

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

District 16-Miramichi



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

Department of Education / Ministère de l'Éducation
April 2005

*Survey of 2002 New Brunswick
High School Graduates*

Prepared For:

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

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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 16-Miramichi, one of the anglophone districts of the province. Of the 541 individuals who graduated from schools in this district in June 2002, 293 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 $\pm 3.9\%$ 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 (97%) completed all of their high school years in New Brunswick.

	(n=293)	% of Respondents
One	1	0.3
Two	3	1.0
Three	4	1.4
Four	285	97.3

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, eight in ten (80%) respondents expressed that the majority of their marks were between 70% and 89%. Slightly less than one in ten respondents (8%) 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.

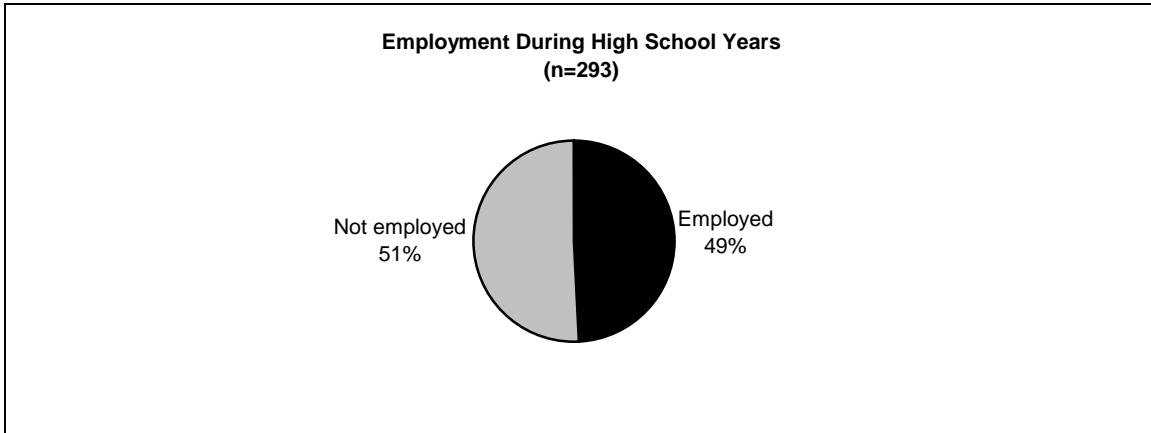
	(n=293)	% of Respondents
Between 90% and 100%	22	7.5
Between 80% and 89%	118	40.4
Between 70% and 79%	115	39.2
Between 60% and 69%	35	11.9
No response/refused	3	1.0

2.2 Employment During High School

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

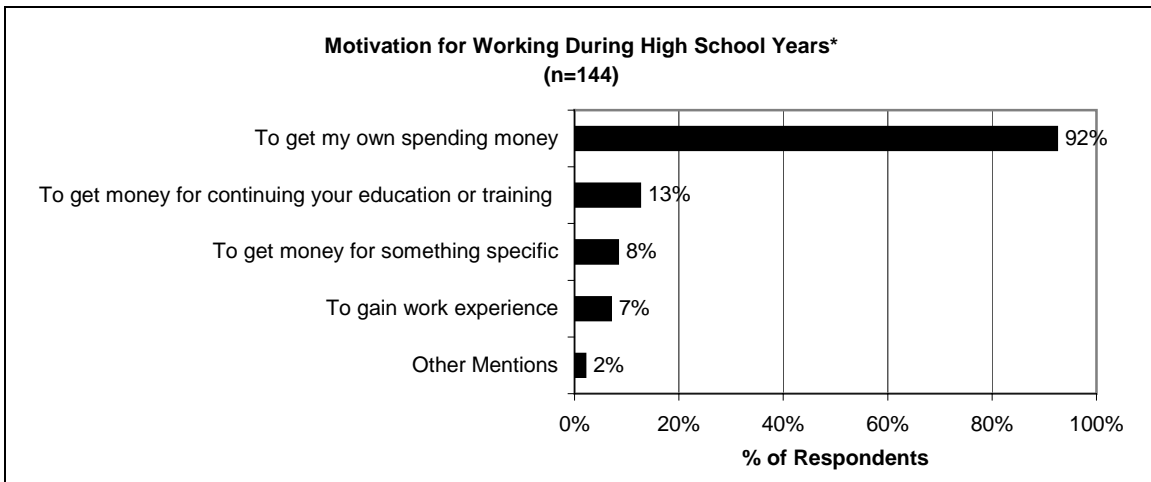
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), nearly half of respondents were employed for wages during high school (49%).



2.2.2 Motivations for Working

For over nine of ten respondents, the desire to obtain spending money was cited as a reason for working during high school (92%). A far second to this, 13% of these respondents indicated that they worked to earn money for continuing their education or training beyond high school.



*Multiple responses allowed

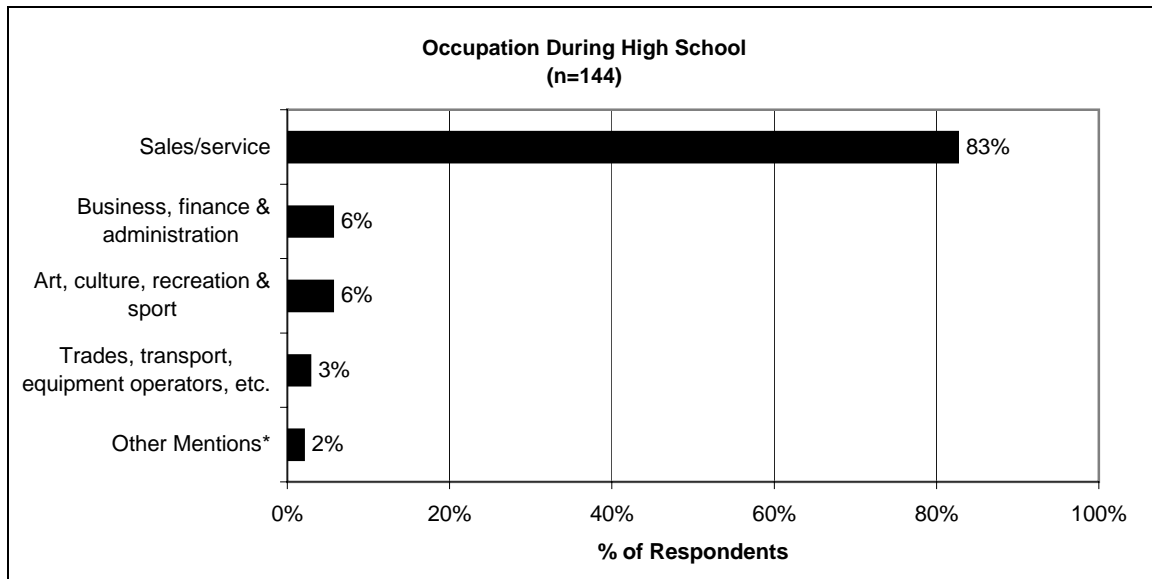
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (87%) and/or grade 12 (94%). 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=144)	% of Respondents
During grade 9	42	29.2
During grade 10	88	61.1
During grade 11	125	86.8
During grade 12	135	93.8

2.2.4 Occupation

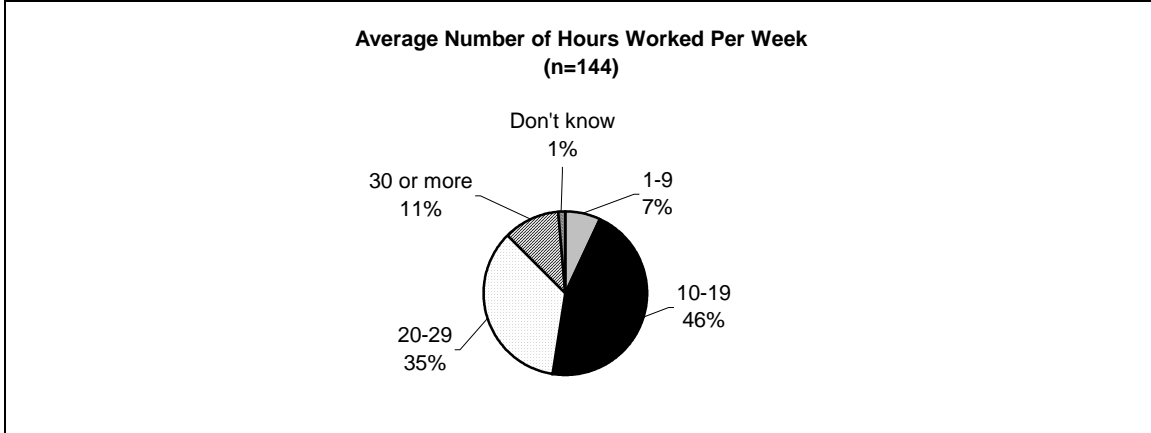
Of the respondents employed during high school, a vast majority (83%) worked in sales and service occupations.



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

2.2.5 Number of Hours Worked

On average, respondents from district 16 who were employed during high school worked 18.1 hours per week. Overall, a vast majority of these respondents were employed on a part-time basis (89%).



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development activities and programs during high school was assessed. Almost all respondents (99%) from district 16 attended a high school where at least one type of career development activity or program was available to them and slightly more than three-quarters (76%) 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' decisions; co-op/work experience programs (72%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (64%). Career development activities also had significant influence on decisions (other career related activities (70%) and career days/fairs/ workshops (57%).

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

2.3.1 Co-op Education/Work Experience Program

Nine in ten respondents (90%) indicated that a co-op education/work experience program was offered at their high school, and approximately 26% of these respondents reported participation in the program. Of those who participated in the program, 72% 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=67)	% of Respondents
A lot of influence	29	43.3
Some influence	19	28.4
Not much influence	9	13.4
No influence	9	13.4
No response/refused	1	1.5

2.3.2 Youth Apprenticeship Program

For the majority of respondents (74%), youth apprenticeship programs were offered at their high school. Of those with such activities available, 19% reported participation, while 64% 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=42)	% of Respondents
A lot of influence	13	31.0
Some influence	14	33.3
Not much influence	12	28.6
No influence	3	7.1

2.3.3 Career Days/Fairs/Workshops

For the majority of respondents (86%), career days/fairs/workshops were offered at their high school. Of those with such activities available, three-quarters (75%) reported participation, while 57% 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=189)	% of Respondents
A lot of influence	42	22.2
Some influence	65	34.4
Not much influence	42	22.2
No influence	40	21.2

2.3.4 Other Career Development Related Activities

Over four in ten respondents (44%) reported that other career development related activities were offered at their school and 41% of these respondents reported participation in those activities. In total, 70% 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=53)	% of Respondents
A lot of influence	15	28.3
Some influence	22	41.5
Not much influence	10	18.9
No influence	6	11.3

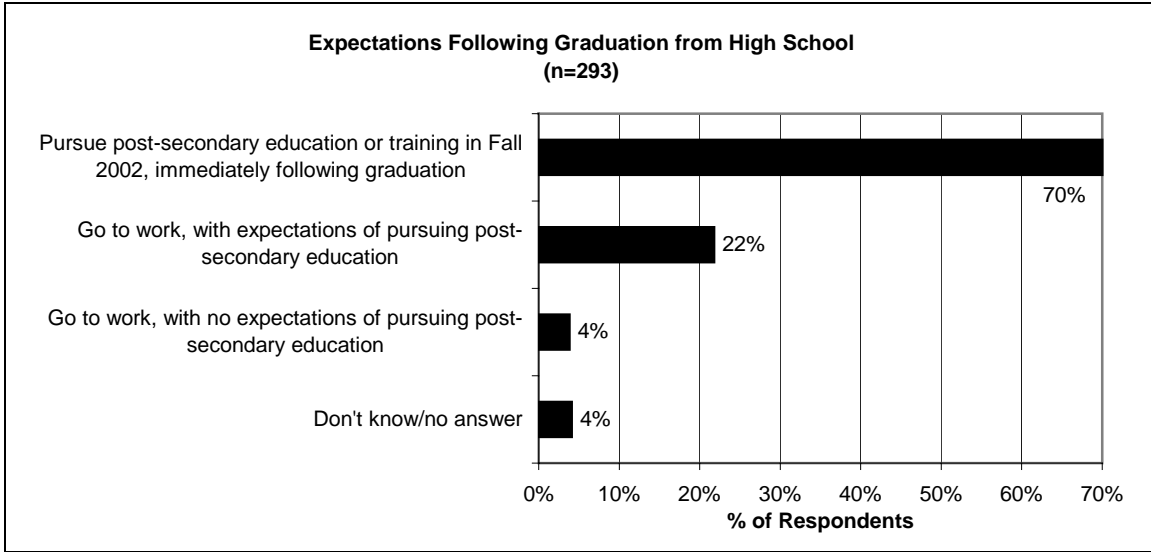
2.4 Expectations and Planning for Future Endeavors

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.

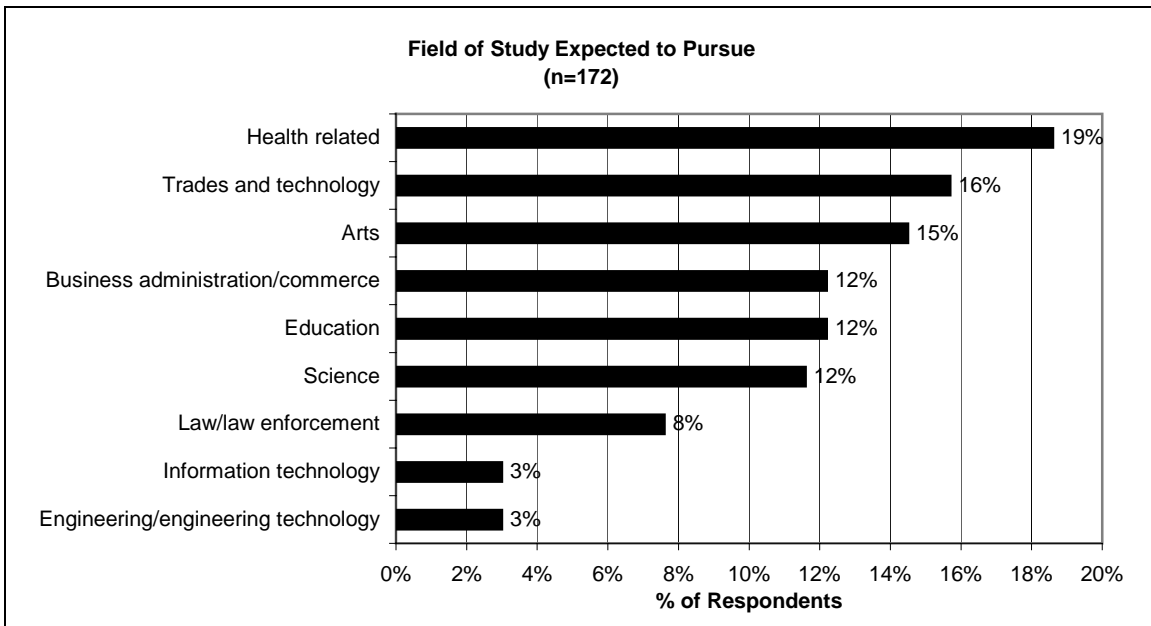
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, seven in ten respondents (70%) from district 16 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, 90% 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, only 36% 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 64% had pursued other activities. Of those who had not intended to pursue post-secondary studies at all after graduation, 36% also had attended a post-secondary institution at some point since graduation.



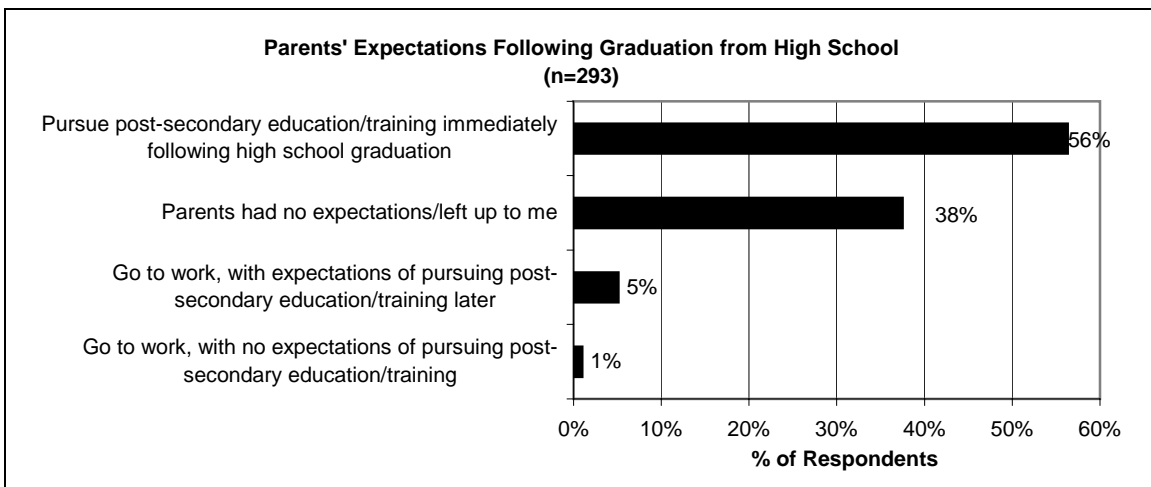
Slightly less than two-thirds of respondents (64%) whose expectations involved post-secondary education had decided what field of study they wanted to pursue during their high school years. The most common fields mentioned were health (19%), trades and technology (16%), and arts (15%). Interestingly, the majority of respondents (61%) 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 (56%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following high school graduation. Over one-third (38%) of respondents felt that their parents had held no expectations for them following high school, but rather had left the decision to them.

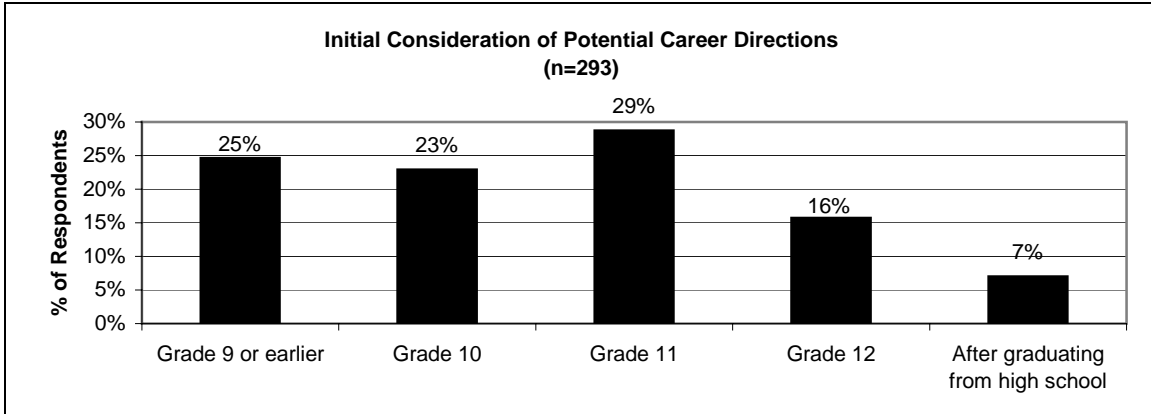
Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies or training immediately following graduation had in fact attended a post-secondary institution since graduation (87%). Of those respondents who felt their parents had held no expectations for them, 61% had pursued post-secondary studies, while 39% had not yet attended an institution at the time of the survey.



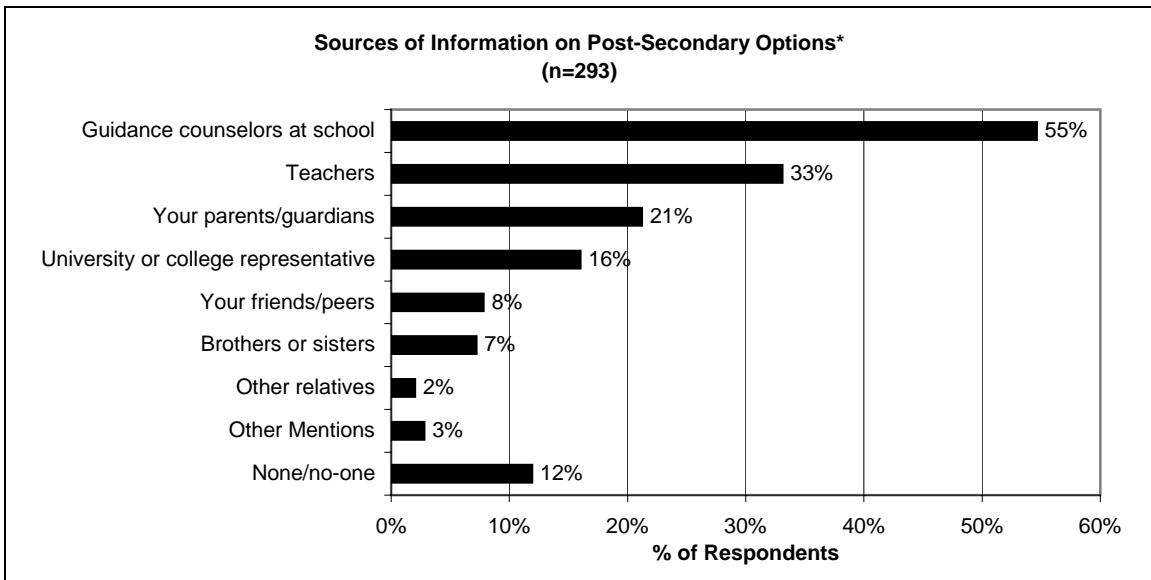
2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating high school (93%), and approximately 77% reported that they had begun to think about their careers even prior to grade 12.

³ Parent: Includes parent/guardian throughout this report.



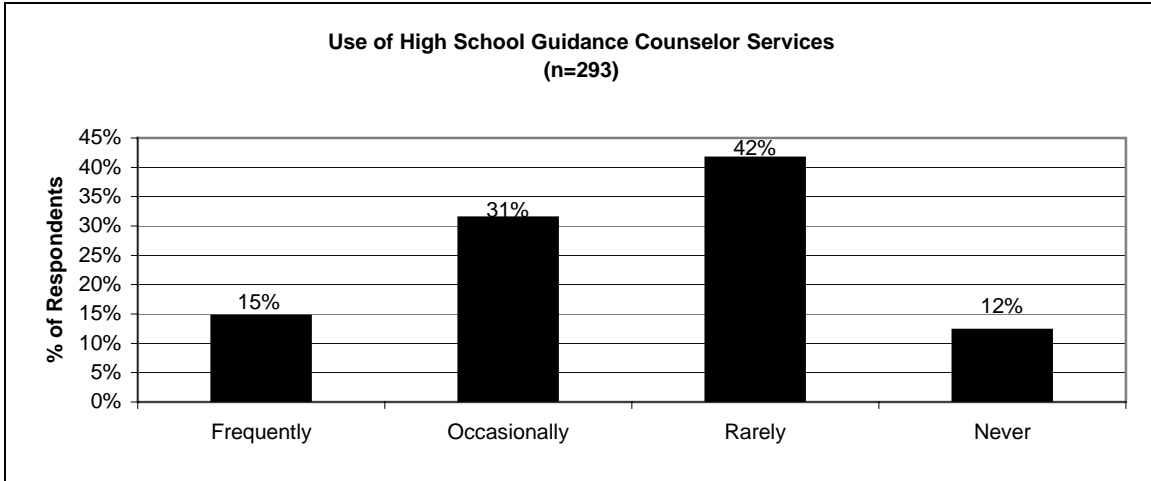
Over eight in ten respondents (85%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (55%) identified guidance counselors at school 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 (33%) and parents/guardians (21%) as sources of information.



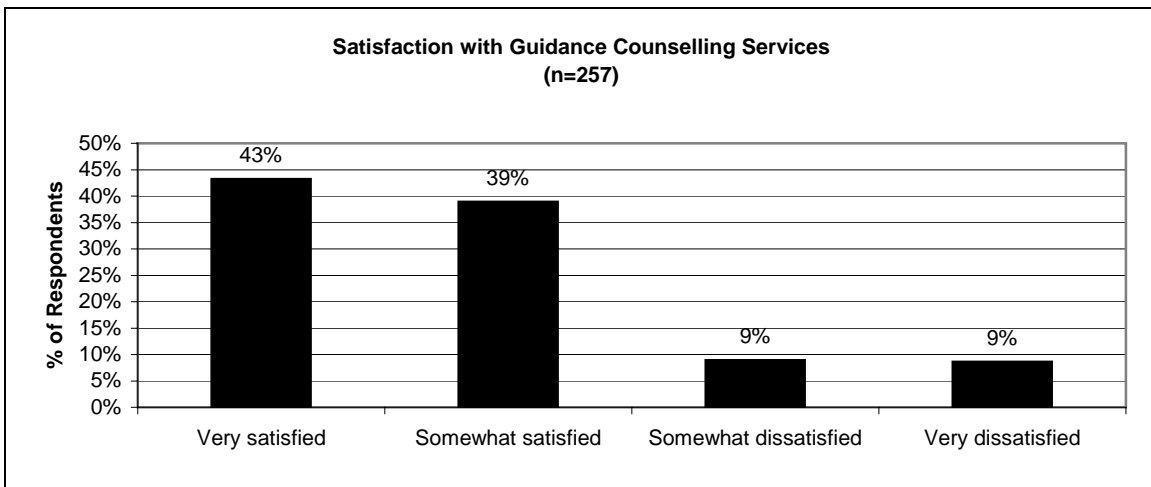
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Almost all respondents from district 16 mentioned they had employed guidance counselor services during high school (88%), with the majority using these services on an occasional (31%) or rare (42%) basis.



Of the respondents who had used guidance counseling services during their high school years, the majority of respondents (82%) were satisfied⁴ with the services they had received.

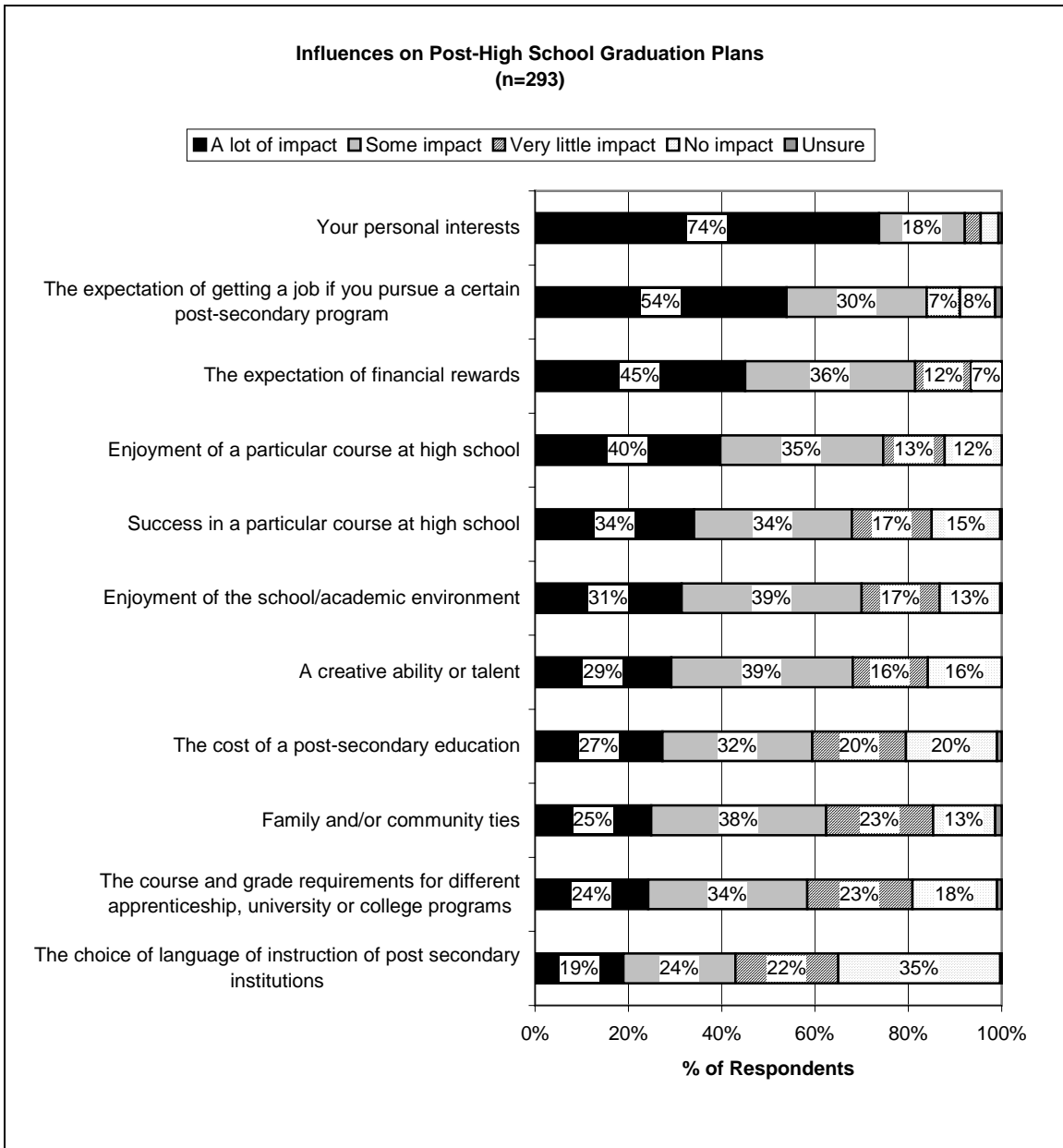


2.4.5 Influences on Post-High School Activities

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 (92%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (84%), expectation of financial rewards (81%), enjoyment of a particular course at high school (75%), and enjoyment of the school/academic environment (70%) were important factors in the decision. Factors that played a less prominent role in the decision included family and/or community ties (63%), the cost of a post-secondary education (59%), the course and mark requirements for different programs (58%), and the choice of language of instruction at an institution (43%).

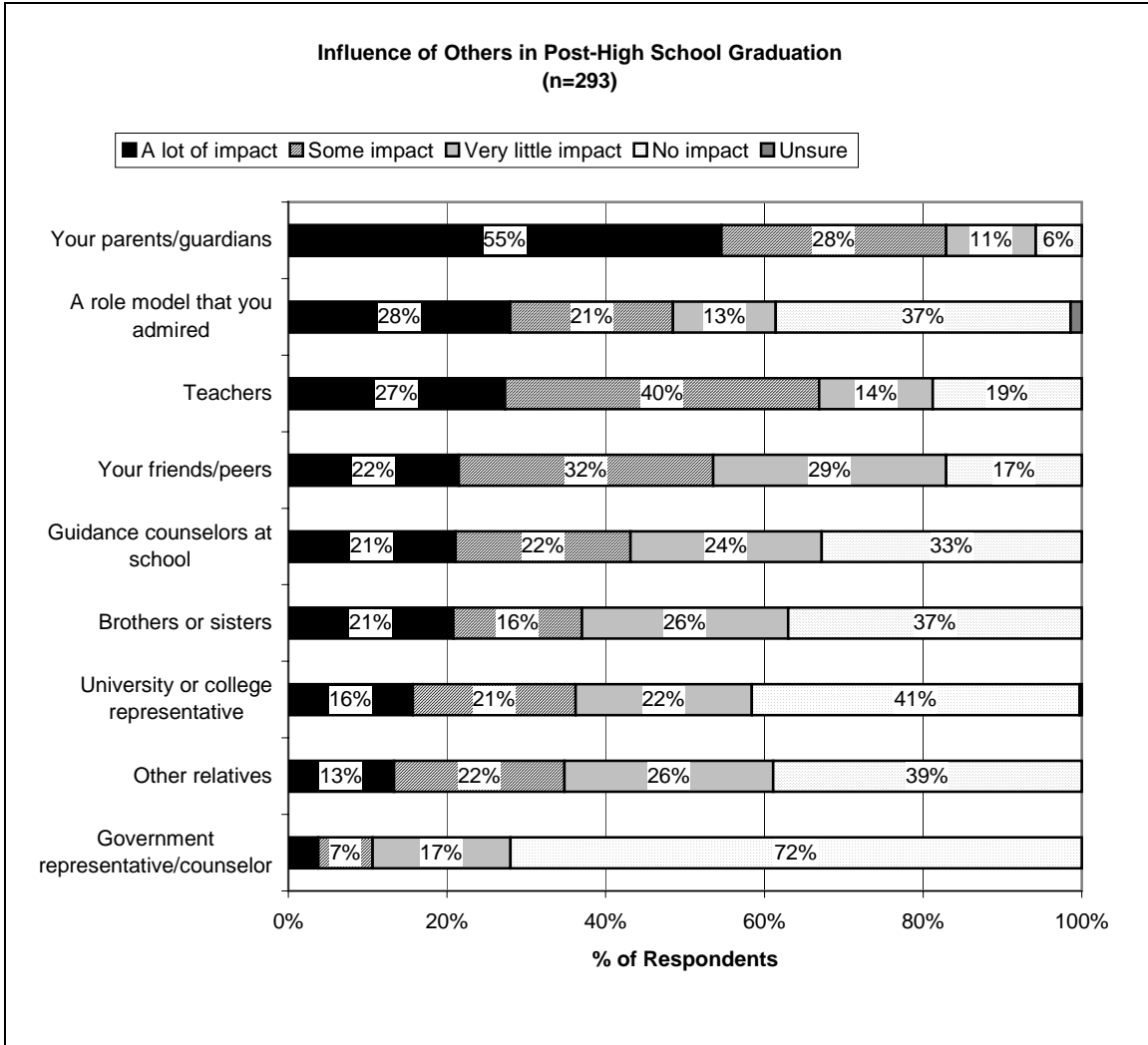
⁴ Satisfied: Includes "very satisfied" or "somewhat satisfied".

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 (83%) had the most influence⁶ on their decisions, followed by teachers (67%), friends/peers (54%), role models (49%), and guidance counselors (43%). Brothers and sisters (37%), university or college representatives (37%), relatives (other than siblings and parents) (35%) and government representative/counselors (11%) 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 (69%) 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 (22%) or did so only in part (9%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, respondents suggested that high school should be more challenging (20%), teachers should be stricter (9%), and that high school should mirror a university style of teaching (9%).

Suggestions for Improvement- Study Habits*		
	(n=90)	% of Respondents
More challenging/greater workload/higher standards	18	20.0
Mirror university style of teaching, testing	8	8.9
Stricter teachers/more discipline	8	8.9
Emphasize independent work/less babying	7	7.8
Teach study habits/study workshops	7	7.8
Increase course choices	4	4.4
Teach more essay writing/reading/research skills	3	3.3
Offer more information on career choices	2	2.2
More one on one with teachers/guidance counselors	2	2.2
More life skills courses/time management	2	2.2
More relevant course work in general	2	2.2
Other Mentions	5	5.5
Unsure	28	31.1

*Multiple responses allowed

The majority of respondents (88%) 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 (7%) or did so only in part (5%).

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 by respondents were to increase course choices (15%) and recruit teachers with better skills (12%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=34)	% of Respondents
Increase course choices/more variety/co-op programs	5	14.7
Better teachers/teaching methods/teaching skills	4	11.8
More relevant course work in general	3	8.8
Teach more essay writing/reading/research skills	3	8.8
Inform students of university requirements/what to expect	2	5.9
More study in science	2	5.9
More challenging/greater workload/higher standards	2	5.9
Mirror university style of teaching, testing	1	2.9
More one on one with teachers/guidance counselor	1	2.9
Unsure	11	32.4

*Multiple responses allowed

When asked to reflect on their high school years, 82% of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. The remaining 18% of respondents felt that high school either did not provide these skills (12%) 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 (26%).

Suggestions for Improvement-Life Skills*		
	(n=54)	% of Respondents
Offer courses or workshops on life skills	14	25.9
Budgeting skills/financial	10	18.5
Time management skills	6	11.1
Offer more information/more classes on life skills	2	3.7
More challenging/greater workload/higher standards	2	3.7
Other Mentions	4	7.6
Unsure	22	40.7

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, 75% of respondents indicated that high school had provided them with adequate preparation for the workforce, in terms of the necessary work-related skills. In addition, 25% of respondents felt that high school either did not provide these skills (19%) or did so only partially (6%).

When asked to identify how high school could have better prepared them for the workforce, the most common response given was to offer courses or workshops on job finding skills (21%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=72)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	15	20.8
Encourage more people to take the co-op program	4	5.6
Offer more/better/longer co-op/youth apprenticeship programs	3	4.2
Provide more information on career choices (job fairs, career days)	3	4.2
Better selection of courses	2	2.8
Stricter teaching/more control	2	2.8
More practical experience/application	2	2.8
Other Mentions	3	4.2
Unsure	38	52.8

*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, 55% of 2002 respondents indicated that they were attending a post-secondary institution at the time of the study, while 45% were working, unemployed, or engaged in another type of activity.

Furthermore, respondents from district 16 can be classified into four distinct categories:

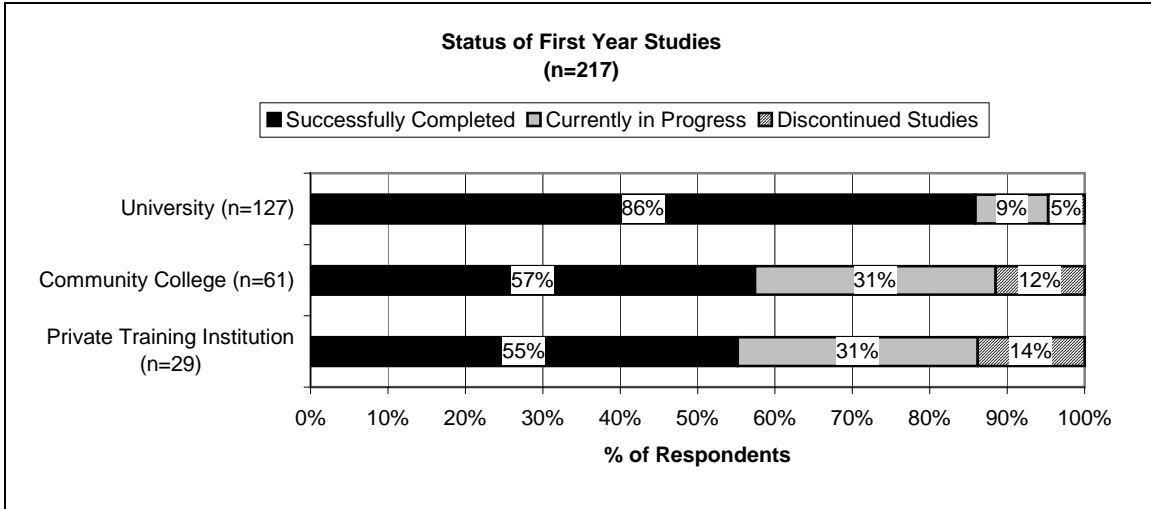
- respondents who were attending a post-secondary institution at the time of the survey (55%);
- respondents who had not yet attended a post-secondary institution (26%);
- respondents who had attended a post-secondary institution and discontinued their studies (11%); and
- respondents who had attended a post-secondary institution and fully completed their program (8%).

3.2 Completion Rate for First Year of Studies

Three-quarters (74%) 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 (74%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less than one-year program), and 18% 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 (86%), followed by respondents who had attended a community college (57%), and those who had attended a private training institution (55%). However, it should be noted that 31% of respondents who had attended a community college, 31% of respondents who had attended a private training institution, and 9% 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.

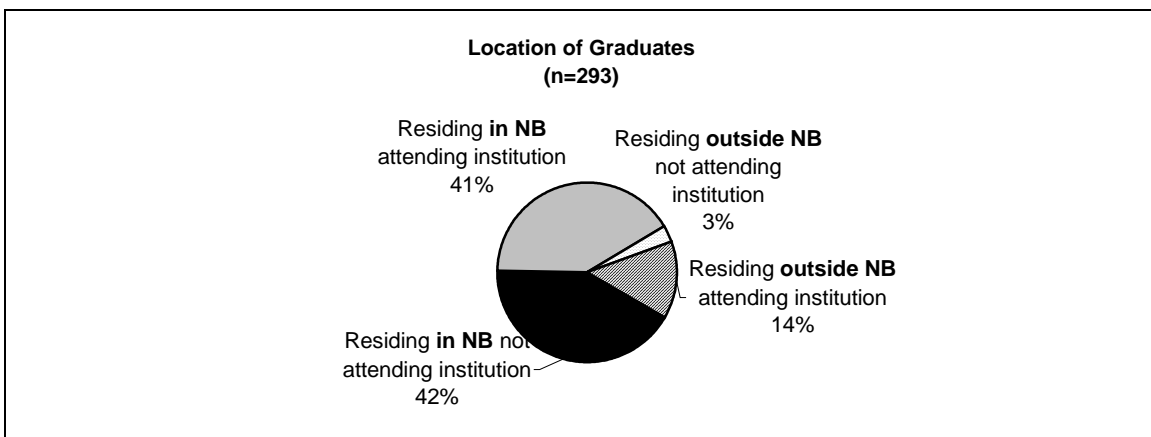


3.3 Mobility of Respondents

Overall, a vast majority (83%) of respondents resided in New Brunswick at the time of the survey. Of those who had remained in the province, 49% had remained to attend an educational institution, while 51% had stayed to pursue another activity. When asked whether they were likely to leave New Brunswick in the future, 24% were unsure, 37% indicated they would leave, and 39% said they were unlikely to leave.

Of those who had left the province, 84% had relocated to attend an educational institution, while 16% had moved for family or personal reasons or to take advantage of more job or money opportunities outside the province. When asked whether they were likely to return to New Brunswick, 24% were unsure, 44% indicated they would return, and 32% 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, 55% of respondents from district 16 were engaged in post-secondary studies.

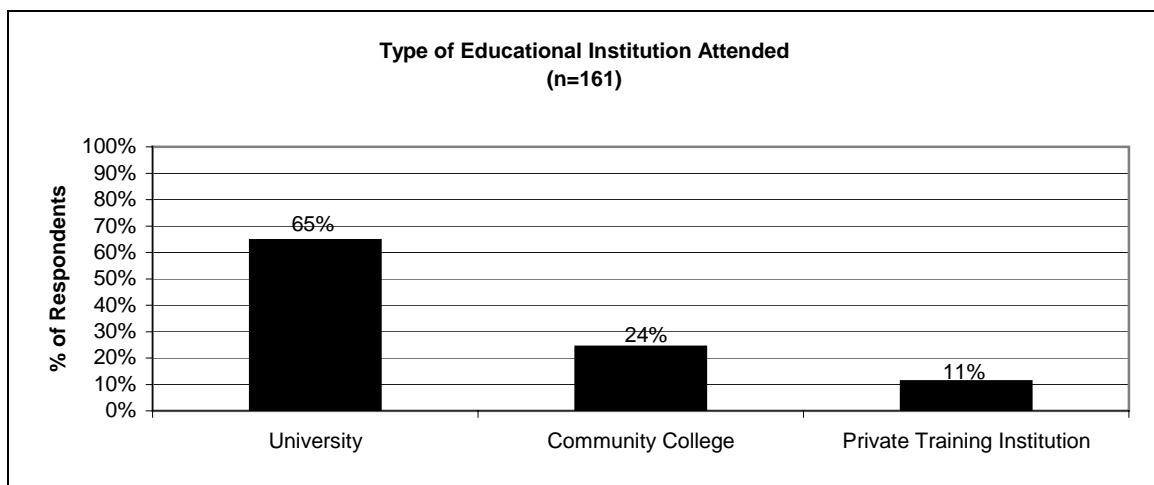
Overall, 71% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this 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 (52%), attending another post-secondary institution (17%), upgrading high school marks (11%), working part-time (9%), or performing another activity (11%).

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 (65%) who were attending a post-secondary institution were attending a university. The remaining respondents were either attending a community college (24%) or a private training institution (11%).



At the time of the study, nearly half of respondents from district 16 who were engaged in post-secondary studies were attending the University of New Brunswick (26%) or a New Brunswick Community College (21%). The majority of respondents indicated they were engaged in studies at their institution of choice (85%).

Name of Post-Secondary Institution		
	(n=161)	% of Respondents
University of New Brunswick	41	25.6
NBCC / CCNB	33	20.5
St. Thomas University	27	16.8
Dalhousie University	15	9.3
St. Mary's University	7	4.3
Other Mentions	38	23.5

4.2.2 Location of Institution

The majority of respondents (74%) had chosen to attend a post-secondary institution within New Brunswick, while 26% of respondents had chosen to attend an institution outside their home province.

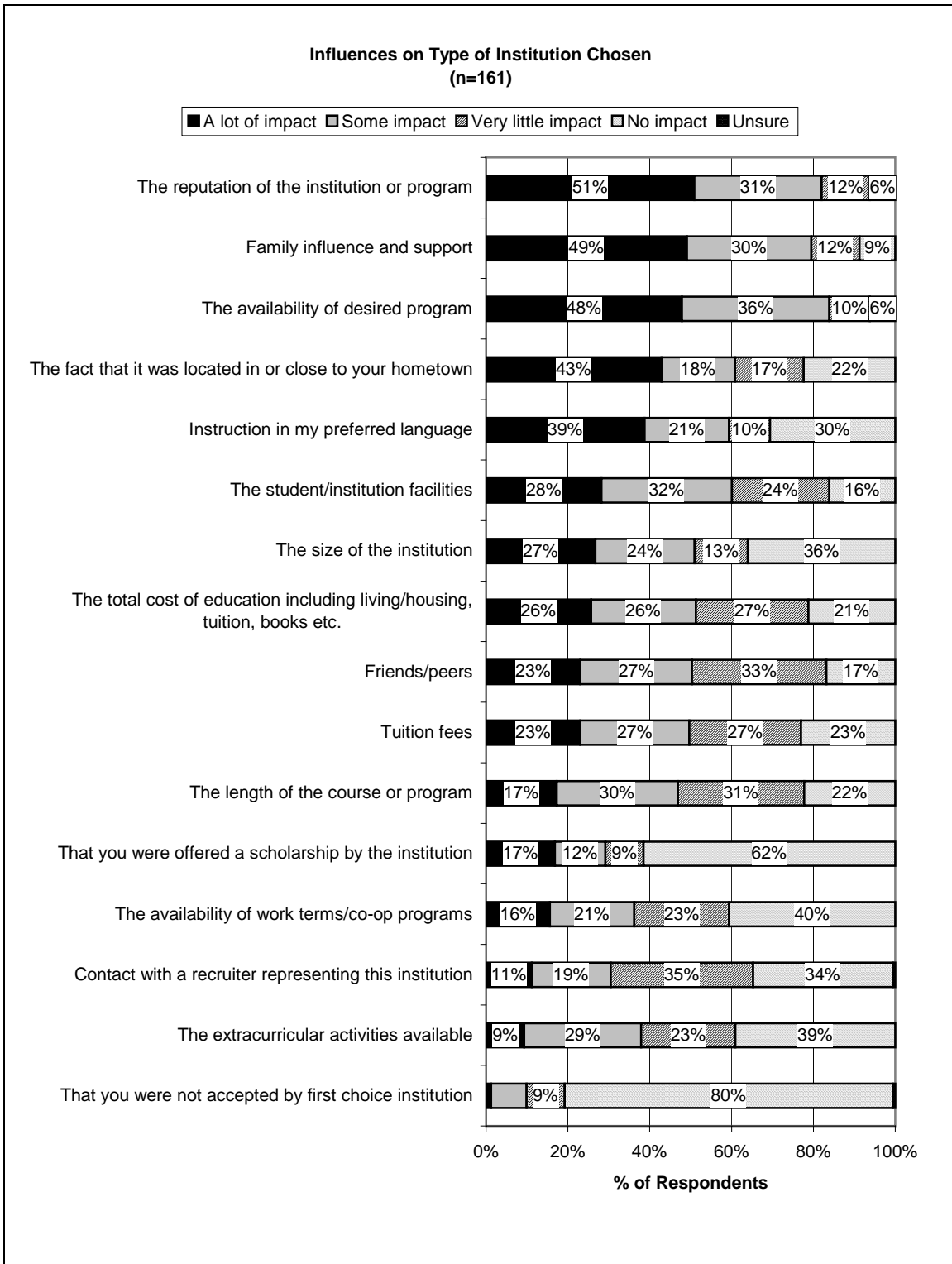
Location of Institution		
	(n=161)	% of Respondents
New Brunswick	119	74.0
Nova Scotia	29	18.0
Ontario	5	3.1
Prince Edward Island	4	2.5
Other Mentions	4	2.4

4.2.3 Influences on Type of Institution Chosen

To determine the impact of select factors on the choice of what type of institution to attend, respondents were asked to rate sixteen factors according to the impact each had on their decision. The factor with the most influence⁷ on the respondents' decision was the availability of their desired program (84%). Second to this, respondents cited the reputation of the institution or program (82%), family influence and support (79%), and the fact that the institution was close to their hometown (61%), as important factors.

The factors that had the *least* amount of influence on the respondents' decision were the extracurricular activities available at the institution (38%), the availability of work terms (37%), contact with a recruiter from the institution (30%), being offered a scholarship from the institution (29%), and not being accepted by a first choice of institution (10%).

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

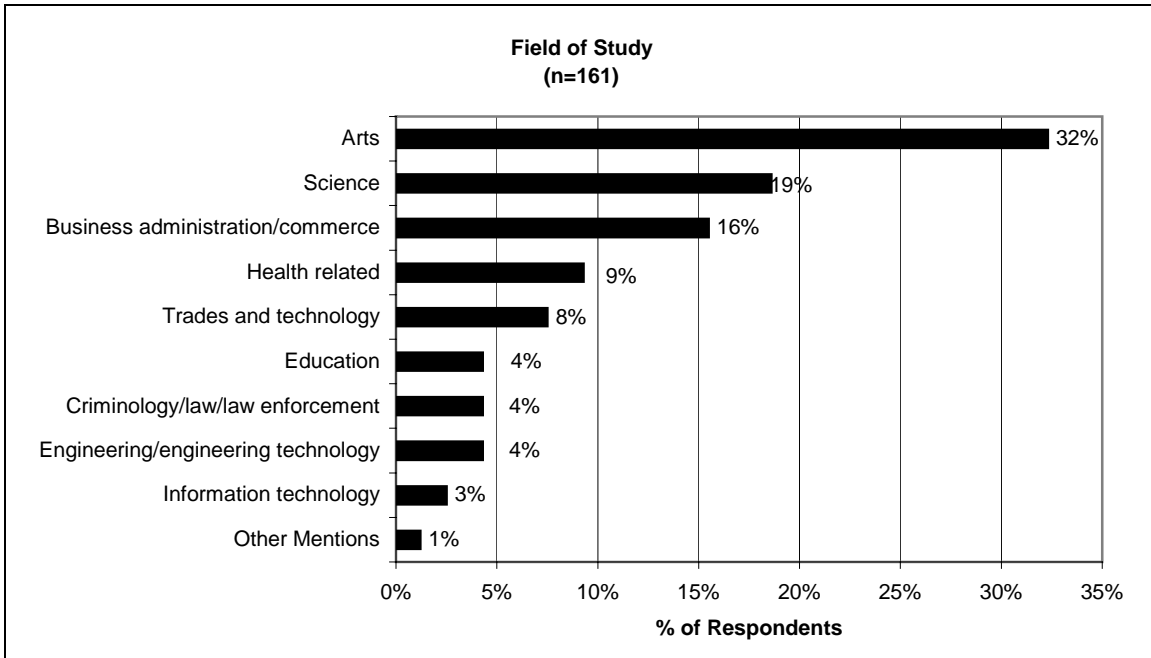


4.3 Scope of Study

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

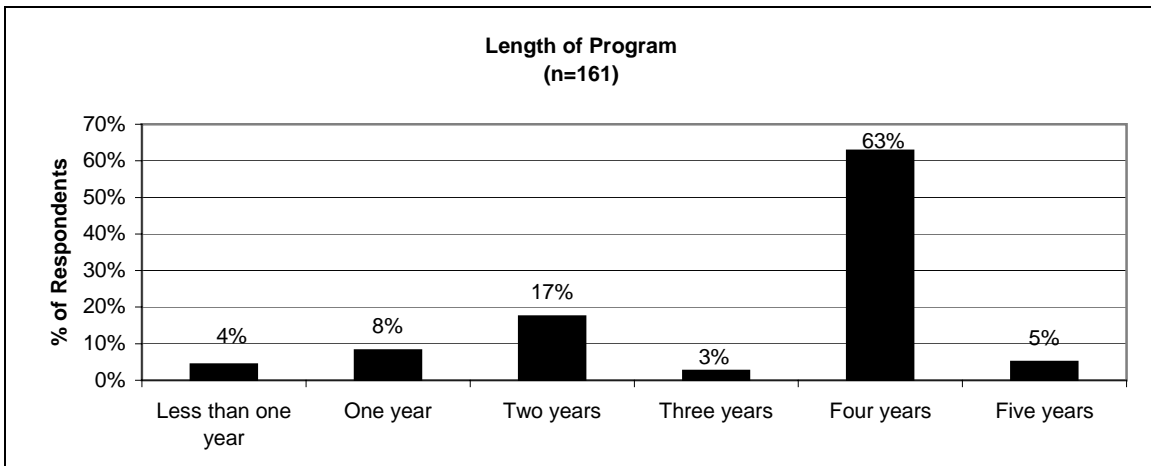
4.3.1 Educational Status and Field of Study

Nearly all respondents from district 16 who were pursuing post-secondary education at the time of the survey were attending classes full-time (94%). The most common fields of study reported by respondents attending a post-secondary institution were arts (32%) and science (19%), followed by business administration/commerce (16%).



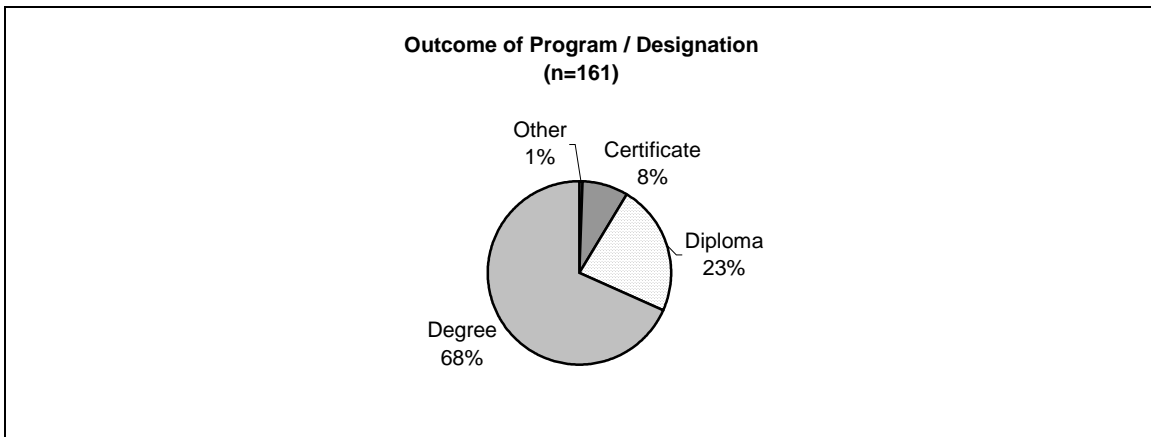
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (63%), followed by a two-year (17%) path of studies. As might be expected, respondents enrolled in a university were pursuing programs of longer duration (97% attending programs of four or more years in length) as compared to those attending community college (80% attending programs of three 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 (68%) or diploma (23%) upon the completion of their program of study.

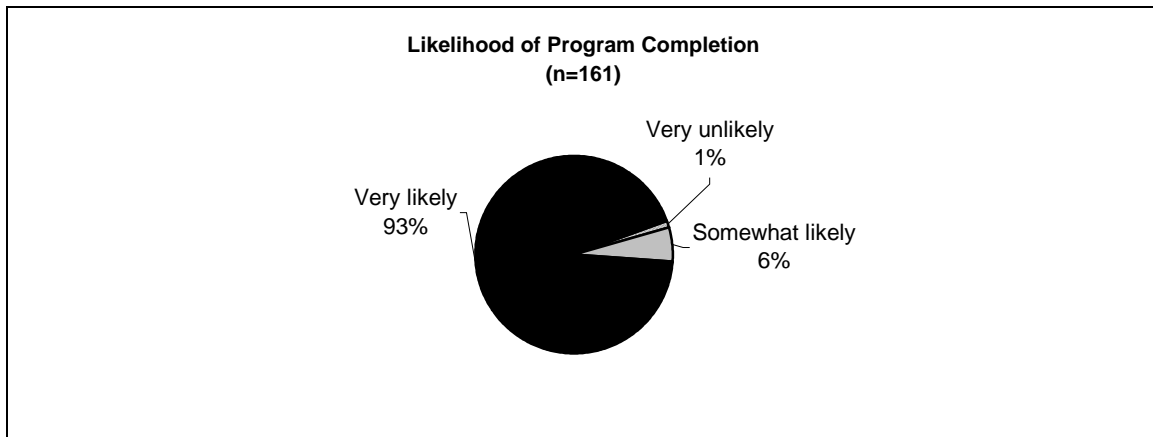


4.4 Expectations for the Future

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 (99%) of respondents indicated they were likely⁸ to complete the post-secondary program in which they were enrolled. The three respondents who reported that completing their program was unlikely⁹ identified that planning on switching programs (n=1), planning on switching institutions (n=1) or a loss of interest (n=1) were reasons why they may be unlikely to complete their program¹⁰.



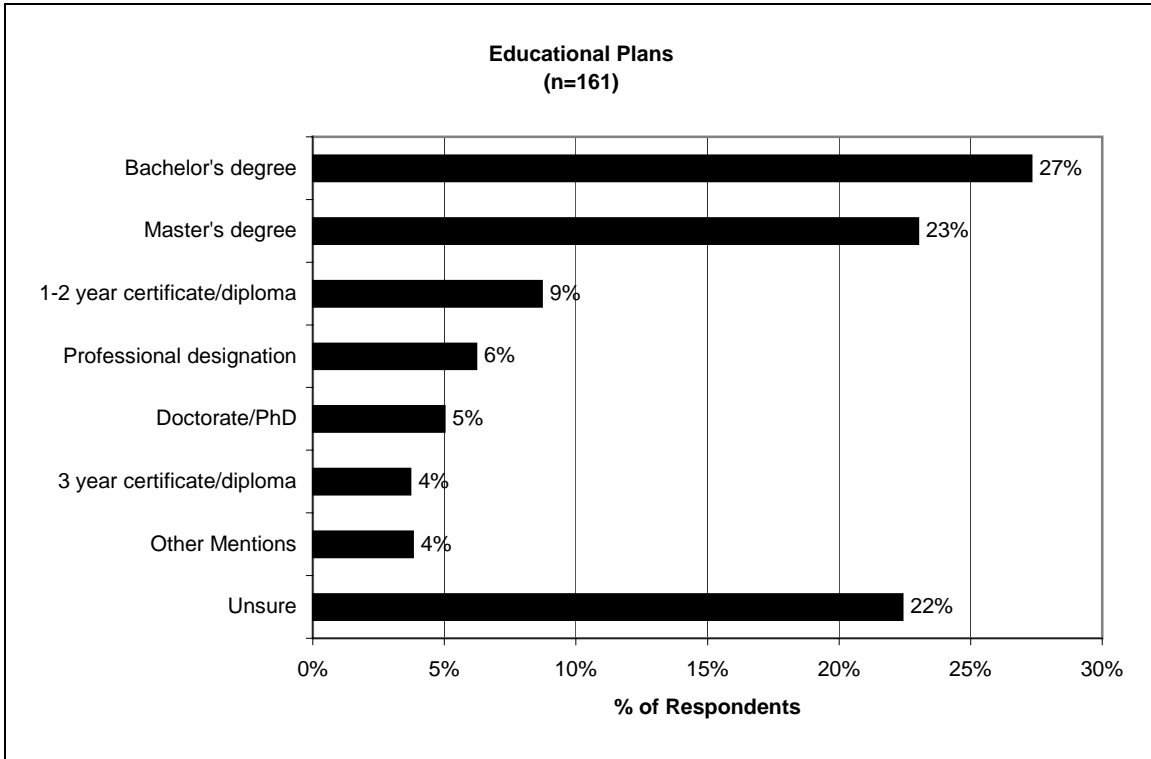
⁸ Likely: Includes “very likely” or “somewhat likely”.

⁹ Unlikely: Includes “very unlikely” or “somewhat unlikely”.

¹⁰ Multiple Responses Allowed

4.4.2 Future Plans for Education

A Bachelor's degree was the most common level of educational attainment aimed for by respondents (27%). Second to this, respondents most commonly mentioned a Master's degree (23%), a 1-2 year certificate/diploma (9%), and a professional designation (6%). In addition, over two in ten respondents (22%) currently engaged in post-secondary studies were unsure of how far they would go with their education.

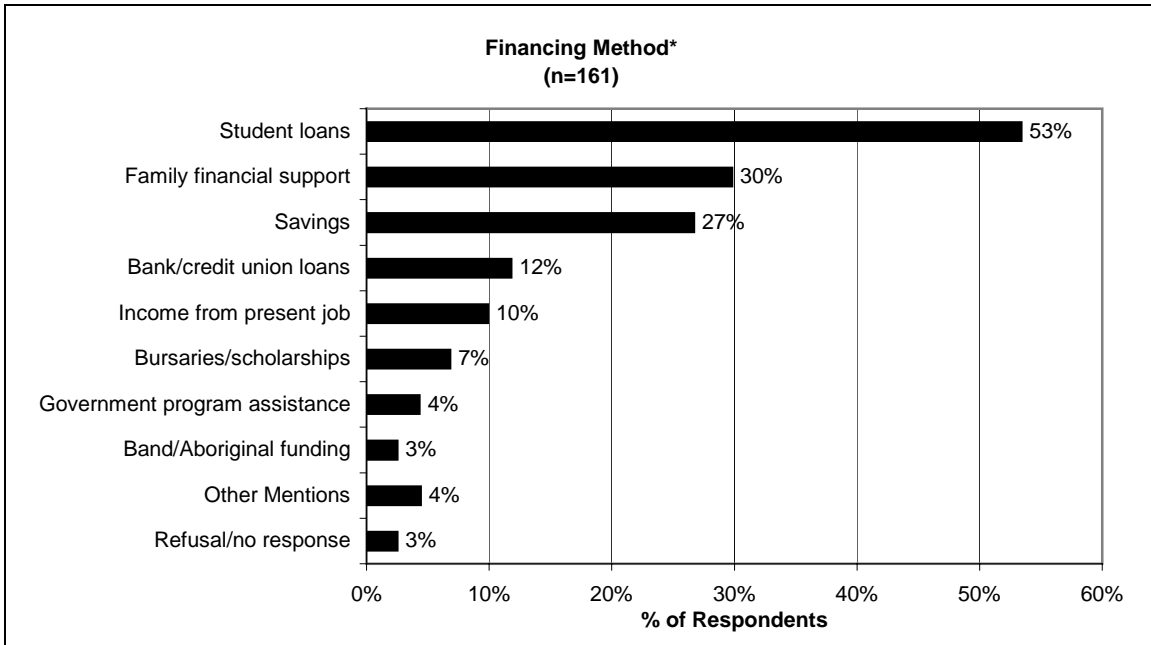


4.5 Financing Post-Secondary Education

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

4.5.1 Method of Financing

Over half (53%) of respondents engaged in post-secondary studies indicated they were financing their education through government student loans, while three in ten respondents (30%) looked to their family for financial support.

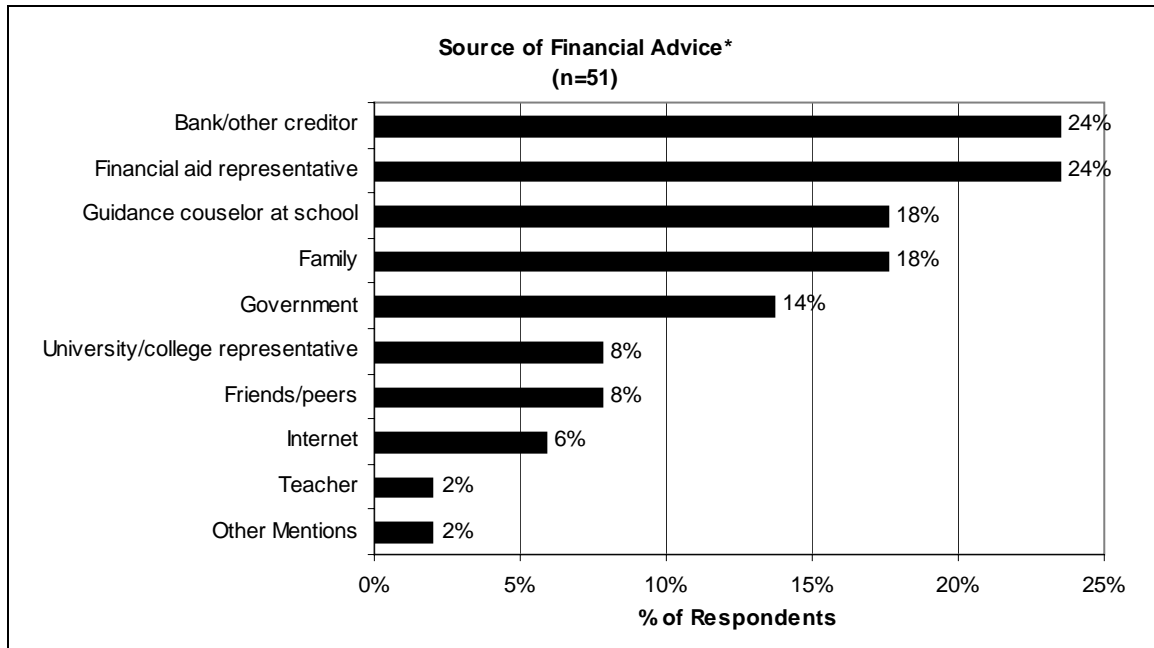


*Multiple responses allowed

4.5.2 Source of Financial Advice

Of the respondents who were enrolled in a post-secondary institution at the time of the survey, approximately three in ten (32%) reported that they had sought financial advice or information about financing their post-secondary education.

Those who had sought advice most commonly received this advice from a financial aid representative (24%), a bank or creditor (24%), guidance counselor at school (18%) or from family (18%).

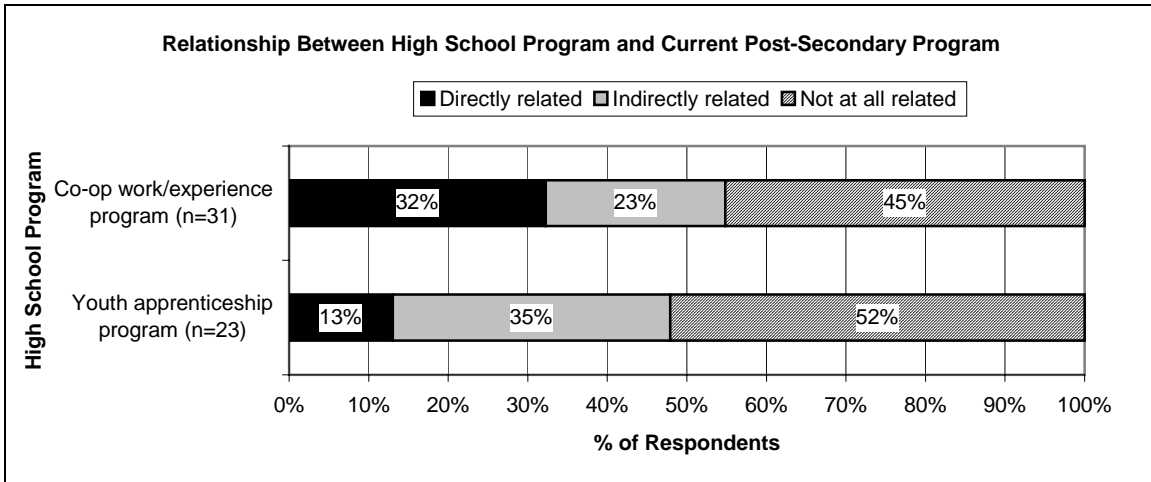


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 88% of respondents indicated they were at least somewhat satisfied (57% very satisfied, 31% 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 55% of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (32%) or indirectly (23%) related to the co-op/work experience program they completed in high school. Similarly, 48% of respondents who participated in a youth apprenticeship program indicated there was a relationship between the two programs (13% directly and 35% 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.

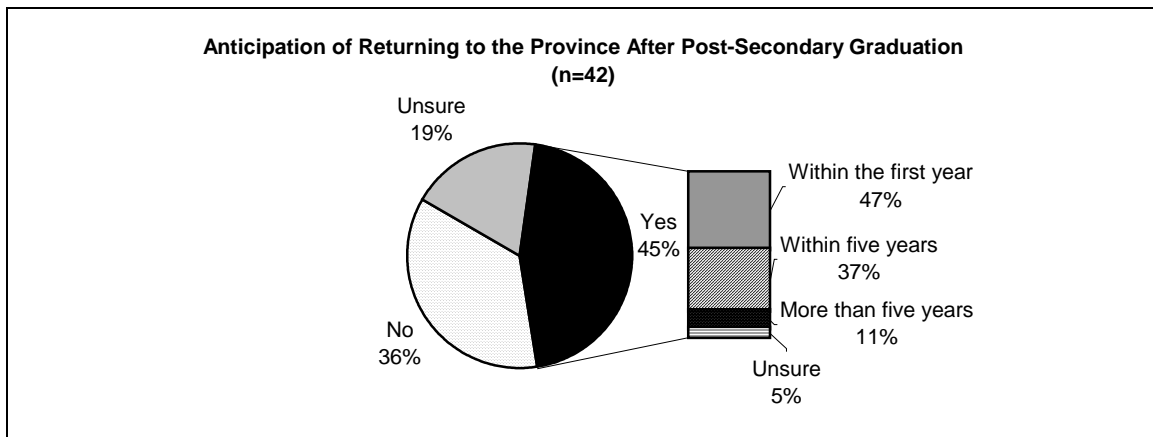
4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

Respondents who were attending an institution outside New Brunswick most commonly reported doing so for personal or family reasons (22%), because the program they wanted was not offered in New Brunswick (19%), or programs were perceived to be of higher quality at out of province institutions (19%).

Reasons for Attending an Institution Outside of New Brunswick*		
	(n=42)	% of Respondents
Personal/family reasons	9	21.5
The program I wanted is not offered in New Brunswick	8	19.0
Programs are of higher quality at out of province institutions	8	19.0
Wanted to do my post-secondary education outside of New Brunswick	5	11.9
Better scholarships are available out of province	3	7.1
Cheaper	2	4.8
New experience/ new places/ better reputation	2	4.8
Rather another institution	1	2.4
Living in New Brunswick and doing correspondence course outside the province	1	2.4
No specific reasons	3	7.1

* Multiple Responses Allowed

Of those respondents attending an institution outside of New Brunswick, 45% planned to return to the province after completion of their program of studies, the majority of whom anticipated returning within the first year following graduation (47%).



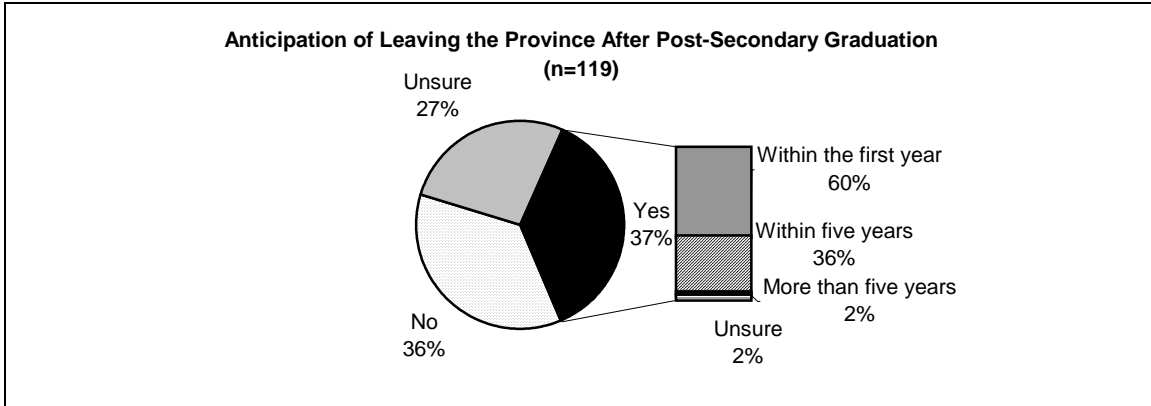
The top reason cited for not returning to New Brunswick (by those who had not planned to return or were unsure if they would return) was better job opportunities elsewhere (31%).

Reasons for Not Returning to the Province*		
	(n=23)	% of Respondents
Better job opportunities	7	30.5
Lack of jobs/fewer job opportunities	4	17.4
Lack of jobs in chosen field	3	13.0
Military	2	8.7
To travel/see other places	2	8.7
Rather live in big city	2	8.7
Personal/family reasons	2	8.7
Don't know/not sure	1	4.3

* 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, 37% anticipated leaving the province after they finished their current post-secondary education or training with the majority of these respondents anticipating leaving within the first year following graduation (60%).



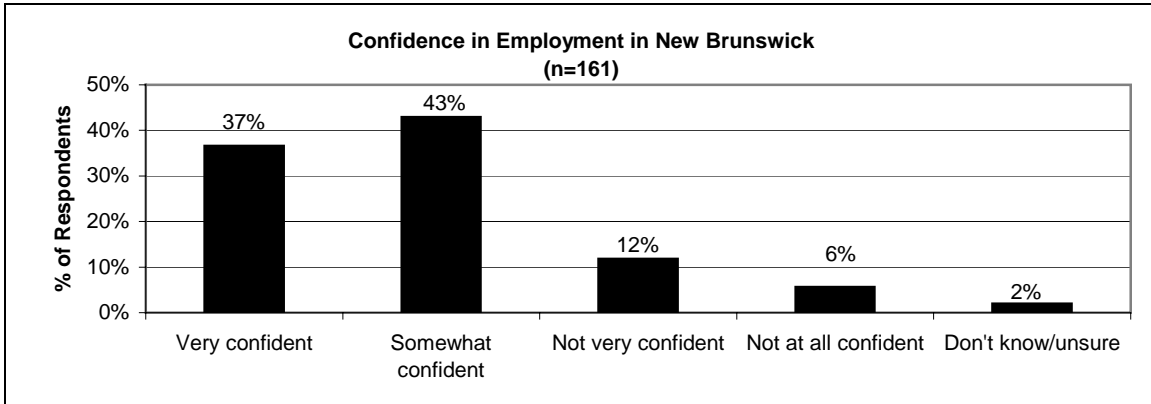
Respondents most commonly cited better job opportunities elsewhere (43%) as motivations for leaving New Brunswick.

Reasons for Leaving New Brunswick*		
	(n=44)	% of Respondents
Better job opportunities	19	43.2
Better wages	9	20.5
To travel/ see other places	7	15.9
Further education	5	11.4
For a change	2	4.5
Lack of jobs in chosen field	1	2.3
Lack of jobs/fewer job opportunities	1	2.2

* 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. Eight in ten respondents (80%) 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”.

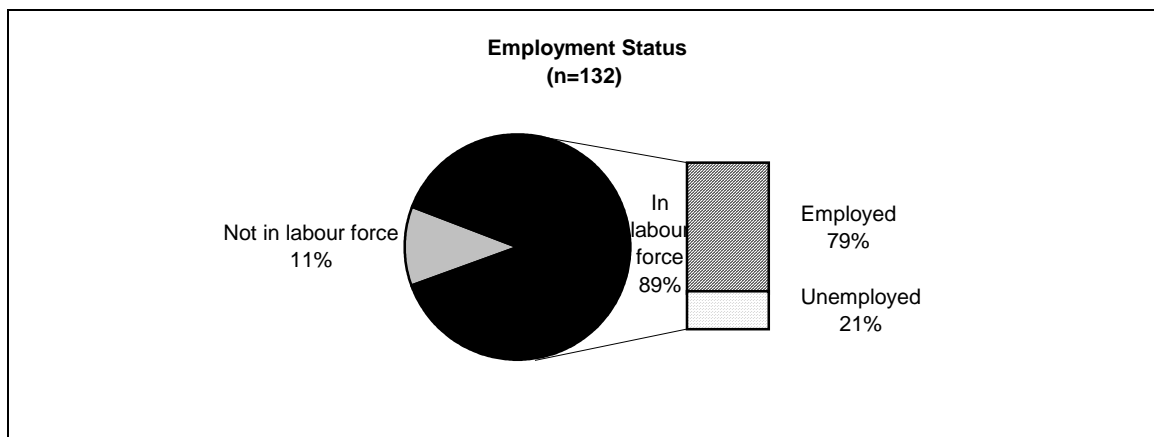
5.0 The Employment Experience

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.

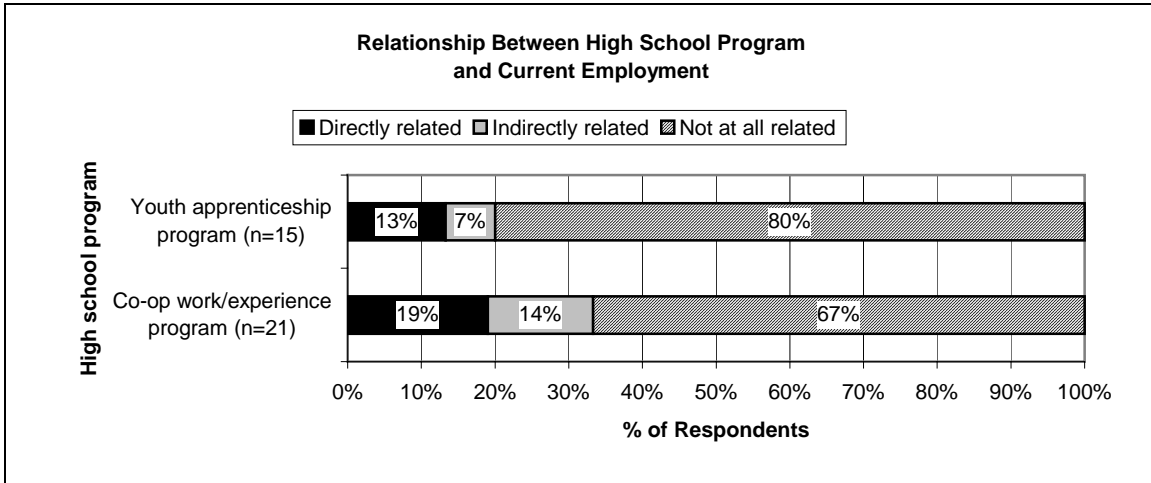
Overall, 45% of respondents from district 16 were not attending a post-secondary institution at the time of this study. Although not attending, 42% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 45% reported successfully completing the entire program and 55% reported discontinuing their studies.

During the reference week, 89% of the respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 11% were not. Of those respondents in the labour force, 79% were employed (full-time: 92%; part-time: 8%) and 21% 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

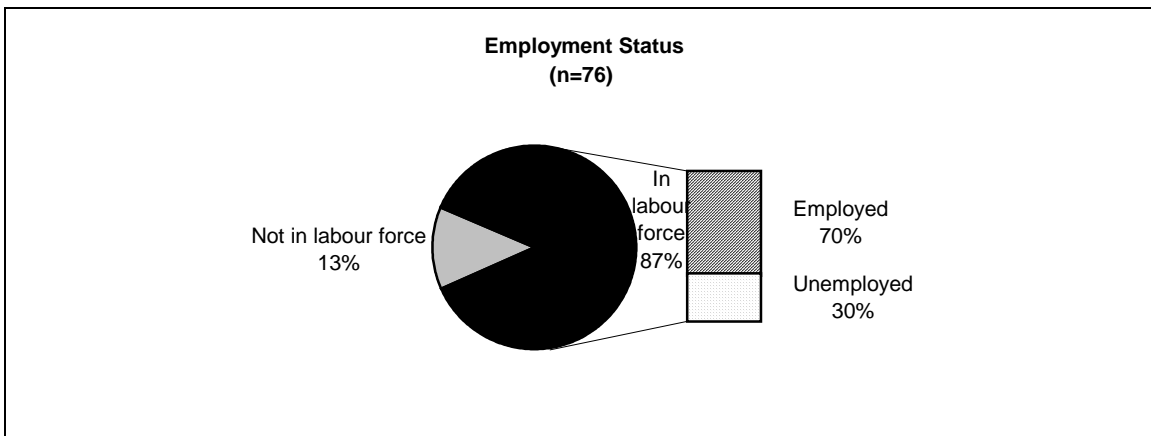
The majority of respondents (67%) who had participated in a co-op/work experience program during high school indicated that the program was not at all related to their current employment. Similarly, the majority of employed respondents who had participated in a youth apprenticeship program (80%) felt that their job was not at all related to the program.



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

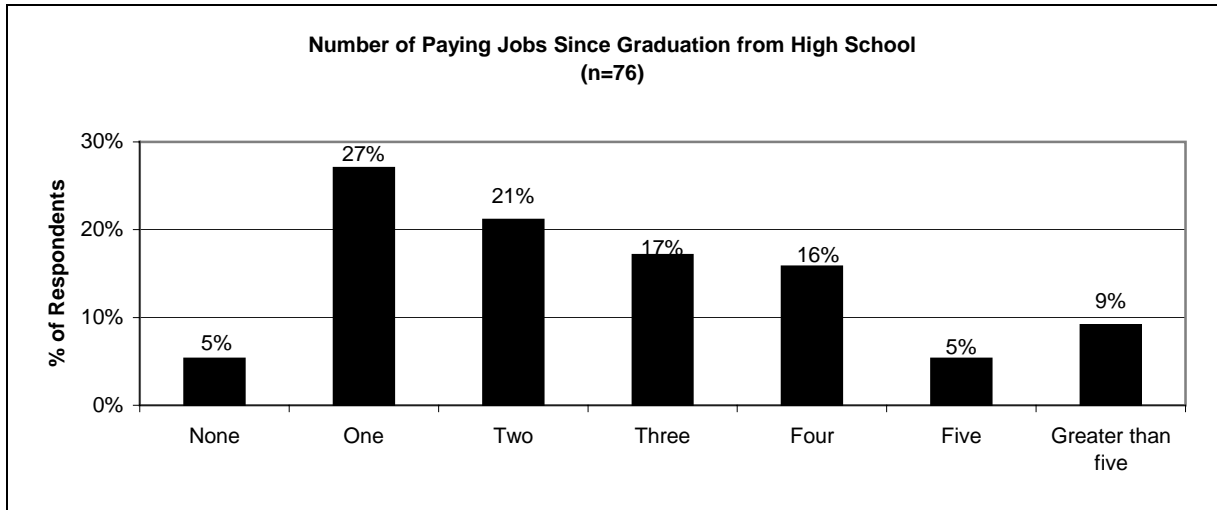
5.2.1 Labour Force and Employment Status

A total of 26% of respondents from district 16 (n=76) had not yet attended a post-secondary institution at the time of the survey. During the reference week, 87% of these respondents were in the labour force, while 13% were not. Of those respondents in the labour force, 70% were employed (full-time: 91%; part-time: 9%) and 30% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2.7 paying jobs since graduation from high school.

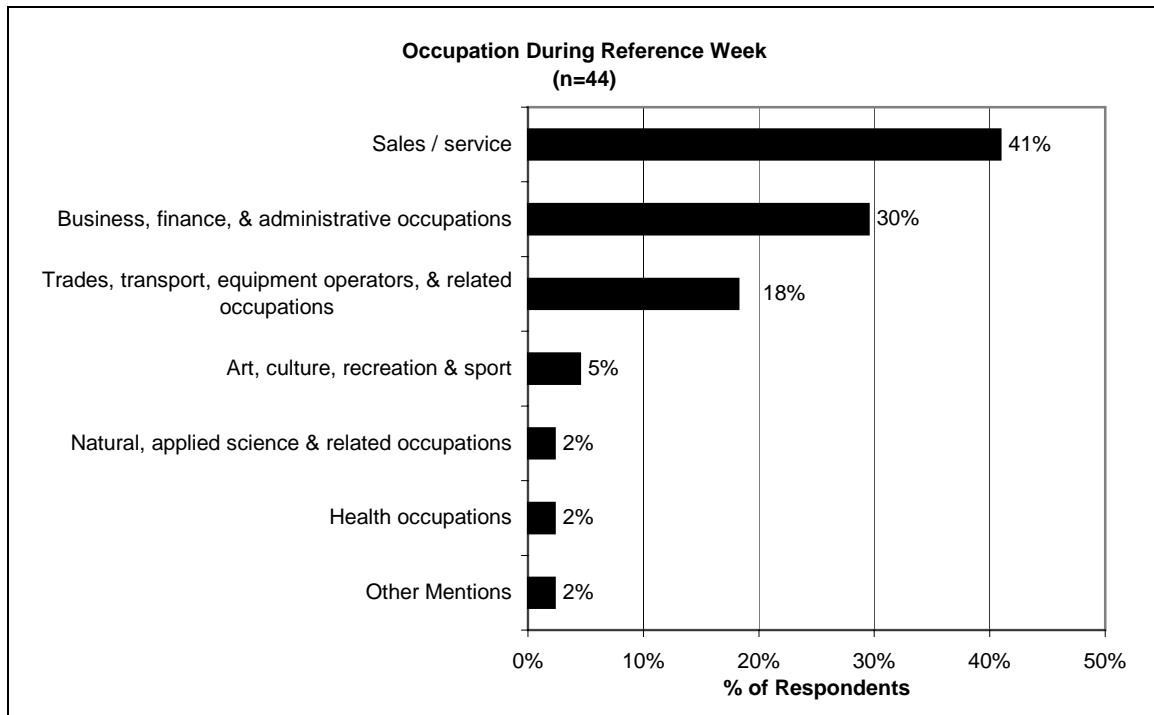


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended a post-secondary institution, 58% were employed during the reference week. Two respondents (5%) who had not yet attended a post-secondary institution indicated participating in an apprenticeship program during the reference week.

Occupation

During the reference week, the majority of employed respondents reported working in a sales or service occupation (41%), followed by business, finance and administrative (30%) or trades, transport, and equipment operation (18%).



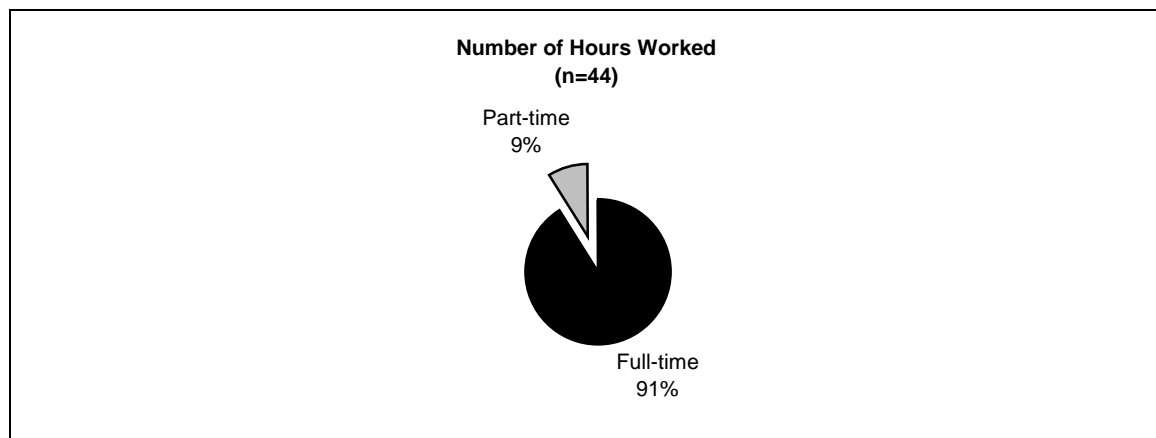
Industry

Working respondents who had not yet engaged in post-secondary education or training reported holding positions in a wide range of industries including retail trade (37%) and administrative support (16%).

Type of Business, Industry or Service During Reference Week		
	(n=44)	% of Respondents
Retail trade	16	36.5
Administrative support, waste management & remediation services	7	15.9
Construction	3	6.8
Accommodations, food services	3	6.8
Manufacturing	3	6.8
Professional, scientific, technical services	3	6.8
Public administration	2	4.5
Health care & social assistance	2	4.5
Information & cultural industries	2	4.5
Transportation & warehousing	1	2.3
Mining, oil & gas	1	2.3
Agriculture, forestry, fishing, hunting	1	2.3

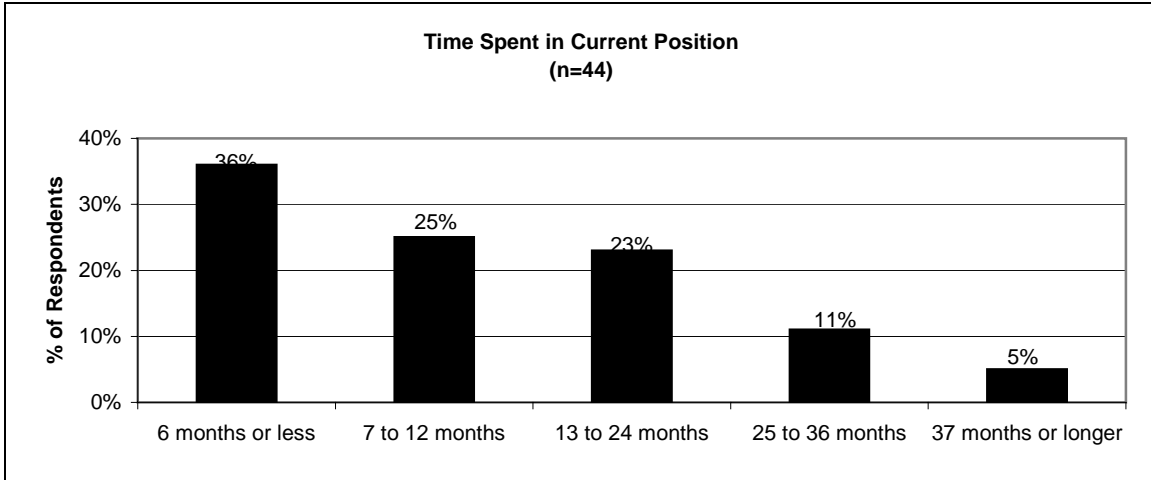
Average Number of Hours Worked & Average Hourly Wage

The majority (91%) 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 38.8 hours during that particular week and earned a mean hourly wage of \$8.19.



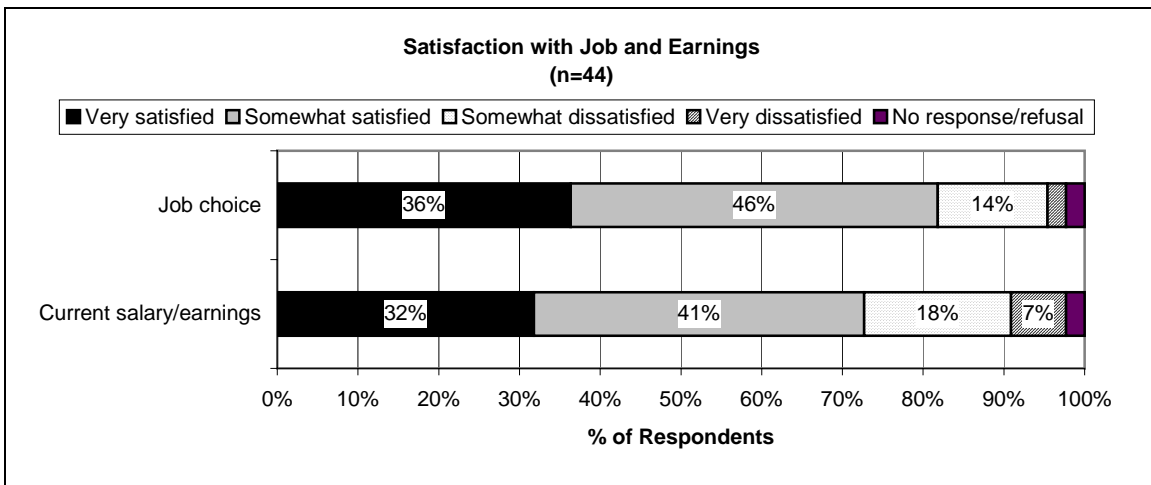
Length of Time Employed in Current Position

The majority of working respondents who had not yet attended a post-secondary institution had been employed in their current position for a mean period of 13.4 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, nearly three-quarters (73%) were at least somewhat satisfied with their current salary or earnings and a greater proportion was at least somewhat satisfied with their job choice (82%).



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, 67% were unemployed and 33% were not in the labour force. Of those unemployed, 65% were looking for employment during the reference week, 25% were waiting for a recall after a layoff, and 10% were waiting for a new job to start in the following four weeks. When asked what type of work they were looking for, 54% indicated they were seeking full-time work, 23% claimed they were seeking part-time work, and 23% had no preference.

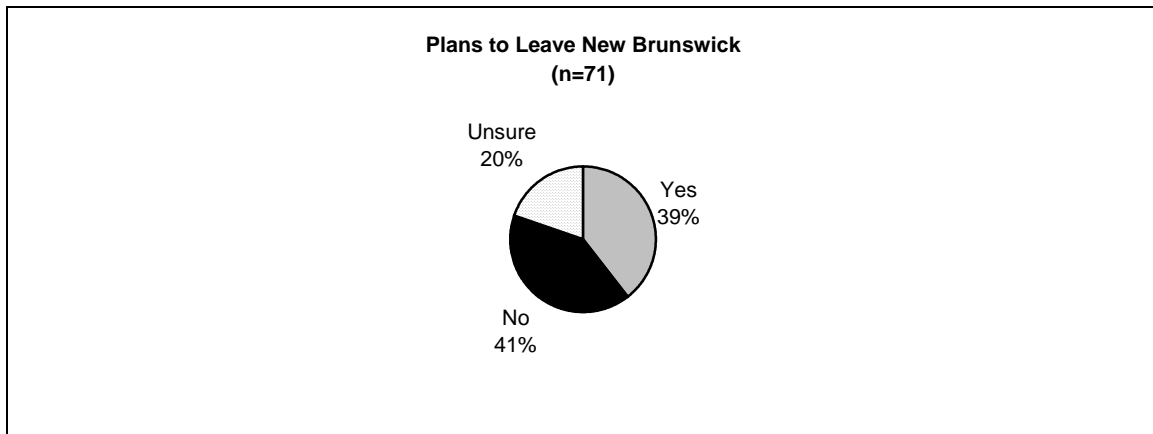
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=20)	% of Respondents	(n=10)	% of Respondents
Inability to find job related to your training/experience	8	40.0	2	20.0
Waiting for recall to work after a layoff	5	25.0	-	-
Waiting for a new job to start in the next 4 weeks	2	10.0	-	-
Not working due to own illness/disability	1	5.0	1	10.0
No work available in area/looking for job	1	5.0	1	10.0
Receiving EI	1	5.0	-	-
Traveling	1	5.0	-	-
Not looking for work	-	-	2	20.0
Not working due to personal or family responsibilities	-	-	1	10.0
Maternity leave	-	-	1	10.0
Other Mentions	1	5.0	-	-
Refused	-	-	2	20.0

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (93%) of district 16 respondents who had not yet attended a post-secondary institution reported living in New Brunswick. Of these respondents, 39% anticipated leaving the province in the future, 41% indicated they did not expect to leave and 20% were uncertain.



Of the respondents who anticipated leaving New Brunswick (n=28), 36% planned on leaving within the following year, 43% expected to leave within the following five years, 14% anticipated leaving in more than five years, and 7% were unsure. Reasons given for choosing to leave the province differed. For example, half (50%) of respondents expected to leave for better job opportunities elsewhere.

Reason for Leaving New Brunswick*		
	(n=28)	% of Respondents
Better job opportunities	14	50.0
To travel/see other places	5	17.9
Further education	4	14.3
Current employment/work	3	10.7
Personal/family reasons	1	3.6
Not bilingual	1	3.5

* Multiple Responses Allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

The five respondents who were no longer residing in New Brunswick reported that more job opportunities outside the province (n=3), the ability to make more money outside the province (n=1), and other nonspecific reasons (n=2) motivated the move¹². One of these respondents did anticipate returning to New Brunswick within five years. However, one of the remaining respondents did not anticipate returning to New Brunswick and three were unsure, on account of better job opportunities (n=2) and wages (n=1) outside the province as well as personal/family reasons (n=1)¹³.

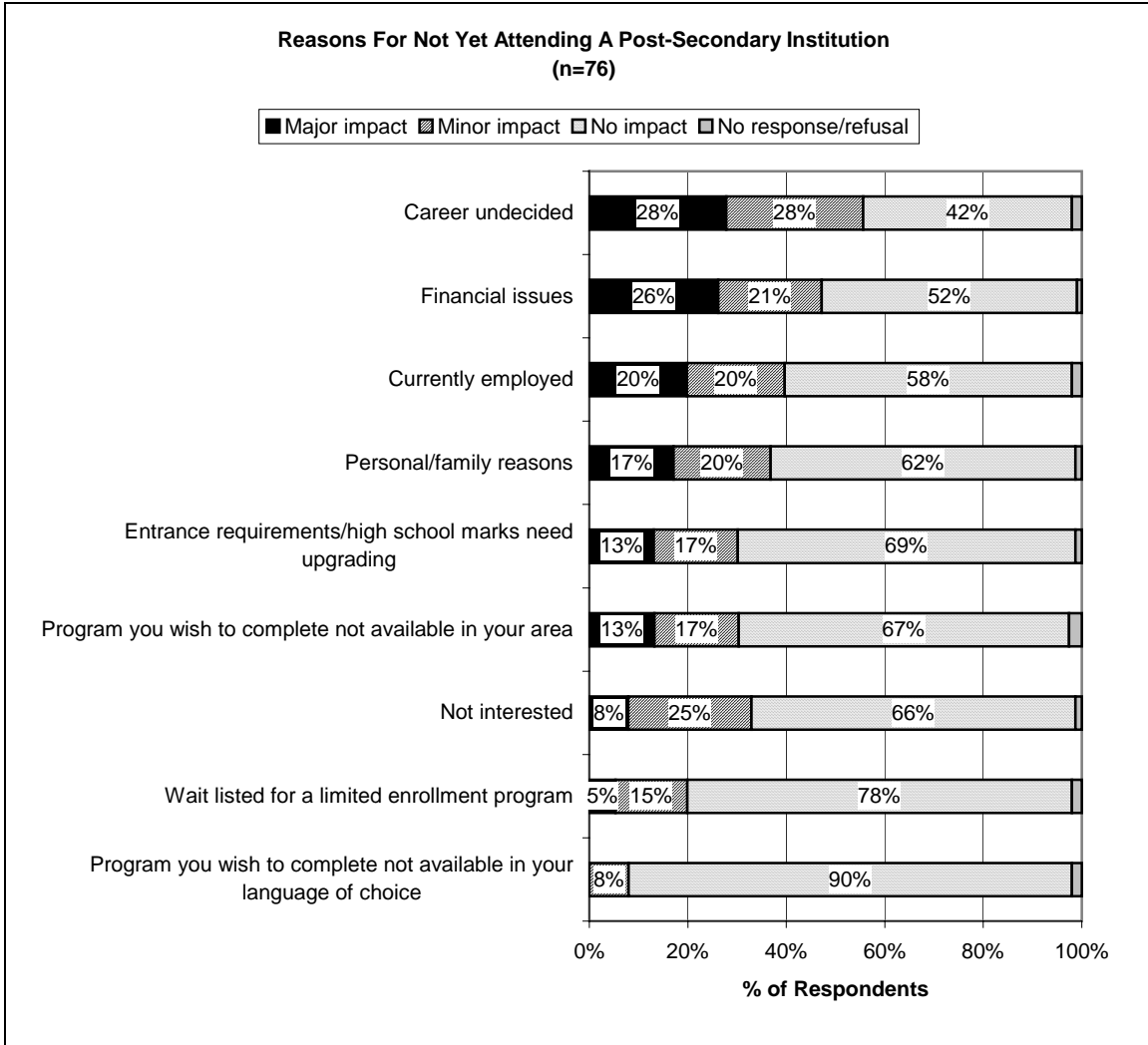
5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

Nine potential barriers to post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was 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 not having decided on a career (56%) was the factor that had the most influence¹⁴ on their decision not to attend a post-secondary institution, in addition to financial issues (47%) and being currently employed (40%). Only a small proportion of respondents indicated that being wait-listed for a limited enrollment program (20%) and not having a program of interest available in their language of choice (8%) 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”.



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 (67%) indicated that the fear of getting into too much debt played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=36)	% of Respondents
You are afraid of getting into too much debt	24	66.7
You were not able to get enough money to attend	14	38.9
The program you wish to take is too expensive	14	38.9
Other Mentions	3	8.3

All respondents who had reported “not being interested in attending” as a factor in their decision not to pursue post-secondary education to date expressed a desire to take a break from formal learning and to attend sometime in the future (80% each), while 76% indicated a desire to continue working and making money.

Reasons for Citing NOT INTERESTED		
	(n=25)	% of Respondents
You wish to take a break from formal learning	20	80.0
You wish to attend sometime in the future	20	80.0
You want to continue working and making money	19	76.0
You are planning on doing some traveling before deciding about a post-secondary education	8	32.0
You feel that a post-secondary education will not help you get a job	2	8.0
Other Mentions	1	4.0

Of those respondents who had indicated an “undecided career” was a factor, most (91%) 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=42)	% of Respondents
You are undecided between more than one career choice	38	90.5
You did not have sufficient information on your post-secondary options	11	26.2
Other Mentions	1	2.4

Most frequently, those who had cited “entrance requirements” as a factor that had had an impact said not meeting the requirements for the *institution* (44%) or *program* (44%) they wanted to enter had played a part in their decision not to attend a post-secondary institution.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=23)	% of Respondents
You did not meet the entrance requirements for the institution you wished to enter	10	43.5
You did not meet the requirements for the program you wished to enter	10	43.5
The pre-requisite courses were not available at your school	6	26.1
You are in high school upgrading your marks	1	4.3
Other Mentions	1	4.3

Respondents who had reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution to date most frequently indicated that present family commitments (54%) and not wanting to leave their community and home (43%) had played a role.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=28)	% of Respondents
Your present family commitments	15	53.6
You don't want to leave your community and home	12	42.9
Health reasons prevent you from attending	5	17.9

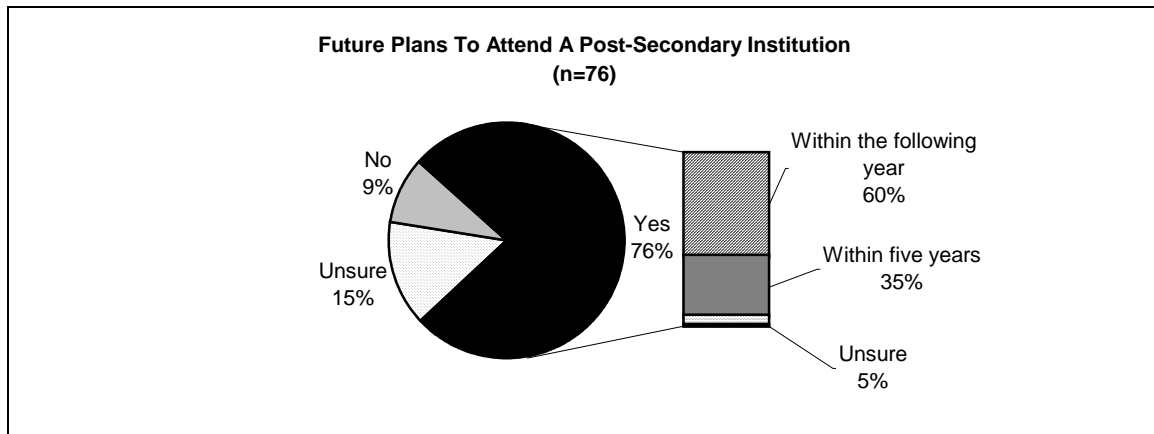
Most frequently, those respondents who had indicated their “current employment” was a factor indicated that the need to support themselves had played a part in their decision not to attend a post-secondary institution (93%). Second to this, respondents cited a desire to work (80%) as a factor in the decision.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=30)	% of Respondents
To support yourself	28	93.3
Working is what you want to do	24	80.0
You believe that your work experience will get you to your career goals	20	66.7
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	19	63.3
You are still undecided on your career path	15	50.0
To earn money for post-secondary education	15	50.0
To support your family	7	23.3
You have started your own business	1	3.3

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Over three-quarters of respondents (76%) who had not yet attended a post-secondary institution planned to attend one at some time in the future. Of those respondents who intended to pursue post-secondary education, 60% planned to go the following year, 35% planned to go within five years, and 5% were unsure when they would attend.



Motivations for Pursuing Education

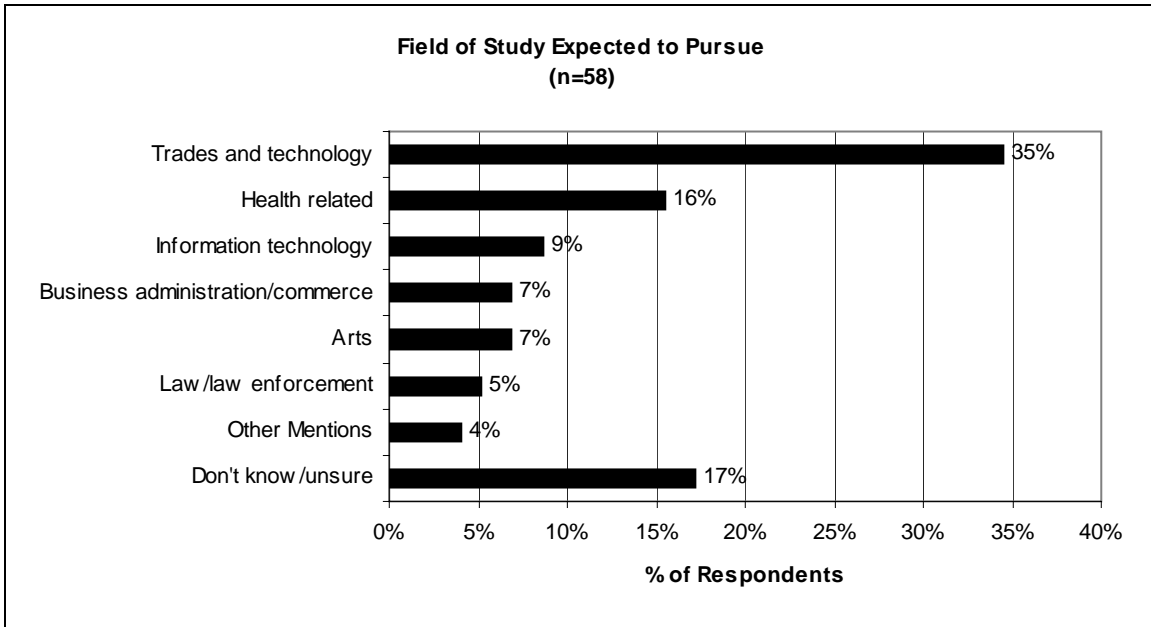
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently cited reason (78%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=58)	% of Respondents
To get a better job/further career opportunities	45	77.7
To further education/better myself	5	8.6
Will have sufficient financial resources	3	5.2
You have been accepted in a post-secondary program that you wanted	2	3.4
Know what you want to do	2	3.4
Will have mature student status	1	1.7

* Multiple Responses Allowed

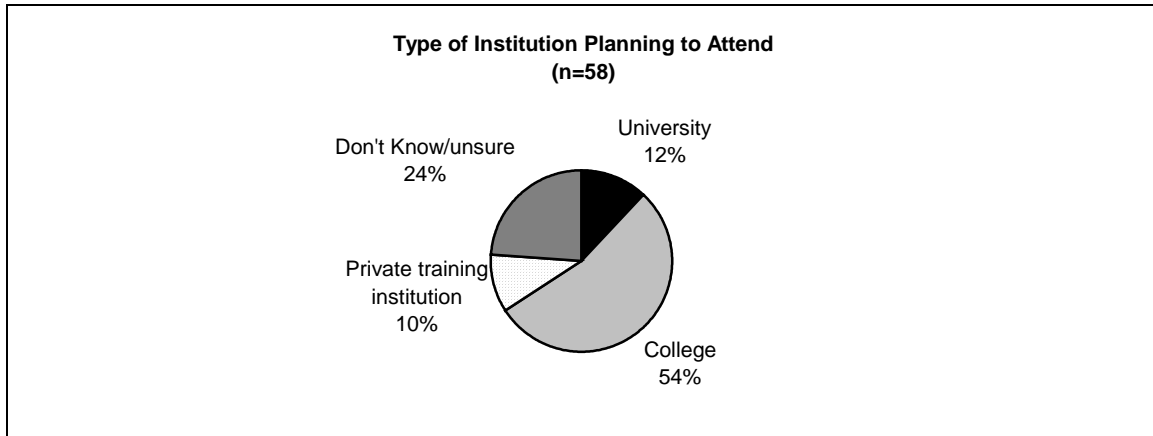
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (35%), followed by health (16%) and information technology (9%). Approximately 17% of respondents were unsure of what field of study they would pursue.



Type of Institution

Over half of the respondents who anticipated pursuing post-secondary studies planned on attending a college (54%).



Name of Institution

Over one-third of respondents (36%) were unsure which post-secondary institution they would attend. The remaining respondents mentioned several different institutions, with a New Brunswick Community College being cited most frequently (35%).

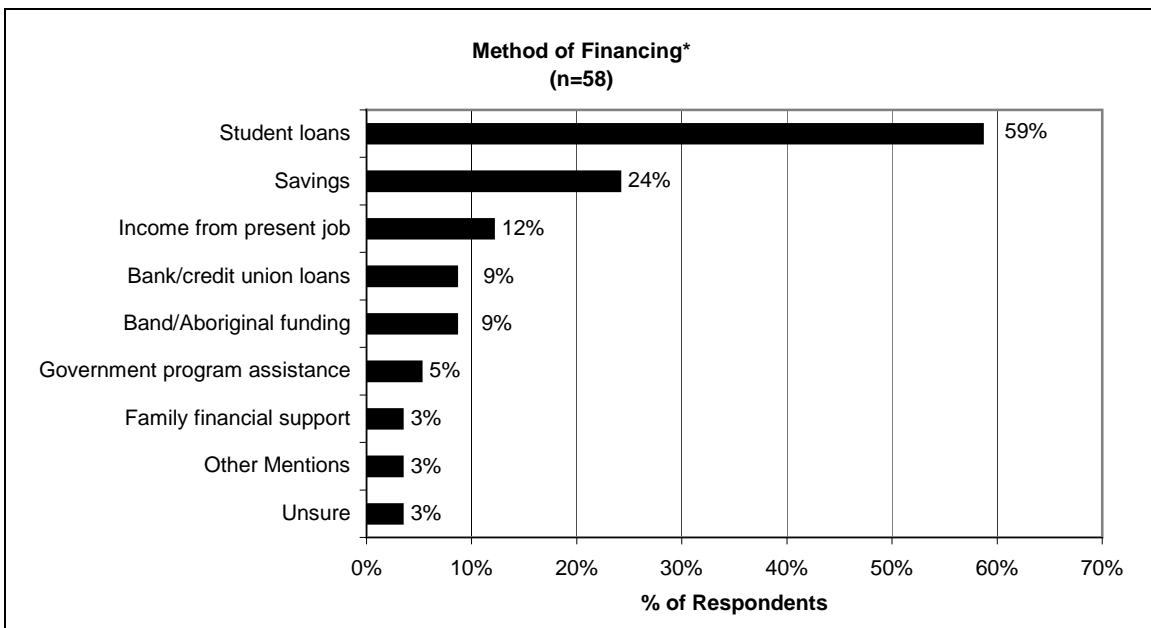
Name of Post-Secondary Institution		
	(n=58)	% of Respondents
NBCC/CCNB	20	34.5
St. Thomas University	3	5.2
University of New Brunswick	2	3.4
McGill University	2	3.4
Other Mentions	10	17.1
Unsure	21	36.4

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 (85%). Those who planned to attend an institution outside the province (15% or n=9) attributed the move to a desired program not being offered in New Brunswick (n=3), personal/family reasons (n=1), a desire to move (n=1) or other nonspecific reasons (n=4)¹⁵.

Source of Financing

Respondents who planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies; however, student loans (59%) and personal savings (24%) were the most popular financing methods mentioned.



*Multiple responses allowed

¹⁵ Multiple Responses Allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

Overall, 11% of respondents (n=31) had attended a post-secondary institution since graduation in 2002 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 (39%), they had lost interest (23%), they had experienced program difficulty or academic failure (13%), or they had encountered personal or family illness issues (13%).

Reason for Discontinued Studies		
	(n=31)	% of Respondents
Break in studies, not discontinued	12	38.7
Lost interest in program	7	22.6
Personal/family/illness issues	4	12.9
Difficulty of program/academic failure	4	12.9
Program was not what you expected	2	6.5
Took a break from school	1	3.2
Unsure	1	3.2

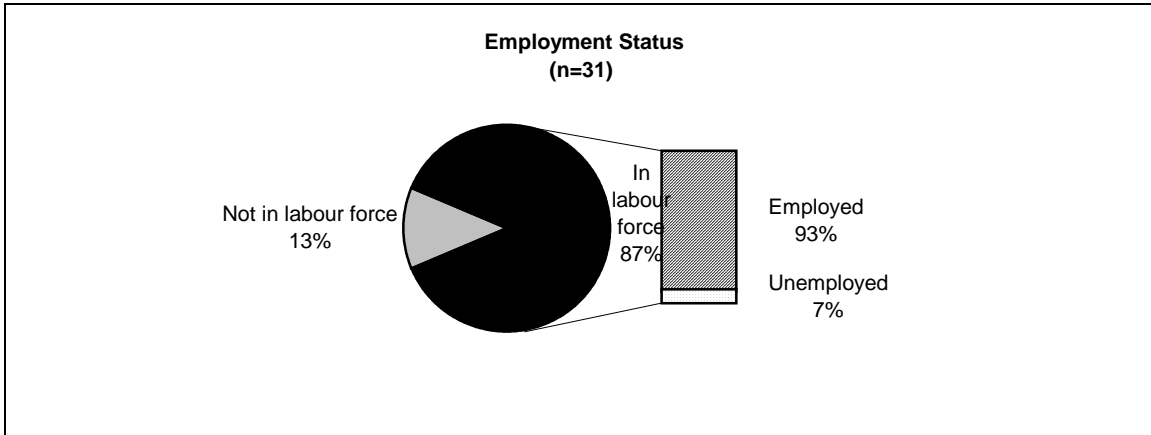
For the most part, the majority of these respondents¹⁶ had discontinued their studies during the first year of a multi-year program (42%) or before the completion of a program of one year or less (32%). The remaining respondents had discontinued studies at the end of the first year of a multi-year program (21%) or during the second year of a multi-year program (5%).

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

5.3.1 Labour Force and Employment Status

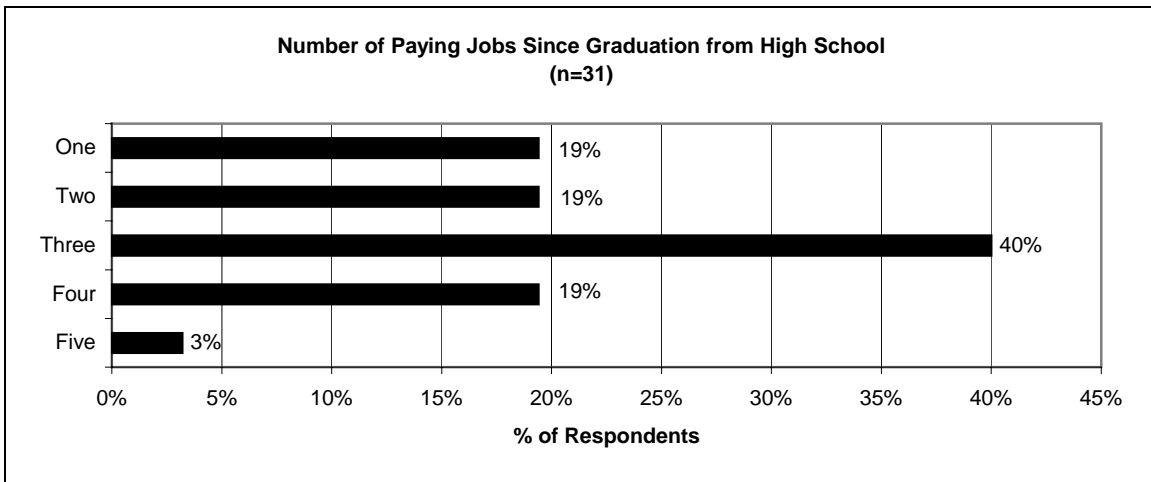
Labour Force and Employment Status

During the reference week, 87% of respondents who had discontinued their studies were in the labour force, while 13% were not in the labour force. Of those in the labour force, 93% were employed (full-time: 92%; part-time: 8%) and 7% were unemployed.



Number of Jobs

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

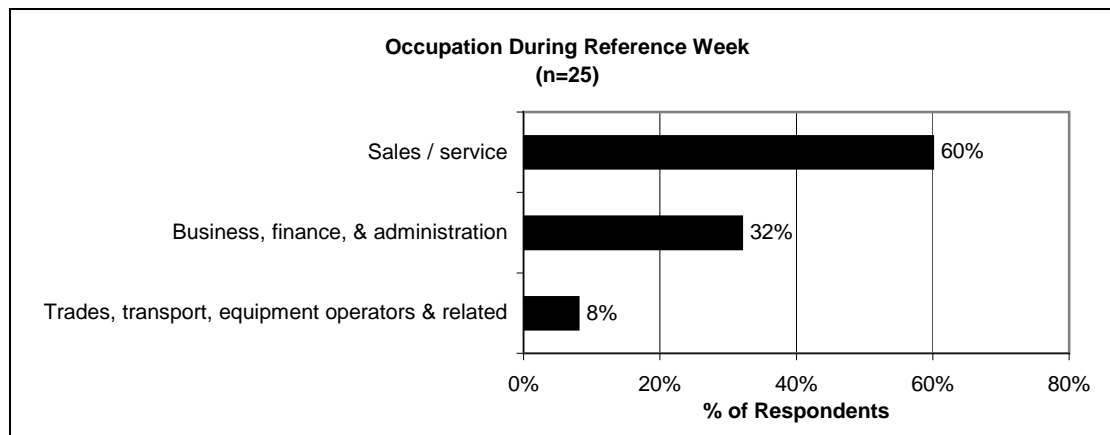


5.3.2 Respondents Working in Reference Week

Of those who had discontinued their post-secondary studies, 81% were employed during the reference week. Of these employed respondents, only one was 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 (60%).



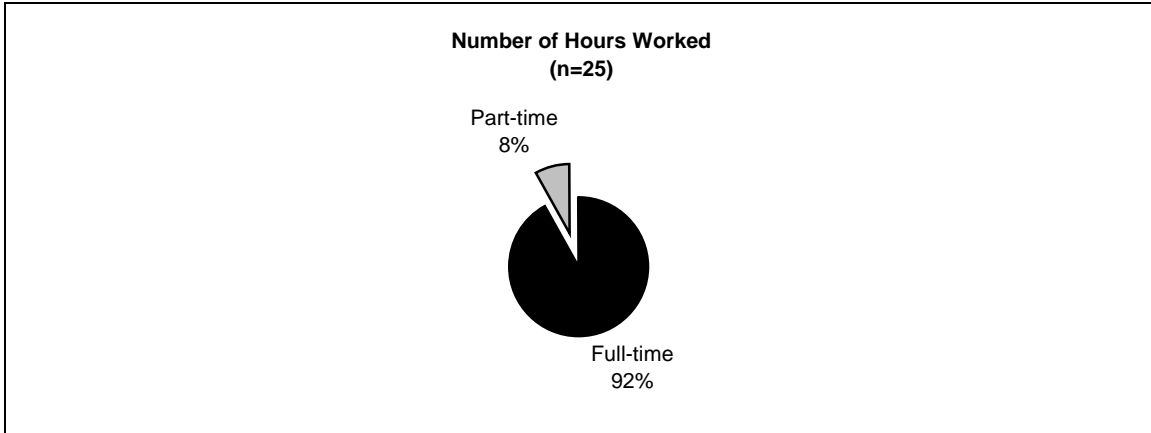
Industry

Most frequently, employed respondents who had discontinued their studies reported holding positions in the retail trade industry (40%).

Type of Business, Industry or Service During Reference Week		
	(n=25)	% of Respondents
Retail trade	10	40.0
Accommodations, food services	4	16.0
Administrative support, waste management/ remediation	4	16.0
Agriculture, forestry, fishing & hunting	2	8.0
Professional, scientific, technical services	2	8.0
Manufacturing	1	4.0
Health care & social assistance	1	4.0
Information & cultural industries	1	4.0

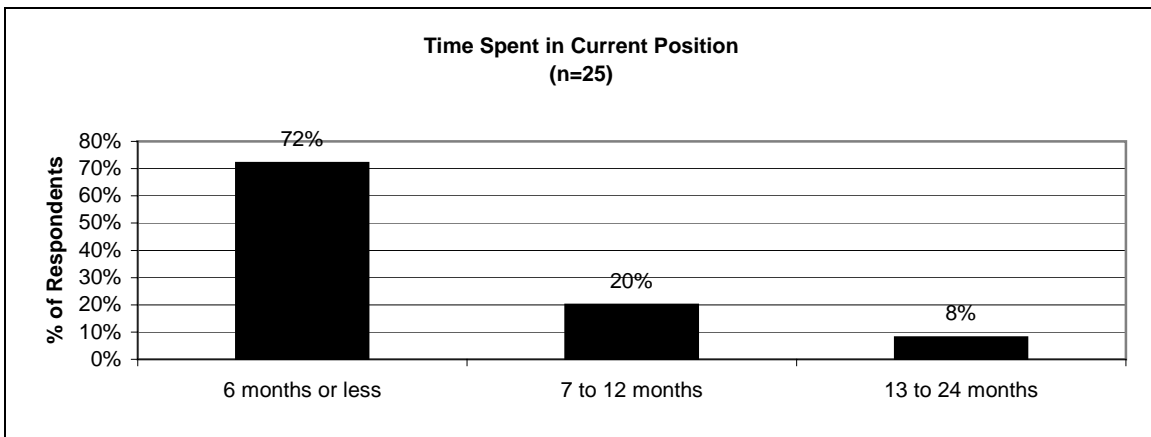
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 36.6 hours during that particular week. Overall, 92% worked full-time, while the remaining 8% worked part-time. Hourly wages ranged from \$6.00 to \$15.00, with a mean hourly wage of \$7.84.



Length of Time Employed in Current Position

On average, this group of working respondents had held their position for 5.5 months.



Relationship of Post-Secondary Education to Employment

The majority of employed respondents who had discontinued their studies (80%) felt that there was no relationship between their post-secondary studies and their employment at the time of the survey. Of the remaining respondents who had discontinued their studies, 12% felt that their post-secondary education since high school was indirectly related to their job and 8% 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

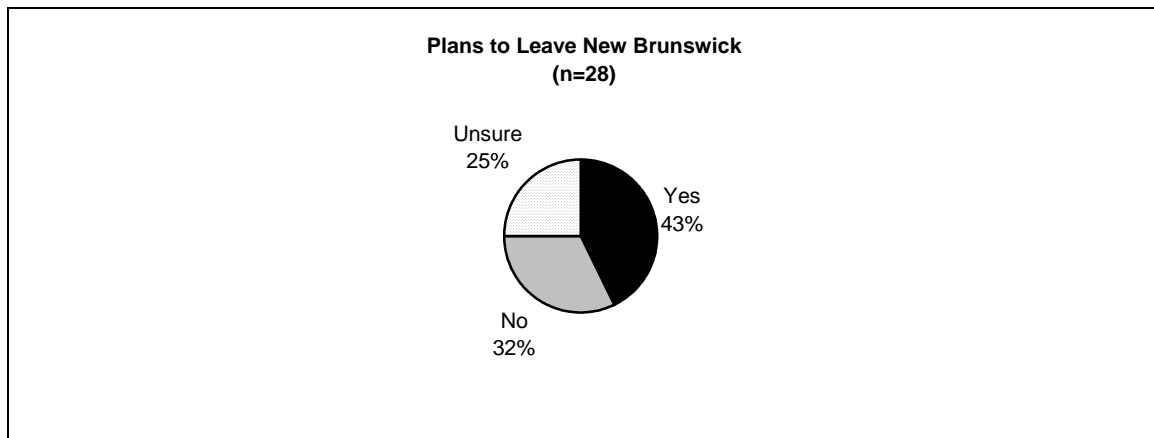
This section summarizes the findings for those respondents unemployed or not in the labour force during the reference week. Of those respondents not working during the reference week, 33% (n=2) were unemployed, while 67% (n=4) were not in the labour force. Of those unemployed, one was looking for full-time or part-time employment during the reference week while the other was waiting for a new job to start in the following four weeks.

Unemployed respondents identified reasons for not working during the reference week, including the lack of work in the area (n=1) and waiting for a new job to start in the following four weeks (n=1). Similarly, respondents who were not in the labour force during the reference week attributed their status to an inability to find work related to training or experience (n=2), not working due to personal or family responsibilities (n=1), or returning to high school to upgrade marks or get pre-requisites (n=1).

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (90%) 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, 43% anticipated leaving New Brunswick in the future.



Of those respondents who anticipated leaving New Brunswick (n=12), 8% (n=1) planned to leave within the following year, 50% (n=6) expected to relocate within the following five years, and 42% (n=5) maintained a plan to leave the province in more than five years from the time of the survey.

Respondents cited a number of reasons for choosing to leave the province.

Reason for Leaving New Brunswick*		
	(n=12)	% of Respondents
Better job opportunities	3	25.0
Further education	3	25.0
For a change	3	25.0
To travel/see other places	2	16.7
Lack of jobs/fewer job opportunities	1	8.3

* Multiple Responses Allowed

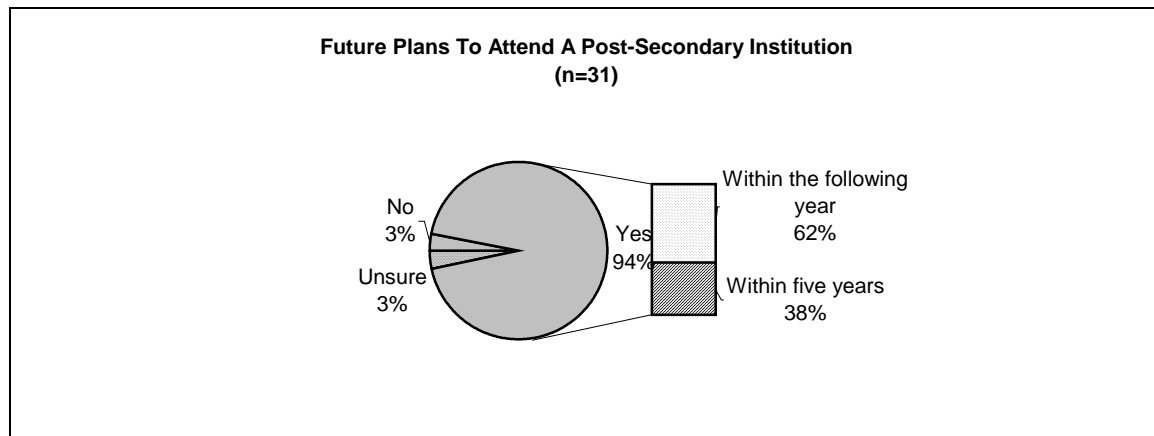
Motivations for Leaving and Expectations for Returning to New Brunswick

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=1), family/personal reasons (n=1), and other nonspecific reasons (n=1)¹⁷. Of these respondents, two anticipated returning to New Brunswick, either within the five years (n=1) or in more than five years (n=1). The remaining respondent was unsure of returning, due to a desire to travel and see other places.

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

The majority (94%) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. Only 3% indicated they would not return, and 3% were unsure.



¹⁷ Multiple Responses Allowed

Motivations for Pursuing Education

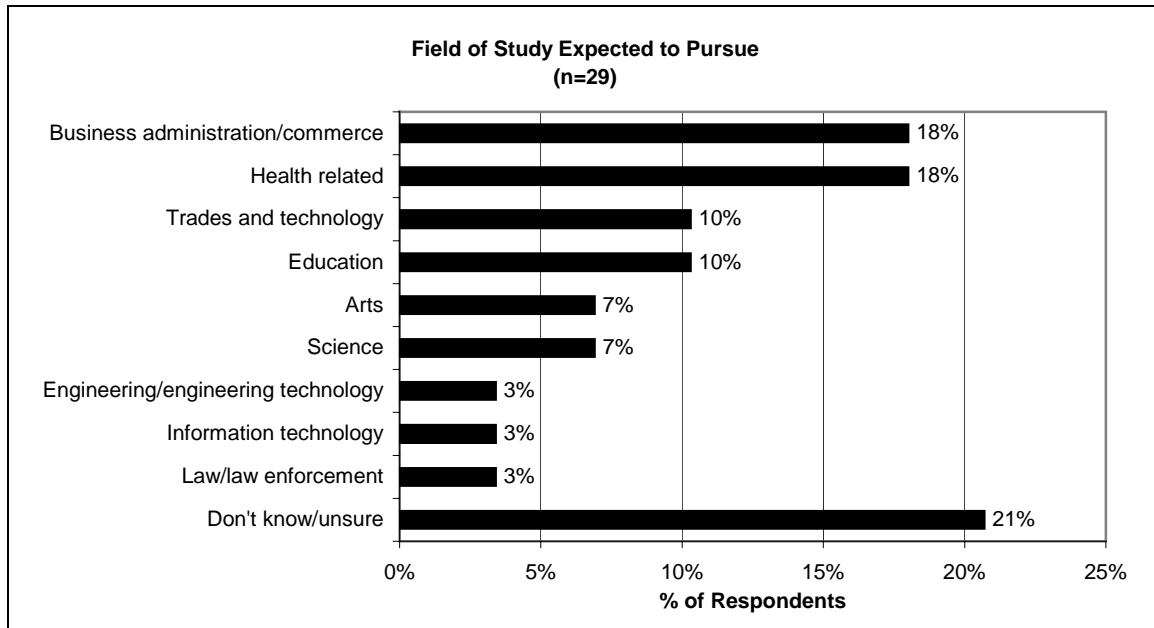
Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (73%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=29)	% of Respondents
To get a better job/further career opportunities	21	72.5
To further education/better myself	3	10.3
You have been accepted in a post-secondary program that you wanted	2	6.9
You will have sufficient financial resources	2	6.9
You know what you want to do	1	3.4

Multiple Responses Allowed

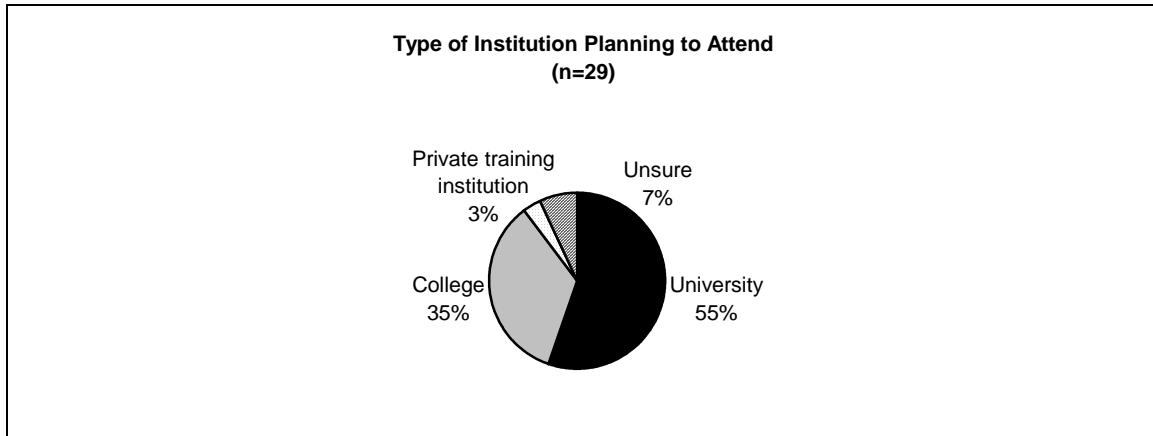
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned to return to post-secondary education most frequently indicated they were interested in pursuing business administration/commerce (18%), or a health related field (18%). Over one-fifth (21%) of respondents were unsure.



Type of Institution

Over half of respondents who anticipated returning to post-secondary studies planned to attend university (55%).



Name of Institution

Over one-third of these respondents (38%) were uncertain of which post-secondary institution they planned to attend when they resume their studies. The remaining respondents mentioned different institutions throughout New Brunswick and Nova Scotia.

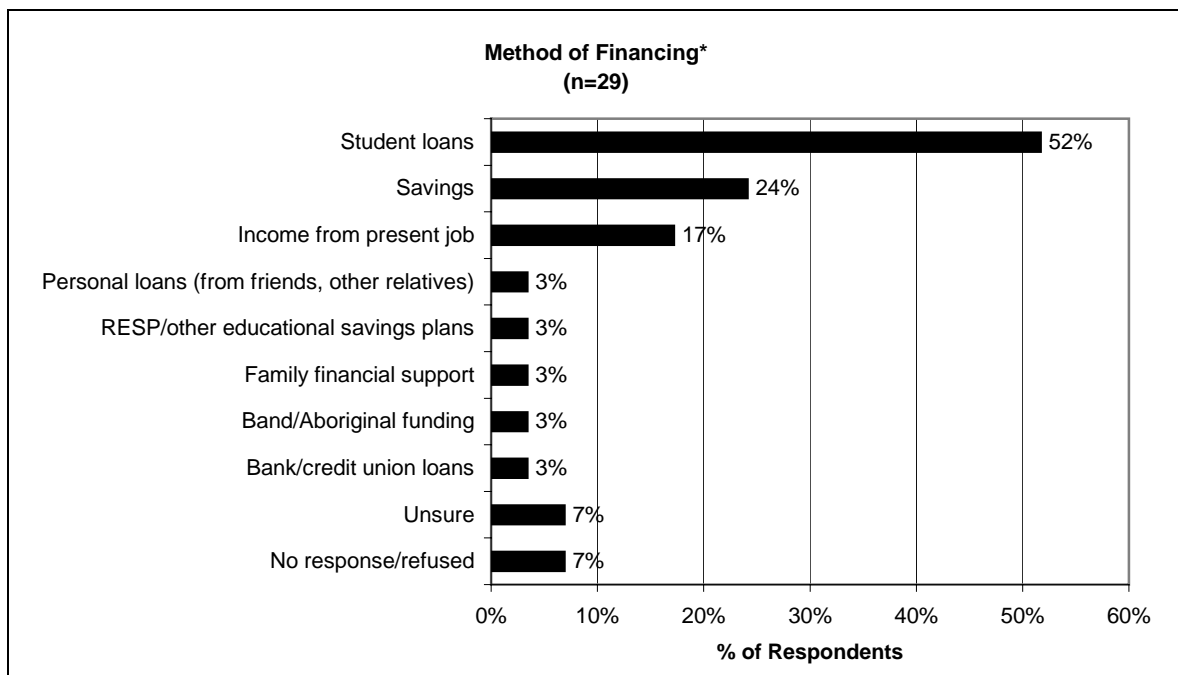
Name of Post-Secondary Institution		
	(n=29)	% of Respondents
University of New Brunswick	7	24.1
St. Thomas University	4	13.8
NBCC/CCNB	3	10.3
Dalhousie University	2	6.9
McGill University	1	3.4
Holland College	1	3.4
Unsure	11	38.1

Location & Reasons for Leaving New Brunswick

Most of this group of respondents who had planned to resume post-secondary education planned to attend an institution in New Brunswick (79%). Those who planned to attend an institution outside the province (21% or n=6) attributed this decision to programs being of higher quality (n=3) or offering more variety (n=1) at out of province institutions, programs not being available in New Brunswick (n=1), and personal/family reasons (n=1).¹⁸

Source of Financing

Respondents who planned 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 (24%) were the most popular financing methods mentioned.



*Multiple responses allowed

¹⁸ Multiple Responses Allowed

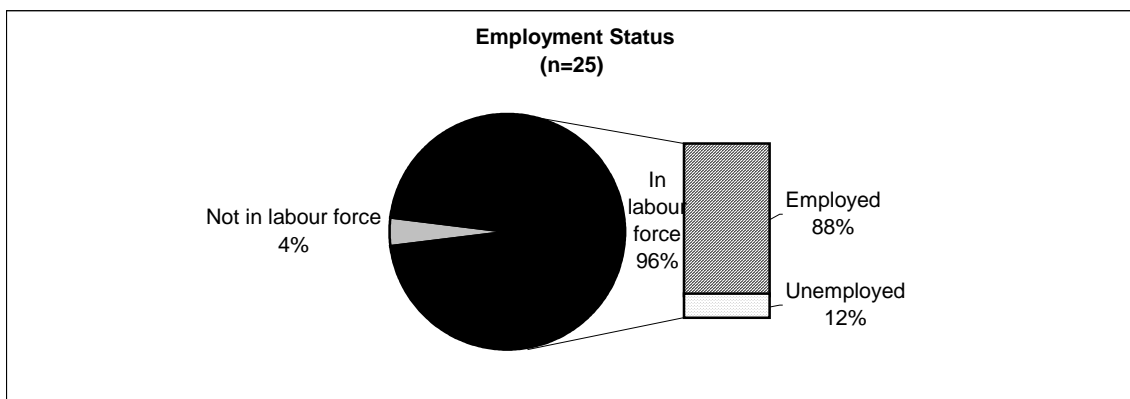
5.4 Respondents Who Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

Labour Force and Employment Status

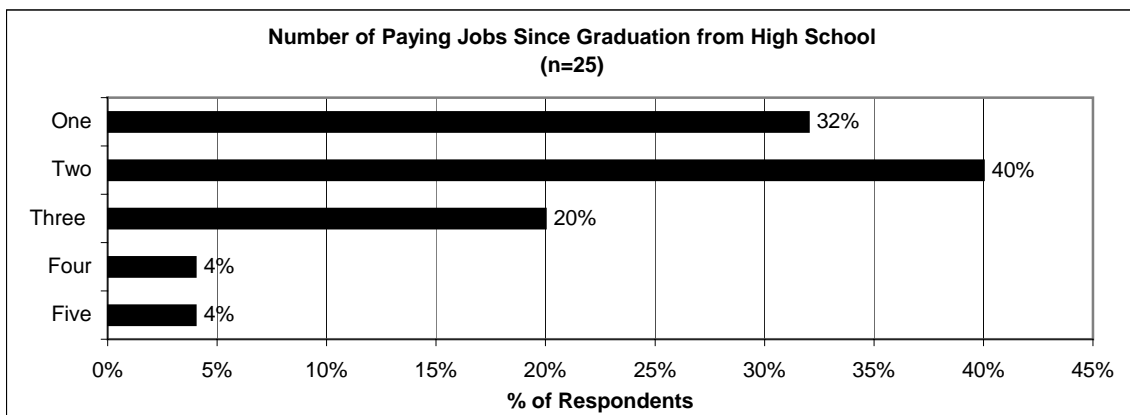
A total of 8% of respondents (n=25) had fully completed their studies at a post-secondary institution since their high school graduation. Overall, these respondents had attended a private training institution (52%) or a community college (48%).

During the reference week, 96% of these respondents were in the labour force, while 4% were not in the labour force. Of those in the labour force, 88% were employed (full-time: 95%; part-time: 5%) and 12% were unemployed.



Number of Jobs

On average, respondents who had completed their post-secondary studies had held 2.1 paying jobs since graduation from high school in 2002.

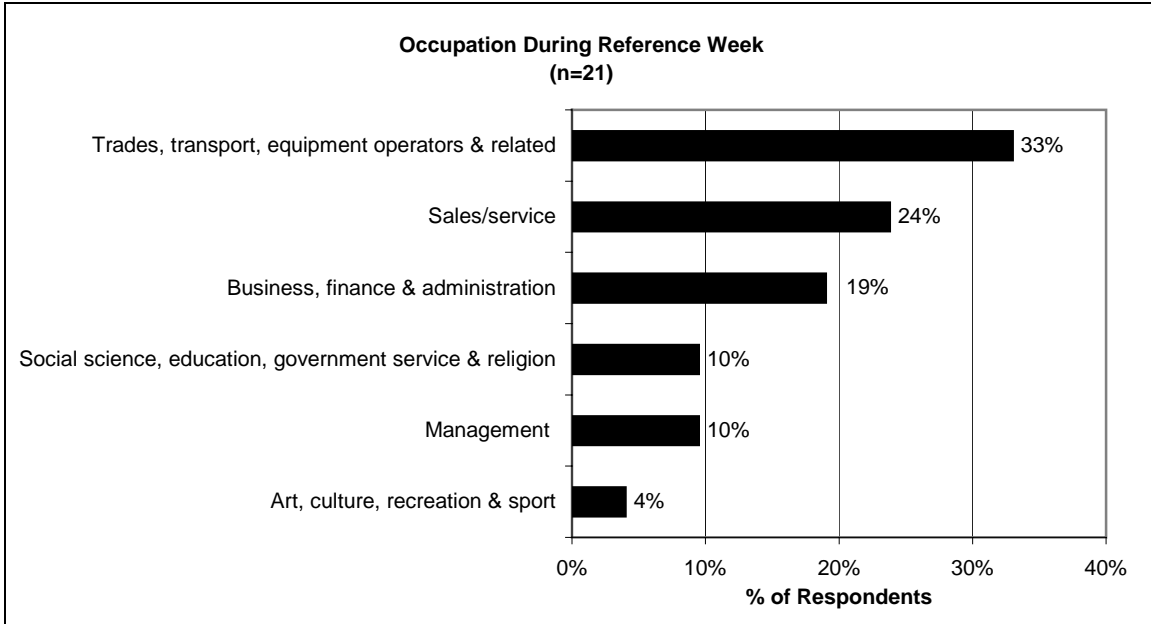


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 84% were employed during the reference week. Of these employed respondents, one 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 trades and transport (33%) or sales and service occupations (24%).



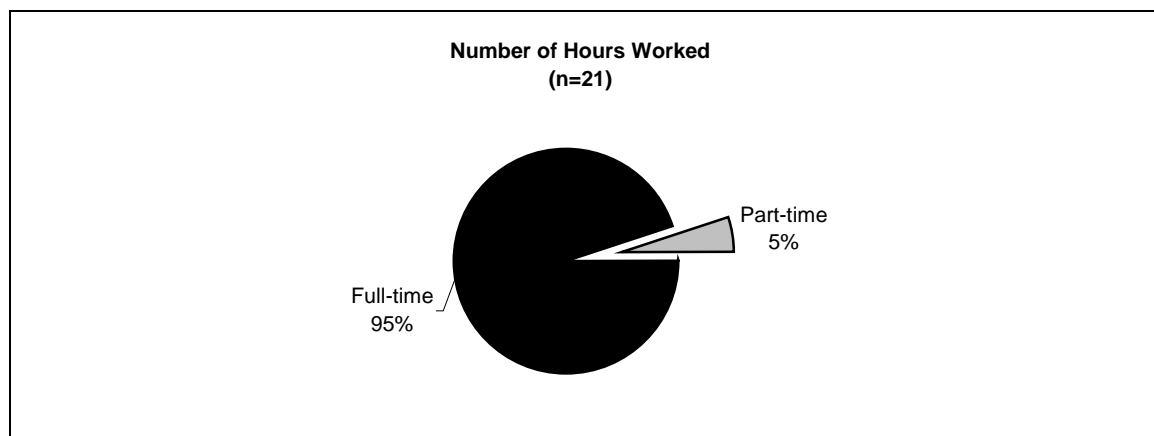
Industry

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=21)	% of Respondents
Administrative support, waste management and remediation services	3	14.3
Retail trade	2	9.5
Health care and social assistance	2	9.5
Professional, scientific, technical services	2	9.5
Construction	2	9.5
Manufacturing	2	9.5
Agriculture, forestry, fishing & hunting	2	9.5
Arts, entertainment & recreation	1	4.8
Wholesale trade	1	4.8
Accommodations and food services	1	4.8
Other services (except public administration)	1	4.8
Management of companies/enterprises	1	4.8
Educational services	1	4.7

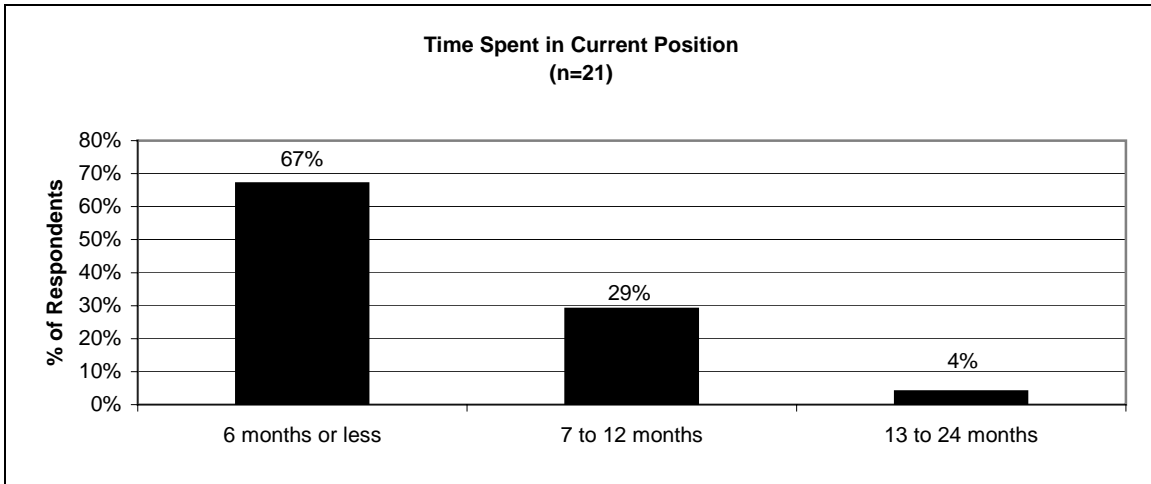
Average Number of Hours Worked & Average Hourly Wage

A majority (95%) of respondents who had completed their post-secondary studies worked full-time hours and overall, they worked an average of 41.9 hours during the reference week. Overall, wages averaged \$10.90 an hour.



Length of Time Employed in Current Position

On average, employed respondents had held their current position for a period of 5.8 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, 62% of these respondents reported there was a direct relationship between their current job and their post-secondary training, while an additional 10% said there was an indirect relationship. The remaining 28% of respondents felt there was no relationship between their current employment and post-secondary studies.

5.4.3 Respondents Not Working in Reference Week

This section provides a summary of those respondents not working during the reference week, including those unemployed and those not in the labour force. Of this group, 75% (n=3) were unemployed and 25% (n=1) were not in the labour force.

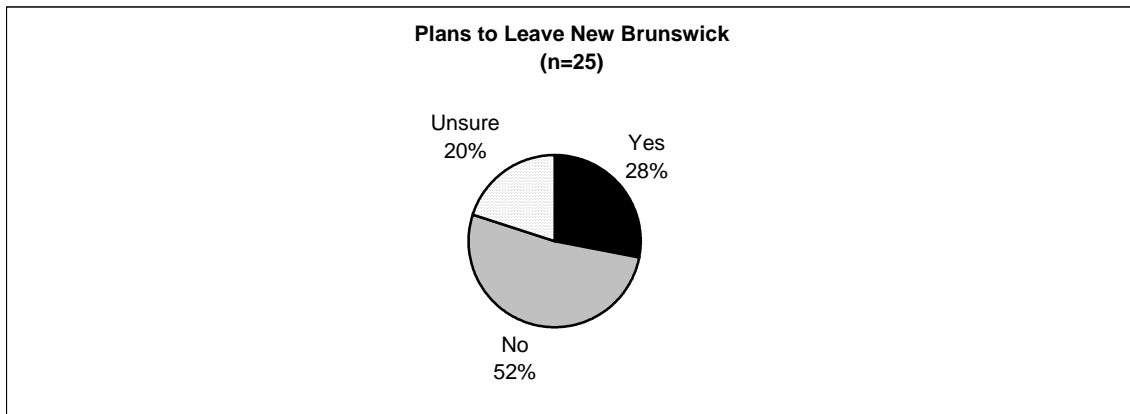
All unemployed respondents were looking for work during the reference week. Of these respondents, 67% (n=2) were seeking full-time work and 33% (n=1) was seeking part-time work.

Unemployed respondents claimed they were not working during the reference week due to an inability to find work related to their training or experience (n=3), whereas the respondent who was not in the labour force was attending high school to improve marks and get prerequisites during the reference week.

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

All respondents who had completed their studies reported living in New Brunswick at the time of the survey; furthermore, 52% said that they did not expect to leave New Brunswick in the future. In addition, 28% anticipated that they would leave the province in the future and 20% were uncertain.



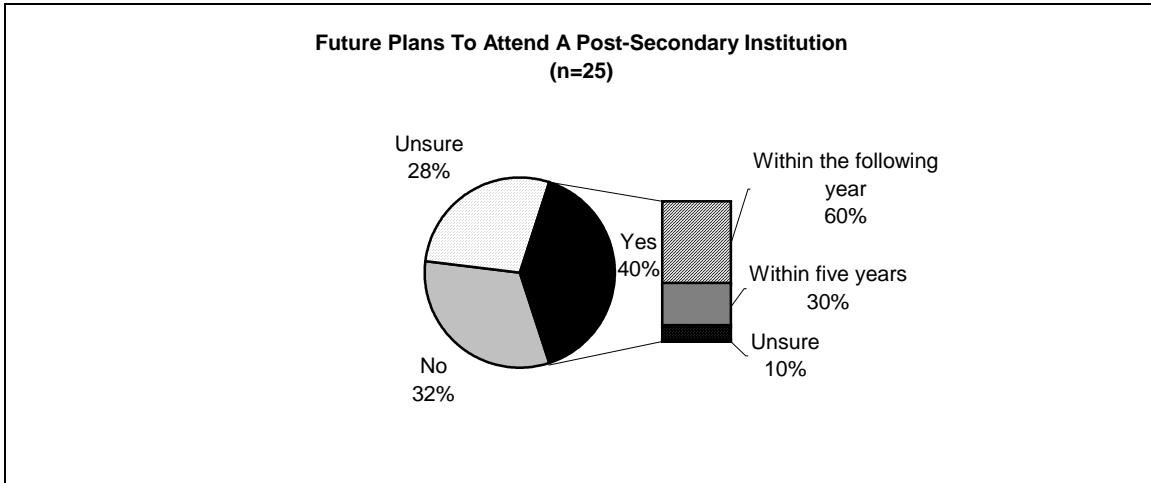
Of those who anticipated relocating, 43% (n=3) expected to leave New Brunswick within the following year; the same proportion expected to leave within five years, and 14% (n=1) anticipated leaving in more than five years. Respondents were motivated to leave the province for better employment opportunities (n=3), for a change (n=2), to join the military (n=1), and other reasons (n=1)¹⁹.

¹⁹ Multiple Responses Allowed

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, 40% of those who had completed a post-secondary program indicated that they planned to return to school, the majority (60%) of whom planned to go the following year.



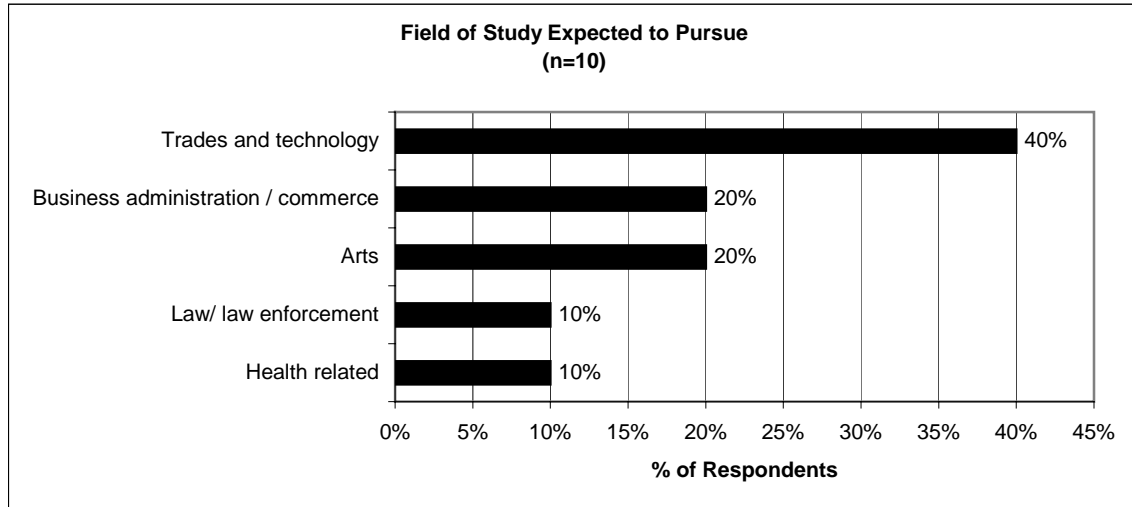
Motivations for Pursuing Education

Those who had planned to attend a post-secondary institution in the future (n=10) were motivated to do so by the desire to get a better job or further their career opportunities (n=8), to further their education and better themselves (n=1), or because they had been accepted to a desired post-secondary program (n=1)²⁰.

²⁰ Multiple Responses Allowed

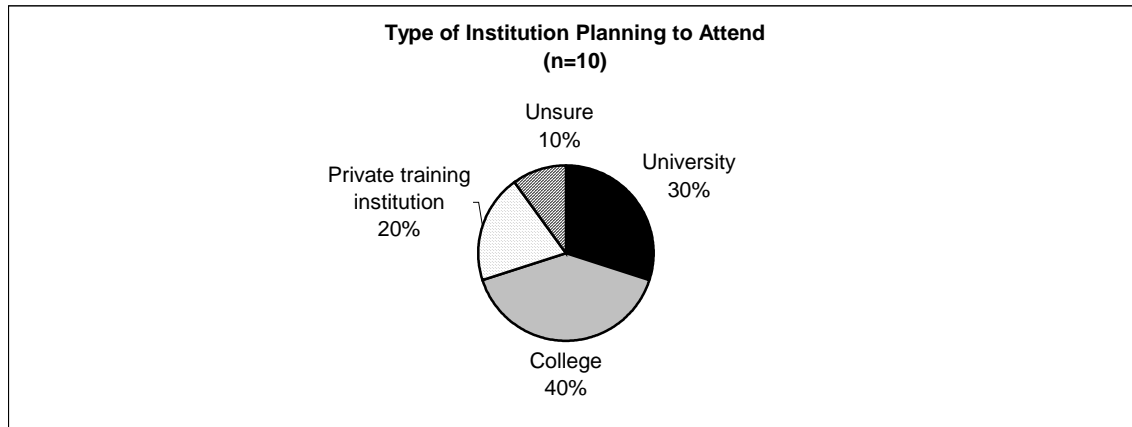
Field of Study

Respondents planned to pursue studies in a wide range of fields, with the most common fields being trades and technology (40%).



Type of Institution

The majority of respondents planned to attend a community college (40%).



Name of Institution

The majority of respondents who planned to return to school were unsure which institution they planned to attend (50%).

Name of Post-Secondary Institution		
	(n=10)	% of Respondents
NBCC/CCNB	2	20.0
St. Thomas University	1	10.0
University of New Brunswick	1	10.0
Other Mentions	1	10.0
Unsure	5	50.0

Location & Reasons for Leaving New Brunswick

Most of the respondents who anticipated pursuing post-secondary education planned to attend an institution in New Brunswick (70%). The three respondents who anticipated attending an out of province institution gave as reasons that the program they wanted was not offered in New Brunswick (n=1), only part of a desired program was offered in New Brunswick (n=1), personal or family reasons (n=1), and a desire to move (n=1)²¹.

Source of Financing

Respondents who intended to pursue further studies cited student loans (60%), personal savings (30%), income from present job (20%), and bank or credit union loans (10%) as the most likely ways to finance their education²².

²¹ Multiple Responses Allowed

²² Multiple Responses Allowed

6.0 Demographic Profile of Respondents

The majority (95%) 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 (92%) had siblings, with most respondents reporting one or two siblings (35% and 38%, respectively).

The majority of respondents reported their mother tongue as English (98%), followed by 1% reporting French. All respondents chose to complete the survey in English when given a choice between completing the survey in either language.

Half of respondents (50%) indicated that at least one of their parents have some level of post-secondary education²³. Over four in ten respondents (41%) were either unsure of their household income or gave no response, while 33% reported a household income of \$40,000 or more per year.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=217)	% of Respondents Who Did Not Attend a P-S Institution (n=76)	% Total (n=293)
Age			
18 years	0.5	-	0.3
19 years	79.7	57.9	74.1
20 years	18.0	30.3	21.2
21 years	1.8	9.2	3.8
22 years	-	1.3	0.3
23 years	-	1.3	0.3
Gender			
Male	41.9	63.2	47.4
Female	58.1	36.8	52.6
Mother Tongue			
English	99.1	94.7	98.0
French	-	5.3	1.4
Other Mentions	0.9	-	0.6
Language of Survey			
English	100.0	100.0	100.0
French	-	-	-
Education of Mother or Female Guardian			
Less than high school	6.5	17.1	9.2
Completed high school	42.5	48.7	44.2
Some post-secondary education	7.8	3.9	6.8
Trades certificate or diploma	1.4	-	1.0
College certificate or diploma	12.4	6.6	10.9

²³ Includes respondents who reported some post-secondary education and above.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=217)	% of Respondents Who Did Not Attend a P-S Institution (n=76)	% Total (n=293)
University certificate or diploma below a bachelor's degree	4.1	1.3	3.4
University degree	19.8	7.9	16.7
Don't know/unsure	5.5	14.5	7.8
Education of Father or Male Guardian			
Less than high school	14.3	28.9	18.1
Completed high school	35.5	40.9	36.9
Some post-secondary education	3.7	1.3	3.1
Trades certificate or diploma	7.4	2.6	6.1
College certificate or diploma	14.3	9.2	13.0
University certificate or diploma below a bachelor's degree	1.8	-	1.4
University degree	16.1	6.6	13.7
Don't know/unsure	6.5	10.5	7.5
No response/refused	0.4	-	0.2
Household Income			
Under \$10,000 per year	0.4	2.6	1.0
\$10,000 to \$19,999 per year	4.6	11.8	6.5
\$20,000 to \$39,999 per year	17.1	22.4	18.4
\$40,000 to \$59,999 per year	13.4	5.3	11.3
Over \$60,000 per year	24.4	13.2	21.5
Don't know/unsure	33.6	40.8	35.5
No response/refused	6.5	3.9	5.8
Number of Siblings			
None	8.3	7.9	8.2
One	38.3	23.7	34.5
Two	35.9	42.1	37.6
Three	12.0	10.5	11.6
Four	2.3	6.6	3.4
Five	2.3	3.9	2.7
Greater than five	0.9	5.3	2.0
Special Populations			
Landed immigrant in Canada	-	2.6	0.7
Aboriginal person	4.1	10.5	5.8
Visible minority	2.3	3.9	2.7
Person with a disability	0.5	3.9	1.4

■ Indicates significant difference at the 90% confidence level.