
GRADUATE TRANSITION SURVEY 2001/02 - 2005/06 Technical Report

FIVE YEAR COMPARISON



Ministry of
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Executive Summary

Since 2001, the Ministry of Education has conducted telephone surveys of high school graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.1% in 2006. The 2001 survey was dropped from this comparison because changes in the survey form over time have made comparisons difficult.

Findings

Preparation for Post-Secondary Education

- Consistent increases in the number of respondents who agreed or strongly agreed that their high school education had prepared them *academically* for post-secondary education leveled off in the 2006 version of the survey. The percentage of respondents in agreement declined to 66% in the current year as compared to 71% in 2005.
- Fewer graduates agreed or strongly agreed that their high school education gave them the necessary *life skills* for post-secondary education. While satisfaction rose 10% from 2002 to 2005, only 56% of 2006 respondents agree or strongly agree that their high school education gave them the necessary life skills for post-secondary education. This represents a decrease of 4% from the previous year.

Transition to Post-Secondary Education

- In 2006, 55% of the respondents indicated that their main activity in the past year was attending school full time, compared to 58% in 2005.
- Only 2% of respondents in 2006 indicated that their main activity in the past year was attending school part time. This is unchanged from 2005.
- In 2006, an additional 25% of respondents indicated that they had taken some post-secondary education, training course or program at any time since graduation. This question was asked only of those who did not report attending school full or part time as their main activity.
- In total, 82% of all respondents had pursued post-secondary education following graduation in 2006. This is down from 88% in 2005.

Preparation for Employment

- Overall, 51% of respondents in 2006 agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment. This was an increase of 4% over 2005.
- In 2006, 56% of respondents agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment, compared to 58% in 2005.
- The percentage of respondents who agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment rose by 13% from 2002 to 2006.
- The percentage of respondents who agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment rose by 14% from 2002 to 2006.

Transition to Employment

- In 2006, 31% of graduates reported working (full or part time) as their main activity during the past year. This is unchanged from 2005.
- Most graduates who did not go directly on to post-secondary education entered the workforce (86% in 2006 and 85% in 2005) (Calculated from those respondents who reported work as their main activity, excluding those whose main activity was full or part time study, and those who had taken any post-secondary).
- 1.3% was the calculated unemployment rate in 2006, compared to 0.9% in 2005, 2.8% in the 2004 survey, and 4.3% in 2003 (Calculated from those respondents who are seeking work, divided by those who are working, in apprenticeship, working and studying, or seeking work).

Gender and Regional Differences

- There are a consistently higher percentage of females who report studying full time. Similarly, there are consistently more males who report working as their main activity. The only exception to this is 2003 when these trends are reversed. Respondents living in the Lower Mainland are more likely to be studying full time, while those living outside the Lower Mainland are more likely to be working.
- The percentage of males who report working 31 or more hours per week has been consistently higher than the percentage of females, and it has slowly risen from 50% in 2002 to 74% in 2006 (females: 51% in 2002, and 52% in 2006). Respondents from the Lower Mainland worked fewer hours than respondents from other regions.
- In 2006, 11% more females than males reported that they would return to post-secondary studies full time in the coming September (compared to 9% more females in 2005). Also in 2006, 10% more of those living in the Lower Mainland report that they will be returning to full or part time studies in the coming September than those living in other regions.

Things that Helped and Hindered Graduation

- Teachers, the respondents themselves, parents/other family members, and friends were mentioned most often as helpful in reaching graduation, for 2004 through 2006. In contrast, courses, respondents, friends, and workload were most frequently identified as factors that hindered graduation in the current year.

Methodology

Every year since 2001 the Ministry of Education contracted R.A. Malatest and Associates Ltd. to conduct surveys of graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. All surveys were administered by telephone. This report compares data from the past five years only. Sample size and sampling error are summarized by year in Table 1 (below).

Table 1: Sample Size and Sampling Error by Year

Year	Sample Size	Sampling Error (19 times out of 20)
2002	903	3.3%
2003	1,000	3.1%
2004	1,002	3.1%
2005	1,000	3.1%
2006	1,000	3.1%
TOTAL	4,905	

The survey process for each year of administration has remained relatively consistent for the last five years. The Ministry of Education provides a randomly sampled list of 4800 graduates with names and addresses to the contractor. All respondents in the sample are graduates of a British Columbia high school who graduated in the previous year (for example, for the 2006 survey, respondents graduated from a BC high school in the 2004/2005 school year). Upon receipt of the initial sample, the contractor submits the sample list to a directory service to obtain telephone numbers. It is not possible to obtain telephone numbers for all names provided. Each year, the contractor receives a sub-sample with matched phone numbers that can be uploaded into their Computer Assisted Telephone Interviewing (CATI) system for survey administration. As an example, in 2005, 2,842 names were matched to phone numbers and uploaded into the CATI system. From this sub-sample, the contractor is able to contact the approximately 1000 respondents required for the analysis.

Students who have experienced greater problems making the transition beyond secondary education may be more mobile, and there was some concern that the unavailable telephone numbers may introduce some sampling bias. However, it is not felt that the data are without value, but that interpretations should be conservative.

The data sets from the 2002, 2003, 2004, 2005 and 2006 Graduate Transition Surveys were combined to allow for comparison between years. Those questions that are consistent across all four years are included in this comparative report. Previous to 2004, there were a series of open-ended questions to which respondents could provide comments. When these open-ended questions were analyzed, distinct patterns of response were identified that enabled researchers to create fixed-response categories for the 2004 and future surveys. This report thus contains comparative data on these questions only for the last three years. Further, the most recent data collected in the 2006 survey is reported in greater depth in a separate report.

Five Year Comparison of Graduate Transition Survey Results

Table 2: “During the past year, what was your main activity?” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Attending school - full time	53%	54%	52%	58%	55%	55%
Attending school - part time	8%	5%	4%	2%	2%	4%
Upgrading high school	<1%	1%	<1%	1%	1%	<1%
Working	33%	33%	38%	31%	31%	33%
Apprenticeship	0%	<1%	0%	<1%	<1%	<1%
Work and study part time	0%	<1%	0%	3%	6%	2%
Unemployed and looking for work	2%	2%	1%	0%	1%	1%
Unemployed and not looking for work	1%	1%	1%	<1%	<1%	1%
Travelling	2%	1%	2%	2%	2%	2%
Volunteering	<1%	<1%	<1%	<1%	<1%	<1%
Taking care of family /household /homemaker	<1%	<1%	<1%	1%	<1%	<1%
Long-term illness /sickness /disability	<1%	<1%	<1%	<1%	<1%	<1%
Playing sports	1%	1%	<1%	1%	1%	1%
Other	1%	1%	0%	<1%	1%	1%
TOTAL	100%	100%	100%	100%	100%	100%

Table 2, above, shows very little change across years for most categories. In 2005, 58% of respondents reported attending school full time, the highest percentage of all four years. The percentage of respondents who report attending school part time has decreased over the last five years, from 8% in 2002 to only 2% in 2006. The percentage of respondents who reported working as their main activity has fluctuated, peaking at 38% in 2004 but dropping to 31% in 2005 and staying at that level in 2006 as well. The percentage of students who are working and studying part-time has increased over the five-year span, from 0% in 2002 to 6% in 2006. In cases where the differences across years are slight (i.e. under 3%), these differences might be fully or partially due to sampling error.

Table 3: “During the past year, what was your main activity?” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Attending school - full time	51%	55%	53%
	Attending school - part time	8%	8%	8%
	Upgrading high school	<1%	0%	<1%
	Working	34%	31%	33%
	Unemployed and looking for work	3%	1%	2%
	Unemployed and not looking for work	<1%	1%	1%
	Other	4%	2%	4%
2003	Attending school - full time	56%	53%	54%
	Attending school - part time	5%	5%	5%
	Upgrading high school	<1%	1%	1%
	Working	31%	35%	33%
	Apprenticeship	<1%	0%	<1%
	Work and study part time	1%	0%	<1%
	Unemployed and looking for work	1%	2%	2%
	Unemployed and not looking for work	1%	1%	1%
Other	3%	2%	3%	
2004	Attending school - full time	48%	57%	52%
	Attending school - part time	4%	5%	4%
	Upgrading high school	<1%	0%	<1%
	Working	42%	33%	38%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	1%	<1%	1%
	Other	2%	4%	2%
2005	Attending school - full time	52%	64%	58%
	Attending school - part time	1%	2%	2%
	Upgrading high school	1%	<1%	1%
	Working	36%	25%	31%
	Apprenticeship	1%	0%	<1%
	Work and study part time	4%	3%	3%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	<1%	<1%	<1%
Other	4%	4%	4%	
2006	Attending school - full time	50%	59%	55%
	Attending school - part time	3%	2%	2%
	Upgrading high school	1%	1%	1%
	Working	35%	27%	31%
	Apprenticeship	<1%	0%	<1%
	Work and study part time	6%	5%	6%
	Unemployed and looking for work	<1%	1%	1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	4%	5%	4%

When respondents’ main activity during the past year is examined for males and females, more pronounced differences become apparent. The percentage of full time school attendance, which appears stable overall from 2002 to 2005, differs substantially between males and females. There is a consistently higher percentage of females who report studying full time, with the exception of 2003. In 2006, this difference between males and females is 9%. Similarly, there are consistently more males who report working as their main activity. In 2006, this difference between males and females is 8%. These differences are less pronounced than those reported in 2005 (see Table 3, above).

Table 4: “During the past year, what was your main activity?” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Attending school - full time	52%	55%	53%
	Attending school - part time	10%	6%	8%
	Upgrading high school	<1%	0%	<1%
	Working	32%	33%	33%
	Unemployed and looking for work	1%	2%	2%
	Unemployed and not looking for work	1%	1%	1%
	Other	4%	3%	4%
2003	Attending school - full time	58%	49%	54%
	Attending school - part time	6%	5%	5%
	Upgrading high school	<1%	1%	1%
	Working	30%	38%	33%
	Apprenticeship	0%	<1%	<1%
	Work and study part time	<1%	0%	<1%
	Unemployed and looking for work	1%	2%	2%
	Unemployed and not looking for work	1%	1%	1%
Other	4%	3%	3%	
2004	Attending school - full time	55%	50%	52%
	Attending school - part time	5%	4%	4%
	Upgrading high school	0%	<1%	<1%
	Working	36%	40%	38%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	1%	1%	1%
	Other	3%	3%	2%
2005	Attending school - full time	64%	48%	58%
	Attending school - part time	2%	1%	2%
	Upgrading high school	0%	1%	1%
	Working	26%	38%	31%
	Apprenticeship	<1%	1%	<1%
	Work and study part time	3%	4%	3%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	<1%	1%	<1%
Other	2%	8%	4%	
2006	Attending school - full time	60%	46%	55%
	Attending school - part time	2%	3%	2%
	Upgrading high school	1%	1%	1%
	Working	26%	39%	31%
	Apprenticeship	<1%	<1%	<1%
	Work and study part time	6%	4%	6%
	Unemployed and looking for work	0%	1%	1%
	Unemployed and not looking for work	0%	<1%	<1%
	Other	3%	7%	4%

More respondents from the Lower Mainland reported attending school full-time than from other regions (60% in 2006), while more respondents from other regions reported working (39% in 2006). These differences have become more pronounced in the last two years (16% difference in 2005; 14% difference in 2006 as compared to a 3% difference in 2002). Not surprisingly, more respondents from regions outside the Lower Mainland reported working as their main activity (13% more in 2006), and these differences have also increased in the last two years.

Table 5: “How many hours per week do you work on average, at your main job?” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
< 10 hours	5%	5%	5%	4%	5%	5%
11-20 hours	21%	19%	17%	14%	14%	17%
21-30 hours	23%	24%	24%	21%	17%	22%
31-40 hours	38%	40%	42%	48%	42%	42%
> 40 hours	12%	12%	11%	12%	21%	14%
Don't Know	<1%	1%	<1%	<1%	<1%	0%
Total	100%	100%	100%	100%	100%	100%

There is a noticeable trend over the last four years with regard to respondents’ reported hours of work per week (see Table 5, above). The percentage of respondents who reported working 30 hours or less has decreased over the last four years (from 49% in 2002 to 36% in 2006), while the percentage of respondents who reported working more than 31 hours per week has increased (from 50% in 2002 to 63% in 2006). The most significant changes occurred between 2004 and 2005.

Table 6: “How many hours per week do you work on average, at your main job?” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	< 10 hours	4%	6%	5%
	11-20 hours	21%	20%	21%
	21-30 hours	25%	22%	23%
	31-40 hours	39%	37%	38%
	> 40 hours	11%	14%	12%
	Don't Know	0%	1%	<1%
2003	< 10 hours	4%	5%	5%
	11-20 hours	19%	18%	19%
	21-30 hours	23%	24%	24%
	31-40 hours	42%	38%	40%
	> 40 hours	11%	13%	12%
	Don't Know	1%	1%	1%
2004	< 10 hours	3%	6%	5%
	11-20 hours	14%	21%	17%
	21-30 hours	18%	29%	24%
	31-40 hours	49%	36%	42%
	> 40 hours	15%	8%	11%
	Don't Know	1%	<1%	<1%
2005	< 10 hours	3%	5%	4%
	11-20 hours	11%	18%	14%
	21-30 hours	17%	26%	21%
	31-40 hours	51%	44%	48%
	> 40 hours	18%	6%	12%
	Don't Know	<1%	<1%	<1%
2006	< 10 hours	5%	5%	5%
	11-20 hours	11%	18%	14%
	21-30 hours	9%	24%	17%
	31-40 hours	45%	39%	42%
	> 40 hours	29%	13%	21%
	Don't Know	1%	0%	<1%

When hours worked per week are examined across all years for males and females, it can be seen that males have consistently worked longer hours. The percentage of males who report working 31 or more hours per week has risen steadily from 50% in 2002 to 74% in 2006. The percentage of females working 31 hours or more has risen as well (51% in 2002 to 52% in 2006; see Table 6, above).

**Table 7: “How many hours per week do you work on average, at your main job?”
by Year of Survey and Region**

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	< 10 hours	5%	6%	5%
	11-20 hours	21%	21%	21%
	21-30 hours	27%	17%	23%
	31-40 hours	37%	41%	38%
	> 40 hours	11%	15%	12%
	Don't Know	<1%	<1%	<1%
2003	< 10 hours	5%	5%	5%
	11-20 hours	20%	16%	19%
	21-30 hours	25%	22%	24%
	31-40 hours	38%	42%	40%
	> 40 hours	11%	15%	12%
	Don't Know	1%	1%	1%
2004	< 10 hours	5%	4%	5%
	11-20 hours	24%	10%	17%
	21-30 hours	26%	22%	24%
	31-40 hours	37%	49%	42%
	> 40 hours	8%	15%	11%
	Don't Know	<1%	1%	<1%
2005	< 10 hours	5%	2%	4%
	11-20 hours	17%	11%	14%
	21-30 hours	23%	19%	21%
	31-40 hours	44%	53%	48%
	> 40 hours	11%	14%	12%
	Don't Know	<1%	<1%	<1%
2006	< 10 hours	6%	3%	5%
	11-20 hours	20%	7%	14%
	21-30 hours	20%	12%	17%
	31-40 hours	37%	48%	42%
	> 40 hours	16%	29%	21%
	Don't Know	<1%	<1%	<1%

Respondents from the Lower Mainland worked fewer hours than respondents from other regions, regardless of year. In 2006, for example, 77% of respondents from outside the Lower Mainland were working 31 hours or more a week, while only 53% of respondents within the Lower Mainland were doing so. Both categories are relatively stable over time (see Table 7, above).

Table 8: “Since graduating from high school, have you at any time taken a post-secondary education, training course or program?” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Yes	32%	31%	28%	28%	25%	29%
No	68%	69%	72%	72%	75%	71%
Total	100%	100%	100%	100%	100%	100%

From 2002 to 2006 there is 7% drop in the percentage of respondents who report having taken any post-secondary education, training course or programs (see Table 8, above). This question was asked only of respondents who did not report attending school, either full- or part-time, as their main activity.

Table 9: “Since graduating from high school, have you at any time taken a post-secondary education, training course or program?” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Yes	33%	32%	32%
	No	67%	68%	68%
2003	Yes	28%	33%	31%
	No	72%	67%	69%
2004	Yes	30%	25%	28%
	No	70%	75%	72%
2005	Yes	27%	29%	28%
	No	73%	71%	72%
2006	Yes	24%	26%	25%
	No	76%	74%	75%

Examining reported post-secondary training by gender, the reported proportion of males vs. females who report having taken a course fluctuates - see Table 9, above. These changes may be due to sampling error.

Table 10: “Since graduating from high school, have you at any time taken a post-secondary education, training course or program?” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Yes	36%	27%	32%
	No	64%	73%	68%
2003	Yes	27%	35%	31%
	No	73%	65%	69%
2004	Yes	26%	29%	28%
	No	74%	71%	72%
2005	Yes	34%	23%	28%
	No	66%	77%	72%
2006	Yes	30%	20%	25%
	No	70%	80%	75%

A similarly fluctuating trend can be found when the same question is examined by region (see Table 10, above).

Table 11: “Which of the following best describes your post-secondary status?” by Year of Survey

	Year of Survey					Total
	2002	2003	2004	2005	2006	
Completed a post-secondary education course	6%	7%	6%	6%	9%	7%
Returning to post-secondary studies in September	76%	67%	72%	72%	69%	71%
Returning to post-secondary studies in January	1%	1%	2%	1%	1%	1%
Currently attending a post-secondary institution	11%	19%	14%	15%	14%	15%
Post-secondary studies by correspondence	0%	<1%	0%	0%	0%	0%
Upgrading or completing high school	0%	<1%	0%	0%	<1%	<1%
On a waiting list	0%	<1%	0%	<1%	0%	<1%
Enrolled and withdrawn from a post-secondary institution	5%	6%	6%	5%	4%	5%
Taking a year off	0%	0%	0%	0%	1%	<1%
Other	2%	0%	0%	<1%	1%	0%
Travelling	0%	0%	0%	<1%	0%	<1%
Don't know	<1%	1%	0%	<1%	1%	<1%
Total	100%	100%	100%	100%	100%	100%

Between 2002 and 2006, the percentage of respondents who report that they will return to post-secondary studies in September and the percentage who report currently attending post-secondary have fluctuated (see Table 11, above). The lowest percentage of respondents who reported that they would return to post-secondary studies in September (67%) occurred in 2003, coinciding with the greatest number of respondents indicating that they were currently attending a post-secondary institution (19%). These results suggest that the timing of the survey must be closely controlled: although each administration of the survey is conducted at roughly the same time of year, because of the differing lengths and end-times for summer semester courses at various institutions, it is possible that surveying occurred during summer semester in some years, and after the end of summer classes in others.

Examining the changes in post-secondary status between 2002 and 2005 by gender show fluctuating changes in the percentage of males relative to females who were returning to post-secondary studies in September. While the percentage for both genders decreased in 2003, 2004 saw decreases for males and increases for females. However, the percentage of females returning to school in September then decreased for 2005, while the percentage of males increased at a modest rate. This trend was reversed in 2006, when the percentage of males declined by 5% while the percentage of females increased by 1% (this may only reflect sampling error). The percentage of males and females who were currently enrolled at a post-secondary institution also fluctuates from year to year (see Table 12, below).

Table 12: “Which of the following describes your post-secondary status” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Completed a post-secondary education course	4%	8%	6%
	Returning to post-secondary studies in September	76%	75%	76%
	Returning to post-secondary studies in January	1%	1%	1%
	Currently attending a post-secondary institution	12%	9%	11%
	Enrolled and withdrawn from a post-secondary institution	4%	5%	5%
	Other	2%	1%	2%
	Don't know	0%	<1%	<1%
2003	Completed a post-secondary education course	6%	7%	7%
	Returning to post-secondary studies in September	69%	65%	67%
	Returning to post-secondary studies in January	<1%	1%	1%
	Currently attending a post-secondary institution	19%	19%	19%
	Post-secondary studies by correspondence	<1%	0%	<1%
	Upgrading or completing high school	1%	0%	<1%
	On a waiting list	<1%	<1%	<1%
	Enrolled and withdrawn from a post-secondary institution	5%	6%	6%
	Don't know	<1%	1%	1%
2004	Completed a post-secondary education course	8%	5%	6%
	Returning to post-secondary studies in September	67%	77%	72%
	Returning to post-secondary studies in January	2%	1%	2%
	Currently attending a post-secondary institution	16%	12%	14%
	Enrolled and withdrawn from a post-secondary institution	7%	5%	6%
2005	Completed a post-secondary education course	5%	6%	6%
	Returning to post-secondary studies in September	70%	73%	72%
	Returning to post-secondary studies in January	1%	1%	1%
	Currently attending a post-secondary institution	16%	15%	15%
	On a waiting list	1%	<1%	<1%
	Enrolled and withdrawn from a post-secondary institution	7%	4%	5%
	Other	0%	<1%	<1%
	Travelling	<1%	<1%	<1%
	Don't know	0%	<1%	<1%
2006	Completed a post-secondary education course	9%	9%	9%
	Returning to post-secondary studies in September	65%	74%	69%
	Returning to post-secondary studies in January	2%	0%	1%
	Currently attending a post-secondary institution	15%	13%	14%
	Upgrading or completing high school	1%	0%	<1%
	Enrolled and withdrawn from a post-secondary institution	5%	3%	4%
	Taking a year off	0%	2%	1%
	Other	1%	1%	1%
	Don't know	2%	<1%	1%

Respondents from outside the Lower Mainland reported higher levels of completion than students within the Lower Mainland for all years (e.g., 12% compared to 8% for 2006). The percentage of respondents from both regions who report that they are returning to post-secondary education in the following year fluctuates. Over the past few years, there has been an increase in the number of respondents who are currently attending a post-secondary institution in the Lower Mainland relative to other regions (from 1% more in 2002 to 14% more in 2006, see Table 13, below).

Table 13: “Which of the following describes your post-secondary status?” by Year of Survey by Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Completed a post-secondary education course	6%	7%	6%
	Returning to post-secondary studies in September	75%	76%	76%
	Returning to post-secondary studies in January	0%	2%	1%
	Currently attending a post-secondary institution	11%	10%	11%
	Enrolled and withdrawn from a post-secondary institution	5%	4%	5%
	Other	2%	1%	2%
	Don't know	0%	<1%	<1%
2003	Completed a post-secondary education course	6%	8%	7%
	Returning to post-secondary studies in September	71%	60%	67%
	Returning to post-secondary studies in January	0%	1%	1%
	Currently attending a post-secondary institution	17%	22%	19%
	Post-secondary studies by correspondence	0%	<1%	<1%
	Upgrading or completing high school	0%	1%	<1%
	On a waiting list	<1%	<1%	<1%
	Enrolled and withdrawn from a post-secondary institution	6%	6%	6%
Don't know	0%	1%	1%	
2004	Completed a post-secondary education course	5%	8%	6%
	Returning to post-secondary studies in September	70%	74%	72%
	Returning to post-secondary studies in January	3%	1%	2%
	Currently attending a post-secondary institution	16%	11%	14%
	Enrolled and withdrawn from a post-secondary institution	6%	6%	6%
2005	Completed a post-secondary education course	4%	11%	6%
	Returning to post-secondary studies in September	70%	76%	72%
	Returning to post-secondary studies in January	1%	1%	1%
	Currently attending a post-secondary institution	20%	5%	15%
	On a waiting list	0%	1%	<1%
	Enrolled and withdrawn from a post-secondary institution	5%	7%	5%
	Other	<1%	0%	<1%
	Travelling	<1%	0%	<1%
Don't know	<1%	0%	<1%	
2006	Completed a post-secondary education course	8%	12%	9%
	Returning to post-secondary studies in September	68%	72%	69%
	Returning to post-secondary studies in January	1%	<1%	1%
	Currently attending a post-secondary institution	19%	5%	14%
	Upgrading or completing high school	<1%	1%	<1%
	Enrolled and withdrawn from a post-secondary institution	3%	5%	4%
	Taking a year off	<1%	2%	1%
	Other	<1%	2%	1%
Don't know	1%	2%	1%	

Table 14: Kind of post-secondary institution by year of survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
College	24%	22%	21%	22%	19%	22%
University-college	23%	24%	24%	18%	15%	21%
University	34%	31%	33%	36%	42%	35%
Institute	7%	5%	6%	5%	4%	6%
Learning agency	<1%	<1%	<1%	0%	<1%	<1%
Other	1%	9%	0%	1%	<1%	2%
Don't know	<1%	<1%	<1%	0%	3%	1%
A private BC post-secondary training institution	5%	3%	7%	6%	7%	5%
A post-secondary education institution outside of BC	6%	6%	9%	10%	9%	8%
Total	100%	100%	100%	100%	100%	100%

There is a 5% drop between 2002 and 2006 in the percentage of respondents who report that they will be attending college. The percentage of respondents attending a university-college has dropped by 8%, while the percentage of those attending a university has increased by 8% (see Table 14, above).

When examined by gender, it can be seen that there is variation by gender across years. In 2006, equivalent percentages of males and females were attending university, while females were 4% more likely to be attending college. Generally, more males than females attended an institute, while the rates for those attending private institutions within BC or post-secondary education institutions outside of BC fluctuate slightly (see Table 15, below).

Table 15: Kind of Post-Secondary Institution by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	College	24%	25%	24%
	University-college	22%	24%	23%
	University	34%	34%	34%
	Institute	8%	5%	7%
	Learning agency	0%	<1%	<1%
	Other	1%	1%	1%
	Don't know	0%	<1%	<1%
	A private BC post-secondary training institution	4%	5%	5%
	A post-secondary education institution outside of BC	7%	6%	6%
2003	College	20%	24%	22%
	University-college	25%	22%	24%
	University	33%	29%	31%
	Institute	4%	7%	5%
	Learning agency	1%	<1%	<1%
	Other	9%	9%	9%
	Don't know	0%	1%	<1%
	A private BC post-secondary training institution	2%	3%	3%
	A post-secondary education institution outside of BC	6%	5%	6%
2004	College	23%	19%	21%
	University-college	22%	26%	24%
	University	29%	38%	33%
	Institute	10%	1%	6%
	Learning agency	<1%	0%	<1%
	Don't know	0%	<1%	<1%
	A private BC post-secondary training institution	7%	6%	7%
	A post-secondary education institution outside of BC	10%	9%	9%
	2005	College	23%	22%
University-college		17%	20%	18%
University		35%	37%	36%
Institute		8%	3%	5%
Other		1%	0%	1%
A private BC post-secondary training institution		5%	7%	6%
A post-secondary education institution outside of BC		10%	11%	10%
2006		College	17%	21%
	University-college	14%	16%	15%
	University	42%	42%	42%
	Institute	8%	2%	4%
	Learning agency	<1%	0%	<1%
	Other	<1%	1%	<1%
	Don't know	4%	2%	3%
	A private BC post-secondary training institution	6%	8%	7%
	A post-secondary education institution outside of BC	8%	9%	9%

When examined by region, it can be seen that respondents from the Lower Mainland were more likely to attend a university. This trend has become more pronounced in 2005 (14% more compared to 8% more in 2002), but has decreased to only 3% difference in 2006. Generally, respondents outside of the Lower Mainland have been more likely to attend university-colleges. The percentage of respondents attending college in these regions has fluctuated slightly over the last five years (see Table 16, below).

Table 16: Kind of Post-Secondary Institution by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	College	27%	20%	24%
	University-college	17%	32%	23%
	University	37%	29%	34%
	Institute	7%	7%	7%
	Learning agency	<1%	0%	<1%
	Other	1%	0%	1%
	Don't know	0%	<1%	<1%
	A private BC post-secondary training institution	4%	5%	5%
	A post-secondary education institution outside of BC	6%	7%	6%
2003	College	24%	19%	22%
	University-college	21%	29%	24%
	University	32%	29%	31%
	Institute	6%	5%	5%
	Learning agency	1%	0%	<1%
	Other	9%	9%	9%
	Don't know	<1%	<1%	<1%
	A private BC post-secondary training institution	2%	4%	3%
	A post-secondary education institution outside of BC	6%	5%	6%
2004	College	22%	19%	21%
	University-college	21%	28%	24%
	University	38%	27%	33%
	Institute	8%	3%	6%
	Learning agency	0%	<1%	<1%
	Don't know	0%	<1%	<1%
	A private BC post-secondary training institution	6%	7%	7%
	A post-secondary education institution outside of BC	5%	15%	9%
	2005	College	21%	25%
University-college		19%	19%	19%
University		41%	27%	36%
Institute		7%	2%	5%
Other		1%	1%	1%
A private BC post-secondary training institution		5%	9%	6%
A post-secondary education institution outside of BC		7%	17%	11%
2006		College	18%	21%
	University-college	18%	9%	15%
	University	43%	40%	42%
	Institute	6%	2%	4%
	Learning agency	<1%	0%	<1%
	Other	<1%	1%	<1%
	Don't know	1%	7%	3%
	A private BC post-secondary training institution	7%	7%	7%
	A post-secondary education institution outside of BC	7%	13%	9%

Table 17: “What do you expect your main activity will be this coming September?” By Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Attending school full time	66%	65%	63%	65%	62%	64%
Attending school part time	7%	7%	7%	3%	3%	5%
Upgrading high school	0%	0%	0%	<1%	1%	<1%
Working	24%	23%	27%	22%	25%	24%
Apprenticeship	0%	0%	0%	2%	1%	1%
Work and study part time	0%	0%	0%	5%	6%	2%
Unemployed and looking for work	1%	1%	<1%	<1%	<1%	1%
Unemployed and not looking for work	<1%	<1%	<1%	<1%	0%	<1%
Traveling	1%	1%	1%	1%	1%	1%
Volunteering	0%	0%	0%	<1%	<1%	<1%
Taking care of family or household-homemaker	<1%	<1%	<1%	<1%	0%	<1%
Long-term illness, sickness, or disability	<1%	<1%	<1%	0%	0%	<1%
Playing sports	0%	0%	0%	1%	<1%	<1%
Other	1%	2%	<1%	0%	1%	1%
Don't know	<1%	<1%	0%	1%	0%	<1%
Total	100%	100%	100%	100%	100%	100%

There has been very little change in respondents’ expected main activities across years. Attending full time school remains the most frequently mentioned activity, followed by working (for example, 62% and 25% respectively in 2006). Some changes have occurred however; for instance, fewer respondents reported only attending school part time in 2005 and 2006 than in previous years (3% compared to 7%), while more respondents reported working and studying part time (6% in 2006; see Table 17, above).

When expected activities are examined by gender across years, a consistent pattern whereby more females than males expect to be attending school full-time, while more males than females expect to be working (11% more and 8% more respectively for 2006; see Table 18, below).

Table 18: “What do you expect your main activity will be this coming September?” By Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Attending school full time	65%	67%	66%
	Attending school part time	8%	6%	7%
	Working	24%	24%	24%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	2%	2%	2%
2003	Attending school full time	64%	66%	65%
	Attending school part time	7%	6%	7%
	Working	24%	23%	23%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	0%	<1%	<1%
	Other	4%	3%	3%
2004	Attending school full time	58%	68%	63%
	Attending school part time	6%	7%	7%
	Working	32%	22%	27%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	<1%	<1%	<1%
	Other	2%	3%	1%
2005	Attending school full time	60%	69%	65%
	Attending school part time	3%	3%	3%
	Upgrading high school	0%	<1%	<1%
	Working	26%	18%	22%
	Apprenticeship	4%	0%	2%
	Work and study part time	5%	6%	5%
	Unemployed and looking for work	<1%	0%	<1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	2%	4%	3%
2006	Attending school full time	57%	68%	62%
	Attending school part time	2%	3%	3%
	Upgrading high school	<1%	1%	1%
	Working	29%	21%	25%
	Apprenticeship	2%	<1%	1%
	Work and study part time	6%	5%	6%
	Unemployed and looking for work	<1%	0%	<1%
	Other	2%	2%	2%

Table 19: “What do you expect your main activity will be this coming September?” By Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Attending school full time	66%	65%	66%
	Attending school part time	8%	5%	7%
	Working	22%	27%	24%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	2%	1%	2%
2003	Attending school full time	69%	60%	65%
	Attending school part time	7%	6%	7%
	Working	20%	27%	23%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	3%	5%	3%
2004	Attending school full time	65%	61%	63%
	Attending school part time	7%	6%	7%
	Working	26%	29%	27%
	Unemployed and looking for work	0%	0%	<1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	2%	2%	1%
2005	Attending school full time	70%	57%	65%
	Attending school part time	3%	3%	3%
	Upgrading high school	0%	1%	<1%
	Working	17%	29%	22%
	Apprenticeship	1%	3%	2%
	Work and study part time	6%	4%	5%
	Unemployed and looking for work	<1%	0%	<1%
	Unemployed and not looking for work	<1%	0%	<1%
Other	1%	4%	3%	
2006	Attending school full time	66%	56%	62%
	Attending school part time	2%	3%	3%
	Upgrading high school	1%	1%	1%
	Working	20%	33%	25%
	Apprenticeship	2%	1%	1%
	Work and study part time	7%	4%	6%
	Unemployed and looking for work	0%	1%	<1%
	Other	2%	3%	2%

Looking at respondents’ expected activities by region across years, a consistent trend can be identified, whereby respondents living in the Lower Mainland are more likely to state that they will be returning to full-time school, while respondents living in other regions are more likely to report that they will be working (10% more and 13% more respectively in 2006). These differences have increased somewhat over the years (see Table 19, above).

Table 20: “The courses and programs I took in high school helped me decide on a specific program of post-secondary studies” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Strongly disagree	7%	8%	7%	7%	7%	7%
Somewhat disagree	15%	17%	20%	19%	20%	18%
Neutral	34%	28%	31%	28%	27%	30%
Agree	33%	37%	28%	30%	32%	32%
Strongly agree	11%	10%	14%	14%	14%	13%
Don't know	0%	0%	0%	0%	<1%	<1%
Total	100%	100%	100%	100%	100%	100%

The percentage of respondents who agree or strongly agree that their high school courses helped them to decide on a specific program of post-secondary studies remained generally stable; slight differences may be due to sampling error (see Table 20, above).

Table 21: “The courses and programs I took in high school helped me decide on a specific program of post-secondary studies” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly disagree	7%	7%	7%
	Somewhat disagree	16%	15%	15%
	Neutral	31%	37%	34%
	Agree	36%	29%	33%
	Strong agree	9%	12%	11%
2003	Strongly disagree	7%	8%	8%
	Somewhat disagree	20%	15%	17%
	Neutral	26%	30%	28%
	Agree	37%	38%	37%
	Strong agree	10%	9%	10%
2004	Strongly disagree	5%	9%	7%
	Somewhat disagree	20%	19%	20%
	Neutral	32%	30%	31%
	Agree	30%	27%	28%
	Strong agree	12%	16%	14%
2005	Strongly disagree	10%	5%	7%
	Somewhat disagree	16%	23%	19%
	Neutral	28%	29%	28%
	Agree	33%	28%	30%
	Strong agree	13%	16%	14%
2006	Strongly disagree	7%	6%	7%
	Somewhat disagree	19%	20%	20%
	Neutral	29%	25%	27%
	Agree	31%	34%	32%
	Strong agree	13%	14%	14%
	Don't know	<1%	0%	<1%

Examining the changes between 2002 and 2006 by gender, the percentage of respondents who report that their high school courses helped them decide on a specific program of post-secondary studies is generally consistent for both males and females, with females reporting slightly higher levels of agreement in 2006 (see Table 21, above).

Table 22: “The courses and programs that I took in high school helped me to decide on a specific program of post-secondary studies” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly disagree	8%	5%	7%
	Somewhat disagree	16%	15%	15%
	Neutral	34%	35%	34%
	Agree	32%	34%	33%
	Strong agree	10%	12%	11%
2003	Strongly disagree	9%	7%	8%
	Somewhat disagree	18%	17%	17%
	Neutral	31%	24%	28%
	Agree	35%	40%	37%
	Strong agree	8%	12%	10%
2004	Strongly disagree	8%	6%	7%
	Somewhat disagree	22%	16%	20%
	Neutral	31%	31%	31%
	Agree	26%	32%	28%
	Strong agree	13%	15%	14%
2005	Strongly disagree	7%	9%	8%
	Somewhat disagree	20%	19%	20%
	Neutral	28%	28%	28%
	Agree	32%	27%	30%
	Strong agree	13%	17%	14%
2006	Strongly disagree	7%	5%	7%
	Somewhat disagree	21%	18%	20%
	Neutral	27%	28%	27%
	Agree	34%	30%	32%
	Strong agree	12%	19%	14%
	Don't know	0%	<1%	<1%

Responses agreeing to this question fluctuated from year to year for respondents from the Lower Mainland (42% in 2002, up in 2003, down in 2004, then back up to 45% in 2005 and increasing to 46% in 2006). For respondents from other regions the percentage in agreement also peaks in 2003 (52%), but has risen to near that level by 2006 (49%; see Table 22, above).

Table 23: “My high school education prepared me academically for post-secondary education” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Strongly disagree	3%	3%	3%	3%	3%	3%
Somewhat disagree	10%	9%	8%	7%	8%	8%
Neutral	22%	24%	21%	18%	21%	21%
Agree	44%	45%	38%	45%	40%	43%
Strongly agree	19%	18%	29%	26%	26%	24%
Don't know	2%	1%	1%	1%	1%	1%
Total	100%	100%	100%	100%	100%	100%

Table 23, above, shows a consistent increase in the percentage of respondents who agreed or strongly agreed that their high school education prepared them academically for post-secondary education, from 63% in 2002 up to 71% in 2005. This is followed by a 5% decrease in 2006.

Table 24: “My high school education prepared me academically for post-secondary education” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly disagree	3%	3%	3%
	Somewhat disagree	12%	8%	10%
	Neutral	20%	23%	22%
	Agree	45%	44%	44%
	Strongly agree	17%	21%	19%
	Don't know	3%	1%	2%
2003	Strongly disagree	2%	4%	3%
	Somewhat disagree	10%	9%	9%
	Neutral	24%	23%	24%
	Agree	44%	46%	45%
	Strongly agree	19%	17%	18%
	Don't know	1%	1%	1%
2004	Strongly disagree	4%	3%	3%
	Somewhat disagree	7%	9%	8%
	Neutral	21%	20%	21%
	Agree	38%	38%	38%
	Strongly agree	29%	29%	29%
	Don't know	1%	1%	1%
2005	Strongly disagree	3%	2%	3%
	Somewhat disagree	7%	6%	7%
	Neutral	21%	16%	18%
	Agree	44%	47%	45%
	Strongly agree	24%	28%	26%
	Don't know	1%	1%	1%
2006	Strongly disagree	4%	3%	3%
	Somewhat disagree	9%	7%	8%
	Neutral	20%	22%	21%
	Agree	39%	40%	40%
	Strongly agree	27%	26%	26%
	Don't know	1%	1%	1%

Although the differences are relatively small, when academic preparation for post-secondary education is examined by gender, females have generally been a little more likely to agree or strongly agree that their high school education helped them prepare than males. These differences appear to be more pronounced in 2005 (68% versus 75% for males and females respectively; see Table 24, above). This trend is not apparent in 2003, 2004 and 2006, where the two genders were basically equivalent (0% difference in these years).

Overall, respondents outside of the Lower Mainland are more likely to either strongly agree or agree that their high school helped them prepare for post-secondary education, in all years except 2005. Levels of agreement are down in 2006 compared to the previous year across the province, but those in the Lower Mainland show a greater decrease (from 73% in 2005 to 66% in 2006). See Table 25, below.

Table 25: “My high school education prepared me academically for post-secondary education” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly disagree	3%	3%	3%
	Somewhat disagree	10%	10%	10%
	Neutral	23%	20%	22%
	Agree	43%	46%	44%
	Strong agree	18%	21%	19%
	Don't know	2%	2%	2%
2003	Strongly disagree	3%	3%	3%
	Somewhat disagree	9%	9%	9%
	Neutral	24%	23%	24%
	Agree	44%	47%	45%
	Strong agree	19%	16%	18%
	Don't know	1%	1%	1%
2004	Strongly disagree	4%	3%	3%
	Somewhat disagree	9%	6%	8%
	Neutral	22%	19%	21%
	Agree	41%	34%	38%
	Strong agree	24%	36%	29%
	Don't know	<1%	2%	1%
2005	Strongly disagree	3%	2%	3%
	Somewhat disagree	7%	7%	7%
	Neutral	17%	20%	18%
	Agree	46%	44%	45%
	Strong agree	27%	25%	26%
	Don't know	1%	1%	1%
2006	Strongly disagree	3%	4%	3%
	Somewhat disagree	9%	8%	8%
	Neutral	22%	20%	21%
	Agree	40%	41%	40%
	Strong agree	26%	26%	26%
	Don't know	1%	2%	1%

In general, respondents remain more satisfied with academic preparation than with general life skills preparation for post-secondary education. Satisfaction with life skills preparation rose steadily during the period from 2002 to 2005. In 2002, 50% of respondents indicated that they either agreed or strongly agreed that their high school education gave them the necessary life skills for post-secondary education. This number had grown to 60% in 2005. However, satisfaction has decreased slightly to 56% in 2006. See Table 26, below.

Table 26: “My high school gave me the necessary life skills for post-secondary education” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Strongly disagree	6%	5%	4%	3%	4%	4%
Somewhat disagree	13%	12%	13%	11%	12%	12%
Neutral	30%	29%	27%	26%	28%	28%
Agree	34%	41%	36%	40%	39%	38%
Strongly agree	16%	12%	19%	20%	17%	17%
Don't know	1%	1%	<1%	<1%	<1%	<1%
Total	100%	100%	100%	100%	100%	100%

Table 27: “My high school education gave me the necessary life skills for post-secondary education” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly disagree	7%	6%	6%
	Somewhat disagree	13%	13%	13%
	Neutral	30%	31%	30%
	Agree	34%	34%	34%
	Strongly agree	16%	16%	16%
	Don't know	1%	<1%	1%
2003	Strongly disagree	4%	6%	5%
	Somewhat disagree	13%	11%	12%
	Neutral	31%	28%	29%
	Agree	39%	43%	41%
	Strongly agree	12%	11%	12%
	Don't know	1%	1%	1%
2004	Strongly disagree	5%	4%	4%
	Somewhat disagree	11%	14%	13%
	Neutral	27%	27%	27%
	Agree	38%	34%	36%
	Strongly agree	18%	21%	19%
	Don't know	1%	0%	<1%
2005	Strongly disagree	3%	3%	3%
	Somewhat disagree	11%	10%	11%
	Neutral	25%	27%	26%
	Agree	42%	38%	40%
	Strongly agree	18%	22%	20%
	Don't know	<1%	<1%	<1%
2006	Strongly disagree	4%	4%	4%
	Somewhat disagree	13%	10%	12%
	Neutral	28%	28%	28%
	Agree	39%	39%	39%
	Strongly agree	15%	19%	17%
	Don't know	1%	<1%	<1%

There is very little difference in response between males and females on life skill preparation for post-secondary education (see Table 27, above). Similarly, there is little difference in response between respondents living in the Lower Mainland and those living in other regions (see Table 28, below).

Table 28: “My high school education gave me the necessary life skills for post-secondary education” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly disagree	6%	6%	6%
	Somewhat disagree	12%	15%	13%
	Neutral	32%	28%	30%
	Agree	34%	34%	34%
	Strong agree	15%	17%	16%
	Don't know	1%	1%	1%
2003	Strongly disagree	5%	5%	5%
	Somewhat disagree	11%	13%	12%
	Neutral	30%	29%	29%
	Agree	42%	41%	41%
	Strong agree	12%	11%	12%
	Don't know	<1%	1%	1%
2004	Strongly disagree	4%	5%	4%
	Somewhat disagree	12%	13%	13%
	Neutral	30%	24%	27%
	Agree	35%	37%	36%
	Strong agree	18%	21%	19%
	Don't know	<1%	<1%	<1%
2005	Strongly disagree	3%	3%	3%
	Somewhat disagree	11%	10%	11%
	Neutral	26%	27%	26%
	Agree	42%	37%	40%
	Strong agree	18%	22%	20%
	Don't know	<1%	<1%	<1%
2006	Strongly disagree	4%	4%	4%
	Somewhat disagree	11%	12%	12%
	Neutral	27%	30%	28%
	Agree	41%	37%	39%
	Strong agree	17%	17%	17%
	Don't know	<1%	1%	<1%

The number of respondents who are satisfied with how well their high school education provided work skills for employment has increased steadily between 2002 (38% respondents agree or strongly agree) and 2006 (51%). However, these levels of satisfaction remain below those reported for both academic and life skill preparation for post-secondary education. See Table 29, below.

Table 29: “My high school education gave me the necessary work skills for employment” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Strongly disagree	8%	8%	7%	5%	6%	7%
Somewhat disagree	22%	18%	15%	15%	14%	17%
Neutral	31%	29%	31%	32%	29%	30%
Agree	26%	34%	32%	34%	39%	33%
Strongly agree	12%	11%	14%	13%	12%	13%
Don't know	1%	1%	<1%	<1%	1%	1%
Total	100%	100%	100%	100%	100%	100%

Table 30: “My high school education gave me the necessary work skills for employment” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly disagree	9%	7%	8%
	Somewhat disagree	24%	19%	22%
	Neutral	30%	32%	31%
	Agree	24%	28%	26%
	Strongly agree	11%	13%	12%
	Don't know	1%	1%	1%
2003	Strongly disagree	8%	7%	8%
	Somewhat disagree	18%	18%	18%
	Neutral	31%	26%	29%
	Agree	31%	36%	34%
	Strongly agree	11%	11%	11%
	Don't know	<1%	1%	1%
2004	Strongly disagree	8%	5%	7%
	Somewhat disagree	15%	16%	15%
	Neutral	30%	33%	31%
	Agree	33%	32%	32%
	Strongly agree	14%	15%	14%
	Don't know	0%	1%	<1%
2005	Strongly disagree	6%	4%	5%
	Somewhat disagree	17%	13%	15%
	Neutral	32%	32%	32%
	Agree	34%	34%	34%
	Strongly agree	11%	15%	13%
	Don't know	<1%	1%	<1%
2006	Strongly disagree	7%	4%	6%
	Somewhat disagree	14%	14%	14%
	Neutral	28%	29%	29%
	Agree	38%	39%	39%
	Strongly agree	11%	13%	12%
	Don't know	1%	1%	1%

When work skill preparation for employment is examined by gender, there are only very small differences between males and females; these may be due to sampling error. However, it is interesting to note that in all years except 2004, levels of agreement that high school education provided work skills for employment were higher among females than males. See Table 30, above.

In recent years, respondents in regions outside of the Lower Mainland were more likely to agree that their high school education gave them work skills for employment (for instance, 54% agreed in 2006, compared to 49% of respondents in the Lower Mainland that year; see Table 31, below).

Table 31: My high school education gave me the necessary work skills for employment” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly disagree	9%	8%	8%
	Somewhat disagree	22%	22%	22%
	Neutral	29%	34%	31%
	Agree	27%	24%	26%
	Strong agree	13%	11%	12%
	Don't know	<1%	1%	1%
2003	Strongly disagree	8%	7%	8%
	Somewhat disagree	18%	19%	18%
	Neutral	28%	29%	29%
	Agree	35%	32%	34%
	Strong agree	11%	12%	11%
	Don't know	1%	<1%	1%
2004	Strongly disagree	5%	8%	7%
	Somewhat disagree	18%	12%	15%
	Neutral	33%	28%	31%
	Agree	33%	31%	32%
	Strong agree	10%	19%	14%
	Don't know	<1%	<1%	<1%
2005	Strongly disagree	5%	5%	5%
	Somewhat disagree	18%	11%	16%
	Neutral	32%	31%	32%
	Agree	34%	33%	34%
	Strong agree	10%	18%	13%
	Don't know	<1%	1%	<1%
2006	Strongly disagree	6%	4%	6%
	Somewhat disagree	14%	15%	14%
	Neutral	30%	26%	29%
	Agree	38%	39%	39%
	Strong agree	10%	14%	12%
	Don't know	<1%	1%	1%

Respondent satisfaction with how well their high school education provided life skills for employment rose steadily during the period from 2002 to 2005, from 42% who agree or strongly agree in 2002 to 57% in 2005. This number has remained similar to 2005 levels in 2006. See Table 32, below.

Table 32: “My high school education gave me the necessary life skills for employment” by Year of Survey

	Year of Survey					Average
	2002	2003	2004	2005	2006	
Strongly disagree	5%	5%	3%	3%	2%	3%
Somewhat disagree	15%	14%	13%	10%	13%	13%
Neutral	37%	32%	29%	30%	29%	31%
Agree	31%	41%	41%	44%	43%	40%
Strongly agree	11%	9%	15%	14%	13%	12%
Don't know	<1%	<1%	<1%	<1%	<1%	<1%
Total	100%	100%	100%	100%	100%	100%

In 2005 and 2006, moderate differences are seen between males and females regarding necessary life skills for employment. In both these years, females are more likely than males to agree that their high school education gave them the necessary life skills for education (61% agree and strongly agree compared to 54% for 2005, and 57% compared to 54% for 2006). Some of these differences may be attributed to sampling error. See Table 33, below.

Table 33: “My high school education gave me the necessary life skills for employment” by Year of Survey and Gender

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly disagree	6%	4%	5%
	Somewhat disagree	18%	13%	15%
	Neutral	35%	39%	37%
	Agree	30%	33%	31%
	Strongly agree	11%	12%	11%
	Don't know	<1%	<1%	<1%
2003	Strongly disagree	3%	6%	5%
	Somewhat disagree	15%	12%	14%
	Neutral	32%	32%	32%
	Agree	42%	40%	41%
	Strongly agree	8%	11%	9%
	Don't know	<1%	<1%	<1%
2004	Strongly disagree	4%	2%	3%
	Somewhat disagree	11%	14%	13%
	Neutral	30%	27%	29%
	Agree	41%	40%	41%
	Strongly agree	14%	16%	15%
	Don't know	0%	<1%	<1%
2005	Strongly disagree	3%	2%	3%
	Somewhat disagree	11%	9%	10%
	Neutral	32%	28%	30%
	Agree	42%	46%	44%
	Strongly agree	12%	15%	14%
	Don't know	0%	<1%	<1%
2006	Strongly disagree	3%	1%	2%
	Somewhat disagree	13%	13%	13%
	Neutral	29%	29%	29%
	Agree	43%	42%	43%
	Strongly agree	12%	15%	13%
	Don't know	<1%	0%	<1%

When life skills preparation for employment is examined by region, respondents from outside the Lower Mainland are found to be more likely to agree that high school gave them the life skills they needed for work during the period 2004 to 2006. For example, 7% more respondents from outside the Lower Mainland agreed with this question in the 2006 survey (see Table 34, below).

Table 34: “My high school education gave me the necessary life skills for employment” by Year of Survey and Region

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly disagree	6%	4%	5%
	Somewhat disagree	14%	17%	15%
	Neutral	36%	38%	37%
	Agree	32%	31%	31%
	Strong agree	12%	10%	11%
	Don't know	<1%	1%	<1%
2003	Strongly disagree	5%	3%	5%
	Somewhat disagree	13%	14%	14%
	Neutral	30%	34%	32%
	Agree	43%	38%	41%
	Strong agree	9%	10%	9%
	Don't know	<1%	1%	<1%
2004	Strongly disagree	3%	3%	3%
	Somewhat disagree	13%	12%	13%
	Neutral	31%	26%	29%
	Agree	40%	42%	41%
	Strong agree	13%	17%	15%
	Don't know	<1%	<1%	<1%
2005	Strongly disagree	2%	3%	3%
	Somewhat disagree	10%	10%	10%
	Neutral	31%	28%	30%
	Agree	45%	41%	44%
	Strong agree	11%	19%	14%
	Don't know	<1%	0%	<1%
2006	Strongly disagree	2%	2%	2%
	Somewhat disagree	13%	13%	13%
	Neutral	31%	25%	29%
	Agree	41%	45%	43%
	Strong agree	12%	15%	13%
	Don't know	<1%	<1%	<1%

In the 2004 through 2006 administrations of the Graduate Transition Survey, respondents were asked to identify those aspects of their education that helped and hindered them in graduation. They were also asked to identify how these aspects helped or hindered them.

Fewer respondents identify teachers as important in helping them graduate in 2006 compared to 2004. Differences in other categories are minimal and may be due to sampling error (see Table 35, below).

Table 35: “What at school was most important in helping you to reach graduation?” by Year of Survey¹

	Year of Survey			Average
	2004	2005	2006	
Teachers	61%	59%	54%	58%
Friends	15%	17%	13%	15%
Parents/other family	18%	19%	17%	18%
Self	23%	22%	20%	22%
Counselors	11%	8%	6%	8%
Regular courses and/or school work	6%	10%	11%	9%
Extracurricular programs	4%	8%	6%	6%
Career programs or courses	4%	4%	4%	4%
Other	0%	4%	2%	2%
Don't know	1%	0%	3%	1%

Respondents’ attributions of how these aspects helped them graduate differ slightly between years; in particular, more respondents mention practical skills as an important factor in 2006 than in 2004 (see Table 36, below).

Table 36: “In what way did this help you reach graduation?” by Year of Survey¹

	Year of Survey			Average
	2004	2005	2006	
Moral support	35%	49%	37%	40%
Motivation/discipline	64%	71%	63%	66%
Practical help	35%	46%	37%	39%
Practical skills	10%	11%	17%	13%
Goal setting	14%	17%	14%	15%
Future prep/planning	17%	25%	16%	19%
Other	2%	8%	8%	6%
Don't know	<1%	<1%	<1%	<1%

¹ Percentages were based on respondents, who were able to give multiple responses to these questions. Column totals will therefore sum to greater than 100%.

There appears to be more difference in respondents' identification of what hindered their graduation between 2004 and 2006. For instance, more respondents identified themselves as a hindrance in 2006 than in 2004 (14% increase). Significantly fewer respondents identified "other" reasons in 2006 than in 2004; however, in 2004 these questions were open ended, so coding differences likely accounts for this discrepancy.

Table 37: "What at school made it difficult for you to reach graduation?" by Year of Survey²

	Year of Survey			Average
	2004	2005	2006	
Teachers	13%	12%	11%	12%
Friends or peers	15%	19%	19%	17%
Self	10%	15%	24%	16%
Workload	12%	18%	17%	15%
Assessment/exams	6%	9%	8%	7%
Courses	23%	28%	27%	26%
Other	31%	9%	5%	16%

Respondents' attributions of how these aspects hindered them differed slightly between 2004 and 2006. In particular, fewer respondents in 2006 mentioned that coursework was too advanced or too demanding (down from 32% in 2004 to 27% in 2006). A total of 27% of all respondents in the 2006 survey mentioned an other reason. This is up considerably from 2004 when only 4% of responses were classified as 'other'. See Table 38, below.

Table 38: "How or why did this make it difficult to graduate?" by Year of Survey²

	Year of Survey			Average
	2004	2005	2006	
Scheduling problems	4%	4%	3%	4%
Not enough selection	9%	5%	7%	7%
Too advanced or too demanding	32%	33%	27%	31%
Not enough help	19%	10%	15%	15%
Not advanced enough	4%	4%	3%	4%
Bullying/unfair treatment	6%	7%	6%	6%
Peer pressure/distractions	18%	18%	16%	17%
Lack of motivation/discipline	19%	22%	24%	22%
Other	4%	23%	27%	18%
Don't know	<1%	<1%	<1%	<1%

² Percentages were based on respondents, who were able to give multiple responses to these questions. Column totals will therefore sum to greater than 100%.

Summary

In 2006, the majority of respondents reported attending school full time following graduation. The percentage of respondents who report attending school part time has decreased over the last five years. The percentage of respondents who reported working as their main activity has fluctuated, peaking at 38% in 2004 but dropping to 31% in 2005 and staying at that level in 2006. When respondents' main activity during the past year is examined for males and females, more pronounced differences become apparent with a consistently higher percentage of females who report studying full time, with the exception of 2003. Males are more likely to report working, again with the exception of 2003. There are also regional differences, with respondents from the Lower Mainland more likely to report attending school full-time and those from other regions more likely to be working.

There is a noticeable trend over the last four years with regard to respondents' reported hours of work per week. The percentage of respondents who reported working 30 hours or less has decreased over the last four years, while the percentage of respondents who reported working more than 31 hours per week has increased. When hours worked per week are examined across all years for males and females, it can be seen that males have consistently worked longer hours. Respondents from the Lower Mainland worked fewer hours than respondents from other regions, regardless of year.

From 2002 to 2006 there is a drop in the percentage of respondents who report having taken any post-secondary education, training course or programs (calculated from among those who did not report attending school, either full or part time, as their main activity). Examining the changes in post-secondary status between 2002 and 2005 by gender show fluctuating changes in the percentage of males relative to females who were returning to post-secondary studies in September. Over the past few years, there has been an increase in the number of respondents who are currently enrolled in post-secondary studies in the Lower Mainland relative to other regions.

There has been very little change in respondents' expected main activities across years. Attending full time school remains the most frequently mentioned activity, followed by working. When expected activities are examined by gender across years, a consistent pattern whereby more females than males expect to be attending school full-time, while more males than females expect to be working. Looking at respondents' expected activities by region across years, a consistent trend can be identified, whereby respondents living in the Lower Mainland are more likely to state that they will be returning to full time school, while respondents living in other regions are more likely to report that they will be working.

There is a consistent increase in the percentage of respondents who agreed or strongly agreed that their high school education prepared them academically for post-secondary education, from 2002 to 2005. This is followed by a 5% decrease in 2006. Overall, respondents outside of the Lower Mainland are more likely to either strongly agree or agree that their high school helped them prepare for post-secondary education, in all years except 2005. In general, respondents remain more satisfied with academic preparation than with general life skills preparation for post-secondary education. Satisfaction with life skills preparation rose steadily during the period from 2002 to 2005.

The number of respondents who are satisfied with how well their high school education provided work skills for employment has increased steadily between 2002 and 2006. However, these levels of satisfaction remain below those reported for both academic and life skill preparation for post-secondary education.

In recent years, respondents in regions outside of the Lower Mainland were more likely to agree that their high school education gave them work skills for employment. Respondent satisfaction with how well their high school education provided life skills for employment rose steadily during the period from 2002 to 2005.

In 2005 and 2006, moderate differences were seen between males and females regarding necessary life skills for employment. In both these years, females were more likely than males to agree that their high school education gave them the necessary life skills for education. When life skills preparation for employment is examined by region, respondents from outside the Lower Mainland are found to be more likely to agree that high school gave them the life skills they needed for work during the period 2004 to 2006.

Teachers, the respondents themselves, parents/other family members, and friends were mentioned most often as helpful in reaching graduation, for 2004 through 2006. In contrast, courses, respondents, friends, and workload were most frequently identified as factors that hindered graduation in the current year.