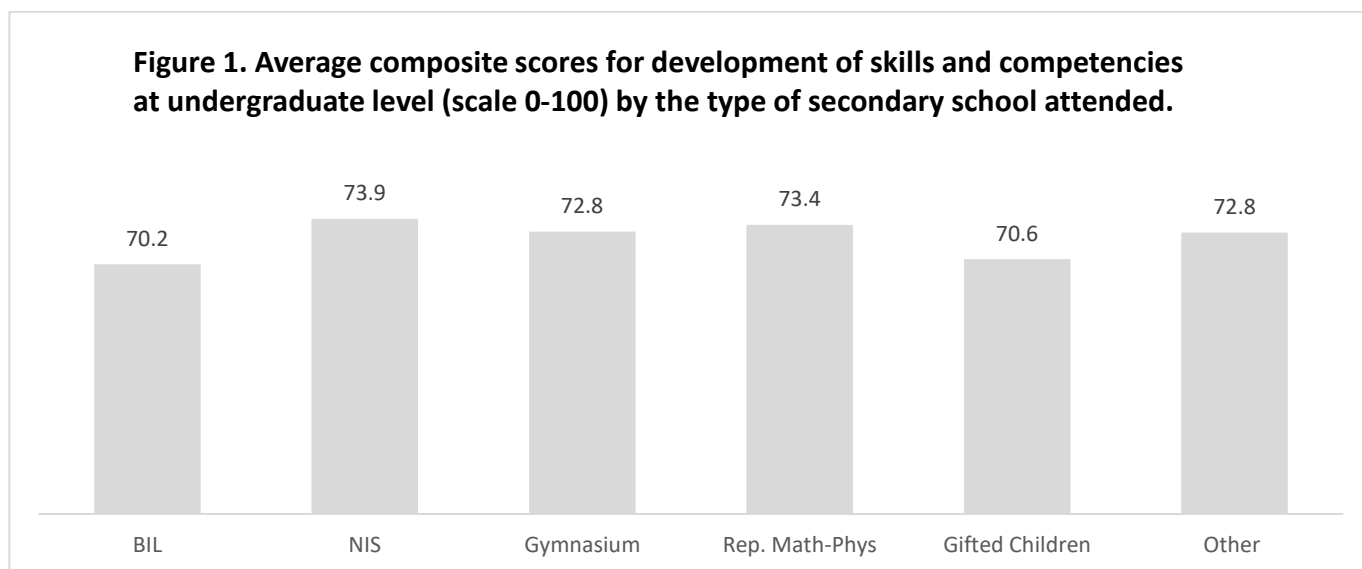


### **Is there a difference in students' undergraduate skills development by the secondary school attended?**

Previous analysis showed that graduating students rated their skills development high “overall”. This study analyzes whether students' perception of undergraduate skills development differs by the type of secondary school attended. Data on over 1,600 students participated in the 2015-2019 UG Exit Survey were analyzed across six secondary school categories: BIL (former KTL) (32%), NIS (18%), Gymnasiums (11%), Republican Math-Physics (9%), Gifted Children (8%) and other schools (22%). Skills development was measured by a composite score (0-100 scale) based on students' self-ratings of 17 transferrable skills.

Figure 1 shows that skills development scores were high for all types of secondary schools.

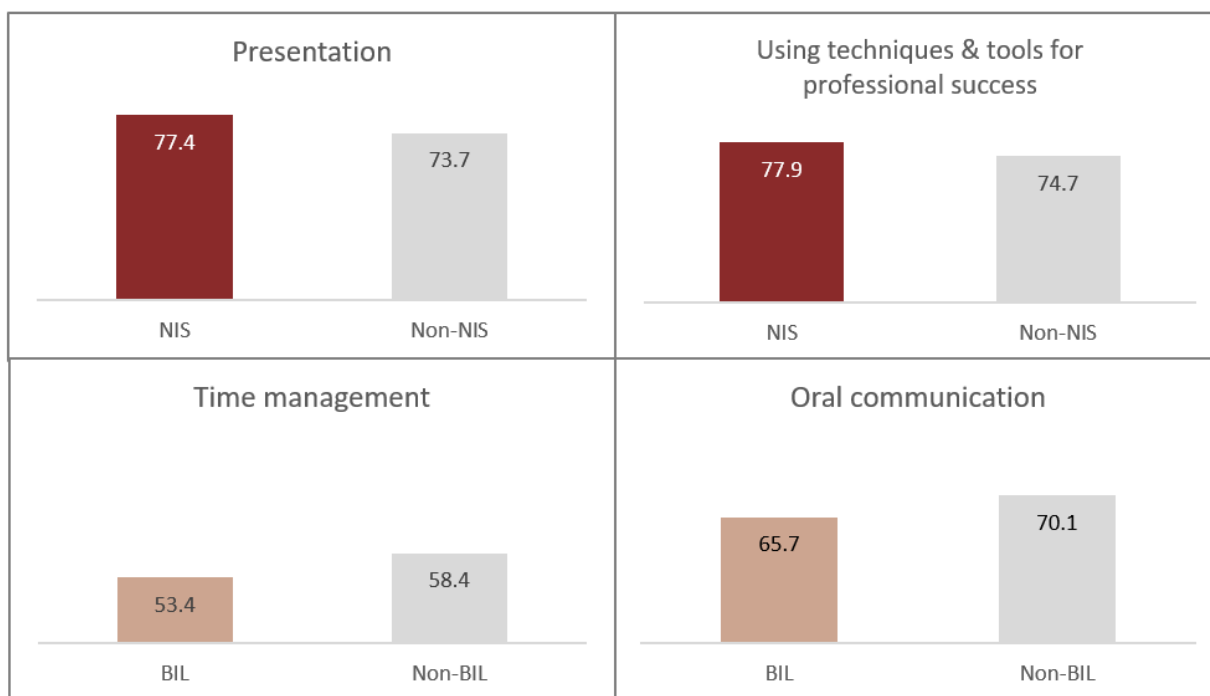


NIS graduates rated their undergraduate skills development slightly higher than did BIL and Gifted Children School students. In contrast, BIL graduates rated their skills development slightly lower compared to the graduates of all other secondary schools, except for Gifted Children.

Some of the differences in the overall skills development score were due to how students rated individual skills. For example, presentation skills and using techniques and tools for professional success were rated higher by NIS compared to non-NIS students (Figure 2). BIL graduates rated themselves lower on these skills and on time management, oral communication and writing compared to non-BIL students.

Time management had consistently appeared as the weakest skill for NU students, especially for BIL graduates.

**Figure 2. Average scores for skills which exhibited discrepancies among secondary school categories.** NIS graduates rated their skills slightly higher compared to other schools, as opposed to BIL graduates who rated slightly lower.



Overall, students from all secondary schools had a highly positive perception of the skills developed at undergraduate level. However, students from NIS rated their skills slightly higher and BIL slightly lower compared to students from the rest of secondary schools. The observed difference is small, but still meaningful.

Perhaps, this suggests for BIL graduates to be more engaged in activities that help to develop the above mentioned soft skills.