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Transition to College: Perspectives of Secondary School Students

Full Report

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Transition to College:

Perspectives of Secondary School Students

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2006

Funding for this first phase of ACAATO's Collaborative Research Project was provided by the School/College/Work Initiative (SCWI).

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Executive Summary

Introduction

This research report represents the first phase of a multi-year collaborative research initiative of the Association of Colleges of Applied Arts and Technology of Ontario.¹ The initiative is designed to develop a cohesive picture of the pathways from secondary school to college. The major purpose of this phase of the research was to identify secondary school students' perceptions of Ontario colleges and of college as a possible post-secondary educational destination for them, and to determine the factors that have shaped these perceptions. A second purpose was to identify secondary school student achievement patterns, graduation rates and course enrolments in order to consider their influence on current and future college enrolments.

The main source of data for the study was a survey of 21,385 Grades 11, 12 and Year 5 students enrolled in 73 Ontario secondary schools. The schools were selected to represent Ontario college regions, school size and school type (i.e., Roman Catholic, public, and serving francophone students). In addition to the survey, the schools were asked to provide school calendars or course option sheets and course enrolments in order to assess the availability of college-destination courses and course sequences that lead to college. Sixty-one schools provided information for this analysis. Data from the *Double Cohort Study, Phase 3* (2004) and *Phase 4* (2005), were also examined in order to conduct a preliminary analysis of the characteristics of college applicants in terms of their secondary school courses taken and marks obtained.

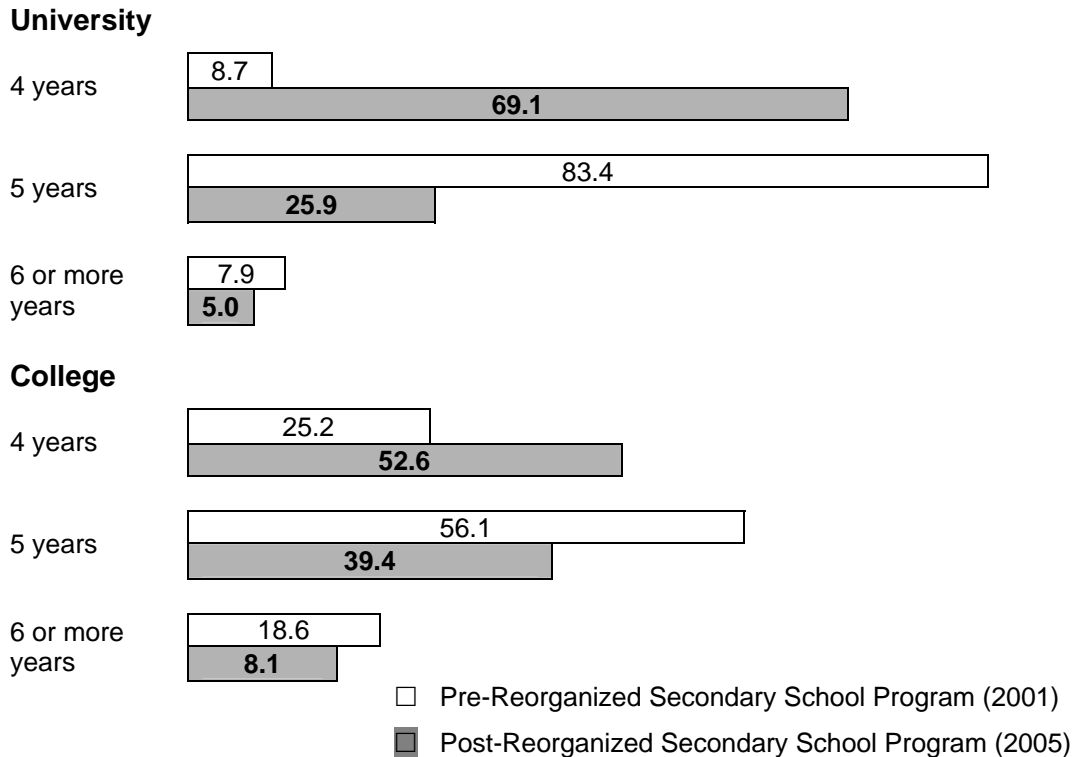
Background

As a result of the introduction of the Reorganized Program in Ontario secondary schools, there have been some fundamental changes in the flow of students to university and college. These changes have had different implications for colleges compared to those for universities. First, the change in the ratio of four- to five-year graduates had much greater impact on universities

¹ The Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) is sponsoring this research, the first phase of which has been funded by the School/College/Work Initiative (SCWI). The project's Steering Committee is comprised of representatives from the following organizations: ACAATO; the College Institutional Research Network; the Ministry of Education; the Ministry of Training, Colleges and Universities, and the secondary school panel through representation from the Association of Educational Researchers of Ontario (AERO), Ontario School Counsellors' Association (OSCA), Ontario Guidance Leadership Association (OGLA), Ontario Catholic Supervisory Officers' Association and Ontario Public Supervisory Officers' Association (OPSOA).

than colleges (see Figure 1), leading to a substantially larger ‘double cohort’ effect at universities.

Figure 1: Direct-from-Secondary-School 1st Year University & College Registrants, by Years in Secondary School (% 4-, 5- and 6-Year Graduates; Pre- (2001) and Post- (2005) Introduction of Reorganized Secondary School Program)

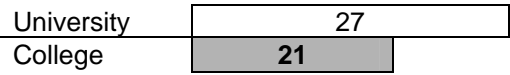


Source: *Double Cohort Study, Phase 4 data files*

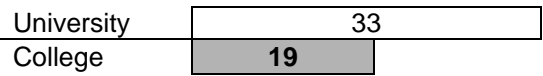
Second, the expansion of the universities to accommodate the ‘double cohort’ in combination with an increase in the proportion of students meeting university admission requirements had the effect of increasing the proportion of students attending university after four or five years in secondary school (from 27% to 33% of the base Grade 9 population; see Figure 2).

Figure 2: Direct-from-Secondary-School 1st Year University & College Registrants Pre- and Post-Introduction of Reorganized Secondary School Program (% 4- & 5-Year Graduates Based on Grade 9 Enrolment)

Pre-Reorganized Secondary School Program (2001-02)



Post- Reorganized Secondary School Program (2004-05)

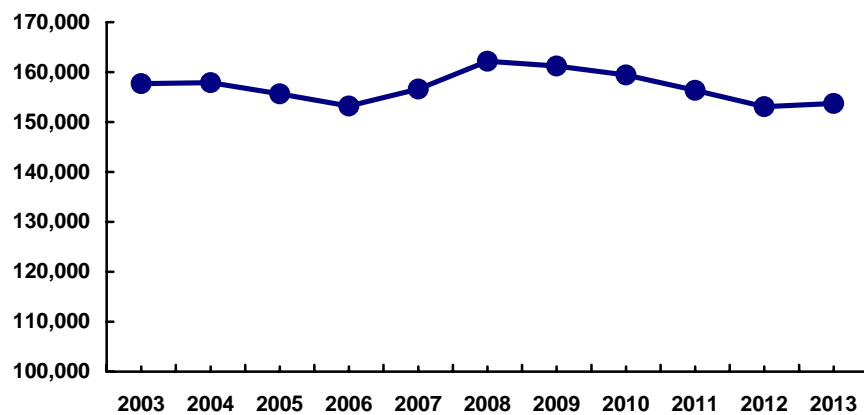


Source: *Double Cohort Study, Phase 4 data files*

Third, the decline in the proportion of secondary school students who graduated in five years or less (from 78% prior to the Reorganized Program to 68% for the first cohort through the new program), along with the increase in university enrollees had the effect of reducing the proportion of students who graduated in four or five years and who went directly to college.

With regard to changing patterns of age groups from which college and university students are drawn, there will be slight growth in the size of the 18- and 19-year-old cohorts over the next few years (see Figure 3) followed by a decline.

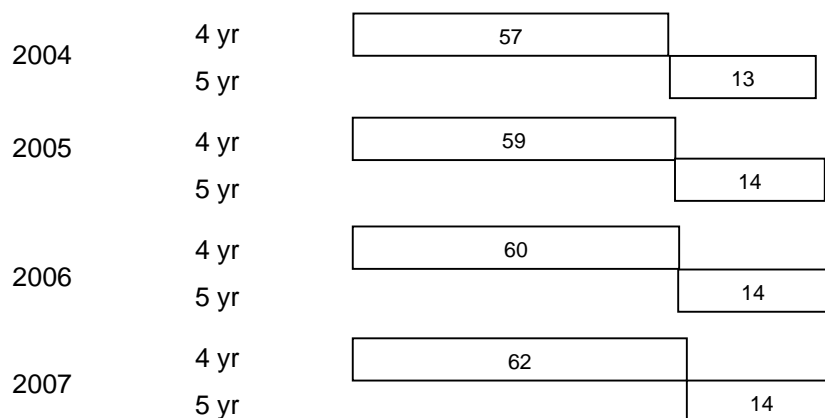
Figure 3: Age 18 Cohort, 2003 to 2013



Source: Adapted from Statistics Canada, 2001 census

College enrolments should also grow in the next few years as a result of major changes to the secondary school system involving the modification of some courses, strong support programs for secondary school students at risk of not graduating, and programs designed to facilitate the school-to-college transition (Figure 4).

Figure 4: Current and Projected Secondary School Graduation Rates (% 4- & 5-Year Graduates; 2004 – 2007)



Source: *Double Cohort Study, Phase 4 (2005)*

Since it is unlikely that the universities' share of the age cohort will decline, if the colleges are to expand to meet the identified needs of Ontario's economy then (1) secondary school graduation rates must increase substantially, (2) a greater proportion of secondary school graduates must choose to attend college, and (3) more young people who have left secondary school without graduating must re-enter the educational system.

Study Findings

1. Student Views of a College Education

Pronounced differences were evident in the proportions of Grade 11 and 12 students who planned on university (Grade 11 – 56.7%, Grade 12 – 54.1%) compared to those who planned on college (Grade 11 – 22.6%, Grade 12 – 27.2%). However, for the Year 5 students, the numbers were similar (college – 37.0%, university – 36.9%). Relatively small numbers of students had an apprenticeship in mind (Grade 11 – 5.7%, Grade 12 – 5.4%, and Year 5 – 7.3%).

Although some students perceived a status difference between universities and colleges and others assumed a greater economic return from a university education, the vast majority of students appear to value a college education. Students commented specifically on the vocational focus of colleges and work opportunities upon graduation. Some students who planned on a university education justified their choices between college and university in terms of their career plans; a typical comment on the survey was, “I would go to college, but I am planning to be a ... (e.g., a teacher)”.

Students offered very few negative comments about status differences between college and university. For some students, to obtain a college diploma was viewed as a first step toward obtaining a university degree.

There was an awareness of the colleges’ Applied Degree and Collaborative Programs as evidenced by the proportion of students who had this route in mind (3.6% Grade 11 students, 4.5% Grade 12 students, and 6.1% Year 5 students).

2. Costs of a College Education

Although similar proportions of students who planned on a College Diploma as those who planned on a university degree indicated that they were concerned about the costs of attending college or university, the college-planning group were more likely to demonstrate serious concern in their comments even though tuition for a College Diploma is substantially less than for a university degree. This view was perhaps related to their perception of the cost-benefit of the value of a college education. This concern may also contribute to the high proportion of college-eligible students who stay out of school a year or two after graduating from secondary school before applying to a college.

3. Teachers and School

For the most part, students tended to view their teachers, guidance counsellors and others in their school as equally supportive of a college as of a university education. Over 70 percent of the college-planning students agreed with ‘Most of my teachers have a positive opinion about a college education’, but fewer of the university-planning, apprenticeship-planning and work-bound groups did so. Over 60 percent of students stated that their schools placed almost equal emphasis upon preparing students for college as for university with college- and university-

planning students having similar perceptions. However, 15.7 percent of the students disagreed with the equal emphasis statement and 21.8 percent were uncertain.

Almost all college-planning students felt as accepted in their schools as their university-planning peers, but they were slightly less likely to be involved in school extracurricular activities (i.e., to participate in intramural activities and school teams).

4. Parent and Peer Expectations

Although the majority of students' parents expected them to go to university, only slightly over one-third of the students were likely to attend a university. Surprisingly high numbers of the college-, apprenticeship- and work-planning students' parents expected them to go to university which likely placed considerable stress on some students (although it is still possible that the college planners could later attend university). Nevertheless, most college-planning students (87%) agreed with 'My parents would encourage me if I applied for a college program'.

5. Secondary School Programs

The instability of the educational plans of those students who ultimately apply to college while they are in secondary school makes the offering of college-preparation course sequences difficult if not impossible in most secondary schools and is reflected in the following findings:

- approximately 40 percent of Ontario's first-year college enrollees were students who attended immediately after four or five years in secondary school compared to nearly 90 percent of first-year university enrollees.
- nearly one-half of first-year college enrollees entering directly from secondary school did so after taking essentially a university-preparation set of courses when in Grades 11 and 12.
- beyond core English, Mathematics, Science college-preparation courses, few Grade 11 and 12 college-preparation courses are offered in Ontario secondary schools. Slightly over one-third of the schools in this 2005/06 sample offered MCT4C Mathematics for College Technology (a required or recommended course for College Technology Programs). Few schools offered Health Care (TPA3C), Hospitality (TFT3C), Child Development & Gerontology (TPO4C), and Medical Technologies (TPT4C).
- many students were unable to take college programs' 'required' or 'recommended' secondary school courses because they were not available in their school.

- the majority of Grade 12 college-planning students took Academic English and Mathematics in Grade 9.
- very few students applied to college directly from secondary school having taken a sequence of college-preparation courses – in 2003-04, 57 percent of college applicants had taken one or no Grade 12 college-preparation courses.

The number of students who were unable to take a secondary school course that they had requested was remarkably high – approximately 30 percent of each of the three grade groups. Course scheduling problems do not appear to have affected college-planning students any more than students planning on other post-secondary destinations. Over- and under-subscription of courses were the greatest problems for all students who were unable to obtain desired courses.

Marks play a major role in students' educational planning. While the majority of university-planning students had average marks over 80 percent, the majority of college-bound students had average marks in the 60s and 70s. Nevertheless, a great deal of overlap still existed between the average marks distributions; that is, some college-planning students appeared to have the necessary marks to consider a university education. Also, many more college-planning students than university-planning students were achieving marks that placed them in the 'at-risk-of-not-graduating-from-secondary-school' category.

6. Information about Post-Secondary Education Plans

Similar proportions of college- and university-planning students (over 75%) indicated that they had access to information about career and educational planning. Their knowledge of post-secondary school programs tended to coincide with their educational plans; that is, college-planning students knew much more about colleges and university-planning students knew much more about universities.

About one-half of the college-planning students agreed that their guidance counsellors were helpful in providing 'career and educational planning information on colleges'. Uncertainty about the delivery of apprenticeship programs is widespread among students.

About one-half of the students had not received information from college representatives and nearly two-thirds had not visited a college. Two-thirds of the students had not visited business or industry sites, and of those who did, few found the visits very helpful.

The internet was viewed as a useful source of career and educational planning information about universities for 57.4 percent of students, and about colleges for 42.8 percent of students.

7. Applying to Post-Secondary Institutions

Nearly one-quarter of the Grade 12 students in the study applied to an Ontario college (e.g., 20.7% applied to Diploma Programs and 8.2%, to Applied or Collaborative Degree Programs) compared to two-fifths of the Year 5 students (e.g., 36.2% applied to Diploma Programs and 12.9%, to Applied or Collaborative Degree Programs). More Year 5 than Grade 12 students (12.3% to 6.9%) applied to both college and university.

Students who applied to a College Degree Program were most likely to have applied to just one institution while those who applied to a Diploma Program, to two or more colleges. Students who applied to university were more likely to have applied to more institutions than those who applied to college.

8. Regional and Language Differences

There were sharp differences from school-to-school in the proportions of students planning on university and college. In schools where a large proportion of students planned on university, fewer students agreed with 'This school places almost equal emphasis upon preparing students for college and university', and very few college-preparation courses were offered.

There were similarly high numbers of students across the regions (between 39.7% and 47.1%) who were uncertain about 'College programs provide a credential that is valued by society'.

The Greater Toronto Area (GTA) schools had far fewer students planning on college and apprenticeship than schools in the other regions; students in the GTA schools were less likely to value a college education.

Students in the French schools were more likely than their counterparts to agree with: (1) 'When I need help about educational and career planning, I can get it at this school', and (2) 'I feel accepted in this school', and were more likely to be involved in the intramural activities of their schools.

Conclusions

1. Information Dissemination

There is a need to provide a clear picture of the variety of programs available at the colleges and the economic and personal benefits associated with them, not only to interested students but also to all students, school guidance counsellors and the general public. In particular, since parental expectations and pressure on students can make a meaningful interface between secondary school and college problematic, it appears necessary to develop strategies to reshape parents' perceptions of the viability and attractiveness of a college education.

2. Secondary School Programs

Since few non-core college-preparation courses are offered in secondary schools, and very few students take college-preparation sequences of courses while there, it would be useful to review the viability and appropriateness of Grades 11 and 12 post-secondary destination programming as it applies to the colleges.

3. College Applicants' Background

College applicants' pattern of course selection and differential achievement while in secondary school ensures that enrollees in most college programs will have a diverse background in terms of secondary school courses and achievement in them. While this finding may not be news for those who teach in Ontario colleges, the factors that contribute to it, that are outlined in this study, may not be well known. Potential college applicants can be unsure of themselves academically and socially. They may have been only moderately successful in secondary school and need assurance that they can be successful in college. A strong support system is required to give them that assurance and increase college retention rates.

4. Apprenticeship

As recommended in the *Ontario, A Leader in Learning, Report & Recommendations* (The Honourable Bob Rae, 2006),

Recognize apprenticeship as a post-secondary destination, and treat the apprenticeship programming delivered by colleges as a core business. Assign to colleges the government's role in administration and outreach to employers (for those apprenticeship programs in which colleges deliver in-school training).

It is necessary to create order out of the current confusion and uncertainty in order to rationalize and effectively deliver apprenticeship programs.

5. Regional Issues

It would be helpful to determine why the Greater Toronto Area (GTA) schools produce so few college registrants (in comparison with university registrants), and develop strategies to increase the flow of students from the GTA to colleges.

Further Research

A number of research questions arise from this study:

1. What are the factors that influence parental perceptions of college and how might parental attitudes be modified?
2. What are the explanations for regional and school differences in the flow of students to college?
3. Can secondary school Grades 11 and 12 destination-based programming be modified to facilitate the school-to-college transition? How effective are the secondary school courses that are currently being piloted?
4. What are the factors that act as disincentives to young people who could be considering college?

Part I. Research Framework

A. Introduction

The Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) is the sponsor of a collaborative study, the first phase of which has been funded by the School/College/Work Initiative (SCWI).¹

A Steering Committee of the ACAATO Collaborative Research Project was set up to guide the project and includes representatives from the following organizations (see Appendix A for a list of members): ACAATO; the College Institutional Research Network; the Ministry of Education; the Ministry of Training, Colleges and Universities, and the secondary school panel through representation from the Association of Educational Researchers of Ontario (AERO), Ontario School Counsellors' Association (OSCA), Ontario Guidance Leadership Association (OGLA), Ontario Catholic Supervisory Officers' Association and Ontario Public Supervisory Officers' Association (OPSOA).

While considerable research and data collection have been conducted by individual school boards, colleges, OCAS, the Ministry of Education, and MTCU on school-to-college transition and student success issues in Ontario, the studies have not been effectively integrated, nor has an in-depth study of student decision making been undertaken. It has become clear that a cohesive picture of pathways from school to college, informed by a comprehensive research base, needs to be developed. This study provides an initial step in developing such a cohesive picture.

1. Multi-Year Research Project

This report represents the completion of the major part of Phase I of the ACAATO multi-year Collaborative Research Project. The focus of the research initiative as a whole is secondary school-to-college transition issues with the emphasis on three populations: secondary school graduates who go to college, secondary school graduates who do not go directly to college or other post-secondary education, and students who drop out of school and do not pursue post-secondary education immediately. The first phase of the project has four elements: the first and major thrust of this phase examines secondary school students' perceptions of college and the factors that influence them to choose a post-secondary destination; the second, a review of existing data in previous research to contribute to a

¹ The School/College/Work Initiative (SCWI) was established through funding from the Ontario Ministries of Education and of Training, Colleges and Universities.

clearer understanding of college applicants and registrants; the third, a study of secondary school student achievement and courses offered and delivered; and the fourth, a secondary analysis of the College Applicant Survey² (completed by ACAATO, under separate cover).

The overall goals of the ACAATO Collaborative Research Project are as follows:

- To identify, gather and conduct research which supports the development of effective pathways from secondary school to college
- To build a better understanding, through the research, of school-to-college transition issues and the multiple pathways that students take to college;
- To identify barriers to and supports for successful transition to college, with particular attention to barriers and possible supports for the large proportion of students leaving high school who do not go directly to post-secondary education;
- To facilitate an increased and smoother flow of students from secondary school to college.

In order to place this study in the context of the larger research initiative, it is necessary to consider the research questions of the project as a whole:

1. *Who applies to college?*
 - a. What are the characteristics of students applying directly from high school? Can a profile or series of profiles of typical college-bound students be developed?
 - b. What are the characteristics of those applying not directly from high school? Do they differ from those applying directly from secondary school? How can those who do not currently apply directly to college or university from high school be assisted to consider further education following high school, either immediately or at a later time?
 - c. What factors influence students to apply to college? What are the factors that influence students not to apply to college? How can a better understanding of college options and the value of a college education be better communicated to students, their parents, and secondary and elementary school educators?

² The College Applicant Survey (CAS; 2004), carried out by Acumen Research Group Inc., was funded by the Canada Millennium Scholarship Foundation.

2. *Who is accepted?*
 - a. What are the factors associated with those accepted versus those not?
 - b. What happens to applicants who apply to very popular, oversubscribed programs and do not get accepted into those programs? Do they choose other college programs? What supports do colleges offer them to make such alternative choices?
3. *Transition issues:*
 - a. What are the factors which predict success in the first semester in the range of college programs? Success in the first semester is seen as an indication of a successful transition to college.
 - b. What is the relationship between courses taken in high school and success in college in general and in specific program clusters?
4. *Implications and future directions – How can this research be used to:*
 - a. inform decisions about future policies and curricula in schools, colleges, and the Ministries, and
 - b. assist students to consider college options and to be more successful in the transition to college?

2. Purpose of This Study (Phase 1)

The major purpose of this phase of the research is to identify secondary school students' perceptions of college, in general, and as a possible post-secondary educational destination for them, and to determine the factors that have shaped these perceptions. A second purpose is to identify students' secondary school achievement patterns, graduation rates and course enrolments in order to determine structural factors that have influenced and will continue to influence college enrolments in the future.

B. Background

As context for the research reported on in this report, we have summarized recent research on college applicants and registrants, university and college enrolment patterns and trends, and secondary school graduation rates with regard to their impact on college enrolments. The Double Cohort Study data files (2004, King & 2005, King, Warren, Boyer & Chin) were used for the analysis.

Who goes to college? is not an easy question to answer because so many different routes are taken to get to college and so many different program types are offered in Ontario Colleges of Applied Arts and Technology. A student planning on taking a Joint Degree Program in Nursing (a Collaborative Program requiring four years shared between college and university), for example, is likely to take a quite different route from someone planning to be a heavy equipment operator (an 18-week program at a college). Entrance requirements can vary dramatically from program to program.

Program types include short-term Certificate Programs, 1-, 2- and 3-year Diploma Programs, Applied Degree Programs, and Joint or Collaborative Degree Programs. The vast majority of students enrolling in college do so in a Diploma Program (Table 1.1).

Table 1.1: College Registrants Direct from Secondary School, by Type of Program (2004)

Program	n	%
Certificate	4,781	15.7
Diploma	24,704	80.8
Applied Degree	1,059	3.5
Total	30,544	100.0

Source: OCAS; data were not available for Joint or Collaborative Degree Programs.

The first set of Applied Degree Programs offered by the Ontario colleges were implemented in the fall of 2003, just in time for the double cohort graduates from secondary school. Students applied to so many post-secondary programs, each one with a different priority for them, that it was difficult to establish a meaningful picture of the viability of the new degree programs. There was little doubt that some of the more attractive diploma programs would be even more attractive as degree programs. The tremendous interest evidenced in the Animation Program at Sheridan and the Flight Program at Seneca illustrates the assured viability of these programs. On the other hand, in the first year, some of the programs generated little interest on the part of prospective students. The second time around, overall numbers increased and Applied Degree Programs appear to have found a real identity in the colleges. By 2004-05, student enrolment in Applied Degree Programs made up 3.5 percent of the college enrolments.

Also, the colleges differ in terms of clientele and programs. Some colleges primarily target eligible applicants in their community while others seek students across the province. Most colleges offer some specialized programs (provincially oriented) and a core of community-serving programs.

The decision that individuals make about when to apply to college – after four, five or more years in secondary school, or having been out of school a year or longer – is much more variable than is the case for universities. A single perspective is not likely to be helpful in planning recruitment strategies for colleges – especially when the greatest proportion of college applicants comes from outside of secondary school.

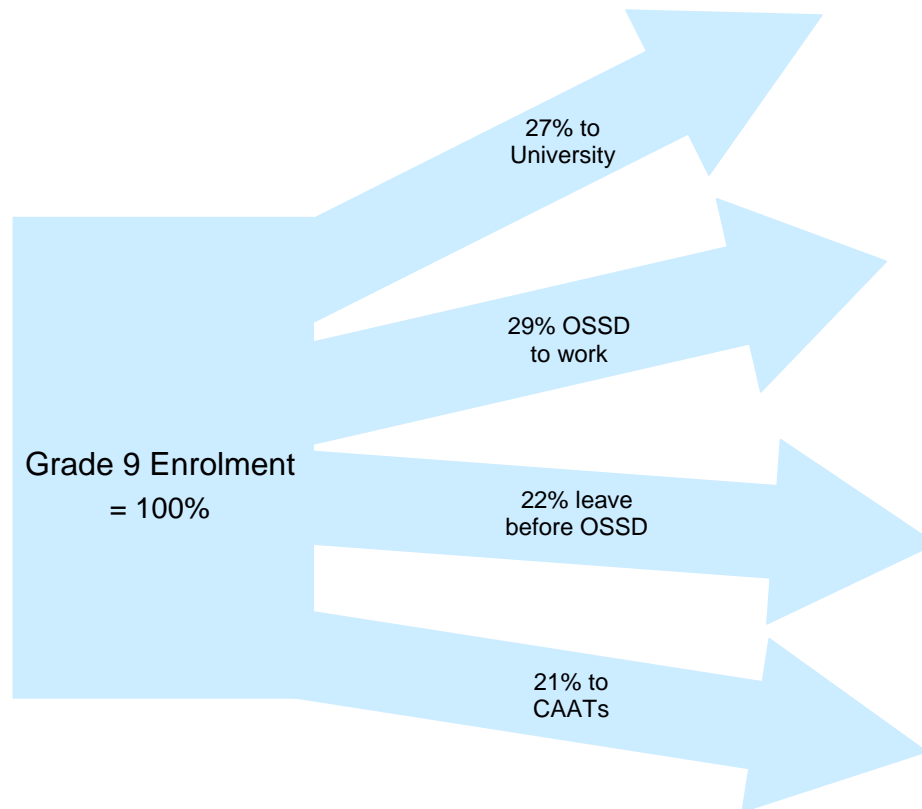
1. Flow of Students from Secondary School to Post-Secondary Destinations – Pre-Double Cohort (2004)

Any depiction of the proportions of students leaving secondary school for post-secondary education destinations over time suggests a tidiness to the process of identifying secondary school leaver's destinations that is not the case. Some students graduate after four or five years and do not apply to university or college until the year after they left secondary school. At a later date, other former students (both graduates and early school leavers) will apply to college (nearly 60% of college applicants have been out of school for one year or longer) and university (approximately 10% of university registrants from Ontario have been out of secondary school for at least one year). Leaving and then re-enrolling in secondary school is an ongoing process for some students. In order to understand current and projected trends in college enrolments, it is necessary to have an accurate picture of the provincial pattern before major changes were made to the structure and content of secondary school programs in Ontario.

Figure 1.1 depicts the transition of students directly from secondary school to post-secondary destinations prior to the introduction of the Reorganized Secondary School Program.

In 2000, approximately 27 percent of the base Grade 9 population, having taken four, five or six years in secondary school, went directly to university, and about 21 percent went directly to an Ontario college. About 22 percent of that base population had not graduated.

Figure 1.1: Year 2000 Ontario Student Flow from Grade 9 to Post-Secondary Destinations (After 4, 5 or 6 Years in Secondary School)



Source: King, Warren, Boyer & Chin, 2005, p.97.

2. Factors Influencing College Enrolments

In this section, we examine four factors that will influence college enrolments in the future:

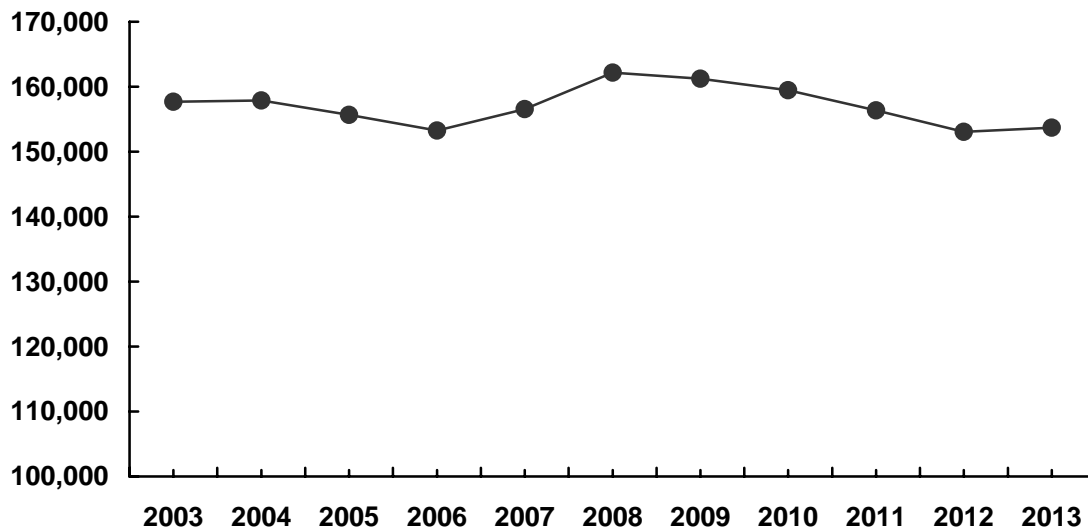
- (1) the size of the age cohort from which college students will be drawn;
- (2) secondary school graduation rate projections;
- (3) post-double cohort college enrolments; and
- (4) post-double cohort university enrolments.

a. The 18-19 Age Cohorts

Will demographic patterns influence the growth or decline in college enrolments in the next ten years? Figure 1.2 illustrates the variability in the age cohorts from which the majority of direct-from-secondary-school university and college enrollees will come, up to 2013. (The age 19 group can be estimated by using the age 18 group numbers for the previous year.)

The last three years of the decade should show some college enrolment increase based on an increase in the numbers of 18 and 19 year olds. However, in the early years of the next decade, the size of the 18-to-19-year-old age group will drop to below what it was in 2003.

Figure 1.2: Age 18 Cohort, 2003 to 2013



Source: Adapted from Statistics Canada, 2001 census (see Table 6.1 in *Double Cohort Study, Phase 4*, p.101).

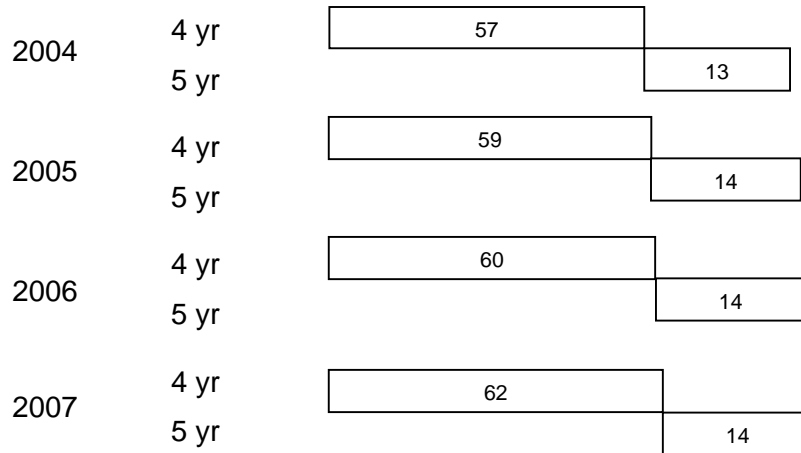
b. Secondary School Graduation Rates

It should follow that the greater the number of students who graduate from secondary school then the greater the number of students who will enroll in Ontario colleges. This has not been the case for universities who typically set program space numbers and closely adhere to them in spite of variations in the number of applicants. However, it should also be noted that direct-from-secondary-school college enrolments were declining around the year 2000 in spite of increasing secondary school graduation rates.

In the years prior to the introduction of the secondary school Reorganized Program, five-year secondary school graduation rates were about 78 percent. The first graduates of the Reorganized Program after four years (2003) represented only 57 percent of the 1999 Grade 9 Cohort (Figure 1.3), another 13 percent of the first Grade 9 cohort graduated after five years in secondary school (i.e., in 2004). The total of 70 percent is far lower than the five-year graduation rate of the previous years. It is not surprising that

declining college enrolments have become an issue. The concern was further aggravated by a smaller double cohort effect than projected by the colleges.

Figure 1.3: Current and Projected Secondary School Graduation Rates 2004 – 2007



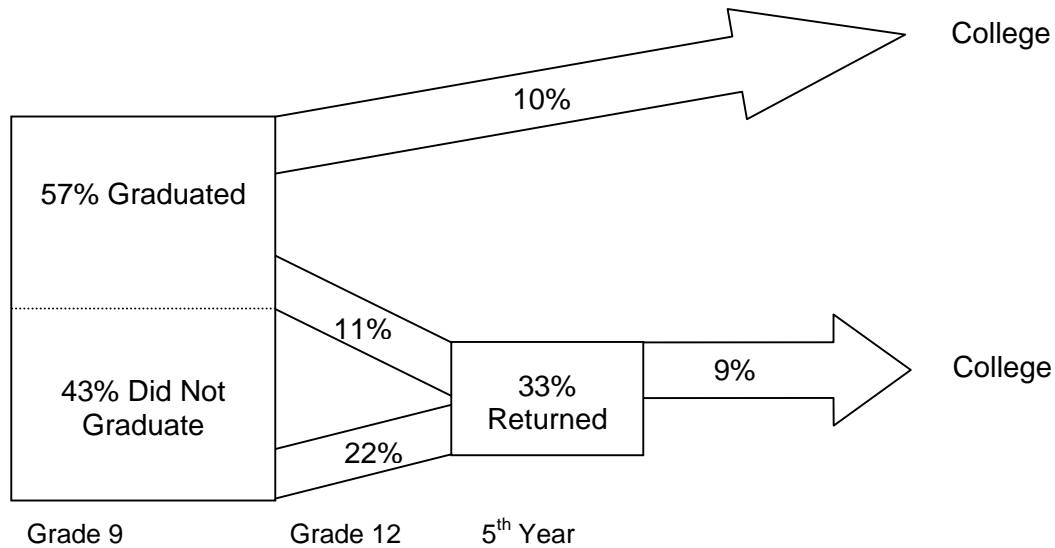
Source: *Double Cohort Study, Phase 4 (2005)*.

The combined four- and five-year graduation rates for the next few years are encouraging, but even by 2007 they are not likely to reach the five-year graduation rates of the previous program. The Ministry of Education has introduced a range of initiatives designed to improve graduation rates and facilitate young peoples' transition from school to work and to college. These programs will inevitably increase college enrolments, but by how much is difficult to determine.

c. Post-Double Cohort College Enrolments

As we noted in Figure 1.1, the direct-from-secondary-school-to-college percentage of the base Grade 9 enrolment prior to the Reorganized Program was approximately 21 percent. This was a loosely defined group of students who had spent four, five and more than five years in secondary school, and who had applied to college from secondary school even though they might have been taking a single secondary school course. The information presented in Figure 1.4 for the first cohort in the new program includes only four- and five-year graduates. There would be a slight increase in the proportion of students going directly from secondary school to college if we added those taking a course or two in a sixth year.

Figure 1.4: Secondary School to College – 1st New Cohort



Source: King, Warren, Boyer, Chin, 2005, p.108.

It is quite clear that the direct-from-secondary-school-to-college group is not growing as a result of the secondary school Reorganized Program. Credit accumulation data for the first four cohorts in the Reorganized Program indicate that a slight improvement over the next few years can be anticipated.

Table 1.2 illustrates the sharp increase in the number of college applicants directly from secondary school in the pre-double cohort and double cohort years. The increase of applicants between 2001 and 2003 was 17.4 percent compared to 59.2 percent for the universities (King, Warren, Boyer & Chin, 2005, p.102).

Table 1.2: Ratio of Fall College Registrants to Applicants Direct from Ontario Secondary Schools (1998-2005)

Years	Registrants	Applicants	Ratio
1998	33,214	55,224	60.1
1999	32,214	55,533	58.0
2000	31,235	51,681	60.4
2001	31,397	51,572	60.9
2002	37,545	60,555	62.0
2003	37,795	65,176	58.0
2004	35,445	56,888	62.3
2005	35,491	55,933	63.4

Source: OCAS data tables and data files.

Although current college applicant numbers are similar to those in the late 1990s, the proportion of applicants registering has increased.

Table 1.3 presents first-year college enrolments of students direct from secondary school with respect to the number of years the students had spent in secondary school. In the past, about one-fifth of this group took four years in secondary school, but as the double cohort year approached, this number increased to almost one-third of the direct-from-secondary-school enrolment. Although the overall number of college applicants in 2005 was about the same as in the pre-2000 years, the proportion of four-year secondary school graduates who enrolled in college has increased. The proportion of four-year registrants should remain stable for the next few years, at just over 50 percent of the direct-from-secondary-school group.

Table 1.3: Fall College Registrants Direct from Ontario Secondary Schools, by Years in Secondary School (% 1998-2005)

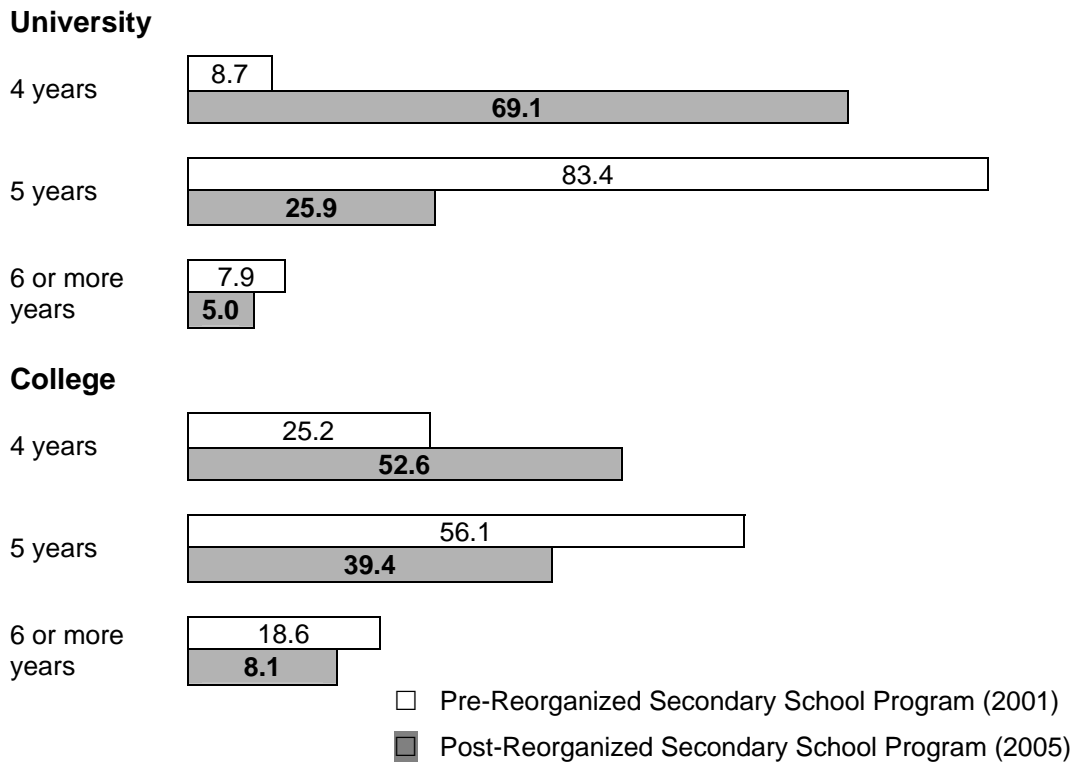
Years	Years in Secondary School*			
	Four	Five	Six	> Six
1998	20.5	52.8	14.6	12.1
1999	22.1	55.1	12.8	10.0
2000	23.0	56.2	12.1	8.7
2001	25.2	56.1	10.4	8.3
2002	32.3	52.1	8.7	6.8
2003	46.0	38.8	7.5	7.8
2004	53.0	39.1	6.3	1.6
2005	52.6	39.4	6.2	1.9

Source: OCAS data files.

It is important to note that the majority of students who left secondary school after six or more years come from adult learning centres and alternative education settings. These students might be better classified as coming to college from out of school as they are typically taking one or two courses and working part or full time.

Changes in the proportion of students graduating in four, five or six or more years from secondary school had quite a different effect on universities in comparison to that on colleges (see Figure 1.5). Prior to 2003, a greater proportion of students went to college after four years in secondary school than went to university. But this pattern has changed. Far more university-bound students graduate and go on after four years in secondary school than is the case for college-bound students.

**Figure 1.5: Direct-from-Secondary-School, by Years in Secondary School
1st Year University & College Registrants (% 4-, 5- and 6-Year Graduates:
Pre- and Post-Introduction of Reorganized Secondary School Program)**



Source: *Double Cohort Study, Phase 4 data files.*

Especially noticeable is the decline in the proportion of six-years-or-more graduates who went to college. The norm of four-year graduation has become more clearly established; it is now less comfortable for students to be in secondary school for six years.

d. Out-of-Secondary-School/Delayed-Entry College Applicants

Except for the marked increase in 2004, the number of applicants who delayed entry into college after secondary school has been about the same for the past five years (see Table 1.4). The ratio of registrants to applicants has been higher for the past two years, and it would be useful to understand why this has occurred. It is difficult to know whether this group will grow or decline as a result of the low secondary school graduation rates anticipated for the next four years. Certainly the number of students who have dropped out has increased; perhaps their lack of success in secondary school will act as a disincentive to consider continuing their education.

Table 1.4: Ratio of Fall College Registrants to Applicants Not Direct from Ontario Secondary Schools (1998 to 2005 – Fall Terms)

Years	Registrants	Applicants	Ratio
1998	41,340	81,308	50.8
1999	41,294	76,669	53.9
2000	40,111	76,951	52.1
2001	42,744	79,407	53.8
2002	41,659	80,164	52.0
2003	42,599	81,969	52.0
2004	45,510	83,408	54.6
2005	44,966	80,337	56.0

Source: OCAS tables.

There appears to be a substantial number of students who have been in secondary school for six or seven years, and who apply to college directly from secondary school. We conducted an analysis of the schools from which 2004-05 college applicants came in order to determine whether those students were taking regular classes during the day. It became immediately clear that the majority of these students were taking one or two courses while working in full- or part-time jobs and were enrolled in adult learning centres, night schools or alternative schools directly associated with school boards. Most of the institutions from which the largest numbers of college applicants came fell into this category (e.g., City Adult Learning Centre, G.A. Wheable Centre for Adult Education, Emery Adult Learning Centre, Scarborough Centre for Alternative Education, St. Louis Adult Learning Centre, Burnhamthorpe Adult Learning Center and the Ottawa Adult High School). When we add up the number of direct-from-secondary-school college applicants who attended these schools, it represents 10 to 12 percent of college applicants. Since these students have left regular secondary schools and are typically enrolled only part time, they might best be classified as part of the 'out-of-secondary-school' or delayed-entry college applicant group. This would reduce the direct-from-secondary-school-to-college group to under 40 percent of college applicants.

e. University Enrolments

In the two or three years prior to the introduction of the Reorganized Program, about 27 percent of the baseline Grade 9 population enrolled in university directly from secondary school having been in secondary school for four, five or six years. In response to public and government pressure, the universities expanded facilities and faculty to respond to

the increased applications expected in the double cohort year of 2003-04. In the past, universities had not adjusted their enrolments in relation to the number of applications they received, but in terms of the number of 'spaces' they had available. Not unexpectedly, in light of the increased resources they had available, Ontario universities increased their available 'spaces' after the double cohort year on the incorrect assumption that there would be a second bubble effect after the 2003-04 year. As a result, a greater proportion of secondary school students now attend university than was the case in the past. Currently universities enroll about 33 percent of the Grade 9 baseline population after the students have been four or five years in secondary school. This dramatic increase in the proportion of secondary school graduates attending university has inevitably had the effect of reducing the size of the pool of students eligible to attend college (see Figure 1.6).

Figure 1.6: Direct-from-Secondary-School 1st Year University & College Registrants: Pre- and Post-Introduction of Reorganized Secondary School Program (% 4- & 5-Year Graduates Based on Grade 9 Enrolment)

Pre-Reorganized Secondary School Program (2001)

University	27
College	21

Post- Reorganized Secondary School Program (2005)

University	33
College	19

Source: *Double Cohort Study, Phase 4 data files.*

One indication of the uncertainty of students' post-secondary school educational plans is the number of students who applied to both Ontario colleges and universities in relation to the proportion of those who registered in one or the other (Table 1.5).

Table 1.5: Applicants to Colleges & Universities, & Registrants in a College or University in Ontario (2003-05)

Year	Source	Applicants to Both Colleges & Universities	Registrants (%)	
			College	University
2003	From secondary school	20,111	40.7 ^a	33.4
	From out-of-school	4,954		
2004	From secondary school	11,883	39.9	30.3
	From out-of-school	5,615		
2005	From secondary school	10,085	N/A ^b	N/A ^b
	From out-of-school	4,438		

^a The percentage of consecutive and non-consecutive applicants to both college and university that registered in only a college program was 40.7 percent.

^b Data are not available.

Source: OCAS.

During the spring of 2003 when student uncertainty about having access to a post-secondary institution was greatest, the proportion of applicants to both institution types was higher than in the pre-double cohort years. Unlike previous years, more of those applying to both colleges and universities registered in a university in the fall of 2003, but fewer in a college. Since 2003, the numbers applying from secondary school to both university and college have declined by about 50 percent.

3. Projecting College Enrolments

Assuming that (1) the universities will continue to enroll about 33 percent of four- and five-year graduates (based on 100% base Grade 9 enrolment), (2) the numbers of six- (and over) year graduates to college will continue to decline slightly, and (3) secondary school graduation rates could increase to about 78 percent after five years in secondary school by 2009, there should be an approximate 5 percent increase in the proportion of college registrants who applied directly from secondary school. The out-of-school registrant group may continue to grow in part because of the large number of secondary school early leavers (dropouts) during the first four years of the Reorganized Program who might seek further education. The growth followed by a decline in the size of the appropriate age cohort should be taken into consideration when making projections.

Graduation rates (5-year rates) will increase slowly through the latter part of the decade, but are not likely to reach the pre-double cohort figures in the next three years. The decline in the number of students remaining in secondary school for a sixth year will continue as four to five years in secondary school will become the norm for formal secondary school attendance. The proportion of students attending university (about one-third of the base population) should remain about the same. The decline in the age cohort in the latter part of the decade will counterbalance, to some extent, the graduation rate increase.

If the colleges are to expand to meet the identified needs of Ontario's economy then (1) secondary school graduation rates must increase substantially, (2) a greater proportion of secondary school graduates must choose to attend college, and (3) more young people who have left secondary school without graduating must re-enter the educational system.

C. Methodology

The main source of information for the study was a survey of Grade 11, Grade 12 and Year 5 students enrolled in 73 secondary schools. The main themes of the survey included academic achievement, educational plans, views on a college education and factors influencing these views. In order to determine whether course offerings and enrolments influenced student opportunities to enroll in sequences of courses leading to college, the participating schools were asked to provide school calendars or course option sheets and course enrolments. Data and findings from the Double Cohort Studies (Phases 3 and 4) were also used to examine the relationship between student aspirations, achievement and application to college.

1. Student Survey

The research team developed the survey instrument over the course of five months with advice from a sub-committee of the Project Steering Committee (see Appendix A for a list of the Project Steering Committee with sub-committee names noted).

An early version of the instrument was pilot tested in two summer schools – one in a combined Grade 11/12 English course session serving senior public and Roman Catholic secondary school students from a medium-sized city and rural environs, and the other in mathematics and English Grade 11/12 classes in a Toronto public secondary school. For the most part, the students completed the questionnaire with little difficulty. The participants offered useful advice about the format and content of the survey. The survey was modified, as required, based on

students' comments, an analysis of the pilot-study data, and suggestions made by the advisory group.

The five-page survey took students between ten and fifteen minutes to complete and addressed the following topics: (1) course information (courses taken, reasons for taking most courses, reasons for not taking a course requested, Cooperative Education, apprenticeship); (2) achievement (credits attained each year, overall average); (3) post-secondary plans (i.e., university, college, apprenticeship, workforce, time off before post-secondary education, college or university programs expected to be applied to, decision timing); (4) employment (type of permanent work planned, part-time job hours); (4) knowledge of post-secondary options; (5) helpfulness of sources of information about post-secondary destinations; (6) application information for Grade 12 and 5th year students (number of colleges and/or universities applied to, optional plans if not accepted); (7) perceptual questions (e.g., views about going to college, parent expectations and views about post-secondary destinations, help in career planning), involvement in school life, teachers' and friends' attitudes about a college education, concerns about costs of attending college or university, preference of location of college or university attended); and, (8) background (gender, birth date, years in high school and years expected to take to graduate, and parents' level of education). See Appendix B for a copy of the survey instrument.

2. Participant Schools

A sample of 68 schools was selected to represent eight Ontario regions served by the colleges, school size and school type (Roman Catholic, public), as well as five schools with a francophone enrolment.

No school boards declined to have the designated schools approached to participate in the study. In three school boards in which a school was unable to be a part of the study or the numbers of questionnaires returned were so low that the schools (2) could not be included, additional substitute schools with similar characteristics were selected.

Table 1.6 presents the number of schools participating from each college(s)-serving region and the French schools.

Table 1.6: Participant Schools & Students

Ontario Regions	Colleges within Regions	# of Participating Schools	# of Students
Northwest	Confederation	3	667
North Central	Northern Sault Cambrian Canadore	9	1,951
East	Algonquin	4	1,219
Southeast	St. Lawrence Loyalist	5	1,485
Central East	Fleming Georgian Durham	9	3,304
Toronto Area	Centennial Seneca George Brown Humber	13	5,957
Central West	Sheridan Mohawk Niagara Conestoga	16	3,494
Southwest	Fanshawe Lambton St. Clair	9	2,617
French	Boréal (Sudbury) La Cité (Ottawa)	5	691
Total		73	21,385

3. Course Enrolments

All the schools that participated in the student survey were asked to provide school calendars and course enrolment information for the 2005-06 school year. Sixty-one schools provided information used for the analysis of course enrolments. Grades 11 and 12 college-preparation and university/college-preparation course offerings were tabulated for each participating school and summarized in order to determine what courses were available to college-planning students, as well as the extent to which course offerings varied from school to school and from region to region.

4. Student Survey Analyses

Student response rates per school averaged two-thirds of senior year enrolments. The overall return rate in terms of potential student participation was 65 percent. The highest and lowest return rates were 96 percent and 28 percent, respectively (331 and 154 of the eligible students). In 23 percent of the schools in the sample, over 80 percent of the senior students participated in the survey.

Survey respondents were asked what they expected to do in the future. Table 1.7 indicates the responses of the three grade groups divided into the 'post-secondary plans' categories provided on the questionnaire (see also Tables C1 to C4 in Appendix C). For many analyses in this report, responses were analyzed by five categories of students' post-secondary plans: Graduate to Work, College Diploma, College Degree, University and Apprenticeship. The University category included those who planned to take time off and then attend university. The College Diploma category included those who planned to take time off and then attend college. The two college categories were combined because the 'time-off-then-college' respondents were more similar to the College Diploma group on academic achievement measures than to the College Degree group. For some analyses that did not involve cross-tabulations of grade groups by post-secondary plans, the responses of all survey respondents were used.

Some students chose to use 'other' as their response because they did not think that any of the categories provided on the questionnaire quite fit them. However, a review of the written responses to the 'other' category indicated that about two-thirds of the responses could have been worked into the categories provided. Most of those involved time off doing something and then going to university or college. A number of students noted 'college then university'. Even those who wrote in 'professional athlete' or 'artist' could have indicated 'graduate from high school and go directly to work'. In any case, the 'other' category is not large and although those respondents have been excluded from the post-secondary-plans cross-tabulations, they are included in analysis involving all students. Some selected college as their destination, but then chose a work field that required apprenticeship training. These students remained classified as 'college' on the assumption that college was still their priority.

Table 1.7: Post-Secondary Plans: Responses to ‘What do you expect to do in the future?’ (% Grades 11, 12 & Year 5 Students)

Plans After High School	Grade 11		Grade 12		Year 5	
	#	%	#	%	#	%
Graduate from high school and go directly to work	221	2.2	207	2.4	110	4.7
College ^a :						
College Diploma (directly after high school)	790	8.0	1,003	11.5	348	14.8
Time off (before college)	1,090	11.0	974	11.2	378	16.1
Subtotal College Diploma	1,880	19.0	1,977	22.7	726	30.9
College Degree	353	3.6	389	4.5	143	6.1
Total College	2,233	22.6	2,366	27.2	869	37.0
University:						
Directly (after high school)	4,416	44.7	4,024	46.2	662	28.1
Time off (before university)	1,189	12.0	693	7.9	206	8.8
Total University	5,605	56.7	4,717	54.1	868	36.9
Apprenticeship	562	5.7	471	5.4	171	7.3
Total (used for cross-tabs)	8,621	87.2	7,761	89.1	2,018	85.9
Excluded (from cross-tabs):						
Leave before graduation	32	0.3	22	0.3	9	0.4
Private Career College	150	1.5	130	1.5	43	1.8
Other ^b	375	3.8	390	4.5	168	7.1
Uncertain	709	7.2	415	4.8	116	4.9
Subtotal	1,266	12.8	957	11.1	336	14.2
Total Survey Respondents	9,887	100.0	8,718	100.2	2,354	100.1

^a ‘College Diploma’ also refers to a College Certificate; ‘College Degree’ refers to Applied, Joint or Collaborative Degree in affiliation with a university.

^b Examples of the category ‘other’ were: military, travel, professional athlete, return to high school for more courses.

Where possible the survey findings are presented in simple histograms and polygraphs with corresponding tables placed in Appendix C. In some cases, tables are used in the text to facilitate the understanding of relationships.

Two open-ended questions at the end of the questionnaire were designed to provide students with opportunities to comment on college-related issues in their own words. The first question focused on views about colleges (i.e., asking about general impressions of Ontario colleges and reasons students would or would not consider attending one), and the second sought further comments or suggestions about educational and/or career planning (see Appendix B). Comments in response to the both questions were entered on computer, classified by common themes and cross-tabulated with the gender, age, grade and the post-

secondary plans of each respondent. In order to illustrate relevant text in the report, comments that were representative of a theme and student characteristics were cited verbatim (including grammatical and spelling errors in English and French). (Approximately two-thirds of the students offered comments on the first question about colleges, and one-third to the final question.)

5. Organization of the Report

The findings are presented and discussed in this order: characteristics of survey respondents, secondary school college-preparation course offerings and enrolments, students' post-secondary educational and career plans, factors influencing post-secondary plans, further perceptions of a college education, and finally the analysis of differences by school, region and French schools. Summary and conclusions can be found in the final part of the report.

Part II. Characteristics of Survey Respondents

In this part of the report, the student respondents are described in terms of their gender and the education of their parents/guardians. This information is cross tabulated with the students' post-secondary plans. To highlight certain issues, the results of selected items are also presented by gender and by parents/guardians' education.

A. Gender

Although a greater proportion of young women than men attend college and university, and college program enrolments differ markedly by gender, gender is not a major theme of this analysis. However, the issue of gender in decision making regarding college program selection is planned to be incorporated into the next phase of the research program. Table 2.1 indicates the gender of survey respondents within each grade and Year 5 (see Tables C5 to C7 in Appendix C).

Table 2.1: Gender, by Grade (% Survey Respondents)

Gender	Grade 11	Grade 12	Year 5
Male	48.2	47.6	59.9
Female	51.8	52.4	40.1

Males are slightly underrepresented in the Grade 11 and 12 samples (based on actual age cohort data) in part because males are more likely to have withdrawn from school as well as have poorer daily attendance than females. However, as expected, because of lower average achievement than females and, consequently, lower four-year graduation rates (King, Warren, Boyer & Chin, 2005), more males remained for a fifth year (similar to patterns under the former system for six- and seven-year students).

There are notable gender differences in the post-secondary plans of students in each grade/year (see Table 2.2 and Tables C8 to C10 in Appendix C)

Table 2.2: Gender, by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)

Post-Secondary Plans	Grade 11		Grade 12		Year 5	
	Male	Female	Male	Female	Male	Female
Graduate to work	3.1	1.3	3.5	1.3	5.9	2.9
College (Diploma/Certificate)	18.9	19.2	22.4	22.8	30.4	31.6
College (Degree*)	3.6	3.6	4.7	4.2	5.8	6.6
University	51.3	61.8	47.8	60.1	33.1	42.4
Apprenticeship	9.1	2.5	9.5	1.7	10.2	2.9
Other	14.0	11.6	12.1	9.9	14.6	13.7

* College (Degree) refers to College's Applied Degree or Collaborative/Joint Degree Program.

Consistent with actual university enrolments, females were far more likely than males to plan on a university education, but very similar numbers of males and females planned on a college education. There was very little interest in apprenticeship on the part of the females.

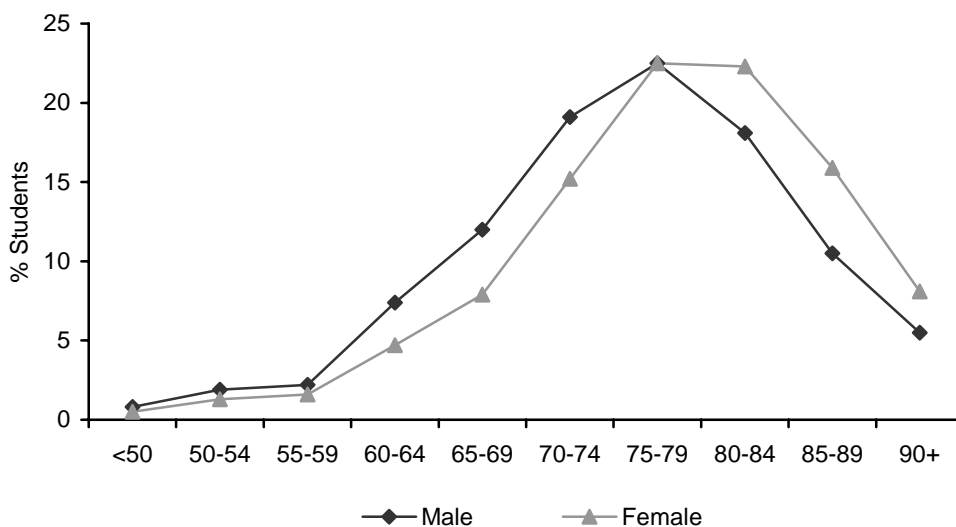
Even in Grade 9, females are more likely than males to take Academic English and Mathematics courses (see Table 2.3 and Tables C11 to C14 in Appendix C; Tables C15 and C16 include those who took Grade 9 Science courses); the differences between males and females academically begin early (research shows that this is so as early as Kindergarten).

Table 2.3: Grade 11 & 12 Students Who Took Grade 9 Academic English & Mathematics, by Gender (% Students)

Course	Male	Female
English	76.3	84.3
Mathematics	76.4	78.6

Acknowledging that females are more likely to be taking Academic and university-preparation courses, their average marks for the year previous to this survey year are more likely to be higher than males (see Figure 2.1 and Tables C17 and C18 in Appendix C). This is especially noticeable in the upper marks ranges which are more likely to qualify students for university admission.

Figure 2.1: Previous Years' Average Marks, by Gender (% Grades 11 & 12 Students)



As expected, the females indicated that more of their parents expected them to go to university (see Table 2.4 and Tables C19 and C20 in Appendix C). With more females than males planning on a university education, we would expect their peers to have a less positive view of a college education, but this was not the case. Interestingly, more males than females would rather remain near home for their post-secondary education. Similar numbers of males and females feel ‘accepted’ in their schools (see Tables C21 to C26 in Appendix C).

Table 2.4: Selected Survey Items, by Gender (% Grades 11 & 12 Students)

Selected Survey Items	Male	Female
My parents/guardians expect me to go to university	55.5	65.0
Most of my friends have a positive opinion about a college education	50.2	56.7
I would prefer to attend a college/university near my home	45.5	41.4
I feel accepted in this school	86.5	87.5

This sampling of gender findings illustrates the need to explore gender differences regarding college in greater depth.

B. Parents’ Education

The educational background of the respondents’ parents/guardian is summarized in Table 2.5 (also see Tables C27 to C32 in Appendix C). References to ‘mother’ and ‘father’ include guardian(s) throughout these analyses.

Table 2.5: Mother and Father’s Education (% Grades 11, 12 & Year 5 Students)

Parents’ Education^a	Grade 11		Grade 12		Year 5	
	Mother	Father	Mother	Father	Mother	Father
Less than High School	7.9	9.8	8.4	11.7	11.3	14.6
High School	19.5	14.9	20.8	15.7	22.8	17.7
Trades Certificate	1.5	7.1	1.4	7.5	1.5	9.4
Some College	9.3	6.8	9.2	6.4	9.6	6.3
College or CEGEP Diploma	15.6	12.7	18.0	14.0	19.7	12.9
Some University	5.7	4.7	4.9	4.2	4.5	3.9
University	20.3	18.0	21.2	18.3	15.2	14.1
Advanced University Degree	7.0	10.4	6.1	9.6	4.6	6.9
Other	1.9	1.5	1.6	1.2	1.6	1.4
Do Not Know	11.4	14.1	8.3	11.4	9.2	13.0

^a References to ‘mother’ and ‘father’ include guardian(s).

It is interesting that more mothers than fathers have a college education. Also, the gap between fathers and mothers with a university education appears to be closing. The parents' education of Grade 11 and 12 students was very similar, but Year 5 students were more likely to have parents with a lower level of education.

When parents' education was broken down by students' post-secondary school plans, it was clear that more students with parents who had a university education also planned on university, but parents who had a college education was not a strong predictor of students' educational plans (Table 2.6 and Tables C33 to C34 in Appendix C).

Table 2.6: Mother and Father's Education, by Post-Secondary Plans (% Students)

Parents' Education ^a	Graduate to work		College Diploma		College Degree		University		Apprenticeship	
	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa	Mo	Fa
Less than High School	19.3	24.0	12.7	16.7	11.5	15.1	5.4	7.2	12.1	15.6
High School	31.3	24.4	25.6	20.6	23.5	17.1	16.7	12.5	27.1	17.9
Trades Certificate	1.9	10.1	1.7	9.6	1.7	9.9	1.2	5.4	2.7	15.7
Some College	8.9	4.8	10.7	7.4	11.4	7.2	8.5	6.2	9.8	7.1
College or CEGEP Diploma	10.8	7.4	19.3	14.7	19.9	15.9	16.8	13.0	16.1	12.7
Some University	1.9	1.7	4.0	3.1	3.9	4.0	6.1	5.3	4.8	3.9
University	5.2	4.8	10.1	8.9	12.6	10.7	27.5	24.8	9.7	7.5
Advanced University Degree	2.3	1.7	2.9	3.0	2.9	3.7	9.1	14.7	2.6	2.8
Other	1.5	1.7	2.0	1.3	1.6	1.6	1.4	1.1	2.1	2.1
Do Not Know	16.6	19.3	10.9	14.7	11.1	14.9	7.3	9.7	13.0	14.8

^a References to 'mother' and 'father' include guardians.

In order to simplify the data tabulation for the following analysis, we combined the parents' education categories into three groups: high school or less; trades certificate and at least some college; and, at least some university. We excluded the 'other' and 'do not know' categories.

There is a moderate relationship between parents' education and the percentage of students taking Grade 9 Academic courses (Table 2.7 and Tables C35 to C38 in Appendix C) with more students whose parents had at least some university taking Academic Mathematics and English than those with high school or less. It is interesting that the figures for both mothers and fathers were very close.

Table 2.7: Students Taking Academic English & Mathematics Courses in Grade 9, by Mothers' & Fathers' Education (% Students)

Course/Parent ^a	High School or less	College or Trade	At least some University
English			
Mother	70.7	79.3	89.7
Father	70.6	78.5	90.7
Mathematics			
Mother	66.3	76.4	87.9
Father	66.2	75.1	89.6

^a References to 'mother' and 'father' include guardians.

There were also substantial differences in academic achievement (i.e., previous years' academic average) by parents' education (Figures 2.2, 2.3 and Tables C39 and C40 in Appendix C).

Figure 2.2: Previous Years' Average Marks, by Mothers' Education (% Students)

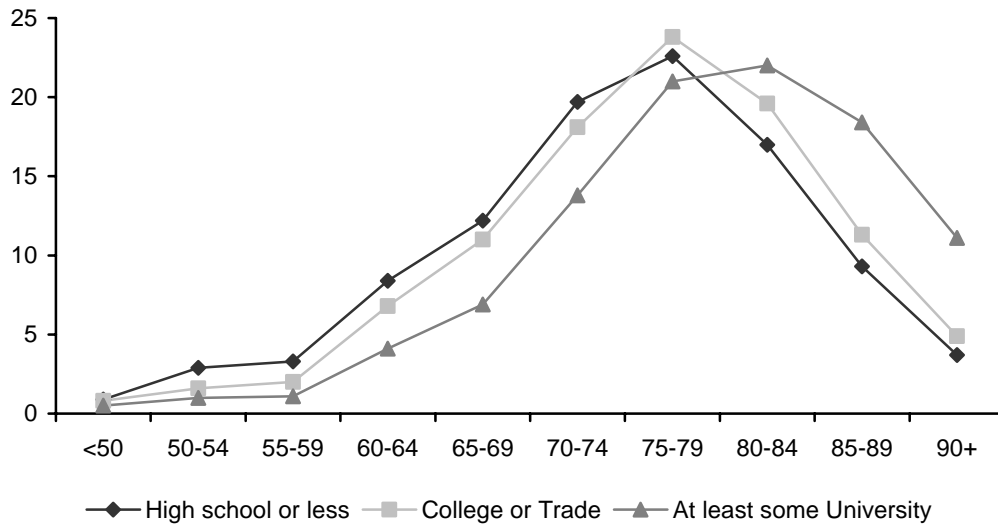
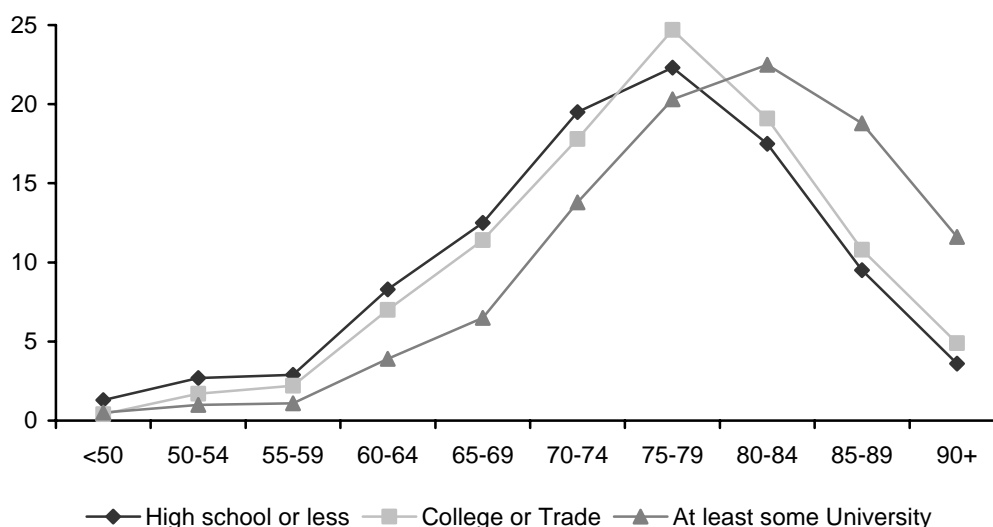


Figure 2.3: Previous Years' Average Marks, by Fathers' Education (% Students)



The marks of students within the 'high school or less' and 'college or trade' categories were similar, but substantially more of the students with parents in the 'at least some university' category had higher marks. It must also be noted that this latter groups of students would more likely have taken Academic courses in Grade 9 or university-preparation courses in Grades 11, 12 or Year 5.

Far more of the students with parents with 'at least some university' expected them to go to university (Table 2.8 and Tables C41 and C42 in Appendix C). Also, it is worth noting that for the 'at least some university' group the fathers had slightly more influence on this issue.

Table 2.8: 'My parents expect me to go to university', by Mothers' & Father's^a Education (% Students)

Parent	High School or less	College or Trade	At least some University
Mother	47.2	54.6	77.2
Father	46.0	52.2	80.1

^a References to 'mother' and 'father' include guardians.

Since friendship groups from the same neighbourhoods typically have similar educational aspirations, one would expect there to be a link between friends and attitudes toward college. As Table 2.9 shows, students with parents who have 'at least some university' are less likely

than those in the other parent groups to have friends who have a positive opinion about a college education (also see Tables C43 and C44 in Appendix C).

Table 2.9: ‘Most of my friends have a positive opinion about a college education’, by Parents’ Education (% Students)

Parent	High School or less	College or Trade	At least some University
Mother	59.7	60.7	46.9
Father	62.6	60.7	44.6

References to ‘mother’ and ‘father’ include guardians.

It could be argued that students who prefer to go away for their post-secondary education are more likely to have parents who are relatively affluent. Since extended education is one indicator of socioeconomic status, we would expect that those students with parents who have ‘high school or less’ education would be most likely to want to remain nearby and those with parents who have ‘at least some university, the least likely, and this proved to be the case (see Table 2.10 and Tables C45 and C46 in Appendix C).

Table 2.10: ‘I would prefer to go to college or university near my home’, by Parents’ Education (% Students)

Parent	High School or less	College or Trade	At least some University
Mother	50.6	44.8	36.3
Father	49.0	46.4	36.5

References to ‘mother’ and ‘father’ include guardians.

It is also worth noting that students with parents who have ‘at least some university’ are more likely to expect to graduate in four years and least likely to take Cooperative Education courses (see Tables C47 to C50 and C84 to C86 in Appendix C).

There is no question that parents’ education plays a major role in student achievement and educational planning – but the pressure placed on students by their parents in this regard can also have negative consequences for a students’ mental health. The issues of financing for post-secondary education and the socioeconomic status of students’ parents requires much further analysis.

Part III. Secondary School Courses

Students' educational plans are shaped in part by the courses available to them in their secondary school. Part III of the report is designed to ascertain what proportion of students select their secondary school programs with college in mind and whether Ontario secondary schools offer the courses that were designed to facilitate the transition of students from secondary school to college.

Course enrolment data were collected from participating schools; the students were asked about the courses they took and those that they wanted to take but could not. The interaction of these factors with their educational plans was the primary framework for analysis in this part of the study. The timing of course delivery is particularly relevant. For example, if a substantial number of students who will later attend a college have not planned on college by Grade 11, the Grade 11 college-preparation courses will likely not be viable.

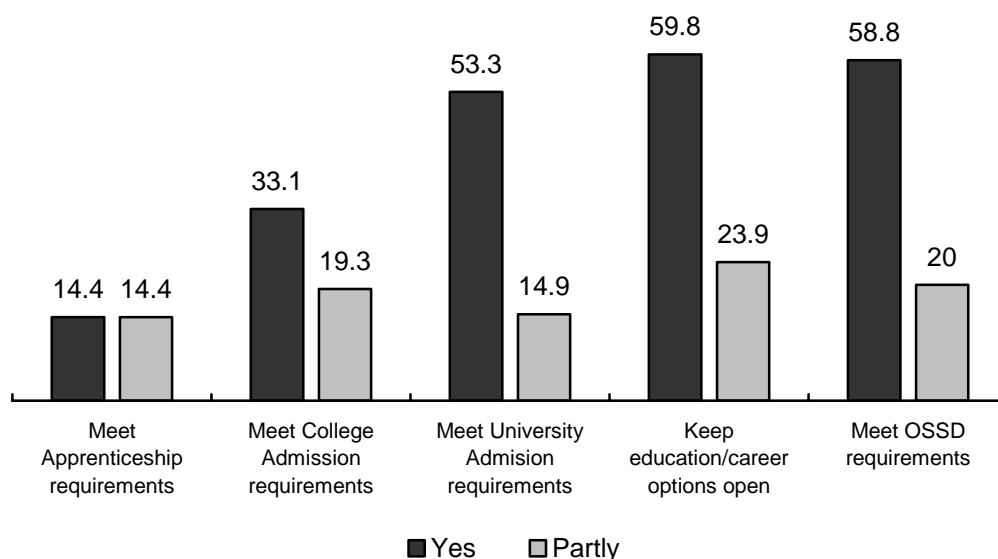
Students' reasons for selecting their courses, their course selection requests, school enrolments in college-preparation courses, college applicant transcripts and enrolments in Cooperative Education and Ontario Youth Apprenticeship Program (OYAP) are the main themes of this part of the report.

A. Reasons for Student Course Selection

In order to determine the factors that students take into consideration when making course selections, the respondents were asked what their motivation was in terms of five alternatives. The response options and overall student responses are summarized in Tables C51 to C55 in Appendix C, and by post-secondary plans in Figure 3.1. See Tables C56 to C70 in Appendix C for responses by grade level.

Students were asked to check as many responses as were relevant to them, but in retrospect, it would have been more helpful if they assigned priorities to their choices. Compared to those who chose courses at least in part to meet apprenticeship and college admission requirements (e.g., Grade 12s: 24.9% and 48.6% respectively), the majority of students stated that 'meeting university admission requirements', 'keeping as many education and career options open as possible', and 'meeting graduation requirements' were their reasons.

Figure 3.1: Reasons for Taking Courses (% Students)



After ‘keeping options open’ and ‘meeting OSSD requirements’, the students tended to indicate ‘yes’ beside the reason that coincided with their educational goals (see Table 3.1). College planners were most likely to select ‘college requirements’, apprenticeship planners to select ‘apprenticeship requirements’, and so on.

Table 3.1: Reasons for Taking Courses, by Post-Secondary Plans (% Students)

Reasons	Graduate to work	College Diploma	College Degree	University	Apprenticeship
Meet apprenticeship requirements	22.9	14.5	16.9	8.6	61.7
Meet college admission requirements	25.1	67.3	74.3	12.6	45.1
Meet university admission requirements	4.9	11.3	21.3	85.5	8.4
Keep as many education/career options open as possible	45.1	56.7	55.9	63.7	48.4
Meet secondary school graduation requirements	71.3	65.8	62.9	53.7	66.9

‘Meeting graduation requirements’ was important for the Grades 11 and 12 students, but less so for the Year 5 students because many of them had already graduated. ‘Keeping options open’ was also considered important and that meant for many of the post-secondary education-planning group that they would continue to take university-preparation courses, even if they might ultimately choose to apply to a college program. Certainly course selection patterns in

Grades 11 and 12 emphasizing university-preparation courses are consistent with the criterion of keeping options open. These priorities do have the effect of decreasing the interest in college-preparation courses since taking university-preparation courses keeps both options open, while taking college courses effectively closes the door on university admissions.

1. Course Selection Requests

We have noted in our previous study that many Grade 11 and 12 college-preparation courses designed for the Reorganized Program of Ontario secondary schools are simply not offered in most schools (King, Warren, Boyer & Chin, 2005, pp,59-76). This is especially true in the case of courses in Business and Technology. Since many of the courses “recommended” for particular college programs are not offered and most required or recommended for university programs are offered, we assumed that college-planning students would be less likely to get the courses they request than university-planning students. However, when students were asked the question on the survey “Were you able to take all the courses you requested”, they tended to respond in terms of the courses their schools listed for consideration, not in terms of all provincial guideline courses that might be made available. Therefore, the responses to that question summarized in Table 3.2 reflect essentially whether they got the courses they asked for based on the course option list that was made available to them at their school (see Tables C71 to C74 in Appendix C).

Table 3.2: ‘Were you able to take the courses you requested?’ (% Grades 11, 12 & Year 5 Students)

Response	Grade 11	Grade 12	Year 5
Yes	71.2	71.6	69.8
No	28.8	28.4	30.2

Overall the proportion of students who did not get a course they requested was remarkably high – approximately 30 percent for all students in the three years. Table 3.3 presents the responses of those students who were unable to take the courses requested, by their post-secondary plans (see Tables C75 to C78 in Appendix C).

Table 3.3: Students Unable to Take Courses Requested, by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)

Post-Secondary Plans:	Grade 11	Grade 12	Year 5
Graduate to work	30.1	27.3	40.7
College Diploma	28.5	29.9	31.7
College Degree	28.2	30.6	22.5
University	28.4	26.7	27.1
Apprenticeship	29.4	28.2	26.0

Generally speaking, the university-planning students were most likely to get the courses they wanted, but differences across the groups were not great

A summary of the reasons that students could not take the courses they requested is presented in Table 3.4 and Tables C79 to C82 in Appendix C. The particularly high “course conflict” response indicates that there are timetabling scheduling difficulties in many schools related in part to the large number of single section courses that are difficult to schedule. The surprising number of ‘course was full’ responses indicates the lack of flexibility that schools have because of minimum and maximum class size regulations.

Table 3.4: Reason You Could Not Take the One Course (% Grades 11, 12 & Year 5 Students)

Reasons:	Grade 11	Grade 12	Year 5
Course not available	6.0	8.8	14.1
Course conflict	34.1	34.8	23.0
Course cancelled	14.4	17.6	15.1
Already had 8 courses	7.2	3.9	2.5
Course was full	29.4	24.3	33.8
Other	8.8	10.6	11.6

The students were asked to indicate a specific course that they wished to take that they were unable to take. Again it must be noted that students tended to respond to this question in terms of the courses listed on their course selection lists rather than all Ministry of Education guideline courses. We were particularly concerned that if students were not able to access college-preparation courses that might act as a disincentive to attending college.

Except for the core English, Mathematics and Science courses, almost every other course was identified by some students as not being available to them. For the Grade 11 students very few college-preparation courses were identified by more than a few students – Hospitality (TFT3C) was the most common. Even Grade 11 College Mathematics (MBF3C),

a course offered in almost every school in the province, had more mentions than any other college course. The pattern for university/college-preparation courses was similar – few were mentioned and those that were had few references.

Grade 12s referred more to college-preparation Chemistry, Physics and Mathematics (MCT4C) as requested courses that they could not take than any other college courses. In school course calendars, a number of subjects were listed as college-preparation courses, but do not appear in the Ministry of Education guidelines as such – for example, Vocal Music, Photography, Grade 11 Physics and Law.

Most of the courses mentioned by the Year 5 students that they were unable to have scheduled were Grade 12 courses. Year 5 students noted very few college-preparation courses and those that they did note were usually mentioned very few times. Course scheduling issues do not appear to have affected college-planning students any more than other students (Table C83 in Appendix C). It may be that courses they might have selected were not offered on the school's course selection list. Over- and under-subscription of courses is the greatest problem for all students who were unable to obtain desired courses. In interviews with guidance counselors and vice-principals in the course of the double cohort research program, they noted that it was difficult to put a college-destination program together because appropriate courses were not being offered, in part because low enrolments were anticipated.

B. College-Preparation Course Offerings and Enrolments

One of the major purposes of the Reorganized Program in Ontario secondary schools, introduced in Grade 9 in 1999, was to facilitate the transition of students to university, college and the world of work. In order to achieve this goal, destination-oriented courses in Grades 11 and 12 were developed along with a Grade 10 career planning (Guidance) course and a Teacher-Adviser Program was introduced. From previous research, we have learned that a greater proportion of students are now attending university than was the case prior to the Reorganized Program's introduction but that fewer students are graduating from secondary school; we also noted low enrolments in college-preparation courses (King, 2004; King, Warren, Boyer & Chin, 2005). This latter issue is developed in greater depth in this report.

There are over 160 Grade 11 and 12 Ministry of Education courses that schools could offer to their students, and it is unrealistic to expect every school to offer them all. In fact, most Ontario secondary schools offer less than one-half of the available guideline courses. Each school must work within class size minimums and maximums when establishing each course's viability. Some courses can be combined for instructional purposes in order to reach minimum class size requirements. However, the new course outlines make each course so distinctive that this combining of courses is not practical in most instances. It occurs most commonly in Arts and Technology courses.

In this section we are particularly concerned with the number of college courses offered in Ontario secondary schools and enrolments in these courses. More specifically, the purpose of this section is to (1) determine provincial enrolments in Grade 11 and 12 college courses; and (2) identify variability in course offerings from school-to-school and determine the factors that contribute to variability in offerings and enrolments. In the subsequent section, we examine college applicant transcripts from 2004-05 in terms of the incidence and type of college-preparation courses. We examined provincial course enrolment patterns from the Ministry of Education data files, reviewed the course enrolment analysis presented in the *Double Cohort Studies*, and analyzed course offerings and enrolments in Grade 11 and 12 courses in the schools sampled for this study. Sixty-one schools provided us with useable data in time for this analysis. We also examined variability in course offerings and enrolments in twelve schools and attempted to identify the factors that influenced the variability.

Table 3.5 presents the percentage of schools offering college-preparation courses in English, Mathematics and Science in the *Double Cohort Study, Phase 4*, sample of 92 schools (2003-04) and in this study's sample of schools (2005-06), as well as the percentage of students at each grade level across the province taking these courses in 2003-04 and 2004-05. The 97.8 percent figure in the first column means that 90 of 92 schools in the *Double Cohort Study* offered and had an enrolment in ENG3C (Grade 11 college-preparation English). The numbers 34.1 in the third column and 37.3 in the fourth column mean that about one-third of the Grade 11 students in the province were enrolled in ENG3C in 2003-04 and the proportion increased to 37.3 in 2004-05.

In the years following the Reorganized Program, there has been a steady increase in the proportion of Grade 9 and 10 students taking Applied English and Mathematics. This increase has been paralleled by the growth in the proportion of students taking Grade 11 and 12 college-preparation English and Grade 11 college-preparation Mathematics. About 60 percent of students usually enroll in university-preparation courses and the remainder in workplace courses. The continued decline in the Grade 12 Mathematics for College Technology course enrolments is a concern because a number of colleges recommend this course for admission to College Technology Programs.

Table 3.5: Grades 11 and 12 English, Mathematics & Science College-Preparation Courses (% Schools Offering in 2003-04 & 2005-06; Provincial Enrolments, 2003-04 & 2004-05)

College Course Codes	Course Titles	% Schools Offering		Provincial Enrolments	
		2003-04 ^a (92 schools)	2005-06 (61 schools)	2003-04	2004-05
ENG3C	English	97.8	100	34.1	37.3
ENG4C	English	98.9	100	37.2	38.0
ETS4C	Studies in Literature	3.3	0.0	0.3	0.2
EWC4C	The Writer's Craft	17.4	14.8	1.4	1.2
MBF3C	Mathematics of Personal Finance	100.0	100	35.4	39.2
MAP4C	College & Apprenticeship Mathematics	95.7	96.7	19.9	20.7
MCT4C	Mathematics for College Technology	57.6	37.7	4.2	2.7
SBI3C	Biology	96.7	96.7	14.5	15.9
SCH4C	Chemistry	77.2	85.2	7.3	7.5
SPH4C	Physics	87.0	62.3	4.0	4.1

^a Figures for 2003-04 were produced for the *Double Cohort Study, Phase 4*.

All or almost all the schools in both school samples offered Grade 11 and 12 college-preparation English, Grade 11 college-preparation Mathematics, and Grade 11 college-preparation Biology (Table 3.10). Only one-half of the students who took Grade 11 English and Mathematics also took Grade 11 college-preparation Biology. (Students were required to take a third Science or a Technological Education course, but in December 2005 the Minister

announced changes in requirements for an OSSD to allow Cooperative Education and a Guidance course to meet compulsory credit requirements.¹⁾

Most of the schools chose to offer Grade 12 College and Apprenticeship Mathematics (MAP4C). Just over one-third of our school sample had students enrolled in Grade 12 Mathematics for College Technology, and provincial enrolment numbers were quite low (4.2% or 1 in 20 students in 2003-04 and 2.7 or 1 in 37 in 2004/05).

While Grade 12 college-preparation Physics and Chemistry courses were offered in the majority of schools, provincial enrolments were relatively low. For most college applicants, there was no Grade 12 Science on their transcript as confirmed by an analysis of 2004 college applicant transcripts (King, Warren, Boyer & Chin, 2005).

The optional Grade 12 college-preparation English course Studies in Literature (ETS4C) was offered in few schools in 2003-04 and none in our school sample in 2005-06, and The Writer's Craft (EWC4C), in few schools. There were very low provincial enrolments in both (EWC4C usually had to be combined with EWC4U to be made available to students).

Table 3.6 lists all the remaining Grade 11 and 12 college-preparation courses with the number of schools offering them from the *Double Cohort Study, Phase 4*, and this study, as well as provincial enrolments for 2003-04 and 2004-05. There are four college-preparation Business courses in the Ministry guidelines and just under half of the sample schools offered BDI3C – Introduction to Entrepreneurial Studies and just over 60 percent, BMI3C – Introduction to Marketing. Only one in six schools offered Grade 12 Entrepreneurial Studies (BDV4C) and one-quarter offered Grade 12 Information Technology in Business (BTX4C), with a very low provincial enrolment in both. Enrolments are quite low and, not surprisingly, few Business courses appear on college application transcripts (even for students applying to Business Programs). However, there were slight increases in the provincial enrolments in the two Grade 11 college-preparation courses between 2003-04 and 2004-05. It appears that the relationship

¹ Technological Education courses have been 'uncoupled' so that students do not have to sign up for concurrent, multiple Technological Education credits. Now, for example, students could earn up to 6 Cooperative Education credits for a 3-credit Technological Education package. Up to 2 Cooperative Education credits and 1 Guidance course can be used as compulsory credits; there is no limit in the number of co-op credits that a student can earn.

between secondary school Business courses and College Business Programs needs a careful review.

Table 3.6: Grades 11 and 12 College-Preparation Courses (% Schools Offering in 2003-04 & 2005-06; Provincial Enrolments 2003-04 & 2005-06)

College Course Codes	Course Titles	% Schools Offering		Provincial Enrolments	
		2003-04 ^a (92 schools)	2005-06 (61 schools)	2003-04	2004-05
BDI3C	Introduction to Entrepreneurial Studies	53.3	49.2	8.1	9.0
BMI3C	Introduction to Marketing	50.0	63.4	8.1	10.1
BDV4C	Entrepreneurial Studies	5.4	16.4	0.7	0.7
BTX4C	Information Technology in Business	26.1	27.9	1.9	1.7
TCJ3C	Construction Technology	52.2	59.0	7.2	8.2
TFT3C	Hospitality	19.6	23.0	2.8	3.4
TMJ3C	Manufacturing Engineering Technology	34.8	49.2	4.0	4.8
TPA3C	Health Care	9.8	4.9	1.3	1.2
TTJ3C	Transportation Technology	34.8	68.9	7.3	8.7
TCJ4C	Construction Technology	37.0	55.7	3.0	3.6
TFS4C	Tourism	3.3	6.6	0.5	0.6
TMJ4C	Manufacturing Engineering Technology	26.1	45.9	2.0	2.0
TPO4C	Child Development & Gerontology	2.2	0.0	0.5	0.5
TPT4C	Medical Technologies	1.1	0.9	0.5	0.2
TTJ4C	Transportation Technology	34.8	55.7	3.4	3.8
CHH3C	Canadian History & Politics Since 1945	0.0	0.0	0.2	0.3
CHY4C	World History: The West & the World	20.7	18.0	1.7	1.6
CGU4C	World Geography	5.4	11.5	0.7	0.6
HIR3C	Managing Personal & Financial Resources	18.5	23.0	4.0	3.8
HPW3C	Living & Working with Children	31.5	47.5	5.2	5.3
PLF4C	Recreation & Fitness Leadership	34.8	37.7	5.0	4.7

^a Figures for 2003-04 were produced for the *Double Cohort Study, Phase 4*.

Less than one-half of Ontario's secondary schools have the facilities to offer Construction and Transportation Technology courses and even fewer have the facilities to offer Manufacturing Technology courses. By chance, our school sample has a greater proportion of schools offering Technology courses in these areas than the provincial norm. Traditionally, enrolments in Grade 11 and 12 Technology courses have been very low and it has been necessary to combine course types (workplace, college, university/college) and grades in order to offer the courses. Times have not changed. Enrolments in Technology courses are still low and usually linked to a Cooperative Education course for students who will go directly to work from secondary school. There was a slight increase in the Grade 11 and 12 provincial enrolments in the two main Technology areas (Construction Technology and Transportation Technology) over the two years. Overall, the college-preparation Grade 11 and 12 Technology courses had notably low enrolments and in our college transcript analysis very few applicants were found with Grade 12 college-preparation Technology courses.

Few schools offered the Health Care (TPA3C), Hospitality (TFT3C), Child Development and Gerontology (TPO4C), and Medical Technologies (TPT4C) courses. A great deal of effort went into the design of these courses, but student interest appears to be low.

Two of the Grade 11 and 12 college-preparation Canadian and World Studies courses are offered in a few schools but overall have low enrolments. None of the schools in both the Double Cohort Study and this study offered the course CHH3C – Canadian History and Politics Since 1945. Managing Personal and Financial Resources (HIR3C) is offered in about one-quarter of our school sample. However, nearly one-half of the schools offered HPW3C – Living and Working with Children. The Grade 12 college-preparation Recreation and Fitness Leadership course (PLF4C) is quite attractive to college-bound students in the one-third of Ontario schools in which it is offered.

Table 3.7 lists the Grades 11 and 12 university/college-preparation courses with the number of schools offering them in 2003-04 from the Double Cohort Study and in 2004-05 from this study, as well as the provincial enrolments for 2003-04 and 2004-05.

Table 3.7: Grades 11 and 12 University/College Courses (% Schools Offering in 2003-04 & 2005-06; Provincial Enrolments 2003-04 & 2004-05)

U/C Course Codes	Course Titles	% Schools Offering		Provincial Enrolments	
		2003-04 ^a (92 schools)	2005-06 (61 schools)	2003-04	2004-05
MCF3M	Functions	95.7	98.3	26.9	26.6
SNC3M	Science	18.5	31.1	3.2	2.8
SNC4M	Science	9.8	14.8	1.1	0.7
BAF3M	Introduction to Financial Accounting	88.0	90.2	15.8	18.1
BAT4M	Principles of Financial Accounting	64.1	62.3	5.9	6.0
BBB4M	Introduction to International Business	31.5	45.9	7.8	8.1
BOH4M	Organizational Studies: Organizational Behaviour & Human Resources	37.0	44.3	6.5	6.9
ICE3M	Computer Engineering	39.1	50.1	4.7	5.0
ICE4M	Computer Engineering	25.0	36.1	2.2	1.9
ICS3M	Computer & Information Science	80.4	95.1	9.9	9.2
ICS4M	Computer & Information Science	51.1	75.4	4.1	3.6
TDJ3M	Technological Design	58.7	82.0	7.4	8.1
TDJ4M	Technological Design	46.7	62.3	3.1	3.2
TGJ3M	Communication Technology	68.5	78.7	14.3	14.9
TGJ4M	Communication Technology	59.8	77.0	7.1	7.2
CGF3M	Physical Geography: Patterns, Processes & Interactions	44.6	49.2	5.2	4.4
CGO4M	Geomatics: Geotechnologies in Action	7.6	4.9	0.7	0.5
CGR4M	Environment & Resource Management	20.7	39.3	3.2	3.3
CHW3M	World History to the 16th Century	79.3	91.8	15.6	16.9
CIE3M	The Individual & the Economy	8.7	11.4	2.1	2.3
CLU3M	Understanding Canadian Law	93.5	88.5	24.4	25.2
HFA4M	Food & Nutrition Sciences	31.5	32.8	6.7	7.6
HHG4M	Issues in Human Growth & Development	12.0	14.8	2.8	3.2
HHS4M	Individuals & Families in a Diverse Society	70.7	77.0	15.4	15.6

(cont'd)

Table 3.7: Grades 11 and 12 University/College Courses (% Schools Offering in 2003-04 & 2005-06; Provincial Enrolments 2003-04 & 2004-05) (cont'd)

U/C Course Codes	Course Titles	% Schools Offering		Provincial Enrolments	
		2003-04 ^a (92 schools)	2005-06 (61 schools)	2003-04	2004-05
HRT3M	World Religions: Beliefs, Issues & Religious Traditions	31.5	34.4	17.0	17.2
HSB4M	Challenge & Change in Society	44.6	49.2	10.3	10.3
HSP3M	Introduction to Anthropology, Psychology & Sociology	67.4	63.9	22.2	25.7

^a Figures for 2003-04 were produced for the *Double Cohort Study, Phase 4*.

Course offerings by school and enrolments in Grades 11 and 12 university/college-preparation courses presents a different picture than is the pattern for college courses. Many university/college-preparation courses are offered in most secondary schools, for example, Introduction to Financial Accounting (BAF3M), Computer and Information Science (ICS3M), Understanding Canadian Law (CLU3M), and Individuals and Families in a Diverse Society (HHS4M). University/college-preparation courses in Technological Design and Communication Technology are offered in far more schools than other college-preparation technology courses.

The two Science courses (SNC3M and SNC4M) were designed for students not going on in Science but with some interest in the field (and in the case of SCN3M to meet the third Science/Technology requirement). SNC3M is offered in nearly one-third of our school sample but SNC4M, in less than one-fifth of them. The provincial enrolment in SNC4M is particularly low. These courses do not appear to be functional and, not surprisingly, rarely appeared on college applicant transcripts. The Canadian Literature course (ETC3M) was not offered in either sample of schools (2003-04 and 2005).

Both Accounting courses were offered in most of the schools with nearly one in five Grade 11 students taking BAF3M. The other two Business courses (BBB4M and BOH4M) were offered in nearly half of the sample schools. Overall, it is rare to find a full range of Business course offerings available to college-bound students.

One-half of the schools in this study's sample offered the Grade 11 Computer Engineering course (ICE3M), but fewer offered ICE4M. The Computer and Information Science courses (ICS3M and ICS4M) were offered in most of our sample of schools.

In the Canadian and World Studies and Social Sciences and Humanities areas, there were substantial enrolments in Understanding Canadian Law (CLU3M) and Introduction to Anthropology, Psychology & Sociology (HSP3M) and most schools offered the course. As would be expected these courses commonly appeared on college applicant transcripts. The other courses vary in terms of the number of schools offering them, but overall enrolments are of a sufficient magnitude to see them well represented on applicant transcripts for both college and university.

Although course failures are relatively low in university/college-preparation courses (ranging from 5% to 12%), the mix of college and university-bound students in them has the effect of increasing the failure rates for the college-bound (the university-bound students tend to get higher marks in these courses). The lower failure rate for university-planning students in comparison to their achievement in equivalent courses in the previous system has had the effect of making a greater proportion of students eligible for university (*Double Cohort Study, Phase 3, pp.47-51*).

The university/college-preparation Grade 11 Mathematics (Functions) course (MCF3M) was designed as a prerequisite to MCT4C (the college-preparation Grade 12 Mathematics College Technology course) as well as MDM4U (the university-preparation Grade 12 Mathematics Data Management course). However, MCF3M proved to be a very difficult course for those planning to enroll in College Technology Programs and as a result contributed to the low enrolments in MCT4C noted earlier. Almost all schools offered the course and over one-quarter of the Grade 11 students took the course.

Table 3.8 illustrates the variability in the number and type of college-preparation course offered across the sample of schools. School size and community served by the school are the main influences on whether a course will be offered, although student interest is also a factor.

**Table 3.8: Variability in College-Preparation Course Offerings, by School
(12 Ontario Secondary Schools)**

Schools:	A	B	C	D	E	F	G	H	I	J	K	L
BDI3C		X	X		X	X		X	X	X	X	X
BMI3C		X		X	X	X		X	X	X		X
BDV4C			X					X				
BTX4C			X		X							
TCJ3C	X	X			X	X		X				
TFT3C		X	X	X		X				X		
TMJ3C			X	X		X		X			X	
TPA3C												
TTJ3C	X	X	X	X	X			X		X		
TCJ4C	X	X			X	X		X		X		
TFS4C		X										
TMJ4C			X	X		X		X				
TPO4C												
TPT4C												
TTJ4C		X	X	X	X		X	X		X		
CHH3C												
CHY4C		X	X	X					X			
CGU4C												
HIR3C	X				X	X						
HPW3C		X	X			X			X	X		
PLF4C	X	X	X			X			X			

Some schools serve university-oriented communities and their course offerings emphasize this perspective (e.g., School L). Some schools go out of their way to offer as many courses as possible, combining grades and course types to accomplish this (e.g., School C). Schools with an Arts orientation are unlikely to offer college-preparation courses (e.g., School G) in part because no college-preparation Arts courses exist (Arts courses are only offered in U/C [M] and O formats). It is very clear that some students will be able to take courses in their school that will prepare them for college (and meet ‘required’ or ‘recommended’ conditions) and others will not.

School course offerings directly affect student college application transcripts since students can only take what is available to them. Students planning on enrolling in college programs are more restricted in the courses that they can take than those planning on university. College-

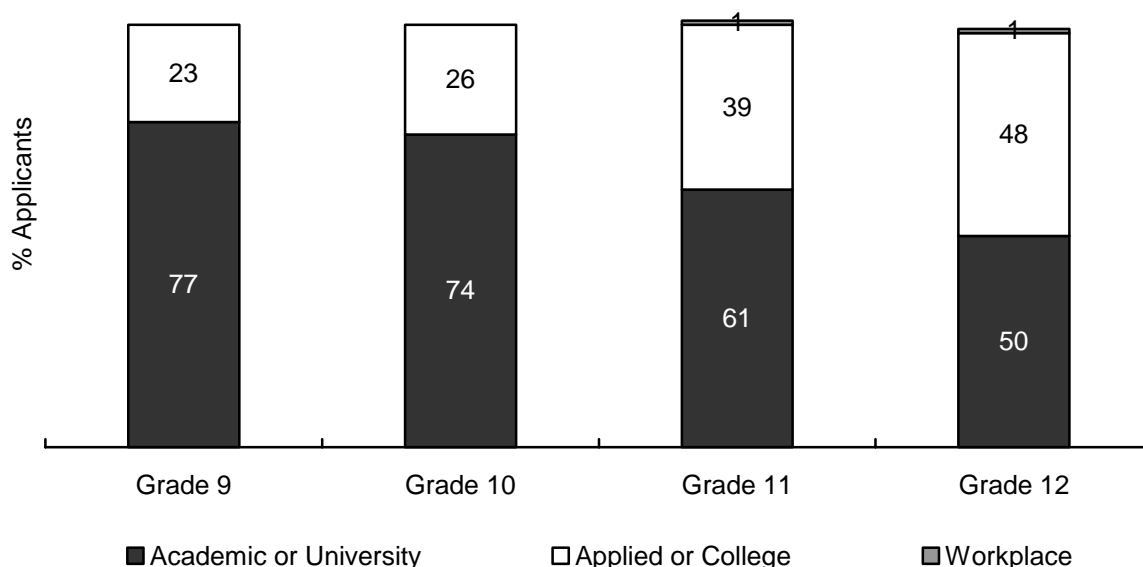
planning students tend to be forced into taking university/college-preparation courses that are not necessarily the most appropriate to meet college program requirements.

C. College Application Transcripts

In 2003, the first group of students who had gone through the secondary school Reorganized Program were eligible to apply to Ontario colleges. These students had completed the program in four years. The analysis that follows was based on their data from Ontario College Application Services (OCAS).

The slowly evolving pattern of the impact of academic achievement on the students' educational plans can be seen in the applicants' type of secondary school English and Mathematics courses. Figure 3.2 presents an analysis of college applicants' secondary school transcripts from 2003-04 in terms of the required English courses they took from Grade 9 to 12. The percentage of college applicants who took Workplace (i.e., Essential Skills) courses in Grades 9 and 10 was negligible and, therefore, is not included.

Figure 3.2: College 2003-04 Applicants' Secondary School English Courses (Grades 9 to 12)

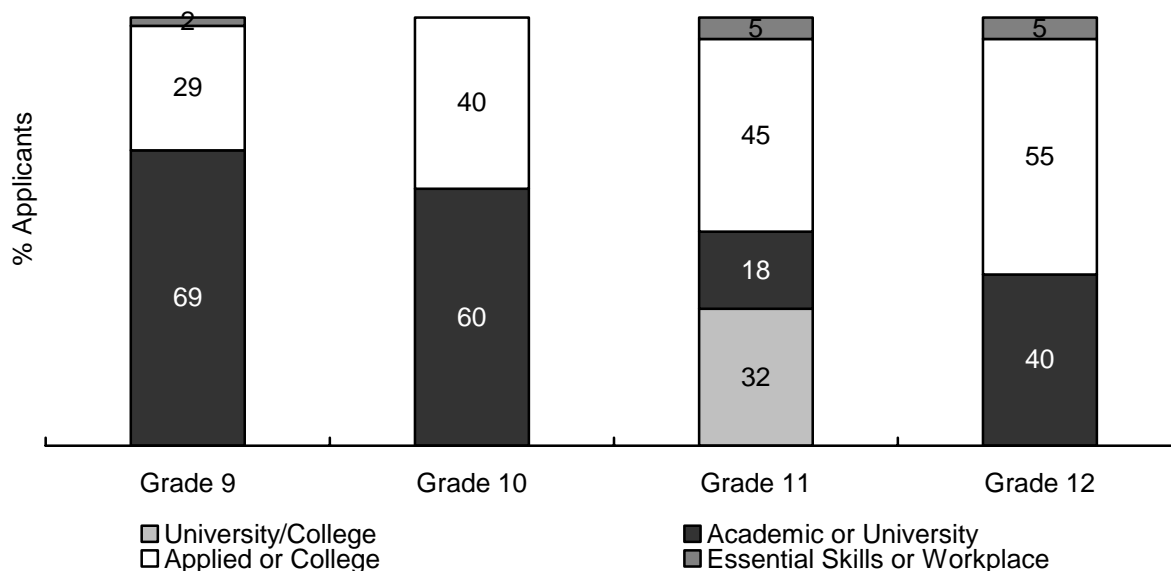


Source: OCAS data files

Seventy-seven percent of the college applicants had taken Grade 9 Academic English. By Grade 12, 50 percent of them had taken university-preparation English. Those taking Grade 12 college-preparation English were not eligible for university (48%), but those taking Grade 12 university-preparation English could still have been contemplating attending university; some of them may have been part of that group that applied to both types of post-secondary institutions.

Figure 3.3 presents similar information on college applicants and their secondary school Mathematics courses.

Figure 3.3: College 2003-04 Applicants' Secondary School Mathematics Courses (Grades 9 to 12)



Source: OCAS data files

Only three Mathematics courses are required to meet secondary school graduation requirements; therefore, the Grade 9, 10 and 11 bars represent essentially 100 percent of students in those grades. However, the Grade 12 bar represents only about 75 percent of the applicants, i.e., those who took Mathematics in Grade 12. Sixty-nine percent of college applicants were taking Academic Mathematics in Grade 9, and, by Grade 12, 40 percent of them were taking a university-preparation Mathematics course. In Grade 11, a university/college-preparation Mathematics course is offered; 32 percent of the college

applicants completed that course successfully. Only 10.3 percent of college applicants who took Grade 12 Mathematics took the Grade 12 Mathematics for College Technology.

Since nearly one-half of the students who applied to college when in Grade 12 had taken a university-oriented program, and even more had done so in Grade 11, the number of students applying to college who had taken a college-preparation courses was relatively small. For example, 30 percent of these college applicants had no Grade 11 college-preparation course on their transcripts and another 22 percent had only one. Also, 38 percent of this group of college applicants had no Grade 12 college-preparation course on their transcripts and 19 percent had only one. Table 3.9 presents the percentages of 2003 college applicants with each of the Grade 11 and 12 college-preparation courses on their transcripts, including English and Mathematics.

Table 3.9: Secondary School College-Preparation Courses Taken By 2003-04 College Applicants (%)

College Courses (Grade 11)	% 2003-04 Applicants	College Courses (Grade 12)	% 2003-04 Applicants
BMI3C Introduction to Marketing	10	BTX4C Information Technology in Business	4
BDI3C Introduction to Entrepreneurial Studies	9	CGU4C World Geography: Urban Patterns & Interactions	1
HIR3C Managing Personal & Family Resources	3	CHY4C World History: The West & World	2
HPW3C Living & Working with Children	6	EWC4C The Writer's Craft	2
CBI3C Biology	20	PLF4C Recreation & Fitness Leadership	5
TCJ3C Construction Technology	6	SCH4C Chemistry	12
TFT3C Hospitality	2	SPH4C Physics	7
TMJ3C Manufacturing Engineering Technology	4	TCJ4C Construction Technology	4
TPA3C Health Care	1	TFS4C Tourism	1
TTJ3C Transportation Technology	7	TMJ4C Manufacturing Engineering Technology	2
		TPO4C Child Development & Gerontology	5
		TPT4C Medical Technologies	2
		TTJ4C Transportation Technology	4

Source: OCAS data files.

As can be seen from Table 3.9, only one college-preparation course offered in Grade 11 was taken by substantial numbers of college-bound students in 2003 – Biology and one in Grade 12 – Chemistry. A significant proportion of college applicants had taken the two Business courses in Grade 11 (10% and 9%), but surprisingly smaller proportions had taken college-preparation Technology courses, considering the fact that they represent a natural sequence to College Technology Programs. On the other hand, there were substantial numbers of college applicants who had taken some of the university/college-preparation courses (see Table 3.10).

Table 3.10: Secondary School University/College-Preparation Courses Taken By 2003-04 College Applicants (%)

U/C Courses (Grade 11)	% 2003-04 Applicants	U/C Courses (Grade 12)	% 2003-04 Applicants
AVI3M Visual Arts	12	AVI4M Visual Arts	11
AMX3M Music	5	AMX4M Music	5
CGF3M Physical Geography: Patterns, Processes, & Interactions	8	CGR4M The Environment & Resource Management	3
CHW3M World History to the Sixteenth Century	16	HFA4M Food & Nutrition Sciences	8
CIE3M The Individual & the Economy	3	HHG4M Issues in Human Growth & Development	3
CLU3M Understanding Canadian Law	28	HHS4M Individuals & Families in a Diverse Society	23
HRE3M Religious Education: Faith & Culture	4	HRE4M Religious Education: Church & Culture	7
HRT3M World Religions: Beliefs, Issues, & Religious Traditions	21	HSB4M Challenge & Change in Society	14
HSP3M Introduction to Anthropology, Psychology, & Sociology	22	ICE4M Computer Engineering	4
ICE3M Computer Engineering	7	ICS4M Computer & Information Science	7
ICS3M Computer & Information Science	17	SNC4M Science	1
SNC3M Science	4	TDJ4M Technological Design	6
TDJ3M Technological Design	10	TGJ4M Communications Technology	13
TGJ3M Communications Technology	20		

Source: OCAS data files.

Understanding Canadian Law (CLU3M), World Religions: Beliefs, Issues and Religious Traditions (HRT3M), Parenting (HPC3O), Introduction to Anthropology, Psychology and Sociology (HSP3M), Challenge and Change in Society (HSB4M) were commonly represented on college applicant transcripts. Students who took Computer and Information Science (ICS3M), Communications Technology and Technological Design (TGJ3M and TDJ4M) appeared to have specific college programs in mind. In summary, very few students took sequences of Business, Health or Technology courses that could be defined as suitable for college preparation.

D. Cooperative Education and OYAP Enrolments

The reduction of the secondary school programs to four years has effectively reduced the opportunity for students to take Cooperative Education² courses (30 credits are required in four years currently versus 30 credits in five years before the Reorganized Program). Recent changes to the graduation requirement regulations to allow Cooperative Education courses to count as required course credits by the Ministry of Education was intended to encourage more student involvement in Cooperative Education. Figure 3.4 illustrates the decline in Grade 11 Cooperative Education enrolments (see *Double Cohort Study, Phase 3*, p.106 for details), but more encouraging numbers in this study's school sample in Grade 12 and Year 5, especially for students planning on college and apprenticeship (see Tables C84 to C86 in Appendix C). A number of new programs have been recently introduced designed to facilitate the transition to college that involve Cooperative Education. If those programs are successful, college enrolments should increase.

² *A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.*

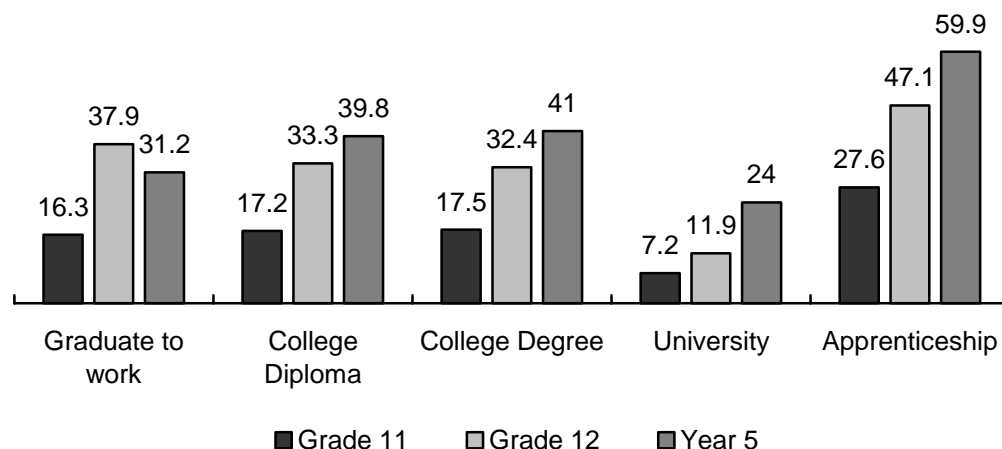
Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course....

The student may take the cooperative education course concurrently with the related course or after successful completion of that course....

*A cooperative education course, including both the classroom component and the placement component, must be scheduled for at least the same number of hours as required for any **one** of its related courses (for a minimum of 110 hours) and for at most twice the number of hours required for **each** related course.*

(excerpts from Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, Ministry of Education)

Figure 3.4: Taking or Have Taken a Course Through Cooperative Education, by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)



The Ontario Youth Apprenticeship Program (OYAP) is designed to involve students in apprenticeship programs before they actually graduate from secondary school.³

Relatively small numbers of students from this study participated in OYAP, as evidenced in Tables C87 to C89 in Appendix C. OYAP students take Cooperative Education credits which are most commonly linked to Technology courses. The main difference from other Cooperative Education students is the nature of their work placements and the OYAP designation.

The percentage of students involved in OYAP has increased since 2003-04 (Grade 11: 1.9% and Grade 12: 2.7% in *Double Cohort Study, Phase 4, 2005*). Nevertheless, the percentage of Grade 12 and Year 5 students planning on an apprenticeship and taking OYAP is surprisingly low. (Table 1.7 on p.19 showed that 5.7 percent of Grade 11s, 5.4 percent of Grade 12s, and 7.3 percent of Year 5 students planned on becoming an apprentice and 2.4 percent of Grade

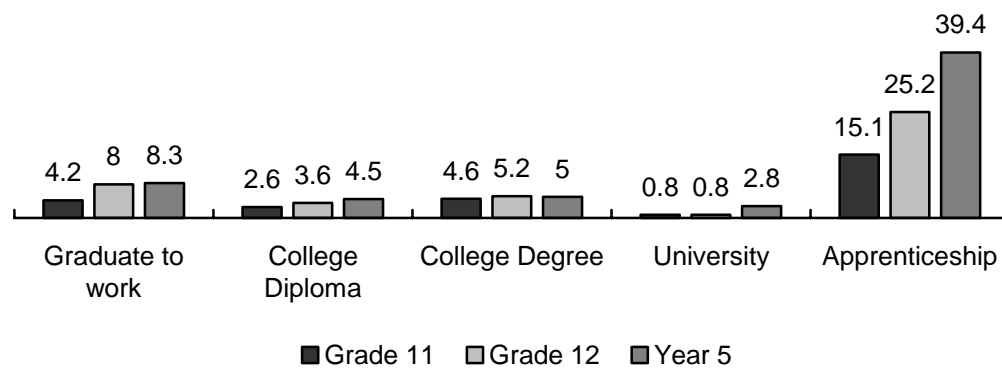
³ The Ontario Youth Apprenticeship Program (OYAP) is: ... a specialized program that enables students who are 16 years of age or older to meet diploma requirements while participating in an occupation that requires apprenticeship. ... An OYAP student is a student who is earning Cooperative Education credits for work experience in an apprenticeship occupation. The student may or may not be formally registered as an apprentice while attending secondary school.

(excerpts from Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, Ministry of Education)

11s, 3.5 percent of Grade 12s and 6.5 percent of Year 5 students were planning to be OYAP participants.)

Figure 3.5 presents the proportion of students who were participating in OYAP by their post-secondary plans (also see Tables C90 to C92 in Appendix C).

Figure 3.5: Participation in Ontario Youth Apprenticeship Program (OYAP), by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)



Participants in OYAP were mainly apprenticeship-planning students and of those planning on apprenticeship, more OYAP participants were in Year 5.

The linkage between the colleges, the Ministry of Training, Colleges and Universities, apprenticeship and OYAP is unclear for many students.

Part IV. Post-Secondary Plans

One of the major curriculum changes in the Reorganized Program for Ontario secondary schools was the development of destination-based Grade 11 and 12 courses. These courses were designed on the assumption that in the average secondary school there would be sufficient students eligible and interested in taking such courses. As a result, the transition to work, college or university would be facilitated. In the previous section, it was made quite clear that very few Grade 11 and 12 college-preparation courses were available to students in most schools and as a result students rarely took a college-preparation sequence of courses. If we had focused on workplace-preparation courses we would have noted that this situation was even worse. In addition, Ministry of Education officials made the assumption that student aspirations from Grade 10 to Grade 12 would be stable and, therefore, viable program sequences could be developed. In this section, we closely examine the relationship between student aspirations and school achievement with special emphasis on college preparation.

First we look at the courses taken by our sample of students when in Grade 9 in light of their plans in Grades 11 and 12 and Year 5. Then using Double Cohort Study data, we examine changes in students plans between Grades 10 and 12, and using this study's Post-Secondary Plans Survey data, we explore timing of decisions, the relationship between plans and academic achievement, and plans for college program and type of work. Finally, we present the number of post-secondary institutions applied to and alternative plans if not accepted.

A. English and Mathematics Courses Taken in Grade 9

One strong indication of changing educational plans is the relationship between the type of courses (Applied, Academic, Locally Developed) taken by students in Grade 9 and their plans in senior grades. Tables 4.1 and 4.2 present student responses to the question related to the type of English and Mathematics courses taken in Grade 9 and their current educational plans (see also Tables C93 to C98 in Appendix C; Tables C99 to C101 indicate the responses for Science courses).

**Table 4.1: English – Type Taken in Grade 9, by Post-Secondary Plans
(% Grades 11, 12 & Year 5 Students)**

Post-Secondary Plans	Grade 11			Grade 12			Year 5		
	Academic	Applied	LD*	Academic	Applied	LD	Academic	Applied	LD
Graduate to work	29.4	56.5	14.0	35.0	57.6	7.4	34.3	56.5	9.3
College Diploma	60.7	37.0	2.3	62.4	35.9	1.8	52.7	43.7	3.5
College Degree	58.9	39.4	1.7	68.4	30.8	0.8	61.3	37.3	1.4
University	95.7	3.0	1.3	95.5	3.3	1.1	92.3	6.4	1.3
Apprenticeship	52.0	44.8	3.2	51.3	45.1	3.6	50.0	47.6	2.4

*LD = Locally Developed course(s), formerly Essential Skills course(s).

**Table 4.2: Mathematics – Type Taken in Grade 9, by Post-Secondary Plans
(% Grades 11, 12 & Year 5 Students)**

Post-Secondary Plans	Grade 11			Grade 12			Year 5		
	Academic	Applied	LD*	Academic	Applied	LD	Academic	Applied	LD
Graduate to work	26.5	59.2	14.2	34.0	58.1	7.9	34.0	57.5	8.5
College Diploma	53.8	43.2	3.1	55.7	41.7	2.6	49.9	46.3	3.8
College Degree	54.3	42.9	2.9	62.3	36.1	1.6	58.2	39.7	2.1
University	93.9	5.0	1.0	94.0	5.0	1.0	89.6	9.5	0.9
Apprenticeship	51.8	44.8	3.4	51.6	44.8	3.6	48.5	47.3	4.2

*LD = Locally Developed course(s), formerly Essential Skills course(s).

As might be expected, the proportions of Grade 11 and 12 students who took Academic, Applied and Essential Skills courses are similar (the proportion of students who took Essential Skills courses leveled off after the third year of the Reorganized Program implementation); Year 5 students were more likely to have taken Applied courses in Grade 9. Over 80 percent of the Grade 11 and 12 students in our sample had taken Grade 9 Academic English and nearly 80 percent had taken Grade 9 Academic Mathematics. Both numbers were lower for the Year 5 group (67.2 % and 64.9%). See Tables C102 to C110 in Appendix C.

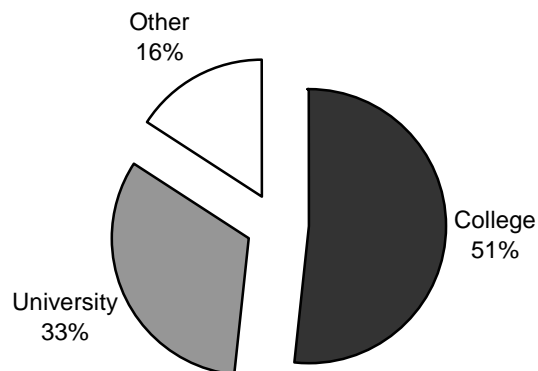
Surprisingly large numbers of our student sample planning on going directly to work or an apprenticeship had also taken Grade 9 Academic English and Mathematics. Well over one-half of the college-planning group had also taken Grade 9 Academic English and Mathematics.

B. Evolution of Post-Secondary Aspirations through Secondary School to College

The Double Cohort Study surveys indicated that 23.6 percent of Ontario students planned to go on to college when in Grade 10 (compared to 54.5% to university; see Appendix C of the Phase 1 Report, King, 2001, p.6). Sixty-two percent of these college-planning students were taking Applied courses or a mix of Applied and Academic courses. An analysis of the achievement of this latter group of students conducted for the Ministry of Education in 2004 indicated that many of this latter group of college-planning students were at risk of failing key courses. The actual proportion of the Grade 10 students planning and eligible to take Grade 11 college-preparation courses was a little smaller. The size of this group would be augmented by those students planning on university when in Grade 10 whose academic achievement indicated that a different direction might be appropriate.

When we look at the educational plans of Grade 12 students interested in attending college when they were in Grade 12 (Figure 4.1), we note that one-third of them planned on university when in Grade 10 and slightly over one-half of them had actually planned on college.

Figure 4.1: Post-Secondary Plans of Grade 12 College-Planning Students When They Were in Grade 10 (%)

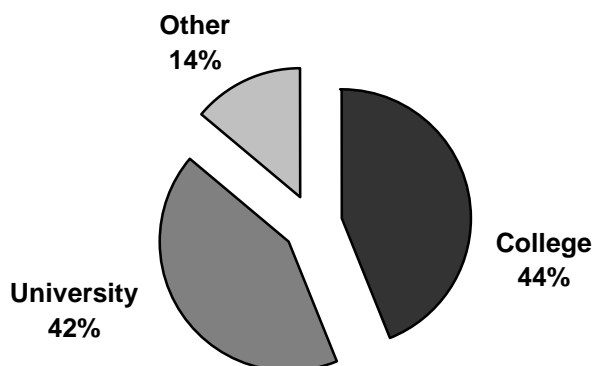


Planned to attend College when in Grade 12; 31.7% of Grade 12 enrolment

Source: Double Cohort Surveys (2001 & 2003), in *Double Cohort Study, Phase 4*, p.112 (2005).

Similarly, when we examined actual 2004 college applicants' educational plans when they were in Grade 10 (Figure 4.2), we noted that nearly as many planned on university as college.

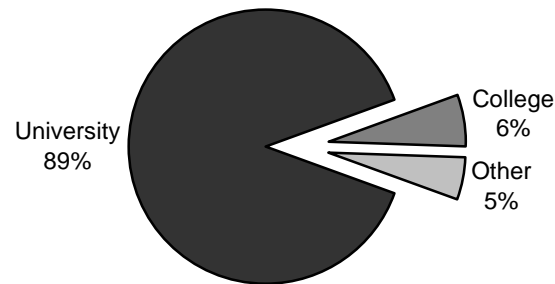
Figure 4.2: Post-Secondary Plans of 2004 College Applicants From Grade 12 When They Were in Grade 10 (n=3020)



Source: *Double Cohort Study, Phase 4 data file (2005)*.

The pattern was quite different for Grade 12 students expecting to attend university (Figure 4.3). Most of them, 89 percent, also planned on university when they were in Grade 10. It is much easier to design destination-based course sequences for Grade 11 and 12 students when their educational plans after Grade 10 are quite stable and when the numbers planning on a particular destination represent over one-half of a school's enrolment. While this is the case for students planning on university, it is not so for those planning on college. Nearly one-half of Grade 12 students who apply to college programs plan on a university education when in Grade 10 making the scheduling of university courses a priority. The decision to attend college is as likely to occur in Grade 12 as Grade 10. Ironically, nearly one-half of the students who attend college have taken what is essentially a university set of courses when in Grade 12.

Figure 4.3: Post-Secondary Plans of Grade 12 University-Planning Students When They Were in Grade 10 (%)



Planning to attend university when in Grade 12 = 48.8% of Grade 12 enrolment

Source: *Double Cohort Study, Phases 2 & 3 (2002 & 2004)*.

In summary, the students who were in Grade 12 or Year 5 applying to college are more likely to have experienced much more uncertainty about their educational plans than those who plan to apply to university.

C. Timing of Post-Secondary Education Decisions

The question When did you make the decision to obtain a post-secondary education? was posed in order to gain some insight into the timing of students' decisions to further their education and the timeliness for students to receive information about post-secondary education options so that they can make appropriate course selection decisions. As previously discussed, it appears that some students tend to make the decision to apply to colleges because they lack the marks that would permit them to apply to university. Responses to this question provide more background to reinforce this finding.

Tables 4.3 to 4.5 present the information about timing of decisions for post-secondary education by the post-secondary plans of Grade 11 students, Grade 12 students and Year 5 students, respectively (see also Tables C111 to C113 in Appendix C).

College-planning students, and those planning on apprenticeship, were far more likely than university-planning students to make the decision about post-secondary education in Grade 10 or afterwards. Those students planning on university were far more likely than those planning on college to make their decision before Grade 10. Many college-planning students did not make their decisions until Grade 11 or 12. The students who indicated that they were planning on graduating and working were most likely to be undecided, and the apprenticeship group were late deciders. Many of the Year 5 students were late decision makers. Over one-half of them decided on college in Grade 11 or later. For some of them, they would have changed a decision that was made earlier.

Table 4.3: ‘When did you make the decision to obtain a post-secondary education?’, by Post-Secondary Plans (% Grade 11 Students)

Post-Secondary Plans	Grade 11				
	Have not decided	Before Grade 9	Grade 9	Grade 10	Grade 11
Graduate to work	70.8	8.0	2.9	7.3	10.9
College Diploma	23.3	22.5	12.2	26.1	16.0
College Degree	14.5	31.4	10.1	28.3	15.7
University	11.8	52.2	12.3	15.5	8.2
Apprenticeship	29.9	17.3	12.6	23.8	16.5

Table 4.4: ‘When did you make the decision to obtain a post-secondary education?’, by Post-Secondary Plans (% Grade 12 Students)

Post-Secondary Plans	Grade 12					
	Have not decided	Before Grade 9	Grade 9	Grade 10	Grade 11	Grade 12
Graduate to work	62.6	7.3	4.9	4.1	5.7	15.4
College Diploma	14.3	22.4	7.7	13.0	24.2	18.4
College Degree	9.3	28.5	10.7	16.0	17.3	18.1
University	4.1	50.8	10.9	9.0	14.0	11.1
Apprenticeship	24.7	14.7	6.2	9.3	25.5	19.6

Table 4.5: ‘When did you make the decision to obtain a post-secondary education?’, by Post-Secondary Plans (% Year 5 Students)

Post-Secondary Plans	Year 5					
	Have not decided	Before Grade 9	Grade 9	Grade 10	Grade 11	Grade 12
Graduate to work	68.5	6.8	4.1	5.5	6.8	8.2
College Diploma	13.5	20.0	7.4	9.1	18.7	31.2
College Degree	8.6	24.3	11.4	11.4	16.4	27.9
University	5.0	39.4	11.4	8.7	13.1	22.4
Apprenticeship	24.6	10.4	6.0	9.0	19.4	30.6

On the basis of the information in these tables, it is easy to see why the uncertainty and late decision making of the college-planning students makes scheduling of college-preparation courses difficult. The tendency for many of these students to try to keep as many doors open as possible sustains enrolments in university- and university/college-preparation courses at the expense of the college-preparation courses.

1. Years Expected to Take to Graduate

When the Reorganized Program in Ontario secondary schools was introduced in 1999, many educators assumed that a substantial proportion of the Grade 9 student population would choose to take five years in secondary school. However, the new course sequencing and a higher rate of student success in university- and university/college-preparation courses than in previous OAC courses has facilitated timetabling and made it easier for students to graduate in four years. Four-year graduation has become the norm. For example, 72 percent of the 2006 university applicants took four years in secondary school (OUAC communication).

Over two-thirds of the Grade 11 and 12 students expected to graduate in four years and well over 80 percent by four and one-half years (see Table 4.6). Over 30 percent of Year 5 students had previously graduated or expected to graduate after spending only one-half of their fifth year in secondary school, a finding which is consistent with the *Double Cohort Study, Phase 4*, finding (King, Warren, Boyer & Chin, 2005). See Tables C114 to C116 in Appendix C.

**Table 4.6: Years Expected to Take to Graduate
(% Grade 11 & 12 Students)**

Years Expected to Graduate	Grade 11	Grade 12
Do not expect to graduate	0.4	0.4
4 years	69.2	68.9
4½ years	14.6	15.3
5 years	10.8	12.4
More than 5 years	0.5	0.5
Uncertain	4.4	2.5

Table 4.7, presenting the same information by post-secondary plans, indicates that a far greater proportion of students planning on university expect to graduate in four years than the other groups. The substantial number of college-planning students who expect to take four and one-half years to graduate suggests that winter term entry to colleges should be emphasized in college advertising (see also Tables C117 and C118 in Appendix C).

**Table 4.7: Years Expected to Take to Graduate, by Post-Secondary Plans
(% Grade 11 & 12 Students)***

Post-Secondary Plans Years:	Grade 11				Grade 12			
	4	4½	5	>5	4	4½	5	>5
Graduate to work	50.0	19.0	15.7	2.3	52.2	22.0	16.1	2.4
College Diploma	55.6	22.5	15.6	0.6	60.6	21.4	14.0	0.7
College Degree	65.7	18.7	11.9	0.6	65.5	16.5	15.5	0.0
University	78.3	10.7	7.9	0.2	78.6	10.2	9.5	0.3
Apprenticeship	62.5	16.3	15.2	1.1	56.9	23.0	14.9	1.1

* Percentages do not add up to 100 percent because students not expecting to graduate (38 in Grade 11 and 32 in Grade 12), and those who responded 'do not know' (434 Grade 11s and 218 Grade 12s) were not included in this table.

D. Relationship between Post-Secondary Aspirations and Secondary School Achievement

To gain an understanding of the relationship between students' educational aspirations and their school achievement, it is useful to examine not only the type of courses taken in Grade 9 but also credits completed in Grades 9 and 10, summer school credits taken, and average marks with respect to educational plans when in Grades 11, 12 and Year 5.

1. Credit Status

The students were asked how many credits they had successfully completed in Grades 9 and 10 (see Tables C119 to C124 in Appendix C). Table 4.8 indicates that similar percentages of Grade 11 and Grade 12 students had gained 8 or more credits in Grade 9 while, as might be expected since they had remained for an additional year, considerably fewer Year 5 students had done so (74.4%).

Table 4.8: Grade 9 Credits Attained (% Grades 11, 12 & Year 5 Students)

# Credits	Grade 11	Grade 12	Year 5
8 or more	84.6	85.6	74.4
7	6.6	7.7	12.1
6	2.4	2.7	5.5
5	0.8	0.6	2.7
4.5 or fewer	5.6	3.3	5.3

A surprisingly large number of these students were at risk of not graduating. Grade 10 success rates were even lower for student respondents, with approximately 10 percent of Grade 11s, 7 percent of Grade 12s and 17 percent of Year 5 students obtaining six or fewer credits. (Tables C125 to C127 show responses with regard to Grades 11 and 12.)

Table 4.9: Grade 10 Credits Attained (% Grades 11, 12 & Year 5 Students)

# Credits	Grade 11	Grade 12	Year 5
8 or more	79.8	81.4	67.2
7	9.8	11.0	16.0
6	3.1	3.3	7.2
5	1.3	0.8	2.8
4.5 or fewer	6.0	3.4	6.8

Table 4.10 presents the proportion of students who had attained 8 credits or more in each of Grades 9 and 10 in terms of their current post-secondary plans (see Tables C128 to C133 in Appendix C).

Table 4.10: Eight or More Credits Attained in Grades 9 & 10, by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)

Post-Secondary Plans	Grade 11		Grade 12		Year 5	
	In Grade 9	In Grade 10	In Grade 9	In Grade 10	In Grade 9	In Grade 10
Graduate to work	59.0	50.3	59.0	58.9	49.3	34.3
College Diploma	73.4	67.0	75.6	69.7	65.9	60.3
College Degree	75.1	73.8	79.0	76.9	73.7	57.0
University	91.3	87.7	93.5	89.9	87.5	83.1
Apprenticeship	77.7	69.2	71.8	66.0	64.7	50.7

The students planning on university were more likely to have achieved 8 or more credits in each year and those expecting to graduate and go to work the least. The College Degree group were a little more likely to have successfully completed all their Grade 9 and 10 courses than the College Diploma group, with the exception of Year 5 students in their Grade 10 year.

Are students with different post-secondary plans more or less likely to attend summer school? Perhaps most important are those students who have failed courses more or less likely to attend summer school depending on their post-secondary plans? Table 4.11 indicates the percentage of each post-secondary plans group who took a summer school course(s) after each school year.

Table 4.11: Summer School Attendance After Each Grade, by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)

Post-Secondary Plans	Grades/ Year	After Grade 9	After Grade 10	After Grade 11	After Grade 12
Graduate to work	Grade 11	13.0	9.1		
	Grade 12	10.5	10.8	5.5	
	Year 5	12.9	15.9	15.9	3.6
College Diploma	Grade 11	12.6	10.3		
	Grade 12	11.8	12.6	10.0	
	Year 5	15.6	14.1	11.6	7.1
College Degree	Grade 11	11.6	11.7		
	Grade 12	10.4	11.5	14.1	
	Year 5	14.0	14.9	12.7	9.5
University	Grade 11	8.2	10.8		
	Grade 12	7.9	9.3	13.6	
	Year 5	9.8	11.8	13.8	9.2
Apprenticeship	Grade 11	10.6	10.8		
	Grade 12	14.6	10.6	7.8	
	Year 5	19.1	19.4	10.5	5.7

The Year 5 group was most likely to have taken summer school courses throughout school, especially the apprenticeship-planning group after Grades 9 and 10. Considering their lack of success in Grades 9 and 10, the 'Graduate-to-Work' Grades 11 and 12 group were not much more likely to attend summer school than the university-planning group. Although summer school attendance was correlated with credits lost in Grades 9 and 10, it was also associated with educational plans, especially in Grades 10 and 11; that is, university-planning students were more likely to repeat a failed course in the summer than college-planning or apprenticeship-planning students even though proportionately fewer of them took a summer school course (i.e., the university-planning students had failed fewer

courses, see Table 4.10). Tables C134 to C142 in Appendix C provide student responses to the question on the number of credits successfully completed in summer school after each year, by post-secondary plans.

2. Average Marks

Students were asked to report their approximate overall average for the previous year.

Table 4.12 and Tables C143 to C145 in Appendix C present the responses to that question.

**Table 4.12: Previous Year's Average Marks
(% Grades 11, 12 & Year 5 Students)**

2004-05 Average Marks	Grade 11	Grade 12	Year 5
50% and lower	0.6	0.7	2.0
51 to 54%	1.5	1.6	4.3
55 to 59%	1.9	1.8	4.2
60 to 64%	6.1	5.8	12.3
65 to 69%	9.7	10.1	13.9
70 to 74%	16.7	17.6	21.2
75 to 79%	22.5	22.6	19.2
80 to 84%	20.1	20.4	12.6
85 to 89%	13.8	12.8	7.2
90% and higher	7.1	6.6	3.2

In order to compare the achievement of college-planning students with that of university-planning students, the students were asked to report their previous years' average marks. The responses of college- and university-planning students with regard to their previous year's average marks were categorized by their post-secondary plans and presented in Figures 4.4 to 4.6 and Tables C146 to C148 in Appendix C. (The average marks of the Graduate-to-Work and Apprenticeship groups can be found in those same Appendix C tables.)

Figure 4.4: Previous Years' Average Marks, by Educational Plans (% Grade 11 Students)

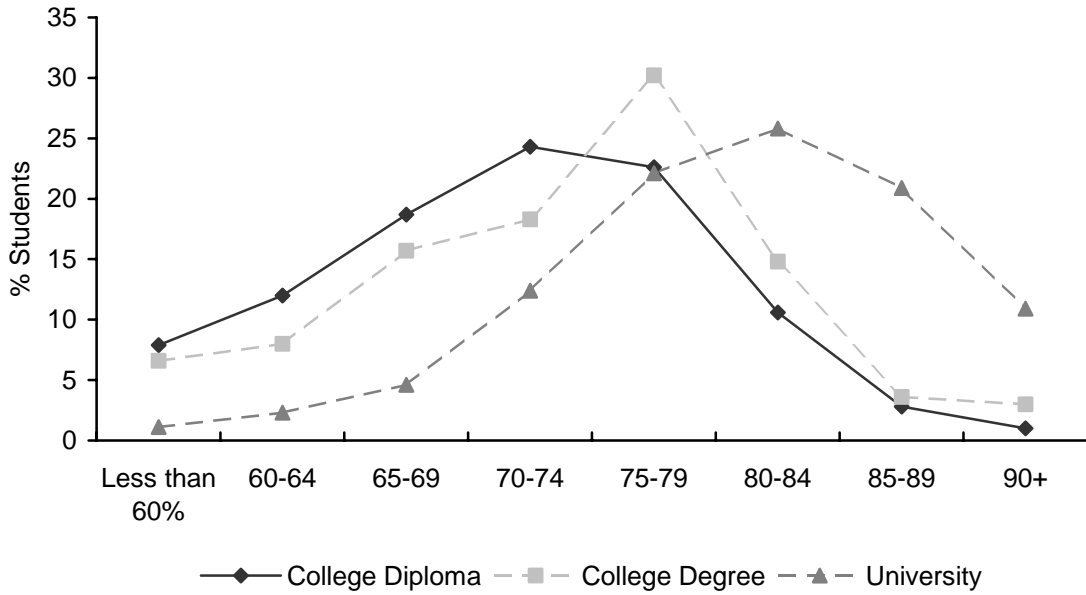


Figure 4.5: Previous Years' Average Marks, by Educational Plans (% Grade 12 Students)

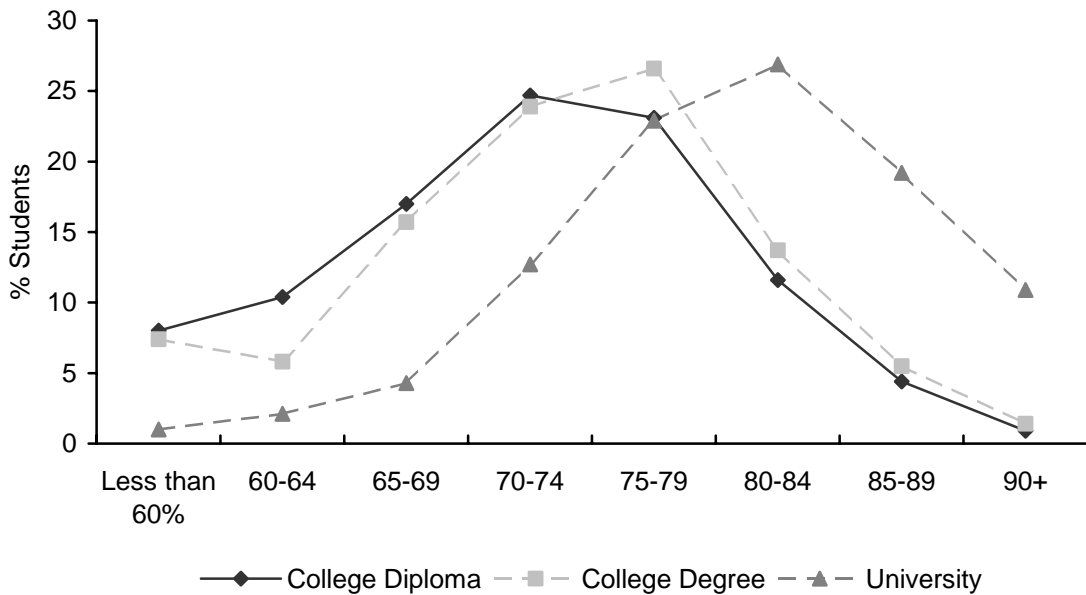
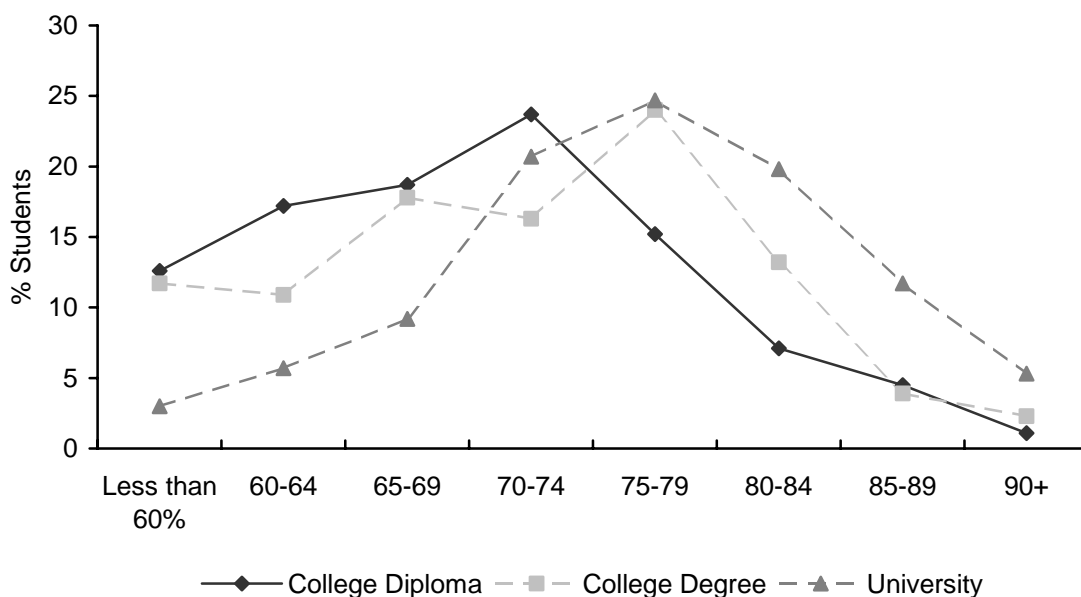


Figure 4.6: Previous Years' Average Marks, by Educational Plans (% Year 5 Students)



The Grade 11 students were referring to their Grade 10 marks, the Grade 12 students to their Grade 11 marks and the Year 5 students to their Grade 12 marks. Grades 11 and 12 students who plan on taking a College Applied Degree Program had slightly higher mark averages than those planning on taking a College Diploma Program. There were sharp differences in achievement between those planning on university and those planning on college. The majority of university-planning Grade 11 and 12 students had marks over 80 percent, while less than one-quarter of the college planners had marks this high. Nevertheless, there was still a great deal of overlap between the average mark distribution; that is, many college-planning students appeared to have the necessary marks to consider a university education. Also, more college-planning students than university-planning students were achieving marks that placed them in the 'at-risk-of-not-graduating' category.

There were more college-planning Grade 11 students with Grade 10 marks in the 'at risk' range than was the case for the Grade 12 equivalent group. These achievement patterns parallel the changing aspirations of college-planning students and re-emphasize the difficulties of designing college-preparation course sequences for Grades 11 and 12 students.

There were notably fewer higher achieving students in the Year 5 university-planning group and more college-planning students with average marks less than 70 percent than was the case for Grades 11 and 12 students.

Not surprisingly, the theme ‘would attend college if unable to qualify for university’ was threaded through students’ comments and illustrates the relationship between academic achievement and educational plans. The following quotes illustrate this perspective:

I would like to go to university, but if my marks are not that great then I will go to college. (Grade 11 female, planning on university after time off)

I am planning to [go to college] because I don’t have the grades for university and because what I want to do is at college. (Grade 12 female, planning on college diploma or certificate)

My marks are not university type, they are college. I would take college because its cheaper, not long, and it will be much easier to me. Also, my family is here so I don’t have to pay for living costs. (Grade 11 female, other plans)

I would consider attending a college if my marks were lower, however, I plan on attending a university. (Grade 12 male, planning on university)

E. College Program Plans

The students who indicated that they aspired to college were asked what program they were planning on taking and what kind of job they expected to have in the future. This questionnaire item was designed to determine how much they knew about college programs (that is, did they identify programs that were offered in colleges?) and the relationship between college programs and real work opportunities.

It must be noted that each of the students would have gone through an exercise in the Grade 10 half-credit Guidance and Career Education course in which they were required to work through the stages of career planning in some detail. This process was intended for them to be able to set realistic educational and career goals.

The most common college program choices that students made are summarized in Table 4.13. About one-half of the students planning on college were ‘uncertain’ about the program they would take there although their work plans tended to be consistent with available college

programs. The Grade 11 students were most likely to be uncertain and the Year 5 students, the least likely.

Table 4.13: College Programs Selected In Order of Number of Choices (% Students)

College Diploma	
1. Police Foundations	14. Travel and Tourism/Hotel Management
2. Child and Youth Worker	15. Veterinary Technician
3. Business	16. Fashion Design
4. Early Childhood Education	17. Architectural Technology
5. Graphic Design	18. Animation
6. Paramedic	19. Electrical Engineering Technology
7. Dental Hygiene	20. Computer Programming
8. Firefighting	21. Computer Engineering Technology
9. Broadcasting/Journalism/Media Arts	22. Mechanical Engineering Technology
10. Photography	23. Aviation/Flight
11. Interior Design	24. Hairdressing
12. Massage Therapy	25. Advertising
13. Accounting	26. General Arts and Science
Applied or Collaborative Degree	
1. Nursing	
2. Animation	
3. Business	
4. Child and Youth Worker	

In almost every instance, the programs selected were among the range of college offerings. A substantial proportion of students selected apprenticeships which are not offered as college programs but delivered as part (for the in-school requirement) by the colleges and coordinated through the Ministry of Training, Colleges and Universities. This confusion on the part of some students presents some destination classification issues in our analysis since many students planning apprenticeships had designated college as their educational goal.

Police Foundations ranks far ahead of the other college programs in student choices, but significant proportions of students plan on Business, Early Childhood Education and Child and Youth Worker Programs. Over 50 types of college programs were identified as choices by students – a number far short of the available college programs; that is, many programs are offered in colleges that were not identified by the students in the study as their programs of interest.

Nursing was most prominent among the Applied or Collaborative Degree selections, but a surprisingly large proportion of students planning on Nursing had indicated that they were planning on taking Nursing as a Diploma Program. Almost all students planning on obtaining a college degree indicated an area that was offered in degree format.

Generally speaking, those students planning on college had an accurate perception of what programs are available that are consistent with their career goals. Even those who were uncertain about a specific program of interest indicated a ‘type of work’ they planned on doing that is available after completing a college program. Again, the apprenticeship programming structure appears to be confusing to many students.

F. Number of Colleges and Universities Applied To

Since the surveys were administered at about or shortly after the time when the Grade 12 and Year 5 students were applying to colleges and universities, we determined that the survey would provide a good opportunity to link their post-secondary plans with their applications.

First, it is important to determine the percentage of Grade 12 and Year 5 students who did not apply or plan to apply¹ (see Table 4.14). Over one-third of the Grade 12 students and just under 30 percent of the Year 5 students did not apply to a college or university. Far more of those who did apply from Grade 12 applied to a university than did to a college. More of the Year 5 enrolment than Grade 12s applied to a college. See also Tables C149 to C156 in Appendix C.

Table 4.14 also presents the proportions of Grade 12 and Year 5 post-secondary applicants with regard to the types of institutions to which they applied. Over two-fifths of Grade 12 students and fewer Year 5 students applied to university. The percentage of Grade 12 students who applied to at least one College Degree Program and a University Program (1.6%) is in sharp contrast to the percentage who applied to only university (38.8%). The proportion of Grade 12 students who applied to a college program only is less (14%) than the proportion of Year 5 students (23.2%) who did so.

¹ The question referred to ‘have applied or planned to apply to a university or college this year’. To simplify, we refer to ‘applied to’ in the text and tables.

Table 4.14: Types/Combinations of Post-Secondary Educational Institutions Applied to (% Grade 12 & Year 5 Students)

Application Status/Location	Grade 12	Year 5
Did not apply/no plans to apply	35.4	29.1
Applied to an Ontario:		
College Diploma Program only	12.1	20.4
College Degree Program only	1.9	2.8
University only	38.8	27.5
College Diploma & Degree Programs	3.3	5.6
College Diploma Program & University	3.9	7.8
College Degree Program & University	1.6	2.1
College Diploma, College Degree Program & University	1.4	2.4
Applied to a College or University outside of Ontario only	1.6	2.3

Table 4.15 summarizes students' responses to the question related to the number of colleges and universities to which they applied (see also Tables C157 to C168 in Appendix C). Nearly one-quarter of the Grade 12 students applied to an Ontario college. If we assume that the Grade 12 enrolment is about 90 percent of the baseline Grade 9 enrolment and that 10 to 11 percent of this baseline enrolment will actually go to college directly after Grade 12 (Figure 1.4, p.9), then less than one-half of those applicants will actually go directly to college. Some will go to university (about one-half of those who apply to both will go to college). Of course, many will go to either university or college after Year 5 and others, at a later date.

Not all who apply to an Ontario university will actually attend in the fall. Some will attend university outside the province and others will attend a college, others will not be accepted and return for a fifth year, and others will enter the workforce.

Year 5 students are more likely to apply to a college than Grade 12 students and in greater numbers than to university. The percentage of Year 5 students who applied to a College Applied Degree or Collaborative Degree Program was 12.9 percent compared to 8.2 percent of the Grade 12 students.

The number of colleges and universities applied to is less than during the double cohort years, but still higher than in the pre-double cohort years. About one-quarter of those who apply to a College Diploma Program and 40 percent who apply to an Applied or Collaborative Degree Program applied to only one college. The average number of colleges applied to per student

was less than the average number of universities applied to per student. The interest in institutions outside the province encouraged by the pressure of the double cohort has been maintained, especially among university applicants. Nevertheless, a small number of students apply to college outside the province and country. It should be noted that students can apply to several programs at one institution.

Table 4.15: Number of Colleges and Universities Applied to Within Ontario and Outside of Ontario (% Grade 12 & Year 5 Students)

Institutions Applied to	Grade 12						Year 5					
	% Students Applying	One	Two	Three	Four	Five or more	% Students Applying	One	Two	Three	Four	Five or more
Ontario colleges (Diploma Program)	20.7	25.2	21.0	23.9	9.5	20.5	36.2	26.9	16.2	24.1	8.5	24.3
Ontario colleges (Degree Program)	8.2	40.7	26.5	17.5	5.6	9.7	12.9	39.8	26.1	17.4	3.1	13.7
Ontario universities	45.7	6.7	10.5	42.2	20.0	20.6	39.8	7.6	11.1	46.9	15.1	19.3
Colleges outside Ontario, in Canada	3.4	53.6	22.2	13.1	5.2	5.9	5.1	49.0	30.6	10.2	4.1	6.1
Universities outside Ontario, in Canada	11.4	59.8	26.4	8.9	3.3	1.6	8.7	53.2	25.8	12.9	4.0	4.0
Colleges or Universities outside Canada	3.7	40.8	22.0	10.5	13.1	13.6	4.5	43.3	25.0	16.7	3.3	11.7
At least one college and at least one university	6.9						12.3					

NB. In this report, 'college diploma' refers to both College Diploma and Certificate Programs at colleges. 'College degree' refers to Applied Degree Programs and Joint or Collaborative Degree Programs.

Tables 4.16 and 4.17 present the percentages of Grade 12 and Year 5 students who applied to particular types of post-secondary institutions/programs in terms of their post-secondary educational plans (see also Tables C169 to C180 in Appendix C).

**Table 4.16: Post-Secondary Applications, by Educational Plans
(% Grade 12 Students)**

Post-Secondary Educational Plans	Grade 12 Students Applied to:		
	Ontario University	Ontario College Diploma Program	Ontario College Degree Program
University Degree	75.6	6.3	4.0
College Diploma	4.8	47.2	12.1
College Degree	11.1	47.1	38.4

**Table 4.17: Post-Secondary Applications, by Educational Plans
(% Year 5 Students)**

Post-Secondary Educational Plans	Year 5 Students Applied to:		
	Ontario University	Ontario College Diploma Program	Ontario College Degree Program
University Degree	84.9	18.3	7.3
College Diploma	6.1	57.2	14.6
College Degree	17.3	57.5	44.9

Most of the students who applied to a post-secondary institution who said that they planned on university degree actually applied to a university – fewer in Grade 12 than Year 5. Most of those who planned on a college diploma (of those who actually applied) did apply to a College Diploma Program. However, more of those who planned on a College Degree Program actually applied to a College Diploma Program than they did to a College Degree Program. It is useful to note that over three-quarters of Grade 12 students planning on university applied during their Grade 12 year.

1. Plans If Not Accepted at College or University of Choice

Students were asked what they would do if they did not get accepted into any of the college or university programs that they had chosen and their responses have been tabulated in Table 4.18 (see also Tables C181 and C182 in Appendix C).

**Table 4.18: Plans if Not Accepted at Universities or Colleges of Choice
(% Grade 12 & Year 5 Students)**

Plans if Not Accepted	Grade 12	Year 5
Return to high school and reapply next year	37.3	6.6
Take night courses, etc*.and reapply next year	5.9	13.4
Reapply to another college or university program	19.7	24.2
Apply to a college program with the intention to transfer to a university later	5.7	11.7
Obtain a job	11.3	23.0
Other	5.5	7.6
Do not know	14.7	13.4

* Additional courses in the question were: courses at an adult learning centre or online credit courses.

Not unexpectedly, if they did not get accepted, the Grade 12 students were more likely to return to high school and reapply (37.3%), and the Year 5 students were more likely to take non-regular school courses and then reapply (13.4%). Both groups had substantial numbers that said they would reapply to another college or university (19.7% Grade 12s and 24.2% Year 5s). The strategy of applying to a college with the intent of later transferring to a university was mentioned by both groups, but more commonly by the Year 5 students (11.7% to 5.7%). Twice as many of the Year 5 students, as the Grade 12 students, would go to work (23% to 11.3%). The vast majority of these students did appear to have a plan if they were not accepted at a post-secondary institution to which they had applied.

Part V. Factors Influencing Post-Secondary Plans

Findings related to the factors that influence students' post-secondary plans or aspirations are presented in this part of the report. It is generally assumed that school people, involvement in school, and parents have a major influence on student decision making about their aspirations for furthering their education and establishing a career/obtaining a job after high school. The way in which school and parents affect post-secondary-plan decisions was of interest in this study. We first discuss the role of school, parents and peers, then students' knowledge of post-secondary programs and the world of work followed by students' sources of information on career and post-secondary educational planning. Finally, we introduce the topic of post-secondary education costs.

A. Role of School

There are those that feel secondary schools place greater emphasis on the preparation of students for university than for other destinations, including college. In order to shed some light on this issue, students were asked if their school placed equal emphasis on preparing students for college as for university. Nearly two-thirds of the responding students indicated that this was the case: about 63 percent of all students agreed with this item; however, 15.7 percent disagreed and 21.8 percent were uncertain (see Table C183 in Appendix C). The following comments provided by students illustrate the positive impressions of the colleges and universities that many students had.

Les collèges semble comme une bonne place pour faire des études services et profitable.... (11^e année, sexe féminin, prévoyant aller à l'université après une pause)

They (colleges) seem to be good. I have heard of a lot of people going. They say it's challenging, but you learn a lot and have a good time. I would like to go to one and maybe go to university afterwards.

(Grade 12 female, planning on college after time off)

I simply feel that universities open up more doors in the future than colleges do. I personally would love to go to both university (accounting) and college (chef). Unfortunately, I do not have enough money to pay for both.

(Grade 12 male, other plans)

Ontario colleges seem like they would direct anyone into the right direction....

(Grade 11 female, planning on applied or collaborative degree)

My general impression of Ontario colleges is fairly good. They are there to help us succeed in life and they seem like a very friendly environment. I would consider attending a college because the courses will help me with my career choice.

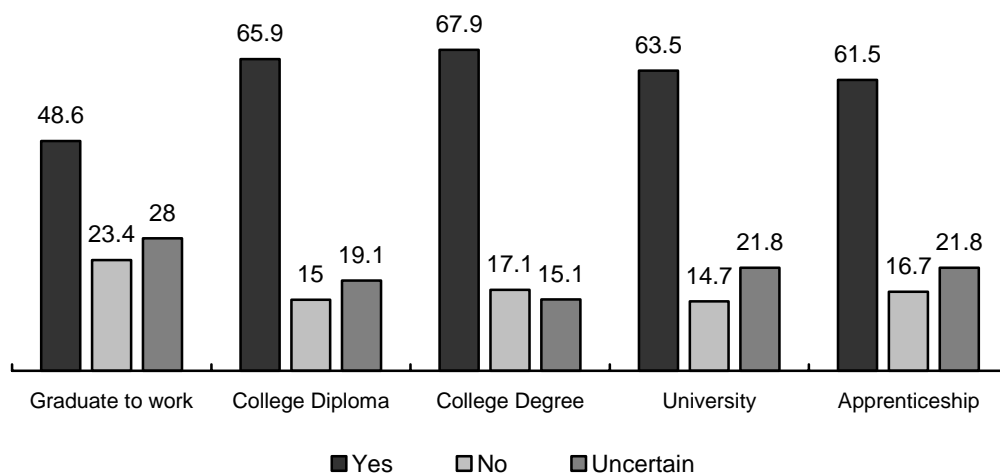
(Grade 12 female, other plans)

Those students who indicated 'no' or 'uncertain' were more likely to be Grades 11 and 12 students planning to go to work directly from secondary school (see Figure 5.1 and Tables C184 to C187 in Appendix C). The way in which the question was worded made it difficult to interpret the 'no' responses, but relatively few students answered 'no' in any case and few made negative comments on the issue; for example, comments such as the following were rare.

My general impression is that college is second best. In elementary school they always tell you to be the best that you can be. Judging by the way teachers credit a university with such superiority to a college diploma, I doubt I will ever attempt to get a college diploma. (Grade 12 male, planning on university)

... Just like high school, the university courses overpower college courses. (Grade 12 male, planning on university)

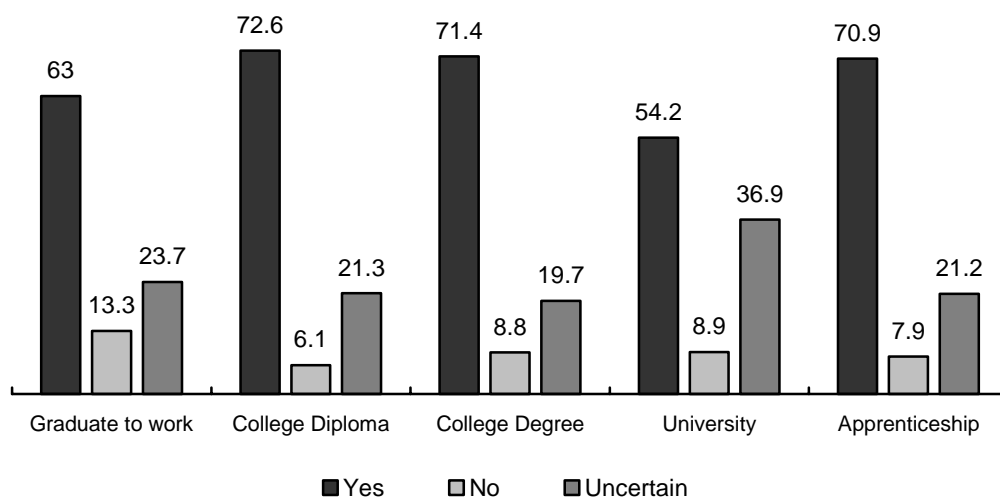
Figure 5.1: 'This school places almost equal emphasis upon preparing students for college and university', by Post-Secondary Plans (% Students)



Interestingly, Figure 5.1 also shows that proportionally more of the college-planning students than their university-planning counterparts agreed with the statement that their school equally emphasizes the preparation of students for both college and university. Differences on this item are pronounced from school to school (see p.122).

Generally speaking, most students saw their teachers having a positive opinion about a college education (Figure 5.2 and Table C188 in Appendix C).

Figure 5.2: 'Most of my teachers have a positive opinion about a college education', by Post-Secondary Plans (% Students)



The university-planning students were least likely to say 'yes' but far more likely to say 'uncertain' than the other groups (see Table C189 in Appendix C). Of course, to some extent the groups were taught by different teachers; that is, the Apprenticeship group was more likely to be taught by those teaching workplace and technology courses and so on. Therefore, the post-secondary plans groups are not necessarily talking about the same teachers. Many students commented quite positively about their teachers' support for college.

... The colleges I am looking at are very highly spoken of by teachers and guidance counsellors.
 (Grade 12 female, planning on applied or collaborative degree)

However, some students did not share this view of their teachers.

... Teachers and/or guidance counsellors don't speak about colleges and universities on the same level. I understand, of course, that both hold different opportunities, however, most teachers that have graced my presence seem to look down on the college institutions. (Year 5 female, planning on university)

... Because teachers are mainly trying to put the pressure on the students to attend university, we don't learn much about colleges.
 (Grade 12 female – planning on college after time off)

1. Involvement in School Life

In this section, we describe the extent of involvement of students with activities in their schools. The research question is: Do students planning on college or an apprenticeship feel as well integrated into their school environment and participate as fully in the life of the school as those planning on university? If students feel that the focus in their school is mainly on university preparation, those considering college might be less involved in other aspects of school life and their achievement could be adversely affected.

How students feel about their school can be influenced by their involvement in secondary school life. A positive feeling of 'inclusion' can sustain their attachment to school, motivation to do well and continue in school. One indication of 'inclusiveness' is the extent to which students are involved in school intramural activities, as well as interschool sports. Table 5.1 presents participation information in terms of students' post-secondary plans (see also Tables C190 to C195 in Appendix C).

Table 5.1: 'This year, I am participating or plan to participate in interschool or intramural activities', by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)

Post-Secondary Plans	Grade 11		Grade 12		Year 5	
	Interschool	Intramural	Interschool	Intramural	Interschool	Intramural
Graduate to work	17.1	13.7	25.0	20.5	29.6	17.4
College Diploma	33.9	27.2	28.3	28.2	28.9	25.8
College Degree	37.4	33.8	36.8	34.8	35.7	29.3
University	48.9	50.7	45.3	58.6	39.5	44.9
Apprenticeship	37.0	25.2	36.2	24.6	31.1	23.8

University-planning students are more likely than the other groups to participate both in interschool sports and intramural activities. The work-bound students and the apprenticeship-oriented are least likely to participate in intramurals. Even though substantial numbers of college-planning and apprenticeship-oriented students are participants, they are less likely to be involved than university-planning students.

Most students reported that they felt accepted in their school, although college-planning students were slightly less likely than university-planning students to feel that way (see Table 5.2 and Tables C196 to C199 in Appendix C).

**Table 5.2: 'I Feel Accepted in This School', by Post-Secondary Plans
(% Grades 11, 12 & Year 5 Students)**

Post-Secondary Plans	Grade 11	Grade 12	Year 5
Graduate to work	72.2	72.5	68.5
College Diploma	84.3	83.1	80.5
College Degree	87.9	86.2	77.3
University	90.7	90.0	84.3
Apprenticeship	87.5	86.0	77.5

Work-bound students are the least likely to feel accepted, and this may be related to their low participation in extracurricular activities. The relatively low participation in school activities of the college-planning students, by contrast, appears to have little effect on their comfort level in the school, even in the schools that promote university-preparation goals.

a. Part-Time Work

In our previous research (King, 1986; King & Peart, 1990; King & Peart, 1994), it was found that students who spent over 12 to 15 hours in part-time work were more likely to have lower academic achievement than those who worked less. For this study we were more concerned with part-time work as an indicator of disengagement from school life and perhaps early transition to work. We asked the students if they worked 10 hours a week or more and then examined their responses in terms of their post-secondary plans (see Table 5.3 and Tables C200 to C202 in Appendix C).

Table 5.3: Part-Time Work, 10 Hours or More a Week, by Post-Secondary Plans (% Grades 11, 12 & Year 5 Students)

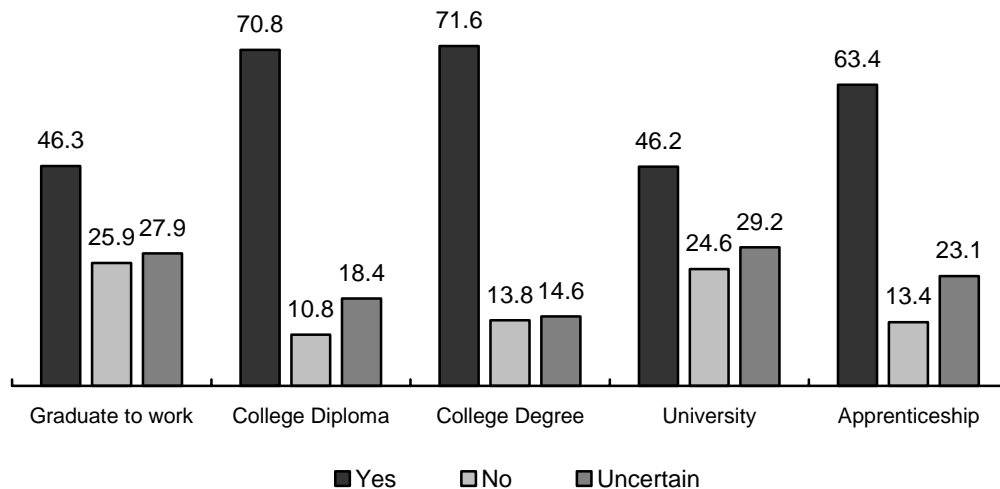
Post-Secondary Plans	Grade 11	Grade 12	Year 5
Graduate to work	35.4	51.0	45.4
College Diploma	46.2	58.7	60.8
College Degree	48.7	62.0	53.2
University	36.0	48.7	58.4
Apprenticeship	49.8	59.1	61.3

Surprisingly, few of the Grade 11 students who planned to go to work after graduating were working 10 or more hours per week; about one-half of the Grade 12 and slightly fewer of the Year 5 students in this group were doing so. Being involved in part-time work does not appear to differentiate between the college-planning and university-planning students in Year 5 but does so in Grades 11 and 12.

B. Role of Peers

Students tend to have friends with similar interests and to some extent similar post-secondary plans. Therefore, it is not surprising to find that students planning to go directly to work and those planning on university are least likely to say that their friends have a positive opinion of a college education (Figure 5.3 and Table C203 in Appendix C).

Figure 5.3: 'Most of my friends have a positive opinion about a college education', by Post-Secondary Plans (% Students)



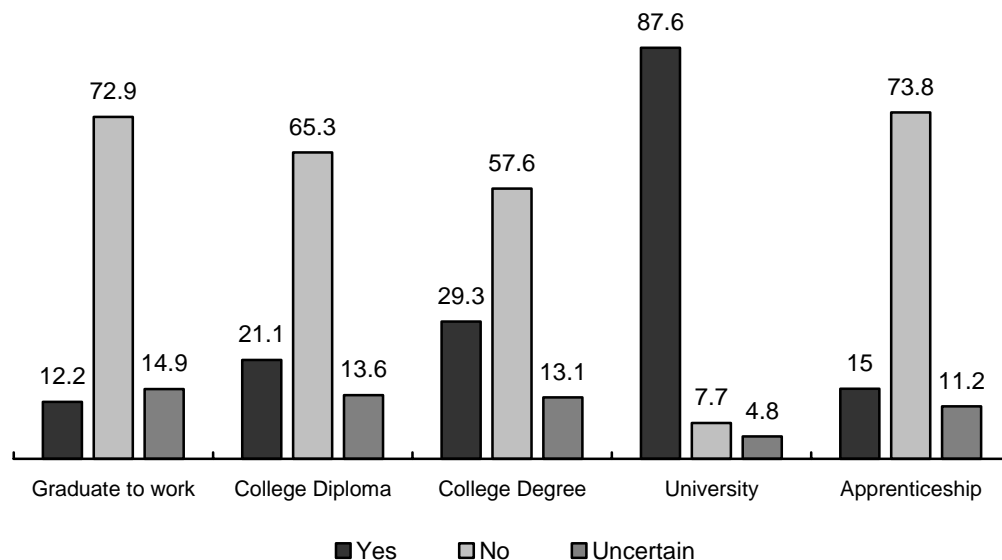
Very few students provided comments about their friends' views on a college education. Although overall, the students saw their teachers and friends as being positively disposed toward a college education, it was clear that students with similar educational plans had friends with similar views about a college education. More students were positive in Grade 12 than Grade 11, and the Year 5 students were especially positive (see Tables C204 to Table C206 in Appendix C).

C. Role of Parents

The expectation that the majority of students' parents encourage their children to obtain a university education was constantly reflected in interviews we have conducted over the years with guidance counsellors and students (e.g., for the *Double Cohort Study, Phase 3, 2004*) and is reinforced in the tendency for some students to plough ahead taking university-preparation courses despite their low achievement in the courses. We asked students to respond to two items about parents' influence in order to assess the importance of this issue and, indirectly, its impact on the decision of a student to attend college.

Far more parents expect their children to go to university than is likely to be the case. Over 60 percent of Grades 11 and 12 students, but only 44.7 percent of Year 5 students stated that their parents expected them to go to university (see Tables C207 to C209 in Appendix C). Figure 5.4 allows us to examine the responses to this item of students planning on particular destinations.

Figure 5.4: 'My parents (guardians) expect me to go to university', by Post-Secondary Plans (% Students)

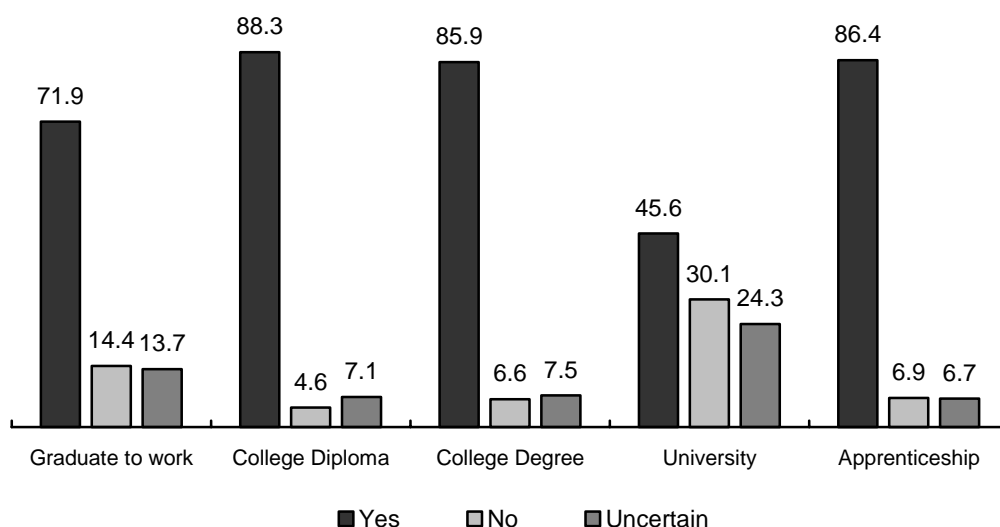


Not surprisingly, most of the students planning on university indicated that their parents expected them to go to university, but substantial numbers of college-planning students also indicated that their parents expected them to go to university. Not only would their parents' expectations result in stress for those students planning on university who would not make it but

also the lack of parental support would make it particularly difficult for those planning on other destinations (see also Table C210 in Appendix C).

On the other hand, the vast majority of college- and apprenticeship-planning students said that their parents would encourage them if they applied to a college program (see Figure 5.5 and Table C211 in Appendix C).

Figure 5.5: 'My parents would encourage me if I applied for a college program', by Post-Secondary Plans (% Students)



Ironically, the stress would appear to be much greater for those students planning on university who may be at risk of not meeting university admission requirements since many were uncertain or indicated 'no' to the question on parents' encouragement to pursue a college education.

The 'selling' of parents on the value of a college education would appear to be a priority not only to enhance college enrolments but also to provide meaning and purpose for the students themselves.

In response to the open-ended question at the end of the questionnaire, some students indicated that their parents felt so strongly about them attending a university that they would not let them go to college.

My parents want me to go to university. They would disown me if I went to college. (Grade 11 male, planning on university)

I would not consider attending college because my parent, to be specific, my mother is strictly against it. (Grade 11 male, planning on university)

.... My family will not let me go to college because they feel that university is a better place to be, even though most of them have never been. (Grade 12 female, planning on university)

The powerful influence of parents on students' choice of university as an educational destination can be seen in the following student comments:

Both of my parents went to university and they expect the same from me. I was never taught to look at going to college. I have always based my academic decision on me wanting to go to university. (Grade 11 female, planning on university)

My parents always believed in a better education, and they are willing to ensure my future by paying for the best university, if necessary, for any career I choose. I would probably, in the future, consider to take a few college courses, but right now my main focus is university. (Grade 12 female – planning on university)

I am not attending college because my parents want me to go to university.... (Grade 11 male, planning on university)

D. Knowledge of Post-Secondary Programs

Figures 5.6 and 5.7 on pages 81 and 82 in this section present the student responses to the survey item on knowledge of post-secondary educational programs. We first present the responses by grade, then of students planning on college, university and apprenticeship. The two college-planning groups have been combined for this analysis (see Tables C212 to C232 in Appendix C).

Grade 11 students tended to judge their knowledge of university programs and their admission requirements as greater than that of college programs (i.e., 44.9% vs 36%, respectively indicated their knowledge level was 'good' and 'very good'). This pattern was similar for Grade 12 students with higher proportions of them stating that their knowledge of university programs and admission requirements was 'good' and 'very good' (i.e., 58.1% vs 40.6%, respectively). For Year 5 students, differences in students' knowledge of college and university programs and requirements were negligible. Students' knowledge of apprenticeship at all year levels was not

great (about three-quarters of the students had 'fair' or 'poor' knowledge (Grade 11 – 78%, Grade 12 – 79.6%, Year 5 – 73.2%).

Slightly less than one-third (30.8%) of those planning on a College Diploma or Degree Program said that they had 'very good' and 'good' knowledge about university programs and admission requirements and about two-thirds (67.1%) had the same knowledge about college programs and their admission requirements. Figure 5.7 shows that more of the group planning on a College Diploma or Degree had knowledge of college programs and their requirements than the other two programs (67.1% vs 30.8% - university programs and 29.5% - apprenticeship). Furthermore, more of the group planning on university had knowledge of university programs and their requirements (68.9%), and the same pattern held for those planning on apprenticeship (70.4%) – a greater proportion of them were knowledgeable about their chosen area.

Of the Grade 11 group planning on university, over one-half stated that their knowledge of their destination program and requirements was 'good' and 'very good' (58.3%; see Tables C212 to C214 in Appendix C). The knowledge of Grade 11 college-planning and apprenticeship-planning groups was greater of their destination program and requirements (59% and 67%, respectively; see Tables C215 to C217 in Appendix C). The pattern for the Grade 12 respondents was similar to that of Grade 11, although for each destination group the proportion saying 'good' or 'very good' knowledge of the destination was higher (see Tables C218 to C223 in Appendix C). For example, 72.9 percent of Grade 12 students planning on a college program said that their knowledge of college programs and admission requirements was 'good' or 'very good'. The pattern for Year 5 students was similar to that for Grade 12 (see Tables C224 to C229 in Appendix C).

Generally speaking, the students appeared to be far more knowledgeable about the field that they were planning to enter and much less so about alternative fields (see Tables C230 to C232 in Appendix C). Given that so many students change or are forced to change their aspirations as they progress through school, it might be advisable for them to have a broader understanding of the full range of educational and work opportunities. As a group, those students planning on college were at least as knowledgeable about the programs they aspired to as the other destination groups were.

Figure 5.6: Knowledge of College, University & Apprenticeship Programs and their Requirements (% Students)

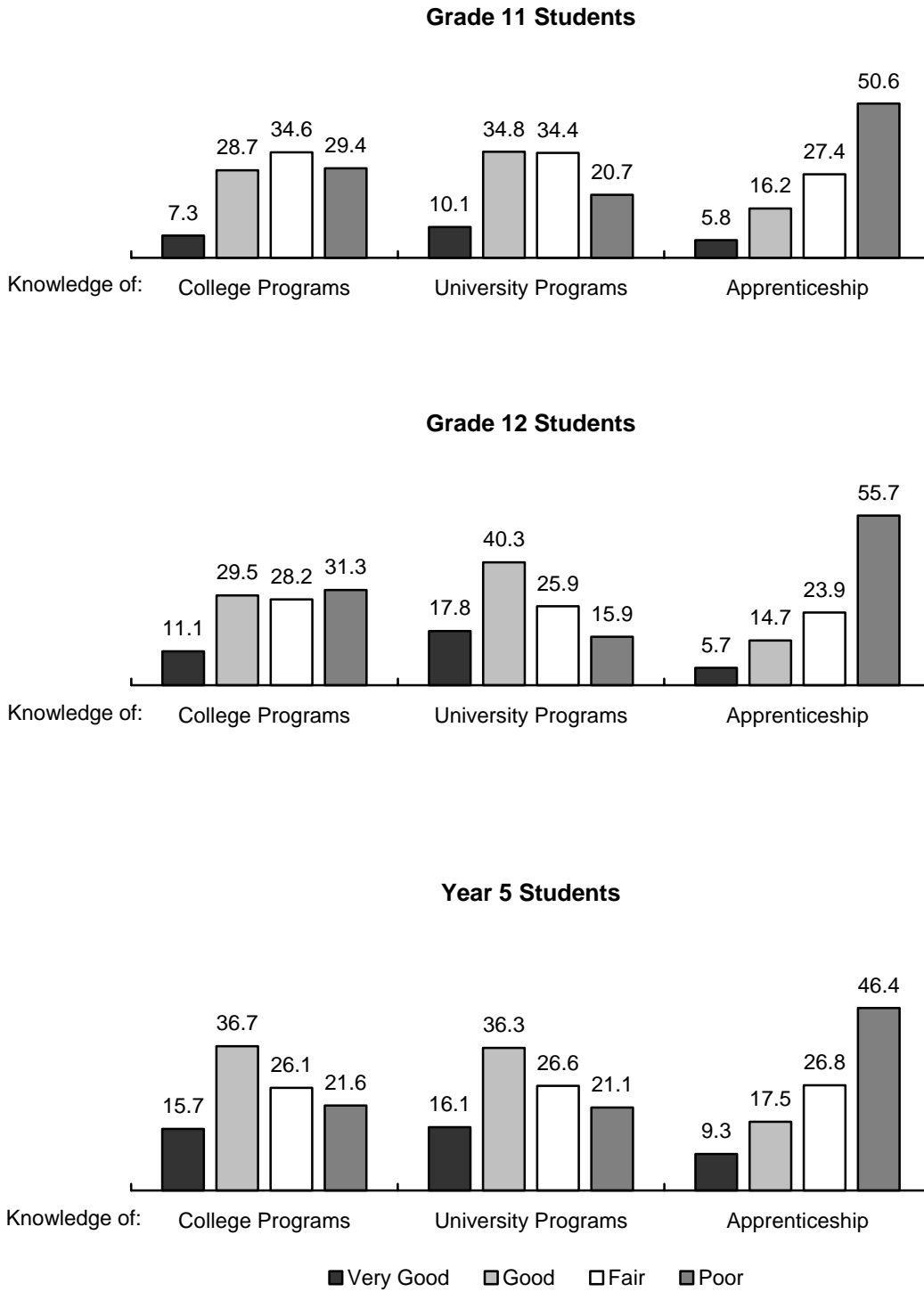
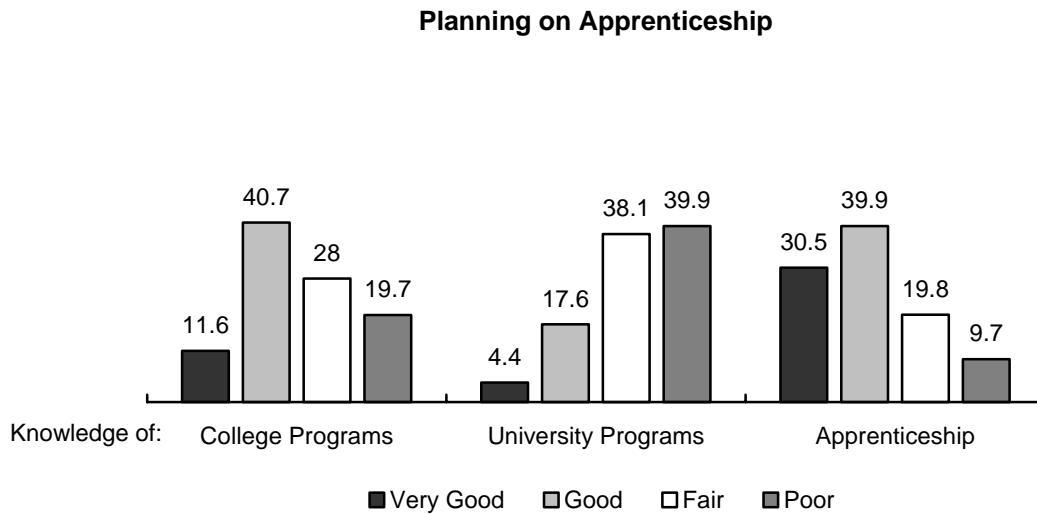
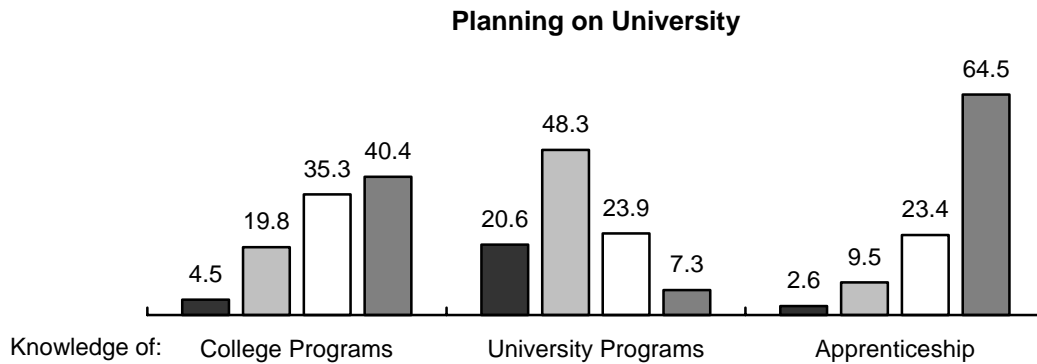
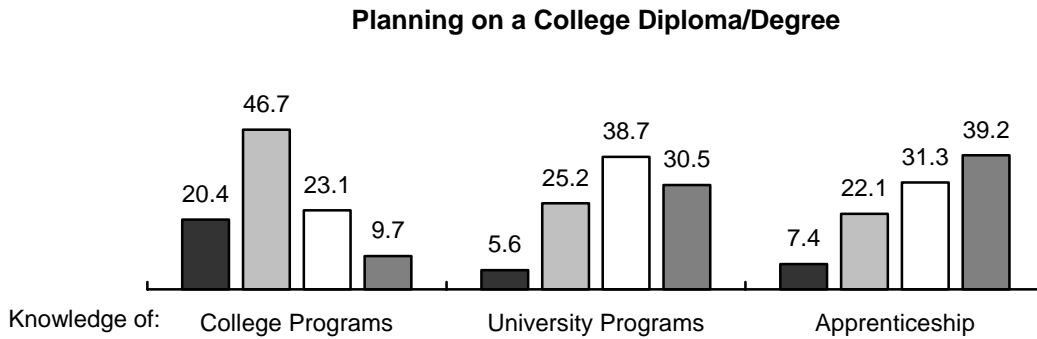


Figure 5.7: Knowledge of College, University & Apprenticeship Programs and their Requirements, by Educational Plans (% Students)



To the open-ended question asking for impressions of Ontario colleges and suggestions about educational and/or career planning, a few students indicated that they lacked knowledge about them or needed more.

I think Ontario colleges are good, but have not learned much about them. Most of my friends are going to college in Ontario and some of my older friends.
(Grade 11 female, planning on applied or collaborative degree)

I am not really thinking of attending a college. I am more directed towards a higher education at university. Then again, I do not really know much about what colleges have to offer.
(Grade 11 female, planning on university)

I will attend college after my 5th year of high school so I can get a better job than working right out of high school. I do not really know anything about the Colleges of Applied Arts and Technologies.
(Grade 11 female, planning on applied or collaborative degree)

A few students made some specific suggestions:

... More advertising for colleges and more information fairs or sessions would help.
(Grade 12 male, planning on college diploma or certificate)

A college is the gateway to the next part of your life. They can help shape your future and show you where you should be going. I feel somewhat frightened about this next step. It would be nice if we could talk to first year students and see how they're doing. I am also hard-of-hearing and I want more information on special education technologies that would help me.
(Grade 12 male, planning on university)

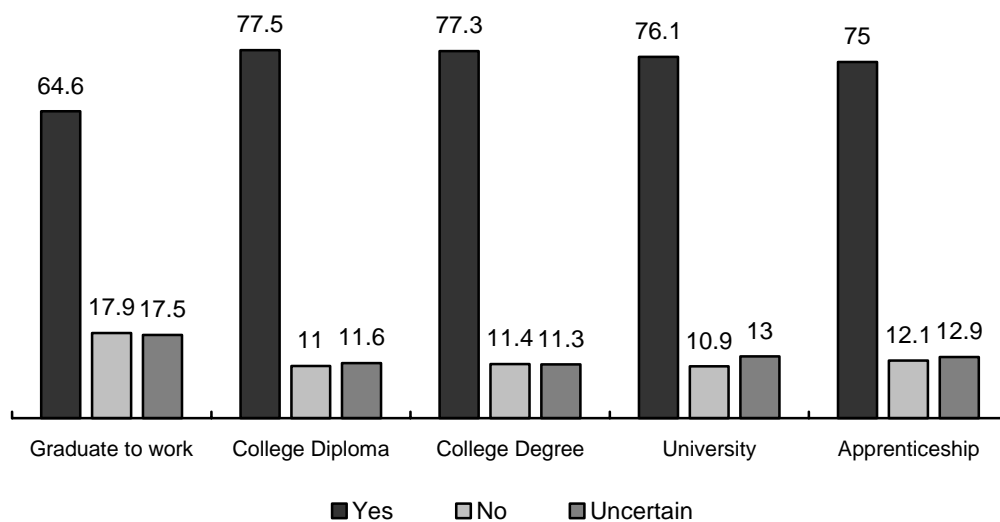
I do not think colleges market their choice of programs available very well.
(Grade 12 male, planning on university)

E. Information Sources on Career and Educational Planning

For students in senior grades, especially preparing for their post-secondary decisions, it is important for them to have access to information to help them in educational and career planning. Student responses to two questionnaire items on this topic are presented and discussed in this section. The first item, a statement about access to help in this regard at their school, is relatively straightforward. The second question was more complex in that it contained a series of items on the extent that information received on educational and career planning was helpful from twelve different sources. More about the complexity of this question is explained below.

Figure 5.8 summarizes the responses of students to the item ‘When I need help about educational and career planning, I can get it at this school’ in terms of their post-secondary plans (see also Table C233 in Appendix C).

Figure 5.8: When I need help about educational and career planning, I can get it at this school', by Post-Secondary Plans (% All Students)

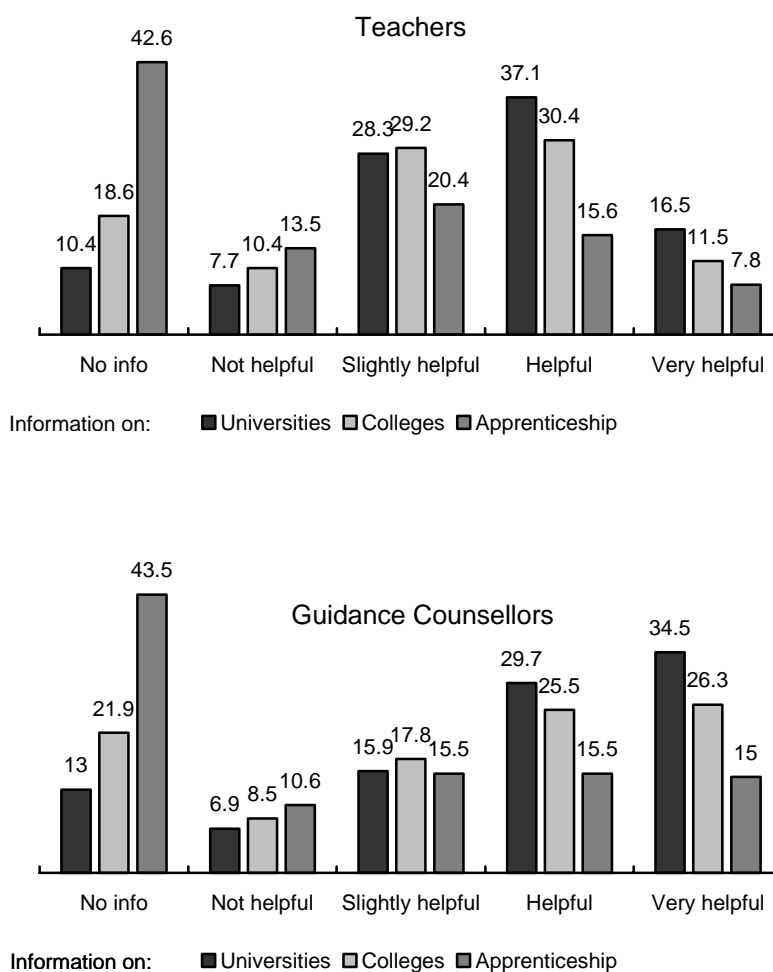


Approximately three-quarters of the students planning on a college diploma or degree, university and apprenticeship agreed that they could obtain help about educational and career planning when they needed it. Those planning to go directly into the workforce were least likely to agree with the statement, although almost two-thirds felt that way and almost one-fifth of them were uncertain; perhaps they had not tried to obtain advice.

The series of questionnaire items developed in order to assess the helpfulness to students of information from various sources with regard to their educational and career planning had as one of the response alternatives ‘no information’. This response option was particularly useful in determining whether students had received any information at all, whether helpful or not, from teachers, teacher-advisers and guidance counsellors. The responses to this question were also used to gauge whether students had had access to (or chose to have access to) university, college and business representatives through visits. The perceived helpfulness of information provided by friends and parents was also examined through these items.

Figure 5.9 presents the responses of students to the item ‘Indicate how helpful career and educational planning information from the following sources has been to you’ – about universities, college and apprenticeship – with regard to teachers and guidance counsellors (see Tables C234 to C238 in Appendix C).

Figure 5.9: Helpfulness of Career and Educational Planning Information on Universities/ Colleges/Apprenticeship from Teachers & Guidance Counsellors (% Students)



The vast majority of students had received information from their teachers and guidance counsellors on universities and colleges. For students across years who received career and educational information on colleges, approximately one-half of them (51.8%) found the information they received from guidance counsellors ‘helpful’ and ‘very helpful’, and two-fifths of them (41.9%) found teachers’ information ‘helpful’. A substantial proportion of students had received ‘no information’ about colleges from guidance counsellors (21.9%) and teachers

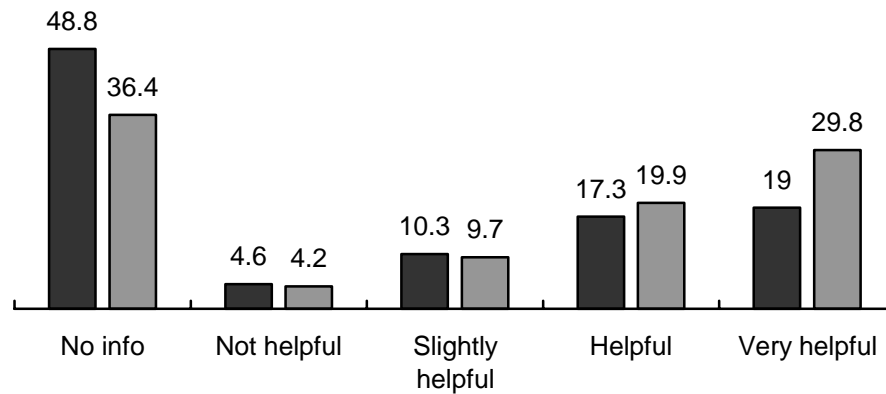
(18.6%). The career and educational planning information that students had received from teachers and guidance counsellors on universities was 'helpful' and 'very helpful' to over one-half (53.6% and 64.2%, respectively). Even including those who stated that career and educational planning information about apprenticeships was 'slightly helpful', teachers' and guidance counsellors' information was helpful to 43.8 and 46 percent of students, respectively. No information about apprenticeships was received by over two-fifths of the students from these sources.

Tables C239 and C240 in Appendix C show the student responses on teacher-advisers: before the Teacher-Adviser Program (TAP) was cancelled in 2005-06, the students in the study would have experienced at least two years of TAP introduced as part of the Reorganized Program in 1999.

Guidance counsellors' information about universities and colleges was viewed as most helpful by the Grade 12 and Year 5 students. Information from guidance counsellors on apprenticeship, however, was scarce, with 39.4 percent of Grade 11 students and 47.9 percent of Grade 12 students having received no information and, only 27.8 percent of Grade 12 students indicating that guidance counsellors had provided 'helpful' or 'very helpful' information. See Tables C241 to C249 in Appendix C.

Figure 5.10 presents the responses of all students on helpfulness of information on career and educational planning about colleges from college representatives and about universities from university representatives (see also Tables C250 to C252 in Appendix C).

Figure 5.10: Helpfulness of Career and Educational Planning Information on College from College Representatives & on Universities from University Representatives (% Students)



Information from: College Reps on College ■ University Reps on University

A greater proportion of students had received ‘no information’ on career and educational planning at all from their respective college representatives than from university representatives (48.8% vs 36.4%). By corollary, a larger proportion of students had found their information about universities to be ‘helpful’ (with 29.8% saying it was ‘very helpful’) compared to those who found the same about the college representatives’ information (49.7% vs 36.3%).

Over one-half of the Grade 11 students, 45.2 percent of the Grade 12 students and 36.5 percent of the Year 5 students had received no information about college from college representatives (see Tables C253 to C255 in Appendix C).

Although over one-half of the Grade 11 students had received no information about universities from university representatives, over 70 percent of the Grade 12 and Year 5 students had received information. More students had information from university representatives about university than from college representatives about colleges, especially Grade 12 and Year 5 students (see Tables C256 to C258 in Appendix C). Most of those who participated in the sessions with university representatives who visited the school were positive about the sessions finding them ‘helpful’ and ‘very helpful’ (two-thirds (65.7%) of Grade 12 students and slightly over one-half (56.5%) of Year 5 students).

The high proportions who had received 'no information' more likely reflect that they had not had visits or had chosen not to attend when visits were scheduled. It has been typical of schools' Student Services Departments (many under-staffed) to focus more on Grade 12 students than Grade 11 students with regard to the preparation of applications for post-secondary institutions.

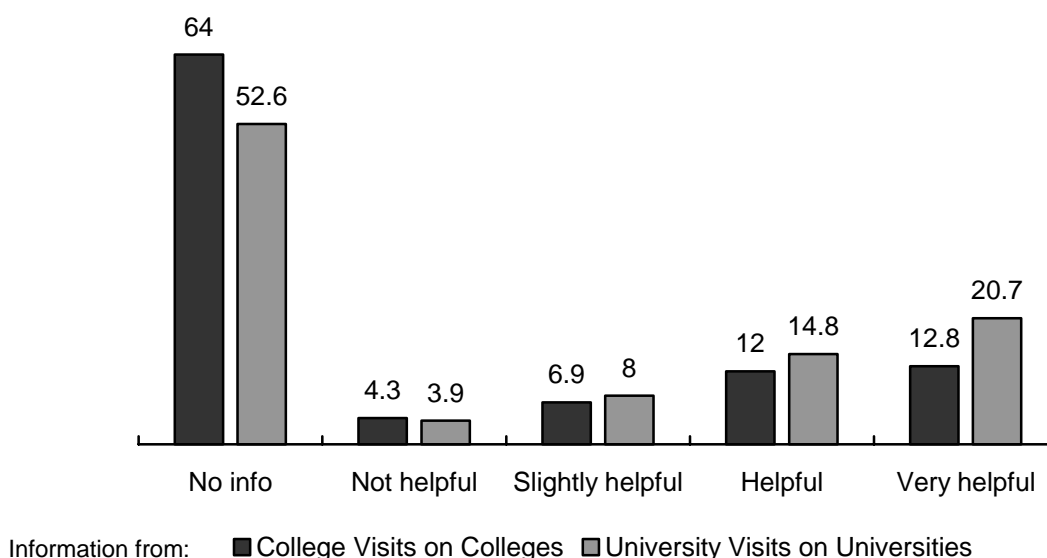
It would be useful for Grade 11 students to have sessions with college and university representatives in order to inform them about relevant course choices at the critical decision-making point for those students.

A student comment illustrates the importance of visits from college representatives.

I would consider attending an Ontario college because representatives from colleges take time to come and encourage us to attend. ...
 (Grade 11 female, planning on university after time off)

Figures 5.11 and 5.12 present student responses on the helpfulness of information received from visits to colleges and universities and to business and/or industry.

Figure 5.11: Helpfulness of Career and Educational Planning Information from Visits to Colleges on Colleges & Visits to Universities on Universities (% Students)

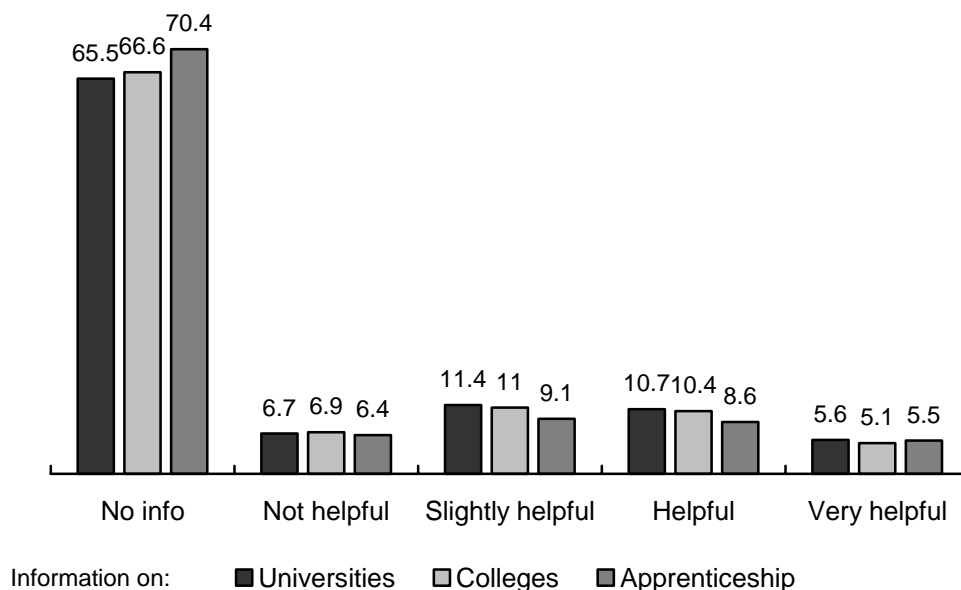


About one-third of the students across grades had visited a college (and less than one-half of the Grade 12 and Year 5 students – see Tables C259 to C263 in Appendix C) and those who had done so had mixed views about the helpfulness of the information about career and education planning.

More of the students had visited at least one university than had visited a college. The visits to universities were viewed as helpful by more students (35.5%) than the visits to colleges (24.8%; see Tables C264 to C267 in Appendix C).

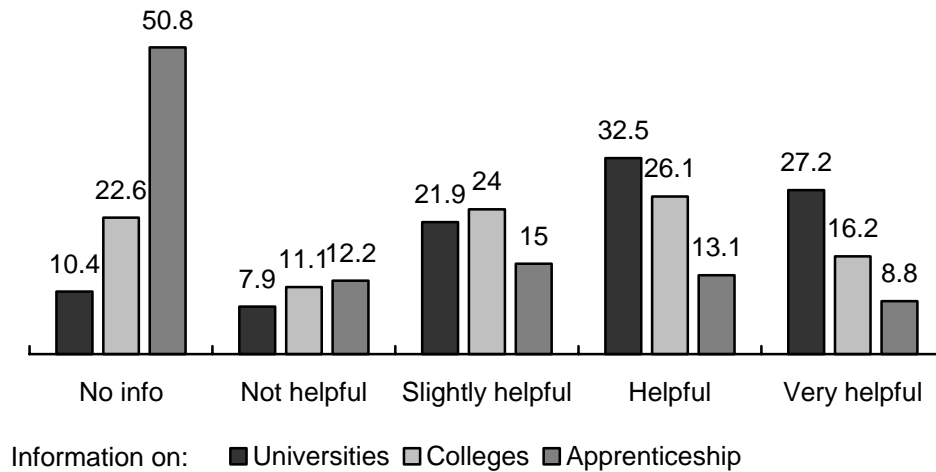
Figure 5.12 shows that only about one-third of the students had had contacts with business or industry and their views with regard to the impact on their understanding of universities, colleges and apprenticeship were quite varied with equally few indicating that they were very helpful. Either the visits did not take place or very little attention was given to information on universities, colleges or apprenticeship (see Tables C268 to C270 in Appendix C).

Figure 5.12: Helpfulness of Career and Educational Planning Information from Visits to Business/Industry on Universities, Colleges & Apprenticeship (% Students)



Figures 5.13 and 5.14 present student responses on the helpfulness of information on universities, colleges and apprenticeship from family and friends. The majority of students across all three years found information on universities and colleges from family members and friends to be helpful to them about career and educational planning, although fewer students had received information from these sources about colleges (77.4% colleges vs 89.6% universities; see Tables C271 to C274 and C275 to C286 in Appendix C).

Figure 5.13: Helpfulness of Career and Educational Planning Information from Parents and/or Other Family Members on Universities, Colleges & Apprenticeship (% Students)



With regard to apprenticeship, it is remarkable that family and friends were so unlikely to provide information in light of their information on colleges and universities: one-half of all students had received no information from family members; slightly more than one-half of students had no information on apprenticeship from friends. By contrast to those who had 'helpful' or 'very helpful' information from family and friends on colleges, for example (42.3% from family, 28% from friends), fewer students had found their information on apprenticeship at least 'helpful' (21.9% from family, 14.7% from friends; see Tables C287 and C288 in Appendix C). This could reflect both a general lack of interest by students and their families in apprenticeship opportunities and a general lack of knowledge among the general public. The responses were similar for students at each year level (see Tables C289 to C294 in Appendix C).

Figure 5.14: Helpfulness of Career and Educational Planning Information from Friends on Universities, Colleges & Apprenticeship (% Students)

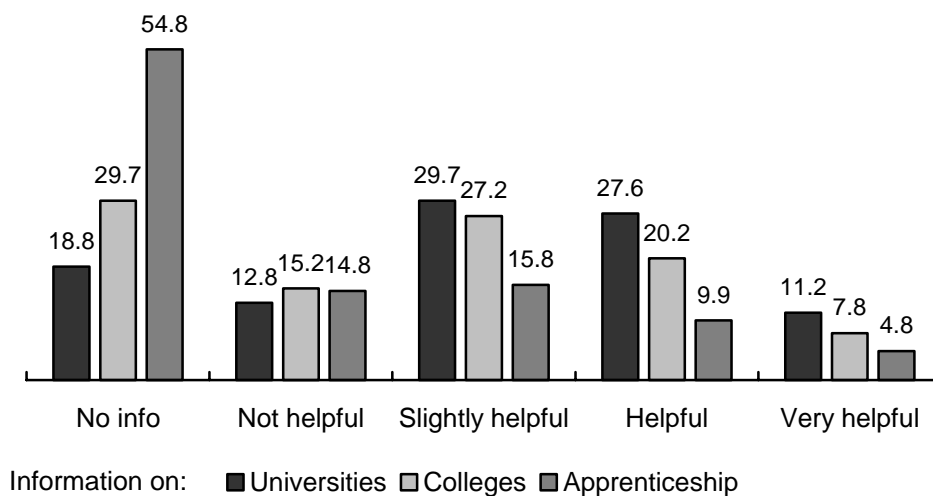
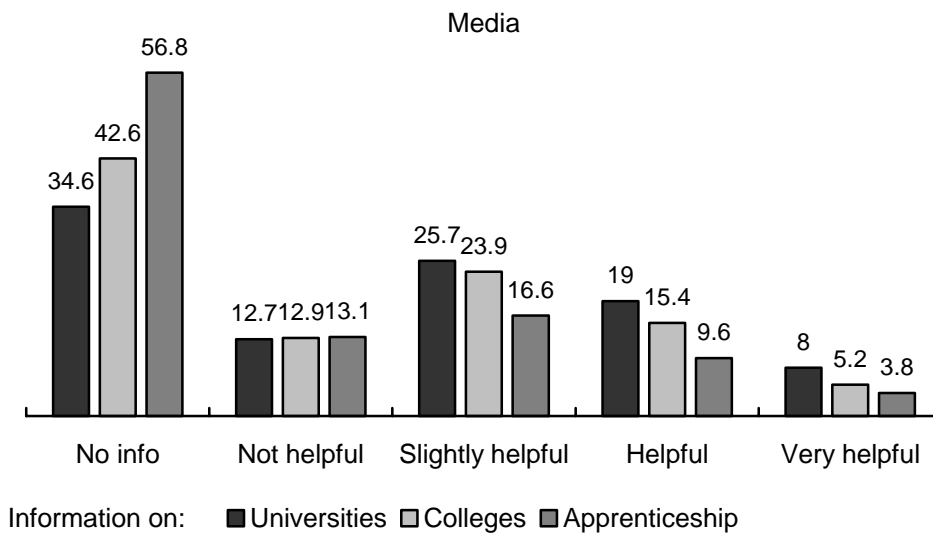
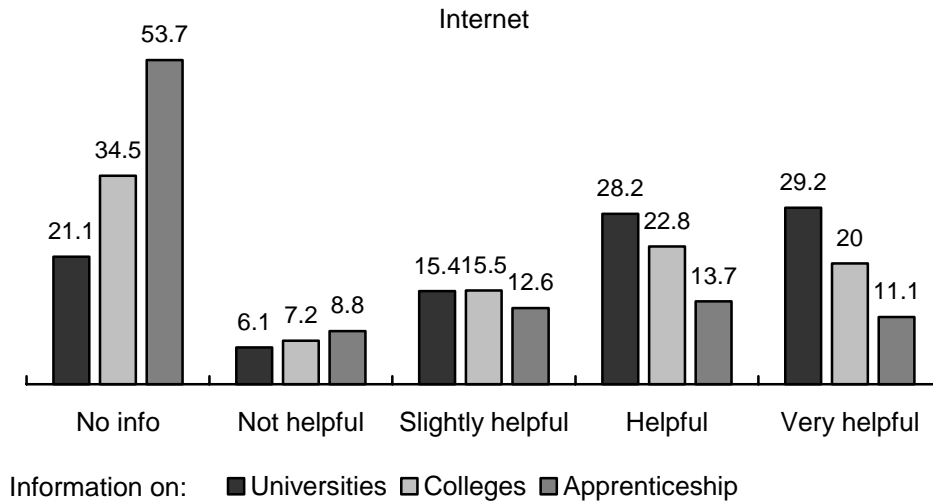


Figure 5.15 presents student responses on the helpfulness of information received from the internet and media (such as newspapers and TV; also see Tables C295 to C300 in Appendix C). For slightly over one-half of the students, the internet had been a ‘helpful’ or ‘very helpful’ source of information on career and educational planning with regard to universities; this was the case for about two-fifths of the students with regard to colleges. Although one-fifth of students did not use this source for university information to help in career and educational planning and about one-third did not do so for college information, the internet, nevertheless, appears to be a major resource about this information. Communication that would encourage students in the future to consult it more for such college information should definitely be considered.

Newspapers, TV and other forms of media were not consulted to the same extent as the internet was, and when they were used as a source for university and college information, they were not viewed nearly as helpful as the internet.

Neither the internet nor media was a major resource for students to gain information about apprenticeship – over one-half received no information from these sources and for those that did consult them for career and educational planning information, relatively few found them to be helpful.

Figure 5.15: Helpfulness of Career and Educational Planning Information from Internet and Media on Universities, Colleges & Apprenticeship (% Students)



F. Post-Secondary Education Costs

The cost of a college education can be viewed as prohibitive by some prospective students. The Canada Millennium Scholarship Foundation report of the results of the Ontario College Applicant Survey provides a useful breakdown of college students' concerns about the cost of a college education and average debt load.

Overall, approximately 50% of applicants are very concerned about the ability to fund a college education in Ontario. Compared to previous years, the concern over the amount of debt incurred has risen, moving in line with the concern reported for having sufficient funding to complete college. ...

The overall average debt load for the first year of college is expected to be around \$6,179, a figure that is just 3% higher than reported for the previous year. The analysis by income reveals that debt load for the first year of college really begins to increase once incomes fall below \$30,000. Just over 40% of applicants have planned for just enough resources (including those received from loans) to cover their first year of college; 40% expect to have surplus funds while 19% will run into a deficit situation. Ignoring those who don't know, only 27% of college applicants expect to incur no debt while completing their intended program of student (compared to 35% in 2004); the majority who do expect to incur debt, estimate that they will have this debt paid off within 7 years. (Acumen Research Group Inc., Ontario College Applicant Survey, 2004)

The Honourable Bob Rae, in *Ontario – A Leader in Learning: Report and Recommendations*, addressed the costs of a college education and recommended changes regarding fee increases.

Traditionally, the Ontario government established tuition fee levels annually, and more recently on a multi-year basis. The previous government established a five-year, 2% per-year increase for most programs beginning in 2000-01. Institutions had flexibility to approve fee increases above this level for a limited number of graduate, professional and college diploma programs. The current government introduced a two-year tuition freeze for all programs for 2004-05 and 2005-06.

Tuition fees do vary today, though most are set within a fairly narrow band. In 2003-04, 86% of full-time college students were enrolled in programs with tuition fees of less than \$2,000

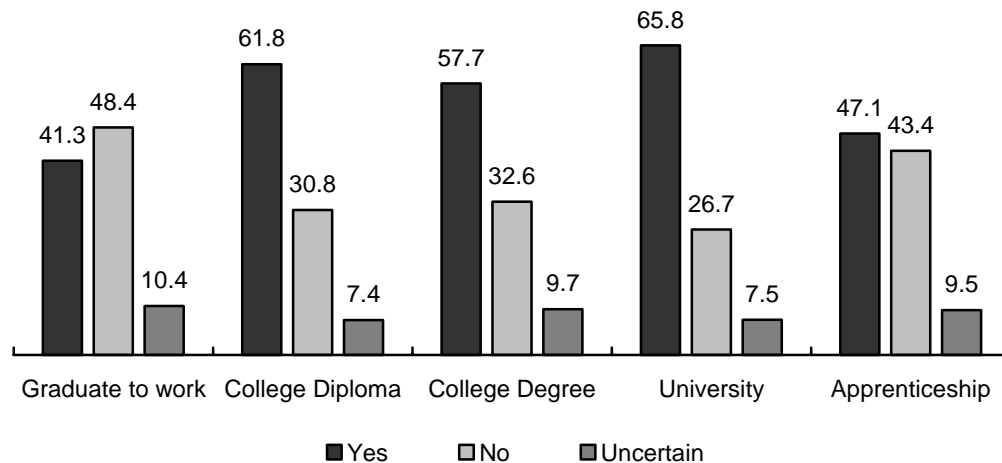
To promote accessibility for lower- and middle-class students, this [fee variation] approach must be balanced with a strong commitment to a robust student assistance program, to which institutions that increase fees directly contribute. These assurances cannot be provided under the current framework....

A ceiling on all tuition fees across all institutions is a blunt and ultimately unsuccessful instrument to promote accessibility. Controlling up-front costs through grants for lower-income students that eliminate or reduce fees, and better loans for middle-class students, is a better approach.

(The Honourable Bob Rae, 2005)

Students' concern about costs was a pervasive issue in their survey responses. This concern is reflected in responses to the questionnaire item on post-secondary education costs (see Figure 5.16 and Table C301 in Appendix C) in which over one-half of students planning on college responded 'yes' that they were concerned about the cost of attending a college or university. Two-thirds of those planning on university had the same concern.

Figure 5.16: 'I am concerned about costs of attending college or university', by Post-Secondary Plans (% Students)



Colleges provide detailed costs per year for prospective students, including tuition and ancillary or incidental fees, most of which are mandatory, such as athletics, building, insurance, health services and information technology costs. Table 5.4 presents the costs of college programs based on information from 2005-06 calendars and college websites.

Table 5.4: College Fees Per Academic Year – 2005-06^a
Full-Time Certificate & Diploma Programs; Graduate Certificate Programs; Applied Degree Programs; Joint/Collaborative Degree Programs

Certificate & Diploma Tuition Fee^b	Graduate Certificate Tuition Fee^c	Applied Degree Program Tuition Fee^d	Joint/Collaborative Degree Program Tuition Fee^e
\$2,126 to \$3,140	\$1,905 to \$14,973	\$5,743 to \$8,493	e.g., \$4,590 Bachelor of Nursing (University of Ottawa); \$7,346 Bachelor of Applied Technology (York University)

- ^a These fees are paid by Canadian citizens & permanent residents; fees are higher for international students.
- ^b Each set of fees is presented in ranges of lowest to highest across all 24 colleges and includes the ancillary or incidental fees, most of which are mandatory. Examples of ancillary/incidental fees are those for athletics, building, insurance, alumni health services, locker use, information technology and convocation. Students in co-op programs are usually charged additional fees, e.g., \$113.75 + \$227.50 each term at Lambton in 2004-05.
- ^c Examples of Graduate Certificate Programs (commonly 1 year programs) are: Registered Practical Nurse-Refresher (\$1,905 at Algonquin), GIS (Geographic Information Systems at Algonquin); Occupational Therapist Assistant/Physiotherapist Assistant (\$2,366 at Mohawk); Scriptwriting (\$3,700 at Algonquin), and Sport Business Management (\$13,048 at Algonquin).
- ^d Sample of Applied Degree Programs are Seneca's Bachelor of Applied Business, Financial Services Management, and Bachelor of Applied Technology Flight Program.
- ^e Examples of Joint/Collaborative Degree Programs are: BScN in Nursing (Seneca, Georgian and Durham with York University); BA in Media, Information & Technoculture (Fanshawe with University of Western Ontario); BSc in Computing & Network Communications, Hons (Sheridan with Brock University).

Tuition fees for College Diploma and Certificate Programs are less than those for university programs. However, the tuition fees for some Graduate Certificates and Applied Degree Programs can be as high if not higher than those for university programs. The costs of Joint or Collaborative Degree Programs are, of course, the same as those of the affiliated university program.

In the open-ended comments about reasons to pursue or not to pursue a college education, some students mentioned costs as a disincentive.

The main reason I would not attend college is money. Ontario college tuition is too high. (Grade 11 female, planning on college after time off)

The cost is outrageous, and if I am not mistaken it is going up. I can't go somewhere I can't afford. (Year 5 male, planning on college diploma or certificate)

Very expensive, I would attend [college] if I had the money.
(Grade 11 male, planning on college diploma or certificate)

I would love to go to college but I don't think my parents or me will have the money for it. (Grade 11 female, planning on college diploma or certificate)

I would not consider attending a college because of the high prices. I would not want to be in debt when I first start out in life and in my new job. ...
(Grade 11 male, planning on college after time off)

The only reason why I would hesitate [to go to college] is because of the cost.
(Grade 11 female, planning on college diploma or certificate)

The only reason I wouldn't consider going to college is that they are simply too expensive for the most part. I feel they are a good place to go and learn, but still too expensive. (Grade 11 male, planning on college diploma or certificate)

... The only reason I would not consider college is the money factor and lack of resources, if any, to get extra help.
(Grade 12 female, planning on applied or collaborative degree)

Les collèges en Ontario sont trop cher, coûte trop pour le cours on vas pour. La plupart du monde qui vont au collège ont reçu des bourses, les seules qui vont pas au collège c'est parce qu'ils/elles ont pas reçue des bourses ou on pas d'argent. Je veux aller au collège pour avoir une carrière.
(12^e année, sexe féminin, prévoyant aller au collège)

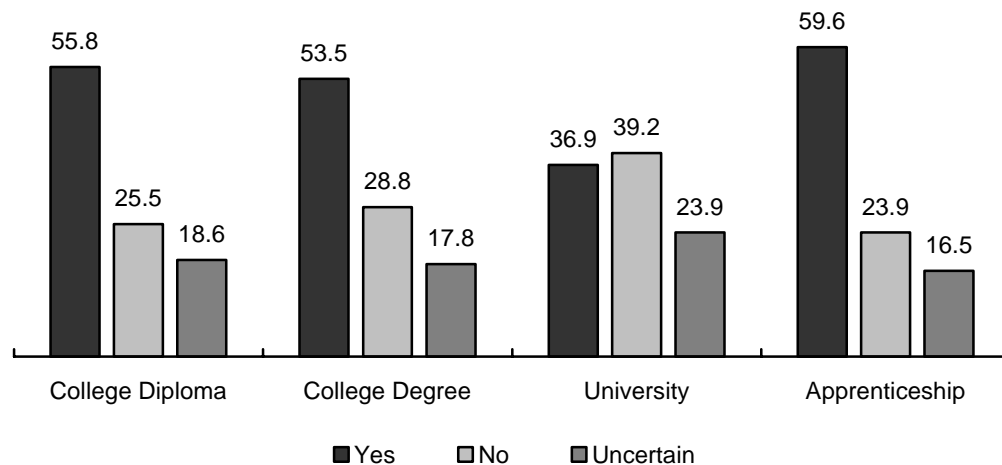
Mes impression générales des collèges de l'Ontario est qu'il sont très compliquer à appliqués et sa la un coût très cher.
(5^e secondaire, sexe masculin, prévoyant aller au collège)

A few students did note the difference between college and university fees.

Ontario colleges are not that different from universities. Although the cost of college is maybe only a third of what you might pay to go to university, you are still getting the education you need to do the job you want to do.
(Grade 11 female, planning on university)

Students were also asked if they would prefer to attend an institution near home (Figure 5.17 and Table C302 in Appendix C). Well over one-half of the college- and apprenticeship-planning students agreed with this statement, while far fewer of the university-planning students did so.

Figure 5.17: 'I would prefer to attend a college/university near my home', by Educational Plans (% Students)



Although prospective students at both universities and colleges were concerned about costs, the financial implications of a post-secondary education and the importance of remaining at home were especially important among the college-planning group. Information on the support of friends and family are reflected in their comments.

Ontario colleges have adequate educational programs. I would attend an Ontario college because I do not want to leave home.
(Grade 12 male, uncertain)

I would not like to be far away from home. Also, I already do my own laundry and can cook meals, but your parents are always there to make sure you can do it.
(Grade 12 female, planning on college after time off)

Ontario colleges seem like a fun place to go to after high school. The reason why I am applying is because many are close to my home or about only a 30 minute drive. I would not apply to the ones that are far, far away because I would not be able to leave friends and family.
(Year 5 female, planning on college diploma or certificate)

I would attend colleges in Ontario because they are close to home and cheaper.
(Grade 12 female, uncertain)

I would like to attend Seneca College because it is close to home and offers the program I need to become a veterinarian technician.
(Grade 12 female, planning on college after time off)

I am planning on attending St. Lawrence College so I could still live at home and drive to school. (Grade 11 female, planning on college diploma or certificate)

Good, I like how Durham College is close to my house and offers the study that I want to take. (Grade 12 female, other plans)

Je veut aller à un collège d'Ontario à cause ses proches de la famille, et collège fournier des environnements familières.
(11^e année, sexe masculin, prévoyant aller au collège)

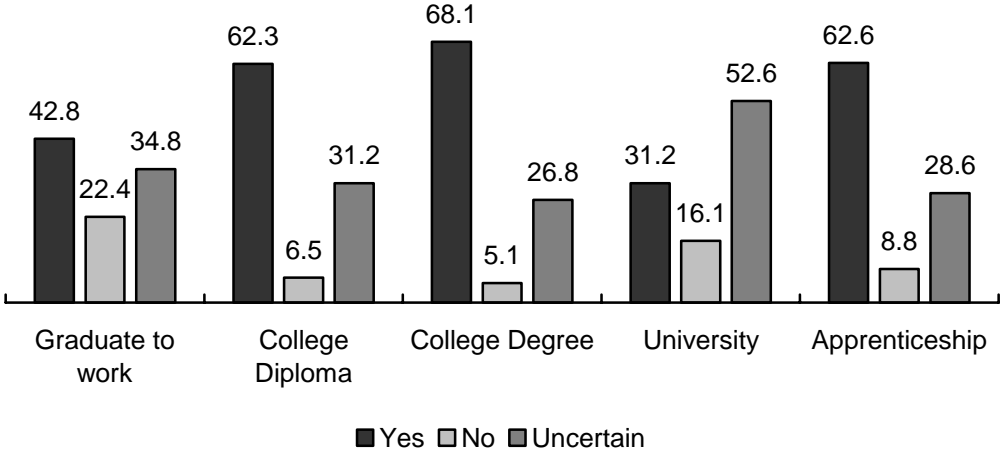
Part VI. Student Perceptions of College

The major purpose of this study was to determine how students perceive the Ontario Colleges of Applied Arts and Technology and how their educational plans are affected by their perceptions. In an open-ended question at the end of the questionnaire, students were asked to give their general impressions of Ontario colleges and the reasons they would or would not consider attending a college. They were also asked to provide further comments or suggestions about education and/or career planning. As explained in Part I, the comments were content analyzed and themes that emerged from them were identified. The two overriding themes – secondary school students’ perceptions of the value of college programs and their views on differences between colleges and universities – are summarized in this part of the report, along with two related closed-response items on aspects of college programs.

A. Value of College Programs

The students were asked if college programs prepare for careers that pay well (see Figure 6.1 and Table C303 in Appendix C for the responses by post-secondary plans). ‘Pay well’ is a rather vague concept, but it was important to determine whether students planning on college viewed the economic returns of attending college as worthwhile for the investment of time and money.

Figure 6.1: 'College programs prepare for careers that pay well', by Post-Secondary Plans (% Students)



Nearly two-thirds of the college-planning students and over 60 percent of the apprenticeship group agreed with the statement. Over one-half of the university-planning group were 'uncertain'. The large proportion of students who were 'uncertain' about the economic implications of a college education may have been influenced by the colleges' wide variety of programs that lead to a wide range of potential incomes. A few of the students planning on college did not agree that 'college programs prepare for careers that pay well', perhaps in reference to college programs such as Early Childhood Education that can provide more job satisfaction than economic benefits.

Notwithstanding, in their comments, many college-planning students noted that a college education would prepare them for lucrative careers or at least meet their economic needs.

.... I am going to college because I know how important it is to be able to support your family as well as yourself as you get older.

(Grade 11 female, planning on applied or collaborative degree)

I want to attend a college to get a well-paid career....

(Grade 11 male, planning on college diploma or certificate)

I would go to a college because most well paid jobs start out with a college degree. I want to be rich.

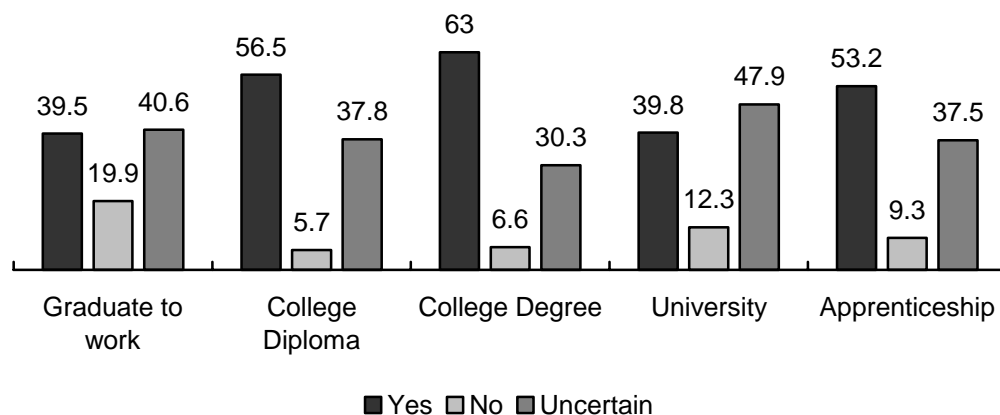
(Grade 12 female, planning on college after time off)

I am going to attend college so I can get a good enough job that I can provide for my family.

(Grade 12 male, planning on college diploma or certificate)

There was considerable uncertainty and some negative views on the part of students with regard to how society values a college credential (see Figure 6.2 and also Table C304 in Appendix C). Nearly one-half of the students planning on a university education checked 'uncertain' to this item while 12.3 percent checked 'no'.

Figure 6.2: 'College programs provide a credential that is valued by society', by Post-Secondary Plans (% Students)



Not surprisingly, the college-planning students were most likely to agree with the item. Between 56.5 and 63 percent of college-planning students, and 53.2 percent of the apprenticeship group believe that college programs are worthwhile in that they provide a credential valued by society. One-half the Grade 11 students were 'uncertain' and only about one-half of all students indicated 'yes' that college programs provide a valued credential (see Tables C305 to C307 in Appendix C). Perhaps an effort should be made to better define the importance and value of college diplomas and degrees to both students and the general public.

Very few students added comments on how society, in general, viewed colleges:

Colleges have now become more accepted to society. One can obtain a good paying job if they went to college. ... (Grade 12 female, planning on university)

B. College vs. University

Many students who expressed their views compared and contrasted the merits of colleges to those of universities. The general themes that emerged on this topic could be categorized as the following: transition from college to university; the economic differences between earning a college diploma or certificate and a university degree; status differences between the two; characterization of types of people who go to each type of post-secondary institution; and choice of program of interest influences choice of university or college.

1. Transition to University

It is important to determine how strong a student's motivation toward a post-secondary education is and how a negative decision might affect his/her educational plans. In order to shed some light on the issue of using college as a stepping stone to university, one of the response choices to the item 'If you do not get accepted into any of the program(s) you have chosen at university or college this year, which of the following will you do? was 'apply to a college program with the intention to transfer to a university later'. Table 4.21 (p.75) indicates that 5.7 percent of the Grade 12 students and 11.7 percent of Year 5 students would do so. The fact that double the proportion of students who have returned to high school for a fifth year responded that they would transfer to a university after enrolling in a college program is not surprising since many may not have the marks to enter university.

College as a functional transition step to university was cited by a surprisingly large number of students.

... I would attend college because I want to prepare myself and get a certificate or diploma to get a good job and then go on to university to fulfill my dream career.
(Grade 11 female, planning on college diploma or certificate)

I think colleges in Canada are great. I am planning on taking a psychology degree program at St. Lawrence College, and then I will take a psychiatry program in university after that.
(Grade 12 female, other plans)

.... I think I would consider attending a college because university is so hard to enter, so I would try to go to the college first and then transfer to the university.
(Year 5 female, planning on college after time off)

I would consider attending a college because I think that I would want to go through college and get a degree and then go to university and get a degree. I think I will have a better chance of finding a better job in the future.
(Grade 11 female, planning on college after time off)

Colleges have the courses I am interested in taking. I think they will prepare me more for university.
(Year 5 female, planning on college diploma or certificate)

Students' decision to go to college after university in order to be more specifically prepared for a career would seem to take place while in university, but a few secondary school students were already contemplating such a sequence.

My general impression of Ontario colleges was that they [offer the] type of education that prepare people for the work force. I have considered college after university because I think that it will help me find a job for my university degree, as well as educate me for the work force.

(Grade 12 female, planning on university)

The program offerings are interested and useful. I would attend a college after post-secondary education. I will choose my permanent career in college.

(Year 5 female, planning on university)

2. Economic Differences

For those students who chose to comment on the differences in economic returns between university and college, university was viewed as producing graduates who attain better paying jobs.

I would not consider attending a college because I feel that you make more jingle after you get out of university, plus the programs I want are located in university, and college is a step down.

(Grade 12 male, planning on university)

Because a university degree would give me a better opportunity to earn a high paying job.

(Grade 11 male, planning on university)

I figure if I get a university education I will be more qualified for a job and make more money in the long run.

(Grade 12 female, planning on university)

3. Status Differences

Status differences between universities and colleges was a recurring theme in the students' comments. The general impression was that universities have more status than college.

I feel that colleges do not have the prestige/reputation of universities, and that I will get a better education and job opportunities at university...

(Grade 11 male, planning on university)

... I would not go to college because I want the best. I have been taught that universities are the more prestigious post-secondary schools. ...

(Grade 12 female, planning on university)

Pros: You get into the work force faster. You can zero in on the courses that you want to take. Cons: You do not have a high status.

(Grade 11 female, planning on university after time off)

Colleges in society are viewed far lower than university, especially with a Chinese background. The only reason you would go to college is because you are not smart enough to attend university.

(Year 5 male, planning on college diploma or certificate)

Most of the students' comments highlighted the job training aspect of college over university. They typically viewed college programs as preparing them for specific careers and they often noted the importance of work satisfaction.

My general impressions of Ontario colleges are that they prepare you for an actual job, with training and everything, instead of just teaching you facts. They prepare you for jobs that you actually will enjoy. I would like to go to college, but I have not decided what career path I'm going to take.

(Grade 11 female, uncertain plans)

... The reason I would attend a college is to further my education so I can have a job I actually enjoy doing.

(Grade 12 male, planning on college diploma or certificate)

I think that my general impression of college is that they do provide students with successful futures and they are great for work opportunities. ...

(Grade 12 female, planning on university)

I would attend a college because it provides a sufficient amount of education that can provide you with a career path and job position in a variety of different fields to choose from.

(Grade 11 male, planning on applied or collaborative degree)

I would consider attending college because I need a good education to broaden my horizons in a job perspective. This way I will be able to obtain a job that I enjoy.

(Year 5 female, planning on applied or collaborative degree)

Others saw universities as providing better job opportunities.

I would like to get my masters. I think I would get better job opportunities going and getting a degree from university rather than college.

(Grade 11 female, planning on university)

I would not go to a college because in the current work field it is getting harder to get a job in business unless you have a Bachelor's degree. Most businesses will hire people with Masters or higher.

(Grade 12 male, planning on university)

4. Who Goes to College and Who Goes to University?

Students had definite views on the characteristics of students headed for a college education in contrast to those headed for university. A common theme among student comments was that 'hands-on' learning and specialized course content were typical in college programs leading directly to a specific career.

My general impression of college is that they provide a hands on learning experience that is directly applicable to the workplace. I would not attend college because I am not a hands on learner at all.

(Grade 12 female, planning on university)

They [colleges] give you hands on experience instead of theory. It prepares you for the real world.

(Year 5 male, planning on applied or collaborative degree)

The impression I get [of going to college] is hands on learning with a career in something directly after completion of course.

(Grade 12 male, planning on university)

I would attend a college for its practical, hands on experience, fast to get into work force, fairly good fees and requirements, friendly environment, and plenty of good resources for my future including education.

(Grade 11 male, planning on college diploma or certificate)

Je ne suis pas très bon dans la construction et dans le bricolage, je préfère donc d'agrandir mes connaissances en Science politique, philosophie et histoire. J'ai la chance unique d'avoir des parents pouvant payer mon université, alors pourquoi aller ou collège? (12^e année, sexe masculin, prévoyant aller à l'université)

A few of the university-planning students viewed colleges as places where students with lower marks go.

My general impression of Ontario colleges is that it is a place for people who cannot get into university to go to. I have heard many stories that colleges will accept almost anyone who applies, something which does not interest me.

(Grade 12 male, planning on university)

I did not get enough information about them, and the general impression is to us that anyone who attends college is someone who could not cut it in university.

(Grade 12 male, planning on university after time off)

Colleges are for people who do not do well in school, or know exactly what they want to do. This is the impression given about college. I would not attend because there are stereotypes when you go to college.

(Grade 12 female, planning on teacher/counseling)

The notion that colleges have the responsibility for the coordination and delivery of the major trades training programs is widespread among students, but that is not the case. While it is true that 90 percent of the in-school part of apprenticeship in Ontario is delivered by the colleges, the Ministry of Training, Colleges and Universities coordinates the trades training programs. Some students viewed college as primarily offering preparation for the trades.

College is a place to gain hands on skills and training, and it prepares you for hands on jobs like plumbing, heating, maintenance, etc.
(Grade 12 male, planning on university)

I am planning on becoming an electrician and that is why I want to go to college.
(Grade 11 male, planning on college after time off)

I would consider going to college because to get my trade in millwright, then I would be able to succeed in life. (Grade 11 male, planning on apprenticeship)

Colleges provide a good learning experience for those who wish to work in the trades. I would attend a college in order to obtain a job.
(Year 5 female, planning on university)

5. Programs of Choice Influence Choice of University over College

Another common theme was the career or program that students wanted was the determining factor in whether they planned on enrolling in a college or university. Some students stated that they were interested only in a career or program found at university.

I would consider attending a college, but I wish to be a teacher and college is not required for that. ... (Grade 11 female, planning on university)

... If they do not hire me after university, I will go to college, but international relations is not something they have in college.
(Grade 12 female, planning on university)

I am not considering attending college because they do not have the courses I want, as well, I am university-bound. I need to go to an arts university like York. I am right brained so this is better for me.
(Grade 11 female, planning on university)

I would not attend a college because you have to go to university to become a lawyer which is what I want to do.
(Grade 11 female, planning on university after time off)

... I have to get a career in sciences or engineering and I don't think college programs will let me achieve my goals. (Grade 11 male, planning on university)

I think college is a good opportunity. I was planning on going to college to get schooling in becoming a welder or a millwright, but I decided to buckle down and go to university for mechanical engineering instead.

(Grade 12 male, planning on university after time off)

Other students cited that the program they wanted is at college.

I would like to go to college because it could further my skills as a chef and it could upgrade my education.

(Year 5 female, planning on college diploma or certificate)

I would like to attend college because I would like to get a diploma in the field of early childhood education so I can open a daycare of my own or work at a public one.

(Grade 12 female, planning on college after time off)

I think I would like to go to college, probably Durham College or George Brown, because they offer drafting courses.

(Grade 11 male, planning on college diploma or certificate)

Ontario colleges seem to have good music programs which is what I am interested in.

(Grade 12 male, planning on college diploma or certificate)

... The colleges in the area do offer animation programs and that is what I want to get into.

(Grade 11 male, planning on college diploma or certificate)

I am going to college somewhere in Ontario for ECE and I plan to do that after high school.

(Grade 11 female, planning on applied or collaborative degree)

Many students stated they were attracted to colleges because they offer such a wide range of programs.

I think that attending an Ontario college would be the experience of a lifetime. The colleges in Ontario are very good and have amazing learning programs. In each school there is a very big variety of what one can study. ...

(Grade 12 female, planning on university)

Ontario colleges offer a wide array of courses that can give foundation toward careers with hands on work ...

(Grade 12 female, planning on university)

I think they [colleges] are good. They have many different programs that can pretty much help anyone with what they want to be.

(Grade 12 female, planning on university)

I get the impression that Ontario colleges are a lot different than what they used to be, and that they offer a lot more courses and programs than they used to. I would consider attending college if I found one that best offered a program I was interested in.

(Grade 11 female, uncertain plans)

I have a good impression of Ontario colleges. I like the variety of courses that are offered and I believe that the admission requirements are fair. I do want to attend college because I believe that the college experience will be a fulfilling one, not only because I will be able to gain employment in my chosen field but also as life experience.

(Year 5 female, planning on college diploma or certificate)

For students planning on college, the decision to go to college appeared to be related to a career choice that primarily involved personally satisfying work.

Part VII. School, Regional and French School Differences

A. Introduction

When the schools were selected for the study, the first criterion was to identify schools that represented size, type of community, public/Roman Catholic, English/French, and availability of technology facilities. The second criterion was to select schools that were representative of the eight regions served by the colleges. Budget restraints made it impossible to represent the full range of school types in each region; therefore, in order to maintain the provincial perspective in the analyses, the number of schools in each region had to be balanced by the requirements of provincial representation. As a result, only three schools were selected to represent the Northwest region in comparison with 14 schools for the Greater Toronto Area.

There are differences from school to school which should be considered in a secondary school-to-college analysis, as well as regional differences that require somewhat different approaches in order to maximize the effectiveness of the school-to-college transition. These differences are summarized in the following sections.

B. School Differences

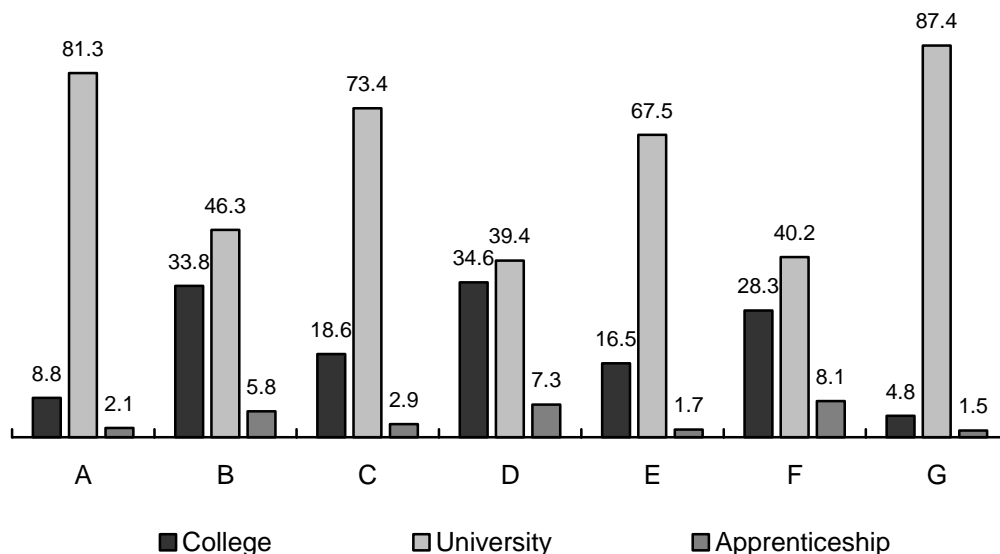
We noted in Part III that some schools do not have the facilities to offer a full range of technology courses. There are few machine shops left in Ontario secondary schools (for Manufacturing Engineering Technology) and less than one-half of the schools have Construction and Transportation Technology facilities. The Roman Catholic schools, in particular, are less likely to have technological education facilities. Many students who might choose technology programs in college do not have access to technology courses in secondary school.

In some parts of the province, there has been a long secondary school tradition of preparation for white-collar careers and many of these schools tend to have an academic orientation. For example, the Ottawa-Carleton, Halton and Toronto District School Boards tend to send more students to university than most other school boards. The former Toronto School Board still retains much of its traditional structure – i.e., academic, technical and commerce schools.

Also, school size influences course offerings – the smaller the school, the narrower the range of courses offered, and coincidentally, the less likelihood that college-preparation courses will be offered.

To illustrate how school characteristics can affect student attitudes, we selected seven schools of similar size that differed in the type of community each served. Figure 7.1 indicates students' educational plans in each of the seven schools. See Table C308 in Appendix C for students' post-secondary plans by region.

**Figure 7.1: Educational Plans, by School
(% Students in 7 Schools)**

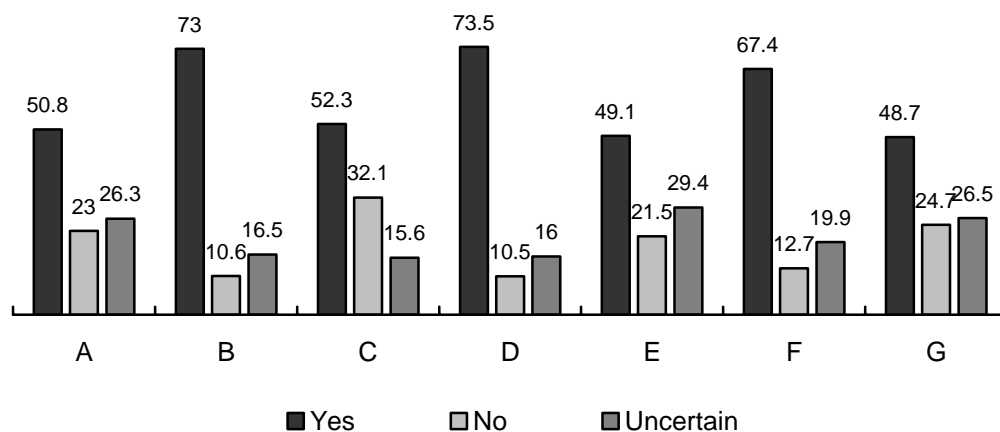


In Schools A, C, E and G, which serve middle to upper-middle class communities, the large majority of students plan on a university education. In Schools B, D and F the communities served represent the full range of socioeconomic backgrounds and more students plan on college. In Schools A, C, E and F the Grade 11 and 12 college-destination offerings are few in number and college-planning students must fill their timetables with university/college-preparation courses. The other schools offer a broader (though not exhaustive) range of college-preparation courses.

The effect on student attitudes of differences in each schools' characteristics with regard to educational plans and course offerings can be seen in Figures 7.2, 7.3 and 7.4.

Students in the schools with a fuller range of college courses and with more students having an interest in attending college (Schools B, D and F) are far more likely to agree with the statement 'This school placed almost equal emphasis on preparing students for college and university' than those in the other four schools (see Figure 7.2). In the other schools where students are less likely to plan on college and with few college-preparation courses, it is not surprising that students feel that greater emphasis is given to university preparation.

Figure 7.2: 'This school places almost equal emphasis on preparing students for college and university' (% Students in 7 Schools)



We see a similar pattern with regard to the survey item 'Most of my teachers have a positive opinion about a college education' (Figure 7.3). Students in Schools B, D and F are far more likely to agree with the statement than those in the other four schools. In addition, the other schools are characterized by large percentages of students who are uncertain, indicating that their teachers are probably less likely to deal with the issue.

Figure 7.3: 'Most of my teachers have a positive opinion about a college education' (% Students in 7 Schools)

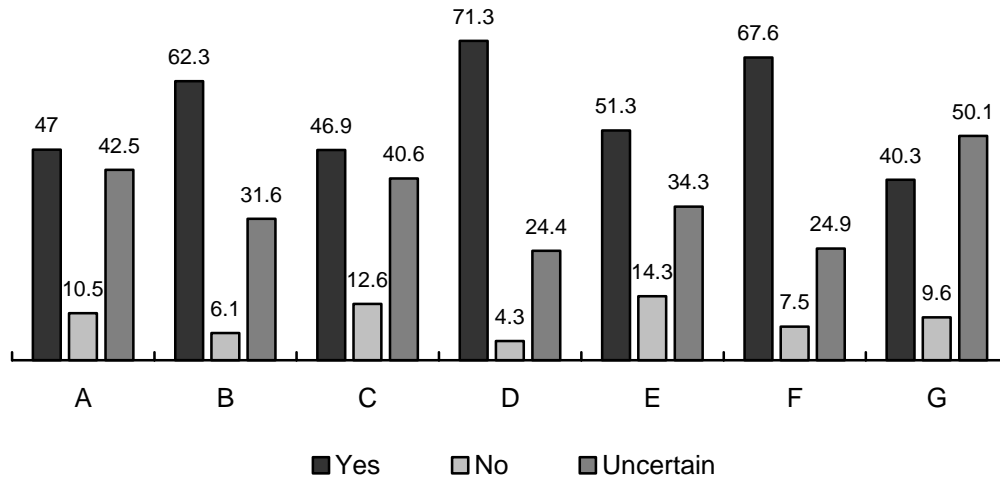
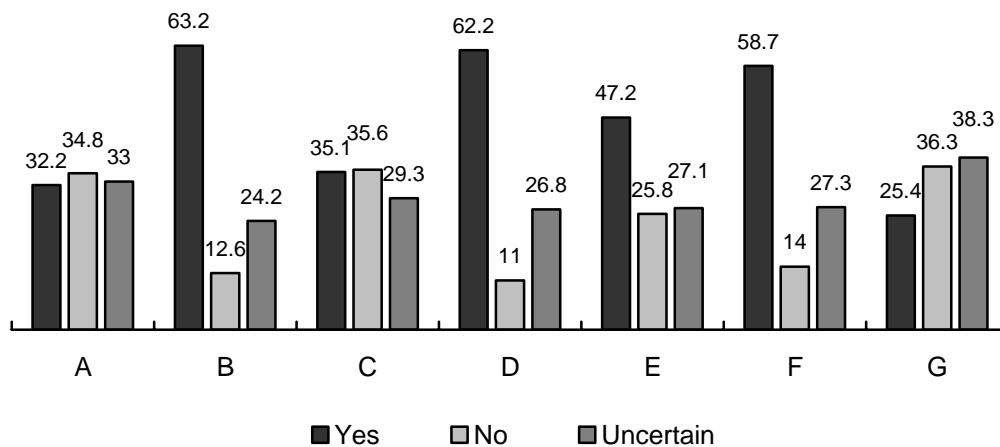


Figure 7.4 shows that the more likely that students are enrolled in a school where a large proportion of students plan on college the greater the likelihood that their friends will have a positive attitude toward college.

Figure 7.4: 'Most of my friends have a positive opinion about a college education' (% Students in 7 Schools)



Variability from school-to-school with regard to students' educational plans has a profound effect on the extent to which the school supports students, particularly those planning on college and apprenticeship.

C. Regional Differences and French Schools

The sample of schools was selected for this study to represent the eight regions served by single colleges (such as Confederation in the Northwest and Algonquin in the East), or groups of colleges (such as George Brown, Humber, Centennial and Seneca in the Greater Toronto Area). This was done in part because it was assumed that not only would those affiliated with each college view the findings as particularly relevant to them if a discussion of regional differences was included, but also because it was anticipated that significant regional differences would be found. In addition, five schools were selected from across the province where the language of instruction was French. In the following section, findings from schools in the eight regions are compared by region with each other along with the findings from the group of five French schools. Although the schools in the sample are from a particular region, they do not necessarily represent all schools in that region; however, the student respondents from a region could focus on the college(s) that they were likely to know most about as well as provide their general views of the Ontario Colleges of Applied Arts and Technology. Grades 11, 12 and Year 5 student responses have been combined in order to simplify and, to some extent, clarify the comparisons.

1. Students' Post-Secondary School Plans

Table 7.1 presents the proportion of students in each region and the French schools who planned on attending university, college, or taking up an apprenticeship.

Table 7.1: Post-Secondary Educational Plans, by College Region & French Schools (% Students)

Region	College Diploma/Degree	University	Apprenticeship
North	30.3	47.5	5.8
Southeast	29.6	49.7	5.8
Southwest	33.5	39.6	8.0
Centre West	27.0	49.6	6.2
Toronto	19.0	66.7	3.9
Centre East	30.0	46.6	6.8
Northwest	28.8	49.1	5.6
East	23.8	57.9	4.5
French	23.5	51.7	9.4

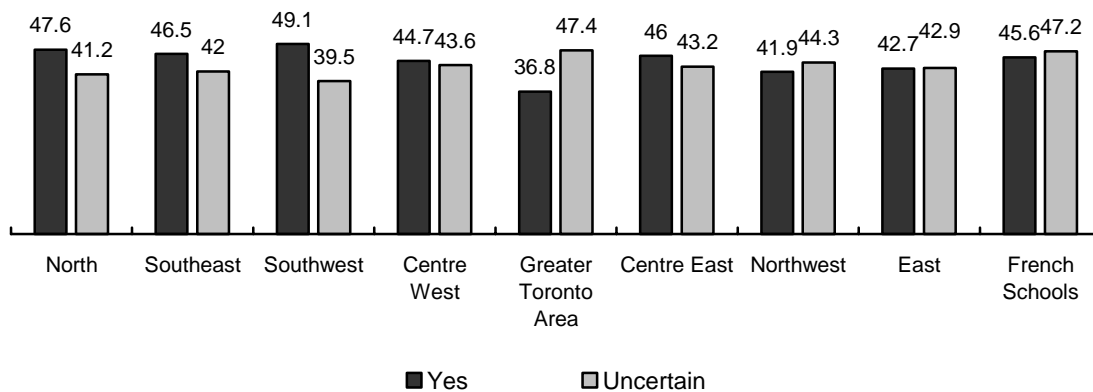
In comparison to the other regions, surprisingly high proportions of students in the Greater Toronto Area region planned on university and lower proportions planned on college. Although these numbers suggest that the sample might not be representative, a very recent study conducted for the Toronto District Board of Education shows a similar pattern (Brown, 2006). It was noticeable that the Greater Toronto Area had proportionately more students going to university and fewer to college than the other Ontario regions.

As anticipated, the Eastern region comprised of mainly Ottawa schools had lower numbers of students planning on college, as did the French schools. In spite of the great need for skilled tradespersons in the Greater Toronto Area region, interest in apprenticeships was quite low. Interest in college and apprenticeships was greatest in the Southwest region.

2. College-Related Issues

The regions and French schools were compared on two items related to the status and financial benefits associated with college programs. Figure 7.5 presents the responses of all students by region and French schools to ‘College programs prepare for careers that pay well’.

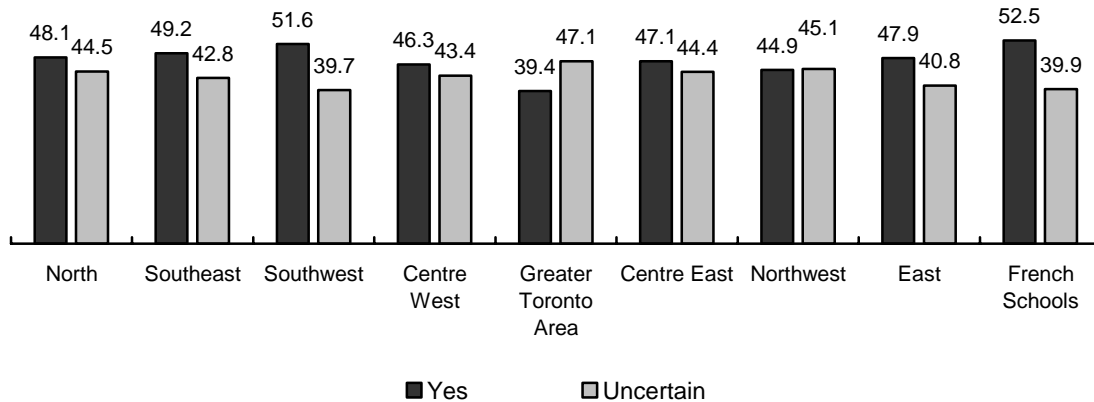
Figure 7.5: ‘College programs prepare for careers that pay well’, by College Region & French Schools (% All Students)



Perhaps the most remarkable observation about the responses to this item is the large proportion of students in each region who answered ‘uncertain’. The proportion of students who said ‘yes’ was notably low in the Greater Toronto Area. The uncertainty might be related to the great variability in college programs and consequent differences in economic returns, but it is more likely that the students simply did not know.

The student response pattern is very similar for the item ‘College programs provide a credential that is valued by society’ (Figure 7.6) as for the previous item.

Figure 7.6: 'College programs provide a credential that is valued by society', by College Region & French Schools (% All Students)



Again, the Greater Toronto Area proportion of students indicating 'yes' was lower than that in the other regions, but it is notable that the French schools 'yes' group was the highest. One would think that more students would have an opinion of college credentials based on knowledge of their merits from teachers, guidance counsellors, parents, friends, and the media. Comments from French-speaking students illustrated this point.

Je ne connais pas beaucoup sur les collèges de l'Ontario.
(11^e année, sexe féminin, prévoyant aller à l'université après une pause)

Je ne sais aucune information à propos des collèges.
(11^e année, sexe masculin, prévoyant aller à l'université)

Nevertheless, many English-speaking students expressed the same uncertainty about college credentials.

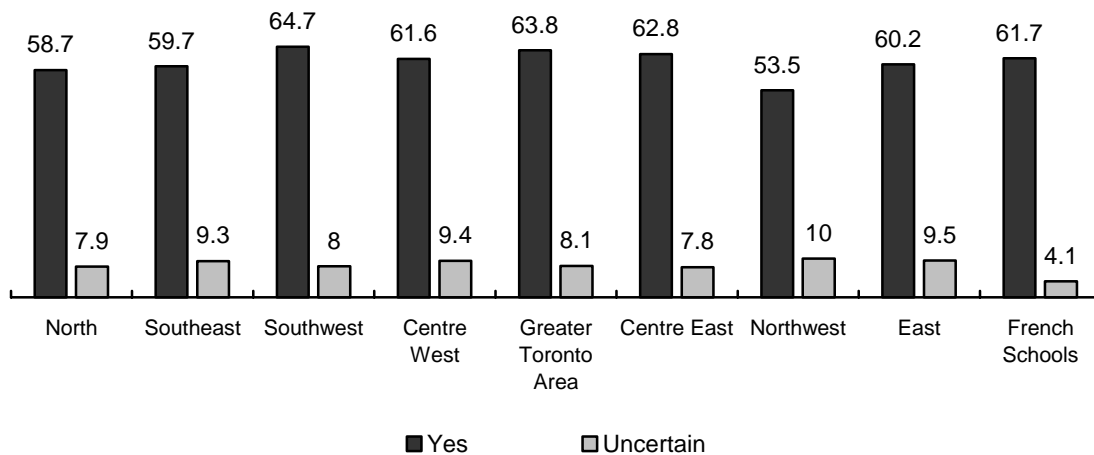
My impressions of Ontario colleges aren't based on much, since I don't know that much about them...
(Grade 11 female, planning on university)

Have not been informed very much about colleges and what they offer. Always been told they are a step down from university.
(Grade 11 male, planning on college after time off)

Etant donné mon manque d'information sur les collèges, je ne suis pas en mesure de répondre à la première partie de cette question cependant, le marché de travail offert aux diplômés collégiales ne correspond pas à ce que je veux faire.
 (11^e année, sexe masculin, prévoyant aller à l'université)

The majority of students in each region and the French schools indicated that they were concerned about the costs of attending college or university (Figure 7.7). It is difficult to know why the Northwest region, and to a lesser extent the North region, had the lowest 'concern' percentage.

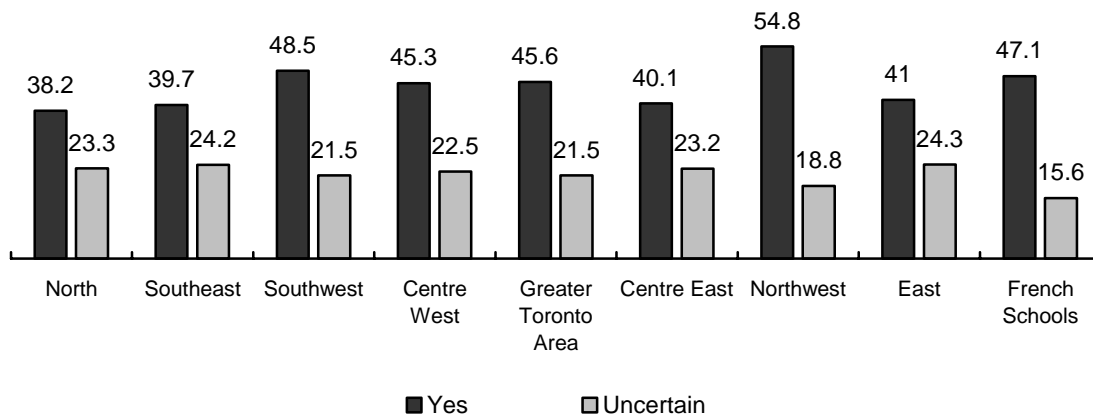
Figure 7.7: 'I am concerned about the costs of attending college or university', by College Region & French Schools (% All Students)



Not surprisingly, students in the Northwest were most likely to 'prefer to attend a college or university near my home' (Figure 7.8) because distances from Thunder Bay to other post-secondary institutions were so great, but on the other hand, fewer in the North preferred to stay near home. Although nearly one-half of the students from the French schools would prefer to attend an institution near home, their opportunities for this would not be as great as for students in the other regions because of the relatively few French language post-secondary institutions that are available to them.

Il devrait y avoir plus d'institutions ayant des programmes francophone en Ontario.
(11^e année, sexe féminin, pas encore décidée)

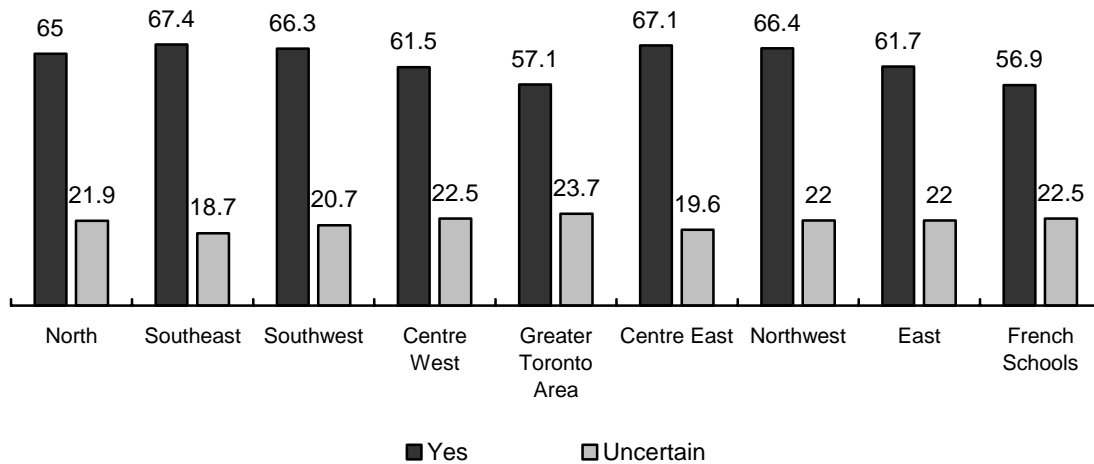
**Figure 7.8: 'I would prefer to attend a college or university near my home', by College Region & French Schools
(% All Students)**



3. The School

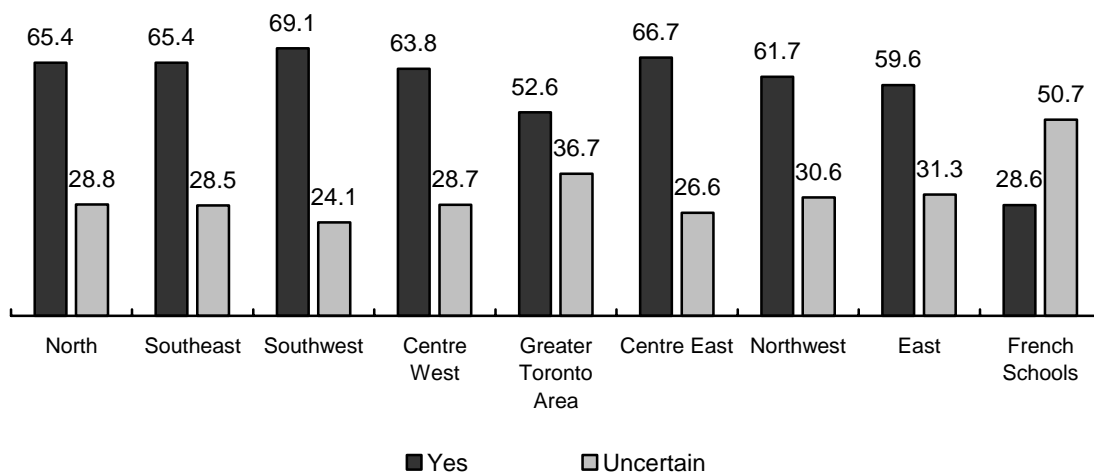
In other parts of the report we have noted that students, for the most part, feel that their 'school places almost equal emphasis upon preparing students for college and university', and this is generally the case in all regions (Figure 7.9). However, consistent with their lower proportion of college-planning students, the Greater Toronto Area and French school students are less likely to feel this way.

Figure 7.9: 'This school places almost equal emphasis upon preparing students for college and university', by College Region & French Schools (% All Students)



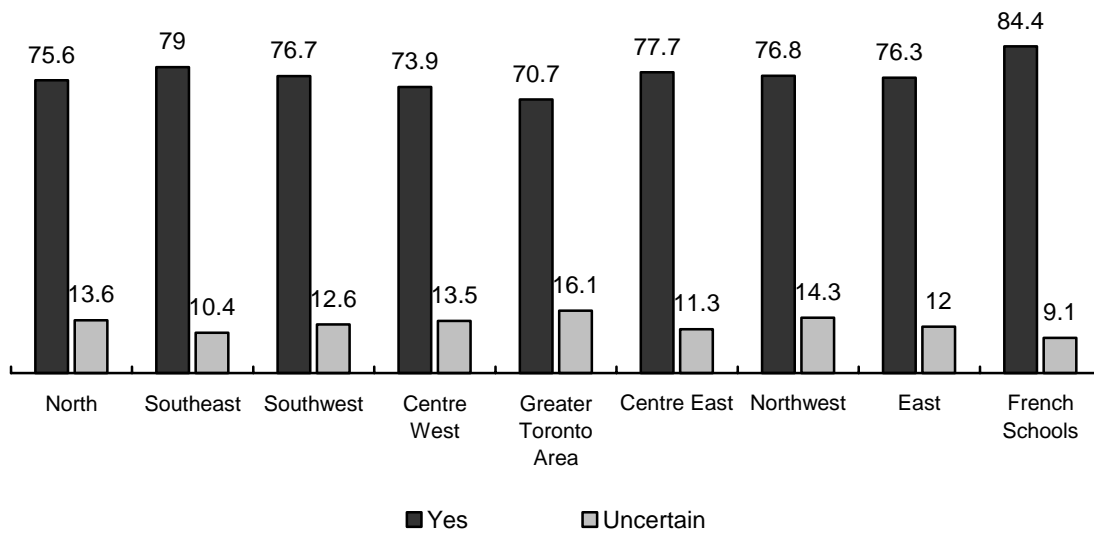
The students' perceptions of teachers' views in the item 'My teachers have a positive opinion about a college education' are very similar across regions, except for the Greater Toronto Area region and especially in the French schools (Figure 7.10) where they are much less positive. 'Uncertainty' was notably high in the French schools.

Figure 7.10: 'Most of my teachers have a positive opinion about a college education', by College Region & French Schools (% All Students)



The vast majority of students in all regions indicated that they could get 'help about educational and career planning' when they wanted it in their school (Figure 7.11), especially students in French schools.

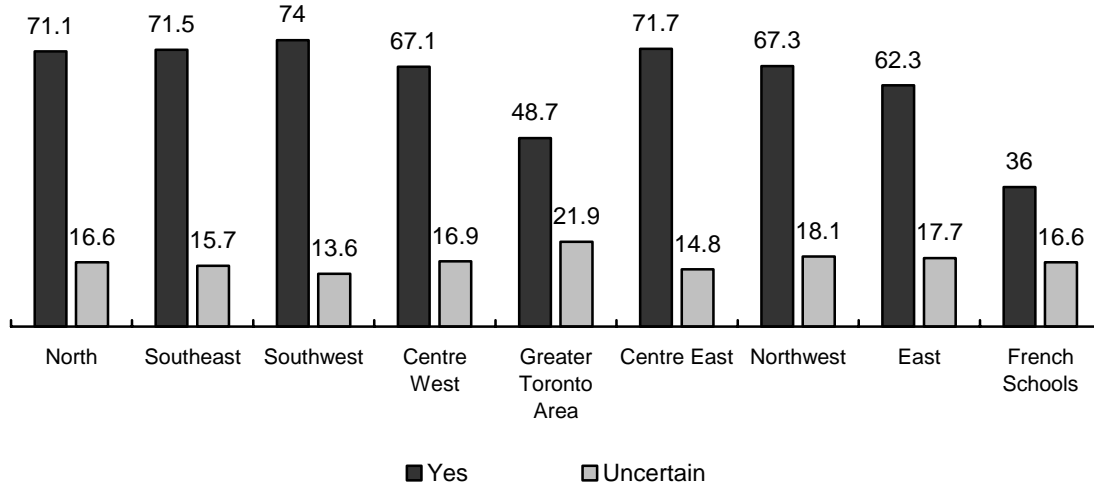
Figure 7.11: 'When I need help about educational and career planning, I can get it at this school', by College Region & French Schools (% All Students)



4. Parents and Friends

There are some sharp differences across the regions and the French schools with regard to students' responses to 'My parents would encourage me if I applied for a college program' (Figure 7.12). Parent encouragement about going to college would be least in the French schools followed by the Greater Toronto Area with the greatest amount of parental support in the Southwest region.

Figure 7.12: 'My parents would encourage me if I applied for a college program', by College Region & French Schools (% All Students)



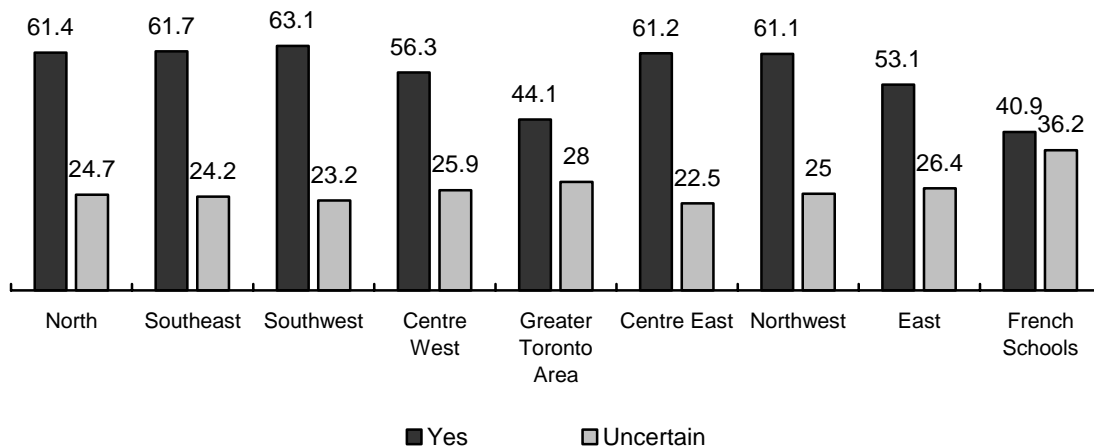
Some francophone students expressed their parents' expectations for them to attend university.

J'ai entendu divers informations sur des collèges mais, puisque mes parents m'encourage d'aller à l'université, j'ai tendance à porter moins d'attention sur les collèges. (11^e année, sexe féminin, prévoyant aller à l'université)

Je ne songe pas aller au collège car mes parents veulent que j'obtienne des cours universitaire et non collégiale et aussi ce que je veux devenir n'ont pas une formation au collège. (11^e année, sexe féminin, prévoyant aller à l'université)

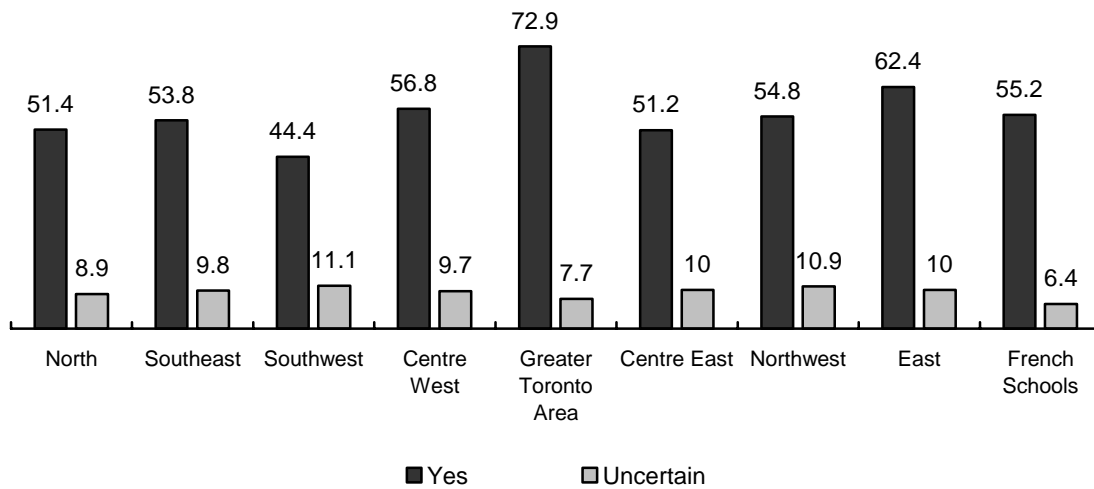
Responses to 'Most of my friends have a positive opinion about a college education' tended to be consistent with the proportion of students planning on college (Figure 7.13); that is, the lower the proportion of college-planning students, the more negative the student perceptions. The least positive view of college held by friends is most likely to be found in the Greater Toronto Area, the French schools and Eastern regions.

Figure 7.13: 'Most of my friends have a positive opinion about a college education', by College Region & French Schools (% All Students)



Not surprisingly, responses to 'My parents or guardians expect me to go to university' are most prominent in the Greater Toronto Area region followed by those in the East (Figure 7.14). In this case, the proportion of responses in the French schools was similar to that in the other regions.

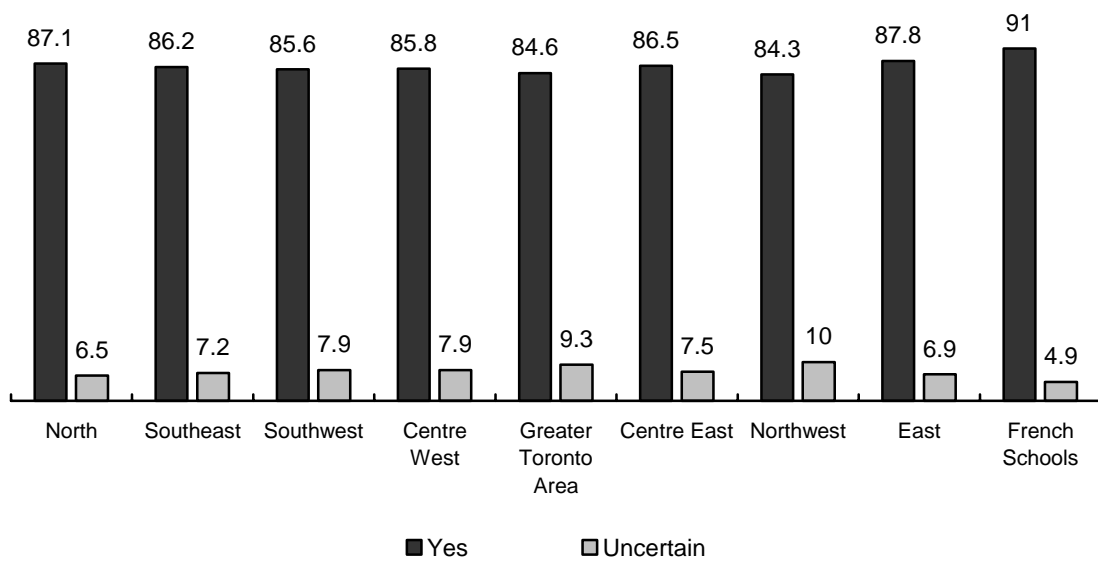
**Figure 7.14: 'My parents or guardians expect me to go to university', by College Region & French Schools
(% All Students)**



5. School Life

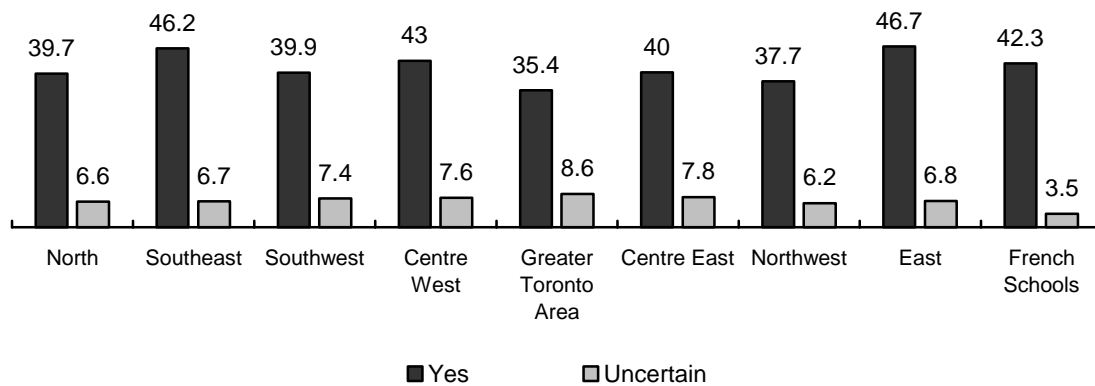
Whatever their educational plans, nearly all students felt accepted in their school (Figure 7.15), and especially students in the French schools. It is remarkable that this pattern is so consistent across the regions and that nearly the same proportion of students in each region said 'no' to the statement (4.1 to 6.6%).

Figure 7.15: 'I feel accepted in this school', by College Region & French Schools (% All Students)



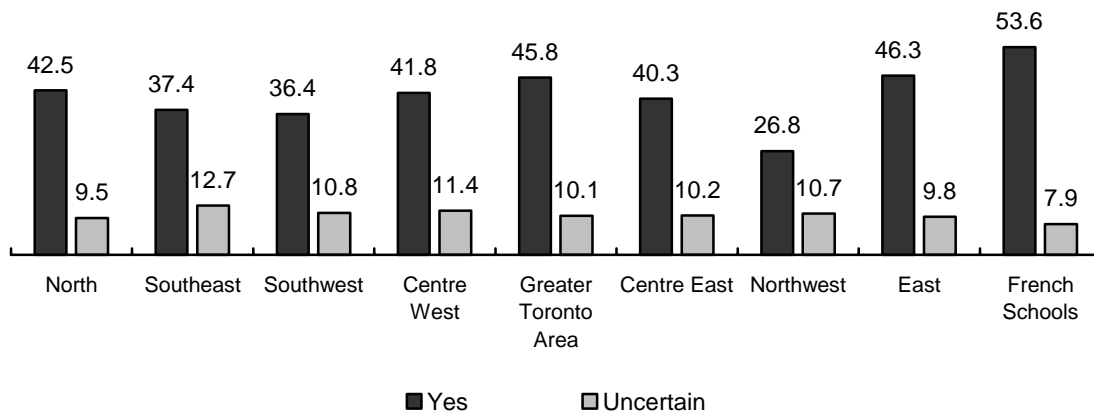
Students have the greatest opportunity to play on school teams when a school offers a wide range of interschool sports and is relatively small, providing more students with an opportunity to play. Even though students planning on university are more likely to ‘play or expect to play on a school team’ and the Greater Toronto Area region has more such students, the proportion playing interschool sports there is less than in all the others (Figure 7.16). Students are more likely to play on school teams in the East and Southeast region and least likely in the Greater Toronto area region. Availability of school teams appears to be more a factor than school size.

Figure 7.16: 'I am playing or expect to play on a school team', by College Region & French Schools (% All Students)



'Participating or planning to participate in intramural activities this year' is greatest in the French schools and least in the Northwest region where it is quite low (Figure 7.17). Although interschool sports participation is relatively low in the Greater Toronto Area region, intramural involvement is relatively high.

Figure 7.17: 'I am participating or plan to participate in intramural activities this year', by College Region & French Schools (% All Students)



Part VIII. Summary and Conclusions

A. Introduction

The major purpose of this research was to identify secondary school students' perceptions of Ontario colleges and of college as a possible post-secondary educational destination for them, and to determine the factors that have shaped these perceptions. A second purpose was to identify secondary school student achievement patterns, graduation rates and course enrolments in order to consider their possible influence on current and future college enrolments.

The main source of data for the study was a survey of 21,385 Grades 11, 12 and Year 5 students enrolled in 73 Ontario secondary schools. The schools were selected to represent Ontario college regions, school size and school type (i.e., Roman Catholic, public, and serving French-speaking students). In addition to the survey, the schools were asked to provide school calendars or course option sheets and course enrolments in order to assess the availability of college-preparation courses and course sequences that lead to college. Sixty-one schools provided data that were used for this analysis. Data from the *Double Cohort Study, Phase 3* (2004) and *Phase 4* (2005), were also examined in order to conduct a preliminary analysis of the characteristics of college applicants in terms of secondary school courses taken and marks obtained.

B. Findings

1. Perceptions of College

- Generally speaking, the large majority of students saw value in a college education, although some were uncertain about the economic benefits. While there was general support for colleges, there was also a general awareness of status and economic benefit differences between colleges and universities. Some students see a stigma associated with colleges, but their numbers appear to be small. A substantial number of students commented that they see college as a useful stepping stone to university, but few mentioned going to college after university, although in practice this pattern is becoming quite common.
- Costs were a concern for most students planning on a post-secondary education. In particular the comments of the college-planning students evidenced considerable concern and indicated that costs vs. perceived benefits was an issue for them.

- Although the majority of students indicated 'yes' to the statement 'This school places almost equal emphasis upon preparing students for college and university', 15.7 percent of students disagreed and 21.8 percent were uncertain.
- Over 70 percent of the college-planning students agreed with 'Most of my teachers have a positive opinion about a college education', but fewer numbers of the university-planning, apprenticeship-planning and work-bound groups did so.

2. Information Regarding College

- About two-thirds of those planning on college said that their knowledge of college programs was 'good' or 'very good', similar to the knowledge of university programs and their requirements of students planning on university. Although two-thirds of those planning on apprenticeship said that their knowledge of apprenticeship programs and requirements was 'good' or 'very good', the other students knew very little about apprenticeship programs.
- Over 75 percent of college-planning students (and students overall) agreed with 'When I need help about educational and career planning, I can get it at this school'. About one-half of the college-planning students agreed that their guidance counsellors were helpful in providing 'career and educational planning information on colleges'.
- About one-half of the students had not received information from college representatives and nearly two-thirds had not visited a college. Two-thirds of the students had not visited business or industry sites, and of those who did, few found the visits very helpful.
- The internet was viewed as a useful source of career and educational planning information about universities for 57.4 percent students, but about colleges for only 42.8 percent of them.
- Almost all students planning on college identified college programs that are currently available and indicated realistic careers following from the programs. This finding suggests that the information they had received and the planning they had done was educationally sound.
- The relationship between apprenticeship programs and colleges is unclear for many students – some students were planning on college to take an apprenticeship and some apprenticeship students did not mention college.

3. Secondary School Programs

- The instability of the educational plans of those students who ultimately apply to college while they are in secondary school makes scheduling of college-preparation course sequences difficult if not impossible in most secondary schools, and is reflected in the following findings:
 - only about 40 percent of Ontario's first-year college enrollees are students who attended immediately after four or five years in secondary school compared to nearly 90 percent of first-year university enrollees.
 - nearly one-half of first-year college enrollees entering directly from secondary school did so after taking essentially a university-preparation set of courses when in Grades 11 and 12.
 - beyond core English, Mathematics and Science college-preparation courses, few Grade 11 and 12 college-preparation courses are offered in Ontario secondary schools. Slightly over one-third of the schools offer MCT4C Mathematics for College Technology (a required or recommended course for College Technology Programs). Few schools offer Health Care (TPA3C), Hospitality (TFT3C), Child Development & Gerontology (TPO4C), and Medical Technologies (TPT4C). Even if they were offered, ensuing low enrolments would not make them viable.
 - many students were unable to take college programs' 'required' or 'recommended' secondary school courses because they were not available in their school.
 - the majority of Grade 12 college-planning students took Academic English and Mathematics in Grade 9.
 - very few students applied to college directly from secondary school having taken a sequence of college-preparation courses – in 2003-04, 57 percent of students had taken one or no Grade 12 college-preparation courses.
- The number of students who were unable to take a secondary school course that they had requested was remarkably high – approximately 30 percent of each of the three grade groups. Course scheduling problems do not appear to have affected college-planning students any more than students planning on other post-secondary destinations. Over- and under- subscription of courses were the greatest problems for all students who were unable to obtain desired courses.

- Marks play a major role in students' educational planning. While the majority of university-planning students had average marks over 80 percent, the majority of college-bound students had average marks in the 60s and 70s. Nevertheless, a great deal of overlap still existed between the average marks distributions; that is, some college-planning students appeared to have the necessary marks to consider a university education. Also, many more college-planning students than university-planning students were achieving marks that placed them in the 'at-risk-of-not-graduating-from-secondary-school' category.

4. College versus University

- College-planning students were more inclined to apply to fewer colleges than university-planning students to universities. About 9 percent of Grade 12 and Year 5 enrollees applied to both university and college. Twenty-one percent of Grade 12 and 36 percent of Year 5 students applied to college, while 46 percent of Grade 12 and 40 percent of Year 5 students applied to university.
- College-planning students are not quite as likely as university-planning students to participate on school teams and intramurals, but over 85 percent agreed with the statement 'I feel accepted in this school'.

5. Parental Expectations

- The majority of all students' parents expect them to go to university; although only one-third are likely to attend university.
- Surprisingly high numbers of the college-, apprenticeship- and work-planning students' parents expect them to go to university which likely places considerable stress on some students (although it is still possible that the college planners could later attend university). Nevertheless, most college-planning students (87%) agreed with 'My parents would encourage me if I applied for a college program'.

6. School/Regional/French School Differences

- There were sharp differences from school-to-school in the proportions of students planning on university and college. In schools where a large proportion of students planned on university, fewer students agreed with 'This school places almost equal emphasis upon preparing students for college and university', and very few college-preparation courses were offered.
- There were similarly high numbers of students across the regions (39.4% to 44.5%) who were uncertain about 'College programs provide a credential that is valued by society'.
- The Greater Toronto Area group of schools had far fewer students planning on college and apprenticeship than the other regions; students in the Greater Toronto Area schools were less likely to value a college education.
- Students in the French schools were more likely to agree with: (1) 'When I need help about educational and career planning, I can get it at this school', and (2) 'I feel accepted in this school', and were more likely to be involved in the intramural activities of these schools.

C. Conclusions

It is early in the research program to make major recommendations, but some conclusions can be derived from the findings to date.

1. Information Dissemination

There is a need to provide a clear picture of the variety of programs available at the colleges and the economic and personal benefits associated with them not only to interested students but also to all students, school guidance counsellors and the general public. The information that is provided in the college calendars, while useful for prospective students, does not appear to be having the effect of developing a general awareness of the importance of Ontario colleges to the Canadian economy and the career satisfaction that college programs can provide.

In particular, since parental expectations and pressure on students can make a meaningful interface between secondary school and college problematic, it appears necessary to develop strategies to reshape parents' perceptions of the viability of a college education.

2. Secondary School Programs

Since few non-core, college-preparation courses are offered in secondary schools, and very few students take college-preparation sequences of courses while there, it would be useful to review the viability and appropriateness of Grades 11 and 12 post-secondary destination programming as it applies to the colleges.

3. Applying to Post-Secondary Institutions

Nearly one-quarter of the Grade 12 students in the study applied to an Ontario college (20.7% to Diploma Programs and 8.2% to Applied or Collaborative Degree Programs) compared to two-fifths of the Year 5 students (36.2% to Diploma Programs and 12.9% to Applied or Collaborative Degree Programs). More Year 5 than Grade 12 students (12.3% to 6.9%) applied to both college and university.

Students who applied to a College Degree Program were most likely to apply to only one institution while those who applied to a Diploma Program, to two or more colleges. Students applying to university were more likely to apply to more institutions than those applying to college.

4. College Applicants' Background

Their pattern of course selection and differential achievement while in secondary school ensures that enrollees in most college programs will have a diverse background in terms of secondary school courses and achievement in them. This diversity will be exacerbated if college enrolments increase. College professors already face a major challenge in bringing students to a common point of preparation. While this implication is not news for those who teach in Ontario colleges, the factors that contribute to it that are outlined in this study may not be well known. In addition, the uncertainty of many first-year college enrollees regarding their choice of program and concern about meeting achievement expectations could contribute to a stressful teaching/learning environment. Many potential college applicants are unsure of themselves academically. They may have been only moderately successful in secondary school and need assurance that they can be successful in college. A strong support system is required to give them that assurance and increase college retention rates.

5. Apprenticeship

As recommended in the *Ontario, A Leader in Learning, Report & Recommendations* (The Honourable Bob Rae, 2006),

Recognize apprenticeship as a post-secondary destination, and treat the apprenticeship programming delivered by colleges as a core business. Assign to colleges the government's role in administration and outreach to employers (for those apprenticeship programs in which colleges deliver in-school training).

It is necessary to create order out of the current confusion and uncertainty in order to rationalize and effectively deliver apprenticeship programs.

6. Regional Issues

It would be helpful to determine why the Greater Toronto Area (GTA) schools produce so few college registrants (in comparison with university registrants), and develop strategies to increase the flow of students from the GTA to colleges.

D. Further Research

Since this study represents only the first phase of a comprehensive research plan, subsequent stages are expected to further explain some of the research issues raised in this study. The next phase of the research is designed to provide a detailed picture of those young people who choose not to go to college in comparison with those who do go.

This phase of the research raises the following questions:

1. What are the factors that influence parental perceptions of college and how might parental attitudes be modified?
2. What are the explanations for regional and school differences in the flow of students to college?
3. Can secondary school Grades 11 and 12 destination-based programming be modified to facilitate the school-to-college transition? How effective are the secondary school courses that are currently being piloted?
4. What are the factors that act as disincentives to young people who could be considering college?

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Appendix A

**ACAATO Collaborative Research Project
Steering Committee**

ACAATO Collaborative Research Project Steering Committee

ACAATO

- *Sheila Susini (chair)
- *Ursula McCloy
- *Bill Summers – ex-officio

College Institutional Research Network representatives

- Eva Aboagye, Centennial College
- Henry Decock, Seneca College
- *Peter Dietsche, Mohawk College
- Marjorie McColm, George Brown College
- *Brenda Pander Scott, Fleming College
- Chris Whittaker, St. Lawrence College
- Rick Wing, Sault College

Ministry of Education

Mary Smart

Ministry of Training, Colleges and Universities

Heidi Eicher

OCAS (Ontario College Application Service)

Catherine Bell

Secondary School Board representation:

AERO (Association of Educational Researchers of Ontario)

- *Orlena Broomes, Simcoe County DSB
- Rob Brown, Toronto DSB

OCSSOA (Ontario Catholic Supervisory Officers' Association)

- Brian Beal, Superintendent of Programme and Services
Simcoe Muskoka Catholic District School Board
- John Wheatley, Exec. Director of OCSSOA

OPSSOA (Ontario Public Supervisory Officials' Association)

- *Gen Ling Chang, Superintendent of Education, Toronto DSB

Guidance

- *Phil Hedges, OSCA (Ontario School Counsellors' Association)
- *Pam Turnbull, Chair of OGLA (Ontario Guidance Leadership Association)

*Sub-committee of advisors on questionnaire development

Appendix B

**Post-Secondary Plans Survey:
Grades 11 & 12 Students
2005-06**



POST-SECONDARY PLANS SURVEY: GRADES 11 & 12 STUDENTS 2005-06

To the Student:

This is a survey of students in Grade 11, Grade 12 and 5th year. The purposes of this study are as follows: (1) to understand your impressions and knowledge of the Colleges of Applied Arts and Technology* and how information about colleges and college programs reaches students; and (2) to collect information about your courses, achievement, and your plans so that school programs can better prepare students to meet their goals after high school.

Your decision to complete this survey will be interpreted as an indication of your consent to participate in this study. By completing the survey, you will be making a significant contribution to the success of this study. However, your participation is voluntary. You may avoid answering any question that makes you feel uncomfortable. You are also free to withdraw from the study at any time without any effect on your teacher's assessment of you in this class. There are no known risks in participating in the study.

It should take you between 15 and 20 minutes to complete the survey. Please do not sign your survey. Your information will be kept confidential. Only the researchers at Queen's University will see your information.

After the researchers have combined all information from students in participating schools and written the report, the report will be placed on this website: www.gotocollege.ca.

Thank you for taking part in this important study.

If you have any questions about the study, concerns or complaints, you may wish to contact: the Principal Investigator, Dr. Alan King, Faculty of Education, Queen's University, Kingston, ON K7L 3N6 (tel: 613-533-6255; kinga@educ.queensu.ca); or Dr. Rosa Bruno-Jofré, Dean, Faculty of Education, Queen's University (same address; tel: 613-533-6210); or Dr. Joan M. Stevenson, Professor and Chair, General Research Ethics Board, Queen's University (same address; tel: 613-533-6081).

***Note:** we refer to the Ontario Colleges of Applied Arts and Technology as 'colleges' in this survey.

Instructions:

Please read and answer each question carefully. For most questions, please place a **check mark** (✓) in the box to the right of your response choice. For a few questions, you will be asked to record a **number or letter** in the box or **write** in the space provided.

When you are finished, place the questionnaire face down in front of you, and wait for your teacher's instructions.

1. Are you male or female?
- Male
- Female

2. When were you born? For example, if you were born on September 8, 1989, you would write

in the boxes beside 'Day',
 in the boxes beside 'Month', and
 in the boxes beside 'Year'.

Day

Month (Jan = 01, Feb = 02, etc.)

Year

3. How many years (counting this year) have you been in high school?

4. How many years do you expect to have taken before you graduate and leave high school? (Place a check mark [✓] in **only one** box.)
- Do not expect to graduate
- Four years
- Four and one-half years
- Five years
- More than five years
- Do not know

5. Please indicate below the type of required courses you took in Grade 9. (Place a check mark [✓] to the right of **each** course to indicate the type.)

	<i>Academic</i>	<i>Applied</i>	<i>Essentials/ Locally Developed</i>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Indicate the **subject, grade and type** of courses you are taking this school year (including both semesters, if your school is semestered). (Please write in your course(s) e.g., for Grade 11 Music, Open, write Music on the first line, 11 or 12 on the second line and 'O' for Open in the box.)

<u>Course Type</u>		
U = University	C = College	
M = University/College		
E = Workplace	O = Open	

<i>Course Name</i> (e.g., English)	<i>Grade</i> (e.g., Gr. 11)	<i>Course Type</i>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>

7. Generally, why are you taking most of the courses you are taking? (Place a check mark [✓] in a box for your answer **beside each** item below.)

	Yes	No	Partly
To meet apprenticeship requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To meet college admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To meet university admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To keep as many education and/or career options open as possible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To meet secondary school graduation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Some students are not able to take the courses they wished to take. This school year, were you able to take the courses you requested?

Yes No

a. If you answered 'No' to question 8, **what** was one course you could not take, and **why** could you not take it? (Please write in the course, type and grade, and place a check mark [✓] in **only one** box.)

Course, Course Type & Grade
(e.g., Visual Arts – University/College, Grade 11)

- Course not available
- Course conflicted with other courses
- Course cancelled – not enough students
- Already had eight courses
- Course was full
- Other (please write in)

9. How many credits did you successfully complete in the following:

(Write in the number of credits; use a zero if you did not complete any credits. If you are in Grade 11 (your 3rd year of high school), fill in boxes 1 to 4. If you are in Grade 12 (your 4th year), fill in boxes 1 to 7. If in 5th year, fill in **all** boxes.)

- Grade 9 1
- Summer School following Grade 9 2
- Grade 10 3
- Summer School following Grade 10 4
-
- Grade 11 5
- Summer School following Grade 11 6
- Grade 12 7
-
- Summer School following Grade 12 8
- 5th Year 9
- Other (e.g., night school, correspondence) 10

10. What was your **approximate** overall average last school year? %

11. Are you taking or have you taken a course(s) through cooperative education (co-op)? (Include both semesters)

Yes No

12. Are you participating in the Ontario Youth Apprenticeship Program (OYAP)?

Yes No

13. Please answer 'yes' or 'no' to **each** of the following questions by placing a check mark [✓] in the appropriate box for your answer. If you are unsure about your response to a question for some reason, place a check mark [✓] in the 'uncertain' box.

- | | Yes | No | Uncertain |
|--|--------------------------|--------------------------|--------------------------|
| When I need help about educational and career planning, I can get it at this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My parent(s) or guardian(s) expect me to go to university. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel accepted in this school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I work at a part-time job for 10 hours or more a week, on average. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This year, I am playing or expect to play on a school team. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This year, I am participating or plan to participate in intramural activities (e.g., school club(s), school newspaper, an intramural sport). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College programs prepare for careers that pay well. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| This school places almost equal emphasis upon preparing students for college and university. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am concerned about the costs of attending college or university. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would prefer to attend a college or university near my home. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| College programs provide a credential that is valued by society. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My parents would encourage me if I applied for a college program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Most of my teachers have a positive opinion about a college education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Most of my friends have a positive opinion about a college education. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

14. Which of the following best describes what you expect to do in the future?

(Place a check mark [✓] in **only one** box.)

- Leave before graduating from high school
- Graduate from high school and go directly to work
- Graduate from high school and go directly to a diploma/certificate program at a college (i.e., an Ontario College of Applied Arts and Technology)
- Graduate from high school and go directly to an Applied or Collaborative Degree Program at a college (i.e., an Ontario College of Applied Arts and Technology)
- Graduate from high school and go directly to university
- Graduate from high school and go directly to a private career college (e.g., a business institute, a computer training school)
- Graduate from high school and go directly to an apprenticeship program for a skilled trade (e.g., to be an electrician, plumber or hairdresser)
- Graduate from high school and take time off before continuing on to university
- Graduate from high school and take time off before continuing on to college
- Other (please specify)

- Uncertain

15. If you plan to go on to a post-secondary program, what specific college or university program(s) do you expect to apply to?

- Do not plan to go on to post-secondary
- Uncertain about program
- Program: _____
- Program: _____

16. If you have made a decision to obtain a post-secondary education, when did you make that decision? (Check [✓] in **one box** only. If you do not intend to go on to a college or university, **Skip** to question #17)

- Have not decided
- Made the decision before Grade 9
- Made the decision sometime around:
 - Grade 9
 - Grade 10
 - Grade 11
 - Grade 12

17. What level of education has each of your parents/guardians achieved?

(If you share living with two sets of parents, answer this question about your birth parents. You will end up with **only two** check marks [✓])

	Mother/ Guardian	Father/ Guardian
Did not complete high school	<input type="checkbox"/>	<input type="checkbox"/>
High School Diploma or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
Trades Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Some college credits	<input type="checkbox"/>	<input type="checkbox"/>
College or CEGEP Diploma/Certificate or Business or Technical Institute Certificate	<input type="checkbox"/>	<input type="checkbox"/>
Some university credits	<input type="checkbox"/>	<input type="checkbox"/>
University Degree (e.g., BA, BSc)	<input type="checkbox"/>	<input type="checkbox"/>
Advanced University Degree (e.g., LLB, MD, MA, PhD)	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Do not know	<input type="checkbox"/>	<input type="checkbox"/>

18. What type of work are you thinking of doing when you have finished your education or begin a permanent job (for example, automotive mechanic, teacher, chef, dentist, computer programmer)? If you are thinking of more than one possibility, list the first two in order of importance to you.

- Undecided
- 1st choice: _____
- 2nd choice: _____

19. How would you describe your knowledge of the following?

	Very Good	Good	Fair	Poor
University programs and their admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College programs and their admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship programs and their admission requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work opportunities after high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. [Only answer this question if you **are in Grade 12 or 5th year**.
Skip to question #21 if you are **not**.]

If you have **not** applied or are not planning to apply to a university or college this year, check [✓] this box.

a. If you have applied or plan to apply to a university or college this year, please indicate below how many of each type you applied to.

	<i>number applied to or planned</i>
Ontario colleges (Diploma or Certificate Program)	<input type="checkbox"/>
Ontario colleges (Applied or Collaborative Degree Program)	<input type="checkbox"/>
Ontario universities	<input type="checkbox"/>
Colleges outside Ontario, in Canada	<input type="checkbox"/>
Universities outside Ontario, in Canada	<input type="checkbox"/>
Colleges/universities outside of Canada	<input type="checkbox"/>

b. If you do not get accepted into any of the program(s) you have chosen at university or college this year, which of the following will you do? (Place a check mark [✓] in **only one** box.)

Return to high school and reapply next year	<input type="checkbox"/>
Take night courses, courses at an adult learning centre or online credit courses and reapply next year	<input type="checkbox"/>
Re-apply to another college or university program	<input type="checkbox"/>
Apply to a college program with the intention to transfer to a university later	<input type="checkbox"/>
Obtain a job	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>
<hr/>	
Do not know	<input type="checkbox"/>

21. Indicate how helpful career and educational planning information from the following sources has been to you. (Place a **number from the response key** in **each** box to the right of 'Universities', 'Colleges' and 'Apprenticeship'. Please fill in **all** boxes.)

Place a '0' in the box if you have not received information or experienced something. For example, if you have had no information from any teachers about apprenticeship, beside 'Apprenticeship' you would place a '0' in the box under 'Teacher(s)'.

4 = Very helpful	3 = Helpful	2 = Slightly helpful	1 = Not helpful	0 = no information or experience
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a. Information from School, Home and Friends

Information about:	<i>Teacher(s)</i>	<i>Teacher-Adviser (TAP)</i>	<i>Guidance Counsellor(s) Student Services</i>	<i>Parents and/or other family members</i>	<i>Friends</i>
Universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b. Information from Other Sources

Information about:	<i>Visit(s) from college reps</i>	<i>Visit(s) from university reps</i>	<i>Visit(s) to college(s)</i>	<i>Visit(s) to university(ies)</i>	<i>Visit(s) to/from Business/ Industry</i>	<i>Media (e.g., newspapers, TV)</i>	<i>Internet-based resources</i>
Universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. What are your general impressions of Ontario colleges? What are the reasons you would or would not consider attending a college? *(Please write your comments below.)*

23. If you have any further comments or suggestions about educational and/or career planning, please note them below.

Thank you very much for participating in this survey.

Appendix C

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**Table C1: Grade 11 Students Responding to ‘What do you expect to do in the future?’,
by Post-Secondary Plans**

Plans After Secondary School	Frequency	Percent	Valid Percent	Cumulative Percent
Leave before Graduation	32	.3	.3	.3
Graduate HS and work	221	2.2	2.2	2.6
Go to college for diploma	790	8.0	8.0	10.5
Go to college for degree program	353	3.6	3.6	14.1
Go to university	4416	44.5	44.7	58.8
Private career college	150	1.5	1.5	60.3
Apprenticeship program	562	5.7	5.7	66.0
Time off before university	1189	12.0	12.0	78.0
Time off before college	1090	11.0	11.0	89.0
Other	375	3.8	3.8	92.8
Uncertain	709	7.1	7.2	100.0
Total	9887	99.5	100.0	
Missing	47	.5		
Total	9934	100.0		

**Table C2: Grade 12 Students Responding to ‘What do you expect to do in the future?’,
by Post-Secondary Plans**

Plans After Secondary School	Frequency	Percent	Valid Percent	Cumulative Percent
Leave before Graduation	22	.3	.3	.3
Graduate HS and work	207	2.4	2.4	2.6
Go to college for diploma	1003	11.4	11.5	14.1
Go to college for degree program	389	4.4	4.5	18.6
Go to university	4024	45.9	46.2	64.8
Private career college	130	1.5	1.5	66.2
Apprenticeship program	471	5.4	5.4	71.6
Time off before university	693	7.9	7.9	79.6
Time off before college	974	11.1	11.2	90.8
Other	390	4.5	4.5	95.2
Uncertain	415	4.7	4.8	100.0
Total	8718	99.5	100.0	
Missing	44	.5		
Total	8762	100.0		

**Table C3: Year 5 Students Responding to ‘What do you expect to do in the future?’,
by Post-Secondary Plans**

Plans After Secondary School	Frequency	Percent	Valid Percent	Cumulative Percent
Leave before Graduation	9	.4	.4	.4
Graduate HS and work	110	4.6	4.7	5.1
Go to college for diploma	348	14.7	14.8	19.8
Go to college for degree program	143	6.0	6.1	25.9
Go to university	662	27.9	28.1	54.0
Private career college	43	1.8	1.8	55.9
Apprenticeship program	171	7.2	7.3	63.1
Time off before university	206	8.7	8.8	71.9
Time off before college	378	15.9	16.1	87.9
Other	168	7.1	7.1	95.1
Uncertain	116	4.9	4.9	100.0
Total	2354	99.2	100.0	
Missing	19	.8		
Total	2373	100.0		

**Table C4: All Students Responding to ‘What do you expect to do in the future?’,
by Post-Secondary Plans**

Plans After Secondary School	Frequency	Percent	Valid Percent	Cumulative Percent
Leave before Graduation	70	.3	.3	.3
Graduate HS and work	567	2.6	2.7	3.0
Go to college for diploma	2190	10.2	10.2	13.2
Go to college for degree program	918	4.3	4.3	17.5
Go to university	9192	42.8	43.0	60.5
Private career college	334	1.6	1.6	62.1
Apprenticeship program	1244	5.8	5.8	67.9
Time off before university	2121	9.9	9.9	77.8
Time off before college	2507	11.7	11.7	89.6
Other	950	4.4	4.4	94.0
Uncertain	1277	5.9	6.0	100.0
Total	21370	99.5	100.0	
Missing	117	.5		
Total	21487	100.0		

Table C5: Gender of Grade 11 Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	4739	48.0	48.2	48.2
Female	5095	51.6	51.8	100.0
Total	9834	99.7	100.0	
Missing	33	.3		
Total	9867	100.0		

Table C6: Gender of Grade 12 Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	4149	47.4	47.6	47.6
Female	4571	52.3	52.4	100.0
Total	8720	99.7	100.0	
Missing	27	.3		
Total	8747	100.0		

Table C7: Gender of Year 5 Students

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	1410	59.8	59.9	59.9
Female	942	39.9	40.1	100.0
Total	2352	99.7	100.0	
Missing	7	.3		
Total	2359	100.0		

Table C8: Gender of Grade 11 Students, by Post-Secondary Plans

Gender		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Male	Count	146	890	169	2416	430	660	4711
	% Within Sex	3.1%	18.9%	3.6%	51.3%	9.1%	14.0%	100.0%
	% Within Plans	68.2%	47.7%	48.0%	43.5%	77.5%	52.8%	48.1%
Female	Count	68	974	183	3138	125	590	5078
	% Within Sex	1.3%	19.2%	3.6%	61.8%	2.5%	11.6%	100.0%
	% Within Plans	31.8%	52.3%	52.0%	56.5%	22.5%	47.2%	51.9%
Total	Count	214	1864	352	5554	555	1250	9789
	% Within Sex	2.2%	19.0%	3.6%	56.7%	5.7%	12.8%	100.0%
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C9: Gender of Grade 12 Students, by Post-Secondary Plans

Gender		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Male	Count	144	922	195	1973	393	497	4124
	% Within Sex	3.5%	22.4%	4.7%	47.8%	9.5%	12.1%	100.0%
	% Within Plans	70.6%	47.0%	50.6%	41.9%	83.6%	52.4%	47.5%
Female	Count	60	1039	190	2734	77	452	4552
	% Within Sex	1.3%	22.8%	4.2%	60.1%	1.7%	9.9%	100.0%
	% Within Plans	29.4%	53.0%	49.4%	58.1%	16.4%	47.6%	52.5%
Total	Count	204	1961	385	4707	470	949	8676
	% Within Sex	2.4%	22.6%	4.4%	54.3%	5.4%	10.9%	100.0%
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C10: Gender of Year 5 Students, by Post-Secondary Plans

Gender		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Male	Count	82	425	81	462	143	204	1397
	% Within Sex	5.9%	30.4%	5.8%	33.1%	10.2%	14.6%	100.0%
	% Within Plans	75.2%	58.9%	56.6%	53.8%	84.1%	61.4%	59.9%
Female	Count	27	296	62	397	27	128	937
	% Within Sex	2.9%	31.6%	6.6%	42.4%	2.9%	13.7%	100.0%
	% Within Plans	24.8%	41.1%	43.4%	46.2%	15.9%	38.6%	40.1%
Total	Count	109	721	143	859	170	332	2334
	% Within Sex	4.7%	30.9%	6.1%	36.8%	7.3%	14.2%	100.0%
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C11: Type of English Taken in Grade 9, by Gender: Grade 11 Students

Type of Grade 9 English		Gender		Total
		Male	Female	
Academic	Count	3598	4273	7871
	% Within the type of English you took in Grade 9	45.7%	54.3%	100.0%
	% Within Sex	76.4%	84.4%	80.6%
Applied	Count	987	698	1685
	% Within the type of English you took in Grade 9	58.6%	41.4%	100.0%
	% Within Sex	21.0%	13.8%	17.2%
Essential Skills or LD (Locally Developed)	Count	124	89	213
	% Within the type of English you took in Grade 9	58.2%	41.8%	100.0%
	% Within Sex	2.6%	1.8%	2.2%
Total	Count	4709	5060	9769
	% Within the type of English you took in Grade 9	48.2%	51.8%	100.0%
	% Within Sex	100.0%	100.0%	100.0%

Table C12: Type of English Taken in Grade 9, by Gender: Grade 12 Students

Type of Grade 9 English		Gender		Total
		Male	Female	
Academic	Count	3137	3829	6966
	% Within the type of English you took in Grade 9	45.0%	55.0%	100.0%
	% Within Sex	76.1%	84.2%	80.4%
Applied	Count	917	644	1561
	% Within the type of English you took in Grade 9	58.7%	41.3%	100.0%
	% Within Sex	22.3%	14.2%	18.0%
Essential Skills or LD (Locally Developed)	Count	66	75	141
	% Within the type of English you took in Grade 9	46.8%	53.2%	100.0%
	% Within Sex	1.6%	1.6%	1.6%
Total	Count	4120	4548	8668
	% Within the type of English you took in Grade 9	47.5%	52.5%	100.0%
	% Within Sex	100.0%	100.0%	100.0%

Table C13: Type of Mathematics Taken in Grade 9, by Gender: Grade 11 Students

Type of Grade 9 Mathematics		Gender		Total
		Male	Female	
Academic	Count	3611	3980	7591
	% Within the type of Mathematics you took in Grade 9	47.6%	52.4%	100.0%
	% Within Sex	76.7%	78.7%	77.7%
Applied	Count	981	970	1951
	% Within the type of Mathematics you took in Grade 9	50.3%	49.7%	100.0%
	% Within Sex	20.9%	19.2%	20.0%
Essential Skills or LD (Locally Developed)	Count	113	109	222
	% Within the type of Mathematics you took in Grade 9	50.9%	49.1%	100.0%
	% Within Sex	2.4%	2.2%	2.3%
Total	Count	4705	5059	9764
	% Within the type of Mathematics you took in Grade 9	48.2%	51.8%	100.0%
	% Within Sex	100.0%	100.0%	100.0%

Table C14: Type of Mathematics Taken in Grade 9, by Gender: Grade 12 Students

Type of Grade 9 Mathematics		Gender		Total
		Male	Female	
Academic	Count	3138	3564	6702
	% Within the type of Mathematics you took in Grade 9	46.8%	53.2%	100.0%
	% Within Sex	76.1%	78.4%	77.3%
Applied	Count	916	886	1802
	% Within the type of Mathematics you took in Grade 9	50.8%	49.2%	100.0%
	% Within Sex	22.2%	19.5%	20.8%
Essential Skills or LD (Locally Developed)	Count	69	94	163
	% Within the type of Mathematics you took in Grade 9	42.3%	57.7%	100.0%
	% Within Sex	1.7%	2.1%	1.9%
Total	Count	4123	4544	8667
	% Within the type of Mathematics you took in Grade 9	47.6%	52.4%	100.0%
	% Within Sex	100.0%	100.0%	100.0%

Table C15: Type of Science Taken in Grade 9, by Gender: Grade 11 Students

Type of Grade 9 Science		Gender		Total
		Male	Female	
Academic	Count	3615	4120	7735
	% Within the type of Science you took in Grade 9	46.7%	53.3%	100.0%
	% Within Sex	77.1%	81.5%	79.4%
Applied	Count	976	858	1834
	% Within the type of Science you took in Grade 9	53.2%	46.8%	100.0%
	% Within Sex	20.8%	17.0%	18.8%
Essential Skills or LD (Locally Developed)	Count	100	76	176
	% Within the type of Science you took in Grade 9	56.8%	43.2%	100.0%
	% Within Sex	2.1%	1.5%	1.8%
Total	Count	4691	5054	9745
	% Within the type of Science you took in Grade 9	48.1%	51.9%	100.0%
	% Within Sex	100.0%	100.0%	100.0%

Table C16: Type of Science Taken in Grade 9, by Gender: Grade 12 Students

Type of Grade 9 Science		Gender		Total
		Male	Female	
Academic	Count	3150	3689	6839
	% Within the type of Science you took in Grade 9	46.1%	53.9%	100.0%
	% Within Sex	76.5%	81.3%	79.1%
Applied	Count	906	778	1684
	% Within the type of Science you took in Grade 9	53.8%	46.2%	100.0%
	% Within Sex	22.0%	17.2%	19.5%
Essential Skills or LD (Locally Developed)	Count	59	69	128
	% Within the type of Science you took in Grade 9	46.1%	53.9%	100.0%
	% Within Sex	1.4%	1.5%	1.5%
Total	Count	4115	4536	8651
	% Within the type of Science you took in Grade 9	47.6%	52.4%	100.0%
	% Within Sex	100.0%	100.0%	100.0%

**Table C17: Previous Year's Average Marks by Gender:
Grade 11 Students**

Average Mark		Gender		Total
		Male	Female	
<50	Count	30	23	53
	% Within Sex	.7%	.5%	.6%
50-54	Count	78	66	144
	% Within Sex	1.7%	1.4%	1.5%
55-59	Count	100	83	183
	% Within Sex	2.2%	1.7%	1.9%
60-64	Count	333	242	575
	% Within Sex	7.3%	5.0%	6.1%
65-69	Count	526	388	914
	% Within Sex	11.6%	8.0%	9.7%
70-74	Count	848	713	1561
	% Within Sex	18.7%	14.7%	16.6%
75-79	Count	1021	1090	2111
	% Within Sex	22.5%	22.4%	22.5%
80-84	Count	839	1053	1892
	% Within Sex	18.5%	21.7%	20.1%
85-89	Count	515	781	1296
	% Within Sex	11.4%	16.1%	13.8%
90+	Count	244	424	668
	% Within Sex	5.4%	8.7%	7.1%
Total	Count	4534	4863	9397
	% Within Sex	100.0%	100.0%	100.0%

**Table C18: Previous Year's Average Marks by Gender:
Grade 12 Students**

Average Mark		Gender		Total
		Male	Female	
<50	Count	37	23	60
	% Within Sex	.9%	.5%	.7%
50-54	Count	82	54	136
	% Within Sex	2.1%	1.2%	1.6%
55-59	Count	91	61	152
	% Within Sex	2.3%	1.4%	1.8%
60-64	Count	298	190	488
	% Within Sex	7.5%	4.3%	5.8%
65-69	Count	498	346	844
	% Within Sex	12.5%	7.9%	10.1%
70-74	Count	779	694	1473
	% Within Sex	19.5%	15.8%	17.6%
75-79	Count	897	995	1892
	% Within Sex	22.5%	22.7%	22.6%
80-84	Count	703	1009	1712
	% Within Sex	17.6%	23.0%	20.4%
85-89	Count	384	690	1074
	% Within Sex	9.6%	15.7%	12.8%
90+	Count	226	326	552
	% Within Sex	5.7%	7.4%	6.6%
Total	Count	3995	4388	8383
	% Within Sex	100.0%	100.0%	100.0%

Table C19: Grade 11 Students Responding to 'My parents or guardians expect me to go to university', by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	2685	3347	6032
	% Within Sex	57.2%	66.0%	61.8%
No	Count	1424	1293	2717
	% Within Sex	30.3%	25.5%	27.8%
Uncertain	Count	588	429	1017
	% Within Sex	12.5%	8.5%	10.4%
Total	Count	4697	5069	9766
	% Within Sex	100.0%	100.0%	100.0%

Table C20: Grade 12 Students Responding to ‘My parents or guardians expect me to go to university’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	2201	2903	5104
	% Within Sex	53.6%	63.9%	59.0%
No	Count	1537	1342	2879
	% Within Sex	37.5%	29.6%	33.3%
Uncertain	Count	366	295	661
	% Within Sex	8.9%	6.5%	7.6%
Total	Count	4104	4540	8644
	% Within Sex	100.0%	100.0%	100.0%

Table C21: Grade 11 Responding to ‘Most of my friends have a positive opinion about a college education’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	2256	2814	5070
	% Within Sex	48.1%	55.6%	52.0%
No	Count	949	886	1835
	% Within Sex	20.2%	17.5%	18.8%
Uncertain	Count	1485	1365	2850
	% Within Sex	31.7%	26.9%	29.2%
Total	Count	4690	5065	9755
	% Within Sex	100.0%	100.0%	100.0%

Table C22: Grade 12 Responding to ‘Most of my friends have a positive opinion about a college education’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	2160	2628	4788
	% Within Sex	52.7%	57.9%	55.4%
No	Count	952	862	1814
	% Within Sex	23.2%	19.0%	21.0%
Uncertain	Count	987	1050	2037
	% Within Sex	24.1%	23.1%	23.6%
Total	Count	4099	4540	8639
	% Within Sex	100.0%	100.0%	100.0%

Table C23: Grade 11 Students Responding to ‘I would prefer to attend a college or university near my home’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	2049	1965	4014
	% Within Sex	43.7%	38.8%	41.1%
No	Count	1477	1784	3261
	% Within Sex	31.5%	35.2%	33.4%
Uncertain	Count	1168	1321	2489
	% Within Sex	24.9%	26.1%	25.5%
Total	Count	4694	5070	9764
	% Within Sex	100.0%	100.0%	100.0%

Table C24: Grade 12 Students Responding to ‘I would prefer to attend a college or university near my home’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	1958	2015	3973
	% Within Sex	47.7%	44.4%	46.0%
No	Count	1342	1626	2968
	% Within Sex	32.7%	35.8%	34.3%
Uncertain	Count	805	900	1705
	% Within Sex	19.6%	19.8%	19.7%
Total	Count	4105	4541	8646
	% Within Sex	100.0%	100.0%	100.0%

Table C25: Grade 11 Students Responding to ‘I feel accepted in this school’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	4070	4461	8531
	% Within Sex	86.9%	88.1%	87.5%
No	Count	258	235	493
	% Within Sex	5.5%	4.6%	5.1%
Uncertain	Count	358	366	724
	% Within Sex	7.6%	7.2%	7.4%
Total	Count	4686	5062	9748
	% Within Sex	100.0%	100.0%	100.0%

Table C26: Grade 12 Students Responding to ‘I feel accepted in this school’, by Gender

Response		Gender		Total
		Male	Female	
Yes	Count	3526	3936	7462
	% Within Sex	86.0%	86.8%	86.4%
No	Count	288	241	529
	% Within Sex	7.0%	5.3%	6.1%
Uncertain	Count	286	355	641
	% Within Sex	7.0%	7.8%	7.4%
Total	Count	4100	4532	8632
	% Within Sex	100.0%	100.0%	100.0%

Table C27: Grade 11 Students Responding to ‘What level of education has your mother or female guardian achieved?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than HS	766	7.8	7.9	7.9
High school	1884	19.1	19.5	27.4
Trades Certificate	145	1.5	1.5	28.9
Some college	895	9.1	9.3	38.1
College or CEGEP Diploma	1509	15.3	15.6	53.7
Some university	553	5.6	5.7	59.5
University	1961	19.9	20.3	79.7
Advanced University Degree	682	6.9	7.0	86.8
Other	181	1.8	1.9	88.6
Do not know	1098	11.1	11.4	100.0
Total	9674	98.0	100.0	
Missing	193	2.0		
Total	9867	100.0		

Table C28: Grade 11 Students Responding to ‘What level of education has your father or male guardian achieved?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than HS	946	9.6	9.8	9.8
High school	1439	14.6	14.9	24.7
Trades Certificate	684	6.9	7.1	31.7
Some college	659	6.7	6.8	38.5
College or CEGEP Diploma	1231	12.5	12.7	51.3
Some university	450	4.6	4.7	55.9
University	1743	17.7	18.0	74.0
Advanced University Degree	1008	10.2	10.4	84.4
Other	145	1.5	1.5	85.9
Do not know	1366	13.8	14.1	100.0
Total	9671	98.0	100.0	
Missing	196	2.0		
Total	9867	100.0		

Table C29: Grade 12 Students Responding to ‘What level of education has your mother or female guardian achieved?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than HS	725	8.3	8.4	8.4
High school	1787	20.4	20.8	29.2
Trades Certificate	124	1.4	1.4	30.7
Some college	791	9.0	9.2	39.9
College or CEGEP Diploma	1546	17.7	18.0	57.9
Some university	421	4.8	4.9	62.8
University	1819	20.8	21.2	84.0
Advanced University Degree	525	6.0	6.1	90.1
Other	137	1.6	1.6	91.7
Do not know	714	8.2	8.3	100.0
Total	8589	98.2	100.0	
Missing	158	1.8		
Total	8747	100.0		

Table C30: Grade 12 Students Responding to ‘What level of education has your father or male guardian achieved?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than HS	1003	11.5	11.7	11.7
High school	1349	15.4	15.7	27.4
Trades Certificate	641	7.3	7.5	34.9
Some college	547	6.3	6.4	41.2
College or CEGEP Diploma	1201	13.7	14.0	55.2
Some university	364	4.2	4.2	59.5
University	1573	18.0	18.3	77.8
Advanced University Degree	820	9.4	9.6	87.3
Other	105	1.2	1.2	88.6
Do not know	982	11.2	11.4	100.0
Total	8585	98.1	100.0	
Missing	162	1.9		
Total	8747	100.0		

Table C31: Year 5 Students Responding to ‘What level of education has your mother or female guardian achieved?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than HS	258	10.9	11.3	11.3
High school	522	22.1	22.8	34.1
Trades Certificate	34	1.4	1.5	35.6
Some college	220	9.3	9.6	45.2
College or CEGEP Diploma	452	19.2	19.7	64.9
Some university	104	4.4	4.5	69.5
University	347	14.7	15.2	84.6
Advanced University Degree	106	4.5	4.6	89.3
Other	36	1.5	1.6	90.8
Do not know	210	8.9	9.2	100.0
Total	2289	97.0	100.0	
Missing	70	3.0		
Total	2359	100.0		

Table C32: Year 5 Students Responding to ‘What level of education has your father or male guardian achieved?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than HS	334	14.2	14.6	14.6
High school	404	17.1	17.7	32.3
Trades Certificate	214	9.1	9.4	41.6
Some college	143	6.1	6.3	47.9
College or CEGEP Diploma	295	12.5	12.9	60.8
Some university	89	3.8	3.9	64.6
University	323	13.7	14.1	78.8
Advanced University Degree	158	6.7	6.9	85.7
Other	31	1.3	1.4	87.0
Do not know	297	12.6	13.0	100.0
Total	2288	97.0	100.0	
Missing	71	3.0		
Total	2359	100.0		

Table C33: All Students Responding to ‘What level of education has your mother or female guardian achieved?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Less than HS	Count	100	578	103	607	145	267	1800
	Row%	5.6%	32.1%	5.7%	33.7%	8.1%	14.8%	100.0%
	Column %	19.3%	12.7%	11.5%	5.4%	12.1%	10.5%	8.6%
High school	Count	162	1165	210	1864	324	521	4246
	Row%	3.8%	27.4%	4.9%	43.9%	7.6%	12.3%	100.0%
	Column %	31.3%	25.6%	23.5%	16.7%	27.1%	20.6%	20.3%
Trades certificate	Count	10	76	15	135	32	43	311
	Row%	3.2%	24.4%	4.8%	43.4%	10.3%	13.8%	100.0%
	Column %	1.9%	1.7%	1.7%	1.2%	2.7%	1.7%	1.5%
Some college	Count	46	489	102	949	117	226	1929
	Row%	2.4%	25.3%	5.3%	49.2%	6.1%	11.7%	100.0%
	Column %	8.9%	10.7%	11.4%	8.5%	9.8%	8.9%	9.2%
College or CEGEP diploma	Count	56	880	178	1876	192	360	3542
	Row%	1.6%	24.8%	5.0%	53.0%	5.4%	10.2%	100.0%
	Column %	10.8%	19.3%	19.9%	16.8%	16.1%	14.2%	17.0%
Some university	Count	10	181	35	683	57	130	1096
	Row%	.9%	16.5%	3.2%	62.3%	5.2%	11.9%	100.0%
	Column %	1.9%	4.0%	3.9%	6.1%	4.8%	5.1%	5.3%
University	Count	27	461	113	3076	116	370	4163
	Row%	.6%	11.1%	2.7%	73.9%	2.8%	8.9%	100.0%
	Column %	5.2%	10.1%	12.6%	27.5%	9.7%	14.6%	19.9%
Advanced university degree	Count	12	134	26	1012	31	120	1335
	Row%	.9%	10.0%	1.9%	75.8%	2.3%	9.0%	100.0%
	Column %	2.3%	2.9%	2.9%	9.1%	2.6%	4.7%	6.4%
Other	Count	8	91	14	160	25	72	370
	Row%	2.2%	24.6%	3.8%	43.2%	6.8%	19.5%	100.0%
	Column %	1.5%	2.0%	1.6%	1.4%	2.1%	2.8%	1.8%
Do not know	Count	86	496	99	815	155	425	2076
	Row%	4.1%	23.9%	4.8%	39.3%	7.5%	20.5%	100.0%
	Column %	16.6%	10.9%	11.1%	7.3%	13.0%	16.8%	9.9%
Total	Count	517	4551	895	11177	1194	2534	20868
	Row%	2.5%	21.8%	4.3%	53.6%	5.7%	12.1%	100.0%
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C34: All Students Responding to ‘What level of education has your father or male guardian achieved?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Less than HS	Count	124	759	135	808	186	325	2337
	Row%	5.3%	32.5%	5.8%	34.6%	8.0%	13.9%	100.0%
	Column %	24.0%	16.7%	15.1%	7.2%	15.6%	12.8%	11.2%
High school	Count	126	936	153	1397	213	413	3238
	Row%	3.9%	28.9%	4.7%	43.1%	6.6%	12.8%	100.0%
	Column %	24.4%	20.6%	17.1%	12.5%	17.9%	16.3%	15.5%
Trades certificate	Count	52	437	89	606	187	187	1558
	Row%	3.3%	28.0%	5.7%	38.9%	12.0%	12.0%	100.0%
	Column %	10.1%	9.6%	9.9%	5.4%	15.7%	7.4%	7.5%
Some college	Count	25	336	64	691	85	161	1362
	Row%	1.8%	24.7%	4.7%	50.7%	6.2%	11.8%	100.0%
	Column %	4.8%	7.4%	7.2%	6.2%	7.1%	6.4%	6.5%
College or CEGEP diploma	Count	38	670	142	1449	152	292	2743
	Row%	1.4%	24.4%	5.2%	52.8%	5.5%	10.6%	100.0%
	Column %	7.4%	14.7%	15.9%	13.0%	12.7%	11.5%	13.1%
Some university	Count	9	140	36	595	46	93	919
	Row%	1.0%	15.2%	3.9%	64.7%	5.0%	10.1%	100.0%
	Column %	1.7%	3.1%	4.0%	5.3%	3.9%	3.7%	4.4%
University	Count	25	405	96	2771	89	296	3682
	Row%	.7%	11.0%	2.6%	75.3%	2.4%	8.0%	100.0%
	Column %	4.8%	8.9%	10.7%	24.8%	7.5%	11.7%	17.7%
Advanced university degree	Count	9	136	33	1644	34	154	2010
	Row%	.4%	6.8%	1.6%	81.8%	1.7%	7.7%	100.0%
	Column %	1.7%	3.0%	3.7%	14.7%	2.8%	6.1%	9.6%
Other	Count	9	61	14	126	25	59	294
	Row%	3.1%	20.7%	4.8%	42.9%	8.5%	20.1%	100.0%
	Column %	1.7%	1.3%	1.6%	1.1%	2.1%	2.3%	1.4%
Do not know	Count	100	669	133	1087	176	552	2717
	Row%	3.7%	24.6%	4.9%	40.0%	6.5%	20.3%	100.0%
	Column %	19.3%	14.7%	14.9%	9.7%	14.8%	21.8%	13.0%
Total	Count	517	4549	895	11174	1193	2532	20860
	Row%	2.5%	21.8%	4.3%	53.6%	5.7%	12.1%	100.0%
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C35: All Students Responding to ‘What level of education has your mother or female guardian achieved?’, by Type of English Taken in Grade 9

Response		Type of English taken in Grade 9			Total
		Academic	Applied	Essential Skills or LD	
Less than HS	Count	1114	582	93	1789
	Row %	62.3%	32.5%	5.2%	100.0%
High school	Count	3136	1021	68	4225
	Row %	74.2%	24.2%	1.6%	100.0%
Trades Certificate	Count	214	90	8	312
	Row %	68.6%	28.8%	2.6%	100.0%
Some college	Count	1485	414	25	1924
	Row %	77.2%	21.5%	1.3%	100.0%
College or CEGEP Diploma	Count	2881	608	51	3540
	Row %	81.4%	17.2%	1.4%	100.0%
Some university	Count	948	130	13	1091
	Row %	86.9%	11.9%	1.2%	100.0%
University	Count	3751	315	65	4131
	Row %	90.8%	7.6%	1.6%	100.0%
Advanced University Degree	Count	1173	99	49	1321
	Row %	88.8%	7.5%	3.7%	100.0%
Other	Count	263	98	6	367
	Row %	71.7%	26.7%	1.6%	100.0%
Do not know	Count	1422	560	69	2051
	Row %	69.3%	27.3%	3.4%	100.0%
Total	Count	16387	3917	447	20751
	Row %	79.0%	18.9%	2.2%	100.0%

Table C36: All Students Responding to ‘What level of education has your mother or female guardian achieved?’, by Type of Mathematics Taken in Grade 9

Response		Type of Mathematics taken in Grade 9			Total
		Academic	Applied	Essential Skills or LD	
Less than HS	Count	1027	679	84	1790
	Row %	57.4%	37.9%	4.7%	100.0%
High school	Count	2961	1181	84	4226
	Row %	70.1%	27.9%	2.0%	100.0%
Trades Certificate	Count	202	100	8	310
	Row %	65.2%	32.3%	2.6%	100.0%
Some college	Count	1443	449	32	1924
	Row %	75.0%	23.3%	1.7%	100.0%
College or CEGEP Diploma	Count	2761	707	65	3533
	Row %	78.1%	20.0%	1.8%	100.0%
Some university	Count	913	162	15	1090
	Row %	83.8%	14.9%	1.4%	100.0%
University	Count	3685	391	59	4135
	Row %	89.1%	9.5%	1.4%	100.0%
Advanced University Degree	Count	1153	120	47	1320
	Row %	87.3%	9.1%	3.6%	100.0%
Other	Count	249	106	11	366
	Row %	68.0%	29.0%	3.0%	100.0%
Do not know	Count	1389	585	74	2048
	Row %	67.8%	28.6%	3.6%	100.0%
Total	Count	15783	4480	479	20742
	Row %	76.1%	21.6%	2.3%	100.0%

Table C37: All Students Responding to ‘What level of education has your father or male guardian achieved?’, by Type of English Taken in Grade 9

Response		Type of English taken in Grade 9			Total
		Academic	Applied	Essential Skills or LD	
Less than HS	Count	1531	717	78	2326
	Row %	65.8%	30.8%	3.4%	100.0%
High school	Count	2386	781	57	3224
	Row %	74.0%	24.2%	1.8%	100.0%
Trades Certificate	Count	1135	380	40	1555
	Row %	73.0%	24.4%	2.6%	100.0%
Some college	Count	1066	277	15	1358
	Row %	78.5%	20.4%	1.1%	100.0%
College or CEGEP Diploma	Count	2237	477	26	2740
	Row %	81.6%	17.4%	.9%	100.0%
Some university	Count	793	99	15	907
	Row %	87.4%	10.9%	1.7%	100.0%
University	Count	3344	266	57	3667
	Row %	91.2%	7.3%	1.6%	100.0%
Advanced University Degree	Count	1808	114	61	1983
	Row %	91.2%	5.7%	3.1%	100.0%
Other	Count	200	79	12	291
	Row %	68.7%	27.1%	4.1%	100.0%
Do not know	Count	1883	723	86	2692
	Row %	69.9%	26.9%	3.2%	100.0%
Total	Count	16383	3913	447	20743
	Row %	79.0%	18.9%	2.2%	100.0%

Table C38: All Students Responding to ‘What level of education has your father or male guardian achieved?’, by Type of Mathematics Taken in Grade 9

Response		Type of Mathematics taken in Grade 9			Total
		Academic	Applied	Essential Skills or LD	
Less than HS	Count	1404	828	92	2324
	Row %	60.4%	35.6%	4.0%	100.0%
High school	Count	2265	893	62	3220
	Row %	70.3%	27.7%	1.9%	100.0%
Trades Certificate	Count	1071	436	48	1555
	Row %	68.9%	28.0%	3.1%	100.0%
Some college	Count	1027	310	19	1356
	Row %	75.7%	22.9%	1.4%	100.0%
College or CEGEP Diploma	Count	2145	560	36	2741
	Row %	78.3%	20.4%	1.3%	100.0%
Some university	Count	771	125	11	907
	Row %	85.0%	13.8%	1.2%	100.0%
University	Count	3305	314	44	3663
	Row %	90.2%	8.6%	1.2%	100.0%
Advanced University Degree	Count	1799	137	52	1988
	Row %	90.5%	6.9%	2.6%	100.0%
Other	Count	196	82	13	291
	Row %	67.4%	28.2%	4.5%	100.0%
Do not know	Count	1796	791	102	2689
	Row %	66.8%	29.4%	3.8%	100.0%
Total	Count	15779	4476	479	20734
	Row %	76.1%	21.6%	2.3%	100.0%

Table C39: All Students responding to ‘What level of education has your mother or female guardian achieved?’, By Average Mark

Response		Average Mark										Total
		<50	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90+	
Less than HS	Count	28	69	71	174	215	357	341	254	131	53	1693
	Row %	1.7%	4.1%	4.2%	10.3%	12.7%	21.1%	20.1%	15.0%	7.7%	3.1%	100.0%
High school	Count	25	95	118	307	486	776	959	722	403	161	4052
	Row %	.6%	2.3%	2.9%	7.6%	12.0%	19.2%	23.7%	17.8%	9.9%	4.0%	100.0%
Trades Certificate	Count	5	9	4	21	34	49	83	49	31	11	296
	Row %	1.7%	3.0%	1.4%	7.1%	11.5%	16.6%	28.0%	16.6%	10.5%	3.7%	100.0%
Some college	Count	18	31	48	153	221	347	418	354	201	75	1866
	Row %	1.0%	1.7%	2.6%	8.2%	11.8%	18.6%	22.4%	19.0%	10.8%	4.0%	100.0%
College or CEGEP Diploma	Count	23	47	58	208	357	617	830	692	398	190	3420
	Row %	.7%	1.4%	1.7%	6.1%	10.4%	18.0%	24.3%	20.2%	11.6%	5.6%	100.0%
Some university	Count	8	9	22	61	93	186	233	208	165	74	1059
	Row %	.8%	.8%	2.1%	5.8%	8.8%	17.6%	22.0%	19.6%	15.6%	7.0%	100.0%
University	Count	17	45	40	152	268	521	884	931	751	450	4059
	Row %	.4%	1.1%	1.0%	3.7%	6.6%	12.8%	21.8%	22.9%	18.5%	11.1%	100.0%
Advanced University Degree	Count	8	12	10	47	83	177	230	273	262	188	1290
	Row %	.6%	.9%	.8%	3.6%	6.4%	13.7%	17.8%	21.2%	20.3%	14.6%	100.0%
Other	Count	4	10	9	27	48	67	62	47	37	25	336
	Row %	1.2%	3.0%	2.7%	8.0%	14.3%	19.9%	18.5%	14.0%	11.0%	7.4%	100.0%
Do not know	Count	17	49	51	170	239	393	377	344	156	78	1874
	Row %	.9%	2.6%	2.7%	9.1%	12.8%	21.0%	20.1%	18.4%	8.3%	4.2%	100.0%
Total	Count	153	376	431	1320	2044	3490	4417	3874	2535	1305	19945
	Row %	.8%	1.9%	2.2%	6.6%	10.2%	17.5%	22.1%	19.4%	12.7%	6.5%	100.0%

Table C40: All Students Responding to ‘What level of education has your father or male guardian achieved?’, by Average Mark

Response		Average Mark										Total
		<50	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90+	
Less than HS	Count	44	70	81	209	292	432	484	353	181	72	2218
	Row %	2.0%	3.2%	3.7%	9.4%	13.2%	19.5%	21.8%	15.9%	8.2%	3.2%	100.0%
High school	Count	23	75	73	232	371	604	703	575	323	119	3098
	Row %	.7%	2.4%	2.4%	7.5%	12.0%	19.5%	22.7%	18.6%	10.4%	3.8%	100.0%
Trades Certificate	Count	8	28	41	113	198	304	369	246	142	49	1498
	Row %	.5%	1.9%	2.7%	7.5%	13.2%	20.3%	24.6%	16.4%	9.5%	3.3%	100.0%
Some college	Count	8	17	22	98	165	236	326	249	120	68	1309
	Row %	.6%	1.3%	1.7%	7.5%	12.6%	18.0%	24.9%	19.0%	9.2%	5.2%	100.0%
College or CEGEP Diploma	Count	6	47	56	174	258	435	656	548	328	149	2657
	Row %	.2%	1.8%	2.1%	6.5%	9.7%	16.4%	24.7%	20.6%	12.3%	5.6%	100.0%
Some university	Count	7	9	17	43	84	146	194	190	123	69	882
	Row %	.8%	1.0%	1.9%	4.9%	9.5%	16.6%	22.0%	21.5%	13.9%	7.8%	100.0%
University	Count	13	35	41	139	232	497	758	822	651	375	3563
	Row %	.4%	1.0%	1.2%	3.9%	6.5%	13.9%	21.3%	23.1%	18.3%	10.5%	100.0%
Advanced University Degree	Count	10	20	11	68	100	241	349	426	432	299	1956
	Row %	.5%	1.0%	.6%	3.5%	5.1%	12.3%	17.8%	21.8%	22.1%	15.3%	100.0%
Other	Count	2	13	13	21	34	51	52	43	33	14	276
	Row %	.7%	4.7%	4.7%	7.6%	12.3%	18.5%	18.8%	15.6%	12.0%	5.1%	100.0%
Do not know	Count	32	62	75	223	310	542	526	419	201	91	2481
	Row %	1.3%	2.5%	3.0%	9.0%	12.5%	21.8%	21.2%	16.9%	8.1%	3.7%	100.0%
Total	Count	153	376	430	1320	2044	3488	4417	3871	2534	1305	19938
	Row %	.8%	1.9%	2.2%	6.6%	10.3%	17.5%	22.2%	19.4%	12.7%	6.5%	100.0%

Table C41: All Students Responding to ‘My parents or guardians expect me to go to university’, by Mother or Female Guardian’s Education

Mother or Female Guardian’s Education		‘My parents or guardians expect me to go to university’			Total
		Yes	No	Uncertain	
Less than HS	Count	763	855	168	1786
	Row %	42.7%	47.9%	9.4%	100.0%
High school	Count	2074	1743	412	4229
	Row %	49.0%	41.2%	9.7%	100.0%
Trades Certificate	Count	154	127	31	312
	Row %	49.4%	40.7%	9.9%	100.0%
Some College	Count	1027	682	211	1920
	Row %	53.5%	35.5%	11.0%	100.0%
College or CEGEP Diploma	Count	1965	1243	321	3529
	Row %	55.7%	35.2%	9.1%	100.0%
Some University	Count	761	245	88	1094
	Row %	69.6%	22.4%	8.0%	100.0%
University	Count	3233	655	263	4151
	Row %	77.9%	15.8%	6.3%	100.0%
Advanced University Degree	Count	1081	182	62	1325
	Row %	81.6%	13.7%	4.7%	100.0%
Other	Count	194	134	37	365
	Row %	53.2%	36.7%	10.1%	100.0%
Do not know	Count	960	806	292	2058
	Row %	46.6%	39.2%	14.2%	100.0%
Total	Count	12212	6672	1885	20769
	Row %	58.8%	32.1%	9.1%	100.0%

Table C42: All Students Responding to ‘My parents or guardians expect me to go to university’, by Father or Male Guardian’s Education

Father or Male Guardian’s Education		‘My parents or guardians expect me to go to university’			Total
		Yes	No	Uncertain	
Less than HS	Count	986	1121	212	2319
	Row %	42.5%	48.3%	9.1%	100.0%
High school	Count	1564	1338	327	3229
	Row %	48.4%	41.4%	10.1%	100.0%
Trades Certificate	Count	673	705	173	1551
	Row %	43.4%	45.5%	11.2%	100.0%
Some College	Count	743	487	131	1361
	Row %	54.6%	35.8%	9.6%	100.0%
College or CEGEP Diploma	Count	1529	939	262	2730
	Row %	56.0%	34.4%	9.6%	100.0%
Some University	Count	627	187	100	914
	Row %	68.6%	20.5%	10.9%	100.0%
University	Count	2928	539	205	3672
	Row %	79.7%	14.7%	5.6%	100.0%
Advanced University Degree	Count	1718	208	75	2001
	Row %	85.9%	10.4%	3.7%	100.0%
Other	Count	147	112	35	294
	Row %	50.0%	38.1%	11.9%	100.0%
Do not know	Count	1292	1034	364	2690
	Row %	48.0%	38.4%	13.5%	100.0%
Total	Count	12207	6670	1884	20761
	Row %	58.8%	32.1%	9.1%	100.0%

Table C43: All Students Responding to ‘Most of my friends have a positive opinion about a college education’, by Mother or Female Guardian’s Education

Mother or Female Guardian’s Education		‘Most of my friends have a positive opinion about a college education’			Total
		Yes	No	Uncertain	
Less than HS	Count	1061	325	401	1787
	Row %	59.4%	18.2%	22.4%	100.0%
High school	Count	2533	720	976	4229
	Row %	59.9%	17.0%	23.1%	100.0%
Trades Certificate	Count	196	63	53	312
	Row %	62.8%	20.2%	17.0%	100.0%
Some College	Count	1175	319	421	1915
	Row %	61.4%	16.7%	22.0%	100.0%
College or CEGEP Diploma	Count	2125	586	817	3528
	Row %	60.2%	16.6%	23.2%	100.0%
Some University	Count	572	221	303	1096
	Row %	52.2%	20.2%	27.6%	100.0%
University	Count	1952	1022	1169	4143
	Row %	47.1%	24.7%	28.2%	100.0%
Advanced University Degree	Count	557	383	388	1328
	Row %	41.9%	28.8%	29.2%	100.0%
Other	Count	192	86	88	366
	Row %	52.5%	23.5%	24.0%	100.0%
Do not know	Count	1014	316	730	2060
	Row %	49.2%	15.3%	35.4%	100.0%
Total	Count	11377	4041	5346	20764
	Row %	54.8%	19.5%	25.7%	100.0%

Table C44: All Students Responding to ‘Most of my friends have a positive opinion about a college education’, by Father or Male Guardian’s Education

Father or Male Guardian’s Education		‘Most of my friends have a positive opinion about a college education’			Total
		Yes	No	Uncertain	
Less than HS	Count	1428	380	510	2318
	Row %	61.6%	16.4%	22.0%	100.0%
High school	Count	2043	496	689	3228
	Row %	63.3%	15.4%	21.3%	100.0%
Trades Certificate	Count	964	254	329	1547
	Row %	62.3%	16.4%	21.3%	100.0%
Some College	Count	797	232	331	1360
	Row %	58.6%	17.1%	24.3%	100.0%
College or CEGEP Diploma	Count	1664	468	601	2733
	Row %	60.9%	17.1%	22.0%	100.0%
Some University	Count	473	191	253	917
	Row %	51.6%	20.8%	27.6%	100.0%
University	Count	1671	910	1082	3663
	Row %	45.6%	24.8%	29.5%	100.0%
Advanced University Degree	Count	792	609	600	2001
	Row %	39.6%	30.4%	30.0%	100.0%
Other	Count	141	75	78	294
	Row %	48.0%	25.5%	26.5%	100.0%
Do not know	Count	1397	426	872	2695
	Row %	51.8%	15.8%	32.4%	100.0%
Total	Count	11370	4041	5345	20756
	Row %	54.8%	19.5%	25.8%	100.0%

Table C45: All Students Responding to 'I would prefer to attend a college or university near my home', by Mother or Female Guardian's Education

Mother or Female Guardian's Education		'I would prefer to attend a college or university near my home'			Total
		Yes	No	Uncertain	
Less than HS	Count	949	506	331	1786
	Row %	53.1%	28.3%	18.5%	100.0%
High school	Count	2098	1268	864	4230
	Row %	49.6%	30.0%	20.4%	100.0%
Trades Certificate	Count	143	110	59	312
	Row %	45.8%	35.3%	18.9%	100.0%
Some College	Count	909	618	387	1914
	Row %	47.5%	32.3%	20.2%	100.0%
College or CEGEP Diploma	Count	1526	1195	810	3531
	Row %	43.2%	33.8%	22.9%	100.0%
Some University	Count	433	401	261	1095
	Row %	39.5%	36.6%	23.8%	100.0%
University	Count	1519	1663	968	4150
	Row %	36.6%	40.1%	23.3%	100.0%
Advanced University Degree	Count	435	599	291	1325
	Row %	32.8%	45.2%	22.0%	100.0%
Other	Count	153	126	88	367
	Row %	41.7%	34.3%	24.0%	100.0%
Do not know	Count	954	561	545	2060
	Row %	46.3%	27.2%	26.5%	100.0%
Total	Count	9119	7047	4604	20770
	Row %	43.9%	33.9%	22.2%	100.0%

Table C46: All Students Responding to 'I would prefer to attend a college or university near my home', by Father or Male Guardian's Education

Father or Male Guardian's Education		'I would prefer to attend a college or university near my home'			Total
		Yes	No	Uncertain	
Less than HS	Count	1154	742	420	2316
	Row %	49.8%	32.0%	18.1%	100.0%
High school	Count	1564	976	688	3228
	Row %	48.5%	30.2%	21.3%	100.0%
Trades Certificate	Count	762	481	307	1550
	Row %	49.2%	31.0%	19.8%	100.0%
Some College	Count	658	408	294	1360
	Row %	48.4%	30.0%	21.6%	100.0%
College or CEGEP Diploma	Count	1199	921	613	2733
	Row %	43.9%	33.7%	22.4%	100.0%
Some University	Count	362	339	214	915
	Row %	39.6%	37.0%	23.4%	100.0%
University	Count	1439	1384	846	3669
	Row %	39.2%	37.7%	23.1%	100.0%
Advanced University Degree	Count	603	927	474	2004
	Row %	30.1%	46.3%	23.7%	100.0%
Other	Count	118	105	71	294
	Row %	40.1%	35.7%	24.1%	100.0%
Do not know	Count	1259	762	672	2693
	Row %	46.8%	28.3%	25.0%	100.0%
Total	Count	9118	7045	4599	20762
	Row %	43.9%	33.9%	22.2%	100.0%

Table C47: All Students Responding to 'Years expected to graduate', by Mother or Female Guardian's Education

Mother or Female Guardian's Education		Years expected to graduate						Total
		Don't expect to graduate	Four Years	Four and a half	Five Years	More than Five	Do not know	
Less than HS	Count	20	985	313	334	57	84	1793
	Row %	1.1%	54.9%	17.5%	18.6%	3.2%	4.7%	100.0%
High school	Count	11	2543	702	758	51	177	4242
	Row %	.3%	59.9%	16.5%	17.9%	1.2%	4.2%	100.0%
Trades Certificate	Count	0	195	55	46	6	11	313
	Row %	.0%	62.3%	17.6%	14.7%	1.9%	3.5%	100.0%
Some College	Count	5	1158	336	341	23	64	1927
	Row %	.3%	60.1%	17.4%	17.7%	1.2%	3.3%	100.0%
College or CEGEP Diploma	Count	17	2191	560	619	47	97	3531
	Row %	.5%	62.1%	15.9%	17.5%	1.3%	2.7%	100.0%
Some University	Count	5	728	179	133	13	37	1095
	Row %	.5%	66.5%	16.3%	12.1%	1.2%	3.4%	100.0%
University	Count	14	2947	536	518	40	107	4162
	Row %	.3%	70.8%	12.9%	12.4%	1.0%	2.6%	100.0%
Advanced University Degree	Count	11	980	154	126	13	42	1326
	Row %	.8%	73.9%	11.6%	9.5%	1.0%	3.2%	100.0%
Other	Count	4	214	61	61	9	18	367
	Row %	1.1%	58.3%	16.6%	16.6%	2.5%	4.9%	100.0%
Do not know	Count	22	1209	331	318	27	163	2070
	Row %	1.1%	58.4%	16.0%	15.4%	1.3%	7.9%	100.0%
Total	Count	109	13150	3227	3254	286	800	20826
	Row %	.5%	63.1%	15.5%	15.6%	1.4%	3.8%	100.0%

Table C48: All Students Responding to 'Years expected to graduate', by Father or Male Guardian's Education

Father or Male Guardian's Education		Years expected to graduate						Total
		Don't expect to graduate	Four Years	Four and a half	Five Years	More than Five	Do not know	
Less than HS	Count	18	1302	415	434	61	103	2333
	Row %	.8%	55.8%	17.8%	18.6%	2.6%	4.4%	100.0%
High school	Count	9	1903	562	569	56	133	3232
	Row %	.3%	58.9%	17.4%	17.6%	1.7%	4.1%	100.0%
Trades Certificate	Count	9	873	304	302	22	45	1555
	Row %	.6%	56.1%	19.5%	19.4%	1.4%	2.9%	100.0%
Some College	Count	5	850	222	221	12	53	1363
	Row %	.4%	62.4%	16.3%	16.2%	.9%	3.9%	100.0%
College or CEGEP Diploma	Count	8	1760	416	463	23	68	2738
	Row %	.3%	64.3%	15.2%	16.9%	.8%	2.5%	100.0%
Some University	Count	5	619	121	135	8	27	915
	Row %	.5%	67.7%	13.2%	14.8%	.9%	3.0%	100.0%
University	Count	10	2628	469	439	24	107	3677
	Row %	.3%	71.5%	12.8%	11.9%	.7%	2.9%	100.0%
Advanced University Degree	Count	16	1493	208	208	22	57	2004
	Row %	.8%	74.5%	10.4%	10.4%	1.1%	2.8%	100.0%
Other	Count	5	177	37	46	9	20	294
	Row %	1.7%	60.2%	12.6%	15.6%	3.1%	6.8%	100.0%
Do not know	Count	24	1542	468	437	49	187	2707
	Row %	.9%	57.0%	17.3%	16.1%	1.8%	6.9%	100.0%
Total	Count	109	13147	3222	3254	286	800	20818
	Row %	.5%	63.2%	15.5%	15.6%	1.4%	3.8%	100.0%

Table C49: All Students Responding to ‘Are you taking or have you taken a course through cooperative education?’, by Mother or Female Guardian’s Education

Mother or Female Guardian’s Education		‘Are you taking or have you taken a course through cooperative education?’		Total
		Yes	No	
Less than HS	Count	415	1361	1776
	Row %	23.4%	76.6%	100.0%
High school	Count	867	3337	4204
	Row %	20.6%	79.4%	100.0%
Trades Certificate	Count	70	238	308
	Row %	22.7%	77.3%	100.0%
Some College	Count	386	1528	1914
	Row %	20.2%	79.8%	100.0%
College or CEGEP Diploma	Count	687	2821	3508
	Row %	19.6%	80.4%	100.0%
Some University	Count	167	922	1089
	Row %	15.3%	84.7%	100.0%
University	Count	510	3617	4127
	Row %	12.4%	87.6%	100.0%
Advanced University Degree	Count	178	1138	1316
	Row %	13.5%	86.5%	100.0%
Other	Count	88	273	361
	Row %	24.4%	75.6%	100.0%
Do not know	Count	403	1641	2044
	Row %	19.7%	80.3%	100.0%
Total	Count	3771	16876	20647
	Row %	18.3%	81.7%	100.0%

Table C50: All Students Responding to ‘Are you taking or have you taken a course through cooperative education?’, by Father or Male Guardian’s Education

Father or Male Guardian’s Education		‘Are you taking or have you taken a course through cooperative education?’		Total
		Yes	No	
Less than HS	Count	573	1744	2317
	Row %	24.7%	75.3%	100.0%
High school	Count	658	2544	3202
	Row %	20.5%	79.5%	100.0%
Trades Certificate	Count	351	1187	1538
	Row %	22.8%	77.2%	100.0%
Some College	Count	271	1084	1355
	Row %	20.0%	80.0%	100.0%
College or CEGEP Diploma	Count	502	2223	2725
	Row %	18.4%	81.6%	100.0%
Some University	Count	130	776	906
	Row %	14.3%	85.7%	100.0%
University	Count	452	3190	3642
	Row %	12.4%	87.6%	100.0%
Advanced University Degree	Count	225	1767	1992
	Row %	11.3%	88.7%	100.0%
Other	Count	67	221	288
	Row %	23.3%	76.7%	100.0%
Do not know	Count	540	2134	2674
	Row %	20.2%	79.8%	100.0%
Total	Count	3769	16870	20639
	Row %	18.3%	81.7%	100.0%

Table C51: All Students Responding to Reasons for Taking Courses: 'To meet apprenticeship requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	126	673	154	967	762	363	3045
	% Within Plans	22.9%	14.5%	16.9%	8.6%	61.7%	14.1%	14.4%
No	Count	306	3054	584	9233	182	1711	15070
	% Within Plans	55.6%	65.8%	64.2%	82.1%	14.7%	66.3%	71.2%
Partly	Count	118	912	172	1046	292	506	3046
	% Within Plans	21.5%	19.7%	18.9%	9.3%	23.6%	19.6%	14.4%
Total	Count	550	4639	910	11246	1236	2580	21161
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C52: All Students Responding to Reasons for Taking Courses: 'To meet college admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	138	3123	676	1419	557	1083	6996
	% Within Plans	25.1%	67.3%	74.3%	12.6%	45.1%	42.0%	33.1%
No	Count	293	513	94	8055	339	798	10092
	% Within Plans	53.3%	11.1%	10.3%	71.6%	27.4%	30.9%	47.7%
Partly	Count	119	1003	140	1772	340	699	4073
	% Within Plans	21.6%	21.6%	15.4%	15.8%	27.5%	27.1%	19.2%
Total	Count	550	4639	910	11246	1236	2580	21161
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C53: All Students Responding to Reasons for Taking Courses: 'To meet university admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	27	522	194	9610	104	833	11290
	% Within Plans	4.9%	11.3%	21.3%	85.5%	8.4%	32.3%	53.4%
No	Count	459	3212	537	413	961	1135	6717
	% Within Plans	83.5%	69.2%	59.0%	3.7%	77.8%	44.0%	31.7%
Partly	Count	64	905	179	1223	171	612	3154
	% Within Plans	11.6%	19.5%	19.7%	10.9%	13.8%	23.7%	14.9%
Total	Count	550	4639	910	11246	1236	2580	21161
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C54: All Students Responding to Reasons for Taking Courses: 'To keep as many education and or career options open as possible', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	248	2629	509	7163	598	1511	12658
	% Within Plans	45.1%	56.7%	55.9%	63.7%	48.4%	58.6%	59.8%
No	Count	182	827	192	1497	306	432	3436
	% Within Plans	33.1%	17.8%	21.1%	13.3%	24.8%	16.7%	16.2%
Partly	Count	120	1183	209	2586	332	637	5067
	% Within Plans	21.8%	25.5%	23.0%	23.0%	26.9%	24.7%	23.9%
Total	Count	550	4639	910	11246	1236	2580	21161
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C55: All Students Responding to Reasons for Taking Courses: 'To meet secondary school graduation requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	392	3054	572	6041	827	1559	12445
	% Within Plans	71.3%	65.8%	62.9%	53.7%	66.9%	60.4%	58.8%
No	Count	88	847	199	2615	224	514	4487
	% Within Plans	16.0%	18.3%	21.9%	23.3%	18.1%	19.9%	21.2%
Partly	Count	70	738	139	2590	185	507	4229
	% Within Plans	12.7%	15.9%	15.3%	23.0%	15.0%	19.7%	20.0%
Total	Count	550	4639	910	11246	1236	2580	21161
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C56: Grade 11 Students Responding to Reasons for Taking Courses: 'To meet apprenticeship requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	47	312	70	554	333	187	1503
	% Within Plans	22.2%	16.8%	20.1%	10.0%	59.7%	15.1%	15.4%
No	Count	112	1115	207	4327	81	786	6628
	% Within Plans	52.8%	60.0%	59.3%	77.8%	14.5%	63.4%	67.8%
Partly	Count	53	432	72	678	144	267	1646
	% Within Plans	25.0%	23.2%	20.6%	12.2%	25.8%	21.5%	16.8%
Total	Count	212	1859	349	5559	558	1240	9777
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C57: Grade 11 Students Responding to Reasons for Taking Courses: 'To meet college admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	58	1223	248	829	252	520	3130
	% Within Plans	27.4%	65.8%	71.1%	14.9%	45.2%	41.9%	32.0%
No	Count	105	199	39	3634	127	364	4468
	% Within Plans	49.5%	10.7%	11.2%	65.4%	22.8%	29.4%	45.7%
Partly	Count	49	437	62	1096	179	356	2179
	% Within Plans	23.1%	23.5%	17.8%	19.7%	32.1%	28.7%	22.3%
Total	Count	212	1859	349	5559	558	1240	9777
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C58: Grade 11 Students Responding to Reasons for Taking Courses: 'To meet university admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	9	238	76	4649	51	402	5425
	% Within Plans	4.2%	12.8%	21.8%	83.6%	9.1%	32.4%	55.5%
No	Count	169	1163	189	226	407	479	2633
	% Within Plans	79.7%	62.6%	54.2%	4.1%	72.9%	38.6%	26.9%
Partly	Count	34	458	84	684	100	359	1719
	% Within Plans	16.0%	24.6%	24.1%	12.3%	17.9%	29.0%	17.6%
Total	Count	212	1859	349	5559	558	1240	9777
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C59: Grade 11 Students Responding to Reasons for Taking Courses: 'To keep as many education and or career options open as possible', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	103	1125	209	3879	294	785	6395
	% Within Plans	48.6%	60.5%	59.9%	69.8%	52.7%	63.3%	65.4%
No	Count	62	277	57	522	119	158	1195
	% Within Plans	29.2%	14.9%	16.3%	9.4%	21.3%	12.7%	12.2%
Partly	Count	47	457	83	1158	145	297	2187
	% Within Plans	22.2%	24.6%	23.8%	20.8%	26.0%	24.0%	22.4%
Total	Count	212	1859	349	5559	558	1240	9777
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C60: Grade 11 Students Responding to Reasons for Taking Courses: 'To meet secondary school graduation requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	152	1284	226	3331	386	786	6165
	% Within Plans	71.7%	69.1%	64.8%	59.9%	69.2%	63.4%	63.1%
No	Count	32	267	66	988	86	182	1621
	% Within Plans	15.1%	14.4%	18.9%	17.8%	15.4%	14.7%	16.6%
Partly	Count	28	308	57	1240	86	272	1991
	% Within Plans	13.2%	16.6%	16.3%	22.3%	15.4%	21.9%	20.4%
Total	Count	212	1859	349	5559	558	1240	9777
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C61: Grade 12 Students Responding to Reasons for Taking Courses: 'To meet apprenticeship requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	50	253	57	332	306	114	1112
	% Within Plans	24.8%	12.9%	14.7%	7.1%	65.2%	12.1%	12.8%
No	Count	117	1357	257	4073	62	660	6526
	% Within Plans	57.9%	69.2%	66.2%	86.5%	13.2%	69.8%	75.2%
Partly	Count	35	350	74	304	101	172	1036
	% Within Plans	17.3%	17.9%	19.1%	6.5%	21.5%	18.2%	11.9%
Total	Count	202	1960	388	4709	469	946	8674
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C62: Grade 12 Students Responding to Reasons for Taking Courses: 'To meet college admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	50	1378	305	456	216	413	2818
	% Within Plans	24.8%	70.3%	78.6%	9.7%	46.1%	43.7%	32.5%
No	Count	111	183	28	3720	133	290	4465
	% Within Plans	55.0%	9.3%	7.2%	79.0%	28.4%	30.7%	51.5%
Partly	Count	41	399	55	533	120	243	1391
	% Within Plans	20.3%	20.4%	14.2%	11.3%	25.6%	25.7%	16.0%
Total	Count	202	1960	388	4709	469	946	8674
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C63: Grade 12 Students Responding to Reasons for Taking Courses: 'To meet university admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	9	204	84	4155	33	329	4814
	% Within Plans	4.5%	10.4%	21.6%	88.2%	7.0%	34.8%	55.5%
No	Count	170	1439	245	118	378	436	2786
	% Within Plans	84.2%	73.4%	63.1%	2.5%	80.6%	46.1%	32.1%
Partly	Count	23	317	59	436	58	181	1074
	% Within Plans	11.4%	16.2%	15.2%	9.3%	12.4%	19.1%	12.4%
Total	Count	202	1960	388	4709	469	946	8674
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C64: Grade 12 Students Responding to Reasons for Taking Courses: 'To keep as many education and or career options open as possible', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	89	1056	197	2701	209	547	4799
	% Within Plans	44.1%	53.9%	50.8%	57.4%	44.6%	57.8%	55.3%
No	Count	72	361	92	769	119	165	1578
	% Within Plans	35.6%	18.4%	23.7%	16.3%	25.4%	17.4%	18.2%
Partly	Count	41	543	99	1239	141	234	2297
	% Within Plans	20.3%	27.7%	25.5%	26.3%	30.1%	24.7%	26.5%
Total	Count	202	1960	388	4709	469	946	8674
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C65: Grade 12 Students Responding to Reasons for Taking Courses: 'To meet secondary school graduation requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	143	1317	250	2382	318	591	5001
	% Within Plans	70.8%	67.2%	64.4%	50.6%	67.8%	62.5%	57.7%
No	Count	36	316	80	1138	80	180	1830
	% Within Plans	17.8%	16.1%	20.6%	24.2%	17.1%	19.0%	21.1%
Partly	Count	23	327	58	1189	71	175	1843
	% Within Plans	11.4%	16.7%	14.9%	25.2%	15.1%	18.5%	21.2%
Total	Count	202	1960	388	4709	469	946	8674
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C66: Year 5 Students Responding to Reasons for Taking Courses: 'To meet apprenticeship requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	21	83	16	57	100	51	328
	% Within Plans	19.4%	11.6%	11.3%	6.6%	58.8%	15.5%	14.1%
No	Count	67	528	104	758	31	227	1715
	% Within Plans	62.0%	73.6%	73.2%	88.1%	18.2%	69.2%	73.8%
Partly	Count	20	106	22	45	39	50	282
	% Within Plans	18.5%	14.8%	15.5%	5.2%	22.9%	15.2%	12.1%
Total	Count	108	717	142	860	170	328	2325
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C67: Year 5 Students Responding to Reasons for Taking Courses: 'To meet college admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	25	459	103	114	75	131	907
	% Within Plans	23.1%	64.0%	72.5%	13.3%	44.1%	39.9%	39.0%
No	Count	62	108	19	622	57	115	983
	% Within Plans	57.4%	15.1%	13.4%	72.3%	33.5%	35.1%	42.3%
Partly	Count	21	150	20	124	38	82	435
	% Within Plans	19.4%	20.9%	14.1%	14.4%	22.4%	25.0%	18.7%
Total	Count	108	717	142	860	170	328	2325
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C68: Year 5 Students Responding to Reasons for Taking Courses: 'To meet university admission requirements', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	9	64	26	722	16	82	919
	% Within Plans	8.3%	8.9%	18.3%	84.0%	9.4%	25.0%	39.5%
No	Count	94	545	86	52	143	188	1108
	% Within Plans	87.0%	76.0%	60.6%	6.0%	84.1%	57.3%	47.7%
Partly	Count	5	108	30	86	11	58	298
	% Within Plans	4.6%	15.1%	21.1%	10.0%	6.5%	17.7%	12.8%
Total	Count	108	717	142	860	170	328	2325
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C69: Year 5 Students Responding to Reasons for Taking Courses: ‘To keep as many education and or career options open as possible’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	42	381	82	508	76	151	1240
	% Within Plans	38.9%	53.1%	57.7%	59.1%	44.7%	46.0%	53.3%
No	Count	37	171	37	183	54	88	570
	% Within Plans	34.3%	23.8%	26.1%	21.3%	31.8%	26.8%	24.5%
Partly	Count	29	165	23	169	40	89	515
	% Within Plans	26.9%	23.0%	16.2%	19.7%	23.5%	27.1%	22.2%
Total	Count	108	717	142	860	170	328	2325
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C70: Year 5 Students Responding to Reasons for Taking Courses: ‘To meet secondary school graduation requirements’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	79	396	77	268	102	148	1070
	% Within Plans	73.1%	55.2%	54.2%	31.2%	60.0%	45.1%	46.0%
No	Count	14	234	47	450	47	132	924
	% Within Plans	13.0%	32.6%	33.1%	52.3%	27.6%	40.2%	39.7%
Partly	Count	15	87	18	142	21	48	331
	% Within Plans	13.9%	12.1%	12.7%	16.5%	12.4%	14.6%	14.2%
Total	Count	108	717	142	860	170	328	2325
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C71: Grade 11 Students Responding to ‘This school year were you able to take the courses you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	7002	71.0	71.2	71.2
No	2835	28.7	28.8	100.0
Total	9837	99.7	100.0	
Missing	30	.3		
Total	9867	100.0		

Table C72: Grade 12 Students Responding to ‘This school year were you able to take the courses you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6238	71.3	71.6	71.6
No	2479	28.3	28.4	100.0
Total	8717	99.7	100.0	
Missing	30	.3		
Total	8747	100.0		

Table C73: Year 5 Students Responding to ‘This school year were you able to take the courses you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1637	69.4	69.8	69.8
No	708	30.0	30.2	100.0
Total	2345	99.4	100.0	
Missing	14	.6		
Total	2359	100.0		

Table C74: All Students Responding to ‘This school year were you able to take the courses you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	15156	70.9	71.1	71.1
No	6146	28.7	28.9	100.0
Total	21302	99.6	100.0	
Missing	83	.4		
Total	21385	100.0		

Table C75: Grade 11 Students Responding to ‘This school year were you able to take the courses you requested?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	151	1330	252	3983	393	859	6968
	% Within Plans	69.9%	71.5%	71.8%	71.6%	70.6%	68.7%	71.1%
No	Count	65	531	99	1577	164	391	2827
	% Within Plans	30.1%	28.5%	28.2%	28.4%	29.4%	31.3%	28.9%
Total	Count	216	1861	351	5560	557	1250	9795
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C76: Grade 12 Students Responding to ‘This school year were you able to take the courses you requested?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	149	1376	268	3447	336	634	6210
	% Within Plans	72.7%	70.1%	69.4%	73.3%	71.8%	66.8%	71.6%
No	Count	56	588	118	1255	132	315	2464
	% Within Plans	27.3%	29.9%	30.6%	26.7%	28.2%	33.2%	28.4%
Total	Count	205	1964	386	4702	468	949	8674
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C77: Year 5 Students Responding to ‘This school year were you able to take the courses you requested?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	64	492	110	626	125	213	1630
	% Within Plans	59.3%	68.3%	77.5%	72.9%	74.0%	64.4%	70.0%
No	Count	44	228	32	233	44	118	699
	% Within Plans	40.7%	31.7%	22.5%	27.1%	26.0%	35.6%	30.0%
Total	Count	108	720	142	859	169	331	2329
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C78: All Students Responding to ‘This school year were you able to take the courses you requested?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	384	3280	659	8135	877	1745	15080
	% Within Plans	68.8%	70.5%	72.3%	72.4%	71.1%	67.2%	71.2%
No	Count	174	1374	252	3105	356	853	6114
	% Within Plans	31.2%	29.5%	27.7%	27.6%	28.9%	32.8%	28.8%
Total	Count	558	4654	911	11240	1233	2598	21194
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C79: Grade 11 Students Responding to ‘Why could you not take the one course you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Course not available	166	1.7	6.0	6.0
Course conflict	942	9.5	34.1	40.1
Course cancelled	397	4.0	14.4	54.5
Already had eight	200	2.0	7.2	61.7
Course was full	813	8.2	29.4	91.2
Other	244	2.5	8.8	100.0
Total	2762	28.0	100.0	
Missing	7105	72.0		
Total	9867	100.0		

Table C80: Grade 12 Students Responding to ‘Why could you not take the one course you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Course not available	213	2.4	8.8	8.8
Course conflict	844	9.6	34.8	43.6
Course cancelled	427	4.9	17.6	61.2
Already had eight	95	1.1	3.9	65.1
Course was full	589	6.7	24.3	89.4
Other	257	2.9	10.6	100.0
Total	2425	27.7	100.0	
Missing	6322	72.3		
Total	8747	100.0		

Table C81: Year 5 Students Responding to ‘Why could you not take the one course you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Course not available	96	4.1	14.1	14.1
Course conflict	157	6.7	23.0	37.0
Course cancelled	103	4.4	15.1	52.1
Already had eight	17	.7	2.5	54.6
Course was full	231	9.8	33.8	88.4
Other	79	3.3	11.6	100.0
Total	683	29.0	100.0	
Missing	1676	71.0		
Total	2359	100.0		

Table C82: All Students Responding to ‘Why could you not take the one course you requested?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Course not available	497	2.3	8.3	8.3
Course conflict	1970	9.2	32.9	41.2
Course cancelled	944	4.4	15.8	56.9
Already had eight	324	1.5	5.4	62.3
Course was full	1665	7.8	27.8	90.1
Other	591	2.8	9.9	100.0
Total	5991	28.0	100.0	
Missing	15394	72.0		
Total	21385	100.0		

Table C83: All Students Responding to ‘Why could you not take the one course you requested?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Course not available	Count	24	128	25	196	39	84	496
	% Within Plans	14.6%	9.6%	10.0%	6.4%	11.4%	10.2%	8.3%
Course conflict	Count	46	377	76	1160	91	217	1967
	% Within Plans	28.0%	28.3%	30.5%	38.0%	26.6%	26.3%	33.0%
Course cancelled	Count	11	203	42	528	29	125	938
	% Within Plans	6.7%	15.2%	16.9%	17.3%	8.5%	15.2%	15.7%
Already had eight	Count	7	55	11	195	12	42	322
	% Within Plans	4.3%	4.1%	4.4%	6.4%	3.5%	5.1%	5.4%
Course was full	Count	59	426	76	723	128	242	1654
	% Within Plans	36.0%	32.0%	30.5%	23.7%	37.4%	29.4%	27.7%
Other	Count	17	144	19	247	43	114	584
	% Within Plans	10.4%	10.8%	7.6%	8.1%	12.6%	13.8%	9.8%
Total	Count	164	1333	249	3049	342	824	5961
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C84: Grade 11 Students Responding to ‘Are you taking or have you taken a course through cooperative education?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	34	316	60	398	150	162	1120
	% Within Plans	16.3%	17.2%	17.5%	7.2%	27.6%	13.2%	11.6%
No	Count	174	1517	283	5114	393	1064	8545
	% Within Plans	83.7%	82.8%	82.5%	92.8%	72.4%	86.8%	88.4%
Total	Count	208	1833	343	5512	543	1226	9665
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C85: Grade 12 Students Responding to ‘Are you taking or have you taken a course through cooperative education?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	77	652	123	558	219	248	1877
	% Within Plans	37.9%	33.3%	32.4%	11.9%	47.1%	26.5%	21.7%
No	Count	126	1305	257	4134	246	688	6756
	% Within Plans	62.1%	66.7%	67.6%	88.1%	52.9%	73.5%	78.3%
Total	Count	203	1957	380	4692	465	936	8633
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C86: Year 5 Students Responding to ‘Are you taking or have you taken a course through cooperative education?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	34	283	57	206	100	111	791
	% Within Plans	31.2%	39.8%	41.0%	24.0%	59.9%	34.3%	34.3%
No	Count	75	428	82	652	67	213	1517
	% Within Plans	68.8%	60.2%	59.0%	76.0%	40.1%	65.7%	65.7%
Total	Count	109	711	139	858	167	324	2308
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C87: Grade 11 Students Responding to ‘Are you participating in the Ontario Youth Apprenticeship Program?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	234	2.4	2.4	2.4
No	9516	96.4	97.6	100.0
Total	9750	98.8	100.0	
Missing	117	1.2		
Total	9867	100.0		

Table C88: Grade 12 Students Responding to ‘Are you participating in the Ontario Youth Apprenticeship Program?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	305	3.5	3.5	3.5
No	8344	95.4	96.5	100.0
Total	8649	98.9	100.0	
Missing	98	1.1		
Total	8747	100.0		

Table C89: Year 5 Students Responding to ‘Are you participating in the Ontario Youth Apprenticeship Program?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	152	6.4	6.5	6.5
No	2170	92.0	93.5	100.0
Total	2322	98.4	100.0	
Missing	37	1.6		
Total	2359	100.0		

Table C90: Grade 11 Students Responding to ‘Are you participating in the Ontario Youth Apprenticeship Program?’ by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	9	48	16	43	82	34	232
	% Within Plans	4.2%	2.6%	4.6%	.8%	15.1%	2.8%	2.4%
No	Count	204	1797	334	5494	462	1191	9482
	% Within Plans	95.8%	97.4%	95.4%	99.2%	84.9%	97.2%	97.6%
Total	Count	213	1845	350	5537	544	1225	9714
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C91: Grade 12 Students Responding to 'Are you participating in the Ontario Youth Apprenticeship Program?' by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	16	70	20	39	117	41	303
	% Within Plans	8.0%	3.6%	5.2%	.8%	25.2%	4.4%	3.5%
No	Count	185	1886	361	4635	347	899	8313
	% Within Plans	92.0%	96.4%	94.8%	99.2%	74.8%	95.6%	96.5%
Total	Count	201	1956	381	4674	464	940	8616
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C92: Year 5 Students Responding to 'Are you participating in the Ontario Youth Apprenticeship Program?' by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	9	32	7	24	65	14	151
	% Within Plans	8.3%	4.5%	5.0%	2.8%	39.4%	4.3%	6.5%
No	Count	100	678	133	831	100	315	2157
	% Within Plans	91.7%	95.5%	95.0%	97.2%	60.6%	95.7%	93.5%
Total	Count	109	710	140	855	165	329	2308
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C93: Type of English Taken in Grade 9, by Post-Secondary Plans:
Grade 11 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	63	1130	205	5291	290	893	7872
	% Within Plans	29.4%	60.7%	58.9%	95.7%	52.0%	71.7%	80.7%
Applied	Count	121	689	137	164	250	315	1676
	% Within Plans	56.5%	37.0%	39.4%	3.0%	44.8%	25.3%	17.2%
Essential Skills or LD*	Count	30	42	6	74	18	38	208
	% Within Plans	14.0%	2.3%	1.7%	1.3%	3.2%	3.0%	2.1%
Total	Count	214	1861	348	5529	558	1246	9756
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*LD = Locally Developed Course

**Table C94: Type of Mathematics Taken in Grade 9, by Post-Secondary Plans:
Grade 11 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	56	999	190	5194	289	861	7589
	% Within Plans	26.5%	53.8%	54.3%	93.9%	51.8%	69.3%	77.8%
Applied	Count	125	802	150	279	250	339	1945
	% Within Plans	59.2%	43.2%	42.9%	5.0%	44.8%	27.3%	19.9%
Essential Skills or LD	Count	30	57	10	57	19	43	216
	% Within Plans	14.2%	3.1%	2.9%	1.0%	3.4%	3.5%	2.2%
Total	Count	211	1858	350	5530	558	1243	9750
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C95: Type of English Taken in Grade 9, by Post-Secondary Plans:
Grade 12 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	71	1224	264	4484	240	678	6961
	% Within Plans	35.0%	62.4%	68.4%	95.5%	51.3%	72.1%	80.4%
Applied	Count	117	704	119	156	211	244	1551
	% Within Plans	57.6%	35.9%	30.8%	3.3%	45.1%	26.0%	17.9%
Essential Skills or LD	Count	15	35	3	53	17	18	141
	% Within Plans	7.4%	1.8%	.8%	1.1%	3.6%	1.9%	1.6%
Total	Count	203	1963	386	4693	468	940	8653
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C96: Type of Mathematics Taken in Grade 9, by Post-Secondary Plans:
Grade 12 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	69	1092	240	4413	241	638	6693
	% Within Plans	34.0%	55.7%	62.3%	94.0%	51.6%	67.7%	77.4%
Applied	Count	118	818	139	235	209	277	1796
	% Within Plans	58.1%	41.7%	36.1%	5.0%	44.8%	29.4%	20.8%
Essential Skills or LD	Count	16	51	6	45	17	27	162
	% Within Plans	7.9%	2.6%	1.6%	1.0%	3.6%	2.9%	1.9%
Total	Count	203	1961	385	4693	467	942	8651
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C97: Type of English Taken in Grade 9, by Post-Secondary Plans: Year 5 Students

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	37	375	87	787	84	179	1549
	% Within Plans	34.3%	52.7%	61.3%	92.3%	50.0%	55.4%	67.2%
Applied	Count	61	311	53	55	80	126	686
	% Within Plans	56.5%	43.7%	37.3%	6.4%	47.6%	39.0%	29.8%
Essential Skills or LD	Count	10	25	2	11	4	18	70
	% Within Plans	9.3%	3.5%	1.4%	1.3%	2.4%	5.6%	3.0%
Total	Count	108	711	142	853	168	323	2305
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C98: Type of Mathematics Taken in Grade 9, by Post-Secondary Plans:
Year 5 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	36	354	82	766	81	177	1496
	% Within Plans	34.0%	49.9%	58.2%	89.6%	48.5%	54.1%	64.9%
Applied	Count	61	328	56	81	79	125	730
	% Within Plans	57.5%	46.3%	39.7%	9.5%	47.3%	38.2%	31.7%
Essential Skills or LD	Count	9	27	3	8	7	25	79
	% Within Plans	8.5%	3.8%	2.1%	.9%	4.2%	7.6%	3.4%
Total	Count	106	709	141	855	167	327	2305
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C99: Type of Science Taken in Grade 9, by Post-Secondary Plans:
Grade 11 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	60	1060	201	5250	292	869	7732
	% Within Plans	28.6%	57.1%	57.8%	95.1%	52.4%	70.0%	79.4%
Applied	Count	128	758	141	216	248	338	1829
	% Within Plans	61.0%	40.8%	40.5%	3.9%	44.5%	27.2%	18.8%
Essential Skills or LD	Count	22	38	6	55	17	34	172
	% Within Plans	10.5%	2.0%	1.7%	1.0%	3.1%	2.7%	1.8%
Total	Count	210	1856	348	5521	557	1241	9733
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C100: Type of Science Taken in Grade 9, by Post-Secondary Plans:
Grade 12 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	70	1140	254	4466	246	657	6833
	% Within Plans	34.5%	58.5%	65.8%	95.3%	52.6%	69.8%	79.1%
Applied	Count	119	773	130	179	207	268	1676
	% Within Plans	58.6%	39.6%	33.7%	3.8%	44.2%	28.5%	19.4%
Essential Skills or LD	Count	14	37	2	43	15	16	127
	% Within Plans	6.9%	1.9%	.5%	.9%	3.2%	1.7%	1.5%
Total	Count	203	1950	386	4688	468	941	8636
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C101: Type of Science Taken in Grade 9, by Post-Secondary Plans:
Year 5 Students**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Academic	Count	33	348	86	775	82	172	1496
	% Within Plans	31.1%	49.3%	61.9%	91.1%	49.4%	53.3%	65.3%
Applied	Count	66	336	49	69	81	132	733
	% Within Plans	62.3%	47.6%	35.3%	8.1%	48.8%	40.9%	32.0%
Essential Skills or LD	Count	7	22	4	7	3	19	62
	% Within Plans	6.6%	3.1%	2.9%	.8%	1.8%	5.9%	2.7%
Total	Count	106	706	139	851	166	323	2291
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C102: Type of English Taken in Grade 9: Grade 11 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	7892	80.0	80.5	80.5
Applied	1694	17.2	17.3	97.8
Essential Skills or LD	215	2.2	2.2	100.0
Total	9801	99.3	100.0	
Missing	66	.7		
Total	9867	100.0		

Table C103: Type of Mathematics Taken in Grade 9: Grade 11 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	7612	77.1	77.7	77.7
Applied	1960	19.9	20.0	97.7
Essential Skills or LD	224	2.3	2.3	100.0
Total	9796	99.3	100.0	
Missing	71	.7		
Total	9867	100.0		

Table C104: Type of English Taken in Grade 9: Grade 12 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	6986	79.9	80.4	80.4
Applied	1566	17.9	18.0	98.4
Essential Skills or LD	142	1.6	1.6	100.0
Total	8694	99.4	100.0	
Missing	53	.6		
Total	8747	100.0		

Table C105: Type of Mathematics Taken in Grade 9: Grade 12 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	6722	76.8	77.3	77.3
Applied	1806	20.6	20.8	98.1
Essential Skills or LD	164	1.9	1.9	100.0
Total	8692	99.4	100.0	
Missing	55	.6		
Total	8747	100.0		

Table C106: Type of English Taken in Grade 9: Year 5 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	1560	66.1	67.2	67.2
Applied	692	29.3	29.8	97.0
Essential Skills or LD	70	3.0	3.0	100.0
Total	2322	98.4	100.0	
Missing	37	1.6		
Total	2359	100.0		

Table C107: Type of Mathematics Taken in Grade 9: Year 5 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	1506	63.8	64.9	64.9
Applied	737	31.2	31.7	96.6
Essential Skills or LD	79	3.3	3.4	100.0
Total	2322	98.4	100.0	
Missing	37	1.6		
Total	2359	100.0		

Table C108: Type of Science Taken in Grade 9: Grade 11 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	7754	78.6	79.3	79.3
Applied	1845	18.7	18.9	98.2
Essential Skills or LD	178	1.8	1.8	100.0
Total	9777	99.1	100.0	
Missing	90	.9		
Total	9867	100.0		

Table C109: Type of Science Taken in Grade 9: Grade 12 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	6860	78.4	79.1	79.1
Applied	1688	19.3	19.5	98.5
Essential Skills or LD	129	1.5	1.5	100.0
Total	8677	99.2	100.0	
Missing	70	.8		
Total	8747	100.0		

Table C110: Type of Science Taken in Grade 9: Year 5 Students

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Academic	1505	63.8	65.2	65.2
Applied	741	31.4	32.1	97.3
Essential Skills or LD	62	2.6	2.7	100.0
Total	2308	97.8	100.0	
Missing	51	2.2		
Total	2359	100.0		

Table C111: Grade 11 Students Responding to ‘When did you make the decision to obtain a post-secondary education?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Have not decided	Count	97	397	46	628	138	455	1761
	% Within Plans	70.8%	23.3%	14.5%	11.8%	29.9%	40.6%	19.4%
Before Grade 9	Count	11	384	100	2787	80	303	3665
	% Within Plans	8.0%	22.5%	31.4%	52.2%	17.3%	27.0%	40.3%
Grade 9	Count	4	208	32	655	58	72	1029
	% Within Plans	2.9%	12.2%	10.1%	12.3%	12.6%	6.4%	11.3%
Grade 10	Count	10	445	90	830	110	172	1657
	% Within Plans	7.3%	26.1%	28.3%	15.5%	23.8%	15.3%	18.2%
Grade 11	Count	15	273	50	440	76	119	973
	% Within Plans	10.9%	16.0%	15.7%	8.2%	16.5%	10.6%	10.7%
Total	Count	137	1707	318	5340	462	1121	9085
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C112: Grade 12 Students Responding to ‘When did you make the decision to obtain a post-secondary education?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Have not decided	Count	77	271	35	191	96	255	925
	% Within Plans	62.6%	14.3%	9.3%	4.1%	24.7%	29.1%	11.2%
Before Grade 9	Count	9	423	107	2349	57	227	3172
	% Within Plans	7.3%	22.4%	28.5%	50.8%	14.7%	25.9%	38.3%
Grade 9	Count	6	145	40	504	24	54	773
	% Within Plans	4.9%	7.7%	10.7%	10.9%	6.2%	6.2%	9.3%
Grade 10	Count	5	246	60	417	36	85	849
	% Within Plans	4.1%	13.0%	16.0%	9.0%	9.3%	9.7%	10.3%
Grade 11	Count	7	458	65	646	99	141	1416
	% Within Plans	5.7%	24.2%	17.3%	14.0%	25.5%	16.1%	17.1%
Grade 12	Count	19	347	68	515	76	114	1139
	% Within Plans	15.4%	18.4%	18.1%	11.1%	19.6%	13.0%	13.8%
Total	Count	123	1890	375	4622	388	876	8274
	% Within Plans	100%	100%	100%	100%	100%	100%	100%

Table C113: Year 5 Students Responding to ‘When did you make the decision to obtain a post-secondary education?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Have not decided	Count	50	93	12	42	33	84	314
	% Within Plans	68.5%	13.5%	8.6%	5.0%	24.6%	28.8%	14.5%
Before Grade 9	Count	5	138	34	332	14	58	581
	% Within Plans	6.8%	20.0%	24.3%	39.4%	10.4%	19.9%	26.8%
Grade 9	Count	3	51	16	96	8	11	185
	% Within Plans	4.1%	7.4%	11.4%	11.4%	6.0%	3.8%	8.5%
Grade 10	Count	4	63	16	73	12	33	201
	% Within Plans	5.5%	9.1%	11.4%	8.7%	9.0%	11.3%	9.3%
Grade 11	Count	5	129	23	110	26	37	330
	% Within Plans	6.8%	18.7%	16.4%	13.1%	19.4%	12.7%	15.2%
Grade 12	Count	6	215	39	189	41	69	559
	% Within Plans	8.2%	31.2%	27.9%	22.4%	30.6%	23.6%	25.8%
Total	Count	73	689	140	842	134	292	2170
	% Within Plans	100%	100%	100%	100%	100%	100%	100%

Table C114: Grade 11 Students Responding to ‘How many years do you expect to have taken before you graduate and leave high school’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Don't expect to graduate	38	.4	.4	.4
Four years	6806	69.0	69.2	69.6
Four and a half	1440	14.6	14.6	84.2
Five years	1061	10.8	10.8	95.0
More than Five	54	.5	.5	95.6
Do not know	434	4.4	4.4	100.0
Total	9833	99.7	100.0	
Missing	34	.3		
Total	9867	100.0		

Table C115: Grade 12 Students Responding to ‘How many years do you expect to have taken before you graduate and leave high school’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Don't expect to graduate	32	.4	.4	.4
Four years	6010	68.7	68.9	69.3
Four and a half	1333	15.2	15.3	84.6
Five years	1085	12.4	12.4	97.0
More than Five	40	.5	.5	97.5
Do not know	218	2.5	2.5	100.0
Total	8718	99.7	100.0	
Missing	29	.3		
Total	8747	100.0		

Table C116: Year 5 Students Responding to ‘How many years do you expect to have taken before you graduate and leave high school’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Don't expect to graduate	20	.8	.9	.9
Four years	428	18.1	18.3	19.2
Four and a half	465	19.7	19.9	39.1
Five years	1113	47.2	47.6	86.7
More than Five	192	8.1	8.2	94.9
Do not know	120	5.1	5.1	100.0
Total	2338	99.1	100.0	
Missing	21	.9		
Total	2359	100.0		

Table C117: Grade 11 Students Responding to ‘How many years do you expect to have taken before you graduate and leave high school’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Don't expect to graduate	Count	3	6	0	10	5	12	36
	% Within Plans	1.4%	.3%	.0%	.2%	.9%	1.0%	.4%
Four years	Count	108	1034	232	4349	349	711	6783
	% Within Plans	50.0%	55.6%	65.7%	78.3%	62.5%	57.0%	69.3%
Four and a half	Count	41	418	66	592	91	222	1430
	% Within Plans	19.0%	22.5%	18.7%	10.7%	16.3%	17.8%	14.6%
Five years	Count	34	291	42	436	85	169	1057
	% Within Plans	15.7%	15.6%	11.9%	7.9%	15.2%	13.5%	10.8%
More than Five	Count	5	11	2	12	6	15	51
	% Within Plans	2.3%	.6%	.6%	.2%	1.1%	1.2%	.5%
Do not know	Count	25	100	11	154	22	119	431
	% Within Plans	11.6%	5.4%	3.1%	2.8%	3.9%	9.5%	4.4%
Total	Count	216	1860	353	5553	558	1248	9788
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C118: Grade 12 Students Responding to ‘How many years do you expect to have taken before you graduate and leave high school’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Don't expect to graduate	Count	2	6	1	10	3	9	31
	% Within Plans	1.0%	.3%	.3%	.2%	.6%	1.0%	.4%
Four years	Count	107	1190	254	3699	267	464	5981
	% Within Plans	52.2%	60.6%	65.5%	78.6%	56.9%	49.1%	68.9%
Four and a half	Count	45	420	64	478	108	210	1325
	% Within Plans	22.0%	21.4%	16.5%	10.2%	23.0%	22.2%	15.3%
Five years	Count	33	275	60	446	70	199	1083
	% Within Plans	16.1%	14.0%	15.5%	9.5%	14.9%	21.1%	12.5%
More than Five	Count	5	13	0	12	5	4	39
	% Within Plans	2.4%	.7%	.0%	.3%	1.1%	.4%	.4%
Do not know	Count	13	60	9	59	16	59	216
	% Within Plans	6.3%	3.1%	2.3%	1.3%	3.4%	6.2%	2.5%
Total	Count	205	1964	388	4704	469	945	8675
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C119: Grade 11 Students Responding to ‘How many credits did you successfully complete in Grade 9?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	499	5.1	5.6	5.6
5.00	70	.7	.8	6.4
6.00	218	2.2	2.4	8.8
7.00	591	6.0	6.6	15.4
8 or more	7581	76.8	84.6	100.0
Total	8959	90.8	100.0	
Missing	908	9.2		
Total	9867	100.0		

Table C120: Grade 12 Students Responding to ‘How many credits did you successfully complete in Grade 9?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	265	3.0	3.3	3.3
5.00	52	.6	.6	4.0
6.00	217	2.5	2.7	6.7
7.00	619	7.1	7.7	14.4
8 or more	6865	78.5	85.6	100.0
Total	8018	91.7	100.0	
Missing	729	8.3		
Total	8747	100.0		

Table C121: Year 5 Students Responding to ‘How many credits did you successfully complete in Grade 9?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	104	4.4	5.3	5.3
5.00	53	2.2	2.7	8.0
6.00	109	4.6	5.5	13.5
7.00	238	10.1	12.1	25.6
8 or more	1464	62.1	74.4	100.0
Total	1968	83.4	100.0	
Missing	391	16.6		
Total	2359	100.0		

Table C122: Grade 11 Students Responding to ‘How many credits did you successfully complete Grade 10?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	536	5.4	6.0	6.0
5.00	114	1.2	1.3	7.3
6.00	281	2.8	3.1	10.4
7.00	875	8.9	9.8	20.2
8 or more	7131	72.3	79.8	100.0
Total	8937	90.6	100.0	
Missing	930	9.4		
Total	9867	100.0		

Table C123: Grade 12 Students Responding to ‘How many credits did you successfully complete in Grade 10?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	273	3.1	3.4	3.4
5.00	67	.8	.8	4.3
6.00	265	3.0	3.3	7.6
7.00	882	10.1	11.0	18.6
8 or more	6504	74.4	81.4	100.0
Total	7991	91.4	100.0	
Missing	756	8.6		
Total	8747	100.0		

Table C124: Year 5 Students Responding to ‘How many credits did you successfully complete in Grade 10?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	133	5.6	6.8	6.8
5.00	54	2.3	2.8	9.6
6.00	141	6.0	7.2	16.8
7.00	311	13.2	16.0	32.8
8 or more	1308	55.4	67.2	100.0
Total	1947	82.5	100.0	
Missing	412	17.5		
Total	2359	100.0		

Table C125: Grade 12 Students Responding to ‘How many credits did you successfully complete in Grade 11?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	373	4.3	4.7	4.7
5.00	135	1.5	1.7	6.4
6.00	435	5.0	5.5	11.8
7.00	1507	17.2	18.9	30.8
8 or more	5514	63.0	69.2	100.0
Total	7964	91.0	100.0	
Missing	783	9.0		
Total	8747	100.0		

Table C126: Year 5 Students Responding to ‘How many credits did you successfully complete in Grade 11?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	184	7.8	9.7	9.7
5.00	81	3.4	4.2	13.9
6.00	230	9.7	12.1	26.0
7.00	447	18.9	23.5	49.4
8 or more	964	40.9	50.6	100.0
Total	1906	80.8	100.0	
Missing	453	19.2		
Total	2359	100.0		

Table C127: Year 5 Students Responding to ‘How many credits did you successfully complete in Grade 12?’

Credits	Frequency	Percent	Valid Percent	Cumulative Percent
4.5 or less	306	13.0	16.9	16.9
5.00	139	5.9	7.7	24.5
6.00	577	24.5	31.8	56.3
7.00	443	18.8	24.4	80.7
8 or more	350	14.8	19.3	100.0
Total	1815	76.9	100.0	
Missing	544	23.1		
Total	2359	100.0		

Table C128: Grade 11 Students Responding to ‘How many credits did you successfully complete in Grade 9?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
4.5 or less	Count	20	130	17	215	31	81	494
	% Within Plans	11.2%	7.8%	5.6%	4.1%	6.3%	7.4%	5.5%
5.00	Count	3	30	2	17	6	12	70
	% Within Plans	1.7%	1.8%	.7%	.3%	1.2%	1.1%	.8%
6.00	Count	19	71	13	59	24	28	214
	% Within Plans	10.7%	4.3%	4.3%	1.1%	4.9%	2.6%	2.4%
7.00	Count	31	211	43	160	49	95	589
	% Within Plans	17.4%	12.7%	14.3%	3.1%	9.9%	8.7%	6.6%
8 or more	Count	105	1222	226	4744	384	879	7560
	% Within Plans	59.0%	73.4%	75.1%	91.3%	77.7%	80.3%	84.7%
Total	Count	178	1664	301	5195	494	1095	8927
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C129: Grade 12 Students Responding to ‘How many credits did you successfully complete in Grade 9?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
4.5 or less	Count	29	76	14	90	25	30	264
	% Within Plans	16.8%	4.3%	4.1%	2.0%	6.0%	3.6%	3.3%
5.00	Count	0	18	3	13	7	11	52
	% Within Plans	.0%	1.0%	.9%	.3%	1.7%	1.3%	.7%
6.00	Count	14	98	10	43	16	33	214
	% Within Plans	8.1%	5.6%	3.0%	1.0%	3.8%	3.9%	2.7%
7.00	Count	28	239	44	142	70	94	617
	% Within Plans	16.2%	13.5%	13.0%	3.2%	16.7%	11.2%	7.7%
8 or more	Count	102	1334	267	4166	301	672	6842
	% Within Plans	59.0%	75.6%	79.0%	93.5%	71.8%	80.0%	85.6%
Total	Count	173	1765	338	4454	419	840	7989
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C130: Year 5 Students Responding to ‘How many credits did you successfully complete in Grade 9?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
4.5 or less	Count	7	44	5	15	5	27	103
	% Within Plans	9.9%	7.3%	4.4%	2.0%	3.7%	9.9%	5.3%
5.00	Count	5	24	5	6	6	6	52
	% Within Plans	7.0%	4.0%	4.4%	.8%	4.4%	2.2%	2.7%
6.00	Count	9	43	5	18	17	15	107
	% Within Plans	12.7%	7.1%	4.4%	2.4%	12.5%	5.5%	5.5%
7.00	Count	15	94	15	56	20	36	236
	% Within Plans	21.1%	15.6%	13.2%	7.3%	14.7%	13.2%	12.1%
8 or more	Count	35	397	84	667	88	188	1459
	% Within Plans	49.3%	65.9%	73.7%	87.5%	64.7%	69.1%	74.6%
Total	Count	71	602	114	762	136	272	1957
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C131: Grade 11 Students Responding to ‘How many credits did you successfully complete in Grade 10?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
4.5 or less	Count	27	149	17	211	39	89	532
	% Within Plans	15.3%	9.0%	5.6%	4.1%	7.9%	8.1%	6.0%
5.00	Count	10	35	5	34	11	17	112
	% Within Plans	5.6%	2.1%	1.7%	.7%	2.2%	1.6%	1.3%
6.00	Count	17	101	16	81	20	46	281
	% Within Plans	9.6%	6.1%	5.3%	1.6%	4.1%	4.2%	3.2%
7.00	Count	34	260	41	312	82	143	872
	% Within Plans	19.2%	15.7%	13.6%	6.0%	16.6%	13.1%	9.8%
8 or More	Count	89	1108	222	4550	341	800	7110
	% Within Plans	50.3%	67.0%	73.8%	87.7%	69.2%	73.1%	79.8%
Total	Count	177	1653	301	5188	493	1095	8907
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C132: Grade 12 Students Responding to ‘How many credits did you successfully complete in Grade 10?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
4.5 or less	Count	17	83	13	98	25	35	271
	% Within Plans	10.1%	4.7%	3.8%	2.2%	6.0%	4.2%	3.4%
5.00	Count	2	26	2	17	7	11	65
	% Within Plans	1.2%	1.5%	.6%	.4%	1.7%	1.3%	.8%
6.00	Count	14	112	15	53	31	38	263
	% Within Plans	8.3%	6.4%	4.4%	1.2%	7.5%	4.6%	3.3%
7.00	Count	36	311	48	282	78	123	878
	% Within Plans	21.4%	17.7%	14.2%	6.3%	18.8%	14.7%	11.0%
8 or more	Count	99	1221	260	4003	274	628	6485
	% Within Plans	58.9%	69.7%	76.9%	89.9%	66.0%	75.2%	81.4%
Total	Count	168	1753	338	4453	415	835	7962
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C133: Year 5 Students Responding to ‘How many credits did you successfully complete in Grade 10?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
4.5 or less	Count	12	53	8	18	17	25	133
	% Within Plans	17.1%	9.0%	7.0%	2.4%	12.7%	9.4%	6.9%
5.00	Count	6	24	2	7	5	10	54
	% Within Plans	8.6%	4.1%	1.8%	.9%	3.7%	3.8%	2.8%
6.00	Count	7	60	11	20	12	29	139
	% Within Plans	10.0%	10.2%	9.6%	2.6%	9.0%	10.9%	7.2%
7.00	Count	21	97	28	84	32	46	308
	% Within Plans	30.0%	16.5%	24.6%	11.0%	23.9%	17.3%	15.9%
8 or more	Count	24	355	65	634	68	156	1302
	% Within Plans	34.3%	60.3%	57.0%	83.1%	50.7%	58.6%	67.3%
Total	Count	70	589	114	763	134	266	1936
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C134: Grade 11 Students Responding to ‘How many credits did you successfully complete in summer after Grade 9?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	154	1448	266	4767	440	993	8068
	% Within Plans	87.0%	87.4%	88.4%	91.8%	89.4%	90.8%	90.5%
.50	Count	0	1	0	2	0	1	4
	% Within Plans	.0%	.1%	.0%	.0%	.0%	.1%	.0%
1.00	Count	20	175	31	388	48	87	749
	% Within Plans	11.3%	10.6%	10.3%	7.5%	9.8%	8.0%	8.4%
2.00	Count	3	32	4	34	4	13	90
	% Within Plans	1.7%	1.9%	1.3%	.7%	.8%	1.2%	1.0%
Total	Count	177	1656	301	5191	492	1094	8911
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C135: Grade 12 Students Responding to ‘How many credits did you successfully complete in summer after Grade 9?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	154	1554	303	4098	358	763	7230
	% Within Plans	89.5%	88.2%	89.6%	92.1%	85.4%	90.6%	90.6%
.50	Count	0	0	0	4	0	0	4
	% Within Plans	.0%	.0%	.0%	.1%	.0%	.0%	.1%
1.00	Count	14	181	32	330	56	73	686
	% Within Plans	8.1%	10.3%	9.5%	7.4%	13.4%	8.7%	8.6%
2.00	Count	4	27	3	18	5	6	63
	% Within Plans	2.3%	1.5%	.9%	.4%	1.2%	.7%	.8%
Total	Count	172	1762	338	4450	419	842	7983
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C136: Year 5 Students Responding to ‘How many credits did you successfully complete in summer after Grade 9?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	61	507	98	687	110	236	1699
	% Within Plans	87.1%	84.4%	86.0%	90.2%	80.9%	86.4%	86.9%
.50	Count	0	0	0	0	0	1	1
	% Within Plans	.0%	.0%	.0%	.0%	.0%	.4%	.1%
1.00	Count	7	78	13	68	22	30	218
	% Within Plans	10.0%	13.0%	11.4%	8.9%	16.2%	11.0%	11.1%
2.00	Count	2	16	3	7	4	6	38
	% Within Plans	2.9%	2.7%	2.6%	.9%	2.9%	2.2%	1.9%
Total	Count	70	601	114	762	136	273	1956
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C137: Grade 11 Students Responding to ‘How many credits did you successfully complete in summer after Grade 10?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	160	1476	265	4623	436	972	7932
	% Within Plans	90.9%	89.7%	88.3%	89.2%	89.2%	89.2%	89.3%
.50	Count	0	8	4	8	1	1	22
	% Within Plans	.0%	.5%	1.3%	.2%	.2%	.1%	.2%
1.00	Count	15	136	27	509	42	99	828
	% Within Plans	8.5%	8.3%	9.0%	9.8%	8.6%	9.1%	9.3%
1.50	Count	1	1	0	2	1	0	5
	% Within Plans	.6%	.1%	.0%	.0%	.2%	.0%	.1%
2.00	Count	0	24	4	40	9	18	95
	% Within Plans	.0%	1.5%	1.3%	.8%	1.8%	1.7%	1.1%
Total	Count	176	1645	300	5182	489	1090	8882
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C138: Grade 12 Students Responding to ‘How many credits did you successfully complete in summer after Grade 10?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	149	1534	299	4037	371	745	7135
	% Within Plans	89.2%	87.4%	88.5%	90.7%	89.4%	89.2%	89.6%
.50	Count	0	7	2	4	1	5	19
	% Within Plans	.0%	.4%	.6%	.1%	.2%	.6%	.2%
1.00	Count	15	184	35	390	39	77	740
	% Within Plans	9.0%	10.5%	10.4%	8.8%	9.4%	9.2%	9.3%
1.50	Count	0	1	0	0	0	0	1
	% Within Plans	.0%	.1%	.0%	.0%	.0%	.0%	.0%
2.00	Count	3	29	2	20	4	8	66
	% Within Plans	1.8%	1.7%	.6%	.4%	1.0%	1.0%	.8%
Total	Count	167	1755	338	4451	415	835	7961
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C139: Year 5 Students Responding to ‘How many credits did you successfully complete in summer after Grade 10?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	58	507	97	672	108	222	1664
	% Within Plans	84.1%	85.9%	85.1%	88.2%	80.6%	83.1%	86.0%
.50	Count	0	3	0	2	0	2	7
	% Within Plans	.0%	.5%	.0%	.3%	.0%	.7%	.4%
1.00	Count	10	65	17	76	23	34	225
	% Within Plans	14.5%	11.0%	14.9%	10.0%	17.2%	12.7%	11.6%
1.50	Count	0	0	0	0	0	1	1
	% Within Plans	.0%	.0%	.0%	.0%	.0%	.4%	.1%
2.00	Count	1	15	0	12	3	8	39
	% Within Plans	1.4%	2.5%	.0%	1.6%	2.2%	3.0%	2.0%
Total	Count	69	590	114	762	134	267	1936
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C140: Grade 12 Students Responding to ‘How many credits did you successfully complete in summer after Grade 11?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	159	1562	289	3846	385	743	6984
	% Within Plans	94.6%	89.6%	86.8%	86.5%	92.8%	89.6%	88.0%
.50	Count	0	3	0	7	1	2	13
	% Within Plans	.0%	.2%	.0%	.2%	.2%	.2%	.2%
1.00	Count	8	168	39	549	24	81	869
	% Within Plans	4.8%	9.6%	11.7%	12.3%	5.8%	9.8%	11.0%
2.00	Count	1	11	5	45	5	3	70
	% Within Plans	.6%	.6%	1.5%	1.0%	1.2%	.4%	.9%
Total	Count	168	1744	333	4447	415	829	7936
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C141: Year 5 Students Responding to ‘How many credits did you successfully complete in summer after Grade 11?’, by Post-Secondary Plans

Credits		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	53	511	96	650	119	234	1663
	% Within Plans	84.1%	88.4%	87.3%	86.2%	89.5%	89.7%	87.6%
1.00	Count	9	52	13	97	13	22	206
	% Within Plans	14.3%	9.0%	11.8%	12.9%	9.8%	8.4%	10.8%
2.00	Count	1	15	1	7	1	5	30
	% Within Plans	1.6%	2.6%	.9%	.9%	.8%	1.9%	1.6%
Total	Count	63	578	110	754	133	261	1899
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C142: Year 5 Students Responding to ‘How many credits did you successfully complete in summer after Grade 12?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
.00	Count	54	509	95	668	116	211	1653
	% Within Plans	96.4%	92.9%	90.5%	90.8%	94.3%	87.9%	91.4%
1.00	Count	2	34	10	58	7	22	133
	% Within Plans	3.6%	6.2%	9.5%	7.9%	5.7%	9.2%	7.4%
2.00	Count	0	5	0	10	0	7	22
	% Within Plans	.0%	.9%	.0%	1.4%	.0%	2.9%	1.2%
Total	Count	56	548	105	736	123	240	1808
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C143: Grade 11 Students Responding to ‘What was your approximate overall average last school year?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
<50%	53	.5	.6	.6
50-54	145	1.5	1.5	2.1
55-59	183	1.9	1.9	4.0
60-64	578	5.9	6.1	10.2
65-69	917	9.3	9.7	19.9
70-74	1570	15.9	16.7	36.5
75-79	2118	21.5	22.5	59.0
80-84	1897	19.2	20.1	79.1
85-89	1298	13.2	13.8	92.9
90+	670	6.8	7.1	100.0
Total	9429	95.6	100.0	
Missing	438	4.4		
Total	9867	100.0		

Table C144: Grade 12 Students Responding to ‘What was your approximate overall average last school year?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
<50%	60	.7	.7	.7
50-54	136	1.6	1.6	2.3
55-59	153	1.7	1.8	4.2
60-64	490	5.6	5.8	10.0
65-69	845	9.7	10.1	20.0
70-74	1476	16.9	17.6	37.6
75-79	1899	21.7	22.6	60.2
80-84	1715	19.6	20.4	80.6
85-89	1077	12.3	12.8	93.4
90+	555	6.3	6.6	100.0
Total	8406	96.1	100.0	
Missing	341	3.9		
Total	8747	100.0		

Table C145: Year 5 Students Responding to ‘What was your approximate overall average last school year?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
<50%	43	1.8	2.0	2.0
50-54	92	3.9	4.3	6.3
55-59	90	3.8	4.2	10.4
60-64	265	11.2	12.3	22.7
65-69	301	12.8	13.9	36.7
70-74	458	19.4	21.2	57.9
75-79	414	17.5	19.2	77.1
80-84	271	11.5	12.6	89.6
85-89	155	6.6	7.2	96.8
90+	69	2.9	3.2	100.0
Total	2158	91.5	100.0	
Missing	201	8.5		
Total	2359	100.0		

Table C146: Grade 11 Students Responding to ‘What was your approximate overall average last school year?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
<50%	Count	6	16	2	11	7	10	52
	% Within Plans	3.1%	.9%	.6%	.2%	1.3%	.9%	.6%
50-54	Count	14	56	10	18	17	29	144
	% Within Plans	7.3%	3.2%	3.0%	.3%	3.2%	2.5%	1.5%
55-59	Count	19	66	10	27	20	40	182
	% Within Plans	9.9%	3.8%	3.0%	.5%	3.8%	3.4%	1.9%
60-64	Count	35	210	27	127	61	112	572
	% Within Plans	18.2%	12.0%	8.0%	2.3%	11.5%	9.6%	6.1%
65-69	Count	34	327	53	247	103	147	911
	% Within Plans	17.7%	18.7%	15.7%	4.6%	19.4%	12.6%	9.7%
70-74	Count	40	426	62	670	132	237	1567
	% Within Plans	20.8%	24.3%	18.3%	12.4%	24.9%	20.2%	16.7%
75-79	Count	23	396	102	1199	118	272	2110
	% Within Plans	12.0%	22.6%	30.2%	22.1%	22.3%	23.2%	22.5%
80-84	Count	13	186	50	1398	49	196	1892
	% Within Plans	6.8%	10.6%	14.8%	25.8%	9.2%	16.7%	20.1%
85-89	Count	2	49	12	1129	16	89	1297
	% Within Plans	1.0%	2.8%	3.6%	20.9%	3.0%	7.6%	13.8%
90+	Count	6	18	10	588	7	39	668
	% Within Plans	3.1%	1.0%	3.0%	10.9%	1.3%	3.3%	7.1%
Total	Count	192	1750	338	5414	530	1171	9395
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C147: Grade 12 Students Responding to ‘What was your approximate overall average last school year?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
<50%	Count	8	25	5	12	3	7	60
	% Within Plans	4.3%	1.3%	1.4%	.3%	.7%	.8%	.7%
50-54	Count	10	59	11	16	15	24	135
	% Within Plans	5.3%	3.2%	3.0%	.3%	3.4%	2.7%	1.6%
55-59	Count	17	65	11	20	15	24	152
	% Within Plans	9.1%	3.5%	3.0%	.4%	3.4%	2.7%	1.8%
60-64	Count	27	195	21	98	53	94	488
	% Within Plans	14.4%	10.4%	5.8%	2.1%	12.0%	10.5%	5.8%
65-69	Count	39	318	57	199	88	137	838
	% Within Plans	20.9%	17.0%	15.7%	4.3%	20.0%	15.3%	10.0%
70-74	Count	37	462	87	586	107	190	1469
	% Within Plans	19.8%	24.7%	23.9%	12.7%	24.3%	21.2%	17.5%
75-79	Count	22	431	97	1058	88	197	1893
	% Within Plans	11.8%	23.1%	26.6%	22.9%	20.0%	22.0%	22.6%
80-84	Count	15	216	50	1241	54	134	1710
	% Within Plans	8.0%	11.6%	13.7%	26.9%	12.3%	15.0%	20.4%
85-89	Count	6	82	20	886	14	66	1074
	% Within Plans	3.2%	4.4%	5.5%	19.2%	3.2%	7.4%	12.8%
90+	Count	6	16	5	502	3	22	554
	% Within Plans	3.2%	.9%	1.4%	10.9%	.7%	2.5%	6.6%
Total	Count	187	1869	364	4618	440	895	8373
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C148: Year 5 Students Responding to ‘What was your approximate overall average last school year?’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
<50%	Count	10	12	2	5	2	12	43
	% Within Plans	10.8%	1.8%	1.6%	.6%	1.3%	4.1%	2.0%
50-54	Count	9	33	5	10	9	25	91
	% Within Plans	9.7%	5.1%	3.9%	1.2%	5.9%	8.6%	4.2%
55-59	Count	10	37	8	10	11	13	89
	% Within Plans	10.8%	5.7%	6.2%	1.2%	7.2%	4.5%	4.1%
60-64	Count	23	112	14	47	28	39	263
	% Within Plans	24.7%	17.2%	10.9%	5.7%	18.3%	13.4%	12.2%
65-69	Count	13	122	23	76	26	40	300
	% Within Plans	14.0%	18.7%	17.8%	9.2%	17.0%	13.7%	14.0%
70-74	Count	16	154	21	172	29	65	457
	% Within Plans	17.2%	23.7%	16.3%	20.7%	19.0%	22.3%	21.3%
75-79	Count	7	99	31	205	27	43	412
	% Within Plans	7.5%	15.2%	24.0%	24.7%	17.6%	14.7%	19.2%
80-84	Count	3	46	17	164	13	27	270
	% Within Plans	3.2%	7.1%	13.2%	19.8%	8.5%	9.2%	12.6%
85-89	Count	1	29	5	97	6	17	155
	% Within Plans	1.1%	4.5%	3.9%	11.7%	3.9%	5.8%	7.2%
90+	Count	1	7	3	44	2	11	68
	% Within Plans	1.1%	1.1%	2.3%	5.3%	1.3%	3.8%	3.2%
Total	Count	93	651	129	830	153	292	2148
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C149: Grade 12 Students Who Applied or Planned to Apply to College Programs, University & Combinations

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did not apply in Ontario	129	1.5	1.6	1.6
Applied nowhere	2859	32.7	35.4	37.0
All three	116	1.3	1.4	38.5
College Diploma only	974	11.1	12.1	50.5
College Degree only	154	1.8	1.9	52.4
University only	3131	35.8	38.8	91.3
Both types of college program	269	3.1	3.3	94.6
College Diploma and University	311	3.6	3.9	98.4
College Degree and University	126	1.4	1.6	100.0
Total	8069	92.2	100.0	
Missing	678	7.8		
Total	8747	100.0		

Table C150: Year 5 Students Who Applied or Planned to Apply to College Programs, University & Combinations

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Applied only outside Ontario	50	2.1	2.3	2.3
Applied nowhere	620	26.3	29.1	31.5
All three	52	2.2	2.4	33.9
College Diploma only	435	18.4	20.4	54.3
College Degree only	59	2.5	2.8	57.1
University only	585	24.8	27.5	84.6
Both types of college program	119	5.0	5.6	90.1
College Diploma and University	166	7.0	7.8	97.9
College Degree and University	44	1.9	2.1	100.0
Total	2130	90.3	100.0	
Missing	229	9.7		
Total	2359	100.0		

Table C151: Grade 12 and Year 5 Students Who Applied or Planned to Apply to Ontario Colleges Offering Diploma or Certificate Programs

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did apply	2601	12.2	23.8	23.8
Applied only elsewhere	4453	20.8	40.8	64.6
Applied nowhere	3866	18.1	35.4	100.0
Total	10920	51.1	100.0	
Missing	10465	48.9		
Total	21385	100.0		

Table C152: Grade 12 and Year 5 Students Who Applied or Planned to Apply to Ontario Colleges Offering Applied or Collaborative Degree Programs

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did apply	1037	4.8	9.5	9.5
Applied only elsewhere	6017	28.1	55.1	64.6
Applied nowhere	3866	18.1	35.4	100.0
Total	10920	51.1	100.0	
Missing	10465	48.9		
Total	21385	100.0		

Table C153: Grade 12 and Year 5 Students Who Applied or Planned to Apply to Ontario Universities

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did apply	4669	21.8	42.8	42.8
Applied only elsewhere	2385	11.2	21.8	64.6
Applied nowhere	3866	18.1	35.4	100.0
Total	10920	51.1	100.0	
Missing	10465	48.9		
Total	21385	100.0		

Table C154: Grade 12 and Year 5 Students Who Applied or Planned to Apply to Colleges Outside Ontario in Canada

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did apply	449	2.1	4.1	4.1
Applied only elsewhere	6605	30.9	60.5	64.6
Applied nowhere	3866	18.1	35.4	100.0
Total	10920	51.1	100.0	
Missing	10465	48.9		
Total	21385	100.0		

Table C155: Grade 12 and Year 5 Students Who Applied or Planned to Apply to Universities Outside Ontario in Canada

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did apply	1180	5.5	10.8	10.8
Applied only elsewhere	5874	27.5	53.8	64.6
Applied nowhere	3866	18.1	35.4	100.0
Total	10920	51.1	100.0	
Missing	10465	48.9		
Total	21385	100.0		

Table C156: Grade 12 and Year 5 Students Who Applied or Planned to Apply to Colleges or Universities Outside of Canada

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Did apply	453	2.1	4.1	4.1
Applied only elsewhere	6601	30.9	60.4	64.6
Applied nowhere	3866	18.1	35.4	100.0
Total	10920	51.1	100.0	
Missing	10465	48.9		
Total	21385	100.0		

Table C157: Grade 12 Students: Number of Ontario Colleges Offering Diploma or Certificate Programs Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	253	2.9	25.2	25.2
2	211	2.4	21.0	46.2
3	240	2.7	23.9	70.0
4	95	1.1	9.5	79.5
5	191	2.2	19.0	98.5
6	8	.1	.8	99.3
7	1	.0	.1	99.4
8	6	.1	.6	100.0
Total	1005	11.5	100.0	
Missing	7742	88.5		
Total	8747	100.0		

Table C158: Year 5 Students: Number of Ontario Colleges Offering Diploma or Certificate Programs Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	126	5.3	26.9	26.9
2	76	3.2	16.2	43.1
3	113	4.8	24.1	67.2
4	40	1.7	8.5	75.7
5	105	4.5	22.4	98.1
6	6	.3	1.3	99.4
7	2	.1	.4	99.8
8	1	.0	.2	100.0
Total	469	19.9	100.0	
Missing	1890	80.1		
Total	2359	100.0		

Table C159: Grade 12 Students: Number of Ontario Colleges Offering Applied or Collaborative Degree Programs Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	146	1.7	40.7	40.7
2	95	1.1	26.5	67.1
3	63	.7	17.5	84.7
4	20	.2	5.6	90.3
5	30	.3	8.4	98.6
6	3	.0	.8	99.4
8	2	.0	.6	100.0
Total	359	4.1	100.0	
Missing	8388	95.9		
Total	8747	100.0		

Table C160: Year 5 Students: Number of Ontario Colleges Offering Applied or Collaborative Degree Programs Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	64	2.7	39.8	39.8
2	42	1.8	26.1	65.8
3	28	1.2	17.4	83.2
4	5	.2	3.1	86.3
5	21	.9	13.0	99.4
6	1	.0	.6	100.0
Total	161	6.8	100.0	
Missing	2198	93.2		
Total	2359	100.0		

Table C161: Grade 12 Students: Number of Ontario Universities Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	182	2.1	6.7	6.7
2	286	3.3	10.5	17.2
3	1147	13.1	42.2	59.4
4	543	6.2	20.0	79.4
5	309	3.5	11.4	90.7
6	165	1.9	6.1	96.8
7	54	.6	2.0	98.8
8	33	.4	1.2	100.0
Total	2719	31.1	100.0	
Missing	6028	68.9		
Total	8747	100.0		

Table C162: Year 5 Students: Number of Ontario Universities Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	47	2.0	7.6	7.6
2	69	2.9	11.1	18.6
3	292	12.4	46.9	65.6
4	94	4.0	15.1	80.7
5	80	3.4	12.9	93.6
6	35	1.5	5.6	99.2
7	2	.1	.3	99.5
8	3	.1	.5	100.0
Total	622	26.4	100.0	
Missing	1737	73.6		
Total	2359	100.0		

Table C163: Grade 12 Students: Number of Colleges Outside Ontario in Canada Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	82	.9	53.6	53.6
2	34	.4	22.2	75.8
3	20	.2	13.1	88.9
4	8	.1	5.2	94.1
5	4	.0	2.6	96.7
6	2	.0	1.3	98.0
7	1	.0	.7	98.7
8	2	.0	1.3	100.0
Total	153	1.7	100.0	
Missing	8594	98.3		
Total	8747	100.0		

Table C164: Year 5 Students: Number of Colleges Outside Ontario in Canada Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	24	1.0	49.0	49.0
2	15	.6	30.6	79.6
3	5	.2	10.2	89.8
4	2	.1	4.1	93.9
5	1	.0	2.0	95.9
6	2	.1	4.1	100.0
Total	49	2.1	100.0	
Missing	2310	97.9		
Total	2359	100.0		

Table C165: Grade 12 Students: Number of Universities Outside Ontario in Canada Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	401	4.6	59.8	59.8
2	177	2.0	26.4	86.1
3	60	.7	8.9	95.1
4	22	.3	3.3	98.4
5	6	.1	.9	99.3
6	3	.0	.4	99.7
7	1	.0	.1	99.9
8	1	.0	.1	100.0
Total	671	7.7	100.0	
Missing	8076	92.3		
Total	8747	100.0		

Table C166: Year 5 Students: Number of Universities Outside Ontario in Canada Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	66	2.8	53.2	53.2
2	32	1.4	25.8	79.0
3	16	.7	12.9	91.9
4	5	.2	4.0	96.0
5	3	.1	2.4	98.4
6	1	.0	.8	99.2
7	1	.0	.8	100.0
Total	124	5.3	100.0	
Missing	2235	94.7		
Total	2359	100.0		

Table C167: Grade 12 Students: Number of Colleges or Universities Outside of Canada Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	78	.9	40.8	40.8
2	42	.5	22.0	62.8
3	20	.2	10.5	73.3
4	25	.3	13.1	86.4
5	12	.1	6.3	92.7
6	9	.1	4.7	97.4
7	1	.0	.5	97.9
8	3	.0	1.6	99.5
10	1	.0	.5	100.0
Total	191	2.2	100.0	
Missing	8556	97.8		
Total	8747	100.0		

Table C168: Year 5 Students: Number of Colleges or Universities Outside of Canada Applied to or Planned for

Response	Frequency	Percent	Valid Percent	Cumulative Percent
1	26	1.1	43.3	43.3
2	15	.6	25.0	68.3
3	10	.4	16.7	85.0
4	2	.1	3.3	88.3
5	3	.1	5.0	93.3
6	3	.1	5.0	98.3
7	1	.0	1.7	100.0
Total	60	2.5	100.0	
Missing	2299	97.5		
Total	2359	100.0		

Table C169: Grade 12 Students: Number of Ontario Colleges Offering Diploma or Certificate Programs Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	2	95	20	79	16	41	253
	% Within Plans	33.3%	19.5%	19.6%	37.1%	24.2%	31.3%	25.2%
2	Count	1	97	22	40	23	28	211
	% Within Plans	16.7%	19.9%	21.6%	18.8%	34.8%	21.4%	21.0%
3	Count	1	113	28	46	18	34	240
	% Within Plans	16.7%	23.2%	27.5%	21.6%	27.3%	26.0%	23.9%
4	Count	1	51	11	15	6	11	95
	% Within Plans	16.7%	10.5%	10.8%	7.0%	9.1%	8.4%	9.5%
5	Count	1	125	18	29	2	16	191
	% Within Plans	16.7%	25.7%	17.6%	13.6%	3.0%	12.2%	19.0%
6	Count	0	3	3	2	0	0	8
	% Within Plans	.0%	.6%	2.9%	.9%	.0%	.0%	.8%
7	Count	0	1	0	0	0	0	1
	% Within Plans	.0%	.2%	.0%	.0%	.0%	.0%	.1%
8	Count	0	2	0	2	1	1	6
	% Within Plans	.0%	.4%	.0%	.9%	1.5%	.8%	.6%
Total	Count	6	487	102	213	66	131	1005
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C170: Grade 12 Students: Number of Ontario Colleges Offering Applied or Collaborative Degree Programs Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	1	42	25	48	9	20	145
	% Within Plans	50.0%	44.2%	33.8%	42.5%	37.5%	40.8%	40.6%
2	Count	1	28	19	26	9	12	95
	% Within Plans	50.0%	29.5%	25.7%	23.0%	37.5%	24.5%	26.6%
3	Count	0	16	16	19	3	9	63
	% Within Plans	.0%	16.8%	21.6%	16.8%	12.5%	18.4%	17.6%
4	Count	0	3	5	8	2	2	20
	% Within Plans	.0%	3.2%	6.8%	7.1%	8.3%	4.1%	5.6%
5	Count	0	5	8	12	1	4	30
	% Within Plans	.0%	5.3%	10.8%	10.6%	4.2%	8.2%	8.4%
6	Count	0	0	1	0	0	2	3
	% Within Plans	.0%	.0%	1.4%	.0%	.0%	4.1%	.8%
8	Count	0	1	0	0	0	0	1
	% Within Plans	.0%	1.1%	.0%	.0%	.0%	.0%	.3%
Total	Count	2	95	74	113	24	49	357
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C171: Grade 12 Students: Number of Ontario Universities Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	0	22	11	117	7	25	182
	% Within Plans	.0%	37.9%	39.3%	4.7%	63.6%	23.1%	6.7%
2	Count	0	14	6	245	0	20	285
	% Within Plans	.0%	24.1%	21.4%	9.8%	.0%	18.5%	10.5%
3	Count	1	15	7	1074	2	46	1145
	% Within Plans	25.0%	25.9%	25.0%	42.9%	18.2%	42.6%	42.2%
4	Count	2	4	2	524	1	9	542
	% Within Plans	50.0%	6.9%	7.1%	20.9%	9.1%	8.3%	20.0%
5	Count	0	3	2	300	1	3	309
	% Within Plans	.0%	5.2%	7.1%	12.0%	9.1%	2.8%	11.4%
6	Count	1	0	0	161	0	3	165
	% Within Plans	25.0%	.0%	.0%	6.4%	.0%	2.8%	6.1%
7	Count	0	0	0	53	0	1	54
	% Within Plans	.0%	.0%	.0%	2.1%	.0%	.9%	2.0%
8	Count	0	0	0	32	0	1	33
	% Within Plans	.0%	.0%	.0%	1.3%	.0%	.9%	1.2%
Total	Count	4	58	28	2506	11	108	2715
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C172: Grade 12 Students: Number of Colleges Outside Ontario in Canada Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	1	24	7	31	5	14	82
	% Within Plans	50.0%	51.1%	70.0%	44.9%	100.0%	70.0%	53.6%
2	Count	1	11	2	17	0	3	34
	% Within Plans	50.0%	23.4%	20.0%	24.6%	.0%	15.0%	22.2%
3	Count	0	7	1	9	0	3	20
	% Within Plans	.0%	14.9%	10.0%	13.0%	.0%	15.0%	13.1%
4	Count	0	1	0	7	0	0	8
	% Within Plans	.0%	2.1%	.0%	10.1%	.0%	.0%	5.2%
5	Count	0	3	0	1	0	0	4
	% Within Plans	.0%	6.4%	.0%	1.4%	.0%	.0%	2.6%
6	Count	0	0	0	2	0	0	2
	% Within Plans	.0%	.0%	.0%	2.9%	.0%	.0%	1.3%
7	Count	0	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.0%	1.4%	.0%	.0%	.7%
8	Count	0	1	0	1	0	0	2
	% Within Plans	.0%	2.1%	.0%	1.4%	.0%	.0%	1.3%
Total	Count	2	47	10	69	5	20	153
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C173: Grade 12 Students: Number of Universities Outside Ontario in Canada Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans					Total
		College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	4	2	377	2	15	400
	% Within Plans	50.0%	50.0%	60.2%	66.7%	53.6%	59.8%
2	Count	1	1	166	0	8	176
	% Within Plans	12.5%	25.0%	26.5%	.0%	28.6%	26.3%
3	Count	1	0	56	1	2	60
	% Within Plans	12.5%	.0%	8.9%	33.3%	7.1%	9.0%
4	Count	0	1	19	0	2	22
	% Within Plans	.0%	25.0%	3.0%	.0%	7.1%	3.3%
5	Count	1	0	4	0	1	6
	% Within Plans	12.5%	.0%	.6%	.0%	3.6%	.9%
6	Count	1	0	2	0	0	3
	% Within Plans	12.5%	.0%	.3%	.0%	.0%	.4%
7	Count	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.2%	.0%	.0%	.1%
8	Count	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.2%	.0%	.0%	.1%
Total	Count	8	4	626	3	28	669
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C174: Grade 12 Students: Number of Colleges or Universities Outside of Canada Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans					Total
		College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	14	3	54	1	6	78
	% Within Plans	48.3%	75.0%	37.2%	100.0%	50.0%	40.8%
2	Count	5	0	34	0	3	42
	% Within Plans	17.2%	.0%	23.4%	.0%	25.0%	22.0%
3	Count	5	0	15	0	0	20
	% Within Plans	17.2%	.0%	10.3%	.0%	.0%	10.5%
4	Count	2	1	21	0	1	25
	% Within Plans	6.9%	25.0%	14.5%	.0%	8.3%	13.1%
5	Count	2	0	10	0	0	12
	% Within Plans	6.9%	.0%	6.9%	.0%	.0%	6.3%
6	Count	1	0	7	0	1	9
	% Within Plans	3.4%	.0%	4.8%	.0%	8.3%	4.7%
7	Count	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.7%	.0%	.0%	.5%
8	Count	0	0	2	0	1	3
	% Within Plans	.0%	.0%	1.4%	.0%	8.3%	1.6%
10	Count	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.7%	.0%	.0%	.5%
Total	Count	29	4	145	1	12	191
	% Within Plans	100%	100%	100%	100%	100%	100%

Table C175: Year 5 Students: Number of Ontario Colleges Offering Diploma or Certificate Programs Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	2	51	14	32	14	13	126
	% Within Plans	40.0%	22.8%	32.6%	29.1%	50.0%	22.4%	26.9%
2	Count	1	38	6	20	5	6	76
	% Within Plans	20.0%	17.0%	14.0%	18.2%	17.9%	10.3%	16.2%
3	Count	1	55	10	30	4	13	113
	% Within Plans	20.0%	24.6%	23.3%	27.3%	14.3%	22.4%	24.1%
4	Count	0	22	4	7	2	5	40
	% Within Plans	.0%	9.8%	9.3%	6.4%	7.1%	8.6%	8.5%
5	Count	1	54	8	20	1	20	104
	% Within Plans	20.0%	24.1%	18.6%	18.2%	3.6%	34.5%	22.2%
6	Count	0	4	1	0	0	1	6
	% Within Plans	.0%	1.8%	2.3%	.0%	.0%	1.7%	1.3%
7	Count	0	0	0	0	2	0	2
	% Within Plans	.0%	.0%	.0%	.0%	7.1%	.0%	.4%
8	Count	0	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.0%	.9%	.0%	.0%	.2%
Total	Count	5	224	43	110	28	58	468
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C176: Year 5 Students: Number of Ontario Colleges Offering Applied or Collaborative Degree Programs Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	1	21	12	20	4	6	64
	% Within Plans	50.0%	38.9%	38.7%	43.5%	44.4%	33.3%	40.0%
2	Count	0	16	9	11	2	4	42
	% Within Plans	.0%	29.6%	29.0%	23.9%	22.2%	22.2%	26.3%
3	Count	1	8	6	7	2	4	28
	% Within Plans	50.0%	14.8%	19.4%	15.2%	22.2%	22.2%	17.5%
4	Count	0	2	0	0	0	3	5
	% Within Plans	.0%	3.7%	.0%	.0%	.0%	16.7%	3.1%
5	Count	0	6	4	8	1	1	20
	% Within Plans	.0%	11.1%	12.9%	17.4%	11.1%	5.6%	12.5%
6	Count	0	1	0	0	0	0	1
	% Within Plans	.0%	1.9%	.0%	.0%	.0%	.0%	.6%
Total	Count	2	54	31	46	9	18	160
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C177: Year 5 Students: Number of Ontario Universities Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	0	8	7	26	1	5	47
	% Within Plans	.0%	28.6%	36.8%	5.0%	25.0%	10.0%	7.6%
2	Count	2	6	3	50	0	8	69
	% Within Plans	66.7%	21.4%	15.8%	9.7%	.0%	16.0%	11.1%
3	Count	1	11	5	254	2	19	292
	% Within Plans	33.3%	39.3%	26.3%	49.1%	50.0%	38.0%	47.0%
4	Count	0	1	1	82	1	9	94
	% Within Plans	.0%	3.6%	5.3%	15.9%	25.0%	18.0%	15.1%
5	Count	0	2	2	68	0	7	79
	% Within Plans	.0%	7.1%	10.5%	13.2%	.0%	14.0%	12.7%
6	Count	0	0	1	32	0	2	35
	% Within Plans	.0%	.0%	5.3%	6.2%	.0%	4.0%	5.6%
7	Count	0	0	0	2	0	0	2
	% Within Plans	.0%	.0%	.0%	.4%	.0%	.0%	.3%
8	Count	0	0	0	3	0	0	3
	% Within Plans	.0%	.0%	.0%	.6%	.0%	.0%	.5%
Total	Count	3	28	19	517	4	50	621
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C178: Year 5 Students: Number of Colleges Outside Ontario in Canada Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	1	11	4	3	1	4	24
	% Within Plans	50.0%	52.4%	66.7%	42.9%	20.0%	57.1%	50.0%
2	Count	1	7	2	2	2	1	15
	% Within Plans	50.0%	33.3%	33.3%	28.6%	40.0%	14.3%	31.3%
3	Count	0	2	0	1	2	0	5
	% Within Plans	.0%	9.5%	.0%	14.3%	40.0%	.0%	10.4%
4	Count	0	0	0	1	0	1	2
	% Within Plans	.0%	.0%	.0%	14.3%	.0%	14.3%	4.2%
6	Count	0	1	0	0	0	1	2
	% Within Plans	.0%	4.8%	.0%	.0%	.0%	14.3%	4.2%
Total	Count	2	21	6	7	5	7	48
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C179: Year 5 Students: Number of Universities Outside Ontario in Canada Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	1	2	1	54	0	8	66
	% Within Plans	100.0%	66.7%	100.0%	51.9%	.0%	66.7%	53.7%
2	Count	0	0	0	29	1	2	32
	% Within Plans	.0%	.0%	.0%	27.9%	50.0%	16.7%	26.0%
3	Count	0	1	0	13	1	1	16
	% Within Plans	.0%	33.3%	.0%	12.5%	50.0%	8.3%	13.0%
4	Count	0	0	0	4	0	1	5
	% Within Plans	.0%	.0%	.0%	3.8%	.0%	8.3%	4.1%
5	Count	0	0	0	2	0	0	2
	% Within Plans	.0%	.0%	.0%	1.9%	.0%	.0%	1.6%
6	Count	0	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.0%	1.0%	.0%	.0%	.8%
7	Count	0	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.0%	1.0%	.0%	.0%	.8%
Total	Count	1	3	1	104	2	12	123
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C180: Year 5 Students: Number of Colleges or Universities Outside of Canada Applied to or Planned for, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
1	Count	1	7	0	10	1	7	26
	% Within Plans	50.0%	53.8%	.0%	33.3%	33.3%	77.8%	44.1%
2	Count	1	3	2	8	0	1	15
	% Within Plans	50.0%	23.1%	100.0%	26.7%	.0%	11.1%	25.4%
3	Count	0	1	0	6	2	1	10
	% Within Plans	.0%	7.7%	.0%	20.0%	66.7%	11.1%	16.9%
4	Count	0	1	0	1	0	0	2
	% Within Plans	.0%	7.7%	.0%	3.3%	.0%	.0%	3.4%
5	Count	0	0	0	2	0	0	2
	% Within Plans	.0%	.0%	.0%	6.7%	.0%	.0%	3.4%
6	Count	0	1	0	2	0	0	3
	% Within Plans	.0%	7.7%	.0%	6.7%	.0%	.0%	5.1%
8	Count	0	0	0	1	0	0	1
	% Within Plans	.0%	.0%	.0%	3.3%	.0%	.0%	1.7%
Total	Count	2	13	2	30	3	9	59
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C181: Grade 12 students Responding to 'If you do not get accepted into any of the programs you have chosen at university or college this year, what will you do?'

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Return to HS and reapply	1814	20.7	37.3	37.3
Take night courses, etc.	287	3.3	5.9	43.2
Re-apply to another program	956	10.9	19.7	62.9
Apply to College to transfer to University later	277	3.2	5.7	68.6
Get a job	548	6.3	11.3	79.8
Other	267	3.1	5.5	85.3
Do not know	714	8.2	14.7	100.0
Total	4863	55.6	100.0	
Missing	3884	44.4		
Total	8747	100.0		

Table C182: Year 5 students Responding to ‘If you do not get accepted into any of the programs you have chosen at university or college this year, what will you do?’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Return to HS and reapply	87	3.7	6.6	6.6
Take night courses, etc.	176	7.5	13.4	20.1
Re-apply to another program	317	13.4	24.2	44.3
Apply to College to transfer to University later	153	6.5	11.7	56.0
Get a job	301	12.8	23.0	78.9
Other	100	4.2	7.6	86.6
Do not know	176	7.5	13.4	100.0
Total	1310	55.5	100.0	
Missing	1049	44.5		
Total	2359	100.0		

Table C183: All Students Responding to ‘This school places almost equal emphasis upon preparing students for college and university’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	13161	61.5	62.5	62.5
No	3314	15.5	15.7	78.2
Uncertain	4594	21.5	21.8	100.0
Total	21069	98.5	100.0	
Missing	316	1.5		
Total	21385	100.0		

Table C184: All Students Responding to ‘This school places almost equal emphasis upon preparing students for college and university’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	264	3030	608	7094	751	1380	13127
	% Within Plans	48.6%	65.9%	67.9%	63.5%	61.5%	53.8%	62.5%
No	Count	127	689	153	1646	204	481	3300
	% Within Plans	23.4%	15.0%	17.1%	14.7%	16.7%	18.8%	15.7%
Uncertain	Count	152	878	135	2434	267	704	4570
	% Within Plans	28.0%	19.1%	15.1%	21.8%	21.8%	27.4%	21.8%
Total	Count	543	4597	896	11174	1222	2565	20997
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C185: Grade 11 Students Responding to ‘This school places almost equal emphasis upon preparing students for college and university’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	104	1237	241	3610	346	685	6223
	% Within Plans	49.5%	67.3%	70.1%	65.4%	62.5%	55.5%	64.1%
No	Count	39	220	51	646	83	192	1231
	% Within Plans	18.6%	12.0%	14.8%	11.7%	15.0%	15.5%	12.7%
Uncertain	Count	67	382	52	1265	125	358	2249
	% Within Plans	31.9%	20.8%	15.1%	22.9%	22.6%	29.0%	23.2%
Total	Count	210	1839	344	5521	554	1235	9703
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C186: Grade 12 Students Responding to ‘This school places almost equal emphasis upon preparing students for college and university’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	91	1279	250	2862	290	515	5287
	% Within Plans	45.5%	65.9%	65.4%	61.2%	62.5%	55.0%	61.5%
No	Count	51	327	74	851	89	186	1578
	% Within Plans	25.5%	16.9%	19.4%	18.2%	19.2%	19.9%	18.3%
Uncertain	Count	58	334	58	964	85	236	1735
	% Within Plans	29.0%	17.2%	15.2%	20.6%	18.3%	25.2%	20.2%
Total	Count	200	1940	382	4677	464	937	8600
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C187: Year 5 Students Responding to ‘This school places almost equal emphasis upon preparing students for college and university’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	53	451	95	557	95	156	1407
	% Within Plans	50.5%	63.5%	68.3%	64.9%	56.5%	48.0%	61.0%
No	Count	30	122	22	132	25	86	417
	% Within Plans	28.6%	17.2%	15.8%	15.4%	14.9%	26.5%	18.1%
Uncertain	Count	22	137	22	169	48	83	481
	% Within Plans	21.0%	19.3%	15.8%	19.7%	28.6%	25.5%	20.9%
Total	Count	105	710	139	858	168	325	2305
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C188: All Students Responding to ‘Most of my teachers have a positive opinion about a college education’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	12836	60.0	60.6	60.6
No	1791	8.4	8.5	69.1
Uncertain	6555	30.7	30.9	100.0
Total	21182	99.1	100.0	
Missing	203	.9		
Total	21385	100.0		

Table C189: All Students Responding to ‘Most of my teachers have a positive opinion about a college education’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	346	3365	648	6073	870	1496	12798
	% Within Plans	63.0%	72.6%	71.4%	54.2%	70.9%	57.9%	60.6%
No	Count	73	283	80	997	97	249	1779
	% Within Plans	13.3%	6.1%	8.8%	8.9%	7.9%	9.6%	8.4%
Uncertain	Count	130	985	179	4142	260	840	6536
	% Within Plans	23.7%	21.3%	19.7%	36.9%	21.2%	32.5%	31.0%
Total	Count	549	4633	907	11212	1227	2585	21113
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C190: Grade 11 Students Responding to ‘I am playing or expect to play on a school team’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	36	629	131	2709	207	471	4183
	% Within Plans	17.1%	33.9%	37.4%	48.9%	37.0%	37.8%	42.9%
No	Count	151	1057	194	2354	304	639	4699
	% Within Plans	71.9%	57.0%	55.4%	42.5%	54.4%	51.3%	48.1%
Uncertain	Count	23	167	25	480	48	135	878
	% Within Plans	11.0%	9.0%	7.1%	8.7%	8.6%	10.8%	9.0%
Total	Count	210	1853	350	5543	559	1245	9760
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C191: Grade 11 Students Responding to ‘I am participating or plan to participate in intramural activities this year’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	29	505	118	2811	141	446	4050
	% Within Plans	13.7%	27.2%	33.8%	50.7%	25.2%	35.8%	41.5%
No	Count	162	1155	195	1964	359	634	4469
	% Within Plans	76.8%	62.3%	55.9%	35.4%	64.1%	50.9%	45.8%
Uncertain	Count	20	195	36	767	60	165	1243
	% Within Plans	9.5%	10.5%	10.3%	13.8%	10.7%	13.3%	12.7%
Total	Count	211	1855	349	5542	560	1245	9762
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C192: Grade 12 Students Responding to ‘I am playing or expect to play on a school team’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	50	553	142	2129	168	330	3372
	% Within Plans	25.0%	28.3%	36.8%	45.3%	36.2%	35.0%	39.0%
No	Count	138	1271	226	2276	265	537	4713
	% Within Plans	69.0%	65.1%	58.5%	48.5%	57.1%	57.0%	54.5%
Uncertain	Count	12	128	18	291	31	75	555
	% Within Plans	6.0%	6.6%	4.7%	6.2%	6.7%	8.0%	6.4%
Total	Count	200	1952	386	4696	464	942	8640
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C193: Grade 12 Students Responding to 'I am participating or plan to participate in intramural activities this year', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	41	552	134	2752	114	356	3949
	% Within Plans	20.5%	28.2%	34.8%	58.6%	24.6%	38.0%	45.7%
No	Count	146	1228	208	1517	311	488	3898
	% Within Plans	73.0%	62.8%	54.0%	32.3%	67.0%	52.0%	45.1%
Uncertain	Count	13	174	43	425	39	94	788
	% Within Plans	6.5%	8.9%	11.2%	9.1%	8.4%	10.0%	9.1%
Total	Count	200	1954	385	4694	464	938	8635
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C194: Year 5 Students Responding to 'I am playing or expect to play on a school team', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	32	207	50	339	52	86	766
	% Within Plans	29.6%	28.9%	35.7%	39.5%	31.1%	25.9%	33.0%
No	Count	73	479	83	470	110	223	1438
	% Within Plans	67.6%	66.9%	59.3%	54.7%	65.9%	67.2%	61.9%
Uncertain	Count	3	30	7	50	5	23	118
	% Within Plans	2.8%	4.2%	5.0%	5.8%	3.0%	6.9%	5.1%
Total	Count	108	716	140	859	167	332	2322
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C195: Year 5 Students Responding to 'I am participating or plan to participate in intramural activities this year', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	19	185	41	385	40	96	766
	% Within Plans	17.4%	25.8%	29.3%	44.9%	23.8%	28.8%	33.0%
No	Count	83	492	86	412	124	213	1410
	% Within Plans	76.1%	68.7%	61.4%	48.0%	73.8%	64.0%	60.7%
Uncertain	Count	7	39	13	61	4	24	148
	% Within Plans	6.4%	5.4%	9.3%	7.1%	2.4%	7.2%	6.4%
Total	Count	109	716	140	858	168	333	2324
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C196: All Students Responding to 'I feel accepted in this school',
by Post-Secondary Plans**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	396	3840	773	10054	1048	2010	18121
	% Within Plans	72.3%	83.1%	85.6%	89.8%	85.1%	78.0%	86.0%
No	Count	80	354	60	421	98	274	1287
	% Within Plans	14.6%	7.7%	6.6%	3.8%	8.0%	10.6%	6.1%
Uncertain	Count	72	426	70	726	85	294	1673
	% Within Plans	13.1%	9.2%	7.8%	6.5%	6.9%	11.4%	7.9%
Total	Count	548	4620	903	11201	1231	2578	21081
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C197: Grade 11 Students Responding to 'I feel accepted in this school',
by Post-Secondary Plans**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	153	1561	306	5020	489	1003	8532
	% Within Plans	72.2%	84.3%	87.9%	90.7%	87.5%	80.8%	87.5%
No	Count	21	132	15	176	37	110	491
	% Within Plans	9.9%	7.1%	4.3%	3.2%	6.6%	8.9%	5.0%
Uncertain	Count	38	158	27	338	33	129	723
	% Within Plans	17.9%	8.5%	7.8%	6.1%	5.9%	10.4%	7.4%
Total	Count	212	1851	348	5534	559	1242	9746
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Table C198: Grade 12 Students Responding to 'I feel accepted in this school',
by Post-Secondary Plans**

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	145	1619	330	4221	400	739	7454
	% Within Plans	72.5%	83.1%	86.2%	90.0%	86.0%	78.7%	86.4%
No	Count	36	147	30	184	37	94	528
	% Within Plans	18.0%	7.5%	7.8%	3.9%	8.0%	10.0%	6.1%
Uncertain	Count	19	182	23	285	28	106	643
	% Within Plans	9.5%	9.3%	6.0%	6.1%	6.0%	11.3%	7.5%
Total	Count	200	1948	383	4690	465	939	8625
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C199: Year 5 Students Responding to 'I feel accepted in this school', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	74	574	109	723	131	232	1843
	% Within Plans	68.5%	80.5%	77.3%	84.3%	77.5%	70.3%	79.5%
No	Count	20	67	14	50	21	54	226
	% Within Plans	18.5%	9.4%	9.9%	5.8%	12.4%	16.4%	9.7%
Uncertain	Count	14	72	18	85	17	44	250
	% Within Plans	13.0%	10.1%	12.8%	9.9%	10.1%	13.3%	10.8%
Total	Count	108	713	141	858	169	330	2319
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C200: Grade 11 Students Responding to 'I work at a part-time job for 10 hours or more a week on average', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	74	853	169	1995	278	461	3830
	% Within Plans	35.4%	46.2%	48.7%	36.0%	49.8%	37.1%	39.3%
No	Count	126	958	169	3430	267	725	5675
	% Within Plans	60.3%	51.9%	48.7%	61.9%	47.8%	58.3%	58.2%
Uncertain	Count	9	36	9	115	13	58	240
	% Within Plans	4.3%	1.9%	2.6%	2.1%	2.3%	4.7%	2.5%
Total	Count	209	1847	347	5540	558	1244	9745
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C201: Grade 12 Students Responding to 'I work at a part-time job for 10 hours or more a week on average', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	101	1143	238	2284	274	490	4530
	% Within Plans	51.0%	58.7%	62.0%	48.7%	59.1%	52.1%	52.5%
No	Count	93	772	144	2313	178	422	3922
	% Within Plans	47.0%	39.6%	37.5%	49.3%	38.4%	44.9%	45.5%
Uncertain	Count	4	33	2	93	12	28	172
	% Within Plans	2.0%	1.7%	.5%	2.0%	2.6%	3.0%	2.0%
Total	Count	198	1948	384	4690	464	940	8624
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C202: Year 5 Students Responding to 'I work at a part-time job for 10 hours or more a week on average', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	49	435	74	500	103	190	1351
	% Within Plans	45.4%	60.8%	53.2%	58.4%	61.3%	57.4%	58.3%
No	Count	55	272	60	339	61	127	914
	% Within Plans	50.9%	38.0%	43.2%	39.6%	36.3%	38.4%	39.4%
Uncertain	Count	4	9	5	17	4	14	53
	% Within Plans	3.7%	1.3%	3.6%	2.0%	2.4%	4.2%	2.3%
Total	Count	108	716	139	856	168	331	2318
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C203: All Students Responding to 'Most of my friends have a positive opinion about a college education', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	254	3279	651	5177	778	1426	11565
	% Within Plans	46.3%	70.8%	71.6%	46.2%	63.4%	55.2%	54.8%
No	Count	142	501	125	2756	165	422	4111
	% Within Plans	25.9%	10.8%	13.8%	24.6%	13.4%	16.3%	19.5%
Uncertain	Count	153	853	133	3277	284	737	5437
	% Within Plans	27.9%	18.4%	14.6%	29.2%	23.1%	28.5%	25.8%
Total	Count	549	4633	909	11210	1227	2585	21113
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C204: Grade 11 Students Responding to 'Most of my friends have a positive opinion about a college education', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	82	1242	251	2537	326	632	5070
	% Within Plans	38.7%	67.1%	71.7%	45.8%	58.3%	50.8%	52.0%
No	Count	64	218	46	1242	77	191	1838
	% Within Plans	30.2%	11.8%	13.1%	22.4%	13.8%	15.3%	18.8%
Uncertain	Count	66	391	53	1761	156	422	2849
	% Within Plans	31.1%	21.1%	15.1%	31.8%	27.9%	33.9%	29.2%
Total	Count	212	1851	350	5540	559	1245	9757
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C205: Grade 12 Students Responding to ‘Most of my friends have a positive opinion about a college education’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	97	1432	284	2085	313	574	4785
	% Within Plans	48.7%	73.3%	73.6%	44.4%	67.5%	60.9%	55.4%
No	Count	52	193	47	1310	61	153	1816
	% Within Plans	26.1%	9.9%	12.2%	27.9%	13.1%	16.2%	21.0%
Uncertain	Count	50	329	55	1298	90	215	2037
	% Within Plans	25.1%	16.8%	14.2%	27.7%	19.4%	22.8%	23.6%
Total	Count	199	1954	386	4693	464	942	8638
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C206: Year 5 Students Responding to ‘Most of my friends have a positive opinion about a college education’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	62	538	100	502	113	188	1503
	% Within Plans	56.9%	74.9%	71.4%	58.5%	67.7%	57.1%	64.8%
No	Count	18	69	23	171	19	65	365
	% Within Plans	16.5%	9.6%	16.4%	19.9%	11.4%	19.8%	15.7%
Uncertain	Count	29	111	17	185	35	76	453
	% Within Plans	26.6%	15.5%	12.1%	21.6%	21.0%	23.1%	19.5%
Total	Count	109	718	140	858	167	329	2321
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C207: Grade 11 Students Responding to ‘My parents or guardians expect me to go to university’

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	6048	61.3	61.7	61.7
No	2726	27.6	27.8	89.6
Uncertain	1023	10.4	10.4	100.0
Total	9797	99.3	100.0	
Missing	70	.7		
Total	9867	100.0		

Table C208: Grade 12 Students Responding to 'My parents or guardians expect me to go to university'

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5114	58.5	59.0	59.0
No	2889	33.0	33.3	92.3
Uncertain	666	7.6	7.7	100.0
Total	8669	99.1	100.0	
Missing	78	.9		
Total	8747	100.0		

Table C209: Year 5 Students Responding to 'My parents or guardians expect me to go to university'

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1041	44.1	44.7	44.7
No	1083	45.9	46.5	91.2
Uncertain	205	8.7	8.8	100.0
Total	2329	98.7	100.0	
Missing	30	1.3		
Total	2359	100.0		

Table C210: All Students Responding to 'My parents or guardians expect me to go to university', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	67	976	265	9829	184	1034	12355
	% Within Plans	12.2%	21.1%	29.3%	87.6%	15.0%	40.0%	58.5%
No	Count	400	3020	521	863	906	1106	6816
	% Within Plans	72.9%	65.3%	57.6%	7.7%	73.8%	42.8%	32.3%
Uncertain	Count	82	630	119	534	137	447	1949
	% Within Plans	14.9%	13.6%	13.1%	4.8%	11.2%	17.3%	9.2%
Total	Count	549	4626	905	11226	1227	2587	21120
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C211: All Students Responding to 'My parents would encourage me if I applied for a college program', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	395	4088	780	5114	1062	1849	13288
	% Within Plans	71.9%	88.3%	85.9%	45.6%	86.4%	71.6%	62.9%
No	Count	79	213	60	3378	85	310	4125
	% Within Plans	14.4%	4.6%	6.6%	30.1%	6.9%	12.0%	19.5%
Uncertain	Count	75	331	68	2721	82	422	3699
	% Within Plans	13.7%	7.1%	7.5%	24.3%	6.7%	16.4%	17.5%
Total	Count	549	4632	908	11213	1229	2581	21112
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C212: Grade 11 Students Responding: Knowledge of University Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	971	9.8	10.1	10.1
Good	3341	33.9	34.8	44.9
Fair	3307	33.5	34.4	79.3
Poor	1990	20.2	20.7	100.0
Total	9609	97.4	100.0	
Missing	258	2.6		
Total	9867	100.0		

Table C213: Grade 11 Students Responding: Knowledge of College Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	701	7.1	7.3	7.3
Good	2768	28.1	28.7	36.0
Fair	3332	33.8	34.6	70.6
Poor	2829	28.7	29.4	100.0
Total	9630	97.6	100.0	
Missing	237	2.4		
Total	9867	100.0		

Table C214: Grade 11 Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	551	5.6	5.8	5.8
Good	1552	15.7	16.2	22.0
Fair	2614	26.5	27.4	49.4
Poor	4837	49.0	50.6	100.0
Total	9554	96.8	100.0	
Missing	313	3.2		
Total	9867	100.0		

Table C215: Grade 11 Students Responding: Knowledge of University Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	9	77	26	755	20	83	970
	% Within Plans	4.8%	4.3%	7.8%	13.7%	3.8%	6.8%	10.1%
Good	Count	22	380	97	2467	93	274	3333
	% Within Plans	11.8%	21.3%	29.0%	44.6%	17.6%	22.4%	34.8%
Fair	Count	57	743	121	1722	189	469	3301
	% Within Plans	30.5%	41.6%	36.2%	31.2%	35.8%	38.4%	34.4%
Poor	Count	99	585	90	584	226	396	1980
	% Within Plans	52.9%	32.8%	26.9%	10.6%	42.8%	32.4%	20.7%
Total	Count	187	1785	334	5528	528	1222	9584
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C216: Grade 11 Students Responding: Knowledge of College Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	11	232	73	231	45	106	698
	% Within Plans	5.7%	12.7%	21.3%	4.2%	8.4%	8.6%	7.3%
Good	Count	51	812	159	1154	220	365	2761
	% Within Plans	26.3%	44.6%	46.4%	21.0%	41.2%	29.7%	28.7%
Fair	Count	60	527	76	2094	148	417	3322
	% Within Plans	30.9%	28.9%	22.2%	38.2%	27.7%	34.0%	34.6%
Poor	Count	72	250	35	2005	121	340	2823
	% Within Plans	37.1%	13.7%	10.2%	36.6%	22.7%	27.7%	29.4%
Total	Count	194	1821	343	5484	534	1228	9604
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C217: Grade 11 Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	18	128	29	151	146	77	549
	% Within Plans	9.6%	7.2%	8.6%	2.8%	27.0%	6.3%	5.8%
Good	Count	49	390	79	602	216	210	1546
	% Within Plans	26.1%	21.9%	23.4%	11.0%	40.0%	17.3%	16.2%
Fair	Count	50	561	106	1430	111	349	2607
	% Within Plans	26.6%	31.5%	31.5%	26.2%	20.6%	28.7%	27.4%
Poor	Count	71	704	123	3281	67	581	4827
	% Within Plans	37.8%	39.5%	36.5%	60.0%	12.4%	47.7%	50.7%
Total	Count	188	1783	337	5464	540	1217	9529
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C218: Grade 12 Students Responding: Knowledge of University Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	1524	17.4	17.8	17.8
Good	3446	39.4	40.3	58.1
Fair	2214	25.3	25.9	84.1
Poor	1363	15.6	15.9	100.0
Total	8547	97.7	100.0	
Missing	200	2.3		
Total	8747	100.0		

Table C219: Grade 12 Students Responding: Knowledge of College Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	948	10.8	11.1	11.1
Good	2528	28.9	29.5	40.5
Fair	2418	27.6	28.2	68.7
Poor	2681	30.7	31.3	100.0
Total	8575	98.0	100.0	
Missing	172	2.0		
Total	8747	100.0		

Table C220: Grade 12 Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	487	5.6	5.7	5.7
Good	1247	14.3	14.7	20.4
Fair	2032	23.2	23.9	44.3
Poor	4740	54.2	55.7	100.0
Total	8506	97.2	100.0	
Missing	241	2.8		
Total	8747	100.0		

Table C221: Grade 12 Students Responding: Knowledge of University Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	8	107	26	1279	16	84	1520
	% Within Plans	4.1%	5.6%	6.9%	27.3%	3.6%	9.2%	17.8%
Good	Count	33	466	130	2460	78	274	3441
	% Within Plans	17.0%	24.5%	34.3%	52.5%	17.3%	29.8%	40.3%
Fair	Count	62	726	145	778	189	311	2211
	% Within Plans	32.0%	38.2%	38.3%	16.6%	42.0%	33.9%	25.9%
Poor	Count	91	602	78	173	167	249	1360
	% Within Plans	46.9%	31.7%	20.6%	3.7%	37.1%	27.1%	15.9%
Total	Count	194	1901	379	4690	450	918	8532
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C222: Grade 12 Students Responding: Knowledge of College Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	13	472	121	183	58	100	947
	% Within Plans	6.6%	24.2%	31.2%	3.9%	12.8%	10.8%	11.1%
Good	Count	56	921	188	824	190	346	2525
	% Within Plans	28.4%	47.3%	48.5%	17.7%	42.0%	37.3%	29.5%
Fair	Count	65	406	64	1496	125	255	2411
	% Within Plans	33.0%	20.9%	16.5%	32.2%	27.7%	27.5%	28.2%
Poor	Count	63	148	15	2146	79	226	2677
	% Within Plans	32.0%	7.6%	3.9%	46.2%	17.5%	24.4%	31.3%
Total	Count	197	1947	388	4649	452	927	8560
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C223: Grade 12 Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	23	134	24	92	154	59	486
	% Within Plans	11.8%	7.1%	6.3%	2.0%	33.5%	6.4%	5.7%
Good	Count	49	401	91	361	184	159	1245
	% Within Plans	25.1%	21.1%	24.0%	7.8%	40.0%	17.3%	14.7%
Fair	Count	53	592	128	922	86	246	2027
	% Within Plans	27.2%	31.2%	33.8%	19.9%	18.7%	26.8%	23.9%
Poor	Count	70	773	136	3265	36	453	4733
	% Within Plans	35.9%	40.7%	35.9%	70.4%	7.8%	49.4%	55.7%
Total	Count	195	1900	379	4640	460	917	8491
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C224: Year 5 Students Responding: Knowledge of University Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	363	15.4	16.1	16.1
Good	819	34.7	36.3	52.3
Fair	600	25.4	26.6	78.9
Poor	476	20.2	21.1	100.0
Total	2258	95.7	100.0	
Missing	101	4.3		
Total	2359	100.0		

Table C225: Year 5 Students Responding: Knowledge of College Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	358	15.2	15.7	15.7
Good	835	35.4	36.7	52.4
Fair	594	25.2	26.1	78.4
Poor	491	20.8	21.6	100.0
Total	2278	96.6	100.0	
Missing	81	3.4		
Total	2359	100.0		

Table C226: Year 5 Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	210	8.9	9.3	9.3
Good	394	16.7	17.5	26.8
Fair	604	25.6	26.8	53.6
Poor	1047	44.4	46.4	100.0
Total	2255	95.6	100.0	
Missing	104	4.4		
Total	2359	100.0		

Table C227: Year 5 Students Responding: Knowledge of University Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	7	33	19	244	14	46	363
	% Within Plans	6.8%	4.8%	14.4%	28.6%	8.6%	14.5%	16.1%
Good	Count	19	191	49	438	31	88	816
	% Within Plans	18.4%	27.9%	37.1%	51.3%	19.0%	27.7%	36.2%
Fair	Count	30	251	41	137	56	85	600
	% Within Plans	29.1%	36.6%	31.1%	16.1%	34.4%	26.7%	26.6%
Poor	Count	47	210	23	34	62	99	475
	% Within Plans	45.6%	30.7%	17.4%	4.0%	38.0%	31.1%	21.1%
Total	Count	103	685	132	853	163	318	2254
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C228: Year 5 Students Responding: Knowledge of College Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	8	153	47	69	30	51	358
	% Within Plans	7.6%	21.8%	33.3%	8.2%	18.0%	15.8%	15.7%
Good	Count	29	362	59	195	64	123	832
	% Within Plans	27.6%	51.6%	41.8%	23.3%	38.3%	38.1%	36.6%
Fair	Count	35	126	32	285	48	68	594
	% Within Plans	33.3%	18.0%	22.7%	34.1%	28.7%	21.1%	26.1%
Poor	Count	33	60	3	288	25	81	490
	% Within Plans	31.4%	8.6%	2.1%	34.4%	15.0%	25.1%	21.5%
Total	Count	105	701	141	837	167	323	2274
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C229: Year 5 Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	13	55	16	31	56	39	210
	% Within Plans	12.3%	8.0%	12.1%	3.7%	33.3%	12.2%	9.3%
Good	Count	28	146	26	75	66	51	392
	% Within Plans	26.4%	21.2%	19.7%	9.0%	39.3%	15.9%	17.4%
Fair	Count	33	208	43	202	33	85	604
	% Within Plans	31.1%	30.2%	32.6%	24.2%	19.6%	26.6%	26.8%
Poor	Count	32	280	47	528	13	145	1045
	% Within Plans	30.2%	40.6%	35.6%	63.2%	7.7%	45.3%	46.4%
Total	Count	106	689	132	836	168	320	2251
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C230: All Students Responding: Knowledge of University Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	25	222	75	2303	52	223	2900
	% Within Plans	4.9%	5.0%	8.6%	20.6%	4.4%	8.9%	14.0%
Good	Count	80	1063	283	5399	206	650	7681
	% Within Plans	15.7%	23.8%	32.4%	48.3%	17.6%	25.8%	37.1%
Fair	Count	154	1750	318	2674	446	878	6220
	% Within Plans	30.2%	39.2%	36.4%	23.9%	38.1%	34.9%	30.0%
Poor	Count	251	1430	197	813	467	768	3926
	% Within Plans	49.2%	32.0%	22.6%	7.3%	39.9%	30.5%	18.9%
Total	Count	510	4465	873	11189	1171	2519	20727
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C231: All Students Responding: Knowledge of College Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	34	871	247	497	137	262	2048
	% Within Plans	6.5%	19.0%	27.5%	4.5%	11.6%	10.3%	9.8%
Good	Count	145	2141	417	2194	482	853	6232
	% Within Plans	27.8%	46.8%	46.4%	19.8%	40.7%	33.6%	30.0%
Fair	Count	165	1084	180	3915	332	754	6430
	% Within Plans	31.6%	23.7%	20.0%	35.3%	28.0%	29.7%	30.9%
Poor	Count	178	477	55	4474	234	672	6090
	% Within Plans	34.1%	10.4%	6.1%	40.4%	19.7%	26.4%	29.3%
Total	Count	522	4573	899	11080	1185	2541	20800
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C232: All Students Responding: Knowledge of Apprenticeship Programs and their Admission Requirements, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Very good	Count	57	321	74	282	367	181	1282
	% Within Plans	11.1%	7.2%	8.4%	2.6%	30.5%	7.2%	6.2%
Good	Count	137	973	206	1054	480	435	3285
	% Within Plans	26.6%	21.8%	23.5%	9.5%	39.9%	17.3%	15.9%
Fair	Count	140	1388	284	2588	238	688	5326
	% Within Plans	27.2%	31.1%	32.4%	23.4%	19.8%	27.4%	25.8%
Poor	Count	181	1783	312	7123	117	1211	10727
	% Within Plans	35.1%	39.9%	35.6%	64.5%	9.7%	48.2%	52.0%
Total	Count	515	4465	876	11047	1202	2515	20620
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C233: All Students Responding to ‘When I need help about educational and career planning, I can get it at this school’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	354	3590	698	8521	920	1748	15831
	% Within Plans	64.6%	77.5%	77.3%	76.1%	75.0%	67.6%	75.0%
No	Count	98	508	103	1218	149	372	2448
	% Within Plans	17.9%	11.0%	11.4%	10.9%	12.1%	14.4%	11.6%
Uncertain	Count	96	537	102	1458	158	464	2815
	% Within Plans	17.5%	11.6%	11.3%	13.0%	12.9%	18.0%	13.3%
Total	Count	548	4635	903	11197	1227	2584	21094
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C234: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Teachers

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1909	8.9	10.4	10.4
Not Helpful	1421	6.6	7.7	18.1
Slightly Helpful	5197	24.3	28.3	46.4
Helpful	6810	31.8	37.1	83.5
Very Helpful	3021	14.1	16.5	100.0
Total	18358	85.8	100.0	
Missing	3027	14.2		
Total	21385	100.0		

Table C235: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Teachers

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3374	15.8	18.6	18.6
Not Helpful	1887	8.8	10.4	28.9
Slightly Helpful	5307	24.8	29.2	58.1
Helpful	5529	25.9	30.4	88.5
Very Helpful	2090	9.8	11.5	100.0
Total	18187	85.0	100.0	
Missing	3198	15.0		
Total	21385	100.0		

Table C236: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	2379	11.1	13.0	13.0
Not Helpful	1267	5.9	6.9	19.9
Slightly Helpful	2911	13.6	15.9	35.8
Helpful	5424	25.4	29.7	65.5
Very Helpful	6311	29.5	34.5	100.0
Total	18292	85.5	100.0	
Missing	3093	14.5		
Total	21385	100.0		

Table C237: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3975	18.6	21.9	21.9
Not Helpful	1547	7.2	8.5	30.4
Slightly Helpful	3239	15.1	17.8	48.3
Helpful	4621	21.6	25.5	73.7
Very Helpful	4770	22.3	26.3	100.0
Total	18152	84.9	100.0	
Missing	3233	15.1		
Total	21385	100.0		

Table C238: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	7753	36.3	43.5	43.5
Not Helpful	1883	8.8	10.6	54.0
Slightly Helpful	2763	12.9	15.5	69.5
Helpful	2770	13.0	15.5	85.0
Very Helpful	2668	12.5	15.0	100.0
Total	17837	83.4	100.0	
Missing	3548	16.6		
Total	21385	100.0		

Table C239: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Teacher-Advisers

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	7156	33.5	40.4	40.4
Not Helpful	2063	9.6	11.6	52.0
Slightly Helpful	3524	16.5	19.9	71.9
Helpful	3412	16.0	19.3	91.2
Very Helpful	1568	7.3	8.8	100.0
Total	17723	82.9	100.0	
Missing	3662	17.1		
Total	21385	100.0		

Table C240: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Teacher-Advisers

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	7894	36.9	44.8	44.8
Not Helpful	2178	10.2	12.4	57.2
Slightly Helpful	3414	16.0	19.4	76.6
Helpful	2910	13.6	16.5	93.1
Very Helpful	1215	5.7	6.9	100.0
Total	17611	82.4	100.0	
Missing	3774	17.6		
Total	21385	100.0		

Table C241: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1336	13.5	15.9	15.9
Not Helpful	608	6.2	7.2	23.1
Slightly Helpful	1515	15.4	18.0	41.0
Helpful	2476	25.1	29.4	70.4
Very Helpful	2492	25.3	29.6	100.0
Total	8427	85.4	100.0	
Missing	1440	14.6		
Total	9867	100.0		

Table C242: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1892	19.2	22.6	22.6
Not Helpful	754	7.6	9.0	31.6
Slightly Helpful	1592	16.1	19.0	50.6
Helpful	2200	22.3	26.3	76.9
Very Helpful	1933	19.6	23.1	100.0
Total	8371	84.8	100.0	
Missing	1496	15.2		
Total	9867	100.0		

Table C243: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3256	33.0	39.4	39.4
Not Helpful	899	9.1	10.9	50.2
Slightly Helpful	1425	14.4	17.2	67.4
Helpful	1421	14.4	17.2	84.6
Very Helpful	1273	12.9	15.4	100.0
Total	8274	83.9	100.0	
Missing	1593	16.1		
Total	9867	100.0		

Table C244: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	720	8.2	9.3	9.3
Not Helpful	500	5.7	6.5	15.8
Slightly Helpful	1108	12.7	14.4	30.2
Helpful	2330	26.6	30.2	60.4
Very Helpful	3060	35.0	39.6	100.0
Total	7718	88.2	100.0	
Missing	1029	11.8		
Total	8747	100.0		

Table C245: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1698	19.4	22.2	22.2
Not Helpful	639	7.3	8.4	30.5
Slightly Helpful	1310	15.0	17.1	47.7
Helpful	1849	21.1	24.2	71.8
Very Helpful	2154	24.6	28.2	100.0
Total	7650	87.5	100.0	
Missing	1097	12.5		
Total	8747	100.0		

Table C246: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3593	41.1	47.9	47.9
Not Helpful	780	8.9	10.4	58.3
Slightly Helpful	1047	12.0	14.0	72.3
Helpful	1040	11.9	13.9	86.1
Very Helpful	1040	11.9	13.9	100.0
Total	7500	85.7	100.0	
Missing	1247	14.3		
Total	8747	100.0		

Table C247: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	261	11.1	13.6	13.6
Not Helpful	138	5.8	7.2	20.9
Slightly Helpful	250	10.6	13.1	33.9
Helpful	554	23.5	29.0	62.9
Very Helpful	710	30.1	37.1	100.0
Total	1913	81.1	100.0	
Missing	446	18.9		
Total	2359	100.0		

Table C248: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	323	13.7	17.0	17.0
Not Helpful	129	5.5	6.8	23.8
Slightly Helpful	299	12.7	15.7	39.5
Helpful	521	22.1	27.4	66.9
Very Helpful	630	26.7	33.1	100.0
Total	1902	80.6	100.0	
Missing	457	19.4		
Total	2359	100.0		

Table C249: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Guidance Counsellors

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	814	34.5	44.3	44.3
Not Helpful	182	7.7	9.9	54.2
Slightly Helpful	262	11.1	14.3	68.4
Helpful	268	11.4	14.6	83.0
Very Helpful	312	13.2	17.0	100.0
Total	1838	77.9	100.0	
Missing	521	22.1		
Total	2359	100.0		

Table C250: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits by College Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	8291	38.8	48.8	48.8
Not Helpful	785	3.7	4.6	53.5
Slightly Helpful	1742	8.1	10.3	63.7
Helpful	2929	13.7	17.3	81.0
Very Helpful	3228	15.1	19.0	100.0
Total	16975	79.4	100.0	
Missing	4410	20.6		
Total	21385	100.0		

Table C251: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Visits by College Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	11240	52.6	67.6	67.6
Not Helpful	1151	5.4	6.9	74.5
Slightly Helpful	1627	7.6	9.8	84.3
Helpful	1506	7.0	9.1	93.3
Very Helpful	1109	5.2	6.7	100.0
Total	16633	77.8	100.0	
Missing	4752	22.2		
Total	21385	100.0		

Table C252: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits by University Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	6211	29.0	36.4	36.4
Not Helpful	712	3.3	4.2	40.6
Slightly Helpful	1657	7.7	9.7	50.3
Helpful	3401	15.9	19.9	70.2
Very Helpful	5081	23.8	29.8	100.0
Total	17062	79.8	100.0	
Missing	4323	20.2		
Total	21385	100.0		

Table C253: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits by College Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4296	43.5	55.2	55.2
Not Helpful	410	4.2	5.3	60.5
Slightly Helpful	837	8.5	10.8	71.2
Helpful	1182	12.0	15.2	86.4
Very Helpful	1058	10.7	13.6	100.0
Total	7783	78.9	100.0	
Missing	2084	21.1		
Total	9867	100.0		

Table C254: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits by College Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3259	37.3	45.2	45.2
Not Helpful	279	3.2	3.9	49.1
Slightly Helpful	699	8.0	9.7	58.8
Helpful	1301	14.9	18.0	76.8
Very Helpful	1673	19.1	23.2	100.0
Total	7211	82.4	100.0	
Missing	1536	17.6		
Total	8747	100.0		

Table C255: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits by College Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	649	27.5	36.5	36.5
Not Helpful	82	3.5	4.6	41.1
Slightly Helpful	172	7.3	9.7	50.8
Helpful	406	17.2	22.8	73.6
Very Helpful	469	19.9	26.4	100.0
Total	1778	75.4	100.0	
Missing	581	24.6		
Total	2359	100.0		

Table C256: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits by University Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3976	40.3	51.0	51.0
Not Helpful	383	3.9	4.9	55.9
Slightly Helpful	790	8.0	10.1	66.1
Helpful	1215	12.3	15.6	81.6
Very Helpful	1431	14.5	18.4	100.0
Total	7795	79.0	100.0	
Missing	2072	21.0		
Total	9867	100.0		

Table C257: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits by University Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1627	18.6	22.3	22.3
Not Helpful	228	2.6	3.1	25.4
Slightly Helpful	663	7.6	9.1	34.5
Helpful	1765	20.2	24.2	58.7
Very Helpful	3010	34.4	41.3	100.0
Total	7293	83.4	100.0	
Missing	1454	16.6		
Total	8747	100.0		

Table C258: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits by University Representatives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	523	22.2	29.5	29.5
Not Helpful	86	3.6	4.8	34.3
Slightly Helpful	172	7.3	9.7	44.0
Helpful	390	16.5	22.0	66.0
Very Helpful	603	25.6	34.0	100.0
Total	1774	75.2	100.0	
Missing	585	24.8		
Total	2359	100.0		

Table C259: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits to Colleges

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	10683	50.0	64.0	64.0
Not Helpful	711	3.3	4.3	68.3
Slightly Helpful	1151	5.4	6.9	75.2
Helpful	2005	9.4	12.0	87.2
Very Helpful	2142	10.0	12.8	100.0
Total	16692	78.1	100.0	
Missing	4693	21.9		
Total	21385	100.0		

Table C260: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits to Colleges

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	5260	53.3	68.3	68.3
Not Helpful	355	3.6	4.6	72.9
Slightly Helpful	543	5.5	7.0	79.9
Helpful	811	8.2	10.5	90.5
Very Helpful	735	7.4	9.5	100.0
Total	7704	78.1	100.0	
Missing	2163	21.9		
Total	9867	100.0		

Table C261: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits to Colleges

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4398	50.3	62.3	62.3
Not Helpful	266	3.0	3.8	66.1
Slightly Helpful	435	5.0	6.2	72.3
Helpful	902	10.3	12.8	85.1
Very Helpful	1053	12.0	14.9	100.0
Total	7054	80.6	100.0	
Missing	1693	19.4		
Total	8747	100.0		

Table C262: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits to Colleges

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	922	39.1	52.9	52.9
Not Helpful	75	3.2	4.3	57.2
Slightly Helpful	149	6.3	8.6	65.8
Helpful	262	11.1	15.0	80.8
Very Helpful	334	14.2	19.2	100.0
Total	1742	73.8	100.0	
Missing	617	26.2		
Total	2359	100.0		

Table C263: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Visits to Colleges

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	12513	58.5	76.3	76.3
Not Helpful	892	4.2	5.4	81.8
Slightly Helpful	1049	4.9	6.4	88.2
Helpful	1140	5.3	7.0	95.1
Very Helpful	796	3.7	4.9	100.0
Total	16390	76.6	100.0	
Missing	4995	23.4		
Total	21385	100.0		

Table C264: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits to Universities

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	8862	41.4	52.6	52.6
Not Helpful	657	3.1	3.9	56.5
Slightly Helpful	1342	6.3	8.0	64.5
Helpful	2497	11.7	14.8	79.3
Very Helpful	3484	16.3	20.7	100.0
Total	16842	78.8	100.0	
Missing	4543	21.2		
Total	21385	100.0		

Table C265: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits to Universities

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4713	47.8	60.9	60.9
Not Helpful	345	3.5	4.5	65.3
Slightly Helpful	627	6.4	8.1	73.4
Helpful	978	9.9	12.6	86.1
Very Helpful	1079	10.9	13.9	100.0
Total	7742	78.5	100.0	
Missing	2125	21.5		
Total	9867	100.0		

Table C266: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits to Universities

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3179	36.3	44.4	44.4
Not Helpful	227	2.6	3.2	47.6
Slightly Helpful	555	6.3	7.8	55.4
Helpful	1222	14.0	17.1	72.5
Very Helpful	1969	22.5	27.5	100.0
Total	7152	81.8	100.0	
Missing	1595	18.2		
Total	8747	100.0		

Table C267: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits to Universities

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	862	36.5	49.3	49.3
Not Helpful	69	2.9	3.9	53.3
Slightly Helpful	133	5.6	7.6	60.9
Helpful	272	11.5	15.6	76.4
Very Helpful	412	17.5	23.6	100.0
Total	1748	74.1	100.0	
Missing	611	25.9		
Total	2359	100.0		

Table C268: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Visits to or from Business or Industry

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	10900	51.0	65.5	65.5
Not Helpful	1119	5.2	6.7	72.2
Slightly Helpful	1896	8.9	11.4	83.6
Helpful	1784	8.3	10.7	94.4
Very Helpful	940	4.4	5.6	100.0
Total	16639	77.8	100.0	
Missing	4746	22.2		
Total	21385	100.0		

Table C269: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Visits to or from Business or Industry

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	11015	51.5	66.6	66.6
Not Helpful	1144	5.3	6.9	73.5
Slightly Helpful	1823	8.5	11.0	84.5
Helpful	1724	8.1	10.4	94.9
Very Helpful	845	4.0	5.1	100.0
Total	16551	77.4	100.0	
Missing	4834	22.6		
Total	21385	100.0		

Table C270: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Visits to or from Business or Industry

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	11560	54.1	70.4	70.4
Not Helpful	1055	4.9	6.4	76.8
Slightly Helpful	1496	7.0	9.1	85.9
Helpful	1418	6.6	8.6	94.5
Very Helpful	896	4.2	5.5	100.0
Total	16425	76.8	100.0	
Missing	4960	23.2		
Total	21385	100.0		

Table C271: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1892	8.8	10.4	10.4
Not Helpful	1451	6.8	7.9	18.3
Slightly Helpful	4007	18.7	21.9	40.2
Helpful	5944	27.8	32.5	72.8
Very Helpful	4974	23.3	27.2	100.0
Total	18268	85.4	100.0	
Missing	3117	14.6		
Total	21385	100.0		

Table C272: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3420	16.0	18.8	18.8
Not Helpful	2330	10.9	12.8	31.5
Slightly Helpful	5423	25.4	29.7	61.3
Helpful	5026	23.5	27.6	88.8
Very Helpful	2041	9.5	11.2	100.0
Total	18240	85.3	100.0	
Missing	3145	14.7		
Total	21385	100.0		

Table C273: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4100	19.2	22.6	22.6
Not Helpful	2014	9.4	11.1	33.7
Slightly Helpful	4344	20.3	24.0	57.7
Helpful	4736	22.1	26.1	83.8
Very Helpful	2932	13.7	16.2	100.0
Total	18126	84.8	100.0	
Missing	3259	15.2		
Total	21385	100.0		

Table C274: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	5363	25.1	29.7	29.7
Not Helpful	2743	12.8	15.2	44.8
Slightly Helpful	4912	23.0	27.2	72.0
Helpful	3642	17.0	20.2	92.2
Very Helpful	1414	6.6	7.8	100.0
Total	18074	84.5	100.0	
Missing	3311	15.5		
Total	21385	100.0		

Table C275: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	701	7.1	8.3	8.3
Not Helpful	627	6.4	7.4	15.7
Slightly Helpful	1785	18.1	21.2	36.9
Helpful	2847	28.9	33.8	70.7
Very Helpful	2472	25.1	29.3	100.0
Total	8432	85.5	100.0	
Missing	1435	14.5		
Total	9867	100.0		

Table C276: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1771	17.9	21.0	21.0
Not Helpful	1204	12.2	14.3	35.3
Slightly Helpful	2594	26.3	30.8	66.1
Helpful	2098	21.3	24.9	91.0
Very Helpful	756	7.7	9.0	100.0
Total	8423	85.4	100.0	
Missing	1444	14.6		
Total	9867	100.0		

Table C277: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1571	15.9	18.7	18.7
Not Helpful	983	10.0	11.7	30.5
Slightly Helpful	2117	21.5	25.3	55.7
Helpful	2286	23.2	27.3	83.0
Very Helpful	1422	14.4	17.0	100.0
Total	8379	84.9	100.0	
Missing	1488	15.1		
Total	9867	100.0		

Table C278: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	2513	25.5	30.1	30.1
Not Helpful	1450	14.7	17.3	47.4
Slightly Helpful	2398	24.3	28.7	76.1
Helpful	1468	14.9	17.6	93.7
Very Helpful	529	5.4	6.3	100.0
Total	8358	84.7	100.0	
Missing	1509	15.3		
Total	9867	100.0		

Table C279: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	807	9.2	10.5	10.5
Not Helpful	626	7.2	8.1	18.6
Slightly Helpful	1723	19.7	22.4	41.0
Helpful	2478	28.3	32.2	73.1
Very Helpful	2068	23.6	26.9	100.0
Total	7702	88.1	100.0	
Missing	1045	11.9		
Total	8747	100.0		

Table C280: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	1212	13.9	15.8	15.8
Not Helpful	904	10.3	11.8	27.5
Slightly Helpful	2260	25.8	29.4	56.9
Helpful	2323	26.6	30.2	87.1
Very Helpful	990	11.3	12.9	100.0
Total	7689	87.9	100.0	
Missing	1058	12.1		
Total	8747	100.0		

Table C281: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	2093	23.9	27.5	27.5
Not Helpful	814	9.3	10.7	38.1
Slightly Helpful	1711	19.6	22.4	60.6
Helpful	1880	21.5	24.7	85.2
Very Helpful	1126	12.9	14.8	100.0
Total	7624	87.2	100.0	
Missing	1123	12.8		
Total	8747	100.0		

Table C282: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	2364	27.0	31.1	31.1
Not Helpful	1066	12.2	14.0	45.1
Slightly Helpful	1947	22.3	25.6	70.8
Helpful	1604	18.3	21.1	91.9
Very Helpful	617	7.1	8.1	100.0
Total	7598	86.9	100.0	
Missing	1149	13.1		
Total	8747	100.0		

Table C283: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	342	14.5	18.0	18.0
Not Helpful	182	7.7	9.6	27.6
Slightly Helpful	450	19.1	23.7	51.2
Helpful	546	23.1	28.7	80.0
Very Helpful	381	16.2	20.0	100.0
Total	1901	80.6	100.0	
Missing	458	19.4		
Total	2359	100.0		

Table C284: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	371	15.7	19.6	19.6
Not Helpful	186	7.9	9.8	29.4
Slightly Helpful	519	22.0	27.4	56.7
Helpful	558	23.7	29.4	86.1
Very Helpful	263	11.1	13.9	100.0
Total	1897	80.4	100.0	
Missing	462	19.6		
Total	2359	100.0		

Table C285: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	385	16.3	20.3	20.3
Not Helpful	203	8.6	10.7	31.0
Slightly Helpful	467	19.8	24.6	55.7
Helpful	498	21.1	26.3	82.0
Very Helpful	342	14.5	18.0	100.0
Total	1895	80.3	100.0	
Missing	464	19.7		
Total	2359	100.0		

Table C286: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	419	17.8	22.2	22.2
Not Helpful	193	8.2	10.2	32.4
Slightly Helpful	515	21.8	27.2	59.6
Helpful	524	22.2	27.7	87.4
Very Helpful	239	10.1	12.6	100.0
Total	1890	80.1	100.0	
Missing	469	19.9		
Total	2359	100.0		

Table C287: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	9045	42.3	50.8	50.8
Not Helpful	2179	10.2	12.2	63.0
Slightly Helpful	2680	12.5	15.0	78.0
Helpful	2343	11.0	13.1	91.2
Very Helpful	1572	7.4	8.8	100.0
Total	17819	83.3	100.0	
Missing	3566	16.7		
Total	21385	100.0		

Table C288: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	9738	45.5	54.8	54.8
Not Helpful	2624	12.3	14.8	69.5
Slightly Helpful	2815	13.2	15.8	85.3
Helpful	1759	8.2	9.9	95.2
Very Helpful	849	4.0	4.8	100.0
Total	17785	83.2	100.0	
Missing	3600	16.8		
Total	21385	100.0		

Table C289: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3831	38.8	46.3	46.3
Not Helpful	1124	11.4	13.6	59.8
Slightly Helpful	1335	13.5	16.1	75.9
Helpful	1190	12.1	14.4	90.3
Very Helpful	803	8.1	9.7	100.0
Total	8283	83.9	100.0	
Missing	1584	16.1		
Total	9867	100.0		

Table C290: Grade 11 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4340	44.0	52.5	52.5
Not Helpful	1364	13.8	16.5	69.0
Slightly Helpful	1384	14.0	16.7	85.7
Helpful	801	8.1	9.7	95.4
Very Helpful	378	3.8	4.6	100.0
Total	8267	83.8	100.0	
Missing	1600	16.2		
Total	9867	100.0		

Table C291: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4200	48.0	56.2	56.2
Not Helpful	818	9.4	10.9	67.1
Slightly Helpful	1015	11.6	13.6	80.7
Helpful	883	10.1	11.8	92.5
Very Helpful	563	6.4	7.5	100.0
Total	7479	85.5	100.0	
Missing	1268	14.5		
Total	8747	100.0		

Table C292: Grade 12 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	4351	49.7	58.3	58.3
Not Helpful	997	11.4	13.4	71.7
Slightly Helpful	1088	12.4	14.6	86.3
Helpful	698	8.0	9.4	95.6
Very Helpful	327	3.7	4.4	100.0
Total	7461	85.3	100.0	
Missing	1286	14.7		
Total	8747	100.0		

Table C293: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Parents and Other Family Members

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	919	39.0	50.1	50.1
Not Helpful	223	9.5	12.2	62.3
Slightly Helpful	293	12.4	16.0	78.2
Helpful	226	9.6	12.3	90.6
Very Helpful	173	7.3	9.4	100.0
Total	1834	77.7	100.0	
Missing	525	22.3		
Total	2359	100.0		

Table C294: Year 5 Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Friends

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	941	39.9	51.3	51.3
Not Helpful	228	9.7	12.4	63.8
Slightly Helpful	313	13.3	17.1	80.9
Helpful	227	9.6	12.4	93.2
Very Helpful	124	5.3	6.8	100.0
Total	1833	77.7	100.0	
Missing	526	22.3		
Total	2359	100.0		

Table C295: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Internet

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	3571	16.7	21.1	21.1
Not Helpful	1037	4.8	6.1	27.2
Slightly Helpful	2615	12.2	15.4	42.6
Helpful	4784	22.4	28.2	70.8
Very Helpful	4951	23.2	29.2	100.0
Total	16958	79.3	100.0	
Missing	4427	20.7		
Total	21385	100.0		

Table C296: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Internet

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	5796	27.1	34.5	34.5
Not Helpful	1203	5.6	7.2	41.7
Slightly Helpful	2609	12.2	15.5	57.2
Helpful	3829	17.9	22.8	80.0
Very Helpful	3363	15.7	20.0	100.0
Total	16800	78.6	100.0	
Missing	4585	21.4		
Total	21385	100.0		

Table C297: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Internet

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	8892	41.6	53.7	53.7
Not Helpful	1460	6.8	8.8	62.6
Slightly Helpful	2087	9.8	12.6	75.2
Helpful	2267	10.6	13.7	88.9
Very Helpful	1841	8.6	11.1	100.0
Total	16547	77.4	100.0	
Missing	4838	22.6		
Total	21385	100.0		

Table C298: All Students Indicating Helpfulness of Career and Educational Planning Information on Universities from Media

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	5832	27.3	34.6	34.6
Not Helpful	2144	10.0	12.7	47.3
Slightly Helpful	4334	20.3	25.7	73.0
Helpful	3213	15.0	19.0	92.0
Very Helpful	1345	6.3	8.0	100.0
Total	16868	78.9	100.0	
Missing	4517	21.1		
Total	21385	100.0		

Table C299: All Students Indicating Helpfulness of Career and Educational Planning Information on Colleges from Media

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	7137	33.4	42.6	42.6
Not Helpful	2155	10.1	12.9	55.5
Slightly Helpful	3999	18.7	23.9	79.4
Helpful	2574	12.0	15.4	94.8
Very Helpful	876	4.1	5.2	100.0
Total	16741	78.3	100.0	
Missing	4644	21.7		
Total	21385	100.0		

Table C300: All Students Indicating Helpfulness of Career and Educational Planning Information on Apprenticeship from Media

Response	Frequency	Percent	Valid Percent	Cumulative Percent
No information	9399	44.0	56.8	56.8
Not Helpful	2172	10.2	13.1	69.9
Slightly Helpful	2749	12.9	16.6	86.6
Helpful	1595	7.5	9.6	96.2
Very Helpful	630	2.9	3.8	100.0
Total	16545	77.4	100.0	
Missing	4840	22.6		
Total	21385	100.0		

Table C301: All Students Responding to 'I am concerned about the costs of attending college or university', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	227	2862	524	7382	579	1541	13115
	% Within Plans	41.3%	61.8%	57.7%	65.8%	47.1%	59.6%	62.1%
No	Count	266	1425	296	2993	533	739	6252
	% Within Plans	48.4%	30.8%	32.6%	26.7%	43.4%	28.6%	29.6%
Uncertain	Count	57	342	88	845	117	306	1755
	% Within Plans	10.4%	7.4%	9.7%	7.5%	9.5%	11.8%	8.3%
Total	Count	550	4629	908	11220	1229	2586	21122
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C302: All Students Responding to 'I would prefer to attend a college or university near my home', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	262	2586	485	4137	732	1105	9307
	% Within Plans	48.0%	55.8%	53.5%	36.9%	59.6%	42.7%	44.1%
No	Count	194	1183	261	4402	293	801	7134
	% Within Plans	35.5%	25.5%	28.8%	39.2%	23.9%	31.0%	33.8%
Uncertain	Count	90	862	161	2683	203	679	4678
	% Within Plans	16.5%	18.6%	17.8%	23.9%	16.5%	26.3%	22.2%
Total	Count	546	4631	907	11222	1228	2585	21119
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C303: All Students Responding to 'College programs prepare for careers that pay well', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	235	2883	618	3495	769	1171	9171
	% Within Plans	42.8%	62.3%	68.1%	31.2%	62.6%	45.3%	43.5%
No	Count	123	300	46	1805	108	285	2667
	% Within Plans	22.4%	6.5%	5.1%	16.1%	8.8%	11.0%	12.6%
Uncertain	Count	191	1441	243	5893	351	1130	9249
	% Within Plans	34.8%	31.2%	26.8%	52.6%	28.6%	43.7%	43.9%
Total	Count	549	4624	907	11193	1228	2586	21087
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C304: All Students Responding to 'College programs provide a credential that is valued by society', by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	215	2609	569	4449	649	1146	9637
	% Within Plans	39.5%	56.5%	63.0%	39.8%	53.2%	44.6%	45.8%
No	Count	108	264	60	1371	113	235	2151
	% Within Plans	19.9%	5.7%	6.6%	12.3%	9.3%	9.1%	10.2%
Uncertain	Count	221	1745	274	5360	458	1189	9247
	% Within Plans	40.6%	37.8%	30.3%	47.9%	37.5%	46.3%	44.0%
Total	Count	544	4618	903	11180	1220	2570	21035
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C305: Grade 11 Students Responding to ‘College programs provide a credential that is valued by society’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	73	949	205	2054	274	512	4067
	% Within Plans	34.8%	51.4%	59.1%	37.2%	49.5%	41.3%	41.8%
No	Count	41	86	25	640	51	101	944
	% Within Plans	19.5%	4.7%	7.2%	11.6%	9.2%	8.2%	9.7%
Uncertain	Count	96	813	117	2829	229	626	4710
	% Within Plans	45.7%	44.0%	33.7%	51.2%	41.3%	50.5%	48.5%
Total	Count	210	1848	347	5523	554	1239	9721
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C306: Grade 12 Students Responding to ‘College programs provide a credential that is valued by society’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	84	1152	248	1902	258	438	4082
	% Within Plans	42.2%	59.1%	64.4%	40.6%	55.6%	46.8%	47.4%
No	Count	42	115	21	615	43	78	914
	% Within Plans	21.1%	5.9%	5.5%	13.1%	9.3%	8.3%	10.6%
Uncertain	Count	73	682	116	2166	163	419	3619
	% Within Plans	36.7%	35.0%	30.1%	46.3%	35.1%	44.8%	42.0%
Total	Count	199	1949	385	4683	464	935	8615
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C307: Year 5 Students Responding to ‘College programs provide a credential that is valued by society’, by Post-Secondary Plans

Response		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
Yes	Count	50	449	98	451	98	173	1319
	% Within Plans	46.3%	63.0%	70.5%	52.7%	59.4%	52.7%	57.1%
No	Count	18	51	9	92	14	38	222
	% Within Plans	16.7%	7.2%	6.5%	10.8%	8.5%	11.6%	9.6%
Uncertain	Count	40	213	32	312	53	117	767
	% Within Plans	37.0%	29.9%	23.0%	36.5%	32.1%	35.7%	33.2%
Total	Count	108	713	139	855	165	328	2308
	% Within Plans	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table C308: All Students' Post-Secondary Plans, by Region

Region		Post-Secondary Plans						Total
		Graduate to work	College Diploma	College Degree	University	Apprenticeship	Other	
North	Count	50	490	99	922	113	268	1942
	% Within Region	2.6%	25.2%	5.1%	47.5%	5.8%	13.8%	100.0%
SouthEast	Count	39	360	77	734	86	181	1477
	% Within Region	2.6%	24.4%	5.2%	49.7%	5.8%	12.3%	100.0%
SouthWest	Count	120	736	136	1032	208	373	2605
	% Within Region	4.6%	28.3%	5.2%	39.6%	8.0%	14.3%	100.0%
French	Count	12	118	44	357	65	94	690
	% Within Region	1.7%	17.1%	6.4%	51.7%	9.4%	13.6%	100.0%
CentreWest	Count	109	795	146	1727	217	486	3480
	% Within Region	3.1%	22.8%	4.2%	49.6%	6.2%	14.0%	100.0%
Toronto	Count	84	911	212	3944	233	531	5915
	% Within Region	1.4%	15.4%	3.6%	66.7%	3.9%	9.0%	100.0%
CentreEast	Count	104	841	144	1530	225	442	3286
	% Within Region	3.2%	25.6%	4.4%	46.6%	6.8%	13.5%	100.0%
NorthWest	Count	19	162	30	327	37	91	666
	% Within Region	2.9%	24.3%	4.5%	49.1%	5.6%	13.7%	100.0%
East	Count	22	258	30	700	55	144	1209
	% Within Region	1.8%	21.3%	2.5%	57.9%	4.5%	11.9%	100.0%
Total	Count	559	4671	918	11273	1239	2610	21270
	% Within Region	2.6%	22.0%	4.3%	53.0%	5.8%	12.3%	100.0%