



Catalogue no. 81-595-MIE — No. 007
ISSN: 1704-8885
ISBN: 0-662-34927-X

Research Paper

Education, skills and learning – Research papers

Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)

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**Lynn Barr-Telford, Fernando Cartwright,
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Statistics Canada

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September 2003

Catalogue no. 81-595-MIE2003007

Frequency: Irregular

ISSN 1704-8885

ISBN 0-662-34927-X

Ottawa

La version française de cette publication est disponible sur demande (n° 81-595-MIF2003007 au catalogue).

Statistics Canada

Human Resources Development Canada

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Acknowledgements

This report was prepared by the Centre for Education Statistics and Human Resources Development Canada. We would like to thank all those involved in the development and production of the Postsecondary Education Participation Survey, in particular the team in Special Surveys Division at Statistics Canada. The assistance of numerous individuals was critical to the production of this report and we gratefully acknowledge their contributions. A special thank you is extended to Danielle Baum for her indispensable help in preparing the manuscript.

Note of appreciation

Canada owes the success of its statistical system to a long-standing co-operative effort involving Statistics Canada, the citizens of Canada, its businesses, governments and other institutions. Accurate and timely statistical information could not be produced without their continued co-operation and good will.

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Introduction

Society benefits from a trained and educated workforce of skilled people required to meet the demands of the labour market. People who take and complete postsecondary programs tend to be rewarded with more occupational opportunities and a potential for better earnings. It is important to ensure that this education is equally available to all Canadians.

The Postsecondary Education Participation Survey (PEPS) is a new survey designed to collect information on three important themes in postsecondary education: *access* to, *persistence* in and *financing* of postsecondary education. Access looks at characteristics of and barriers faced by those who enrol in postsecondary studies and those who do not. Persistence examines the population pursuing postsecondary education and some reasons for dropping out. Financing covers expenditures and sources of funding for an academic year as reported by the youth aged 18-24 (17-24 in Quebec).

Statistics Canada, in partnership with Human Resources Development Canada and the Policy Research Initiative, conducted PEPS for the first time in February and March 2002. Just over 5,000 Canadians aged 18-24 (17-24 in Quebec) were contacted by telephone. The survey focused on young people who were not in high school at the time of the survey. They were asked a series of questions about their educational background and whether or not they had participated in education leading to a diploma, certificate or degree above the high school level (postsecondary studies). They also answered questions on their postsecondary programs, their use of government student loans, educational and non-educational expenditures and sources of funding (for more information on sampling see the Methodology box at the end of this report).

This report is organized around these three themes by first examining factors that previous research has shown to be related to access, such as parents' expectations, academic performance and parents' level of education. These factors are compared between those who have taken at least some postsecondary education and those who have not.

The next section then looks at how many young adults continue on or complete their postsecondary studies. As a measure of persistence, the study looks at the status of students 18 months after starting their postsecondary studies. More specifically it examines the postsecondary status as of February or March 2002 for young Canadians who first began their postsecondary education in September 2000.

The final section of this report focuses on financing of postsecondary education. It presents total, educational and non-educational expenditures of current, full-time students for one academic year and looks at sources of funding for these students for one academic year.

A description of the survey methodology can be found at the end of the report as well as a chart describing the PEPS population in Appendix 1.

Access to Postsecondary Education

No one factor can fully account for who goes on to postsecondary education

According to PEPS, an estimated 1.6 million or close to two-thirds of young Canadians aged 18-24 (17-24 in Quebec) in 2002, had taken some form of postsecondary education after leaving high school. (Table A-1; also see Appendix 2 for a description of the Canadian postsecondary system).

Young women were more likely to have gone on to postsecondary education than were young men. Two-thirds of young women (67%) pursued education beyond high school, compared with 57% of young men.

This report "Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS)" draws on data collected from February to March 2002. More than 5,000 young people aged 18 to 24 (17-24 in Quebec) in the ten provinces participated in the survey. The results provide a point in time picture for this specific age group of factors related to access to postsecondary education, persistence in postsecondary education and financing of postsecondary education.

Postsecondary programs are programs above the high school level that required three or more months to complete if taken full-time and resulted in the awarding of a diploma, certificate or degree. These programs include university, university-college (which may grant a university degree), community college or CEGEP in Quebec, trade/vocational or any of a number of other postsecondary programs such as those undertaken in private training institutions.

Please note that in the context of this report the terms college or college level exclude CEGEP in Québec. CEGEPs are shown as a separate category.

Youth who were still in high school at the time of the survey are excluded from the results since they are not considered to be available to start postsecondary education. Only Canadian citizens and landed immigrants are included in the tables used in this report.

The decision to pursue postsecondary education can be influenced by many factors such as family background, academic performance while in high school, parental expectations, and financing, in particular, savings. Table A-1 shows the percentage of young Canadians who pursued postsecondary education by a number of these factors. Each factor is considered individually - not in combination with the others.

Students who reported grades below 70% in the final year of high school have a lower likelihood of continuing on to postsecondary education than students who reported grades of 70% and above. About four in five young Canadians who said their grades were 80% or more and close to two-thirds of those with grades between 70 and 79% in their last year of high school pursued some form of postsecondary education compared with just over one-third of those with grades below 70%. This is not surprising given that grades are typically used to screen entry to many programs.

What youth believe their parents expect of them also seems to matter when it comes to pursuing postsecondary education. Young Canadians who felt that their parents expected them to go on to postsecondary education were much more

likely to have done so than those who felt their parents did not expect them to go on (67% compared with 34%).

Parental education levels also seem to have an impact on youths' postsecondary participation. Youth who had at least one parent with some postsecondary education were more likely to have continued on with further education than were 18-24 year-olds with parents who had not taken any postsecondary studies (70% compared with 57%).

The survey did not gather information on household incomes since most young adults do not know the actual income of their parents. However information on parents' occupations was gathered. This occupation information was used to derive information on the mean earnings (i.e. wages and salaries before tax) of men and women in specific occupations from the 2001 Census. This provides an estimate of parental earnings before tax which can then be used to estimate if a young adult is coming from a higher, middle or lower income family.¹

Based on these estimates, 18-24 year-olds with estimated family earnings of \$80,000 or more were the most likely to pursue further education beyond high school (83%). As the estimated family earnings decreased, so too did the percentage of youth who had taken postsecondary education. About two-thirds of youth with family earnings between \$55,000 and \$80,000 had taken some postsecondary education and this dropped to just over half when family earnings were estimated to be less than \$55,000.

Young Canadians were asked if any savings had been put aside for their postsecondary education either by themselves, their parents or others. A much higher percentage of those who reported savings than those without had taken some postsecondary education beyond high school, 74% compared with 50%.

Just over half, 53%, of the 18-24 year-olds reported having any savings put aside for postsecondary education from any source. About 43% of 18-24 year-olds reported savings put aside by their parents and 23% said they had put aside their own savings for postsecondary education.

Interestingly, youth who themselves had put aside savings were somewhat more likely to have taken postsecondary education than were youth who only had savings put aside by someone else (80% compared with 70%).

While many factors appear to increase the likelihood of pursuing postsecondary education, it is clear that no one factor can fully account for who goes on and who does not. For example, half of those who did not have any savings set aside for postsecondary education did go on. Over half of the 18-24 year-olds whose parents did not have any postsecondary education did pursue postsecondary studies. When respondents who had not yet started postsecondary education were directly asked about their barriers to postsecondary, they raised mainly financial reasons (39%) and "lack of fit"² with available programs (22%).

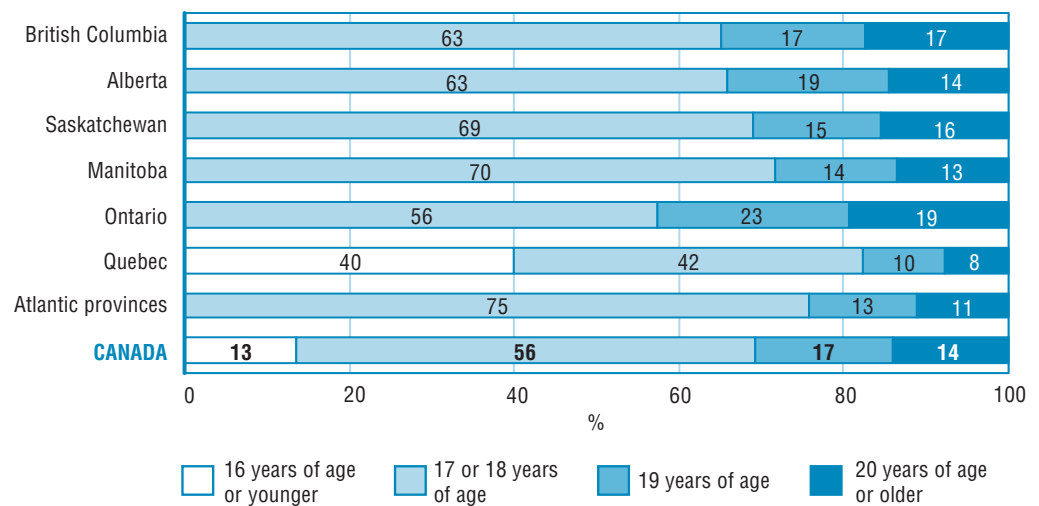
Further analysis using more complex methods will allow for the assessment of the relative impact of these many factors on access to postsecondary education.

Most young Canadians continue on to postsecondary education before the age of 20

Over half of the 1.6 million 18-24 year-olds who took some postsecondary education began their studies at the age of 17 or 18 and the overwhelming majority, 86%, started before turning 20.³ (Table A-2)

There were some provincial differences in the age at which youth first started their postsecondary studies which, to a certain extent, reflects the different education systems across the country. For example, two in five Quebec youth started their studies at the age of 16 or younger, pointing to the impact of the CEGEP system in that province. Ontario was the only province with an extra year of high school at the time of the survey, so it is not surprising that about two in five youth in that province began their postsecondary education at age 19 or over. (Figure 1)

Figure 1
Distribution of 18-24 year-olds with some postsecondary education by age when they first started, by province



At the national level most of these young adults, 64%, began their postsecondary studies within 12 months of finishing high school - with over half starting within 3 months. This tendency to continue with postsecondary education right away is consistent with the young age at which most started their postsecondary studies.

While young Canadians who took some postsecondary education tended to do so very soon after finishing high school, there was still over half a million who delayed by a year or more (about 35%).

Delaying postsecondary studies varied by province most likely because of different education systems and economic context (see *Bushnik and Tomkowicz (2003)*). Delaying also varied by postsecondary program attended. After graduating from high school, about 3 in 4 of the 18-24 year olds who had gone on to CEGEP or university did so within one year. Youth who went on to college were more

likely to delay for a full year after high school. Close to half of those who pursued college studies started one full year after high school.

Only 7% of students who started CEGEP and 12% of those who started university waited two years or more. At the college level about a quarter waited 2 years or more.

Over half of young postsecondary participants take a university program - except in Ontario and Quebec

In all provinces, except Quebec and Ontario, over half of the young postsecondary participants took a university program as their most recent or current program. Not surprisingly, given the CEGEP system, youth living in Quebec were much more likely to be in a college, CEGEP or technical level program, 66%. College and university programs were fairly evenly split in Ontario (50% college, 47% university with a remaining 3% who took other types of programs such as apprenticeship programs).

Most of these 18-24 year-old participants, over 90% nationally, had not taken any of their current or most recent postsecondary program through distance education. Having on-the-job experience as part of the current or most recent program was much more likely than distance education. Nationally, about one in three young Canadians took programs where on-the-job training was included⁴.

With the exception of Quebec, most of the 18-24 year-olds with some postsecondary education had taken only one program, about 4 out of 5. In Quebec, over two in five youth had taken more than one program. Once again, this reflects the nature of the CEGEP system in Quebec. This type of institution is a required step before continuing university studies.

About one in three 18-24 year-olds who had taken postsecondary education had ever received a government student loan

Students rely on many sources to fund their postsecondary studies, government student loans being one of these. Nationally, however, over half of the 18-24 year-olds who had taken at least some postsecondary education found other means to fund their studies - 56% had never applied for a government student loan. Government student loans are typically available to those who demonstrate need; that is, when the costs associated with postsecondary education are greater than the resources available to the student. Government student loans can be provided through the Canada Student Loans program and/or through provincial loan programs.

Students who did ever apply for a government student loan were quite likely to receive one. Nationally, 44% of 18-24 year-olds applied for a government student loan during their postsecondary education and of those who applied 79% received one. In absolute terms, over half a million 18-24 year-olds who had taken postsecondary education, (35%), had received a government student loan.

The likelihood of applying for a government student loan, and consequently receiving one, varied across the country. Generally, youth living in the Atlantic Provinces were more likely to have applied for and received a loan. The percentage

of youth in Newfoundland and Labrador who applied for (71%), and received (68%), a government student loan was much higher than the national average.

Persistence in Postsecondary Education

Over three quarters of students who began their studies in September 2000 were still pursuing postsecondary education 18 months later

Previous studies have shown that completion of a postsecondary program is associated with positive economic and social outcomes for individuals and society. Hence, individuals increase their earnings and employment prospects and society gains a more highly skilled workforce. Leaving postsecondary education prior to completion thus implies a loss of investment both for individuals and society.

One way to address the question of how many youth persist (i.e. continue and/or graduate) once they enter postsecondary education is to look at the eventual postsecondary status of a group of students who first entered the system at the same time. As a measure of persistence, this report examines the postsecondary status in February/March 2002 of 18-24 year-olds who first began their postsecondary education in September 2000. For this particular group, PEPS distinguished between those continuing with postsecondary education, those who graduated, and those who left without graduating within eighteen months after having entered. However, some of those who have left postsecondary education might at some point return and some of those who are currently continuing might eventually leave before completion.

About a quarter of a million 18-24 year-olds first began their postsecondary education in September 2000. Eighteen months later, three-quarters of the 18-24 year-olds were still in school, 7% had graduated, and about 16% had left postsecondary education prior to completion. (Table A-3)

When asked their main reason for dropping out of their most recent program, half of the youth cited reasons suggesting a lack of fit with either their programs or with postsecondary education in general. Reasons included under “lack of fit” include: not having enough interest or motivation, not being sure what they wanted to do, wanting to change programs or that the program was not what the youth wanted. The next most often cited group of reasons had to do with finances – cited by 29% of youth who left postsecondary studies. Financial reasons include: financial situation, could not get a loan, and wanting or needing to work.

Not surprisingly, few of the 18-24 year-olds were postsecondary graduates after only eighteen months. Only those in short duration programs would have had the opportunity to complete their studies. About 7% of 18-24 year-olds who first began their postsecondary education in September 2000 had graduated and were no longer continuing postsecondary studies after eighteen months. In addition, about 12% of the 18-24 year-olds had already completed a program but were still continuing with further studies.

Financing of Postsecondary Education

Total median expenditures were higher for full-time university students than for college (\$11,200 versus \$9,330)

The expenditures of current, full-time students for one academic year are the focus of this section. Students were asked a series of questions about their educational expenditures (for tuition, fees, books, supplies) and their non-educational expenditures (including regular monthly expenditures such as rent, telephone, food and including irregular or one-time expenditures such as furniture or clothing) for the current academic year. (Table A-4)

As a group, the median total amount spent by full-time students was estimated at \$9,740⁵ for an academic year of about 8 months duration. They spent more on food, accommodation, utilities and other non-educational expenditures during the academic year than on tuition, fees, books and supplies (\$5,400 compared with \$3,700).

The information provided on financing of postsecondary education refers to the self-reported expenditures and sources of funding of current, full-time students aged 18-24 (17-24 in Quebec) for one academic year. Because the survey targets young Canadians, the results do not reflect the expenditure patterns of, nor the funding sources used by, all postsecondary students (some of whom are older than 24).

Total expenditures include both educational and non-educational expenditures over the course of the academic year. Educational expenditures include tuition, fees, books and supplies. Annual non-educational expenditures are composed of total regular monthly expenditures for the academic year (such as food, accommodation, utilities, transportation costs) and the total miscellaneous costs not paid on a monthly basis (such as irregular expenditures for clothing, insurance and so forth). Computers are most likely included within non-educational expenditures unless the students considered it as being an educational expenditure.

An academic year can vary in length up to a maximum of 12 months. A traditional academic year begins in September and finishes in April or May depending on the institution where the student is enrolled (for example, the academic year at the university level is usually from September to April; in a community college the programs usually start in September and end in May). The non-course phase of a program (such as a work or co-op portion of a work-study program or work on a thesis) is also included in an academic year.

Median expenditures varied by the type of postsecondary institution attended.⁶ Full-time university students tended to spend more during the academic year, \$11,200 compared with \$9,330 for college students and \$4,550 for CEGEP students.⁷

Full-time university students spent more than college students both for educational and non-educational items. The median amount spent by them on tuition, fees, books and supplies was about \$5,000 compared with \$3,100 for college students. The spending gap between full-time university and college students, however, was smaller on non-educational items. The median spent on rent, food, telephone and other non-educational expenses was \$6,200 for university students and \$5,480 for college students.

Not surprisingly, living with parents or guardians while attending school had a big impact on non-educational expenditures at all levels of education. The median annual non-educational expenditure of full-time students living with their parents was \$3,800 compared with just over \$8,000 for those who did not live with their parents. Over one third of the current full-time students did not live with their parents while attending postsecondary education (Table A-5).

The median non-educational expenditure of full-time university or college students living at home was about half of that of their counterparts living away from home (\$4,500 compared with \$ 8,160 for university students and \$3,700 compared with \$8,100 for college students). To live at home for CEGEP students made more of a difference, their median expenditure being only about a third of those not living at home (\$2,260**⁸ and \$6,400).

CEGEP students spent the least, both on educational expenditures (\$750) and annual non-educational expenditures (\$3,720). The non-educational expenditures are lower for those attending CEGEP partly because three quarters of them live with their parents or guardians while attending school.

In addition to spending less overall, the expenditures of CEGEP students vary less than those of college and university students (see chart below). The distribution for CEGEP students indicates that most full-time CEGEP students are spending between \$2,220* and \$6,000** dollars - a \$4,000 range. In contrast, similarly ranked students in university and college are spending in an \$8,000 range: between \$7,800 and \$15,500 for university students and between \$5,500 and \$13,300 for college students. (Figure 2)

Figure 2
Distribution of total expenditures for full-time postsecondary students (2001-2002)

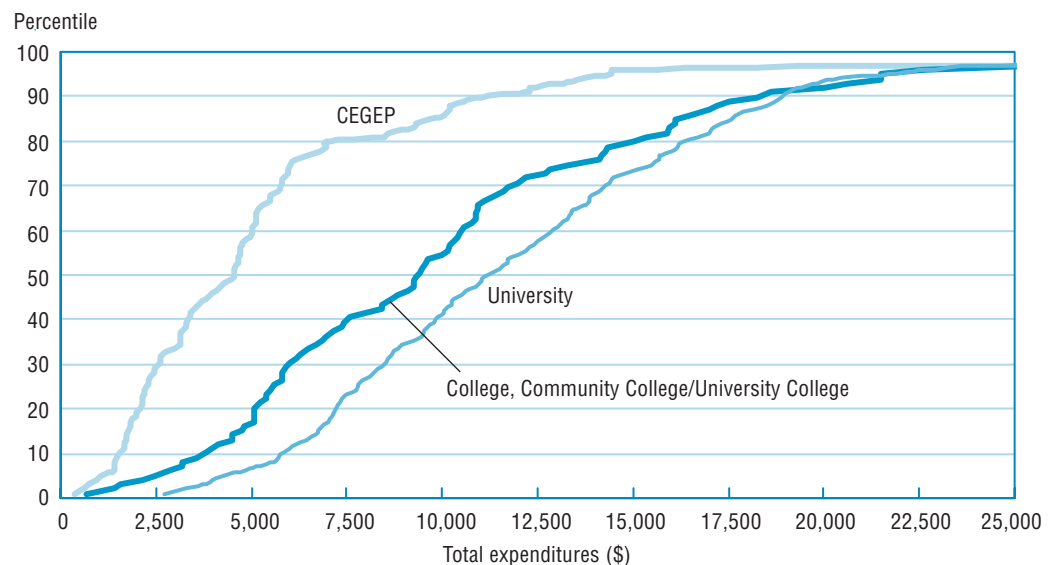


Figure 2 compares the distribution of total expenditures for the 2001-2002 academic year by type of school where the respondents took their current full-time program. The values corresponding to each percentile are the expected expenditures of 100 randomly chosen students, ordered according to their total expenditures. For example, the 10th percentile is the expected expense of the student with the tenth lowest expenditures; 10% of students have expenses at or below the 10th percentile. Similarly, the 100th percentile is the expected expenditures of the student with the highest expenditures. The values at the 50th percentile are equivalent to the median. The steepness of each curve represents the variability in total expenditures. A steep slope indicates that students with similar level of expenditures are spending within a narrow range of amounts. The relative distances between the lines indicate the similarities between the distributions of full-time postsecondary students in each type of institution, given their amount of spending. The smaller the distance is between two distributions, the more similar the students are in their amount of spending.

Although the median expenditures are highest for university students and lowest for CEGEP students, there were still a relatively large number of college and CEGEP students who spent more than many university students. For example, 46% of college students and 15% of CEGEP students spent more than \$10,000, and 40% of university students spent less than that amount. Furthermore, the top 20% spending students in college and CEGEP were more similar in spending to university students than to other college and CEGEP students.

For full-time students, employment earnings were the most frequently cited source of funding for the current academic year⁹

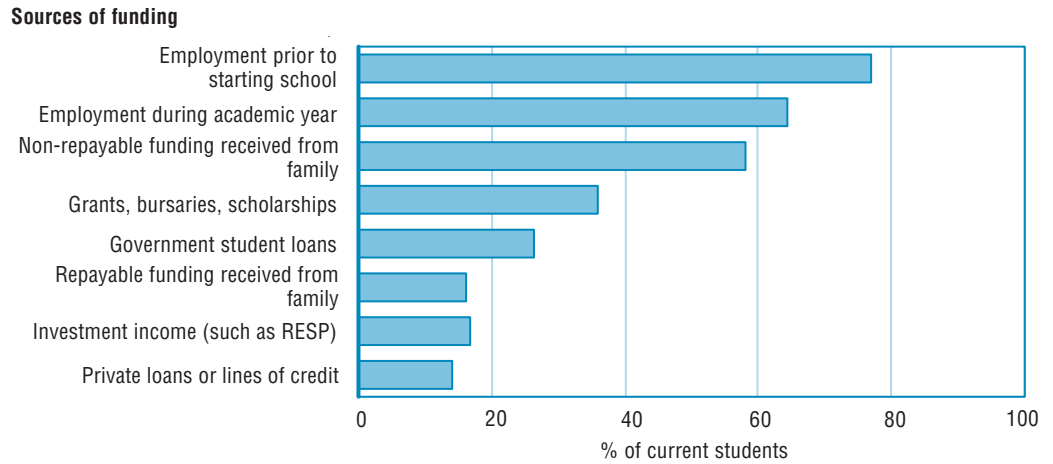
Students used a variety of sources, such as their employment earnings, savings, family gifts or loans, scholarships, government student loans, and bank loans to fund their current academic year. The source of funds most often used was employment earnings – both earnings gained prior to and those gained since the beginning of the school year, used by 77% and 64% of full-time students respectively. (Table A-6)

The second most often used source was funding that did not have to be repaid, coming from parents, a spouse or partner, or other family members. Over half (58%) of full-time students reported this source. Other non-repayable sources of funding such as grants, bursaries, scholarships or monies from non-family individuals were used by 36% of students.

Government student loans supplied funding to 26% of full-time students during their current school year, while about 16% borrowed money from parents, a spouse or other family member that had to be re-paid. About one in six students used money gained from investment income (such as trust funds, RESP's, RRSP's and savings bonds) and 14% borrowed privately from a bank or used a bank line of credit to fund their current year of education. (Figure 3)

Full-time university students more frequently reported receiving grants, scholarships and non-repayable money from non-family individuals than did college students (44% compared with 28%). Those who attended CEGEP were less likely to report having received a government student loan (13%).

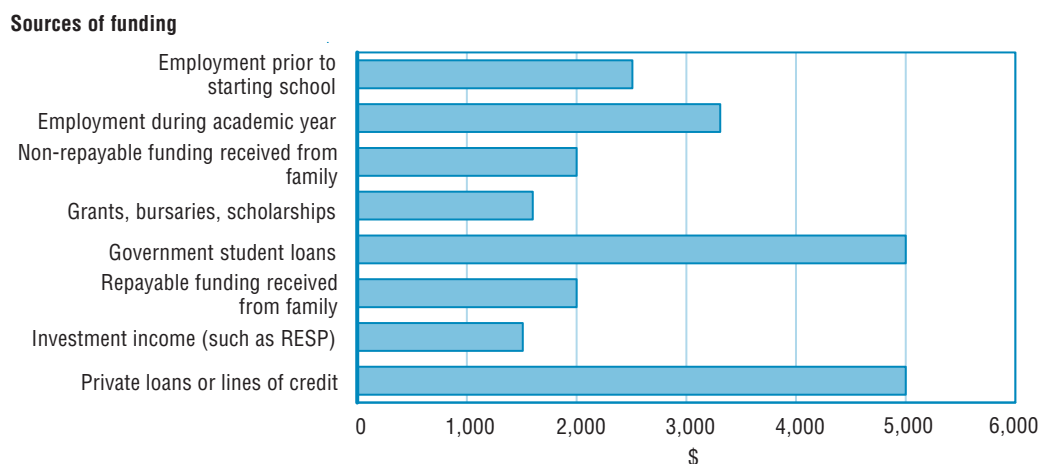
Figure 3
Percentage of current students aged 18-24 using source of funding



The median amount students saved from employment prior to the current year was \$2,500 and the median earnings gained during the current academic year amounted to \$3,000.¹⁰ While money provided “free” from parents, spouses and other family members was the second most often used source of funding, the median amount received, at \$2,000, was less than the amount earned through employment held during the school year. The median amount received from other non-repayable sources such as grants, bursaries, scholarships or monies from non-family individuals was \$1,600.

Those who used government student loans received a median of \$5,000 as did those who negotiated a private bank loan or a line of credit. The median amount borrowed from parents, spouses or other family members was less at \$2,000 and investment income provided about \$1,500*. (Figure 4)

Figure 4
Median amounts received by current students aged 18-24 by source of funding



Overall, the median amount received from the various sources by full-time university and college students was similar. Not surprisingly, given the lower costs associated with CEGEP, those who attended CEGEP generally received less overall from all sources – with the exception of employment earnings for the current school year.

Conclusion

The Postsecondary Education Participation Survey provides information on three key aspects of postsecondary education: access to, persistence in and financing of postsecondary education.

Many factors can affect access to and persistence in postsecondary education. This study highlights some of the factors that may be related to accessing a postsecondary program and some of the reasons why young adults may not continue their programs.

According to PEPS, high school grades, parental expectations, family backgrounds, and setting aside savings are among the many factors that may influence the decision to pursue postsecondary education.

Once postsecondary education begins, completion becomes the goal. This report looks at the postsecondary status in February and March 2002 of a group of students who first entered postsecondary education in September 2000. Most of these 18 to 24 year olds, 77%, were still in school eighteen months after having begun and about 16% had left postsecondary education prior to completion. Half of the youth who dropped out reported reasons suggesting a “lack of fit” with either their program or with postsecondary education in general.

Results from PEPS also showed that median expenditures varied by the type of postsecondary institution attended. Full-time university students tended to spend more during the academic year, \$11,200, compared with \$9,330 for college students and \$4,550 for CEGEP students.

Median educational expenditures were higher for university students than for college students (\$5,000 compared with \$3,100). This difference was mostly due to tuition fees. In terms of non-educational expenditures the difference between full-time university and college students was smaller (\$6,200 versus \$5,480). CEGEP students spent the least, both on educational expenditures (\$750) and annual non-educational expenditures (\$3,720).

Living with parents or guardians while attending school had a significant impact on non-educational expenditures. The median non-educational expenditure of full-time university or college students living at home was about half of that of their counterparts living away from home. For CEGEP students, median non-educational expenditure for those living at home was about a third of that of those not living at home.

Students used a variety of sources to fund their postsecondary education. The most often cited source was youth employment earnings, followed by non-repayable sources (from parents and family, grants and other scholarships), government student loans, investment and other repayable funding (private loans, repayable funding received from family).

These first results from PEPS showed that a wide variety of factors are related to postsecondary participation. Further analysis of the PEPS data base will provide a deeper understanding of the relative importance of these factors.

METHODOLOGY

The target population for the Postsecondary Education Participation Survey (PEPS) was 18-24 year-olds (17-24 in Québec) living in the 10 provinces of Canada. Excluded from the survey were residents of the Yukon, the Northwest Territories, Nunavut, persons living on Indian Reserves, full-time members of the armed forces and residents of institutions. In February 2002, the estimated target population for PEPS was 2 962 807 individuals.

The survey was undertaken as a supplement to the Labour Force Survey, LFS. One eligible person per household was selected from among five live rotation groups in February 2002. The survey was conducted in February and March 2002 by computer-assisted telephone interview. 5141 individuals out of a sample of 6456 participated giving an overall response rate of 79.6%.

The PEPS sample size allows for relatively detailed estimates at the national level as well as estimates at four large Canadian regions: the Prairie provinces, Ontario, Québec, and the Atlantic provinces. Only limited analysis is possible for provinces with smaller populations.

Table A-1

Postsecondary education status of Canadians aged 18-24 (17-24 years of age in Quebec) who were no longer in secondary school as of February or March 2002

Characteristics of 18-24 year old Canadians (17-24 in Quebec)	Postsecondary education status ¹		
	Total ²	Have never taken postsecondary	Have taken at minimum some postsecondary
Weighted number of respondents who are no longer in secondary school	2,608,801	986,844	1,621,957
(%)	100.0	37.8	62.2
Gender			
Men	1,326,651	565,690	760,961
(%)	100.0	42.6	57.4
Women	1,282,150	421,154	860,996
(%)	100.0	32.8	67.2
Marks in final year of secondary school			
90% or above	159,679	23,919*	135,760
(%)	100.0	15.0	85.0
80% to 89%	774,401	169,603	604,798
(%)	100.0	21.9	78.1
70% to 79%	1,094,538	419,241	675,297
(%)	100.0	38.3	61.7
60% to 69%	416,747	253,141	163,606
(%)	100.0	60.7	39.3
Under 60%	63,398	51,573	11,825**
(%)	100.0	81.3	18.7
Expectations of parents/guardians about their child's postsecondary education			
Parents/guardians expected/wanted their child to pursue postsecondary education	2,251,093	745,726	1,505,367
(%)	100.0	33.1	66.9
Parents/guardians did not expect/want their child to pursue postsecondary education	318,118	210,530	107,588
(%)	100.0	66.2	33.8
Savings made for postsecondary education by any source			
Savings made for postsecondary education by any source	1,350,096	350,146	999,950
(%)	100.0	25.9	74.1
No savings made for postsecondary education by any source	1,217,187	613,394	603,793
(%)	100.0	50.4	49.6
Source of savings made for postsecondary education			
Savings made for postsecondary education by youth	594,824	120,999	473,825
(%)	100.0	20.3	79.7
Savings made for postsecondary education, but not by youth	754,631	229,148	525,483
(%)	100.0	30.4	69.6
Savings made for postsecondary education by parents/guardians	1,101,947	299,332	802,615
(%)	100.0	27.2	72.8
Savings made for postsecondary education, but not by parents/guardians	247,507	50,815	196,692
(%)	100.0	20.5	79.5
Parental education			
One or both parents had postsecondary education	1,103,861	333,349	770,512
(%)	100.0	30.2	69.8
Parents did not have postsecondary education	1,504,940	653,495	851,445
(%)	100.0	43.4	56.6

Table A-1 (concluded)

Postsecondary education status of Canadians aged 18-24 (17-24 years of age in Quebec) who were no longer in secondary school as of February or March 2002

Characteristics of 18-24 year old Canadians (17-24 in Quebec)	Postsecondary education status ¹		
	Total ²	Have never taken postsecondary	Have taken at minimum some postsecondary
Estimated annual family earnings based on parents' occupational status³			
Less than \$30,000	828,939	387,234	441,705
	(%) 100.0	46.7	53.3
\$30,000 to \$54,999	748,519	317,521	430,998
	(%) 100.0	42.4	57.6
\$55,000 to \$79,999	568,482	187,162	381,320
	(%) 100.0	32.9	67.1
\$80,000 or more	365,139	60,442	304,697
	(%) 100.0	16.6	83.4

1 Postsecondary education refers to programs above the high school level that are 3 months or more in duration if taken full-time and lead to a diploma, certificate or degree. An individual does not have to complete a postsecondary program to be classified as having taken some postsecondary education.

2 Not included in the total are the not applicable and not stated. The majority of the not applicable are those who were enrolled in high school at the time of the survey. Only those who are Canadian citizens or landed immigrants are included.

3 Earnings before tax. If only one parent, then the estimated family earnings is based on the sole parent's occupation status. If there are two parents, then the estimated family earnings is the combination of the estimated earnings based on the occupation status of each parent. This variable is created by using the SOC of the parent(s) and then using the average income for that SOC from the Census.

Note:

* Numbers marked with this symbol have a coefficient of variation between 16.5% and 25% and are less reliable than unmarked numbers.

** Numbers marked with this symbol have a coefficient of variation between 25% and 33.3% and are very unreliable.

F Too unreliable to be published.

Source: Postsecondary Education Participation Survey, 2002.

Table A-2

Characteristics of Canadians aged 18-24 (17-24 years of age in Quebec) who had taken at minimum some postsecondary education, by province of residence as of February or March 2002

	Province of residence										
	CANADA ¹	Nfld. Lab.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Weighted number of respondents who had taken some postsecondary education	1,621,957	35,761	7,474	53,993	38,221	476,331	572,223	52,708	46,544	144,086	194,616
(%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Age when respondent first started postsecondary education											
16 years of age or younger	218,547	F	F	F	F	190,496	F	F	F	F	F
(%)	13.5	F	F	F	F	40.0	F	F	F	F	F
17 or 18 years of age	906,109	25,624	6,113	41,555	27,809	201,689	319,729	36,750	32,164	91,330	123,346
(%)	55.9	71.7	81.8	77.0	72.8	42.3	55.9	69.7	69.1	63.4	63.4
19 years of age	269,329	5,323**	F	6,243**	5,362**	46,966*	129,914	7,617*	7,141*	27,227*	32,884*
(%)	16.6	14.9	F	11.6	14.0	9.9	22.7	14.5	15.3	18.9	16.9
20 years of age or older	227,583	4,171**	F	5,821**	5,049**	37,030*	107,304	6,919*	7,239*	20,196*	33,145*
(%)	14.0	11.7	F	10.8	13.2	7.8	18.8	13.1	15.6	14.0	17.0
Time elapsed between leaving secondary school and first starting postsecondary education											
Started postsecondary within 12 months of leaving/completing high school ²	1,043,065	22,818	4,883	38,873	25,570	340,391	363,219	31,917	29,420	75,745	110,229
(%)	64.3	63.8	65.3	72.0	66.9	71.5	63.5	60.6	63.2	52.6	56.6
Started postsecondary within 3 months of leaving/completing high school	908,709	21,240	4,418	34,445	23,456	312,758	300,139	28,015	24,343	61,276	98,619
(%)	56.0	59.4	59.1	63.8	61.4	65.7	52.5	53.2	52.3	42.5	50.7
Started postsecondary 13 to 23 months after leaving/completing high school	318,381	6,458*	F	7,980*	5,990*	76,277	128,533	10,658*	9,092*	36,980	34,803*
(%)	19.6	18.1	F	14.8	15.7	16.0	22.5	20.2	19.5	25.7	17.9
Started postsecondary 24 months or longer after leaving/completing high school	255,226	6,485*	F	7,140*	6,660*	59,132	77,594	10,132*	7,272*	30,912*	48,916
(%)	15.7	18.1	F	13.2	17.4	12.4	13.6	19.2	15.6	21.5	25.1
Type of postsecondary program for current or most recent program³											
College, CEGEP or Technical level	818,312	14,697	3,068*	23,643	16,012	314,307	284,430	19,142	17,821	57,694	67,498
(%)	50.5	41.1	41.0	43.8	41.9	66.0	49.7	36.3	38.3	40.0	34.7
University level	744,585	19,218	4,090*	28,840	20,375	148,151	268,855	30,819	26,442	78,147	119,648
(%)	45.9	53.7	54.7	53.4	53.3	31.1	47.0	58.5	56.8	54.2	61.5
Other	51,953	F	F	F	F	F	18,604**	F	F	F	F
(%)	3.2	F	F	F	F	F	3.3	F	F	F	F
Some or all of current or most recent program was taken through distance education											
No – Have not taken any program through distance education	1,479,085	29,352	6,705	51,288	35,532	437,357	517,840	47,276	43,418	132,887	177,430
(%)	91.2	82.1	89.7	95.0	93.0	91.8	90.5	89.7	93.3	92.2	91.2
On-the-job experience taken as part of current or most recent program											
No – current/most recent program did not include on-the-job training	1,046,517	20,259	4,143*	33,713	20,376	310,219	367,656	34,094	28,938	82,919	144,200
(%)	64.5	56.7	55.4	62.4	53.3	65.1	64.3	64.7	62.2	57.5	74.1
Yes – current/most recent program did include on-the-job training	574,908	15,502	3,332*	20,280	17,844	165,581	204,566	18,614	17,606	61,167	50,416
(%)	35.4	43.3	44.6	37.6	46.7	34.8	35.7	35.3	37.8	42.5	25.9

Table A-2 (concluded)

Characteristics of Canadians aged 18-24 (17-24 years of age in Quebec) who had taken at minimum some postsecondary education, by province of residence as of February or March 2002

	Province of residence										
	CANADA ¹	Nfld. Lab.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.
Number of postsecondary programs taken (completed or not completed)											
One postsecondary program taken (completed or not completed)	1,174,644	29,668	5,754	44,284	32,298	268,306	439,196	41,259	37,986	111,075	164,818
(%)	72.4	83.0	77.0	82.0	84.5	56.3	76.8	78.3	81.6	77.1	84.7
More than one postsecondary program taken (completed or not completed)	447,312	6,093**	1,720**	9,709*	5,923*	208,024	133,027	11,449*	8,558*	33,011*	29,798*
(%)	27.6	17.0	23.0	18.0	15.5	43.7	23.2	21.7	18.4	22.9	15.3
Government Student Loan Status											
Have ever applied for Government Student Loan	712,170	25,420	4,765	33,974	23,228	197,956	254,659	18,848	19,935	60,075	73,310
(%)	43.9	71.1	63.8	62.9	60.8	41.6	44.5	35.8	42.8	41.7	37.7
Received Government Student Loan	564,279	24,439	4,428*	30,101	21,411	157,191	191,792	15,096	15,929	41,912	61,980
(%)	34.8	68.3	59.2	55.7	56.0	33.0	33.5	28.6	34.2	29.1	31.8
Have never applied for a Government Student Loan	908,892	10,341*	2,710*	20,019	14,993	278,374	316,671	33,859	26,608	84,011	121,306
(%)	56.0	28.9	36.3	37.1	39.2	58.4	55.3	64.2	57.2	58.3	62.3

1 Only those who are Canadian citizens or landed immigrants and have taken postsecondary are included.

2 Included are a small number of cases where postsecondary was started before completing high school.

3 **College, CEGEP or Technical includes:**

Private business school or training institute diploma or certificate

College, CEGEP or trade/vocational (undergraduate level) or similar (e.g. hospital school or nursing or radiology, a technical institute)

College post-diploma or graduate level program (college diploma or higher)

University level includes:

University transfer program at a college or CEGEP (for credits, university transfer diploma or Associate's degree).

Undergraduate-level diploma or certificate BELOW Bachelors.

Bachelors degree (e.g. B.A., B.Sc., B.Ed., E.Eng.).

First professional degree (e.g. medicine, dentistry, veterinary medicine, law, optometry, divinity but NOT engineering).

Graduate-level diploma or certificate ABOVE a Bachelors degree but BELOW a Masters degree.

Masters degree (e.g. M.A., M.Sc.).

Ph.D. (or other earned doctorate, e.g. D.Sc., D.Ed., or a post-doctoral program).

Other includes:

Secondary School Vocational Diploma.

Attestation of Vocational Specialization.

Registered Apprenticeship program.

Diploma, certificate, or licence from a professional association as in accounting, banking or insurance.

Other.

Note:

* Numbers marked with this symbol have a coefficient of variation between 16.5% and 25% and are less reliable than unmarked numbers.

** Numbers marked with this symbol have a coefficient of variation between 25% and 33.3% and are very unreliable.

x Suppressed to meet the confidentiality requirements of the *Statistics Act*.

F Too unreliable to be published.

Source: *Postsecondary Education Participation Survey, 2002*.

Table A-3

Postsecondary education status as of February or March 2002 for those who started their postsecondary education in September 2000

		Total
Weighted number of respondents who first started postsecondary education in September 2000¹		255,287
	(%)	100.0
Postsecondary education status as of February or March 2002		
Continuing postsecondary education		197,120
	(%)	77.2
Have already graduated from a postsecondary program		30,240*
	(%)	11.8
Have never graduated from a postsecondary program		166,880
	(%)	65.4
Postsecondary graduates		16,712**
	(%)	6.5
Postsecondary leavers		41,456*
	(%)	16.2

1 Only those who are Canadian citizens or landed immigrants are included.

Note:

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F Too unreliable to be published.

Source: *Postsecondary Education Participation Survey, 2002.*

Table A-4

Median expenditures for one academic year of current full-time students aged 18-24 (17-24 years of age in Quebec), by type of institution of current program as reported in February or March 2002

	Type of institution where student took current program ¹			
	Total ²	University	CEGEP	College, Community College/ University College
Duration of academic year (months)				
Median	8	8	10	8
Total expenditures for academic year (educational expenditures and non-educational expenditures)³				
25th percentile	(\$) 5,910	7,800	2,220*	5,550
Median	(\$) 9,740	11,200	4,550	9,330
95% Confidence Interval – Lower	(\$) 9,250	10,304	3,300	8,290
95% Confidence Interval – Upper	(\$) 10,260	12,180	5,090	10,300
75th percentile	(\$) 14,195	15,500	6,000**	13,300
Educational expenditures (tuition, fees, books and supplies)				
25th percentile	(\$) 2,200	3,400	534	2,180
Median	(\$) 3,700	5,000	750	3,100
95% Confidence Interval – Lower	(\$) 3,488	4,750	650	2,772
95% Confidence Interval – Upper	(\$) 4,000	5,350	900	3,400
75th percentile	(\$) 5,600	6,000	1,000	4,200
Annual non-educational expenditures (includes regular monthly expenditures for full academic year and includes miscellaneous costs not paid monthly)				
25th percentile	(\$) 2,900	3,500	1,500	2,560*
Median	(\$) 5,400	6,200	3,720	5,480
95% Confidence Interval – Lower	(\$) 4,960	5,360	2,260	4,260
95% Confidence Interval – Upper	(\$) 5,900	7,000	4,100	6,200
75th percentile	(\$) 8,800	9,300	5,400**	8,800
Regular monthly expenditures (such as food, accommodation, utilities, telephone, transportation)				
25th percentile	(\$) 230	300	100	200**
Median	(\$) 560	600	F	580
95% Confidence Interval – Lower	(\$) 495	569	140	490
95% Confidence Interval – Upper	(\$) 600	675	349	700
75th percentile	(\$) 880	900	540*	900

1 Institution groupings have been determined by their median educational expenditures.

2 Not included in the total are the not applicable and not stated. The majority of the not applicable are those who were enrolled in high school at the time of the survey. Also only the current students are Canadian citizens or landed immigrants are included.

3 A little over 5% of the base population was removed for this variable due to refused, don't know or not stated responses.

Note:

* Numbers marked with this symbol have a coefficient of variation between 16.5% and 25% and are less reliable than unmarked numbers.

** Numbers marked with this symbol have a coefficient of variation between 25% and 33.3% and are very unreliable.

F Too unreliable to be published.

Source: Postsecondary Education Participation Survey, 2002.

Table A-5

Median non-educational expenditures for one academic year of current full-time students aged 18-24 (17-24 years of age in Quebec), by living arrangements

		Living arrangements	
		Lives with parents or guardians	Does not live with parents or guardians
Living arrangements¹	(%)	63.0	37.0
Annual non-educational expenditures (includes regular monthly expenditures for full academic year and includes miscellaneous costs not paid monthly)			
25th percentile	(\$)	1,700	5,400
Median	(\$)	3,800	8,040
95% Confidence Interval – Lower	(\$)	3,450	7,550
95% Confidence Interval – Upper	(\$)	4,200	8,550
75th percentile	(\$)	7,000	10,600
Regular monthly expenditures (food, accommodation, utilities, telephone, transportation)			
25th percentile	(\$)	130	600
Median	(\$)	300	800
95% Confidence Interval – Lower	(\$)	260	765
95% Confidence Interval – Upper	(\$)	370	851
75th percentile	(\$)	650	1,050

1 Not included in the total are the not applicable and not stated. The majority of the not applicable are those who were enrolled in high school at the time of the survey. Also only the current students who are Canadian citizens or landed immigrants are included.

Note:

* Numbers marked with this symbol have a coefficient of variation between 16.5% and 25% and are less reliable than unmarked numbers.

** Numbers marked with this symbol have a coefficient of variation between 25% and 33.3% and are very unreliable.

F Too unreliable to be published.

Source: Postsecondary Education Participation Survey, 2002.

Table A-6

Sources of funding for one academic year and median amounts received by source for current full-time students aged 18-24 (17-24 years of age in Quebec), by type of institution of current program¹

		Type of institution where student took current program ²			
		Total ³	University	CEGEP	College, Community College/ University College
Funding saved from employment prior to start current academic year⁴					
Percentage of current students using this source of funding for current academic year	(%)	77.0	82.2	75.1	68.8
25th percentile	(\$)	1,000**	1,500*	800	1,000**
Median	(\$)	2,500	3,000	1,500*	2,500*
95% Confidence Interval – Lower	(\$)	1,800	2,200	900	1,700
95% Confidence Interval – Upper	(\$)	3,000	3,100	2,000	3,500
75th percentile	(\$)	5,000	5,500	3,000*	5,000
Funding received from employment held during academic year⁴					
Percentage of current students using this source of funding for current academic year	(%)	64.3	62.9	73.7	63.5
25th percentile	(\$)	1,500	1,200*	1,700	1,500**
Median	(\$)	3,000	3,000	3,000	3,600*
95% Confidence Interval – Lower	(\$)	2,800	2,400	2,000	2,500
95% Confidence Interval – Upper	(\$)	3,500	3,200	3,500	5,000
75th percentile	(\$)	6,000	5,500	5,000	8,000
Non-repayable funding received from parents, spouse or partner, or family for current academic year					
Percentage of current students receiving non-repayable funding for current academic year	(%)	58.1	61.6	62.4	53.4
25th percentile	(\$)	F	1,000	500	F
Median	(\$)	2,000	2,500	1,000	1,500*
95% Confidence Interval – Lower	(\$)	1,425	1,800	550	800
95% Confidence Interval – Upper	(\$)	2,250	3,000	1,200	2,000
75th percentile	(\$)	5,000	5,200	F	4,000
Other non-repayable funding received for current academic year (such as grants, bursaries, scholarships or non-family individuals)					
Percentage of current students receiving non-repayable funding for current academic year	(%)	35.9	44.1	22.9*	27.9
25th percentile	(\$)	700*	1,000	F	500
Median	(\$)	1,600	2,000	F	1,400*
95% Confidence Interval – Lower	(\$)	1,450	1,450	150	525
95% Confidence Interval – Upper	(\$)	2,000	2,500	1,500	2,000
75th percentile	(\$)	3,500	4,000	F	3,000*
Government student loans (both provincial and federal) received for the current academic year⁵					
Percentage of current students who received a government student loan for current academic year	(%)	26.4	28.8	13.4**	27.8
25th percentile	(\$)	2,460	2,500	F	2,500**
Median	(\$)	5,000	5,000	2,400	5,000**
95% Confidence Interval – Lower	(\$)	3,500	3,400	947	3,500
95% Confidence Interval – Upper	(\$)	5,600	5,800	3,000	7,600
75th percentile	(\$)	7,400	7,000	F	8,000
Funding from investment income used for current academic year (such as trust funds, RESP's, RRSP's or savings bonds)⁴					
Percentage of current students using this source of funding for current academic year	(%)	16.7	17.1	16.5**	17.1*
25th percentile	(\$)	400	F	F	1,000**
Median	(\$)	1,500*	2,000**	F	2,000**
95% Confidence Interval – Lower	(\$)	800	800	50	700
95% Confidence Interval – Upper	(\$)	2,000	3,000	500	3,000
75th percentile	(\$)	3,000*	4,000	F	F

Table A-6 (concluded)

Sources of funding for one academic year and median amounts received by source for current full-time students aged 18-24 (17-24 years of age in Quebec), by type of institution of current program¹

		Type of institution where student took current program ²			
		Total ³	University	CEGEP	College, Community College/ University College
Repayable funding received from parents, spouse or partner, or family for current academic year					
Percentage of current students using repayable funding for the current academic year	(%)	16.1	17.0	F	18.2*
25th percentile	(\$)	800	1,000**	F	800
Median	(\$)	2,000	3,000	1,000**	F
95% Confidence Interval – Lower	(\$)	900	1,813	300	800
95% Confidence Interval – Upper	(\$)	2,400	3,500	1,500	2,000
75th percentile	(\$)	3,200**	5,000	F	F
Funding received from private bank loans or lines of credit					
Percentage of current students using repayable funding for the current academic year	(%)	14.0	14.7	11.0**	11.8*
25th percentile	(\$)	2,400	3,000*	1,000	F
Median	(\$)	5,000	5,000	F	5,000
95% Confidence Interval – Lower	(\$)	2,500	4,500	500	2,200
95% Confidence Interval – Upper	(\$)	5,200	5,600	3,000	6,500
75th percentile	(\$)	6,000*	6,000*	3,000**	7,000*

1 Each median and percentile exclude students not using this source of funding.

2 Institution groupings have been determined by their median educational expenditures.

3 Not included in the total are the not applicable and not stated. The majority of the not applicable are those who were enrolled in high school at the time of the survey. Also only the current students who are Canadian citizens or landed immigrants are included.

4 A little over 7% of the base population was removed for these variables due to refused, don't know or not stated responses.

5 Approximately 6% of the base population was removed for this variable due to refused, don't know or not stated responses.

Note:

* Numbers marked with this symbol have a coefficient of variation between 16.5% and 25% and are less reliable than unmarked numbers.

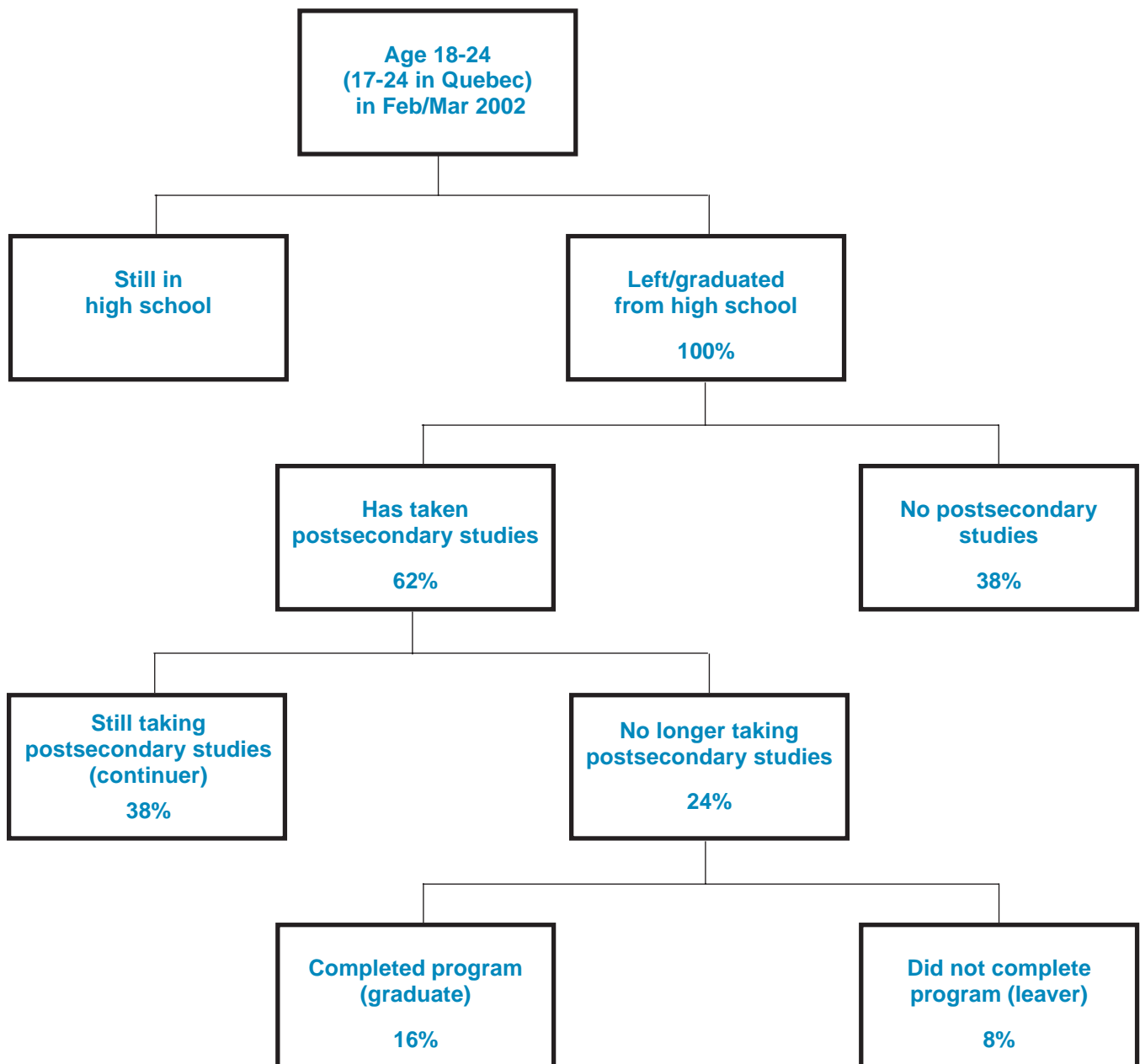
** Numbers marked with this symbol have a coefficient of variation between 25% and 33.3% and are very unreliable.

F Too unreliable to be published.

Source: Postsecondary Education Participation Survey, 2002.

APPENDIX 1:

Description of PEPS Population



APPENDIX 2:

Brief Description of the Canadian Postsecondary System

Students may attend postsecondary institutions directly from high school, as a “mature student”, or after obtaining a university degree. Postsecondary education is available in both government-supported and private institutions, some of which award degrees.

Enrolment in trade-vocational programs, such as apprenticeship or other programs geared towards preparation for employment in an occupation or trade, generally does not require graduation from secondary school. Enrolment in other college programs and in the degree programs offered by universities generally does require graduation from secondary school. In Quebec, students attend a CEGEP (collège d’enseignement général et professionnel) after completing 11 years of elementary-secondary schooling. At a CEGEP, a student might obtain a diploma in order to continue to gain admission to a university, or the student might pursue a vocational program in preparation for direct entry to the labour force.

In general, colleges award diplomas or certificates only. However, a large number of colleges offer university transfer programs, and an increasing number of colleges and institutes are gaining the authority to grant applied degrees. University transfer programs allow students to complete up to two years of academic course work toward bachelor’s degrees. The university transfer courses completed at a college are then accepted as credit towards a degree at specified universities. In many provinces and territories, students must apply for admission and have their college studies evaluated before being granted credit for completed courses.

Programs leading to degrees are offered in universities or degree-granting institutions. Most Canadian universities, especially the larger ones, offer a broad range of programs. Other degree-granting institutions have specialized in certain areas of excellence. A few specialized institutions that are not campus-based offer university programs through correspondence courses and distance education.

University or degree-granting institutions offer programs at one or more of three different levels: bachelor’s, master’s, or doctoral. As well, these institutions often offer diploma and certificate programs at either the undergraduate or graduate level. Such programs can range from one to three years in duration.

All public postsecondary institutions – colleges and institutes as well as universities and degree-granting institutions - offer continuing education programs aimed at adults either for general interest or to develop specific job skills. Such programs vary in length from a few days to three years.

APPENDIX 3:

PEPS Data Quality Evaluation

Tuition and living accommodation costs (TLAC)

TLAC collects information on full-time tuition costs, mandatory fees and living accommodation costs at residences from the universities themselves. The tuitions and additional fees (i.e. mandatory fees) are for full-time students, and the residence costs are reported for both married and single students.

PEPS and TLAC average tuition costs were compared and no significant difference was found. Both surveys were also compared for monthly living expenditures for those living away from home. Looking at a range of highest and lowest cost for food and accommodation, PEPS data were in the same range - PEPS being slightly higher than TLAC because other expenses such as transportation and cable are also included in PEPS.

Survey of Household Spending (SHS)

The Survey of Household Spending provides the information necessary to construct the basket of goods that is used to calculate the Consumer Price Index. SHS collects information on postsecondary education spending using the following questions, without distinction made by program, institution or enrollment status:

In 2001, how much did your household spend on postsecondary education, e.g. university, trade and professional courses?

- Tuition Fees
- Books
- Supplies

After comparison, SHS values falls within the range PEPS values for tuition, book and supplies.

Youth in Transition Survey (YITS)

YITS is a longitudinal survey designed to provide policy-relevant information about school-work transitions and factors influencing pathways between education, training and work. Respondents enter the survey at age 15 for cohort A, and 18-20 for cohort B for the 2000 cycle.

After comparing YITS and PEPS' 18 to 20 year olds, there is no significant difference between distribution of those who attended college/technical or university at the national level or the provincial level and also no difference between percentages of loan borrowers.

Reference

Bushnik, Tracey and Joanna Tomkowitz (2003). "Who goes to Postsecondary education and when: pathways chosen by 20 year-olds." *Education, skills and learning – Research papers*. Statistics Canada catalogue number 81-595-MIE.

Endnotes

1. This family earnings estimate was then used as a proxy to estimate the income quartile/quintile of the respondent's family/household. A more complex and more refined proxy for family earnings (by controlling for province, and for parents of 18-24 year-olds only) could be a useful direction for future analysis.
2. "Lack of fit" includes answer categories such as not having enough interest or motivation, the program is too long, not being sure what they want to do.
3. PEPS is restricted to 18-24 year-olds and does not include Canadians who may begin postsecondary education after the age of 24.
4. On-the-job training refers to programs that included on-the-job experience such as a co-op program, an apprenticeship program, a trade/vocational training program, and other programs (e.g. practicum, internship, clinical).
5. For this section, any dollar amount discussed is a median. A median splits the population into two equal groups, half of the population falls above the estimate and half of the population falls below the estimate. Note that medians cannot be added together to arrive at a total.
6. Included in the total are institutions that are not being shown in detail in table A4 or A6: private institutions or publicly funded technical institutes/Trade or vocational schools. Their numbers are not high enough to be shown on their own.
7. These medians include students living at home and those living away from home.
8. Numbers marked with the symbol * have a coefficient of variation between 16.5% and 25%. Numbers marked with the symbol ** have a coefficient of variation between 25% and 33.3%. These numbers are less reliable than unmarked numbers.
9. PEPS provides a one-year snapshot of funding sources for postsecondary education.
10. Median amounts of funding are calculated for those who received funding from that source. Note that medians cannot be added together to arrive at a total.

Culture, Tourism and the Centre for Education Statistics

Research Papers

Cumulative Index

Statistics Canada's **Division of Culture, Tourism and the Centre for Education Statistics** develops surveys, provides statistics and conducts research and analysis relevant to current issues in its three areas of responsibility.

The **Culture Statistics Program** creates and disseminates timely and comprehensive information on the culture sector in Canada. The program manages a dozen regular census surveys and databanks to produce data that support policy decision and program management requirements. Issues include the economic impact of culture, the consumption of culture goods and services, government, personal and corporate spending on culture, the culture labour market, and international trade of culture goods and services. Its analytical output appears in the flagship publication *Focus on Culture* (www.statcan.ca/english/IPS/Data/87-004-XIE.htm) and in *Arts, culture and recreation – Research papers*.

The **Tourism Statistics Program** provides information on domestic and international tourism. The program covers the Canadian Travel Survey and the International Travel Survey. Together, these surveys shed light on the volume and characteristics of trips and travellers to, from and within Canada. Its analytical output appears in the flagship publication *Travel-log* (www.statcan.ca/english/IPS/Data/87-003-XIE.htm) and in *Travel and tourism – Research papers*.

The **Centre for Education Statistics** develops and delivers a comprehensive program of pan-Canadian education statistics and analysis in order to support policy decisions and program management, and to ensure that accurate and relevant information concerning education is available to the Canadian public and to other educational stakeholders. The Centre conducts fifteen institutional and over ten household education surveys. Its analytical output appears in the flagship publication *Education quarterly review* (www.statcan.ca/english/IPS/Data/81-003-XIE.htm), in various monographs and in *Education, skills and learning – Research papers* (www.statcan.ca/english/IPS/Data/81-595-MIE.htm).

Following is a cumulative index of Culture, Tourism and Education research papers published to date

Arts, culture and recreation – Research papers

Forthcoming

Travel and tourism – Research papers

Forthcoming

Education, skills and learning – Research papers

- | | |
|-------------------|---|
| 81-595-MIE2002001 | Understanding the rural-urban reading gap |
| 81-595-MIE2003002 | Canadian education and training services abroad: the role of contracts funded by international financial institution. |
| 81-595-MIE2003003 | Finding their way: a profile of young Canadian graduates |
| 81-595-MIE2003004 | Learning, Earning and Leaving – The relationship between working while in high school and dropping out |
| 81-595-MIE2003005 | Linking provincial student assessments with national and international assessments |
| 81-595-MIE2003006 | Who goes to post-secondary education and when: Pathways chosen by 20 year-olds |
| 81-595-MIE2003007 | Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS) |

Access, persistence and financing: First results from the Postsecondary Education Participation Survey (PEPS). Cela en terme notamment de gouvernance et financement. Especially from the point of view of governance and financing. Les organismes suivants offrent soutien et financement à l'industrie artistique en général. The following organizations provide support and financing to the arts industry in general. Possibly inappropriate content. Unlock. Results: The change from administrative-only to survey-only data tended to produce apparent drops in postsecondary enrollment rates that varied by subgroup and education outcome. Nonetheless, levels and significance of impact with respect to postsecondary enrollment remained relatively stable. Conclusions: The findings of the article provide evidence that estimating education program impacts in the context of a randomized experiment can be relatively robust to the data sources chosen. Access, persistence and financing: first results from the Postsecondary Education Participation Survey (PEPS). Lynn Barr-Telford. Political Science. Postsecondary Education Transcript Study (PETS) collections allow further examination of course-taking patterns, credit transfer, student momentum and attrition, and the connections among students' education choices, occupations, and wages. Transcripts were most recently collected for the BPS:12 cohort.