

**REPORT ON SURVEY OF 2009–10
EARLY LEAVERS
FROM UNIVERSITIES AND COLLEGES
IN MANITOBA**

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EXECUTIVE SUMMARY

The Survey of 2009-10 Early Leavers was a partnership of the Council on Post-Secondary Education (COPSE) and Manitoba's 11 post-secondary institutions. Over a four-and-a-half month period, more than 1,400 earlier leavers completed a survey by telephone that was designed to understand the factors affecting students' decisions to leave before completing their studies and whether they continued their studies elsewhere or entered the labour force. The information gathered will inform policy-making for both the government and the institutions.

FINDINGS

The major findings from this research indicate:

- ▶ College early leavers are more likely to be older, be married, have dependents and be Aboriginal than are early leavers from university. However, this likely reflects the profile of students attending these types of institutions rather than any real difference in the nature of early leavers from each. Even with these differences, early leavers regardless of institution type offer similar responses to many questions.
- ▶ Whether attending university or college, most report that they had a specific occupation or career path in mind before they enrolled in university or college. The choice of a particular institution was primarily related to its location and its offering of the desired program. Eight respondents in 10 said the institution they were attending was their first choice. The vast majority report that their goal at this university/college was to complete a certificate, diploma, or degree.
- ▶ Their experience at the institution from which they left early is generally positive, although this is not universally so. At least 7 in 10 reported being satisfied with the quality of teaching, the quality of their education overall, and their decision to attend the institution. Overall, the level of positive experiences is similar for colleges and universities.
- ▶ Institutions have many programs to support students. About 8 in 10 attended an orientation at their institution, and most were very satisfied with this experience in terms of helping them feel welcome at their institution. Orientation was less successful according to early leavers in terms of helping them to understand the institution's academic expectations, deal with the personal and social transition to university/college, and build their confidence. However, this may not necessarily be problematic. For example, almost all report that they understood the academic expectations of their university or college, even if orientation was not the place they learned it.
- ▶ While few actually took remedial courses, many, in retrospect, think they would have been valuable. About 1 in 5 report taking remedial courses, and about half of those who did not say that such courses would have been helpful. Similarly, about 1 in 3 report that they were encouraged to participate in student support programs, although only about 1 in 3 of those so encouraged did so (about 1 in 10 of all students). Among those who were not encouraged, about 2 in 3 say that support programs or initiatives to help them stay in school would have been at least somewhat helpful. This may reflect that school was more challenging than they expected, and that, looking back, they now see the need for these supports. Some early leavers do admit that they found their program too demanding (20% of university and 36% of

college early leavers) and about 4 in 10 (whether university or college) indicate that their grades were not what they expected.

- ▶ While a mix of reasons appear to play in the final decision, among university early leavers the most commonly reported reasons for leaving are that they “wanted to attend or transfer to another institution” and they decided “the program was not for them.” Indeed, about 1 in 3 university early leavers say wanting to attend or transfer to another institution influenced their decision to leave to a great extent. Among college early leavers this latter reason is most common: “the program was not for me.” Indeed, 4 in 10 say this discovery influenced their decision to leave to a great extent. Regardless of institution type, about 1 respondent in 4 also say they had difficulty maintaining both a job and studies, although only about 1 in 10 say this reason applied to their situation to a great extent, suggesting financial issues are not an important motivating factor for most.
- ▶ In spite of having left their institution, about half of early leavers (51% university and 57% college) indicate they that plan to return to the university or college. Indeed, education remains a priority for many, with 22% of college leavers and 47% of university leavers having attended or currently attending another post-secondary institution. At the time of the survey, 3 respondents in 4 are working for pay, while others are looking for work or waiting to start a job. About half the university early leavers are either waiting to start school (34%) or going to school elsewhere (20%) while 3 in 10 college early leavers are waiting to start or going to school.
- ▶ Most early leavers are at least somewhat satisfied with their decision to have left their institution. University early leavers (83%) are more likely to report being satisfied than their college (64%) counterparts.

CONCLUSIONS

Overall, many factors appear to play a role in students’ decisions to leave their post-secondary institution before completing their program. While some reasons to leave are more common than others, no single reason explains why a majority of early leavers decide to do so. The decision is often circumstantial and specific to the individual and his or her circumstances. With that being said, some reasons are more common than others, with noticeable and statistical differences existing between university and college early leavers. University early leavers more often tend to be swayed by the desire or opportunity to continue their education at another institution, whereas college early leavers tend to leave because they decide that their program is not for them.

While many of the factors that influence the decision to leave are beyond the control of the institution, there is a substantial group of early leavers that may benefit from two activities that are within the control of institutions. Remedial courses appear to be accessed by only some early leavers, but are seen as valuable by considerably more. Increased communication about institutional programs and expectations may also be of value in helping students to assess whether the program is right for them before they enroll.

Early leavers represent not only a potential loss to the individual in terms of lower future wages, but also a loss to Manitoba’s education system, economy, and society as a whole. As such, it would be advantageous for Manitoba to adopt some method of easily identifying those students

who leave one institution before completing their program to continue their post-secondary education at another institution within the province. Such a system would help the province and institutions better understand the true nature of early leavers within the province.

1.0 Introduction

In a given year in Manitoba, approximately 25% of university undergraduate students in first-entry programs and 5% of students in professional programs leave before completing their program. About 38% of college students in diploma programs, and 30% of college students in certificate programs leave school before graduation.¹ While some students who leave one college or university re-enrol in another post-secondary institution, those who do not plan to continue their education represent a loss in potential.

To continue its understanding of why students leave the post-secondary system without graduating, the Council on Post-Secondary Education (COPSE), in partnership with Manitoba's post-secondary institutions, conducted a telephone survey with early leavers from 11 of Manitoba's publicly funded universities and colleges, and private religious institutions. Early leavers are those students who were enrolled full-time (at least a 60% course load) in the 2009–10 academic year, did not complete the 2009–10 session, and/or did not return to enrol in the 2010–11 session, and did not graduate by spring or fall 2010.

Early leavers are an important group to understand because those who do not enrol elsewhere, or who plan to return to their studies, represent not only a potential loss to the individual in terms of lower future wages, but also a loss to Manitoba's education system, economy, and society as a whole. This study hopes to identify this potential impact by commenting on the proportion who continue to pursue post-secondary studies, either in or outside the province.

1.1 Research goals

COPSE and participating post-secondary institutions have identified several goals for this research:

- ▶ *To inform policies in government, as well as in colleges and universities, regarding retention.*
- ▶ *To provide information about the efficiency and accountability of the post-secondary system as a whole, as well as that of specific institutions.*
- ▶ *To help post-secondary institutions better tailor student support systems to improve retention at the post-secondary level.*
- ▶ *To enable policy-makers to disaggregate attrition data and determine the percentages of students who leave the system entirely, why they leave, as well as the percentage who transfer within the system or leave because of job opportunities.*
- ▶ *To provide an indication of the extent of labour market and further post-secondary participation of post-secondary leavers.*

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

¹ Council on Post-Secondary Education. (2011). Statistical Compendium for the Academic Year Ending in 2010. pp. 118–122.

This survey is designed to gather the following information from early leavers:

- ▶ Demographics, including age, gender, marital status, and others
- ▶ Experiences before enrolment in post-secondary education
- ▶ Reasons for deciding to attend post-secondary education
- ▶ Use of and satisfaction with services while attending
- ▶ Reasons for leaving their post-secondary institution
- ▶ Activities since leaving their post-secondary institution

By collecting this information, it is hoped that ways can be determined to reduce the proportion of students who enter the post-secondary system and leave without completing their program.

1.2 Methodology

A steering committee, including COPSE and representatives from participating institutions, reviewed and updated the questionnaire used in the survey of 2006–07 early leavers. PRA Inc. reviewed this draft and provided feedback on wording and question order.

The revised draft was then pretested with 18 early leavers, resulting in further changes to wording, the reordering of some questions, and the elimination of others. After the pretest, COPSE had the questionnaire translated into French. Early leavers had the option to complete the survey in English or French. Final versions of the questionnaire are found in Appendix A and B.

1.2.1 Sample construction

In total, 11 post-secondary institutions participated in the Survey of Early Leavers—9 universities and 4 colleges.² Each institution was responsible for selecting early leavers and providing their information to PRA.

Universities selected students based on the following criteria:

- ▶ Full-time students (taking at least a 60% course load) enrolled in the 2009–10 academic year, who did not complete the 2009–10 session, and/or did not return to enrol in their originating institution in the 2010–11 session, and did not graduate by spring or fall 2010.
- ▶ Excludes graduate students, visiting students, students enrolled in continuing education not pursuing a degree, students enrolled exclusively in distance education, students taking a second degree, auditing students, and special students.

² Universitairé de Saint-Boniface and University College of the North participated as both a university and college institution. Student files for each type were separated prior to fielding of the survey.

Colleges selected students based on the following criteria:

- ▶ Students classified as full-time or 60% course load enrolled in the 2009–10 academic year, who did not complete the 2009–10 session, and/or did not return to enrol in the 2010–11 session, and did not graduate by spring or fall 2010.
- ▶ Red River College excluded students enrolled at regional campuses, in academic upgrading (Main Street campus), in Language Training Centre (ESL Program), in apprenticeships, in external accreditation programs (not including first three years of Joint Baccalaureate Nursing), exclusively in distance education, in continuing education full-time, and in awards programs.
- ▶ Assiniboine Community College excluded students enrolled in contract, cluster, or distance education, at the Adult Collegiate, at the Neepawa Campus, in apprenticeships, and in continuing education.
- ▶ University College of the North excluded students enrolled in apprenticeships, in continuing education, in adult education, in any external accreditation programs (not including first three years of Joint Baccalaureate Nursing), in college prep programs, and in contract training.

Table 1 shows the population of early leavers provided by institution. About 79% of the early leavers in 2009–10 were from one of Manitoba’s universities. The remaining 21% were from one of the province’s colleges.

Table 1: Population of early leavers provided by institution			
	Population (N)	Overall %	Within type %
Universities			
University of Manitoba	2,383	48.2%	61.3%
University of Winnipeg	781	15.8%	20.1%
Brandon University	401	8.1%	10.3%
University College of the North (University)	110	2.2%	2.8%
Canadian Mennonite University	88	1.8%	2.3%
Providence University College*	55	1.1%	1.4%
Steinbach Bible College*	20	0.4%	0.5%
Universitairé de Saint-Boniface (Université)	41	0.8%	1.1%
Booth University College*	6	0.1%	0.2%
University total	3,885	78.6%	100.0%
Colleges			
Red River College	642	13.0%	60.9%
University College of the North (College)	206	4.2%	19.5%
Assiniboine Community College	195	3.9%	18.5%
Universitairé de Saint-Boniface (Collège)	12	0.2%	1.1%
College total	1,055	21.4%	100.0%
Grand total	4,940	100.0%	-

* These colleges have been included as universities because they offer degree programs.

1.2.2 Conducting interviews

PRA conducted the survey from late May 2011 to early October 2011. Although this research was an attempted census of all early leavers, the theoretical error rate would be +/- 1.9%. Table 2 summarizes the methodology.

Survey method	Telephone
Pretest dates	May 25–26, 2011
Survey dates	May 27–October 2, 2011
Total completes	n=1,417
Interviewing method	Telephone
Error rate	+/- 1.9%

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

PRA took several steps to track early leavers who were no longer available at the number provided. These steps included:

- ▶ asking the person who answered the phone for updated contact information if the early leaver was no longer at the phone number listed in the database
- ▶ providing PRA’s toll-free phone number to the person on the phone if he or she was unwilling to provide new contact information; PRA asked for the phone number to be passed on to the early leaver so that he or she could call PRA directly
- ▶ using websites and phonebooks to find new contact information (either phone number or email)

Table 3 calculates a response rate for each institution based on the active sample, that is, individuals for whom a working telephone number was provided or tracked, and who were qualified to participate. Based on the active sample, overall, 44% of early leavers participated in this survey, ranging from a high of 71% to a low of 11%. The overall completion rate (completes divided by total sample) is 29%.

The response rate and completion rate are both up slightly from the survey of 2006–07 early leavers (41% response rate and 25% completion rate).

Table 3: Population of early leavers provided by institution				
	Total sample	Active sample	Completes	Response rate*
Universities				
University of Manitoba	2,383	1,605	707	44.0%
University of Winnipeg	781	478	268	56.1%
Brandon University	401	305	125	41.0%
University College of the North (University)	110	65	12	18.5%
Canadian Mennonite University	88	68	37	54.4%
Providence University College	55	39	25	64.1%
Universitairé de Saint-Boniface (Université)	41	25	12	48.0%
Steinbach Bible College	20	14	10	71.4%
Booth University College	6	5	3	60.0%
University total	3,885	2,604	1,199	46.0%
Colleges				
Red River College	642	356	147	41.3%
University College of the North (College)	206	130	19	14.6%
Assiniboine Community College	195	144	51	35.4%
Universitairé de Saint-Boniface (Collège)	12	9	1	11.1%
College total	1,055	639	218	34.1%
Grand total	4,940	3,243	1,417	43.7%

* Response rate is calculated by dividing completes by the active sample.

1.3 Non-response analysis

In addition to the early leavers' contact information, institutions included limited demographic and educational information for students (if available). Table 4 compares the overall sample of early leavers to those who completed the survey on three demographic characteristics (gender, region, and age) and two educational characteristics (start date at the institution and faculty).

Overall, those who completed the survey are fairly representative of the sample overall, with three groups slightly overrepresented and one slightly under-represented.

- ▶ Early leavers 20 and younger (as of May 1, 2011) are overrepresented by about 10 percentage points, as they account for about 33% of the overall sample and 42% of those surveyed. Those 22 and older are under-represented, with those 24 to 29 being most under-represented (21% of the overall sample and 15% of those surveyed).
- ▶ Those who started at their institution in 2009 are overrepresented by 4 percentage points (39% of overall sample compared to 43% of those surveyed), which is likely a facet of age, as those who were 19 and 20 were most likely to have started at their institution in 2009.

Based on the similarities between the overall sample and those who completed the survey, it was decided that data would not be weighted to account for differences between the overall sample and those that completed the survey.

Table 4: Survey sample distribution by institution-supplied data			
	% of population (n=4,940)	% of completed surveys (n=1,417)	Difference
Gender			
Male	45.7%	44.5%	-1.20%
Female	53.5%	54.6%	1.10%
Missing information	0.8%	0.8%	0.00%
Region			
Winnipeg	59.5%	61.3%	1.80%
Manitoba (outside Winnipeg)	33.3%	32.3%	-1.00%
Canada	6.1%	6.2%	0.10%
Outside Canada	0.9%	0.1%	-0.80%
Missing information	0.2%	-	-0.20%
Age*			
19 or younger	13.4%	18.5%	5.10%
20	19.5%	24.3%	4.80%
21	15.1%	15.4%	0.30%
22 to 23	18.9%	17.3%	-1.60%
24 to 29	20.8%	14.7%	-6.10%
30 and older	12.0%	9.6%	-2.40%
Missing information	0.3%	0.2%	-0.10%
Date started at institution			
2004 or 2005	7.8%	5.8%	-2.00%
2006 or 2007	16.8%	16.4%	-0.40%
2008	22.7%	24.2%	1.50%
2009 or 2010	39.7%	43.2%	3.50%
Missing information	13.0%	10.4%	-2.60%
Faculty			
University 1	30.7%	32.7%	2.1%
Arts	15.3%	16.5%	1.2%
Undeclared/General Studies	14.2%	17.0%	2.8%
Science & Environment	8.3%	9.0%	0.7%
Business/Commerce Management (College)	7.4%	4.7%	-2.7%
Health Sciences (College)	3.3%	2.6%	-0.7%
Trades (College)	3.2%	2.0%	-1.2%
Technical/Technology (College)	2.8%	2.0%	-0.8%
Nursing	2.2%	1.6%	-0.6%
Arts/Social Sciences (College)	2.2%	1.2%	-1.0%
Information Technology (College)	2.0%	2.3%	0.3%
Art & Music	1.6%	1.6%	0.0%
Business (Management)	1.4%	1.4%	0.0%
Education	1.3%	1.1%	-0.2%
Engineering	0.9%	0.7%	-0.2%
Agriculture & Food Science (includng diploma)	0.7%	0.8%	0.1%
Law	0.4%	0.6%	0.1%
Physical Education & Rec Studies	0.4%	0.2%	-0.2%
Human Ecology	0.3%	0.6%	0.3%
Agriculture & Environment (College)	0.3%	0.4%	0.1%
Architecture	0.3%	0.3%	-0.1%
Medicine, Medical Rehab, Pharmacy, Dentistry, & Dental Hygiene	0.2%	0.3%	0.1%
Social Work	0.2%	0.2%	0.0%
First Nations and Aboriginal Counselling	0.2%	0.0%	-0.2%
Education (College)	0.1%	0.1%	0.0%

* Age is based on early leavers' age as of May 1, 2011.

1.4 Statistically significant differences

Large sample sizes may inflate measures of statistical significance and may lead to false conclusions about the strength of association. The chi-square measure of association,³ in particular, is susceptible to this possibility. Therefore, the standards for designating whether a relationship is statistically significant were increased. The benchmarks shown in Table 5 must be met for us to term an association “statistically significant”; the Pearson’s chi-square must have probability of a type 1 error of .000 and either the Phi coefficient or Cramer’s V must have a value of .150 or greater.⁴ Throughout this document, any differences reported meet these criteria, unless otherwise stated, in order to use a standard measure of difference.

Test	Level for significance
Pearson’s chi-square	.000
Phi coefficient or Cramer’s V	.150 or higher

1.5 Comparisons to 2006–07 Early Leavers Survey

As part of the analysis for this report, the results from the current survey were compared to results collected in the previous Early Leavers Survey conducted in 2006–07. Where differences between the 2009–10 Early Leavers Survey and 2006–07 Early Leavers Survey are evident, they are highlighted throughout the report. If no reference is made to differences between the current and previous survey, results are deemed not to be practically (or statistically) different. With that being said, there are few differences between the 2006–07 survey results and the 2009–10 survey results for those questions asked on both surveys.

1.6 Report structure

Like the questionnaire, this report follows early leavers through their post-secondary experience.

- ▶ Section 2 provides an overall profile of those who completed the survey.
- ▶ Section 3 focuses on early leavers’ activities prior to starting their post-secondary education or their previous program, while Section 4 examines their experiences while at university or college.
- ▶ Section 5 includes information about how early leavers financed their post-secondary education and any potential effects this may have had on their decision to leave. Section 6 discusses the factors that contributed to their decision to leave and Section 7 focuses on what early leavers have done since leaving their program.
- ▶ Section 8 includes an overall assessment of early leavers’ satisfaction with their decision to leave their program and factors associated with that decision.

³ Pearson’s chi-square tests whether the observed frequency distribution differs from a theoretical distribution.

⁴ The Phi coefficient and Cramer’s V measure the strength of association between two categorical variables (or sets of scores).

- ▶ Finally, Section 9 concludes the report, summarizing results presented.

Throughout this report, unless explicitly stated in a table as a subpopulation, overall results include those who did not respond to a particular question, although they are not shown in the tables. Therefore, responses to the majority of questions presented in this report will not sum to 100%.

In addition, for all tables reporting results to examine statistical differences between subgroups will not sum to 100%, since these results represent the proportion within each subgroup. Therefore, results for each subgroup are mutually exclusive and should not be summed.⁵

⁵ An example of this is Table 45. The percentage presented represents the proportion within each of these demographic subgroups.

2.0 Profile of respondents

This section examines the profile of students who left their university or college program early.

2.1 Demographic characteristics

As Table 6 shows, university early leavers are more likely to be female, single, younger, without dependents, and non-Aboriginal than college early leavers are. Conversely, college early leavers are more likely to be male, be married, have dependents, and be Aboriginal than university early leavers are. These results fit with differences found between Manitoba college and university early leavers in the past.⁶

- ▶ Although not statistically significant, university early leavers (57%) are more likely to be female than college early leavers are (42%).
- ▶ College early leavers (22%) are more likely than university early leavers are (12%) to report being married or common-law, and more likely to have dependents (29% of college early leavers compared to 10% of university early leavers).
- ▶ One in 5 college early leavers (22%) report being Aboriginal, while 1 in 10 university early leavers (11%) report the same. Among all early leavers who self-identified as being of Aboriginal descent, 51% say they are First Nation, 42% Métis, and 7% non-Status.
- ▶ About 1 early leaver in 5 from universities (17%) and colleges (21%) considers themselves to be a member of a visible minority.
- ▶ Almost all report being Canadian citizens, although 3% of university and college early leavers are landed immigrants or permanent residents.
- ▶ About 8 early leavers in 10 report that the language they first learned as a child and still understand is English.
- ▶ About 6 in 10 early leavers from universities and colleges were living in Winnipeg when attending their institution, although this is largely based on the location of the institutions.
- ▶ College early leavers tend to be older than university early leavers do. On average, college early leavers are about 27 years of age, with 23% being 30 or older. This compares to an average age of about 22 to 23 years for university early leavers, with only 7% being 30 years of age or older.

⁶ Council on Post-Secondary Education. (2007, April 30). Survey of Early Leavers: Universities and Colleges in Manitoba. Retrieved from http://www.copse.mb.ca/pdf/reports/survey_of_early_leavers_final_report.pdf

Table 6: Profile of early leavers		
Q109. What is your marital status?		
Q110. How many dependents (including dependent adults) are you responsible for?		
Q111. Do you consider yourself to be an Aboriginal person?		
Q113. Do you consider yourself to be a member of a visible-minority?		
Q114. What is your current citizenship status? Are you a...		
Q115. What language did you first learn in childhood and still understand?		
Q116. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical or mental condition that limits the kind or amount of paid work that they can do)?		
	Institution type	
	University (n=1,199)	College (n=218)
Gender		
Female	57%	42%
Male	43%	58%
Marital status*		
Single	86%	72%
Married, common-law, or living with partner	12%	22%
Separated, widowed, or divorced	1%	5%
Dependents*		
Responsible for dependents	10%	29%
Average (those with dependents)	1.6	2.0
Aboriginal status		
Aboriginal	11%	22%
Visible minority (excluding Aboriginal)		
Yes	17%	21%
Citizenship		
Canadian citizen	95%	95%
Landed immigrant / permanent resident	3%	3%
All others	1%	1%
Language		
English	83%	78%
French	3%	2%
All others	13%	19%
Disability		
Yes	4%	6%
Region**		
Winnipeg	63%	55%
Other Manitoba	30%	44%
Outside Manitoba	7%	1%
Age**		
19 or younger	20%	11%
20	25%	18%
21	16%	10%
22	11%	12%
23	6%	7%
24 to 29	14%	19%
30 and older	7%	23%
Average age	22.5 years	26.6 years
* Statistically significant difference between university and college.		
**Based on administrative information provided by institutions. Age and region were not asked of respondents.		

2.2 Parents' education

Many early leavers come from households where neither parent had post-secondary training. About 1 in 5 university early leavers and 1 in 3 college early leavers come from first-generation households. Conversely, many come from households where one or both parents attended post-secondary training. Table 7 shows the proportion of early leavers who come from households where both, one, or neither parent had any post-secondary education.

Table 7: Parents' education		
Q117. What is the highest level of education attained by your father (or male guardian)?		
Q118. What is the highest level of education attained by your mother (or female guardian)?		
Post-secondary education	Institution type	
	University (n=1,199)	College (n=218)
Both parents	43%	31%
Mother-only post-secondary education	20%	18%
Father-only post-secondary education	13%	15%
Neither parent (first-generation)	22%	33%

For a detailed breakdown of early leavers' parents' education, see Table 8.

Table 8: Detailed breakdown of parents' education		
Q117. What is the highest level of education attained by your father (or male guardian)?		
Q118. What is the highest level of education attained by your mother (or female guardian)?		
	Type of institution	
	University (n=1,199)	College (n=218)
Highest level of post-secondary education (father)		
High school graduate or less	37%	44%
Some trade-vocational or college	5%	6%
College diploma or certificate	18%	20%
Some university	3%	3%
University certificate or diploma below bachelor's degree	3%	3%
Bachelor's degree	19%	13%
First professional degree	<1%	-
Master's degree	6%	1%
Doctorate degree	1%	1%
Professional association diploma, certificate, licence	<1%	-
Other	<1%	-
Highest level of post-secondary education (mother)		
High school graduate or less	33%	45%
Some trade-vocational or college	4%	5%
College diploma or certificate	23%	19%
Some university	3%	2%
University certificate or diploma below bachelor's degree	4%	7%
Bachelor's degree	20%	16%
First professional degree	<1%	-
Master's degree	7%	1%
Doctorate degree	1%	-
Professional association diploma, certificate, licence	<1%	-
Other	<1%	-

3.0 Before attending post-secondary education

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

3.1 Previous education

All early leavers were asked how they met the requirements for completing high school.

- ▶ The vast majority of early leavers are high school graduates. University early leavers (96%) are slightly more likely (although not statistically) than college early leavers (89%) are to have met the requirements for completing high school by getting a high school diploma.
- ▶ Many early leavers have taken some post-secondary training prior to their current program. College early leavers are statistically more likely than university early leavers are to have taken post-secondary education before the program from which they left. In fact, about 1 in 4 college early leavers had taken some post-secondary education compared to slightly less than 1 in 5 university early leavers. With that being said, they are about equally as likely to have finished a previous post-secondary certificate, diploma, or degree (about 8% each).
- ▶ Given that college early leavers are more likely to have had some post-secondary experience prior to their previous program, it is not surprising that they completed their high school requirements much earlier. On average, college early leavers completed their high school requirements in 2004, while university early leavers completed their requirements in 2007. Furthermore, 3 in 10 college early leavers completed their high school requirements in 2004 or earlier compared to about 1 in 7 university early leavers who did so.

Please see Table 9.

Table 9: Meeting high school requirements		
Q7. Before we discuss your experience, I'd like to ask you a few questions about the period before you started your program at your institution. Before you enrolled in your program, what was the highest level of education you had completed?		
Q8. Did you meet the requirements for completing high school by receiving your high school diploma, a mature high school diploma, or by getting a GED certificate? (GED refers to General Education Development Certificate)		
Q9. In what year did you receive your high school diploma?		
Q10. In what year did you receive your GED certificate?		
	Institution type	
	University (n=1,199)	College (n=218)
Highest level of education*		
Less than high school	3%	7%
Completed secondary or high school	82%	68%
Some college	2%	7%
Some university	6%	9%
Completed college diploma or certificate	4%	5%
Completed university diploma or degree	4%	3%
Other	<1%	1%
Type of high school		
High school diploma	96%	89%
Mature diploma	2%	4%
GED	1%	4%
No high school	1%	2%
Calendar year received high school diploma or GED*		
2009 or later	32%	18%
2007 or 2008	39%	37%
2005 or 2006	14%	14%
2004 or earlier	14%	31%
Average year	2007	2004

* Statistically significant difference between university and college.

The vast majority of both university (88%) and college (69%)⁷ early leavers report an average overall grade in their last year of high school of 70% or higher. University early leavers report higher high school grades than college early leavers do. In fact, about 6 in 10 university early leavers report an average high school grade of 80% or higher, which is about double the 3 in 10 college early leavers who report the same. Even more telling is that 13% of university early leavers report an average high school grade of 90% or higher compared to 2% of college early leavers who do so. See Table 10 for complete results.

Table 10: High school grades*		
Q11. In your last year of high school, what was your overall grade average, as a percentage?		
	Institution type	
	University (n=1,174)	College (n=204)
90% to 100%	13%	2%
80% to 89%	46%	26%
70% to 79%	29%	42%
60% to 69%	4%	15%
50% to 59%	1%	2%
Don't know/no response	8%	14%

* Statistically significant difference between university and college.
Note: Only those early leavers who indicated that they had met the high school requirements by receiving a high school diploma or a mature high school diploma were asked this question.

⁷ Although the proportion of college early leavers with a high school grade in their last year of 70% or higher appears to sum to 70% based on Table 10, the actual proportion is 69%. This difference is due to rounding.

3.2 Goals prior to registration

Most early leavers appear to have clear goals in terms of the area of study they wanted to pursue and a specific occupation or career they wanted before enrolling in university or college. As shown in Table 11:

- ▶ About 7 in 10 early leavers from university say they knew the area of study they wanted to pursue before enrolling at their university.
- ▶ About 2 in 3 early leavers from college and university had a specific occupation or career path in mind before enrolling.

Table 11: Goals prior to registration		
<i>Q16. Did you know what area of study you wanted to pursue before enrolling in this university?</i>		
<i>Q17. Did you have a specific occupation or career path in mind before enrolling in university or college?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Knew area of study wanted to pursue*		
Yes	69%	n/a
No	30%	n/a
Specific occupation/career path		
Yes	64%	66%
No	36%	33%

* Not asked of early leavers from colleges.

While in high school, most did not receive any advice about post-secondary programs they should take or the institution they should attend. As seen in Table 12, while in high school:

- ▶ About 4 in 10 university early leavers and 3 in 10 college early leavers say they received advice about which university or college program to take.
- ▶ Similarly, about 4 in 10 university early leavers and 3 in 10 college early leavers say they received advice about which university or college they should attend.

Table 12: Advice about post-secondary education		
<i>Q13. Did you receive any advice about which university or college program you should take when at your high school?</i>		
<i>Q14. Did you receive any advice about which university or college you should attend when at your high school?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
University/college program advice at high school		
Yes	38%	28%
No	60%	68%
Not applicable	1%	2%
University/college selection advice at high school		
Yes	40%	29%
No	59%	68%
Not applicable	1%	2%

Almost half of university early leavers and 4 in 10 college early leavers say they received career counselling while in high school. While the nature and extent of this counselling is unknown, among these early leavers, about 6 in 10 (both college and university early leavers) say the advice provided them with clear direction when enrolling in university or college.

Table 13: Career counselling while in high school		
Q12. Did you receive any advice about career counselling when at your high school?		
Q15. Did the career counselling you received provide you with a clear direction when enrolling in university or college?		
	Institution type	
	University (n=1,199)	College (n=218)
Career counselling advice at high school		
Yes	46%	36%
No	53%	62%
Not applicable	1%	1%
Provide clear direction*		
Yes	60%	63%
No	39%	34%

* This question was only asked of those who received career counselling in high school.

Looking at results in Table 12 and 13, there appears to be a disconnect between advice received while in high school regarding a career and the university or college program they should have taken. While it could be expected that students would receive advice about a career and post-secondary options at the same time, in fact, more often than not these two pieces of advice appear to be provided independent of one another. While 57% of university and 47% of college early leavers report receiving either career counselling or advice on post-secondary programs at their high school, fewer than half as many (27% and 21% respectively) received both types of advice, indicating that for many, these pieces of advice are given independently of one another.

3.3 Reasons for choosing their institution

Early leavers were asked to rate the extent to which eight different reasons influenced their decision to attend a particular post-secondary institution. Table 14 shows the percentage who say each reason influenced their decision to a great extent.

- ▶ University early leavers tend to rate two factors as having the most influence on their decision about which institution to attend. About half rate *wanting to attend a school in that city or town* (50%) or *the program they were interested in was available there* (49%) as influencing their decision to a great extent.
- ▶ The reason that most often influenced college early leavers to a great extent was that the *program they were interested was available there*. This is much more common among college than among university early leavers. Seven in 10 college early leavers (70%) say that the availability of a particular program influenced their choice of institution to a great extent compared with about half of university early leavers (49%) who say this.
- ▶ There are also two other factors with statistical differences between college and university early leavers. College early leavers (29%) are more likely than university early leavers (16%) are to say that *entry requirements were easier to meet at this institution* influenced them to a great extent, while university early leavers (19%) are more likely than college early leavers (13%) are to say that *their family or friends were attending*

there influenced them to a great extent. (About 46% says some or great)

On average, about three factors influenced early leavers' choice of institution to a great extent.

Table 14: Reasons for attending post-secondary: % rating 'great extent'		
Q19–20, 22–25, & 27–28. Students choose a particular university/college for a variety of reasons. I am going to read you a list of reasons that may have influenced your decisions to attend <name>. Please tell me if each had influenced your choice to a great extent, some extent, small extent, or not at all.		
	Institution type	
	University (n=1,199)	College (n=218)
I wanted to attend school in that city or town	50%	50%
The program I was interested in was available there*	49%	70%
The program had a good reputation	39%	48%
The cost of living was lower	34%	32%
It was close to my family	27%	24%
Parents, family, or other significant people in my life wanted me to enrol here	22%	23%
My family or friends were attending there*	19%	13%
Entry requirements were easier to meet at this institution*	16%	29%

* Statistically significant difference between university and college early leavers.

3.4 First choice

As shown in Table 15, about 8 in 10 early leavers from university and college report that the university or college they were attending was their first choice of institution.

Among those who were not attending their first choice, most indicate that their first choice was another institution in Manitoba, most commonly the largest universities (University of Manitoba and University of Winnipeg) and college (Red River College). The one noticeable difference between university and college early leavers is that 41% of university early leavers say they were considering an institution out of province compared to 5% of college early leavers who say this.

Table 15: If this university/college was not first choice		
Q29. Was this institution your first choice of places to attend? Q30. What was your first choice?		
	Institution type	
	University (n=1,199)	College (n=218)
Was institution your first choice		
Yes	78%	81%
No	22%	19%
First choice*	(n=258)	(n=52)**
University of Manitoba	25%	38%
University of Winnipeg	15%	24%
Red River College	12%	5%
Other Manitoba institution	4%	12%
Brandon University	3%	12%
St. Boniface College	2%	-
Canadian Mennonite University	1%	-
Assiniboine College	<1%	7%
Institution outside province	41%	5%
No response/not sure	3%	2%

Note: Respondents could provide more than one response. Columns may not sum to 100%.
* This question was only asked of those who said their institution was not their first choice.
** Caution – small sample size.

4.0 Post-secondary education experiences

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

4.1 Time in program

Most early leavers were in their program for just a year before not returning, although college early leavers appear to be more likely than university early leavers are to leave in, or at the end of, their first year. While about half of university early leavers left their program after enrolling in 2009 or 2010, about 7 in 10 college early leavers did the same. In part, this difference may be due to the length of their programs, as many students obtaining a diploma or certificate at the college level would be in one- or two-year programs.

Table 16: Length of time in program		
<i>Q5. Thinking about the program you were enrolled in at your institution, what year did you register?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
One year or less	55%	72%
Two years	25%	16%
Three years	10%	8%
Four years	4%	2%
Five or more years	5%	1%

By definition, early leavers are individuals who left their institution before completing their program. However, many, while not completing their program, report that they did complete the 2009–10 academic session. In other words, they completed that year of their study before deciding not to return. As Table 17 shows, university early leavers were much more likely than college early leavers were to complete their 2009–10 year of studies. About 7 in 10 university early leavers completed the year, which is almost double the 1 in 4 college early leavers who completed the year.

Table 17: Completed 2009–10 session		
<i>Q2. Did you complete the 2009–10 session?</i>		
<i>Q6. In the 2009–10 academic year, for how many months did you go to classes before you stopped attending?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Completed 2009–10 session*		
Yes	70%	26%
Months spent in class*		
Less than one month	3%	2%
1 to 3 months	8%	24%
4 months	13%	18%
5 to 7 months	10%	18%
8 or more months	65%	36%
Average	7 months	6 months

* Statistically significant difference between university and college.

4.2 Orientation

As shown in Table 18, over 8 in 10 early leavers, regardless of whether they attended university or college, participated in an *orientation* program when they first started at their institution. Compared to 2006–07, attendance at orientation is up considerably for both university and college early leavers. In 2006–07, 71% of university early leavers and 62% of college early leavers reported attending orientation.

Table 18: Attending orientation		
Q60. While at your institution, did you attend orientation?		
	Institution type	
	University (n=1,199)	College (n=218)
Attended orientation	82%	85%
Did not attend	17%	13%

Looking at those who say they are very satisfied with aspects, it can be seen, for most aspects of orientation tested, early leavers from college are more likely than early leavers from university are to be very satisfied, although none of these differences meet the threshold for statistical significance. The only area where there is virtually no difference between institution types is for *helping with their personal and social transition*.

Generally, early leavers (regardless if university or college) are most satisfied with orientation for *helping them feel welcome at their institution* and are least satisfied with it for *helping them with their personal and social transition to university or college* or *helping to build their confidence*. See Table 19.

Table 19: Satisfaction with aspects of orientation: % 'very satisfied'		
Q61. How satisfied were you with orientation?		
Q62, 65–67. How satisfied were you with each of the following aspects of orientation at your institution...		
	Institution type	
	University (n=981)	College (n=185)
Helping you feel welcome at your institution	57%	61%
Helping you understand your institution's academic expectations	37%	42%
Orientation (overall)	37%	44%
Helping you with your personal and social transition to university/college	26%	25%
Helping to build your confidence	22%	29%

Note: These questions were asked of those early leavers who say attended orientation.

4.3 Academic skills

Early leavers were asked to assess their own academic skills when they first enrolled at the institution they left. Most report having good or excellent skills in terms of communication, although only about half say the same for math skills. As shown in Table 20:

- ▶ About 3 in 4 university early leavers assess their *oral communication skills* to be good or excellent compared to about 2 in 3 college early leavers who say the same.
- ▶ About 7 in 10 university early leavers assess their *written communication skills* as good or excellent, while 6 in 10 college early leavers say the same.
- ▶ About half of university and college early leavers rate their *mathematical skills* as good or excellent.

Table 20: Skills prior to enrolling in institution: % rating as ‘good’ or ‘excellent’		
<i>Q31–33. When you first enrolled at this institution, how would you rate your...</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Oral communication skills	73%	62%
Written communication skills	69%	59%
Mathematical skills	50%	49%

Table 21 shows that when assessing themselves on these three skills, not all early leavers see themselves as being good or excellent at all three at the time they entered their institution. In fact, about 2 in 3 university early leavers and 3 in 4 college early leavers say they were average or poor on at least one of the three skills, including 17% of university early leavers and 16% of college early leavers who say they were poor or very poor on at least one skill.

Table 21: Self-assessment of three academic skills		
<i>Q31–33. When you first enrolled at this institution, how would you rate your...</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Good or excellent on all three skills	33%	26%
Average on at least one skill, but not poor or very poor on any skill	50%	58%
Poor or very poor on at least one skill	17%	16%

4.4 Remedial courses

In part reflecting their self-assessment of their skills (as shown in Table 20), not many early leavers reported enrolling in remedial courses at their institutions to improve math, writing, or reading skills. As shown in Table 22:

- ▶ Slightly less than 1 in 5 early leavers at university and college enrolled in a remedial math, writing, or reading course while at their institution. Compared to 2006–07, there was a noticeable decrease in the proportion of university early leavers who enrolled in remedial courses, down from 29% among 2006–07 early leavers.
- ▶ In retrospect, many early leavers who did not take a remedial course would have found such courses valuable. Among those who did not enrol in remedial courses, about half said such remedial courses would have been helpful.
- ▶ Not surprisingly, given their self-assessment of their own skills, the remedial course that would have been of most interest to early leavers would have been math. Some 55% among university early leavers and 65% among college early leavers cited math as a remedial course that they would have found helpful. Many also said a remedial course in writing (46% among university early leavers and 34% among college early leavers) would have been helpful.

Table 22: Remedial courses		
Q37. While at this institution, did you enrol in a remedial course to improve your skills in math, writing, or reading?		
Q38. Do you think a remedial course would have been helpful?		
Q39. Which area would have been of interest to you?		
	Institution type	
	University (n=1,199)	College (n=218)
Enrolled in remedial course		
Yes	18%	17%
No	82%	83%
Remedial courses would have been helpful*	(n=989)	(n=189)
Yes	50%	49%
Would have helped in the following areas**	(n=497)	(n=95)
Math	55%	65%
Writing	46%	34%
Reading	14%	22%
Sciences	7%	2%
Oral communication/speaking	2%	-
Other	3%	4%
* This question was only asked of those who said they did not take any remedial courses.		
** This question was only asked of those who said they did not take any remedial courses and remedial courses would have been helpful.		

Table 23 shows that students’ self-assessed skills coming into their institution are associated with remedial courses.

- ▶ As self-assessed skills become poorer, early leavers are more likely to have taken remedial courses. About 1 in 10 early leavers who self-assessed their skills in the three areas tested as good or excellent took remedial courses compared to 1 in 4 early leavers who self-assessed themselves as being poor or very poor in at least one of the three skills.
- ▶ Also, the need for remedial courses (among those who did not take any remedial courses) increases as students’ assessment of their skills decreases. About 1 in 3 early leavers who saw themselves as good or excellent in all three skills say remedial courses would have been helpful compared to 3 in 4 who self-assessed as being poor or very poor in at least one area.

Table 23: Profile of remedial courses by self-assessed skills		
	Took remedial courses % (n=1,417)	Remedial courses would have helped* % (n=1,178)
Overall	17%	50%
Good or excellent on all three skills	11%	33%
Average on at least one skill	18%	56%
Poor or very poor on at least one skill	25%	73%

* Statistically significant difference between assessment of skills.

4.5 Goals in attending

Early leavers were asked to rate their agreement about statements related to their goals for their post-secondary education. As shown in Table 24:

- ▶ Most early leavers enter their program with the intention of completing it at that institution. About 8 in 10 university early leavers and more than 9 in 10 college early leavers say their goal at their institution was to *complete a certificate, diploma, or degree*.
- ▶ However, most also agree that their goal was about *studying until a good full-time job was available*. Almost 2 in 3 university early leavers and 8 in 10 college early leavers agree that their goal at their institution was to *study until they could get a full-time job*.

While the intention of these two statements was to capture two distinct options—study until the completion of their program or study until getting a good full-time job—many early leavers agree (or strongly agree) with both statements. For some, these goals are not mutually exclusive, but rather interdependent: getting a good full-time job depended on completing their program. For others, one goal may have precedence over the other. For example, completing a certificate, diploma, or degree at the institution may have been their goal unless a good full-time job came along.

Table 24: Goals for post-secondary education: % 'agree' or 'strongly agree'		
<i>Q41–42. Now, I'd like to ask you some questions about your time while at <name>. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is....</i>		
	Institution type	
	University (n=1,199)	College (n=218)
My goal at this university/college was to complete a certificate, diploma, or degree	82%	95%
My goal at this university/college was to study until I could get a good full-time job	63%	81%

4.6 Student support programs

While many early leavers appear to be aware of programs that might help them stay in school, not all take advantage of these initiatives. About 1 in 3 early leavers, both university and college, say they were encouraged to participate in student support programs or initiatives to help them stay in school. Slightly less than 4 in 10 of those who were encouraged to participate in such programs or initiatives did so (representing about 11% of university early leavers and 13% of college early leavers). See Table 25.

Table 25: Student support programs		
<i>Q34. While at your institution, were you encouraged to participate in any student support programs or initiatives to help you stay in school? Q36. Did you participate in the student support program/initiative at your institution?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Encouraged to participate in student support programs		
Yes	31%	35%
No	68%	63%
Participated in student support program*	(n=370)	(n=76)
Yes	35%	38%

* This question was only asked of those who said they were encouraged to participate in student support programs.

As Table 26 shows, most early leavers who were not offered student support programs or initiatives to help them stay in school say that such support would have been at least somewhat helpful. About 2 in 3 early leavers, university and college, think these would have been helpful, including 20% who say they would have been very helpful. Conversely, about 1 in 3 do not think they would have been helpful, including 14% who think they would not have been helpful at all.

Table 26: How helpful student support programs would have been		
<i>Q35. How helpful do you think a student support program/initiative would have been?</i>		
	Institution type	
	University (n=829)	College (n=142)
Very helpful	20%	20%
Somewhat helpful	43%	44%
Not very helpful	20%	16%
Not at all helpful	14%	14%

Note: This question was only asked of those who said they were not encouraged to participate in student support programs.

Examining student support programs by students’ self-assessment of their skills:

- ▶ There is some evidence to suggest that institutions were able to identify those students who may have poorer skills in some areas, as those who self-assessed as being average, poor, or very poor were more likely to have been encouraged to participate in student support programs than those who self-assessed as being good or excellent in all three areas. However, this difference between groups is not statistically significant.
- ▶ Among those who were encouraged to participate, those who self-assessed as being poor or very poor in at least one area (42%) were slightly more likely than those who self-assessed as being good or excellent in all three skills (33%) or those who self-assessed as being average on at least one skill (34%) to participate in this program. However, this difference is not statistically, nor practically, different.
- ▶ Students’ self-assessed skills appear to be related to their belief that student support would have been very or somewhat helpful to them. Indeed, the proportion who think student support would have been helpful increases from 59% of those who rate their skills as good or excellent to 71% of those who rate at least one skill as poor or very poor. Although this difference is telling, it is not statistically significant.

Table 27: Profile student support programs by self-assessed skills

	Encouraged to participate % (n=1,417)	Participated in student support* % (n=446)	Student support very or somewhat helpful % (n=971)
Overall	32%	35%	63%
Good or excellent on all three skills	24%	33%	59%
Average on at least one skill	35%	34%	64%
Poor or very poor on at least one skill	36%	42%	71%

* This question was only asked of those who said they were encouraged to participate in student support programs.

Looking at early leavers who self-identified as being poor or very poor in at least one skill area, we find approximately 54% say *student support services* and *remedial courses* would have been helpful. Only 13% of these early leavers do not think either of these services would have been helpful for them.

4.7 Post-secondary experiences

This section summarizes early leavers’ agreement with statements about their post-secondary experiences.

4.7.1 Experience with faculty and teaching

Most early leavers appear to be satisfied with the instructors and their teaching.

- ▶ Whether university or college early leavers, about 8 in 10 agree that *overall, the teaching material was useful and relevant*. Conversely, about 1 in 10 (8% of university and 13% of college early leavers) disagree or strongly disagree with this statement, suggesting that they were not satisfied with the teaching materials.
- ▶ About 3 in 4 university and 7 in 10 college early leavers agree that *overall, they are satisfied with the instructors at their institution*. Conversely, some (14% of university and 23% of college early leavers) disagree or strongly disagree with this statement, suggesting that they were not satisfied with their instructors.
- ▶ Similarly, about 7 in 10 agree that *generally, they were satisfied with the quality of teaching in their classes*. Conversely, about 1 in 6 (15% of university and 18% of college early leavers) disagree or strongly disagree with this statement, suggesting that they were not satisfied with the quality of the teaching.

See Table 28.

Table 28: Experience with faculty and staff: % 'agree' or 'strongly agree'		
<i>Q47, 48, & 49. Now, I'd like to ask you some questions about your time while at <name>. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is...</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Overall, the teaching material was useful and relevant	81%	82%
Overall, I was satisfied with the instructors at this university/college	75%	70%
Generally, I was satisfied with the quality of teaching in my classes	72%	71%

4.7.2 Satisfaction with their institution

Overall, most early leavers report being satisfied with their institution in terms of their decision to attend, the quality of education, and the provision of skills needed to succeed. Early leavers' agreement with statements about their experiences at their institution (shown in Table 29) show:

- ▶ Three in 4 university early leavers and 8 in 10 college early leavers agree that *they are satisfied with their decision to attend their institution*. Although not statistically significant, those who said the institution they attended was their first choice (78%) are slightly more likely to agree than those who said their institution was not their first choice (68%) are that *they are satisfied with their decision to attend their institution*. This seems to indicate that early leavers may carry some of the reservation about their institution with them after starting their program. About 1 in 6 (14% of university and 17% of college early leavers) disagree or strongly disagree with this statement.
- ▶ About 3 in 4 university early leavers and 7 in 10 college early leavers agree that, *generally, they are satisfied with the quality of education they received at their institution*. Some disagree (13% of university and 21% of college early leavers) with this statement.
- ▶ About 7 in 10 university early leavers and 8 in 10 college early leavers agree that *while they attended their institution, their program provided them with the skills needed to succeed in a future career*. Although the difference in agreement shown in Table 29 does not indicate much difference between university and college early leavers, 29% of college early leavers strongly agree with this statement compared to 17% of university early leavers. Although telling, this difference is just below the threshold to deem it statistically significant. About 1 in 10 (10% of university and 12% of college early leavers) disagree or strongly disagree with this statement.

Table 29: Satisfaction with institution: % 'agree' or 'strongly agree'

Q40, 43, & 44. Now, I'd like to ask you some questions about your time while at <name>. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is....

	Institution type	
	University (n=1,199)	College (n=218)
I am satisfied with my decision to attend this university/college	75%	79%
Generally, I am satisfied with the quality of education I received at this university/college	74%	70%
While I attended this university/college, my program provided me with the skills needed to succeed in a future career	72%	83%

4.8 Use of and satisfaction with institutions' services

Early leavers use various services while attending their institution, although, with the exception of university academic advising, none are used by a majority.

- ▶ More university (54%) than college (28%) early leavers used *academic advising* services. This difference in use may reflect the fact that college students often enter directly into a specific program, and therefore may not seek academic advising.
- ▶ Although not statistically significant, college early leavers are more likely than university early leavers are to report using *tutoring services* (26% to 16%), *personal counselling* (17% to 9%), and *prior learning assessment* (12% to 5%). When *tutoring services* are combined with *remedial courses*, we find that 28% of early leavers used at least one of these two services, with 6% using both.
- ▶ Fewer than 1 in 5 early leavers at university (17%) and college (15%) used *career counselling* services.

A majority of early leavers report using at least one of these services. About 2 in 3 university early leavers (64%) report using at least one of these services while attending their institution, compared to about half of college early leavers (54%) who report this. Although this difference is suggestive, it is not statistically significant. See Table 30.

Table 30: Use of services		
Q50–54. Please tell me which of the following services you used while attending this institution.		
	Institution type	
	University (n=1,199)	College (n=218)
Academic advising*	54%	28%
Career counselling	17%	15%
Tutoring services	16%	26%
Personal counselling	9%	17%
Prior learning assessment	5%	12%
Any of the above	64%	54%

* Statistically significant difference between university and college early leavers.

The vast majority of early leavers who used each service were satisfied with it. The only noticeable difference is that university early leavers (92%) are much more likely than college early leavers (75%) are to report being satisfied with *tutoring services*; however, this difference is not statistically significant. See Table 31.

Table 31: Satisfaction with services: % 'somewhat satisfied' or 'very satisfied'		
Q55–59. How satisfied were you with...		
	Institution type	
	University	College
Tutoring services	92%	75%
Personal counselling	89%	89%
Prior learning assessment	86%	85%
Career counselling	86%	91%
Academic advising	85%	87%

Note: Only early leavers who used the service were asked to rate their satisfaction with it (see Table 30). Therefore, the n-size changes for each question and is not shown.

5.0 Financing their post-secondary education

This section highlights how early leavers financed their post-secondary education.

5.1 Funding sources

Early leavers use a variety of sources to fund their education. Table 32 shows the funding sources early leavers used while studying at the institution they left.

- ▶ University early leavers (70%) are more likely than college early leavers (55%) are to report using money from their personal savings or employment income. However, personal savings or employment income is just as likely to be the main source for college (26%) as university (29%) early leavers.
- ▶ University early leavers are more likely than college early leavers are to use money from parents, family, or their spouse to fund their education. Almost twice the percentage of university early leavers (35%) than college early leavers (19%) relied on it as their main source of funding for their education. This may be due to early leavers' status, as many college early leavers reported having dependents and being married, indicating they were likely older and, therefore, less likely to rely on parents for funding their education.
- ▶ College early leavers are more likely to rely on other sources, which most likely include sources such Employment Insurance training programs; federal, provincial, or institutional scholarships; and income from employment.

Table 32: Funding sources		
<i>Q85. The next few questions are about financial assistance you may have accessed during your education at your institution. Did you use any of the following sources to fund your education?</i>		
<i>Q86. Among these sources of funding, what was your primary source of funding for your education?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Funding sources used		
Personal savings or employment income	70%	55%
Money from parents, family, or spouse	59%	35%
Government student loans	22%	19%
Loans from financial institutions	17%	19%
Other sources	30%	35%
Main source*		
Money from parents, family, or spouse	35%	19%
Personal savings or employment income	29%	26%
Government student loans	16%	13%
Other sources	11%	28%
Loans from financial institutions	7%	12%
* Statistically significant difference between university and college early leavers. Note: Early leavers could select more than one funding source used. Therefore, column may sum to more than 100%.		

5.2 Effect of not being approved for student loans on continuing studies

Overall, about 3 in 10 early leavers, university and college, have applied for a government student loan (regardless if they used one to finance their education or not).

- ▶ Among them, about 1 in 4 say they have applied for the loan but were not approved.
- ▶ About 4 in 10 university early leavers say that not being approved prevented them from continuing their studies, while about 2 in 10 college early leavers report the same. Although these proportions seem high, this represents 3% of all university early leavers and 1% of all college early leavers.

Table 33: Funding sources		
Q87. Although you did not use Canada or Manitoba student loans during your time at your institution, at any time when taking your post-secondary studies, did you apply for one?		
Q88. During your post-secondary experience, was there ever a time when you were not approved for government student loans after submitting an application?		
Q89. Did not being approved for government student loans prevent you from continuing in your studies?		
	Institution type	
	University (n=1,199)	College (n=218)
Applied for government student loan		
Yes	31%	28%
Not approved for government student loan*	(n=372)	(n=62)
Yes	23%	27%
Not being approved prevented from continuing studies**	(n=85)	(n=17)***
Yes	40%	18%
* This question was only asked of those who had applied for a Canada or Manitoba Student Loan.		
** This question was only asked of those who had not been approved for a government student loan after applying.		
*** Caution – very small sample size.		

5.3 Repaying government student loans

Among those who report using government student loans to fund their education, university early leavers report about double the student loan debt that college early leavers do. On average, university early leavers report about \$8,900 in government student loan debt compared to about \$4,450 for college early leavers. In fact, 18% of university early leavers report \$15,000 or more in government student loan debt compared to 4% of college early leavers who report this. See Table 34.

Table 34: Amount owed in government student loans*		
Q90. When you left your institution, how much did you owe in government student loans?		
	Institution type	
	University (n=266)	College (n=42)**
No debt	5%	7%
\$1–\$4,999	26%	52%
\$5,000–\$9,999	32%	24%
\$10,000–\$14,999	11%	5%
\$15,000–\$19,999	6%	2%
\$20,000 or more	12%	2%
Average debt	\$8,901	\$4,455
Median debt	\$6,000	\$3,000
* This question was only asked of those who used government student loans to fund their education.		
** Caution – small sample size.		
Note: The average and median amounts include those who report no debt at the time they left their institution.		

Among those who used government student loans to fund their education, about 2 in 3 university early leavers have started to repay their government student loans, while almost all college early leavers have started to repay them.

Although university early leavers are less likely than college early leavers are to have started to repay their government student loans, they are more likely to have experienced difficulties in repaying them. About 1 in 3 university early leavers report difficulties compared to 1 in 5 college early leavers who report this.

In part, these increased difficulties are likely due to the higher amounts of government student loan debt levels among university early leavers. In fact, among those who have experienced difficulties repaying their student loans, their average debt at the time they left their program was \$11,450 compared to \$5,950 for those who are not having difficulty.

Table 35: Repaying government student loans		
<i>Q91. Have you started to repay your government student loans?</i>		
<i>Q92. Have you experienced any difficulties in repaying your government student loans?</i>		
	Institution type	
	University	College
Started to repay government student loans*	(n=262)	(n=49)***
Yes	65%	97%
Experienced difficulties repaying student loans**	(n=165)	(n=38)***
Yes	34%	21%

* Statistically significant difference between university and college early leavers.
 ** This question was only asked of those who have started to repay their student loans.
 *** Caution – small sample size.

6.0 Leaving their institution

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

6.1 Main reason for leaving

Early leavers were asked to explain in their own words their reason for leaving university or college. Early leavers give many reasons for leaving early, but these can generally be grouped into several main themes.

- ▶ Other opportunities tend to play a major role. These other opportunities include transferring to other institutions (10% university early leavers, no college early leavers), having a job opportunity (3% university, 6% college), and having opportunities to travel (2% university, none from college). In fact, transferring to another institution is the most common main reason given by university early leavers for leaving their institution.
- ▶ Some early leavers say they reassessed their priorities. In this category, there are two distinct differences between university and college early leavers. University early leavers are more likely than college early leavers are to say they wanted to re-evaluate what they were doing (9% versus 2%), while college early leavers are more likely to say they changed their mind about their program of study (20% versus 6%).
- ▶ Many early leavers cite financial issues, personal issues, and issues specifically related to their institution (or program) as reasons for leaving. About 1 in 10 early leavers report that the main reason they left was related to financial issues. Personal reasons involve such things as personal health issues, family responsibilities, or simply needing time off. Reasons related to the institution include the desired courses not being available and issues with faculty. The fact that their desired course or program was not available appears to be slightly more common among university early leavers (9%) than among college early leavers (1%). Issues with faculty appear to be more common among college (7%) than among university (3%) early leavers.
- ▶ Some early leavers cite academic difficulties as the reason for leaving. Although there are only slight differences in the individual reasons shown in Table 36, overall, college early leavers (15%) are more than twice as likely as university early leavers (6%) are to cite reasons related to academic difficulties.

When asked if there are any other reasons for leaving, most categories grow, although no single category among university or college early leavers grows by more than 5%. See Table 36 for a complete listing of reasons early leavers give for leaving their institution.

Table 36: Reasons for leaving				
Q68. What was your main reason for leaving the university or college?				
Q69. Were there any other reasons for leaving the university or college?				
	Institution type			
	University (n=1,199)		College (n=218)	
	Main reason*	All reasons**	Main Reason*	All reasons**
Other opportunities				
Transferred to another post-secondary institution	10%	13%	-	-
Job opportunity	3%	5%	6%	9%
Travel opportunity	2%	2%	-	-
General reassessment				
Decided to re-evaluate what I wanted to do	9%	13%	2%	3%
Changed career paths	8%	10%	6%	8%
Changed mind about the program	6%	9%	20%	23%
Was not for me	5%	9%	4%	6%
No job future	2%	3%	2%	3%
Lack of motivation	1%	2%	2%	2%
Financial issues				
Financial situation	9%	14%	9%	11%
Couldn't maintain work and school	1%	2%	1%	1%
Personal reasons				
Personal health issues	5%	5%	5%	6%
Family responsibilities	3%	4%	6%	8%
Needed time off	3%	5%	1%	2%
Unspecified personal reasons	2%	3%	4%	5%
Moved	2%	2%	1%	1%
Location of institution an issue	2%	5%	-	1%
Health issues of family members	1%	2%	3%	3%
Felt lonely and isolated, like did not belong	<1%	1%	1%	1%
Significant people were pressuring me to leave	<1%	<1%	-	-
Institution/program-related				
Desired course/program not available	9%	11%	1%	2%
Issues with faculty	3%	7%	7%	12%
Completed the courses/prerequisites needed	3%	3%	1%	1%
Problems with registration/credit requirements	2%	3%	1%	1%
Poor quality of education	1%	1%	1%	3%
Academic difficulty				
Poor grades	3%	5%	7%	10%
Required to withdraw for academic reasons	2%	3%	5%	5%
Issues with workload	1%	2%	3%	6%
Other				
Not sure	<1%	1%	-	-

Note: Respondents could give more than one response; therefore, columns may not sum to 100%.
 * Statistically significant difference between university and college early leavers.
 ** All reasons include all reasons given, including main and other reasons for leaving early.

6.2 Testing reasons for leaving

While early leavers were asked to explain in their own words the reasons for leaving university or college, they were also asked to rate the importance of a number of possible reasons in their decision. As Table 37 shows, the reasons early leavers give for leaving differ between university and college early leavers.

- ▶ Among university early leavers, the single most common influence on their decision to leave is *wanting to attend or transfer to a different institution*. Almost half say this applied to their situation at least to some extent. Among college early leavers, this applied much less often, with only about 1 in 10 saying it influenced their decision to leave at least to some extent.
- ▶ Almost half of university early leavers report that *deciding that the program they were enrolled in was not for them* influenced their decision to leave at least to some extent. For college early leavers, *deciding that the program they were enrolled in was not for them* (56%) was the single most common influence on their decision to leave.
- ▶ Although not statistically significant, college early leavers (27%) are more likely than university early leavers (15%) are to rate *family responsibilities* as influencing their decision to some or a great extent. This is not surprising, given that college early leavers are more likely to have dependents than university early leavers are.

Table 37: Influences on decision to leave early: % 'some extent' or 'great extent'

Q71–75 & 77–79. I am going to read off a list of reasons students sometimes give for leaving university/college and I'd like you to tell me if they had any influence on your decision to leave. As I read each one, please tell me if it applies to your situation a great extent, some extent, a small extent, or not at all.

Reason	Institution type	
	University (n=1,199)	College (n=218)
Wanted to attend or transfer to a different institution*	47%	12%
The program was not for me	45%	56%
Was working and couldn't maintain both a job and studies	23%	21%
Felt lonely and isolated, like did not belong at university/college	17%	15%
Family responsibilities	15%	27%
Did not have enough money to pay for rent and buy food	15%	17%
Job opportunity	14%	19%
Health issues	13%	15%

* Statistically significant difference between university and college.

Among university early leavers, there are a few differences by years in the program and the things that influenced that decision, although none of these differences meet the threshold for statistical significance.⁸ In all cases, the longer someone has been in a program:

- ▶ The less likely they are to say that *the program was not for me* influenced them some or to a great extent.
- ▶ The more likely they are to report that *working and not being able to maintain both a job and studies* influenced their decision to leave some or a great extent.
- ▶ The more likely they are to say that *health issues* influenced them to some or a great extent.

Table 38: Influences on decision to leave early by time in program (university early leavers)			
	% influenced 'some' or 'great extent'		
	% (n=1,199)		
	Program was not for me	Couldn't maintain job and studies	Health issues
Overall	45%	23%	13%
Years in program			
One year or less	49%	18%	11%
Two years	40%	27%	15%
Three or more years	36%	29%	18%

⁸ Among 2006–07 early leavers, there were several significant differences by the time early leavers had spent at their institution and the factors that had the biggest influence on their decision to leave. In 2006–07, this analysis was conducted out of all early leavers, but because the vast majority of college early leavers leave in their first year, for the 2009–10 survey, this analysis was conducted using university early leavers only. Differences by year in program by college early leavers for 2009–10 were examined, but no practical or statistical differences were found.

Examining only those who rate these reasons as influencing their decision to leave their university or college to a great extent, *wanting to attend or transfer to a different institution* and *deciding the program was not for me* dominate, with the former being more common among university early leavers (35%) and the latter being more common among college early leavers (39%). Table 39 also shows that the main reasons for leaving are varied and that these influences are often circumstantial and individualistic.

Table 39: Influences on decision to leave early: % 'great extent'
Q71–75 & 77–79. I am going to read off a list of reasons students sometimes give for leaving university/college and I'd like you to tell me if they had any influence on your decision to leave. As I read each one, please tell me if it applies to your situation a great extent, some extent, a small extent, or not at all.

Reason	Institution type	
	University (n=1,199)	College (n=218)
Wanted to attend or transfer to a different institution*	35%	6%
The program was not for me	24%	39%
Was working and couldn't maintain both a job and studies	9%	10%
Family responsibilities	8%	14%
Did not have enough money to pay for rent and buy food	7%	7%
Job opportunity	7%	10%
Health issues	7%	9%
Felt lonely and isolated, like did not belong at university/college	5%	4%

* Statistically significant difference between university and college early leavers.

For about 7 in 10 early leavers, at least one of the reasons cited in Table 39 had a great influence on their decision to leave. Indeed, for many (25% of university and 20% of college early leavers) two or more of these reasons had a great influence. Conversely, for about 3 in 10, none of these reasons were a great influence, suggesting that other considerations not tested had significant influence or that many issues—individually not having significant influence—came together to cause them to leave. See Table 40.

Table 40: Number of reasons that influenced early leavers to a 'great extent'
Q71–75 & 77–79. I am going to read off a list of reasons students sometimes give for leaving university/college and I'd like you to tell me if they had any influence on your decision to leave. As I read each one, please tell me if it applies to your situation to a great extent, some extent, a small extent, or not at all.

	Institution type	
	University (n=1,199)	College (n=218)
None	31%	30%
One	44%	51%
Two	19%	12%
Three	5%	6%
Four	1%	2%
Five or more	<1%	-

6.3 Life demands and academic expectations

Table 41 shows that:

- ▶ Almost all early leavers, regardless of institution type, say they understood their institution’s academic expectations.
- ▶ About 6 in 10 among both university and college early leavers say their grades were generally what they expected them to be. Conversely, this means about 4 in 10 received grades that were not what they expected (although, it may be possible that some received grades that were higher than what they expected).
- ▶ One in 5 university early leavers and 1 in 3 college early leavers also report that their program was too demanding. Although this difference may be telling, it falls just below the threshold for statistical significance.

Results in Table 41 were examined by years in their program for university and college students, and no practical or statistical differences were found, indicating that those who left during or after their first year were no more likely to not understand their institution’s academic expectations, have grades they did not expect, or find their program too demanding.

Table 41: Life demands and academic expectations		
<i>Q81. Now, I'd like you to think about your academic experience at <name>. Did you understand the university or college's academic expectations?</i>		
<i>Q82. Given everything in your life, did you find your program too demanding?</i>		
<i>Q84. Generally, were your grades what you expected them to be?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Understood academic expectations	93%	93%
Grades were what expected	58%	63%
Program was too demanding	20%	36%

6.4 Plan to return

About half of university early leavers and 6 in 10 college early leavers say they planned to return to their university or college at another time when they made their decision to leave the institution.

Table 42: Planned to return		
<i>Q70. When you made the decision to leave the university or college, did you plan to return at another time?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Yes	51%	57%
No	35%	31%
Not sure	13%	12%

7.0 Activities since leaving early

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

7.1 Continued with post-secondary education

Many early leavers may have left a particular institution, but have, in fact, carried on their post-secondary education. Early leavers were asked, since leaving their university or college, if they had attended or were currently attending another post-secondary institution.

- ▶ About half of university early leavers report that since leaving their institution, they have attended or are now attending another post-secondary institution. This compares to about 1 in 4 college early leavers who say the same.
- ▶ Of those university early leavers who reported having attended or that they are now attending another post-secondary institution, they most often transferred to Red River College (30%).
- ▶ While many college early leavers have gone to a university, most often the University of Winnipeg (23%) or University of Manitoba (13%), they most commonly cite another type of Manitoba post-secondary institution (50%). These other institutions include small colleges in Winnipeg, such as Herzing College, Robertson College, and Winnipeg Technical College.
- ▶ For most, the transition from their previous institution took time, as about 9 in 10 started three or more months after leaving their previous institution. However, university early leavers tend to start slightly earlier, as about half (49%) started three or four months after they left their university, while 71% of college early leavers started 5 or more months after leaving college. This may be because university early leavers were more likely to complete their 2009–10 year of studies, and would be ready to start their next program of studies in September 2010.
- ▶ Most early leavers report that the program they enrolled in at their new post-secondary institution was different from the previous program they were in.

See Table 43 for complete results.

Table 43: Post-secondary education since leaving		
Q93. Since leaving the university or college, have you attended or are you now attending another post-secondary institution?		
Q94. Which other institution did you attend or are you attending?		
Q95. Approximately how many months after leaving this institution did you start at your new post-secondary institution?		
Q96. At your new post-secondary institution, was the program you enrolled in...		
	Institution type	
	University (n=1,199)	College (n=218)
Taken post-secondary education since leaving*		
Yes	47%	22%
Institution	(n=560)	(n=48)**
Red River College	30%	4%
University of Manitoba	17%	13%
University of Winnipeg	10%	23%
Assiniboine College	6%	2%
Brandon University	5%	4%
St. Boniface College	1%	-
Canadian Mennonite University	1%	-
University College of the North	1%	2%
Other Manitoba institution	18%	50%
Institution outside Manitoba	18%	13%
How many months after leaving*		
2 or fewer months	9%	10%
3 or 4	49%	17%
5 or more	41%	71%
Type of program		
Same as previous program	13%	4%
Somewhat similar to previous program	25%	25%
Different than previous program	61%	71%
Note: Respondents could name more than one institution they attended since leaving. Therefore, columns may not sum to 100%.		
* Statistically significant difference between university and college early leavers.		
** Caution, small sample size.		

Table 44 shows the institution that early leavers attended, or are attending, since leaving a particular university or college. It should be noted, that because the survey was conducted after the 2010-11 school year, some students appear to have returned to their institution for the 2011-12 school year. For example, 4% of University of Manitoba early leavers report that they were or are currently attending the University of Manitoba.

Some of the sample sizes in this table are very small (i.e., $n < 10$) and that caution should be used in interpreting the results.

Institution attended since leaving	Previous institution										
	U of M (n=304)	U of W (n=142)	BU (n=66)	RRC (n=36)*	CMU (n=25)*	ACC (n=10)*	Providence (n=9)*	UCN (n=8)*	St. Boniface (n=5)*	Booth (n=2)*	Steinbach (n=1)*
Red River College	36%	35%	5%	-	-	20%	-	12%	20%	50%	-
University of Winnipeg	15%	2%	3%	25%	28%	10%	11%	12%	-	-	-
Brandon University	5%	5%	2%	25%	-	20%	11%	4%	-	50%	-
University of Manitoba	4%	32%	24%	38%	11%	10%	33%	52%	60%	-	-
Assiniboine College	3%	1%	32%	-	-	10%	11%	-	-	-	-
Winnipeg Technical College	3%	1%	-	-	22%	-	-	4%	-	-	-
Herzing College	2%	1%	-	-	6%	-	-	-	-	-	-
Robertson College	2%	1%	2%	-	-	-	-	-	-	-	-
Criti-Care Paramedic	2%	-	-	-	-	-	-	-	-	-	-
Canadian Mennonite University	<1%	1%	2%	-	-	-	-	-	-	-	-
Universitairé de Saint-Boniface	1%	1%	-	-	-	-	-	-	-	-	-
University College of the North	1%	1%	6%	-	3%	-	11%	-	-	-	-
Booth University College	1%	1%	-	-	-	-	22%	-	-	-	-
Other in Manitoba	14%	6%	17%	13%	31%	20%	-	-	-	-	-
Outside of Manitoba	20%	14%	21%	-	11%	20%	11%	24%	-	-	100%
Don't know/no response	-	1%	-	-	-	-	-	-	20%	-	-

Note: Columns may not sum to 100% due to rounding.
* Caution, small sample sizes

7.1.1 Continued with post-secondary by subgroups

First, examining differences among demographics groups and which groups are most likely to take any post-secondary education since leaving we find that women, non-Aboriginals, younger early leavers, those who are single, those without dependents, with lower income, and those whose parents both took post-secondary education are most likely to take more post-secondary education. It should be noted that not all of these differences meet the threshold for statistical significance.

Although it may be surprising for some that those with lower income have taken any post-secondary education since leaving, this is likely because many early leavers were taking studies or had just finished studies at the time of the survey and therefore, would be less likely to be working in full-time, professional jobs.

Table 45: Demographic profile of those who have taken post-secondary education since leaving	
	Taken any post-secondary since leaving % (n=1,417)
Overall	43%
Gender	
Female	49%
Male	35%
Aboriginal	
Yes	27%
No	45%
Age*	
18-19	54%
20	48%
21	43%
22-23	40%
24 and older	32%
Marital status	
Single	46%
Married, common-law, or living with partner	27%
Separated, divorced, or widowed	25%
Dependents*	
Yes	46%
No	54%
Income*	
Below \$30,000	48%
Over \$30,000	27%
Parents' education	
Both parents with post-secondary education	51%
One parent with post-secondary education	40%
Neither parent with post-secondary education	34%
* Indicates a statistically significant difference between groups.	

Table 46 shows some educational factors associated with early leavers and whether they take post-secondary education after leaving. These results indicate that the early leavers who took studies elsewhere after leaving are more recent high school graduates (which also conforms with results by age as shown in Table 44), had higher grades in their final year of high school, were more likely to have completed their 2009-10 academic year, were not attending the institution that was their first choice, were less likely to think remedial courses would have been helpful, and were less likely to plan on returning to their institution. Only the difference for whether the institution they had been attending was their first choice was not statistically significant, but is telling.

Of interest, 29% of those who said they were planning on returning to their institution took post-secondary education elsewhere, which may indicate that something changed their mind after leaving or that they may still plan on returning even after attending another institution.

Table 46: Educational profile of those who have taken post-secondary education since leaving	
	Taken any post-secondary since leaving
	% (n=1,417)
Overall	43%
Year completed high school/GED*	
2009 or later	50%
2007 or 2008	45%
2005 or 2006	41%
2004 or earlier	29%
High school grade*	
80% or higher	51%
70% to 79%	37%
Lower than 70%	26%
Completed 2009–10 session*	
Yes	49%
No	33%
Institution was first choice	
Yes	40%
No	52%
Remedial course would have been helpful*	
Yes	42%
No	56%
Planned on returning to institution*	
Yes	29%
No	64%
* Indicates a statistically significant difference between groups.	

Table 47 examines the proportion of early leavers who took post-secondary studies elsewhere by the eight factors tested to determine their influence on reasons for leaving before graduating.

- ▶ Not surprising, those who said that *wanting to attend or transfer to a different institution* had a great influence on their decision to leave were more likely to take post-secondary education. Indeed, 85% of those who said this influenced them to a great extent took post-secondary elsewhere since leaving.
- ▶ Those who said *family responsibilities* influenced their decision to leave were less likely to take post-secondary education since leaving, which corresponds to the significant difference in Table 44 by whether or not early leavers had dependents and whether they took other post-secondary education since leaving.
- ▶ Those who said that *not having enough money to pay for rent and buy food* and *having a job opportunity* influenced their decision to leave are less likely to have taken post-secondary since leaving. Although not statistically significant, being influenced by *not being able to maintain a job and studies* also appears to affect whether early leavers took post-secondary since leaving (that is, the more this influenced their decision, the less likely they were to take further studies).
- ▶ The influence of *thinking that the program was not for them, feeling lonely and isolated,* and *having health issues* were not statistically related to whether early leavers took post-secondary education elsewhere.

Table 47: Profile of reasons for leaving profile of those who have taken post-secondary education since leaving	
	Taken any post-secondary since leaving % (n=1,417)
Overall	43%
Wanted to attend or transfer to a different institution*	
Great extent	85%
Some extent	55%
Small extent	43%
Not at all	18%
Program was not for me	
Great extent	50%
Some extent	43%
Small extent	42%
Not at all	39%
Couldn't maintain both a job and studies	
Great extent	19%
Some extent	29%
Small extent	25%
Not at all	50%
Felt lonely and isolated, like did not belong	
Great extent	41%
Some extent	40%
Small extent	41%
Not at all	44%
Family responsibilities*	
Great extent	18%
Some extent	27%
Small extent	37%
Not at all	48%
Did not have enough money to pay for rent and buy food*	
Great extent	17%
Some extent	27%
Small extent	35%
Not at all	47%
Job opportunity*	
Great extent	23%
Some extent	26%
Small extent	40%
Not at all	46%
Health issues	
Great extent	25%
Some extent	41%
Small extent	38%
Not at all	45%
* Indicates a statistically significant difference between groups.	

7.2 Employment immediately after leaving

Almost all early leavers worked for pay in the first three months after leaving their university or college. If they were not working, they were looking for work.

- ▶ In the first three months of leaving the university or college, about 9 in 10 university early leavers and 8 in 10 college early leavers report working for pay, while about half (regardless if university or college early leavers) also looked for work.
- ▶ Among those who worked for pay within the first three months after leaving, about 7 in 10 university early leavers and 3 in 4 college early leavers worked full-time, that is, 25 hours or more.
- ▶ The difference between those who report having looked for work and those who report working for pay can be explained by the fact that many early leavers may not have had to look for work. They may have already been working while attending school, or found the job while in school, and therefore, when they left, looking for work was unnecessary.

Table 48: Work outcomes within first three months of leaving		
<i>Q97. In the first three months after leaving the university or college, did you work for pay?</i>		
<i>Q98. In the first three months after leaving the university or college, did you look for work?</i>		
<i>Q105. You mentioned you worked in the first three months after leaving university or college; was it full-time or part-time?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Look for work	50%	52%
Work for pay	87%	80%
Type of work	(n=1,040)	(n=174)
Full-time (25 hours or more)	69%	75%
Part-time (less than 25 hours)	31%	25%

Note: Only those early leavers who reported working for pay were asked the type of work.

7.3 Current activities

Currently, early leavers are most often working and/or furthering their education. As shown in Table 49:

- ▶ Work activities remain the most common, with only slightly fewer working for pay now compared to the three months immediately after leaving university or college. About 3 in 4 university early leavers and 8 in 10 college early leavers say their main activity now is working for pay. In addition, about 1 in 20 university and 1 in 10 college early leavers say they are looking for work.
- ▶ School-related activities are also very common, as about 1 in 3 university early leavers and 1 in 4 college early leavers say they are waiting to start school. University early leavers are also more likely to say they are currently going to school elsewhere. About 1 in 5 university early leavers are attending elsewhere, compared to 1 in 20 college early leavers. This is not surprising, given that university early leavers are twice as likely as college early leavers are to say they had attended or were attending another post-secondary institution since leaving (shown in Table 43).

Table 49: Main activity		
<i>Q106. What is your main activity now?</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Working for pay	75%	79%
Waiting to start school	34%	25%
Going to school elsewhere	20%	5%
Travelling	9%	6%
Caring for a family member	5%	12%
Looking for work	5%	9%
Recovering from an illness	2%	1%
Waiting to start a job	2%	1%
Playing sports/athletics	1%	-
Volunteering	<1%	-
Other	3%	1%

Note: Respondents could provide more than one response. Columns may not sum to 100%.

7.3.1 Current employment

Among early leavers who say their main activity is working for pay, about 7 in 10 university early leavers and 8 in 10 college early leavers are working full-time. See Table 50.

Table 50: Current job status		
Q108. Is the position full-time or part-time (less than 25 hours per week)?		
	Institution type	
	University (n=900)	College (n=172)
Full-time	73%	80%
Part-time	26%	19%

Note: Early leavers who said their main activity was working for pay were asked this question.

As shown in Table 51, the sectors that early leavers report working in (based on National Occupational Classification Matrix 2006) are very similar by institution type.⁹

- ▶ The most common industry sector is *sales and service occupations*, accounting for more than 4 in 10 working early leavers, both university and college. This sector includes the two most common occupation types for both university and college early leavers: *retail salespersons and sales clerks* (16% of university early leavers and 13% of college early leavers) and *occupations in food and beverage service* (8% of university early leavers and 8% of college early leavers).
- ▶ Among all National Occupational Classification occupational codes (three digit level), there is not a difference greater than 3% between university and college early leavers.

Table 51: Industry in which they work (NOC One Digit Level)		
Q107. In what type of business, industry, or service do you currently work or will you be working?		
	Institution type	
	University (n=912)	College (n=174)
Sales and service occupations	44%	43%
Business, finance, and administration occupations	12%	13%
Trades, transport, and equipment operators and related occupations	11%	17%
Occupations in social science, education, government service, and religion	10%	6%
Health occupations	9%	10%
Occupations in art, culture, recreation, and sport	7%	2%
Occupations unique to primary industry	5%	5%
Natural and applied sciences and related occupations	3%	5%
Occupations unique to processing, manufacturing, and utilities	2%	3%
Other	1%	-

Note: Early leavers could provide more than one response. Therefore, columns will sum to more than 100%.
Note: Early leavers who said their main activity was working for pay or waiting to start a job were asked this question.

⁹ Human Resources and Social Development Canada. (2006). National Occupation and Classification Matrix. Retrieved from <http://www5.hrsdc.gc.ca/noc/english/noc/2006/pdf/Matrix.pdf>

As shown in Table 52, college early leavers are more likely than university early leavers are to report higher gross annual incomes.

- ▶ While a majority of early leavers report an annual income of \$30,000 or less, about 3 in 4 university early leavers report annual income below \$30,000 compared with close to 6 in 10 college early leavers.
- ▶ While 1 in 5 college early leavers report a gross annual income of \$40,000 or more, only 1 in 10 university early leavers report the same.

These differences are likely due to a number of factors, including the fact that university early leavers are more likely to be in school and have part-time jobs than college early leavers are. As well, it appears that college early leavers are older and may have had longer experience in the workforce that may command a higher wage.

Table 52: Current income*		
<i>Q119. And finally, is your current gross annual income above or below \$30,000?</i>		
<i>Q120. And would that be...</i>		
<i>Q121. And would that be...</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Under \$5,000	10%	6%
\$5,000 to \$10,000	17%	8%
\$10,000 to \$15,000	18%	11%
\$15,000 to \$20,000	13%	11%
\$20,000 to \$25,000	9%	9%
\$25,000 to \$30,000	6%	10%
\$30,000 to \$35,000	7%	13%
\$35,000 to \$40,000	4%	8%
\$40,000 to \$45,000	2%	5%
\$45,000 to \$50,000	1%	3%
\$50,000 to \$55,000	1%	2%
Over \$55,000	3%	6%

* Statistically significant difference between university and college early leavers.

Table 53 shows that early leavers’ industry of employment may also impact their income. About 1 in 4 early leavers working in *trades, transport, and equipment operators and related occupations* report a gross annual income of \$40,000 or more, while about 1 in 5 working in *natural and applied sciences and related occupations* and *occupations unique to primary industry* report the same.

Conversely, just 1 in 20 early leavers working in *sales and service occupations* report a gross annual income of \$40,000 or more, which is interesting, given that this sector is the one in which university and college early leavers are most likely to report working.

Table 53 shows the proportion of early leavers in each NOC one-digit level code with a gross annual income of \$40,000 or more.

Table 53: Industry by gross annual income	
	% within industry with gross annual income of \$40,000 or more
Trades, transport, and equipment operators and related occupations	25%
Natural and applied sciences and related occupations	21%
Occupations unique to primary industry	20%
Occupations unique to processing, manufacturing, and utilities	14%
Business, finance, and administration occupations	14%
Health occupations	10%
Occupations in social science, education, government service, and religion	8%
Occupations in art, culture, recreation, and sport	8%
Sales and service occupations	5%

8.0 Satisfaction with decision to leave

To summarize, early leavers were asked how satisfied they were with their decision to leave their institution. The majority of early leavers, whether university (83%) or college (64%), report that they are at least somewhat satisfied overall with their decision to leave their institution when they did.

Overall, university early leavers are much more satisfied with their decision than college early leavers are.

- ▶ Almost half of university early leavers report they are very satisfied with their decision, compared to 1 in 3 college early leavers who report this.
- ▶ Conversely, about 1 in 20 university early leavers are not at all satisfied with their decision, compared to almost 1 in 5 college early leavers who say this.

Table 54: Satisfaction with decision to leave*		
<i>Q104. Overall, how satisfied are you with your decision to leave your institution when you did? Would you say you are...</i>		
	Institution type	
	University (n=1,199)	College (n=218)
Very satisfied	48%	32%
Somewhat satisfied	35%	32%
Not very satisfied	10%	19%
Not at all satisfied	6%	17%
* Statistically significant difference between university and college early leavers.		

Table 55 examines the relationship some factors have with early leavers' satisfaction with their decision to leave their institution when they did. Results indicate some inconsistent patterns by institution type.

- ▶ Early leavers who enrolled at another institution since leaving are the most likely to be very satisfied. Indeed, they are almost twice as likely to report being very satisfied with their decision to leave compared to those who have not enrolled elsewhere. This is evident among university and college early leavers.
- ▶ University early leavers are more likely to report being very satisfied with their decision the higher their grades were in the last year of high school, dropping from 53% who are very satisfied among those with an 80% or higher grade to 34% among those with a 60% or lower grade. Among college early leavers, high school grades appear to have no relationship with their satisfaction.
- ▶ University early leavers who completed their 2009–10 academic year (52%) appear more satisfied with the decision to leave than those who did not complete the year (40%) are. Among college early leavers, there is virtually no difference in satisfaction ratings and whether they completed the year.
- ▶ Although high school grades for university early leavers are related to their satisfaction with leaving, their grades in their program do not. Satisfaction with leaving their institution is the same regardless if early leavers' grades were or were not what they expected. This holds true for both university and college early leavers.

- ▶ Whether or not the institution they left was their first choice, early leavers are about equally as likely to be satisfied with their decision to leave.
- ▶ Among university early leavers, those who did not find their program too demanding (51%) are more likely than those who found their program demanding (38%) are to report that they are very satisfied with their decision to leave. This runs counter to what one might expect, as the demands of the program are believed to have influenced early leavers' decisions. However, among college early leavers, this relationship is evident (although not statistically significant), as those who found the program too demanding (44%) are more likely than those who did not find the program too demanding (26%) are to be very satisfied with their decision to leave.
- ▶ Those who planned on returning to their institution are much less likely to be very satisfied with their decision to leave than those who did not plan on returning are. This relationship is evident for university and college early leavers.

Table 55: Profile of those who are very satisfied with their decision to leave their institution		
	Institution type	
	University (n=1,199)	College (n=218)
Overall	48%	32%
Enrolled at another institution since leaving		
Yes	60%	50%
No	38%	27%
High school grade		
80% or higher	53%	32%
70% to 79%	41%	36%
Lower than 70%	34%	24%
Completed 2009–10 session		
Yes	52%	30%
No	40%	33%
Grades what they expected		
Yes	49%	30%
No	48%	35%
Institution was first choice		
Yes	47%	31%
No	53%	36%
Program was too demanding		
Yes	38%	44%
No	51%	26%
Planned on returning to institution		
Yes	37%	22%
No	65%	55%
Note: Bolded percentages indicate a statistically significant difference between groups within the institution type.		

9.0 Conclusion

In reviewing the characteristics of early leavers, there does not appear to be anything unique about these individuals that would foreshadow their departure from their program early. Many early leavers are the first generation in their family to attend post-secondary training, but these types of individuals are a minority of early leavers. The vast majority completed high school and many have had other post-secondary experiences. The vast majority of early leavers also report having decent marks in high school, and indeed many report excellent grades on average in their last year of high school. Most come into their post-secondary program knowing the area of study they want to pursue and with a specific career path in mind. The vast majority were attending their first choice of institution at the time they left their program. This all suggests that early leavers are not easily identified as they enter their program; indeed, without further research, there seems to be very little that might differentiate these students from those who successfully complete their program.

Their experiences while in their program seem to be positive, as most report being satisfied with the instructors, their teaching, the overall quality of education at the institution, and their decision to attend the institution. Further, most say that the program they were in provided them with the skills to succeed in a future career. Thus, for the majority of early leavers, the experience at the institution they left was positive. Again, given these findings, there appears to be little that distinguishes early leavers from other post-secondary students.

Overall, many factors appear to play a role in students' decisions to leave their post-secondary institution before completing their program. While some reasons are more common than others are in the decision to leave, no single reason explains why a majority of students decide to leave. The decision is often circumstantial and individualistic. With that being said, the factors that appear to influence decisions to leave differ between university and college early leavers.

- ▶ University early leavers more often tend to be swayed by external opportunities. Many of these students left to pursue post-secondary education at other institutions, most moving from a university to a college. Coupled with wanting a change in their program of studies, this indicates that many university early leavers have not given up on post-secondary training, but rather on the program or institution they originally choose. Thus, these individuals are early leavers only in the sense that they have left a particular post-secondary institution. They are not leaving the post-secondary education system.
- ▶ College early leavers tend to leave because they discover at some point in their program that it is not for them. Saying a program is not for them can mean many different things. The program may have been more difficult than they anticipated and it is not for them in the sense that they feel they cannot keep up with the required learning. It may not be for them in the sense that the program does not maintain their interest or they have discovered that the area of study is not what they thought. It may be that early leavers' career plans change as they learn more about the career outcomes and options within their program of study. For college early leavers, personal factors tend to play a larger role in their decision to leave than for university early leavers. In particular, the fact that college early leavers are more likely than university early leavers are to be married and have dependents can create external pressures that may make completing their program difficult.

When making the decision to leave, early leavers became disengaged from their studies at different times. College early leavers appear to stop attending classes sooner than their university counterparts do and were less likely to finish their year of study. Again, the nature of the college program may influence when early leavers make the decision to leave. As college early leavers tend to leave because they reassess their program of studies, there is likely little value in completing their year if they do not want to work within the given field. That is, they may not see value in furthering their skills and knowledge related to the field if they do not plan to continue in it. Conversely, university early leavers may decide to complete the year because they are not necessarily evaluating their program, but perhaps are assessing whether or not a university education or the institution is right for them. This also may reflect the fact that it is easier for university early leavers to complete the year since there is more flexibility in dropping courses in university than in college. This allows university early leavers the opportunity to complete the year with only the number of courses they are willing to maintain.

The academic rigours of early leavers' post-secondary education do not appear to play a crucial role in their decision to leave. Almost all early leavers, regardless of institution type, say they understood their institution's academic expectations. This suggests that early leavers knew what they were getting themselves into and were not taken by surprise by their institutions' expectations of them academically. In fact, many say their grades were what they expected and few mention reasons related to their grades or academic success as a main (or secondary) reason for leaving.

Financial concerns also do not seem to play a significant role in students' decisions to leave their program. Some mention financial issues as a reason for leaving, but this tends to be overshadowed by factors related to early leavers' program of study and personal issues (which could be related to financial issues). It does not appear that those who leave early are faced with any more financial difficulties than post-secondary students are in general.

Although students leaving before they complete their program of studies can be seen as a problem, many of these early leavers are content with their decision to leave. As a matter of fact, the vast majority of university and college early leavers surveyed say they are satisfied with their decision to leave. Satisfaction is higher amongst those who have moved on to post-secondary studies elsewhere, indicating that their program or institution may not have been the right fit for them. Overall, at least half of early leavers present some type of positive outcome after leaving, either by taking a program of studies elsewhere, finding a job, or simply being able to re-evaluate their educational and career aspirations. For these students, interventions or changes at the institution or policy level may not be necessary, as having these early leavers complete their program of study may not work in the best interest of the students.

In addition, there is a large group of early leavers (more than 4 in 10) who continue their post-secondary studies at another post-secondary institution after leaving. For those that continue their studies within the province, these early leavers pose less of a concern from an economic standpoint than those who leave and do not continue their studies. Those who decide to continue their studies elsewhere tend to be younger early leavers, who appear to leave their institution because of dissatisfaction with the program; whereas those who do not continue their studies elsewhere tend to be older early leavers who discontinue their studies for personal reasons, such as financial problems, family responsibilities, and employment.

With that being said, there is a substantial group of early leavers that may benefit from having

completed their program.

- ▶ Remedial courses appear to be accessed by only some early leavers, but are seen as valuable by considerably more. Although remedial courses likely exist within most post-secondary institutions, the issue may be increasing students' awareness of these services and how they can be of value to them. Courses in math and writing appear to be of most value, given these are the areas that early leavers self-assess as being lacking and the areas they suggest most often for these courses.
- ▶ Increased communication about institutions and their programs may also be of value. As discussed, many early leavers appear to leave because the program or institution is not a good fit for their educational and/or career goals. It is possible that students need more information about the program or institution in order to determine if it is right for them. This research did not address early leavers' informational needs, but it could be speculated that students may benefit from more information about the courses within the program, how the program will run, or expected career paths or outcomes for graduates. It could also be information about the institution, as many early leavers continue with related studies at other institutions after leaving, indicating that early leavers' concerns may be with their institution and not with their program.
- ▶ It would be advantageous for Manitoba to adopt some method of easily identifying those students who leave one institution before completing their program to continue their post-secondary education at another institution within the province. Such a system (be it a common student number or some other method) would help the province and institutions better understand the true nature of early leavers within the province to determine the actual proportion of those who do not return to the Manitoba post-secondary education system at any time. Given that early leaving can represent a potential loss, not only to the individual, but to Manitoba as a whole, it would seem important to be able to more clearly understand the true magnitude of early leaving. This research indicates that many early leavers return to studies, although not at their originating institution, and the loss may not be as significant as the number of individuals classified as early leavers each year might suggest.

Appendix A – English Questionnaire

INTR1:

INTR1. Hello, my name is _____ calling from PRA on behalf of <scode>... ..could I please speak with <fname> <lname>.

Yes - Speaking / Coming to the phone 1
PERSON NOT AVAILABLE/NOT HOME RIGHT NOW 2 => /INT01
Person no longer at this number/address 3 => SCR_B
REFUSAL - TERMINATE 9 => /INT01

SCR_A:

SCR_A. We are conducting a survey with students for the Council on Post-Secondary Education, a branch of Manitoba Advanced Education and Literacy, who discontinued their studies before graduating from the college or university they were attending in the 2009-10 academic year. We understand that your leaving may have been planned or unplanned, and that you may be returning at some point to this or another institution. The purpose of this survey is to gather information about your experiences, and to see if there are things that the <university><college> could change to improve the educational experiences of current and future students. ---> CONTINUE

CONTINUE..... 1
PERSON NO LONGER AT THIS NUMBER/ADDRESS..... 3 => SCR_B
REFUSAL/TERMINATE 0 => /INT01

INTR2:

INTR2. The survey could take 15 - 20 minutes. May I do this survey with you now?

CONTINUE..... 1
No - SCHEDULE CALLBACK..... 2 => /INT01
TERMINATE / SET CALLBACK..... 9 => /INT01

INTR3:

INTR3. Before I begin I want to ensure you that your participation is voluntary and you can withdraw from this study at any time. Your responses will be kept strictly confidential and you will not be identified in any way, as your responses will be grouped with all other responses. No individual information will be revealed, although your answers will be shared with <scode> and linked with some information from your student record. All personal information is protected under the Freedom of Information and Protection of Privacy Act. If you have any questions about the survey that I can't answer, I will provide you with the name and contact information for someone who will be happy to speak to you.

PRESS F8 FOR CONTACT INFO ---> CONTINUE
CONTINUE..... 1 D => Q1
REFUSAL - TERMINATE 9 => /INT01

SCR_B:

SCR_B. We are conducting a survey with people who have attended the <university><college>. Would you have a number where I could reach <fname>? (PROMPT: We would like to ask <fname > about his/her experience at university.)

Yes, new number - RECORD ON NEXT SCREEN 1
No new number 0 => /TERM
TERMINATE 9 => /INT01

Q1:

Q1. To begin, I would like to ask you a few background questions. Were you registered at <score> at any time between September 2009 to April 2010?

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

Q2:

Q2. Did you complete the 2009-10 session?

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

Q3:

Q3. Did you return to register in the 2010-11 session?

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

Q4:

Q4. Did you graduate from <score> in the 2009-2010 academic year?

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

Q5:

Q5. Thinking about the program you were enrolled in at <score>, what year did you register?

\$R 1975 2011

Don't know	8888
No response	9999

Q6:

Q6. In the 2009-10 academic year, for how many months did you go to classes before you stopped attending?

\$R 1 12

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

Q7:

Q7. Before we discuss your <score> experience, I'd like to ask you a few questions about the period before you started your program at <score>. Before you enrolled in your program, what was the highest level of education you had completed?

None	01	
Elementary.....	02	
Some secondary or high school	03	
Completed secondary or high school.....	04	
Some college	05	
Some university	06	
Completed college diploma or certificate	07	
Completed university diploma or degree.....	08	
Other (specify).....	66	O
Don't know	88	X
No response	99	X

Q8:

Q8. Did you meet the requirements for completing high school by receiving your high school diploma, a mature high school diploma, or by getting a GED certificate?

(PROMPT: GED refers to General Education Development Certificate)

High school diploma.....	1	
Mature high school diploma	2	
GED certificate.....	3	
No high school.....	4	
Don't know	8	
No response	9	

Q9:

Q9. In what year did you receive your high school diploma?

\$R 1975 2011

=> ASK IF Q8=1 OR 2

RECORD YEAR	_____
Don't know	8888
No response	9999

Q10:

Q10. In what year did you receive your GED certificate?

\$R 1975 2011

=> ASK IF Q8 = 3

RECORD YEAR	_____
Don't know	8888
No response	9999

Q11:

Q11. In your last year of high school, what was your overall grade average, as a percentage?

=> ASK IF Q8 = 1 OR 2

90% to 100%	01
80% to 89%	02
70% to 79%	03
60% to 69%	04
55% to 59%	05
50% to 54%	06
Less than 50%	07
Don't know	88
No response	99

Q12:

Q12. Did you receive any of the following advice when at your high school... Career counseling?

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

Q13:

Q13. ...Which university or college program you should take?
(PROMPT: Did you receive this type of advice at your high school?)

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

Q14:

Q14. ...Which university or college you should attend?
(PROMPT: Did you receive this type of advice at your high school?)

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

Q15:

Q15. Did the career counseling you received provide you with a clear direction when enrolling in <university><college>?

(PROMPT: the career counselling you received at your high school)

=> ASK IF Q12=1

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

Q16:

Q16. We would like to ask you to think back to the time just before you enrolled. Did you know what area of study you wanted to pursue before enrolling in this university?

=> ASK FOR UNIVERSITIES ONLY

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

Q17:

Q17. Did you have a specific occupation or career path in mind before enrolling in <university><college>?

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

Q19X:

Q19X. Students choose a particular college or university for a variety of reasons. I am going to read you a list of reasons that may have influenced your decisions to attend <code>. Please tell me if each had influenced your choice to a great extent, some extent, small extent, or not at all. ---> CONTINUE

CONTINUE..... 1 D

Q19:

Q19. It was close to my family. (PROMPT: Did this influence your decision to attend <code> a great extent, some extent, small extent, or not at all.)

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

Q20:

Q20. My family or friends were attending there. (PROMPT: Did this influence your decision to attend <score > a great extent, some extent, small extent, or not at all.)

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

Q22:

Q22. The program I was interested in was available there. (PROMPT: Did this influence your decision to attend <score > a great extent, some extent, small extent, or not at all.)

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

Q23:

Q23. The program had a good reputation. (PROMPT: Did this influence your decision to attend <score> a great extent, some extent, small extent, or not at all.)

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

Q24:

Q24. The cost of living was lower. (PROMPT: For example, the cost of living was lower because you could live with your parents/relatives or it is cheaper to live in Manitoba than other places) (PROMPT: Did this influence your decision to attend <score > a great extent, some extent, small extent, or not at all.)

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

Q25:

Q25. I wanted to attend school in that city or town. (PROMPT: Did this influence your decision to attend <score > a great extent, some extent, small extent, or not at all.)

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

Q27:

Q27. Entry requirements were easier to meet at this institution. (PROMPT: Did this influence your decision to attend <score > a great extent, some extent, small extent, or not at all.)

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

Q28:

Q28. Parents, family or other significant people in my life wanted me to enrol here. (PROMPT: Did this influence your decision to attend <score > great extent, some extent, small extent, or not at all.)

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

Q29:

Q29. Was <score> your first choice of places to attend?

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

Q30:

Q30. What was your first choice? (IF NOT ON THE LIST, PUT IN OTHER AND CLARIFY WHETHER IT IS IN MANITOBA OR NOT)

=> ASKI IF Q29=1

Assiniboine College.....	01
Brandon University.....	02
Canadian Mennonite University	03
Red River College	04
St. Boniface College	05
University of Manitoba.....	06
University of Winnipeg	07
University College of the North	08
Steinbach Bible College	09
William and Catherine Booth College.....	10
Other (specify).....	66 O
Institution outside of Manitoba.....	67 I
Don't know	88 X
No response	99 X

Q31X:

Q31X. Now, I'd like you to consider your level of skills in areas such as math, writing, and reading. ---> CONTINUE

CONTINUE..... 1 D

Q31:

Q31. When you first enrolled at the <score>, how would you rate your... ..Written communication skills. Would you say they were excellent, good, average, poor, or very poor.

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

Q32:

Q32. When you first enrolled at the <score>, how would you rate your... ..Oral communication skills. Would you say they were excellent, good, average, poor, or very poor.

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

Q33:

Q33. When you first enrolled at the <score>, how would you rate your... ..Mathematical skills. Would you say they were excellent, good, average, poor, or very poor.

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

Q34:

Q34. While at <score>, were you encouraged to participate in any student support programs or initiatives to help you stay in school?

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

Q35:

Q35. How helpful do you think a student support program/initiative would have been?

=> DO NOT ASK IF Q34=1

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

Q36:

Q36. Did you participate in the student support program/initiative at the <score>?

=> ASK IF Q34=1

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

Q37:

Q37. While at the <score>, did you enrol in a remedial course to improve your skills in math, writing, or reading? (IF NEEDED: Remedial course means additional training taken to help meet requirements for success in a particular course or program.)

Yes.....	1	=> Q40X
No.....	0	
Not available.....	7	
Don't know.....	8	
No response.....	9	

Q38:

Q38. Do you think a remedial course would have been helpful?

Yes.....	1	
No	0	=> Q40X
Don't know	8	=> Q40X
No response	9	=> Q40X

Q39:

Q39. Which area would have been of interest to you? (READ RESPONSES - ACCEPT ALL MENTIONS)

Math.....	01	
Writing.....	02	
Reading.....	03	
Other (specify).....	66	O
(DO NOT READ) Don't know	88	X
(DO NOT READ) No response	99	X

Q40X:

Q40X. Now, I'd like to ask you some questions about your time while at <score >. I am going to read you a series of statements. As I do, please tell me whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree. If any particular item does not apply to you, please just say so. The first is.... ---> CONTINUE

CONTINUE.....	1	D
---------------	---	---

Q40:

Q40. While I attended this <university><college>, my program provided me with the knowledge or skills needed to succeed in a future career. Do you...(READ RESPONSES)

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

Q41:

Q41. My goal at this <university><college> was to complete a certificate, diploma, or degree. Do you...(READ RESPONSES)

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

Q42:

Q42. My goal at this <university><college> was to study until I could get a good full-time job. Do you....(READ RESPONSES)

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

Q43:

Q43. Generally, I am satisfied with the quality of education I received at this <university><college>. Do you....(READ RESPONSES)

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

Q44:

Q44. I am satisfied with my decision to attend this <university><college>. Do you....(READ RESPONSES)

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

Q47:

Q47. Generally, I was satisfied with the quality of teaching in my classes. Do you....(READ RESPONSES)

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

Q48:

Q48. Overall, the teaching material was useful and relevant. Do you....(READ RESPONSES)

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

Q49:

Q49. Overall, I was satisfied with the instructors at this <university><college>. Do you....(READ RESPONSES)

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

Q50X:

Q50X. I'd now like you to think about your use of <university><college> facilities and your involvement in <university><college> life. Please tell me which of the following services you used while attending <score>. ---> CONTINUE

CONTINUE.....	1 D
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Q50:

Q50. While attending <score>, did you use... ..Career Counselling?

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

Q51:

Q51. While attending <score>, did you use... ..Academic Advising?

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

Q52:

Q52. While attending <scode>, did you use... ..Personal Counselling?

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

Q53:

Q53. While attending <scode>, did you use... ..Prior Learning and Assessment?
(PROMPT: That is, evaluation of learning that took before beginning at the institution.)

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

Q54:

Q54. While attending <scode>, did you use... ..Tutoring Services? (PROMPT: That is, any support services offered by the university outside of class to help improve academic skills)

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

Q55:

Q55. How satisfied were you with CAREER COUNSELLING? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

=> ASK IF Q50=1	
Very satisfied.....	4
Somewhat satisfied.....	3
Not very satisfied.....	2
Not at all satisfied.....	1
Don't know.....	8
No response.....	9

Q56:

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

=> ASK IF Q51=1	
Very satisfied.....	4
Somewhat satisfied.....	3
Not very satisfied.....	2
Not at all satisfied.....	1
Don't know.....	8
No response.....	9

Q57:

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

=> ASK IF Q52=1

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

Q58:

Q58. How satisfied were you with RECOGNITION OF PRIOR LEARNING and ASSESSMENT? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

=> ASK IF Q53=1

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

Q59:

Q59. How satisfied were you with TUTORING SERVICES? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

=> ASK IF Q54=1

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

Q60:

Q60. While at <score >, did you attend orientation?

- Yes 1
- No 0 => Q68X
- Don't know 8 => Q68X
- No response 9 => Q68X

Q61:

Q61. How satisfied were you with orientation? Were you very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied?

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

Q62:

Q62. How satisfied were you with each of the following aspects of orientation at <score>...
...Helping you feel welcome at <score>? (PROMPT: Would you say very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with this aspect of orientation?)

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

Q65:

Q65. ...Helping you understand <score>'s academic expectations? (PROMPT: Would you say very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with this aspect of orientation?)

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

Q66:

Q66. ...Helping you with your personal and social transition to <score>? (PROMPT: Would you say very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with this aspect of orientation?)

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

Q67:

Q67. ...Helping to build your confidence? (PROMPT: Would you say very satisfied, somewhat satisfied, not very satisfied, or not at all satisfied with this aspect of orientation?)

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

Q68X:

Q68X. We would like to understand the reason students leave before completing their program.

(PROMPT: We understand that your leaving may have been planned or unplanned, and/or you may be returning at some point to this or another institution. But in any event, we would very much appreciate your being as candid as you want to be, and we want to assure you that your response is confidential.) ---> CONTINUE

CONTINUE..... 1 D

Q68:

Q68. What was your main reason for leaving <university><college>?

(PROMPT: The most important reason)

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

Main reason (specify).....	66	O	
Don't know.....	88	X	=> Q70
No response.....	99	X	=> Q70

Q69:

Q69. Were there any other reasons for leaving the <university><college>?

(PROMPT: Please tell them to me one at a time)

Other reasons (specify).....	66	O
No more reasons.....	00	X
Don't know.....	88	X
No response.....	99	X

Q70:

Q70. When you made the decision to leave the <university><college>, did you plan to return at another time?

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

Q71X:

Q71X. I am going to read off a list of reasons students sometimes give for leaving <university><college> and I'd like you to tell me if they had any influence on your decision to leave. As I read each one, please tell me if it applies to your situation a great extent, some extent, a small extent, or not at all. ---> CONTINUE

CONTINUE..... 1 D

Q71:

Q71. Health issues contributed to my leaving the <university><college>.

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

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

Q72:

Q72. Family responsibilities forced me to leave the <university><college>.

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

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

Q73:

Q73. I left the <university><college> because I did not have enough money to pay my rent or buy food.

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

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

Q74:

Q74. I was working to finance my studies, and I couldn't maintain both a job and my studies. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

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

Q75:

Q75. I left the <university><college> because of a job opportunity.
(PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

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

Q77:

Q77. I left the <university><college> because I wanted to attend or transfer to a different institution.
(PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

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

Q78:

Q78. I left the institution when I decided that the program I enrolled in was not for me.
(PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

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

Q79:

Q79. I felt lonely and isolated, like I did not belong at <university><college>. (PROMPT: Does this apply to a great extent, some extent, a small extent, or not at all?)

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

Q81:

Q81. Now I'd like you to think about your academic experience at <school >. Did you understand the <university><college>'s academic expectations?

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

Q82:

Q82. Given everything in your life, did you find your program too demanding?

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

Q84:

Q84. Generally, were your grades what you expected them to be?

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

Q85:

Q85. The next few questions are about financial assistance you may have accessed during your education at <score>. Did you use any of the following sources to fund your <score> education? READ RESPONSES - RECORD ALL MENTIONS

Government student loans.....	01
Loans from financial institutions, such as a line of credit or credit card.....	02
Money from parents, family, or spouse.....	03
Personal savings or employment income.....	04
Any other sources.....	05
(DO NOT READ) Don't know.....	88
(DO NOT READ) No response.....	99

Q86:

Q86. Among these sources of funding, what was your primary source of funding for your <score> education? READ RESPONSES - ACCEPT ONLY ONE RESPONSE

=> SKIP IF Q85=ONE REASON GIVEN

Government student loans.....	01
Loans from financial institutions, such as a line of credit or credit card.....	02
Money from parents, family, or spouse.....	03
Personal savings or employment income.....	04
Any other sources.....	05
(DO NOT READ) Don't know.....	88
(DO NOT READ) No response.....	99

Q87:

Q87. Although you did not use Canada or Manitoba student loans during your time at <score>, at any time when taking your post-secondary studies, did you apply for one?

=> DO NOT ASK IF Q85=1

Yes.....	1
No.....	0 => Q93
Don't know / unsure.....	8 => Q93
No response.....	9 => Q93

Q88:

Q88. During your post-secondary experience, was there ever a time when you were not approved for government student loans after submitting an application?

=> DO NOT ASK IF Q85=1

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

Q89:

Q89. Did not being approved for government student loans prevent you from continuing in your <code> studies?

=> ASK IF Q88=1

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

Q90:

Q90. When you left <code>, how much did you owe in government student loans?
 \$R 1 99999

=> ASK IF Q85=1

- None / nothing 000000 => Q93
- Don't know 888888
- No response 999999

Q91:

Q91. Have you started to repay your government student loans?

- Yes..... 1
- No 0 => Q93
- Don't know / unsure..... 8 => Q93
- No response 9 => Q93

Q92:

Q92. Have you experienced any difficulties in repaying your government student loans?

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

Q93:

Q93. This next section is about your activities since leaving <code >. Since leaving the <university><college>, have you attended or are you now attending another post-secondary institution?

- Yes..... 1
- No 0 => Q97X
- Don't know/Unsure..... 8 => Q97X
- No response 9 => Q97X

Q94:

Q94. Which other institution did you attend or are you attending?

Assiniboine College.....	01
Brandon University.....	02
Canadian Mennonite University	03
Red River College	04
St. Boniface College	05
University of Manitoba.....	06
University of Winnipeg	07
University College of the North	08
Other (specify).....	66 O
Institution outside of Manitoba.....	67 I
Don't know	88 X
No response	99 X

Q95:

Q95. Approximately how many months after leaving the <score> did you start at your new post-secondary institution? (RECORD NUMBER OF MONTHS)

\$R 1 24

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

Q96:

Q96. At your new post-secondary institution, was the program you enrolled in... (READ RESPONSES)

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

Q97X:

Q97X. I'd now like to ask you some specific questions about your activities since leaving <score>. ---> CONTINUE

CONTINUE.....	1 D
---------------	-----

Q97:

Q97. In the first three months after leaving the <university><college>, did you... ..work for pay?

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

Q98:

Q98. In the first three months after leaving the <university><college>, did you... ..look for work?

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

Q105:

Q105. You mentioned you worked in the first three months after leaving <university><college>, was it full-time or part-time?

=> ASK IF Q97=1

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

Q104:

Q104. Overall, how satisfied are you with your decision to leave <score> when you did? Would you say you are... (READ RESPONSES)

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

Q106:

Q106. What is your main activity now? (READ IF NECESSARY)
 (RECORD ALL MENTIONS)

Work for pay.....	01
Looking for work.....	02
Waiting to start a job	03
Waiting to start school.....	04
Travel.....	05
Caring for a family member, that is, your children, parents, or others	06
Going to school elsewhere.....	07
Recovering from an illness	08
Other (specify).....	66 O
Don't know	88 X
No response	99 X

Q107:

Q107. In what type of business, industry, or service <do you currently work><will you be working>?

=> ASK IF Q106=01 or 03

Response (specify).....	66 O
Don't know	88 X
No response	99 X

Q108:

Q108. Is the position full-time or part-time (less than 25 hours per week)?

=> ASK IF Q106=01 or 03

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

Q109:

Q109. Just before we end the survey, these last few questions are used only to assist in classifying your responses. Any information you provide is kept strictly confidential. What is your marital status?

Single	1
Married, living with a partner, common-law	2
Separated, divorced, widowed	3
Don't know	8
No response	9

Q110:

Q110. How many dependents (including dependent adults) are you responsible for?

\$R 1 10

None	00
Don't know	88
No response	99

Q111:

Q111. Do you consider yourself to be an Aboriginal person?

Yes	1	
No	0	=> Q113
Don't know	8	=> Q113
No response	9	=> Q113

Q112:

Q112. Are you... (READ RESPONSES)

First Nations Status Indian.....	01	
Non-Status Indian	02	
Métis	03	
Inuit	04	
Other (specify).....	66	O
Don't know	88	X
No response	99	X

Q113:

Q113. Do you consider yourself to be a member of a visible-minority? (NOTE: Visible minority is defined as persons other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour)

=> SKIP IF Q111=1

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

Q114:

Q114. What is your current citizenship status? Are you a... (READ RESPONSES)

Canadian citizen	01
Landed immigrant/permanent resident	02
Other (specify).....	66 O
Don't know	88 X
No response	99 X

Q115:

Q115. What language did you first learn in childhood and still understand?

English.....	01
French.....	02
Other (specify).....	66 O
Don't know	88 X
No response	99 X

Q116:

Q116. Do you consider yourself to be a person with a disability (that is, someone with a long-term physical or mental condition that limits the kind or amount of paid work that they can do)?

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

Q117:

Q117. What is the highest level of education attained by your father (or male guardian)?
 (DO NOT READ)

Less than high school graduation.....	01	
High school graduate	02	
Some trade-vocational	03	
Some college	04	
College diploma or certificate	05	
Some university	06	
University certificate or diploma below bachelor's degree	07	
Bachelor's degree, e.g. B.A., B.Sc., B. Ed., E. Eng.	08	
First professional degree e.g. law, medicine, dentistry, veterinary medicine	09
University diploma or certificate above bachelor's degree, but below master's.....	10
Master's degree e.g. M.A., M. Sc., M.Ed., M. Eng.	11	
Doctorate degree e.g. PhD	12	
Professional association diploma, certificate, license, accounting, banking, insurance (CMA, CGA)	13	
Other (specify)	66	O
Don't know	88	X
No response	99	X

Q118:

Q118. What is the highest level of education attained by your mother (or female guardian)?
 (DO NOT READ)

Less than high school graduation.....	01	
High school graduate	02	
Some trade-vocational	03	
Some college	04	
College diploma or certificate	05	
Some university	06	
University certificate or diploma below bachelor's degree	07	
Bachelor's degree, e.g. B.A., B.Sc., B. Ed., E. Eng.	08	
First professional degree e.g. law, medicine, dentistry, veterinary medicine	09
University diploma or certificate above bachelor's degree, but below master's.....	10
Master's degree e.g. M.A., M. Sc., M.Ed., M. Eng.	11	
Doctorate degree e.g. PhD	12	
Professional association diploma, certificate, license, accounting, banking, insurance (CMA, CGA)	13	
Other (specify)	66	O
Don't know	88	X
No response	99	X

Q119:

Q119. And finally, is your current gross annual income above or below \$30,000?

Below \$30,000.....	1	
Above \$30,000	2	
No response	9	RND

Q120:

Q120. And would that be... (READ RESPONSES)

=> ASK IF Q119=1

Under \$5,000	1
\$5,000 to \$10,000	2
\$10,000 to \$15,000	3
\$15,000 to \$20,000	4
\$20,000 to \$25,000	5
\$25,000 to \$30,000	6
(DO NOT READ) Don't know	8
(DO NOT READ) No response	9

Q121:

Q121. And would that be... (READ RESPONSES)

=> ASK IF Q119=2

\$30,000 to \$35,000	1
\$35,000 to \$40,000	2
\$40,000 to \$45,000	3
\$45,000 to \$50,000	4
\$50,000 to \$55,000	5
Over \$55,000	6
(DO NOT READ) Don't know	8
(DO NOT READ) No response	9

GENDR:

We've reached the end of the survey. Do you have any questions about the survey? Would you like the name and contact information for someone at the institution you attended? Thank you very much for your time. The results from this survey will be published in a final report and posted on the Government's website (www.copse.mb.ca) early next year. Goodbye.

GENDER:

Female	1
Male	2
Undetermined	3

Appendix B – Steering Committee

Steering Committee Members

Assiniboine Community College

Jack Moes
Karen Banuga

Brandon University

Scott Grills
Greg Coates

Canadian Mennonite University

Stephanie Penner

Collège universitaire de St-Boniface

André Boucher

Manitoba Advanced Education and Literacy

- **Council on Post-Secondary Education**
Kim Browning (Project Manager)
Kitty Leong
- **Corporate Services Branch**
Dallas Morrow
Jodi Binder

Providence University College

Lindsay Harris

Red River College

Ashley Blackman

Steinbach Bible College

Patrick Friesen

University College of the North

Deveny Zahayko
Kate Roth

University of Manitoba

Thelma Lussier
David Collins

University of Winnipeg

Jodene Baccus
Alan Chan

Booth University College

Anita Ratnam