
**2006 High School Graduate Intentions Survey
Report of Findings**

December, 2006

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Department of Education**

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1.0 EXECUTIVE SUMMARY

The 2006 High School Graduate Intentions Survey was administered in April 2006. The objective of the survey was to collect contact information, intended plans following graduation, and influences on decision making from grade 12 students graduating in June 2006. The information from the Intentions Survey will be used for a high school graduate follow-up survey to be conducted in 2008.

The Intentions Survey questionnaire was circulated to all high schools in the province that enrolled grade 12 students in the 2005-2006 school year (83 high schools). Adult high schools were not included in the survey. Grade 12 students who were eligible to graduate in June 2006 were asked to complete the questionnaire.

Grade 12 students from 82 of 83 high schools in the province completed the High School Graduate Intentions Survey questionnaire. The survey response rate was 76 per cent.

The survey results show that most grade 12 students graduating in June 2006 plan to further their education and plan to stay in Nova Scotia. Three quarters (76 per cent) of students who completed a questionnaire plan to pursue a post-secondary education and most of these students (64 per cent) intend to go to university. A little more than two thirds of students who graduated in June 2006 (69 per cent) plan to stay in Nova Scotia for the year following graduation. Thirteen per cent of survey respondents said they plan to work after graduation.

For most survey respondents, parents, guardians, or family members have the largest influence on their decision about what to do after graduation. A little over three quarters of respondents (77 per cent) said parents, guardians, or family members were the most influential factor, the second most influential factor, or the third most influential factor in decision making. Friends, information on jobs and employment trends, and personal interest were also commonly ranked highly as influential factors in making decisions about what to do after graduation.

Media, the internet, and school staff were chosen by few respondents as having a strong influence on their decision about what to do following high school. The internet and the media were chosen by two per cent of respondents and guidance counsellor and teacher/principal were each chosen by three per cent of respondents as the most influential factor in making their decision about what to do after high school.

The most common resources used by survey respondents to make decisions about what to do after high school graduation were the internet and brochures and pamphlets. Survey respondents reported that co-operative education and short-term placement were the resources used least often.

Over half of the respondents to the Intentions Survey (58 per cent) said they would participate in a follow-up survey.

2.0 INTRODUCTION

Background

The 2006 High School Graduate Intentions Survey is an initiative from *Learning for Life II Brighter Futures Together* that supports the objective of measurement and evaluation of students' learning in the province. Measuring and evaluating students learning is a critical piece to developing programs that prepare students for success following high school.

The 2006 High School Graduate Intentions Survey was developed based on a project in the late 1990s conducted by the Nova Scotia Department of Education and Human Resources Development Canada. The 1990s project involved two surveys. The 1998 High School Graduate Intention Survey was a short survey of 1998 high school graduates. A year later, the 1999 High School Graduate Follow-up Survey interviewed 2,007 of the 1998 high school graduates surveyed the previous year. In 2006, the department conducted a second follow-up survey with this population to ask them about their work and education experiences following high school and to assess how well high school prepared them for life after graduation.

Objective

The objective of the 2006 High School Graduate Intentions Survey was to collect the following from grade 12 students who were eligible to graduate in June 2006 from a Nova Scotia public high school:

- contact information
- intended plans following graduation
- influences on decision making

This report examines the results of the Intentions Survey at a provincial level. The results of the survey broken down by school board are contained in the report appendix.

The information from the 2006 Intentions Survey will be used for a high school graduate follow-up survey to be conducted in 2008. Similar to the 1999 and 2006 follow-up surveys, the 2008 survey will explore academics, employment skills and life skills of the graduates, as well as how well graduates felt high school prepared them for life following graduation.

3.0 METHODOLOGY

Population

The High School Graduate Intention Survey target population was grade 12 students at a Nova Scotia public high school who were eligible to graduate in June 2006 and attending school in April 2006 when the survey was administered. The survey population excluded grade 12 students who, in April, were on a work semester, were absent from school, had completed their graduation requirements in the first semester, or were not eligible to graduate in June 2006. Also excluded, were students at adult high schools eligible to graduate in June 2006.

Due to the timing of the survey, questionnaires may have been completed by grade 12 students who in April thought they would graduate in June but in June were not eligible to graduate.

The total survey population was 11,257 students. This figure represents the number of students who were eligible to graduate in June 2006 as reported in April 2006 by their school's guidance counsellor.

Survey Administration

The survey instrument was a two-page self-administered questionnaire completed individually by grade 12 students. The questionnaire collected contact information and asked five questions about intended plans following high school, influences on decision making and whether the student would be interested in participating in a follow-up survey. A copy of the questionnaire is in the appendix.

A draft questionnaire was pre-tested with 14 grade 12 students at J. L. Isley High School in Halifax and was modified based on feedback from the pre-test group. The questionnaire was translated for French language schools.

Each superintendent asked the principals at the high schools in their board to assign a staff member to administer the survey. There were 83 high schools in the province that enrolled grade 12 students in 2006-06. In most schools the guidance counsellor was assigned to administer the survey. These staff members were responsible for distributing, collecting and returning completed questionnaires to the Department of Education.

A package containing instructions on administering the survey and copies of the questionnaire were mailed to each high school at the beginning of April. The deadline for submissions was the end of April. Two reminders e-mailed were sent to each school and follow-up was conducted by phone as needed.

An external consultant verified, coded, and input data. Data analysis was done in-house by Department of Education staff.

4.0 SURVEY RESPONSE

Response Rate

The 2006 High School Graduate Intentions Survey received 8,505 questionnaires from 82 of 83 high schools in Nova Scotia that enrolled grade 12 students in 2005-06¹. The overall survey response rate was 76 per cent.

2006 High School Graduate Intentions Survey Response By School Board	
School Board	Response Rate
CBVRSB ²	82%
SRSB	73%
CCRSB	92%
HRSB	72%
AVRSB	61%
CSAP	84%
SSRSB	76%
TCRSB	73%

As the neighbouring table illustrates, the response rates to the survey varied by school board. The Chignecto Central Regional School Board had the highest response rate at 92 per cent. The Annapolis Valley Regional School Board had the lowest response rate at 61 per cent.

Statistics Canada states that for a survey where responses to questions will be analyzed and cross tabulations between questions or with demographic information conducted, a 68 per cent response rate is very good³. Based on the information from Statistics Canada, the Intentions Survey response rate of 76 per cent allows for analysis of questions and cross tabulations.

Response Bias

Two variables, gender of graduating grade 12 students and distribution of graduating grade 12 students by school board, were examined for response bias. Response bias occurs when there is a difference between characteristics in the survey population and the survey respondents. The likelihood of response bias is low if the characteristics of survey respondents closely reflect the survey population.

The respondents to the Intentions Survey closely reflected the survey population of grade 12 graduating students in terms of gender and distribution by school board. Accordingly, the results of the survey are not likely to be biased in these two variables. Please see the appendix for more details on the analysis of response bias.

¹ École acadienne de Pomquet was the only high school that did not submit any questionnaires. The school had three grade 12 students who were eligible to graduate in June 2006.

² Acronyms for the School Boards are: Cape Breton – Victoria Regional School Board (CBVRB), Strait Regional School Board (SRSB), Chignecto-Central Regional School Board (CCRSB), Halifax Regional School Board (HRSB), Annapolis Valley Regional School Board (AVRSB), Conseil Scolaire Acadien Provincial (CSAP), South Shore Regional School Board (SSRSB), Tri-County Regional School Board (TCRSB)

³ Sainte-Pierre, Yves. Education Liaison Officer. E-mail from Statistics Canada July 28, 2005.

5.0 KEY FINDINGS

Profile of Respondents

The majority of respondents were between the ages of 17 and 19 years old. A little over two thirds of respondents (68 per cent) were born in 1988 and 26 per cent were born in 1987. About half of survey respondents were male (49 per cent) and half were female (51 per cent).

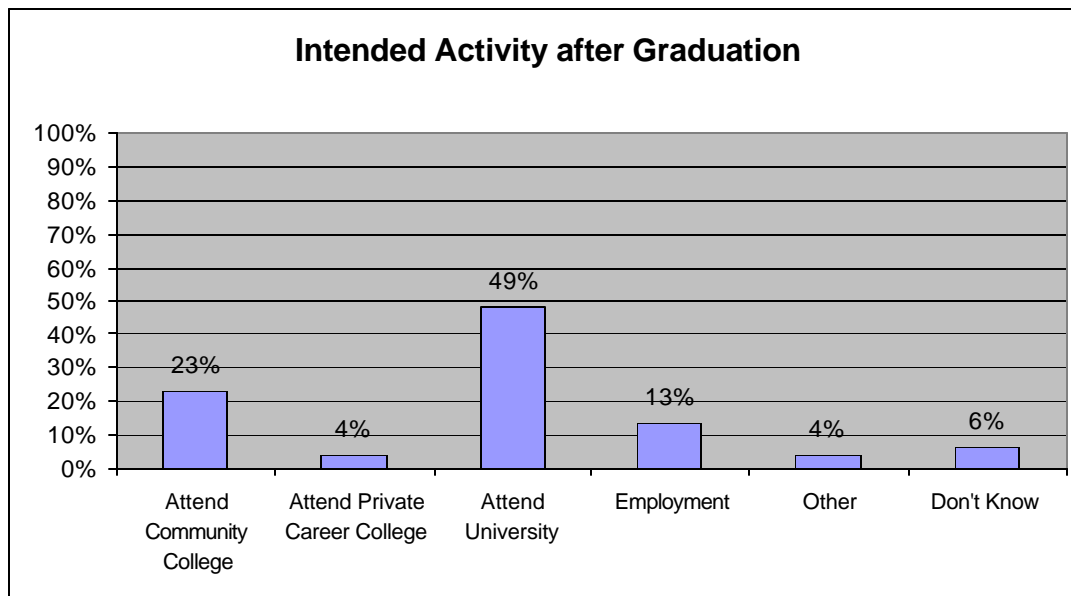
2006 High School Graduate Intentions Survey Response by School Board	
School Board	Questionnaires Received
CBVRSB	1212
SRSB	610
CCRSB	1537
HRSB	3179
AVRSB	867
CSAP	165
SSRSB	511
TCRSB	424

The table shows that Halifax Regional School Board (HRSB) submitted the most questionnaires (3,179) and the Acadian Provincial school board (CSAP) submitted the fewest number of questionnaires submitted (164). These results are not surprisingly as HRSB has the most students and CSAP has the fewest students in the province.

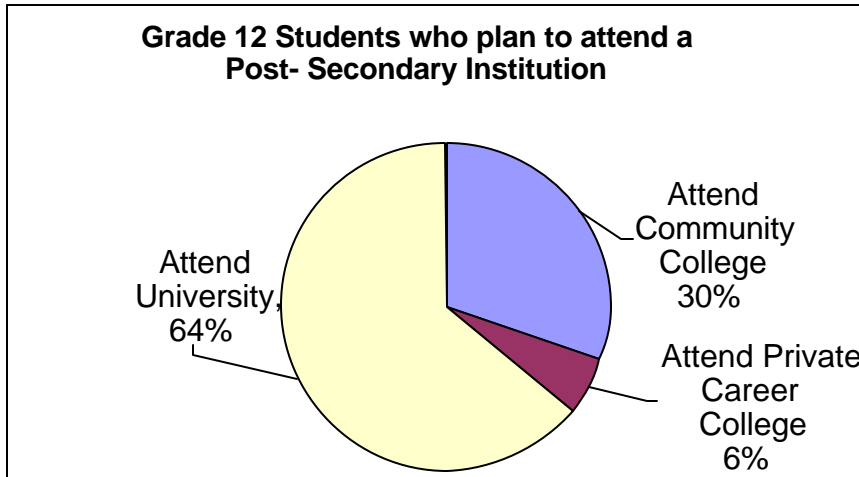
Intended Activity after Graduation

The Intentions Survey questionnaire asked grade 12 students what they expected to be their primary activity the year after graduation and if that primary activity will be in Nova Scotia. If they planned to attend a post-secondary institution, students were asked their intended program of study. If they planned to work, students were asked their intended job.

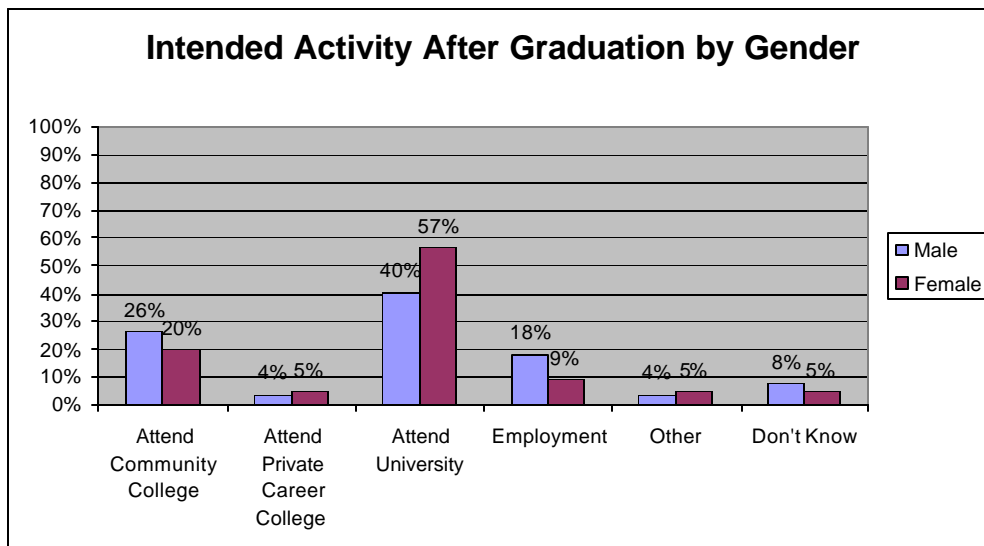
The majority of respondents (76 per cent) said they plan to further their education either at a university, community college or private career college the year after graduation.



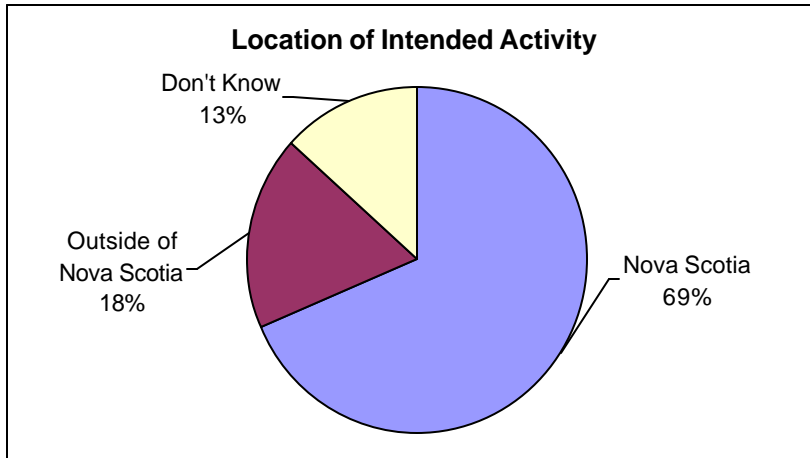
As the chart below illustrates, most of the students who planned to attend a post-secondary institution after high school graduation (64 per cent), planned to attend a university.



The chart below shows some differences between the intended activities after graduation for male and female students. The groups with the largest differences between males and females were the respondents who planned to attend university or work. More female (57 per cent) than male (40 per cent) respondents planned to attend university. More male (18 per cent) than female respondents (9 per cent) planned to work following graduation.

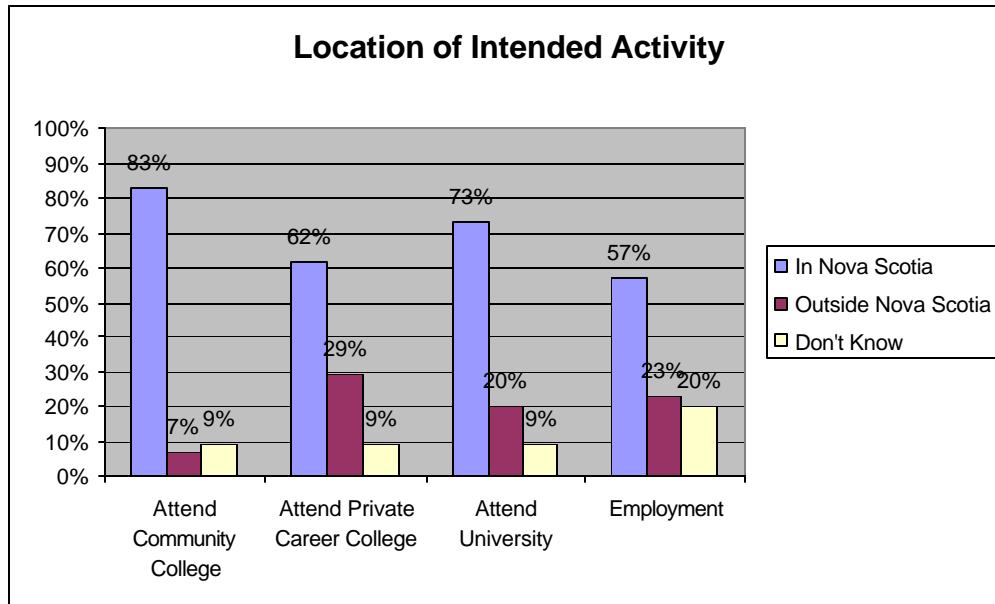


Location of Intended Activity after High School Graduation



When asked where they plan to pursue their primary activity after high school, most grade 12 students (69 per cent) said they planned to stay in Nova Scotia. Interestingly, 13 per cent of respondents did not know whether they would be in Nova Scotia or not after graduation.

At 29 per cent, students who planned to attend a private career college were the group with the highest proportion of students planning to leave Nova Scotia. On the other hand, students who planned to attend a community college had the lowest proportion of students who planned to leave the province (seven per cent). Respondents planning to work after graduation had the highest proportion of students who did not know whether or not they would leave Nova Scotia (20 per cent).

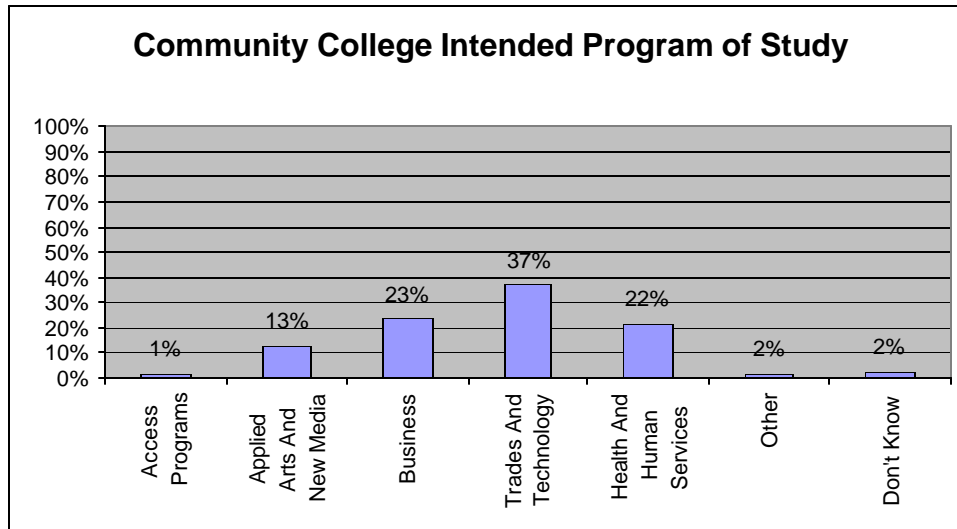


Intended Program of Study

At 37 per cent, Arts and Science was the most common intended program of study for students planning to attend university. The table below lists the intended programs of study for students planning to attend university.

University	
Intended Program of Study	
Arts or Science-General	37%
Commerce & Administration	14%
Social Sciences & Related	10%
Education, Physical Education, Recreation & Leisure	7%
Engineering & Applied Sciences	7%
Health Professions & Occupations	6%
Humanities & Related	6%
Agricultural & Biological Sciences	5%
Fine & Applied Arts	3%
Mathematics & Physical Sciences	3%
Foundation Program	1%
Other/Don't Know	1%

The most common program of study for students planning to attend community college was Trades and Technology at 37 per cent. The chart below shows the intended programs of study for respondents planning to go to a community college.



The most common program of study for Grade 12 students who planned to attend a Private Career College was Human Services Programs at 23 per cent. The table below breaks down grade 12 students intended programs of study at Private Career Colleges.

Private Career College	
Intended Program of Study	
Human Services Programs	23%
Cosmetology & Esthetics Programs	17%
Health & Wellness Programs	15%
Multimedia Programs	9%
Secretarial Programs	6%
Business Programs	5%
Education Programs	3%
Network Support Programs	3%
Trades Programs	2%
Computer Programs	1%
Heavy Equipment Training Programs	1%
Oil & Gas Programs	0.3%
Other	14%

Health and human services are common program choices for students planning to attend a community college and a private career college. Twenty two per cent of students planning to attend a community college intend to study health and human services and for students planning to attend a private career college 23 per cent intend to study human services and 15 per cent health and wellness programs.

Based on the results of the Intentions Survey, it seems that students wanting to pursue a trade are more likely to attend a community college than a private career college. Only two per cent of respondents attending a private career college intended to study trades compared to 37 per cent of students planning to attend a community college.

Area of Employment

In addition to the students who intend to go to community college, some respondents planned to enter a trade through the workforce. As illustrated in the chart below, 12 per cent of students planning to work after high school graduation planned to work in trades, transport and equipment operators and related occupations.

The most common area of employment for students who plan to work after graduation was sales and service, at 46 per cent of respondents. A breakdown of the areas of employment for grade 12 students planning to work after graduation is in the table below. Interestingly, at the time the survey was administered, 17 per cent of students who plan to work after high school did not know the type of job they would have.

Intended Area of Employment	
Sales & Service Occupations	46%
Trades, Transport & Equip.Operators & Related Occup	12%
Occupations Unique To Primary Industry	11%
Business, Finance & Administrative Occupations	5%
Occup. Unique To Processing, Manufacturing & Utilities	3%
Occupations In Social Science, Education, Govt. Service & RI	2%
Occupations In Art, Culture, Recreation & Sport	2%
Natural & Applied Sciences & Related Occupations	1%
Health Occupations	0.2%
Management Occupations	0.1%
Don't know	17%

Other Category

The table below breaks out the most common activities among the four per cent of respondents who chose “other” when asked what they intended to do after high school graduation.

Intended Activity After Graduation	
Other	
Travelling	1.4%
Upgrading	1.0%
Taking time off	0.6%
Volunteering	0.2%
Sports	0.2%
Relocating	0.2%
Exchanges programs	0.1%
Family responsibilities	0.1%
Other	0.3%

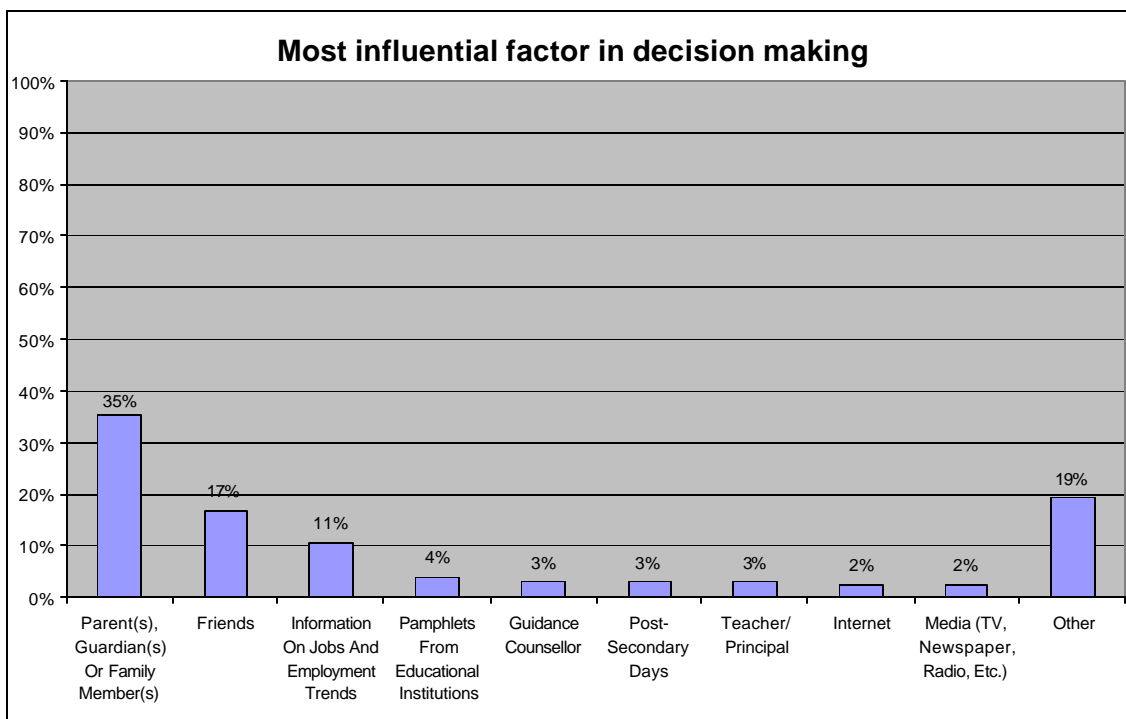
Decision Making

The Intentions Survey questionnaire asked high school students what the most influential factor, the second most influential factor, and the third most influential factor was in making their decision about what to do after high school graduation. Also, the students were asked about the resources they used to make their decisions.

Influences on Decision Making

According to the results of the Intentions Survey, parents, guardians, or family members have the most influence on the decision a student makes about what to do after graduation. Thirty five per cent of respondents said parents, guardians, or family members were the most influential factor in decision making, 26 per cent said parents, guardians, or family members were the second most influential factor and 16 per cent said parents, guardians, or family members were the third most influential factor. Survey respondents also commonly ranked highly friends, information on jobs and employment trends, and personal interest as influential factors in making their decision about what to do after graduation.

The internet and media were chosen least often (each by two per cent of respondents) as the most influential factor in making decisions about plans after graduation. Also, school staff was chosen by few respondents as having a strong influence on their decision about what to do following high school. Guidance counsellor was chosen by three per cent of respondents, as well, teacher/principal was chosen by three per cent of respondents as the most influential factor in their decision making.



Nineteen per cent of respondents chose “other” as the most influential factor in decision making and 14 per cent of these respondents specified “personal interest” in the other category.

The chart below lists the factors written by respondents who chose “other” as the most influential factor in making their decision.

Other	
Most influential factor in decision making	
Personal Interest	14%
Cost Of Schools	0.8%
Coaches/Sports Teams	0.6%
Prior Experience In The Field	0.6%
Better Opportunities	0.6%
Visits To School	0.3%
People Working In The Field	0.3%
Certain Classes	0.2%
School Location	0.2%
Military	0.2%
Program Availability	0.2%
Religious Beliefs	0.1%
Grades	0.1%
School Reputation	0.1%
School Representatives	0.1%
Not Accepted Into Program/Waitlisted	0.1%
Scholarships/Bursaries	0.1%
Personal Reasons	0.1%
Other	0.2%

Regardless of a student’s intended plans after graduation (eg whether the student planned to attend university, community college, or private career college or work), parent, guardian or family member was most often chosen as the most influential factor in decision making. See the appendix for more details.

Below are the second and third most influential factors reported by survey respondents in making decisions about what to do after high school. Friends become more influential when students were ranking their second and third influential factors. In fact, friends was ranked most often as the third influential factor in decision making.

Second influential factor in decision making	
Parent(s), Guardian(s) Or Family Member(s)	26%
Friends	22%
Information On Jobs And Employment Trends	12%
Pamphlets From Educational Institutions	8%
Guidance Counsellor	7%
Internet	6%
Teacher/ Principal	6%
Post-Secondary Days	5%
Media (TV, Newspaper, Radio, Etc.)	4%
Other	4%

Third influential factor on decision making	
Friends	20%
Parent(s), Guardian(s) Or Family Member(s)	16%
Information On Jobs And Employment Trends	12%
Pamphlets From Educational Institutions	10%
Guidance Counsellor	9%
Teacher/ Principal	8%
Internet	7%
Media (TV, Newspaper, Radio, Etc.)	7%
Post-Secondary Days	6%
Other	6%

The media, post-secondary days, the internet and school staff (guidance counsellor, teacher/principal) continued to be chosen least often by students as their second and third influential factor in decision making.

Resources Used By Students in Decision Making

When asked to indicate from a list of ten high school resources the ones they used to make their decision about what to do following high school graduation, 98 per cent of respondents said they used at least one resource. These students used an average of three resources.

As the table below illustrates, brochures and pamphlets (19 per cent) and the internet (19 per cent) were the most commonly used resources by respondents. The table also shows that experience in the workplace or the community is not a resource used often by students to help them make their decision about what to do after high school. Only four per cent of respondents said work/community placement, two per cent said co-operative education, and one per cent said short-term placement were resources used to help in their decision making.

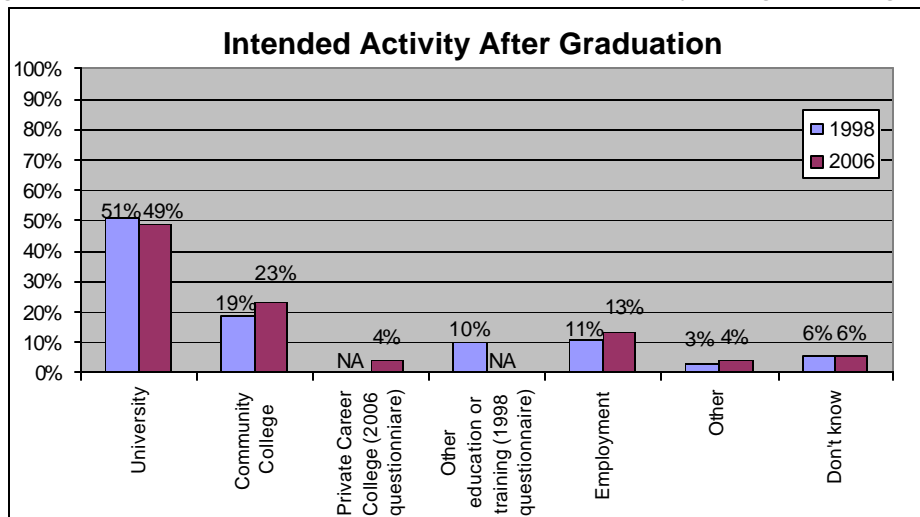
Resources Used in Decision Making	
Brochures and Pamphlets	19%
Internet	19%
Guidance Counsellor Sessions	13%
Information on Jobs and Employment Trends	12%
Guest Speakers	11%
Post-Secondary Days	9%
Job Shadowing	6%
Work/Community Placement	4%
Co-Operative Education	2%
Short-Term Placement	1%
Other	1%
None	2%

The Intentions Survey results show that while a resource may be commonly used by students, this resource does not necessarily have a large influence on their decision making. Only two per cent of respondents said that the internet was the most influential factor in making their decision about what to do after high school, yet at 19 per cent, the internet along with brochures and pamphlets was the most common resource used by respondents to decide what to do after high school. Similarly, while guidance counsellor sessions were the third most common resource used by students at 13 per cent, they were chosen by few respondents (three per cent) as having an influence on decision making.

6.0 1998 HIGH SCHOOL GRADUATE SURVEY RESULTS COMPARISON

As mentioned earlier, an intentions survey of high school graduates was conducted in 1998. Similar to the 2006 survey, the 1998 questionnaire asked grade 12 students about their intended plans after high school graduation and influences on decision making. As the wording of the questions and response categories in the 1998 questionnaire were different from the 2006 questionnaire, only some responses can be compared. Please see the appendix for a list of the questions in the 1998 High School Graduate Intentions Survey.

For the question about intended plans following high school graduation, the response categories that were the same in both questionnaires were: university, community college, and employment. The chart below illustrates that a similar proportion of grade 12 students in 1998 and 2006 planned to attend university or work and slightly higher proportion of grade 12 students in 2006 planned to attend community college after high school graduation.



As the wording of the questions and the response categories have a number of differences, it is difficult to compare the responses to the question on what influenced decision making. However, it is interesting to note, that in 1998 and 2006 survey respondents ranked family

Most Influential Factor in Decision Making	High School Graduates	
	1998	2006
Parent(s), Guardian(s) or Family Member(s)	32%	35%
Your Own Research	56%	NA
Friends	8%	17%
Information on Jobs and Employment Trends	NA	11%
Pamphlets from Educational Institutions	NA	4%
Guidance Counsellor	3%	3%
Post-Secondary Days	NA	3%
Teacher/ Principal	NA	3%
Internet	NA	2%
Media (TV, Newspaper, Radio, etc.)	3%	2%
Other	NA	19%

members high and guidance counsellor and the media low when asked for the most influential factor in making their decision about what to do after high school.

7.0 RECOMMENDATIONS

Below are the recommended areas to explore further in the 2008 High School Graduate Follow-up Survey.

- **Follow through of intended activity.** The follow-up survey could look at the proportion of graduates doing the activity they intended on before high school graduation. For students who change their intended activity, explore the reasons why.
- **Influences on decision making.** Specifically, the survey could examine the reasons that school staff was rarely chosen as having an influence on decision making and, if appropriate, what might be done to improve their influence on students' decisions. Also, the survey could explore why parents, guardians and family members as well as friends tend to have a considerable influence on decision making.
- **Resources in high school to assist with decision making.** The survey might examine if the resources used by students are effective in assisting them in making decisions about what to do after high school and, if appropriate, ask how resources might be improved or altered to better assist students in decision making.

Along with exploring the areas listed above, the follow-up survey will ask graduates to reflect on how well high school prepared them for life after graduation and examine graduates' education and employment experiences following high school.

8.0 CONCLUSION

The results of the High School Graduate Intentions Survey show that few students graduating in June 2006 (13 per cent) planned to enter the work force immediately after high school. The majority of students who responded to the Intentions Survey (76 per cent) planned to pursue a post-secondary education and most of these students (64 per cent) intended to go to university. Only 18 per cent of survey respondents planned to leave Nova Scotia.

There were some differences by gender in students' plans following high school graduation. More female than male students graduating in 2006 planned to attend university. More male than female students planned to work after high school.

Among survey respondents who planned to attend university, the most common intended program of study was Arts and Science. Students who planned to attend a community college most commonly intended to study trades and technology. Health and human services are common programs for students planning to attend a private career college and community college.

According to Intentions Survey respondents, parents, guardians, or family members have the most influence on the decision a high school student makes about what to do after graduation. Friends and information on jobs and employment trends also have a considerable influence on decision making. While guidance counsellor sessions was reported as the third most common resource used by students to make decisions, only three per cent of respondents said that guidance counsellors were the most influential factor their decision about what to do after high school.

The internet and brochures and pamphlets were the resources used most by students to assist them in making their decision about what to do after high school. Yet, according to respondents the internet does not have a big influence on their decision about what to do after high school. Co-operative education and work and community placements were the resources used least by students to assist them in their decision making.

Over half of the respondents to the Intentions Survey (58 per cent) said they would participate in a follow-up survey. The 2008 High School Graduate Follow-up Survey will interview a representative sample of this group. The follow-up survey will further explore the results of the Intentions Survey, ask graduates to reflect on how well their high school experience prepared them for life following graduation as well as examine graduates educational and employment experiences.

The results of the 2006 High School Graduate Intentions Survey and the 2008 High School Graduate Follow-up Survey will be used to improve high school programming to prepare students for life after high school.

9.0 APPENDIX

Appendix I	High School Graduate Intentions Survey Questionnaire
Appendix II	Response Bias Analysis
Appendix III	Most Influential Factor in Decision Making by Intended Plans
Appendix IV	Questions asked in the 1998 High School Graduate Intentions Survey
Appendix V	School Board Tables

Appendix I



2006 High School Graduate Intentions Survey

The Nova Scotia Department of Education would like to collect information about 2006 high school graduates' plans after graduation, and what influenced their decisions. The information you provide will be used to improve high school programs. **Your response will be kept confidential and at no time will your name be revealed with survey results.**

Do not complete this survey if

- you are NOT eligible to graduate in June 2006
- you graduated in a previous year and have returned to school for further study

Complete this survey if you are eligible to graduate in June 2006.

Please enclose completed survey in the envelope provided, write your name on the envelope, and seal it.

Thank you for taking the time to answer the following questions. **Please print your responses.**

Personal Information

Name:

Home Mailing Address:

City/Town, Province:

Postal Code:

E-mail Address:

Home Phone Number:

Cellular Phone Number:

Date of Birth (YYYY/MM/DD):

Gender:

Female Male

Name of High School:

Graduate Intentions

1. Please indicate what you expect your primary activity to be the year after graduation. **Check first choice only.**
- Attend community college (i.e., Nova Scotia Community College or community college in another province)
Program of study: _____
- Attend private career college (i.e., Maritime Business College)
Program of study: _____
- Attend university
Program of study: _____
- Employment
Specify job: _____
- Other (i.e., travel, leisure activity, etc.), please explain: _____

- Don't know
2. Do you plan to do the activity indicated in question 1 in Nova Scotia? Yes No Don't know
3. Who or what influenced your plans about what to do following high school? **Please rate the top three most influential factors:** put a number 1 next to the most influential factor, number 2 next to the second most influential factor, and a number 3 next to the third most influential factor.
- | | |
|-----------------------------------------------|------------------------------------------------------|
| ___ Friend(s) | ___ Pamphlets from educational institutions |
| ___ Guidance counsellor | ___ Parent(s), guardian(s) or other family member(s) |
| ___ Information on jobs and employment trends | ___ Post-secondary days |
| ___ Internet | ___ Teacher/Principal |
| ___ Media (TV, newspapers, radio, etc.) | ___ Other, please specify: _____
_____ |
4. At my high school, I used the following resources to decide what to do next year. **Please check all that apply.**
- | | |
|--------------------------------------------------------------------|----------------------------------------------------------------|
| <input type="checkbox"/> Brochures and pamphlets | <input type="checkbox"/> Job shadowing |
| <input type="checkbox"/> Co-operative education | <input type="checkbox"/> Post-secondary days |
| <input type="checkbox"/> Guest speakers | <input type="checkbox"/> Short-term placement |
| <input type="checkbox"/> Guidance counsellor sessions | <input type="checkbox"/> Work/community placement |
| <input type="checkbox"/> Information on jobs and employment trends | <input type="checkbox"/> Other, please specify: _____
_____ |
| <input type="checkbox"/> Internet | |
5. We would like to follow-up with 2006 high school graduates to get feedback on high school programming. Would you agree to have a representative from the Nova Scotia Department of Education contact you in a couple of years to conduct a short interview?
- Yes No

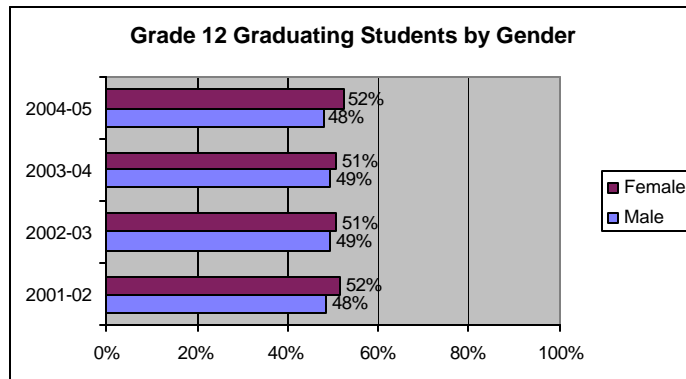
Thank you!

Appendix II

Response Bias Analysis

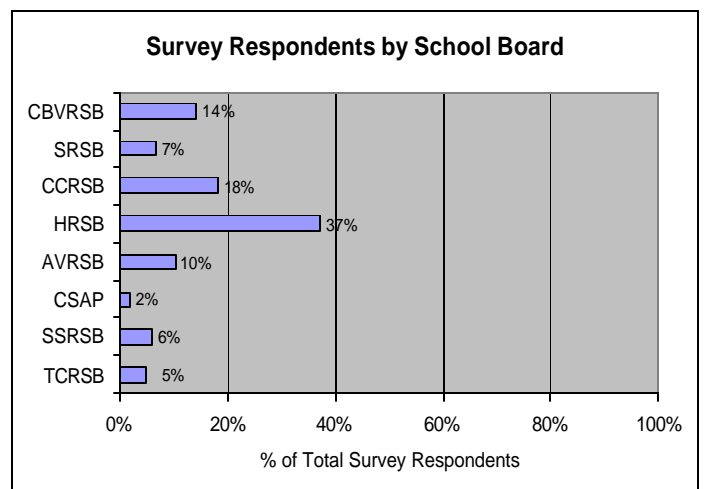
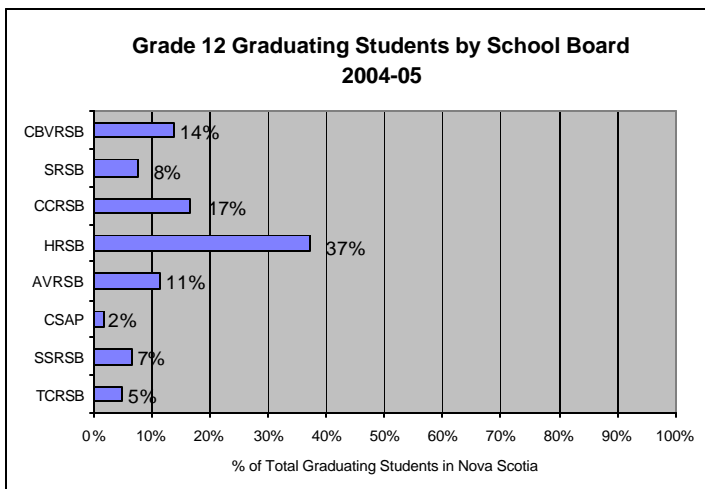
Gender

A comparison of the gender of grade 12 graduating students and survey respondents showed a low likelihood of response bias by gender. About half of survey respondents (49 per cent) were male and about half (51 per cent) were female. Similarly, as the Grade 12 Graduating Students by Gender chart shows, from 2001-02 to 2004-05 about half of the grade 12 students graduating from Nova Scotia high schools have been male and about half have been female.



Distribution by School Board

The charts below show a low likelihood of response bias in distribution of respondents by school board. The proportion respondents to the survey from each school board is very similar to the 2004-05 distribution of grade 12 graduating students by school board.

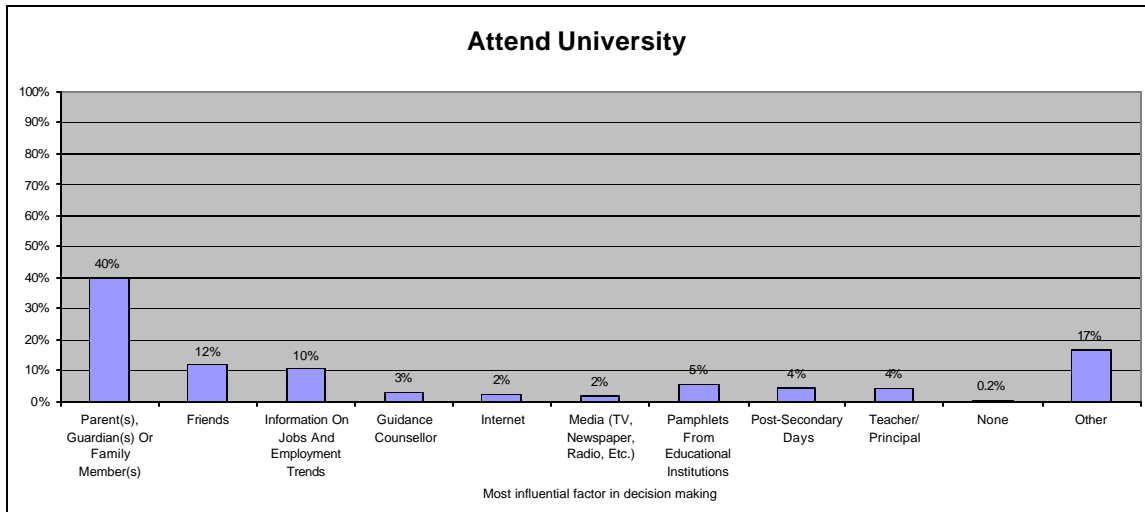


Appendix III

Most Influential Factor in Decision Making by Intended Plans following Graduation

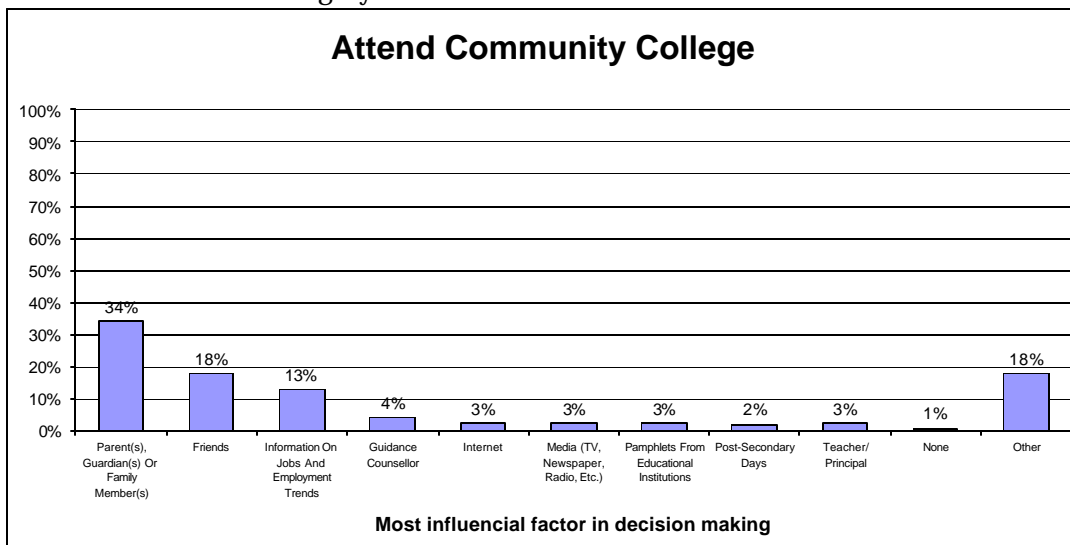
University

Note: 11 per cent of respondents who intend to go to university wrote “personal interest” in the other category.



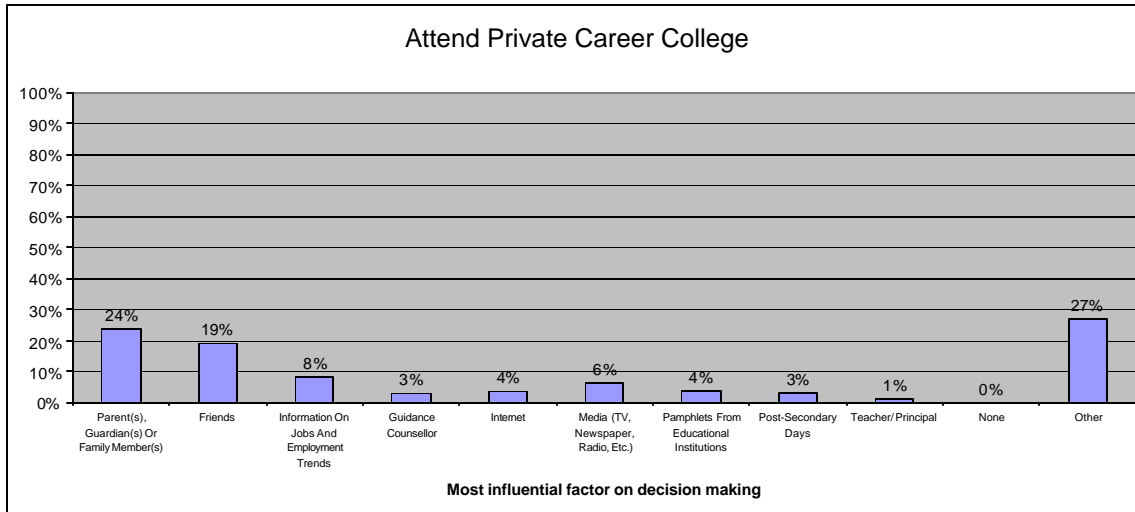
Community College

Note: 15 per cent of respondents who intend to go to community college wrote “personal interest” in the other category.



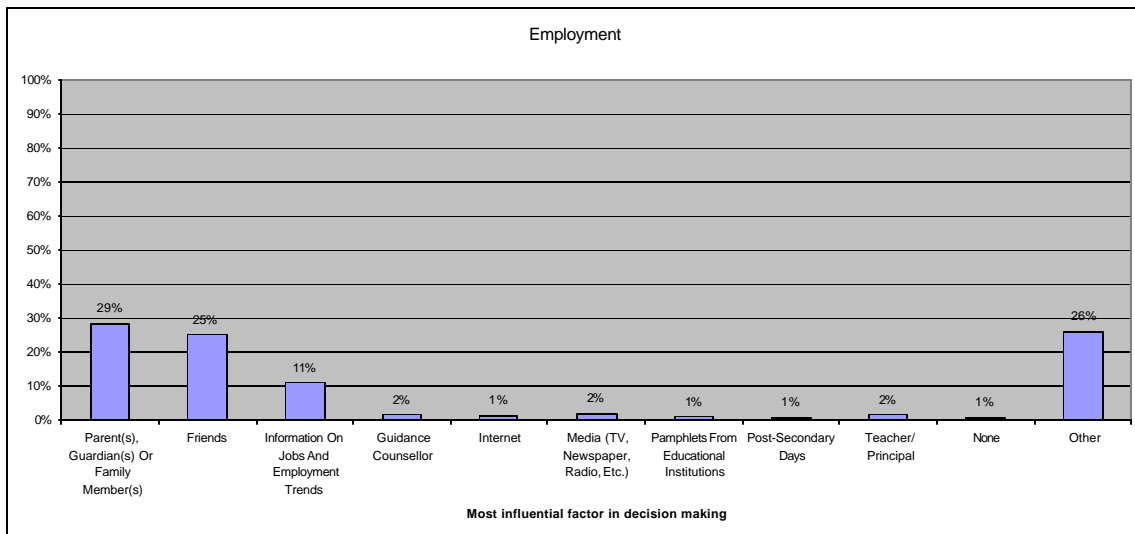
Private Career College

Note: 22 per cent of respondents who intend to go to a private career college wrote “personal interest” in the other category.



Employment

Note: 19 per cent of respondents who indent to work wrote “personal interest” in the other category.



Appendix IV

Questions asked in the 1998 High School Graduate Intentions Survey Questionnaire

1. Name
2. Mailing Address
3. Phone number
4. Date of Birth
5. Gender
6. Please indicate what you expect to do the year after graduation. Check first choice only.
 - University
 - Community College
 - Other education or training
 - Join work force
 - Other (travel, relax, etc.)
 - Don't know
7. Please rank the following influences on your plans after graduation by putting the number 1 in the box next to the one which has been most influential, the number 2 in the box next to the one which has been second most influential, etc., through to 5 the least influential one.
 - Guidance counsellor
 - Family member(s)
 - Friend(s)
 - Media (TV, newspapers, etc.)
 - Your own research
8. I agree to have a representative of the Nova Scotia Department of Education and Culture contact me for the purpose of conducting a High School Graduate Follow-up Survey in 1999.
 - Yes
 - No

Appendix V

Results by School Board

Question 1 – Please indicate what you expect your primary activity to be the year after graduation.

	CBVRSB	SRSB	CCRSB	HRSB	AVRSB	CSAP	SSRSB	TCRSB
Attend Community College	19%	31%	27%	18%	20%	24%	33%	36%
Attend Private Career College	2%	3%	6%	4%	3%	5%	6%	4%
Attend University	55%	48%	41%	53%	45%	55%	35%	39%
Employment	12%	9%	16%	12%	18%	9%	14%	14%
Other	4%	3%	4%	4%	5%	3%	4%	3%
Don't Know	7%	5%	6%	7%	8%	4%	6%	4%
Not Answered	1%	0.3%	1%	1%	1%	0%	1%	0.5%

Question 2 – Do you plan to do the activity in question 1 in Nova Scotia?

	CBVRSB	SRSB	CCRSB	HRSB	AVRSB	CSAP	SSRSB	TCRSB
Yes	70%	73%	67%	69%	62%	63%	71%	74%
No	15%	18%	20%	16%	26%	29%	16%	17%
Don't Know	15%	9%	13%	15%	12%	9%	13%	10%

Question 3 – Who or what influenced your plans about what to do following high school?

Most influential factor in making decisions about what to do after high school

	CBVRSB	SRSB	CCRSB	HRSB	AVRSB	CSAP	SSRSB	TCRSB
Friends	13%	15%	17%	19%	17%	15%	19%	17%
Guidance Counsellor	3%	2%	4%	3%	3%	4%	3%	3%
Information On Jobs And Employment Trends	14%	12%	10%	9%	11%	11%	10%	12%
Internet	2%	2%	2%	2%	3%	8%	3%	3%
Media (TV, Newspaper, Radio, Etc.)	3%	2%	2%	3%	2%	1%	2%	3%
Pamphlets From Educational Institutions	4%	4%	4%	4%	5%	5%	2%	5%
Parent(s), Guardian(s) Or Family Member(s)	38%	39%	33%	37%	34%	27%	29%	33%
Post-Secondary Days	2%	3%	4%	2%	5%	4%	5%	2%
Teacher/ Principal	4%	2%	3%	4%	2%	1%	2%	2%
Other	16%	20%	20%	19%	19%	23%	25%	20%

Question 4 – At my high school, I used the following resources to decide what to do next year.

Resources	CBVRSB	SRSB	CCRSB	HRSB	AVRSB	CSAP	SSRSB	TCRSB
Brochures and Pamphlets	21%	20%	18%	19%	18%	21%	19%	21%
Co-Operative Education	2%	1%	2%	4%	3%	2%	2%	1%
Guest Speakers	14%	11%	12%	10%	9%	1%	11%	11%
Guidance Counsellor Sessions	14%	10%	12%	14%	13%	14%	14%	14%
Information on Jobs and Employment Trends	14%	12%	10%	10%	11%	13%	13%	16%
Internet	18%	21%	18%	20%	19%	21%	21%	20%
Job Shadowing	4%	8%	6%	7%	8%	12%	6%	5%
Post-Secondary Days	5%	6%	13%	9%	12%	11%	10%	5%
Short-Term Placement	1%	1%	1%	1%	1%	1%	1%	1%
Work/Community Placement	4%	3%	3%	4%	4%	2%	1%	3%
Other	0.5%	1%	1%	1%	1%	0.2%	1%	0.5%
None	1%	2%	1%	2%	1%	1%	1%	2%

Question 5 – We would like to follow-up with 2006 high school graduates to get feedback on high school programming. Would you agree to have a representative from the Nova Scotia Department of Education contact you in a couple of years to conduct a short interview?

	CBVRSB	SRSB	CCRSB	HRSB	AVRSB	CSAP	SSRSB	TCRSB
Yes	61%	59%	63%	55%	56%	43%	62%	63%
No	39%	41%	37%	45%	44%	57%	38%	37%