



Student Flow

from Secondary School to University



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Introduction

This document describes the different stages in the education of young people in Québec, from secondary school until they begin university. It focuses mainly on this critical period during which young people aged 15 to 20 are required to make choices about their education. It deals with enrollment, access to education, school retention and graduation from the different levels of education, with particular emphasis on the following aspects:

- school attendance
- students' academic success relative to the number of years they attend school
- continuation of studies either within the same level of education or from one level to another. The transition from general education in the youth sector to vocational training or general education in the adult sector, along with changes made to programs at the college level, are also examined.
- interruption of schooling

1. Overview

1.1 School Attendance and Dropout Rates

In Québec, as in most Canadian provinces, school attendance is mandatory for children aged 6 to 16. There is a relationship between the rate of school attendance and the legal requirement to attend school. Table 1.1 shows that, at age 16, 97% of young people attend school; this proportion drops to 86% for 17 year olds, although part-time attendance increases from 2% to 10% at this age. The proportion of young people attending school decreases steadily so that, by age 19, only two out of three young people are still in school (67%).

On the other hand, the dropout rate among young people tends to increase with age, particularly starting at age 17. For example, 3% of 15-year-olds drop out of school;¹ the dropout rate jumps to 11% for 17-year-olds, while almost one in five 19-year-olds (19%) are in this situation.²

Table 1.1 Full- and part-time school attendance and dropout rates, by age, 2000-2001 (%)

Age	Dropout rate	Total school attendance	Gen. ed. youth sector	Gen. ed. adult sector	Vocational training	College (technical education)	College (pre-university education)	University
15	3.1	97.0	96.6	0.0	0.3		0.1	
16	5.1	96.6	87.9	5.3	1.1	0.4	1.9	
17	11.3	85.8	25.0	14.3	6.1	12.7	27.3	0.5
18	16.6	77.2	5.3	15.3	9.6	16.8	27.3	2.9
19	19.4	67.2	1.0	11.5	9.1	18.0	13.6	14.0

Source: MEQ/DRSI, 2004. See Appendix 2.

The breakdown of students still in school by level of education (see Table 1.1 above) shows the cumulative effects of academic delays and unexpected educational paths, particularly for 17- and 19-year-olds.

At age 17, that is, the age at which most young people begin college, less than half of the students who attend school are enrolled in college, either in a preuniversity or a technical education program. It should be noted that among the young people of this age who are still in school, about one in six is enrolled in general education in the adult sector.

At age 19, or the age at which most young people begin university, barely more than one in five students (14 out of 67) is actually enrolled in university. Nearly half the students of this age are enrolled in college, while about one third of them are still enrolled in secondary school.

Many young people choose to go back to school in general education in the adult sector. At 17, 18 and 19 years of age, students in this educational path account for an appreciable portion of the young people still in school.

1. School dropouts of any given age meet the following two criteria: they are not in school during the year in question and have not yet earned a diploma. Also, a person who is absent from school and who has only one certificate (or one attestation), or a person without a diploma who attends an educational institution not recognized by the MEQ, is considered to be a dropout.

2. The complementary value of the dropout and attendance rates in Table 1.1 represents the proportion of young people with a diploma who are no longer in school. For example, at age 19, 19 young people have dropped out and 67 are still in school; consequently, 14 young people have graduated and no longer attend school. At age 16, the sum of those who have dropped out and those who are still in school exceeds 100. This imprecision stems from the fact that the calculation of school attendance rates is based on an *estimate* of the population by age.

Vocational training holds little attraction for young people, regardless of age. Also, young people embark on this educational path relatively late since their numbers become significant only starting at 17 years of age. Furthermore, in college, more young people are enrolled in preuniversity programs than in technical programs.

Lastly, it should be noted that the young people enrolled in vocational training, technical education, general education in the adult sector and university represent various age groups and that this enrollment remains significant after age 25 (see Appendix 2).

1.2 Academic Success

On the whole, the performance of Québec students is satisfactory: 83% of young people obtain a Secondary School Diploma—a figure that is well above the average for OECD countries (77%). Nevertheless, only 71% of young people in Québec obtain a Secondary School Diploma before age 20; for this age group, the MEQ has set a graduation rate objective of 85% to be achieved by 2010.

In Québec, about 10% of students obtain their first Secondary School Diploma in vocational training. The contribution of the adult sector to the secondary school graduation rate appears higher than in other education systems in North America. In 2000-2001, more than one in six new graduates obtained a diploma in adult education.

Table 1.2 also shows that about 39% of Quebecers have a Diploma of College Studies (DCS), and 15% of them are under age 20. Close to 40% of graduates hold a technical education diploma; young people under 20 years of age account for only 7% of this total.

Lastly, based on the results posted in 2000, more than a quarter (26.6%) of young people in Québec can expect to obtain a bachelor's degree. This rate is 0.7% higher than the average for OECD countries, which was 25.9% in 2000. For Canada as a whole, including Québec, the corresponding rate was 27.9%, compared with 33.2% for the United States.

Table 1.2 First-time graduates, by age, 2000 (%)

Age	Secondary school	College	Bachelor's degree
16 and -	15.0		
17	43.3	0.1	
18	8.4	3.5	
19	3.8	11.5	
15-19	70.5	15.1	0.0
20-24	5.6	21.1	16.7
25 and +	7.2	2.3	9.9
Total	83.3	38.6	26.6

Source: MEQ/DRSI, 2004. Voir annexe 3.

Although the academic success of Québec students is satisfactory, Table 1.2 shows that a large number of them obtain their diplomas at a later age than would normally be expected. For example, the statistics show that in secondary school, one in six (12 graduates out of 71) of the students who graduate before the age of 20 do so later than the expected age of 17.

At the college level, 72 out of 100 people who enroll in preuniversity education obtain a diploma after five years. However, a little more than half of these graduates (41 out of 72) earn this diploma within the expected period of two years (see Appendix 1). Similarly, 56 out of 100 people who enroll in technical education go on to earn a diploma. Among these graduates, more than three fifths (34 out of 56 graduates) earn this diploma after three years, or within the expected time frame. In university, the majority of students earn their bachelor's degree without having to prolong their studies, but often at an advanced age.

1.3 School Attendance, Dropout Rates and Academic Success: Main Findings

This first chapter presents an overview of school attendance, the dropout rate and academic success. The main findings are as follows:

- The rate at which students **drop out** of school is worrisome. This rate increases steadily when students turn 17, so that, by age 19, about one in five Québec students has dropped out of school (i.e. is no longer in school and has not earned a diploma).³
- The breakdown of **school attendance** by age and level of education indicates the extent of the academic delay and additional schooling. For example, at age 17, a large portion of young people still in school are enrolled in secondary school (an appreciable proportion of these students are enrolled in general education in the adult sector).
- Lastly, although the **academic success** of Québec students is satisfactory and comparable to that of students around the world, the majority of students who obtain a diploma do so beyond the normal age and expected time frame, particularly in college, but also in secondary school and university (see Appendix 1).

The findings presented in this first chapter warrant a more in-depth examination of student flow. In subsequent chapters, we will analyze student flow in the different educational sectors and highlight deviations from the norm in general education in the youth sector, general education in the adult sector, vocational training, and in college and university education.

3. A recent Statistics Canada study, *In and out of high school: First results from the second cycle of the Youth in Transition Survey, 2002*, concluded that the dropout rate is higher in Québec than in the other Canadian provinces. This conclusion must be treated cautiously, however, because the results, which are based on a survey, clearly underestimate the dropout problem in Québec and in the rest of Canada.

2. Secondary School Education

The goal of this section is to describe students' success and identify a few sociodemographic factors that would explain the findings.

2.1 General Education in the Youth Sector

2.1.1 Academic success in general education in the youth sector

An analysis of how young people move through the general education system⁴ (in the youth sector) reveals that, for every 100 students who enter secondary school, 93 make it to the third year, 87 to the fourth year and 79 to the fifth year (see Appendix 4). About three in five students earn their diploma within the expected time frame, that is, five years after entering secondary school. Two years after the end of the expected five-year schooling period, the graduation rate was nearly 71%. During the 7-year period studied, 56 of the 100 students went on to college, and 49 of them did so immediately after graduating from secondary school.

Table 2.1 Academic success of 100 secondary school students, after 7 years (%)

Enrollment		Graduation after 7 years: 71 including			Enrollment in college after 7 years: 56 including	
Secondary I	Secondary V	After 5 years	After 6 years	After 7 years	Immediate	Deferred
100	79	60	8	3	49	7

Source: MEQ/DRSI, 2004. See Appendix 4.

Although most of the students who earn a diploma go on to college right away, some graduates take a different route the year after they graduate. Thus, of the 100 secondary school graduates in 1999-2000, only 59 went directly to college the following year. In all, 70% of those aged 19 and under went directly to college. This means that 30 of the 100 secondary school graduates in 1999-2000 decided to take a different route the following year. In 2000-2001, about 11 graduates stopped attending school, 10 enrolled in vocational training and 8 enrolled in general education, including 6 in general education in the adult sector.

After they obtain their Secondary School Diploma, some young people see vocational training as an alternative to college. The older the graduates, the more likely they are to enroll in vocational training. There are two explanations of why secondary school graduates enroll in general education in the adult sector. First, some graduates under age 20 (about 8%) do not have the necessary prerequisites either for college or for the program of their choice. Second, it is fairly common for students, especially older ones, to take time off from school.

4. The educational path of three cohorts of students entering Secondary I was studied over a 7-year period.

Table 2.2 Breakdown of 100 secondary school graduates in 1999-2000 according to their status the following year (%)

	Graduates		Enrollment in college	Enrollment in vocational training	Enrollment in General education in the adult sector	Enrollment in General education in the youth sector	Interruption ⁵ of schooling
	N	%					
16 and -	2 211	100	86	2	2	2	5
17	48 627	100	79	7	4	3	7
18	9 618	100	45	19	12	2	20
19	4 441	100	28	25	12	0	33
19 and -	64 897	100	70	10	6	2	11
All ages	79 349	100	59	12	6	2	20

Source: MEQ/DRSI, 2004. See Appendix 10.

2.1.2 Students leaving general education in the youth sector without a diploma

Of the 100 students newly enrolled in Secondary I, 71 graduated during the 7-year study period. Of the 29 who were no longer enrolled in general education in the youth sector after 7 years, 16 dropped out of the Québec school system and 13 enrolled in the adult sector or vocational training without interrupting their schooling. The number of students who interrupt their studies increases in the higher grades of secondary school (see Appendix 4).

Table 2.3 Flow of students who leave general education in the youth sector without a diploma for the 100 new Secondary I enrollments, during the 7-year study period (%)

Enrollment in Secondary I	Left general education in the youth sector without a diploma	Interrupted their schooling	Enrolled in general education in the adult sector immediately	Enrolled in vocational training immediately	Still enrolled in general education in the youth sector
100	29	16	11	2	0

Source: MEQ/DRSI, 2004. Appendix 4.

2.1.3 Characteristics of academic success in general education in the youth sector

A number of factors affect the academic success of students. The path that students follow varies according to gender, age upon entering secondary school and level of difficulty (Table 2.4).

Students who enter secondary school without an academic delay (age 12 and under), who represent more than 75% of new enrollments in secondary school, succeed much better than those who have fallen behind in their schooling by the time they enter secondary school (see appendixes 5 and 6). The success rate after seven years for students who enter secondary school at the expected age is 82%, compared with 34% for those who have fallen behind in their schooling. Note that the proportion of students who have fallen behind in their studies has decreased steadily in recent years, dropping from 24.6% in 1994-1995 to 17.1% in 2002-2003. This decrease occurred before the elementary school reform, which could reinforce this trend over the next few years.

5. Students are considered to have interrupted their studies if they are absent from the Québec school system for at least one year.

Upon entering secondary school, about 13% of students are identified as having special needs⁶ and, as can be expected, their graduation rate is lower than that of other students. The success rate after seven years is 24% for students with special needs, compared with 78% for so-called “regular” students.

Boys are more likely than girls to have fallen behind in their schooling by the time they enter secondary school, and they account for more than 60% of the academically delayed students entering secondary school. As well, since more boys than girls fall into the category of students with special needs, their graduation rate after seven years is only 64%, versus 78% for girls.

These factors all have the same effect in terms of graduation after five years, enrollment in college and enrollment in vocational training or general education in the adult sector without a diploma.

Table 2.4 Academic success according to characteristics of new enrollments (%)

	Gender			Age upon entering secondary school		Level of difficulty	
	Total	Male	Female	12 and -	13 and +	Regular	Special needs
Graduation							
After 5 years	60	52	68	72	21	67	11
After 7 years	71	64	78	82	34	78	24
Continuation to college	49	42	57	60	14	55	9
Non-graduates	29	36	22	18	65	22	74
Gen. ed. adult sector	11	14	9	7	26	9	28
Vocational training	2	3	1	1	3	2	3
Interruption of schooling	16	20	12	10	36	12	43
Proportion (%)	100	51	49	77	23	87	13

Source: MEQ/DRSI, 2004. Appendixes 4, 5 and 6.

2.2 General Education in the Adult Sector

General education in the adult sector is a distinctive feature of Québec’s education system and it offers all the services of general education.⁷ To be admitted to the adult sector, students must be at least 16 years of age on June 30 preceding the school year in which they want to start school.

2.2.1 Academic success in general education in the adult sector

Measuring the success rate of students in general education in the adult sector is not an easy task and, for most of the instructional services offered, the diploma is not the most appropriate criterion for doing so. Table 2.5 shows the success rate for Secondary Cycle Two educational services, which should normally lead to a diploma.⁸ For example, among the students who were enrolled in Secondary Cycle Two educational services in 2000-2001, 45.4% obtained a diploma. The proportion of diploma holders

6. Students with special needs are students who, on September 30 of the first year of the cohort, were assigned a special needs code. They may not always be identified as special needs students in subsequent years.

7. General education in the adult sector comprises the following 10 instructional services: literacy services, presecondary education services, Secondary Cycle One educational services, Secondary Cycle Two educational services, vocational training preparation services, presecondary education services, francization services, social integration services, sociovocational integration services and pedagogical support services.

8. Research studies currently under way will examine the success rate of students enrolled in three other instructional services available through adult general education: Secondary Cycle One educational services, vocational training preparation services and preparatory services for postsecondary education.

among those under age 20 who left school is higher, namely 54.2%. The success rate of women was 6.6 percentage points higher than that of men and this difference was 7.8 percentage points among those under 20 years of age.

Table 2.5 Graduation from Secondary Cycle Two, 2000-2001 (%)

	Male	Female	Combined
Under 20	50.5	58.3	54.2
Combined	42.0	48.6	45.4

Source: MEQ, *Education Indicators 2003*.

2.2.2 Characteristics of new enrollments in general education in the adult sector

a) Breakdown by age and attendance status

Table 2.6 shows the breakdown of newly enrolled students by age and attendance status:

- Students under 20 form the largest age group; this group represents close to half the enrollments in general education in the adult sector in 2001-2002.
- About half the students who enroll in general education in the adult sector are full-time students.

Table 2.6 Characteristics of new enrollments in general education in the adult sector, 2001-2002

	19 and -	20-24	25 and +	Total
Number of enrollments	26 562	6 493	20 761	53 816
Breakdown (%)	49.4	12.1	38.6	100.0
Attendance status (%)	100.0	100.0	100.0	100.0
Full time (%)	58.5	45.3	40.1	49.8
Part time (%)	41.5	54.7	59.9	50.2

Source: MEQ/DRSI, 2004.

b) Breakdown by age and origin of students

Table 2.7 shows that about 22% of newly enrolled students already had a diploma and that 55% had interrupted their schooling for at least one year.

The large majority of students aged 19 and under who were newly enrolled in general education in the adult sector were in the youth sector the previous year. These students made up more than three quarters (76.7%) of these new enrollments in general education in the adult sector. Furthermore, of the 60 students (out of 100 new enrollments) who came from general education in the youth sector without a diploma, 51 had been enrolled in Secondary III, IV or V. If we add those that graduated, 67% of the students under age 20 newly enrolled in general education in the adult sector came from Secondary Cycle Two in general education in the youth sector. It therefore appears that for the majority of new enrollments in general education in the adult sector under the age of 20, this path either complements or represents an alternative to Secondary Cycle Two in general education in the youth sector.

Table 2.7 New enrollments in general education in the adult sector, by age and origin of students, 2001-2002 (%)

Status the previous year	19 and -	20-24	25 and +	Total
Graduates	22.1	31.4	18.0	21.7
Enrolled in college	3.7	14.1	1.7	4.2
Enrolled in voc. training	0.7	0.2	0.0	0.4
Enrolled in gen. ed. youth sec.	16.4	0.1	0.0	8.1
Absent	1.4	16.9	16.3	9.0
Non-graduates	77.9	68.6	82.0	78.3
Enrolled in college	0.2	1.3	2.7	1.3
Enrolled in voc. training	1.2	0.1	0.0	0.6
Enrolled in gen. ed. youth sec.	60.3	3.0	0.0	30.1
Absent	16.1	64.3	79.3	46.3
Total	100.0	100.0	100.0	100.0
Number enrolled	26 562	6 493	20 761	53 816

Source: MEQ/DRSI, 2004.

Students between the ages of 20 and 24 represent only 12% of new enrollments. They are, however, more educated: 31% have diplomas and 15% come from college programs. A number of these students probably take courses in general education in the adult sector while attending college-level courses. The previous year, 81% were absent from the school system. Older students, namely students aged 25 and over, held fewer diplomas and most of them (96%) were absent from the school system the previous year.

c) Breakdown by age and instructional service

As regards the instructional services attended, it was noted that four services accounted for 60% of new enrollments in general education in the adult sector: Secondary Cycle One educational services, Secondary Cycle Two educational services, preparatory services for postsecondary education and francization services. Table 2.8 also provides a breakdown by age of students receiving these instructional services: 19 and under, 20 to 24 and 25 and over. Their educational backgrounds are different and they enroll in specific services.

Students aged 19 and under who are newly enrolled in adult general education are concentrated in three instructional services: Secondary Cycle One educational services, Secondary Cycle Two educational services and preparatory services for postsecondary education (see Appendix 8 for a breakdown by age [from 16 to 19], by category of instructional services).

Most students who already have a diploma enroll in preparation for postsecondary education. Those who do not have a diploma enroll mostly in Secondary Cycle One and Cycle Two educational services. Students from general education in the youth sector enroll in the corresponding instructional services (Secondary Cycle One and Cycle Two educational services) and ultimately in vocational training preparation services.

Table 2.8 New enrollments in general education in the adult sector, by age and instructional service, 2001-2002 (%)

Instructional service	19 and -	20-24	25 and +	Total
Literacy training	2.8	7.7	18.4	9.4
Presecondary education services	3.4	3.4	2.2	3.0
Secondary Cycle One	26.9	16.2	8.0	18.3
Secondary Cycle Two	24.2	9.5	4.3	14.8
Preparation for vocational training	6.0	2.5	1.3	3.7
Preparation for postsecondary education	20.1	23.4	5.4	14.8
Francization	1.6	14.5	25.6	12.4
Social integration	0.8	5.6	17.7	7.9
Sociovocational integration	1.7	6.0	9.7	5.3
Pedagogical support	8.9	6.0	2.5	6.1
Not known	3.5	5.4	4.9	4.3
Total	100.0	100.0	100.0	100.0
Number enrolled	26 562	6 493	20 761	53 816

Source: MEQ/DRSI, 2004.

Young people aged 20 to 24 enroll mainly in postsecondary preparation education services, Secondary Cycle One educational services, francization services, and social integration and sociovocational integration services. New enrollments of students older than 25 account for three quarters of those registered for the following instructional services: francization, literacy training, social integration and sociovocational integration.

As these analyses show, enrollment in instructional services in the adult sector is not the same for all age groups. For many young people, general education in the adult sector is an alternative to general education in the youth sector and allows them to make up for their academic delays in general education in the youth sector. Some enroll in general education in the adult sector in order to complete their secondary school studies or acquire prerequisites through instructional services such as preparation for vocational training or preparation for postsecondary education. Students over 25 enroll in general education in the adult sector to acquire a basic education that will help them enter the labour force.

2.3 Vocational Training

Students enrolled in vocational training programs can go on to practise a skilled or semiskilled trade by earning a Diploma of Vocational Studies (DVS), an Attestation of Vocational Specialization (AVS) or an Attestation of Vocational Training (AVT). Admission criteria for vocational training vary according to the program of study. This study focuses on students enrolled in programs leading to a DVS. These students represented more than 91% of enrollments in vocational training in 2000-2001.

2.3.1 Success rate for the DVS

The success rate for the DVS is measured here by the number of students who earned a Diploma of Vocational Studies two years after the beginning of a vocational training program. Thus, of the 100 students of all ages enrolled in secondary school programs leading to a Diploma of Vocational Studies (DVS), 63 earned a diploma.

The success rate in vocational training varies with the program. For the purposes of this analysis, we use a classification based on programs of study leading to the DVS which simultaneously takes into account general admission criteria and any opportunity to specialize in college-level programs of study leading

to a technical DCS: harmonized DVS, non-harmonized DVS and basic DVS.⁹ The success rate ranges from 54.6% for non-harmonized DVS programs to 72.9% for basic DVS programs. The success rate for harmonized DVS programs is 67.4%.

In general, the age of the students enrolled in the different types of DVS programs has little influence on their success rate. However, in the case of non-harmonized DVS programs, young people under age 19 are more successful than older students.

Table 2.9 Vocational training graduates among new enrollments in a DVS program in 2000-2001, two years after the start of training, by type of program (%)

	Basic DVS	Non-harmonized DVS	Harmonized DVS	Combined
19 and -	72.5	61.6	67.1	65.3
20-24	74.1	59.6	67.7	64.7
25 and +	72.5	49.4	67.4	59.4
Group	72.9	56.1	67.4	62.9
Number of enrollments	4 970	18 640	17 386	40 996

Source: MEQ/DRSI, 2004.

Table 2.10, which summarizes success rates by diploma held and age group, shows that people with no secondary school or college diploma have a lower success rate. The success rate in vocational training is generally higher for those with a Secondary School Diploma (67.2%) or a Diploma of College Studies (64.5%) than for those with no diploma (54.6%). In addition, the success rate of graduates aged 25 and over is generally slightly lower than that of those who graduated at a younger age.

Table 2.10 Vocational training graduates among new 2000-2001 enrollments in a DVS program, two years after the start of training, by type of diploma held (%)

	Previous diploma			Total
	College (DCS)	Secondary (SSD)	None	
19 and -	80.0	69.4	54.6	65.3
20-24	72.4	68.2	55.0	64.7
25 and +	60.8	63.3	54.4	59.4
Combined	64.5	67.2	54.6	62.9
Number of enrollments	1 962	25 600	13 434	40 996
Proportion	4.8	62.4	32.8	100.0

Source: MEQ/DRSI, 2004.

Furthermore, the success rate is higher among secondary school graduates who were in general education in the youth sector or who attended college than among those in general education in the adult sector or those who were not in the Québec school system in 1999-2000.

9. The category of *basic DVS* encompasses DVS programs that admit people who have credits in Secondary III mathematics, mother tongue and second language; the category of *non-harmonized DVS* groups together DVS programs that admit people with Secondary IV credits in mathematics, mother tongue and second language, for which there is no possibility of pursuing a technical college education; the category of *harmonized DVS* groups together DVS programs that admit people with Secondary IV credits in mathematics, mother tongue and second language, for which there is a possibility of pursuing a technical college education.

Table 2.11 Vocational training graduates among new 2000-2001 enrollments in a DVS program, two years after the start of training, by school attendance in 1999-2000 (%)

	Previous school attendance				
	College	General education in the adult sector	General education in the youth sector	Absent from the school system	Combined
19 and -	69.7	59.3	66.0	64.4	65.3
20-24	66.6	61.2	61.6	65.7	64.7
25 and +	53.6	62.9	..	59.1	59.4
Combined	66.2	61.5	61.1	66.0	62.9
Number of enrollments	4 167	6 823	9 047	20 959	40 996
Proportion	10.2	16.6	22.1	51.1	100.0

Source: MEQ/DRSI, 2004.

Lastly, of the 100 students newly enrolled in vocational training, 37 did not obtain a Diploma of Vocational Studies in 2002-2003. Of this total, eight remained enrolled in a vocational training program during the three years of the study and 29 interrupted their studies in 2001-2002 or in 2002-2003.

2.3.2 Characteristics of new enrollments in the DVS program

This section examines the characteristics of new DVS enrollments¹⁰ relative to prior learning, origin and age at the start of the program.

The breakdown of new enrollments shows that about one in three students enrolled in a DVS program in 2002-2003 was 19 years of age or under. More than four out of ten students were 25 and over.

Table 2.12 also shows that, among the new enrollments, more than three students in five had already earned a diploma and that close to half the students had interrupted their schooling for at least one year. Close to 10% of students were enrolled in college and 19% in general education in the adult sector the previous year.

10. According to the *Basic vocational training* regulation, in order to be admitted to a vocational training program leading to a Diploma of Vocational Studies, a person shall satisfy one of the following conditions:

- hold a Secondary School Diploma and meet the requirements for admission to the program established by the Minister in accordance with section 465 of the *Education Act*;
- be at least 16 years of age on 30 September of the school year in which vocational training is to begin and meet the requirements for admission to the program established by the Minister in accordance with section 465 of the *Education Act*;
- be 18 years of age or over and have the functional prerequisites prescribed for admission to the program by the Minister in accordance with section 465 of the *Education Act*;
- have earned Secondary III credits in language of instruction, second language and mathematics in programs of studies established by the Minister and continue, concurrently with his or her vocational training, his or her general education courses in secondary school second cycle programs of studies established by the Minister and required for admission to the vocational training program.

Table 2.12 New DVS enrollments by students' age and status the previous year, 2002-2003 (%)

Status the previous year	19 and -	20-24	25 and +	Total
College graduates	0.2	4.7	7.9	4.6
Secondary school graduates	67.1	64.2	50.9	59.6
College	12.8	11.8	2.5	8.2
Gen. ed. adult sector	8.2	10.3	5.9	7.8
Gen. ed. youth sector	37.1	0.2	0.0	12.0
Absent	9.0	42.0	42.5	31.6
Non-graduates	32.7	31.0	41.2	35.8
College	0.1	0.4	2.1	1.0
Gen. ed. adult sector	9.9	14.2	9.0	11.0
Gen. ed. youth sector	19.0	0.1	0.0	6.1
Absent	3.7	16.3	29.2	17.7
Number of enrollments	13 482	10 804	17 590	41 876
Proportion	32.2	25.8	42.0	100.0

Source: MEQ/DRSI, 2004.

Among the younger students, that is, those under the age of 20, more than two thirds had graduated from secondary school the year before they enrolled in vocational training, 12% were absent from the school system and 13% attended college.

A detailed analysis of the under-20 group shows that 17 and 18 year olds make up more than 70% of this group (see Appendix 9). The proportion of those aged 16 or under was negligible. Seventeen year olds account for 35% of enrollments and nearly three quarters of them are graduates. They come directly from general education in the youth sector. Only 12% of non-graduates come from Secondary III and 9% come from Secondary IV. Students aged 18 and 19 represent respectively 36% and 27% of enrollments (of those under 20) and two thirds of them already have an SSD.

Among students aged 20 to 24, who represent 26% of new enrollments, 69% had a diploma, which in 5% of cases was a college-level diploma. The previous year, 58% of these persons did not attend school and 12% were enrolled in college. Among those aged 25 and over, 59% had diplomas, with 8% of these being college-level diplomas. The previous year, 71% were not in the school system and 5% were enrolled in college.

Overall, it can be concluded that those who attend the vocational sector are older and come from a variety of educational backgrounds. Those under the age of 20 represent one third of new enrollments and mostly come from the youth sector. Most newly enrolled students already had a Secondary School Diploma (64.2%) and more than the minimum prerequisites required for admission.

3. College Education

3.1 Overall Success Rate

This section analyzes the flow of new enrollments in regular college education (DCS programs).¹¹ The cohort of new college enrollments in the fall of 1997 has been selected since almost all of these students were the first to be subject to the new admission criteria and certification rules for college education.¹² Furthermore, since the goals of preuniversity and technical DCS programs are different, it is important to differentiate between students' educational paths according to their initial choice of program.

The graduation rate for students newly enrolled in preuniversity DCS programs in the 1997 fall term was 41% at the end of the expected two-year period and 68% two years later. This rate for those newly enrolled in technical DCS programs was 33% at the end of the expected three-year period and 55% two years later. Among the 22% of the entire cohort of students who left college without earning a DCS two years after the expected duration of their initial program, nearly 5% earned a secondary-level diploma of vocational studies. Of the students who resumed their schooling and eventually earned a DVS, a larger percentage were initially enrolled in an exploration program (12%) and in one of the technical DCS programs (7%) than were enrolled in a preuniversity DCS program (3%).

Table 3.1 Graduation among new college enrollments in fall 1997 (%)

Type of DCS program upon 1st enrollment	Number of college enrollments	DCS graduation rate		College interruption rate	DVS graduation rate
		During expected period	2 years after expected period	2 years after expected period	2 years after expected period
Preuniversity	30 992	40.5	67.6	16.7	2.6
Technical	17 614	33.1	54.9	28.0	7.1
Exploration	3 958	13.1	35.9	36.2	11.6
Total	52 564	36.0	61.0	21.9	4.8

Source: MEQ, DGER, CHESCO system, 2003 version.

Many college graduates go on to attend university in Québec. Of the 2000-2001 graduates from a preuniversity program, 79% enrolled in university in the fall of 2001. Of those who graduated with a DCS in technical education, which primarily prepares students for the labour market, 22% entered university. The younger the graduates, the more likely they are to go to university without interrupting their schooling.

11. These new enrollments represented 99% of all new enrollments in regular education and 87% of all new enrollments in college in the fall of 1997.

12. Starting in the fall of 1997, admission requirements were raised. Students who earned a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS) after May 31, 1997 must also have passed the following courses: Secondary IV history and physical science, Secondary V language of instruction and second language, Secondary IV or Secondary V mathematics established by the Minister of Education and whose objectives present a comparable level of difficulty. DVS holders who wish to continue their studies at the college level may be admitted to certain DCS programs designated by the Minister and under the conditions established by the Minister. Some DCS programs require that students have passed specific secondary school courses set by the Minister. Furthermore, the College Education Regulations (1993) set out the additional criteria that must be met in order to graduate from a DCS program: the passing of the uniform examination in language of instruction and literature as of January 1, 1998 and the comprehensive assessment as of January 1, 1999.

Table 3.2 Immediate college-to-university continuation rate for students who earned their DCS in 2000-2001

	Preuniversity Program		Technical Program	
	Holders of DCSs from 2000-2001	Continuation rate (%)	Holders of DCSs from 2000-2001	Continuation rate (%)
19 and -	13 787	84	1 165	32
20-24	9 204	74	13 308	24
25 and +	344	43	3 375	9
Combined	23 335	79	17 848	22

Source: MEQ, DRSI, 2004.

As for other levels of education, certain factors provide a better understanding of what leads to academic success at the college level. In the following section, success will be measured according to different sociodemographic (age, sex, etc.) or behavioural (interruption of studies, changing of programs, etc.) variables.

3.2 Sociodemographic Variables

- Academic success by age upon entering college

Although the majority of students (81%) begin college at the expected age of 17, a number of them are older. College graduation rates are clearly different among the various age groups, regardless of the initial program (preuniversity, technical, exploration). Students who begin college at the expected age of 17 are proportionally more numerous in obtaining a DCS than older students. Two years after the expected duration of college studies, all students aged 17 and under in the 1997 cohort posted a 68% graduation rate, compared with rates of 37% for 18-year-olds and 24% for those aged 19 and over. Furthermore, more students in the two oldest groups (9% and 8%) earned a DVS rather than a DCS, compared with those aged 17 and under (4%).

Table 3.3 Certification of studies two years after the expected duration of the initial program among new college enrollments in fall 1997, by age upon entering college (%)

	Number of enrollments		Graduation with DCS	Graduation with DVS
	N	%		
17 and -	42 768	81.4	67.6	3.9
18	6 035	11.5	37.3	8.6
19 and +	3 761	7.1	24.1	7.8

Source: MEQ, DGER, CHESCO system, 2003 version.

- Academic success by gender

Women accounted for 55% of new enrollments in college in the fall of 1997. Two years after the expected duration of the initial program, they posted a college graduation rate of 68% compared with a rate of 53% for men. Furthermore, a slightly higher proportion of men (6%) than women (4%) obtained a DVS rather than college-level certification at the end of this period. Regardless of the type of DCS program (preuniversity, technical, exploration), age and average secondary school marks, the women posted better college graduation rates than the men.

Table 3.4 Certification of studies two years after the expected duration of the initial program among new college enrollments in fall 1997, by gender (%)

	Number of enrollments		Graduation with a DCS	Graduation with a DVS
	N	%		
Women	28 978	55.1	67.7	3.8
Men	23 586	44.9	52.8	5.9

Source: MEQ, DGER, CHESCO system, 2003 version.

3.3 Behavioural Variables

- Academic success by year in which SSD was earned

In the fall of 1997, most new college students (92%) had obtained their Secondary School Diploma the previous year. Students who went directly from secondary school to college are proportionally more numerous in obtaining a DCS than those who took time off between secondary school and college, regardless of the type of DCS program they initially chose. For the 1997 cohort, all the students in the first group posted a college graduation rate of 64% two years after the expected duration of college studies, compared with 33% for students in the second group. Nearly 8% of the latter graduated with a DVS rather than a DCS, compared with 5% for students who graduated from secondary school the year before they entered college.

Table 3.5 Certification of studies two years after the expected duration of the initial program among new college enrollments in fall 1997, by year of SSD (%)

	Number of enrollments		Graduation with a DCS	Graduation with a DVS
	N	%		
Previous years	48 269	91.8	63.5	4.5
Before previous year	4 295	8.2	32.5	7.5

Source: MEQ, DGER, CHESCO system, 2003 version.

- Academic success by continuity of college studies

Nearly 80% of new college students pursue their college studies without interruption. The college graduation rate for these students is 74%, compared with 30% for those who were absent for at least one semester.

Table 3.6 Certification of college studies after five years among new college enrollments in fall 1997, by secondary school-to-college continuation rate (%)

	Number of enrollments		Certification of studies (DCS + ACS) after 5 years
	N	%	
No absences	41 783	79.5	73.5
Absent for at least one semester	10 781	20.5	29.8

Source: MEQ, DGER, CHESCO system, 2003 version.

- Academic success by program change

Nearly 36% of new enrollments in the 1997 cohort changed programs during their college studies; 4% of these students were initially enrolled in an exploration program. The college graduation rate among those who changed programs was 49%, compared with 74% for those who did not change programs.

Table 3.7 Certification of college studies after the five-year study period among new college enrollments in fall 1997, by program change (%)

	Number of enrollments		Certification of studies (DCS + ACS) after 5 years
	N	%	
With change	19 017	36.2	48.7
Without change	33 547	63.8	73.5

Source: MEQ, DGER, CHESCO system, 2003 version.

The results presented in this section make it possible to better document academic success at the college level. Thus, academic success in college appears to be clearly differentiated by the students' gender and the age at which they enter college. Furthermore, certain behaviours (e.g. falling behind in school, taking time off between secondary school and college, interrupting studies and changing programs in college) can lengthen the amount of time students spend in school and slow down the certification rate.

4. University (Undergraduate Level)

Unlike the previous sections, this section begins by presenting the general characteristics of people who enroll in an undergraduate university program. The retention rate for the bachelor's degree is then presented according to different characteristics. This study examines access to university education. As in the other sections, the academic success of those who enter university is measured by the retention rate after one year, which constitutes a good predictor of the success rate for undergraduate degree programs.

Of the 51 626 students who enrolled in university in the fall of 2002, 82% were regular students, 14.6% were independent students and less than 1% were auditors (Table 4.1). A relatively high proportion of these students did not have a Québec DCS and, of those, more than 28% were independent students or auditors.

Table 4.1 Enrollments in an undergraduate university program in the fall of 2002

Student status		With DCS	Without DCS	Total
Regular	N	28 444	15 508	43 952
	%	94.1 %	72.4 %	82.1 %
Independent	N	1 745	5 775	7 520
	%	5.8 %	27.0 %	14.6 %
Auditor	N	26	128	154
	%	0.1 %	0.6 %	0.3 %
Total	N	30 125	21 411	51 626
	%	100.0	100.0	100.0

Source: MEQ, DRSI, 2004

Students who pursue part-time university studies enroll for the most part in certificate programs, while full-time students enroll in undergraduate degree programs. Among the full-time students with a DCS, 92% were enrolled in an undergraduate program compared with 79% for those with no DCS (Table 4.2). Furthermore, the latter were slightly older than DCS holders and non-Canadians.

Table 4.2 Breakdown of first-time undergraduate enrollments in the fall of 2002, by type of program

Programs	Full time		Part time	
	N	%	N	%
Students with a DCS				
Bachelor's degree	21 142	92	1 267	24
Certificate	1 927	8	3 555	66
Mini-program	8	0	545	10
Total	23 077	100	5 367	100
Students without a DCS				
Bachelor's degree	8 285	79	985	19
Certificate	1 929	19	3 730	73
Mini-program	210	2	369	7
Total	10 424	100	5 084	100

Source: MEQ, DRSI 2004.

The retention rate for those who recently earned a DCS (2000-2001) is different from the retention rate for those who obtained a DCS at an earlier date. Among the former, 92% of those with full-time status and 67% of those with part-time status were still in university in the fall of 2002, compared with 86% and 52%, respectively, for the latter group (Table 4.3). As well, full-time students have a much higher retention rate than part-time students.

Table 4.3 Student flow of DCS holders by graduation year, fall 2001 cohort

	New enrollments		Average age	Retention rate after 1 year (%)
	N	%		
Full time				
2000-2001 DCS	18 752	80.9	20.3	91.8
DCS before 2000-2001	4 440	19.1	23.3	86.0
Part time				
2000-2001 DCS	1 095	20.4	22.3	67.2
DCS before 2000-2001	4 280	79.6	31.3	51.8

Source: MEQ, DRSI, 2004.

Furthermore, of those who enrolled in the fall of 2001, slightly more than 30% did not earn a DCS in Québec. Of these, 21% are foreigners and about 79% are Canadian citizens (Table 4.4). More than half of those who did not have a DCS (52%) were Québec residents when they applied for admission to university and were on average older than Canadian residents from outside Québec and foreign students. Furthermore, of those who did not have a DCS, retention rates were much lower among Québec residents.

Table 4.4 Student flow of students with no DCS, by attendance status and origin, fall 2001 cohort

	New enrollments		Average age	Retention rate after 1 year (%)
	N	%		
Full time				
Canadians	6 708	74.0	24.0	79.7
Residents of Québec	3 271	36.1	26.5	73.9
Non-residents of Québec	3 437	37.9	21.6	85.2
Foreigners	2 359	26.0	20.6	81.6
Part time				
Canadians	4 339	91.0	34.4	46.3
Residents of Québec	3 985	83.6	34.7	45.5
Non-residents of Québec	354	7.4	31.0	55.3
Foreigners	430	9.0	27.8	33.0

Source: MEQ, DRSI, 2004.

Of those with no DCS who enrolled in an undergraduate degree program, an appreciable proportion had nonetheless attended college (20% in the case of full-time enrollments and 36% in the case of part-time enrollments) (Table 4.5). It appears, however, that those who attended college and enrolled full time had a lower retention rate (74%) than those who did not attend college previously (82%), which was not the case for those who enrolled part time.

Table 4.5 Student flow of students with no DCS, by college program, fall 2001 cohort

	New enrollments		Average age	Retention rate after 1 year (%)
	N	%		
Full time				
With college	1 832	20.2	23.7	74.1
Without college	7 235	79.8	22.9	81.7
Part time				
With college	1 698	35.6	30.3	47.5
Without college	3 071	64.4	35.8	43.9

Source: MEQ, DRSI, 2004.

To summarize, a large proportion of people who enter university do not have a DCS. Whether or not they have a DCS, students who enter university full time have a much higher retention rate (after one year) than students enrolled part time. Of those who have not earned a DCS, more than half are Québec residents. Québec residents are older and have lower retention rates as a group.

5. Conclusion

5.1 Academic Success

The academic success of Québec students is satisfactory and compares favourably with the results of the other Canadian provinces and those of OECD countries, but Table 5.1 shows that the majority of the diplomas were obtained after the expected time frame for a given level of education, particularly college education. People who leave school with or without a diploma therefore do so after having attended school for a relatively long period.

Table 5.1 Academic success, by level of education (%)

Cumulative success rate	
Secondary school	
after 5 years	60
after 6 years	68
after 7 years	71
Preuniversity college education	
after 2 years	41
after 3 years	61
after 4 years	68
after 5 years	72
Technical college education	
after 3 years	34
after 4 years	50
after 5 years	56
Bachelor's degree	
after 3 years	34
after 4 years	62
after 5 years	70
after 6 years	72

Source: MEQ/DRSI, 2004.

The success rates for the various levels of education are approximately 70%, if this rate is calculated two years after the normal time frame for studies; technical college education is the exception with a 56% success rate. In terms of the normal time frame for studies, success rates are lower at the college level than at the secondary or university levels.

5.2 Interruption of Schooling and Continuation to Another Level of Education

Table 5.2 shows the percentage of students who dropped out, interrupted their studies or continued to the next level of education.

In secondary school, 24% of young people take time off from their schooling, 17% enroll in general education in the adult sector and one graduate in three does not go on directly to college. It was also noted that many young people enroll in general education in the adult sector in order to make up for the academic delays they accumulated in general education in the youth sector. This feature of the

Québec school system provides young people with more opportunities to return to school and thus improves access to higher education. Many students, however, enroll in general education in the adult sector in order to acquire the prerequisites they need for vocational training.

At the college level, the interruption rate is estimated to be 28% in technical education and 17% in preuniversity education. In the undergraduate program, the interruption rate is 25%.

Table 5.2 Interruption and continuation rates (%)

		Rates
Secondary	Continuation to college	49
	Continuation to vocational training	9
	Continuation to gen. ed. adult sector	17
	Interruption of schooling	24
Preuniversity college education	Graduation with DVS	3
	Continuation to university	79
	Interruption of schooling	17
Technical college education	Graduation with DVS	7
	Continuation to university	22
	Interruption of schooling	28
Undergraduate program	Interruption of schooling	25

Source: MEQ/DRSI, 2004.

5.3 Success Factors

The flow of Québec students is influenced by a number of sociodemographic and behavioural factors. The enrollment age or degree of academic delay, the interruption of schooling, lack of continuity in student flow and program changes can prolong the duration of studies and have a definite impact on whether or not students obtain their diplomas. Given the same enrollment conditions, women have a higher success rate than men.

5.4 Duration of Studies

In college, the average amount of time required to obtain a diploma is 2.4 years for preuniversity education and 3.8 years for technical education. However, those in these same two types of programs who leave school without a diploma do so after 1.5 and 2.1 years respectively. The average length of studies for university graduates (bachelor's degree) is 8.8 semesters, while it is 4.4 semesters for those who leave school without a diploma.

Table 5.3 Average duration of college studies (in years)

	Preuniversity education	Technical education
Leavers with diploma	2.4	3.8
Leavers without diploma	1.5	2.1
All leavers	2.1	3.1

Source: Ministère de l'Éducation du Québec, *Education Indicators 2003*.

Table 5.4 Average duration of undergraduate studies (in semesters)

	Full-time semesters	All semesters
Leavers with diploma	6.4	8.8
Leavers without diploma	2.6	4.4
All leavers	5.1	7.3

Source: Ministère de l'Éducation du Québec, *Education Indicators 2003*.

5.5 Uninterrupted Student Flow

The student flow observed shows that the education system is complex and not perfectly fluid and linear. The following table shows student flow that is uninterrupted from one level of education to the next.

Table 5.5 shows the flow of students who go from grade one in elementary school to university with no interruptions in their education. Of the 100 people who enter elementary school at the appointed age, 55 will obtain a Secondary School Diploma, 18 will obtain a Diploma of College Studies and 9 will obtain a bachelor's degree at the appointed age. Girls move through the system more smoothly than boys at all levels of education.

Table 5.5 Student flow of 100 students who never fall behind, from elementary school to the undergraduate program (%)

	Combined	Males	Females
Entry into elementary school	100	100	100
Entry into secondary school	76	71	81
Graduation from secondary school	55	47	63
Entry into college	43	36	51
Graduation from college	18	12	24
Entry into university	14	10	19
Graduation from undergraduate program	9	6	13

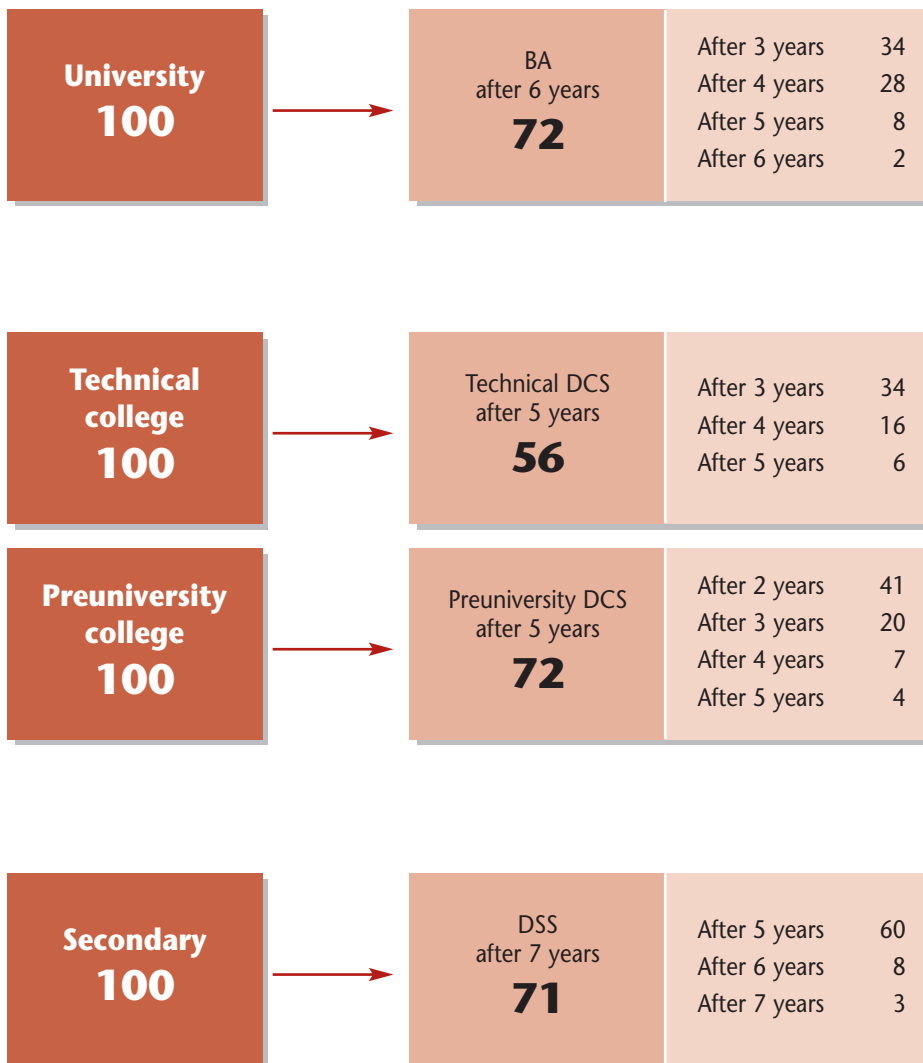
Source: MEQ, DRSI 2004.

This study focuses on the path of Quebec students under the age of 20. To properly evaluate this path, we would have to compare it with that of students in similar Canadian or American education systems. We would also have to take into account the quality of students' results in international examinations as well as the education of students over age 20. Nonetheless, we can make the following generalizations: the Quebec system is a demanding one for students. Roughly 70% of newly enrolled students earn a diploma. The results of Québec students in international examinations indicate that they receive a good education. Furthermore, the Québec system has features that make it easier for people to return to school, at all levels of education.



Appendixes

APPENDIX 1 ACADEMIC SUCCESS, BY LEVEL OF EDUCATION AND DURATION OF STUDIES, 2000-2001



Source: DRSI, MEQ, BCS files, *Education Indicators*.

APPENDIX 2 RATE OF SCHOOL ATTENDANCE, BY AGE, 2000-2001 (IN %)

Age	Elementary	Secondary							College		University	Total
		General education, youth sector					General education, adult sector	Vocational training	Pre-university education	Technical education		
		1	2	3	4	5						
12	19.1	76.2	2.3	0.1								97.7
13	0.9	23.9	70.0	2.7	0.1							97.6
14	0.1	7.7	20.8	66.0	2.9	0.1						97.5
15	0.0	2.6	8.7	20.0	62.4	3.0	0.0	0.3	0.1			97.0
16		1.0	2.3	7.5	16.6	60.5	5.3	1.1	1.9	0.4		96.6
17			0.8	1.9	5.7	16.6	14.3	6.1	27.3	12.7	0.5	85.8
18				0.3	0.8	4.2	15.3	9.6	27.3	16.8	2.9	77.2
19					0.2	0.8	11.5	9.1	13.6	18.0	14.0	67.2
20						0.5	8.1	7.3	5.4	13.5	21.0	55.8
21						0.1	6.4	5.8	2.6	9.7	24.4	49.0
22							5.2	4.8	1.3	6.9	23.6	41.8
23							4.4	3.8	0.7	5.0	19.1	33.0
24							3.8	3.4	0.4	3.9	14.6	26.1
25 to 29							3.0	2.4	0.2	2.3	8.6	16.5
30 and +							1.0	0.7	0.0	0.5	1.5	3.8

Source: DRSI, MEQ.

Note: School attendance rates are calculated by dividing school enrollments of a given age (on September 30, 2000) by the population of the same age on the same date.

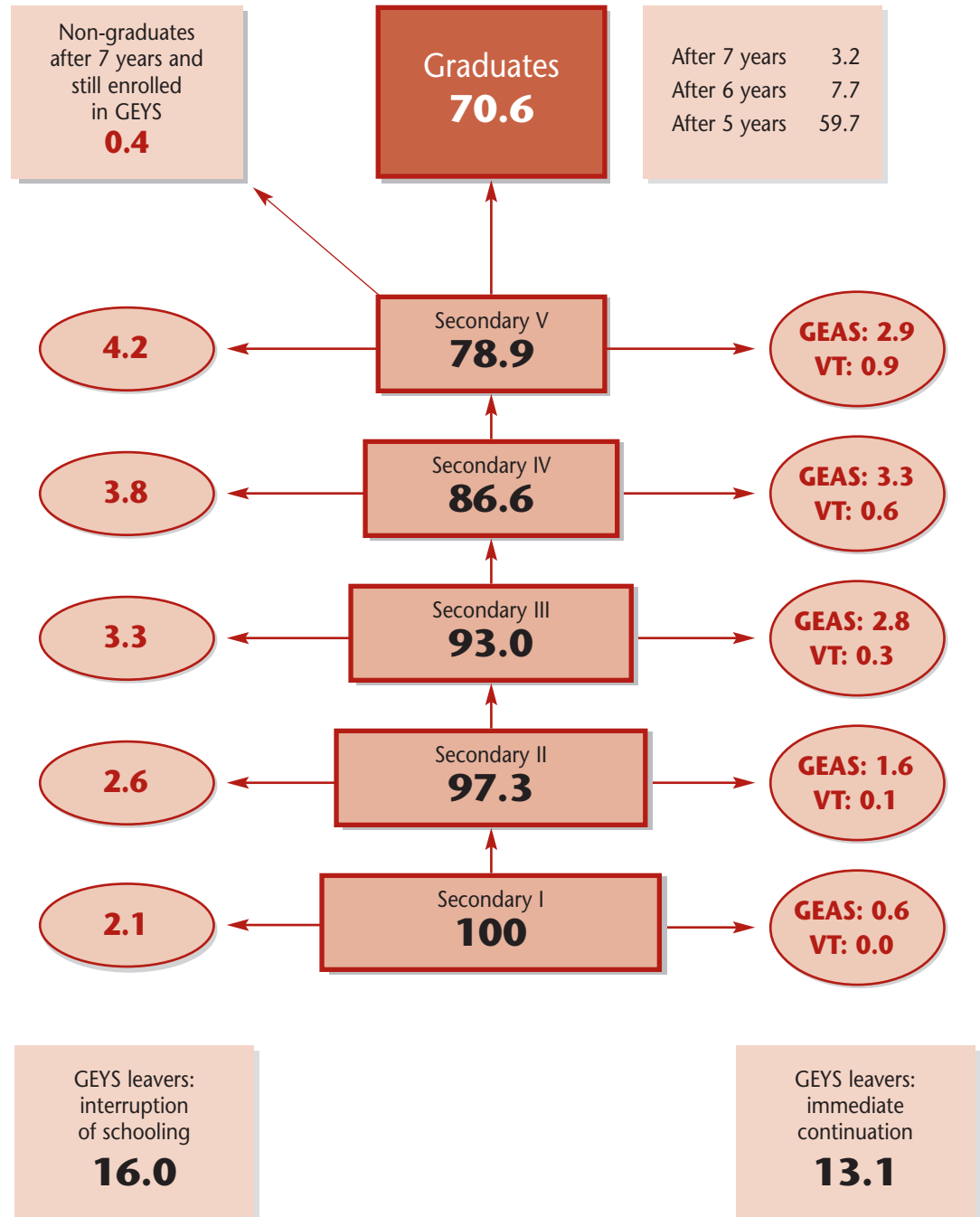
Even at the mandatory schooling ages, there are young people who are not in the school system. The calculation of school attendance rates is based on an *estimate* of the population by age, which results in a certain amount of imprecision.

APPENDIX 3 GRADUATION RATE, BY AGE, 2000-2001 (IN %)

Age	Secondary School Diploma				First DCS			Bachelor's degree (undergraduate)
	SSD	DVS		Group (1st secondary school diploma)	Preuniversity education	Technical education	All programs	
		Without SSD	Total					
15	0.2	0.0	0.0	0.2				
16	14.7	0.1	0.1	14.8				
17	42.9	0.4	0.6	43.3	0.1	0.0	0.1	
18	7.9	0.5	1.7	8.4	3.5	0.0	3.5	
19	3.1	0.7	3.4	3.8	10.3	1.1	11.5	0.0
20					5.9	4.4	10.3	0.2
21					1.9	3.6	5.5	2.2
22					0.9	2.1	3.0	4.9
23					0.4	1.1	1.5	5.3
24					0.2	0.6	0.8	4.2
15 to 19	68.8	1.7	5.8	70.5	14.0	1.1	15.1	0.0
20 to 24	3.5	2.1	9.4	5.6	9.2	11.9	21.1	16.7
25 and +	3.2	4.0	8.5	7.2	0.4	1.9	2.3	9.9
Total	75.5	7.8	23.7	83.3	23.6	15.0	38.6	26.6

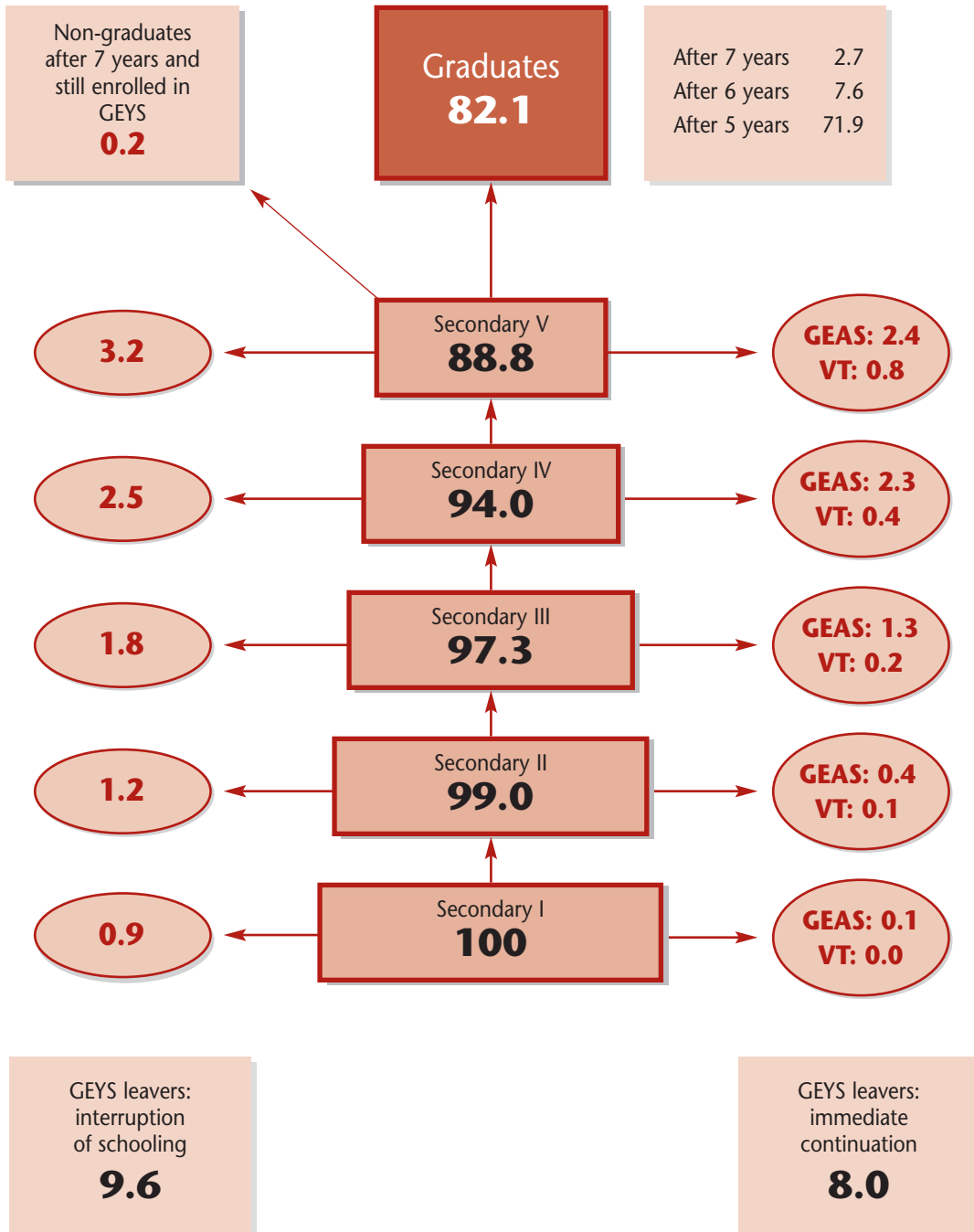
Source: Education Indicators, DRIS, MEQ.

APPENDIX 4 STUDENT FLOW OF 100 NEW ENROLLMENTS IN SECONDARY I DURING THE 7-YEAR STUDY PERIOD, FOR THE 1994-1995, 1995-1996 AND 1996-1997 COHORTS (ALL AGES)



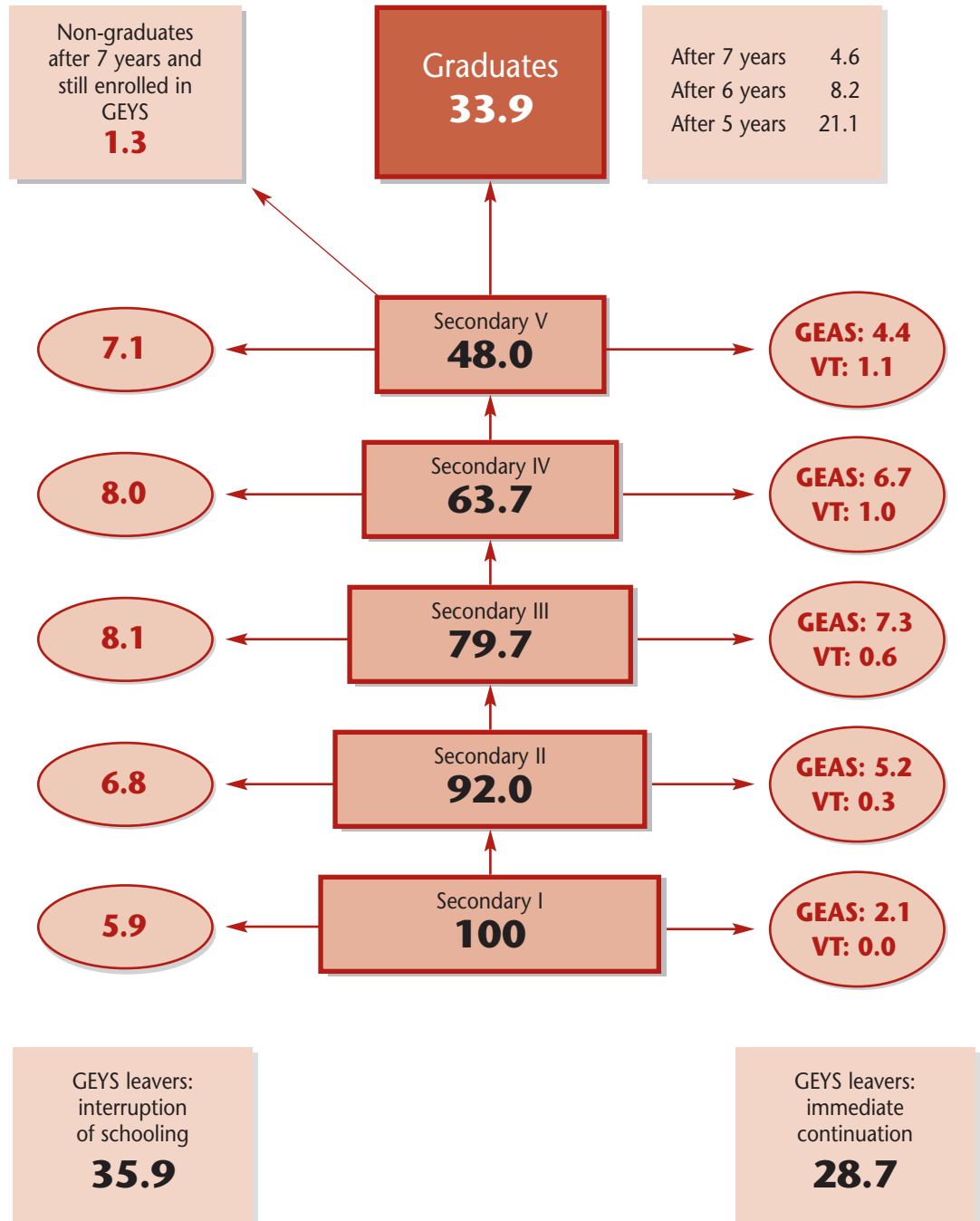
Source: DRSI, MEQ, BCS file

APPENDIX 5 STUDENT FLOW OF 100 NEW ENROLLMENTS IN SECONDARY I DURING THE 7-YEAR STUDY PERIOD, FOR THE 1994-1995, 1995-1996 AND 1996-1997 COHORTS (AGE 12 AND UNDER)



Source: DSI, MEQ, BCS file.

APPENDIX 6 STUDENT FLOW OF 100 NEW ENROLLMENTS IN SECONDARY I DURING THE 7-YEAR STUDY PERIOD, FOR THE 1994-1995, 1995-1996 AND 1996-1997 COHORTS (AGE AND OVER)



Source: DRSI, MEQ, BCS file.

APPENDIX 7 STUDENTS UNDER AGE 20 NEWLY ENROLLED IN GENERAL EDUCATION IN THE ADULT SECTOR, BY INSTRUCTIONAL SERVICE, GRADUATION STATUS AND SITUATION THE PREVIOUS YEAR, FOR ALL OF QUÉBEC, 2001-2002

	Graduates	Non-graduates					Absent	Total
		VT or college	General secondary school education					
			1 or 2	3	4	5		
Number of new enrollments	5 872	388	2 261	3 595	4 999	5 158	4 289	26 562
Breakdown (%) of new enrollments in general education in the adult sector, by instructional service								
Literacy training	0.0	0.0	0.6	0.4	0.3	0.3	1.2	2.8
Presecondary	0.0	0.0	0.8	0.7	0.6	0.4	1.0	3.4
Secondary Cycle One	0.1	0.4	4.4	6.4	5.8	4.0	5.7	26.9
Secondary Cycle Two	0.5	0.5	0.4	1.6	7.5	10.9	2.9	24.2
Preparation for VT	0.2	0.2	0.7	1.8	1.5	0.6	0.9	6.0
Preparation for postsecondary ed.	19.3	0.0	0.0	0.0	0.1	0.6	0.1	20.1
Others instructional services	2.0	0.3	1.7	2.7	2.9	2.6	4.3	16.6
Total	22.1	1.5	8.5	13.5	18.8	19.4	16.1	100.0

Source: DRSI, MEQ, BCS file.

Note: A student newly enrolled in general education in the adult sector is one who, in a given year, is enrolled in that type of education in that sector (regardless of the type of service) for the first time.

APPENDIX 8 STUDENTS UNDER AGE 20 NEWLY ENROLLED IN GENERAL EDUCATION IN THE ADULT SECTOR, BY AGE AND INSTRUCTIONAL SERVICE, FOR ALL OF QUÉBEC, 2001-2002

	16 and -	17	18	19	Total 19 and -
Number of new enrollments	4 951	11 332	7 038	3 241	26 562
Breakdown (%) of new enrollments in general education in the adult sector, by instructional service					
Literacy training	0.7	0.9	0.7	0.5	2.8
Presecondary	1.1	1.2	0.7	0.4	3.4
Secondary Cycle One	7.8	10.2	6.3	2.6	26.9
Secondary Cycle Two	3.6	10.7	7.2	2.7	24.2
Preparation for VT	1.8	2.4	1.3	0.5	6.0
Preparation for postsecondary ed.	0.4	10.8	5.8	3.0	20.1
Other instructional services	3.3	6.4	4.4	2.5	16.6
Total	18.6	42.7	26.5	12.2	100.0
Attendance status	100.0	100.0	100.0	100.0	100.0
Full time	67.4	58.3	57.0	48.9	58.5
Part time or other ¹	32.6	41.7	43.0	51.1	41.5

Source: DRSI, MEQ, BCS file.

Note: A student newly enrolled in general education in the adult sector is one who, in a given year, is enrolled in that sector (regardless of the type of service) for the first time.

1. New students enrolled part-time also include students who register for examinations only (number of hours of attendance = 0).

APPENDIX 9 STUDENTS UNDER AGE 20 NEWLY ENROLLED IN VOCATIONAL TRAINING (DVS), BY AGE AND SITUATION THE PREVIOUS YEAR, FOR ALL OF QUÉBEC, 2002-2003 (IN %)

		16 and -	17	18	19	Total 19 and -
New enrollments	N	396	4 650	4 851	3 585	13 482
	%	2.9	34.5	36.0	26.6	100.0
Status the previous year						
College graduates		0.0	0.0	0.0	0.8	0.2
Secondary school graduates		16.4	73.5	65.4	66.7	67.1
Enrolled in college		0.0	0.7	18.4	22.3	12.8
Enrolled in GEAS ¹		0.0	1.2	11.2	14.2	8.2
Enrolled in GEYS		15.4	71.4	27.1	8.6	37.1
Absent		1.0	0.3	8.6	21.6	9.0
Non-graduates		83.6	26.5	34.6	32.5	32.7
Enrolled in college		0.0	0.0	0.1	0.2	0.1
Enrolled in GEAS		0.0	3.1	11.5	17.5	9.9
Enrolled in GEYS, Sec III		28.8	2.0	1.5	0.1	2.1
Enrolled in GEYS, Sec IV		50.5	8.5	6.8	1.1	7.2
Enrolled in GEYS, Sec V		2.8	12.2	11.8	4.4	9.7
Absent		1.5	0.7	2.9	9.1	3.7
Total		100.0	100.0	100.0	100.0	100.0

Source: DRSI, MEQ, BCS file.

Note: A student newly enrolled in vocational training is one who, in a given year, is enrolled in vocational training but was not enrolled in it the previous year.

1. GEAS: general education in the adult sector; GEYS: general education in the youth sector; for non-graduate, Secondary III (or less), Secondary IV and Secondary V enrollments are taken into account.

APPENDIX 10 SECONDARY SCHOOL GRADUATES IN 1999-2000, BY PATH IN 2000-2001, BY AGE GROUP, FOR ALL OF QUÉBEC

Age	Graduate N	Continuation to college (%)		Secondary school contin- uation or retention rate (%)			Retention rate ¹ %	Interruption of studies %	Total %
		Immediate	Defferred ²	VT ³	GEAS ³	GEYS ³			
16 and -	2 211	87.5	2.3	2.1	2.1	1.9	94.7	5.3	100.0
17	48 627	78.5	3.2	6.7	4.0	2.7	93.0	7.0	100.0
18	9 618	45.2	5.8	18.8	12.0	1.7	79.9	20.1	100.0
19	4 441	28.3	5.2	24.5	11.6	0.2	67.1	32.9	100.0
20	2 381	18.6	3.6	25.6	11.3		57.2	42.8	100.0
21	1 529	16.4	2.8	24.9	8.4		51.2	48.8	100.0
22	941	13.4	2.8	24.7	8.0		47.3	52.7	100.0
23	781	11.1	2.8	22.9	8.7		44.3	55.7	100.0
24	627	8.8	2.2	21.5	8.6		40.5	59.5	100.0
19 and -	64 897	70.4	3.7	9.6	5.6	2.4	89.3	10.7	100.0
20 to 24	6 259	15.4	3.0	24.5	9.5		51.0	49.0	100.0
25 and +	8 193	5.7	1.5	19.7	5.3		31.6	68.4	100.0
Total	79 349	59.4	3.4	11.8	5.9	2.0	80.3	19.7	100.0

Source: DRSI, MEQ, BCS file.

1. This rate is the sum of the rates in the first 5 columns.
2. Students who put off going to college (until winter or summer) may have been enrolled in VT, GEAS or GEYS beforehand.
3. VT: vocational training; GEAS: general education in the adult sector; GEYS: general education in the youth sector.

APPENDIX 11 GRADUATION RATE FOR STUDENTS NEWLY ENROLLED IN COLLEGE IN FALL 1997, BY TYPE OF EDUCATION AND AGE

Type of education upon first enrollment in college	Age upon enrollment in college	New enrollment (fall 1997)	Graduation			
			at the end of the expected time frame for college studies		2 years after the expected time frame for college studies	
			DCS ¹ N	DVS ¹ %	DCS ¹ %	DVS ¹ %
Preuniversity		30 992	40.5	0.6	67.6	2.6
	17 and under	26 716	44.5	0.4	72.9	2.0
	18	2 820	19.1	1.7	41.2	5.6
	19 and over	1 456	8.8	2.1	21.8	6.7
Technical		17 614	33.1	3.6	54.9	7.1
	17 and under	13 331	38.5	3.3	62.0	6.4
	18	2 439	16.9	5.0	37.2	10.3
	19 and over	1 844	15.2	4.6	27.5	7.7
Exploration		3 958	13.1	6.6	35.9	11.6
	17 and under	2 721	16.2	6.0	42.5	10.8
	18	776	7.2	7.5	23.3	14.2
	19 and over	461	4.3	8.5	17.8	12.1
Total		52 564	36.0	2.1	61.0	4.8
	17 and under	42 768	40.9	1.7	67.6	3.9
	18	6 035	16.7	3.7	37.3	8.6
	19 and over	3 761	11.4	4.1	24.1	7.8

Source: MEQ, DGER, CHESCO system, 2003.

1. DCS: Diploma of College Studies; DVS: Diploma of Vocational Studies (secondary school).

APPENDIX 12 GRADUATION RATE FOR NEW COLLEGE ENROLLMENTS IN FALL 1997, BY TYPE OF PROGRAM AND YEAR OF DCS

Type of program upon first college enrollment	Year of secondary school certification obtained prior to college enrollment	New enrollments (fall 1997)	Graduation			
			within the expected time frame for college studies		2 years after the expected time frame for college studies	
			DCS ¹ N	DVS ¹ %	DCS ¹ %	DVS ¹ %
Preuniversity		30 992	40.5	0.6	67.6	2.6
	Previous year	29 133	41.9	0.6	69.7	2.4
	Before previous year ²	1 859	19.5	1.7	34.2	5.3
Technical		17 614	33.1	3.6	54.9	7.1
	Previous year	15 608	34.9	3.6	57.7	7.0
	Before previous year ²	2 006	18.8	4.1	33.6	7.9
Exploration		3 958	13.1	6.6	35.9	11.6
	Previous year	3 528	14.0	6.3	37.8	11.3
	Before previous year ²	430	5.3	8.4	20.0	14.7
Combined		52 564	36.0	2.1	61.0	4.8
	Previous year	48 269	37.6	2.0	63.5	4.5
	Before previous year ²	4 295	17.8	3.5	32.5	7.5

Source: MEQ, DGER, CHESCO system, 2003.

1. DCS: Diploma of College Studies; DVS: Diploma of Vocational Studies (secondary school).

2. Before previous year or data not available.

APPENDIX 13 STUDENT FLOW OF DCS HOLDERS IN THE UNDEGRUATE PROGRAM COHORT OF NEW ENROLLMENTS IN FALL 2001

Attendance status	Year of DCS	Average age	New enrollments		Retention rate after 1 year
			N	%	
Full time		20.9	23 192	100.0	90.7
	2000-2001 DCS	20.3	18 752	80.9	91.8
	1999-2000 DCS	21.4	2 145	9.2	88.7
	1998-1999 DCS	22.7	876	3.8	87.4
	DCS before 1998-1999	26.5	1 419	6.1	81.1
Part time		29.5	5 375	100.0	55.6
	2000-2001 DCS	22.3	1 095	20.4	67.2
	1999-2000 DCS	23.5	510	9.5	60.8
	1998-1999 DCS	24.5	384	7.1	59.6
	DCS before 1998-1999	33.3	3 386	63.0	49.6

Source: DRSI, MEQ, BCS file.

APPENDIX 14 STUDENT FLOW OF NON-HOLDERS OF A DCS ENROLLED IN AN UNDERGRADUATE PROGRAM COHORT OF NEW ENROLLMENTS IN FALL 2001

Attendance status	Citizenship / Place of residence upon first admission, previous college studies	Average age	New enrollments		Retention rate after 1 year
			N	%	
Full time		23.1	9 067	100.0	80.2
	Canadians ¹	24.0	6 708	74.0	79.7
	in Québec	26.5	3 271	36.1	73.9
	outside Québec	21.6	2 630	29.0	86.5
	outside Canada	21.6	807	8.9	81.0
	Foreigners	20.6	2 359	26.0	81.6
	With college studies	23.7	1 832	20.2	74.1
	Without college studies	22.9	7 235	79.8	81.7
Part time		33.8	4 769	100.0	45.1
	Canadians ¹	34.4	4 339	91.0	46.3
	in Québec	34.7	3 985	83.6	45.5
	outside Québec	31.3	175	3.7	53.6
	outside Canada	30.8	179	3.7	57.0
	Foreigners	27.8	430	9.0	33.0
	With college studies	30.3	1 698	35.6	47.5
	Without college studies	35.8	3 071	64.4	43.9

Source: DRSI, MEQ, BCS file.

1. Canadians = Canadian citizens + Permanent residents + Amerindians.



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