

***Survey of 2002 New Brunswick
High School Graduates***

District 17: Oromocto



Department of Training and Employment Development / Ministère de la
Formation et du développement de l'emploi

Department of Education / Ministère de l'Éducation
April 2005

*Survey of 2002 New Brunswick
High School Graduates*

Prepared For:

**The Department of Training and Employment Development
The Department of Education**

**The Government of New Brunswick
PO Box 6000
Fredericton, NB E3B 5H1**

Prepared By:



MARKETQUEST
RESEARCH GROUP INC.

**860 Main Street, Suite 503
Moncton, NB
E1C 1G2**

Table of Contents

1.0	SYNOPSIS	3
2.1	SCHOLASTIC PROFILE.....	4
2.1.1	<i>Number of Years of High School Completed in New Brunswick</i>	4
2.1.2	<i>Marks During High School</i>	4
2.2	EMPLOYMENT DURING HIGH SCHOOL	5
2.2.1	<i>Percentage Employed During High School</i>	5
2.2.2	<i>Motivations for Working</i>	5
2.2.3	<i>Number of Years Employed</i>	6
2.2.4	<i>Occupation</i>	6
2.2.5	<i>Number of Hours Worked</i>	7
2.3	PARTICIPATION IN CAREER DEVELOPMENT PROGRAMS AND ACTIVITIES	7
2.3.1	<i>Co-op Education/Work Experience Program</i>	7
2.3.2	<i>Youth Apprenticeship Program</i>	8
2.3.3	<i>Career Days/Fairs/Workshops</i>	8
2.3.4	<i>Other Career Development Related Activities</i>	8
2.4	EXPECTATIONS AND PLANNING FOR FUTURE ENDEAVORS.....	9
2.4.1	<i>Respondents' Expectations Following Graduation from High School</i>	9
2.4.2	<i>Parents' Expectations for Children Following Graduation from High School</i>	10
2.4.3	<i>Planning for Post-Graduation Activities</i>	11
2.4.4	<i>Guidance Counselor Services</i>	12
2.4.5	<i>Influences on Post-High School Activities</i>	13
2.5	PREPAREDNESS FOR FUTURE ENDEAVORS	16
2.5.1	<i>Post-Secondary Preparation</i>	16
2.5.2	<i>Workforce Preparation</i>	19
3.0	EXPERIENCES FOLLOWING GRADUATION FROM HIGH SCHOOL.....	20
3.0	EXPERIENCES FOLLOWING GRADUATION FROM HIGH SCHOOL.....	20
3.1	PROFILE OF SURVEY RESPONDENTS	20
3.2	COMPLETION RATE FOR FIRST YEAR OF STUDIES	20
3.3	MOBILITY OF RESPONDENTS	21
4.0	THE POST-SECONDARY EDUCATION EXPERIENCE	22
4.1	SECTION OVERVIEW	22
4.2	SELECTION OF POST-SECONDARY INSTITUTION	22
4.2.1	<i>Name and Type of Institution</i>	22
4.2.2	<i>Location of Institution</i>	23
4.2.3	<i>Influences on Type of Institution Chosen</i>	23
4.3	SCOPE OF STUDY	25
4.3.1	<i>Educational Status and Field of Study</i>	25
4.3.2	<i>Length of Program</i>	25
4.3.3	<i>Outcome of Program of Study</i>	26
4.4	EXPECTATIONS FOR THE FUTURE	27
4.4.1	<i>Likelihood of Finishing Program of Study</i>	27
4.4.2	<i>Future Plans for Education</i>	28
4.5	FINANCING POST-SECONDARY EDUCATION	29
4.5.1	<i>Method of Financing</i>	29
4.5.2	<i>Source of Financial Advice</i>	30
4.6	RELATIONSHIP OF HIGH SCHOOL ACTIVITIES TO POST-SECONDARY EDUCATION.....	31
4.7	OPPORTUNITIES AFTER COMPLETION OF POST-SECONDARY EDUCATION.....	32
4.7.1	<i>Respondents Currently Attending an Institution Outside New Brunswick</i>	32

4.7.2	<i>Respondents Currently Attending an Institution In New Brunswick</i>	34
4.7.3	<i>Employment in New Brunswick</i>	35
5.0	THE EMPLOYMENT EXPERIENCE	36
5.1	SECTION OVERVIEW	36
5.1.1	<i>Relationship of Employment to Work Experience Program</i>	37
5.2	RESPONDENTS WHO HAD NOT YET ATTENDED A POST-SECONDARY INSTITUTION.....	37
5.2.1	<i>Labour Force and Employment Status</i>	37
5.2.2	<i>Respondents Working in Reference Week</i>	39
5.2.3	<i>Respondents Not Working in Reference Week</i>	41
5.2.4	<i>Mobility</i>	42
5.2.5	<i>Reasons for Not Yet Attending a Post-Secondary Institution</i>	43
5.2.6	<i>Future Plans for Post-Secondary Education</i>	47
5.3	RESPONDENTS WHO HAD ATTENDED AND DISCONTINUED POST-SECONDARY STUDIES	51
5.3.1	<i>Labour Force and Employment Status</i>	52
5.3.2	<i>Respondents Working in Reference Week</i>	53
5.3.3	<i>Respondents Not Working in Reference Week</i>	56
5.3.4	<i>Mobility</i>	56
5.3.5	<i>Future Plans for Post-Secondary Education</i>	57
5.4	RESPONDENTS WHO HAD ATTENDED AND COMPLETED POST-SECONDARY STUDIES	61
5.4.1	<i>Labour Force and Employment Status</i>	61
5.4.2	<i>Respondents Working in Reference Week</i>	62
5.4.3	<i>Respondents Not Working in Reference Week</i>	64
5.4.4	<i>Mobility</i>	64
5.4.5	<i>Future Plans for Post-Secondary Education</i>	65
6.0	DEMOGRAPHIC PROFILE OF 2002 RESPONDENTS	67

1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. The following section presents the detailed findings for respondents from district 17-Oromocto, one of the anglophone districts of the province. Of the 351 individuals who graduated from schools in this district in June 2002, 205 were interviewed for this study¹.

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

¹ This sample size provides a margin of error of $\pm 4.4\%$ at the 95% confidence level, or 19 times out of 20. Throughout this report, readers should exercise caution when interpreting results and data based on sample sizes of 30 or lower.

2.0 The High School Experience

In this section of the report, respondents' high school experiences were explored, including activities and employment during high school, planning and expectations for future endeavors, and respondents' opinions of how well high school prepared them for the future.

2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick, and were asked to identify their average marks during their high school years.

2.1.1 Number of Years of High School Completed in New Brunswick

The vast majority of respondents (95%) completed all of their high school years in New Brunswick.

	(n=205)	% of Respondents
One	2	0.9
Two	3	1.5
Three	5	2.4
Four	195	95.2

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, three-quarters (75%) of respondents expressed that the majority of their marks were between 70% and 89%. More than one in ten respondents (11%) earned marks between 90% and 100%.

Readers should take note that these results were self-reported by respondents approximately 20 months following graduation, and may not reflect the actual marks that appeared on their high school transcript. Furthermore, the survey sample was not designed to be representative by marks distribution; therefore, this finding should not be generalized to all 2002 graduates.

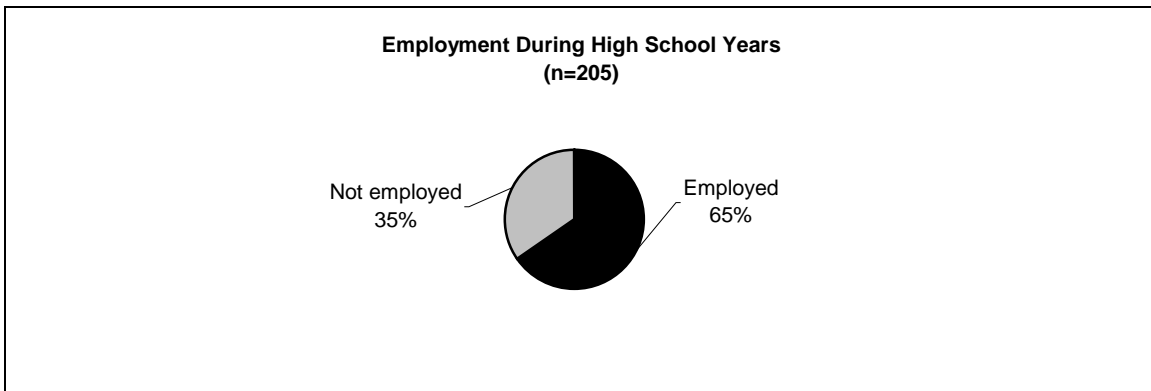
	(n=205)	% of Respondents
Between 90% and 100%	23	11.2
Between 80% and 89%	65	31.7
Between 70% and 79%	89	43.4
Between 60% and 69%	26	12.7
No response/refused	2	1.0

2.2 Employment During High School

Respondents were asked about their employment experiences during high school, including reasons for working, occupation, number of hours worked, and number of years employed.

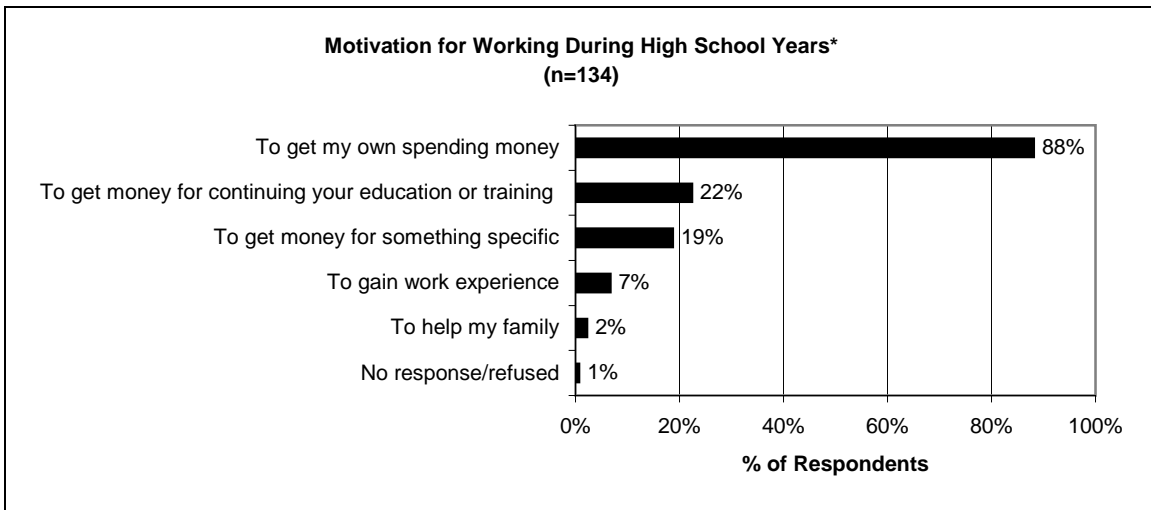
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), approximately two-thirds (65%) of respondents were employed for wages during high school.



2.2.2 Motivations for Working

For nearly nine of ten respondents, the desire to obtain spending money was cited as a reason for working during high school (88%). Second to this, 22% of these respondents indicated that they worked to obtain money for continuing their education or training beyond high school.



*Multiple responses allowed

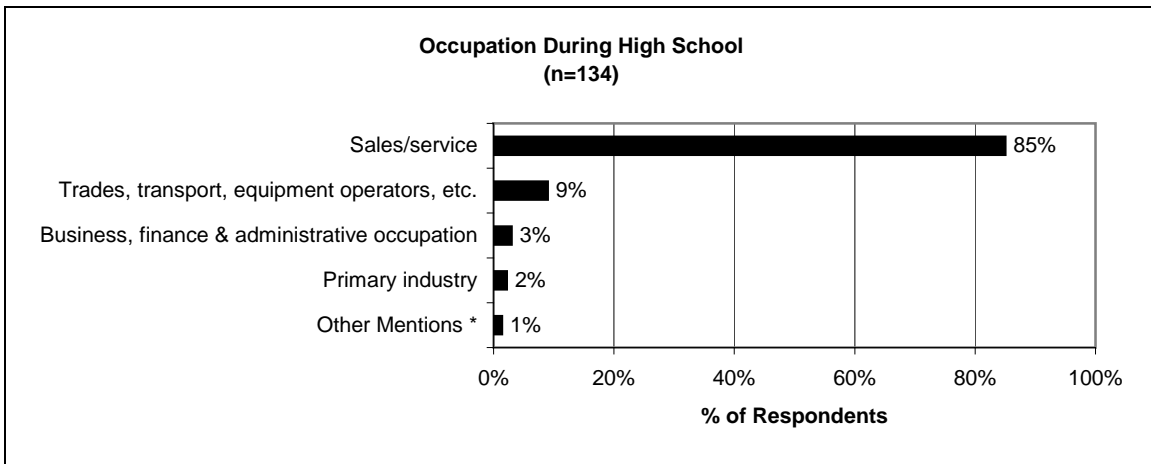
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (83%) and/or grade 12 (95%). As illustrated in the following table, the likelihood of employment increased as respondents moved from grade 9 to grade 12.

Employment During High School		
	(n=134)	% of Respondents
During grade 9	28	20.9
During grade 10	70	52.2
During grade 11	111	82.8
During grade 12	127	94.8

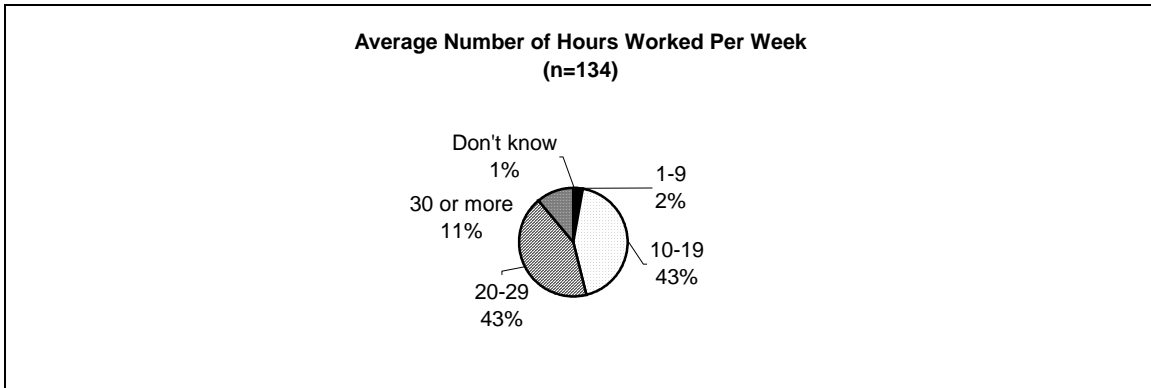
2.2.4 Occupation

Of the respondents employed during high school, the majority (85%) worked in the sales and service occupations.



2.2.5 Number of Hours Worked

On average, respondents from district 17 who were employed during high school worked 19.4 hours per week. Overall, the majority of these respondents were employed on a part-time basis (89%).



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development activities and programs during high school were assessed. All respondents from district 17 attended a high school where at least one type of career development activity or program was available to them and more than eight in ten (85%) respondents participated in such an activity or program during their high school years. It appeared that career development programs had a significant influence on participants' decisions; co-op education/work experience programs (68%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by youth apprenticeship programs (31%). Career development activities had less influence (career days/fairs/workshops (58%), and other career related activities (54%)).

2.3.1 Co-op Education/Work Experience Program

Almost all (98%) respondents indicated that a co-op education/work experience program was offered at their high school, and approximately 29% of these respondents reported participation in the program. Of those who participated in the program, 68% felt that the program had had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program		
	(n=59)	% of Respondents
A lot of influence	21	35.6
Some influence	19	32.2
Not much influence	9	15.3
No influence	10	16.9

² Influence: Includes "a lot of influence" or "some influence".

2.3.2 Youth Apprenticeship Program

For the majority of respondents (57%), youth apprenticeship programs were offered at their high school. Of those with such activities available, approximately 14% reported participation, while 31% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program		
	(n=16)	% of Respondents
A lot of influence	2	12.4
Some influence	3	18.8
Not much influence	7	43.8
No influence	4	25.0

2.3.3 Career Days/Fairs/Workshops

For the majority of respondents (94%), career days/fairs/workshops were offered at their high school. Of those with such activities available, approximately eight in ten (80%) reported participation, while 58% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Career Days/Fairs/Workshops		
	(n=153)	% of Respondents
A lot of influence	29	19.0
Some influence	59	38.6
Not much influence	38	24.8
No influence	27	17.6

2.3.4 Other Career Development Related Activities

Approximately half of respondents (49%) reported that other career development related activities were offered at their school and over half (54%) of these respondents reported participation in those activities. In total, 54% of participants reported the activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Other Career Development Related Activities		
	(n=54)	% of Respondents
A lot of influence	10	18.5
Some influence	19	35.2
Not much influence	18	33.3
No influence	7	13.0

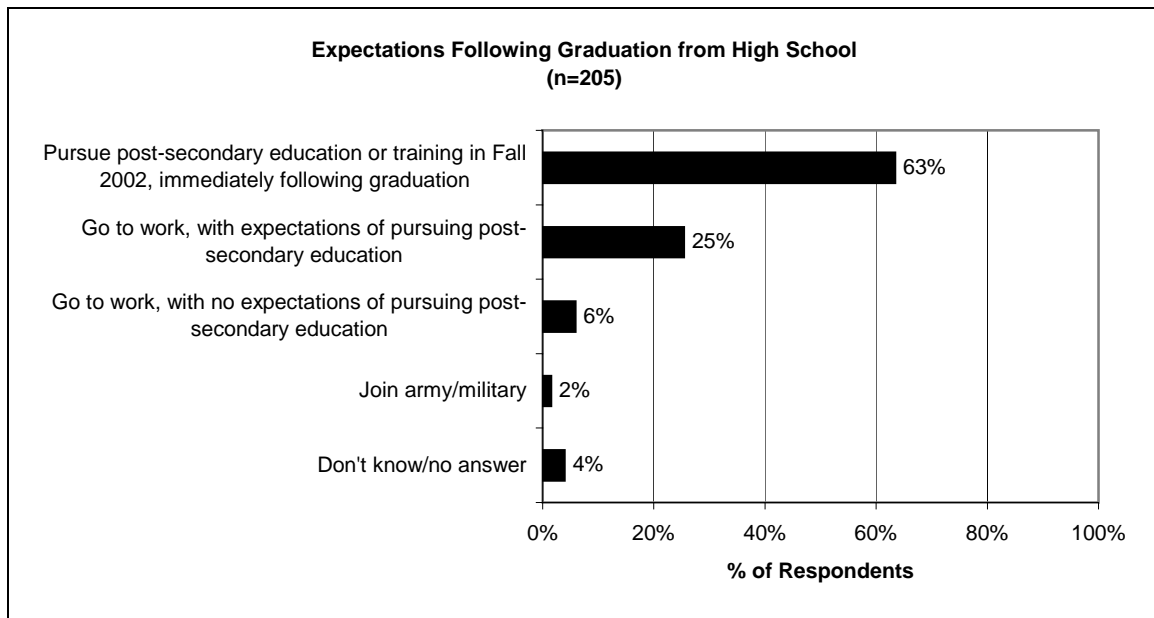
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning following graduation from high school including career goals, parents' expectations, planned field of study, and sources of information for planning.

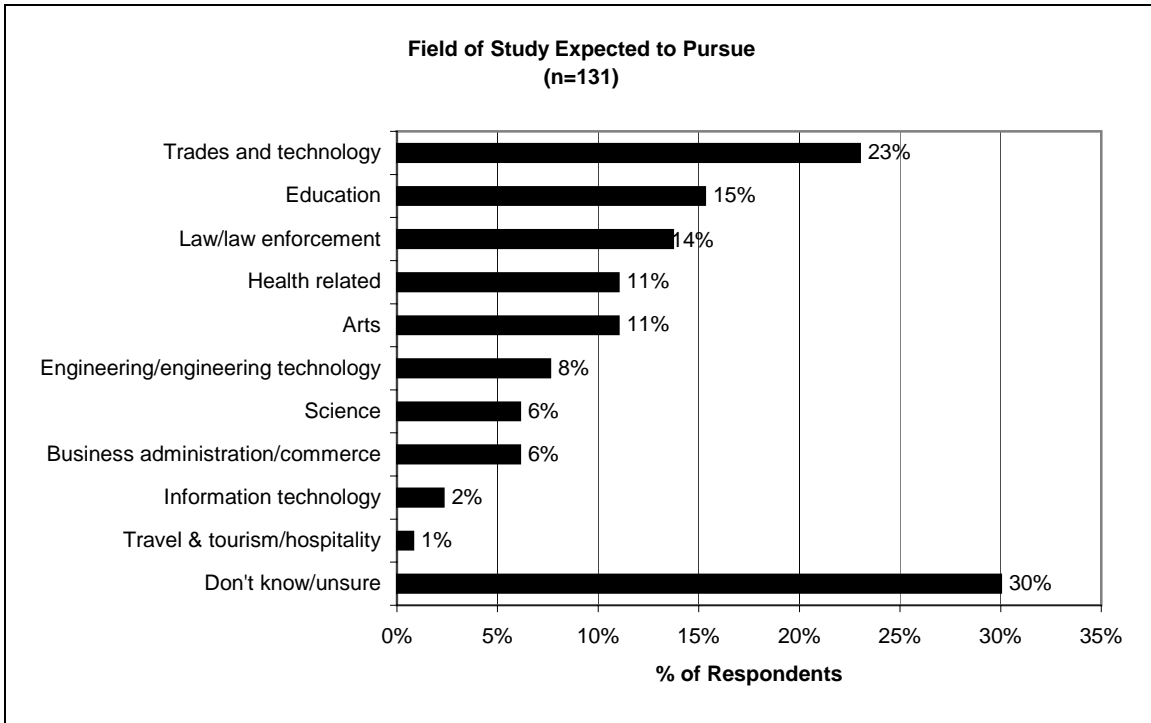
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, nearly two-thirds of respondents (63%) from district 17 expected they would pursue post-secondary education or training immediately following graduation from high school. In fact, at the time of the study, 76% of all respondents who had held clear expectations of what they would do after graduating from high school felt they had done what they had planned to do.

Respondents' expectations for themselves following graduation from high school were compared to their actual post-secondary activities. It was found that, at the time of the survey, 89% of those respondents who had expected to pursue post-secondary studies immediately following graduation had indeed attended a post-secondary institution since their graduation. By contrast, only 23% of those respondents who had planned to work and pursue post-secondary studies later had attended (or were attending) a post-secondary institution since graduation, while the remaining 77% had pursued other activities. Of those who had not intended to pursue post-secondary studies at all after graduation, only 17% had attended a post-secondary institution up to the time of the survey.



Over seven in ten respondents (72%) whose expectations involved post-secondary education had decided what field of study they wanted to pursue during their high school years. The most common fields mentioned were trades and technology (23%) and education (15%). Interestingly, the majority of respondents (64%) who were attending a post-secondary institution at the time of the survey and who had planned during high school to pursue a given field actually were pursuing education or training in that chosen field.

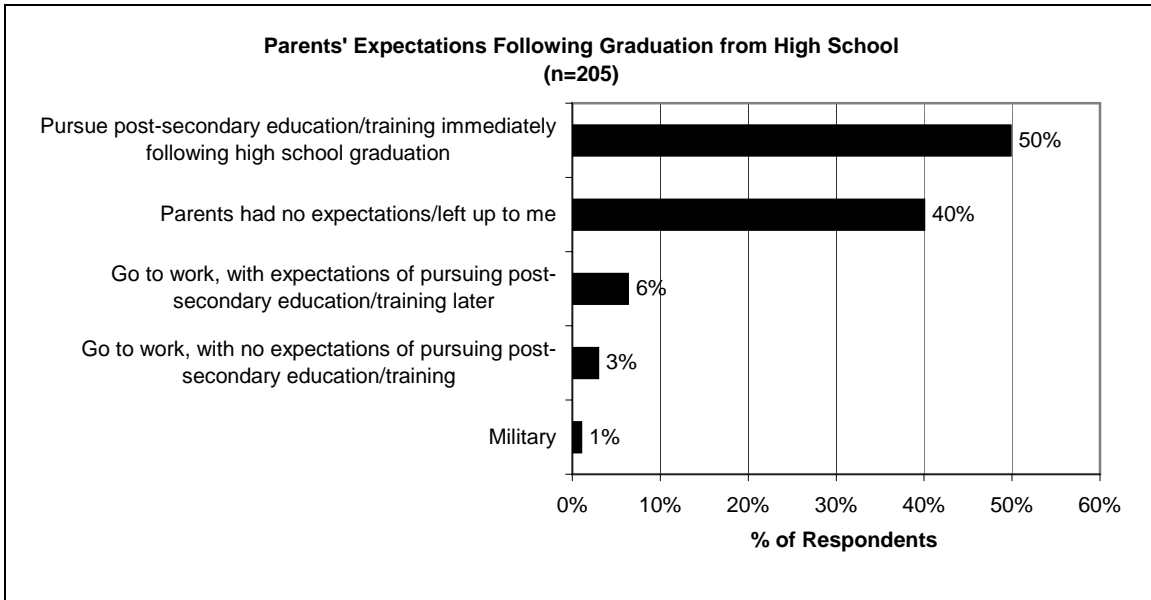


2.4.2 Parents³ Expectations for Children Following Graduation from High School

Half (50%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following high school graduation. Four in ten (40%) respondents felt that their parents had held no expectations for them following high school.

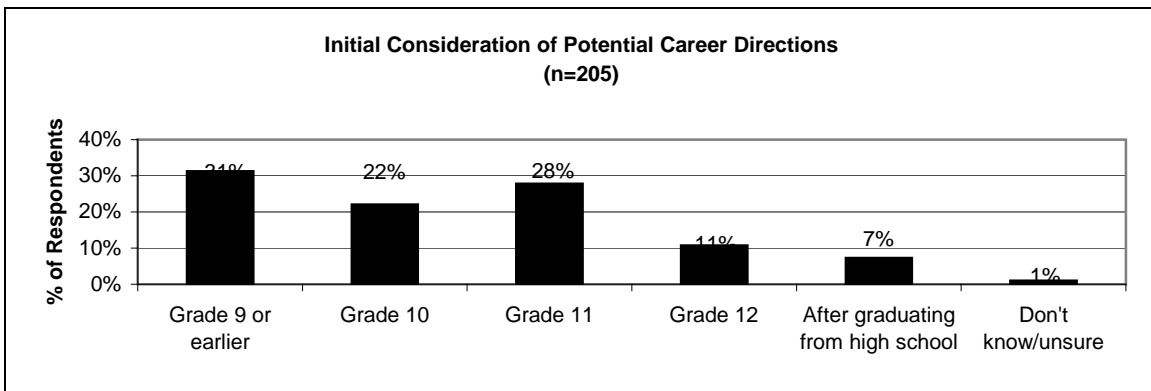
Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies or training had in fact attended a post-secondary institution immediately following high school (86%). Of those respondents who felt their parents had held no expectations for them but rather had left the decision to them, only 51% had pursued post-secondary studies, while 49% had not yet attended an institution at the time of the survey.

³ Parent: Includes parent/guardian throughout this report.

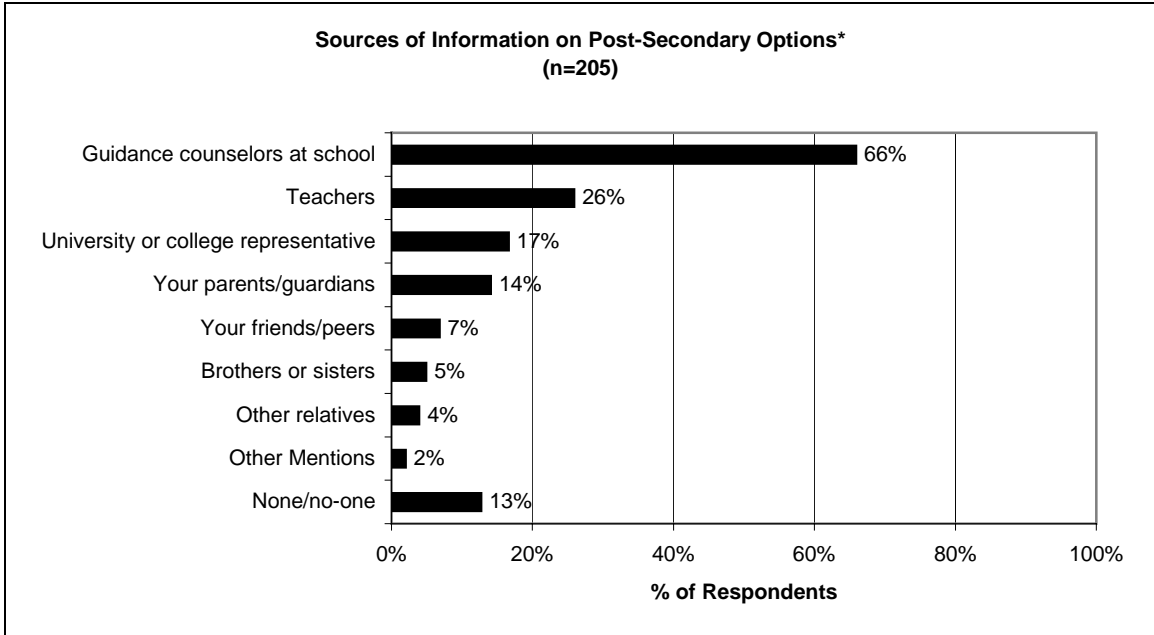


2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (92%), and approximately 81% reported that they had begun to think about their careers even prior to grade 12.



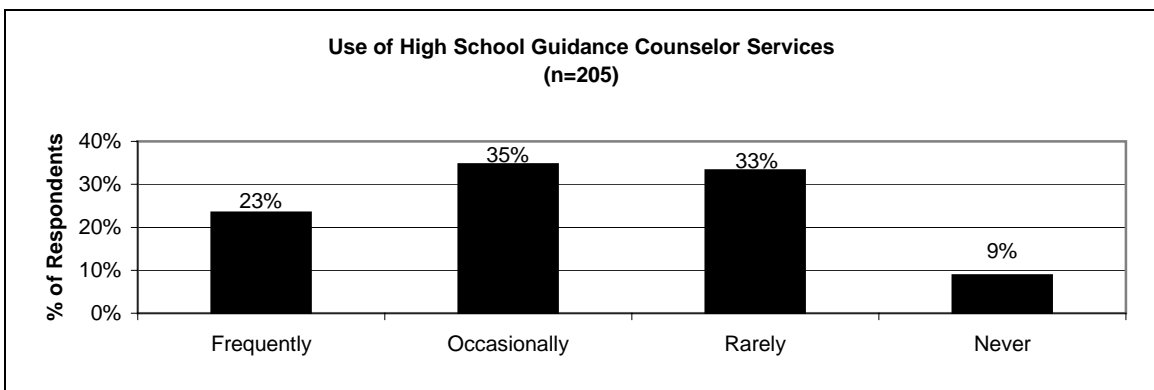
Approximately eight in ten respondents (79%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (66%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (26%), university or college representatives (17%), and parents/guardians (14%) as sources of information.



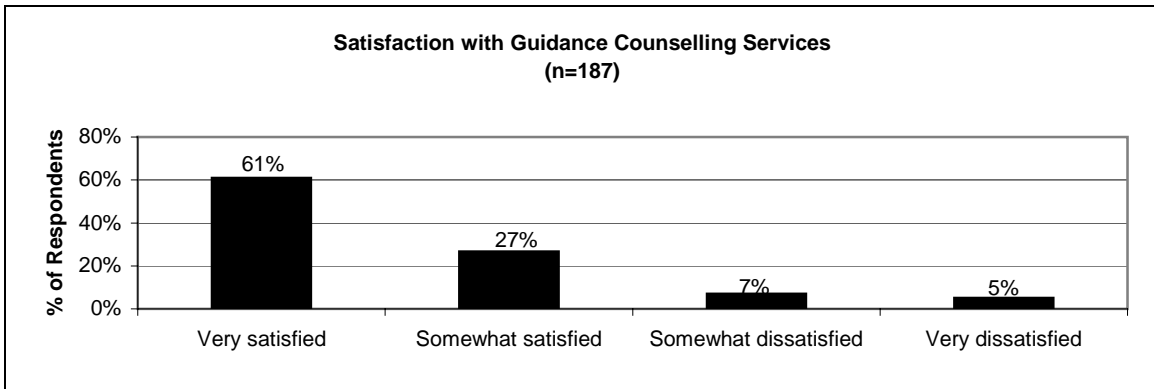
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Almost all respondents from district 17 mentioned they had employed guidance counselor services during high school (91%), with the majority using these services on an occasional (35%) or rare (33%) basis.



Of the respondents who had used guidance counseling services during their high school years, the majority of respondents (88%) were satisfied⁴ with the services they had received.

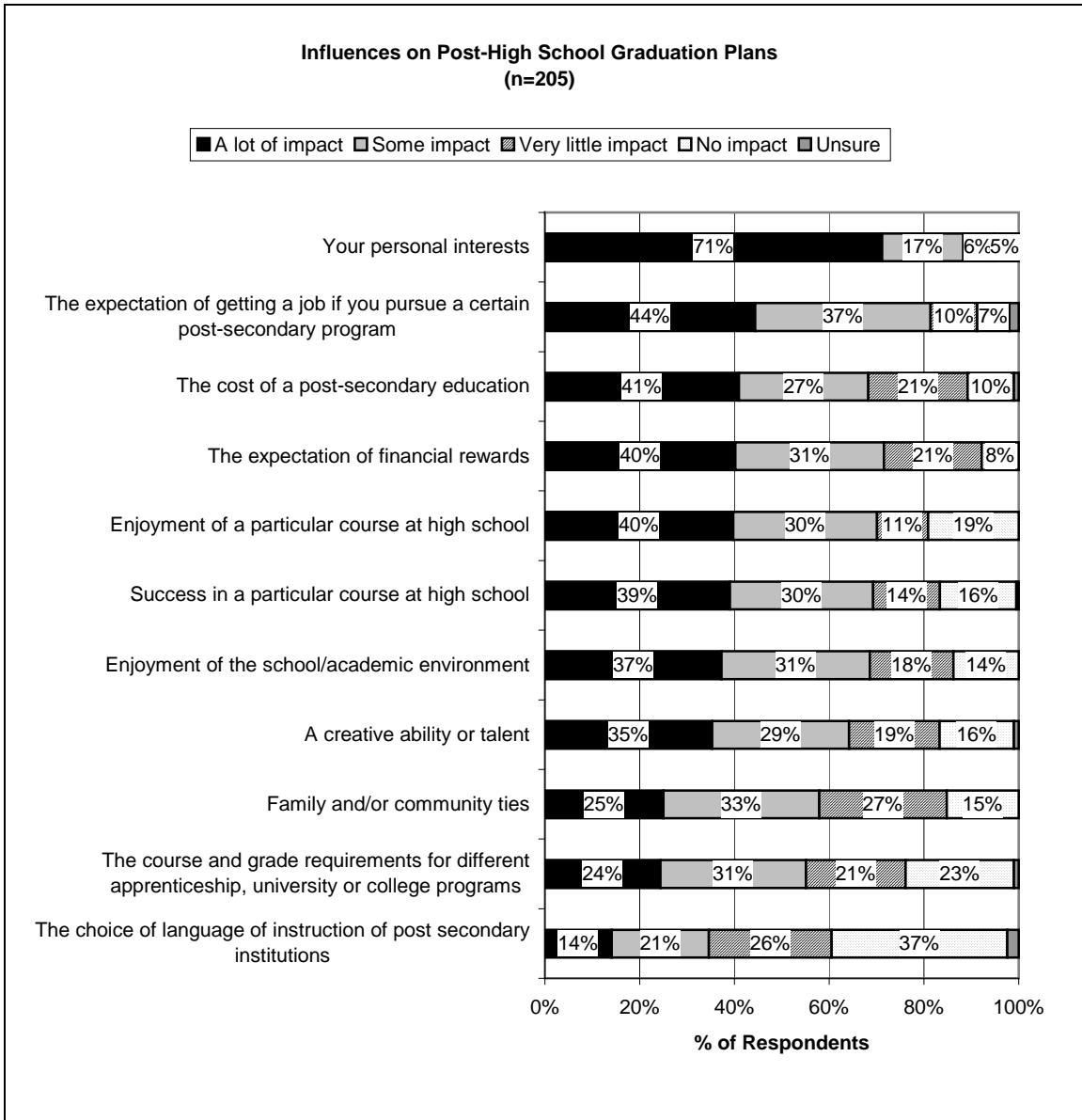


2.4.5 Influences on Post-High School Activities

Respondents were asked to rate eleven factors according to the extent to which they impacted their decision about what to do following graduation from high school. As illustrated in the chart below, personal interests appeared to play the largest role in the respondents' path following high school (88%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (81%), expectation of financial rewards (71%), and enjoyment of a particular course in high school (70%) were important factors in the decision. Factors that played a less prominent role in the decision included family and/or community ties (58%), the course or mark requirements for different programs (55%), and the choice of language of instruction at an institution (35%).

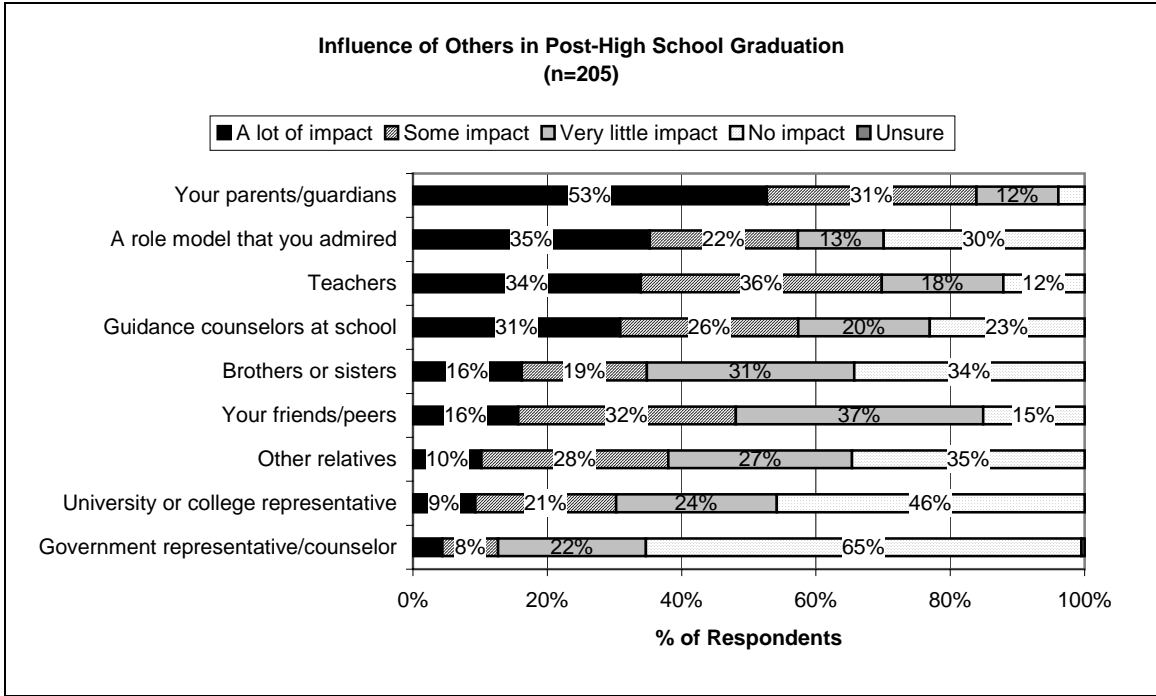
⁴ "Satisfied": Includes "very satisfied" or "somewhat satisfied".

⁵ Influence: Includes "a lot of impact" or "some impact".



In addition, respondents were asked to rate the level of influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (84%) had the most influence⁶ on their decisions, followed by teachers (70%), role models (57%), and guidance counselors (57%). Relatives (other than siblings and parents) (38%), brothers or sisters (35%), university or college representatives (30%), and government representative/ counselors (12%) had the least amount of influence on respondents' pursuits after graduation.

⁶ Influence: Includes "a lot of impact" or "some impact".



2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school prepared them for their future endeavors and to provide suggestions on how high school could better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (62%) felt that high school had provided them with the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (33%) or did so only in part (5%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, respondents suggested that it should be more challenging (18%), independent work should be encouraged (17%), and teachers should be stricter (9%).

Suggestions for Improvement- Study Habits*		
	(n=78)	% of Respondents
More challenging/greater workload/higher standards	14	17.9
Emphasize independent work/less babying	13	16.7
Stricter teachers/more discipline	7	9.0
Teach study habits/study workshops	5	6.4
Mandatory to write final exams	5	6.4
Teach more essay writing/reading/research skills	4	5.1
More practical experience/application	3	3.8
More relevant course work in general	3	3.8
Mirror university style of teaching, testing	3	3.8
Increase course choices	2	2.6
More teacher support	2	2.6
More one on one with teachers/guidance counselors	2	2.6
Other Mentions	5	6.5
Don't know/No answer	16	20.5

*Multiple responses allowed

The majority of respondents (79%) felt that high school had provided them with the kind of academic preparation needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (14%) or did so only in part (7%).

Respondents who felt they were not prepared academically to pursue post-secondary education were asked to identify how high school could have prepared them better. The most common suggestions given by respondents were to increase course choices (21%), increase and toughen workload (14%), and improve university preparation courses (7%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=44)	% of Respondents
Increase course choices/more variety/co-op programs	9	20.5
More challenging/greater workload/higher standards	6	13.6
Increase/improve advanced courses or university preparation courses	3	6.8
Mirror university style of teaching	2	4.5
Teach study habits/study workshops	1	2.3
More practical experience/application	1	2.3
Offer more information on career choices	1	2.3
More study in English	1	2.3
More relevant course work in general	1	2.3
Offer more level one/more advanced courses	1	2.3
More study in math	1	2.3
More one on one with teachers/guidance counselor	1	2.3
More study in science	1	2.3
Stricter teachers/more discipline	1	2.3
Inform students of university requirements/what to expect	1	2.3
Other Mentions	1	2.3
Don't know /No answer	13	29.5

*Multiple responses allowed

Life Skills and Suggestions for Improvement

When asked to reflect on their high school years, 77% of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. The remaining 23% of respondents felt that high school either did not provide these skills (18%) or did so only in part (5%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestion was to increase instruction in time management (23%), life skills (19%), and budgeting skills (19%).

Suggestions for Improvement-Life Skills*		
	(n=48)	% of Respondents
Time management skills	11	22.9
Offer courses or workshops on life skills	9	18.8
Budgeting skills/financial	9	18.8
Stricter teachers/more structure	3	6.3
More challenging/greater workload/higher standards	3	6.3
Offer more information/more classes on life skills	3	6.3
Wider range of courses	2	4.2
Communications skills	1	2.1
Organizational skills	1	2.1
Provide more information on post-secondary/career options	1	2.1
Don't Know/No Answer	12	25.0

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, 78% of respondents indicated that high school had provided them with adequate preparation for the workforce, in terms of the necessary work-related skills. In addition, 22% of respondents felt that high school either did not provide these skills (16%) or did so only partially (6%).

When asked to identify how high school could have better prepared them for the workforce, the most common response given was to offer courses or workshops on job finding skills (26%), and to teach more life skills (7%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=46)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	12	26.1
Teach more life skills (finance, time management, people)	3	6.5
Offer more/better/longer co-op programs	2	4.3
More practical experience/application	1	2.2
Make work experience/co-op programs mandatory	1	2.2
Encourage more people to take the co-op program	1	2.2
Offer courses that relate to specific fields of study	1	2.2
Provide more information on career choices	1	2.2
Emphasize independent work/less babying	1	2.2
Don't know/No answer	23	50.0

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key objective of this study was to explore respondents' experiences following graduation from high school. When asked about their current life situation, 46% of respondents indicated that they were attending a post-secondary institution at the time of the study, while 54% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from district 17 can be classified into four distinct categories:

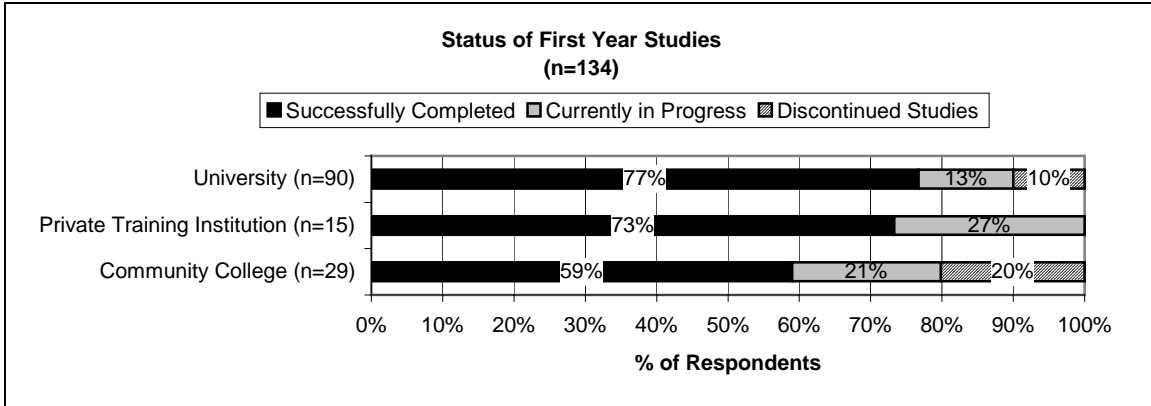
- respondents who were attending a post-secondary institution at the time of the survey (46%);
- respondents who had not yet attended a post-secondary institution (35%);
- respondents who had attended a post-secondary institution and discontinued their studies (13%); and
- respondents who had attended a post-secondary institution and fully completed their program (6%).

3.2 Completion Rate for First Year of Studies

Of the respondents who had attended a post-secondary institution at any time since graduation from high school in June 2002 (65% of respondents or n=134), nearly three-quarters (72%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less than one-year program), and 16% were in the process of completing their first year of studies.

Respondents who had attended a university reported the highest completion rate of their first year (77%), followed by respondents who had attended a private training institution (73%), and those who had attended a community college (59%). However, it should be noted that 27% of respondents who had attended a private training institution, 21% of respondents who had attended a community college, and 13% of respondents who had attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

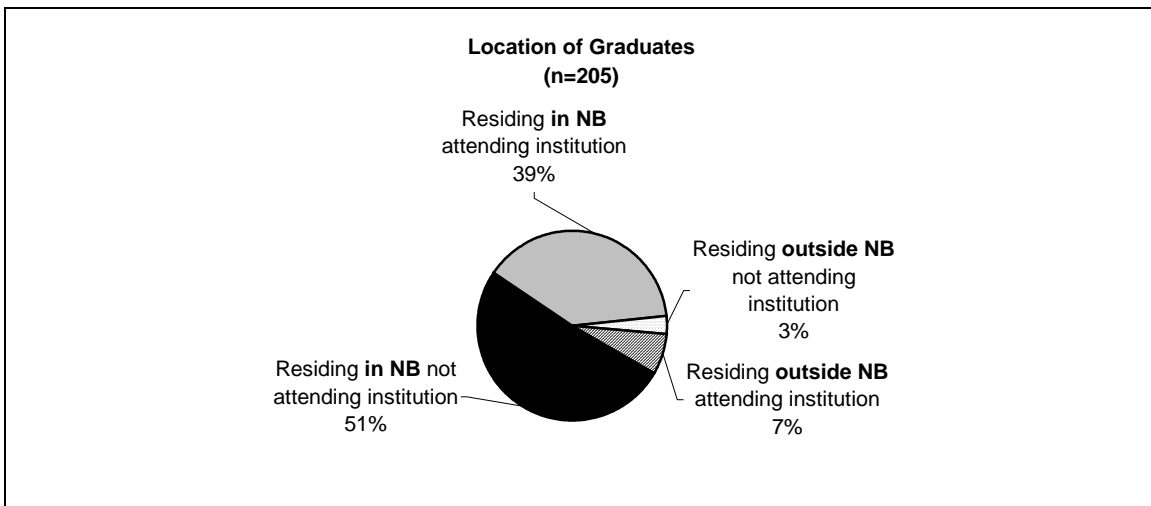


3.3 Mobility of Respondents

Overall, the majority of respondents resided in New Brunswick at the time of the survey (90%). Of those who had remained in the province, 43% had remained to attend an educational institution, while 57% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 26% were unsure, 42% indicated they would leave, and 32% said they were unlikely to leave.

Of those who had migrated outside the province, 71% had relocated to attend an educational institution, while 29% had moved to take advantage of more job and money opportunities outside the province. When asked if they were likely to return to New Brunswick, 10% were unsure, 38% indicated they would return, and 52% said they were unlikely to return.

Readers are again reminded that while the findings of the survey are applicable to the respondents, it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, graduate mobility, may require further examination in future research.



4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for employment opportunities upon completion of studies. *The Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 46% of respondents were engaged in post-secondary studies.

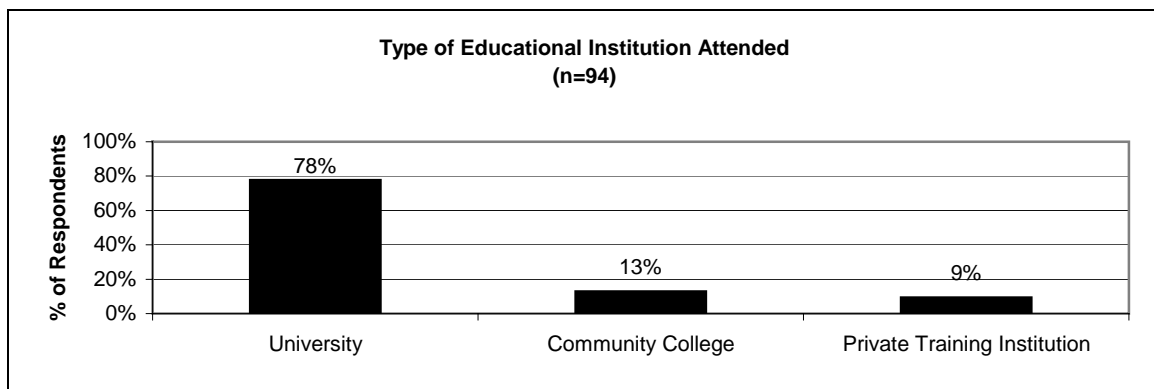
Overall, 75% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this same institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. Respondents indicated that they had been working full-time prior to their studies (71%), attending another post-secondary institution (13%), upgrading high school marks (8%), working part-time (4%), or not working / unemployed (4%).

4.2 Selection of Post-Secondary Institution

Respondents currently attending a post-secondary institution were asked to identify the name, type and location of the institution, as well the factors influencing their choice of institution.

4.2.1 Name and Type of Institution

At the time of the survey, the majority of respondents (78%) who were attending a post-secondary institution were attending a university. The remaining respondents were attending a community college (13%) or private training institution (9%).



At the time of the study, over one-third of respondents from district 17 who were engaged in post-secondary studies were attending the University of New Brunswick (37%), followed by St. Thomas University (29%). The majority of respondents indicated they were engaged in studies at their institution of choice (88%).

Name of Post-Secondary Institution		
	(n=94)	% of Respondents
University of New Brunswick	35	37.2
St. Thomas University	27	28.7
NBCC / CCNB	8	8.5
Compu College	2	2.1
Dalhousie University	2	2.1
Mount Allison University	2	2.1
Other Mentions	18	19.3

4.2.2 Location of Institution

The majority of respondents (84%) had chosen to attend a post-secondary institution within New Brunswick, while 16% of respondents had chosen to attend an institution outside their home province.

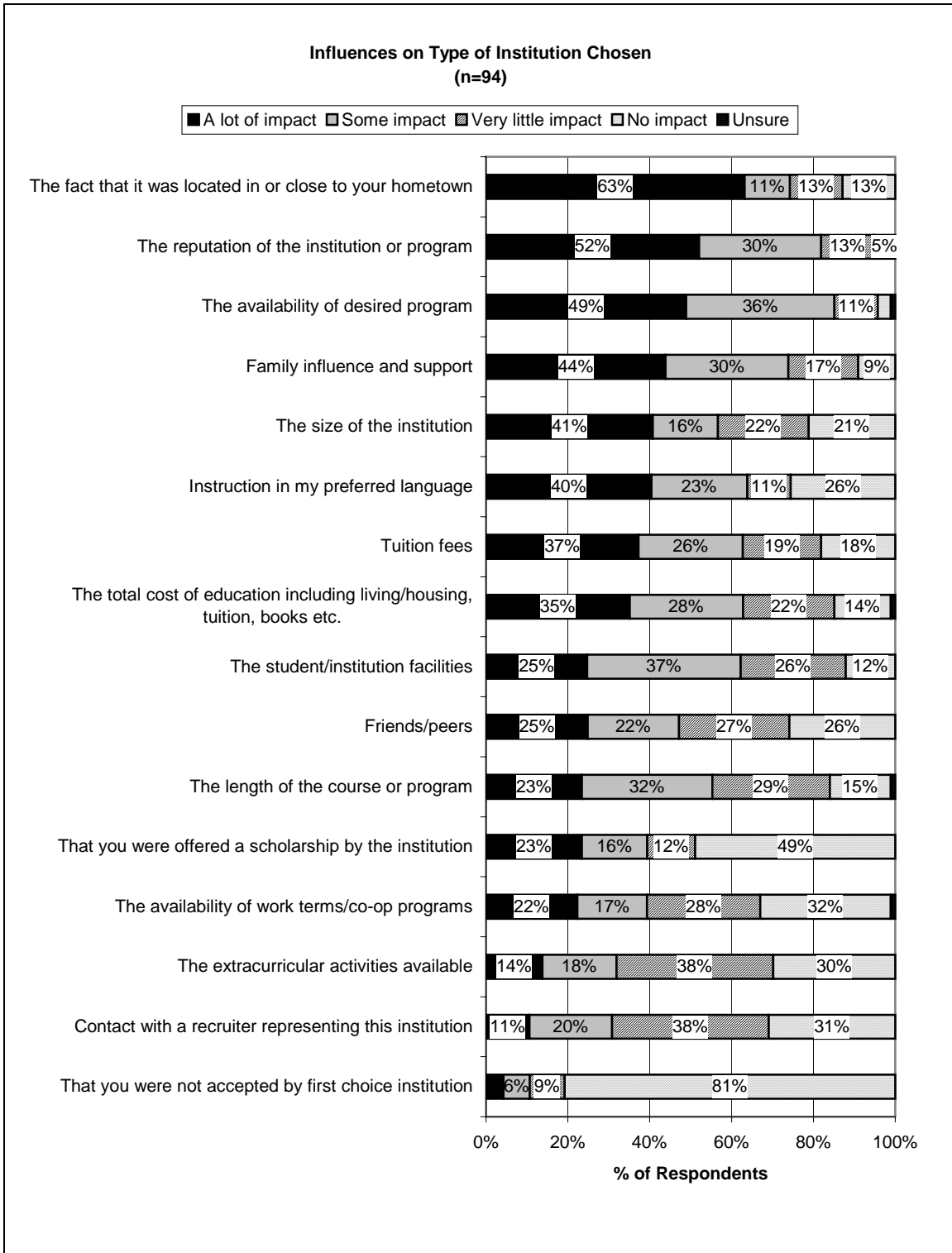
Location of Institution		
	(n=94)	% of Respondents
New Brunswick	79	84.0
Ontario	6	6.4
Nova Scotia	3	3.2
Prince Edward Island	3	3.2
Other Mentions	3	3.2

4.2.3 Influences on Type of Institution Chosen

To determine the impact of select factors on the choice of what type of institution to attend, respondents were asked to rate sixteen factors according to the impact each had on their decision. The factor with the most influence⁷ on the respondents' decision of what type of institution to attend was the availability of their desired program (85%). Second to this, respondents cited the reputation of the institution or program (82%), family influence and support (74%) and a location near one's hometown (74%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision was being offered a scholarship from the institution (39%), the availability of work terms/co-op programs (39%), the extracurricular activities available at the institution (32%), contact with a recruiter representing the institution (31%), or not being accepted by their first choice of institution (10%).

⁷ Influence: Includes "a lot of impact" and "some impact"

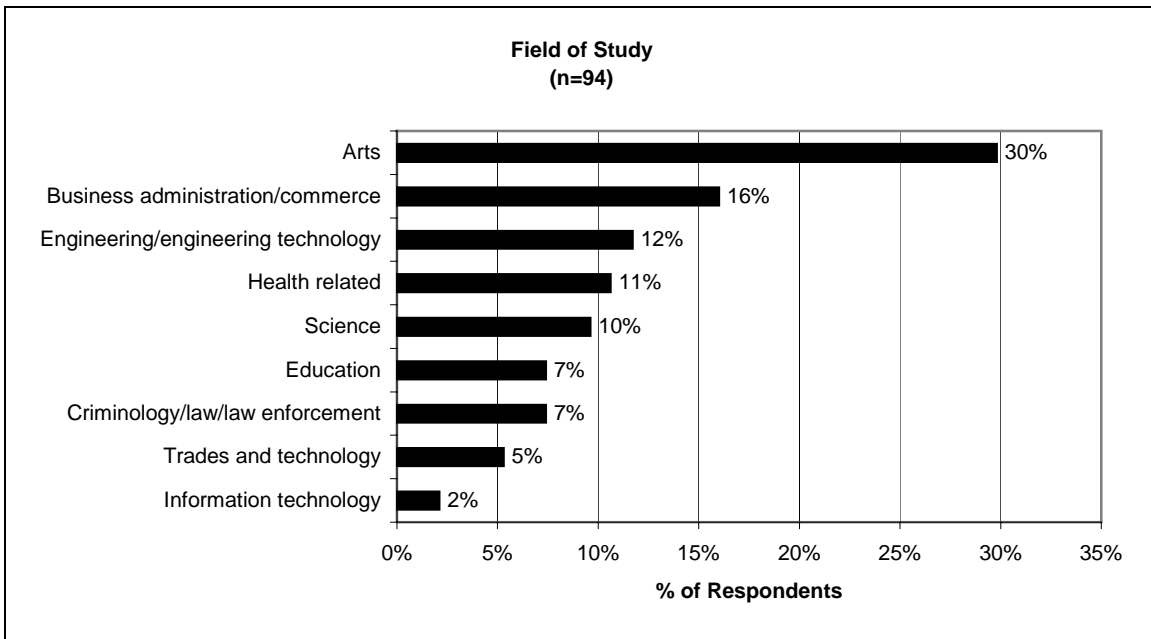


4.3 Scope of Study

Respondents were asked about their current program of study including their educational status, field of study, outcome and length of program.

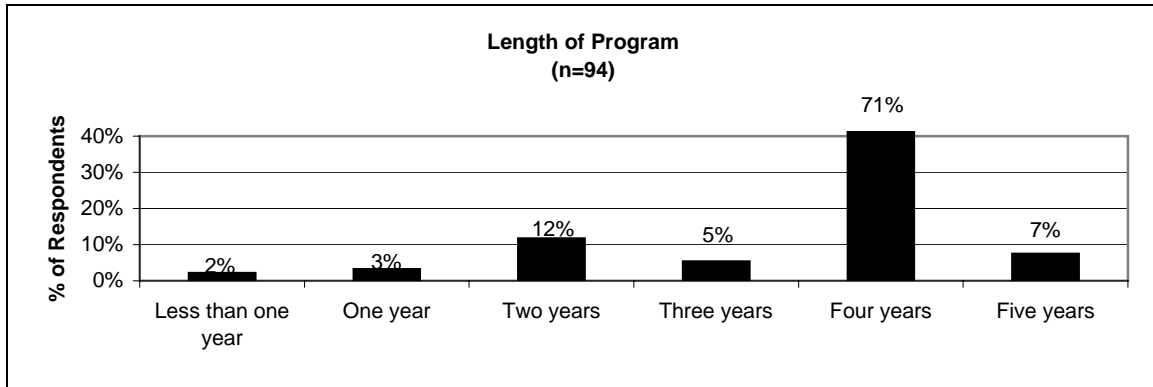
4.3.1 Educational Status and Field of Study

Nearly all respondents from district 17 who were pursuing post-secondary education at the time of the survey were attending classes full-time (93%). The most common fields of study reported by respondents attending a post-secondary institution were arts (30%), followed by business administration/commerce (16%).



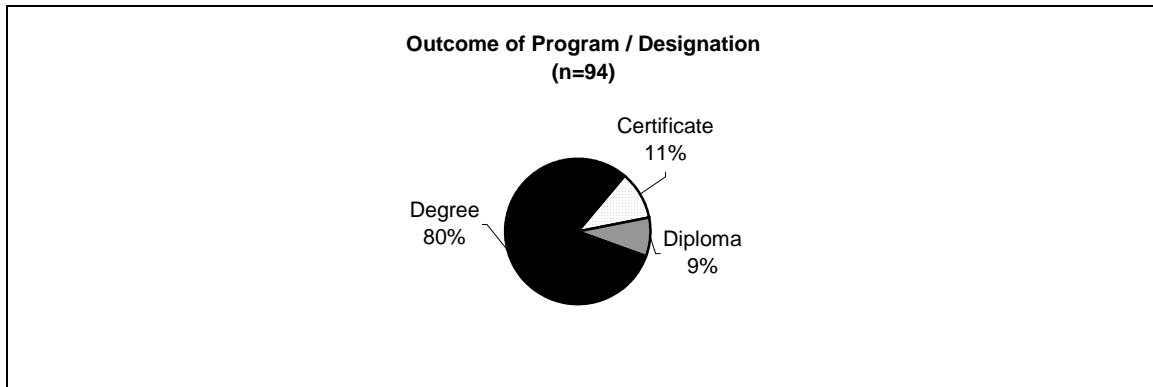
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (71%), followed by a two-year (12%) path of studies. As might be expected, respondents enrolled in a university were pursuing programs of longer duration (99% attending programs of four or more years in length) as compared to those attending community college (75% attending programs of two years or less) or a private training institution (78% attending programs of two years or less).



4.3.3 Outcome of Program of Study

The majority of respondents who were attending a post-secondary institution at the time of the survey indicated that they will receive a degree (80%) upon the completion of their program of study.

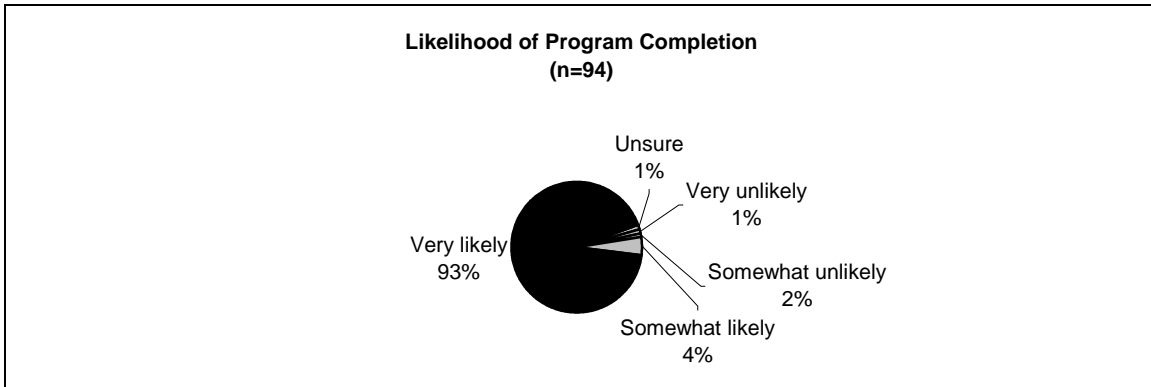


4.4 Expectations for the Future

In this section, respondents' expectations for the future were explored including likelihood of finishing their program of study, and future plans for education.

4.4.1 Likelihood of Finishing Program of Study

The overwhelming majority (96%) of respondents indicated they were likely⁸ to complete the post-secondary program in which they were enrolled. The three respondents who reported that completing their program was unlikely⁹ identified that planning on switching programs (n=2) or institutions (n=1) were reasons why they would be unlikely to complete their program¹⁰.



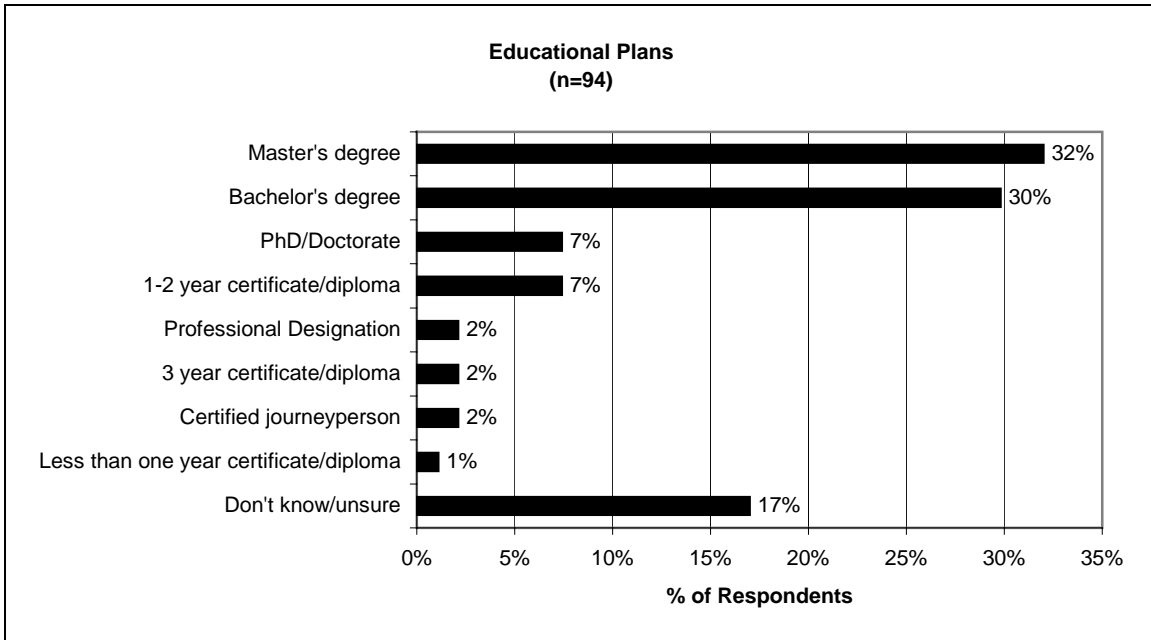
⁸ Likely: Includes "very likely" or "somewhat likely".

⁹ Unlikely: Includes "somewhat unlikely" or "very unlikely".

¹⁰ Multiple Responses Allowed

4.4.2 Future Plans for Education

A Master's degree was the most common level of educational attainment aimed for by respondents (32%). Second to this, respondents most commonly mentioned a Bachelor's degree (30%), PhD/Doctorate (7%), a 1-2 year certificate/diploma (7%), or a professional designation (2%). In addition, nearly two in ten respondents (17%) currently engaged in post-secondary studies were unsure of how far they would go with their education.

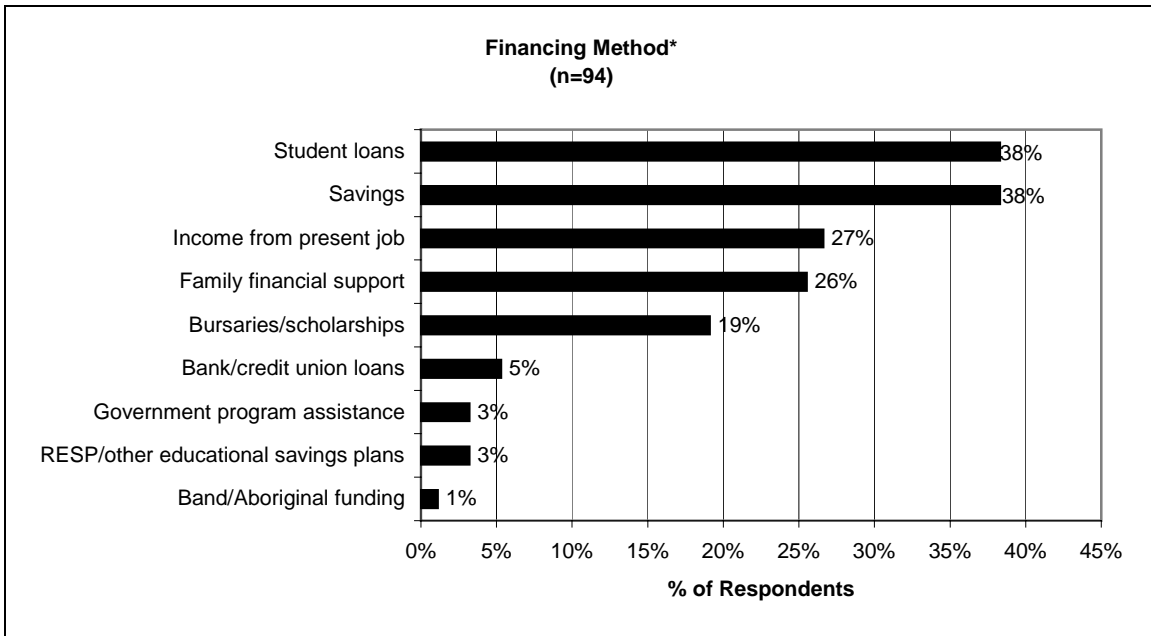


4.5 Financing Post-Secondary Education

In this section, respondents were asked about methods of financing post-secondary education and sources of financial advice.

4.5.1 Method of Financing

Of the district 17 respondents engaged in post-secondary studies at the time of survey, 38% indicated they were financing their education through government student loans, 38% through savings, 27% through income from their present job, and 26% through family financial support.

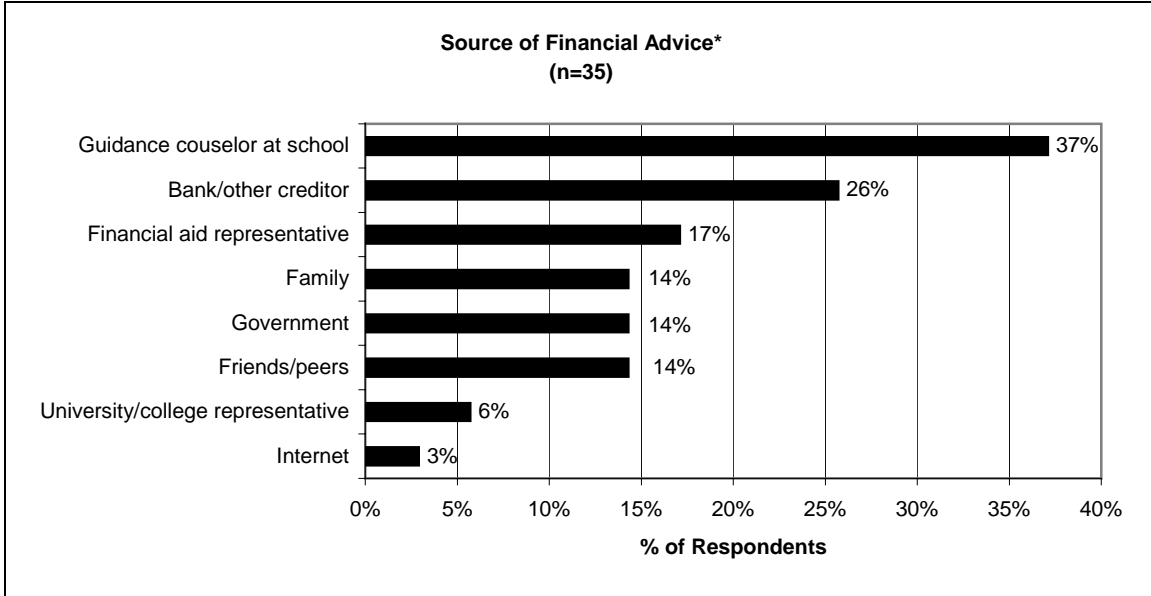


*Multiple responses allowed

4.5.2 Source of Financial Advice

Of the respondents who were enrolled in a post-secondary institution at the time of the survey, over one-third (37%) reported that they had sought financial advice or information about financing their post-secondary education.

Those who had sought advice most commonly received this advice from a guidance counselor at school (37%), a bank or creditor (26%), or from a financial aid representative (17%).

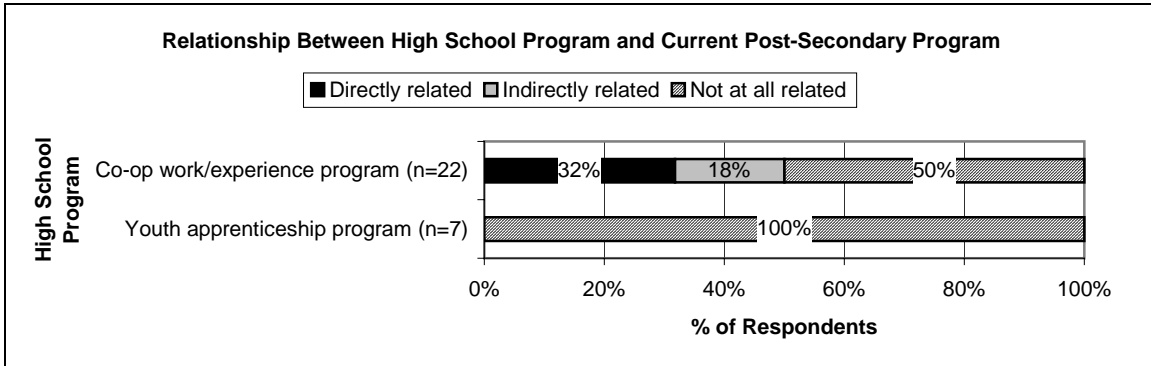


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 80% of respondents indicated they were at least somewhat satisfied (54% very satisfied, 26% somewhat satisfied).

4.6 Relationship of High School Activities to Post-Secondary Education

Participation in a co-op/work experience program during high school clearly bore a stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program. Approximately 50% of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (32%) or indirectly (18%) related to the co-op program they completed in high school. In contrast, 100% of respondents who had participated in a youth apprenticeship program indicated there was no relationship between the two programs.



4.7 Opportunities After Completion of Post-Secondary Education

Respondents were asked about opportunities for employment after completion of their post-secondary education, including mobility and confidence in obtaining employment in the province.

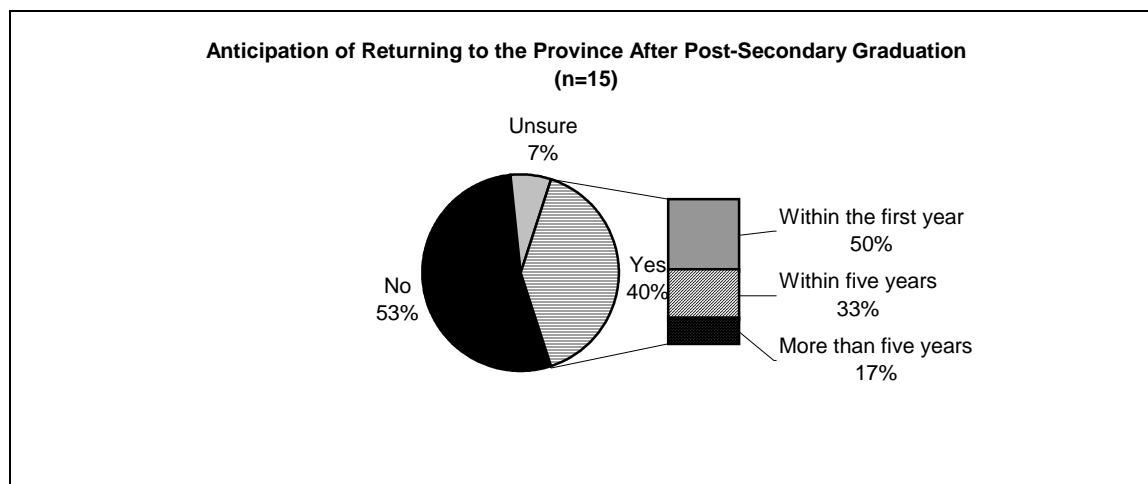
4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

Respondents who were attending an institution outside New Brunswick most commonly reported doing so because the program they wanted was not offered in New Brunswick (27%), personal or family reasons (27%), they wanted to experience new places (20%), and programs were perceived to be of higher quality at out of province institutions (13%).

Reasons for Attending an Institution Outside of New Brunswick*		
	(n=15)	% of Respondents
The program I wanted is not offered in New Brunswick	4	26.7
Personal/family reasons	4	26.7
New experience/ new places/ better reputation	3	20.0
Programs are of higher quality at out of province institutions	2	13.3
Cheaper	1	6.7
No specific reasons	1	6.6

* Multiple Responses Allowed

Six respondents attending an institution outside New Brunswick planned to return to the province after completion of their program of studies (40%). Of these respondents, three anticipated returning within the first year following graduation, two expected to return within five years of graduation from their current post-secondary education or training, and one planned to return in more than five years.



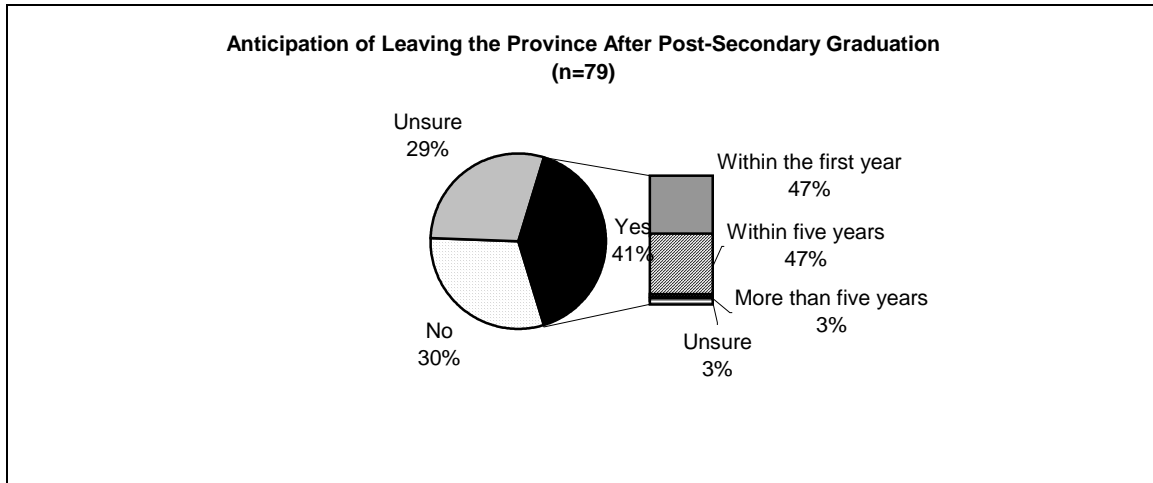
The top reason cited for not returning to New Brunswick (by those who had not planned to return or were unsure if they would return) was fewer job opportunities in New Brunswick and personal or family reasons (22% each).

Reasons for Not Returning to the Province*		
	(n=9)	% of Respondents
Lack of jobs/fewer job opportunities	2	22.3
Personal/family reasons	2	22.2
Better job opportunities	1	11.1
Lack of jobs in chosen field	1	11.1
Rather live in big city	1	11.1
Further education	1	11.1
Current employment	1	11.1

*Multiple Responses Allowed

4.7.2 Respondents Currently Attending an Institution In New Brunswick

Of the respondents who were attending a post-secondary institution in New Brunswick at the time of the study, 41% anticipated leaving the province after they finished their current post-secondary education or training with the majority of these respondents anticipating leaving within five years following graduation (94%).



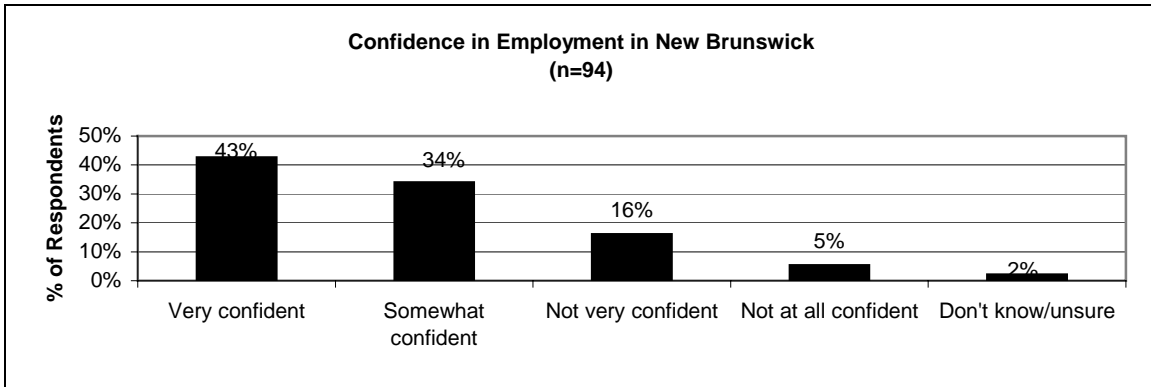
Respondents most commonly cited better job opportunities (34%) as motivations for leaving New Brunswick.

Reasons for Leaving the Province*		
	(n=32)	% of Respondents
Better job opportunities	11	34.4
Further education	7	21.9
For a change	6	18.8
To travel/ see other places	2	6.3
Better wages	2	6.3
Personal/family reasons	2	6.3
Lack of jobs in chosen field	1	3.0
Lack of jobs/fewer job opportunities	1	3.0

*Multiple Responses Allowed

4.7.3 Employment in New Brunswick

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. Over three-quarters of respondents (77%) felt confident¹¹ that they would be able to find employment in their field of study in New Brunswick after they finished their current post-secondary education, if they so desired.



¹¹ Confidence: Includes “very confident” or “somewhat confident”.

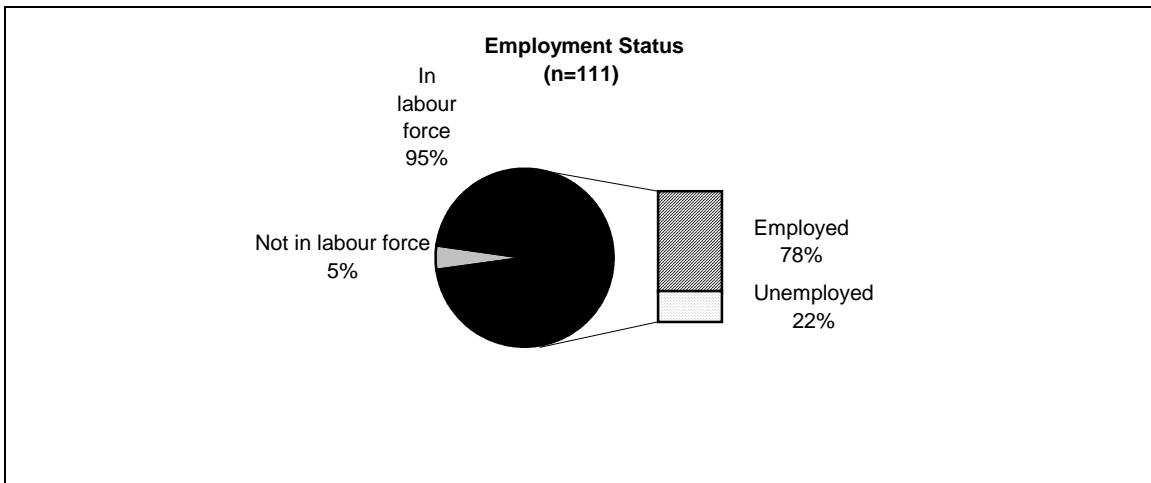
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for the respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had never attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued their studies, and those who had already completed their entire program of studies. Respondents were asked about their employment status during the reference week of January 4th-10th 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their plans to leave or return to New Brunswick, and their future plans to pursue or return to post-secondary studies.

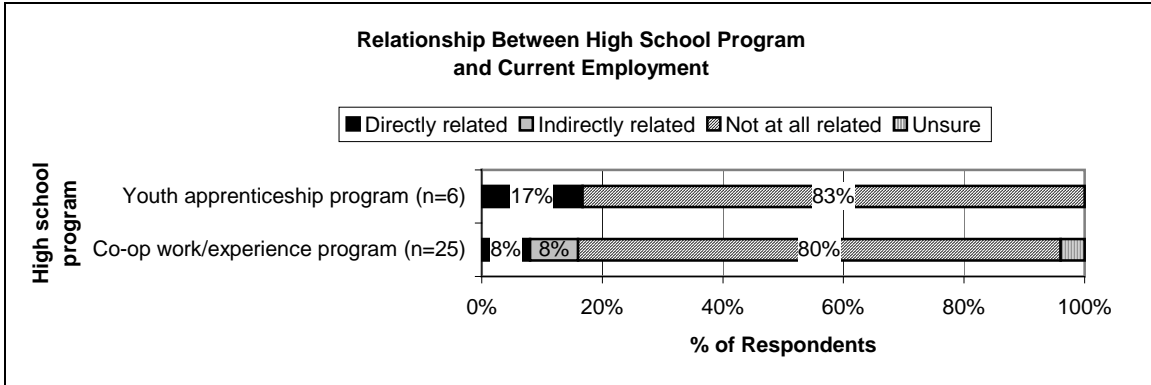
Overall, 54% of respondents were not attending a post-secondary institution at the time of this study. Although not attending at that time, 36% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 35% reported successfully completing the entire program and 65% reported discontinuing their studies.

During the reference week, 95% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 5% were not. Of those respondents in the labour force, 78% were employed (full-time: 83%; part-time: 17%) and 22% were unemployed. It should be noted that respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours etc.) and were therefore excluded from the analysis of these questions.



5.1.1 Relationship of Employment to Work Experience Program

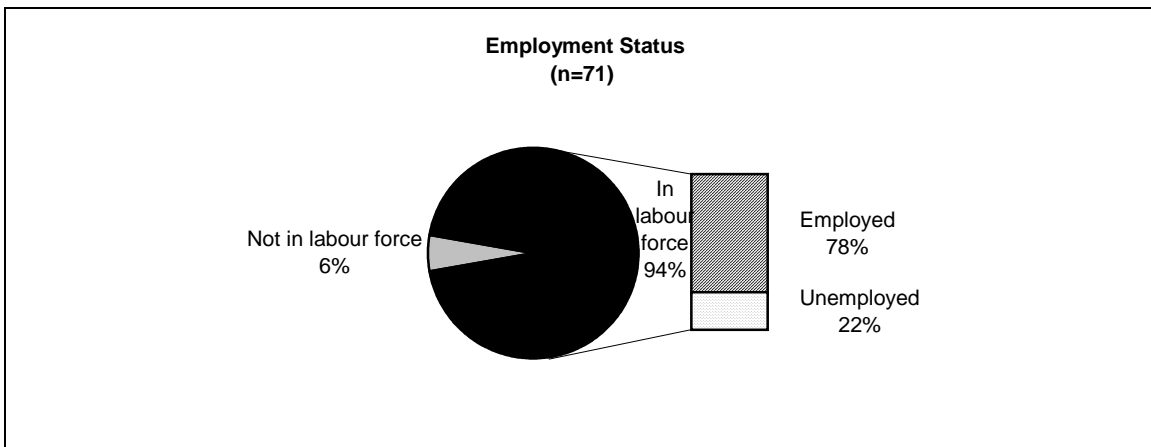
The majority of employed respondents who had participated in a co-op/work experience program during high school indicated that the program was not at all related to their current employment (80%). Similarly, the majority of employed respondents who had participated in a youth apprenticeship program felt that their job was not at all related to the program (83%).



5.2 Respondents Who Had Not Yet Attended a Post-Secondary Institution

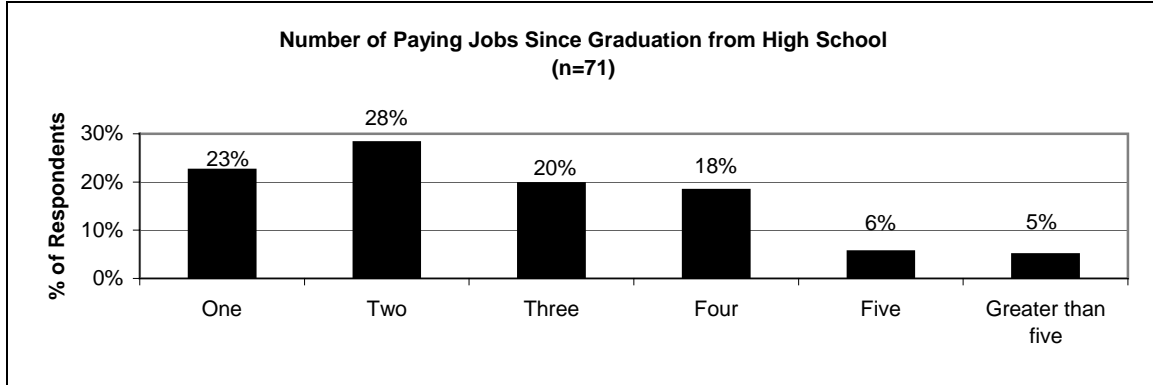
5.2.1 Labour Force and Employment Status

A total of 35% of respondents from district 17 had not yet attended a post-secondary institution at the time of the survey. During the reference week, 94% of these respondents were in the labour force, while 6% were not. Of those respondents in the labour force, 78% were employed (full-time: 83%; part-time: 17%) and 22% were unemployed.



Number of Jobs

On average, respondents who had never attended a post-secondary institution reported having 2.6 paying jobs since graduation from high school.

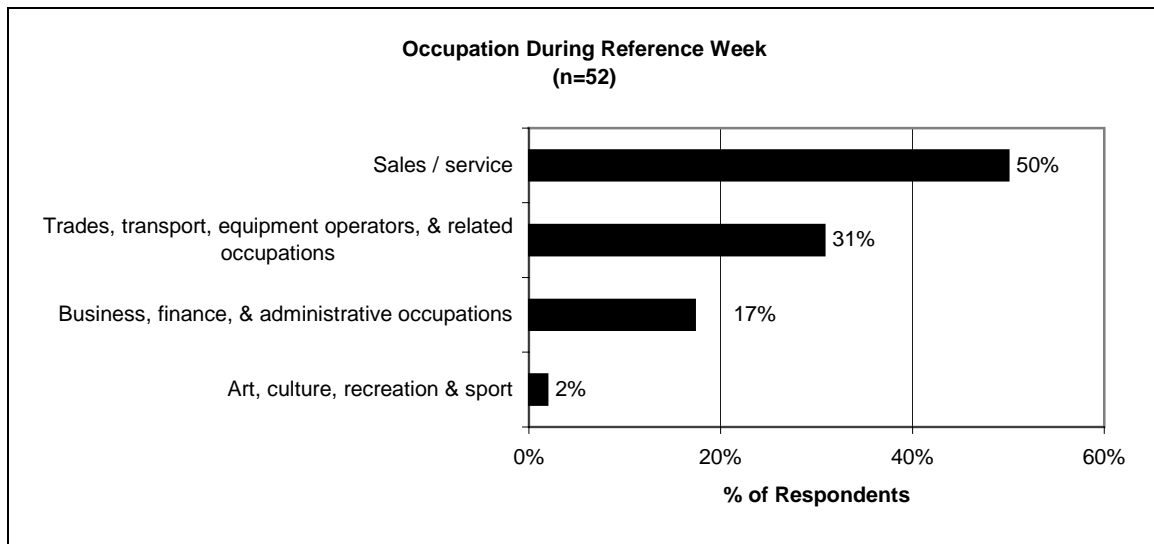


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 73% were employed during the reference week. Only one graduate (2%) who had not yet attended a post-secondary institution indicated he/she was participating in an apprenticeship program during the reference week.

Occupation

During the reference week, the majority of employed respondents reported working in a sales or service occupation (50%).



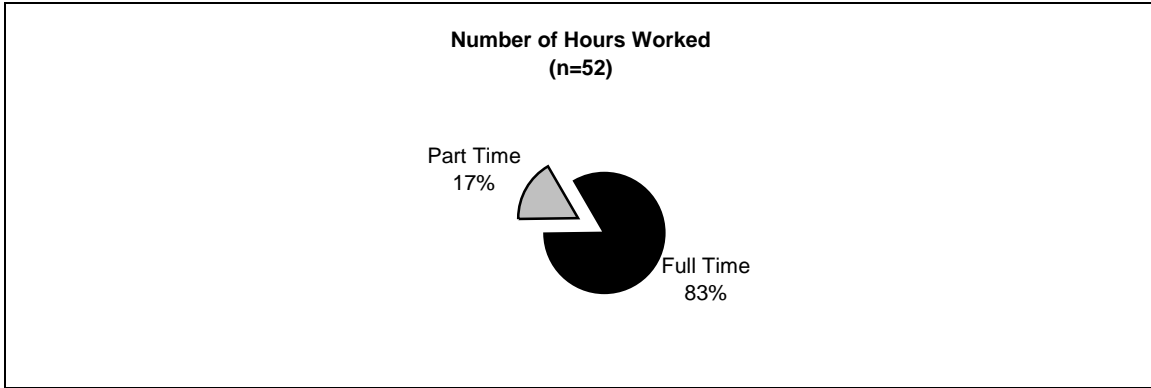
Industry

The majority of working respondents who had never engaged in post-secondary education or training reported holding positions in the retail trade industry (29%) during the reference week.

Type of Business, Industry or Service During Reference Week		
	(n=52)	% of Respondents
Retail Trade	15	28.8
Construction	6	11.5
Administrative support, waste management & remediation	6	11.5
Accommodations, food services	5	9.6
Agriculture, forestry, fishing, hunting	4	7.7
Other services (except public administration)	3	5.8
Health care & social assistance	3	5.8
Public administration	3	5.8
Manufacturing	2	3.8
Other Mentions	5	9.7

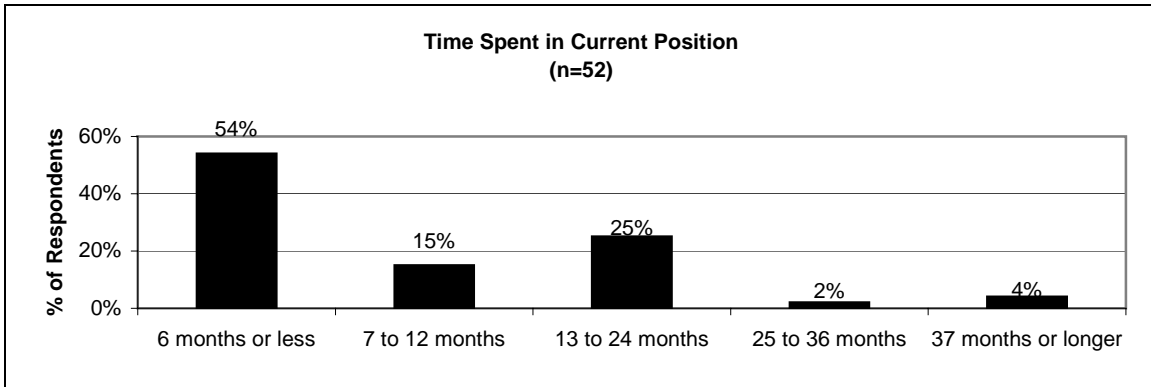
Average Number of Hours Worked & Average Hourly Wage

The majority (83%) of respondents who had never attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 35.5 hours during that particular week and earned a mean hourly wage of \$8.85.



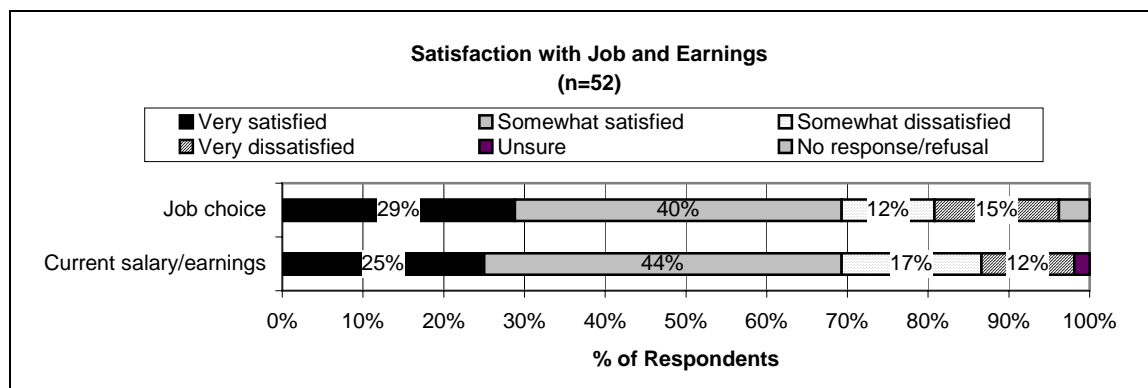
Length of Time Employed in Current Position

The majority of working respondents who had never attended a post-secondary institution had been employed in their current position for a mean period of 8.9 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, approximately seven in ten (69%) were at least somewhat satisfied with their current salary or earnings and the same proportion was at least somewhat satisfied with their job choice (69%).



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

This section summarizes the findings of those respondents who had never attended a post-secondary institution and who were unemployed or not in the labour force during the reference week. Of this segment of respondents, 79% were unemployed and 21% were not in the labour force. Of those unemployed, 60% were looking for employment during the reference week and 40% were waiting for a recall after a layoff. When asked what type of work they were looking for, 67% indicated they were seeking full-time work, 11% were interested in part-time work, and 22% had no preference.

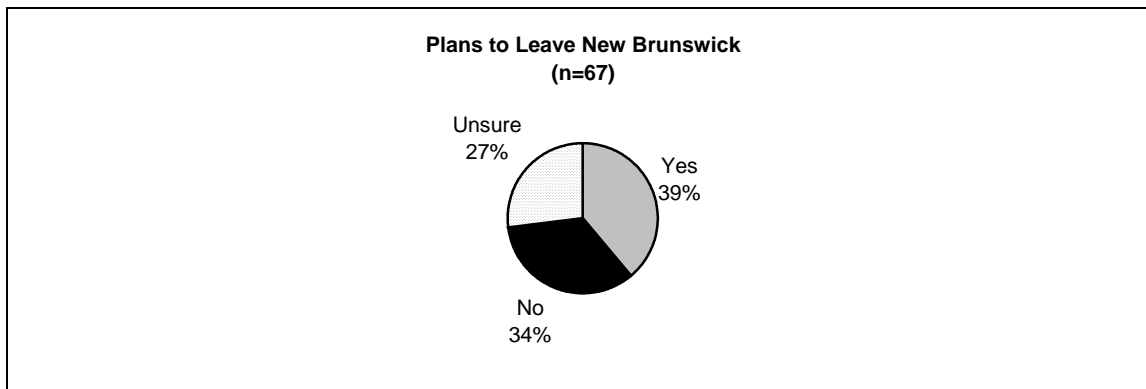
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=15)	% of Respondents	(n=4)	% of Respondents
Waiting for recall to work after a layoff	6	40.0	-	-
Inability to find job related to your training/experience	5	33.3	1	25.0
Laid-off/fired/quit	2	13.3	-	-
Not working due to personal/family responsibilities	-	-	2	50.0
Other Mentions	1	6.7	-	-
No response/refused	1	6.7	1	25.0

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority of district 17 respondents who had never attended a post-secondary institution reported living in New Brunswick (94%); however, 39% of these respondents anticipated leaving the province in the future. Of the remaining respondents, 34% indicated they did not expect to leave New Brunswick in the future and 27% were uncertain.



Of the respondents who anticipated leaving New Brunswick (n=26), 39% planned on leaving within the next year, 54% expected they would leave within the next five years, 4% anticipated leaving in more than five years, and 3% were unsure. Reasons given for choosing to leave the province differed. For example, over half (54%) of the respondents expected to leave for better job opportunities elsewhere.

Reasons for Leaving New Brunswick*		
	(n=26)	% of Respondents
Better job opportunities	14	54.0
To travel/see other places	4	15.4
Military	3	11.5
Personal/family reasons	2	7.7
Further education	1	3.8
For a change	1	3.8
Lack of jobs/fewer job opportunities	1	3.8

*Multiple Responses Allowed

Motivations for Leaving and Expectations for Returning to New Brunswick¹²

The four respondents who were no longer residing in New Brunswick reported that more job opportunities outside the province (n=2), money opportunities (n=2), and educational opportunities (n=1) motivated the move¹³. One respondent anticipated returning to New Brunswick at an unknown time in the future. Two of the remaining respondents did not anticipate returning to New Brunswick and one was unsure. The reasons given were fewer job opportunities in New Brunswick (n=2) and a desire to further education (n=1)¹⁴.

5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

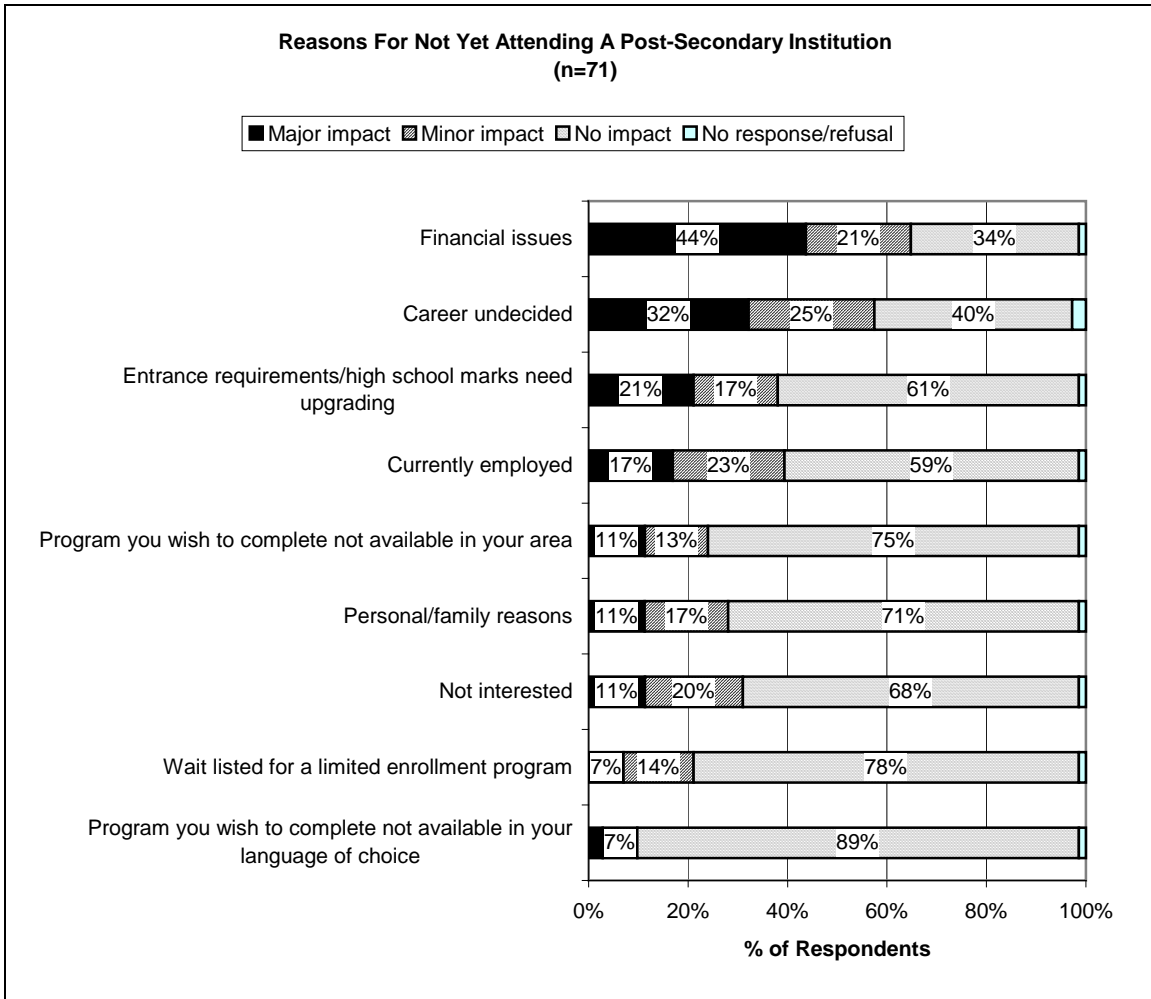
Nine potential barriers to post-secondary education were presented to the group of respondents who indicated that they had never attended a post-secondary institution. Each respondent was asked to rank each factor as having a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Most frequently, this group of respondents reported that financial issues (65%) was the factor that had the most influence¹⁵ on their decision not to attend a post-secondary institution, in addition to not having decided on a career (57%) and being currently employed (40%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (21%) and not having a program of interest available in their language of choice (10%) were factors that had impact on their decision.

¹² Multiple responses allowed

¹³ Multiple Responses Allowed

¹⁴ Multiple Responses Allowed

¹⁵ Influencing: Includes “major impact” or minor impact”



Respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution at this time were presented with a list of additional factors specific to each issue. Each graduate was then asked to indicate whether or not any of these particular factors played a part in their decision to not attend a post-secondary institution at this time.

Of those respondents who cited “financial issues” as being a factor in their decision to not attend a post-secondary institution, most (78%) indicated that the fear of getting into too much debt played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=46)	% of Respondents
You are afraid of getting into too much debt	36	78.3
You were not able to get enough money to attend	26	56.5
The program you wish to take is too expensive	16	34.8
Other Mentions	2	4.3

All respondents who had reported “not being interested in attending” as a factor in their decision not to pursue post-secondary education to date expressed a desire to continue working and making money (96%), and take a break from formal learning (77%).

Reasons for Citing NOT INTERESTED		
	(n=22)	% of Respondents
You want to continue working and making money	21	95.5
You wish to take a break from formal learning	17	77.3
You wish to attend sometime in the future	14	63.6
You are planning on doing some traveling before deciding about a post-secondary education	13	59.1
You feel that a post-secondary education will not help you get a job	4	18.2

Of those respondents who had indicated an “undecided career” was a factor, most (81%) reported that being undecided between more than one career choice had played a part in their decision not to attend a post-secondary institution at this time.

Reasons for Citing CAREER UNDECIDED		
	(n=41)	% of Respondents
You are undecided between more than one career choice	33	80.5
You did not have sufficient information on your post-secondary options	13	31.7
Other Mentions	2	4.9

Most frequently, those who had cited “entrance requirements” as a factor that had had an impact said not meeting the requirements for the *institution* (59%) or *program* (56%) they wanted to enter had played a part in their decision not to attend a post-secondary institution.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=27)	% of Respondents
You did not meet the entrance requirements for the institution you wished to enter	16	59.3
You did not meet the requirements for the program you wished to enter	15	55.6
The pre-requisite courses were not available at your school	8	29.6
Other Mentions	2	7.4

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution to date most frequently indicated that present family commitments (65%) and not wanting to leave their community and home (40%) had played a role in their decision.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=20)	% of Respondents
Your present family commitments	13	65.0
You don't want to leave your community and home	8	40.0
Health reasons prevent you from attending	7	35.0
Lack of family support	1	5.0
Other Mentions	1	5.0

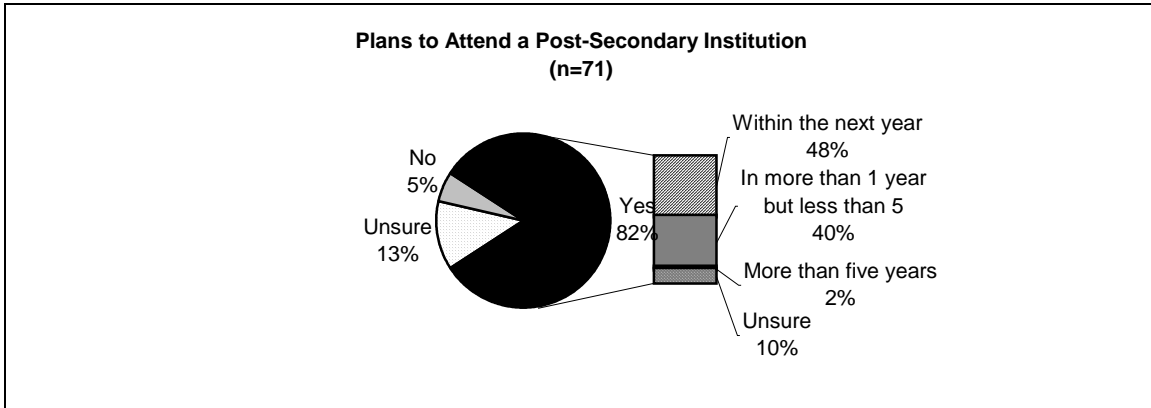
Most frequently, those respondents who indicated their “current employment” was a factor indicated that the need to support themselves had played a part in their decision not to attend a post-secondary institution (96%). Second to this, respondents cited a desire to work (86%) as a factor in the decision.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=28)	% of Respondents
To support yourself	27	96.4
Working is what you want to do	24	85.7
To earn money for post-secondary education	18	64.3
You believe that your work experience will get you to your career goals	18	64.3
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	17	60.7
You are still undecided on your career path	14	50.0
To support your family	10	35.7
Other Mentions	1	3.6

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Over eight in ten respondents (82%) who had never attended a post-secondary institution planned to attend one at some time in the future. Only 5% said they had no such plans and 13% were unsure. Of those respondents who intended to pursue post-secondary education, 48% planned to attend the following year, 40% planned to go within the next five years, 2% anticipated attending in more than five years, and 10% were unsure when they would attend.



Motivations for Pursuing Education

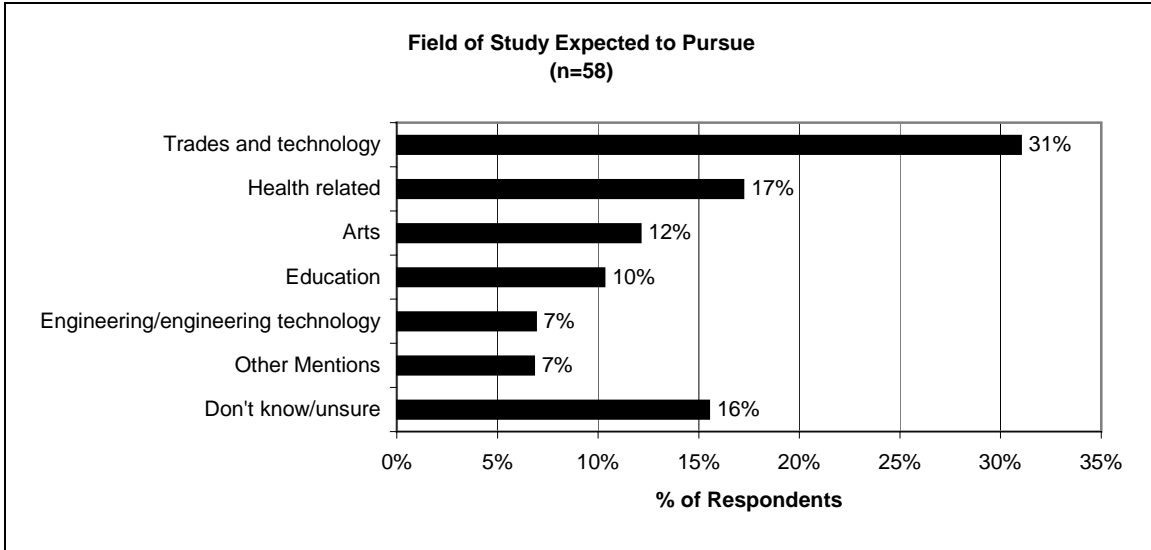
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (85%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=58)	% of Respondents
To get a better job/further career opportunities	49	84.6
Will have sufficient financial resources	5	8.6
You have been accepted in a post-secondary institution that you wanted	2	3.4
Other Mentions	2	3.4

*Multiple Responses Allowed

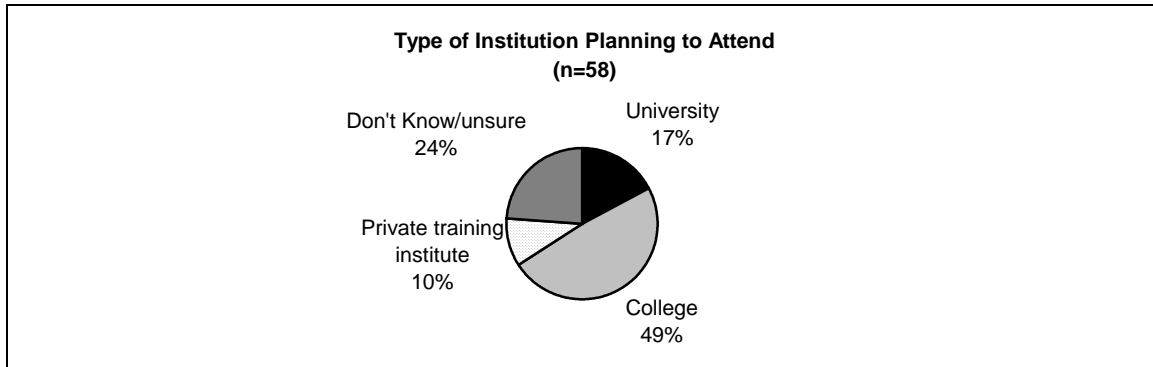
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (31%), followed by health related fields (17%) and arts (12%). Approximately 16% of respondents were unsure of what field of study they would pursue.



Type of Institution

Nearly two-thirds of the respondents who anticipated pursuing post-secondary studies planned on attending a college (49%), 17% planned on going to a university, 10% planned on attending a private training institution, and 24% were unsure what type of institution they would attend.



Name of Institution

Approximately half of respondents (48%) were unsure which post-secondary institution they would attend. The remaining respondents cited New Brunswick Community College (NBCC) most frequently (33%).

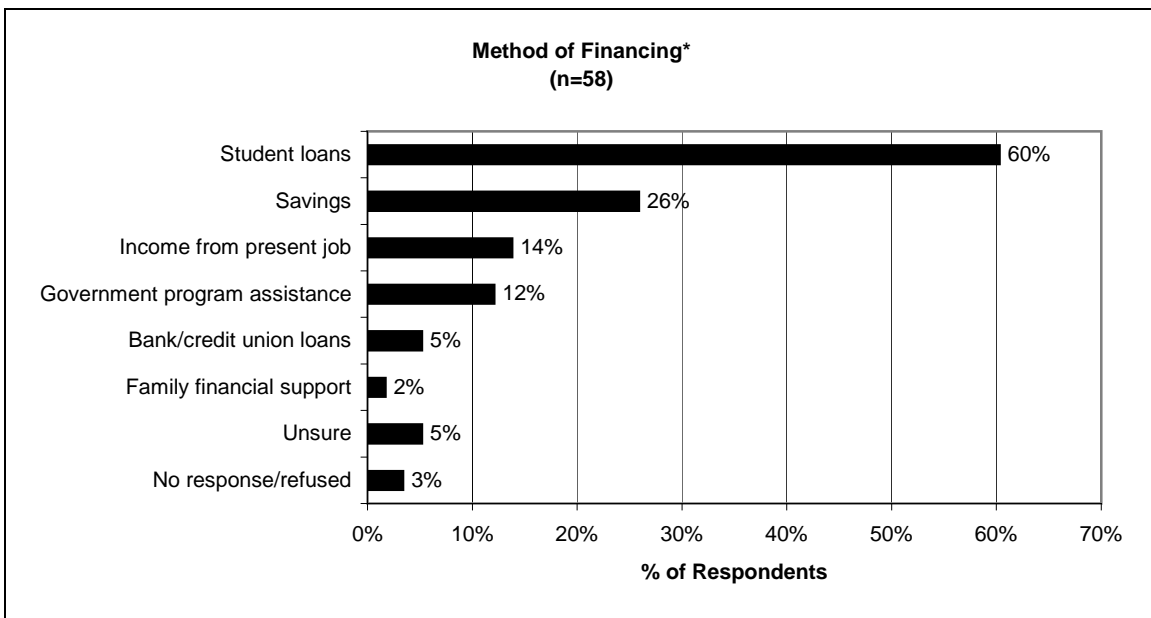
Name of Post-Secondary Institution		
	(n=58)	% of Respondents
NBCC/CCNB	19	32.8
University of New Brunswick	4	6.9
Horizon College	2	3.4
Other Mentions	5	8.6
Unsure	28	48.3

Location & Reasons for Leaving New Brunswick

Most of these respondents who planned on pursuing post-secondary education planned to attend an institution in New Brunswick (86%). Those who planned to attend an institution outside the province (14% or n=8) attributed the planned move to the program they wanted not being offered in New Brunswick (n=4), location and convenience (n=2), only part of a desired program being offered in New Brunswick (n=1), or other nonspecific reasons (n=1)¹⁶.

Source of Financing

The majority of respondents who planned to attend a post-secondary institution in the future intended to finance their studies through student loans (60%).



*Multiple responses allowed

¹⁶ Multiple Responses Allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

Overall, 13% of respondents (n=26) had attended a post-secondary institution since graduation in 2002 but discontinued their studies before completion. Those respondents who discontinued studies most often explained that they had taken a break from rather than discontinued studies (31%), they had lost interest in the program (23%), or the program was not what they had expected (19%).

Reason for Discontinued Studies		
	(n=26)	% of Respondents
Took a break from studies	8	31.0
Lost interest in program	6	23.1
Program was not what you expected	5	19.2
Difficulty of program/academic failure	1	3.8
Personal/family/illness issues	1	3.8
Undecided on career	1	3.8
Employment opportunity	1	3.8
Government sponsored program	1	3.8
Unsure	2	7.7

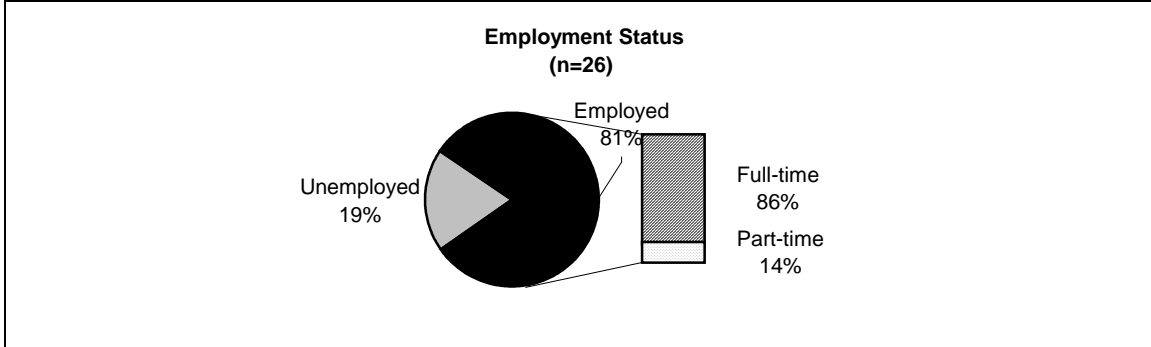
For the most part, the majority of these respondents¹⁷ had discontinued their studies during the first year of a multi-year program (56%). The remaining respondents had discontinued studies before the completion of a program of one year or less (17%), at the end of the first year of a multi-year program (17%), or during the second year of a multi-year program (10%).

¹⁷ 8 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.1 Labour Force and Employment Status

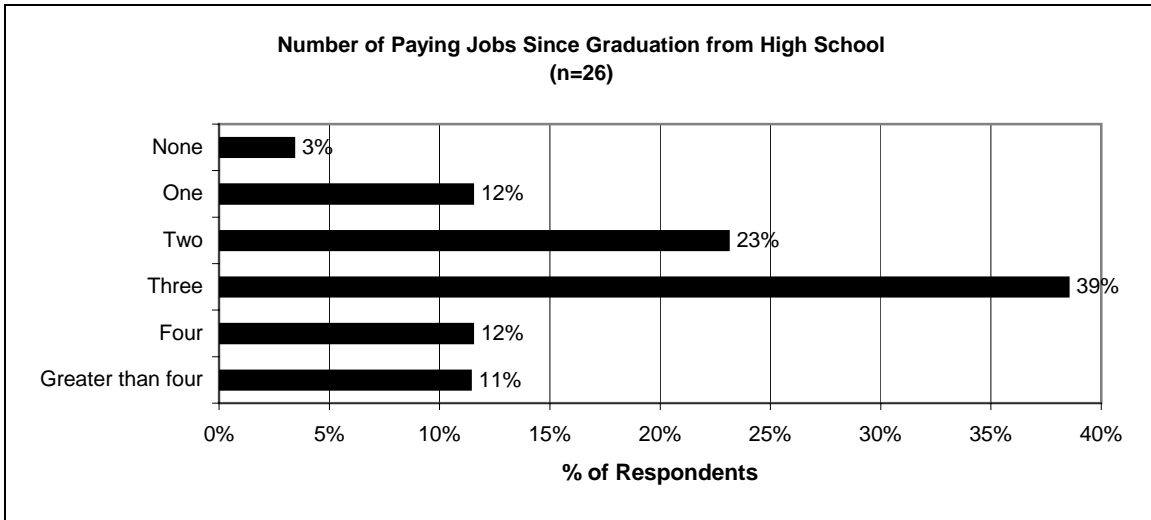
Labour Force and Employment Status

During the reference week, all respondents who had discontinued their studies were in the labour force. Of these respondents, 81% were employed (full-time: 86%; part-time: 14%) and 19% were unemployed.



Number of Jobs

On average, respondents who had discontinued their post-secondary studies reported having 2.7 paying jobs since graduating from high school in June 2002.

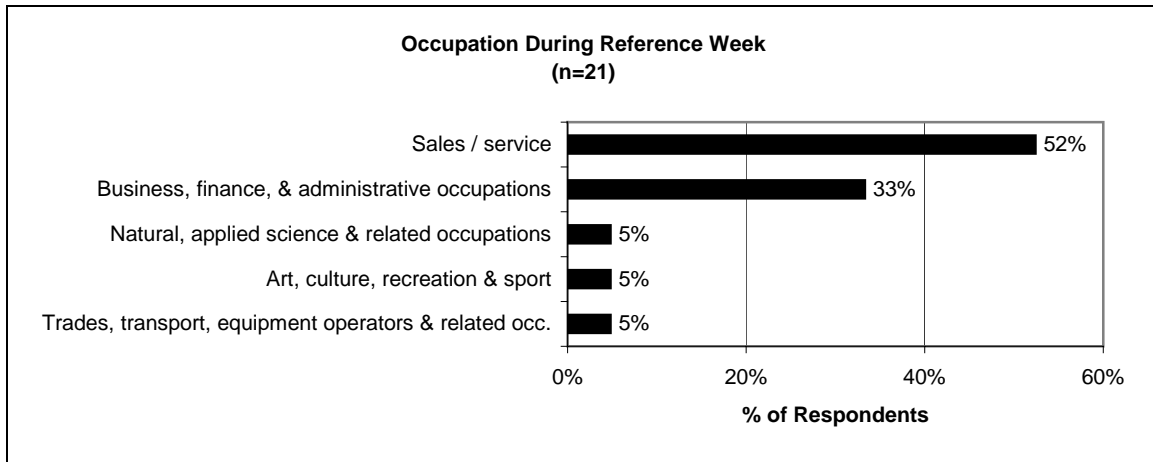


5.3.2 Respondents Working in Reference Week

Of those who had discontinued their post-secondary studies, 81% were employed during the reference week. No respondents were participating in an apprenticeship program at the time of this survey.

Occupation

When asked to identify their occupation during the reference week, the majority of these respondents reported working in a sales or service occupation (52%).



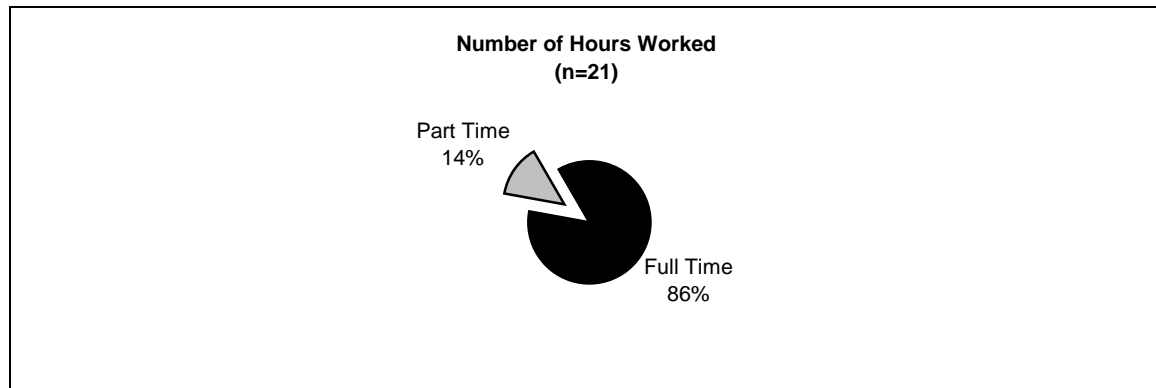
Industry

Most frequently, employed respondents who had discontinued their studies reported holding positions in the retail trade industry (43%).

Type of Business, Industry or Service During Reference Week		
	(n=21)	% of Respondents
Retail Trade	9	42.9
Accommodations & food services	3	14.3
Administrative support, waste management & remediation	3	14.3
Professional, scientific & technical services	3	14.3
Educational services	1	4.8
Health care & social assistance	1	4.7
Agriculture, forestry, fishing & hunting	1	4.7

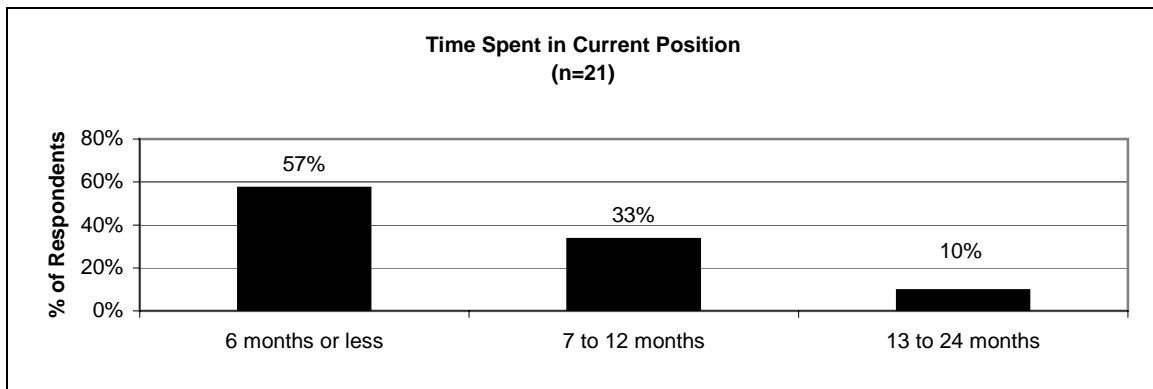
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 37.1 hours during that particular week. Overall, 86% worked full-time, while the remaining 14% worked part-time. Hourly wages ranged from \$6.00 to \$10.50, with a mean hourly wage of \$8.33.



Length of Time Employed in Current Position

On average, this group of working respondents had held their position for 6.7 months.



Relationship of Post-Secondary Education to Employment

The majority of employed respondents who had discontinued their studies felt that there was no relationship between their post-secondary studies and their employment at the time of the survey (91%). Of the remaining respondents who had discontinued their studies, 5% felt that their post-secondary education since high school was indirectly related to their job and 4% felt it was directly related to their current employment.

5.3.3 Respondents Not Working in Reference Week

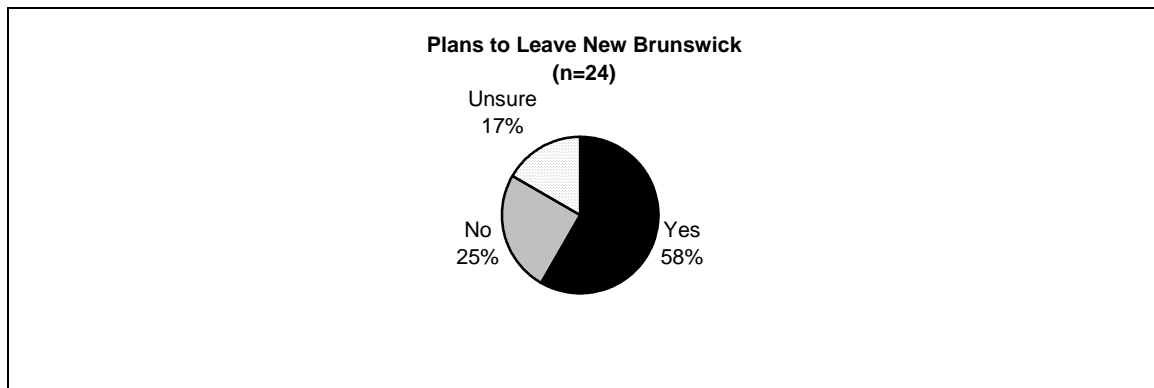
Percentage Looking for Work & Type of Employment

This section summarizes the findings for those respondents who were unemployed during the reference week (n=5). Of these respondents, 77% were looking for employment during the reference week and 33% were waiting for a recall after a layoff. Of the respondents looking for employment, two were looking for full-time work and one did not have a preference. This segment of respondents identified a number of reasons for not working during the reference week, including an inability to find work in the area (n=2) or related to training or experience (n=1).

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (92%) of high school respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of the survey. Of this group of respondents, 58% anticipated leaving New Brunswick in the future, 25% did not expect to leave the province and 17% were uncertain of their future in New Brunswick.



Of those respondents who anticipated leaving New Brunswick (n=14), 36% (n=5) planned to leave within the following year, 43% (n=6) expected to relocate within the following five years, and 21% (n=3) maintained a plan to leave the province in more than five years from the time of the survey.

The most common reason respondents cited for choosing to leave the province was to further education (43%).

Reason for Leaving New Brunswick*		
	(n=14)	% of Respondents
Further education	6	42.9
Better job opportunities	3	21.4
To travel/see other places	2	14.3
For a change	2	14.3
Better wages	1	7.1

*Multiple Responses Allowed

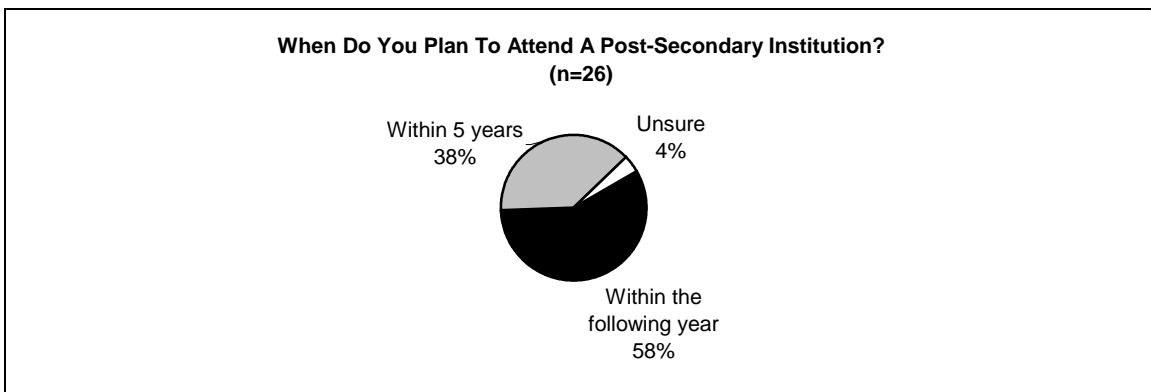
Motivations for Leaving and Expectations for Returning to New Brunswick

The two respondents from this group who no longer resided in New Brunswick attributed their move to more job opportunities outside of the province (n=2) and the ability to make more money outside New Brunswick (n=2)¹⁸. Of these respondents, one anticipated returning to New Brunswick within five years, while one did not expect to return due to a preference to live in a big city.

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

All high school respondents who had discontinued studies at a post-secondary institution planned to return in the future.



Motivations for Pursuing Education

Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (66%).

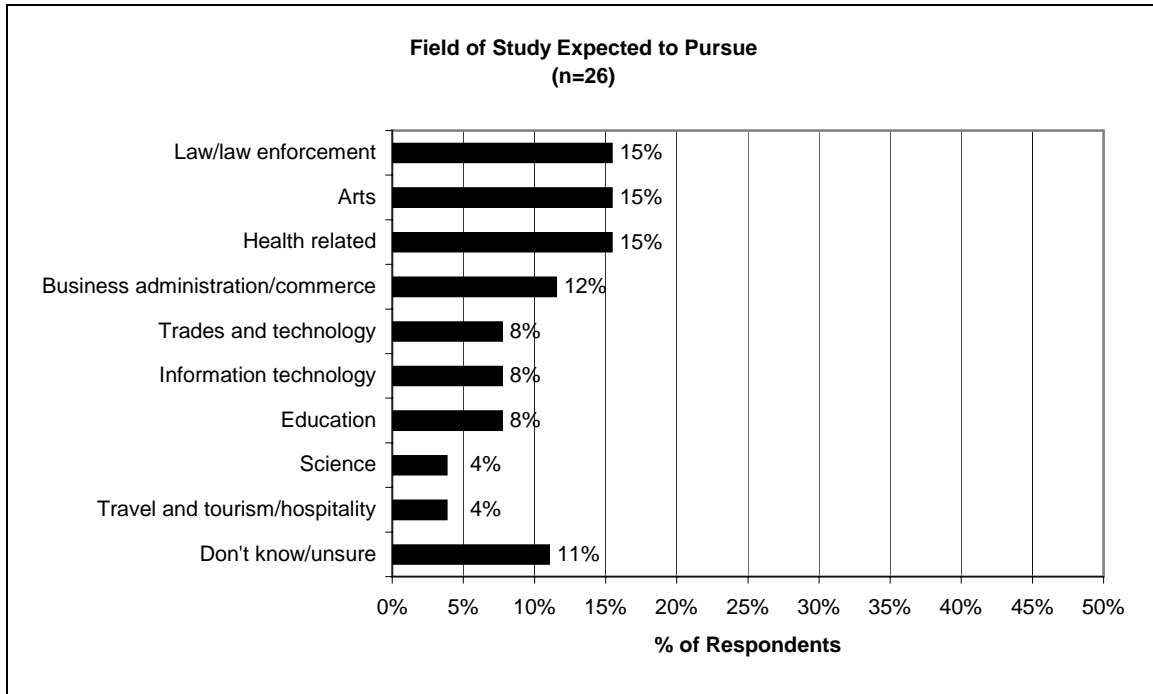
Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=26)	% of Respondents
To get a better job/further career opportunities	17	65.5
You have been accepted in a post-secondary program that you wanted	3	11.5
You will have sufficient financial resources	2	7.7
To further education/better myself	2	7.7
You have been accepted in a post-secondary institution that you wanted	1	3.8
Know what you want to do	1	3.8

*Multiple Responses Allowed

¹⁸ Multiple Responses Allowed

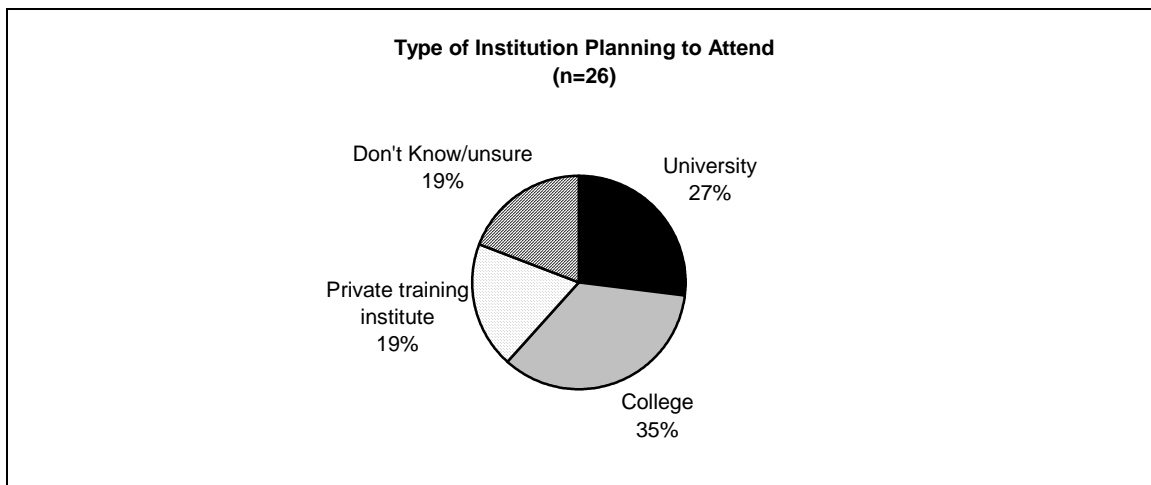
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned to return to post-secondary education most frequently indicated they were interested in pursuing law/law enforcement (15%), a health related area (15%), or arts (15%).



Type of Institution

Approximately one-third of district 17 high school respondents who anticipated returning to post-secondary studies planned to attend college (35%), 27% planned to attend university, 19% planned to go to a private training institute, and 19% were unsure what type of institution they would attend.



Name of Institution

Over one-quarter of respondents (27%) were uncertain of which post-secondary institution they planned to attend when they resumed their studies. The remaining respondents mentioned different institutions throughout New Brunswick and Nova Scotia.

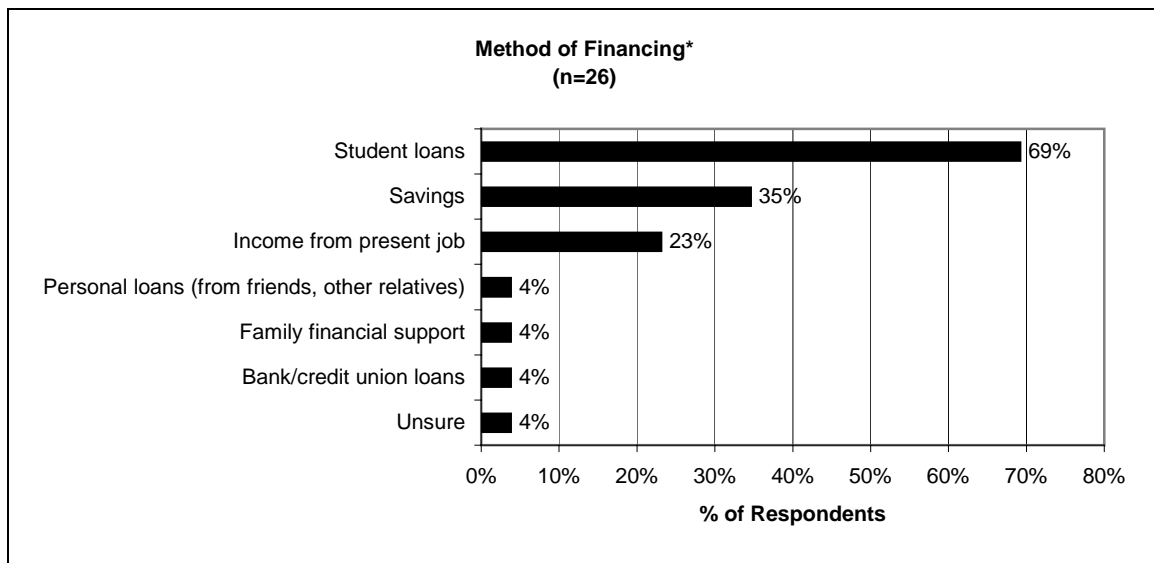
Name of Post-Secondary Institution		
	(n=26)	% of Respondents
NBCC/CCNB	5	19.2
Holland College	3	11.5
University of New Brunswick	3	11.5
Dalhousie University	2	7.7
Atlantic Business College	2	7.7
St. Thomas University	2	7.7
Other Mentions	2	7.7
Don't Know/Unsure	7	27.0

Location & Reasons for Leaving New Brunswick

Most of this group of respondents who had planned to resume their post-secondary education planned to attend an institution in New Brunswick (65%). Those who planned to attend an institution outside the province (35% or n=9) attributed this decision to programs being of higher quality at out of province institutions (n=4), a desired program not being offered in New Brunswick (n=4), personal/family reasons (n=1), and other nonspecific reasons (n=1)¹⁹.

Source of Financing

Respondents who had planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (69%) and personal savings (35%) were the most popular financing methods.



*Multiple responses allowed

¹⁹ Multiple Responses Allowed

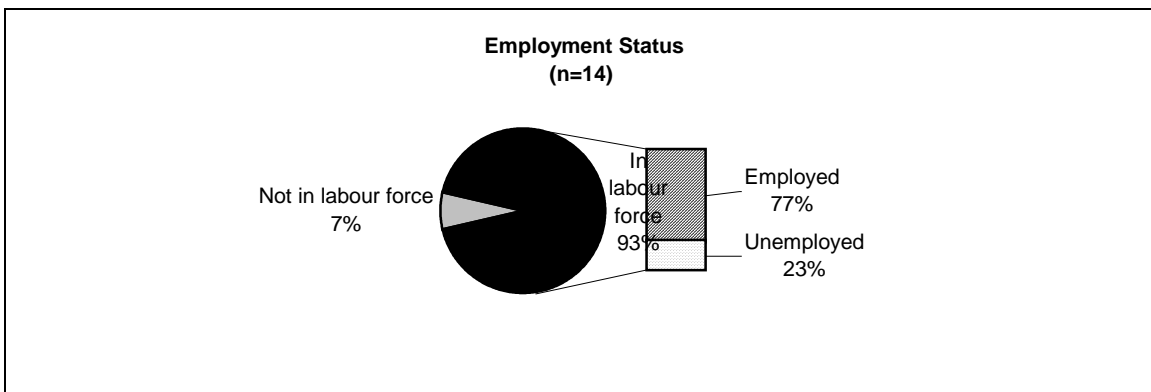
5.4 Respondents Who Had Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

Labour Force and Employment Status

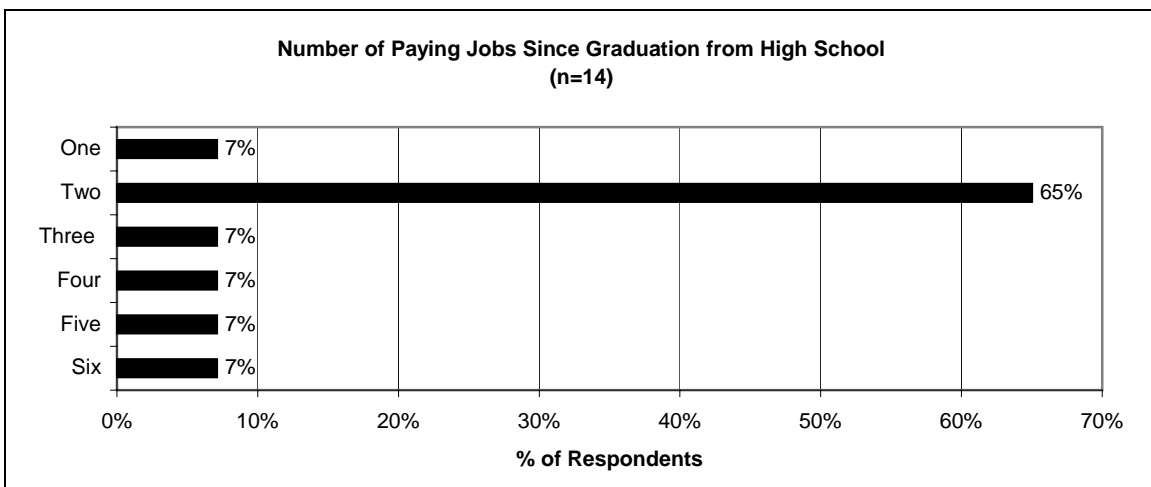
A total of 6% of respondents from district 17 had fully completed their studies at a post-secondary institution since their high school graduation. Overall, these respondents had attended a community college (57%), a private training institution (36%), or a university (7%).

During the reference week, 93% of these respondents were in the labour force, while 7% were not in the labour force. Of those in the labour force, 77% were employed (full-time: 80%; part-time: 20%) and 23% were unemployed.



Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2.6 paying jobs since graduation from high school in 2002.

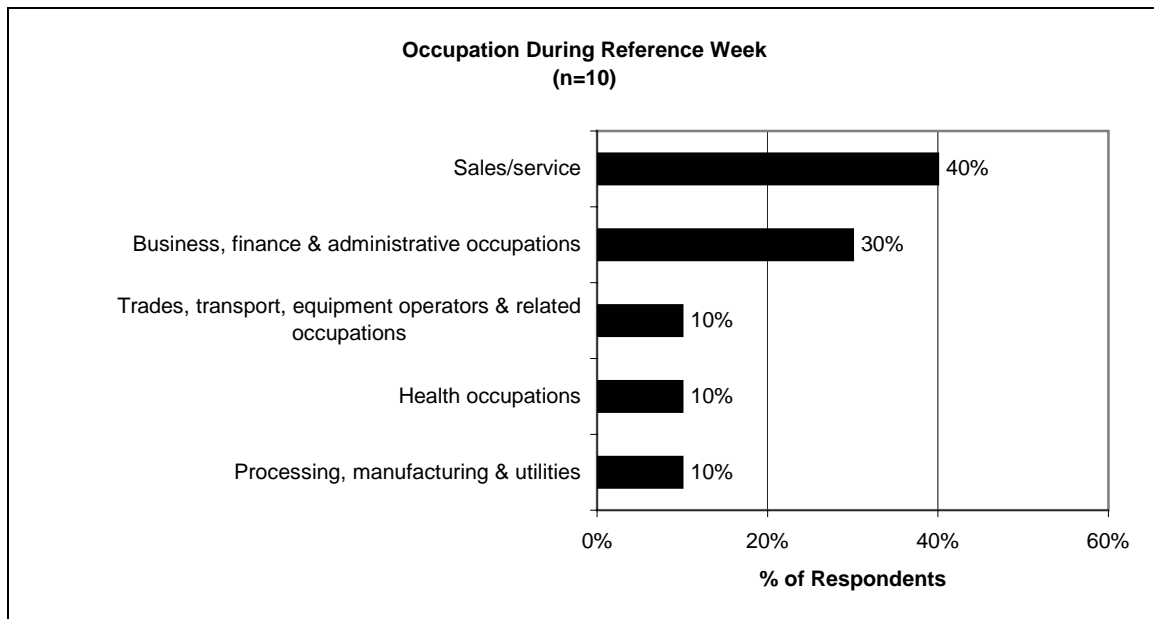


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 71% were employed during the reference week. Only one of these employed respondents was participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, most respondents reported working in sales and service occupations (40%), followed by business, finance, and administrative occupations (30%).



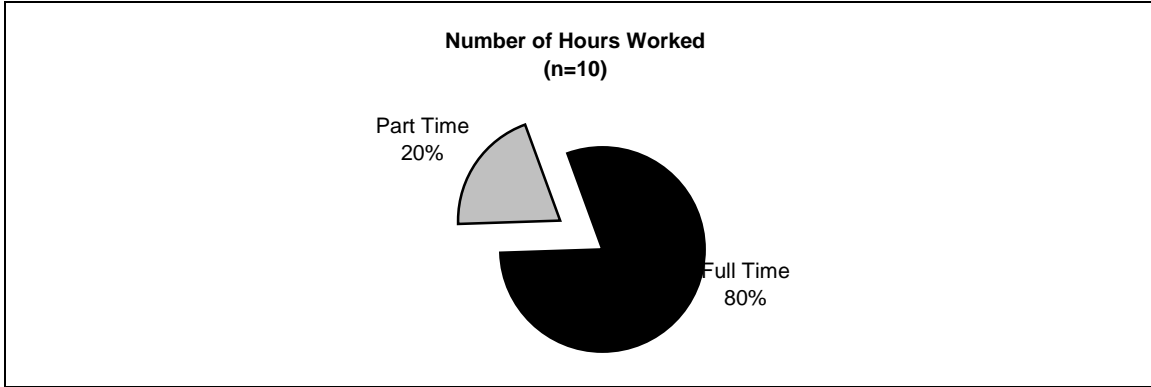
Industry

Respondents who had completed their post-secondary studies reported employment in a wide range of industries during the reference week.

Type of Business, Industry or Service During Reference Week		
	(n=10)	% of Respondents
Accommodations and food services	3	30.0
Other services (except Public Administration)	2	20.0
Administrative and support, waste management and remediation services	2	20.0
Transportation and warehousing	1	10.0
Health care & social assistance	1	10.0
Retail trade	1	10.0

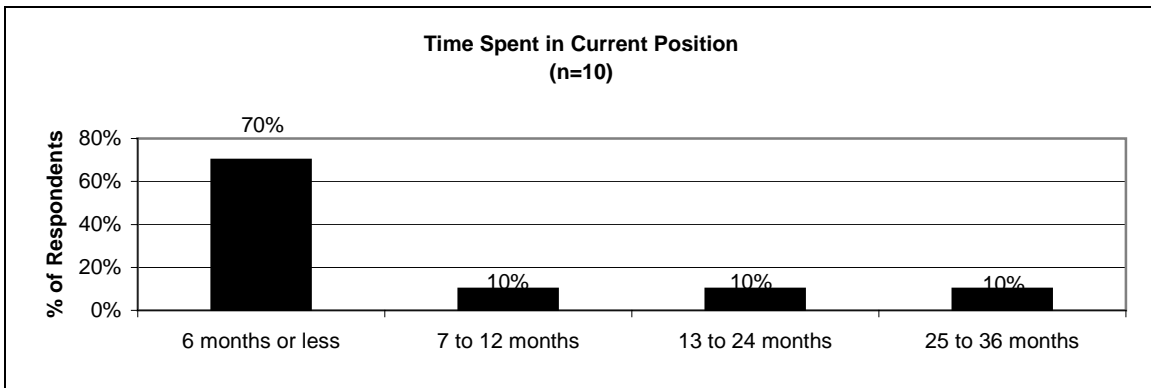
Average Number of Hours Worked & Average Hourly Wage

The majority (80%) of respondents who had completed their post-secondary studies worked full-time hours and overall, they worked an average of 35.6 hours during the reference week. Overall, wages averaged \$8.37 an hour.



Length of Time Employed in Current Position

On average, employed respondents had held their current position for a period of 9.2 months.



Relationship of Employment to Post-Secondary Studies

Respondents who had finished their studies appeared to have secured employment in jobs related to their post-secondary education to some extent. Overall, 50% of these respondents reported there was a direct relationship between their current job and their post-secondary training, whereas 50% said there was no relationship.

5.4.3 Respondents Not Working in Reference Week

This section provides a summary of those respondents not working during the reference week, including those unemployed and those not in the labour force. Of this group, 75% were unemployed and 25% were not in the labour force.

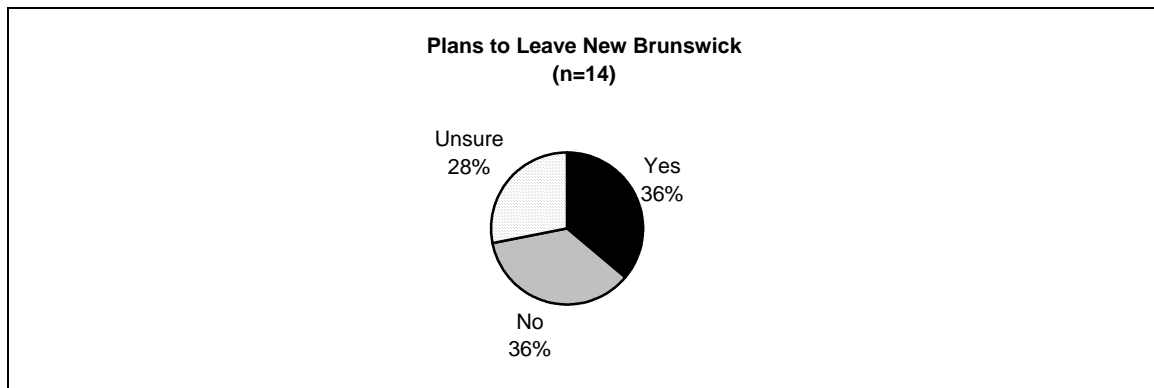
Of those unemployed, 77% were looking for work during the reference week while 33% were waiting for a recall after a layoff. Of the two respondents looking for work, one was seeking full-time work and one had no preference. These unemployed respondents identified an inability to find a job related to training or experience (n=2) as their reason for not working during the reference week.

The lone respondent who was not in the labour force attributed this to their return to high school to upgrade marks and get prerequisites during the reference week.

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

Respondents who had completed their studies reported living in New Brunswick at the time of the survey; furthermore, 36% (n=5) said that they did not expect to leave New Brunswick in the future. However, 36% (n=5) anticipated leaving the province and 28% (n=4) were uncertain.



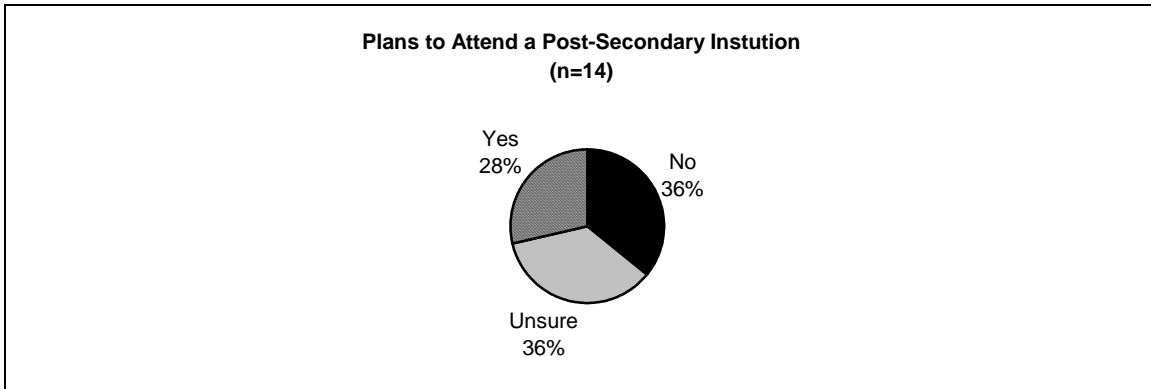
Of those who anticipated relocating, 60% (n=3) expected to leave New Brunswick within the following year, 20% (n=1) anticipated leaving within five years and the remaining respondent expected to leave in more than five years. Respondents were motivated to leave the province for better employment opportunities (n=3), to travel and see other places (n=1), or for the military (n=1)²⁰.

²⁰ Multiple Responses Allowed

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, 28% of those who had completed a post-secondary program indicated that they planned to return to school, while 36% said they had no such plans, and 36% were unsure. All respondents who intended to pursue post-secondary education planned to attend within the next five years.



Motivations for Pursuing Education

Those who had planned to attend a post-secondary institution in the future were motivated by the desire to get a better job or further career opportunities (n=2), being accepted to a program of choice (n=1), and a desire to further one's education or better oneself (n=1)²¹.

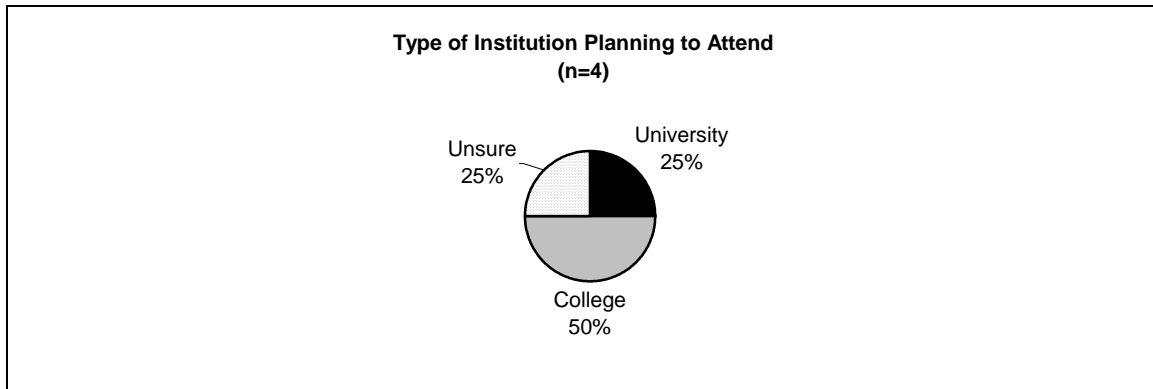
Field of Study

Each returning graduate planned to pursue a different field of study, including trades and technology, science, arts, and information technology (25% or n=1 each).

²¹ Multiple Responses Allowed

Type of Institution

The majority of these respondents planned to attend a community college (50%).



Name of Institution

Three respondents who planned to return to post-secondary studies were unsure which institution they would attend, while the remaining respondent cited a New Brunswick Community College as the institution of choice.

Location & Reasons for Leaving New Brunswick

Most of the respondents who anticipated pursuing post-secondary education planned to attend an institution in New Brunswick (n=3). The graduate who anticipated attending an out of province institution claimed that the move was due to a program of choice not being offered in New Brunswick (n=1)²².

Source of Financing

Respondents who intended to pursue further studies cited student loans (n=4) and personal savings (n=1) as the most likely ways to finance their education²³.

²² Multiple Responses Allowed

²³ Multiple Responses Allowed

6.0 Demographic Profile of 2002 Respondents

The majority (90%) of respondents surveyed were 19 or 20 years of age, with a greater percentage of respondents being female (51% female and 49% male). The majority of respondents (93%) had siblings, with most respondents reporting one or two siblings (44% and 32%, respectively). The majority of respondents reported their mother tongue as English (99%). Therefore, all respondents chose to complete the survey in English when given a choice between completing the survey in either language.

Over four in ten respondents (42%) indicated that at least one of their parents have some level of post-secondary education. Over one-third of respondents (36%) were either unsure of their household income or gave no response, while 35% reported a household income of \$40,000 and or more per year.

Demographic Profile			
	% of Respondents Who Attended a Post-Secondary Institution (n=134)	% of Respondents Who Did Not Attend a Post-Secondary Institution (n=71)	% Total (n=205)
Age			
18 years	0.7	1.4	1.0
19 years	76.2	43.7	64.9
20 years	20.9	33.8	25.4
21 years	2.2	19.7	8.3
22 years	-	1.4	0.4
Gender			
Male	40.3	64.8	48.8
Female	59.7	35.2	51.2
Mother Tongue			
English	97.9	100.0	98.5
French	0.7	-	0.5
Both	0.7	-	0.5
German	0.7	-	0.5
Language of Survey			
English	100.0	100.0	100.0
Education of Mother or Female Guardian			
Less than high school	6.7	16.9	10.2
Completed high school	48.6	43.7	46.9
Some post-secondary education	9.0	5.6	7.8
College certificate or diploma	13.4	7.0	11.2
University certificate or diploma below a bachelor's degree	4.5	-	2.9
University degree	14.9	9.9	13.2
Don't Know/unsure	2.2	16.9	7.3
No response/refused	0.7	-	0.5

Demographic Profile			
	% of Respondents Who Attended (n=134)	% of Respondents Who Never attended (n=71)	% Total (n=205)
Education of Father or Male Guardian			
Less than high school	16.4	25.4	19.5
Completed high school	39.8	36.6	38.6
Some post-secondary education	2.2	4.2	2.9
Trades certificate or diploma	8.2	1.4	5.9
College certificate or diploma	10.4	2.8	7.8
University certificate or diploma below a bachelor's degree	0.7	-	0.5
University degree	10.4	4.2	8.3
Don't Know/unsure	8.2	25.4	14.1
No response/refused	3.7	-	2.4
Household Income			
Under \$10,000 per year	2.2	-	1.4
\$10,000 to \$19,999 per year	9.0	7.0	8.3
\$20,000 to \$39,999 per year	19.4	21.1	20.0
\$40,000 to \$59,999 per year	19.4	14.1	17.6
Over \$60,000 per year	19.4	12.7	17.1
Don't Know/unsure	27.6	40.9	32.2
No response/refused	3.0	4.2	3.4
Number of Siblings			
None	8.2	5.6	7.3
One	50.0	32.4	43.9
Two	29.9	36.7	32.2
Three	6.7	14.1	9.3
Four	3.0	4.2	3.4
Five	1.5	1.4	1.5
Greater than five	0.7	5.6	2.4
Special Populations			
Landed immigrant in Canada	0.7	-	0.5
Non-permanent resident of Canada	0.7	-	0.5
Aboriginal person	0.7	1.4	1.0
Visible minority	3.0	1.4	2.4
Person with a disability	2.2	5.6	3.4

■ Indicates significant difference at the 90% confidence level.