

# **Alberta Post-secondary Early Leavers Study**

**August 2006**



This report was compiled by Insightrix Research Inc.

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## *Executive Summary*

### **Introduction**

This report presents the findings from the Early Leavers Study, which surveyed post-secondary students who discontinued their studies between the 2003/2004 and 2004/2005 academic years. Eight post-secondary institutions participated in this study: Grant MacEwan College, Keyano College, Mount Royal College, Northern Alberta Institute of Technology, Red Deer College, Southern Alberta Institute of Technology, the University of Alberta, and the University of Calgary.

The survey population consisted of 2003/2004 full time students who did not graduate in 2003/2004 and did not register (either full or part time) at any post-secondary institution in any jurisdiction in 2004/2005. The survey population did not include students who were registered in apprenticeship, general studies, preparatory and basic upgrading, and skills training (non-parchment) program types. It also excluded those individuals who had relocated to regions beyond Canada and the United States.

The initial database contained 14,511 potential early leavers. After pre-testing the survey, 2,359 records were removed because the individual had completed their program of study. An additional 198 records were removed due to duplication, resulting in a total population of 11,954 potential early leavers. Of these individuals, 5,426 were contacted, with only 1,599 indicating they were not currently enrolled. These individuals were considered true early leavers, and were the focus of the survey instrument.

The result that only 1,599 respondents (29.5% of those contacted) were true early leavers was a finding of this study in and of itself. The initial database was expected to be comprised (mostly) of true early leavers, with a few exceptions for re-enrolments at non-participating institutions (including private and out-of-province institutions) and late graduates. However, given the low number of true early leavers, it demonstrates that many students who discontinue their studies leave the advanced education system on a temporary basis only.

### **Socio-demographic Characteristics**

The typical early leaver is young (median age of 22), single (78.7% were single at discontinuance), and male (52.3%). Their marital status did not change substantially from entry into their program of study through to discontinuance. In terms of location, almost half were from Calgary and Edmonton, a reflection of the location of participating institutions. Specifically, 46.1% last attended high school in Calgary or Edmonton prior to enrolment, with 34.7% attending elsewhere in Alberta. The majority of early leavers completed high school, with only 2.9% indicating they had completed less than Grade 12. Also, over half of early leavers (52.3%) were first-time students.

Parental educational attainment did not appear to impact early leaving. Specifically, 39.0% of early leavers had at least one parent with a university degree, compared to 37.9% of graduates as identified in Alberta Advanced Education's Graduate Outcomes Survey (Class of 2001/2002).

At the time of discontinuance, 44.0% of respondents were living with parents or relatives. Another 17.4% were living on their own, 16.8% were living with their spouse or partner, 15.9% were living with roommates, and 5.6% were living in residence. The large proportion of early leavers living at home is likely a reflection of the large percentage of early leavers from Calgary and Edmonton.

Those respondents with a disability were more likely to seek personal counselling (as identified in the next section). However, at 4.3%, the proportion of respondents indicating they had a disability was not significantly different than the national rate (3.9% for the age group of 15-24).

Regarding Aboriginal status, 5.0% of early leavers consider themselves to be Aboriginal. This is approximately equivalent to the Aboriginal population of Alberta. Of those who self-identified, 38.5% are Métis, 35.9% are Status Indian, 12.8% are non-status Indian, 3.8% are Inuit, and 6.4% indicated other.

### ***Pre-study Awareness and Other Characteristics***

Early leavers based their decision to attend post-secondary studies on a variety of sources. The most commonly identified sources were parents (94.6%), friends (94.5%), institutional calendars (92.9%), and teachers (90.9%). In terms of usefulness, parents/relatives and institutional calendars were rated most useful. Parents and relatives were also mentioned among the largest proportion of respondents to be the single greatest influence on their decision to pursue post-secondary studies.

Overall, 70.8% of early leavers indicated their parents valued post-secondary education. As parental educational attainment increased so did the value associated with post-secondary education. In terms of costs, almost one third of respondents (30.2%) indicated that costs were higher than they had expected.

The decision to attend post-secondary studies was made by most respondents while in high school, with the average age being 16.4 years. The decision to pursue a particular field of study was made later on, at an average age of 18.7.

The level of commitment to advanced education studies was higher among: females; respondents who were not first-time students; older respondents, and; divorced/separated/widowed/married respondents. Also, those respondents with dependents and with a disability were more committed than those without dependents or without a disability. Commitment levels likely reflected the level of personal investment these groups attached to their decision to take post-secondary studies.

### ***Discontinuance***

A large proportion (41.6%) of those respondents with prior post-secondary experience (not first-time students) had taken an earlier break from their post-secondary studies (not including summer breaks). Of these respondents, 41.8% had taken more than one break. Regarding the timing of discontinuance from their 2003/2004 program of study, 43.7% of respondents indicated they had left at the end of the second semester.

Not all respondents chose to discontinue their post-secondary studies – 20.0% were required to withdraw from their 2003/2004 program of study. Of these, 37.9% had been required to withdraw from a previous program.

In terms of program fit, 51.8% of respondents felt that the program was a good fit while 43.4% did not. Those that found the program to be a good fit had set a goal, were not first-time students, used career counsellors, and were older.

A large majority of early leavers (81.0%) felt academically prepared; however, 10.3% did not feel prepared. Of those respondents who did not feel prepared, around half (48.5%) used academic advising and 22.4% used tutoring. The main reason the remaining respondents did not use academic advising or tutoring (even though they felt they were not academically prepared) was because they thought they didn't require the services.

Overall, of all student services (academic advising, personal counselling, financial advising, and tutoring), academic advising was accessed most frequently (49.2%), followed by personal counselling (24.9%), financial advising (20.5%), and tutoring (15.7%).

Of the early leavers surveyed, 30.5% indicated that personal circumstances (versus adjustment difficulties or academic difficulties) greatly influenced their decision to discontinue their studies whereas 40.0% indicated it was not at all a factor. Females, those with dependents, those living with a spouse or partner, older respondents, and those with a disability, were more likely to indicate that personal circumstances were a factor. The most commonly cited personal circumstances leading to discontinuance included family responsibilities, insufficient income, wanting to make more money, and illness/disability considerations.

Difficulties adjusting socially to the post-secondary environment were not a major factor in respondents' decision to discontinue their studies – only 1.8% of respondents felt this was a major influence in their decision. However, Aboriginals and respondents who had social interaction difficulties in high school were more likely to indicate adjustment difficulties as an influence. Of those who did have difficulty adjusting, the most common cited difficulty was general intimidation by the post-secondary environment.

In terms of academic issues influencing respondents' decision to discontinue, 15.4% indicated it was a major influence. These individuals tended to be younger respondents and the main issues cited were too heavy a workload (too advanced) and a loss of interest in the program of study.

When asked to identify the main reason for discontinuing their advanced education studies, 25.3% of respondents indicated they had changed their mind about their program of study, 23.1% cited personal reasons, and 16.7% cited financial reasons. Aboriginal respondents, those with a disability, as well as married and divorced/separated/widowed respondents were more likely to leave for personal reasons compared to other

respondents. First-time students were more likely to leave because they changed their mind while divorced/separated respondents were also more likely to leave for financial reasons (compared to other respondents).

Overall, this study appears to identify two groups of early leavers. The first includes those respondents who were young, never married, and left for reasons such as changing their mind about their program of study. The second group includes older respondents who were divorced/separated/widowed/married, were responsible for dependents, and left for personal/financial reasons.

### ***Finances, Satisfaction, and Current Activities***

Despite discontinuing their advanced education studies, 58.5% of respondents were satisfied or very satisfied with the quality of teaching in their program while 50.0% were satisfied or very satisfied with the overall quality of their educational experience. When asked if the financial costs were worth the benefits of their education, 52.8% agreed while 28.7% disagreed.

Many of the early leavers interviewed worked while taking post-secondary studies. Specifically, two-thirds (66.1%) worked while learning, with 28.7% working more than 20 hours a week. In terms of debt, the average loan amount owed by an early leaver was \$10,775, with an average of \$6,657 for non-government loans and \$10,399 for government loans. Less than half (44.1%) of respondents had government student loans while 29.7% had non-government loans.

Respondents' main goals for taking post-secondary studies were to complete a credential (33.1%) and to obtain employment (30.3%). Only 16.6% felt they had achieved their primary goal while 82.5% did not achieve their goal.

Most respondents (86.4%) are currently employed with 37.5% of those individuals indicating that their jobs are somewhat related or very related to the program they were attending in 2003/2004. In terms of intention to re-enrol in post-secondary studies, 80.8% plan to enrol again while 8.1% do not plan to re-enrol (11.1% of respondents are unsure).

Of those early leavers that will or might enrol again, 41.0% plan to re-enrol in their 2003/2004 program while 46.6% are considering a different program of study. Of those considering a different program of study, 31.1% intend to re-enrol at the same institution while 41.4% intend to re-enrol elsewhere. Early leavers who were satisfied with the overall quality of their educational experience were more likely indicate their intentions to re-enrol at the same post-secondary institution.

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## *Overview*

### **Introduction**

This report presents the findings from the Early Leavers Study, which surveyed post-secondary students who discontinued their studies between the 2003/2004 and 2004/2005 academic years. Eight post-secondary institutions participated in this study: Grant MacEwan College, Keyano College, Mount Royal College, Northern Alberta Institute of Technology, Red Deer College, Southern Alberta Institute of Technology, the University of Alberta, and the University of Calgary.

The survey population consisted of 2003/2004 full time students who did not graduate in 2003/2004 and did not register (either full or part time) at any post-secondary institution in any jurisdiction in 2004/2005. The survey population excluded 2003/2004 full time students who were registered in apprenticeship, general studies, preparatory and basic upgrading, and skills training (non-parchment) program types. It also excluded those individuals who had relocated to regions beyond Canada and the United States. In total the survey population was 11,954 individuals. However, potential respondents were excluded from the study if, at the point of contact, they were registered at a post-secondary institution.

### **Objectives**

The Early Leavers Study was designed to obtain information on the following broad areas of enquiry:

1. Socio-demographic Characteristics – an analysis of survey findings by age, gender, geography and other demographic variables in order to determine if trends or patterns are linked to early leavers' socio-demographic characteristics.
2. Pre-study Awareness and Other Characteristics – an examination of the extent to which early leavers use different information sources in their decision to attend a post-secondary institution. Survey questions will also query respondent's activities prior to post-secondary attendance, degree of high school social interaction, and parent's value of post-secondary education.
3. Discontinuance – an analysis of the factors influencing the early leavers' decision to discontinue, as well as questions on patterns of prior discontinuance.
4. Finances, Satisfaction, and Current Activities – an examination of early leaver finances including employment while studying and amount of government and non-government loans. Survey questions will also query respondents on their goals upon entry, satisfaction levels, current activities, and intention to re-enrol.

## *Methodology / Background*

### **Background**

The Early Leavers Study was the first of its type conducted by Alberta Advanced Education. In the spring of 2005, Alberta Advanced Education secured a contractor to conduct a survey of individuals who discontinued their post-secondary studies between the 2003/2004 and 2004/2005 academic years from the following institutions: Grant



MacEwan College, Keyano College, Mount Royal College, Northern Alberta Institute of Technology, Red Deer College, Southern Alberta Institute of Technology, the University of Alberta, and the University of Calgary.

In order to identify potential early leavers and screen out (where possible) students who left one participating institution to enrol at another participating institution, Alberta Advanced Education obtained 2003/2004 and preliminary 2004/2005 enrolment files from the eight institutions. Using the Alberta Student Number (ASN) to match individuals, potential early leavers were identified within an institution then matched against 2004/2005 enrolment files at the other participating institutions. Once the preliminary list of early leavers was generated, Alberta Advanced Education provided each institution with their list of potential early leavers. Institutions populated the file with student contact information and forwarded the file to the contractor.

Full survey administration began on April 26, 2005. The contractor regularly checked response rates at the institutional, field of study and program levels. Where targets were difficult to reach, tracking and additional surveying resources were devoted. Following the necessary cleaning and coding of the collected data, the contractor prepared a data set for Alberta Advanced Education containing overall results. The contractor also prepared individual data sets containing each institution's results only. All personal identifiers were removed before the data were sent to Alberta Advanced Education and to institutions.

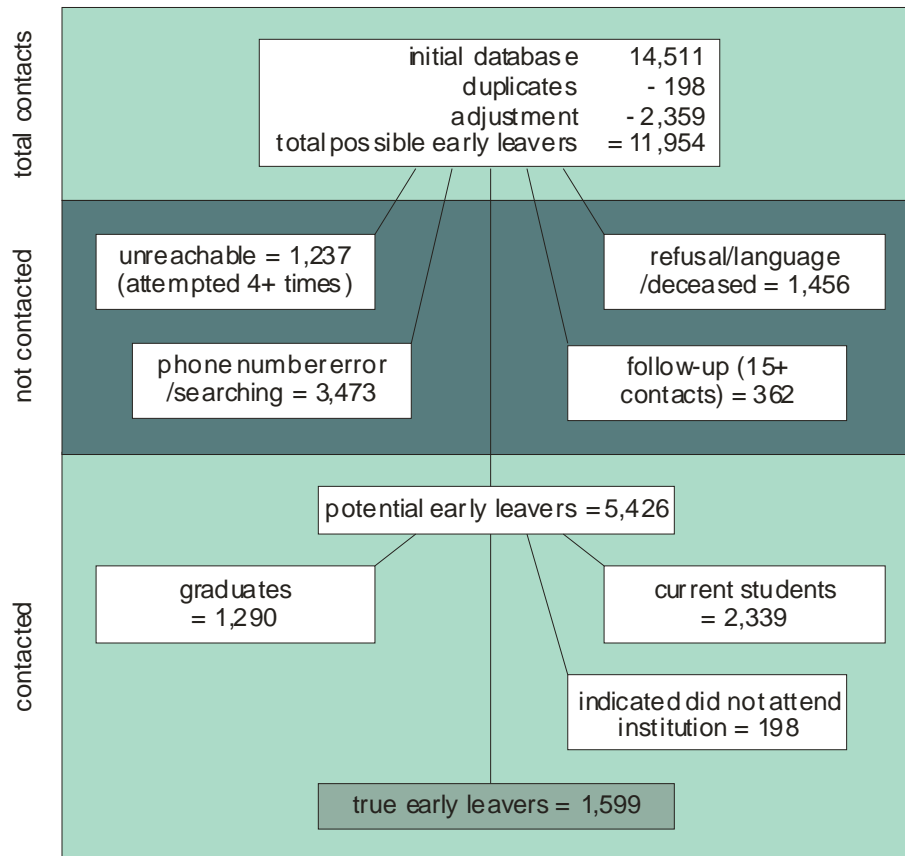
### ***Response Rates***

The initial database (comprised of files from the eight participating institutions) contained 14,511 potential early leavers. Based on pre-test results, Alberta Advanced Education reassessed its graduation records and removed 2,359 individuals who had completed their program of study in 2003/2004. Additionally, the contractor identified a further 198 duplicates, reducing the number of potential early leavers to 11,954 contacts.

In terms of searching, the contractor attempted to contact all respondents in the *phone number error/searching* category (refer to diagram on next page). Once it was determined the contact information was not correct, the contractor used a number of resources including directory assistance, referrals from contacts at the phone numbers provided, online and print telephone directories, and Google searching up to the point where efforts did not provide additional benefits. Of the 5,426 potential early leavers who were contacted, 5,231 completed the survey by telephone and 195 completed online. In total 1,599 respondents indicated that they were not currently enrolled, and as true early leavers, were the focus of the full survey instrument.

The result that only 1,599 contacts (or 29.5% of the 5,426 potential early leavers) were true early leavers was a finding of this study in and of itself. The initial database was expected to be comprised (mostly) of true early leavers, with a few exceptions for re-enrolments at non-participating institutions (including private and out-of-province institutions) and late graduates. However, given the low number of true early leavers, it

demonstrates that many students who discontinue their studies leave the advanced education system on a temporary basis only. Less than one third of students who were contacted by interviewers were not enrolled again in the subsequent academic year.

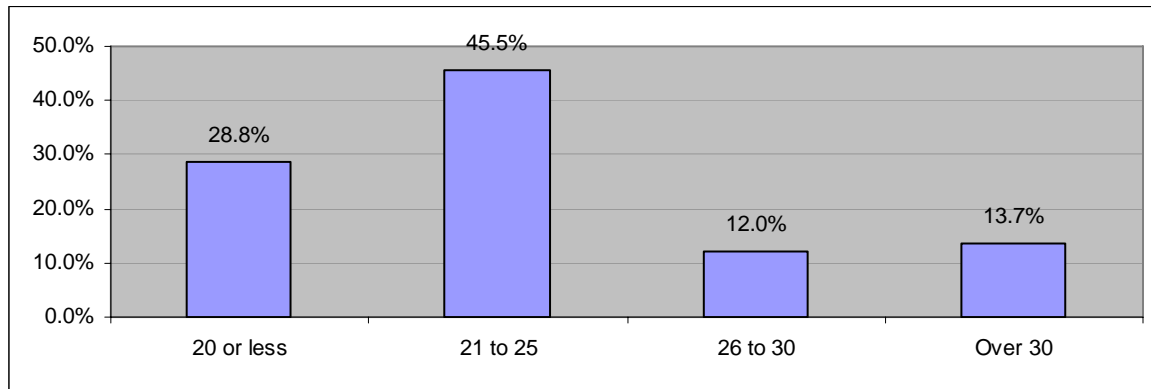


### *Socio-demographic Characteristics*

Analyses were completed to develop a sense of the socio-demographic profile of the average early leaver. Early leavers were those individuals that who discontinued their studies in 2003/2004 and were not enrolled in 2004/2005.

#### **Age**

In total, 1,591 respondents provided their age. The mean age of respondents was 24.7 years with a median age of 22. Of those who provided their age, the youngest respondent was 18 years old and the oldest was 65 years of age. Approximately three quarters (74.3%) of respondents were age 25 or less, while 13.7% were over 30.

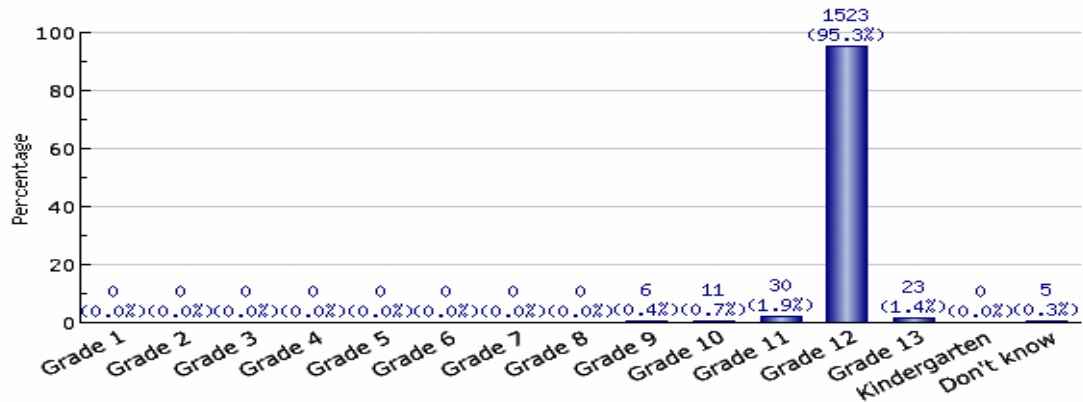


By field of study, 32.3% of those who exited Health and Medical Science programs were over 30 years of age. This is much higher than any other field of study.

			Age				Total
			20 or less	21 to 25	26 to 30	Over 30	
Field of Study	Math and Natural Sciences	Count	176	229	51	57	513
		%	34.3%	44.6%	9.9%	11.1%	100.0%
	Life Sciences	Count	9	10	1	4	24
		%	37.5%	41.7%	4.2%	16.7%	100.0%
	Health and Medical Sciences	Count	18	33	16	32	99
		%	18.2%	33.3%	16.2%	32.3%	100.0%
	Social Sciences and Related Applications	Count	51	78	38	33	200
		%	25.5%	39.0%	19.0%	16.5%	100.0%
	Arts	Count	99	167	35	33	334
		%	29.6%	50.0%	10.5%	9.9%	100.0%
	Business and Related Studies	Count	84	159	38	34	315
		%	26.7%	50.5%	12.1%	10.8%	100.0%
	General Studies	Count	21	48	12	25	106
		%	19.8%	45.3%	11.3%	23.6%	100.0%
Total		Count	458	724	191	218	1591
		%	28.8%	45.5%	12.0%	13.7%	100.0%

### Highest Grade Completed in High School

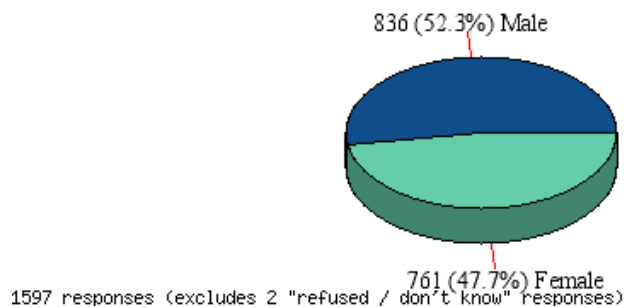
The majority of respondents had completed high school, with only 2.9% of respondents indicating they had completed less than Grade 12.



1598 responses (excludes 1 "refused / don't know" responses)

### Gender

In total, 52.3% of respondents were male while 47.7% were female. Males comprised just over 45% of 2003/2004 enrolments at the eight participating institutions (within the targeted program types).

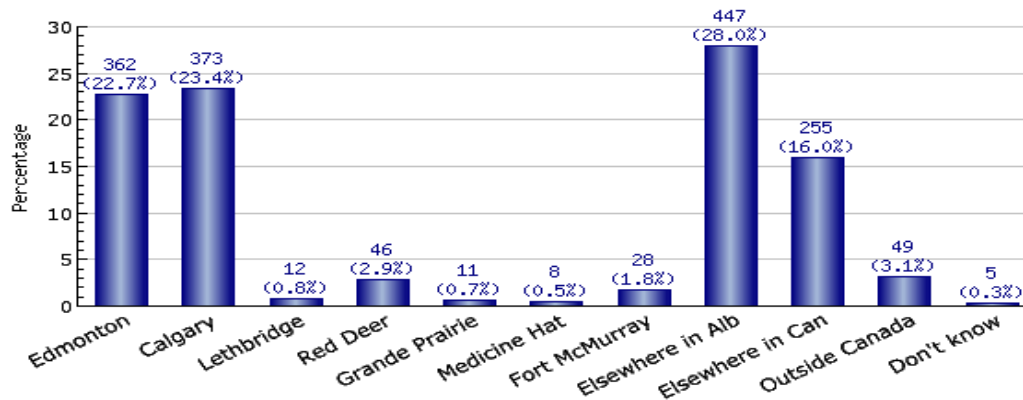


When assessed by program type, 76.9% of Trade Certificate early leavers were male (compared to just under 72% of enrolments) and 62.8% of Diploma early leavers were male (compared to just over 52% of enrolments).

			What is your gender		Total
			Male	Female	
Program Type	Applied Degree	Count	26	21	47
		%	55.3%	44.7%	100.0%
	Certificate	Count	28	73	101
		%	27.7%	72.3%	100.0%
	Diploma	Count	326	191	519
		%	62.8%	36.8%	100.0%
	Masters	Count	11	14	25
		%	44.0%	56.0%	100.0%
	Doctorate	Count	13	17	30
		%	43.3%	56.7%	100.0%
	Skills	Count	4	2	6
		%	66.7%	33.3%	100.0%
	Trade Certificate	Count	10	3	13
		%	76.9%	23.1%	100.0%
	Undergraduate	Count	286	244	530
		%	54.0%	46.0%	100.0%
	University Transfer	Count	132	196	328
		%	40.2%	59.8%	100.0%
Total		Count	836	761	1599
		%	52.3%	47.6%	100.0%

### ***Location When Last Attending High School***

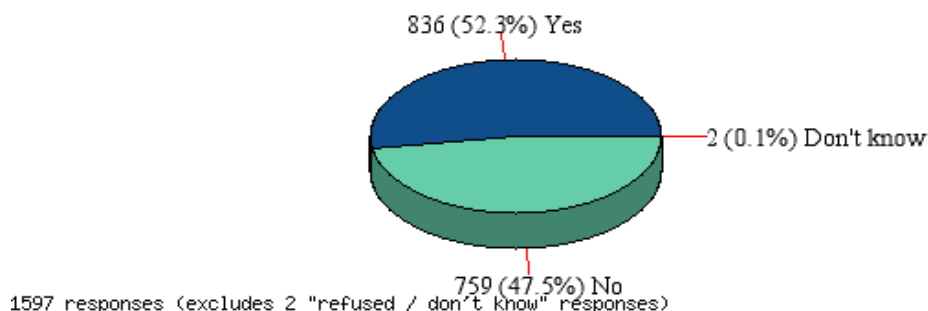
Of the total respondents surveyed, almost half were from Calgary or Edmonton with 23.4% of respondents last attending high school in Calgary, 22.7% last attending high school in Edmonton, 34.7% of respondents last attending high school somewhere in Alberta besides Edmonton and Calgary and 16.0% last attending high school elsewhere in Canada, and 3.1% outside of Canada.



1596 responses (excludes 3 "refused / don't know" responses)

### **Prior Enrolment in Post-secondary Studies**

In total, 47.5% of respondents had enrolled in post-secondary studies prior to enrolling in their 2003/2004 program of study. The remainder, 52.3%, were first-time students. First year students comprised just under 40% of 2003/2004 enrolments at the eight participating institutions (within the targeted program types).



Analysis by field of study indicates that 60.1% of those who exited Business and Related Studies were first-time students, while only 33.3% of those in Health and Medical Sciences were first-time students.

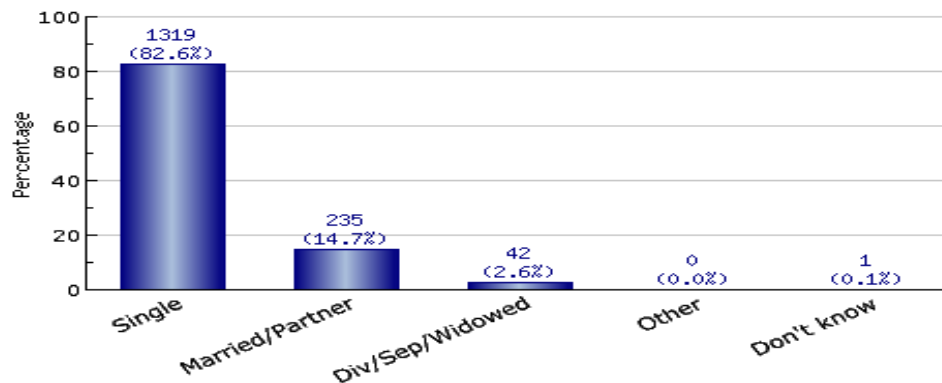
			First time student		Total
			Yes	No	
Field of Study	Math and Natural Sciences	Count	283	232	517
		%	54.7%	44.9%	100.0%
	Life Sciences	Count	13	11	24
		%	54.2%	45.8%	100.0%
	Health and Medical Sciences	Count	33	65	99
		%	33.3%	65.7%	100.0%
	Social Sciences and Related Applications	Count	93	109	202
		%	46.0%	54.0%	100.0%
	Arts	Count	173	162	335
		%	51.6%	48.4%	100.0%
	Business and Related Studies	Count	190	125	316
		%	60.1%	39.6%	100.0%
	General Studies	Count	51	55	106
		%	48.1%	51.9%	100.0%
Total	Count	836	759	1599	
	%	52.3%	47.5%	100.0%	

Analysis by program type reveals that early leavers from University Transfer, Trade Certificate, and Diploma programs were most likely to be first-time students (a reflection of their shorter program length compared to applied degree or undergraduate programs). As would be expected, those from Masters and Doctorate programs were least likely to be first-time students.

			First Time Student		Total
			Yes	No	
Program Type	Applied Degree	Count	11	36	47
		%	23.4%	76.6%	100.0%
	Certificate	Count	52	49	101
		%	51.5%	48.5%	100.0%
	Diploma	Count	308	209	519
		%	59.3%	40.3%	100.0%
	Masters	Count	1	24	25
		%	4.0%	96.0%	100.0%
	Doctorate	Count	0	30	30
		%	.0%	100.0%	100.0%
	Skills	Count	3	3	6
		%	50.0%	50.0%	100.0%
	Trade Certificate	Count	8	5	13
		%	61.5%	38.5%	100.0%
	Undergraduate	Count	252	276	530
		%	47.5%	52.1%	100.0%
	University Transfer	Count	201	127	328
		%	61.3%	38.7%	100.0%
Total		Count	836	759	1599
		%	52.3%	47.5%	100.0%

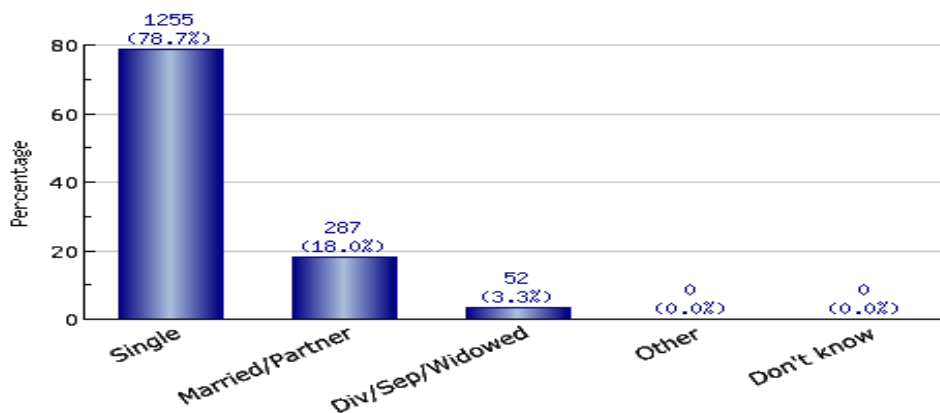
### ***Marital Status and Dependents***

The majority (82.6%) of respondents were single when they first enrolled in their program. Another, 14.7% were married or living with their partner, while 2.6% were widowed, divorced or separated.



1597 responses (excludes 2 "refused / don't know" responses)

Marital status changed somewhat by the time respondents left their studies, with 78.7% of respondents indicating they were single when they decided to discontinue their program, 18.0% were married, and 3.3% were divorced, separated, or widowed.



1594 responses (excludes 5 "refused / don't know" responses)

By field of study, respondents from the Health and Medical Sciences field were most likely to be married or living with a partner when they discontinued (32.3%).

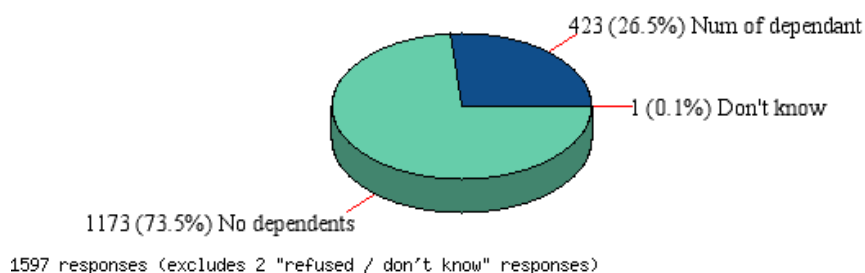
			What was your marital status when you decided to discontinue the program you			Total
			Single	Married or living with partner	Divorced/separated/widowed	
Field of Study	Math and Natural Sciences	Count	426	77	10	517
		%	82.4%	14.9%	1.9%	100.0%
	Life Sciences	Count	19	4	1	24
		%	79.2%	16.7%	4.2%	100.0%
	Health and Medical Sciences	Count	57	32	10	99
		%	57.6%	32.3%	10.1%	100.0%
	Social Sciences and Related Applications	Count	143	50	9	202
		%	70.8%	24.8%	4.5%	100.0%
	Arts	Count	274	56	5	335
		%	81.8%	16.7%	1.5%	100.0%
	Business and Related Studies	Count	253	49	13	316
		%	80.1%	15.5%	4.1%	100.0%
	General Studies	Count	83	19	4	106
		%	78.3%	17.9%	3.8%	100.0%
Total		Count	1255	287	52	1599
		%	78.5%	17.9%	3.3%	100.0%

The cross-tabulation below shows how marital status changed from enrolment to withdrawal. The majority (93.7%) of respondents did not change their marital status while in their program.



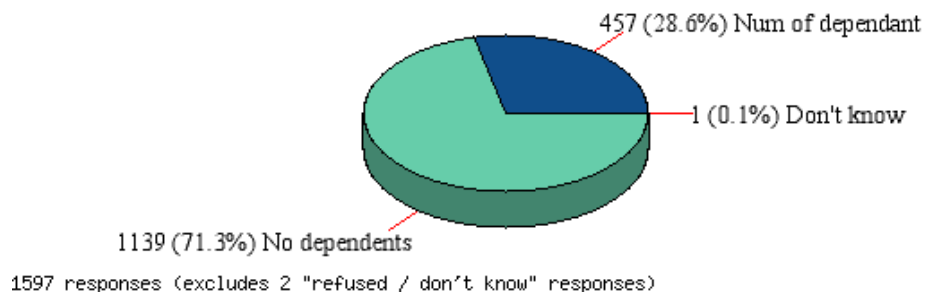
		What was your marital status when you decided to discontinue the program you were attending in 2003-04				Total	
		Single (never married, not living with partner)	Married or living with partner	Divorced/separated/widowed	No response		
What was your marital status when you first enrolled in the program you were attending in 2003-04	Single (never married, not living with partner)	Count	1242	69	5	3	1319
		%	94.2%	5.2%	.4%	.2%	100.0%
	Married or living with partner	Count	11	216	8	0	235
		%	4.7%	91.9%	3.4%	.0%	100.0%
	Divorced/separated/widowed	Count	1	2	39	0	42
	%	2.4%	4.8%	92.9%	.0%	100.0%	
	Dont know	Count	1	0	0	0	1
		%	100.0%	.0%	.0%	.0%	100.0%
	No response	Count	0	0	0	2	2
		%	.0%	.0%	.0%	100.0%	100.0%
Total		Count	1255	287	52	5	1599
		%	78.5%	17.9%	3.3%	.3%	100.0%

Regarding dependents, over one quarter of respondents (26.5%) were responsible for dependents when they first enrolled. Of those who specified their number of dependants, 43.5% had one, 37.5% had two, and 19% had three or more.



		Frequency	Valid Percent	Cumulative Percent
Number of dependants at enrollment	1	80	43.5	43.5
	2	69	37.5	81.0
	3	19	10.3	91.3
	4	11	6.0	97.3
	5	3	1.6	98.9
	6	2	1.1	100.0
Total		184	100.0	

Over one quarter (28.6%) of respondents, were responsible for dependents when they discontinued their program. Of those who specified their number of dependants, 44.8% had one, 39.9% had two, and 15.2% had three or more.



	Frequency	Valid Percent	Cumulative Percent
Number of dependants at withdrawal			
1	100	44.8	44.8
2	89	39.9	84.8
3	19	8.5	93.3
4	9	4.0	97.3
5	4	1.8	99.1
7	1	.4	99.6
8	1	.4	100.0
Total	223	100.0	

Leavers from the Health and Medical Sciences field of study were most likely to be responsible for dependents (46.5%) when they discontinued.

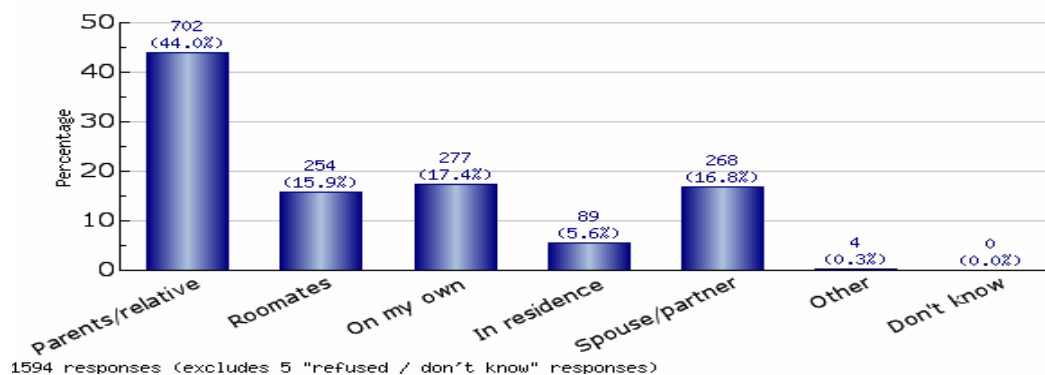
Field of Study	Dependants when you discontinued		Total
	Responsible for dependents	Not responsible for any dependents	
Math and Natural Sciences	Count	123	517
	%	23.8%	100.0%
Life Sciences	Count	4	24
	%	16.7%	100.0%
Health and Medical Sciences	Count	46	99
	%	46.5%	100.0%
Social Sciences and Related Applications	Count	75	202
	%	37.1%	100.0%
Arts	Count	85	335
	%	25.4%	100.0%
Business and Related Studies	Count	95	316
	%	30.1%	100.0%
General Studies	Count	29	106
	%	27.4%	100.0%
Total	Count	457	1599
	%	28.6%	100.0%

The table below shows that 4.6% of early leavers had a change in the number of dependents from when they started their program to when they finished. 61 respondents had an increase in their number of dependents while in the program, and 13 had a decrease in their number of dependents.

		Frequency	Percent
Change in number of dependents	-2	4	.3%
	-1	9	.6%
	0	1525	95.4%
	1	48	3.0%
	2	11	.7%
	3	1	.1%
	4	1	.1%
	Total	1599	100.0%

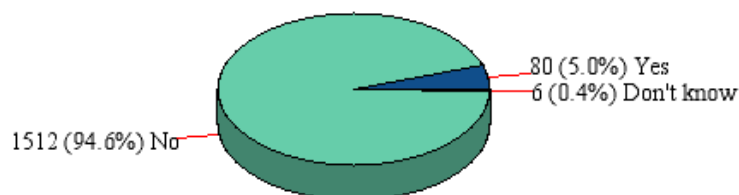
### **Living Arrangement at Time of Discontinuance**

Of respondents, 44.0% were living with parents or relatives when they discontinued their studies. Another 17.4% were living on their own, 16.8% were living with their spouse or partner, 15.9% were living with roommates, and 5.6% were living in residence.



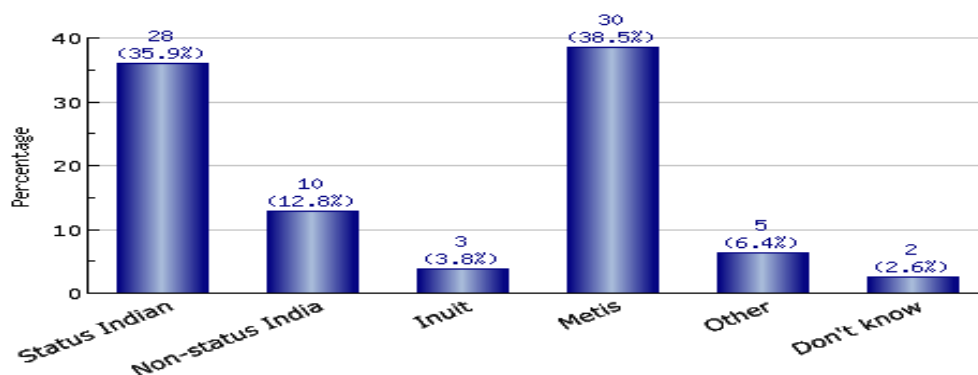
### **Aboriginal Status**

In total, 5.0% of respondents considered themselves to be Aboriginal.



1598 responses (excludes 1 "refused / don't know" responses)

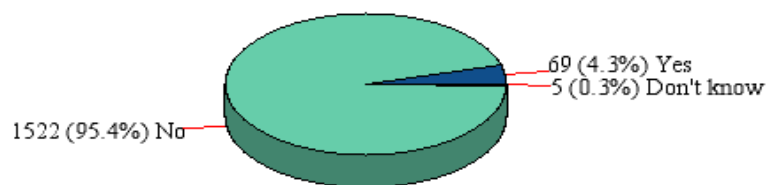
Of those who considered themselves to be Aboriginal, 38.5% are Métis, 35.9% are Status Indian, 12.8% are non-status Indian, 3.8% are Inuit, and 6.4% indicated other.



78 responses (excludes 2 "refused / don't know" responses)

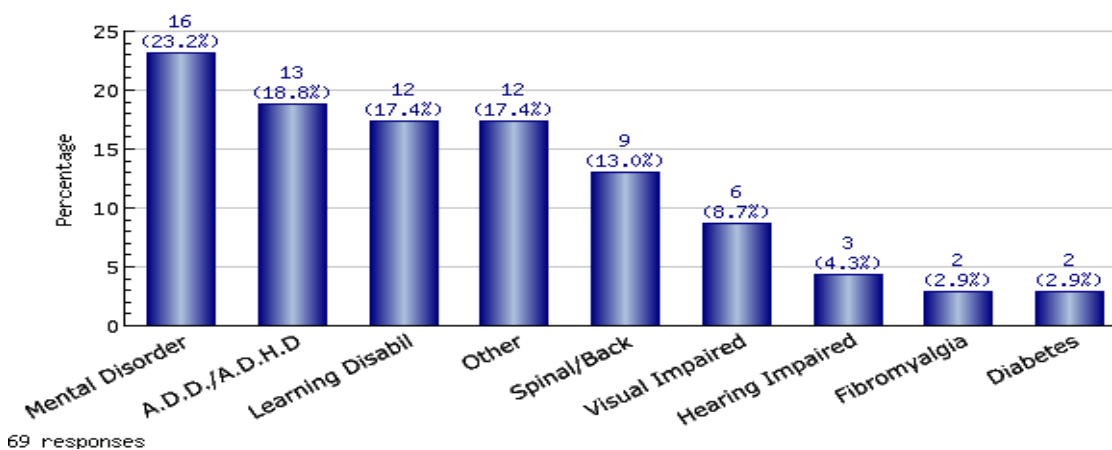
### Disability Status

In total, 4.3% of respondents considered themselves to be a person with a disability.



1596 responses (excludes 3 "refused / don't know" responses)

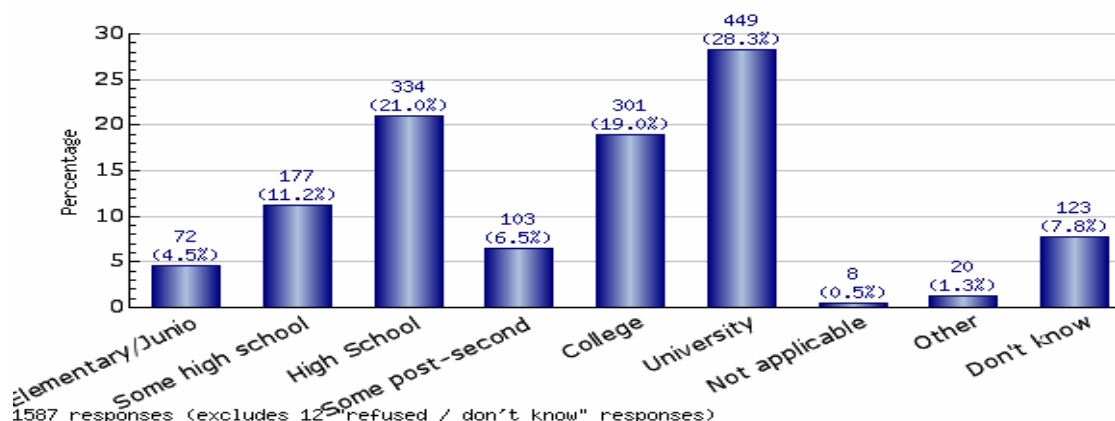
Of those who considered themselves to be a person with a disability, 23.2% have a mental disorder, 18.8% have ADD/ADHD, while 17.4% have a learning disability.



69 responses

### Parental Educational Attainment

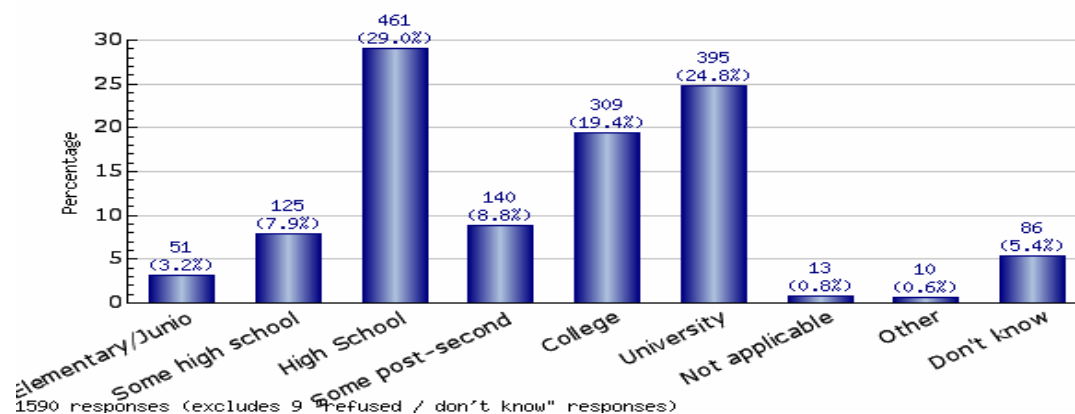
Over one quarter (28.3%) of respondents indicated that their father or male guardian had completed university, while 21.0% indicated high school completion and 19.0% indicated college completion. A further 15.7% of respondents said that their father or male guardian had not completed high school.



By program type, more than 30% of leavers from Certificate, Trade Certificate, or Skills programs said that their father had less than a high school education. Of those from Doctorate programs, 46.2% said that their father had less than a high school education (possibly a reflection that these individuals had older parents). More than 56% of those from undergraduate or masters programs said that their father had completed college or university.

Program Type			Father's Education					Total
			Less than High School	High School Graduate	Some Post Secondary	Completed College	Completed University	
Applied Degree	Count		8	9	1	13	12	43
	%		18.6%	20.9%	2.3%	30.2%	27.9%	100.0%
Certificate	Count		26	22	7	14	15	84
	%		31.0%	26.2%	8.3%	16.7%	17.9%	100.0%
Diploma	Count		83	105	37	106	123	454
	%		18.3%	23.1%	8.1%	23.3%	27.1%	100.0%
Masters	Count		4	4	2	4	9	23
	%		17.4%	17.4%	8.7%	17.4%	39.1%	100.0%
Doctorate	Count		12	3	1	3	7	26
	%		46.2%	11.5%	3.8%	11.5%	26.9%	100.0%
Skills	Count		2	2	0	0	2	6
	%		33.3%	33.3%	.0%	.0%	33.3%	100.0%
Trade Certificate	Count		4	2	0	2	3	11
	%		36.4%	18.2%	.0%	18.2%	27.3%	100.0%
Undergraduate	Count		64	117	33	84	197	495
	%		12.9%	23.6%	6.7%	17.0%	39.8%	100.0%
University Transfer	Count		46	70	22	75	81	294
	%		15.6%	23.8%	7.5%	25.5%	27.6%	100.0%
Total	Count		249	334	103	301	449	1436
	%		17.3%	23.3%	7.2%	21.0%	31.3%	100.0%

Of the early leavers surveyed, 29.0% indicated that their mother (or female guardian) had completed high school. A further 24.8% indicated university, 19.4% indicated college, while 11.1% of respondents indicated that their mother/female guardian had not completed high school.



### Parental Occupation

Responses to the parental occupation questions were coded using the National Occupational Classification (NOC) system. The table below shows a breakdown of the first digit of the NOC codes (skill type). The single greatest skill type of fathers or male guardians was the Trades, Transport, and Equipment Operators or Related Occupations classification at 23.6%, followed by the Management classification at 18.6%.

		Frequency	Percent
Fathers Skill Type	[0] Management	274	18.6%
	[1] Business, Finance and Administration	184	12.5%
	[2] Natural and Applied Sciences and Related Occupations	159	10.8%
	[3] Health	46	3.1%
	[4] Social Sciences, Education, Government Services and Religion	107	7.3%
	[5] Art, Culture, Recreation and Sport	19	1.3%
	[6] Sales and Service	123	8.3%
	[7] Trades, Transport and Equipment Operators and Related Occupations	348	23.6%
	[8] Occupations unique to Primary Industry	90	6.1%
	[9] Occupations unique to Processing, Manufacturing and Utilities	125	8.5%
Total		1475	100.0%

The table below shows the two-digit NOC classification (major grouping) for fathers/male guardians. The single greatest major grouping of fathers or male guardians was the Trades and Skilled Transport and Equipment Operators classification at 12.3%, followed by Senior Management Occupations at 7.8%.

		Frequency	Percent
Father's	[00] Senior Management Occupations	115	7.8%
Major	[01] Managers in Business, Finance, and Administration	20	1.4%
Grouping	[02] Managers in Natural and Applied Sciences	3	.2%
	[03] Managers in Health, Education, Social and Community Service	37	2.5%
	[04] Managers in Public Administration	6	.4%
	[05] Managers in Art, Culture, Recreation and Sport	1	.1%
	[06] Managers in Sales and Service	56	3.8%
	[07] Managers in Trades, Transport, and Equipment Operators	22	1.5%
	[08] Managers in Primary Production (except agriculture)	8	.5%
	[09] Managers in Manufacturing and Utilities	6	.4%
	[11] Professional Occupations in Business and Finance	65	4.4%
	[12] Skilled Administrative and Business Occupations	88	6.0%
	[14] Clerical Occupations	31	2.1%
	[21] Professional Occupations in Natural and Applied Science	111	7.5%
	[22] Technical Occupations Related to Natural and Applied Science	48	3.3%
	[31] Professional Occupations in Health	32	2.2%
	[32] Technical and Skilled Occupations in Health	10	.7%
	[34] Assisting Occupations in Support of Health Services	4	.3%
	[41] Professional Occupations in Social Science, Education, Government and Religion	104	7.1%
	[42] Paraprofessional Occupations in Law, Social Services, Education and Religion	3	.2%
	[51] Professional Occupations in Art and Culture	10	.7%
	[52] Technical and Skilled Occupations in Art, Culture, Recreation and Sport	9	.6%
	[62] Skilled Sales and Service Occupations	72	4.9%
	[64] Intermediate Sales and Service Occupations	37	2.5%
	[66] Elemental Sales and Service Occupations	14	.9%
	[72] Trades and Skilled Transport and Equipment Operators	181	12.3%
	[73] Trades and Skilled Transport and Equipment Operators	60	4.1%
	[74] Intermediate Occupations in Transport, Equipment Operation, Installation and Maintenance	68	4.6%
	[76] Trades Helpers, Construction Labourers and Related Occupations	39	2.6%
	[82] Skilled Occupations in Primary Industry	72	4.9%
	[84] Intermediate Occupations in Primary Industry	2	.1%
	[86] Labourers in Primary Industry	16	1.1%
	[92] Processing, Manufacturing and Utilities Supervisors	10	.7%
	[94] Processing and Manufacturing Machine Operators	11	.7%
	[96] Labourers in Processing, Manufacturing and Utilities	31	2.1%
	[99] Self-employed/ Housewife/ Retired/ Unemployed	73	4.9%
	Total	1475	100.0%

Respondents were also asked about the primary occupation of their mother or female guardian. Based on NOC, the following table provides a breakdown of responses to the first digit NOC code. The Business, Finance and Administration classification had the highest response, with 23.3% of respondents indicating their mother or female guardian worked in this area. A further 23.2% of respondents indicated their mothers/female guardians held an occupation in Sales and Service.

		Frequency	Percent
Mother's Skill Type	[0] Management	141	9.4%
	[1] Business, Finance and Administration	348	23.3%
	[2] Natural and Applied Sciences and Related Occupations	28	1.9%
	[3] Health	182	12.2%
	[4] Social Sciences, Education, Government Services and Religion	163	10.9%
	[5] Art, Culture, Recreation and Sport	33	2.2%
	[6] Sales and Service	347	23.2%
	[7] Trades, Transport and Equipment Operators and Related Occupatio	25	1.7%
	[8] Occupations unique to Primary Industry	20	1.3%
	[9] Occupations unique to Processing, Manufacturing and Utilities	208	13.9%
Total		1495	100.0%

At the two digit NOC level, 17.1% of respondents indicated their mother/female guardian worked in Intermediate Sales and Service Occupations while 12.6% indicated their mother/female guardian was in the Self-employed/Housewife/Retired/Unemployed classification.



		Frequency	Percent
Mother's Major Grouping	[00] Senior Management Occupations	40	2.7%
	[01] Managers in Business, Finance, and Administration	25	1.7%
	[02] Managers in Natural and Applied Sciences	1	.1%
	[03] Managers in Health, Education, Social and Community Service	24	1.6%
	[04] Managers in Public Administration	6	.4%
	[05] Managers in Art, Culture, Recreation and Sport	1	.1%
	[06] Managers in Sales and Service	38	2.5%
	[07] Managers in Trades, Transport, and Equipment Operators	3	.2%
	[08] Managers in Primary Production (except agriculture)	2	.1%
	[09] Managers in Manufacturing and Utilities	1	.1%
	[11] Professional Occupations in Business and Finance	66	4.4%
	[12] Skilled Administrative and Business Occupations	146	9.8%
	[14] Clerical Occupations	136	9.1%
	[21] Professional Occupations in Natural and Applied Science	16	1.1%
	[22] Technical Occupations Related to Natural and Applied Science	12	.8%
	[31] Professional Occupations in Health	133	8.9%
	[32] Technical and Skilled Occupations in Health	20	1.3%
	[34] Assisting Occupations in Support of Health Services	29	1.9%
	[41] Professional Occupations in Social Science, Education, Government Religion	142	9.5%
	[42] Paraprofessional Occupations in Law, Social Services, Education Religion	21	1.4%
	[51] Professional Occupations in Art and Culture	21	1.4%
	[52] Technical and Skilled Occupations in Art, Culture, Recreation and	12	.8%
	[62] Skilled Sales and Service Occupations	64	4.3%
	[64] Intermediate Sales and Service Occupations	256	17.1%
	[66] Elemental Sales and Service Occupations	27	1.8%
	[72] Trades and Skilled Transport and Equipment Operators	5	.3%
	[73] Trades and Skilled Transport and Equipment Operators	8	.5%
	[74] Intermediate Occupations in Transport, Equipment Operation, Inst and Maintenance	12	.8%
	[82] Skilled Occupations in Primary Industry	15	1.0%
	[86] Labourers in Primary Industry	5	.3%
	[92] Processing, Manufacturing and Utilities Supervisors	7	.5%
[94] Processing and Manufacturing Machine Operators	7	.5%	
[96] Labourers in Processing, Manufacturing and Utilities	6	.4%	
[99] Self-employed/ Housewife/ Retired/ Unemployed	188	12.6%	
Total	1495	100.0%	

### **Summary Discussion**

The typical early leaver is young (median age of 22), single (78.7% were single at discontinuance), and male (52.3%). Their marital status does not change substantially from entry into their program of study through to discontinuance. Specifically, marital status did not change for 93.7% of respondents. However, the percentage of respondents who were married or were divorced increased by 3.3% and .6% respectively.

In terms of location, almost half of respondents were from Calgary and Edmonton. Specifically, 46.1% last attended high school in Calgary or Edmonton prior to enrolment while 34.7% attended elsewhere in Alberta. The majority of early leavers completed high school, with only 2.9% of respondents indicating they had completed less than Grade 12.

Just over half of early leavers (52.3%) were first-time students within their 2003/2004 program of study. Analysis by program type reveals that early leavers from University Transfer, Trade Certificate, and Diploma programs were most likely to be first-time students whereas those from Masters and Doctorate programs were least likely to be first-time students.

Parental educational attainment levels do not appear to impact post-secondary discontinuance. Specifically, 39.0% of early leavers surveyed have at least one parent with a university degree, compared to 37.9% of graduates, as identified in Alberta Advanced Education's Graduate Outcomes Survey (Class of 2001/2002). Additionally, over one quarter (28.3%) of respondents said that their father or male guardian completed university while 24.8% indicated that their mother or female guardian had completed university.

An increase in the number of dependents one is responsible for between enrolment and discontinuance does not appear to affect the decision to discontinue. Over one quarter of respondents (26.5%) were responsible for dependents when they first enrolled, and this proportion increased only slightly at the point of discontinuance (to 28.6%). Overall, only 4.6% of early leavers had a change in the number of dependents from when they started their program to when they left.

At the time of discontinuance, 44.0% of respondents were living with parents or relatives when they discontinued their studies. A further 17.4% were living on their own, 16.8% were living with their spouse or partner, 15.9% were living with roommates, and 5.6% were living in residence. The large proportion of early leavers living at home is likely a reflection of the large percentage of early leavers from Calgary and Edmonton (in turn related to the participating institutions).

Those respondents with a disability were more likely to seek personal counselling (as identified below) compared to other respondents. However, at 4.3%, the proportion of respondents indicating they had a disability was not significantly different than the national rate (3.9% for the age group of 15-24).<sup>1</sup> Of those who considered themselves to be an individual with a disability, 23.2% identified having a mental disorder, 18.8% identified ADD/ADHD, while 17.4% identified a learning disability.

In total 5.0% of respondents considered themselves to be Aboriginal, comparable to the proportion of Aboriginals in Alberta.<sup>2</sup> Of those who self-identified, 38.5% are Métis, 35.9% are Status Indian, 12.8% are non-status Indian, 3.8% are Inuit, and 6.4% indicated other.

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<sup>1</sup> Prevalence of disability in Canada, 2001, Statistics Canada

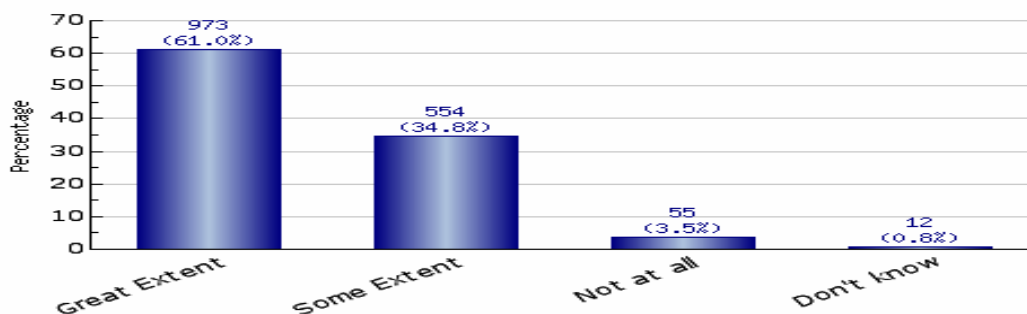
<sup>2</sup> Population by Aboriginal group, by province and territory (2001 Census), Statistics Canada

### *Pre-study Awareness and Other Characteristics*

One of the objectives of the Early Leavers Study was to examine the extent to which early leavers used different information sources in their decision to attend post-secondary studies, as well as respondents' pre-study activities, degree of social interaction in high school, and the value their parents' placed on pursuing advanced education studies.

#### **Degree of Social Interaction in High School**

The majority of respondents (61.0%) feel that they interacted socially with others at their high school to a great extent. A further 34.8% felt that they socially interacted to some extent, while 3.5% indicated little social interaction while in high school.



1594 responses (excludes 5 "refused / don't know" responses)

The following cross-tabulations show that students with disabilities and students whose parents do not strongly value post-secondary education were slightly less likely than others to have interacted socially in high school.

			To what extent do you feel that you interacted socially with others at your high school			Total
			To a great extent	To some extent	Not at all	
Do you consider yourself to be a person with a disability	Yes	Count	36	26	5	67
		%	53.7%	38.8%	7.5%	100.0%
	No	Count	934	523	50	1507
		%	62.0%	34.7%	3.3%	100.0%
Total		Count	970	549	55	1574
		%	61.6%	34.9%	3.5%	100.0%

			To what extent do you feel that you interacted socially with others at your high school			Total
			To a great extent	To some extent	Not at all	
To what extent did your parents or guardians value post-secondary education	To a great extent	Count	714	374	32	1120
		%	63.8%	33.4%	2.9%	100.0%
	To some extent	Count	197	143	16	356
		%	55.3%	40.2%	4.5%	100.0%
	Not at all	Count	53	24	7	84
		%	63.1%	28.6%	8.3%	100.0%
Total		Count	964	541	55	1560
		%	61.8%	34.7%	3.5%	100.0%

### ***Years Between K-12 and Post-secondary Studies***

The majority of respondents (60.6%) last attended school within the K-12 system in 2000 or later. A further 23.9% last attended between 1995 and 1999, with the remainder attending earlier than 1995.

		Frequency	Percent	Cumulative Percent
Last year in K-12 system	Before 1979	66	4.2	4.2
	1980 to 1989	96	6.1	10.3
	1990 to 1994	96	6.1	16.4
	1995 to 1999	362	23.0	39.4
	2000	172	10.9	50.4
	2001	218	13.9	64.2
	2002	283	18.0	82.3
	2003	270	17.2	99.4
	2004-2005	9	.6	100.0
	Total	1572	100.0	

Not surprisingly, most respondents (65.3%) first started their post-secondary studies in 2001 or later, although a relatively large proportion (15.2%) started their studies between 1995 and 1999.

		Frequency	Percent	Cumulative Percent
Year of first post-secondary education	Before 1979	38	2.4	2.4
	1980 to 1989	69	4.4	6.8
	1990 to 1994	71	4.5	11.3
	1995 to 1999	239	15.2	26.5
	2000	130	8.2	34.7
	2001	164	10.4	45.1
	2002	269	17.1	62.2
	2003	550	34.9	97.1
	2004-2005	46	2.9	100.0
	Total	1576	100.0	

The table below provides a breakdown of the number of years between last attendance within the K-12 system and first attendance within the post-secondary system. Just under half (47.5%) of respondents indicated they transitioned directly to post-secondary studies from the K-12 system, with only 5.9% of respondents indicating they waited five years (or longer) to transition.

		Frequency	Percent	Cumulative Percent
Years between high school and post-secondary	0	760	47.5%	47.5%
	1	372	23.3%	70.8%
	2 to 5	372	23.3%	94.1%
	More than 5	95	5.9%	100.0%
	Total	1599	100.0%	

Additional findings by socio-demographic characteristics indicate that 38.1% of those with dependents waited more than a year before starting post-secondary, compared to 25.7% of those without dependents.

			Years between high school and post-secondary				Total
			0	1	2 to 5	More than 5	
How many dependants were you responsible for when you discontinued the program you were attending in 2003-04	Responsible for dependents	Count %	188 41.1%	95 20.8%	116 25.4%	58 12.7%	457 100.0%
	Not responsible for any dependents	Count %	569 50.0%	277 24.3%	256 22.5%	37 3.2%	1139 100.0%
Total		Count %	760 47.5%	372 23.3%	372 23.3%	95 5.9%	1599 100.0%

Of those respondents who were divorced, separated, or widowed, 65.3% waited more than a year to start post-secondary studies, compared to 40.7% of those who were married, and 25.0% of those who were single.

			Years between high school and post-secondary				Total
			0	1	2 to 5	More than 5	
What was your marital status when you decided to discontinue the program you were attending in 2003-04	Single	Count %	639 50.9%	302 24.1%	284 22.6%	30 2.4%	1255 100.0%
	Married or living with partner	Count %	111 38.7%	59 20.6%	73 25.4%	44 15.3%	287 100.0%
	Divorced/separated/widowed	Count %	7 13.5%	11 21.2%	15 28.8%	19 36.5%	52 100.0%
Total		Count %	760 47.5%	372 23.3%	372 23.3%	95 5.9%	1599 100.0%

Of those respondents who self-identified as Aboriginal, 38.8% entered post-secondary studies directly out of high school, compared to 48.0% for non-Aboriginal respondents.

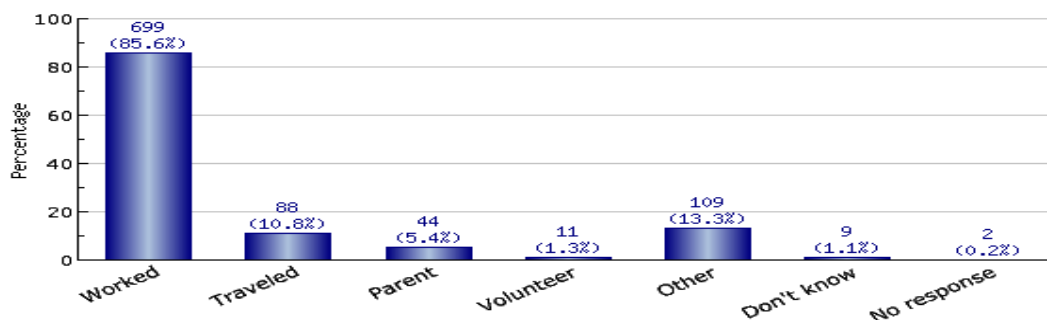
			Years between high school and post-secondary				Total
			0	1	2 to 5	More than 5	
Do you consider yourself to be an Aboriginal person	Yes	Count	31	17	23	9	80
		%	38.8%	21.3%	28.8%	11.3%	100.0%
	No	Count	726	353	347	86	1512
		%	48.0%	23.3%	22.9%	5.7%	100.0%
Total	Count		760	372	372	95	1599
	%		47.5%	23.3%	23.3%	5.9%	100.0%

As parental educational attainment increases, the greater the likelihood that respondents had direction transitions from the K-12 system to the post-secondary system.

			Years between high school and post-secondary				Total
			0	1	2 to 5	More than 5	
Father's Education	Less than High School	Count	88	57	64	40	249
		%	35.3%	22.9%	25.7%	16.1%	100.0%
	High School Graduate	Count	169	73	75	17	334
		%	50.6%	21.9%	22.5%	5.1%	100.0%
	Some Post Secondary	Count	46	32	21	4	103
		%	44.7%	31.1%	20.4%	3.9%	100.0%
	Completed College	Count	156	70	71	4	301
		%	51.8%	23.3%	23.6%	1.3%	100.0%
	Completed University	Count	226	109	99	15	449
		%	50.3%	24.3%	22.0%	3.3%	100.0%
Total	Count		685	341	330	80	1436
	%		47.7%	23.7%	23.0%	5.6%	100.0%

			Years between high school and post-secondary				Total
			0	1	2 to 5	More than 5	
Mother's Education	Less than High School	Count	58	36	55	27	176
		%	33.0%	20.5%	31.3%	15.3%	100.0%
	High School Graduate	Count	227	110	100	24	461
		%	49.2%	23.9%	21.7%	5.2%	100.0%
	Some Post Secondary	Count	66	39	27	8	140
		%	47.1%	27.9%	19.3%	5.7%	100.0%
	Completed College	Count	150	68	76	15	309
		%	48.5%	22.0%	24.6%	4.9%	100.0%
	Completed University	Count	203	93	93	6	395
		%	51.4%	23.5%	23.5%	1.5%	100.0%
Total	Count		704	346	351	80	1481
	%		47.5%	23.4%	23.7%	5.4%	100.0%

Of those respondents who did not directly transition to post-secondary studies, 85.6% worked, 10.8% traveled, 5.4% became parents, 1.3% volunteered, and 13.3% indicated other.



817 responses

### **Information Sources for Planning Post-secondary Studies**

Respondents indicated using a wide range of information sources to help them select their first post-secondary program of study. Parents/Other Relatives (94.2%), Friends (94.0%), Institutional Calendars (92.0%), and Teachers (90.4%) were the most frequently identified sources of information.

Information Source	Accessed (%)	Not Accessed or Don't Know (%)
Parents/Other Relatives	94.2	5.8
Friends	94.0	6.0
Institutional Calendars (print and online)	92.0	
Teachers	90.4	
School or Guidance Counsellors	86.3	13.7
Career Counsellors	72.1	27.9
Spouse/Partner	61.2	38.8
Alberta Learning Information Service (ALIS) website	57.4	42.6

Based on a five-point scale, respondents indicated that Parents/Other Relatives (53.6%) and Institutional Calendars (48.1%) were the most useful sources of information.

Information Source	Not Useful (1-2) %	Moderately Useful (3) %	Very Useful (4-5) %	Mean (1-5)
Spouse/Partner	63.3	14.9	21.8	2.1
Alberta Learning Information Service (ALIS) website	59.2	18.5	22.3	2.2
Career Counsellors	52.3	21.7	26.0	2.4
School or Guidance Counsellors	41.2	23.0	35.8	2.8
Teachers	37.0	26.2	36.8	2.9
Friends	30.4	28.6	41.0	3.1
Institutional Calendars (print and online)	26.7	25.2	48.1	3.3
Parents/Other Relatives	21.7	24.7	53.6	3.4

\* percentage of people who accessed the service

The table below provides a summary of each information source – identifying the proportion of respondents who used the source, the average usefulness rating, and the 95% confidence interval. The most used sources also tended to be the most useful.

The confidence intervals indicate 95% certainty that the average rating will be between the lower and upper limit. For example, there is 95% certainty that the average usefulness rating for Parents/Other Relatives is between 3.36 and 3.49. Parents/Other Relatives are significantly more useful than all other sources (given that the lower limit of this source is higher than the upper limit for all other sources).

Information Source	% of Respondents Who Accessed Source	Average Rating	95% Confidence Limits	
			Lower	Upper
Parents/Other Relatives	94.2%	3.43	3.36	3.49
Institutional Calendars	92.0%	3.25	3.18	3.32
Friends	94.0%	3.07	3.00	3.14
Teachers	90.4%	2.90	2.85	2.98
School or Guidance Counsellors	86.3%	2.83	2.76	2.91
Career Counsellors	72.1%	2.44	2.36	2.52
Alberta Learning Information Service (ALIS) website	57.4%	2.23	2.13	2.32
Spouse/Partner	61.2%	2.13	2.04	2.22

The ALIS website was significantly more useful for those who attended college or a technical institute compared to university early leavers. Early leavers from the Universities of Alberta and Calgary provided an average usefulness rating of 1.99, compared to an average rating of 2.33 for other respondents.

Alberta Learning Information Service (ALIS) website

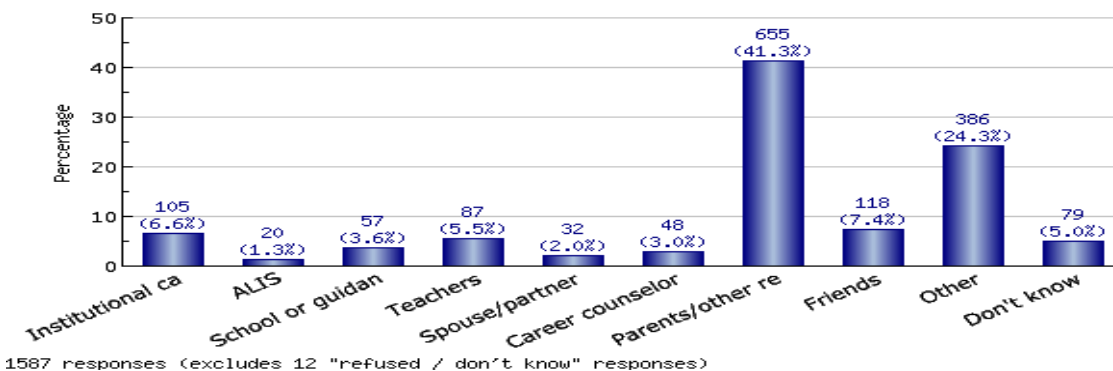
	N	Mean
University of Calgary	132	1.98
University of Alberta	154	2.01
SAIT	112	2.19
NAIT	140	2.44
Keyano College	17	2.41
Grant MacEwan College	155	2.28
Red Deer College	103	2.59
Mount Royal College	102	2.15
Total	915	2.23

Respondents who attended high school outside of Edmonton and Calgary found school guidance counsellors significantly more useful than those who attended within those cities. The average ratings were 2.92 and 2.73 respectively. Not surprisingly,



respondents who entered post-secondary studies directly from high school found teachers more useful than those who waited at least one year before enrolling. The average ratings were 3.07 and 2.77 respectively.

Overall, respondents indicated that the single greatest influence on their decision to pursue post-secondary studies were their Parents/Other Relatives (41.3%). Within the other category, 10.9% of all respondents indicated that they were their single greatest influence. The next most common responses were Friends (7.4%), Institutional Calendars (6.6%), and Teachers (5.5%).



### **Decision Age**

The average age when respondents made the decision to attend post-secondary studies was 16.4 (ranging from age 0 to age 57). Most respondents made the decision to attend between the ages of 13 through 18 (57.0%).

		Frequency	Percent	Cumulative Percent
When did you decide to attend post-secondary	Under 10	105	7.1	7.1
	10 to 12	193	13.0	20.1
	13 to 15	300	20.2	40.2
	16 to 18	547	36.8	77.1
	19 to 21	204	13.7	90.8
	22 to 25	59	4.0	94.8
	Over 25	78	5.2	100.0
	Total	1486	100.0	

The cross-tabulation below indicates that for those respondents who decided at a young age to attend post-secondary studies, most were likely to transition immediately from high school.

			Years between high school and post-secondary				Total
			0	1	2 to 5	More than 5	
By what age had you decided you wanted to attend post-secondary	Less than 10	Count	140	39	36	3	218
		%	64.2%	17.9%	16.5%	1.4%	100.0%
	10 to 12	Count	121	38	32	2	193
		%	62.7%	19.7%	16.6%	1.0%	100.0%
	13 to 15	Count	194	69	34	3	300
		%	64.7%	23.0%	11.3%	1.0%	100.0%
	16 to 18	Count	271	161	106	9	547
		%	49.5%	29.4%	19.4%	1.6%	100.0%
	19 to 21	Count	18	53	125	8	204
		%	8.8%	26.0%	61.3%	3.9%	100.0%
	22 to 25	Count	4	7	28	20	59
		%	6.8%	11.9%	47.5%	33.9%	100.0%
	Over 25	Count	12	5	11	50	78
		%	15.4%	6.4%	14.1%	64.1%	100.0%
Total	Count	760	372	372	95	1599	
	%	47.5%	23.3%	23.3%	5.9%	100.0%	

The table below provides the average age at which respondents decided to attend post-secondary studies by program type. Individuals in Undergraduate and University Transfer programs were significantly younger than the average age while those in Certificate and Diploma programs were significantly older than the average age. Individuals in Skills and Trade Certificate programs also appear to have decided on post-secondary studies at an older age; however, because of small respondent numbers it is not possible to conclude statistical significance.

Value - By what age had you decided that you wanted to attend post-secondary studies

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
			Applied Degree	46
Certificate	91	19.5	17.9	21.0
Diploma	489	17.9	17.4	18.4
Masters	24	15.4	11.7	19.1
Doctorate	29	17.4	14.9	20.0
Skills	5	19.4	15.3	23.5
Trade Certificate	12	18.8	11.8	25.7
Undergraduate	489	15.0	14.4	15.5
University Transfer	300	15.4	14.9	15.9
Total	1485	16.4	16.1	16.8

When the average age of deciding to take post-secondary studies is related to field of study, individuals in Business and Related Studies were significantly older than average.

Value - By what age had you decided that you wanted to attend post-secondary studies

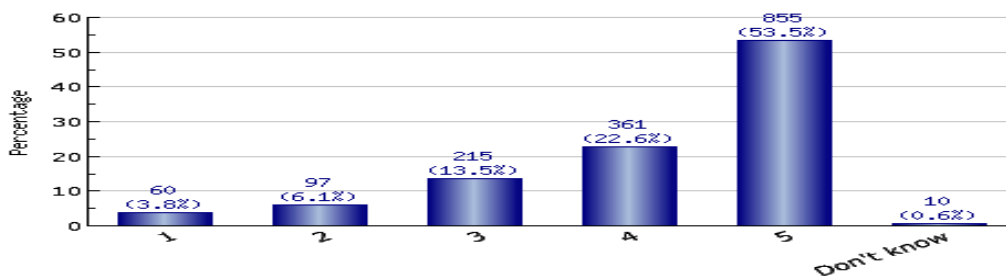
	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
Math and Natural Sciences	475	16.0	15.5	16.5
Life Sciences	24	18.0	14.0	21.9
Health and Medical Sciences	88	16.8	15.4	18.2
Social Sciences and Related Applications	188	16.5	15.5	17.5
Arts	313	15.7	15.0	16.3
Business and Related Studies	299	17.6	17.0	18.2
General Studies	98	16.7	15.6	17.7
Total	1485	16.4	16.1	16.8

When asked to identify the age at which they selected a particular post-secondary field of study, 51.7% of respondents indicated that they made their decision between the ages of 16 and 18. A further 23.2% decided between 19 and 21. The average age when respondents selected a particular field of study was 18.7.

		Frequency	Percent	Valid Percent	Cumulative Percent
When did you decide on a field of study	Less than 10	18	1.3	1.3	1.3
	10 to 12	29	2.1	2.1	3.4
	13 to 15	119	8.7	8.7	12.1
	16 to 18	708	51.7	51.7	63.8
	19 to 21	318	23.2	23.2	87.0
	22 to 25	92	6.7	6.7	93.7
	Over 25	86	6.3	6.3	100.0
	Total	1370	100.0	100.0	

**Commitment Level to Completing Program of Study**

Overall, 53.5% of respondents indicated they were very committed to completing their program of study when they first enrolled. Only 9.9% indicated they were not committed (a rating of 1 or 2) to completing their program. The average rating was 4.2.



1598 responses (excludes 1 "refused / don't know" responses)

Of those who were first-time students, 47.5% indicated they were very committed (a rating of 5), compared to 60.1% for those respondents who were not first-time students.

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
When you enrolled in the Fall of 2003 and/or the Winter of 2004, was it the first time you had enrolled in post-secondary studies	Yes	Count	33	61	125	214	397	836
		%	3.9%	7.3%	15.0%	25.6%	47.5%	100.0%
	No	Count	27	36	89	147	456	759
		%	3.6%	4.7%	11.7%	19.4%	60.1%	100.0%
Total	Count	60	97	215	361	855	1599	
	%	3.8%	6.1%	13.4%	22.6%	53.5%	100.0%	

In terms of gender differences, 47.2% of males indicated they were very committed (a rating of 5) compared to 60.4% of females.

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
What is your gender	Male	Count	36	57	128	216	395	836
		%	4.3%	6.8%	15.3%	25.8%	47.2%	100.0%
	Female	Count	24	40	87	144	460	761
		%	3.2%	5.3%	11.4%	18.9%	60.4%	100.0%
Total	Count	60	97	215	361	855	1599	
	%	3.8%	6.1%	13.4%	22.6%	53.5%	100.0%	

As age increases, the level of commitment also increases. Just under 80% of respondents above age 30 indicated they were very committed to completing their program of study compared to only 40.4% of those age 20 or less.

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
Age	20 or less	Count	21	35	89	126	185	458
		%	4.6%	7.6%	19.4%	27.5%	40.4%	100.0%
	21 to 25	Count	29	55	93	188	355	724
		%	4.0%	7.6%	12.8%	26.0%	49.0%	100.0%
	26 to 30	Count	3	5	20	24	137	191
		%	1.6%	2.6%	10.5%	12.6%	71.7%	100.0%
	Over 30	Count	7	2	13	20	173	218
		%	3.2%	.9%	6.0%	9.2%	79.4%	100.0%
Total	Count	60	97	215	358	850	1591	
	%	3.8%	6.1%	13.5%	22.5%	53.4%	100.0%	

Close to 80% of respondents who were divorced, separated, or widowed were very committed to completing their program of study compared to 68.6% for those who were married and 48.9% for those who were single.

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
What was your marital status when you decided to discontinue the program you were attending in 2003-04	Single	Count	45	88	187	315	614	1255
		%	3.6%	7.0%	14.9%	25.1%	48.9%	100.0%
	Married or living with partner	Count	14	8	26	37	197	287
		%	4.9%	2.8%	9.1%	12.9%	68.6%	100.0%
	Divorced/separated/widowed	Count	1	1	2	7	41	52
		%	1.9%	1.9%	3.8%	13.5%	78.8%	100.0%
Total		Count	60	97	215	361	855	1599
		%	3.8%	6.1%	13.4%	22.6%	53.5%	100.0%

Having responsibility for dependents may also influence commitment to complete. Of those respondents with dependents, 65.9% were very committed to completing their program compared to 48.6% for those without dependents.

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
How many dependants were you responsible for when you discontinued the program you were attending in 2003-04	Responsible for dependents	Count	14	21	49	68	301	457
		%	3.1%	4.6%	10.7%	14.9%	65.9%	100.0%
	Not responsible for any dependents	Count	45	75	166	292	554	1139
		%	4.0%	6.6%	14.6%	25.6%	48.6%	100.0%
Total		Count	60	97	215	361	855	1599
		%	3.8%	6.1%	13.4%	22.6%	53.5%	100.0%

Respondents whose parents/guardians had less than high school education were the most committed to completing their program of study (61.8% for father's educational attainment and 64.2% for mother's educational attainment).

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
Father's Education	Less than High School	Count	9	15	20	50	154	249
		%	3.6%	6.0%	8.0%	20.1%	61.8%	100.0%
	High School Graduate	Count	7	17	56	83	170	334
		%	2.1%	5.1%	16.8%	24.9%	50.9%	100.0%
	Some Post Secondary	Count	3	8	15	26	50	103
	%	2.9%	7.8%	14.6%	25.2%	48.5%	100.0%	
	Completed College	Count	8	20	40	72	159	301
		%	2.7%	6.6%	13.3%	23.9%	52.8%	100.0%
	Completed University	Count	21	28	67	98	233	449
		%	4.7%	6.2%	14.9%	21.8%	51.9%	100.0%
Total		Count	48	88	198	329	766	1436
		%	3.3%	6.1%	13.8%	22.9%	53.3%	100.0%

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
Mother's Education	Less than High School	Count	4	3	17	37	113	176
		%	2.3%	1.7%	9.7%	21.0%	64.2%	100.0%
	High School Graduate	Count	14	35	63	109	237	461
		%	3.0%	7.6%	13.7%	23.6%	51.4%	100.0%
	Some Post Secondary	Count	8	10	21	34	67	140
		%	5.7%	7.1%	15.0%	24.3%	47.9%	100.0%
	Completed College	Count	8	22	47	66	164	309
		%	2.6%	7.1%	15.2%	21.4%	53.1%	100.0%
	Completed University	Count	19	26	50	96	202	395
		%	4.8%	6.6%	12.7%	24.3%	51.1%	100.0%
Total		Count	53	96	198	342	783	1481
		%	3.6%	6.5%	13.4%	23.1%	52.9%	100.0%

When commitment levels were assessed by program type, less than half of respondents in Undergraduate and University Transfer programs were very committed to completing their programs of study (this finding may be related to age, given that Undergraduate and University Transfer programs attract younger students).

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
Program Type	Applied Degree	Count	3	1	7	6	30	47
		%	6.4%	2.1%	14.9%	12.8%	63.8%	100.0%
	Certificate	Count	5	5	15	15	60	101
		%	5.0%	5.0%	14.9%	14.9%	59.4%	100.0%
	Diploma	Count	16	16	66	106	313	519
		%	3.1%	3.1%	12.7%	20.4%	60.3%	100.0%
	Masters	Count	0	0	3	6	15	25
		%	.0%	.0%	12.0%	24.0%	60.0%	100.0%
	Doctorate	Count	0	1	2	3	24	30
		%	.0%	3.3%	6.7%	10.0%	80.0%	100.0%
	Skills	Count	0	1	0	1	4	6
		%	.0%	16.7%	.0%	16.7%	66.7%	100.0%
	Trade Certificate	Count	1	0	0	3	9	13
		%	7.7%	.0%	.0%	23.1%	69.2%	100.0%
	Undergraduate	Count	22	50	77	121	255	530
		%	4.2%	9.4%	14.5%	22.8%	48.1%	100.0%
	University Transfer	Count	13	23	45	100	145	328
		%	4.0%	7.0%	13.7%	30.5%	44.2%	100.0%
Total		Count	60	97	215	361	855	1599
		%	3.8%	6.1%	13.4%	22.6%	53.5%	100.0%

Not surprisingly, only 39.6% of respondents in the General Studies field of study indicated they were very committed to completing their program of study.

			If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program when you first enrolled					Total
			(Not committed) 1	2	3	4	(Very committed) 5	
Field of Study	Math and Natural Sciences	Count	17	27	80	124	265	517
		%	3.3%	5.2%	15.5%	24.0%	51.3%	100.0%
	Life Sciences	Count	1	2	3	4	13	24
		%	4.2%	8.3%	12.5%	16.7%	54.2%	100.0%
	Health and Medical Sciences	Count	4	3	15	18	58	99
		%	4.0%	3.0%	15.2%	18.2%	58.6%	100.0%
	Social Sciences and Related Applications	Count	2	8	18	45	127	202
		%	1.0%	4.0%	8.9%	22.3%	62.9%	100.0%
Arts	Count	14	32	42	80	166	335	
	%	4.2%	9.6%	12.5%	23.9%	49.6%	100.0%	
Business and Related Studies	Count	13	11	41	66	184	316	
	%	4.1%	3.5%	13.0%	20.9%	58.2%	100.0%	
General Studies	Count	9	14	16	24	42	106	
	%	8.5%	13.2%	15.1%	22.6%	39.6%	100.0%	
Total	Count	60	97	215	361	855	1599	
	%	3.8%	6.1%	13.4%	22.6%	53.5%	100.0%	

The tables below indicate that commitment levels increased as decision ages (age when deciding to attend post-secondary studies and age when deciding on a particular field of study) increased. Correlation analysis confirms there is a positive correlation. No significant relationships were identified between commitment levels and high school social interaction, sources of information used, or parental value of post-secondary education.

If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program you were attending in 2003-04 when you first enrolled

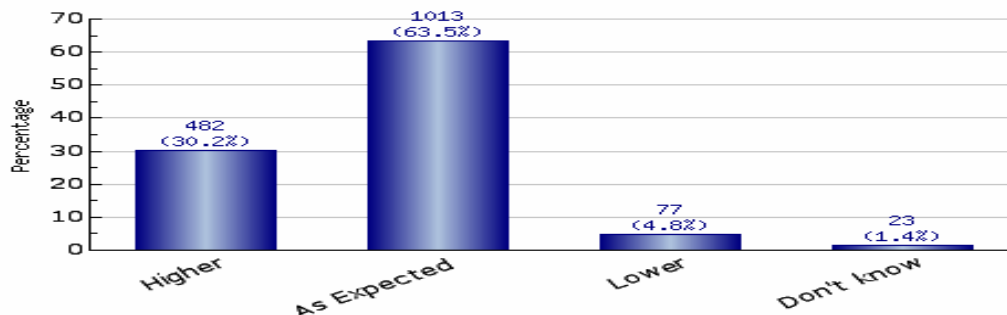
Age when decided to attend post-secondary	N	Mean
Less than 10	211	4.05
10 to 12	193	4.15
13 to 15	300	4.17
16 to 18	546	4.10
19 to 21	202	4.12
22 to 25	59	4.61
Over 25	77	4.81
Total	1588	4.17

If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program you were attending in 2003-04 when you first enrolled

Age when decided field of study	N	Mean
Less than 10	244	3.81
10 to 12	29	4.45
13 to 15	119	4.31
16 to 18	704	4.14
19 to 21	315	4.15
22 to 25	92	4.51
Over 25	85	4.79
Total	1588	4.17

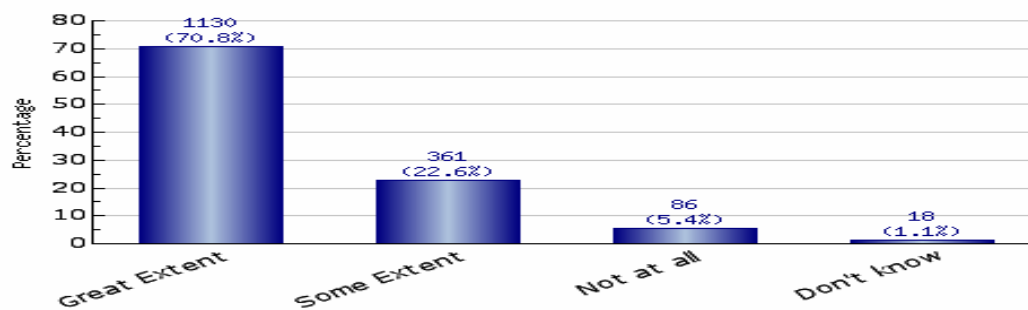
### **Expectation of Costs and Parental Value of Post-secondary Studies**

In total, 63.5% of respondents indicated that their education-related costs were what they expected, while 30.2% indicated the costs were higher than they had expected.



1595 responses (excludes 4 "refused / don't know" responses)

The majority of respondents (70.8%) indicated that their parents or guardians valued post-secondary education to a great extent. Only 5.4% of respondents indicated that their parents/guardians did not value post-secondary studies.



1595 responses (excludes 4 "refused / don't know" responses)



The cross-tabulations below indicate that as parental educational attainment levels increase, so does the value placed on advanced education studies.

			To what extent did your parents or guardians value post-secondary education			Total
			To a great extent	To some extent	Not at all	
What is/was the highest level of education attained by your father or male guardian	Elementary or junior high school	Count	38	23	8	69
		%	55.1%	33.3%	11.6%	100.0%
	Some high school	Count	95	57	23	175
		%	54.3%	32.6%	13.1%	100.0%
	Completed high school	Count	210	97	23	330
		%	63.6%	29.4%	7.0%	100.0%
	Some post-secondary	Count	74	25	2	101
	%	73.3%	24.8%	2.0%	100.0%	
Completed college, technical institute	Count	224	67	8	299	
	%	74.9%	22.4%	2.7%	100.0%	
Completed university degree	Count	375	59	13	447	
	%	83.9%	13.2%	2.9%	100.0%	
Total	Count	1016	328	77	1421	
	%	71.5%	23.1%	5.4%	100.0%	

			To what extent did your parents or guardians value post-secondary education			Total
			To a great extent	To some extent	Not at all	
What is/was the highest level of education attained by your mother or female guardian	Elementary or junior high school	Count	26	14	9	49
		%	53.1%	28.6%	18.4%	100.0%
	Some high school	Count	60	39	26	125
		%	48.0%	31.2%	20.8%	100.0%
	Completed high school	Count	291	144	18	453
		%	64.2%	31.8%	4.0%	100.0%
	Some post-secondary	Count	99	35	5	139
	%	71.2%	25.2%	3.6%	100.0%	
Completed college, technical institute	Count	241	57	8	306	
	%	78.8%	18.6%	2.6%	100.0%	
Completed university degree	Count	334	51	9	394	
	%	84.8%	12.9%	2.3%	100.0%	
Total	Count	1051	340	75	1466	
	%	71.7%	23.2%	5.1%	100.0%	

### **Summary Discussion**

Early leavers relied on a variety of sources in selecting their first program of study; however, the main sources included parents (94.6%), friends (94.5%), institutional calendars (92.9%), and teachers (90.9%). In terms of usefulness, parents/relatives and institutional calendars were considered the most useful. Parents and relatives were also identified by the largest proportion of respondents to be the single greatest influence on their decision to pursue post-secondary studies.

Overall, 70.8% of early leavers indicated their parents valued post-secondary education. As parental educational attainment increased so did the value association with post-secondary education. In terms of costs, almost one third of respondents (30.2%) indicated that the costs were higher than they had expected.

The decision to attend post-secondary school was made by most respondents while in high school, with the average age being 16.4 years. The decision to pursue a particular field of study was made later on, at an average age of 18.7.

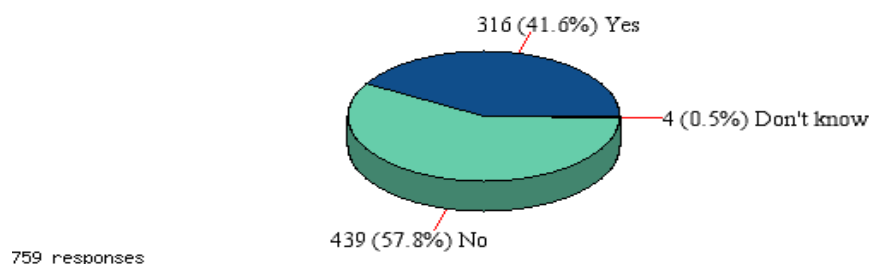
The level of commitment to the completion of their post-secondary studies was higher among females, married/divorced/separated/widowed respondents, those who were not first-time students, and older respondents. Additionally, respondents with dependents and those with a disability were more likely to be committed to program completion than other respondents. Commitment levels likely reflected the level of personal investment these groups attached to their decision to take post-secondary studies.

### *Discontinuance*

This chapter focuses on the reasons why early leavers discontinued their post-secondary studies. Additional information is provided on the use of student services.

### **Prior Breaks from Post-secondary Studies**

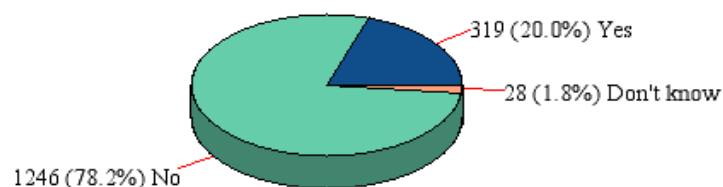
Of those respondents who were not first-time students, 41.6% indicating taking a break from their studies prior to their discontinuance from their 2003/2004 program of study (not including summer breaks). Respondents who had taken previous breaks from their studies were no more or less committed to completion than other respondents.



Of those respondents who had taken a prior break from their studies, 51.3% had taken one prior break, 29.4% had taken two prior breaks, while 12.4% had taken more than two prior breaks from their post-secondary studies.

		Frequency	Valid Percent	Cumulative Percent
How many times have you interrupted study	Don't know/ No response	22	7.0	7.0
	1	162	51.3	58.2
	2	93	29.4	87.7
	3	22	7.0	94.6
	4	12	3.8	98.4
	5	4	1.3	99.7
	7	1	.3	100.0
	Total	316	100.0	

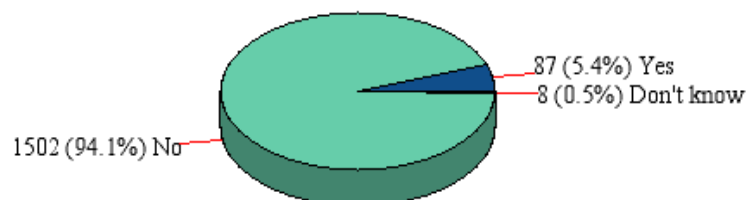
Not all early leavers chose to discontinue their post-secondary studies – 20% of respondents were required to withdraw. Males were more likely to be required to withdraw from their studies (24.0%) compared to females (15.4%).



1593 responses (excludes 6 "refused / don't know" responses)

			Did the institution you were attending in 2003-04 require you to withdraw from your post-secondary studies				Total
			Yes	No	Dont know	No response	
What is your gender	Male	Count	201	613	17	5	836
		%	24.0%	73.3%	2.0%	.6%	100.0%
	Female	Count	117	633	10	1	761
		%	15.4%	83.2%	1.3%	.1%	100.0%
Total		Count	318	1246	27	6	1597
		%	19.9%	78.0%	1.7%	.4%	100.0%

A small proportion of respondents (5.4%) had been asked to withdraw from a previous program of study.



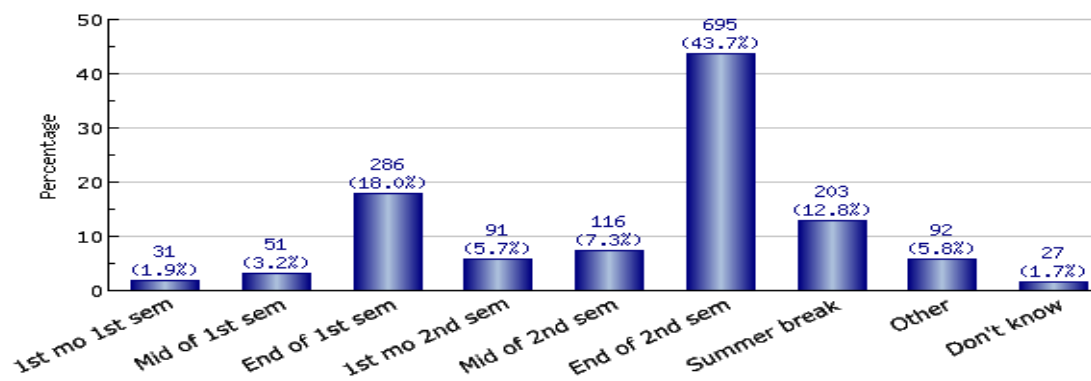
1597 responses (excludes 2 "refused / don't know" responses)

Of those respondents who had previously been required to withdraw, 37.9% were required to withdraw from their 2003/2004 program of study. In comparison, of those who had not been required to withdraw from a previous program of study, only 18.8% were asked to withdraw from their 2003/2004 program.

			Did the institution you were attending in 2003-04 require you to withdraw from your post-secondary studies				Total
			Yes	No	Don't know	No response	
Prior to your current break, have you ever been required to withdraw by a post-secondary institution you were attending	Yes	Count	33	51	2	1	87
		%	37.9%	58.6%	2.3%	1.1%	
	No	Count	283	1193	22	4	1502
		%	18.8%	79.4%	1.5%	.3%	100.0%
Total	Count	319	1246	28	6	1599	
	%	19.9%	77.9%	1.8%	.4%	100.0%	

### ***Point of Discontinuance in 2003/2004***

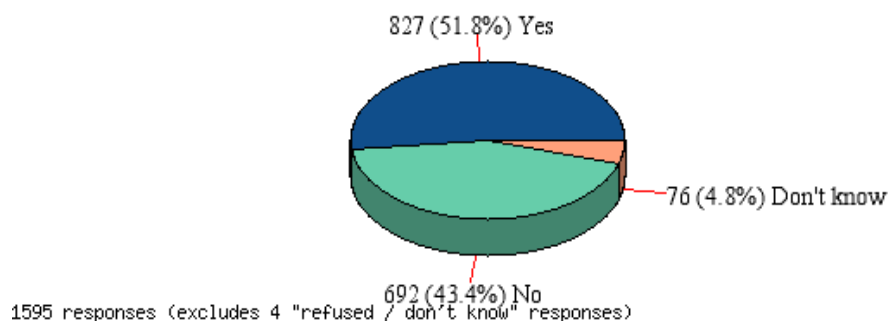
In total, 43.7% of respondents discontinued their studies at the end of the second semester, while 18.0% discontinued at the end of the first semester. Smaller proportions of respondents discontinued at other periods of the academic year.



1592 responses (excludes 7 "refused / don't know" responses)

### Program Fit

In total, 51.8% of respondents felt that their program of study was a good fit for them. A further 43.4% did not feel their program was a good fit.



Only 35.7% of those who did not set a goal upon entering the program thought that the program was a good fit.

			Do you think that the program(s) you attended in 2003-04 was a good "fit"			Total
			Yes	No	Don't know	
What was your primary goal upon entering in 2003-04	Preparation for entry into another program	Count %	106 49.8%	100 46.9%	7 3.3%	213 100.0%
	Completion of a specific credential	Count %	150 54.3%	115 41.7%	11 4.0%	276 100.0%
	Completion of courses for interest only	Count %	47 50.0%	41 43.6%	6 6.4%	94 100.0%
	Completion of courses for employment purposes	Count %	157 52.9%	126 42.4%	14 4.7%	297 100.0%
	Did not set a goal	Count %	5 35.7%	9 64.3%	0 .0%	14 100.0%
	Other	Count %	6 54.5%	5 45.5%	0 .0%	11 100.0%
Total	Count %	476 52.0%	400 43.7%	38 4.2%	915 100.0%	

Of those who used career counselling when they selected their program of study, 53.0% felt that the program was a good fit, compared to 44.3% for those respondents who did not use career counselling.

			Do you think that the program(s) you attended in 2003-04 was a good "fit"			Total
			Yes	No	Don't know	
Career counselors	Did not use	Count %	47 44.3%	51 48.1%	7 6.6%	106 100.0%
	Used	Count %	429 53.0%	349 43.1%	31 3.8%	809 100.0%
Total	Count %	476 52.0%	400 43.7%	38 4.2%	915 100.0%	

Of those respondents who were first-time students, only 46.1% thought that their program was a good fit compared to 58.0% of those who were not first-time students.

			Do you think that the program(s) you attended in 2003-04 was a good "fit"			Total
			Yes	No	Dont know	
When you enrolled in the Fall of 2003 and/or the Winter of 2004, was it the first time you had enrolled in post-secondary studies	Yes	Count	385	405	45	836
		%	46.1%	48.4%	5.4%	100.0%
	No	Count	440	287	30	759
		%	58.0%	37.8%	4.0%	100.0%
Total		Count	827	692	76	1599
		%	51.7%	43.3%	4.8%	100.0%

As age increases, the likelihood of respondents indicating their program was a good fit also increases. Of those over age 30, 64.2% indicated their program was a good fit compared to only 39.7% of those age 20 or younger.

			Do you think that the program(s) you attended in 2003-04 was a good "fit"			Total
			Yes	No	Dont know	
Age	20 or less	Count	182	256	20	458
		%	39.7%	55.9%	4.4%	100.0%
	21 to 25	Count	379	306	37	724
		%	52.3%	42.3%	5.1%	100.0%
	26 to 30	Count	120	61	10	191
		%	62.8%	31.9%	5.2%	100.0%
	Over 30	Count	140	67	9	218
		%	64.2%	30.7%	4.1%	100.0%
Total		Count	821	690	76	1591
		%	51.6%	43.4%	4.8%	100.0%

Interestingly, even though they had lower levels of commitment to completion, respondents in General Studies were most likely to think that their program was a good fit (59.4%), followed by Social Sciences (56.9%), Arts (54.9%), and Health and Medical Sciences (54.5%). Less than half of respondents in Math and Natural Sciences, Business and Related Studies, and Life Sciences felt that their program was a good fit.

No differences in program fit were identified between females and males, and between Aboriginals and non-Aboriginals.

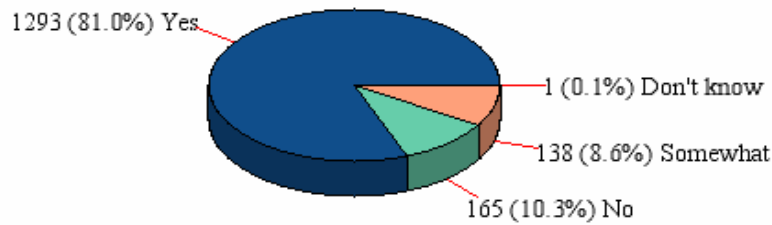
			Do you think that the program(s) you attended in 2003-04 was a good "fit"			Total
			Yes	No	Dont know	
Field of Study	Math and Natural Sciences	Count	252	247	17	517
		%	48.7%	47.8%	3.3%	100.0%
	Life Sciences	Count	10	13	1	24
		%	41.7%	54.2%	4.2%	100.0%
	Health and Medical Sciences	Count	54	40	3	99
		%	54.5%	40.4%	3.0%	100.0%
	Social Sciences and Related Applications	Count	115	76	11	202
		%	56.9%	37.6%	5.4%	100.0%
Arts	Count	184	134	17	335	
	%	54.9%	40.0%	5.1%	100.0%	
Business and Related Studies	Count	149	146	20	316	
	%	47.2%	46.2%	6.3%	100.0%	
General Studies	Count	63	36	7	106	
	%	59.4%	34.0%	6.6%	100.0%	
Total	Count	827	692	76	1599	
	%	51.7%	43.3%	4.8%	100.0%	

Of those who did not feel that their program was a good fit, more than half (50.9%) said that the program was not what they had expected, 40.0% indicated they had changed their mind, while 18.6% did not like the professor(s).

Reasons Why Program Was Not a Good Fit	Total # % of Respondents	
Not what you expected in terms of content and focus	352	50.9
Changed your mind	277	40.0
Didn't like the professors/instructors	129	18.6
Other	108	15.6
Wasn't your first choice program	92	13.3
Too difficult for you to handle financially	70	10.1
Not flexible enough to meet the demands of your personal life (chronic illness, etc)	64	9.2
Too difficult for your knowledge and skill level	58	8.4
Don't know	7	1.0
Total	692	

### **Academic Preparedness**

Overall, 81.0% of respondents considered themselves academically prepared for their program of study, 10.3% did not feel academically prepared, and 8.6% felt somewhat prepared.



1597 responses (excludes 2 "refused / don't know" responses)

Not surprisingly, older respondents felt they were more academically prepared than younger respondents.

			Did you consider yourself academically prepared			Total
			Yes	No	Somewhat	
Age	20 or less	Count	362	56	40	458
		%	79.0%	12.2%	8.7%	100.0%
	21 to 25	Count	570	85	68	724
		%	78.7%	11.7%	9.4%	100.0%
	26 to 30	Count	169	8	13	191
		%	88.5%	4.2%	6.8%	100.0%
	Over 30	Count	184	16	17	218
		%	84.4%	7.3%	7.8%	100.0%
Total		Count	1285	165	138	1591
		%	80.8%	10.4%	8.7%	100.0%

Early leavers from Applied Degree, Masters, and Doctorate programs felt more prepared while early leavers from Certificate programs felt less prepared.

			Did you consider yourself academically prepared			Total
			Yes	No	Somewhat	
Program Type	Applied Degree	Count	41	4	2	47
		%	87.2%	8.5%	4.3%	100.0%
	Certificate	Count	76	15	9	101
		%	75.2%	14.9%	8.9%	100.0%
	Diploma	Count	422	46	50	519
		%	81.3%	8.9%	9.6%	100.0%
	Masters	Count	22	1	2	25
		%	88.0%	4.0%	8.0%	100.0%
	Doctorate	Count	26	2	2	30
		%	86.7%	6.7%	6.7%	100.0%
	Skills	Count	5	0	1	6
		%	83.3%	.0%	16.7%	100.0%
	Trade Certificate	Count	10	1	2	13
		%	76.9%	7.7%	15.4%	100.0%
	Undergraduate	Count	426	54	49	530
		%	80.4%	10.2%	9.2%	100.0%
	University Transfer	Count	265	42	21	328
		%	80.8%	12.8%	6.4%	100.0%
Total		Count	1293	165	138	1599
		%	80.9%	10.3%	8.6%	100.0%



There did not appear to be any major differences in academic preparedness among fields of study.

			Did you consider yourself academically prepared			Total
			Yes	No	Somewhat	
Field of Study	Math and Natural Sciences	Count	408	59	50	517
		%	78.9%	11.4%	9.7%	100.0%
	Life Sciences	Count	19	3	2	24
		%	79.2%	12.5%	8.3%	100.0%
	Health and Medical Sciences	Count	83	9	6	99
		%	83.8%	9.1%	6.1%	100.0%
	Social Sciences and Related Applications	Count	175	14	12	202
		%	86.6%	6.9%	5.9%	100.0%
Arts	Count	273	37	25	335	
	%	81.5%	11.0%	7.5%	100.0%	
Business and Related Studies	Count	246	33	36	316	
	%	77.8%	10.4%	11.4%	100.0%	
General Studies	Count	89	10	7	106	
	%	84.0%	9.4%	6.6%	100.0%	
Total	Count	1293	165	138	1599	
	%	80.9%	10.3%	8.6%	100.0%	

Only 48.5% of those respondents who indicated they were not academically prepared accessed academic advising. When the remaining respondents were asked why they did not access this service, 40% said that they did not feel that they needed the service, 21% were not aware of the service, 18% didn't think it would help, and 6% didn't know how to access it.

			Academic Advising			Total
			Accessed	Did not access	Dont know	
Did you consider yourself academically prepared for your enrolment	Yes	Count	633	648	6	1293
		%	49.0%	50.1%	.5%	100.0%
	No	Count	80	82	1	165
		%	48.5%	49.7%	.6%	100.0%
	Somewhat	Count	68	62	4	138
		%	49.3%	44.9%	2.9%	100.0%
Total	Count	781	793	12	1599	
	%	48.8%	49.6%	.8%	100.0%	

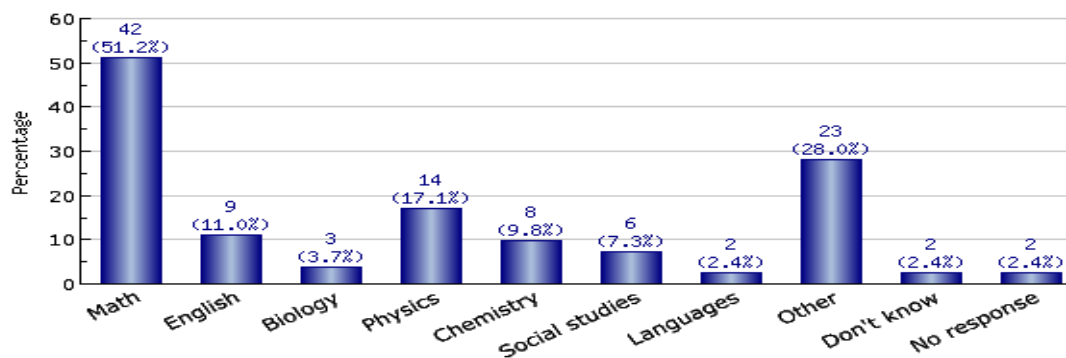
Only 22.4% of those respondents who were not academically prepared accessed tutoring services. When the remaining respondents were asked why they did not access this service, 47% indicated they did not feel that they needed the service, 16% didn't think it would help, 10% didn't know how to access it, and 8% were not aware that tutoring was available.

			Tutoring			Total
			Accessed	Did not access	Dont know	
Did you consider yourself academically prepared for your enrolment	Yes	Count	190	1094	5	1293
		%	14.7%	84.6%	.4%	100.0%
	No	Count	37	123	2	165
		%	22.4%	74.5%	1.2%	100.0%
	Somewhat	Count	23	111	1	138
		%	16.7%	80.4%	.7%	100.0%
Total		Count	250	1329	9	1599
		%	15.6%	83.1%	.6%	100.0%

Of those respondents who were not academically prepared, 35.0% were not prepared for the heavy workload, 30.4% were not prepared for taking notes or studying, 27.1% did not have a solid foundation in core subject areas, and 21.5% said the material was more advanced than they were prepared for.

Reasons for Being Academically Unprepared	Total #	% of Respondents
Didn't expect such a heavy workload	106	35.0
Had trouble taking notes/studying properly	92	30.4
Didn't have a solid foundation in some core subjects	82	27.1
Other	77	25.4
Material was more advanced than you were prepared for	65	21.5
Don't know	12	4.0
No response	2	0.7
Total	303	

Of those respondents who indicated they did not have a solid foundation in core subject areas, more than half (51.2%) said they had difficulty with Math. The next most common response was Physics at 17.1%.



82 responses

## Student Services

Respondents were asked if they had accessed any student services (academic advising, personal counselling, financial advising, and tutoring) at their post-secondary institution. Academic Advising (49.2%) was the most frequently accessed service with personal counselling the next frequently cited service (24.9%).

Service	Yes (%)	No (%)	Don't Know (%)
Academic Advising	49.2	50.0	0.8
Personal Counselling	24.9	74.1	1.0
Financial Advising	20.5	79.0	0.5
Tutoring	15.7	83.7	0.6

Individuals who identified themselves as having a disability were more likely to have accessed personal counselling and tutoring.

			Personal Counseling				Total
			Accessed	Did not access	Dont know	No response	
Do you consider yourself to be a person with a disability	Yes	Count	33	34	1	1	69
		%	47.8%	49.3%	1.4%	1.4%	100.0%
	No	Count	359	1136	15	12	1522
		%	23.6%	74.6%	1.0%	.8%	100.0%

			Tutoring				Total
			Accessed	Did not access	Dont know	No response	
Do you consider yourself to be a person with a disability	Yes	Count	25	43	0	1	69
		%	36.2%	62.3%	.0%	1.4%	100.0%
	No	Count	225	1279	9	9	1522
		%	14.8%	84.0%	.6%	.6%	100.0%

Females (53.9%) were significantly more likely than males (44.4%) to have accessed personal counselling.

			Academic Advising				Total
			Accessed	Did not access	Dont know	No response	
What is your gender	Male	Count	371	455	4	6	836
		%	44.4%	54.4%	.5%	.7%	100.0%
	Female	Count	410	336	8	7	761
		%	53.9%	44.2%	1.1%	.9%	100.0%
	No response	Count	0	2	0	0	2
		%	.0%	100.0%	.0%	.0%	100.0%
Total		Count	781	793	12	13	1599
		%	48.8%	49.6%	.8%	.8%	100.0%

Respondents who were age 20 or less were the least likely age cohort to have accessed financial advising.

			Financial Advising				Total
			Accessed	Did not access	Dont know	No response	
Age	20 or less	Count	71	383	1	3	458
		%	15.5%	83.6%	.2%	.7%	100.0%
	21 to 25	Count	151	566	4	3	724
		%	20.9%	78.2%	.6%	.4%	100.0%
	26 to 30	Count	53	135	2	1	191
		%	27.7%	70.7%	1.0%	.5%	100.0%
	Over 30	Count	51	162	1	4	218
		%	23.4%	74.3%	.5%	1.8%	100.0%
Total		Count	326	1246	8	11	1591
		%	20.5%	78.3%	.5%	.7%	100.0%

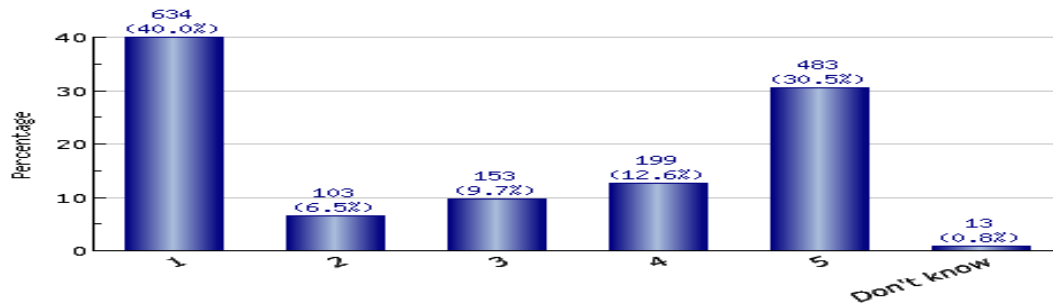
Respondents who had not accessed student services were asked why they had not used these services. For personal counselling, 63.4% did not feel that they needed it, 12.6% did not think that it would help, 12.3% were not aware that the service was available, and 4.6% did not know how to access it.

For academic advising, 59.7% did not feel that they needed it, 13.3% were not aware that it was available, 5.8% didn't know how to access it, and 13.2% did not think it would help. For tutoring, 70.9% did not feel that they needed it while 10.0% did not think it would help. Of those who did not access financial advising, 81.1% did not think that they needed it and 6.8% did not think that it would help.

Reasons Why Service not Accessed	Personal Counselling (%)	Academic Advising (%)	Tutoring (%)	Financial Advising (%)
Didn't know how to access the service	4.6	5.8	3.5	2.2
Didn't think the service would help	12.6	13.2	10.0	6.8
Was not aware the service was available	12.3	13.3	5.1	5.9
Couldn't get an appointment	1.1	1.3	1.2	0.2
Didn't need service	63.4	59.7	70.9	81.1
Other	3.7	2.9	7.2	2.4
Don't Know	2.3	3.8	2.1	1.4

### Factors Influencing the Decision to Discontinue

In total, 30.5% of respondents indicated that personal circumstances (versus adjustment difficulties or academic issues) greatly influenced their decision to discontinue their post-secondary studies. In contrast, 40.0% indicated that personal circumstances did not affect their decision.



1585 responses (excludes 14 "refused / don't know" responses)

Females felt that personal circumstances influenced their decision to discontinue to a greater extent than males. Personal circumstances were also a greater influencing factor for respondents with dependents, disabled respondents, respondents living with a spouse/partner, as well as older respondents.

To what extent did any personal circumstances influence your decision to discontinue your studies

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
Male	823	2.61	2.50	2.73
Female	747	3.15	3.02	3.27

To what extent did any personal circumstances influence your decision to discontinue your studies

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
Number of dependants (please specify)	452	3.38	3.22	3.54
Not responsible for any dependents	1119	2.66	2.56	2.76

To what extent did any personal circumstances influence your decision to discontinue your studies

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
Disability	69	3.42	3.01	3.83
No disability	1496	2.84	2.75	2.93

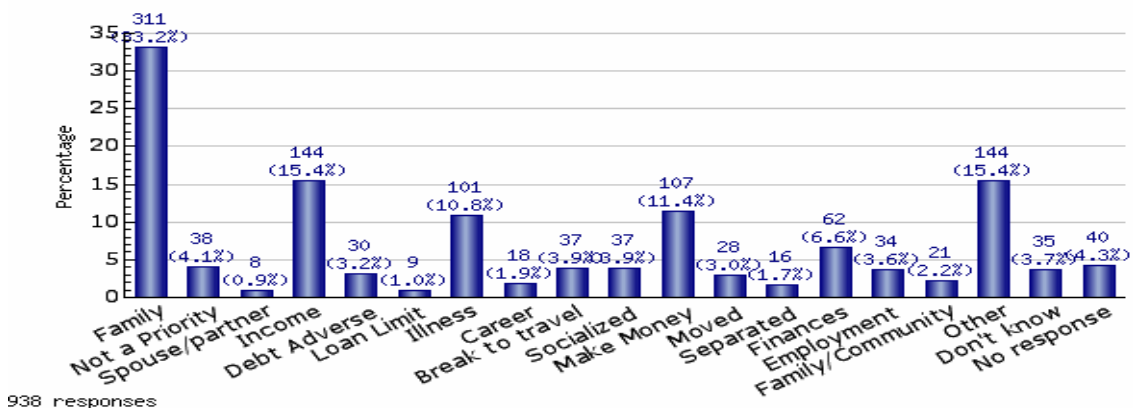
To what extent did any personal circumstances influence your decision to discontinue your studies

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
Living with parents or relatives	692	2.51	2.39	2.64
Living with roommates	252	2.67	2.46	2.89
Living on my own	270	3.27	3.06	3.48
Living in residence (either on own or with roommates and/or	89	2.62	2.26	2.97
Living with spouse or partner	263	3.68	3.48	3.88
Total	1572	2.87	2.78	2.95

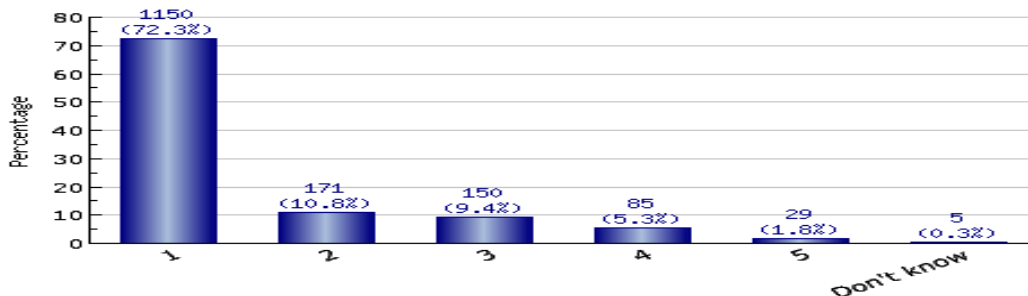
To what extent did any personal circumstances influence your decision to discontinue your studies

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
20 or less	455	2.49	2.34	2.65
21 to 25	711	2.79	2.67	2.92
26 to 30	188	3.32	3.07	3.58
Over 30	212	3.51	3.28	3.74
Total	1566	2.87	2.78	2.95

In terms of the specific personal circumstances that influenced respondents' decision to discontinue, the most frequently cited reasons were family responsibilities (33.2%), insufficient income (15.4%), wanting to make more money (11.4%), and illness or disability (10.8%).



Adjustment difficulties were not a significant influencing factor in respondents' decision to discontinue their post-secondary studies. Only 7.1% of respondents indicated that adjustment difficulties influenced to an extent (a score of 4), or to a great extent (a score of 5), their decision to discontinue.



1590 responses (excludes 9 "refused / don't know" responses)

Those who did not interact socially in high school were more likely to identify adjustment difficulties as an influencing factor in their decision. Aboriginals were also more likely to identify adjustment difficulties.

			To what extent was difficulty adjusting socially to the post-secondary environment an influence in your decision to discontinue your studies					Total
			(Not at all) 1	2	3	4	(To a great extent) 5	
To what extent do you feel that you interacted socially with others at your high school	To a great extent	Count	762	82	73	38	10	965
		%	79.0%	8.5%	7.6%	3.9%	1.0%	100.0%
	To some extent	Count	353	78	62	37	18	548
	%	64.4%	14.2%	11.3%	6.8%	3.3%	100.0%	
	Not at all	Count	27	9	10	8	1	55
	%	49.1%	16.4%	18.2%	14.5%	1.8%	100.0%	
Total		Count	1142	169	145	83	29	1568
		%	72.8%	10.8%	9.2%	5.3%	1.8%	100.0%

			To what extent was difficulty adjusting socially to the post-secondary environment an influence in your decision to discontinue your studies					Total
			(Not at all) 1	2	3	4	(To a great extent) 5	
Do you consider yourself to be an Aboriginal person	Yes	Count	49	8	9	10	2	78
		%	62.8%	10.3%	11.5%	12.8%	2.6%	100.0%
	No	Count	1098	162	139	74	27	1500
	%	73.2%	10.8%	9.3%	4.9%	1.8%	100.0%	
Total		Count	1147	170	148	84	29	1578
		%	72.7%	10.8%	9.4%	5.3%	1.8%	100.0%

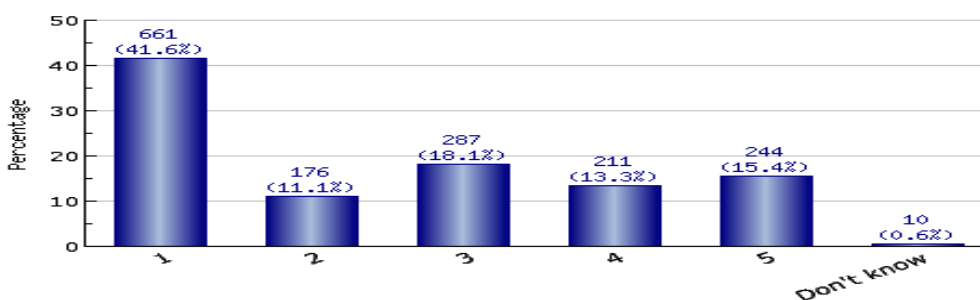
Of those respondents indicating that adjustment difficulties greatly influenced their decision, 48.3% indicated accessing personal counselling. Of the 72 respondents who indicated that adjustment difficulties influence their decision (a score of 4 or 5) but did not access personal counselling, 42% felt they did not need the service, 18% did not think the services would help, 17% were not aware that personal counselling was available, and 9% did not know how to access it.

			Personal Counseling			Total
			Accessed	Did not access	Don't know	
To what extent was difficulty adjusting socially to the post-secondary environment an influence in your decision to discontinue your studies	(Not at all) 1	Count	266	868	8	1150
		%	23.1%	75.5%	.7%	100.0%
	2	Count	41	125	3	171
		%	24.0%	73.1%	1.8%	100.0%
	3	Count	45	102	2	150
		%	30.0%	68.0%	1.3%	100.0%
	4	Count	26	57	2	85
		%	30.6%	67.1%	2.4%	100.0%
	(To a great extent) 5	Count	14	15	0	29
		%	48.3%	51.7%	.0%	100.0%
Total	Count	395	1175	16	1599	
	%	24.7%	73.5%	1.0%	100.0%	

In terms of the specific adjustment difficulties that influenced respondents' decision to discontinue, 25.7% felt the general post-secondary environment intimidated them, 14.0% had difficulty making new friends, and 13.3% had difficulty adjusting to living away from home.

Adjustment Difficulty Type	Total #	% of Respondents
Other	139	32.0
Intimidated by the post-secondary environment in general	112	25.7
Don't know	84	19.3
Difficulty making new friends	61	14.0
Difficulty adjusting to living away from home	58	13.3
Friends/family went to another institution	32	7.4
No response	16	3.7
Total	435	

Academic related issues were identified by 15.4% of respondents as greatly influencing their decision to discontinue their studies (lower than personal circumstances, but much higher than adjustment difficulties). A further 13.3% indicated that academic related issues influenced their decision. In contrast, 41.6% of respondents said that academic related issues did not at all influence their decision.



1589 responses (excludes 10 "refused / don't know" responses)



Younger respondents found academic related issues to be more of an influence on their decision to discontinue than other respondents (confirmed through a chi-square test and an analysis of variance).

			To what extent did academic-related issues influence your decision to discontinue your studies					Total
			(Not at all) 1	2	3	4	(To a great extent) 5	
Age	20 or less	Count	155	58	99	67	78	457
		%	33.9%	12.7%	21.7%	14.7%	17.1%	100.0%
	21 to 25	Count	277	89	146	95	107	714
		%	38.8%	12.5%	20.4%	13.3%	15.0%	100.0%
	26 to 30	Count	106	15	21	23	24	189
		%	56.1%	7.9%	11.1%	12.2%	12.7%	100.0%
	Over 30	Count	120	14	21	24	32	211
		%	56.9%	6.6%	10.0%	11.4%	15.2%	100.0%
Total		Count	658	176	287	209	241	1571
		%	41.9%	11.2%	18.3%	13.3%	15.3%	100.0%

Interestingly, the number of hours worked while taking classes did not appear to be related to those respondents indicating their decision to discontinue was influenced by academic related issues.

			To what extent did academic-related issues influence your decision to discontinue your studies					Total
			(Not at all) 1	2	3	4	(To a great extent) 5	
On average, how many hours of paid employment did you perform per week while taking classes	0 hours (did not work)	Count	221	60	99	69	88	537
		%	41.2%	11.2%	18.4%	12.8%	16.4%	100.0%
	1 to 10 hours	Count	80	20	38	25	29	192
		%	41.7%	10.4%	19.8%	13.0%	15.1%	100.0%
	11 to 20 hours	Count	153	38	72	63	57	383
		%	39.9%	9.9%	18.8%	16.4%	14.9%	100.0%
	21 to 30 hours	Count	106	37	59	31	35	268
		%	39.6%	13.8%	22.0%	11.6%	13.1%	100.0%
	31 to 40 hours	Count	60	16	16	12	22	126
		%	47.6%	12.7%	12.7%	9.5%	17.5%	100.0%
	More than 40 hours	Count	34	3	2	8	9	56
		%	60.7%	5.4%	3.6%	14.3%	16.1%	100.0%

In terms of the specific academic related issues that influenced respondents' decision to discontinue, the most frequently cited issues were: workload too advanced or heavy in volume (23.7%), lost interest in subject area (24.3%), didn't think they were performing well enough (18.7%), program was not what they had expected (17.8%), and unhappy with teaching quality (16.7%).

Type of Academic Issue	Total #	% of Respondents
Lost interest in subject area/changed my mind	223	24.3
Academic difficulties – workload too advanced or heavy in volume	218	23.7
Other	176	19.2
Didn't think I was performing well enough	172	18.7
Program was not what I expected in terms of content or focus	163	17.8
Unhappy with teaching quality	153	16.7
Wasn't committed to program	89	9.7
Professors/instructors were intimidating or unapproachable	65	7.1
Don't know	52	5.7
Disillusioned with academia	48	5.2
Unhappy with graduate supervisory supports	14	1.5
Inadequate research infrastructure at institution	13	1.4
Unhappy with professional development opportunities in graduate school	12	1.3
Did not receive the transfer credit I expected	12	1.3
No response	11	1.2
Total	918	

In addition to asking respondents whether personal circumstances, adjustment difficulties, and/or academic related issues affected their decision to discontinue, respondents were asked to identify the main reason why they left their post-secondary studies.

The most common reasons were: changing their mind or losing interest in their program of study (25.3%); personal reasons such as family responsibilities, illness or travel (23.1%); financial reasons (16.7%); dissatisfaction with the institution/course/teacher (13.9%), and; needing to obtain employment (13.2%).

Main Reason for Discontinuing	Total #	% of Respondents
Changed Mind/Lost Interest	397	25.3
Personal Reasons/Family/Illness/Travel	363	23.1
Financial Reasons	263	16.7
Not Satisfied with School/Course/Teachers	219	13.9
Needed to be Employed/Job	207	13.2
Poor Grades/Low GPA	94	6
Other	56	3.6
Suspended/Asked to Leave/Had to Withdraw	56	3.6
Not Prepared/Too Difficult/Academic Reasons/Not Ready	53	3.4
Heavy Work Load/Time Constraints	46	2.9
Course Not Available/Too Late To Enrol	36	2.3
Relocated	26	1.7
Plan to Return in Future	25	1.6
Attending Different School/Institution/Program	21	1.3
No Transfer	12	0.8
Dislike School Location/No Room and Board	10	0.6
Completed Courses	9	0.6
Don't Know/No Comment	6	0.4
<b>Total</b>	<b>1,571</b>	

For those respondents who were first-time students, 32.6% changed their mind about their program of study compared to only 18.9% of those who were not first-time students.

			First time student	
			Yes	No
Main Reason for Discontinuance	Financial Reasons	Count	121	143
		%	15.0%	20.1%
	Personal Reasons	Count	160	203
		%	19.8%	28.6%
	Relocated	Count	13	13
		%	1.6%	1.8%
	Needed to be Employed	Count	95	110
		%	11.8%	15.5%
	Not Satisfied	Count	120	99
		%	14.9%	13.9%
	Changed Mind	Count	263	134
		%	32.6%	18.9%
	No Transfer	Count	4	8
		%	.5%	1.1%
	Poor Grades/ Low GPA	Count	55	38
		%	6.8%	5.4%
	Suspended	Count	29	27
	%	3.6%	3.8%	
Plan to Return	Count	12	13	
	%	1.5%	1.8%	
Not Prepared/ Too Difficult	Count	32	21	
	%	4.0%	3.0%	
Heavy Work Load	Count	23	23	
	%	2.9%	3.2%	
Course Not Available	Count	25	11	
	%	3.1%	1.5%	
Attending Different School	Count	8	13	
	%	1.0%	1.8%	
Dislike School Location	Count	5	5	
	%	.6%	.7%	

Percentages and totals are based on respondents.

Of females, 32.2% left due to personal reasons, compared to only 16.3% of males. In contrast, males were more likely than females to leave for employment reasons (17.7% compared to 9.2%).

			What is your gender	
			Male	Female
Main Reason for Discontinuance	Financial Reasons	Count	133	131
		%	16.8%	18.0%
	Personal Reasons	Count	129	234
		%	16.3%	32.2%
	Relocated	Count	9	17
		%	1.1%	2.3%
	Needed to be Employed	Count	140	67
		%	17.7%	9.2%
	Not Satisfied with School	Count	117	102
		%	14.8%	14.0%
	Changed Mind	Count	213	183
		%	26.9%	25.2%
	No Transfer	Count	4	8
		%	.5%	1.1%
	Poor Grades/ Low GPA	Count	53	41
		%	6.7%	5.6%
	Suspended	Count	38	18
		%	4.8%	2.5%
	Plan to Return	Count	12	13
		%	1.5%	1.8%
Not Prepared/ Too Difficult	Count	33	20	
	%	4.2%	2.8%	
Heavy Work Load	Count	20	26	
	%	2.5%	3.6%	
Course Not Available	Count	19	17	
	%	2.4%	2.3%	
Attending Different school	Count	12	9	
	%	1.5%	1.2%	
Dislike School Location	Count	1	9	
	%	.1%	1.2%	

Percentages and totals are based on respondents.

Discontinuance for both personal and financial reasons increases with age, while younger respondents were much more likely than older respondents to change their mind. Of those respondents age 20 and under, 39.9% changed their mind compared to 8.9% of those over age 30.

			Age			
			20 or less	21 to 25	26 to 30	Over 30
Main Reason for Discontinuance	Financial Reasons	Count	55	120	39	49
		%	12.4%	17.4%	21.8%	24.1%
	Personal Reasons	Count	70	156	61	75
		%	15.8%	22.7%	34.1%	36.9%
	Relocated	Count	9	8	5	4
		%	2.0%	1.2%	2.8%	2.0%
	Needed to be Employed	Count	44	102	29	32
		%	9.9%	14.8%	16.2%	15.8%
	Not Satisfied with School	Count	67	102	28	21
		%	15.1%	14.8%	15.6%	10.3%
	Changed Mind	Count	177	170	30	18
		%	39.9%	24.7%	16.8%	8.9%
	No Transfer	Count	2	5	3	2
		%	.5%	.7%	1.7%	1.0%
	Poor Grades/ Low GPA	Count	28	48	8	10
		%	6.3%	7.0%	4.5%	4.9%
	Suspended	Count	19	22	3	12
	%	4.3%	3.2%	1.7%	5.9%	
Plan to Return	Count	2	15	5	3	
	%	.5%	2.2%	2.8%	1.5%	
Not Prepared/ Too Difficult	Count	19	20	5	8	
	%	4.3%	2.9%	2.8%	3.9%	
Heavy Work Load	Count	15	20	5	6	
	%	3.4%	2.9%	2.8%	3.0%	
Course Not Available	Count	10	23	2	1	
	%	2.3%	3.3%	1.1%	.5%	
Attending Different school	Count	6	12	2	1	
	%	1.4%	1.7%	1.1%	.5%	
Dislike School Location	Count	3	6	0	1	
	%	.7%	.9%	.0%	.5%	

Percentages and totals are based on respondents.

For those respondents who indicated having a disability, 53.0% left for personal reasons compared to 22.5% of those without a disability.

			Do you consider yourself to be a person with a disability	
			Yes	No
Main Reason for Discontinuance	Financial Reasons	Count	11	253
		%	16.7%	17.5%
	Personal Reasons	Count	35	326
		%	53.0%	22.5%
	Relocated	Count	1	24
		%	1.5%	1.7%
	Needed to be Employed	Count	4	203
		%	6.1%	14.0%
	Not Satisfied	Count	10	208
		%	15.2%	14.4%
	Changed Mind	Count	6	390
		%	9.1%	26.9%
	No Transfer	Count	1	11
		%	1.5%	.8%
	Poor Grades/ Low GPA	Count	3	89
		%	4.5%	6.1%
	Suspended	Count	5	51
	%	7.6%	3.5%	
Plan to Return	Count	1	24	
	%	1.5%	1.7%	
Not Prepared/ Too Difficult	Count	2	49	
	%	3.0%	3.4%	
Heavy Work Load/Time	Count	1	45	
	%	1.5%	3.1%	
Course Not Available	Count	0	35	
	%	.0%	2.4%	
Attending Different school	Count	1	20	
	%	1.5%	1.4%	
Dislike School Location	Count	0	10	
	%	.0%	.7%	

Percentages and totals are based on respondents.

Of those respondents who were divorced or separated, 32.0% left due to financial reasons, compared to 21.5% of married respondents and 15.9% of single respondents. Of married respondents, 41.1% left for personal reasons, compared to 36.0% for divorced/separated respondents and 19.5% for single individuals. Single respondents are much more likely to have changed their minds.

			What was your marital status when you decided to discontinue the program you were attending in 2003-04		
			Single	Married	Divorced/ separated
Main Reason for Discontinuance	Financial Reasons	Count	190	58	16
		%	15.9%	21.5%	32.0%
	Personal Reasons	Count	234	111	18
		%	19.5%	41.1%	36.0%
	Relocated	Count	21	5	0
		%	1.8%	1.9%	.0%
	Needed to be Employed	Count	157	45	5
		%	13.1%	16.7%	10.0%
	Not Satisfied with School	Count	184	29	6
		%	15.4%	10.7%	12.0%
	Changed Mind	Count	356	39	1
		%	29.7%	14.4%	2.0%
	No Transfer	Count	10	2	0
		%	.8%	.7%	.0%
	Poor Grades/ Low GPA	Count	80	11	3
		%	6.7%	4.1%	6.0%
	Suspended	Count	43	8	4
	%	3.6%	3.0%	8.0%	
Plan to Return	Count	19	6	0	
	%	1.6%	2.2%	.0%	
Not Prepared/ Too Difficult	Count	44	5	3	
	%	3.7%	1.9%	6.0%	
Heavy Work Load	Count	39	6	1	
	%	3.3%	2.2%	2.0%	
Course Not Available	Count	30	6	0	
	%	2.5%	2.2%	.0%	
Attending Different school	Count	18	3	0	
	%	1.5%	1.1%	.0%	
Dislike School Location	Count	7	2	1	
	%	.6%	.7%	2.0%	

Percentages and totals are based on respondents.



Of those respondents who had dependents when they discontinued their studies, 37.1% left for personal reasons compared to 18.7% of those without dependents.

			How many dependants were you responsible for when you discontinued the program you were attending in 2003-04	
			Responsible for dependents	Not responsible for dependents
Main Reason for Discontinuance	Financial Reasons	Count %	88 20.4%	176 16.2%
	Personal Reasons	Count %	160 37.1%	203 18.7%
	Relocated	Count %	13 3.0%	13 1.2%
	Needed to be Employed	Count %	53 12.3%	154 14.2%
	Not Satisfied	Count %	48 11.1%	171 15.7%
	Changed Mind	Count %	85 19.7%	311 28.6%
	No Transfer	Count %	2 .5%	10 .9%
	Poor Grades/ Low GPA	Count %	19 4.4%	74 6.8%
	Suspended	Count %	12 2.8%	44 4.0%
	Plan to Return	Count %	7 1.6%	18 1.7%
	Not Prepared/ Too Difficult	Count %	12 2.8%	41 3.8%
	Heavy Work Load/Time	Count %	13 3.0%	33 3.0%
	Course Not Available	Count %	7 1.6%	29 2.7%
	Attending Different school	Count %	4 .9%	17 1.6%
	Dislike School Location	Count %	5 1.2%	5 .5%

Percentages and totals are based on respondents.

Only 9.5% of Aboriginal respondents left for financial reasons, compared to 17.9% of non-Aboriginal respondents. Aboriginal respondents were more likely than others to leave for personal reasons.

			Do you consider yourself to be an Aboriginal person	
			Yes	No
Main Reason for Discontinuance	Financial Reasons	Count	7	257
		%	9.5%	17.9%
	Personal Reasons	Count	29	332
		%	39.2%	23.1%
	Relocated	Count	1	24
		%	1.4%	1.7%
	Needed to be Employed	Count	8	199
		%	10.8%	13.8%
	Not Satisfied	Count	11	205
		%	14.9%	14.2%
	Changed Mind	Count	15	382
		%	20.3%	26.5%
	No Transfer	Count	1	11
		%	1.4%	.8%
	Poor Grades/ Low GPA	Count	3	89
		%	4.1%	6.2%
	Suspended	Count	6	50
	%	8.1%	3.5%	
Plan to Return	Count	0	24	
	%	.0%	1.7%	
Not Prepared/ Too Difficult	Count	1	52	
	%	1.4%	3.6%	
Heavy Work Load/Time	Count	1	45	
	%	1.4%	3.1%	
Course Not Available	Count	0	36	
	%	.0%	2.5%	
Attending Different school	Count	2	18	
	%	2.7%	1.3%	
Dislike School Location	Count	1	9	
	%	1.4%	.6%	

Percentages and totals are based on respondents.

a. Group

### **Summary Discussion**

Many (41.6%) respondents who were not first-time students had taken a break from their studies prior to discontinuance from their 2003/2004 program of study. Of these respondents, 41.8% had taken more than one break while 51.3% had only taken one prior break. In terms of timing of discontinuance from their 2003/2004 program of study, 43.7% indicated they left at the end of the second semester.

Not all early leaver respondents chose to discontinue their post-secondary studies – 20.0% were required to withdraw by their institution. Of these individuals, 37.9% had been required to withdraw from a previous post-secondary program of study.

In terms of program fit, 51.8% of respondents felt that their program was a good fit while 43.4% did not. Those that found the program to be a good fit had set a goal, were not first-time students, used career counselors, and were older. Many of those who felt that their program was not a good fit indicated that the program was not what they had expected. As identified in the earlier section on information sources used for planning post-secondary studies, career counsellors were not particularly well-used by survey respondents. Enhanced career counselling may reduce the number of students who discontinue their studies for reasons related to poor program fit.

A large proportion of respondents (81.0%) felt academically prepared; however, 10.3% indicated feeling unprepared. Of those who did not feel prepared, just under half (48.5%) used academic advising and 22.4% used tutoring. The main reason the remaining respondents did not use academic advising or tutoring (even though they felt they were not academically prepared) was because they thought they didn't need the services.

Of those respondents who indicated they did not feel academically prepared, many (35.0%) indicated the workload was heavier than they had expected, while a further 30.4% indicated they had difficulties taking notes and studying. In addition to these respondents, 27.1% indicated they did not have a solid academic foundation in core subject areas. The most frequently cited core subject areas included math (51.2%) and physics (17.1%).

Of the four student services offered (academic advising, personal counselling, financial advising, and tutoring), academic advising was accessed most frequently (49.2%), followed by personal counselling (24.9%), financial advising (20.5%), and tutoring (15.7%).

When asked if personal circumstances, adjustment difficulties, or academic difficulties affected their decision to discontinue their studies, respondents indicated that personal circumstances were either a major factor or not at all a factor in their decision. Specifically, 30.5% of respondents indicated that personal circumstances were a major factor while 40.0% indicated they were not a major factor. Females, respondents with dependents, older individuals, disabled respondents, and those living with a spouse or partner were more likely to indicate that personal circumstances were a factor.

The most commonly cited personal circumstances leading to discontinuance included family responsibilities, insufficient income, wanting to make more money, and illness/disability considerations.

Difficulties adjusting socially to the post-secondary environment were not a major factor in respondents' decision to discontinue their studies. Only 1.8% of respondents felt this was a major influence in their decision. However, Aboriginals and those who had more difficulty interacting socially in high school were more likely to indicate adjustment difficulties as an influence in their decision. Of those who had difficulty adjusting, the most common cited difficulty was general intimidation by the post-secondary environment.

In terms of academic issues influencing respondents' decision to discontinue, 15.4% indicated it was a major influence. These individuals tended to be younger respondents and the main issues cited were too heavy a workload (too advanced) and a loss of interest in the program of study.

When asked to identify the main reason for discontinuing their advanced education studies, over one quarter (25.3%) indicated they had changed their minds about the program of study (lost interest), 23.1% cited personal reasons, and 16.7% cited financial reasons. First-time students were more likely to leave because they changed their mind while divorced/separated respondents were more likely to leave for financial reasons.

Overall, this study appears to identify two groups of early leavers. The first includes those respondents who were young, never married, and left for reasons such as changing their mind about their program of study. The second group includes older respondents who were divorced/separated/widowed/married, were responsible for dependents, and left for personal/financial reasons.

### *Finances, Satisfaction, and Current Activities*

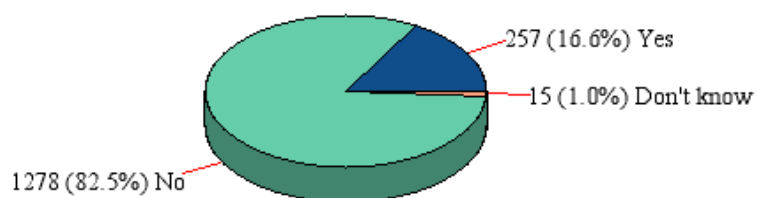
The final objective of the Early Leavers Study was to examine respondents' education-related finances, including employment while studying and amount of government and non-government sponsored student loans. Respondents were also queried about their goals upon entry, satisfaction levels, current activities, and intention to re-enrol.

#### ***Primary Goal Upon Entry***

The most frequently cited goal upon respondents' entry into their program of study was completion of an advanced education credential (33.1%). A further 30.3% cited an employment goal, while 21.9% enrolled in their 2003/2004 program of study in order to prepare for entry into another program. Only 1.8% of respondents did not set a goal.

Primary Goal	Total #	% of Responses
Completion of a specific credential	529	33.1
Completion of courses for employment purposes	484	30.3
Preparation for entry into another program	349	21.9
Completion of courses for interest only	164	10.3
Other	31	1.9
Did not set a goal	28	1.8
Don't know	11	0.7
<b>Total</b>	<b>1,596</b>	<b>100</b>

Not surprisingly, when respondents were asked if they had achieved their primary goal, only 16.6% responded positively.



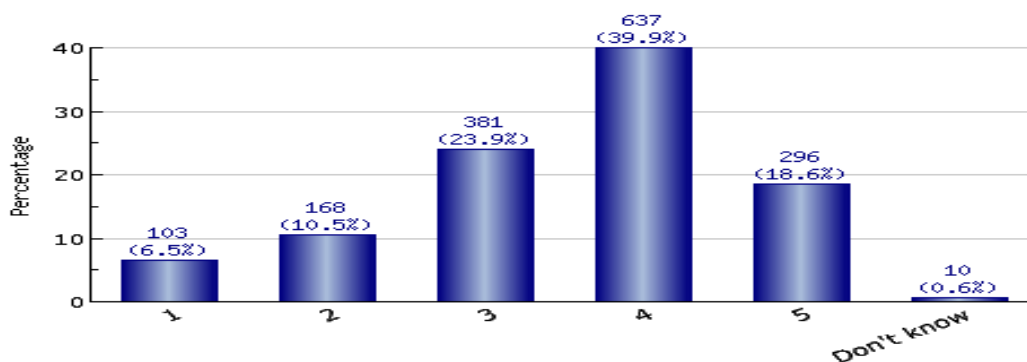
1550 responses (excludes 7 "refused / don't know" responses)

Of those respondents who indicated their primary goal was to complete courses for interest, 45.1% indicated achieving that goal.

Primary Goal	Totals	Yes	No	Don't know
Preparation for entry into another program	346 (22.3%)	50 (14.5%)	291 (84.1%)	5 (1.4%)
Completion of a specific credential	529 (34.1%)	25 (4.7%)	503 (95.1%)	1 (0.2%)
Completion of courses for interest only	164 (10.6%)	74 (45.1%)	85 (51.8%)	5 (3.0%)
Completion of courses for employment purposes	480 (31.0%)	95 (19.8%)	381 (79.4%)	4 (0.8%)
Other	31 (2.0%)	13 (41.9%)	18 (58.1%)	0 (0.0%)
Did not set a goal	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Don't know	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>Total</b>	<b>1,550 (100%)</b>	<b>257 (16.6%)</b>	<b>1,278 (82.5%)</b>	<b>15 (1.0%)</b>

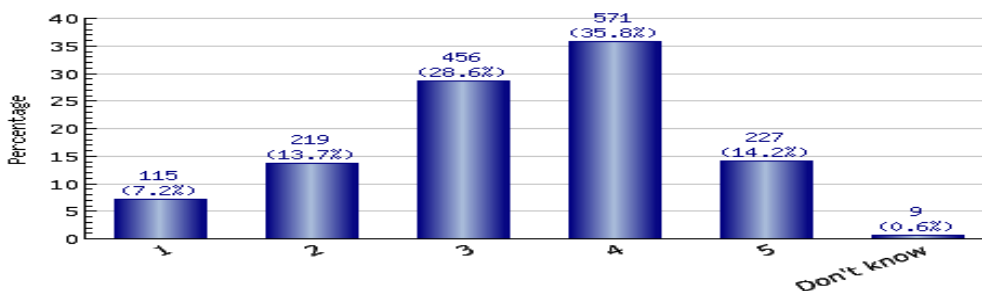
### **Satisfaction**

In terms of the quality of teaching within their program of study, 58.5% of respondents were either satisfied (39.9%) or very satisfied (18.6%). Only 17.0% of respondents were dissatisfied.



1595 responses (excludes 4 "refused / don't know" responses)

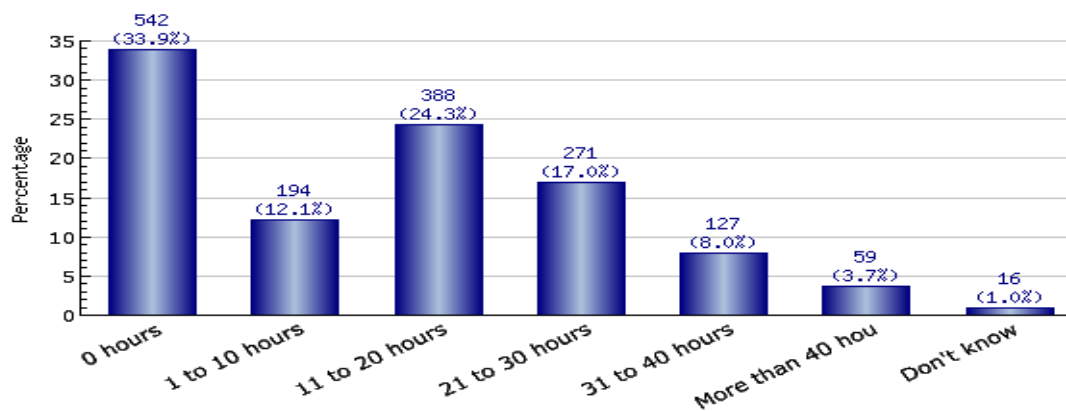
When asked about the overall quality of their educational experience, 50.0% of respondents were either satisfied (35.8%) or very satisfied (14.2%). A further 20.9% were dissatisfied with overall quality.



1597 responses (excludes 2 "refused / don't know" responses)

### ***Paid Employment While in School***

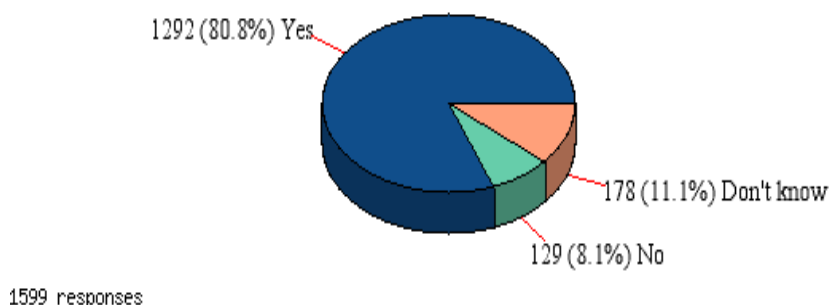
The majority of respondents worked while taking post-secondary studies (33.9% indicated they did not work while in school). Most respondents (36.4%) worked between 1 and 20 hours per week, with 17.0% working between 21 and 30 hours a week and a further 11.7% working more than 30 hours per week.



1597 responses (excludes 2 "refused / don't know" responses)

### Intention to Re-enrol

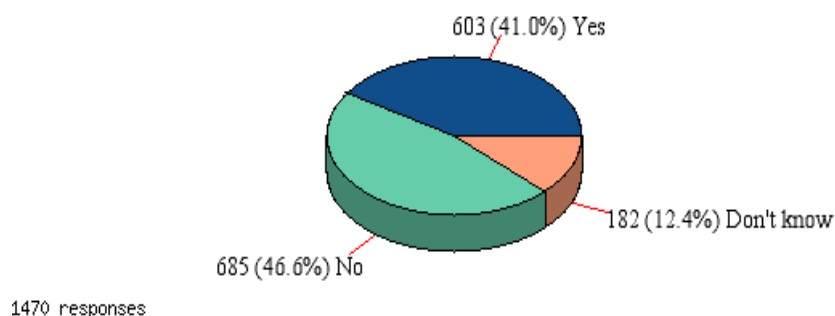
The majority of respondents (80.8%) intend to re-enrol in the post-secondary system at some point in the future. Only 8.1% indicated that they did not intend to enrol again. A further 11.1% of respondents did not know.



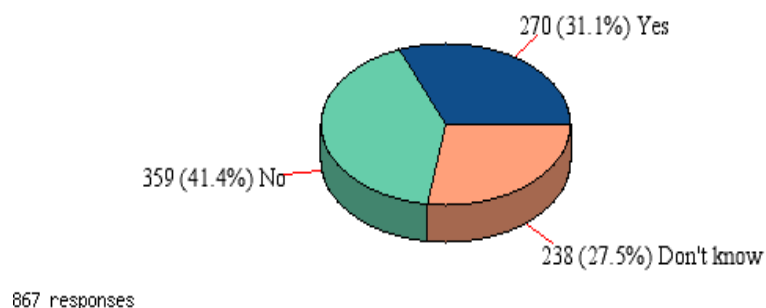
Respondents who indicated that their primary goal upon entry was to prepare for another post-secondary program were the most likely to indicate their intentions to re-enrol.

			Do you ever intend to enroll in the post-secondary system again in the future			Total
			Yes	No	Don't know	
What was your primary goal upon entering in 2003-04	Preparation for entry into another program	Count %	302 86.5%	21 6.0%	26 7.4%	349 100.0%
	Completion of a specific credential	Count %	420 79.4%	45 8.5%	64 12.1%	529 100.0%
	Completion of courses for interest only	Count %	125 76.2%	16 9.8%	23 14.0%	164 100.0%
	Completion of courses for employment purposes	Count %	390 80.6%	42 8.7%	52 10.7%	484 100.0%
	Did not set a goal	Count %	21 75.0%	1 3.6%	6 21.4%	28 100.0%
	Other	Count %	22 71.0%	4 12.9%	5 16.1%	31 100.0%
	Don't know	Count %	10 90.9%	0 .0%	1 9.1%	11 100.0%
<b>Total</b>	Count %	1292 80.8%	129 8.1%	178 11.1%	1599 100.0%	

Of those respondents who indicated they would re-enrol (or were unsure), 41.0% intend to continue the program that they were enrolled in 2003/2004. A further 46.6% do not intend to continue the same program, while 12.4% did not know.



Of those respondents who indicated their intention to re-enrol (but not in the same program they discontinued in 2003/2004), 31.3% indicated their interest in a different program at the same institution, while 41.4% indicated they would enrol, but not at the institution they discontinued in 2003/2004.



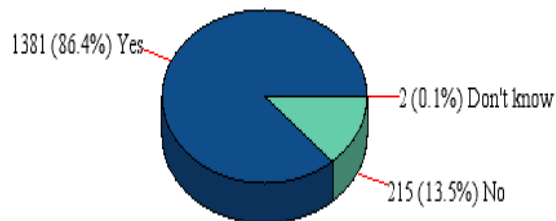
Not surprisingly, the more satisfied the respondent is with the overall quality of their educational experience, the greater the likelihood that they intend to enrol at the same post-secondary institution.

			Do you intend to enroll at the same institution in another program at some point in the future			Total
			Yes	No	Don't know	
How satisfied are you with the overall quality of your educational experience	(Very dissatisfied) 1	Count	14	48	12	74
		%	18.9%	64.9%	16.2%	100.0%
	2	Count	37	65	41	143
		%	25.9%	45.5%	28.7%	100.0%
	3	Count	70	112	84	266
		%	26.3%	42.1%	31.6%	100.0%
	4	Count	106	96	76	278
		%	38.1%	34.5%	27.3%	100.0%
	(Very satisfied) 5	Count	43	35	23	101
		%	42.6%	34.7%	22.8%	100.0%
Total	Count	270	359	238	867	
	%	31.1%	41.4%	27.5%	100.0%	



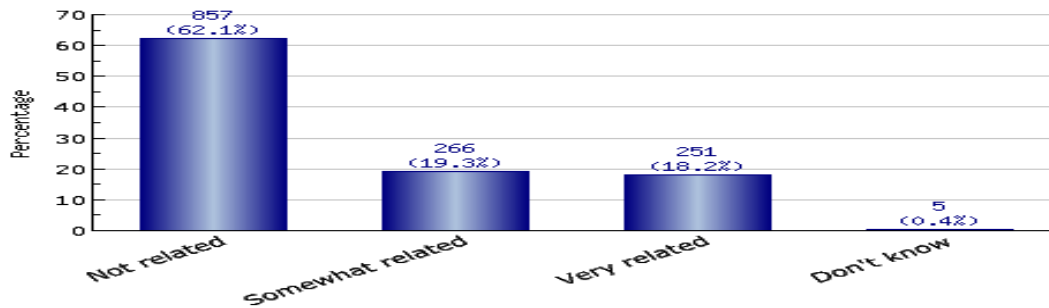
### Current Employment

In total, 86.4% of respondents were currently employed.



1598 responses (excludes 1 "refused / don't know" responses)

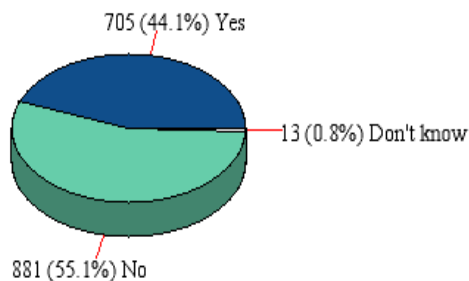
Of those respondents, 18.2% indicated that their job was very related to the program they discontinued in 2003/2004 while 19.3% indicated it was somewhat related. However, almost two thirds of respondents (62.1%) indicated that their job was not related to the program they had discontinued.



1379 responses (excludes 2 "refused / don't know" responses)

### Education-related Loans

In total, 44.1% of respondents had obtained a government-sponsored student loan by the time they discontinued their studies.



1599 responses

Not surprisingly, analysis by program type indicates that respondents who discontinued Applied Degree, Undergraduate, Masters and Doctorate programs were more likely to have government-sponsored student loans than respondents from other program types.

			Have you ever received government-sponsored		Total
			Yes	No	
Program Type	Applied Degree	Count	32	15	47
		%	68.1%	31.9%	100.0%
	Certificate	Count	44	55	101
		%	43.6%	54.5%	100.0%
	Diploma	Count	228	285	519
		%	43.9%	54.9%	100.0%
	Masters	Count	14	11	25
		%	56.0%	44.0%	100.0%
	Doctorate	Count	18	12	30
		%	60.0%	40.0%	100.0%
	Skills	Count	2	4	6
		%	33.3%	66.7%	100.0%
	Trade Certificate	Count	3	10	13
		%	23.1%	76.9%	100.0%
	Undergraduate	Count	243	284	530
		%	45.8%	53.6%	100.0%
	University Transfer	Count	121	205	328
		%	36.9%	62.5%	100.0%
Total		Count	705	881	1599
		%	44.1%	55.1%	100.0%

Analysis by field of study indicates that early leavers from the Social Sciences and Related Applications field are more likely to have government-sponsored loans than early leavers who discontinued from other fields of study.

			Have you ever received government-sponsored student loans		Total
			Yes	No	
Field of Study	Math and Natural Sciences	Count	226	286	517
		%	43.7%	55.3%	100.0%
	Life Sciences	Count	8	15	24
		%	33.3%	62.5%	100.0%
	Health and Medical Sciences	Count	47	50	99
		%	47.5%	50.5%	100.0%
	Social Sciences and Related Applications	Count	109	91	202
		%	54.0%	45.0%	100.0%
	Arts	Count	144	191	335
		%	43.0%	57.0%	100.0%
	Business and Related Studies	Count	120	194	316
		%	38.0%	61.4%	100.0%
	General Studies	Count	51	54	106
		%	48.1%	50.9%	100.0%
Total		Count	705	881	1599
		%	44.1%	55.1%	100.0%

For those respondents who provided an amount owing for their government-sponsored student loans, 83.6% owed less than \$20,000 while 16.4% owed \$20,000 or more. The average amount owed was \$10,399 and the range was from \$1 to \$70,000.

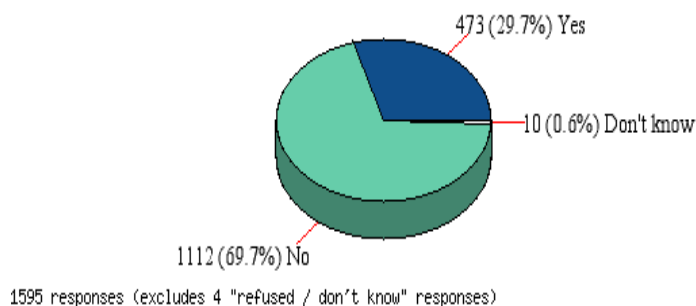
		Frequency	Valid Percent	Cumulative Percent
Amount of Government Loans	Less than \$1000	33	5.8%	5.8%
	\$1000 to \$4999	129	22.7%	28.5%
	\$5000 to \$9999	163	28.7%	57.2%
	\$10000 to \$19999	150	26.4%	83.6%
	\$20000 to \$29999	60	10.6%	94.2%
	\$30000 or more	33	5.8%	100.0%
	Total	568	100.0%	

There were no major differences in the amount owed in government-sponsored student loans when analyzed by field of study.

Value - Approximately how much do you currently owe from all government sponsored student loans accumulated during your entire post-secondary education

	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
Math and Natural Sciences	175	\$9,713	8430	10996
Life Sciences	8	\$9,438	1829	17046
Health and Medical Sciences	32	\$12,350	7302	17398
Social Sciences and Related Applications	89	\$12,189	10299	14078
Arts	124	\$9,969	8404	11534
Business and Related Studies	104	\$9,227	7768	10686
General Studies	36	\$12,659	7604	17714
Total	568	\$10,399	9621	11178

In total, 29.7% of respondents had obtained a non-government loan (to support their advanced education studies) by the time they had discontinued.



For those respondents who provided an amount owing for their non government-sponsored student loans, 93.8% owed less than \$20,000 while 6.2% owed \$20,000 or more. The average amount owed was \$6,657 and the range was from \$1 to \$90,000. There were no significant differences across program type or fields of study.

		Frequency	Valid Percent	Cumulative Percent
Amount of Private Loans	Less than \$1000	53	17.4%	17.4%
	\$1000 to \$4999	80	26.2%	43.6%
	\$5000 to \$9999	109	35.7%	79.3%
	\$10000 to \$19999	44	14.4%	93.8%
	\$20000 to \$29999	13	4.3%	98.0%
	\$30000 or more	6	2.0%	100.0%
	Total	305	100.0%	

When government and non-government loans are combined, 60.5% of respondents had obtained both by the time they discontinued their studies.

		Frequency	Valid Percent	Cumulative Percent
Access to any loan	No	632	39.5%	39.5%
	Yes	967	60.5%	100.0%
	Total	1599	100.0%	

Of those respondents who had any education-related loan (and provided an amount to the interviewer), 84.1% owed less than \$20,000 while 15.9% owed \$20,000 or more. The average amount owed was \$10,775 and the range was from \$1 to \$96,000.

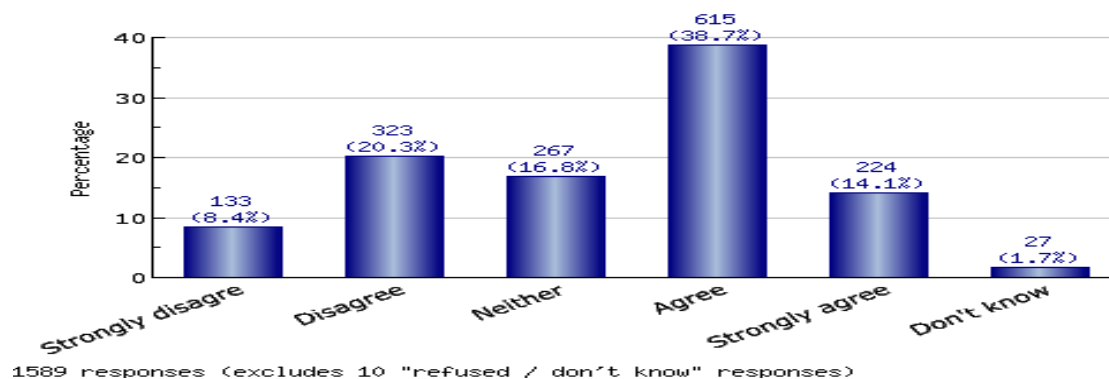
		Frequency	Percent	Cumulative Percent
Amount of all loans	Less than \$1000	58	7.9%	7.9%
	\$1000 to \$4999	148	20.1%	28.0%
	\$5000 to \$9999	218	29.6%	57.6%
	\$10000 to \$19999	195	26.5%	84.1%
	\$20000 to \$29999	65	8.8%	92.9%
	\$30000 or more	52	7.1%	100.0%
	Total	736	100.0%	

The table on the following page shows average debt by program type. Early leavers from graduate programs owed the most while those from certificate and diploma programs owed the least. There were no major differences when total debt was analyzed by field of study.

TotalOwed	N	Mean	95% Confidence Interval for Mean	
			Lower Bound	Upper Bound
			Applied Degree	32
Certificate	48	\$8,223	6442	10004
Diploma	258	\$8,535	7471	9599
Masters	13	\$27,308	13267	41349
Doctorate	10	\$28,590	8778	48402
Skills	3	\$8,333	4539	12128
Trade Certificate	3	\$4,127	-5342	13595
Undergraduate	238	\$12,436	11114	13757
University Transfer	131	\$9,333	7884	10782
Total	736	\$10,775	10003	11548

### ***Perceived Cost/Benefit of Post-secondary Studies***

In total, 52.8% of respondents agreed or strongly agreed that the benefits of their post-secondary studies were worth the financial cost to them or their family. A further 28.7% of respondents did not feel that their educational experience was worth the financial cost (20.3% disagreed and 8.4% strongly disagreed).



Responses to the question on perceived cost/benefit did not vary significantly among those who were employed versus those who were not employed. However, respondents employed in a position that was very related to their program of study were more likely to think the benefits were worth the costs (64.1%) compared to respondents who had an unrelated position (48.6%).

			Given the benefits of post-secondary education, I consider my post-secondary education to be worth the financial cost to me					Total
			Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	
How related is your current employment to the program you were attending in 2003-04	Not related	Count	82	202	138	317	99	857
		%	9.6%	23.6%	16.1%	37.0%	11.6%	100.0%
	Somewhat related	Count	24	52	50	106	31	266
		%	9.0%	19.5%	18.8%	39.8%	11.7%	100.0%
	Very related	Count	10	37	36	104	57	251
		%	4.0%	14.7%	14.3%	41.4%	22.7%	100.0%
Total	Count	116	292	224	529	188	1381	
	%	8.4%	21.1%	16.2%	38.3%	13.6%	100.0%	

### ***Additional Comments on Decision to Discontinue***

Before the interview was ended, respondents were asked if they had any additional comments. Of those who provided comments, financial issues were most frequently mentioned followed by comments about the difficulty or lack of fit with the program of study.

Other Comments	Total #	% of Respondents
No Comment/N/A	353	50.1
Financial/Funding Reasons	98	13.9
Other	61	8.7
Difficult/Intense/Wrong Program/More Appropriate Courses	57	8.1
None/Poor/Uncaring/Intimidating	50	7.1
Various Personal Comments	40	5.7
More Flexibility with Courses/ Work / Classes	38	5.4
Will Return/Continue Studies in Future	33	4.7
Changed Mind/Course/ Transfer	22	3.1
Failed/Suspended/Asked to Leave	17	2.4
Poor/Wrong Information/Advice	17	2.4
Employment/Job/Certificate/Diploma not Needed	12	1.7
Total	705	

### ***Summary Discussion***

Despite having discontinued their studies, 58.5% of respondents were satisfied or very satisfied with the quality of teaching in their program of study, while 50.0% were satisfied or very satisfied with the overall quality of their educational experience. When asked if the financial costs were worth the benefits of their education, 52.8% agreed while 28.7% disagreed.

Many early leavers worked while taking their post-secondary studies. Just under two-thirds (66.1%) worked while they were studying, with 28.7% working more than 20 hours a week. In terms of debt, the average loan amount owed by an early leaver was \$10,775, with an average of \$6,657 for non-government loans and \$10,399 for government-sponsored student loans. Less than half (44.1%) of respondents had government student loans while 29.7% had non-government loans.

Respondents' main goals for taking post-secondary studies were to complete a credential (33.1%) and to obtain employment (30.3%). Only 16.6% felt they had achieved their primary goal while 82.5% did not achieve their goal.

Most respondents (86.4%) are currently employed with 37.5% of those individuals indicating that their jobs are somewhat related or very related to the program they were attending in 2003/2004. In terms of intention to re-enrol in post-secondary studies, 80.8% plan to enrol again while 8.1% do not plan to re-enrol (11.1% of respondents are unsure).

Of those early leavers that will or might enrol again, 41.0% plan to re-enrol in their 2003/2004 program while 46.6% are considering a different program of study. Of those considering a different program of study, 31.1% intend to re-enrol at the same institution while 41.4% intend to re-enrol elsewhere. Early leavers who were satisfied with the overall quality of their educational experience were more likely indicate their intentions to re-enrol at the same post-secondary institution.

## Appendix - Questionnaire

Introduction:

Hello, may I please speak to \_\_\_\_\_ ?

[If the individual is not available, try to find out when they might be available. Explain purpose of study (see below) if requested. Thank the person providing the information. Do not collect survey information from parents, roommates or others.]

[If the individual does not live in the household, try to obtain a new telephone number. Explain purpose of study (see below) if requested. Thank the person providing the information.]

Hi, my name is \_\_\_\_\_ and I'm with (name of consulting firm). I'm calling on behalf of Alberta Advanced Education. We are completing a study of people who left their institution early, in other words, before they completed their program of study. The purpose of the study is to provide information for Alberta Advanced Education and post-secondary institutions about why people leave their institution, and to determine what alternatives they have pursued. This information will be used to help improve post-secondary education in Alberta to better meet the needs of students.

[If the student is from Grant MacEwan College] You may have been contacted several months ago by Grant MacEwan College for a similar survey on early leaving. Please note that this is a different survey that is being conducted on behalf of Alberta Advanced Education.

Before we start, I'd like to assure you that your participation is voluntary and that any information you give us will be kept completely confidential. Your responses will not be attributable on an individual basis. When results are published, only summary or aggregated information will be provided, and no individuals will be identified. Your personal information is protected by the *Freedom of Information and Protection of Privacy Act*.

[If the student questions the validity of the study, or has any questions about the *Freedom of Information and Protection of Privacy Act*, please tell them they can contact the persons listed below for verification.]

Institution	Survey Contact	Telephone Number
The CATI system will generate the name and telephone number for the institutional contact as appropriate, given the institution the respondent discontinued from.		

The study should only take about 12 to 15 minutes. Would you have time to speak to me now?

[If the individual is unwilling to be interviewed at this time, try to arrange another more convenient time.]



**1** First of all, were you enrolled at \_\_\_\_\_ (institution name) in the Fall of 2003 and/or the Winter of 2004?

1. Yes (Go to Q2)
2. No (Go to End)
88. Don't know (Go to End)
99. No response (Go to End)

[THANK THEM AND END INTERVIEW. EXPLAIN THAT THE PURPOSE OF THE SURVEY IS TO TALK TO PEOPLE WHO WERE REGISTERED IN THE FALL OF 2003 AND/OR WINTER OF 2004.]

**2** Did you graduate from this program?

1. Yes (Go to End)
2. No (Go to Q3)
88. Don't Know (Go to End)
99. No Response (Go to End)

[THANK THEM AND END INTERVIEW. EXPLAIN THAT THE PURPOSE OF THE SURVEY IS TO TALK TO PEOPLE WHO DISCONTINUED THEIR STUDIES WITHOUT COMPLETING.]

**3** Are you currently enrolled as a post-secondary student?

1. Yes (Go to End)
2. No (Go to Q4)
88. Don't know (Go to End)
99. No response (Go to End)

[THANK THEM AND END INTERVIEW. EXPLAIN THAT THE PURPOSE OF THE SURVEY IS TO TALK TO PEOPLE WHO HAVE LEFT THE POST-SECONDARY EDUCATION SYSTEM.]

In this first section, we would like to talk to you about your experiences in high school.

**4** What was the highest-grade level you completed in high school? DO NOT READ.

1. Grade 1
2. Grade 2
3. Grade 3
4. Grade 4
5. Grade 5
6. Grade 6
7. Grade 7
8. Grade 8
9. Grade 9
10. Grade 10
11. Grade 11
12. Grade 12
13. Grade 13
14. Kindergarten
88. Don't know
99. No response

**5** Where were you living when you last attended high school or another grade in the K-12 system (includes Home schooling)? [DO NOT READ.]

1. Edmonton
2. Calgary
3. Lethbridge
4. Red Deer
5. Grande Prairie
6. Medicine Hat
7. Fort McMurray
8. Elsewhere in Alberta [please specify] \_\_\_\_\_
9. Elsewhere in Canada [specify province/territory] \_\_\_\_\_
10. Outside Canada
88. Don't know
99. No response

**6** Thinking back on your high school experiences, to what extent do you feel that you interacted socially with others at your high school? [READ.]

1. To a great extent
2. To some extent
3. Not at all
88. Don't know
99. No response

**7** What year did you last attend school in the K-12 system? \_\_\_\_\_

[ENTER FOUR DIGIT YEAR]

88. Don't know
99. No response

**8** In what year did you first begin post-secondary studies? \_\_\_\_\_

[ENTER FOUR DIGIT YEAR]

88. Don't know
99. No response

**9** [IF THERE IS A ONE-YEAR (OR MORE) TIME GAP BETWEEN RESPONSES TO Q6 AND Q7, ASK THE FOLLOWING QUESTION. DO NOT READ. CHECK ALL THAT APPLY.]

What were your main activities (or activity) between high school and the start of your post-secondary studies in \_\_\_\_\_ (insert year they began their post-secondary studies)?

1. Worked
2. Traveled
3. Became a parent through birth or adoption
4. Did volunteer work
5. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

Now we would like to ask about any post-secondary experiences you may have had prior to your enrolment in 2003-04. We would also like to ask about sources of information you may have accessed when selecting your first post-secondary program.

**10** Using a 5-point scale where 1 means “not useful” and 5 means “very useful”, how useful were each of the following sources of information in helping you select your first post-secondary program? This would apply to services you would have accessed before you entered the post-secondary system, possibly in the high school system. [READ.]

	Not Useful					Very Useful	[DO NOT READ]		
	1	2	3	4	5	7	88	99	
a) institutional calendars (online or print)	1	2	3	4	5	7	88	99	
b) Alberta Learning Information Service (ALIS) [WWW.ALIS.GOV.AB.CA]	1	2	3	4	5	7	88	99	
c) school or guidance counsellors	1	2	3	4	5	7	88	99	
d) teachers	1	2	3	4	5	7	88	99	
e) spouse/partner	1	2	3	4	5	7	88	99	
f) career counsellors	1	2	3	4	5	7	88	99	
g) parents/other relatives	1	2	3	4	5	7	88	99	
h) friends	1	2	3	4	5	7	88	99	
[ASK RESPONDENT IF THERE ARE ANY OTHER INFORMATION SOURCES THEY USED.]	1	2	3	4	5	7	88	99	
i) other (please specify)									
88.	Don't Know								
99.	No Response								

**11** Looking back, what was the single greatest influence on your decision to pursue post-secondary studies? I'm going to read you a list. Once I have completed it, please tell me which one had the greatest influence. [READ, CHOOSE ONLY ONE.]

1. Institutional calendars
  2. Alberta Learning Information Service (ALIS)
  3. School or guidance counsellors
  4. Teachers
  5. Spouse/partner
  6. Career counsellors
  7. Parents/other relatives
  8. Friends
  9. Other \_\_\_\_\_ (please specify)
88. Don't know  
99. No response

**12** By what age had you decided that you wanted to attend post-secondary studies?

[ENTER AGE] \_\_\_\_\_

88. Don't know

99. No response

**13** By what age had you decided on a particular field of study (i.e. medicine, biology, education, etc)?

[ENTER AGE] \_\_\_\_\_

88. Don't know

99. No response

**14** When you enrolled in \_\_\_\_\_ (program name) at \_\_\_\_\_ (institution name) in the Fall of 2003 and/or the Winter of 2004, was it the first time you had enrolled in post-secondary studies?

1. Yes (go to Q17)

2. No

88. Don't know (go to Q17)

99. No response (go to Q17)

**15** Prior to your current break, have you ever interrupted continuous study (excluding summer breaks) for at least one semester?

1. Yes

2. No (go to Q17)

88. Don't know (go to Q17)

99. No response (go to Q17)

**16** Approximately how many times have you taken a break from your post-secondary studies?

[ENTER NUMBER OF PRIOR BREAKS. DO NOT INCLUDE CURRENT BREAKS]

**17** If 1 means "not committed" and 5 means "very committed", how committed were you to finishing the program you were attending in 2003-04 when you first enrolled? [READ.]

Not Committed		Very Committed			[DO NOT READ]	
1	2	3	4	5	Don't Know	No Response
					88	99

**18** Did the institution you were attending in 2003-04 require you to withdraw from your post-secondary studies?

1. Yes

2. No

88. Don't know

99. No response

**19** Prior to your current break, have you ever been required to withdraw by a post-secondary institution you were attending?

1. Yes
2. No
88. Don't know
99. No response

**20** When you discontinued your studies in the program you were attending in 2003-04, at what point in the year did you leave? [DO NOT READ. PROMPT IF NECESSARY.]

1. In the first month of the first semester
2. In the middle of the first semester
3. At the end of the first semester
4. In the first month of the second semester
5. In the middle of the second semester
6. At the end of the second semester
7. During the summer break
8. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

The following questions refer to your expectations for and experiences in the program you were attending in the Fall of 2003 and/or the Winter of 2004.

**21** What was your primary goal upon entering the \_\_\_\_\_ (program name) at \_\_\_\_\_ (institution name) in 2003-04? Was it...? [READ. PLEASE SELECT ONLY ONE.]

1. Preparation for entry into another program (medical school, law school, etc.)
2. Completion of a specific credential (certificate, diploma or degree)
3. Completion of courses for interest only
4. Completion of courses for employment purposes
5. Other \_\_\_\_\_ (please specify)
6. Did not set a goal (go to Q23)
88. Don't know (go to Q23)
99. No response (go to Q23)

**22** Did you achieve your primary goal?

1. Yes
2. No
88. Don't know
99. No response

**23** Do you think that the program(s) you attended in 2003-04 was a good "fit" for you?

1. Yes (go to Q25)
2. No
88. Don't know (go to Q25)
99. No response (go to Q25)

**24** Why wasn't your program a good fit for you? Was the program...? [READ. CHECK ALL THAT APPLY.]

1. Not what you expected in terms of content and focus
2. Too difficult for you to handle financially
3. Too difficult for your knowledge and skill level
4. Not flexible enough to meet the demands of your personal life (chronic illness, etc)
5. Didn't like the professors/instructors
6. Changed your mind
7. Wasn't your first choice program
8. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**25** Did you consider yourself academically prepared for your enrolment in the \_\_\_\_\_ program at \_\_\_\_\_ (institution name)? [READ.]

1. Yes (go to Q28)
2. No
3. Somewhat
88. Don't know (go to Q28)
99. No response (go to Q28)

**26** In what way(s) were you academically unprepared? [READ. CHECK ALL THAT APPLY.]

1. Didn't expect such a heavy workload
  2. Didn't have a solid foundation in some core subjects (go to Q27)
- [IF RESPONDENT CHOOSES 2, DO NOT SKIP AHEAD WITHOUT RECORDING ALL OF THE ANSWERS THEY GIVE FOR THIS QUESTION. THEY ARE PERMITTED MORE THAN ONE ANSWER.]
3. Had trouble taking notes/studying properly
  4. Material was more advanced than you were prepared for
  5. Other \_\_\_\_\_ (please specify)

88. Don't know
99. No response

[ALL OTHER RESPONSES SKIP TO Q28]

**27** What courses did you have the most difficulty with while enrolled at \_\_\_\_\_ (institution name)?

1. Math
2. English
3. Biology
4. Physics
5. Chemistry
6. Social studies
7. Languages
8. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**28** Which of the following student services did you access while enrolled at \_\_\_\_\_ (institution name)? [READ. CHECK ALL THAT APPLY.]

	Accessed	Did Not Access	Don't Know	No Response
1. Personal Counselling	1	2	88	99
2. Academic Advising	1	2	88	99
3. Tutoring	1	2	88	99
4. Financial Advising	1	2	88	99
5. Other (please specify)	1	2	88	99

[IF RESPONDENT ACCESSED ALL SERVICES OR RESPONDED WITH 88 OR 99 FOR ALL SERVICES, SKIP TO Q30. ALL OTHER RESPONSES GO TO Q29.]

**29** Why didn't you access \_\_\_\_\_ (name of service)?  
[ASK INDIVIDUALLY ABOUT EACH SERVICE FROM Q28 THAT THE RESPONDENT INDICATED THEY DID NOT ACCESS.]

	Service not accessed from Q28				
	1	2	3	4	other
1. Didn't know how to access those types of services					
2. Didn't think they would help					
3. Was not aware that services were available					
4. Couldn't get an appointment					
5. Didn't need service					
6. Other (please specify)					
88. Don't Know [DO NOT READ]					
99. No Response [DO NOT READ]					

**30** The following question examines how satisfied you are with your educational experience in \_\_\_\_\_ (name of program) at \_\_\_\_\_ (institution name). I would like you to answer using a 5-point scale, where 1 means "very dissatisfied," 2 means "dissatisfied", 3 means "neither satisfied nor dissatisfied", 4 means "satisfied" and 5 means "very satisfied". [READ]

a) How satisfied are you with the quality of teaching in your program? Would you say...?

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied or dissatisfied
4. Satisfied
5. Very satisfied
88. Don't know
99. No response

**b)** How satisfied are you with the overall quality of your educational experience? Would you say...?

1. Very dissatisfied
2. Dissatisfied
3. Neither satisfied or dissatisfied
4. Satisfied
5. Very satisfied
88. Don't know
99. No response

The next section will examine the reasons why you decided to discontinue your studies at \_\_\_\_\_ (institution name) in 2003-04.

**31** If 1 means “not at all” and 5 means “to a great extent”, please tell me to what extent did any personal circumstances (such as a death in the family or a sudden job loss) influence your decision to discontinue your studies in the program you were attending in 2003-04? [IF RESPONDENT IS UNCERTAIN WHAT PERSONAL CIRCUMSTANCES INCLUDES, SEE Q32 FOR ADDITIONAL EXAMPLES.]

Not at All		To a Great Extent			[DO NOT READ]	
1	2	3	4	5	Don't Know	No Response
					88	99

[IF RESPONDENT SELECTS 1, 88 OR 99, GO TO Q33.]

**32** What personal circumstances influenced your decision to discontinue your studies? Please list all personal circumstances that apply to your situation. [DO NOT READ. CHECK ALL THAT APPLY.]

1. Family responsibilities (death, serious illness, birth or adoption of child, difficulty accessing childcare, etc)
2. Post-secondary education is no longer a priority
3. Spouse/partner had difficulty finding work or schooling opportunities
4. Insufficient income or student loan awards to continue (cash flow problems)
5. Chose not to accumulate more debt – debt adverse
6. Lifetime loan limit was reached and therefore was ineligible for further assistance
7. Illness or disability
8. Felt like there would be limited career options upon graduation
9. Wanted to take a break from school to travel
10. Socialized too much - lost focus on my studies
11. Wanted to make money
12. Moved to another city/province/country
13. Separated from spouse and/or children who were living in another city/province/country
14. Unexpected financial difficulty (job loss, etc)
15. Found employment relevant to my program
16. Lack of family/community supports
17. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response



**33** If 1 means “not at all” and 5 means “to a great extent”, please tell me to what extent was difficulty adjusting socially to the post-secondary environment an influence in your decision to discontinue your studies at \_\_\_\_\_ (institution name) in 2003-04? [THIS REFERS TO LEVEL OF COMFORT IN THE POST-SECONDARY ENVIRONMENT, ABILITY TO MAKE FRIENDS, ETC. DO NOT READ. IF RESPONDENT IS UNCERTAIN WHAT SOCIAL ADJUSTMENT DIFFICULTIES INCLUDES, SEE Q34 FOR EXAMPLES.]

Not at All		To a Great Extent			[DO NOT READ]	
					Don't Know	No Response
1	2	3	4	5	88	99

[IF RESPONDENT SELECTS 1, 88 OR 99, GO TO Q35.]

**34** What types of adjustment difficulties influenced your decision to discontinue your studies? [DO NOT READ. CHECK ALL THAT APPLY.]

1. Intimidated by the post-secondary environment in general (i.e. campus was too big, too many people, etc.)
2. Difficulty adjusting to living away from home
3. Friends/family went to another institution
4. Difficulty making new friends
5. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**35** If 1 means “not at all” and 5 means “to a great extent”, please tell me to what extent did academic-related issues influence your decision to discontinue your studies in 2003-04? [THIS REFERS TO ACADEMIC DIFFICULTIES, ETC. IF THE RESPONDENT IS UNCERTAIN WHAT ACADEMIC DIFFICULTIES INCLUDES, SEE Q36 FOR EXAMPLES.]

Not at All		To a Great Extent			[DO NOT READ]	
					Don't Know	No Response
1	2	3	4	5	88	99

[IF RESPONDENT SELECTS 1, 88 OR 99, GO TO Q37.]

**36** What academic-related issues influenced your decision to discontinue your studies? Please list all academic related issues that apply. [DO NOT READ. CHECK ALL THAT APPLY.]

1. Academic difficulties – workload too advanced or heavy in volume
2. Disillusioned with academia
3. Didn't think I was performing well enough
4. Unhappy with teaching quality
5. Unhappy with graduate supervisory supports
6. Unhappy with professional development opportunities in graduate school (conferences, workshops, etc)
7. Inadequate research infrastructure at institution (library holdings, labs, etc)
8. Lost interest in subject area/changed my mind
9. Program was not what I expected in terms of content or focus
10. Wasn't committed to program
11. Professors/instructors were intimidating or unapproachable
12. Did not receive the transfer credit I expected
13. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**37** What is the main reason that you discontinued your studies at \_\_\_\_\_ (institution name)? \_\_\_\_\_

88. Don't know
99. No response

**38** Were the education-related costs of attending your program at \_\_\_\_\_ (institution name) what you expected? [READ. EDUCATION-RELATED COSTS WOULD INCLUDE TUITION, STUDENT UNION FEES, ATHLETICS FEES, BOOKS, ETC. IT DOES NOT INCLUDE LIVING EXPENSES (FOOD, RENT, UTILITIES, TRANSPORTATION).]

1. They were higher than I expected
2. They were about what I expected
3. They were lower than I expected
88. Don't know
99. No response

**39** On average, how many hours of paid employment did you perform per week while taking classes at \_\_\_\_\_ (institution name) in 2003-04? This excludes employment obtained during summer breaks from school. [READ.]

1. 0 hours (did not work)
2. 1 to 10 hours
3. 11 to 20 hours
4. 21 to 30 hours
5. 31 to 40 hours
6. More than 40 hours
88. Don't know
99. No response

**40** Do you ever intend to enrol in the post-secondary system again in the future?

- 1. Yes
- 2. No (go to Q43)
- 88. Don't know
- 99. No response

**41** Do you intend to continue the program that you were enrolled in 2003-04 at some point in the future?

- 1. Yes (go to Q43)
- 2. No
- 88. Don't know
- 99. No response

**42** Do you intend to enrol at the same institution in another program at some point in the future?

- 1. Yes
- 2. No
- 88. Don't know
- 99. No response

This next section will focus on what you are doing presently.

**43** Are you currently employed?

- 1. Yes
- 2. No (go to Q45)
- 88. Don't know (go to Q45)
- 99. No response (go to Q45)

**44** Please tell me how related your current employment is to the \_\_\_\_\_ (name of program) program you were attending in 2003-04? [IF RESPONDENT HAS MORE THAN ONE JOB, QUESTION SHOULD BE ANSWERED BASED ON JOB WITH MOST HOURS. READ.]

- 1. Not related
- 2. Somewhat related
- 3. Very related
- 88. Don't know [DO NOT READ]
- 99. No response [DO NOT READ]

**45** Have you ever received government-sponsored student loans?

- 1. Yes
- 2. No (go to Q47)
- 88. Don't know (go to Q47)
- 99. No response (go to Q47)

**46** Approximately how much do you currently owe from all government sponsored student loans accumulated during your entire post-secondary education? \_\_\_\_\_ [\$ Amount owed]

- 88. Don't know
- 99. No response

**47** Have you ever received non-government sources of financing for education-related expenses? [REFERS TO BANK LOANS AND LINES OF CREDIT, CREDIT CARDS, LOANS FROM RELATIVES, ETC.]

- 1. Yes
- 2. No (go to Q49)
- 88. Don't know (go to Q49)
- 99. No response (go to Q49)

**48** Approximately how much do you currently owe as a result of education-related borrowing from all non-government sources? This amount does NOT include what you owe for government sponsored student loans. \_\_\_\_\_ [\$ Amount owed]

- 88. Don't know
- 99. No response

**49** Reflecting on the following statement: "Given the benefits of post-secondary education, I consider my post-secondary education to be worth the financial cost to me and/or my family". How do you feel about that statement? Do you...? [READ.]

- 1. Strongly disagree
- 2. Disagree
- 3. Neither agree nor disagree
- 4. Agree
- 5. Strongly agree
- 88. Don't know
- 99. No response

**50** Overall, to what extent did your parents or guardians value post-secondary education? [READ.]

- 1. To a great extent
- 2. To some extent
- 3. Not at all
- 88. Don't know
- 99. No response

The following questions will give us a better picture of those who participated in the survey.

**51** What is your gender?

- 1. Male
- 2. Female
- 88. Don't know
- 99. No response

**52** What is your current age? \_\_\_\_\_ Years

- 88. Don't know
- 99. No response

**53** What was your marital status when you first enrolled in the program you were attending in 2003-04? Were you...? [READ.]

1. Single (never married, not living with partner)
2. Married or living with partner
3. Divorced/Separated/Widowed
4. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**54** What was your marital status when you decided to discontinue the program you were attending in 2003-04? [READ.]

1. Single (never married, not living with partner)
2. Married or living with partner
3. Divorced/Separated/Widowed
4. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**55** When you first enrolled in the program you were attending in 2003-04 how many dependants were you responsible for? \_\_\_\_\_ [ENTER NUMBER OF DEPENDANTS]

2. Not responsible for any dependents
88. Don't know
99. No response

**56** How many dependants were you responsible for when you discontinued the program you were attending in 2003-04? \_\_\_\_\_ [ENTER NUMBER OF DEPENDANTS]

2. Not responsible for any dependents
89. Don't know
99. No response

**57** What were your living arrangements when you decided to discontinue your studies at \_\_\_\_\_ (institution name) in 2003-04? [SELECT ONLY ONE.]

1. Living with parents or other relatives
2. Living with roommates
3. Living on my own
4. Living in residence (either on own or with roommates and/or family)
5. Living with spouse or partner
6. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**58** Do you consider yourself to be an Aboriginal person?

1. Yes
2. No (go to Q60)
88. Don't know (go to Q60)
99. No response (go to Q60)

**59** Are you? [READ.]

1. Status Indian
2. Non-status Indian
3. Inuit
4. Métis
5. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**60** Do you consider yourself to be a person with a disability (that is, someone with a diagnosed long-term physical or mental medical condition)?

1. Yes
2. No (go to Q62)
88. Don't know (go to Q62)
99. No response (go to Q62)

**61** What is the nature of your disability? \_\_\_\_\_

88. Don't know
99. No response

**62** What is/was the highest level of education attained by your father or male guardian?

[DO NOT READ.]

1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree
7. Not applicable
8. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**63** What is/was the primary occupation of your father or male guardian?

- \_\_\_\_\_
88. Don't know
  99. No response

**64** What is/was the highest level of education attained by your mother or female guardian?

[DO NOT READ.]

1. Elementary or junior high school
2. Some high school
3. Completed high school
4. Some post-secondary
5. Completed college, technical institute or apprenticeship program
6. Completed university degree
7. Not applicable
8. Other \_\_\_\_\_ (please specify)
88. Don't know
99. No response

**65** What is/was the primary occupation of your mother or female guardian?

---

88. Don't know

99. No response

**66** Is there anything about your decision to discontinue your studies that that you would like to add that has not been covered in this interview?

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99. No response