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Youth in Transition Survey

Who pursues postsecondary education, who leaves and why: Results from the Youth in Transition Survey



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Education, skills and learning Research papers

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1. Introduction

“The point of providing students access to higher education is to give them a reasonable opportunity to participate in college and attain a college degree.” (Vincent Tinto, “From Access to Participation,” *Reconceptualizing Access in Postsecondary Education: Report of the Policy Panel on Access*, Washington, D.C., 1997)

Canada has the highest rate of postsecondary attainment in the world. In addition, the past two decades have seen a steady increase in enrolment in colleges and universities in Canada. Postsecondary education is now recognized as an important ingredient in the economic and social health of a country. Universal access to postsecondary education, for those who qualify, is an important ideal in Canadian society.

While postsecondary education has become widespread in Canada, some people do not go for a variety of reasons. Others start their postsecondary education, but then leave before completing. Moreover, there are a multitude of pathways that individuals take through postsecondary education. Many do not enter postsecondary studies until they have been out of school for some time (particularly those who go to college). Having started their studies, some leave only to return later to the same program or a different one; others do not return.

Access to postsecondary education, in its broadest sense, means not just entrance, but participation in and completion of that education. Most recent analysis has looked at barriers to entry into postsecondary education, addressing the questions: Do all qualified individuals have equal access to begin a postsecondary education? What factors are related to entry? A broader examination of access distinguishes between access to college and university. It also considers the factors related to persistence in postsecondary education, or more specifically, factors related to dropping out.¹

This paper examines some of the factors related to entry to college or university as well as factors which are related to leaving postsecondary education prior to completion. Using data from the Youth in Transition Survey, it explores the early postsecondary experiences of youth who were 18 to 20 years old in December 1999 and compares factors related to both entry and persistence in college and university. The report then looks at the reasons that students give for leaving their studies prior to completion, and also focuses on students who had dropped out of postsecondary studies, but who had returned to school by December 2001.

It is important to note that the status of the youth in this study is not necessarily final. Respondents were 18 to 20 years olds in December 1999 and 20 to 22 years old in December 2001. They are still very young and still in the process

of making decisions and changes in their life plans. Many of these youth have not yet gone on to postsecondary studies, but have delayed that decision. Others are in school, but may yet drop out before completing. And still others have left their studies without completing, but may yet return. This analysis is therefore a preliminary look at *early* decisions about both attending and dropping out of postsecondary education.

Educational experiences of youth over time

This study uses data from the Youth in Transition Survey (Cohort B). This is a longitudinal survey which first interviewed youth who were aged 18 to 20 in December 1999 and then re-interviewed the same youth two years later. This study looks at the postsecondary experiences of the youth in the survey using information provided in both 2000 and 2002 about their educational activities and status.

The postsecondary status and pathways of a subset of the youth examined in this paper has already been detailed by Zeman, Knighton and Bussière (2004). Rather than examining all youth aged 18 to 20 in 1999, Zeman et al. focused on the oldest youth aged 20 years. While this paper includes the entire age cohort, the patterns of postsecondary participation over a two year period were similar to that reported by Zeman et al.

2. Participation in postsecondary education

Over two-thirds of Canadian youth have gone on to college or university by their early 20s

Over two-thirds of the youth in this study had gone on to college or university by the time they were in their early twenties. While only 53% of 18 to 20 year olds had participated in postsecondary education (PSE) as of December 1999, as of two years later, fully 70% of them (now 20 to 22 years old) had made the transition to postsecondary education² (Table 1). This increase was most affected by the numbers of youth who had still been in high school in December 1999 and thus had not yet had the opportunity to enter college or university.

Among youth aged 20 to 22 in December 2001, participation rates in university and college were relatively similar: 36% of youth had participated in a college/CEGEP program and 33% had participated in a university program. An additional 18% of youth had participated in some other type of postsecondary program.

Participation in postsecondary education was more prevalent among women, with 77% of them participating compared to 66% of men. This gap in participation appears in the early period after high school. In December 1999, at age 18 to 20, there was a significant difference in the percentage of men and women who had participated in postsecondary education (12 percentage points). Over the next two years, the gap did not increase. An additional 20% of both men and women entered postsecondary for the first time between 1999 and 2001.

Table 1

Postsecondary attendance of youth as of December 1999 and as of December 2001

	December 1999 18 to 20 years old			December 2001 20 to 22 years old		
	Male	Female	All	Male	Female	All
	%	%	%	%	%	%
Total: Went to PSE	47	59	53	66	77	71
Went to university	17	24	21	28	38	33
Went to college/CEGEP	23	29	26	32	39	36
Went to other postsecondary institution	11	12	11	17	19	18

Note:

1. Numbers in bold represent significant differences.
2. Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal percentage who went to PSE because youth may have attended more than one type of institution.

Previous research on the postsecondary participation of Canadian youth has found that no one factor can fully account for who goes on to postsecondary education (Barr-Telford et al. 2003). There are, instead, a wide variety of characteristics which distinguish youth who go from those who do not. In general, students who pursue postsecondary studies are more likely to be women, single with no children, and they are more likely to have lived with two parents while in high school (Table 2).

These factors appear to be most strongly related to university education. In fact, of these factors, the only ones that made a significant difference to participation in college or CEGEP were gender, presence of children, and visible minority status. It is notable that while youth who were visible minorities were less likely to attend college or CEGEP, they were more likely to attend university than non-visible minority youth.

Table 2

Factors related to postsecondary participation by age 20 to 22

	Ever participated in postsecondary education	Went to university	Went to college/CEGEP	Went to other postsecondary institution
	%	%	%	%
All	71	33	36	18
Demographic factors				
Gender				
Male	66	28	32	17
Female	77	38	39	19
Marital status (in relationship or not)				
In a relationship	57	15	34	21
Single	74	36	36	17
Children				
With kids	39	5	21	16
Without kids	74	35	37	18
Visible minority				
Visible minority	76	43	31	15
Not a visible minority	71	31	36	18
Type of community				
Rural	64	24	34	18
Urban	73	35	36	18
Family structure while in high school				
Two biological parents	76	38	36	18
Other	61	21	34	18

Note:

- Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal percentage who went to PSE because youth may have attended more than one type of institution.
- Numbers in bold represent significant differences.

Both parental educational attainment and parental values towards postsecondary education were related to postsecondary participation. The proportion of youth who participated in postsecondary education increased as parental education increased (Table 3). Moreover, parental educational attainment had a greater impact on university participation than on college participation.

Parental educational attainment and the importance parents place on postsecondary education matters to postsecondary participation

Table 3
Family factors related to postsecondary participation

	Ever participated in postsecondary education	Went to university	Went to college/CEGEP	Went to other post-secondary institution
	%	%	%	%
All	71	33	36	18
Highest educational attainment of parents				
Less than high school	52	14	31	16
High school diploma	61	21	33	18
Some postsecondary education	73	28	36	19
Postsecondary certificate/diploma	83	45	40	18
Parent's opinion on the importance of pursuing education after high school				
Important	76	36	38	18
Not important	37	10	17	16

Note:

1. Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal percentage who went to PSE because youth may have attended more than one type of institution.
2. For information on significant differences please refer to standard errors in appendix table 2.2.

The value that parents place on education also appeared to influence youths' participation in postsecondary education. More than twice as many youth whose parents thought postsecondary education was important went on to college or university compared to those whose parents thought postsecondary education was not important. This difference was more pronounced for university participation than it was for college participation.

Youth who have a strong sense of belonging in high school and who do well in high school are more likely to continue their education

Positive interactions in high school, both academically and socially, are related to participation in education at the postsecondary level. YITS provides measures of school engagement, which includes participation in academic life (e.g., number of hours spent on homework, schoolwork performed, impressions concerning the value of education), and social life (e.g., sense of belonging, being able to count on the support of friends, ease in making friends).

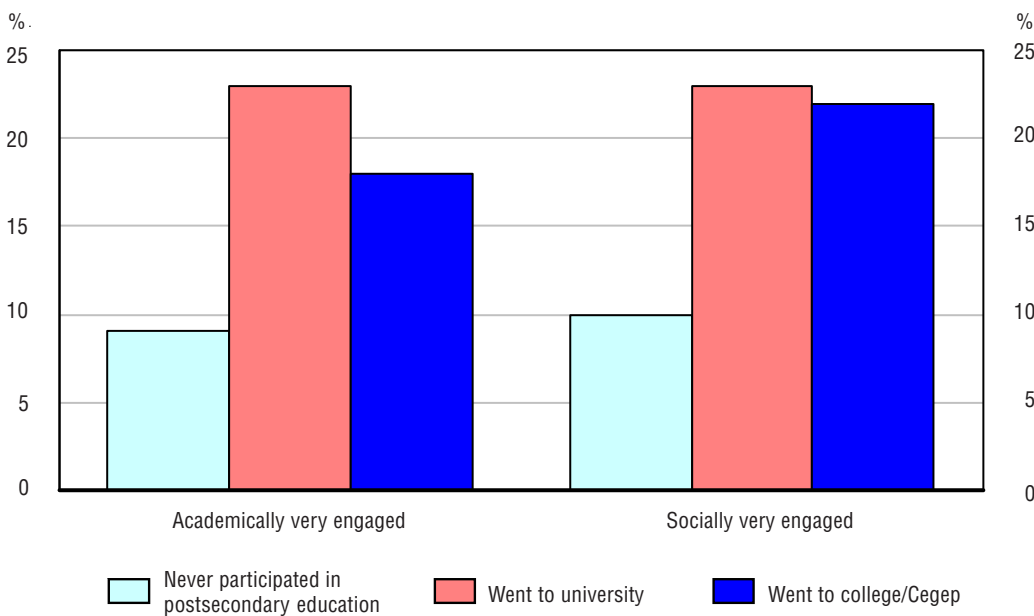
Academic and social engagement scales

Academic engagement scale: This variable was derived using the respondents' levels of agreement with the following statements: I got along well with teachers; I did as little work as possible - I just wanted to get by; I paid attention to the teacher; I was interested in what I was learning in class; I completed my homework on time; I thought that many of the things we were learning in class were useless; and, school was often a waste of time. It also included the number of times per month the respondent reported skipping class without permission. IRT (Item Response Theory) was used to calculate a single continuous scale variable using the responses to all of the items. For this analysis, a categorical variable was then derived from this continuous variable. The category "very engaged" includes those responses that fell above plus one standard deviation from the mean; "not very engaged" includes those responses that fell below minus one standard deviation from the mean; and "engaged" includes the responses that fell within plus or minus one standard deviation from the mean.

Social engagement scale: This variable was derived using the respondents' levels of agreement with the following statements: I felt like an outsider at school or like I was left out of things at school; I was treated with as much respect as other students in my class; I had friends at school whom I could talk to about personal things; and, people at school were interested in what I had to say. IRT (Item Response Theory) was used to calculate a single continuous scale variable using the responses to all of the items. For this analysis, a categorical variable was then derived from this continuous variable. The category "very engaged" includes those responses that fell above plus one standard deviation from the mean; "not very engaged" includes those responses that fell below minus one standard deviation from the mean; and "engaged" includes the responses that fell within plus or minus one standard deviation from the mean.

Youth who participated in postsecondary education were more likely to report a high level of academic engagement and social engagement in high school (Figure 1). About 20% of youth who participated in postsecondary education reported being very engaged in high school compared to 9% who did not pursue postsecondary studies (see appendix table 2.3). When looking at the type of postsecondary education pursued, a higher proportion of university participants had a high level of academic engagement in high school compared to college participants. On the other hand, the differences between college and university participants in the proportion of students who had high levels of social engagement in high school were negligible.

Figure 1
Postsecondary participation status for youth who were very engaged in high school



Good grades in high school are also related to postsecondary education, and more so for university than college participation. This is not surprising as entrance requirements for postsecondary schooling are tied to high school marks. A strong majority (almost 90%) of those who reported an overall high school average of more than 80 percent participated in postsecondary schooling. On the other hand, among youth who didn't pursue postsecondary schooling, only 12% had a high school average of 80% or more. Similarly, among youth with an overall average of 80 percent or more in high school, nearly 60% went to university and approximately 35% went to a college or CEGEP. Conversely, among youth who had an average of 60% lower, less than 2% went to university, 12% went to college and 10% went to other postsecondary institutions (Appendix table 2.5).

3. Dropping out of postsecondary education

While a large proportion of Canadian youth participated in postsecondary education, a small proportion had left as of December 2001 without having completed a postsecondary credential. As of December 1999, 9% of all youth who had taken postsecondary schooling had left without completing their program. Two years later, approximately 15% of youth who had taken some postsecondary education had left without completing a program. While these youth were considered leavers as of December 2001, they may well return. In fact, 38% percent of youth who had dropped out of postsecondary education as of December 1999 had already returned two years later.³

Fifteen percent of youth age 20 to 22 who attended PSE had left their studies without completing their program

Postsecondary leavers are an important population to understand since the concept of access to education includes not just participation, but also completion. It turns out that the factors which are related to not participating in postsecondary education are among the same factors that are related to dropping out. Youth who left postsecondary education prior to completion tended to be atypical of the average postsecondary student, and more closely resembled those who did not go on to postsecondary studies.

Youth who dropped out at some point from postsecondary education were more likely to be male, more likely to be married, and they tended to come from families with lower levels of education. In addition, they tended to be somewhat less engaged in high school and to have lower high school grades on average than those who stayed. Most notably, moreover, they were less engaged in their postsecondary studies than those who stayed the course. It should be noted, of course, that many of these factors are inter-related and this analysis does not investigate the relative importance of the various factors.

Not only were males less likely to participate in postsecondary education than were females they were also somewhat less likely to complete their program. Approximately 17% of males left their postsecondary schooling compared with 13% of females.

Youth who were married or living with a partner or who had children were more likely to leave their postsecondary studies before completion. Around 21% of 20 to 22 year olds who were married or living with a partner had left their postsecondary schooling compared to 14% who were not. Youth with children were also more likely to leave their studies compared to youth without children (28% versus 14% respectively) (Appendix Table 3.1).

Postsecondary leaving was also related to the number of parents or guardians that youth lived with while in high school. Youth who lived with two parents while in high school were less likely to leave their postsecondary education than

were youth who lived with one parent or had alternative living arrangements while in high school (20% versus 13% respectively) (Appendix table 3.2).

Lower levels of parental education are associated with dropping out of college or university

Parental educational attainment levels were also associated with leaving postsecondary education (Appendix table 3.2). Youth whose parents had a high school diploma or less were more likely to leave postsecondary education without completing than were youth whose parents had a postsecondary certificate or diploma.

The attitudes that youths' parents had toward postsecondary education were also related to whether youth left their studies. Among youth whose parents did not think it was important to pursue a postsecondary education, 21% had dropped out of school compared to 14% of those whose parents thought that postsecondary education was important.

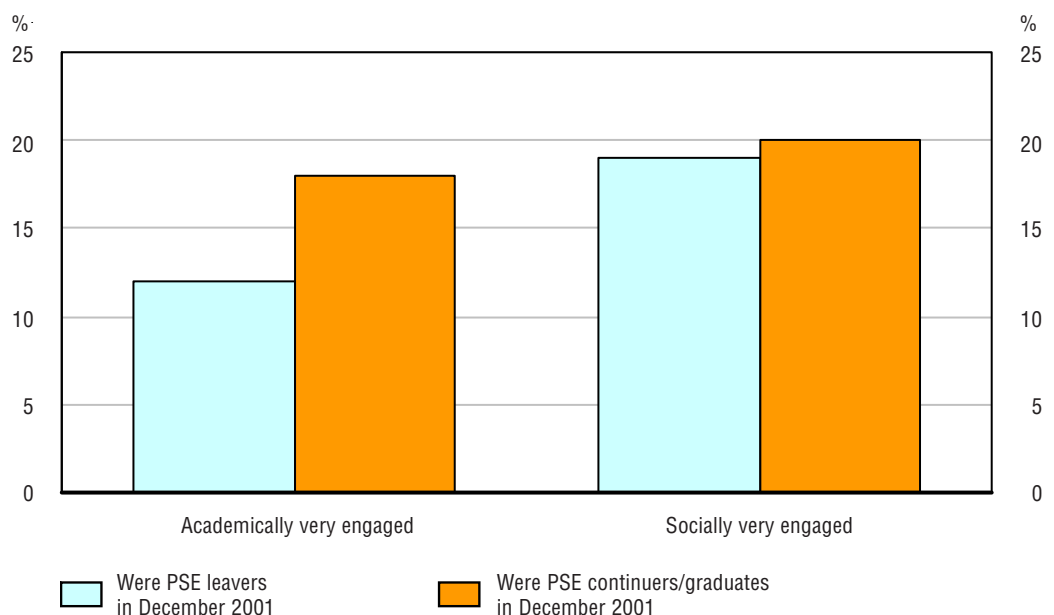
High school experiences are related to postsecondary persistence

Christie and Dinham (1991) write that students' initial commitment to postsecondary education can be affected by their background characteristics and the experiences that they bring with them to postsecondary school. While engagement in high school was related to participation in postsecondary education, high school engagement was also, to lesser extent, related to dropping out of postsecondary.

Youth who left their postsecondary education were less likely to report a high level of academic engagement while in high school (Figure 2). About 12% of youth who dropped out of postsecondary studies reported being very academically engaged in high school overall compared to 19% of those who did not leave. While this gap was pronounced for high school academic engagement, differences in high school social engagement were not notable between the two groups.

Figure 2

Proportion of postsecondary leavers and continuers/graduates with a high level of engagement in high school



Students who dropped out of their postsecondary studies also appeared to be less academically prepared for those studies than those who stayed. (Appendix table 3.4). Only one in three postsecondary leavers had an overall high school grade average of at least 80% in high school, compared to one in two of those who continued with their studies.

When the youth in this study were aged 18 to 20 they were asked whether there was anything standing in their way of going as far in school as they would like. Youth who subsequently left their postsecondary schooling were somewhat more likely to have reported a barrier to further schooling compared to those who did not leave. Half of all youth who left their studies had indicated two years beforehand that they faced some kind of barrier to going as far in school as they would like. However, 42% of those who were still in postsecondary education or who had graduated also reported facing barriers (Table 4).

Compared to those who did not drop out of postsecondary education, leavers were slightly more likely to perceive barriers to their education and were also slightly more likely to report that their financial situation was the major barrier standing in their way. However, other types of perceived barriers were not related to subsequently leaving postsecondary education. For example, there was no notable difference between the two groups in terms of the proportion who reported as a barrier a lack of interest or motivation, that they wanted to work, that they were not able to get into a program or that it took too long to complete further schooling.

While youth who dropped out by age 20 to 22 were more likely to have perceived barriers to their education, the difference was small.

Table 4

Barriers to postsecondary goals reported by youth at age 18 to 20 as of December 1999, by their postsecondary status two years later

Barriers to postsecondary education	PSE leavers as of	PSE continuers/ graduates as of
	December 2001	December 2001
	Number	
All	121,000	706,000
	%	
Reported facing barriers to "going as far in school as would like to go"	50	42
Financial situation (need to work/costs too much)	34	29
Not able to get into program/marks too low/not accepted	5	5
Not enough interest/motivation	7	4
Want to stay close to home	F	0*
Take too long	3*	3
Want to work	2*	2
Caring for own children	F	1*
Own health	F	0*
Not sure what want to do	2	1*
Others	5	3

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

F too unreliable to be published

Numbers have been rounded to the nearest thousand.

Numbers in bold represent significant differences.

Leaving postsecondary education is related to students' postsecondary experiences

Researchers have found that engagement at the postsecondary level can be a predictor of postsecondary retention or attrition (Pascarella and Terenzini 1980). In putting that research into practice, some postsecondary institutions have developed special programs in order to increase first year students' engagement and thus improve first year retention rates. These programs may include special courses that teach better study habits and learning skills, pairing first year students with older students or faculty members as mentors and encouraging students to get involved in the non-academic life of the university through volunteerism, sports and social activities.

The transition from high school to postsecondary education was a positive experience for most youth who attended college or university. However, leavers did not have the same first year postsecondary experience as those who stayed on. Taken together, postsecondary leavers seemed to be less satisfied with their academic 'fit' at college or university. They were unsure of what they wanted to do, or were unhappy with their program (Table 5).

A lower proportion of leavers felt they had the skills and abilities to do well, reported that they had become friends with other students during first year, or that there were people at school they could talk to about personal matters. A higher proportion of leavers also reported that they had trouble keeping up with the workload most or all of the time during their first year.

Table 5

Attitudes, sense of belonging, first year of post-secondary education (percent) for postsecondary leavers versus non-leavers

	Were PSE leavers in December 2001	Were PSE continuers/ graduates in December 2001
	Number	
All	121,000	706,000
	%	
Attitude and sense of belonging during first year of postsecondary education		
I participated in a program or workshop to help me adjust to first-year PSE	15	16
I had trouble keeping up with the workload most or all of the time	20	13
I never or rarely miss deadlines	71	86
I never or rarely could relate what was being taught to my future	32	24
I felt just like a number most or all of the time	34	25
I skipped class once a week or more	75	71
I never thought about dropping out	50	77
I felt that I had the skills and abilities to do well (Agree/strongly agree)	82	92
There were people at school I could talk to about personal things (Agree/strongly agree)	72	82
I felt I had found the right program for me (Agree/strongly agree)	53	78
First year helped me get a better idea of my future plans (Agree/strongly agree)	73	83
First year gave me skills that would help me in the job market (Agree/strongly agree)	59	73
During first year, I was sure of the type of work I would like to have in the future (Agree/strongly agree)	51	63
During first year, I became friends with other students at school (Agree/strongly agree)	84	92
During first year, when I didn't understand something, I rarely or never asked for more explanation from teachers	22	21

Note:

1. Numbers in bold represent significant differences.
2. Numbers have been rounded to the nearest thousand.

Postsecondary leavers were less likely to feel attached to their programs. For example, while 78% of postsecondary continuers and graduates felt that they had found the right program for them, this was the case for only 53% of leavers. Additionally, a lower proportion of leavers felt that first year gave them the skills that would help them in the job market, that first year helped to give them a better idea of their future plans, or that during first year they were sure of the type of work they would like to have for the future.

Leavers were also less likely to have higher grades during their first year of postsecondary education. For example, the proportion of leavers who reported an overall postsecondary grade average of 80% or more was less than half the proportion of non-leavers (18% versus 37% respectively) (Appendix table 3.4).

For the most part, the characteristics that distinguish youth who drop out of postsecondary studies are echoed in the reasons that they cite for leaving. However, the actual reasons cited for dropping out do not reflect the barriers that youth had perceived when first surveyed in 1999. While financial concerns had been the number one barrier that youth perceived to going as far as they would like, the actual number one reason that youth gave for leaving school was “lack of fit”⁴ or the need to change programs.

Almost one in three leavers reported that their major reason for leaving was because they didn’t like the program or the program didn’t fit. A further 9% reported their major reason for leaving was to change institutions or programs, again suggesting a lack of program fit (Table 6).

Although not the most common reason, financial considerations were the major reason cited for leaving postsecondary studies for about 11% of postsecondary leavers. Reasons related to personal lifestyle decisions were less commonly reported: 7% left because they wanted to work, 6% reported that they wanted to rest or to travel and very few left because they were pregnant or needed to take care of children.

Lack of program ‘fit’ is the most common reason for leaving postsecondary school

About one in ten youth who dropped out of postsecondary cited lack of money as the main reason

Table 6
Reasons for leaving postsecondary education prior to completion

Total number of leavers	121,000
Reasons for leaving	%
Didn’t like it/not for me	32
Other	24
Not enough money	11
To change school or program	9
Wanted to work	7
Marks too low	6
Wanted a break	4
Own health	3*
To travel	2*
Only missing a few credits, not worth continuing	2**
Pregnancy/caring for own child	1**

Notes: As a measure of sampling error:

* indicates a coefficient of variation (c.v) between 16.6% and 25%

** indicates a c.v. greater than 25% but less than or equal to 33.3%

These data are drawn from Cycle 1, since those from Cycle 2 were not available at the time of study.

Total has been rounded to the nearest thousand.

4. Stopping out of postsecondary

Dropping out of postsecondary education is often not a permanent decision. In fact, many students take time off during their studies, or leave their studies only to return to a different program or institution. These students can be referred to as “stopouts”, as distinguished from “stayouts” who ultimately do not return. Because this study looks at very early postsecondary experiences, it is possible that many of youth who had dropped out at age 20 to 22 may yet go back. It is possible, therefore, that the factors related to dropping out at any point, are not equally related to staying out in the long term.

Because the Youth in Transition Survey interviewed respondents at two time periods, it is possible to look at youth who were no longer in postsecondary in December 1999, but had returned to postsecondary studies by December 2001. Table 7 shows the proportion of dropouts who returned to school by the reason they provided for having left.

About half of the students who left to change programs did return to their studies. However, the majority who left for other reasons had not yet returned. Among those who cited lack of fit, financial reasons, the need to take a break, low grades, or wanting to work, about one in three had returned to postsecondary education by December 2001 (Table 7).

While return rates by reason for leaving differed, there is no conclusive evidence showing that one reason would be a greater barrier to returning than another.

Table 7

Return rates by reason for having left studies as of December 1999 given by leavers who had returned to their studies within two years

Total number of returners	21,500
Reasons for leaving postsecondary education	Return rate (%)
To travel	68*
To change school or program	47
Wanted a break	38**
Didn't like the program/not for me	36
Other	35
Not enough money	32*
Grades too low	29*
Wanted to work	28*
Only missing a few credits, not worth continuing	F
Pregnant/caring for own child	F
Own health	F

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Total has been rounded to the nearest fifty.

5. Conclusion

Almost three quarters of youth had participated in postsecondary education by the age of 20 to 22 years. However, while a large proportion of Canadian youth participated in postsecondary education, 15% had left by December 2001 without having completed a postsecondary credential. This is an important population to understand since access to postsecondary is limited if some students are unable to complete their studies.

For the most part, the factors examined in this study appear to be more strongly related to university participation than to college participation. Furthermore, these same factors seem to help distinguish students who continue their studies from those who leave their studies without completing a degree or diploma (drop out). For example, women are more likely to attend postsecondary, particularly university, and they are also less likely to drop out. Similarly, those who attend postsecondary education, and even more so university, were more likely to have been very engaged in high school. Moreover, although to a lesser extent, those who dropped out of postsecondary were less likely to have been very engaged in high school.

Parental educational attainment and the values that parents place on postsecondary education were also related to both participation and persistence. Parents with postsecondary credentials may provide greater levels of parental involvement, increased expectations and attitudes for academic success and increased familiarity with the postsecondary education process and experience. Additionally the value parents place on education may be transmitted by actively providing an environment conducive to educational attainment.

Among youth who had left postsecondary education without completing their program, the major reason cited related to a lack of program fit even though few students had perceived this as a barrier to their education. Ultimately, a notable proportion of postsecondary leavers stated that they had done so either because they didn't like their program or their program wasn't 'for them' or because they were going to change programs or schools.

This study has also shown that, while some youth may drop out of postsecondary education at some point, they have not necessarily put an end to their studies. Almost 40% of youth who left postsecondary education at the age of 18 to 20 had already returned two years later.

This report has provided a starting point from which to understand persistence in postsecondary education. This analysis has looked at the factors related to postsecondary participation and persistence individually. Many of these factors, however, are inter-related. Further analysis is required to measure the relative importance of each of these factors. Moreover, the youth in this study are still just starting out on their pathways through postsecondary education. Consequently,

some youth may yet begin postsecondary studies, some of the postsecondary leavers examined in this report may resume their studies, and others who are still attending postsecondary education may subsequently leave. Future cycles of YITS will provide a clearer picture on the completion of postsecondary education. In addition, future cycles of YITS will also allow for an in-depth examination of the labour market outcomes associated with having some postsecondary education or a postsecondary credential.

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Endnotes

1. For a detailed investigation of the concept of access to postsecondary education, see *Reconceptualizing Access in Postsecondary Education: Report of the Policy Panel on Access* (NCES-98283, Washington, DC, 1997). This is a summary report pulling together a variety of commentaries by education experts in the United States. The report was co-sponsored by the National Postsecondary Education Cooperative and the American Council on Education.
2. Postsecondary education includes all education which is undertaken to obtain a postsecondary diploma, certificate or degree that would take three months or more for a person to complete. This would include trade and vocational programs, college and CEGEP programs, university transfer programs offered in a college or CEGEP, programs leading to an undergraduate university diploma below the baccalaureate level, baccalaureates, first professional degrees (e.g., medicine, dentistry, etc.), master's degrees, and doctorates.
3. A previous study using data from the Youth in Transition Survey (Zeman, et. al.) examined the educational pathways of 20 year olds. It showed that among 20 year old postsecondary leavers, 35% had returned to school two years later. It should be noted that the different findings in these two reports are due to the different populations examined (20 year olds versus 18 to 20 year olds).
4. Lack of fit indicates the answer category didn't like the program/program not for me.

Appendix A: What is the Youth in Transition Survey (YITS) ?

The Youth in Transition Survey is a Canadian longitudinal survey designed to examine the patterns of, and influences on, major transitions in young people's lives, particularly with respect to education, training and work.

Following a major consultation process with key stakeholders across Canada, ten broad objectives were developed for YITS. They are as follows:

1. to examine key transitions in the lives of youth, such as the transition from high school to post-secondary schooling and the initial transition from schooling to the labour market;
2. to better understand educational and labour market pathways and the factors influencing these pathways;
3. to identify educational and occupational pathways that provide a smoother transition to the labour market;
4. to examine the incidence, characteristics, factors and effects of leaving school;
5. to understand the impact of school effects on educational and occupational outcomes;
6. to examine the contribution of work experience programs, part-time jobs, and volunteer activities to skill development and transition to the labour market;
7. to study the attitudes, behaviours, and skills of young people entering the labour market;
8. to gain a better understanding of the determinants of post-secondary entry and post-secondary retention, including education financing;
9. to better understand the role of educational and labour market aspirations and expectations in investment in further education and career choice; and,
10. to explore the educational and occupational pathways of various subgroups, particularly youth "at risk".

In order to address these objectives in a timely fashion, it was decided to collect data from two age groups of youth in the first cycle of the survey in 2000. One began its participation at age 15 and the other at ages 18 to 20. Both cohorts were asked to provide a range of information on their education and employment experiences as well as information on their personal characteristics including, for example, their educational aspirations. The younger group also participated in the Programme for International Student Assessment (PISA), an internationally recognized test to evaluate the knowledge and skills of 15-year-olds in reading, mathematics, and science. Furthermore, an interview was conducted with their parents and a questionnaire was administered to their school principals.

In total, almost 30,000 youth aged 15, and more than 22,000 youth aged 18 to 20 from the ten provinces participated in the first cycle of YITS in 2000. The first results from the younger cohort were presented in *Measuring up: The performance of Canada's youth in reading, mathematics and science*, while results for the older cohort were presented in *At a Crossroads : First results for the 18 to 20-year-old cohort of the Youth in Transition Survey*. Both of these publications are available to download for free through the Internet at www.statcan.ca.

The first follow-up interview with the YITS participants took place in early 2002 with over 40,000 youth interviewed for a second time. At that time, the two cohorts were aged 17 and 20 to 22, respectively.

YITS methodology

Target population

YITS has two target populations: a cohort of individuals who were 18 to 20 years old on December 31st, 1999 and a cohort of students who were 15 years-old on December 31st, 1999.

Sample Design

18 to 20 year-old cohort

The target population for the 18 to 20 year-old cohort comprises residents of the ten provinces of Canada who were born between 1979 and 1981. These individuals turned 18 to 20 during 1999, the reference year for cycle 1.

The design implemented for the 18 to 20 year-old cohort is based on certain groups of households that were in the Labour Force Survey (LFS) between January 1997 and December 1999. Individuals who were full-time members of the armed forces and persons living on Indian reserves or in northern and remote areas are excluded from LFS and were therefore also excluded from this cohort. From these households, a sample of individuals born between 1979 and 1981 or those estimated to be between 18 to 20 years of age during 1999 was selected.

The sample consisted of 29,164 18- to 20-year-olds in cycle 1. In total, 23,594 (80.9%) individuals responded in cycle 1 and these respondents formed the cycle 2 sample.

15 year-old cohort

The 15 year-old cohort also participated in PISA 2000 (OECD's¹ Programme for International Student Assessment). Consequently, the sample design prescribed for PISA was used to select the 15 year-old cohort. The sample design entailed twostage probability sampling, with a stratified probability proportional to size (PPS) sample of 1,242 schools selected in the first stage and a systematic equal-probability sample of students selected at the second stage. Up-to-date student lists were obtained from all participating schools selected in stage one. From this list, students were randomly selected to participate. Students with a cognitive or

functional disability who could not participate under the PISA assessment environment were excluded as were those who had a non-official language barrier. In total, 29,687 15-year-olds participated in cycle 1 of PISA and formed the cycle 2 sample for YITS.

Data Collection

While separate data collection strategies were employed for each of the cohorts in cycle 1², the same data collection strategy was used for both cohorts in cycle 2. Data collection occurred between mid February and mid-June 2002 using computer assisted telephone interviewing. The following table shows the response rates by province.

Table A1
Response rates in cycle 2

Province	15 year-old cohort	18 to 20 year-old cohort	Both cohorts
Newfoundland and Labrador	94.6	83.2	90.7
Prince Edward Island	90.1	82.2	87.9
Nova Scotia	88.7	82.1	86.5
New Brunswick	84.3	75.6	81.6
Quebec	90.9	85.9	88.4
Ontario	90.5	87.5	88.7
Manitoba	93.3	86.7	90.8
Saskatchewan	95.2	89.0	82.8
Alberta	92.7	85.7	89.9
British Columbia	86.1	79.5	83.6
Canada	90.5	85.0	88.1

Notes:

1. Organisation for Economic Co-operation and Development
2. For more information about the Cycle 1 data collection strategy for the 18-20 year-old cohort, see the user documentation accompanying the microdata file. For more information about the Cycle 1 data collection strategy for the 15 year-old cohort, see the document *Measuring up: The performance of Canada's youth in reading, mathematics and science*.

Appendix B: Tables

Table 2.1

Postsecondary participation rates of youth as of December 1999 and December 2001, by gender

	Male		Female		All	
Total number of youth who were 18 to 20 years old in December 1999 in Canada	622,000		596,000		1,218,000	
	%	(s.e.)	%	(s.e.)	%	(s.e.)
December 1999						
18 to 20 years old						
Never went to PSE	53	0.68	41	0.66	47	0.48
Went to PSE	47	0.68	59	0.66	53	0.48
Went to university	17	0.54	24	0.60	21	0.40
Went to college/CEGEP	23	0.58	29	0.60	26	0.41
Went to other postsecondary institution	11	0.43	12	0.46	11	0.31
December 2001						
20 to 22 years old						
Never went to PSE	34	0.72	23	0.64	29	0.49
Went to PSE	66	0.72	77	0.64	71	0.49
Went to university	28	0.70	38	0.78	33	0.53
Went to college/CEGEP	32	0.72	39	0.72	36	0.51
Went to other postsecondary institution	17	0.54	19	0.59	18	0.40

Note:

Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal percentage who went to PSE because youth may have attended more than one type of institution.

Numbers have been rounded to the nearest thousand.

(s.e.) is the standard error.

Table 2.2

Postsecondary participation rates of youth aged 20 to 22 as of December 2001, by demographic and family characteristics

	Never participated in post-secondary education		Ever participated in post-secondary education		All		Went to university		Went to college/CEGEP		Went to other post-secondary institution			
	%	(s.e.)	%	(s.e.)	Number	(s.e.)	%	(s.e.)	%	(s.e.)	%	(s.e.)		
All	29	0.49	71	0.49	1,218,000		100		33	0.53	36	0.51	18	0.40
Demographic factors														
Marital status (in relationship or not)														
In a relationship	43	1.50	57	1.50	165,000	4,650	100		15	1.09	34	1.32	21	1.22
Single	26	0.52	74	0.52	1,053,000	4,700	100		36	0.58	36	0.56	17	0.42
Kids														
With kids	61	2.14	39	2.14	86,000	3,400	100		5	0.75	21	1.72	16	1.73
Without kids	26	0.50	74	0.50	1,132,000	3,450	100		35	0.56	37	0.53	18	0.41
Visible minority														
Visible minority	24	1.50	76	1.50	160,000	5,450	100		43	1.94	31	1.75	15	1.38
Not a visible minority	29	0.52	71	0.52	1,054,000	5,550	100		31	0.55	36	0.52	18	0.43
Type of community														
Rural	36	1.03	64	1.03	258,000	5,550	100		24	0.90	34	0.90	18	0.68
Urban	27	0.57	73	0.57	958,000	5,550	100		35	0.62	36	0.62	18	0.49
Family factors														
Family structure														
Two biological parents	24	0.54	76	0.54	865,000	6,050	100		38	0.65	36	0.61	18	0.48
Other	39	1.04	61	1.04	348,000	6,050	100		21	0.87	34	1.00	18	0.85
Highest educational attainment of parents														
Less than high school	48	1.60	52	1.60	128,000	4,550	100		14	1.23	31	1.63	16	1.25
High school diploma	39	0.99	61	0.99	326,000	6,050	100		21	0.78	33	0.95	18	0.73
Some postsecondary education	27	1.82	73	1.82	87,000	3,500	100		28	1.78	36	1.89	19	1.62
Postsecondary certificate/diploma	17	0.58	83	0.58	607,000	7,200	100		45	0.81	40	0.77	18	0.62
Parent's opinion on the importance of pursuing education after the high school														
Important	24	0.51	76	0.51	1,056,000	4,450	100		36	0.59	38	0.57	18	0.43
Not important	63	1.49	37	1.49	149,000	4,250	100		10	0.92	17	1.20	16	1.19

Note:

Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal percentage who went to PSE because youth may have attended more than one type of institution.

Numbers have been rounded to the nearest thousand. Standard errors have been rounded to the nearest fifty.

(s.e.) is the standard error.

Table 2.3

Postsecondary participation rates of youth aged 20 to 22 as of December 2001, by high school engagement measures

	Never participated in postsecondary education		Ever participated in postsecondary education		Went to university		Went to college/CEGEP		Went to other postsecondary institution	
All	349,000	5,900	865,000	6,000	399,000	6,500	433,000	6,200	217,000	4,900
High school engagement	%	(s.e.)	%	(s.e.)	%	(s.e.)	%	(s.e.)	%	(s.e.)
General engagement										
Not very engaged	24	0.87	9	0.41	6	0.52	10	0.67	13	0.79
Engaged	67	0.98	72	0.60	70	0.90	70	0.87	73	1.08
Very engaged	9	0.60	19	0.50	24	0.84	20	0.70	14	0.89
Total	100		100		100		100		100	
Academic engagement										
Not very engaged	25	0.89	10	0.45	6	0.80	12	0.74	14	0.96
Engaged	66	0.97	72	0.60	71	0.85	71	0.91	72	1.21
Very engaged	9	0.61	18	0.48	23	0.50	18	0.69	14	0.86
Total	100		100		100		100		100	
Social engagement										
Not very engaged	22	0.80	10	0.40	8	0.59	11	0.59	13	0.84
Engaged	68	0.95	69	0.63	69	0.94	67	0.94	70	1.21
Very engaged	10	0.65	20	0.56	23	0.81	22	0.81	17	1.07
Total	100		100		100		100		100	
How many hours each week did you spend on homework outside class, during free periods and at home										
% 3 hours or less	58	1.01	35	0.59	24	0.81	39	0.92	46	1.33
% more than 3 hours	41	1.01	65	0.59	76	0.81	61	0.92	54	1.33
Total	100		100		100		100		100	

Note:

Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal number who went to PSE because youth may have attended more than one type of institution.

Numbers have been rounded to the nearest thousand. Standard errors have been rounded to the nearest fifty.

(s.e.) is the standard error.

Table 2.4

Attitudes, sense of belonging in first year of postsecondary education by postsecondary participation status of youth aged 20 to 22 as of December 2001

Attitudes and sense of belonging during first year of postsecondary education	Ever participated in postsecondary education		Went to university		Went to college/CEGEP		Went to other postsecondary institution	
	865,000	6,000	399,000	6,500	433,000	6,200	217,000	4,900
	%	(s.e.)	%	(s.e.)	%	(s.e.)	%	(s.e.)
I participated in a program or workshop to help me adjust to first-year PSE	16	0.47	19	0.72	14	0.62	15	0.96
I had trouble keeping up with the workload most or all of the time	14	0.49	16	0.78	16	0.73	10	0.79
I never or rarely miss deadlines	84	0.49	88	0.65	81	0.76	86	0.90
I never or rarely could relate what was being taught to my future	25	0.61	32	0.97	27	0.88	19	1.12
I felt like just a number most or all of the time	26	0.59	35	0.94	24	0.88	17	0.95
I skipped class once a week or more	72	0.62	82	0.77	70	0.89	60	1.32
I never thought about dropping out	73	0.59	77	0.87	72	0.86	74	1.13
I felt that I had the skills and abilities to do well (Agree/strongly agree)	90	0.43	91	0.59	90	0.68	92	0.69
There were people at school I could talk to about personal things (Agree/strongly agree)	81	0.54	83	0.75	82	0.77	79	1.11
I felt I had found the right program for me (Agree/strongly agree)	74	0.65	73	0.90	74	0.98	80	1.04
First year helped me get a better idea of my future plans (agree/strongly agree)	82	0.54	79	0.83	82	0.75	86	0.98
First year gave me skills that would help me in the job market (Agree/strongly agree)	71	0.62	61	0.95	75	0.87	81	1.07
During first year, I was sure of the type of work I would like to have in the future (Agree/strongly agree)	62	0.67	54	1.00	64	0.95	71	1.18
During first year, I became friends with other students at school (Agree/strongly agree)	90	0.42	90	0.60	91	0.57	89	0.90
During first year, when I didn't understand something, I rarely or never asked the instructor to explain it	21	0.59	31	0.95	18	0.78	12	0.94

Note:

Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal number who went to PSE because youth may have attended more than one type of institution.

Numbers have been rounded to the nearest thousand. Standard errors have been rounded to the nearest fifty.

(s.e.) is the standard error.

Table 2.5

**Postsecondary participation of youth aged 20 to 22 years old as of December 2001,
by academic performance**

	Never participated in post-secondary education		Ever participated in post-secondary education		All			Went to university		Went to college/CEGEP		Went to other post-secondary institution	
	%	(s.e.)	%	(s.e.)	Number	(s.e.)	%	%	(s.e.)	%	(s.e.)	%	(s.e.)
Overall grade average in high school													
80% to 100%	12	0.55	88	0.55	445,000	6,550	100	59	0.88	36	0.85	16	0.65
70% to 79%	27	0.75	73	0.75	490,100	6,600	100	24	0.76	43	0.85	20	0.65
60% to 69%	54	1.39	46	1.39	213,000	5,300	100	6	0.62	26	1.22	20	1.21
Less than 60%	79	2.08	21	2.08	41,000	2,500	100	2**	0.61	12	1.74	10	1.44

Note:

1. Sum of went to university, went to college/CEGEP and went to other postsecondary institution does not equal percentage who went to PSE because youth may have attended more than one type of institution.

As a measure of sampling error:

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Numbers have been rounded to the nearest thousand and standard errors have been rounded to the nearest fifty.

(s.e.) is the standard error.

Table 3.1

Postsecondary leaver rates for youth aged 20 to 22 years old, by demographic characteristics and province as of December 2001

	PSE leaver rates as of December 2001			
	%	(s.e.)	Number	(s.e.)
All	15	0.48	121,000	4,150
Gender				
Male	17	0.78	65,000	3,100
Female	13	0.60	57,000	2,750
Visible minority				
Visible minority	13	1.53	15,000	1,950
Not a visible minority	15	0.51	106,000	3,800
Marital status (in relationship or not)				
In a relationship	21	1.67	18,000	1,650
Single	14	0.49	103,000	3,750
Kids				
With kid(s)	28	3.26	9,000	1,200
Without kids	14	0.48	113,000	4,000
Region				
Newfoundland and Labrador	15	1.77	2,700	350
Prince Edward Island	11*	1.93	400*	100
Nova Scotia	14	1.62	3,800	450
New Brunswick	13	1.42	2,600	300
Quebec	15	1.03	32,300	2,250
Ontario	14	0.82	43,600	2,650
Manitoba	14	1.50	3,750	400
Saskatchewan	17	1.79	4,900	550
Alberta	17	1.64	12,200	1,200
British Columbia	15	1.54	15,050	1,600

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

National numbers have been rounded to the nearest thousand and provincial numbers and standard errors have been rounded to the nearest fifty.
(s.e.) is the standard error.

Table 3.2

Postsecondary leaver rates for youth aged 20 to 22, by family characteristics as of December 2001

	PSE leaver rates as of December 2001			
	%	(s.e.)	Number	(s.e.)
Family structure				
Two biological parents	13	0.52	82,000	3,450
Other contexts	20	1.11	39,000	2,450
Highest education level of parents				
Less than high school	18	1.86	12,000	1,300
High school diploma	19	1.11	35,000	2,300
Some postsecondary education	15	1.53	9,000	1,050
Postsecondary certificate/diploma	12	0.59	59,000	3,000
Parents' opinion on the importance of pursuing education after high school				
Important	14	0.49	109,000	3,950
Not important	21	2.04	11,000	1,160

Notes:

Numbers have been rounded to the nearest thousand. Standard errors have been rounded to the nearest fifty.
(s.e.) is the standard error.

Table 3.3

Postsecondary status of youth aged 20 to 22 years old by high school engagement measures as of December 2001

	PSE leavers as of December 2001		PSE continuers/graduates as of December 2001	
All	121,000	4,150	706,000	6,500
High school engagement indicators	%	(s.e.)	%	(s.e.)
General engagement				
Not very engaged	13	1.03	9	0.47
Engaged	74	1.47	71	0.66
Very engaged	14	1.19	20	0.56
Total	100		100	
Academic engagement				
Not very engaged	15	1.33	9	0.48
Engaged	73	1.57	72	0.65
Very engaged	12	1.04	19	0.54
Total	100		100	
Social engagement				
Not very engaged	13	0.98	10	0.44
Engaged	70	1.62	70	0.68
Very engaged	18	1.47	20	0.60
Total	100		100	
How many hours each week did you spend on homework outside class, during free periods and at home				
% 3 hours or less	43	1.73	33	0.64
% more than 3 hours	57	1.73	67	0.64
Total	100		100	

Note:

Numbers have been rounded to the nearest thousand and standard errors have been rounded to the nearest fifty. (s.e.) is the standard error.

Table 3.4

Postsecondary status of youth aged 20 to 22 years old by academic performance as of December 2001

	PSE leavers as of December 2001		PSE continuers/graduates as of December 2001	
All	121,000	4,150	706,000	6,500
Academic performance	%	(s.e.)	%	(s.e.)
Overall grade average in high school				
80% to 100%	28	1.65	50	0.76
70% to 79%	53	1.78	39	0.76
60% to 69%	17	1.28	10	0.48
Less than 60%	1**	0.34	1	0.12
Total	100		100	
Overall grade average in postsecondary				
80% to 100%	18	1.67	37	0.88
70% to 79%	40	2.01	43	0.89
60% to 69%	30	1.75	15	0.62
Less than 60%	12	1.46	4	0.41
Total	100		100	

Notes: As a measure of sampling error:

** indicates a coefficient of variation (CV) greater than 25% and less or equal to 33.3%

Numbers have been rounded to the nearest thousand. Standard errors have been rounded to the nearest fifty.

(s.e.) is the standard error.

Table 3.5
Self-reported barriers to postsecondary education by postsecondary status as of December 2001

Barriers to postsecondary education	PSE leavers as of December 2001		PSE continuers/graduates as of December 2001	
All	121,000	4,150	706,000	6,500
	%	(s.e.)	%	(s.e.)
Reported facing barriers to "going as far in school as would like to go"	50	1.82	42	0.71
Financial situation (need to work/costs too much)	34	1.56	29	0.70
Not able to get into program/marks too low/not accepted	5	0.67	5	0.34
Not enough interest/motivation	7	0.93	4	0.33
Want to stay close to home	F	0.63	0*	0.11
Take too long	3*	0.56	3	0.27
Want to work	2*	0.43	2	0.18
Caring for own children	F	0.66	1*	0.14
Own health	F	0.17	0*	0.10
Not sure what want to do	2	0.60	1*	0.19
Others	5	0.83	3	0.26

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

F too unreliable to be published

Numbers have been rounded to the nearest thousand. Standard errors have been rounded to the nearest fifty.
(s.e.) is the standard error.

Table 3.6

Attitudes, sense of belonging in first year of postsecondary education by postsecondary status of youth aged 20 to 22 as of December 2001

	PSE leavers as of December 2001		PSE continuers/graduates as of December 2001	
All	121,000	4,150	706,000	6,500
Attitude and sense of belonging during First-year of postsecondary education	%	(s.e.)	%	(s.e.)
I participated in a program or workshop to help me adjust to first-year PSE	15	1.23	16	0.53
I had trouble keeping up with the workload most or all of the time	20	1.40	13	0.54
I never or rarely miss deadlines	71	1.61	86	0.53
I never or rarely could relate what was being taught to my future	32	1.72	24	0.67
I felt like just a number most or all of the time	34	1.77	25	0.66
I skipped class once a week or more	75	1.59	71	0.68
I never thought about dropping out	50	1.69	77	0.64
I felt that I had the skills and abilities to do well (Agree/strongly agree)	82	1.41	92	0.45
There were people at school I could talk to about personal things (Agree/strongly agree)	72	1.55	82	0.59
I felt I had found the right program for me (Agree/strongly agree)	53	1.86	78	0.69
First year helped me get a better idea of my future plans (agree/strongly agree)	73	1.61	83	0.60
First year gave me skills that would help me in the job market (Agree/strongly agree)	59	1.81	73	0.68
During first year, I was sure of the type of work I would like to have in the future (Agree/strongly agree)	51	1.79	63	0.74
During first year, I became friends with other students at school (Agree/strongly agree)	84	1.36	92	0.43
During first year, when I didn't understand something, I rarely or never ask the instructors to explain it	22	1.48	21	0.65

Note: Numbers have been rounded to the nearest thousand and standard errors have been rounded to the nearest fifty. (s.e.) is the standard error.

Table 3.7

Main reason given by postsecondary leavers for leaving postsecondary education as of December 2001

Total number of leavers	121,000	4,150
Reasons for leaving PSE	%	(s.e.)
Not enough money	11	1.07
Wanted to work	7	0.84
Grades too low	6	0.80
Didn't like the program/not for me	32	1.72
To change school or program	9	1.06
Only missing a few credits, not worth continuing	2**	0.49
Wanted a break	4	0.55
To travel	2*	0.34
Pregnant/caring for own child	1**	0.33
Own health	3*	0.69
Other	24	1.47
All	100	

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

Total has been rounded to the nearest thousand. Standard error has been rounded to the nearest fifty.

(s.e.) is the standard error.

Table 3.8

Return rates by reason for having left studies as of December 1999 given by leavers who had returned to their studies within two years

Reasons given for leaving postsecondary education in December 1999	PSE continuers /graduates in December 2001			
	%	(s.e.)	Total	(s.e.)
Not enough money	32*	6.46	2,150**	550
Wanted to work	28*	6.14	1,600*	350
Grades too low	29*	6.04	1,400*	300
Didn't like the program/not for me	36	4.34	9,900	1,550
To change school or program	47	7.39	2,150*	450
Only missing a few credits, not worth continuing	F		F	
Wanted a break	38**	11.77	F	
To travel	68*	15.22	F	
Pregnant/caring for own child	F		F	
Own health	F		F	
Other	35	5.38	3,450*	700

Notes: As a measure of sampling error:

* indicates a coefficient of variation (CV) between 16.6% and 25%

** indicates a CV greater than 25% and less or equal to 33.3%

F too unreliable to be published.

Numbers have been rounded to the nearest fifty.

(s.e.) is the standard error.

Culture, Tourism and the Centre for Education Statistics

Research Papers

Cumulative Index

Statistics Canada's **Division of Culture, Tourism and the Centre for Education Statistics** develops surveys, provides statistics and conducts research and analysis relevant to current issues in its three areas of responsibility.

The **Culture Statistics Program** creates and disseminates timely and comprehensive information on the culture sector in Canada. The program manages a dozen regular census surveys and databanks to produce data that support policy decision and program management requirements. Issues include the economic impact of culture, the consumption of culture goods and services, government, personal and corporate spending on culture, the culture labour market, and international trade of culture goods and services. Analysis is also published in *Focus on Culture* (87-004-XIE, \$8, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=87-004-X>).

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada. Analysis is also published in *Travel-log* (87-003-XIE, \$5, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=87-003-X>).

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Analysis is also published in *Education Matters* (81-004-XIE, free, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=81-004-X>), and in the *Analytical Studies Branch research paper series* (11F0019MIE, free, <http://www.statcan.ca:8096/bsolc/english/bsolc?catno=11F0019M>).

Following is a cumulative index of Culture, Tourism and the Centre for Education Statistics research papers published to date

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81-595-MIE2002001	Understanding the rural-urban reading gap
81-595-MIE2003002	Canadian education and training services abroad: the role of contracts funded by international financial institution
81-595-MIE2003003	Finding their way: a profile of young Canadian graduates
81-595-MIE2003004	Learning, earning and leaving – The relationship between working while in high school and dropping out
81-595-MIE2003005	Linking provincial student assessments with national and international assessments
81-595-MIE2003006	Who goes to post-secondary education and when: Pathways chosen by 20 year-olds
81-595-MIE2003007	Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)
81-595-MIE2003008	The labour market impacts of adult education and training in Canada
81-595-MIE2003009	Issues in the design of Canada’s Adult Education and Training Survey
81-595-MIE2003010	Planning and preparation: First results from the Survey of Approaches to Educational Planning (SAEP) 2002
81-595-MIE2003011	A new understanding of postsecondary education in Canada: A discussion paper
81-595-MIE2004012	Variation in literacy skills among Canadian provinces: Findings from the OECD PISA
81-595-MIE2004013	Salaries and salary scales of full-time teaching staff at Canadian universities, 2001-2002: final report
81-595-MIE2004014	In and out of high school: First results from the second cycle of the Youth in Transition Survey, 2002
81-595-MIE2004015	Working and Training: First Results of the 2003 Adult Education and Training Survey
81-595-MIE2004016	Class of 2000: Profile of Postsecondary Graduates and Student Debt
81-595-MIE2004017	Connectivity and ICT integration in Canadian elementary and secondary schools: First results from the Information and Communications Technologies in Schools Survey, 2003-2004

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| 81-595-MIE2004025 | Economic Contribution of the Culture Sector in Canada – A Provincial Perspective |
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