

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

District 15: Dalhousie



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. The following section presents the detailed findings for 2002 high school graduates from district 15 - Dalhousie, one of the anglophone districts of the province. Of the 328 individuals who graduated from schools in this district in June 2002, 158 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 $\pm 5.6\%$ 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

A vast majority of respondents (98%) completed all of their high school years in New Brunswick.

	(n=158)	% of Respondents
Two	1	0.6
Three	3	1.9
Four	154	97.5

2.1.2 Marks During High School

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

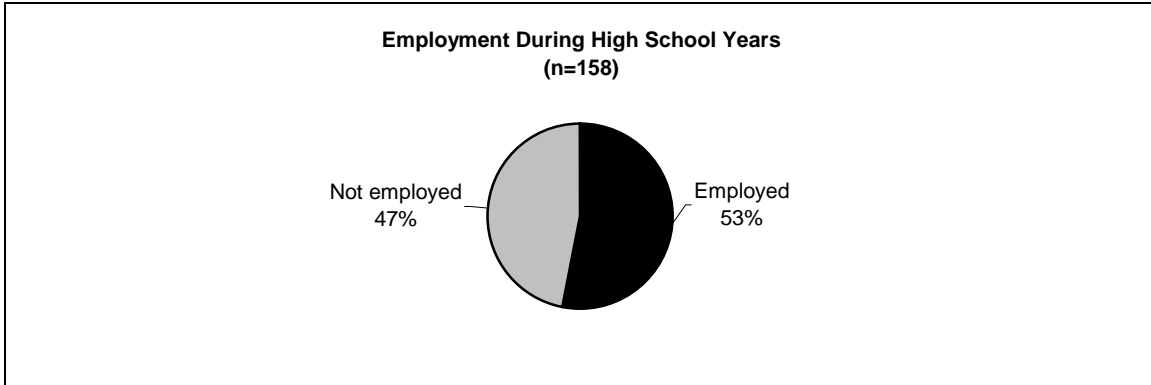
	(n=158)	% of Respondents
Between 90% and 100%	11	7.0
Between 80% and 89%	48	30.4
Between 70% and 79%	65	41.1
Between 60% and 69%	30	19.0
No response/refused	4	2.5

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.

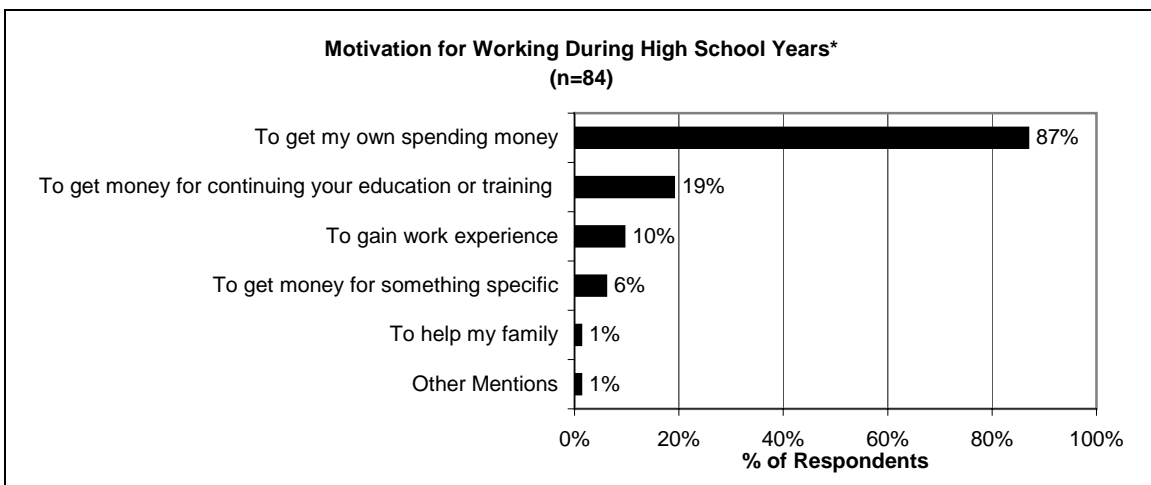
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), more than five in ten respondents were employed for wages during high school (53%).



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 (87%). A far second to this, 19% of these respondents indicated that they worked to earn money for continuing their education or training beyond high school.



*Multiple responses allowed

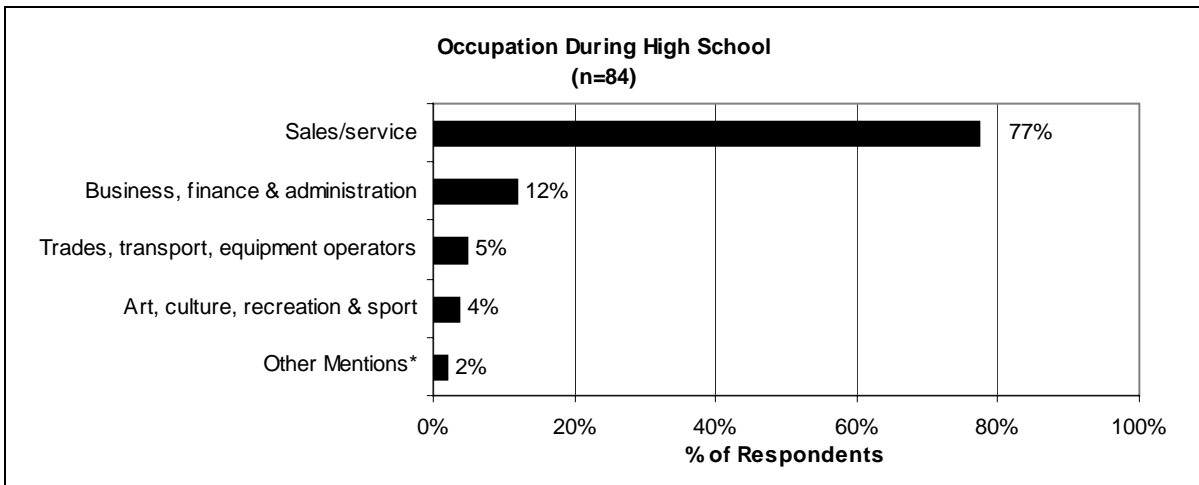
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, a majority were employed during grade 11 (85%) and/or grade 12 (95%). As illustrated in the table below, the likelihood of employment increased as respondents moved from grade 9 to grade 12.

Employment During High School		
	(n=84)	% of Respondents
During grade 9	14	16.7
During grade 10	43	51.2
During grade 11	71	84.5
During grade 12	80	95.2

2.2.4 Occupation

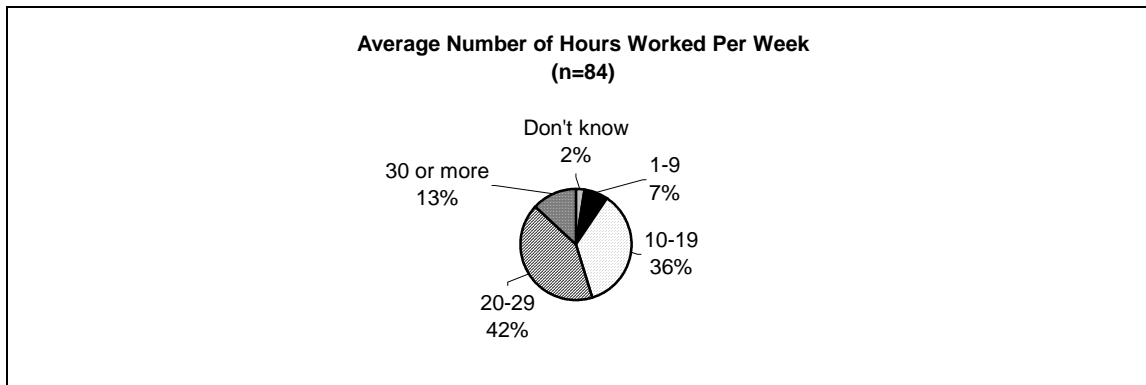
Of the respondents employed during high school, a majority (77%) worked in the sales and service occupations.



*Throughout this report, "Other Mentions" refers to responses of less than 2%.

2.2.5 Number of Hours Worked

On average, respondents from district 15 who were employed during high school worked 19.2 hours per week. Overall, a majority of these respondents were employed on a part-time basis (87%).



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 was assessed. Almost all respondents (99%) from district 15 attended a high school where at least one type of career development activity or program was available to them and slightly less than nine in ten (89%) 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/work experience programs (77%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (59%). Career development activities had less influence (other career related activities (57%) and career days/fairs/workshops (54%)).

2.3.1 Co-op Education/Work Experience Program

Over nine in ten respondents (96%) indicated that a co-op education/work experience program was offered at their high school, and approximately 35% of these respondents reported participation in the program. Of those who participated in the program, 77% 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=53)	% of Respondents
A lot of influence	21	39.7
Some influence	20	37.7
Not much influence	7	13.2
No influence	5	9.4

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

2.3.2 Youth Apprenticeship Program

For a majority of respondents (82%), youth apprenticeship programs were offered at their high school. Of those with such activities available, approximately one quarter (26%) reported participation, while 59% 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=34)	% of Respondents
A lot of influence	9	26.5
Some influence	11	32.4
Not much influence	6	17.6
No influence	8	23.5

2.3.3 Career Days/Fairs/Workshops

For the majority of respondents (92%), career days/fairs/workshops were offered at their high school. Of those with such activities available, more than eight in ten (83%) reported participation, while 54% 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=120)	% of Respondents
A lot of influence	23	19.2
Some influence	42	35.0
Not much influence	33	27.5
No influence	22	18.3

2.3.4 Other Career Development Related Activities

Approximately four in ten respondents (42%) reported that other career development related activities were offered at their school and over half (52%) of these respondents reported participation in those activities. In total, 57% 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=35)	% of Respondents
A lot of influence	5	14.3
Some influence	15	42.9
Not much influence	10	28.6
No influence	5	14.2

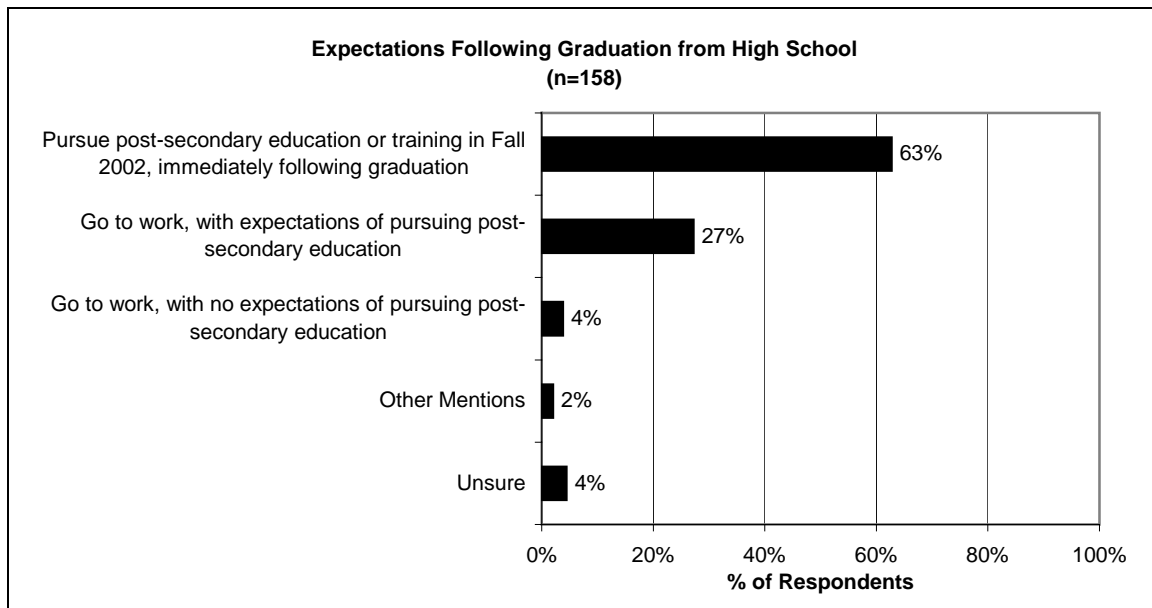
2.4 Expectations and Planning for Future Endeavors

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.

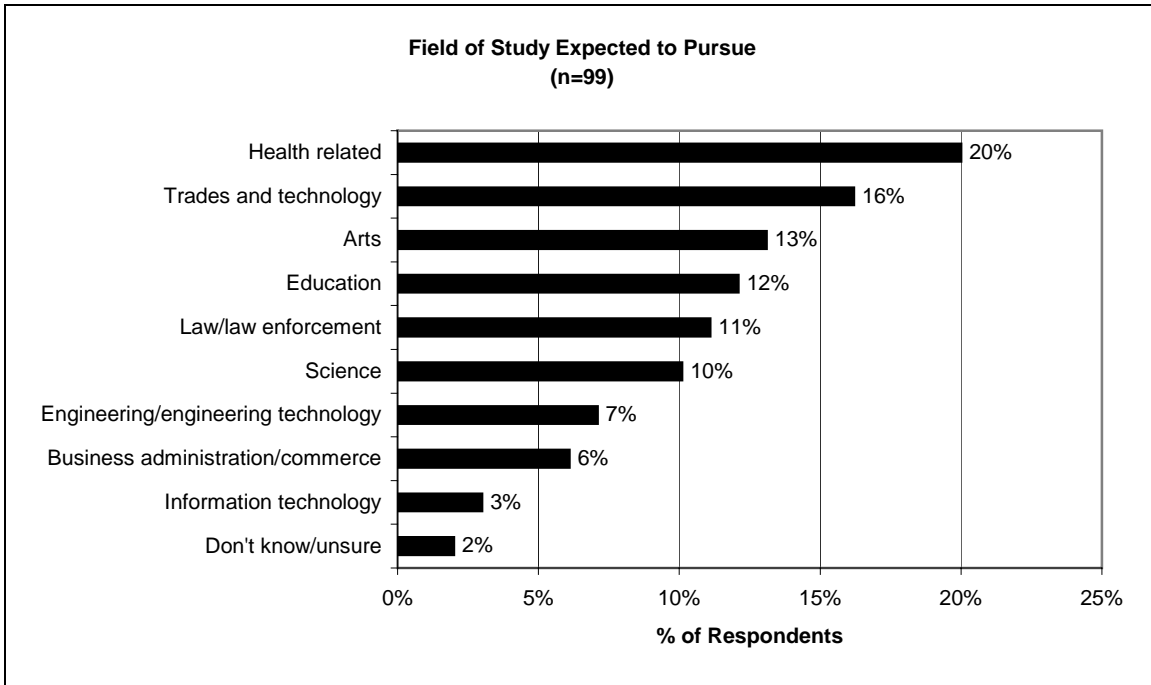
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, nearly two thirds of respondents (63%) from district 15 expected they would pursue post-secondary education or training immediately following graduation from high school. In fact, at the time of the study, 78% 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 that time of the survey, 86% of those respondents who had expected to pursue post-secondary studies immediately following graduation had indeed attended a post-secondary institution since their graduation. Furthermore, 33% 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 67% had pursued other activities. Of those who had not intended to pursue post-secondary studies at all after graduation, 33% had attended a post-secondary institution at some point since graduation.



Seven in ten respondents (70%) 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 health (20%), trades and technology (16%), and arts (13%). Interestingly, the majority of respondents (58%) 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.

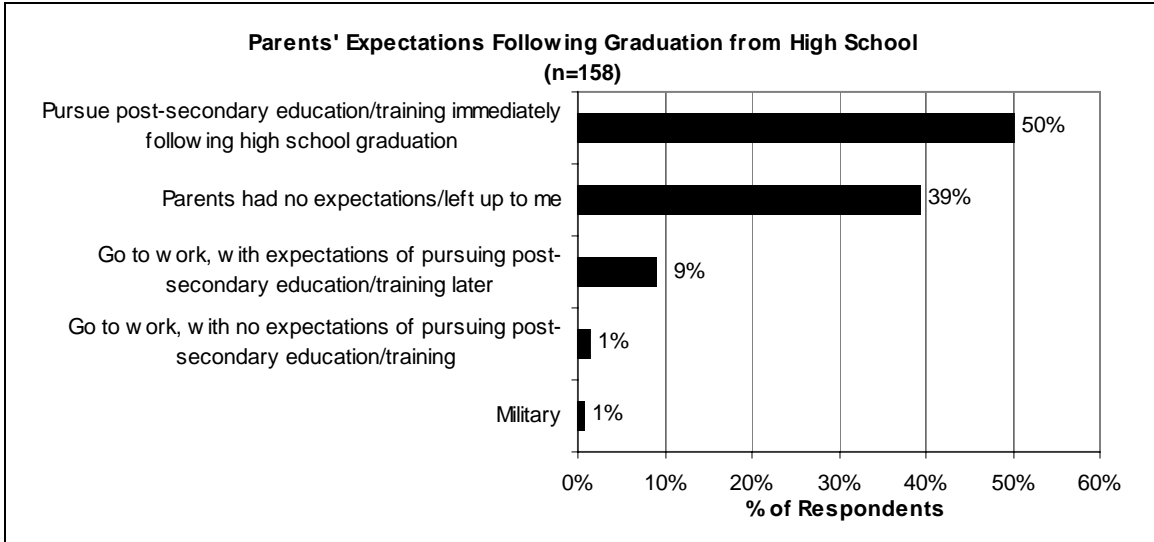


2.4.2 Parents³ Expectations for Children Following Graduation from High School

Half (50%) of respondents reported that their parents had expected them to pursue post-secondary education or training immediately following high school graduation. Almost four in ten respondents (39%) felt that their parents had held no expectations for them following high school but rather had left the decision to them.

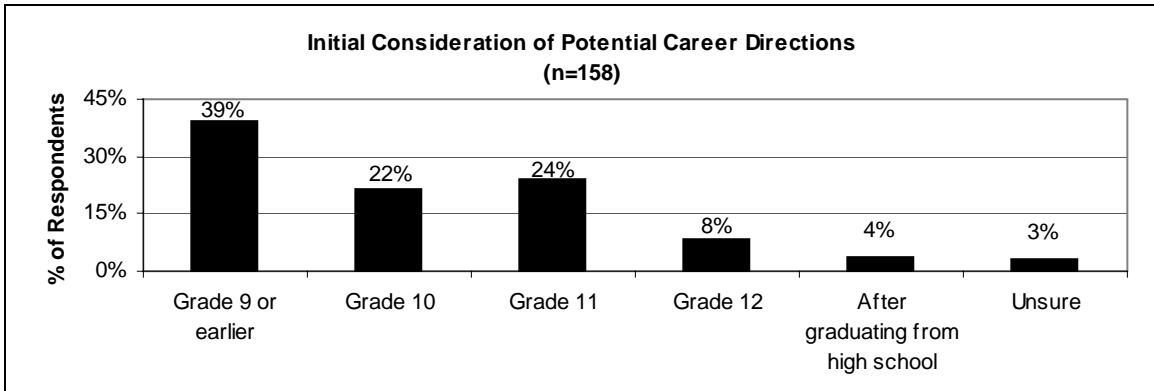
Parents' expectations appeared to play a role in the future pursuits of respondents. The majority of respondents, whose parents had expected them to pursue post-secondary studies or training immediately following high school, had in fact attended a post-secondary institution since graduation (80%). Of those respondents who felt their parents had held no expectations for them, 55% had pursued post-secondary studies, while 45% had not yet attended an institution at the time of the survey.

³ Parent: Includes parent/guardian throughout this report.

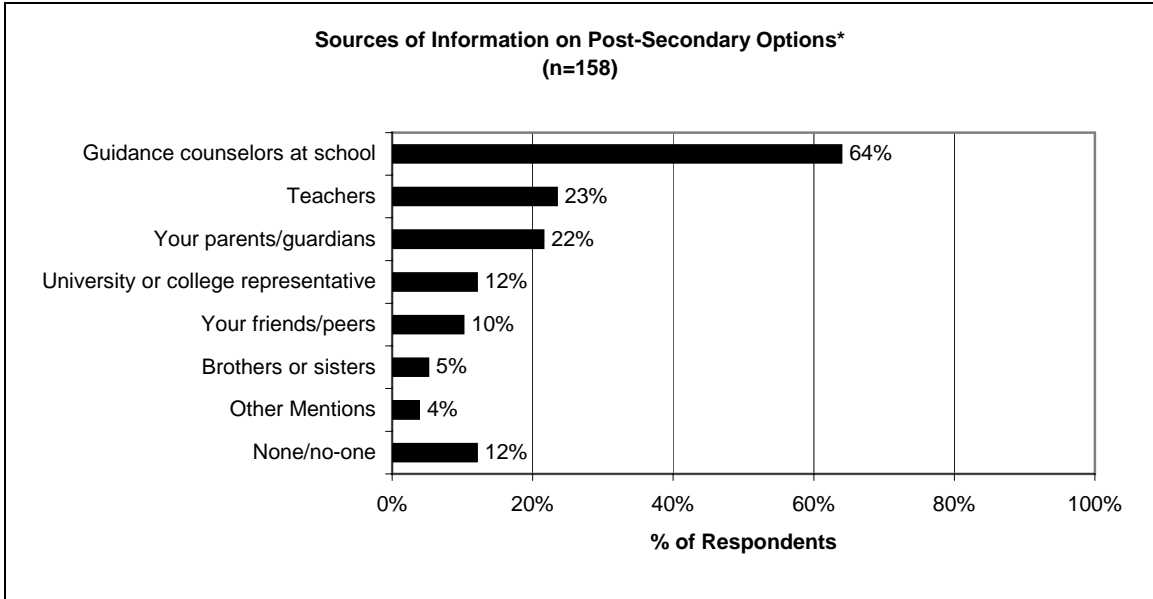


2.4.3 Planning for Post-Graduation Activities

A majority of respondents first considered potential career directions before graduating from high school (93%), and approximately 85% reported that they had begun to think about their careers even prior to grade 12.



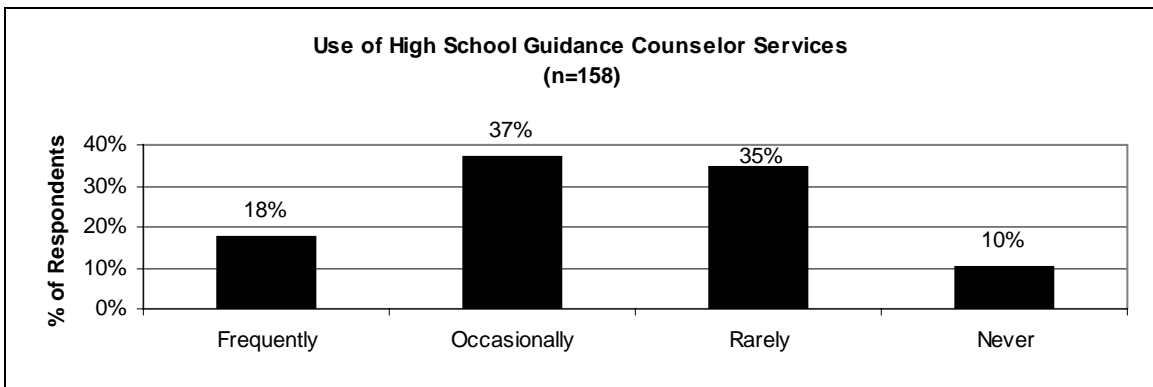
Over eight in ten respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (64%) identified guidance counselors at school 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 (23%) and parents/guardians (22%) as sources of information.



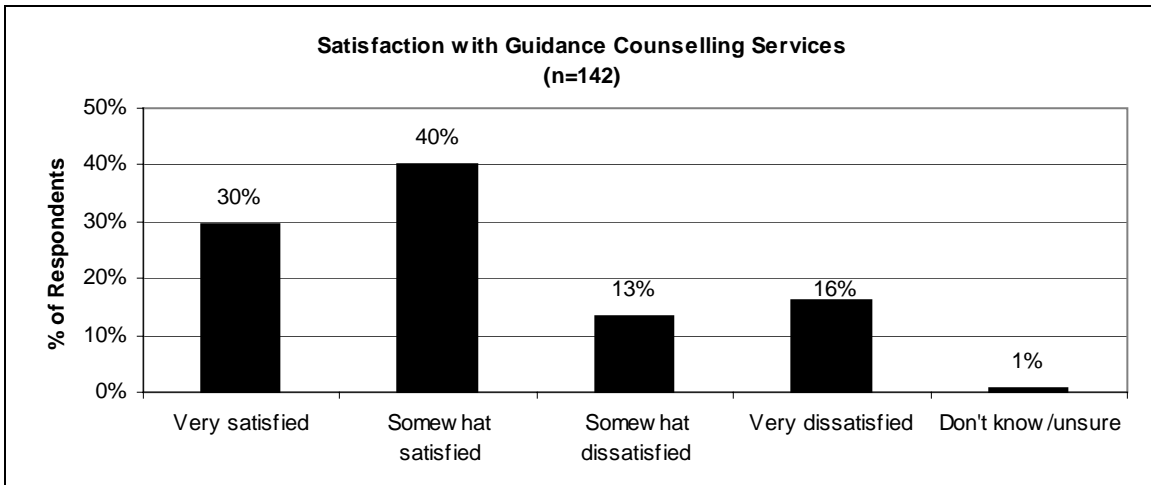
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Almost all respondents from district 15 mentioned they had employed guidance counselor services during high school (90%), with most (37%) reporting using these services on an occasional basis.



Of the respondents who had used guidance counseling services during their high school years, the majority of respondents (70%) were satisfied⁴ with the services they had received.

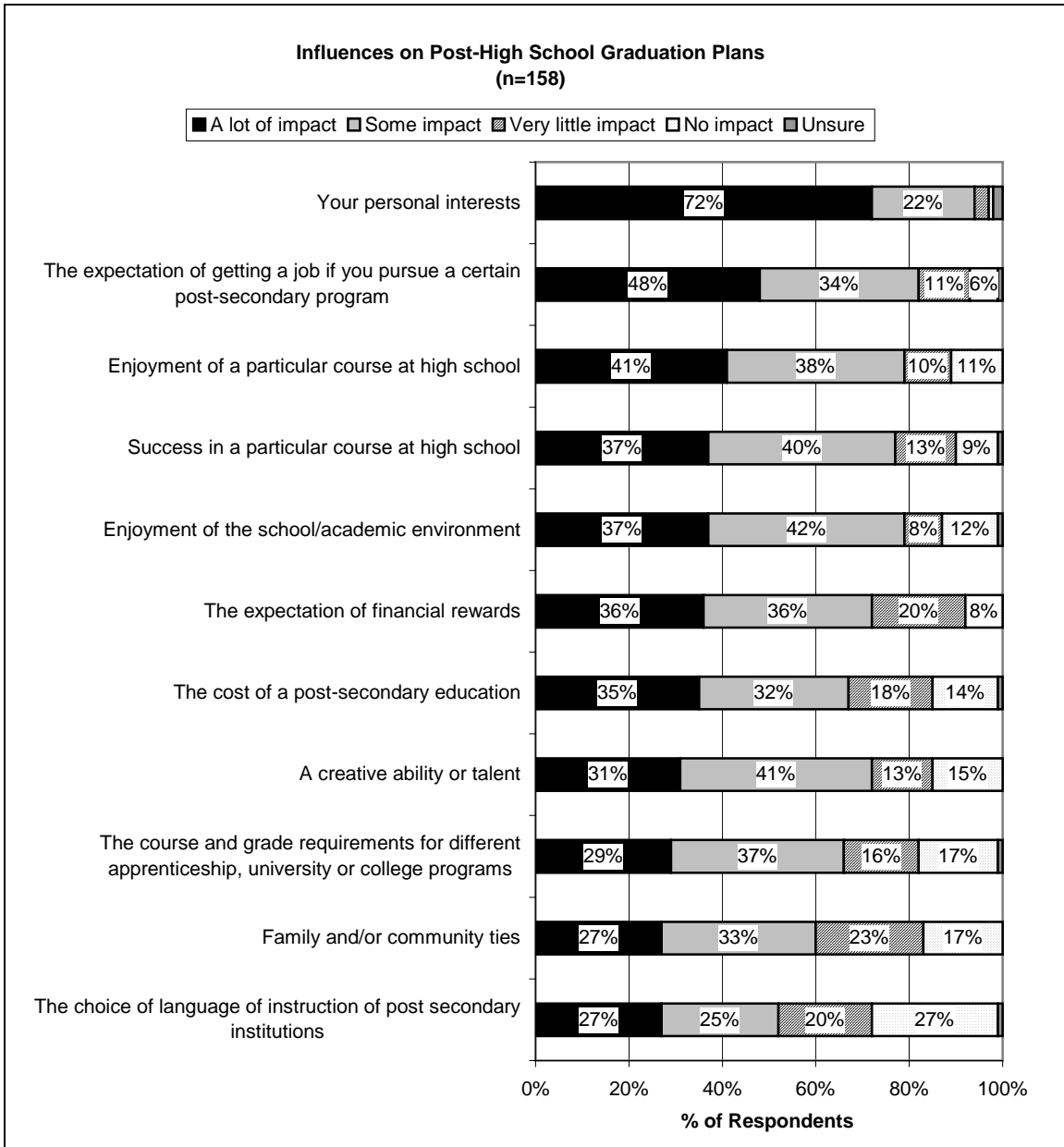


2.4.5 Influences on Post-High School Activities

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 biggest role in the respondents' path following high school (94%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (82%), enjoyment of a particular course at high school (79%), enjoyment of the school/academic environment (79%), and success in a particular course at high school (77%) were important factors in the decision. Factors that played a less influential role in the decision included the choice of language of instruction at an institution (52%), family and/or community ties (60%), the course and mark requirements for different programs (66%), and the cost of a post-secondary education (67%).

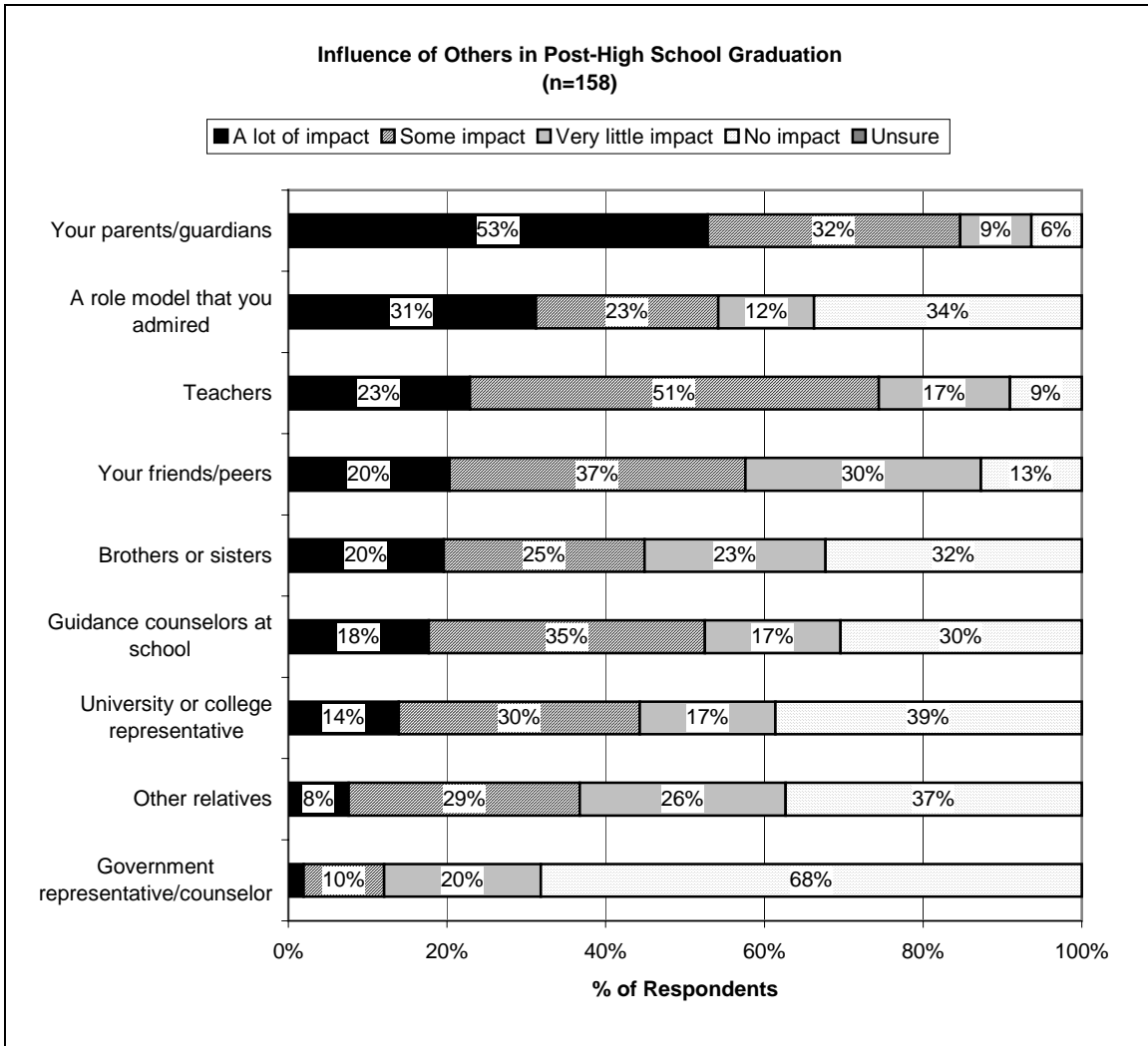
⁴ Satisfied: Includes "very satisfied" or "somewhat satisfied".

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



In addition, respondents were asked to rate the influence of nine types of individuals on their decision of what to do following high school. Parents and guardians (85%) had the most influence⁶ on their decisions, followed by teachers (74%), friends/peers (57%), role models (54%), and guidance counselors (53%). Relatives (other than siblings and parents) (37%) 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 could better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (56%) 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 (11%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, respondents suggested that high school should be more challenging (30%), study workshops should be offered (13%), and teachers should be stricter (13%).

Suggestions for Improvement- Study Habits*		
	(n=69)	% of Respondents
More challenging/greater workload/higher standards	21	30.4
Teach study habits/study workshops	9	13.0
Stricter teachers/more discipline	9	13.0
Emphasize independent work/less babying	8	11.6
Teach more essay writing/reading/research skills	5	7.2
Mirror university style of teaching, testing	4	5.8
Increase course choices	2	2.9
More teacher support	2	2.9
More one on one with teachers/guidance counselors	2	2.9
Other Mentions	6	8.7
Unsure	14	20.3

*Multiple responses allowed

A majority of respondents (82%) 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 (10%) or did so only in part (8%).

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 themes identified were to increase course choices (10%), increase and toughen workload (10%), and improve university preparation courses (10%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=29)	% of Respondents
Increase course choices/more variety/co-op programs	3	10.3
More challenging/greater workload/higher standards	3	10.3
Increase/improve advanced courses or university preparation courses	3	10.3
Teach study habits/study workshops	2	6.9
More life skill courses/time management	2	6.9
Better teachers/teaching methods/teaching skills	2	6.9
More study in English	2	6.9
More relevant course work in general	1	3.4
More one on one with teachers/guidance counselor	1	3.4
Teach more essay writing/reading/research	1	3.4
More study in science	1	3.4
Stricter teachers/more discipline	1	3.4
Inform students of university requirements/what to expect	1	3.4
Unsure	8	27.6

*Multiple responses allowed

Life Skills and Suggestions for Improvement

Over three-quarters (77%) of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. The remaining respondents felt that high school did not provide these skills (17%) or did so only in part (6%).

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 life skills (31%).

Suggestions for Improvement-Life Skills*		
	(n=36)	% of Respondents
Offer courses or workshops on life skills	11	30.6
Budgeting skills/financial	7	19.4
Time management skills	3	8.3
Communications skills	2	5.6
Emphasize independent work/less babying	2	5.6
Offer more information/more classes on life skills	2	5.6
Wider range of courses	1	2.8
More helpful guidance counselors/teachers	1	2.8
Stricter teachers/more structure	1	2.8
Unsure	10	27.8

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, three quarters (77%) of respondents felt that high school had provided them with necessary work-related skills for the workforce. The remaining respondents felt that high school did not provide these skills (16%) or did so only partially (7%).

When asked to identify how high school could have better prepared them for the workforce, the most common responses given were to offer courses or workshops on job finding skills (8%), and to make work experience/co-op programs mandatory (8%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=36)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	3	8.3
Make work experience/co-op programs mandatory	3	8.3
Teach more life skills (finance, time management, people)	2	5.6
More challenging courses	2	5.6
Mirror university style of teaching	1	2.8
More practical experience/application	1	2.8
School not responsible for this task	1	2.8
Encourage more people to take the co-op program	1	2.8
Stricter teaching/more control	1	2.8
Offer more/better/longer co-op programs	1	2.8
Unsure	20	55.6

*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, 42% of 2002 respondents in district 15 indicated that they were attending a post-secondary institution at the time of the study, while 58% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from district 15 can be classified into four distinct categories:

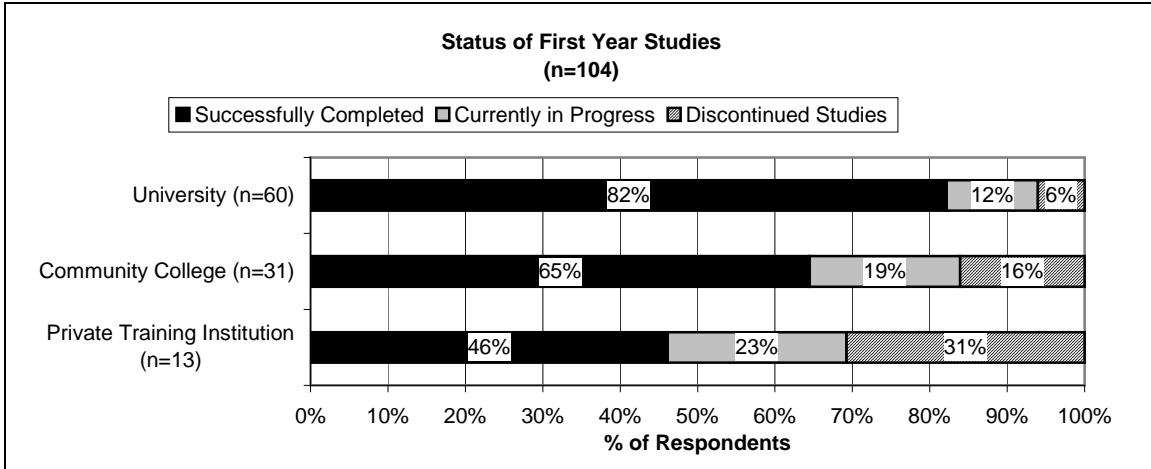
- respondents who were attending a post-secondary institution at the time of the survey (42%);
- respondents who had not yet attended a post-secondary institution (34%);
- respondents who had attended a post-secondary institution and discontinued their studies (16%); and
- respondents who had attended a post-secondary institution and fully completed their program (8%).

3.2 Completion Rate for First Year of Studies

Two thirds (66%) of respondents had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, 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 15% 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 (82%), followed by respondents who had attended a community college (65%), and those who had attended a private training institution (46%). However, it should be noted that 23% of respondents who had attended a private training institution, 19% of respondents who had attended a community college, and 12% 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.

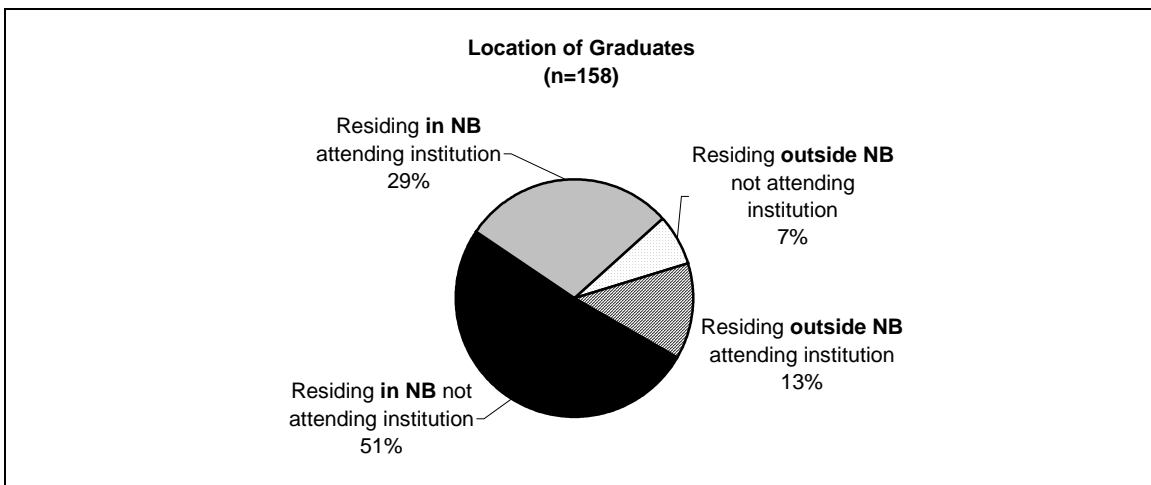


3.3 Mobility of Respondents

Overall, a majority of respondents resided in New Brunswick at the time of the survey (80%). Of those who had remained in the province, 37% had remained to attend an educational institution, while 63% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 37% were unsure, 39% indicated they would leave, and 24% said they were unlikely to leave.

Of those who had migrated outside the province, 66% had relocated to attend an educational institution, while 34% had moved for family or personal reasons or to take advantage of more job and money opportunities outside the province. When asked if they were likely to return to New Brunswick, 28% were unsure, 34% indicated they would return, and 38% 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 and training, 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, 42% of respondents from district 15 were engaged in post-secondary studies.

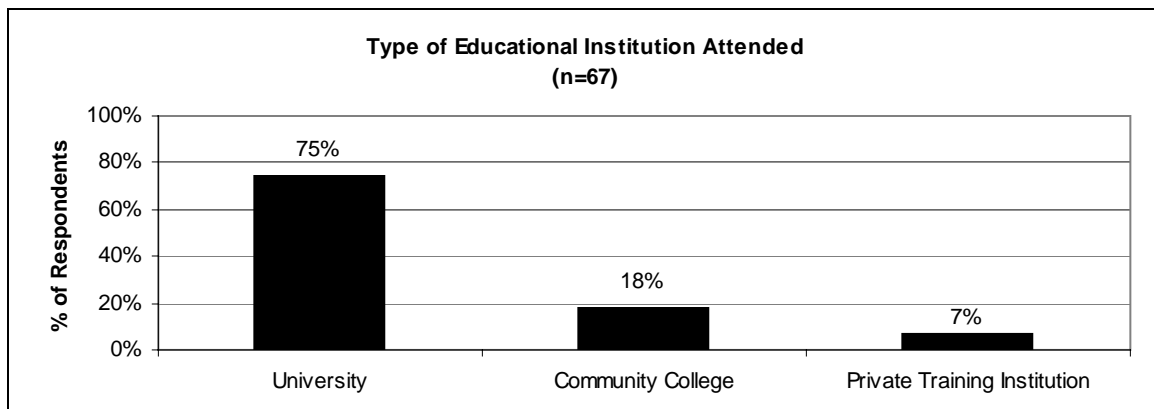
Overall, 73% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. Respondents indicated that they had been working full-time prior to their studies (44%), attending another post-secondary institution (28%), upgrading high school marks (11%), working part-time (6%), looking for work (6%), or traveling (5%).

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 (75%) who were attending a post-secondary institution at the time of the survey were attending a university. The remaining respondents were either attending a community college (18%) or a private training institution (7%).



At the time of the study, one quarter of respondents from district 15 who were engaged in post-secondary studies were attending St. Thomas University (25%), followed by the University of New Brunswick (21%). The majority of respondents indicated they were engaged in studies at their institution of choice (82%).

Name of Post-Secondary Institution		
	(n=67)	% of Respondents
St. Thomas University	17	25.4
University of New Brunswick	14	20.9
NBCC / CCNB	8	11.9
St. Mary's University	5	7.5
Dalhousie University	5	7.5
Mount Allison University	3	4.5
Institute of Human Services	2	2.9
Atlantic Business College	2	2.9
Other Mentions	11	16.5

4.2.2 Location of Institution

The majority of respondents (69%) had chosen to attend a post-secondary institution within New Brunswick, while 31% of respondents had chosen to attend an institution outside their home province.

Location of Institution		
	(n=67)	% of Respondents
New Brunswick	46	68.7
Nova Scotia	15	22.4
Ontario	2	3.0
Quebec	2	3.0
Other Mentions	2	2.9

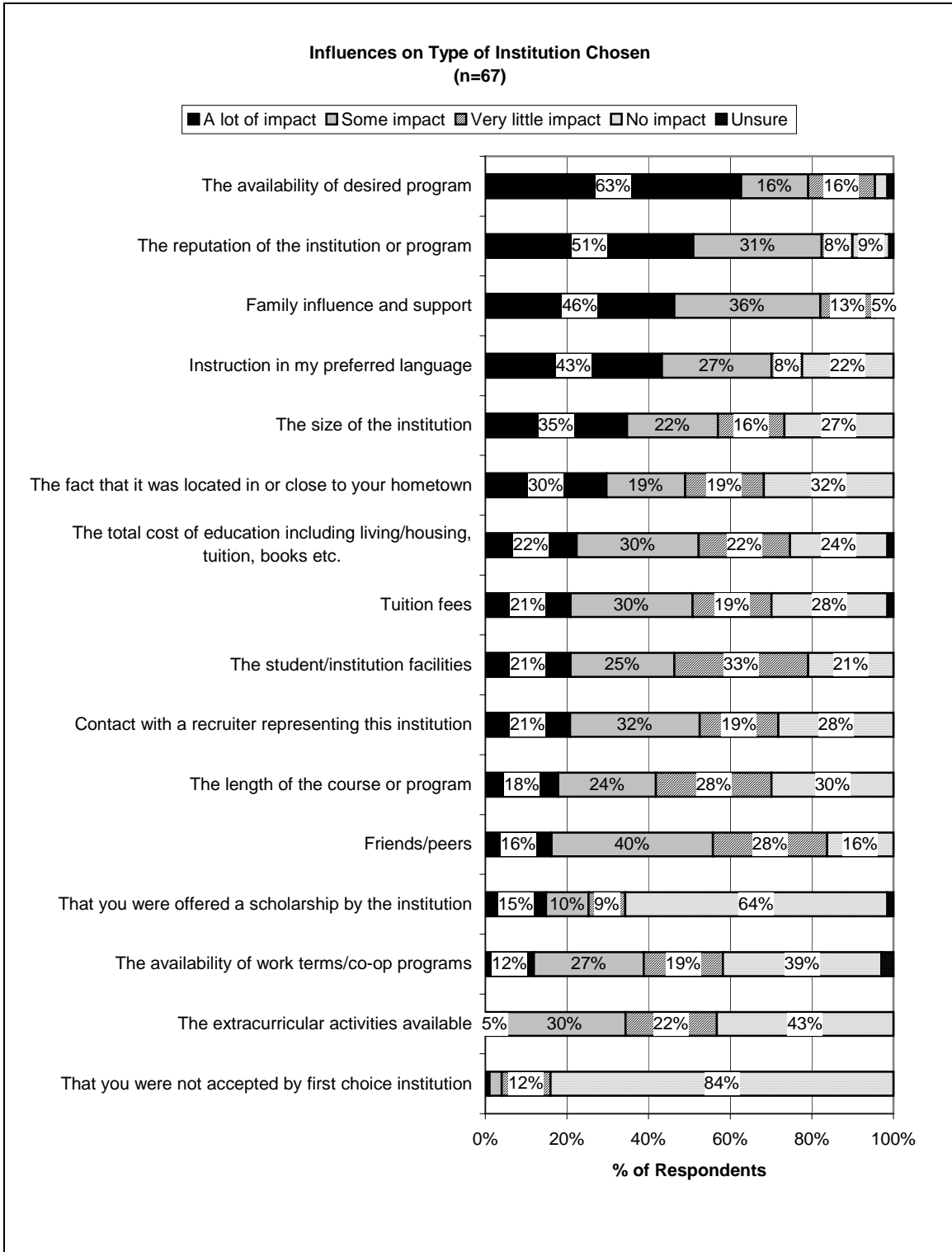
4.2.3 Influences on Type of Institution Chosen

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 factors with the most influence⁷ on the respondents' decision were family influence and support (82%) and the reputation of the institution or program (82%). Second to this, respondents cited the availability of their desired program (79%) and instruction in a preferred language (70%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision were the length of the course or program (42%), the availability of work terms/co-op programs (39%), the extracurricular activities available at the institution (35%), being offered a

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

scholarship from the institution (25%), and not being accepted by their first choice of institution (4%).

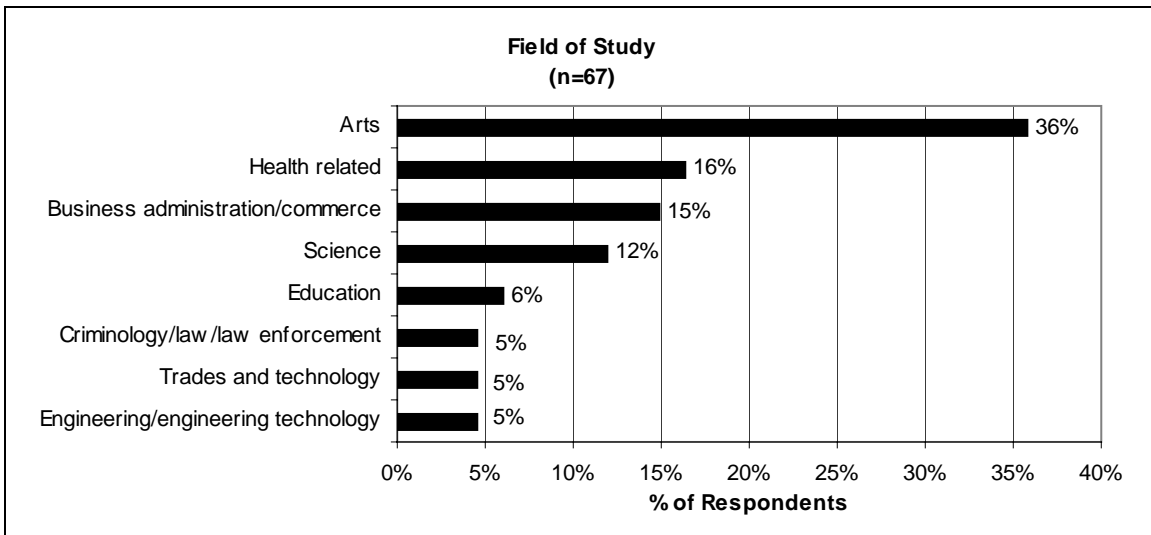


4.3 Scope of Study

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

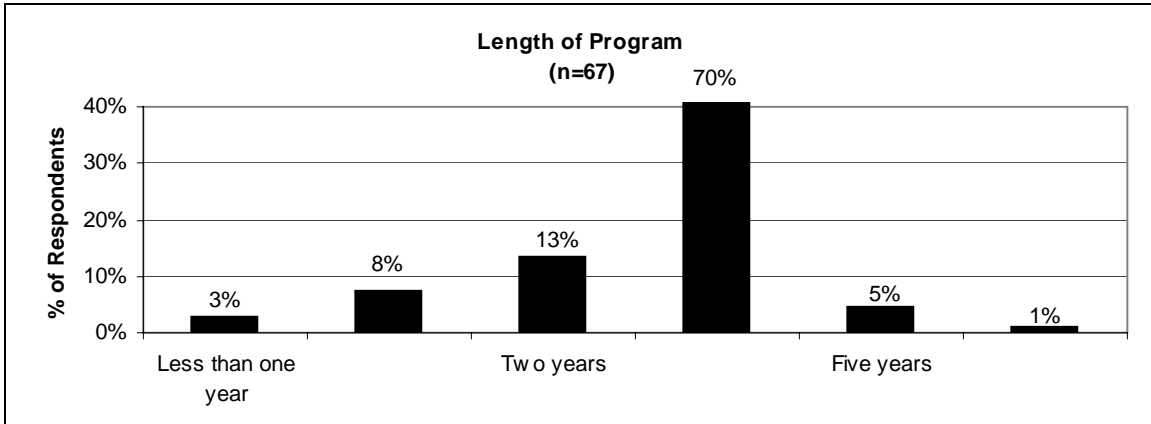
4.3.1 Educational Status and Field of Study

Nearly all respondents from district 15 who were pursuing post-secondary education at the time of the survey were attending classes full-time (96%). The most common fields of study reported by respondents attending a post-secondary institution were arts (36%) and health (16%), followed by business administration/commerce (15%).



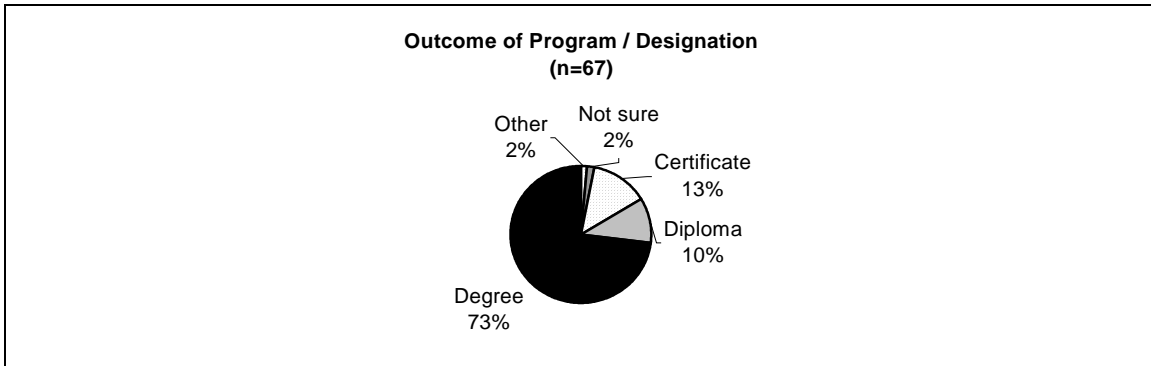
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (70%). As might be expected, respondents enrolled in a university were pursuing programs of longer duration (98% attending programs of four or more years in length) as compared to those attending community college (83% attending programs of two years or less) or a private training institution (100% 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 (73%) upon the completion of their current program of study.

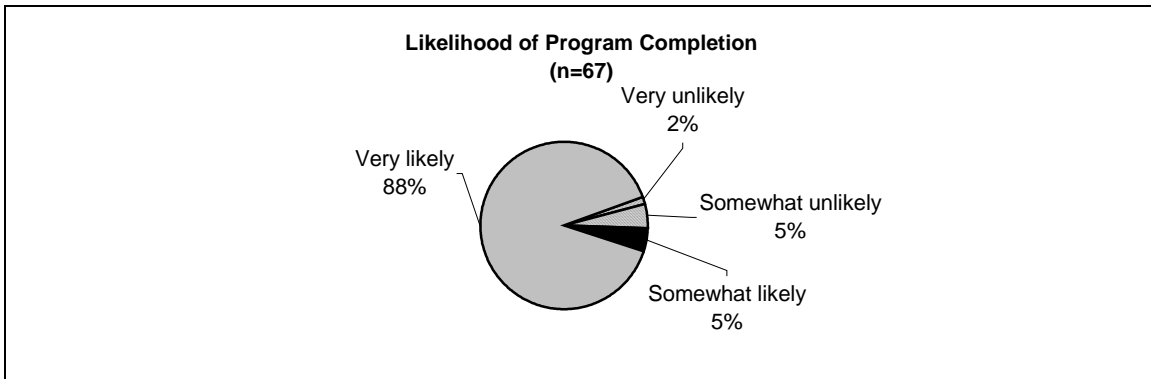


4.4 Expectations for the Future

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

An overwhelming majority (93%) of respondents indicated they were likely⁸ to complete the post-secondary program in which they were enrolled. The four respondents who reported that completing their program was unlikely⁹ identified that planning on switching programs (n=1) or institutions (n=1), or "other" (n=2) were reasons why they would be unlikely to complete their program¹⁰.



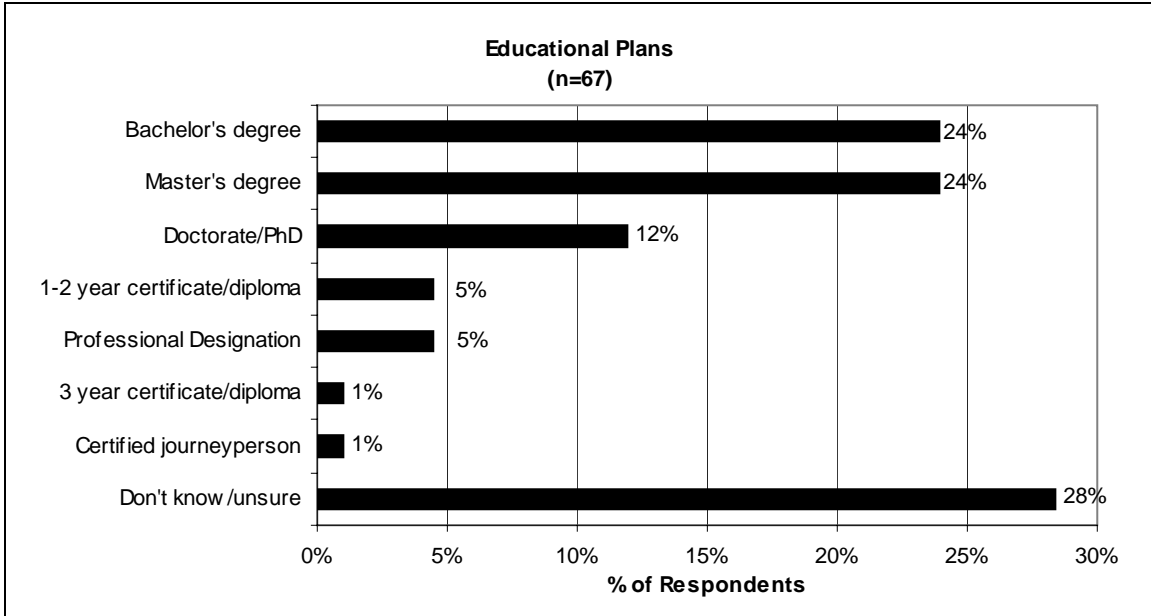
⁸ Likely: Includes "very likely" or "somewhat likely".

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

¹⁰ Multiple Responses Allowed

4.4.2 Future Plans for Education

A Bachelor's or Master's degree was the most common level of educational attainment aimed for by respondents (24% each). Second to this, respondents most commonly mentioned a Doctorate/PhD (12%), 1-2 year certificate/diploma (5%), and a professional designation (5%). In addition, nearly three in ten respondents (28%) currently engaged in post-secondary studies were unsure of how far they would go with their education.

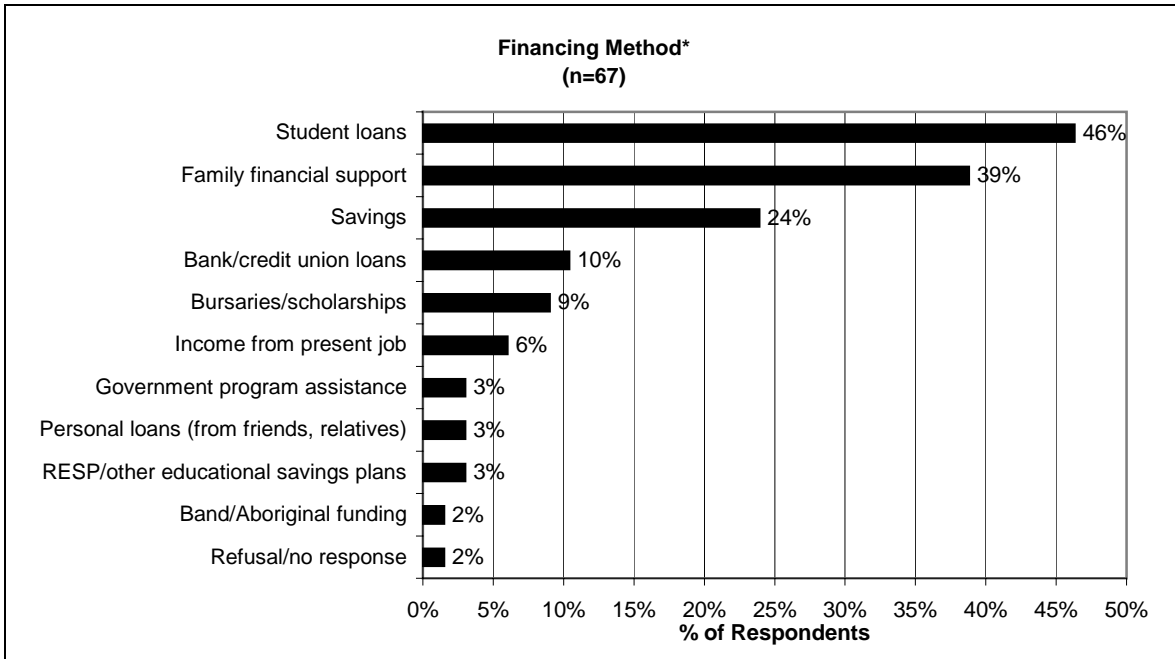


4.5 Financing Post-Secondary Education

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

4.5.1 Method of Financing

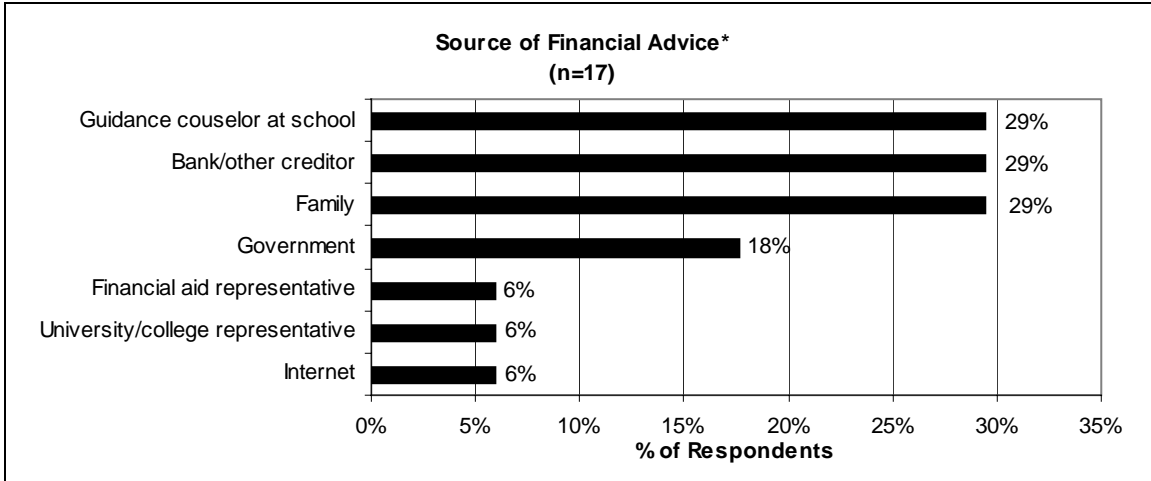
Nearly half of district 15 respondents engaged in post-secondary studies indicated they were financing their education through government student loans (46%), while 39% of respondents looked to their family for financial support.



*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, one quarter (25%) reported 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 (29%), a bank or creditor (29%), or from family (29%).

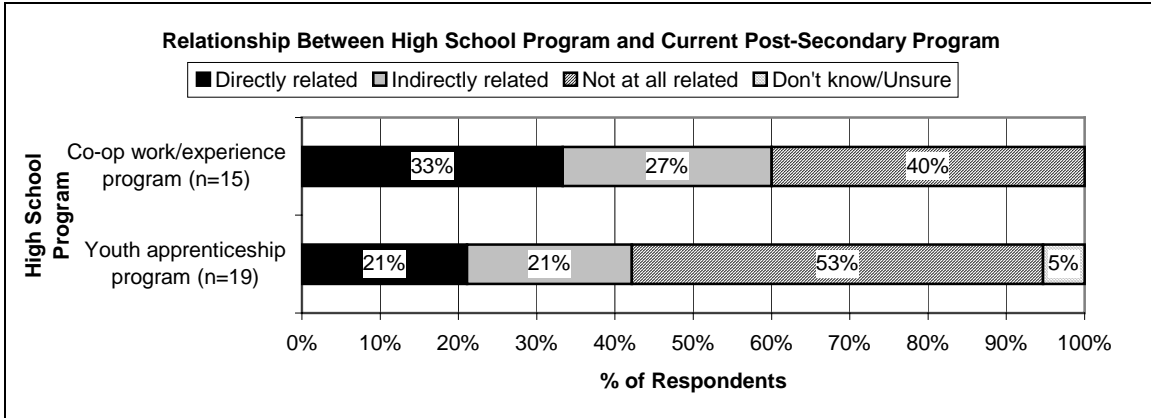


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 76% of respondents indicated they were at least somewhat satisfied (47% very satisfied, 29% somewhat satisfied).

4.6 Relationship of High School Activities to Post-Secondary Education

Participation in a co-op/work experience program during high school bore a stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program. Approximately 60% of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (33%) or indirectly (27%) related to the co-op/work experience program they completed in high school. Of respondents who had participated in a youth apprenticeship program, only 42% indicated there was a relationship between the two programs (21% directly and 21% indirectly).



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.

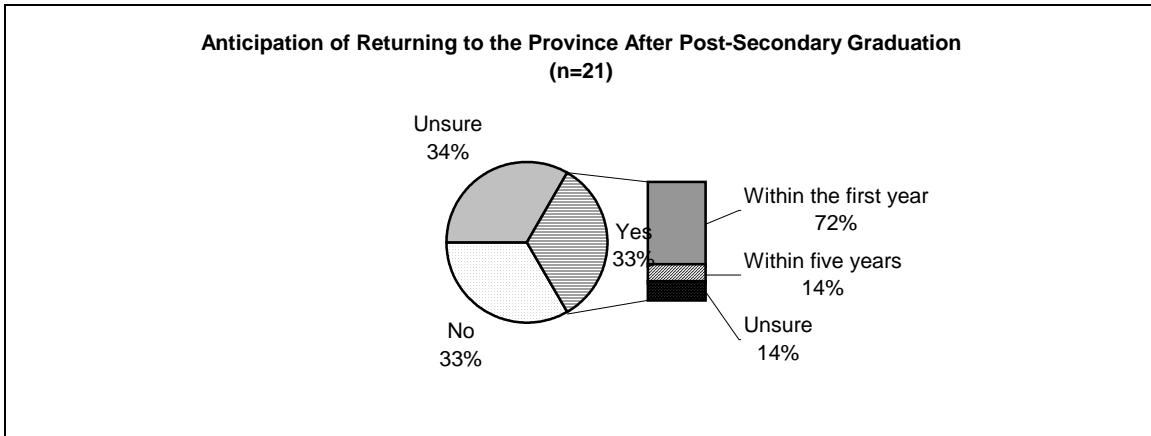
4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

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 (24%), they wanted to experience new places (19%), and they perceived programs to be of higher quality at out of province institutions (14%).

Reasons for Attending an Institution Outside of New Brunswick*		
	(n=21)	% of Respondents
Desired program is not offered in New Brunswick	5	23.8
New experience/new places/better reputation	4	19.0
Programs are of higher quality at out of province institutions	3	14.3
Wanted to do my post-secondary education outside of New Brunswick	2	9.4
Better scholarships are available out of province	1	4.8
Not accepted in New Brunswick	1	4.8
Personal/family reasons	1	4.8
Living in New Brunswick and doing correspondence course outside the province	1	4.8
No specific reasons	3	14.3

*Multiple Responses Allowed

Seven respondents attending an institution outside of New Brunswick planned to return to the province after completion of their program of studies (33%). Of these respondents, five anticipated returning within the first year following graduation, one expected to return within five years of graduation from their current post-secondary education or training, and one respondent was unsure.



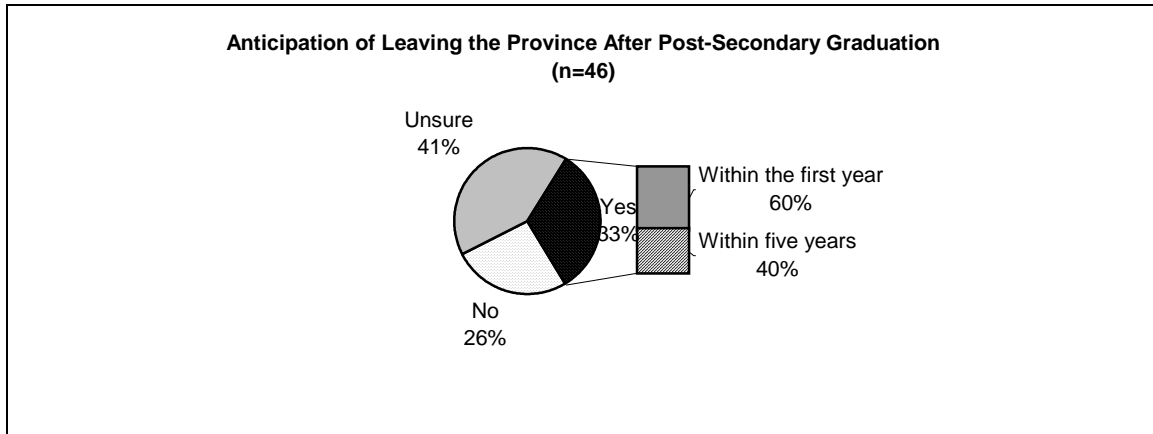
The top reason cited for not returning to New Brunswick (by those who had not planned to return or were unsure whether they would return) was better job opportunities elsewhere (36%).

Reasons for Not Returning to the Province*		
	(n=14)	% of Respondents
Better job opportunities	5	35.9
Lack of jobs in chosen field	3	21.4
Military	2	14.3
To travel/see other places	1	7.1
Rather live in big city	1	7.1
For a change	1	7.1
Unsure	1	7.1

*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, 33% anticipated leaving the province after they finish their current post-secondary education or training. The majority of these respondents anticipating leaving within the first year following graduation (60%).



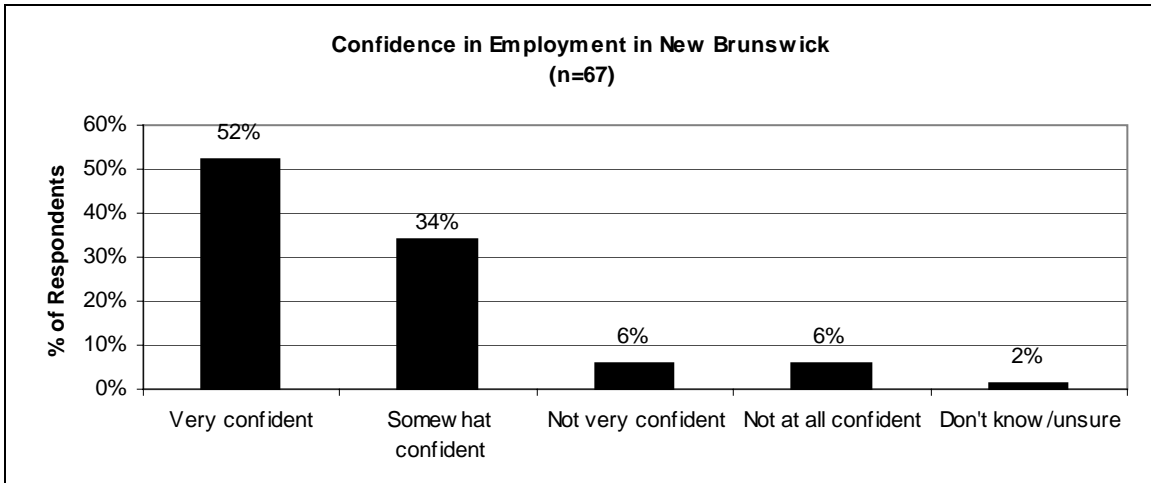
Respondents most commonly cited better job opportunities elsewhere (47%) as motivations for leaving New Brunswick.

Reasons for Leaving New Brunswick*		
	(n=15)	% of Respondents
Better job opportunities	7	46.7
Further education	3	20.0
Better wages	2	13.3
For a change	1	6.7
Lack of jobs in chosen field	1	6.7
To travel/ see other places	1	6.6

*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. Nearly nine 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 Confident: Includes “very confident” or “somewhat confident”.

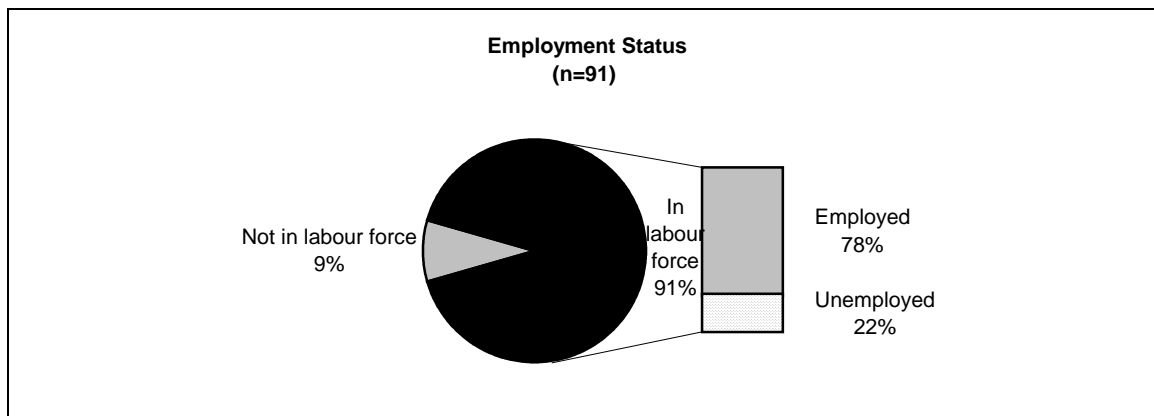
5.0 The Employment Experience

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 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.

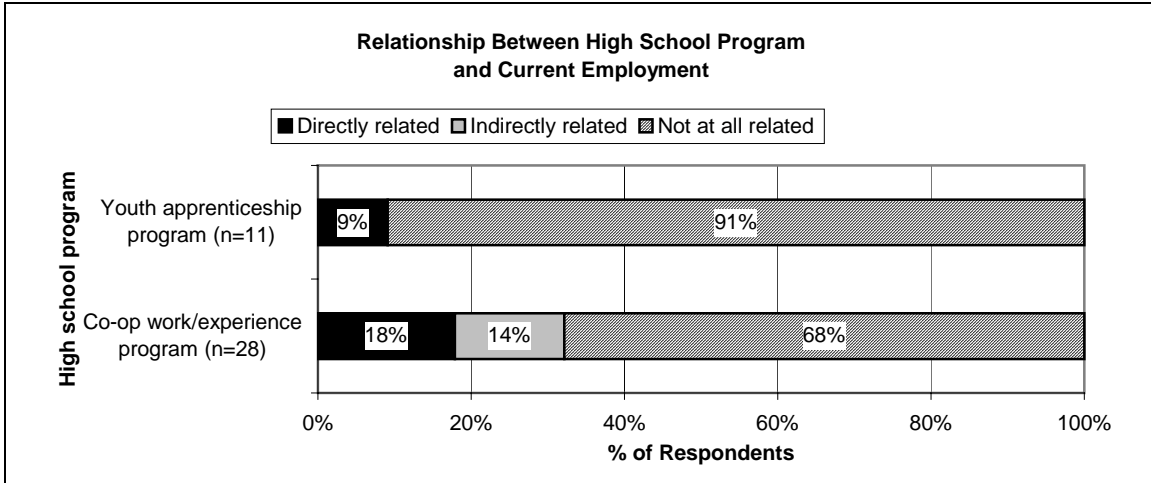
Overall, 58% of respondents from district 15 were not attending a post-secondary institution at the time of this study. Although not attending at that time, 41% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 32% reported successfully completing the entire program and 68% reported discontinuing their studies.

During the reference week, 91% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% were not. Of those respondents in the labour force, 78% were employed (full-time: 78%; part-time: 18%) 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

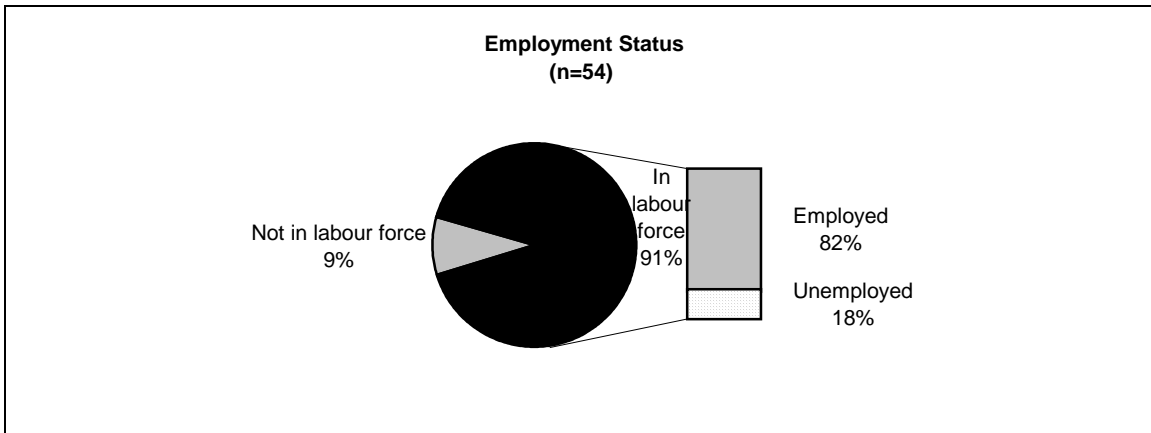
The majority of employed respondents who had participated in a co-op/work experience program during high school indicated that the program was not at all related to their current employment (68%). Similarly, the majority of employed respondents who had participated in a youth apprenticeship program felt that their job was not at all related to the program (91%).



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

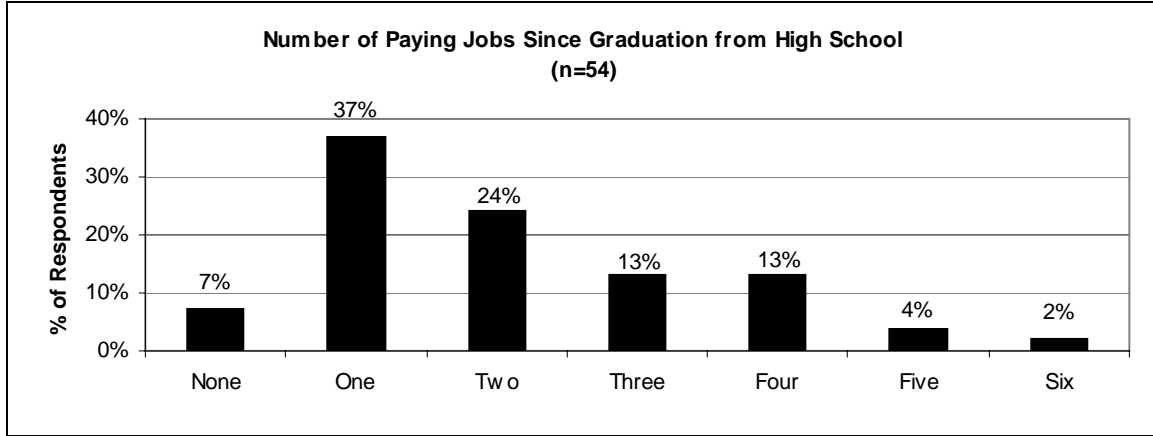
5.2.1 Labour Force and Employment Status

A total of 34% of respondents from district 15 had not yet attended a post-secondary institution at the time of the survey. During the reference week, 91% of these respondents were in the labour force, while 9% were not. Of those respondents in the labour force, 82% were employed (full-time: 80%; part-time: 20%) and 18% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2 paying jobs since graduation from high school.

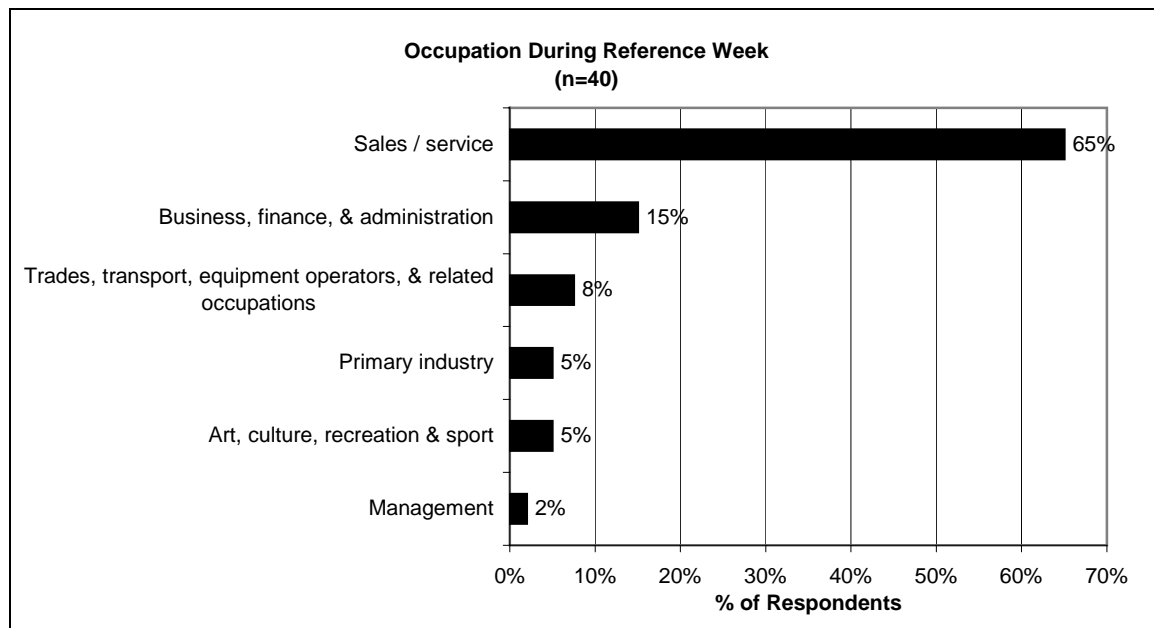


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended a post-secondary institution, 74% were employed during the reference week. Only one graduate (3%) indicated participating in an apprenticeship program during the reference week.

Occupation

During the reference week, a majority of employed respondents reported working in a sales or service occupation (65%).



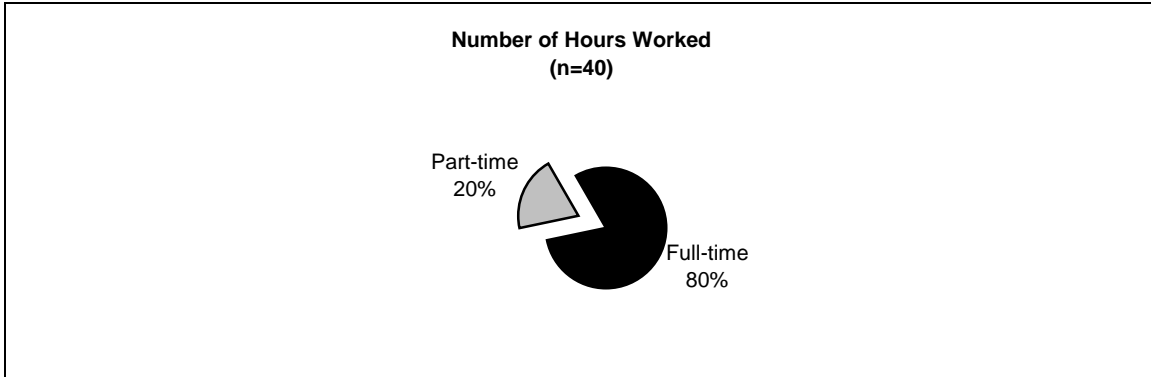
Industry

Working respondents who had never engaged in post-secondary education or training reported holding positions in a wide range of industries including retail trade (45%) and accommodations or food service (15%).

Type of Business, Industry or Service During Reference Week		
	(n=40)	% of Respondents
Retail Trade	18	45.0
Accommodations, food services	6	15.0
Other services (except public administration)	5	12.5
Administrative support, waste management & remediation	3	7.5
Arts, entertainment & recreation	3	7.5
Construction	2	5.0
Agriculture, forestry, fishing, hunting	2	5.0
Health care & social assistance	1	2.5

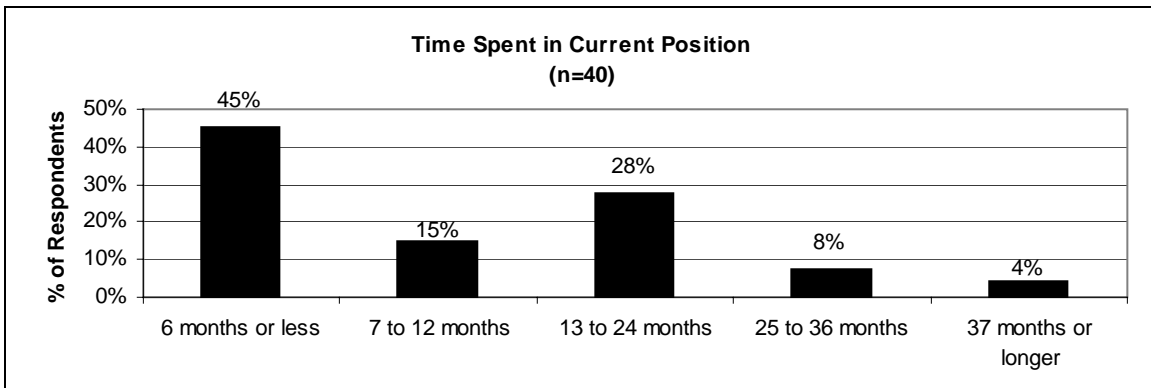
Average Number of Hours Worked & Average Hourly Wage

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 36.3 hours during that particular week and earned a mean hourly wage of \$7.64.



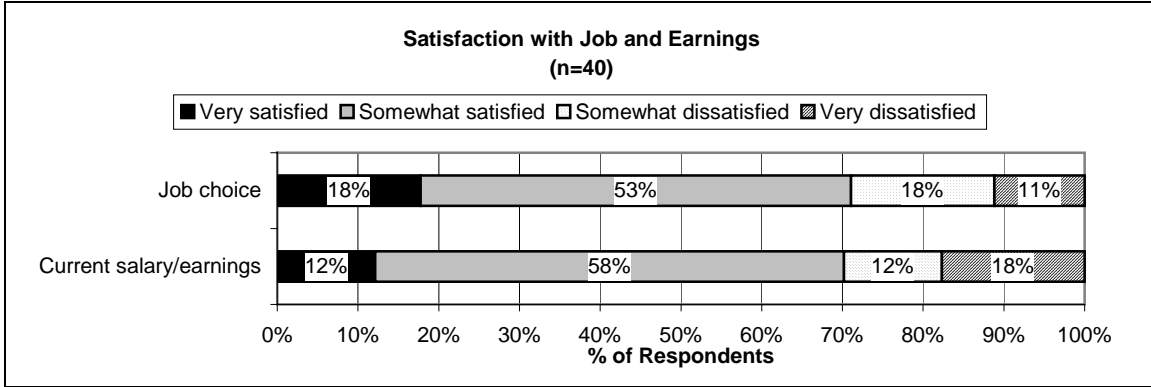
Length of Time Employed in Current Position

Working respondents who had not yet attended a post-secondary institution had been employed in their current position for a mean period of 12 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, seven in ten were at least somewhat satisfied with their current salary or earnings and job choice (70% and 71% respectively).



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, 64% were unemployed and 36% were not in the labour force. Of those unemployed, 89% were looking for employment during the reference week and 11% were waiting for a recall after a layoff. When asked what type of work they were looking for, 63% indicated they were seeking full-time work, 25% were interested in part-time work, and 12% had no preference.

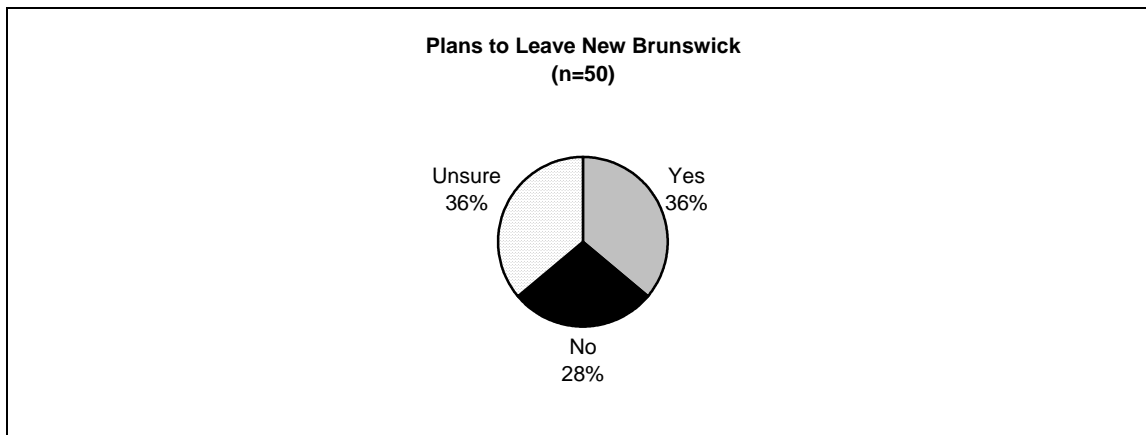
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=9)	% of Respondents	(n=5)	% of Respondents
Inability to find job related to your training/experience	5	55.6	-	-
No work available in area/looking for job	2	22.2	-	-
Waiting for recall to work after a layoff	1	11.1	-	-
Not being bilingual	1	11.1	-	-
Not working due to personal/family responsibilities	-	-	2	40.0
Not working due to own illness/disability	-	-	1	20.0
Maternity leave	-	-	1	20.0
Not looking for work	-	-	1	20.0

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority of district 15 respondents who had not yet attended a post-secondary institution reported living in New Brunswick (93%); however, 36% of these respondents anticipated leaving the province in the future. Of the remaining respondents, 28% indicated they did not expect to leave New Brunswick in the future and 36% were uncertain.



Of the respondents who anticipated leaving New Brunswick (n=18), five planned on leaving within the next year, nine expected they would leave within the next five years, three anticipated leaving in more than five years, and one respondent was unsure. Reasons given for choosing to leave the province differed. For example, one third (33%) of respondents expected to leave for better job opportunities elsewhere.

Reason for Leaving New Brunswick*		
	(n=18)	% of Respondents
Better job opportunities	6	33.3
Further education	5	27.8
Current employment/work	3	16.7
For a change	2	11.1
Better wages	2	11.1

*Multiple Responses Allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

The four respondents who were no longer residing in New Brunswick reported that more job opportunities outside the province (n=5), family/personal reasons (n=1), and educational opportunities (n=1) motivated their move¹². Three of these respondents did not anticipate returning to New Brunswick and one was unsure, on account of better job opportunities outside the province, lack of job opportunities in New Brunswick, personal/family reasons, and a desire to live in a big city (n=1 each)¹³.

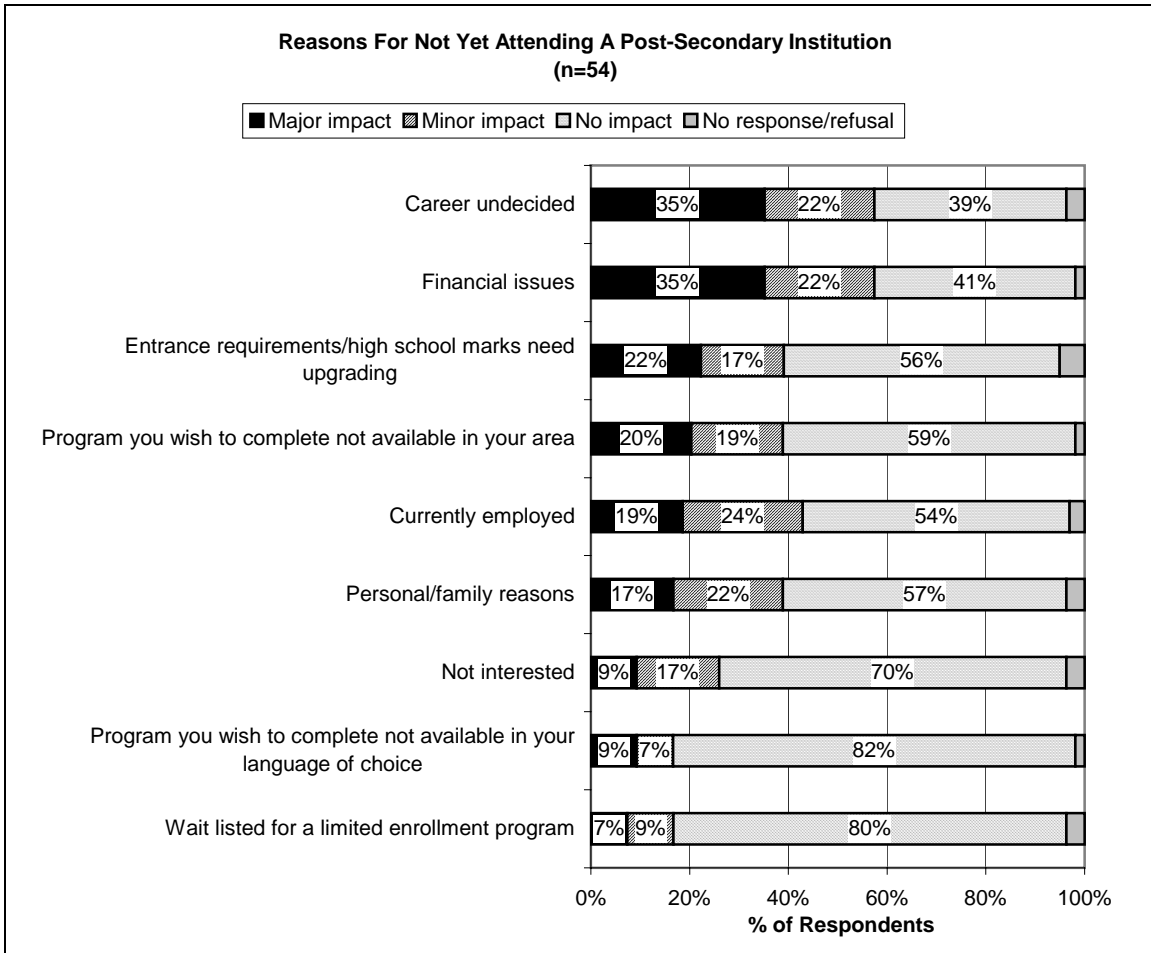
5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

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 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 (57%) and financial issues (57%) were the most influential¹⁴ factors in their decision not to attend a post-secondary institution, followed by being currently employed (43%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (16%) and not having a program of interest available in their language of choice (16%) were factors that had had an impact on their decision.

¹² Multiple Responses Allowed

¹³ Multiple Responses Allowed

¹⁴ Influence: Includes “major impact” or “minor impact”.



District 15 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 (71%) indicated that the fear of getting into too much debt played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=31)	% of Respondents
You are afraid of getting into too much debt	22	71.0
You were not able to get enough money to attend	15	48.4
The program you wish to take is too expensive	8	25.8
Other Mentions	4	12.9

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 (86%), as well as a desire to attend in the future (86%).

Reasons for Citing NOT INTERESTED		
	(n=14)	% of Respondents
You want to continue working and making money	12	85.7
You wish to attend sometime in the future	12	85.7
You wish to take a break from formal learning	11	78.6
You are planning on doing some traveling before deciding about a post-secondary education	5	35.7
Other Mentions	1	7.1

Of those respondents who had indicated an “undecided career” was a factor, most (94%) 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=31)	% of Respondents
You are undecided between more than one career choice	29	93.5
You did not have sufficient information on your post-secondary options	13	41.9
Other Mentions	1	3.2

Most frequently, those who had cited “entrance requirements” as a factor that had had an impact said not meeting the requirements for the *institution* (43%) 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=21)	% of Respondents
You did not meet the entrance requirements for the institution you wished to enter	9	42.9
You did not meet the requirements for the program you wished to enter	7	33.3
The pre-requisite courses were not available at your school	2	9.5
You are currently back in high school upgrading your marks	1	4.8

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 not wanting to leave their community and home (62%) and present family commitments (57%) had played a role.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=21)	% of Respondents
You don't want to leave your community and home	13	61.9
Your present family commitments	12	57.1
Health reasons prevent you from attending	4	19.0
Lack of family support	1	4.8
Other Mentions	3	14.3

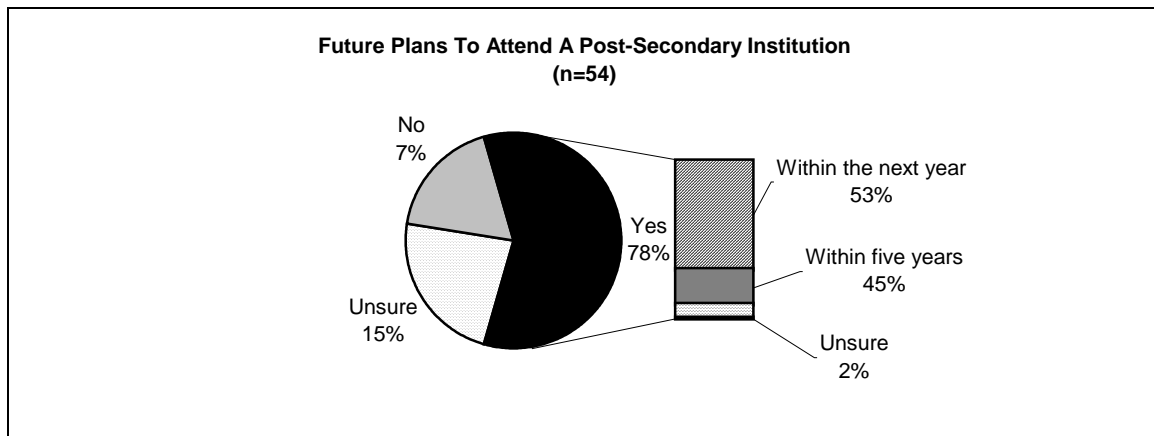
Most frequently, those respondents who indicated their “current employment” was a factor indicated that the need to support themselves had played a part in their decision not to attend a post-secondary institution (96%). Second to this, respondents cited a desire to work (91%) and indecisiveness on a career path (78%) as factors in the decision.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=23)	% of Respondents
To support yourself	22	95.7
Working is what you want to do	21	91.3
You are still undecided on your career path	18	78.3
To earn money for post-secondary education	15	65.2
You believe that your work experience will get you to your career goals	14	60.9
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	11	47.8
To support your family	4	17.4
You have started your own business	2	8.7
Other Mentions	1	4.3

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Over three-quarters of respondents (78%) who had not yet attended a post-secondary institution planned to attend one at some time in the future. Only 7% said they had no such plans and 15% were unsure. Of those respondents who intended to pursue post-secondary education, 53% planned to go the following year, 45% planned to go within the next five years, and 2% were unsure when they would attend.



Motivations for Pursuing Education

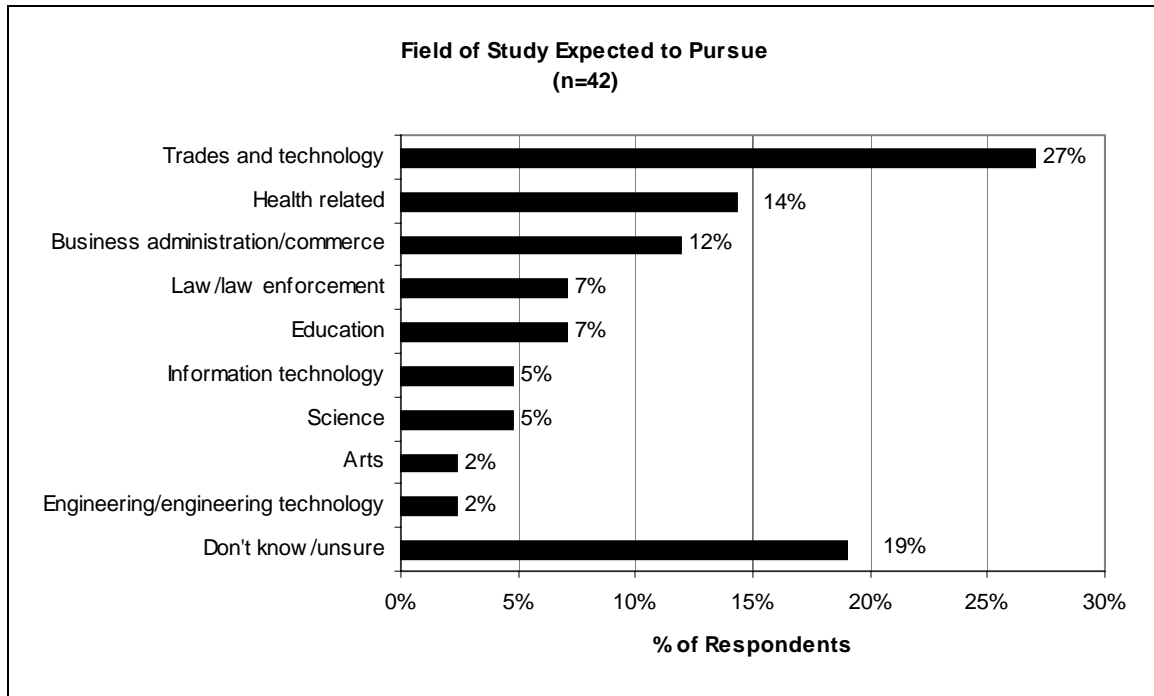
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (81%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=42)	% of Respondents
To get a better job/further career opportunities	34	81.0
Will have sufficient financial resources	4	9.5
Know what I want to do	2	4.8
To further education/better myself	1	2.4
You have been accepted in a post-secondary program that you wanted	1	2.3

*Multiple Responses Allowed

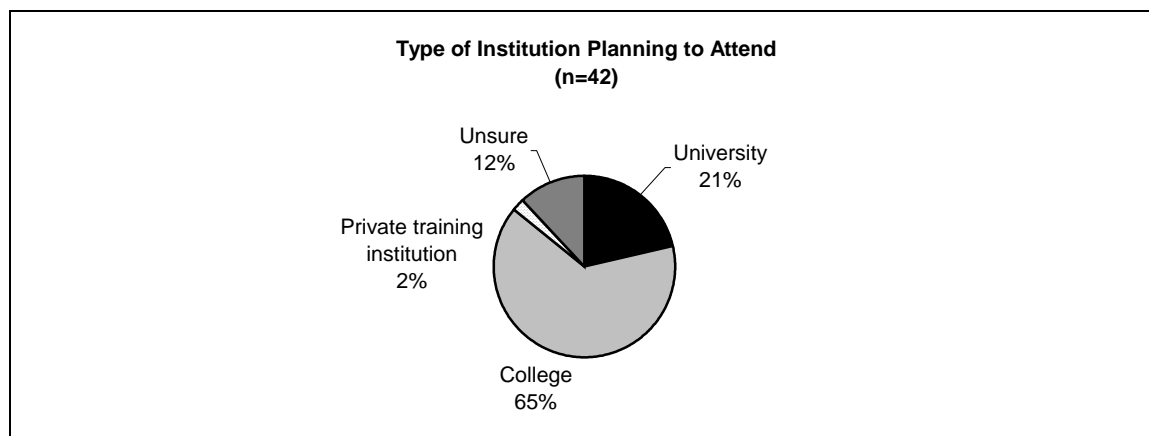
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (27%), followed by health (14%) and business administration/commerce (12%). Approximately 19% 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 (65%), 21% planned on going to a university, 2% planned on attending a private training institution, and 12% were unsure what type of institution they would attend.



Name of Institution

Approximately four in ten respondents (41%) were unsure which post-secondary institution they would attend. The remaining respondents cited a New Brunswick Community College most frequently (36%).

Name of Post-Secondary Institution		
	(n=42)	% of Respondents
NBCC/CCNB	15	35.7
University of New Brunswick	4	9.5
St. Thomas University	1	2.4
Nova Scotia Agricultural College	1	2.4
Other Mentions	4	9.5
Unsure	17	40.5

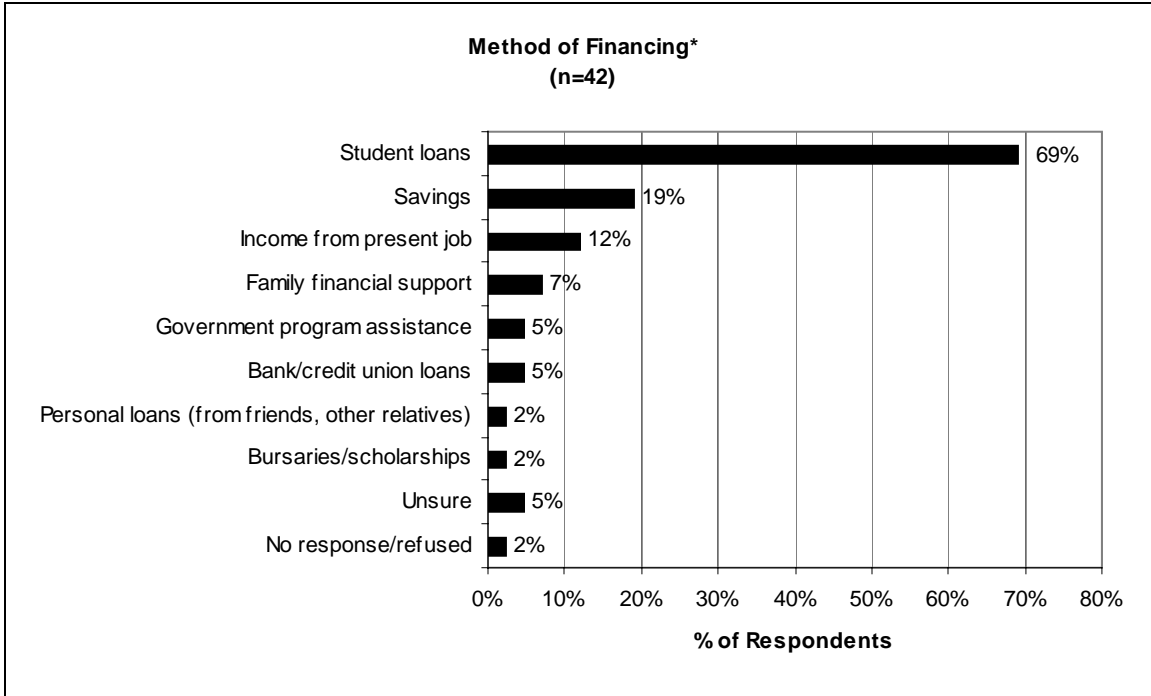
Location & Reasons for Leaving New Brunswick

Most of these respondents who planned on pursuing post-secondary education planned on attending an institution in New Brunswick (83%). Those who planned to attend an institution outside the province (17% or n=7) attributed the move to programs being of higher quality at out of province institutions (n=4), personal/family reasons (n=1), the program they wanted not being offered in New Brunswick (n=1), and nonspecific reasons (n=2)¹⁵.

¹⁵ Multiple Responses Allowed

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 (69%).



*Multiple responses allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

Overall, 16% of respondents (n=25) 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 (32%), they had experienced program difficulty or academic failure (20%), or they encountered personal or family illness issues (20%).

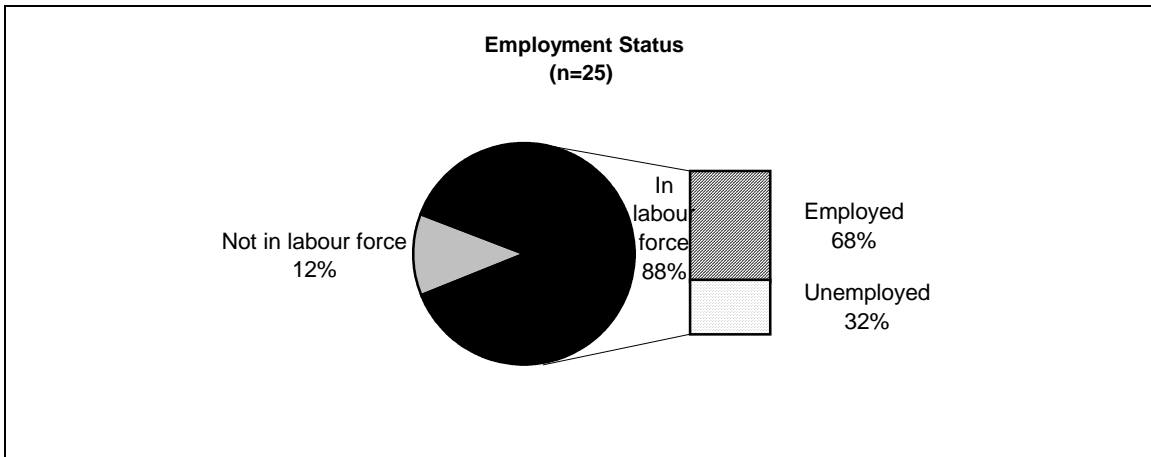
Reason for Discontinued Studies		
	(n=25)	% of Respondents
Took a break from studies	8	32.0
Difficulty of program/academic failure	5	20.0
Personal/family/illness issues	5	20.0
Program was not what you expected	3	12.0
Lost interest in program	3	12.0
Undecided on career	1	4.0

For the most part, the majority of these respondents¹⁶ had discontinued their studies before the completion of a program of one year or less (42%). The remaining respondents had discontinued studies during (29%) or at the end of (29%) the first year of a multi-year program.

5.3.1 Labour Force and Employment Status

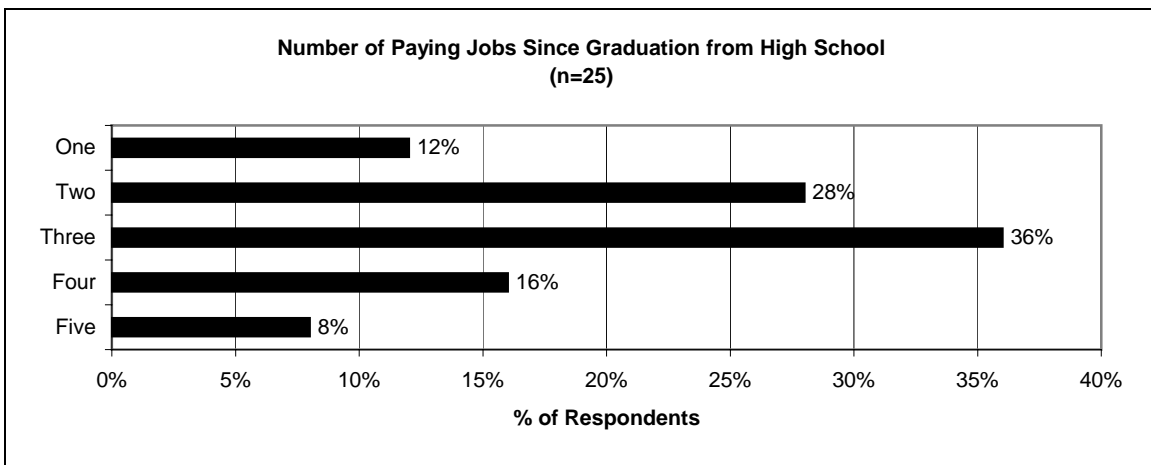
Labour Force and Employment Status

During the reference week, 88% of respondents who had discontinued their studies were in the labour force, while 12% were not in the labour force. Of those in the labour force, 68% were employed (full-time: 79%; part-time: 21%) and 32% were unemployed.



Number of Jobs

On average, respondents who had discontinued their post-secondary studies reported having 2.8 paying jobs since graduating from high school in June 2002.



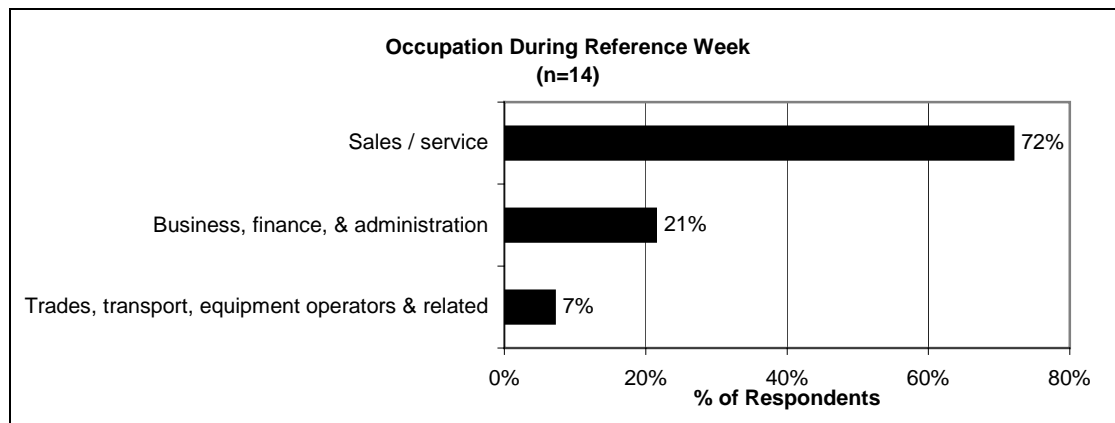
¹⁶ 8 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.2 Respondents Working in Reference Week

Of those who had discontinued their post-secondary studies, 56% were employed during the reference week. None of these employed respondents were participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, the majority of these respondents reported working in a sales or service occupation (72%).



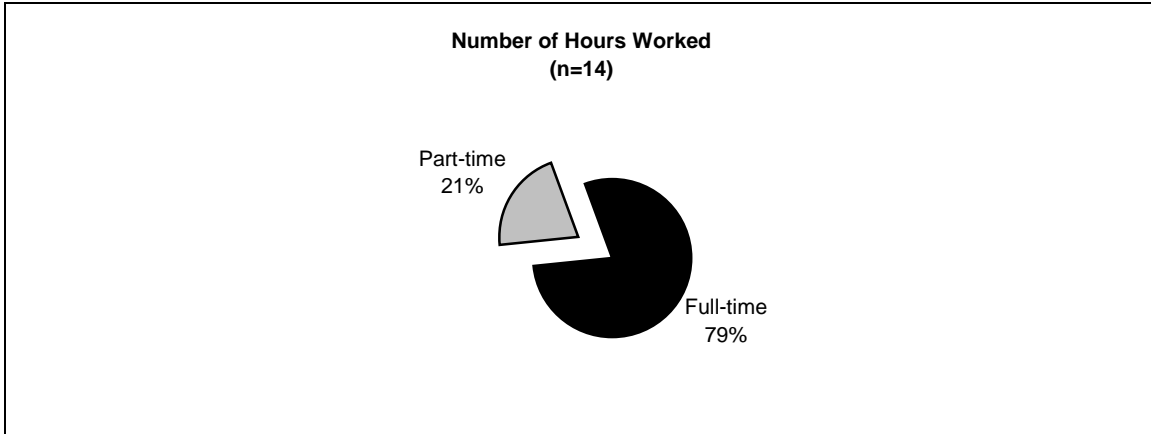
Industry

Most frequently, employed respondents who had discontinued their studies reported holding positions in the retail trade industry (50%).

Type of Business, Industry or Service During Reference Week		
	(n=14)	% of Respondents
Retail trade	7	50.1
Accommodations & food services	2	14.3
Administrative support, waste management & remediation	2	14.3
Professional, scientific & technical services	1	7.1
Transportation & warehousing	1	7.1
Agriculture, forestry, fishing & hunting	1	7.1

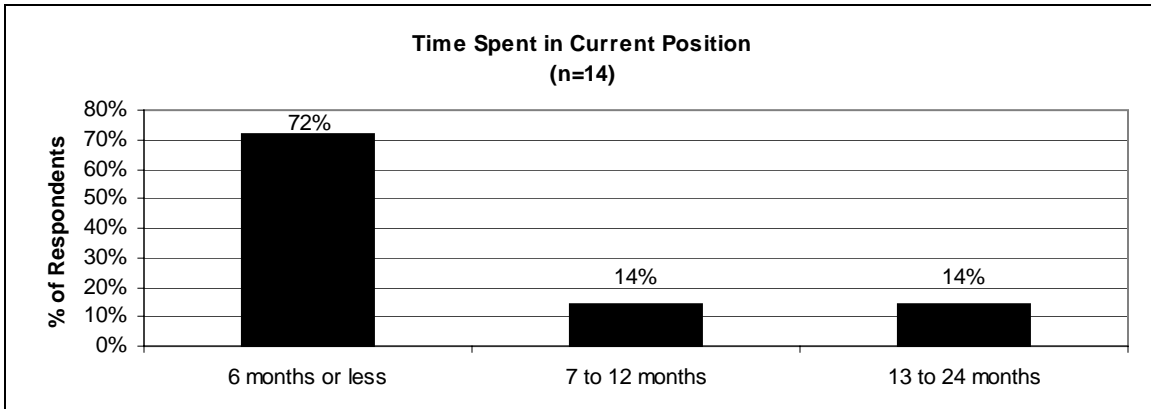
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 33.2 hours during that particular week. Overall, 79% worked full-time, while the remaining 21% worked part-time. Hourly wages ranged from \$6.00 to \$11.00, with a mean hourly wage of \$7.86.



Length of Time Employed in Current Position

On average, this group of working respondents had held their position for 7 months at the time of survey.



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 (86%). Of those respondents who had discontinued their studies, 7% felt that their post-secondary education since high school was indirectly related to their job and 7% 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 unemployed or not in the labour force during the reference week. Of those respondents not working during the reference week, 70% were unemployed, while 30% were not in the labour force. Of those unemployed, 72% were looking for employment during the reference week, 14% were waiting for a recall after a layoff, and 14% were waiting for a new job to start in the following four weeks. All unemployed respondents were looking for full-time work during the reference week.

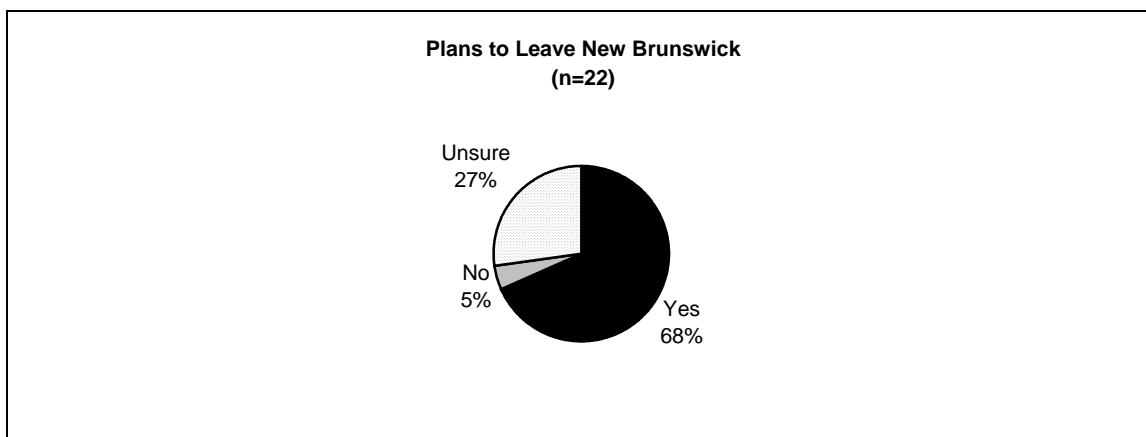
As illustrated below, this segment of respondents identified a number of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=7)	% of Respondents	(n=3)	% of Respondents
Inability to find job related to your training/experience	2	28.6	2	66.7
No work available in area/looking for job	2	28.6	-	-
Not working due to personal/family responsibilities	1	14.3	-	-
Waiting for recall to work after a layoff	1	14.3	-	-
Waiting for a new job to start in the next 4 weeks	1	14.3	-	-
Not working due to own illness/disability	-	-	1	33.3

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

A majority (88%) of 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, 68% anticipated leaving New Brunswick in the future, 5% did not expect to leave the province and 27% were uncertain of their future in New Brunswick.



Of those respondents who anticipated leaving New Brunswick (n=15), eight (53%) planned to leave within the following year, four (27%) expected to relocate within the following five years, and three (20%) planned to leave the province in more than five years from the time of the survey.

The most common reasons respondents cited for choosing to leave the province were to seek better job opportunities and to further their education (40% each).

Reason for Leaving New Brunswick*		
	(n=15)	% of Respondents
Better job opportunities	6	40.0
Further education	6	40.0
Military	1	6.7
Lack of jobs/fewer job opportunities	1	6.7
To travel/see other places	1	6.6

*Multiple Responses Allowed

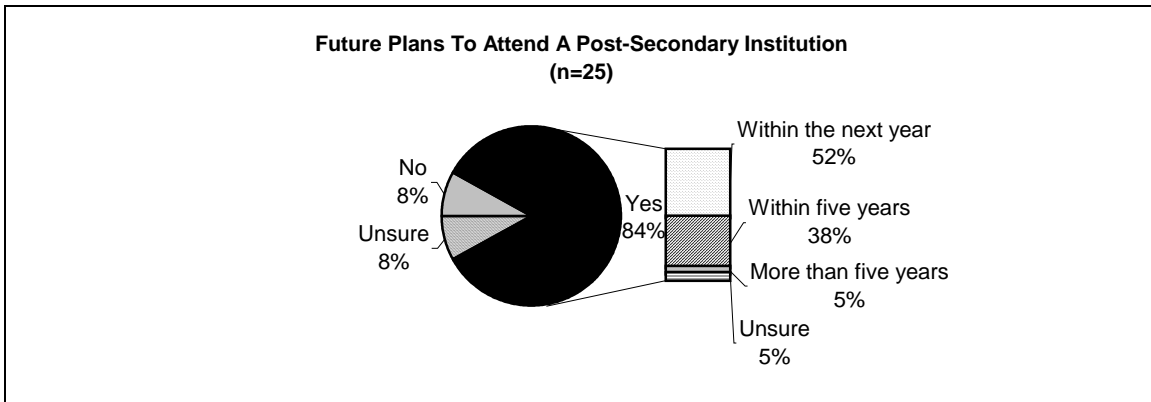
Motivations for Leaving and Expectations for Returning to New Brunswick

The three 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=1)¹⁷. Of these respondents, one anticipated returning to New Brunswick within the following year, one expected to return at an unknown time, and one did not plan to return due to better job opportunities elsewhere.

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

A majority (84%) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. Only 8% indicated they would not return, and 8% were unsure.



¹⁷ Multiple Responses Allowed

Motivations for Pursuing Education

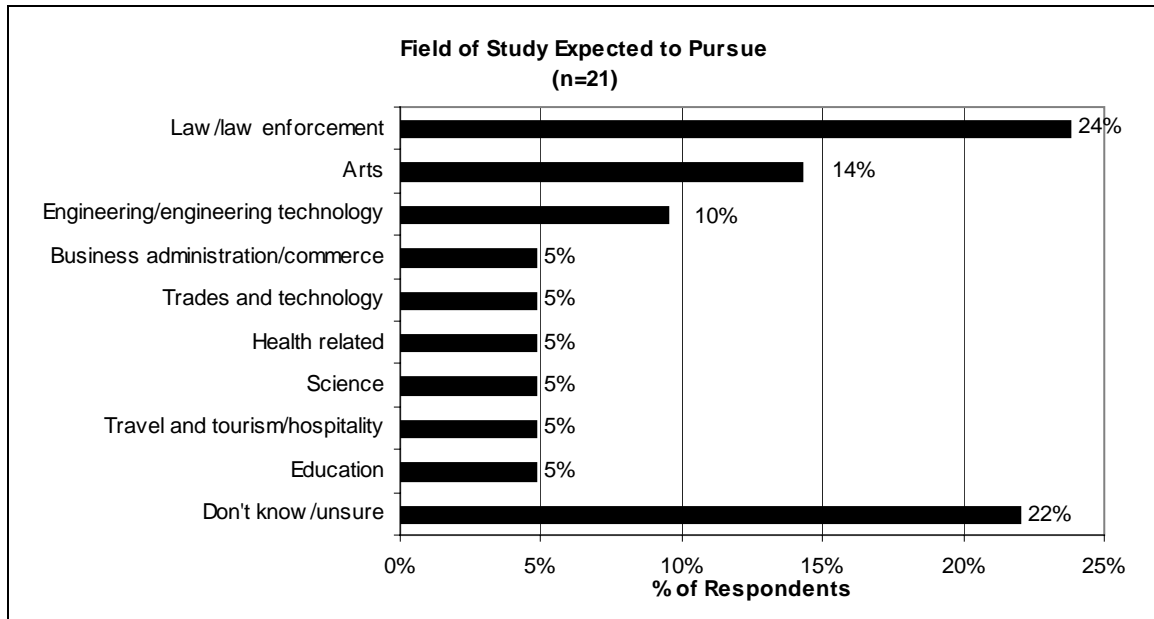
Respondents planning to continue their studies in the future most frequently attributed their planned return to post-secondary education or training to a desire to get a better job or further career opportunities (76%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=21)	% of Respondents
To get a better job/further career opportunities	16	76.2
You have been accepted in a post-secondary program that you wanted	2	9.5
You will have sufficient financial resources	2	9.5
To further education/better myself	1	4.8

*Multiple Responses Allowed

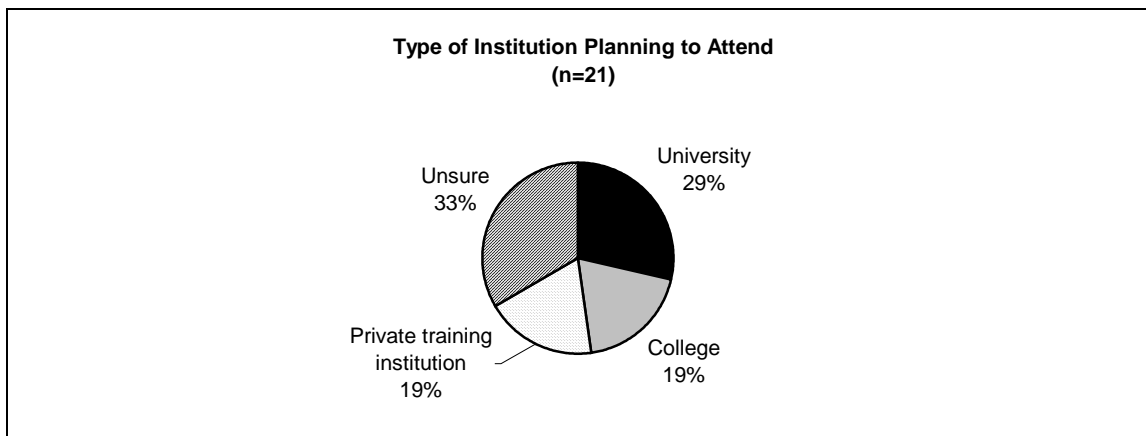
Field of Study

This group of respondents most frequently indicated they were interested in pursuing law/law enforcement (24%), or arts (14%), while 22% were unsure.



Type of Institution

Over one quarter of respondents who anticipated returning to post-secondary studies planned to attend university (29%), 19% planned to attend college, 19% planned to go to a private training institution, and 33% were unsure what type of institution they would attend.



Name of Institution

Over four in ten respondents (43%) were uncertain of which post-secondary institution they planned to attend when they resumed their studies. The remaining respondents mentioned various institutions throughout New Brunswick and Nova Scotia.

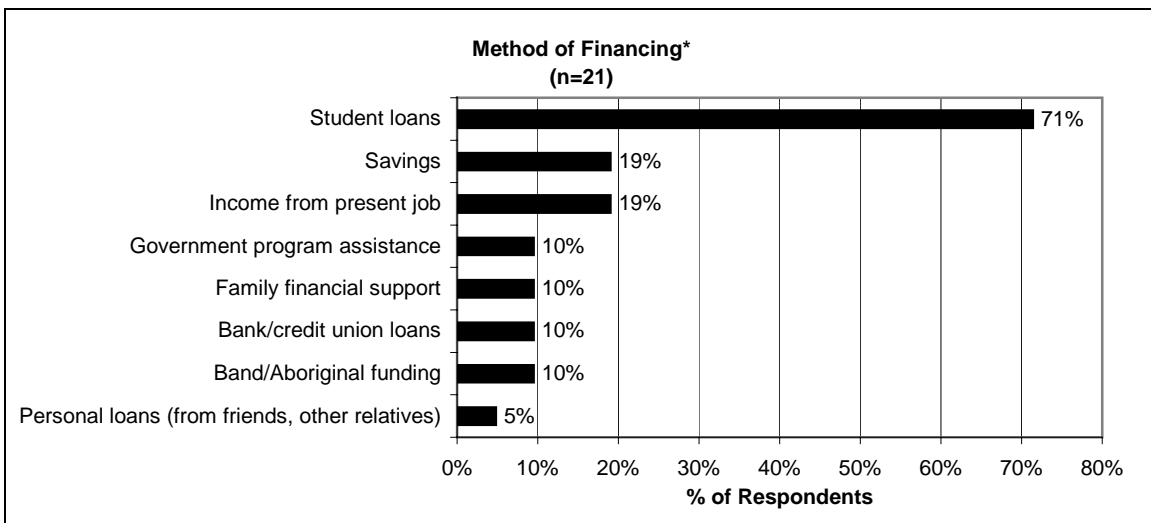
Name of Post-Secondary Institution		
	(n=21)	% of Respondents
NBCC/CCNB	3	14.3
St. Thomas University	3	14.3
University of New Brunswick	1	4.8
Dalhousie University	1	4.8
Nova Scotia Agricultural College	1	4.8
Other Mentions	3	14.3
Don't Know/Unsure	9	42.7

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 (67%). Those who planned to attend an institution outside of the province (33% or n=7) attributed this decision to programs being of higher quality at out of province institutions (n=5), a desired program not being offered in New Brunswick (n=1), personal/family reasons (n=1), or lower costs (n=1)¹⁸.

Source of Financing

Respondents most commonly cited student loans (71%) as a potential financing method for their planned post-secondary education.



*Multiple responses allowed

¹⁸ Multiple Responses Allowed

5.4 Respondents Who Had Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

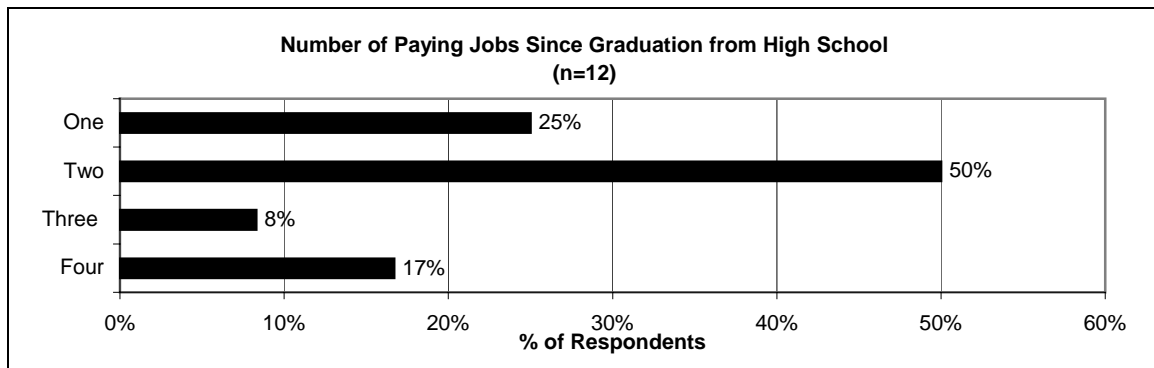
Labour Force and Employment Status

A total of 8% of respondents from district 15 had fully completed their studies at a post-secondary institution since their high school graduation. These respondents had attended community college (67%) or a private training institution (33%).

During the reference week, all of these respondents were in the labour force. Of these respondents, 83% were employed full-time and 17% were unemployed.

Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2.2 paying jobs since graduation from high school in 2002.

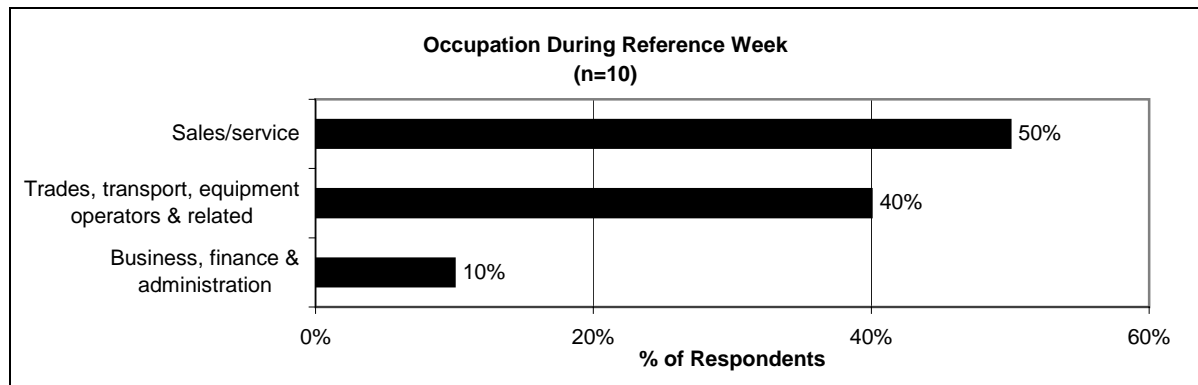


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 83% 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 (50%), followed by trades, transport, equipment operators and related occupations (40%).



Industry

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

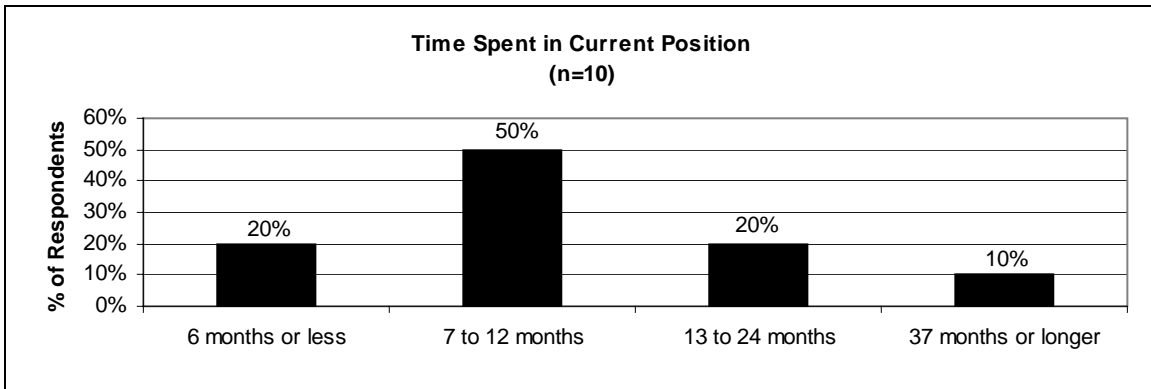
Type of Business, Industry or Service During Reference Week		
	(n=10)	% of Respondents
Other services (except Public Administration)	4	40.0
Accommodations and food services	2	20.0
Transportation and warehousing	1	10.0
Professional, scientific, technical services	1	10.0
Retail trade	1	10.0
Administrative and support, waste management and remediation services	1	10.0

Average Number of Hours Worked & Average Hourly Wage

All (100%) respondents who had completed their post-secondary studies worked full-time hours and overall, they worked an average of 41 hours during the reference week. Wages averaged \$10.29 an hour.

Length of Time Employed in Current Position

On average, employed respondents had held their current position for a period of 13.1 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. Overall, 80% of these respondents reported there was a direct relationship between their current job and their post-secondary training, whereas 20% said there was no relationship.

5.4.3 Respondents Not Working in Reference Week

This section provides a summary of the two respondents who were unemployed during the reference week. One of these respondents was unemployed due to an inability to find work related to training and experience while the other was waiting for recall to work after a layoff. The former was seeking full-time work during the reference week.

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (67% or n=8) of respondents who had completed their studies reported living in New Brunswick; furthermore, 50% (n=4) said they did not expect to leave New Brunswick in the future. In addition, 12% (n=1) anticipated leaving the province in the future to further their education and 38% (n=3) were uncertain.

Motivations for Leaving and Expectations for Returning to New Brunswick

The respondents who completed studies and no longer resided in New Brunswick (n=4) attributed the move to increased job opportunities outside of the province (n=2), family or personal reasons (n=1), the ability to make more money outside the province (n=1), and educational opportunities (n=1)¹⁹. Two of these respondents anticipated returning to New Brunswick within five years. One graduate did not expect to return and one graduate was uncertain of returning; reasons given by these two respondents were a lack of job opportunities within New Brunswick (n=1) and better wages outside the province (n=1)²⁰.

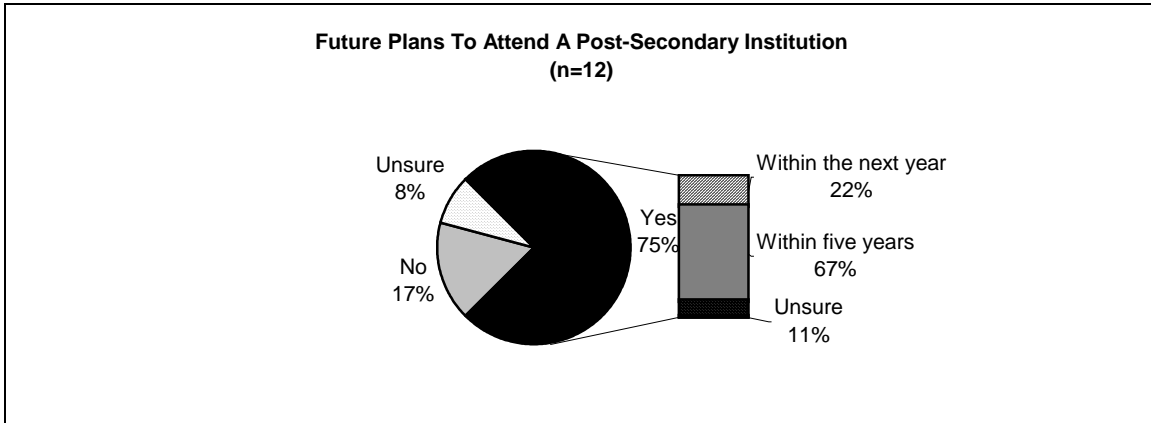
¹⁹ Multiple Responses Allowed

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, 75% of those who had completed a post-secondary program indicated that they planned to return to school, 17% said they had no such plans, and 8% were unsure. Of those respondents who intended to pursue post-secondary education, 22% planned to go the following year, 67% planned to attend within five years, and 11% were unsure.

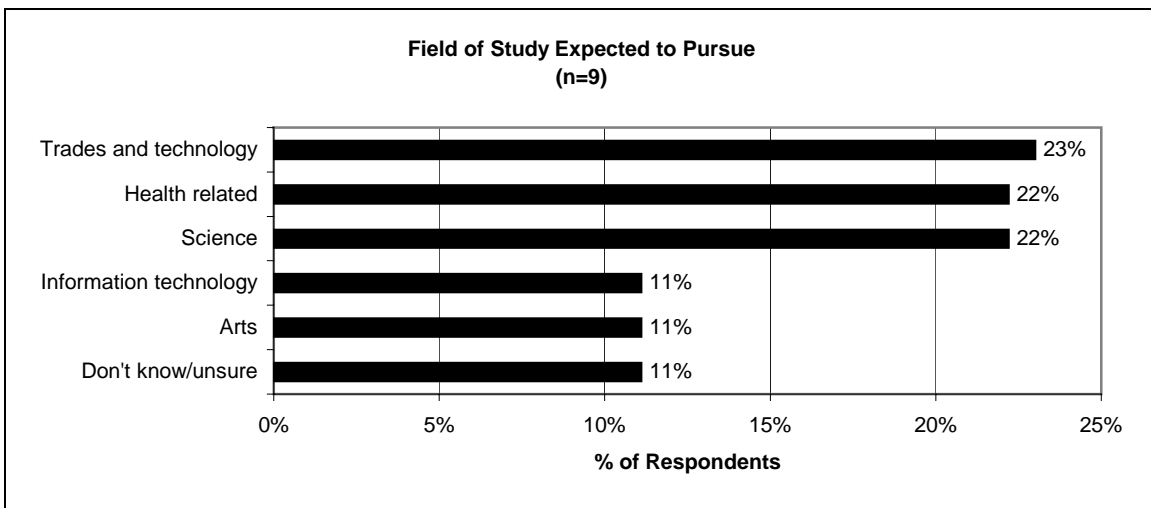


Motivations for Pursuing Education

Those who 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=8) or by being accepted into a program of choice (n=1).

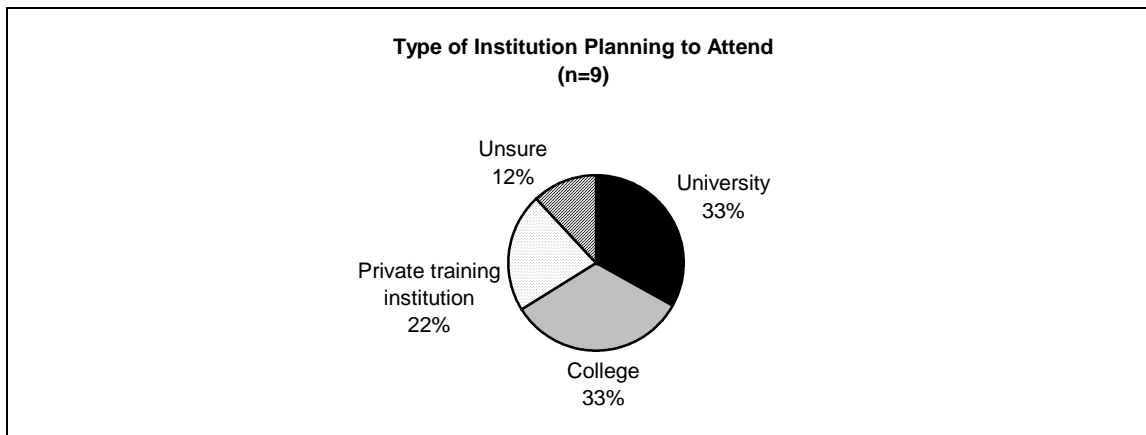
Field of Study

Respondents planned to pursue studies in a wide range of fields, including trades and technology (23%), science (22%), and health (22%).



Type of Institution

The majority of respondents planned to attend a community college (33%) or a university (33%).



Name of Institution

Respondents who planned to return to school most commonly indicated they were unsure of the institution they would attend (33%).

Name of Post-Secondary Institution		
	(n=9)	% of Respondents
NBCC/CCNB	1	11.1
University of New Brunswick	1	11.1
St. Mary's University	1	11.1
McGill University	1	11.1
Other Mentions	2	22.2
Unsure	3	33.4

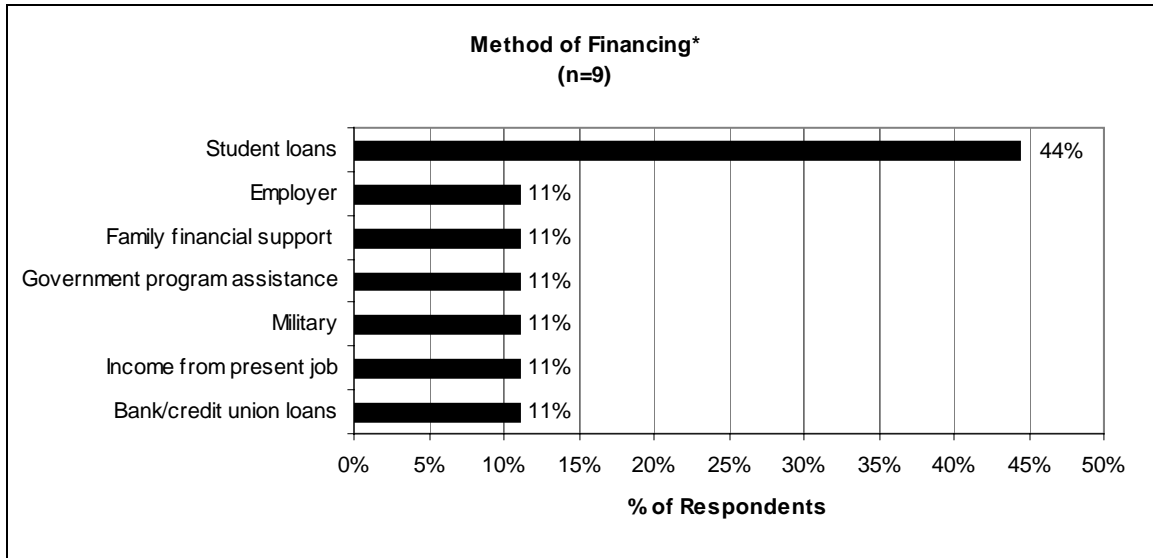
Location & Reasons for Leaving New Brunswick

Most of the respondents who anticipated pursuing post-secondary education planned to attend an institution in New Brunswick (78%). The two respondents who anticipated attending an out of province institution claimed that the move was job/career related (n=1), or inspired by location and convenience (n=1)²¹.

²¹ Multiple Responses Allowed

Source of Financing

Respondents who intended to pursue further studies cited student loans (44%) as the most likely way to finance their education.



*Multiple responses allowed

6.0 Demographic Profile of 2002 Respondents

The majority (94%) of respondents surveyed were 19 or 20 years of age, with a greater percentage of respondents being female (53% female and 47% male). The majority of respondents (89%) had siblings, with most respondents reporting one or two siblings (38% and 32%, respectively).

The majority of respondents reported their mother tongue as English (95%), and 4% reported it as being French. However, 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 (44%) indicated that at least one of their parents had some level of post-secondary education²². Over four in ten respondents (42%) 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 P-S Institution (n=104)	% of Respondents Who Did Not Attend a P-S Institution (n=54)	% Total (n=158)
Age			
19 years	76.9	55.6	69.6
20 years	21.2	29.6	24.1
21 years	1.0	7.4	3.2
22 years	0.9	7.4	3.1
Gender			
Male	41.3	57.4	46.8
Female	58.7	42.6	53.2
Mother Tongue			
English	95.2	94.4	95.0
French	3.8	5.6	4.4
Both	1.0	-	0.6
Language of Survey			
English	100.0	100.0	100.0
French	-	-	-
Education of Mother or Female Guardian			
Less than high school	13.5	25.9	17.7
Completed high school	40.4	38.9	39.9
Some post-secondary education	6.7	5.6	6.3
Trades certificate or diploma	-	3.7	1.3
College certificate or diploma	16.3	7.4	13.3
University certificate or diploma below a bachelor's degree	4.8	1.8	3.8

²² Includes respondents who reported some post-secondary education and above.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=104)	% of Respondents Who Did Not Attend a P-S Institution (n=54)	% Total (n=158)
University degree	13.5	3.7	10.1
Don't Know/unsure	4.8	13.0	7.6
Education of Father or Male Guardian			
Less than high school	17.3	25.9	20.3
Completed high school	38.5	27.8	34.8
Some post-secondary education	2.9	1.8	2.5
Trades certificate or diploma	9.6	13.0	10.8
College certificate or diploma	12.5	3.7	9.5
University certificate or diploma below a bachelor's degree	0.9	3.7	1.8
University degree	13.5	5.6	10.8
Don't Know/unsure	4.8	18.5	9.5
Household Income			
Under \$10,000 per year	1.9	1.8	1.9
\$10,000 to \$19,999 per year	2.9	9.3	5.1
\$20,000 to \$39,999 per year	16.3	14.8	15.8
\$40,000 to \$59,999 per year	14.4	7.4	12.0
Over \$60,000 per year	29.0	13.0	23.4
Don't Know/unsure	31.7	51.9	38.6
No response/refused	3.8	1.8	3.2
Number of Siblings			
None	10.6	11.1	10.8
One	44.2	25.9	38.0
Two	28.8	38.9	32.3
Three	13.5	7.4	11.4
Four	2.9	11.1	5.7
Five	-	3.7	1.3
Greater than five	-	1.9	0.5
Special Populations			
Landed immigrant in Canada	1.0	-	0.6
Aboriginal person	7.7	5.6	7.0
Visible minority	1.9	1.9	1.9
Person with a disability	1.9	5.6	3.2

■ Indicates significant difference at the 90% confidence level.