

## **4. EMPLOYMENT STATUS**

### **4.1 FULL-TIME VERSUS PART-TIME EMPLOYMENT**

As shown in Table 4.1, 92% of employed respondents reported they were working full-time (more than 30 hours per week).

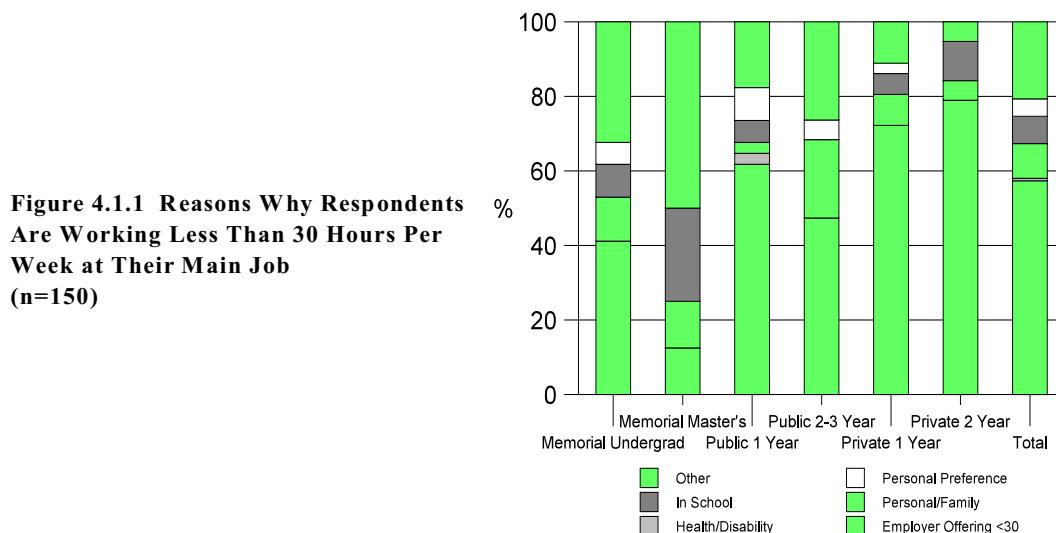
Overall, male respondents had a higher percentage (98%) of full-time employment than females (88%). The highest percentage of part-time employed females were from public college one-year programs and private college one-year and two-year programs.

**Table 4.1 Number and Percentage of Respondents Who Are Working Full-time (More Than 30 Hours per Week) by Sector and Gender**

	Full-time Employment					
	Female		Male		Total	
	#	%	#	%	#	%
<b>Memorial Undergraduate</b>	239	90.2	190	99.5	422	92.5
<b>Memorial Master's</b>	77	91.7	59	98.3	136	94.4
<b>Public College 1 Year</b>	190	86.8	303	98.4	493	93.5
<b>Public College 2-3 Year</b>	143	88.8	166	98.8	309	93.9
<b>Private College 1 Year</b>	152	82.6	103	96.3	255	87.6
<b>Private College 2 Year</b>	102	85.7	35	94.6	137	87.8
<b>Total</b>	<b>903</b>	<b>87.5</b>	<b>856</b>	<b>98.3</b>	<b>1752</b>	<b>92.1</b>

#### **4.1.1 REASONS FOR NOT WORKING FULL-TIME**

Most graduates who are working part-time are not doing so by choice. The reason cited most frequently for working less than 30 hours per week was that full-time hours were not available or hours had been reduced (Figure 4.1.1). Personal/family reasons required 7% of respondents to work part-time hours only while 7% indicated that they were attending school and could only work part-time.



**Figure 4.1.1 Reasons Why Respondents Are Working Less Than 30 Hours Per Week at Their Main Job (n=150)**

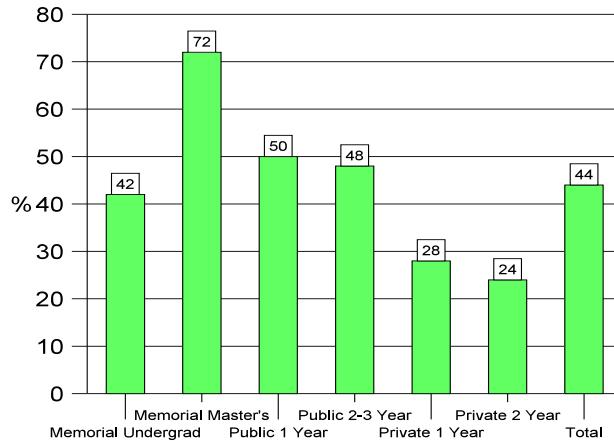
There was a notable difference in the responses of male and female respondents overall for working part-time hours. Males reported one of three reasons: employer not offering full-time hours or reducing hours due to business conditions (63%), pursuing further education (5%), or “Other” (32%). Females had a more varied range of reasons, including the three responses the males reported but also personal/family reasons (11%), health problems or disability (less than 1%), and personal preference to work less than 30 hours per week (5%).

## 4.2 CONTINUITY WITH SAME EMPLOYER

Overall, of those respondents who reported being employed both in 1996-1997 and 2000-2001, 44% indicated they were working for the same employer in 2000-2001. However, as shown in Figure 4.2 there are notable differences among the various sectors. Memorial University master's graduates were the most stable with 72% reporting working for the same employer while private college graduates appeared to be more between employers more often - only 28% of one-year program respondents and 24% of two-year program respondents were still with the same employer five years after the initial survey.

On average respondents reported working with their employer for just less than 3 years (2 years and 11 months) and, as would be expected, Memorial master's program graduates reported working with their employer for the longest period of time (4 years and 4 months).

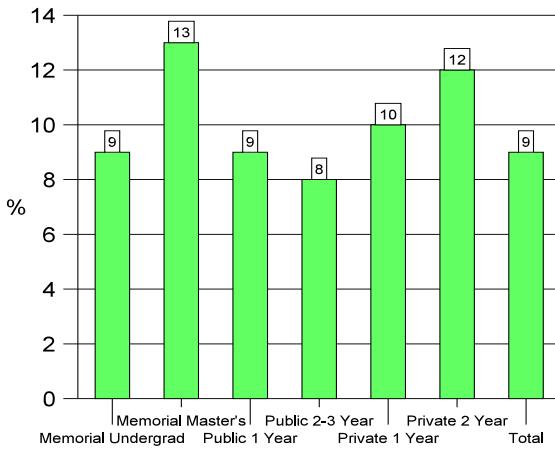
**Figure 4.2 Percentage of Respondents Who Have the Same Employer at Time of Survey 2000-2001 by Sector (n=1477)**



### 4.3 WORKING AT MULTIPLE JOBS

The majority of 1995 graduates who reported employment worked solely in one job. However, a small but relatively consistent minority, averaging 9% across all sectors, had more than one job or business at the time of the survey (Figure 4.3).

**Figure 4.3 Percentage of Respondents Who Are Working at More than One Job or Business at Time of Survey by Sector (n=1922)**



### 4.4 SELF-EMPLOYMENT

Table 4.4 shows that only 6% of respondents reported being self-employed. Public college one-year respondents had the highest percentage (8%) who were self-employed, followed closely by private one-year (8%) and private two-year (7%) respondents.

Of all female respondents who were employed at the time of survey 4% were self-employed compared to 8% of males. The range of self-employment for male respondents was 4% in public

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college two- and three-year programs to 14% for private college one-year programs. For females, the range was much lower, ranging from less than 1% for public two- and three-year program respondents to 5% for public college one-year program respondents.

**Table 4.4 Percentage of Respondents Who Were Self-Employed by Sector and Gender (n=1909)**

	Female	Male	Total
	% _____		
<b>Memorial Undergraduate</b>	4.1	4.2	4.2
<b>Memorial Master's</b>	2.4	5.1	3.5
<b>Public College 1 Year</b>	5.0	10.2	8.1
<b>Public College 2-3 Year</b>	0.6	4.1	2.4
<b>Private College 1 Year</b>	3.7	14.3	7.5
<b>Private College 2 Year</b>	6.9	5.6	6.6
<b>Total</b>	<b>3.9</b>	<b>7.7</b>	<b>5.6</b>

## 4.5 PERMANENT, TEMPORARY, OR SEASONAL EMPLOYEES

As shown in Table 4.5, the majority (79%) of respondents who reported being employed at the time of the survey were employed in a permanent job, while 12% reported working at a temporary job and 9% were employed in a seasonal job. Temporary employees worked an average of 24 weeks in the last 52 weeks before the survey and seasonal employees worked an average of 21 weeks.

Memorial University undergraduate respondents reported the highest percentage (19%) who were employed in temporary jobs while a substantial percentage of graduates from public college one-year programs (13%), private college one-year programs (25%), and private college two-year programs (12%) had seasonal employment.

Gender differences are seen in both permanent and temporary employment for graduates of Memorial's undergraduate programs and private college one-year and two-year programs and seasonal employment for graduates of one-year private college programs. Overall, there was a higher percentage of females in temporary employment (14% compared to 9% for males).

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**Table 4.5 Percentage of Respondents Who are Employed in Permanent, Temporary, or Seasonal Jobs by Sector and Gender (n=1829)**

	Permanent			Temporary			Seasonal		
	Female %	Male %	Total %	Female %	Male %	Total %	Female %	Male %	Total %
<b>Memorial Undergraduate</b>	74.1	86.8	79.4	23.9	12.6	19.2	2.0	0.6	1.4
<b>Memorial Master's</b>	89.0	87.5	88.4	8.5	12.5	10.1	2.5	0	1.5
<b>Public College 1 Year</b>	79.0	77.0	77.8	10.5	8.3	9.2	10.5	14.7	13.0
<b>Public College 2-3 Year</b>	89.4	88.8	89.1	8.1	7.5	7.8	2.5	3.7	3.1
<b>Private College 1 Year</b>	68.1	58.9	64.7	12.4	6.5	10.3	19.5	34.6	25.0
<b>Private College 2 Year</b>	71.8	80.6	73.9	15.4	8.3	13.7	12.8	11.1	12.4
<b>Total</b>	<b>77.4</b>	<b>80.0</b>	<b>78.6</b>	<b>14.3</b>	<b>9.1</b>	<b>12.0</b>	<b>8.3</b>	<b>10.9</b>	<b>9.4</b>

## 4.6 DESCRIPTION OF JOB

The National Occupational Classification (NOC) was used to code the description reported by the respondents of their current job. The NOC is a tool which organizes occupations by duties, skills, interests, aptitudes, education requirements and work settings to assist in comparing and contrasting occupations. A four-digit code, called the NOC code, identifies each occupation. Each digit of this code reflects an important trait of the occupation it represents. Occupations are broken into management and non-management categories and list skill level and skill type.

The skill level is primarily based on the nature of education and training required to work in an occupation. This criterion also reflects the experience required for entry, and the complexity of the responsibilities involved in the work, compared with other occupations. There are four skill levels used: A - occupations usually requiring university education, B - occupations usually requiring college education or apprenticeship training, C - occupations usually requiring secondary school and/or occupation-specific training, and D - on-the-job training is usually provided for the occupation. In most cases, progression to skill level A from B is not usually possible without completion of additional formal education, whereas progression from skill level D to C is often achieved through on-the-job training and through experience.

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The skill type is based on the type of work performed, but it also reflects the field of training or experience that is normally required for entry into the occupation.

The 1992 NOC code was used to describe employment in this study. Results for this section come from the data of the 1996 and 2001 surveys conducted by the Department of Youth Services and Post-Secondary Education, and the survey conducted in 2000 by Statistics Canada.

### 4.6.1 SUMMARY OF JOB DESCRIPTIONS

As shown in Table 4.6.1a, of respondents reporting management positions for each sector, the highest percentage (13%) were from Memorial University's master's program. Memorial's undergraduates showed a 50% increase in advancement to management positions between 1996 and 2000-2001.

**Table 4.6.1a Percentage of Respondents Reporting Management Positions in 1996 (n=190) and 2000-2001 (n=114) by Sector**

	1996 %	2000-2001 %
<b>Memorial Undergraduate</b>	6.3	9.7
<b>Memorial Master's</b>	13.2	13.3
<b>Public College 1 Year</b>	3.6	3.4
<b>Public College 2-3 Year</b>	4.2	4.9
<b>Private College 1 Year</b>	3.7	5.4
<b>Private College 2 Year</b>	3.7	3.5

Table 4.6.1b shows there was an increase for all sectors in respondents reporting jobs in skill levels A and B from the 1996 survey to the 2000-2001 survey. The largest increase was for public college two- and three-year program respondents, from 58% in 1996 to 75% in 2000, with nursing schools included in the 2000 cohort. Substantial increases were also reported by respondents of Memorial University undergraduates, from 75% in 1996 to 86% in 2000 and private college one-year programs, from 30% in 1996 to 42% in 2001.

**Table 4.6.1b Percentage of Respondents Reporting Jobs in Skill Levels A and B for Non-Management by Sector from 1996 (n=3519) to 2000-2001 (n=1712)**

	<b>1996 %</b>	<b>2000-2001 %</b>
<b>Memorial Undergraduate</b>	74.6	86.1
<b>Memorial Master's</b>	95.4	95.8
<b>Public College 1 Year</b>	54.7	57.4
<b>Public College 2-3 Year</b>	57.7	75.1
<b>Private College 1 Year</b>	30.3	42.2
<b>Private College 2 Year</b>	35.6	40.5

Note: Skills Level A - occupations usually requiring university education;  
Skill Level B - occupations usually requiring college education or apprenticeship training.

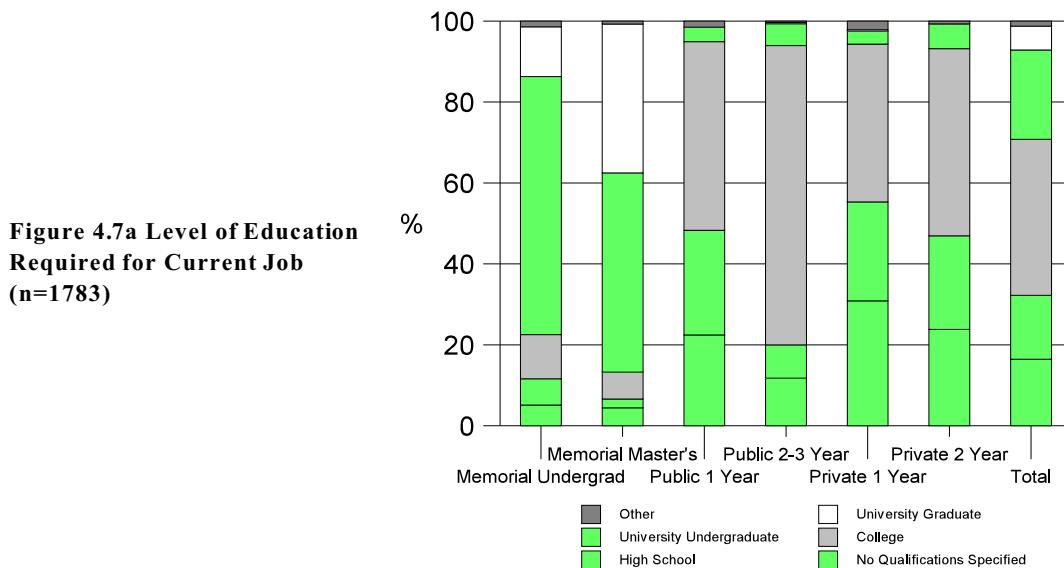
#### **4.7 LEVEL OF EDUCATION AND AMOUNT OF RELATED WORK EXPERIENCE REQUIRED FOR CURRENT JOB**

Respondents were asked about the levels of education required for their current job. Responses were grouped into six levels: no qualifications specified, high school education (some high school education and/or high school diploma), college education, university undergraduate education (some university education, university diploma/certificate and university undergraduate degree), university graduate degree and “Other”.

Overall, 39% of respondents reported their employer specified they needed college education for their current job (Figure 4.7a). A further 22% reported they needed a university undergraduate education to secure their job.

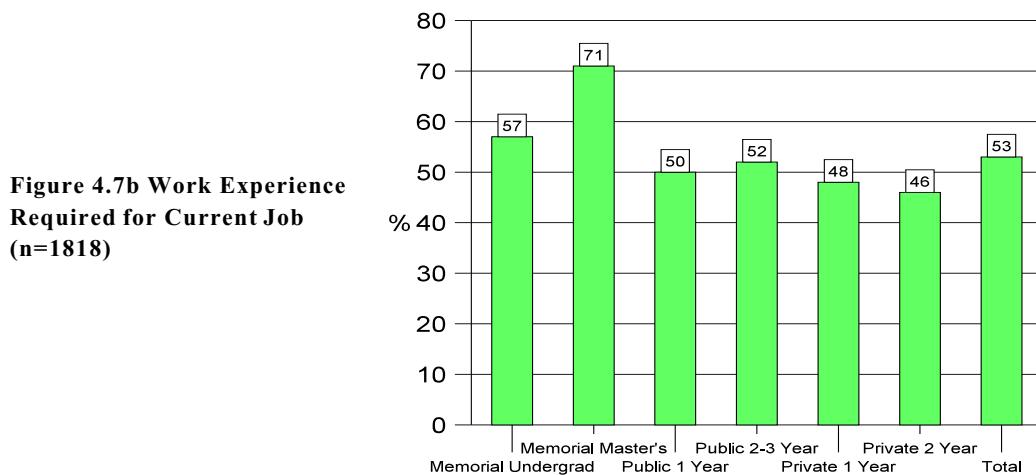
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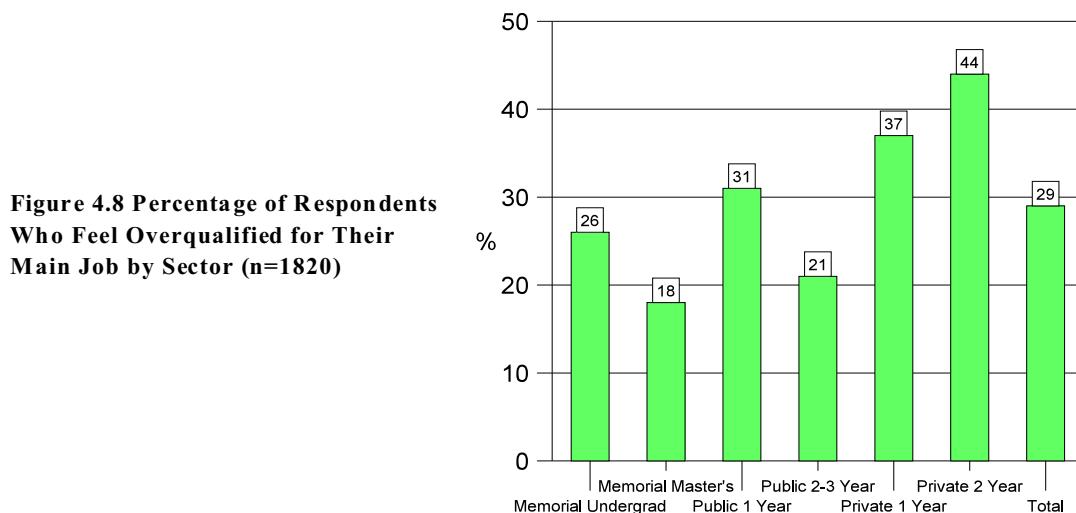
In general, the qualifications required by the employer of graduates across all sectors largely matched the level of education attained. However, a large percentage of employers of graduates from one-year public and one-year and two-year private college programs required only a high school or no specific educational qualifications from their employees. Additionally, a substantial number of graduates from Memorial's master's programs indicated that they were in jobs requiring only an undergraduate degree.

Figure 4.7b shows that 53% of all respondents indicated that their employer specified that related work experience was essential for the job. Almost three-quarters (71%) of Memorial's master's respondents stated that previous work experience was required, a much higher percentage than for other sectors.



#### 4.8 OVERQUALIFIED FOR CURRENT JOB

Having earned post-secondary credentials, graduates would expect to find jobs commensurate to their qualifications. However, 29% of respondents, overall, felt they were overqualified for their main job (Figure 4.8). As stated in Section 4.7, a high percentage of graduates from the private college sector found jobs that required little or no qualifications and so it is not surprising that a substantial portion of 1995 graduates from private college one-year (37%) and two-year (44%) programs felt overqualified for their jobs. An average of one-quarter of graduates from all other sectors indicated that their current job did not meet their education qualifications.



#### 4.9 HOW GRADUATES FOUND THEIR JOB

The main methods used by graduates of all sectors to find their job were personal connections, sending out resumes or applications and responding to newspaper and Internet ads (Figure 4.9). Smaller numbers reported using campus recruitments, an employment agency, recruitment by employers, transfers and self-employment.

A variety of approaches were used by graduates of all sectors. Respondents from the Memorial University master's program responded to newspaper ads while one-year private college graduates relied more on sending resumes to potential employers.

**Figure 4.9 Main Methods Used by Respondents to Find Their Job (n=1831)**

