

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

District 10: St. Stephen



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

Department of Education / Ministère de l'Éducation
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*Survey of 2002 New Brunswick
High School Graduates*

Prepared For:

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

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report presents the detailed findings for respondents from district 10 - St. Stephen, one of the anglophone districts of the province. Of the 302 individuals who graduated from schools in this district in June 2002, 163 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 $\pm 5.2\%$ 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 (96%) completed all of their high school years in New Brunswick.

	(n=163)	% of Respondents
One	1	0.6
Two	2	1.2
Three	3	1.8
Four	157	96.4

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, more than seven in ten respondents (72%) expressed that the majority of their marks were between 70% and 89%. More than one in ten respondents (14%) 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.

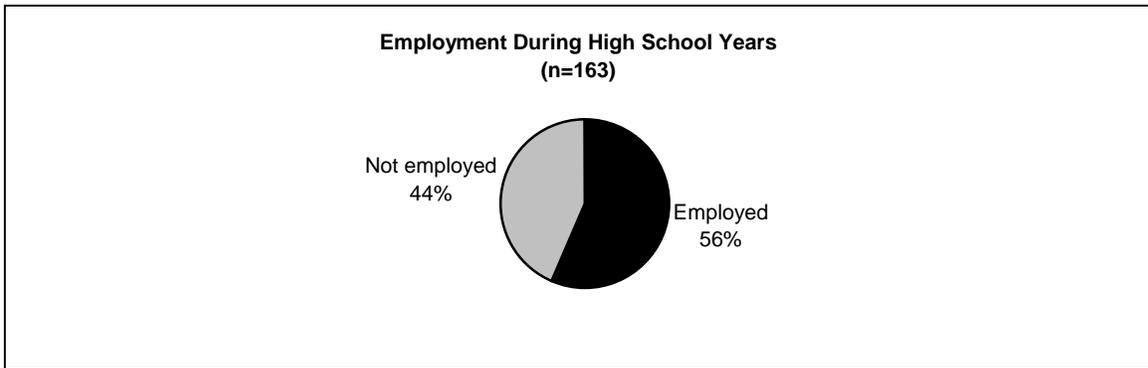
	(n=163)	% of Respondents
Between 90% and 100%	23	14.1
Between 80% and 89%	44	27.0
Between 70% and 79%	74	45.4
Between 60% and 69%	21	12.9
No response/refused	1	0.6

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.

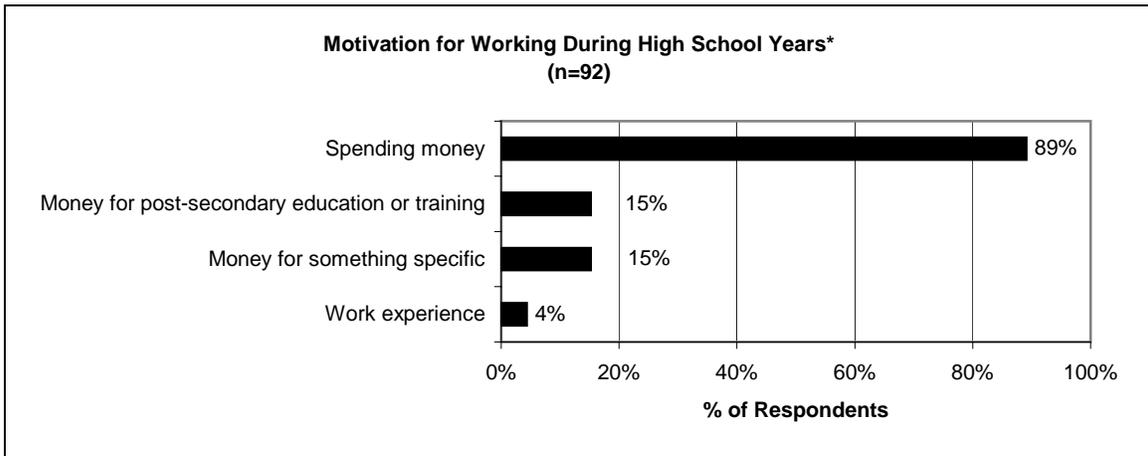
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), more than five in ten respondents (56%) were employed for wages during high school.



2.2.2 Motivations for Working

For nine out of ten respondents (89%) the desire to obtain spending money was cited as a reason for working during high school.



*Multiple responses allowed

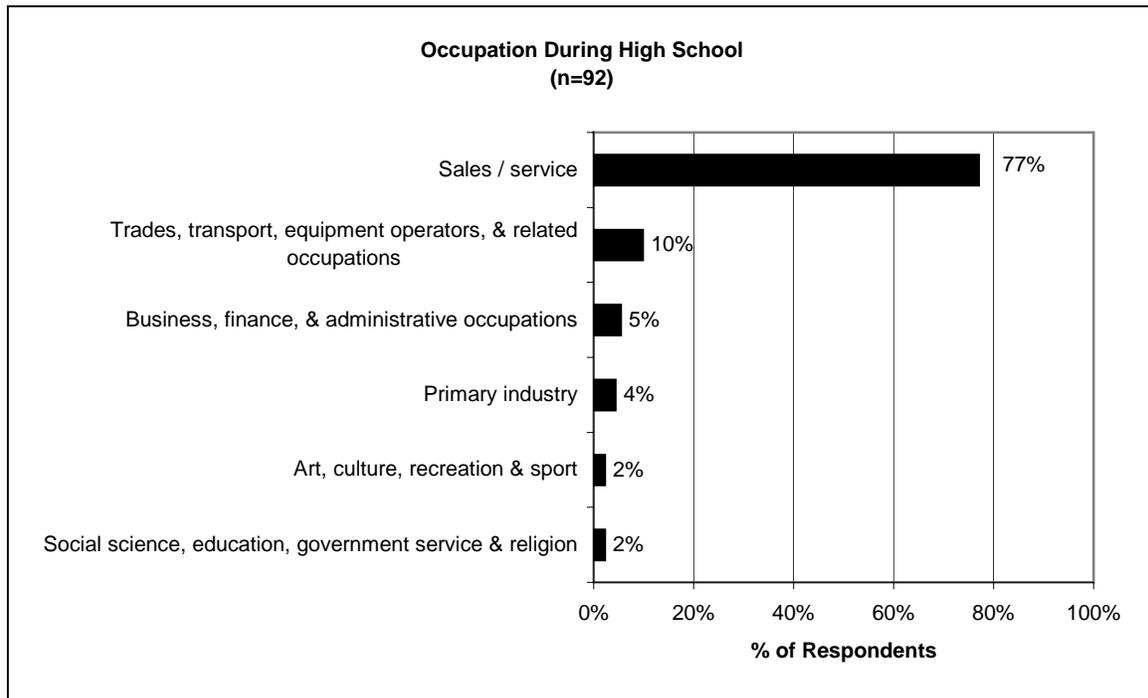
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (90%) and/or grade 12 (87%).

Employment During High School		
	(n=92)	% of Respondents
During grade 9	29	31.5
During grade 10	58	63.0
During grade 11	83	90.2
During grade 12	80	87.0

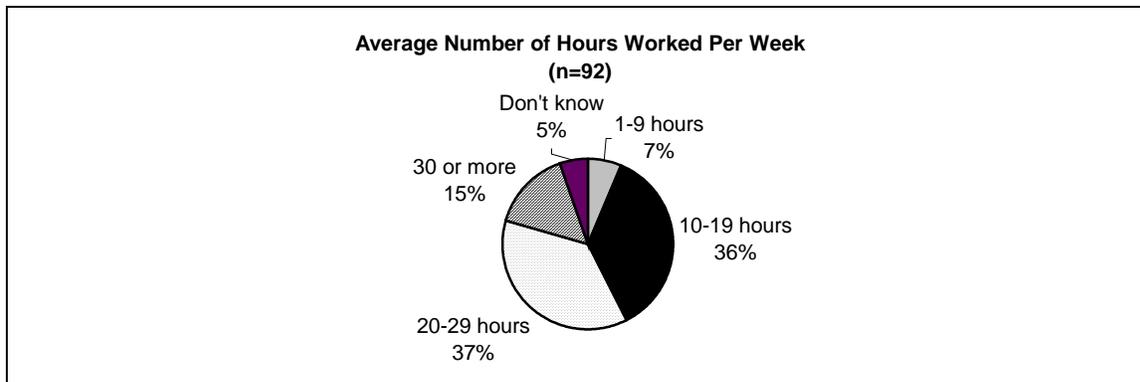
2.2.4 Occupation

Of the respondents employed during high school, the vast majority (77%) worked in sales and service.



2.2.5 Number of Hours Worked

On average, respondents who were employed during high school worked 19.3 hours per week.



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development activities during high school was assessed. All respondents attended a high school where at least one type of career development activity or program was available to them and nine in ten (91%) of these 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 (62%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (50%). Career development activities had less influence (career days/fairs/workshops (61%) and other activities (51%)).

2.3.1 Co-op Education/Work Experience Program

Nearly all respondents (96%) indicated that a co-op education/work experience program was offered at their high school, and approximately 47% of these respondents reported participation in the program. Of those who participated in the program, 62% felt that the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program		
	(n=73)	% of Respondents
A lot of influence	27	37.0
Some influence	18	24.7
Not much influence	18	24.7
No influence	10	13.6

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

2.3.2 Youth Apprenticeship Program

Overall, 35% of respondents reported that a youth apprenticeship program was offered at their high school and only 7% of these respondents reported participating in this program. Of those who participated, 50% felt the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program		
	(n=4)	% of Respondents
Some influence	2	50.0
Not much influence	1	25.0
No influence	1	25.0

2.3.3 Career Days/Fairs/Workshops

For the majority of respondents (91%), career days/fairs/workshops were offered at their high school. Of those with such activities available, eight in ten (83%) reported participation, while 61% 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=123)	% of Respondents
A lot of influence	33	26.8
Some influence	42	34.1
Not much influence	32	26.0
No influence	16	13.0

2.3.4 Other Career Development Related Activities

Nearly half of respondents (47%) reported other career development related activities were offered at their school and 48% of these respondents reported participation in those activities. In total, 51% 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=37)	% of Respondents
A lot of influence	6	16.2
Some influence	13	35.2
Not much influence	12	32.4
No influence	5	13.5
No answer/refused	1	2.7

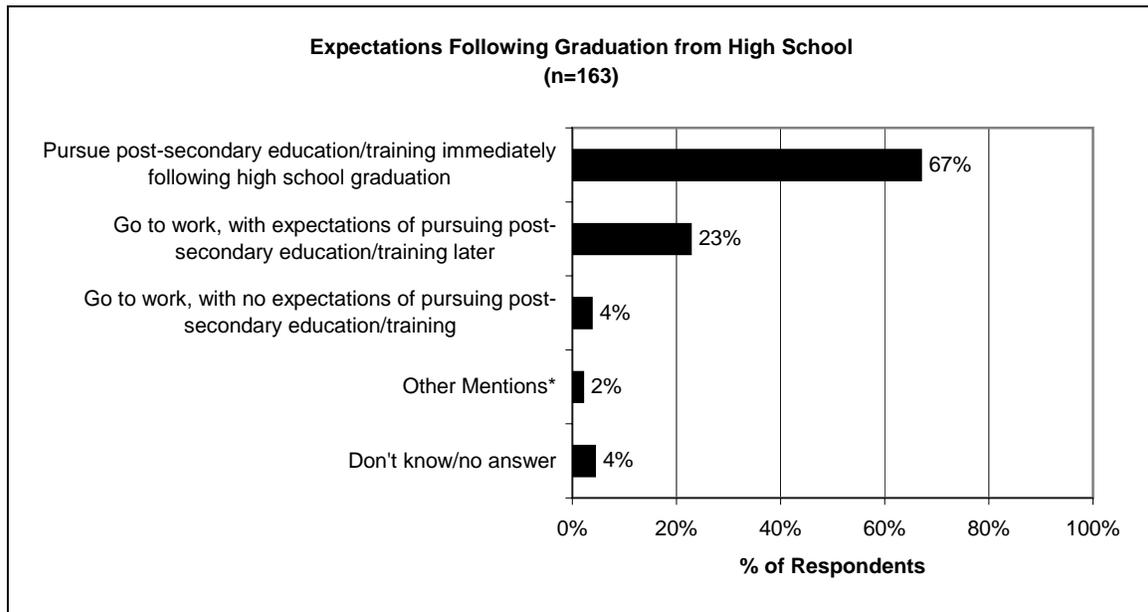
2.4 Expectations and Planning for Future Endeavors

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

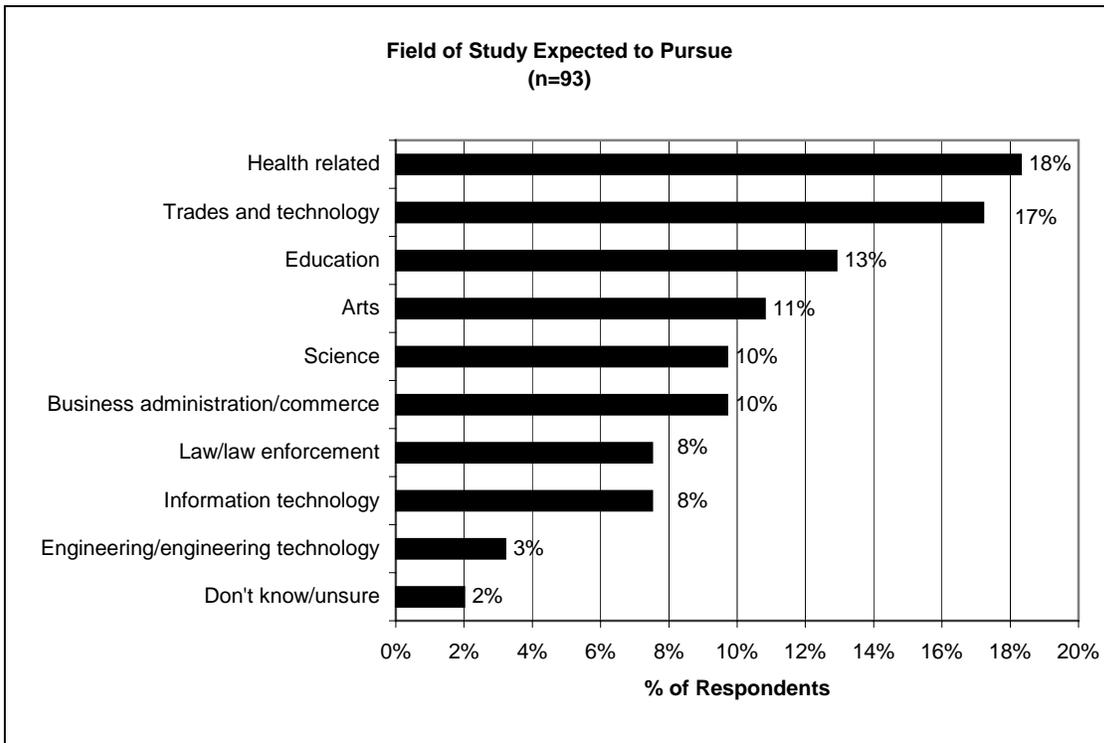
During their high school years, two-thirds of respondents (67%) expected they would pursue post-secondary education or training immediately following graduation from high school, 23% thought they would work and attend a post-secondary institution later, 4% thought they would go to work and never attend a post-secondary institution, 2% had other plans, and 4% were not sure. In fact, at the time of the study, 75% of all respondents who had held expectations of what they would do after graduating from high school reported that they had met their expectations, and did what they planned to do.

Respondents' expectations for themselves after high school were also compared to the respondents' educational status at the time of the study. It was found that, at that time, 90% of those respondents who had expected to pursue post-secondary studies immediately following graduation did attend a post-secondary institution since their graduation. Furthermore, 27% 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 73% had pursued other activities since graduation. Of respondents who did not intend to pursue post-secondary studies at all after graduation, 17% actually did attend a post-secondary institution at some point since graduation.



*Other Mentions refers to responses of less than 2%.

Of those respondents who had planned to pursue post-secondary education at some point in the future, 64% had already decided what field they were going to pursue while they were still in high school. The most common fields mentioned were health (18%), trades and technology (17%), and education (13%). Interestingly, the majority of respondents (65%) 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.

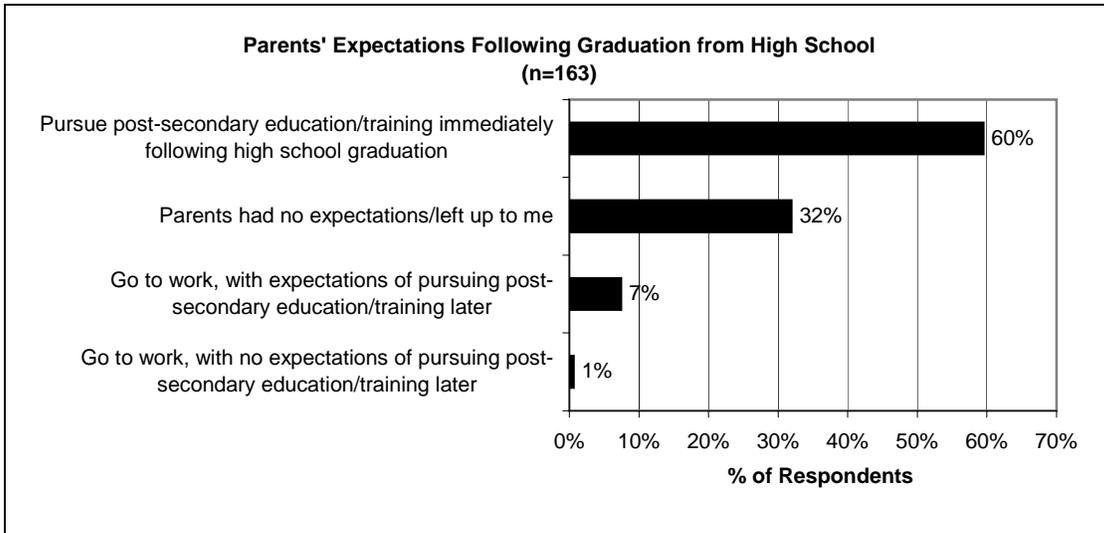


2.4.2 Parents³ Expectations for Children Following Graduation from High School

The majority (60%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following high school graduation. Approximately three in ten (32%) respondents felt that their parents had held no post-secondary/training expectations for them but rather had left the decision to them.

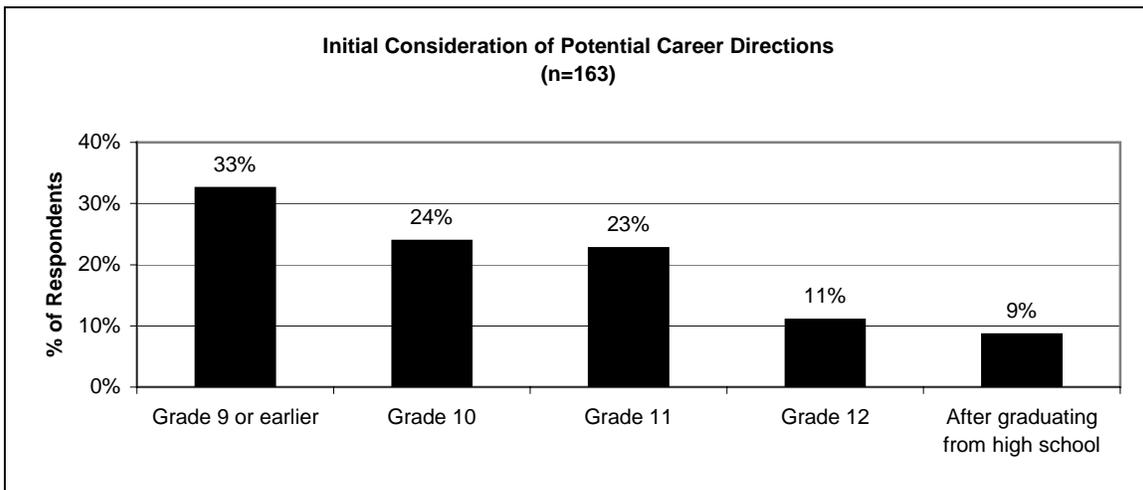
Parents' expectations appeared to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies immediately following high school had in fact attended a post-secondary institution since graduation (86%). Of those respondents who felt their parents had held no post-secondary expectations for them, 56% had pursued post-secondary studies, while 44% had not yet attended at the time of survey.

³ Parent: Includes parent/guardian throughout this report.

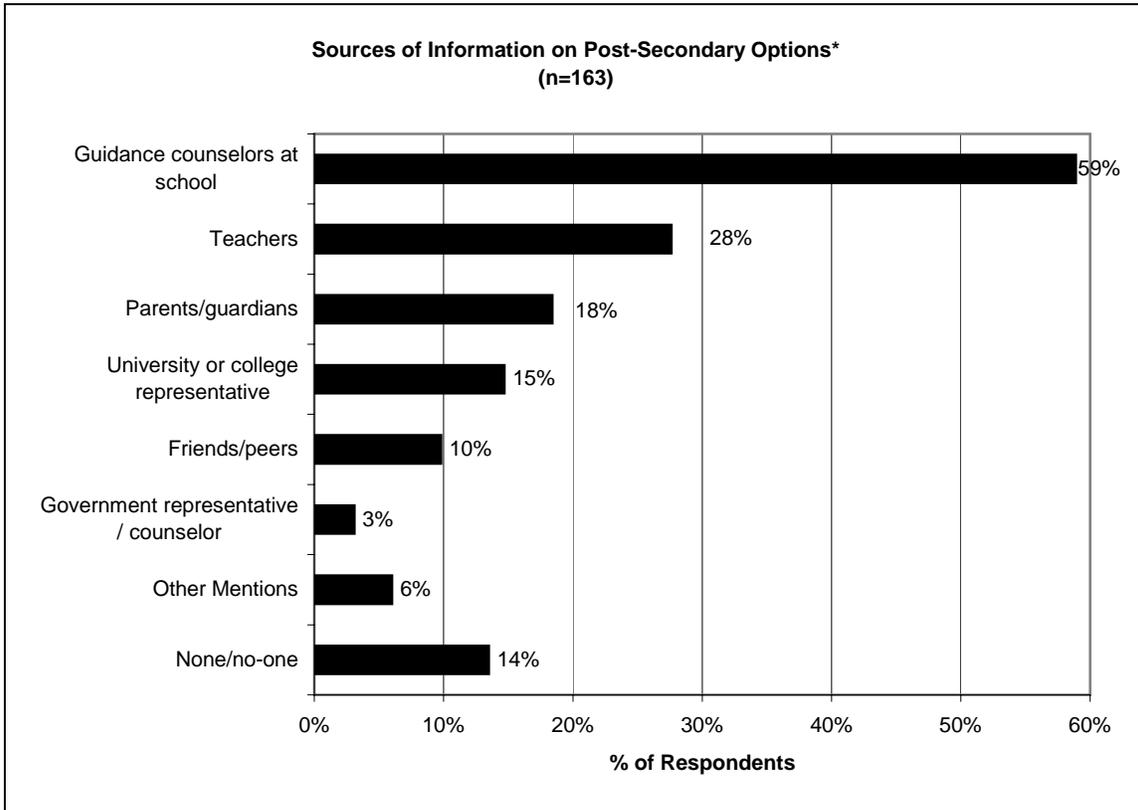


2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (91%), and approximately 80% reported that they had begun to think about their careers even prior to grade 12.



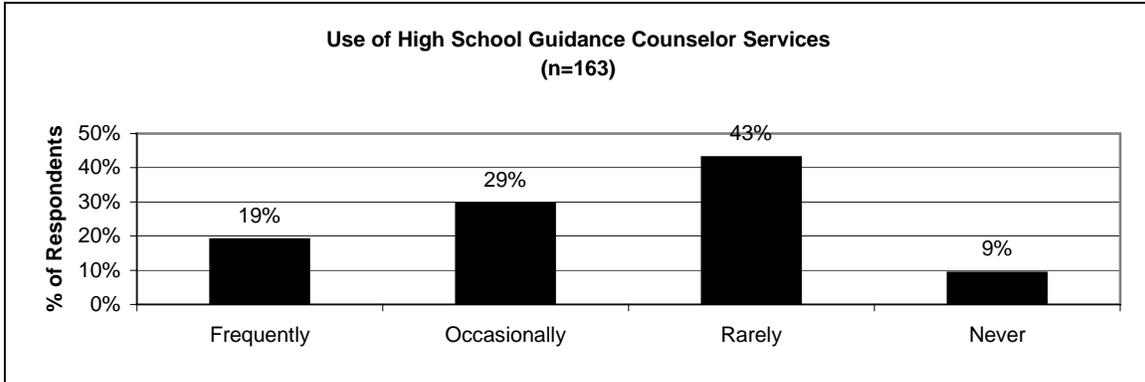
Nearly nine in ten respondents (87%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (59%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (28%) and parents/guardians (18%) as sources of information.



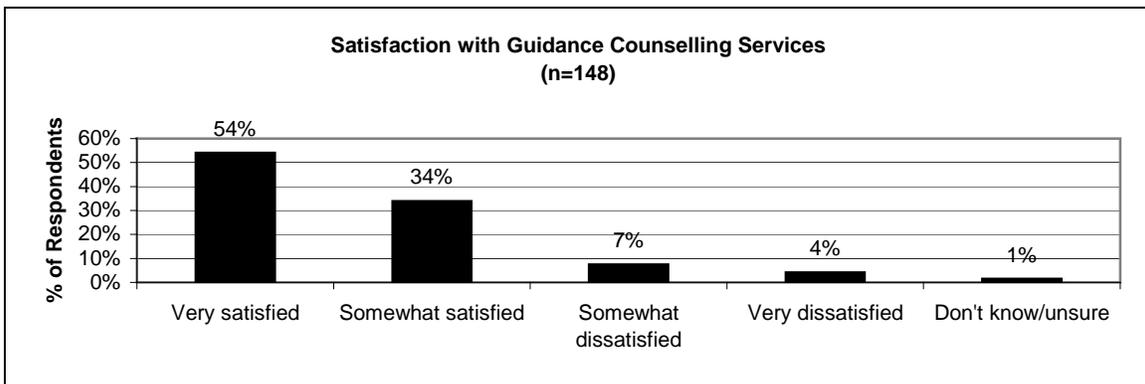
*Multiple responses allowed

2.4.4 Guidance Counselor Services

The majority of respondents (72%) reported using the high school guidance counselor services occasionally (29%) or rarely (43%).



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

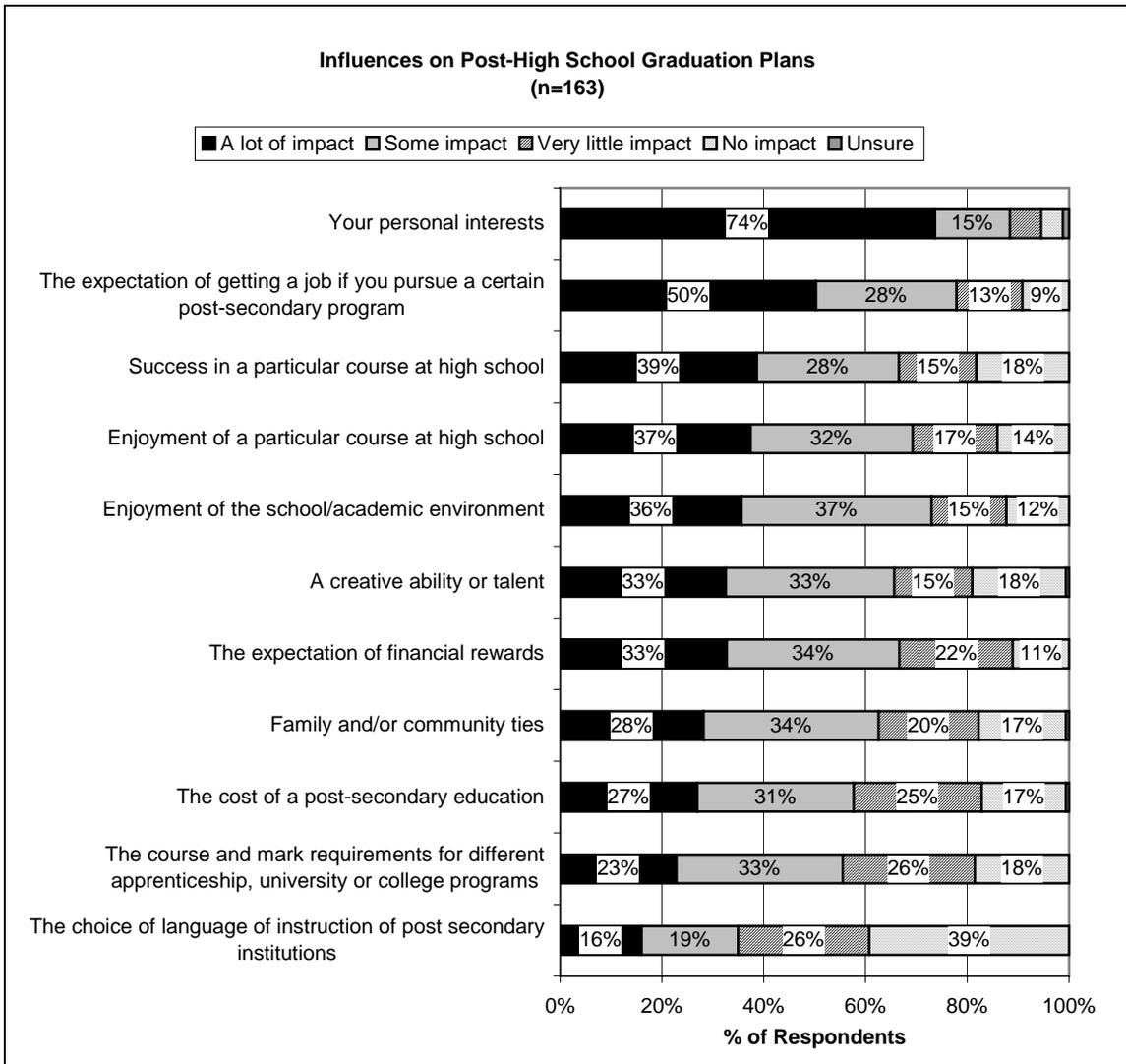


2.4.5 Influences on Post-High School Activities

Respondents were asked to rate eleven factors as 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 biggest role in the respondents' path following high school (89%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (78%) and enjoyment of the school/academic environment (73%) or a particular course in high school (69%) were important factors in the decision making process. Respondents were less concerned with family or community ties (62%), the cost of a post-secondary education (58%), the course and mark requirements for certain programs (56%), and the choice of language of instruction of post-secondary institutions (35%).

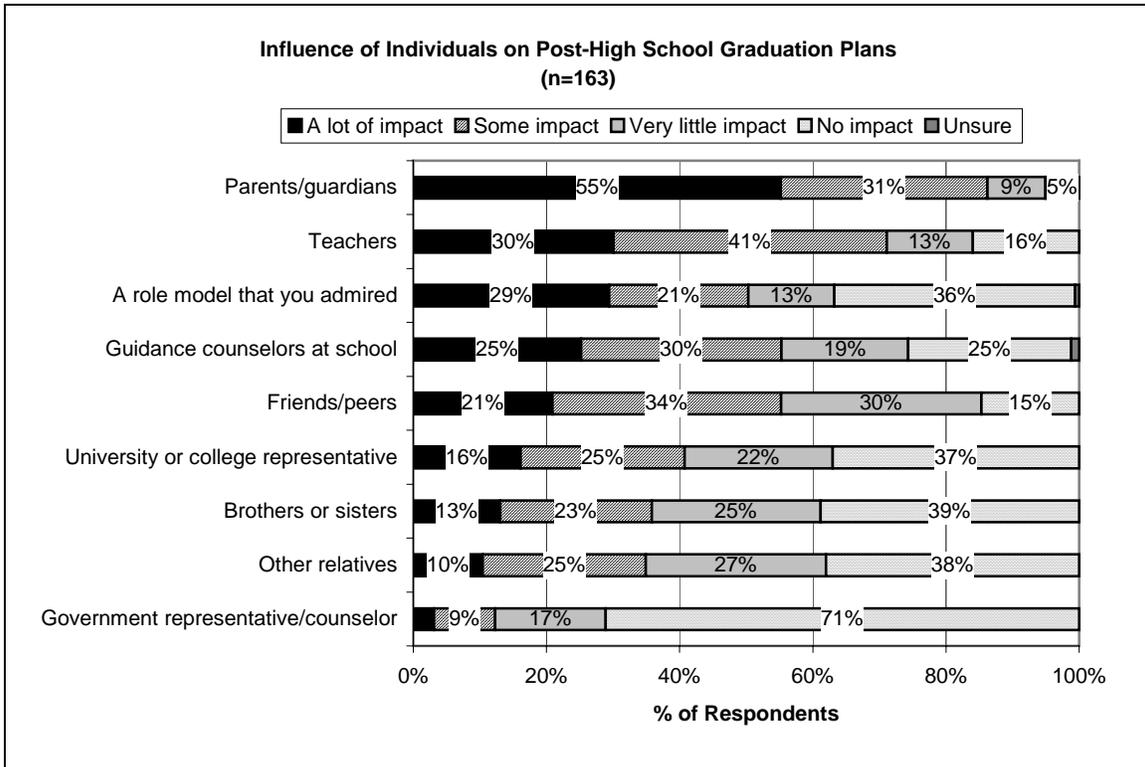
⁴ Satisfied: Includes "very satisfied" or "somewhat satisfied".

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



In addition, respondents were asked to rate the influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (86%) and teachers (71%) had the most influence⁶ on their decisions, followed by friends and peers (55%), guidance counselors (55%), and role models (50%). University or college representatives (41%), brothers and sisters (36%), relatives (other than siblings and parents) (35%), 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 schools can better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (62%) felt that high school had provided 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 (29%) or did so only in part (9%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, respondents indicated that high school should be more challenging, and that it should mirror the university style of teaching and testing (16% each).

Suggestions for Improvement-Study Habits*		
	(n=63)	% of Respondents
More challenging/greater workload/higher standards	10	15.9
Mirror university style of teaching, testing, etc.	10	15.9
Teach study habits/study workshops	8	12.7
Emphasize independent work/less babying	5	7.9
More relevant course work in general	3	4.8
Offer more information on career choices (e.g. trades)	3	4.8
Increase/improve university preparation courses	2	3.2
Teach more essay writing/reading/research skills	2	3.2
Increase course choices	2	3.2
More practical experience/application	2	3.2
Better teachers/teaching methods/teaching skills	2	3.2
Stricter teachers/more discipline	2	3.2
Other Mentions	5	8.0
Unsure	13	20.6

*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 this preparation (13%) or did so only in part (8%).

Respondents who felt they were not prepared academically to pursue post-secondary education were asked to describe how high school could have prepared them better. The most common theme identified by respondents was to increase course choices and offer more variety and co-op programs (12%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=34)	% of Respondents
Increase course choices/more variety/co-op programs	4	11.8
Teach more essay writing/reading/research skills	3	8.8
More challenging/ greater workload/higher standards	3	8.8
More study in math	3	8.8
Mirror university style of teaching, testing, etc.	2	5.9
Better teachers/teaching methods/teaching skills	2	5.9
Increase/ improve advanced courses or university preparation courses	1	2.9
Inform students of university requirements/what to expect	1	2.9
Offer more information on career choices (eg. trades)	1	2.9
Increase guidance for course choices	1	2.9
More study in English	1	2.9
More relevant course work in general	1	2.9
Other Mentions	1	2.9
Unsure	10	29.4

*Multiple responses allowed

Life Skills and Suggestions for Improvement

When asked to reflect on their high school years, 76% of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. The other 24% of respondents felt that high school either did not provide these skills (15%) or did so only in part (9%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestions were to offer courses or workshops on life skills (23%) and budgeting skills (18%).

Suggestions for Improvement-Life Skills*		
	(n=39)	% of Respondents
Offer courses or workshops on life skills	9	23.1
Budgeting skills/financial	7	17.9
Offer more information on life skills	4	10.3
Wider range of courses	2	5.1
More challenging/greater workload/higher standards	2	5.1
Time management skills	1	2.6
Communication skills	1	2.6
Teachers need upgrading	1	2.6
More helpful guidance counselors/ teachers	1	2.6
More teacher support (tutoring, teacher/student ratio)	1	2.6
No response/refusal	12	30.8

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, 81% of respondents indicated that high school had provided them with adequate preparation for the workforce, in terms of the necessary work-related skills. The other 19% of respondents felt that high school either did not provide these skills (11%) or did so only partially (8%).

Respondents offered a wide range of suggestions on how high school could have better prepared them for the workforce, with the most common response being to offer courses or workshops on job finding skills (13%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=31)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	4	12.9
Provide more info on career choices (job fairs, career days, etc.)	2	6.5
More practical experience/application	2	6.5
Encourage more people to take the co-op program	1	3.2
Teach more life skills (finance, time management, people)	1	3.2
Increase trade related / work related courses	1	3.2
Make work experience/co-op programs mandatory	1	3.2
Unsure	19	61.3

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key element of this study was to explore respondents' experiences following graduation from high school. When asked about their current life situation, 50% of respondents from district 10 indicated that they were attending a post-secondary institution at the time of the study, while 50% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from district 10 can be classified into four distinct categories:

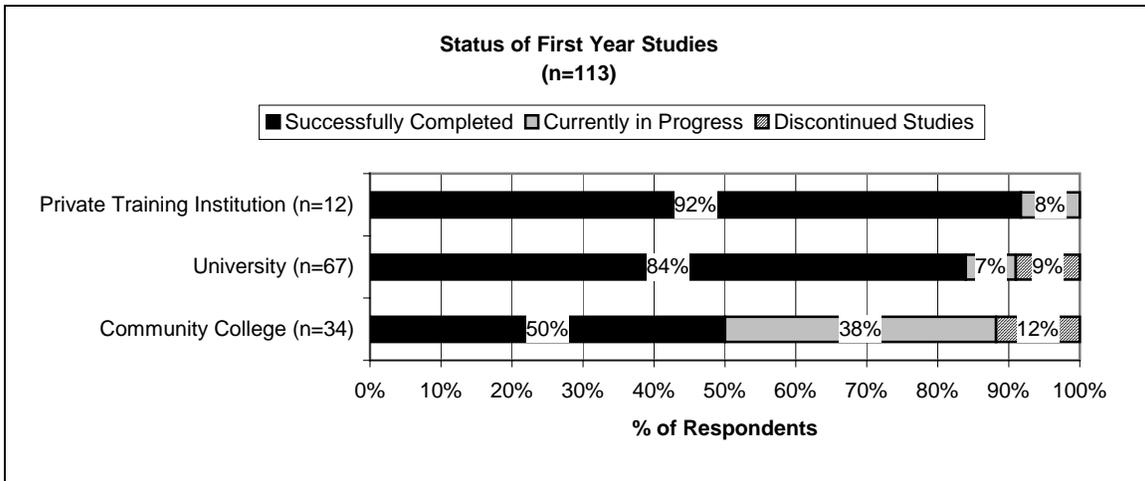
- respondents who were attending a post-secondary institution at the time of the survey (50%);
- respondents who had not yet attended a post-secondary institution (31%);
- respondents who had attended a post-secondary institution and discontinued studies (9%); and
- respondents who had attended a post-secondary institution and fully completed their program (10%).

3.2 Completion Rate for First Year of Studies

Nearly seven in ten respondents (69% or n=141) from district 10 had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, three-quarters (74%) 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), 17% were currently in the process of completing their first year of studies, and 9% had discontinued their studies.

Respondents who had attended a private training institution reported the highest completion rate of their first year (92%), followed by respondents who had attended a university (84%), and those who had attended a community college (50%). However, it should be noted that 38% of respondents who had attended a community college, 8% of respondents who had attended a private training institution, and 7% 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.

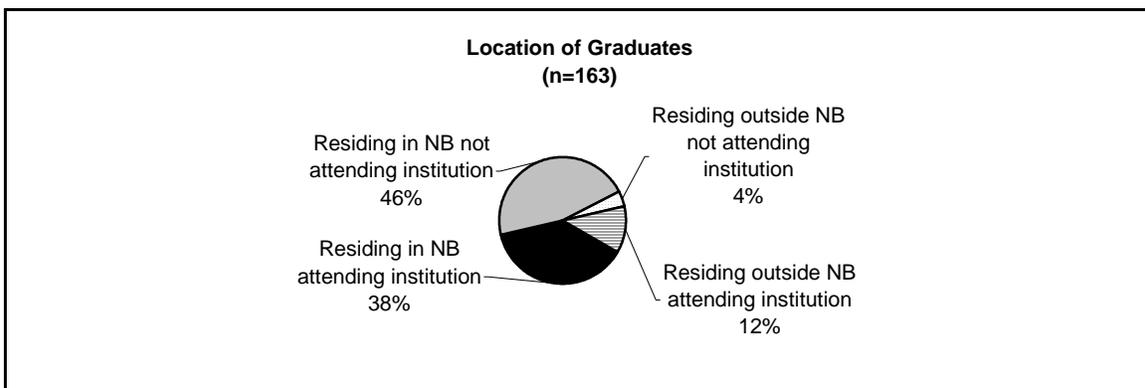


3.3 Mobility of Respondents

Overall, the vast majority of respondents from district 10 (84%) still resided in New Brunswick at the time of the survey. Of these respondents, 45% had stayed to attend an educational institution, while 55% had stayed for other reasons. When asked if they were likely to leave New Brunswick, 36% said they would leave, 39% indicated they would not leave, and 25% were unsure.

Of those who had migrated outside the province (n=26), 77% had relocated to attend an educational institution, while 23% had moved for family or personal reasons, or to take advantage of job opportunities and greater earnings available outside the province. When asked if they were likely to return to New Brunswick, 46% said they would return, 31% indicated they would not return, and 23% were unsure.

Readers are again reminded that while the findings of the survey are applicable to its 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, 50% of respondents from district 10 were engaged in post-secondary studies (82 respondents).

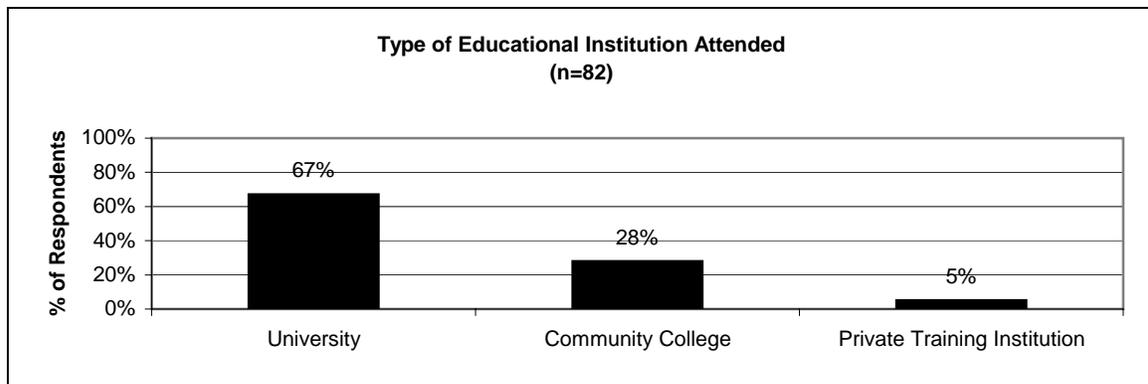
Overall, 73% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. Over half indicated that they had been working full-time prior to their studies (55%), while others had attended another post-secondary institution (18%), and a smaller proportion had worked part-time (14%). The remaining respondents were unemployed and looking for work (5%), traveling (4%), or volunteering (4%).

4.2 Selection of Post-Secondary Institution

Respondents 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

As illustrated below, the majority of respondents (67%) who were attending a post-secondary institution at the time of this survey were attending a university. The remaining respondents were attending a community college (28%) or a private training institution (5%).



At the time of the survey, a quarter of respondents engaged in post-secondary studies were attending a New Brunswick Community College (24%), followed by the University of New Brunswick (22%). Over eight in ten respondents (81%) indicated they were engaged in studies at their institution of choice.

Name of Post-Secondary Institution		
	(n=82)	% of Respondents
NBCC/CCNB	20	24.4
University of New Brunswick	18	22.0
St. Thomas University	15	18.3
Dalhousie University	4	4.9
Mount Allison University	3	3.7
Carleton University	3	3.7
St. Stephen's University	3	3.7
St. Francis Xavier University	2	2.4
St. Mary's University	2	2.4
Other Mentions	12	14.5

4.2.2 Location of Institution

The vast majority of respondents (76%) had chosen to attend a post-secondary institution within New Brunswick.

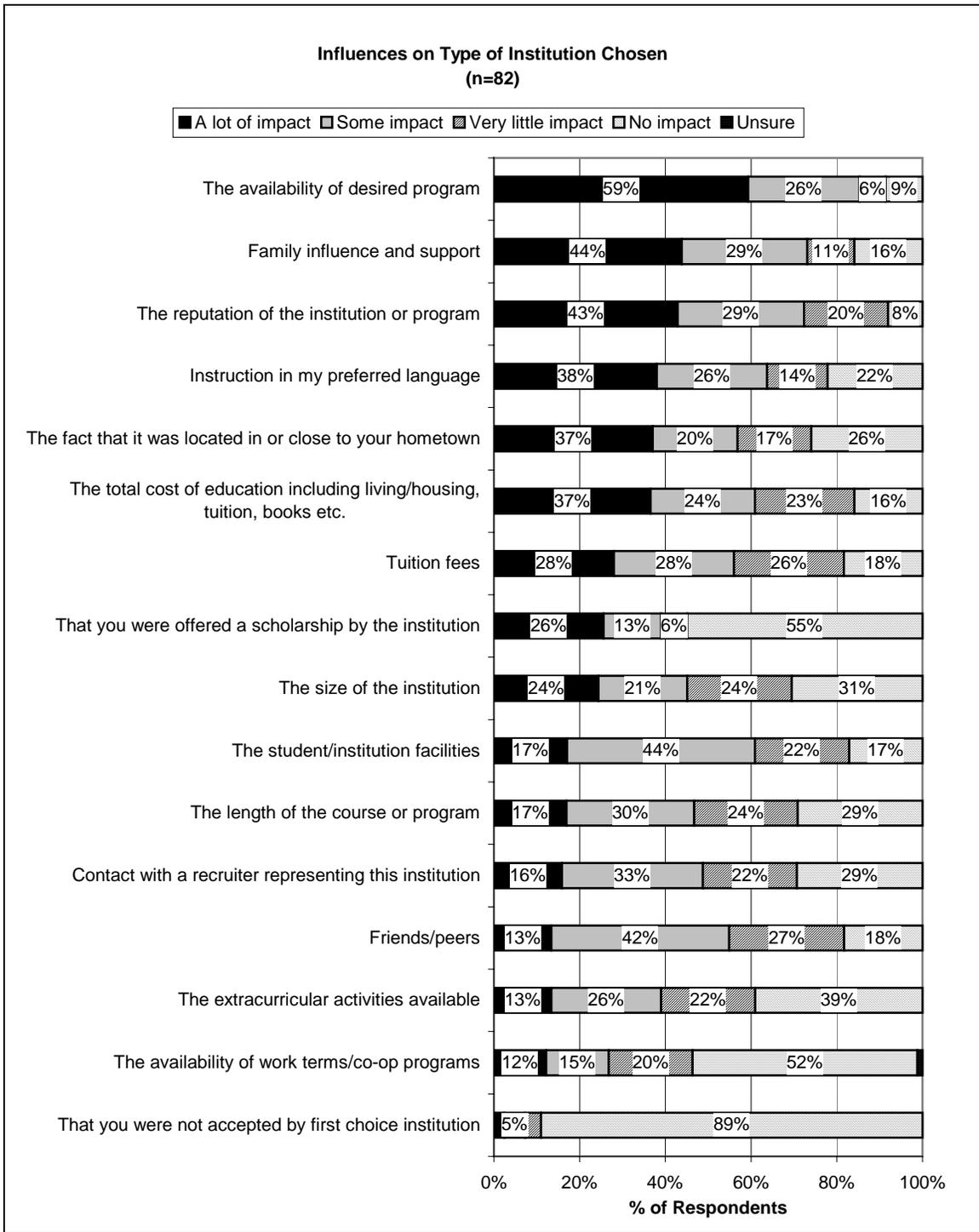
Location of Institution		
	(n=82)	% of Respondents
New Brunswick	62	75.6
Nova Scotia	10	12.2
Ontario	7	8.5
United States	2	2.4
Quebec	1	1.2

4.2.3 Influences on Type of Institution Chosen

To determine the impact of select factors on the 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 was the availability of a desired program (85%). Second to this, respondents cited family influence and support (73%), and the reputation of the institution or program (72%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision were being offered a scholarship (39%), the extracurricular activities available (39%), the availability of co-op or work term programs (27%), and not having been accepted by a first choice of institution (7%).

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

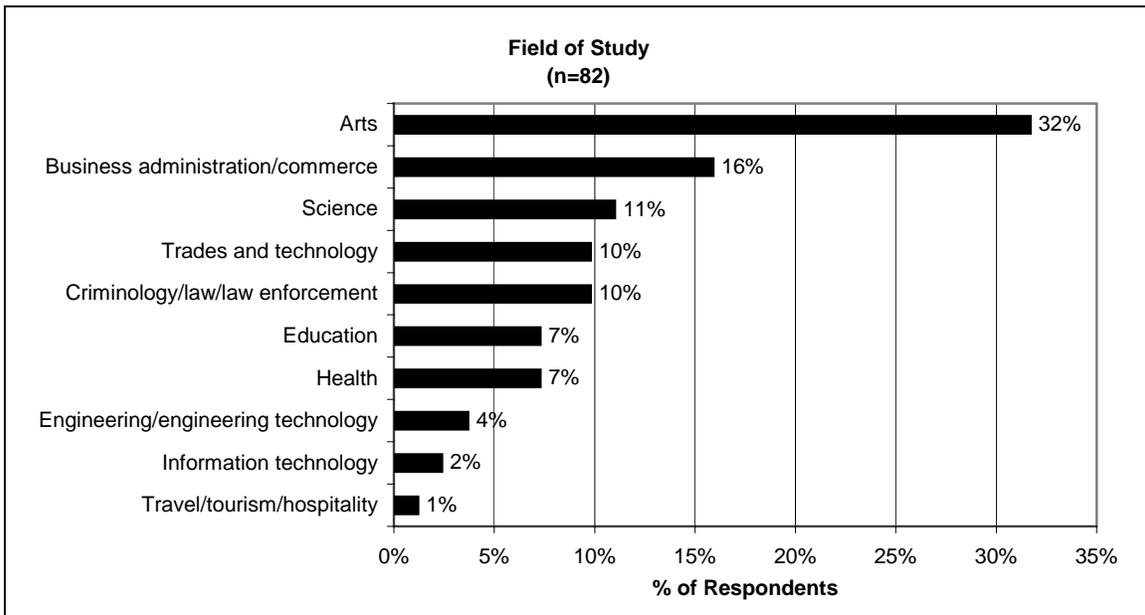


4.3 Scope of Study

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

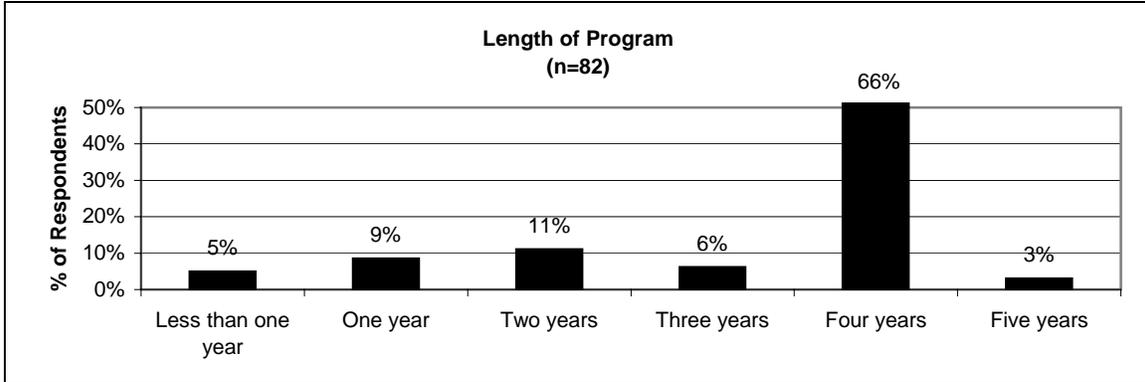
4.3.1 Educational Status and Field of Study

Nearly all respondents (94%) who were pursuing post-secondary education at the time of the survey were attending classes full-time. The most common field of study reported by respondents attending a post-secondary institution was arts (32%), followed by business administration/commerce (16%).



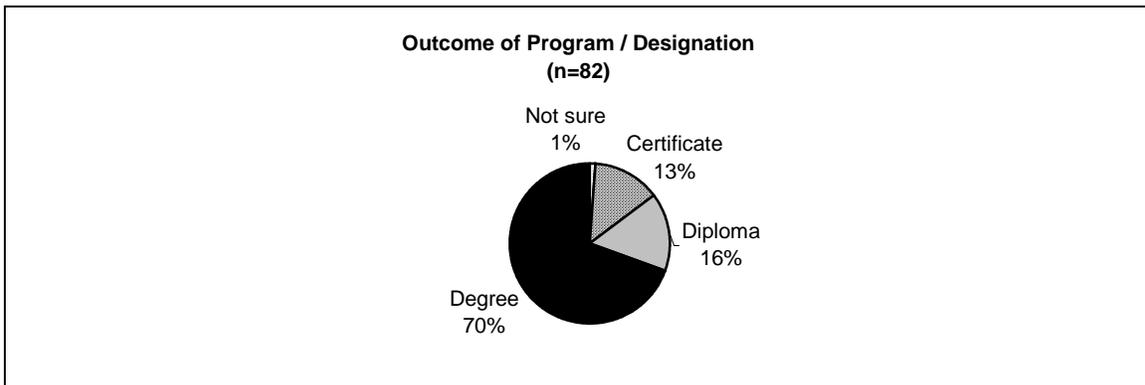
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (66%). As might be expected, respondents enrolled in a university were pursuing programs of longer duration (96% attending programs four or more years in length) as compared to those attending community college (91% pursuing programs of three years or less) or a private training institution (50% pursuing programs of three 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 would receive a degree (70%) or diploma (16%) upon the completion of their program of study.

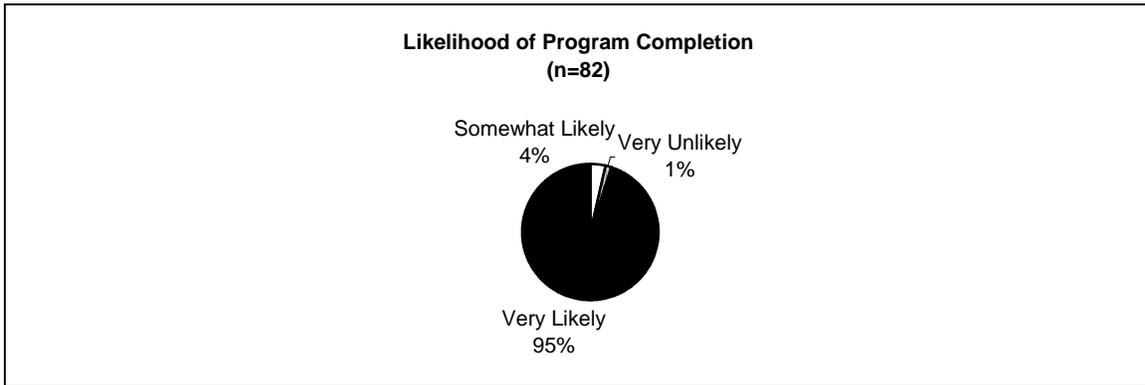


4.4 Expectations for the Future

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

Nearly all respondents attending a post-secondary institution at the time of the survey indicated they are likely⁸ to complete the program in which they were currently enrolled (99%). The respondent who indicated that program completion was unlikely⁹ identified that he/she was planning to switch programs/institutions¹⁰.



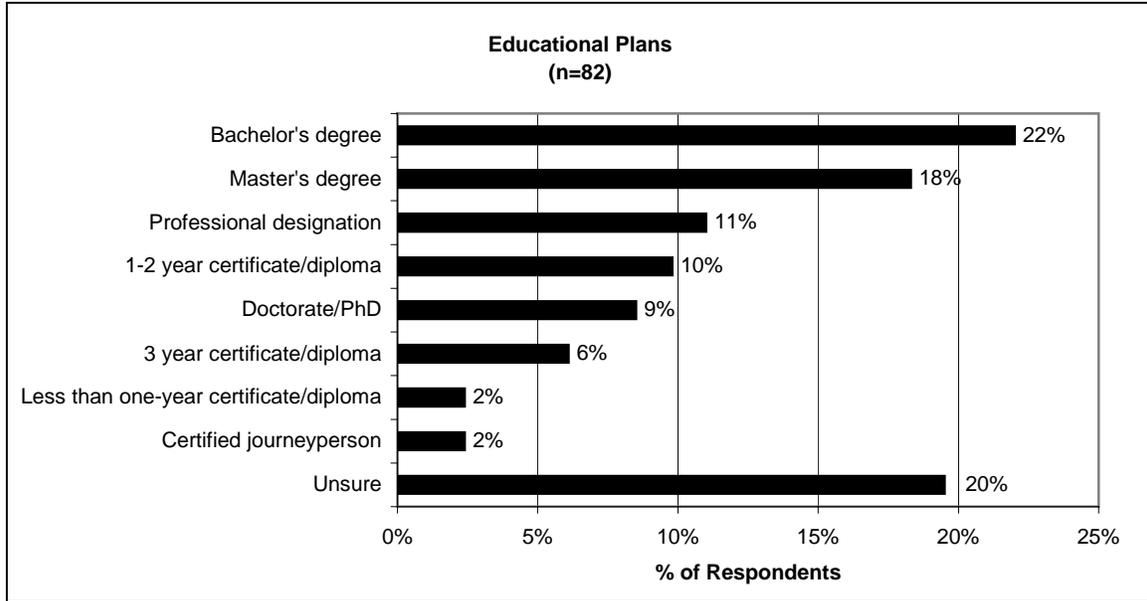
⁸ Likely: Includes "very likely" or "somewhat likely".

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

¹⁰ Multiple Responses Allowed

4.4.2 Future Plans for Education

A Bachelor's degree was the most common level of educational attainment aimed for by respondents (22%). Second to this, 18% planned to pursue a Master's degree.

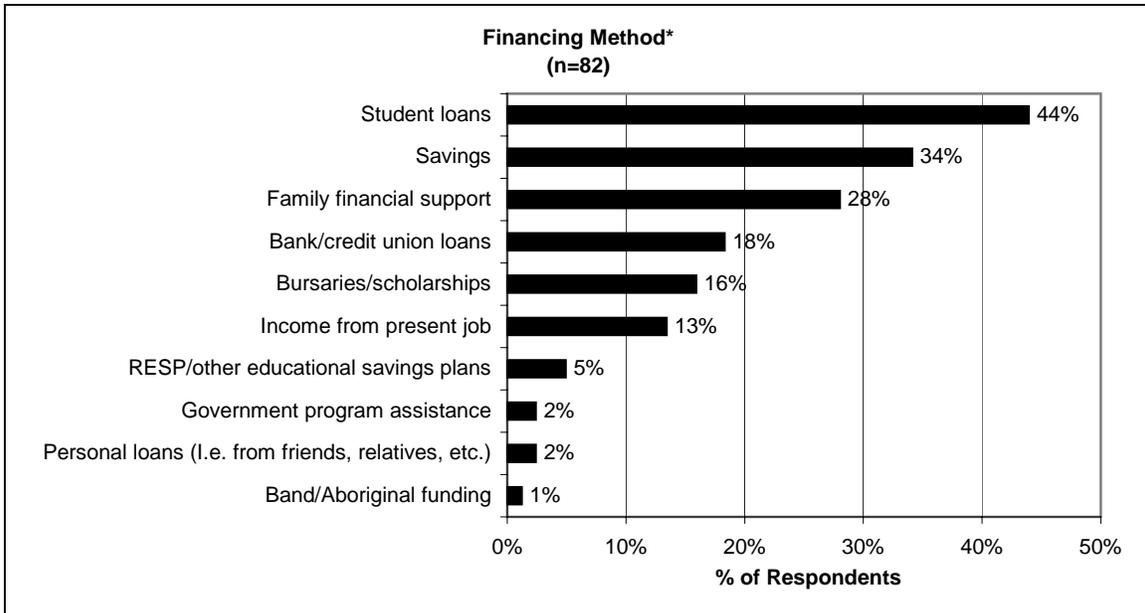


4.5 Financing Post-Secondary Education

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

4.5.1 Method of Financing

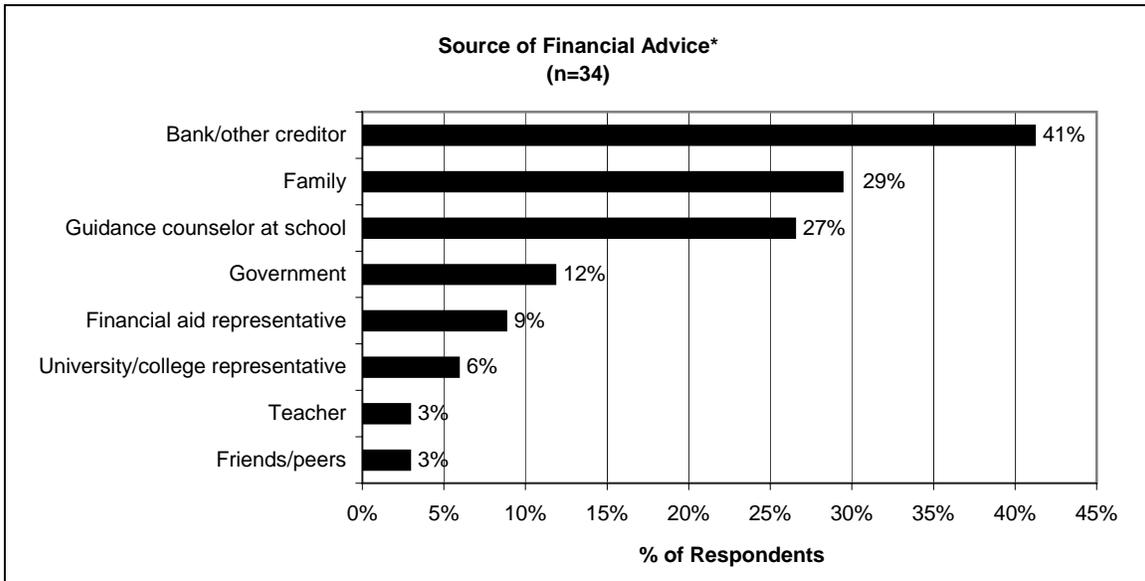
The most commonly reported method of payment for post-secondary education or training included student loans (44%) and personal savings (34%).



*Multiple responses allowed

4.5.2 Source of Financial Advice

Almost six in ten (59%) respondents enrolled in a post-secondary institution at the time of the survey reported that they had not sought any financial advice or information regarding financing their post-secondary education. Those who had sought advice most commonly received this advice from a bank or other creditor (41%), family (29%) or a guidance counselor at school (27%).

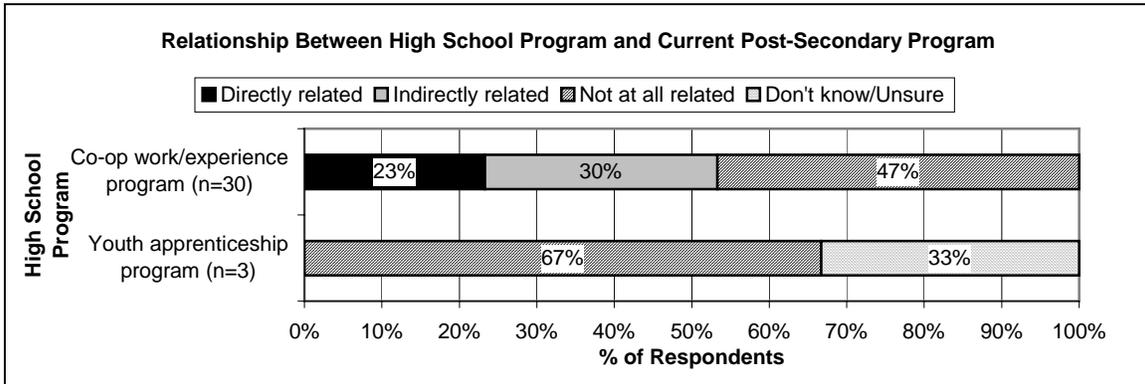


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, the majority of respondents indicated they were satisfied (65% very satisfied, 27% somewhat satisfied).

4.6 Relationship of High School Activities to Post-Secondary Education

Participation in high school activities did not bear a strong relationship to the selection of a post-secondary program. Nearly half (47%) of respondents who had participated in a co-op/work experience program and two-thirds of respondents (67%) who had participated in a youth apprenticeship program reported that their current program of study was not at all related to the program they completed in high school.



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.

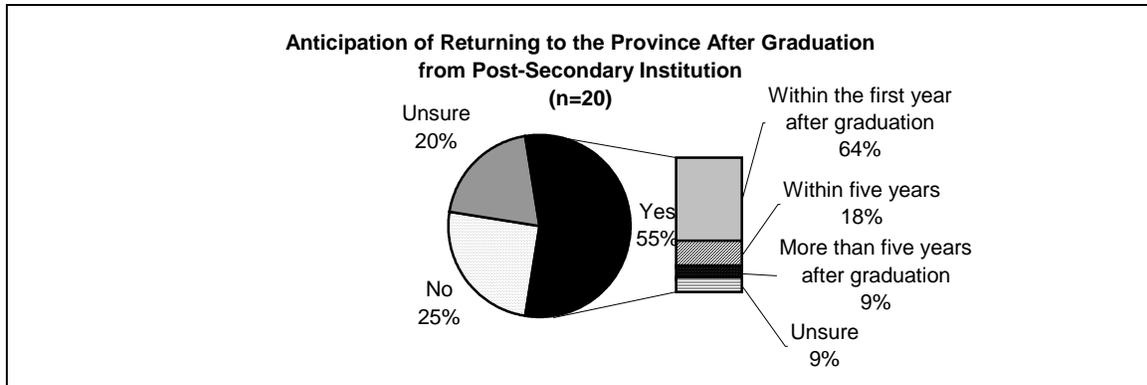
4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

The majority of respondents who were currently attending an institution outside New Brunswick (n=20) reported doing so because the program they wanted was not offered in New Brunswick (25%).

Reason for Attending an Out of Province Institution*		
	(n=20)	% of Respondents
Desired program not offered in New Brunswick	5	25.0
Wanted to do post-secondary education outside New Brunswick	4	20.0
Programs are of higher quality outside the province	3	15.0
Work related	2	10.0
Personal/family reasons	1	5.0
Living in the province and doing correspondence course outside New Brunswick	1	5.0
No specific reason	4	20.0

*Multiple responses allowed

Over half (55% or n=11) of these respondents planned to return to the province, the majority of whom anticipated returning to New Brunswick within the first year following graduation from their current post-secondary education or training (64% or n=7).



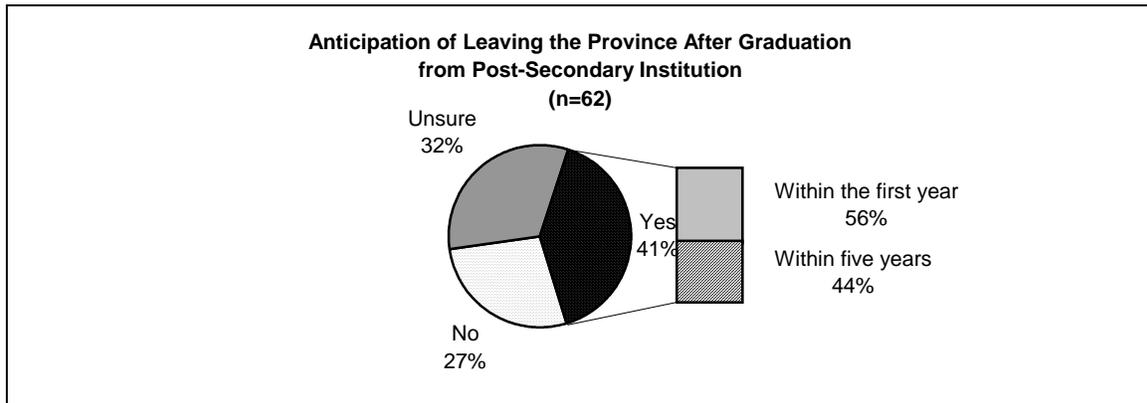
Of those who had not planned on returning to the province (n=9), a variety of reasons were given, as shown below.

Reasons for Not Returning to New Brunswick*		
	(n=9)	% of Respondents
Better job opportunities	5	55.6
Personal/family reasons	1	11.1
Lack of jobs/fewer job opportunities	1	11.1
To travel/see other places	1	11.1
Unsure	1	11.1

*Multiple responses allowed

4.7.2 Respondents Currently Attending an Institution in New Brunswick

Of the respondents attending a post-secondary institution within the province at the time of the survey, 41% anticipated leaving the province after they finished their current post-secondary education or training. The majority of these respondents (56%) anticipated leaving within the first year following graduation.



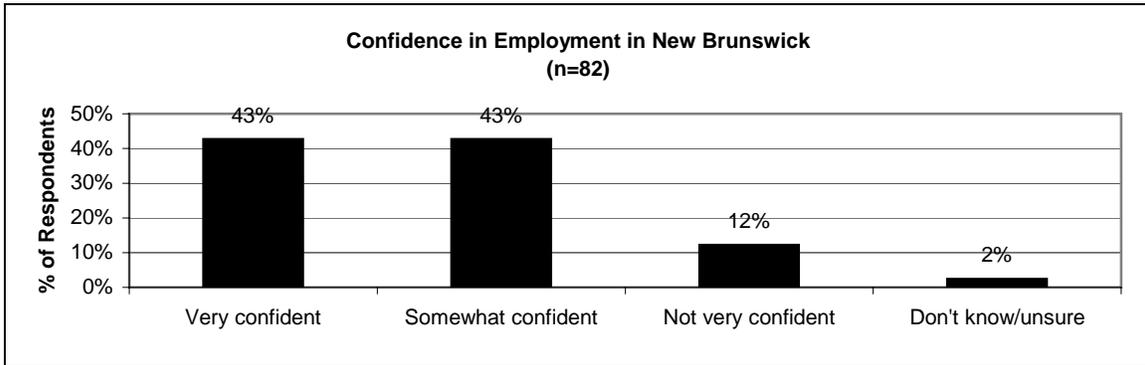
Respondents who anticipated leaving the province after they finished their current post-secondary education were asked to specify the reason why. The most common reason reported by respondents was a desire to further their education (28%).

Reasons for Leaving New Brunswick*		
	(n=25)	% of Respondents
Further education	7	28.0
To travel/see other places	6	24.0
Better job opportunities	5	20.0
For a change	2	8.0
Lack of jobs in chosen field	1	4.0
Better wages	1	4.0
Current employment	1	4.0
Unsure	2	8.0

*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. More than eight in ten respondents (86%) 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”.

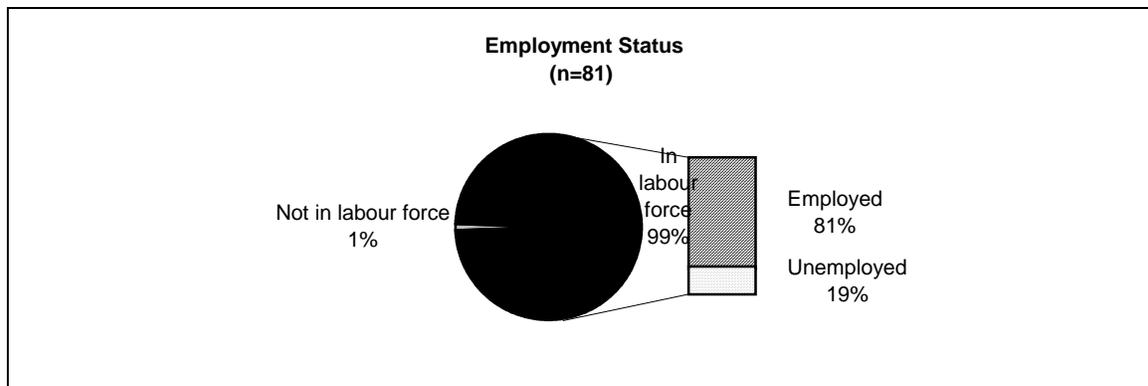
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for those respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had not yet 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, 50% of all district 10 respondents were not attending a post-secondary institution at the time of this study (81 respondents). Although not attending a post-secondary institution at that time, 38% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 52% reported successfully completing the entire program and 48% reported discontinuing their studies.

During the reference week, 99% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 1% were not. Of those respondents in the labour force, 81% were employed (full-time: 85%; part-time: 15%) and 19% 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.



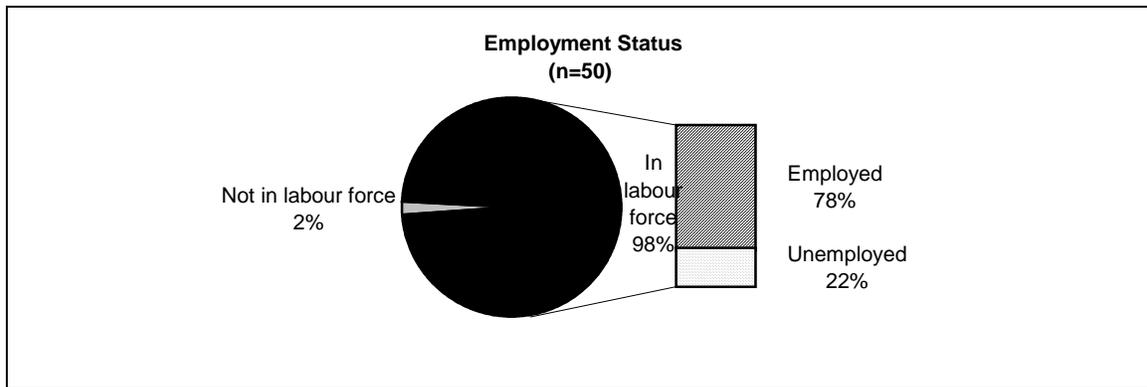
5.1.1 Relationship of Employment to Work Experience Program

Eight in ten employed respondents (80%) who had participated in a co-op/work experience program during high school (n=30) indicated that the program was not at all related to their current employment. The remaining respondents indicated the program was indirectly (10%) or directly (10%) to their current employment.

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

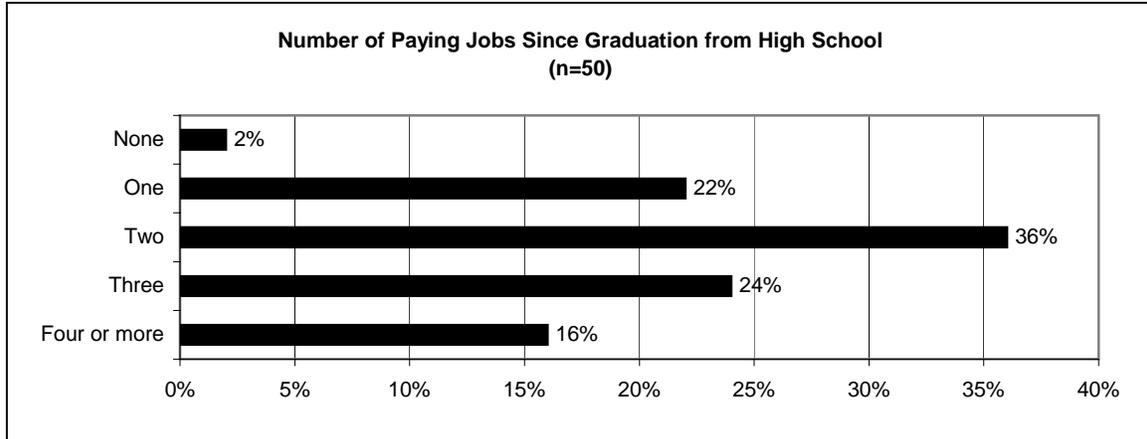
5.2.1 Labour Force and Employment Status

A total of 50 respondents from district 10 (31%) had not yet attended a post-secondary institution at the time of the survey. During the reference week, 98% of these respondents were in the labour force, while 2% were not. Of those in the labour force, 78% were employed (full-time: 80%; part-time: 20%), while 22% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2.4 paying jobs since graduation from high school.

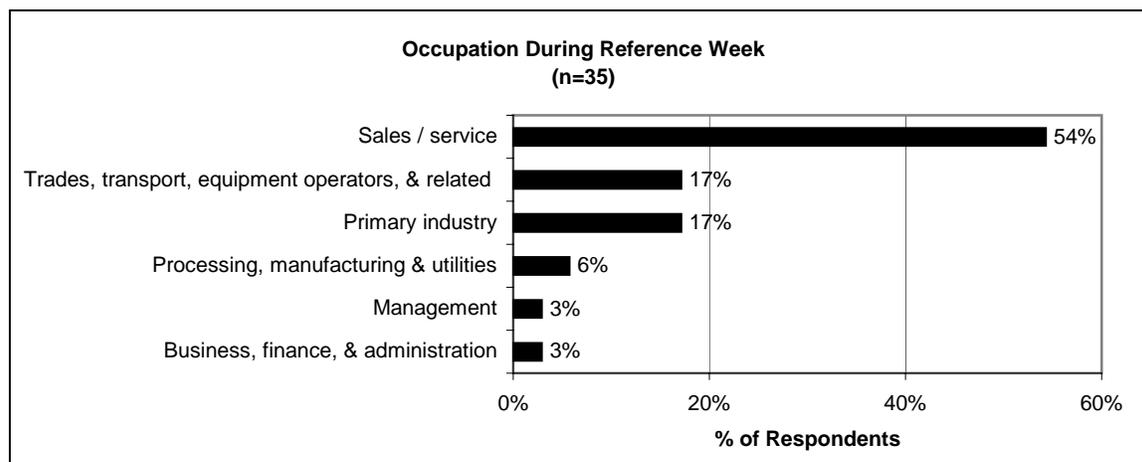


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 70% were employed during the reference week. No respondents who had not yet attended a post-secondary institution indicated that they were participating in an apprenticeship program during the reference week.

Occupation

The majority of employed respondents reported working in a sales or service occupation (54%) during the reference week.



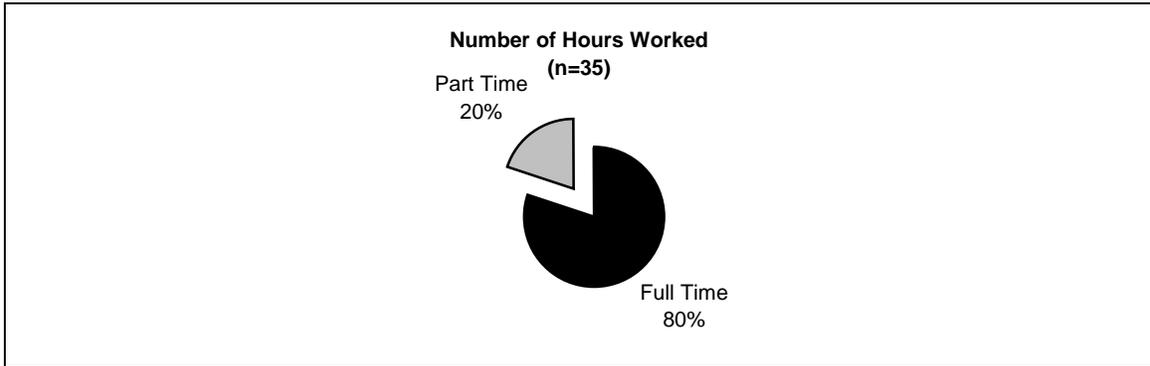
Industry

Most frequently, these working respondents who had never been to post-secondary education or training reported holding positions in the retail industry (34%).

Type of Business, Industry or Service During Reference Week		
	(n=35)	% of Respondents
Retail trade	12	34.3
Agriculture, forestry, fishing & hunting	9	25.7
Manufacturing	4	11.4
Administrative support, waste management & remediation services	4	11.4
Accommodations, food services	2	5.7
Health care & social assistance	1	2.9
Other services (except public administration)	1	2.9
Mining, oil & gas	1	2.9
Professional, scientific, technical services	1	2.8

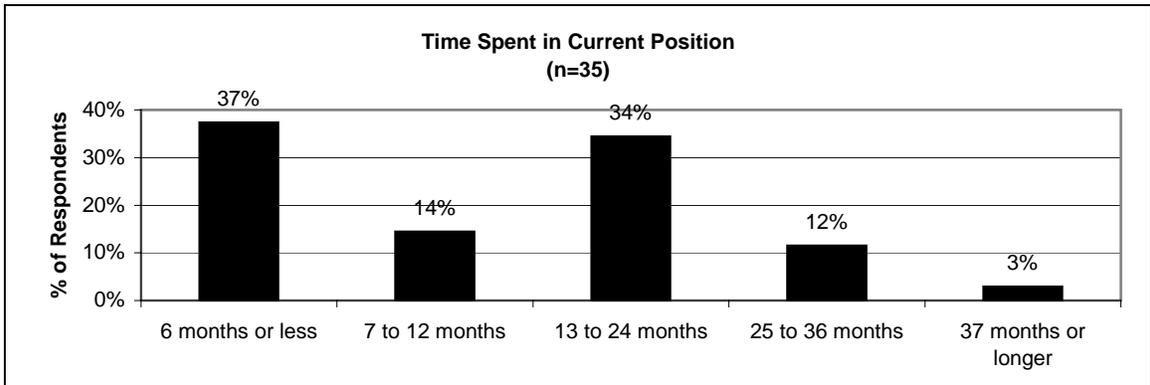
Average Number of Hours Worked & Average Hourly Wage

The majority (80%) of respondents who had not yet attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 35.7 hours during that particular week. Hourly wages ranged from \$6.00 to \$15.00, with a mean hourly wage of \$9.80.



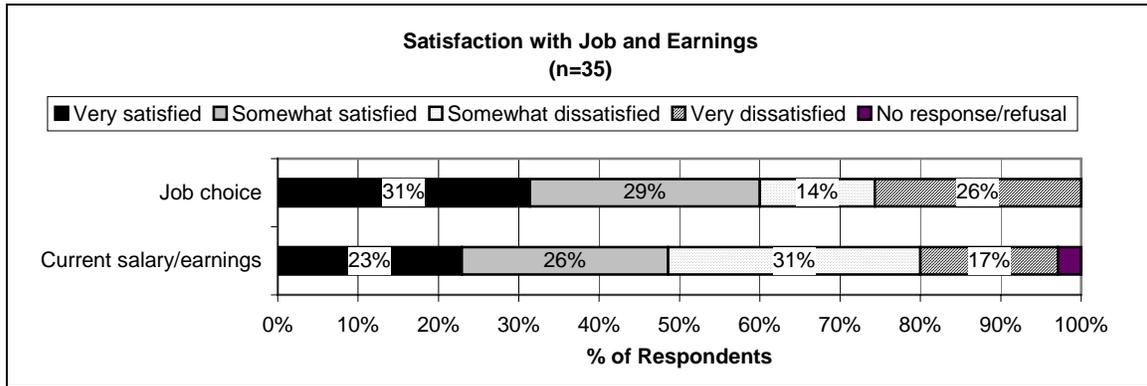
Length of Time Employed in Current Position

Respondents had been employed in their current position for a mean period of 14.3 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, 49% were at least somewhat satisfied with their current salary or earnings and 60% were at least somewhat satisfied with their job choice.



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

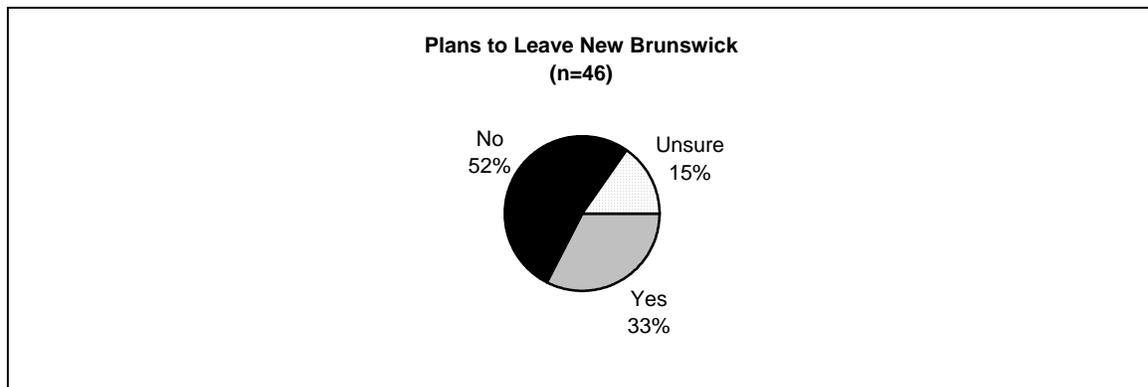
This section summarizes the findings of those respondents who had not yet attended a post-secondary institution and who were unemployed or not in the labour force during the reference week. Of this segment of respondents, 92% (n=11) were unemployed and 8% (n=1) were not in the labour force. Of those unemployed, 46% were looking for employment during the reference week, 45% were waiting for a recall to work after a layoff, and 9% were waiting for a new job to start in the next four weeks. A majority (86%) of those looking for employment indicated they were seeking full-time employment and 14% were interested in part-time employment.

The respondent who was not in the labour force attributed his/her employment status to receiving employment insurance. The reasons identified by the unemployed respondents seeking employment were an inability to find available work in the area or work related to training and experience (n=2 each), and traveling (n=1).

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority of respondents who had not yet attended a post-secondary institution reported living in New Brunswick (92%). Of these respondents, 33% anticipated leaving the province in the future.



Of those respondents who anticipated leaving New Brunswick (n=15), four planned on leaving within the following year, nine expected to leave within five years, and one anticipated leaving in more than five years. The remaining respondent was unsure when he/she would leave.

The most cited reasons offered for leaving New Brunswick were to search for better job opportunities elsewhere and to further education (27% each).

Reasons for Leaving New Brunswick*		
	(n=15)	% of Respondents
Further education	4	26.7
Better job opportunities	4	26.7
Personal/family reasons	3	20.0
For a change	1	6.7
Rather live in big city	1	6.7
To travel/see other places	1	6.6
Unsure	1	6.6

*Multiple responses allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

The four respondents who no longer resided in New Brunswick attributed their motivations for leaving to increased job opportunities outside the province (n=4) and an ability to make more money outside the province (n=1)¹².

One of the four respondents who no longer lived in New Brunswick planned to return to the province within five years. Two of the remaining respondents did not anticipate returning and one respondent was unsure of returning. Reasons given by these respondents included better job opportunities elsewhere (n=2) and fewer job opportunities in New Brunswick (n=1)¹³.

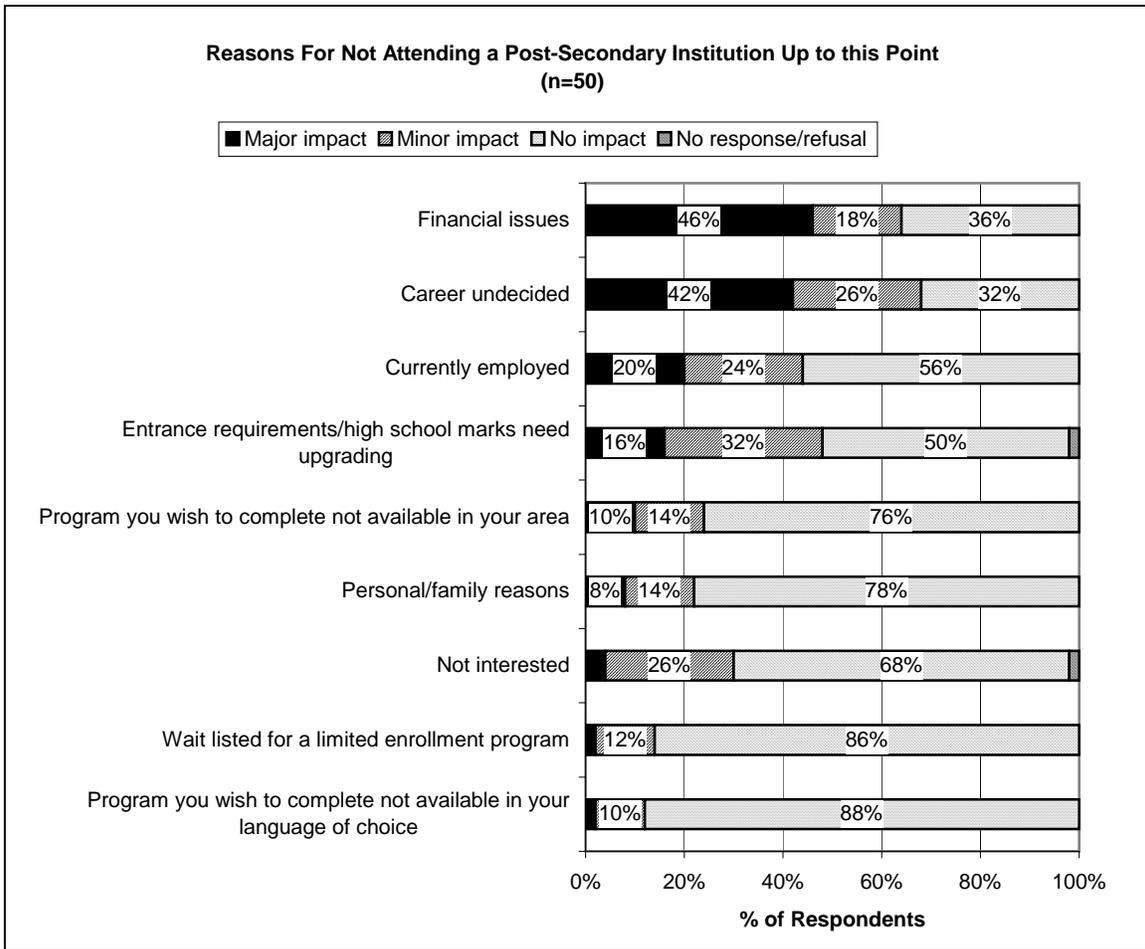
5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

Nine potential barriers to post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was then 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 not having decided on a career (68%) was the factor that had the most influence¹⁴ on their decision not to attend a post-secondary institution, followed by financial issues (64%). Less influential factors included the desired program not being available in one's area (24%), personal or family reasons (22%), being wait-listed for a limited enrollment program (14%), and not having a program of interest available in their language of choice (12%).

¹² Multiple responses allowed

¹³ Multiple responses allowed

¹⁴ 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 indicated that the fear of getting into too much debt (69%) played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=32)	% of Respondents
You are afraid of getting into too much debt	22	68.8
The program you wish to take is too expensive	13	40.6
You were not able to get enough money to attend	12	37.5
Other Mentions	2	6.3

The respondents who had reported, “not being interested in attending” as a factor in their decision not to pursue post-secondary education to date claimed that a number of factors had played a part in their decision, including a desire to continue working and making money (87%).

Reasons for Citing NOT INTERESTED		
	(n=15)	% of Respondents
You want to continue working and making money	13	86.7
You wish to attend sometime in the future	9	60.0
You wish to take a break from formal learning	7	46.7
You feel that a post-secondary education will not help you get a job	6	40.0
You are planning on doing some traveling before deciding about a post-secondary education	5	33.3
Other Mentions	1	6.7

Of those respondents who had indicated an “undecided career” was a factor, most (74%) 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=34)	% of Respondents
You are undecided between more than one career choice	25	73.5
You did not have sufficient information on your post-secondary options	17	50.0

Those who had cited “entrance requirements” as a factor that had an impact said not meeting the requirements for the institution (46%) or program (33%) they wanted to enter had played a part in their decision not to attend a post-secondary institution.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=24)	% of Respondents
You did not meet the requirements for the <i>institution</i> you wished to enter	11	45.8
You did not meet the entrance requirements for the <i>program</i> you wished to enter	8	33.3
The pre-requisite courses were not available at your school	4	16.7
You are currently back in high school upgrading your marks	2	8.3

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution indicated, most frequently, that not wanting to leave their community and home had played a role in their decision.(36%).

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=11)	% of Respondents
You don't want to leave your community and home	4	36.4
Lack of family support	3	27.3
Health reasons prevent you from attending	2	18.2
Your present family commitments	1	9.1

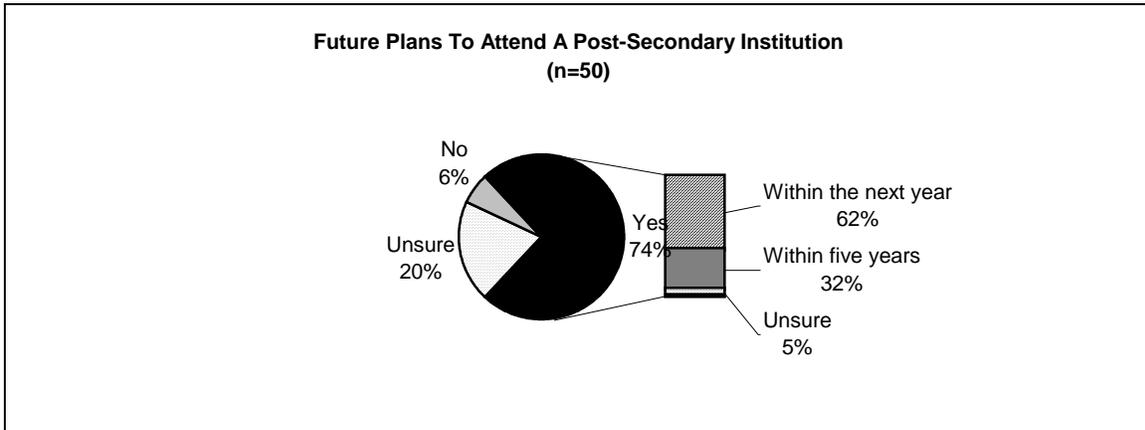
Most frequently, those respondents who indicated their “current employment” was a factor indicated that a need to support themselves (86%), a desire to work (73%) and indecision on a career path (73%) had played a role in their decision.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=22)	% of Respondents
To support yourself	19	86.4
Working is what you want to do	16	72.7
You are still undecided on your career path	16	72.7
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	14	63.6
To earn money for post-secondary education	13	59.1
You believe that your work experience will get you to your career goals	11	50.0
To support your family	8	36.4
You have started your own business	1	4.5

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Most of the respondents (74%) who had not yet attended a post-secondary institution planned to attend one in the future. Of those respondents who intended to pursue post-secondary education, 63% planned to attend the following year.



Motivations for Pursuing Education

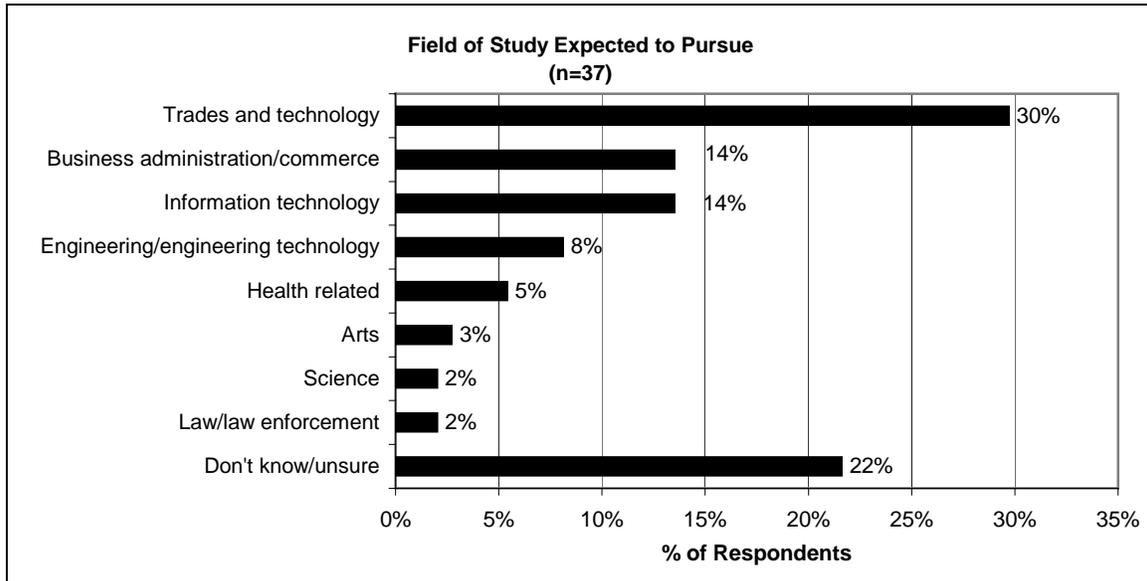
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (81%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=37)	% of Respondents
To get a better job/further career opportunities	30	81.1
To further education/better myself	2	5.4
You will have sufficient financial resources	2	5.4
You have been accepted in a post-secondary institution that you wanted	1	2.7
You have been accepted in a post-secondary program that you wanted	1	2.7
Unsure	1	2.7

* Multiple responses allowed

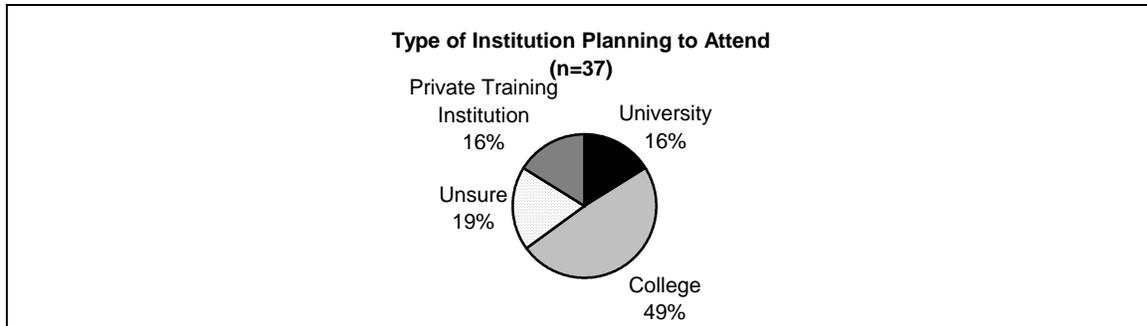
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (30%). Approximately one-quarter of respondents (22%) were unsure.



Type of Institution

The majority of these respondents planned on attending a college (49%).



Name of Institution

Four in ten respondents (41%) were unsure which post-secondary institution they would attend. The remaining respondents mentioned several different institutions, but a New Brunswick Community College was cited most frequently (35%).

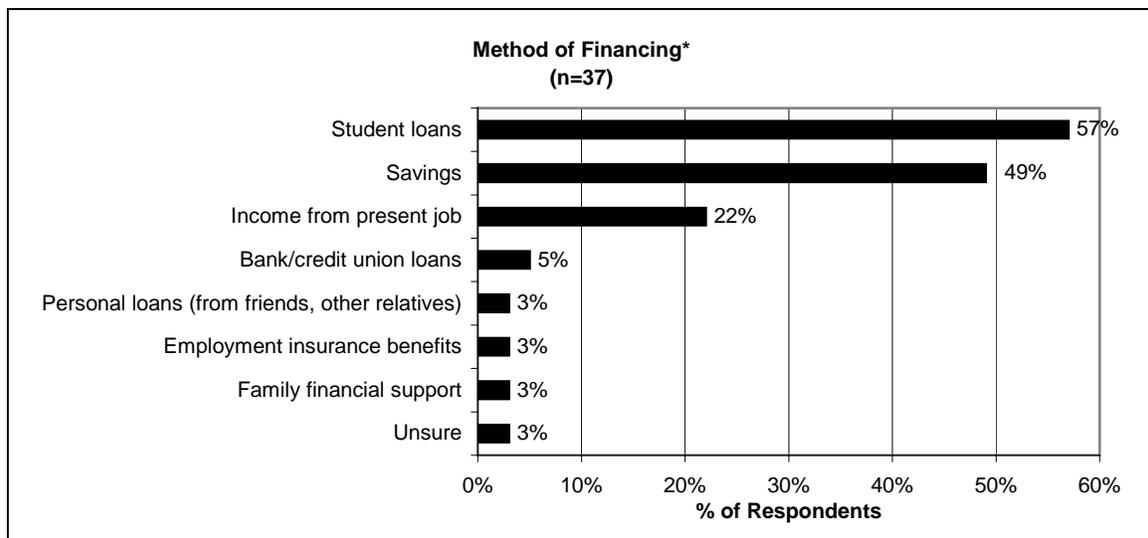
Name of Post-Secondary Institution		
	(n=37)	% of Respondents
NBCC/CCNB	13	35.1
University of New Brunswick	2	5.4
St. Thomas University	1	2.7
St. Mary's University	1	2.7
Compu College	1	2.7
Other Mentions	4	10.8
Unsure	15	40.6

Location & Reasons for Leaving New Brunswick

Most respondents (84%) who planned on pursuing post-secondary education planned to attend an institution in New Brunswick. Those who planned to attend an institution outside the province (n=6) cited personal or family reasons (n=4), a program of choice not being offered in New Brunswick (n=1), and programs being perceived to be of higher quality at out of province institutions (n=1) as reasons for relocation¹⁵.

Source of Financing

Respondents who were planning to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however student loans (57%) and personal savings (49%) were the most popular financing methods.



*Multiple responses allowed

¹⁵ Multiple responses allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

Overall, 15 respondents in district 10 (19%) had attended a post-secondary institution since graduation in 2002 but had discontinued their studies before completion. When asked for their main reason for discontinued studies, 33% of the respondents reported that they had taken a break rather than discontinued studies.

Reason for Discontinued Studies		
	(n=15)	% of Respondents
Break in studies, not discontinued	5	33.3
Program was not what you expected	3	20.0
Lost interest in program	2	13.3
Personal/family/illness issues	1	6.7
Upgrade high school courses	1	6.7
Took a break from school	1	6.7
Don't know	2	13.3

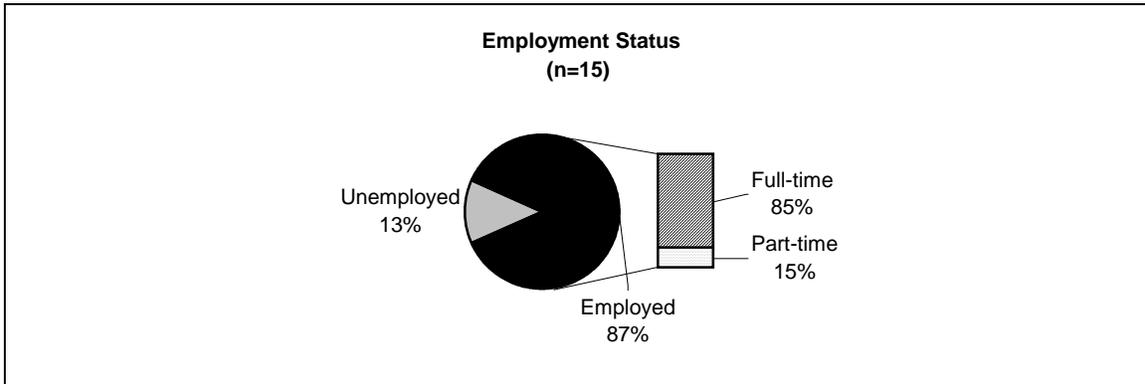
For the most part, the majority of respondents¹⁶ had discontinued their studies during (40%) or at the end (30%) of the first year of their multi-year program. The remaining respondents who had discontinued their studies did so before the completion of a program of one year or less in duration (20%) or during the second year of a multi-year program (10%).

¹⁶ 5 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

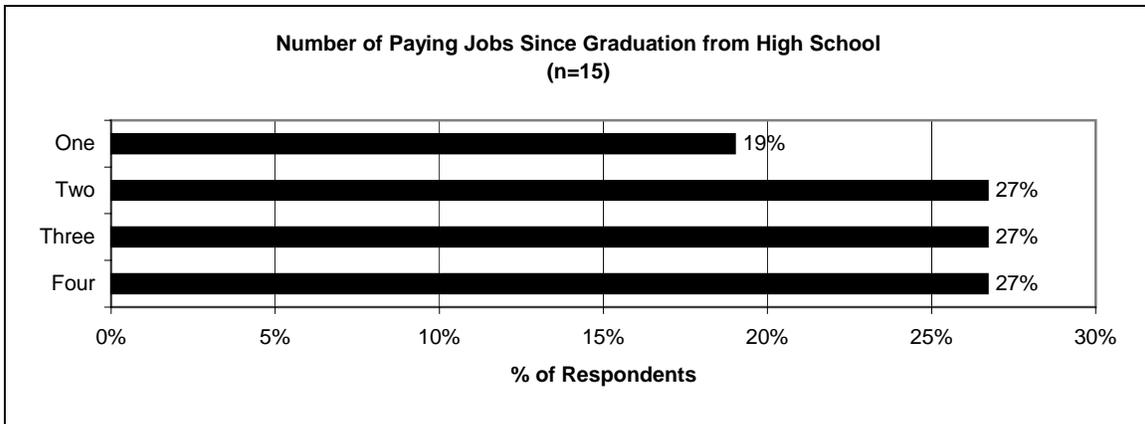
Labour Force and Employment Status

During the reference week, all respondents who had discontinued their studies were in the labour force. Of this segment, 87% of these respondents were employed (full-time: 85%; part-time: 15%), while 13% were unemployed.



Number of Jobs

On average, respondents who had discontinued their studies at a post-secondary institution reported having 2.6 paying jobs since graduation from high school.

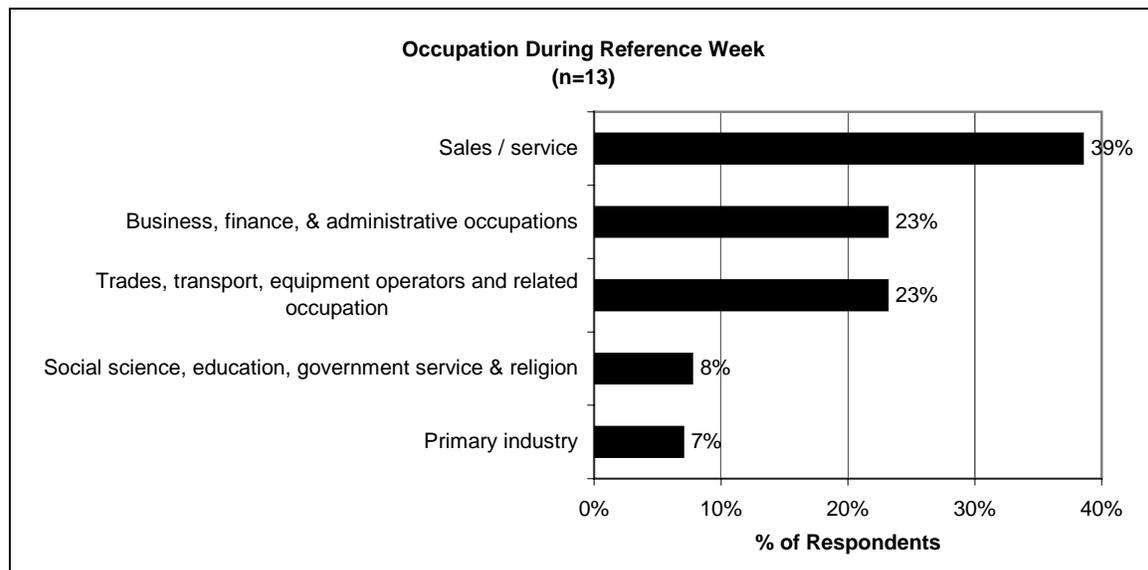


5.3.2 Respondents Working in Reference Week

Approximately nine in ten (87%) of those who had discontinued their post-secondary studies were employed during the reference week. No respondents were participating in an apprenticeship program at the time of this survey.

Occupation

The majority of these respondents reported working in a sales or service occupation (39%) during the reference week.



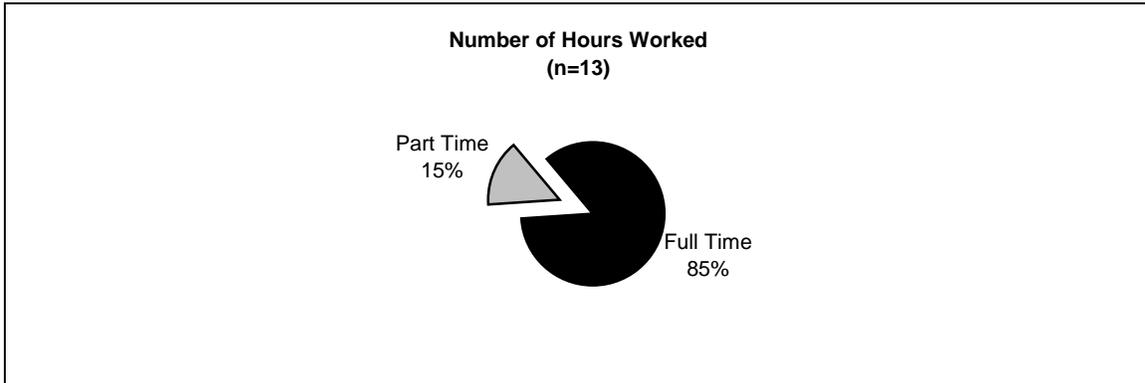
Industry

These working respondents reported holding positions in a variety of industries.

Type of Business, Industry or Service During Reference Week		
	(n=13)	% of Respondents
Retail trade	2	15.4
Administrative support, waste management/ remediation	2	15.4
Construction	2	15.4
Manufacturing	2	15.4
Public administration	2	15.4
Agriculture, forestry, fishing & hunting	1	7.7
Health care & social assistance	1	7.7
Accommodations, food services	1	7.6

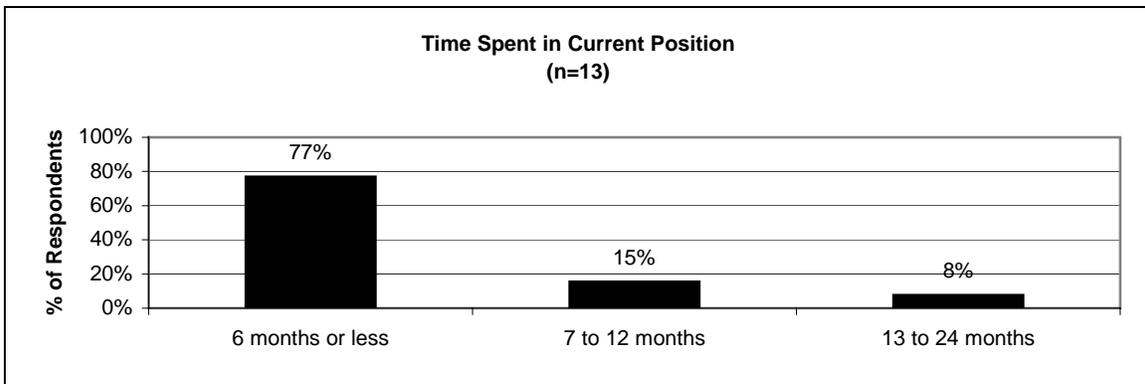
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 38.8 hours during that particular week. Overall, 85% worked full-time while 15% worked part-time. Hourly wages ranged from \$6.75 to \$12.00, with a mean hourly wage of \$9.42.



Length of Time Employed in Current Position

On average, these respondents had held their current position for a period of 6.4 months.



Relationship of Post-Secondary Education to Employment

The majority of respondents felt that there was no relationship between their discontinued post-secondary studies and their employment at the time of the study. Of the thirteen employed respondents who had discontinued their studies, 85% felt that their post-secondary education was indirectly (8%) or not at all related (77%) to their job. The remaining 15% felt it was directly related to their job (8%) or were unsure (8%).

5.3.3 Respondents Not Working in Reference Week

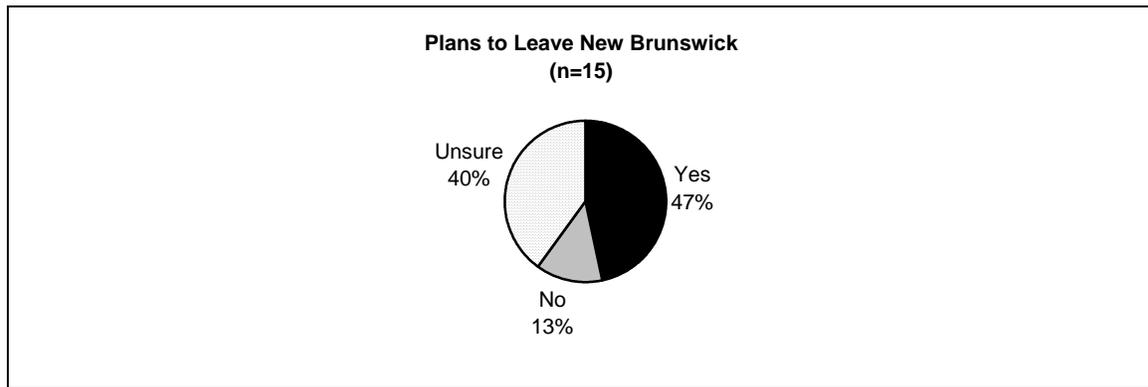
Percentage Looking for Work & Type of Employment

This section summarizes the findings for those respondents who were unemployed during the reference week (n=2). Both respondents reported seeking full-time work during the reference week and indicated that an inability to find work related to their training or experience was the reason for their unemployment.

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

All respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of the survey. Of these students, 47% (n=7) anticipated leaving New Brunswick in the future.



Four in ten of those respondents who anticipated leaving New Brunswick planned to leave within the following year (43% or n=3). Of the remaining students who wished to relocate, 29% (n=2) said they expected to leave within five years, and 14% (n=1) anticipated leaving in more than five years. The remaining student was unsure.

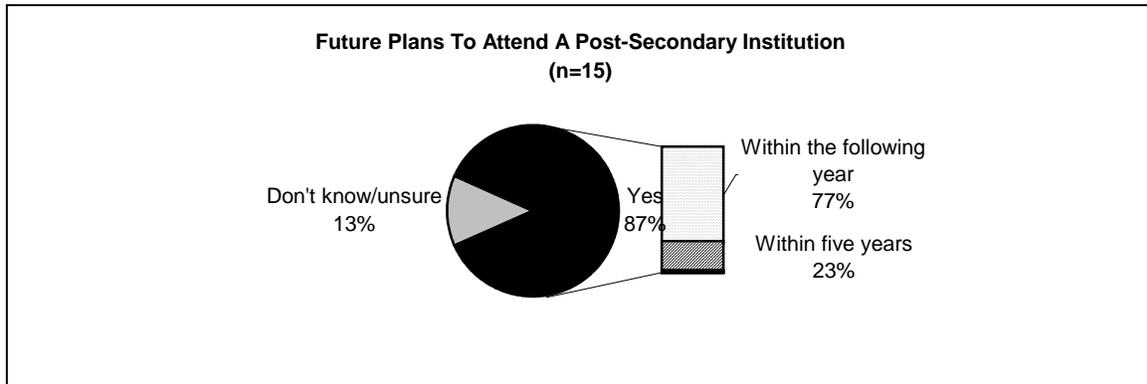
Respondents who had plans to relocate cited furthering education (n=3), a desire to travel and see other places (n=3), and fewer job opportunities in New Brunswick (n=1) as motivations for moving¹⁷.

¹⁷ Multiple responses allowed

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

The majority (87% or n=13) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. Only two respondents indicated they were unsure if they would return.



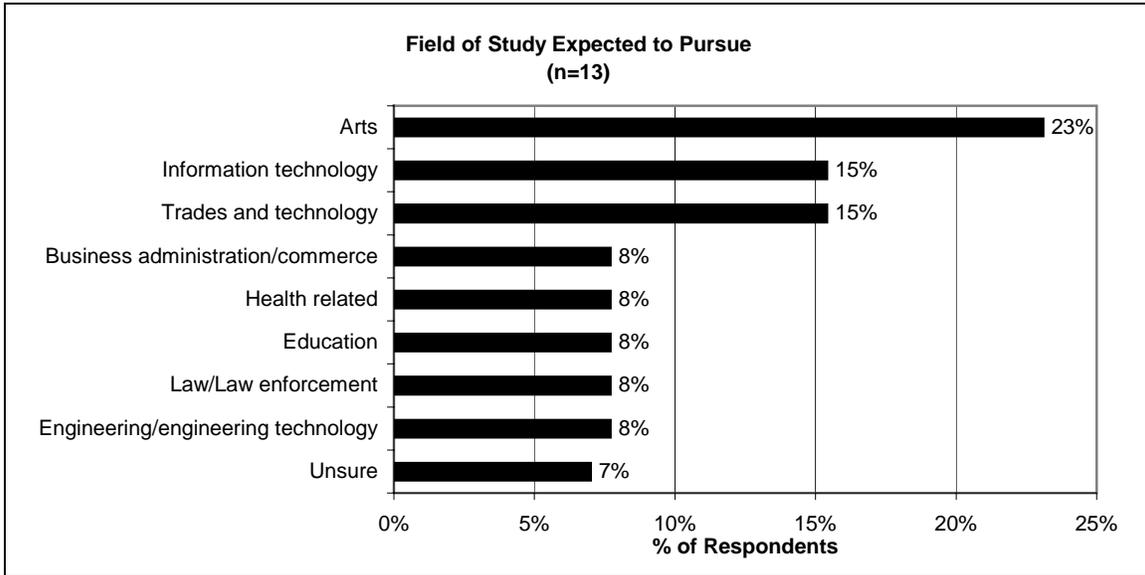
Motivations for Pursuing Education

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 (77%). The remaining respondents attributed the decision to a desire to further their education and better themselves (15%) and to having sufficient financial resources at that time (8%)¹⁸.

¹⁸ Multiple responses allowed

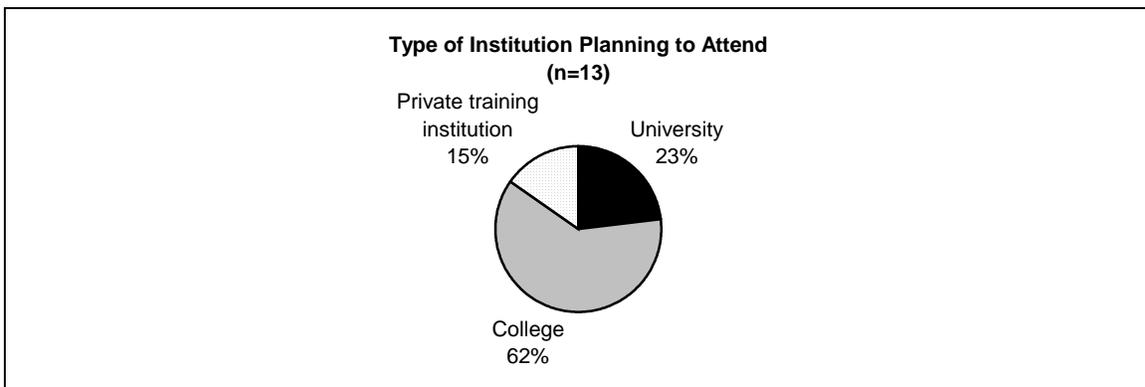
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned to return to post-secondary education most frequently indicated that they were interested in pursuing arts (23%).



Type of Institution

Over six in ten of these respondents planned to attend college (62%), 23% planned to go to university, and 15% planned to go to a private training institution.



Name of Institution

Approximately four in ten of these respondents (39%) anticipated attending a New Brunswick Community College when they resumed their studies.

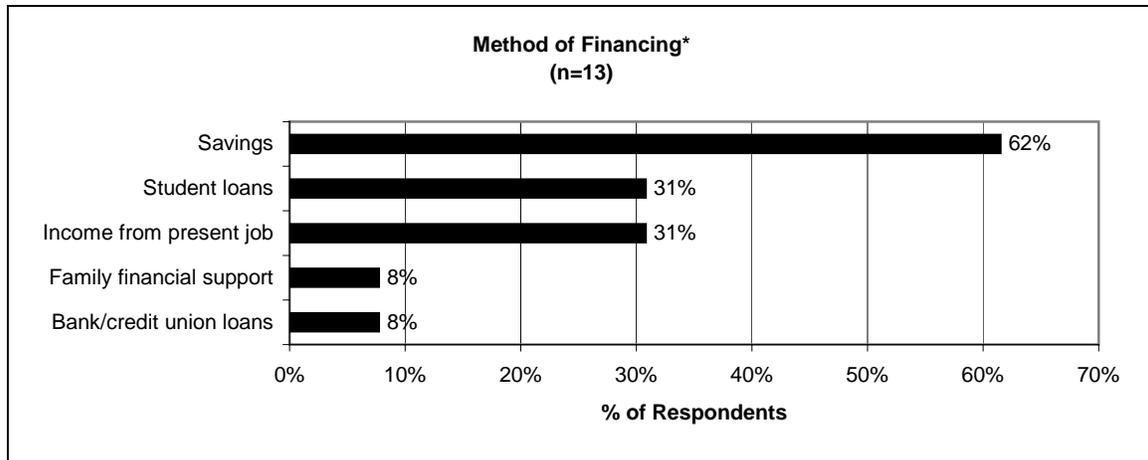
Name of Post-Secondary Institution		
	(n=13)	% of Respondents
NBCC/CCNB	5	38.5
St. Thomas University	1	7.7
Mount St. Vincent University	1	7.7
Memorial University	1	7.7
Other Mentions	3	23.0
Unsure	2	15.4

Location & Reasons for Leaving New Brunswick

Most of those respondents who had planned on resuming their post-secondary education planned to attend an institution in New Brunswick (62%). The remaining respondents (n=5) cited reasons for relocating, including that their program of interest was not offered in New Brunswick, personal or family reasons, location and convenience, lower cost, programs were of higher quality at out of province institutions and nonspecific or other reasons (n=1 each)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 personal savings (62%) was the most popular financing method.



*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

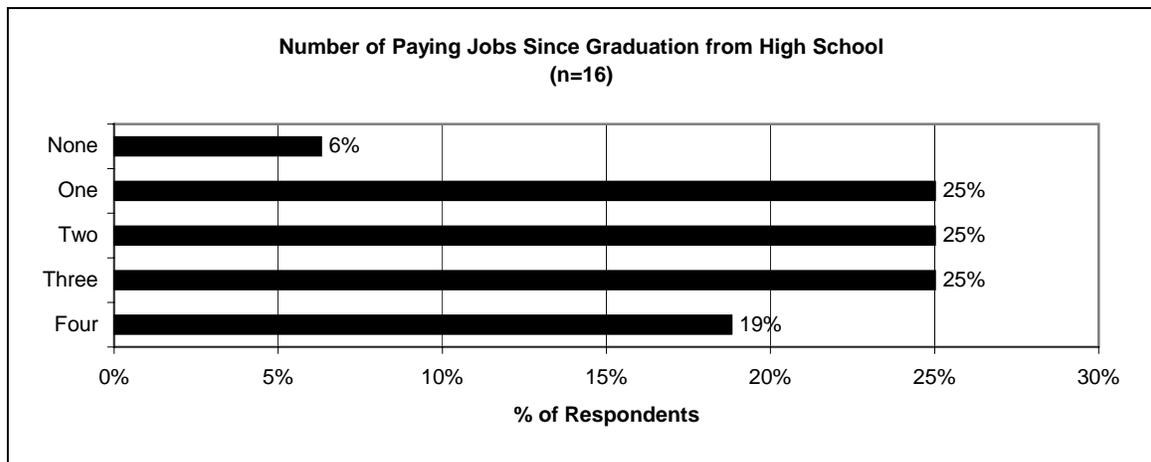
Labour Force and Employment Status

A total of 16 respondents from district 10 (10%) had fully completed their studies at a post-secondary institution since their high school graduation. Overall, these respondents had attended community college (56%) or a private training institution (44%).

During the reference week, all of these respondents were in the labour force. Of this segment, 88% of these respondents were employed full-time, while 12% were unemployed.

Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2.3 paying jobs since graduation from high school in 2002.

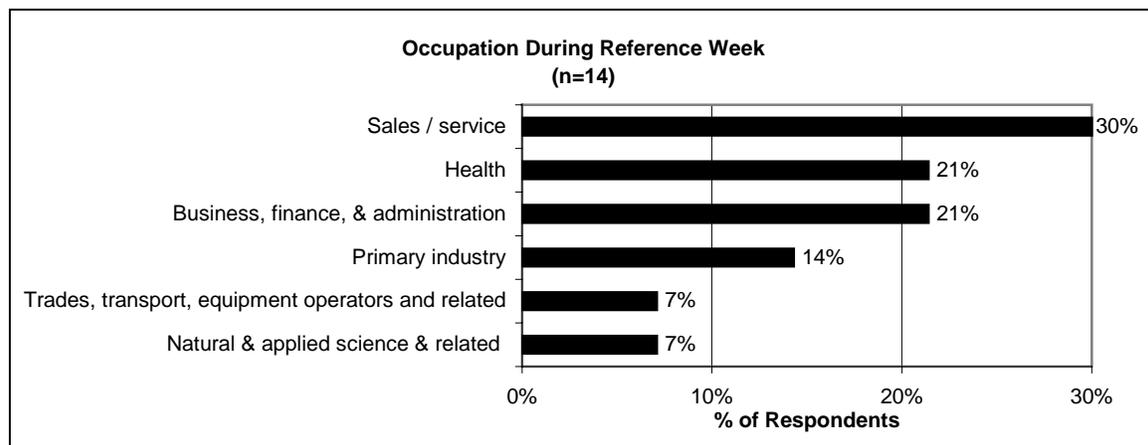


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 14 respondents (88%) were employed during the reference week. Only one employed graduate 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 (30%).



Industry

Respondents commonly reported employment in the retail industry (29%) during that week.

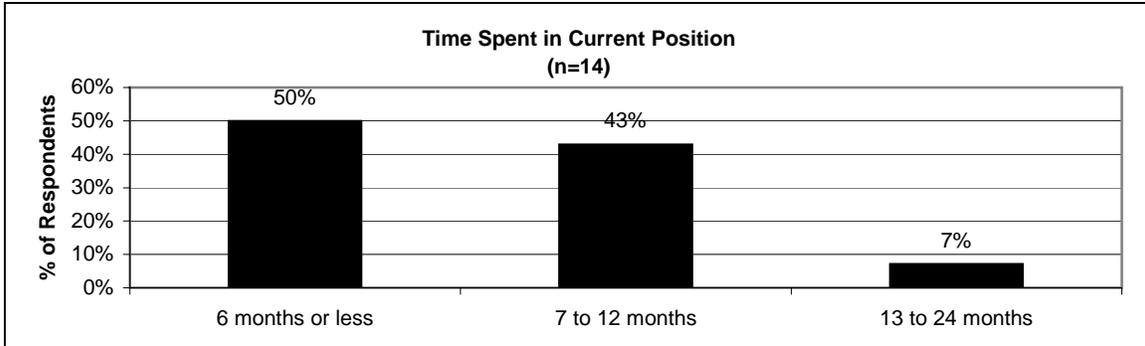
Type of Business, Industry or Service During Reference Week		
	(n=14)	% of Respondents
Retail trade	4	28.6
Health care and social assistance	3	21.4
Professional, scientific, and technical services	2	14.3
Other services (except public administration)	2	14.3
Agriculture, forestry, fishing & hunting	2	14.3
Administrative support, waste management and remediation services	1	7.1

Average Number of Hours Worked & Average Hourly Wage

All respondents who had completed their post-secondary studies worked full-time hours and overall, they worked an average of 40.3 hours during the reference week. Hourly wages ranged from \$6.15 to \$28.00, with a mean wage of \$9.45 an hour.

Length of Time Employed in Current Position

On average, respondents had held their current position for a period of 7 months.



Relationship of Employment to Post-Secondary Studies

The majority of respondents who had finished their studies appeared to have secured employment in jobs related to their post-secondary education. Overall, 57% of these respondents reported there was a direct relationship between their current job and their post-secondary training, whereas 43% indicated that the two were not at all related.

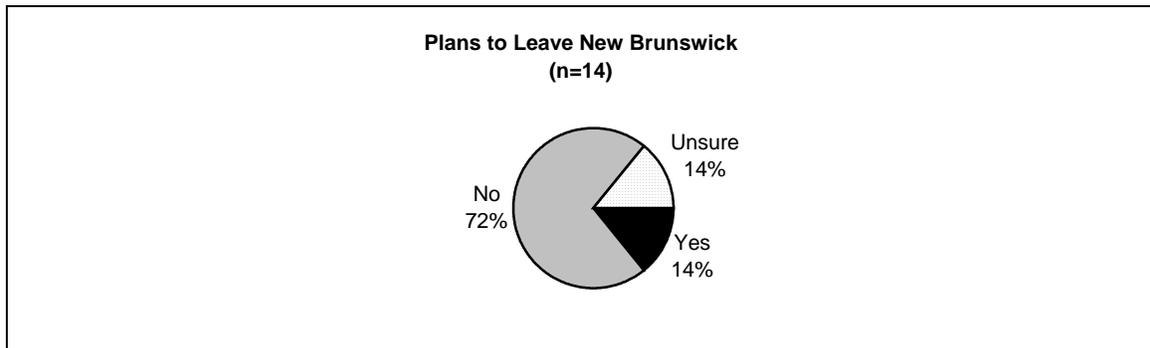
5.4.3 Respondents Not Working in Reference Week

This section provides a summary of those respondents who were unemployed during the reference week (n=2). Both respondents reported seeking full-time work during the reference week. While one respondent refused to indicate a reason for unemployment at this time, the other respondent attributed the unemployment to waiting for a recall to work after a layoff.

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (88%) of respondents who had completed their studies reported living in New Brunswick at the time of the survey; furthermore, 72% of those did not anticipate leaving the province in the future.



The respondents who anticipated relocating planned to do so within the following year (n=1) or within five years (n=1). The reasons given for leaving included to travel and see other places (n=1) or to take advantage of better job opportunities elsewhere (n=1)²⁰.

Motivations for Leaving and Expectations for Returning to New Brunswick

Of the two respondents who no longer resided in New Brunswick, one identified family or personal reasons for leaving, and the other attributed leaving to the ability to make more money outside the province. One of these respondents did not anticipate returning to New Brunswick and the other was unsure, due to better job opportunities elsewhere and the desire for a change²¹.

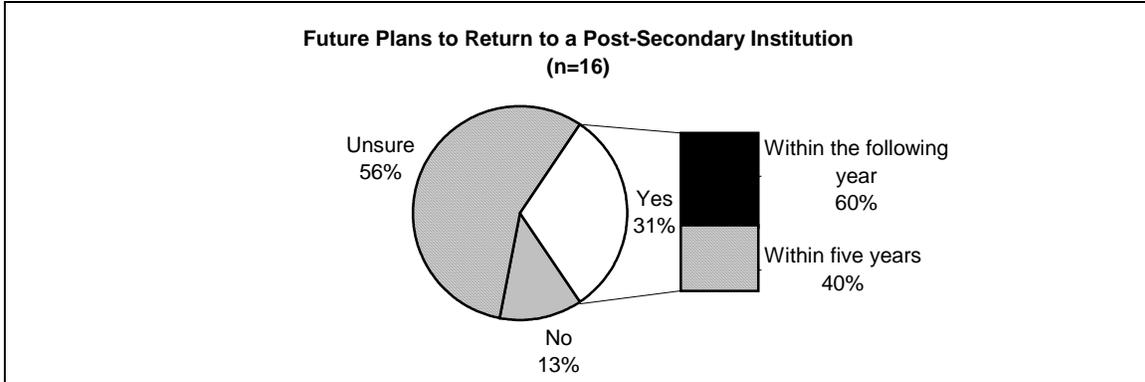
²⁰ Multiple responses allowed

²¹ Multiple responses allowed

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, approximately one-third (31%) of those who had already completed a post-secondary program indicated that they would return to school for further education or training. The majority (60%) of those respondents who intended to pursue post-secondary education planned to go within the following year.

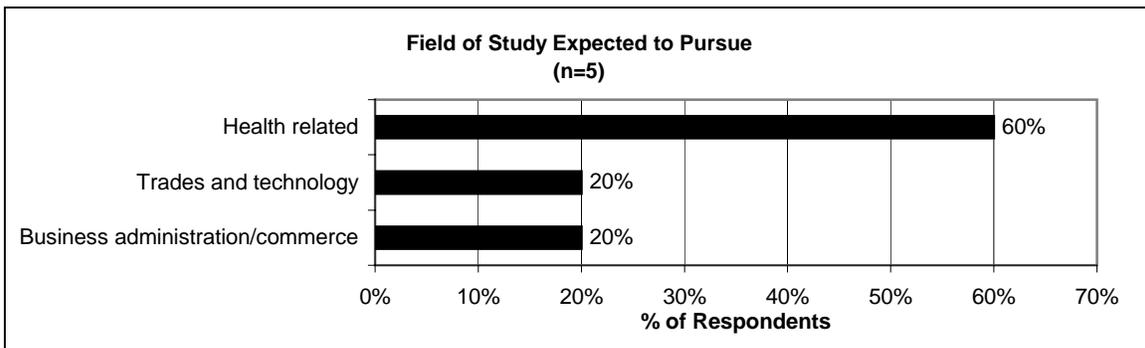


Motivations for Pursuing Education

For those who planned to return to a post-secondary institution in the future, the desire to get a better job or further career opportunities (60%) was by far the most frequently mentioned reason for doing so, followed by a desire to further education and better themselves (40%)²².

Field of Study

Respondents most commonly planned to pursue studies in a health related field (60%).



²² Multiple responses allowed

Type and Name of Institution

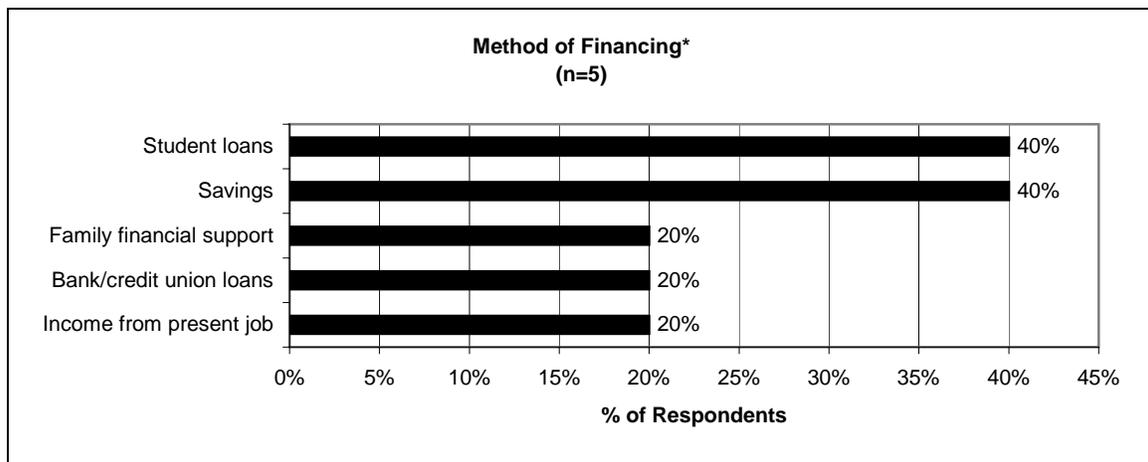
All respondents planned to attend either a community college (80% or n=4) or a private training institution (20% or n=1). Three of these respondents had decided to attend a New Brunswick Community College, Compu College, or Nova Scotia Community College respectively, while the remaining two respondents were unsure of which specific post-secondary institution they would attend.

Location & Reasons for Leaving New Brunswick

Most of those respondents who planned to resume post-secondary education planned to attend an institution in New Brunswick (60% or n=3). Of the remaining respondents (40% or n=2), one claimed that their program of interest was not offered in New Brunswick, while the other respondent did not provide a specific reason for wanting to attend an institution outside the province²³.

Source of Financing

Respondents who intended to pursue further studies planned to use either student loans (40%) or personal savings (40%) to finance their education.



*Multiple responses allowed

²³ Multiple responses allowed

6.0 Demographic Profile of 2002 Respondents

The majority (96%) of respondents from district 10 were 19 or 20 years of age at the time of the survey, with a significantly greater percentage of female respondents (54% female and 46% male). The majority of respondents (91%) had siblings, with respondents most commonly reporting one or two siblings (39% and 34%, respectively). Almost all of respondents from district 10 reported their mother tongue to be English (99%); all respondents chose to have the survey conducted in English when given a choice between English and French. Over half of respondents (55%) reported the education level of at least one parent to include some post-secondary²⁴ education. While three in ten respondents were unsure of their household income (30%), 42% reported a household income of \$40,000 and above per year.

Demographic Profile			
	% of Respondents Who Attended a Post-Secondary Institution (n=113)	% of Respondents Who Did Not Attend a Post-Secondary Institution (n=50)	% Total (n=163)
Age			
18 years	0.9	-	0.6
19 years	81.4	60.0	74.8
20 years	15.9	34.0	21.5
21 years	1.8	6.0	3.1
Gender			
Male	40.7	58.0	46.0
Female	59.3	42.0	54.0
Mother Tongue			
English	99.1	100.0	99.4
French	0.9	-	0.6
Language of Survey			
English	100.0	100.0	100.0
French	-	-	-
Education of Mother or Female Guardian			
Less than high school	2.7	12.0	5.5
Completed high school	37.2	58.0	43.6
Some post-secondary education	10.6	6.0	9.2
Trades certificate or diploma	4.4	-	3.1
College certificate or diploma	17.7	6.0	14.1
University certificate or diploma below a bachelor's degree	6.2	-	4.3
University degree	16.8	4.0	12.9
Unsure	3.5	14.0	6.7

²⁴ Includes respondents who report some post-secondary education and above.

Demographic Profile			
	% of Respondents Who Attended a Post-Secondary Institution (n=113)	% of Respondents Who Did Not Attend a Post-Secondary Institution (n=50)	% Total (n=163)
No response/refused	0.9	-	0.6
Education of Father or Male Guardian			
Less than high school	7.1	18.0	10.4
Completed high school	28.3	36.0	30.7
Some post-secondary education	7.1	-	4.9
Trades certificate or diploma	8.0	12.0	9.2
College certificate or diploma	15.9	8.0	13.5
University certificate or diploma below a bachelor's degree	2.7	2.0	2.5
University degree	21.2	6.0	16.6
Unsure	8.8	18.0	11.7
No response/refused	0.9	-	0.5
Household Income			
Under \$10,000 per year	-	2.0	0.6
\$10,000 to \$19,999 per year	7.1	4.0	6.1
\$20,000 to \$39,999 per year	11.5	28.0	16.6
\$40,000 to \$59,999 per year	22.1	10.0	18.4
Over \$60,000 per year	27.4	16.0	23.9
Unsure	28.4	34.0	30.1
No response/refused	3.5	6.0	4.3
Number of Siblings			
None	7.1	14.0	9.2
One	35.4	46.0	38.7
Two	39.8	22.0	34.4
Three	12.4	12.0	12.3
Four	1.8	4.0	2.5
Five	2.7	2.0	2.5
Greater than five	0.8	-	0.4
Special Populations			
Landed immigrant in Canada	-	4.0	1.2
Non-permanent resident of Canada	0.9	-	0.6
Visible minority	0.9	-	0.6
Person with a disability	1.8	-	1.2

■ Indicates significant difference at the 90% confidence level between "ever attended" & "not yet attended".