

2014-15 STAKEHOLDER SATISFACTION SURVEY

**Business & Industry Report**  
**Employers of Alberta High School Graduates**

**Corporate Planning Branch**  
Alberta Education

**March 2015**

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ISBN 978-1-4601-2615-8 (Print)

ISBN 978-1-4601-2616-5 (PDF)

Available online: <http://education.alberta.ca/admin/resources/satisfaction.aspx>

## Table of Contents

1.	Summary .....	1
2.	Introduction.....	3
3.	Methodology .....	4
4.	Analysis .....	6
5.	Sample Demographics .....	11
6.	Survey Results .....	13
6.1.	Employees with Only High School Graduation .....	13
6.2.	Employment of Recent High School Graduates .....	15
6.3.	Opinions of Alberta’s Education System.....	23
6.4.	Organization Provided Assistance for Education or Training .....	25
6.5.	Number and Working Location of Recent High School Graduates.....	29
6.6.	Overall Satisfaction with Recent High School Graduates .....	32
6.7.	Responsiveness of Alberta’s K-12 Education System.....	38
6.8.	Skills and Abilities Missing from Recent High School Graduates .....	40
6.9.	Final Comments About Recent High School Graduates.....	42
	Appendix A - Survey Instrument.....	44

## 1. Summary

As part of continuing efforts to improve the kindergarten to grade 12 (K-12) education system, Alberta Education commissioned a survey of randomly selected Alberta employers to assess their opinions of and satisfaction with key areas of the education system for continuous improvement and accountability. A total of 1,666 employers participated in the survey, including 800 employers of recent high school graduates. This summary highlights the main findings from the 2014-15 Business and Industry Survey as they pertain specifically to recent high school graduates.

### Employees with Only High School Graduation

About seven out of ten employers (69%) reported having employees whose highest level of education was a high school diploma.

### Employment of Recent High School Graduates

About one-third (35%) of employers reported having one or more recent high school graduates on staff. Of those employers that did not have any recent graduates on staff, about one-third (32%) were looking to hire recent high school graduates. Those that were looking to hire recent high school graduates were most often looking to fill Operator/Labourer/Warehousing positions (32%), followed by Customer Service/Counter Help (17%), Technicians/Skilled Trades positions (15%), Administrative/Office Workers/Clerical positions (10%), Sales positions (9%), and Food preparation/Services positions (9%).

Employers that were looking to hire recent high school graduates were also asked why they have not hired any recent high school graduates for their positions. The most common reasons were that graduates were not interested, or none applied (29%) and/or that the employer couldn't find the right person/lack of a suitable candidate (28%).

### Opinions of Alberta's Education System

Four out of five employers of recent high school graduates (80%) were satisfied that high school graduates demonstrate the ability to learn at work, while about two-thirds (68%) were satisfied that high school graduates are entering the workforce with an appropriate combination of skills and knowledge, and 63% were satisfied that high school graduates have the knowledge, skills, and attitudes necessary for learning throughout their lifetime.

### Organization Provided Assistance for Education or Training

The most common type of educational or training assistance provided to recent high school graduates by employers was time off during the working day (69%), followed by an allowed leave of absence (54%), paid time off for specific course work (52%), and paid fees/tuition (43%). When asked to indicate the type of short-term training their organization offered to recent high school graduates, the most common response was safety-related training or courses, with almost half (45%) of respondents to this question identifying one or more safety courses offered to recent high school graduates.

### Number and Working Location of Recent High School Graduates

Those organizations that did employ recent high school graduates often employed a small number of graduates. Specifically, 60% of those with recent high school graduates

reported having between one to four recent graduates, and 15% employed between five to nine recent graduates.

When asked where recent high school graduates were working, about four out of five employers (79%) indicated they were working at the current location (where the respondent was called), while 16% indicated that the recent high school graduates were working at a field office, and 12% reported some “other” location (note that respondents could provide multiple responses to this question, therefore the percentages total to over 100%).

### Overall Satisfaction with Recent High School Graduates

More than four out of five employers of recent high school graduates (85%) reported that they were satisfied with the skills and quality of work of recent high school graduates, with 17% indicating they were “very satisfied” and 68% indicating they were “satisfied.”

When asked to rate their satisfaction with 19 different skills and personal qualities of recent high school graduates, satisfaction ranged from a high of 80%-91% for the ability to work safely (91%), work with others (90%), participate and contribute in projects and tasks (89%), work as an individual or on a team (88%), learn continuously (88%), be honest and ethical (86%), communicate in speech and writing (83%), demonstrate positive attitudes and behaviours (81%), help in keeping the environment clean (81%), manage information from a variety of areas (81%), and make fair decisions (80%), to a low of about half or less for the ability to lead a group or team (49%) and manage money, credit and finances (42%). Note, however, that 16% and 28% of employers did not know, or otherwise did not provide a response with respect to the ability to lead a group or team, and the ability to manage money, credit, and finances, respectively.

### Responsiveness of Alberta’s K-12 Education System

About seven out of ten employers (69%) that have high school graduates agreed that Alberta’s K-12 Education System responds to the needs of their organization by providing an adequate supply of high school graduates, while about three out of five (61%) agreed that Alberta’s K-12 Education System responds to the needs of their organization by providing appropriate skills for high school graduates.

### Skills and Abilities Missing From Recent High School Graduates

When employers of recent high school graduates were asked to specify any skills or abilities missing from recent high school graduates, 31% felt that recent high school graduates could improve in the areas of common sense or basic life skills. Overall, at least 15% of employers of recent high school graduates also felt that recent high school graduates are not accountable/responsible (18%), lack work ethic or pride in work (17%), lack writing, reading, and grammar skills (17%), and/or lack mathematical skills (15%). Other skills or abilities commonly mentioned as missing from recent high school graduates were verbal communication skills (14%), professionalism or motivation (14%), and/or money, budgeting, or finance related skills (13%).

Relationships among survey items and demographic variables including region, industry, and business size are described in detail in the body of the report.

## 2. Introduction

As part of its mission, Alberta Education provides leadership and support, collaborating with stakeholders and partners to ensure inclusive learning opportunities that enable students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. In order to make sure that all students are successful at learning, a number of goals have been established which outline the government's ongoing aims and long-term direction, as well as provide an environment of continuous improvement and accountability to students, parents of students, and the public. As part of its continual efforts to improve Alberta's kindergarten to grade 12 (K-12) education system, Alberta Education routinely implements performance measures to assess and report on the progress of each of these goals, and the satisfaction of Albertans with selected aspects of the education system forms a significant portion of these measures. Hence, Alberta Education annually commissions telephone surveys of random samples of the Alberta public and other key stakeholder groups, including Alberta business and industry organizations that employ recent high school graduates, in order to assess opinions and perceptions of how the education system is performing in meeting the needs and expectations of Alberta students, parents of students, and the public.

In December 2014, CCI Research Inc. (CCI Research) was contracted by Alberta Education, Corporate Planning Branch, to conduct the annual surveys aimed at evaluating stakeholder satisfaction with the education system in the province for 2014-15. Surveys were conducted with key stakeholder groups as part of Alberta Education's commitment to the continuous improvement of the education system, and one of the key stakeholder groups targeted for surveying was Alberta business and industry organizations that employ recent high school graduates. This survey is conducted annually to assess perceptions of and satisfaction with key areas of the education system, and to identify areas for possible improvement or further investigation. This report highlights the key findings from the 2014-15 Business and Industry Survey. A historical perspective of results is provided where possible through comparison of 2014-15 results with those obtained in previous years. A brief description of both the methodology used to conduct this survey and the key analysis issues precedes a full discussion of the results.<sup>1</sup>

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<sup>1</sup> More detailed information regarding the methodology and analysis for this survey may be found in the Methodology report.

### 3. Methodology

Based on instruments previously used for this survey, Alberta Education prepared a survey instrument aimed at assessing satisfaction with various aspects of the education system among business and industry employers of Alberta high school graduates. Although the primary purpose of the survey was to collect feedback from employers on recent high school graduates, the survey instrument also contained questions applicable to businesses that did and did not employ high school graduates at the time of the survey in order to address general issues such as demand for recent high school graduates among those not currently employing recent high school graduates. Logic inherent in the survey dictated the questions asked of each respondent based on their answers to previous questions. A copy of the complete survey instrument is attached as Appendix A.

The target population for this survey included Alberta businesses with two or more employees (i.e., excluding single-employee businesses). More specifically, as in previous years, the target respondent group for the Business & Industry Survey included both:

- Employers that have (recent and/or non-recent) high school graduates, and
- Employers that do not have recent high school graduates.

The survey sampling frame consisted of a random sample of businesses in Alberta that was reasonably representative (compared to a 2013 population estimate of employers where the number of employees is known) in terms of business size as well as industry sector based on NAICS (North America Industry Classification System) codes. Specifically, a sample of 16,250 business telephone numbers was purchased from Survey Sampling International (SSI), and all 16,250 numbers were used to complete the survey. The sample files included information pertaining to Census Subdivision within Alberta, NAICS code, and business size (i.e., number of employees), and this information was used to assess the general representativeness of the sample. Information about industry type (i.e., as related to NAICS code) and business size was also collected as part of the survey administration, and the information from the survey served as the basis for the reporting of results. Coding of region was based on Census Subdivision as provided in the sample file.

At the start of fielding, the survey was open to all employers in the sample, including both those that did and did not employ recent high school graduates. Once a sufficient number of surveys were completed with businesses that did not employ any recent high school graduates at the time of the survey, the logic of the survey instrument was changed in order to target only those businesses that did employ recent high school graduates. Specifically the logic was changed after 1,330 total surveys were completed (including businesses that did and did not employ recent high school graduates). Therefore, results that are applicable to all employers (i.e., those that did and those that did not employ recent high school graduates at the time of the survey) are based on a total of 1,330 completed surveys. Subsequently, an additional 336 surveys were completed with businesses that employed recent high school graduates. Therefore, there were a total of 866 surveys completed with businesses that did not employ any recent high school graduates and 800 surveys completed with businesses that did employ recent high school graduates for a total of 1,666 survey completions. Detailed information about the sample is provided in Table 3-1.

<b>Table 3-1 Sample Statistics by Region</b>					
	Region	# in Sample Provided/Available	Proportion (%)	Completes*	Final Proportion (%)
1	Edmonton	3,465	21.3%	140	17.5%
2	Calgary	4,791	29.5%	169	21.1%
3	Other Cities	2,787	17.2%	187	23.4%
4	Non-Cities	5,207	32.0%	304	38.0%
	Total	16,250	100%	800	100%

\*In addition, 866 surveys were completed with businesses that do not currently employ recent high school graduates.

Data collection for the Business & Industry Survey took place during the period of January 15<sup>th</sup> to March 12<sup>th</sup>, 2015, with an average survey completion time of 13:24 minutes. Trained interviewers used a Computer-Assisted Telephone Interview (CATI) system to complete a total of 1,666 surveys with Alberta businesses. A minimum of 10% of all calls were monitored by CCI Research supervisors or managers. The survey was conducted in compliance with the requirements of Alberta's Freedom of Information and Protection of Privacy Act insofar as it applies to the personal information that was supplied, collected, or used in providing the services required by Alberta Education.

## 4. Analysis

For the purposes of this report, data analysis includes the presentation of descriptive statistics (frequencies) for survey items in text, tables, and figures, as appropriate. The following should be noted with regard to the presentation of frequency data:

- The results in this report are presented in the order of the questions as they appear on the current survey. However there were a minimal number of questions which could be logically grouped with other related items, and are therefore presented out of order.
- Many items on the survey use four-point response scales including “very satisfied, satisfied, dissatisfied, very dissatisfied” or “strongly agree, agree, disagree, strongly disagree,” etc., depending on the question. Also recorded were “don’t know/not applicable,” and “no response” (refusals). Results presented in this report may represent percentages for each of the individual options in a response scale or the combined percentages of respondents who reported “very satisfied/satisfied” or “strongly agree/agree.” Thus, in the body of the report, overall or total satisfaction or agreement refers to these combined percentages, whereas results pertaining to individual response-scale categories are specified separately in the text.
- Percentages are based on all responses for each item (i.e., “don’t know/not applicable” and “no response” are included in the calculations). For all items, the “don’t know/not applicable” and “no response” categories are combined into one category called “DK/NA/NR.”
- All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding. Therefore, percentages in text, tables and charts may appear to differ by 1% due to rounding.
- Historical data are presented for all items that have been asked in previous years. All results were examined for significant changes or fluctuations across the survey periods and these are discussed in the interpretation. All historical data are taken from the 2014 report. Whenever possible, the number of respondents (n) from the previous years’ results is indicated in the relevant table or chart notes. The exact wording of each item for each year is also presented in table and chart notes, and significant wording changes are noted in the text.
- It should be noted that surveys prior to 2013 included employers of high school and post-secondary (degree, diploma, certificate, and apprenticeship) graduates, whereas the 2013, 2014, and 2015 surveys specifically targeted employers of high school graduates. Therefore, the context of the survey was different in 2013, 2014, and 2015 as the core questions focussed on high school graduates rather than graduates with various post-secondary credentials. Thus, there are differences in survey questions and logic compared to pre-2013 surveys, and, in some cases, similar questions were asked of different respondent groups in 2013 through 2015 as compared to previous years. Such differences are noted in the report as relevant.

- Second-level analysis for group comparisons consists of crosstabulations (crosstabs) for categorical data. Crosstabs were conducted for a series of variables of theoretical and practical interest that were identified in advance of data analysis. Specifically, all survey responses were examined according to geographical region (as determined by Census Subdivision in the purchased sample), business size (as reported by the respondent to the survey), and NAICS grouping (based on a description of the industry as provided by the respondent).

In order to analyze trends over time using data from previous surveys, the confidence intervals for each year were taken into consideration (Table 4-1). Results for the total sample of 1,330 employers are accurate to within +/-2.7% in the “worst-case scenario” (i.e., results measuring proportions of 50%) at the 95% confidence level, while results for the various sub-groups are shown in Table 4-1. Confidence intervals for other sample sizes are described in footnotes in the report, as applicable.

<b>Table 4-1 Differences Required for Significance in Comparing Results from Different Sample Sizes Based on Confidence Intervals</b>				
Respondent Group	Year	Number of Completes	95% Confidence Interval	Difference Required when comparing with 2015 data
Total number of employers*	2005	2,200	+/-2.1%	6%
	2007	2,201	+/-2.1%	6%
	2013	1,335	+/-2.7%	6%
	2014	1,300	+/-2.7%	6%
	2015	1,330	+/-2.7%	
Total number of employers with no recent high school graduates (i.e., no high school graduates at all, or only non-recent high school graduates)	2005	1,555	+/-2.5%	7%
	2007	1,431	+/-2.6%	7%
	2013	922	+/-3.2%	8%
	2014	836	+/-3.4%	8%
	2015	866	+/-3.3%	
Total number of employers with any high school graduates (i.e., recent and non-recent high school graduates)*	2005	1,676	+/-2.4%	7%
	2007	1,768	+/-2.3%	7%
	2013	866	+/-3.3%	8%
	2014	909	+/-3.3%	8%
	2015	913	+/-3.2%	
Total number of employers with recent high school graduates	2005	499	+/-4.4%	9%
	2007	677	+/-3.7%	8%
	2013	683	+/-3.7%	8%
	2014	800	+/-3.4%	8%
	2015	800	+/-3.4%	

\*Note that for 2013, 2014, and 2015, the total number of employers and the total number of employers with any high school graduates reflect the number of completed surveys prior to the implementation of a logic change to target only those businesses that employed recent high school graduates at the time of the survey.

<b>Table 4-2 Region and NAICS Code Groupings</b>		
<b>Geographical Region Grouping</b>	<b>Region and Census Subdivision</b>	
Calgary	Calgary	4806016
Edmonton	Edmonton	4811061
Other Cities	Airdrie	4806021
	Camrose	4810011
	Cold Lake	4812002
	Fort McMurray	4816037
	Fort Saskatchewan	4811056
	Grande Prairie	4819012
	Leduc	4811016
	Lethbridge	4802012
	Lloydminster	4810039
	Medicine Hat	4801006
	Red Deer	4808011
	Spruce Grove	4811049
	St. Albert	4811062
	Wetaskiwin	4811002
Non-Cities	Everywhere else, including counties	
<b>Industry Sector (NAICS) Grouping</b>	<b>NAICS Category</b>	<b>2-Digit NAICS Codes</b>
Primary Industries and Utilities industries	Agriculture, Forestry, Fishing, and Hunting Mining and Oil & Gas Extraction Utilities	11, 21, 22
Construction and Manufacturing industries	Construction Manufacturing	23, 31-33
Wholesale/Retail Trade, Transportation and Warehousing industries	Wholesale Trade Retail Trade Transportation and Warehousing	41, 44-45, 48-49
Finance and Insurance; Real Estate/Rental/Leasing; Management of Companies; Professional, Scientific, and Technical Services industries	Real Estate and Rental and Leasing Finance and Insurance Professional, Scientific, and Technical Services Management of Companies and Enterprises	52, 53, 54, 55
Health, Education, and Public Administration industries	Health Care and Social Assistance Educational Services Public Administration	61, 62, 91
Administrative and Support, Waste Management and Remediation Services; Other Services industries	Administrative and Support, Waste Management and Remediation Services Other Services	56, 81
Arts, Entertainment and Recreation; Accommodation and Food Services; Information and Cultural industries	Arts, Entertainment and Recreation Accommodation and Food Services Information and Cultural Industries	51, 71, 72

Crosstabs were also conducted using collapsed variables as described earlier (i.e., “very satisfied” + “satisfied” vs. “dissatisfied” + “very dissatisfied,” or “strongly agree” + “agree” vs. “disagree” + “strongly disagree,” etc.) as well as “DK/NA/NR” responses. Specifically, all survey responses were examined according to selected demographic variables and crosstabs between related survey questions also were calculated. Specifically, all survey responses were examined according to geographical region (as determined by Census Subdivision in the purchased sample), business size (as reported by the respondent to the survey), and NAICS grouping (based on a description of the industry as provided by the respondent). Chi-square results for each crosstab were examined and the results of crosstabs with a significant chi-square outcome ( $p < .05$ ) are given in the body of this report.<sup>2</sup>

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<sup>2</sup> Note that a minimal number of significant crosstabs for which no practical difference in frequency results could be observed – i.e., results that differed by a relatively small percentage or that were based only on a small subset of respondents – may not be described in the body of the text.

## **5. Sample Demographics**

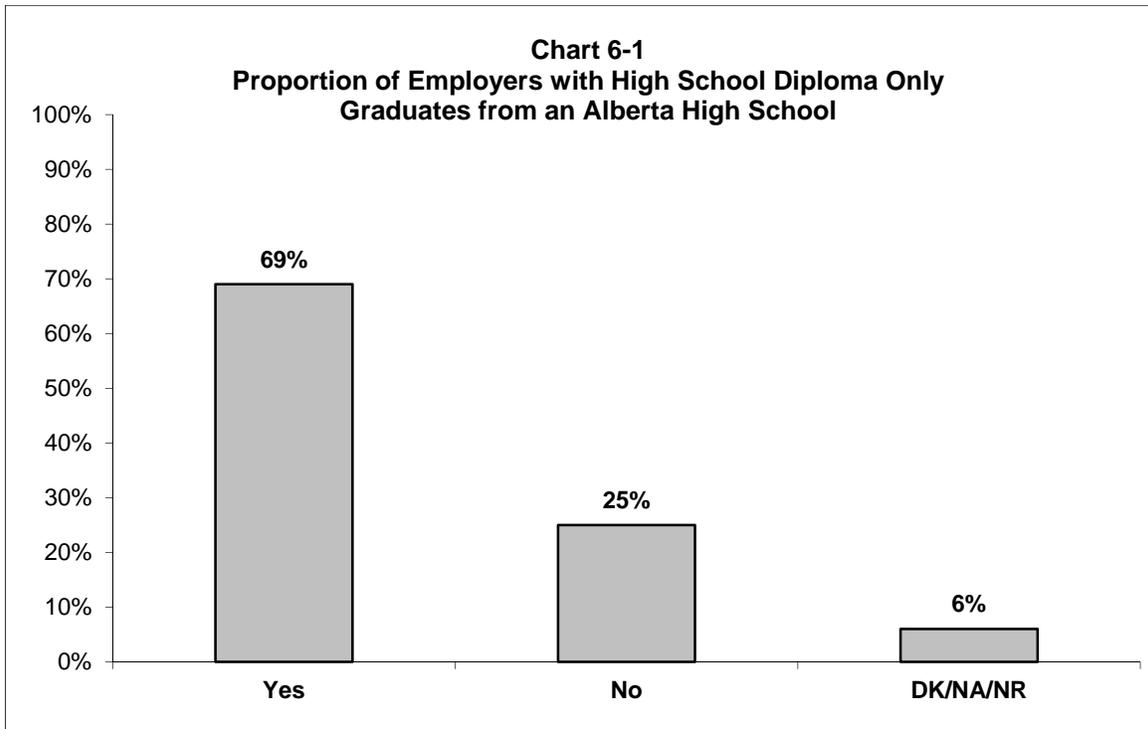
Table 5-1 shows the demographic information for the total sample of employers surveyed (n=1,666), the sample of employers surveyed prior to the change in survey logic to focus on employers with recent high school graduates (including those that did and did not employ recent high school graduates, n=1,330), and the total sample of employers that did employ recent high school graduates at the time of the survey (n=800).

Table 5-1 Demographics (2015)							
Demographic Category	2013 % Businesses in AB (limited to employers where # of employees is known)	2014 Final Sample Employer Survey (n=1,636)	2014 Employers with and without Recent HS Grads (n=1,300)	2014 Employers with Recent HS Grads (n=800)	2015 Final Sample Employer Survey (n=1,666)	2015 Employers with and without Recent HS Grads (n=1,330)	2015 Employers with Recent HS Grads (n=800)
<b>Business Size</b>							
2-4 employees	59%	12%	13%	4%	12%	14%	3%
5-9 employees	18%	23%	25%	16%	21%	23%	13%
10-19 employees	11%	19%	20%	17%	18%	18%	19%
20-49 employees	8%	19%	18%	22%	20%	18%	24%
50-99 employees	2%	9%	8%	11%	10%	9%	13%
100-199 employees	1%	7%	6%	11%	7%	6%	11%
200-499 employees	1%	5%	4%	8%	5%	5%	8%
500 or more employees	0%	6%	5%	10%	6%	6%	10%
Don't Know/Unknown	--	1%	1%	0%	1%	1%	1%
<b>Region (Based on CSD)</b>							
Region 1: Calgary	--	24%	25%	20%	23%	24%	21%
Region 2: Edmonton	--	20%	20%	19%	21%	22%	18%
Region 3: Other Cities	--	20%	20%	23%	20%	19%	23%
Region 4: Non-Cities	--	35%	35%	38%	36%	36%	38%
<b>Industry Sector (Based on NAICs Codes)</b>							
Primary Industries and Utilities industries (Codes 11, 21, 22)	9%	8%	9%	9%	5%	5%	6%
Construction and Manufacturing industries (Codes 23, 31-33)	18%	19%	18%	23%	20%	20%	20%
Wholesale/Retail Trade, Transportation and Warehousing industries (Codes 41, 44-45, 48-49)	17%	23%	22%	27%	23%	22%	27%
Finance and Insurance; Real Estate/Rental/Leasing; Management of Companies; Professional, Scientific, and Technical Services industries (Codes 52, 53, 54, 55)	25%	16%	18%	9%	16%	17%	9%
Health, Education, and Public Administration industries (Codes 61, 62, 91)	9%	11%	12%	9%	11%	12%	9%
Administrative and Support, Waste Management and Remediation Services; Other Services (Codes 56, 81)	16%	10%	10%	10%	13%	13%	11%
Arts, Entertainment, Recreation; Accommodation and Food Services; Information and Cultural industries (Codes 51, 71, 72)	7%	12%	12%	14%	12%	11%	17%

## 6. Survey Results

### 6.1. Employees with Only High School Graduation

When asked about the education levels of employees in their company, about seven out of ten employers (69%) reported having employees with only a high school diploma from an Alberta high school (Chart 6-1).<sup>3</sup>



n=1,330

2015 QD "Could you tell me if you have any employees (including yourself) with ONLY High School graduation, from an Alberta High School?"

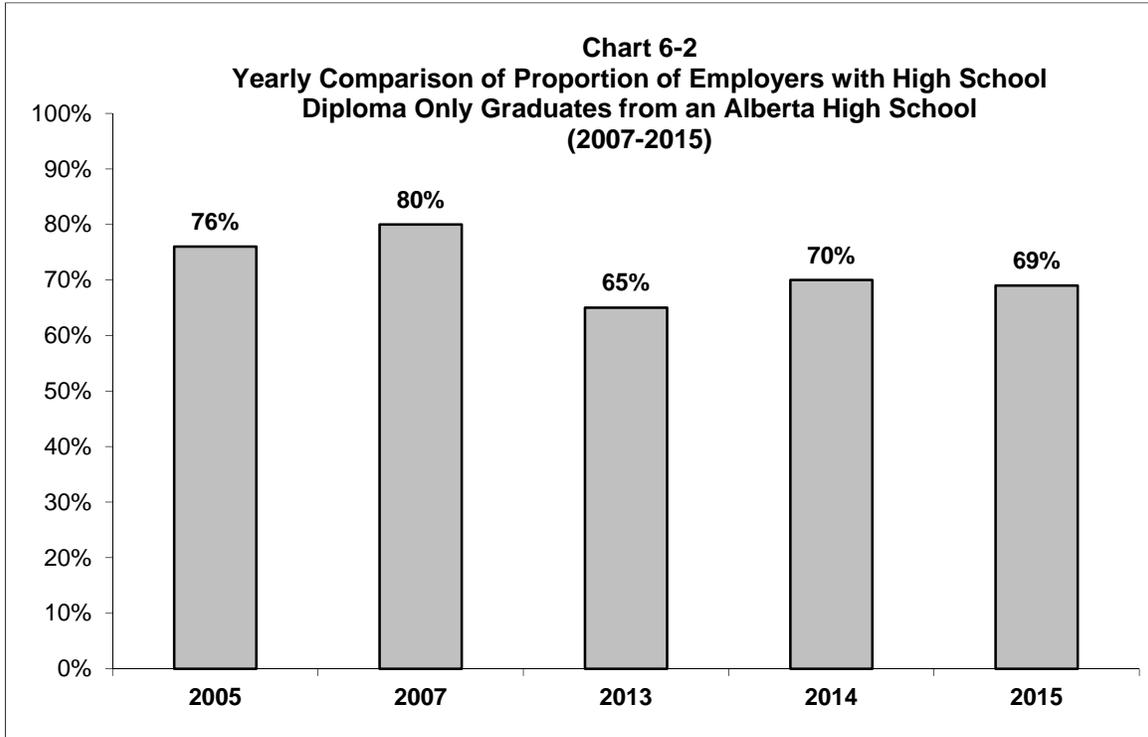
Crosstab analysis indicated some differences according to industry, business size, and region as follows:

- Employers in the Wholesale/Retail Trade, Transportation and Warehousing industries; the Primary Industries and Utilities industries; the Construction and Manufacturing industries; and the Arts, Entertainment, Recreation; Accommodation and Food Services; Information and Cultural industries were the most likely to report having employees with only a high school diploma from an Alberta high school.
- Employers with 2-4 employees were the least likely to report having employees with only a high school diploma. Generally, the larger the business, the more likely the employer was to report having employees with only a high school diploma.

<sup>3</sup> All percentages are rounded to the nearest whole number based on computer-generated analysis. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total exactly to combined percentages due to rounding. Therefore, percentages in text, tables and charts may appear to differ by 1% due to rounding throughout the report.

- Employers in Non-Cities and Other Cities were the most likely to report having employees with only a high school diploma.

The proportion of employers that employ individuals with only a high school diploma from an Alberta high school (69%) is similar to that of 2013 and 2014, but lower than that of 2005 and 2007 (Chart 6-2). Note that the wording of this question was different in 2005 and 2007, and this may have contributed to the difference in results.



n=2,200 in 2005, n=2,201 in 2007, n=1,335 in 2013, n=1,300 in 2014, n=1,330 in 2015

2005-2007 "Could you tell me if you have any employees (including yourself) with the following education levels?"

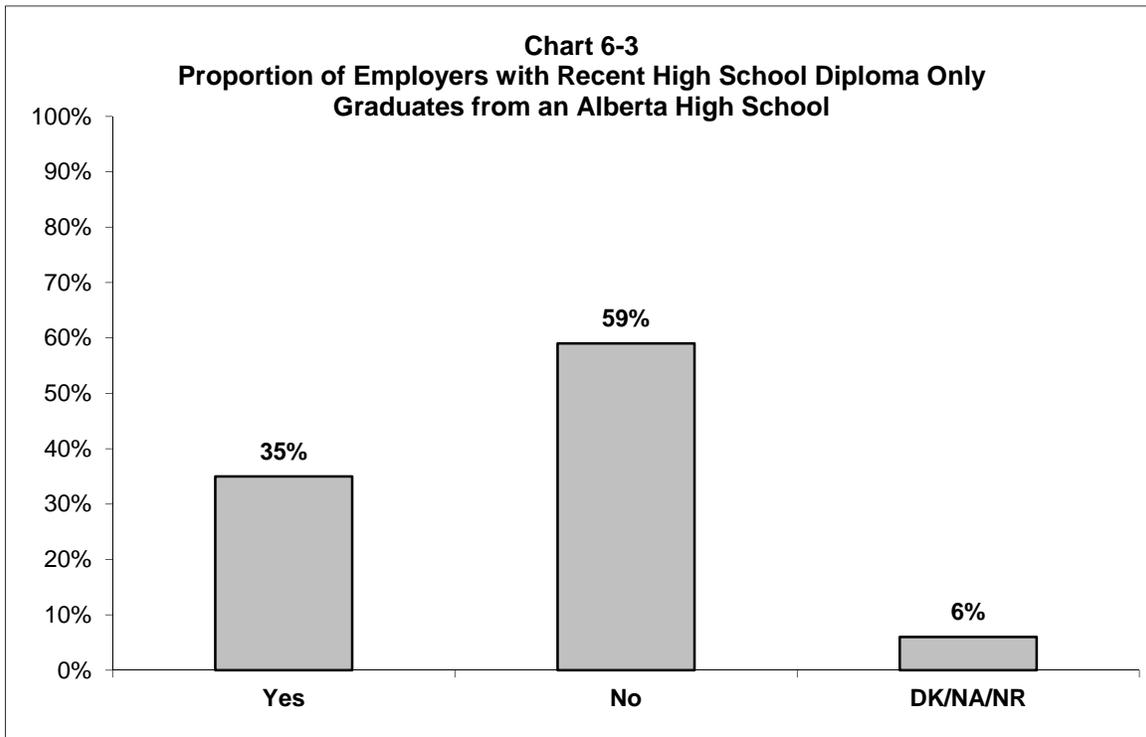
a) Employees with a High School Diploma only – having graduated from an Alberta high school."

2013-2015 "Could you tell me if you have any employees (including yourself) with ONLY High School graduation, from an Alberta High School?"

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

## 6.2. Employment of Recent High School Graduates

With respect to recent graduates, employers were asked to indicate whether they had any individuals working for their company who had graduated with a high school diploma from an Alberta high school within the last two years. As shown in Chart 6-3, about one-third (35%) of employers reported having one or more recent high school graduates, while 59% did not employ any recent high school graduates.



n=1,330

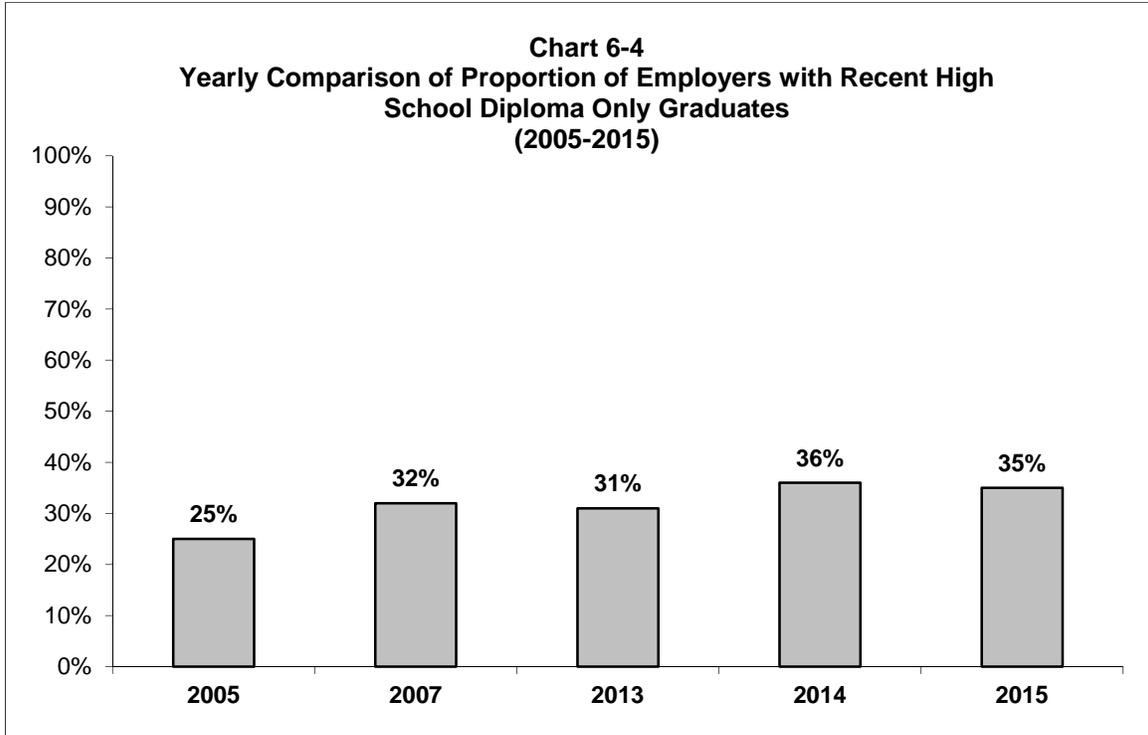
2015 QG "Have any of the individuals working for your organization graduated from an Alberta High School WITHIN THE LAST TWO YEARS?"

Note that the n for this survey question includes the first 1,330 survey respondents before the survey logic was changed to only survey businesses with recent graduates.

Crosstab analysis indicated some differences according to industry, business size, and region:

- Employers in the following industries were the most likely to report having recent high school graduates working for their business: the Arts, Entertainment, Recreation; Accommodation and Food Services; Information and Cultural industries; the Primary Industries and Utilities industries; the Wholesale/Retail Trade, Transportation and Warehousing industries; and the Construction and Manufacturing industries.
- Employers with 2-4 employees or 5-9 employees were the least likely to report having employees that graduated from an Alberta high school within the last two years working for their business. In general, the larger the business, the more likely the company was to have recent high school graduates on staff.
- Employers in Other Cities and Non-Cities were the most likely to indicate that they employed recent high school graduates.

The proportion of employers with one or more recent high school graduates from an Alberta high school (35%) is similar to the 2007, 2013, and 2014 results, but is 10% higher than the 2005 result (Chart 6-4).



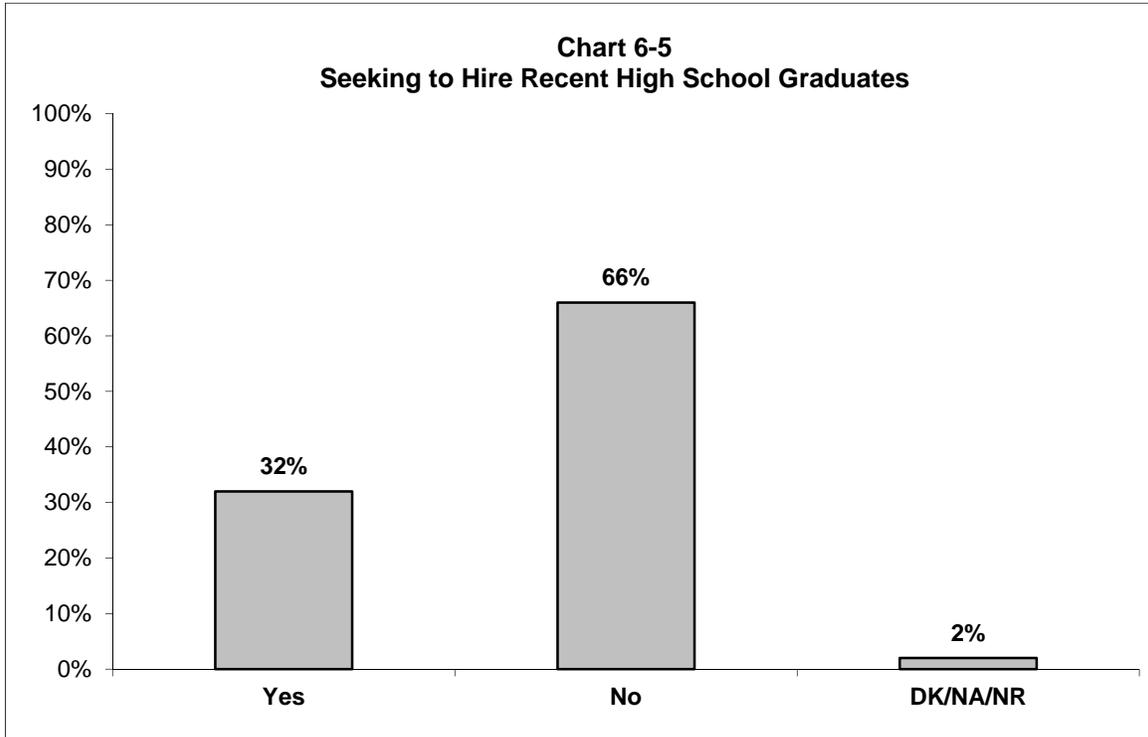
n=2,200 in 2005, n=2,201 in 2007, n=1,335 in 2013, n=1,300 in 2014, n=1,330 in 2015

2005-2007 "Have any of the individuals working for your company graduated with a High School Diploma only within the last two years?"

2013-2015 "Have any of the individuals working for your organization graduated from an Alberta High School WITHIN THE LAST TWO YEARS?"

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

Employers that did not employ any recent high school graduates at the time of the survey were asked if they had been looking to hire recent high school graduates. Approximately one-third (32%) of employers reported that they were looking to hire employees who graduated with a high school diploma within the last two years (Chart 6-5).



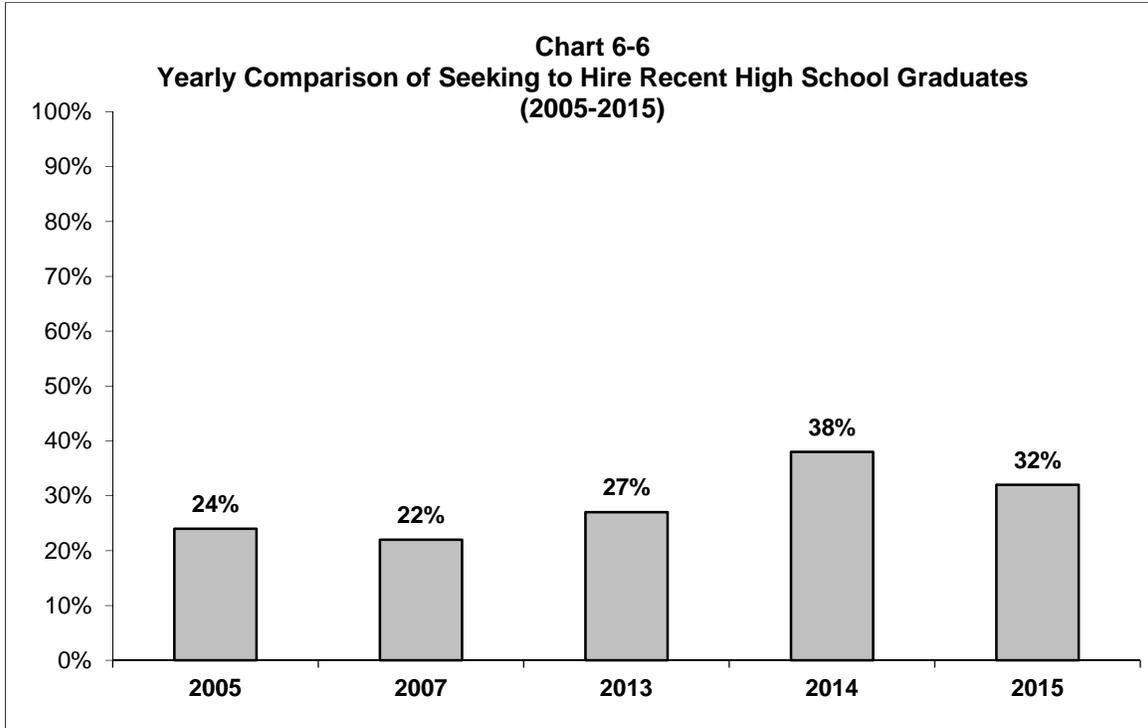
n=866

2015 QH "WITHIN THE LAST TWO YEARS, have you been looking to hire RECENT High School graduates?"

Crosstab analysis indicated some differences according to industry and region:

- Employers in the following industries were the most likely to report that they had been looking to hire recent high school graduates within the last two years: the Arts, Entertainment, Recreation; Accommodation and Food Services; Information and Cultural industries; and the Construction and Manufacturing industries.
- Employers from Other Cities and Non-Cities were the most likely to indicate that they were seeking to hire recent high school graduates within the last two years, while employers from Calgary were the least likely to be looking to hire recent high school graduates.

The demand for recent high school graduates among those not currently employing recent high school graduates is similar to the past two years, but 8%-10% higher than the 2005 and 2007 results (Chart 6-6).



n=1,555 in 2005, n=1,431 in 2007, n=922 in 2013, n=836 in 2014, n=866 in 2015

2005-2007 "Within the last 2 years, have you been looking to hire...a) "High School Diploma only graduates" (asked to employers who did not currently have any recent high school diploma only graduates working for their company)

2013-2015 "WITHIN THE LAST TWO YEARS, have you been looking to hire RECENT High School graduates?" (asked to employers who did not currently have any, or any recent high school graduates working for their company)

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

As shown in Table 6-7, among those employers that did not currently employ recent high school graduates but that were seeking to hire recent high school graduates, 32% were looking to fill Operator/Labourer/Warehousing positions, which is relatively similar to the results from 2007, 2013, and 2014. Other common types of positions that employers were trying to fill with recent high school graduates included Customer Service/Counter Help (17%), Technicians/Skilled Trades positions (15%), Administrative/Office Workers/Clerical (10%), Sales positions (9%), and Food Preparation/Services (9%). Compared to previous years, the positions for which employers reported seeking recent high school graduates have remained relatively consistent.

<b>Table 6-7 Positions to be Filled by Recent High School Graduates (2007-2015)</b>				
<b>Position/Occupation</b>	<b>2007</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Operator/Labourer/Warehousing	32%	37%	39%	32%
Customer Service/Counter Help	12%	14%	18%	17%
Technicians/Skilled Trades	17%	10%	16%	15%
Administrative/Office Workers/Clerical	10%	12%	16%	10%
Sales Persons	13%	10%	10%	9%
Food Preparation/Services	4%	6%	9%	9%
Administrative Assistant/Secretary	2%	3%	6%	6%
Cashier	5%	8%	5%	5%
Truck Driver/Driving positions	8%	4%	4%	3%
Other <sup>4</sup>	26%	29%	13%	17%

n=306 in 2007, n=247 in 2013, n=318 in 2014, n=281 in 2015<sup>5</sup>

2007 "What position(s)/occupations(s) were you looking to hire High School Diploma only graduates for?"

2013-2015 QI\_1 "What type of positions or occupations were you looking to hire RECENT High School graduates for?"

Respondents could be coded into multiple categories.

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

<sup>4</sup> Includes categories that are too small to report individually.

<sup>5</sup> Confidence intervals for these sample sizes are as follows: n=306 is +/-5.6%; n=247 is +/-6.2%; n=318 is +/-5.5%; n=281 is +/-5.8%.

Employers that were looking to hire recent Alberta high school graduates were subsequently asked why they did not hire any recent graduates for the positions (Table 6-8). Overall, about three out of five employers mentioned that graduates were not interested or hadn't applied to the position (29%), or that there was a lack of suitable candidates (28%), while 10% indicated that there was a lack of experience related to the position.

The reasons why employers did not hire any recent Alberta high school graduates have remained relatively consistent over time.

<b>Table 6-8 Common Reasons Recent Alberta High School Graduates were Not Hired (2007-2015)</b>				
<b>Reason</b>	<b>2007</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Graduates not interested/none applied	30%	33%	33%	29%
Lack of suitable candidate/didn't find the right person	22%	23%	34%	28%
Lack of experience related to position	5%	16%	19%	10%
High school graduates have a poor attitude	5%	10%	14%	9%
Still looking/Position has not been filled	8%	6%	5%	5%
Other	--	28%	17%	27%

n=254 in 2007, n=247 in 2013, n=318 in 2014, n=281 in 2015<sup>6</sup>

2007 "Why didn't you hire recent **Albertan** High School Diploma only graduates for these positions/occupations?"

2013-2015 Q1\_2 "Why didn't you hire RECENT Alberta High School graduates for these positions?"

Respondents could be coded into multiple categories.

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

<sup>6</sup> Confidence intervals for these sample sizes are as follows: n=254 is +/-6.2%; n=247 is +/-6.2%; n=318 is +/-5.5%, n=281 is +/-5.8%.

Employers that had been looking to hire recent high school graduates were then asked if they had any other comments about recent high school graduates of Alberta's K-12 Education System. About two out of five of these respondents (43%, n=122) contributed an additional verbatim comment, many of which were detailed and spanned multiple themes. Table 6-9 shows the number of responses and percent of responses that were coded into the broad themes.

<b>Table 6-9 Additional Comments about Recent High School Graduates of Alberta's K-12 System (2015)</b>		
<b>Comment Categories</b>	<b># of Responses</b>	<b>% of Responses</b>
Poor work ethic, low motivation, poor attitude	22	18%
High expectations, entitled attitude (pay, work exp.)	22	18%
Education system/ teachers to blame	21	17%
Specific skills lacking (math, reading, writing, etc.)	20	16%
Lacking life skills/ maturity, not prepared for 'real world'	19	16%
Positive comment about recent grads	14	11%
Not reliable, committed, responsible	11	9%
Recent grads not prepared/ trained in trades	7	6%
Ill-prepared for employment (resume, interview, attire)	7	6%
Technology to blame (for lack of focus, etc.)	5	4%
Recent grads don't want to work hard, get dirty/ trades	4	3%
Trades need to be better promoted	4	3%
Parents to blame	3	2%
Other	39	32%
<b>TOTAL</b>	<b>198</b>	<b>162%</b>

\*note that n=122 individual respondents provided comments that were coded into one or more categories

In general, most comments with respect to recent high school graduates were negative in nature, although there were some respondents (approximately 11%) that responded with a positive comment about recent high school graduates. The most common themes were related to: poor work ethic, low motivation, poor attitude (18%), high expectations, or an entitled attitude (18%), that the education system or teachers were to blame for the shortcomings of recent high school graduates (17%), that specific skills were weak or lacking from recent graduates, including math, reading, and writing (16%), and that recent graduates were lacking life skills, maturity, and were generally not well prepared for the "real world" (16%).

Less than one out of ten respondents to this question specified a comment that was coded into the following themes: recent graduates are not reliable, committed, and/or responsible (9%), they are not prepared and/or trained in the trades (6%), they are ill-prepared for employment (e.g. resumes, interviews, attire) (6%), that technology is to blame for their shortcomings (4%), that recent graduates don't want to work hard, get dirty, or work in the trades (3%), that the trades need to be better promoted among recent graduates (3%), and that parents are to blame for their shortcomings (2%).

Additionally, about one-third (32%) of responses mentioned other topics, with responses that were unique and varied in nature.

### 6.3. Opinions of Alberta’s Education System

Employers that employed high school graduates (recent or non-recent) at the time of the survey were asked a series of questions about their opinions regarding graduates of Alberta’s K-12 Education System (Table 6-10). Overall, four out of five employers (80%) were satisfied that high school graduates demonstrate the ability to learn at work. In addition, about two-thirds (68%) were satisfied that high school graduates enter the workforce with an appropriate combination of skills and knowledge, and 63% were satisfied that high school graduates have the knowledge, skills, and attitudes necessary for learning throughout their lifetime.

Table 6-10 Opinions of Alberta’s K-12 Education System						
	Total Satisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DK/NA/NR
High school graduates demonstrate the ability to learn at work	80%	10%	70%	17%	1%	2%
High school graduates are entering the workforce with an appropriate combination of skills and knowledge	68%	4%	64%	25%	4%	3%
High school graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime	63%	6%	57%	32%	3%	2%

n=913

2015 QE “Now, I would like to ask questions regarding your opinions of graduates from Alberta’s K-12 Education System in general. We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree. Please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with the following: (a) High School graduates are entering the workforce with an appropriate combination of skills and knowledge (b) High School graduates demonstrate the ability to learn at work (c) High School graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning that they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self-confidence and the ability to access learning opportunities”

Crosstab analysis indicated some differences according to industry and business size:

- Employers in the following industries were the most likely to report satisfaction that high school graduates are entering the workforce with an appropriate combination of skills and knowledge and that high school graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime: the Health, Education, and Public Administration industries; and Arts, Entertainment, Recreation; Accommodation and Food Services; Information and Cultural industries.
- In general, employers with 2-4 employees were the least likely to report satisfaction that high school graduates are entering the workforce with an appropriate combination of skills and knowledge, that high school students demonstrate the ability to learn at work, and that high school graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime.

Satisfaction levels in the current year for high school graduates' ability to learn at work and with the skills and knowledge of graduates entering the workforce have continued to maintain the increase observed in 2013 and are currently higher than the 2005 and 2007 results (Table 6-11). Employer satisfaction that graduates have the knowledge, skills and attitudes necessary for lifelong learning is similar to the previous two years, but is 8% higher than the result from 2007.

<b>Table 6-11 Yearly Comparison of Opinions of Alberta's K-12 Education System (2005-2015)</b>					
	<b>2005</b>	<b>2007</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
High school graduates demonstrate the ability to learn at work	71%	68%	81%	79%	80%
High school graduates are entering the workforce with an appropriate combination of skills and knowledge	59%	58%	65%	67%	68%
High school graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime	58%	55%	61%	61%	63%

n=1,676 in 2005, n=1,768 in 2007, n=866 in 2013, n=909 in 2014, n=913 in 2015

2005-2007 "I would like to ask questions regarding your opinions of graduates from Alberta's Learning System in general. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied", please rate to what extent you are satisfied with the following: (a) That graduates are entering the workforce with an appropriate combination of skills and knowledge. (b) That graduates demonstrate the ability to learn at work. (c) That graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self confidence and the ability to access learning opportunities."

2013-2015 "Now, I would like to ask questions regarding your opinions of graduates from Alberta's K-12 Education System in general. We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree. Please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with the following: (a) High School Graduates are entering the workforce with an appropriate combination of skills and knowledge (b) High School graduates demonstrate the ability to learn at work (c) High School graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning that they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self-confidence and the ability to access learning opportunities"

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

#### 6.4. Organization Provided Assistance for Education or Training

Employers of recent high school graduates at the time of the survey were asked if their organization has provided various types of assistance within the last two years to recent graduates for short term training or courses related to their jobs (Table 6-12). The most common type of training assistance provided by employers of recent high school graduates was the provision of time off during the working day (69%), while the second most common type of assistance provided was an allowed leave of absence (54%). About half (52%) of these employers provided paid time off for specific course work, while 43% paid the fees or tuition for their employees' training or courses.

Table 6-12 Type of Course/Training Assistance Provided to Recent High School Graduates			
	Yes	No	DK/NA/NR
Provided time off during the working day	69%	30%	1%
Allowed leave of absence	54%	44%	3%
Paid time off for specific course work	52%	46%	2%
Paid fees/tuition	43%	56%	1%

n=800

2015 QK\_1 "In the last two years, has your organization provided the following types of assistance to RECENT High School Graduates for SHORT TERM TRAINING OR COURSES RELATED TO THEIR JOBS: (a) Paid fees/tuition (b) Allowed leave of absence (c) Provided time off during the working day (d) Paid time off for specific course work"

Crosstab analysis indicated some differences according to industry and business size:

- Employers in the Arts, Entertainment and Recreation; Accommodation and Food Services; Information and Cultural industries; the Wholesale/Retail Trade, Transportation and Warehousing industries; and the Administrative and Support, Waste Management and Remediation Services; Other Services industries were the least likely to report that they had provided paid fees or tuition as a form of assistance, while employers in the Primary Industries and Utilities industries; and Construction and Manufacturing industries were the most likely to provide paid fees or tuition.
- Employers in the Arts, Entertainment and Recreation; Accommodation and Food Services; Information and Cultural industries; and the Administrative and Support, Waste Management and Remediation Services; Other Services industries were the least likely to report that they had provided paid time off for specific course work as a form of assistance, while employers in the Primary Industries and Utilities industries were the most likely to provide paid time off for specific course work.
- Employers with 20 or more employees were the most likely to report that they had provided paid fees or tuition, allowed leave of absence, time off during the working day, and/or paid time off for specific course work as a form of assistance to their employees who are recent high school graduates.

The current proportions of employers who indicated that they provided the various types of assistance for short-term training or courses are similar to those of 2013 and 2014; however, the proportions in the current year are all lower than those of 2005 and 2007 (by 9% to 29%) (Table 6-13). Note, however, that these questions in surveys prior to 2013 differed in two ways: (1) in prior surveys these questions were based on logic such that they were asked following a general qualifier question concerning whether the employer provided any assistance to employees for education or training, whereas in 2013-2015 this general qualifier question was not asked; and (2) in prior surveys these questions were asked to all employers, whereas in 2013-2015 these questions were asked only to those that employed recent high school graduates.

<b>Table 6-13 Yearly Comparison of Type of Assistance Provided for Short-term Training or Courses (2005-2015)</b>					
	<b>2005</b>	<b>2007</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Provided time off during the working day	85%	91%	73%	74%	69%
Allowed leave of absence	73%	83%	60%	60%	54%
Paid time off for specific course work	61%	68%	50%	48%	52%
Paid tuition	63%	68%	42%	44%	43%

n=1,122 in 2005, n=1,236 in 2007, n=683 in 2013, n=800 in 2014, n=800 in 2015<sup>7</sup>

2005-2007 "Has your organization provided the following types of assistance? (a) Paid tuition (b) Allowed leave of absence (c) Provided time off during the working day (d) Paid time off for specific course work (e) Any other type of assistance"

2013-2015 "In the last two years, has your organization provided the following types of assistance to RECENT High School Graduates for SHORT TERM TRAINING OR COURSES RELATED TO THEIR JOBS (a) Paid fees/tuition, (b) Allowed leave of absence (c) Provided time off during the working day (d) Paid time off for specific course work"

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

<sup>7</sup> Confidence interval for n=1,236 is +/-2.8%; n=1,122 is +/-2.9%.

Employers that provided some type of assistance to recent high school graduates for training or courses were then asked to describe the type of short-term training or courses for recent high school graduates that their organization has supported. A total of 623 respondents provided a verbatim comment to this question, which were coded into one or more categories (Table 6-14).

<b>Table 6-14 Types of Short-term Training for Recent High School Graduates (2015)</b>		
<b>Comment Categories</b>	<b># of Responses</b>	<b>% of Responses</b>
Safety-related training (WHMIS, first aid, H2S, hazard)	282	45%
Technical, industry-specific, trades-related (e.g., forklift)	168	27%
In-house, job-specific, on-the-job training	108	17%
Apprenticeship programs (RAP)	77	12%
Leadership, supervisory, HR, management training	59	9%
Food handling/ food safety, culinary	54	9%
Computer-related, software training	52	8%
Business-related, accounting, insurance training	46	7%
Customer service, sales training	41	7%
Upgrading, post-secondary tuition, NAIT, SAIT	34	5%
Health industry-specific training	26	4%
Driving, AZ, air brakes, trucks, transport, heavy equip.	22	4%
ProServe or liquor dispensing training	22	4%
Specific product training	20	3%
Communications, language, ESL courses	9	1%
Childcare/ ECE training	6	1%
Working with animals training	5	1%
Agriculture-related	5	1%
Gambling or casino training	3	0%
Oil and gas industry training	2	0%
Summer student exp./ work exp. for HS students	2	0%
Outdoor/ physical education	2	0%
Other/ none/ not specific	53	9%
<b>TOTAL</b>	<b>1,098</b>	<b>176%</b>

\*note that n=623 individual respondents provided comments that were coded into one or more categories

By far, the most common type of short-term training or courses provided was safety-related training. A total of 282 respondents (45%) identified safety-related courses or training that their organization offers to recent high school graduates including, but not limited to: general health & safety, Workplace Hazardous Materials Information System

(WHMIS), First Aid, cardiopulmonary resuscitation (CPR), Hydrogen Sulphide (H<sub>2</sub>S), fall protection, confined spaces, hazards, and fire protection, among others.

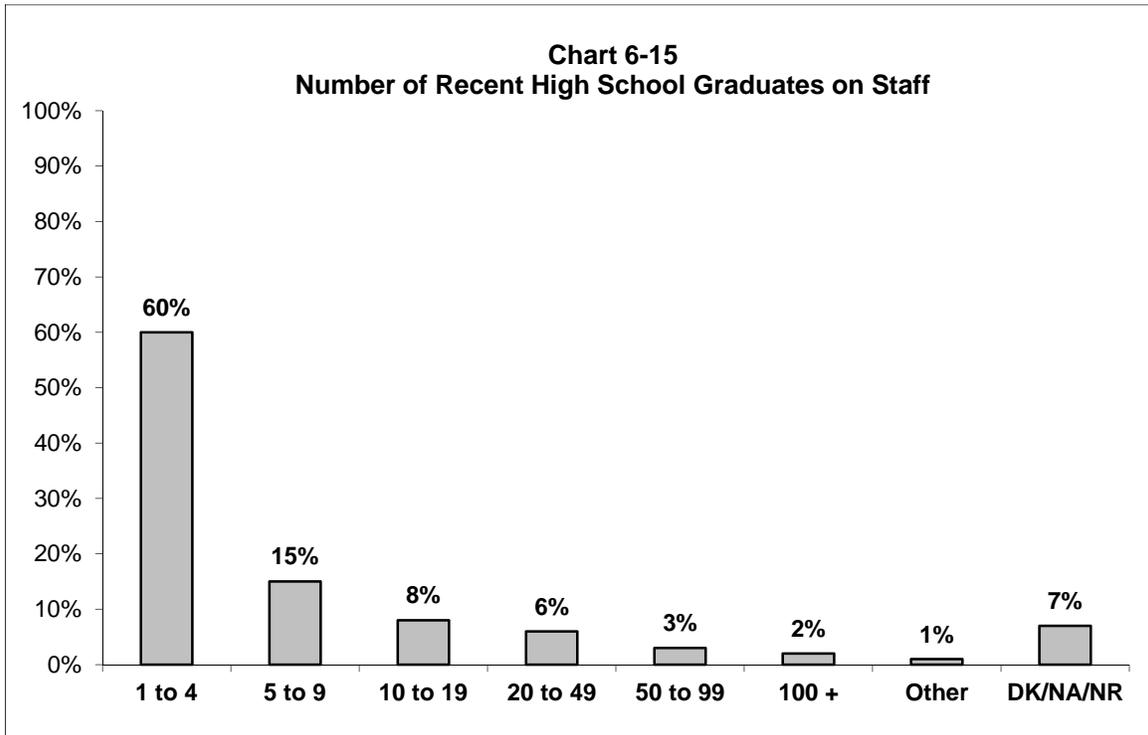
In addition, about one-quarter (27%) of employers indicated that they provided specific technical, industry-specific trades-related training or large equipment training (including forklift training) to their employees. Almost one out of five employers (17%) identified that they offered in-house, job-specific, or on-the-job training, including orientation sessions to their employees. About one out of ten employers indicated that they provided or supported various apprenticeship programs including the RAP (12%), that they provided or supported some type of leadership, supervisory, human resources, and/or management training (9%), or that they provided or supported food handling, food safety, or culinary training (9%).

Between 5%-8% of respondents mentioned that their company provides computer-related or software training (8%), business-related, accounting, or insurance-related training (7%), customer service or sales training (7%), or training or courses involving upgrading, a post-secondary credential, tuition reimbursement, NAIT, or SAIT (5%). Between 1%-4% of employers identified the following types of training that they offer to recent high school graduates: health industry-specific training (4%), driving training (including AZ, air brakes, trucks, transport, heavy equipment) (4%), ProServe or other liquor dispensing training (4%), specific product training (3%), communications-related training including language or ESL courses (1%), childcare/ECE training (1%), training related to working with animals (1%), and agriculture-related training (1%).

Additionally, there were a few mentions (by 2-5 respondents) of training related to gambling or casinos, oil and gas industry training, summer student experience or work experience programs, or outdoor/physical education training. Additionally, 9% of respondents mentioned some “other” training, or did not specify the type of training offered by their company.

### 6.5. Number and Working Location of Recent High School Graduates

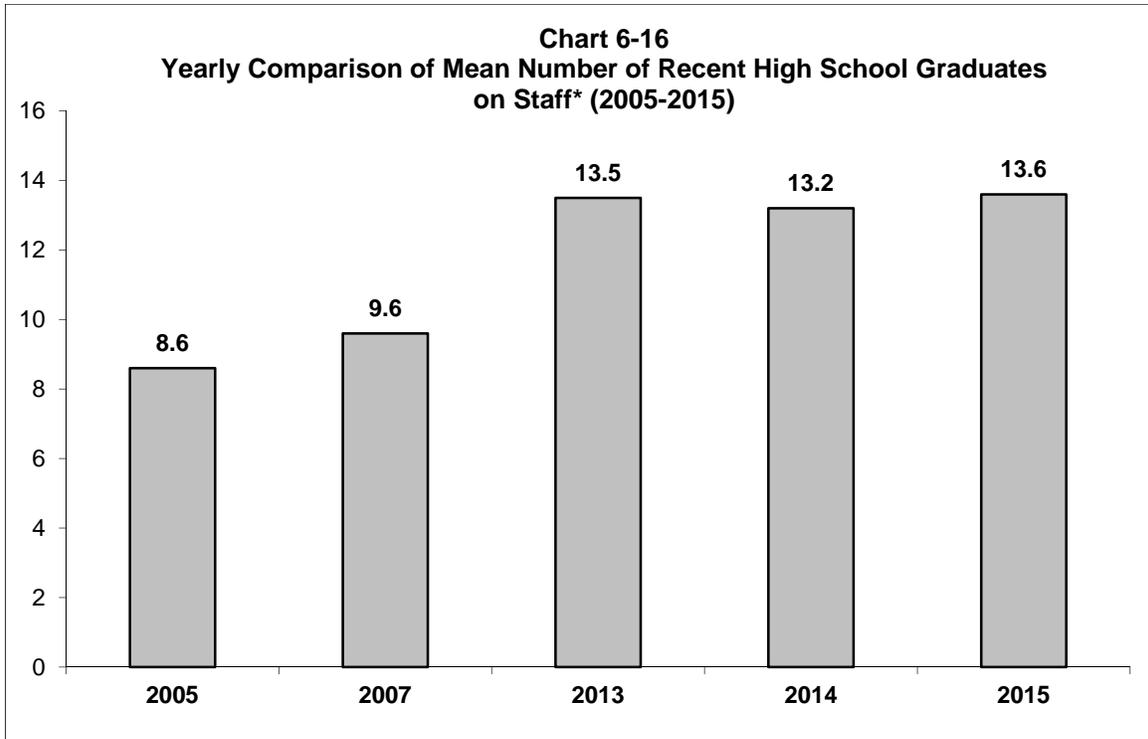
Employers that had recent high school graduates on staff were asked how many recent high school graduates they employed in their organization (Chart 6-15). Six out of ten employers (60%) reported having only one to four recent high school graduates, while 15% indicated that they employed between five to nine recent high school graduates.



n=800

2015 QL "Approximately how many of your current staff members have graduated from Alberta's K-12 Education System WITHIN THE LAST TWO YEARS with ONLY High School graduation?"

As shown in Chart 6-16, employers in the current year reported having an average of 13.6 high school graduates on staff. Although this mean number of graduates on staff is higher than the mean number of high school graduates reported in 2005 and 2007, it is important to note that in those years, respondents replied to this question in an open-ended format, while in 2013, 2014, and 2015, respondents indicated the category that reflected the number of current staff members. In order to calculate the average for 2013, 2014, and 2015, the mid-point of each category was used in calculating the mean number of recent high school graduates on staff.



n=499 in 2005, n=677 in 2007, n=683 in 2013, n=800 in 2014, n=800 in 2015

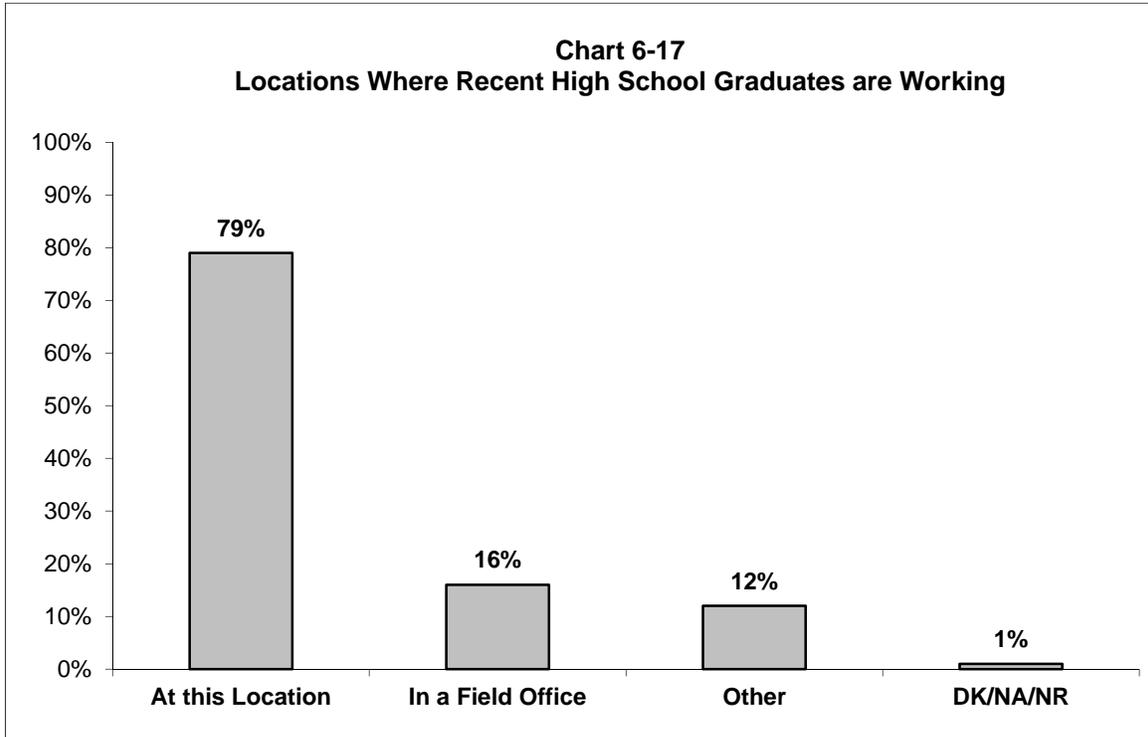
2005-2007 "Approximately how many of your current staff members have graduated from Alberta's Learning System within the last two year with a: a) High School Diploma only"

2013-2015 "Approximately how many of your current staff members have graduated from Alberta's K-12 Education System WITHIN THE LAST TWO YEARS with ONLY High School graduation?"

\*Note that for 2013-2015, the mid-point of each size category from QL (1-4, 5-9, 10-19, 20-49, 50-99, 100-199, 200-499) was used in the calculation of the mean number of recent high school graduates on staff, with the exception of the "500 or more" category, for which 500 was used as a mid-point estimate

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

Employers most often reported that their employees who are recent high school graduates are working at the location where the respondent was called (79%), while 16% indicated that their recent graduates are working in a field office, and about one out of ten (12%) mentioned some “other” location (Chart 6-17).



n=800  
2015 QM “Where are your RECENT High School graduates working?”  
Respondents could be coded into multiple categories.

Results for high school graduates working at the location where the respondent was called, in a field office, or at some other location are similar to the 2007, 2013, and 2014 results (Table 6-18).

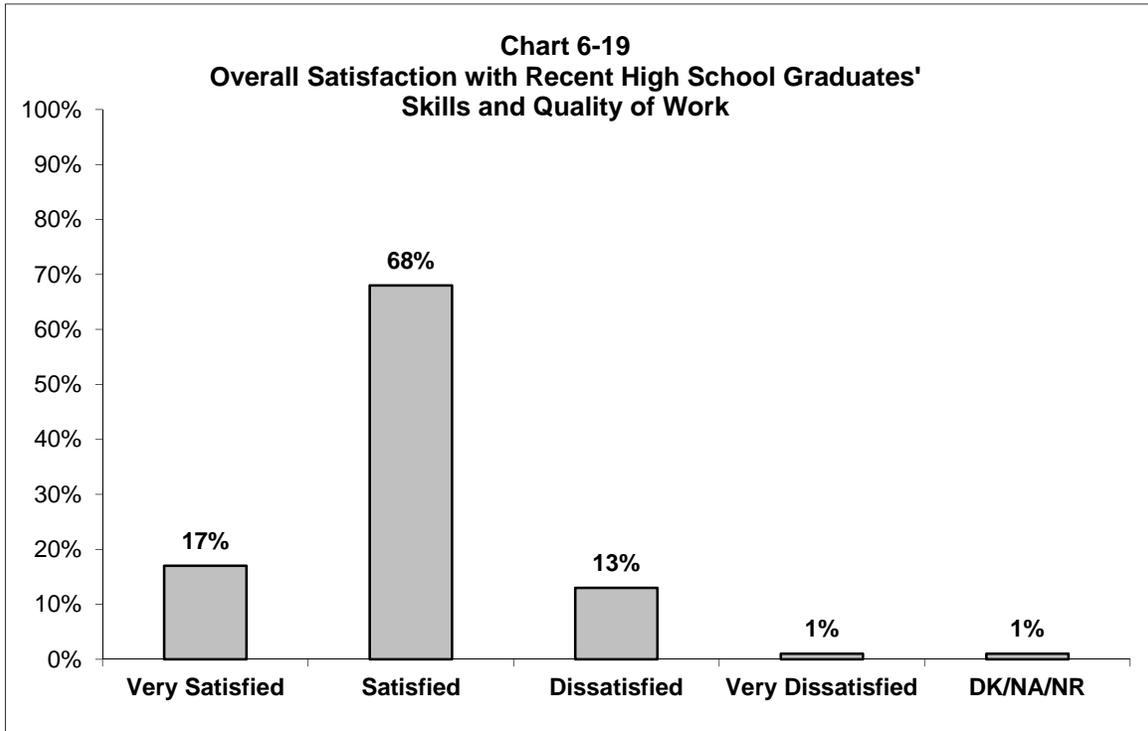
<b>Table 6-18</b> <b>Yearly Comparison of Locations Where Recent High School Graduates are Working (2007-2015)</b>				
	<b>2007</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
At current location/at this location	84%	80%	76%	79%
In a field office	17%	18%	22%	16%
Anywhere else/other	14%	11%	9%	12%
DK/NA/NR	1%	1%	2%	1%

n=1,058 in 2007, n=683 in 2013, n=800 in 2014, n=800 in 2015<sup>8</sup>  
2007 “Where are your recent graduates working?”  
2013-2015 “Where are your RECENT High School graduates working?”  
Source: 2014 “Stakeholder Satisfaction Survey: Business & Industry Report”

<sup>8</sup> Confidence interval for n=1,058 is +/-3.0%.

## 6.6. Overall Satisfaction with Recent High School Graduates

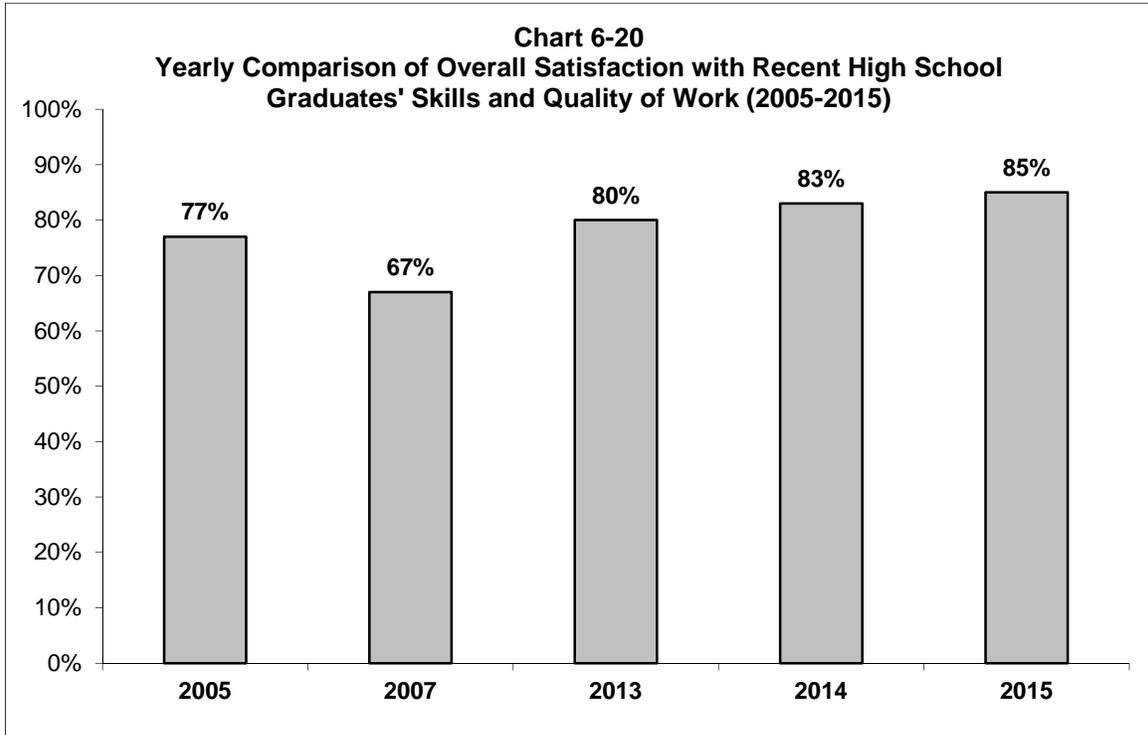
Employers were next asked how satisfied they were with the skills and quality of work of recent high school graduates from Alberta's K-12 Education System (Chart 6-19). Overall, more than four out of five employers (85%) reported that they were satisfied overall with the skills and quality of work of recent high school graduates, with 17% "very satisfied" and 68% "satisfied."



n=800

2015 QN "Thinking about the RECENT High School graduates from Alberta's K-12 Education System you have working for your organization, please tell me how satisfied or dissatisfied you are OVERALL with their skills and quality of work"

As shown in Chart 6-20, employer satisfaction with the skills and quality of work of recent high school graduates has been stable over time, with the exception of the 2007 result which was lower by 18% compared to the current result. It should be noted, however, that the wording of this question changed in 2013.



n=499 in 2005, n=677 in 2007, n=683 in 2013, n=800 in 2014, n=800 in 2015

2005-2007 "Thinking about the recent High School Diploma only graduates from Alberta's Learning System you have working for your company please rate your OVERALL level of satisfaction with their skills and quality of work. Using a scale from one to four, where one is "very satisfied" and four is "very dissatisfied" what is your overall level of satisfaction?"

2013-2015 "Thinking about the RECENT High School graduates from Alberta's K-12 Education System you have working for your organization, please tell me how satisfied or dissatisfied you are OVERALL with their skills and quality of work"

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

In order to further explore employers' satisfaction with recent graduates, employers who reported having recent high school graduates on staff were asked about their satisfaction with 19 different skills and personal qualities of these graduates. Satisfaction with all of the skills and abilities ranged from a low of 42% for the ability to manage money, credit and finances to a high of 91% for the ability to work safely (Table 6-21).

More specifically, at least four out of five employers were satisfied that recent high school graduates had the ability to work safely (91%), work with others towards a common goal (90%), participate and contribute in projects and tasks (89%), work as an individual or on a team (88%), learn continuously (88%), be honest and ethical in dealing with other people (86%), communicate in speech and writing (83%), demonstrate positive attitudes and behaviours (81%), help in keeping the environment clean (81%), manage information from a variety of areas (81%), and make fair decisions (80%). Between 63% and 78% of employers were satisfied that recent high school graduates had the ability to transition effectively from school to work, or from school to post-secondary studies (78%), use numbers to decide what is required for the job (75%), understand abstract concepts (71%), be punctual and finish work on time (63%), be responsible for their work and accountable for actions (63%), and think and solve problems (63%).

About half or less than half of employers were satisfied that the recent high school graduates they employ have the ability to lead a group or team (49%) and manage money, credit and finances (42%). Note, however, that 16% and 28% of employers did not know, or otherwise did not provide a response with respect to recent high school graduates' abilities to lead a group or team, and to manage money, credit, and finances, respectively.

**Table 6-21**  
**Satisfaction with Recent High School Graduates' Skills and Personal Qualities**

	Total Satisfied	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DK/NA/ NR
The ability to work safely	91%	23%	69%	8%	1%	1%
The ability to work with others towards a common goal	90%	21%	69%	9%	1%	1%
The ability to participate and contribute in projects and tasks	89%	13%	76%	10%	0%	1%
Being adaptable – ability to work as an individual or within a team	88%	17%	71%	11%	1%	0%
The ability to learn continuously	88%	17%	71%	11%	1%	1%
The ability to be honest and ethical in dealing with other people	86%	23%	63%	13%	1%	1%
The ability to communicate in speech and writing	83%	18%	65%	15%	2%	0%
Demonstrating positive attitudes and behaviours	81%	21%	60%	17%	3%	0%
The ability to help in keeping the environment clean	81%	17%	64%	12%	2%	5%
The ability to manage Information from a variety of areas	81%	12%	69%	18%	1%	0%
The ability to make fair decisions	80%	7%	73%	15%	1%	3%
The ability to transition effectively from school to work (for example, adapting to a workplace), or from school to post-secondary studies	78%	12%	65%	18%	2%	2%
The ability to use numbers to decide what is required for the job	75%	11%	65%	19%	3%	3%
The ability to understand abstract concepts	71%	5%	66%	23%	2%	5%
The ability to be punctual and finish work on time	63%	14%	49%	31%	5%	1%
Being responsible for work and accountable for actions	63%	12%	51%	31%	6%	0%
The ability to think and solve problems	63%	9%	54%	32%	4%	0%
The ability to lead a group or team	49%	3%	46%	31%	4%	16%
The ability to manage money, credit and finances	42%	5%	37%	24%	6%	28%

n=800

2015 Q4S "Considering recent High School graduates working for your organization, please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with each of the following: (a) The ability to communicate in speech and writing (b) The ability to manage information from a variety of areas (c) The ability to use numbers to decide what is required for the job (d) The ability to think and solve problems (e) Demonstrating positive attitudes and behaviours (f) Being responsible for work and accountable for actions (g) Being adaptable – Having the ability to work as an individual or within a team (h) The ability to learn continuously (i) The ability to work safely (j) The ability to work with others towards a common goal (k) The ability to participate and contribute in projects and tasks (l) The ability to transition effectively from school to work (for example, adapting to a workplace), or from school to post-secondary studies (m) The ability to understand abstract concepts (n) The ability to be honest and ethical in dealing with other people (o) The ability to be punctual and finish work on time (p) The ability to lead a group or team (q) The ability to make fair decisions (r) The ability to manage money, credit and finances (s) The ability to help in keeping the environment clean"

Crosstab analysis indicated some differences according to industry, business size, and region, as follows:

- Employers in the Primary Industries and Utilities industries; and the Construction and Manufacturing industries were the least likely to be satisfied that recent high school graduates have the ability to understand abstract concepts, the ability to lead a group or team, or the ability to manage money, credit and finances.
- Employers that have 50-99 employees, 200-499 employees and 500 or more employees were the most likely to be satisfied that recent high school graduates have the ability to manage information from a variety of areas.
- Employers that have 5-9 employees were the most likely to be satisfied that recent high school graduates have the ability to manage money, credit and finances.
- Employers from Edmonton and Calgary were the most likely to be satisfied that recent high school graduates are responsible for work and accountable for actions and have the ability to understand abstract concepts.

As displayed in Table 6-22, employer satisfaction with the abilities of recent high school graduates in the current year is similar to that of 2014, but higher by 13%-19% as compared to 2007 for all comparable items. Additionally, current year employer satisfaction with recent high school graduates' abilities to communicate in speech and writing and to demonstrate positive attitudes and behaviours is higher than the 2013 results, by 10% and 8%, respectively.

**Table 6-22  
Yearly Comparison of Satisfaction with Recent High School Graduates' Skills and Personal Qualities  
(2005-2015)**

	2005	2007	2013	2014	2015
The ability to work safely	84%	74%	87%	91%	91%
The ability to work with others towards a common goal	86%	77%	90%	92%	90%
The ability to participate and contribute in projects and tasks	83%	73%	87%	87%	89%
Being adaptable – ability to work as an individual or within a team	83%	72%	82%	86%	88%
The ability to learn continuously	84%	73%	86%	88%	88%
The ability to be honest and ethical in dealing with other people	N/A	N/A	83%	87%	86%
The ability to communicate in speech and writing	72%	66%	73%	80%	83%
Demonstrating positive attitudes and behaviours	77%	62%	73%	79%	81%
The ability to help in keeping the environment clean	N/A	N/A	83%	81%	81%
The ability to manage information from a variety of areas	71%	63%	80%	81%	81%
The ability to make fair decisions	N/A	N/A	79%	79%	80%
The ability to transition effectively from school to work (for example, adapting to a workplace), or from school to post-secondary studies	69%	63%	73%	75%	78%
The ability to use numbers to decide what is required for the job	66%	62%	72%	72%	75%
The ability to understand abstract concepts	N/A	N/A	68%	70%	71%
The ability to be punctual and finish work on time	N/A	N/A	59%	63%	63%
Being responsible for work and accountable for actions	66%	48%	57%	58%	63%
The ability to think and solve problems	60%	50%	60%	62%	63%
The ability to lead a group or team	N/A	N/A	43%	45%	49%
The ability to manage money, credit and finances	N/A	N/A	37%	39%	42%

n=499 in 2005, n=677 in 2007, n=683 in 2013, n=800 in 2014, n=800 in 2015

2005-2007 "Please rate the following skills of these graduates using a scale from 1 to 4 where 1 is "very satisfied" and 4 is "very dissatisfied" for: High School Diploma only graduates. (a) The ability to communicate in speech and writing (b) The ability to manage information from a variety of areas (c) The ability to use numbers to decide what is required for the job (d) The ability to think and solve problems (e) Demonstrating positive attitudes and behaviours (f) Being responsible for work and accountable for actions (g) Being adaptable – Having the ability to work as an individual or within a team (h) The ability to learn continuously (i) The ability to work safely (j) The ability to work with others towards a common goal (k) The ability to participate and contribute in projects and tasks (l) The ability to transition effectively from school to work"

2013-2015 "Considering recent high school graduates working for your organization, please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with each of the following: (a) The ability to communicate in speech and writing (b) The ability to manage information from a variety of areas (c) The ability to use numbers to decide what is required for the job (d) The ability to think and solve problems (e) Demonstrating positive attitudes and behaviours (f) Being responsible for work and accountable for actions (g) Being adaptable – Having the ability to work as an individual or within a team (h) The ability to learn continuously (i) The ability to work safely (j) The ability to work with others towards a common goal (k) The ability to participate and contribute in projects and tasks (m) The ability to understand abstract concepts (n) The ability to be honest and ethical in dealing with other people (o) The ability to be punctual and finish work on time (p) The ability to lead a group or team (q) The ability to make fair decisions (s) The ability to help in keeping the environment clean"

2013-2014 "(l) The ability to transition effectively from school to work" (r) The ability to manage money, credit and personal finances

2015 "(l) The ability to transition effectively from school to work (for example, adapting to a workplace), or from school to post-secondary studies (r) The ability to manage money, credit and finances"

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

## 6.7. Responsiveness of Alberta’s K-12 Education System

Among employers of Alberta high school graduates (both recent and non-recent), about two-thirds (69%) agreed that Alberta’s K-12 Education System responds to the needs of their organization by providing an adequate supply of high school graduates, while about three out of five (61%) agreed that Alberta’s K-12 Education System responds to their needs by providing appropriate skills for graduates (Table 6-23). Those that employ recent high school graduates had a 10% higher level of agreement that Alberta’s K-12 Education System responds to the needs of their organization by providing an adequate supply of high school graduates than those that employ non-recent high school graduates.

Table 6-23 Responsiveness of Alberta’s K-12 Education System						
Alberta’s K-12 Education System responds to the needs of your organization by providing an <b>adequate supply</b> of high school graduates						
	Total Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/NA/NR
Employers of High School Graduates (both recent and non-recent)*	69%	6%	63%	23%	4%	4%
Employers of Recent High School Graduates**	74%	7%	67%	21%	3%	3%
Employers of Non-Recent High School Graduates***	64%	6%	59%	26%	5%	5%
Alberta’s K-12 Education System responds to the needs of your organization by providing <b>appropriate skills</b> for high school graduates						
	Total Agree	Strongly Agree	Agree	Disagree	Strongly Disagree	DK/NA/NR
Employers of High School Graduates (both recent and non-recent)*	61%	4%	57%	32%	5%	3%
Employers of Recent High School Graduates**	64%	4%	60%	30%	5%	2%
Employers of Non-Recent High School Graduates***	57%	3%	54%	33%	5%	5%

\*n=913, \*\*n=464, \*\*\*n=449<sup>9</sup>

2015 QF “Please tell me whether you strongly agree, agree, disagree, or strongly disagree that Alberta’s K-12 Education System responds to the needs of your organization by: (a) providing an adequate supply of High School graduates (b) providing appropriate skills for High School graduates”

<sup>9</sup> Confidence interval for n=464 is +/-4.5%; n=449 is +/-4.6%

Crosstab analysis indicated some differences according to industry, as follows:

- Employers in the Arts, Entertainment, Recreation; Accommodation and Food Services; Information and Cultural industries; and the Health, Education, and Public Administration industries were the most likely to agree that Alberta’s K-12 Education System responds to their needs by providing an adequate supply of high school graduates.
- Employers in the Health, Education, and Public Administration industries were the most likely to agree that Alberta’s K-12 Education System responds to their needs by providing appropriate skills for high school graduates.

Agreement that Alberta’s K-12 Education System responds to the needs of organizations by providing an adequate supply of graduates has increased by 9% since 2007 but is similar to the 2013 and 2014 results, while agreement that Alberta’s K-12 Education System responds to the needs of organizations by providing appropriate skills for graduates is similar to the previous results (Table 6-24). Note, the results for 2007-2015 for these questions reflect the responses of only those employers with recent high school graduates.

<b>Table 6-24 Yearly Comparison of Responsiveness Alberta’s K-12 Education System (2005-2015)</b>					
	<b>2005</b>	<b>2007</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Alberta’s K-12 Education System responds to the needs of your organization by providing an adequate supply of high school graduates	71%	65%	70%	70%	74%
Alberta’s K-12 Education System responds to the needs of your organization by providing appropriate skills for high school graduates	64%	56%	58%	61%	64%

n=499 in 2005, n=677 in 2007, n=413 in 2013, n=464 in 2014, n=464 in 2015<sup>10</sup>  
 2005-2007 “Using a scale from 1 to 4, where 1 is “Strongly Agree” and 4 is “Strongly Disagree”, how much do you agree or disagree that Alberta’s Learning System responds to the needs of your company by (a) providing an adequate supply of High School Diploma only graduates (b) providing appropriate skills for High School Diploma only graduates.”  
 2013-2015 “Please tell me whether you strongly agree, agree, disagree, or strongly disagree that Alberta’s K-12 Education System responds to the needs of your organization by: (a) providing an adequate supply of High School graduates (b) providing appropriate skills for High School graduates”  
 Source: 2014 “Stakeholder Satisfaction Survey: Business & Industry Report”

<sup>10</sup> Confidence interval for n=499 is +/-4.4%; n=677 is +/-3.8%; n=413 is +/-4.8%; n=464 is +/-4.5%.

## 6.8. Skills and Abilities Missing from Recent High School Graduates

Employers of recent high school graduates were asked if they could think of any particular skills or abilities that are missing from recent high school graduates. Overall, 44% of these employers reported that they could not think of any specific skills or abilities missing from recent high school graduates or otherwise did not provide a response to the question, while the remaining 56% did provide a response. Table 6-25 shows the coded responses for those employers that did provide a response (n=448).

Table 6-25 Commonly Reported Skills and Abilities Missing from Recent High School Graduates Over Time (2007-2015)				
Skills and Abilities Missing	% of Responses 2007	% of Responses 2013	% of Responses 2014	% of Responses 2015
Common sense/Life skills	--	16%	15%	31%
Accountability/Responsibility	12%	19%	12%	18%
Poor work ethic/pride in work	22%	17%	15%	17%
Writing and reading ability/Grammar/Punctuation	18%	20%	19%	17%
Ability to calculate/Mathematics skills	15%	10%	18%	15%
Verbal communication/Face-to-Face/Social skills	--	13%	16%	14%
Poor working attitude/Lack of professionalism/Motivation	11%	10%	21%	14%
Money skills/Budgeting/Financing	--	13%	10%	13%
High/Unrealistic expectations/Entitlement issues	--	12%	9%	11%
Punctuality/Time management	--	11%	10%	10%
Lack of experience, industry/job-specific experience	--	--	--	9%
Too much reliance on technology/Cell phones/Social media	--	10%	10%	6%

n=398 in 2007, n=413 in 2013, n=491 in 2014, n=448 in 2015 (Those who indicated that some skills and abilities are missing)<sup>11</sup>

2007 "Can you think of any particular skills/abilities that are missing from recent High School Diploma only graduates?"

2013-2015 Q5S "Can you think of any particular skills or abilities that are missing from RECENT High School graduates?" Responses could be coded into multiple categories.

Note that responses for the 2013- 2015 surveys were coded into a greater number of categories as compared to previous survey, and therefore these categories may not be directly comparable over time.

Source: 2014 "Stakeholder Satisfaction Survey: Business & Industry Report"

A considerable proportion of respondents identified one or more soft skills that they felt were lacking or in need of improvement in recent high school graduates. In particular, the most commonly-mentioned skill or ability missing from recent high school graduates was basic common sense or life skills, with about three out of ten employers (31%) identifying this as an issue with recent high school graduates. A total of 18% of employers reported that accountability and/or responsibility was lacking, and 17% felt that recent high school graduates were lacking in work ethic or pride in their work. Furthermore, 14% of employers reported that the verbal communication skills, or face-to-face/social skills of

<sup>11</sup> Confidence intervals for these sample sizes are as follows: n=398 is +/-4.9%; n=413 is +/-4.8%; n=491 is +/-4.4%; n=448 is +/-4.6%.

recent high school graduates were in need of improvement. Similarly, 14% of employers felt that recent high school graduates had a poor working attitude and/or lacked professionalism and motivation in the workplace. Punctuality and time management was identified as an ability that needed improvement by one out of ten (10%) of employers.

With respect to the basic skills learned in the education system, a relatively large proportion of respondents (17%) indicated that graduates were lacking in basic literacy skills, including reading, writing, and grammar, while 15% indicated that recent graduates were lacking in basic math and/or numeracy skills.

Furthermore, 11% of employers of recent high school graduates who provided commentary on skills or abilities missing among recent high school graduates felt that recent high school graduates in Alberta had high or unrealistic expectations or entitlement issues with respect to the work place. Specifically, some of these respondents reported that employees just out of high school seem to have expectations that they should be making a large salary, that they shouldn't have to begin at the bottom and work their way up in terms of pay and experience, and that they don't want to work hard for their pay. Several also felt that the high expectations of these employees often caused fast turnover, as recent graduates sought out better or higher paying employment (particularly with respect to the oil and gas industry).

Additionally, employers of recent high school graduates also felt that recent graduates were lacking money, budgeting, and/or financing skills (13%), lacked industry or job-related experience (9%), and had too much reliance on computers, cell phones, social media, and technology in general (6%). Some felt that there was a loss of productivity because employees could not be without their cell phones and did not respect company policies.

One out of ten (10%) employers provided an "other" response or did not know which skills and abilities were missing from recent graduates, while 3% of employers made a positive comment with respect to graduates' skills and abilities.

The comments from employers that employ recent high school graduates were generally similar to those made by employers that had been looking to hire recent high school graduates (as described in Table 6-9 of this report) in terms of skills lacking or areas in which recent high school graduates could improve.

## 6.9. Final Comments About Recent High School Graduates

The last question on the survey asked respondents if they would like to make any other comments about recent high school graduates of Alberta's K-12 Education System. Most respondents (75%) did not provide any further comments, however about one-quarter (25%, n=200) did provide additional commentary, which is summarized in Table 6-26.

<b>Table 6-26 Other Comments about Recent High School Graduates of Alberta's K-12 System (2015)</b>		
<b>Comment Categories</b>	<b># of Responses</b>	<b>% of Responses</b>
General dissatisfaction/negative re: education system/teachers	40	20%
Positive comment about recent grads	35	18%
Lack life skills (professionalism, financial, social)	32	16%
Need better workplace attitude, work ethic, motivation	27	14%
Poor accountability and responsibility (no-fail policy)	23	12%
Entitlement issues, high expectations	23	12%
Numeracy issues	13	7%
Literacy issues	9	5%
Need more hands-on training, emphasis on trades	8	4%
Post-secondary education mentions	7	4%
Too much reliance on technology	6	3%
Positive comment about education system/ teachers	5	3%
Need to be more career focused	4	2%
Only hired the successful HS grads	2	1%
Other	41	21%
<b>TOTAL</b>	<b>275</b>	<b>138%</b>

\*note that n=200 individual respondents provided comments that were coded into one or more categories

Overall, 18% of those who provided comments took the opportunity to say something generally positive about high school graduates, and 3% specifically made a positive comment about Alberta's Education System or teachers. Additionally, 4% of employers made a comment about post-secondary education.

One out of five employers (20%) provided a comment that expressed general dissatisfaction about recent high school graduates, the education system, or teachers. Employers also specified particular skills and abilities of recent high school graduates that needed improvement, including life skills (e.g. professionalism, financial skills, social skills) (16%), workplace attitude, work ethic, and/or motivation (14%), accountability and responsibility (no-fail policy) (12%), numeracy (7%), and literacy (5%). About one out of ten respondents (12%) reported that recent high school graduates have workplace expectations that are too high and/or entitlement issues. Small proportions of respondents felt that recent high school graduates need more hands-on experience and a

better emphasis on the trades (4%), rely too much on technology (including computers, social networking, smartphones) (3%), and need to be more career-focused (2%).

Additionally, a small number of respondents (1%) felt that they were commenting on the successful high school graduates that their organization has already selected, while about two out of five (21%) mentioned some “other” comment about recent high school graduates of Alberta’s K-12 Education System.

## Appendix A - Survey Instrument

### YEAR 2014-15 STAKEHOLDER SATISFACTION WITH EDUCATION IN ALBERTA BUSINESS AND INDUSTRY SURVEY

Q11. Hello, my name is <interviewer name> and I am calling from CCI Research on behalf of Alberta Education.

Q11a. I would like to speak to the person responsible for hiring and staffing at your organization. Could you tell me who that would be and their extension number?

[Interviewer prompt if asked what this is about: Alberta Education is conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Kindergarten to Grade 12 (K-12) Education System is preparing its graduates for employment. We would like to speak to someone responsible for hiring and staffing at your organization.]

[Interviewer prompt if there is more than one area/department: We would like to speak with someone responsible for hiring and staffing for the department with the largest number of employees.]

Yes – that would be me	Record first name/last name and extension # of person on the line; then Go to Q13
Yes – that is someone else	Record first name/last name and extension # of person we need to speak to; then Go to Q12a
No	Thank you for your time. Good bye.
Don't know	Thank you for your time. Good bye.
Refused	Thank you for your time. Good bye.

Q12a. Could I please speak with <recorded name from Q11a.>?

Yes – goes to get them or transfers	Go to Q12b
No – not available at the moment	Go to Call Back – record name and extension # of person we need to speak to
Don't know	Go to Call Back – record name and extension # of person we need to speak to
Refused	Thank you for your time. Good bye.

(This would also be the callback)

Q12b. Hello, may I please speak with <recorded name from Q11a.>?

Yes – that would be me	Go to Q12c
Yes – goes to get them or transfers	Go to Q12c
No – not available at the moment	Go to Call Back
Don't know	Go to Call Back
Refused	Thank you for your time. Good bye.

Q12c. Hi, my name is <interviewer name> and I am calling from CCI Research on behalf of Alberta Education. I was referred to you as the person responsible for hiring and staffing at your organization. Is that correct?

[Interviewer prompt if asked what this is about: Alberta Education is conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's Kindergarten to Grade 12 (K-12) Education System is preparing its graduates for employment. We would like to speak to someone responsible for hiring and staffing at your organization.]

Yes	Go to Q13
No	Go to Q11a
Don't know	Thank you for your time. Good bye.
Refused	Thank you for your time. Good bye.

Q13. I am calling on behalf of Alberta Education, a provincial government department that oversees the Kindergarten to Grade 12 (K-12) Education System in the province. We are conducting a study of employers throughout the province of Alberta to gauge their opinions about how well Alberta's K-12 Education System is preparing its graduates for employment. The survey should only take about 10 minutes to complete.

May I continue?

Yes	Go to Q14
No – Later	Go to Call Back – record name and extension #
Refused	Thank you for your time. Goodbye.

If more information is requested by person who answers telephone read section below.

1. If respondent is questioning the survey and the validity of it:

We can provide you with a contact name and phone number if you would like. You can contact Jim Peck of Alberta Education at 780-422-1963 if you would like to know more about the survey. There is toll-free access to this number within Alberta if you dial 310-0000 first.

2. If respondent wants to know who we are:

We are calling from CCI Research, a survey research firm. We have been contracted by Alberta Education to conduct this survey to gather opinions on the education system in Alberta.

3. If respondent says they did the survey last year or asks why we are calling again:

For this survey, we receive a random sample of business telephone numbers in the province of Alberta. It is possible that some of the same businesses could be included in the sample from year to year. We would appreciate your responses to the survey on behalf of your company for this year.

4. If respondent wants to know why we are calling from Ontario:

We are a Canadian company that conducts research for government and education across the country. We have been contracted by Alberta Education to conduct this survey.

Q14. Thank you – we appreciate your help. Your participation is voluntary and confidential, and you may refuse to answer any question or end the survey at any time. All information will

be held in strict confidence and is protected under the Freedom of Information and Protection of Privacy Act. Results will be reported in a combined response form only. Please note, this call may be monitored or recorded for quality assurance purposes.

## FIRMOGRAPHICS

I would like to begin by asking you some general questions about your organization.

- A. How many people does your organization employ in Alberta (including yourself)? Please also include any seasonal workers you may have employed in 2014. Would you say you have . . .

[Interviewer prompt: If unsure, what would be your best approximation on how many?]

- 1 2 - 4 employees
- 2 5 - 9 employees
- 3 10 - 19 employees
- 4 20 - 49 employees
- 5 50 - 99 employees
- 6 100 - 199 employees
- 7 200 - 499 employees
- 8 500 or more employees
- 9 \*\*Other (Specify \_\_\_\_\_)
- 10 \*\*Sole proprietorship (one person/no employees) Thank you for your time. Good bye.  
<Not Eligible>
- 11 \*\*Other organization type (e.g., non-profit, volunteers only) Thank you for your time. Good bye.  
<Not Eligible>
- 88 Refused
- 99 Don't Know/Not Applicable

- B. What type of industry is your organization in?

[Interviewer prompt: How would you describe the general business activity of your organization?]

[Interviewer prompt to clarify if necessary: "What other words would you use to describe your industry?" or "How would you describe your industry more specifically?"]

- 
- C. What is your business postal code?

[Interviewer note: If respondent is reluctant to give full postal code, ask for first three digits.].

- 1 |\_|\_|\_|\_|\_|\_|\_|\_| {CATI set-up note: set up with alpha numeric confirmation as per normal}
- 8 Refused
- 9 Don't Know/Not Applicable

- D. Could you tell me if you have any employees (including yourself) with ONLY High School graduation, from an Alberta High School?

[Interviewer prompt if asked to define high school graduate: A student who is awarded one of the following is a High School graduate: an Alberta High School Diploma (English or Francophone), a Certificate of High School Achievement (English or Francophone), a Certificate of Achievement, a Certificate of School Completion, an Alberta High School Diploma as a Mature Student, or a High School Equivalency Diploma.]

[Interviewer prompt if asked about additional education: We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree.]

- 1 Yes Go to E
- 2 No Go to H
- 8 Refused Go to H
- 9 Don't Know/Not Applicable Go to H

- E. Now, I would like to ask questions regarding your opinions of graduates from Alberta's K-12 Education System in general. We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree. Please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with the following:

[Interviewer prompt if asked to define high school graduate: A student who is awarded one of the following is a High School graduate: an Alberta High School Diploma (English or Francophone), a Certificate of High School Achievement (English or Francophone), a Certificate of Achievement, a Certificate of School Completion, an Alberta High School Diploma as a Mature Student, or a High School Equivalency Diploma.]

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied
- 8 Refused
- 9 Don't Know/Not Applicable

- a) High School graduates are entering the workforce with an appropriate combination of skills and knowledge.
- b) High School graduates demonstrate the ability to learn at work.
- c) High School graduates have the knowledge, skills and attitudes necessary for learning throughout their lifetime, meaning that they demonstrate literacy, numeracy, computer skills, motivation to learn, adaptability, self-confidence and the ability to access learning opportunities.

- F. Please tell me whether you strongly agree, agree, disagree, or strongly disagree that Alberta's K-12 Education System responds to the needs of your organization by:

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree
- 8 Refused
- 9 Don't Know/Not Applicable

- a) providing an adequate supply of High School graduates
- b) providing appropriate skills for High School graduates.

G. Have any of the individuals working for your organization graduated from an Alberta High School WITHIN THE LAST TWO YEARS?

[Interviewer prompt: We are asking if you have any employees who have ONLY High School graduation from an Alberta High School WITHIN THE LAST TWO YEARS.]

[Interviewer prompt if asked to define high school graduate: A student who is awarded one of the following is a High School graduate: an Alberta High School Diploma (English or Francophone), a Certificate of High School Achievement (English or Francophone), a Certificate of Achievement, a Certificate of School Completion, an Alberta High School Diploma as a Mature Student, or a High School Equivalency Diploma.]

[Interviewer prompt if asked about additional education: We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree.]

- 1 Yes GO TO K
- 2 No GO TO H
- 8 Refused Thank you. We are looking to speak with businesses that employ recent high school graduates. We appreciate your time. Good bye. <Not Eligible>
- 9 Don't Know/Not Applicable Thank you. We are looking to speak with businesses that employ recent high school graduates. We appreciate your time..Good bye. <Not Eligible>

H. WITHIN THE LAST TWO YEARS, have you been looking to hire RECENT High School graduates?

[Interviewer prompt: By "recent" graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Yes GO TO I
- 2 No Thank you for your time. Good-bye <End Survey as "ineligible" complete (C2)>
- 8 Refused Thank you for your time. Good bye. <End Survey as "ineligible" complete (C2)>
- 9 Don't Know/Not Applicable Thank you for your time. Good bye. <End Survey as "ineligible" complete (C2)>

I\_1. What type of positions or occupations were you looking to hire RECENT High School graduates for?

[Do not read list. Select all that apply.]

[Interviewer prompt: By "recent" graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Operator/Labourer/Warehousing
- 2 Technicians/Skilled Trades
- 3 Sales Persons
- 4 Customer Service/Counter Help

- 5 Administrative/Office Workers/Clerical
- 6 Truck Driver/Driving positions
- 7 Cashier
- 8 Food Preparation/Services
- 9 Administrative Assistant/Secretary
- 10 Other (Specify \_\_\_\_\_)
- 88 Refused
- 99 Don't Know/Not Applicable

I\_2. Why didn't you hire RECENT Alberta High School graduates for these positions?  
[Do not read list. Select all that apply.]

[Interviewer prompt: By "recent" graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Graduates not interested/none applied
- 2 Lack of suitable candidate/didn't find the right person
- 3 Still looking/Position has not been filled
- 4 Lack of experience related to position
- 5 High school graduates have a poor attitude
- 6 Other (Specify \_\_\_\_\_)
- 8 Refused
- 9 Don't Know/Not Applicable

J. Do you have any other comments you would like to make about RECENT High School graduates of Alberta's K-12 Education System?

[Interviewer prompt: By "recent" graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Yes (Record response)
- 
- 

- 2 No
- 8 Refused
- 9 Don't Know/Not Applicable

*[For those who complete H, I, J - Thank you for your time. Good-bye <End Survey as "ineligible" complete> (C2)]*

*[Only those for whom G=1 continue with the full survey as per logic above.]*

**If G=1 – ASK THE FOLLOWING QUESTIONS TO EMPLOYERS WHO HAVE HIRED RECENT HIGH SCHOOL GRADUATES WITHIN LAST TWO YEARS**

K\_1. In the last two years, has your organization provided the following types of assistance to RECENT High School Graduates for SHORT TERM TRAINING OR COURSES RELATED TO THEIR JOBS?

[Interviewer prompt: By "recent" graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Yes

- 2 No
- 8 Refused
- 9 Don't Know/Not Applicable

- a) Paid fees/tuition
- b) Allowed leave of absence
- c) Provided time off during the working day
- d) Paid time off for specific course work

*[If Yes to any of the above in K\_1 a.-d., ask K\_2 – otherwise skip to L if No to all of the above in K\_1 a.-d.]*

K\_2 Could you please describe the type of short-term training or courses for RECENT High School graduates that your organization has supported:

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

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L. Approximately how many of your current staff members have graduated from Alberta's K-12 Education System WITHIN THE LAST TWO YEARS with ONLY\_High School graduation?

[Interviewer prompt: If unsure, what would be your best approximation on how many?]

[Interviewer prompt if asked to define high school graduate: A student who is awarded one of the following is a High School graduate: an Alberta High School Diploma (English or Francophone), a Certificate of High School Achievement (English or Francophone), a Certificate of Achievement, a Certificate of School Completion, an Alberta High School Diploma as a Mature Student, or a High School Equivalency Diploma.]

[Interviewer prompt if asked about additional education: We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree.]

- 1 1 - 4 employees
- 2 5 - 9 employees
- 3 10 - 19 employees
- 4 20 - 49 employees
- 5 50 - 99 employees
- 6 100 - 199 employees
- 7 200 - 499 employees
- 8 500 or more employees
- 9 Other (Specify \_\_\_\_\_)
- 88 Refused
- 99 Don't Know/Not Applicable

M. Where are your RECENT High School graduates working?  
[Read list. Select all that apply.]

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 At your current location
- 2 In a field office (Specify, record city, town, etc. \_\_\_\_\_)
- 3 Anywhere else (Specify \_\_\_\_\_)
- 8 Refused
- 9 Don't Know/Not Applicable

- N. Thinking about the RECENT High School graduates from Alberta's K-12 Education System you have working for your organization, please tell me how satisfied or dissatisfied you are OVERALL with their skills and quality of work. Are you . . .

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied
- 8 Refused
- 9 Don't Know/Not Applicable

**SECTION S.**

- Q1S. Now I would like to ask some specific questions about these RECENT High School graduates that your organization has hired. Would you be the best person to answer these questions, or should I be speaking with someone else, such as an immediate supervisor?

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

[Interviewer prompt: If there is more than one department or supervisor, please refer me to the supervisor who oversees the largest number of recent High School graduates.]

- |                                 |           |
|---------------------------------|-----------|
| Same person                     | Go to 4S  |
| Different person/ supervisor(s) | Go to 1Sb |
| Refused                         | Go to 2S  |
| Don't Know/Not Applicable       | Go to 2S  |

- Q1Sb. Before I ask to speak with that person, do you have any other comments you would like to make about RECENT High School graduates of Alberta's K-12 Education System?

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

- 1 Yes (Record response)
- 
- 2 No
  - 8 Refused
  - 9 Don't Know/Not Applicable

Q2S. May I please have the name and phone number of the best person to answer questions about RECENT Alberta High School graduates so I may speak with him or her directly?

[Interviewer prompt: If there is more than one department or supervisor, please refer me to the supervisor who oversees the largest number of recent High School graduates.]

Yes	Record first name/last name and phone #/extension # of person we need to speak to; then Go to Q2Sa
No	Thank you for your time. Good bye. <Code as C1>
Don't know	Thank you for your time. Good bye. <Code as C1>
Refused	Thank you for your time. Good bye. <Code as C1>

Q2Sa. Could I please speak with <recorded name from Q2S.>?

1 – Yes goes to get them or transfers	Thank you. GO TO Q3Sa.
2 – No	On behalf of Alberta Education we would like to thank you for your participation in this study. Before I let you go, would you know of a better time to reach this other person? <go to callback with name2 and phone2 starting at Q3Sa>
8 – Refused	On behalf of Alberta Education we would like to thank you for your participation in this study. Before I let you go, would you know of a better time to reach this other person? <go to callback with name2 and phone2 starting at Q3Sa>
9 – Don't Know/Not Applicable	On behalf of Alberta Education we would like to thank you for your participation in this study. Before I let you go, would you know of a better time to reach this other person? <go to callback with name2 and phone2 starting at Q3Sa>

*[If Q2Sa=2, 8, or 9, then survey goes to Call Back script and alternate contact information provided in 2S.]*

(This would also be the callback)

Q3Sa. Hello, may I please speak with <recorded name from Q2S.>?

Yes – that would be me	Go to Q3Sc.
Yes – goes to get them or transfers	Go to Q3Sb.
No – not available at the moment	Go to Call Back – record name and extension # of person we need to speak to
Don't know	Go to Call Back – record name and extension # of person we need to speak to
Refused	Thank you for your time. Good bye. <Code C1>

Q3Sb. Hello, may I speak with <recorded name from Q2S.>?

Yes – that would be me	Go to Q3Sc.
No – not available at the moment	Go to Call Back– record name and extension # of person we need to speak to



Now I would like to ask some specific questions about individuals working for your organization who graduated from an Alberta High School WITHIN THE LAST TWO YEARS.

**SECTION S, Continued with person appropriate to answering questions about RECENT High School graduates**

- 4S. First, I will read various types of skills and personal qualities that High School graduates may be expected to have. We are asking about those who have High School Graduation Only at this time, and have not COMPLETED any post-secondary education or training to obtain an additional certificate, diploma, or degree.

Considering recent High School graduates working for your organization, please tell me whether you are very satisfied, satisfied, dissatisfied, or very dissatisfied with each of the following:

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

[Interviewer prompt if asked to define high school graduate: A student who is awarded one of the following is a High School graduate: an Alberta High School Diploma (English or Francophone), a Certificate of High School Achievement (English or Francophone), a Certificate of Achievement, a Certificate of School Completion, an Alberta High School Diploma as a Mature Student, or a High School Equivalency Diploma.]

- 1 Very satisfied
- 2 Satisfied
- 3 Dissatisfied
- 4 Very dissatisfied
- 8 Refused
- 9 Don't Know/Not Applicable

- a) The ability to communicate in speech and writing.
- b) The ability to manage information from a variety of areas.
- c) The ability to use numbers to decide what is required for the job.
- d) The ability to think and solve problems.
- e) Demonstrating positive attitudes and behaviours.
- f) Being responsible for work and accountable for actions.
- g) Being adaptable – Having the ability to work as an individual or within a team.
- h) The ability to learn continuously.
- i) The ability to work safely.
- j) The ability to work with others towards a common goal.
- k) The ability to participate and contribute in projects and tasks.
- l) The ability to transition effectively from school to work (for example, adapting to a work place), or from school to post-secondary studies.
- m) The ability to understand abstract concepts.
- n) The ability to be honest and ethical in dealing with other people.
- o) The ability to be punctual and finish work on time.
- p) The ability to lead a group or team.
- q) The ability to make fair decisions.
- r) The ability to manage money, credit and finances.
- s) The ability to help in keeping the environment clean.

5S. Can you think of any particular skills or abilities that are missing from RECENT High School graduates?

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

[Accept all answers, record verbatim, probe fully and clarify responses.]

1 Yes (Record response)

---

2 No

8 Refused

9 Don't Know/Not Applicable

6S. Do you have any other comments you would like to make about RECENT High School graduates of Alberta's K-12 Education System?

[Interviewer prompt: By “recent” graduates, we mean those who graduated from an Alberta High School within the last two years.]

1 Yes (Record response)

---

2 No

8 Refused

9 Don't Know/Not Applicable

We have come to the end of the survey. On behalf of Alberta Education we would like to thank you for your participation in this study. Thank you again and good bye.