



FINAL REPORT
Survey of Northern Alberta
High School Students

Submitted to
Northern Labour Market Information Clearinghouse
and
Alberta Advanced Education and Career Development
by
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TABLE OF CONTENTS

| | Page |
|---|------|
| EXECUTIVE SUMMARY..... | i |
| 1. INTRODUCTION..... | 1 |
| 2. METHODOLOGY..... | 2 |
| 2.1 Overview..... | 2 |
| 2.2 Survey Design and Implementation..... | 2 |
| 2.3 Analysis..... | 6 |
| 3. RESEARCH FINDINGS..... | 8 |
| 3.1 Why Students Take Post-Secondary Education..... | 8 |
| 3.2 How Students Choose Their Post-Secondary Institution..... | 16 |
| 4. CONCLUSIONS..... | 21 |
| 4.1 Propensities to Seek Post-Secondary Training..... | 21 |
| 4.2 Student Institutional Selection Criteria..... | 23 |

LIST OF TABLES

| | |
|---|----|
| 1. Sampling Results..... | 5 |
| 2. Categorization of Schools Surveyed..... | 7 |
| 3. Stated Intentions of Students..... | 9 |
| 4. Stated Intentions to Pursue a Post-Secondary Education in the Year After High School..... | 10 |
| 5. Importance of Various Motivations to Pursuing Post-Secondary Studies..... | 12 |
| 6. Importance of Potential Impediments to Pursuing a Post-Secondary Education..... | 13 |
| 7. Decision Criteria Used in Selecting a Post-Secondary Institution..... | 16 |
| 8. Propensities to Select Non-Northern Institutions by Type of Program..... | 18 |
| 9. Respondent Intentions Regarding Institution and Program of Study..... | 20 |

APPENDICES

| | |
|---|--|
| A. Questionnaire | |
| B. Survey Tabulations – Grade 9 and 12 –Random Survey | |
| C. Survey Tabulations – Grade 9 and 12 –Remote Schools Survey | |
| D. Surveying Procedures | |



EXECUTIVE SUMMARY

Introduction

1. Statistics regarding education levels suggest that comparatively low numbers of northern Alberta students progress with a formal education beyond grade twelve.
2. The Northern Labour Market Information Clearinghouse (the Clearinghouse or NLMIC), a joint initiative between Northern Alberta Development Council (NADC) and five northern post-secondary institutions, as well as Alberta Advanced Education and Career Development (AECD), recognize that lower education levels in the north: 1) limit economic and community development opportunities; 2) limit personal and career development opportunities; and 3) challenge northern post-secondary institutions to meet enrolment targets.
3. This study was commissioned in order to try to identify the key factors in student decisions regarding post-secondary studies among northern students.

Methodology

4. The study involved two surveys. The first was a random sampling of classrooms throughout the region served by the Clearinghouse. The results of this survey reflect the sentiments of northern students in general including those living in towns and cities and those living in remote communities as well. The second survey utilizing the identical questionnaire was conducted of students living in remote communities and provides an understanding of their unique educational issues.
5. Both surveys involved written questionnaires administered in the classroom to grade nine and grade twelve students. These surveys had been designed based on feedback obtained in focus groups conducted in Peace River and Cadotte Lake.
6. In total the area surveyed contains approximately 4,200 grade nine and 3,600 grade twelve students of which 780 and 824 were surveyed respectively.



Analysis – Post Secondary Plans

7. Intentions of students regarding post-secondary plans were measured in two ways: 1) their scholastic plans during the year following high school, and 2) their long-term expectations with regard to post-secondary schooling.
8. Faced with the two measures of interest in pursuing further education, the consultants considered it more relevant to concentrate further analysis on the stated intentions to pursue a post-secondary education during the year following high school.
9. A total of 66% of grade twelve students (69% in remote communities) and 57% of grade nine students (43% in remote communities) stated that they intend to pursue post-secondary schooling in the year after finishing high school. Over the longer-term, 88% of grade twelve students (86% in remote communities) stated that they intended to seek post-secondary education.
10. These results make it appear that interest levels in post-secondary education increase between grades nine and twelve. It is more likely, however, that those who have not left school by grade twelve are more likely to be interested in post-secondary schooling.
11. Further analysis indicates that those most interested in post-secondary schooling immediately following high school tend to be, 1) female, and 2) children of parents with higher education;
12. Out of a list of possible reasons for seeking post-secondary schooling, the sampled grade twelve students expressed that the employment opportunities that are made available through a post-secondary education are the most important reason for continuing their schooling.
13. The results also provide some indication as to what the perceived impediments to post-secondary studies are. The most prominent impediment, and it was evident in grade nine and to a lesser degree among those in grade twelve, is that they do not feel that they have enough information regarding the financial realities of post-secondary schooling or



information concerning institutions, programs of study or career alternatives. Fear of making the wrong decision was seen as another significant impediment to pursuing post-secondary studies.

14. Those grade twelve students with immediate plans to attend post-secondary were compared to those who do not. This analysis revealed that: 1) **females** are more likely than males to plan to continue their education immediately after high school; 2) in general, the **higher the education level of the parents**, the more likely a student is to expect to continue immediately following high school; 3) **having exposure to someone with a post-secondary education** (e.g., a parent or other family member) increases the likelihood that the student will seek training at the post-secondary level; and 4) **the mother's education level** tends to have a greater influence on the student than the father's education level, although both are important.
15. The consultants wanted to be able to compare grade nine students who would and would not pursue post-secondary studies in order to try to determine if there were demographic attributes that helped to define each group. "At-risk" students -- grade nine students least likely to pursue post-secondary studies -- were arbitrarily defined for analysis purposes as students with at least three of a list of seven attributes thought to deter post-secondary attendance.
16. The analysis found that at-risk students tend to be: 1) less likely to speak English or French at home; 2) male; 3) older than other students in their grade; 4) from homes without a post-secondary graduate; and 5) less likely to have visited a post-secondary campus.
17. The analysis of both grade nine and grade twelve responses show some similarities. **Females and students from households with post-secondary graduates are both common indicators of those more likely to pursue post-secondary.**
18. **The language spoken at home** may also be a determinant of who will further their education. It shows up in the analysis of grade nine students that those speaking English or French at

home are seen to be more likely to attend post-secondary. By grade twelve that distinction no longer is observed, likely because of the fact that more of those students not speaking English or French at home have dropped out of school before grade twelve.

Analysis – Selecting an Institution

19. Reputation and facilities (housing and other campus facilities) appear to be the principal considerations of grade twelve students in selecting a post-secondary institution. At the same time, proximity to home was not found to be a major issue among the total population of grade twelve students.
20. Further it was discovered that students undecided about where to attend are more concerned than decided students with: 1) the costs of tuition and 2) the availability of suitable housing.
21. This research indicates that northern institutions tend to be more popular with students who would prefer to be close to home, close to friends, and those who plan to work while they further their studies. Those planning to work may already have jobs lined up in their home community and are interested in attending an institution nearby so that they can maintain a level of employment while pursuing their studies.
22. Those who are more likely to describe themselves as self-confident and informed about post-secondary schools tend to prefer southern institutions over northern ones.
23. The type of post-secondary education that a student wishes to pursue can also affect which institution is chosen. For instance, 74% of students who expect to continue their education expect to do so in non-northern institutions. That rate ranges from 78% for degree programs to 68% for apprenticeship and trade programs. **Clearly institutional preferences are influenced heavily by the type of education sought** due at least in part to availability of desired programs.
24. Results of the random sample found that grade twelve students who are planning to continue with their post-secondary studies immediately after high school are more likely to be planning to



attend a non-northern institution than those who intend to take a year or more off before continuing their education.

Conclusions

25. Historical data suggest that not all of the 66% of grade twelve students who say that they will attend post-secondary next year will in fact do so. In addition, 45% of grade nine students drop out before reaching grade twelve and hence are unlikely to seek post-secondary schooling. **We estimate that in the order of 30% or so of the grade nine class of three years ago will seek post-secondary education next year.**
26. Of those who say that they will return to further their studies at some future date, it is likely that the economy will have some influence on their actions. If there are many low skilled jobs that pay reasonably well available within the region, it is possible that fewer of these individuals will opt to improve their education. An economic downturn or market demands for higher skills could dramatically alter that picture.
27. Based on this research, it is the opinion of the consultants that **the lower education levels among parents contribute significantly to the reduced interest among northern students in post-secondary studies.**
28. While the educational levels of parents will likely increase over time, shorter-term strategies to elevate the acceptance of post-secondary education may need to involve greater exposure of students to post-secondary institutions. Hosting sports tournaments, science fairs, or open houses and involving regional schools are some potential strategies to removing the uncertainties about post-secondary schools that exist in households that have not been exposed to them. Because of the low high school completion rate, this exposure should not be limited to students in their final year of high school.
29. These findings suggest **strong local appeal of northern institutions serving the needs of students who cannot or do not wish to venture to southern institutions.** Southern post-secondary schools are conversely seen as appealing to those stating higher interest levels in pursuing a post-secondary education in the year following high school.



30. Reputation and facilities are indicated to be primary factors in the decision processes of northern students. Because almost 75% of them plan to attend southern institutions the inference is that **northern students perceive southern institutions to be superior with respect to reputation and facilities**, perhaps along with other factors.
31. One of the main **challenges facing northern institutions is to show that they can provide a quality education** that is capable of helping students achieve their educational objectives – objectives that are dominated by enhancing employability.
32. Placement statistics of graduates, as well as student and graduate satisfaction are all areas where northern institutions will need to be able to demonstrate success if they are to be able to challenge the established reputation of southern institutions and attract more northern students.



1. INTRODUCTION

Statistics regarding education levels indicate that comparatively low numbers of northern Alberta students progress with a formal education beyond grade twelve. Results from the 1996 Census conducted by Statistics Canada indicate that the area served by the Northern Alberta Development Council comprises 9.3% of the Alberta population. Alberta Advanced Education and Career Development enrolment statistics indicate that northern students make up only 5.7% of the enrolment in post-secondary institutions in the province. It is speculated based on these statistics that northern Alberta students are less likely to progress with a formal education beyond grade twelve.

The Northern Labour Market Information Clearinghouse, a joint initiative involving Northern Alberta Development Council (NADC) and five northern post-secondary institutions, as well as Alberta Advanced Education and Career Development (AECD), recognize that lower education levels in the north:

- limit the economic and community development opportunities in northern Alberta to the extent that the local labour force is not as well trained as may be found elsewhere;
- limit personal and career development opportunities; and
- challenge the northern post-secondary institutions to increase enrolment levels from within their local regions.

In order to understand more fully the reasons that contribute to reduced levels of interest in post-secondary education, the Clearinghouse and AECD commissioned a survey to try to identify the key reasons for the observed phenomenon.

Nichols Applied Management, an Edmonton-based economic and management consulting firm with significant experience in survey research with school-aged children and teenagers, was commissioned to undertake the required research. The following pages present the survey methodology, the findings, and the conclusions of that research.



2. METHODOLOGY

2.1 OVERVIEW

This research was designed to capture the opinions and attitudes of students throughout northern Alberta with regard to post-secondary education. As well, a demographic profile of respondents was gathered in order to assist in the further analysis of the sentiments of respondents.

Both grade nine and grade twelve students were included in the survey. This was done in anticipation of being able to detect changes in attitudes or opinions that may take place between grades nine and twelve that could assist in better understanding the propensities of northern students to seek post-secondary training. The grade nine sample is particularly important because of attrition between grades nine and twelve. In order to gather information from those who may not complete grade twelve, it is important to survey them in earlier grades.

The surveys were undertaken during November and early December, 1998 in randomly selected classrooms. Classrooms were selected from within the areas serviced by the Northern Alberta Development Council augmented with the southern portion of the catchment area of Lakeland College in Vermilion. In early February, an additional survey using the identical questionnaire was completed in remote communities¹ and involved selected remote schools in Fort Vermilion School Division and most of the schools in Northlands School Division.

In total the area surveyed contains approximately 4,200 grade nine and 3,600 grade twelve students of which 780 and 824 were surveyed respectively.

2.2 SURVEY DESIGN AND IMPLEMENTATION

2.2.1 Questionnaire Design

The design of the surveys that formed the basis for this research relied upon input from three important sources, namely:

¹ Remote communities include those communities that are over 50 km from a town or city and all Indian Reserves and Metis Settlements



- focus groups with grade twelve students conducted in Peace River and Cadotte Lake;
- the experience of the study team in the field of education; and
- input and assistance from the client in identifying the issues of greatest importance to the NLMIC and AECD.

The consultants undertook a pre-test of the survey instrument on a sample of students once the initial design was completed. The feedback from this pre-test resulted in only minor changes to the survey instrument. The final version of the questionnaire is presented in Appendix A.

2.2.2 Sampling

In order to ensure that the research was capable of producing relevant results it was first of all necessary to secure the cooperation of the school jurisdictions in the region to allow surveying within their classrooms. The Clearinghouse, through contact with the superintendents of school jurisdictions within the target region, was able to secure this participation. As a result virtually all schools with grade nine or grade twelve students were included in the "pool" from which the sample was drawn.

This sample was constructed by a random selection of classrooms of students from the schools within the sample region. The sampling procedure ensured that each classroom had a likelihood of being selected for inclusion in the sample equal to the percentage that that classroom made up of the entire population. In other words, two classrooms of equal size were equally likely to be included in the sample while a classroom that was 50% smaller than the average size of class was 50% less likely to be included in the sample.

This sampling process resulted in the selection of very few remote schools because students in remote communities comprise a very small percentage (7%) of the total number of students in the region. In order to obtain a sample of responses from schools in remote communities the consultants selected additional schools in communities that met the Clearinghouse's definition of "remote". Attempts were made to obtain responses from all of these remote schools. They form a separate sample, the results of which are presented throughout the report for comparison purposes.



2.2.3 Surveying Procedures

Nichols Applied Management contacted schools that were selected through the sampling process in order to advise them that they had been selected to participate in the survey and to identify a key contact person for organizing the surveying activities.

Detailed procedures were drafted and forwarded to each school for distribution to the teachers in the selected classrooms. Teachers in the selected classes were asked to distribute a copy of the survey to each student in the class, allow 10 to 15 minutes to complete the survey and have students place the completed survey in an envelope. Once all surveys were in the envelope, one of the students was asked to seal the envelope and take it to the school office. From the office it was then forwarded by XPress Post to Nichols Applied Management. Appendix D contains samples of the correspondence used to convey the surveying procedures to the participating schools and to the teachers.

2.2.4 Weighting of the Sample

2.2.4.1 Random Survey

The random survey of grade nine students was conducted in English Language Arts classrooms. Because this is a compulsory course, it was expected that the vast majority of grade nine students would be reached through this approach.

English classes were selected for the random survey of grade twelve students as well. However, in many of the schools within the sample, both English 30 and English 33 are offered to students. English 30 is required for acceptance into many post-secondary programs, while either one is sufficient for high school graduation. As a result, virtually all grade twelve students take either one or the other².

Because English 30 is a requirement of many post-secondary programs, there was a methodological concern that if we surveyed only English 30 students, we would be obtaining only the sentiments of those students who are anticipating continuing their education at the post-secondary level. In order to minimize this bias we developed the following decision rules for determining which classes to survey depending on the course offerings at individual schools.

² The only grade twelve students in the region not included in the sample frame were those who were not registered in an English course in the first term of the 1998-99 school year.



- at schools that offered only one grade twelve English program, we surveyed classrooms of grade twelve students in that course; and
- at schools that offered both English 30 and English 33 we surveyed one classroom of each. Subsequently we weighted the responses to reflect the true ratio of English 30 to English 33 students in the sample³.

2.2.4.2 Remote School Survey

Typically remote schools are much smaller than schools in other communities. With often only one or two classrooms of high school students in the entire school, it was more practical to ask simply that all grade nine and twelve students be surveyed. As a result, the remote school survey is based on a census of all grade nine and twelve students in attendance on the day the survey was administered in the schools that chose to participate.

Table 1 presents the results of the sampling and weighting activities and the associated accuracy level of the achieved sample size.

TABLE 1
Sampling Results

| | Actual # of Completed Surveys | Weighted # of Completions | Total Population within the Region | Accuracy Level (19 times out of 20) |
|------------------------------------|-------------------------------|---------------------------|------------------------------------|-------------------------------------|
| Random Survey | | | | |
| Grade 9 | 685 | 685 | 4,167 | ± 3.4 percentage points |
| Grade 12 | | | | |
| English 30 | 478 | 343 | 1,499 | |
| English 33 | 317 | 317 | 2,083 | |
| Grade Total | 795 | 660 | 3,582 | ± 3.4 percentage points |
| Random Survey Total | 1,480 | 1,345 | 7,759 | |
| Remote Schools Survey | | | | |
| Grade 9 | 95 | 95 | 336 | ± 8.5 percentage points |
| Grade 12 | 29 | 29 | 184 | ± 16.7 percentage points |
| Remote Schools Survey Total | 124 | 124 | 520 | |
| Research Total | 1,604 | 1,469 | 8,279 | |

2.2.5 Data Entry Procedures

The results of the survey were keyed and verified by Accurate Data Services. This double-entry system for data entry was used in order to insure that the presented data correctly reflect the student surveys.

³ The weights used to remove this bias from the sample were obtained from the number of students writing 1998 English 30 and 33 uniform final exams in those schools in which the weights were applied.



2.3 ANALYSIS

The data were then subjected to extensive analysis. Basic frequency estimates were tabulated (see Appendices B and C) and further analysis was undertaken in order to attempt to address the key issues of the research, namely:

- why are there differences between northern students and other Alberta students regarding their likelihood of seeking post-secondary training?
- what differences are there between remote and non-remote communities with respect to post-secondary education? and
- what factors influence northern students' choices regarding post-secondary training?

These issues are explored in greater detail in the following section.

For the purposes of this analysis, the consultants wanted to be able to look for differences in opinions and attitudes that might exist between students with different demographics and backgrounds (e.g. age, sex, ethnicity⁴, etc.). The survey had been designed to capture most of these variables – variables that could be used to categorize responses.

Survey respondents could not be asked, however, to categorize their school as being in a "remote" or "non-remote" community. Instead, lists provided by NLMIC identifying remote communities were used to make this distinction. Table 2, below, presents the communities represented in the random survey and their categorization as to remote and non-remote. As well, the remote schools surveyed in the later sampling of remote schools are presented in this table.

⁴ Respondents were asked to declare whether or not they were aboriginal.



TABLE 2
Categorization of Schools Surveyed

| Community | Population | # in Sample – Grade 9 | # in Weighted Sample – Grade 12 |
|-----------------------------------|-------------|--------------------------|------------------------------------|
| Random Sample | | | |
| Non-Remote | | | |
| Ashmont | 50 (est.) | 37 | |
| Athabasca | 2,313 | 47 | 38 |
| Bonnyville | 5,100 | 15 | 42 |
| Cold Lake | 12,645 | 20 | 38 |
| Elk Point | 1,403 | 22 | 35 |
| Fairview | 3,316 | 23 | |
| Falher | 1,149 | 15 | |
| Ft McMurray (urban pop est) | 38,500 | 47 | 125 |
| Grande Prairie | 31,140 | 76 | 77 |
| Grimshaw | 2,661 | 19 | |
| High Prairie | 2,907 | 50 | 19 |
| Hines Creek | 437 | 10 | |
| Hythe | 712 | 43 | |
| Lac La Biche | 2,611 | 24 | |
| Lloydminster | 10,042 | 24 | 40 |
| Mayerthorpe | 1,669 | 19 | 14 |
| Myrnam | 294 | 16 | |
| Peace River | 6,536 | 23 | 57 |
| Rycroft | 667 | 16 | |
| Sexsmith | 1,481 | 25 | 36 |
| St Paul | 4,861 | | 35 |
| Spirit River | 1,112 | | 22 |
| Swan Hills | 2,030 | 28 | |
| Valleyview | 1,906 | 24 | 18 |
| Vermilion | 3,744 | | 18 |
| Wainwright | 5,079 | | <u>38</u> |
| Non-Remote Total | | 623 | 652 |
| Remote | | | |
| Fort Assiniboine | 399 (est.) | | 8 |
| La Crete | 1,215 (est) | 47 | |
| Worsley | 51 (est.) | <u>15</u> | |
| Remote Total | | 62 | 8 |
| Remote Schools Survey | | | |
| Atikameg | N/A | 9 | |
| Buffalo Head Prairie ¹ | N/A | 13 | |
| Buffalo Head Prairie | N/A | 11 | |
| Calling Lake | 466 | 10 | |
| Chard | 162 | 6 | |
| Fort Vermilion | 750 (est.) | 13 | 11 |
| Fort Chipewyan | 1,200 (est) | 7 | 4 |
| Grouard | 350 | 6 | |
| Paddle Prairie | 665 | 5 | 4 |
| Peerless Lake | 384 | 2 | 1 |
| Rainbow Lake | 1,138 | <u>13</u> | <u>9</u> |
| Remote Survey Total | | 95 | 29 |
| Total Surveyed | | 780 | 689 |

1. Two schools have Buffalo Head Prairie as a mailing address



3. RESEARCH FINDINGS

3.1 WHY STUDENTS TAKE POST-SECONDARY EDUCATION

3.1.1 Stated Intentions

The stated intentions of students regarding post-secondary plans were measured in two ways. Initially students were asked to identify what activities they expected to be involved in during the year following high school. These results suggest that 66% of grade twelve students (69% in remote communities) will be pursuing post-secondary schooling in the following year and that 57% of grade nine students (43% in remote communities) plan to proceed to post-secondary immediately following high school. These results also clearly indicate multiple interests as, in addition to pursuing post-secondary, many students also anticipate a level of part-time employment.

All participating students were also asked to identify their long-term expectations with regard to post-secondary schooling. When asked in this manner, 88% of grade twelve students (86% in remote communities) stated that they intended to seek a post-secondary education at some time in the future. A further 6% (none in remote communities) thought that they would like further education but could not.

As was noted in the question regarding intentions for the year following high school, grade nine students indicated that they were slightly less inclined toward pursuing a post-secondary education. On the surface this appears to suggest that as students move through the higher grades they become more interested in post-secondary schooling. However, the consultants believe that those students who are less likely to attend post-secondary institutions are more likely to leave school between grade nine and grade twelve. Because these students have dropped out, the percentage of those remaining who are likely to pursue post-secondary is increased. There may be other factors causing grade nine students to be less inclined to state that they want to pursue post-secondary schooling but they are not identified by this research.



To amplify the point further, the consultants gathered "completion" statistics from Alberta Education⁵ for the school jurisdictions located within the Clearinghouse region. Those statistics indicated that only 57% of 1989-90 grade nine students in the region completed high school within six years. (There was a 70% completion rate for the province as a whole.) For the sake of our estimates, we have assumed that 55% completed high school within three years. Using these historical completion rates, the consultants estimate that approximately 2,900 students left school between the grade nine class of 1995/96 and the grade twelve class of 1998/99.

The stated intentions of respondents for both next year and long-term are presented in Table 3 below.

TABLE 3
Stated Intentions of Students

| | Random Survey | | Remote Schools Survey | |
|--|---------------|----------|-----------------------|----------|
| | Grade 9 | Grade 12 | Grade 9 | Grade 12 |
| In the year after high school (multiple responses permitted) | | | | |
| continue my education at a post-secondary institution | 57% | 66% | 43% | 69% |
| travel | 16% | 20% | 19% | 14% |
| work/find a job | 37% | 45% | 54% | 38% |
| take care of family | 5% | 2% | 12% | 0% |
| none of the above | 2% | 0% | 1% | 0% |
| other | 9% | 5% | 18% | 10% |
| don't know | 9% | 5% | 16% | 13% |
| Long-term plans¹ (only one response permitted) | | | | |
| don't want to continue my education | 14% | 6% | 23% | 14% |
| continue my education beyond high school but cannot | 4% | 6% | 6% | 0% |
| continue my education beyond high school | 81% | 88% | 71% | 86% |

1. Totals may not add to 100% due to rounding.

⁵ Available from Alberta Education's internet web site
["http://ednet.edc.gov.ab.ca/educationsystem/default.asp?url=jpr/"](http://ednet.edc.gov.ab.ca/educationsystem/default.asp?url=jpr/)



Faced with the two measures of interest in pursuing further education, the consultants considered it more relevant to concentrate further analysis on the stated intentions to pursue a post-secondary education during the year following high school. This analysis examined basic social and demographic indicators as potential explanations of observed interest levels in post-secondary schooling. These results are presented in Table 4.

TABLE 4
Stated Intentions to Pursue a Post-Secondary Education in the Year after High School

| | Random Survey | | Remote Schools | |
|---------------------------------|------------------|----------|----------------|----------|
| | Grade 9 | Grade 12 | Grade 9 | Grade 12 |
| Overall | 57% ¹ | 66% | 43% | 69% |
| Sex | | | | |
| Male | 52% | 58% | 35% | 46% |
| Female | 63% | 75% | 48% | 88% |
| Language Spoken at Home | | | | |
| English | 59% | 66% | 49% | 70% |
| French | 65% | 55% | N/A | N/A |
| Cree | 38% | 60% | 38% | N/A |
| Other | 33% | 83% | 15% | 50% |
| Father's Education Level | | | | |
| < high school | 28% | 55% | 27% | 56% |
| high school | 57% | 68% | 50% | 71% |
| > high school | 69% | 70% | 56% | 71% |
| Mother's Education Level | | | | |
| < high school | 39% | 63% | 42% | 80% |
| high school | 57% | 61% | 29% | 56% |
| > high school | 65% | 73% | 67% | 75% |
| Ethnicity | | | | |
| aboriginal | 54% | 66% | 48% | 69% |
| non-aboriginal | 58% | 67% | 40% | 69% |

1. Percentage of grade nine students who intend to pursue post-secondary studies in the year immediately following their completion of high school.



As was indicated in the discussion about Table 3, it is important to understand in interpreting the differences as between grade nine stated intentions and grade twelve stated intentions that drop-out rates and other factors can be significant in explaining the observed differences. For example, 66% of aboriginals and 67% of non-aboriginals in grade twelve stated an interest in pursuing post-secondary education in the following year. This does not mean that all aboriginals and all non-aboriginals are similarly likely to be interested in pursuing post-secondary schooling as the percentage of aboriginals in school (in the random sample) dropped from 17% in grade nine to 11% in grade twelve. Those who were least interested in pursuing post-secondary in grade nine, likely dropped out of school between grades nine and twelve.

This analysis does suggest that those most interested in post-secondary schooling immediately following high school tend to be:

- female;
- children of parents with higher education; and
- from non-remote communities (as indicated especially by the responses of the grade nine students).

3.1.2 Perceived Benefits of Post-Secondary Education

In order to understand the motivations of students in terms of post-secondary education it is important to understand what students perceive to be the benefits of higher learning. This section looks at the survey results of students who expect to take post-secondary education, and at the differences between those who wish to pursue post-secondary study and those who do not.

The first results to examine relate to the explanations given by students about why they want to pursue post-secondary education. These tabulations are from a section of the survey that was only answered by those interested in continuing their education. Table 5 ranks these explanations for wanting a post-secondary education based on student responses on a scale of one to five where one is not at all important and five is very important.



TABLE 5
**Importance of Various Motivations to Pursuing
 Post-Secondary Studies**

| Motivations (ranked from highest to lowest) | Average Importance Rating (scale from not at all important to 5, very important) | | | |
|---|---|-----------------|------------------------|------------------|
| | Random Survey Grade 9 | Survey Grade 12 | Remote Schools Grade 9 | Schools Grade 12 |
| Better chance at getting a good job | 4.49 | 4.47 | 4.35 | 4.55 |
| As a requirement for a specific job | 4.19 | 4.13 | 3.46 | 4.30 |
| Interest in learning | 3.97 | 4.02 | 4.56 | 3.95 |
| Parents want me to continue my ed. | 3.73 | 3.43 | 3.98 | 3.65 |
| To leave town | 2.71 | 2.86 | 2.88 | 2.85 |
| To be with my friends | 3.00 | 2.48 | 2.44 | 2.25 |
| Don't want to go to work right away | 2.55 | 2.27 | 2.68 | 2.45 |

Out of a list of possible reasons for seeking post-secondary schooling, the randomly sampled grade twelve students expressed that the employment opportunities that are available to those with a post-secondary education are the most important reasons for continuing their schooling. Students of remote schools had similar rankings.

3.1.3 Potential Impediments to Pursuing Post-Secondary Education

A number of potential impediments to pursuing post-secondary training were identified during the focus groups and were included in the survey as questions to help to measure the preparedness of students for post-secondary studies. These potential impediments ranged from financial concerns to living arrangements and academic prerequisites. The survey listed these potential impediments and asked students to comment on how true they thought each of the statements was with respect to their particular circumstances. These responses do not indicate the severity of problems -- the likelihood that they would prohibit post-secondary schooling -- rather, they are simply an assessment on the part of the students as to whether or not these obstacles are of relevance to them. A summary of these impediments and the degree to which they are a concern to students is presented in Table 6 below.



TABLE 6

Importance of Potential Impediments to Pursuing a Post-Secondary Education

| Potential Impediments <i>ranked from highest impediment (1) to lowest impediment (5) for the grade 12 random survey</i> | Random Survey | | Remote Survey | |
|--|---------------|----------|---------------|----------|
| | Grade 9 | Grade 12 | Grade 9 | Grade 12 |
| knowledge of yearly costs of post-secondary | 2.11 | 2.87 | 2.24 | 3.10 |
| fear of making the wrong decision | 3.71 | 2.90 | 2.85 | 2.65 |
| knowledge of funding options | 2.39 | 3.06 | 2.51 | 3.80 |
| adequate info about post-secondary | 2.62 | 3.38 | 2.83 | 3.50 |
| adequate info about career options | 2.99 | 3.44 | 3.24 | 3.50 |
| peer influence | 3.30 | 3.65 | 3.00 | 2.95 |
| financial constraints | 3.69 | 3.70 | 4.10 | 4.05 |
| concern over leaving home community | 3.39 | 3.75 | 3.95 | 4.05 |
| academic ability | 3.79 | 3.98 | 4.15 | 4.05 |
| self-confidence | 4.11 | 4.17 | 4.32 | 4.00 |
| romantic involvement | 3.80 | 4.18 | 3.95 | 4.35 |
| prerequisites | 3.98 | 4.19 | 4.20 | 4.10 |
| concern over moving out | 4.15 | 4.19 | 4.22 | 4.15 |
| drugs or alcohol | 4.08 | 4.38 | 4.22 | 4.50 |
| family influences | 4.59 | 4.58 | 4.68 | 4.70 |
| child care needs | 4.38 | 4.63 | 4.34 | 4.55 |

This analysis gives some indication as to what the potential impediments might be to northern students. These results clearly indicate that students in grade nine and to a lesser degree those in grade twelve **do not feel that they have enough information regarding the financial realities of post-secondary schooling or information concerning institutions, programs of study or career alternatives.** As indicated earlier, this research suggests that many of those who are not interested in a post-secondary education in grade nine are no longer in the public school system in grade twelve. Information regarding careers, institutions, programs of study and educational financing, if it is to reach those who are not currently interested in attending post-secondary, will need to be provided earlier than grade twelve.

3.1.4 Who Will Pursue Post-Secondary Schooling? GRADE TWELVE

In order to try to understand the motivations of those not immediately pursuing a post-secondary education, we undertook some statistical tests of grade twelve student responses. These tests compared the



responses of those planning to continue their education next year with those who do not.

This analysis revealed several interesting facts, namely:

- females are more likely than males to plan to continue their education immediately after high school;
- in general, the higher the education level of the parents, the more likely a student is to state that they expect to continue with post-secondary immediately after high school. However, university educated parents have less influence than trade school educated parents in this regard;
- similarly, having exposure to someone with a post-secondary education (e.g., a parent or other family member) increases the likelihood that the student will seek training at the post-secondary level; and
- the mother's education level tends to have a greater influence on the student than the father's education level, although both are important.

GRADE NINE

Further analysis was conducted to try to identify grade nine students who are at risk of not pursuing post-secondary education. A subset of at-risk grade nine was selected. At-risk students were arbitrarily defined for analysis purposes to include students who met any three of the following conditions:

- do not plan to continue their education at a post-secondary institution;
- didn't think that they could get the money to attend post-secondary (i.e., answered 4, true or 5, very true);
- didn't feel that they had the necessary self-confidence;
- were not encouraged by their families;
- were concerned about drugs or alcohol;



- were concerned about child care; or
- were not interested in leaving their home community.

The profile of these at-risk grade nine students was compared to the rest of the grade nine students. The following differences were noted in the profile of "at-risk" students as compared to all other students. At-risk students tend to be:

- less likely to speak English or French in their home environment;
- male;
- the older students within their grade;
- from homes without a post-secondary graduate; and
- less likely to have visited a post-secondary campus.

3.1.5 Summary -- Who Will Pursue Post Secondary Schooling?

The analysis of both grade nine and grade twelve responses show some similarities. Females and students from households with post-secondary graduates are both common indicators of those more likely to pursue post-secondary. The analysis shows that the language spoken at home is a determinant of who will further their education. Grade nine students that speak English or French at home are shown to be more likely to attend post-secondary. By grade twelve that distinction no longer is observed, likely because of the fact that more of those students not speaking English or French at home have left school before grade twelve.

3.2 HOW STUDENTS CHOOSE THEIR POST-SECONDARY INSTITUTION

3.2.1 Decision Criteria Used

The research was also interested in determining how students choose the school that they want to attend. An understanding of this decision process can be used to improve the effectiveness of the institutions at meeting the needs of potential students completing their high school in the north.



The survey data indicated that grade twelve students had given the most consideration to the decision as to which institution to attend. For that reason, it is their responses regarding the decision criteria used by students to choose an institution that are ranked below in Table 7.

TABLE 7**Decision Criteria Used in Selecting
a Post-Secondary Institution**

(Grade 12 only)

| Alternative Motivators for Choosing an Institution | Average Importance Rating (scale from 1, not at all important to 5, very important) | |
|---|---|-------------------|
| | Random Survey | Remote Schools |
| reputation in the desired program | 3.79 | 3.30 |
| availability of suitable housing | 3.74 | 4.20 |
| overall appeal of the campus and facilities | 3.71 | 3.40 |
| encouragement from family | 3.61 | 3.85 |
| overall reputation of the institution | 3.54 | 3.05 |
| location (city/town) | 3.44 | 3.60 |
| cost of tuition | 3.42 | 2.95 |
| an institution that friends will be attending | 2.58 | 2.55 |
| closeness to home | 2.53 | 2.90 |

Reputation and facilities (housing and other campus facilities) appear to be the principal considerations of grade twelve students planning to attend a post-secondary institution. Encouragement from family is also important, especially for students in remote communities.

In addition to looking at the prospective post-secondary students as a whole, we can further analyze the factors that drive the choice of institution by comparing those students who expect to attend a northern post-secondary school with those who expect to leave the region. This analysis reveals that students who currently expect to go to a *northern* post-secondary institution are more concerned with:

- being close to home, and
- being with friends.



Note that, although these factors are a *greater* concern for students expecting to continue their studies in the north, they are *still less important factors* than reputation, availability of housing, and others which are similar among students destined for northern institutions and those planning to attend a post-secondary institution elsewhere.

A similar analysis was undertaken to characterize those students who expect to continue with post-secondary education but who are undecided about which institution they would like to attend. These undecided students make up 18% of those who expect to continue with their post-secondary education and therefore represent a potential recruiting opportunity. This analysis reveals that undecided students are more concerned than decided students with:

- the costs of tuition; and
- the availability of suitable housing.

Very few grade twelve students (1%) expressed interest in distance learning as an option. It is not possible to profile the decision criteria of these students, as the sample size of those interested is limited.

3.2.2 Profile of Students Interested in Northern Institutions

Based on results from the random sample of grade twelve respondents who plan to continue their education, the students interested in a post-secondary education from a northern institution tend to be:

- more concerned about being close to home and being with friends and are less interested in leaving their home town;
- more inclined to plan to work while attending a post-secondary institution. A total of 46% interested in northern institutions also plan to work while attending post-secondary as compared to 25% for those interested in southern post-secondary schools;
- more likely to feel that they will have the required courses (perhaps they know the requirements of the local institutions better than those of institutions located further away), are less self confident, are less



informed about the costs of post-secondary study, and are more concerned with drug and alcohol abuse; and

- are more likely to live close to a post-secondary institutions (82% versus 56%). Combined with not wanting to leave home, this indicates that they want to attend a post-secondary institution nearby. Those whose homes are distant from a post-secondary institution will have to leave home anyway, and therefore are more likely to go the extra step attend a southern institution.

The type of post-secondary education that a student wishes to pursue can also affect which institution is chosen. For instance, 74% of students who expect to continue their education expect to do so in non-northern institutions. That rate ranges from 78% for degree programs to 68% for apprenticeship and trade programs. Clearly institutional preferences are influenced by the type of education sought. These propensities to select non-northern institutions are presented in Table 8 below. These survey results are very similar to AECD-reported enrolments which showed that, in 1995-96, 61% of northern post-secondary students attended southern institutions.

TABLE 8
Percentage Selecting Non-Northern Institutions
by Type of Program

| Program | % Leaving North | |
|-----------------------|-----------------|-------------------|
| | Random Survey | Remote Schools |
| Apprentice / trade | 68% | n/a ¹ |
| Diploma / certificate | 73% | 58% |
| Degree | 78% | 80% ² |
| Other | 54% | 100% ³ |
| Don't know | 68% | 67% ⁴ |

1. Small sample: of only 1 undecided respondent in this category.

2. Small sample: 5 respondents

3. Small sample: only 1 respondent.

4. Small sample: 3 respondents.

We also found that grade twelve students who are planning to continue with their post-secondary studies immediately after high school were more likely to be planning to attend a non-northern institution than those who intend to take a year or more off before pursuing post-secondary studies. A total of 61% of northern students continuing their studies



immediately after high school are planning to leave the north while only 45% of those postponing their post-secondary studies are planning to attend a non-northern institution. It is possible that students who are continuing their studies in the year following high school are more decided about their education and more committed to further their studies. If it is true, those who are contemplating a break from school may not in fact pursue post-secondary studies. Northern institutions might therefore hold greater appeal to those who are less committed to post-secondary studies while those most interested and most likely to pursue them are attracted to the southern institutions. The consultants attempted to identify other attributes that distinguished students bound for northern institutions from those planning to attend southern ones but were unable to identify any others that were statistically significant.

Specific survey results with respect to institutional and program preferences for grade twelve respondents who expressed both are presented in Table 9.



TABLE 9
Respondent Intentions Regarding Institution and Program of Study

| Random Survey | Apprentice- | Diploma / | Degree | Upgrading | Other | Don't Know | Total Grade 12 |
|---------------------------------|-------------------------|-------------|--------|-----------|-------|------------|----------------|
| | ship/ Trade Certificate | Certificate | | | | | |
| AVC Lesser Slave Lake | - | - | - | - | - | - | - |
| Fairview College | 4 | 3 | - | - | - | - | 7 |
| Grande Prairie Regional College | 1 | 9 | 22 | - | - | 3 | 35 |
| Keyano College | 10 | 8 | 12 | - | 1 | 4 | 35 |
| AVC - Lac La Biche | - | - | - | 1 | - | - | 1 |
| Lakeland College | 1 | 8 | 1 | - | - | 1 | 11 |
| Athabasca University | - | - | 1 | - | - | - | 1 |
| Another northern college | - | 1 | 1 | - | - | 1 | 3 |
| University of Alberta | 1 | - | 57 | - | 1 | 6 | 65 |
| NAIT | 19 | 27 | 9 | 1 | - | 2 | 58 |
| Grant MacEwan Community College | 2 | 17 | 14 | 1 | 1 | 2 | 37 |
| Red Deer College | 2 | 7 | 6 | - | - | 1 | 16 |
| Other Alberta school | 5 | 15 | 26 | - | - | 4 | 50 |
| A school out of the province | 3 | 7 | 24 | - | - | 3 | 37 |
| Don't Know | 8 | 14 | 18 | 1 | 1 | 18 | 60 |
| | 56 | 116 | 191 | 4 | 4 | 45 | 416 |
| Remote School Survey | Apprentice- | Diploma / | Degree | Upgrading | Other | Don't Know | Total Grade 12 |
| | ship/ Trade Certificate | Certificate | | | | | |
| AVC Lesser Slave Lake | - | 1 | - | - | - | - | 1 |
| Fairview College | - | - | - | - | - | - | - |
| Grande Prairie Regional College | - | 4 | 1 | 1 | - | 1 | 7 |
| Keyano College | - | - | - | - | - | - | - |
| AVC - Lac La Biche | - | - | - | - | - | - | - |
| Lakeland College | - | - | - | - | - | - | - |
| Athabasca University | - | - | - | - | - | - | - |
| Another northern college | - | - | - | - | - | - | - |
| University of Alberta | - | - | 1 | - | - | 1 | 2 |
| NAIT | - | 2 | - | - | - | - | 2 |
| Grant MacEwan Community College | - | 2 | 1 | - | - | - | 3 |
| Red Deer College | - | 1 | - | - | - | - | 1 |
| Other Alberta school | - | 1 | 1 | - | - | 1 | 3 |
| A school out of the province | - | - | 1 | - | - | - | 1 |
| Don't Know | 1 | - | - | - | 2 | 1 | 4 |
| | 1 | 11 | 5 | 1 | 2 | 4 | 24 |



4. CONCLUSIONS

The conclusions of this research are presented separately for each of the initial research issues. Those issues were:

- why are there differences between northern students and other Alberta students regarding their likelihood of seeking post-secondary training?
- what differences are there between remote and non-remote communities with respect to post-secondary education? and
- what factors influence northern students' choices regarding post-secondary training?

Our findings in these areas are presented in the following two sections.

4.1 PROPENSITIES TO SEEK POST-SECONDARY TRAINING

The random survey results suggest that 88% of grade twelve student are interested in continuing their education beyond grade twelve and a further 6% suggest that they would like to but don't think that they will be able to. This suggests, on the surface, that in the order of 94% of grade twelve students are predisposed toward a post-secondary education. It is unlikely, based on historical trends, that this will be the case. It is speculated that a number of other factors such as the school setting and attempts to provide the answers that they thought the researchers wanted to hear may have influenced responses. This is evident to some extent even in the survey results in that, while 88% of grade twelve students are interested in post-secondary studies, only 66% plan to continue their education next year. Others plan to work for a while, travel, or pursue other interests before returning to a school environment. There may be a realization that additional schooling will help them to get a job but individual circumstances and pressures prevent them from continuing their education in the following year. Many opt instead for the option of finding a job.

A further reality that needs to be factored into the analysis of propensities to continue education beyond high school is the drop-out



rate, estimated by this research to be approximately 45% between grade nine and grade twelve for the current year's graduates.

This research has also found that 18% of northern grade twelve students who plan to attend post-secondary institutions next year do not know where they will attend and that these individuals have concerns about cost and living arrangements.

Based on these findings, it is speculated that not all of the 66% who say they will attend post-secondary next year will in fact do so. A further 45% have already dropped out between grade nine and twelve and hence are unlikely to seek post-secondary schooling. We estimate that in the order of 30% or so of the grade nine class of three years ago will seek post-secondary education next year.

Of those who say that they will return to school at some future date, it is likely that the economy will influence their actions. If there are many low skilled jobs that pay reasonably well available within the region, it is possible that fewer of these individuals will opt to improve their education. An economic downturn or market demands for higher skills could dramatically alter that picture.

Statistics Canada data from the 1996 Census indicate that only about 47% of the population in the region served by the NLMIC have any form of post-secondary education. This is contrasted to results for Edmonton and Calgary, for example, where 57% and 62% respectively have some post-secondary schooling. As presented in section one, northerners are not currently attending post-secondary institutions at the same rate as those from the rest of the province. These two observations reinforce the findings of this study, which shows a strong relationship between the educational levels of parents and the educational aspirations of their children. This may be the principal explanation for fewer northern students seeking a post-secondary education – their parents are less likely to have a post-secondary education.

Ethnicity can be shown to be statistically related to lower levels of post-secondary interest in the Clearinghouse region. This research found a higher drop out rate among aboriginals between grades nine and twelve than was observed among non-aboriginals. As well, this research found that grade nine students who didn't speak English or French at home were less interested in pursuing post-secondary studies. Similarly the research indicates that individuals from non-remote communities are more likely to pursue post-secondary studies.



While these observations may be true, it is likely that they are all **related to the education levels of the parents**. Education levels among aboriginals are lower than those of non-aboriginals and those who don't speak English or French in the north are most likely to be aboriginals. Students living in non-remote communities are more likely to be non-aboriginal and therefore may have more highly educated parents. Parental education, it would appear is the common theme that links these findings together, leading to the consultant's conclusion that parental education levels are the key factor influencing a students' likelihood of pursuing post-secondary studies.

The study also indicates that males are less inclined than females to pursue further studies but this may not be a phenomenon exclusive to northern locations as other surveys involving all Albertans have made similar observations.

While the education levels of northern parents will likely increase over time, shorter-term strategies to elevate the acceptance of post-secondary education may need to involve greater exposure of students to post-secondary institutions. Hosting sports tournaments, science fairs, or open houses and involving regional junior high and high schools are some potential strategies to removing the uncertainties about post-secondary institutions that exist in households that have not been exposed to them. Because of the high drop out rate, this exposure should not be limited to students in their final year of high school.

4.2 STUDENT INSTITUTIONAL SELECTION CRITERIA

This research indicates that northern institutions tend to be more popular with students who would prefer to be close to home, close to friends, and those who plan to work while they further their studies. Those planning to work may already have jobs lined up in their home community and are interested in attending an institution nearby so that they can maintain a level of employment while pursuing their studies. Southern institutions are preferred by those who are more likely to describe themselves as self-confident and informed about post-secondary institutions.

These findings suggest strong local appeal of northern institutions serving the needs of students who cannot or do not wish to venture to southern post-secondary schools. Southern institutions conversely are



seen as appealing to those who do not feel constrained to selecting from only northern institutions.

With reputation and facilities stated as the primary factors in the decision processes of northern students selecting a post-secondary institution, and the stated intentions of almost 75% of them to attend southern institutions, the inference is that northern students perceive southern institutions to be superior in these key areas. There are, undoubtedly, other factors that influence these decisions as well.

One of the main challenges facing northern institutions is to show that they can provide a quality education that is capable of helping students achieve their educational objectives – objectives that are dominated by enhancing employability. Placement statistics of graduates, as well as student and graduate satisfaction are all areas where northern institutions will need to be able to demonstrate success if they are to be able to challenge the established reputation of southern institutions and attract more northern students.



APPENDIX A
Questionnaire

Survey of Northern Alberta High School Students

This survey is trying to find out how northern Alberta high school students feel about post-secondary schools like universities, colleges, or technical schools.

This survey is completely confidential. No one will ever know your response to any question. We hope that the results of this survey will lead to a better understanding of the things that might affect students' decisions about what they will do after leaving high school. Completing this survey accurately will help all students in northern Alberta.

1. How old are you?
younger than 14 14 15 16 17 18 19 older than 19

2. What grade are you in?..... 9 12 Other

3. Gender Male Female

4. What language is most often spoken in your home?
English French Cree Dene Other

5. Which of the following best describes your father's education level?
less than high school high school tech. certificate/
diploma university don't know

6. Which of the following best describes your mother's education level?
less than high school high school tech. certificate/
diploma university don't know

7. Do you consider yourself to be aboriginal or non-aboriginal? Aboriginal Non-aboriginal

8. Is the school you are attending in your home community?..... Yes No



9. Which of the following best describes your current living arrangements? (choose one)
- a. Living at home with parent(s) or guardian(s)
 - b. Living with spouse or companion.....
 - c. Living with own children.....
 - d. Living with dependent children and spouse or companion.....
 - e. Living by myself
 - f. Living/boarding with friends of the family/relatives
 - g. Other
10. Has anyone in your household attended a college, university or technical school? **Yes** **No**
11. Have you ever visited the campus of a college, university or technical school? **Yes** **No**
12. Is there a post-secondary school close enough to your home that you could attend without moving away? **Yes** **No**
13. Do you plan to graduate from high school? **Yes** **No**
14. What do you plan to do in the year after you leave high school? Please select the statement that best describes your plans (choose all that apply):
- a. Continue my education at a post-secondary school
 - b. Travel
 - c. Work/find a job
 - d. Take care of family.....
 - e. None of the above.....
 - f. Other
 - g. Don't know
15. Which of the following statements best describes your long-term plans concerning post-secondary school (choose one):
- a. I do not want to continue my education beyond high school.....
 - b. I want to continue my education beyond high school but cannot
 - c. I plan to continue my education beyond high school

16. How do you feel about each of the following statements? Please answer on a scale of 1 to 5 where 1 is "not at all a true" and 5 is "very true".

| | Not At All True | | | | Very True |
|--|--------------------|---|---|---|--------------|
| | 1 | 2 | 3 | 4 | 5 |
| a. I am a good enough student to go to post-secondary school | 1 | 2 | 3 | 4 | 5 |
| b. My family encourages me to continue my education..... | 1 | 2 | 3 | 4 | 5 |
| c. I will be able to get enough money to go to post secondary | 1 | 2 | 3 | 4 | 5 |
| d. I plan to have the required high school courses to take the post-secondary program that I want to | 1 | 2 | 3 | 4 | 5 |
| e. I have the self-confidence necessary to continue my education... | 1 | 2 | 3 | 4 | 5 |
| f. I look forward to moving out on my own | 1 | 2 | 3 | 4 | 5 |
| g. I look forward to leaving my home community | 1 | 2 | 3 | 4 | 5 |
| h. I know what my yearly costs will be in post-secondary school..... | 1 | 2 | 3 | 4 | 5 |
| i. I know what my funding options are | 1 | 2 | 3 | 4 | 5 |
| j. I fear making the wrong decision regarding continuing my education..... | 1 | 2 | 3 | 4 | 5 |
| k. I have enough information about post-secondary schools to make good choices | 1 | 2 | 3 | 4 | 5 |
| l. I have enough information about career options to make good choices regarding post-secondary | 1 | 2 | 3 | 4 | 5 |
| m. I have someone I can talk to for advice about post-secondary education..... | 1 | 2 | 3 | 4 | 5 |
| n. Lack of child care could prevent me from continuing my education..... | 1 | 2 | 3 | 4 | 5 |
| o. Most of my friends will be going to post-secondary school..... | 1 | 2 | 3 | 4 | 5 |
| p. Drug or alcohol abuse could prevent me from attending a post-secondary institution | 1 | 2 | 3 | 4 | 5 |
| q. Romantic involvement could prevent me from attending a post-secondary institution | 1 | 2 | 3 | 4 | 5 |

**If you do not plan to go on to post secondary,
you have now completed the survey -- thank you.**

* * * * *

If you do plan to go on to post-secondary at some time in the future, please complete the following questions.

17. When do you plan to first attend a post secondary school? (*Choose one*):

- a. Immediately after leaving high school.....
- b. Within 3 years of leaving high school.....
- c. More than 3 years after leaving high school.....
- d. Never.....

18. Do you plan to:

- a. Attend a campus?.....

OR

- b. Take your post-secondary education through distance learning such as by correspondence or through a computer link?.....

OR

- c. Don't Know

19. With which institution are you planning to continue your education? (*Please choose the one that best describes your current plans. If you plan to attend two or more schools, please indicate the one that you plan to attend first.*)

- a. AVC Lesser Slave Lake?.....
- b. Fairview College?.....
- c. Grande Prairie Regional College?
- d. Keyano College?.....
- e. AVC - Lac La Biche?.....
- f. Lakeland College?.....
- g. Athabasca University?.....
- h. Another northern college?
- i. University of Alberta?
- j. NAIT?
- k. Grant MacEwan Community College?
- l. Red Deer College?.....
- m. Other Alberta school?.....
- n. A school out of the province?
- o. Don't Know



20. What kind of program do you plan to attend? (*Choose one*):
- a. Apprenticeship or trade certification.....
 - b. Diploma or certificate (1 to 2 years)
 - c. Degree (3 to 4 years)
 - d. Upgrading
 - e. Other (specify) _____
 - f. Don't know

21. Please indicate how big a factor each of the following was (or will be) in making your plans regarding which school to attend. Please answer on a scale of 1 to 5 where 1 is "not at all a factor" and 5 is "a big factor".

| | Not At All A Factor | | | A Big Factor | |
|---|------------------------|---|---|-----------------|---|
| a. Cost of tuition..... | 1 | 2 | 3 | 4 | 5 |
| b. Closeness to home | 1 | 2 | 3 | 4 | 5 |
| c. Reputation of the school overall | 1 | 2 | 3 | 4 | 5 |
| d. Reputation of the school in your chosen program..... | 1 | 2 | 3 | 4 | 5 |
| e. Overall appeal of the campus and facilities..... | 1 | 2 | 3 | 4 | 5 |
| f. The location of the post-secondary school (i.e. the town or city) .. | 1 | 2 | 3 | 4 | 5 |
| g. Encouragement from family | 1 | 2 | 3 | 4 | 5 |
| h. Availability of suitable housing..... | 1 | 2 | 3 | 4 | 5 |
| i. A school that friends will be attending..... | 1 | 2 | 3 | 4 | 5 |

22. Please indicate how big a factor each of the following reasons are in wanting to go to a post-secondary school. Please answer on a scale of 1 to 5 where 1 is "not at all a factor" and 5 is "a big factor".

| | Not At All A Factor | | | A Big Factor | |
|---|------------------------|---|---|-----------------|---|
| a. Interest in learning | 1 | 2 | 3 | 4 | 5 |
| b. Better chance of getting a good job | 1 | 2 | 3 | 4 | 5 |
| c. As a requirement for a specific job | 1 | 2 | 3 | 4 | 5 |
| d. Parents want me to continue my education | 1 | 2 | 3 | 4 | 5 |
| e. Don't want to go to work right away..... | 1 | 2 | 3 | 4 | 5 |
| f. To leave town | 1 | 2 | 3 | 4 | 5 |
| g. To be with my friends..... | 1 | 2 | 3 | 4 | 5 |

Thank you for completing this survey.



APPENDIX B
Survey Tabulations – Grade 9 and 12
Random Survey
(using weighted sample)

A1 How old are you? * A2 What grade are you in?

SIGNIFICANT AT .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|------------------------|--------------------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A1 How old are you? | 13 younger than 14 | Count % within A2 What grade are you in? | 44 6.5% | | 44 3.3% |
| | 14 | Count % within A2 What grade are you in? | 492 72.1% | | 492 36.8% |
| | 15 | Count % within A2 What grade are you in? | 132 19.4% | | 132 9.9% |
| | 16 | Count % within A2 What grade are you in? | 11 1.6% | 52 7.9% | 63 4.7% |
| | 17 | Count % within A2 What grade are you in? | | 465 71.0% | 465 34.8% |
| | 18 | Count % within A2 What grade are you in? | | 122 18.6% | 122 9.1% |
| | 19 | Count % within A2 What grade are you in? | | 12 1.8% | 12 .9% |
| | 20 older than 19 | Count % within A2 What grade are you in? | 3 .4% | 4 .6% | 7 .5% |
| | Total | Count % within A2 What grade are you in? | 682 100.0% | 655 100.0% | 1337 100.0% |

A3 Gender * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--------------|---|---|---------------------------|----------------|--------------|
| | | | 9 | 12 | |
| A3 Gender | 1 male | Count % within A2 What grade are you in? | 356 53.0% | 326 50.2% | 682 51.6% |
| | 2 female | Count % within A2 What grade are you in? | 316 47.0% | 324 49.8% | 640 48.4% |
| Total | Count % within A2 What grade are you in? | 672 100.0% | 650 100.0% | 1322 100.0% | |

**A4 What language is most often spoken in your home? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|---|-----------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A4 What language is most often spoken in your home? | 1 English | Count % within A2 What grade are you in? | 599 88.7% | 605 93.9% | 1204 91.3% |
| | 2 French | Count % within A2 What grade are you in? | 19 2.8% | 12 1.9% | 31 2.4% |
| | 3 Cree | Count % within A2 What grade are you in? | 15 2.2% | 4 .6% | 19 1.4% |
| | 4 Dene | Count % within A2 What grade are you in? | 1 .1% | | 1 .1% |
| | 5 Other | Count % within A2 What grade are you in? | 41 6.1% | 23 3.6% | 64 4.9% |
| Total | | Count % within A2 What grade are you in? | 675 100.0% | 644 100.0% | 1319 100.0% |

**A5 Which best describes your father's education level? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|-------------------------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A5 Which best describes your father's education level? | 1 less than high school | Count % within A2 What grade are you in? | 84 12.5% | 103 15.8% | 187 14.1% |
| | 2 high school | Count % within A2 What grade are you in? | 196 29.1% | 160 24.6% | 356 26.9% |
| | 3 tech. cert./diploma | Count % within A2 What grade are you in? | 126 18.7% | 188 28.9% | 314 23.7% |
| | 4 university | Count % within A2 What grade are you in? | 97 14.4% | 117 18.0% | 214 16.2% |
| | 5 don't know | Count % within A2 What grade are you in? | 170 25.3% | 82 12.6% | 252 19.0% |
| Total | | Count % within A2 What grade are you in? | 673 100.0% | 650 100.0% | 1323 100.0% |

**A6 Which best describes your mother's education level? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|---|-------------------------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A6 Which best describes your mother's educ level? | 1 less than high school | Count % within A2 What grade are you in? | 64 9.5% | 57 8.7% | 121 9.1% |
| | 2 high school | Count % within A2 What grade are you in? | 206 30.4% | 244 37.3% | 450 33.8% |
| | 3 tech. cert./diploma | Count % within A2 What grade are you in? | 130 19.2% | 160 24.5% | 290 21.8% |
| | 4 university | Count % within A2 What grade are you in? | 141 20.8% | 130 19.9% | 271 20.4% |
| | 5 don't know | Count % within A2 What grade are you in? | 136 20.1% | 63 9.6% | 199 15.0% |
| Total | | Count % within A2 What grade are you in? | 677 100.0% | 654 100.0% | 1331 100.0% |

**A7 Do you consider yourself to be aboriginal or non-aboriginal * A2 What grade are you in?
AT A .05 LEVEL OF CONFIDENCE**

SIGNIFICANT

| | | | A2 What grade are you in? | | Total |
|--|-----------------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A7 Do you consider yourself to be aboriginal or non-aboriginal | 1 aboriginal | Count % within A2 What grade are you in? | 117 17.4% | 66 10.2% | 183 13.9% |
| | 2 nonaboriginal | Count % within A2 What grade are you in? | 554 82.6% | 578 89.8% | 1132 86.1% |
| Total | | Count % within A2 What grade are you in? | 671 100.0% | 644 100.0% | 1315 100.0% |

**A8 Is the school you are attending in your home community? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A8 Is the school you are attending in your home community? | 1 yes | Count | 506 | 559 | 1065 |
| | | % within A2 What grade are you in? | 74.6% | 85.3% | 79.9% |
| | 2 no | Count | 172 | 96 | 268 |
| | | % within A2 What grade are you in? | 25.4% | 14.7% | 20.1% |
| Total | | Count | 678 | 655 | 1333 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A9 Which best describes your current living arrangements? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|--|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A9 Which describes your current living arrangements? | a at home with parents/guardians | Count | 661 | 614 | 1275 |
| | | % within A2 What grade are you in? | 97.3% | 94.3% | 95.9% |
| | b with spouse/companion | Count | | 4 | 4 |
| | | % within A2 What grade are you in? | | .6% | .3% |
| | c with own children | Count | 2 | 2 | 4 |
| | | % within A2 What grade are you in? | .3% | .3% | .3% |
| | d with dependent children & spouse/companion | Count | 5 | 1 | 6 |
| | | % within A2 What grade are you in? | .7% | .2% | .5% |
| | e by myself | Count | | 6 | 6 |
| | | % within A2 What grade are you in? | | .9% | .5% |
| | f with friends of the family/relatives | Count | 5 | 17 | 22 |
| | | % within A2 What grade are you in? | .7% | 2.6% | 1.7% |
| | g other | Count | 6 | 7 | 13 |
| | | % within A2 What grade are you in? | .9% | 1.1% | 1.0% |
| Total | | Count | 679 | 651 | 1330 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

**A10 Has anyone in your household attended a college, university or technical school? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|-------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A10 Anyone in household attended a college, univ or tech school? | 1 yes | Count % within A2 What grade are you in? | 448 66.1% | 504 77.4% | 952 71.6% |
| | 2 no | Count % within A2 What grade are you in? | 230 33.9% | 147 22.6% | 377 28.4% |
| Total | | Count % within A2 What grade are you in? | 678 100.0% | 651 100.0% | 1329 100.0% |

**A11 Have you ever visited the campus of a college, university or technical school? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|-------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A11 Ever visited campus of a college, univ or tech school? | 1 yes | Count % within A2 What grade are you in? | 402 59.0% | 487 74.5% | 889 66.6% |
| | 2 no | Count % within A2 What grade are you in? | 279 41.0% | 167 25.5% | 446 33.4% |
| Total | | Count % within A2 What grade are you in? | 681 100.0% | 654 100.0% | 1335 100.0% |

A12 Is there a post-secondary school close enough to your home that you could attend without moving away? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|-------|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A12 Is there a post-sec school close to your home? | 1 yes | Count % within A2 What grade are you in? | 399 58.8% | 411 62.9% | 810 60.8% |
| | 2 no | Count % within A2 What grade are you in? | 280 41.2% | 242 37.1% | 522 39.2% |
| Total | | Count % within A2 What grade are you in? | 679 100.0% | 653 100.0% | 1332 100.0% |

A13 Do you plan to graduate from high school? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|---|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A13 Do you plan to graduate from high school? | 1 yes | Count | 663 | 651 | 1314 |
| | | % within A2 What grade are you in? | 97.9% | 99.5% | 98.7% |
| | 2 no | Count | 14 | 3 | 17 |
| | | % within A2 What grade are you in? | 2.1% | .5% | 1.3% |
| Total | | Count | 677 | 654 | 1331 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

14 What do you plan to do in the year after you leave high school. Please select the statement that best describes your plans (choose all that apply):

A14A Continue my education at a post-secondary school * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|---|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14A Continue my education at a post-sec school | 1 Yes | Count | 391 | 434 | 825 |
| | | % within A2 What grade are you in? | 57.3% | 66.3% | 61.7% |
| | 2 No | Count | 291 | 221 | 512 |
| | | % within A2 What grade are you in? | 42.7% | 33.7% | 38.3% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14B Travel * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|-------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14B travel | 1 Yes | Count | 111 | 134 | 245 |
| | | % within A2 What grade are you in? | 16.3% | 20.5% | 18.3% |
| | 2 No | Count | 571 | 521 | 1092 |
| | | % within A2 What grade are you in? | 83.7% | 79.5% | 81.7% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14C Work/find a job * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|----------------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14C Work/find a job | 1 Yes | Count | 255 | 294 | 549 |
| | | % within A2 What grade are you in? | 37.4% | 44.9% | 41.1% |
| | 2 No | Count | 427 | 361 | 788 |
| | | % within A2 What grade are you in? | 62.6% | 55.1% | 58.9% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14D Take care of family * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|--------------------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14D Take care of family | 1 Yes | Count | 36 | 10 | 46 |
| | | % within A2 What grade are you in? | 5.3% | 1.5% | 3.4% |
| | 2 No | Count | 646 | 645 | 1291 |
| | | % within A2 What grade are you in? | 94.7% | 98.5% | 96.6% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14E None of the above * A2 What grade are you in?
SIGNIFICANT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|------------------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14E None of the above | 1 Yes | Count | 11 | 3 | 14 |
| | | % within A2 What grade are you in? | 1.6% | .5% | 1.0% |
| | 2 No | Count | 671 | 652 | 1323 |
| | | % within A2 What grade are you in? | 98.4% | 99.5% | 99.0% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14F Other * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14F Other | 1 Yes | Count | 60 | 31 | 91 |
| | | % within A2 What grade are you in? | 8.8% | 4.7% | 6.8% |
| | 2 No | Count | 622 | 624 | 1246 |
| | | % within A2 What grade are you in? | 91.2% | 95.3% | 93.2% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

SIGNIFICANT

A14G Don't know * A2 What grade are you in?
AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|-----------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14G Don't know | 1 Yes | Count | 64 | 30 | 94 |
| | | % within A2 What grade are you in? | 9.4% | 4.6% | 7.0% |
| | 2 No | Count | 618 | 625 | 1243 |
| | | % within A2 What grade are you in? | 90.6% | 95.4% | 93.0% |
| Total | | Count | 682 | 655 | 1337 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A15 Which best describes your long-term plans concerning post-secondary school? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|--|--------------------------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A15 Which describes your long-term plans re post-sec school? | a don't want to continue | Count | 97 | 40 | 137 |
| | | % within A2 What grade are you in? | 14.4% | 6.1% | 10.3% |
| | b want to but cannot | Count | 29 | 36 | 65 |
| | | % within A2 What grade are you in? | 4.3% | 5.5% | 4.9% |
| | c plan to continue | Count | 549 | 575 | 1124 |
| | | % within A2 What grade are you in? | 81.3% | 88.3% | 84.8% |
| Total | | Count | 675 | 651 | 1326 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

16 How do you feel about each of the following statements? Please answer on a scale of 1 to 5 where 1 is "not at all true" and 5 is "very true". (SIG = Significant at a .05 level of confidence)

Mean

| A2 What grade are you in? | A16A I am a good enough student to go to post-sec school. (SIG) | A16B My family encourages me to continue my education. | A16C I'll be able to get enough money to go to post-sec school | A16D I plan to have require course to take post-sec program. (SIG) | A16E I have the self-confidence necessary to continue my educ. |
|---------------------------|---|--|--|--|--|
| 9 | 3.79 | 4.59 | 3.69 | 3.98 | 4.11 |
| 12 | 3.98 | 4.58 | 3.70 | 4.19 | 4.17 |
| Total | 3.88 | 4.58 | 3.70 | 4.08 | 4.14 |

Mean

| A2 What grade are you in? | A16F I look forward to moving out on my own. | A16G I look forward to leaving my home community. (SIG) | A16H I know what my yearly costs will be in post-sec school. (SIG) | A16I I know what my funding options are. (SIG) | A16J I fear making the wrong decision re continuing my education. |
|---------------------------|--|---|--|--|---|
| 9 | 4.15 | 3.39 | 2.11 | 2.39 | 2.99 |
| 12 | 4.19 | 3.75 | 2.87 | 3.06 | 3.10 |
| Total | 4.17 | 3.57 | 2.48 | 2.72 | 3.04 |

Mean

| A2 What grade are you in? | A16K I have enough info about post-sec schools to make choices. (SIG) | A16L I have enough info about career options to make good choices (SIG) | A16M I have someone I can talk to for advice about post-sec educ (SIG) | A16N Lack of child care could prevent me from continuing my educ. (SIG) | A16O Most of my friends will be going to post-sec school. (SIG) |
|---------------------------|---|---|--|---|---|
| 9 | 2.62 | 2.99 | 3.78 | 1.62 | 3.30 |
| 12 | 3.38 | 3.44 | 4.05 | 1.37 | 3.65 |
| Total | 3.00 | 3.21 | 3.91 | 1.50 | 3.47 |

Mean

| A2 What grade are you in? | A16P Drug or alcohol abuse could prevent me from attending post-sec. (SIG) | A16Q Romantic involvement could prevent me from attending. (SIG) |
|---------------------------|--|--|
| 9 | 1.92 | 2.20 |
| 12 | 1.62 | 1.82 |
| Total | 1.77 | 2.00 |

**A17 When do you plan to first attend a post secondary school * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|---|---|---------------------------|---------------|----------------|
| | | | 9 | 12 | |
| A17 When do you plan to first attend a post secondary school | a immediately after leaving high school | Count % within A2 What grade are you in? | 224 41.3% | 281 49.0% | 505 45.3% |
| | b within 3 yrs of leaving high school | Count % within A2 What grade are you in? | 298 54.9% | 282 49.2% | 580 52.0% |
| | c more than 3 years after leaving high school | Count % within A2 What grade are you in? | 19 3.5% | 9 1.6% | 28 2.5% |
| | d never | Count % within A2 What grade are you in? | 2 .4% | 1 .2% | 3 .3% |
| Total | | Count % within A2 What grade are you in? | 543 100.0% | 573 100.0% | 1116 100.0% |

A18 Do you plan to: * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | A2 What grade are you in? | | Total |
|------------------------|------------------------------------|---------------------------|--------|--------|
| | | 9 | 12 | |
| A18 Do you plan to: | Count | | 1 | 1 |
| | % within A2 What grade are you in? | | .2% | .1% |
| a attend a campus | Count | 351 | 461 | 812 |
| | % within A2 What grade are you in? | 64.9% | 80.6% | 73.0% |
| b distance learning | Count | 15 | 6 | 21 |
| | % within A2 What grade are you in? | 2.8% | 1.0% | 1.9% |
| c dk | Count | 175 | 104 | 279 |
| | % within A2 What grade are you in? | 32.3% | 18.2% | 25.1% |
| Total | Count | 541 | 572 | 1113 |
| | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

**A19 With which institution are you planning to continue your education? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|------------------------------------|------------------------------------|---------------------------|--------|-------|
| | | | 9 | 12 | |
| A19 Which institution are you planning to continue your | | Count | 9 | 9 | 18 |
| | | % within A2 What grade are you in? | 1.7% | 1.6% | 1.6% |
| | b Fairview College | Count | 14 | 12 | 26 |
| | | % within A2 What grade are you in? | 2.6% | 2.1% | 2.3% |
| | c GP Regional College | Count | 42 | 48 | 90 |
| | | % within A2 What grade are you in? | 7.8% | 8.4% | 8.1% |
| | d Keyano Collage | Count | 14 | 38 | 52 |
| | | % within A2 What grade are you in? | 2.6% | 6.6% | 4.7% |
| | e AVC Lac La Biche | Count | 2 | 1 | 3 |
| | | % within A2 What grade are you in? | .4% | .2% | .3% |
| | f Lakeland College | Count | 11 | 18 | 29 |
| | | % within A2 What grade are you in? | 2.0% | 3.1% | 2.6% |
| | g Athabasca Univ | Count | 2 | 1 | 3 |
| | | % within A2 What grade are you in? | .4% | .2% | .3% |
| | h another northern college | Count | 2 | 4 | 6 |
| | | % within A2 What grade are you in? | .4% | .7% | .5% |
| | i Univ of Alberta | Count | 96 | 75 | 171 |
| | % within A2 What grade are you in? | 17.7% | 13.1% | 15.4% | |
| j NAIT | Count | 52 | 82 | 134 | |
| | % within A2 What grade are you in? | 9.6% | 14.3% | 12.0% | |
| k Grant MacEwan Community College | Count | 16 | 43 | 59 | |
| | % within A2 What grade are you in? | 3.0% | 7.5% | 5.3% | |
| l Red Deer College | Count | 13 | 22 | 35 | |
| | % within A2 What grade are you in? | 2.4% | 3.8% | 3.1% | |
| m other Alberta school | Count | 25 | 64 | 89 | |
| | % within A2 What grade are you in? | 4.6% | 11.2% | 8.0% | |
| n school of out province | Count | 55 | 52 | 107 | |
| | % within A2 What grade are you in? | 10.2% | 9.1% | 9.6% | |
| o don't know | Count | 188 | 104 | 292 | |
| | % within A2 What grade are you in? | 34.8% | 18.2% | 26.2% | |
| Total | Count | 541 | 573 | 1114 | |
| | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% | |

**A20 What kind of program do you plan to attend? * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE**

| | | A2 What grade are you in? | | Total | |
|---|---|---------------------------|--------|--------|-----|
| | | 9 | 12 | | |
| A20 What kind of program do you plan to attend? | Count | 6 | 8 | 14 | |
| | % within A2 What grade are you in? | 1.1% | 1.4% | 1.3% | |
| | a apprenticeship or trade certification | Count | 66 | 91 | 157 |
| | % within A2 What grade are you in? | 12.2% | 15.9% | 14.1% | |
| | b diploma or certificate | Count | 65 | 157 | 222 |
| | % within A2 What grade are you in? | 12.0% | 27.5% | 20.0% | |
| | c degree | Count | 227 | 230 | 457 |
| % within A2 What grade are you in? | 42.0% | 40.3% | 41.1% | | |
| d upgrading | Count | 8 | 5 | 13 | |
| % within A2 What grade are you in? | 1.5% | .9% | 1.2% | | |
| e other | Count | 16 | 8 | 24 | |
| % within A2 What grade are you in? | 3.0% | 1.4% | 2.2% | | |
| f dk | Count | 153 | 72 | 225 | |
| % within A2 What grade are you in? | 28.3% | 12.6% | 20.2% | | |
| Total | Count | 541 | 571 | 1112 | |
| | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% | |

21. Please indicate how big a factor each of the following was (or will be) in making your plans regarding which school to attend. Please answer on a scale of 1 to 5 where 1 is "not at all a factor" and 5 is "a big factor".
(SIG = Significant at a .05 level of confidence)

Mean

| A2 What grade are you in? | A21A Cost of tuition. | A21B Closeness to home. | A21C Reputation of the school overall. (SIG) | A21D Reputation of the school in your chosen program. (SIG) | A21E Overall appeal of the campus and facilities. |
|---------------------------|-----------------------|-------------------------|--|---|---|
| 9 | 3.44 | 2.57 | 3.43 | 3.56 | 3.66 |
| 12 | 3.42 | 2.53 | 3.54 | 3.79 | 3.71 |
| Total | 3.43 | 2.55 | 3.49 | 3.68 | 3.68 |

Mean

| A2 What grade are you in? | A21F The location of the post-sec school (town or city) (SIG) | A21G Encouragement from family. | A21H Availability of suitable housing. (SIG) | A21I A school that friends will be attending. (SIG) |
|---------------------------|---|---------------------------------|--|---|
| 9 | 3.23 | 3.74 | 3.87 | 3.05 |
| 12 | 3.44 | 3.61 | 3.74 | 2.58 |
| Total | 3.34 | 3.68 | 3.80 | 2.81 |

22 Please indicate how big a factor each of the following reasons are in wanting to go to a post-secondary school. Please answer on a scale of 1 to 5 where 1 is "not at all a factor" and 5 is "a big factor".
(SIG = significant at a .05 level of confidence)

Mean

| A2 What grade are you in? | A22A Interest in learning. | A22B Better chance of getting a good job. | A22C As a requirement for a specific job. | A22D Parents want me to continue my education. (SIG) | A22E Don't want to go to work right away. (SIG) |
|---------------------------|----------------------------|---|---|--|---|
| 9 | 4.04 | 4.55 | 4.25 | 3.81 | 2.53 |
| 12 | 4.08 | 4.51 | 4.17 | 3.45 | 2.26 |
| Total | 4.06 | 4.53 | 4.21 | 3.63 | 2.39 |

Mean

| A2 What grade are you in? | A22F To leave town. (SIG) | A22G To be with my friends. (SIG) |
|---------------------------|---------------------------|-----------------------------------|
| 9 | 2.70 | 2.97 |
| 12 | 2.85 | 2.45 |
| Total | 2.78 | 2.70 |



APPENDIX C
Survey Tabulations – Grade 9 and 12
Remote Schools Survey

A1 How old are you? * A2 What grade are you in?
SIGNIFICANT AT .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|---------------------------------|--------------------|--|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A1 How old are you? | 9 | Count % within A2 What grade are you in? | | 1 3.4% | 1 .8% |
| | 13 younger than 14 | Count % within A2 What grade are you in? | 2 2.1% | | 2 1.6% |
| | 14 | Count % within A2 What grade are you in? | 51 53.7% | | 51 41.1% |
| | 15 | Count % within A2 What grade are you in? | 34 35.8% | | 34 27.4% |
| | 16 | Count % within A2 What grade are you in? | 8 8.4% | 1 3.4% | 9 7.3% |
| | 17 | Count % within A2 What grade are you in? | | 15 51.7% | 15 12.1% |
| | 18 | Count % within A2 What grade are you in? | | 10 34.5% | 10 8.1% |
| | 19 | Count % within A2 What grade are you in? | | 2 6.9% | 2 1.6% |
| | Total | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A1 How old are you? * A2 What grade are you in?
SIGNIFICANT AT .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|------------------------|--------------------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A1 How old are you? | 9 | Count % within A2 What grade are you in? | | 1 3.4% | 1 .8% |
| | 13 younger than 14 | Count % within A2 What grade are you in? | 2 2.1% | | 2 1.6% |
| | 14 | Count % within A2 What grade are you in? | 51 53.7% | | 51 41.1% |
| | 15 | Count % within A2 What grade are you in? | 34 35.8% | | 34 27.4% |
| | 16 | Count % within A2 What grade are you in? | 8 8.4% | 1 3.4% | 9 7.3% |
| | 17 | Count % within A2 What grade are you in? | | 15 51.7% | 15 12.1% |
| | 18 | Count % within A2 What grade are you in? | | 10 34.5% | 10 8.1% |
| | 19 | Count % within A2 What grade are you in? | | 2 6.9% | 2 1.6% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A3 Gender * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--------------|----------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A3 Gender | 1 male | Count % within A2 What grade are you in? | 43 46.2% | 13 44.8% | 56 45.9% |
| | 2 female | Count % within A2 What grade are you in? | 50 53.8% | 16 55.2% | 66 54.1% |
| Total | | Count % within A2 What grade are you in? | 93 100.0% | 29 100.0% | 122 100.0% |

A4 What language is most often spoken in your home? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|---|-----------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A4 What language is most often spoken in your home? | 1 English | Count % within A2 What grade are you in? | 73 76.8% | 27 93.1% | 100 80.6% |
| | 3 Cree | Count % within A2 What grade are you in? | 8 8.4% | | 8 6.5% |
| | 4 Dene | Count % within A2 What grade are you in? | 1 1.1% | | 1 .8% |
| | 5 Other | Count % within A2 What grade are you in? | 13 13.7% | 2 6.9% | 15 12.1% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A5 Which best describes your father's education level? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|-------------------------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A5 Which best describes your father's education level? | 1 less than high school | Count % within A2 What grade are you in? | 26 27.4% | 9 32.1% | 35 28.5% |
| | 2 high school | Count % within A2 What grade are you in? | 12 12.6% | 7 25.0% | 19 15.4% |
| | 3 tech. cert./diploma | Count % within A2 What grade are you in? | 10 10.5% | 4 14.3% | 14 11.4% |
| | 4 university | Count % within A2 What grade are you in? | 6 6.3% | 3 10.7% | 9 7.3% |
| | 5 dk | Count % within A2 What grade are you in? | 41 43.2% | 5 17.9% | 46 37.4% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 28 100.0% | 123 100.0% |

A6 Which best describes your mother's educ level? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|---|---|---|---------------------------|---------------|-------------|
| | | | 9 | 12 | |
| A6 Which best describes your mother's educ level? | 1 less than high school | Count % within A2 What grade are you in? | 19 20.0% | 5 17.2% | 24 19.4% |
| | 2 high school | Count % within A2 What grade are you in? | 24 25.3% | 9 31.0% | 33 26.6% |
| | 3 tech. cert./diploma | Count % within A2 What grade are you in? | 16 16.8% | 5 17.2% | 21 16.9% |
| | 4 university | Count % within A2 What grade are you in? | 8 8.4% | 7 24.1% | 15 12.1% |
| | 5 dk | Count % within A2 What grade are you in? | 28 29.5% | 3 10.3% | 31 25.0% |
| Total | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% | |

A7 Do you consider yourself to be aboriginal or non-aboriginal * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|---|---|---------------------------|---------------|-------------|
| | | | 9 | 12 | |
| A7 Do you consider yourself to be aboriginal or non-aboriginal | 1 aboriginal | Count % within A2 What grade are you in? | 48 51.6% | 16 55.2% | 64 52.5% |
| | 2 nonaboriginal | Count % within A2 What grade are you in? | 45 48.4% | 13 44.8% | 58 47.5% |
| Total | Count % within A2 What grade are you in? | 93 100.0% | 29 100.0% | 122 100.0% | |

A8 Is the school you are attending in your home community? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|---|---|---------------------------|---------------|--------------|
| | | | 9 | 12 | |
| A8 Is the school you are attending in your home community? | 1 yes | Count % within A2 What grade are you in? | 88 92.6% | 25 86.2% | 113 91.1% |
| | 2 no | Count % within A2 What grade are you in? | 7 7.4% | 4 13.8% | 11 8.9% |
| Total | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% | |

A9 Which describes your current living arrangements? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|--|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A9 Which describes your current living arrangements? | a at home with parents/guardians | Count % within A2 What grade are you in? | 86 90.5% | 23 79.3% | 109 87.9% |
| | b with spouse/companion | Count % within A2 What grade are you in? | | 2 6.9% | 2 1.6% |
| | c with own children | Count % within A2 What grade are you in? | 1 1.1% | 1 3.4% | 2 1.6% |
| | e by myself | Count % within A2 What grade are you in? | 1 1.1% | | 1 .8% |
| | f with friends of the family/relatives | Count % within A2 What grade are you in? | 6 6.3% | 3 10.3% | 9 7.3% |
| | g other | Count % within A2 What grade are you in? | 1 1.1% | | 1 .8% |
| | Total | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A10 Anyone in household attended a college, univ or tech school? * A2 What grade are you in?
SIGNIFICANT AT .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|--|---|---|---------------------------|---------------|-------------|
| | | | 9 | 12 | |
| A10 Anyone in household attended a college, univ or tech school? | 1 yes | Count % within A2 What grade are you in? | 39 41.9% | 21 72.4% | 60 49.2% |
| | 2 no | Count % within A2 What grade are you in? | 54 58.1% | 8 27.6% | 62 50.8% |
| Total | Count % within A2 What grade are you in? | 93 100.0% | 29 100.0% | 122 100.0% | |

**A11 Ever visited campus of a college, univ or tech school? * A2 What grade are you in?
SIGNIFICANT AT .05 LEVEL OF CONFIDENCE**

| | | | A2 What grade are you in? | | Total |
|--|-------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A11 Ever visited campus of a college, univ or tech school? | 1 yes | Count % within A2 What grade are you in? | 44 46.3% | 21 72.4% | 65 52.4% |
| | 2 no | Count % within A2 What grade are you in? | 51 53.7% | 8 27.6% | 59 47.6% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A12 Is there a post-sec school close to your home? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|-------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A12 Is there a post-sec school close to your home? | 1 yes | Count % within A2 What grade are you in? | 32 34.0% | 10 34.5% | 42 34.1% |
| | 2 no | Count % within A2 What grade are you in? | 62 66.0% | 19 65.5% | 81 65.9% |
| Total | | Count % within A2 What grade are you in? | 94 100.0% | 29 100.0% | 123 100.0% |

A13 Do you plan to graduate from high school? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|---|-------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A13 Do you plan to graduate from high school? | 1 yes | Count % within A2 What grade are you in? | 84 89.4% | 28 100.0% | 112 91.8% |
| | 2 no | Count % within A2 What grade are you in? | 10 10.6% | | 10 8.2% |
| Total | | Count % within A2 What grade are you in? | 94 100.0% | 28 100.0% | 122 100.0% |

14 What do you plan to do in the year after you leave high school. Please select the statement that best describes your plans (choose all that apply):

A14A Continue my education at a post-secondary school * A2 What grade are you in?

SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|---|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14A Continue my education at a post-sec school | 1 Yes | Count | 41 | 20 | 61 |
| | | % within A2 What grade are you in? | 43.2% | 69.0% | 49.2% |
| | 2 No | Count | 54 | 9 | 63 |
| | | % within A2 What grade are you in? | 56.8% | 31.0% | 50.8% |
| Total | | Count | 95 | 29 | 124 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14B travel * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|-------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14B travel | 1 Yes | Count | 18 | 4 | 22 |
| | | % within A2 What grade are you in? | 18.9% | 13.8% | 17.7% |
| | 2 No | Count | 77 | 25 | 102 |
| | | % within A2 What grade are you in? | 81.1% | 86.2% | 82.3% |
| Total | | Count | 95 | 29 | 124 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14C Work/find a job * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|----------------------|-------|------------------------------------|---------------------------|--------|--------|
| | | | 9 | 12 | |
| A14C Work/find a job | 1 Yes | Count | 51 | 11 | 62 |
| | | % within A2 What grade are you in? | 53.7% | 37.9% | 50.0% |
| | 2 No | Count | 44 | 18 | 62 |
| | | % within A2 What grade are you in? | 46.3% | 62.1% | 50.0% |
| Total | | Count | 95 | 29 | 124 |
| | | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% |

A14D Take care of family * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--------------------------|-------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A14D Take care of family | 1 Yes | Count % within A2 What grade are you in? | 11 11.6% | | 11 8.9% |
| | 2 No | Count % within A2 What grade are you in? | 84 88.4% | 29 100.0% | 113 91.1% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A14E None of the above * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|------------------------|-------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A14E None of the above | 1 Yes | Count % within A2 What grade are you in? | 1 1.1% | | 1 .8% |
| | 2 No | Count % within A2 What grade are you in? | 94 98.9% | 29 100.0% | 123 99.2% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A14F Other * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|------------|-------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A14F Other | 1 Yes | Count % within A2 What grade are you in? | 17 17.9% | 3 10.3% | 20 16.1% |
| | 2 No | Count % within A2 What grade are you in? | 78 82.1% | 26 89.7% | 104 83.9% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A14G Don't know * A2 What grade are you in?

| | | A2 What grade are you in? | | Total |
|-----------------|-------|---------------------------|-----------------------|------------------------|
| | | 9 | 12 | |
| A14G Don't know | 1 Yes | Count 15 15.8% | Count 1 3.4% | Count 16 12.9% |
| | 2 No | Count 80 84.2% | Count 28 96.6% | Count 108 87.1% |
| Total | | Count 95 100.0% | Count 29 100.0% | Count 124 100.0% |

A15 Which describes your long-term plans re post-sec school? * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|--------------------------|-----------------------|---------------------------|------------------------|-------|
| | | | 9 | 12 | |
| A15 Which describes your long-term plans re post-sec school? | a don't want to continue | Count 21 22.6% | Count 4 13.8% | Count 25 20.5% | |
| | b want to but cannot | Count 6 6.5% | | Count 6 4.9% | |
| | c plan to continue | Count 66 71.0% | Count 25 86.2% | Count 91 74.6% | |
| Total | | Count 93 100.0% | Count 29 100.0% | Count 122 100.0% | |

16 How do you feel about each of the following statements? Please answer on a scale of 1 to 5 where 1 is "not at all true" and 5 is "very true". (SIG = Significant at a .05 level of confidence)

Mean

| A2 What grade are you in? | A16A I am a good enough student to go to post-sec school. | A16B My family encourages me to continue my education. | A16C I'll be able to get enough money to go to post-sec school | A16D I plan to have require course to take post-sec program. | A16E I have the self-confidence necessary to continue my educ. |
|---------------------------|---|--|--|--|--|
| 9 | 3.60 | 4.34 | 3.34 | 3.49 | 3.90 |
| 12 | 3.79 | 4.48 | 3.69 | 3.69 | 3.89 |
| Total | 3.65 | 4.37 | 3.42 | 3.54 | 3.90 |

Mean

| A2 What grade are you in? | A16F I look forward to moving out on my own. (SIG) | A16G I look forward to leaving my home community. | A16H I know what my yearly costs will be in post-sec school. (SIG) | A16I I know what my funding options are. (SIG) | A16J I fear making the wrong decision re continuing my education. |
|---------------------------|--|---|--|--|---|
| 9 | 3.97 | 3.58 | 1.90 | 2.10 | 2.96 |
| 12 | 4.38 | 3.97 | 2.83 | 3.38 | 3.07 |
| Total | 4.07 | 3.68 | 2.12 | 2.41 | 2.98 |

Mean

| A2 What grade are you in? | A16K I have enough info about post-sec schools to make choices. (SIG) | A16L I have enough info about career options to make good choices. (SIG) | A16M I have someone I can talk to for advice about post-sec educ | A16N Lack of child care could prevent me from continuing my educ. | A16O Most of my friends will be going to post-sec school. |
|---------------------------|---|--|--|---|---|
| 9 | 2.38 | 2.61 | 3.57 | 1.74 | 2.62 |
| 12 | 3.31 | 3.34 | 3.90 | 1.66 | 2.86 |
| Total | 2.60 | 2.79 | 3.64 | 1.72 | 2.68 |

Mean

| A2 What grade are you in? | A16P Drug or alcohol abuse could prevent me from attending post-s | A16Q Romantic involvement could prevent me from attending. |
|---------------------------|---|--|
| 9 | 1.71 | 2.22 |
| 12 | 1.93 | 2.03 |
| Total | 1.76 | 2.17 |

A17 When do you plan to first attend a post secondary school * A2 What grade are you in?

| | | | A2 What grade are you in? | | Total |
|--|---|---|---------------------------|--------------|--------------|
| | | | 9 | 12 | |
| A17 When do you plan to first attend a post secondary school | a immediately after leaving high school | Count % within A2 What grade are you in? | 22 36.7% | 16 64.0% | 38 44.7% |
| | b within 3 yrs of leaving high school | Count % within A2 What grade are you in? | 36 60.0% | 9 36.0% | 45 52.9% |
| | c more than 3 years after leaving high school | Count % within A2 What grade are you in? | 1 1.7% | | 1 1.2% |
| | d never | Count % within A2 What grade are you in? | 1 1.7% | | 1 1.2% |
| Total | | Count % within A2 What grade are you in? | 60 100.0% | 25 100.0% | 85 100.0% |

A18 Do you plan to: * A2 What grade are you in?
SIGNIFICANT AT A .05 LEVEL OF CONFIDENCE

| | | | A2 What grade are you in? | | Total |
|---------------------|---------------------|---|---------------------------|--------------|---------------|
| | | | 9 | 12 | |
| A18 Do you plan to: | | Count % within A2 What grade are you in? | 20 21.1% | 3 10.3% | 23 18.5% |
| | a attend a campus | Count % within A2 What grade are you in? | 39 41.1% | 21 72.4% | 60 48.4% |
| | b distance learning | Count % within A2 What grade are you in? | 7 7.4% | | 7 5.6% |
| | c dk | Count % within A2 What grade are you in? | 29 30.5% | 5 17.2% | 34 27.4% |
| Total | | Count % within A2 What grade are you in? | 95 100.0% | 29 100.0% | 124 100.0% |

A19 Which institution are you planning to continue your * A2 What grade are you in?

| | | A2 What grade are you in? | | Total | |
|---|------------------------------------|------------------------------------|--------|--------|-------|
| | | 9 | 12 | | |
| A19 Which which institution are you planning to continue your | | Count | 19 | 5 | 24 |
| | | % within A2 What grade are you in? | 20.0% | 17.2% | 19.4% |
| | a AVC Lesser Slave Lake | Count | 4 | 1 | 5 |
| | | % within A2 What grade are you in? | 4.2% | 3.4% | 4.0% |
| | b Fairview College | Count | 3 | | 3 |
| | | % within A2 What grade are you in? | 3.2% | | 2.4% |
| | c GP Regional College | Count | 11 | 7 | 18 |
| | | % within A2 What grade are you in? | 11.6% | 24.1% | 14.5% |
| | d Keyano Collage | Count | 1 | | 1 |
| | | % within A2 What grade are you in? | 1.1% | | .8% |
| | g Athabasca Univ | Count | 1 | | 1 |
| | | % within A2 What grade are you in? | 1.1% | | .8% |
| | h another northern college | Count | 1 | | 1 |
| | | % within A2 What grade are you in? | 1.1% | | .8% |
| | i Univ of Alberta | Count | 15 | 2 | 17 |
| | % within A2 What grade are you in? | 15.8% | 6.9% | 13.7% | |
| j NAIT | Count | 1 | 2 | 3 | |
| | % within A2 What grade are you in? | 1.1% | 6.9% | 2.4% | |
| k Grant MacEwan Community College | Count | 3 | 3 | 6 | |
| | % within A2 What grade are you in? | 3.2% | 10.3% | 4.8% | |
| l Red Deer College | Count | 3 | 1 | 4 | |
| | % within A2 What grade are you in? | 3.2% | 3.4% | 3.2% | |
| m other Alberta school | Count | 1 | 3 | 4 | |
| | % within A2 What grade are you in? | 1.1% | 10.3% | 3.2% | |
| n school of out province | Count | 5 | 1 | 6 | |
| | % within A2 What grade are you in? | 5.3% | 3.4% | 4.8% | |
| o don't know | Count | 27 | 4 | 31 | |
| | % within A2 What grade are you in? | 28.4% | 13.8% | 25.0% | |
| Total | Count | 95 | 29 | 124 | |
| | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% | |

A20 What kind of program do you plan to attend? * A2 What grade are you in?

| | | A2 What grade are you in? | | Total | |
|--|---|---------------------------|--------|--------|----|
| | | 9 | 12 | | |
| A20 What kind of program do you plan to attend? | Count | 19 | 3 | 22 | |
| | % within A2 What grade are you in? | 20.0% | 10.3% | 17.7% | |
| | a apprenticeship or trade certification | Count | 4 | 1 | 5 |
| | % within A2 What grade are you in? | 4.2% | 3.4% | 4.0% | |
| | b diploma or certificate | Count | 15 | 12 | 27 |
| | % within A2 What grade are you in? | 15.8% | 41.4% | 21.8% | |
| | c degree | Count | 24 | 5 | 29 |
| % within A2 What grade are you in? | 25.3% | 17.2% | 23.4% | | |
| d upgrading | Count | 6 | 2 | 8 | |
| % within A2 What grade are you in? | 6.3% | 6.9% | 6.5% | | |
| e other | Count | 3 | 2 | 5 | |
| % within A2 What grade are you in? | 3.2% | 6.9% | 4.0% | | |
| f dk | Count | 24 | 4 | 28 | |
| % within A2 What grade are you in? | 25.3% | 13.8% | 22.6% | | |
| Total | Count | 95 | 29 | 124 | |
| | % within A2 What grade are you in? | 100.0% | 100.0% | 100.0% | |

21. Please indicate how big a factor each of the following was (or will be) in making your plans regarding which school to attend. Please answer on a scale of 1 to 5 where 1 is "not at all a factor" and 5 is "a big factor".
(SIG = Significant at a .05 level of confidence)

Mean

| A2 What grade are you in? | A21A Cost of tuition. | A21B Closeness to home. | A21C Reputation of the school overall. | A21D Reputation of the school in your chosen program. | A21E Overall appeal of the campus and facilities. |
|---------------------------|-----------------------|-------------------------|--|---|---|
| 9 | 2.83 | 2.36 | 3.00 | 3.24 | 3.53 |
| 12 | 3.08 | 2.68 | 3.20 | 3.40 | 3.52 |
| Total | 2.90 | 2.46 | 3.06 | 3.29 | 3.52 |

Mean

| A2 What grade are you in? | A21F The location of the post-sec school (town or city) | A21G Encouragement from family. | A21H Availability of suitable housing. (SIG) | A21I A school that friends will be attending. |
|---------------------------|---|---------------------------------|--|---|
| 9 | 3.71 | 3.59 | 3.64 | 3.05 |
| 12 | 3.72 | 3.84 | 4.20 | 2.60 |
| Total | 3.71 | 3.67 | 3.81 | 2.92 |

22 Please indicate how big a factor each of the following reasons are in wanting to go to a post-secondary school. Please answer on a scale of 1 to 5 where 1 is "not at all a factor" and 5 is "a big factor". (SIG = significant at a .05 level of confidence)

Mean

| A2 What grade are you in? | A22A Interest in learning. | A22B Better chance of getting a good job. | A22C As a requirement for a specific job. (SIG) | A22D Parents want me to continue my education. | A22E Don't want to go to work right away. |
|---------------------------|----------------------------|---|---|--|---|
| 9 | 4.42 | 4.40 | 3.64 | 3.93 | 2.69 |
| 12 | 3.96 | 4.60 | 4.36 | 3.72 | 2.60 |
| Total | 4.29 | 4.46 | 3.86 | 3.87 | 2.67 |

Mean

| A2 What grade are you in? | A22F To leave town. | A22G To be with my friends. |
|---------------------------|---------------------|-----------------------------|
| 9 | 2.86 | 2.73 |
| 12 | 2.84 | 2.36 |
| Total | 2.86 | 2.62 |



APPENDIX D
Surveying Procedures

November 16, 1998

«Principal»
«Principal_Title»
«School»
«Address»
«City», Alberta
«Postal_Code»

Dear «Principal_Dear»:

Re: **Northern Alberta High School Students Survey**

Thank you for agreeing to participate in the "Northern Alberta High School Students Survey".

By way of brief introduction, this survey is being conducted by Nichols Applied Management on behalf of the Northern Labour Market Information Clearinghouse, a joint initiative between Northern Alberta Development Council and five northern post-secondary institutions. The purpose of the study is to gain a better understanding of the factors influencing northern Alberta students' decisions regarding post-secondary education. The study was precipitated by the comparatively low numbers of northern students obtaining a formal education beyond grade 12. The Northern Alberta Development Council will make the results of this study available to all participating schools and school divisions.

The survey component of the study is being conducted with students in grades 9 and 12. Participating classes of students have been selected at random from classes of grade 9 and grade 12 students throughout northern Alberta. The following class(es) of students at your school have been selected to participate in the survey:

- **NUMBER, GRADE LEVEL, CLASS;**
- **NUMBER, GRADE LEVEL, CLASS;**
- **NUMBER, GRADE LEVEL, CLASS;**

The survey is to be administered during the next week. Students are to complete the survey in class. It should take them about 10 to 15 minutes to complete. Included with this letter are the materials required to administer the survey at your school.

We have drafted the following instructions so that the surveying procedures are similar across all participating schools ensuring the reliability of the survey results as well as ensuring student confidentiality.



Detailed Steps to Follow

- 1) Please check to make sure you have received the following surveying materials with this letter:
 - A "Dear Teacher" letter with a copy of the "Northern Alberta High School Students Survey" questionnaire attached to it, one copy for each teacher whose class will be participating in the survey;
 - "Survey Administration Procedures", one copy for each teacher whose class will be participating in the survey;
 - "Northern Alberta High School Students Survey" questionnaires, enough for each student in the selected classroom(s);
 - Brown envelopes labelled "**Student Survey – Grade 9**" and/or "**Student Survey - Grade 12**" -- one for each class participating in the survey.
 - A Canada Post prepaid "XpressPost Pack" addressed to Nichols Applied Management.

If you did not receive enough letters, instructions or surveys please make as many extra copies as needed. If you are missing any items please notify Catherine Wirt at Nichols Applied Management.

- 2) Provide the teacher(s) whose class(es) will be participating in the survey with a copy of the letter addressed "Dear Teacher" and a copy of the survey instrument.
- 3) Together with the teacher(s) whose class(es) has been selected to participate in the survey, select a class during this week or early next week, in which to administer the survey. If student attendance varies throughout the week please try to choose a day on which attendance is expected to be at its highest.
- 4) Prepare a "Student Survey Package" for the participating class:
 - Mark one brown envelope labelled "**Student Survey**" for each class of students participating in the survey with the teacher's name, grade and number of students.
 - Insert one survey for each student in the class.
 - Do not seal the envelope.
 - Staple a copy of the "Survey Administration Procedures" to each envelope to be given to teachers.
- 5) Prior to the survey administration date, distribute the envelope(s) to the teacher(s).



6) Return of Completed Surveys:

Teachers receiving a "*Student Survey*" envelope have been instructed to have a student seal the envelope when the last student places his/her completed questionnaire in it and then immediately have that student take the sealed envelope to the administration office. Please pick up these envelopes from the office and:

- seal any envelopes that have not been sealed; and
- contact any teachers whose classes did not return an envelope and collect the missing surveys. If the teacher did not administer the survey, please instruct them to do so as soon as the class reconvenes.

Once you have received all the envelopes containing the completed student questionnaires, insert the unopened envelope(s) in the XpressPost Pack addressed to Nichols Applied Management and drop it in the mail. Postage has been prepaid by Nichols Applied Management.

Your assistance with this research is greatly appreciated. If you have any questions or concerns please do not hesitate to call.

Yours very truly,

NICHOLS APPLIED MANAGEMENT

Catherine Wirt
Consultant

Enclosure

CW/mf

November 16, 1998

Dear Teacher:

Re: **Northern Alberta High School Students Survey**

Your classroom has been selected at random from classrooms of grade 9 Language Arts and grade 12 English students in northern Alberta to participate in the "Northern Alberta High School Students Survey". The survey is important in that it will help northern educators to better understand the factors influencing northern Alberta students in deciding whether to continue their formal education beyond grade 12.

Below is a brief overview of the survey. You will be provided with detailed "Survey Administration Instructions" prior to the survey administration date.

- The survey is to be administered this week or early next week. In conjunction with your school principal, please select a class during this time in which to administer the survey. If student attendance varies throughout the week please try to choose the class in which attendance is expected to be at its highest.
- Students are to complete the survey in class. It should take them about 10 to 15 minutes to complete.
- The survey is confidential. Students are to place their own completed survey in an envelope that will be provided for this purpose. The envelope is to be sealed as soon as the last student places their survey in the envelope.

We appreciate your involvement in the research. If you have any questions about the survey please contact your school's principal.

Yours very truly,

NICHOLS APPLIED MANAGEMENT

Catherine Wirt
Consultant

Enclosure

CW/mf

November __, 1998

Dear Survey Monitor:

Re: Northern Alberta High School Students Survey

Thank you for agreeing to be the Survey Monitor for your school. Your role as the Survey Monitor is to facilitate the administration of the survey at your school and to act as the Nichols Applied Management contact person. If you have not already done so please fax (403-428-7644), e-mail (cwirt@NicholsConsulting.Com) or phone (403-424-0091) me with your name and telephone number.

Classrooms of grade 9 Language Arts and grade 12 English 30 and English 33 students have been selected at random throughout northern Alberta to participate in this survey. The survey is important in that it will help to better understand the factors influencing northern Alberta students in deciding whether to continue their formal education beyond grade 12. The following classes at your school have been selected to participate in the survey:

- __ grade 9 Language Arts class(es);
- __ grade 12 English 30 class(es); and
- __ grade 12 English 33 class(es) .

If your school has more than __ grade 9 Language Arts class(es) and __ grade 12 English 30 and 33 classes than specified above please have the class(es) with the greatest number of students in them complete the survey.

The survey is to take place the week of November __, 1998. Students are to complete the questionnaire in class. It should take students about 10 to 15 minutes to complete the questionnaire.

The following instructions have been drafted so that the surveying procedures are similar across all participating schools ensuring the reliability of the survey results as well as ensuring student confidentiality.

Detailed Steps to Follow

- 1) Please check to make sure you have received the following surveying materials with this letter:
 - A "Dear Teacher" letter with a copy of the "Northern Alberta High School Student Survey" questionnaire attached to it, one copy for each teacher whose class will be participating in the survey;
 - "Survey Administration Instructions for Teachers", one copy for each teacher whose class will be participating in the survey;

- "Northern Alberta High School Students Survey" questionnaires, enough for the number of grade 9 and/or grade 12 students in the selected classrooms;
- Brown envelopes labelled "Grade 9 Language Arts - Student Survey", "Grade 12 English 30 - Student Survey" and/or "Grade 12 English 33 - Student Survey" -- one for each grade 9 and/or 12 class participating in the survey.
- A Canada Post prepaid "XpressPost Pack" addressed to Nichols Applied Management.

If you did not receive enough letters, instructions or surveys please make as many extra copies as needed. If you are missing any items please notify Catherine Wirt at Nichols Applied Management.

- 2) Provide the teachers whose classes will be participating in the survey with a copy of the letter addressed "Dear Teacher" and a copy of the survey instrument. Please write your name in the space provided in the last line of this letter.
- 3) Together with the teacher(s) whose classes have been selected to participate in the survey, select an "English" class(es) during the week of ____ November, 1998 in which to administer the survey. If student attendance varies throughout the week please try to choose a day on which attendance is expected to be at its highest.
- 4) Prepare a "Student Survey Package" for each participating grades 9 Language Arts and/or Grade 12 English 30 and 33 class:
 - Mark one brown envelope labelled "Student Survey" for each class of students in grades 9 and/or 12 with the teacher's name, grade and number of students. (Teachers of split grades that include students in grades other than grades 9 and 12 are to receive an envelope with enough material to survey only their students in grades 9 and/or 12.)
 - Insert one survey for each grade 9 and/or grade 12 student in the class.
 - Do not seal the envelope.
 - On the "Surveying Procedures for Teachers" please write in the date and class in which the teacher is to administer the survey in the spaces provided. Staple the appropriate copy of these instructions to each envelope to be given to teachers.
- 5) Prior to the survey administration date(s), distribute the envelope(s) to the teacher(s).
- 6) Return of Completed Surveys:

Teachers receiving a "Student Survey" envelope have been instructed to have a student seal the envelope when the last student places his/her completed questionnaire in it and then immediately have that student take the sealed envelope to the administration office. Please pick up these envelopes from the office and:



- seal any envelopes that have not been sealed; and
- contact any teachers whose classes did not return an envelope and collect the missing surveys. If the teacher did not administer the survey, please instruct them to do so as soon as the class reconvenes.

Once you have received all the envelopes containing the completed student questionnaires, insert the unopened envelope(s) in the XpressPost Pack addressed to NAM and drop it in the mail. Postage has been prepaid by Nichols Applied Management.

Thank you for your involvement in the research. If you have any questions about the survey or these procedures please do not hesitate to call:

Catherine Wirt
Nichols Applied Management
Telephone: (403) 424-0091
Fax: (403) 428-7644
e-mail: cwirt@NicholsConsulting.com

Yours very truly,

NICHOLS APPLIED MANAGEMENT

Catherine Wirt
Consultant

Enclosure

CW/mf



Northern Alberta High School Students Survey

Survey Administration Procedures

- The survey is to be conducted on _____ November _____, 1998 during class.
- Students are to complete the survey in class.
- Please designate a student to distribute the questionnaires and take the envelope containing the completed questionnaires to the administration office.
- Once completed, each student is to place their questionnaire in the envelope labelled "Northern Alberta High School Students Survey".
- Once all students have placed their completed questionnaires in the envelope, the designated student is to seal the envelope and take it to the administration office. The office administration will ensure that the envelope is forwarded to Nichols Applied Management.
- Please instruct the students about how to complete the questionnaire by reading the following instructions to the class:

"Please answer all questions by filling in or marking an "x" in the box that corresponds to the answer you want to give."

"You are to choose only one answer per question, unless instructions for a particular question specify otherwise."

"Use a pencil and press firmly when marking your answer."

"Please use an eraser to correct any answers that you want to change."

"When you have completed the survey, put it in the envelope marked "Northern Alberta High School Students Survey" on my desk."

*"_____ will seal the envelope and take it to the office."
(name of designated student)*

[Show the students the envelope in which they are to place their completed survey, and where it will be.]

Students should be able to complete the questionnaire by themselves. However, there may be a few students who have trouble understanding some of the words or questions. Please assist students in need of help individually.

THANK YOU FOR YOUR INVOLVEMENT IN THE RESEARCH

