
GRADUATE TRANSITION SURVEY

2005/06 Technical Report



Ministry of
Education

December 2006
Information Department

Table of Contents

Executive Summary.....	3
Methodology.....	4
Final Call Status and Response Rates.....	4
Analysis of the 2004 Graduate Transition Survey.....	5
Section 1: Main Activities.....	5
1.1 Main Activities by Gender.....	5
1.2 Main Activities by Region.....	8
Section 2: School Preparation for Further Education.....	11
2.1 School Preparation by Gender.....	11
2.2 School Preparation by Region.....	13
Section 3: School Preparation for Employment.....	15
3.1 School Preparation by Gender.....	15
3.2 School Preparation by Region.....	16
Section 4: Aids and Hindrances to Reaching Graduation.....	18
Summary.....	20
Appendix A.....	21
Appendix B.....	22

Executive Summary

Since 2001, the Ministry of Education has conducted telephone surveys of high school graduates from the previous school year. Selection of participants was by simple random sample. This report examines responses to the 2006 survey. A subset of the questions remains consistent across time. An analysis of these consistent questions is available in “Technical Report: Five Year Comparison (2002 – 2006) - Ministry of Education Graduate Transition Survey”.

Findings

Preparation for Post-Secondary Education

- 66% of respondents agreed or strongly agreed that their high school education prepared them *academically* for post-secondary education.
- Fewer graduates, just over half (56%), agreed or strongly agreed that their high school education gave them the necessary *life skills* for post-secondary education.

Transition to Post-Secondary Education

- 72% of respondents indicated that they had taken some post-secondary education in the past year (Calculated from those who reported full- or part-time study as their main activity during the past year, or who reported taking some form of post-secondary training).
- 55% of the respondents indicated that their main activity in the past year was attending school full time.
- 2% of the respondents indicated that their main activity in the past year was attending school part time.
- 25% of respondents took one or more post-secondary courses in the past year even though their main activity was not attending school.

Preparation for Employment

- Overall, 51% of respondents agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment.
- 56% of respondents agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment.

Transition to Employment

- 81% of respondents reported that they were currently working.
- 31% of graduates reported working (full or part time) as their main activity during the past year.
- 1.3% was the calculated unemployment rate (Calculated from those respondents who are seeking work, divided by those who are working, in apprenticeship, working and studying, or seeking work).

Gender Differences

- 10% more females than males report studying full time as their main activity. 7% more males than females report working as their main activity.
- 23% more males report working over 31 hours a week than females.
- 11% more females than males reported that they would return to post-secondary studies in September 2006.
- Equal numbers of males and females reported attending a university (42% of each gender).

Regional Differences

- 14% more graduates from the Lower Mainland report studying full time as their main activity. 13% more graduates from other regions report working as their main activity.
- 24% more respondents from outside the Lower Mainland report working over 31 hours a week than those from the Lower Mainland.
- 4% more respondents from outside the Lower Mainland reported that they would return to post-secondary studies in September 2006.
- 3% more respondents from the Lower Mainland reported attending a university.

Methodology

In 2006, the Ministry of Education contracted R.A. Malatest and Associates Ltd. (the Consultant) to conduct surveys of graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. The surveys were administered by telephone. In 2006, 1000 graduates were contacted. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.1%. A copy of the survey instrument can be found in Appendix A.

The Ministry of Education provided a randomly sampled list of 4800 graduates with names and addresses to the contractor. All respondents in the sample were to be graduates of a British Columbia High School in the 2004/2005 year. The Consultant submitted the sample list to Dominion Directory to obtain telephone numbers. It was not possible to obtain telephone numbers for all 4,800 names. The sample was returned to the Consultant with telephone number matches for 2,842 names. These 2,842 names were then uploaded into the CATI (Computer-Assisted Telephone Interviewing) system for survey administration.

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. From the list of 2,842 successfully matched phone numbers, 1000 surveys were completed. Details of the call status are provided in the table below.

Table 1: Final Call Status and Response Rates

Call Status	Number	Percent of Sample (Valid Response Rate)
Survey Completions	1,000	35% (44%)
Respondent Refusal	77	(3%)
Call Again/ Appt. Made	1,136	(50%)
Language/Communication Problem	27	(1%)
Moved (toll-free number left)	8	(<1%)
Subtotal (Valid Sample)	2,275	80%
Not in Service	315	11%
Moved/Travel	80	3%
Fax/Modem/Business	27	<1%
No Answer	145	5%
Non-Qualifier	0	0%
Deceased	0	0%
Total Sample	2,982	100%

Analysis of the 2006 Graduate Transition Survey

Section 1: Main Activities

Table 2: "During the past year, what was your main activity?"

	Frequency	Percent
Attending school - full time	547	55%
Attending school - part time	22	2%
Upgrading high school	9	1%
Working	310	31%
Apprenticeship	2	<1%
Work and study part time	56	6%
Unemployed and looking for work	5	1%
Unemployed and not looking for work	1	<1%
Traveling	16	2%
Volunteering	2	<1%
Taking care of family or household/homemaker	3	<1%
Long-term illness/sick/disability	3	<1%
Playing sports	11	1%
Other	13	1%
Total	1000	100%

(Asked of all respondents)

Table 2, above, shows that more than half of respondents (55%) were attending school full time during the last year. The next most commonly reported activity is "working". These two activities account for 86% of all responses.

1.1 Main Activities by Gender

Table 3: "During the past year, what was your main activity?" by Gender

	Gender		Total
	Female	Male	
Attending school - full time	59%	50%	55%
Attending school - part time	2%	3%	2%
Upgrading high school	1%	1%	1%
Working	27%	35%	31%
Apprenticeship	0%	<1%	<1%
Work and study part time	5%	6%	6%
Unemployed and looking for work	1%	<1%	1%
Unemployed and not looking for work	0%	<1%	<1%
Traveling	2%	1%	2%
Volunteering	<1%	<1%	<1%
Taking care of family or household/homemaker	<1%	<1%	<1%
Long-term illness/sick/disability	<1%	<1%	<1%
Playing sports	1%	2%	1%
Other	2%	1%	1%
Total	100%	100%	100%

(Asked of all respondents)

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 differs substantially between males and females, with 9% more females than males reporting full-time attendance. Similarly, there are consistently more males who report working as their main activity (a 7% difference, see Table 3, above). Other gender differences exist as well. For instance, a small percentage of males reported working in an apprenticeship, while no females reported the same. These differences may only reflect sampling error, however.

The percentage of males and females who reported that they were currently working were very nearly equivalent (81% for males compared to 80% for females; see Table 4, below. These differences may only reflect sampling error). However, more males than females reported working 31 or more hours per week (75% compared to 52%; see Table 5, below). Overall, 63% of respondents were working 31 or more hours were per week at the time of the survey.

Table 4: "Are you currently working?" by Gender

	Gender		Total
	Female	Male	
Yes	80%	81%	81%
No	20%	19%	19%
Total	100%	100%	100%

(Asked of all respondents)

Table 5: "How many hours per week do you work on average, at your main job?" by Gender

	Gender		Total
	Female	Male	
< 10 hours	5%	5%	5%
11-20 hours	18%	11%	14%
21-30 hours	24%	9%	17%
31-40 hours	39%	45%	42%
> 40 hours	13%	29%	21%
Don't know	0%	1%	<1%
Total	100%	100.0%	100%

(Asked of all respondents who indicated that they were currently working)

Of those respondents who were not studying full- or part- time as their main activity last year, one-quarter report having taken some post-secondary education. Females are a little more likely to have taken some post-secondary education (26% compared to 24% for males; see Table 6, below). These differences may only reflect sampling error. In total, 72% of all respondents indicated that they had taken some sort of post-secondary education, whether it was a course of the type queried in this question, or regular full- or part-time study.

Table 6: "Since graduating from high school, have you at any time taken a post-secondary education, training course, or program?" by Gender

	Gender		Total
	Female	Male	
Yes	26%	24%	25%
No	74%	76%	75%
Total	100%	100%	100%

(Asked of all respondents except those who indicated that their main activity was attending school, either full- or part-time)

Table 7: “Which of the following best describes your post-secondary status?” by Gender

	Gender		Total
	Female	Male	
Completed a post-secondary education course	9%	9%	9%
Returning to post-secondary studies in September	74%	65%	69%
Returning to post-secondary studies in January	0%	2%	1%
Currently attending a post-secondary institution	13%	15%	14%
Upgrading or completing high school	0%	1%	<1%
Enrolled and withdrawn from a post-secondary institution	3%	5%	4%
Taking a year off	2%	0%	1%
Other	1%	1%	1%
Don't Know	<1%	2%	1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some Post-secondary education or training)

Examining post-secondary status by gender, 9% more females than males reported that they would be returning to post-secondary studies in September – see Table 7, above. Approximately 2% more males had enrolled and withdrawn from a post-secondary institution than females, and more males than females were unsure what their post-secondary status was (2% compared to less than 1%; this may only reflect sampling error, however).

Table 8: Kind of post-secondary institution by Gender

	Gender		Total
	Female	Male	
College	21%	17%	19%
University-College	16%	14%	15%
University	42%	42%	42%
Institute	2%	8%	4%
Learning Agency	0%	<1%	<1%
Other	<1%	1%	<1%
A private BC post-secondary training institution	8%	6%	7%
A post-secondary education institution outside of BC	9%	8%	9%
Don't know	2%	4%	3%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some Post-secondary education or training)

An equal percentage of males and females reported attending university (42%). More females than males reported attending colleges or university-colleges (4% and 2% more likely, respectively, but these differences may only reflect sampling error), while more males than females reported attending an institute (8% of males compared to 2% of females; see Table 8, above).

When asked about what would be their main activity this coming September, 11% more females than males reported that they would be attending school full time in September 2006, while more males than females reported that they would be working (29% compared to 21%). Less than 1% of females reported expecting an apprenticeship in the fall, while 2% of males did (see Table 9, below). These differences may only reflect sampling error.

Table 9: “What do you expect your main activity will be this coming September?” by Gender

	Gender		Total
	Female	Male	
Attending school full time	68%	57%	62%
Attending school part time	3%	2%	3%
Upgrading high school	1%	<1%	1%
Working	21%	29%	25%
Apprenticeship	<1%	2%	1%
Work and study part time	5%	6%	6%
Unemployed and looking for work	0%	<1%	<1%
Traveling	1%	1%	1%
Volunteering	<1%	<1%	<1%
Playing sports	0%	<1%	<1%
Other	1%	1%	1%
No response	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

1.2 Main Activities by Region

More respondents from the Lower Mainland were attending school full- or part-time than in other regions of British Columbia (60% compared to 46%; see Table 10, below). Following this trend, fewer respondents from the Lower Mainland reported working as their main activity in the past year (26% compared to 39%).

Table 10: "During the past year, what was your main activity?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
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	1%	1%	1%
Unemployed and not looking for work	0%	<1%	<1%
Traveling	1%	3%	2%
Volunteering	<1%	<1%	<1%
Taking care of family or household/homemaker	<1%	<1%	<1%
Long-term illness/sick/disability	<1%	1%	<1%
Playing sports	1%	1%	1%
Other	1%	2%	1%
Total	100%	100%	100%

(Asked of all respondents)

Not surprisingly, 11% more respondents from other regions reported that they were currently working (see Table 11, below).

Table 11: "Are you currently working?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Yes	76%	87%	81%
No	24%	13%	20%
Total	100%	100%	100%

(Asked of all respondents)

Similarly, a greater proportion of respondents from outside the Lower Mainland were working more than 31 hours a week (77% compared to 53%; see Table 12, below).

Table 12: "How many hours per week do you work on average, at your main job?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
< 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%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were working)

Among respondents who were not attending school, a greater proportion from the Lower Mainland had at one point taken a post-secondary course of some kind (30% compared to 20%; see Table 13, below).

Table 13: "Since graduating from high school, have you at any time taken a post-secondary education, training course, or program?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Yes	30%	20%	25%
No	70%	80%	75%
Total	100%	100%	100%

(Asked of all respondents except those who indicated that their main activity was attending school, either full- or part-time)

Turning to post-secondary status amongst those respondents who were attending school, more respondents from outside the Lower Mainland reported that they would be returning to post-secondary studies in September (72% compared to 68%). Nearly 20% more respondents from outside the Lower Mainland reported that they were currently attending a post-secondary institution (see Table 14, below).

Table 14: "Which of the following best describes your post-secondary status?" By Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
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%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training)

More respondents from the Lower Mainland reported attending a university (43% compared to 40%, though these differences may only reflect sampling error), while 4% more from outside the Lower Mainland reported attending a college (see Table 14, above). Those living outside the Lower Mainland were also more likely to attend a post-secondary education institution outside of the province (13% compared to 7%), while 4% more respondents from the Lower Mainland reported attending an institute than did their counterparts from outside the region (see Table 15, below).

Table 15: Kind of post-secondary institution by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
College	18%	21%	19%
University-College	18%	9%	15%
University	43%	40%	42%
Institute	6%	2%	4%
Learning Agency	<1%	0%	<1%
Other	<1%	1%	<1%
A private BC post-secondary training institution	7%	7%	7%
A post-secondary education institution outside of BC	7%	13%	11%
Don't know	1%	8%	3%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training)

When asked about their expected main activity for the coming year, more respondents from the Lower Mainland reported that they expected to be attending post-secondary studies full- or part-time (66% compared to 56%). More respondents from other regions reported that they expected to be working than did respondents from the Lower Mainland (13% more; see Table 16, below).

Table 16: "What do you expect your main activity will be this coming September?" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
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%	5%
Unemployed and looking for work	0%	1%	<1%
Traveling	1%	1%	1%
Volunteering	<1%	1%	<1%
Playing sports	<1%	<1%	<1%
Other	1%	1%	1%
No response	<1%	1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Section 2: School Preparation for Further Education

2.1 School Preparation by Gender

Table 17: "The courses and programs I took in high school helped me decide on a specific program of post-secondary studies" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	6%	7%	7%
Somewhat Disagree	20%	19%	20%
Neutral	25%	29%	27%
Agree	34%	31%	32%
Strongly Agree	14%	13%	14%
Don't know	0%	<1%	<1%
No response	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training)

The percentage of respondents who agreed or strongly agreed that their high school courses helped them decide on a specific program of post-secondary studies is higher for females than for males (48% and 44% respectively; see Table 17, above. These differences may only reflect sampling error). Just over one-quarter of all respondents (27%) reported that they strongly disagreed or disagreed with this statement.

Table 18: "My school provided me with information about careers and/or post-secondary training opportunities related to the trades" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	6%	5%	5%
Somewhat Disagree	14%	14%	14%
Neutral	23%	23%	23%
Agree	36%	36%	36%
Strongly Agree	21%	20%	21%
Don't know	1%	1%	1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Males and females were nearly equivalent in their agreement that their school provided them with information about careers and/or post-secondary training opportunities related to the trades (1% difference; see Table 18, above). Differences may only reflect sampling error).

Table 19: "My high school education prepared me academically for post-secondary education" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	3%	4%	3%
Somewhat Disagree	7%	9%	8%
Neutral	22%	20%	21%
Agree	40%	39%	40%
Strongly Agree	26%	27%	26%
Don't know	1%	1%	1%
No response	<1%	0%	<1%
Total	100%	100%	100%

(Asked of all respondents)

When academic preparation for post-secondary education is examined by gender, females and males were equal in their levels of agreement (66% agreeing or strongly agreeing; see Table 19, above).

More females than males agreed or strongly agreed that their high school education provided life skills preparation for post-secondary education (58% of females and 54% of males; see Table 20, below).

Table 20: "My high school education gave me the necessary life skills for post-secondary education" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	4%	4%	4%
Somewhat Disagree	10%	13%	12%
Neutral	28%	28%	28%
Agree	39%	39%	39%
Strongly Agree	19%	15%	17%
Don't know	<1%	1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

When asked how their school might have better prepared them for further education, the most common requests were for better information about how to apply to post-secondary studies (19%); more advanced levels of studies/courses (16%); and better selection of studies/courses (14%). Nearly one-fifth (18%) said that they were happy with their preparation for further education, and could think of nothing that would have improved it. See Appendix B for the complete responses to this question.

2.2 School Preparation by Region

Table 21: "The courses and programs I took in high school helped me decide on a specific program of post-secondary studies" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	7%	5%	7%
Somewhat Disagree	21%	18%	20%
Neutral	27%	28%	27%
Agree	34%	30%	32%
Strongly Agree	12%	19%	14%
Don't know	0%	<1%	<1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents who indicated that they were taking or at some point had taken some post-secondary education or training)

More respondents from outside of the Lower Mainland agreed or strongly agreed that the courses and programs they took in high school helped them decide on a specific program of post-secondary studies than did respondent from inside the region (49% compared to 46%; see Table 21, above. Differences may only reflect sampling error).

Table 22: "My school provided me with information about careers and/or post-secondary training opportunities related to the trades" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	5%	5%	5%
Somewhat Disagree	15%	12%	14%
Neutral	23%	24%	23%
Agree	37%	35%	36%
Strongly Agree	20%	23%	21%
Don't know	<1%	1%	1%
No response	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

There was a slight difference between the regions with regard to the percentage of respondents who agreed that their school had provided them with information about the trades (57% in the Lower Mainland, compared to 58% for other regions; see Table 22, above). Differences may only reflect sampling error, however.

Table 23: "My high school education prepared me academically for post-secondary education" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	3%	4%	3%
Somewhat Disagree	9%	8%	8%
Neutral	22%	20%	21%
Agree	40%	41%	40%
Strongly Agree	26%	26%	26%
Don't know	1%	2%	1%
No response	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Very little difference was reported between those respondents from the Lower Mainland and those from other regions who agreed or strongly agreed that their high school education had prepared them academically for post-secondary education (66% and 67% respectively, see Table 23, above). Differences may only reflect sampling error.

Respondents from the Lower Mainland were more likely to agree or strongly agree that their high school education gave them life skills for post-secondary education than those from other regions (4% difference; see Table 24, below).

Table 24: "My high school education gave me the necessary life skills for post-secondary education" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	4%	4%	4%
Somewhat Disagree	11%	12%	12%
Neutral	27%	30%	28%
Agree	41%	37%	39%
Strongly Agree	17%	17%	17%
Don't know	<1%	1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Section 3: School Preparation for Employment

3.1 School Preparation by Gender

When work skill preparation for employment is examined by gender, females had a slightly higher likelihood of agreeing or strongly agreeing with the statement that their high school education gave them the necessary work skills for employment (52% compared to 49% for males; see Table 25, below. Differences may only reflect sampling error).

Table 25: "My high school education gave me the necessary work skills for employment" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	4%	7%	6%
Somewhat Disagree	14%	14%	14%
Neutral	29%	28%	29%
Agree	39%	38%	39%
Strongly Agree	13%	11%	12%
Don't know	1%	1%	1%
Total	100%	100%	100%

(Asked of all respondents)

More females than males agreed or strongly agreed that their high school education gave them the necessary life skills for employment (57% compared to 55%; see Table 26, below). Differences may only reflect sampling error.

Table 26: "My high school education gave me the necessary life skills for employment" by Gender

	Gender		Total
	Female	Male	
Strongly Disagree	1%	3%	2%
Somewhat Disagree	13%	13%	13%
Neutral	29%	29%	29%
Agree	42%	43%	43%
Strongly Agree	15%	12%	13%
Don't know	0%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

When asked how their school might have better prepared them for employment, the most common request was for more opportunities for work experience (24% of respondents); better career education in school (13%); and better education about job search skills (13%). One-quarter (25%) of respondents said that they were happy with their preparation for employment and could think of nothing that would have improved it. See Appendix B for the complete responses to these questions.

3.2 School Preparation by Region

When work skill preparation is examined by region, more respondents graduating outside of the Lower Mainland report agreeing or strongly agreeing with the statement that their high school education gave them the work skills necessary for employment than respondents in the Lower Mainland (53% compared to 48%; see Table 27, below).

Table 27: "My high school education gave me the necessary work skills for employment" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	6%	4%	6%
Somewhat Disagree	14%	15%	14%
Neutral	30%	26%	29%
Agree	38%	39%	39%
Strongly Agree	10%	14%	12%
Don't know	1%	1%	1%
Total	100%	100%	100%

(Asked of all respondents)

Similarly, 8% more respondents graduating outside of the Lower Mainland reported that their education gave them the necessary life skills for employment, compared to graduates from the Lower Mainland (see Table 28, below).

Table 28: "My high school education gave me the necessary life skills for employment" by Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	2%	2%	2%
Somewhat Disagree	13%	13%	13%
Neutral	31%	25%	29%
Agree	41%	45%	43%
Strongly Agree	12%	15%	13%
Don't know	<1%	<1%	<1%
Total	100%	100%	100%

(Asked of all respondents)

Section 4: Aids and Hindrances to Reaching Graduation

Table 29: “What at school was most important in helping you to reach graduation?” by “In what way did this help you reach graduation?”

“What helped you graduate?”	“How did this help you graduate?”								Total
	Moral Support	Motivation/ Discipline	Practical Help	Practical Skills	Goal Setting	Future Prep/ Planning	Other	Don't Know	
Teachers	238 25%	326 34%	310 32%	94 10%	60 6%	62 6%	46 5%	1 <1%	1,137 56%
Friends	100 10%	106 11%	49 5%	19 2%	15 2%	6 1%	13 1%	0 0%	308 14%
Parents/ Other Family	137 14%	133 14%	58 6%	16 2%	28 3%	18 2%	10 1%	0 0%	400 18%
Self	45 5%	180 19%	26 3%	34 4%	55 6%	43 5%	12 1%	0 0%	395 20%
Counselors	17 2%	30 3%	30 3%	10 1%	12 1%	32 3%	2 <1%	1 <1%	134 6%
Regular Courses and/or Course Work	15 2%	66 7%	19 2%	48 5%	21 2%	31 3%	17 2%	1 <1%	218 12%
Extracurricular Programs	12 1%	57 6%	12 1%	13 1%	11 1%	12 1%	12 1%	0 0%	129 6%
Career Programs or Courses	6 1%	20 2%	12 1%	14 2%	14 2%	30 3%	4 <1%	1 <1%	101 4%
Other	14 2%	14 2%	12 1%	2 <1%	2 <1%	2 <1%	10 1%	0 0%	56 2%
Don't Know	0 0%	1 <1%	0 0%	0 0%	0 0%	0 0%	0 0%	0 0%	1 <1%
No Response	0 0%	1 <1%	1 <1%	0 0%	0 0%	0 0%	1 <1%	0 0%	3 <1%
Total	356 37%	606 63%	355 37%	164 17%	135 14%	151 16%	80 8%	2 0%	962* 100%

(Asked of all respondents)

*Percents and totals are based on respondents.

Examining Table 29, above, the most frequently mentioned aid to graduation was teachers (56%). The three most commonly mentioned ways in which teachers assisted were: motivation/discipline (34%), practical help (32%), and moral support (25%). The next most commonly mentioned aid to graduation was the students themselves (20%) followed by parents or other family members (18). Like teachers, parents and family assisted by providing moral support (14%), motivation/discipline (14%), and practical help (6%). Motivation/ discipline was the most significant way in which students helped themselves (19%), followed by goal setting (6%) and future preparation/planning (5%).

Table 30: “What at school made it most difficult for you to reach graduation?” by “How or why did this make it difficult to graduate?”

"What at school made it difficult to graduate?"	"How did this make it difficult to graduate?"											Total
	Scheduling Problems	Not Enough Selection	Too Advanced/ Demanding	Not Enough Help	Not Advanced Enough	Bullying/ Unfair Treatment	Peer Pressure/ Distraction	Lack of Motivation/ Discipline	Other	Don't Know	No Response	
Teachers	2 <1%	5 1%	5 1%	39 6%	4 1%	18 3%	6 1%	12 2%	27 4%	0 0%	0 0%	118 11%
Friends or Peers	0 0%	2 <1%	11 2%	7 1%	1 <1%	21 3%	110 16%	8 1%	27 4%	0 0%	0 0%	187 19%
Self	1 <1%	2 <1%	7 1%	2 <1%	0 0%	3 <1%	7 1%	123 18%	65 9%	1 <1%	7 1%	218 24%
Workload	2 <1%	2 <1%	68 10%	16 2%	2 <1%	0 0%	5 1%	36 5%	24 4%	1 <1%	1 <1%	157 17%
Assessments/ Exams	0 0%	1 <1%	35 5%	8 1%	0 0%	1 <1%	3 <1%	6 1%	16 2%	0 0%	0 0%	70 8%
Courses	16 2%	40 6%	83 12%	44 6%	13 2%	3 <1%	8 1%	5 1%	49 7%	1 <1%	1 <1%	263 27%
Other	3 <1%	1 <1%	7 1%	10 1%	0 0%	4 1%	6 1%	3 <1%	22 3%	0 0%	2 <1%	58 5%
Total	19 3%	45 7%	186 27%	103 15%	19 3%	38 6%	113 16%	167 24%	188 27%	3 <1%	9 1%	693 100%

(Asked of all respondents)

*Percents and totals are based on respondents.

Examining Table 30, above, the most frequently mentioned barrier to graduation was courses (27%). The most commonly mentioned reasons why courses made it difficult were: they were too advanced/ demanding (12%), there was not enough selection (6%), or they were not advanced enough (6%). The next most commonly mentioned barriers to graduation were the students themselves (24%), followed by friends or peers (19%). The main reasons why the students identified themselves as a hindrance were lack of motivation/discipline (18%) and ‘other’ reasons (9%). The two main reasons why friends or peers made it difficult to graduate were peer pressure/distraction (16%) and bullying/unfair treatment (2%).

Summary

Main Activities

More than half of respondents (55%) were attending school full time during the last year. The next most commonly reported activity is “working”. These two activities account for 86% of all responses. When respondents’ main activity during the past year is examined for males and females, the percentage of full time school attendance differs substantially, with 9% more females than males reporting full-time attendance. Similarly, there are consistently more males who report working as their main activity (a 7% difference). More respondents from the Lower Mainland were attending school full- or part-time than in other regions of British Columbia (60% compared to 46%). Following this trend, fewer respondents from the Lower Mainland reported working as their main activity in the past year (26% compared to 39%).

Not surprisingly, 11% more respondents from other regions reported that they were currently working. Similarly, a greater proportion of respondents from outside the Lower Mainland were working more than 31 hours a week (77% compared to 53%). The percentage of males and females who reported that they were currently working was very nearly equivalent (81% for males compared to 80% for females). However, more males than females reported working 31 or more hours per week (75% compared to 52%). Overall, 63% of respondents were working 31 or more hours per week at the time of the survey.

Of those respondents who were not studying full- or part- time as their main activity last year, one-quarter report having taken some post-secondary education. Females are a little more likely to have taken some post-secondary education (26% compared to 24% for males). In total, 72% of all respondents indicated that they had taken some sort of post-secondary education. A greater proportion from the Lower Mainland had at one point taken a post-secondary course of some kind than had respondents from outside that region (30% compared to 20%)

When asked about what would be their main activity this coming September, 11% more females than males reported that they would be attending school full time in September 2006, while more males than females reported that they would be working (29% compared to 21%). More respondents from the Lower Mainland reported that they expected to be attending post-secondary studies full- or part-time (66% compared to 56%). More respondents from other regions reported that they expected to be working than did respondents from the Lower Mainland (13% more).

Preparation for Post-Secondary Education

The percentage of respondents who agreed or strongly agreed that their high school courses helped them decide on a specific program of post-secondary studies is higher for females than for males (48% and 44% respectively). Males and females were nearly equivalent in their agreement that their school provided them with information about careers and/or post-secondary training opportunities related to the trades. More respondents from outside of the Lower Mainland agreed or strongly agreed that the courses and programs they took in high school helped them decide on a specific program of post-secondary studies than did respondent from inside the region (49% compared to 46%). There was a slight difference between the regions with regard to the percentage of respondents who agreed that their school had provided them with information about the trades (57% in the Lower Mainland, compared to 58% for other regions).

When academic preparation for post-secondary education is examined by gender, females and males were equal in their levels of agreement (66%). More females than males agreed or strongly agreed that their high school education provided life skills preparation for post-secondary education (58% of females and 54% of males). Very little difference was reported between those respondents from the Lower Mainland and those from other regions who agreed or strongly agreed that their high school education had prepared them academically for post-secondary education (66% and 67% respectively). Respondents from the Lower Mainland were more likely to agree or strongly agree that their high school education gave them life skills for post-secondary education than those from other regions (4% difference).

When asked how their school might have better prepared them for further education, the most common requests were for better information about how to apply to post-secondary studies (19%); more advanced levels of studies/courses (16%); and better selection of studies/courses (14%). Nearly one-fifth (18%) said that they were happy with their preparation for further education, and could think of nothing that would have improved it.

Preparation for Employment

When work skill preparation for employment is examined by gender, females had a slightly higher likelihood of agreeing or strongly agreeing with the statement that their high school education gave them the necessary work skills for employment (52% compared to 49% for males). When work skill preparation is examined by region, more respondents graduating outside of the Lower Mainland report agreeing or strongly agreeing with the statement that their high school education gave them the work skills necessary for employment than respondents in the Lower Mainland (53% compared to 48%).

More females than males agreed or strongly agreed that their high school education gave them the necessary life skills for employment (57% compared to 55%). Similarly, 8% more respondents graduating outside of the Lower Mainland reported that their education gave them the necessary life skills for employment, compared to graduates from the Lower Mainland.

When asked how their school might have better prepared them for employment, the most common request was for more opportunities for work experience (24% of respondents); better career education in school (13%); and better education about job search skills (13%). One-quarter (25%) of respondents said that they were happy with their preparation for employment and could think of nothing that would have improved it. See Appendix B for the complete responses to these questions.

Aids and Hindrances to Graduation

The most frequently mentioned aid to graduation was teachers (56%). The three most commonly mentioned ways in which teachers assisted were: motivation/discipline (34%), practical help (32%), and moral support (25%). The next most commonly mentioned aid to graduation was the students themselves (20%) followed by parents or other family members (18%). Like teachers, parents and family assisted by providing moral support (14%), motivation/discipline (14%), and practical help (6%). Motivation/ discipline was the most significant way in which students helped themselves (19%), followed by goal setting (6%) and future preparation/planning (5%).

The most frequently mentioned barrier to graduation was courses (27%). The most commonly mentioned reasons why courses made it difficult were: they were too advanced/ demanding (12%), there was not enough selection (6%), or they were not advanced enough (6%). The next most commonly mentioned barriers to graduation were the students themselves (24%), followed by friends or peers (19%). The main reasons why the students identified themselves as a hindrance were lack of motivation/discipline (18%) and 'other' reasons (9%). The two main reasons why friends or peers made it difficult to graduate were peer pressure/distraction (16%) and bullying/unfair treatment (2%).

Appendix A

2006

B.C. GRADUATE TRANSITION TELEPHONE SURVEY

INTRODUCTION

Hi, my name is _____ and I am calling from R.A. Malatest and Associates Ltd., on behalf of the Ministry of Education. We are conducting a survey of BC secondary school students who graduated one year ago. The purpose of this survey is to assess your transition to either post-secondary education or directly to the workforce. While the survey is voluntary, your participation is important. Your identity will remain anonymous and your answers will only be used for statistical purposes. The survey will take no more than 10 minutes to complete.

Can I complete the survey with you now?

1. Yes [proceed]
2. No [go to call-back page to schedule appointment]

SECTION A: Respondent's Main Activity

A1. During the past year, what was your main activity?

[Surveyor Note: "Main activity" can be defined as what respondents spend the majority of their time doing. For example, if a respondent spends 40% of his/her time at school, 30% working and 30% volunteering, then their main activity will be attending school.]

[Surveyor Note: You do not have to read the list of activities]

[Surveyor Note: If respondent indicates that their main activity was attending school, please ask if they were full time or part time. If the respondent is unsure, we will use the following rule; < 3 courses a term is part time and > 3 courses a term is full time]

[Select only ONE main activity]

1. Attending school full time
2. Attending school part time
3. Upgrading high school
4. Working
5. Apprenticeship
6. Work and study part time
7. Unemployed and looking for work
8. Unemployed and not looking for work
9. Traveling
10. Volunteering
11. Taking care of family or household/homemaker
12. Long-term illness, sickness, or disability
13. Playing sports
14. Other _____ (please specify)
99. No response

SECTION B: Employment Activity

B1. Are you currently working?

1. Yes
2. No [If B1=2 Go to C1]
99. No response

B2. How many hours per week do you work on average, at your main job?

- | | |
|-----------------|----------------|
| 1. < 10 hours | 8. Don't Know |
| 2. 11- 20 hours | 9. No Response |
| 3. 21- 30 hours | |
| 4. 31- 40 hours | |
| 5. >40 hours | |

SECTION C: Post-Secondary Activity

[If A1=1 or 2 go to C2]

C1. Since graduating from high school, have you at any time taken a post-secondary education, training course or program?

- | | |
|-------------------|----------------|
| 1. Yes [Go to C2] | 8. Don't Know |
| 2. No [Go to D1] | 9. No Response |

C2. Which of the following best describes your post-secondary status?

1. Completed a post-secondary education course
2. Returning to post-secondary studies in September
3. Returning to post-secondary studies in January
4. Currently attending a post-secondary institution
5. Post-secondary studies by correspondence
6. Upgrading or completing high school
7. On a waiting list
8. Enrolled and withdrawn from a post-secondary institution
9. Taking a year off
10. Other _____ (please specify)
11. Traveling
12. Volunteering
13. Don't know
99. No response

C3_Names. What post-secondary institution was it? [Surveyor Note: If respondent took distance education, ask for the type of institution through which it was taken. If respondent has been to more than one school ask about their LAST school attended]

Universities

1. Royal Roads University
2. Simon Fraser University
3. Trinity Western University
4. University of BC
5. University of Northern BC
6. University of Victoria
7. Thompson Rivers University

University-Colleges

8. Kwantlen University-College
9. Malaspina University-College
10. Okanagan University-College
11. University-College of the Cariboo
12. University-College of the Fraser Valley

Colleges

13. Camosun College
14. Capilano College
15. College of New Caledonia

- 16. College of the Rockies
- 17. Douglas College
- 18. Langara College
- 19. North Island College
- 20. Northern Lights College
- 21. Northwest Community College
- 22. Selkirk College
- 23. Vancouver Community College

Institutes

- 24. British Columbia Institute of Technology
- 25. Emily Carr Institute of Art & Design
- 26. Institute of Indigenous Government
- 27. Justice Institute of British Columbia
- 28. Nicola Valley Institute of Technology

Other

- 29. A private BC post-secondary training institution
- 30. A post-secondary education institution outside of BC
- 31. Other _____ (please specify)

SECTION D: Opinion of Secondary School

D1. For the next 2 questions we would like you to think of your last 4 years in the BC school system.

[Surveyor Note: If respondents have been attending school in BC for less than 4 years, ask them to think only about the time that they were in the BC school system]

a. What at school was most important in helping you reach graduation? _____

b. How or why did this help? _____

c. What at school made it most difficult for you to reach graduation? _____

d. How or why did this make it difficult? _____

D2. We would like to get your opinion about how you feel your high school education aided you in decisions about post-secondary education and/or employment plans. Using a scale of one to five, where one is strongly disagree and five is strongly agree, please indicate your level of agreement with the following statement:

[If C1=2 go to D2b]

	Strongly Disagree	Somewhat Disagree	Neutral	Agree	Strongly Agree	Don't Know	No Response
a. The courses and programs I took in high school helped me decide on a specific program of post-secondary studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My school provided me with information about careers and/or post-secondary training opportunities related to the trades (e.g., construction, mechanics, electricians, bakers, hair stylists, cooks, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c. My high school education prepared me academically for post-secondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My high school education gave me the necessary life skills for post-secondary education (e.g. communication skills, time-management skills, budgeting skills, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Ask all respondents: “What could your school have done to better prepare you for further education?”	_____						

f. My high school education gave me the necessary work skills for employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. My high school education gave me the necessary life skills for employment. (e.g. communication skills, time-management, budgeting skills, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Ask all respondents: “What could your school have done to better prepare you for employment?”	_____						

SECTION E: Expected future activity

E1. What do you expect your main activity will be this coming September? [September 2006] [Surveyors Note: main activity can be defined as what the respondent predicts that they will spend the majority of their time doing] [Surveyors Note: you do not have to read the list of activities] [Surveyors Note: If respondent indicates that their main activity will be attending school, please ask if they are going to be full time or part time. If the respondent is unsure, we will use the following rule; < 3 courses a term is part time and > 3 courses a term is full time]

[Select only ONE main activity]

1. Attending school full time
2. Attending school part time
3. Upgrading high school
4. Working
5. Apprenticeship
6. Work and study part time
7. Unemployed and looking for work
8. Unemployed and not looking for work
9. Traveling
10. Volunteering
11. Taking care of family or household/homemaker
12. Long-term illness, sickness, or disability
13. Playing sports
14. Other _____ (please specify)
99. No response

THAT COMPLETES THE SURVEY.

THANK YOU VERY MUCH FOR YOUR PARTICIPATION.

Appendix B

Table 31: "What could your school have done to better prepare you for further education?"

	Responses		Total
	Male	Female	
Nothing (I am happy with my preparation)	20%	15%	18%
Better selection of studies/courses	14%	14%	14%
More advanced levels of studies/courses	16%	16%	16%
Better information about career options	19%	23%	21%
Better information about how to apply	4%	8%	6%
Better information about the requirements for programs	9%	13%	11%
Better education about skills needed	12%	13%	12%
Other	10%	10%	10%
Don't know	11%	8%	9%
No response	1%	2%	1%
Total	50%	50%	100%

(asked of all respondents)

Table 32: What could your school have done to better prepare you for employment?

	Responses		Total
	Males	Females	
Nothing (I am happy with my preparation)	25%	25%	25%
More opportunities for work experience	24%	24%	24%
Better career education in school	13%	13%	13%
Better information about how to find a job	7%	11%	9%
Better education about job search skills	11%	14%	13%
Better education about work-related skills	10%	11%	10%
More trade- or work-related and technical courses	9%	3%	6%
Other	4%	3%	4%
Don't know	13%	13%	13%
No response	3%	2%	3%
Total	50%	50%	100%

(asked of all respondents)