



UNIVERSITY COLLEGE  
of the FRASER VALLEY

*High School Survey  
Analysis*  
**2004**

Prepared  
by the  
**DEPARTMENT OF INSTITUTIONAL RESEARCH AND PLANNING**  
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## Executive Summary

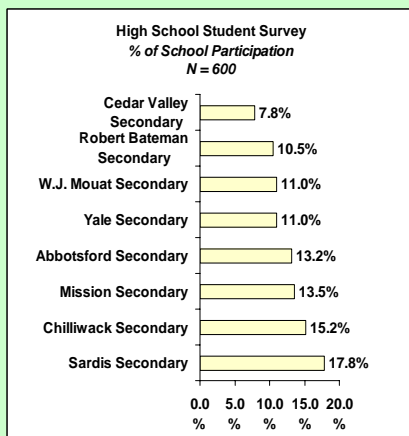
### UCFV High School Survey 2004 Analysis

Prepared by the  
Office of Institutional Research and Planning,  
UCFV

#### Specifics of this study

The UCFV High School Survey 2004 was administered to a sample of 1860, grade 10, 11 and 12 high school students within School Districts #34, #33 and #75. This sample is purposive and non-random in nature as the high schools contacted were unable to meet the requirements for a random sample based upon time restraints and resources available. For this reason, results should be observed and utilized tentatively. Inferential statistics are offered solely to foster discussion in areas of interest.

A response rate of 76.6% (N=1425) was determined, however, for the purposes of this report, a sample of six-hundred high school students (N=600) was utilized due to the imbalance in data provided from individual secondary schools. This sample of 600 includes all responses from each high school contacted with the exception of Sardis Secondary wherein, due to its large response rate (N=930), only 11.5% of its sample was utilized.



The survey aimed to identify factors that influence high school students, within the UCFV region, to pursue or not pursue post-secondary education and to examine how these factors are related to a students' choice regarding post-secondary education.

## Introduction

Currently, approximately two-thirds of UCFV students come to UCFV within one year of graduating from high school. Because of this, the 18 to 24 year old age group is the largest source of new enrolments<sup>1</sup> and is the primary group of interest to institutional planners at UCFV. As a result, with the increasing need for up-to-date information regarding the high school students within the Fraser Valley College Region, the UCFV "High School Survey 2004" was developed and implemented.

The following survey analysis provides information about high school students within UCFV's region of the Fraser Valley. Specifically, the UCFV High School Survey 2004 aimed to identify factors that influence high school students to pursue or not pursue post-secondary education and to examine how these factors are related to a students' choice regarding post-secondary education.

The report focuses on a number of key areas:

- how students perceive themselves in high school,
- specific aspects of what is important to students at high school,
- students' perceived academic ability,
- students' knowledge about post-secondary education,
- students' plans for the future,
- and, questions about student's family and background demographics.

In addition, previous research citing predictors of students' furthering their education beyond high school, such as *friends' influence*, *parents influence*, *education professionals' influence*, were looked at and basic descriptive data from UCFV's High School Survey 2004 was compared to provide more information about the cohort of high school students within our region with regards to these predictors. Understanding students' sense of the importance of friends, parents, and educational professionals' influence upon their decisions regarding post-secondary education will further support the perpetuation of UCFV's Strategic Plan.

Survey results will be utilized by the Senior Administration Group, the Enrolment Management Committee, as well as regional high schools to facilitate planning and to determine the direction that is required to benefit students' within the UCFV locale.

## Highlights of Findings

The over-arching finding in this report is that timely, accurate and relevant information about post-secondary opportunities in the hands of both parents and students will significantly

<sup>1</sup> 2003/04 UCFV Fact Book

*The results of our data are in keeping with studies that have found that guiding and preparing students for post-secondary education increases the probability that they will pursue further education after high school.*

BC Ministry of Education's Satisfaction Survey 2003/04				
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?				
School District	Grade	All of the time	Many times	Total
Abbotsford # 034	10	25%	38%	63%
	12	22%	38%	60%
Chilliwack # 033	10	26%	38%	64%
	12	15%	39%	54%
Mission # 075	10	24%	36%	60%
	12	18%	39%	57%

*Informing students of academic requirements, including preparatory courses, necessary to further their education beyond high school will be a positive influence in their decision to pursue higher education.*

influence a student's decision to pursue further education.

### Key Finding 1

Studies show that preparing students academically for post-secondary education increases the probability that they will pursue further education after high school (House & Hayes, 2002; Adelman, Horn, & Chen, (No date provided), p. 25; Illinois Board of Higher Education, 2001). UCFV *High School Survey 2004* results reveal that those students who indicate education is either "very important" (63.3%) or "somewhat important" (17.7%) also indicate that they intend to pursue formal education. Further analysis was undertaken and substantiates previous findings:

- According to our data, we can expect with 27% accuracy, how important high school students feel education is beyond high school will influence the likelihood that they will continue their education after high school.

### Key Finding 2

Information gathered by the BC Ministry of Education and data provided by respondents in this study suggests that there are many students who are not completely aware of what is required to go on to further education. BC Ministry of Education results show that, while over 50% of students in grades 10 and 12 within School Districts #33, #34, and #75 feel that they are being prepared "all of the time" or "many times" for post-secondary education, there is still another substantial portion of students that perceive they are only being prepared "sometimes," "few times," and "at no time."

Moreover, in the UCFV study, only 28.2% of students feel they are "completely aware" as to what courses they need to take to prepare for post-secondary education. Another 41.3% feel they are "fairly aware, but not completely," 23.5% are "not really aware, but have an idea," 3.8% are "not aware at all" and 3.1% "don't know" if they are aware. Furthermore, these totals include both "advised" and "non-advised" students which indicate that students may not be attaining the information they feel they require.

- As academic preparation for post-secondary education factors positively into a student's decision to pursue higher education (House & Hayes, 2002; Adelman, Horn, & Chen, (No date provided), p. 25; Illinois Board of Higher Education, 2001), based on information gathered by the BC Ministry of Education and data provided by respondents in this study, it is evident that informing students of academic requirements, including preparatory courses, necessary to further their education beyond high school will be a positive influence in their decision to pursue higher education.

In addition, while 70.7% of students perceive themselves to be

<sup>2</sup> (Davis, Noland, Deato, 2001; also, Chapman, 1981; Perna, 2000; Leslie and Brinkman, 1987 as cited in Davis, Noland, Deato, 2001).

<sup>3</sup> Considering the median score as an indication of respondents' cost assessments, students overestimated tuition by \$2472.

*The post-secondary experience and requirements need to be demystified by education professionals in order to encourage students, of all academic abilities, to continue their education beyond high school.*

*Data from this cohort of students suggests that offering a greater variety of Bachelor's degree's as well as making it an alternative for high school students from the beginning of their post-secondary experience would be a prudent consideration of decision-makers at UCFV.*

*Parent's views on education for their children factors into student's outlook on education. Programs and degrees offered at UCFV require promotion to both parents and students.*

*Over one-third of students pointed out that the main reason they would not continue their education would be that it costs too much. Given the overestimation by high school students, tuition costs and fees need to be clearly articulated to students, either directly or through their high school, in an effort to encourage students to pursue higher education.*

*Survey data indicates that parents' opinions about education are important to respondents. Tuition costs and fees should be made available to parents as well as students.*

“good to excellent” students, another 28.5% think themselves as “fair to poor” students. Student’s perception of their academic ability may factor in to their decision to further their education.

- The post-secondary experience and requirements need to be demystified by education professionals in order to encourage students, of all academic abilities, to continue their education beyond high school.

### **Key Finding 3**

Over one-third of students indicate that they plan to pursue a Bachelor’s degree. Further, data also shows that parents’ opinions are important to students (92.8% very important/somewhat important). Also, of those students that indicated the degree of education they feel their parents want them to attain, one-third of students indicate that a bachelor’s degree is the most preferred choice of both mothers (30.0%) and fathers (31.3%) for their children to attain.

- Therefore, offering more options for Bachelor degrees as well as making it an alternative for high school students from the beginning of their post-secondary experience will make UCFV more attractive to high school students.

Moreover, it is apparent that, as established in previous research, parent’s views on education for their children factors into student’s outlook on education (Adelman, Horn, & Chen, (No date provided), p. 25; Hossler, Schmitt & Vesper, 1999; Litten, 1982; as cited in Davis, Noland, and Deato, 2001, p.6).

- In this case, detailed information regarding the programs and degrees offered at UCFV needs to be elaborated on and promoted to both parents and students. Parents need to be enlightened as to the educational options available to students in order to influence the students’ decision.

### **Key Finding 4**

Cost of post-secondary education, as consistently found in previous research, factors significantly into a student’s decision to pursue higher education.<sup>2</sup> Over 33% of students, in this study, indicate that the main reason they would not pursue further education would be that it costs too much. Furthermore, on an average, students overestimated the cost of tuition, for one year of full-time post-secondary education, by at least \$5213<sup>3</sup>

- Specific information regarding tuition costs and fees needs to be made available to students, either directly or through their high school, in an effort to correct their perceptions of costs.

In addition, data obtained from students in the UCFV *High School Survey 2004* shows that parents’ opinions about education are important to students (92.8% very important/somewhat important) (Figure 11).

- Therefore, providing parents of high school students with information regarding the costs of attending UCFV is also of value.

*UCFV's October 1<sup>st</sup> opening application date and process requires promotion in the external community.*

*Data indicates that students accumulate most facts regarding options for post-secondary education from their parents, teachers and guidance counselors. Information regarding the many educational alternatives accessible at UCFV should be made available to students, parents, teachers and guidance counselors.*

*Given that students do take into account their friend's opinions regarding education, improving the first-year experience of new students may influence future students to attend UCFV.*

*The educational community needs to offer even greater support and direction to parents and students within the Fraser Valley Region with regards to the long-term benefits of a post-secondary education.*

### **Key Finding 5**

Students were unclear on UCFV's opening application date to apply for the following fall term. September (22.8%) and January (19.6%) were the top two presumptions. October was the third highest rated choice; however, only 12% of students selected this option.

- UCFV's October 1<sup>st</sup> opening application date and process should be promoted in the external community, including to high school students, counselors and parents.

### **Key Finding 6**

In keeping with previous findings that students are influenced by their friends' learning activities, aspirations and goals for the future with regard to post-secondary education (Adelman, Horn, & Chen, (No date provided), p. 26), students within the UCFV region indicate that their friend's opinions about education are important to them (75.5%). However, while what friends think about education is meaningful to students, respondents indicate that they attain much of their information about their options for furthering their education comes from their parents (263 responses), teachers (235) and guidance counselors (203).

- Providing detailed information to students, parents, teachers and guidance counselors regarding the many options for education at UCFV would be beneficial in enlightening students to the many alternatives available to them.
- Although we are uncertain as to how friends' influence a student's decision to pursue post-secondary education, it is clear that word of mouth from friends will have some impact. Thus, improving the first-year experience of direct entry students may influence future students to attend UCFV.

### **Key Finding 7**

Parents' education level is another factor that influences a student to pursue further education beyond high school (Adelman, Horn, & Chen, (No date provided), p. 25; Hossler, Schmitt & Vesper, 1999; Litten, 1982; as cited in Davis, Noland, and Deato, 2001, p.6). According to BC Stats, in 2001, of Fraser Valley citizens in the 25 to 54 age range, 23.3% indicated they had not finished high school and 51.1% had not completed their post-secondary education. Further, 41.3% of mothers and 43.2% of fathers did not attend a post-secondary institution, according to respondents in this study.

- To compensate for the below provincial average level of post-secondary education in the Fraser Valley, UCFV needs to offer even greater support and direction to parents and students with regards to the long-term benefits of a post-secondary education.



# **Analysis of the UCFV High School Survey 2004 of High School Students of the UCFV region**

University College of the Fraser Valley  
Institutional Research and Planning Department

Questionnaire Administration: May/June 2004

## **Introduction**

Over the next three years it is estimated that the high school student population will increase by 3.8% and the 18 to 29 year old age cohort by 6.7% (UCFV Service Plan, 2004, p. 1). Moreover, approximately two-thirds of current UCFV students have come to UCFV inside of one year of graduating from high school. Given the importance of high school graduates and the expected population growth, planning for inevitable enrolment pressures as a consequence of this increase is necessary. As such, in order to attain new and up-to-date information regarding high school students within the UCFV region, and to provide supplementary information to focus UCFV's new five-year Strategic Plan (2004-2009), the UCFV *High School Survey 2004* was developed and implemented.

Specifically, this survey has been designed in an effort to determine factors that influence high school students, within the UCFV region, to pursue or not pursue post-secondary education and to examine how these factors are related to a student's choice regarding post-secondary education. Attaining the views of regional high school students will help determine the direction UCFV takes in planning and developing to enhance students' post-secondary educational experience, and to strengthen UCFV's role and reputation in the community.

Despite the foregoing, it must be noted that much of the validity of the data, acquired from the UCFV *High School Survey 2004*, is based upon the accuracy and integrity of the students' responses. As such, we advise the following analysis must be utilized with caution.

## **Methodology**

The UCFV *High School Survey 2004* (Appendix 1) was constructed using, primarily, variables highlighted in a study by Davis, Noland and Deato (2001) that focused on high school seniors' perceptions of post-secondary institutions in Tennessee. This particular study was of interest as it targeted many factors that influence a high school student's decision for or against post-secondary education. Hence, utilizing specific variables from this study as a platform for research (Appendix 2a), a survey instrument was developed that reflected these components adopting questions from the *NC State University 1999 First-Year Student Survey*, the *Gear Up Survey of Middle School Students* (no date given), the Ipsos Reid *Post-Secondary Accessibility Study* (2001) as well as the *NASC Pupil Survey 1997*. Moreover, borrowed indicators have been modified to evaluate specific areas of interest indicated by the Enrolment Management Committee and Senior Administration Group.

The survey was distributed to a sample of 1,860 grade 10, 11 and 12 high school students, yielding a response rate of 76.6%. These particular cohorts of students were chosen as our sample for two reasons:

- 1) UCFV wanted to obtain the views of students graduating within the next couple of years to facilitate planning for this cohort of potential students
- 2) and, due to the timing of the survey administration, high schools surveyed groupings of students based on convenience and availability.

Most participating high schools were unable to provide the representative samples we had requested. As such, our results are based upon an unrepresentative, non-random, purposive sample. Therefore, analysis of the data is purely descriptive with a few deliberate inferential statistics procured solely to facilitate discussion for future planning.

Overall, the survey consists of 26 questions with 96 indicators. These indicators attempt to measure factors that lead to a decision to pursue or not pursue post-secondary education.<sup>1</sup>

The following report utilizes factors that influence a student’s decision to pursue or not pursue post-secondary education as subsection headers in order to provide a lucid description of the variables of interest in this study.

All Senior Administration Group associates and Enrolment Management Committee members will receive an aggregate report showing how high school students responded to the survey. Further, each high school involved in participating in this study will receive both this analysis as well as a report highlighting results specific to their high school.

### Survey Sample

The following results reflect the responses of 600 participants within this study (Table 1). This sample includes all survey responses offered from each of the following high schools with the exception of Sardis Secondary. Due to the large sample provided by Sardis, only 11.5% of its sample ( $n = 930$ ) was employed for this analysis to provide a more equal weight to the responses offered from each school.

**Table 1**

	Yale Secondary	Cedar Valley School	Chilliwack Secondary	Abbotsford Secondary	W.J. Mouat Secondary	Mission Secondary	Robert Bateman Secondary	Sardis Secondary	Total
<b>N</b>	66	47	91	79	66	81	63	107	600
<b>%</b>	11.0	7.8	15.2	13.2	11.0	13.5	10.5	17.8	100.0

### Demographics

Information reported in this analysis highlights meaningful results and characteristics of interest without separating out by demographic issues. This report does not attempt to differentiate between demographic groups; as such a brief summary table (Table 2) of the demographic attributes of our sample has been constructed solely to provide general background information. Subsequent individual high school reports, however, will include more specific analyses utilizing student demographics.<sup>2, 3, 4, 5, 6</sup>

<b>Table 2</b>		<b>Demographics</b>				
<b>Sample Size</b>		$N = 600$				
	<b>Response Rate</b>	<b>%</b>				
<b>Age &amp; Gender</b>						
Gender by Age	96.2%	<b>15 &amp; under</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19 and above</b>
Female	50.2%	2.0%	17.0%	22.0%	8.0%	1.17%
Male	46.0%	2.0%	19.3%	17.0%	5.5%	2.17%
Average Age	17					
<b>Status</b>						
	96.3%	<b>Canadian Citizen</b>	<b>FN, Metis, Inuit</b>	<b>Landed Immigrant</b>	<b>Other</b>	
		82.8%	3.5%	5.2%	4.8%	
<b>Grade Level</b>						
	97.3%	<b>10th</b>	<b>11th</b>	<b>12th</b>		
		13.2%	59.5%	24.7%		
<b>Parents in Household</b>						
		<b>One Parent</b>	<b>Two Parents</b>	<b>Non-Relatives</b>	<b>Other Relatives</b>	
		20.5%	70.5%	7.7%	7.3%	

<sup>1</sup> For a detailed breakdown of survey sections and the variables of interest under measurement within each section, please see Appendix 2b.

## Results

### School and School Work

In order to gain a greater understanding of the students within our study, we inquired about specific perceptions and preferences students have in their high school experience. In particular, we wanted to know how important friends, educational interests and career aspirations are to students while still in high school. Furthermore, we asked students to indicate how they perceive themselves as students, both academically as well as their effort level. While these specifics about students within our study were not analyzed further, we have provided descriptive results in order to encourage further discussion (Table 3).

<b>Table 3</b>		<b>School and School Work</b>				
<b>Sample Size</b>	<b>N = 600</b>					
	<b>Response Rate</b>	<b>%</b>				
<b>When you are at school, how important are the following things to you?</b>						
		<b>Very important</b>	<b>Important</b>	<b>Not important</b>		
Seeing friends at school	99.3%	36.5%	52.5%	10.33%		
Learning different things	98.3%	41.7%	50.5%	6.17%		
Preparing for future career	98.7%	59.0%	34.2%	5.5%		
<b>Compared to other students, how hard do you think you work in school?</b>						
		<b>Much harder</b>	<b>Harder</b>	<b>Much the same as others</b>	<b>Less than others</b>	<b>Much less than others</b>
	99.5%	5.0%	32.3%	42.2%	15.8%	4.2%
<b>What type of student do you consider yourself to be?</b>						
	99.2%	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
		13.0%	57.7%	22.3%	6.2%	

### Plans After High School

#### *Perceived Importance of Further Education after High School for Future Success*

Most respondents (98.7% [592]) in the sample reported their perception of the importance of further education after high school to their future success. Well over half (65.3% [392]) of the respondents declare that they see further education as “very important,” while more than one-quarter (26.8% [161]) report they feel it is “somewhat important.” Only 4.7% (28) indicate that they see further education as “not important” and 1.8% (11) state they “don’t know.”

<sup>2</sup> Please note, only survey participants who responded to both the “Age” and “Gender” category are included. As such, missing responses have been ignored in this table, lowering the total response rates of age and gender compared to the overall response rates.

<sup>3</sup> Table 2 summarizes gender by age, collapsing the bottom and top age categories to create larger sample sizes. For a complete summary of all categories, please see Appendix 3, Table 2a.

<sup>4</sup> Status categories were chosen according to the UCFV Banner System definitional classifications. Of the 600 students in this sample, 578 (96.3%) declared their status and 22 (3.7%) were either considered “Missing” or “No Response.”

<sup>5</sup> The status indicators, “First Nations,” “Metis” and “Inuit,” have been collapsed into one category due to the small sample sizes for each and to provide a clearer picture of the declared Aboriginal status category. Please note, however, that data for this category may be inaccurate based upon the fact that the data collected reflects only Aboriginal students who declared their ethnicity.

<sup>6</sup> Responses for “Parents in Household” do not add up to 100% since students could choose multiple indicators that apply to their household situation.

*Intention to Pursue Further Education after High School*

Of the 600 respondents in the sample, 488 (81.3%) reported that they intend to pursue further education<sup>7</sup>. Another 27 (4.5%) report, “No” they do not intend to pursue further education, 76 (12.7%) state they “Don’t know” and 9 (1.5%) chose not to respond to this question.

*Perceived Importance of Further Education after High School / Intention to Pursue Further Education*

Table 4 provides a crosstabulation of students’ perceived importance of further education and their intention to pursue further education. This table shows, at least descriptively, that there may be some relationship between students’ perception of furthering their education and their indication of their intent to pursue further education. For instance, those who indicated education is either “very important” (63.3%) or “somewhat important” (17.7%) also indicated that they intend to pursue formal education. Further, respondents who indicate that post-secondary education is “somewhat important”<sup>8</sup> to their future, responded that they “don’t know” (7.8%) if they will continue their education implying some indecision based upon their view of higher education.

**Table 4**

			Continue education after high school			
			No	Yes	Don't know	Total
Importance of education beyond high school	Don't know	N	2	4	5	11
		%	0.3%	0.7%	0.9%	1.9%
	Not important	N	13	5	10	28
		%	2.2%	0.9%	1.7%	4.8%
	Somewhat important	N	10	104	46	160
		%	1.7%	17.7%	7.8%	27.2%
	Very important	N	2	372	15	389
		%	0.3%	63.3%	2.6%	66.2%
<b>Total</b>		N	27	485	76	588
		%	4.6%	82.5%	12.9%	100.0%

To support this descriptive observation, we further sought a correlation between the variables that asked how important students feel education is beyond high school and how likely it will be that they will continue their education after high school. Using a one-tailed Spearman correlation, that “measures the relationship between two variables when both are measured on ordinal scales” (Gravetter, Wallnau, 1998, p.409), as expected, we found that these two variables are significantly related ( $r = +.521, n = 587, p < .01$ ). Thus, from this data we can predict with 27% accuracy ( $r^2 = .271$ ) that how important students feel education is beyond school will determine how likely it will be that they will continue their education after high school. **The results of our data are in keeping with studies that have found that guiding and preparing students for post-secondary education increases the probability that they will pursue further education after high school** (House & Hayes, 2002; Adelman, Horn, & Chen, (No date provided), p. 25; Illinois Board of Higher Education, 2001). We will look at this aspect of research further in this analysis.

*Intention to Pursue Further Education after High School/ Preferred level of Formal Education*

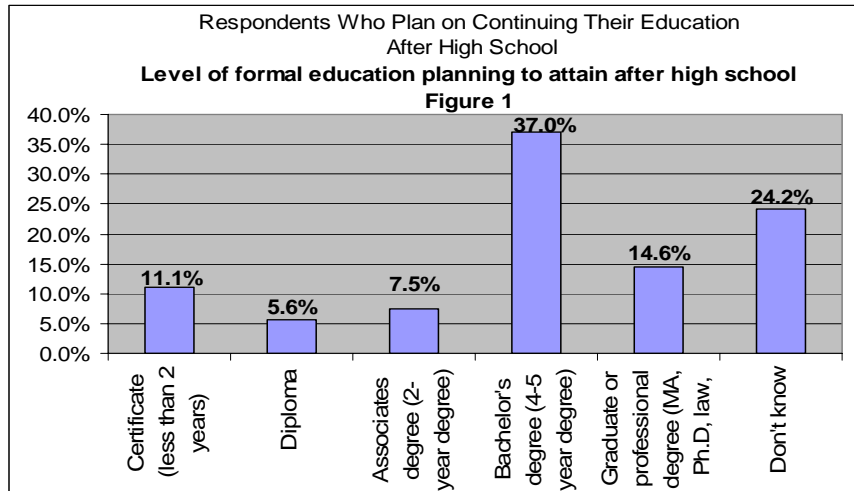
From those that state they intend to pursue further education (488), 467 (89.5%) survey respondents reported the level of formal of education they plan to attain. Figure 1 highlights those students who responded and provides a breakdown of their preferred level of formal education<sup>9</sup>.

<sup>7</sup> i.e. College, University-College, University, Trade School, etc.

<sup>8</sup> Students’ interpretation of this category may have affected their responses as “somewhat important” could be taken as “I don’t really know if it is important” or “yes, it is important, but just not very important”

<sup>9</sup> Only survey participants who responded “Yes” to continuing education after high school and indicated the level of formal post-secondary education of interest are included. For an entire descriptive summary of students’ intentions regarding post-secondary education, please see Appendix 4.

As shown, over one-third (37% [173]) of respondents indicate that they plan to pursue a Bachelor's degree. Another 14.6% (68) respondents hope to attain a graduate degree, 11.1% (52) a certificate, 7.5% (35) an associate degree, and 5.6% (26) a diploma. The remaining one-quarter of respondents (24.2% [113]) indicate that they are not yet sure what kind of further education they plan to pursue.



**With one-third of high school students indicating that they plan on pursuing a bachelor's degree, and furthermore, another 14.6% expressing their desire to attain a graduate degree, it is clear that offering undergrad degree options directly to high school students and promoting this offered credential may be a prudent step.** A more in-depth analysis of this topic can be found in the *Influence of Others – "Parents"* section.

### **Factors influencing post-secondary decision process**

#### *Main Reason Would Not Continue Education after High School*

Table 5 summarizes the main reasons why respondents would not continue their education after high school.

Of the 495 (82.5%) survey participants who responded to this question, over one-third (33.8% [203]) indicate that education "costs too much or I cannot afford it." Another 14.5% (87) feel their "grades are not good enough,"<sup>10</sup> 10.2% (61) "need or want to work," 6% (36) are "just not interested," and 4.7% (28) "want to start a family or need to take care of family." Other responses in this category include students' own reasons (13.3% [80]) apart from what was offered, and 17.5% (105) chose not to respond.<sup>11</sup>

**Table 5**

<b>Main reason not to continue education after high school</b>		
	<b>Frequency</b>	<b>%</b>
<b>It costs too much or I cannot afford it</b>	203	33.8%
My grades are not good enough	87	14.5%
Some other reason	80	13.3%
I need or want to work	61	10.2%
I'm just not interested	36	6.0%
I want to start a family or I need to take care of my family	28	4.7%
<b>Valid Response Total</b>	<b>495</b>	<b>82.5%</b>
<b>Missing</b>	<b>105</b>	<b>17.5%</b>
<b>Grand Total</b>	<b>600</b>	<b>100.0%</b>

Students own reasons not to continue their education include:

- ◆ Other professional pursuits i.e. sports, music, army, missionary work (8 responses)
- ◆ Travel (8 responses)
- ◆ Death/Sickness (7 responses)<sup>12</sup>
- ◆ Bored, tired of school, no focus or drive to continue education (5 responses)
- ◆ Need a break (3 responses)

<sup>10</sup> Interestingly, of those students who indicated that "my grades are not good enough," over half (51.7%) also responded that they consider themselves to be a "good" student.

<sup>11</sup> The decision not to respond to this question could be as a result of the fact that students intend to continue their education, making this question inapplicable, as indicated by a number of non-responding students.

<sup>12</sup> While appearing facetious in nature, this response may also mean that these students intend on pursuing further education.

- ◆ Money/ Financial assistance (3 responses)
- ◆ Not confident / Perceives self as poor student (3 responses)
- ◆ Unsure of what to do after high school (2 responses)

Also mentioned is “not sure of what courses to take,” “late applying,” and “don’t want to go to a mediocre university.”

**To expound upon and for a more detailed discussion of students’ perception of the cost of tuition, please see the section, *Post-Secondary Tuition Costs*.**

*Reasons to Attend a College or University*

Within the sample of 600 students, 488 indicate that they intend on continuing their education after high school. From this grouping, responses have been extracted and tabulated for a wide range of variables that measure reasons for attending post-secondary institutions. Table 6 (Appendix 5) provides a detailed summary of all responses offered by those students that indicate they intend on continuing their education. Due to the large number of variables and the size of Table 8, excerpts are provided of the five most important reasons (Table 6a) indicated by students to attend a post-secondary institution and the five least important reasons (Table 6b). Average response scores are also supplied to support the “important/very important” or “unimportant/very unimportant” total scores that indicate student’s preferences for attending a post-secondary institution.

<b>Of those who intend to continue their education after high school (488), importance of ...</b>								
<b>Table 6a (excerpt)</b>		<b>Very unimportant</b>	<b>Unimportant</b>	<b>Neutral</b>	<b>Important</b>	<b>Very important</b>	<b>Total</b>	<b>Average Response Score</b>
<b>Response Score</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
<b>Program of interest</b>	<b>N</b>	28	12	12	118	306	476	<b>4.39</b>
	<b>%</b>	5.9%	2.5%	2.5%	24.8%	64.3%	100%	
<b>Program offered that is needed to enter chosen career</b>	<b>N</b>	29	14	28	141	262	474	<b>4.25</b>
	<b>%</b>	6.1%	3.0%	5.9%	29.7%	55.3%	100%	
<b>Cost that is affordable</b>	<b>N</b>	36	40	39	154	210	479	<b>3.96</b>
	<b>%</b>	7.5%	8.4%	8.1%	32.2%	43.8%	100%	
<b>Availability of scholarships and bursaries</b>	<b>N</b>	31	71	44	171	163	480	<b>3.76</b>
	<b>%</b>	6.5%	14.7%	9.2%	35.6%	34.0%	100%	
<b>Favourable information from post-secondary school</b>	<b>N</b>	29	57	47	224	122	479	<b>3.74</b>
	<b>%</b>	6.1%	11.9%	9.7%	46.8%	25.5%	100%	

Overall, 89.1% of students who intend on continuing their education after high school indicate that an institution that offers a “program of interest” is either very important or important. Similarly, 85% indicate that an institution that has a “program needed to enter a chosen career” is very important or important. In addition, “cost that is affordable” (76%), “favourable information from post-secondary school” (72.3%), and “availability of scholarships and bursaries” (69.6%) are rated as either very important or important.

<i>Of those who intend to continue their education after high school (488), importance of ...</i>								
Table 6b (excerpt)		Very unimportant	Unimportant	Neutral	Important	Very important	Total	Average Response Score
Response Score		1	2	3	4	5		
Rankings in national magazines	N	83	151	72	127	41	474	2.77
	%	17.5%	31.9%	15.2%	26.8%	8.6%	100%	
Parents' opinion of where to attend post-secondary	N	119	145	51	118	41	474	2.61
	%	25.1%	30.6%	10.8%	24.9%	8.6%	100%	
Convincing of a recruiter to go to post-secondary	N	107	173	61	106	27	474	2.52
	%	22.6%	36.5%	12.9%	22.3%	5.7%	100%	
Religious program offered	N	178	122	57	84	29	470	2.29
	%	37.8%	26.0%	12.1%	17.9%	6.2%	100%	
Parents previously attending same institution	N	173	174	46	60	21	474	2.12
	%	36.5%	36.7%	9.7%	12.7%	4.4%	100%	

Table 6b (excerpt), on the contrary, highlights students' least preferred reasons for attending a post-secondary institution. According to the data, 73.2% of students indicate that "parents previously attending the same institution" is very unimportant or unimportant. In addition, a "religious program offered" (63.8%), "recruiter's persuasiveness to attend post-secondary" (59.1%), "parents' opinion of where to attend post-secondary" (55.7%), and "rankings in national magazines" (49.4%) are deemed either very unimportant or unimportant reasons to attend a post-secondary institution<sup>13</sup>.

#### *Reasons Not to Attend a College or University*

Factors that influence decisions not to pursue post-secondary education provide equally as useful information as factors that influence decisions to persist in further education beyond high school. For this reason, all responses from students within the sample of 600 have been taken into consideration for this category.<sup>14</sup>

Table 7 (Appendix 6)<sup>15</sup> details student's responses as to the importance of reasons not to pursue post-secondary education. As shown in Table 7a, the three most important reasons given by students are "wanting to work and earn some money" (72.1%), "education costing too much" (65.3%), and "not knowing what to major in" (51.7%).

<sup>13</sup> Under the category "reasons to attend post-secondary school," there are two variables, or reasons to attend, that appear similar in kind: "favourable information from post-secondary school" and "convincing of a recruiter to go to post-secondary." The variable "favourable information from post-secondary school," nonetheless, was rated by students as one of the most important reasons to attend post-secondary and the "convincing of a recruiter to go to post-secondary" was rated as one of the least important reasons to attend post-secondary school. Statistically, however, a gamma measure found a moderate association between these variables (.272) and a correlation for the data showed that these variables are significantly related ( $r = +.230$ ,  $n = 552$ ,  $p < .01$ , one tailed). Hence, from this data we can predict with 5.3% accuracy ( $r^2 = .0529$ ) that how students view "favourable information from (a) post-secondary school" as a reason to attend will predict how students view "convincing of a recruiter to go to post-secondary" as a reason to attend. Therefore, while there is a moderate association between variables, it appears that offering both forms of marketing to high school students would be useful as one type of promotion does not replace the other (they are not viewed as interchangeable).

<sup>14</sup> Although a majority of sample respondents indicate they intend on continuing their education (488), their views on why they would not pursue further education are still important as an expression to further education, at this point, is ambiguous (subject to change); hence, understanding reasons why they may not pursue further education are useful.

<sup>15</sup> Please see Table 7, Appendix 6 for a fully detailed summary of responses to variables in this category.

### Most important reasons NOT to attend post-secondary school

Of those who intend to continue their education after high school (488), who do not intend to continue their education after high school (27) or are unsure if they will pursue further education (76), importance of ...								
Table 7a (excerpt)		Very unimportant	Unimportant	Neutral	Important	Very important	Total	Average Response Score
Response Score		1	2	3	4	5		
Wanting to work and earn some money	N	46	44	27	177	126	420	3.70
	%	11.0%	10.5%	6.4%	42.1%	30.0%	100.0%	
Education costing too much	N	31	82	32	158	115	418	3.58
	%	7.4%	19.6%	7.7%	37.8%	27.5%	100.0%	
Not knowing what to major in	N	56	105	37	160	52	410	3.11
	%	13.7%	25.6%	9.0%	39.0%	12.7%	100%	

In contrast, Table 7b highlights survey participant’s least important reasons not to attend a post-secondary institution. “Being advised not to attend post-secondary” (59.2%) as well as “no desirable schools nearby” (56.5%) are minor factors in a student’s decision not to pursue further education. Further, “being tired of school” (47.9%), “[further education] not being related to future occupation” (47.7%) and “not being able to do well” (46.9%), also appear to have little impact in their decision making.

### Least important reasons NOT to attend post-secondary school

Of those who intend to continue their education after high school (488), who do not intend to continue their education after high school (27) or are unsure if they will pursue further education (76), importance of ...								
Table 7b (excerpt)		Very unimportant	Unimportant	Neutral	Important	Very important	Total	Average Response Score
Response Score		1	2	3	4	5		
Being advised not to attend post-secondary	N	127	117	47	93	28	412	2.46
	%	30.8%	28.4%	11.4%	22.6%	6.8%	100%	
No desirable schools nearby	N	83	149	52	100	26	410	2.60
	%	20.2%	36.3%	12.7%	24.4%	6.3%	100%	
Not being related to future occupation	N	78	116	53	114	46	407	2.84
	%	19.2%	28.5%	13.0%	28.0%	11.3%	100%	
Not being able to do well	N	67	128	46	130	45	416	2.90
	%	16.1%	30.8%	11.1%	31.3%	10.8%	100%	
Being tired of school	N	68	130	41	113	61	413	2.92
	%	16.5%	31.5%	9.9%	27.4%	14.8%	100.0%	

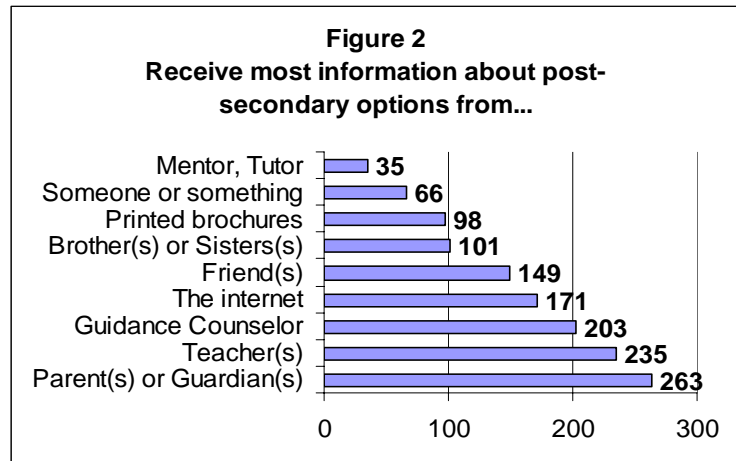
### Knowledge About Post-Secondary Education

#### *Information about Options for Education after High School*

Respondents were asked the main source of their information about options for continuing their education after high school (Figure 2). Nine options were offered, including an open-ended category, and students were asked to choose only one answer.

The reliability of the data has been marred, however, as only 50.7% of survey participants responded to this variable correctly by choosing only one answer. As such, the totals for each category are inflated due to a number of students choosing multiple responses.

According to the respondents, the most common sources of information regarding options for education after high school are parents or guardians (263), teachers (235), and guidance counselors (203). The internet (171) and friends (149) are also deemed to be important resources of information.



### *Post-Secondary Tuition Costs*

Cost has been determined through previous research to significantly affect a students' decision to pursue post-secondary education (Davis, Noland, Deato, 2001; also, Chapman, 1981; Perna, 2000; Leslie and Brinkman, 1987 as cited in Davis, Noland, Deato, 2001). Students, in this study, were asked to estimate the cost of tuition for one year for a post-secondary institution within British Columbia (BC)<sup>16</sup>. No pre-determined ranges were offered in the survey instrument; however, to simplify the breadth of responses for this category, data has been tabulated and categorized into ranges in this analysis. Of the 470 students that provided an estimate of tuition<sup>17</sup>, 461 stated they had spoken with a counselor, teacher or educational advisor.

As Table 8 shows, over one-fifth of respondents (21.7% [100]) perceive tuition to be between \$3001 to \$5000 for one year of post-secondary education within BC. Those that indicate they have talked with an education professional<sup>18</sup> have more than double the response rate to this range (15.4%) than those who have not received educational counseling from an education professional (6.3%). Additionally, 19.5% of respondents (90) estimate

**Table 8** Perceived cost of tuition for 1 year based upon educational counseling

		Talked with counselor, educational advisor or teacher at school about entrance requirements for post-secondary education					
		No		Yes		Total	
Cost of tuition for 1 year (\$)	0-1000	11	2.4%	15	3.3%	26	5.6%
	1001-3000	28	6.1%	58	12.6%	86	18.7%
	3001-5000	29	6.3%	71	15.4%	100	21.7%
	5001-7000	9	2.0%	28	6.1%	37	8.0%
	7001-10000	33	7.2%	57	12.4%	90	19.5%
	10001-15000	10	2.2%	17	3.7%	27	5.9%
	15001-20000	9	2.0%	25	5.4%	34	7.4%
	20001-40000	11	2.4%	15	3.3%	26	5.6%
	40001-60000	7	1.5%	13	2.8%	20	4.3%
	60000 & above	10	2.2%	5	1.1%	15	3.3%
<b>Total</b>		157	34.1%	304	65.9%	461	100.0%

tuition for one year to be in the range of \$7001 to \$10,000. Again, more students who received formal counseling, gauged tuition to be in this range compared to those who had not received counseling.

<sup>16</sup> Some students stated that it depended on the institution as to the cost of tuition which may have affected the validity of this question.

<sup>17</sup> For a complete summary of all responses to this variable, please see Appendix 7.

<sup>18</sup> Education professional: counsellor, educational advisor, or teacher.

Another 18.7% of respondents (86) estimate tuition for one year to be between \$1001 and \$3000, as the third most popular estimation range<sup>19</sup>.

**Table 9**

<b>Estimated Cost of Tuition for 1 Year</b>	
<b>Mean</b>	<b>8513.44</b>
<b>Median</b>	<b>5772</b>
<b>Standard Deviation</b>	8065.90
<b>Range</b>	39952
<b>Minimum</b>	48
<b>Maximum</b>	40000
<b>Count</b>	435

To provide greater context of respondent's perception of tuition costs, Table 9 presents a summary of descriptive statistics.

If we exclude what we consider to be outliers,<sup>20</sup> the respondent's average estimated cost of tuition for 1 year to attend a post-secondary institution within British Columbia is \$ 8513.44 with a median of \$5772.

**Given that the actual cost of tuition for one year, for a full-time student taking credit courses, to attend UCFV is between \$1980 (two semesters at 9 credits per semester) and \$3300 (two semesters at 15 credits per semester)<sup>21</sup>, and as noted in Table 5 that 33.8% of**

**students indicate that the main reason they would not pursue further education would be that it costs too much, and as shown in Table 9 that students on an average have overestimated the cost of tuition, it is apparent that providing specific information to high schools regarding the costs of attending UCFV is beneficial to high school students furthering their education. In addition, data obtained from students in the UCFV High School Survey 2004 shows that parents' opinions about education are important to students (92.8% very important/somewhat important) (Figure 5). Therefore, providing parents of high school students with information regarding the costs of attending UCFV is also of value.**

#### *Post-Secondary Applications*

High school students were asked what they thought is the first month they should start applying to post-secondary institutions during their last year of school. This variable is of particular interest as anecdotal information was received from high school counselors that UCFV's application deadline is too early. The information from respondents is useful in that it will enable UCFV to provide lucid and timely information to high schools on the application process and to gain insight into how students see applications in order to take a closer look at UCFV's own internal policies with regards to application deadlines.

As shown in Table 10, over one-fifth of respondents<sup>22</sup> (22.8% (105)) feel September, of their last year of high school, is the appropriate month to start applying to post-secondary institutions. January is almost as equally as favoured by respondents (19.6% (90)) and October is the third highest choice by students to start the application process (12 % (55)).

Similar to student's responses regarding tuition, those who have received formal educational counseling have a higher response rate in these top 3 indicators than those

**Perceived month to apply to post-secondary based upon educational counseling**

**Table 10**

		<b>Talked with counselor, educational advisor or teacher at school about entrance requirements for post-secondary education</b>					
		<b>No</b>		<b>Yes</b>		<b>Total</b>	
<b>Perceived month, in last year of high school, to start applying for post-secondary education</b>	<b>Jan</b>	<b>29</b>	<b>6.3%</b>	<b>61</b>	<b>13.3%</b>	<b>90</b>	<b>19.6%</b>
	<b>Feb</b>	12	2.6%	28	6.1%	40	8.7%
	<b>Mar</b>	14	3.0%	20	4.3%	34	7.4%
	<b>Apr</b>	12	2.6%	22	4.8%	34	7.4%
	<b>May</b>	9	2.0%	12	2.6%	21	4.6%
	<b>June</b>	9	2.0%	14	3.0%	23	5.0%
	<b>July</b>	2	0.4%	6	1.3%	8	1.7%
	<b>Aug</b>	0	0.0%	3	0.7%	3	0.7%
	<b>Sept</b>	<b>35</b>	<b>7.6%</b>	<b>70</b>	<b>15.2%</b>	<b>105</b>	<b>22.8%</b>
	<b>Oct</b>	<b>7</b>	<b>1.5%</b>	<b>48</b>	<b>10.4%</b>	<b>55</b>	<b>12.0%</b>
	<b>Nov</b>	7	1.5%	16	3.5%	23	5.0%
	<b>Dec</b>	10	2.2%	14	3.0%	24	5.2%
<b>Total</b>		<b>146</b>	<b>31.7%</b>	<b>314</b>	<b>68.3%</b>	<b>460</b>	<b>100.0%</b>

<sup>19</sup> Given the wide range of responses, students may have misread this question as asking for total costs for one year to attend a post-secondary institution or further, for the cost over four years.

<sup>20</sup> Responses of \$40,000 or less were used to calculate the mean. \$40,000 was used as the cut-off as it appeared as a reasonable ceiling. The calculated mean for all responses, including the outliers, is \$21,887.97 with a median of \$6000.

<sup>21</sup> 2003/2004 Academic year

<sup>22</sup> Total respondents to this question were 469 out of the preliminary sample of 600.

who have not received information from education professionals. **With regards to UCFV’s application policy, this information emphasizes the need to enlighten those in the external community, including high school students, counselors and parents, of UCFV’s application opening date of October 1<sup>st</sup> to apply to attend the following fall term. Changes in the application process may also be considered by UCFV administration.**

*High School Course Preparation for Post-Secondary (Table 11)*

**Level of awareness as to what courses to take to prepare for post-secondary education based upon educational counseling**

**Table 11**

		Talked with counselor, educational advisor or teacher at school about entrance requirements for post-secondary education					
		No		Yes		Total	
Level of awareness as to what courses to take to prepare for post-secondary education	Don't know	15	2.6%	3	0.5%	18	3.1%
	Not aware at all	14	2.4%	8	1.4%	22	3.8%
	Not really aware, but have an idea	75	13.0%	61	10.6%	136	23.5%
	Fairly aware, but not completely	64	11.1%	175	30.3%	239	41.3%
	Completely aware	36	6.2%	127	22.0%	163	28.2%
<b>Total</b>		204	35.3%	374	64.7%	578	100.0%

Respondents were also asked how aware they are as to what courses are required to prepare for post-secondary education. Studies show that academic preparation for post-secondary education is a positive factor influencing students’ pursuits of higher education (House & Hayes, 2002; Adelman, Horn, & Chen, (No date provided),), p. 25; Illinois Board of Higher Education, 2001). This information is useful in illustrating that students who indicate a greater

satisfaction in being prepared for post-secondary may be more apt to pursue higher education after high school (minimizes the barrier of fear that they will not be prepared for higher education).

Overall, the majority of students (69.5% [402]) indicate that they feel either “completely aware” (28.2% [163]) or “fairly aware, but not completely” (41.3% [239]) as to what courses they should take to prepare for post-secondary. Those students who have received educational advice (in this majority) are more aware (52.3% [302]) than those who have not acquired advising (17.3% [100]). Approximately another one-quarter of students (23.5% [136]) reported that they are “not really aware, but have an idea” with regards to the courses they should take to prepare for post-secondary education. Very few students (3.8% [22]) felt completely unaware of how to choose their course-load to prepare for post-secondary education. To further explore this issue, we also looked at data from the BC Ministry of Education’s *Satisfaction Survey 2003/04*.

*High School Preparation for Post-Secondary (BC Ministry of Education data)*

Table 12 provides a summary of student’s responses to the question “Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?”, taken from the *Satisfaction Survey 2003/04*<sup>23</sup>, administered by the BC Ministry of Education.

<sup>23</sup> Results found in the District Report Abbotsford 034, District Report Chilliwack 033, and District Report Mission 075 (May 2004).

Table 12	2003-2004						
	School District	Grade	All of the time	Many times	Sometimes	Few times	At no time
Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)?	Abbotsford # 034	10	25%	38%	24%	7%	5%
		12	22%	38%	26%	9%	5%
	Chilliwack # 033	10	26%	38%	24%	8%	5%
		12	15%	39%	27%	10%	10%
	Mission # 075	10	24%	36%	26%	9%	5%
		12	18%	39%	26%	13%	4%

As shown in Table 12, over one-half of students in both grades 10 and 12 of each school district feel that they are being prepared for post-secondary education “all of the time” or “many times.”

**In light of information gathered by the BC Ministry of Education and data provided by Fraser Valley high school students for this study, it is evident that a greater understanding of preparatory courses required for further education beyond high school (including college, university and trade school) needs to be attended to in order for students to consider and be prepared for post-secondary education.**

### Influence of Others

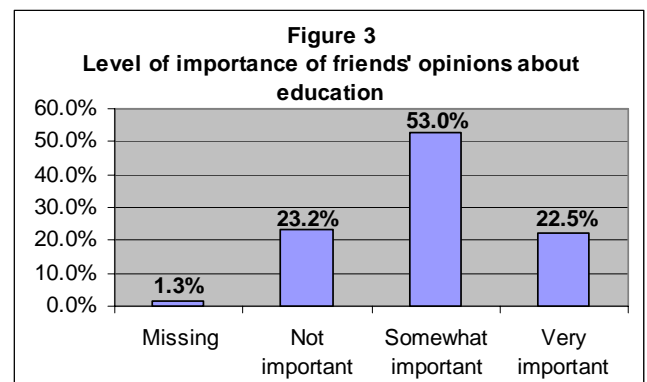
Beyond high school preparation for post-secondary, considerable research shows that the influence of peers, parents and educational professionals (i.e., counselors, teachers and principals) are strong predictors of students’ success in school as well as students’ continuation beyond high school to further education (Adelman, Chen, Horn, (No date provided)); House and Hayes, 2002; Adelman, 1999; Becker, 2004). The following sections provide summaries of the variables in the UCFV *High School Survey 2004* that are pertinent to each predictor of students’ continuation beyond high school to higher education. This information from the UCFV *High School Survey 2004* is purely descriptive in nature, meant to provide a description of the high school population in our region, and, as such, broad inferences regarding this data to previous research are not recommended.

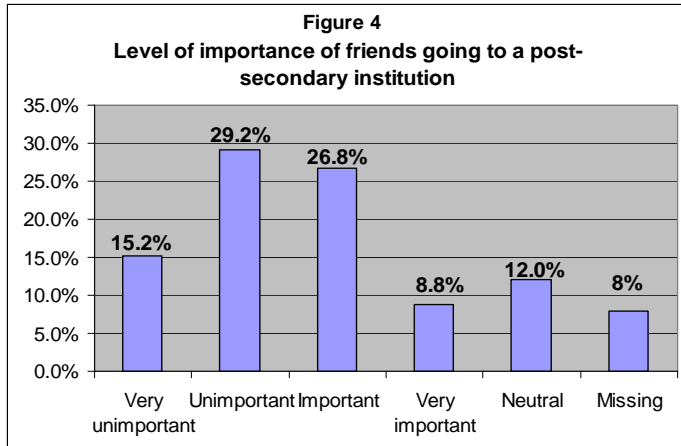
#### *Friends*

In a study conducted by the US Department of Education, research indicates that peer pressure, or guidance, significantly impacts a students’ educational success and future goals (Adelman, Horn, & Chen, (DATE), p. 26). Specifically, students are influenced by their friends’ learning activities, aspirations and goals for the future with regard to post-secondary education.

**Students within our region appear consistent with prior research, in that 75.5% of students responded that friends’ opinions about education are somewhat important (53%) or very important (22.5%) to them (Figure 3).**

Having friends go to the same post-secondary institution, however, is not as important to students, with 44.4% of students responding that this factor is either very unimportant (15.2%) or unimportant (29.2%), (Figure 4). Furthermore, only 24.8% of students responded that they attain most of their information about educational options from their friends, and this normalized total may be inflated due to many survey participants choosing more than one category as their main source of information regarding education options (Figure 5).

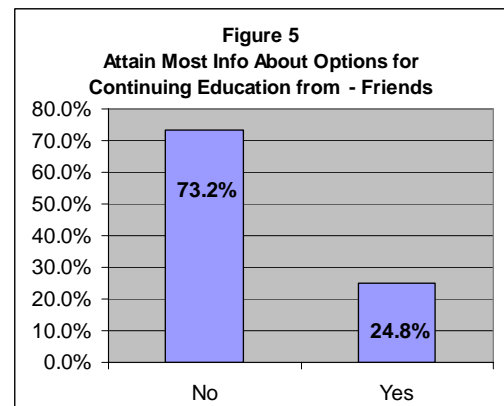




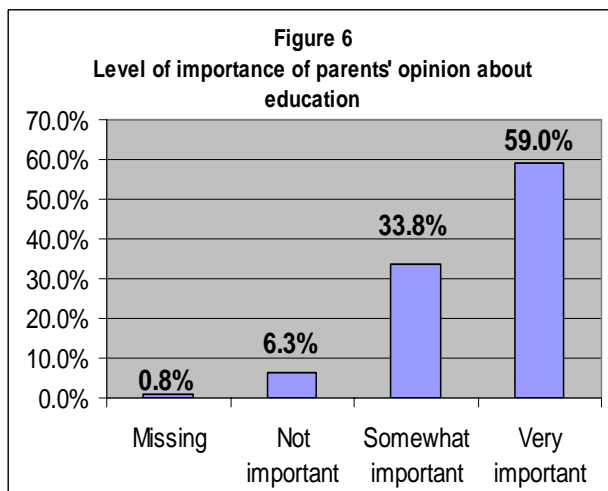
Given the information provided by students, there appears to be some discrepancy between the “level of importance of friend’s opinions about education” (75.5% responded *important/somewhat important*) and those students who agreed that they “attain most of their information about options for continuing their education from their friends” (24.8%). The “level of importance of friend’s opinions about education” was converted into a nominal variable and a measure of association was performed between the two apparent contrasting variables. As expected, the

strength of association was found to be very small.<sup>24</sup>

In light of this, students appear to have interpreted these two questions differently. **Students may be influenced by their friends learning activities and goals for the future with regards to continuing their education however; it appears that friends are not the most significant resource for students to glean specific information from regarding their options for higher education.**<sup>25</sup> As noted in Figure 2, respondents indicated that they attain much of their information about their options for continuing their education from parents (263 responses), teachers (235) and guidance counselors (203). **Therefore, providing detailed information to students, parents, teachers and guidance counselors regarding the many options for education at UCFV would be beneficial in enlightening students to the many alternatives available to them.**



### Parents

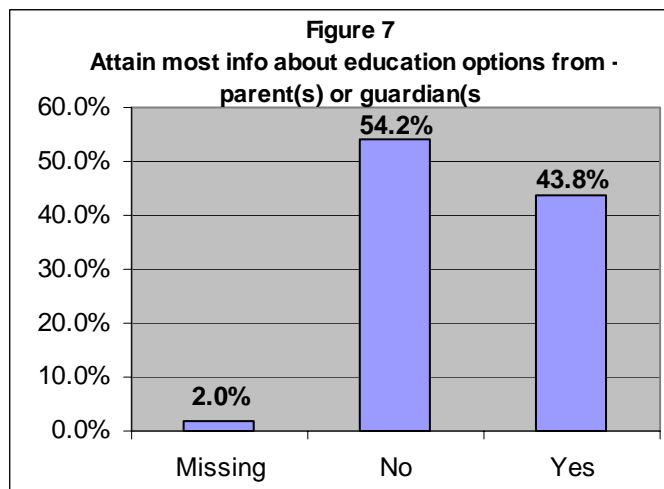


Parental involvement in a students’ education as well as parents’ education level are cited as two factors that influence a student to further their education beyond high school (Adelman, Horn, & Chen, (No date provided), p. 25; Hossler, Schmitt & Vesper, 1999; Litten, 1982; as cited in Davis, Noland, and Deato, 2001, p.6).

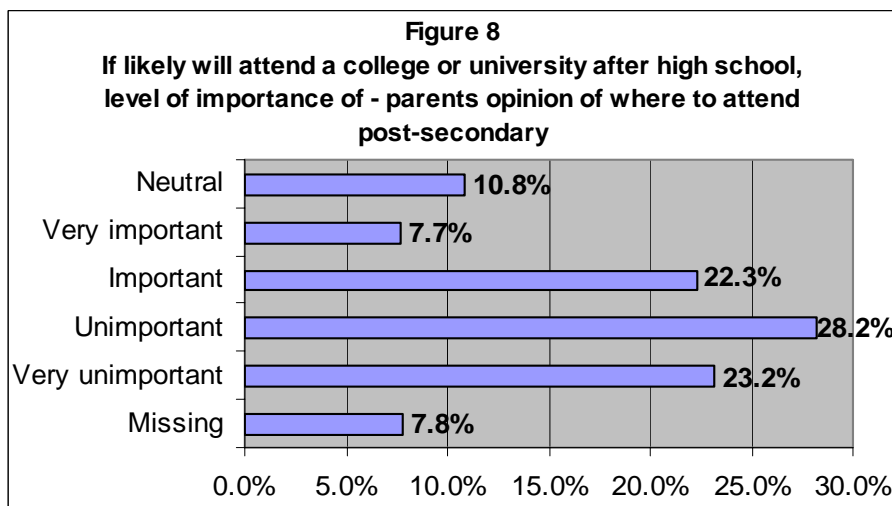
In keeping with previous findings, data obtained in the UCFV region (Figure 6) shows that parents’ opinions are important to students (92.8% very important/somewhat important). Furthermore, receiving information from parents about educational options is practiced by 43.8% of students (Figure 7).

<sup>24</sup> A Phi value of .108.

<sup>25</sup> This is an issue for further research.



Parents' opinions of where to attend post-secondary, on the other hand, is less important (Figure 8) with only 30% indicating their parents' opinion, in this regard, is either important (22.3%) or very important (7.7%).



### Level of Education Father/Mother Wants Child to Attain

Though more than one-quarter of students chose not to respond to the level of education their mother or a father wants them to attain, one-third of respondents, who intend on furthering their education (488), indicate that a bachelor's degree is the most preferred choice of both mothers (30.0%) and fathers (31.3%) for their children to achieve (Figure 9).<sup>26</sup>

<sup>26</sup> Over one-quarter of students were considered "Missing" under this category as many of them checked off every option even though the question was clearly labeled that students should "mark only one box per column."

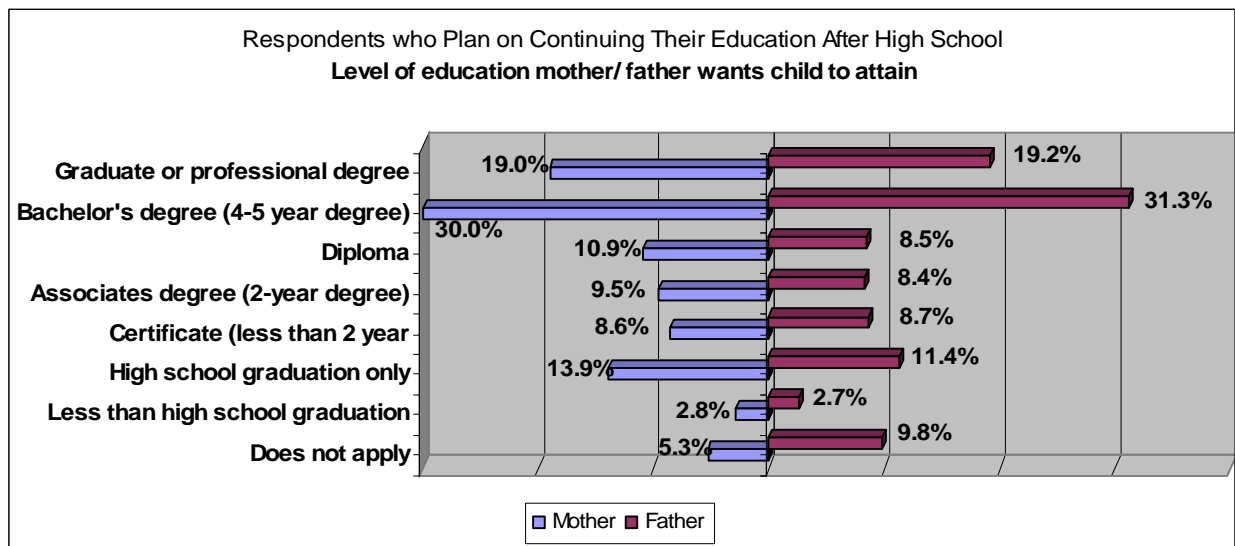


Figure 9

Comparing respondents' indications of the level of education they feel their parents want them to attain (Figure 9) with their own (Figure 1)<sup>27</sup>, we see that both the "Bachelor's degree" and the "Graduate or professional degree" have the highest response rates. Combined totals of these credentials shows that fathers (50.5%), mothers (49.0%) and high school students (51.6%) view at least an undergraduate degree to be of value. It is apparent that, as found in previous research, parent's views on education for their children does factor in to student's outlook on education<sup>28</sup>. **In this case, detailed information regarding the programs and degrees offered at UCFV needs to be elaborated on and promoted to both parents and students. Parents need to be enlightened as to the educational options available to students in order to influence the students' decision.**

### Parent's Education Level

As determined from previous research, another factor that influences a child's decision to pursue further education beyond high school is the parent's education level. According to respondents, 43.3% of mothers and 36.5% of fathers pursued formal education or, further, achieved an undergraduate degree (Figure 10).

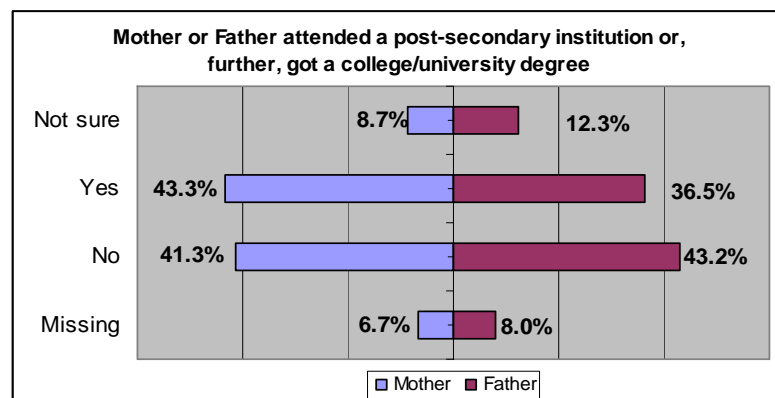


Figure 10

In correspondence with respondent's indications of parental education level, recent BC Statistics data for the Fraser Valley College Region was also consulted and it was found that in 2001, 23.3% of Fraser

<sup>27</sup> Of those students who indicated they plan on continuing their education after high school (488).

<sup>28</sup> The sampling of students who indicated that they do not plan on continuing their education is so small (27 responses) that we did not compare this grouping with their indication of education level achieved they feel their parents want them to attain.

Valley citizens in the 25 to 54 age were without their high school completion and 51.1%, in the same age range, had not completed their post-secondary education. **Given that a parent’s education level is a factor that influences a child’s decision to pursue further education, it is clear that a challenge faces students from the Fraser Valley College Region, one which will require a more proactive approach from education professionals with both parents and children regarding the benefits of post-secondary education.**

*Education Professionals (Teachers, Counselors, Principals)*

As referred to earlier in this study, research shows that guiding and preparing students academically for post-secondary education not only increases the probability of their pursuing further education after high school but will also instill persistence to see their post-secondary education through to completion (House & Hayes, 2002; Adelman, Horn, & Chen, (No date provided), p. 25; Illinois Board of Higher Education, 2001). In light of this finding, we wanted to know to what extent students in our sample were influenced by their teachers, principals and guidance counselors. Table 13 highlights student’s responses:

<b>Table 13</b> Extent to which students are influenced by their teachers, principals and counselors				
<b>Sample Size</b>	<b>N = 600</b>			
	<b>Response Rate</b>	<b>%</b>		
<b>With regards to plans for education, the importance of what the following people think...</b>				
		<b>Very important</b>	<b>Somewhat important</b>	<b>Not important</b>
Teachers	99.7%	31.8%	50.3%	17.5%
Principals	99.5%	16.0%	39.2%	44.3%
Guidance counselors	98.5%	20.3%	49.3%	28.8%

As shown, for the most part students appear to value their teacher’s opinions about education options the highest amongst the three education professionals (82.1% “somewhat important/ very important”), and indicate that their principal’s opinion is the least important to them of the three (55.2% “somewhat important/ very important”). While it is impossible to know why students responded as they did to this question, we can surmise that the amount of time students spend with particular individuals and the familiarity they experience, as a result, may influence how they regard these individual’s opinions about important issues. Those who are able to invest more time and expertise directly into students’ lives have the opportunity and relationship to impact students and the decisions they make<sup>29</sup>.

That being said, 64.9% of survey participants stated that they had spoken with an education professional about post-secondary education. Of those, 58.2% indicated that they intend on continuing their education after high school. However, when this latter group was asked if it is important that a teacher or counselor recommend they pursue further education, only 37.8% of students said it is important and 9.3% said it is very important.

Therefore, **the data supports the conclusion that education professionals have some influence over a students’ decision to attend post-secondary school. However, it is also clear that education professionals are not the most important source for students to garner information from in regards to furthering their education beyond high school.**

<sup>29</sup> An issue for further research.

## **In Summary**

The purpose of this study was to identify and examine the factors that influence the decisions of high school students within the UCFV region to pursue or not pursue post-secondary education. The results met our expectations in the respect that we were able to pinpoint some key areas that influence high school students with regards to their plans and considerations of further education beyond high school.

Consistent with preceding research (Adelman, Chen, Horn, (No date provided); House and Hayes, 2002; Adelman, 1999; Becker, 2004), our data agrees that cost, friends' opinions, educational professionals' opinions and parents' opinions and education level are factors that influence a students' decision in pursuing post-secondary education. Moreover, our conclusions correspond with prior research that shows that preparation for post-secondary education is an issue that affects students' pursuits of higher education.

One particular finding that proved to be enlightening involved the types of credentials that high school students in the UCFV region intend on pursuing. Of those students who plan on continuing their education after high school, over 50% specified that they intend on attaining a Bachelor's degree (37%) or a graduate or professional degree (14.6%). In addition, respondents indicate that fathers (55.8%) and mothers (54.1%), too, have a strong leaning toward their children pursuing these credentials.

As with all non-random, purposive samples, results must be viewed tentatively. Nonetheless, descriptive data produced results that coincide with previous research findings giving us an indication that students in the UCFV region are influenced by similar factors as students elsewhere. Therefore, we recommend the following:

- Informing students of academic requirements, including preparatory courses, necessary to further their education beyond high school will be a positive influence in their decision to pursue higher education.
- The post-secondary experience and requirements need to be clarified by education professionals in order to encourage students, of all academic abilities, to continue their education beyond high school.
- Data from this cohort of students suggests that offering a greater variety of Bachelor's degree's as well as making it an alternative for high school students from the beginning of their post-secondary experience would be a prudent consideration of decision-makers at UCFV.
- Parent's views on education for their children factors into student's outlook on education. Programs and degrees offered at UCFV require promotion to both parents and students.
- Over one-third of students pointed out that the main reason they would not continue their education would be that it costs too much. Given the overestimation by high school students, tuition costs and fees need to be clearly articulated to students, either directly or through their high school, in an effort to encourage students to pursue higher education.
- Survey data indicates that parents' opinions about education are important to respondents. Tuition costs and fees should be made available to parents as well as students.
- UCFV's October 1<sup>st</sup> opening application date and process requires promotion in the external community.
- Data indicates that students accumulate most facts regarding options for post-secondary education from their parents, teachers and guidance counselors. Information regarding the many educational alternatives accessible at UCFV should be made available to students, parents, teachers and guidance counselors.
- Given that students do take into account their friend's opinions regarding education, improving the first-year experience of new students may influence future students to attend UCFV.
- The educational community needs to offer even greater support and direction to parents and students within the Fraser Valley Region with regards to the long-term benefits of a post-secondary education.
- The UCFV *High School Survey* should be administered every two to three years to provide an ongoing snapshot of the goals and preferences of high school students within the UCFV region.

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## **APPENDICES**

### ***UCFV High School Survey 2004*** **Analysis**

Produced by:  
Office of Institutional Research and Planning

## Appendix 1

### UCFV *High School Survey 2004* – Survey Instrument

## High School Survey 2004

### A. SCHOOL AND SCHOOL WORK

1. When you are at school, how important are the following things to you? (Please select one answer)

	Not Important	Important	Very Important
Getting to see your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning different things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparing for a future career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Compared with other students, how hard do you think you work in school? (Please select one answer)

Much harder	Harder	Much the same as others	Less than others	Much less than others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What type of student do you consider yourself? (Please select one answer)

Excellent	Good	Fair	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How important to you is what each of the following people think you should do about your education?

	Not Important	Somewhat Important	Very Important
Parent(s) or Guardian(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Guidance Counselor(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principal or Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious Leader (minister, priest, rabbi, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors, tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other person (Specify relationship : _____)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### B. KNOWLEDGE ABOUT POST-SECONDARY EDUCATION

5. Have you talked with your school counselor, educational advisor or teacher at your school about the entrance requirements for post-secondary education?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
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6. How aware are you as to what courses you should take in high school to prepare you for post-secondary education?

Completely Aware	Fairly aware, but not completely	Not really aware, but have an idea	Not aware at all	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. In what month, of your last year of high school, do you think you need to start applying to post-secondary institutions?

Month:	_____
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8. Have you heard of the following types of post-secondary schools?

	Yes	No
Community college	<input type="checkbox"/>	<input type="checkbox"/>
University-college	<input type="checkbox"/>	<input type="checkbox"/>
University	<input type="checkbox"/>	<input type="checkbox"/>
Trades school	<input type="checkbox"/>	<input type="checkbox"/>
Other school (Describe: _____)	<input type="checkbox"/>	<input type="checkbox"/>

9. How much do you think it costs to attend a 4-year public university/university-college in British Columbia **for one year** (tuition)? \$\_\_\_\_\_

10. How important to your future is getting an education beyond high school?

Very important	Somewhat important	Not important	Don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you think a person with a post-secondary degree earns more money in a year than a person who does not have a post-secondary degree?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Don't Know
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### C. PLANS FOR THE FUTURE

12. Do you think you will continue your education after high school (For example, go to college, university college, university or attend a trade school, etc.)?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Don't Know
------------------------------	-----------------------------	-------------------------------------

13. Where, or from whom, do you get most of your information about your options for continuing your education after high school? (please select one answer)

<input type="checkbox"/> Parent(s) or Guardian(s)	<input type="checkbox"/> Printed brochures
<input type="checkbox"/> Brother(s) or Sister(s)	<input type="checkbox"/> Friend(s)
<input type="checkbox"/> Guidance Counselor	<input type="checkbox"/> Mentor, tutor
<input type="checkbox"/> Teacher(s)	<input type="checkbox"/> Someone or something else
<input type="checkbox"/> The internet	Specify who or what source: _____

14. What level of formal education do you think you will get after high school? (Please select one answer)

<input type="checkbox"/> Certificate program (less than 2-year program)	<input type="checkbox"/> Associates degree (2-year degree)
<input type="checkbox"/> Diploma	<input type="checkbox"/> Bachelor's degree (4-5 year degree)
<input type="checkbox"/> Graduate or professional degree (MA, Ph.D, law, MD)	<input type="checkbox"/> Don't know

15. What is the main reason you would not continue your education after high school? (Please select one answer)

<input type="checkbox"/> It costs too much or I cannot afford it	<input type="checkbox"/> I want to start a family or I need to take care of my family
<input type="checkbox"/> I need or want to work	
<input type="checkbox"/> My grades are not good enough	<input type="checkbox"/> Some other reason.
<input type="checkbox"/> I'm just not interested	Please specify: _____

16. How likely are you to attend a college or university after high school?

<input type="checkbox"/> Very Likely	<input type="checkbox"/> Unlikely
<input type="checkbox"/> Likely	<input type="checkbox"/> Very unlikely
<input type="checkbox"/> Neither likely nor unlikely	

17. **If you think you will be able to attend** a college or university after high school, please indicate the level of importance, of the following reasons, as to why you would attend. (Please select one answer per statement)

	Very Unimportant	Unimportant	Important	Very important	Neutral
Post-secondary institution offers the kind of program that I need to enter my chosen occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cost that I can afford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a program that I am interested in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ease in obtaining financial aid/loans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic reputation of the post-secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information received from post-secondary school made a good impression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of scholarships & bursaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The social life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know more about it than other post-secondary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. **If you think you will be able to attend** a college or university after high school, please indicate the level of importance, of the following reasons, as to why you would attend. (Please select one answer per statement)

	Very Unimportant	Unimportant	Important	Very important	Neutral
The post-secondary school's graduates gain admission to the top graduate and professional schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Size of the post-secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan to live and work in the same province after post-secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-time employment opportunities available at this post-secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special programs for academically talented students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located near my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The post-secondary institution has an active religious program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy to get admitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The athletic program is attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rankings in national magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Near enough that I could live at my parents' house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My parents want me to go there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My friends are (will be) going there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post-secondary recruiters convinced me to go there	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher or counselor recommend it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent(s) attended the same post-secondary institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. **If you think you will NOT be able to attend** a college or university after high school, please indicate the level of importance, of the following reasons, as to why you would NOT attend. (Please select one answer per statement)

	<b>Very Unimportant</b>	<b>Unimportant</b>	<b>Important</b>	<b>Very important</b>	<b>Neutral</b>
I want to work and earn some money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is too costly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am tired of school and want to do something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I probably could not do well in post-secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post-secondary education is not related to my future occupation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would not know what to major in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No desirable post-secondary institution nearby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Member of high school staff advised me against post-secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Please specify:					

#### D. YOUR FAMILY

19.How much education do you think your parent(s) or guardian(s) want you to get? (Please mark one box in each column)	<b>Father</b> (or male guardian)	<b>Mother</b> (or female guardian)
Does not apply	<input type="checkbox"/>	<input type="checkbox"/>
Less than high school graduation	<input type="checkbox"/>	<input type="checkbox"/>
High school graduation only	<input type="checkbox"/>	<input type="checkbox"/>
Certificate (less than 2 year program)	<input type="checkbox"/>	<input type="checkbox"/>
Associates degree (2-year degree)	<input type="checkbox"/>	<input type="checkbox"/>
Diploma	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's degree (4-5 year degree)	<input type="checkbox"/>	<input type="checkbox"/>
Graduate or professional degrees (such as, MA or Masters, Ph.D or doctorate, MD or Medical Doctor, JD or law degree)	<input type="checkbox"/>	<input type="checkbox"/>

20. Did any of your family members attend college/ university or get a college/ university degree?

	<b>Yes</b>	<b>No</b>	<b>Not Sure</b>
Mother or female guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father or male guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brother(s)/ sister(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grandparent(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## E. BACKGROUND

21. Are you...

<input type="checkbox"/> Female	<input type="checkbox"/> Male
---------------------------------	-------------------------------

22. What is your age as of today?

_____
-------

23. How do you describe yourself?

<input type="checkbox"/> Canadian Citizen	<input type="checkbox"/> Inuit
<input type="checkbox"/> First Nations	<input type="checkbox"/> Landed Immigrant
<input type="checkbox"/> Metis	<input type="checkbox"/> Other (Please specify: _____)

24. What grade level are you?

<input type="checkbox"/> 10th	<input type="checkbox"/> 11th	<input type="checkbox"/> 12th
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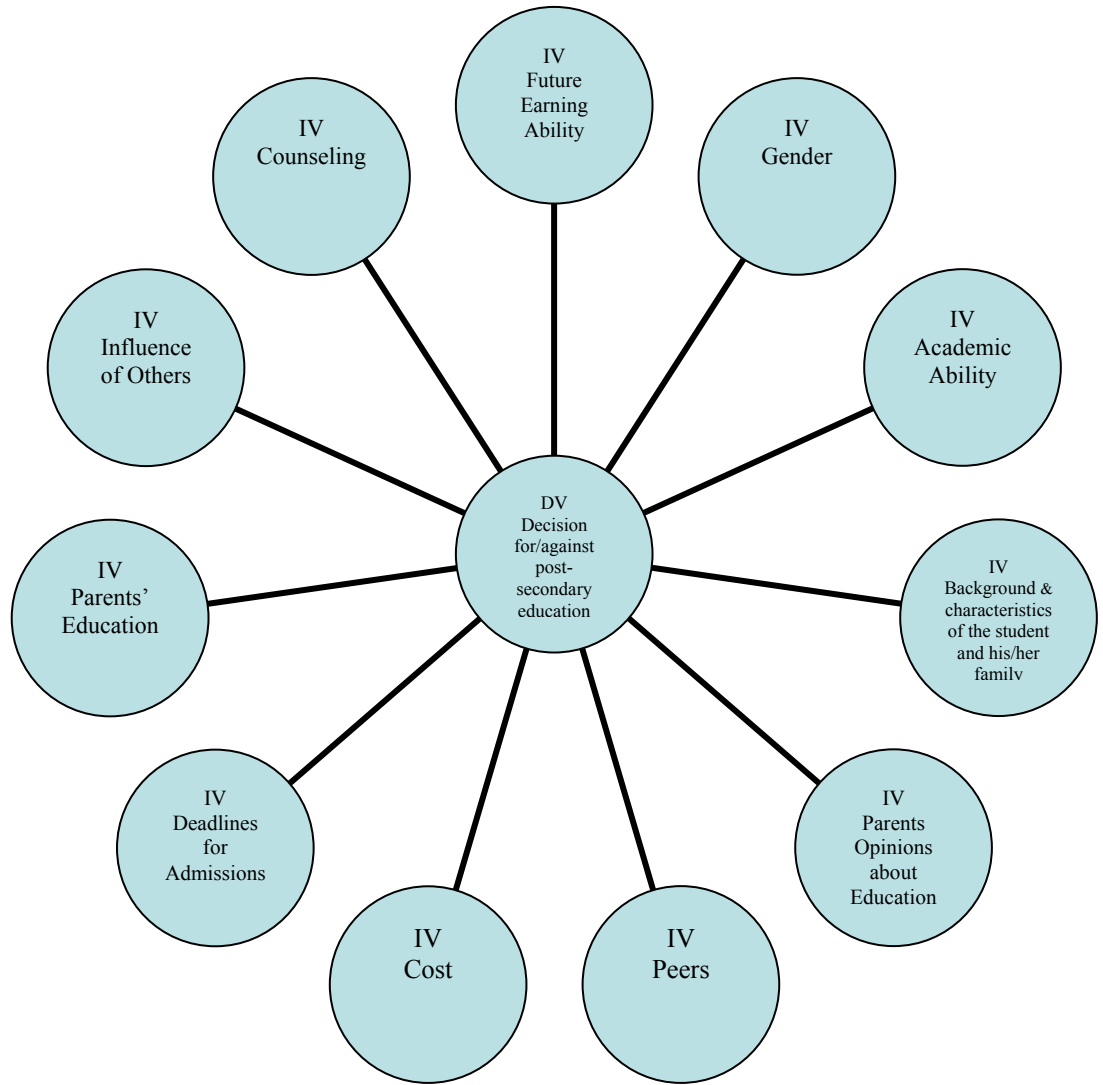
25. You currently live in a household with: (Please select all that apply)

<input type="checkbox"/> Only one parent	<input type="checkbox"/> Other relatives
<input type="checkbox"/> Two parents	<input type="checkbox"/> Other non-relatives
<input type="checkbox"/> Brothers/ Sisters	

26. Are you enrolled in any of the following programs? (Please select all that apply)

<input type="checkbox"/> Special Education	<input type="checkbox"/> AVID
<input type="checkbox"/> Bilingual Education (French Immersion, ESL, etc.)	<input type="checkbox"/> College preparation
<input type="checkbox"/> Kumon	<input type="checkbox"/> Sylvan
<input type="checkbox"/> Other (Please specify _____)	

Appendix 2a – Independent Variables Influencing:  
Decision for/ against Post-Secondary Education



## Appendix 2b – Variables of Interest by Section within the Survey Instrument

- A. School and School Work
  - i. Influence of others (Parental, Peer, Other)
  - ii. Student interest
  - iii. Student goals and aspirations
  - iv. Student perceived ability
- B. Knowledge about Post-Secondary Education
  - i. Knowledge or perception of cost of post-secondary education
  - ii. Application deadlines
  - iii. Student perception of importance of post-secondary education
  - iv. Student preparation for post-secondary education
- C. Plans for the Future
  - i. Student goals and aspirations
  - ii. Influence of others (Parental, Peer, Other)
  - iii. Factors for attending post-secondary school, by level of importance (see Appendix 1)
  - iv. Factors for not attending post-secondary school, by level of importance (see Appendix 1)
- D. Your Family
  - i. Parental influence
  - ii. Family members' education level
- E. Background
  - i. Gender
  - ii. Age
  - iii. Status
  - iv. Grade
  - v. Household inhabitants
  - vi. Extracurricular or specialized education

## Appendix 3 – Gender by Age

Table 2a

Gender \* Age

			Age							Total Gender	
			14	15	16	17	18	19	20		21 and above
Gender	Female	Count	1	11	102	132	48	5	1	1	301
		%	0.2%	1.9%	17.7%	22.9%	8.3%	0.9%	0.2%	0.2%	52%
Male		Count	0	12	116	102	33	7	3	3	276
		%	0.0%	2.1%	20.1%	17.7%	5.7%	1.2%	0.5%	0.5%	48%
<b>Total Age</b>		Count	1	23	218	234	81	12	4	4	577
		%	0.2%	4.0%	37.8%	40.6%	14.0%	2.1%	0.7%	0.7%	100.0%

## Appendix 4 – Level of Formal Education Planning to Attain after High School

### ***Level of formal education planning to attain after high school***

	<b>N</b>	<b>%</b>	<b>Valid %</b>
Certificate (less than 2 years)	60	10.0%	10.6%
Diploma	35	5.8%	6.2%
Associates degree (2-year degree)	35	5.8%	6.2%
<b>Bachelor's degree (4-5 year degree)</b>	<b>177</b>	<b>29.5%</b>	<b>31.2%</b>
Graduate or professional degree (MA, Ph.D, law, MD)	71	11.8%	12.5%
<b>Don't know</b>	<b>190</b>	<b>31.7%</b>	<b>33.5%</b>
<b>Total Valid</b>	<b>568</b>	<b>94.7%</b>	<b>100%</b>
Missing	7	1.2%	
No response	25	4.2%	
<b>Total Missing</b>	<b>32</b>	<b>5.3%</b>	
<i>Grand Total</i>	600	100.0%	

## Appendix 5 – Reasons to Attend Post-Secondary School

Of those who intend to continue their education after high school (488), importance of ...							
Table 6 - Part 1		Very unimportant	Unimportant	Important	Very important	Neutral	Total
Program offered that is needed to enter chosen career	N	29	14	141	262	28	474
	%	6.1%	3.0%	29.7%	55.3%	5.9%	100%
Cost that is affordable	N	36	40	154	210	39	479
	%	7.5%	8.4%	32.2%	43.8%	8.1%	100%
Program of Interest	N	28	12	118	306	12	476
	%	5.9%	2.5%	24.8%	64.3%	2.5%	100%
Ease in obtaining loan	N	30	70	183	143	48	474
	%	6.3%	14.8%	38.6%	30.2%	10.1%	100%
Academic reputation of post-secondary school	N	30	64	204	116	63	477
	%	6.3%	13.4%	42.8%	24.3%	13.2%	100%
Favourable information from post-secondary school	N	29	57	224	122	47	479
	%	6.1%	11.9%	46.8%	25.5%	9.7%	100%
Availability of scholarships and bursaries	N	31	71	171	163	44	480
	%	6.5%	14.7%	35.6%	34.0%	9.2%	100%
The social life	N	38	92	182	110	53	475
	%	8.0%	19.4%	38.2%	23.2%	11.2%	100%
Knowing more about it than other post-secondary schools	N	32	82	201	88	72	475
	%	6.7%	17.3%	42.3%	18.5%	15.2%	100%
Top graduates gaining admission to top grad or professional schools	N	32	75	211	92	62	472
	%	6.8%	15.9%	44.7%	19.5%	13.1%	100%

Of those who intend to continue their education after high school (488), importance of ...							
Table 6 - Part 2		Very unimportant	Unimportant	Important	Very important	Neutral	Total
Size of the post-secondary school	N	34	185	145	38	72	474
	%	7.2%	39.0%	30.6%	8.0%	15.2%	100%
Planning to live and work in the same province after post-secondary	N	35	124	175	81	56	471
	%	7.4%	26.3%	37.2%	17.2%	11.9%	100%
Part-time employment opportunities available in post-secondary school	N	23	89	214	102	46	474
	%	4.9%	18.8%	45.1%	21.5%	9.7%	100%
Specialty programs for academically talented students	N	29	130	160	75	79	473
	%	6.1%	27.5%	33.8%	15.9%	16.7%	100%
Post-secondary institution being located near residence	N	53	127	151	84	59	474
	%	11.2%	26.8%	31.9%	17.7%	12.4%	100%
Religious program offered	N	178	122	84	29	57	470
	%	37.8%	26.0%	17.9%	6.2%	12.1%	100%
Easy admittance	N	32	89	201	89	61	472
	%	6.7%	18.9%	42.6%	18.9%	12.9%	100%
Attractive athletic program	N	97	125	115	86	51	474
	%	20.5%	26.3%	24.3%	18.1%	10.8%	100%
Rankings in national magazines	N	83	151	127	41	72	474
	%	17.5%	31.9%	26.8%	8.6%	15.2%	100%
Being able to live at home	N	70	133	135	74	64	476
	%	14.7%	27.9%	28.5%	15.5%	13.4%	100%
Parents opinion of where to attend post-secondary	N	119	145	118	41	51	474
	%	25.1%	30.6%	24.9%	8.6%	10.8%	100%
Friends are (will be) going there	N	91	175	161	53	72	552
	%	15.2%	29.2%	26.8%	8.8%	12.0%	92%
Convincing of a recruiter to go to post-secondary	N	107	173	106	27	61	474
	%	22.6%	36.5%	22.3%	5.7%	12.9%	100%
Teacher or counselor recommending it	N	57	110	198	51	59	475
	%	12.0%	23.2%	41.7%	10.7%	12.4%	100%
Parent's previously attending same institution	N	173	174	60	21	46	474
	%	36.5%	36.7%	12.7%	4.4%	9.7%	100%

## Appendix 6 – Reasons Not to Attend Post-Secondary School

### Reasons NOT to attend post-secondary school

Table 7		Very unimportant	Unimportant	Important	Very important	Neutral	Total
Wanting to work and earn some money	N	46	44	177	126	27	420
	%	11.0%	10.5%	42.1%	30.0%	6.4%	100.0%
Education costing too much	N	31	82	158	115	32	418
	%	7.4%	19.6%	37.8%	27.5%	7.7%	100.0%
Being tired of school	N	68	130	113	61	41	413
	%	16.5%	31.5%	27.4%	14.8%	9.9%	100.0%
Not being able to do well	N	67	128	130	45	46	416
	%	16.1%	30.8%	31.3%	10.8%	11.1%	100%
Not being related to future occupation	N	78	116	114	46	53	407
	%	19.2%	28.5%	28.0%	11.3%	13.0%	100%
Not knowing what to major in	N	56	105	160	52	37	410
	%	13.7%	25.6%	39.0%	12.7%	9.0%	100%
No desirable schools nearby	N	83	149	100	26	52	410
	%	20.2%	36.3%	24.4%	6.3%	12.7%	100%
Being advised not to attend post-secondary	N	127	117	93	28	47	412
	%	30.8%	28.4%	22.6%	6.8%	11.4%	100%
Other reason	Yes						9

## Appendix 7 – Estimation of Tuition for One-Year to Attend a Post-Secondary Institution Full-time with and without an Education Professional’s Advice

### Tuition Estimates

Appendix 7 - Part 1		<i>Talked with counselor, educational advisor or teacher at school about entrance requirements for post-secondary education</i>					
	\$	No		Yes		Total	
		#	%	#	%	#	%
<i>Students perception of cost to attend 4-year public university/university-college for one year (tuition)</i>	48	1	0.2%	0	0.0%	1	0.2%
	100	1	0.2%	0	0.0%	1	0.2%
	200	1	0.2%	0	0.0%	1	0.2%
	300	1	0.2%	0	0.0%	1	0.2%
	400	1	0.2%	0	0.0%	1	0.2%
	450	0	0.0%	1	0.2%	1	0.2%
	500	0	0.0%	3	0.7%	3	0.7%
	700	0	0.0%	1	0.2%	1	0.2%
	800	2	0.4%	0	0.0%	2	0.4%
	975	0	0.0%	1	0.2%	1	0.2%
	1000	4	0.9%	9	2.0%	13	2.8%
	1001	1	0.2%	0	0.0%	1	0.2%
	1200	2	0.4%	2	0.4%	4	0.9%
	1500	5	1.1%	4	0.9%	9	2.0%
	1700	0	0.0%	1	0.2%	1	0.2%
	2000	10	2.2%	20	4.3%	30	6.5%
	2200	0	0.0%	2	0.4%	2	0.4%
	2500	4	0.9%	7	1.5%	11	2.4%
	2600	0	0.0%	1	0.2%	1	0.2%
	3000	6	1.3%	21	4.6%	27	5.9%
	3100	0	0.0%	1	0.2%	1	0.2%
	3200	1	0.2%	0	0.0%	1	0.2%
	3400	0	0.0%	1	0.2%	1	0.2%
	3500	1	0.2%	8	1.7%	9	2.0%
	3900	0	0.0%	1	0.2%	1	0.2%
	4000	10	2.2%	22	4.8%	32	6.9%
	4500	0	0.0%	4	0.9%	4	0.9%
	4600	0	0.0%	1	0.2%	1	0.2%
	5000	17	3.7%	33	7.2%	50	10.8%
	5772	1	0.2%	0	0.0%	1	0.2%
6000	4	0.9%	17	3.7%	21	4.6%	
6500	0	0.0%	2	0.4%	2	0.4%	

**Tuition Estimates**

<b>Appendix 5 - Part 2</b>		<i>Talked with counselor, educational advisor or teacher at school about entrance requirements for post-secondary education</i>					
	<b>\$</b>	<b>No</b>		<b>Yes</b>		<b>Total</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<i>Students perception of cost to attend 4-year public university/university-college for one year (tuition)</i>	7000	4	0.9%	9	2.0%	13	2.8%
	7800	0	0.0%	1	0.2%	1	0.2%
	8000	5	1.1%	8	1.7%	13	2.8%
	9000	2	0.4%	2	0.4%	4	0.9%
	9700	1	0.2%	0	0.0%	1	0.2%
	10000	25	5.4%	46	10.0%	71	15.4%
	10600	1	0.2%	0	0.0%	1	0.2%
	11000	0	0.0%	1	0.2%	1	0.2%
	12000	3	0.7%	4	0.9%	7	1.5%
	13000	1	0.2%	1	0.2%	2	0.4%
	14000	0	0.0%	1	0.2%	1	0.2%
	14500	0	0.0%	1	0.2%	1	0.2%
	15000	5	1.1%	9	2.0%	14	3.0%
	16000	0	0.0%	5	1.1%	5	1.1%
	18000	0	0.0%	1	0.2%	1	0.2%
	19000	1	0.2%	0	0.0%	1	0.2%
	20000	8	1.7%	19	4.1%	27	5.9%
	22000	0	0.0%	1	0.2%	1	0.2%
	25000	3	0.7%	5	1.1%	8	1.7%
	30000	2	0.4%	3	0.7%	5	1.1%
	32000	1	0.2%	0	0.0%	1	0.2%
	34000	1	0.2%	0	0.0%	1	0.2%
	40000	4	0.9%	6	1.3%	10	2.2%
	45000	0	0.0%	1	0.2%	1	0.2%
	48000	1	0.2%	0	0.0%	1	0.2%
	50000	6	1.3%	10	2.2%	16	3.5%
	60000	0	0.0%	2	0.4%	2	0.4%
	70000	1	0.2%	1	0.2%	2	0.4%
	80000	3	0.7%	0	0.0%	3	0.7%
	85000	1	0.2%	0	0.0%	1	0.2%
100000	1	0.2%	0	0.0%	1	0.2%	
128000	0	0.0%	2	0.4%	2	0.4%	
150000	1	0.2%	0	0.0%	1	0.2%	
600000	0	0.0%	1	0.2%	1	0.2%	
1000000	3	0.7%	1	0.2%	4	0.9%	
<b>Total</b>		157	34.1%	304	65.9%	461	100.0%

