CLASS OF 2006-07 HIGH SCHOOL GRADUATE OUTCOMES

September 2009

Report Compiled by

Insightrix Research, Inc.

Suite 104, 110 Research Drive

Saskatoon, Saskatchewan

T: 1-866-888-5640 F: 1-306-384-5655

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Executive Summary

Introduction

In May 2009, the Ministry of Advanced Education Employment and Labour (AEEL) contracted Insightrix Research, Inc. to conduct a follow-up survey of Saskatchewan students who attended Grade 12 in 2007. The purpose of the study is to better understand the attitudes of students towards post-secondary education, and their experiences after graduation or leaving high school.

Results were collected between April 14 and July 14, 2009. A total of 1,910 respondents who were in Grade 12 in 2007 completed the survey. Strict quotas were set by population variables, such as gender, First Nations/Métis ancestry, location and graduate status, so that the distribution of survey responses would match the population. The methodology report section of this report provides greater detail on how the survey was done, analysis techniques used, and results from them.

Study Results

The study explored a variety of areas, including student attitudes to school and post-secondary education (PSE). Highlights of the various areas are summarized below.

All respondents were asked to complete the first segment of the Survey, which dealt with ranking their responses to several statements about their attitudes. Throughout the Survey, a seven point ranking scale was used, with assignment of a rank of "1" indicating the statement was not accurate to the respondent, and "7" meaning it was very accurate or true. Respondents identified learning new things, interacting with others and challenging themselves as their top three attributes. In ranking statements about their attitudes to high school and post-secondary education (PSE), over 70% of respondents identified parents as a key force in encouraging them to pursue PSE. Close to 70% (67.6%) also agreed that PSE is worth the time and commitment it requires.

Another ranking exercise in the Survey asked respondents to rate how important it was to them that high school provide them with each of the skills presented in a list. They were then asked to rate their satisfaction with their high school experience in providing them with each of the skills.

Overall, items that received both an above average importance rating and an above average satisfaction rating were:

- how to learn independently;
- speaking effectively;
- developing interpersonal skills;
- ability to write clearly and concisely.

Respondents were also asked to rank the skills they felt their high school experience gave them. Three items received an above average importance rating but a below average satisfaction rating:

- developing decision making skills;
- developing time management skills;
- developing good study habits.

Responses to questions concerning satisfaction with high school staff also formed part of the Survey. Results are found in the body of this report.

A minority of the sample included respondents who were in grade 12 in 2007 but did not graduate that year. Of these respondents, most (53.2%) have since graduated or gained a GED. Of those who have not yet completed, one third (33.6%) indicated the main reason is they have found work. Just over 17% of respondents in this group are enrolled or plan to enrol in PSE.

The Survey asked respondents to identify from a list provided those things they have done since high school. Nearly two-thirds (64.1%) have completed or are currently enrolled in PSE, with most having entered their PSE program directly following high school. Additionally, close to two-thirds (64.6%) have worked either full- or part-time since high school.

When asked to identify which of a list of people had influenced their post-high school activities, parents were the most commonly selected (47.1%), followed by a role model the respondent admired (29.1%) and, finally, teachers (19.3%).

Of the 1,122 respondents who indicated they are currently attending or have attended PSE, 59.4% are currently enrolled in a university undergraduate program, 19.0% in a community college program, 13.1% in a private or vocational school program and 8.5% in an apprenticeship program. Overall, 43.4% of the respondents who are currently attending or have attended post-secondary studies received a scholarship to attend the institution. Approximately four in five (82.2%) are attending an institution within Saskatchewan, with 40.0% indicating their institution is located within the same city or town as their high school. Sixteen per cent of those

enrolled in PSE are attending an out-of-province institution, with the remaining group attending an institution located outside Canada.

The primary reasons cited for leaving the province to pursue PSE were the program the individual wanted was not offered here (21.6%) or the program selected has a better reputation than the one offered in Saskatchewan (21.6%). An almost equal number (19.1%) indicated they chose to leave the province simply to go somewhere different.

Factors that had the greatest influence on decisions about where to attend a PSE program included: support from family, location of institution relative to home community and availability of program desired.

A total of 143 respondents (7.5% of the total) stated they did not complete the PSE program they started. Almost half (46.2%) of this group dropped out at the end of their first year of a multi-year program, over half of these within or after the first semester. The most common reasons given for dropping out were: not liking the program, or loss of interest (39.9%), and uncertainty about what they wanted to do/wanting a break (32.9%). Uncertainty about career was identified by a majority as having an impact on their decision to drop out of PSE.

Close to one-third of respondents (29.2%) indicated they have never attended a post-secondary institution, although one-quarter of them have applied. The most commonly cited reasons for not attending despite applying were, insufficient money (17%); still deciding on career plans (17%), and not being accepted to desired program (16.4%). Over 80% of those who have not attended PSE indicated they are somewhat or very likely to enroll in the future (81.9%), citing as their main reason the likelihood of getting a better job as a result of PSE. Of those who indicated they are unlikely to enroll in PSE in the future, the top reasons include liking what they currently do (31.1%) and feeling it is not necessary (20.3%).

Multivariate Analysis

Several types of multivariate analysis were performed on the data to enhance understanding of the study results and to provide more insight on important topics. Two separate analysis paths were taken to answer important questions:

- What separate groups exist within high school students? Do certain groups have a greater tendency towards post-secondary education? What may encourage groups with a lower tendency towards post-secondary education to attend?
- Which demographic groups are most likely to attend post-secondary education? What effect do location, gender, ancestry, parents' education, grades, graduate status and attitude have on post-secondary attendance?

Full results of this analysis can be found in the final section of the report.

Methodology Report

GOALS AND OBJECTIVES

The objectives of the survey were to:

- obtain provincially representative and statistically reliable data about transitions of former students into work, post-secondary education/training (PSE), or other activities;
- explore factors/reasons for non-participation in PSE among former high school students;
- explore those factors that support students in the transition to PSE and/or employment;
- help understand potential differences between the transition experiences of First Nations/Métis (FN/M) and non-First Nations/Métis students.

METHODOLOGY

To achieve these research objectives, the Ministries of Advanced Education, Employment and Labour (AEEL) and Education contracted Insightrix Research, Inc. to conduct a multimode survey of students who were enrolled in Grade 12 in 2007. Stages of the survey process are detailed here.

Development of Survey Instrument

Insightrix, in consultation with AEEL and the Ministry of Education, developed the survey instrument. Insightrix used a previous questionnaire developed by AEEL in conjunction with the Millennium Scholarship Foundation, and the questionnaire used in the 2007 Saskatchewan Graduate Outcomes Study as a guide in the development of the questionnaire used in this study. The final questionnaire deviated from these previous instruments, in light of different research objectives and analytical techniques that were identified as desirable to the reporting phase of this project.

Since the attitudes and opinions of several key target groups were sought, the questionnaire was divided into sections based on respondents' current activities and activities since high school. The survey was programmed into an online computer assisted telephone interviewing (CATI) system.

Specific Survey Considerations

The first series of questions on the survey was asked to all respondents to gain insight into their attitudes and personality, as well as their attitudes towards and their opinion of several factors regarding their high school experience and post-secondary education. Next, respondents were asked to rate how important they believe each of a list of skills provided is to a good high school education and also to rate their satisfaction with their high school in providing them with each skill. To compare the importance and satisfaction of each of the listed skills, a quadrant analysis was performed on the data (see page 19). The average ratings were standardized to measure relative rather than absolute strengths and weaknesses. Following this section, respondents were divided into groups based on their selections as analysed through the quadrant tool. Each group formed in this was asked a series of questions based on the choices they made to pursue post-secondary education and the outcomes of that decision.

Multivariate Analysis

Several types of multivariate analysis were performed on the data to enhance understanding of the study results and to provide more insight on important topics. Two separate analysis paths were taken to answer important questions:

- What separate groups exist within high school students? Do certain groups have a greater tendency towards post-secondary education? What may encourage groups with a lower tendency towards post-secondary education to attend?

- Which demographic groups are most likely to attend post-secondary education? What effect does location, gender, ancestry, parents' education, grades, graduate status and attitude have on post-secondary attendance?

Sampling Bias

Insightrix's approach to the sampling for this project was to choose a smaller targeted sample of graduates from the total list and put additional effort into finding these graduates in order to minimize sampling bias. Often with graduate outcome studies, respondents who have not moved (and for whom current contact information is available) are more likely to be contacted and thus are more likely to complete the survey. This sampling approach is inherently biased because highly mobile graduates are less likely to be contacted and complete the survey. These more highly mobile people may have different opinions or experiences that could be missed from the study if a convenience sampling approach is used. Minimizing this type of bias was one of the most important considerations for this project.

Introductory Mail-Out

Insightrix sent a letter to each potential respondent to explain the purpose of the study, to assure the individual about confidentiality of responses and to confirm the validity of the study. Insightrix anticipated the address listed would belong to the parents or guardians of the respondent and that these people would be able either to advise the respondent of the Insightrix letter or forward it, so letters were sent to the last known address of potential respondents. The mail-out helped drive up response rates, in part because it provided potential respondents and their family members with a reference point for the validity of the study. Insightrix found that parents or guardians of potential respondents helped interviewers by providing contact information or appointment times when the respondent could be reached. Without the letter of introduction, it may have been much more difficult to get this information.

DATA COLLECTION CHALLENGES

First Nations/Métis (FN/M) Respondents

Throughout data collection, Insightrix found that First Nations/Métis (FN/M) respondents were less likely to participate in the study. Several challenges exist when it comes to contacting this group:

- The provincial FN/M population is concentrated in northern regions. These regions have a much lower internet penetration compared to the rest of the province, so fewer respondents were able to take advantage of the online method for completing the survey;
- Although Insightrix employs telephone interviewers who speak Cree and Dene, there are times language barriers may exist with the FN/M group. Additionally, all letters mailed were in English;
- FN/M residents may opt not to participate in research done via telephone survey. Insightrix has found this to be the case in many other studies.

Non-completers

Non-completers (those enrolled in Grade 12 during 2006-07 who did not graduate that year) also were less likely to participate in the study. It is anticipated that those who did not graduate in the same year they were enrolled in grade 12 may not have been performing as well academically as other students, which also could mean they did not consider academics as important. Given this, it is feasible this segment was less engaged in high school, and may place less importance on completing the survey.

It bears noting that about one in five of those who did not graduate in 2006-07 (as reported in the information provided by the Ministry of Education) claim they did graduate in the 2006-07 year. Often, those who failed to complete the number of credits required to graduate still attended graduation ceremonies with their peers but then went on to do upgrading to complete outstanding requirements for a grade 12. It is hypothesized that many respondents consider attendance at the ceremonies as "graduation." However, this is not how the Ministry of Education would have them recorded.

Steps used to Ensure Appropriate Sampling

Once 1800 surveys were completed, per project specifications, there was still a lack of First Nations/Métis (FN/M) and non-completer graduates responses, despite efforts to increase response rates in these groups. It would have been possible for Insightrix to weight the data, based on the sample statistics. However, it was felt doing this would lessen the statistical integrity of the reporting. For this reason, an additional sample containing just FN/M or non-completer respondents was used. Quotas were set to address the possibility of a disproportionate representation by respondents who were both FN/M and non-completers. A strict quota was set for each of these groups and an additional 110 surveys were conducted.

Survey Monitoring

AEEL and Insightrix monitored the real-time results of the survey during the data collection process. Daily, officials at AEEL had access to completed surveys, the overall response rate, and the results for each question in the survey.

Survey Analysis and Reporting

Insightrix produced this report, which includes frequencies, cross-tabulations, key findings, and additional analysis. The additional analysis involved several multivariate techniques, including factor analysis, cluster analysis, quadrant analysis and regression analysis.

Response Rates

Data were collected from April 14th to July 14th. A total of 1910 surveys were completed, 1379 (72.2%) by telephone and 531 (27.8%) online. The margin of error at 95% confidence is ±2.24 percentage points, which means that we can be sure that the results are within ±2.24 percentage points of the population figures 19 times out of 20. Error rates within sub-groupings will be larger.

Study Results

SECTION A: ATTITUDINAL QUESTIONS

Personal Attitudes

Before answering questions regarding their high school experiences, respondents were asked to use a seven point rating scale to signal their level of agreement that each of a list of statements provided describes them. On the scale, a rating of 1 meant the respondent "strongly disagrees" and 7 meant "strongly agrees". The intent of adding these questions was to better understand whether certain personality types have a greater tendency towards post-secondary attendance. Many of the statements yielded a high level of agreement from respondents as a whole, implying that some attitudes are more universal among high school students than others. Generally, all statements received a slightly higher than neutral (3.5) rating.

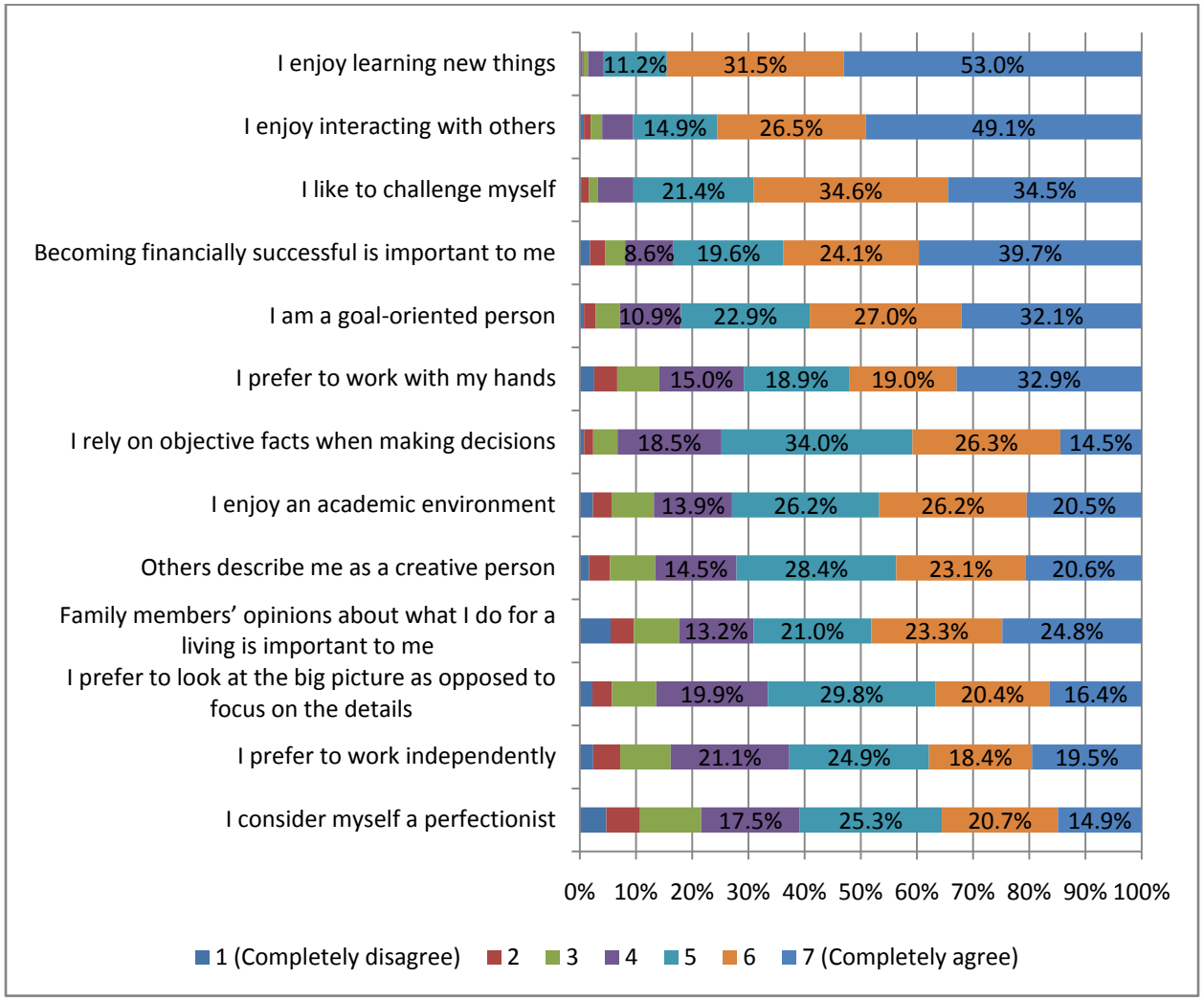
Highest rated attitudes (statements for which a majority gave a rating of 6 or 7) include: "I enjoy learning new things" (84.5%), "I enjoy interacting with others" (75.6%), "I like to challenge myself" (69.0%) and "Becoming financially successful is important to me" (63.7%).

A relatively small proportion of respondents expressed high agreement with the statements, "I consider myself a perfectionist" (35.6%), "I prefer to look at the big picture as opposed to focus on details" (36.7%) and "I prefer to work independently" (37.9%). The table below provides more detailed information on responses to this question.

	Base	Average rating	% 1 or 2	% 6 or 7
I enjoy learning new things	1906	6.3	0.7%	84.5%
I enjoy interacting with others	1908	6.1	1.9%	75.6%
I like to challenge myself	1909	5.9	1.6%	69.0%
Becoming financially successful is important to me	1906	5.7	4.6%	63.7%
I am a goal-oriented person	1905	5.6	2.8%	59.1%
I prefer to work with my hands	1909	5.3	6.7%	52.0%
Family members' opinions about what I do for a living is important to me	1902	5.1	9.6%	48.1%
I enjoy an academic environment	1901	5.2	5.6%	46.7%
Others describe me as a creative person	1882	5.2	5.4%	43.7%
I rely on objective facts when making decisions	1865	5.2	2.4%	40.8%
I prefer to work independently	1907	4.9	7.2%	37.9%
I prefer to look at the big picture as opposed to focus on the details	1889	5.0	5.7%	36.7%
I consider myself a perfectionist	1906	4.7	10.7%	35.6%

Q1. I'm going to start by reading you some statements. After hearing each one, please let me know if you agree or disagree with each using a 7 point scale where 1 is completely disagree and 7 is completely agree. The first one is… Base: All respondents, excluding don't know, n=1865 to 1908

The following chart shows the full distribution of responses.



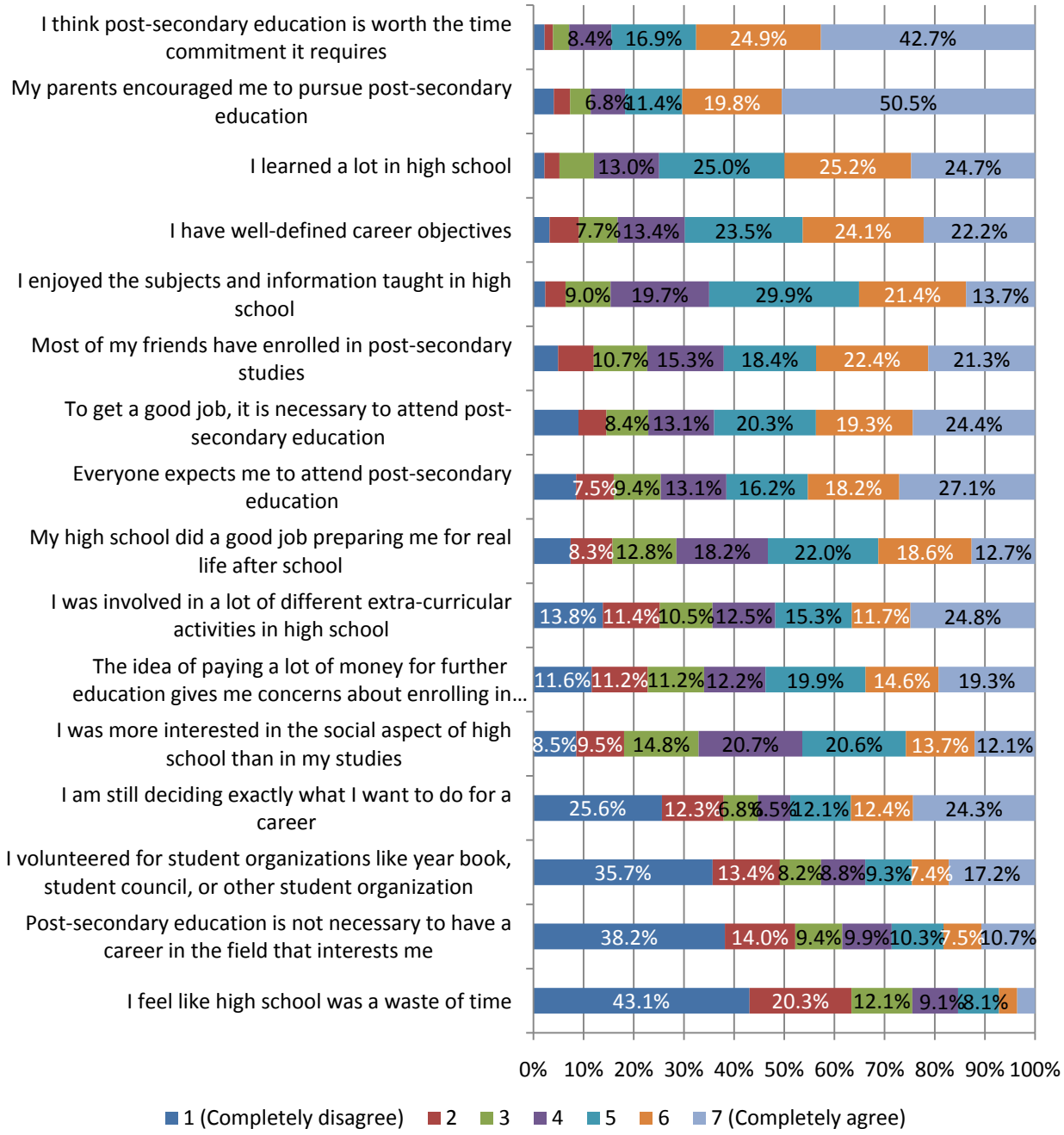
Q1. I'm going to start by reading you some statements. After hearing each one, please let me know if you agree or disagree with each using a 7 point scale where 1 is completely disagree and 7 is completely agree. The first one is… Base: All respondents, excluding don't know, n=1865 to 1908

High School Specific Attitudes

In a similar fashion to the question just described, respondents were asked to rate their level of agreement with a list of statements having specifically to do with their high school experience and attitudes towards post-secondary education (PSE). Agreement among respondents showed much more notable differences compared to the previous list.

Overall, respondents were positive toward the statements regarding the value of PSE. More than two-thirds of them expressed strong agreement by giving a ranking of 6 or 7 to these two statements, "My parents encouraged me to pursue post-secondary education" (70.3%) and "I think post-secondary education is worth the time commitment it requires" (67.6%). Close to one half of the respondents ranked the following three statements high, "I learned a lot in high school" (49.9%), "I have well defined career objectives" (46.3%) and "Everyone expects me to attend post-secondary education" (45.3%).

	Base	Average	% 6 or 7	% 1 or 2
My parents encouraged me to pursue post-secondary education	1901	5.8	70.3%	7.3%
I think post-secondary education is worth the time commitment it requires	1893	5.8	67.6%	3.9%
I learned a lot in high school	1910	5.3	49.9%	5.2%
I have well-defined career objectives	1895	5.1	46.3%	9.1%
Everyone expects me to attend post-secondary education	1892	4.8	45.3%	16.0%
To get a good job, it is necessary to attend post-secondary education	1904	4.9	43.7%	14.5%
Most of my friends have enrolled in post-secondary studies	1887	4.9	43.7%	12.0%
I am still deciding exactly what I want to do for a career	1904	4.0	36.7%	37.9%
I was involved in a lot of different extra-curricular activities in high school	1908	4.4	36.5%	25.2%
I enjoyed the subjects and information taught in high school	1906	4.9	35.1%	6.4%
The idea of paying a lot of money for further education gives me concerns about enrolling in post-secondary studies	1896	4.4	33.8%	22.8%
My high school did a good job preparing me for real life after school	1905	4.5	31.2%	15.7%
I was more interested in the social aspect of high school than in my studies	1899	4.2	25.8%	18.1%
I volunteered for student organizations like year book, student council, or other student organization	1903	3.3	24.5%	49.1%
Post-secondary education is not necessary to have a career in the field that interests me	1868	3.1	18.3%	52.2%
I feel like high school was a waste of time	1904	2.4	7.2%	63.4%



Q2. I now have some more statements specific to high school and the future that I'd like you to rate on the same scale where 1 is completely disagree and 7 is completely agree. Base: All respondents, excluding don't know/Refused.

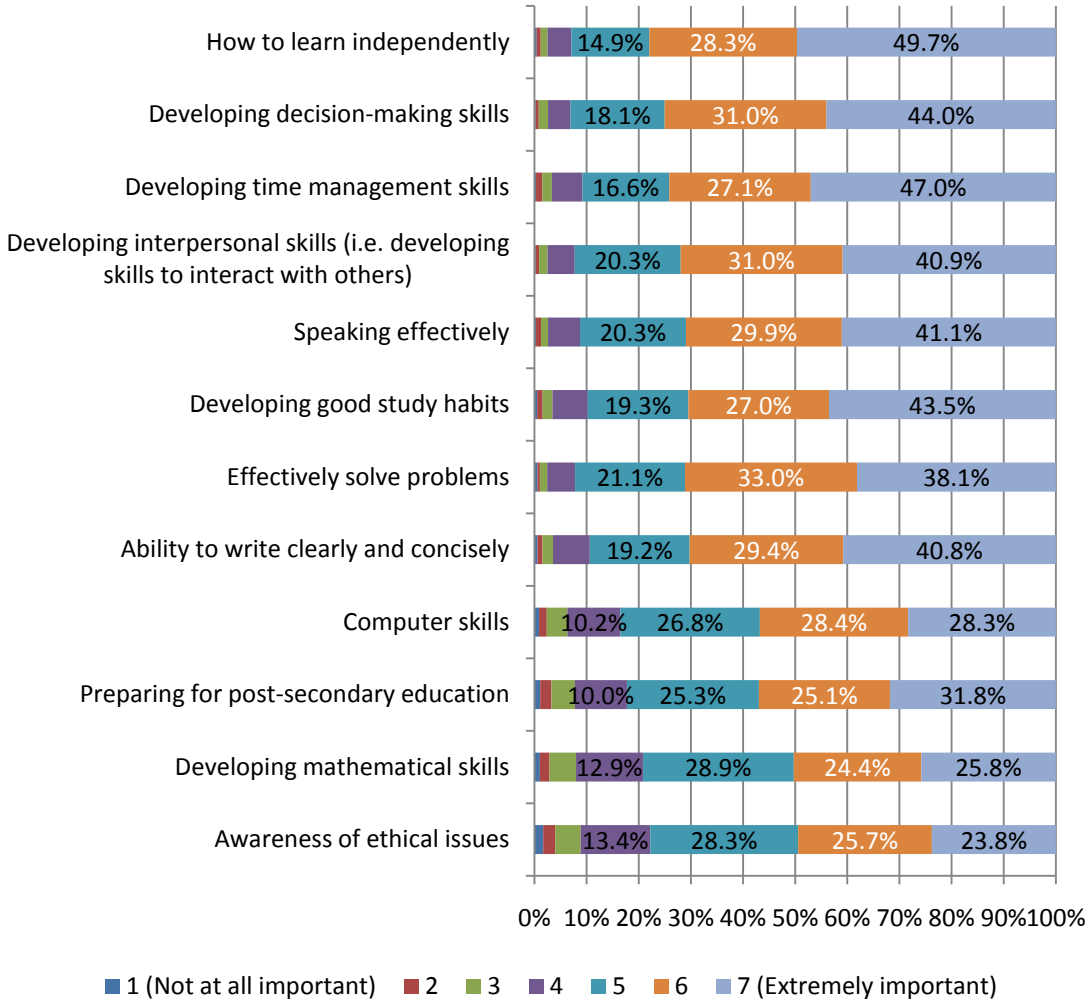
SECTION B: HIGH SCHOOL EXPERIENCES / PREPAREDNESS

The seven point scale was used again by respondents to rate the importance they assign to skills a good high school education should provide. Assignment of "1" meant the respondent thought the skill was "not at all important"; "7" that it is "extremely important." Skills ranked within the top three include, how to learn independently (78.0%), developing decision making skills (75.0%) and developing time management skills (74.1%). Lowest rated skills included awareness of ethical issues (49.4%) and developing mathematical skills (50.3%).

	Base	Average rating	% 6 or 7	% 1 or 2
How to learn independently	1907	6.2	78.0%	1.2%
Developing time management skills	1910	6.1	74.1%	1.5%
Developing decision-making skills	1909	6.1	75.0%	0.8%
Effectively solve problems	1909	6.0	71.1%	1.0%
Developing good study habits	1908	6.0	70.5%	1.6%
Speaking effectively	1909	6.0	70.9%	1.3%
Developing interpersonal skills	1904	6.0	72.0%	0.9%
Ability to write clearly and concisely	1905	5.9	70.2%	1.5%
Preparing for post-secondary education	1905	5.6	57.0%	3.3%
Computer skills	1910	5.6	56.8%	2.4%
Awareness of ethical issues	1885	5.4	49.4%	4.0%
Developing mathematical skills	1906	5.4	50.3%	2.9%

Q3. Next I have a list of several skills and would like to know how important you feel each are to a good high school education. There are no right or wrong answers – just your own personal opinions. The first one is… How important is this skill to a good high school education? Please use a 7 point scale where 1 is not at all important and 7 is extremely important. Base: All respondents, excluding don't know, n=1885 to 1910

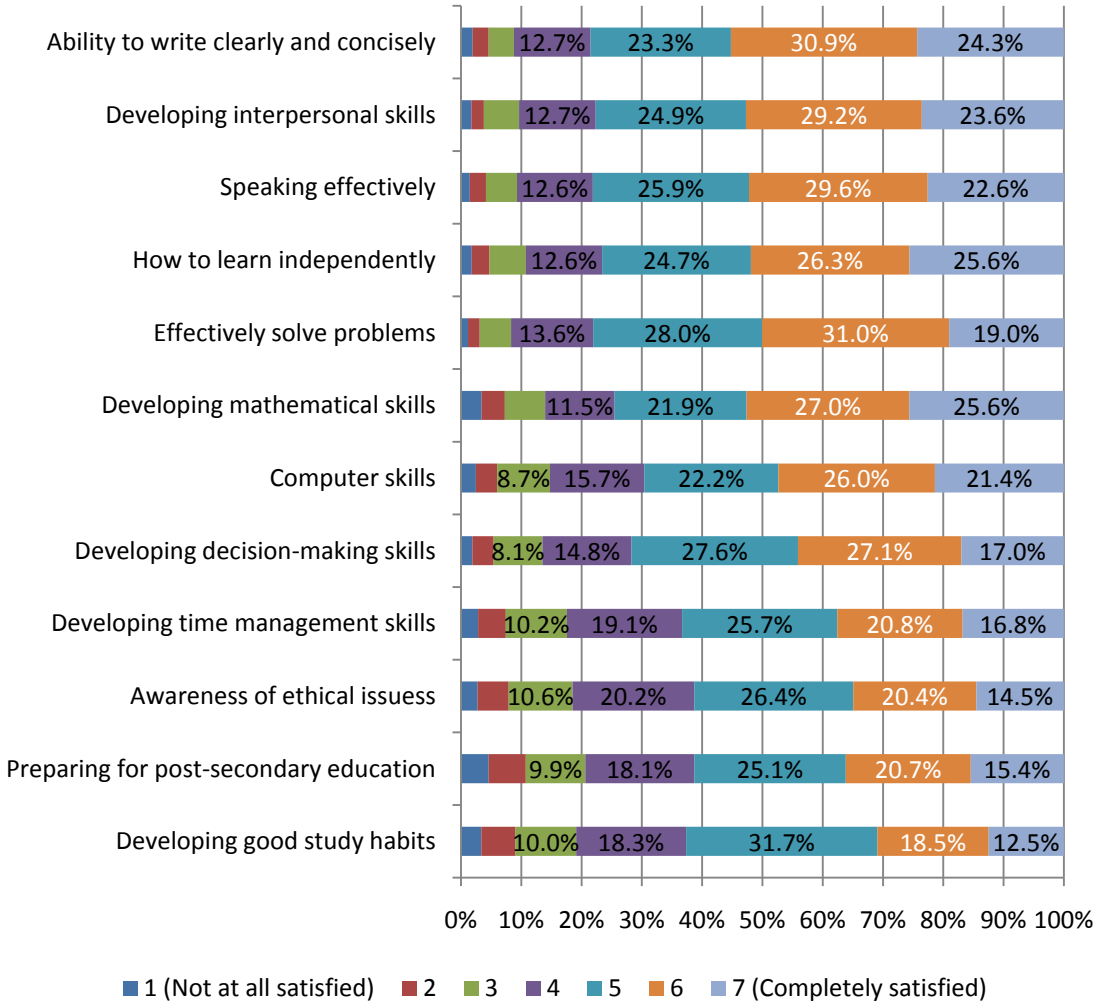
The following chart shows the full distribution of responses.



Q3. Next I have a list of several skills and would like to know how important you feel each are to a good high school education. There are no right or wrong answers – just your own personal opinions. The first one is… How important is this skill to a good high school education? Please use a 7 point scale where 1 is not at all important and 7 is extremely important. Base: All respondents, excluding don't know, n=1885 to 1910

Satisfaction with Skills

Having used the seven point ranking scale to identify the skills they felt it was important for high school to help them develop, respondents were asked to rate their level of satisfaction with how well their high school did providing them with each of the skills. In general, highest satisfaction was given to "Ability to write clearly and concisely" (55.2%), "Developing interpersonal skills" (52.7%), "Developing mathematical skills" (52.6%), "Speaking effectively" (52.2%), "How to learn independently" (51.9%) and "Effectively solve problems" (50.1%).



Q4. And now I'd like you to rate your satisfaction with each of these skills on a 7 point scale where 1 is not at all satisfied and 7 is completely satisfied. The first statement is…. How satisfied are you with the extent to which your high school provided you with this skill? Base: All respondents, excluding don't know, n=1881 to 1903

The following table shows the average ratings and top boxes for responses.

	Base	Average rating	% 6 or 7	%1 or 2
Ability to write clearly and concisely	1899	5.4	55.2%	4.6%
Developing interpersonal skills	1902	5.4	52.7%	3.8%
Speaking effectively	1903	5.4	52.2%	4.2%
How to learn independently	1901	5.4	51.9%	4.7%
Developing mathematical skills	1900	5.3	52.6%	7.3%
Effectively solve problems	1902	5.3	50.1%	3.1%
Computer skills	1899	5.2	47.3%	6.0%
Developing decision-making skills	1902	5.1	44.1%	5.4%
Developing time management skills	1900	4.9	37.6%	7.4%
Preparing for post-secondary education	1897	4.8	36.2%	10.8%
Awareness of ethical issues	1881	4.8	34.9%	7.9%
Developing good study habits	1901	4.7	30.9%	9.0%

Quadrant Analysis

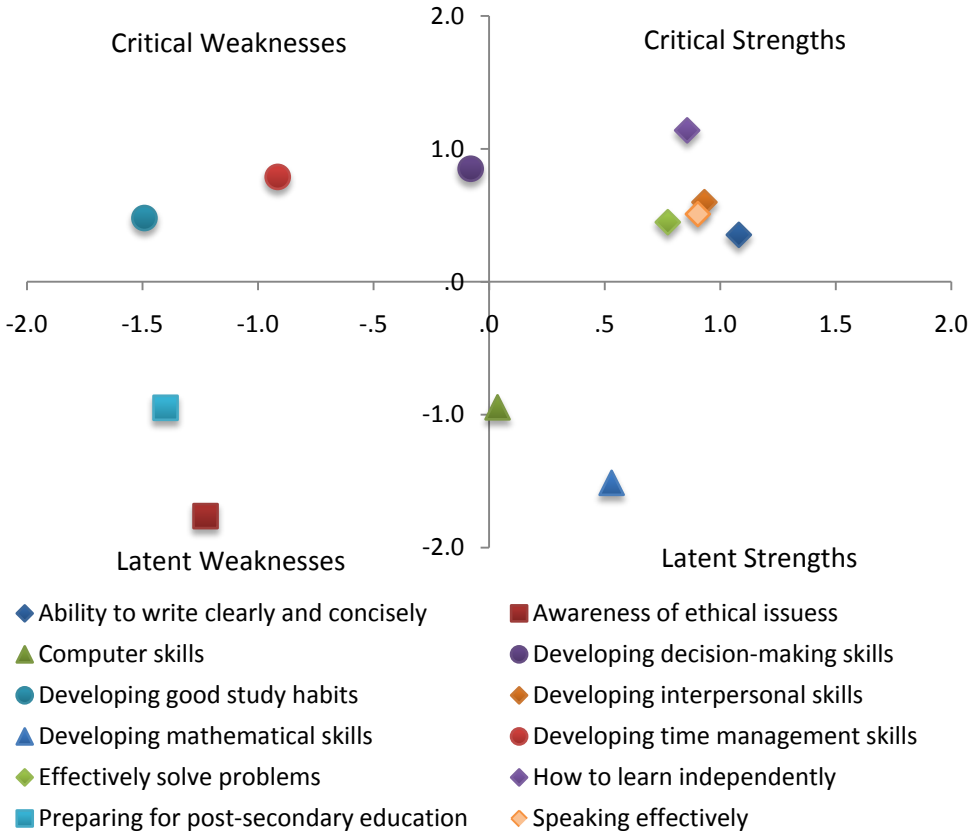
Average ratings were standardized so relative strengths and weaknesses could be assessed. It is important to note that students' self assessment of their skills may be different from the assessment of these skills by other groups, such as employers or educators.

Critical Strengths

- Five areas received high average importance and satisfaction ratings among respondents:
    - How to learn independently
    - Speaking effectively
    - Developing interpersonal skills
    - Ability to write clearly and concisely
    - Effectively solve problems

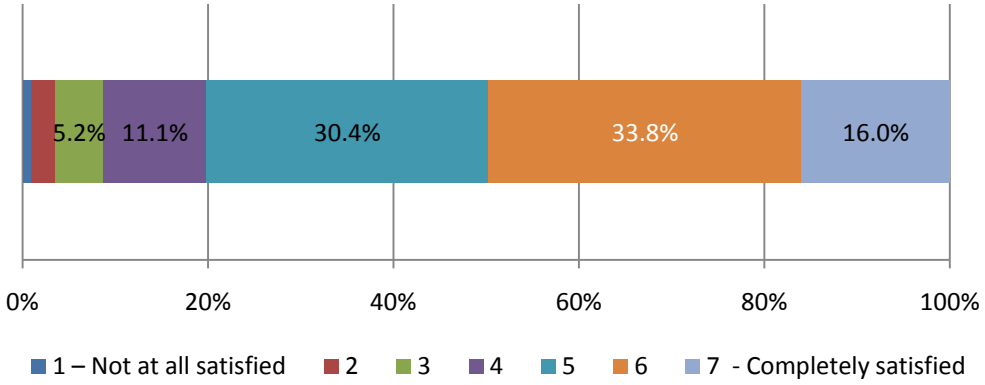
Critical Weaknesses

- By contrast, three areas received a lower than average satisfaction rating but higher than average importance rating:
    - Developing decision making skills
    - Developing time management skills
    - Developing good study habits



Overall Satisfaction

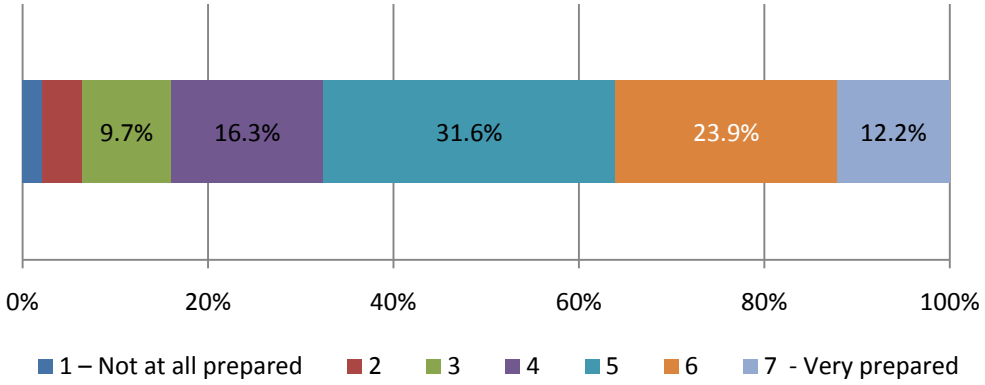
Overall satisfaction with respondents' high school education experiences is moderate; about one half (49.8%) gave a rating of 6 or 7. Very few respondents are highly unsatisfied (3.5% rated a 1 or 2).



Q5. Overall, how satisfied were you with your high school education experience. By experience I mean how effective the high school staff provided you with both knowledge and life skills. Please exclude social aspects of high school that may impact your impression such as how other students may have treated you. Please use a 7 point scale where 1 is not at all satisfied and 7 is completely satisfied. Base: All respondents, excluding don't know, n=1905

Preparedness

Respondents were asked to rate how prepared they felt to enter the "real world" after attending high school. Ratings of preparedness are just slightly lower than the ratings for overall satisfaction: about one third (36.1%) rated their preparedness a 6 or 7 out of 7, while 6.4% rated it as a 1 or a 2.



Q6. Overall, how prepared do you feel you were to enter the "real world" after attending high school? Please use a 7 point scale where 1 is not at all prepared and 7 is very prepared. Base: All respondents, excluding don't know, n=1898

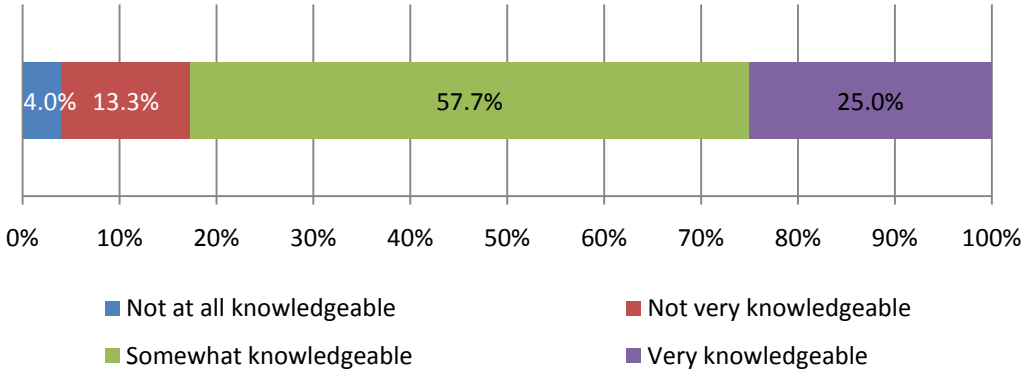
Suggestions for Improvement

Respondents who gave a rating of 4 or lower on the seven point scale were asked what could have been done differently to better prepare them for their post-high school experiences. Practical life skills (22.6%) was the most commonly mentioned area, with a more challenging curriculum being the second most identified (17.4%). Two other ways suggested to improve student preparation for the post-high school world were, better preparation for PSE (12.7%) and better work experience (8.8%). The chart which follows details responses to this question.

Q7. Specifically, what could the school have done to better prepare you for experiences after high school? Base: Respondents who gave a rating of 4 or lower out of 7.

Knowledge of Various Career Options

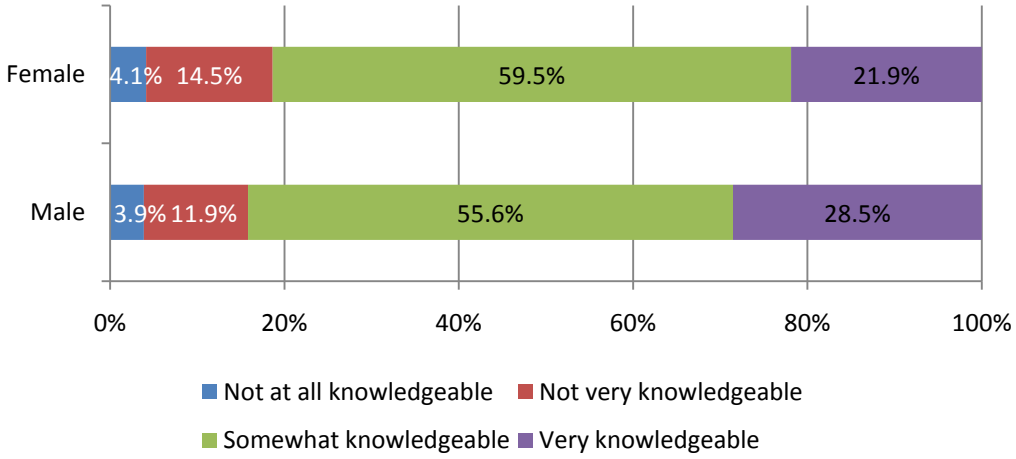
Over eight in ten (82.7%) respondents felt they left high school with a clear or very clear idea about career options available. The graph below breaks out responses.



Q8. At the end of high school, how knowledgeable were you of the various career options available to you? Base: All respondents, excluding don't know, n=1897

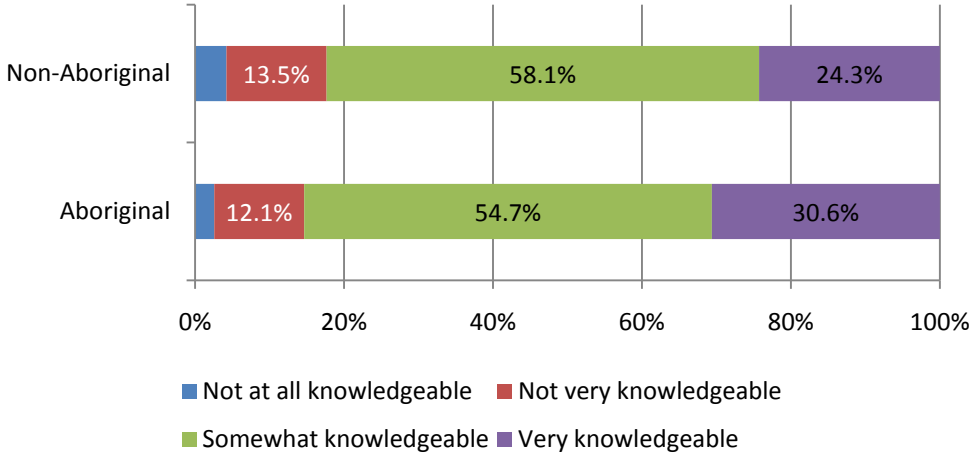
Knowledge of Various Career Options by Gender

In total, 28.5% of male respondents felt they were very knowledgeable about the various career options available to them. Slightly fewer female respondents were as clear about career options, with only 21.9% stipulating they were "very knowledgeable" about careers.



Knowledge of Various Career Options by First Nations/Métis (FN/M) Identification

More First Nations/Métis (FN/M)respondents (30.6%) assessed themselves as very knowledgeable about the various career options available to them than was the case for the non-FN/M respondents (24.3%).



Suggestions for Improvement

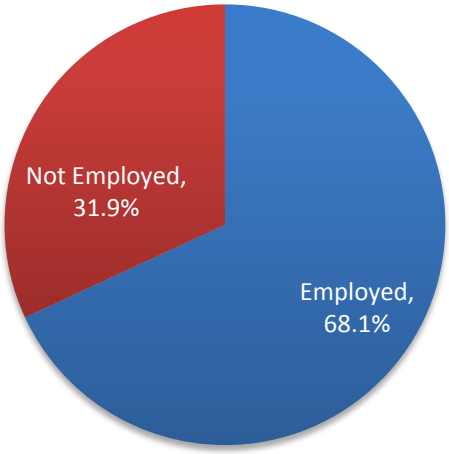
About three in ten (29.0%) of those respondents who felt they were not very or not at all knowledgeable about the various career options available to them suggested schools could provide a better explanation about and/or more resources for a variety of jobs. Career or university fairs (16.8%) and more counsellors (13.7%) were also commonly suggested.

	Count	Percent
Better explanation/ resources for more variety of jobs/ courses needed	95	29.0 %
More/ better career/ university fairs	55	16.8 %
More counsellors/ one-on-one with counsellors	45	13.7 %
Work Ed/ classes on career choices/ entrepreneurship/ aptitude tests	33	10.1 %
Better counsellors	29	8.8 %
Speakers from industries/ universities	21	6.4 %
Student should have taken more initiative/ tried harder/ listened	19	5.8 %
Given alternatives to post-secondary education	16	4.9 %
On-site career days/ field trips/ job shadowing	13	4.0 %
More information on trades	10	3.0 %
Awareness of websites/ internet research	9	2.7 %
Information given earlier in high school to better prepare	7	2.1 %
Other	20	6.1 %
Don't know/ no comment	42	12.8 %
Total	328	100.0 %

Q9. What could have been done to make you more knowledgeable of the various career options available to you?

Employment during High School

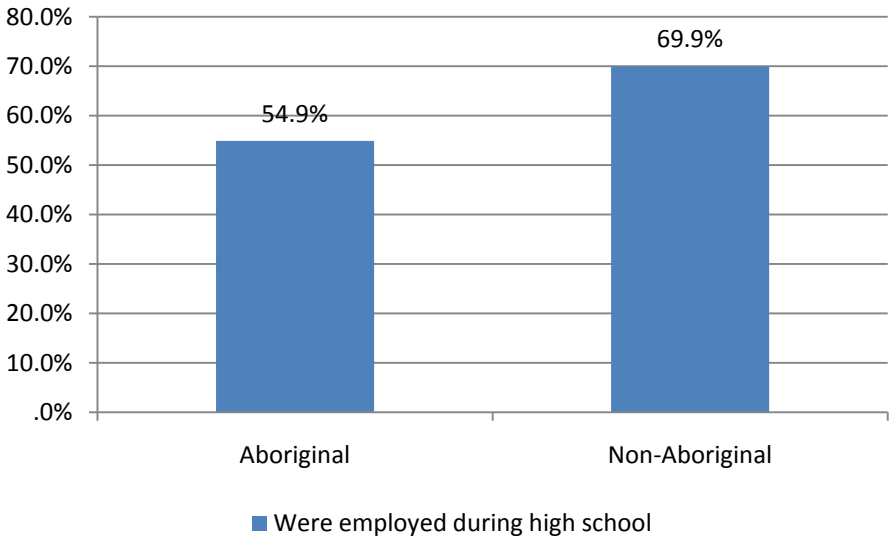
Excluding summer jobs and infrequent jobs, just over two-thirds (68.1%) of respondents were employed during high school. The pie chart below illustrates responses to this question.



Q10. Were you employed for wages at any point while in high school? This does not include summer jobs you may have had…only employment during the school year. Base: All respondents, excluding don't know/refused, n=1899.

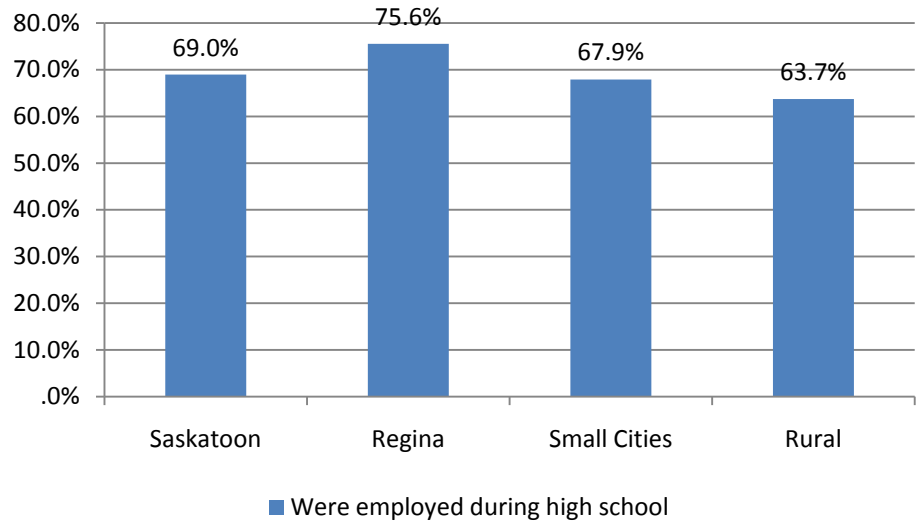
Employment by First Nations/Métis (FN/M) Ancestry

While a majority of both the FN/M and non-FN/M groups were employed at some point during their high school, a lower proportion (54.9%) of FN/M respondents were employed than non-FN/M respondents (69.9%).



Employment by Region

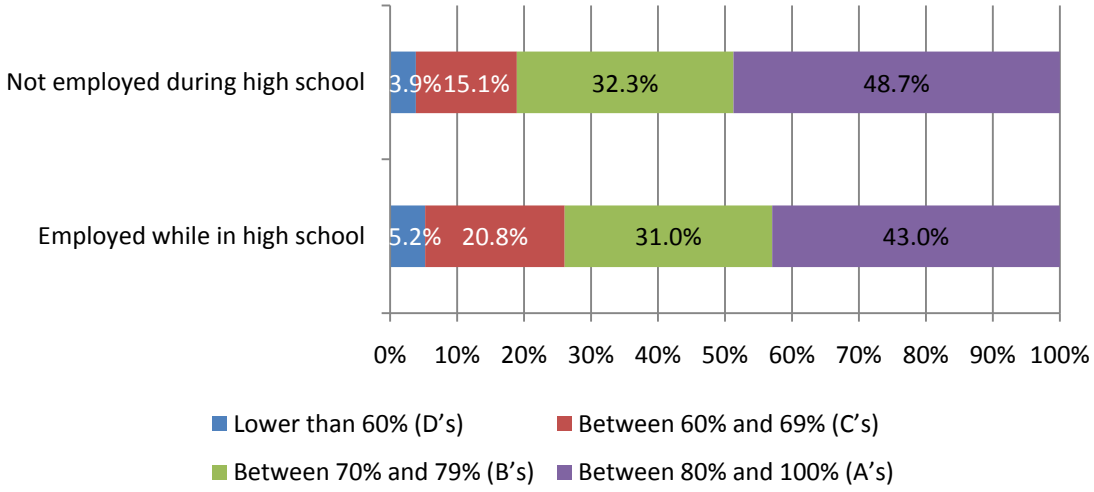
Respondents from Regina were the most likely among respondents in all regions to be employed during high school (75.6%). Respondents in rural areas were least likely to be employed (63.7%).



*Small cities include Estevan, Lloydminster, Moose Jaw, North Battleford, Prince Albert, Swift Current, Weyburn and Yorkton

Grades by Employment

Among those who were employed while in high school, 43.0% indicated most of their grades were between 80% and 100%. This is a smaller proportion of respondents than that attributed to respondents who were not employed during high school (48.7%).



Reason for Employment

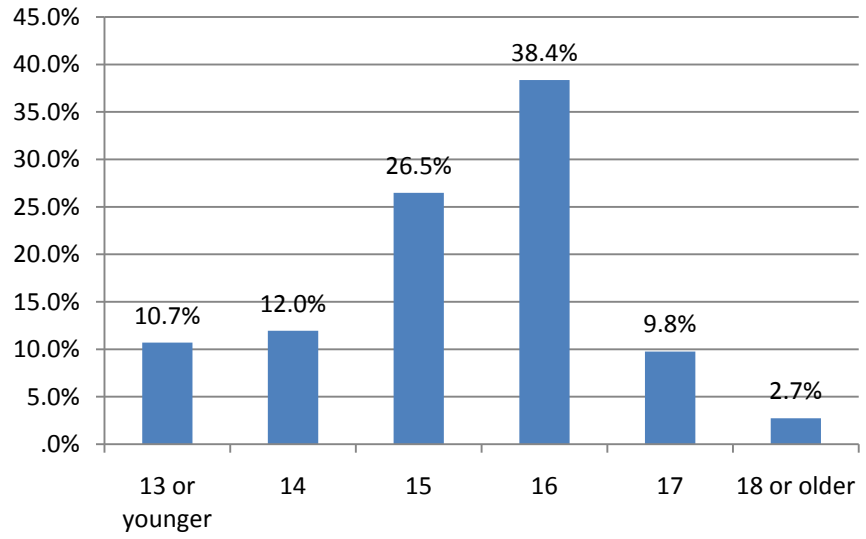
Most commonly, respondents indicated the primary reason they were employed was to have spending money for non-essential items (43.2%). Work experience (14.4%) and to make money for post-secondary education (11.3%) were cited less often.

	Count	Percent
Have spending money (for non-essential items)	555	43.2 %
To have money (general)	368	28.6 %
Travel / big ticket purchases	212	16.5 %
Work experience / gain life skills	185	14.4 %
Make money to pay for school/ post-secondary education	145	11.3 %
Needed money for basic living items (rent, food, clothing, etc.)	141	11.0 %
Something to do/keep busy/ was bored	76	5.9 %
Save for my future	55	4.3 %
Was told I needed a job	21	1.6 %
Other	29	2.3 %
Prefer not to say	3	0.2 %
Don't know	5	0.4 %
Total	1286	100.0 %

Q11. What were the primary reasons you were employed while attending high school? Multiple responses possible. Base: Respondents who were employed during high school, n=1286

Age of First Employment

Of those who were employed during high school, nearly one half (49.2%) were 15 or younger when they got their first paying job, with 38.4% being 16 and 12.5% saying they were 17 or older.

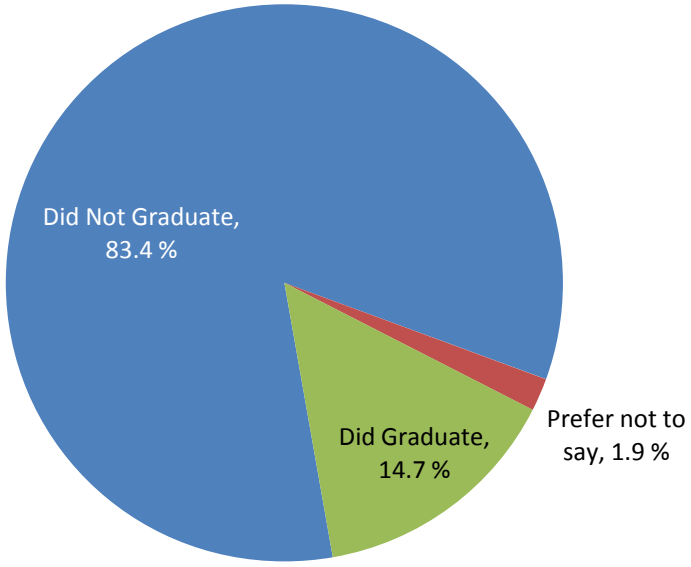


Q12. How old were you when you got your fist paying job? (please exclude infrequent jobs such as baby sitting) Base: Respondents who were employed during high school, excluding don't know/refused, n=1280.

SECTION C: NON-COMPLETER STUDENTS

Non-Completer Verification

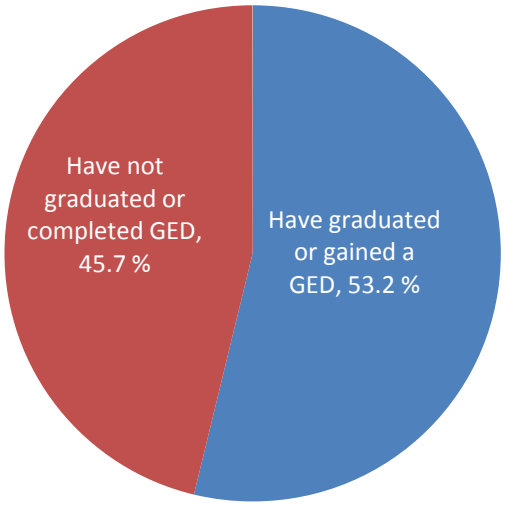
Within the sample file, students were coded as either having graduated in 2006-07, or having been in Grade 12 but not graduated. In almost 15% of cases, respondents indicated they did graduate that year. Given this response, they were not asked the questions in this section. It is possible some of the respondents did not wish to divulge the fact they did not complete grade 12 during the year in which they were supposed to graduate. This would affect the accuracy of this segment of the study, and for this reason, results in this section should be interpreted with caution.



Q13. Our records indicate that you were enrolled in Grade 12 in the 2006-2007 school year but did not graduate that year. Is this correct? Base: Those who were identified as non-completers in the sample, n=320

Have Since Graduated

Of those who did not complete high school in 2007, a majority (53.2%) have since graduated or gained a General Education Diploma (GED).



Q14. Have you graduated from high school or gained a GED since then? Base: Those who did not complete high school, n=267

Reason for Not Completing

Of the 122 respondents who have not yet completed their high school education, one third (33.6%) indicated this is because they have found work; 17.2% stated they plan to enrol for future upgrading; 13.9% are not interested in returning to academic studies.

	Count	Percent
Found work/ support family/ myself/ don't need it	41	33.6 %
Enrolled/plan to enroll for upgrading/GED/more credits	21	17.2 %
Not interested/ dropped out	17	13.9 %
No time/ too busy	12	9.8 %
Family issues	10	8.2 %
Health reasons	8	6.6 %
Had a baby	7	5.7 %
Was expelled/ failed	4	3.3 %
Can't afford/ no money to go back	4	3.3 %
Other	9	7.4 %
No comment	2	1.6 %
None/ no/ no reason	11	9.0 %
Total	122	100.0 %

Q15. Is there any specific reasons why you have not completed your high school education? Base: Non-completers who have not since completed high school, n=122

SECTION D: ACTIVITIES SINCE HIGH SCHOOL

Summary of Activities

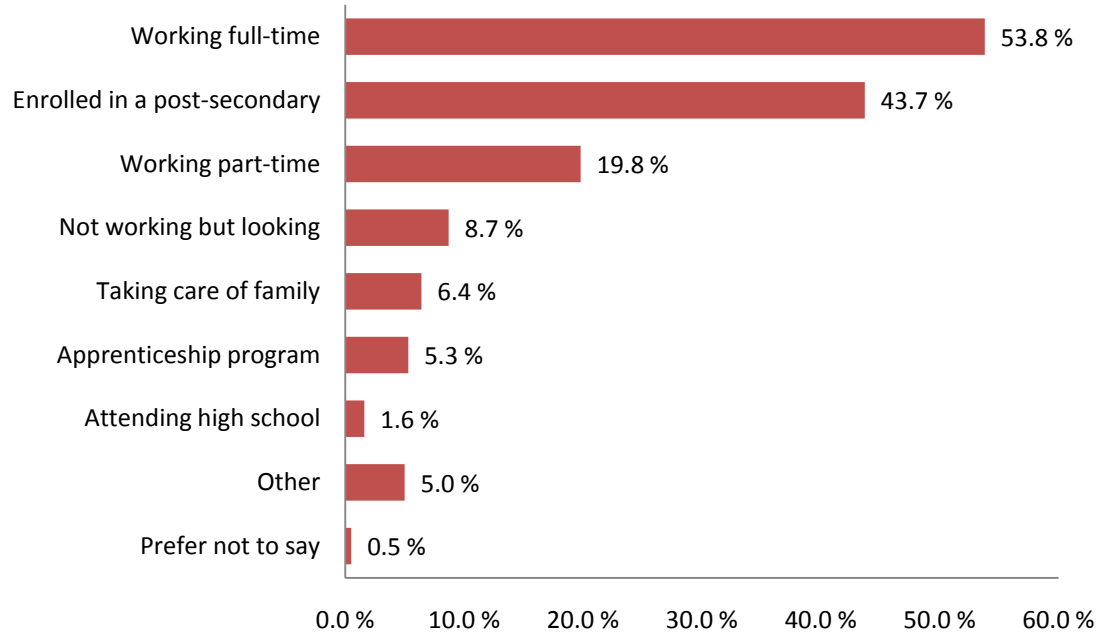
Nearly two thirds (64.6%) of respondents have worked either full- or part-time since high school. Nearly one half (46.5%) entered post-secondary education directly after high school and 16.5% entered post-secondary education after taking six months or more off. In total, 64.1% have entered or completed post-secondary education.

	Count	Percent
Entered post-secondary education directly after high school	889	46.5 %
Entered post-secondary education, but after taking six months or more off	315	16.5 %
Have completed a post-secondary education program	173	9.1 %
Total who have attended post-secondary education	**1225**	**64.1%**
Worked part-time or full-time, excluding summer jobs	1233	64.6 %
Travelled for an extended period of time (i.e. two months or greater)	178	9.3 %
Continued attending high school	30	1.6 %
None of the above	52	2.7 %
Prefer not to say	9	0.5 %
Total	1910	100.0%

Q16. Which of the following have you done since the end of high school in June of 2007? Multiple responses possible. Base: All respondents, n=1910

Current Activities

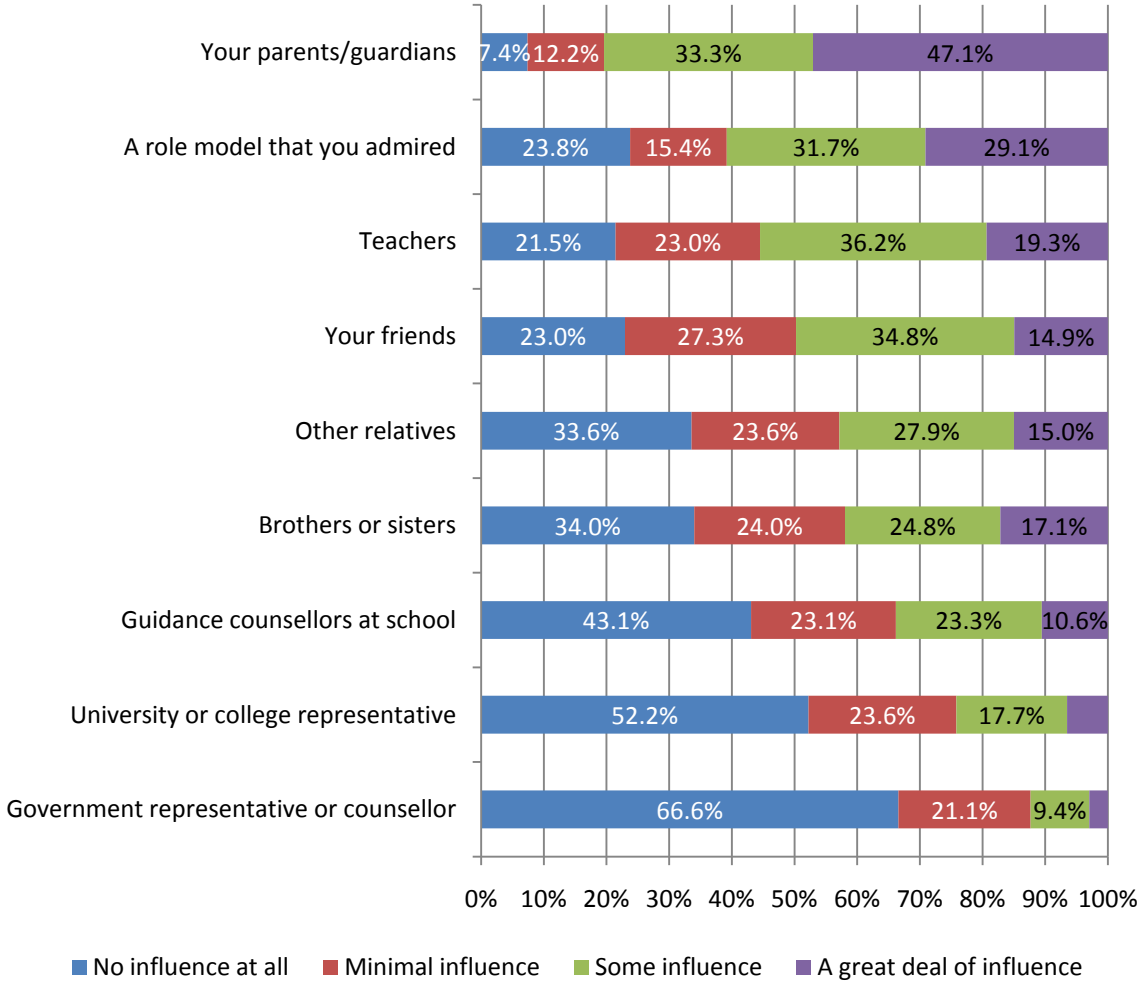
Most (53.8%) respondents stated they are currently working full-time, while 43.7% stipulated they are currently enrolled in a post-secondary institution.



Q17. What are you doing currently? Multiple responses possible. Base: All respondents, n=1910.

Influence on Activities after High School

Almost one half (47.1%) of respondents indicated their parents or guardians had a great deal of influence on their activities after high school. A further one third (33.3%) stated parents or guardians had some influence. A role model (60.8%), teachers (55.5%) and respondents' friends (49.8%) also had a high degree of influence on respondents. Generally, government representatives or counsellors (12.3%) and university or college representatives (24.2%) had the least influence.



Q18. How much influence did each of the following people have on your decision about what you wanted to do after the end of high school in June 2007? Base: All respondents, excluding don't know, n=1782 to 1903.

The following table summarizes results of responses to these questions.

	Base	% Some or a great deal of influence	% Minimal or no influence
Your parents/guardians	1902	80.4%	19.6%
A role model that you admired	1784	60.8%	39.2%
Teachers	1897	55.5%	44.5%
Your friends	1903	49.8%	50.2%
Other relatives	1874	42.8%	57.2%
Brothers or sisters, if you have any	1814	42.0%	58.0%
Guidance counsellors at school	1848	33.8%	66.2%
University or college representative	1782	24.2%	75.8%
Government representative or counsellor	1793	12.3%	87.7%

Post-Secondary Education (PSE) Participation

Of those who had mentioned previously they have taken some PSE, close to two thirds (63.5%) are currently attending PSE, 17.3% have completed a PSE program, 11.3% quit or dropped out and the remaining 7.9% are currently attending as a part-time student.

	Count	Percent
I am currently attending post-secondary institution as a full-time student	803	63.5 %
I am currently attending post-secondary institution as a part-time student	100	7.9 %
I was taking post-secondary education but quit or dropped out	143	11.3 %
I have completed a post-secondary education program	219	17.3 %
Total	1265	100.0%

Q19. You mentioned that you have taken some post-secondary education. Which of the following best describes you?

SECTION E: Current Post-secondary Education Students

Reason for Enrolment in Post-Secondary Studies

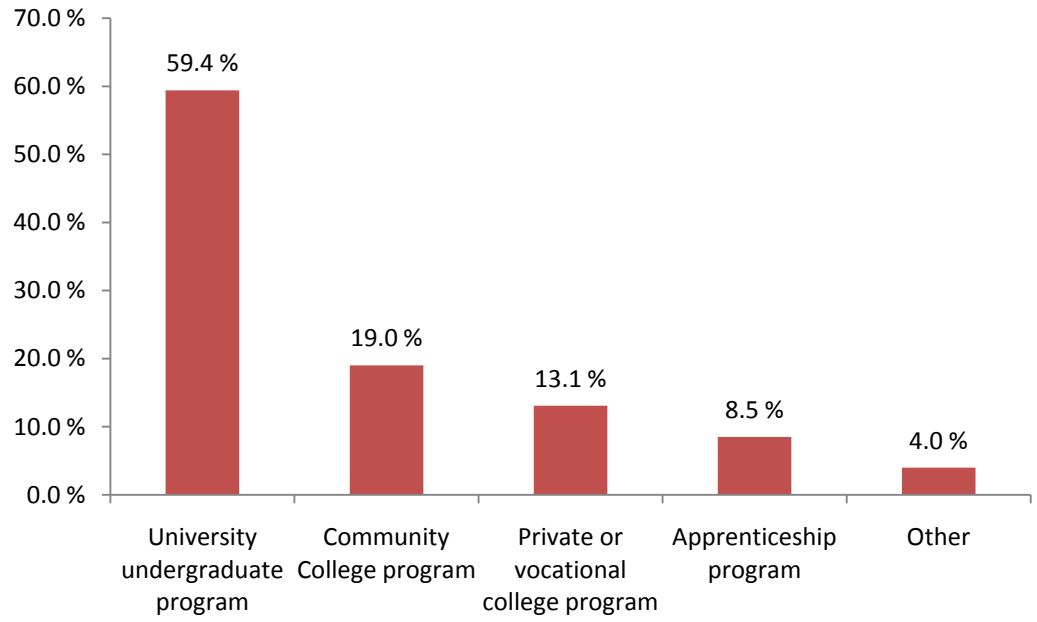
The most common reason respondents gave for enrolling in post-secondary studies is employment (54.4%).

	Count	Percent
To get a job	609	54.4%
Opportunities as a result of further study or employment after graduation	324	29.0%
Wanted to learn / become educated	279	24.9%
Felt obligated / pressured to	75	6.7%
Wasn't sure what to do / had to do something	28	2.5%
Availability of a degree/program I want	9	0.8%
Other	62	5.5%
	1119	100%

Q20. Why did you choose to enrol in post-secondary studies? Base: respondents who enrolled in post-secondary studies, excluding don't know/refused.

Program Type

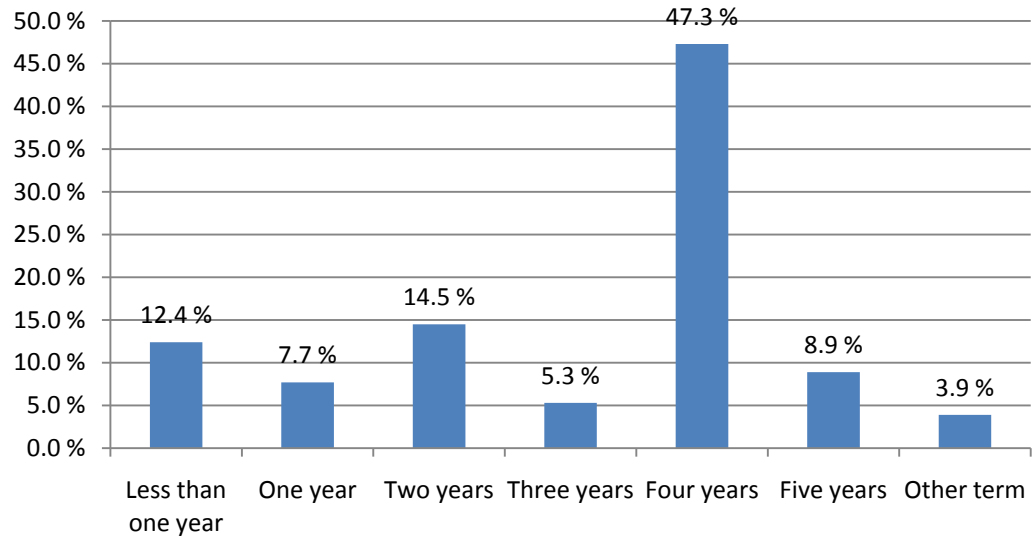
The most common program respondents entered was a university undergraduate program (59.4%), followed by a community college program (19.0%), and, finally, a private or vocational school program (13.1%).



Q21. What type of program are you currently taking / did you take? Base: Those who have or are currently taking post-secondary courses, n=1122

Length of Program

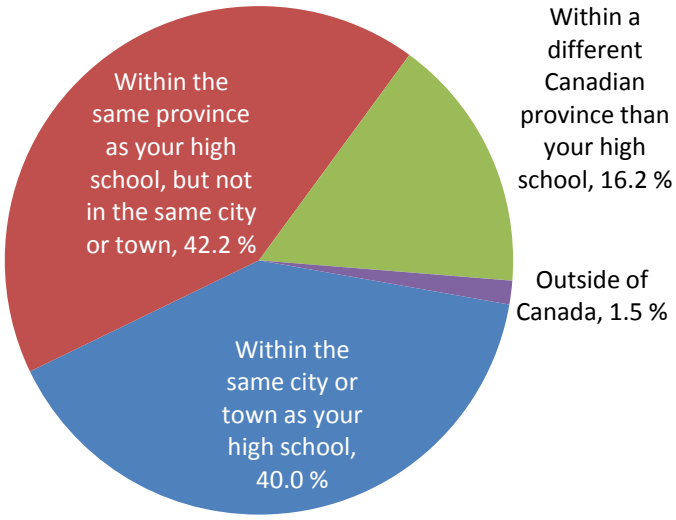
One in five (20.1%) respondents indicated their post-secondary program was one year in length or less, with a further one fifth (19.8%) taking a two- or three-year program. Almost one half of respondents (47.3%) stated they are currently enrolled in a four-year program.



Q23. How long [is your entire post-secondary program of study / was your entire post-secondary program of study]? Base: Those who are currently or have attended post-secondary education, n=1122.

Location of Post-Secondary Institution

With respect to the location of the post-secondary institution they were attending relative to the location of their high school, slightly more respondents(42.2%) were doing their PSE a location different from the one in which they attended high school. However, an almost equal number (40.0%) indicated they were attending PSE at an institution within the same city or town as their high school. Just over sixteen per cent (16.2%) are attending an out-of-province institution, while 1.5% are attending an institution outside Canada. Although every attempt was made to ensure an appropriate balance of respondents completed the survey, those located farther away were likely less able to participate than those located in the same hometown or within Saskatchewan. This bias is discussed in further detail in the methodology section.



Q24. Where is your post-secondary institution located? Base: Those who are currently or have attended post-secondary education, n=1122.

Specific Post-Secondary Institution

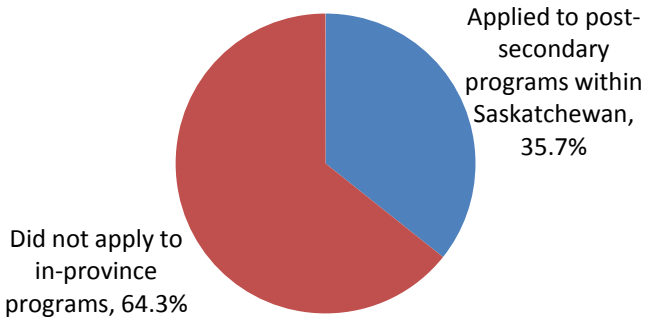
Eight in ten (81.2%) respondents were currently or have attended a Saskatchewan-based post-secondary program, with close to thirteen per cent (12.7%) attending one in Alberta.

	Count	Percent
Saskatchewan-based institution	**911**	**81.2%**
University of Saskatchewan	344	30.7%
SIAST (Kelsey, Palliser, Woodlands, Wascana)	239	21.3%
University of Regina	221	19.7%
Regional College	23	2.0%
Private vocational school (specify name of school)	21	1.9%
Saskatoon Business College	10	.9%
SIIT	7	.6%
Briercrest Bible College	7	.6%
Bethany Bible College	7	.6%
Marvel Beauty College	6	.5%
MacKay Career College	5	.4%
Marca College of Hair and Esthetics	4	.4%
Other Saskatchewan Institution	55	4.9%
Alberta-based institution	**142**	**12.7%**
Lakeland College	23	2.0%
University of Alberta	14	1.2%
Lethbridge College (formerly Lethbridge Community College)	14	1.2%
Medicine Hat College	13	1.2%
University of Lethbridge	12	1.1%
SAIT	11	1.0%
Olds College	7	.6%
NAIT	6	.5%
Grant MacEwan College	5	.4%
University of Calgary	4	.4%
Mount Royal College	4	.4%
NorQuest College	3	.3%
Athabasca University	2	.2%
Concordia University College	2	.2%
Portage College	2	.2%
Other Alberta Institution	21	1.9%
Other Canadian institution	**59**	**5.3%**
International institution	**21**	**1.9%**
Total	**1122**	**100.0%**

Q25. What specific post-secondary institution(s) are you attending / did you attend? Base: Those who are currently or have attended post-secondary education, n=1122.

Application to In-Province Programs

A minority (35.7%) of those respondents who stated they were currently or have attended post-secondary programs outside Saskatchewan did apply to PSE programs here.



Q26. Did you apply to post-secondary programs within Saskatchewan? Base: Those who attended an out-of-province institution, n=199

Reason for Out-of-Province Attendance

The most common reasons respondents gave for attending an out-of-province institution were, the program was not offered in the province (21.6%), the out-of-province program had a better reputation than the Saskatchewan one, or they wanted to go somewhere different (19.1%).

	Count	Percent
Program not offered in province	43	21.6 %
Program has better reputation than what is available in Saskatchewan	42	21.1 %
Wanted to go somewhere different / get away	38	19.1 %
Have family or friends / support in the area	22	11.1 %
Was not accepted in province	9	4.5 %
Scholarship	9	4.5 %
Closer to home / convenient	8	4.0 %
Can do course over the internet / online / by correspondence	4	2.0 %
Program was cheaper	4	2.0 %
Worried about the availability of jobs in-province	3	1.5 %
Put on waiting list / program was full	3	1.5 %
Sport program	3	1.5 %
Other	11	5.5 %
Total	199	100.0 %

Q27. Why did you decide to attend post-secondary education outside of the province? Base: Those who attended an out-of-province institution, n=199

Scholarships

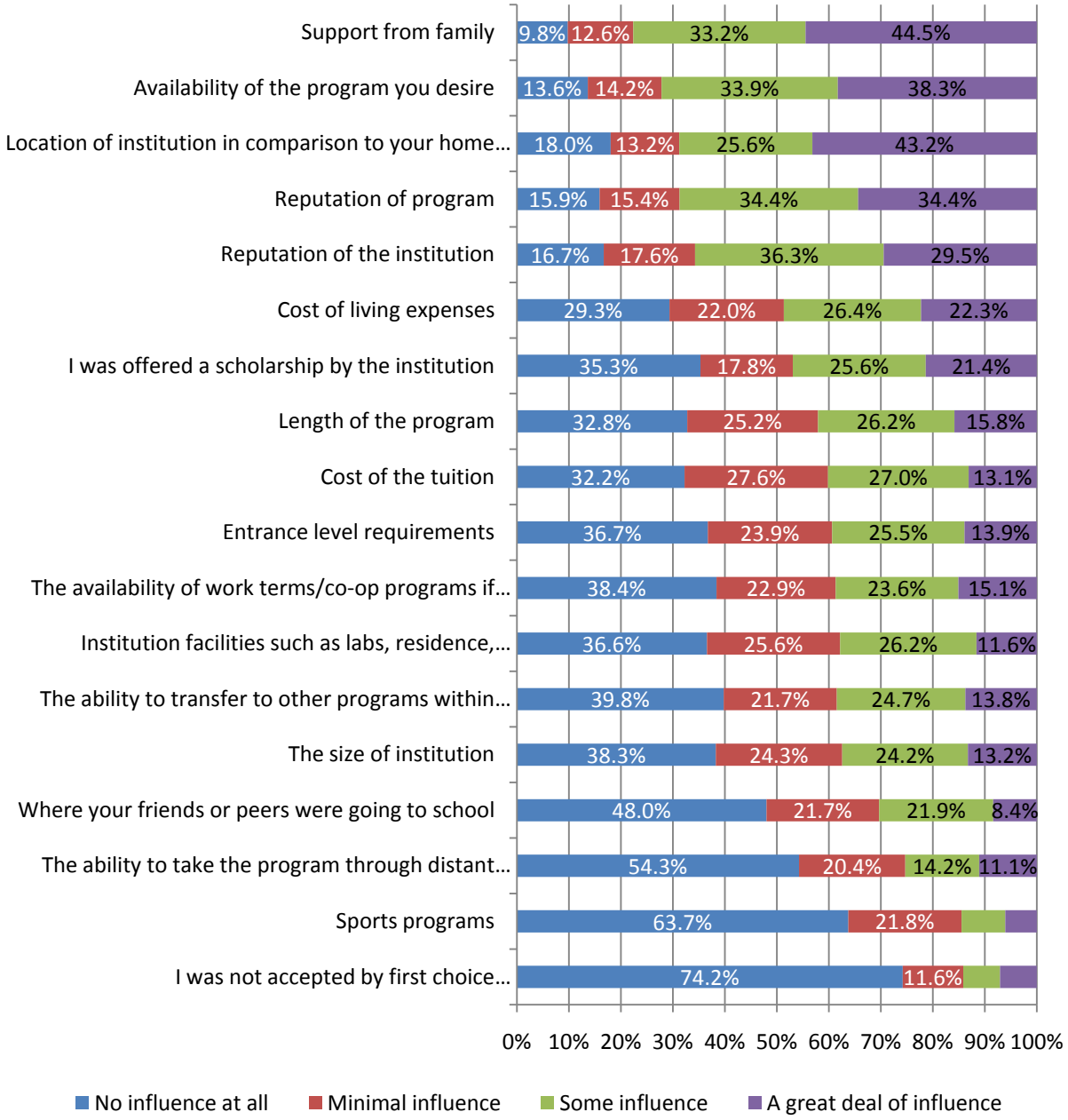
Just over four in ten (43.4%) respondents stated they had received a scholarship to attend the PSE institution at which they had studied or were currently studying. In total, just over one third (34.3%) received an academic scholarship, with 16.3% getting a non-academic scholarship.

	Count	Percent
Received a scholarship to attend the institution	513	43.4%
Academic scholarship	385	34.3%
Non-academic scholarship	183	16.3%
Did not receive a scholarship	613	54.6%
Prefer not to say/Refused	22	1.9%
Total	1122	100.0%

27b. Did you receive either an academic or non-academic scholarship to attend the institution you [are enrolled in / were enrolled in]? Base: Those who have attended or are currently attending a post-secondary institution, n=1122.

Influence to Attend Post-Secondary Institution

Respondents were asked to indicate the level of influence that each of a list of potential factors had on their decision to attend the post-secondary program in which they enrolled. Most commonly cited as having had a great deal of influence were, support from family (44.5%), location of institution in comparison to their house (38.3%) and availability of desired program (38.3%).

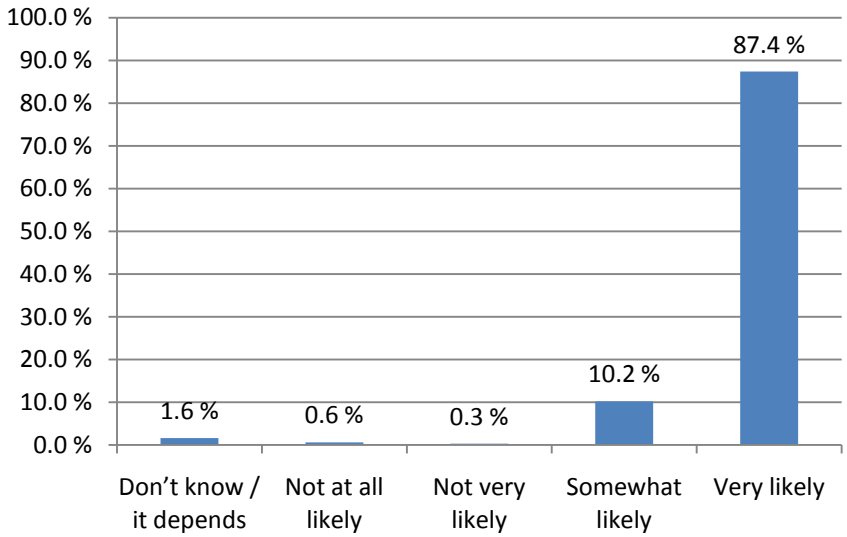


Q28. To what extent did each of the following factors influence your decision to attend the post-secondary institution and program you [are enrolled in / completed]? Base: Respondents who attended PSE programs, excluding don't know or not applicable.

	Base	% Some or a great deal of influence
Support from family	1113	77.6%
Availability of the program you desire	1100	72.2%
Location of institution in comparison to your home community	1098	68.8%
Reputation of program	1106	68.7%
Reputation of the institution	1103	65.7%
Cost of living expenses	1087	48.7%
I was offered a scholarship by the institution	473	46.9%
Length of the program	1105	42.1%
Cost of the tuition	1098	40.2%
Entrance level requirements	1100	39.4%
The availability of work terms/co-op programs if available	1008	38.7%
The ability to transfer to other programs within the institution	1076	38.5%
Institution facilities such as labs, residence, amenities, etc.	1086	37.8%
The size of institution	1095	37.4%
Where your friends or peers were going to school	1098	30.3%
The ability to take the program through distant education if applicable	866	25.3%
Sports programs	1056	14.5%
I was not accepted by first choice program/institution if applicable	593	14.2%

Likelihood to Complete Current Program

Nearly nine in ten (87.4%) respondents believe they are very likely to complete the program in which they were enrolled when they completed the Survey.



Q29. How likely are you to complete the program you are currently enrolled in? Base: Respondents who are currently attending PSE programs, n=903.

Reason for Unlikely to Complete

Although few respondents stated they are unlikely to complete their program, reasons cited for non-completion were:

Because I'm looking at going into becoming a jockey instead of a vet. No other reasons.

Cause I'm going to switch to a different program.

Easier to get my masters at the other place.

I am unprepared for university life.

I would never go back to that institution again. The Psychology professor was TERRIBLE and couldn't even do her job properly. University is defined as sit in a desk, take notes with a class of 300+ people and gain no real experience, just knowledge.

I just transferred to an undeclared science degree because I don' know what I want to do in school.

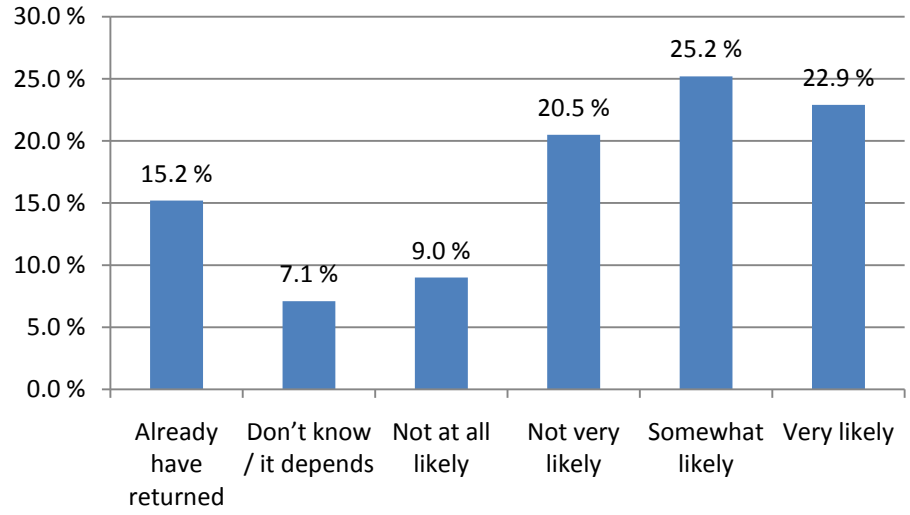
I want to transfer to another institution

I'm just in Arts and Science 'cause I didn't know what I wanted to do so I've applied for Commerce In case I decide to change my mind.

Q30. Why are you unlikely to complete the program you are currently enrolled in? Base: Those who are not very or not at all likely to complete their program, excluding don't know, n=9.

Likelihood of Returning to Saskatchewan

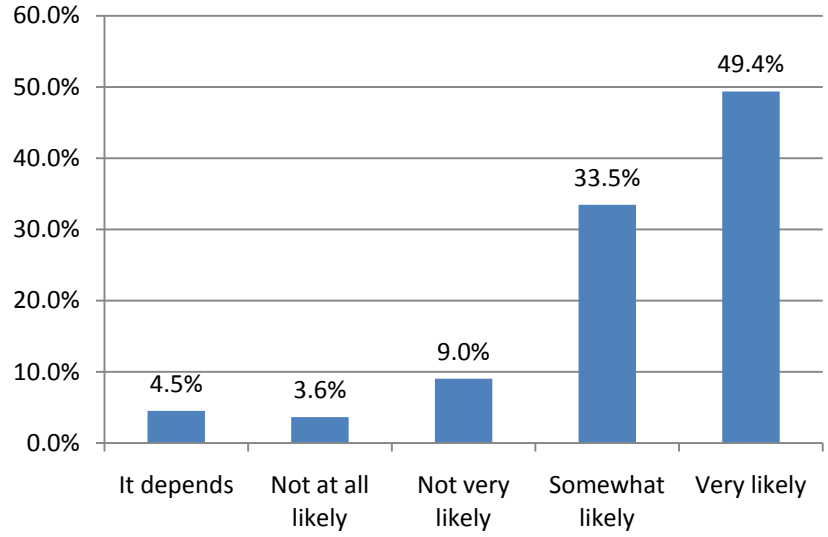
Nearly two thirds (63.3%) of those who are currently attending or have attended out-of-province institutions are either somewhat, or very likely to return or have already returned to Saskatchewan.



Q31. Upon graduation, how likely is it that you will return to Saskatchewan? Those who attending or are attending an out-of-province program, n=210

Likelihood of Remaining in Saskatchewan

Among those who stated they were attending a Saskatchewan-based institution, nearly one half (49.4%) indicated they are very likely to remain in the province upon graduation, while a further one-third (33.5%) are somewhat likely to remain.



Q32. How likely is it that you will remain in Saskatchewan? Base: Respondents who are attending a Saskatchewan-based institution, excluding Don't know/Refused, n=798

Have or Plan to Change Institutions

One quarter (25.0%) of respondents have changed or plan to change institutions.

	Count	Percent
Yes – have changed	142	12.7 %
Yes – planning to change	135	12.0 %
Yes (total)*	**280**	**25.0%**
No	842	75.0%
Total	1122	100.0 %

*Includes 3 responses who did not specify

Q33. At any point, have you changed or are you planning to change the institution you attended or the program you were taking in post-secondary studies? Base:

Reason for Changing Institutions

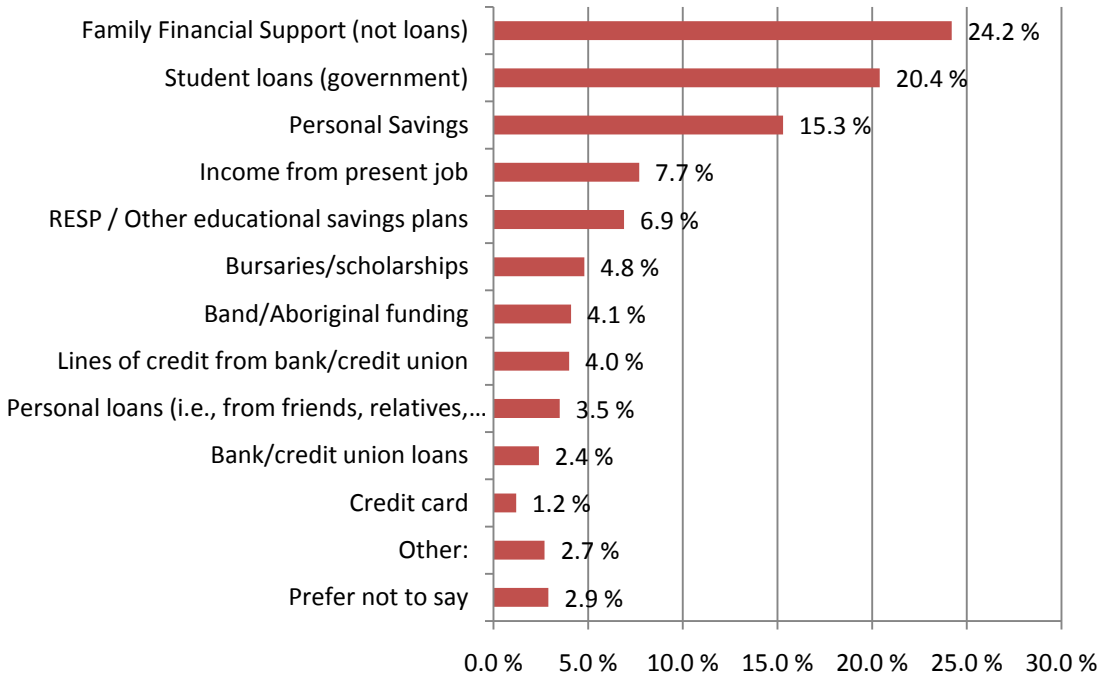
Most commonly, respondents indicated the reason they had changed institutions was either to enter a better program offered elsewhere (14.3%) or because the initial program was their second choice (14.3%). Further, 13.2% indicated they had to transfer to get their degree; 11.4% indicated the program they desired was not offered at their previous institution.

	Count	Percent
Better program was offered elsewhere	40	14.3 %
The one I left was second choice/ put on waiting list	40	14.3 %
Had to be transferred to get degree / further education	37	13.2 %
Program not offered at previous institution	32	11.4 %
Taking upgrading/ prerequisites to take university	28	10.0 %
Program was too long	24	8.6 %
Lost interest/ didn't like course	19	6.8 %
Wanted to experience different place / moved/ wanted change	16	5.7 %
Changed career direction	15	5.4 %
Closer to home / convenience	15	5.4 %
More opportunity/ availability of jobs/ experience	10	3.6 %
Reputation of institution	9	3.2 %
Hadn't made up my mind / try different things	9	3.2 %
Cost	8	2.9 %
Academic standing / program too challenging	6	2.1 %
Finished course, taking another	6	2.1 %
Other	13	4.6 %
Don't know/no comment	7	2.5 %
Total	280	100.0 %

Q34. Can you please tell me why you decided to change institutions or programs? Multiple responses possible. Base: Those who plan to or have changed institutions, n=280

Primary Method of Payment

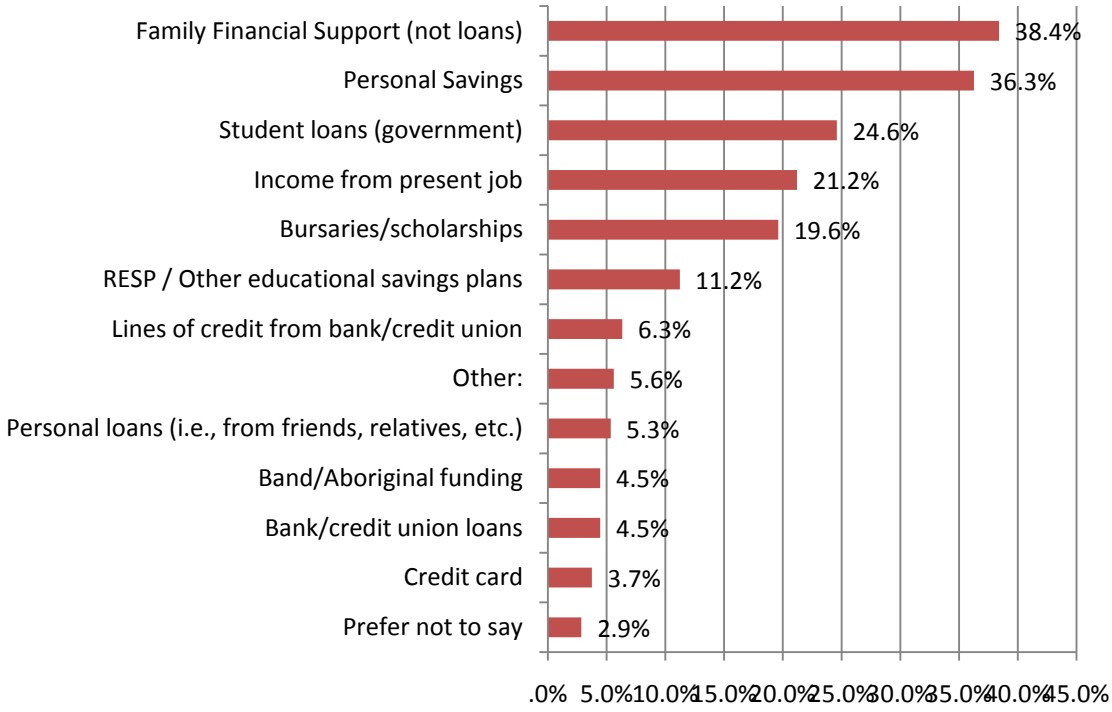
Close to one-quarter (24.2%) of respondents indicated family financial support was their primary source of funding for post-secondary education. Student loans were the main funding source of one in five respondents (20.4%) and 15.3% stated they were funding their education with personal savings.



36A. What is your primary method of payment for your post-secondary education or training? Any other methods? (Record first mention separately. Select all that apply) Base: Those who have taken or are enrolled in post-secondary education, n=1122.

All Methods of Payment

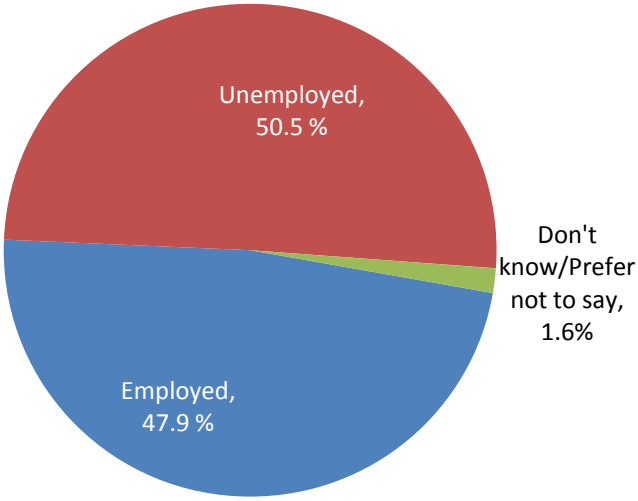
Reviewing all methods of payment together, family financial support remains the most common with 38.4% citing it. Personal savings were used by just over one third of respondents (36.3%) and student loans by nearly one quarter (24.6%).



36A. What is your primary method of payment for your post-secondary education or training? Any other methods? (Record first mention separately. Select all that apply) Base: Those who have taken or are enrolled in post-secondary education, n=1122.

Employment During Post-Secondary Education

Nearly one half (47.9%) of respondents were employed while enrolled in a post-secondary program.



Q37. Were you or are you employed for wages at any point while enrolled in a post-secondary education program? This does not include summer jobs you may have had…only employment during the school year.

Primary Reasons for Employment

The most common reason for employment among those who were employed during their post-secondary program was money for basic living items (34.5%), followed by spending money (33.5%) and to pay for schooling (27.4%).

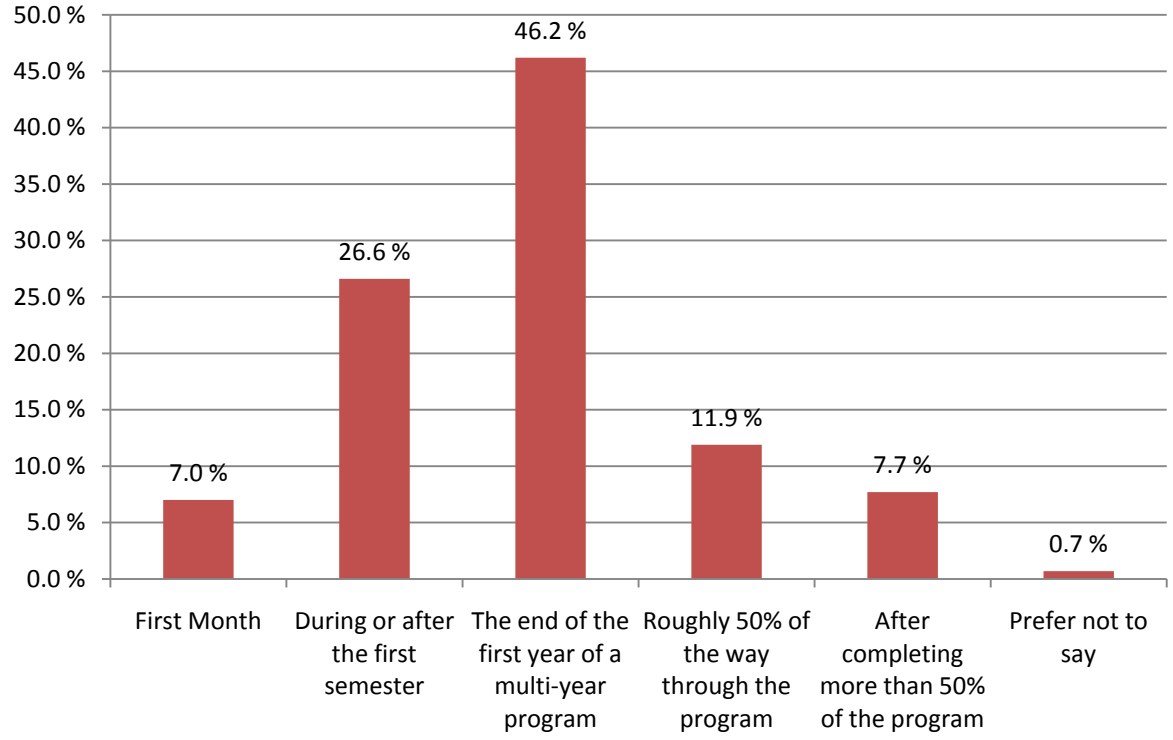
	Count	Percent
Needed money for basic living items (bills, payments, gas, rent, food, clothing, etc.)	185	34.5%
Have spending money / extra money	180	33.5%
To pay for schooling / student loans	147	27.4%
Money (general mentions)	61	11.4%
Work experience / gain life skills	47	8.8%
Save for travel / big ticket purchases	31	5.8%
Something to do / get away from studying	28	5.2%
Other	28	5.2%
Don't know	2	0.4%
Total	537	100.0%

Q38. What were or what are the primary reasons you were/are employed while attending post secondary education? Base: Those who were employed during their post=secondary program, n=537

SECTION F: EARLY LEAVERS FROM PSE

Time of Discontinuation

One third (33.6%) of those who discontinued their post-secondary did so either during the first month or during or after the first semester. Almost one-half (46.2%) of those who discontinued their PSE studies did so at the end of the first year of a multi-year program.



Q39. You indicated previously that you had attended a post-secondary institution since graduating from high school but did not complete the program. At what point did you discontinue your studies? Base: Those who discontinued post-secondary studies before completion (Early Leavers), n=143.

Primary Reason for not Completing Program

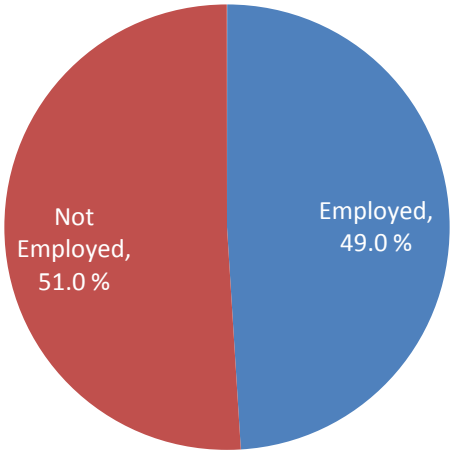
About four in ten (39.9%) indicated the primary reason they did not complete their PSE program was they did not like the program or lost interest. One third (32.9%) dropped out of the program because of uncertainty with what they wanted to do and almost as many (29.4%) decided they wanted to do something else. One in ten (11.2%) dropped out due to poor academic performance.

	Count	Percent
Didn't like the program / lost interest	57	39.9 %
Wasn't sure what I wanted to do / wanted to take a break	47	32.9 %
Changed my mind about what I wanted to do	42	29.4 %
Poor academic performance / failed	16	11.2 %
Ran out of money / cost too much	15	10.5 %
University / College isn't for me	13	9.1 %
Family responsibilities (had child, taking care of others)	11	7.7 %
Wanted to earn money	10	7.0 %
Didn't like the institution	7	4.9 %
Travelled	7	4.9 %
Health reasons / illness	7	4.9 %
Too far away from home	4	2.8 %
Job offer	4	2.8 %
Didn't like professor	2	1.4 %
Too busy	3	2.1 %
Other	8	5.6 %
Total	143	100.0 %

Q40. What was your primary reason for not completing the program? Multiple responses possible. Base: Early leavers, n=143

Employment During Post-Secondary Program

About one half (49.0%) of the early leaver group was employed during their post-secondary program.



Q41. Were you employed for wages at any point while enrolled in a post-secondary education program? This does not include summer jobs you may have had…only employment during the school year. Base: Early leavers, n=143

Reasons for Employment during Post-Secondary Education

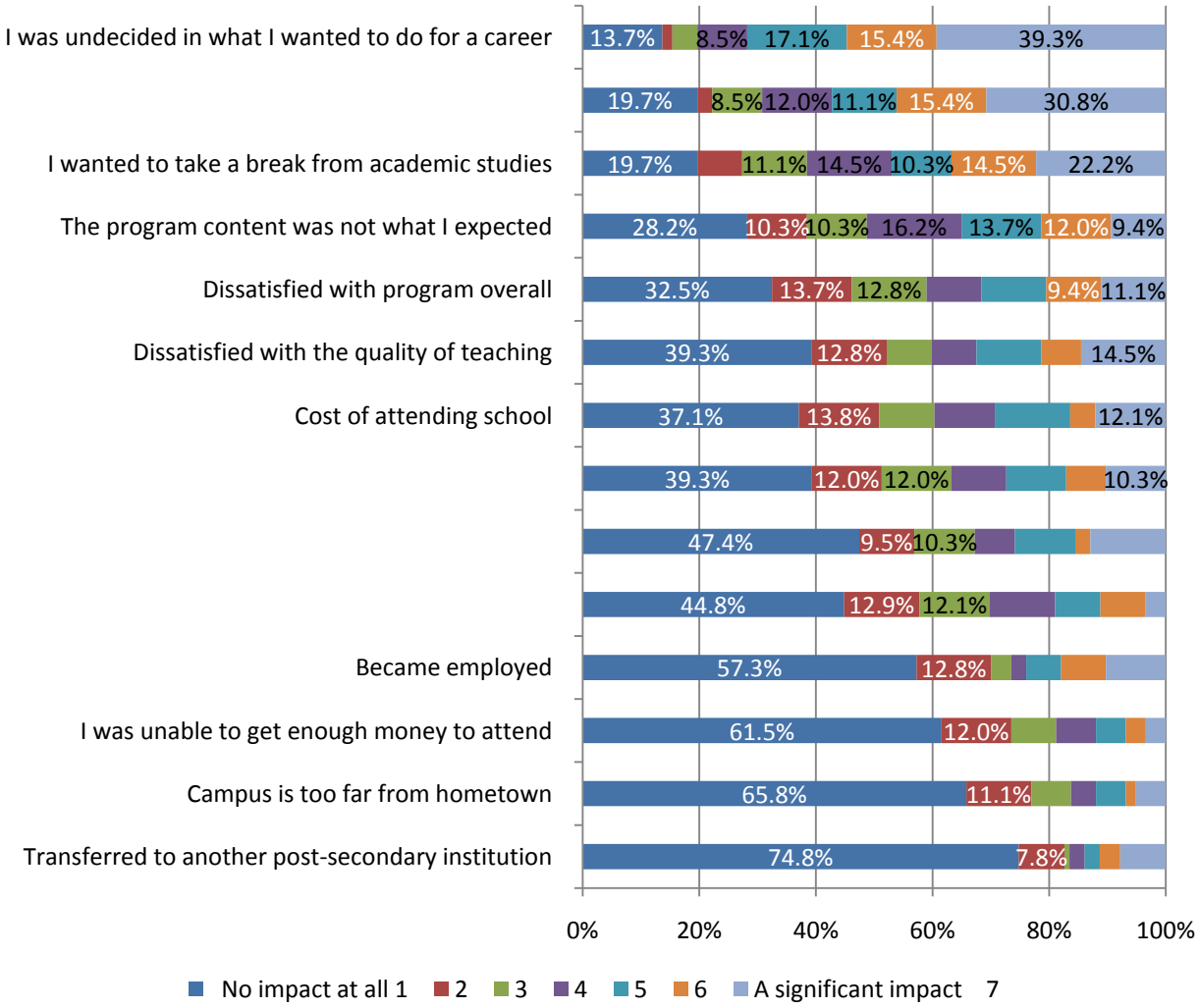
Money for basic living items (37.1%), to pay for schooling (28.6%) and to have spending money (27.1%) were the most common reasons early leavers gave for being employed during their post-secondary education.

	Count	Percent
Needed money for basic living items	26	37.1%
To pay for schooling	20	28.6%
Have spending money	19	27.1%
Money (general mentions)	10	14.3%
Save for travel / big ticket purchases	5	7.1%
Other	3	4.3%
Work experience	2	2.9%
Something to do	2	2.9%
Total	70	100.0%

Q42. What were the primary reasons you were employed while attending post secondary school? Base: Early leavers who were employed during their post-secondary program, n=70

Impact on Decision to End Studies Early

Respondents were asked to rate the level of impact each of a list of potential reasons had on their decision to discontinue PSE studies. On the seven point scale, 1 was defined as "no impact at all" and 7 was defined as "a significant impact". More than one half (55.7%) rated "I was undecided in what I wanted to do for a career" a 6 or 7; nearly half (42.9%) gave a high rating to "I changed my mind about the area of study I wanted to pursue".

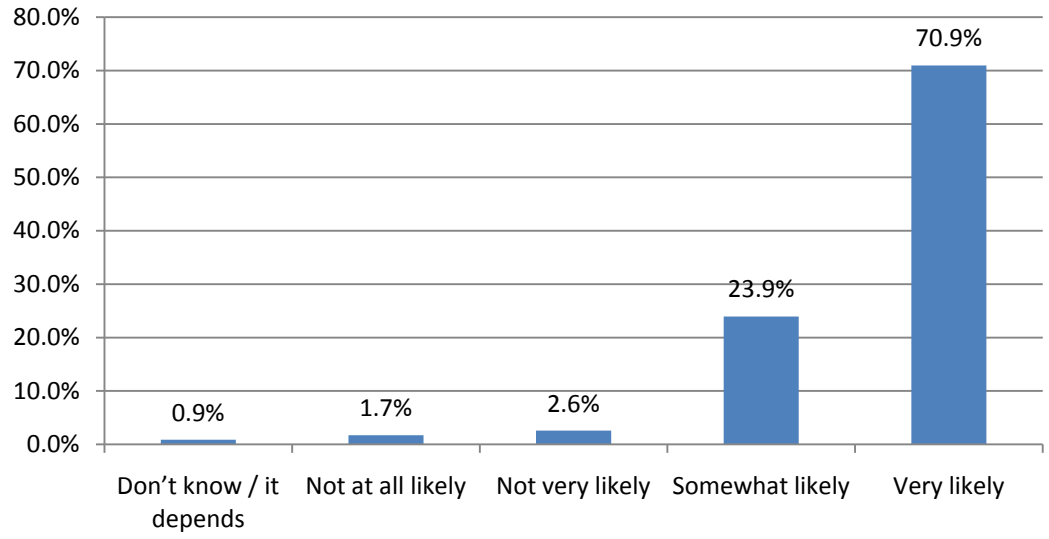


Q43. Please tell me how much of an impact each of the following had on your decision to end your studies early. Please use a 7 point scale where 1 is "No impact at all" and 7 is "a significant impact"

	Base	Average rating	% 6 or 7	% 1 or 2
I was undecided in what I wanted to do for a career	117	5.2	54.7%	15.4%
I changed my mind about the area of study I wanted to pursue	117	4.6	46.2%	22.2%
I wanted to take a break from academic studies	117	4.2	36.8%	27.4%
The program content was not what I expected	117	3.5	21.4%	38.5%
Dissatisfied with program overall	117	3.3	20.5%	46.2%
Dissatisfied with the quality of teaching	117	3.2	21.4%	52.1%
Cost of attending school	116	3.1	16.4%	50.9%
I had a poor academic performance or could see myself failing	117	3.0	17.1%	51.3%
I did not think that finishing the course would be helpful in finding a job	116	2.8	15.5%	56.9%
Work commitments/difficulty balancing work, study and social life	116	2.6	11.2%	57.8%
Became employed	117	2.5	17.9%	70.1%
I was unable to get enough money to attend	117	2.1	6.8%	73.5%
Campus is too far from hometown	117	2.0	6.8%	76.9%
Transferred to another post-secondary institution	115	1.9	11.3%	82.6%

Likelihood of Future Enrolment

Seven in ten (70.9%) respondents indicated they would very likely enrol in a PSE program or training in the future, while a further 23.9% stated this would be somewhat likely.

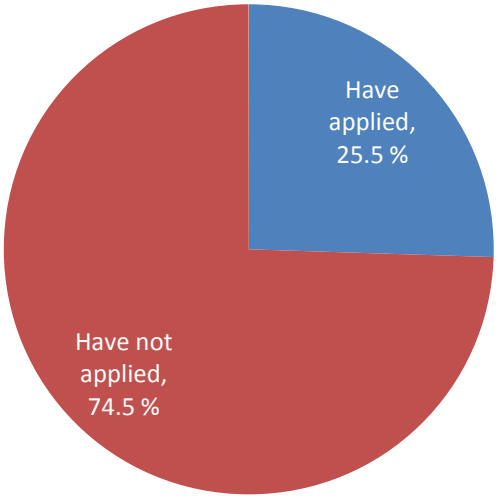


Q44. How likely are you to enrol in a post-secondary program or training in the future? Base: Respondents who ended their studies early, excluding don't know and refused, n=117

SECTION G: NOT ATTENDING A PSE INSTITUTION

Applied to Post-Secondary Institutions

One quarter (25.5%) of those who have never attended a post-secondary program have applied to one.



Q46. Have you applied to any post-secondary institutions or programs since leaving high school? Base: Those who have not attended post-secondary education, n=557

Reason for Not Attending

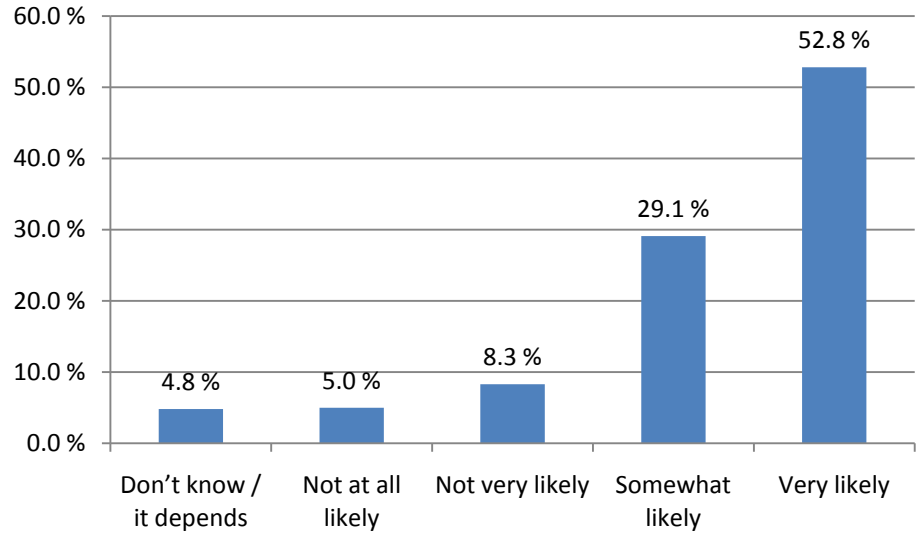
Of those who have never attended PSE programs but have applied to attend, the most commonly indicated reasons for lack of attendance were, they didn't have the money (17.1%), they are still deciding on their career (17.1%) or that they were not accepted (16.4%).

	Count	Percent
Didn't have the money/ financial/ saving for it	25	17.1 %
Didn't know what to do / still deciding / changed career plans	25	17.1 %
Wasn't accepted / grades weren't good enough / need more credits	24	16.4 %
Got a job	19	13.0 %
Got put on waiting list	13	8.9 %
Taking time off /travelling	11	7.5 %
Program not offered where I'd like to live	7	4.8 %
Family issues	7	4.8 %
Health issues	4	2.7 %
Other	9	6.2 %
Don't know/ no comment	2	1.4 %
Total	146	100.0 %

Q47. Why did you choose not to attend a post-secondary institution or program at that time? Base: Those who applied to post-secondary programs but did not enrol, n=146.

Likelihood of Future Enrolment

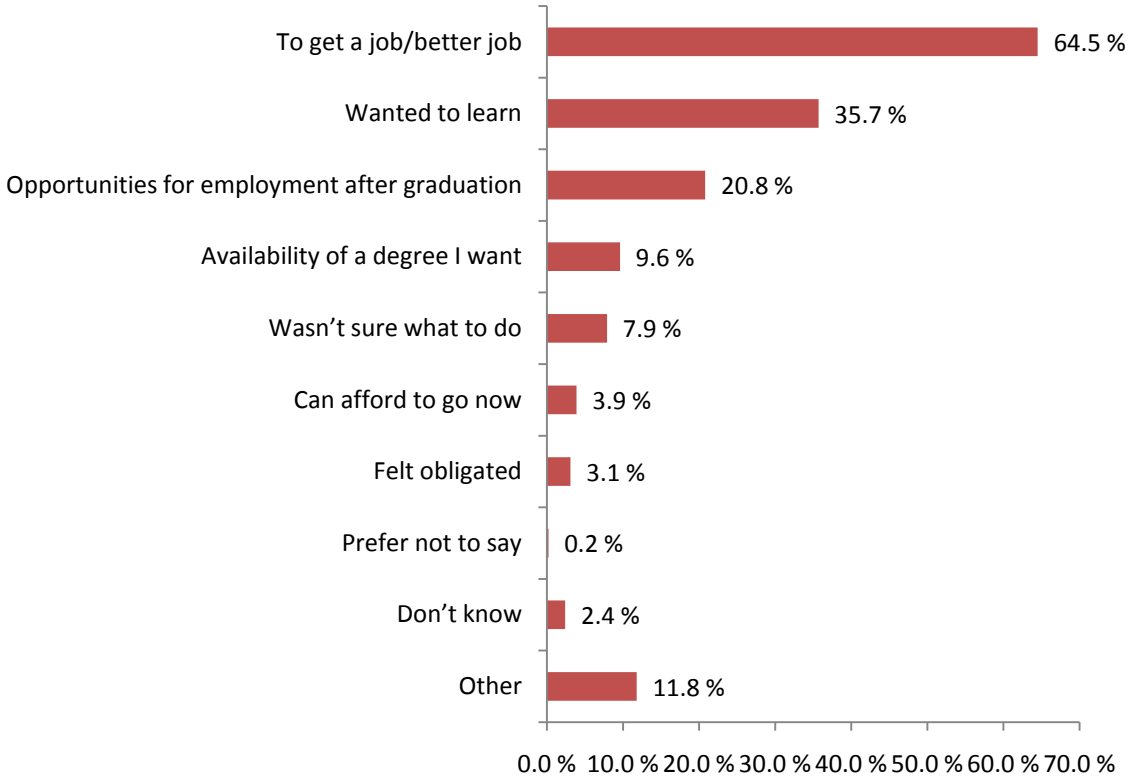
Eight in ten (81.9%) respondents indicated they are somewhat or very likely to enrol in post-secondary programs in the future.



Q48. How likely are you to enrol in a post-secondary program or training in the future? Base: Those who have not attended post-secondary education, n=557

Likely Reason for Future Enrolment

Respondents who felt they were somewhat or very likely to enrol in a post-secondary program in the future were asked to identify why. Nearly two thirds (64.3%) indicated their primary reason would be to get a better job while 35.7% stated they want to learn.



Q49. Why are you likely to enrol in a post-secondary program in the future? Base: Those who are somewhat or very likely to enrol in a post-secondary program in the future, n=456

Likely Funding Source

Student loan, chosen by 47.6% of respondents, was the most common funding source respondents said they would use if they were to enrol in a post-secondary program.

	Count	Primary source	Count	All sources
Student loans (government)	133	29.2 %	217	47.6%
Personal Savings	81	17.8 %	165	36.2%
Income from present job	71	15.6 %	147	32.2%
Family Financial Support (not loans)	37	8.1 %	103	22.6%
Band/First Nations/Métis funding	48	10.5 %	61	13.4%
Bank/credit union loans	14	3.1 %	52	11.4%
Personal loans (i.e., from friends, relatives, etc.)	11	2.4 %	30	6.6%
Bursaries/scholarships	7	1.5 %	24	5.3%
Lines of credit from bank/credit union	4	0.9 %	20	4.4%
RESP / Other educational savings plans	5	1.1 %	12	2.6%
Credit cards	1	0.2 %	6	1.3%
Other	18	3.9 %	31	6.8%
Prefer not to say	26	5.7 %	26	5.7%
Total	456	100.0 %	456	100.0%

Q50. If you decided to pursue a post-secondary education, what would likely be your primary source of funding? What other sources of funding would you likely use? Base: Those who are somewhat or very likely to enrol in a post-secondary program in the future, n=456

Reason for Not Being Likely to Enrol

Three in ten (31.1%) respondents indicated they were unlikely to enrol in a post-secondary program because they liked what they were currently doing. One if five (20.3%) felt PSE is unnecessary.

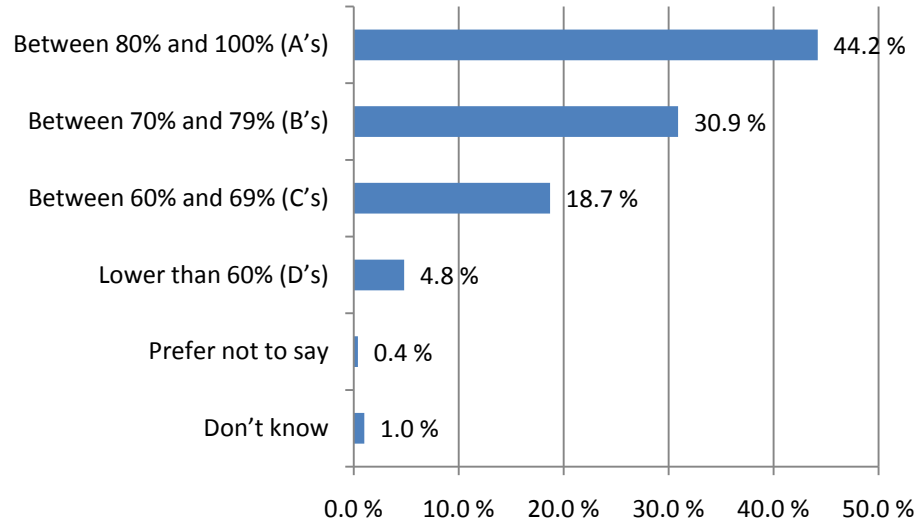
	Count	Percent
Like what I'm doing	23	31.1 %
Don't need to	15	20.3 %
I don't like school	9	12.2 %
Can't afford to go	5	6.8 %
Poor grades / need to upgrade	4	5.4 %
Don't see the value in it / it's a waste of time	3	4.1 %
No school offers the program I like / need	3	4.1 %
Family responsibilities	2	2.7 %
Cost too much	1	1.4 %
Other	5	6.8 %
Don't know	4	5.4 %
Total	74	100.0 %

Q51. Why are you NOT likely to enrol in a post-secondary program in the future? (Do not read list) Base: Those who are not very or not at all likely to enrol in a post-secondary program in the future, n=74

SECTION H: DEMOGRAPHICS

Grades

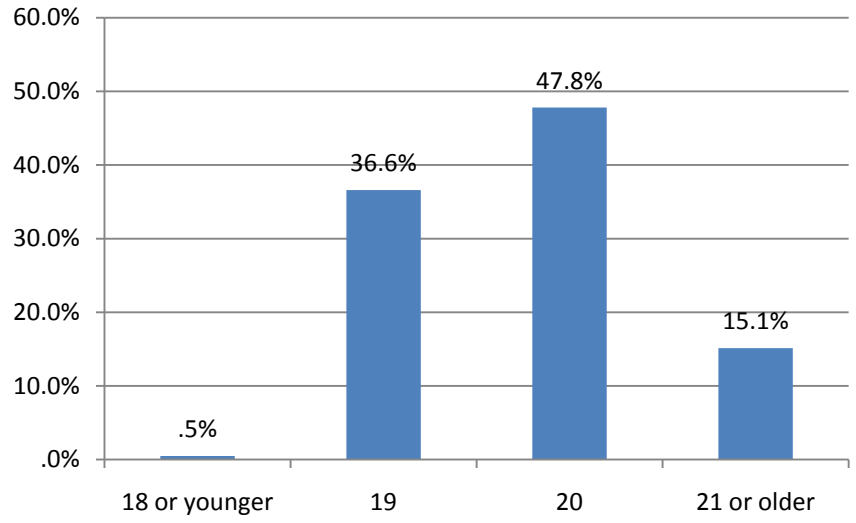
Four in ten (44.2%) respondents indicated the majority of their grades were between 80% and 100%; one in three (30.9%) stated their grades were mainly between 70% and 79%; close to one in five (18.7%) stipulated their grades tended to be between 60% and 69%.



Q52. Thinking back to Grade 11 and 12, were the majority of your grades… Base: All respondents, n=1910

Current Age

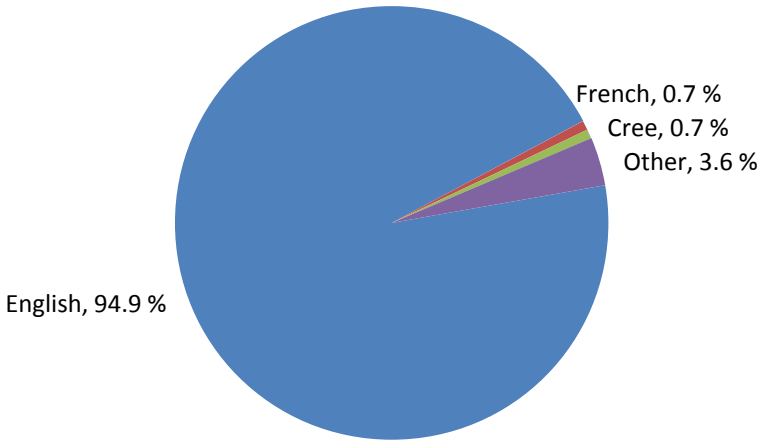
Nearly one-half (47.8%) of respondents were 20 years of age when they did the Survey; 36.6% were 19 and 15.1% were 21 or older.



Q53. How old are you? Base: All respondents, n=1910

First Language

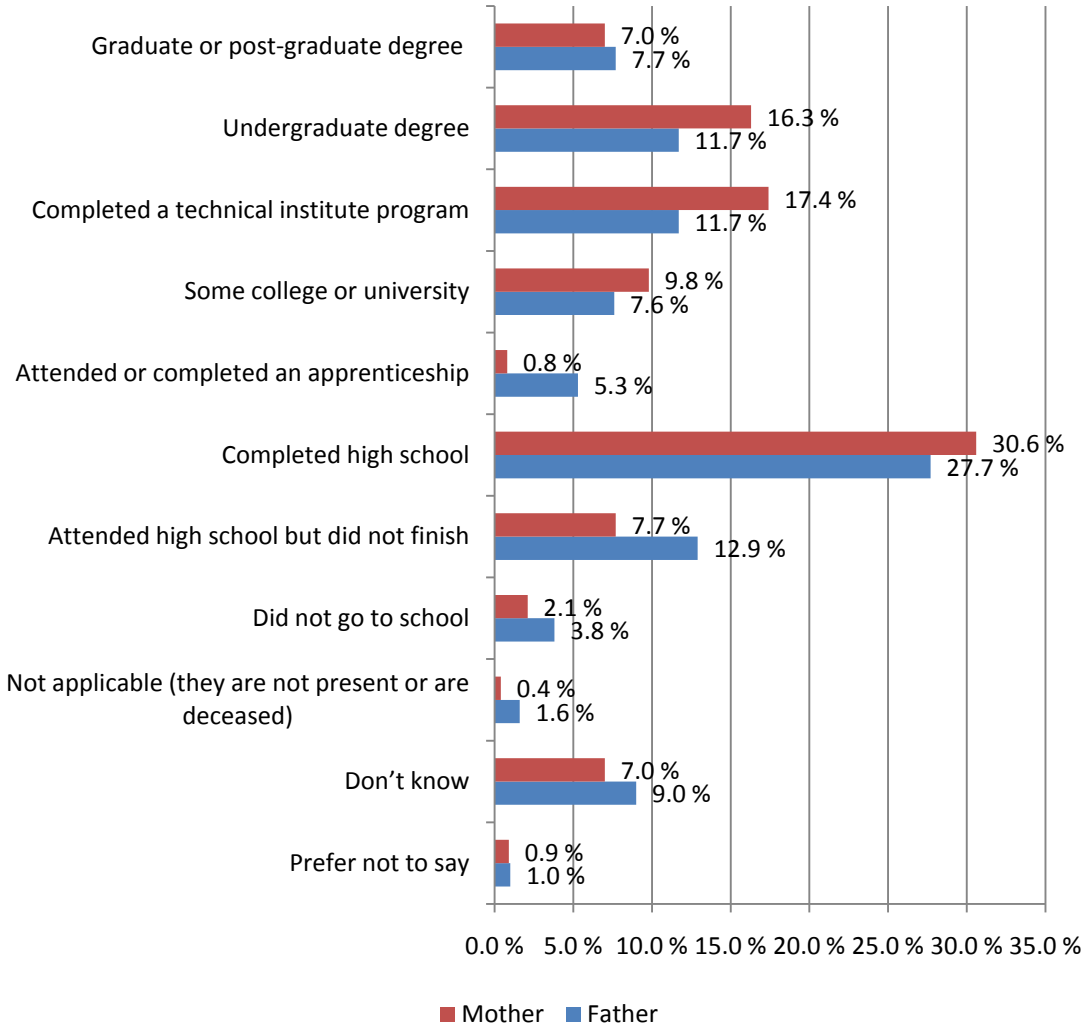
Nineteen in twenty (94.9%) indicated English was their first language.



Q54. What is the first language that you learned to speak and can still speak today? Base: All respondents, n=1910

Education Completed by Mother and Father

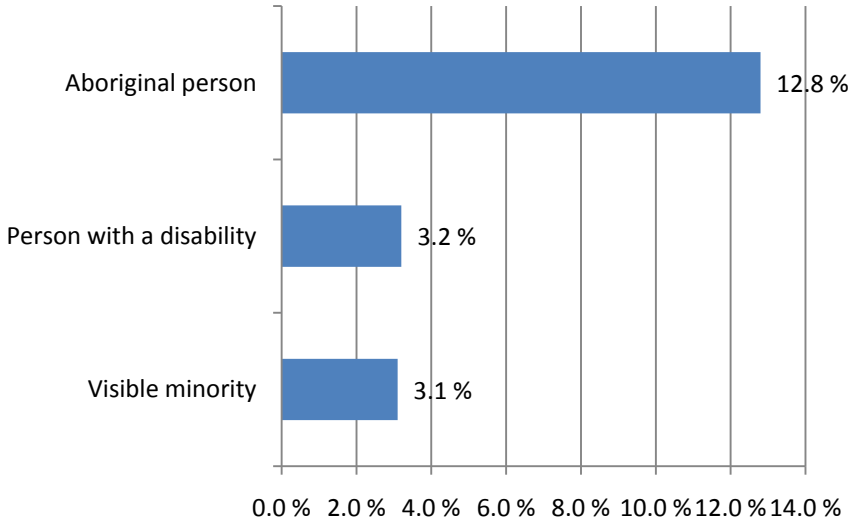
Just over half (51.3%) of Survey respondents, indicated their mother had completed at least some post-secondary education, with 44.0% stating their father had completed a similar level of education.



Q55. What is the highest level of education completed by your mother (or female guardian) and by your father (or male guardian)? Base: All respondents, n=1910

Minority Groups

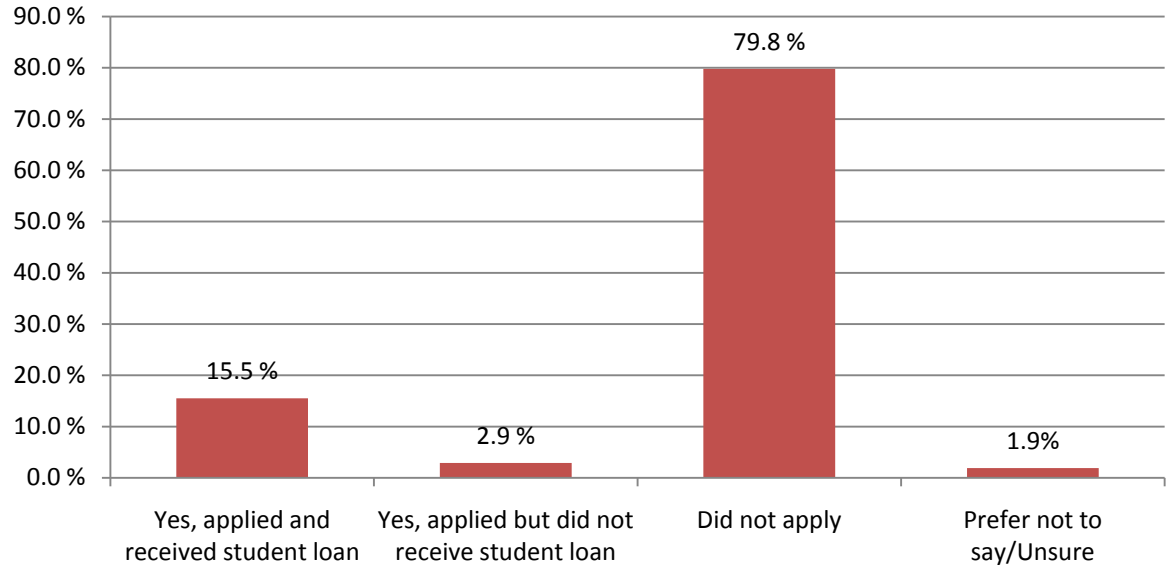
In total, nearly thirteen per cent (12.8%) of respondents consider themselves to be a First Nations or Métis (Aboriginal) person. Just over three per cent (3.2%) identified themselves as a person with a disability and almost the same number (3.1%) self identified as part of a visible minority.



Q57. Are you a member of any of the following groups? (Read all and select all that apply) Base: All respondents, n=1910

Applied for Government Student Loan

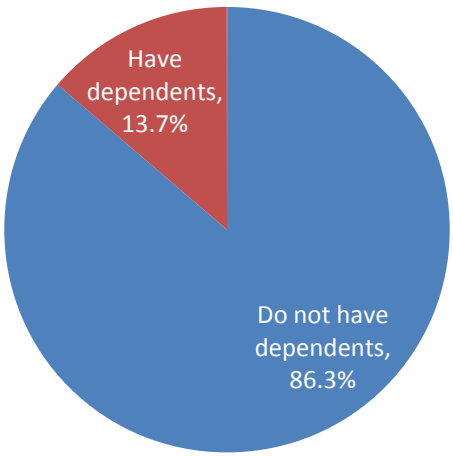
Over the whole sample, 15.5% have applied for and received a student loan, with close to three per cent (2.9%) having applied but not received a student loan.



Q57. Have you ever applied for a government student loan? Base: All respondents, n=1910

Have Dependents

About one in seven respondents (13.7%) have dependents.



Q58. How many dependents do you have? (i.e., people you support/take care of)? Base: All respondents, excluding don't know, n=1864

Current Living Situation

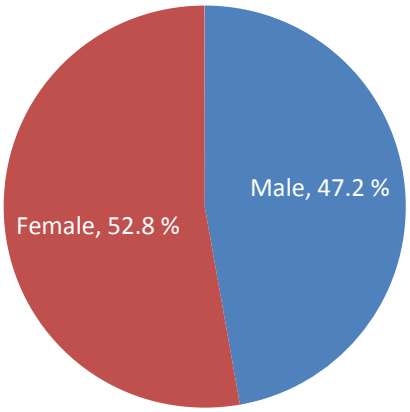
At the time of the Survey, the majority of respondents (56.4%) were living at home with their parents; 13.4% were living on their own and nearly the same proportion (11.9%) declared they were living with other people (such as roommates).

	Count	Percent
Living at home / with parents	1078	56.4 %
Living on your own	255	13.4 %
Living with other people	227	11.9 %
Living with partner (unmarried, married, engaged or common law)	170	8.9 %
Living with relatives or siblings	95	5.0 %
Living in a dormitory or residence	47	2.5 %
Living in a boarding house	5	0.3 %
Other living arrangement	19	1.0 %
Prefer not to say	14	0.7 %
Total	**1910**	**100%**

Q59. Which best describes your current living situation? Base: All respondents, n=1910

Gender

Just over one half (52.8%) of the survey respondents were female, with 47.2% being male.



Q60. Please indicate your gender. Base: All respondents, n=1910.

Location

Respondents were sampled proportionately by region.

	Count	Percent
Estevan	23	1.2%
Lloydminster	44	2.3%
Moose Jaw	63	3.3%
North Battleford	59	3.1%
Prince Albert	103	5.4%
Regina	361	18.9%
Rural North	164	8.6%
Rural South	533	27.9%
Saskatoon	468	24.5%
Swift Current	29	1.5%
Weyburn	20	1.0%
Yorkton	42	2.2%
Total	1909	100.0%

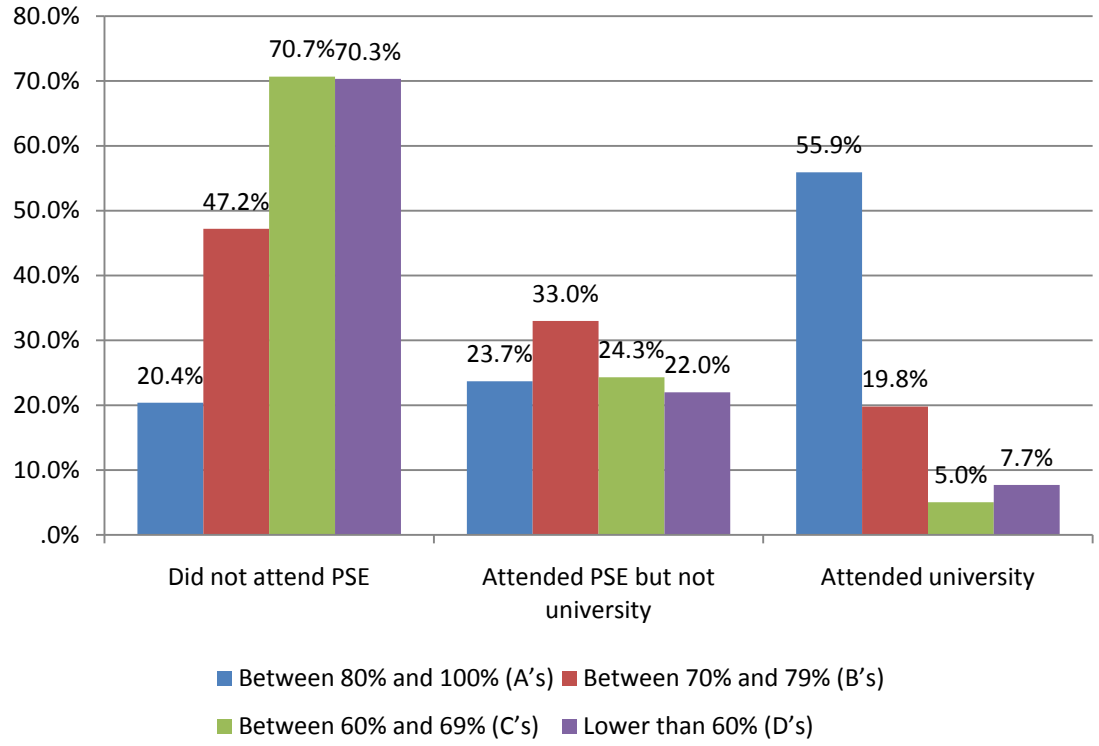
Q61. What are the first three digits of your postal code…

Analysis by Demographic Factors

An important component to the project involved examining the influence several different factors had on the likelihood of participation in PSE after high school. Significantly correlated demographic factors were used as inputs for a logistic regression model to better understand which groups were more or less likely to attend post-secondary education.

Differences by Academic Performance

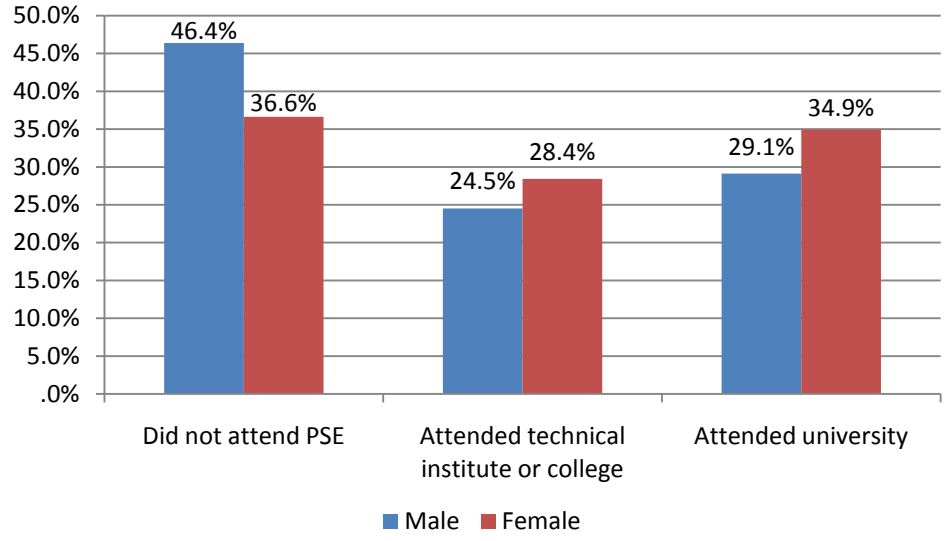
Eight in ten (79.6%) of those who indicated the majority of their grades were between 80% and 100% attended post-secondary education. This is compared to 52.8% of those whose grades normally fell between 70% and 79% and 29.3% of those whose grades tended to be between 60% and 69% and a similar proportion (29.7%) of those whose grades tended to be lower than 60%.



Differences by Gender

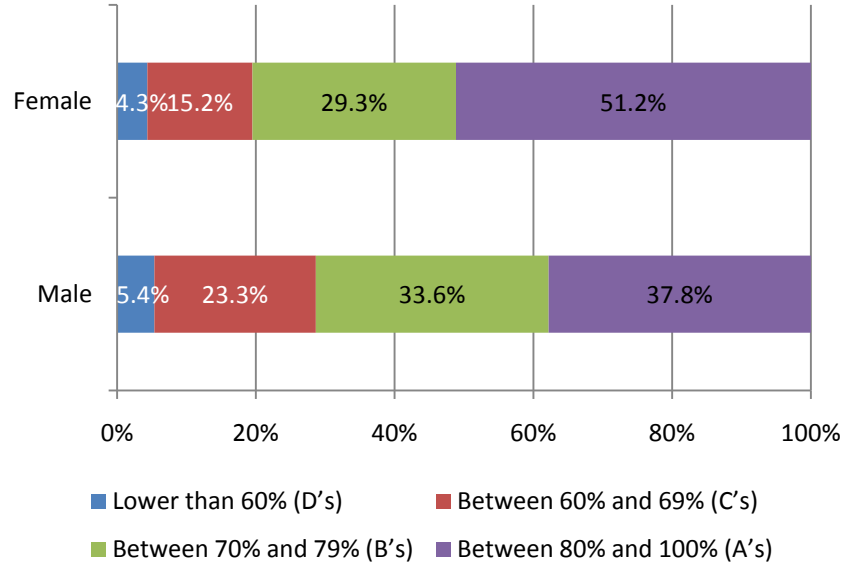
Post-secondary attendance

Overall, more than six in ten (63.3%) female respondents have attended some post-secondary training, compared to 53.6% of male respondents.



Grades

Of survey respondents, 51.2% of females indicated the majority of their grades fell between 80% and 100% compared to 37.8% of males.



Post-secondary attendance by Gender controlling for Grades

When controlling for grades, no significant differences in post-secondary attendance by gender were found.

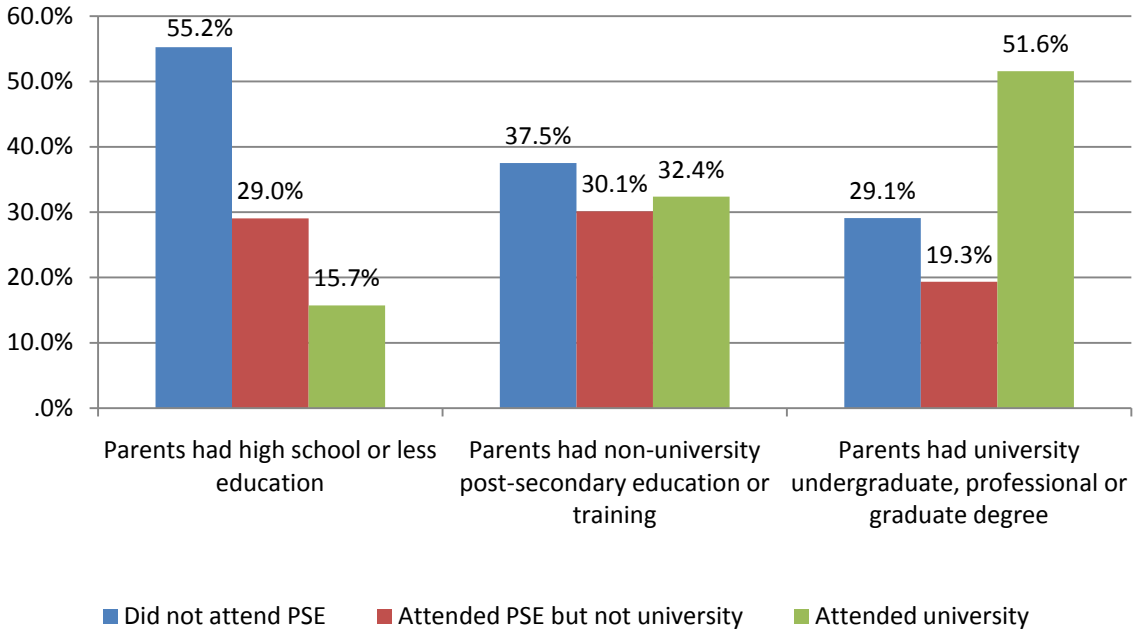
	Between 80% and 100% (A's)		Between 70% and 79% (B's)		Between 60% and 69% (C's)		Lower than 60% (D's)	
	Male	Female	Male	Female	Male	Female	Male	Female
Did not attend PSE	21.6%	19.6%	50.7%	43.8%	70.2%	71.3%	77.1%	62.8%
Attended PSE but not university	20.4%	25.9%	30.7%	35.2%	24.5%	24.0%	18.8%	25.6%
Attended university	58.0%	54.5%	18.7%	21.0%	5.3%	4.7%	4.2%	11.6%

Other Notable Differences

- Men were more likely to claim they were very knowledgeable about the various career options available to them than were women (28.4% vs. 21.7%).
- Of those respondents who have not attended a post-secondary program, more women than men have applied (29.9% vs. 22.0%).

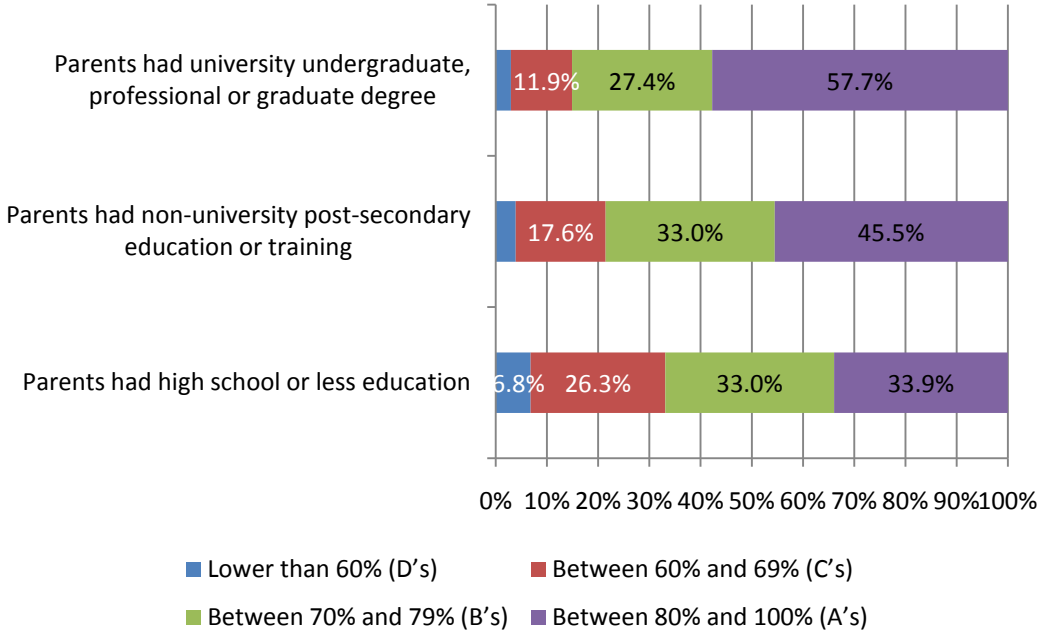
Differences by Parents' Education

Parents' education showed a significant influence on respondents' subsequent choices with respect to whether or not to enter post-secondary education (PSE). Among those whose parents did not have PSE, less than half (44.8%) began some kind of program. By contrast, over one half (51.6%) of those respondents having at least one parent with a university degree have attended university.



Grades

Grades also differed notably when dividing respondents by their parents' educational attainment.

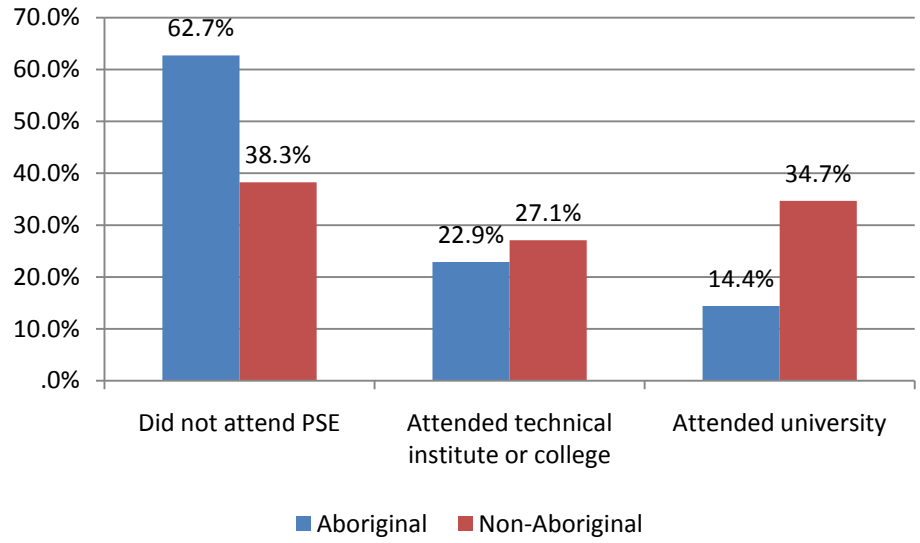


Other Notable Differences

- One third of respondents whose parent(s) attended university indicated family financial support as their primary method of financing PSE. This compared to 23.2% of those whose parent(s) attended non-university post-secondary training and 15.2% of those whose parents have high school or less education.
- Respondents who attended high school in Regina (71.1%) and Saskatoon (58.5%) were much more likely to indicate they were employed while enrolled in PSE, compared to a minority of those who attended high school in small cities (34.1%) or rural areas (38.4%).

First Nations and Métis (FN/M) Respondents

Overall, First Nations and Métis respondents were less likely to participate in post-secondary education when compared to non-First Nations and Métis respondents (37.3% vs. 61.7%).



Post-secondary Attendance by First Nations and Métis (FN/M) controlling for Grades

Controlling for grades, the significance difference between FN/M and non-FN/M respondents in terms of post-secondary attendance persisted.

	Between 80% and 100% (A's)		Between 70% and 79% (B's)		Between 60% and 69% (C's)		Lower than 60% (D's)	
	FN/M	Non-FN/M	FN/M	Non-FN/M	FN/M	Non-FN/M	FN/M*	Non-FN/M
Did not attend PSE	39.2% ▲	19.2% ▼	63.7% ▲	44.3% ▼	75.0%	69.5%	61.5%	71.8%
Attended PSE but not university	25.5%	23.6%	25.3%	34.3%	19.7%	25.5%	23.1%	21.8%
Attended university	35.3% ▼	57.3% ▲	11.0% ▼	21.4% ▲	5.3%	5.0%	15.4%	6.4%

*Small sample size
Symbols ▼ and ▲ denote statistical significance at the 95% level.

Post-secondary attendance by First Nations and Métis controlling for Parent's Education

First Nations and Métis respondents were less likely to attend post-secondary education regardless of parents' education levels.

	Parents had high school or less education		Parents had non-university post-secondary education or training		Parents had university undergraduate, professional or graduate degree	
	FN/M	Non-FN/M	FN/M	Non-FN/M	FN/M	Non-FN/M
Did not attend PSE	69.6% ▲	52.0% ▼	57.7% ▲	35.7% ▼	56.3% ▲	26.7% ▼
Attended PSE but not university	24.3%	30.1%	21.2%	30.9%	16.7%	19.4%
Attended university	6.1% ▼	17.9% ▲	21.2%	33.4%	27.1% ▼	53.9% ▲

Symbols ▼ and ▲ denote statistical significance at the 95% level.

Circle of Influence by First Nations and Métis

Differences exist between First Nations and Métis and non-FN/M respondents with respect to rankings given to those who influence the choices respondents made following high school. Although both groups were most likely to consider their parents their top influencer, other individuals show considerably higher ratings among First Nations and Métis respondents compared to non-FN/M (Aboriginal).

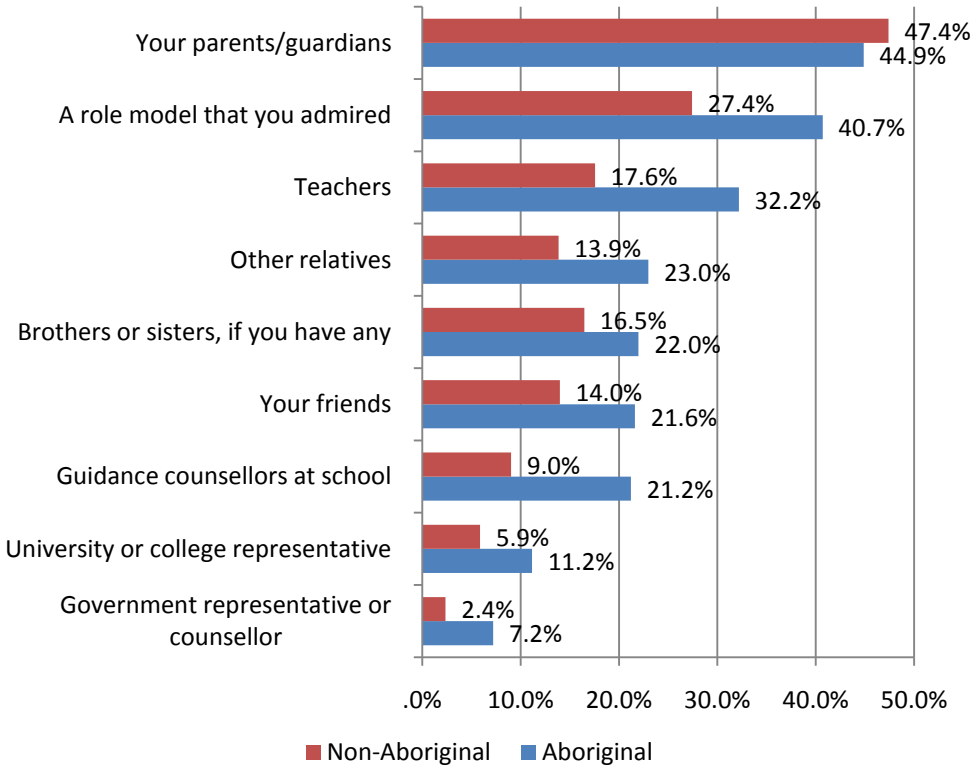


*Chart represents the percentage who said each has a great deal of influence on what they did after high school.

Other Notable Differences

- A total of 30.1% of First Nations and Métis respondents claimed they were very knowledgeable about the various career options available to them upon graduation. This compared to 24.1% of the non-FN/M respondents.
- First Nations and Métis respondents were less likely to have been employed during high school (54.7% vs. 69.5%). As well, 27.1% of FN/M respondents were employed while enrolled in a post-secondary program compared to 50.4% of non-FN/M respondents.

Regional Differences

For the purposes of reporting, respondents were divided into four regional groups: Regina, Saskatoon, Small Cities (including Estevan, Lloydminster, Moose Jaw, North Battleford, Prince Albert, Swift Current, Weyburn and Yorkton) and Rural (the remainder of the province).

- Respondents who attended high school in Regina were most likely to have been employed during high school (74.5%); those in rural areas were least likely (63.6%) to have worked.
- More than three quarters (77.6%) of respondents who attended high school in Saskatoon and slightly less than that (72.5%) for those who attended high school in Regina indicated the post-secondary institution they were attending was located within the city in which they graduated. By contrast, respondents who lived in small cities (18.8%) and rural areas (23.1%) were more likely to be attend an institution outside the province (compared to 10.8% of Saskatoon respondents and 6.9% of those from Regina).
- Respondents in rural areas (26.7%) and small cities (27.7%) were more likely to claim they were very knowledgeable about various career options available to them compared to those who attended high school in Saskatoon (20.0%).
- Overall, respondents' educational outcomes differed notably by region:

	Saskatoon (A)	Regina (B)	Small Cities (C)	Rural (D)
Did not attend PSE	48.5% **BD**	35.5%	41.8%	39.2%
Attended PSE but not university	20.3%	20.2%	30.8%**AB**	31.7%**AB**
Attended university	31.2%	44.3%**ACD**	27.4%	29.1%

*Letters ABCD denote statistical significance

- Over one-quarter (26.2%) of respondents in rural areas indicated student loans were their primary method of payment compared to 14.5% of those who attended high school in Saskatoon and 15.5% of those who attended high school in Regina.

SEGMENTATION ANALYSIS

Factor Analysis

A factor analysis was performed on the first two survey questions to better understand the correlations between statements.

Analysis A:

Overall, this model explained a majority (51.6%) of the variance in responses and showed a statistically significant difference between factors. The values contained in each cell denote the components comprising that particular factor.

Pro-activeness:

- The first factor, termed "Pro-activeness," has the strongest positive relationship with the statements "I like to challenge myself" and "I enjoy learning new things". This factor also has a strong relationship with "I am a goal oriented person", "I enjoy interacting with others", "I enjoy an academic environment" and "Others describe me as a creative person". Respondents who gave high agreement ratings to these statements received a high "Pro-activeness" rating.

Social Desirability

- Factor 2, termed "Social Desirability", was highly related to the statements "Becoming financially successful is important to me" and "Family members' opinions about what I do for a living is important to me".

Independent learning

- The two statements, "I prefer to work independently" and "I consider myself to be a perfectionist" are most highly related with Factor 3, "Independent Learning". A negative correlation was found between this factor and the statement, "I enjoy interacting with others".

Hands-on learning

- "I prefer to work with my hands" showed a strong positive relationship with the fourth factor, "Hands-on Learning" and a negative relationship with "I enjoy an academic environment".

	Pro-activeness	Social desirability	Independent learning	Hands-on learning
I like to challenge myself	.745	.100	.138	
I enjoy learning new things	.685			.129
I am a goal-oriented person	.602	.330	.171	
I enjoy interacting with others	.597	.339	-.370	.150
I enjoy an academic environment	.545	.143	.233	-.444
Others describe me as a creative person	.515	-.173	.110	.344
I prefer to look at the big picture as opposed to focus on the details	.305	.195		.287
Becoming financially successful is important to me		.776		.117
Family members' opinions about what I do for a living is important to me	.157	.685		
I prefer to work independently			.812	.157
I consider myself a perfectionist	.274	.193	.512	-.175
I rely on objective facts when making decisions	.274	.316	.408	
I prefer to work with my hands	.128	.148		.814

Analysis B:

To better understand the relationship between the areas listed, a factor analysis was performed on the second question of the survey. A five factor solution that explained more than one half (57.3%) of the variance in responses was found.

High School Enjoyment

- The first factor has a strong positive relationship with statements that are positive towards respondents' high school experience: "I learned a lot in high school", "My high school did a good job of preparing me for real life after school" and "I enjoyed the subjects and information taught in high school." There was a strong negative relationship with the statement "I feel like high school was a waste of time".

Expectation of PSE

- "Expectation of PSE", the second factor, was most highly related with positive statements about post-secondary education, such as, "Everyone expects me to attend post-secondary education", "To get a good job, it is necessary to attend post-secondary education", "My parents encouraged me to pursue post-secondary education" and "I think post-secondary education is worth the time commitment it requires".

Extracurricular Involvement

- A strong relationship was found between the statements, "I was involved in a lot of different extracurricular activities in high school" and "I volunteered for student organizations with year book or student council," and the third factor, which has been termed "Extracurricular Involvement".

Career Focus

- "I have well defined career objectives" was strongly related to the fourth factor, "Career Focus". "I am still deciding on exactly what I want to do for my career" showed a negative relationship.

Non-academic focus

- The components for the fifth factor, "Non-academic focus", were related to interest level in other aspects and reservations regarding post-secondary education. The statements "I was more interested in the social aspect of high school than in my studies", "The idea of paying a lot of money for further education gives me concerns about enrolling in post-secondary studies" and "Post-secondary education is not necessary to have a career in the field that interests me" were all strongly related with this factor.

	High school enjoyment	Expectation of PSE	Extracurricular Involvement	Career focus	Non-academic focus
I learned a lot in high school	.823				
My high school did a good job preparing me for real life after school	.752				.140
I enjoyed the subjects and information taught in high school	.746	.213	.140		
I feel like high school was a waste of time	-.696				.234
Everyone expects me to attend post-secondary education		.720	.237	-.121	
To get a good job, it is necessary to attend post-secondary education	.137	.670	-.165		
My parents encouraged me to pursue post-secondary education		.663	.204		-.107
I think post-secondary education is worth the time commitment it requires	.246	.606		.244	-.175
Most of my friends have enrolled in post-secondary studies		.411	.212		.148
I was involved in a lot of different extracurricular activities in high school	.151	.117	.831	.122	
I volunteered for student organizations like year book, student council, or other student organization	.144	.105	.823		
I have well-defined career objectives	.146	.183		.811	
I am still deciding exactly what I want to do for a career	.106			-.808	.209
I was more interested in the social aspect of high school than in my studies	-.134			.176	.712
The idea of paying a lot of money for further education gives me concerns about enrolling in post-secondary studies				-.301	.546
Post-secondary education is not necessary to have a career in the field that interests me		-.401	.106	-.171	.524

Cluster Analysis

A cluster analysis was performed on the data to better understand the underlying groups of students in the sample. Factor analysis results provided inputs for dividing respondents into groups, based on their score for each of the attributes. Scores were calculated by using a regression algorithm on respondents' ratings for questions 1 and 2 on the survey.

Cluster Definitions

	Cluster		
	A	B	C
Pro-activeness	.41	-.94	.23
Social Desirability	.40	-.49	-.06
Independent learning	.01	-.02	.00
Hands-on learning	.43	.46	-.84
High school enjoyment	.53	-.69	-.07
Expectation of PSE	.17	-.63	.26
Extra-curricular involvement	-.11	-.43	.48
Career focus	.19	-.30	.06
Non-academic focus	.53	.07	-.66

Cluster Size and Make-up

Segmentation places respondents into groups based on their answers to attitudinal questions, or, in this case, scores based off of a factor analysis of these questions. Previously, a factor analysis was done (rather than use raw results) to ensure that the variables used as inputs were independent. This allowed for a more meaningful interpretation that is less prone to confounding factors. Groupings are made mathematically, by grouping respondents with similar responses together in the same cluster. Extensive stability testing is then performed to ensure that the groups found are representative of the sample. Results of this testing are contained at the end of this section.

Three clusters were identified, following the analysis. These have been named, "Social", "Disengaged" and "Academic", as these terms are seen to best reflect the core attributes of respondents that fall into each. The proportion of respondents varies from 26.0% (respondents who were "disengaged" during high school), to 39.4% (respondents who were more social in their high school experience). All three clusters showed considerable differences in nearly all areas.

Cluster A: Social (39.4%)
High average ratings in:
- High school enjoyment
- Non-academic focus
- Hands-on learning
- Pro-activeness
- Social desirability

Cluster B: Disengaged (26.0%)
High Average ratings in:
- Hands-on learning

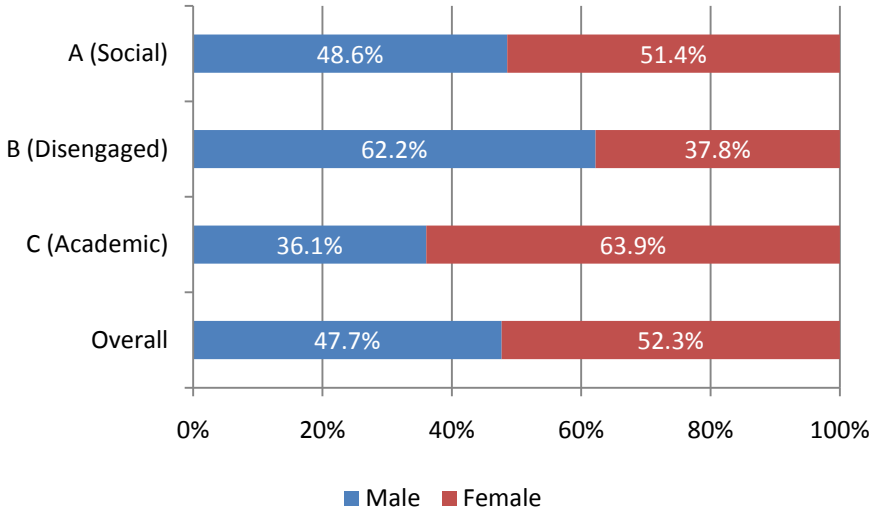
Low average ratings in:
- Pro-activeness
- High school enjoyment
- Expectation of PSE
- Social desirability

Cluster C: Academic (34.6%)
High average ratings in:
- Extra-curricular involvement
- Expectation of PSE

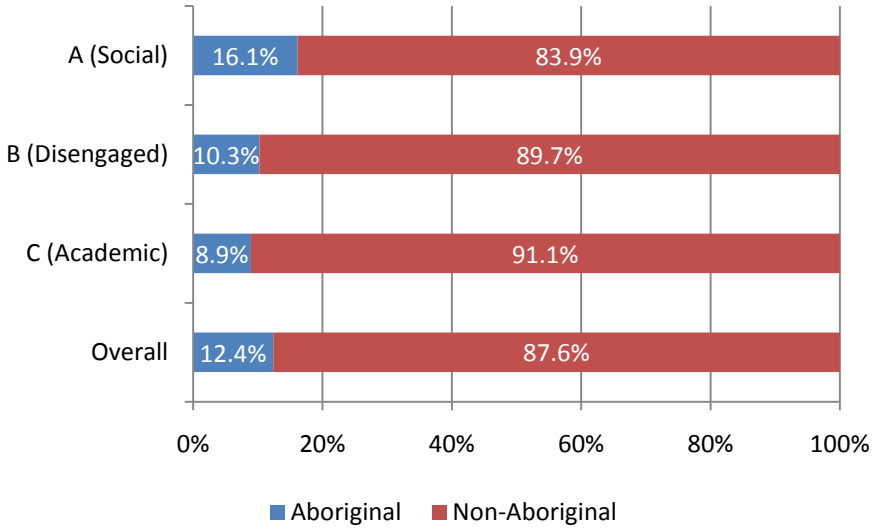
Low average ratings in:
- Hands-on learning
- Non-academic focus

Cluster Cross-tabulations

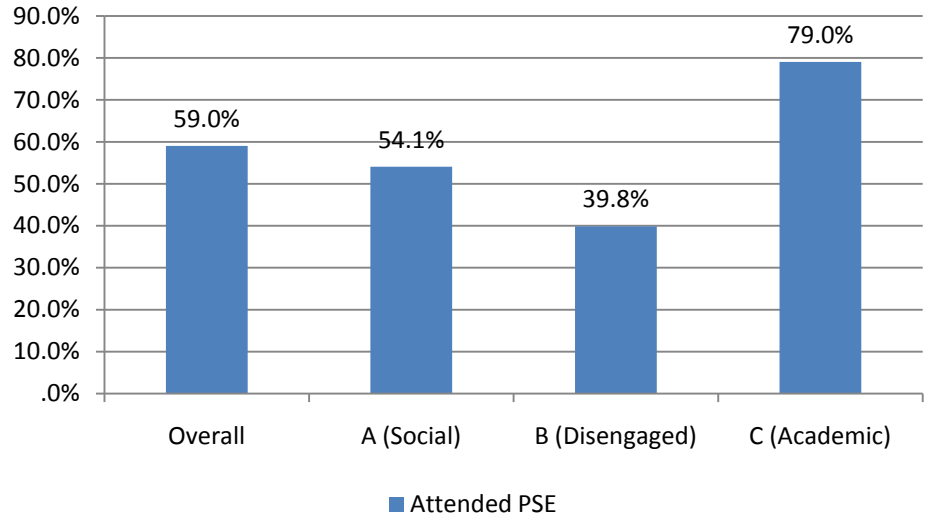
Within the Social cluster, there are nearly equal proportions of men and women (48.6% and 51.4%, respectively). Significantly more men than women are found in the Disengaged cluster (62.2% and 37.8% respectively). Finally, the Academic cluster contains a significantly higher percentage of women than men (63.9% vs. 36.1%).



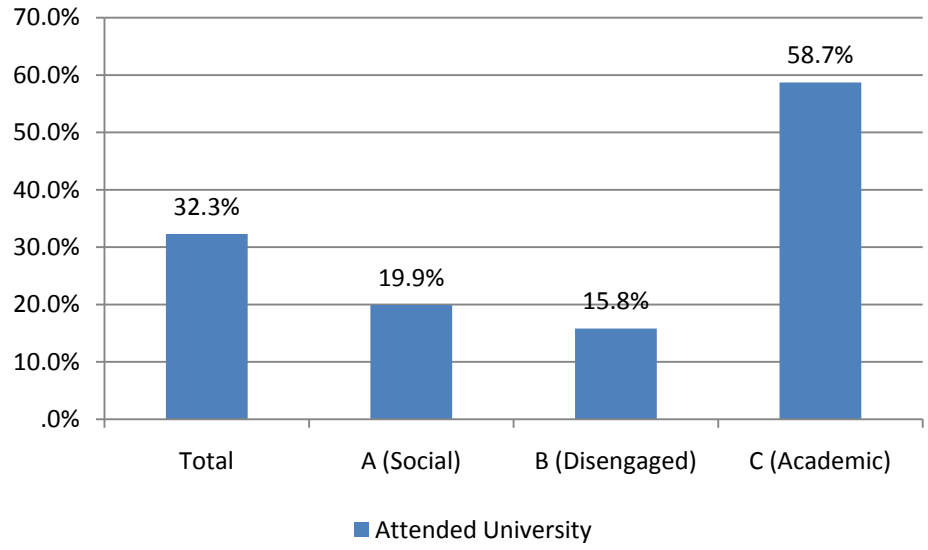
First Nations/Métis respondents were more likely to be found within the Social cluster than either the Academic or the Disengaged clusters.



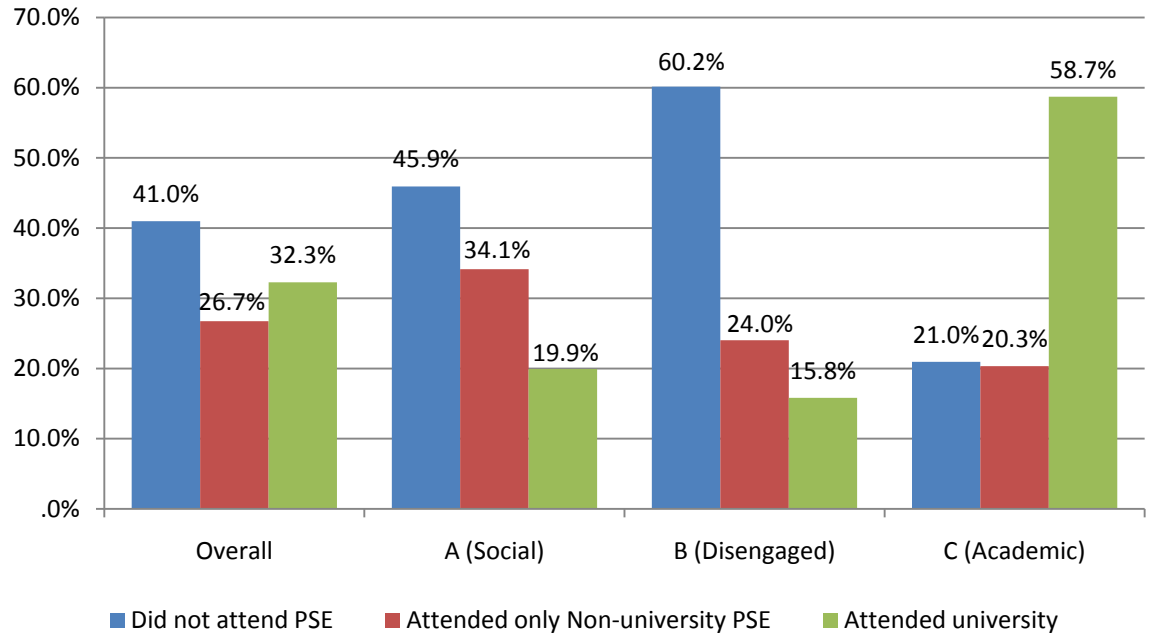
In total, nearly eight in ten (79.0%) of the respondents in the Academic cluster (C) indicated they have attended post-secondary education, a notably higher proportion than either the Social cluster (54.1%) or the Disengaged (39.8%) cluster.



University attendance was higher among those within the Academic cluster compared to the other two.



Overall, those within the Social cluster were more likely to have chosen a non-university post-secondary institution compared to those within the Academic cluster.

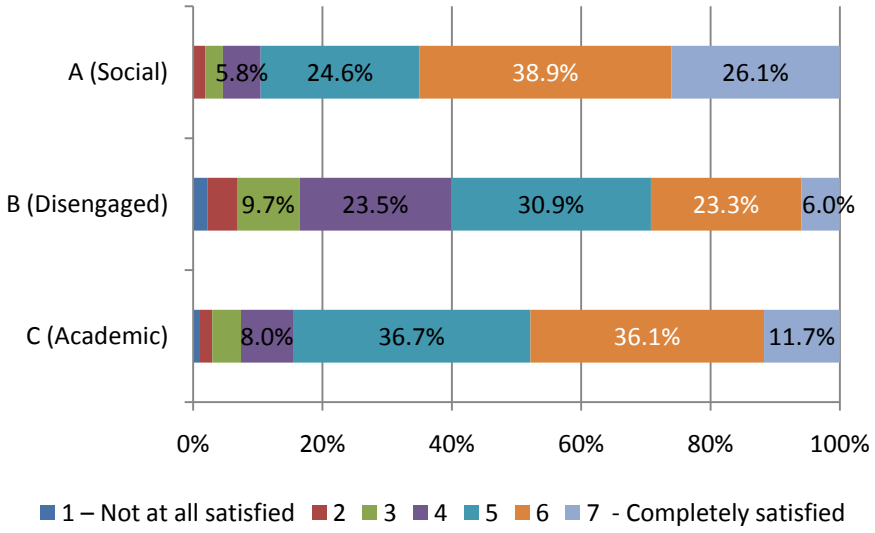


By region, significant differences occurred. Within the small cities, respondents were most likely to fall into the Social cluster; however, in Regina, respondents were least likely to fall into this cluster. The Academic cluster (30.9%) was the smallest in Saskatoon while it was the largest in Regina.

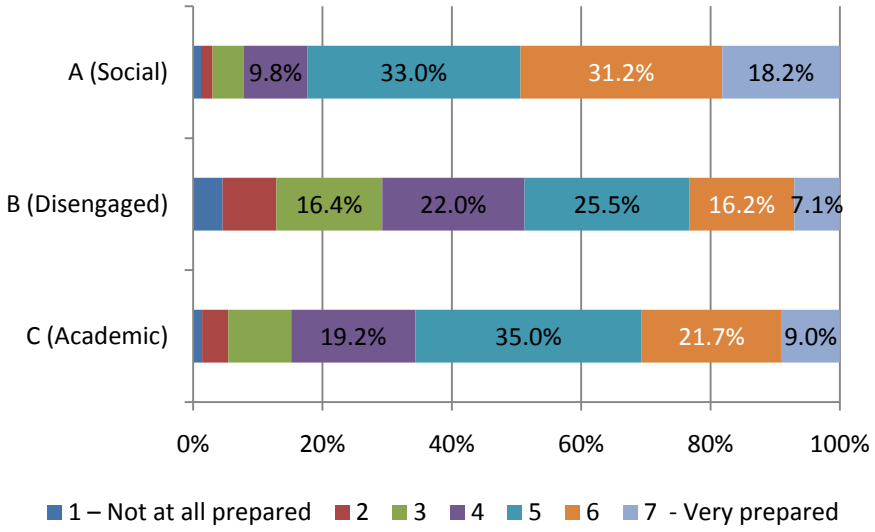
	Saskatoon	Regina	Small Cities	Rural
A (Social)	38.3%	34.1% ▼	44.1% ▲	40.1%
B (Disengaged)	30.9%	25.0%	24.3%	24.2%
C (Academic)	30.9% ▼	40.9% ▲	31.6%	35.7%

Symbols ▼ and ▲ denote statistical significance.

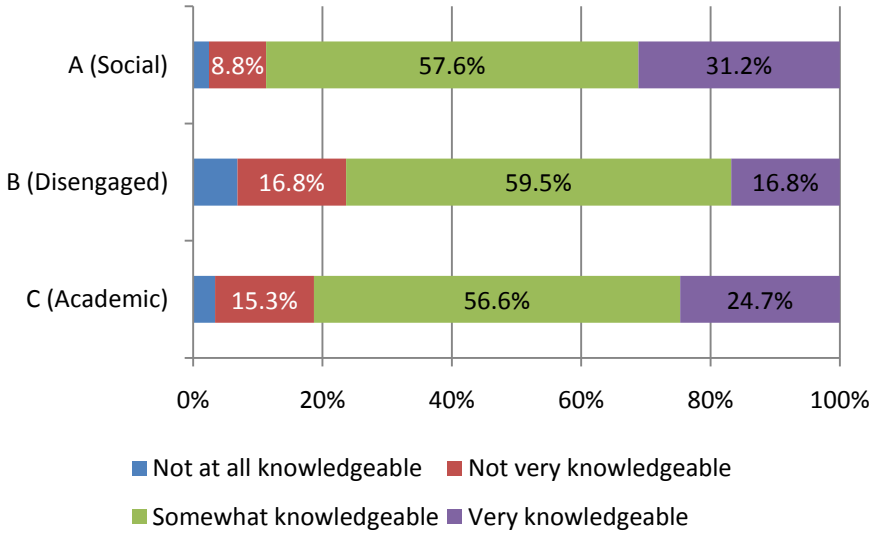
Respondents' rating of their overall satisfaction with their high school experience was remarkably higher among respondents in the Social cluster (65.0% rated it a 6 or 7) as compared to those in the Academic cluster (47.6%), which was still higher than those in the Disengaged cluster (29.3%).



Similarly, the extent to which respondents in each cluster felt they were prepared for life after high school was highest among respondents in the Social cluster (49.4% rated a 6 or 7) followed by those in the Academic cluster (30.7%) and finally those in the Disengaged cluster (23.3%).



Self-assessed knowledge of the various career options continued the trend. Three in ten (31.2%) of those in the Social cluster believed they were very knowledgeable about the various career options available to them compared to just about one-quarter (24.7%) of those in the Academic cluster and one in six (16.8%) of those in the Disengaged cluster.



Supplementary Statistical Results

Full statistical testing including stability testing and measurement of variance was performed. The following summarizes the technical results of the segmentation model.

Stability Testing

Extensive stability testing was performed on the proposed cluster solutions and all higher cluster solutions were found to be unstable. Models with between 2 and 8 clusters were tested for stability and the three cluster solution was found have a high degree of stability at 84.8% on five runs. This means that on five classification runs, 84.8% or more of the respondents who were clustered together in one run were also clustered together in all other runs. Stability testing of this type allows us to be more confident that the clusters found result from real similarities in the data, rather than mathematical anomalies in responses.

The following table shows the factor scores for the five runs of the algorithm.

	Run #1			Run #2			Run #3			Run #4			Run #5		
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C
Pro-activeness	.41	-.94	.23	-.97	.30	.35	.29	.31	-.90	.41	-.94	.23	-.94	.41	.23
Social Desirability	.40	-.49	-.06	-.57	.43	-.06	.38	.06	-.65	.40	-.49	-.06	-.49	.40	-.06
Independent learning	.01	-.02	.00	-.05	.00	.05	-.04	.02	.05	.01	-.02	.00	-.02	.01	.00
Hands-on learning	.43	.46	-.84	.27	.49	-.75	.53	-.75	.27	.43	.46	-.84	.46	.43	-.84
High school enjoyment	.53	-.69	-.07	-.64	.43	-.01	.36	.09	-.65	.53	-.69	-.07	-.69	.53	-.07
Expectation of PSE	.17	-.63	.26	-.63	.13	.29	.15	.27	-.65	.17	-.63	.26	-.63	.17	.26
Extra-curricular involvement	-.11	-.43	.48	-.45	-.23	.61	-.03	.30	-.35	-.11	-.43	.48	-.43	-.11	.48
Career focus	.19	-.30	.06	-.47	.23	.12	.09	.35	-.58	.19	-.30	.06	-.30	.19	.06
Non-academic focus	.53	.07	-.66	-.08	.57	-.59	.71	-.68	-.12	.53	.07	-.66	.07	.53	-.66

Upon closer inspection of the clusters resulting from all five runs, it is possible to match clusters with similar attributes, run to run. Matched Clusters are as follows:

Cluster A		Cluster B		Cluster C	
Run	Cluster	Run	Cluster	Run	Cluster
1	A	1	B	1	C
2	B	2	A	2	C
3	A	3	C	3	B
4	A	4	B	4	C
5	B	5	A	5	C

Variance between clusters

Variance of matched clusters was measured and found to be less than 2% for all cases. Variance across random clusters ranged between 0% and 53%. These results point to greater certainty that the clusters found in the data truly exist within the dataset and enhances confidence the groups found were distinctive and different from one another.

	Matched clusters			Random clusters		
Variance	A	B	C	A	B	C
Pro-activeness	0.4%	0.1%	0.3%	52.8%	49.1%	27.4%
Social Desirability	0.0%	0.5%	0.3%	25.5%	20.4%	6.8%
Independent learning	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%
Hands-on learning	0.2%	1.1%	0.2%	1.0%	29.5%	23.6%
High school enjoyment	0.6%	0.1%	0.5%	39.3%	35.3%	7.2%
Expectation of PSE	0.0%	0.0%	0.0%	18.9%	20.3%	16.8%
Extra-curricular involvement	0.5%	0.2%	1.2%	3.9%	9.2%	15.0%
Career focus	0.3%	1.6%	1.5%	9.3%	9.7%	8.7%
Non-academic focus	0.6%	0.9%	0.1%	11.6%	25.4%	5.6%

Logistic Regression

To better understand how each of the aforementioned factors was related to post-secondary attendance and to predict the change in probability of post-secondary attendance due to each of these factors, a logistic regression was applied.

Overall, the probability of respondents attending post-secondary studies was about sixty percent (59.6%), with an odds ratio of 1.474. This means that the odds any respondent from the sample would attend post-secondary studies are approximately 1.5 to 1. Note that this statistic differs slightly from the overall proportion quoted earlier in the report due to the exclusion of respondents who were unsure or refused to answer any of the questions that needed to be used as inputs. This reduced the valid number of cases from 1910 to 1774.

The following terms, all of which are significantly related to post-secondary attendance, were used in the equation. Each term was entered in sequence and removed, based on the significance of the likelihood ratio. In other words, if the new variable did not significantly improve the prediction of the model, it was not included in the final model.

Variable	Description
Parents' Education	Respondents were assigned a score of 1 if either of their parents attended post-secondary education and a score of 0 if neither did so
Gender	Gender was dichotomized using 0=male and 1=female
Region	Regions were separated into four groups: Regina, Saskatoon, Small Urban Areas and Rural Areas.
Grades	Those who indicated that a majority of their grades were 70% or greater were coded as 1 and those who indicated that their grades were less than 70% were coded as 0
First Nations/Métis	First Nations/ **Métis s**tatus was dichotomized using 0=non-FN/M and 1=FN/M
Graduate Status	Assigned a value of 1 if the respondent graduated in 2007 and 0 if they did not graduate at that time.
Cluster – Social	Cluster results were dichotomized into three variables, 1 for cluster membership and 0 for non-membership. (Although only two variables were needed to encompass the effect of this variable, inputting all three allows for a more straightforward interpretation of results.)
Cluster – Disengaged	
Cluster – Academic	

Results of the Model

Overall, five of the seven variables were found to significantly improve the model. Together, these factors account for 23.0% of the variance (using the Cox & Snell R^2 statistic), which is generally not considered to be a strong estimate. The final model improved prediction accuracy from 59.6% to 72.8%, a difference of 13.2 percentage points.

Of the variables input, graduate status, grades, membership in the academic cluster and parent's education all significantly increased the odds that a respondent would attend post-secondary education. Membership in the disengaged cluster and whether the respondent was FN/M decreased the likelihood of post-secondary attendance. Gender and region were found not to have a significant effect on the model.

So, respondents who graduated high school in 2007 were 4.333 times as likely as those who did not graduate at that time to participate in post-secondary education (using the odds ratio statistic). The other factors can be interpreted in a similar way using the odds ratio. Respondents whose grades tend to be above 70% are 2.798 times as likely as those whose grades are 70% or lower to attend post-secondary education. Cluster membership also contributed significantly to post-secondary choices: respondents in the academic cluster were more than twice as likely (2.320) as those in the social cluster to attend PSE; members of the disengaged group were about half (.537) as likely to attend as those in the academic cluster. Having parents with post-secondary education increased the likelihood of post-secondary attendance by a factor of 1.639. By contrast, FN/M respondents were about half as likely to attend PSE when compared to non-FN/M respondents.

The significance (Sig.) column in the chart below shows how strongly each factor is related to the independent variable (Post-secondary attendance), or, in other words, whether including the factor makes a significant improvement to the model. Items for which the significance was low (as listed above) were removed from the model. Using a constant in the model allowed for interpretation against the base case and improved the accuracy of the results.

	B	Sig.	Odds ratio
Graduate Status	1.466	.000	4.333
Grades	1.029	.000	2.798
Cluster - Academic	.842	.000	2.320
Parents' Education	.494	.000	1.639
FN/M	-.583	.001	.558
Cluster - Disengaged	-.621	.000	.537
Constant	-1.986	.000	.137

The following table shows the percentage correctly predicted by the model. Of those who did attend PSE, the model correctly predicted that 83.3% would indeed attend. Of those who did not attend, the model was able to predict this outcome 57.3% of the time.

	Predicted		
Observed	Did not attend PSE	Attended PSE	Percentage Correct
Did not attend PSE	411	306	57.3%
Attended PSE	176	881	83.3%
Overall Percentage			72.8%

In general, although the demographic factors listed do predict post-secondary attendance with increased accuracy, it is clear that there are many other factors influencing respondents' participation in post-secondary education. This is especially apparent among those who do not participate in post-secondary education, for which the model's accuracy is quite a bit lower than for those who did attend post-secondary education.

Conclusion

Generally, post-secondary attendance is relatively common, with 64.1% of respondents having completed or currently being enrolled in a post-secondary institution. Those who were not attending PSE claim they are likely to attend at some time in the future.

Of the early leavers, 70.9% indicated they are very likely to enrol in a post-secondary program in the future and of those who have never attended a post-secondary program, 52.8% claim they are very likely to attend sometime in the future. Reasons for non-attendance among these two groups are different.

Generally, early leavers did not like the program they enrolled in (39.9%) or were unsure what they wanted to do (32.9%). Cost was mentioned by 10.5%, with non-attenders more likely to indicate they did not have the money to attend (17.1%) or they were undecided in their career plans (17.1%). Non-attenders had a higher tendency to want to enrol in post-secondary studies to improve their employment situation (64.5% vs. 54.4%), although both attenders and non-attenders appear mindful of employment outcomes resulting from post-secondary education.

It did not appear that employment during high school or post-secondary studies had an impact on outcomes, since those who were employed in high school were no more likely to attend or not attend post-secondary education and the employment rate among early leavers and current students while they were at a PSE institution was practically the same.

It appears leaving the province is becoming more rare. Eight in ten (81.2%) attended a Saskatchewan institution, and more than four in five (82.9%) of those indicated it is somewhat or very likely they will remain in the province. Of those who attended an out-of-province institution, 15.2% have already returned to Saskatchewan and nearly one half (48.1%) are somewhat or very likely to return to the province. Those who have attended an out-of province institution most commonly indicated the reason they did not attend a Saskatchewan-based institution was their program was not offered in the province (21.6%), a more reputable program was offered out of province (21.1%) or they wanted to go somewhere different (19.1%).

Funding issues appear to be a larger barrier among the non-attender group. Family financial support (38.4%) and personal savings (36.3%) were the two most common means of funding PSE among respondents currently attending a program. Comparatively, those not attending currently (but indicating they are likely to do so) were most likely to mention student loans (47.6%) as a likely source of funding and much less likely to mentioned family financial support (22.6%).

Many factors are related to post-secondary attendance, including grades, parents' education, gender and First Nations/Métis (Aboriginal) ancestry. However, it was found that gender does not appear to be a significant factor when controlling for grades, while the other factors do show a significant correlation. With regard to First Nations and Métis respondents, controlling for grades as well as parents' education showed a significant difference remains between First Nations and Métis and non-First Nations and Métis respondents in terms of likelihood to attend post-secondary education.

Another interesting and significant difference exists between First Nations and Métis and non-First Nations and Métis students. When asked to rate the extent to which each of a list of different people influenced their decision to attend post-secondary education, non-First Nations and Métis respondents tended to give a high rating to their parents and a lower rating to all other influencer groups (teachers, role models, siblings, etc.). By contrast, First Nations and Métis respondents gave a notably lower rating to the influence their parents had, but a much higher rating to each of the other groups. This supports the development of community mentorship programs to help increase First Nations and Métis participation in post-secondary education.

Overall, survey results show positive impressions of post-secondary attendance were common among high school students (67.6% rate "I think post-secondary education is worth the time commitment it requires" a 6 or 7 out of 7). As well, parental encouragement appeared to be common (70.3% rate "My parents encouraged me to pursue post-secondary education" a 6 or 7 out of 7). Generally, ratings of attitudinal statements showed that students come out of high school with a positive attitude towards learning ("I enjoy learning new things": 6.3 out of 7) and interaction with others ("I enjoy interacting with others": 6.1 out of 7). Overall satisfaction with their high school experience was relatively high (49.8% rated 6 or 7 out of 7).

The study showed that many students are positive with regards to their attitudes towards post-secondary attendance, in terms of its impact on employment opportunities and importance to high school students as well as their satisfaction with their high school experiences.