

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

District 8: Saint John



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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Table of Contents

1.0	SYNOPSIS	1
2.0	THE HIGH SCHOOL EXPERIENCE.....	2
2.1	SCHOLASTIC PROFILE	2
2.1.1	<i>Number of Years of High School Completed in New Brunswick</i>	2
2.1.2	<i>Marks During High School.....</i>	2
2.2	EMPLOYMENT DURING HIGH SCHOOL.....	3
2.2.1	<i>Percentage Employed During High School.....</i>	3
2.2.2	<i>Motivations for Working.....</i>	3
2.2.3	<i>Number of Years Employed</i>	4
2.2.4	<i>Occupation</i>	4
2.2.5	<i>Number of Hours Worked.....</i>	5
2.3	PARTICIPATION IN CAREER DEVELOPMENT PROGRAMS AND ACTIVITIES.....	5
2.3.1	<i>Co-op Education/Work Experience Program.....</i>	5
2.3.2	<i>Youth Apprenticeship Program</i>	6
2.3.3	<i>Career Days/Fairs/Workshops</i>	6
2.3.4	<i>Other Career Development Related Activities.....</i>	6
2.4	EXPECTATIONS AND PLANNING FOR FUTURE ENDEAVORS	7
2.4.1	<i>Respondents' Expectations Following Graduation from High School</i>	7
2.4.2	<i>Parents' Expectations for Children Following Graduation from High School</i>	8
2.4.3	<i>Planning for Post-Graduation Activities</i>	9
2.4.4	<i>Guidance Counselor Services.....</i>	10
2.4.5	<i>Influences on Post-High School Activities</i>	11
2.5	PREPAREDNESS FOR FUTURE ENDEAVORS	14
2.5.1	<i>Post-Secondary Preparation</i>	14
2.5.2	<i>Workforce Preparation.....</i>	17
3.0	EXPERIENCES FOLLOWING GRADUATION FROM HIGH SCHOOL.....	18
3.1	<i>PROFILE OF SURVEY RESPONDENTS</i>	18
3.2	<i>COMPLETION RATE FOR FIRST YEAR OF STUDIES</i>	18
3.3	<i>MOBILITY OF RESPONDENTS</i>	19
4.0	THE POST-SECONDARY EDUCATION EXPERIENCE	20
4.1	SECTION OVERVIEW.....	20
4.2	SELECTION OF POST-SECONDARY INSTITUTION.....	20
4.2.1	<i>Name and Type of Institution.....</i>	20
4.2.2	<i>Location of Institution</i>	21
4.2.3	<i>Influences on Type of Institution Chosen.....</i>	21
4.3	SCOPE OF STUDY.....	23
4.3.1	<i>Educational Status and Field of Study.....</i>	23
4.3.2	<i>Length of Program.....</i>	23
4.3.3	<i>Outcome of Program of Study</i>	24
4.4	EXPECTATIONS FOR THE FUTURE	25
4.4.1	<i>Likelihood of Finishing Program of Study.....</i>	25
4.4.2	<i>Future Plans for Education</i>	26
4.5	FINANCING POST-SECONDARY EDUCATION.....	27
4.5.1	<i>Method of Financing</i>	27
4.5.2	<i>Source of Financial Advice.....</i>	28
4.6	RELATIONSHIP OF HIGH SCHOOL ACTIVITIES TO POST-SECONDARY EDUCATION	29
4.7	OPPORTUNITIES AFTER COMPLETION OF POST-SECONDARY EDUCATION	30
4.7.1	<i>Respondents Currently Attending an Institution Outside New Brunswick.....</i>	30
4.7.2	<i>Respondents Currently Attending an Institution In New Brunswick.....</i>	32
4.7.3	<i>Employment in New Brunswick</i>	33

5.0	THE EMPLOYMENT EXPERIENCE	34
5.1	SECTION OVERVIEW.....	34
5.1.1	<i>Relationship of Employment to Work Experience Program.....</i>	35
5.2	RESPONDENTS WHO HAD NOT YET ATTENDED A POST-SECONDARY INSTITUTION.....	35
5.2.1	<i>Labour Force and Employment Status</i>	35
5.2.2	<i>Respondents Working in Reference Week.....</i>	37
5.2.3	<i>Respondents Not Working in Reference Week.....</i>	40
5.2.4	<i>Mobility.....</i>	41
5.2.5	<i>Reasons for Not Yet Attending a Post-Secondary Institution.....</i>	42
5.2.6	<i>Future Plans for Post-Secondary Education</i>	46
5.3	RESPONDENTS WHO HAD ATTENDED AND DISCONTINUED POST-SECONDARY STUDIES.....	50
5.3.1	<i>Labour Force and Employment Status</i>	51
5.3.2	<i>Respondents Working in Reference Week.....</i>	52
5.3.3	<i>Respondents Not Working in Reference Week.....</i>	54
5.3.4	<i>Mobility.....</i>	54
5.3.5	<i>Future Plans for Post-Secondary Education</i>	55
5.4	RESPONDENTS WHO HAD ATTENDED AND COMPLETED POST-SECONDARY STUDIES	59
5.4.1	<i>Labour Force and Employment Status</i>	59
5.4.2	<i>Respondents Working in Reference Week.....</i>	60
5.4.3	<i>Respondents Not Working in Reference Week.....</i>	62
5.4.4	<i>Mobility.....</i>	62
5.4.5	<i>Future Plans for Post-Secondary Education</i>	63
6.0	DEMOGRAPHIC PROFILE OF 2002 RESPONDENTS	67

1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. This report presents the detailed findings for respondents from district 8 - Saint John, one of the anglophone districts of the province. Of the 827 individuals who graduated from schools in this district in June 2002, 386 were interviewed for this study.¹

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 $\pm 3.6\%$ 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

The majority (96%) of respondents surveyed from district 8 completed all of their high school years in the province of New Brunswick.

	(n=386)	% of Respondents
Less than one	1	0.2
One	1	0.3
Two	4	1.0
Three	10	2.6
Four	370	95.9

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, over three quarters of district 8 respondents (76%) expressed that the majority of their marks were between 70% and 89%. Approximately one in ten respondents (11%) earned marks between 90% and 100%.

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

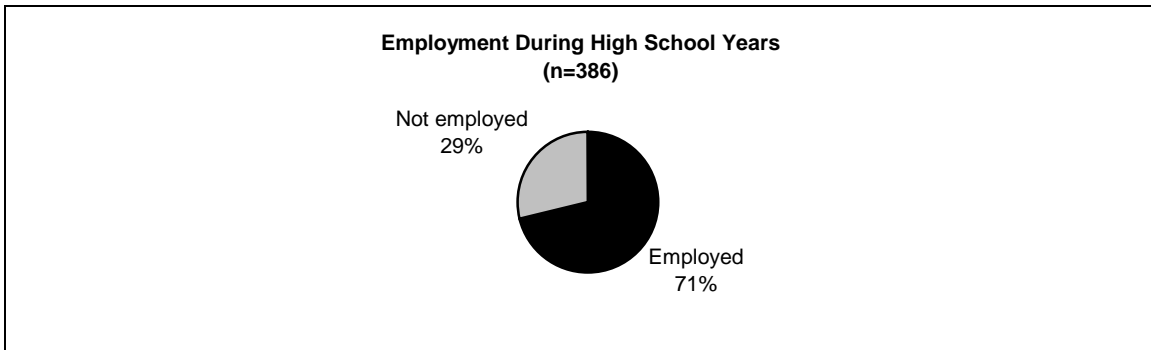
	(n=386)	% of Respondents
Between 90% and 100%	43	11.1
Between 80% and 89%	119	30.8
Between 70% and 79%	173	44.8
Between 60% and 69%	45	11.7
No response/Refused	6	1.6

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.

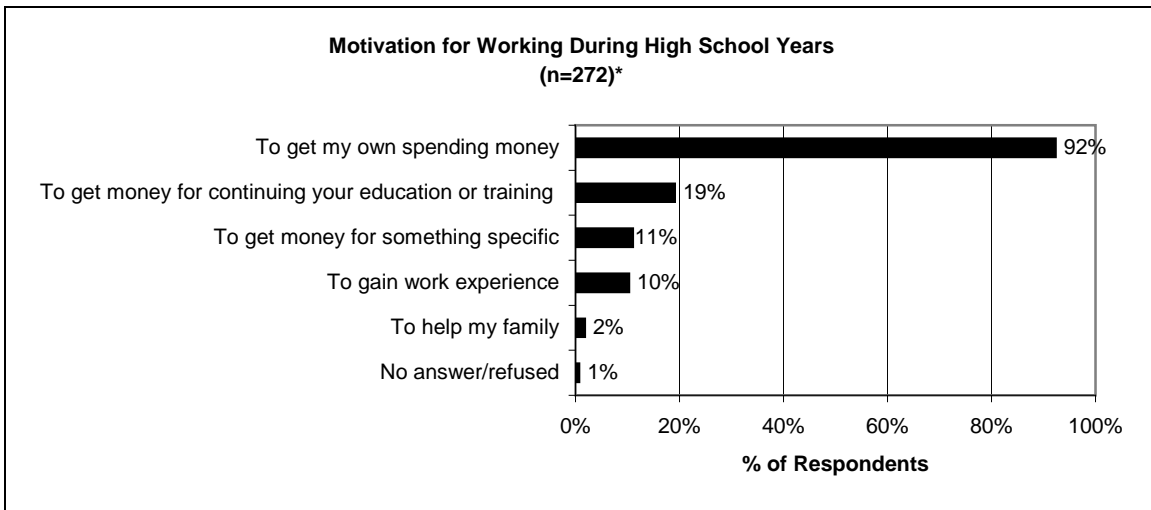
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), over seven in ten respondents were employed for wages during high school (71%).



2.2.2 Motivations for Working

For over nine out of ten respondents the desire to obtain spending money was cited as a reason for working during high school (92%).



*Multiple responses allowed

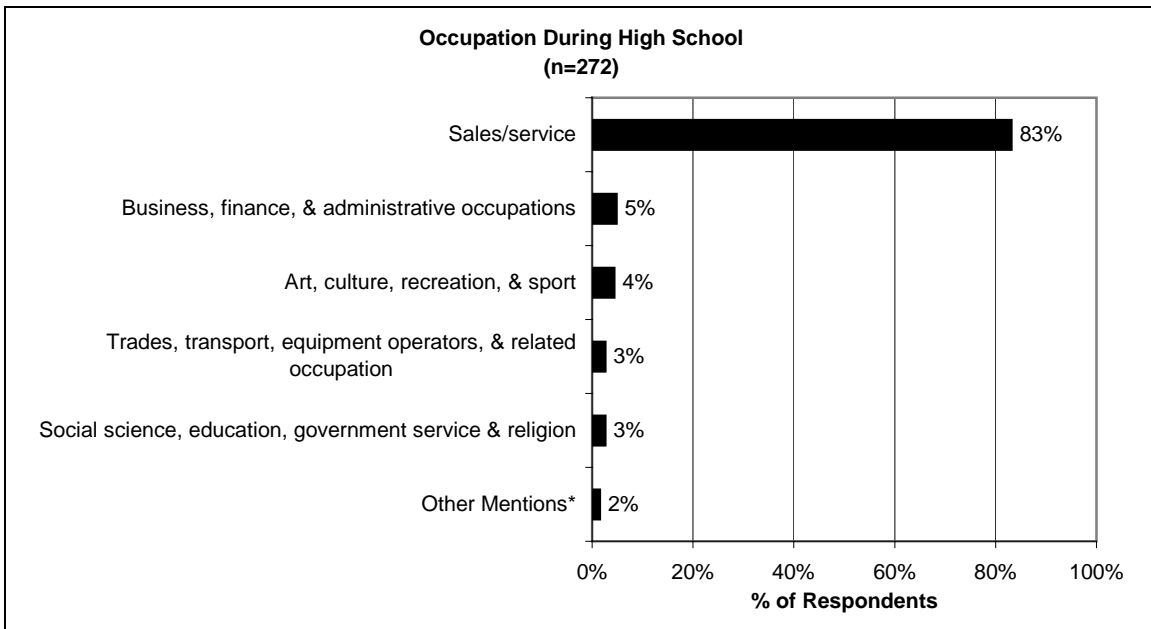
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority was employed during grade 11 (82%) and/or grade 12 (93%).

Employment During High School		
	(n=272)	% of Respondents
During grade 9	56	20.6
During grade 10	147	54.0
During grade 11	222	82.6
During grade 12	254	93.4

2.2.4 Occupation

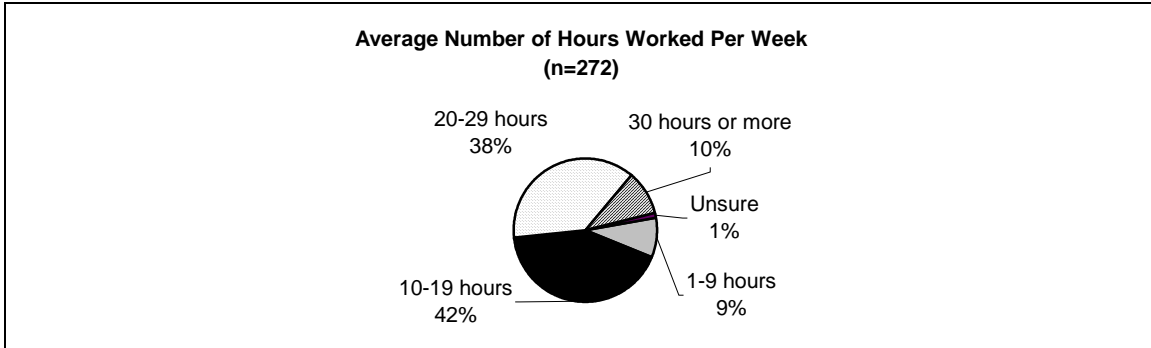
Of the respondents employed during high school, the vast majority (83%) worked in the sales and service industry.



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

2.2.5 Number of Hours Worked

On average, respondents who were employed during high school worked 17.7 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. The majority (99%) of respondents attended a high school where there was at least one type of career development activity or program available to them, and more than four fifths (82%) of all 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' decision: co-op/work experience programs (75%) had the most influence² on the respondents' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (68%). Career development activities had less influence (other career related activities (57%) and career days/fairs/workshops (47%)).

2.3.1 Co-op Education/Work Experience Program

The majority (99%) of respondents indicated that a co-op education/work experience program was offered at their high school, and approximately one third (36%) of these respondents reported participation in the program. Of those who participated in the program, 75% 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=137)	% of Respondents
A lot of influence	62	45.3
Some influence	40	29.2
Not much influence	16	11.6
No influence	19	13.9

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

2.3.2 Youth Apprenticeship Program

Overall, 80% of respondents reported that a youth apprenticeship program was offered at their high school and one tenth of these respondents (9%) reported participating in this program. Of those who participated, 68% felt the program had had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program		
	(n=28)	% of Respondents
A lot of influence	8	28.6
Some influence	11	39.3
Not much influence	4	14.2
No influence	5	17.9

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, approximately three quarters (76%) reported participation, while 47% 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=265)	% of Respondents
A lot of influence	39	14.7
Some influence	86	32.5
Not much influence	83	31.3
No influence	57	21.5

2.3.4 Other Career Development Related Activities

Over half of the respondents (52%) reported other career development related activities were offered at their school and 40% 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=81)	% of Respondents
A lot of influence	15	18.5
Some influence	31	38.3
Not much influence	21	25.9
No influence	14	17.3

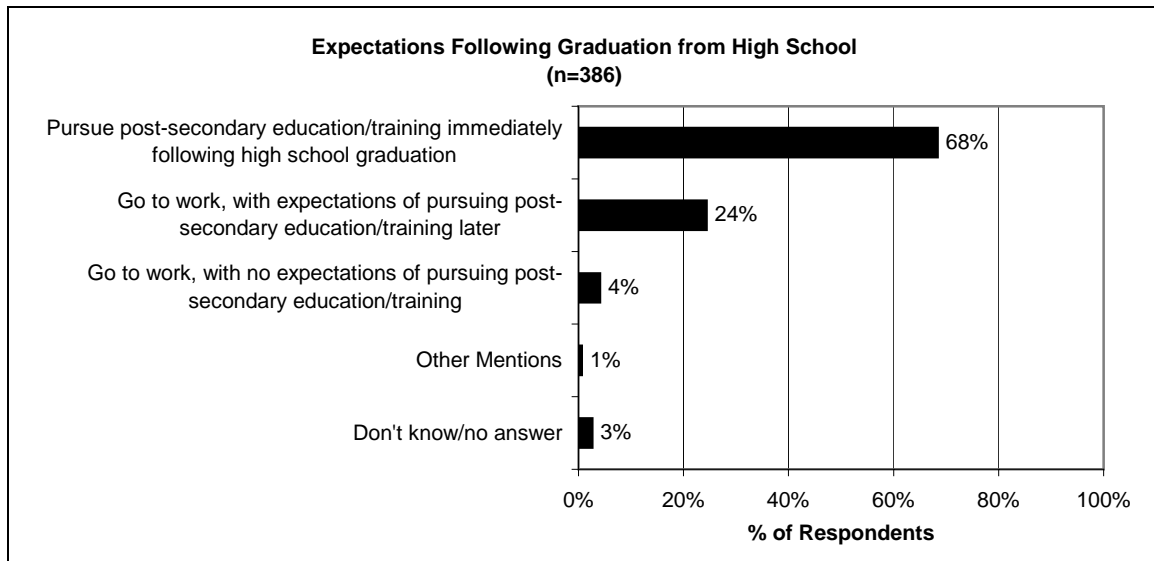
2.4 Expectations and Planning for Future Endeavors

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.

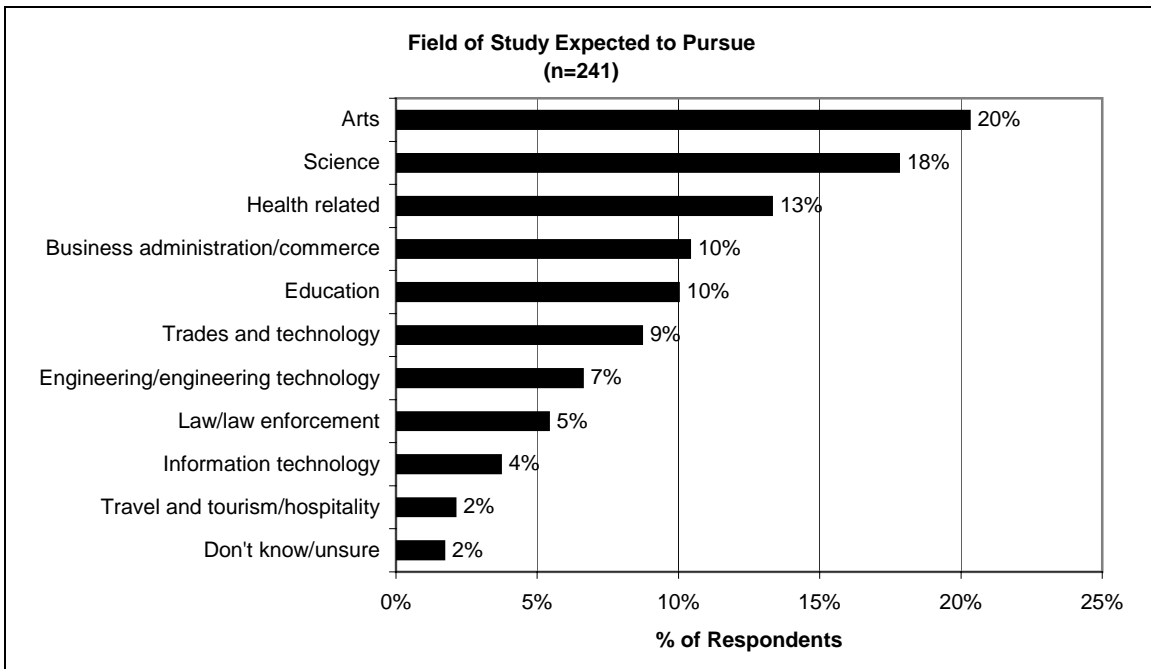
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, approximately two thirds of respondents (68%) expected they would pursue post-secondary education or training immediately following graduation from high school. In fact, at the time of the study, 80% 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, 89% of those respondents who had expected to pursue post-secondary studies immediately following graduation had indeed attended a post-secondary institution since their graduation. Furthermore, 37% 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 63% had pursued other activities. Of those who had not intended to pursue post-secondary studies at all after graduation, 25% had attended a post-secondary institution at some point since graduation.



During their high school years, 67% of total respondents had decided what field of study they wanted to pursue in their post-secondary education or training. The most common fields mentioned were arts (20%), science (18%), and health (13%). Interestingly, the majority of respondents (62%) 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.

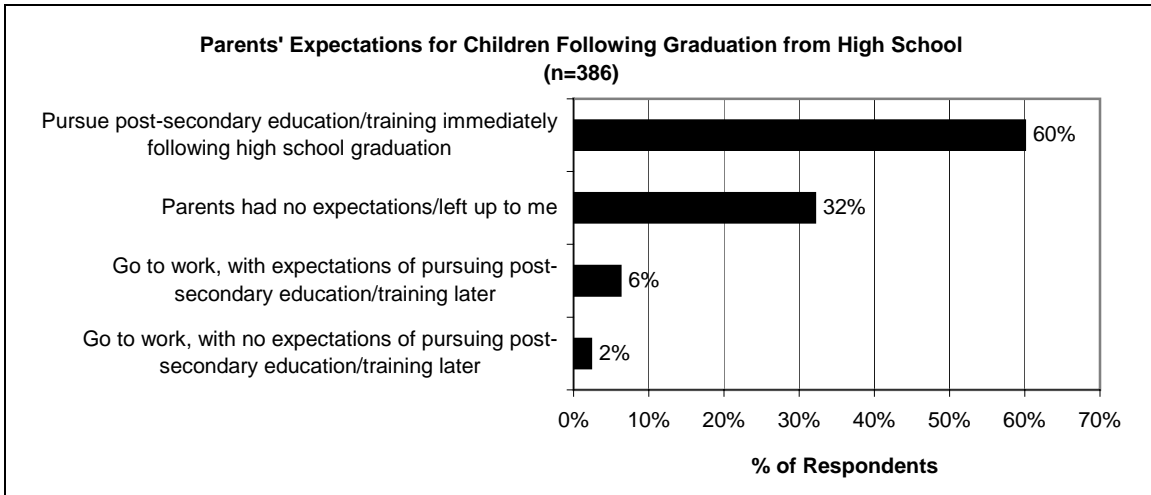


2.4.2 Parents³ Expectations for Children Following Graduation from High School

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

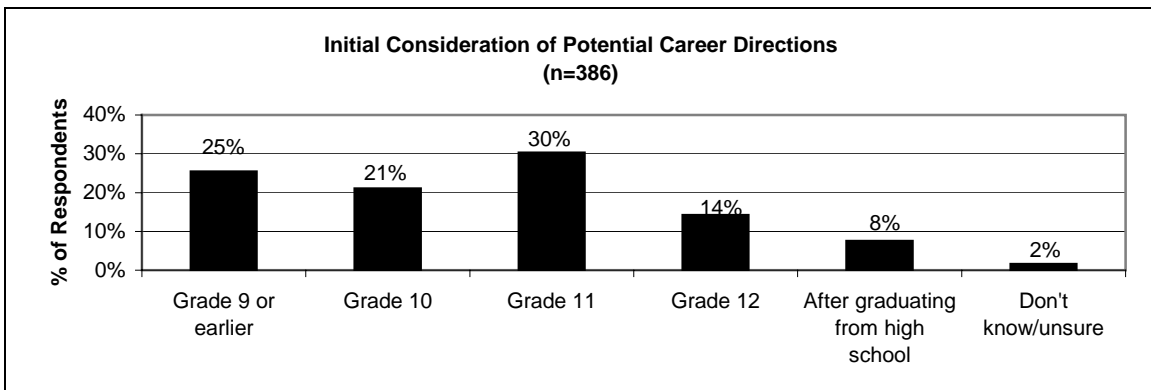
Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies immediately following high school had in fact attended a post-secondary institution since graduation (82%). Of those respondents who felt their parents had held no post-secondary expectations for them, 62% had pursued post-secondary studies, while 38% had not yet attended at the time of survey.

³ Parent: Includes parent/guardian throughout this report.

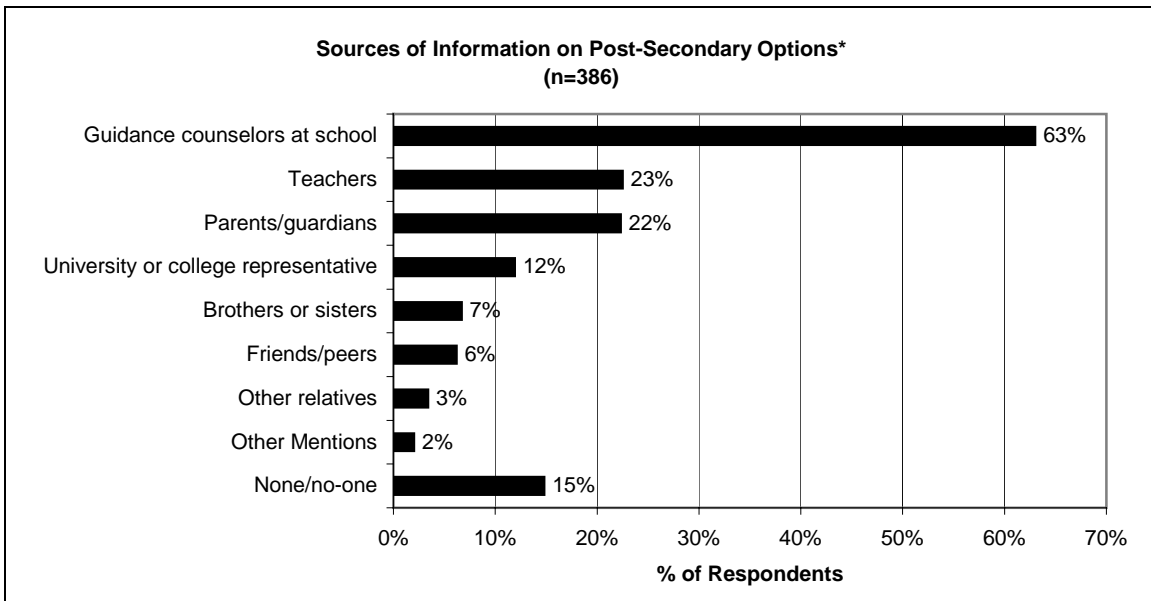


2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (90%), and approximately 76% reported that they had begun to think about their careers even prior to grade 12.



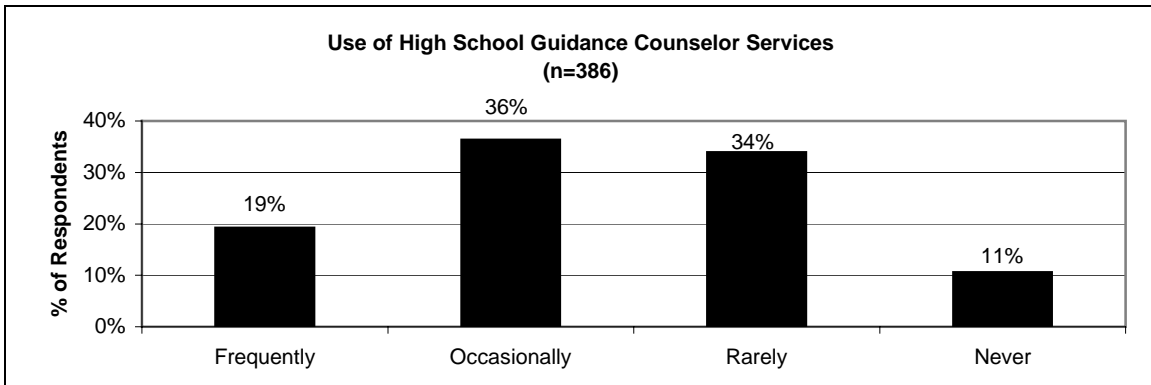
Over eight in ten respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (63%) identified guidance counselors at school 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 (23%), parents/guardians (22%), university/college representatives (12%) and brothers or sisters (7%) as sources of information.



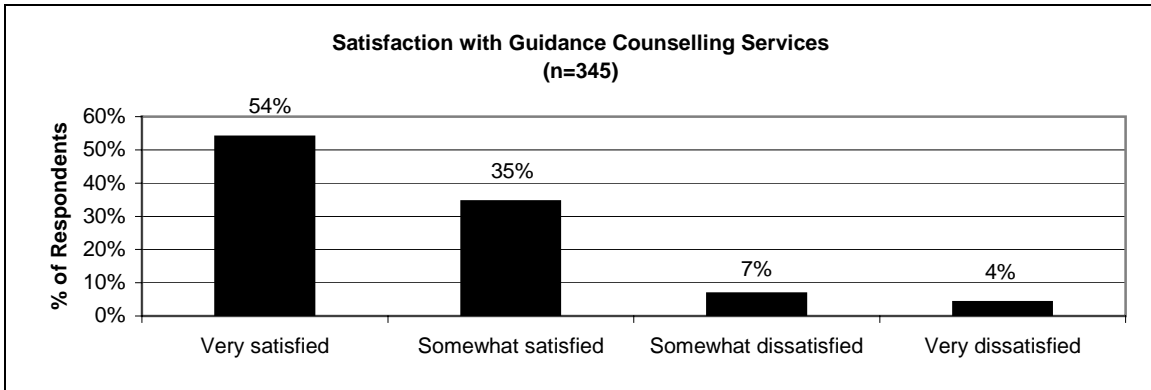
*Multiple responses allowed

2.4.4 Guidance Counselor Services

The majority of respondents (70%) reported using the high school guidance counselor services occasionally (36%) or rarely (34%).



Of the respondents who used guidance counseling services during their high school years, the majority of respondents (89%) were satisfied⁴ with the services they had received.

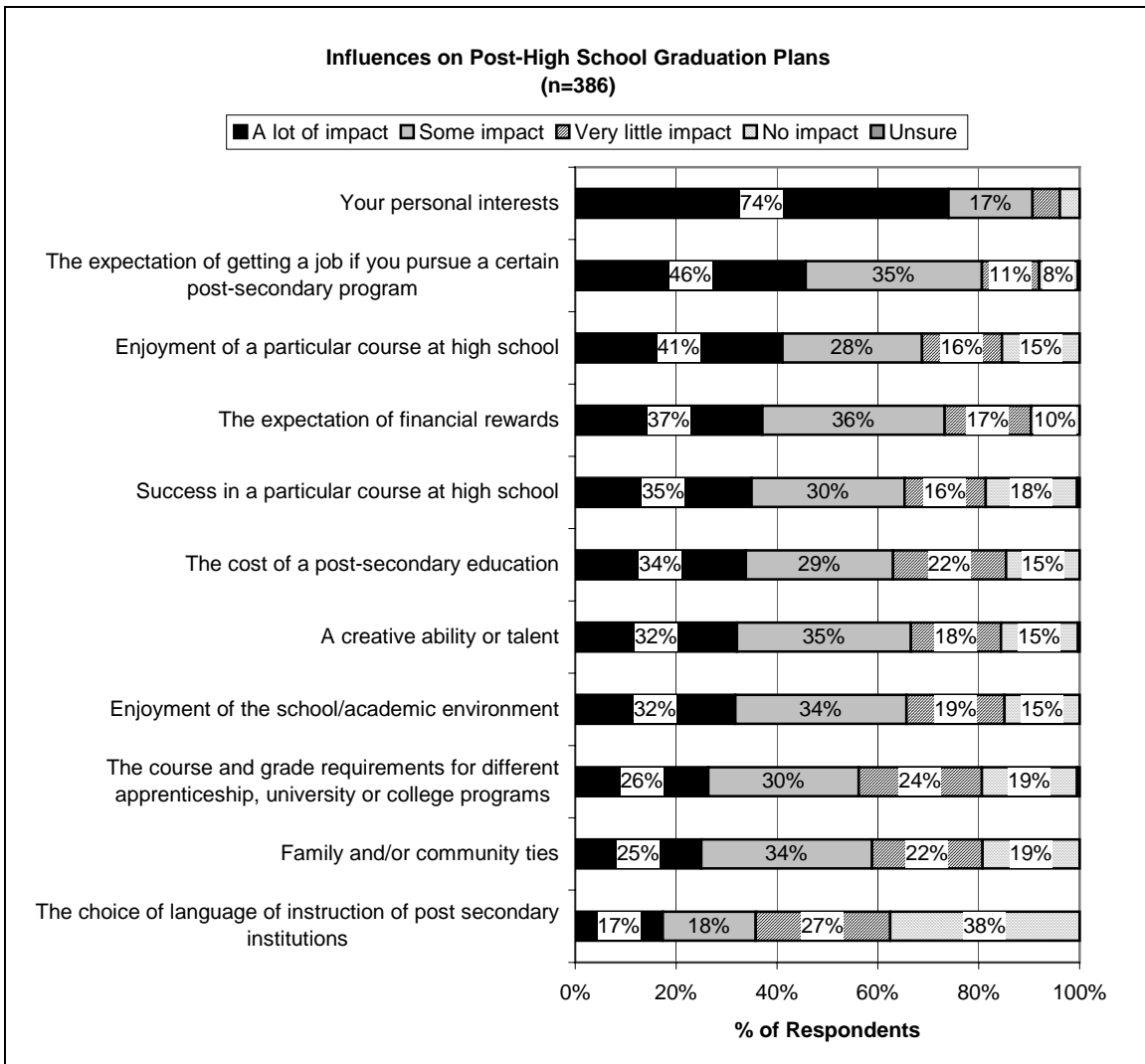


2.4.5 Influences on Post-High School Activities

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 largest role in the respondents' path following high school (91%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (81%), the expectation of financial rewards (73%), and enjoyment of a particular course in high school (69%) were important factors in the decision making process. Respondents were less concerned with the cost of further education (63%), family or community ties (59%), the course or mark requirements for different programs (56%), and the choice of language of instruction at post-secondary institutions (35%).

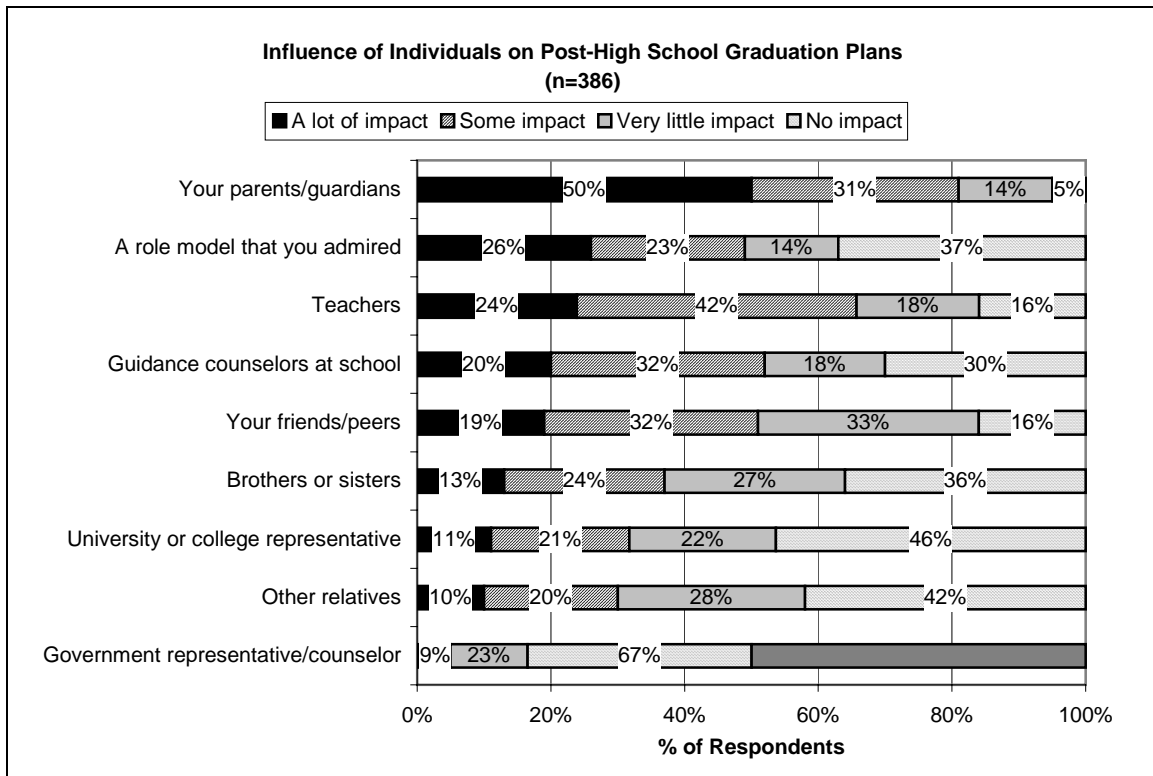
⁴ Satisfied: Includes "very satisfied" or "somewhat satisfied".

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



In addition, respondents were asked to rate the level of influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (81%) and teachers (66%) had the most influence⁶ on their decisions, followed by a guidance counselor (52%) and friends/peers (51%). University or college representatives (32%), relatives (other than siblings and parents) (30%), and government representative/counselors (10%) 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 (62%) felt that high school had provided them with the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (32%) or did so only in part (6%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, one fifth of respondents indicated that high school should be more challenging (20%), and 10% suggested there should be more independent work and less “babying”.

Suggestions for Improvement- Study Habits*		
	(n=148)	% of Respondents
More challenging/greater workload/higher standards	29	19.6
Emphasize independent work/less babying	14	9.5
Teach study habits/study workshops	13	8.8
Teach more essay writing/reading/research skills	12	8.1
Stricter teachers/more discipline	7	4.7
Increase course choices	7	4.7
Mirror university style of teaching, testing, etc.	6	4.1
Offer more information on career choices	3	2.0
Other Mentions	18	12.5
Don't know/no answer	51	34.5

*Multiple responses allowed

The majority of respondents (86%) 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 (4%).

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 themes identified by respondents were to provide a more challenging workload (25%), and more one on one with teachers/guidance counselors (7%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=56)	% of Respondents
More challenging/greater workload/higher standards	14	25.0
More one on one with teachers/guidance counselors	4	7.1
Emphasize independent work/less babying	3	5.4
Teach more essay writing/reading/research skills	3	5.4
Increase course choices/more variety/co-op programs	2	3.6
More relevant course work in general	2	3.6
More study in math	2	3.6
More study in science	2	3.6
Offer more information on career choices (e.g. trades)	2	3.6
Stricter teachers/more discipline	2	3.6
Better teachers/teaching methods/teaching skills	2	3.6
Other Mentions	4	7.2
Don't know/No answer	17	30.4

*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 (17%) or did so partially (7%).

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 (29%), budgeting skills (15%) and time management skills (7%).

Suggestions for Improvement-Life Skills*		
	(n=93)	% of Respondents
Offer courses or workshops on life skills	27	29.0
Budgeting skills/financial	14	15.1
Time management skills	6	6.5
More challenging/ greater workload/higher standards	4	4.3
Offer more information on life skills	3	3.2
More helpful guidance counselors/teachers	2	2.2
Communications Skills	2	2.2
Other Mentions	7	7.7
No response/refusal	35	37.6

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, 73% 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 27% of respondents felt that high school either did not provide these skills (20%) or did so only partially (7%).

Respondents offered a wide range of suggestions on how high school could have better prepared them for the workforce, including being offered courses or workshops on job finding skills (14%) and increasing trade related/work related courses (5%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=104)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	15	14.4
Increase trade related / work related courses	5	4.8
More practical experience/application	4	3.8
Encourage more people to take the co-op program	4	3.8
Better selection of courses	3	2.9
Make work experience/co-op programs mandatory	3	2.9
Other Mentions	7	6.9
Don't know/no answer	63	60.6

*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, 54% of respondents from district 8 indicated that they were attending a post-secondary institution at the time of the study, while 46% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from district 8 can be classified into four distinct categories:

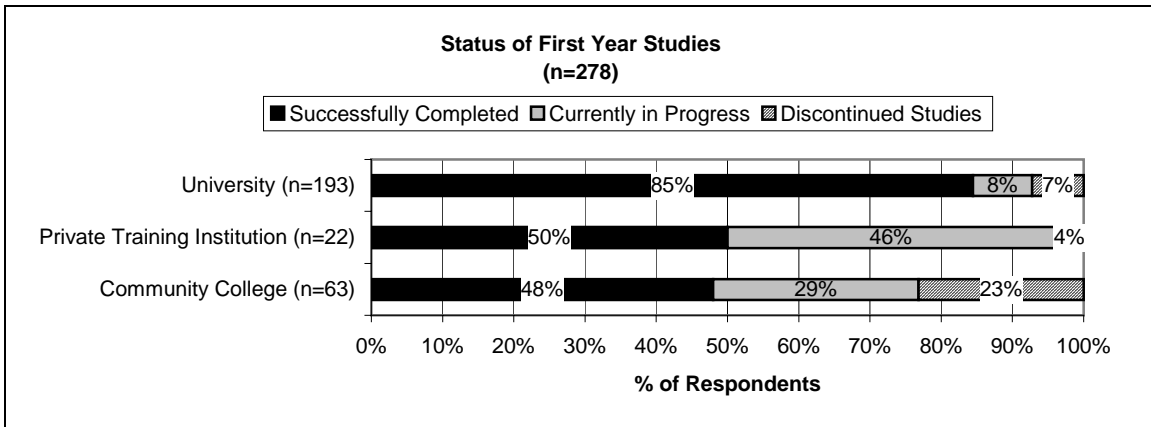
- respondents who were attending a post-secondary institution at the time of the survey (54%);
- respondents who had not yet attended a post-secondary institution (28%);
- respondents who had attended a post-secondary institution and discontinued studies (11%); and
- respondents who had attended a post-secondary institution and fully completed their program (7%).

3.2 Completion Rate for First Year of Studies

Nearly three quarters of district 8 respondents had attended a post-secondary institution since graduation from high school in June 2002. Of these respondents, approximately three quarters (73%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less-than-one year program), and 16% were currently 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 (85%), followed by respondents who had attended a private training institution (50%), and those who had attended a community college (48%). However, it should be noted that 46% of respondents who had attended a private training institution, 29% of respondents who had attended a community college, and 8% 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.

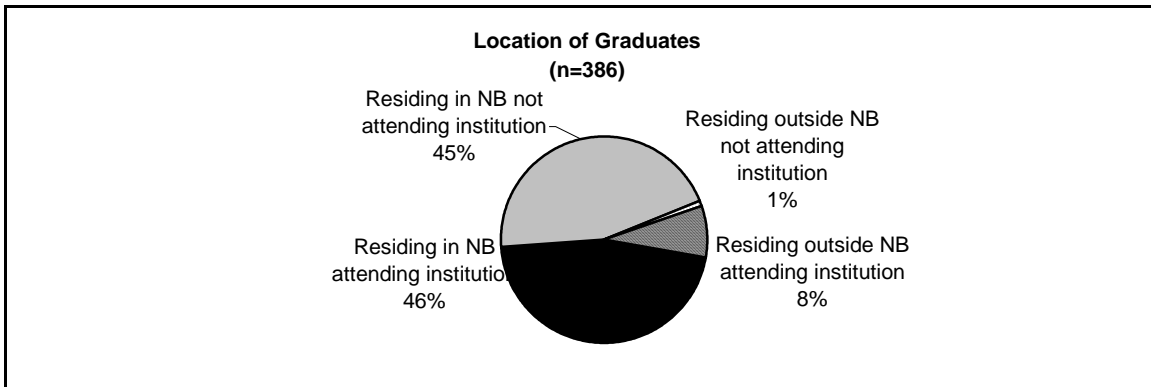


3.3 Mobility of Respondents

Overall, the vast majority of respondents from district 8 (91%) were still residing in New Brunswick at the time of the survey. Of those who had remained in the province, 51% had remained to attend an educational institution, while 49% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 39% indicated they would leave, 38% said they were unlikely to leave, and 23% were unsure.

Of those who have migrated outside the province (n=34), 88% had relocated to attend an educational institution, while 12% 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, 33% were unsure, 52% indicated they would return, and 15% said they were unlikely to return.

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



4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for employment opportunities upon completion of studies. *The Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 54% of respondents from district 8 were engaged in post-secondary studies (208 respondents).

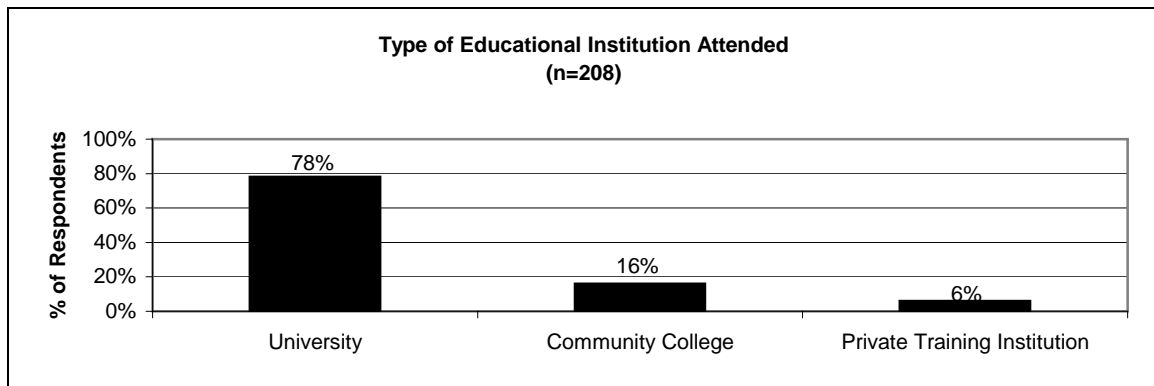
Overall, 79% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. Nearly half indicated that they had been working full time prior to their studies (46%), while one-fifth had attended another post-secondary institution (21%), and a smaller proportion had worked part time (16%). The remaining respondents had been unemployed and looking for work (5%), had returned to high school to improve marks or get prerequisites (4%), had traveled (4%), or had taken care of their family or household (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 school.

4.2.1 Name and Type of Institution

As illustrated below, the majority of respondents (78%) 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 (16%) or a private training institution (6%).



At the time of the study, half of the respondents engaged in post-secondary studies were attending the University of New Brunswick (55%), followed distantly by a New Brunswick Community College (14%). Over eight in ten respondents (86%) indicated they were engaged in studies at their institution of choice.

Name of Post-Secondary Institution		
	(n=208)	% of Respondents
University of New Brunswick	115	55.3
NBCC/CCNB	29	13.9
St. Thomas University	15	7.2
Mount Allison University	7	3.4
Dalhousie University	7	3.4
Other Mentions	35	16.8

4.2.2 Location of Institution

The vast majority (86%) of district 8 respondents had chosen to attend an institution in New Brunswick.

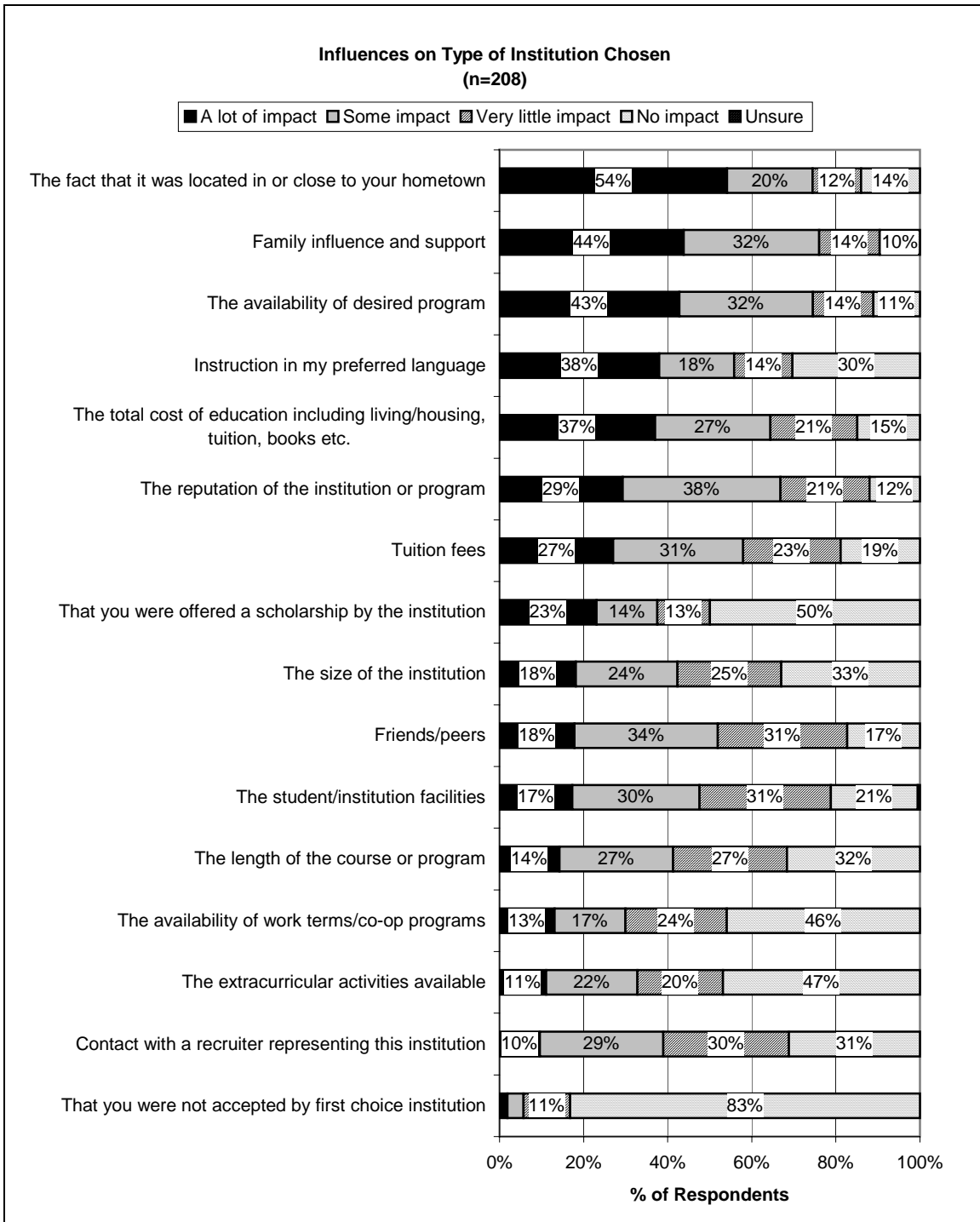
Location of Institution		
	(n=208)	% of Respondents
New Brunswick	178	85.6
Nova Scotia	17	8.2
Ontario	6	2.9
Other Mentions	7	3.3

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 as to the impact each had on their decision. The factor with the most influence⁷ on the respondents' decision about what they wanted to do after graduation from high school was family influence and support (76%). Second to this, respondents cited the availability of desired program (75%), the location of the institution (74%), the reputation of the institution or program (67%), and the total cost of further education (64%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision were contact with a recruiter representing the institution (39%), being offered a scholarship by the institution (37%), the extracurricular activities available (33%), the availability of work terms/co-op programs (30%), and not being accepted by a first choice of institution (6%).

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

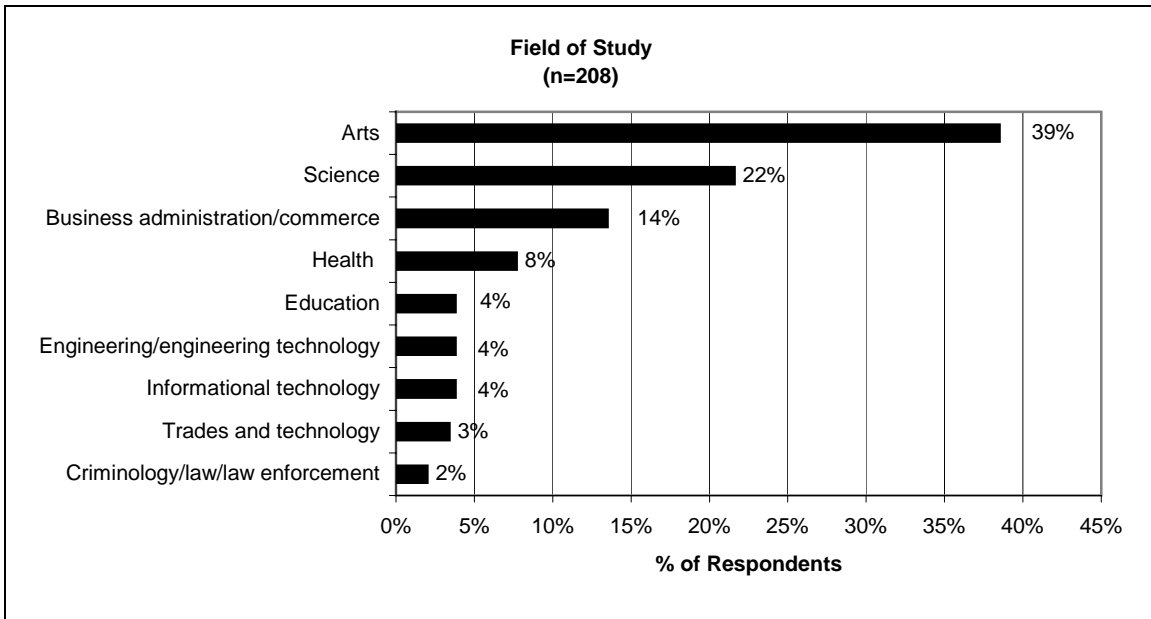


4.3 Scope of Study

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

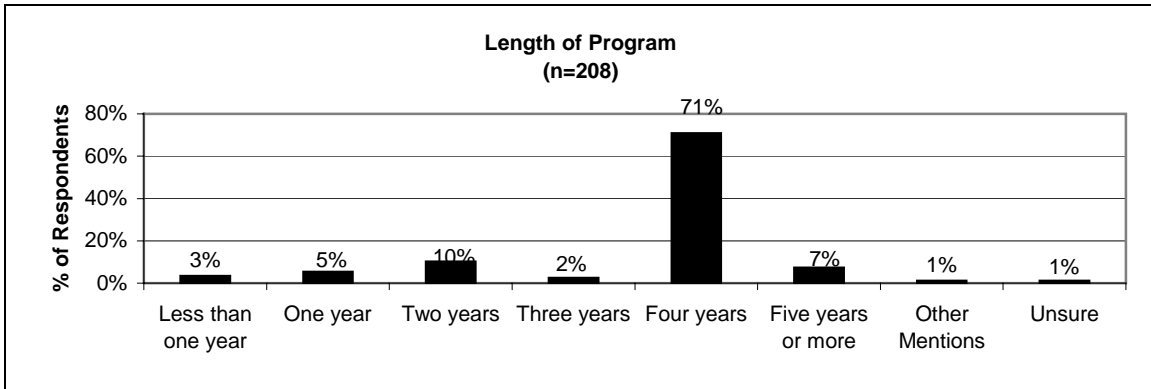
4.3.1 Educational Status and Field of Study

Nearly all respondents who were currently pursuing post-secondary education were attending classes full-time (91%). The most common fields of study reported by respondents attending a post-secondary institution were arts (39%) and science (22%), followed by business administration/commerce (14%).



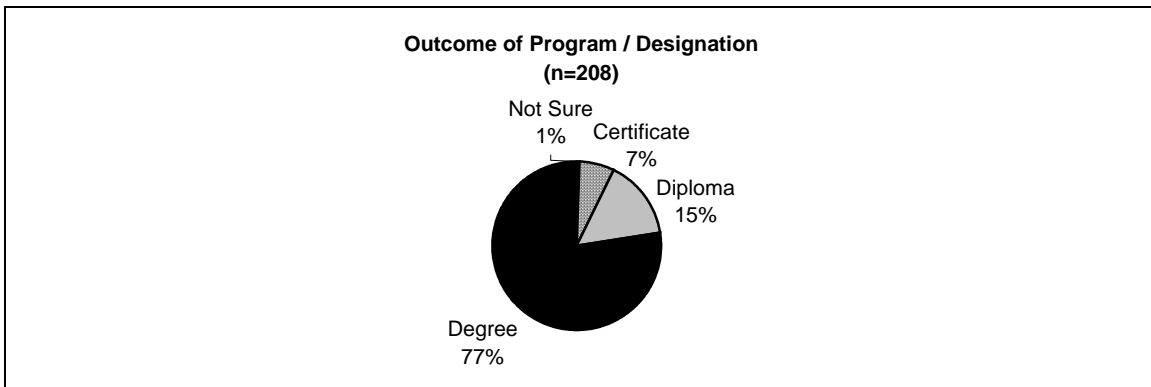
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (71%). As might be expected, respondents enrolled in a university were pursuing programs of longer duration (95% attending programs of four or more years in length) as compared to those attending a private training institution (92% attending programs of three years or less) or a community college (88% attending 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 will receive a degree (77%) or diploma (15%) upon the completion of their program of study.

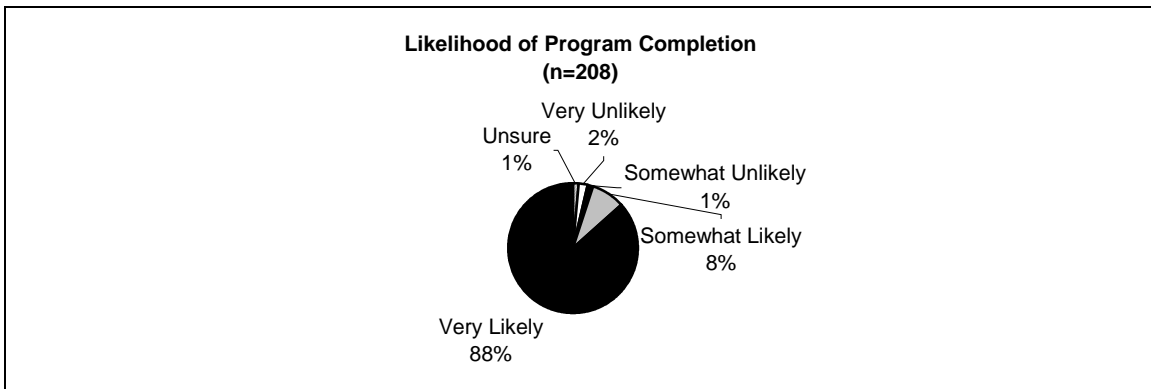


4.4 Expectations for the Future

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

4.4.1 Likelihood of Finishing Program of Study

The overwhelming majority of respondents indicated they are likely⁸ to complete the program in which they are currently enrolled (96%). Those respondents who reported that completing their program was unlikely⁹ (n=8) identified that planning on switching programs (n=5), switching institutions (n=1), being ill prepared (n=1), and a loss of interest (n=1) were reasons why they would be unlikely to complete their program¹⁰.



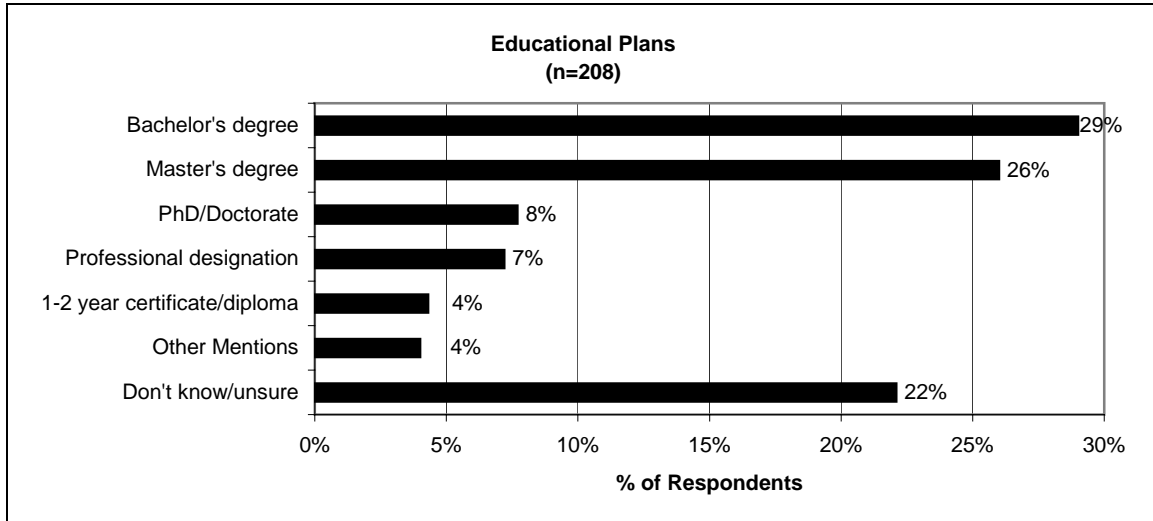
⁸ Likely: Includes "very likely" or "somewhat likely".

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

¹⁰ Multiple Responses Allowed

4.4.2 Future Plans for Education

A Bachelor's degree (29%) was the most common level of educational attainment aimed for by respondents. Second to this, over one quarter of respondents (26%) planned to pursue a Master's degree, followed by a PhD/Doctorate (8%) or a professional designation (7%).

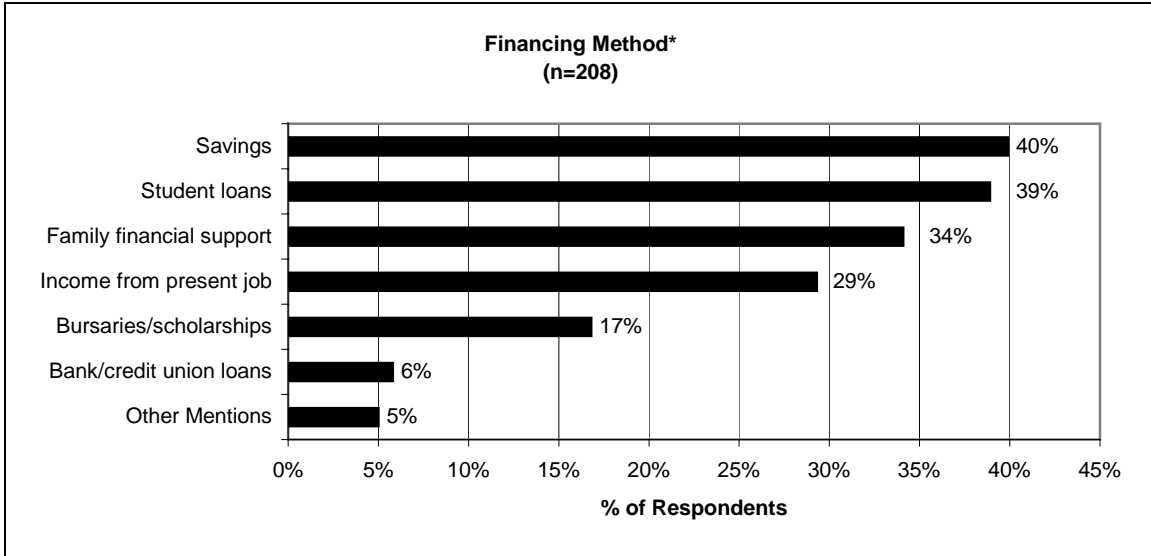


4.5 Financing Post-Secondary Education

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

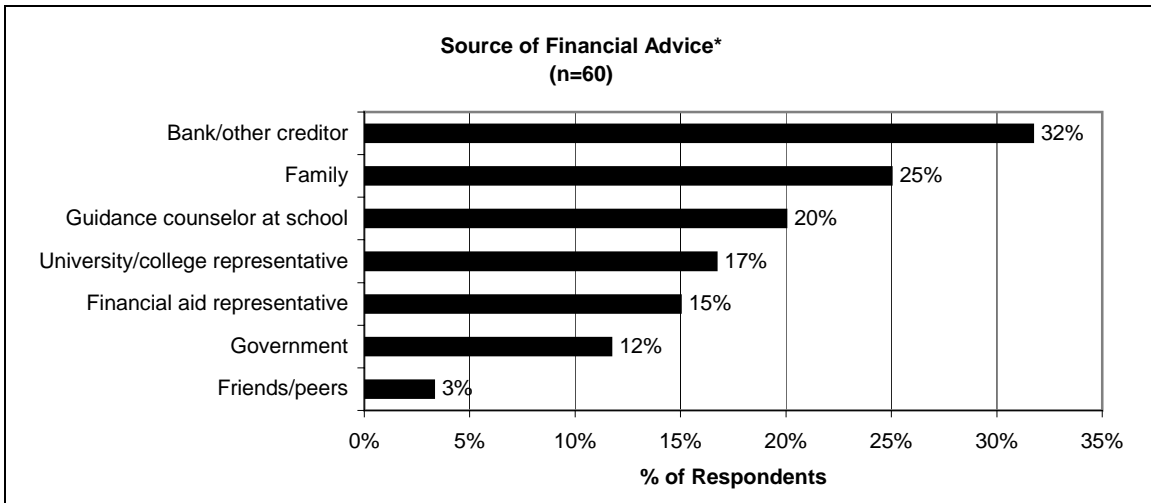
The most commonly reported method of payment for post-secondary education or training included personal savings (40%) and student loans (39%).



* Multiple responses allowed

4.5.2 Source of Financial Advice

Of the respondents currently enrolled in a post-secondary institution, nearly three quarters (71%) 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 (32%), family (25%) or a guidance counselor at school (20%).

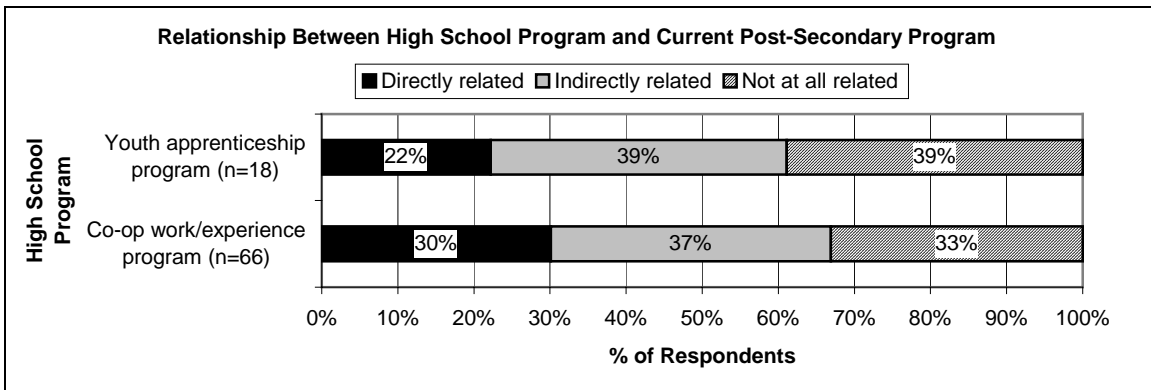


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, the majority (90%) of respondents indicated they were at least somewhat satisfied (70% very satisfied, 20% somewhat satisfied).

4.6 Relationship of High School Activities to Post-Secondary Education

According to respondents, participation in a co-op/work experience program during high school bore a somewhat stronger relationship to the selection of a post-secondary program than did participation in a youth apprenticeship program. Approximately 67% of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (30%) or indirectly (37%) related to the co-op/work experience program they completed in high school. In contrast, six in ten respondents (61%) who participated in a youth apprenticeship program indicated there was a direct (22%) or indirect (39%) relationship between the two programs.



4.7 Opportunities After Completion of Post-Secondary Education

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

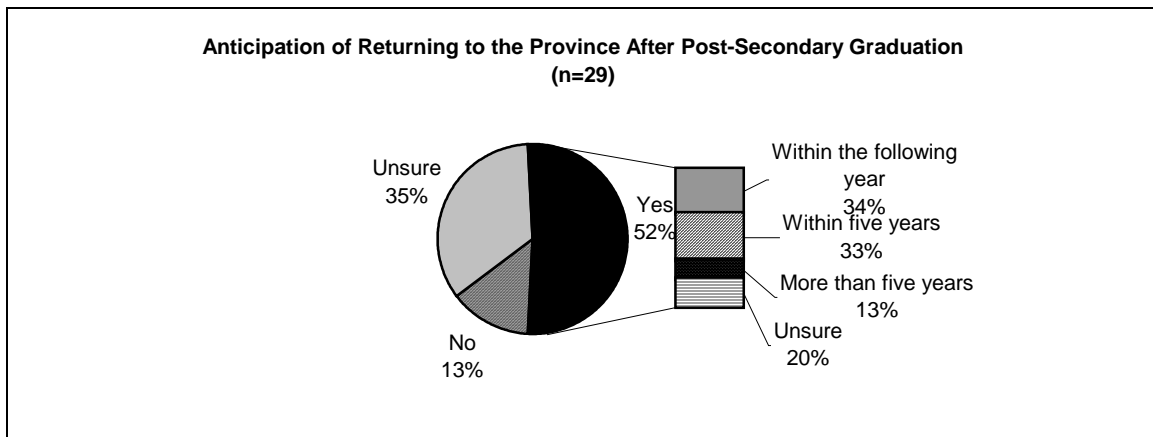
4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

Respondents who were attending an institution outside New Brunswick (n=29) frequently reported doing so because the program they wanted was not offered in New Brunswick (35%).

Reasons for Attending an Institution Outside of New Brunswick*		
	(n=29)	% of Respondents
The program I wanted is not offered in New Brunswick	10	34.6
Programs are of higher quality at out of province Institutions	5	17.2
Personal/family reasons	5	17.2
Better scholarships available outside New Brunswick	4	13.8
Wanted to do post-secondary outside New Brunswick	4	13.8
New experience/ new places/ better reputation	1	3.4

*Multiple Responses Allowed

One third (33%) of respondents attending an institution outside New Brunswick planned to return to the province after completion of their program of studies.



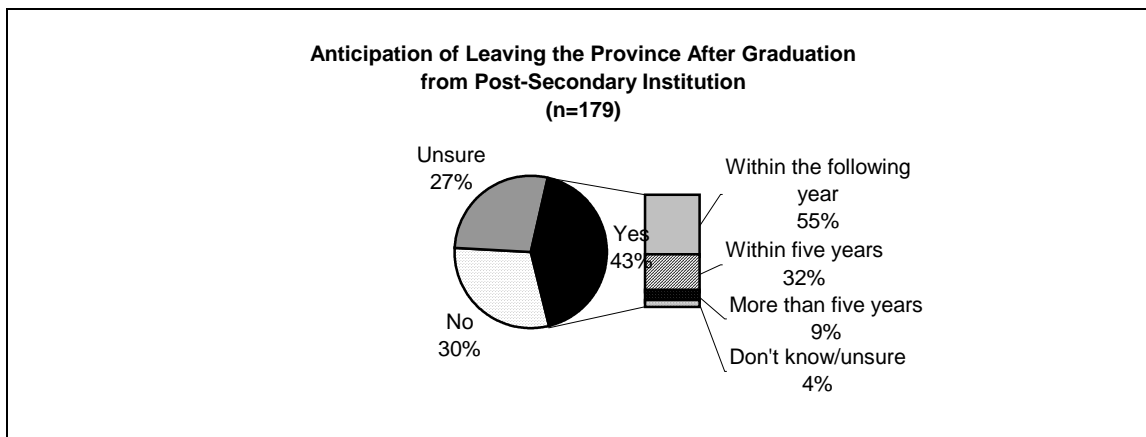
Of those who had not planned on returning to the province (n=14), a variety of reasons were given, as shown below.

Reasons for Not Returning to New Brunswick*		
	(n=14)	% of Respondents
Better job opportunities	3	21.4
Lack of jobs/fewer job opportunities	2	14.3
Lack of jobs in chosen field	2	14.3
To travel/see other places	1	7.1
Military	1	7.1
Unsure	5	35.8

*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, 43% anticipated leaving the province after they finished their current post-secondary education or training. The majority of these respondents anticipated leaving within the first year following graduation (55%).



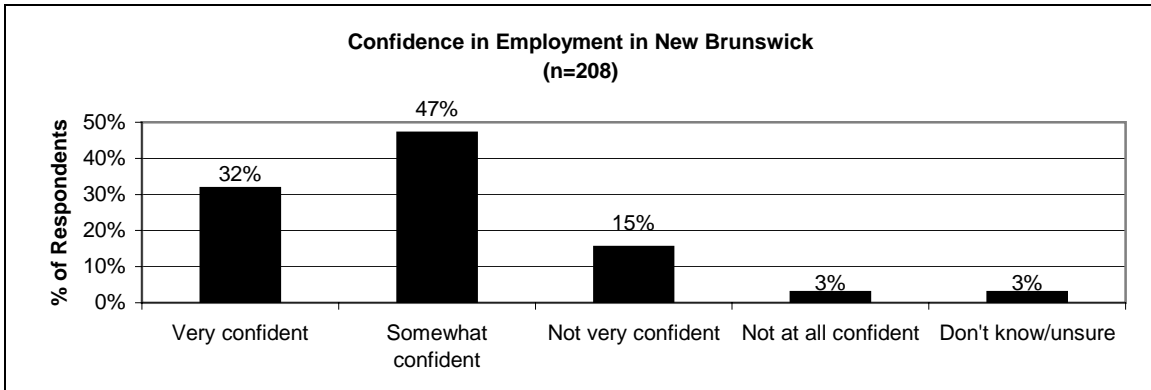
Respondents who anticipated leaving the province after they finished their current post-secondary education were asked to specify the reason why. The most common reason reported by respondents was to obtain better job opportunities (33%). Other reasons included a desire to further their education (26%) and the opportunity to travel and see other places (15%).

Reasons for Leaving New Brunswick*		
	(n=76)	% of Respondents
Better job opportunities	25	33.0
Further education	20	26.3
To travel/see other places	11	14.5
Better wages	7	9.2
For a change	5	6.6
Personal/family reasons	3	3.9
Rather live in big city	2	2.6
Lack of jobs/fewer job opportunities	2	2.6
Current employment	1	1.3

*Multiple Responses Allowed

4.7.3 Employment in New Brunswick

All respondents attending a post-secondary institution at the time of survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. Over three quarters (79%) of respondents 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”.

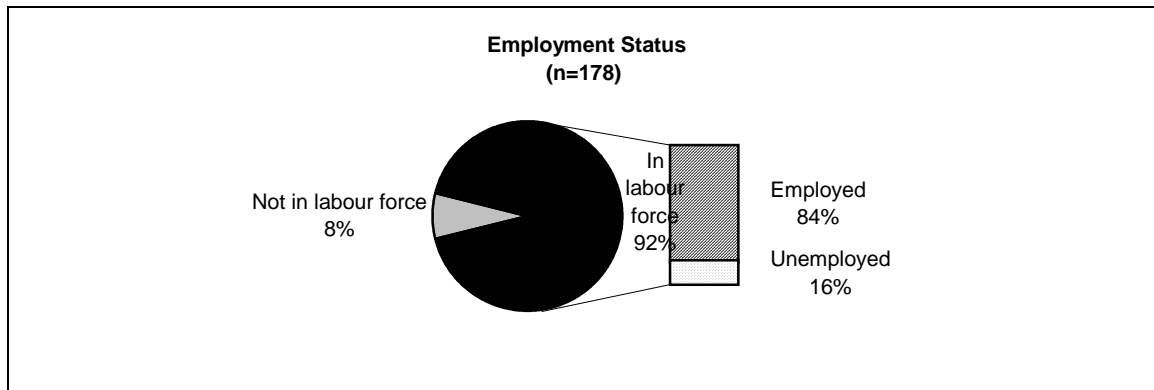
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for 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.

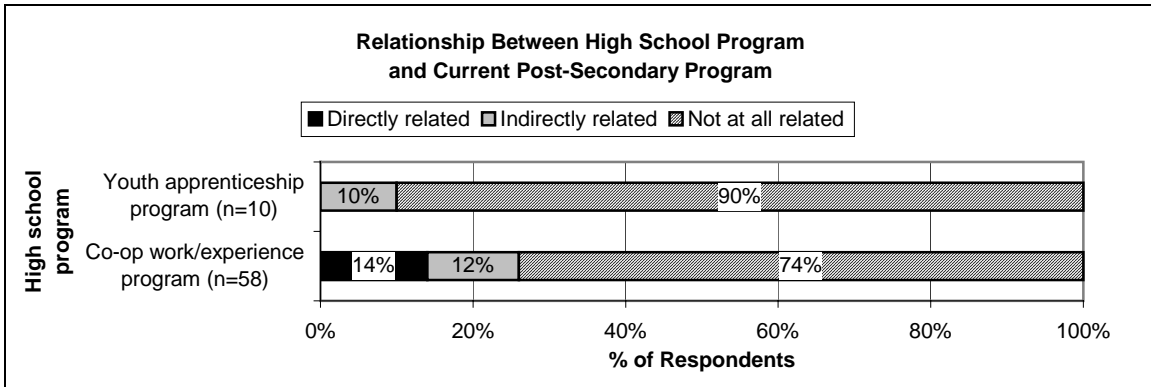
Overall, 46% of respondents were not attending a post-secondary institution at the time of this study (178 respondents). Although not attending a post-secondary institution at that time, 39% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had had at least some post-secondary education, 39% reported successfully completing the entire program and 61% reported discontinuing or taking time off from their studies.

During the reference week, 92% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 8% were not. Of those respondents in the labour force, 84% were employed (full-time: 85%; part-time (15%), and 16% 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

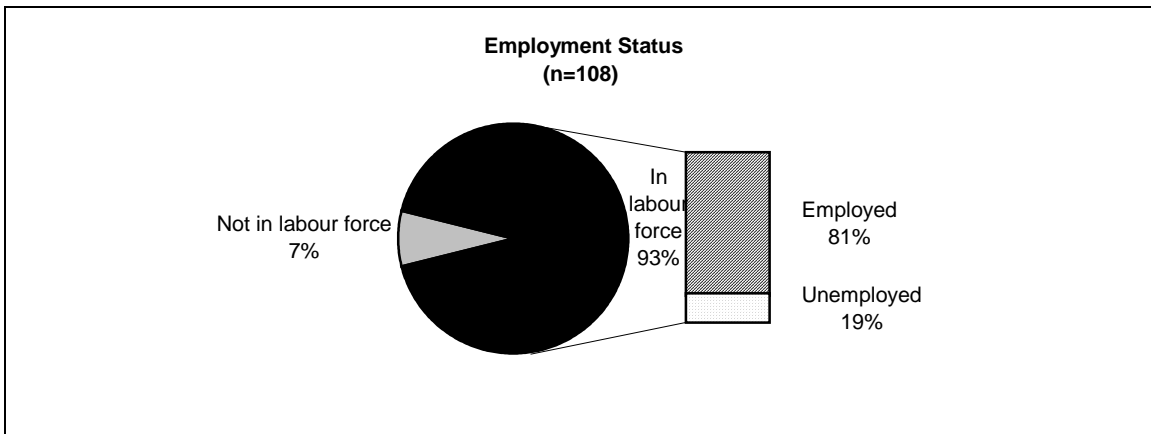
The majority (74%) of employed respondents who had participated in a co-op/work experience program during high school (n=58) indicated that the program was not at all related to their current employment. Similarly, the majority (90%) of employed respondents who had participated in a youth apprenticeship program during high school (n=10) felt that their job was not at all related to the program.



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

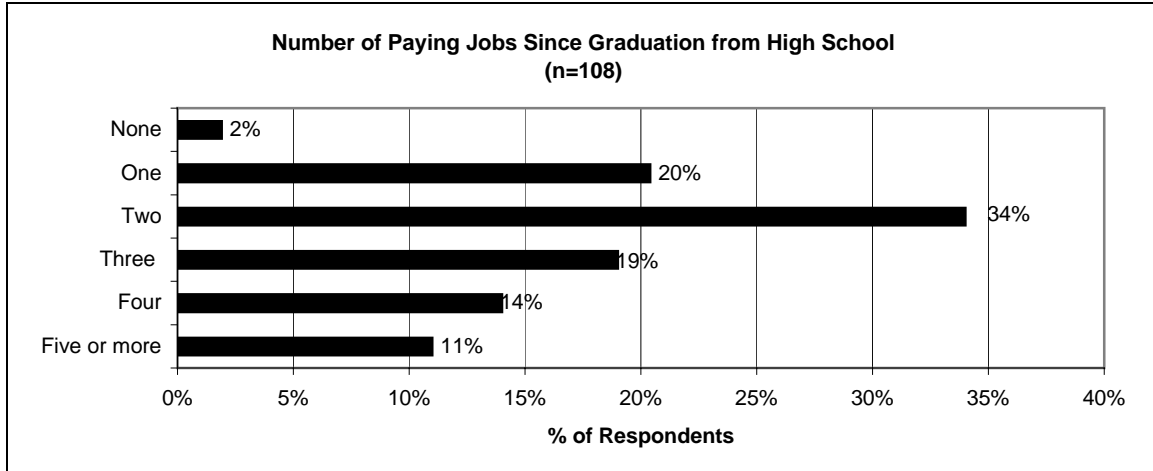
5.2.1 Labour Force and Employment Status

A total of 108 respondents from district 8 (28%) had not yet attended a post-secondary institution at the time of survey. During the reference week, 93% of these respondents were in the labour force, while 7% were not. Of those in the labour force, 81% were employed (full-time: 87%; part-time: 13%), while 19% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2.6 paying jobs since graduation from high school.

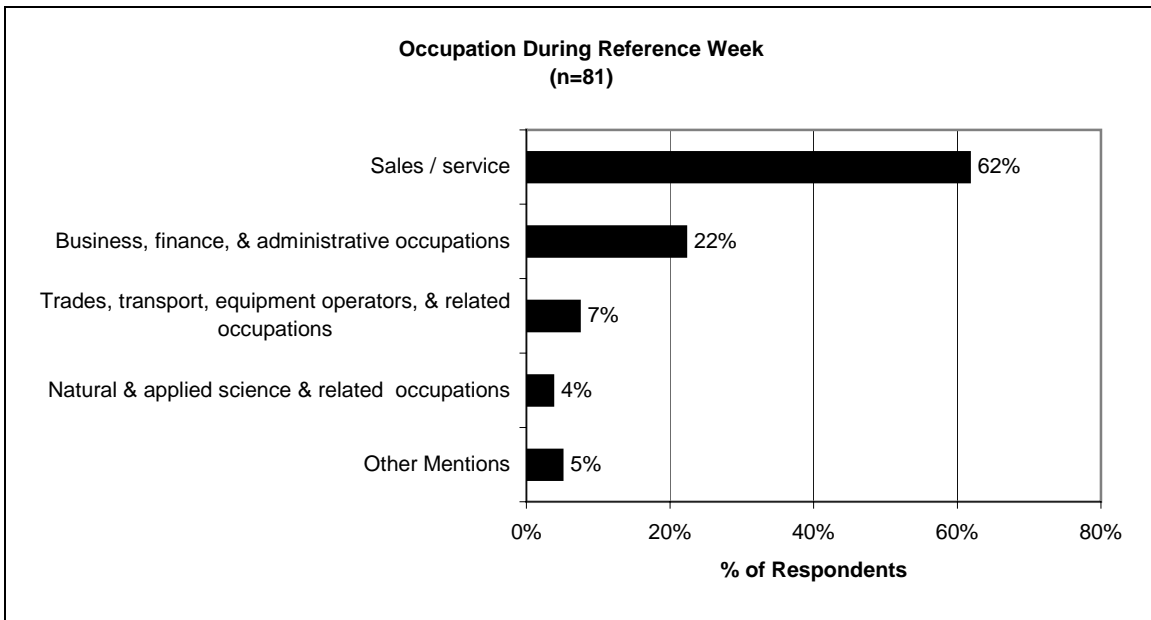


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 75% were employed during the reference week. Only one of these employed respondents was participating in an apprenticeship program during the reference week.

Occupation

The majority of employed respondents reported working in a sales or service occupation (62%), or in a business, finance or administrative occupation (22%) during the reference week.



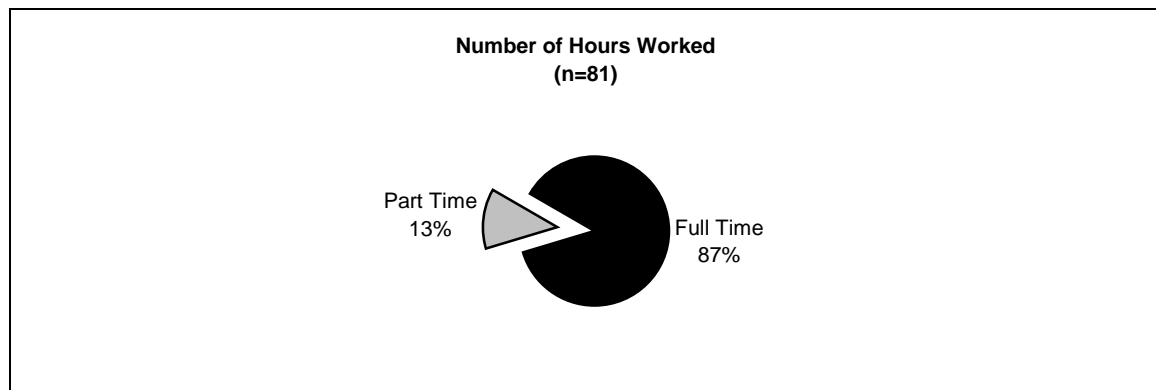
Industry

Most frequently, these working respondents who had never been to post-secondary education or training reported holding positions in the retail trade industry (31%) or in the administrative support, waste management and remediation industry (21%).

Type of Business, Industry or Service During Reference Week		
	(n=81)	% of Respondents
Retail trade	25	31.0
Administrative support, waste management & remediation	17	21.0
Other services (except public administration)	6	7.4
Accommodations, food services	5	6.2
Construction	4	4.9
Manufacturing	3	3.7
Mining, oil & gas	2	2.5
Information & cultural industries	2	2.5
Finance & insurance	2	2.5
Professional, scientific, technical services	2	2.5
Health care & social assistance	2	2.5
Other Mentions	11	13.3

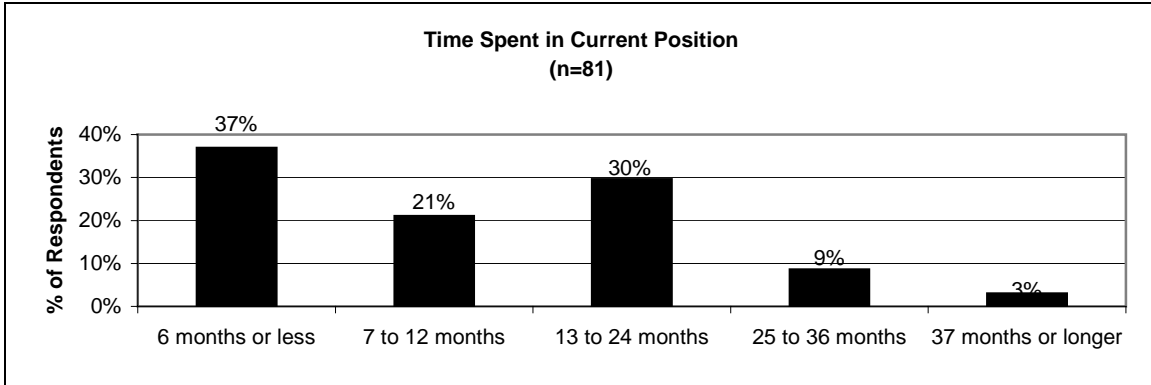
Average Number of Hours Worked & Average Hourly Wage

The majority (87%) 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 36.7 hours during that particular week. Hourly wages ranged from \$6.00 to \$25.00, with a mean hourly wage of \$9.19.



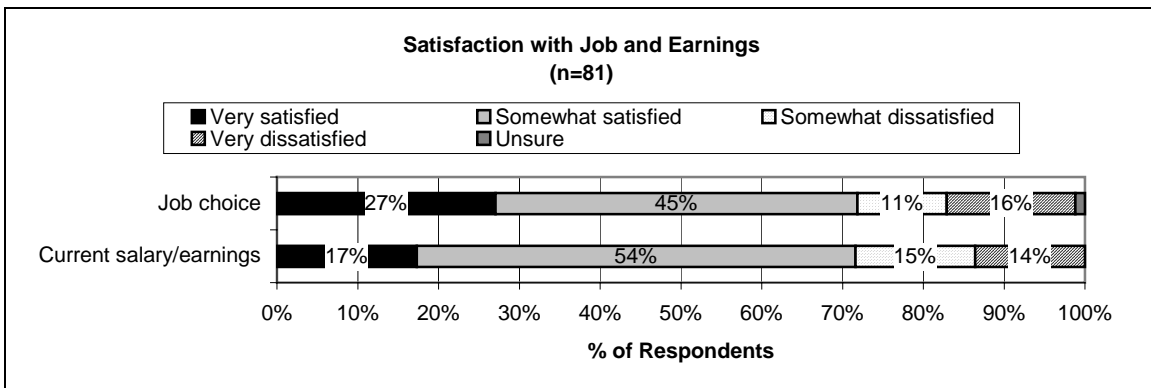
Length of Time Employed in Current Position

The majority of respondents had been employed in their current position for a mean period of 14 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, 71% were at least somewhat satisfied with their current salary or earnings and roughly the same proportion (72%) 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, 73% were unemployed and 27% were not in the labour force. Of those unemployed during the reference week, 47% were looking for employment, 32% were waiting for a recall after a layoff, and 21% were waiting for a new job to start in the next four weeks. When asked what type of work they were looking for, 75% indicated they were seeking full-time work and 25% had no preference.

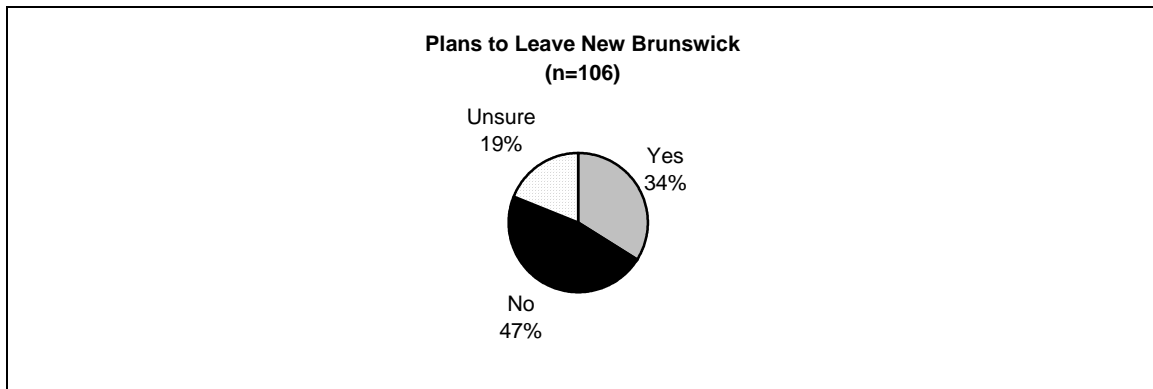
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=19)	% of Respondents	(n=7)	% of Respondents
Inability to find job related to your training/experience	6	31.6	2	28.6
Waiting for recall to work after a layoff	6	31.6	-	-
Waiting for a new job to start in next 4 weeks	4	21.1	-	-
Not working due to personal or family reasons	2	10.5	-	-
Not working due to own illness or disability	1	5.2	1	14.3
Maternity leave	-	-	1	14.3
Other Mentions	-	-	1	14.2
No response/refused	-	-	2	28.6

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

Almost all respondents (98%) who had not yet attended a post-secondary institution reported living in New Brunswick, however 34% of these respondents anticipated leaving the province in the future.



Of those respondents who anticipated leaving New Brunswick (n=36), 28% said they planned on leaving within the following year, while 61% said they expected to leave within five years, and 8% said in more than five years. The remaining 3% of respondents were unsure when they would leave.

Reasons given for choosing to leave the province differed. Approximately 42% expected to leave for better job opportunities elsewhere and 22% expected to leave to further their education.

Reason for Leaving New Brunswick*		
	(n=36)	% of Respondents
Better job opportunities	15	41.7
Further education	8	22.2
To travel/see other places	7	19.4
For a change	3	8.3
Lack of jobs/fewer job opportunities	1	2.8
Personal/family reasons	1	2.8
Unsure	1	2.8

*Multiple Responses Allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

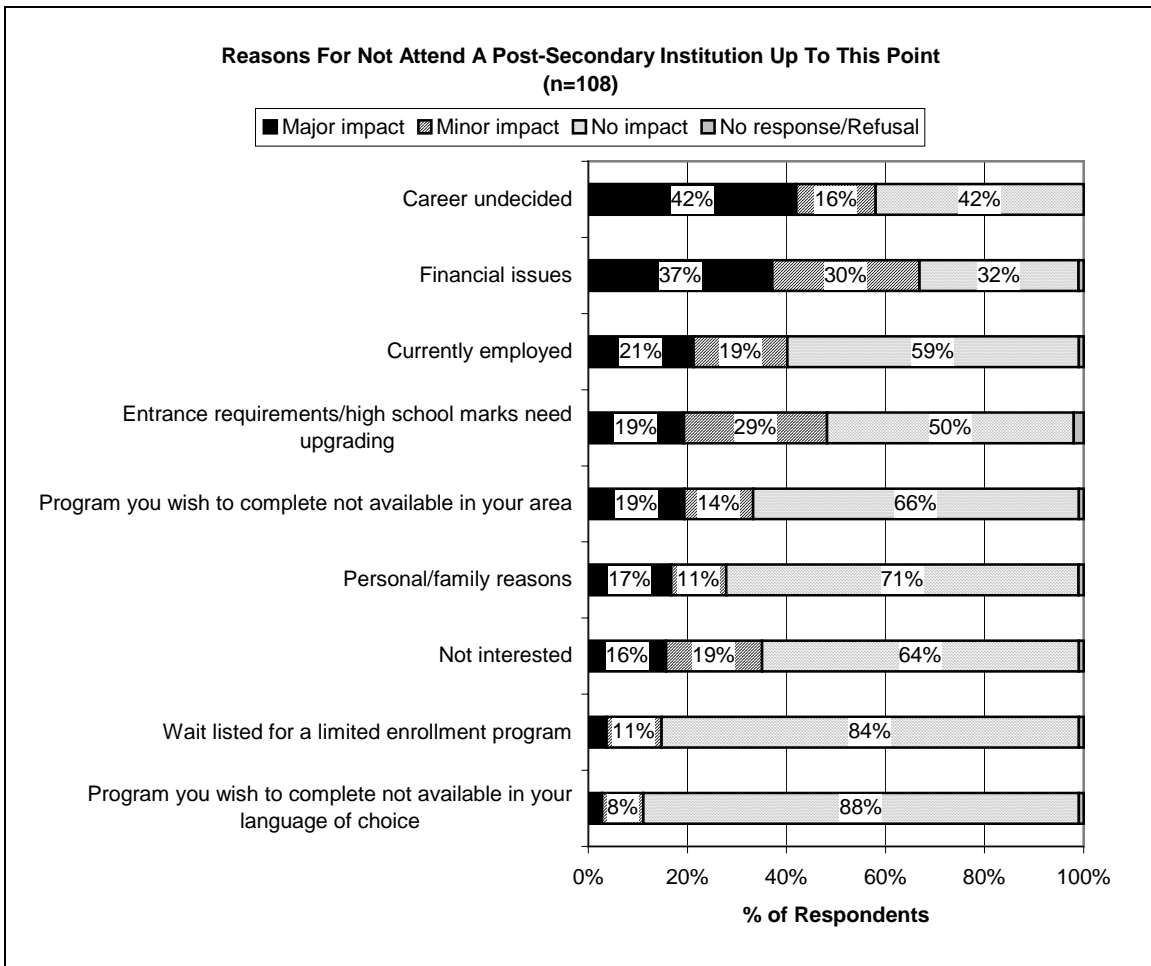
The two respondents who no longer resided in New Brunswick attributed their leaving to family or personal reasons (n=2) and opportunities to make more money outside the province (n=1)¹². One respondent who no longer lived in New Brunswick planned to return to the province in more than five years from the time of the survey. The remaining respondent was unsure of returning due to a lack of job opportunities in New Brunswick.

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 high school respondents who indicated they had not yet attended a post-secondary institution. Each respondent was then asked to rank each factor as having had a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Most frequently, this group of respondents reported that financial issues (67%) was the factor that had the most influence¹³ on their decision not to attend a post-secondary institution, followed by being undecided on a career (58%) and needing to upgrade high school marks (48%). Less influential factors included the desired program not being available in one's area (33%), personal or family reasons (28%), being wait-listed for a limited enrollment program (15%), and not having a program of interest available in their language of choice (11%).

¹² Multiple Responses Allowed

¹³ Influencing: Includes "major impact" and "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. 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 (65%) indicated that the fear of getting into too much debt played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=72)	% of Respondents
You are afraid of getting into too much debt	47	65.3
You were not able to get enough money to attend	33	45.8
The program you wish to take is too expensive	29	40.3
Other Mentions	6	8.3

Most of the respondents who had reported, “not being interested in attending” as a factor in their decision not to pursue post-secondary education to date said they wished to continue working and earning money (95%) and that had played a part in their decision.

Reasons for Citing NOT INTERESTED		
	(n=38)	% of Respondents
You want to continue working and making money	36	94.7
You wish to attend sometime in the future	32	84.2
You wish to take a break from formal learning	26	68.4
You are planning on doing some traveling before deciding about a post-secondary education	15	39.5
You feel that a post-secondary education will not help you get a job	7	18.4
Other Mentions	1	2.6

Of those respondents who had indicated that an “undecided career” was a factor, most (79%) 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=62)	% of Respondents
You are undecided between more than one career choice	49	79.0
You did not have sufficient information on your post-secondary options	11	17.7
Other Mentions	3	4.8

Most frequently, those who had cited “entrance requirements” as a factor that had had an impact said not meeting the requirements for the *institution* they wanted to enter had played a part in their decision not to attend a post-secondary institution (42%).

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=52)	% of Respondents
You did not meet the entrance requirements for the institution you wished to enter	22	42.3
You did not meet the requirements for the program you wished to enter	21	40.4
The pre-requisite courses were not available at your school	6	11.5
Other Mentions	2	3.8

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution indicated, most frequently, that present family commitments reasons had prevented them from attending (40%), followed by not wanting to leave their community and home (30%).

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=30)	% of Respondents
Your present family commitments	12	40.0
You don't want to leave your community and home	9	30.0
Health reasons prevent you from attending	7	23.3
Lack of family support	6	20.0
Other Mentions	2	6.7

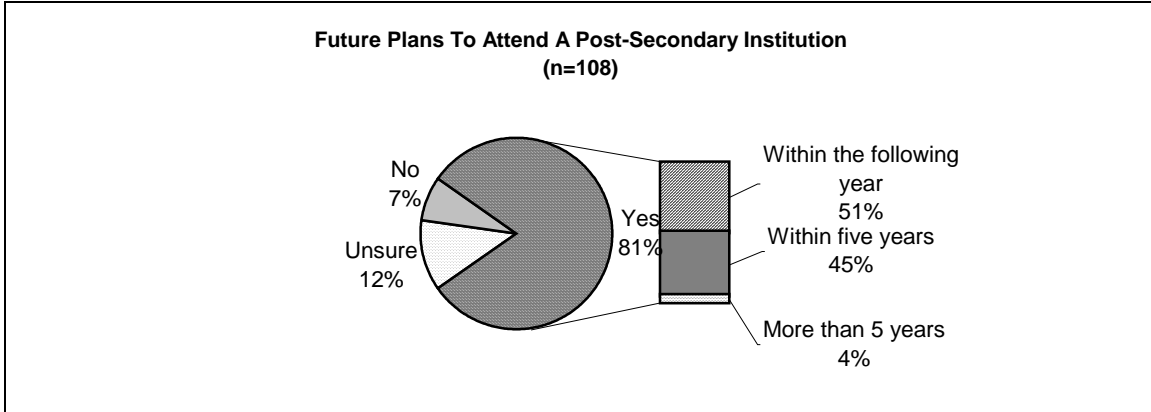
Most frequently, those respondents who indicated their “current employment” was a factor indicated that supporting themselves had played a part in their decision not to attend a post-secondary institution (93%).

Reasons for Citing CURRENT EMPLOYMENT		
	(n=43)	% of Respondents
To support yourself	40	93.0
Working is what you want to do	34	79.1
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	31	72.1
You are still undecided on your career path	31	72.1
To earn money for post-secondary education	29	67.4
You believe that your work experience will get you to your career goals	27	62.8
To support your family	8	18.6
You have started your own business	1	2.3

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Most of the respondents (81%) 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 12% were unsure. Of those respondents who intended to pursue post-secondary education, 51% (n=44) planned to go the following year.



Motivations for Pursuing Education

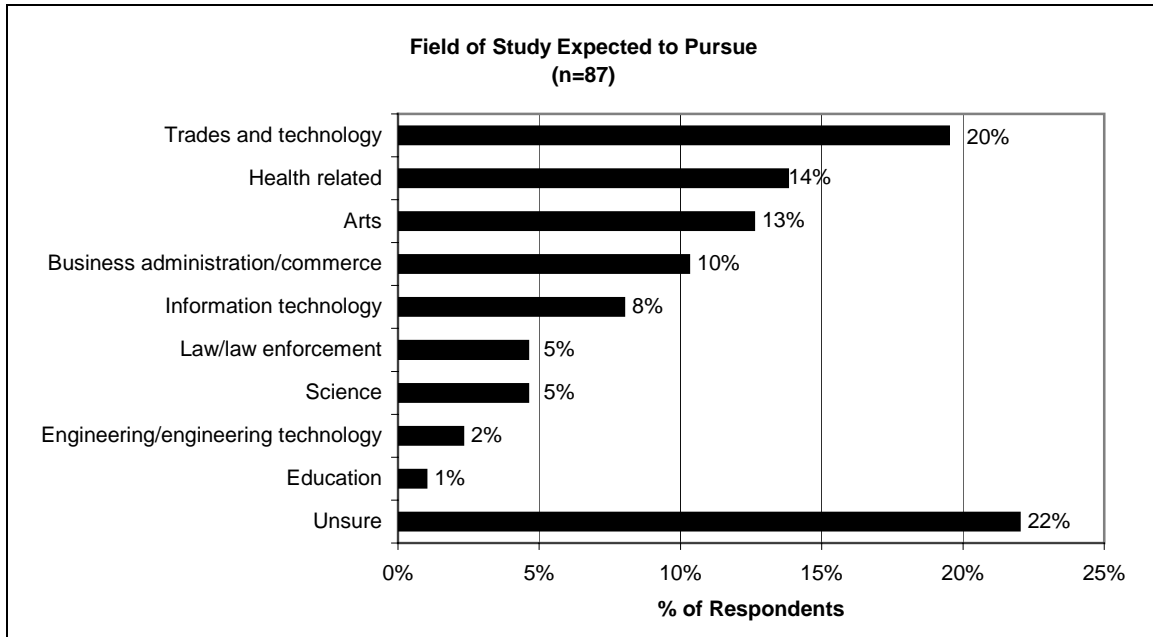
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (84%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=87)	% of Respondents
To get a better job/further career opportunities	73	84.2
Will have sufficient financial resources	3	3.4
You have been accepted in a post-secondary institution that you wanted	3	3.4
You have been accepted in a post-secondary program that you wanted	3	3.4
Know what I want to do	3	3.4
Other Mentions	2	2.2

*Multiple Responses Allowed

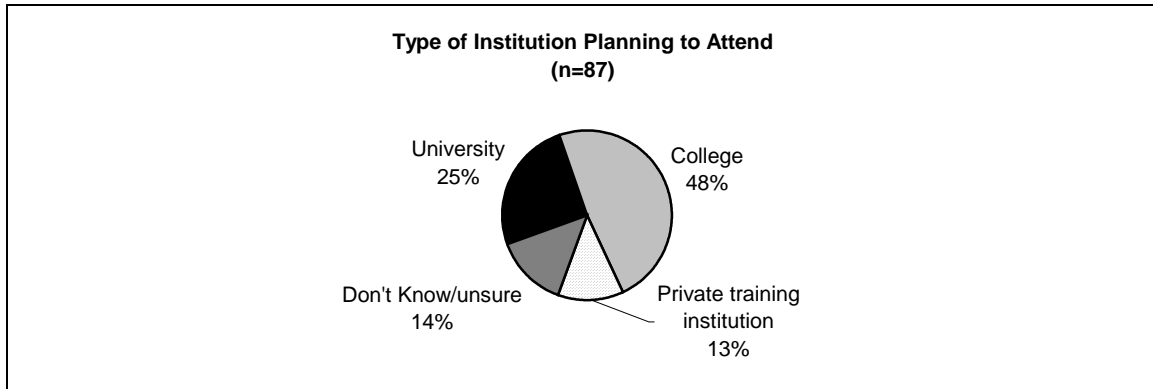
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (20%). Approximately one-quarter of the respondents (22%) were unsure.



Type of Institution

Almost half of these respondents planned on attending a college (48%), 25% planned on going to a university, 13% planned on attending a private training institution, and 14% were unsure what type of institution they would attend.



Name of Institution

Approximately one third of these respondents (38%) 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 (28%).

Name of Post-Secondary Institution		
	(n=87)	% of Respondents
NBCC/CCNB	24	27.6
University of New Brunswick	14	16.1
Majesty Institute	3	3.4
Holland College	2	2.3
Other Mentions	11	12.4
Unsure	33	38.2

Location & Reasons for Leaving New Brunswick

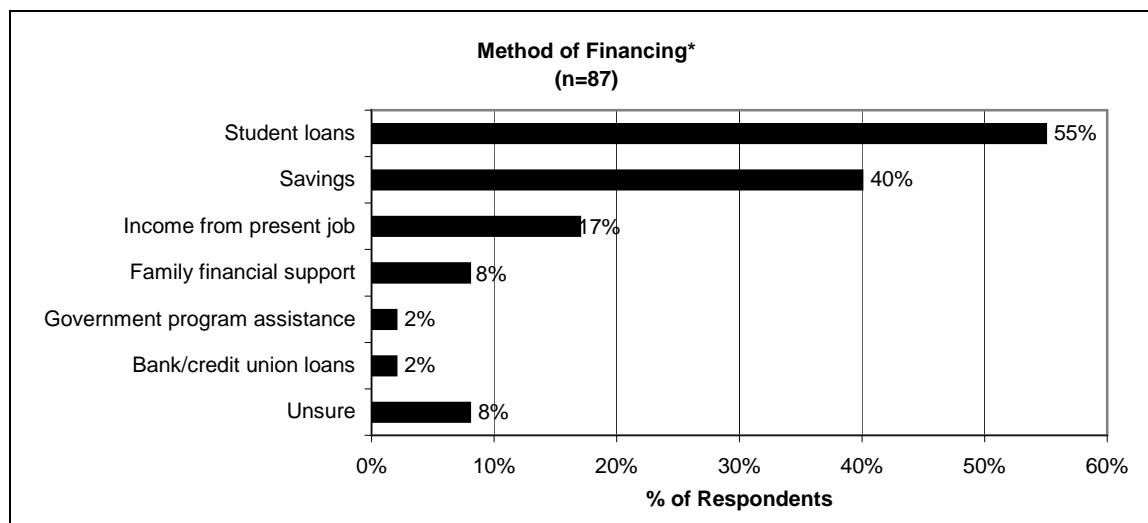
Most of these respondents who planned on pursuing post-secondary education planned to attend an institution in New Brunswick (84%). Those who planned to attend an out of province institution (10% or n=14) most frequently attributed the move to the program they wanted not being offered in New Brunswick and personal reasons (21% each).

Reason for Attending an Institution Outside New Brunswick*		
	(n=14)	% of Respondents
The program I wanted is not offered in New Brunswick	3	21.4
Personal/family reasons	3	21.4
Programs are of higher quality at out of province institutions	2	14.3
Unsure of where to attend	2	14.3
Smaller classes away	1	7.1
Just wanted to move	1	7.1
No specific reasons	4	28.6

*Multiple responses allowed

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 (52%) and personal savings (29%) were the most popular financing methods.



*Multiple responses allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

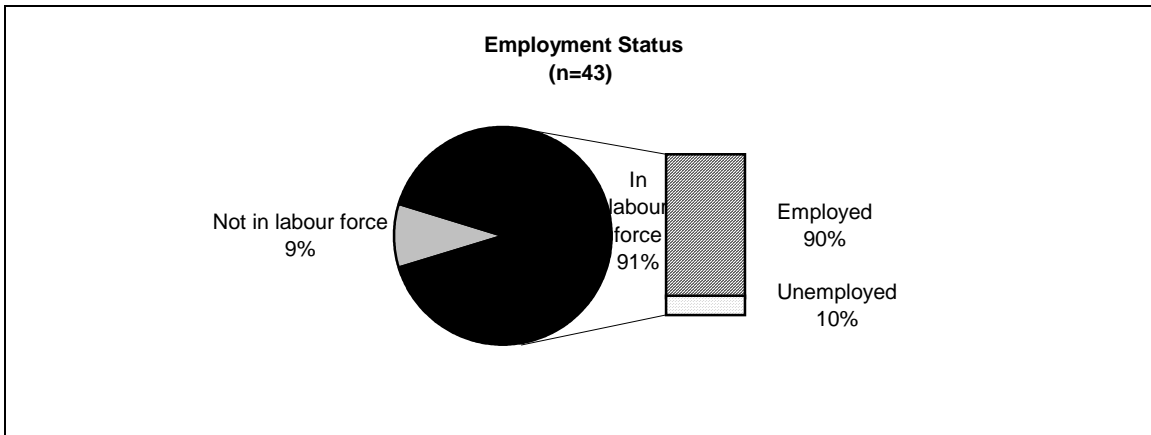
Overall, 11% of district 8 respondents (n=43) had attended a post-secondary institution since graduation but had discontinued their studies before completion. Those respondents who discontinued studies most often explained that they had taken a break from rather than discontinued studies or they had lost interest in the program (21% each).

Reason for Discontinued Studies		
	(n=43)	% of Respondents
Break in studies, not discontinued	9	20.9
Lost interest in program	9	20.9
Program was not what you expected	8	18.6
Difficulty of program/academic failure	4	9.3
Personal/family/illness issues	3	7.0
Undecided on career	2	4.7
Employment opportunity	2	4.7
Financial reasons	1	2.3
Took a break from school	1	2.3
Unsure	4	9.3

For the most part, the majority of respondents¹⁴ had discontinued their studies during (68%) or at the end (24%) of the first year of a multi-year program. The remaining 8% had discontinued studies during the second year of a multi-year program.

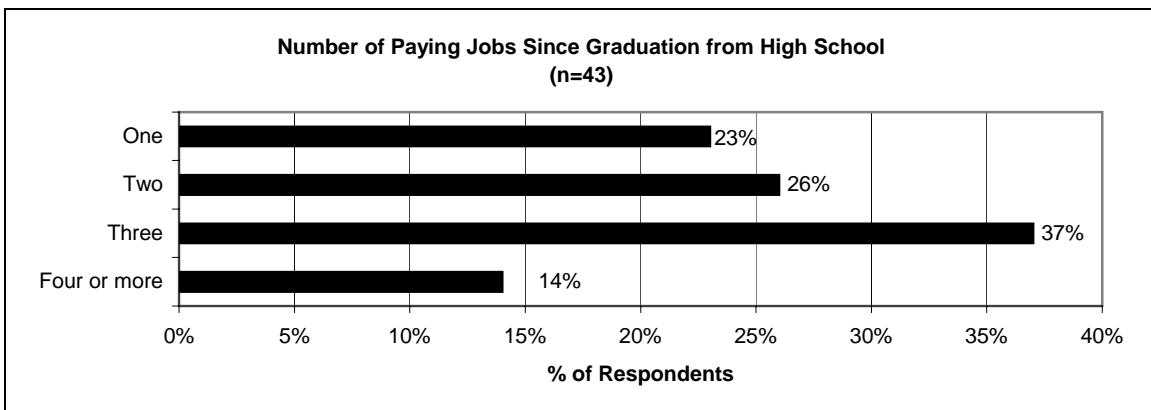
5.3.1 Labour Force and Employment Status

During the reference week, 91% of the group who had discontinued their studies were in the labour force, while 9% were not in the labour force. Of those in the labour force, 90% of these respondents were employed (full-time: 83%; part-time: 17%), while 10% were unemployed.



Number of Jobs

On average, respondents who had discontinued their studies reported having 2.6 paying jobs since graduation from high school in June 2002.



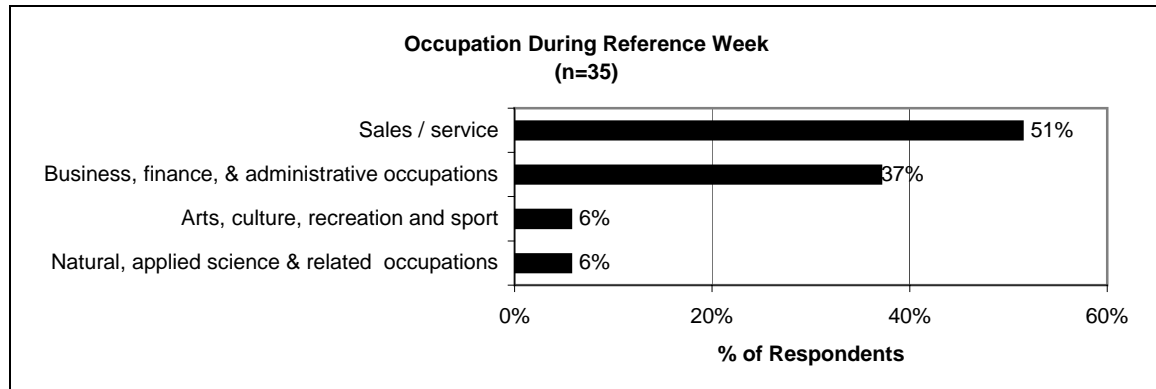
¹⁴ 9 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.2 Respondents Working in Reference Week

Over eight in ten (81%) of those respondents who had discontinued their post-secondary studies were employed during the reference week. Three employed respondents (9%) were participating in an apprenticeship program at the time of the study.

Occupation

The majority of these respondents reported working in sales or service (51%), or business, finance and administration (37%).



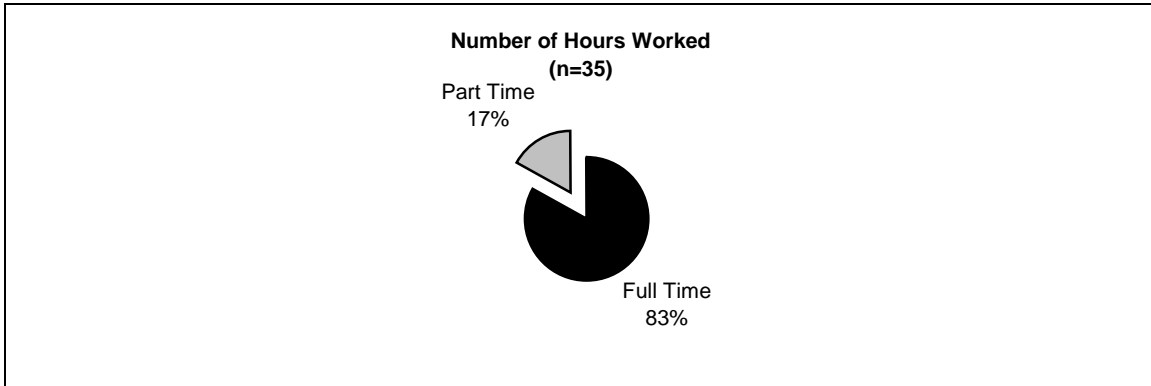
Industry

Most frequently, these particular working respondents reported holding positions in retail trade (43%) and administrative support, waste management and remediation services (26%).

Type of Business, Industry or Service During Reference Week		
	(n=35)	% of Respondents
Retail trade	15	42.9
Administrative support, waste management & remediation services	9	25.7
Professional, scientific, technical services	3	8.6
Accommodations, food services	3	8.6
Information & cultural industries	1	2.9
Finance & insurance	1	2.9
Educational services	1	2.8
Health care & social assistance	1	2.8
Public administration	1	2.8

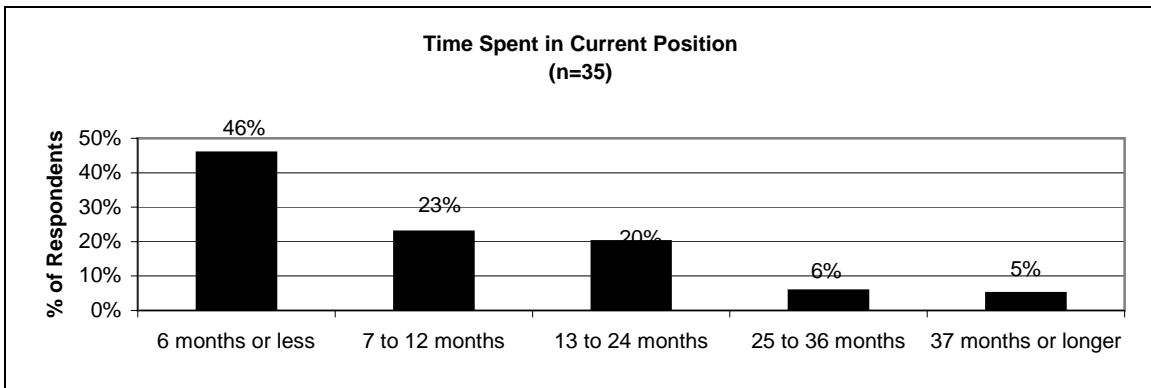
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 35.1 hours during that particular week. Overall, 83% worked full time while 17% worked part time. Hourly wages ranged from \$6.00 to \$13.50, with a mean hourly wage of \$8.74.



Length of Time Employed in Current Position

On average, this group of working respondents had held their current position for a period of 11.4 months.



Relationship of Post-Secondary Education to Employment

The majority of employed respondents who had discontinued their studies felt that there was no relationship between their post-secondary studies and their employment at the time of the survey (80%). Of those respondents who had discontinued their studies, 17% felt that their post-secondary education was indirectly related to their job and 3% 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

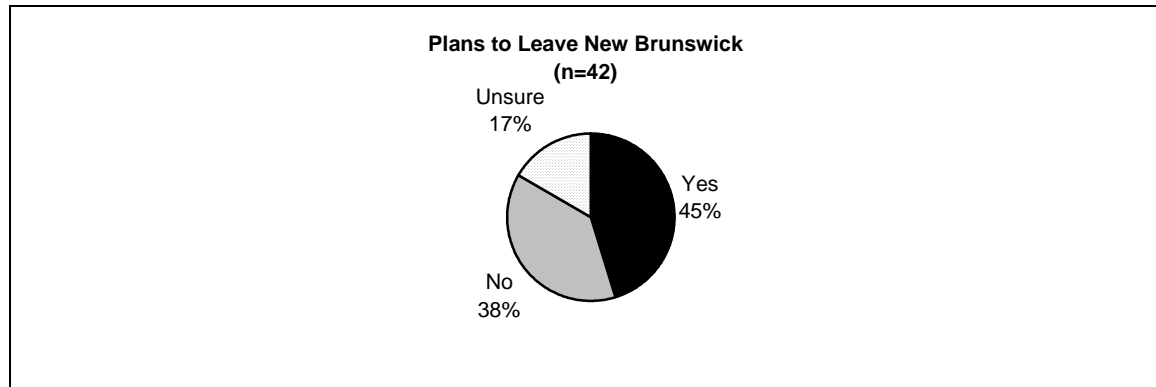
This section summarizes the findings of those respondents who were not working in the reference week. Of those, 50% (n=4) were unemployed, while 50% (n=4) were not in the labour force. During the reference week, all unemployed respondents were looking for employment. Of these respondents, all were seeking full-time work employment.

When asked why they were not working during the reference week, all unemployed respondents indicated that it was due to an inability to find a job related to their training and experience (n=4). Respondents who were not in the labour force at that time claimed they were not working due to personal or family reasons (n=3) or a return to high school to improve marks or obtain prerequisites for post-secondary education (n=1).

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (98%) of respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of survey. Of these students, 45% anticipated leaving New Brunswick in the future.



Of those respondents who anticipated leaving New Brunswick (n=19), 21% (n=4) planned to leave within the following year, 47% (n=9) expected to relocate within five years, and 32% (n=6) maintained a plan to leave the province more than five years from the time of the survey.

The most common reason respondents cited for choosing to leave the province was to take advantage of better job opportunities elsewhere (47%).

Reason for Leaving New Brunswick*		
	(n=19)	% of Respondents
Better job opportunities	9	47.4
For a change	4	21.1
Further education	2	10.5
Military	1	5.3
Lack of jobs in chosen field	1	5.3
Personal/family reasons	1	5.2
To travel/see other places	1	5.2

*Multiple Responses Allowed

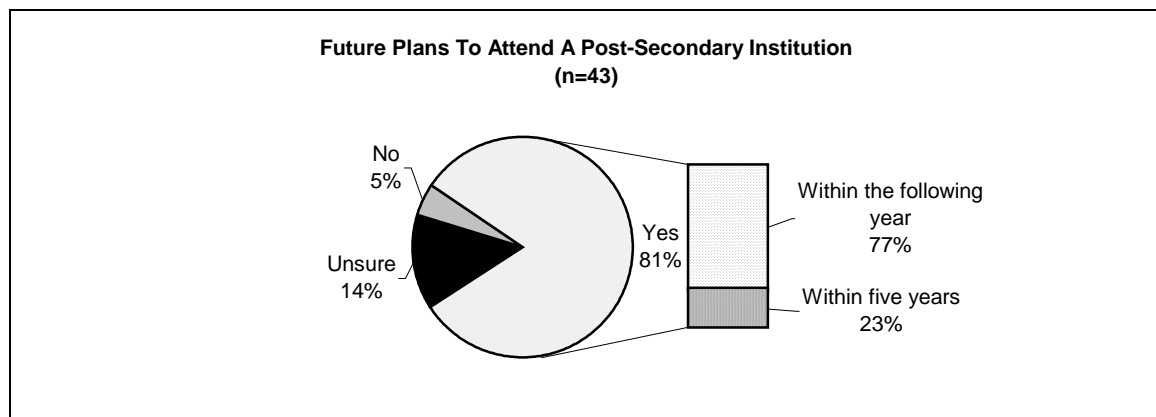
Motivations for Leaving and Expectations for Returning to New Brunswick

The one respondent from this group who no longer resided in New Brunswick attributed the move to increased job opportunities outside of the province. This graduate did not anticipate returning to the province in the future due to lack of jobs and fewer job opportunities in New Brunswick.

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

Nearly all of the respondents who had discontinued studies at a post-secondary institution planned to return in the future (81%), with the majority of these respondents (77%) planning to attend within the following year.



Motivations for Pursuing Education

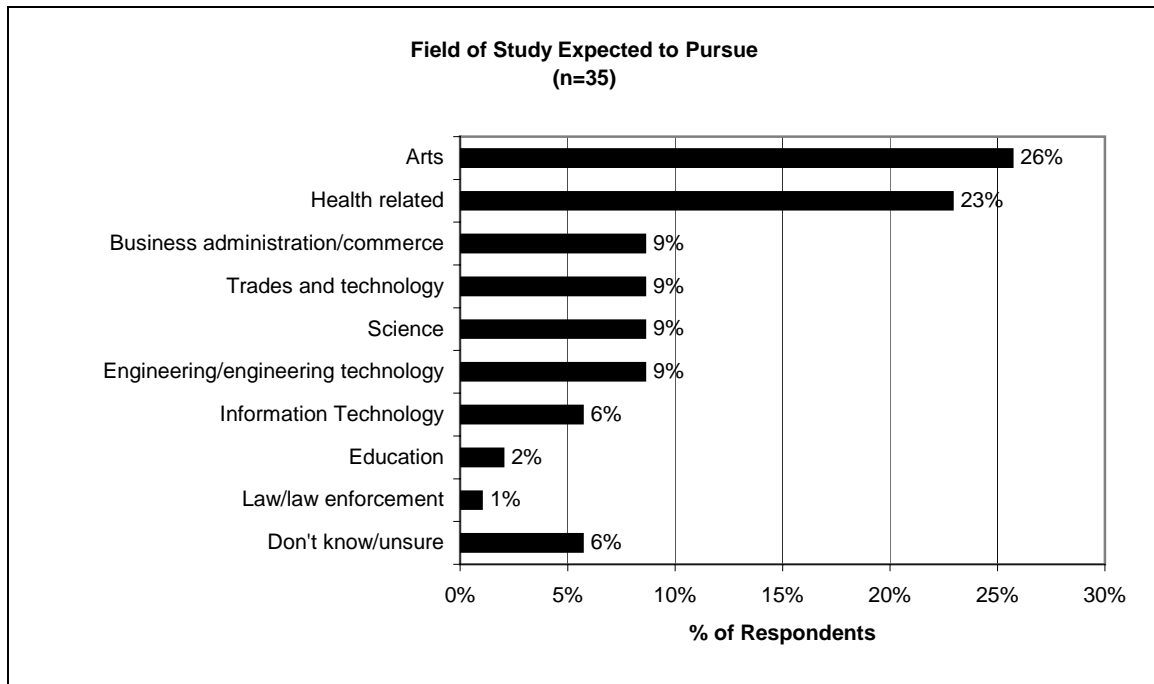
Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (69%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=35)	% of Respondents
To get a better job/further career opportunities	24	68.6
To further education/better myself	4	11.4
You will have sufficient financial resources	3	8.6
You have been accepted in a post-secondary program you wanted	2	5.7
You have been accepted in a post-secondary institution you wanted	1	2.9
You will have mature student status	1	2.8

*Multiple Responses Allowed

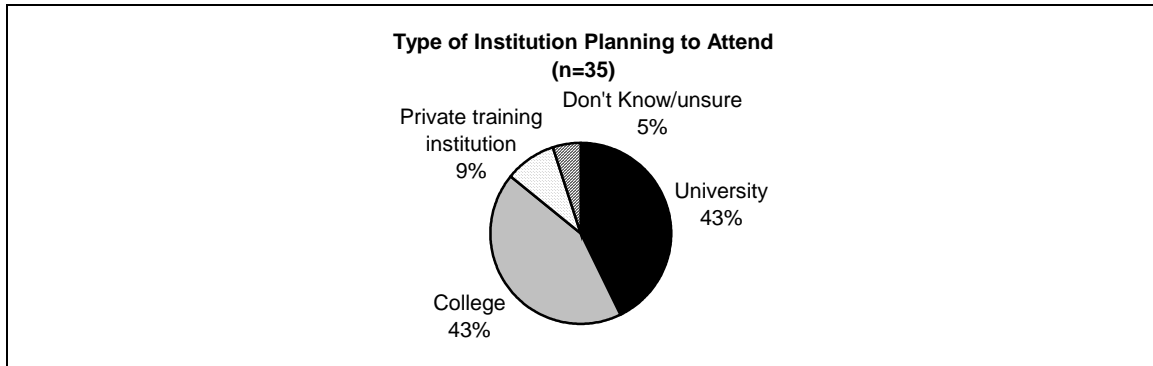
Field of Study

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 an arts-related career (26%).



Type of Institution

The majority (86%) of these respondents planned to attend university or college (43% each).



Name of Institution

Nearly two in ten respondents (17%) were uncertain of which post-secondary institution they planned to attend when they resume their studies. The remaining respondents mentioned several different institutions throughout New Brunswick and Nova Scotia.

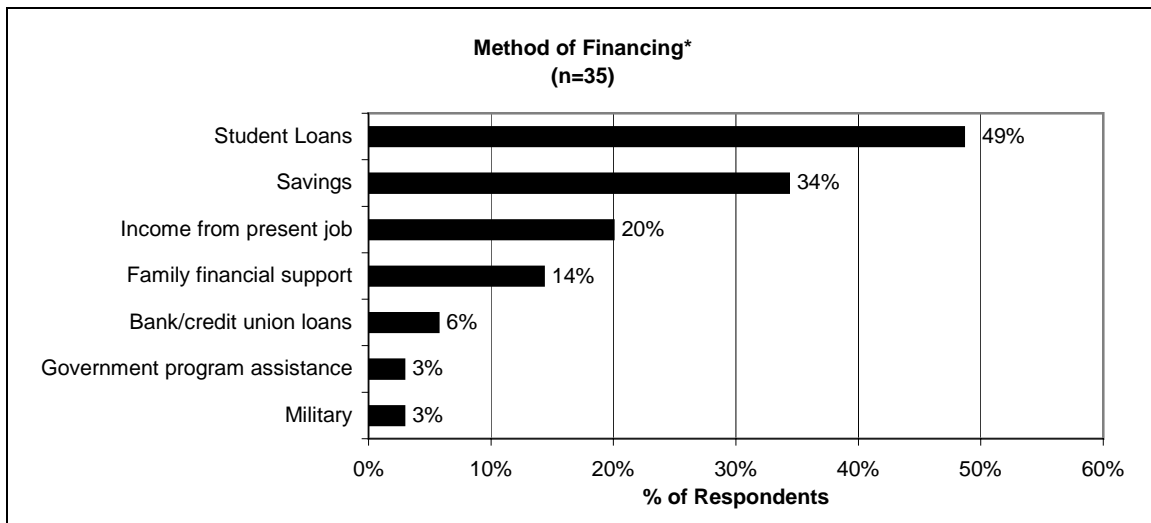
Name of Post-Secondary Institution		
	(n=35)	% of Respondents
University of New Brunswick	13	37.1
NBCC/CCNB	10	28.6
St. Thomas University	1	2.9
Dalhousie University	1	2.9
Compu College	1	2.9
Holland College	1	2.9
Royal Military College	1	2.9
Other Mentions	1	2.7
Unsure	6	17.1

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 (86%). Those who planned to attend an institution outside the province (14% or n=5) attributed this decision to a desired program not being offered in New Brunswick, programs being of higher quality at out of province institutions, personal/family reasons, job/career reasons and nonspecific reasons (n=1 each).

Source of Financing

Respondents who had planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however, student loans (49%) and personal savings (34%) were the most popular financing methods.



*Multiple responses allowed

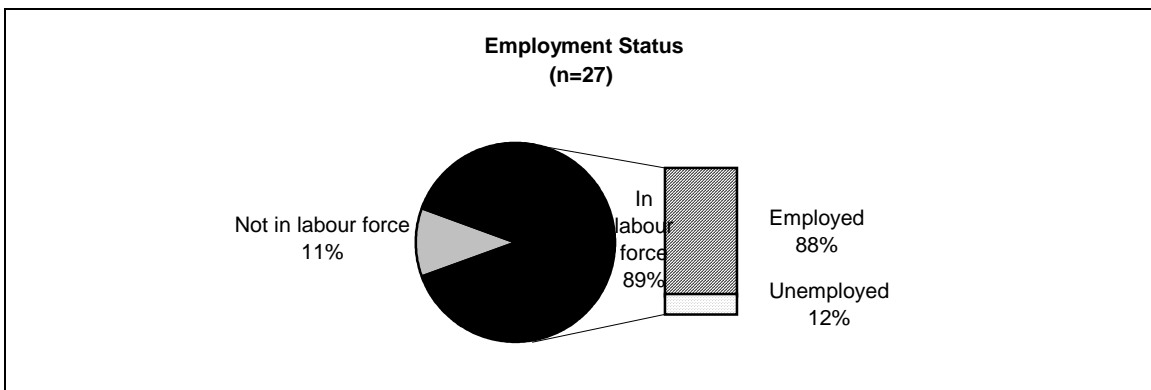
5.4 Respondents Who Had Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

Labour Force and Employment Status

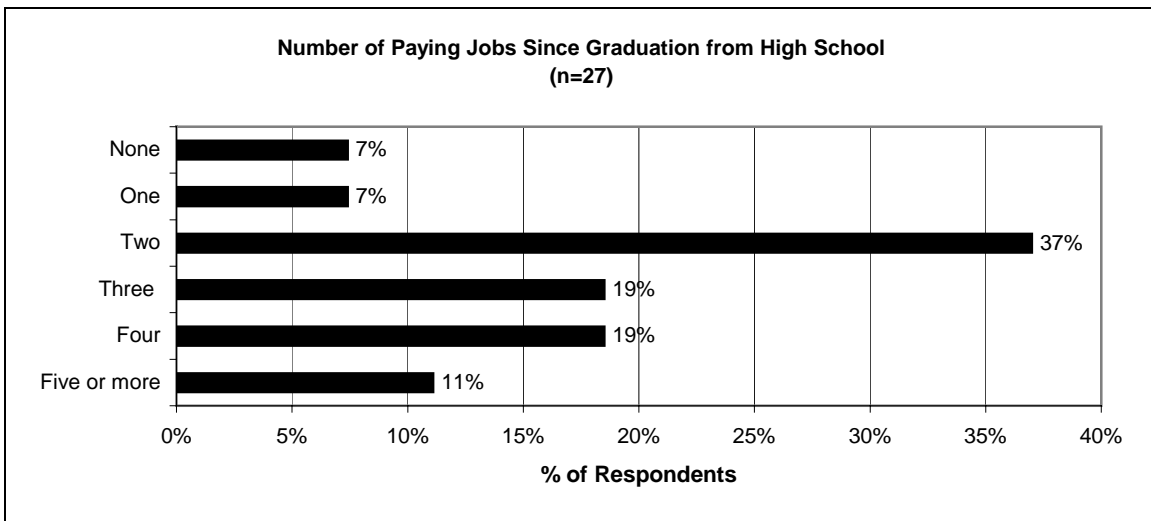
A total of 27 respondents from district 8 (7%) had fully completed their studies at a post-secondary institution since their high school graduation. Overall, these respondents had attended community college (63%), a private training institution (26%), and university (11%).

During the reference week, 89% of these respondents were in the labour force, while 11% were not in the labour force. Of those in the labour force, 88% were employed (full-time: 81%; part-time: 19%), and 12% were unemployed.



Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2.8 paying jobs since graduation from high school in 2002.

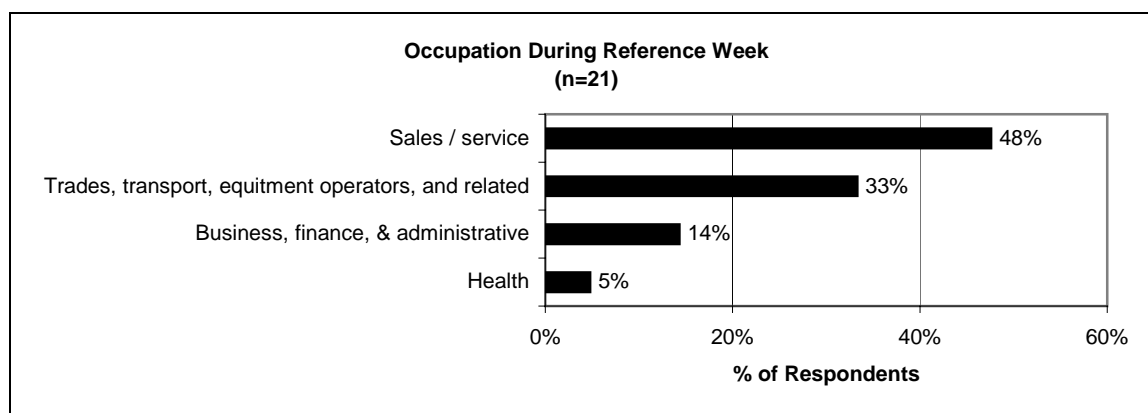


5.4.2 Respondents Working in Reference Week

Over three quarters (78% or n=21) of those who had completed their post-secondary studies were employed during the reference week. Two of these employed respondents (10%) were 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 (48%).



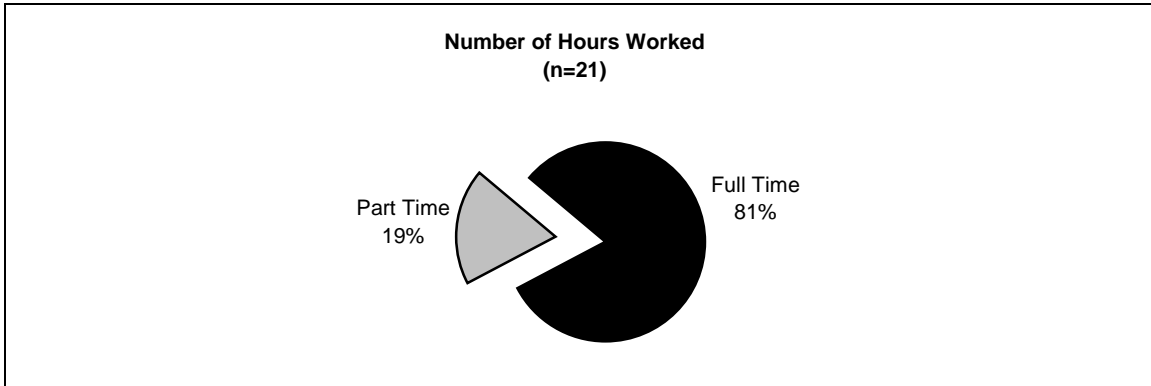
Industry

Respondents reported employment in a wide range of industries during the reference week. Most frequently, these employed respondents reported holding positions in the retail trade industry (48%).

Type of Business, Industry or Service During Reference Week		
	(n=21)	% of Respondents
Retail trade	10	47.6
Construction	3	14.3
Other services (except public administration)	2	9.5
Accommodations, food services	1	4.8
Utilities	1	4.8
Manufacturing	1	4.8
Professional, scientific, technical services	1	4.8
Administrative support, waste management/ remediation	1	4.7
Health care & social assistance	1	4.7

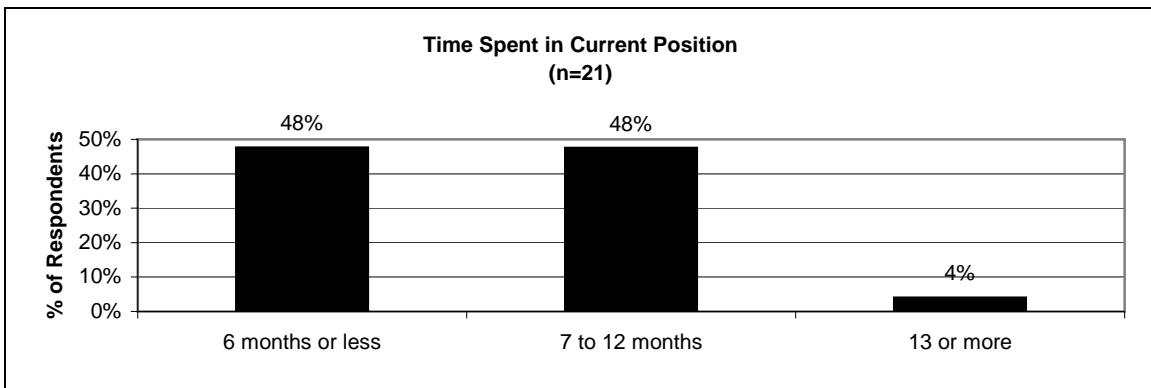
Average Number of Hours Worked & Average Hourly Wage

The majority of respondents who had completed their post-secondary studies worked full time hours (81%) and overall, they worked an average of 36.8 hours during the reference week. Hourly wages ranged from \$6.10 to \$18.00, with a mean wage of \$9.19 an hour.



Length of Time Employed in Current Position

On average, respondents had held their current position for an average period of 6.1 months.



Relationship of Employment to Post-Secondary Studies

Nearly half of the respondents who had finished their studies appeared to have secured employment in jobs related to their post-secondary education. Overall, 48% of these respondents reported there was a direct (38%) or indirect (10%) relationship between their current job and their post-secondary training. The remaining 52% reported that there was no relationship between their current employment and education.

5.4.3 Respondents Not Working in Reference Week

This section provides a summary of those respondents not working during the reference week, including those unemployed and those not in the labour force. Of this group, 50% (n=3) were unemployed and 50% (n=3) were not in the labour force. A majority (67%) of unemployed respondents not working during the reference period were looking for employment, while 33% were waiting for a new job to start in the next four weeks. Of the respondents looking for work, all were seeking full-time employment.

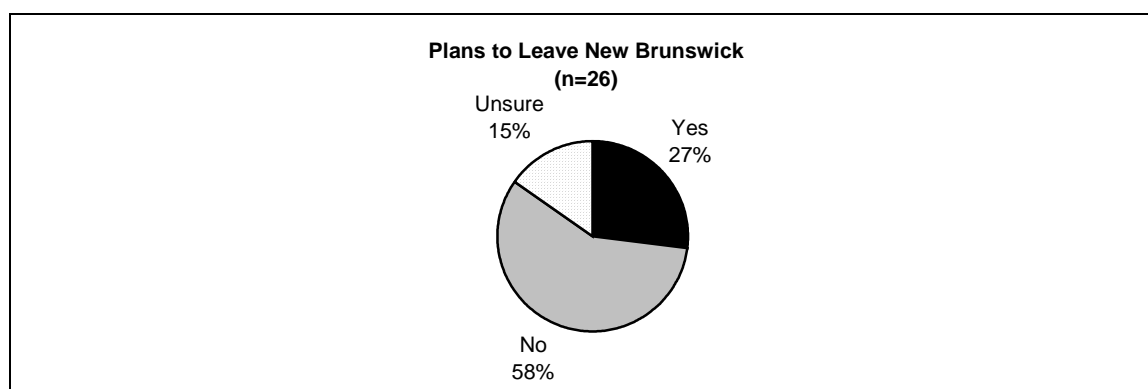
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=3)	% of Respondents	(n=3)	% of Respondents
Inability to find job related to your training/experience	1	33.4	1	33.4
Waiting for a new job to start in the next 4 weeks	1	33.3	-	-
Maternity leave	-	-	1	33.3
Returned to high school to improve marks/get prerequisite	-	-	1	33.3
No response/refused	1	33.3	-	-

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

All but one of the respondents who had completed their studies reported living in New Brunswick at the time of the survey (96%); however 27% of these respondents anticipated that they would leave the province in the future.



Of those who anticipated relocating (n=7), 29% (n=2) planned to leave within the following year, while 71% (n=5) expected to leave within five years. Most frequently, respondents were motivated to leave the province to obtain better employment opportunities (57%).

Reason for Leaving New Brunswick*		
	(n=7)	% of Respondents
Better job opportunities	4	57.1
For a change	1	14.3
Better wages	1	14.3
Personal/family reasons	1	14.3

* Multiple Responses Allowed

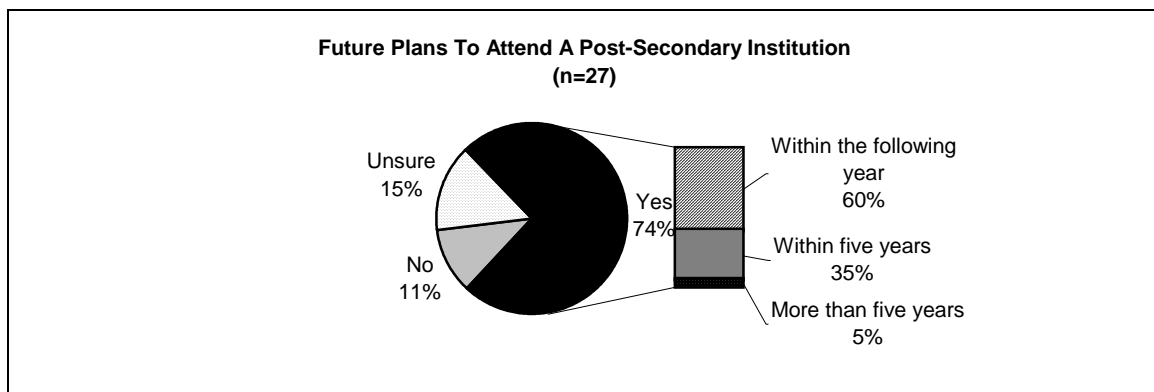
Motivations for Leaving and Expectations for Returning to New Brunswick

The respondent from this group who no longer resided in New Brunswick attributed the move to more job opportunities outside of the province and family or personal reasons. This person anticipated returning to New Brunswick within the following year.

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, nearly three quarters (74%) of those who had completed a post-secondary program indicated that they planned to return to school. Of those respondents who intended to pursue post-secondary education, the majority (60%) planned to go the following year.



Motivations for Pursuing Education

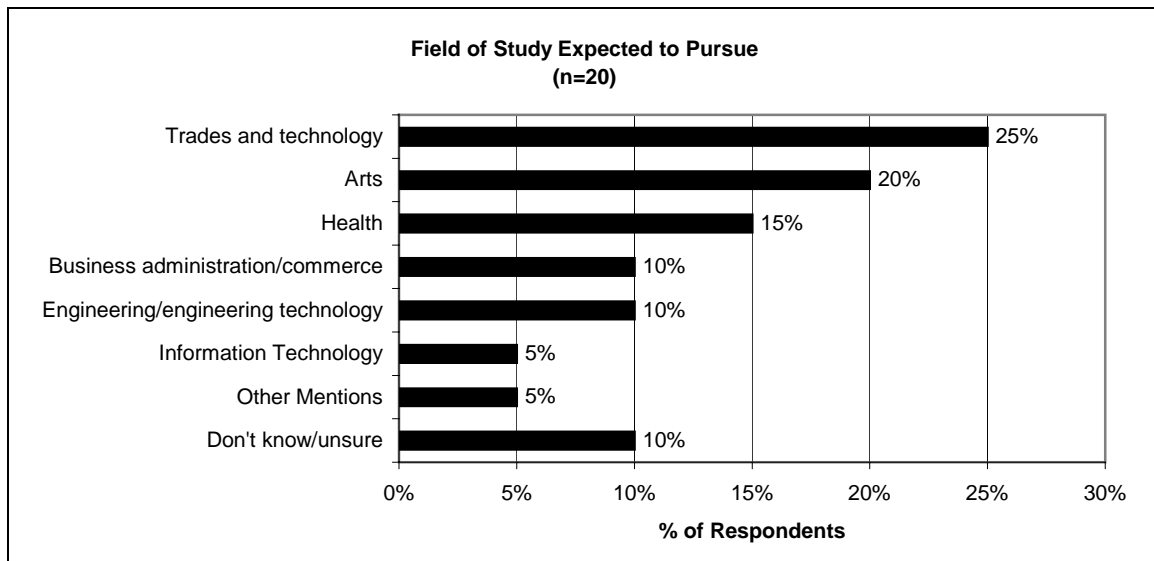
For those who had planned to attend a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently mentioned reason for doing so (90%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=20)	% of Respondents
To get a better job/further career opportunities	18	90.0
To further education/better myself	1	5.0
Know what I want to do	1	5.0

Multiple Responses Allowed

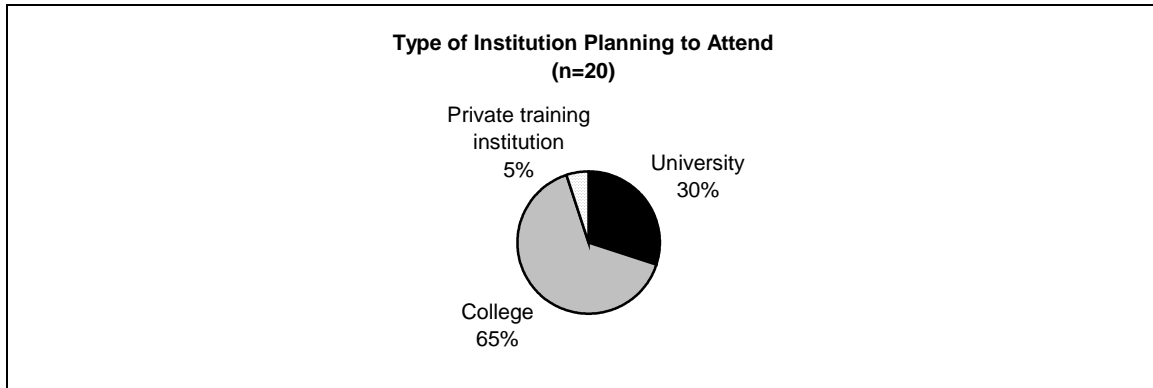
Field of Study

Respondents planned to pursue studies in a wide range of fields, with the most common fields being trades and technology (25%) and arts (20%).



Type of Institution

The majority of these respondents planned to attend a community college (65%).



Name of Institution

Three in ten (30%) respondents who planned to return to school planned to attend a New Brunswick Community College. The same proportion of respondents (30%) were unsure which post-secondary institution they planned on attending.

Name of Post-Secondary Institution		
	(n=20)	% of Respondents
NBCC/CCNB	6	30.0
University of New Brunswick	4	20.0
College of Craft and Design	2	10.0
Other Mentions	2	10.0
Unsure	6	30.0

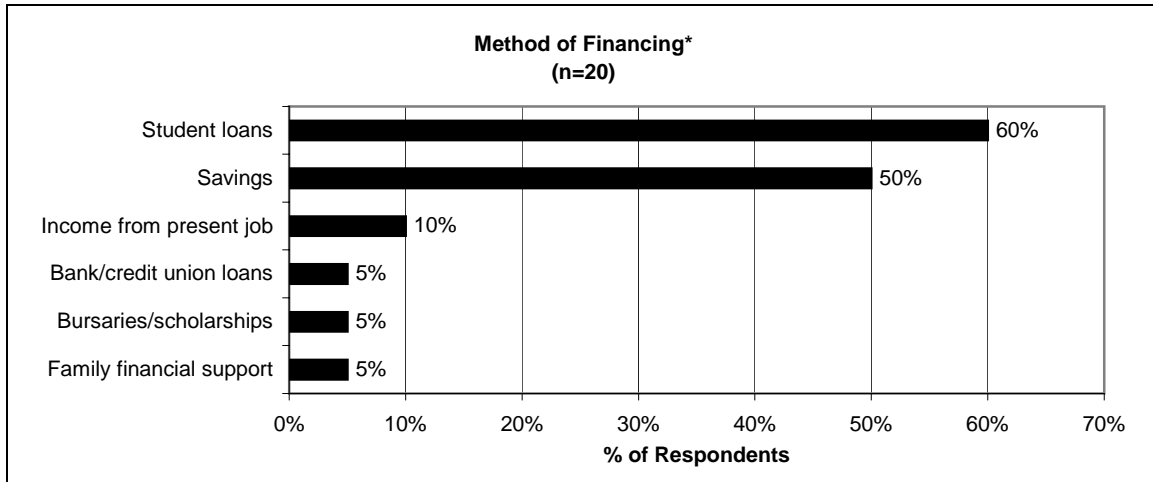
Location & Reasons for Leaving New Brunswick

Most of the respondents who planned to pursue post-secondary education planned to attend an institution in New Brunswick (90%). Respondents who planned on attending an institution outside the province (n=2) cited the personal/family reasons (n=1) and no specific reason (n=1) for the move¹⁵.

¹⁵ Multiple Responses Allowed

Source of Financing

Respondents who intended to pursue further studies planned cited student loans (60%) or personal savings (50%) as the two most likely ways to finance their education.



*Multiple responses allowed

6.0 Demographic Profile of 2002 Respondents

The majority (94%) of respondents surveyed in district 8 were 19 or 20 years of age at the time of survey, with a greater percentage of female respondents (53% female and 47% male). The majority of respondents (93%) had siblings, with respondents most commonly reporting one or two siblings (41% and 31%, respectively). Almost all of respondents from district 8 reported their mother tongue to be English (99%); therefore all respondents chose to have the survey conducted in English when given a choice between completing the survey in either English or French. Over half of respondents (58%) reported the education level of at least one parent to include some post-secondary¹⁶ education. While approximately one-third (32%) of respondents were unsure of their household income, 48% reported a household income of \$40,000 and above per year.

Demographic Profile			
	% of Respondents Who Attended a Post-Secondary Institution (n=278)	% of Respondents Who Did Not Attend a Post-Secondary Institution (n=108)	% Total (n=386)
Age			
19 years	76.7	43.5	67.3
20 years	20.1	41.7	26.2
21 years	2.5	10.2	4.7
22 years	0.7	2.8	1.3
23 years	--	1.8	0.5
Gender			
Male	45.0	53.7	47.4
Female	55.0	46.3	52.6
Mother Tongue			
English	98.5	100.0	99.0
Spanish	0.4	-	0.2
Other Mentions	1.1	--	0.8
Language of Survey			
English	100.0	100.0	100.0
French	--	--	--
Education of Mother or Female Guardian			
Less than high school	5.8	14.8	8.3
Completed high school	36.7	50.1	40.4
Some post-secondary education	7.6	5.6	7.0
Trades certificate or diploma	0.6	0.9	0.7
College certificate or diploma	16.9	8.3	14.5
University certificate or diploma below a	4.7	4.6	4.7

¹⁶ Includes respondents who report some post-secondary education and above.

Demographic Profile			
	% of Respondents Who Attended a Post-Secondary Institution (n=278)	% of Respondents Who Did Not Attend a Post-Secondary Institution (n=108)	% Total (n=386)
bachelor's degree			
University degree	24.8	4.6	19.2
Don't Know/unsure	2.9	11.1	5.2
Education of Father or Male Guardian			
Less than high school	4.0	14.8	7.0
Completed high school	38.2	46.3	40.4
Some post-secondary education	5.0	3.7	4.7
Trades certificate or diploma	3.2	5.6	3.9
College certificate or diploma	14.4	7.4	12.4
University certificate or diploma below a bachelor's degree	3.2	0.9	2.6
University degree	26.6	7.4	21.2
Don't Know/unsure	5.0	13.0	7.3
No response/refused	0.4	0.9	0.5
Household Income			
Under \$10,000 per year	1.8	1.9	1.8
\$10,000 to \$19,999 per year	2.9	4.6	3.4
\$20,000 to \$39,999 per year	13.7	7.4	11.9
\$40,000 to \$59,999 per year	21.6	10.2	18.4
Over \$60,000 per year	32.4	23.1	29.8
Don't Know/unsure	26.3	48.2	32.4
No response/refused	1.3	4.6	2.3
Number of Siblings			
None	6.5	6.5	6.5
One	41.0	41.7	41.2
Two	33.5	23.1	30.6
Three	10.1	17.6	12.2
Four	5.0	4.6	4.9
Five	2.5	0.9	2.0
Greater than five	1.4	5.6	2.6
Special Populations			
Landed immigrant in Canada	0.4	--	0.3
Non-permanent resident of Canada	0.4	0.9	0.5
Aboriginal person	0.4	1.9	0.8
Visible minority	3.2	1.9	2.8
Person with a disability	0.7	1.9	1.0

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