SURVEY OF EARLY LEAVERS:
UNIVERSITIES AND COLLEGES IN MANITOBA

Final Report

April 30, 2007

Acknowledgement

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EXECUTIVE SUMMARY

The Early Leavers Survey was a collaborative undertaking on the part of the Council on Post-Secondary Education, Employment Manitoba (formerly Employment and Training Services), and the universities and colleges of Manitoba. It was designed to understand the factors affecting students' decisions to leave before completing their studies, whether they continued their studies elsewhere or entered the labour force. The information gathered will inform policy making for both the government and the institutions.

Findings

The major findings are:

Early leavers from college and university generally offer similar responses to many of the questions. Where there are differences on some questions, they are not surprising, given that college students are generally older than university students, and because of the differing nature of the two types of post-secondary programs.

The major reason for attending either type of post-secondary institution was career related. The choice of a particular institution was primarily related to its location and that it offered the desired program. Eight respondents in 10 said the institution they were attending was their first choice.

Most early leavers report a positive experience at their chosen institution, including being satisfied with the quality of teaching, the quality of their education overall, and their decision to attend the institution. Indeed, for 8 in 10 university early leavers and slightly fewer college early leavers say this was the case. They also report good social integration, for example, most report making friends and feeling that they were part of the institution. Overall, the level of positive experiences is similar for colleges and universities.

The most commonly reported reason for leaving was that the student decided "the program was not for me." About 1 respondent in 4 says they had difficulty maintaining both a job and studies, but financial issues alone did not appear to be a major factor.

Although most rate themselves as having been academically well-prepared for their studies, 45% of university early leavers, and 59% of college early leavers had difficulty keeping up with their studies, or they found their programs too demanding. Many also indicate that their grades were not what they expected, and in retrospect, many felt that a remedial course may have assisted them.

In spite of having left their institution, nearly 60% of early leavers (58% university and 59% college) indicate they that plan to return to the university or college. Indeed, 18% of college leavers, and 40% of university leavers have attended or are currently attending another post-secondary institution. Most of these institutions are within Manitoba.

At the time of the survey, 7 respondents in 10 are working for pay, while others are looking for work or waiting to start a job. Some others are caring for family members, travelling, playing sports, or recovering from an illness. College early leavers are more likely to report caring for a family member, likely because college students are generally older.

Conclusions

Overall, students who leave post-secondary institutions in Manitoba do so for reasons not primarily related to the institution. The majority decide that the program is not what they wanted, with financial issues contributing to the decision in some cases. Most indicate that they intend to continue with their post-secondary education at some point. Indeed, about 40% of university early leavers are currently attending other post-secondary institutions, and two-thirds of those institutions are in the province of Manitoba.

The majority of all early leavers have a positive experience at their institution, which likely contributes to their high level of re-enrolment. However, there appears to be a disconnect between their self-assessed academic abilities at the time of enrolment, and their subsequent success at meeting the demands of their programs. In retrospect, early leavers acknowledge that remedial courses could have been helpful. Such leavers need assistance early on in the first year of their program; this is especially true for college students, as the programs are of shorter duration.

1.0   Introduction

To understand why students leave the post-secondary system without graduating, Manitoba's seven post-secondary institutions, Employment Manitoba, and the Council on Post-Secondary Education (COPSE) engaged PRA Inc. to conduct a survey.

In a given year in Manitoba, approximately 25% of university undergraduate students in first-entry programs and 5% of students in professional programs leave before completing their program. About 40% of college students in diploma programs, and 25% of college students in certificate programs leave school before graduation.[1] While some students who leave one college or university re-enrol in another post-secondary institution, those who do not represent a loss in potential in terms of lost benefits to the individual, as well as lost benefits to Manitoba's society and economy as a whole. This study has been designed in part to determine what proportion leave to pursue other post-secondary study, either within or outside Manitoba, potentially reducing the loss.

In this study, early leavers are full-time students who discontinued their studies at an institution before graduating. There are many reasons why students leave before graduating. As mentioned, some students leave to pursue immediately post-secondary education at other institutions inside or outside the province. Others have simply interrupted their studies and will return to the system in the future. Still others leave for personal or financial reasons.

This research focuses on full-time students (taking at least a 60% course load) enrolled in the 2005-06 academic year who did not complete the 2005-06 session, and/or did not return to enroll in the 2006-07 session, and did not graduate by Spring or Fall 2006. While most Manitoba post-secondary institutions follow up with their early leavers, this study provides a system-wide profile of such students.

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[1]   Assessed one year after normal program length, that is, five years after enrolling in a university degree program, three years after enrolling in a college diploma program, and two years after enrolling in a college certificate program. Source: Council on Post-Secondary Education, *Statistical Compendium for the Academic Year Ending in 2005.* Winnipeg: Author (Fall 2006), pp. 121-125.

1.1   Goals of the research

The COPSE, Employment Manitoba, and participating post-secondary institutions have identified several goals for this research:

- *To inform policies in government, as well as in colleges and universities, regarding retention.*

- *To provide information about the efficiency and accountability of the post-secondary system as a whole, as well as that of specific institutions.*

- *To help post-secondary institutions better tailor student support systems to improve retention at the post-secondary level.*

- *To enable policy makers to disaggregate attrition data and determine the percentages of students who leave the system entirely, why they leave, as well as the percentage who transfer within the system or leave because of job opportunities.*

- *To help tune the system to better prepare individuals for sustainable employment, in line with the objectives of the Research and Innovation program.*

- *To provide an indication of the extent of labour market participation of post-secondary leavers.*

This research involved a telephone survey of early leavers and is part of a long-term strategy for tracking student retention in post-secondary institutions in Manitoba.

1.2   Methodology

A Steering Committee,[2] responsible for overseeing this research, designed a questionnaire to be administered to students. PRA Inc. reviewed this draft and provided feedback on wording and question order. The revised draft was then pre-tested with about 40 early leavers, resulting in further changes to wording, the reordering of some questions, and the elimination of others. The goal was for the questionnaire to take an average of no more than 20 minutes to complete. After the pre-test, Collège Universitaire de Saint-Boniface translated the questionnaire into French. Early leavers from the Collège had the option of completing the

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[2]   See Appendix A for a list of Steering Committee members.

questions in either French or English. The final versions of the questionnaire are found in Appendix B in both English and French.

1.2.1 Sample construction

The following post-secondary institutions participated in this study:

- Assiniboine Community College
- Brandon University
- Collège Universitaire de Saint-Boniface
- Red River College
- University College of the North
- University of Manitoba
- University of Winnipeg

Defining and extracting eligible participants was the responsibility of the participating institutions.

Universities and colleges were to include students classified as full-time, defined as taking 60% of a course load. As mentioned, these students were to be enrolled in the 2005-06 academic year, did not complete the 2005-06 session, and/or did not return to enroll in the 2006-07 session, and did not graduate by Spring or Fall 2006.   Individual universities and colleges also had particular types of programs that they excluded from the sample. For example, students not seeking a degree at a university or those enrolled in remedial programs at a college were excluded. Table 1 shows the population of early leavers provided by institution.

Table 1: Population provided by institution	
	n
Universities	
Manitoba	2,497
Winnipeg	1,248
Brandon	700
Collège Universitaire de Saint-Boniface (Université)	89
University College of the North (University)	37
University total	**4,571**
Colleges	
Red River	799
University College of the North (College)	265
Assiniboine	163
Collège Universitaire de Saint-Boniface (Collège)	18
College total	**1,245**
Grand total	**5,816**

1.2.2 Conducting interviews

Depending on the institution, PRA received these lists of early leavers between mid-November and mid-December 2006.

Given the fact that some students left their institution up to a year earlier, it is not surprising that many of the telephone numbers provided were no longer in service or that the individual was no longer living at the number provided. PRA divided the provided sample into two broad categories: useable and unuseable sample. The sample, considered unuseable, includes individuals with incorrect telephone numbers, individuals no longer living at the number provided, and individuals who claim they are still attending or registered but never attended the institution in question.

PRA took several steps to track early leavers who were no longer available at the number provided. In addition, PRA followed up with individuals who were away for extended periods of time and individuals who initially refused to participate.

Table 2 calculates a response rate for each of the institutions based on the useable sample, that is, individuals for whom a working telephone number was provided and who were qualified to participate.

Overall, 41% of all such early leavers participated in this survey, ranging from a high of 52% to a low of 25%.

Table 2: Response by Institution			
Institution	**Usable sample**	**Completes**	**Completion rate**
Universities			
University of Manitoba	1,511	589	39%
University of Winnipeg	848	401	47%
Brandon University	337	129	38%
Collège Universitaire de Saint-Boniface	64	33	52%
University College of the North	25	12	48%
Subtotal – universities	**2,785**	**1,164**	**42%**
Colleges			
Red River College	537	200	37%
University College of the North	111	46	41%
Assiniboine Community College	95	35	37%
Collège Universitaire de Saint-Boniface	12	3	25%
Subtotal – colleges	**755**	**284**	**38%**
Total	**3,540**	**1,448**	**41%**

It should be noted that those early leavers who were unreachable might be different from those who participated.[3] More detail on the methodology can be found in Appendix C.

1.3   Profile of respondents

We compared the sample of individuals we interviewed to administrative information available on the population of early leavers. Generally, the sample is similar to that of the population of early leavers in terms of institution attended, gender, age, Aboriginal status, location of residence, and other information.

More information on how well our sample represents the population of early leavers can be found in Appendix C.

1.3.1 Differences between university and college early leavers

Throughout this report, statistically significant differences between university and college early leavers are highlighted.[4] However, it should be noted that many of these attitudinal and experiential differences might result from the nature of the two types of post-secondary learning. As well, some differences in response reflect that early leavers who attended college are themselves different from those who attended university.

- University early leavers tend to be younger (66% are 21 or younger) than college early leavers (45% are 21 or younger).

- In part reflecting their younger age, university early leavers are more likely to have come directly from high school into post-secondary (51%) compared to college early leavers (23%).

- University early leavers are more likely to be female (58%) than early leavers from college (37%).

These demographic differences, combined with the different format of college and university learning, may account for many of the differences identified in this report.

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[3]   Given this, we can only make inferences about respondents, since the attitudes and behaviours of non-respondents is unknown. Further, the usual rules of sampling error cannot be used to make inferences about non-responders.

[4]   Throughout this document PRA reports only on differences that appear to be statistically significant using the Pearson's chi square. For our purposes, Peason's chi square must have a probability of a type 1 error of .003 or lower to be considered statistically significant.

1.4   Layout of report

Like the questionnaire, this report follows the early leaver through their post-secondary experience. The next section focuses on their decisions prior to attending, while Section 3 examines their experiences while at university or college. Section 4 discusses the factors the contributed to their decision to leave, and Section 5 presents what they have done since leaving and what they are currently doing. The report concludes with Section 6.

2.0   Before attending post-secondary

This section reviews early leavers' decisions to attend post-secondary, in general, and the institution they chose to attend, in particular.

2.1   Deciding to take post-secondary

Part of understanding why respondents leave is to understand why they decide to go to university or college in the first place. Respondents were asked to explain their main reason for deciding to attend university or college in the first place.

- **Career or job.** Many respondents say their decision was about the future. They wanted a specific career or, more generally, a good job, which they believed they would get with post-secondary training. A few say their main reason was about having a better or more successful life in general, and a few others — especially those who were attending college — say it was about getting a better job than they currently had.

- **Learning and education.** Many respondents also say the main reason they decided to attend university or college was because they simply wanted to learn. Some wanted to enter a specific program, and some others wanted the piece of paper that comes with post-secondary education: a degree or diploma.

- **Personal desire.** Some respondents say that they wanted to see what post-secondary was like or, more simply, that attending college or university was something to do at the time.

- **Influence of others**. A few respondents mention either that their parents expected them to enroll in post-secondary studies or that their friends were attending post-secondary institutions.

- **Setting**. A few respondents point to particulars of the institution. Some say their main reason for deciding to attend college were factors associated with college learning: shorter programs and hands-on learning. In addition, a few decided to attend college or university based on having received a scholarship.

See Table 3.[5]

Table 3: Reasons for attending university/college		
Q10. What was your main reason for deciding to attend university/college in the first place? (PROMPT: Not just this university/college, but any university/college)		
	Institution type	
	University (n=1,164)	**College (n=284)**
Career/job/general success		
- To prepare for a career/to get a good job	32%	25%
- To be successful/have a better life	4%	4%
- To get a better job than I have/had	2%	8%
Learning		
- I wanted to learn/continue my education	26%	21%
- Wanted to enter a specific program	15%	19%
- I wanted a degree/diploma/certificate	10%	6%
- I needed an undergraduate degree to enter graduate studies	<1%	-
Personal desire		
- To try it/see what I wanted to do	9%	4%
- Seemed like the thing to do/it was something to do	5%	4%
- I have always wanted to go university/college	1%	<1%
Influence of others		
- My parents/relatives expected it of me	5%	2%
- My friends were going	1%	<1%
- Almost everyone in family has gone to university/college	<1%	-
Setting		
- Shorter program/faster degree	-	4%
- Hands-on experience/college more hands-on	-	3%
- Had a scholarship	2%	<1%
- Location	2%	<1%
Other	4%	11%
Not sure	<1%	1%
Note: Respondents could provide more than one response. Columns may not sum to 100%.		

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[5]   These responses are similar to those provided by first year university students, in general. In 2004, the Canadian Undergraduate Survey Consortium (CUSC) conducted a survey of about 11,000 first year university students at 27 institutions across the country. While not directly comparable, one of the questions asked students to rate the importance of several items in their decision to attend university, and then of these, which they considered most important. Although the reasons tested were much different than the open-ended question asked on the survey of early leavers, the findings suggest that early leavers share similar reasons for attending as first-year university students in general. The CUSC survey found the most important reason in the students' decision to attend university include: prepare for a specific job or career (35%), to get a good job in general (29%), to get a good general education (10%), and to meet parental expectations (2%). See CUSC, Survey of First-Year University Students: 2004, June 3, 2004, p. 35.

2.2 Prior to registration

Early leavers were also asked some questions about their attitudes and behaviours prior to their registration for university or college.

- Almost 2 early leavers in 3 knew the area of study they wanted to pursue before enrolling in university. College respondents were not asked this question, since it was assumed that, by enrolling in a particular program at a college, they knew the area of study they wanted to pursue.

- About 6 early leavers in 10 from university, and 2 in 3 from college had a specific occupation or career path in mind before enrolling.

- About 4 in 10 from university, and about 1 in 3 from college, report getting career counseling at their high school. College students are less likely than university to come to these institutions directly from high school. Overall, among earlier leavers who came to their post-secondary institution directly from high school, half (51%) report they got career counseling advice at their secondary school.

- Of those who report receiving career-counseling advice at their high school, most think it provided them with a clear direction.

Table 4 provides these results.

Table 4: Prior to registration Q9. Did you know what area of study you wanted to pursue before enrolling in this university? Q6. Did you have a specific occupation or career path in mind before enrolling in university/college? Q7. Did you get career counselling advice at your high school? Q8. Did it provide you with a clear direction when enrolling in university/college? (PROMPT: the career counselling you received at your high school)		
	Institution type	
	University **(n=1,164)**	**College** **(n=284)**
Knew area of study wanted to pursue*		
Yes	63%	n/a
No	37%	n/a
Specific occupation/career path		
Yes	59%	65%
No	41%	35%
Career counselling at high school		
Yes	42%	33%
No	57%	63%
Not applicable/not sure	2%	3%
Provide clear direction**		
Yes	56%	65%
No	43%	33%
* Not asked of early leavers from colleges. ** Base: Those who received career counselling in high school. Note: The DK/NR category is not shown.		

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2.3   Reason for choosing a particular institution

As noted above, early leavers had many different reasons for deciding to take post-secondary education. Similarly, respondents say that many different reasons influenced their decision to attend a particular university or college. Early leavers were asked to rate the extent to which ten different reasons influenced their decision to attend a particular post-secondary institution.

- **Location of institution.** The location of the institution influenced the decision of most early leavers. Most respondents indicate that they wanted to attend a school in that city or town. In fact, over 3 early leavers in 4 (78% university and 76% college) say that the school's location in a particular city or town influenced their decision to at least some extent. Many also wanted to be close to family, or they chose a particular institution because the cost of living was lower than in other places. About half the university early leavers (53%) say that being close to their family influenced their decision to at least some extent. Fewer college early leavers say the same (36%), possibly because these early leavers are, on average, older than their counterparts attending university. About half the respondents (51% university and 45% college) rate the lower cost of living as having some influence on their decision.

- **Program.** The program offered by the institution also plays a role in their decision. Most respondents say they were influenced in their choice of institution because the program in which they were interested was offered at that institution. College early leavers (92%) are more likely than university early leavers (74%) to report that the availability of a program of interest influenced their choice to some or a great extent. Many also say that the good reputation of the program at that institution influenced their decision at least to some extent (68% university and 77% college).

- **Influence of others.** Some respondents report they chose a university or college because family or friends were attending there, or because parents expected them to enroll at that particular institution. Possibly reflecting the fact that they are older compared to university respondents, college early leavers are less likely to say attending with family or friends was influential in their decision to either some or a great extent (45% university and 22% college). About 1 in 3 early leavers, whether university (33%) or college (31%),

report parents or other relatives wanting them to enroll at the institution influenced their choice to some or a great extent.

- **Other factors.** Entrance requirements being easier to meet at a particular institution also influenced respondents' choice; however, more so among college early leavers. Among university early leavers, about 1 in 3 (36%) say this had some or a great influence on their decision, compared with about half (53%) of college early leavers. A few say the fact they were not accepted elsewhere influenced their choice to some or a great extent (5% university and 7% college). For some, the campus lifestyle also played a role in their choice to some or a great extent (46% university and 45% college).

Table 5 shows the percentage who say these reasons influenced their decision to a great extent, suggesting these were primary in their decision making. However, most report that more than one of these reasons greatly influenced their choice, suggesting that for many respondents no one reason explains their decision.[6]

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[6]   Although the question, response categories, and ratings were different, those who participated in the 2004 Survey of First Year University Students responses appear to provide similar reasons for their choice of institution. Of the reasons provided, students rated these as very important in their choice of university: the location (37% wanted to live close to home, 32% said the campus was accessible from their home); the program (54% were attracted by specific career related programs, 48% said the university had a good reputation); and influences of others (11% cited that their parents and relatives wanted them to enroll there, and 9% cited that friends and 4% cited that family members were attending there). CUSC, Ibid, pp. 37-39. In a Statistics Canada publication entitled "Access to College and University: Does Distance Matter?" Marc Frenette reports that location is a key factor in students decision to attend university or college. Students outside commuting distance form a university will more likely attend a nearby college. While distance to school appears to be more of an issue for university than college students, in general, the added costs for students in poor economic situations discourage them from pursuing a university or college education.

Table 5: Reasons for attending university/college: percent 'great extent' Q11-20. Students choose a particular university/college for a variety of reasons. I am going to read you a list of reasons that may have influenced your decisions to attend <name>. Please tell me if each had influenced your choice to a great extent, some extent, small extent, or not at all.	Institution type	
	University (n=1,164)	College (n=284)
Location		
I wanted to attend school in that city or town	58%	53%
It was close to my family*	35%	20%
The cost of living was lower	32%	26%
Program/Institution		
The program I was interested in was available there*	51%	76%
The program had a good reputation	40%	50%
Influences of others		
My family or friends were attending there*	19%	10%
Parents or other relatives wanted me to enrol here	15%	15%
Other factors		
Entry requirements were easier to meet at this institution*	14%	30%
The campus lifestyle	14%	16%
I was not accepted elsewhere	2%	3%
* Statistically significant difference between university and college early leavers (p=.000).		

2.3.1 First choice

Most of these early leavers report that the university or college they were attending was their first choice of institution. Indeed, 8 out of 10 report that the institution they were attending at the time of their leaving was their first choice.[7]

Table 6: First choice Q21. Was this university/college your first choice of places to attend?	Institution type	
	University (n=1,164)	College (n=284)
Yes	81%	77%
No	18%	22%
Don't know/no response	<1%	1%
Note: Columns may not sum to 100% due to rounding.		

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[7] This is very similar to first-year university students, in general. In 2004, 78% reported that they were currently attending their first choice of university. See CUSC, Ibid., p. 43.

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Among those who were not attending their first choice, most indicate that their first choice was another institution in Manitoba, most commonly the largest universities (Manitoba, Winnipeg) and college (Red River). However, among university early leavers who report that their first choice was not the institution they left, 4 in 10 say their first choice was an institution outside the province.

Table 7: If this university/college was not first choice Q22. What was your first choice?		
	Institution type	
	University (n=218)	**College (n=66)**
Institutions in Manitoba		
- University of Manitoba	18%	50%
- University of Winnipeg	14%	12%
- Red River College	11%	6%
- Brandon University	4%	6%
- Assiniboine College	<1%	2%
- Canadian Mennonite University	<1%	2%
- St. Boniface College	<1%	-
- Other Manitoba institution	4%	14%
Outside Manitoba		
- Institution outside province	39%	11%
No response/not sure	9%	5%
Note: Respondents could provide more than one response. Columns may not sum to 100%. Base: Those who did not attend their first choice.		

Among those who say the university or college was not their first choice, Table 8 shows, by institution, the post-secondary school they would have preferred. **Please note that some of the sample sizes in this table are very small and caution should be used in interpreting the results.**

Table 8: First choice (if not institution left) by institution left Q22. What was your first choice?							
First choice	**Institution left**						
	UofM (n=98)	**UofW (n=72)**	**Brandon (n=33)**	**St. Boniface (n=7)**	**Red River (n=40)**	**Assiniboine (n=8)**	**UCN (n=26)**
UofM		40%	21%	14%	70%	-	31%
UofW	25%		12%	29%	15%	-	12%
Brandon	5%	3%		-	-	-	23%
St. Boniface	2%	-	-		-	-	-
Red River	9%	15%	-	14%		38%	12%
Assiniboine	-	-	6%	-	3%		-
Other inside MB	4%	6%	3%	29%	18%	-	19%
Other outside MB	48%	28%	49%	29%	5%	38%	8%
Don't know	8%	8%	9%	-	-	25%	-
Note: Columns may not sum to 100% due to rounding. **Caution small samples.**							

Early leavers who did not attend their first choice of institution are more likely to say the fact that they were not accepted elsewhere influenced their decision to attend the institution at least somewhat. For those who were not attending their first choice of institution,

12% say that this reason was at least somewhat influential, compared to 3% of those who were attending their first choice.

2.4   Section summary

Early leavers make the decision to go for post-secondary education for many different reasons, although two reasons dominate. They see post-secondary as leading to future employment (specifically a career or, more generally, a good job) and about continuing their education (in general or in a specific program). Some early leavers were simply trying it out or filling time, while a few felt the pressure of family expectations. Their choice of a specific institution was strictly practical and was most often based on its location or because it offered the program in which they were interested. For the vast majority, the institution they ended up attending was their first choice. Indeed, there appears nothing extraordinary about why early leavers decided to attend post-secondary, in general, or the institution, in particular. At least, there is nothing to suggest that they would not complete their program at a particular institution.

3.0   Experience while attending university/college

This section reviews early leavers' assessment of their academic skills and their experience while attending university or college.

3.1   Time in program

Respondents were asked when they first registered in their program, and for how many months in the 2005 and 2006 they went to classes before they stopped attending. Table 9 shows the length of time early leavers were in their program before they left.

- College early leavers are more likely than university early leavers to leave during the first year. While about 1 university early leaver in 5 had been in their program for less than a year before leaving, almost half the college early leavers say the same.[8] In part, this reflects the shorter length of programs offered by colleges.

- The majority of early leavers, whether university (54%) or college (63%), leave by the end of the first year.

- About 6 university early leavers in 10 (61%) had been in their program for one or two years before leaving, while only 4 college early leavers in 10 (44%) report the same.

Table 9: Length of time in program
Q4. In what year did you first register in your program?
Q5. In the 2005-2006 academic year, for how many months did you go to classes before you stopped attending?

	Institution type	
	University (n=1,164)	**College (n=284)**
Less than one year	18%	46%
One year	36%	15%
Two years	25%	27%
Three years	9%	6%
Four or more years	11%	4%
No response	1%	-
Note: Columns may not sum to 100% due to rounding.		

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[8]   Anyone who first registered in 2006, or who registered in 2005 but completed less than 8 months of classes, is classified as having attended for less than a year.

3.2   Academic skills

Respondents were asked to assess their own academic skills when they first enrolled. Their self-assessment suggests that most consider their written and oral skills to be good or excellent, although many consider them to be only fair. Relatively few assess their skills in these areas as poor. See Table 10.

Among university early leavers,

- About 7 in 10 self-assess their oral communication skills as being good (47%) or excellent (23%) when they first enrolled. Few consider themselves to have poor (4%) oral communication skills.

- About 6 in 10 self-assess their written communication as good (44%) or excellent (18%). Again, few consider themselves to have poor (4%) written communication skills when they first enrolled.

- About half rate their mathematical skills as good (36%) or excellent (12%), although some (15%) say these skills were poor when the first enrolled.

Among college early leavers,

- About 6 in 10 assess their oral communication skills as good (40%) or excellent (20%) when they first enrolled. As with university early leavers, few rate this skill as poor (4%).

- Less than 6 in 10 self-assess their written communication skills as good (42%) or excellent (14%). Few rate their written communication skills as poor (4%).

- Just over half rate their mathematical skills, at the time they enrolled, as good (37%) or excellent (17%). Some rate their skills in this area as poor (9%).

Table 10: Rate various academic skills: percent 'good' or 'excellent' Q25-27. When you first enrolled at the <name>, how would you rate your...	Institution type	
	University (n=1,164)	**College (n=284)**
Oral communication skills*	69%	61%
Written communication skills	62%	56%
Mathematical skills	48%	53%
* Statistically significant difference between university and college early leavers (p=.000).		

Table 11 shows how early leavers assessed themselves on these three academic skills.

- Whether university or college, at least 3 early leavers in 10 rate their skill in all three areas -- written communication, oral communication, and mathematical skills – as good or excellent.

- About half rate at least one of these three skills as average.

- About 1 in 5 or less rate at least one of these three skills as poor or very poor, which suggests at a minimum that these early leavers may need assistance in these areas when starting their post secondary education.

Table 11: Self-assessment of three academic skills		
	Institution type	
	University (n=1,164)	College (n=284)
Good/excellent on all three	30%	35%
Average (at least one)	49%	50%
Poor/very poor (at least one)	21%	15%
Note: Columns may not sum to 100% due to rounding.		

3.2.1 Remedial courses

While some early leavers enrolled in remedial courses to improve their math, writing or reading skills, many others now believe that such courses would have been helpful.

- About 3 university early leavers in 10 report taking a remedial course to improve at least one of these skills. Taking remedial courses is less common among college early leavers, with 2 in 10 reporting they took such courses.

- About 1 university early leaver in 3 say that, although they did not take a remedial course, such a course would have been helpful. About 4 in 10 college early leavers say the same.

This suggests that a majority of early leavers would like to have been involved in some remedial course. Whether from university or college, about 6 in 10 either took or now think that taking such courses would have been helpful.

In particular, those who thought a remedial course would have been helpful said they would have been most interested in a writing or a math course.

Table 12: Take remedial courses
Q29. While at the <name>, did you enrol in a remedial course to improve your skills in math, writing, or reading?
Q30. Do you think a remedial course would have been helpful?
Q31. Which area would have been of interest to you?

	Institution type	
	University (n=1,164)	College (n=284)
Enrolled in remedial*	29%	19%
Remedial would have helped (but did not enrol)	34%	39%
Would have helped in the following areas**		
- Writing	50%	39%
- Math	44%	60%
- Reading	17%	17%
- Sciences	4%	4%
Other	3%	7%

* Statistically significant difference between university and college early leavers (p=.000).
** Base: Those who thought a remedial course would have been helpful.
Note: The DK/NR category is not shown.

Table 13 shows earlier leavers' self-assessment of their skills by use of remedial courses. Those who say that their skill was poor or very poor in at least one of the three areas are more likely to have taken a remedial course. However, many early leavers — regardless of their skills ratings — took, or were interested in taking, remedial courses.

- About 1 early leaver in 3, who identified at least one of their written communication, oral communication, or math skills as poor or very poor, took a remedial course. This compares with 1 in 5 who rated their skills in all three areas as good or excellent.

- About 4 early leavers in 10 who identified at least one of these areas as poor or very poor also report that remedial courses would have been helpful, but this also pertains to those who rated at least one of these skills as average. Indeed, 1 in 4 of those who rated all three skills as good or excellent think remedial courses would have helped (although not necessarily in one of these three skill areas).

Table 13: Remedial courses by self-assessed skills

	Self-assessed skills (written, oral, math)		
	At least one poor/ very poor (n=286)	At least one average (n=711)	All good/ Excellent (n=461)
Took remedial	34%	28%	22%
Remedial course would have helped	41%	40%	23%
Did not take/not interested in remedial	21%	29%	52%
Don't know	5%	3%	2%
Total	101%	100%	99%

Note: Columns may not sum to 100% due to rounding.

3.3   Experience at university/college

Like most students, earlier leavers come to their post-secondary institutions with goals and expectations.

3.3.1 Goals in attending

Not surprisingly, given their reasons for attending, a majority of university and college early leavers agree or strongly agree that their goals at their institution were about getting a degree or diploma and eventually getting a good full-time job.

Among university early leavers,

- About 3 in 4 agree that their goal at this university was to complete a degree or diploma, including 27% who strongly agree.

- Almost 6 in 10 agree that their goal at this university was to study until they could get a good full-time job, including 16% who strongly agree.

College early leavers are more likely than their university counterparts to agree with both these statements. Among college early leavers,

- Almost all agree that their goal at this college was to complete a degree or diploma, including 37% who strongly agree.

- About 8 in 10 agree that their goal at this college was to study until they could get a good full-time job, including 26% who strongly agree.

While the intention of these two statements was to capture two distinct options – study until a degree/diploma is completed versus study until getting a good full-time job – respondents, especially college early leavers, did not answer this way. Many appear to assume that the latter statement was the outcome of the former, that is, the completion of a degree or diploma would result in a good full-time job. See Table 14.

Table 14: Purpose at university/college: percent 'agree' or 'strongly agree' Q32-45. Now, I'd like to ask you some questions about your time while at <name>. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is....		
	Institution type	
	University (n=1,164)	**College (n=284)**
My goal at this university/college was to complete a degree/diploma*	75%	96%
My goal at this university/college was to study until I could get a good full-time job*	56%	83%
* Statistically significant difference between university and college early leavers (p=.000).		

3.3.2 Experience with faculty and staff

When considering faculty and staff at the institution they were attending, most early leavers report a positive experience.

Among university early leavers,

- About 8 in 10 agree that their instructors were accessible outside of class to help, including 24% who strongly agree. Some 10% disagree that this was the case.[9]

- Almost 8 in 10 agree that they are satisfied with the quality of teaching in their classes, including 19% who strongly agree. Some (12%) disagree.[10]

- Most agree that library and support staff were helpful.[11]

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[9]   This is similar to findings in other university surveys. According to first-year university students, 85% agree or strongly agree that most of their professors were reasonably accessible outside of class. CUSC, Op. Cit, 2004, p. 68. Similarly, according to undergraduates in general, 87% report that they agree or strongly agree with this statement. See CUSC, Survey of Undergraduate University Students, June 2005, p. 62. According to undergraduate students who are about to graduate, 89% agree or strongly agree that most of their professors were reasonably accessible outside of class to help students. See CUSC, Graduating Students Survey, June 2006, p. 67

[10]   This is similar to CUSC findings. According to first-year university students, 84% agreed (63%) or strongly agreed (21%) that, in general, they are satisfied with the quality of teaching they have received, CUSC, 2004, p. 68 . Among undergraduates overall, 84% agreed (67%) or strongly agreed (16%) with this statement, CUSC, 2005, p.64. Graduating students in undergraduate programs are more likely to agree. Some 88% agreed (63%) or strongly agreed (26%) that they are satisfied with the quality of teaching. CUSC, 2006, p. 68.

[11]   Similarly, among undergraduates, 83% agree or strongly agree that most university support staff are helpful. CUSC, 2005, p. 66.

- About half agree that one or more of their instructors took a personal interest in their academic progress, including 18% who strongly agree. Some 35% disagree with this statement. University early leavers are less likely to agree with this than their college counterparts, possibly reflecting the limited opportunity for instructors to get to know individual students, especially in undergraduate courses.[12]

Among college early leavers,

- About 7 in 10 agree that their instructors were accessible outside of class to help, including 19% who strongly agree. Some 19% disagree that this was the case. College early leavers are less likely to agree and more likely to disagree with this statement compared with their university counterparts. This likely reflects the fact that college students spend much more time in class, allowing them the opportunity to seek help from their instructors during class, and making outside access less necessary.

- About 3 in 4 agree that they are satisfied with the quality of teaching in their classes, including 20% who strongly agree. About 16% disagree with this assessment.

- Most agree that library staff and support staff were helpful.

- About 7 college early leavers in 10 agree that one or more of their instructors took a personal interest in their academic progress, including 22% who strongly agree. Some (20%) disagree. As noted above, this appears to be less common among university early leavers, with about half agreeing with the statement and many (35%) disagreeing. This may reflect a number of differences between college and university, including class size, hours spent in class with instructors, and the intensity of the programs involved.

See Table 15.

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[12]   Among undergraduates who were participants in the CUSC 2005 survey, 61% agree or strongly agree that some of their professors have taken a personal interest in their academic progress; p. 62. Some early leavers may not have been at their institution long enough for their professors to take an interest in them.

Table 15: Experience with faculty and staff: percent 'agree' or 'strongly agree' Q32-45. Now, I'd like to ask you some questions about your time while at <name>. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is....	Institution type	
	University (n=1,164)	**College (n=284)**
Library staff were helpful in obtaining the information I needed***	85%	83%
Most of my instructors were accessible outside of class to help*	81%	72%
Most university/college support staff (e.g., clerks, secretaries, educational assistants) were helpful***	79%	82%
Generally, I was satisfied with the quality of teaching in my classes**	78%	76%
Overall, I was satisfied with the instructors at this university/college	78%	73%
One or more of my instructors took a personal interest in my academic progress**	51%	69%
Statistically significant difference between university and college early leavers * (p=.001) ** (p=.000). *** Excludes those who did not rate staff, likely because they had not used the library or not interacted with these staff.		

3.3.3 Satisfaction with institution

Most early leavers report they are satisfied with various aspects of the institution they attended.

Over 8 early leavers in 10, whether university or college, agree that:

- Library facilities at this institution were suited to their needs. Among early leavers who used such a facility, the vast majority agree, including 25% of university and 19% of college early leavers who strongly agree with this statement.

- Overall, the teaching material was useful and relevant, including 15% of university and 20% of college early leavers who strongly agree.

About 8 early leavers in 10 agree that:

- They are satisfied with their decision to attend the university or college, including 22% of university and 20% of college early leavers who strongly agree. Just over 1 in 10 of university (12%) and college (13%) early leavers disagree with this statement.[13]

- They are satisfied with the opportunities to evaluate their courses, including 15% of university and 12% of college early leavers who strongly agree. About 1 in 10 university (8%) and college (12%) early leavers disagree.

About 3 early leavers in 4 agree that:

- They are satisfied with the quality of education they received, including 18% of university and 20% of college who strongly agree. About 1 in 7 of university (14%) and college (16%) early leavers disagree.[14]

Early leavers from universities and colleges have a very different opinion of how well their program prepared them for a career.

- About 8 college early leavers in 10 agree that the institution they attended provided them with the skills needed to succeed in a future career, including 20% who strongly agree.

- About 6 university early leavers in 10 agree with this statement, including 12% who strongly agree. The fact that fewer early leavers from university agree likely reflects the fact that colleges train for specific careers while universities tend to teach general areas of study.

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[13] It appears early leavers are less often satisfied than first year university students in general. While these findings are similar, they are lower than the CUSC survey of first year students. In 2004, 89% agreed (51%) or strongly agreed (38%) with the statement "I am satisfied with my decision to attend this university." CUSC, 2004, p. 69. Among graduating students, 89% were satisfied (59%) or very satisfied (30%) with their decision to attend this university. CUSC, 2006, p. 76.

[14] This is lower than undergraduates overall. In 2005, 85% of undergraduates said they were satisfied (65%) or very satisfied (21%) with the overall quality of education they received at their university. CUSC, 2005, p. 89.

Table 16: Satisfaction with institution: percent 'agree' or 'strongly agree' Q32-45. Now, I'd like to ask you some questions about your time while at <name>. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is....		
	Institution type	
	University (n=1,164)	**College (n=284)**
Library facilities at this university/college were suited to my needs**	88%	84%
Overall, the teaching material was useful and relevant	86%	84%
I am satisfied with my decision to attend this university/college*	79%	79%
Overall, I was satisfied with the opportunities to evaluate my course(s)	79%	78%
Generally, I am satisfied with the quality of education I received at this university/college	76%	75%
While I attended this university/college, my program provided me with the skills needed to succeed in a future career*	62%	80%
* Statistically significant difference between university and college early leavers (p=.000). ** Excludes those who could not rate the library facilities; presumably, because they did not use these facilities.		

Early leavers who indicated that they were attending their first choice of institution are more likely than those who indicated they were not to agree that they were satisfied with their decision to attend a particular university or college. Still a majority (69%) of those who did not attend their first choice agree (54%) or strongly agree (15%). Of those who were attending their first choice, more (81%) agree (58%) or strongly agree (23%).

3.4   Use of various services

Early leavers were asked about their use of various support services while attending university or college.

- Most early leavers participated in an **orientation** program when they first started at their institution. About 7 early leavers in 10 from universities[15] and 6 in 10 from colleges, report attending some form of orientation.

- Many also used **academic advising services**, although this was more often among university (48%) than college (31%) early leavers.[16] This difference in use likely reflects the fact that most college programs have clear requirements to obtain a diploma in a specific area, while students in

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[15]   University early leavers appear to be more likely than first-year students nationally to have attended orientation. In 2004, 61% of first-year university students report participating in an orientation program. CUSC, 2004, p. 54.

[16]   Among university undergraduates 59% reported having used academic advising. However, this may reflect the fact that many early leavers left their institution early on in their academic careers and thus did not have the opportunity to use such services. CUCS, 2005, p57.

university have a range of course options they may take. Further, academic advising is not a term commonly used at colleges.

- About 1 early leaver in 5 — whether university or college — reports having used **career counselling**[17] and **tutoring services**.[18]

- Fewer early leavers at university (6%) and more at colleges (17%) used **personal counseling**.[19] Similarly, prior learning and assessment was used more often in a college setting than at a university. The difference in use of personal counseling may result from the fact that college students tend to be older and that they have family situations that may create the need for such support.

See Table 17.

Table 17: Use of services Q46-51. Please tell me which of the following services you used while attending <name>.		
	Institution type	
	University (n=1,164)	**College (n=284)**
Orientation**	71%	62%
Academic Advising*	48%	31%
Career Counselling	20%	18%
Tutoring Services	19%	21%
Personal Counselling*	6%	17%
Prior Learning and Assessment*	4%	11%
Statistically significant difference between university and college early leavers * (p=.000) ** (p=.003).		

About 1 early leaver in 3 (33%) who took remedial courses also reported using tutoring services. This compares with 17% who did not take remedial courses but say such courses would have been helpful, and 12% of those who did not take remedial courses and did not believe they would have been helpful.

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[17] Interestingly, only 14% of university undergraduates used career counselling services. CUSC, 2005, p. 57.
[18] Similarly, some 16% of university undergraduates had used tutoring services. CUSC, 2005, p. 57.
[19] Some 12% of university undergraduates had used personal counseling services. CUSC, 2005, p. 57.

3.4.1 Satisfaction with services used

Most early leavers who used these services were somewhat or very satisfied with their experience.[20]

Table 18: Use of services: percent 'somewhat satisfied' or 'very satisfied' Q52-57. How satisfied were you with…		
	Institution type	
	University (n=1,164)	College (n=284)
Personal Counselling	93%	92%
Tutoring Services	90%	88%
Orientation	87%	92%
Academic Advising	85%	92%
Prior Learning and Assessment	83%	90%
Career Counselling	83%	80%
Base: Those who used the service.		

3.5 Extra curricular experience at university/college

Respondents were asked to rate to what extent they had various experiences while at their institution.

- Over 8 early leavers in 10 report that they had at least some success in **making friends** while at university or college, including 42% of university early leavers and 53% of college early leavers who say it was to a great extent.[21]

- A majority also say that they were **part of the university or college** at least to some extent. University early leavers are slightly less likely to report experiencing this than college early leavers. While 2 early leavers in 3 report feeling as if they were part of their university (including 15% who say it was to a great extent), 3 early leavers in 4 report the same about their colleges (including 25% who say it was to a great extent).[22] This difference between university and college early leavers likely reflects the size

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[20] Satisfaction ratings among university early leavers are similar, although higher, to those provided by undergraduates in general. The CUSC survey shows that, among those who had used these services, the following were satisfied or very satisfied: personal counselling (79%), tutoring (78%), academic advising (76%), and career counselling (75%). The higher ratings provided by early leavers may be a function of the scale. It may be easier to be somewhat satisfied, as in the early leavers survey, than satisfied, as in the CUSC survey. CUSC, 2005, p. 59.

[21] Among first-year university students generally, 82% reported they had some or very much success in making new friends with other students. CUSC, 2004., p. 58. Although the scales for the two surveys differ, this suggests early leavers were as successful at making friends as first-year students in general.

[22] This is very similar to undergraduates in general. Among undergraduates, 70% either agreed (59%) or strongly agreed (11%) that they feel as if they are part of the university. CUSC, 2005, p. 87.

of the institutions and the nature of classroom learning in the university and college systems.

Fewer respondents report that they used or participated in any of the following:

- Whether university or college, about 1 in 3 say they used fitness **facilities, or participated in recreational or sports programs at the institution** to least to some extent.[23]

- About 3 in 10 university early leavers and 1 in 4 college early leavers say they attended **campus cultural events** to at least some extent.[24]

- About 1 early leaver in 5, whether university or college, were involved to some extent in **student clubs or special interest groups**.

- Over 1 early leaver in 10, again whether university or college, was involved to some extent in **on-campus community service, volunteer activities, and student government.**

See Table 19.

Table 19: Extra-curricular activities: percent 'some extent' or 'great extent' Q58-63. I am going to read a series of statements about your experience at university/college. For each one, please tell me if it applies to a great extent, some extent, a small extent, or not at all. To what extent did you...	Institution type	
	University (n=1,164)	**College (n=284)**
Make friends?	84%	87%
Feel as if you were part of the university/college?*	67%	75%
Use the fitness facilities or participate in one or more recreational or sports programs at the institution?	34%	36%
Attend campus cultural events (theatre, concerts, art exhibits)?	31%	24%
Participate in a student club or special interest group that helped you feel connected to your peers?	19%	20%
Participate in on-campus community service, volunteer activities, or student government?	11%	13%
* Statistically significant difference between university and college early leavers (p=.001).		

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[23]   In fact, among university early leavers, 42% report using such facilities and programs at all. As part of the survey, it asked students about their use of athletic facilities. Some 58% report they had used such facilities. CUSC, 2005, p. 38.

[24]   Among university early leavers, 44% report having attended such event at all. Among graduating students, some 55% report having attended a campus cultural event. CUSC, 2006, p. 38.

3.6   Distance education

While attending the institution, some early leavers were also taking distance education courses. Most took these courses from an institution within the province.

Table 20: Distance education Q23. While you were registered at the <name>, did you take a Distance Education course (from it or any other institution)? Q24. Did you take the Distance Education course from an institution...	Institution type	
	University (n=1,164)	College (n=284)
Taking Distance Education course	15%	10%
- From institution inside the province	14%	10%
- From institution outside the province	1%	-

3.7   Section summary

Early leavers appear to have been quite active on campus and utilized many of the services available to support their integration into university or college life. However, many appear to have inflated notions of their academic abilities.

The vast majority of early leavers self-assess their writing, oral and math skills as being average, good, or excellent when they first enrolled in post-secondary. Indeed, only about 1 in 5 report that they consider any of their skills to be poor. While about 1 in 3 took remedial courses, post-secondary experience suggested to many that remedial courses would have been helpful. Regardless of their self-assessment, many early leavers say that remedial courses would have been helpful (34% of university and 39% of university early leavers).   These results suggest that there is a disconnect between early leavers' perceptions of their academic skills and reality, when those skills are put to the test in university or college. Perhaps the academic difficulty reflects in part the prior expectations of students; 14% of university and 30% of college respondent indicated they had chosen their respective program because they had thought the entry requirements were easier.

For the most part their experience while attending appears to be good. Most early leavers report positive experiences at their institution prior to leaving it. Most say they were satisfied with the quality of teaching in their classes, the accessibility of their instructors, and their decision to attend the institution. Early leavers, not only used many of the support services available, but report being satisfied with those experiences. Most importantly,

they report having made friends while at university or college, and they felt as if they belonged. Further, while respondents decided to attend post-secondary for many different reasons, the goal of the vast majority was to get a degree or diploma at the university or college they were attending.

All of which suggests that the attitudes, experiences and expectations of early leavers are not much different from students who stay.

4.0 Leaving university/college

This section reviews respondents' reasons for leaving their post-secondary institution prior to completing their studies.

4.1 Main reason for leaving

These early leavers were asked to explain the main reason they left university or college. The reasons are diverse and are often unique to an individual's circumstances.

- **Other opportunities.** Many took advantage of other opportunities. Many university early leavers report transferring to another post-secondary institution. While college early leavers rarely mention this as the main reason, they more often mention having had the opportunity to take a job.

- **General reassessment.** Many say that they left to reassess what they wanted to do, found that the program was not what they expected, that they decided to change career paths, or that they simply decided the institution or program was not for them.

- **Academic difficulty.** Several respondents mention difficulties with maintaining their grades. This is more often the case among college early leavers, several of whom cite poor grades, withdrawal requirement, or other academic difficulties, such as keeping up, as the reasons they left.

- **Financial issues.** Some early leavers report they left because they could not afford to stay, or because they could not balance their job and schooling.

- **Personal issues.** Some cite family responsibility, health issues, commuting distance, being homesick, or other personal reasons for not continuing.

- **Institutional issues.** A few identify issues directly related to their institution. Some said that the course or program they wanted was not available, they had problems registering, or had problems with faculty.

Table 21 shows the main reasons for early leaving provided by respondents.

Table 21: Main reason for leaving Q64. What was your main reason for leaving the university/college?	Institution type	
	University **(n=1,164)**	**College** **(n=284)**
Other opportunities		
- Transferred to another post-secondary institution	14%	1%
- Job opportunity	4%	8%
- Travel opportunity	2%	<1%
General reassessment		
- Decided to re-evaluate what I wanted to do	12%	2%
- Not the program I wanted to take/did not enjoy the program	6%	17%
- Changed career paths	5%	6%
- Not for me	4%	1%
Academic difficulty		
- Poor grades/academic difficulties	3%	11%
- Required to withdraw for academic reasons	3%	2%
- Workload too heavy/fast paced	<1%	1%
Financial issues		
- Financial situation (too expensive)	9%	8%
- Working/couldn't maintain both job and studies	1%	2%
Personal reason		
- Family responsibilities/issues	4%	6%
- Needed/wanted time off	4%	2%
- Health issues – personal	3%	5%
- Health issues – spouse or family	1%	2%
- Health issues – friend	<1%	-
- Unspecified personal reasons	2%	4%
- Location (commute/long way from home)	2%	<1%
- Moved/relocated	1%	1%
- Significant people were pressuring me to leave	<1%	-
Institution/program related		
- Desired course/program not available	9%	<1%
- Problems with registration/credit requirements	3%	<1%
- Issue with faculty	2%	8%
Other	5%	5%
Not sure	<1%	1%
Note: Columns may not sum to 100% due to rounding. Statistically significant difference between university and college early leavers (p=.000).		

Table 22 shows all the reasons provided by respondents. Most categories grow as respondents list additional reasons for their leaving.

In particular, reasons related to financial issues, general reassessment, and difficulty maintaining grades (that last item,

especially among college early leavers) increase significantly as reasons for leaving college.[25]

Table 22: All reasons for leaving Q64_1. What was your main reason for leaving the university/college? Q64_2. Were there any other reasons for leaving the university/college?	Institution type	
	University **(n=1,164)**	**College** **(n=284)**
Other opportunities		
- Transferred to another post-secondary institution	16%	3%
- Job opportunity	6%	10%
- Travel opportunity	3%	<1%
General reassessment		
- Decided to re-evaluate what I wanted to do	14%	2%
- Not the program I wanted to take/did not enjoy the program	8%	23%
- Changed career paths	6%	9%
- Not for me	5%	2%
Academic difficulty		
- Poor grades/academic difficulties	4%	14%
- Required to withdraw for academic reasons	3%	3%
- Workload too heavy/fast paced	1%	5%
Financial issues		
- Financial situation (too expensive)	13%	14%
- Working/couldn't maintain both job and studies	2%	4%
Personal reason		
- Family responsibilities/issues	6%	9%
- Needed/wanted time off	5%	2%
- Location (commute/long way from home)	5%	2%
- Health issues – personal	4%	7%
- Health issues – spouse or family	2%	2%
- Health issues – friend	<1%	-
- Unspecified personal reasons	2%	5%
- Moved/relocated	2%	3%
- Felt lonely or isolated, like did not belong	<1%	-
- Significant people were pressuring me to leave	<1%	-
Institution/program related		
- Desired course/program not available	11%	2%
- Issue with faculty	5%	11%
- Problems with registration/credit requirements	3%	1%
Other	11%	10%
Not sure	<1%	1%
Note: Respondents could provide more than one response. Columns may not sum to 100%.		

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[25] In 2006, since starting their post-secondary education, 22% of graduating students report that they had interrupted their studies for one or more terms. Those who interrupted their studies were asked to indicate the reason. From a list of precoded categories, respondents indicated these reasons for interrupting their studies: *employment* (35%) for *financial reasons* (22%), for personal reasons, most often to *travel* (21%), for *other family reasons* (16%), due to *illness* (13%), or to *have or raise children* (8%); a few (8%) report being *required to withdraw by the university*. CUSC, 2006, p. 21-22

4.2 Testing other reasons

While respondents were asked to explain in their own words the reasons for leaving university or college, they were also asked to rate the importance of a number of possible reasons in their decision.

- **Program not for them.** The reason that most commonly influences their decision to leave - at least to some extent - is that they felt the program in which they were enrolled was not for them. Among both university and college early leavers, over 4 in 10 indicated that this influenced them to at least some extent. This includes about 1 in 4 (24% of university and 29% of college) who say it influenced them to a great extent. Half of both university and college early leavers say that this did not influence them at all.

- **Financial issues.** While, unaided, about 1 respondent in 10 mentions financial issues as a main reason for leaving, when asked directly, it is a factor for more. Indeed, of the three financial reasons tested with early leavers, about 1 in 5 (20%) say that at least one influenced their decision greatly. Conversely, less than 6 in 10 (57%) say that these reasons had no influence at all on their decision.

  - About 1 early leaver in 4 says that **difficulties maintaining both a job and studies** influenced their decision to leave at least somewhat.[26] Indeed, about 1 in 10 (9% of university and 10% of college early leavers) say this influenced their decision to leave to a great extent. Conversely, about 3 in 4 (72% of university and 74% of college early leavers) say this did not at all influence their decision.

  - About 1 early leaver in 5 or less report that **not having enough money to pay rent and buy food** influenced their decision to leave at least to some extent. This includes less than 1 in 10 (7% of university and 9% of college early leavers) who says this influenced their decision to leave to a great extent. About 8 in 10 (81% of university and 78% of college early leavers) say this did not at all influence their decision to leave.

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[26] Although whether this is a financial consideration is up for debate. Some would argue it is an issue of time management.

– Also, about 1 early leaver in 5 or less reports a **job opportunity** had at least some influence on their decision to leave. Again, about 1 early leaver in 10 (8% of university and 13% of college early leavers) says a job opportunity was a great influence on their decision to leave. About 8 in 10, (81% of university and 76% of college early leavers) say this had no influence at all on their decision.

- **Family responsibility.** Family responsibility had some influence for about 1 early leaver in 5 or less. This includes about 1 in 10 (7% of university and 10% of college early leavers) who report it had great influence. About 8 in 10 (81% of university and 78% of college) say family responsibilities did not at all influence their decision to leave.

- **Loneliness.** About 1 early leaver in 10 also report that feelings of loneliness and isolation influenced their decision to leave to at least some extent, including 3% (for both university and college early leavers) who say these feelings influenced their decision to a great extent. About 8 in 10 or more (80% of university and 88% of college early leavers) say such feelings did not at all influence their decision.

- **Travel opportunities.** About 1 early leaver in 10 say that travel opportunity had at least some influence on their decision, including about 1 in 20 (6% of university and 5% of college early leavers) who say it was a great influence. Almost 9 in 10 (85% of university and 91% of college early leavers) say travel opportunity were not a factor in their decision.

- **Health.** About 1 in 10 early leavers report that health issues influenced their decision to leave at least to some extent. This includes 5% of university and 8% of college early leavers who say their health influenced them to a great extent. At least 8 in 10 (87% university and 83% college early leavers) report that health issues did not influence their decision at all.

- **Other people.** Few participants report that significant people in their life pressuring them to leave had at least some influence on their decision. Indeed, only about 1% of either university or college early leavers report such pressure influenced their decision greatly.

See Table 23.

Table 23: Important reasons: percent 'some extent' or 'great extent' Q68-76. I am going to read off a list of reasons students sometimes give for leaving university/college and I'd like you to tell me if they had any influence on your decision to leave. As I read each one, please tell me if it applies to your situation a great extent, some extent, a small extent, or not at all.	Institution type	
	University (n=1,164)	College (n=284)
I left the institution when I decided that the program I enrolled in was not for me	44%	45%
I was working to finance my studies, and I couldn't maintain both a job and my studies	23%	23%
I left the university/college because of a job opportunity	16%	22%
Family responsibilities forced me to leave the university/college	15%	19%
I left the university/college because I did not have enough money to pay my rent and buy food	15%	19%
I felt lonely and isolated, like I did not belong at university/college	13%	9%
I left the university/college because of travel opportunities	13%	7%
Health issues contributed to my leaving the university/college	10%	15%
Significant people in my life were pressuring me to leave	4%	4%

Depending on how long early leavers had been in a program at their institution, some reasons for leaving are more influential than others.

- Those who did not complete their first year are more likely to say that the following reasons influenced their decision to leave: the program was not for them (53% report this influenced their decision to at least some extent, including 34% who say to a great extent); a job opportunity; family responsibility; and not having enough money to pay rent and buy food.

- Those who first registered in their program three or more years ago, are the most likely to cite issues including balancing their job and studies (33%, including 15% to a great extent); family responsibilities; not having enough money to pay rent or buy food; and health issues.

See Table 24.

Table 24: Reasons for leaving by length of time in program at this institution	Some/great extent			
	Less than a year	1 year	2 years	3 or more years
Decided that the program I enrolled in was not for me*	53%	47%	40%	33%
Couldn't maintain both a job and my studies**	24%	18%	21%	33%
Family responsibilities**	22%	11%	14%	20%
Left because of job opportunities**	21%	12%	17%	20%
Did not have enough money to pay rent/buy food	17%	12%	14%	21%
Health issues*	13%	5%	12%	18%
Statistically significant difference by length of time in program * (p=.000) ** (p=.001)				

4.3 Life demands and academic expectations

As shown in Table 25,

- While almost all respondents report that they understood the university's or college's academic expectations, only 6 in 10 report that their grades were what they expected.

- About 4 early leavers in 10 or more report that they had difficulty keeping up with the academic demands of the university or college.

- Over 2 university early leavers in 10, and almost 4 college early leavers in 10, also report that their program was too demanding. Not surprisingly, given their reasons for leaving, college early leavers are more likely to report that they were finding the program too demanding.

Table 25: Life demands and academic expectations
Q77. Now I'd like you to think about your academic experience at <name>. Did you understand the university's/college's academic expectations?
Q78. Given everything in your life, did you find your program too demanding?
Q79. Given everything in your life, did you find it difficult to keep up with the academic demands of the university/college?
Q80. Generally, were your grades what you expected them to be?

	Institution type	
	University (n=1,164)	**College (n=284)**
Understood academic expectations	93%	90%
Grades were what expected	62%	61%
Difficult to keep up	41%	51%
Program was too demanding*	22%	39%
* Statistically significant difference between university and college early leavers (p=.000).		

It also appears that those who registered and left in less than a year are more likely to report they found their program particularly challenging. In particular, about half report they found it too difficult to keep up and 1 in 3 reports the program was too demanding.

Table 26: Life demands and academic expectations by years since first registered in program

Reasons	Years since first registered			
	Less than a year	**1 year**	**2 years**	**3 or more years**
Grades were what expected*	58%	64%	65%	57%
Difficult to keep up**	48%	35%	45%	48%
Program was too demanding*	35%	20%	24%	28%
Statistically significant difference by length of time in program * (p=.000) ** (p=.001)				

Overall, about half of respondents answered these questions in such a way to suggest that they had academic difficulty. Some 45% of university early leavers, and 59% of college early leavers, indicated they had difficulty keeping up and/or that their program was too demanding.

The early leavers who indicate some academic difficulty are more likely than others to say that that the following influenced their decision to leave:

- Could not maintain both a job and studies - 29% of those who suggest some academic difficulty report that balancing a job and school influenced their decision to leave to some or a great extent. This compares to 18% of those who did not report academic difficulties.

- Did not have enough money to pay rent and buy food - 20% of those with some academic difficulty report this influenced their decision to at least some extent. This compares with 11% of other early leavers.

- Family responsibility forced them to leave - 21% of those with academic difficulty report this influenced their decision to at least some extent. This compares with 12% of other leavers.

- Felt lonely and isolated - 18% of those early leavers who were having academic difficulty said this contributed at least somewhat to their decision to leave, compared with 7% of those who were not having academic difficulty.

- Health issues -15% of those with academic issues say this influenced their decision to at least some extent, compared to 8% of other early leavers.

Those who indicate some academic difficulty are no more likely to have taken a remedial course (30%) than those who did not (25%). However, they are more likely (40%) to indicate a remedial course would have been helpful compared to those who expressed no difficulty (31%).

4.4   Plan to return

Almost 6 early leavers in 10 report that, when they made their decision to leave, they also planned to return at another time.

Table 27: Planned to return Q67. When you made the decision to leave the university/college, did you plan to return at another time?	Institution type	
	University (n=1,164)	College (n=284)
Yes	57%	59%
No	32%	28%
Not sure	10%	13%
Note: Columns may not sum to 100% due to rounding.		

Those who report they had difficulty keeping up or that the program was too demanding are more likely (62%) than those who did not (53%) to say that they plan to return at another time.

4.5   Section summary

Respondents have many reasons for leaving their post-secondary institutions before completing their program. Most commonly, early leavers report they left when they decided the program they were enrolled in was not for them. Others left for reasons that might be considered financial; most often, balancing both a job and their studies. Some left because they got a better offer such as a job or travel opportunity. Some say issues of health, family responsibility, or pressure from others, influenced their decision to leave. Most of these reasons are beyond the control of the institution they left.

While almost all came to their institution believing they understood the academic expectations, only 6 in 10 were getting the grades they expected. More importantly, about half report either that they had difficulty keeping up or they found their program too demanding.

Students appear to leave their institution for different reasons, depending on how long they have been attending it. Those who do not complete their first year are more likely to say that they decided the program was not for them or to leave for a job opportunity. In addition, these early leavers are more likely to report that they had difficulty keeping up and that the program was too demanding. Long-time students are more likely to leave because of difficulty maintaining both their job and their studies, due to family responsibilities, or for health reasons.

5.0   After leaving

This section reviews what early leavers have done since they left the post-secondary institution they were attending.

5.1   Other post-secondary since leaving

Many early leavers may have left a particular institution, but have, in fact, carried on their post-secondary education.

Early leavers were asked if, since leaving this university or college, they had attended or were currently attending another post-secondary institution.

- About 4 university early leavers in 10 report that, since leaving their institution, they have attended or are now attending another post-secondary institution.

- About half as many college early leavers say the same, that is, 1 college early leaver in 5 left, but attended or is attending another post-secondary institution.

- Among university early leavers, those who have been in their program one or two years are slightly more likely than others to report that they have attended or are attending another post-secondary institution since leaving.

See Table 28.

Table 28: Continued post-secondary: percent 'yes' to have attended/are attending another post-secondary institution Q81. Since leaving the university/college, have you attended or are you now attending another post-secondary institution?	Institution type	
	University (n=1,164)	**College (n=284)**
Attended/ing another post-secondary institution*	40%	18%
Years since first registered**		
Less than one year	37%	20%
One year	44%	18%
Two years	46%	14%
Three or more	27%	20%
* Statistically significant difference between university and college early leavers (p=.000). ** Statistically significant difference by length of time in UNIVERSITY program (p=.000). Note: The DK/NR category is not shown.		

Of those who reported that they planned to return to this institution at another time, 21% have since attended another post-secondary institution. Of those who had no plans to return to the institution they left, 62% have since attended another post-secondary institution.

Those university early leavers who indicated that they either found it difficult to keep up or that the program is too demanding, are less likely to report going back to school. Some 30% of those university early leavers who report such difficulties also say that, since leaving, they have attended another post-secondary institution. This compares with 48% of those who did not have such difficulties. There is no difference in this regard, among college early leavers.

Table 29 (next page) shows where those early leavers who have attended another post-secondary institution have gone.

- Of those who have taken post-secondary training since leaving, most have moved to another institution within Manitoba.

- Of the university early leavers, most moved either to Red River College or to the University of Manitoba. Most made the move within four months of leaving their former institution. Early leavers split, with about half reporting they are taking or took a program that is the same or similar, and the other half saying they are taking or took something different.

- Of the college early leavers, most moved to the University of Manitoba or University of Winnipeg, although many went to other institutions in the province. Most made the move five months or more after leaving their former institution. While most are taking or took something different, many are taking or took a program that is the same as or similar to the one they left.

Table 29: Attend or attending another institution since leaving		
Q82. Which other institution did you attend or are you attending?		
Q83. Approximately how many months after leaving the university/college did you start at your new post-secondary institution?		
Q84. At your new post-secondary institution, was the program you enrolled in...		
	Institution type	
	University (n=468)	**College (n=51)**
Institution attended/ing		
- Red River College	28%	4%
- University of Manitoba	26%	29%
- University of Winnipeg	9%	8%
- Assiniboine College	4%	-
- Brandon University	2%	4%
- St. Boniface College	<1%	-
- Canadian Mennonite University	<1%	-
- University College of the North	<1%	-
- Other Manitoba institution	11%	33%
Institution outside Manitoba	16%	14%
How many months after leaving*		
- 1 or 2	16%	22%
- 3 or 4	49%	22%
- 5 or more	35%	55%
Was the program…		
- The same	13%	14%
- Somewhat similar	31%	27%
- Different	55%	57%
* Statistically significant difference between university and college early leavers (p=.000).		
Base: Those who have attended or are attending another institution.		
Note: The DK/NR category is not shown.		

Table 30 shows the institution that early leavers attended, or are attending, since leaving a particular university or college. **Please note that some of the sample sizes in this table are very small and that caution should be used in interpreting the results.**

Table 30: Institution attended since leaving by institution left							
Institution attended since leaving	**Institution left**						
	UofM (n=199)	**UofW (n=186)**	**Brandon (n=61)**	**St. Boniface (n=20)**	**Red River (n=39)**	**UCN (n=12)**	**Assiniboine (n=2)**
UofM		53%	23%	60%	31%	8%	50%
UofW	19%		3%	25%	8%	-	50%
Brandon	4%	-		-	3%	25%	-
St. Boniface	1%	1%	-		-	-	-
Red River	40%	27%	3%	-		17%	-
UCN	1%	-	2%	-	8%		-
Assiniboine	1%	1%	28%	-	-	8%	
Other inside MB	14%	10%	8%	15%	41%	17%	-
Other outside MB	21%	8%	34%	-	15%	8%	-
No response	1%	1%	-	-	3%	25%	-
Note: Columns may not sum to 100% due to rounding. **Caution small samples.**							

5.2 Immediately after leaving

In the first three months of leaving the university or college,

- Almost all respondents were working (90% of university and 80% of college early leavers), looking for work, or waiting to start a job.

- About 1 in 4 travelled.

- Almost 2 early leavers in 10 were caring for a family member, while almost 3 college early leavers in 10 were doing the same. This likely reflects the age of the respondents, since college early leavers are typically older than university early leavers. This also depends on how the respondent defined 'caring' for a family member.

- About 1 university student in 10 were going to school elsewhere, while 1 college student in 20 was doing the same.

- About 1 in 10 report recovering from an illness in this period. (However, this may include any type of illness, and not necessarily something debilitating).

See Table 31 below.

Table 31: Immediately after leaving In the first three months after leaving the university/college, did you Q85. ...work for pay? Q86. ...look for work? Q87. ...wait to start a job? Q88. ...travel? Q89. ...care for a family member, that is, your children, parents, or others? Q90. ...go to school elsewhere? Q91. ...recover from an illness?		
	Institution type	
	University (n=1,164)	**College (n=284)**
Employment		
- Work for pay*	90%	80%
- Look for work	3%	9%
- Wait to start a job	2%	5%
Other		
- Travel	26%	23%
- Care for a family member*	18%	27%
- Go to school elsewhere	10%	5%
- Recover from an illness	7%	11%
* Statistically significant difference between university and college early leavers (p=.000).		

Not only were most respondents working for pay within the first three months of leaving, they were doing so on a full-time basis (25 hours or more a month). Almost all who reported travelling did so for pleasure. See Table 32.

Table 32: Immediately after leaving **Q93. You mentioned you worked in the first three months after leaving university/college, was it full-time or part-time?** **Q94. Was your travel for pleasure or were you working as a volunteer?**	Institution type	
	University **(n=1,164)**	**College** **(n=284)**
In the first 3 months after leaving worked for pay*	90%	80%
- Full-time (25 hours or more)	68%	62%
- Part-time (less than 25 hours)	22%	18%
Travelled	26%	23%
- Pleasure	22%	19%
- Volunteer	3%	1%
* Statistically significant difference between university and college early leavers (p=.000). Note: The DK/NR category is not shown.		

5.3   Current activities

Currently, most respondents report that they are working for pay. As shown in Table 33:[27]

- About 7 respondents in 10 report they are currently working for pay. In addition, several are looking for work, or waiting to start a job.

- Over 1 respondent in 3 who was attending university is currently going to school elsewhere. This is much less common among college early leavers; only about 1 in 10 of those who was attending college is currently going to school elsewhere.

- Some are currently caring for family members, travelling, playing sports, or recovering from an illness. College early leavers are more likely to report that they are currently caring for a family member than are their university counterparts. Once again, this is likely a function of age, with former college students being older on average.

See Table 33.

Table 33: Current activity		
Q95. What is your main activity now?		
	Institution type	
	University (n=1,164)	**College (n=284)**
Employment		
- Working for pay	68%	73%
- Looking for work	3%	8%
- Waiting to start a job	<1%	1%
Education		
- Going to school elsewhere	36%	13%
- Waiting to go to school	<1%	2%
Other		
- Caring for a family member	5%	10%
- Travelling	2%	<1%
- Playing sports/athletics	2%	3%
- Recovering from an illness	<1%	1%
- Volunteering	<1%	<1%
Other	1%	4%
Note: Respondents could provide more than one response. Columns may not sum to 100%. Note: The DK/NR category is not shown.		

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[27]   Although the question asked for a main activity, some respondents insisted that no single activity was primary, and that several activities constituted what they were mainly doing.

5.3.1 Current employment

Respondents who are working were asked about their job.

- A majority report that their current job is full-time. Almost 7 university early leavers in 10 and 8 college early leavers in 10 report that their jobs are full-time.

- Most report an annual income of $25,000 or less from their job. Reflecting the fact that university respondents are more likely to have part-time jobs, 66% have annual incomes of $25,000 or less, compared to 56% of college respondents.

- Among those early leavers who report working full-time, about 3 in 4 report making $35,000 or less annually.

See Table 34.

Table 34: Current job Q98. Is the position full-time or part-time (less than 25 hours per week)? Q99. Working your usual hours, approximately what is (or will be) your gross annual income from your main job (including commissions, etc) before deductions?		
	Institution type	
	University (n=799)	**College (n=210)**
Full or part-time*		
- Full-time	69%	78%
- Part-time	30%	20%
Annual income (all)*		
- Under $15,000	37%	28%
- $15 to $25,000	29%	28%
- $25 to $35,000	14%	19%
- $35 to $45,000	6%	6%
- $45 to $55,000	2%	4%
- Over $55,000	2%	3%
- No response	11%	11%
Annual income (full-time)**		
- Under $15,000	25%	20%
- $15 to $25,000	34%	34%
- $25 to $35,000	19%	23%
- $35 to $45,000	7%	8%
- $45 to $55,000	3%	4%
- Over $55,000	3%	4%
- No response	10%	8%
* Base: Those who are currently working for pay or waiting to start a job. ** Base: Those working full-time.		

As shown in Table 35, the most common industrial sectors in which university early leavers are working include hospitality, retail, medical or health care, customer service, or financial/insurance. These five industries account for almost 60% of university early leavers who are currently working.

The most common industrial sectors in which college early leavers are currently working are hospitality, construction, manufacturing, retail, and government or public sector. These five industries account for 51% of college early leavers who are currently working.

Table 35: Industry in which they work
Q97. We would now like to ask you several questions regarding your current employment. What is (or will be) your current occupation?
Q96. In what type of business, industry, or service do you currently work (or will be working)?

	Institution type	
	University (n=799)	**College (n=210)**
Hospitality	20%	13%
Retail	20%	9%
Medical/health care	7%	3%
Customer service	6%	8%
Finance/insurance	6%	4%
Government/public sector	5%	9%
Professional	5%	1%
Construction	4%	10%
Manufacturing	4%	10%
Primary industries	3%	5%
Transportation	3%	3%
Technology	3%	2%
Arts/culture/entertainment	2%	3%
Child care/day care	2%	2%
Sports/athletics	2%	2%
Other sales	2%	1%
Automotive	1%	5%
Media	1%	-
Other	10%	10%

Note: Respondents could provide more than one response. Columns may not sum to 100%.
Base: Those who are currently working for pay or waiting to start a job.
Note: The DK/NR category is not shown.

5.4   Section summary

Since leaving, respondents have done many things. Most importantly, a large number of early leavers appear to have simply moved their post-secondary education to another institution. Especially among university early leavers, it is common (40%) for respondents to have attended another post-secondary institution since leaving. It is less common among college early leavers, but even so many (18%) have done so.

6.0   Conclusion

In their decision to attend post-secondary, early leavers do not appear to be much different from university or college students overall. While a few say they had no clear purpose (e.g., to try it, or something to do) or felt the pressure of others (e.g., friends or family), most had compelling reasons for wanting to attend. Both university and college early leavers appear to have similar goals when deciding to take post-secondary training. Most often, the decision is about continuing their learning — either in general or in a particular area of study — or eventually getting a good job or career. The goal of the vast majority of early leavers was to complete a degree or diploma at the institution they were attending.

For the most part, their choice of institution was based on convenience, affordability and a desire to stay in the community in which they live. They also chose the institution because it offered the program they wanted, and because the program has a good reputation. While some chose institutions because family or friends are already attending, or because the entrance requirements were easier to meet, the vast majority report that the institution they were attending was their first choice.

Early leavers self-assessment of their academic skills suggests that most should not have difficulty in post-secondary. Most rate their skills to be good or excellent at the time they enrolled in post-secondary, and only 1 in 5 considered any of their skills in three areas (written communication, oral communication, or math) as poor. Yet 6 early leavers in 10, either took remedial courses in these areas, or now believe remedial courses would have been helpful.

Their experiences at the post-secondary institutions do not appear to be the cause of their leaving; indeed, most early leavers report having positive experiences while attending their institution. Although some faced academic challenges, most appear to be satisfied with their instructors, the quality of teaching, and their integration into campus life. For example, about 8 out of 10 early leavers report that they were satisfied with their decision to attend the institution.

While their institutional experiences are generally positive, early leavers may have had unexpected difficulty living up to their own academic expectations. While few early leavers self-assess their academic ability as poor, about half found post-

secondary was more challenging than they might have expected, saying that they had difficulty keeping up or that the program was too demanding.

In their decision to leave, most early leavers point to reasons that are outside the control of the institution. The most common single reason for their decision to leave appears to be that they felt that the program was not for them. In other words, they re-evaluated what they wanted to do, changed career paths, or simply were not enjoying their program. Some decided to take an opportunity to transfer to another post-secondary institution, to take a job, or to travel. In some other cases, they could not focus on their academic work due to financial obligations, family pressures or health issues.

The fact that many early leavers admit they had difficulty keeping up, or that the program was too demanding, would also play a role in their decision; in particular, if outside demands were also distracting them from their studies (e.g., work or family). Academic challenges may also have made other options more attractive than they otherwise would have been (e.g., travel, job opportunity).

In a few cases, the institution was implicated more directly in their decision to leave. Most often this was because the institution did not offer the courses or program they wanted, but also because of issues around registration or credit or problems with instructors.

Even in leaving, most report that when they made their decision, their intent was to return to the institution they left at a later date. In fact, many have already returned to post-secondary, if not to the institution they left. Almost 4 university early leavers in 10 had attended or are attending another post-secondary institution since leaving. About 2 college early leavers in 10 had done the same. Thus, leaving a particular institution is not synonymous with abandoning post-secondary training. Remember, too, that these respondents had left within the last year and a half and that many more have intentions to go back to school in the future.

While few left to take advantage of job opportunities, most are currently employed. This does not necessarily reflect a permanent choice of employment over education, but simply a need to support themselves in the short-term.

This research suggests that students leave post-secondary primarily for personal reasons that have little to do directly with the institutions. Indeed, early leavers appear to use many of the support services offered by the institutions and they are generally satisfied with the services they used. While most of the reasons for leaving are independent of the institution these early leavers were attending, the results suggest that some issues that can be addressed by the educational system.

- Students need a better understanding of both their own abilities and post-secondary expectations. There appears to be a disconnect between early leavers' assessment of their own academic ability coming out of secondary school, and their experience once in post-secondary. While most claim they understood the academic requirements, at least half say they found it difficult to keep up or that the program was too demanding. This suggests that, in fact, these early leavers did not have a good understanding of their academic abilities upon entering post-secondary, nor what was expected of them once there.

- Students need more access to remedial courses. Upon entering post-secondary most students do not think they need remedial courses. However, their experience in post-secondary tells many university and college early leavers that remedial courses could have helped them better meet these academic demands.

- Students need assistance early in their program. Many make the decision to leave before completing their first year. If the goal is to retain these students, then identifying and working with such students early on in their first year is critical.

APPENDIX A

Steering Committee Members

STEERING COMMITTEE MEMBERS

Assiniboine Community College
  Judy Bartel

Brandon University
  Jeff Williams
  Janet Wright

Council on Post-Secondary Education (COPSE)
  Dan Smith

Employment Manitoba (formerly Employment and Training Services Branch)
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APPENDIX B

Questionnaire

Early Leavers Questionnaire
Final (English Version)

Hello, my name is _____ calling from PRA on behalf of <scode >... ...could I please speak with <fname > <lname > NEW PHONE NUMBER: <NPHON >

(1/ 43)

We are conducting a survey with students who discontinued their studies before graduating. We understand that your leaving may have been planned or unplanned, and/or you may be returning at some point to this or another institution. We are interested in knowing about your experiences, to see if there are things that the university/college could change to improve the educational experiences of current and future students.

The survey could take 15 - 20 minutes. May I do this survey with you now?

Before I begin I want to ensure you that your responses will be kept confidential and the results will be reported on a group basis. No individual information will be revealed, although your answers will be shared with <scode >. Your participation in this study is completely voluntary, and you can discontinue the survey at any time or opt out of questions.

I would also like to let you know that other post-secondary institutions and COPSE (the Council on Post-Secondary Education) are involved in the study.

If you have any questions about the survey that I can't answer, I will provide you with the name and contact information for someone at the institution you attended who will be happy to speak with you.

Q1

Q1. To begin, I would like to ask you a few background questions. Were you registered at <scode > at any time between September 2005 to April 2006?

(1/ 358)

Yes.. 1
No 0   => /TERM
Don't know 8   => /TERM
No response 9   => /TERM

Q2

Q2. Did you complete the 2005-06 session?

(1/ 359)

Yes.. 1
No 0
Don't know 8
No response 9

Q2A

Q2A. Did you return to register in the 2006-07 session?

(1/ 360)

Yes.. 1   => /TERM
No 0
Don't know 8   => /TERM
No response 9   => /TERM

Q3

Q3. Did you graduate in the 2005-2006 academic year?

(1/ 361)

Yes.. 1	=> /TERM
No 0	
Don't know 8	=> /TERM
No response 9	=> /TERM

Q4

Q4. Thinking about the program you were in at <scode >, what year did you register?

(1/ 363)

$R 1975 2006
Don't know 8888
No response 9999

Q5

Q5. In the 2005-06 academic year, for how many months did you go to classes before you stopped attending?

(1/ 367)

$R 1 12
Less than 1 month.. 00
Don't know 88
No response 99

Q9

=> +1 else => +1 if   1==1

QUESTION NOT ASKED IN COLLEGE VERSION

Q9. We would like to ask you to think back to the time just before you enrolled. Did you know what area of study you wanted to pursue before enrolling in this university?

(1/ 369)

Yes... 1
No 0
Don't know 8
No response 9

Q6

Q6. We would like to ask you to think back to the time just before you enrolled. Did you have a specific occupation or career path in mind before enrolling in university/college?

(1/ 370)

Yes... 1
No 0
Don't know 8
No response 9

Q7

Q7. Did you get career counselling advice at your high school?

(1/ 371)

Yes... 1		
No 0	=> Q10	
Not applicable... 7	=> Q10	
Don't know 8	=> Q10	
No response 9	=> Q10	

Q8

Q8. Did it provide you with a clear direction when enrolling in university/college?
(PROMPT: the career counselling you received at your high school)

(1/ 372)

Yes... 1
No 0
Don't know 8
No response 9

Q10

Q10. What was your main reason for deciding to attend university/college in the first place?
(PROMPT: Not just this university/college, but any university/college)

(1/ 373 - 375 - 377 - 379 - 381 - 383)

Other (specify).. 66   O

_____

_____

Don't know 88   X
No response 99   X

Q11X

Q11X. Students choose a particular college for a variety of reasons. I am going to read you
a list of reasons that may have influenced your decisions to attend <scode >. Please tell me
if each had influenced your choice to a great extent, some extent, small extent, or not at all.

(1/ 385)

CONTINUE.. 1   D

Q11

Q11. It was close to my family. (PROMPT: Did this influence your decision to attend
<scode > a great extent, some extent, small extent, or not at all.)

(1/ 386)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q12

Q12. My family or friends were attending there. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 387)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q13

Q13. The campus lifestyle was attractive. (PROMPT: That is, the life on campus including the grounds, buildings, class schedules, activities, etc.) (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 388)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q14

Q14. The program I was interested in was available there. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 389)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q15

Q15. The program had a good reputation. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 390)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q16

Q16. The cost of living was lower. (PROMPT: For example, the cost of living was lower because you could live with your parents/relatives or it is cheaper to live in Manitoba than other places) (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 391)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q17

Q17. I was not accepted elsewhere. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)
       (IF THEY DID NOT APPLY ANYWHERE ELSE IT IS NOT APPLICABLE)

(1/ 392)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q18

Q18. I wanted to attend school in that city or town. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 393)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q19

Q19. Entry requirements were easier to meet at this institution. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 394)

Not at all 1
A small extent... 2
Some extent 3
Great extent 4
Not applicable... 7
Don't know 8
No response 9

Q20

Q20. Parents or other relatives wanted me to enrol here. (PROMPT: Did this influence your decision to attend <scode > a great extent, some extent, small extent, or not at all.)

(1/ 395)

Not at all 1
A small extent.. 2
Some extent 3
Great extent 4
Not applicable.. 7
Don't know 8
No response 9

Q21

Q21. Was this university/college your first choice of places to attend?

(1/ 396)

Yes.. 1
No 0
Don't know 8
No response 9

Q22

=> +1 if   Q21=1

Q22. What was your first choice? (IF NOT ON THE LIST, PUT IN OTHER AND CLARIFY WHETHER IT IS IN MANITOBA OR NOT)

(1/ 397 - 399 - 401)

Assiniboine College.. 01
Brandon University... 02
Canadian Mennonite University 03
Red River College 04
St. Boniface College.. 05
University of Manitoba... 06
University of Winnipeg 07
University College of the North 08
Other (specify).. 66   O

_____
_____
_____
_____

Institution outside of Manitoba... 67   I
Don't know 88   X
No response 99   X

Q23

Q23. While you were registered at the <scode >, did you take a Distance Education Course (from it or any other institution)? (PROMPT: A distance education course is one delivered such that the instructor and student(s) are separated by time, distance, or both, and which often uses interactive telecommunication systems to connect instructors, students, and resources.)

(1/ 403)

Yes.. 1
No 0   => Q25
Don't know 8   => Q25
No response 9   => Q25

Q24

Q24. Did you take the Distance Education course from an institution... (READ RESPONSES)

(1/ 404)

Inside Manitoba 1
Outside Manitoba 2
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q25X

Q25X. Now, I'd like you to consider your level of skills in areas such as math, writing, and reading.

(1/ 405)

CONTINUE... 1   D

Q25

Q25. When you first enrolled at the <scode >, how would you rate your... ...Written communication skills Would you say they were excellent, good, average, poor, or very poor.

(1/ 406)

Excellent 5
Good 4
Average.. 3
Poor 2
Very poor... 1
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q26

Q26. When you first enrolled at the <scode >, how would you rate your... ...Oral communication skills Would you say they were excellent, good, average, poor, or very poor.

(1/ 407)

Excellent 5
Good 4
Average.. 3
Poor 2
Very poor... 1
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q27

Q27. When you first enrolled at the <scode >, how would you rate your... ...Mathematical skills Would you say they were excellent, good, average, poor, or very poor.

(1/ 408)

Excellent 5
Good 4
Average.. 3
Poor 2
Very poor... 1
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q28

=> +1 else => +1 if   1==1

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Q28. When you first enrolled at the <scode >, how would you rate your... ...Language skills Would you say they were excellent, good, average, poor, or very poor.

(1/ 409)

Excellent 5
Good 4
Average.. 3
Poor 2
Very poor... 1
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q29

Q29. While at the <scode >, did you enrol in a remedial course to improve your skills in math, writing, or reading?

(1/ 410)

Yes... 1   => Q32X
No 0
Not available... 7
Don't know 8
No response 9

Q30

Q30. Do you think a remedial course would have been helpful?

(1/ 411)

Yes... 1
No 0   => Q32X
Don't know 8   => Q32X
No response 9   => Q32X

Q31

Q31. Which area would have been of interest to you? (READ RESPONSES - ACCEPT ALL MENTIONS)

(1/ 412 - 414 - 416 - 418 - 420)

Math.. 01
Writing... 02
Reading.. 03
Other (specify)... 66 O

_____
_____

(DO NOT READ) Don't know .... 88 X
(DO NOT READ) No response.. 99 X

Q32X

Q32X. Now, I'd like to ask you some questions about your time while at <scode >. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is....

(1/ 422)

CONTINUE... 1 D

Q32

Rotation => Q45

Q32. While I attended this university/college, my program provided me with the skills needed to succeed in a future career. Do you....(READ RESPONSES)

(1/ 423)

Strongly agree... 5
Agree 4
Neither agree not disagree 3
Disagree.. 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q33

Q33. My goal at this university/college was to complete a certificate, diploma, or degree. Do you....(READ RESPONSES)

(1/ 424)

Strongly agree... 5
Agree 4
Neither agree not disagree 3
Disagree.. 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q34

Q34. My goal at this university/college was to study until I could get a good full-time job.
Do you....(READ RESPONSES)

(1/ 425)

Strongly agree...5
Agree 4
Neither agree not disagree 3
Disagree...2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q35

Q35. Generally, I am satisfied with the quality of education I received at this
university/college. Do you....(READ RESPONSES)

(1/ 426)

Strongly agree...5
Agree 4
Neither agree not disagree 3
Disagree...2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q36

Q36. I am satisfied with my decision to attend this university/college. Do you....(READ
RESPONSES)

(1/ 427)

Strongly agree...5
Agree 4
Neither agree not disagree 3
Disagree...2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q37

Q37. One or more of my instructors took a personal interest in my academic progress. Do
you....(READ RESPONSES)

(1/ 428)

Strongly agree...5
Agree 4
Neither agree not disagree 3
Disagree...2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q38

Q38. Most of my instructors were accessible outside of class to help. Do you....(READ RESPONSES)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree.. 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q39

Q39. Generally, I was satisfied with the quality of teaching in my classes. Do you....(READ RESPONSES)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree.. 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q40

Q40. Overall, the teaching material was useful and relevant. Do you....(READ RESPONSES)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree.. 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q41

Q41. Overall, I was satisfied with the opportunities to evaluate my course(s). Do you....(READ RESPONSES)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree.. 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q42

Q42. Overall, I was satisfied with the instructors at this university/college. Do you....(READ RESPONSES)

(1/ 433)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree... 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q43

Q43. Most university/college support staff (e.g. clerks, secretaries, educational assistants) were helpful. Do you....(READ RESPONSES)

(1/ 434)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree... 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q44

Q44. Library facilities at this university/college were suited to my needs. Do you....(READ RESPONSES)

(1/ 435)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree... 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q45

Q45. Library staff were helpful in obtaining the information I needed. Do you....(READ RESPONSES)

(1/ 436)

Strongly agree.. 5
Agree 4
Neither agree not disagree 3
Disagree... 2
Strongly disagree 1
(DO NOT READ) Not applicable 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response.. 9

Q46X

Q46X. I'd now like you to think about your use of university/college facilities and your involvement in university/college life. Please tell me which of the following services you used while attending <scode >.

(1/ 437)

CONTINUE.. 1   D

Q46

Q46. While attending <scode >, did you use... ...Career Counselling?

(1/ 438)

Yes... 1
No 0
Don't know 8
No response 9

Q47

Q47. While attending <scode >, did you use... ...Academic Advising?

(1/ 439)

Yes... 1
No 0
Don't know 8
No response 9

Q48

Q48. While attending <scode >, did you use... ...Personal Counselling?

(1/ 440)

Yes... 1
No 0
Don't know 8
No response 9

Q49

Q49. While attending <scode >, did you use... ...Prior Learning and Assessment? (PROMPT: That is, evaluation of learning that has taken place outside this university/college.)

(1/ 441)

Yes... 1
No 0
Don't know 8
No response 9

Q50

Q50. While attending <scode >, did you use... ...Tutoring Services? (PROMPT: That is, any support services offered by the university/college outside of class to help improve academic skills)

(1/ 442)

Yes... 1
No 0
Don't know 8
No response 9

Q51

Q51. While attending <scode >, did you use... ...Orientation?

(1/ 443)

Yes.. 1
No 0
Don't know 8
No response 9

Q52

=> +1 if	NOT Q46=1

Q52. How satisfied were you with CAREER COUNSELLING? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

(1/ 444)

Very satisfied.. 4
Somewhat satisfied... 3
Not very satisfied.. 2
Not at all satisfied 1
Don't know 8
No response 9

Q53

=> +1 if	NOT Q47=1

Q53. How satisfied were you with ACADEMIC ADVISING? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

(1/ 445)

Very satisfied.. 4
Somewhat satisfied... 3
Not very satisfied.. 2
Not at all satisfied 1
Don't know 8
No response 9

Q54

=> +1 if	NOT Q48=1

Q54. How satisfied were you with PERSONAL COUNSELLING? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

(1/ 446)

Very satisfied.. 4
Somewhat satisfied... 3
Not very satisfied.. 2
Not at all satisfied 1
Don't know 8
No response 9

Q55

=> +1 if	NOT Q49=1

Q55. How satisfied were you with PRIOR LEARNING and ASSESSMENT? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

(1/ 447)

Very satisfied.. 4
Somewhat satisfied 3
Not very satisfied.. 2
Not at all satisfied 1
Don't know 8
No response 9

Q56

=> +1 if	NOT Q50=1

Q56. How satisfied were you with TUTORING SERVICES? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

(1/ 448)

Very satisfied.. 4
Somewhat satisfied 3
Not very satisfied.. 2
Not at all satisfied 1
Don't know 8
No response 9

Q57

=> +1 if	NOT Q51=1

Q57. How satisfied were you with ORIENTATION? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

(1/ 449)

Very satisfied.. 4
Somewhat satisfied 3
Not very satisfied.. 2
Not at all satisfied 1
Don't know 8
No response 9

Q58X

Q58X. I am going to read a series of statements about your experience at university/college. For each one, please tell me if it applies to a great extent, some extent, a small extent, or not at all.

(1/ 450)

CONTINUE.. 1   D

Q58

Rotation => Q63

Q58. While in school, to what extent did you... ...Use the fitness facilities or participate in one or more recreational or sports programs at the institution? (PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

(1/ 451)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q59

Q59. While in school, to what extent did you... ...Attend campus cultural events (theatre, concerts, art exhibits)? (PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

(1/ 452)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q60

Q60. While in school, to what extent did you... ...Make friends? (PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

(1/ 453)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q61

Q61. While in school, to what extent did you... ...Participate in a student club or special interest group that helped you feel connected to your peers? (PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

(1/ 454)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q62

Q62. While in school, to what extent did you... ...Participate in on-campus community service, volunteer activities, or student government? (PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

(1/ 455)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q63

Q63. While in school, to what extent did you... ...Feel as if you were part of the university/college? (PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

(1/ 456)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q64X

Q64X. <scode > would like to understand the reason students leave before completing their program. (PROMPT: We understand that your leaving may have been planned or unplanned, and/or you may be returning at some point to this or another institution. But in any event, we would very much appreciate your being as candid as you want to be, and we want to assure you that your response is confidential.)

(1/ 457)

CONTINUE.. 1   D

Q64_1

Q64_1. What was your main reason for leaving the university/college? (PROMPT: The most important reason) (RECORD ONLY MOST IMPORTANT REASON - ONLY ONE RESPONSE ALLOWED)

(1/ 458)

Main reason (specify) 66   O

_____
_____

Don't know 88   X   => Q66
No response 99   X   => Q66

Q64_2

Q64_2. Were there any other reasons for leaving the university/college? (PROMPT: Please tell them to me one at a time)

(1/ 460)

Reason (specify) .... 66 O

_____

_____

No more reasons .... 00 X => Q66
Don't know .... 88 X => Q66
No response .... 99 X => Q66

Q64_3

Q64_3. Any others?

(1/ 462 - 464 - 466 - 468)

Reason (specify) .... 66 O

_____

_____

No third reason .... 00 X
Don't know .... 88 X
No response .... 99 X

Q65

| => +1 else => +1 if   1==1 |

Q65. Of those reasons you mentioned, which would you say is the most important? <q64_1:o > <q64_2:o > <q64_3:o >

(1/ 470)

Most important reason (specify) .... 66 O

_____

_____

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

Q66

| => +1 else => +1 if   1==1 |

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Q66. Did you plan to transfer to another institution when you first attended university?

(1/ 472)

Yes 1
No 0
Don't know/Unsure 8
No response 9

Q67

Q67. When you made the decision to leave the university/college, did you plan to return at another time?

(1/ 473)

Yes 1
No 0
Don't know/Unsure 8
No response 9

Q68X

Q68X. I am going to read off a list of reasons students sometimes give for leaving university/college and I'd like you to tell me if they had any influence on your decision to leave. As I read each one, please tell me if it applies to your situation a great extent, some extent, a small extent, or not at all.

(1/ 474)

CONTINUE... 1   D

Q68

Rotation => Q76

Q68. Health issues contributed to my leaving the university/college. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 475)

Great extent 4
Some extent 3
Small extent.. 2
Not at all 1
Don't know 8
No response 9

Q69

Q69. Family responsibilities forced me to leave the university/college. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 476)

Great extent 4
Some extent 3
Small extent.. 2
Not at all 1
Don't know 8
No response 9

Q70

Q70. I left the university/college because I did not have enough money to pay my rent and buy food. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 477)

Great extent 4
Some extent 3
Small extent.. 2
Not at all 1
Don't know 8
No response 9

Q71

Q71. I was working to finance my studies, and I couldn't maintain both a job and my studies. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 478)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q72

Q72. I left the university/college because of a job opportunity. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 479)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q73

Q73. I left the university/college because of travel opportunities. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 480)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q74

Q74. I left the institution when I decided that the program I enrolled in was not for me. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 481)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q75

Q75. I felt lonely and isolated, like I did not belong at university/college. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 482)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q76

Q76. Significant people in my life were pressuring me to leave. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

(1/ 483)

Great extent 4
Some extent 3
Small extent 2
Not at all 1
Don't know 8
No response 9

Q77

Q77. Now I'd like you to think about your academic experience at <scode >. Did you understand the university's/college's academic expectations?

(1/ 484)

Yes.. 1
No 0
Don't know 8
No response 9

Q78

Q78. Given everything in your life, did you find your program too demanding?

(1/ 485)

Yes.. 1
No 0
Don't know 8
No response 9

Q79

Q79. Given everything in your life, did you find it difficult to keep up with the academic demands of the university/college?

(1/ 486)

Yes.. 1
No 0
Don't know 8
No response 9

Q80

Q80. Generally, were your grades what you expected them to be?

(1/ 487)

Yes... 1
No 0
Don't know 8
No response 9

Q81

Q81. This next section is about your activities since leaving <scode >. Since leaving the university/college, have you attended or are you now attending another post-secondary institution?

(1/ 488)

Yes... 1
No 0   => Q85
Don't know/Unsure... 8   => Q85
No response 9   => Q85

Q82

Q82. Which other institution did you attend or are you attending?

(1/ 489 - 491 - 493)

Assiniboine College.. 01
Brandon University.. 02
Canadian Mennonite University 03
Red River College 04
St. Boniface College.. 05
University of Manitoba.. 06
University of Winnipeg 07
University College of the North 08
Other (specify).. 66   O

   _____

   _____

Institution outside of Manitoba.. 67   I
Don't know 88   X
No response 99   X

Q83

Q83. Approximately how many months after leaving the university/college did you start at your new post-secondary institution? (RECORD NUMBER OF MONTHS)

(1/ 495)

$R 1 50
Less than 1 month... 00
Don't know 88
No response 99

Q84

Q84. At your new post-secondary institution, was the program you enrolled in.. (READ RESPONSES)

(1/ 497)

The same.. 1
Somewhat similar 2
Different 3
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Q85X

Q85X. I'd now like to ask you some specific questions about your activities since leaving <scode >.

(1/ 498)

CONTINUE.. 1   D

Q85

Q85. In the first three months after leaving the university/college, did you... ...work for pay?

(1/ 499)

Yes.. 1
No 0
Don't know 8
No response 9

Q86

=> +1 if   Q85=1

Q86. In the first three months after leaving the university/college, did you... ...look for work?

(1/ 500)

Yes.. 1
No 0
Don't know 8
No response 9

Q87

=> +1 if   Q85=1

Q87. In the first three months after leaving the university/college, did you... ...wait to start a job?

(1/ 501)

Yes.. 1
No 0
Don't know 8
No response 9

Q88

Q88. In the first three months after leaving the university/college, did you... ...travel?

(1/ 502)

Yes.. 1
No 0
Don't know 8
No response 9

Q89

Q89. In the first three months after leaving the university/college, did you... ...care for a family member, that is, your children, parents, or others?

(1/ 503)

Yes.. 1
No 0
Don't know 8
No response 9

Q90

Q90. In the first three months after leaving the university/college, did you... ...go to school elsewhere?

(1/ 504)

Yes.. 1
No 0
Don't know 8
No response 9

Q91

Q91. In the first three months after leaving the university/college, did you... ...recover from an illness?

(1/ 505)

Yes.. 1
No 0
Don't know 8
No response 9

Q92

=> +1 else => +1 if   1==1

DROPPED NOV.16/06

Q92. In the first three months after leaving the university/college, did you... ...do anything else?

(1/ 506)

Yes.. 1
No 0
Don't know 8
No response 9

PRA Inc.

Q93

=> +1 if	NOT Q85=1

Q93. You mentioned you worked in the first three months after leaving university/college, was it full-time or part-time?

(1/ 507)

Full-time (25 hours or more a week) 1
Part-time (less than 25 hours a week) 2
Don't know 8
No response 9

Q94

=> +1 if	NOT Q88=1

Q94. Was your travel for pleasure or were you working as a volunteer?

(1/ 508)

Pleasure 1
Volunteer 2
Don't know 8
No response 9

Q95

Q95. What is your main activity now? (READ IF NECESSARY)
      (RECORD ALL MENTIONS)

(1/ 509 - 511 - 513 - 515 - 517 - 519)

Work for pay.. 01
Looking for work... 02
Waiting to start a job 03
Travel... 04
Caring for a family member, that is, your children, parents, or others 05
Going to school elsewhere... 06
Recovering from an illness 07
Other (specify).. 66 O

_____
_____

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

Q97

=> GENDR if	NOT Q95=01,03

Q97. We would now like to ask you several questions regarding your current employment. What is (or will be) your current occupation?

(1/ 521 - 523 - 525)

Occupation (specify)... 66 O

_____
_____

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

Q96

Q96. In what type of business, industry, or service do you currently work (or will be working)?

(1/ 527 - 529 - 531)

Response (specify)... 66   O

_____

_____

Don't know 88   X
No response 99   X

Q98

Q98. Is the position full-time or part-time (less than 25 hours per week)?

(1/ 533)

Full-time 1
Part-time 2
Don't know 8
No response 9

Q99

Q99. Working your usual hours, approximately what is (or will be) your gross annual income from your main job (including commissions, etc) before deductions?

(1/ 534)

Under $15,000 1
$15,000-$25,000.. 2
$25,001-$35,000.. 3
$35,001-$45,000.. 4
$45,001-$55,000.. 5
Over $55,000 6
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9

Thank you very much for your time. The information you have provided to us is very important and will help to make the educational experience a better one for future students. Do you have any questions about the survey? Would you like the name and contact information for someone at the institution you attended?

Early Leavers Questionnaire
Final (FrenchVersion)

INTR1. Bonjour, Mon nom est _____ et j'appelle de PRA Inc., au nom du Collège universitaire de Saint-Boniface (CUSB)....pourrais-je parler à <fname   > <lname > NEW PHONE NUMBER: <NPHON   >

Nous effectuons un sondage auprès des étudiantes qui ont abandonnés leurs études avant obetenir leurs diplôomes. Nous comprenons que votre départ pourrait avoir planifié ou non et que vous avez peut-être l'intention de reprendre éventuellement vos études au CUSB ou ailleurs. Nous aimerions connaitre votre expérience pour nous permettre de déterminer si l'université devrait modifier certaines choses afin d'améliorer l'expérience éducative des étudiants actuelles et futures.

Le sondage devrait prendre de 15 à 20 minutes. Acceptez-vous d'y répondre maintenant?

Avant de commencer, je tiens à vous assurer que vos réponses demeureront confidentielles et que les résultats feront partie d'un ensemble. Aucun renseignement personnel ne sera divulgué, bien que vos réponses soient partagées avec <scode   >.
Vous êtes entièrement libre de participer ou non à ce sondage et vous pouvez mettre fin à l'entrevue en tout temps ou choisir de ne pas répondre à certaines questions.

J'aimerais également vous informer que d'autres établissements d'enseignement postsecondaire et CEP (le Conseil de l'enseignement postsecondaire) participent à cette étude.

(AU BESOIN: Si vous avez des questions concernant le sondage auxquelles je ne peux pas répondre, je vous donnerai le nom et les coordonnées d'une personne-ressource à l'établissement que vous avez fréquenté et qui sera heureuse de vous aider.)

Nous effectuons un sondage auprès de personnes ayant étudié à l'université. Est-ce que vous avez le numéro de téléphone pour rejoindre <fname   >?

Q1. Pour commencer, j'aimerais vous poser quelques questions d'ordre général.
Avez-vous été inscrit(e) au <scode   > à un moment donné entre l'automne 2005 et le printemps 2006?

Oui 1
Non 0   => /TERM
Ne sait pas... 8   => /TERM
Pas de réponse 9   => /TERM
«Q1 »

Q2:
Q2. Avez-vous terminé l'année universitaire 2005-2006?

Oui 1
Non 0
Ne sait pas... 8
Pas de réponse 9
«Q2 »

Q2A:

Q2A. êtes-vous retourné(e) vous inscrire à l'année universitaire 2006-2007?

Oui .... 1 => /TERM
Non 0
Ne sait pas .... 8 => /TERM
Pas de réponse .... 9 => /TERM
«Q2A »

Q3:

Q3. Avez-vous obtenu votre diplôme à la collation des grades du printemps 2006?
Oui .... 1 => /TERM
Non 0
Ne sait pas .... 8 => /TERM
Pas de réponse .... 9 => /TERM
«Q3 »

Q4:

Q4. En quelle année vous êtes-vous inscrit(e) pour la première fois à votre programme au
<scode   >?

$R 1975 2006
Ne sait pas 8888
Pas de réponse 9999
«Q4 »

Q5:

Q5. Au cours de l'année universitaire 2005-2006, pendant combien de mois avez-vous suivi
vos cours avant d'abandonner?

$R 1 12
Less than 1 month 00
Ne sait pas 88
Pas de réponse 99
«Q5 »

Q9:

Q9. J'aimerais maintenant que vous pensiez à la période juste avant votre inscription au
CUSB.

Saviez-vous dans quel domaine vous vouliez étudier avant de vous inscrire au CUSB?

Oui 1
Non 0
Ne sait pas 8
Pas de réponse 9
«Q9 »

Q6:

Q6. Aviez-vous une occupation spécifique ou un plan de carrière en tête avant de vous inscrire à l'université?

Oui	1
Non	0
Ne sait pas	8
Pas de réponse	9

«Q6 »

Q7:

Q7. Avez-vous reçu des conseils d'un orienteur à votre école secondaire?

Oui	1	
Non	0	=> Q10
Ne s'applique pas	7	=> Q10
Ne sait pas	8	=> Q10
Pas de réponse	9	=> Q10

«Q7 »

Q8:

Q8. Ses conseils vous ont-ils donné une orientation claire au moment de vous inscrire à l'université?

(PROMPT: l'orientation professionnelle que vous avez reçu à votre école secondaire)

Oui	1
Non	0
Ne sait pas	8
Pas de réponse	9

«Q8 »

Q10:

Q10. Quelle était la raison principale pour laquelle vous avez décidé de vous inscrire à l'université au départ?

(PROMPT: Pas seulement à cette université mais n'importe université.)

Autre (préciser)	66	O
Ne sait pas	88	X
Pas de réponse	99	X

Q11X:

Q11X. Les étudiants choisissent une université particulière pour diverses raisons. Je vais vous lire une liste de raisons qui pourraient avoir influencé votre décision de fréquenter <scode   >. Veuillez me dire si chacune de ces raisons a influencé votre décision dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout.

Q11:

Q11. L'établissement était près de chez moi ou d'un parent.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure 2
Dans une certaine mesure 3
Dans une grande mesure 4
Ne s'applique pas 7
Ne sait pas 8
Pas de réponse 9
«Q11 »

Q12:

Q12. Des membres de ma famille ou mes amis fréquentaient cet établissement.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure 2
Dans une certaine mesure 3
Dans une grande mesure 4
Ne s'applique pas 7
Ne sait pas 8
Aucune réponse 9
«Q12 »

Q13:

Q13. La vie sur le campus m'attirait (Préciser : la vie sur le campus comprenant le terrain, les bâtiments, l'horaire des cours, les activités, etc.)

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure... 2
Dans une certaine mesure 3
Dans une grande mesure.. 4
Ne s'applique pas 7
Ne sait pas... 8
Aucune réponse 9
«Q13 »

Q14:

Q14. Le programme qui m'intéressait était offert à cet établissement.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure... 2
Dans une certaine mesure 3
Dans une grande mesure.. 4
Ne s'applique pas 7
Ne sait pas... 8
Aucune réponse 9
«Q14 »

Q15:

Q15. Le programme avait une bonne réputation.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure... 2
Dans une certaine mesure 3
Dans une grande mesure.. 4
Ne s'applique pas 7
Ne sait pas... 8
Aucune réponse 9
«Q15 »

Q16:

Q16. Le coût de la vie était plus bas. (Préciser : Par exemple, le coût de la vie était plus bas parce que vous pouviez vivre chez vos parents/chez des membres de votre famille ou le coût de la vie au Manitoba est moins élevé qu'ailleurs.)
(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du

tout?)

Pas du tout	1
Dans une faible mesure	2
Dans une certaine mesure	3
Dans une grande mesure	4
Ne s'applique pas	7
Ne sait pas	8
Aucune réponse	9

«Q16 »

Q17:

Q17. Je n'ai pas été accepté(e) ailleurs.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout	1
Dans une faible mesure	2
Dans une certaine mesure	3
Dans une grande mesure	4
Ne s'applique pas	7
Ne sait pas	8
Aucune réponse	9

«Q17 »

Q18:

Q18. Je voulais étudier dans cette ville.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout	1
Dans une faible mesure	2
Dans une certaine mesure	3
Dans une grande mesure	4
Ne s'applique pas	7
Ne sait pas	8
Aucune réponse	9

«Q18 »

Q19:

Q19. Les conditions d'admission étaient plus faciles à satisfaire à cet établissement.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure.. 2
Dans une certaine mesure 3
Dans une grande mesure 4
Ne s'applique pas 7
Ne sait pas.. 8
Aucune réponse 9
«Q19 »

Q20:

Q20. Mes parents ou d'autres membres de ma famille souhaitaient que je m'inscrive à cet établissement.

(PROMPT: Est-ce que ceci a influencé votre décision d'y étudier <scode > dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout?)

Pas du tout 1
Dans une faible mesure.. 2
Dans une certaine mesure 3
Dans une grande mesure 4
Ne s'applique pas 7
Ne sait pas.. 8
Aucune réponse 9
«Q20 »

Q21:

Q21. Le CUSB était-il votre premier choix?

Oui.. 1
Non 0
Ne sait pas.. 8
Aucune réponse 9
«Q21 »

Q22:

Q22. Quel était votre premier choix?

```
=> +1
si Q21=1
```

Assiniboine College.. 01
Brandon University.. 02
Canadian Mennonite University 03
Red River College 04
St. Boniface College 05
University of Manitoba... 06
University of Winnipeg 07
University College of the North 08
Autre (préciser).. 66   O
A l'extérieur du Manitoba 67   I
Ne sait pas... 88   X
Aucune réponse 99   X

«Q22_01 »
«Q22_02 »
«Q22_03 »
«O_Q22 »

Q23:

Q23. Alors que vous étiez inscrit(e) au CUSB, avez-vous suivi un cours d'enseignement à distance (du CUSB ou d'un autre établissement)?
(PROMPT: Dans un cours d'enseignement à distance, le professeur et les étudiants sont séparés par le temps, l'emplacement, ou les deux et des systèmes de télécommunication interactifs sont souvent utilisés pour rassembler les professeurs, les étudiants et les ressources.)

Oui 1
Non 0   => Q25
Ne sait pas... 8   => Q25
Aucune réponse 9   => Q25

«Q23 »

Q24:

Q24. Avez-vous reçu un enseignement à distance d'un établissement... (LIRE LES RÉPONSES)

Au Manitoba.. 1
A l'extérieur du Manitoba 2
(NE PAS LIRE) Ne sait pas.. 8
(NE PAS LIRE) Aucune réponse 9

«Q24 »

Q25X:

Q25X. J'aimerais maintenant vous poser des questions au sujet de vos compétences dans des domaines comme les mathématiques, l'écriture et la lecture.

Q25. Au moment de votre inscription initiale au CUSB, selon vous, comment étaient vos...

...Compétences en communication écrite en français

...Excellentes, bonnes, moyennes, faibles ou très faibles?

Excellentes 5
Bonnes 4
Moyennes 3
Faibles 2
Très faibles 1
(NE PAS LIRE) Ne sait pas 8
(NE PAS LIRE) Aucune réponse 9
«Q25 »

Q26:

Q26. Au moment de votre inscription initiale au CUSB, selon vous, comment étaient vos...

...Compétences en communication orale en français

...Excellentes, bonnes, moyennes, faibles ou très faibles?

Excellentes 5
Bonnes 4
Moyennes 3
Faibles 2
Très faibles 1
(NE PAS LIRE) Ne sait pas 8
(NE PAS LIRE) Aucune réponse 9
«Q26 »

Q27:

Q27. Au moment de votre inscription initiale au CUSB, selon vous, comment étaient vos...

...Compétences en mathématiques

...Excellentes, bonnes, moyennes, faibles ou très faibles?

Excellentes 5
Bonnes 4
Moyennes 3
Faibles 2
Très faibles 1
(NE PAS LIRE) Ne sait pas 8
(NE PAS LIRE) Aucune réponse 9
«Q27 »

Q29:

Q29. Quand vous fréquentiez le CUSB, avez-vous eu recours à des services de perfectionnement pour améliorer vos compétences en mathématiques, en écriture ou en lecture?

Oui .... 1 => Q32X
Non 0
Non offerts 7
Ne sait pas 8
Aucune réponse 9
«Q29 »

Q30:

Q30. Croyez-vous que des services de perfectionnement vous auraient été utiles?

Oui 1
Non .... 0 => Q32X
Ne sait pas .... 8 => Q32X
Aucune réponse .... 9 => Q32X
«Q30 »

Q31:

Q31. Quel sujet vous aurait intéressé(e)?

(LIRE LES RÉPONSES - ACCEPT ALL MENTIONS)

Mathématiques 01
Écriture en français 02
Lecture en français 03
Autre (préciser) .... 66 O
(NE PAS LIRE) Ne sait pas .... 88 X
(NE PAS LIRE) Aucune réponse .... 99 X

Q32X:

Q32X. J'aimerais maintenant vous poser des questions concernant le temps que vous avez passé au CUSB. Je vais vous lire une série d'affirmations. Pour chacune d'elles, dites-moi si vous êtes totalement d'accord, d'accord, ni en accord ni en désaccord, en désaccord ou totalement en désaccord. Si certaines des affirmations ne s'appliquent pas à votre cas, veuillez m'en informer.
Voici la première affirmation...

Q32:

rotation -> Q45

Q32. Pendant mes études au CUSB, mon programme m'a fourni les habiletés nécessaires pour réussir dans ma carrière future.

(LIRE LES RÉPONSES)

Totalement d'accord... 5
D'accord.. 4
Ni en accord ni en désaccord... 3
En désaccord.. 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucne réponse 9
«Q32 »

Q33:

Q33. Mon objectif au CUSB était d'obtenir un diplôme.

(LIRE LES RÉPONSES)

Totalement d'accord... 5
D'accord.. 4
Ni en accord ni en désaccord... 3
En désaccord.. 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucne réponse 9
«Q33 »

Q34:

Q34. Mon objectif au CUSB était d'étudier jusqu'à ce que je puisse me trouver un bon emploi à temps plein.

(LIRE LES RÉPONSES)

Totalement d'accord... 5
D'accord.. 4
Ni en accord ni en désaccord... 3
En désaccord.. 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucne réponse 9
«Q34 »

Q35:

Q35. En général, je suis satisfait(e) de la qualité de l'enseignement que j'ai reçu au CUSB.

(LIRE LES RÉPONSES)

Totalement d'accord..5
D'accord..4
Ni en accord ni en désaccord..3
En désaccord..2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas...8
(NE PAS LIRE) Aucne réponse 9
«Q35 »

Q36:

Q36. Je suis satisfait(e) de ma décision de fréquenter le CUSB.

(LIRE LES RÉPONSES)

Totalement d'accord..5
D'accord..4
Ni en accord ni en désaccord..3
En désaccord..2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas...8
(NE PAS LIRE) Aucne réponse 9
«Q36 »

Q37:

Q37. Un ou plusieurs de mes professeurs se sont intéressés personnellement à mes progrès académiques.

(LIRE LES RÉPONSES)

Totalement d'accord..5
D'accord..4
Ni en accord ni en désaccord..3
En désaccord..2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas...8
(NE PAS LIRE) Aucne réponse 9
«Q37 »

Q38:

Q38. La plupart de mes professeurs étaient disponibles en dehors des heures de classe pour m'aider.

(LIRE LES RÉPONSES)

Totalement d'accord.. 5
D'accord.. 4
Ni en accord ni en désaccord 3
En désaccord... 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucne réponse 9
«Q38 »

Q39:

Q39. En général, j'ai été satisfait(e) de la qualité de l'enseignement dans mes cours.

(LIRE LES RÉPONSES)

Totalement d'accord.. 5
D'accord.. 4
Ni en accord ni en désaccord 3
En désaccord... 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucne réponse 9
«Q39 »

Q40:

Q40. Dans l'ensemble, la matière enseignée était utile et pertinente.

(LIRE LES RÉPONSES)

Totalement d'accord.. 5
D'accord.. 4
Ni en accord ni en désaccord 3
En désaccord... 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucne réponse 9
«Q40 »

Q41:

Q41. Dans l'ensemble, j'ai été satisfait(e) des occasions offertes d'évaluer mon ou mes cours.

(LIRE LES RÉPONSES)

Totalement d'accord.. 5
D'accord.. 4
Ni en accord ni en désaccord.. 3
En désaccord... 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas.. 8
(NE PAS LIRE) Aucne réponse 9
«Q41 »

Q42:

Q42. Dans l'ensemble, j'ai été satisfait(e) des professeurs du CUSB.

(LIRE LES RÉPONSES)

Totalement d'accord.. 5
D'accord.. 4
Ni en accord ni en désaccord.. 3
En désaccord... 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(DO NOT READ) Don't know 8
(DO NOT READ) No response 9
«Q42 »

Q43:

Q43. La majeure partie du personnel de soutien du CUSB (p. ex. personnel de bureau, secrétaires, assistants d'enseignement) était efficace.

(LIRE LES RÉPONSES)

Totalement d'accord.. 5
D'accord.. 4
Ni en accord ni en désaccord.. 3
En désaccord... 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas.. 8
(NE PAS LIRE) Aucne réponse 9
«Q43 »

Q44:

Q44. La bibliothèque du CUSB répondait à mes besoins.

(LIRE LES RÉPONSES)

Totalement d'accord 5
D'accord 4
Ni en accord ni en désaccord 3
En désaccord 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
(NE PAS LIRE) Ne sait pas 8
(NE PAS LIRE) Aucne réponse 9
«Q44 »

Q45:

Q45. Le personnel de la bibliothèque m'a aidé(e) à trouver l'information dont j'avais besoin.

(LIRE LES RÉPONSES)

Totalement d'accord 5
D'accord 4
Ni en accord ni en désaccord 3
En désaccord 2
Totalement en désaccord 1
(NE PAS LIRE) Ne s'applique pas 7
((NE PAS LIRE) Ne sait pas 8
(NE PAS LIRE) Aucne réponse 9
«Q45 »

Q46X:

Q46X. J'aimerais maintenant que vous pensiez à votre utilisation des installations de l'établissement et à votre implication dans la vie étudiante. Veuillez me dire quels services parmi les suivants vous avez utilisés pendant votre séjour au CUSB.

Q46. Pendant votre séjour au <scode >, avez-vous utilisés...

...Orientation professionnelle?

Oui 1
Non 0
Ne sait pas 8
Aucune réponse 9

Q47:

Q47. Pendant votre séjour au <scode >, avez-vous utilisés...

...Orientation des études?

Oui 1
Non 0
Ne sait pas 8
Aucune réponse 9
«Q47 »

Q48:

Q48. Pendant votre séjour au <scode   >, avez-vous utilisés...

...Conseils individuels

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q48 »

Q49:

Q49. Pendant votre séjour au <scode   >, avez-vous utilisés...

...Évaluation et reconnaissance des acquis. (PROMPT: il s'agit de l'évaluation des acquis obtenus en dehors du CUSB.)

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q49 »

Q50:

Q50. Pendant votre séjour au <scode   >, avez-vous utilisés...

...Services de tutorat?
(Préciser : tout service d'appui offert par le CUSB en dehors de la salle de classe pour vous aider à améliorer vos compétences).

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q50 »

Q51:

Q51. Pendant votre séjour au <scode   >, avez-vous utilisés...

...Orientation des nouveaux arrivants?

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q51 »

Q52:

Q52. Quel était votre niveau de satisfaction par rapport à ORIENTATION PROFESSIONNELLE?

Étiez-vous très satisfait(e), relativement satisfait(e), pas très satisfait(e) ou pas du tout satisfait(e)?

```
=> +1
si NOT Q46=1
```

Très satisfait(e) 4
Relativement satisfait(e) 3
Pas très satisfait(e) 2
Pas du tout satisfait(e) 1
Ne sait pas 8
Aucune réponse 9
«Q52 »

Q53:

Q53. Quel était votre niveau de satisfaction par rapport à ORIENTATION DES ÉTUDES?

Étiez-vous très satisfait(e), relativement satisfait(e), pas très satisfait(e) ou pas du tout satisfait(e)?

```
=> +1
si NOT Q47=1
```

Très satisfait(e) 4
Relativement satisfait(e) 3
Pas très satisfait(e) 2
Pas du tout satisfait(e) 1
Ne sait pas 8
Aucune réponse 9
«Q53 »

Q54:

Q54. Quel était votre niveau de satisfaction par rapport à COUNSELING INDIVIDUEL?

Étiez-vous très satisfait(e), relativement satisfait(e), pas très satisfait(e) ou pas du tout satisfait(e)?

```
=> +1
si NOT Q48=1
```

Très satisfait(e) 4
Relativement satisfait(e) 3
Pas très satisfait(e) 2
Pas du tout satisfait(e) 1
Ne sait pas 8
Aucune réponse 9
«Q54 »

Q55:

Q55. Quel était votre niveau de satisfaction par rapport à ÉVALUATION ET RECONNAISSANCE DES ACQUIS?

Étiez-vous très satisfait(e), relativement satisfait(e), pas très satisfait(e) ou pas du tout satisfait(e)?

=> +1
si NOT Q49=1

Très satisfait(e) 4
Relativement satisfait(e) 3
Pas très satisfait(e) 2
Pas du tout satisfait(e).. 1
Ne sait pas.. 8
Aucune réponse 9

«Q55 »

Q56:

Q56. Quel était votre niveau de satisfaction par rapport à SERVICES DE TUTORAT?

Étiez-vous très satisfait(e), relativement satisfait(e), pas très satisfait(e) ou pas du tout satisfait(e)?

=> +1
si NOT Q50=1

Très satisfait(e) 4
Relativement satisfait(e) 3
Pas très satisfait(e) 2
Pas du tout satisfait(e).. 1
Ne sait pas.. 8
Aucune réponse 9

«Q56 »

Q57:

Q57. Quel était votre niveau de satisfaction par rapport à ORIENTATION DES NOUVEAUX ARRIVANTS?

Étiez-vous très satisfait(e), relativement satisfait(e), pas très satisfait(e) ou pas du tout satisfait(e)?

=> +1
si NOT Q51=1

Très satisfait(e) 4
Relativement satisfait(e) 3
Pas très satisfait(e) 2
Pas du tout satisfait(e).. 1
Ne sait pas.. 8
Aucune réponse 9

«Q57 »

Q58X:

Q58X. Je vais vous lire une série d'affirmations. Pour chacune d'elles, dites-moi si elle s'applique à votre cas dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout.

CONTINUE... 1   D
«Q58X »

Q58:

rotation -> Q63
Q58. Pendant vos études, dans quelle mesure...
...Avez-vous utilisé les installations de conditionnement physique ou participé à un ou à plusieurs programmes récréatifs ou sportifs à votre établissement?
(PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q58 »

Q59:

Q59. Pendant vos études, dans quelle mesure...

...Avez-vous assisté aux événements culturels du campus (théâtre, concerts, expositions d'art)?

(PROMPT: Would you say a great extent, some extent, a small extent, or not at all?)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q59 »

Q60:

Q60. Pendant vos études, dans quelle mesure...

...Vous êtes-vous fait des amis?

(PROMPT: Diriez-vous dans une grande mesure, une certaine mesure, une faible mesure ou pas du tout?)

Dans une grande mesure...4
Dans une certaine mesure 3
Dans une faible mesure..2
Pas du tout 1
Ne sait pas...8
Aucune réponse 9
«Q60 »

Q61:

Q61. Pendant vos études, dans quelle mesure...

... Avez-vous participé à un club étudiant ou à un groupe d'intérêts qui vous a aidé(e) à vous rapprocher de vos pairs?
(PROMPT: Diriez-vous dans une grande mesure, une certaine mesure, une faible mesure ou pas du tout?)

Dans une grande mesure...4
Dans une certaine mesure 3
Dans une faible mesure..2
Pas du tout 1
Ne sait pas...8
Aucune réponse 9
«Q61 »

Q62:

Q62. Pendant vos études, dans quelle mesure...

...Avez-vous participé à des services communautaires, à des activités bénévoles ou à l'association étudiante sur le campus?
(PROMPT: Diriez-vous dans une grande mesure, une certaine mesure, une faible mesure ou pas du tout?)

Dans une grande mesure...4
Dans une certaine mesure 3
Dans une faible mesure..2
Pas du tout 1
Ne sait pas...8
Aucune réponse 9
«Q62 »

Q63:

Q63. Pendant vos études, dans quelle mesure...

...Avez-vous eu un sentiment d'appartenance par rapport à l'université?

(PROMPT: Diriez-vous dans une grande mesure, une certaine mesure, une faible mesure ou pas du tout?)

Dans une grande mesure.. 4
Dans une certaine mesure 3
Dans une faible mesure... 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q63 »

Q64X:

Q64X. <scode   > aimerait comprendre les raisons pour lesquelles les étudiants abandonnent leurs études avant d'avoir terminé leur programme.
(PRÉCISER: Nous comprenons que votre départ peut avoir été planifié ou non et que vous avez peut-être l'intention de reprendre éventuellement vos études à cet établissement ou à un autre. De toute façon, nous vous demandons d'être aussi franc (franche) que possible et nous vous assurons que votre
          réponse demeurera confidentielle.)
CONTINUE.. 1   D
«Q64X »

Q64_1:

Q64_1. Quelle était la raison principale pour laquelle vous avez quitté le CUSB?
(PROMPT: La raison la plus importante)

(RECORD ONLY MOST IMPORTANT REASON - ONLY ONE RESPONSE ALLOWED)

Main reason (préciser)... 66 O
Ne sait pas.. 88 X   => Q66
Aucune réponse .... 99 X   => Q66
«Q64_1 »
«O_Q64_1 »

Q64_2:

Q64_2. Y avait-il d'autres raisons?

? (PROMPT: Veuillez, s'il vous plaît, me les nommer une à la fois)

Raisons (préciser) .... 66 O
No more reasons .... 00 X   => Q66
Ne sait pas.. 88 X   => Q66
Aucune réponse .... 99 X   => Q66
«Q64_2 »
«O_Q64_2 »

Q64_3:

Q64_3. Est-ce qu'il y en a d'autres?

Raisons (préciser) 66   O
No third reason 00   X
Ne sait pas... 88   X
Aucune réponse 99   X

Q65:

2006/12/14 11:17

Q67:

Q67. Quand vous avez pris la décision de quitter le CUSB, aviez-vous l'intention d'y revenir plus tard?

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q67 »

Q68X:

Q68X. Je vais lire une liste de raisons que les étudiants donnent parfois pour expliquer l'abandon de leurs études et j'aimerais que vous me disiez si ces dernières ont eu une influence sur votre décision de quitter le CUSB. Pour chacune des raisons, veuillez m'indiquer si elle s'applique à votre situation dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout.

rotation -> Q76
Q68. Des problèmes de santé m'ont obligé(e) à quitter l'université.

(PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas... 8
Aucune réponse 9
«Q68 »

Q69:

Q69. Mes responsabilités familiales m'ont obligé(e) à quitter l'université.

(PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas... 8
Aucune réponse 9
«Q69 »

Q70:

Q70. J'ai quitté l'université parce que je n'avais pas assez d'argent pour payer mon loyer et acheter de la nourriture.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q70 »

Q71:

Q71. Je travaillais pour payer mes études, et je n'arrivais plus à étudier et à travailler en même temps.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q71 »

Q72:

Q72. J'ai quitté l'université parce qu'on m'a offert un emploi intéressant.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q72 »

Q73:

Q73. J'ai quitté l'université pour voyager.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure.. 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas... 8
Aucune réponse 9
«Q73 »

Q74:

Q74. J'ai quitté l'université quand j'ai décidé que le programme auquel j'étais inscrit(e) n'était pas pour moi.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure.. 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas... 8
Aucune réponse 9
«Q74 »

Q75:

Q75. Je me sentais seul(e) et isolé(e), j'avais l'impression de ne pas avoir ma place à l'université.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure.. 4
Dans une certaine mesure 3
Dans une faible mesure.. 2
Pas du tout 1
Ne sait pas... 8
Aucune réponse 9
«Q75 »

Q76:

Q76. Des personnes importantes dans ma vie faisaient pression sur moi pour que j'abandonne.

(PROMPT: Dans quelle mesure ce constat s'applique-t-il à votre situation? Dans une grande mesure, dans une certaine mesure, dans une faible mesure ou pas du tout)

Dans une grande mesure... 4
Dans une certaine mesure 3
Dans une faible mesure... 2
Pas du tout 1
Ne sait pas.. 8
Aucune réponse 9
«Q76 »

Q77:

Q77. Je vous demande maintenant de penser à votre expérience d'apprentissage au <scode >.

Compreniez-vous les attentes académiques du CUSB?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9
«Q77 »

Q78:

Q78. Compte tenu de tout ce qui se passait dans votre vie, trouviez-vous le programme trop exigeant?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9
«Q78 »

Q79:

Q79. Compte tenu de tout ce qui se passait dans votre vie, aviez-vous de la difficulté à respecter les exigences académiques du CUSB?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9
«Q79 »

Q80:

Q80. Règle générale, obteniez-vous les notes auxquelles vous vous attendiez?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9
«Q80 »

Q81:

Q81. La prochaine section concerne vos activités depuis votre départ du <scode >.

Depuis votre départ de l'université, avez-vous suivi des cours dans un autre établissement d'enseignement postsecondaire ou en suivez-vous maintenant?

Oui 1
Non 0   => Q85
Ne sait pas.. 8   => Q85
Aucune réponse 9   => Q85
«Q81 »

Q82:

Q82. Quel autre établissement fréquentez-vous ou avez-vous fréquenté?

Assiniboine College.. 01
Brandon University.. 02
Canadian Mennonite University 03
Red River College 04
St. Boniface College 05
University of Manitoba.. 06
University of Winnipeg 07
University College of the North 08
Autre (préciser)... 66 O
A l'extérieur du Manitoba .... 67 I
Ne sait pas.. 88 X
Aucune réponse .... 99 X

Q83:

Q83. Environ combien de mois après avoir quitté l'université avez-vous commencé des études à votre nouvel établissement d'enseignement postsecondaire?

$R 1 50
Ne sait pas.. 88
Aucune réponse 99
«Q83 »

Q84:

Q84. A votre nouvel établissement d'enseignement postsecondaire, le programme auquel vous vous êtes inscrit(e) était...
(LIRE LES RÉPONSES)

Le même 1
Semblable 2
Différent 3
(NE PAS LIRE) Ne sait pas.. 8
(NE PAS LIRE) Aucune réponse 9
«Q84 »

Q85X:

Q85X. J'aimerais maintenant vous poser des questions précises concernant vos activités depuis votre départ du <scode   >.

CONTINUE... 1   D
«Q85X »

Q85:

Q85. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Travailler pour un salaire?

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q85 »

Q86:

Q86. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Chercher du travail?

```
=> +1
si Q85=1
```

Oui 1
Non 0
Ne sait pas... 8
Aucune réponse 9
«Q86 »

Q87:

Q87. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Attendre le début d'un emploi?

```
=> +1
si Q85=1
```

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9

«Q87 »

Q88:

Q88. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Voyager?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9

«Q88 »

Q89:

Q89. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Prendre soin d'un membre de votre famille, par exemple, d'un enfant, d'un parent ou autre?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9

«Q89 »

Q90:

Q90. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Aller à l'école ailleurs?

Oui 1
Non 0
Ne sait pas.. 8
Aucune réponse 9

«Q90 »

Q91:

Q91. Au cours des trois premiers mois après votre départ de l'université, avez-vous...

...Rétablir d'une maladie?

Oui 1
Non 0
Ne sait pas 8
Aucune réponse 9
«Q91 »

Q93:

Q93. Vous mentionnez que vous avez travaillé au cours des trois premiers mois après votre départ de l'université, était-ce à temps plein ou à temps partiel?

| => +1 |
| si NOT Q85=1 |

A temps plein (25 heures ou plus par semaine) 1
A temps partiel (moins de 25 heures par semaine) 2
Ne sait pas 8
Aucune réponse 9
«Q93 »

Q94:

Q94. Avez-vous voyagé par plaisir ou pour faire du bénévolat?

| => +1 |
| si NOT Q88=1 |

Plaisir 1
Bénévolat 2
Ne sait pas 8
Aucune réponse 9
«Q94 »

Q95:

Q95. Quelle est votre principale activité présentement?

Travailler pour un salaire 01
Chercher du travail 02
Attendre le début d' un emploi 03
Voyager 04
Prendre soin d'un membre de votre famille, soit d'un enfant, d'un parent ou autres 05
Aller à l'école ailleurs 06
Vous rétablir d'une maladie 07
Autre (préciser) .... 66 O
Ne sait pas .... 88 X
Aucune réponse .... 99 X

Q97:

Q97. J'aimerais maintenant vous poser quelques questions concernant votre emploi actuel.

Quelle est (ou sera) votre occupation?

si NOT Q95=01,03

Occupation (préciser) .... 66 O
Ne sait pas.. 88 X
Aucune réponse .... 99 X

Q96:

Q96. Dans quel genre de commerce, d'industrie ou de service, travaillez-vous (ou travaillerez-vous)?

Réponse (préciser) .... 66 O
Ne sait pas.. 88 X
Aucune réponse .... 99 X

Q98:

Q98. Votre poste est-il à temps plein ou à temps partiel (moins de 25 heures par semaine)?

A temps plein... 1
A temps partiel 2
Ne sait pas.. 8
Aucune réponse 9
«Q98 »

Q99:

Q99. Selon votre horaire régulier, à combien environ s'élèvera votre revenu annuel brut provenant de votre emploi principal (incluant les commissions, etc) avant les déductions?

Moins de 15,000 $ 1
15,000 $-25,000 $.. 2
25,001 $-35,000 $.. 3
35,001 $-45,000 $.. 4
45,001 $-55,000 $.. 5
$55,001 ou plus 6
(NE PAS LIRE) Ne sait pas... 8
(NE PAS LIRE) Aucune réponse 9
«Q99 »

Merci beaucoup d'avoir pris le temps de répondre à ce sondage. Les renseignements que vous nous avez fournis sont extrêmement importants pour nous et nous aideront à rendre l'expérience éducative encore plus profitable pour les futurs étudiants et étudiantes.
Avez-vous des questions concernant ce sondage? Aimeriez-vous avoir le nom et les coordonnées d'une personne-ressource à l'établissement que vous avez

APPENDIX C

Detailed Methodology

Methodology

COPSE, Employment Manitoba and participating post-secondary institutions had designed a questionnaire to be administered to students. PRA Inc. reviewed this draft and provided feedback on wording and question order. This draft was then pre-tested with about 40 early leavers, resulting in further changes to wording, the reordering of some questions, and the elimination of others. The goal was for the survey to take an average of no more than 20 minutes to complete.

Each institution provided a database of students who meet the definition of an early leaver. Included in each database was the student's name and last known telephone number.

Sample construction

Defining and extracting eligible participants was the responsibility of the participating institutions.

Early leavers from universities

Universities were to include full-time students (taking 60% of a course load) who were enrolled in the 2005-06 academic year and did not complete the 2005-06 session, and/or did not return to enroll in the 2006-07 session, and did not graduate by Spring or Fall 2006. The following university students were to be excluded from the study: graduate; visiting; enrolled in Continuing Education, not pursuing a degree; exclusively distance education; students taking a second degree; auditing; and special students.

Early leavers from colleges

Colleges were to include students classified as full-time or taking 60% of a course load, who were enrolled in the 2005-06 academic year and did not complete the 2005-06 session, and/or did not return to enroll in the 2006-07 session, and did not graduate by Spring 2006.

Students from the following groups at Red River College were excluded from the study: Regional campuses; Main Street Campus (academic upgrading); Language Training Centre (ESL Program); Apprenticeships; any external accreditation programs; exclusively distance education; students taking a second degree; Continuing Education full-time enrollments; as well as awards programs.

Students from the following groups at Assiniboine Community College were excluded from the study: All contract/cluster/and distance education students; Assiniboine Community College Adult Collegiate; Neepawa Campus; Apprenticeships; and Continuing Education students.

Students from the following groups at University College of the North were excluded: Apprenticeships, continuing education, Adult Education, UM/UCN Joint Baccalaureate Nursing Program, and contract training.

Table C1 shows the population of early leavers by institution.

Table C1: Population provided by institution	
	N
Universities	
Manitoba	2,497
Winnipeg	1,248
Brandon	700
Collège Universitaire de Saint-Boniface (University)	89
University College of the North (University)	37
University total	**4,571**
Colleges	
Red River	799
University College of the North (College)	265
Assiniboine	163
Collège Universitaire de Saint-Boniface (College)	18
College total	**1,245**
Grand total	**5,816**

Conducting interviews

Depending on the institution, these lists of early leavers were received between mid-November and mid-December 2006.

Given the fact that some students left their institution up to a year earlier, it is not surprising that many of the telephone numbers provided were no longer in service or that some individuals were no longer living at the number provided.

The following protocol was used in dealing with various situations:

- All working numbers were called a minimum of eight times at different times, and on different days throughout the period. In some cases, the numbers rang but were never answered. More commonly, the individual was never available or was always too busy to complete the survey.

- For working numbers, but where we were told the individuals no longer lived at that address, we asked if there was another number at which they could be reached. Some were able to provide such a number. Others did not know. In some cases, where individuals were reluctant to provide this information, we asked them to pass on a toll-free number that the former student could call to find out more and also set up an appointment to be interviewed.

- Some individuals simply refused to take part, saying they were too busy, not interested, etc. Some were adamant in their refusal, while others were less so. Late in the process we did follow-up with a random selection of 'soft' refusers to encourage their participation.

- Several individuals told us that, they in fact, believed themselves to still be registered and attending the institution in question. These individuals were classified as non-qualified for the purposes of the survey.

Table C2 summarizes the methodology.

Table C2: Methodology summary	
Sampling method	Attempt census from lists provided
Survey method	Telephone
Total completed	1,448
Total completed universities	1,164
Pre-test dates	November 9 to 10, 2006
Survey dates	November 12, 2006 to February 12, 2007
Total completed colleges	284
Pre-test dates	November 28 to 30, 2006
Survey dates	December 2, 2007 to February 12, 2007

Table C3 summarizes the outcome for all numbers provided. We have divided the provided sample into two broad categories — useable and not useable sample.

Useable sample includes:

- Early leavers who either completed the survey; refused to participate; were at the number provided, but were never available or willing to complete the survey at the time called; and numbers never answered (these included answering machines).

- Others who normally live at that telephone number, but who were away or otherwise unavailable during the survey period, or who were unable to participate for health reasons (e.g., in the hospital).

Sample that is not useable includes:

- Incorrect numbers — phone numbers that were no longer in service, fax numbers, and a few where no number was provided or a number could not be found.

- Phone numbers at which we spoke with someone who said the named individual was unknown or no longer at that number.

- Early leavers who indicated they did not meet the criteria. We most often considered them to be non-qualified because they claimed they were enrolled at the institution in question or in a joint program that involves another institution, or that they have finished all their required course work and are about to graduate.

Table C3: Outcomes			
	Overall	**University**	**College**
Useable sample			
Completions	1,448	1,164	284
Refusals	936	744	192
Callbacks	788	603	185
Other (away for extended period, health)	368	274	94
Not useable sample			
Number incorrect (NIS, Fax, etc)	991	738	253
Named individual does not live at number	714	579	135
Non-qualified (claimed still at institution)	571	469	102
Total	**5,816**	**4,571**	**1,245**

PRA attempted several things to track early leavers who were no longer available at the number provided.

- For individuals with no telephone number, or for which the number provided was not in service, we attempted to find the individuals in their last known community by checking names using Canada 411.

- If the individual no longer lived at the number provided, but where a person knew the individual in question, we asked either for a telephone number at which we might reach them (or failing that), asked them to pass on a toll-free number that the individual could call to participate.

- For individuals who were away for an extended period of time, who reported health issues, etc., we asked for a time in the future when they might be available and called back then.

- After several months, we contacted some of the less adamant refusers to see if they were willing to participate.

Table C4 calculates a response rate for each of the institutions, based on the useable sample, that is, individuals for which a working telephone number was provided and where those individuals were qualified to participate.

Overall, 41% of all such early leavers participated in this survey, ranging from a high of 52% to a low of 25%.

Table C4: Response by Institution			
Institution	**Usable sample**	**Completes**	**Completion rate**
Universities			
University of Manitoba	1,511	589	39%
University of Winnipeg	848	401	47%
Brandon University	337	129	38%
Collège Universitaire de Saint-Boniface	64	33	52%
University College of the North (University)	25	12	48%
Subtotal – universities	**2,785**	**1,164**	**42%**
Colleges			
Red River College	537	200	37%
University College of the North (College)	111	46	41%
Assiniboine Community College	95	35	37%
Collège Universitaire de Saint-Boniface	12	3	25%
Subtotal – colleges	**755**	**284**	**38%**
Total	**3,540**	**1,448**	**41%**

It should be noted that those who were unreachable may be different from those who participated.

Profile of respondents

The population of early leavers and the sample interviewed are fairly similar when it comes to the university or college that they were attending. The sample slightly over-represents University of Winnipeg and Red River College early leavers, and it slightly under-represents University College of the North early leavers.

See Table C5.

Table C5: Distribution by institution		
	Population	**Sample**
University	(N=4,571)	(n=1,164)
University of Manitoba	55%	51%
University of Winnipeg	27%	34%
Brandon University	15%	11%
Collège Universitaire de Saint-Boniface	2%	3%
University College of the North (University)	1%	1%
College	(N=1,245)	(n=284)
Red River College	64%	70%
University College of the North (College)	21%	16%
Assiniboine Community College	13%	12%
Collège Universitaire de Saint-Boniface	1%	1%

In the sample provided by institutions, information was included on each student. While this information provides a limited demographic and academic profile of early leavers from each institution, it also allows us to compare those who participated in the study with all early leavers.

Table C6 provides a demographic profile of the population and of our sample of university and college early leavers.

- The distribution by gender, for both universities and colleges, is similar to the population of early leavers, although we appear to slightly over-represent men among the college sample.

- Our sample of early leavers is slightly younger than the population, both for universities and colleges. In addition, university early leavers are younger than their college counterparts.

- We slightly under-represent Aboriginal early leavers among the colleges, and slightly over-represent those located in Winnipeg.

Table C6: Profile of respondents: demographics *(information institutions provided with sample)*	University		College	
	Population (N=4,571)	**Sample (n=1,164)**	**Population (N=1,245)**	**Sample (n=284)**
Gender				
Female	56%	58%	43%	37%
Male	45%	42%	55%	63%
Age				
19 or younger	23%	31%	12%	17%
20 or 21	32%	35%	24%	27%
22 to 24	25%	19%	24%	28%
25 or older	20%	14%	39%	27%
Aboriginal				
Yes	8%	6%	33%	23%
No	65%	60%	67%	77%
No information	27%	34%	0%	0%
Location				
Winnipeg	58%	62%	51%	56%
Other Manitoba	35%	32%	46%	42%
Outside Manitoba	7%	6%	3%	2%

Table C7 provides a profile of early leavers in terms of various academic-related characteristics.

- Reflecting the fact that the sample is younger than the population, we slightly over-represent early leavers coming directly out of high school as well as new admissions.

- The distribution of the sample is very similar to the population in terms of credit hours.

Table C7: Profile of respondents: Academic *(information institutions provided with sample)*	University		College	
	Population (N=4,571)	**Sample (n=1,164)**	**Population (N=1,245)**	**Sample (n=284)**
High School Student (Sequential)				
Yes	45%	51%	16%	23%
No	55%	49%	73%	68%
No information	0%	0%	11%	10%
Admission				
New admission	42%	49%	60%	56%
Continuing	58%	51%	40%	44%
Number of credit hours attempted in the last registration				
20 or less	26%	25%	10%	8%
21 to 23	18%	17%	2%	2%
24 to 26	22%	23%	1%	<1%
27 to 29	13%	12%	2%	1%
30 or more	21%	22%	21%	17%
No information	-		64%	71%

As shown in Table C8, the sample is similar to the population in terms of the faculty or program in which they were registered.

Table C8: Faculty or program	Population	Sample
University	(N=4,571)	(n=1,164)
University 1	30%	31%
Arts	28%	25%
Science	12%	12%
Other	12%	11%
Undeclared/No information	18%	22%
College	(N=1,245)	(n=284)
Business	33%	32%
Information Technology	15%	18%
Trades/Technology	15%	15%
Arts /Social Sciences	12%	10%
Health Sciences	11%	12%
Other	14%	14%