

Graduate Transition Survey Report: Multiple Choice and Open-Ended Questions

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Methodology

In 2001, 2002 and 2003, 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 three surveys were administered by telephone. In 2001, 1025 graduates were contacted. In 2002, 903 graduates were contacted, and in 2003, 1000 graduates were contacted. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.0% in 2001, 3.3% in 2002, and 3.1% in 2003. Sampling error will be larger for subgroups.

In 2003, the Ministry of Education provided a randomly sampled list of 4800 graduates with names and addresses to the contractor. This list was matched to telephone numbers. In 1502 cases (31.3%), current phone numbers could not be found. Students who have experienced greater problems making the transition beyond secondary education may be more mobile, and there was some concern that a 31.3% mismatch may introduce some sampling bias. However, it is not felt that the data are without value, but that interpretations should be conservative. From the list of 3298 successfully matched phone numbers, 1000 surveys were completed. Details of the call status are provided in the table below.

Table 1
Final Call Status and Response Rates

Call Status	Number	Percent of Sample	Valid Response Rate
Survey Completions	1,000	30.3%	40.9%
Respondent Refusal	61		2.5%
Call Again/ Appt. Made	1,331		54.4%
Language/Communication Problem	26		1.1%
Moved (toll-free number left)	27		1.1%
Subtotal (Valid Sample)	2,445	74.1%	
Not in Service	433	13.1%	
Moved/Travel	71	2.2%	
Fax/Modem/Business	10	0.3%	
No Answer	324	9.8%	
Non-Qualifier	15	0.5%	
Total Sample	3,298	100.0%	

The data sets from the 2003, 2002 and 2001 Graduate Transition Surveys were combined to allow for comparison between years. Several questions on the survey form allowed space for respondents to provide detailed description of a generic "Other" response. These open-ended responses were recorded in a separate field. For this report, the open-ended responses were examined and grouped into categories. These categorized responses to the "Other" category were recoded back into the source question by the ministry of education, so that one question could be used to compare the fullest possible detail of responses within and between years.

Filters were used on question B2 to narrow respondents down to the same subset across all three surveys (students who reported working as their main activity in the past year, and who were currently working). Filters were also used on question C1 (students who did not report full- or part-time studies as their main activity in the past year). For one question (C3) that was asked of slightly different sub-groups in different years, filters were used to narrow all years down to a comparable sub-group (students of B.C. Public Post-Secondary Institutions).

Full unfiltered responses for the 2003 survey are provided in Appendix A.

For a few questions, wording changes in 2002 were great enough to prevent comparability with the 2001 survey. These questions are compared between 2002 and 2003 (D1b, D1c, D1d, D1e). The changes to these questions provide richer detail for the 2002 and 2003 reports.

Summary of Findings: Multiple Choice Questions

Overall, there have been very few statistically significant changes in the following findings over the last three years. There is very little change across years in students' reported main activities. When main activity during the past year is examined by gender, more pronounced differences are apparent. The percentage of full time school attendance, which appears stable from 2001 to 2002, varies by gender from year to year, with more males studying full time in 2003 and 2002 and more females studying full time in 2001. More males than females reported working in 2001. For females, the change in the percentages reporting work as their main activity is very small across years.

Preparation for Post-Secondary Education

- In 2003, approximately two-thirds (63%) of respondents agreed or strongly agreed that their high school education prepared them *academically* for post-secondary education.
- In 2003, fewer graduates, just over half (53%), agreed or strongly agreed that their high school education gave them the necessary *life skills* for post-secondary education.

Although the differences are relatively small, when academic preparation for post-secondary education is examined by gender, females are a little more likely to strongly agree that their high school education helped them prepare. The difference in 2003 may be due to sampling error. Respondents are more satisfied with academic preparation than with general life skills preparation.

Transition to Post-Secondary Education

- In 2003, 72% of respondents indicated that they had taken some post-secondary education in the past year.
- In 2003, 54% of the respondents indicated that their main activity in the past year was attending school full time.
- In 2003, 5% of the respondents indicated that their main activity in the past year was attending school part time.
- 12% of respondents took one or more post-secondary courses in the past year even though their main activity was not attending school.
- 65% of respondents indicated that their main activity next year would be attending post-secondary full-time.

There has been a small but steady increase in 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 (6.9% from 2001 to 2003). This increase is fairly equally shared between males and females.

Of those whose main activity in the previous year was not full- or part-time study, from 2001 to 2003 there is very little change in the percentage of respondents who report having taken any post-secondary education, training course or programs. Examining reported post-secondary training by gender, females show an increase from 2001 to 2003 (7.2%) while the percentages reported by males have fluctuated up and down.

The percentage of respondents who report that they will return to post-secondary studies in September increased by 8.7% from 2001 to 2002 and then dropped back to the same level in 2003 as in 2001, while the percentage who report currently attending post-secondary decreased by 7.8% in 2002 and then rose again to the same level in 2003 as in 2001.

Examining the changes in post-secondary status between 2001 and 2003 by gender indicates that males have experienced a small increase in September returns to post-secondary studies (5.5%), and that females have experienced a small decrease (5.8%). The percentages of respondents reporting that they are currently attending a post-secondary institution fluctuate for both males and females.

Between 2001 and 2003, there is a small increase in the percentage of respondents who report that they will be attending school full time. This difference may be due to sampling error. When respondents' predicted main activity during the next year is examined by gender, more pronounced differences become apparent. The percentage of planned full time school attendance, which appears relatively stable from 2001 to 2002, differs substantially between males and females. This difference varies from year to year, with more males than females planning to study full time in 2001, and slightly more females than males planning to study full time in 2002 and 2003. The differences

between males and females in 2002 and 2003 are quite small. The small difference between males and females in 2003 may be due to sampling error.

There is a drop between 2001 and 2003 in the percentage of respondents who report that they will be attending college or university. Over the same time period, there is a small increase in the percentage of respondents who report that they will be attending a university-college, and a larger increase in the percentage of respondents who report that they will be attending some other kind of post-secondary institution. When examined by gender, it can be seen that there is variation by gender across years. From 2001 to 2002 there is a greater drop in college attendance for males than for females. This is regained in 2003, where male attendance of colleges is higher than female attendance. The pattern is reversed for universities, with female attendance dropping more than male attendance from 2001 to 2002, and then rising above male attendance in 2003.

Preparation for Employment

- Overall, 45% of respondents in 2003 agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment.
- In 2003, just under 50% agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment.

Far fewer respondents are satisfied with how well their high school education provided work skills for employment than for post-secondary education. There has been an increase from 2002 to 2003 in the percentage of respondents who are satisfied or very satisfied. Although the differences are not very large, when work skill preparation for employment is examined by gender, females are more likely to agree or strongly agree that their high school education helped them prepare. The small difference between males and females in 2003 may be due to sampling error.

Transition to Employment

Most graduates who did not go directly on to post-secondary education entered the workforce (82% in 2003).

- In 2003, 33% of graduates reported working (full or part time) as their main activity during the past year.
- 4.3% was the calculated unemployment rate compared to 4.8 in the 2002 survey (Calculated from those respondents who are working or seeking work).

There is very little difference across years in reported working hours. In 2003, there is a small increase in the percentage of respondents who report working 31 to 40 hours per week, and a small decrease in the percentage reporting working 11 to 20 hours per week. When hours worked per week are examined across 2003, 2002 and 2001 for males and females, it can be seen that the percentage of males who report working 31 or more hours per week has risen steadily by over 15% from 2001 to 2003. Females have experienced a reduction in working hours. The percentage of females working 31 hours or more decreased by just over 10% from 2001 to 2003.

When respondents' predicted main activity during the next year is examined by gender, some differences become apparent. More females than males reported planning to work in 2001, and more males than females reported planning to work in 2002 and in 2003. The small difference between males and females in 2003 may be due to sampling error.

A Highlight of Some of the Larger Changes

- The percentage of respondents who agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment rose by 7% from 2002 to 2003.
- The percentage of respondents who agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment rose by 7% from 2002 to 2003.
- There is a drop between 2001 and 2003 in the percentage of respondents who report attending college (7%) and university (7%) and an increase (9%) in the percentage of respondents who report attending some other kind of post-secondary institution.

A Highlight of Some Gender Differences

- The percentage of males who report working 31 or more hours per week has risen steadily by over 15% from 2001 to 2003, while females have experienced a reduction of just over 10%.
- Of those whose main activity was not full- or part-time study, 9% more females than males reported having taken some post-secondary education, training course or program in 2003.
- Five percent more females than males reported that they would return to post-secondary studies in September 2003.
- When asked about kinds of post-secondary institutions, 6% more males than females reported attending a university 2003.

Summary of Findings: Open-Ended Questions

Four new open-ended questions were included in the survey in 2003. These questions solicit feedback on aspects of the school system that helped respondents to graduate, aspects of the system that were barriers to graduation, how their school could have better prepared them for further education, and how their school could have better prepared them for employment. The survey instrument can be viewed in Appendix C. Appendix B includes summary tables for the new open-ended questions.

Q. 1. What at school was *most important* in helping you reach graduation?

- **33%** of respondents stated that their **Teachers** were most important in helping them reach graduation.
 - Extra help = 21% of responses within the category.
 - Support = 20% of responses within the category.
- **13%** stated that **Friends** were most important in helping them reach graduation.
 - Support = 34% of responses within the category.
 - Unspecified = 22% of responses within the category.
 - Helpful = 14% of responses within the category.
- **10%** stated that **Family** was most important in helping them reach graduation.
 - Support = 53% of responses within the category.
 - Motivation = 23% of responses within the category.

Q. 2. What at school made it *most difficult* for you to reach graduation?

- **18%** of respondents stated that **Courses** made it most difficult to reach graduation.
 - Scheduling = 19% of responses within the category.
 - Selection = 19% of responses within the category.
- **14%** of respondents stated that **Teachers** made it most difficult to reach graduation.
 - Unspecified = 14% of responses within the category.
 - Conflicts = 10% of responses within the category.
 - Quality of Teaching = 10% of responses within the category.
 - Teachers' Strike = 10% of responses within the category.
- **9%** of respondents stated that **Friends/Peers** made it most difficult to reach graduation.
 - Distractions = 36% of responses within the category.
 - Unspecified = 21% of responses within the category.
 - Negative Social Environment = 16% of responses within the category.

Q. 3. What could your school have done to better prepare you for *further education*?

- **38%** of respondents listed characteristics related to their **Courses or Studies** as being most important in helping them make the transition to post-secondary education.
 - More Variety = 49% of responses within the category.
 - Higher Level = 42% of responses within the category.
- **9%** stated that information on **Career Options** would have helped them to make the transition to post-secondary education.
 - General improvement/unspecified = 30% of responses within the category.
 - Post-Secondary Application = 30% of responses within the category.
 - Study Placement/Program Requirements/Credentials = 23% of responses within the category.
- **6%** stated that opportunities for **Career Education Related to Their Post-Secondary Interests** would have helped them make the transition to post-secondary education.
 - Study placement/Program requirements/Credentials = 39% of responses within the category.
 - General improvement – unspecified = 34% of responses within the category.

Q. 4. What could your school have done to better prepare you for *employment*?

- **21%** of respondents listed hands-on **Work Experience** as something that could help them prepare for employment.
 - Improved/More in-depth -- unspecified = 53% of responses within category.
 - More Variety = 14% of responses within the category.
 - Improved/More in-depth (addressing job placement/requirements/credentials) = 11% of responses within the category.
- **12%** of respondents listed knowledge and skills gained from **Career Education** as something that could help them prepare for employment.
 - Improved/More in-depth – unspecified = 36% of responses within the category.
 - Improved/More in-depth (job shadow) = 16% of responses within the category.
 - Relevant to current skill/experience levels (and interest) = 8% of responses within the category.
- **11%** of respondents listed improvements to, or characteristics of **Career and Personal Planning** courses as being something that could help them prepare for employment.
 - Improved/More in-depth – unspecified = 71% of responses within the category.
 - Improved/More in-depth (addressing job placement/requirements/credentials) = 10% of responses within the category.
- **11%** of respondents listed resources or information on **Career Options** as being something that could help them prepare for employment.
 - Improved/More in-depth (addressing job placement/requirements/credentials) (46% of responses within the category).
 - Improved/More in-depth - unspecified (15% of responses within the category).
 - Improved/More in-depth (career fairs/transition workshops) (10% of responses within the category).

Gender Differences

There are no statistically significant differences between females and males for any of the open-ended questions.

Response Rates to Open-Ended Questions

Q. 1. What at school was most important in helping you reach graduation?	91%
Q. 2. What at school made it most difficult for you to reach graduation?	78%
Q. 3. What could your school have done to better prepare you for further education?	70%
Q. 4. What could your school have done to better prepare you for employment?	64%

The four open-ended questions were administered to 1000 graduates, for a potential total of 4000 responses. The overall response rate is 76% with 3027 total individual responses.

Summary

Recent graduates of the British Columbia Education system provided a diverse range of opinions about secondary school. The diversity in opinions, desires and suggestions is evidence that supports the Ministry’s strategy of offering increased choice for students. There are no statistically significant differences between the responses of males and females.

The role of community ties in supporting learning is emphasized by the importance that respondents assign to teachers, friends, and family as the three most important things contributing to successful graduation.

Respondents’ reporting of course scheduling and course selection as two major barriers to graduation emphasizes the importance of flexibility and choice in the educational system. Course variety and the level of available courses are also reported as improvements that could better prepare graduates for further education. Similarly, more variety and better quality of work experience were recommended to improve transition to work or further studies.

Respondents also frequently mentioned that better quality information about options or placements for work or study would improve transition.

Just behind courses, teachers are mentioned as the second greatest barrier to graduation. Taken in light of their rating as most important in helping to reach graduation, this emphasizes the pivotal role that teachers can play. When teachers are supportive, the extra help and the support that they can provide are most commonly mentioned. When teachers are not supportive, conflicts with students, quality of teaching, and strikes are most commonly mentioned.

Recommendations For Future Surveys

For 2004, the survey instrument could be revised so that the first two of the four open-ended questions can be answered using fixed response categories. In 2003, these two questions produced clearly identifiable short responses. The shortened administration time from changing these questions to fixed response might allow for future addition of other open-ended questions to examine other trends that are apparent in the 2003 survey, or to examine other current or emerging issues in the K-12 system.

Appendix A: Tables of Multiple Choice Question Responses

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	496	49.6	49.6	49.6
	Male	504	50.4	50.4	100.0
	Total	1000	100.0	100.0	

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Attending School - full time	544	54.4	54.4	54.4
	Attending School - part time	53	5.3	5.3	59.7
	Upgrading High School	6	.6	.6	60.3
	Working	332	33.2	33.2	93.5
	Apprenticeship	1	.1	.1	93.6
	Work and Study Part Time	4	.4	.4	94.0
	Unemployed and looking for work	15	1.5	1.5	95.5
	Unemployed and not looking for work	10	1.0	1.0	96.5
	Travelling	10	1.0	1.0	97.5
	Volunteering	3	.3	.3	97.8
	Taking care of family /household /homemaker	4	.4	.4	98.2
	Long-term illness/sick/disability	2	.2	.2	98.4
	Playing Sports	7	.7	.7	99.1
	Other	9	.9	.9	100.0
	Total	1000	100.0	100.0	

B1. Currently working?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	415	41.5	62.1	62.1
	No	253	25.3	37.9	100.0
	Total	668	66.8	100.0	
Missing	System	332	33.2		
Total		1000	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	< 10 hours	35	3.5	4.7	4.7
	11-20 hours	138	13.8	18.5	23.2
	21-30 hours	177	17.7	23.7	46.9
	31-40 hours	296	29.6	39.6	86.5
	> 40 hours	91	9.1	12.2	98.7
	Don't Know	8	.8	1.1	99.7
	No Response	2	.2	.3	100.0
	Total	747	74.7	100.0	
Missing	System	253	25.3		
Total		1000	100.0		

C1. Have you taken any post-secondary education, training course or programs?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	123	12.3	30.5	30.5
	No	280	28.0	69.5	100.0
	Total	403	40.3	100.0	
Missing	System	597	59.7		
Total		1000	100.0		

C2. Post-Secondary Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completed a post-secondary education course	47	4.7	6.5	6.5
	Returning to post-secondary studies in September	477	47.7	66.3	72.8
	Returning to post-secondary studies in January	4	.4	.6	73.3
	Currently attending a post-secondary institution	136	13.6	18.9	92.2
	Post-Secondary studies by correspondence	1	.1	.1	92.4
	Upgrading or Completing high school	2	.2	.3	92.6
	On a waiting list	2	.2	.3	92.9
	Enrolled and withdrawn from a post-secondary institution	41	4.1	5.7	98.6
	Taking a year off	6	.6	.8	99.4
	Dont Know	4	.4	.6	100.0
	Total	720	72.0	100.0	
Missing	System	280	28.0		
Total		1000	100.0		

C3. Kind of Post-Secondary Institution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	College	158	15.8	21.9	21.9
	University-College	172	17.2	23.9	45.8
	University	222	22.2	30.8	76.7
	Institute	39	3.9	5.4	82.1
	Learning Agency	3	.3	.4	82.5
	Other	65	6.5	9.0	91.5
	Dont Know	2	.2	.3	91.8
	A private BC post-secondary training institution	19	1.9	2.6	94.4
	A post-secondary education institution outside of BC	40	4.0	5.6	100.0
	Total	720	72.0	100.0	
Missing	System	280	28.0		
Total		1000	100.0		

D1a. The courses and programs I took in high school helped me to decide on a specific program of post-secondary studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	56	5.6	7.8	7.8
	Somewhat Disagree	125	12.5	17.4	25.1
	Neutral	201	20.1	27.9	53.1
	Agree	267	26.7	37.1	90.1
	Strongly Agree	69	6.9	9.6	99.7
	No Response	2	.2	.3	100.0
	Total	720	72.0	100.0	
Missing	System	280	28.0		
Total		1000	100.0		

D1b. My high school education prepared me academically for post-secondary education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	31	3.1	3.1	3.1
	Somewhat Disagree	93	9.3	9.3	12.4
	Neutral	235	23.5	23.5	35.9
	Agree	451	45.1	45.1	81.0
	Strongly Agree	177	17.7	17.7	98.7
	Don't Know	11	1.1	1.1	99.8
	No Response	2	.2	.2	100.0
	Total	1000	100.0	100.0	

D1c. My high school education gave me the necessary life skills for post-secondary education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	48	4.8	4.8	4.8
	Somewhat Disagree	121	12.1	12.1	16.9
	Neutral	294	29.4	29.4	46.3
	Agree	414	41.4	41.4	87.7
	Strongly Agree	116	11.6	11.6	99.3
	Don't Know	7	.7	.7	100.0
	Total	1000	100.0	100.0	

D1d. My high school education gave me the necessary work skills for employment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	77	7.7	7.7	7.7
Somewhat Disagree	182	18.2	18.2	25.9
Neutral	287	28.7	28.7	54.6
Agree	335	33.5	33.5	88.1
Strongly Agree	113	11.3	11.3	99.4
Don't Know	5	.5	.5	99.9
No Response	1	.1	.1	100.0
Total	1000	100.0	100.0	

D1e. My high school education gave me the necessary life skills for employment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	45	4.5	4.5	4.5
Somewhat Disagree	135	13.5	13.5	18.0
Neutral	317	31.7	31.7	49.7
Agree	405	40.5	40.5	90.2
Strongly Agree	93	9.3	9.3	99.5
Don't Know	4	.4	.4	99.9
No Response	1	.1	.1	100.0
Total	1000	100.0	100.0	

E1. What do you expect your main activity will be this coming September?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Attending School - full time	654	65.4	65.4	65.4
Attending School - part time	66	6.6	6.6	72.0
Working	230	23.0	23.0	95.0
Unemployed and looking for work	9	.9	.9	95.9
Unemployed and not looking for work	2	.2	.2	96.1
Travelling	12	1.2	1.2	97.3
Taking care of family /household /homemaker	2	.2	.2	97.5
Long-term illness/sick/disability	1	.1	.1	97.6
Other	20	2.0	2.0	99.6
Don't Know	4	.4	.4	100.0
Total	1000	100.0	100.0	

Graduation Region

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vancouver Island/Coastal	136	13.6	13.6	13.6
	Lower Mainland	615	61.5	61.5	75.1
	Interior/Southeast	119	11.9	11.9	87.0
	Northern	50	5.0	5.0	92.0
	Other	80	8.0	8.0	100.0
	Total	1000	100.0	100.0	

Appendix B: Summary Tables of Open-Ended Question Response Codes

Summary Table Q.1.

Question 1: What at school was most important in helping you reach graduation?			
WHAT	DETAIL	Total	Percent
01 – Teachers (33% of Total)	extra help	129	20.5%
	support	128	20.3%
	unspecified	115	18.3%
	helpful	75	11.9%
	high quality	68	10.8%
	motivation	39	6.2%
	provided information	11	1.7%
	caring	7	1.1%
	communication	5	0.8%
	friendliness	5	0.8%
	very important	5	0.8%
	principal	4	0.6%
	academic	3	0.5%
	one-on-one attention	3	0.5%
	vice principal	3	0.5%
	vice-principal	3	0.5%
	coaches	2	0.3%
	english	2	0.3%
	expectations	2	0.3%
	focus	2	0.3%
	helped me plan	2	0.3%
	influential	2	0.3%
	administration	1	0.2%
	biology	1	0.2%
	course selection	1	0.2%
	ESL	1	0.2%
	faculty	1	0.2%
	french	1	0.2%
	librarian	1	0.2%
	math	1	0.2%
patience	1	0.2%	
PE	1	0.2%	
sports	1	0.2%	
staff	1	0.2%	
subject area	1	0.2%	
(blank)	1	0.2%	
01 - Teachers Total		629	100.0%
02 – Friends (13% of Total)	support	81	33.5%
	unspecified	52	21.5%
	helpful	34	14.0%
	motivation	26	10.7%
	social	22	9.1%

	studying	18	7.4%
	very important	4	1.7%
	helped	2	0.8%
	influential	1	0.4%
	involvement	1	0.4%
	stress relief	1	0.4%
02 - Friends Total		242	100.0%
03 – Family (10% of Total)	support	97	53.0%
	motivation	42	23.0%
	unspecified	32	17.5%
	helpful	8	4.4%
	help with school work	3	1.6%
	expectations	1	0.5%
03 - Family Total		183	100.0%
04 – Courses (8% of Total)	selection	40	25.2%
	unspecified	26	16.4%
	english	13	8.2%
	attending	11	6.9%
	academic	8	5.0%
	fine arts	8	5.0%
	ESL	4	2.5%
	science	4	2.5%
	shop	4	2.5%
	biology	3	1.9%
	helpful	3	1.9%
	high quality	3	1.9%
	IB program	3	1.9%
	math	3	1.9%
	sports	3	1.9%
	planning	2	1.3%
	skills	2	1.3%
	accounting	1	0.6%
	advanced	1	0.6%
	business management	1	0.6%
	carpentry	1	0.6%
	chemistry	1	0.6%
	computer	1	0.6%
	computers	1	0.6%
	course planning	1	0.6%
	interesting	1	0.6%
	knowledge	1	0.6%
	law	1	0.6%
	logical	1	0.6%
	math and english	1	0.6%
	PE	1	0.6%
	physics	1	0.6%
	requirements	1	0.6%
	social studies	1	0.6%

	spare blocks	1	0.6%
	updated	1	0.6%
04 - Courses Total		159	100.0%
05 - Self-motivation (6% of Total)	unspecified	35	28.9%
	ambition	25	20.7%
	motivation to finish	22	18.2%
	focus	12	9.9%
	career	7	5.8%
	employed	5	4.1%
	academic	4	3.3%
	awareness	4	3.3%
	I knew I would graduate	3	2.5%
	further education	2	1.7%
	completion	1	0.8%
	motivation	1	0.8%
	05 - Self-motivation Total		121
06 – Counseling (6% of Total)	unspecified	46	40.4%
	course selection	14	12.3%
	support	13	11.4%
	advice	10	8.8%
	course planning	7	6.1%
	guidance	7	6.1%
	helpful	6	5.3%
	career counseling	4	3.5%
	career	2	1.8%
	University information	2	1.8%
	academic	1	0.9%
	career counselling	1	0.9%
	motivation	1	0.9%
	06 - Counseling Total		114
07 – Studying (5% of Total)	focus	22	21.4%
	unspecified	18	17.5%
	self-discipline	13	12.6%
	completion	12	11.7%
	studying	10	9.7%
	homework	9	8.7%
	ambition	4	3.9%
	being prepared	2	1.9%
	helped me get good grades	2	1.9%
	I had to be responsible	2	1.9%
	manageable	2	1.9%
	academic	1	1.0%
	exams	1	1.0%
	further education	1	1.0%
	motivation to finish	1	1.0%
	provincial exams	1	1.0%
	spare blocks	1	1.0%
	(blank)	1	1.0%

07 - Studying Total		103	100.0%
08 – Extracurricular programs (4% of Total)	sports	38	51.4%
	unspecified	11	14.9%
	music	9	12.2%
	stress relief	4	5.4%
	focus	3	4.1%
	involvement	3	4.1%
	clubs	1	1.4%
	confidence	1	1.4%
	interesting	1	1.4%
	motivation	1	1.4%
	social	1	1.4%
	student council	1	1.4%
08 - Extracurricular programs Total		74	100.0%
09 - Career programs (4% of Total)	CAPP	40	58.0%
	work experience	16	23.2%
	career counseling	3	4.3%
	information	2	2.9%
	advice	1	1.4%
	apprenticeship	1	1.4%
	career centre	1	1.4%
	career fair	1	1.4%
	community service	1	1.4%
	Co-op	1	1.4%
	Sisco	1	1.4%
	training	1	1.4%
09 - Career programs Total		69	100.0%
10 – Goals (3% of Total)	further education	21	34.4%
	career	13	21.3%
	ambition	6	9.8%
	motivated me	6	9.8%
	motivation	6	9.8%
	focus	4	6.6%
	motivation to finish	4	6.6%
	(blank)	1	1.6%
10 - Goals Total		61	100.0%
11 - School environment (2% of Total)	positive	20	43.5%
	small class sizes	6	13.0%
	positive learning environment	5	10.9%
	academic	4	8.7%
	unspecified	3	6.5%
	motivation	2	4.3%
	fun	1	2.2%
	interesting	1	2.2%
	proximity	1	2.2%
	social	1	2.2%
	the point system	1	2.2%
	(blank)	1	2.2%

11 - School environment Total		46	100.0%
12 – Miscellaneous (1% of Total)	(blank)	20	
	support	1	
12 - Miscellaneous Total		21	
13 - Program flexibility (1% of Total)	time	6	28.6%
	high quality	3	14.3%
	spare blocks	3	14.3%
	unspecified	2	9.5%
	group work	1	4.8%
	helpful	1	4.8%
	logical	1	4.8%
	online support	1	4.8%
	positive	1	4.8%
	school configuration	1	4.8%
	self-motivation	1	4.8%
	13 - Program flexibility Total		21
14 – Resources (1% of Total)	computer	3	17.6%
	availability	2	11.8%
	library	2	11.8%
	literature	2	11.8%
	made school interesting	2	11.8%
	practice exams	2	11.8%
	Education website	1	5.9%
	supplies	1	5.9%
	unspecified	1	5.9%
	(blank)	1	5.9%
14 - Resources Total		17	100.0%
15 - School resources (1% of Total)	computers	6	42.9%
	library	2	14.3%
	literature	2	14.3%
	facilities	1	7.1%
	Provincial tests	1	7.1%
	research	1	7.1%
	unspecified	1	7.1%
15 - School resources Total		14	100.0%
16 - University information (1% of Total)	unspecified	6	54.5%
	representatives	2	18.2%
	advice	1	9.1%
	BC website	1	9.1%
	information	1	9.1%
16 - University information Total		11	100.0%
17 - Attending classes (1% of Total)	unspecified	4	40.0%
	organization	3	30.0%
	class participation	1	10.0%
	requirements	1	10.0%
	transportation	1	10.0%
17 - Attending classes Total		10	100.0%
18 - learning assistance programs	unspecified	4	50.0%

	allowed me to improve my work	2	25.0%
	extra help	1	12.5%
	helpful	1	12.5%
18 - learning assistance programs Total		8	100.0%
19 - tutoring	extra help	6	85.7%
	helpful	1	14.3%
19 - tutoring Total		7	100.0%
20 - teaching assistants	extra help	6	100.0%
20 - teaching assistants Total		6	100.0%
21 - alternative programs	better suited my needs	3	60.0%
	adult education	1	20.0%
	unspecified	1	20.0%
21 - alternative programs Total		5	100.0%
22 - information	university	5	100.0%
22 - information Total		5	100.0%
24 - religion	motivation	1	100.0%
24 - religion Total		1	100.0%
Grand Total		1927	

Summary Table Q.2.

Q 2: What at school made it most difficult for you to reach graduation?			
CATEGORY	DETAIL	Total	Percent
01 – Courses (18% of Total)	scheduling	38	19.3%
	selection	37	18.8%
	mathematics	35	17.8%
	difficult	21	10.7%
	English	14	7.1%
	CAPP	12	6.1%
	course content	8	4.1%
	languages	5	2.5%
	grade to grade transitions	4	2.0%
	unspecified	4	2.0%
	Biology	3	1.5%
	chemistry	2	1.0%
	fine arts	2	1.0%
	history	2	1.0%
	science	2	1.0%
	social studies	2	1.0%
	content	1	0.5%
	curriculum changes	1	0.5%
	geography	1	0.5%
IB Program	1	0.5%	
irrelevant	1	0.5%	
sciences	1	0.5%	
01 - Courses Total		197	100.0%
02 – Teachers (14% of Total)	unspecified	21	13.5%
	conflicts	15	9.7%
	quality of teaching	15	9.7%
	teachers' strike	15	9.7%
	apathetic	13	8.4%
	unavailable	13	8.4%
	negative attitudes	12	7.7%
	biased	8	5.2%
	lack of support	8	5.2%
	unavailability	7	4.5%
	teaching styles	6	3.9%
	didn't discipline students	5	3.2%
	lack of experience	5	3.2%
	communication	3	1.9%
	not enough freedom	3	1.9%
	biased	2	1.3%
	lay-offs	2	1.3%
	overworked	1	0.6%
pressure	1	0.6%	
02 - Teachers Total		155	100.0%
03 - Friends/peers (9% of Total)	distractions	37	36.3%
	unspecified	21	20.6%
	negative social environment	16	15.7%
	negative influence	11	10.8%
	partying	11	10.8%
	didn't fit in	2	2.0%
	caused me distress	1	1.0%
competition	1	1.0%	

	conflicts	1	1.0%
	lack of support	1	1.0%
03 - Friends/peers Total		102	100.0%
04 – Skills (8% of Total)	time management	35	37.2%
	discipline	26	27.7%
	content related	10	10.6%
	study habits/work ethics	10	10.6%
	discipline	8	8.5%
	practical/technical	2	2.1%
	asking for help	1	1.1%
	discipline	1	1.1%
	life skills	1	1.1%
04 - Skills Total		94	100.0%
05 - Balancing my schedule (8% of Total)	work	37	42.5%
	extracurricular activities	22	25.3%
	sports	14	16.1%
	(blank)	6	6.9%
	social life	4	4.6%
	unspecified	4	4.6%
05 - Balancing my schedule Total		87	100.0%
06 – Workload (6% of Total)	too heavy	24	35.8%
	too much homework	15	22.4%
	unspecified	14	20.9%
	took a lot of time	7	10.4%
	not challenging enough	4	6.0%
	stress	2	3.0%
	scheduling	1	1.5%
06 - Workload Total		67	100.0%
07 - Regular school activities (6% of Total)	homework	31	48.4%
	attendance	19	29.7%
	early mornings	14	21.9%
07 - Regular school activities Total		64	100.0%
08 - Assessments (4% of Total)	exams	22	45.8%
	provincial exams	22	45.8%
	lack of preparation	2	4.2%
	grading	1	2.1%
	scheduling	1	2.1%
08 - Assessments Total		48	100.0%
09 - Graduation requirements (3% of Total)	mandatory courses	17	44.7%
	work experience	8	21.1%
	not clarified	5	13.2%
	(blank)	4	10.5%
	did not match postsec req's	3	7.9%
	lack of information	1	2.6%
09 - Graduation requirements Total		38	100.0%
10 - Bullying/peer pressure (3% of Total)	peer pressure	26	70.3%
	bullying	9	24.3%
	(blank)	2	5.4%
10 - Bullying/peer pressure Total		37	100.0%
11 - Personal issues (3% of Total)	unspecified	8	21.6%
	stress	7	18.9%
	alcohol/drugs	4	10.8%
	problems at home	4	10.8%
	discipline problems	2	5.4%
	living on my own	2	5.4%
	raising children	2	5.4%

	returned after dropping out	2	5.4%
	shy/quiet	2	5.4%
	death of loved one	1	2.7%
	lack of friends	1	2.7%
	pregnancy	1	2.7%
	worries about money	1	2.7%
11 - Personal issues Total		37	100.0%
12 - Lack of interest (3% of Total)	boring	25	71.4%
	disliked school	5	14.3%
	not challenging enough	2	5.7%
	not enough variety	2	5.7%
	disliked school	1	2.9%
12 - Lack of interest Total		35	100.0%
13 - School environment (3% of Total)	large class sizes	20	62.5%
	atmosphere	6	18.8%
	school size	2	6.3%
	construction	1	3.1%
	physical location of school	1	3.1%
	physical location of school	1	3.1%
	school location	1	3.1%
13 - School environment Total		32	100.0%
14 - ESL/Cultural Issues (3% of Total)	(blank)	27	96.4%
	adapting to new system	1	3.6%
14 - ESL/Cultural Issues Total		28	100.0%
15 - Grades (2% of Total)	getting good grades	17	65.4%
	competition	6	23.1%
	failing a class	2	7.7%
	post-secondary requirements	1	3.8%
15 - Grades Total		26	100.0%
16 - Miscellaneous (2% of Total)	(blank)	7	35.0%
	costs	3	15.0%
	myself	3	15.0%
	unspecified people	3	15.0%
	lack of scholarship information	2	10.0%
	bus strike	1	5.0%
	transportation issues	1	5.0%
16 - Miscellaneous Total		20	100.0%
17 - Special needs (2% of Total)	illness	6	35.3%
	injury	3	17.6%
	lack of accommodations	3	17.6%
	physical disability	2	11.8%
	behavioral disorder	1	5.9%
	gifted	1	5.9%
	learning disability	1	5.9%
17 - Special needs Total		17	100.0%
18 - Concerns about future (1% of Total)	post-secondary education	7	53.8%
	figuring out what to do next	3	23.1%
	lack of information	1	7.7%
	lack of preparation	1	7.7%
	(blank)	1	7.7%
18 - Concerns about future Total		13	100.0%
19 - Counseling (1% of Total)	unspecified	4	33.3%
	lack of support	2	16.7%
	unavailability	2	16.7%
	wrong information	2	16.7%
	communication	1	8.3%

	lack of preparation	1	8.3%
19 - Counseling Total		12	100.0%
20 - Resources (1% of Total)	course materials	5	41.7%
	computers	2	16.7%
	library	2	16.7%
	child care	1	8.3%
	childcare	1	8.3%
	unspecified	1	8.3%
20 - Resources Total		12	100.0%
21 - Family	pressure	3	75.0%
	unspecified	1	25.0%
21 - family Total		4	100.0%
Grand Total		1125	100.0%

Summary Table Q.3.

Question 3: What would have helped preparation for Post-Secondary?		Count	Total
Studies/Courses (38% of Total)	More variety	128	48.5%
	Higher level	112	42.4%
	Oriented toward Academics	13	4.9%
	Oriented toward business/work force/employment	7	2.7%
	Self-directed/Independent/Personal interest	3	1.1%
	Improved/More in-depth	1	0.4%
	Studies/Courses Total		264
Career opportunities/placements (Post-Secondary) (9% of Total)	Improved/More in-depth	20	30.8%
	Improved/More in-depth (post-sec application)	20	30.8%
	Improved/More in-depth (study placement/program requirements/credentials)	11	16.9%
	Improved/More in-depth (guest speakers)	7	10.8%
	Improved/More in-depth (career fairs/transition workshops)	4	6.2%
	Improved/More in-depth (job shadow/course audit)	2	3.1%
	Improved/More in-depth (grade range)	1	1.5%
Career opportunities/placements (Post-Secondary) Total		65	100.0%
Career/Work Experience Program/Course (Post Sec) (6% of Total)	Improved/More in-depth (study placement/program requirements/credentials)	17	38.6%
	Improved/More in-depth	15	34.1%
	Improved/More in-depth (guest speakers)	5	11.4%
	Improved/More in-depth (job shadow/course audit)	4	9.1%
	unspecified	2	4.5%
	Improved/More in-depth (career fairs/transition workshops)	1	2.3%
Career/Work Experience Program/Course (Post Sec) Total		44	100.0%
Personal needs/Skills assessment/Counseling (6% of Total)	Improved/More in-depth	28	65.1%
	Self-directed/Independent/Personal interest	14	32.6%
	Improved/More in-depth (study placement/program requirements/credentials)	1	2.3%
Personal needs/Skills assessment/Counseling Total		43	100.0%
Career and Personal Planning (5% of Total)	Improved/More in-depth	23	71.9%
	Improved/More in-depth (grade range)	2	6.3%
	Improved/More in-depth (study placement/program requirements/credentials)	2	6.3%

	Improved/More in-depth (longer term/placements)	1	3.1%
	Mandatory/Enforced/Universal	1	3.1%
	More variety	1	3.1%
	Relevance to work world	1	3.1%
	Self-directed/Independent/Personal interest	1	3.1%
Career and Personal Planning Total		32	100.0%
Skills - Study habits/Work ethics (4% of Total)	Improved/More in-depth	30	100.0%
Skills - Study habits/Work ethics Total		30	100.0%
Skills - Life skills/Independent living (4% of Total)	Improved/More in-depth	24	96.0%
	Mandatory/Enforced/Universal	1	4.0%
Skills - Life skills/Independent living Total		25	100.0%
Career opportunities/placements (3% of Total)	Improved/More in-depth (study placement/program requirements/credentials)	8	36.4%
	Improved/More in-depth	5	22.7%
	Improved/More in-depth (career fairs/transition workshops)	2	9.1%
	Improved/More in-depth (guest speakers)	2	9.1%
	More variety	2	9.1%
	Improved/More in-depth (grade range)	1	4.5%
	Improved/More in-depth (job shadow/course audit)	1	4.5%
	Self-directed/Independent/Personal interest	1	4.5%
Career opportunities/placements Total		22	100.0%
Career/Work Experience Program/Course (work experience) (3% of Total)	Improved/More in-depth	8	36.4%
	More variety	6	27.3%
	Improved/More in-depth (job shadow/course audit)	2	9.1%
	Oriented toward Trades/Technical	2	9.1%
	Improved/More in-depth (grade range)	1	4.5%
	Improved/More in-depth (longer term/placements)	1	4.5%
	Mandatory/Enforced/Universal	1	4.5%
Self-directed/Independent/Personal interest	1	4.5%	
Career/Work Experience Program/Course (work experience) Total		22	100.0%
Skills - Time management/Attendance/Discipline (3% of Total)	Improved/More in-depth	22	100.0%
Skills - Time management/Attendance/Discipline Total		22	100.0%
Assistance - One-on-one (3% of Total)	Improved/More in-depth	18	94.7%
	Improved/More in-depth (study placement/program requirements/credentials)	1	5.3%
Assistance - One-on-one Total		19	100.0%
Skills - Financial planning/Budgeting (2% of Total)	Improved/More in-depth	15	93.8%

	Improved/More in-depth (post-sec application)	1	6.3%
Skills - Financial planning/Budgeting Total		16	100.0%
Skills - Communication (2% of Total)	Improved/More in-depth	7	58.3%
	Oriented toward Academics	5	41.7%
Skills - Communication Total		12	100.0%
Teachers (2% of Total)	Improved/More in-depth	11	100.0%
Teachers Total		11	100.0%
Career/Work Experience Program/Course (1% of Total)	Improved/More in-depth (study placement/program requirements/credentials)	3	30.0%
	Improved/More in-depth	2	20.0%
	Improved/More in-depth (grade range)	2	20.0%
	Oriented toward business/work force/employment	1	10.0%
	Relevance to work world	1	10.0%
	Self-directed/Independent/Personal interest	1	10.0%
Career/Work Experience Program/Course Total		10	100.0%
Workload (1% of Total)	Heavier	5	83.3%
	Lighter	1	16.7%
Workload Total		6	100.0%
Skills - Computer capability (1% of Total)	Improved/More in-depth	5	100.0%
Skills - Computer capability Total		5	100.0%
Skills - Practical/Hands-on/Technical (1% of Total)	Improved/More in-depth	3	60.0%
	Oriented toward business/work force/employment	2	40.0%
Skills - Practical/Hands-on/Technical Total		5	100.0%
Extracurricular/Volunteer activities (1% of Total)	Improved/More in-depth	4	100.0%
Extracurricular/Volunteer activities Total		4	100.0%
Assistance - After-school	Improved/More in-depth	3	100.0%
Assistance - After-school Total		3	100.0%
Skills - Testing	Improved/More in-depth	3	100.0%
Skills - Testing Total		3	100.0%
Career/Work Experience Program/Course (Co-Op/Apprenticeship)	Improved/More in-depth (job placement/job requirements/credentials)	1	50.0%
	Improved/More in-depth (longer term/placements)	1	50.0%
Career/Work Experience Program/Course (Co-Op/App.) Total		2	100.0%
School supplies/Texts	Improved/More in-depth (school facilities)	1	100.0%
School supplies/Texts Total		1	100.0%
Satisfied with preparation	unspecified	37	100.0%
Satisfied with preparation Total		37	100.0%
Grand Total		703	100.0%

Summary Table Q.4.

Question 4: What would have helped preparation for employment?			
CATEGORY	DETAIL	Count	Total
Career/Work Experience Program/Course (work experience) (21% of Total)	Improved/More indepth	70	53.0%
	More variety	18	13.6%
	Improved/More indepth (job placement)	14	10.6%
	Mandatory/Enforced/Universal	9	6.8%
	(blank)	8	6.1%
	Improved/More indepth (longer placements)	7	5.3%
	Relevant to current skill/experience levels (and interest)	2	1.5%
	Self-directed/Independent/Personal interest	2	1.5%
	Improved/More indepth (school facilities)	1	0.8%
	Relevance to work world	1	0.8%
Career/Work Experience Program/Course (work experience) Total		132	100.0%
Career/Work Experience Program/Course (12% of Total)	Improved/More indepth	26	35.6%
	Improved/More indepth (job shadow)	12	16.4%
	Relevant to current skill/experience levels (and interest)	6	8.2%
	Improved/More indepth (job placement)	4	5.5%
	Improved/More indepth (certifiable)	4	5.5%
	Oriented toward Trades/Technical	4	5.5%
	More variety	3	4.1%
	Self-directed/Independent/Personal interest	3	4.1%
	Encourage/Promote	3	4.1%
	Improved/More indepth (grade range)	2	2.7%
	Oriented toward business/work force/employment	2	2.7%
	Mandatory/Enforced/Universal	1	1.4%
	(blank)	1	1.4%
	Improved/More indepth (school facilities)	1	1.4%
Improved/More indepth (guest speakers)	1	1.4%	
Career/Work Experience Program/Course Total		73	100.0%
Career and Personal Planning (11% of Total)	Improved/More indepth	49	71.0%
	Improved/More indepth (job placement)	7	10.1%
	Improved/More indepth (longer placements)	3	4.3%
	Mandatory/Enforced/Universal	2	2.9%
	(blank)	2	2.9%
	More variety	1	1.4%
	Relevant to current skill/experience levels (and interest)	1	1.4%
	Relevance to work world	1	1.4%
	Improved/More indepth (grade range)	1	1.4%
	Improved/More indepth (guest speakers)	1	1.4%
	Oriented toward business/work force/employment	1	1.4%
Career/Work Experience Program/Course (CAPP) Total		69	100.0%
Career opportunities/placements (11% of Total)	Improved/More indepth (job placement)	31	46.3%

	Improved/More indepth	10	14.9%
	Improved/More indepth (career fairs/transition workshops)	7	10.4%
	Relevant to current skill/experience levels (and interest)	6	9.0%
	Improved/More indepth (guest speakers)	5	7.5%
	Improved/More indepth (job shadow)	5	7.5%
	Self-directed/Independent/Personal interest	2	3.0%
	Improved/More indepth (grade range)	1	1.5%
Career opportunities/placements Total		67	100.0%
Skills - Job interview practice (Resume preparation) (7% of Total)	Improved/More indepth	33	71.7%
	Improved/More indepth (job placement)	10	21.7%
	(blank)	2	4.3%
	Improved/More indepth (job shadow)	1	2.2%
Skills - Job interview practice (Resume preparation) Total		46	100.0%
Skills - Practical/Hands-on/Technical (6% of Total)	Improved/More indepth	25	67.6%
	Relevance to work world	6	16.2%
	Improved/More indepth (job placement)	4	10.8%
	Mandatory/Enforced/Universal	1	2.7%
	Improved/More indepth (job shadow)	1	2.7%
Skills - Practical/Hands-on/Technical Total		37	100.0%
Studies/Courses (4% of Total)	More variety	9	37.5%
	Oriented toward Trades/Technical	7	29.2%
	Self-directed/Independent/Personal interest	4	16.7%
	Oriented toward business/work force/employment	2	8.3%
	Improved/More indepth	1	4.2%
	Oriented toward Computers	1	4.2%
Studies Total		24	100.0%
Extracurricular/Volunteer activities (4% of Total)	Improved/More indepth (job placement)	8	36.4%
	Improved/More indepth	4	18.2%
	Mandatory/Enforced/Universal	4	18.2%
	Encourage/Promote	4	18.2%
	(blank)	1	4.5%
	Improved/More indepth (job shadow)	1	4.5%
Extracurricular/Volunteer activities Total		22	100.0%
Career/Work Experience Program/Course (Co-Op/Apprenticeship) (3% of Total)	Improved/More indepth	12	57.1%
	(blank)	3	14.3%
	Encourage/Promote	2	9.5%
	Improved/More indepth (job placement)	1	4.8%
	Mandatory/Enforced/Universal	1	4.8%
	Improved/More indepth (longer placements)	1	4.8%
	Improved/More indepth (grade range)	1	4.8%
Career/Work Experience Program/Course (Co-Op/Apprenticeship) Total		21	100.0%
Skills - Time management/Attendance/Discipline (3% of Total)	Improved/More indepth	16	84.2%
	Mandatory/Enforced/Universal	3	15.8%
Skills - Time management/Attendance/Discipline Total		19	100.0%
Skills – Social (3% of Total)	Improved/More indepth	15	93.8%

	Improved/More indepth (job placement)	1	6.3%
Skills - Social Total		16	100.0%
Satisfied with preparation (CAPP) (1% of Total)	(blank)	12	100.0%
Satisfied with preparation (CAPP) Total		12	100.0%
Personal needs/Skills assessment/Counselling (1% of Total)	Improved/More indepth	6	75.0%
	Improved/More indepth (job placement)	1	12.5%
	Relevant to current skill/experience levels (and interest)	1	12.5%
Personal needs/Skills assessment/Counselling Total		8	100.0%
Skills - Work Ethics (1% of Total)	Improved/More indepth	5	71.4%
	Improved/More indepth (job placement)	2	28.6%
Skills - Work Ethics Total		7	100.0%
Skills - Communication (1% of Total)	Improved/More indepth	6	100.0%
Skills - Communication Total		6	100.0%
Skills - Financial planning/Investment for post-secondary/Budgeting (1% of Total)	Improved/More indepth	4	66.7%
	Encourage/Promote	2	33.3%
Skills - Financial planning/Investment for post-secondary/Budgeting Total		6	100.0%
Skills - Computer capability	Improved/More indepth	2	100.0%
Skills - Computer capability Total		2	100.0%
Satisfied with preparation	(blank)	67	100.0%
Satisfied with preparation Total		67	100.0%
Satisfied with preparation (Work Experience)	(blank)	1	100.0%
Satisfied with preparation (Work Experience) Total		1	100.0%
Grand Total		635	

Appendix C: Survey Instrument

B.C. GRADUATES TRANSITION TELEPHONE SURVEY

INTRODUCTION

Hi, my name is _____ and I am calling from R.A. Malatest and Associates Ltd., on behalf of the Ministry of Education. We are conducting a survey of B.C. secondary school students who graduated one year ago. The purpose of this survey is to assess your transition to either post-secondary education or directly to the workforce. While the survey is voluntary, your participation is important. Your identity will remain anonymous and your answers will only be used for statistical purposes. The survey will take only 7 minutes to complete.

Can I complete the survey with you now?

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

SECTION A: Respondents Main Activity

A1. During the past year, what was your main activity? [Surveyors Note: main activity can be defined as what the respondent spends the majority of their time doing. For example, if a respondent spends 40% of their time at school, 30% working and 30% volunteering, then their main activity will be attending school.] [Surveyors Note: you do not have to read the list of activities] [Surveyors Note: If respondent indicates that their main activity was attending school, please ask if they were full time or part time. If the respondent is unsure, we will use the following rule; < 3 courses a term is part time and > 3 courses a term is full time]

[Select only ONE main activity]

1. Attending school - full time
2. Attending school - part time
3. Working
4. Unemployed & looking for work
5. Unemployed & not looking for work
6. Traveling
7. Volunteering
8. Taking care of family/household/homemaker
9. Long-term illness/sick/disability
10. Other _____ (please specify)

SECTION B: Employment Activity

[If A1=3 go to B2]

B1. Are you currently working?

1. Yes [Go to B2]
2. No [Go to C1]

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

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

SECTION C: Post-Secondary Activity

[If A1=1 or 2 go to C2]

- C1. Since graduating from high school, have you at any time taken a post-secondary education training course or program?
1. Yes [Go to C2]
 2. No [Go to D1]

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

1. Completed a post-secondary education, training course or program
2. Returning to post-secondary studies in September
3. Currently attending a post-secondary education, training course or program
4. Enrolled and withdrawn from a post-secondary education, training course or program
5. Other _____ (please specify)

- C3. What post-secondary institution was it? [Surveyor Note: If respondent took distant education ask the respondent what type of institution it was taken through. If respondent has been to more than one school ask about their LAST school attended]

Universities

1. Royal Road University
2. Simon Fraser University
3. Technical University of BC
4. University of BC
5. University of Northern BC
6. University of Victoria
7. Open Learning Agency, including BC Open University

University-Colleges

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

Colleges

13. Camosun College
14. Capilano College
15. College of New Caledonia
16. College of the Rockies
17. Douglas College
18. Langara College
19. North Island College
20. Northern Lights College
21. Northwest Community College
22. Selkirk College
23. Vancouver Community College

Institutes

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

Other

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

SECTION D: Opinion of Secondary School

D1. For the next 2 questions we would like you to think of your last 4 years in the BC school system [Surveyors Note: If respondent has not been attending school in BC for the last 4 years, ask them to think about the time that they have been in the BC school system]

1. What at school was most important in helping you reach graduation [probe for 3]? _____

2. What at school made it most difficult for you to reach graduation [probe for 3]? _____

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

[Go to D2a if A1=1 or 2 or C1a=1 otherwise go to D2b]

	Strongly Disagree	Somewhat Disagree	Neutral	Agree	Strongly Agree	Don't Know	No Response
a. The courses and programs I took in high school helped me decide on a specific program of post-secondary studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b (i). My high school education prepared me academically for post-secondary education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c (i). My high school education gave me the necessary life skills for post-secondary education (e.g. communication skills, time-management skills, budgeting skills, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b and c (ii): Ask all respondents: "What could your school have done to better prepare you for further education?"	_____						

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

SECTION E: Expected future activity

E1. What do you expect your main activity will be this coming September? [September 2003] [Surveyors Note: main activity can be defined as what the respondent predicts that they will spend the majority of their time doing] [Surveyors Note: you do not have to read the list of activities] [Surveyors Note: If respondent indicates that their main activity will be attending school, please ask if they are going to be full time or part time. If the respondent is unsure, we will use the following rule; < 3 courses a term is part time and > 3 courses a term is full time]

[Select only ONE main activity]

1. Attending school - full time
2. Attending school - part time
3. Working
4. Unemployed & looking for work
5. Unemployed & not looking for work
6. Traveling
7. Volunteering
8. Taking care of family/household/homemaker
9. Long-term illness/sick/disability
10. Other _____ (please specify)

**THAT COMPLETES THE SURVEY.
THANK YOU VERY MUCH FOR YOUR PARTICIPATION.**