

Technical Report:
Comparison of 2002, 2003, 2004 & 2005

Ministry of Education
Graduate Transition Survey

Fall 2005

Report prepared by Data Analysis & Reporting Unit
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Executive Summary

Since 2001, the Ministry of Education has conducted telephone surveys of high school graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.1% in 2005. The 2001 survey was dropped from this comparison because changes in the survey form over time have made comparisons difficult.

Findings

Preparation for Post-Secondary Education

- There has been a consistent increase in the number of respondents who agreed or strongly agreed that their high school education had prepared them *academically* for post-secondary education, from 63% in 2002 up to 71% in 2005.
- Fewer graduates agreed or strongly agreed that their high school education gave them the necessary *life skills* for post-secondary education. While satisfaction has risen 10% from 2002 to 2005, only 60% of 2005 respondents agree or strongly agree that their high school education gave them the necessary life skills for post-secondary education.

Transition to Post-Secondary Education

- In 2005, 74% of respondents indicated that they had taken some post-secondary education in the past year, compared to 69% in 2004, 72% in 2003 and 74% in 2002 (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).
- In 2005, 58% of the respondents indicated that their main activity in the past year was attending school full time, compared to 53% in 2004.
- Only 2% of respondents in 2005 indicated that their main activity in the past year was attending school part time, compared to 5% of respondents in 2004.
- 30% 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, 47% of respondents in 2005 agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment, the same rate as in 2004.
- In 2005, 58% of respondents agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment, compared to 56% in 2004.
- The percentage of respondents who agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment rose by 9% from 2002 to 2005.
- The percentage of respondents who agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment rose by 15% from 2002 to 2005.

Transition to Employment

- Most graduates who did not go directly on to post-secondary education entered the workforce (85% in 2005 and 88% in 2004) (Calculated from those respondents who reported work as their main activity, excluding those whose main activity was full or part time study, and those who had taken any post-secondary).
- In 2005, 31% of graduates reported working (full or part time) as their main activity during the past year, compared to 38% in 2004.
- 0.9% was the calculated unemployment rate in 2005, compared to 2.8% in 2004, 4.3% in the 2003 survey, and 4.8% in 2002 (Calculated from those respondents who are seeking work, divided by those who are working, in apprenticeship, working and studying, or seeking work).

Gender and Region Differences

- There are a consistently higher percentage of females who report studying full time. Similarly, there are consistently more males who report working as their main activity. Respondents living in the Lower Mainland are more likely to be studying full time, while those living outside the Lower Mainland are more likely to be working.
- The percentage of males who report working 31 or more hours per week has been consistently higher than the percentage of females, and it has slowly risen from 60% in 2002 to 69% in 2005 (females: 42% in 2002, and 50% in 2004). Respondents from the Lower Mainland worked fewer hours than other respondents.
- Four percent more females than males reported that they would return to post-secondary studies in September 2004 (compared to 10% more females in 2003). The percentage of respondents returning to post-secondary studies is similar for those living in the Lower Mainland and those living in other regions.

Things that Helped and Hindered Graduation

- Teachers, the respondents themselves, and parents/other family members were mentioned most often as helpful in reaching graduation, for both 2004 and 2005. In contrast, courses, workload, and teachers were most frequently identified as factors that hindered graduation in both years.

Methodology

Every year since 2001 the Ministry of Education contracted R.A. Malatest and Associates Ltd. to conduct surveys of graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. All four surveys were administered by telephone. Sample size and sampling error are summarized by year in Table 1 (below). The 2001 survey was dropped from this comparison because in 2001 respondents were asked to skip certain questions, making it necessary to exclude some respondents from subsequent years in order to compare similar groups.

Table 1: Sample Size and Sampling Error by Year

Year	Sample Size	Sampling Error (19 times out of 20)
2002	903	3.3%
2003	1000	3.1%
2004	1002	3.1%
2005	1000	3.1%

The survey process for each year of administration has remained relatively consistent for the last five years. The Ministry of Education provides a randomly sampled list of 4800 graduates with names and addresses to the contractor. All respondents in the sample are graduates of a British Columbia high school who graduated in the previous year (for example, for the 2005 survey, respondents graduated from a BC high school in the 2003/2004 school year). Upon receipt of the initial sample, the contractor submits the sample list to a directory service to obtain telephone numbers. It is not possible to obtain telephone numbers for all names provided. Each year, the contractor receives a sub-sample with matched phone numbers that can be uploaded into their Computer Assisted Telephone Interviewing (CATI) system for survey administration. As an example, in 2005, 2,982 names were matched to phone numbers and uploaded into the CATI system. From this sub-sample, the contractor is able to contact the approximately 1000 respondents required for the analysis.

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

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

Analysis and Comparison of 2002, 2003, 2004 and 2005 Graduate Transition Surveys

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

	Year of Survey				Average
	2002	2003	2004	2005	
Attending school - full time	53%	54%	53%	58%	55%
Attending school - part time	8%	5%	5%	2%	5%
Upgrading high school	<1%	1%	<1%	1%	<1%
Working	33%	33%	38%	31%	34%
Apprenticeship	0%	<1%	0%	<1%	<1%
Work and study part time	0%	<1%	0%	3%	1%
Unemployed and looking for work	2%	2%	1%	<1%	1%
Unemployed and not looking for work	1%	1%	1%	<1%	1%
Traveling	2%	1%	3%	2%	2%
Volunteering	<1%	<1%	<1%	<1%	<1%
Taking care of family or household – homemaker	<1%	<1%	<1%	1%	<1%
Long-term illness, sickness, disability	<1%	<1%	<1%	<1%	<1%
Playing Sports	1%	1%	<1%	1%	1%
Other	1%	1%	0%	<1%	<1%

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

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

Year of Survey		Gender		Total
		Male	Female	
2002	Attending school - full time	49%	57%	53%
	Attending school - part time	8%	9%	8%
	Upgrading high school	<1%	0%	<1%
	Working	37%	28%	33%
	Apprenticeship	0%	0%	0%
	Work and study part time	0%	0%	0%
	Unemployed and looking for work	2%	1%	2%
	Unemployed and not looking for work	1%	1%	1%
	Other	3%	5%	4%
2003	Attending school - full time	52%	57%	54%
	Attending school - part time	5%	5%	5%
	Upgrading high school	1%	1%	1%
	Working	36%	31%	33%
	Apprenticeship	<1%	0%	0%
	Work and study part time	<1%	1%	<1%
	Unemployed and looking for work	1%	2%	2%
	Unemployed and not looking for work	1%	1%	1%
	Other	3%	4%	4%
2004	Attending school - full time	48%	57%	52%
	Attending school - part time	4%	5%	4%
	Upgrading high school	<1%	0%	<1%
	Working	42%	33%	38%
	Apprenticeship	0%	0%	0%
	Work and study part time	0%	0%	0%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	1%	<1%	1%
	Other	3%	4%	3%
2005	Attending school - full time	52%	64%	58%
	Attending school - part time	1%	2%	2%
	Upgrading high school	1%	<1%	1%
	Working	36%	25%	31%
	Apprenticeship	1%	0%	<1%
	Work and study part time	4%	3%	3%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	<1%	<1%	<1%
	Other	4%	5%	4%

When respondents’ main activity during the past year is examined for males and females, more pronounced differences become apparent. The percentage of full time school attendance, which appears stable overall from 2002 to 2005, differs substantially between males and females. There is a consistently higher percentage of females who report studying full time. In 2005, this difference between males and females is 12%. Similarly, there are consistently more males who report working as their main activity. In 2005, this difference between males and females is 11%. These differences are more pronounced than have been reported in previous years (see Table 3, above).

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Attending school - full time	59%	44%	53%
	Attending school - part time	10%	6%	8%
	Upgrading high school	<1%	0%	<1%
	Working	26%	42%	33%
	Apprenticeship	0%	0%	0%
	Work and study part time	0%	0%	0%
	Unemployed and looking for work	2%	2%	2%
	Unemployed and not looking for work	1%	<1%	1%
Other	3%	5%	4%	
2003	Attending school - full time	59%	47%	54%
	Attending school - part time	6%	4%	5%
	Upgrading high school	<1%	1%	1%
	Working	29%	39%	33%
	Apprenticeship	<1%	0%	<1%
	Work and study part time	<1%	1%	<1%
	Unemployed and looking for work	1%	3%	2%
	Unemployed and not looking for work	<1%	2%	1%
Other	3%	4%	4%	
2004	Attending school - full time	55%	50%	53%
	Attending school - part time	5%	4%	5%
	Upgrading high school	0%	<1%	<1%
	Working	36%	40%	38%
	Apprenticeship	0%	0%	0%
	Work and study part time	0%	0%	0%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	1%	1%	1%
Other	3%	4%	3%	
2005	Attending school - full time	64%	48%	58%
	Attending school - part time	2%	1%	2%
	Upgrading high school	<1%	1%	1%
	Working	26%	38%	31%
	Apprenticeship	<1%	1%	<1%
	Work and study part time	3%	4%	4%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	<1%	1%	<1%
Other	3%	7%	4%	

More respondents from the Lower Mainland reported attending school full-time than from other regions (64% in 2005), while more respondents from other regions reported working (38% in 2005). In previous years, the difference between regions had been growing smaller; for example, while 15% more respondents from the Lower Mainland were attending school full-time in 2002, this number decreased to only 5% more respondents in 2004. However, in 2005, differences increased to approximately the same rates as in 2002 (for example, 16% more respondents from the Lower Mainland were attending school full time than those from other regions; see Table 4, above).

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

	Year of Survey				Average
	2002	2003	2004	2005	
< 10 hours	5%	5%	5%	4%	5%
11-20 hours	21%	19%	17%	14%	18%
21-30 hours	23%	24%	24%	21%	23%
31-40 hours	38%	40%	42%	48%	42%
> 40 hours	12%	12%	11%	12%	12%
Don't know	<1%	1%	<1%	<1%	<1%

There is a noticeable trend over the last four years with regard to respondents' reported hours of work per week (see Table 5 above). The percentage of respondents who reported working 30 hours or less has decreased over the last four years (from 49% in 2002 to 39% in 2005), while the percentage of respondents who reported working more than 31 hours per week has increased (from 50% in 2002 to 60% in 2005). The most significant changes occurred between 2004 and 2005.

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

Year of Survey		Gender		Total
		Male	Female	
2002	< 10 hours	5%	5%	5%
	11-20 hours	17%	24%	21%
	21-30 hours	18%	28%	23%
	31-40 hours	40%	36%	38%
	> 40 hours	20%	5%	12%
	Don't know	0%	1%	<1%
2003	< 10 hours	3%	6%	5%
	11-20 hours	16%	21%	19%
	21-30 hours	19%	28%	24%
	31-40 hours	44%	36%	40%
	> 40 hours	17%	8%	12%
	Don't know	1%	1%	1%
2004	< 10 hours	3%	6%	5%
	11-20 hours	14%	21%	17%
	21-30 hours	18%	29%	24%
	31-40 hours	49%	36%	42%
	> 40 hours	15%	8%	11%
	Don't know	1%	<1%	<1%
2005	< 10 hours	3%	5%	4%
	11-20 hours	11%	18%	14%
	21-30 hours	17%	26%	21%
	31-40 hours	51%	44%	48%
	> 40 hours	18%	6%	12%
	Don't know	<1%	<1%	<1%

When hours worked per week are examined across all years for males and females, it can be seen that males have consistently worked longer hours. The percentage of males who report working 31 or more hours per week has risen steadily from 60% in 2002 to 69% in 2005. The percentage of females working 31 hours or more has risen as well (41% in 2002 to 50% in 2005; see Table 6, above).

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	< 10 hours	6%	4%	5%
	11-20 hours	25%	15%	21%
	21-30 hours	27%	20%	23%
	31-40 hours	31%	46%	38%
	> 40 hours	10%	15%	12%
	Don't know	<1%	<1%	<1%
2003	< 10 hours	7%	2%	5%
	11-20 hours	22%	13%	19%
	21-30 hours	24%	23%	24%
	31-40 hours	36%	45%	40%
	> 40 hours	10%	16%	12%
	Don't know	1%	1%	1%
2004	< 10 hours	5%	4%	5%
	11-20 hours	24%	10%	17%
	21-30 hours	26%	22%	24%
	31-40 hours	37%	49%	42%
	> 40 hours	8%	15%	11%
	Don't know	<1%	1%	<1%
2005	< 10 hours	5%	2%	4%
	11-20 hours	17%	11%	14%
	21-30 hours	23%	19%	21%
	31-40 hours	44%	53%	48%
	> 40 hours	11%	14%	12%
	Don't know	<1%	<1%	<1%

Respondents from the Lower Mainland worked fewer hours than respondents from other regions, regardless of year. In 2005, for example, 67% of respondents from outside the Lower Mainland were working 31 hours or more a week, while only 55% of respondents within the Lower Mainland were doing so. Both categories are relatively stable over time (see Table 7, above).

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

	Year of Survey				Average
	2002	2003	2004	2005	
Yes	32%	31%	28%	28%	30%
No	68%	69%	72%	72%	70%

From 2002 to 2005 there is 4% drop in the percentage of respondents who report having taken any post-secondary education, training course or programs (see Table 8 above). This change may only reflect sampling error.

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

Year of Survey		Gender		Total
		Male	Female	
2002	Yes	33%	32%	32%
	No	67%	68%	68%
2003	Yes	27%	35%	31%
	No	73%	65%	69%
2004	Yes	30%	25%	28%
	No	70%	75%	72%
2005	Yes	27%	29%	28%
	No	73%	71%	72%

Examining reported post-secondary training by gender, the reported percentages fluctuate for both females and males - see Table 9, above. These changes may be entirely due to sampling error.

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Yes	38%	28%	32%
	No	62%	72%	68%
2003	Yes	32%	29%	31%
	No	68%	71%	69%
2004	Yes	26%	29%	28%
	No	74%	71%	72%
2005	Yes	34%	23%	28%
	No	66%	77%	72%

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

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

	Year of Survey				Average
	2002	2003	2004	2005	
Completed a post-secondary education course	6%	7%	6%	6%	6%
Returning to post-secondary studies in September	75%	66%	72%	71%	71%
Returning to post-secondary studies in January	1%	1%	2%	1%	1%
Currently attending a post-secondary institution	11%	19%	14%	15%	15%
Post-Secondary studies by correspondence	0%	<1%	0%	0%	0%
Upgrading or completing high school	0%	<1%	0%	0%	0%
On a waiting list	0%	<1%	0%	<1%	0%
Enrolled and withdrawn from a post-secondary institution	5%	6%	6%	5%	5%
Taking a year off	1%	1%	<1%	1%	1%
Other	2%	0%	0%	<1%	1%
Traveling	0%	0%	0%	<1%	0%
Don't Know	<1%	1%	0%	<1%	<1%

Between 2002 and 2005, the percentage of respondents who report that they will return to post-secondary studies in September and the percentage who report currently attending post-secondary have fluctuated, (see Table 11, above). The lowest percentage of respondents who reported that they would return to post-secondary studies in September (66%) occurred in 2003, coinciding with the greatest number of respondents indicating that they were currently attending a post-secondary institution (19%). These results suggest that the timing of the survey must be closely controlled: although each administration of the survey is conducted at roughly the same time of year, because of the differing lengths and end-times for summer semester courses at various institutions, it is possible that surveying occurred during summer semester in some years, and after the end of summer classes in others.

Examining the changes in post-secondary status between 2002 and 2005 by gender show fluctuating changes in the percentage of males relative to females who were returning to post-secondary studies in September . While the percentage for both genders decreased in 2003 and increased in 2004, the increase for females was much greater than for males. However, the percentage of females returning to school in September then decreased for 2005, while the percentage of males continued to increase at a modest rate. The percentage of males and females who were currently enrolled at a post-secondary institution also fluctuates from year to year (see above Table 12, below).

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

Year of Survey		Gender		Total
		Male	Female	
2002	Completed a post-secondary education course	8%	5%	6%
	Returning to post-secondary studies in September	74%	77%	75%
	Returning to post-secondary studies in January	2%	0%	1%
	Currently attending a post-secondary institution	9%	12%	11%
	Post-secondary studies by correspondence	0%	0%	0%
	Upgrading or completing high school	0%	0%	0%
	On a waiting list	0%	0%	0%
	Enrolled and withdrawn from a post-secondary institution	5%	4%	5%
	Taking a year off	1%	1%	1%
	Traveling	0%	0%	0%
	Other	1%	2%	2%
	Don't know	<1%	0%	<1%
2003	Completed a post-secondary education course	8%	6%	7%
	Returning to post-secondary studies in September	64%	68%	66%
	Returning to post-secondary studies in January	1%	1%	1%
	Currently attending a post-secondary institution	21%	17%	19%
	Post-Secondary studies by correspondence	0%	<1%	<1%
	Upgrading or completing high school	1%	0%	<1%
	On a waiting list	0%	1%	<1%
	Enrolled and withdrawn from a post-secondary institution	6%	6%	6%
	Taking a year off	1%	1%	1%
	Traveling	0%	0%	0%
	Other	0%	0%	0%
	Don't know	1%	1%	1%
2004	Completed a post-secondary education course	8%	5%	6%
	Returning to post-secondary studies in September	67%	77%	72%
	Returning to post-secondary studies in January	2%	1%	2%
	Currently attending a post-secondary institution	16%	12%	14%
	Post-secondary studies by correspondence	0%	0%	0%
	Upgrading or completing high school	0%	0%	0%
	On a waiting list	0%	0%	0%
	Enrolled and withdrawn from a post-secondary institution	7%	5%	6%
	Taking a year off	<1%	0%	<1%
	Traveling	0%	0%	0%
	Other	0%	0%	0%
	Don't know	0%	0%	0%
2005	Completed a post-secondary education course	5%	6%	6%
	Returning to post-secondary studies in September	69%	73%	71%
	Returning to post-secondary studies in January	1%	1%	1%
	Currently attending a post-secondary institution	16%	15%	15%
	Post-secondary studies by correspondence	0%	0%	0%
	Upgrading or completing high school	0%	0%	0%
	On a waiting list	1%	<1%	<1%
	Enrolled and withdrawn from a post-secondary institution	7%	4%	5%
	Taking a year off	1%	1%	1%
	Traveling	<1%	<1%	<1%
	Other	0%	<1%	<1%
	Don't Know	0%	<1%	<1%

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

Year of Survey		Lower Mainland	Other	Total
2002	Completed a post-secondary education course	5%	9%	6%
	Returning to post-secondary studies in September	78%	70%	75%
	Returning to post-secondary studies in January	1%	1%	1%
	Currently attending a post-secondary institution	10%	12%	11%
	Post-secondary studies by correspondence	0%	0%	0%
	Upgrading or completing high school	0%	0%	0%
	On a waiting list	0%	0%	0%
	Enrolled and withdrawn from a post-secondary institution	4%	5%	5%
	Taking a year off	0%	1%	1%
	Traveling	0%	0%	0%
	Other	1%	2%	2%
	Don't know	<1%	0%	<1%
	2003	Completed a post-secondary education course	5%	9%
Returning to post-secondary studies in September		66%	66%	66%
Returning to post-secondary studies in January		<1%	1%	1%
Currently attending a post-secondary institution		22%	13%	19%
Post-secondary studies by correspondence		0%	<1%	<1%
Upgrading or completing high school		<1%	0%	<1%
On a waiting list		<1%	0%	<1%
Enrolled and withdrawn from a post-secondary institution		4%	8%	6%
Taking a year off		1%	1%	1%
Traveling		0%	0%	0%
Other		0%	0%	0%
Don't know		<1%	1%	1%
2004		Completed a post-secondary education course	5%	8%
	Returning to post-secondary studies in September	70%	74%	72%
	Returning to post-secondary studies in January	3%	1%	2%
	Currently attending a post-secondary institution	16%	11%	14%
	Post-secondary studies by correspondence	0%	0%	0%
	Upgrading or completing high school	0%	0%	0%
	On a waiting list	0%	0%	0%
	Enrolled and withdrawn from a post-secondary institution	6%	6%	6%
	Taking a year off	0%	<1%	<1%
	Traveling	0%	0%	0%
	Other	0%	0%	0%
	Don't know	0%	0%	0%
	2005	Completed a post-secondary education course	4%	10%
Returning to post-secondary studies in September		70%	74%	71%
Returning to post-secondary studies in January		1%	1%	1%
Currently attending a post-secondary institution		20%	5%	15%
Post-secondary studies by correspondence		0%	0%	0%
Upgrading or completing high school		0%	0%	0%
On a waiting list		0%	1%	0%
Enrolled and withdrawn from a post-secondary institution		5%	7%	5%
Taking a year off		<1%	2%	1%
Other		<1%	0%	<1%
Traveling		<1%	0%	<1%
Don't know		<1%	0%	<1%

Respondents from outside the Lower Mainland reported higher levels of completion than students within the Lower Mainland for all years (e.g., 10% compared to 4% for 2005). The percentage of respondents from both regions who report that they are returning to post-secondary education in the following year fluctuates. Over the past few years, there has been an increase in the number of respondents who are currently enrolled in post-secondary studies in the Lower Mainland relative to other regions (from 2% less in 2002 to 15% more in 2005, see Table 13, above).

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

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

There is a small drop between 2002 and 2005 in the percentage of respondents who report that they will be attending college (2%). This difference may be due to sampling error. The percentage of respondents attending a university-college have also dropped, while the percentage of those attending a university have increased slightly – see Table 14, above.

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

Year of Survey		Gender		Total
		Male	Female	
2002	College	26%	22%	24%
	University-college	19%	27%	23%
	University	33%	35%	34%
	Institute	11%	3%	7%
	Learning agency	0%	<1%	<1%
	Other	1%	1%	1%
	Don't know	<1%	0%	<1%
	A private BC post-secondary training institution	5%	4%	5%
	A post-secondary education institution outside of BC	5%	7%	6%
2003	College	20%	24%	22%
	University-college	21%	27%	24%
	University	33%	29%	31%
	Institute	8%	3%	5%
	Learning agency	0%	1%	<1%
	Other	9%	9%	9%
	Don't know	<1%	<1%	<1%
	A private BC post-secondary training institution	3%	2%	3%
	A post-secondary education institution outside of BC	8%	3%	6%
2004	College	23%	19%	21%
	University-college	22%	26%	24%
	University	29%	38%	33%
	Institute	10%	1%	6%
	Learning agency	<1%	0%	<1%
	Other	0%	0%	0%
	Don't know	0%	<1%	<1%
	A private BC post-secondary training institution	7%	6%	7%
	A post-secondary education institution outside of BC	10%	9%	9%
2005	College	23%	22%	22%
	University-college	17%	20%	18%
	University	35%	37%	36%
	Institute	8%	3%	5%
	Learning agency	0%	0%	0%
	Other	1%	0%	1%
	Don't know	0%	0%	0%
	A private BC post-secondary training institution	5%	7%	6%
	A post-secondary education institution outside of BC	10%	11%	10%

When examined by gender, it can be seen that there is variation by gender across years. With the exception of 2003, there is a consistent pattern whereby fewer males attended universities while fewer females attended colleges. In 2003, this trend is reversed. Consistently more males than females attended an institute, while the rates for those attending private institutions within BC or post-secondary education institutions outside of BC fluctuate slightly (see Table 15, above).

When examined by region, it can be seen that respondents from the Lower Mainland were more likely to attend a university. This trend has become more pronounced in the last year (14% more in 2005, compared to 10% more in 2002). Generally, respondents outside of the Lower Mainland have been more likely to attend university-colleges, but in 2005 the rates for the two regions were equal. The percentage of respondents attending college in these regions has fluctuated slightly over the last four years (see Table 16, below).

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	College	24%	25%	24%
	University-college	20%	29%	23%
	University	38%	28%	34%
	Institute	8%	4%	7%
	Learning agency	0%	<1%	<1%
	Other	1%	1%	1%
	Don't know	<1%	0%	<1%
	A private BC post-secondary training institution	5%	4%	5%
	A post-secondary education institution outside of BC	5%	9%	6%
2003	College	22%	22%	22%
	University-college	21%	30%	24%
	University	34%	24%	31%
	Institute	8%	1%	5%
	Learning agency	<1%	1%	<1%
	Other	85	11%	9%
	Don't know	<1%	0%	<1%
	A private BC post-secondary training institution	3%	3%	3%
	A post-secondary education institution outside of BC	5%	7%	6%
2004	College	22%	19%	21%
	University-college	21%	28%	24%
	University	38%	27%	33%
	Institute	8%	3%	6%
	Learning agency	0%	<1%	<1%
	Other	0%	0%	0%
	Don't know	0%	<1%	<1%
	A private BC post-secondary training institution	0%	7%	7%
	A post-secondary education institution outside of BC	0%	15%	9%
2005	College	21%	25%	22%
	University-college	19%	19%	19%
	University	41%	27%	36%
	Institute	7%	2%	5%
	Learning agency	0%	0%	0%
	Other	1%	1%	1%
	Don't know	0%	0%	0%
	A private BC post-secondary training institution	5%	9%	6%
	A post-secondary education institution outside of BC	7%	17%	11%

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

	Year of Survey					Average
	2001	2002	2003	2004	2005	
Attending school full time	62%	66%	65%	63%	65%	64%
Attending school part time	8%	7%	7%	7%	3%	6%
Upgrading high school	0%	0%	0%	0%	<1%	0%
Working	25%	24%	23%	27%	22%	24%
Apprenticeship	0%	0%	0%	0%	2%	<1%
Work and study part time	0%	0%	0%	0%	5%	1%
Unemployed and looking for work	1%	1%	1%	<1%	<1%	1%
Unemployed and not looking for work	<1%	<1%	<1%	<1%	<1%	<1%
Traveling	2%	1%	1%	1%	1%	1%
Volunteering	0%	0%	0%	0%	<1%	<1%
Taking care of family or household-homemaker	0%	<1%	<1%	<1%	<1%	<1%
Long-term illness, sickness, or disability	0%	<1%	<1%	<1%	0%	0%
Playing sports	0%	0%	0%	0%	1%	<1%
Other	1%	1%	2%	<1%	0%	1%
Don't know	0%	<1%	<1%	0%	1%	<1%
No response	<1%	0%	0%	0%	0%	0%

There has been very little change in respondents' expected main activities across years. Attending full time school remains the most frequently mentioned activity, followed by working (for example, 65% and 22% respectively in 2005). Some changes have occurred however; for instance, fewer respondents reported only attending school part time in 2005 than in previous years (3% compared to 7%), while more respondents reported working and studying part time (5%; see Table 17, above).

When expected activities are examined by gender across years, an interesting pattern emerges. For 2002 and 2003, more males than females report expecting to be attending school full time, while more females than males report expecting to work. In 2004 and 2005, however, this trend is reversed, with more females than males reporting that they expect to be attending school full time, and more males than females reporting expecting to work. Generally speaking, however, these differences are small (with the exception of full time school attendance in 2004, where there is a 5% difference between males and females) and may be due to sampling error (see Table 18, below).

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

Year of Survey		Gender		Total
		Male	Female	
2002	Attending school full time	63%	62%	63%
	Attending school part time	8%	5%	6%
	Upgrading high school	0%	<1%	<1%
	Working	24%	26%	25%
	Apprenticeship	<1%	1%	1%
	Work and study part time	1%	1%	1%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	1%	0%	<1%
	Other	2%	4%	3%
	Don't know	<1%	1%	1%
2003	Attending school full time	65%	64%	64%
	Attending school part time	7%	6%	7%
	Working	22%	26%	24%
	Apprenticeship	<1%	<1%	<1%
	Work and study part time	1%	1%	1%
	Unemployed and looking for work	1%	<1%	1%
	Unemployed and not looking for work	0%	<1%	<1%
	Other	3%	3%	3%
	Don't know	<1%	<1%	<1%
2004	Attending school full time	64%	69%	66%
	Attending school part time	6%	5%	6%
	Working	22%	21%	22%
	Apprenticeship	1%	1%	1%
	Work and study part time	1%	2%	2%
	Unemployed and looking for work	1%	<1%	1%
	Unemployed and not looking for work	0%	<1%	<1%
	Other	4%	2%	3%
	Don't know	1%	<1%	1%
	No response	<1%	0%	<1%
2005	Attending school full time	64%	65%	64%
	Attending school part time	7%	6%	7%
	Upgrading high school	<1%	0%	<1%
	Working	25%	23%	24%
	Apprenticeship	<1%	1%	1%
	Work and study part time	1%	2%	1%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	3%	3%	3%
	Don't know	<1%	0%	<1%

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

Year of Survey		Lower Mainland	Other	Total
2001	Attending school full time	60%	70%	64%
	Attending school part time	5%	5%	5%
	Working	30%	22%	28%
	Work and study part time	1%	1%	1%
	Unemployed and looking for work	0%	<1%	<1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	2%	2%	2%
	Don't know	<1%	<1%	<1%
2002	Attending school full time	57%	70%	63%
	Attending school part time	6%	7%	6%
	Upgrading high school	<1%	0%	<1%
	Working	30%	18%	25%
	Apprenticeship	1%	<1%	1%
	Work and study part time	1%	<1%	1%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	<1%	<1%	<1%
	Other	3%	2%	3%
	Don't know	<1%	1%	1%
2003	Attending school full time	61%	69%	64%
	Attending school part time	6%	8%	7%
	Working	27%	20%	24%
	Apprenticeship	1%	0%	<1%
	Work and study part time	2%	<1%	1%
	Unemployed and looking for work	1%	1%	1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	4%	2%	3%
	Don't know	<1%	<1%	<1%
2004	Attending school full time	65%	67%	66%
	Attending school part time	6%	5%	6%
	Working	21%	22%	22%
	Apprenticeship	1%	<1%	1%
	Work and study part time	1%	2%	2%
	Unemployed and looking for work	1%	0%	1%
	Unemployed and not looking for work	<1%	0%	<1%
	Other	3%	3%	3%
	Don't know	1%	<1%	1%
	No response	<1%	0%	<1%
2005	Attending school full time	65%	62%	64%
	Attending school part time	7%	7%	7%
	Upgrading high school	0%	<1%	<1%
	Working	22%	27%	24%
	Apprenticeship	0%	1%	1%
	Work and study part time	1%	1%	1%
	Unemployed and looking for work	<1%	<1%	<1%
	Unemployed and not looking for work	0%	<1%	<1%
	Other	4%	1%	3%
	Don't know	<1%	0%	<1%

Looking at respondents' expected activities by region across years, a shift between the number of respondents who reported expecting to attend school full time and those who expected to work can be seen. Between 2002 and 2004, there were more respondents in regions outside the Lower Mainland who expected to be attending full time studies, though this gap decreased every year (from 10% more in 2002 to 2% more in 2004). In 2005, this trend is reversed, with 3% more students in the Lower Mainland reporting that they expected to attend full time studies than those who lived outside the Lower Mainland. Similarly, in 2002, 8% more respondents in the Lower Mainland reported expecting to work, but by 2004 the number of students in each region was nearly equivalent (22% of those living outside the Lower Mainland reported they expected to be working, compared to 21% of those living in the Lower Mainland). By 2005, 5% more respondents outside of the Lower Mainland reported expecting to work (see Table 19, above).

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

	Year of Survey				Average
	2002	2003	2004	2005	
Strongly Disagree	7%	8%	7%	7%	7%
Somewhat Disagree	15%	17%	20%	19%	18%
Neutral	34%	28%	31%	28%	30%
Agree	33%	37%	28%	30%	32%
Strongly Agree	11%	10%	14%	14%	12%

The percentage of respondents who agree or strongly agree that their high school courses helped them to decide on a specific program of post-secondary studies has fluctuated over the last four years. Some of this difference may be due to sampling error (see Table 20, above).

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

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly Disagree	7%	6%	7%
	Somewhat Disagree	15%	16%	15%
	Neutral	34%	34%	34%
	Agree	35%	31%	33%
	Strongly Agree	8%	13%	11%
2003	Strongly Disagree	10%	6%	8%
	Somewhat Disagree	15%	20%	17%
	Neutral	28%	28%	28%
	Agree	38%	36%	37%
	Strongly Agree	9%	10%	10%
2004	Strongly Disagree	5%	9%	7%
	Somewhat Disagree	20%	19%	20%
	Neutral	32%	30%	31%
	Agree	30%	27%	28%
	Strongly Agree	12%	16%	14%
2005	Strongly Disagree	10%	5%	7%
	Somewhat Disagree	16%	23%	19%
	Neutral	28%	29%	28%
	Agree	33%	28%	30%
	Strongly Agree	13%	16%	14%

Examining the changes between 2002 and 2005 by gender, the percentage of respondents who report that their high school courses helped them decide on a specific program of post-secondary studies fluctuates for both males and females, with females reporting slightly higher levels of agreement across all years (see Table 21, above).

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly Disagree	7%	6%	7%
	Somewhat Disagree	15%	17%	15%
	Neutral	34%	35%	34%
	Agree	35%	30%	33%
	Strongly Agree	10%	13%	11%
2003	Strongly Disagree	7%	9%	8%
	Somewhat Disagree	16%	20%	17%
	Neutral	28%	28%	28%
	Agree	39%	33%	37%
	Strongly Agree	10%	10%	10%
2004	Strongly Disagree	8%	6%	7%
	Somewhat Disagree	22%	16%	20%
	Neutral	31%	31%	31%
	Agree	26%	32%	28%
	Strongly Agree	13%	15%	14%
2005	Strongly Disagree	7%	9%	8%
	Somewhat Disagree	20%	19%	20%
	Neutral	28%	28%	28%
	Agree	32%	27%	30%
	Strongly Agree	13%	17%	14%

Responses agreeing to this question fluctuated from year to year for respondents from the Lower Mainland (41% in 2002, 49% in 2003, down to 39% in 2004, then back up to 45% in 2005). For respondents from other regions, however, the percentage in agreement increases over the three years, from 42% in 2002 up to 55% in 2005 (see Table 22, above).

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

	Year of Survey				Average
	2002	2003	2004	2005	
Strongly Disagree	3%	3%	3%	3%	3%
Somewhat Disagree	10%	9%	8%	7%	8%
Neutral	22%	24%	21%	18%	21%
Agree	44%	45%	38%	45%	43%
Strongly Agree	19%	18%	29%	26%	23%

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

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

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly Disagree	4%	2%	3%
	Somewhat Disagree	11%	9%	10%
	Neutral	22%	22%	22%
	Agree	46%	43%	44%
	Strongly Agree	15%	23%	19%
	Don't Know	3%	1%	2%
2003	Strongly Disagree	3%	3%	3%
	Somewhat Disagree	11%	8%	9%
	Neutral	23%	24%	24%
	Agree	45%	45%	45%
	Strongly Agree	16%	19%	18%
	Don't Know	1%	1%	1%
2004	Strongly Disagree	4%	3%	3%
	Somewhat Disagree	7%	9%	8%
	Neutral	21%	20%	21%
	Agree	38%	38%	38%
	Strongly Agree	29%	29%	29%
	Don't Know	1%	1%	1%
2005	Strongly Disagree	3%	2%	3%
	Somewhat Disagree	7%	6%	7%
	Neutral	21%	16%	18%
	Agree	44%	47%	45%
	Strongly Agree	24%	28%	26%
	Don't Know	1%	1%	1%

Although the differences are relatively small, when academic preparation for post-secondary education is examined by gender, females have been a little more likely to agree or strongly agree that their high school education helped them prepare than males, with the exception of 2004. These differences appear to be more pronounced in 2005 (68% versus 75% for males and females respectively; see Table 24, above).

Respondents outside of the Lower Mainland were more likely to agree that their high school helped them prepare for post-secondary education, regardless of year, and the percentage in agreement for these respondents has increased in the last three years (from 66% in 2002 to 69% in 2005). Responses from those living in the Lower Mainland were stable over 2002 and 2003, and then increased in 2004 and 2005. See Table 25, below.

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly Disagree	3%	3%	3%
	Somewhat Disagree	11%	9%	10%
	Neutral	23%	21%	22%
	Agree	45%	44%	44%
	Strongly Agree	17%	22%	19%
	Don't Know	2%	2%	2%
2003	Strongly Disagree	4%	2%	3%
	Somewhat Disagree	10%	8%	9%
	Neutral	25%	21%	24%
	Agree	44%	47%	45%
	Strongly Agree	16%	20%	18%
	Don't Know	<1%	2%	1%
2004	Strongly Disagree	4%	3%	3%
	Somewhat Disagree	9%	6%	8%
	Neutral	22%	19%	21%
	Agree	41%	34%	38%
	Strongly Agree	24%	36%	29%
	Don't Know	<1%	2%	1%
2005	Strongly Disagree	3%	2%	3%
	Somewhat Disagree	7%	7%	7%
	Neutral	17%	20%	18%
	Agree	46%	44%	45%
	Strongly Agree	27%	25%	26%
	Don't Know	1%	1%	1%

Table 26, below, indicates that respondents are more satisfied with academic preparation than with general life skills preparation for post-secondary education. While satisfaction has risen 10% from 2002 to 2005, only 60% of 2005 respondents agree or strongly agree that their high school education gave them the necessary life skills for post-secondary education, compared to 71% in 2002 for academic preparation.

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

	Year of Survey				Average
	2002	2003	2004	2005	
Strongly Disagree	6%	5%	4%	3%	5%
Somewhat Disagree	13%	12%	13%	11%	12%
Neutral	30%	29%	27%	26%	28%
Agree	34%	41%	36%	40%	38%
Strongly Agree	16%	12%	19%	20%	17%

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

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly Disagree	5%	7%	6%
	Somewhat Disagree	12%	14%	13%
	Neutral	29%	31%	30%
	Agree	36%	32%	34%
	Strongly Agree	16%	16%	16%
	Don't Know	1%	<1%	1%
2003	Strongly Disagree	5%	4%	5%
	Somewhat Disagree	12%	12%	12%
	Neutral	28%	30%	29%
	Agree	41%	42%	41%
	Strongly Agree	12%	11%	12%
	Don't Know	1%	<1%	1%
2004	Strongly Disagree	5%	4%	4%
	Somewhat Disagree	11%	14%	13%
	Neutral	27%	27%	27%
	Agree	38%	34%	36%
	Strongly Agree	18%	21%	19%
	Don't Know	1%	0%	<1%
2005	Strongly Disagree	3%	3%	3%
	Somewhat Disagree	11%	10%	11%
	Neutral	25%	27%	26%
	Agree	42%	38%	40%
	Strongly Agree	18%	22%	20%
	Don't Know	<1%	<1%	<1%

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

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly Disagree	6%	6%	6%
	Somewhat Disagree	14%	12%	13%
	Neutral	33%	26%	30%
	Agree	33%	35%	34%
	Strongly Agree	14%	19%	16%
	Don't Know	1%	1%	1%
2003	Strongly Disagree	4%	6%	5%
	Somewhat Disagree	12%	12%	12%
	Neutral	31%	27%	29%
	Agree	42%	40%	41%
	Strongly Agree	11%	13%	12%
	Don't Know	<1%	1%	1%
2004	Strongly Disagree	4%	5%	4%
	Somewhat Disagree	12%	13%	13%
	Neutral	30%	24%	27%
	Agree	35%	37%	36%
	Strongly Agree	18%	21%	19%
	Don't Know	<1%	<1%	<1%
2005	Strongly Disagree	3%	3%	3%
	Somewhat Disagree	11%	10%	11%
	Neutral	26%	27%	26%
	Agree	42%	37%	40%
	Strongly Agree	18%	22%	20%
	Don't Know	<1%	<1%	<1%

Fewer respondents are satisfied with how well their high school education provided work skills for employment. Only 38% of 2002 respondents and 47% of 2005 respondents agree or strongly agree that their high school education gave them the necessary work skills for employment, compared to 63% in 2002 and 71% in 2005 for academic preparation (see Table 29, below). However, there has been an increase from 2002 to 2005 of 9% in the percentage of respondents who agree or strongly agree that school provided the necessary work skills for employment.

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

	Year of Survey				Average
	2002	2003	2004	2005	
Strongly Disagree	8%	8%	7%	5%	7%
Somewhat Disagree	22%	18%	15%	15%	18%
Neutral	31%	29%	31%	32%	31%
Agree	26%	34%	32%	34%	31%
Strongly Agree	12%	11%	14%	13%	13%

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

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly Disagree	9%	8%	8%
	Somewhat Disagree	25%	18%	22%
	Neutral	31%	31%	31%
	Agree	23%	30%	26%
	Strongly Agree	11%	13%	12%
	Don't Know	1%	<1%	1%
2003	Strongly Disagree	10%	6%	8%
	Somewhat Disagree	18%	19%	18%
	Neutral	28%	29%	29%
	Agree	31%	36%	34%
	Strongly Agree	13%	10%	11%
	Don't Know	1%	<1%	1%
2004	Strongly Disagree	8%	5%	7%
	Somewhat Disagree	15%	16%	15%
	Neutral	30%	33%	31%
	Agree	33%	32%	32%
	Strongly Agree	14%	15%	14%
	Don't Know	0%	1%	<1%
2005	Strongly Disagree	6%	4%	5%
	Somewhat Disagree	17%	13%	15%
	Neutral	32%	32%	32%
	Agree	34%	34%	34%
	Strongly Agree	11%	15%	13%
	Don't Know	<1%	1%	<15

When work skill preparation for employment is examined by gender, there are only very small differences between males and females; these may be due to sampling error (see Table 30, above).

Respondents in regions outside of the Lower Mainland were more likely to agree that their high school education gave them work skills for employment (for instance, 51% agreed in 2005, compared to 44% of respondents in the Lower Mainland that year; see Table 31, below).

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly Disagree	9%	8%	8%
	Somewhat Disagree	24%	18%	22%
	Neutral	32%	29%	31%
	Agree	23%	30%	26%
	Strongly Agree	10%	15%	12%
	Don't Know	1%	0%	1%
2003	Strongly Disagree	8%	7%	8%
	Somewhat Disagree	19%	17%	18%
	Neutral	28%	29%	29%
	Agree	33%	34%	34%
	Strongly Agree	11%	11%	11%
	Don't Know	<1%	1%	1%
2004	Strongly Disagree	5%	8%	7%
	Somewhat Disagree	18%	12%	15%
	Neutral	33%	28%	31%
	Agree	33%	31%	32%
	Strongly Agree	10%	19%	14%
	Don't Know	<1%	<1%	<1%
2005	Strongly Disagree	5%	5%	5%
	Somewhat Disagree	18%	11%	16%
	Neutral	32%	31%	32%
	Agree	34%	33%	34%
	Strongly Agree	10%	18%	13%
	Don't Know	<1%	1%	<1%

Respondent satisfaction with how well their high school education provided life skills for employment has been rising steadily for three years, from 43% who agree or strongly agree in 2002 to 58% in 2005 (see Table 32, above).

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

	Year of Survey				Average
	2002	2003	2004	2005	
Strongly Disagree	5%	5%	3%	3%	4%
Somewhat Disagree	15%	14%	13%	10%	13%
Neutral	37%	32%	29%	30%	32%
Agree	31%	41%	41%	44%	39%
Strongly Agree	11%	9%	15%	14%	12%

The very small differences between males and females may be due to sampling error. See Table 33, below.

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

Year of Survey		Gender		Total
		Male	Female	
2002	Strongly Disagree	5%	5%	5%
	Somewhat Disagree	15%	16%	15%
	Neutral	37%	37%	37%
	Agree	32%	30%	31%
	Strongly Agree	11%	11%	11%
	Don't Know	<1%	<1%	<1%
2003	Strongly Disagree	5%	4%	5%
	Somewhat Disagree	14%	13%	14%
	Neutral	31%	33%	32%
	Agree	40%	41%	41%
	Strongly Agree	10%	9%	9%
	Don't Know	<1%	1%	<1%
2004	Strongly Disagree	4%	2%	3%
	Somewhat Disagree	11%	14%	13%
	Neutral	30%	27%	29%
	Agree	41%	40%	41%
	Strongly Agree	14%	16%	15%
	Don't Know	0%	<1%	<1%
2005	Strongly Disagree	3%	2%	3%
	Somewhat Disagree	11%	9%	10%
	Neutral	32%	28%	30%
	Agree	42%	46%	44%
	Strongly Agree	12%	15%	14%
	Don't Know	0%	<1%	<1%

When life skills preparation for employment is examined by Region, respondents from outside the Lower Mainland are found to be more likely to agree that high school gave them the life skills they needed for work. For example, 7% more respondents from outside the Lower Mainland agreed with this question in the 2005 survey (see Table 34, below).

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

Year of Survey		Region		Total
		Lower Mainland	Other	
2002	Strongly Disagree	6%	4%	5%
	Somewhat Disagree	17%	14%	15%
	Neutral	41%	32%	37%
	Agree	26%	38%	31%
	Strongly Agree	10%	13%	11%
	Don't Know	1%	0%	<1%
2003	Strongly Disagree	4%	5%	5%
	Somewhat Disagree	13%	14%	14%
	Neutral	33%	30%	32%
	Agree	40%	42%	41%
	Strongly Agree	9%	10%	9%
	Don't Know	<1%	<1%	<1%
2004	Strongly Disagree	3%	3%	3%
	Somewhat Disagree	13%	12%	13%
	Neutral	31%	26%	29%
	Agree	40%	42%	41%
	Strongly Agree	13%	17%	15%
	Don't Know	<1%	<1%	<1%
2005	Strongly Disagree	2%	3%	3%
	Somewhat Disagree	10%	10%	10%
	Neutral	31%	28%	30%
	Agree	45%	41%	44%
	Strongly Agree	11%	19%	14%
	Don't Know	<1%	0%	<1%

In the 2004 and 2005 administrations of the Graduate Transition Survey, respondents were asked to identify those aspects of their education that helped and hindered them in graduation. They were also asked to identify how these aspects helped or hindered them.

There is very little difference between what respondents identified as helping with graduation between years. Slightly fewer respondents identified teachers as important in 2005 compared to 2004 (3% less) while slightly more identified regular courses or school work as helpful (3% more; see Table 35, below).

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

	Year of Survey		Average
	2004	2005	
Teachers	42%	39%	41%
Friends	11%	11%	11%
Parents/other family	13%	13%	13%
Self	16%	15%	15%
Counselors	7%	5%	6%
Regular courses and/or school work	4%	7%	6%
Extracurricular programs	3%	5%	4%
Career programs or courses	3%	3%	3%
Other	0%	3%	1%
Don't know	0%	0%	0%

Respondents' attributions of how these aspects helped them graduate differed slightly between years; in particular, fewer respondents mentioned motivation/discipline as an important factor in 2005 than in 2004 (see Table 36, below).

Table 36: "How or why did this help you graduate?" by Year of Survey

	Year of Survey		Average
	2004	2005	
Moral support	20%	21%	20%
Motivation/discipline	36%	31%	34%
Practical help	20%	20%	20%
Practical skills	6%	5%	5%
Goal setting	8%	7%	8%
Future prep/planning	10%	11%	10%
Other	1%	4%	2%
Don't know	0%	0%	0%

There appears to be more difference in respondents' identification of what hindered their graduation between 2004 and 2005. More respondents in 2005 identified friends or peers (4% more), workload (7% more), or courses (5% more) as hindering them than in 2004. In contrast, 28% of respondents in 2004 replied "Other" to this question, compared to only 8% in 2005. See Table 37, below.

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

	Year of Survey		Average
	2004	2005	
Teachers	12%	11%	11%
Friends or peers	13%	17%	15%
Self	9%	14%	11%
Workload	10%	17%	13%
Assessment/exams	5%	8%	7%
Courses	20%	25%	23%
Other	28%	8%	18%
Don't know	4%	0%	2%

Respondents' attributions of how these aspects hindered them differed slightly between 2004 and 2005. In particular, fewer respondents in 2005 mentioned a lack of course selection as an issue (4% compared to 8% in 2004), while more respondents in 2005 said that the aspects were difficult for "other" reasons (18% compared to 4% in 2004; see Table 38, below).

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

	Year of Survey		Average
	2004	2005	
Scheduling problems	3%	3%	3%
Not enough selection	8%	4%	6%
Too advanced or too demanding	28%	26%	27%
Not enough help	16%	8%	12%
Not advanced enough	4%	3%	3%
Bullying/unfair treatment	5%	6%	5%
Peer pressure/distractions	15%	14%	15%
Lack of motivation/discipline	16%	17%	17%
Other	4%	18%	11%
Don't know	0%	0%	0%

Summary

When examining respondents' main activities, there is little change across years for most categories. There is a consistently higher percentage of females who report studying full time. Similarly, there are consistently more males who report working as their main activity. More respondents from the Lower Mainland reported attending school full-time than from other regions, while more respondents from other regions reported working.

The percentage of respondents who reported working 30 hours or less has decreased over the last four years, while the percentage of respondents who reported working more than 31 hours per week has increased. The most significant changes occurred between 2004 and 2005. Males have consistently worked longer hours. The percentage of both males and females who report working 31 or more hours per week has risen from 2002 to 2005. Respondents from the Lower Mainland worked fewer hours than respondents from other regions, regardless of year.

From 2002 to 2005 there is a drop in the percentage of respondents who report having taken any post-secondary education, training course or programs. This change may only reflect sampling error, as may differences found between genders and regions.

Between 2002 and 2005, the percentage of respondents who report that they will return to post-secondary studies in September and the percentage who report currently attending post-secondary have fluctuated. When examined by gender, similar fluctuations are found. However, when examined by region, there has been an increase in the number of respondents who are currently enrolled in post-secondary studies in the Lower Mainland relative to other regions.

There is a small drop between 2002 and 2005 in the percentage of respondents who report that they will be attending college. This difference may be due to sampling error. The percentage of respondents attending a university-college have also dropped, while the percentage of those attending a university have increased slightly. With the exception of 2003, there is a consistent pattern whereby fewer males attended universities while fewer females attended colleges. Respondents from the Lower Mainland were more likely to attend a university. Generally, respondents outside of the Lower Mainland have been more likely to attend university-colleges. The percentage of respondents attending college in these regions has fluctuated slightly over the last four years.

The majority of respondents report that they expect to be attending full time studies in the coming year. The next most frequently reported expected activity is working. There have been some shifts in the gender and region distribution for this question over the years.

The percentage of respondents who agree or strongly agree that their high school courses helped them to decide on a specific program of post-secondary studies has fluctuated over the last four years. Females report slightly higher levels of agreement across all years. Responses agreeing to this question fluctuated from year to year for respondents from the Lower Mainland. For respondents from other regions, however, the percentage in agreement increases over the four years.

There is a consistent increase in the percentage of respondents who agreed or strongly agreed that their high school education prepared them academically for post-secondary education. Females have been a little more likely to agree or strongly agree that their high school education helped them prepare, with the exception of 2004. Respondents outside of the Lower Mainland were more likely to agree that their high school helped them prepare for post-secondary education.

Respondents are more satisfied with academic preparation than with general life skills preparation for post-secondary education. There is very little difference in response between males and females or between regions on life skill preparation for post-secondary education.

Fewer respondents are satisfied with how well their high school education provided work skills for employment. However, there has been an increase from 2002 to 2005 in the percentage of respondents who agree or strongly agree that school provided the necessary work skills for employment. There are only small differences between males and females. Respondents in regions outside of the Lower Mainland were more likely to agree that their high school education gave them work skills for employment.

Respondent satisfaction with how well their high school education provided life skills for employment has been rising steadily for three years. The very small differences between males and females may be due to sampling error. When life skills preparation for employment is examined by Region, respondents from outside the Lower Mainland are found to be more likely to agree that high school gave them the life skills they needed for work.