

2008 GRADUATE OUTCOMES SURVEY

Prepared for:

SCHOOL DISTRICT NO. 23

and

THE BRITISH COLUMBIA SECURITIES COMMISSION

by

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CONSORTIUM(2001)INC

School District No. 23 – 2008 Graduate Outcomes Study

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APPENDICES

A. 2008 Graduate Outcomes Survey Form

The Following Appendices are contained in the 2008 Graduate Outcomes Survey Supplement, which is available from any of the three partners:

- B. Student Surveyor Materials
 - Project Placement Outline
 - Student Contract
 - Project Schedule
 - Trial Call Checklist
 - Project Report Card
- C. Sampling Statistics
- D. Call Tracking Sheet
- E. Descriptive Results
- F. Cross Tabulations and Bivariate Results
- G. Qualitative Results

Acknowledgements

The 2008 Graduate Outcomes Survey is the result of the collaborative teamwork of all three partners. Thanks are extended to all the personnel of School District No. 23, the British Columbia Securities Commission, and Nexus Consortium who were involved. The survey could not have been accomplished without the positive energy and the contributions of the seven student surveyors.

EXECUTIVE SUMMARY

School District No. 23 (Central Okanagan) and the British Columbia Securities Commission (BCSC) and Nexus Consortium (2001) Inc. partnered to conduct the 2008 Graduate Outcomes Survey. The BCSC is the independent provincial government agency responsible for regulating trading in securities in B.C. The BCSC has always emphasized education as an important tool of securities regulation.

This is the fourteenth survey conducted by School District No. 23 (SD23) and Nexus Consortium as part of a continuing assessment of graduate outcomes. As in previous years, the 2008 survey identified whether or not the graduates had gained employment; whether or not they had gone on to post-secondary education or training; and whether or not their school learning and experiences had prepared them for life, work, and further education.

In previous surveys, the graduates did not feel that their high school education had prepared them to manage their finances. To assess the recent graduates' current financial life skills, and their high school experience to prepare them to manage their finances, the 2007 Survey added thirteen questions. The BCSC developed these questions in consultation with the research firm and the school district. By surveying recent high school graduates, the BCSC would like to find out if young adults in B.C. are becoming more financially literate.

The B.C. Ministry of Education introduced a new course called Planning 10 in the 2004-2005 school year. This four part course includes: Graduation Program, Education and Careers, Health, and Finances. Planning 10, including the 20 hour Finances component, is mandatory for all grade 10 students in the province. The BCSC provides a resource for teachers in B.C. to teach Planning10: Finances. The 2007 graduates were the first graduates of this new course.

The 2008 telephone survey of former SD23 graduates yielded a sample of 359 graduates from 2006 and 2008. The sample of graduates from the five SD23 high schools is proportionately representative of the graduation population over the two years. A sample of this size provides adequate statistical strength to ensure accuracy within ± 4.9 in 19 times out of 20.

During October 2008, a survey team of seven senior students conducted the phone surveys. Personnel from Nexus Consortium in collaboration with SD23 Career Programs staff recruited, trained, and supervised the team. The following is a summary of the findings.

Generally, graduates had attended most or all of their classes. Most of the graduates had set career goals in high school, had selected subjects related to those goals, and still have those same goals. The graduates now spend the majority of their time working or going to school.

The graduates were moderately satisfied with their high school experience. Satisfaction was highest with the quality of teaching, and lowest with learning activities in the community, these ratings have been consistent over the years. Relevance of courses received the highest rating in six years. Satisfaction with school counseling received the lowest rating in six years.

To assess what people and experiences had helped the graduates stay in school and graduate, SD23 added a new question in the 2008 Survey. A friend/peer and a caring teacher were most frequently identified as retention factors, while a counsellor and extra curricular activities were least frequently identified. Females were more likely than males to identify career experiences, counselors, and significant adults outside of school as positive retention factors. The graduating school made a difference in some of the reported retention factors.

Most graduates reported that, while in school, they had received information about post-secondary institutions and programs.

Post-secondary enrolment has increased; this survey showed the highest percentage in seven years. Over sixty percent of those had enrolled in degree programs. Almost three-quarters had enrolled in local programs offered at the University of British Columbia - Okanagan or Okanagan College. Most often, parents, peers, and teachers had influenced their choice of post-secondary programs.

The 2006 graduates were more likely to have taken some post-secondary program. Females were as likely as males to have taken further education. Most graduates are still enrolled in their programs.

Graduates were satisfied with their high school preparation for post-secondary education. They were most satisfied with their preparation for working on project teams, and using technology in post-secondary. They were least satisfied with their preparation for writing papers and researching information.

Most of the graduates who had not enrolled in post-secondary education are currently working. Most do intend to begin a new educational or training program soon.

Most graduates had received information in high school about work opportunities and over eighty percent are currently working. Less than half of all graduates are working full-time. The unemployed are looking for work or going to school.

The graduates were moderately satisfied with their high school preparation for work and life. Satisfaction ratings for preparation for both life and work were significantly higher in: 2008 graduates; those who had received information about work opportunities; those who had reported more attendance; and those who had set career goals in high school. Graduates were most satisfied with their preparation for working with others and using technology. They were least satisfied with their preparation for sustaining their emotional wellbeing and managing finances.

Less than one-third of all graduates were satisfied with how well their high school education had prepared them for managing their finances. Yet this was the highest satisfaction rate for this question in six years. Males were more satisfied.

The 2008 graduates did report learning more in high school about managing finances than did the 2006 graduates and were more satisfied with their financial preparation. Planning 10: Finances, taken by the 2008 grads, may account for the increased learning. Those surveyed

who reported increased learning in high school about finances also reported increased satisfaction with their preparation for managing their finances.

A financial plan is a written document that organizes long term expenses and income, identifies possible assets/resources, and outlines the steps needed to meet financial goals. The 2008 graduates should have learned how to prepare a financial plan in Planning 10 and completed one for graduation credit.

Over half of all graduates reported that they had written a transitional financial plan in high school. The 2008 graduates were more likely to have prepared one than the 2006 graduates.

Overall, fewer graduates had current written financial plans. There were no differences in graduation year or gender or previous experience in writing a transitional financial plan. When asked why they didn't have a current written financial plan, the most common reason given was that they didn't need one. This is not surprising. The 2008 graduates would have just left high school and may have recently put together a transitional financial plan. 2006 graduates were also more likely to report they didn't know what a financial plan was or how to do one.

Less than half the graduates had a credit card; those with a card were more likely to be 2006 graduates. Credit cards were owned almost equally by males and females. Thirty-eight percent of credit card holders knew the correct annual interest rate charged. Less than one-third admitted to not knowing the interest charges.

Almost all graduates in both graduation years said that they were saving money. Almost half were saving for school.

Most graduates could suggest a timeframe for when they planned to start saving for retirement; many would start saving now. Very few graduates had no plan whatsoever for saving for retirement.

While most graduates are probably not investing their money at this stage in their lives, they did feel confident that they knew where to look to learn more about investing skills. When asked to describe their buying habits, more than two-thirds demonstrated that they had critical thinking skills. They said that they would save in order to buy something, research prices and quality, or wait for a sale. Less than one-third admitted that they might be impulse buyers.

Many graduates understood some of the fraudulent pitches used by scam artists. Just over half correctly identified all four signs of fraud. The most frequently identified sign of fraud was an offer with no written information. Guaranteed high returns with no risk was the least likely to be identified as a potential sign of fraud.

Graduates were confident of their money management skills, but not overconfident. Asked to grade themselves as money managers on a scale of 1 to 5, the respondents averaged 3.58 out of a possible 5.

The apprentice group in this survey was very small and thus the findings may not represent all apprentice graduates in the school district. The apprentice graduates are all working, mostly full-time. Most have enrolled in further education or training. Most apprentice graduates reported a successful transition to what they are now doing.

There appears to be a trend toward continuing education, though perhaps not immediately post high school. Nearly all graduates who had not yet enrolled in a post-secondary program do intend to take a program. The majority of graduates who have completed or dropped their original post-secondary programs do intend to enrol again. Many of those graduates still enrolled in a program do intend to take another program.

In response to an invitation to make one concluding statement about their schooling, respondents made mostly positive statements. Besides the many general comments, graduates commented most frequently about curriculum, teachers, and preparation for post-secondary. The graduates also had many suggestions for the School District to consider.

This project was done in cooperation with SD No.23 Career Programs. The seven student surveyors were involved in the survey design and data collection. They invested approximately 35 hours and received equivalent work hour credits, an honorarium, and a personal letter of reference. When evaluating the project, all seven students would recommend it to other students.

INTRODUCTION

The 2008 Graduate Outcomes Survey is the fourteenth conducted by the School District and Nexus Consortium as part of a continuing assessment of School District No.23 (SD23) graduate outcomes. As in past years, high school students were trained and supervised to carry out the phone survey.

The 2008 survey retained the emphasis of the previous surveys to identify whether or not students had obtained employment; whether or not they had gone on to post-secondary education or training; and whether or not their high school learning and experiences had prepared them for life, work, and further education.

In the 2004-2005 school year, the B.C. Ministry of Education introduced Planning 10 as a mandatory Grade 10 course to replace Career and Personal Planning 11 and 12 (CAPP). Designed to assist in planning the transition from high school, Planning 10 is a four credit course which includes: Graduation Program, Education and Careers, Health, and Finances (see B.C. Ministry of Education, <http://www.bced.gov.bc.ca/irp/plan10.pdf>). The 2007 class were the first graduates of this new course.

In previous surveys, SD23 high school graduates have been dissatisfied with their preparation for managing their finances. In 2007, thirteen questions designed to assess high school preparation for managing finances were added to the survey. These financial questions were developed through consultation with the British Columbia Securities Commission (BCSC), a new partner in the 2007 Graduate Outcomes Survey.

The BCSC is an independent provincial government agency that is responsible for regulating security trading in the province. One of its major mandates is investor education. In participating in the Graduate Outcomes Survey, BCSC hopes to evaluate the long term impact of high school education on financial preparedness of our youth and identify financial learning needs in our young adults.

METHODOLOGY

The Survey Process

The draft 2008 Graduate Outcomes Survey was reviewed and revised by personnel from SD23 Career Programs, the BCSC, and Nexus. It was then critiqued and piloted by the student surveyors as part of their training. The final 2008 survey is attached (see Appendix A).

The Graduate Outcomes Survey follows basic research process and uses conventional phone survey methodology.

Recruitment and Training of Student Surveyors

Nexus and SD23 personnel developed a job description for prospective student surveyors and met with Career Prep Counsellors to promote the project. The posting invited students in



Grades 11 and 12 to submit a resume and a cover letter. Six female and one male student were accepted as student surveyors for the 4 week project.

The training sessions focused on research process, survey design, and phone interviews, and stressed ethical principles of confidentiality and anonymity. After practising with the survey, the student surveyors received feedback in a trial phone call.

Sampling

The Nexus researcher created the sample from the graduate lists provided by SD23. The lists were refined to include only graduates with recorded phone numbers from the five traditional schools. The graduate population totaled 3,279; 1,630 graduates from 2006, and 1,649 from 2008. A sampling ratio of 1:2 was used to randomly select 1,640 for the calling lists. Stratified random sampling was used to replicate the proportion of graduates from each school.

The Sample

Completed surveys provided a total sample of 359 graduates. 161 (45%) graduated in 2006 while 198 (55%) graduated in 2008. 174 (48%) were female, and 185 (52%) were male. The distribution of sampled graduates from the five different SD23 schools closely represents the distribution of graduates in 2006 and 2008. This is illustrated in Table 1.

Table 1: Graduate Population and Number of Surveys Completed per School

SECONDARY SCHOOL	GRAD POPULATION		SAMPLE	
	Total # of Grads in 2006 & 2008	% of SD 23 2006 & 2008 Grads	# of Respondents	% of Respondents
George Elliot	303	9%	33	9%
Kelowna	982	30%	113	32%
Mount Boucherie Senior	867	27%	91	25%
Okanagan Mission	342	10%	33	9%
Rutland Senior	785	24%	89	25%
TOTALS	3279	100%	359	100%

Confidence in the Results

A sample of 359 from a population of 3279 graduates is large enough to make predictions based on a known chance of error. Using a confidence level of 95% means that there is only a 5% chance that our findings are caused by chance. In 19 times out of 20, the sample results will fall within a given margin of error from the true population figure. For this year's survey we are 95% certain that the results are accurate within a margin of error of $\pm 4.9\%$.

FINDINGS

Reporting of the Findings

Occasionally a graduate did not respond to the question, so totals may be less than 359. In reporting the percentages in this report, numbers were rounded off to the nearest whole integer; therefore the total percentage may exceed 100.

Statistical analysis has been used to report the findings. When the degree of difference between groups exceeds that of chance, the difference is said to be statistically significant.

Differences and comparisons to findings in past surveys are footnoted. Direct comparisons between the survey findings are not always possible due to slight changes in questions or analytical procedures.

In High School

Graduates reported that they had attended all (56%), most (36%), or some (8%) of their classes. During their high school program, almost all (93%) of the respondents had received information about post-secondary institutions. Most (85%) had also received information about the choices of programs. This is the second highest reported information for both institutions and programs in the past seven years.¹ The year of graduation did not make a difference in receiving information.

The majority of graduates (306 or 85%) in our sample stated they had not been a Career Program student of any kind. According to the graduates, only 34 (10%) had been a Career Prep student. In the past seven years, this is the lowest percentage that identified themselves as Career Prep graduates. Of those 34 Career Prep students, 25 (74%) had completed work experience.

Satisfaction with High School Experience

Graduates were asked to rate their satisfaction with five different components of their high school experience. Total satisfaction with their high school experience was then derived by averaging the respective sub-questions.

As in previous surveys, graduates were generally satisfied with their high school experience. With a scale of 1=dissatisfied, 2=neutral, and 3=satisfied, the average rating was 2.52 out of a possible 3. On the subcomponents in Table 2, they were most satisfied with the quality of teaching and least satisfied with learning activities in the community.

¹ For information about post-secondary institutions, the percentage who had received information ranged from 84% in 2002 to 94% in 2007. For information about programs, the range was 74% in 2002 to 86% in 2007.

There are differences in some satisfaction ratings over the past six years. Over the years, graduates have consistently rated their satisfaction with the Quality of Teaching the highest, around 80% satisfied. See Table 2 for fluctuations in graduate satisfaction.

Table 2: Satisfaction with High School Experience, Comparison of Survey Years ²

	Quality of teaching	Career Program Advising	School Counselling Services	Learning Activities in the Community	Relevance of Courses
Responded Satisfied in 2008 survey	79%	49%	59%	35%	73%
Average in 2008 Survey	2.75	2.39	2.50	2.25	2.66
Range of “Satisfied” Responses over Survey Years	stable	49% (2008) to 62% (2004)	59% (2008) to 67% (2005)	33% (2005) to 45% (2007)	64% (2003) to 73% (2008)

Retention Factors

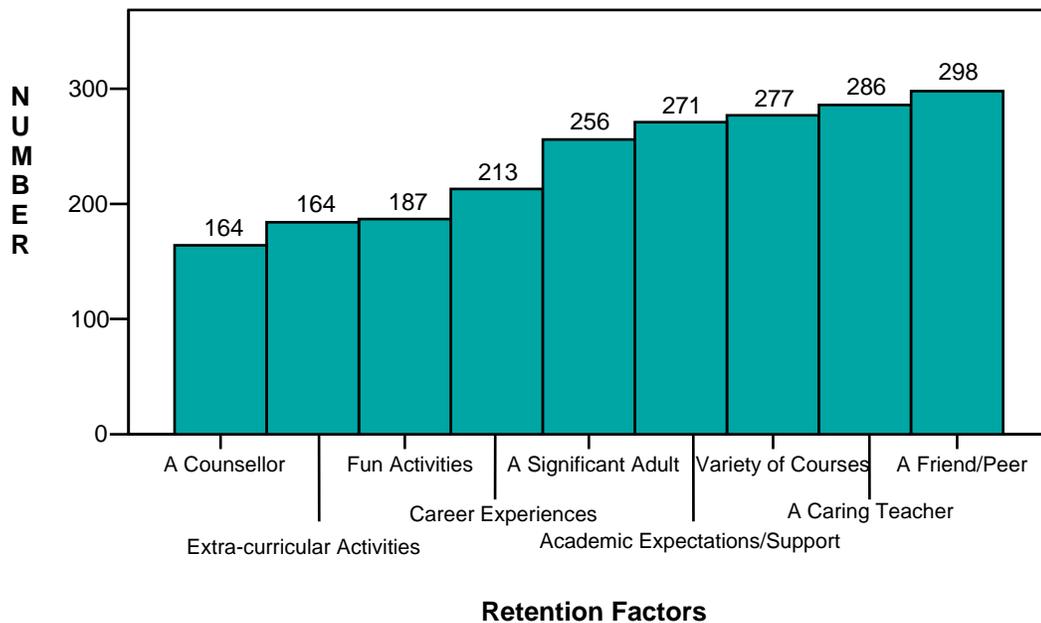
To assess what people and experiences had helped the graduates stay in school and graduate, SD23 added a new question in the 2008 Survey. Nine possible factors were suggested to the graduates and they were asked to discriminate which had contributed as retention factors for them. A friend/peer and a caring teacher were most frequently identified as retention factors, while a counsellor and extra curricular activities were least frequently identified. Table 3 and Figure 1 demonstrate the responses.

² Note that each survey year surveyed two graduating classes; e.g., the 2004 survey surveyed 2002 and 2004 graduates; the 2006 survey surveyed 2004 and 2006 graduates.

Table 3: Identified Retention Factors

RETENTION FACTOR	# RESPONDED "YES"	% RESPONDED "YES"
A counsellor	164	46%
Extra curricular school activities /teams	184	51%
Noon hour activities & fun school events	187	52%
Career experiences/explorations	213	59%
A significant adult (outside of school)	256	71%
School academic expectations & support	271	76%
The variety of courses	277	77%
A caring teacher	286	80%
A friend or peer	298	83%
Other	15	4%

Figure 1: Identified Retention Factors



Within the graduates who identified certain retention factors, several patterns emerged. Females were more likely than males to identify career experiences, counsellors and significant adult as positive retention factors. The 2008 grads were more likely than the 2006 grads to identify variety of courses, fun activities, extra curricular activities, and friends/peers as retention factors.

The school made a difference in some of the reported retention factors. Graduates who identified the variety of courses as a retention factor were most likely to have graduated from Rutland Senior Secondary (RSS) and least likely to have graduated from George Elliott Secondary (GES). Okanagan Mission Secondary grads (OKM) were most likely to identify

extracurricular activities as a retention factor; RSS grads were least likely. RSS grads were most likely to identify counselors as a retention factor; GES grads were least likely.

Fifteen graduates suggested “other” retention factors. Most of these could be classified as internal factors or self-motivated.

Career Goals

In high school, 74% of all respondents set career goals for themselves while 26% did not.³ As in previous surveys, the majority (85%) of those who set career goals also selected high school subjects related to their goals.

Most (79%) of the graduates still held the same career goals they had set in high school while 21% did not. Seventy-three percent of those who changed their career goals did so because their interests had changed. The other 27% changed their goals for varied reasons.

After graduation

Many of the 2006 and 2008 graduates are both working and attending school. When asked for how the majority of time is spent, working and school were equal responses. Of the seven grads who stated “other” as their major activity, five were unemployed and looking for work. One was travelling, one was doing nothing. Graduation year did not affect the major activity named.

The major activity of females and males differed. For their major activity, 56% of the females were attending school, while 44% were working. For the males, 56% were working, while 44% were attending school. The largest difference was in the 2006 female grads in which 63% were attending school, and only 37% were working.

Successful Transition

The majority of graduates (296, 83%) reported a successful transition to what they are doing now. Another 47 (13%) reported a somewhat successful transition, while 16 (5%) did not report a successful transition. While gender and graduation year did not prove to influence transition, enrolment in post-secondary education did. Figure 2 shows that those graduates who had enrolled in some post-secondary education were more likely to report a successful transition.

³ In previous surveys, the percentage who had set career goals in high school ranged from 73% (2004) to 77% (2007).

Figure 2: Successful Transition, by Enrolment in Post-secondary Education

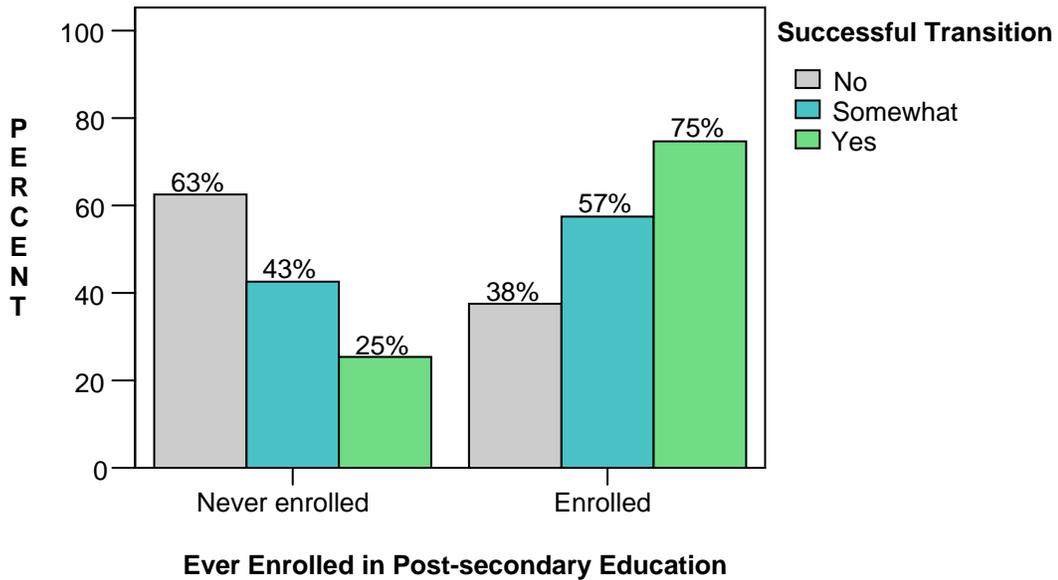
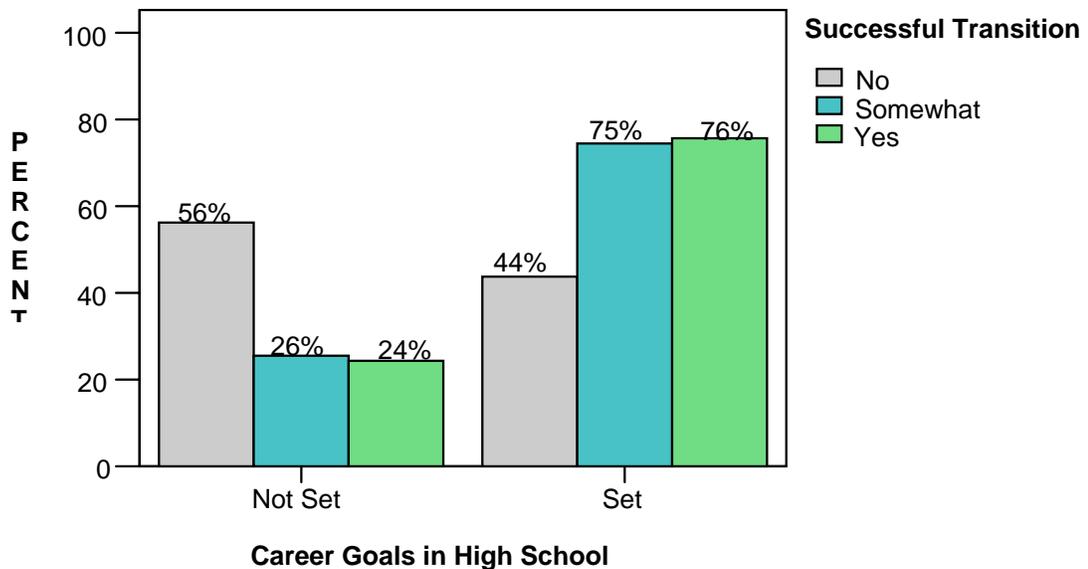


Figure 3 illustrates that those who had set career goals in high school also tended to report a more successful transition.

Figure 3: Successful Transition by Career Goals

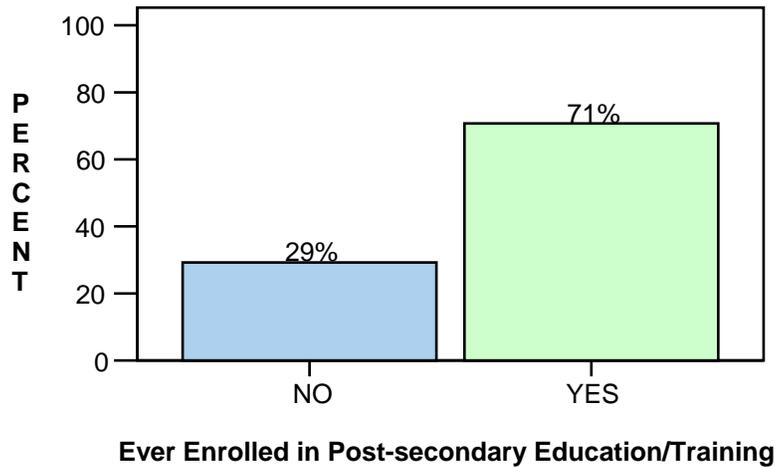


Those graduates who reported higher satisfaction with preparation for post-secondary education also reported a more successful transition. However, those graduates who reported higher satisfaction with preparation for life or work did not tend to report a more successful transition.

Enrolled in Post-secondary Education or Training

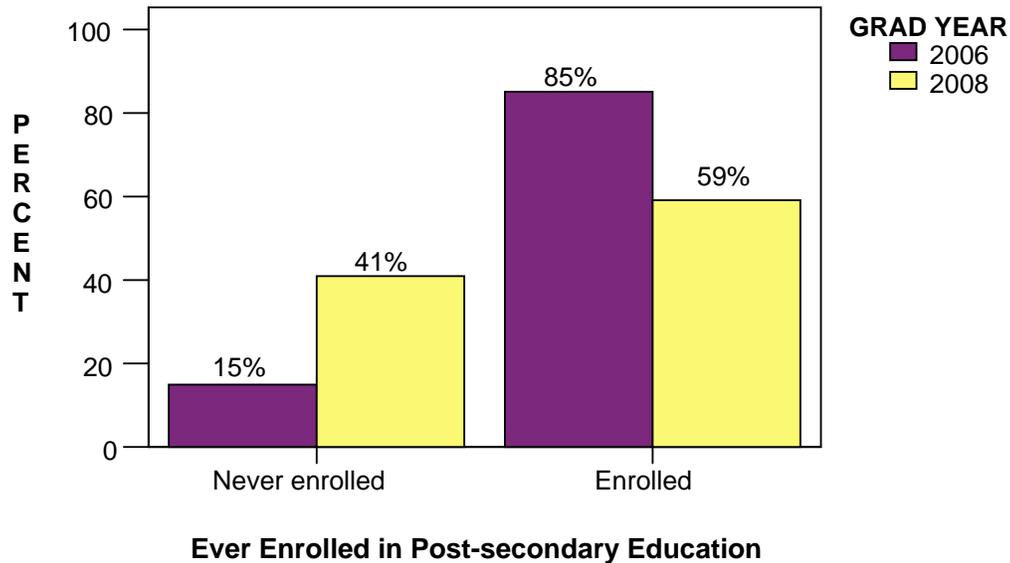
Figure 4 shows that 254 (71%) of the graduates had enrolled in some post-secondary education or training, while 105 (29%) had not. This is the highest enrolment percentage in the past seven years. The enrolment was equally distributed between males and females.

Figure 4: Enrolled in Education/Training since Graduation



The 2006 graduates were more likely to have enrolled in post-secondary education/training. Figure 5 shows that 85% of the 2006 Graduates had enrolled in some post-secondary program compared to 59% of the 2008 graduates.⁴

Figure 5: Enrolment in Post-secondary Education, by Graduation Year



⁴ Consistent with previous surveys, fewer of the more recent grads have enrolled at the time of the survey. At 85%, the percentage of 2006 grads enrolled is the highest ever recorded for a grad year in these surveys.

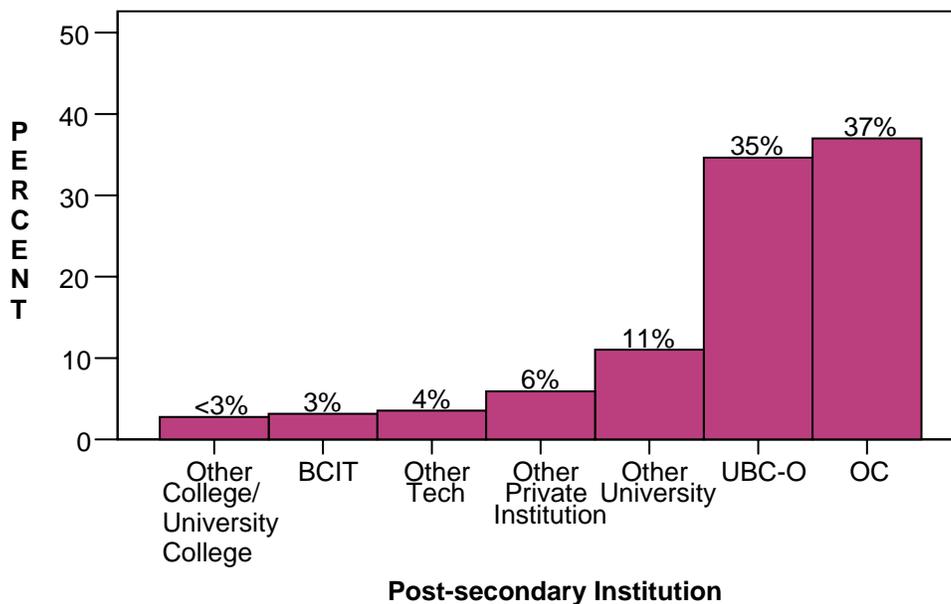
Most graduates (155 or 61%) had taken post-secondary programs leading to a degree. These results are very similar to the 2007 survey.

Table 4: Type of Post-secondary Program

	2006 & 2008 Grads	
	Number	Percentage
Degree	155	61
Diploma/Certificate	84	33
Upgrading	15	6
Totals	254	100

As Figure 6 shows, 72% had enrolled in local programs offered by the University of British Columbia Okanagan (UBC-O) or Okanagan College (OC). Over the past five years the percentage of graduates attending local major institutions has increased from 52% in 2003 to 65% in 2006 and now 72% in both 2007 and 2008.⁵

Figure 6: Enrolment in Post-secondary Programs by Institution⁶



The choice of post-secondary programs for these graduates was influenced by the parents (54%), peers/friends (17%) and teachers (15%). High school counsellors (8%), other relatives (8%), location (6%), and finances (6%) were less frequently reported as influences.

⁵ Graduates attending local programs offered by BCIT and some private institutions are not included in these numbers.

⁶ Three apprentice students, 1 military, and one other are not included in this graph.

The majority (84%) of those who enrolled in post-secondary education are still enrolled in their program while 11% percent had completed their program. Six percent had dropped their program.

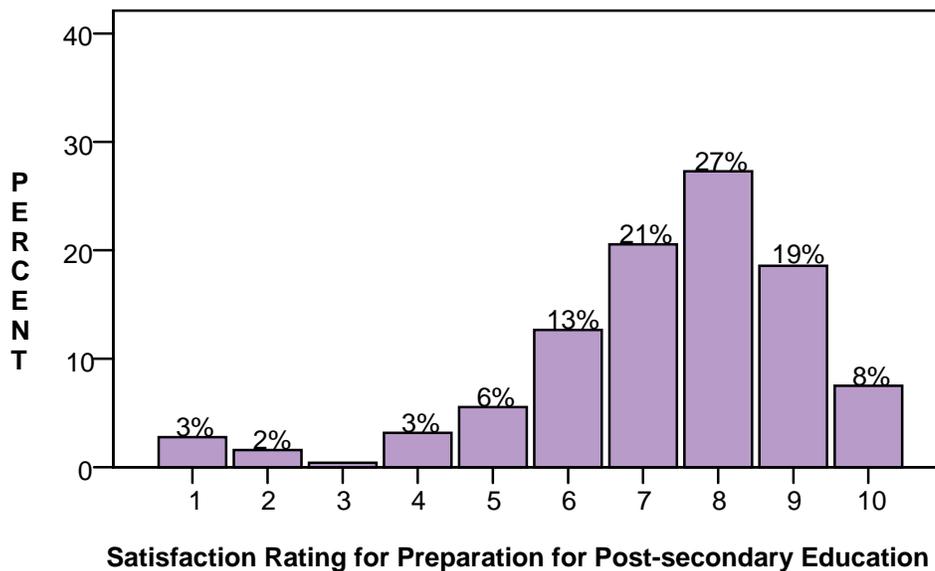
Satisfaction with High School Preparation for Post-secondary Education/Training

The graduates who did enrol in post-secondary training or education were asked to rate their satisfaction with how well high school had prepared them for post-secondary education. On a scale from 1-10, with 10 being very satisfied, the average was 7.26. Table 5 and Figure 7 present the satisfaction ratings for preparation for post-secondary education.

Table 5: Satisfaction with Preparation for Post-secondary Education: Numbers and their Ratings

	Satisfaction Rating ⁷										Totals
	1	2	3	4	5	6	7	8	9	10	
Number of Respondents	7	4	1	8	14	32	52	69	47	19	253 ⁸
% of Respondents	2.8	1.6	.4	3.2	5.5	12.6	20.6	27.3	18.6	7.5	100

Figure 7: Satisfaction Ratings: Preparation for Post-secondary Education



Few factors made any significant difference in the satisfaction rating. Year of graduation and gender did not influence the satisfaction ratings. Those who reported receiving information about post-secondary programs did report higher satisfaction in their preparation for post-secondary. Graduates who reported attending more classes also reported higher satisfaction for high school preparation for post-secondary education.

⁷ Rating fractions were rounded up in this table; e.g. 6.5 became 7

⁸ 254 grads had enrolled in a post-secondary program; 1 grad did not respond to this question.

The graduates were also asked to rate their satisfaction on preparation for several academic skills. On a scale of 1-3 with dissatisfied=1, neutral =2, and satisfied =3, the average satisfaction rating for this question was 2.38 out of a possible 3. Table 6 shows the satisfaction responses for different academic skills. Similar to previous findings, the graduates were most satisfied with their preparation for working in project teams, using technology in post-secondary and writing exams. They were least satisfied with their preparation for researching information and writing papers.

Table 6: Satisfaction with High School Preparation for Further Education/Training, Comparative Ratings over Survey Years (2003 – 2008)

	High School Preparation for:					
	Studying	Writing Exams	Writing Papers	Using Technology in Post-secondary	Researching Information	Working on Project Teams
	<i>*Note changes in 2008 Survey wording from previous surveys*</i>					
			* <i>Previously: "Writing Assignments"</i>	* <i>Previously: "Using Computers"</i>	* <i>Previously: "Library Research"</i>	* <i>Previously: "Working on Projects"</i>
Responded Satisfied in 2008 Survey	51%	57%	44%	59%	49%	69%
Average in 2008 Survey	2.32	2.41	2.19	2.45	2.32	2.61
Range of "Satisfied" Responses over Survey Years	45% (2005) to 76% (2004)	54% (2005) to 75% (2004)	44% (2008) to 73% (2004)	57% (2006) to 73% (2004)	38% (2006) to 63% (2004)	64% (2006) to 76% (2003)

Not Enrolled in Post-secondary Education/Training

Twenty-nine percent (105 of 359) of the graduates had not yet enrolled in further education or training. Most of these had received information about post-secondary institutions (92%) and programs (90%). Most, 92 of the 105 (88%) do intend to enrol in a program; 15% within six months, 35% within the year, and 37% after a year. Only 13 of the 105 (12%) had no intention at this time of taking some post-secondary education or training.

Of the 105 who had not enrolled in post-secondary education or training, 24 (23%) were 2006 graduates, 81 (77%) were 2008 graduates. As in previous surveys, the more recent graduates tend to delay further education. Ninety percent of these 2008 grads do intend to start a new educational program, and 79% of 2006 grads have similar plans.

The majority (94%) of the 105 graduates are currently working, mostly (73%) full-time.⁹ Seventy-nine percent of the 2006 grads are working full-time. Surprisingly 72% of the 2008 grads also have obtained full-time work. Of the eight who are unemployed, six are looking for work.

Only 67% of these graduates had set career goals in high school. Most (81%) had selected courses for their goals, and most (74%) still had the same goals.

This group was less enthusiastic about their transition than in previous years.¹⁰ Only 71% of the 105 reported a successful transition to what they are doing now, while 19% reported a somewhat successful transition. Ten percent did not report a successful transition, which is consistent with previous survey years.

High School Apprentice Graduates

This year's survey included a small group of apprentice graduates which, due to group size, limits analysis and statistical comparisons.¹¹ The findings are included for interest rather than for comparison.

Of the 19 Secondary School Apprentices (SSA), 17 (89%) were male, 2 (10%) were female. Nine (47%) graduated in 2006, while ten (53%) graduated in 2008. They had graduated from all five schools, although the majority graduated from MBS or RSS.

Fourteen (74%) of the 19 SSAs had enrolled in further education, 11 (83%) for a diploma or certificate, and 3 (21%) for a degree. Of the 14, 9 (64%) went to OC, 2 (14%) went to BCIT, and 1 (17%) went to UBCO and one into an apprenticeship. Of the 14 who continued their education, 2 (14%) had completed their program, 10 (71%) were still enrolled, and 2 (14%) had dropped the program.

Almost all the graduates (95%) from the SSA program are currently working, mostly full-time (74%). The one who is unemployed and not looking for work, is attending school. Over half (58%) of these apprentice graduates do intend to start a new educational or training program.

Most SSAs (79%) had set career goals in high school, 73% still had those same goals, and 87% had selected high school subjects related to their goals. Fifteen (79%) of the nineteen SSA graduates reported a successful transition to what they are doing now, one (5%) reported a somewhat successful transition. Three (16%) apprentice graduates did not report a successful transition.¹²

⁹ In the 2006 survey, 81% were working full-time. In the 2007 survey, 74%.

¹⁰ In the 2005 survey, grads who had not enrolled in post-secondary education, reported 81% for successful transition. The 2006 survey reported 77%; the 2007 survey reported only 57%. There seems to be great variance in those reporting "somewhat successful transition".

¹¹ A group size of 30 is considered minimal for most statistical tests.

¹² In the 2004 survey only 70% reported a successful transition to what they are doing now. The 2005-2008 apprentice graduates are more positive, reporting much higher percentages of successful transition.

Career and Employment

Most graduates (72%) reported that they had received information in high school about future job opportunities.¹³ Almost all graduates (81%) are employed, either full or part-time. Forty-two percent are employed full-time, while forty percent are employed part-time. Table 7 illustrates the current employment status.

Table 7: Current Employment Status

Employment Status	Number	Percent
Working Part-time	142	40
Working Full-time	149	42
Total Working	291	81
Unemployed - looking for work	19	5
Unemployed - not looking for work	49 ¹⁴	14
Total Unemployed	68	19
Totals	359	100

Satisfaction with Preparation for Work

Graduates were asked to rate their satisfaction with how well high school had prepared them for work. On a scale of 1 to 10 with 10 being very satisfied, the average rating for satisfaction with preparation for work was 6.51 out of a possible 10.¹⁵ Table 8 and Figure 8 present the satisfaction ratings.

**Table 8: Satisfaction Ratings for Preparation for Work
Number of Respondents and their Ratings**

	Satisfaction Rating										Totals
	1	2	3	4	5	6	7	8	9	10	
Number of Respondents	10	9	9	18	47	57	82	78	34	11	355 ¹⁶
Percentage of Respondents	3	3	3	5	13	16	23	22	10	3	101

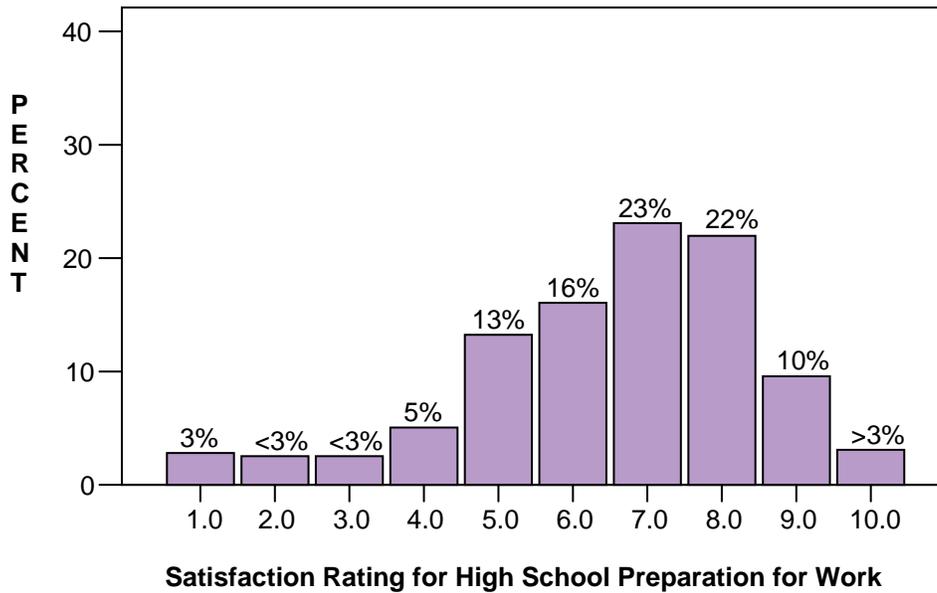
¹³ The percentage of grads who received information about future work opportunities has varied from 70% in 2003 to 81% in 2005.

¹⁴ 47 (96%) of the 49 unemployed who are not looking for work are attending school.

¹⁵ The average satisfaction for preparation for work had increased slightly every year from 6.43 in the 2004 survey to the highest of 6.70 in 2007. This year shows a slight drop.

¹⁶ Four grads, who have never worked, did not respond to this question.

Figure 8: Satisfaction Ratings: High School Preparation for Work



Satisfaction ratings for preparation for work were significantly higher in the 2008 graduates. Other factors that increased satisfaction ratings for high school preparation for work included: receiving information about work opportunities; increased class attendance; and setting career goals in high school.

Satisfaction with Preparation for Life

One question assessed graduate satisfaction with how well high school had prepared them for life. On a scale of 1 to 10 with 10 being very satisfied, the average rating for satisfaction with preparation for life was 7.19 out of a possible 10.¹⁷ Table 9 and Figure 9 illustrate the responses to this question.

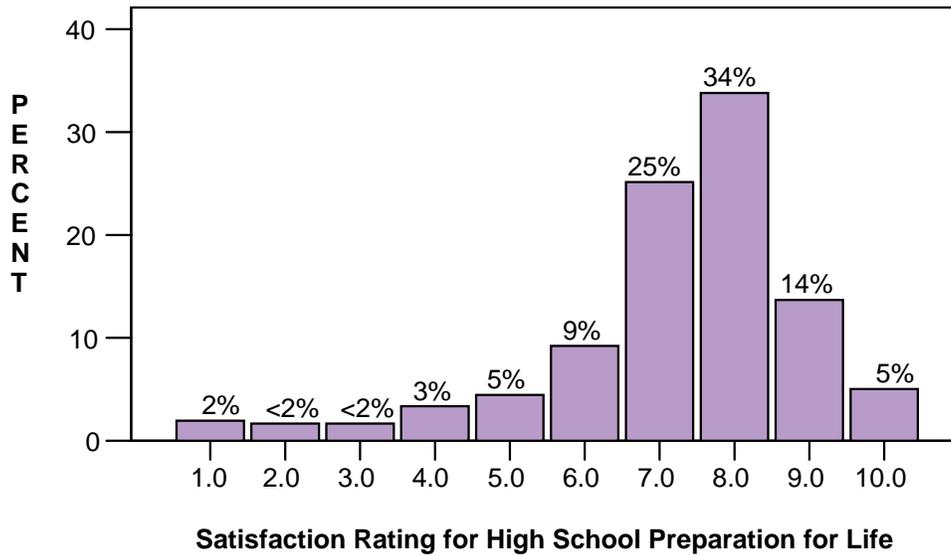
**Table 9: Satisfaction Ratings for Preparation for Life
Numbers and their Ratings**

	Satisfaction Rating										Totals
	1	2	3	4	5	6	7	8	9	10	
Number of Respondents	7	6	6	12	16	33	90	121	49	18	358 ¹⁸
Percentage of Respondents	2	2	2	3	5	9	25	34	14	5	101

¹⁷ The average satisfaction for preparation for life had increased slightly every year from 6.95 (2004) to 7.31 (2007). This 2008 average satisfaction shows a slight decline from 2007.

¹⁸ One graduate did not respond to this question.

Figure 9: Satisfaction Ratings: High School Preparation for Life



The 2008 graduates rated higher in their satisfaction with their high school preparation for life. Higher satisfaction ratings for preparation for life were also found in those graduates who: had received information about post-secondary programs or work opportunities; or reported increased attendance in high school; or who had set career goals in high school.

Graduates were also asked to rate their satisfaction with their high school preparation on five different life and work skills. On a scale of 1-3, with dissatisfied=1, neutral =2, and satisfied =3, the average satisfaction rating for this question was 2.42 out of a possible 3. Table 10 shows the highest satisfaction for preparation for working with others and lowest for preparation for managing finances. Yet, 30 % satisfaction for preparation for managing finances is the highest reported satisfaction rate in the past six years.

Table 10: Satisfaction with High School Preparation for Life/Work

	Preparation for					
	Lifelong Learning	Using Technology*	Working with Others	Making Healthy Choices for your Physical wellbeing (new)	Sustaining Your Emotional Wellbeing (new)	Managing Finances
% who Responded Satisfied	55	59 <i>* Previously was "Using Computers"</i>	81	51	52	30 ¹⁹
Average	2.48	2.49	2.75	2.40	2.43	2.01

¹⁹ Satisfaction rates for preparation for managing finances have been very low in past surveys: 2003-25%; 2004-26%; 2005-25%; 2006-21%; 2007-22%.

Financial Life Skills

In previous surveys, the graduates did not feel that their high school education had prepared them to manage their finances. To assess the recent graduates' current financial life skills, and their high school experience to prepare them to manage their finances, the 2007 Survey had added 13 questions. The BCSC developed these questions in consultation with the research firm and the school district.

What are financial life skills? "Financial life skills" encompass the practical knowledge that is essential to managing your financial life. It is the knowing where to get and how to analyze information. It is also the understanding of basic financial principles like savings, budgeting, and planning. It is the ability and the confidence to make sound consumer and investment decisions.

In the 20 hours of Planning 10: Finances, students: learn financial literacy skills and knowledge, including budgeting, reporting personal income, and awareness of credit and debt; investigate the costs and funding sources for education and career options; and develop a personal financial plan to support their educational and career goals.

The BCSC supports the Finances component of Planning 10 by providing teachers with a free, comprehensive and easy to use teaching resource called "The City: Financial Life Skills for Planning 10". The resource's innovative approach blends the use of fictional characters with real-life activities and decisions in a hands-on, activity based format. The resource includes a teacher binder of lessons plans, student handouts and an interactive website for both teachers and students. The BCSC supports teachers using the resource through a province-wide training program. The resource has received excellent reviews from both students and teachers.

By collaborating with the Central Okanagan School District, the BCSC hopes to evaluate the long-term impact of financial skills education in high school. In other words, does having financial life skills education in school better prepare our youth with the basic tools they need to navigate through the financial realities of adulthood?

High School Learning about Managing their Finances

In preparation for transition to post-secondary work or education, all 2006 grads would have taken the required Career and Personal Planning 11 and 12 (CAPP). All 2008 graduates would have taken Planning 10: Finances (see course description above or B.C. Ministry of Education, <http://www.bced.gov.bc.ca/irp/plan10.pdf>).

The survey asked the graduates how much did they learn in high school about managing their finances. Forty-five percent reported learning a little; 24% reported learning a fair amount; and 21% reported learning nothing in high school about managing their finances.

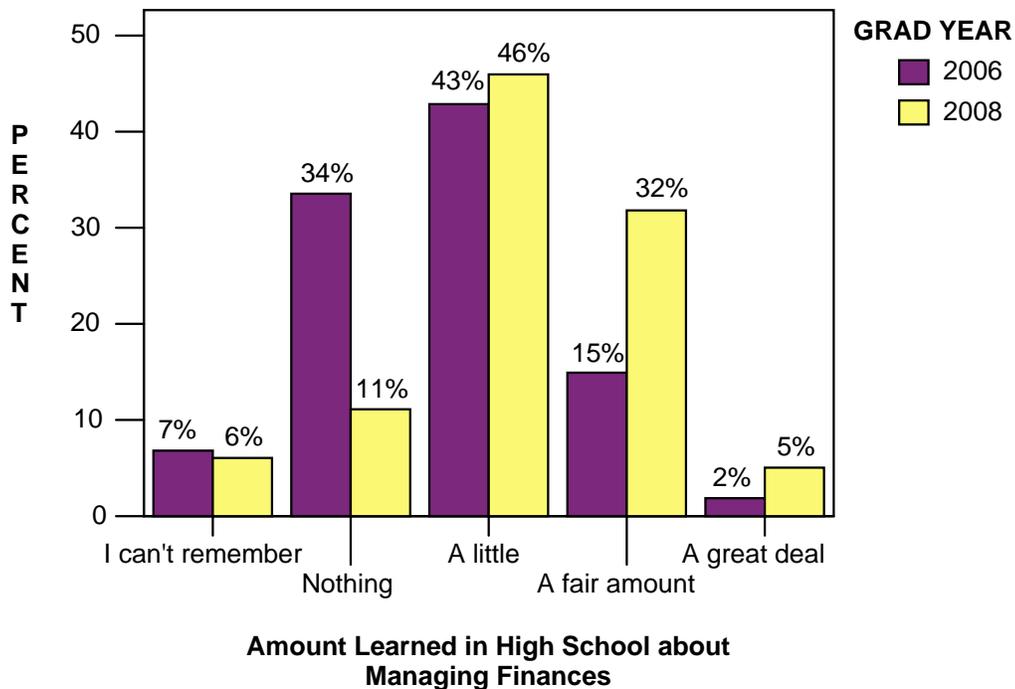
Gender was not a significant factor in the reported amount learned in high school about managing finances. However, in their responses, the 2008 graduates learned more about

managing their finances in high school compared to the 2006 graduates. On a scale of 1= nothing to 4= a great deal, the average for all grads was 2.11 of a possible 4.²⁰ The average of the 2006 grads was only 1.84, while the average for 2008 grads was 2.33. The course work in Planning 10: Finances may account for the difference between the 2008 and 2006 graduates. Table 11 and Figure 10 present the results by graduation year.

Table 11: Amount Learned in High School by Graduation Year, Percentage within each Graduation Year

Grad Year	Amount Learned In High School Re Managing Finances					Total Grads
	I can't remember	Nothing	A little	A fair amount	A great deal	
2006	7%	34%	43%	15%	2%	100%
2008	6%	11%	46%	32%	5%	100%
All Grads	6%	21%	45%	24%	4%	100%

Figure 10: Amount Learned in High School about Managing Finances, by Graduation Year



²⁰ Those who didn't remember how much they learned in high school about managing finances were not counted in the averages.

As Figure 11 shows, graduates tended to be neutral in their satisfaction with their high school preparation for managing finances.

Figure 11: Satisfaction with High School Preparation for Managing Finances

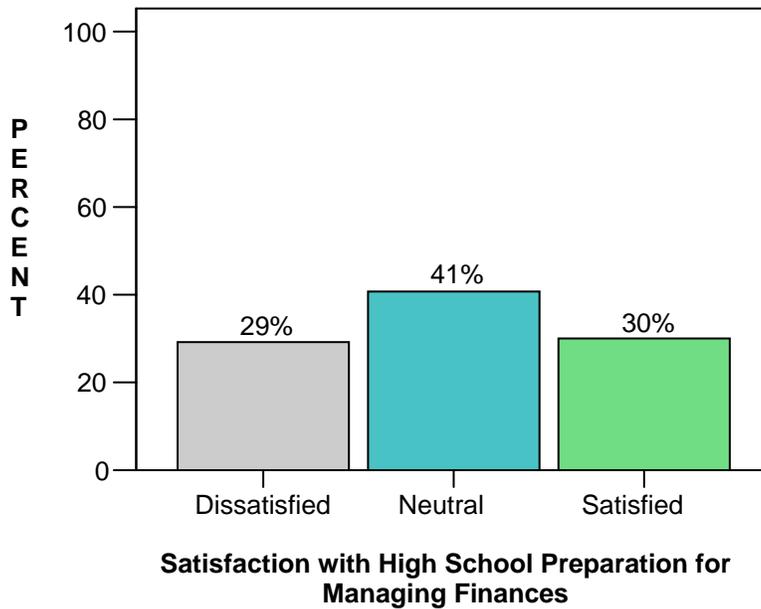


Figure 12 shows that the year of graduation influenced the satisfaction rating for their preparation for managing finances. The more recent 2008 grads tended to be more satisfied.

Figure 12: Satisfaction with Preparation for Managing Finances, by Graduation Year

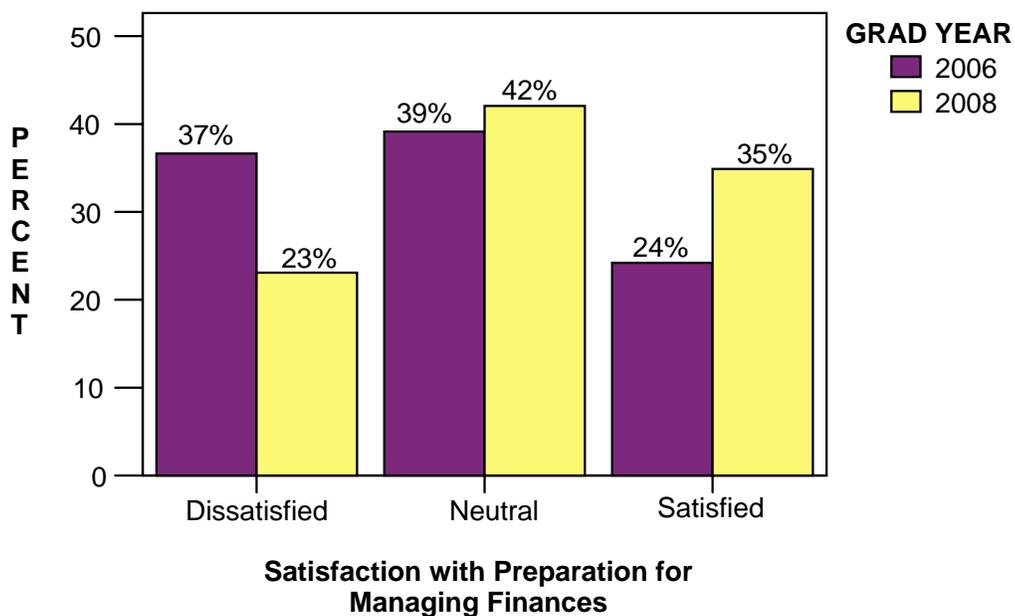
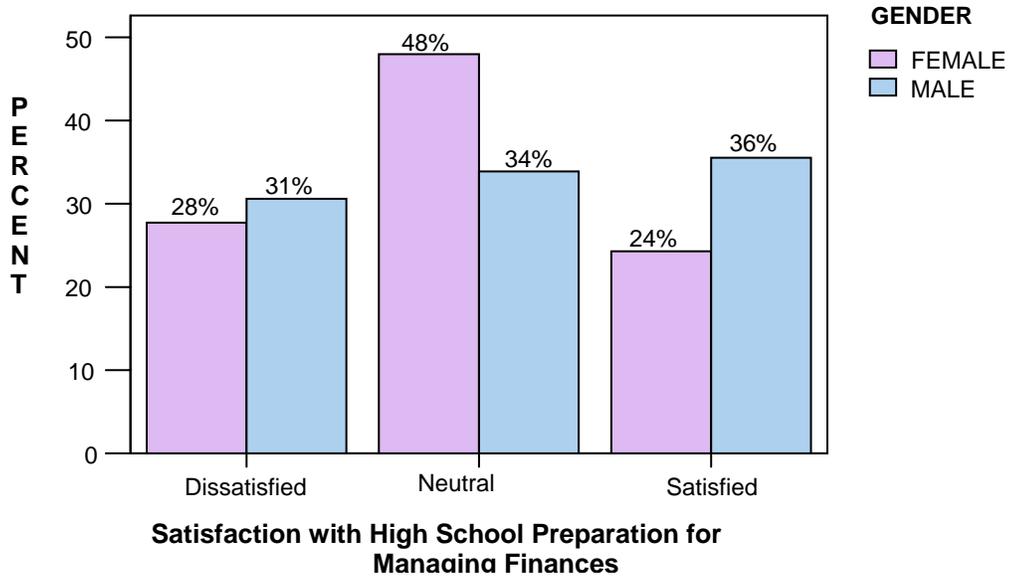


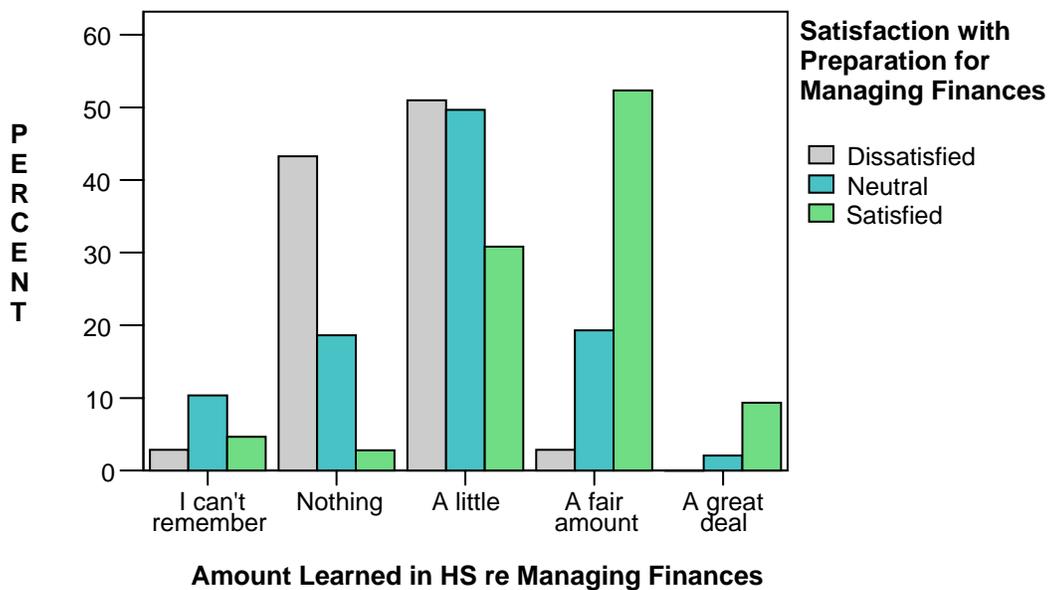
Figure 13 illustrates how gender influenced satisfaction rating. Males tended to be more satisfied while more females tended to answer neutral satisfaction.

Figure 13: Satisfaction with Preparation for Managing Finances, by Gender



As shown in Figure 14, those who reported that they had learned more in high school about managing finances also reported higher satisfaction with their preparation for managing finances.

Figure 14: Amount Learned in High School and Satisfaction Rating for High School Preparation for Managing Finances



Financial Plan

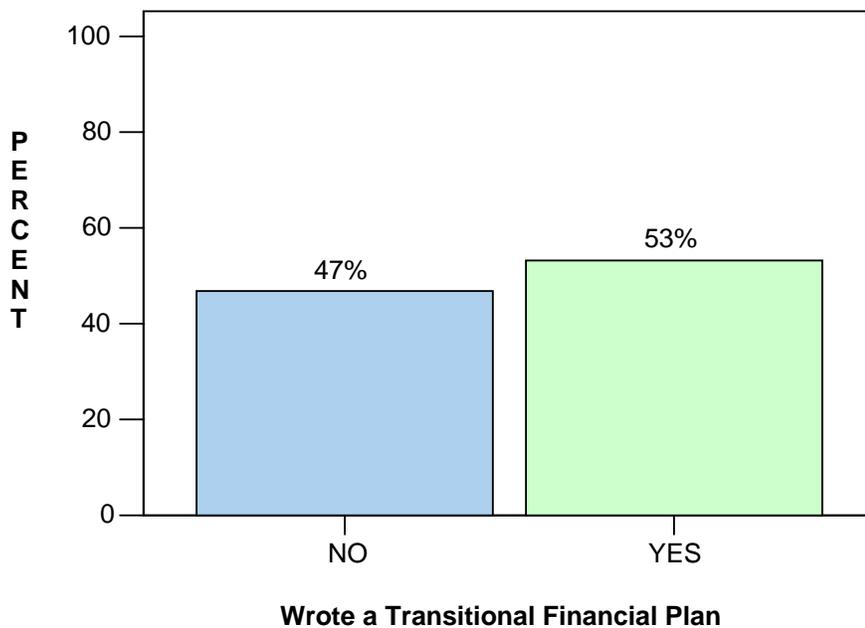
A financial plan is a written document that organizes long term expenses and income, identifies possible assets/resources, and outlines the steps needed to meet financial goals. In Planning 10: Finances, students are expected to develop a personal financial plan to support the achievement of education and career goals (see B.C. Ministry of Education, <http://www.bced.gov.bc.ca/irp/plan10.pdf>).

A written financial plan was a requirement for graduation in 2008. For the 2006 graduates who took CAPP, it is difficult to assess their definition and exposure to financial plans.

Transitional Financial Plan

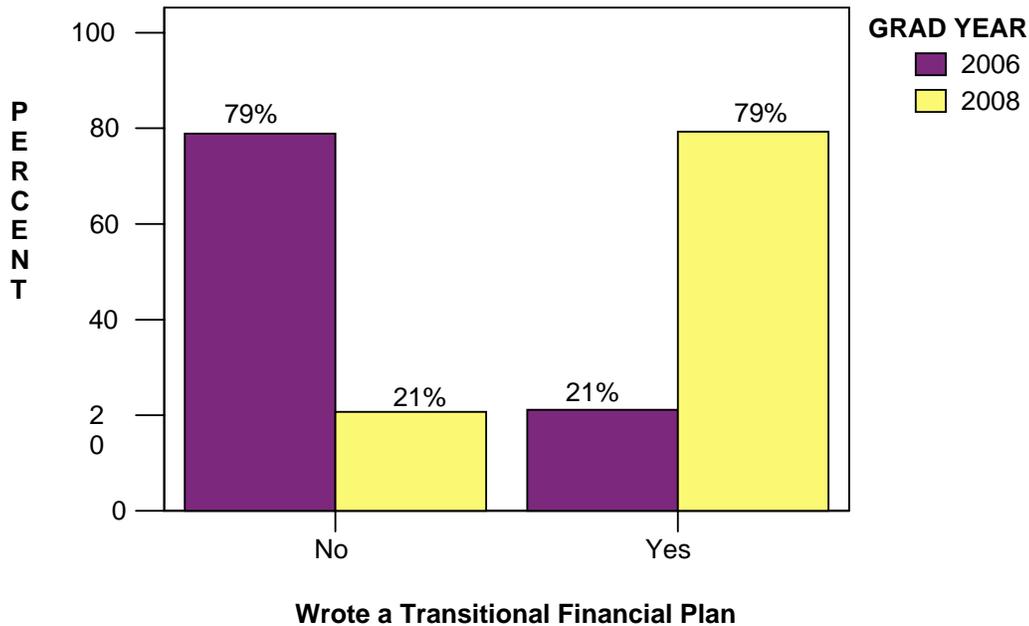
The 2008 survey asked graduates if they had written a financial plan to help in their transition from high school. In the total sample of 359 graduates, 191 (53%) had written a transitional financial plan while 168 (47%) had not. In the 2007 survey that surveyed 2005 and 2007 graduates, only 37% had written a transitional financial plan. Figure 15 illustrates the percentage of all graduates who had written a transitional financial plan.

Figure 15: Percentage of Graduates Who Wrote a Transitional Financial Plan



Statistically, the 2008 graduates were much more likely to have written a transitional financial plan. Of all grads who had written a transitional financial plan, 82% were 2008 grads; only 18% were 2006 grads. As Figure 16 shows, only 21% of the 2006 grads had written a financial plan, compared to 79% of the 2008 grads.

Figure 16: Transitional Financial Plan, by Graduation Year

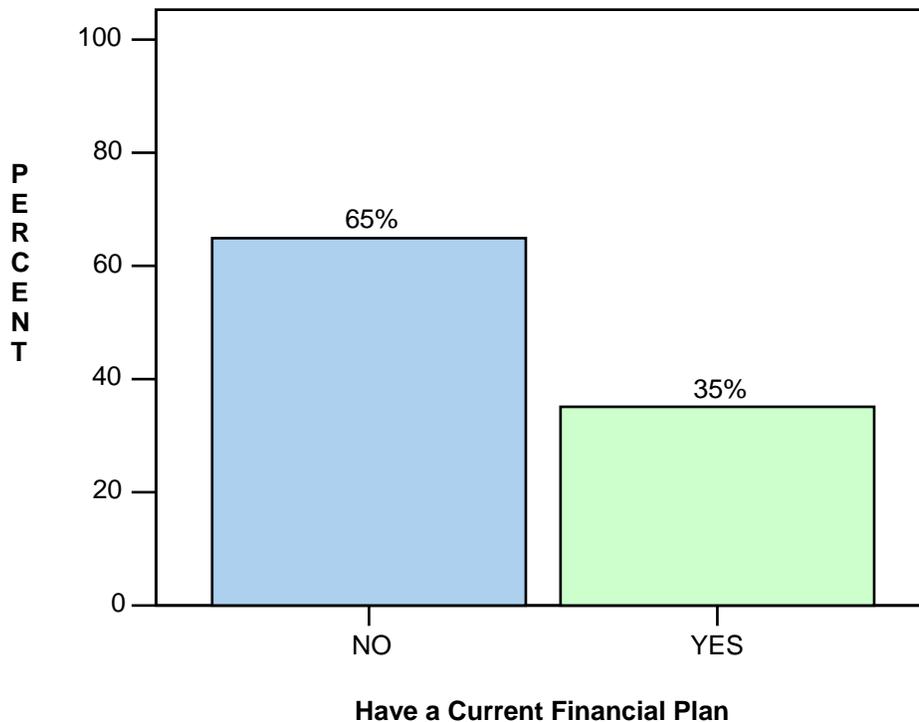


When one examines the rate of transitional financial plans done by graduates of different high schools, there is no statistical difference among schools for the 2008 grads. However, there is a significant difference for the 2006 grads in different schools. The percentage of 2006 grads who did write a transitional plan ranged from 0 to 50% depending on the school attended. For the 2006 grad class, the exposure of students to financial planning would have varied according to different teachers and guest speakers. For the 2008 graduates, who experienced Planning 10, writing a transitional financial plan is now more fully integrated in all schools. Gender did not account for who wrote or did not write a transitional financial plan.

Current Written Financial Plan

Overall, fewer grads have a current financial plan than had written a transitional financial plan. Figure 17 shows that only 126 of the 359 graduates (35%)²¹ have a current financial plan while 233 (65%) do not.

Figure 17: Percentage of Graduates with a Current Written Financial Plan

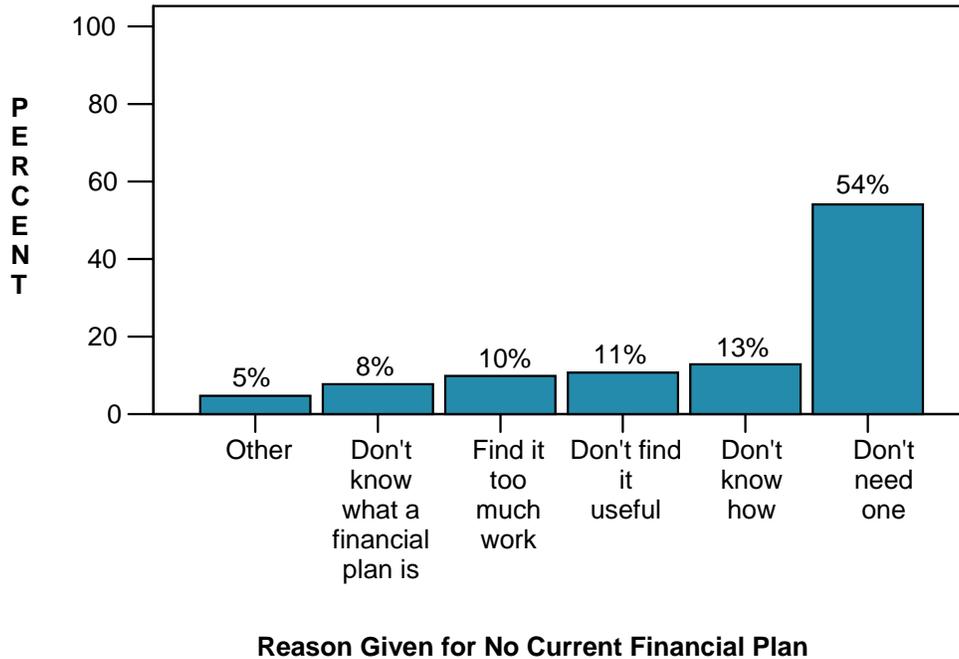


Neither gender nor graduation year accounted for who had current financial plans. Surprisingly those who wrote a transitional financial plan in high school were no more likely to have a current financial plan. Perhaps the survey did not adequately define financial plan or perhaps the 2008 graduates who wrote a transitional financial plan viewed it only as a school exercise.

²¹ In the 2007 survey, only 29% of graduates had a current financial plan.

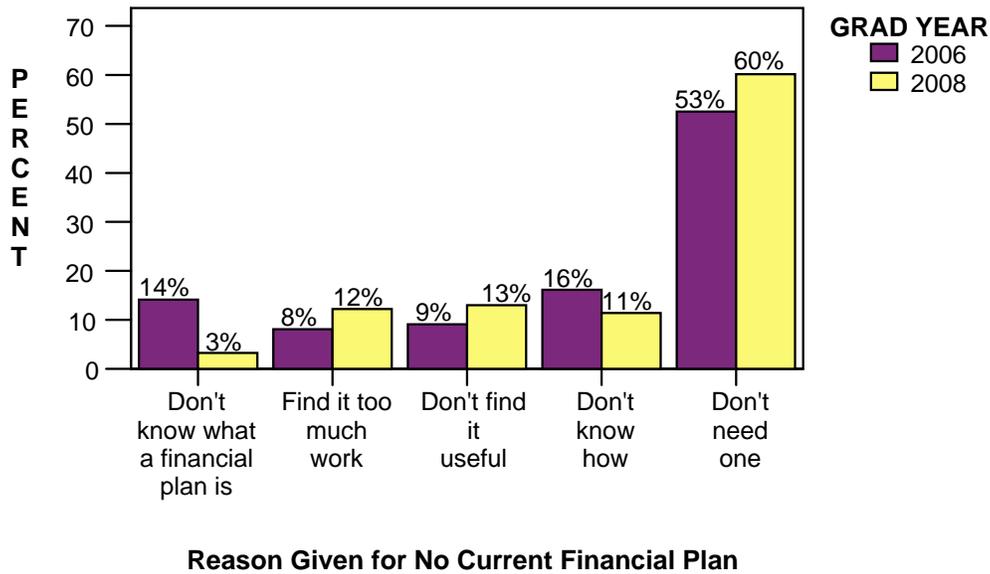
Those who did not have a current financial plan were asked the reason behind this. In their replies shown in Figure 18, 54% of those graduates said they did not need a financial plan, 13% didn't know how, and 11% did not find it useful. Eleven (5%) of the 233 grads who answered this question as "other" gave no reason for not having a current financial plan.

Figure 18: Reason Given for No Current Financial Plan



Gender did not account for any differences in the reasons given. However, reasons for not having a current financial plan did differ with the year of graduation. The 2008 graduates were more likely to say that they don't need a financial plan or don't find a financial plan useful. Having just graduated, they may have written a transitional financial plan and their financial situation may seem less complicated. 2006 grads were more likely to say they didn't know how, or didn't know what a financial plan was. The 2006 grads did not take Planning 10 and so probably were not exposed to financial plans. Figure 19 illustrates the different reasons given for not having a current financial plan, according to the year of graduation.

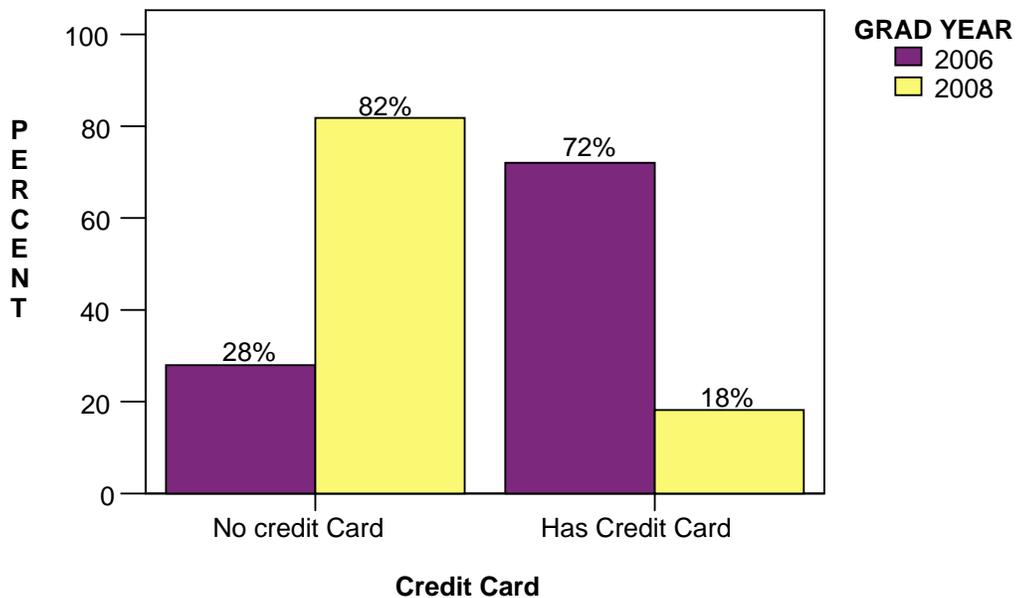
Figure 19: Reason Given for No Current Financial Plan, by Graduation Year



Credit Card

Only 152 (42%) of the 359 graduates have a credit card, 207 (58%) do not. As might be expected, 2006 grads were more likely to have a credit card. As shown in Figure 20, 72% of 2006 grads have a credit card while only 18% of 2008 grads have a credit card. Credit cards were owned almost equally by males and females.

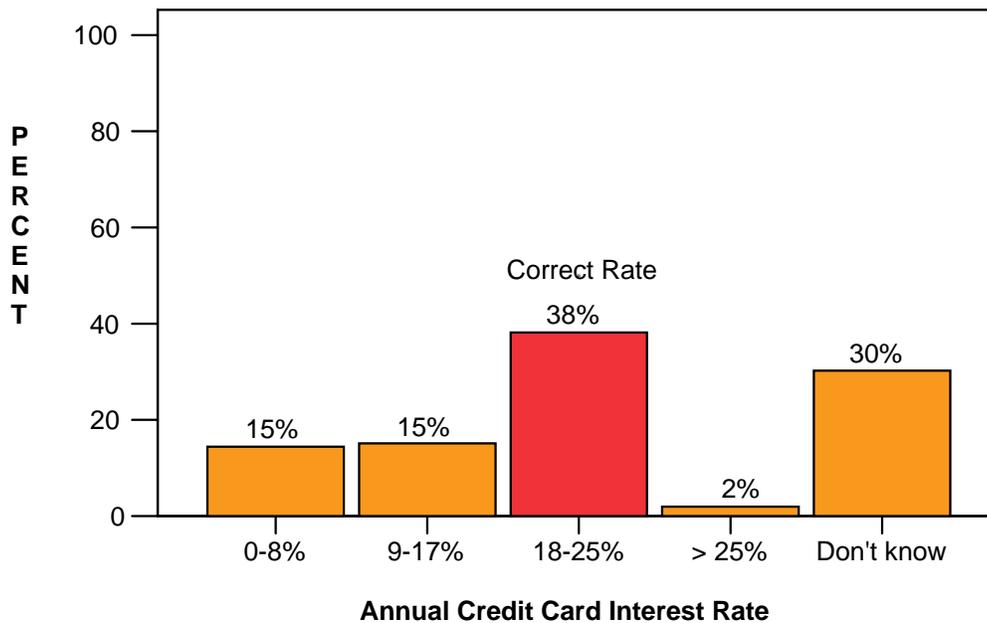
Figure 20: Credit Card by Graduation Year



Almost all grads (96%) with a credit card reported they pay off the balance every month; only six (4%) do not. Four grads (1%) have parents who are responsible for the credit card payments; these four grads did know their credit card interest rate.

Those with credit cards were asked the annual interest rate on their most used credit card; their responses are illustrated in Figure 21. Assuming that most credit cards charge an annual interest rate of 18-25%, 38% did know the correct rate. Thirty percent underestimated the rate charged and 2% overestimated the rate charged. Thirty percent admitted to not knowing the interest rate charged. Neither grad year nor gender made any difference in the responses.

Figure 21: Annual Credit Card Interest as Stated by Graduates with Credit Cards



Saving

The majority (321 or 89%) of grads said they are saving their money. Neither gender nor grad year made a statistical difference in whether grads were saving or not.

Typically graduates are saving for schooling (47%), specific purchases (27%), travel (23%), and long term needs (22%). The 24 graduates, who were saving for something else, were non-specific; they were just saving, for the future. Six of these did mention investment type savings. Table 12 presents the savings priorities identified by the two grad years.

Table 12: Saving, by Graduation Year

Grad Year	Saving for:					Total Grads*
	Other	Long Term Needs	Travel	Specific Purchase	Schooling	
2006	10	34	35	38	60	177
2008	14	36	39	47	91	227
Totals	24 (8%)	70 (22%)	74 (23%)	85 (27%)	151 (47%)	404

*Total responses equals 404 as many grads listed several saving priorities

Saving for Retirement

As an open question, the graduates were asked when they might start saving for retirement. Sometimes further clarification was needed to elicit a response that indicated a stage of life.

The majority (292 or 81%) planned to save for retirement and have a time frame for starting their retirement savings, 67 (17%) did not. Over one-third of all grads (137 or 38%) said they would start saving now for retirement; another 86 (24%) said when they get a good job. Fifty-three (15%) said they didn't have to think about it now, and another 14 (4%) who were identified in the "other" timeframe group had no real plan to save. The remaining 7 grads in the "other" group did have a future plan for retirement saving.

Both grad year and gender made a difference with the plan for retirement saving. Table 13 shows when gender and grad year groups would start their retirement savings. Males were more likely to save now while females were more likely to have a delayed plan for retirement saving. The 2006 grads were more likely to start saving now for retirement. The more recent 2008 grads were more likely not to think about it yet.

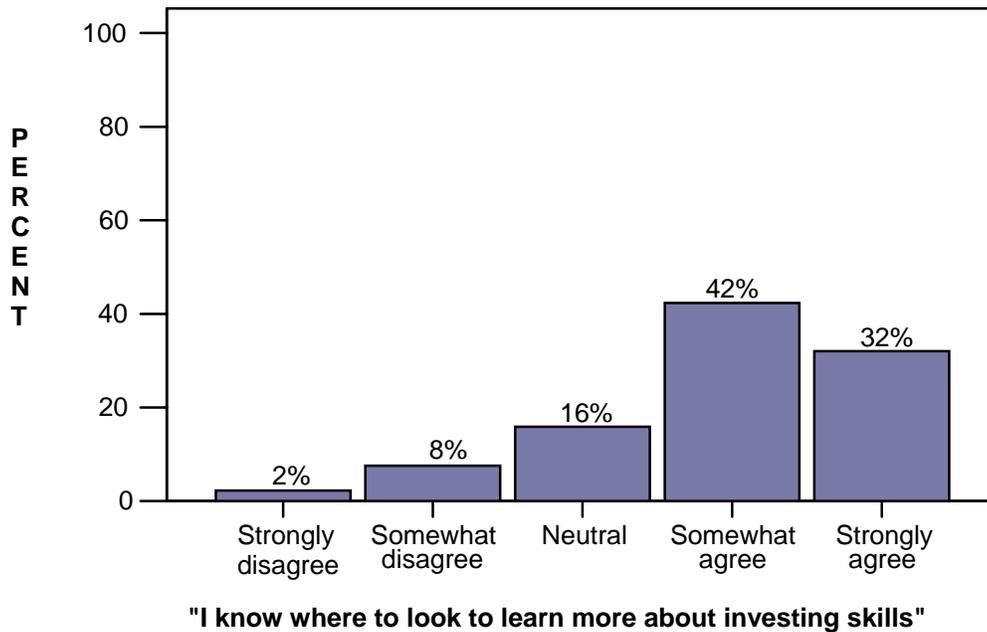
Table 13: Saving for Retirement, by Graduation Year and Gender

	Start Saving for Retirement					
	Now	Get a good Job	Don't Need To Think About That Now	When Schooling is Paid Off	When Start a family	Other
Total Count	137	86	53	36	26	21
% of Total	38%	24%	15%	10%	7%	6%
% of 2006 grads	45%	25%	10%	11%	6%	3%
% of 2008 grads	32%	23%	19%	10%	8%	8%
% of Female	36%	28%	16%	12%	7%	2%
% of Male	41%	20%	14%	9%	8%	9%

Investment Skills

Investment information is now introduced in Planning 10: Finances and so we asked graduates if they knew where to look to learn more about investing skills. The graduates responded that they did know where to look to learn more about investing skills. With a possible scale of 1 as strongly disagree to 5 as strongly agree, almost three quarters (74%) agreed that they knew where to look to learn about investing skills, 10% disagreed, while 16% were neutral. The average was 3.94 out of a possible 5. When gender and grad years were compared, there were no differences in the degree of agreement with the statement. Figure 22 illustrates the responses for all graduates.

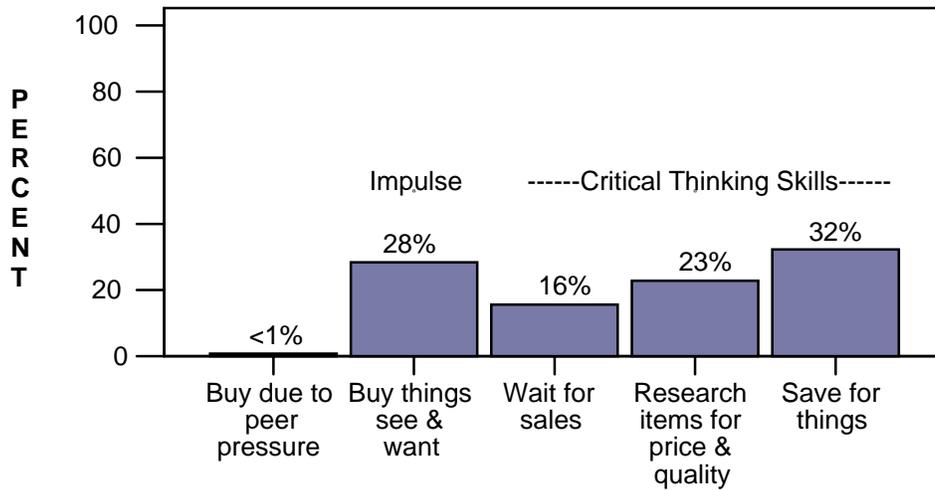
Figure 22: Know Where to Look for Learning More about Investing Skills



Buying Habits

Asked to describe their buying habits, many respondents illustrated critical thinking skills. More than two-thirds (71%) save, research prices and quality, or wait for sales. Only 28% buy on impulse if they wanted an item. Three male respondents (<1%) said they buy due to peer pressure. Figure 23 illustrates the buying habits of all respondents.

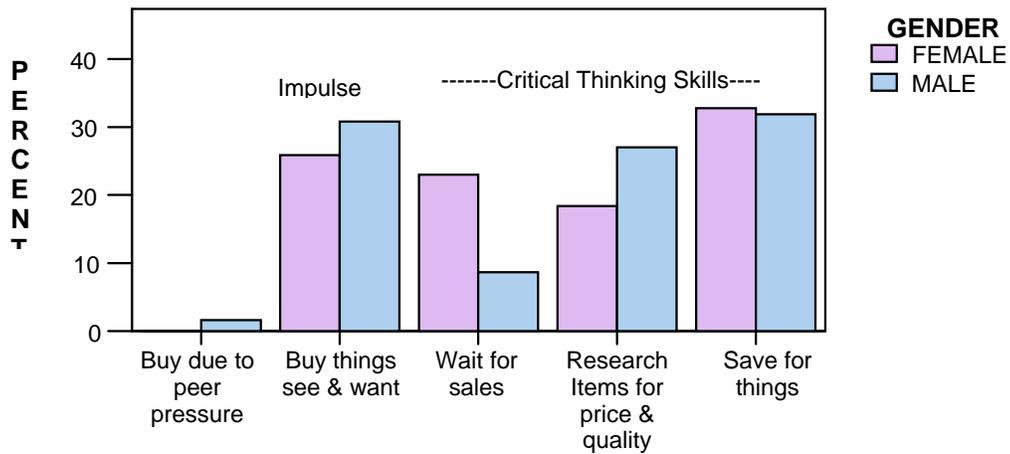
Figure 23: Buying Habits



Buying Habits

The year of graduation and whether they were saving money did not account for any differences in buying habits. However, as Figure 24 shows, females were more likely to wait for sales while males tended to research items. Males also were more likely to buy on impulse.

Figure 24: Buying Habits, by Gender



Buying Habits

Fraud Awareness

One way the BCSC protects investors is to educate the public against fraud and to give them the tools they need to ask the right questions before making investment decisions. Part of the BCSC’s education program is aimed at youth. The BCSC believes that learning personal financial concepts early, for example in high school, will arm young people with the basic tools they need to navigate through the financial realities of adulthood and protect them from incompetent or unethical advices, and against outright fraud.

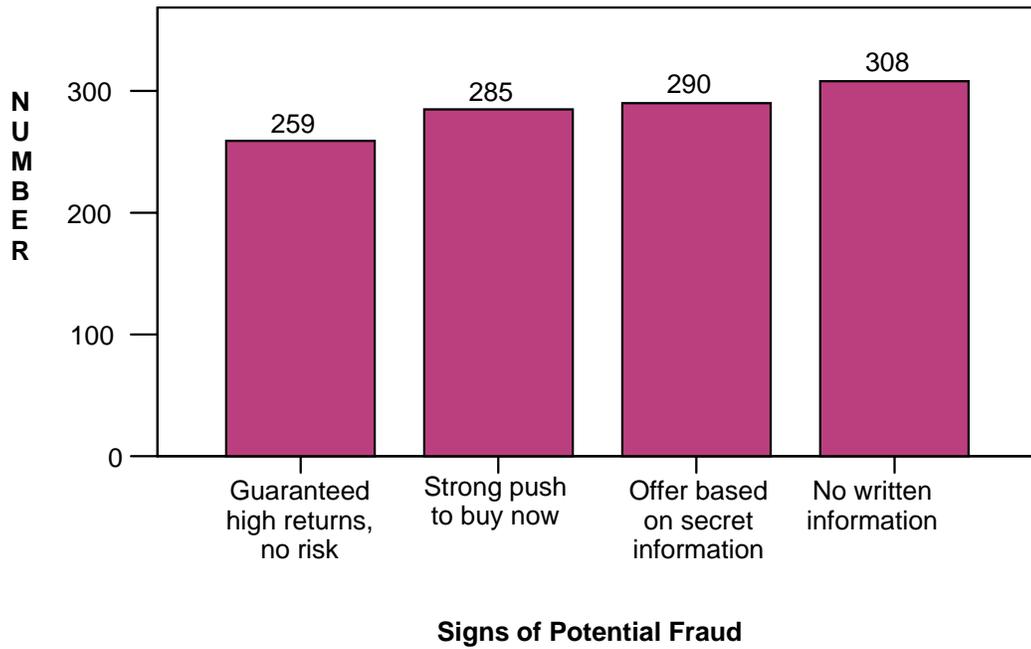
To assess the graduates’ knowledge of fraud the survey gave four potential signs of fraud and asked the graduates to identify which might be signs of fraud. Sometimes grads weren’t sure; these were recorded as not identified as a sign of fraud.

The results show that the graduates have good, but incomplete, knowledge of the signs of fraud. Only 195 (54%) of the 359 graduates correctly identified all four potential signs of fraud. “An offer with no written information” was the most frequently chosen sign of fraud. “Guaranteed returns with no risk” was the least frequently chosen sign of fraud. Table 14 and Figure 25 present the numbers of graduates who identified each of the four potential signs of fraud.

Table 14: Identifying Signs of Potential Fraud

	Signs Of Potential Fraud			
	Guaranteed Returns with No Risk	A Strong Push to Buy Now	Offer based on Secret Information	No Written Information is Offered
Number responding “Yes, could be a sign of Fraud ”	259	285	290	308
Percentage of graduates	72%	79%	81%	86%

Figure 25: Identified Signs of Potential Fraud

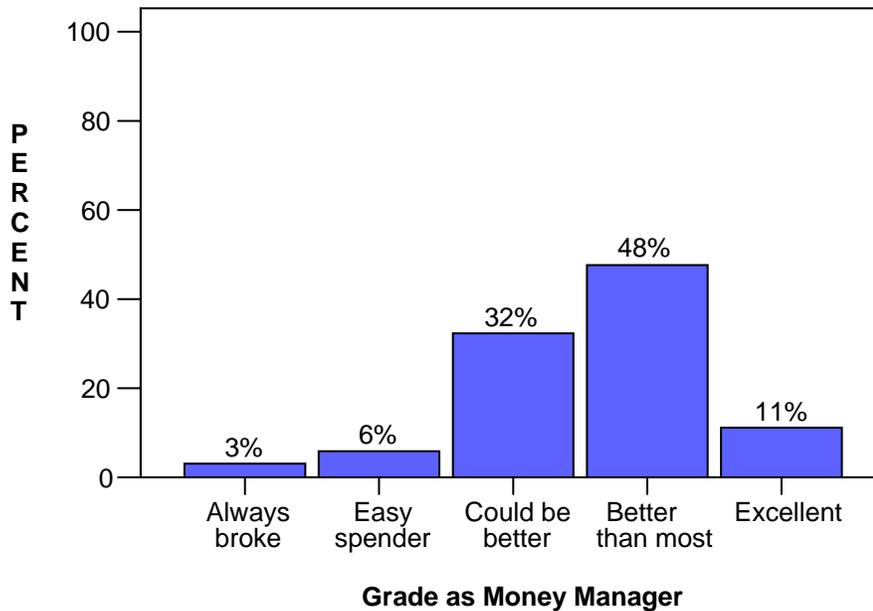


The responses were not linked to gender. While we might expect that the 2008 grads who had experienced the content in Planning 10 would know better the signs of fraud, this was not the case. There was no difference in grad years in knowing all four signs of fraud. Interestingly, the numbers who correctly identified the signs of potential fraud were related to the school they had attended. Over the two grad years, the percentage within each school that correctly identified all four signs of potential fraud ranged from 46% to 78%. Curriculum implementation and teachers do make a difference.

Grade as a Money Manager

The graduates were asked to grade themselves as a money manager. On a scale of 1 to 5, with 5 being excellent, the average grade was 3.58. The results in Figure 26 show that while confident of their money management skills, the graduates are not overconfident.

Figure 26: Money Manager Grade



The grade as a money manager was not influenced by gender or grad year. Not surprisingly, those who are saving money did tend to rate themselves better as money managers.

Future Plans

The majority (57%) of all graduates do plan to start a new education or training program, while 43% do not plan to do so.²² Those planning to start a new educational or training program will do so within six months (10%), within one year (16%), or after one year (32%). Compared to last year's survey, these grads will delay starting new educational programs. Gender and graduation year did not make a difference in the intent to enrol in a new educational program.

As might be expected, those who had not previously enrolled in a post-secondary program were more likely to state they intend to enrol in new program. Eighty-eight percent of those who had not yet taken a post-secondary program do intend to do so. Only 13 (4%) of all grads had never enrolled and never intend to enrol in post-secondary education or training.

²² The percentages for those planning to start a new program have varied in previous surveys: 2002 (56%), 2003 (44%), 2004 (61%), 2005 (55%), 2006 (47%), 2007 (58%).

Fourteen (93%) of the fifteen (87%) who had dropped their original post-secondary program do intend to start a new program. For those still enrolled in a program, 43% will take another program, while 58% will not. Most (63%) of those who had completed their program do not intend to enrol again.

Comments

The final survey question asked "If you could tell the School District **one thing** about how your high school experience affected your future what would it be?" 247 (69%) graduates responded to this question. The verbatim comments and the initial thematic analysis are included in the supplemental Appendices.

The respondents who answered closely represented the proportions of the sample as to gender and grad year. The frequency of comments varied according to schools. Graduates from Kelowna Secondary were the most vocal, while graduates from Rutland Senior Secondary were least vocal.

In the initial thematic analysis, the researcher labelled the themes as career planning and counselling, curriculum, life skills, preparation, teachers and general. Preparation was subdivided into preparation for life, post-secondary, and work. "Life skills" became a broad classification containing sub themes of personal growth, relationships, communication, and financial life skills. Occasionally a response contained more than one theme, so the researcher has submitted those comments in all relevant themes, making a total of 263 comments.

The most common themes concerned: general (28%), curriculum (14%), teachers (14%), and preparation for post-secondary (11%). Eight percent of comments addressed each of preparation for life, life skills, and career planning/counselling. General preparation received only 7 % of the comments while preparation for work received only 2%. Seven graduates (less than 2% of all grads) commented on financial life skills; all suggested the need for more education in this area.

The comments were also classified as positive, negative, mixed, or suggestions. The responses contained 132 (50%) positive comments, 65 (25%) negative comments, and 58 (22%) suggestions. While not explicit, suggestions frequently come from an unexpressed negative perception. Eight (3%) could not be classified as to their intent. The intent of the comment was not associated with school, grad year, or gender.

STUDENT EXPERIENCE WITH THE PROJECT

The seven students hired through Project Placement were involved in the survey design and data collection. They invested approximately 35 hours and received equivalent work hour credits, an honorarium, and a personal letter of reference.

When evaluating the project all seven students would recommend it to other students. They enjoyed the learning, the team work, the reimbursement, and the food!

APPENDIX A:
2008
GRADUATE OUTCOMES
SURVEY FORM

5. Would you say you attended some, most, or all of your classes? Some1
Most.....2
All3

**Two questions now on your general satisfaction with your high school education:
On a scale of 1-10, with 10 being extremely satisfied,**

6. How satisfied are you, with how well your high school education prepared you for life (skills)? _____
7. How satisfied are you, with how well your high school education prepared you for work? _____

Now, I'm going to ask some questions about your high school experience and you can answer satisfied, neutral, or dissatisfied. If a question doesn't apply to you, please let me know.

- | | | | |
|--|-----------|---------|--------------|
| 8. How do you feel about your <u>high school's</u> ... | satisfied | neutral | dissatisfied |
| <i>(PROMPT)</i> | | | |
| a) quality of teaching... | 1 | 2 | 3 |
| b) career program advising... | 1 | 2 | 3 |
| c) school counselling services... | 1 | 2 | 3 |
| d) opportunities to learn in the community.. | 1 | 2 | 3 |
| <i>(eg. Volunteering, field trips, presenters)</i> | | | |
| e) relevance of courses ... | 1 | 2 | 3 |

- | | | | |
|---|-----------|---------|--------------|
| 9. How well did high school prepare you for? | satisfied | neutral | dissatisfied |
| <i>(PROMPT)</i> | | | |
| a) lifelong learning ... | 1 | 2 | 3 |
| b) using technology ... | 1 | 2 | 3 |
| c) working with others ... | 1 | 2 | 3 |
| d) making healthy choices for your physical wellbeing | 1 | 2 | 3 |
| e) sustaining your emotional wellbeing | 1 | 2 | 3 |
| f) managing your finances .. | 1 | 2 | 3 |

The School District is interested in exploring further how well high school courses prepared you for managing your finances.

10. How much did you learn in high school about managing finances?
- | | |
|--------------------------|---|
| a) A great deal | 1 |
| b) A fair amount..... | 2 |
| c) A little..... | 3 |
| d) Nothing..... | 4 |
| e) I can't remember..... | 5 |
11. Did you write a financial plan to help in your transition from high school to now? yes 1
no 2
12. Do you have a current written financial plan? yes..... 1
no 2
(If yes, skip to Q.14)
13. (If no) So you don't have a financial plan – is it because you:
- | | |
|--|---|
| a) don't find it useful | 1 |
| b) find it too much work | 2 |
| c) don't know how | 3 |
| d) don't need one | 4 |
| e) don't know what a financial plan is | 5 |
| f) other | 6 |

14. If you have a credit card, do you pay your credit card balance off every month?
- Yes 1
 - No 2
 - Parents pay the balance 3
 - Don't have credit card 4
- (If don't have credit card, skip to Q. 16)*

15. Think of the credit card you use the most.
 What interest rate **per year** does the credit card company charge you? Is it . . .
- a) 0-8%..... 1
 - b) 9-17%.....2
 - c) 18-25%.....3
 - d) > 25%.....4
 - e) Don't know.....5
- (Don't prompt (e); accept it only when respondent says "don't know")*

16. Currently, do you save any of your money?
- yes 1
 - no 2
- (If no, skip to Q.18)*

17. (If yes) What are you saving for?
- (Circle all that apply)*
- a) Schooling 1
 - b) Travel 2
 - c) Specific purchase (eg. Car, house)..... 3
 - d) Long-term needs.....4
 - e) Other5

18. Tell me how you feel about the following statement:
 "I know where to look, to learn more about investing skills." Do you
- a) Strongly agree1
 - b) Somewhat agree2
 - c) Neither agree nor disagree3
 - d) Somewhat disagree.....4
 - e) Strongly disagree5

19. When an offer is made to you, what might be signs of fraud? Please reply yes or no for each one.
- | | | | |
|--|---|-----|----|
| <i>If they don't know what an offer is – say "An opportunity to invest or buy"</i> | a) No written information is offered | Yes | No |
| | b) A strong push to buy now | Yes | No |
| | c) Guaranteed high returns with no risk | Yes | No |
| | d) Offer is based on secret information | Yes | No |

20. When might you start saving for retirement? _____ *(Do not prompt – one answer only)*
- | | |
|---|---|
| <i>We are looking for stage of life. If they answer "in my 30s" – ask – "What might be going on in your life at that time?"</i> | a) Now1 |
| | b) When my schooling is paid off2 |
| | c) When I get a good job.....3 |
| | d) When I start a family.....4 |
| | e) I don't need to think about that now.....5 |
| | f) Other6 |

21. What **best** describes your buying habits? You...
- a) buy things you see and want1
 - b) buy things because of peer pressure.....2
 - c) wait for sales3
 - d) research items for quality and pricing4
 - e) save for things.....5

22. Give yourself a grade as a money manager: Are you....
- a) Excellent1
 - b) Better than most.....2
 - c) Could be better3
 - d) Easy spender4
 - e) Always broke5

Now, I would like to ask you about your present situation

23. How do you spend the majority of your time now?
- Working.....1
 Attending school.....2
 Other.....3
-

24. Since graduating, have you enrolled in an education or training program of any kind?
- yes 1
 no 2
(If no, Skip to Q.31)

25. Through what institution? *(Do not prompt)*
- UBC-O 1
 UBC, UVIC, SFU..... 2
 OC..... 3
 BCIT..... 4
 Other University5
 Other College/University College..... 6
 Other Technology School 7
 Apprenticeship 8
 Other Private Institution9
 Other 10
-
- (Write the full name of institution, ask for clarity if needed.)*
- If more than one program, use first program out of high school.*

26. Would that program lead to a degree, diploma, certificate, or upgrading?
- degree..... 1
 diploma/certificate 2
 upgrading..... 3

27. Are you still enrolled, or have you completed or dropped that program?
- Still enrolled 1
 Completed 2
 Dropped 3

28. Other than yourself, **who or what** influenced your choice of post secondary programs?
- (No prompt - circle all that apply. Ask "Anyone or anything else?")*
- a) Peers, friends.....1
 - b) Teachers.....2
 - c) High school counsellors3
 - d) Parents.....4
 - e) Other relatives...5
 - f) Money (cost, scholarship)6
 - g) Location (convenience)7
 - h) On line research8
 - i) Other9
- (who/what) _____*
(If grad gives a name – eg Mr Smith - Ask “and he is?” to clarify the relationship – does this fit any of our categories?)

29. On a scale of 1-10, with 10 being extremely satisfied: How satisfied are you with how well your high school education prepared you for post- secondary education? _____

30. More specifically, are you *satisfied, neutral, dissatisfied*, with how high school prepared you for:

	satisfied	neutral	dissatisfied
a) studying	1	2	3
b) preparing for & writing exams	1	2	3
c) writing papers	1	2	3
d) using technology in post secondary	1	2	3
e) researching information	1	2	3
f) working in project teams	1	2	3

THESE QUESTIONS TO ALL GRADUATES ←

31. Do you plan to start a **new** educational or training program? Yes – within 6 months.....1
 Yes – within a year.....2
 Yes – after a year.....3
 No.....4

32. Describe your current employment situation: Working part-time (29 hrs or < paid work per week)1
 Working full-time (30 hrs or > paid work per week)2
 Unemployed and looking for work3
 Unemployed and not looking for work 4

33. In high school did you set career goals for yourself? yes 1
 no2
 (If No, Skip to 37)

Grads may be familiar with the terms - Plan A/Plan B

34. Are those still your goals? yes 1
 no 2
 (If Yes, Skip to 36)

35. If you changed your career/educational goals why did you? Interests changed. 1
 No job opportunities2
 Training was too expensive3
 Training was not available4
 Other5

36. In high school, did you select courses related to your career & life goals? yes 1
 no 2

37. In your opinion have you made a successful transition from high school to what you are doing now? Yes.....1
 Somewhat..... 2
 No 3

38. One final question: If you could tell the School District **one thing** about how your high school experience affected your future, what would that be?

Thank you for taking the time to complete this survey with me.

(If they ask: Your responses will be entered and analyzed with approximately 330 others. The findings will be summarized by a researcher and submitted to the Superintendent of SD#23. Your input will be used to evaluate and plan school programs. The report will be posted on the SD website: www.sd23.bc.ca)

