The Class of 2003
High School Follow-Up Survey

June 2007
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Prepared by:
R.A. Malatest & Associates Ltd.

The Canada Millennium Scholarship Foundation

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Introduction

*The Class of 2003* presents new research on barriers to post-secondary education (PSE) in Canada. Building on the barriers identified in the Canada Millennium Scholarship Foundation’s 2002 and 2004 editions of *The Price of Knowledge*, this survey presents new data on barriers relating to interest and motivation, finances, and academic requirements. The box below lists types of barriers to PSE which have been defined previously.

This report examines the extent to which various factors limit access to PSE and how these barriers interact. More specifically, the study presents the impact of multiple barriers on “first-generation students” (i.e., the first generation in a family to pursue PSE), and explores the PSE aspirations, attainment and barriers of Aboriginal students.

About the Survey

The Canada Millennium Scholarship Foundation, in conjunction with the provinces of New Brunswick, Manitoba, Alberta and Saskatchewan, initiated *The Class of 2003* survey. It was administered in the four participating provinces between May 2005 and July 2006 and intended to provide data on high school experiences and reasons for not pursuing PSE. R.A. Malatest & Associates Ltd. was contracted to develop and administer the survey on behalf of the Foundation. Both the Foundation and the provincial partners participated in the design of the survey.

Surveys were completed by 4,989 respondents from a valid sample of 9,193 former Grade 12 students, representing a valid response rate of 54 per cent. The survey does not include students who dropped out of high school prior to Grade 12. Data from each of the provinces were weighted to reflect differences among provinces in terms of the size of the Grade 12 student population. Details on the methodology used are presented in Appendix 1.

<table>
<thead>
<tr>
<th>Types of Barriers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Informational/Motivational.</strong> Motivational or informational barriers are characterized either as a lack of motivation to pursue PSE or a lack of information about the importance, advantages and cost of PSE. Informational barriers may include lack of awareness of student loans or lack of understanding of career and education options.</td>
</tr>
<tr>
<td><strong>Financial.</strong> Three types of financial barriers have been defined in previous research: price constraints (i.e., the price of education is considered too high for the expected return), cash constraints (which affect those who cannot raise sufficient money to attend a post-secondary institution) and debt aversion (where an individual is unwilling to borrow to finance PSE). Although not a financial barrier per se, the role of a strong job market in possibly attracting people away from PSE has also been identified as a cause of not pursuing PSE.</td>
</tr>
<tr>
<td><strong>Academic.</strong> Academic barriers exist when difficulties meeting course and grade requirements for admission to post-secondary programs dissuade possible students from pursuing higher education.</td>
</tr>
</tbody>
</table>

1. Unless otherwise noted, for the purpose of this report PSE students are defined as students in college, university, apprenticeship and trades, and private vocational programs.
2. The Manitoba survey was administered one year later than in the other provinces (June to July 2006). All other surveys were administered between May and December 2005.
3. Non-valid responses included not-in-service telephone numbers, non-qualifiers (e.g., some respondents were in one upgrading course during 2003 rather than being full-time high school students), business numbers, etc.
4. Additional screening was completed with 4,528 former high school students in Alberta in order to complete 143 additional surveys with Aboriginal students. The sample used in the additional screening was not used to calculate the valid response rate.
Barriers to Post-Secondary Education and Training

Information/Motivation

Indecision about a career or lack of interest accounted for 38 per cent of respondents having not entered a post-secondary program. Youth who had dropped out of a post-secondary program were most likely to have done so because they had lost interest in the program (27 per cent), felt the program was not what they expected (25 per cent) or were undecided on a career (13 per cent). Taken together, these findings indicate that there exists a large segment of youth for whom lack of interest or indecision regarding a career is standing in the way of PSE activities.

This group of youth is less likely to prepare for post-high school activities prior to Grade 12. Specifically, 45 per cent of respondents reporting a lack of interest or motivation in attending a post-secondary program decided on a post-secondary path after Grade 12, compared to 30 per cent of students who went on to PSE. The timing of the decision means that these youth would not have been able to prepare for PSE in terms of course requirements or marks required to obtain entrance into a particular program or institution.

Finances

Finances also played an important role in deterring respondents in The Class of 2003 from pursuing PSE. Thirty per cent of respondents who had not pursued PSE stated that they did not pursue a post-secondary program because of financial issues. Furthermore, 21 per cent of respondents who had entered a post-secondary program but later discontinued it identified financial issues as the cause. The most common financial concern reported by respondents who had never entered a PSE program for financial reasons was concern about getting into too much debt (25 per cent). Notably, most respondents who reported a financial barrier reported more than one type of concern with regard to financing their education. In fact, 41 per cent of respondents who described themselves as facing financial barriers reported that getting into debt, not being able to get enough money to attend and viewing post-secondary programs as too expensive were all concerns.

Another factor influencing youth was the attraction of the job market. One-quarter (24 per cent) of respondents who had never gone on to a post-secondary program for financial reasons said it was because they “wanted to earn money right away.” The strong job market in Alberta in particular appeared to have an effect on post-secondary transitions for The Class of 2003: Alberta respondents were more likely to discontinue PSE because they were working (11 per cent) than were those in the other provinces (six per cent). Respondents in Alberta were also more likely to take a break after high school to work than were respondents elsewhere.

Students who had not attended a post-secondary institution at the time of the survey but hoped to do so in future faced more responsibility for financing their own education than did youth proceeding directly from high school to a post-secondary program. Students enrolled in a post-secondary program most often described family support as their primary source of funding (28 per cent); in contrast, respondents not attending a post-secondary program were more likely to anticipate relying on government student loans (31 per cent) and personal savings (19 per cent) to finance their education. Furthermore, students relying on government student loans more often reported financial barriers (36 per cent) than did those relying on family support (12 per cent).

Academic

Not surprisingly, respondents with reported grades of 80 per cent or higher were unlikely to report academic difficulties in gaining access to a post-secondary program. More telling is the percentage of respondents with lower grades who reported having difficulties meeting entrance or program requirements. Almost one-half of respondents with reported grades of less than 60 per cent and 27 per cent of respondents with grades in the “C” range (i.e., 60 to 69 per cent) reported academic difficulties in gaining entry to or continuing PSE.
Most respondents from The Class of 2003 felt that high school had not prepared them sufficiently in some way for PSE or work (83 per cent). The most common areas where respondents felt that high school had not adequately prepared them for post-high school life were study habits (35 per cent), information about career choices (20 per cent) and academic preparation for PSE (18 per cent). One of the most common suggestions from respondents was that more information should be provided about post-secondary options (16 per cent).

**Interacting Barriers**

**First-Generation Students**

First-generation students (i.e., those youth who are the first in their family to attend a post-secondary program) did not report notably more barriers to PSE than did children of parents with some PSE experience. However, examination of first-generation students’ primary source of financial support for post-secondary education activities reveals that first-generation students were twice as likely as students whose parents had some PSE experience to rely on government student loans to finance their education. Furthermore, first-generation students were more likely to face academic barriers—youth whose parents had not attended a post-secondary program were less likely to report grades of 80 per cent or higher (25 per cent) than were youth whose parents had some PSE experience (39 per cent).

**Access to Post-Secondary Programs for Aboriginal Students**

Aboriginal students enrolled in a post-secondary program generally reported educational aspirations which were similar to those of other students, although Aboriginal post-secondary students were more likely to aspire to a certificate or diploma. However, Aboriginal youth were less likely to have participated in PSE: 54 per cent of Aboriginal youth surveyed were participating in or had completed a post-secondary program, compared to 73 per cent of non-Aboriginal youth. Reasons for this difference include geographic barriers, financial barriers and social barriers.

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5. It should be noted that the data are not controlled for the effect of income, as income was not captured in the survey.
Previous research, such as that gathered in the Canada Millennium Scholarship Foundation’s *The Price of Knowledge 2004*,6 has documented the myriad barriers that face young Canadians in pursuing post-secondary education (PSE). *The Price of Knowledge 2004* identified three categories of barriers: academic, financial and informational/motivational. The authors of *The Price of Knowledge* argued that a lack of motivation to go further or lack of information about the benefits/costs are the most significant issues for those who do not have access to PSE.

*The Class of 2003* presents the latest evidence concerning motivational/informational, financial and academic barriers to PSE. Also, because individuals tend to be affected by more than one factor limiting access, the report explores how specific groups of youth are differently impacted by multiple barriers to PSE. In particular, the research presents data on the effects of these barriers on first-generation students (i.e., the first generation of students in a family to pursue PSE) and Aboriginal students.

The Foundation, in conjunction with the provinces of New Brunswick, Manitoba, Alberta and Saskatchewan, initiated and collaborated in the design of *The Class of 2003* survey.7 R.A. Malatest & Associates Ltd. was contracted to provide survey design, survey administration and data analysis.

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7. The Manitoba survey was administered one year later than in the other provinces.
Methodology

A sample of former students was selected with the assistance of each of the provincial jurisdictions participating in the survey. Former students were eligible to be included in the sample if they were in Grade 12 in the 2002–03 school year. Former Grade 12 students were included regardless of whether they had actually graduated from high school in June 2003; however, the proportion of non-high school graduates in the sample was very small (one per cent).

The survey was administered to a total valid sample (excluding not-in-service telephone numbers, non-qualifiers, business numbers, etc.) of 9,193 former students. Survey administration resulted in a valid response rate of 54 per cent. The provincial maximum sampling error is between ±2.2% and ±3.0% (19 times out of 20). The survey was administered in 2005 in three provinces and in 2006 in one province, as indicated in the table below.

<table>
<thead>
<tr>
<th>Province</th>
<th>Survey Administration Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>August 15 to December 10, 2005\textsuperscript{10}</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>June 1 to July 4, 2005</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>May to June, 2005</td>
</tr>
<tr>
<td>Manitoba</td>
<td>June 20 to July 26, 2006</td>
</tr>
</tbody>
</table>

Data from each of the provinces were weighted to reflect differences among provinces in terms of the size of the Grade 12 student population. Survey data were also weighted to reflect the distribution of Grade 12 students by region/school district, language and Aboriginal status in provinces where over-sampling was implemented in order to conduct sub-provincial analyses.

A full description of the methodology is summarized in Appendix 1.

\textsuperscript{8} Some respondents were in one upgrading course during 2003 rather than being full-time high school students.

\textsuperscript{9} Additional screening was completed with 4,528 former high school students in Alberta in order to complete 143 additional surveys with Aboriginal students. The sample used in the additional screening was not used to calculate the valid response rate.

\textsuperscript{10} Two phases of data collection were undertaken. After survey administration had been exhausted with the original sample, additional surveys were administered in order to obtain more data on Aboriginal respondents.
Limitations in Interpreting Survey Results

This study reflects the post-high school experience of students in four provinces in Canada. It does not necessarily reflect the reality of other provinces. Furthermore, it should be noted that the sample was chosen from students who had reached Grade 12 in 2003 and did not include students who dropped out prior to Grade 12. As a result, the findings from The Class of 2003 are not directly comparable to other research that might have been completed with a complete cross-section of youth following high school. Students who reach Grade 12 would be more likely to have higher grades, express PSE aspirations and eventually pursue post-secondary studies than would a general cross-section of youth of comparable age.
Barriers to Post-Secondary Education and Training

One of the objectives of this research was to explore the reasons for non-participation in PSE among former high school students. The barriers to pursuing PSE may be grouped into three main categories, as shown in the box to the left.

Although not defined as a barrier in The Price of Knowledge 2004, support from parents, friends, teachers and other role models was thought to play a key role in determining whether high school students attend PSE. As a result, the extent to which insufficient support from social contacts creates barriers to PSE is also explored in this research.

The focus of the analysis in this report is a comparison of those attending a post-secondary program at the time of the survey with those who were not doing so. The comparison was undertaken to identify differentiating factors between youth with different post-high school transitions. One of the benefits of the study is that former high school students were contacted two to three years after Grade 12. As a result, this report is able to include students who pursued PSE after a break following high school, rather than addressing only those who accessed PSE directly after high school.

The following sections provide an overview of the key barriers for former Grade 12 students who have not pursued post-secondary education or training.

**Informational/Motivational.** Motivational or informational barriers are defined either as a lack of motivation to pursue PSE or a lack of information about the importance, advantages and cost of PSE. Informational barriers may include lack of awareness of student loans, career and education options, or institution entrance requirements.

**Financial.** The Foundation's The Price of Knowledge identified three kinds of financial barriers:

1) Price constraints (i.e., considering the price of education as too high for the expected return).

2) Cash constraints (i.e., being unable to raise sufficient money to attend a post-secondary institution).

3) Debt aversion (i.e., being unwilling to borrow funds to finance PSE).

**Academic.** Course and grade requirements for admission to post-secondary programs constitute potential academic barriers to students seeking to pursue PSE.
Barriers to Access

What are the most important barriers to accessing PSE? The Price of Knowledge 2004 argued that motivational/informational barriers are the most influential, impacting one in two of those individuals who do not go on to PSE. Financial barriers were also found to be significant, impacting between one in five and one in three youth who did not go on to PSE. Academic barriers were found to be the least important, affecting only about seven per cent of those not going on to college or university.11

Respondents from The Class of 2003 survey were asked to indicate one or more reasons why they had chosen not to pursue PSE at the time of the survey. Figure 1 illustrates the most commonly reported barriers.12

The survey examined two types of motivational or interest-related barriers. In particular, respondents were asked to identify whether career indecision or lack of interest in PSE were factors in not pursuing higher education. These two factors were reported as barriers by a combined 38 per cent of respondents who had never attended a post-secondary program. Describing these respondents as having a lack of interest, however, does not provide the whole story, since many of these respondents (71 per cent) did express an intention to enroll in PSE in the future.

Financial issues were reported as a reason for not entering a post-secondary program by 30 per cent of these respondents. Academic considerations (i.e., entrance requirements) accounted for seven per cent of respondents having not entered a post-secondary program. Being currently employed accounted for a further 18 per cent of respondents who had never attended a post-secondary institution.

Figure 1 — Top Barriers to Accessing Post-Secondary Education

<table>
<thead>
<tr>
<th>Barriers to Access</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial issues</td>
<td>30%</td>
</tr>
<tr>
<td>Undecided on career</td>
<td>28%</td>
</tr>
<tr>
<td>Employment</td>
<td>18%</td>
</tr>
<tr>
<td>Lack of interest</td>
<td>12%</td>
</tr>
<tr>
<td>Personal/family issues</td>
<td>10%</td>
</tr>
<tr>
<td>Entrance requirements</td>
<td>7%</td>
</tr>
</tbody>
</table>

n=1,116; weighted data; multiple responses possible

11. While The Price of Knowledge 2004 referenced multiple surveys, the emphasis was on university-level PSE. In contrast, this survey defines PSE participation as including college, university, apprenticeship and trades, and private vocational programs. As a consequence, the results presented in The Price of Knowledge 2004 are not directly comparable to these findings.

12. Other barriers that respondents could choose included: the desired program was not available in the respondent’s geographic area; the desired program was not available in the language of choice; the waiting list was too long for the program of choice; an employer was unable to sponsor the respondent in an apprenticeship program; illness; and “other” barriers.
Barriers to Persistence

One of the benefits of *The Class of 2003* research is that it allows a comparison of access barriers and persistence barriers. Access barriers are defined as those which prevent individuals from going on to PSE, whereas persistence barriers are defined as those which contribute to individuals dropping out of a post-secondary program. Another benefit of the research is that it allows a more complete picture of persistence, because it follows students two to three years after high school instead of tracking only those students who continued on to a post-secondary program directly out of high school. In order to examine the question of persistence, participants can be divided into “continuers” and “leavers.” For the purposes of this study, continuers include students who began their PSE activities after a period of work or time off.

*The Class of 2003* research indicates some key differences between access barriers and persistence barriers. In contrast to the barriers to access described in the previous section, youth who discontinued their studies most often did so because they lost interest in the program (27 per cent) or because the program did not suit them (25 per cent). A further 13 per cent were undecided on their career. Overall, reasons related to a lack of interest in or satisfaction with their program or a lack of direction in their career were cited by 50 per cent of respondents who had discontinued their studies. Academic barriers (11 per cent), personal/family issues (10 per cent) and employment (8 per cent) were mentioned by smaller proportions of these respondents.

The key barriers to continuing PSE are illustrated in Figure 2.

Figure 2 — Top Barriers to Continuing Post-Secondary Education

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lost interest in the program</td>
<td>27%</td>
</tr>
<tr>
<td>Program did not meet expectations</td>
<td>25%</td>
</tr>
<tr>
<td>Financial issues</td>
<td>21%</td>
</tr>
<tr>
<td>Undecided on career</td>
<td>13%</td>
</tr>
<tr>
<td>Difficulty of program</td>
<td>11%</td>
</tr>
<tr>
<td>Personal/family issues</td>
<td>10%</td>
</tr>
<tr>
<td>Employment</td>
<td>8%</td>
</tr>
</tbody>
</table>

n=424; weighted data; multiple responses possible
Overview of Barriers

Information and Motivation

The Price of Knowledge 2004 argued that the most important barriers to the pursuit of PSE are those related to information or motivation. This study examines the issue of informational and motivational barriers by considering the following issues:

1) Beliefs about the benefits of pursuing PSE.
2) Level of planning for post-secondary options during high school and, by implication, preparation for academic or course requirements of post-secondary programs.
3) Level of understanding of how to finance post-secondary studies.
4) Motivation or desire to pursue PSE.

For the purposes of analysis, respondents can be divided into four groups, as defined in the box below.

Post-secondary non-attendees: respondents who have not attended a post-secondary program after high school.

Post-secondary continuers: respondents who continued on to some kind of post-secondary program, including those who took a break from their studies before entering PSE.

Post-secondary completers: respondents who have completed a one- or two-year program since high school.

Post-secondary leavers: respondents who began post-secondary studies but discontinued PSE before completing a program.

This section of the report discusses the differences between these four groups of former Grade 12 students.

Beliefs about the Benefits of Pursuing Post-Secondary Education

The data from this research suggest that some youth are not aware of the benefits that accrue from pursuing higher education, which supports The Price of Knowledge 2004’s claim that the average Canadian underestimates the benefits of PSE. Specifically, almost one-quarter of post-secondary non-attendees indicated that they were not motivated by the expectation of getting a well-paid job if they pursued a post-secondary program. Furthermore, 18 per cent of non-attendees felt that PSE was too expensive overall, regardless of the benefits.

Planning for Post-Secondary Activities

The findings indicate that an information gap exists with respect to making decisions about PSE. Less than half of all respondents reported that high school had fully provided them with enough information to make good choices about their career. In addition, 36 per cent of respondents felt that high school had not fully provided them with enough information to make good PSE decisions. The level of information provided in high school is important: for instance, half of the respondents who reported that they had discontinued PSE because they were undecided about their career also stated that they had not been provided with sufficient information about post-secondary options (51 per cent).

For some post-secondary programs, advance knowledge of the entrance requirements is critical to gaining entrance to the program at a later date.
As a result, the timing of decisions about post-secondary activities plays an important role. Students who make an early decision to attend PSE are more likely to obtain information about entrance requirements at an early enough stage for it to be of use to them. Figure 3 compares the timing of PSE decisions for non-attendees and continuers/completers.

As Figure 3 shows, post-secondary non-attendees were nearly twice as likely as continuers/completers to make decisions related to PSE after high school. Furthermore, among those respondents who reported that they did not pursue PSE because of a lack of interest, career focus or suitable program, 45 per cent stated that they decided what they would do after high school either in Grade 12 or after high school (compared to 30 per cent of post-secondary continuers/completers). This suggests that these individuals, even if they wanted to go on to PSE, might not meet the entrance requirements for some post-secondary programs due to insufficient planning.

**Knowledge about Student Loans**

Those respondents not pursuing PSE were less knowledgeable about student loans than those enrolled in a post-secondary program. Moreover, respondents who had never pursued PSE were more likely than those who had done so to state that finances were a barrier to their participation. In fact, almost 40 per cent of post-secondary non-attendees were unaware of how to get information about student loans. Similarly, among respondents who stated that the reason they were not attending a post-secondary program was a lack of interest, career focus or suitable program, 38 per cent did not know how to get information about student loans. It may be that these students did not know about financial aid programs because they had no interest in further studies and therefore had little use for information about student loan programs. On the other hand, 36 per cent of non-attendees who were not aware of how to get information about student loans also reported that finances were a barrier to them in achieving PSE.
Post-Secondary Aspirations

Perhaps surprisingly, given that motivation has been described as a key reason for youth not going on to PSE, most of the former high school students in The Class of 2003 had aspirations to enter a post-secondary program. Even among non-attendees and leavers, a majority (over 70 per cent of non-attendees; 80 per cent of leavers) expressed interest in pursuing PSE in future in the form of university, college, private training or an apprenticeship. Thus, while the Youth in Transition Survey Cycle 3 indicated that only approximately a quarter of students not originally attending PSE in 1999 were in a PSE program by 2003, this survey suggests that even youth who do not pursue PSE up to three years after high school still harbour the desire to do so.

Figure 4 — Awareness of Student Loans and Financial Barriers to PSE

Figure 5 — Interest in Pursuing Future Post-Secondary Education or Training

n=4,305; weighted data

n=1,116 (non-attendees)/424 (leavers); weighted data
Most respondents wishing to attend a post-secondary program in the future stated that this was because in future they would have decided upon a career (51 per cent). Twelve per cent indicated that they would attend in the future because they would have the financial resources to do so, and nine per cent indicated that they would do so because they would have better knowledge of PSE options.

Future educational and training aspirations differed dramatically according to the educational status of the respondents, as the box below explains.

**Post-secondary continuers:** These respondents were more likely than other respondents to state that they wished to complete a Bachelor’s degree (37 per cent) or a graduate degree (30 per cent).

**Post-secondary non-attendees and leavers:** These respondents were more likely than other respondents to aspire to a certificate or diploma.

**Post-secondary completers:** Not surprisingly, individuals who had recently completed a post-secondary program had the least interest in pursuing future PSE (48 per cent were undecided about or did not wish to pursue further education), presumably because many have already achieved the level of education to which they aspired.

**Financial Barriers**

**Financial Reasons for Not Attending or Discontinuing Post-Secondary Education**

The results from this study suggest that financial issues represent a greater barrier to accessing PSE activities than to continuing them. As illustrated in Figure 7, post-secondary non-attendees reported financial barriers more often than did post-secondary leavers. It would therefore seem that finances were both an access barrier and a persistence barrier, but that the impact is more significant in terms of access.

The 30 per cent of non-attendees who said they had not yet accessed PSE for financial reasons and the 21 per cent of leavers who said they had dropped out of PSE for financial reasons were asked to specify the type of financial barriers they faced. As Figure 7 shows, debt aversion appears to be the most important single financial barrier to post-secondary participation.
In *The Price of Knowledge 2004*, Junor and Usher distinguished between three types of financial barriers:

1. **Price constraints**: students consider the cost of PSE too high relative to the benefits.
2. **Cash constraints**: potential students cannot raise the funds to attend PSE.
3. **Debt aversion**: potential students are unwilling to borrow to pay for PSE activities.

A detailed description of the impact of these three financial barriers, as well the appeal of the job market, is presented below:

**a) Debt aversion.** Concern about getting into too much debt was the most frequently mentioned financial barrier, with 25 per cent of non-attendees who cited financial barriers mentioning this issue. Aversion to debt can be overcome by working to reduce student debt or through student financial assistance; however, those who cannot sufficiently reduce their debt through employment may be deterred from pursuing higher education for this reason. Moreover, if high school students are working primarily for spending money, they will likely not have saved sufficient funds from previous employment to finance PSE and will therefore be subject to debt aversion or cash constraints.

**b) Cash constraints.** As noted in *The Price of Knowledge 2004*, this constraint would seem to be easily overcome, since most students have access to borrowed funds. Despite the availability of student loan and grant programs, however, 21 per cent of non-attendees and 12 per cent of leavers who cited financial barriers indicated that they could not raise enough money to pay for PSE. Interestingly, even though 21 per cent of non-attendees who cited financial barriers reported cash constraints, they were unlikely to borrow money—only four per cent of these individuals had applied for a student loan.

**c) Price constraints.** Post-secondary education was perceived as too expensive relative to its benefits by 18 per cent of non-attendees who cited financial

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14. It should be noted that some students cannot get loans (due to not meeting eligibility criteria, parental income being too high, etc.) even if they do apply.
barriers. The two other price constraints—i.e., that the chosen program was too expensive or that it was too expensive to live away from home—were each identified by approximately one-fifth of non-attendees who cited financial barriers.

d) Desire to earn income. The attractiveness of the job market, while not technically a barrier to PSE, represents a significant financial factor in youth decision-making. Over 20 per cent of non-attendees who cited financial barriers indicated that they did not attend a post-secondary institution because they wanted to earn money right away. (The influence of the job market on decisions to attend a post-secondary program is discussed in more detail later on.)

One of the challenges associated with the analysis of financial barriers is the difficulty of isolating specific financial barriers. Most respondents who identified at least one financial barrier reported being affected by more than one. Indeed, 41 per cent of respondents who mentioned financial barriers to PSE reported that getting into too much debt, not being able to get enough money to attend and viewing the program they wanted to attend as too expensive were all concerns to them.

Types of Financial Support

Non-attendees who expected to attend a post-secondary program in the future were asked how they anticipated financing their future education. Figure 8 compares their responses with the responses of students currently enrolled in PSE regarding their sources of financing.

The proportions of non-attendees who anticipated relying on government student loans (31 per cent) and personal savings (19 per cent) for future PSE activities were higher than the proportions of continuers currently making use of those sources (18 per cent and ten per cent, respectively). Conversely, the proportion of non-attendees who anticipated relying on family support (12 per cent) was lower than the proportion of continuers currently relying on family support as their primary source of financing (28 per cent).

Figure 8 — Primary Source of Financial Support for Post-Secondary Education

15. Specifically, the survey asked respondents to agree or disagree with the following statement: “The benefit of post-secondary education or training was not worth the cost.”
The type of financing available to potential students is important because students relying on government student loans more often reported that financial barriers were the principal barrier to PSE. Only 12 per cent of individuals who expected to rely primarily on family support identified finances as their primary barrier. In contrast, individuals relying on personal savings, employment income and government student loans more often identified financial barriers as a primary obstacle to PSE (43 per cent, 43 per cent and 36 per cent, respectively). Figure 9 illustrates the link between the primary anticipated source of funding and the likelihood of mentioning financial barriers.

**Reasons for Working During High School**

Despite the media attention devoted to the current “sticker price” of PSE, only 14 per cent of respondents enrolled in a post-secondary program at the time of the survey reported working during high school to save money for their education. As Figure 10 shows, most respondents who worked during high school indicated that obtaining spending money was a reason for doing so (86 per cent), but only 18 per cent reported that saving for future education or training was a motivation.

The fact that money earned during high school employment was most often used as spending money might explain the finding that the 30 per cent of respondents who worked during high school were no less likely than students who did not do so to face financial barriers to PSE.

**Figure 9 — Respondents for Whom Financial Barriers Are Main Barrier to Post-Secondary Education by Primary Source of Financing**

<table>
<thead>
<tr>
<th>Source of Financing</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal savings</td>
<td>43%</td>
</tr>
<tr>
<td>Employment income</td>
<td>43%</td>
</tr>
<tr>
<td>Government student loans</td>
<td>36%</td>
</tr>
<tr>
<td>Family support</td>
<td>12%</td>
</tr>
</tbody>
</table>

n=733; weighted data

**Figure 10 — Reasons for Working in High School**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>To acquire general spending money</td>
<td>86%</td>
</tr>
<tr>
<td>To purchase something specific</td>
<td>22%</td>
</tr>
<tr>
<td>To save for future education or training</td>
<td>18%</td>
</tr>
</tbody>
</table>

n=3,479; weighted data
Impact of Current Job Market on Post-Secondary Participation

The findings from *The Class of 2003* indicate that a strong labour market may pull recent high school graduates toward the job market rather than entering PSE. This is suggested by the data for Alberta compared to those for New Brunswick, Saskatchewan and Manitoba. During the period in question, the job market in Alberta was stronger than the job markets of the other participating provinces, and this seems to have had an impact on post-secondary participation. Specifically, 11 per cent of those who discontinued their education in Alberta did so because they were employed versus an average of six per cent in New Brunswick, Saskatchewan and Manitoba.

In addition, the job market seemed to influence how likely respondents were to proceed directly to PSE from high school. That is, while the proportion of respondents with PSE experience was roughly the same in all four provinces, respondents in Alberta were more likely than their counterparts in New Brunswick, Saskatchewan and Manitoba to take a break after high school to work (35 per cent) prior to entering PSE.

Academic

Reported High School Grades

Academic performance in high school is related to post-secondary attainment. University programs in particular require good or excellent grades for admission. Furthermore, even though academic requirements for other programs may be less stringent, students whose academic performance in high school is relatively poor may prefer to enter the workforce rather than continue on to post-secondary studies. Consistent with this notion, *The Class of 2003* illustrates that high school grades were strongly related to post-secondary participation decisions. Respondents who reported average marks of 80 per cent or higher in Grade 11 and 12 were the most likely to participate in a post-secondary program. Specifically, 89 per cent of these respondents were either in PSE or had already completed a PSE program. In comparison, only 45 per cent of respondents who reported average high school grades of 60 per cent or less were in PSE or had already completed a PSE program.

Figure 11 — Working Prior to Post-Secondary Education

![Graph showing employment rates and percentages working between high school and PSE](image)


16. Since Manitoba was surveyed one year later than the other provinces, there was a higher percentage of former high school students who had already completed a PSE credential (17.6 per cent) than elsewhere.
The results illustrated in Figure 12 are consistent with previous research on the link between grades and PSE. According to Finnie and Laporte\textsuperscript{18}, students with grades of 90 per cent or higher are nearly twice as likely as those with grades between 60 and 69 per cent to access PSE in general and over eight times as likely to enter university.

### Course and Grade Requirements

According to The Price of Knowledge 2004, academic barriers are the prime deterrent to PSE for up to 17 per cent of secondary school graduates, depending on the survey consulted. In comparison, Youth in Transition Survey data indicate that approximately seven per cent of high school graduates without post-secondary experience perceived their low marks as a barrier to getting as much education as they want. The results from this study are consistent with the previous findings. As presented previously in Figures 1 and 2, seven per cent of post-secondary non-attendees stated that they did not pursue PSE because of entrance requirements, while 11 per cent of leavers stated that they discontinued PSE due to the difficulty of the program.

In order to further examine the impact of academic barriers on post-secondary attainment, respondents were asked whether course and grade requirements or program difficulty discouraged them from pursuing PSE. For the purposes of analysis, respondents are divided into three categories:\textsuperscript{19}

- **Post-secondary non-attendees**: 27 per cent of these respondents stated that course and grade requirements discouraged them from pursuing PSE.
- **Post-secondary leavers**: 24 per cent of these individuals said that course and grade requirements discouraged them from continuing with PSE.
- **Post-secondary continuers**: only 13 per cent of individuals in a post-secondary program at the time of the survey stated that grade and course requirements discouraged them from continuing their education as far as they would like.

\textsuperscript{17} Average marks are based on marks for Grade 11 and Grade 12.

\textsuperscript{18} Finnie and Laporte, Student Loans and Access to Post-Secondary Education, 2003.

\textsuperscript{19} Grade and entrance requirements were defined as “not able to get into program, marks too low, or not accepted for program” for PSE continuers, “academic difficulty of program” for leavers and “entrance requirements or not accepted into any programs for which you applied” for non-attendees.
Figure 13 — Respondents Discouraged From Post-Secondary Education by Course or Grade Requirements

n=4,970; weighted data.

Figure 14 — Percentage of Respondents Reporting Academic Barriers by High School Grade Level

n=4,942; weighted data.

Figure 13 illustrates the proportion of non-attendees, leavers and continuers who reported being discouraged by academic barriers.

Not surprisingly, students with higher grades were less likely to report academic barriers to attending a post-secondary program. Almost one-half of respondents with reported high school grades of less than 60 per cent and 27 per cent of respondents with grades in the “C” range (i.e., 60 to 69 per cent) identified academic difficulties as a barrier to entering or continuing with post-secondary programs. In comparison, only eight per cent of respondents with grades of 80 per cent or higher reported academic barriers. These results are presented in Figure 14.

Academic Preparation in High School

The examination of academic barriers was also explored in terms of whether these former Grade 12 students felt that they had received adequate preparation for post-secondary studies during high school. The research revealed that almost all respondents (83 per cent) felt that high school had not prepared them adequately in some area.

The most frequently mentioned areas where respondents felt that high school had not adequately prepared them for post-high school activities were:

• Study habits: 35 per cent of respondents felt that high school had not helped them develop the study habits needed to pursue PSE.
• **Career choices:** 20 per cent of respondents indicated that high school had not provided the necessary information to make good choices about their career.

• **Academic preparation:** 18 per cent of respondents felt that high school had not provided them with adequate academic preparation for post-secondary studies.

Respondents who indicated that their high school experience had not fully prepared them for PSE, training and work were asked to indicate how their high school could have better prepared them. Overall, the most common recommendation was for high schools to provide more information about different post-secondary options (mentioned by 16 per cent of respondents). There were some notable differences between respondent categories in terms of the areas where they felt high school preparation could be improved:

• **Post-secondary continuers** were most likely to request a more challenging high school experience (17 per cent) or study preparation courses such as courses on note taking and time management (16 per cent).

• In contrast, **non-attendees** offered a broader range of suggestions, with only a desire for more information about PSE options and life skills standing out in terms of prevalence.

• **Completers** were most likely to report that additional information about life skills such as budgeting was needed (11 per cent).

• **Leavers** most often requested additional information about note taking, study skills and time management.

### Social

**Social Support—Impact of Family and Peers on Decision Making**

Among social support networks, parents and guardians seem to have the strongest influence on youth decisions about post-secondary activities. Parents and guardians were reported as encouraging post-secondary decisions by 92 per cent of respondents. Interestingly, other family members and teachers played a stronger role than friends in encouraging PSE decisions.

---

**Figure 15 — How High School Could Better Prepare Students for Post-Secondary Education**

![Figure 15](image-url)

n=1,962; weighted data
One hypothesis that the study was designed to explore is the idea that non-family role models might have a more significant influence for those respondents whose parents had not attended a post-secondary institution. In other words, in lieu of parental encouragement, encouragement from a non-parental post-secondary representative could contribute to cultural capital for individuals with no history of PSE in the family. However, the study’s findings indicate that respondents who belonged to the first generation of their family to pursue PSE did not differ significantly from other respondents in terms of influences on their post-secondary decisions. Non-parental forms of social support do occur, but their incidence is not systematically higher among first-generation PSE students.

Figure 16 — Sources of Social Support for Post-Secondary Decisions

Factors Predicting Participation in Post-Secondary Education and Training

A regression model was used to determine which factors influence an individual’s decision to pursue post-secondary education or training. The explanatory variables, or factors that influence the decision to enter a post-secondary program, are described below:

• High school grades: 88 per cent of respondents with high school grades of 80 per cent or higher went on to attend a post-secondary program, compared to 62 per cent of those with grades below 80 per cent.

• Dependants: Only 44 per cent of respondents with dependants went on to a post-secondary program, compared to 72 per cent of respondents with no dependants.

• Parental post-secondary education level: Parents’ educational history impacted on their children’s post-secondary paths. Seventy-seven per cent of respondents whose parents had completed some level of PSE went on to pursue post-secondary studies, compared to 61 per cent of respondents whose parents had no PSE experience.
• Encouragement from significant role models: Encouragement from parents, post-secondary representatives, and other family members all were important influences in terms of whether respondents attended a post-secondary program.

• Gender: 75 per cent of women went on to pursue PSE from the class of 2003, compared to 65 per cent of men. This result is consistent with data from the *Youth in Transition Survey*, which also showed that the post-secondary participation rate was higher for females than for males.²⁰

• Aboriginal status: 64 per cent of Aboriginal youth from the Class of 2003 went on to PSE, compared to 81 per cent of non-Aboriginal youth.

• Disability: Only 43 per cent of respondents who described themselves as having a disability went on to PSE, compared to 71 per cent of other respondents.

A full explanation of the regression model is provided in Appendix 2.

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Interacting Barriers

First-Generation Students

The regression model presented in the previous section highlights the importance of parental education levels in predicting whether youth will enroll in a post-secondary program. This section considers the issue in more depth by profiling “first-generation students”—i.e., those youth who are the first in their family to pursue PSE—in comparison to youth whose parents have some PSE experience.

Rate of Post Secondary Participation

As shown in Figure 17, children of parents who had achieved some level of post-secondary attainment were significantly more likely to pursue PSE than children of parents who had no post-secondary schooling.

Does the type of post-secondary schooling that parents received matter in terms of their children’s post-secondary decisions? Eighty per cent of respondents whose parents had received a university degree pursued PSE, compared to 75 per cent of those whose parents had received a college degree. In other words, respondents whose parents had attended either college or university were more likely overall to pursue PSE themselves in comparison to those whose parents had never attended a post-secondary institution.

Given the importance of first-generation students in terms of increasing societal post-secondary attainment rates, it is worth exploring what path these individuals take after high school. The Class of 2003 shows that children of parents with some level of post-secondary experience were more likely to go on to university. Conversely, those respondents whose parents had no PSE background but who went on to PSE themselves were just as likely to choose non-university programs as university programs. First-generation students were therefore more likely to enter the PSE system through college or vocational institutions than were those from families with backgrounds in PSE.

Figure 17 — Impact of Parental Educational Attainment

<table>
<thead>
<tr>
<th>Category</th>
<th>No PSE Experience</th>
<th>Some PSE Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-secondary continuers</td>
<td>48%</td>
<td>68%</td>
</tr>
<tr>
<td>Post-secondary non-attendees</td>
<td>30%</td>
<td>15%</td>
</tr>
<tr>
<td>Post-secondary completers</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Post-secondary leavers</td>
<td>9%</td>
<td>8%</td>
</tr>
</tbody>
</table>

n=4,984; weighted data
Despite the fact that youth whose parents had no post-secondary experience were consistently less likely to participate in PSE themselves, their perceptions of post-secondary barriers were not significantly different from those of other respondents, as shown in Figure 19 (which looks at data for non-attendees and leavers only).

The same pattern existed among students pursuing PSE. Six in ten of these respondents reported no barriers to pursuing PSE as far as they would like, regardless of their parents' post-secondary attainment.

While first-generation students reported barriers no more often than did other youth in the study, further analysis highlights that financial issues pose an important possible barrier to PSE for this group in particular. That is, first-generation students not
currently enrolled in PSE were more likely than other respondents to anticipate relying on loans as their primary source of funding for future post-secondary activities. Similarly, as Figure 20 shows, first-generation youth enrolled in a post-secondary program at the time of the survey were less likely than those whose parents have some PSE background to rely on parental support and more likely to rely on student loans in financing their education.

Closer examination of the data also indicates that first-generation students are more likely to experience academic barriers. Specifically, youth whose parents had not attended a post-secondary institution were less likely to report grades of 80 per cent or higher (25 per cent) than were youth whose parents had some level of PSE (39 per cent).

Do first-generation post-secondary participants have different social support networks compared to other participants? To explore this question, *The Class of 2003* survey asked respondents whether a number of social groups significantly or somewhat encouraged their decision to pursue PSE. As shown in
Figure 21, the data suggest that there are few differences between first- and subsequent-generation post-secondary attendees in terms of the social support that they receive from important role models.

Aboriginal Students

Educational Aspirations

According to Changing Course: Improving Aboriginal Access to Post-Secondary Education in Canada, the educational aspirations of Aboriginal people are not very different from those of other Canadians. The findings of this study are consistent with that proposition: among survey respondents attending a post-secondary program, the ultimate level of education aspired to is virtually identical for Aboriginal and non-Aboriginal students. One difference that exists, however, is that students of Aboriginal descent are more likely than other students to plan to pursue a certificate or diploma course (23 versus 13 per cent).

Similarly, among individuals not attending a post-secondary institution, future aspirations did not differ systematically between Aboriginal and non-Aboriginal respondents. Among these respondents, over 70 per cent of both Aboriginal and non-Aboriginal youth reported that they planned to pursue some kind of PSE in the future. An important caveat with respect to these data is that the attrition rate for Aboriginal students prior to Grade 12 is much higher than that for non-Aboriginal students. It is impossible to determine whether the educational aspirations of all Aboriginal youth of comparable age to The Class of 2003 cohort would be similar to that of non-Aboriginal youth. Nevertheless, the current research does highlight an important finding: once high school students reach Grade 12, there are few differences in educational aspirations between Aboriginal and non-Aboriginal students.

Educational Attainment

Despite having aspirations which were similar to those of other respondents, Aboriginal youth were significantly less likely to actually participate in PSE. Specifically, 54 per cent of Aboriginal youth surveyed were participating in or had completed a post-secondary program, compared to 73 per cent of non-Aboriginal youth.

Figure 22 — Future Education/Training Aspirations of Aboriginal and Non-Aboriginal Students

n=2,802; weighted data

21. In 2001, 38.7 per cent of Aboriginal individuals aged 25 to 64 had incomplete secondary school as their highest level of schooling, compared to 29 per cent for Canadian youth overall (Census 2001).
Research such as *Aboriginal Peoples and Post-Secondary Education: What Educators Have Learned*\(^\text{22}\) has identified a range of barriers faced by Aboriginal people in accessing PSE. One of the barriers documented in this 2004 report is the additional expenses and burdens that are experienced by Aboriginal people when they move from their home community to attend universities and colleges. *The Class of 2003* confirms that geographic barriers are more likely to affect Aboriginal respondents than their non-Aboriginal counterparts. Among youth attending a post-secondary institution, 60 per cent of Aboriginal students reported relocating to attend their institution, compared to 51 per cent of non-Aboriginal respondents.

**Geographic Barriers**

According to *Changing Course: Improving Aboriginal Access to Post-Secondary Education in Canada*, financial barriers are the most significant barrier to pursuing PSE among Aboriginal youth. As can be
seen in Figure 24, students of Aboriginal descent were less likely than other respondents to report being able to rely on non-loan family support. It is possible, however, that band funding is an offsetting factor, as 18 per cent of Aboriginal students described band funding or other programs for Aboriginal students as a primary source of funding.

Social Support and Role of Non-Parent Adults
There were few differences in terms of the types of support provided to Aboriginal versus non-Aboriginal respondents by important role models, although government representatives were more often described as being encouraging by Aboriginal students (18 per cent) than non-Aboriginal students (11 per cent). In addition, Aboriginal respondents whose parents had pursued PSE were more likely to report that parents, other family members, friends and post-secondary representatives encouraged them to pursue a post-secondary program than were other Aboriginal respondents. It should be noted that The Class of 2003 survey did not ask Aboriginal students to comment on the role of community elders.

Is social support from non-parental role models more important when parents have no PSE experience? As it turns out, Aboriginal respondents whose parents did not have a background in PSE were less likely to report encouragement from other family members (64 per cent) or a post-secondary representative (32 per cent) than were those whose parents had some PSE experience (77 per cent and 50 per cent, respectively). Parents with PSE experience therefore tended to be associated with a more enabling social support network.

One factor related to the social network available to Aboriginal youth that was noted in the survey is that Aboriginal respondents were far less likely to have parents who had obtained post-secondary experience (37 per cent) than were non-Aboriginal youth (58 per cent).

Top Predictors of PSE Participation
A logistic regression model was used to determine which factors influence an Aboriginal individual’s decision to pursue post-secondary education or training. The explanatory variables, or the factors that influence the decision to enter a post-secondary program, are:

- **High school grades**: 82 per cent of Aboriginal respondents with high school grades of 80 per cent or higher went on to attend a post-secondary program, compared to 48 per cent of those with grades below 80 per cent.
• **Encouragement from significant role models:** support from a post-secondary representative was important in predicting whether a respondent would go on to a post-secondary program, as well as support from parents. Sixty-eight per cent of Aboriginal students receiving encouragement from a university or college institution went on to PSE, compared to 45 per cent of respondents receiving no such encouragement.

• **Parental post-secondary experience:** parents’ educational paths impacted on their children’s post-secondary decisions. Sixty-nine per cent of Aboriginal respondents whose parents had completed some level of PSE went on to pursue post-secondary studies, compared to 45 per cent of those respondents whose parents had no PSE.

• **Dependants:** only 39 per cent of Aboriginal respondents with dependants went on to a post-secondary program, compared to 58 per cent of respondents with no dependants.

• **Gender:** Aboriginal women were more likely to attend a post-secondary program (60 per cent) than were Aboriginal men (45 per cent).

A full explanation of the regression model is provided in Appendix 2.
The previous sections of the report examined the barriers preventing the class of 2003 from accessing a post-secondary program. This part of the analysis looks at the other side of the coin: considerations that factor into the decision to pursue a particular post-secondary program. Where applicable, differences between individuals from the class of 2003 who continued on to university, college, vocational or apprenticeship programs are presented.

**Top Reasons for Choice of Post-Secondary Program**

Respondents attending a post-secondary education or training program rated a variety of factors that influenced their choice of a post-secondary program:

- The most prominent reason for choosing a program was *family influence*, with 82 per cent of participating respondents indicating that family influence was somewhat or very important.
- The *reputation of the institution or program* was also a major factor, with 76 per cent of respondents reporting that it was somewhat or very important to their decision-making, although this was generally less of a factor for private vocational or training students (51 per cent).
- *Availability of the desired program* was a somewhat or very important factor for 75 per cent of students.

![Figure 26 — Top Reasons for Choice of Program](image)

n=2,908; weighted data
Overall, the fact that a post-secondary institution was located close to a respondent's hometown was important to 61 per cent of post-secondary continuers in selecting their program. Other factors not presented in Figure 26 included the influence of friends (which was important or somewhat important to 55 per cent of continuers), student/institution facilities (53 per cent), size of the institution (40 per cent), extra-curricular activities available (34 per cent) and contact with a recruiter (23 per cent). The availability of scholarships was important to 29 per cent of continuers.

Financial Factors Influencing Choice of Post-Secondary Institution

The following finance-related reasons for choosing a particular post-secondary program were considered as part of the survey:

a) total cost of PSE, including living expenses, tuition, books, etc. (important or very important to 54 per cent of respondents)

b) tuition fees (42 per cent)

c) availability of employment opportunities such as work terms or co-op programs (42 per cent)

d) length of the course or program (42 per cent).

Program length and tuition fees were more often identified as important factors by community college and private vocational students than by university students and apprentices. This is consistent with the fact that community college and vocational programs tend to be three years or less, compared to four years for university programs. Length of program was mentioned more frequently by Aboriginal students (53 per cent) than by non-Aboriginal students (42 per cent).

Apprentices were more often concerned with the availability of work terms than were other types of students. Tuition fees were also less important to apprentices, relative to students in other PSE streams. This finding may reflect the fact that apprenticeship involves an “earn as you learn” model (wages plus employment insurance support while in school), resulting in less emphasis being placed on tuition costs.

Influence of High School Grades

Previous research has underlined the importance of high school grades to post-secondary educational attainment. In particular, it has indicated that academic barriers are more likely to be prevalent at the university level than at the college level, because universities typically have more selective academic
entrance requirements than colleges. Grade requirements therefore can be a significant academic barrier to youth considering post-secondary options. Indeed, according to a 2003 COMPAS Research survey, half of parents who were not optimistic about their children’s educational futures felt that their children did not have “good enough grades to enter university.”23

The Class of 2003 confirms that there is a strong relationship between academic performance and the type of post-secondary program pursued. University students were three times more likely to have “A” grades than were college students. Apprentices were six times as likely as university students to have grades below 70 per cent.

### Timing of Decision to Pursue Post-Secondary Education

The timing of the decision about PSE may impact on the programs available to students. Decisions about whether to take an academic or vocational stream need to be made early in high school. Furthermore, the academic requirements of some programs mean that courses and grades have to be considered ahead of time by those high school students wishing to pursue more selective programs. As illustrated in Figure 29, students in community colleges, private vocational or training colleges, and apprenticeship programs were more likely to decide on what they wanted to do after high school than were those in university programs.

University students, on the other hand, were more likely to have decided on what they wanted to do by Grade 9. University entrance requirements might prompt interested students to prepare for their post-secondary participation, whereas private vocational, community college and apprenticeship program students were able to decide upon and successfully apply to programs after high school. Apprentices were also more likely to have decided on their career path in Grade 9 or earlier, perhaps because they took the vocational stream in high school rather than the academic stream.

---

Figure 29 — Timing of Post-Secondary Program Decisions

n=2,902; weighted data
The Class of 2003 survey was implemented to establish the following information:

a) factors supporting students in their transition to PSE
b) reasons for non-participation in PSE among former Grade 12 students from the class of 2003.

Highlighted below are the key findings for these research questions.

**What factors were most important in explaining post-secondary attainment?**

Based on a regression model, the following represent the most important factors influencing whether youth go on to enter post-secondary programs:

a) *High school grades*: high school grades of 80 percent or higher virtually assured participation in the post-secondary system.

b) *Dependants*: respondents caring for dependants were less likely to pursue PSE.

c) *Parents’ education*: respondents reporting at least one parent with some PSE experience were more likely to enroll in a post-secondary program than those reporting parents with at most elementary- or high school-level education.

d) *Support from parents and other significant role models*: parents were the most influential group in terms of post-secondary decisions, ahead of friends, teachers and other relatives.

e) *Gender*: females were more likely to attend a post-secondary institution than males.

f) *Aboriginal status*: Aboriginal respondents were less likely to pursue post-secondary studies than non-Aboriginal respondents.

g) *Disability*: individuals who reported a disability were much less likely to enter the post-secondary system than individuals not reporting a disability.

**What are the barriers to obtaining a post-secondary education?**

The following barriers to participating in PSE were identified:

a) *Informational/motivational*: The Class of 2003 identified new information about the impact of a variety of informational and motivational barriers to pursuing higher education. Specifically, respondents not pursuing PSE were less convinced about the benefits of such an education and did not report the same level of planning for post-secondary activities as PSE continuers. Lack of information about student loans appeared to be an important barrier to PSE: a significant proportion of respondents who felt that they faced financial barriers did not know how to get information about student loans.

b) *Financial*: The reality of financial barriers is illustrated through the types of financial support available to youth not attending a post-secondary program. Respondents not yet attending a post-secondary program were half as likely to expect to rely on non-loan family support as youth already in a post-secondary program. Concern about getting into too much debt was the greatest financial barrier to non-attendees who cited financial barriers to PSE (25 per cent), although a similar percentage decided not to pursue PSE because they wanted to earn money right away through employment.

c) *Academic*: Course and grade requirements were described as a barrier by 27 per cent of youth who did not go on to PSE. Only 45 per cent of respondents with grades lower than 60 per cent went on to a post-secondary program, compared to 89 per cent of respondents with grades of 80 per cent or higher. Also, students with lower grades were more likely to attend a college, vocational or apprenticeship program.
d) Social: parents and guardians were the most important social influence on youth decisions about post-secondary activities, with over 90 per cent of respondents reporting that their parents or guardians encouraged their decision to pursue PSE.

**What research questions should be pursued?**

This study found that the majority of individuals not pursuing PSE wished to do so in the future. Despite this desire, data from the *Youth in Transition Survey Cycle 3* indicate that only one-quarter of youth not originally attending a post-secondary institution in 1999 were in a PSE program by 2003. As a result, further research needs to be done to better understand what influences PSE take-up among students who do not proceed to PSE directly from high school. The current research underlines the fact that individuals are far less likely to undertake a post-secondary program once they have children (44 per cent compared to 72 per cent of respondents without children). One would expect that barriers to PSE would increase as time passes after high school, but few studies follow youth five to ten years after high school.

It would also be beneficial to conduct more research on the effects/effectiveness of career development programming. Emerging career development theory recognizes a combination of lack of exploration and validation of one’s own interests and abilities, along with lack of information about careers and education/training pathways, as among the most powerful underlying factors behind lack of “motivation” or “interest.” Given the finding in this report that career indecision/lack of interest was a key issue in not accessing and persisting in PSE, further research on the influence of career development planning would help to understand barriers associated with motivation or interest.

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24. *Follow-up on Education and Labour Market Pathways of Young Canadians Aged 18-20—Results from YITS Cycle 3.*
Appendix 1

Research Methodology

This appendix details the survey administration methodology, including response rates and margins of error, as well as caveats that should be kept in mind when interpreting survey results.

Development of the Survey Instrument

The survey instrument was designed by R.A. Malatest & Associates Ltd. in collaboration with the Canada Millennium Scholarship Foundation and the provinces of Alberta, Manitoba, Saskatchewan and New Brunswick. The final survey instrument contained questions organized into the following modules:

- High School Experience
- Students Currently Enrolled in a Post-Secondary Program
- Respondents Previously Enrolled in a Post-Secondary Program
- Respondents Not in a Post-Secondary Program
- Demographics.

Field testing activities were completed using a sample of former high school students from New Brunswick. The field test for The Class of 2003 was conducted from April 18 to 25, 2005. During the field test administration, survey supervisors and researchers monitored call processes throughout the duration of the calling period. Survey interviewers accessed 225 cases and completed 19 surveys. Based on the pretest, several minor changes were made to the survey.

Sampling Methodology, Response Rates and Margin of Error

The survey was administered to a total valid sample (excluding not-in-service telephone numbers, non-qualifiers, business numbers, etc.) of 9,193 former students. Survey administration resulted in 4,989 surveys, representing a valid response rate of 54 per cent. The distribution of completed surveys by province, the margin of error and response rates are provided in the following table:

<table>
<thead>
<tr>
<th>Province</th>
<th>Total Sample</th>
<th>Valid Sample</th>
<th>Number of Surveys Completed</th>
<th>Valid Response Rate</th>
<th>Margin of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>3,600</td>
<td>3,268</td>
<td>1,682</td>
<td>47.1% (non-Aboriginal respondents)*</td>
<td>±2.2%</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>5,845</td>
<td>2,071</td>
<td>1,200</td>
<td>57.9%</td>
<td>±2.7%</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>3,700</td>
<td>1,875</td>
<td>1,106</td>
<td>59%</td>
<td>±2.8%</td>
</tr>
<tr>
<td>Manitoba</td>
<td>2,707</td>
<td>1,979</td>
<td>1,001</td>
<td>50.6%</td>
<td>±3.0%</td>
</tr>
</tbody>
</table>

* Additional screening was completed with 4,528 former high school students in Alberta in order to obtain 143 additional surveys with Aboriginal students. This additional sample is not included in the valid sample used to calculate the response rate. The valid response rate was calculated on the basis of 1,539 completions obtained with the original sample of 3,268.

25. Some respondents were in one upgrading course, rather than being full-time high school students.
Survey Administration

Telephone surveys were conducted using a Computer Assisted Telephone Interview (CATI) system, with information entered directly into a database during survey administration. The survey was administered in both official languages. Up to eight callbacks were conducted in order to attain the highest response rate possible. For contacts who were not reached directly, a toll-free number was left with all messages.

In order to contact former high school students who may have relocated for work or to attend a post-secondary institution, extensive respondent tracking was completed. Various tracking procedures to locate individuals who had moved or had not-in-service listings were utilized, including use of directory assistance to supply new telephone information, obtaining updated contact information through relatives and use of telephone directories to contact respondents.

The provinces participating in the study did so in 2005 or, in the case of Manitoba, 2006. The following table summarizes the survey administration period for each province:

<table>
<thead>
<tr>
<th>Province</th>
<th>Survey Administration Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alberta</td>
<td>August 15 to December 10, 2005</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>June 1 to July 4, 2005</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>May to June, 2005</td>
</tr>
<tr>
<td>Manitoba</td>
<td>June 20 to July 26, 2006</td>
</tr>
</tbody>
</table>

Data Analysis

Analysis was conducted using the completed surveys. Initial analysis used responses from all respondents to identify key demographics, potential trends and determine effective cross-tabulations of data. Qualitative comments were coded using CATI software to produce data that could be analyzed in conjunction with quantitative data in SPSS.

Weighting

Data from each of the provinces were weighted to reflect the size of the population of Grade 12 students. Furthermore, in multiple provinces, the sample was developed in order to over-represent various demographic groups among former students. Within these provinces, data were weighted to better reflect the following characteristics:

- Region/school district
- Language
- Aboriginal status.

Caveats to Interpreting Survey Results

When reviewing the results of this study, it is important to note that it reflects the post-high school experience of students in only four provinces in Canada and does not necessarily reflect those of other provinces. Furthermore, it should be noted that the sample was chosen from students who had reached Grade 12 in 2003. Because the current study did not capture students who would have left high school prior to Grade 12, high school graduation rates and post-secondary attainment rates are higher than they would be for a general cross-section of youth of the same age.

---

26. Two phases of data collection were undertaken. After survey administration had been exhausted with the original sample, additional surveys were conducted in order to obtain more data on Aboriginal respondents.
All Post-Secondary Participants

A logistic regression model was used to determine which factors influence an individual’s decision to pursue PSE. The explanatory variables, or factors that influence the decision to pursue PSE, are described in Table 1.

The variables included in the analysis were those that had a statistically significant relationship with the decision to pursue PSE. All variables are significant at the .05 level.

The results from the logistic analysis can be summarized as follows:

- An individual’s high school grades have the greatest positive correlation with the decision to pursue PSE. This is not a surprising result, given the grade requirements for many post-secondary programs.
- Encouragement from parents, other family members or post-secondary representatives has a significant impact on an individual’s decision to pursue PSE.
- Individuals with at least one parent who has some PSE experience are more likely to enroll in a post-secondary program than those whose parents’ highest level of education is Grade 12 or less.
- Individuals with Aboriginal status and those with a disability are less likely to enter PSE.
- Caring for dependants is a significant barrier to pursuing PSE.
- Females are more likely to pursue PSE than males.

The results of the logistic regression are presented in Table 2. The Coefficient column contains the parameter estimates from the logistic regression. As the table shows, the majority of the explanatory variables positively influence the decision to pursue PSE.

### Table 1 — Explanatory Variables, Definitions and Sources

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>Source*</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school grades</td>
<td>Grades of 80 per cent or higher = 1; 0 otherwise</td>
<td>A4</td>
</tr>
<tr>
<td>Encouragement from parents</td>
<td>Strongly/somewhat encouraged by parents = 1; 0 otherwise</td>
<td>A7b</td>
</tr>
<tr>
<td>Encouragement from other family members</td>
<td>Strongly/somewhat encouraged by other family members = 1; 0 otherwise</td>
<td>A7c</td>
</tr>
<tr>
<td>Encouragement from post-secondary representatives</td>
<td>Strongly/somewhat encouraged by post-secondary representatives = 1; 0 otherwise</td>
<td>A7g</td>
</tr>
<tr>
<td>Parental post-secondary experience</td>
<td>Parent(s) with PSE experience = 1; 0 otherwise</td>
<td>E3</td>
</tr>
<tr>
<td>Aboriginal status</td>
<td>Aboriginal = 1; 0 otherwise</td>
<td>E4c</td>
</tr>
<tr>
<td>Disability status</td>
<td>Person with a disability = 1; 0 otherwise</td>
<td>E4e</td>
</tr>
<tr>
<td>Dependants</td>
<td>At least one dependant = 1; 0 otherwise</td>
<td>E6a</td>
</tr>
<tr>
<td>Gender</td>
<td>Female respondent = 1; 0 otherwise</td>
<td>E7</td>
</tr>
</tbody>
</table>

* Question number from the survey instrument.

27. The dependant variable takes the value 1 if an individual indicated that he/she had enrolled in a post-secondary program since completing high school and 0 otherwise.

28. In other words, the probability of obtaining these results by chance is less than 5.0 per cent.
The estimates of interest with respect to the interpretation of the model are contained in the Odds Ratio column. These measure the extent to which the odds in favour of entering PSE are raised when the level of, for example, encouragement from parents is increased from the reference level (not encouraged = 0) to the highest level (strongly/somewhat encouraged = 1). For example, if there were two individuals with otherwise similar characteristics, the odds of enrolling in a post-secondary program for the one who received encouragement would be 3.872 times greater than those for the individual who did not.

It may be more useful, however, to examine the probability of attending PSE as a result of the various explanatory variables. These values are included in the Probability column of Table 2. For example, the probability value of 0.931 for the high school grades variable indicates that those individuals who attained grades of 80 per cent or higher in high school had a 93.1 per cent chance of entering PSE. In addition, the change in the probability of entering PSE can also be examined. Since 77.6 per cent of the sample included in the analysis was enrolled in a post-secondary program, a respondent had a 77.6 per cent probability of entering PSE, before controlling for the various explanatory variables. This number can be considered the “base case.” It is then possible to examine the extent to which the explanatory variables increase or decrease the probability of entering PSE from the base case.29 These values have been calculated and are included in the Change in Probability column.

The interpretation of these results is as follows:

• The probability of an individual who attained grades of 80 per cent or higher in high school entering PSE is 93.1 per cent. Alternatively, attaining grades of 80 per cent or higher in high school increases the likelihood of entering PSE by 15.5 per cent.

• The probability of an individual who is encouraged by parents entering PSE is 86.0 per cent. Alternatively, encouragement from parents increases the likelihood of entering PSE by 8.4 per cent.

---

29. For example, the probability associated with the high school grades variable was calculated as follows:

\[
\text{Probability of attending PSE (base case)} = 0.776 \\
\text{Odds ratio (with only a constant in the model)} = \frac{0.776}{1 - 0.776} = 3.464 \\
\text{Odds ratio for high school grades variable} = 3.872 \\
\text{New odds ratio} = 3.464 \times 3.872 = 13.415 \\
\text{Probability of attending PSE with grades of 80 per cent or higher} = \frac{13.415}{1 + 13.415} = 0.931 \text{ or 93.1%} \\
\text{Change in probability from base case} = 0.931 - 0.776 = 0.155 \text{ or 15.5%}
\]
• The probability of an individual who is encouraged by other family members entering PSE is 81.7 per cent. Alternatively, encouragement from other family members increases the likelihood of entering PSE by 4.1 per cent.

• The probability of an individual who is encouraged by post-secondary representatives entering PSE is 87.2 per cent. Alternatively, encouragement from post-secondary representatives increases the likelihood of entering PSE by 9.6 per cent.

• The probability of an individual who has at least one parent with post-secondary experience entering PSE is 87.4 per cent. Alternatively, the likelihood of pursuing PSE increases by 9.8 per cent if at least one parent has PSE experience.

• The probability of an Aboriginal person entering PSE is 72.8 per cent. Alternatively, the likelihood of entering PSE decreases by 4.8 per cent if an individual is Aboriginal.

• The probability of a person with a disability entering PSE is 65.7 per cent. Alternatively, the likelihood of entering PSE decreases by 11.9 per cent if an individual has a disability.

• The probability of an individual entering PSE with at least one dependant is 50.7 per cent. Alternatively, caring for dependants reduces the likelihood of entering PSE by 26.9 per cent.

• The probability of a female entering PSE is 85.0 per cent. Alternatively, the likelihood of entering PSE increases by 7.4 per cent if an individual is female.

Aboriginal Post-Secondary Participants

A logistic regression model was used to determine which factors influence an Aboriginal individual’s decision to pursue PSE. The explanatory variables, or factors that influence the decision to enter PSE, are described in Table 3.

The variables included in the analysis were those that had a statistically significant relationship with the decision to pursue PSE. All variables are significant at the .05 level.

The results from the logistic analysis can be summarized as follows:

• An Aboriginal individual’s high school grades have the greatest positive correlation with the decision to pursue PSE. This is not surprising, given the grade requirements for many post-secondary programs.

• Encouragement from parents or post-secondary representatives has a significant impact on an Aboriginal individual’s decision to pursue PSE.

Table 3 — Explanatory Variables, Definitions and Sources

<table>
<thead>
<tr>
<th>Variable</th>
<th>Definition</th>
<th>Source*</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school grades</td>
<td>Grades of 80 per cent or higher = 1; 0 otherwise</td>
<td>A4</td>
</tr>
<tr>
<td>Encouragement from parents</td>
<td>Strongly/somewhat encouraged by parents = 1; 0 otherwise</td>
<td>A7b</td>
</tr>
<tr>
<td>Encouragement from post-secondary</td>
<td>Strongly/somewhat encouraged by post-secondary representatives = 1; 0 otherwise</td>
<td>A7g</td>
</tr>
<tr>
<td>representatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental post-secondary experience</td>
<td>Parent(s) with PSE experience = 1; 0 otherwise</td>
<td>E3</td>
</tr>
<tr>
<td>Dependants</td>
<td>At least one dependant = 1; 0 otherwise</td>
<td>E6a</td>
</tr>
<tr>
<td>Gender</td>
<td>Female respondent = 1; 0 otherwise</td>
<td>E7</td>
</tr>
</tbody>
</table>

* Question number from the survey instrument.

30. The dependent variable takes the value 1 if an individual indicated that he/she had enrolled in a post-secondary program since completing high school and 0 otherwise.

31. In other words, the probability of obtaining these results by chance is less than 5.0 per cent.
Aboriginal individuals with at least one parent who has PSE experience are more likely to enroll in a post-secondary program than those whose parents’ highest level of education is Grade 12 or less.

Caring for dependants is a significant barrier to pursuing PSE for Aboriginal individuals.

Aboriginal females are more likely to attend PSE than males.

The results of the logistic regression are presented in Table 4. The Coefficient column contains the parameter estimates from the logistic regression. All of the explanatory variables, with the exception of dependants, positively influence the decision to pursue PSE.

The estimates of interest with respect to the interpretation of the model are contained in the Odds Ratio column. These measure the extent to which the odds in favour of attending PSE are raised when the level of, for example, encouragement from parents is increased from the reference level (not encouraged = 0) to the highest level (strongly/somewhat encouraged = 1). For example, if there were two individuals with otherwise similar characteristics, the odds of enrolling in a post-secondary program for the one who received encouragement would be 1.949 times greater than those for the individual who did not.

It may be more useful, however, to examine the probability of attending PSE as a result of the various explanatory variables. These values are included in the Probability column of Table 4. For example, the probability value of 0.845 for the high school grades variable indicates that those individuals who attained grades of 80 per cent or higher in high school had an 84.5 per cent chance of entering PSE. In addition, the change in the probability of attending PSE can also be examined. Since 67.0 per cent of the sample included in the analysis was enrolled in a post-secondary program, a respondent had a 67.0 per cent probability of entering PSE before controlling for the various explanatory variables. This figure can be considered the “base case.” It is then possible to examine the extent to which the explanatory variables increase or decrease the probability of entering PSE from the base case. These values have been calculated and are included in the Change in Probability column.

Table 4 — Logistic Regression Results

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Odds Ratio</th>
<th>Probability</th>
<th>Change in Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school grades</td>
<td>0.990</td>
<td>2.690</td>
<td>0.845</td>
<td>0.175</td>
</tr>
<tr>
<td>Encouragement from parents</td>
<td>0.667</td>
<td>1.949</td>
<td>0.798</td>
<td>0.128</td>
</tr>
<tr>
<td>Encouragement from post-secondary representatives</td>
<td>0.948</td>
<td>2.581</td>
<td>0.840</td>
<td>0.170</td>
</tr>
<tr>
<td>Parental post-secondary education</td>
<td>0.601</td>
<td>1.824</td>
<td>0.787</td>
<td>0.117</td>
</tr>
<tr>
<td>Dependants</td>
<td>-0.696</td>
<td>0.499</td>
<td>0.503</td>
<td>-0.167</td>
</tr>
<tr>
<td>Gender</td>
<td>0.418</td>
<td>1.519</td>
<td>0.755</td>
<td>0.085</td>
</tr>
<tr>
<td>Constant</td>
<td>-1.099</td>
<td>0.333</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

n=536

For example, the probability associated with the high school grades variable was calculated as follows:

Probability of attending PSE (base case): 0.670
Odds ratio (with only a constant in the model): $0.670 / (1 - 0.670) = 2.030$
Odds ratio for high school grades variable: 2.690
New odds ratio: $2.030 \times 2.690 = 5.461$
Probability of entering PSE with grades of 80 per cent or higher: $5.461 / (1 + 5.461) = 0.845$ or 84.5%
Change in probability from base case: $0.845 - 0.670 = 0.175$ or 17.5%
The interpretation of these results is as follows:

- The probability of an Aboriginal individual who attained grades of 80 per cent or higher in high school entering PSE is 84.5 per cent. Alternatively, attaining grades of 80 per cent or higher in high school increases the likelihood of attending PSE by 17.5 per cent.

- The probability of an Aboriginal individual who is encouraged by parents entering PSE is 79.8 per cent. Alternatively, encouragement from parents increases the likelihood of entering PSE by 12.8 per cent.

- The probability of an Aboriginal individual who is encouraged by post-secondary representatives entering PSE is 84.0 per cent. Alternatively, encouragement from post-secondary representatives increases the likelihood of entering PSE by 17.0 per cent.

- The probability of an Aboriginal individual who has at least one parent with PSE experience entering PSE is 78.7 per cent. Alternatively, the likelihood of pursuing PSE increases by 11.7 per cent if at least one parent has PSE experience.

- The probability of an Aboriginal individual with at least one dependant entering PSE is 50.3 per cent. Alternatively, caring for dependants reduces the likelihood of entering PSE by 16.7 per cent.

- The probability of an Aboriginal female entering PSE is 75.5 per cent. Alternatively, the likelihood of entering PSE increases by 8.5 per cent if an individual is female.
Appendix 3

Participation in Post-Secondary Education and Training

The primary focus of this report is not the demographic and education characteristics of respondents but rather the perceived barriers facing the class of 2003 in accessing PSE. In order to provide context with respect to the characteristics of respondents, this Appendix presents the distribution of respondents by post-secondary path (as defined below), as well as type of program for those who have continued on PSE.

For the purposes of analysis, the sample is broken down into the following four post-high school pathways:

- **Post-secondary non-attendees**: these respondents have not attended a post-secondary program since high school.
- **Post-secondary continuers**: these youth continued on from high school to a post-secondary program of some kind.
- **Post-secondary completers**: these youth had already completed a one- or two-year post-secondary program by the time of the survey.
- **Post-secondary leavers**: these respondents went on to PSE but subsequently discontinued their post-secondary studies.

Figure 1 — Participation in Post-Secondary Education

\[ n=4,984; \text{weighted data} \]
Post-Secondary Attainment

According to *Closing the Access Gap: Does Information Matter?*, only two in five young Canadians graduate from a college or university program by the age of 24. Among the youth surveyed here—all of whom had completed high school as far as Grade 12 at least—the post-secondary participation rate is higher. Specifically, almost 70 per cent of former high school students from the class of 2003 were either attending or had completed a post-secondary program (included apprenticeships). As Figure 1 below shows, this figure is very similar to the results from the 2002 *Youth in Transition Survey* when high school dropouts are excluded.

Post-secondary participation rates for *The Class of 2003* (i.e., students who had reached Grade 12) were higher than the rates for high school students as a whole. This emphasizes the fact that once students reach Grade 12, they are far more likely to enroll in or complete a post-secondary program, compared to the age cohort overall. According to the *Youth in Transition Survey*, only 12 per cent of students dropped out prior to completing high school, but this group represents 27 per cent of 18 to 20 year olds who do not pursue PSE.33

Youth from Manitoba were surveyed a year after respondents in New Brunswick, Saskatchewan and Alberta, therefore data from this province are not combined with the other provinces in Figure 1 above. The post-secondary status of Manitoba respondents was similar to that presented in Figure 1, except that a higher percentage of respondents had completed a post-secondary program at the time of the survey (17.5 per cent). This is not surprising, since the Manitoba cohort had had one more year in which to pursue PSE.

Type of Post-Secondary Program Chosen

University was the choice of over 60 per cent of respondents who had pursued PSE at the time of the survey. College enrolment accounted for another 24 per cent of these respondents, while private vocational and apprenticeship programs accounted for less than ten per cent each.

Post-secondary attendees in Alberta were more likely to select a community college or private vocational or training college program (33 per cent) than were those in other provinces (19 per cent). Furthermore, respondents in Alberta were more likely to attend their program on a part-time basis (9 per cent) than were those in other provinces (6 per cent).

Virtually all university students attended school on a full-time basis (97 per cent). In contrast, one in ten college students attended on a part-time basis (12 per cent).

Distance education was uncommon among all post-secondary students, but students in vocational programs were the most likely to pursue this option (ten per cent).

Figure 2 — Type of Post-Secondary Institution Chosen

![Graph showing the distribution of post-secondary institution choices among respondents.](image)

n=4,942; weighted data.

33. Youth not pursuing PSE included high school dropouts with no PSE experience, high school graduates with no PSE experience and post-secondary leavers.
Appendix 4

Survey Instrument
Hello, my name is _______________ and I’m calling on behalf of the Canada Millennium Scholarship Foundation and the Province of [ ] . We are conducting a survey of people who attended high school in 2003. We will be asking questions about your high school experiences and what you have been doing since high school. Your responses are confidential, and you may skip any questions that you are not comfortable answering.

**Alberta introduction:** “Hello, my name is _______________ and I’m calling on behalf of the Canada Millennium Scholarship Foundation and the ministries of Education and Advanced Education representing for the Province of [ ] . We are conducting a survey of individuals who were enrolled in grade 12 in 2002-03. The purpose of the survey is to improve government's understanding of factors influencing students' decisions whether to participate in post-secondary education. We will be asking questions about your high school experiences and what you have been doing since graduation. Your participation is voluntary. Your responses are confidential in so far as they will not be attributable or linked back to you on a personally identifiable basis, and you may skip any questions that you are not comfortable answering. A final report based using only aggregate data will be compiled and published by the Canada Millennium Scholarship Foundation.”

**New Brunswick Introduction:** Hello, my name is _______________ and I’m calling on behalf of the Canada Millennium Scholarship Foundation and the Province of [ ] . We are conducting a survey of people who were in grade 12 in 2003. We will be asking questions about your high school experiences and what you have been doing since high school. Some of the questions relate directly to you high school years, and some examine the impact that various services offered at your school had on your decisions after leaving high school. The project could provide data that is useful in the creation of policies affecting education at both the K-12 and post-secondary levels. Your responses are confidential, the answers you provide will not be used in any way that could identify you, and you may skip any questions that you are not comfortable answering.

Consent: Would you be willing to complete the survey at this time?

**Saskatchewan Introduction:** Hello, my name is _______________ and I’m calling on behalf of the Canada Millennium Scholarship Foundation and the Province of Saskatchewan. We are conducting a survey of people who were in grade 12 in 2003. We will be asking questions about your high school experiences and what you have been doing since high school. Some of the questions relate directly to you high school years, and some examine the impact that various services offered at your school had on your decisions after leaving high school. The project could provide data that is useful in the creation of policies affecting education at both the K-12 and post-secondary levels. Your responses are confidential, the answers you provide will not be used in any way that could identify you, and you may skip any questions that you are not comfortable answering.

Consent: Would you be willing to complete the survey at this time?
SECTON A: HIGH SCHOOL EXPERIENCE – ALL RESPONDENTS

To begin, I would like to talk about your experiences during your high school years. By
high school years, I am referring to grade nine through twelve [senior 1 through senior 4 – Manitoba only]. During the survey, I will be using the term “post-secondary education or training”. By this, I mean further education or training after completing high school, in a university, a community college, a private vocational or training college, or apprenticeship [include SIAST – Saskatchewan only].

A1. Were you employed for wages while in high school? This does not include summer jobs you had during high school, but only includes employment during the school year from September to June.

1. Yes
2. No [Go to A3]

A2. What was your primary reason for working during your high school years? Were there any other reasons? [Do not read list – Code First and Other Mentions]

1. To gain work experience
2. To get money for continuing your education or training beyond high school
3. To get money for something specific
4. To help my family
5. To get my own spending money
6. Other (Please Specify)

A3. Did you take part in extra-curricular activities offered by your high school (e.g., band, drama, sports, clubs, etc.)?

1. Yes
2. No

A4. Thinking back to Grade 11 and 12, were the majority of your grades...

1. Between 80% and 100% (A)
2. Between 70% and 79% (B)
3. Between 60% and 69% (C)
4. Lower than 60% (D)
A5. Thinking back to your high school years, do you feel that high school provided you with adequate preparation for post-secondary education, training, and work in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Partially</th>
<th>Don't Know/Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>giving you the necessary information to make good choices about your career?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b.</td>
<td>giving you information to make good choices about post-secondary education or training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c.</td>
<td>developing study habits needed to pursue post-secondary education or training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d.</td>
<td>academic preparation for post-secondary education or training?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e.</td>
<td>giving you necessary life skills (e.g., communication skills, time-management skills, budgeting skills, etc.)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f.</td>
<td>giving you the necessary work skills?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

You indicated that high school did not provide adequate preparation. Provide example(s) of what would have assisted you to be better prepared.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
A6. Looking back, when did you first start thinking about what you wanted to do after high school? [READ LIST]

1. Grade 9 or earlier
2. Grade 10
3. Grade 11
4. Grade 12
5. After completing high school
8. Unsure/can't remember

A7. On a scale from one to five, where one is significantly encouraged and five is significantly discouraged, what impact would you say each of the following people had on your decision to pursue post-secondary education or training? [ROTATE SCALE]

<table>
<thead>
<tr>
<th></th>
<th>Significantly encouraged</th>
<th>Somewhat encouraged</th>
<th>Neither encouraged nor discouraged</th>
<th>Somewhat discouraged</th>
<th>Significantly discouraged</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Your friends</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Your parents/guardians</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Other members of the family</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Guidance counselors at school</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Government representative/counselor</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Teachers</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>University, apprenticeship, or college representative</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>A role model that you admired</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>Media</td>
<td>1 2 3 4 5 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### A8. On a scale from one to five, where one is significantly encouraged and five is significantly discouraged, what impact would you say each of the following had on your decision to pursue post-secondary education or training? [ROTATE OPTIONS]

<table>
<thead>
<tr>
<th></th>
<th>Significantly encouraged</th>
<th>Somewhat encouraged</th>
<th>Neither encouraged nor discouraged</th>
<th>Somewhat discouraged</th>
<th>Significantly discouraged</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The expectation of getting a well-paying job if you pursue a certain post-secondary program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>b. The costs of a post-secondary education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>c. Having to move to attend a post-secondary institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>d. The course and grade requirements for different apprenticeship, university or college programs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>e. Success in a particular course at high school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>f. Success in extra curricular activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>g. Work experience in high school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>h. Enjoyment of the school/academic environment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>i. Participation in a youth group or youth program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

### A9. Our records indicate that you did not graduate (with a high school diploma) in June of 2003. Did you graduate since June of 2003?

1. Yes
2. No

Our records indicate that you graduated in June of 2003.
A10. Have you enrolled in a post-secondary program at any time since completing high school? This includes any training or education from a university, college, private vocational or training college, or apprenticeship [or SIAST – Saskatchewan only].

1. Yes
2. No [Go to D1]

A11. Which of the following best describes your current situation... Are you enrolled in a post-secondary program or not enrolled in a post-secondary program?

1. Enrolled in a post-secondary program [Go to B1]
2. Not enrolled in a post-secondary program [Go to C1]
SECTION B: CURRENTLY ENROLLED IN A POST-SECONDARY PROGRAM

B1. You indicated that you are currently enrolled in a post-secondary program. Have you been enrolled in this program since the fall immediately after completing high school?

1. Yes [Go to B3]
2. No

B2. What was your main activity in the period between completing high school and your current post-secondary program enrolment? [If more than one activity, the main activity would be the activity respondent spent most of his/her time doing].

1. Working full-time
2. Working part-time
3. Unemployed and looking for work
4. Unemployed and not looking for work
5. Enrolled in a different post-secondary program
6. Returned to high school to improve grades
7. Traveling
8. Taking care of family / household
9. Long-term illness / disability / sickness
10. Volunteering
11. Other (please specify)

B3. What type of program are you currently taking?

1. University undergraduate program (Bachelor degree)
2. Community College program (NOT APPRENTICESHIP)
3. A private vocational or training college program
4. Apprenticeship program (certified program with paid, on-the-job training)
5. SIAST (Saskatchewan only) program
6. Online course
7. Other (please specify): ________________________

B4. How long is your current program of study? [Do not read list]

1. Less than one year
2. One year
3. Two years
4. Three years
5. Four years
6. Five or more years
B5. Is your post-secondary institution or program located...
1. Within the same city or town as your high school?
2. Within the same province as your high school, but not in the same city or town?
3. Within a different Canadian province than your high school?
4. Outside of Canada?

B6. Are you attending this program full or part-time? [For university, full time is 3 or more courses per term and part time is less than 3 courses]
1. Full Time?
2. Part Time?

B7. Are you taking distance education?
1. Yes
2. No

B8. On a scale from one to five, where one is very important and five is not at all important, how important were each of the following to you in choosing your current post-secondary institution or program? [Rotate questions]

<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Neutral</th>
<th>Not very important</th>
<th>Not at all important</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. tuition fees</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>b. the total cost of education including living/housing, tuition, books, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>c. the fact that it was located in or close to your hometown</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>d. family influence and support</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>e. friends/peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>f. contact with a recruiter representing this institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>g. the availability of desired program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>h. the student/institution facilities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>i. the length of the course or program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>j. the reputation of the institution or program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>k. instruction in my preferred language</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>l. the size of the institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>m. availability of work terms/co-op programs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>n. extracurricular activities available</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>o. that you were not accepted by first choice program/institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>p. that you were offered a scholarship by the institution</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
B9. Were you taking the same program last year as the one you’re taking now?

1. Yes [Go to B11]
2. No

B10. You indicated that the program you took last year is different from the one you are currently taking. What was the most important factor in your decision to change programs? Were there any other factors? [Rank three most important reasons - maximum of three. Rotate options]

1. Finished the program (e.g., one year program or upgrading for admission to current program)
2. Lost interest in the program/wanted to do something else
3. Program was not what you expected
4. Financial issues (e.g., current program is less expensive or moved closer to home to reduce expenses)
5. Wanted to be closer to your home and community
6. Concerned about job opportunities after the program
7. Difficulty of program
8. Needs changed and the program was not offered part time
9. Was waitlisted for current program and subsequently accepted
10. Disability supports inaccessible (New Brunswick)
11. Other (please specify )

B11. How far do you plan to go with your education or training within the next five to ten years? [in terms of the ultimate diploma or degree you will obtain]

1. Less than one-year certificate/diploma
2. 1- to 2-year certificate or diploma
3. 3-year certificate or diploma
4. Certified journeyperson
5. Bachelor’s degree
6. Master’s degree
7. Doctorate (Ph.D.)
8. Professional degrees: Medicine, Dentistry, and Law
9. Professional designations (other professional programs)
10. Don’t Know/Unsure
B12. Is there anything currently standing in your way of going as far in school as you would like? [Do not read list. Rank up to three]

1. No
2. Financial situation (needs to work / costs too much)
3. Not able to get into program / marks too low / not accepted
4. Lacks interest or motivation
5. Education or training will take too long
6. Child care responsibilities
7. Undecided as to career
8. Not enough disability supports (financial or education) available (New Brunswick)
9. Other (Please specify)

B13. What is your primary source of funding for your current post-secondary education or training? Any other methods? [Do not read list – Code first and other mentions]

1. family support (excluding loans)
2. government student loans
3. personal savings
4. employment income
5. bursaries
6. scholarships
7. bank/credit union loan
8. personal loans (i.e., from friends, relatives, etc.)
9. RESP/other educational savings plans
10. government program assistance (e.g., Employment Insurance)
11. Band or Aboriginal funding
12. social/income assistance (welfare)
13. other (please specify:________________)

[Go to D17]
SECTION C: PREVIOUSLY ENROLLED IN A POST-SECONDARY PROGRAM

C1. You indicated previously that you enrolled in a post-secondary program after completing high school. Did you successfully complete the post-secondary program?
   1. Successfully completed the program [Go to D12]
   2. No, Discontinued Studies

C2. At what point did you discontinue your program? [Read list]
   1. Before the completion of a program one year or less in duration
   2. During the first year of a multi-year program
   3. At the end of the first year of a multi-year program
   4. During the second year of a multi-year program

C3. Why did you discontinue your program?
   1. Program was not what you expected
   2. Difficulty of program
   3. Financial issues
   4. Lost interest in program
   5. Undecided on career
   6. Personal/Family Issues
   7. Illness
   8. Employment
   9. Disability supports and/or accommodations were not accessible (New Brunswick)
   10. Other – Please specify

[Go to D7 – Note to Programmer: Skips need to be programmed]
SECTION D: STUDENTS NOT IN A POST-SECONDARY PROGRAM

You indicated that you are not currently enrolled in a post-secondary program.

D1. During the past year, what was your main activity? [Do not read list of activities. If more than one activity, the main activity would be the activity respondent spent most of his/her time doing].

1. Attending post-secondary education or training – full time [For university, full time is 3 or more courses per term and part time is less than 3 courses]
2. Attending post-secondary education or training – part time
3. Attending high school
4. Working full-time
5. Working part-time
6. Self-employed
7. Unemployed and looking for work
8. Unemployed and not looking for work
9. Traveling
10. Volunteering
11. Taking care of family/household/homemaker
12. Illness/disability
13. Other (please specify): _____________________

D2. Have you applied to any of the following types of post-secondary institutions or programs since leaving high school? [Read list – Record all that apply]

1. University program
2. College program (public)
3. Private training institution
4. Apprenticeship program
5. SIAST (Saskatchewan only)

D3. [If D1 (3) = Yes, skip to D4] Have you gone back to high school at any time since June 2003?

1. Yes
2. No [Go to D5]

D4. Why have you gone back to high school?

1. Take additional courses that are a prerequisite for the program I’m interested in
2. Upgrade marks
3. General interest
4. Other (Please specify)

[Go to D6 – Note to Programmer: Skips need to be programmed]
D5. Why did you choose not to take post-secondary education or training at this time?

1. Entrance Requirements or Not accepted into any programs for which you applied
2. Financial issues
3. Not interested
4. Career undecided
5. Currently wait-listed
6. Personal/Family reasons
7. Currently employed
8. Desired program was not available in your area
9. Desired program was not in your language of choice
10. The wait-list was too long for your program of choice
11. Employer unable to sponsor you in a registered apprenticeship program
12. Employer unable to provide leave or flexibility for part-time study
13. Illness
14. Disability supports/accommodations not accessible
15. Other – Please specify

D6. You indicated ENTRANCE REQUIREMENTS as a reason for not enrolling in a post-secondary program at this time. Please tell me whether each of the following played a part in your decision.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You did not meet the entrance requirements for the institution or program you wished to enter</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. You did not have the necessary prerequisite courses</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Please specify anything else you wish to identify with respect to your belief that you would not be accepted into any of the programs you would be interested in (e.g., lack of sponsorship):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D7. You gave FINANCIAL ISSUES as a reason for not enrolling in a post-secondary program at this time. Please tell me whether each of the following played a part in your decision.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You are concerned about getting into too much debt</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. You were not able to get enough money to attend</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. The program you wish to take is too expensive</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. It would be too expensive to live away from home</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Wanted to earn money right away</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. The benefit of a post-secondary education or training was not worth the cost</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Please specify anything else you wish to identify with respect to financial issues:</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

D8. You gave LACK OF INTEREST as a reason for not enrolling in a post-secondary program at this time. Please tell me whether each of the following played a part in your decision.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You feel that a post-secondary education will not help you to get a job</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. You wish to attend some time in the future</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. You wish to take a break from formal learning</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. You are planning on doing some traveling before deciding about post-secondary education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. You want to continue working and making money.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. You are planning to explore career and education options before deciding about post-secondary education.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Please specify anything else you wish to identify with respect to not being interested in post-secondary education:</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

D9. You gave CAREER UNDECIDED as a reason for not enrolling in a post-secondary program at this time. Please tell me whether each of the following played a part in your decision.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You are undecided on a specific career choice</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. You did not have sufficient information on your post-secondary options</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Please specify anything else you wish to identify with respect to not having decided on a career:</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
D10. You gave PERSONAL/FAMILY REASONS as a reason for not enrolling in a post-secondary program at this time. Please tell me whether each of the following played a part in your decision.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your present family commitments are more important</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. You don’t want to leave your community and home</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Your family isn't supporting you financially</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Your family isn't encouraging you to go</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>E</td>
<td>Believe your disability related issues will not be recognized (New Brunswick)</td>
<td></td>
</tr>
<tr>
<td>f. Please specify anything else you wish to identify with respect to personal/family reasons:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D11. You indicated that EMPLOYMENT was a reason for you not enrolling in a post-secondary program at this time. Please tell me whether each of the following played a part in your decision.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. You wanted to earn money for future post-secondary education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. To support your family</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. To support yourself</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Working is what you want to do</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. To earn money for a specific purpose or activity (non-PSE such as a trip, buying a car, etc.)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. You have started your own business</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Please specify anything else you wish to identify with respect to being employed rather than attending post-secondary:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D12. Are you currently located ...

1. Within the same city or town as your high school?
2. Within the same province as your high school, but not in the same city or town?
3. Within a different Canadian province than your high school?
4. Outside of Canada?

D13. Are you planning to enroll in a post-secondary program in the future? This includes any training or education from a university, college, private training institution or apprenticeship [or SIAST – Saskatchewan only].

1. Yes
2. No [Go to E1]
3. Undecided
D14. Why have you decided to enroll in a post-secondary program? [Do not read list]

1. You will have sufficient financial resources
2. You will have the prerequisite courses necessary
3. You have a clearer idea of your career preference
4. You have better knowledge of post-secondary education or training options
5. You have been accepted in a post-secondary program that you wanted
6. You have been accepted in a post-secondary institution that you wanted
7. You will have mature student status
8. You will have formal documentation of disability (New Brunswick)
9. Other (Please specify)

D15. If you pursue post-secondary education or training in the future, what would your primary source of funding likely be? What other sources of funding would you likely use? [Do not read list – Code First and Other Mentions]

1. family support (excluding loans)
2. government student loans
3. personal savings
4. employment income
5. bursaries
6. scholarships
7. bank/credit union loan
8. personal loans (i.e., from friends, relatives, etc.)
9. RESP/other educational savings plans
10. government program assistance (e.g., Employment Insurance)
11. Band or Aboriginal funding
12. social/income assistance (welfare)
13. other (please specify:________________)

D16. How far do you plan to go with your education or training within the next five to ten years?

1. Less than one-year certificate/diploma
2. 1- to 2-year certificate or diploma
3. 3-year certificate or diploma
4. Certified journeyperson
5. Bachelor’s degree
6. Master’s degree
7. Doctorate (Ph.D.)
8. Professional degrees: Medicine, Dentistry, and Law
9. Professional designations (other professional programs)
10. Don’t Know/Unsure
D17. Do you know how to get information on government student loans?

1. Yes
2. No
8. Don’t Know/Unsure
SECTION E: DEMOGRAPHICS

E1. What is your age? __________

E2. What is your mother tongue, that is the first language that you learned to speak and can still speak?
   1. English
   2. French
   3. Other – Please specify.

E3. What is the highest level of education completed by your mother (or female guardian) and by your father (or male guardian)? [Do not read list]

<table>
<thead>
<tr>
<th>(Please select only one option for respondent’s mother and one for respondent’s father)</th>
<th>Mother</th>
<th>Father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not go to school or completed some elementary school</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Attended high school but did not finish</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Completed high school</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Registered in an apprenticeship program (e.g. plumber, chef, machinist)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Completed an apprenticeship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attended college or university but did not obtain a diploma or degree</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Completed a community college or technical institute program</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Completed a university degree</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Don’t know</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Not applicable (they are not present or are deceased)</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

E4. Are you a member of any of the following groups? [Read all and select all that apply]

a. Landed immigrant in Canada (a person who has been granted the right to live in Canada permanently by immigration authorities)
b. Non-permanent resident of Canada (a person from another country who has an employment authorization, a student authorization, a Minister’s permit, or who is a refugee claimant or a refugee claimant’s family member living with them)
c. Aboriginal persons (defined as those who consider themselves North American Indian, Métis, or Inuit) [Record which category]
   1. Métis
   2. Inuit
   3. First Nations
   4. Other Aboriginal
   [If E4 c = yes] Do you live on a reserve?
      1. Yes
      2. No

4. Visible minority (a person, other than Aboriginal, who is not white in race or colour)

5. Person with a disability (person with a long-term condition or health problem that limits the kind or amount of activity you can do)
E5. Have you ever applied for a government student loan?

1. Yes, applied and received student loan
2. Yes, applied but did **not** receive student loan
3. Did not apply
4. Don’t Know/Unsure

E6a. How many dependants do you have? (i.e., people you support/take care of)?

________ dependants

[If 0 Go to E7]

E6b. What are your dependants’ relationships to you? [Do not read list; Record all that apply]

1. Parent/grandparent/other adult
2. Own child(ren)
3. Siblings
4. Spouse
5. Other (specify) _____________________________

E7. Gender of respondent (observe and select).

1. Male
2. Female

*That completes the survey!*

*Thank you very much for taking the time to participate.*

*We appreciate your help!*