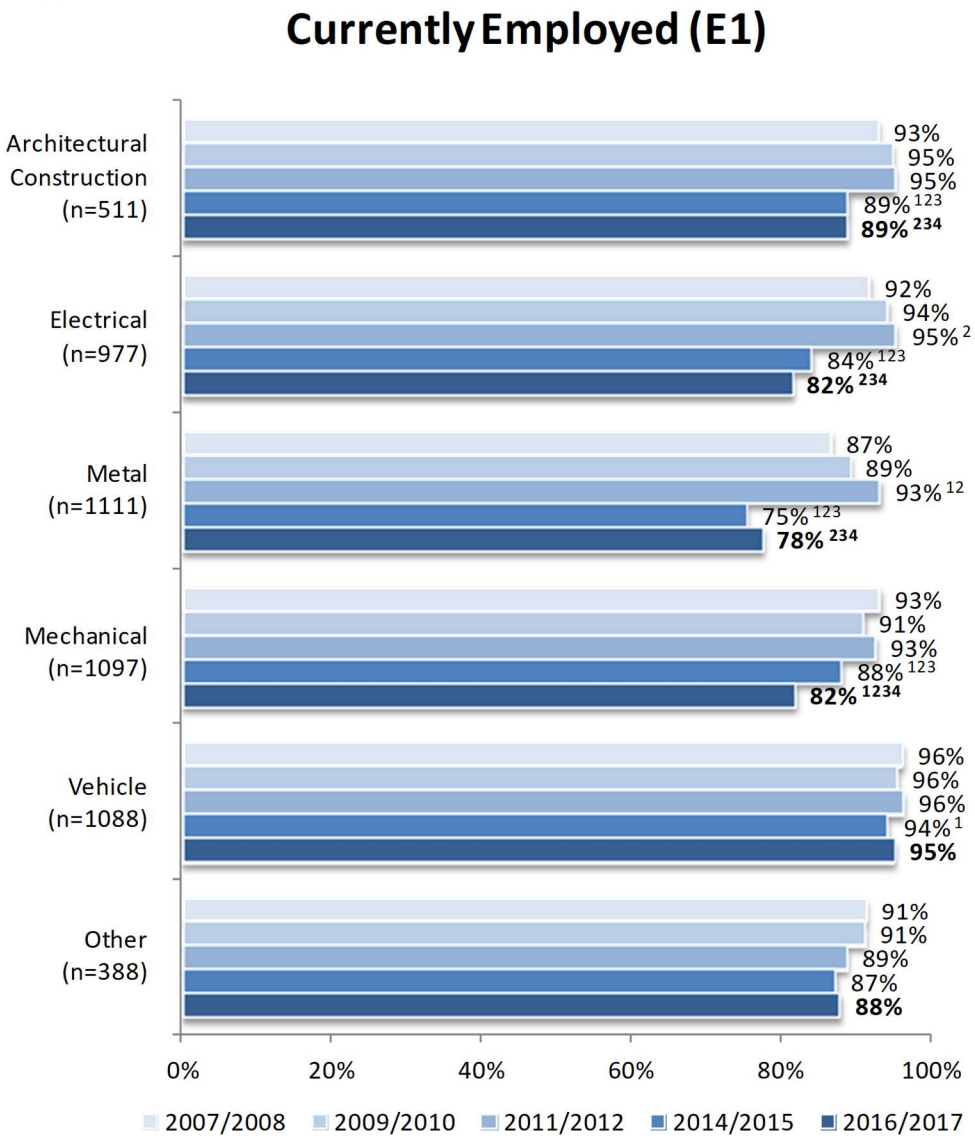
Figure 28



Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.
Calgary and Edmonton offices make up the Urban region.
Lethbridge, Medicine Hat and Red Deer offices make up the South region.
Bonnyville, Fort McMurray, Slave Lake and Vermillion offices make up the Northeast region.
Grande Prairie, Hinton and Peace River offices make up the Northwest region.

The proportion of employed graduates also varies by trade group, as detailed in Figure 29. For the 2016/2017 graduating class, graduates from the Vehicle trade group are most likely to be employed (95%) while graduates from the Metal trade group are least likely to be employed (78%). For most trade groups, employment has remained stable compared to 2014/2015 graduates, the exception being the Mechanical trade group where employment has decreased from 88% in 2014/2015 to 82% in 2016/2017.

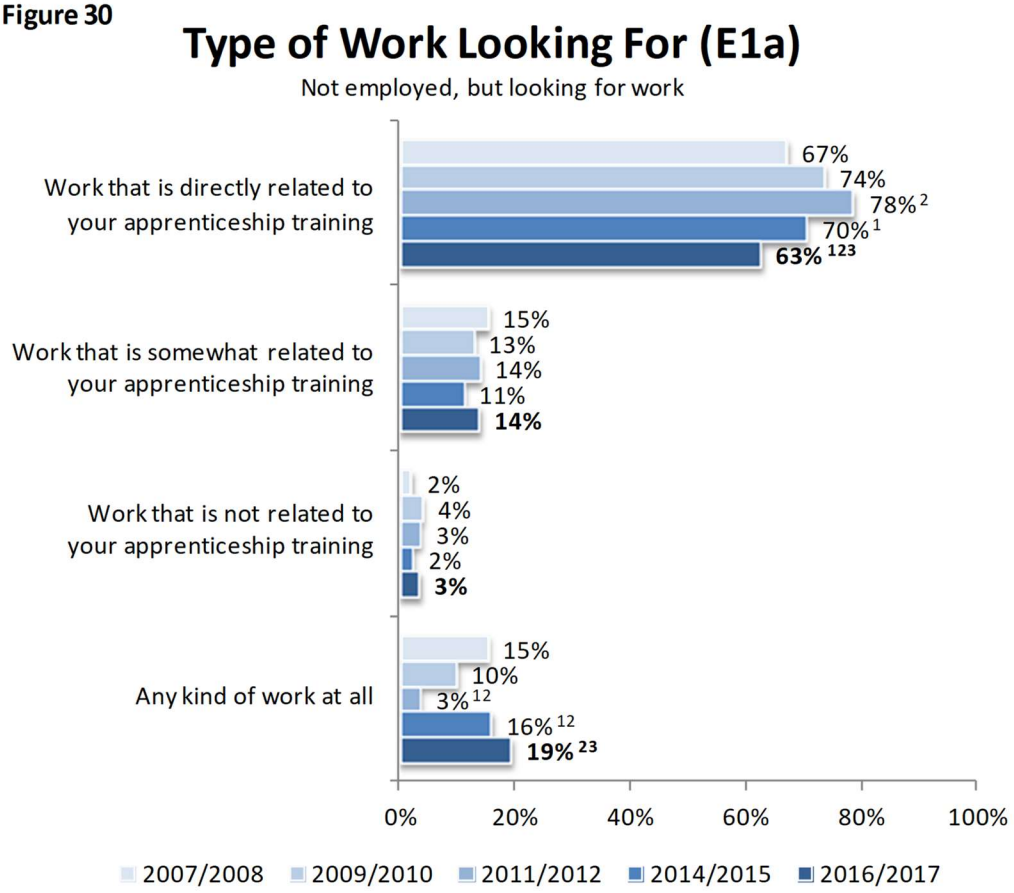
Figure 29



Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.

Among graduates who are not currently employed but are looking for work, the majority (63%) are looking for work directly related to their apprenticeship training. As seen in Figure 30, this is a decrease compared to the graduating classes of 2014/2015, 2011/2012 and 2009/2010 as more graduates are looking for any kind of work at all in the current economy of Alberta.

Figure 30



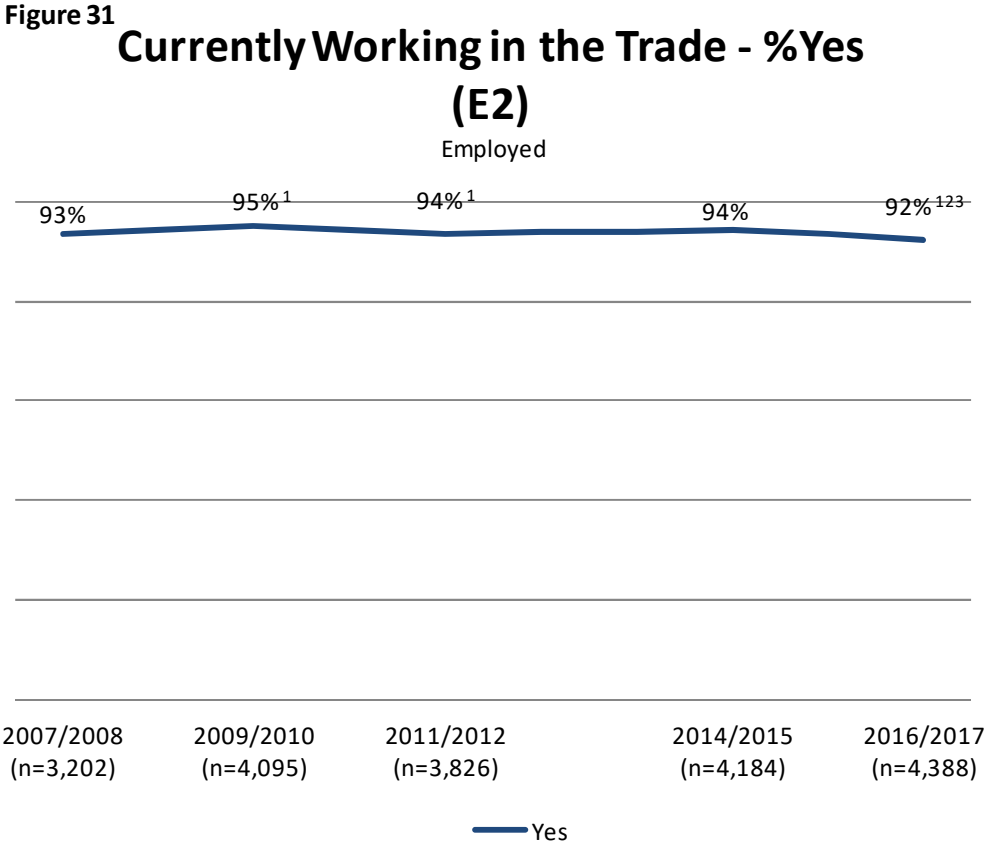
Base (n=581) for 2016/2017 graduates. "Don't know" and "Refused" response levels are not displayed. Superscripts indicate significance at the 95% confidence level. See page 7.

Added in 2016/2017, graduates who are currently not looking for work were asked the reason why. Among the 123 graduates asked (2% of overall), top responses include: currently enrolled in post-secondary program (24%); choosing not to work at this time (22%); on maternity / paternity break (14%); and a wide variety of other responses (32%), including being on medical leave, seasonal work, or being in the process of moving.

3.5.2 Current Employment Characteristics

Among graduates who are currently employed, nearly all (92%) are currently working in the trade that they have just graduated from. This is a minor decline from previous survey years (94% in each of 2014/2015 and 2011/2012 and 95% in 2009/2010) as illustrated in Figure 31.

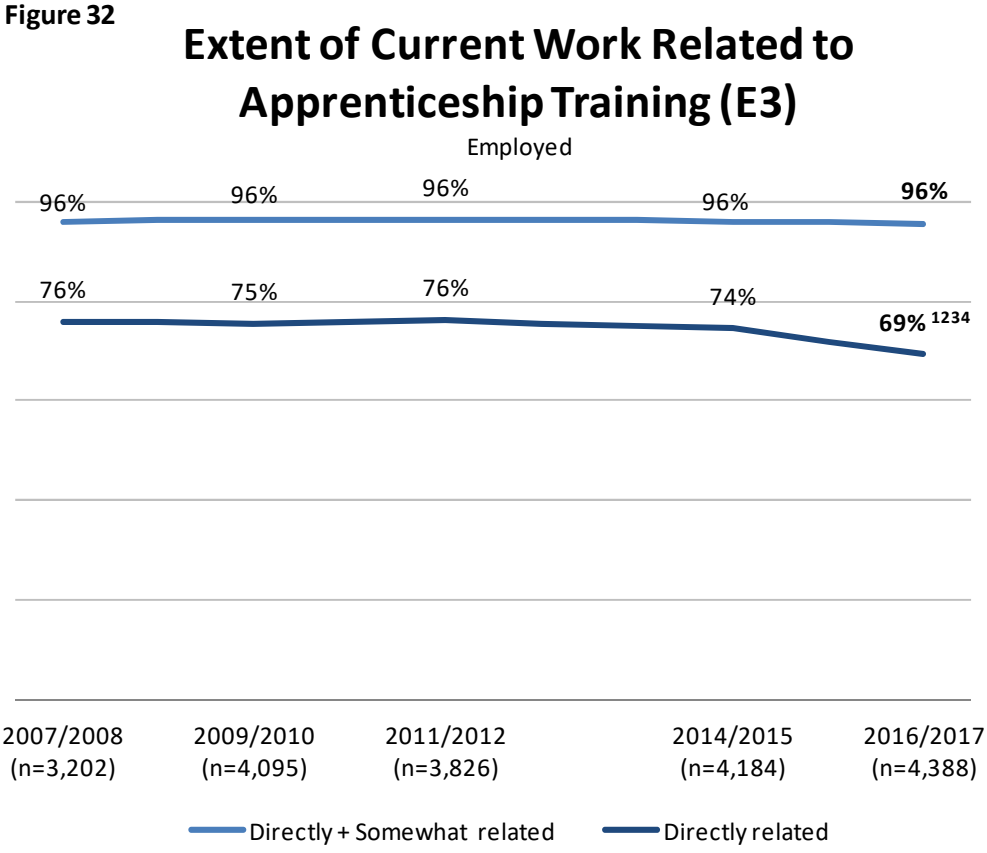
Figure 31



Superscripts indicate significance at the 95% confidence level. See page 7.

Among employed graduates, 96% feel that their current work is directly related or somewhat related to their apprenticeship training; this is on par with each of the graduating classes surveyed starting with the 2007/2008 graduating class (see Figure 32). There has, however, been a decline in the proportion of graduates stating that their work is directly related to apprenticeship training, with 69% stating a direct relation in 2016/2017 compared to 74% in 2014/2015 and similar results in the previous survey years; in the challenging economy of today, more graduates may be forced to seek work outside of their direct training just to be employed.

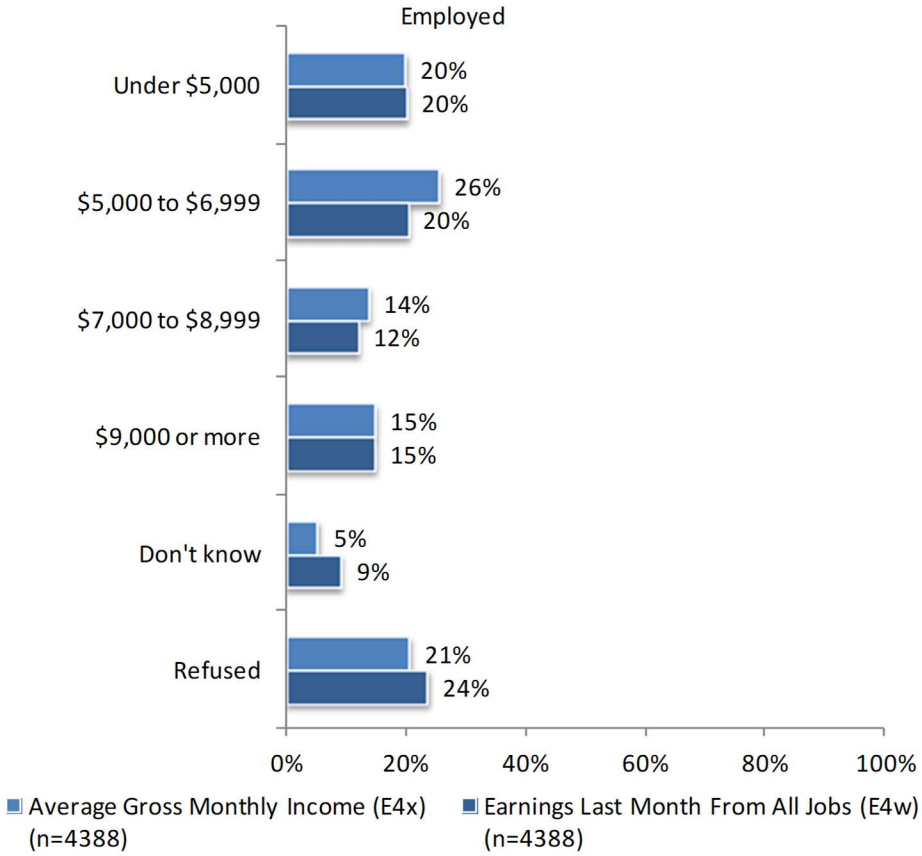
Figure 32



Superscripts indicate significance at the 95% confidence level. See page 7.

Figure 33 compares the graduate's self-reported *average amount of income earned each month* after they completed their apprenticeship program and became certified journeypersons to their self-reported *actual earnings last month* from all jobs. This was asked in two separate questions as income can vary substantially from month to month; the question about earnings in the month prior was included in the survey for the first time to 2016/2017 graduates. Most graduates report earning an amount similar to their monthly average in the previous month or slightly below it (recall the survey was administered from November 2017 to the end of January 2018). There are more graduates refusing to provide their monthly income in this survey year (21%) compared to those prior (12% in 2014/2015 and 7% in 2011/2012).

Figure 33 **Average Gross Monthly Income of Certified Journeypersons (E4x, E4w)**

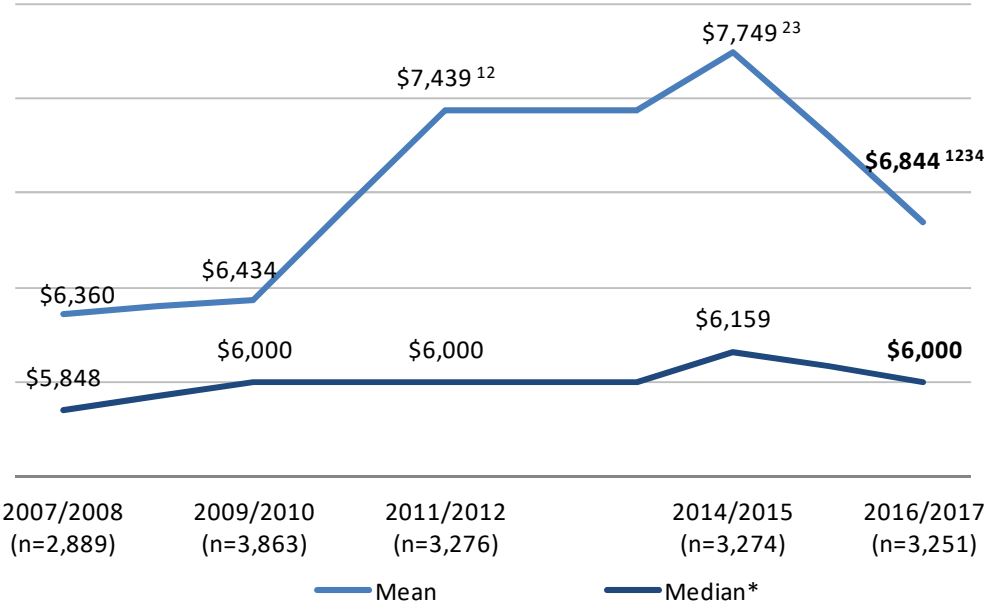


Results shown for 2016/2017 graduates.
E4w new question first asked to 2016/2017 graduates.

As seen in Figure 34, graduates of 2016/2017 have a lower mean monthly income than graduates from the two previous survey years ($6,800 compared to $7,700 in 2014/2015 and $7,400 in 2011/2012) and a slightly lower median monthly income ($6,000 compared to $6,159 in 2014/2015).

Figure 34

Average Gross Monthly Income of Certified Journeypersons (E4x)



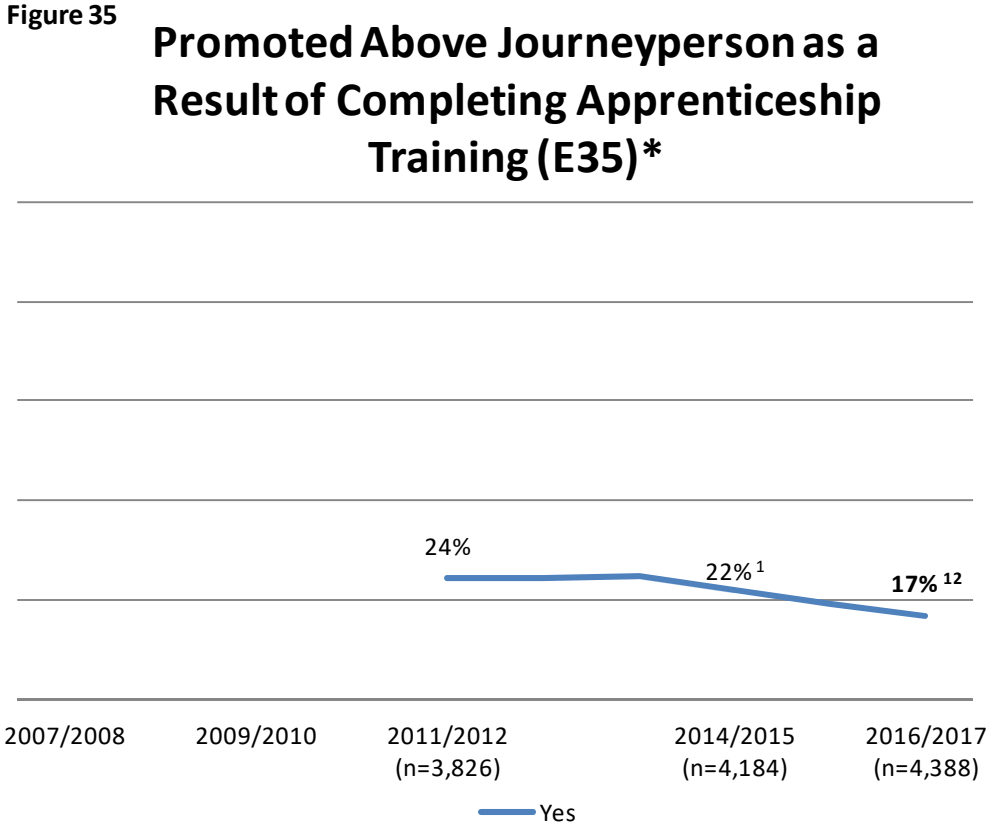
** No statistical testing done for median values.*
Superscripts indicate significance at the 95% confidence level. See page 7.
Values prior to 2016/2017 adjusted for inflation to 2016/2017 dollars.

Although earnings have decreased over the past three survey years starting with the 2011/2012 graduating class, the average number of hours worked in a week has increased to 50.2 hours for graduates in 2016/2017 compared to 49.3 hours for graduates in 2014/2015, returning to a similar level of 50.4 hours for graduates in 2011/2012. This corresponds to an average of 7.7 hours of overtime being worked weekly among 2016/2017 graduates, which is on par with the 2014/2015 graduates (7.5 hours) but less than that of graduates from two survey years ago in 2011/2012 (8.6 hours).

3.5.3 Career Changes

Among the graduating class of 2016/2017, 17% of graduates have been promoted to a supervisor, foreman, manager or other level above journeyperson as a result of completing their apprenticeship training. This is the lowest number of promotions since the question wording change three survey years ago for the 2011/2012 graduating class, as seen in Figure 35.

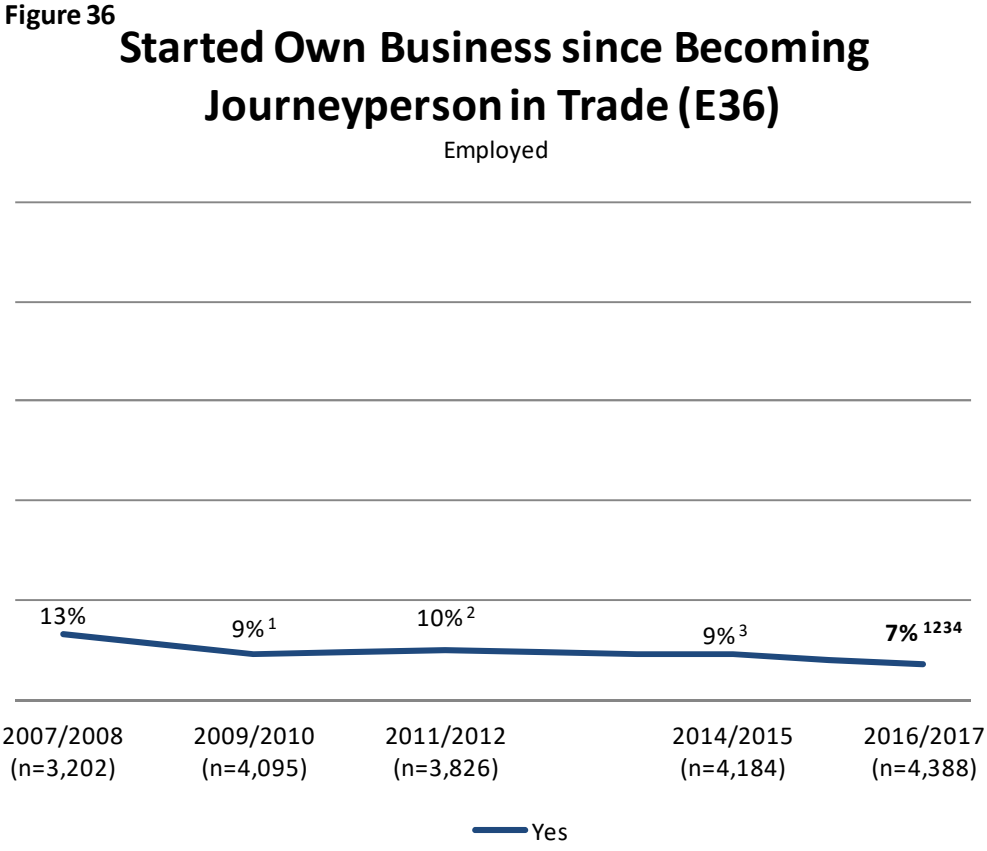
Figure 35



** Wording changed from "Within 6 months" prior to 2011/2012 survey; results prior to this are not comparable.*
Superscripts indicate significance at the 95% confidence level. See page 7.

Illustrated in Figure 36, 7% of graduates have started their own business since becoming a journeyperson in the trade. This is the lowest proportion of graduates to do so over the most recent five survey years starting with the 2007/2008 graduating class, perhaps another effect of the current Alberta economy.

Figure 36

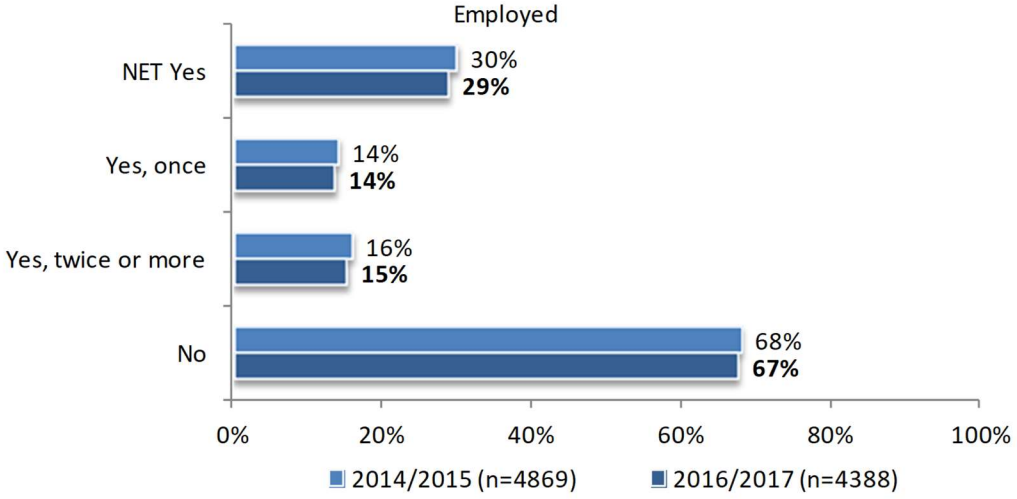


Superscripts indicate significance at the 95% confidence level. See page 7.

Similar to graduates from 2014/2015, 29% of employed 2016/2017 graduates (compared to 30% among 2014/2015 graduates) experienced a lay-off during their apprenticeship program; 15% experienced a lay-off more than once. See Figure 37.

Figure 37

Ever Experience a Lay-off During Apprenticeship Program (E43)

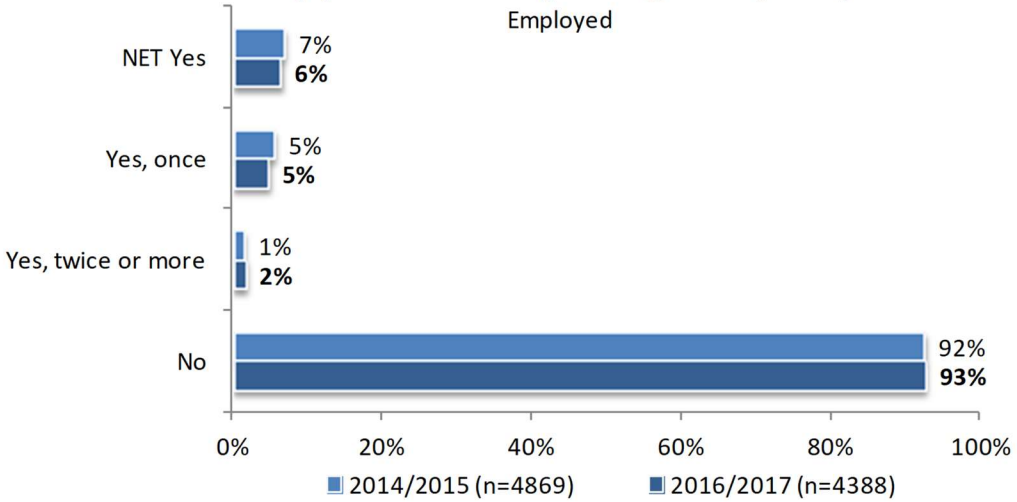


"Don't know" and "Refused" response levels are not displayed.
Superscripts indicate significance at the 95% confidence level. See page 7.

Figure 38 shows that only 6% of graduates from 2016/2017 (similar to 7% from 2014/2015) moved within Canada during their apprenticeship.

Figure 38

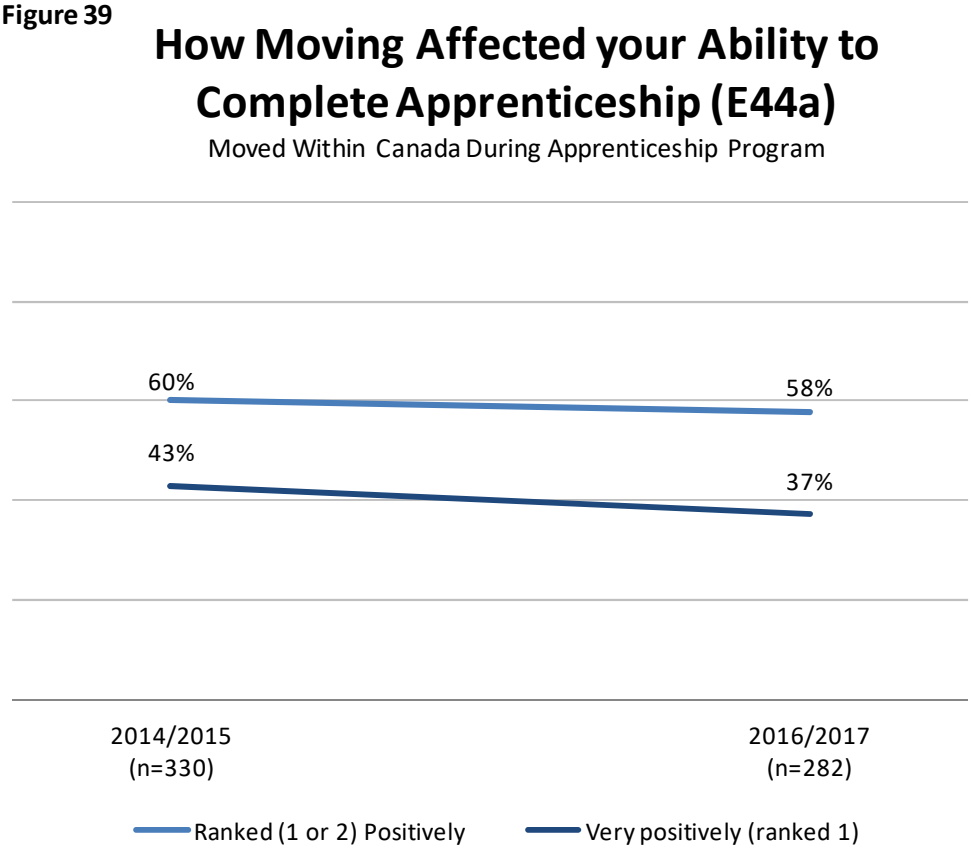
Move Within Canada During Apprenticeship Program (E44)



"Don't know" and "Refused" response levels are not displayed.
Superscripts indicate significance at the 95% confidence level. See page 7.

Among those 2016/2017 graduates who have moved, 58% (on par with 60% from 2014/2015) state that the move positively affected their ability to complete their apprenticeship. See Figure 39.

Figure 39



Superscripts indicate significance at the 95% confidence level. See page 7.

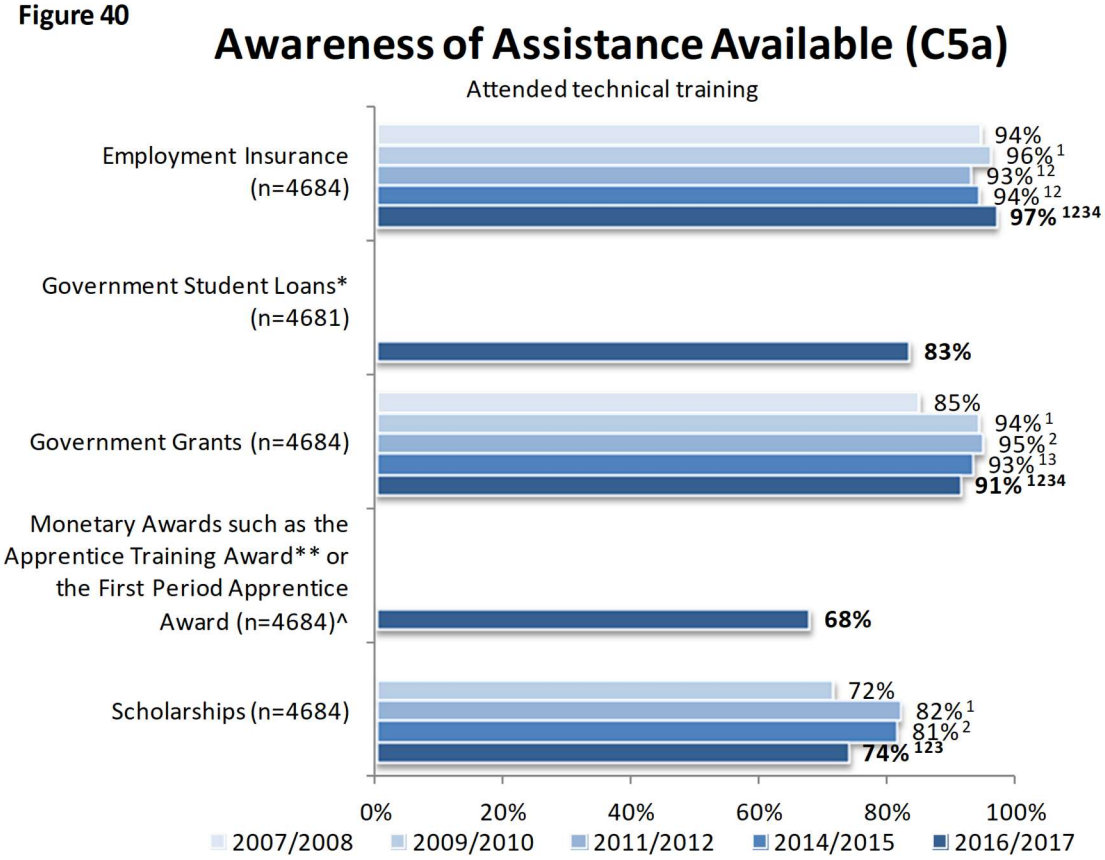
4 Detailed Findings of Other Measures of Apprenticeship System Performance

4.1 Applying for Funding to Attend Technical Training

Results pertaining to obtaining funding for technical training throughout section 4.1 have been filtered to include only graduates who have completed technical training within the apprenticeship program.

As illustrated in Figure 40, nearly all 2016/2017 graduates are aware of employment insurance (97%). Awareness of government grants, while still high at 91%, has declined over the previous three survey years starting with 2011/2012. Awareness of scholarships has also declined to 74% compared to 81% among 2014/2015 graduates and 82% among 2011/2012 graduates. Only two-thirds of 2016/2017 graduates (68%) are aware of monetary awards such as the Apprentice Training Award or the First Period Apprentice Award.

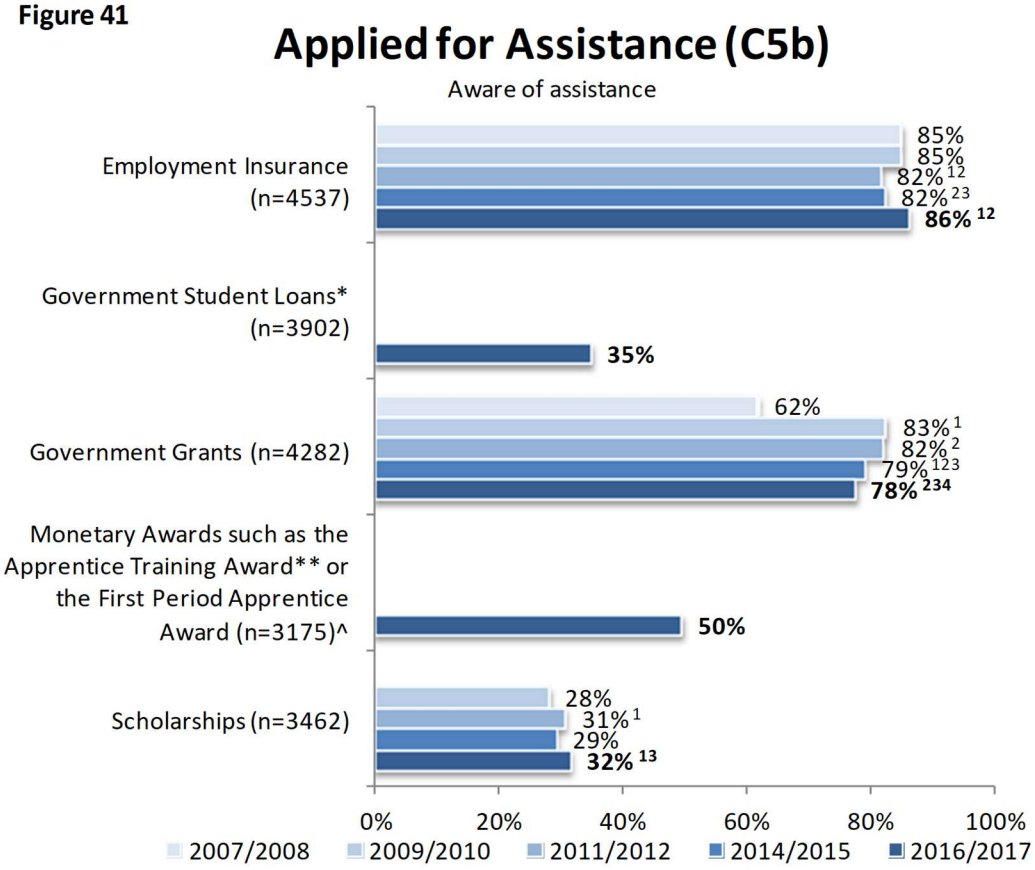
Figure 40



** Federal and provincial student loans were introduced in the 2015/2016 academic year for apprentices.*
*** ATA only available to apprentices who have 30 consecutive days of being unemployed in the trade.*
^In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA.
Base sizes shown are for 2016/2017 graduates.
Superscripts indicate significance at the 95% confidence level. See page 7.

Among graduates aware of each type of assistance, the vast majority apply for employment insurance (86%, a small increase from 82% in 2014/2015) and government grants (78%, on par with 79% among 2014/2015 graduates), as detailed in Figure 41. Half of graduates (50%) aware of the monetary awards apply for them and about one-third (35%) of those aware of government student loans and scholarships apply for them.

Figure 41



** Federal and provincial student loans were introduced in the 2015/2016 academic year for apprentices.*

*** ATA only available to apprentices who have 30 consecutive days of being unemployed in the trade.*

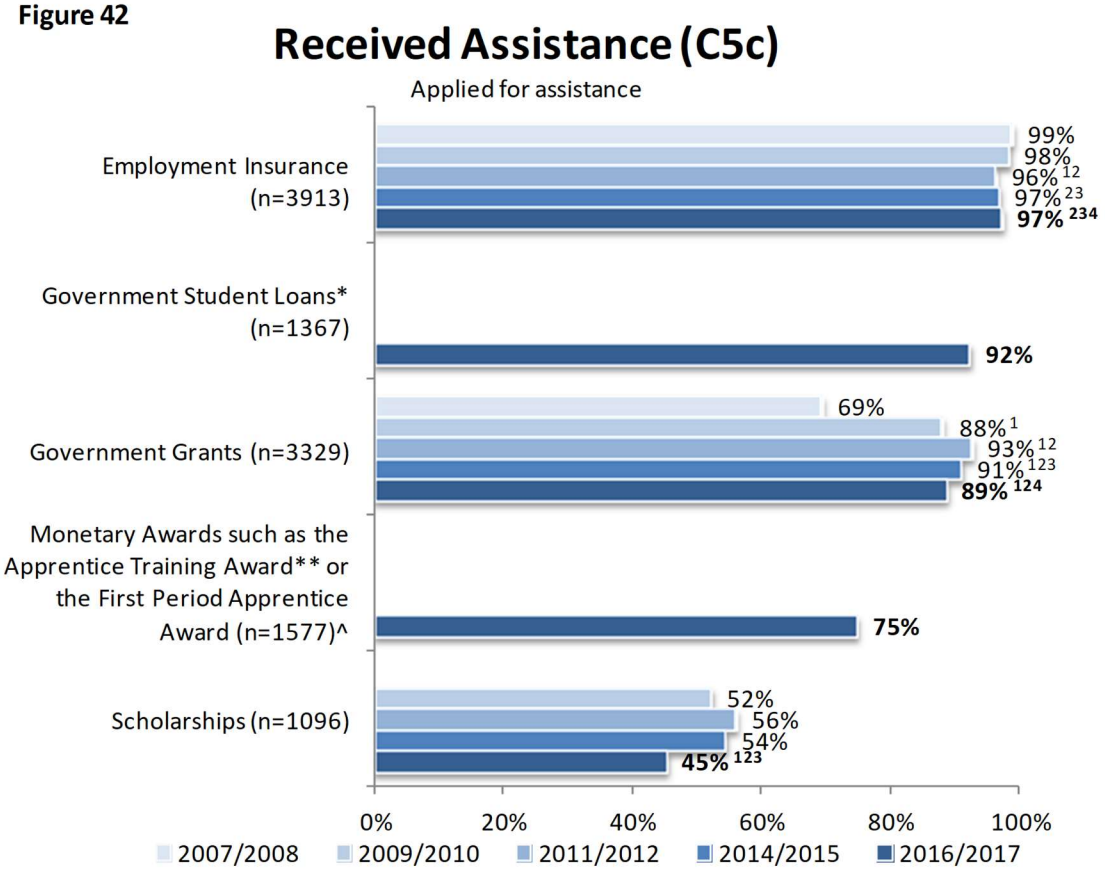
^In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA.

Base sizes shown are for 2016/2017 graduates.

Superscripts indicate significance at the 95% confidence level. See page 7.

Nearly all (97%) graduates who apply for employment insurance receive it; see Figure 42. Most graduates applying for government student loans and government grants also receive them (92% and 89% respectively), while fewer than half of those (45%) applying for scholarships do receive those, which is a decline compared to 2014/2015 (at 54%). Three-quarters (75%) of those who apply for monetary awards, receive them.

Figure 42



** Federal and provincial student loans were introduced in the 2015/2016 academic year for apprentices.*

*** ATA only available to apprentices who have 30 consecutive days of being unemployed in the trade.*

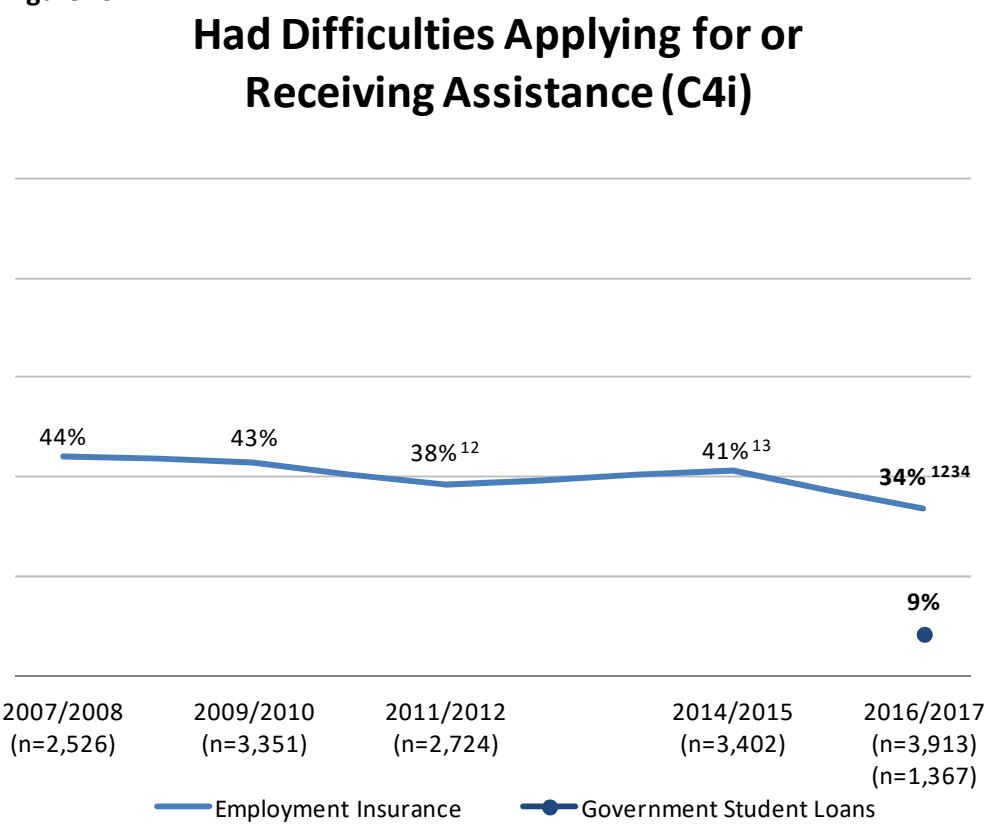
^In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA.

Base sizes shown are for 2016/2017 graduates.

Superscripts indicate significance at the 95% confidence level. See page 7.

Applying for and receiving employment insurance has become easier; the proportion of graduates who experience an issue is at the lowest point (34%) among the 2016/2017 graduating class over the five survey years starting with the 2007/2008 graduating class, as seen in Figure 43. Only 9% of graduates who apply for government student loans have difficulties with the application or receiving the loan. It should be noted that the survey did not distinguish between provincial and federal student loans.

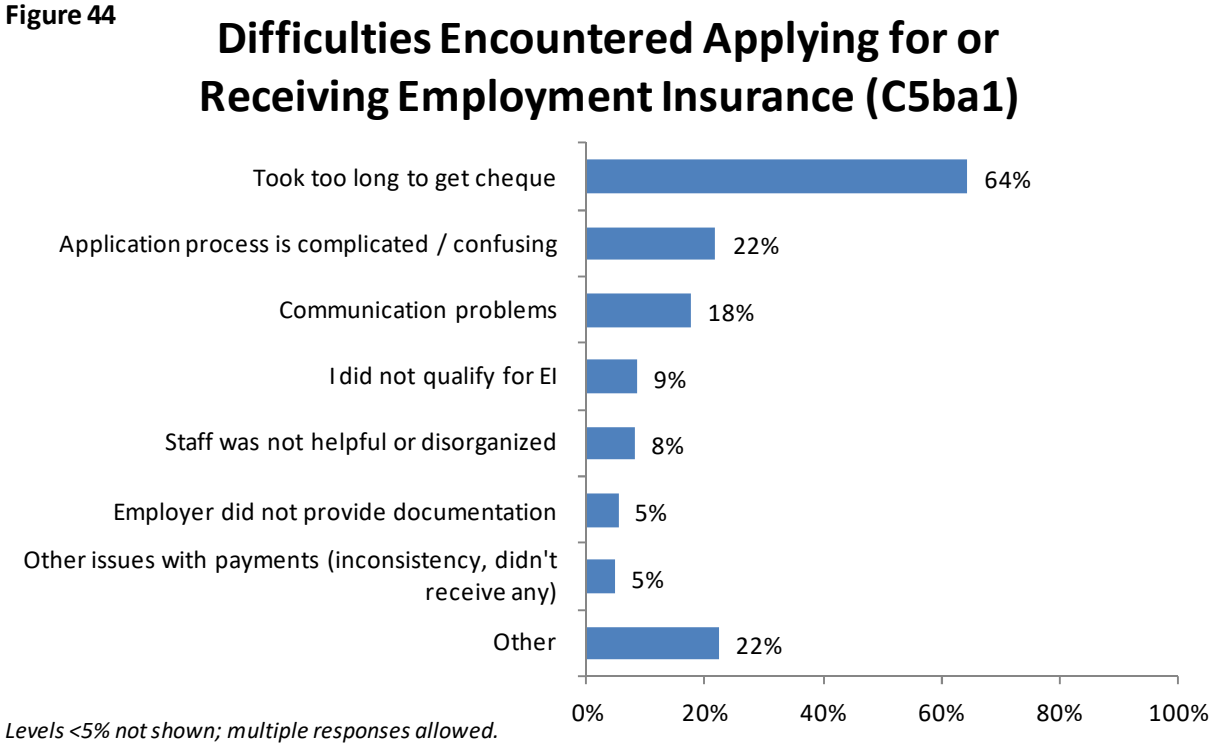
Figure 43



Superscripts indicate significance at the 95% confidence level. See page 7.

Of those who have difficulties with employment insurance, 82% provided details about those difficulties; the details are indicated in Figure 44. The majority of graduates state that it took too long to get the cheque (64%). A confusing application process (22%) and communication problems (18%) are also top mentions.

Figure 44

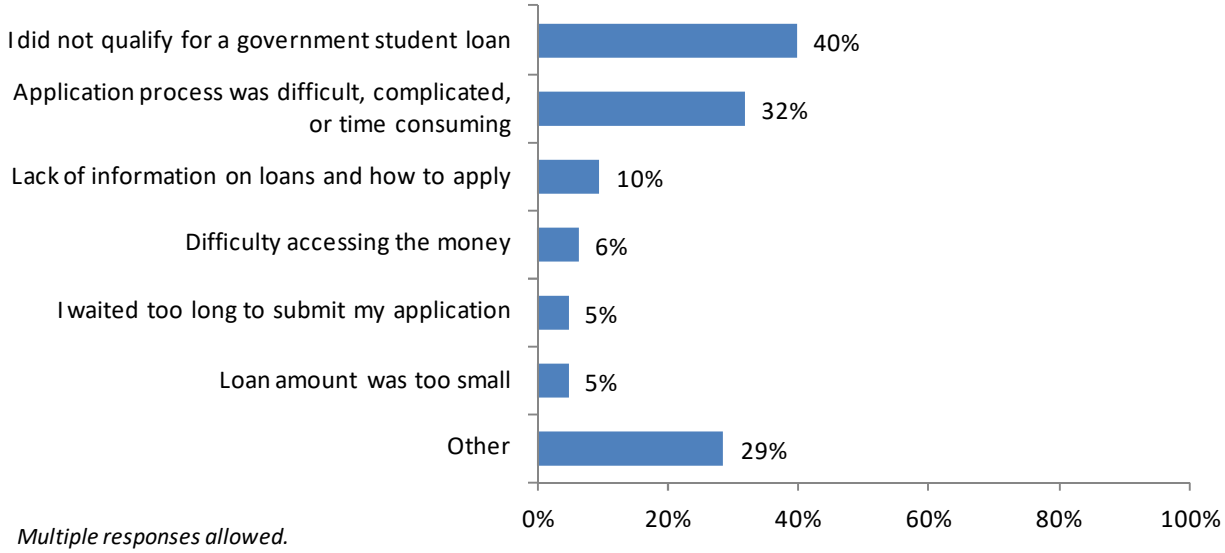


Levels <5% not shown; multiple responses allowed.
Base (n=1085) excluding "Don't know" and "Refused" response levels.

Figure 45 details the difficulties encountered by the small group of 2016/2017 graduates who had difficulties with government student loans and were willing to provide a reason. The top two mentions are not qualifying for the loan (40%) and the application process being difficult, complicated, or time consuming (32%). It should be kept in mind that the number encountering difficulties represents a small proportion of graduates (9%) and that the survey did not distinguish between federal and provincial government student loans.

Figure 45

Difficulties Encountered Applying for or Receiving Government Student Loans (C5bb1)

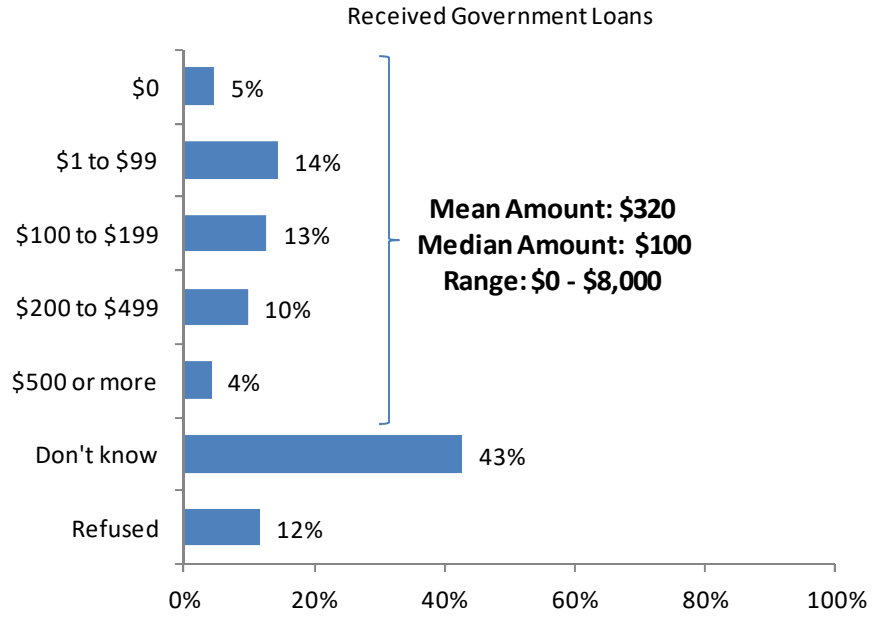


Multiple responses allowed.
Base (n=63) excluding "Don't know" and "Refused" response levels.

4.1.1 Repaying Government Student Loans

Graduates who received a government student loan were asked about the minimum monthly amount they are required to repay for their loan. While a large number (43%) of 2016/2017 graduates are not aware of their required monthly minimum, among those who do know, the average amount is $320 per month as detailed in Figure 46.

Figure 46 **Minimum Amount Required to Pay Monthly Towards All Government Student Loans (C6m)**

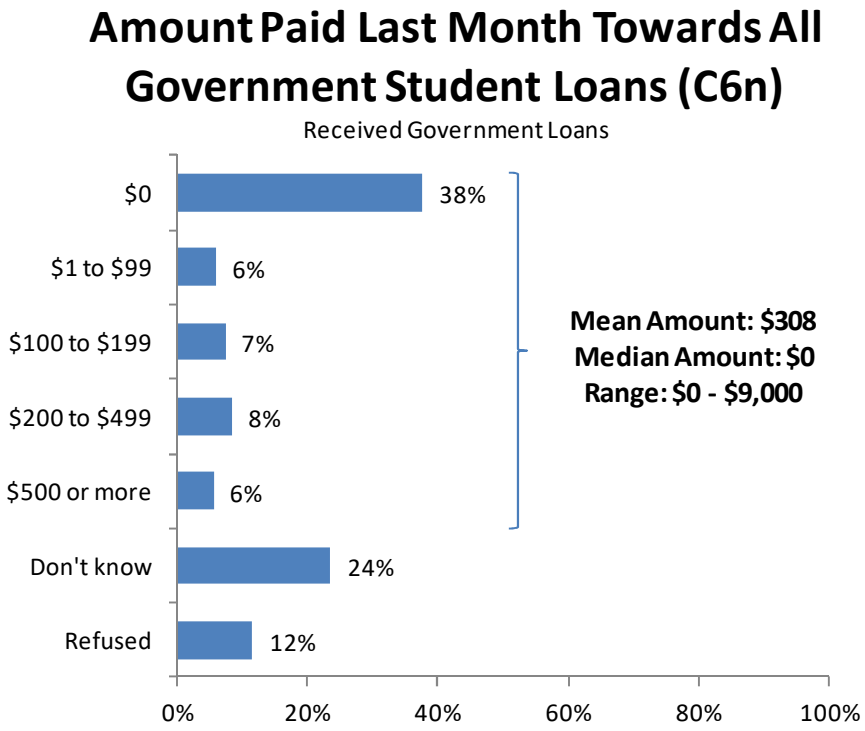


Base (n=1261); base (n=577) excluding "Don't know" and "Refused" response levels.
New question to 2016/2017 apprenticeship graduates.

Among the 60 graduates who state that their required payment is $0, about half (52%) have already paid off their government student loans in full. This may be a reflection of the fact that government student loans for apprentices became available in 2015/2016 and there has not been a lot of time in which graduates can accumulate debt. Another 40% are still in the grace period. Among graduates who stated they do not know or refused to provide their monthly payment amount, 45% indicate that they are in the grace period.

2016/2017 graduates were then asked how much they actually paid towards all government student loans in the previous month; results are shown in Figure 47. Nearly two-fifths (38%) did not make any payments in the previous month, while an additional 24% do not know what their payment was. On average, students who were able to state a payment amount paid an average of $308 towards their government student loans in the previous month.

Figure 47



Base (n=1261); base (n=818) excluding "Don't know" and "Refused" response levels.
New question to 2016/2017 apprenticeship graduates.

4.1.2 Additional Sources of Financial Assistance

Graduates who attended technical training were asked about sources of any financial assistance that they may have received; results are shown in Table 16. The most common source of funding continues to be personal savings, which are used by 82% of graduates from the 2016/2017 class, an increase over 79% from the 2014/2015 graduating class. The second-most common source of funding, for 27% of graduates, is to have their tuition paid for by their employer, though this type of assistance has been declining over the past 10 years. Support or gifts from family members remains a stable source of assistance for 10% of graduates in 2016/2017. Among the 11% of graduates indicating they had another source of financial assistance or benefits in 2016/2017, top mentions include: dental/medical/health benefits (45%); wages from employer (17%); and employment insurance (15%).

Table 16

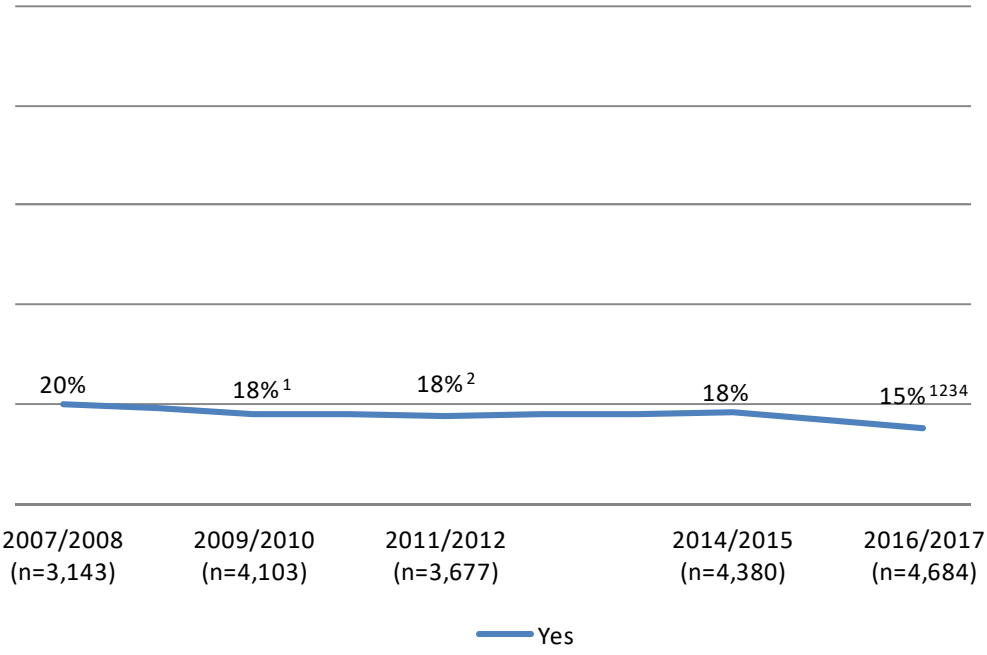
Sources of Financial Assistance while Attending Technical Training (C6)	2007/2008 (n=3143)	2009/2010 (n=4106)	2011/2012 (n=3677)	2014/2015 (n=4380)	2016/2017 (n=4684)
Personal savings	69%	70%	80% [12]	79% [23]	82% [1234]
Tuition paid for by employer	44%	43%	37% [12]	36% [23]	27% [1234]
Support or gift from family member	13%	13%	10% [12]	10% [23]	10% [34]
Loan from family member	6%	7% [1]	6%	7%	6% [13]
Gift or grant from employer	5%	3% [1]	4% [2]	4% [3]	4% [4]
Travel costs paid for by employer	7%	6% [1]	6%	7%	4% [1234]
Bank loan	6%	6%	3% [12]	5% [12]	4% [134]
Grant from employer association or employee association	3%	3%	5% [12]	5% [23]	3% [12]
Loan from employer	2%	3%	4% [2]	3% [3]	2% [123]
Other	7%	8%	9% [2]	11% [123]	11% [234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

In 2016/2017, 15% of graduates received wages from their employer while attending technical training (Figure 48). This proportion is a decrease from each of the previous four survey years starting with 2007/2008, down from 18% in each of 2014/2015, 2011/2012 and 2009/2010 and from 20% in 2007/2008.

Figure 48

Received Wages from Employer While Attending Technical Training (C7a)



Superscripts indicate significance at the 95% confidence level. See page 7.

Even though fewer apprentices receive wages while attending apprenticeship training, the percentage amount among those who do remains stable: the average percentage of regular wage received is 88%, which is on par with the average percentage received over the previous four survey years starting with 2007/2008, as shown in Table 17. Nearly three-fifths (58%) of graduates from the 2016/2017 class received their full wages.

Table 17

% of Regular Wage Received from Employer in Most Recent Period of Technical Training (C7b)	2007/2008 (n=632)	2009/2010 (n=741)	2011/2012 (n=649)	2014/2015 (n=809)	2016/2017 (n=712)
0%	0%	0%	1%	1%	2% [2]
1% to 49%	7%	10%	7%	9%	5% [134]
50% to 99%	18%	20%	22%	20%	14% [123]
100%	71%	69%	61% [12]	56% [123]	58% [34]
Don't know	4%	2% [1]	7% [12]	11% [123]	10% [34]
Refused	0%	0%	2%	3%	12% [12]
Mean	89%	87%	87%	86% [3]	88%

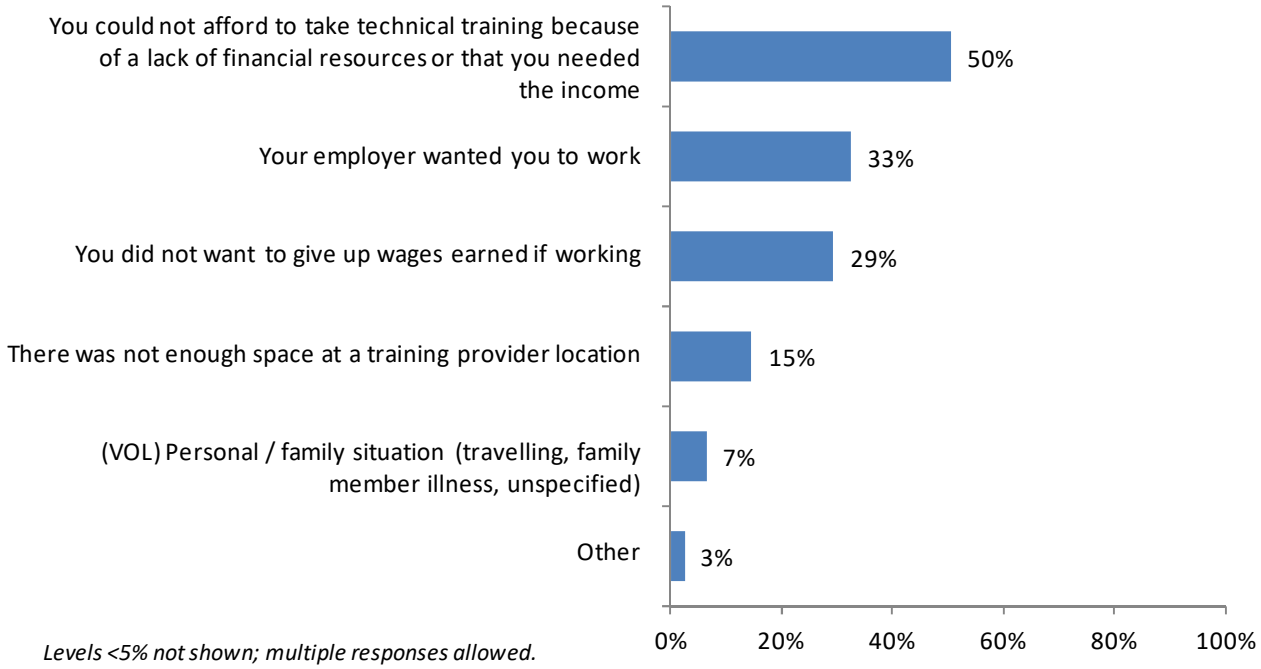
Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

4.1.3 Delaying Technical Training

Among the 2016/2017 apprenticeship graduates, 40% state that they delayed attending technical training at some point during their apprenticeship program. This represents a steady increase in the proportion of graduates doing so, as 37% did among the 2014/2015 graduates, 34% among the 2011/2012 graduates, 32% did among the 2009/2010 graduates, and 30% among the 2007/2008 graduates.

Graduates who delayed technical training were asked the reason why. Figure 49 details their responses; the top answer, given by 50% of graduates from 2016/2017, is a lack of financial resources or needing the income. In a similar vein, 29% state they did not want to give up wages earned if working, while one-third (33%) state it is because their employer wanted them to work.

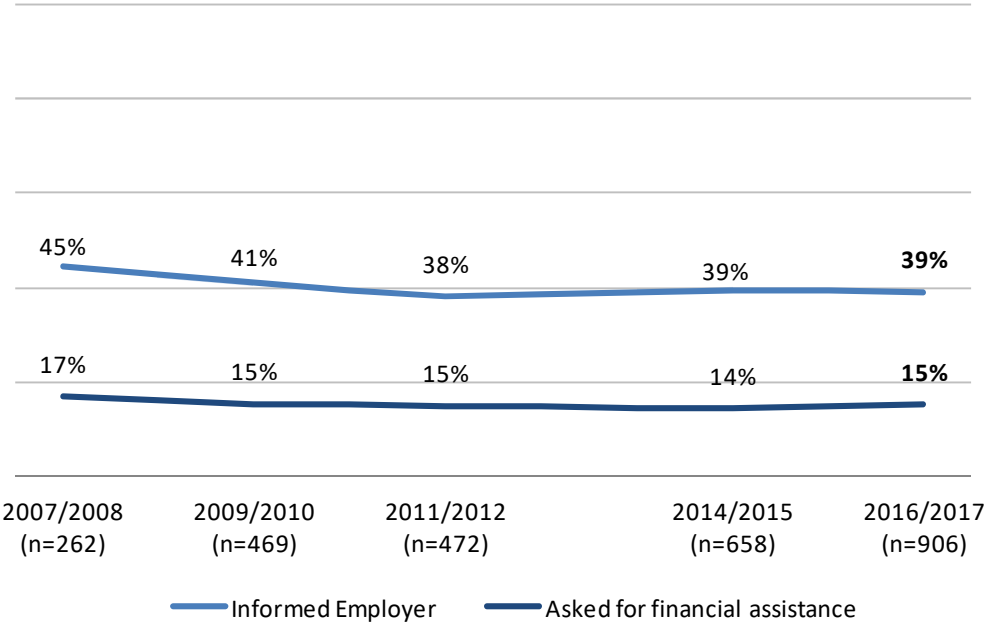
Figure 49 **Reasons for Delaying Technical Training (C11)**



Levels <5% not shown; multiple responses allowed.
Base (n=1832) excluding "Don't know" and "Refused" response levels.

Among those who delayed technical training due to a lack of financial resources, 39% of graduates informed their employer of this reason, but only 15% asked their employer for financial assistance to attend technical training. Each of these is on par with results from the previous four survey years starting with 2007/2008, as shown in Figure 50.

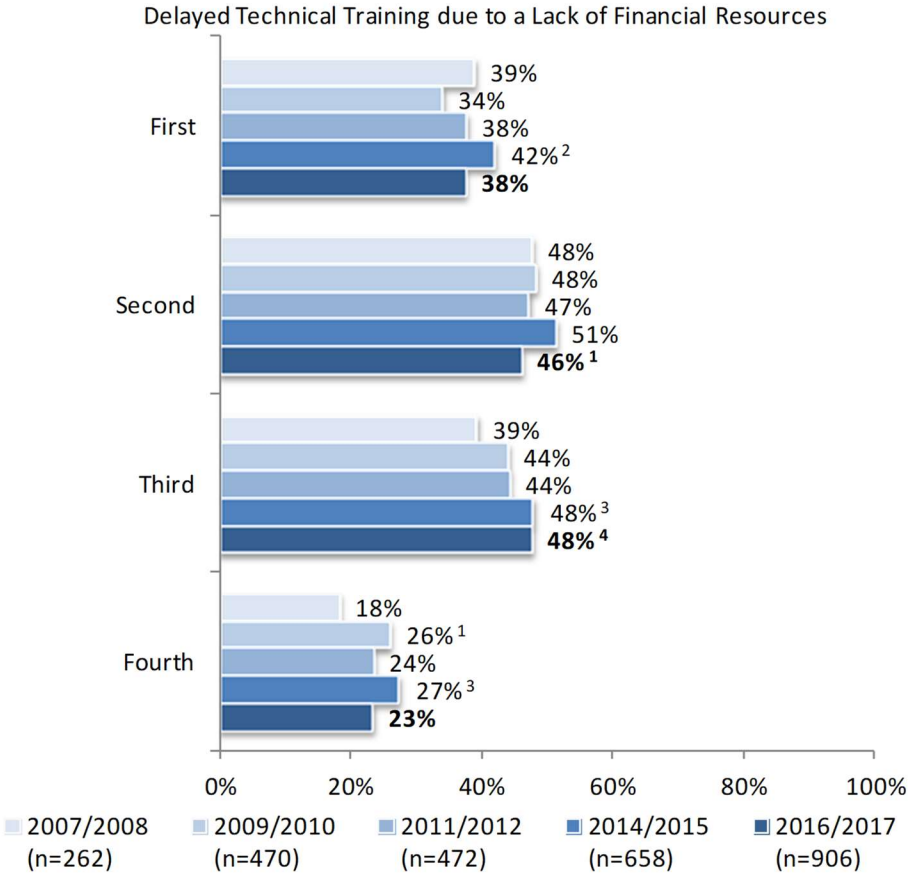
Figure 50 **Informed Employer You Lacked Financial Resources (C9b) / Asked Employer for Financial Assistance to Attend Technical Training (C9c)**



Superscripts indicate significance at the 95% confidence level. See page 7.

Among 2016/2017 graduates who delayed technical training due to a lack of financial resources, most did so during their third period (at 48%) and/or their second period (at 46%), followed by their first period (at 38%), which is consistent with 2014/2015, as detailed in Figure 51. The fourth period is the least common period during which graduates delay technical training (23% in 2016/2017).

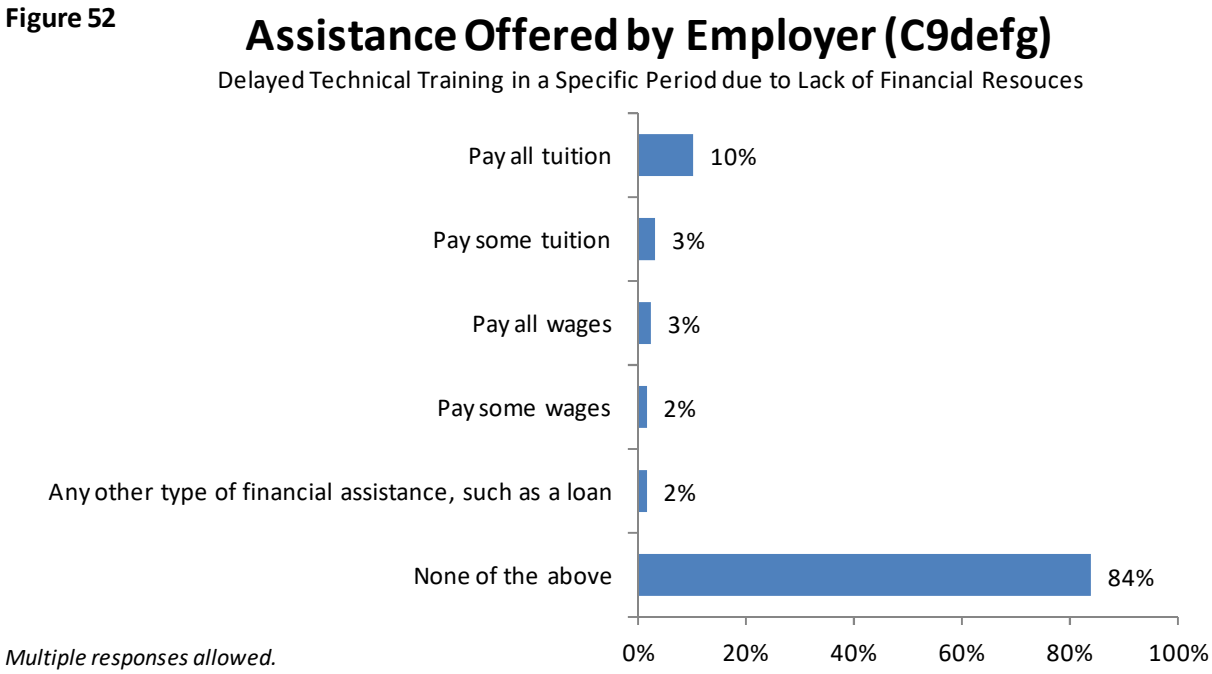
Figure 51 Periods of Apprenticeship During Which Technical Training was Delayed (C9d)



"Don't know", "Refused", and "Not Applicable" response levels not shown.
Superscripts indicate significance at the 95% confidence level. See page 7.

When graduates delay technical training due to a lack of financial resources, employers do not offer any assistance in the majority of cases (84%). When assistance is offered, it is primarily (10%) in the form of paying all tuition. See Figure 52.

Figure 52

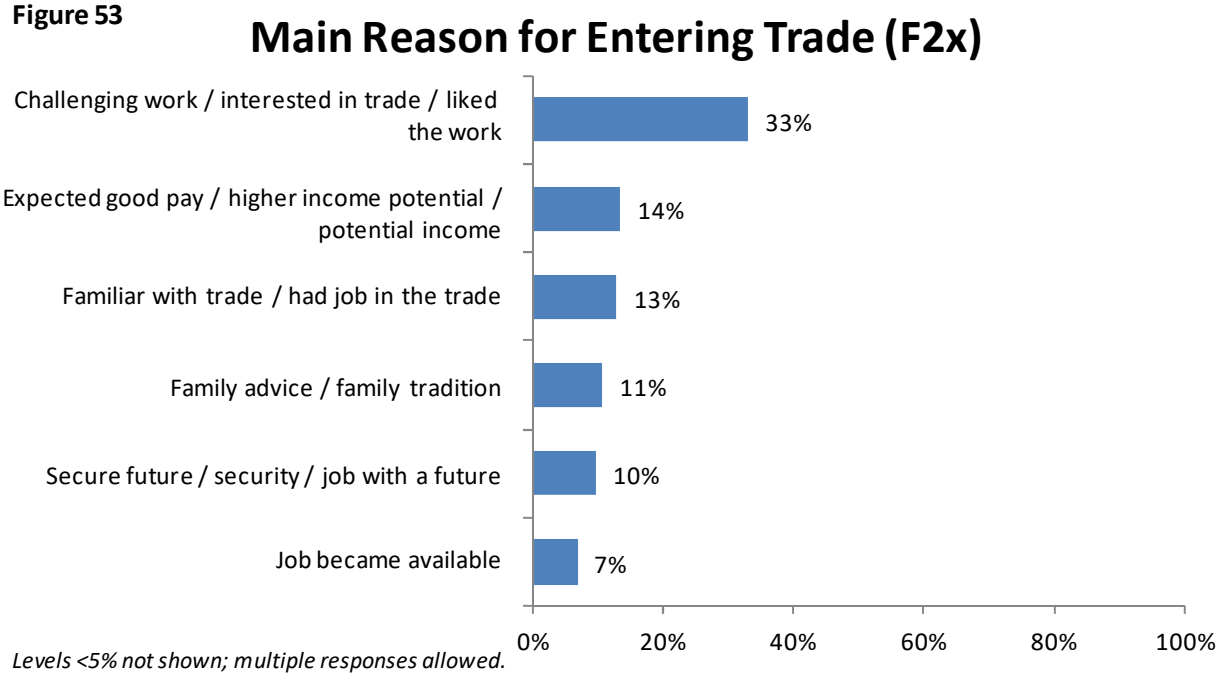


Multiple responses allowed.
Base (n=846) excluding "Don't know" and "Refused" response levels.

4.2 Additional Factors Determining Successful Completion of Alberta Apprenticeship Program

All graduates were asked the main reason for entering the trade in which they took apprenticeship training. Among those providing a response, the top reason, stated by 33%, is that they find the work challenging, are interested in the trade and/or like the work. Other top mentions include the expected good pay and potential for high income (14%), familiarity with the trade (13%), family advice or tradition (11%) and a secure job with a secure future (10%). See Figure 53.

Figure 53

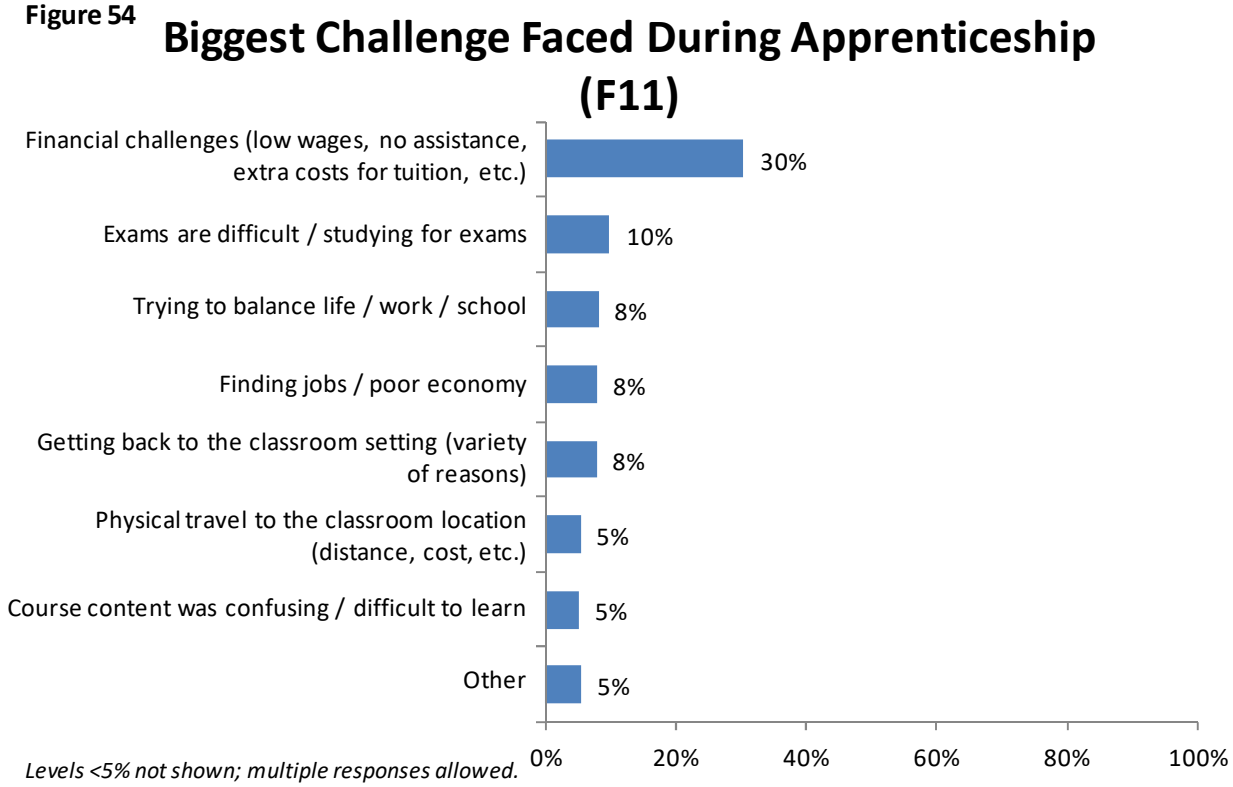


Levels <5% not shown; multiple responses allowed.
Base (n=5017) excluding "Don't know" and "Refused" response levels.

4.2.1 Challenges During Apprenticeship

Graduates were also asked what the biggest challenge was that they faced during their apprenticeship program. While 32% have declined to answer, those who have answered mention financial challenges most frequently (30%). Remaining answers represent a variety of challenges, as seen in Figure 54, including: difficulty of exams; life / work / school balance; finding jobs in the current economy; and getting back to a classroom setting.

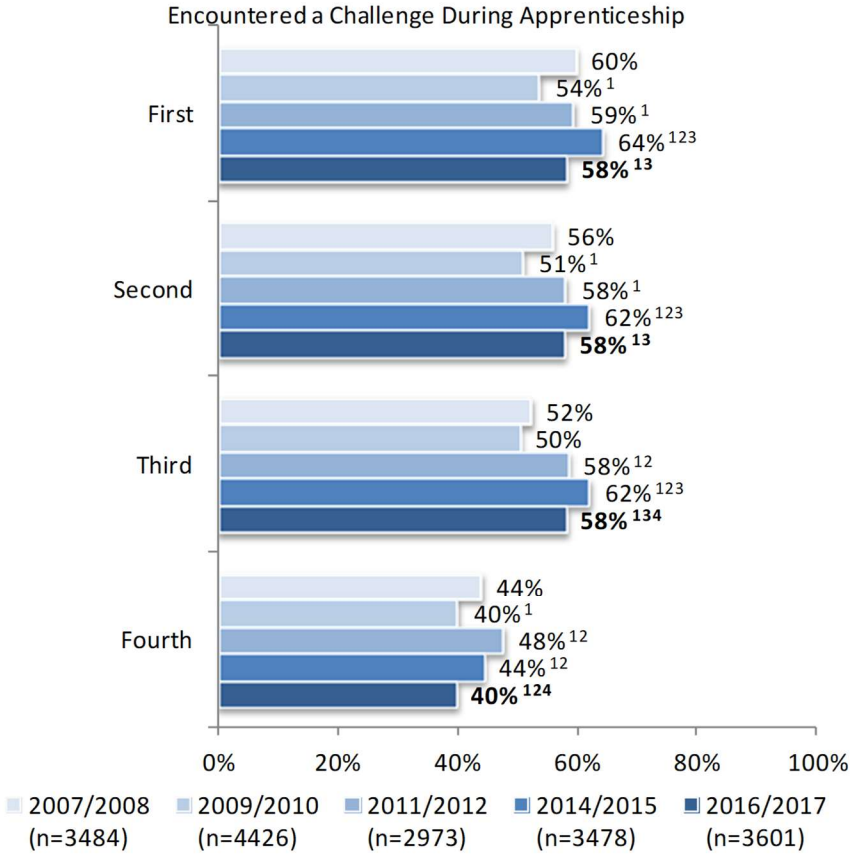
Figure 54



Levels <5% not shown; multiple responses allowed.
Base (n=3605) excluding "Don't know" and "Refused" response levels.

Among graduates who experience a challenge during their apprenticeship, the majority experience these challenges during the first, second, and/or third period (58% each) compared to during the fourth period (40%) when apprentices are closer to graduating. This trend of fewer challenges during the fourth period is consistent across the five survey years starting with the 2007/2008 graduating class. The proportion of graduates experiencing challenges during each period has declined somewhat compared to 2014/2015 results; see Figure 55.

Figure 55 Periods of Apprenticeship During Which Challenges were Encountered (F11a)

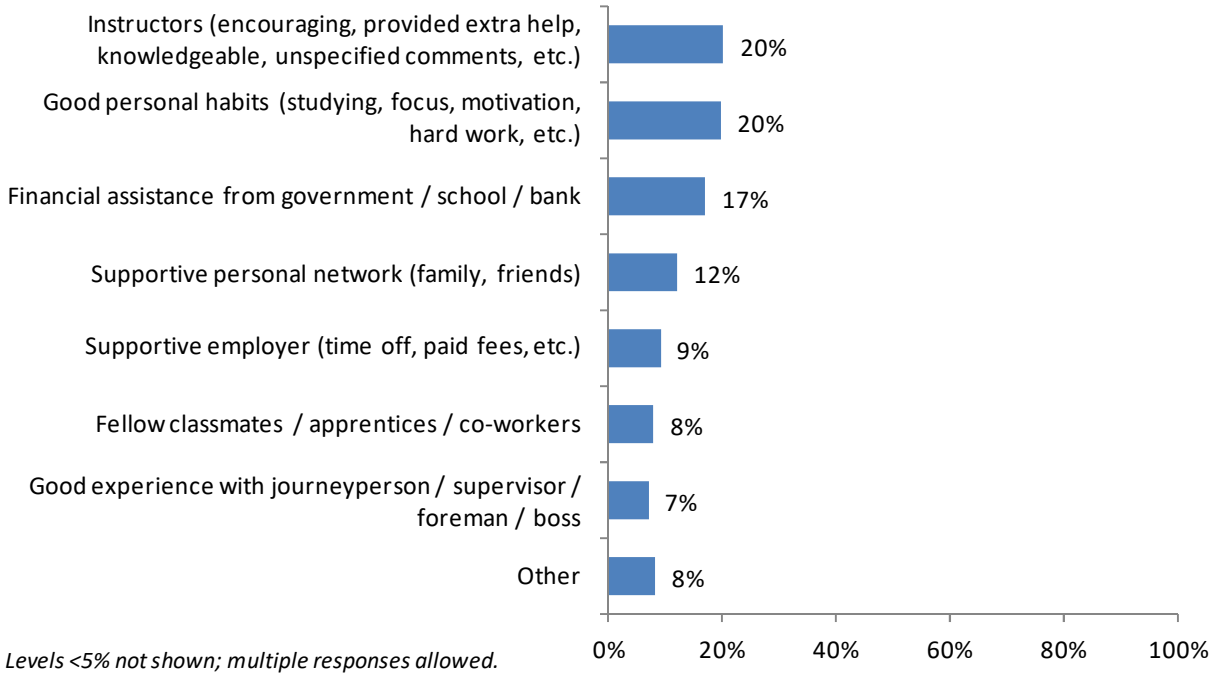


"Don't know", "Refused", and "Not Applicable" response levels not shown.
Superscripts indicate significance at the 95% confidence level. See page 7.

4.2.2 Completion of Apprenticeship

When asked what factors or supports were most effective in terms of helping to complete their apprenticeship, 62% of graduates in the 2016/2017 graduating class provided a response. Among these, the top mentions are detailed in Figure 56 as: instructors (20%); good personal habits (20%); and financial assistance (17%). This wide variety in the top mentions provides evidence of needing a well-rounded environment in order to be successful.

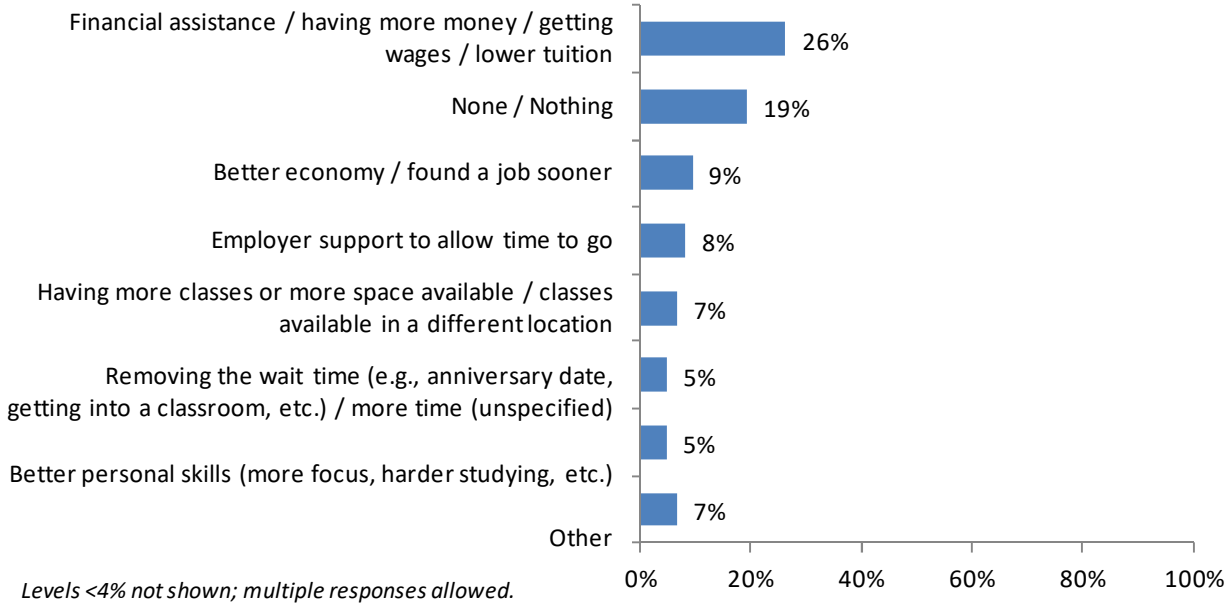
Figure 56 **Factors or Supports Most Effective in Helping Complete Apprenticeship Training (F12)**



Levels <5% not shown; multiple responses allowed.
Base (n=3225) excluding "Don't know" and "Refused" response levels.

In addition, graduates were also asked what would have helped them to complete their apprenticeship sooner. Among the 54% who provided a response, 26% state financial assistance or having more money available, while other smaller mentions include the economy, employer support, and more availability of classes. Nearly one-fifth (19%) of graduates state that nothing more could have helped them to complete sooner. See Figure 57 for details.

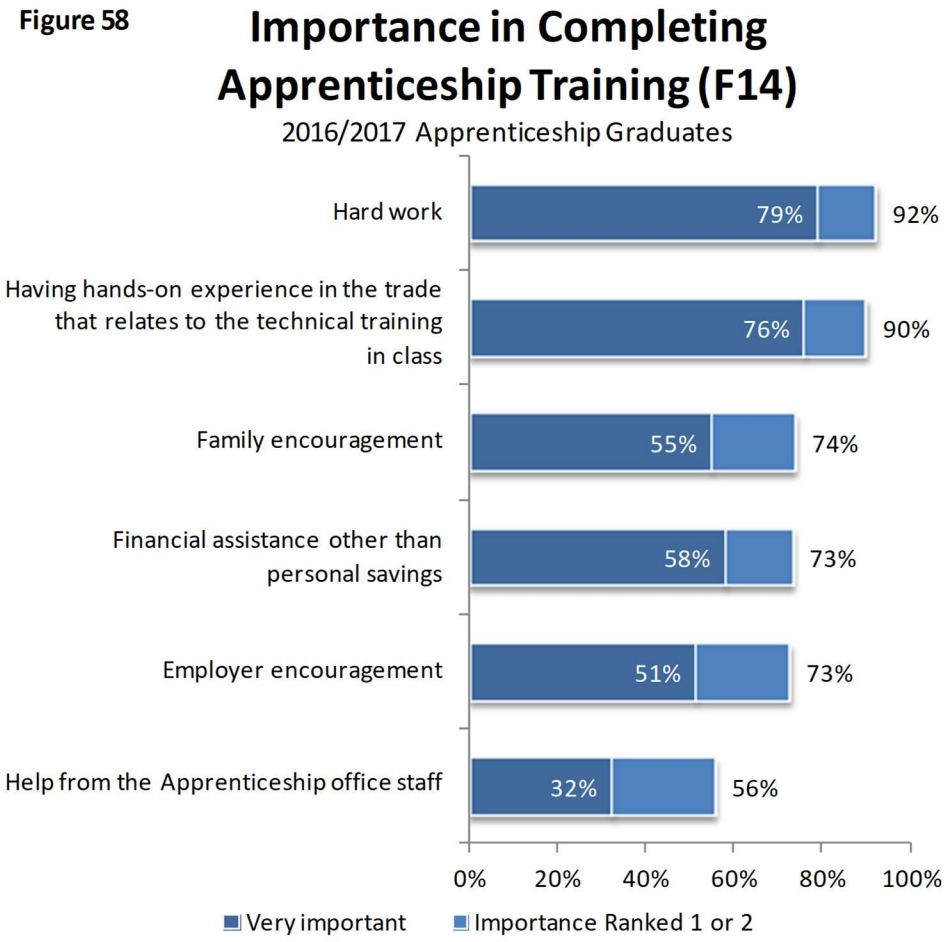
Figure 57 **Would Have Helped Complete Apprenticeship Sooner (F13)**



Levels <4% not shown; multiple responses allowed.
Base (n=2775) excluding "Don't know" and "Refused" response levels.

In order to gain a sense of the importance of various specific factors leading to successful completion of apprenticeship training, graduates were asked to rate how important they felt each one was to them using a 5-point scale. Figure 58 details the results below. Hard work is considered the most important factor with 92% of 2016/2017 graduates rating it as 1 or 2 on the 5-point scale, followed closely by having hands-on experience that relates to the technical training from the classroom (90%).

Figure 58



Each of the specific factors has increased in the top "very important" rating on the 5-point scale compared to the 2014/2015 graduating class to meet or exceed the top importance value over the previous four survey years starting with 2007/2008, with the exception of financial assistance other than personal savings which has remained steady at 58%; see Table 18.

Table 18

Importance of Factors in Completing Apprenticeship Training (F14)	%Very Important by Survey Year				
	2007/2008 (n=3484)	2009/2010 (n=4426)	2011/2012 (n=4073)	2014/2015 (n=4869)	2016/2017 (n=5172)
Hard work	74%	76% [1]	72% [1]	76% [13]	79% [1234]
Having hands-on experience in the trade that relates to the technical training in class	73%	76% [1]	69% [12]	73% [12]	76% [124]
Family encouragement	52%	55% [1]	51% [1]	51% [2]	55% [124]
Financial assistance other than personal savings	57%	62% [1]	53% [12]	58% [12]	58% [23]
Employer encouragement	45%	47% [1]	44% [1]	48% [13]	51% [1234]
Help from the Apprenticeship office staff	24%	27% [1]	27% [2]	30% [123]	32% [1234]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

Likewise, Table 19 compares the top-2 importance scores (ranked 1 or 2 on the 5-point scale) over the five survey years starting with the 2007/2008 graduating class. While scores for the various factors generally remain on par with those from the previous survey year of 2014/2015 graduates, they have increased compared to the 2011/2012 graduating class, with the exception of family encouragement which has remained stable.

Table 19

Importance of Factors in Completing Apprenticeship Training (F14)	%Importance Ranked 1 or 2 by Survey Year				
	2007/2008 (n=3484)	2009/2010 (n=4426)	2011/2012 (n=4073)	2014/2015 (n=4869)	2016/2017 (n=5172)
Hard work	94%	95%	89% [12]	91% [123]	92% [1234]
Having hands-on experience in the trade that relates to the technical training in class	92%	93%	87% [12]	89% [123]	90% [234]
Family encouragement	79%	81% [1]	73% [12]	72% [23]	74% [34]
Financial assistance other than personal savings	75%	80% [1]	70% [12]	74% [12]	73% [23]
Employer encouragement	74%	77% [1]	68% [12]	71% [123]	73% [123]
Help from the Apprenticeship office staff	56%	58% [1]	52% [12]	55% [12]	56% [23]

Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

4.2.3 Familiarity with Apprenticeship Network

Graduates were asked to rate how familiar they are with the industry committees including the Local Apprenticeship Committees (LACs) if appropriate, the Provincial Apprenticeship Committees (PACs), and the Alberta Apprenticeship and Industry Training (AIT) Board; results are presented in Table 20. The percentages of graduates who are either familiar or very familiar with their LACs and PACs have each declined since 2014/2015 to match levels of familiarity observed among 2011/2012 graduates; 28% of graduates from 2016/2017 are familiar with their LACs compared to 37% the previous survey year, while 32% are familiar with their PACs compared to 38% among 2014/2015 graduates. Familiarity with the AIT Board remains steady at 72% compared to 73% among 2014/2015 graduates.

Table 20

Familiarity with LAC, PAC and AIT (F8)	%Very Familiar + Familiar by Survey Year				
	2007/2008 (LAC n=2728) (n=3484)	2009/2010 (LAC n=3467) (n=4425)	2011/2012 (LAC n=3151) (n=4073)	2014/2015 (LAC n=3008) (n=4869)	2016/2017 (LAC n=3546) (n=5172)
Local Apprenticeship Committee (LAC)	29%	31%	30%	37% [123]	28% [13]
Provincial Apprenticeship Committee (PAC)	33%	31%	30% [2]	38% [123]	32% [1]
Alberta Apprenticeship and Industry Training (AIT)	64%	60% [1]	64% [1]	73% [123]	72% [234]

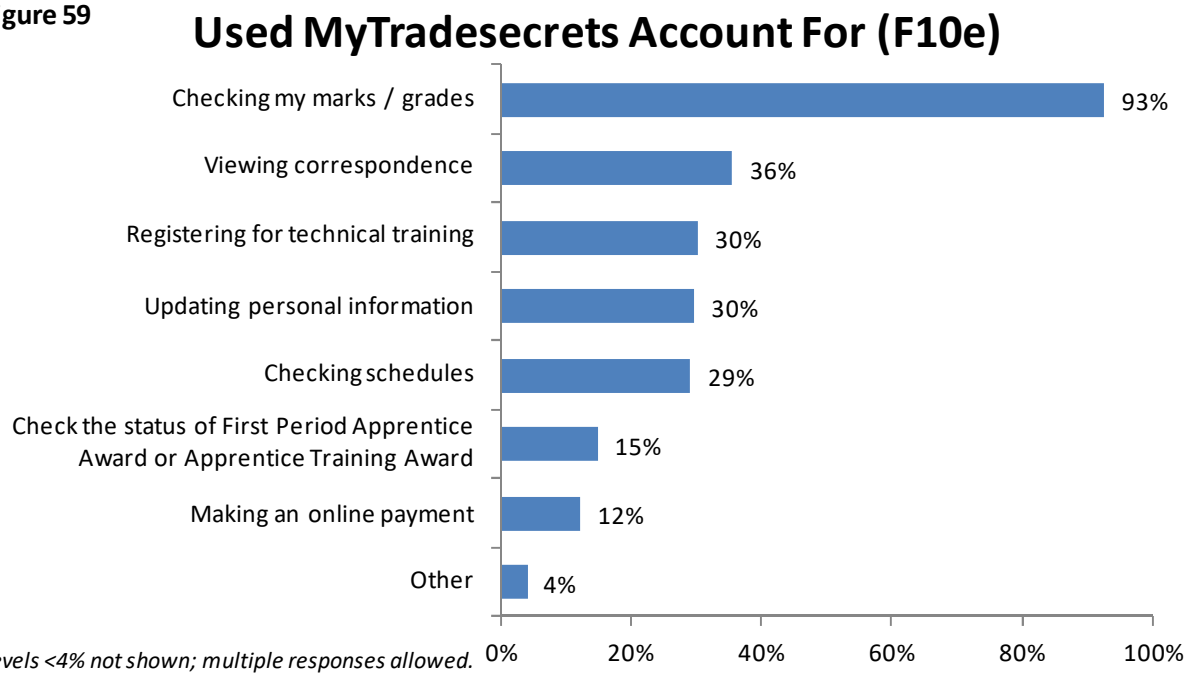
Superscripts indicate significance at the 95% confidence level. See page 7.
Pink shading indicates a statistically significant decrease since the previous year; green indicates an increase.

4.2.4 Usage of MyTradesecrets

2016/2017 graduates were asked about their usage of MyTradesecrets (MTS); 96% of them report having used this account.

Figure 59 details the tasks performed by those who used their MyTradesecrets account. The vast majority of graduates (93%) use their MyTradesecrets account to check marks or grades. Other tasks are done by fewer than two-fifths of graduates each; 36% view correspondence, while 30% register for technical training or update personal information; and 29% check class or training schedules.

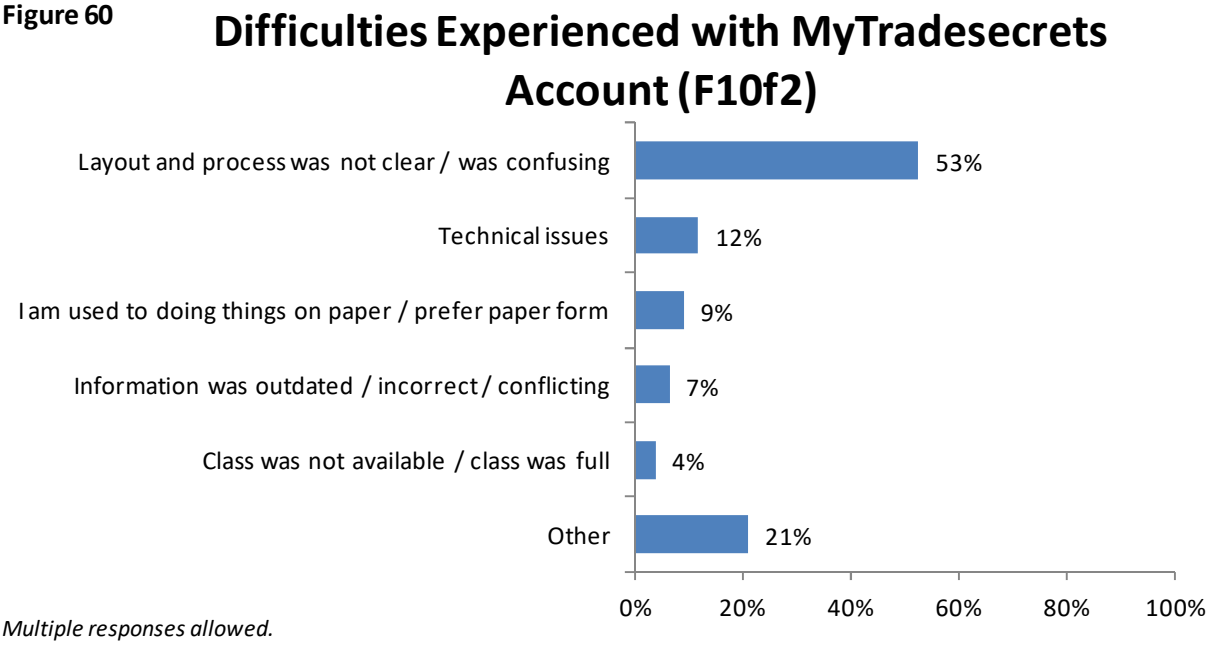
Figure 59



Levels <4% not shown; multiple responses allowed.
Base (n=4890) excluding "Don't know" and "Refused" response levels.

Among those registering for technical training via MyTradesecrets, 84% state that it was easy to do so. The dominant difficulty experienced by the few who do not find it easy is that the layout and process is confusing or unclear, mentioned by 53%; other difficulties are included in Figure 60.

Figure 60



Multiple responses allowed.
Base (n=76) excluding "Don't know" and "Refused" response levels.

Appendix A: Methodology

The project was managed by the Strategic Integration Policy Branch of Apprenticeship and Student Aid (the client). All components of the project were designed and executed in close consultation with the client. At the outset of the project, all background information relevant to the study was identified and subsequently reviewed by Advanis, including the results of the previous apprenticeship graduate satisfaction studies. The consulting team completely familiarized itself with the objectives of the client ensuring a full understanding of the issues and concerns to be addressed in the project. The result of this task was an agreement on the research methodology, a detailed work plan, and project initiation.

To maintain continuity, the methodology used in the 2018 study was similar to the approach used in conducting the previous surveys and the client was responsible for the development of the survey instrument.

For the 2018 survey, the client provided Advanis with the full sample frame of 2016/2017 apprenticeship graduates. Advanis was responsible for pretesting the survey instrument, data collection, cleaning, coding and data entry, conducting the data analysis and reporting. The study was conducted based on the following approach:

- Questionnaire review and pretest;
- Data collection;
- Data checking, cleaning, coding, and merging; and
- Analysis and reporting.

A.1 Questionnaire Review and Pretest

The last apprenticeship graduate survey was conducted in 2015. In consultation with the client, the survey instrument utilized in the 2015 study was reviewed and modifications were incorporated into the 2018 survey design. The survey was programmed for completion online or on the phone. In general, the 2018 survey continues with the same sections; satisfaction with on-the-job training, satisfaction with technical training, financial assistance, satisfaction of program administration and lastly labour market status and career expectations.

A couple of new questions were added to the 2018 survey related to financial assistance. Apprenticeship graduates were asked about difficulties that they encountered applying for and receiving government student loans and monetary awards such as the First Period Apprenticeship Award and the Apprenticeship Training Award. Related to government student loans, graduates were also asked about monthly payment details. In 2018 the survey continued to ask about the graduate's gross monthly salary but a follow-up question was also added in 2018 to ask the graduates what they actually earned *last month* from all their jobs. This was to capture information when a graduate's earnings vary greatly month to month. Lastly new questions were added asking about usage of the MyTradesecrets (MTS) account.

Following client approval of the survey instrument, Advanis conducted 30 pretest interviews with a random sample of respondents. The pretest was used to assess interview length and flow patterns and to identify any problem questions or difficulties in comprehension or wording as well as areas of respondent resistance. Following the pretest, the questionnaire was finalized in consultation with the client. Several changes were made to the survey to decrease survey length. However the survey remained longer than the planned 20 minutes when completed over the phone. The average survey length for phone surveys was 26.3 minutes. A copy of the final questionnaire is provided in Appendix D.

A.2 Survey Population and Sample Selection

Similar to the previous apprenticeship graduate surveys, administrative data was used to build a sample frame for the 2018 survey. AIT provided Advanis with an exhaustive and mutually exclusive sample frame of apprenticeship graduates for the 2016/2017 academic year. More specifically, the sample frame included those that were registered Albertan apprentices who completed all the requirements for certification as a journeyperson in a trade during the 2016-2017 academic year (August 1, 2016 to July 31, 2017).

A number of procedures were completed to prepare the population file for use as a sample frame for the 2018 survey:

1. Identifying missing and erroneous phone numbers;
2. Identifying missing and erroneous email addresses;
3. Looking up valid phone numbers where possible; and
4. Identifying duplicate contacts.
    - Only one duplicate record was identified, which upon further investigation turned out to be a father and son with the same name at the same phone number. Their names were updated to include their middle names to allow interviewers to differentiate between the two graduates.

A.2.1 Sample Frame and Quotas

A **census** was deployed for all sample included in the population file. A total of 9,424 graduates were included in the census. The target for the census was 5,259 interviews. Advanis obtained 5,172 completed interviews. More specifically, two separate cohorts were included:

- Cohort 1
    - Definition: Graduates who completed both their technical training and on-the-job training requirements in 2016/2017.
    - Population size: 5,470
    - Minimum response rate required: 60%
    - Minimum completed interview target: 3,282
    - Completed interviews: 3,101

- Cohort 2:
    - Definition: Graduates who completed their technical training prior to the 2016/2017 academic year or who were not required to take any technical training during their apprenticeship.
    - Population size: 3,954
    - Minimum response rate required: 50%
    - Minimum completed interviews target: 1,977
    - Completed interviews: 2,071

It was crucial to the success of the study that only the named graduates in the population file complete the survey. Advanis employed a screening process to ensure that only graduates that qualified for the study (and were included in the population file) completed the survey.

A.3 Data Collection

A.3.1 Research Timing and Results of Surveying

The data collection phase of this study took place between November 27, 2017 and February 1, 2018. Advanis completed 2,532 telephone interviews and collected 2,640 web surveys for a total of 5,172 surveys with graduates of the apprenticeship program.

- Table A, below, outlines the distribution of completed interviews by cohort with targets included.
- Table B, below, outlines the distribution of completed interviewers by trade group.
- Table C, below, provides more detail on calling statistics by trade group.

Table A: Total Survey Completes

	Cohort 1	Cohort 2	Total
Sample	5,470	3,954	9,424
Completions	**3,101**	**2,071**	**5,172**
Telephone	1,552	980	2,532
Web	1,549	1,091	2,640
Completion Target	3,282	1,977	5,259
% of Completion Target	94%	105%	98%
% of Population	57%	52%	55%

Table B: Total Survey Completes by trade group

Trade Group	Sample	Completions			% of Population
		Total	Telephone	Web	
Arch/Construction	**947**	**511**	**244**	**267**	**54%**
Cohort 1	553	311	142	169	56%
Cohort 2	394	200	102	98	51%
Electrical	**1,857**	**977**	**482**	**495**	**53%**
Cohort 1	1,176	618	305	313	53%
Cohort 2	681	359	177	182	53%
Mechanical	**2,001**	**1,097**	**555**	**542**	**55%**
Cohort 1	1,174	663	336	327	56%
Cohort 2	827	434	219	215	52%
Metal	**2,107**	**1,111**	**600**	**511**	**53%**
Cohort 1	1,373	755	404	351	55%
Cohort 2	734	356	196	160	49%
Vehicle	**1,806**	**1,088**	**522**	**566**	**60%**
Cohort 1	1,084	682	337	345	63%
Cohort 2	722	406	185	221	56%
Other	**706**	**388**	**129**	**259**	**55%**
Cohort 1	110	72	28	44	65%
Cohort 2	596	316	101	215	53%

Total survey results for each of the trade groups provide a margin of error no greater than +5.0% at the 95% confidence level (i.e., 19 times out of 20). The outcome of all call attempts resulted in an overall response rate of 55%. Other relevant statistics concerning the results of the survey sample are presented in Table C.

Table C: Survey Statistics

Trade Group	Sample	% Completes	% Ineligible / Unavailable	% Refused	% Exhausted	% Active
Arch/ Construction	**947**	**54%**	**7%**	**22%**	**15%**	**3%**
Cohort 1	553	56%	7%	22%	15%	0%
Cohort 2	394	51%	7%	22%	14%	7%
Electrical	**1,857**	**53%**	**7%**	**24%**	**14%**	**2%**
Cohort 1	1,176	53%	8%	25%	15%	0%
Cohort 2	681	53%	5%	22%	14%	6%
Mechanical	**2,001**	**55%**	**7%**	**22%**	**13%**	**3%**
Cohort 1	1,174	56%	8%	22%	14%	0%
Cohort 2	827	52%	7%	21%	13%	6%
Metal	**2,107**	**53%**	**7%**	**20%**	**17%**	**3%**
Cohort 1	1,373	55%	8%	20%	17%	0%
Cohort 2	734	49%	7%	20%	17%	7%
Vehicle	**1,806**	**60%**	**6%**	**18%**	**13%**	**3%**
Cohort 1	1,084	63%	6%	17%	14%	0%
Cohort 2	722	56%	6%	18%	13%	7%
Other	**706**	**55%**	**8%**	**16%**	**14%**	**7%**
Cohort 1	110	65%	12%	8%	15%	0%
Cohort 2	596	53%	8%	18%	14%	8%
Total	**9,424**	**55%**	**7%**	**21%**	**15%**	**3%**
Cohort 1	5,470	57%	7%	21%	15%	0%
Cohort 2	3,954	52%	7%	20%	14%	7%

While data was being collected, Advanis provided a weekly written progress report to the client.

It should be noted that for the survey among 2014/2015 graduates, respondents were first contacted via phone and that email invitations to the online survey were used as a follow-up method among those that were not reached via phone. For the survey among 2016/2017 graduates, email invitations to the online survey were sent out as the initial method of contact to first allow graduates to complete the survey at their own convenience, particularly given the length of the survey. As a result of this approach, more 2016/2017 graduates completed the survey online (51%) compared to 2014/2015 graduates (21%). Differences in responses to the KPI questions have been analyzed between the two modes of survey completion, and while graduates completing online tend to rate their satisfaction with various elements slightly lower than those graduates completing over the phone, the differences in results year over year cannot be entirely contributed to this effect. Tables D, E and F below illustrate these differences among a few of the KPI questions in detail.

Table D: Overall Satisfaction (F6x) by Survey Mode

F6x: Based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?

Still have chosen to become an apprentice?	2014/2015			2016/2017		
	Total	Phone	Web	Total	Phone	Web
Yes	94%	**95%**	87%	90%	**95%**	85%
Base	4,869	3,858	1,011	5,172	2,532	2,640

Values in green font indicate statistically higher scores than their mode counterpart at a 95% confidence level.

Table E: Satisfaction with On-the-Job Training (B2_i) by Survey Mode

B2_i: The overall quality of your on-the-job training: How satisfied were you with your on-the-job training during your apprenticeship in terms of ...?

Overall quality of on-the-job training	2014/2015			2016/2017		
	Total	Phone	Web	Total	Phone	Web
Very + Somewhat Satisfied	93%	**94%**	86%	89%	**92%**	85%
Base	4,869	3,858	1,011	5,172	2,532	2,640

Values in green font indicate statistically higher scores than their mode counterpart at a 95% confidence level.

Table F: Satisfaction with Technical Training (C3_i) by Survey Mode

C3_i: The overall quality of your technical training: Generally, how satisfied were you with your technical training in terms of ...?

Overall quality of technical training	2014/2015			2016/2017		
	Total	Phone	Web	Total	Phone	Web
Very + Somewhat Satisfied	94%	**95%**	90%	93%	**95%**	92%
Base	4,380	3,513	867	4,684	2,358	2,326

Values in green font indicate statistically higher scores than their mode counterpart at a 95% confidence level.

A.3.2 Survey Administration and Quality Control Measures

The questionnaire was programmed into Advanis' proprietary multi-modal survey platform. Using this system, data collection and data entry were simultaneous, as data was entered while the interview was being conducted. Furthermore, the system allowed interviewers to directly enter verbatim responses to open-ended questions. Throughout the process, Advanis maintained respondent confidentiality.

The survey was administered through telephone and online interviews. All sample records that had a valid email address were first offered to complete the survey online via a link in their email invitation. If the graduate did not complete the survey after the initial email invite and reminder Advanis called the graduates to offer them the opportunity to complete the interview over the phone (the phone and online surveys were identical). Once we reached a graduate on the phone if they requested to complete the survey online they were provided with a link to the online survey. Throughout fielding Advanis followed up with graduates via email reminders and phone calls.

Up to twenty-two call attempts were made to make an 'initial contact' with the target respondent. Initial contact meant that the interviewer had established voice contact with the target respondent and had attempted to apply the research instrument, or had established a date and time to call back and complete the survey. After the initial contact, up to ten further attempts to complete an interview were made.

Busy numbers were scheduled for a call back every thirty minutes. Where there was an answering machine, fax or no answer, the call back was scheduled at a different time period on the following day. The first attempts to reach each listing were made during evening hours between 5:00 p.m. and 9:00 p.m. on weekdays (Saturday: 10:00 a.m. - 6:00 p.m. and Sunday: 12:00 p.m. - 6:00 p.m.). If requested by the respondent, interviewers would schedule appointments for interviews between 9:00 a.m. and 5:00 p.m.

Respondents that called into our call centre were transferred directly to an interviewer working on the project. When an inbound caller is transferred to an interviewer, the respondent's case is automatically identified and displayed to the interviewer. This enables the interviewer to reference the call history, provide a modified introduction script to reflect the inbound nature of the call, and facilitate a seamless flow into the survey if the respondent agrees to complete the survey. Calls received outside of regular calling hours were sent to a voicemail with a customized message for the survey, asking them to leave a time when it would be most convenient to call back.

If a respondent logged into the web survey but did not fully complete the survey they were called back a minimum of 10 days after their most recent login. Interviewers would reference that the respondent previously logged into the online survey but had yet to complete it. Interviewers would then offer the respondent the option to complete the survey where they left off on the phone (the survey platform skips to the last question the respondent answered). If the respondent would rather complete the survey online, the interviewer had the ability to send them a new email with their survey link included as a reminder to finish.

Advanis employed a total of 86 experienced and professional interviewers for this survey. All interview staff was extensively trained on the survey instrument. Interviewers participated in a training session prior to the commencement of the data collection. Advanis' Quality Assurance team listened to the recordings of 10 percent of completed surveys and compared the responses to those entered by the interviewer to ensure that responses from respondents were properly recorded. Team Supervisors conducted regular evaluations with each interviewer, in addition to nightly monitoring of each interviewer on their team.

Advanis is a member of the Marketing Research & Intelligence Association of Canada, and abides by its "Rules of Conduct and Good Practice". All data collection activities were conducted in compliance with the privacy requirements of the Freedom of Information and Protection of Privacy Act. Measures used to protect personal information from unauthorized access, collection, use and disclosure included:

- All data was stored exclusively on servers within secure facilities; using a variety of security appliances (firewalls, IDS, IPS, anti-malware, anti-virus); and using secure methods of data transfer (HTTPS, SFTP, or encrypted files).
- Data resided on servers within the corporate network as opposed to interviewers' or professional staff members' PCs or laptops.
- Advanis is certified with "PROTECTED B" clearance by Public Works and Government Services Canada.
- Advanis employees are required to complete security awareness training annually. This training is included in the on boarding process for new staff.
- Employees who work remotely connect to a VPN, then log into a server on the corporate network to perform their work.

A.4 Data Checking, Cleaning, Coding, and Merging

Advanis used SPSS statistical software to develop checking, cleaning, and coding syntax. Advanis developed syntax that, among other things, handled:

- Checking skip patterns;
- Checking response ranges;
- Conducting a set of checks to identify any respondent who took an unreasonably short time answering, who straight lined responses, who fail a validation check or in other ways are a potential "cheater/inattentive"; and
- Bucketing responses on scale questions.

Checking syntax was developed and run on test data first. Next, it was finalized by being run on pre-test data. This ensured that data coming from the final survey is accurate. During data collection, checking and cleaning continued. It was done regularly to ensure that the data continued to be valid and correct.

All SPSS syntax files were quality checked by at least one other member on the Advanis team (i.e., other than the original author of the syntax). Transformations of the data (e.g., bucketing the top two responses and bottom two responses of 5-point scales) and complex data checking were quality-checked by more senior staff, and required internal sign-off.

Open-ended questions were coded into appropriate categories. As decided upon in discussion with Alberta Advanced Education, coding guides were developed using 2018 data only in order to reflect response categories that are current and relevant to graduates, and also provide more meaningful and actionable results to AE. As a result, no trending with historical coded results is available for open-ended or "other specify" verbatim responses though. Driven by the need to ensure clean, accurate date in a

timely, ongoing manner, Advanis developed a software platform that is tightly integrated into the data collection process to remove the manual steps traditionally required that are susceptible to user error and compromised data quality. Key components of the verbatim coding process included:

- New survey data was available to the coders immediately after each survey was completed. The tool "pulls" the required information from the survey database, allowed the cleaning to occur, and "put" the cleaned information directly back into the database.
- 10% of all cases were checked for quality assurance.
- Each question had a separate queue, allowing coders to focus on a single question at a time, thereby improving accuracy and consistency.

Tabulations of the detailed data tables of survey results were provided to the client in an electronic SPSS data file, including an electronic copy of the codebook for the survey.

Appendix B: Detailed Tabulations of Key Performance Indicators

Table B-1

Overall Satisfaction with Alberta's Apprenticeship Program Question F6x										
	2007/2008		2009/2010		2011/2012		2014/2015		2016/2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	3407	98%	4272	97%	3900	96%	4560	94%	4654	90%
No	61	2%	142	3%	129	3%	192	4%	295	6%
Don't know	16	0%	12	0%	35	1%	91	2%	174	3%
Refused	0	0%	0	0%	9	0%	26	1%	49	1%
Total	3484	100%	4426	100%	4073	100%	4869	100%	5172	100%

Table B-2

Satisfaction with the Overall Quality of On-the-Job Training Question B2_i										
	2007/2008		2009/2010		2011/2012		2014/2015		2016/2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1448	42%	1846	42%	2482	61%	2781	57%	2476	48%
Somewhat Satisfied	1771	51%	2200	50%	1384	34%	1735	36%	2114	41%
Somewhat Dissatisfied	217	6%	319	7%	153	4%	234	5%	409	8%
Very Dissatisfied	41	1%	61	1%	39	1%	83	2%	138	3%
Don't know	7	0%	0	0%	9	0%	25	1%	18	0%
Refused	0	0%	0	0%	6	0%	11	0%	17	0%
Total	3484	100%	4426	100%	4073	100%	4869	100%	5172	100%

Table B-3

Satisfaction with the Overall Quality of Technical Training Question C3_i										
	2007/2008		2009/2010		2011/2012		2014/2015		2016/2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	1477	47%	1910	47%	2388	65%	2837	65%	2796	60%
Somewhat Satisfied	1475	47%	1910	47%	1133	31%	1289	29%	1583	34%
Somewhat Dissatisfied	159	5%	241	6%	112	3%	178	4%	203	4%
Very Dissatisfied	31	1%	44	1%	39	1%	63	1%	84	2%
N/A / Not encountered	0	0%	0	0%	2	0%	2	0%	3	0%
Don't know	1	0%	0	0%	1	0%	6	0%	6	0%
Refused	0	0%	1	0%	2	0%	5	0%	9	0%
Total	3143	100%	4106	100%	3677	100%	4380	100%	4684	100%

Table B-4

Satisfaction with the Overall Quality of the Service Received from the Apprenticeship Client Services Staff Question D2_d										
	2007/2008		2009/2010		2011/2012		2014/2015		2016/2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very Satisfied	905	48%	1144	48%	886	67%	1080	64%	1171	65%
Somewhat Satisfied	855	45%	1020	43%	345	26%	479	28%	490	27%
Somewhat Dissatisfied	91	5%	158	7%	54	4%	66	4%	61	3%
Very Dissatisfied	39	2%	55	2%	28	2%	55	3%	54	3%
Don't know	4	0%	2	0%	6	0%	12	1%	13	1%
Refused	0	0%	3	0%	0	0%	8	0%	6	0%
Total	1894	100%	2382	100%	1319	100%	1700	100%	1795	100%

Table B-5

Current Employment Status Question E1										
	2007/2008		2009/2010		2011/2012		2014/2015		2016/2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Employed	3202	92%	4095	93%	3826	94%	4184	86%	4388	85%
Not employed, but looking for work	203	6%	234	5%	144	4%	505	10%	581	11%
Not employed, and not looking for work	77	2%	96	2%	100	2%	137	3%	123	2%
Don't know	2	0%	1	0%	0	0%	0	0%	0	0%
Refused	0	0%	0	0%	3	0%	43	1%	80	2%
Total	3484	100%	4426	100%	4073	100%	4869	100%	5172	100%

Appendix C: Trade Groups

Architectural Construction
Bricklayer
Cabinetmaker
Carpenter
Concrete Finisher
Crane and Hoisting Equipment Operator
Elevator Constructor
Floorcovering Installer
Glazier
Lather (Interior Systems Mechanic)
Painter and Decorator
Roofer
Tilesetter

Electrical
Communication Technician
Electric Motor Systems Technician
Electrician
Power System Electrician
Powerline Technician

Metal
Boilermaker
Industrial Mechanic (Millwright)
Ironworker
Machinist
Metal Fabricator (Fitter)
Welder

Mechanical
Gasfitter
Instrumentation and Control Technician
Insulator (Heat and Frost)
Natural Gas Compression Technician
Plumber
Refrigeration and Air Conditioning Mechanic
Sheet Metal Worker
Sprinkler Systems Installer
Steamfitter-Pipefitter

Vehicle
Agricultural Equipment Technician
Auto Body Technician
Automotive Service Technician
Heavy Equipment Technician
Motorcycle Mechanic
Outdoor Power/Recreational Equipment Technician
Parts Technician
Recreation Vehicle Service Technician
Transport Refrigeration Technician

Other
Appliance Service Technician
Baker
Cook
Hairstylist
Landscape Horticulturist
Locksmith
Rig Technician
Water Well Driller

Appendix D: Survey Instrument

2016/2017 Graduates of Apprenticeship Survey

Legend:

- **Interviewer notes/programming notes**
- **CATI ONLY**
- **WEB ONLY**

Int0

Hi, may I please speak with <<sample.name>>?

(IF ASKED: I am calling on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education and would like to speak to the recent graduate from the apprenticeship and industry training program.

IF NEEDED: We are contacting everyone who graduated in the 2016/2017 academic year.

If respondent has questions, direct them to call Aimee Galick, Apprenticeship & Student Aid, Edmonton, Alberta, (587) 987-7046.

DO NOT READ LIST

If person has moved or are travelling WITHIN Canada or the US, ask if there is another number we can reach them at first.)

❍1 Yes, speaking
❍2 Yes, getting person
❍3 No, call back another time
❍4 No, refused (code as household refusal)
❍5 Person is available at a different number
❍6 Not aware of a person by that name OR do not have new contact info (terminate, code as wrong number)
❍7 Person is not available for study duration (confirm they are not available before end of January and no new number in US/Canada to reach them at; if there is, select "Person avail at different number")

CB0 *Show If int0_cb*

Arrange a call back.

REF0 *Show If int0_ref*

Refusal.

T0 *Show If int0_unknown_person*

Thank you for your time. Goodbye.

T0a *Show If int0_unavilable*

Thank you for your time. Goodbye.

Int1a *Show If getting_person*

Hi, is this <<sample.name>>?

(IF ASKED: I am calling on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education and would like to speak to the recent graduate from the apprenticeship and industry training program.

IF NEEDED: We are contacting everyone who graduated in the 2016/2017 academic year.

If respondent has questions, direct them to call Aimee Galick, Apprenticeship & Student Aid, Edmonton, Alberta, (587) 987-7046.

IF NO: Ask to speak to the person and repeat when person comes on the line.

DO NOT READ LIST)

- ❍1 Yes, speaking
- ❍2 No, call back another time
- ❍3 No, refused (code as household refusal)
- ❍4 No, person available at a different number (go to that option on the callback screen)
- ❍5 Not aware of a person by that name (terminate, code as bad sample)

CB1a *Show If int1a_cb*

Arrange a call back.

REF1a *Show If int1a_ref*

Refusal.

T1a *Show If int1a_unknown_person*

Thank you for your time. Goodbye.

Int1b

Hello, my name is _____ and I am calling from Advanis on behalf of the Apprenticeship and Industry Training Board and Alberta Advanced Education. They would like to know how satisfied you were with the apprenticeship and industry training program in the *<<Trade Name>>* trade. Your input is very important and will help us to make improvements in the apprenticeship system. The survey takes about 18 to 20 minutes to complete.

Your participation is voluntary and any information you provide will be kept confidential.

Is this a convenient time to talk to you?

(DO NOT READ LIST

IF NEEDED: We are contacting everyone who graduated in the 2016/2017 academic year.

If respondent has questions, direct them to call Aimee Galick, Apprenticeship & Student Aid, Edmonton, Alberta, (587) 987-7046.)

- ❍1 Yes, continue
- ❍2 No, call back another time
- ❍3 No, refused

CB1b *Show If int1b_cb*

Arrange a call back.

Int2 *Show If int1b_ref*

An online version of the survey is available. Would you be willing to complete the survey online?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No

REF1b *Show If int2_ref*

Refusal.

Int2b *Show If int2_email*

Thank you. << Can I confirm that your email address is .../ May I collect your email address so that we may send you an email with the link to the survey?>>

(ADJUST EMAIL ADDRESS BELOW IF NECESSARY
READ BACK EMAIL ADDRESS PHONETICALLY TO CONFIRM)

_____

☐-9 Don't know
☐-8 Refused

REF2 *Show If int2b_DKRef*

Refusal.

Send *Show If send_email*

Page down to send the email.

emailEnd *Show If send_email*

You should receive an email shortly with your ID number and a link to the survey. Thank you.

Int3

Thank you. Please note that this call may be recorded for quality assurance purposes. Your responses will be shared with postsecondary institutions that provide apprenticeship technical training but will not be identifiable to an individual. When results are published, only summary or grouped information will be provided. Your personal information is collected in accordance with section 33c of ***the Freedom of Information and Protection of Privacy Act*** for the purposes of assessing the apprenticeship training system in Alberta and will only be used or disclosed in accordance with that Act.

Do you have any questions about the collection of this information?

❍1 Yes
❍2 No

Int3b *Show If int3_yes*

You may direct your questions to Aimee Galick, Apprenticeship & Student Aid, Edmonton, Alberta, (587) 987-7046.

Intweb

Thank you for participating in the Apprentice Graduate Survey. Your input is very important and will help Advanced Education to make improvements in apprenticeship programs.

Your responses will be shared with postsecondary institutions that provide apprenticeship technical training but will not be identifiable to an individual. When results are published, only summary or grouped information will be provided. Your personal information is collected in accordance with section 33c of the Freedom of Information and Protection of Privacy Act for the purposes of assessing the apprenticeship training system in Alberta and will only be used or disclosed in accordance with that Act.

If you have any questions about the survey, please contact Aimee Galick, Apprenticeship & Student Aid at (587) 987-7046. For technical issues, please email survey+apprentice@advanis.net .

A1a

Are you a journeyperson in the *<<Trade Name>>* trade?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍3 Don't know

A1b *Show If A1a_no_or_DK*

Participation in the survey requires that you have completed all the requirements for a trade certificate. If you completed all the requirements by July 31, 2017 but have not received your certificate because it is still being processed, we would like you to continue with the survey.

To confirm, have you completed all the requirements for a trade certificate?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍3 Don't know

T1 *Show If A1b_no_or_DK*

Thank you for your time. Goodbye.

A2

In which **year** and **month** did you complete the hours for **on-the-job training** needed for certification as a journeyperson in the *<<Trade Name>>* trade?

If not sure, please estimate the year and month.

(Ask for estimated year and month if not sure.
Note that August 2017 - December 2017 are not valid responses; if respondent indicates one of these, prompt them to confirm.

DO NOT READ LIST)

- ❍1 2017 - January
- ❍2 2017 - February
- ❍3 2017 - March
- ❍4 2017 - April
- ❍5 2017 - May
- ❍6 2017 - June
- ❍7 2017 - July
- ❍13 2016 - January
- ❍14 2016 - February
- ❍15 2016 - March
- ❍16 2016 - April
- ❍17 2016 - May
- ❍18 2016 - June
- ❍19 2016 - July
- ❍20 2016 - August
- ❍21 2016 - September
- ❍22 2016 - October
- ❍23 2016 - November
- ❍24 2016 - December
- ❍25 2015 - January
- ❍26 2015 - February
- ❍27 2015 - March
- ❍28 2015 - April
- ❍29 2015 - May
- ❍30 2015 - June
- ❍31 2015 - July
- ❍32 2015 - August
- ❍33 2015 - September
- ❍34 2015 - October
- ❍35 2015 - November
- ❍36 2015 - December
- ❍37 2014 - January
- ❍38 2014 - February
- ❍39 2014 - March

- ❍40 2014 - April
- ❍41 2014 - May
- ❍42 2014 - June
- ❍43 2014 - July
- ❍44 2014 - August
- ❍45 2014 - September
- ❍46 2014 - October
- ❍47 2014 - November
- ❍48 2014 - December
- ❍49 2013 - January
- ❍50 2013 - February
- ❍51 2013 - March
- ❍52 2013 - April
- ❍53 2013 - May
- ❍54 2013 - June
- ❍55 2013 - July
- ❍56 2013 - August
- ❍57 2013 - September
- ❍58 2013 - October
- ❍59 2013 - November
- ❍60 2013 - December
- ❍61 2012 - January
- ❍62 2012 - February
- ❍63 2012 - March
- ❍64 2012 - April
- ❍65 2012 - May
- ❍66 2012 - June
- ❍67 2012 - July
- ❍68 2012 - August
- ❍69 2012 - September
- ❍70 2012 - October
- ❍71 2012 - November
- ❍72 2012 - December
- ❍73 2011 - January
- ❍74 2011 - February
- ❍75 2011 - March
- ❍76 2011 - April
- ❍77 2011 - May
- ❍78 2011 - June
- ❍79 2011 - July
- ❍80 2011 - August
- ❍81 2011 - September
- ❍82 2011 - October
- ❍83 2011 - November
- ❍84 2011 - December
- ❍85 2010 or before

❍86 Don't know / don't recall
❍87 **Refused**/**Prefer not to answer**

B1

Did you have a "Record Book"?

The Record Book or Blue Book is used to record hours worked in the trade.

(If needed: The Record Book or Blue Book is used to record hours worked in the trade.

DO NOT READ LIST)

❍1 Yes
❍2 No
❍38 Don't know
❍39 **Refused**/**Prefer not to answer**

B1a *Show If B1_had_Record_Book*

How satisfied are you with the usefulness of the Record Book? **Would you say ...**

(READ LIST)

❍1 Very satisfied
❍2 Somewhat satisfied
❍3 Somewhat dissatisfied
❍4 Very dissatisfied
❍38 ***DO NOT READ:*** Don't know
❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

B2

How satisfied were you with your **on-the-job training** during your apprenticeship in terms of **each of the following …**

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	*DO NOT READ:* Don't know	*DO NOT READ:* **Refused/** Prefer not to answer
a.	Covering the tasks or types of work specified in your record book	❍1	❍2	❍3	❍4	❍38	❍39
b.	Learning the skills you needed to work in the trade	❍1	❍2	❍3	❍4	❍38	❍39
c.	The ability of your supervising journeyperson to teach trade skills	❍1	❍2	❍3	❍4	❍38	❍39
d.	The expertise of your supervising journeyperson	❍1	❍2	❍3	❍4	❍38	❍39
e.	The availability of your supervising journeyperson to teach trade skills	❍1	❍2	❍3	❍4	❍38	❍39
f.	The adequacy of equipment and facilities for learning trade skills	❍1	❍2	❍3	❍4	❍38	❍39
g.	Your supervising journeyperson's ability to use up-to-date practices	❍1	❍2	❍3	❍4	❍38	❍39
h.	Your on-the-job training preparing you for the provincial apprenticeship exams	❍1	❍2	❍3	❍4	❍38	❍39
i.	The overall quality of your on-the-job training	❍1	❍2	❍3	❍4	❍38	❍39

B2J1 *Show If B2_satisfied_at_least_one_item*

Are there any other reasons you are satisfied with on-the-job training?

_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused/**No comments

B2J2 *Show If B2_dissatisfied_at_least_one_item*

Are there any other reasons you are dissatisfied with on-the-job training?

_____
_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused/No comments**

C1

At which training provider did you register and attend technical training in the *<<Trade Name>>* trade?

That is, at which school or institution did you take your technical training? If you attended more than one, please select the last institute you attended.

(IF NECESSARY: By that I mean, at which school or institution did you take your technical training?

IF ATTENDED MORE THAN ONE, ASK FOR LAST INSTITUTE ATTENDED. DO NOT READ LIST; SELECT ONLY ONE.)

❍1 Delmar College of Hair Design Ltd.
❍16 Grande Prairie Regional College (GPRC) [Includes GPRC – Grande Prairie Campus and GPRC – Fairview Campus]
❍3 Keyano College
❍4 Lakeland College
❍5 Lethbridge College (formerly Lethbridge Community College)
❍6 MC College Group (previously Marvel Trade & Business College)
❍7 Medicine Hat College
❍8 NAIT (Northern Alberta Institute of Technology)
❍93 Northern Lakes College
❍9 Olds College
❍28 Portage College
❍10 Red Deer College
❍11 SAIT (Southern Alberta Institute of Technology)
❍12 Enform (previously Petroleum Industry Training Service)
❍13 FortisAlberta (previously Aquila Networks Canada, UtiliCorp Networks Canada & TransAlta Utilities)
❍14 Other (specify): _____
❍49 Did not attend/apprenticeship technical training was not required
❍999 Don't know
❍998 **Refused/Prefer not to answer**

C2 *Show If C1_attended_school*

In which **year** and **month** did you complete your technical training?

If not sure, please estimate the year and month.

(Ask for estimated year and month if not sure.

DO NOT READ LIST)

- ❍1 2017 - January
- ❍2 2017 - February
- ❍3 2017 - March
- ❍4 2017 - April
- ❍5 2017 - May
- ❍6 2017 - June
- ❍7 2017 - July
- ❍13 2016 - January
- ❍14 2016 - February
- ❍15 2016 - March
- ❍16 2016 - April
- ❍17 2016 - May
- ❍18 2016 - June
- ❍19 2016 - July
- ❍20 2016 - August
- ❍21 2016 - September
- ❍22 2016 - October
- ❍23 2016 - November
- ❍24 2016 - December
- ❍25 2015 - January
- ❍26 2015 - February
- ❍27 2015 - March
- ❍28 2015 - April
- ❍29 2015 - May
- ❍30 2015 - June
- ❍31 2015 - July
- ❍32 2015 - August
- ❍33 2015 - September
- ❍34 2015 - October
- ❍35 2015 - November
- ❍36 2015 - December
- ❍37 2014 - January
- ❍38 2014 - February
- ❍39 2014 - March
- ❍40 2014 - April
- ❍41 2014 - May
- ❍42 2014 - June
- ❍43 2014 - July

- ❍44 2014 - August
- ❍45 2014 - September
- ❍46 2014 - October
- ❍47 2014 - November
- ❍48 2014 - December
- ❍49 2013 - January
- ❍50 2013 - February
- ❍51 2013 - March
- ❍52 2013 - April
- ❍53 2013 - May
- ❍54 2013 - June
- ❍55 2013 - July
- ❍56 2013 - August
- ❍57 2013 - September
- ❍58 2013 - October
- ❍59 2013 - November
- ❍60 2013 - December
- ❍61 2012 - January
- ❍62 2012 - February
- ❍63 2012 - March
- ❍64 2012 - April
- ❍65 2012 - May
- ❍66 2012 - June
- ❍67 2012 - July
- ❍68 2012 - August
- ❍69 2012 - September
- ❍70 2012 - October
- ❍71 2012 - November
- ❍72 2012 - December
- ❍73 2011 - January
- ❍74 2011 - February
- ❍75 2011 - March
- ❍76 2011 - April
- ❍77 2011 - May
- ❍78 2011 - June
- ❍79 2011 - July
- ❍80 2011 - August
- ❍81 2011 - September
- ❍82 2011 - October
- ❍83 2011 - November
- ❍84 2011 - December
- ❍85 2010 or before
- ❍86 Don't know / don't recall
- ❍87 **Refused/Prefer not to answer**

C3 *Show If C1_attended_school*

Generally, how satisfied were you with your technical training in terms of each of the following ...

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	*DO NOT READ:* N/A / Not encountered	*DO NOT READ:* Don't know	*DO NOT READ:* **Refused/** Prefer not to answer
a.	Learning the trade theory you need to work in the trade	❍1	❍2	❍3	❍4	❍37	❍38	❍39
b.	The practical activities in the shop or lab reflecting the competencies you need to work in the trade	❍1	❍2	❍3	❍4	❍37	❍38	❍39
c.	The instructors' expertise in the trade	❍1	❍2	❍3	❍4	❍37	❍38	❍39
d.	The teaching ability of the instructors	❍1	❍2	❍3	❍4	❍37	❍38	❍39
e.	The adequacy of the shop or lab equipment provided for practicing the skills you were taught	❍1	❍2	❍3	❍4	❍37	❍38	❍39
f.	The technical training being up to date with trade practices in general	❍1	❍2	❍3	❍4	❍37	❍38	❍39
g.	Preparing you for the provincial apprenticeship exams	❍1	❍2	❍3	❍4	❍37	❍38	❍39
h.	The overall quality of your technical training	❍1	❍2	❍3	❍4	❍37	❍38	❍39

C3J1 *Show If C3_satisfied_at_least_one_item*

Please describe any other reason(s) for your satisfaction.

_____
_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ No comments

C3J2 *Show If C3_dissatisfied_at_least_one_item*

Please describe any other reason(s) for your dissatisfaction.

_____
_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ **No comments**

C35 *Show If ask_about_ILMs*

(Note: this question asked to those in the following trades: Carpenter, Electrician, Plumber, Steamfitter-Pipefitter, Gasfitter, Auto Service Technician, Auto Body Technician, Sheet Metal Worker, Welder, Refrigeration and Air Conditioning Mechanic, Machinist, Millwright, Cook, Heavy Equipment Technician, Parts Technician, Instrument Technician, Agricultural Equipment Technician, Cabinetmaker, Rig Technician.)

Did you use Individual Learning Modules (ILMs) during your *<<Trade Name>>* trade apprenticeship training?

(If needed: Individual Learning Modules or ILMs are self-contained modularized learning materials specifically written for selected apprenticeship courses. Each module covers approximately 4 to 8 hours of instruction and addresses one learning outcome in an apprenticeship technical training course outline.

DO NOT READ LIST)

❍1 Yes
❍2 No
❍38 Don't know / don't recall
❍39 **Refused**/**Prefer not to answer**

C36 *Show If used_ILMs*

How satisfied were you ...

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** N/A / Not encountered	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** **Prefer not to answer**
a.	That the ILM material was relevant to your technical training	❍1	❍2	❍3	❍4	❍37	❍38	❍39
b.	That the ILM graphics were clear, concise and illustrated the material well	❍1	❍2	❍3	❍4	❍37	❍38	❍39
c.	That the ILM modules were easy to read and understand	❍1	❍2	❍3	❍4	❍37	❍38	❍39
d.	That the ILM modules prepared you for the final provincial apprenticeship exam	❍1	❍2	❍3	❍4	❍37	❍38	❍39
e.	Overall with the ILM modules	❍1	❍2	❍3	❍4	❍37	❍38	❍39

C37 *Show If used_ILMs*

Were there additional factors that contributed to your satisfaction with ILMs?

(DO NOT READ LIST)

❍1 Yes, specify: _____
❍2 No
❍8 ***DO NOT READ:*** **Not stated**
❍38 **Don't know**
❍39 **Prefer not to answer**

C38 *Show If used_ILMs*

Were there additional factors that contributed to your dissatisfaction with ILMs?

(DO NOT READ LIST)

❍1 Yes, specify: _____
❍2 No
❍8 ***DO NOT READ:*** **Not stated**
❍38 **Don't know**
❍39 **Prefer not to answer**

C39 *Show If C1_attended_school*

At your technical training provider location, did you access any learning supports such as study skills courses, tutoring, exam reader, sign language interpreter, etc.?

(DO NOT READ LIST)

- ❍1 Yes, specify: _____
- ❍2 No
- ❍8 ***DO NOT READ***: **Not stated**
- ❍38 **Don't know**
- ❍39 **Prefer not to answer**

C4a *Show If C1_attended_school*

Which of the following training methods did you have experience with during your apprenticeship?

(DO NOT READ RESPONSE LIST)

		Yes	No	Not applicable	Don't know	**Refused/ Prefer not to answer**
a.	Traditional classroom labs or lectures ***[IF NECESSARY:*** Attending technical training full-time for a specific period of time (e.g., 8 weeks). This is the traditional way of training in which an apprentice leaves work and goes to school for a block of time. There is a set curriculum and a fixed time period.***]***	❍1	❍2	❍37	❍38	❍39
b.	Distance delivery ***[IF NECESSARY:*** Modular training over a distance using telecommunication technology using theory modules. This type of training is intended to reduce the amount of time an apprentice has to spend away from the work site or home. The apprentice must still attend at the training provider during the day, and possibly during some evenings or weekends to complete the laboratory or practical competencies.***]*** *[Show If Electrician, Welder, Millwright, Heavy Equipment Technician, Parts Technician, Hairstylist, Locksmith, Rig Technician]*	❍1	❍2	❍37	❍38	❍39

		Yes	No	Not applicable	Don't know	**Refused/** Prefer not to answer
c.	Competency Based Apprenticeship Training, or CBAT ***[IF NECESSARY:*** Modular based training program in which you proceed at your own pace. In this type of training, apprentices have a fixed start date for their course but their completion date will vary depending on how quickly or slowly they are able to master the objectives of the program. Training can be extended by up to 2 weeks longer than traditional training.***]*** *[Show If Carpenter, Electrician, Welder, Locksmith]*	❍1	❍2	❍37	❍38	❍39
d.	Mobile delivery ***[IF NECESSARY:*** The training provider moves to the location where the training is required.***]*** *[Show If Welder, Crane and Hoisting Equipment Operator]*	❍1	❍2	❍37	❍38	❍39
e.	Weekly Apprenticeship Training, or WATS ***[IF NECESSARY:*** One day per week technical training. The apprentice takes technical training in short segments over an extended period of time and can remain employed full time while training. The apprentice should live and work near the training provider.***]*** *[Show If Welder, Cook, Parts Technician]*	❍1	❍2	❍37	❍38	❍39
f.	Blended Learning ***[IF NECESSARY:*** A combination of theory delivered online via e-Learning while the practical portion of technical training takes place at the shop facilities of the training provider. The e-Learning portion consists of educational materials such as digital and multimedia learning objects, simulations, videos and electronic apprentice assessments, and provides opportunities for apprentices and instructors to interact in a virtual classroom.***]*** *[Show If Carpenter, Electrician, Plumber, Auto Service Technician, Welder, Machinist, Heavy Equipment Technician]*	❍1	❍2	❍37	❍38	❍39

C4 *Show If C4a_experience_with_at_least_one_method*

How satisfied were you with ...

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** N/A / Not encountered	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/** **Prefer not to answer**
a.	Traditional classroom labs or lectures ***[IF NECESSARY:*** (Block release)***]*** *[Show If experience_traditional_classroom]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
b.	Distance delivery *[Show If experience_distance_delivery]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
c.	Competency Based Apprenticeship Training, or CBAT *[Show If experience_CBAT]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
d.	Mobile delivery *[Show If experience_mobile_delivery]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
e.	Weekly Apprenticeship Training, or WATS *[Show If experience_WATS]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39
f.	Blended Learning *[Show If experience_blended_learning]*	❍1	❍2	❍3	❍4	❍37	❍38	❍39

C4F1 *Show If C4_satisfied_at_least_one_item*

Please describe any reason(s) for your satisfaction with these types of training.

_____

_____

_____

_____

_____

☐-9 Don't know

☐-8 **Refused**/ **No comments**

C4F2 *Show If C4_dissatisfied_at_least_one_item*

Please describe any reason(s) for your dissatisfaction with these types of training.

_____
_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ **No comments**

C5C *Show If C1_attended_school*

Did you receive any of the following types of assistance during your apprenticeship program?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/ Prefer not to answer**
a.	Employment Insurance	❍1	❍2	❍38	❍39
b.	Government Student Loans ***[IF NECESSARY:*** Federal and provincial student loans were introduced in the 2015-2016 academic year for apprentices.***]***	❍1	❍2	❍38	❍39
c.	Government Grants ***[IF NECESSARY:*** Grants are non-repayable forms of assistance for learners who demonstrate financial need and also include federal incentive grants to encourage completion of apprenticeship programs in Red Seal trades.***]***	❍1	❍2	❍38	❍39
d.	Monetary Awards such as the Apprentice Training Award or the First Period Apprentice Award ***[IF NECESSARY:*** In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA.***]***	❍1	❍2	❍38	❍39
e.	Scholarships	❍1	❍2	❍38	❍39

C5A *Show If C5C_did_not_receive_at_least_one*

Before today, were you aware of the following types of assistance available to apprentices?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/ Prefer not to answer**
a.	Employment Insurance *[Show If C5c_did_not_receive_EI]*	❍1	❍2	❍38	❍39
b.	Government Student Loans ***[IF NECESSARY:*** Federal and provincial student loans were introduced in the 2015-2016 academic year for apprentices***]*** *[Show If C5c_did_not_receive_loans]*	❍1	❍2	❍38	❍39
c.	Government Grants ***[IF NECESSARY:*** Grants are non-repayable forms of assistance for learners who demonstrate financial need and also include federal incentive grants to encourage completion of apprenticeship programs in Red Seal trades.***]*** *[Show If C5c_did_not_receive_grants]*	❍1	❍2	❍38	❍39
d.	Monetary Awards such as the Apprentice Training Award or the First Period Apprentice Award ***[IF NECESSARY:*** In 2015/2016 Alberta introduced awards for apprentices taking technical training through the FPAA and the ATA***]*** *[Show If C5c_did_not_receive_awards]*	❍1	❍2	❍38	❍39
e.	Scholarships *[Show If C5c_did_not_receive_scholarships]*	❍1	❍2	❍38	❍39

C5B *Show If C5A_aware_at_least_one*

Did you apply for ...?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/ Prefer not to answer**
a.	Employment Insurance *[Show If C5a_aware_EI]*	❍1	❍2	❍38	❍39
b.	Government Student Loans *[Show If C5a_aware_loans]*	❍1	❍2	❍38	❍39
c.	Government Grants *[Show If C5a_aware_grants]*	❍1	❍2	❍38	❍39
d.	Monetary Awards such as the Apprentice Training Award or the First Period Apprentice Award *[Show If C5a_aware_awards]*	❍1	❍2	❍38	❍39
e.	Scholarships *[Show If C5a_aware_scholorships]*	❍1	❍2	❍38	❍39

C4i *Show If C5_receive_or_apply_EI_or_loans*

Did you encounter any difficulties applying for or receiving any of the following types of assistance?

(READ ITEMS; DO NOT READ RESPONSE LIST)

		Yes	No	Don't know	**Refused/ Prefer not to answer**
a.	Employment Insurance *[Show If c5_apply_or_receive_EI]*	❍1	❍2	❍38	❍39
b.	Government Student Loans *[Show If c5_apply_or_receive_loans]*	❍1	❍2	❍38	❍39

C5BA1 *Show If C4i_difficulties_EI*

What difficulties did you encounter applying for or receiving Employment Insurance?

(DO NOT READ; SELECT ALL THAT APPLY)

- ☐1 Lack of information on how to apply for EI
- ☐2 Application process is complicated / confusing
- ☐3 Staff was not helpful or disorganized
- ☐4 Communication problems
- ☐5 Application was lost, had to reapply
- ☐6 Employer did not provide documentation
- ☐7 I did not qualify for EI
- ☐11 Took too long to get cheque
- ☐12 EI amount was too small
- ☐13 Requirement to pay back portions of EI
- ☐8 Other (specify): _____
- ☐9 Don't know
- ☐10 Refused

C5BA1web *Show If C4i_difficulties_EI*

What difficulties did you encounter applying for or receiving Employment Insurance?

_____
_____
_____
_____
_____

- ☐-9 Don't know
- ☐-8 No comments

C5BB1 *Show If C4i_difficulties_loans*

What difficulties did you encounter applying for or receiving Government Student Loans?

(DO NOT READ; SELECT ALL THAT APPLY)

- ☐1 Lack of information on loans and how to apply
- ☐2 Application process was difficult, complicated, or time consuming
- ☐3 I waited too long to submit my application
- ☐4 I did not qualify for a government student loan
- ☐11 Loan amount was too small
- ☐12 Difficulty accessing the money
- ☐8 Other (specify): _____
- ☐9 Don't know
- ☐10 Refused

C5BB1web *Show If C4i_difficulties_loans*

What difficulties did you encounter applying for or receiving Government Student Loans?

_____
_____
_____
_____
_____

☐-9 Don't know
☐-8 No comments

C6 *Show If C1_attended_school*

Did you receive any financial assistance while attending technical training from the following sources?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

☐1 Loan from employer
☐2 Gift or grant from employer
☐3 Tuition paid for by employer
☐4 Travel costs paid for by employer
☐5 Grant from employer association or employee association
☐6 Loan from family member
☐11 Support or gift from family member
☐7 Bank loan
☐8 None of the above
☐9 ***DO NOT READ:*** Don't know
☐10 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C6K *Show If C1_attended_school*

Did you receive any other financial assistance, such as benefits?

(DO NOT READ LIST)

❍1 Yes, specify: _____
❍2 No
❍38 Don't know
❍39 **Refused**/**Prefer not to answer**

C6J *Show If C1_attended_school*

Did you use any of your personal savings?

(DO NOT READ)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

C6M *Show If C5c_did_receive_loans*

The next few questions are to better help us understand how manageable government student loans are.

What is the minimum amount you are required to pay each month towards all government student loans combined, including any student loans from Canada, Alberta or any other provinces or territories? Your best estimate is fine.

(ACCEPT AN ESTIMATE, BUT NOT A RANGE)

$_____

- ☐-9 Don't know / NA
- ☐-8 **Refused**/**Prefer not to answer**

C6M2 *Show If C6M_paid_nothing*

Why is your required payment $0?

(READ LIST)

- ❍1 **You are**/**I am** still in the grace period
- ❍2 **You are**/**I am** in the repayment assistance plan
- ❍3 **You**/**I** have paid off **your**/**my** government student loans in full
- ❍4 ***[DO NOT READ]*** Other (specify): _____

C6M3 *Show If C6M_DKNARef*

Are you in the grace period?

(If needed: The Grace Period is the six-month period that starts when you finish your program. It is a transition stage in which payments are not required.

DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

C6N *Show If C5c_did_receive_loans*

How much did you pay towards all government student loans combined last month, including any student loans from Canada, Alberta or any other provinces or territories?
Your best estimate is fine.

(ACCEPT AN ESTIMATE, BUT NOT A RANGE)

$_____

☐-9 Don't know / NA
☐-8 **Refused**/**Prefer not to answer**

C7A *Show If C1_attended_school*

Did you receive any wages from your employer in the *<<Trade Name>>* trade while you were attending technical training?

(DO NOT READ LIST)

❍1 Yes
❍2 No
❍38 Don't know
❍39 **Refused**/**Prefer not to answer**

C7B *Show If C7A_received_wages*

For the most recent period of technical training in which your employer made a contribution, what percentage of your regular wage did you receive?

_____%

☐-9 Don't know
☐-8 **Refused**/**Prefer not to answer**

D10

During your apprenticeship did you have contact with Apprenticeship Client Services staff?

That is, did an Apprenticeship Client Services Consultant come to your school or work place or did you visit or call the local apprenticeship office or use services provided by apprenticeship staff?

(IF NO or unclear, READ: "By contact I mean did an Apprenticeship Client Services Consultant come to your school or work place or did you visit or call the local apprenticeship office or use services provided by apprenticeship staff?"

DO NOT READ LIST)

❍1 Yes
❍2 No
❍38 Don't know
❍39 **Refused**/**Prefer not to answer**

D1 *Show If D10_had_contact_with_ACC_staff*

Which apprenticeship office did you or your employer mainly deal with in relation to your apprenticeship program?

(READ LIST ONLY IF NECESSARY)

- ❍1 Bonnyville
- ❍2 Calgary
- ❍4 Edmonton
- ❍5 Fort McMurray
- ❍6 Grande Prairie
- ❍7 Hinton
- ❍8 Lethbridge
- ❍9 Medicine Hat
- ❍10 Peace River
- ❍11 Red Deer
- ❍12 Slave Lake
- ❍13 Vermillion
- ❍14 Other (specify): _____
- ❍38 ***DO NOT READ:*** Don't know / don't recall
- ❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

D2 *Show If D10_had_contact_with_ACC_staff*

Generally, how satisfied were you with Client Services staff, in terms of **… each of the following.**

(READ LIST ONCE; REPEAT AS NEEDED)

		Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied	***DO NOT READ:*** Don't know	***DO NOT READ:*** **Refused/ Prefer not to answer**
a.	The waiting time to deal with the person who served you	❍1	❍2	❍3	❍4	❍38	❍39
b.	Receiving courteous service from staff	❍1	❍2	❍3	❍4	❍38	❍39
c.	The quality of advice you received from apprenticeship staff regarding your apprenticeship program	❍1	❍2	❍3	❍4	❍38	❍39
d.	The knowledge level of the staff who served you	❍1	❍2	❍3	❍4	❍38	❍39
e.	Whether staff did everything necessary to assist you with your service needs	❍1	❍2	❍3	❍4	❍38	❍39
f.	The ease with which you were able to access the service needed	❍1	❍2	❍3	❍4	❍38	❍39

g. The overall quality of the service you received from apprenticeship staff	❍1	❍2	❍3	❍4	❍38	❍39

D21 *Show If D2_satisfied_at_least_one_item*

Please describe any other reason(s) for your satisfaction.

_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ **No comments**

D22 *Show If D2_dissatisfied_at_least_one_item*

Please describe any other reason(s) for your dissatisfaction.

_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ **No comments**

E1

Which of the following categories best describes your current employment status?

(READ LIST)

❍1 Employed
❍2 Not employed, but looking for work
❍3 Not employed, and not looking for work
❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

E1A *Show If E1_not_employed_but_looking*

Which of the following best describes the type of work you are looking for?

(READ LIST)

❍1 Work that is directly related to your apprenticeship training
❍2 Work that is somewhat related to your apprenticeship training
❍3 Work that is not related to your apprenticeship training
❍4 Any kind of work at all
❍39 ***DO NOT READ***: **Refused**/**Prefer not to answer**

E1C *Show If E1_not_employed_not_looking*

Why are you currently not looking for work?

Select all that apply.

(DO NOT READ LIST; SELECT ALL THAT APPLY)

- ☐1 I am currently enrolled in a post-secondary program
- ☐2 I am planning to enroll in a post-secondary program
- ☐3 I started looking for work but could not find anything
- ☐4 There is no work available
- ☐5 I am choosing not to work at this time
- ☐6 I am on a maternity / paternity break
- ☐7 Other (specify): _____
- ☐39 ***DO NOT READ:*** **Prefer not to say**/**Prefer not to answer**

E1B *Show If E1_employed*

Are you primarily self-employed?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

E2 *Show If E1_employed*

Are you currently working in the *<<Trade Name>>* trade?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍39 **Refused**/**Prefer not to answer**

E3 *Show If E1_employed*

To what extent is the work you are currently doing related to your apprenticeship training?

(If necessary: In other words, to what extent are you using the skills from your apprenticeship training to fulfill your job duties?

READ LIST)

- ❍1 Directly related
- ❍2 Somewhat related
- ❍3 Not related at all
- ❍38 ***DO NOT READ:*** Don't know
- ❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

E31 *Show If E1_employed*

In which of the following sectors do you currently work?

Select the info icon here for more details about how to classify your work.

[[The category of Commercial should include:
- Anyone working in the construction of a commercial building (such as an office building, or shopping mall)
- Anyone working in a commercial building such as an electrician working in maintenance for an office building.

The category of Industrial should include:
- Anyone working in the construction of an industrial plant or building (such as an oil refinery or manufacturing plant)
- Anyone working in an industrial building site such as a cook working in an oil refinery construction site work camp.

An institutional sector example:
- Anyone working in the construction of an institutional building or structure (such as a hospital or penitentiary)
- Anyone working in an institution such as a landscape gardener for a hospital

Click anywhere outside the popup to close it.]]

Select all that apply.

(In the category of Commercial we want to include:
- Anyone working in the construction of a commercial building (such as an office building, or shopping mall)
- Anyone working in a commercial building such as an electrician working in maintenance for an office building.

Another example, in the category of Industrial we want to include:
- Anyone working in the construction of an industrial plant or building (such as an oil refinery or manufacturing plant)
- Anyone working in an industrial building site such as a cook working in an oil refinery construction site work camp.

An institutional sector example:
- Anyone working in the construction of an institutional building or structure (such as a hospital or penitentiary)
- Anyone working in an institution such as a landscape gardener for a hospital

READ LIST; SELECT ALL THAT APPLY)

- ☐1 Residential
- ☐2 Commercial
- ☐3 Industrial
- ☐4 Institutional
- ☐5 Retail
- ☐6 ***READ THIS:*** Other (specify): _____
- ☐8 ***DO NOT READ:*** Don't know / Not sure
- ☐9 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

E3A *Show If E1_employed*

What is your position or job title?

(If clarification is needed: For example, instructor, foreman, manager, journeyperson, etc.

If the respondent only mentions their trade, probe to confirm their position (e.g.: instructor, foreman, manager, journeyperson, etc.).)

_____
_____
_____
_____
_____

- ☐-9 Don't know
- ☐-8 **Refused**/ **No comments**

E35 *Show If E1_employed*

Were you promoted to a supervisor, foreman, manager or other level above journeyperson as a result of completing your apprenticeship training?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

E36 *Show If E1_employed*

Have you started your own business since becoming a journeyperson in the *<<Trade Name>>* trade?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

E37 *Show If E1_employed*

Are you currently providing any on-the-job training to registered apprentices in the *<<Trade Name>>* trade?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

E4X *Show If E1_employed*

Since you became a certified journeyperson in the *<<Trade Name>>* trade, what is your average gross monthly income before deductions?

Gross income includes earnings plus holiday and vacation pay from all the jobs you hold including self-employment. Only include your income from work, do not include other kinds of income such as investments.

(If given hourly rate, ask for an estimated monthly income.)

$_____ **monthly**

- ☐-9 Don't know
- ☐-8 **Refused**/**Prefer not to answer**

E4W *Show If E1_employed*

And how much did you, yourself, earn last **month**, from all of your jobs, before taxes?

(If given hourly rate, ask for an estimated monthly income.

IF NECESSARY: We ask this because sometimes people's earnings change quite a bit from month-to-month.

IF NECESSARY: Include gratuities, commissions, and other earnings. Do not include investment income or income from any other members of your household.***)***

$_____

☐-9 Don't know
☐-8 **Refused**/**Prefer not to answer**

E41 *Show If E1_employed*

How many hours do you work in an average week **INCLUDING OVERTIME**?

_____ hours

☐-9 Don't know
☐-8 **Refused**/**Prefer not to answer**

E42 *Show If E1_employed*

How many **overtime** hours do you work in an average week?

_____ hours

☐-9 Don't know
☐-8 **Refused**/**Prefer not to answer**

E43 *Show If E1_employed*

Did you ever experience a lay-off from your employer during your apprenticeship program? ***If yes, ask:*** **How** / **If so, how** many times were you laid-off during your apprenticeship?

Do not include any lay-offs for the purposes of taking technical training in the trade.

DO NOT READ LIST

❍1 Yes; **record/specify number of times:** _____
❍2 No
❍38 Don't know
❍39 **Refused**/**Prefer not to answer**

E44 *Show If E1_employed*

During your apprenticeship in the *<<Trade Name>>* trade, did you ever move from one Canadian province or territory to another? **If so, how many times did you move?**

(If yes, ask: How many times did you move?

DO NOT READ LIST)

- ❍1 Yes; **record/specify number of times:** _____
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused/Prefer not to answer**

E44A *Show If E44_moved_between_provinces*

Overall, please rate how positively or negatively the move(s) may have affected your ability to complete your apprenticeship using a scale where 1 is very positively and 5 is very negatively.

(DO NOT READ LIST)

- ❍1 1 - Very positively
- ❍2 2
- ❍3 3
- ❍4 4
- ❍5 5 - Very negatively
- ❍38 Don't know
- ❍39 **Refused/Prefer not to answer**

Fint

READ IF NECESSARY: Next is the final section of the survey, it won't take much longer.

C8

At any time during your apprenticeship training in the *<<Trade Name>>* trade, did you delay attending technical training?

(If necessary, explain: Under an apprenticeship contract an apprentice must attend one period of technical training within a 12-month period and failure to attend is considered to be a delay.

DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused/Prefer not to answer**

C11 *Show If C8_delayed_attending_training*

For which of the following reasons did you delay attending technical training?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 **You**/I did not want to give up wages earned if working
- ☐2 There was not enough space at a training provider location
- ☐3 **Your**/My employer wanted **you**/me to work
- ☐4 **You**/I could not afford to take technical training because of a lack of financial resources or that **you**/I needed the income
- ☐5 Other (specify): _____
- ☐6 ***DO NOT READ***: Don't know
- ☐7 ***DO NOT READ***: **Refused**/**Prefer not to answer**

C9B *Show If C11_could_not_afford*

Did you ever inform your employer that you lacked financial resources to attend technical training?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

C9C *Show If C11_could_not_afford*

Did you ever ask your employer for financial assistance to attend technical training?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

C9D *Show If C11_could_not_afford*

In which periods of your apprenticeship in the *<<Trade Name>>* trade did you delay your technical training?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 First
- ☐2 Second
- ☐3 Third
- ☐4 Fourth
- ☐5 ***DO NOT READ:*** Not applicable
- ☐6 ***DO NOT READ:*** Don't know
- ☐7 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9D2 *Show If C9D_first_delayed*

When you did **not** attend technical training **during the first period of your apprenticeship**, did your employer offer any of the following forms of assistance?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 Pay all tuition
- ☐2 Pay some tuition
- ☐3 Pay all wages
- ☐4 Pay some wages
- ☐5 Any other type of financial assistance, such as a loan (specify): _____
- ☐6 None of the above
- ☐7 ***DO NOT READ:*** Don't know
- ☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9E2 *Show If C9D_second_delayed*

When you did **not** attend technical training **during the second period of your apprenticeship**, did your employer offer any of the following forms of assistance?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 Pay all tuition
- ☐2 Pay some tuition
- ☐3 Pay all wages
- ☐4 Pay some wages
- ☐5 Any other type of financial assistance, such as a loan (specify): _____
- ☐6 None of the above
- ☐7 ***DO NOT READ:*** Don't know
- ☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9F2 *Show If C9D_third_delayed*

When you did **not** attend technical training **during the third period of your apprenticeship**, did your employer offer any of the following forms of assistance?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 Pay all tuition
- ☐2 Pay some tuition
- ☐3 Pay all wages
- ☐4 Pay some wages
- ☐5 Any other type of financial assistance, such as a loan (specify): _____
- ☐6 None of the above
- ☐7 ***DO NOT READ:*** Don't know
- ☐8 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

C9G2 *Show If C9D_fourth_delayed*

When you did **not** attend technical training **during the fourth period of your apprenticeship**, did your employer offer any of the following forms of assistance?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 Pay all tuition
- ☐2 Pay some tuition
- ☐3 Pay all wages
- ☐4 Pay some wages
- ☐5 Any other type of financial assistance, such as a loan (specify): _____
- ☐6 None of the above
- ☐7 ***DO NOT READ***: Don't know
- ☐8 ***DO NOT READ***: **Refused**/**Prefer not to answer**

F11

What was the biggest challenge that you faced during your apprenticeship?

_____
_____
_____
_____
_____

- ☐-9 Don't know
- ☐-8 **Refused**/ **No comments**

F11A *Show If F11_notDKRef_challenges*

In which period(s) of your apprenticeship did you encounter that challenge?

Select all that apply.

(READ LIST; SELECT ALL THAT APPLY)

- ☐1 First
- ☐2 Second
- ☐3 Third
- ☐4 Fourth
- ☐5 ***DO NOT READ***: Not applicable
- ☐6 ***DO NOT READ***: Don't know
- ☐7 ***DO NOT READ***: **Refused**/**Prefer not to answer**

F12

What factors or supports were most effective in terms of helping you complete your apprenticeship training?

_____
_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ **No comments**

F13

What would have helped you complete your apprenticeship sooner?

_____
_____
_____
_____

☐-9 Don't know
☐-8 **Refused**/ **No comments**

F14

How would you rate the importance of each of the following factors in completing your apprenticeship training?, **using a scale of 1 to 5 where 1 is very important and 5 is not at all important?**

(REPEAT LIST BEFORE "Hard work" AND AS NEEDED)

		1 - Very important	2	3	4	5 - Not at all important	***DO NOT READ:*** **Refused/** Prefer not to answer	***DO NOT READ:*** Not applicable
a.	Financial assistance other than personal savings	❍1	❍2	❍3	❍4	❍5	❍38	❍39
b.	Employer encouragement	❍1	❍2	❍3	❍4	❍5	❍38	❍39
c.	Family encouragement	❍1	❍2	❍3	❍4	❍5	❍38	❍39
d.	Hard work ***REPEAT SCALE HERE***	❍1	❍2	❍3	❍4	❍5	❍38	❍39
e.	Having hands-on experience in the trade that related to the technical training in class	❍1	❍2	❍3	❍4	❍5	❍38	❍39
f.	Help from the Apprenticeship office staff	❍1	❍2	❍3	❍4	❍5	❍38	❍39

F2X

What was your **main** reason for entering the *<<Trade Name>>* trade?

Please select only one response, your main reason.

(DO NOT READ LIST - PROBE AS NEEDED FOR REASONS LISTED; SELECT ONLY ONE

If more than one response given, probe for MAIN reason.)

- ❍1 Family advice/family tradition
- ❍2 Familiar with trade/had job in the trade
- ❍3 Challenging work/interested in trade/liked the work
- ❍4 Expected good pay/higher income potential/potential income
- ❍5 Job became available
- ❍6 Secure future/security/job with a future
- ❍7 Disliked former job/dissatisfaction with previous work
- ❍8 Hoped to own a business
- ❍9 School counseling
- ❍10 Other (specify): _____
- ❍38 ***DO NOT READ:*** Don't know
- ❍39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

F6X

In retrospect, based on your experience with the Alberta apprenticeship program, would you still have chosen to become an apprentice?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

F8

How familiar are you with ...

(READ LIST; spell abbreviations)

		Very familiar	Familiar	Not familiar	***DO NOT READ:*** Don't know / Not sure
a.	The Local Apprenticeship Committee (LAC) ***SPELL AS L-A-C*** *[Show If LAC_filter]*	❍1	❍2	❍3	❍37
b.	The Provincial Apprenticeship Committee (PAC) ***SPELL AS P-A-C***	❍1	❍2	❍3	❍37
c.	The Alberta Apprenticeship and Industry Training (AIT) Board ***SPELL AS A-I-T***	❍1	❍2	❍3	❍37

F10G

Have you ever used your MyTradesecrets, also known as MTS, account?

(DO NOT READ LIST)

❍1 Yes
❍2 No
❍38 Don't know
❍39 **Refused**/**Prefer not to answer**

F10E *Show If F10G_have_used_MTS*

What have you used your MyTradesecrets account for?
Select all that apply.

(DO NOT READ LIST; SELECT ALL THAT APPLY)

☐1 Registering for technical training
☐2 Checking my marks/grades
☐3 Viewing correspondence
☐4 Updating personal information
☐5 Making an online payment
☐7 Check the status of First Period Apprentice Award or Apprentice Training Award
☐8 Checking schedules
☐6 Other (specify): _____
☐38 ***DO NOT READ:*** Don't know
☐39 ***DO NOT READ:*** **Refused**/**Prefer not to answer**

F10F *Show If F10E_used_MTS_for_registration*

Was registering online for technical training through MyTradesecrets easy to do?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No
- ❍38 Don't know
- ❍39 **Refused**/**Prefer not to answer**

F10F2 *Show If F10F_not_easy*

What difficulties did you experience?

_____
_____
_____
_____

- ☐-9 Don't know
- ☐-8 **Refused**/ **No comments**

F22

We would like to invite you to participate in a follow-up interview to further discuss your experiences as an apprentice. If you are interested in participating in a focus group, we, again, would need to collect contact information. This information will be captured in a separate form that will NOT be linked in any way to your survey responses.

Would you be interested in participating?

(If refuse to answer, code as No. Be sure you have consent before selecting Yes. If you are unsure, select No.)

- ❍1 Yes
- ❍2 No

F22a *Show If F22_agree_followup*

Please provide the following contact information.

Please confirm (and correct if needed) or provide the following contact information.

(CONFIRM ALL FIELDS, MAKE CORRECTIONS AS NEEDED)

First name	_____
Telephone number	_____
E-mail address	_____
City/town of primary residence	_____
What is the name of the trade you recently completed?	_____

F11X

May we have your permission to collect and release your current e-mail address, to provide to Alberta Apprenticeship and Industry Training for apprenticeship related updates, news and research purposes?

(DO NOT READ LIST)

- ❍1 Yes
- ❍2 No

F11Y *Show If F11X_yes*

Can I confirm that your email address is .../And what is your email address?

(ADJUST EMAIL ADDRESS BELOW IF NECESSARY
READ BACK EMAIL ADDRESS PHONETICALLY TO CONFIRM)

_____

G1

Thank you for taking the time to complete this questionnaire.

END THE INTERVIEW. DO NOT ASK RESPONDENT THIS LAST QUESTION.

Was the respondent ...

- ❍1 Willing to respond to the survey
- ❍2 Indifferent
- ❍3 Reluctant to respond to the survey

End

Thank you for taking the time to complete this questionnaire.