

Technical Report:

2004 Ministry of Education  
Graduate Transition Survey

Fall 2004

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## Executive Summary

In 2001, 2002, 2003 and 2004, the Ministry of Education conducted telephone surveys of high school graduates from the previous school year. Selection of participants was by simple random sample. This report examines responses to the 2004 survey, which contains several new multiple-response questions that have not been used in any previous years. A subset of the questions remains consistent across time. An analysis of these consistent questions is available in “Technical Report: Comparison of 2002, 2003 and 2004 - Ministry of Education Graduate Transition Survey”.

### Findings

#### Preparation for Post-Secondary Education

- 67% of respondents agreed or strongly agreed that their high school education prepared them *academically* for post-secondary education.
- Fewer graduates, just over half (55%), agreed or strongly agreed that their high school education gave them the necessary *life skills* for post-secondary education.

#### Transition to Post-Secondary Education

- 69% of respondents indicated that they had taken some post-secondary education in the past year (Calculated from those who reported full- or part-time study as their main activity during the past year, or who reported taking some form of post-secondary training).
- 53% of the respondents indicated that their main activity in the past year was attending school full time.
- 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.

#### Preparation for Employment

- Overall, 47% of respondents agreed or strongly agreed that their high school education gave them the necessary *work skills* for employment.
- 56% of respondents agreed or strongly agreed that their high school education gave them the necessary *life skills* for employment.

#### Transition to Employment

- Most graduates (88%) who did not go directly on to post-secondary education entered the workforce.
- 38% of graduates reported working (full or part time) as their main activity during the past year.
- 2.8% was the calculated unemployment rate (Calculated from those respondents who are seeking work, divided by those who are working, in apprenticeship, working and studying, or seeking work).

#### Gender Differences

- More females than males report studying full time as their main activity (57% vs. 48%). More males than females report working as their main activity (42% vs. 33%).
- The percentage of males who report working 31 or more hours per week is higher than the percentage of females (males: 65%, females: 44%).
- 10% more females than males reported that they would return to post-secondary studies in September 2004.
- 10% more females than males reported attending a university.

#### Regional Differences

- 6% more graduates from the Lower Mainland report studying full time as their main activity. 4% more graduates from other regions report working as their main activity.
- The percentage of respondents from outside the Lower Mainland who report working 31 or more hours per week is higher than the percentage of respondents from the Lower Mainland (64% vs. 45%)
- More respondents from outside the Lower Mainland reported that they would return to post-secondary studies in September 2004 (73% compared to 70%)
- 11% more respondents from the Lower Mainland reported attending a university.

## Methodology

In 2004, the Ministry of Education contracted R.A. Malatest and Associates Ltd. (the Consultant) to conduct surveys of graduates from the previous school year, in order to examine transition to post-secondary education (PSE) and employment. The surveys were administered by telephone. In 2004, 1002 graduates were contacted. Selection of participants was by simple random sample. Sampling error, 19 times out of 20, was 3.1%. A copy of the survey instrument can be found in Appendix A.

The Ministry of Education provided a randomly sampled list of 4800 graduates with names and addresses to the contractor. All respondents in the sample were to be graduates of a British Columbia High School in the 2002/2003 year. The Consultant submitted the sample list to Dominion Directory to obtain telephone numbers. It was not possible to obtain telephone numbers for all 4,800 names. The sample was returned to the Consultant with telephone number matches for 3,143 names. These 3,143 names were then uploaded into the CATI system for survey administration.

Students who have experienced greater problems making the transition beyond secondary education may be more mobile, and there was some concern that the unavailable telephone numbers may introduce some sampling bias. However, it is not felt that the data are without value, but that interpretations should be conservative. From the list of 3,143 successfully matched phone numbers, 1002 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	1,002	31.9% (39.8%)
Respondent Refusal	65	(2.6%)
Call Again/ Appt. Made	1,407	(55.9%)
Language/Communication Problem	6	(0.2%)
Moved (toll-free number left)	35	(1.4%)
<b>Subtotal (Valid Sample)</b>	<b>2,515</b>	<b>80.0%</b>
Not in Service	324	10.3%
Moved/Travel	40	1.3%
Fax/Modem/Business	1	0.0%
No Answer	259	8.2%
Non-Qualifier	4	0.1%
<b>Total Sample</b>	<b>3,143</b>	<b>100.0%</b>

**Analysis of the 2004 Graduate Transition Survey**

**Section 1: Main Activities**

**During the past year, what was your main activity?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Attending School - full time	526	52.5	52.5	52.5
Attending School - part time	45	4.5	4.5	57.0
Upgrading High School	1	.1	.1	57.1
Working	378	37.7	37.7	94.8
Unemployed and looking for work	11	1.1	1.1	95.9
Unemployed and not looking for work	9	.9	.9	96.8
Travelling	25	2.5	2.5	99.3
Volunteering	1	.1	.1	99.4
Taking care of family or household - homemaker	1	.1	.1	99.5
Long-term illness, sickness, disability	4	.4	.4	99.9
Playing Sports	1	.1	.1	100.0
Total	1002	100.0	100.0	

(Asked of all respondents)

The above Table “*During the past year, what was your main activity?*” shows that more than half of respondents were attending school full time during the last year. The next most commonly reported activity is “working”. These two activities account for just over 90% of all responses.

**1.1 Main Activities by Gender**

**"During the past year, what was your main activity?" by Gender**

% within Gender

	Gender		Total
	Female	Male	
Attending School - full time	57.3%	48.0%	52.5%
Attending School - part time	4.7%	4.3%	4.5%
Upgrading High School		.2%	.1%
Working	32.9%	42.3%	37.7%
Unemployed and looking for work	.8%	1.4%	1.1%
Unemployed and not looking for work	.4%	1.4%	.9%
Travelling	3.7%	1.4%	2.5%
Volunteering		.2%	.1%
Taking care of family or household - homemaker	.2%		.1%
Long-term illness, sickness, disability		.8%	.4%
Playing Sports		.2%	.1%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

When respondents’ main activity during the past year is examined for males and females, more pronounced differences become apparent. The percentage of full time school attendance differs substantially between males and

females, with over 9% more females than males reporting full-time attendance. Similarly, there are consistently more males who report working as their main activity – over 9% more males than females (see above Table “*During the past year, what was your main activity?*” by Gender). Perhaps surprisingly, almost 7% more females than males report that they are currently working (see following Table “*Are you currently working?*” by Gender).

**"Are you currently working?" by Gender**

% within Gender

	Gender		Total
	Female	Male	
Yes	78.1%	71.5%	74.8%
No	21.9%	28.5%	25.2%
Total	100.0%	100.0%	100.0%

(Asked of all respondents except those who indicated that their main activity was working.)

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

% within Gender

	Gender		Total
	Female	Male	
< 10 hours	6.3%	3.0%	4.7%
11-20 hours	20.9%	13.6%	17.4%
21-30 hours	29.1%	18.3%	23.8%
31-40 hours	35.9%	49.3%	42.5%
> 40 hours	7.6%	15.3%	11.3%
Don't Know	.3%	.5%	.4%
Total	100.0%	100.0%	100.0%

(Asked of all respondents who indicated that they were currently working, whether or not working was their main activity.)

Almost 54% of respondents were working 31 or more hours per week. More males than females were working 31 or more hours per week (64.6% vs. 43.5%). See above Table “*How many hours per week do you work on average, at your main job?*” by Gender.

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

% within Gender

	Gender		Total
	Female	Male	
Yes	24.7%	29.8%	27.6%
No	75.3%	70.2%	72.4%
Total	100.0%	100.0%	100.0%

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

Of those respondents who were not studying full- or part- time as their main activity last year, nearly 30% report having taken some post-secondary education. Males are a little more likely to have taken some post-secondary

education (just over 30%, compared to 25% of females - see above Table “*Since graduating from high school, have you taken any post-secondary education, training course or programs?*” by Gender). These differences may only reflect sampling error.

**"Which of the following best describes your post-secondary status?" by Gender**

% within Gender

	Gender		Total
	Female	Male	
Completed a post-secondary education course	5.2%	7.7%	6.4%
Returning to post-secondary studies in September	76.5%	66.9%	71.8%
Returning to post-secondary studies in January	1.4%	2.1%	1.7%
Currently attending a post-secondary institution	12.3%	16.0%	14.1%
Enrolled and withdrawn from a post-secondary institution	4.6%	7.1%	5.8%
Taking a year off		.3%	.1%
Total	100.0%	100.0%	100.0%

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

Examining post-secondary status by gender, almost 10% more females than males reported that they would be returning to post-secondary studies in September – see Table “*Which of the following best describes your post-secondary status?*” by Gender.

**Kind of Post-Secondary Institution by Gender**

% within Gender

	Gender		Total
	Female	Male	
College	18.9%	22.8%	20.8%
University-College	26.1%	21.6%	23.9%
University	38.1%	28.7%	33.5%
Institute	1.4%	9.8%	5.5%
Learning Agency		.3%	.1%
Don't Know	.3%		.1%
A private BC post-secondary training institution	6.0%	7.1%	6.6%
A post-secondary education institution outside of BC	9.2%	9.8%	9.5%
Total	100.0%	100.0%	100.0%

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

Almost 10% more females than males reported attending university, and almost 5% more females than males reported attending a university-college. Males were more likely than females to be attending an institute or a college. See Table *Kind of Post-Secondary Institution by Gender*.

When asked about what would be their main activity this coming September, almost 10% more females than males reported that they would be attending school full time this coming September. Just over 10% more males than females reported that they would be working. There are no other major differences between males and females. See Table below, “*What do you expect your main activity will be this coming September?*” by Gender.

**"What do you expect your main activity will be this coming September?" by Gender**

% within Gender

	Gender		Total
	Female	Male	
Attending School - full time	67.9%	58.5%	63.1%
Attending School - part time	7.4%	5.8%	6.6%
Working	22.3%	32.4%	27.4%
Unemployed and looking for work	.2%	.2%	.2%
Unemployed and not looking for work	.2%	.4%	.3%
Travelling	.6%	1.6%	1.1%
Volunteering	.6%	.4%	.5%
Taking care of family /household /homemaker	.6%		.3%
Long-term illness/sick/disability		.4%	.2%
Other	.2%	.4%	.3%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

**1.2 Main Activities by Region**

**"During the past year, what was your main activity?" by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Attending School - full time	54.8%	49.5%	52.5%
Attending School - part time	4.7%	4.3%	4.5%
Upgrading High School		.2%	.1%
Working	36.0%	39.9%	37.7%
Unemployed and looking for work	.9%	1.4%	1.1%
Unemployed and not looking for work	.9%	.9%	.9%
Travelling	2.0%	3.2%	2.5%
Volunteering	.2%		.1%
Taking care of family or household - homemaker		.2%	.1%
Long-term illness, sickness, disability	.5%	.2%	.4%
Playing Sports		.2%	.1%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

More graduates from the Lower Mainland were attending school full- or part-time than in other regions of British Columbia (60% compared to 54%; see Table above *"During the past year, what was your main activity" by Graduation Region*). Following this trend, slightly fewer graduates from the Lower Mainland reported working as their main activity in the past year (36% compared to 40%). Not surprisingly, 6% more graduates from other regions reported that they were currently working. See Table below, *"Are you currently working?" by Graduation Region*.

**"Are you currently working?" by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Yes	72.0%	78.2%	74.8%
No	28.0%	21.8%	25.2%
Total	100.0%	100.0%	100.0%

(Asked of all respondents except those who indicated that their main activity was working.)

Similarly, a greater proportion of graduates from outside the Lower Mainland were working more than 31 hours a week (64% compared to only 45%; see Table below, "How many hours per week do you work on average, at your main job?" by Graduation region).

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

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
< 10 hours	5.5%	3.7%	4.7%
11-20 hours	23.6%	10.1%	17.4%
21-30 hours	25.6%	21.6%	23.8%
31-40 hours	37.1%	48.7%	42.5%
> 40 hours	8.0%	15.3%	11.3%
Don't Know	.2%	.6%	.4%
Total	100.0%	100.0%	100.0%

(Asked of all respondents who indicated that they were working, whether or not this was their main activity.)

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

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Yes	26.1%	29.3%	27.6%
No	73.9%	70.7%	72.4%
Total	100.0%	100.0%	100.0%

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

Among graduates who were not attending school, a greater proportion from outside of the Lower Mainland had at one point taken a post-secondary course of some kind (30% compared to 26%), but this difference was relatively small (see Table above, "Since graduating from high school, have you at any time taken a post-secondary education, training course, or program?" by Graduation Region).

Turning to post-secondary status amongst those graduates who were attending school, slightly more respondents from outside the Lower Mainland reported that they would be returning to post-secondary studies in September (73% compared to 70%), but this difference was relatively minor (see Table below, “Which of the following describes your post-secondary status?” by Graduation Region).

**"Which of the following best describes your post-secondary status?" by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Completed a post-secondary education course	5.1%	8.1%	6.4%
Returning to post-secondary studies in September	70.3%	73.6%	71.8%
Returning to post-secondary studies in January	2.6%	.7%	1.7%
Currently attending a post-secondary institution	16.4%	11.1%	14.1%
Enrolled and withdrawn from a post-secondary institution	5.6%	6.1%	5.8%
Taking a year off		.3%	.1%
Total	100.0%	100.0%	100.0%

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

**Kind of Post-Secondary Institution by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
College	22.1%	19.2%	20.8%
University-College	21.0%	27.6%	23.9%
University	38.2%	27.3%	33.5%
Institute	7.7%	2.7%	5.5%
Learning Agency		.3%	.1%
Don't Know		.3%	.1%
A private BC post-secondary training institution	5.9%	7.4%	6.6%
A post-secondary education institution outside of BC	5.1%	15.2%	9.5%
Total	100.0%	100.0%	100.0%

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

11% more graduates from the Lower Mainland reported attending a university and 3% more reported attending a college, while graduates from other regions reported a higher percentage attending a university-college (27% compared to 21%). See Table above, *Kind of Post-Secondary Institution by Graduation Region*.

When asked about their expected main activity for the coming year, more graduates from the Lower Mainland reported that they expected to be attending post-secondary studies full- or part-time (72% compared to 67%). 3% more graduates from other regions reported that they expected to be working than did respondents from the Lower Mainland (see Table below, “What do you expect your main activity will be this coming September?” by Graduation Region.)

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

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Attending School - full time	65.1%	60.6%	63.1%
Attending School - part time	6.8%	6.3%	6.6%
Working	26.2%	29.1%	27.4%
Unemployed and looking for work		.5%	.2%
Unemployed and not looking for work	.2%	.5%	.3%
Travelling	.7%	1.6%	1.1%
Volunteering	.5%	.5%	.5%
Taking care of family /household /homemaker	.2%	.5%	.3%
Long-term illness/sick/disability	.2%	.2%	.2%
Other	.2%	.5%	.3%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

**Section 2: School Preparation for Further Education**

**2.1 School Preparation by Gender**

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

% within Gender

	Gender		Total
	Female	Male	
Strongly Disagree	8.6%	5.3%	7.0%
Somewhat Disagree	18.9%	20.3%	19.6%
Neutral	29.8%	32.4%	31.1%
Agree	26.9%	30.0%	28.4%
Strongly Agree	15.8%	12.1%	13.9%
Total	100.0%	100.0%	100.0%

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

The percentage of respondents who report that their high school courses helped them decide on a specific program of post-secondary studies is very similar for both males and females (see Table “*The courses and programs that I took in high school helped me to decide on a specific program of post-secondary studies.*” by Gender).

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

% within Gender

	Gender		Total
	Female	Male	
Strongly Disagree	4.1%	4.1%	4.1%
Somewhat Disagree	13.3%	11.3%	12.3%
Neutral	23.1%	21.1%	22.1%
Agree	38.0%	38.8%	38.4%
Strongly Agree	20.7%	24.6%	22.7%
Don't Know	.6%		.3%
No Response	.2%	.2%	.2%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

Males were a little more likely to strongly agree that their school provided them with information about careers and/or post-secondary training opportunities related to the trades. See Table above. These differences may be due to sampling error.

**"My high school education prepared me academically for post-secondary education" by Gender**

% within Gender

	Gender		Total
	Female	Male	
Strongly Disagree	2.9%	3.9%	3.4%
Somewhat Disagree	8.6%	7.2%	7.9%
Neutral	20.4%	20.7%	20.6%
Agree	38.4%	37.8%	38.1%
Strongly Agree	29.0%	29.4%	29.2%
Don't Know	.6%	1.0%	.8%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

When academic preparation for post-secondary education is examined by gender, there is no difference between females and males in 2004 (see Table "My high school education prepared me academically for post-secondary education." by Gender).

**"My high school education gave me the necessary life skills for post-secondary education." by Gender**

% within Gender

	Gender		Total
	Female	Male	
Strongly Disagree	4.1%	4.9%	4.5%
Somewhat Disagree	14.1%	11.3%	12.7%
Neutral	27.4%	27.1%	27.2%
Agree	33.7%	38.0%	35.9%
Strongly Agree	20.7%	18.1%	19.4%
Don't Know		.6%	.3%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

There is very little difference in response between males and females agreeing or strongly agreeing that school provided life skills preparation for post-secondary education (54.4% of females vs. 56.1% of males - see Table "My high school education gave me the necessary life skills for post-secondary education." by Gender).

When asked how their school might have better prepared them for further education, the most common request was for better information about career options (17% of respondents), followed by better information about the skills needed - e.g. study skills, budgeting (17% of respondents), better selection of studies/courses (16%), better information about the requirements for programs (16%), and more advanced levels of studies/courses (13%). See Appendix A for the complete responses to these questions.

## 2.2 School Preparation by Region

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

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	7.7%	6.0%	7.0%
Somewhat Disagree	22.0%	16.4%	19.6%
Neutral	31.2%	30.9%	31.1%
Agree	26.1%	31.5%	28.4%
Strongly Agree	13.0%	15.1%	13.9%
Total	100.0%	100.0%	100.0%

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

Respondents from outside of the Lower Mainland reported higher levels of agreement that the courses they took helped them decide on a post-secondary program (47% compared to 39%). See Table above, "The courses and programs I took in high school helped me decide on specific program of post-secondary studies" by Graduation Region.

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

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	4.3%	3.8%	4.1%
Somewhat Disagree	11.6%	13.1%	12.3%
Neutral	23.3%	20.5%	22.1%
Agree	40.9%	35.4%	38.4%
Strongly Agree	19.4%	26.8%	22.7%
Don't Know	.4%	.2%	.3%
No Response	.2%	.2%	.2%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

There was little difference between the regions with regard to the percentage of respondents who agreed that their school had provided them with information about the trades (see Table above, *"My school provided me with information about careers and/or post-secondary training opportunities related to the trades" by Graduation Region*).

**"My high school education prepared me academically for post-secondary education" by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	3.8%	2.9%	3.4%
Somewhat Disagree	9.1%	6.3%	7.9%
Neutral	21.7%	19.2%	20.6%
Agree	41.2%	34.2%	38.1%
Strongly Agree	24.0%	35.7%	29.2%
Don't Know	.2%	1.6%	.8%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

5% more students from outside the Lower Mainland reported that their school education had prepared them academically for post-secondary education (see Table above, *"My high school education prepared me academically for post-secondary education" by Graduation Region*). Similarly, slightly more students from outside the Lower Mainland reported that their education had given them the necessary life skills for post-secondary education (58% compared to 53%; see Table below, *"My high school education gave me the necessary life skills for post-secondary education" by Graduation Region*).

**"My high school education gave me the necessary life skills  
for post-secondary education (e.g. communication skills." by  
Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	4.3%	4.7%	4.5%
Somewhat Disagree	12.4%	13.1%	12.7%
Neutral	29.9%	23.9%	27.2%
Agree	35.1%	36.9%	35.9%
Strongly Agree	17.9%	21.2%	19.4%
Don't Know	.4%	.2%	.3%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

### Section 3: School Preparation for Employment

#### 3.1 School Preparation by Gender

**"My high school education gave me the necessary work skills  
for employment." by Gender**

% within Gender

	Gender		Total
	Female	Male	
Strongly Disagree	4.9%	8.2%	6.6%
Somewhat Disagree	15.5%	15.4%	15.5%
Neutral	32.5%	29.8%	31.1%
Agree	31.7%	32.6%	32.1%
Strongly Agree	14.7%	14.0%	14.4%
Don't Know	.6%		.3%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

When work skill preparation for employment is examined by gender, there are only very small and insignificant differences between males and females (See Table "My high school education gave me the necessary work skills for employment." by Gender).

**"My high school education gave me the necessary life skills for employment." by Gender**

% within Gender

	Gender		Total
	Female	Male	
Strongly Disagree	2.0%	3.7%	2.9%
Somewhat Disagree	14.3%	10.9%	12.6%
Neutral	27.0%	30.0%	28.5%
Agree	40.3%	41.3%	40.8%
Strongly Agree	16.0%	14.0%	15.0%
Don't Know	.4%		.2%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

More than half of respondents seem quite satisfied with how well their high school education provided life skills for employment: 55.8% agree or strongly agree in 2004. The very small differences between males and females may be due to sampling error. See table "My high school education gave me the necessary life skills for employment." by Gender.

When asked how their school might have better prepared them for employment, the most common request was for more opportunities for work experience (24% of respondents), followed by better career education in school (17% of respondents), better education about work-related skills (14%), better education about job search skills (11%), and more trade or work-related and technical courses (8%). See Appendix A for the complete responses to these questions.

### 3.2 School Preparation by Region

When work skill preparation is examined by region, respondents graduating outside of the Lower Mainland report learning skills for employment at higher rates than respondents in the Lower Mainland (51% compared to 43%). See Table below, "My high school education gave me the necessary work skills for employment" by Graduation Region.

**"My high school education gave me the necessary work skills for employment." by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	5.4%	8.1%	6.6%
Somewhat Disagree	17.9%	12.4%	15.5%
Neutral	33.3%	28.4%	31.1%
Agree	32.8%	31.3%	32.1%
Strongly Agree	10.4%	19.4%	14.4%
Don't Know	.2%	.5%	.3%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

Similarly, 5% more respondents graduating outside of the Lower Mainland reported that their education gave them the necessary life skills for employment, compared to graduates from the Lower Mainland. See Table below, “My high school education gave me the necessary life skills for employment” by Graduation Region.

**"My high school education gave me the necessary life skills for employment (e.g. communication skills, time-management)." by Graduation Region**

% within Graduation Region

	Graduation Region		Total
	Lower Mainland	Other	
Strongly Disagree	2.9%	2.9%	2.9%
Somewhat Disagree	12.7%	12.4%	12.6%
Neutral	30.8%	25.7%	28.5%
Agree	40.0%	41.9%	40.8%
Strongly Agree	13.4%	16.9%	15.0%
Don't Know	.2%	.2%	.2%
Total	100.0%	100.0%	100.0%

(Asked of all respondents)

**Section 4: Aids and Hindrances to Reaching Graduation**

“What at school was most important in helping you to reach graduation?” by “How or why did this help you graduate?”

“What...”	“How or why did this help you graduate?”									TOTALS
	Moral Support	Motivation/ Discipline	Practical help	Practical skills	Goal setting	Future prep/ planning	Other	Don't know	No response	
Teachers	250 25.2%	376 37.9%	319 32.1%	74 7.5%	62 6.2%	92 9.3%	11 1.1%	0 .0%	1 .1%	607 61.1%
Friends	116 11.7%	115 11.6%	77 7.8%	8 .8%	15 1.5%	9 .9%	1 .1%	0 .0%	0 .0%	153 15.4%
Parents/ other family	124 12.5%	170 17.1%	52 5.2%	9 .9%	20 2.0%	22 2.2%	3 .3%	0 .0%	0 .0%	180 18.1%
Self	50 5.0%	209 21.0%	38 3.8%	6 .6%	77 7.8%	53 5.3%	3 .3%	1 .1%	0 .0%	243 24.5%
Regular courses and	22 2.2%	55 5.5%	19 1.9%	33 3.3%	15 1.5%	47 4.7%	1 .1%	0 .0%	0 .0%	106 10.7%
Extracurricular programs	14 1.4%	60 6.0%	13 1.3%	8 .8%	7 .7%	13 1.3%	5 .5%	0 .0%	1 .1%	64 6.4%
Career programs or cou	3 .3%	11 1.1%	12 1.2%	9 .9%	4 .4%	27 2.7%	1 .1%	0 .0%	0 .0%	39 3.9%
Other	7 .7%	10 1.0%	15 1.5%	4 .4%	6 .6%	8 .8%	7 .7%	0 .0%	0 .0%	28 2.8%
No response	0 .0%	0 .0%	0 .0%	0 .0%	0 .0%	0 .0%	0 .0%	0 .0%	2 .2%	2 .2%
TOTALS	345 34.7%	632 63.6%	347 34.9%	101 10.2%	134 13.5%	170 17.1%	18 1.8%	1 .1%	3 .3%	993 100.0%

(Asked of all respondents)

Examining the above table, the most frequently mentioned aid to graduation was teachers (61% of respondents mentioned teachers). The three most commonly mentioned ways in which teachers assisted were: motivation/discipline (38%), practical help (32%), and moral support (25%). The next most commonly mentioned aid to graduation was students themselves, followed by their parents or other family members. Like teachers, parents and family assisted by providing: motivation/discipline (17%), moral support (13%), and practical help (5%).

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

“What...”	“How or why did this make it difficult to graduate?”											
	Scheduling problems	Not enough selection	Too advanced or too difficult	Not enough help	Not advanced enough	Bullying/un fair treatment	Peer pressure/distracton	Lack of motivation/discipline	Other	Don't Know	No response	TOTALS
Teachers	2 .2%	6 .7%	12 1.4%	85 9.8%	8 .9%	23 2.6%	9 1.0%	11 1.3%	3 .3%	0 .0%	0 .0%	113 13.0%
Friends or peers	2 .2%	1 .1%	7 .8%	9 1.0%	1 .1%	19 2.2%	110 12.6%	6 .7%	1 .1%	0 .0%	0 .0%	127 14.6%
Self	2 .2%	3 .3%	5 .6%	4 .5%	1 .1%	0 .0%	3 .3%	79 9.1%	8 .9%	0 .0%	0 .0%	86 9.9%
Workload	2 .2%	0 .0%	71 8.2%	10 1.1%	3 .3%	2 .2%	3 .3%	28 3.2%	1 .1%	2 .2%	0 .0%	101 11.6%
Assessments/ Exams	0 .0%	2 .2%	43 4.9%	3 .3%	1 .1%	0 .0%	2 .2%	7 .8%	2 .2%	0 .0%	0 .0%	50 5.7%
Courses	18 2.1%	56 6.4%	96 11.0%	29 3.3%	19 2.2%	7 .8%	1 .1%	9 1.0%	5 .6%	0 .0%	1 .1%	196 22.5%
Other	7 .8%	3 .3%	2 .2%	16 1.8%	0 .0%	2 .2%	8 .9%	11 1.3%	17 2.0%	0 .0%	221 25.4%	270 31.0%
TOTALS	25 2.9%	59 6.8%	208 23.9%	123 14.1%	28 3.2%	40 4.6%	116 13.3%	124 14.2%	29 3.3%	2 .2%	222 25.5%	871 100.0%

**(Asked of all respondents)**

Examining the above table, the most frequently mentioned barrier to graduation was courses (mentioned by 23% of respondents). The three most commonly mentioned reasons why courses made it difficult were: too advanced or too difficult (11%), not enough selection (6%), and not enough help (3%). The next most commonly mentioned barriers to graduation were friends or peers, followed by teachers. The two main reasons why friends or peers made it difficult to graduate were: peer pressure/distracton (13%), and bullying/unfair treatment (2%). The three main reasons why teachers made it difficult were: not enough help (10%), bullying/unfair treatment (3%), and too advanced or too difficult (1%).

## Summary

### Main Activities

More than half of respondents were attending school full time during the last year. Of those respondents who were not studying full or part time as their main activity last year, over 30% report having taken some post-secondary education. Females are a little more likely to have taken some post-secondary education. The percentage of full time school attendance differs substantially between males and females. More females than males reported attending university or a university-college. Males were more likely than females to be attending an institute or a college. More females than males reported that they would be returning to post-secondary studies in September 2004. A regional difference was also found, with more graduates from the Lower Mainland attending school than graduates from other regions. Lower Mainland graduates were more likely to be attending a university or college, while graduates from other regions were more likely to attend a university-college. Interestingly, more respondents from outside the Lower Mainland reported that they would be returning to post-secondary studies in September 2004.

The next most commonly reported activity was “working” (these two activities account for just over 90% of all responses). There are consistently more males who report working as their main. However, more females than males report that they are currently working. While almost 54% of respondents were working 31 or more hours per week, more males than females were doing so. Also, more males than females reported that they would be working in the next year. Slightly fewer graduates from the Lower Mainland reported working as their main activity in the past year, compared to graduates from other regions. Not surprisingly, more graduates from other regions reported that they were currently working, and a greater proportion of graduates from outside the Lower Mainland were working more than 31 hours a week.

### Preparation for Post-Secondary Education

Respondents reported modest agreement with the statement that their high school courses helped them decide on a specific program of post-secondary studies (42% agreed or strongly agreed). There was very little difference in response between males and females with regard to questions about school preparing them for post-secondary education. There was a regional difference, however, with respondents from outside of the Lower Mainland reporting higher levels of agreement with the statement. Similarly, slightly more students from outside the Lower Mainland reported that their education had given them the necessary life skills for post-secondary education. Males were slightly more likely than females to say that their high school education had provided them with information about careers and opportunities in the trades, and there was little regional difference on this statement.

When asked how their school might have better prepared them for further education, the most common request was for better information about career options, followed by better information about the skills needed, better selection of studies/courses, better information about the requirements for programs, and more advanced levels of studies/courses.

### Preparation for Employment

More than half of respondents seem quite satisfied with how well their high school education provided life skills for employment: 56% agree or strongly agree in 2004. There is a very small difference between males and females, which may be due to sampling error. When work skill preparation is examined by region, respondents graduating outside of the Lower Mainland report learning skills for employment at higher rates than respondents in the Lower Mainland. Similarly, more respondents graduating outside of the Lower Mainland reported that their education gave them the necessary life skills for employment, compared to graduates from the Lower Mainland.

When asked how their school might have better prepared them for employment, the most common request was for more opportunities for work experience, followed by better career education in school, better education about work-related skills, better education about job search skills, and more trade or work-related and technical courses.

### Aids and Hindrances to Graduation

The most frequently mentioned aid to graduation was teachers (61%). The three most commonly mentioned ways in which teachers assisted were motivation/discipline, practical help, and moral support. The next most commonly mentioned aid to graduation was students themselves, followed by their parents or other family members. Like teachers, parents and family assisted by providing motivation/discipline, moral support, and practical help.

The most frequently mentioned barrier to graduation was courses (23%). The three most commonly mentioned reasons why courses made it difficult were that courses were too advanced or too difficult, there was not enough selection, and not enough help was available. The next most commonly mentioned barriers to graduation were friends or peers, followed by teachers. The two main reasons why friends or peers made it difficult to graduate were peer pressure/distraction and bullying/unfair treatment. The three main reasons why teachers made it difficult were that they did not provide enough help, bullying/unfair treatment, and preparing lessons that were too advanced or too difficult.

## Appendix A

2004

### B.C. GRADUATE TRANSITION TELEPHONE SURVEY

#### INTRODUCTION

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

#### Can I complete the survey with you now?

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

#### SECTION A: Respondent's Main Activity

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

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

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

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

##### [Select only ONE main activity]

1. Attending school – full time
2. Attending school – part time
3. Working
4. Unemployed & looking for work
5. Unemployed & not looking for work
6. Travelling
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
8. Don't Know

2. 11- 20 hours
3. 21- 30 hours
4. 31- 40 hours
5. >40 hours

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 distance education, ask for the type of institution through which it was taken. If respondent has been to more than one school ask about their LAST school attended]

#### Universities

1. Royal Road University
2. Simon Fraser University
3. Trinity Western University
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.**

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

1a. What at school was most important in helping you reach graduation? \_\_\_\_\_

1b. How or why did this help? \_\_\_\_\_

2a. What at school made it most difficult for you to reach graduation? \_\_\_\_\_

2b. How or why did this make it difficult? \_\_\_\_\_

**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 C1=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. My school provided me with information about careers and/or post-secondary training opportunities related to the trades (e.g., construction, mechanics, electricians, bakers, hair stylists, cooks, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c (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"/>
d (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>c and d (ii).</b> Ask all respondents: "What could your school have done to better prepare you for further education?"	_____						
	_____						
	_____						
e (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"/>
f (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"/>

**e and f (ii).** Ask all respondents:  
“What could your school have done to  
better prepare you for employment?”

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**SECTION E: Expected future activity**

**E1. What do you expect your main activity will be this coming September? [September 2004]** [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.**

## Appendix B

### 1. How School Could Have Better Prepared Students for Post-Secondary Education

What could your school have done to better prepare you for further education?

Category label	Code	Count	% of Responses	% of Cases
Nothing (I am happy with my preparation)	1	250	21.6	25.0
Better selection of studies/courses	2	155	13.4	15.5
More advanced levels of studies/courses	3	128	11.1	12.8
Better information about career options	4	173	15.0	17.3
Better information about how to apply	5	51	4.4	5.1
Better information about the requirements	6	155	13.4	15.5
Better education about skills needed	7	172	14.9	17.2
Other	8	29	2.5	2.9
Don't Know	88	32	2.8	3.2
No Response	99	11	1.0	1.1
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	Total responses	1156	100.0	115.4

0 missing cases; 1,002 valid cases

### 2. How School Could Have Better Prepared Students for Employment

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

Category label	Code	Count	% of Responses	% of Cases
Nothing (I am happy with my preparation)	1	310	26.8	30.9
More opportunities for work experience	2	237	20.5	23.7
Better career education in school	3	169	14.6	16.9
Better information about how to find a job	4	50	4.3	5.0
Better education about job search skills	5	112	9.7	11.2
Better education about work-related skills	6	135	11.7	13.5
More trade-or work-related and technical Skills	7	78	6.7	7.8
Other	8	15	1.3	1.5
Don't Know	88	40	3.5	4.0
No Response	99	10	.9	1.0
		-----	-----	-----
	Total responses	1156	100.0	115.4

0 missing cases; 1,002 valid cases