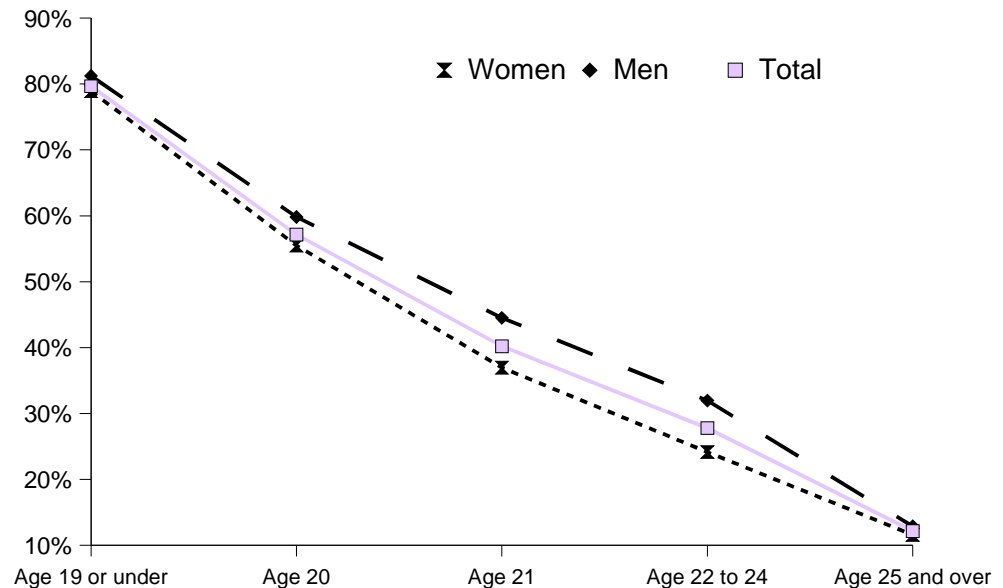




The 19-and-under age group has the highest college-to-university continuation rate (79.7%). As illustrated in Graph 1, this rate falls rapidly in the older age groups—to 57.1% for 20-year-olds and to 12.1% for 25-year-olds. From age 20 onward, the gap between men and women increases in favour of men: in the 22-to-24 age group, the difference reaches close to eight percentage points.

**Graph 1**  
College-to-university  
continuation rate, by age  
upon obtaining DCS  
(source: Table 1)



As expected, the college-to-university continuation rate is particularly high among graduates of pre-university programs. The rate for this group is almost 80%. For graduates of technical programs, which prepare students to enter the job market upon graduation, the continuation rate is a respectable 22.2%. While the continuation rate is essentially the same for male and female graduates of college pre-university programs, among technical program graduates, the continuation rate for men, which is 25.6%, is substantially higher than that for women, which is 19.7%.

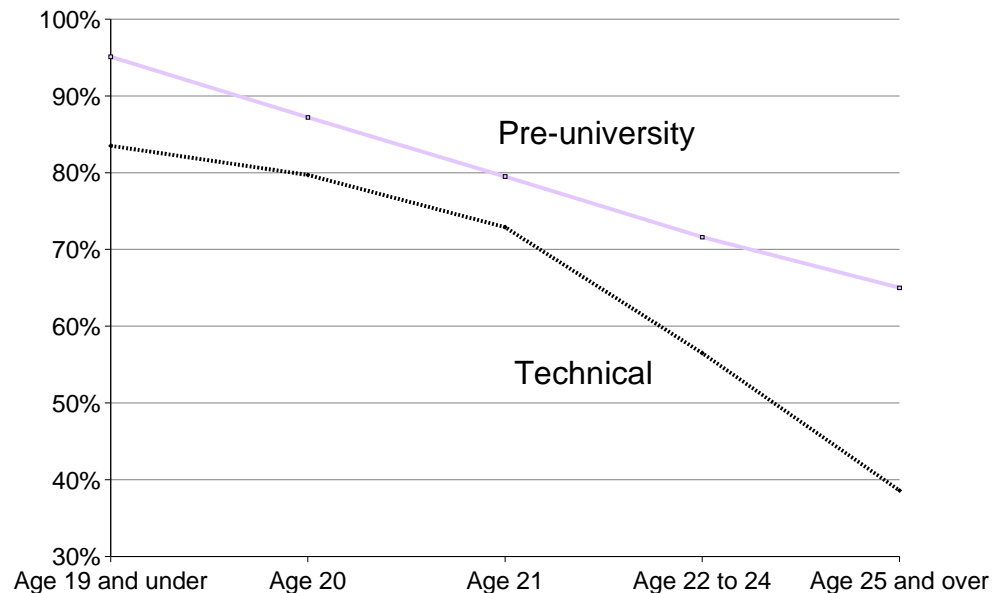
In pre-university programs as in technical programs, the under-21 age group shows the highest continuation rate. However, the rate for older students falls off less steeply for graduates of pre-university programs than for those coming from technical programs of study. More concretely, for graduates of pre-university programs, the difference between the continuation rate of the 25-and-over age group and the 19-and-under group is 56.6%, compared to a difference of 72.6% for graduates of technical programs.

If the courses of study that make up pre-university and technical paths (Tables 2 and 3), are considered, the picture is more nuanced. Certain programs depart considerably from the average for the group: among the pre-university programs, this is the case for science (90.3%) and fine arts (57.6%), while among the technical programs, business administration (49.7%) is of particular note. Furthermore, the college-to-university continuation rates of certain technical programs are higher than those for pre-university programs; the professional music and song techniques program (66.1%) is a case in point.

### University Enrollment Status and Program of Study

In fall 2001, over 90% of 2000-2001 graduates of pre-university programs who enrolled in university undertook full-time undergraduate studies (Graph 2). This trend was strongest among the under-20 age groups (95.1%), and less pronounced among the over-20 age groups: in the 25-and-over age group, for example, only 65% of the college graduates were enrolled as full-time students in an undergraduate degree program. The type of university enrollment trend varies with age. Older students are more inclined to opt for part-time studies and certificate programs instead of those leading to an undergraduate degree, although they want some sort of certification.

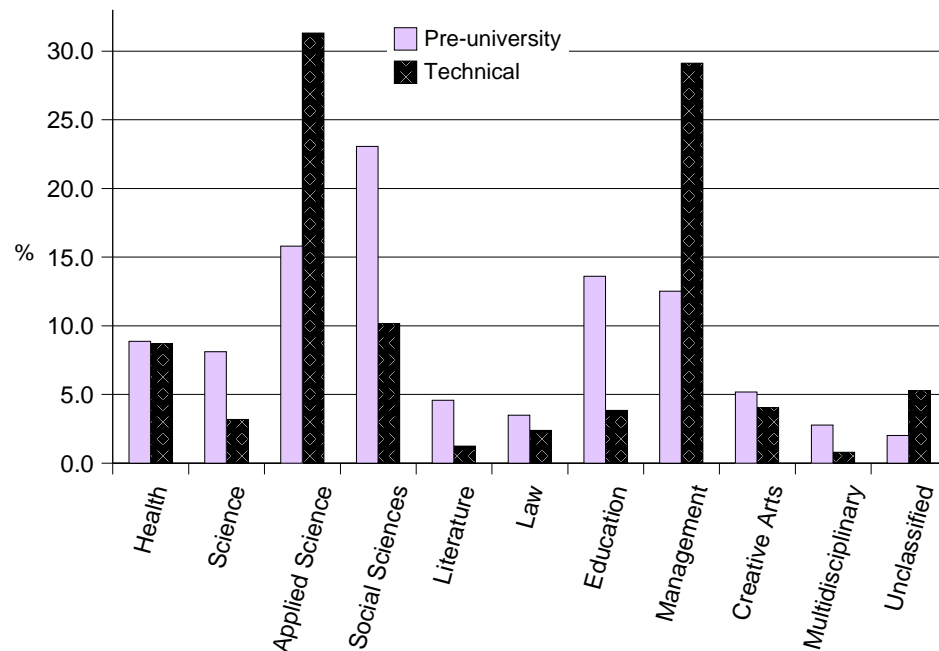
**Graph 2**  
Proportion of full-time undergraduates among students who earned their DCS in 2000-2001 and enrolled in university in fall 2001, by age (source: Table 4)



As for technical program college graduates, only 70% of those continuing their studies at the university level chose to undertake a full-time undergraduate program. This is no doubt related to the fact that these individuals are older and can work in a technical job while continuing their education. Here, the difference between the rates for women and men is considerable: 64.2% for women as compared to 77% for men. For certain age groups, the difference is very pronounced, amounting to twice the rate. Here again, the figures show that people in the 25-and-over age group are much less inclined to enroll in full-time undergraduate programs; in fact, only 4 out of 10 (38.6%) did so.

In the fall 2001 session, the social sciences (23%) were the top choice of students with pre-university college diplomas (Graph 3). Applied science came in second (15.8%), followed closely by education (13.6%) and management studies (12.5%). For those with technical college diplomas, applied science took first place (31.3%). Management was a close second (29.1%), followed at a great distance by the social sciences (10.1%).

**Graph 3**  
Field of university studies  
of DCS holders  
(source: Table 5)



If sex is taken into account, the picture changes somewhat. Among those holding pre-university diplomas, men preferred applied science (28.4%). While the first choice among women remains the social sciences, their second choice is education (18.3%) and their third, health science (11.5%). Among students with technical diplomas, it is interesting to note that over half the men opted for applied science (55.1%). As for the women, they were more interested in management studies (34.4%).

### Perseverance in Undergraduate Studies

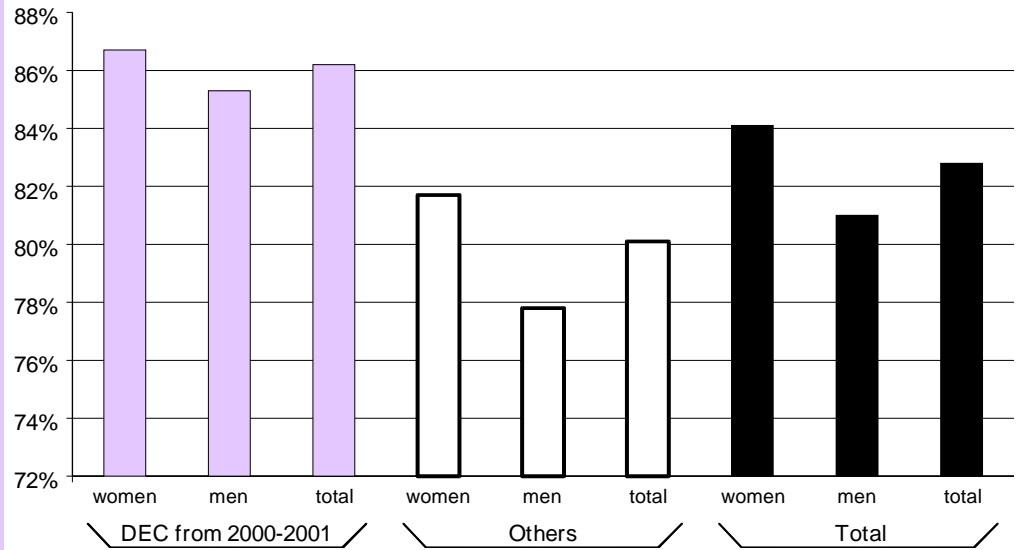
The most recent data available on university enrollment, preliminary data from the fall 2002 session, allow us to measure the perseverance after one year of study of students who earned their DCS in 2000-2001 and enrolled in an undergraduate program in the fall of 2001. These data can be used both to measure their perseverance and to compare it with that of other individuals (hereinafter "Others") who undertook the same studies in fall 2001 (Table 6).

If we look specifically at full-time students, who represent approximately 90% of new enrollments, we notice that the student cohort who earned their DCS in 2000-2001 do not comprise the majority of new undergraduate enrollments (45.5%). This is particularly true in the case of men (43.2%); for women, the figure approaches 50% (47.1%). It is also of note that the 2000-2001 college graduates are particularly poorly represented (11.9%) among part-time students.

Students who earned their DCS in 2000-2001 displayed greater perseverance than those in the "Others" group (Graph 4). In fall 2002, one year after undertaking university studies, 86.2% of individuals in the group are still pursuing their studies, while for the "Others" group the perseverance rate is barely 80%. While in both groups women have a higher perseverance rate than men, this difference is much smaller among the holders of DCSs from 2000-2001 than in the Others group (1.6% as compared to 5.0%).

**Graph 4**

Rate of perseverance after one year of undergraduate studies, new full-time fall 2001 enrollments (source: Table 6)



Given that the rate of perseverance after one year of study constitutes a good indicator of future success, we can estimate that 79% of those who earned their DCS in 2000-2001 will obtain undergraduate degrees. The corresponding figure is 74% for the "Others" group. The estimate of 79% is particularly interesting because it is very close to the 80% figure established by the MEQ as the target university success rate for the group of new university students enrolling in 2004.

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## Appendix

**Table 1** College-to-university continuation rate in fall 2001 of 2000-2001 college graduates by type of college education, age group and sex

Type of College Education	Age Group	Sex	Number of 2000-2001 College Graduates	Rate of Continuation to University in Fall 2001 (%)
Pre-university Program	19 and under	Women	8 122	82.8
		Men	4 109	85.6
		Group	12 231	83.7
	20	Women	3 069	77.7
		Men	1 992	78.4
		Group	5 061	77.9
	21	Women	891	69.8
		Men	747	73.1
		Group	1 638	71.3
	22 to 24	Women	566	59.9
		Men	580	68.6
		Group	1 146	64.3
	25 and over	Women	137	48.2
		Men	123	46.3
		Group	260	47.3
<b>Group</b>	<b>Women</b>	<b>12 785</b>	<b>79.3</b>	
	<b>Men</b>	<b>7 551</b>	<b>80.5</b>	
	<b>Group</b>	<b>20 336</b>	<b>79.7</b>	
Technical Program	19 and under	Women	625	28.3
		Men	413	37.8
		Group	1 038	32.1
	20	Women	2 443	27.6
		Men	1 609	36.8
		Group	4 052	31.2
	21	Women	1 894	21.5
		Men	1 370	28.9
		Group	3 264	24.6
	22 to 24	Women	2 311	15.4
		Men	1 921	20.9
		Group	4 232	17.9
	25 and over	Women	1 575	8.4
		Men	1 156	9.3
		Group	2 731	8.8
<b>Group</b>	<b>Women</b>	<b>8 848</b>	<b>19.7</b>	
	<b>Men</b>	<b>6 469</b>	<b>25.6</b>	
	<b>Group</b>	<b>15 317</b>	<b>22.2</b>	
Both Programs	19 and under	Women	8 747	78.9
		Men	4 522	81.2
		Group	13 269	79.7
	20	Women	5 512	55.5
		Men	3 601	59.8
		Group	9 113	57.1
	21	Women	2 785	37.0
		Men	2 117	44.5
		Group	4 902	40.2
	22 to 24	Women	2 877	24.2
		Men	2 501	32.0
		Group	5 378	27.8
	25 and over	Women	1 712	11.6
		Men	1 279	12.9
		Group	2 991	12.1
<b>Group</b>	<b>Women</b>	<b>21 633</b>	<b>54.9</b>	
	<b>Men</b>	<b>14 020</b>	<b>55.2</b>	
	<b>Group</b>	<b>35 653</b>	<b>55.0</b>	

Source: DRSI. MEQ. Banque des cheminements scolaires; Banque de Gestion des données sur l'effectif universitaire.

## Appendix

**Table 2** College-to-university continuation rate in fall 2001 of 2000-2001 graduates of pre-university programs, by specific college program and sex

Pre-university Program	Sex	Number of 2000-2001 College Graduates	Rate of Continuation to University in Fall 2001
Science (200.B0)	Woman	3 193	90.3
	Men	2 967	90.4
	Group	6 160	90.3
Science - International Baccalaureate (200.01)	Woman	67	82.1
	Men	76	72.4
	Group	143	76.9
Social sciences (300.A0)	Woman	6 196	81.0
	Men	3 374	79.0
	Group	9 570	80.3
Social sciences - International Baccalaureate (300.10)	Woman	64	67.2
	Men	29	79.3
	Group	93	71.0
Creative Arts, Literature and Languages (500.A0)	Woman	1 689	63.6
	Men	530	54.5
	Group	2 219	61.5
Music (501.A0)	Woman	180	70.6
	Men	155	63.9
	Group	335	67.5
Fine Arts (510.A0)	Woman	469	58.6
	Men	133	54.9
	Group	602	57.8
Creative Arts, Literature & Languages Option (500.AA)	Woman	411	65.0
	Men	125	57.6
	Group	536	63.2
Languages Option (500.AB)	Woman	74	70.3
	Men	10	50.0
	Group	84	67.9
Dance (506.A0)	Woman	12	50.0
	Men	0	-
	Group	12	50.0
Arts and Sciences (700.A0)	Woman	231	81.4
	Men	76	78.9
	Group	307	80.8
Liberal Arts (700.02)	Woman	198	73.2
	Men	76	72.4
	Group	274	73.0
<b>Pre-university Program Totals</b>	<b>Woman *</b>	<b>12 785</b>	<b>79.3</b>
	<b>Men</b>	<b>7 551</b>	<b>80.5</b>
	<b>Group</b>	<b>20 336</b>	<b>79.7</b>

Source: DRSI. MEQ. Banque des cheminements scolaires; Banque de Gestion des données sur l'effectif universitaire.

\*One individual was in a program not listed here.

## Appendix

**Table 3** University continuation rate in fall 2001 of 2000-2001 graduates of technical programs, by specific college program\* and sex

Technical Program*	Sex	Number of 2000-2001 College Graduates	Rate of Continuation to University in Fall 2001
Architectural Technology (221.01)	Woman	84	34.5
	Men	79	44.3
	Group	163	39.3
Civil Engineering Technology (221.02)	Woman	38	31.6
	Men	132	40.2
	Group	170	38.2
Industrial Engineering Technology (235.01)	Woman	21	42.9
	Men	37	43.2
	Group	58	43.1
Mechanical Engineering Technology (241.06)	Woman	25	16.0
	Men	447	38.9
	Group	472	37.7
Avionics (280.01)	Woman	16	50.0
	Men	116	33.6
	Group	132	35.6
Business Administration (410.12)	Woman	95	46.3
	Men	50	56.0
	Group	145	49.7
Business Administration - Marketing (415.11)	Woman	212	44.3
	Men	179	52.5
	Group	391	48.1
Business Administration - Finance (415.13)	Woman	775	42.6
	Men	380	56.8
	Group	1 155	47.3
Business Administration - Management (415.16)	Woman	123	26.0
	Men	88	46.6
	Group	211	34.6
Professional Music and Song Techniques (551.02)	Woman	16	87.5
	Men	40	57.5
	Group	56	66.1
Fashion Marketing (571.04)	Woman	114	37.7
	Men	4	50.0
	Group	118	38.1
Arts and Technology, Media: Specialization in Written Information (589.87)	Woman	31	54.8
	Men	14	35.7
	Group	45	48.9
<b>Technical Program Totals</b>	<b>Woman</b>	<b>8 848</b>	<b>19.7</b>
	<b>Men</b>	<b>6 469</b>	<b>25.6</b>
	<b>Group</b>	<b>15 317</b>	<b>22.2</b>

Source: DRSI. MEQ. Banque des cheminements scolaires; Banque de Gestion des données sur l'effectif universitaire.

\* 210 technical training programs are offered. For presentation purposes, we have selected the 12 with the most significant college-to-university continuation rates.



## Appendix

**Table 4** Breakdown (in %) of 2000-2001 college graduates who enrolled in university in fall 2001, by university status and enrollment status, by age group and sex

Type of College Education	Age Group	Sex	2000-2001 College Graduates Enrolled in University Number	University Enrollment Status* in Fall 2001 (%)		
				Regular	Regular. Full-Time	Regular. Full-Time. Undergraduate
<b>Pre-university</b>	19 and under	Woman	6 725	99.5	98.2	94.9
		Men	3 516	99.6	98.1	95.6
		Group	10 241	99.5	98.2	95.1
	20	Woman	2 384	99.0	94.4	87.3
		Men	1 561	98.8	94.2	87.0
		Group	3 945	98.9	94.3	87.2
	21	Woman	622	97.7	90.0	78.8
		Men	546	98.2	91.9	80.2
		Group	1 168	97.9	90.9	79.5
	22 to 24	Woman	339	95.9	87.0	71.4
		Men	398	95.2	86.2	71.9
		Group	737	95.5	86.6	71.6
	25 and over	Woman	66	92.4	72.7	63.6
		Men	57	98.2	75.4	66.7
		Group	123	95.1	74.0	65.0
	<b>Group</b>	<b>Woman</b>	<b>10 136</b>	<b>99.1</b>	<b>96.3</b>	<b>91.1</b>
		<b>Men</b>	<b>6 078</b>	<b>99.0</b>	<b>95.6</b>	<b>90.2</b>
		<b>Group</b>	<b>16 214</b>	<b>99.1</b>	<b>96.0</b>	<b>90.8</b>
<b>Technical</b>	19 and under	Woman	177	96.6	81.9	76.3
		Men	156	98.7	92.9	91.7
		Group	333	97.6	87.1	83.5
	20	Woman	674	97.0	81.5	75.2
		Men	592	95.9	89.2	84.8
		Group	1 266	96.5	85.1	79.7
	21	Woman	408	95.6	76.2	65.7
		Men	396	98.2	84.8	80.3
		Group	804	96.9	80.5	72.9
	22 to 24	Woman	355	95.2	60.6	49.0
		Men	402	92.0	72.9	63.2
		Group	757	93.5	67.1	56.5
	25 and over	Woman	133	91.7	31.6	27.8
		Men	108	90.7	58.3	51.9
		Group	241	91.3	43.6	38.6
	<b>Group</b>	<b>Woman</b>	<b>1 747</b>	<b>95.9</b>	<b>72.2</b>	<b>64.2</b>
		<b>Men</b>	<b>1 654</b>	<b>95.5</b>	<b>82.5</b>	<b>77.0</b>
		<b>Group</b>	<b>3 401</b>	<b>95.7</b>	<b>77.2</b>	<b>70.4</b>

Source: DRSI, MEQ, Banque des cheminements scolaires; Banque de Gestion des données sur l'effectif universitaire.

\* **Regular**: A student with regular status has been admitted to a program leading to a certification of studies (certificate, diploma, bachelor's degree, etc.). **Full-Time**: At the undergraduate level, a student is considered full-time when he or she is registered for 12 credits or more in the given quarter.

## Appendix

**Table 5** 2000-2001 college graduates who enrolled in university in fall 2001, by university field and sex

Type of College Education	University Field	Total		Men		Women	
		N	%	N	%	N	%
<b>Pre-university Program</b>	Health Science	1 438	8.9	273	4.5	1 165	11.5
	Science	1 315	8.1	614	10.1	701	6.9
	Applied Science	2 561	15.8	1 729	28.4	832	8.2
	Social Sciences	3 739	23.1	1 229	20.2	2 510	24.8
	Literature & Languages	742	4.6	184	3.0	558	5.5
	Law	565	3.5	208	3.4	357	3.5
	Education Science	2 207	13.6	351	5.8	1 856	18.3
	Administrative Science	2 031	12.5	962	15.8	1 069	10.5
	Creative Arts	840	5.2	250	4.1	590	5.8
	Multidisciplinary Studies	450	2.8	146	2.4	304	3.0
	Unclassified	326	2.0	132	2.2	194	1.9
	<b>Group</b>		<b>16 214</b>	<b>100.0</b>	<b>6 078</b>	<b>100.0</b>	<b>10 136</b>
<b>Technical Program</b>	Health Science	296	8.7	30	1.8	266	15.2
	Science	108	3.2	37	2.2	71	4.1
	Applied Science	1 065	31.3	911	55.1	154	8.8
	Social Sciences	345	10.1	91	5.5	254	14.5
	Literature & Languages	42	1.2	10	0.6	32	1.8
	Law	81	2.4	19	1.1	62	3.5
	Education Science	131	3.9	21	1.3	110	6.3
	Administrative Science	990	29.1	389	23.5	601	34.4
	Creative Arts	137	4.0	60	3.6	77	4.4
	Multidisciplinary Studies	27	0.8	7	0.4	20	1.1
	Unclassified	179	5.3	79	4.8	100	5.7
	<b>Group</b>		<b>3 401</b>	<b>100.0</b>	<b>1 654</b>	<b>100.0</b>	<b>1 747</b>

Source: DRSI, MEQ, Banque des cheminements scolaires; Banque de Gestion des données sur l'effectif universitaire.

## Appendix

**Table 6** Rate of perseverance at the UNDERGRADUATE LEVEL after one year  
Cohort of new enrollments for fall 2001 and sub-cohorts: 2000-2001 college graduates; Others

Type of Enrollment (Fall 2001)	Sub-Cohort	Sex	New Enrollments (Fall 2001)	Rate of Perseverance after 1 Year*
<b>Full-Time</b>	DCS from 2000-2001	Woman	9 563	86.7%
		Men	5 962	85.3%
		<b>Total</b>	<b>15 525</b>	<b>86.2%</b>
	Others	Woman	10 755	81.7%
		Men	7 840	77.8%
		<b>Total</b>	<b>18 595</b>	<b>80.1%</b>
	<b>Total</b>	<b>Woman</b>	<b>20 318</b>	<b>84.1%</b>
		<b>Men</b>	<b>13 802</b>	<b>81.0%</b>
		<b>Total</b>	<b>34 120</b>	<b>82.8%</b>
<b>Part-Time</b>	DCS from 2000-2001	Woman	286	65.0%
		Men	167	58.1%
		<b>Total</b>	<b>453</b>	<b>62.5%</b>
	Others	Woman	1 992	57.0%
		Men	1 365	54.4%
		<b>Total</b>	<b>3 357</b>	<b>55.9%</b>
	<b>Total</b>	<b>Woman</b>	<b>2 278</b>	<b>58.0%</b>
		<b>Men</b>	<b>1 532</b>	<b>54.8%</b>
		<b>Total</b>	<b>3 810</b>	<b>56.7%</b>
<b>All</b>	DCS from 2000-2001	Woman	9 849	86.1%
		Men	6 129	84.5%
		<b>Total</b>	<b>15 978</b>	<b>85.5%</b>
	Others	Woman	12 747	77.8%
		Men	9 205	74.3%
		<b>Total</b>	<b>21 952</b>	<b>76.4%</b>
	<b>Total</b>	<b>Woman</b>	<b>22 596</b>	<b>81.4%</b>
		<b>Men</b>	<b>15 334</b>	<b>78.4%</b>
		<b>Total</b>	<b>37 930</b>	<b>80.2%</b>

Source: DRSI, MEQ, Cheminement scolaire à l'université.

\* Observation after one year (fall 2002) based on preliminary data collected in November 2002.

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- *The concepts of permanent school leaving and dropping out*, **No. 25, March 2003.**
- Beauchesne, Luc. *The School Population Map and Poverty Indices*, **No. 26, March 2003.**
- **No. 27, to come.**