

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

District 18: Fredericton



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

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

Prepared For:

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

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. The following section presents the detailed findings for 2002 high school graduates from district 18-Fredericton, one of the anglophone districts of the province. Of the 966 individuals who graduated from schools in this district in June 2002, 551 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 $\pm 2.7\%$ 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 (92%) completed all of their high school years in New Brunswick.

	(n=551)	% of Respondents
One	1	0.2
Two	4	0.7
Three	38	6.9
Four	508	92.2

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, more than seven in ten (72%) respondents expressed that the majority of their marks were between 70% and 89%. More than one in ten respondents (13%) 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.

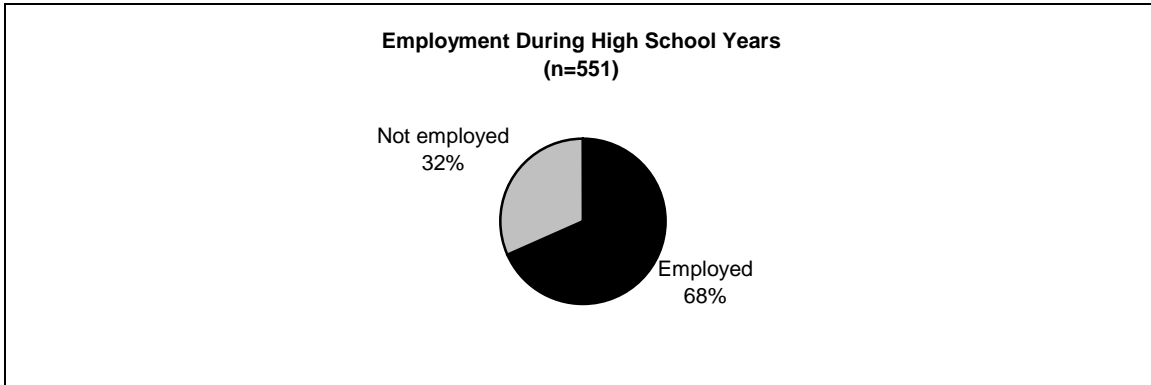
	(n=551)	% of Respondents
Between 90% and 100%	71	13.0
Between 80% and 89%	216	39.2
Between 70% and 79%	181	32.8
Between 60% and 69%	80	14.5
No response/refused	3	0.5

2.2 Employment During High School

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

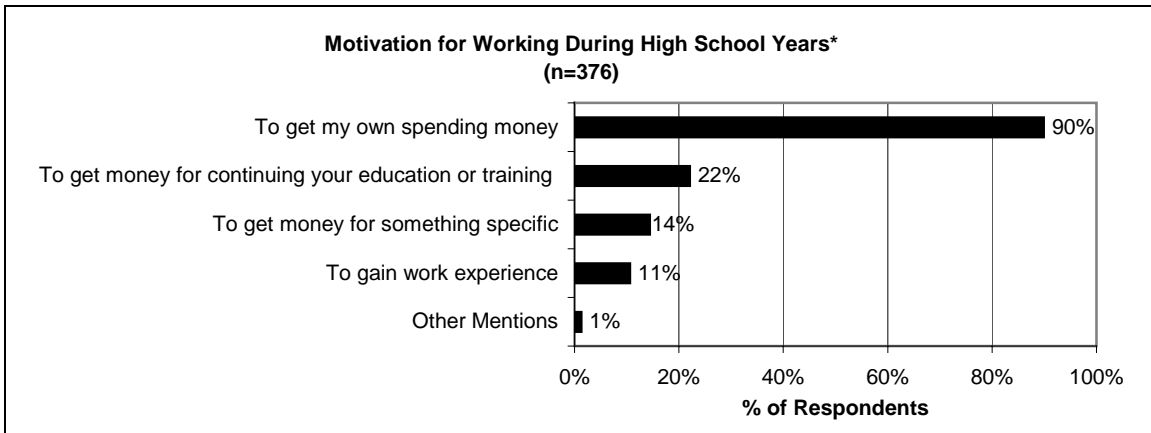
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), over two-thirds of respondents (68%) were employed for wages during high school.



2.2.2 Motivations for Working

For nine in ten respondents (90%), the desire to obtain spending money was cited as a reason for working during high school.



*Multiple responses allowed

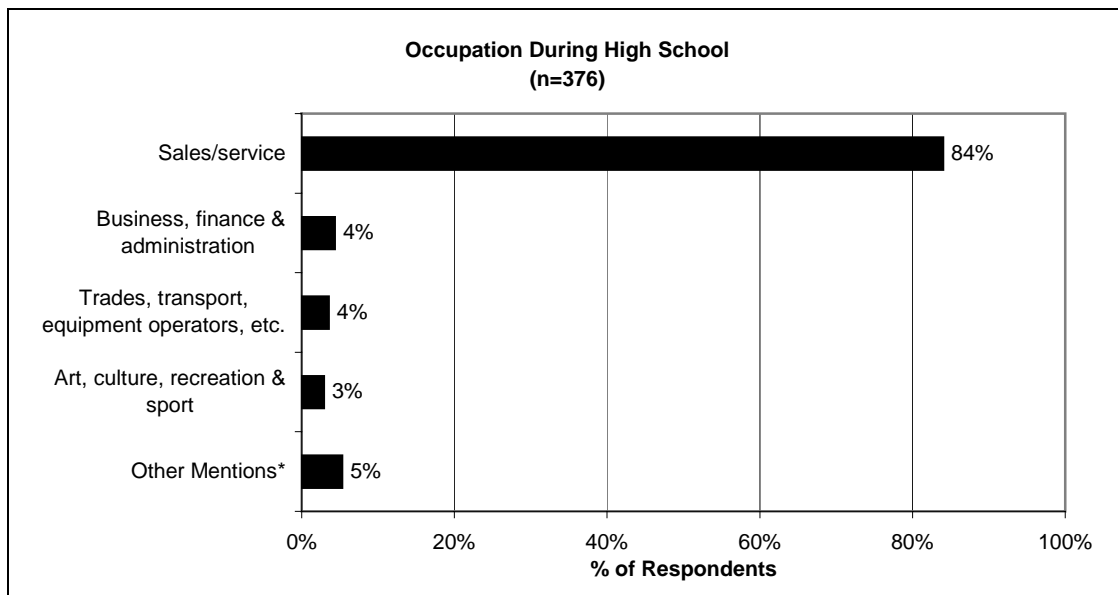
2.2.3 Number of Years Employed

Of the respondents who reported being employed for wages during their high school years, the majority were employed during grade 11 (84%) and/or grade 12 (91%). 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=376)	% of Respondents
During grade 9	86	22.9
During grade 10	213	56.6
During grade 11	316	84.0
During grade 12	343	91.2

2.2.4 Occupation

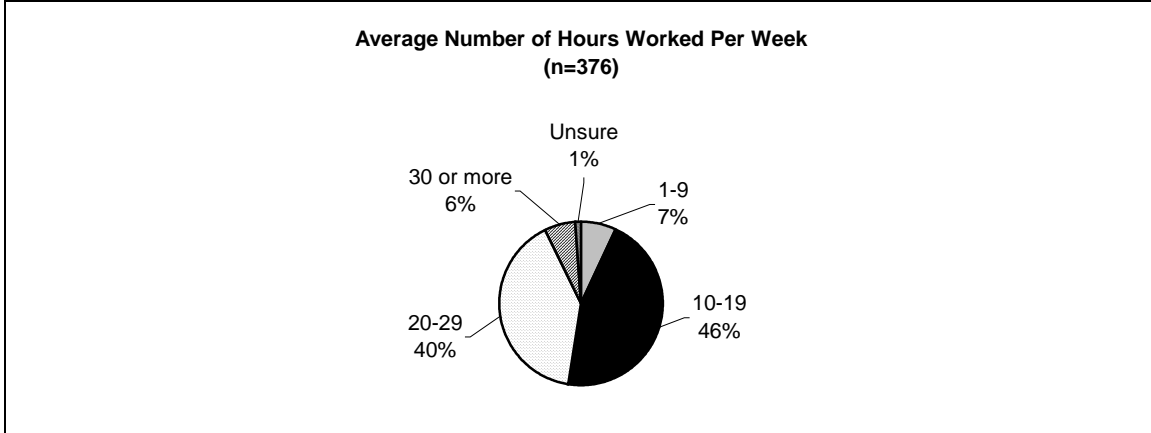
Of the respondents employed during high school, the vast majority (84%) worked in sales and service occupations.



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

2.2.5 Number of Hours Worked

On average, respondents from district 18 who were employed during high school worked 17.3 hours per week. Overall, a vast majority of these respondents were employed on a part-time basis (94%).



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development programs and activities during high school were assessed. Almost all respondents (99%) from district 18 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%) 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 (71%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (70%). Career development activities had less influence (other career related activities (52%) and career days/fairs/workshops (49%)).

2.3.1 Co-op Education/Work Experience Program

Nearly all respondents (98%) indicated that a co-op education/work experience program was offered at their high school, and approximately 32% of these respondents reported participation in the program. Of those who participated in the program, 71% 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=171)	% of Respondents
A lot of influence	83	48.5
Some influence	38	22.2
Not much influence	22	12.9
No influence	28	16.4

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

2.3.2 Youth Apprenticeship Program

For just under half of respondents (45%), youth apprenticeship programs were offered at their high school. Of those with such activities available, 12% reported participation, while 70% 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=30)	% of Respondents
A lot of influence	12	40.0
Some influence	9	30.0
Not much influence	4	13.3
No influence	5	16.7

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, slightly less than three-quarters (73%) reported participation, while 49% 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=344)	% of Respondents
A lot of influence	60	17.4
Some influence	108	31.4
Not much influence	88	25.6
No influence	87	25.3
No response/refused	1	0.3

2.3.4 Other Career Development Related Activities

Over four in ten respondents (41%) reported that other career development related activities were offered at their school and 39% of these respondents reported participation in those activities. In total, 52% 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=88)	% of Respondents
A lot of influence	14	15.9
Some influence	32	36.4
Not much influence	25	28.4
No influence	16	18.2
No response/refused	1	1.1

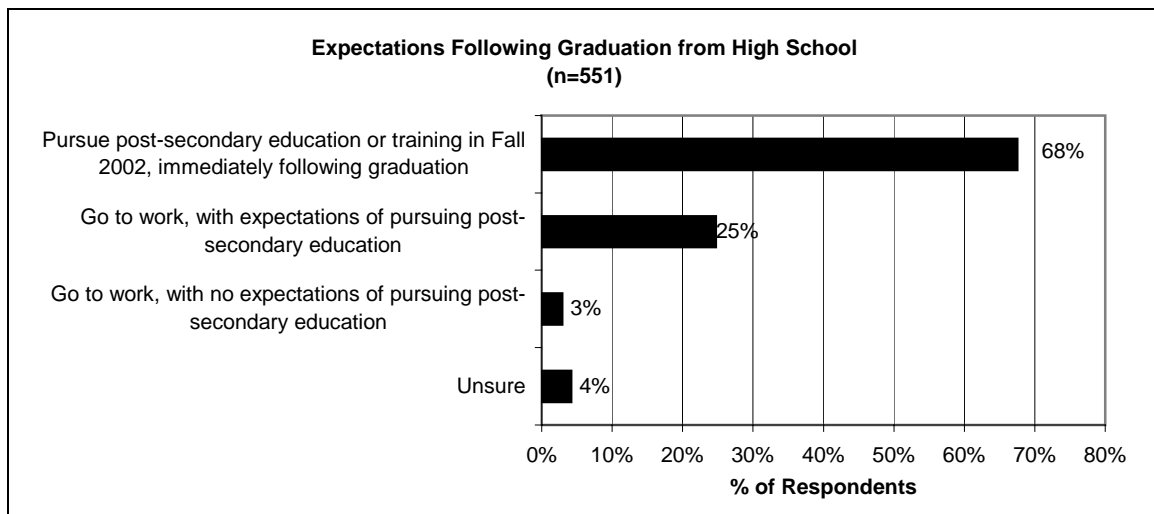
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning for their post-secondary activities including career goals, parents' expectations, planned field of study, and sources of information for planning.

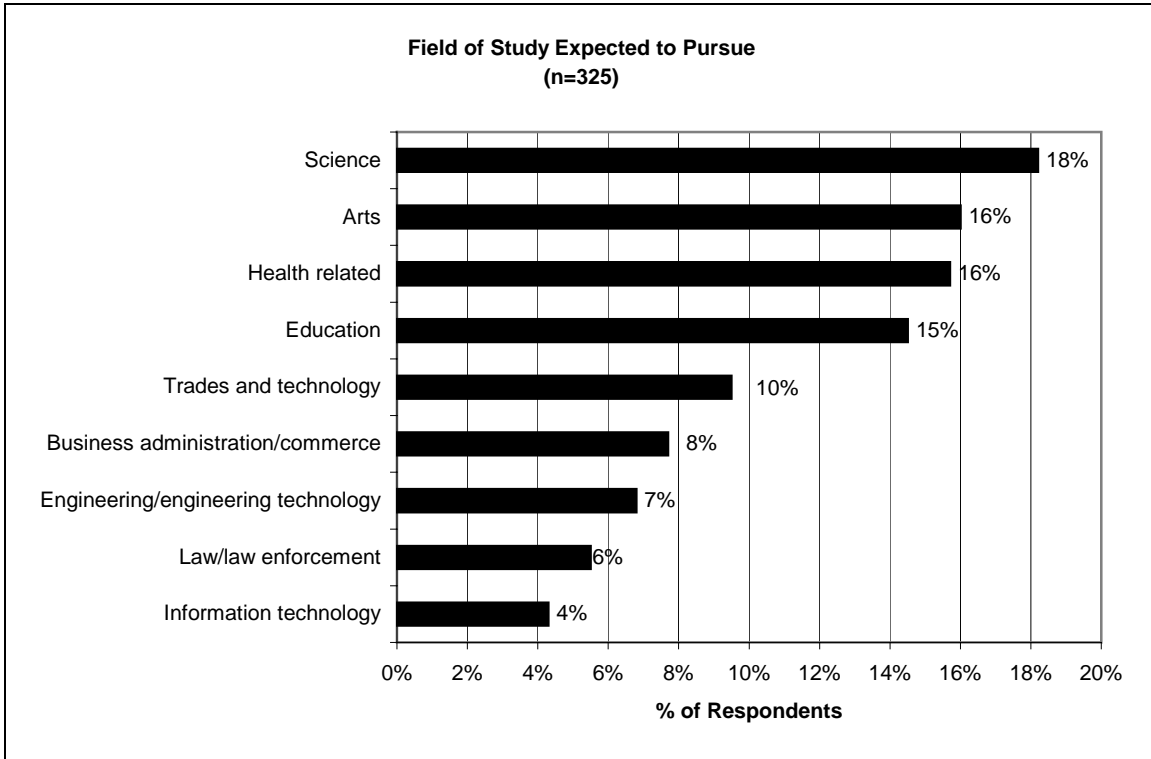
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, nearly seven in ten respondents (68%) from district 18 expected they would pursue post-secondary education or training immediately following graduation from high school. In fact, at the time of the study, 82% 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, 92% 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 42% 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 58% had pursued other activities. Of those who had not intended to pursue post-secondary studies at all after graduation, only 13% 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 science (18%), arts (16%), and health related (16%). Interestingly, the majority of respondents (64%) who were attending a post-secondary institution at the time of the survey and who had planned during high school to pursue a given field actually were pursuing education or training in that chosen field.

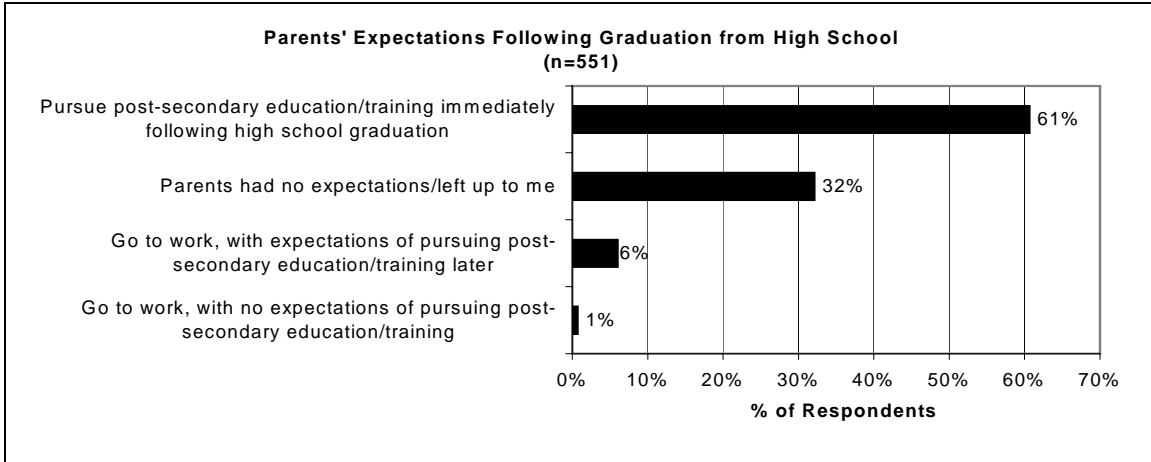


2.4.2 Parents³ Expectations for Children Following Graduation from High School

The majority (61%) 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 expectations for them following high school but rather had left the decision to them.

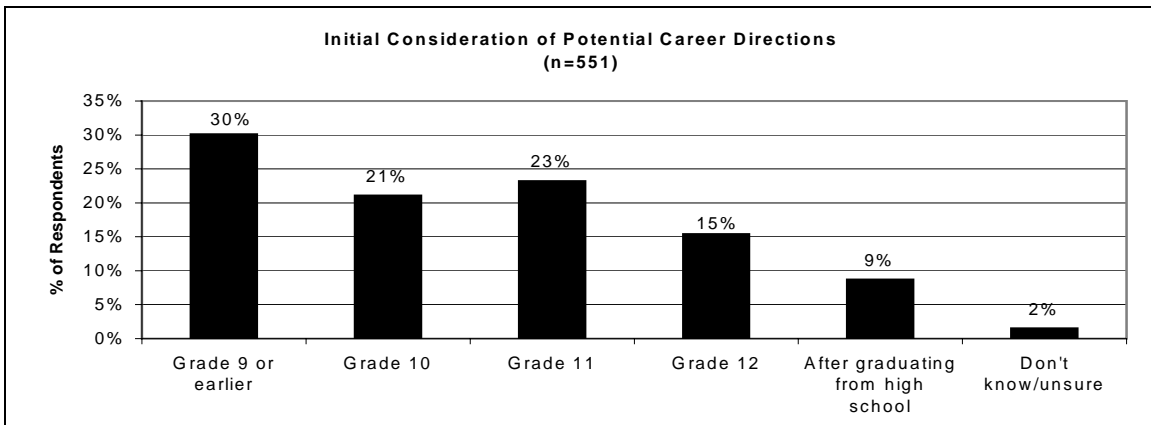
Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies or training immediately following high school had in fact attended a post-secondary institution since graduation (90%). Of those 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.

³ Parent: Includes parent/guardian throughout this report.

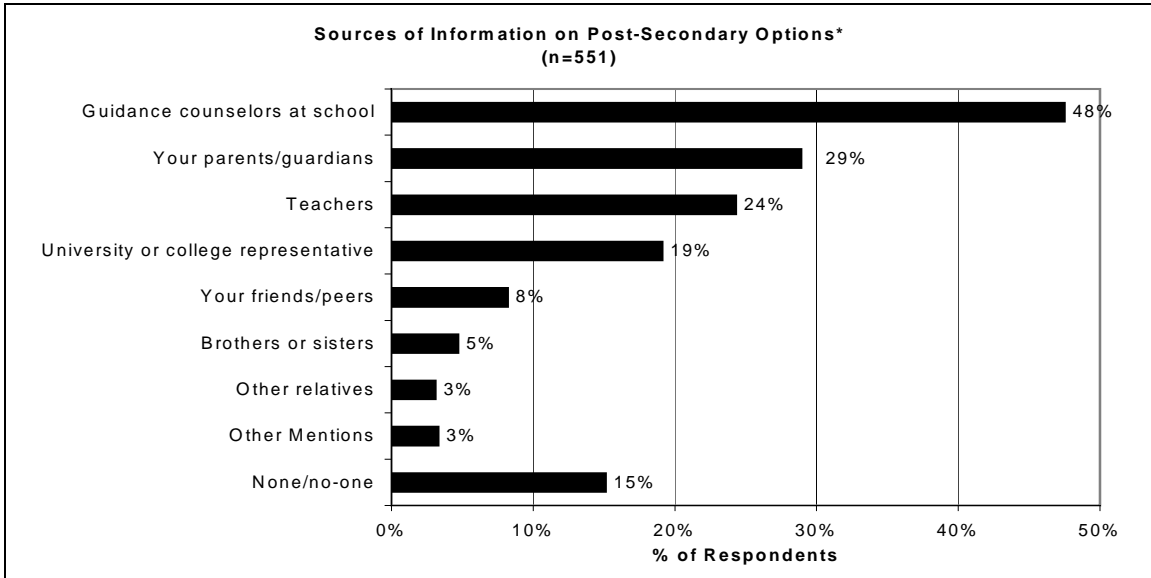


2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (89%), and approximately 74% reported that they had begun to think about their careers even prior to grade 12.



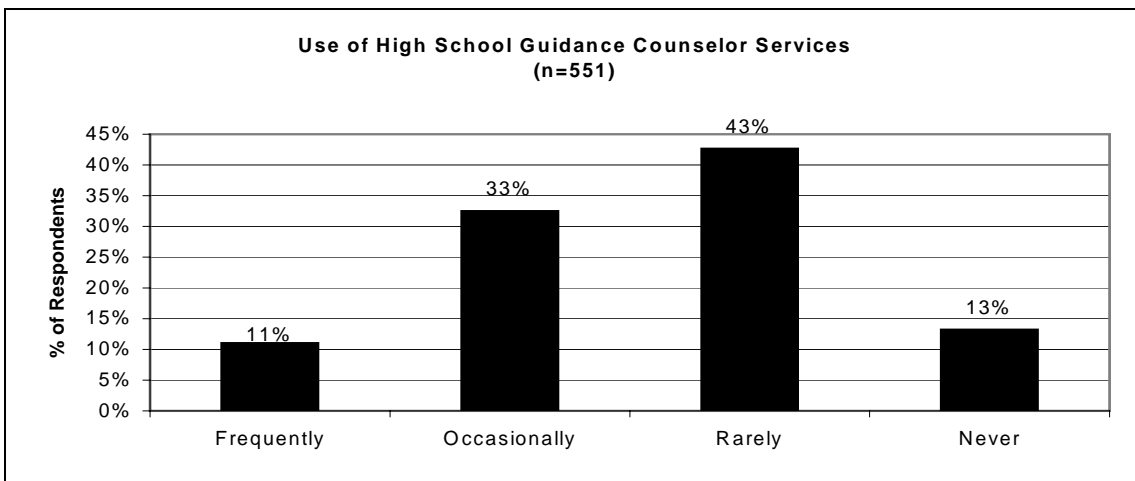
Over eight in ten respondents (82%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (48%) identified guidance counselors at school as a key resource regarding post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified parents/guardians (29%) and teachers (24%) as sources of information.



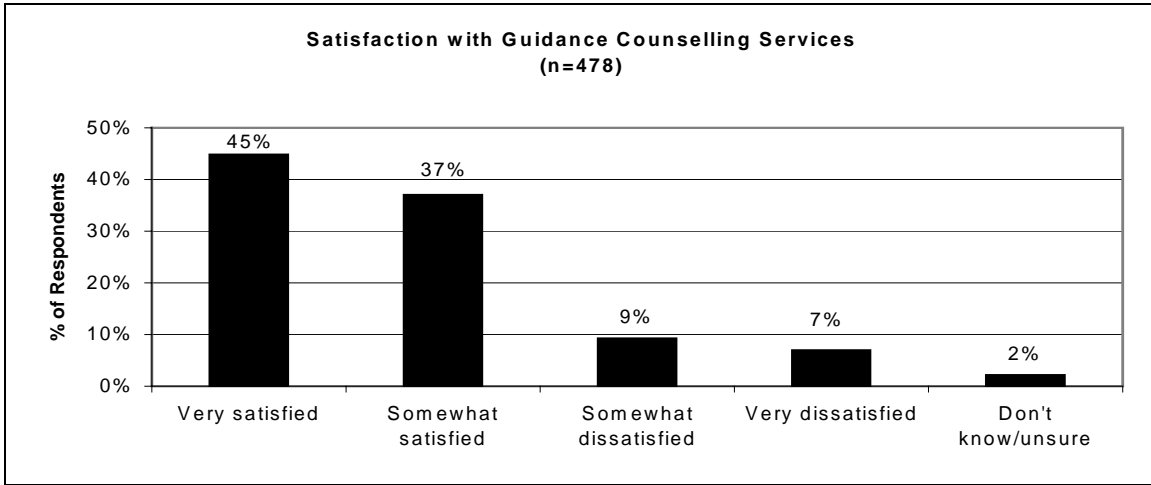
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Almost all respondents from district 18 mentioned they had employed guidance counselor services during high school (87%), with the majority using these services on an occasional (33%) or rare (43%) 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.

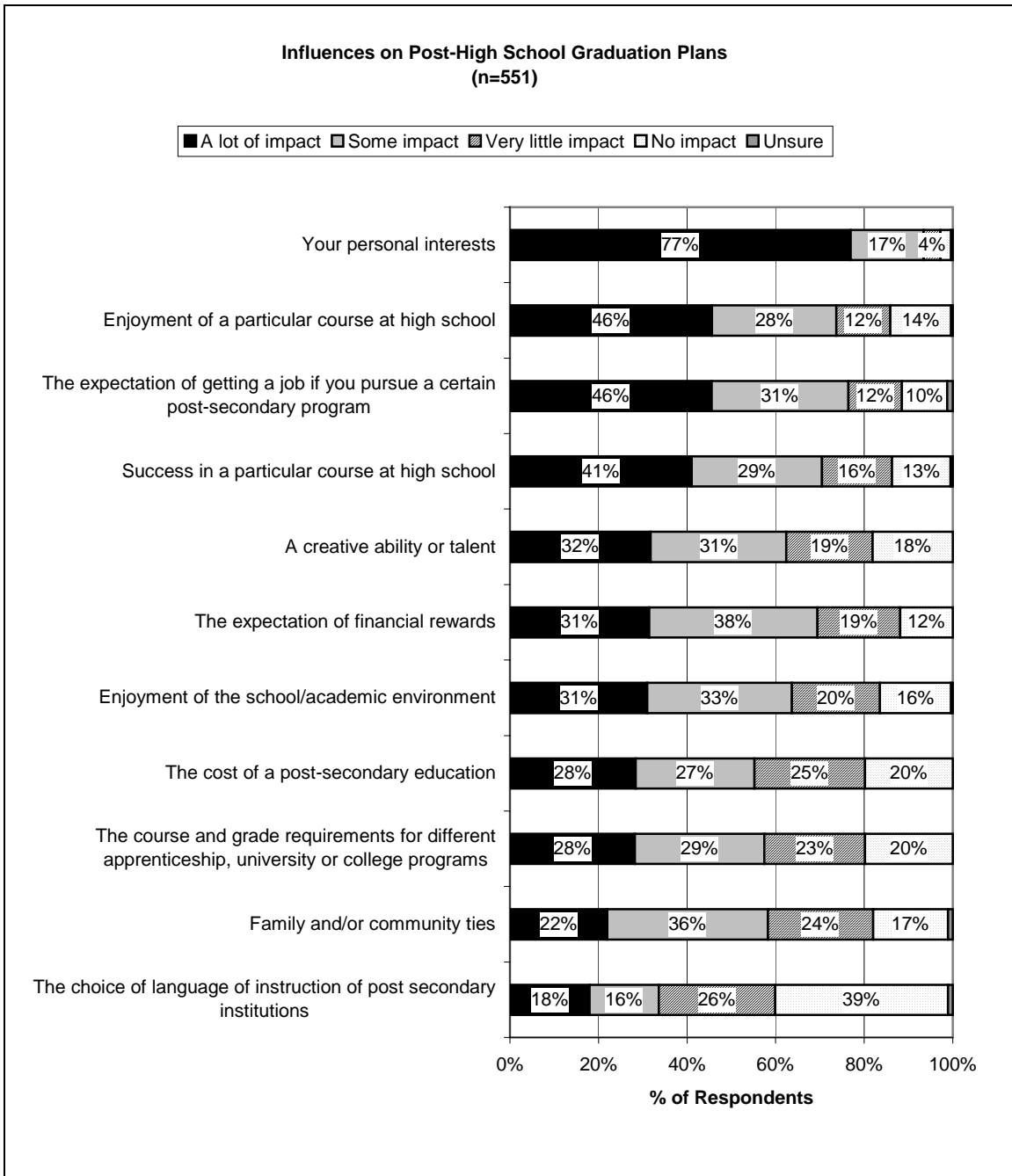


2.4.5 Influences on Post-High School Activities

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 greatest role in the respondents' path following high school (94%)⁵. After this, the expectation of obtaining a job by pursuing a certain post-secondary program (77%), enjoyment of a particular course at high school (74%), success in a particular course in high school (70%), and expectation of financial rewards (69%) were important factors in the decision. Factors that played a less influential role in the decision included family and/or community ties (58%), the course and mark requirements for different programs (57%), the cost of a post-secondary education (55%), and the choice of language of instruction at an institution (34%).

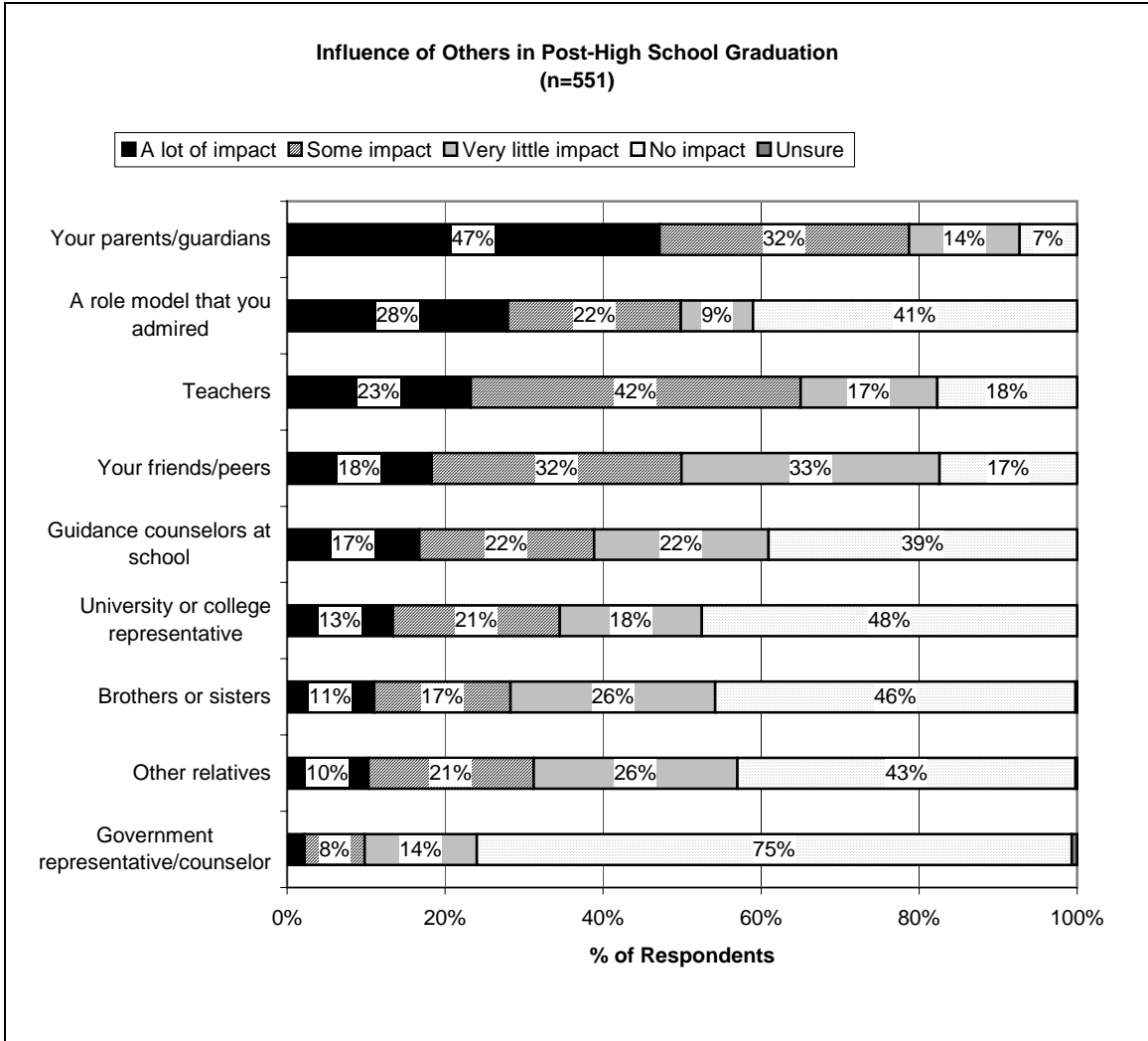
⁴ Satisfied: Includes "very satisfied" or "somewhat satisfied".

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 (79%) were cited as having the most influence⁶ on their decisions, followed by teachers (65%), friends/peers (50%), role models (50%), and guidance counselors (39%). Relatives (other than siblings and parents) (31%), brothers or sisters (28%), 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 high schools could better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (55%) 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 (13%).

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 (19%), independent work should be encouraged (13%), and proper study habits should be taught (10%).

Suggestions for Improvement- Study Habits*		
	(n=248)	% of Respondents
More challenging/greater workload/higher standards	46	18.5
Emphasize independent work/less babying	32	12.9
Teach study habits/study workshops	25	10.1
Teach more essay writing/reading/research skills	22	8.9
Mirror university style of teaching, testing	20	8.1
Stricter teachers/more discipline	13	5.2
More one on one with teachers/guidance counselors	7	2.8
Increase/improve university preparation courses	6	2.4
More teacher support	6	2.4
More relevant course work in general	5	2.0
Other Mentions	18	7.2
Unsure	71	28.6

*Multiple responses allowed

The majority of respondents (77%) 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 (15%) or did so only in part (8%).

Respondents who felt they were not prepared academically to pursue post-secondary education were asked to identify how high school could have prepared them better. The most common themes identified by respondents were to increase workloads and expectations (19%), increase course choices (16%) and teach more essay writing (9%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=127)	% of Respondents
More challenging/greater workload/higher standards	24	18.9
Increase course choices/more variety/co-op programs	20	15.7
Teach more essay writing/reading/research	12	9.4
Mirror university style of teaching, testing	10	7.9
More relevant course work in general	5	3.9
Better teachers/teaching methods/teaching skills	4	3.1
Increase/improve university preparation courses	4	3.1
Teach study habits/study workshops	4	3.1
More study in math	3	2.4
Other Mentions	6	4.8
Unsure	35	27.6

*Multiple responses allowed

Life Skills and Suggestions for Improvement

Seven in ten (71%) respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training, while 29% of respondents felt that high school either did not provide these skills (18%) or did so only in part (11%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestions were to increase instruction in life skills (16%), budgeting skills (15%), and time management skills (11%).

Suggestions for Improvement-Life Skills*		
	(n=159)	% of Respondents
Offer courses or workshops on life skills	26	16.4
Budgeting skills/financial	24	15.1
Time management skills	17	10.7
Communications skills	7	4.4
Offer more information/more classes on life skills	6	3.8
Emphasize independent work/less babying	5	3.1
Provide more information on post-secondary/career options	5	3.1
Other Mentions	16	10.0
Unsure	66	41.5

*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 (18%) or did so only partially (7%).

When asked to identify how high school could have better prepared them for the workforce, the most common response provided was to offer courses or workshops on job finding skills (15%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=137)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	20	14.6
Increase trade-related/work-related courses	5	3.6
More practical experience/application	4	2.9
Make work experience/co-op programs mandatory	4	2.9
Provide more information on career choices (job fairs, career days)	4	2.9
Offer more/better/longer co-op/youth apprenticeship programs	3	2.2
Other Mentions	12	8.9
Unsure	88	64.2

*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, 62% of respondents indicated that they were attending a post-secondary institution at the time of the study, while 38% were not.

Furthermore, respondents from district 18 can be classified into four distinct categories:

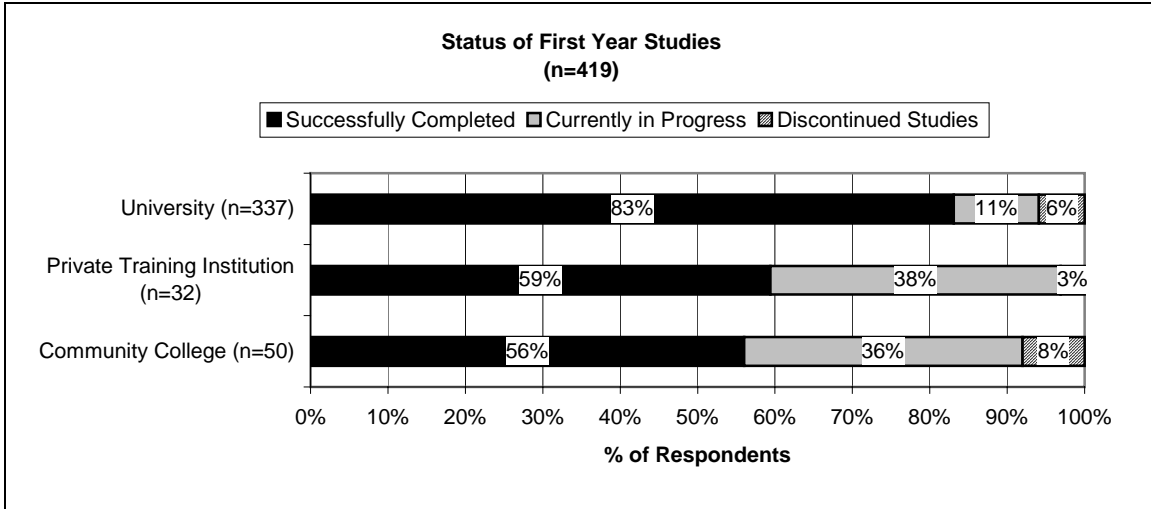
- respondents who were attending a post-secondary institution at the time of the survey (62%);
- respondents who had not yet attended a post-secondary institution (24%);
- respondents who had attended a post-secondary institution and discontinued their studies (10%); and
- respondents who had attended a post-secondary institution and fully completed their program (4%).

3.2 Completion Rate for First Year of Studies

Three-quarters (76%) of respondents had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, over three-quarters (78%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less than one-year program), and 16% were in the process of completing their first year of studies.

Respondents who had attended a university (83%) reported the highest completion rate of their first year, followed by respondents who had attended a private training institution (59%), and those who had attended a community college (56%). However, it should be noted that 38% of respondents who had attended a private training institution, 36% of respondents who had attended a community college, and 11% 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.

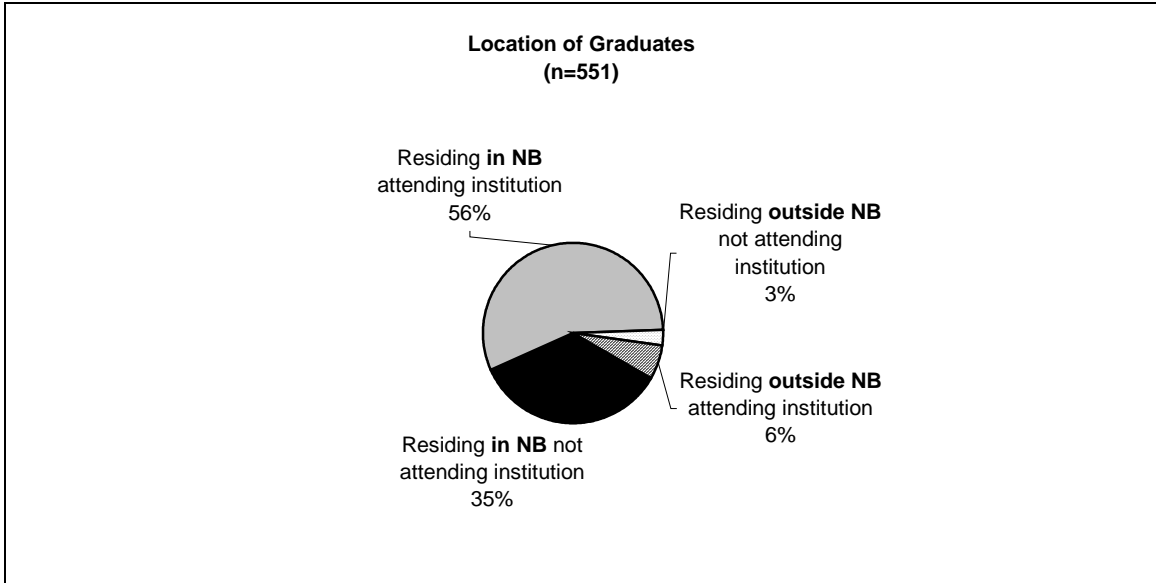


3.3 Mobility of Respondents

Overall, a vast majority of respondents resided in New Brunswick at the time of the survey (91%). Of those who had remained in the province, 61% had remained to attend an educational institution, while 39% had stayed to pursue another activity. When asked if they were likely to leave New Brunswick in the future, 26% were unsure, 46% indicated they would leave, and 28% said they were unlikely to leave.

Of those who had migrated outside the province, 71% had relocated to attend an educational institution, while 29% had moved for family or personal reasons, to travel, 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, 27% indicated they would return, and 40% 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, 62% of respondents from district 18 were engaged in post-secondary studies.

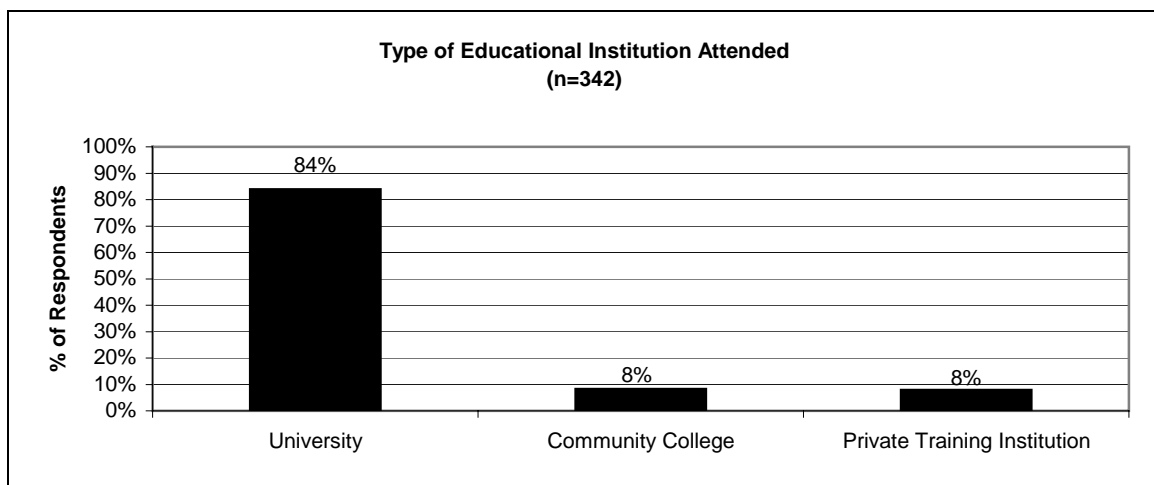
Overall, 79% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school. Those respondents who indicated that they had not been in attendance at this institution since graduation were asked to identify their main activity in the period between high school graduation and enrollment at their current institution. Respondents indicated that they had been working full-time prior to their studies (58%), attending another post-secondary institution (22%), working part-time (10%), upgrading high school marks (4%), traveling (3%), or unemployed and not looking for work (3%).

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 (84%) who were attending a post-secondary institution were attending a university. The remaining respondents were either attending a community college (8%) or a private training institution (8%).



At the time of the study, over half of respondents from district 18 who were engaged in post-secondary studies were attending the University of New Brunswick (51%), followed by St. Thomas University (21%). The majority of respondents indicated they were engaged in studies at their institution of choice (87%).

Name of Post-Secondary Institution		
	(n=342)	% of Respondents
University of New Brunswick	174	50.9
St. Thomas University	73	21.3
NBCC / CCNB	20	5.8
Dalhousie University	8	2.3
Mount Allison University	7	1.9
Other Mentions	60	17.8

4.2.2 Location of Institution

The majority of respondents (90%) had chosen to attend a post-secondary institution within New Brunswick, while 10% of respondents had chosen to attend an institution outside their home province.

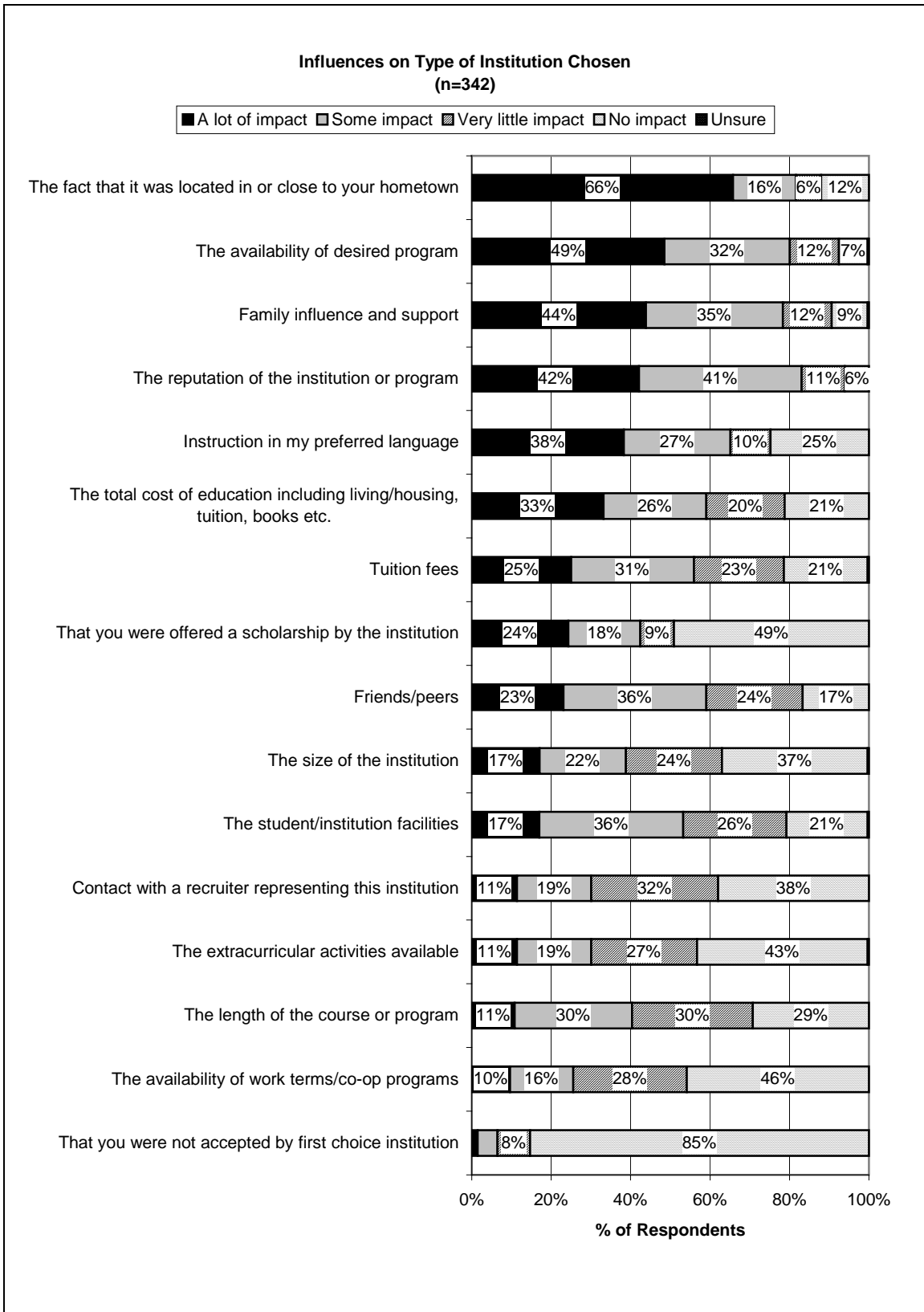
Location of Institution		
	(n=342)	% of Respondents
New Brunswick	308	90.1
Nova Scotia	14	4.1
Ontario	12	3.5
Other Mentions	8	2.3

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 according to the impact each had on their decision. The factor with the most influence⁷ on the respondents' decision of what type of institution to attend was the reputation of the institution or program (83%). Second to this, respondents cited the proximity of the institution to their hometown (82%), the availability of their desired program (81%), and family influence and support (79%) as important factors.

The factors that had the *least* amount of influence on the respondents' decision were the extracurricular activities available at the institution (30%), contact with a recruiter from the institution (30%), the availability of work terms (26%), and not being accepted by a first choice of institution (7%).

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

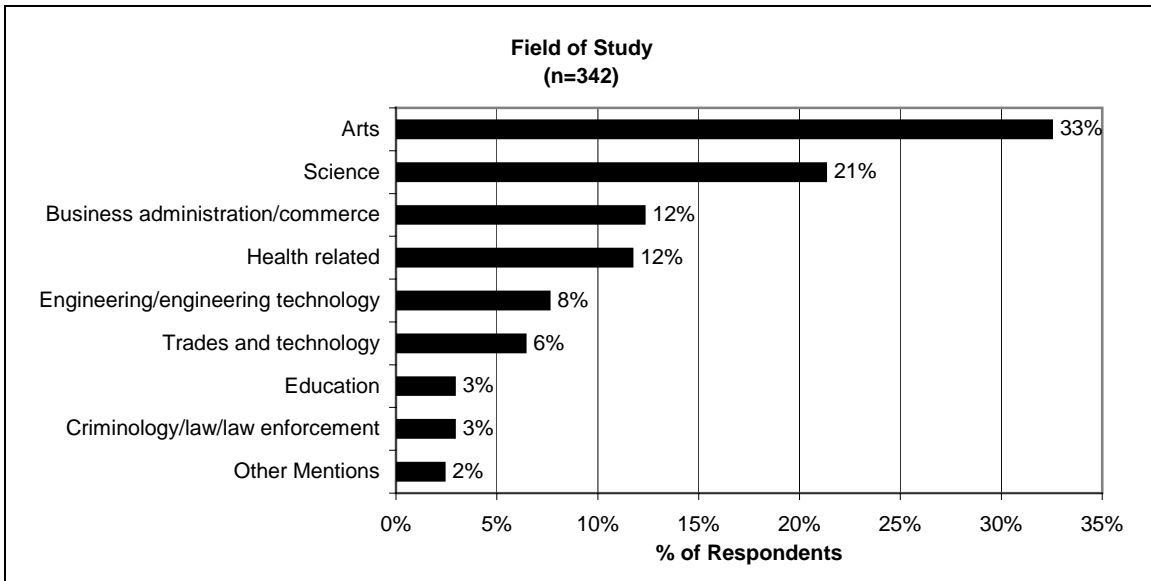


4.3 Scope of Study

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

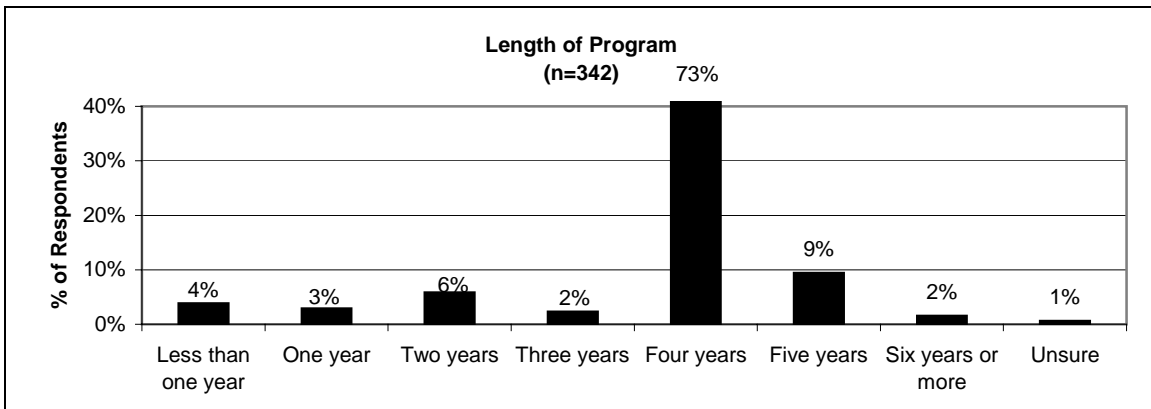
4.3.1 Educational Status and Field of Study

Nearly all respondents from district 18 who were pursuing post-secondary education at the time of the survey were attending classes full-time (96%). The most common fields of study reported by respondents attending a post-secondary institution were arts (33%), science (21%), health (12%) and business administration/commerce (12%).



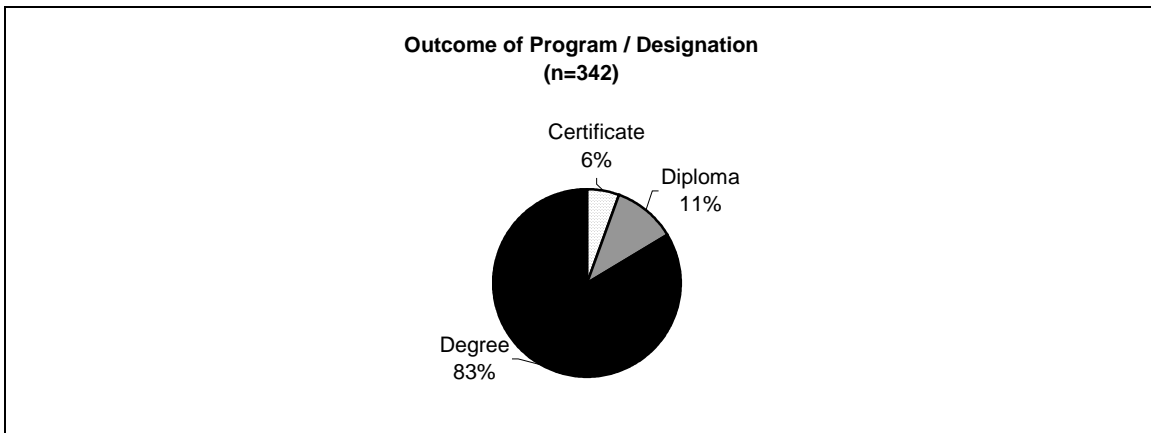
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (73%). As might be expected, respondents enrolled in a university were pursuing programs of longer duration (99% attending programs of four or more years in length) than those attending a community college (79% attending programs of three years or less) or a private training institution (96% 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 (83%) or diploma (11%) upon the completion of their program of study.

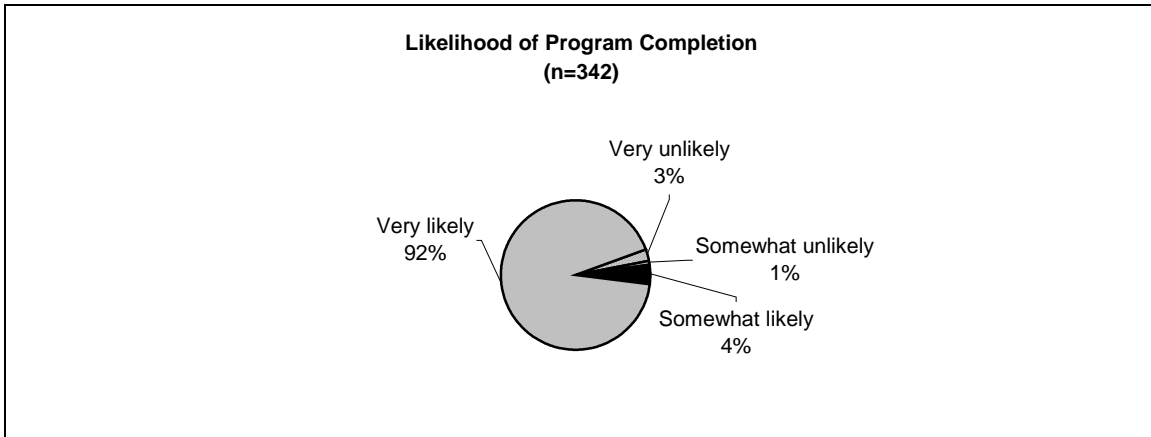


4.4 Expectations for the Future

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

An overwhelming majority (96%) of respondents indicated they were likely⁸ to complete the post-secondary program in which they were enrolled. The respondents who reported that completing their program was unlikely⁹ identified that planning on switching programs (n=5), loss of interest (n=5), or being unprepared (n=1) were reasons why they would be unlikely to complete their program¹⁰.



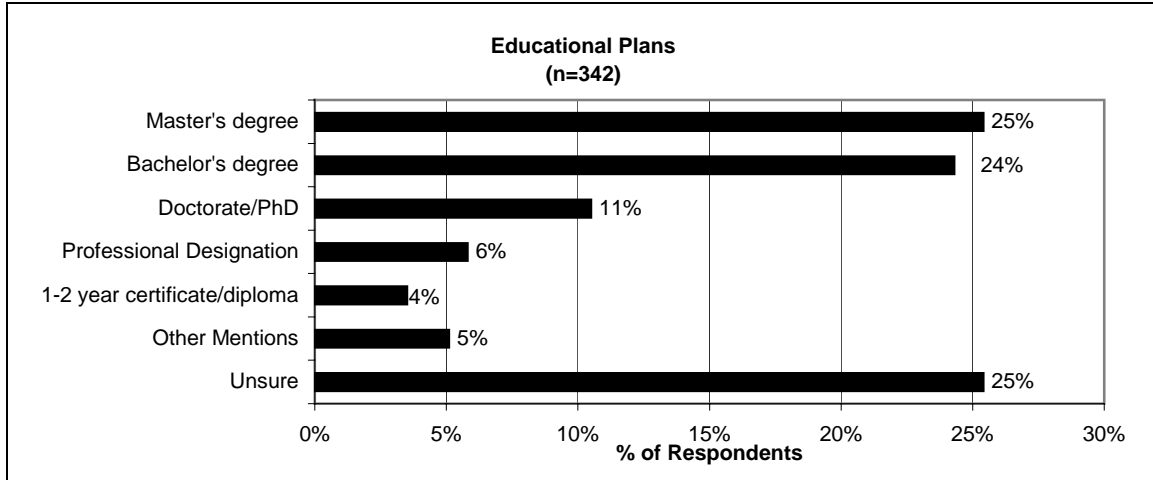
⁸ Likely: Includes “very likely” or “somewhat likely”.

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

¹⁰ Multiple Responses Allowed

4.4.2 Future Plans for Education

A Master's degree was the most common level of educational attainment aimed for by respondents (25%). Second to this, respondents most commonly mentioned a Bachelor's degree (24%), a PhD/Doctorate (11%), and a professional designation (6%).

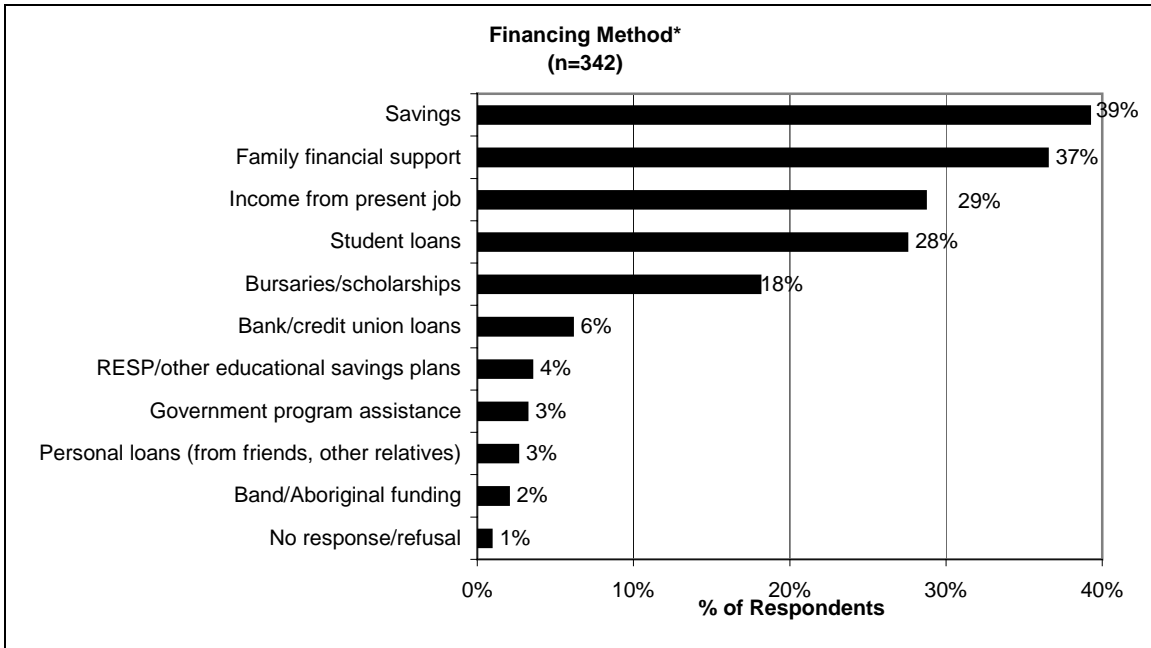


4.5 Financing Post-Secondary Education

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

4.5.1 Method of Financing

Nearly four in ten (39%) respondents engaged in post-secondary studies indicated they were financing their education through personal savings.

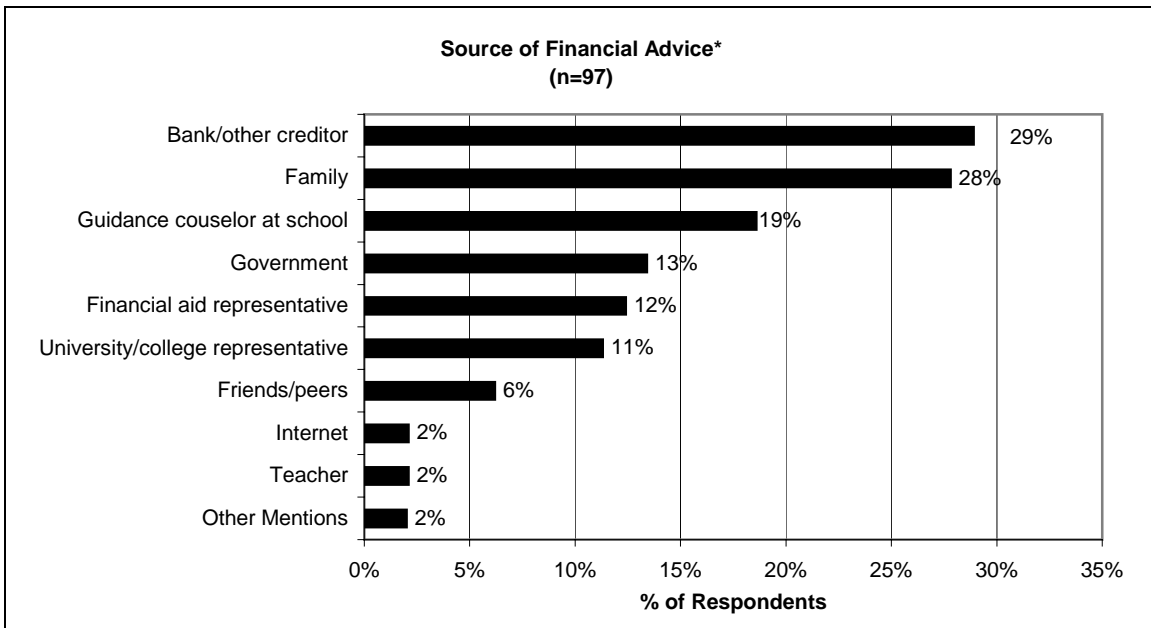


*Multiple responses allowed

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 (28%) 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 bank or creditor (29%), family (28%), or a guidance counselor at school (19%).

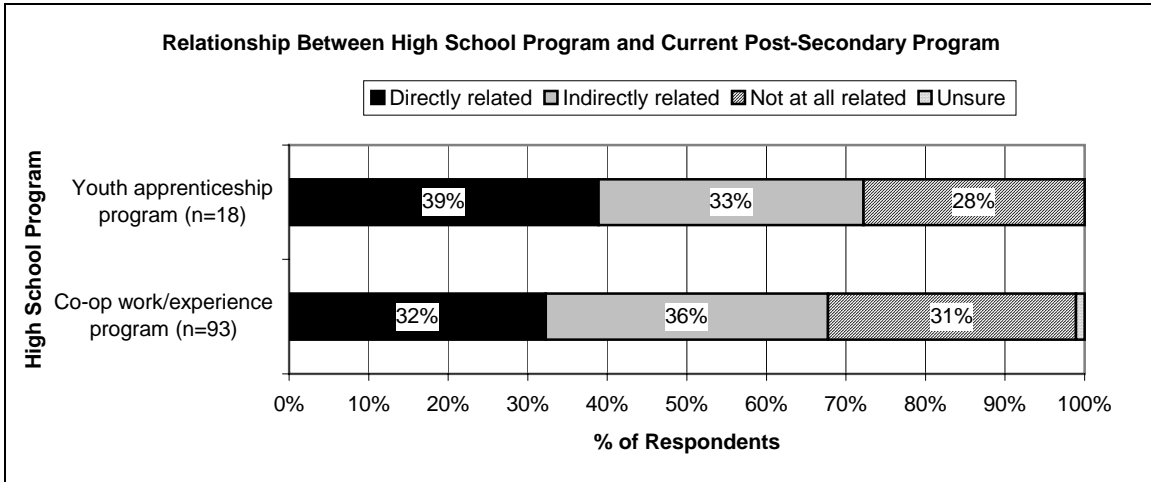


*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, 85% of respondents indicated they were at least somewhat satisfied (54% 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 similar relationship to the selection of a post-secondary program as did participation in a youth apprenticeship program. Approximately 68% of respondents who had participated in a co-op/work experience program reported that their current program of study was directly (32%) or indirectly (36%) related to the co-op/work experience program they completed in high school. Similarly, 72% of respondents who had participated in a youth apprenticeship program indicated there was a relationship between the two programs (39% directly and 33% indirectly).



4.7 Opportunities After Completion of Post-Secondary Education

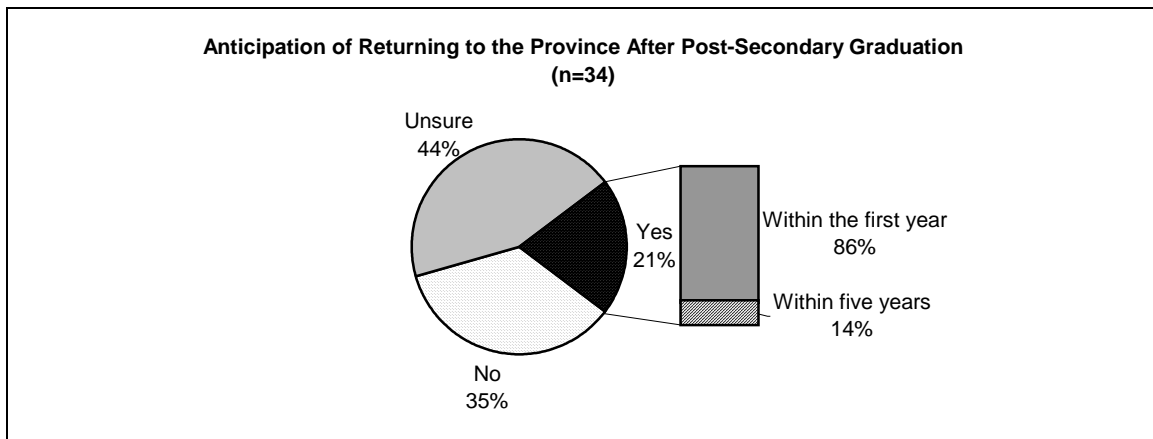
Respondents were asked about opportunities for employment after completion of their post-secondary education, including mobility and confidence in obtaining employment in the province.

4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

Respondents who were attending an institution outside New Brunswick most commonly reported doing so because they perceived programs to be of higher quality at out of province institutions (24%), the program they wanted was not offered in New Brunswick (18%), or they wanted to do post-secondary education outside the province (18%).

Reasons for Attending an Institution Outside of New Brunswick		
	(n=34)	% of Respondents
Programs are of higher quality at out of province institutions	8	23.6
Desired program is not offered in New Brunswick	6	17.6
Wanted to do my post-secondary education outside of New Brunswick	6	17.6
New experience/ new places/ better reputation	5	14.7
Personal/family reasons	2	5.9
Living in New Brunswick and doing correspondence course outside the province	2	5.9
Better scholarships are available out of province	1	2.9
No specific reasons	4	11.8

Of those respondents attending an institution outside of New Brunswick, 21% 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 (86%).



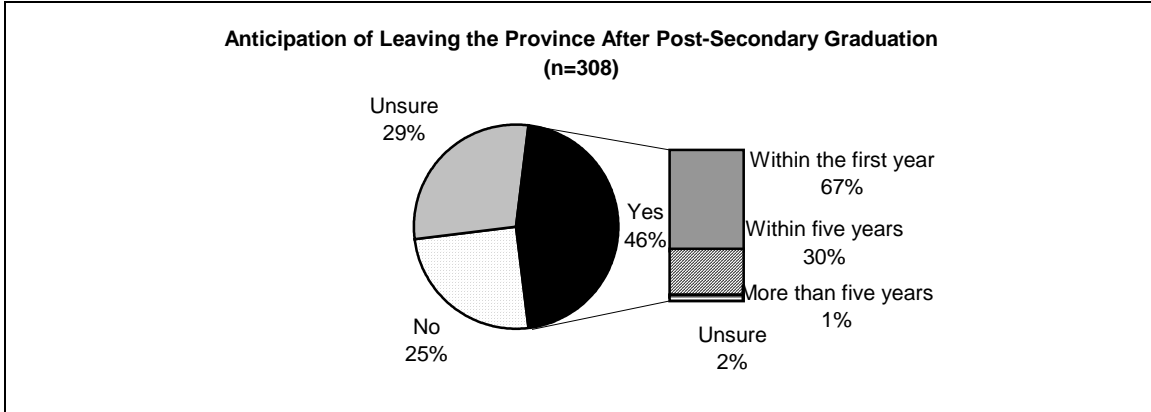
The top reasons cited for not returning to New Brunswick (by those who had not planned to return or were unsure if they would return) were better job opportunities elsewhere (30%) and a desire to travel and see other places (30%).

Reasons for Not Returning to the Province*		
	(n=27)	% of Respondents
To travel/see other places	8	29.7
Better job opportunities	8	29.6
Further education	3	11.1
Lack of jobs in chosen field	2	7.4
Lack of jobs/fewer job opportunities	2	7.4
Rather live in big city	1	3.7
Better wages	1	3.7
Unsure	2	7.4

*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, 46% 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 (67%).



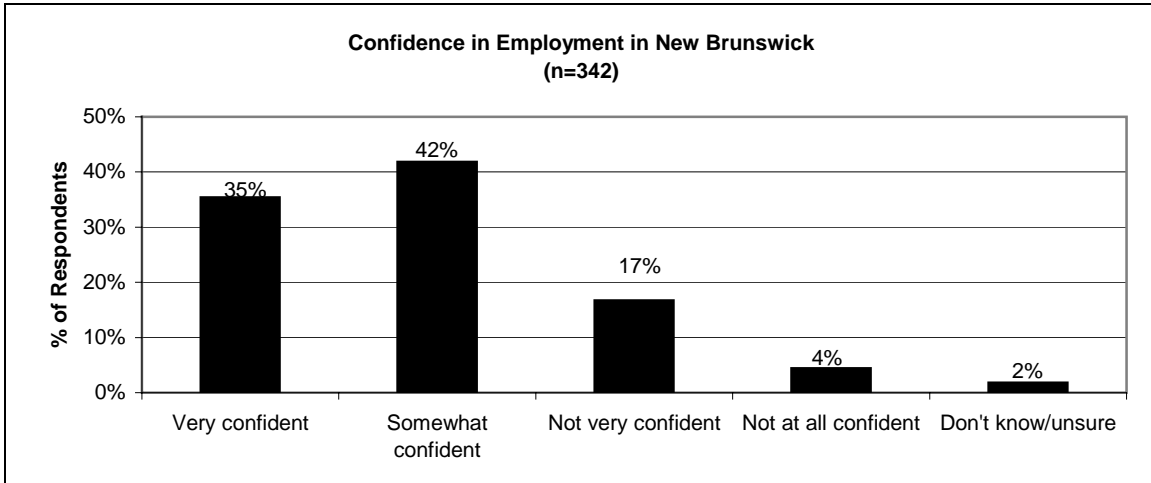
Respondents most commonly cited better job opportunities (35%) as motivations for leaving New Brunswick.

Reasons for Leaving New Brunswick*		
	(n=142)	% of Respondents
Better job opportunities	50	35.3
Further education	47	33.1
To travel/ see other places	15	10.6
For a change	8	5.6
Lack of jobs/fewer job opportunities	7	4.9
Better wages	4	2.8
Lack of programs	4	2.8
Current employment	3	2.1
Other Mentions	4	2.8

*Multiple Responses Allowed

4.7.3 Employment in New Brunswick

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



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

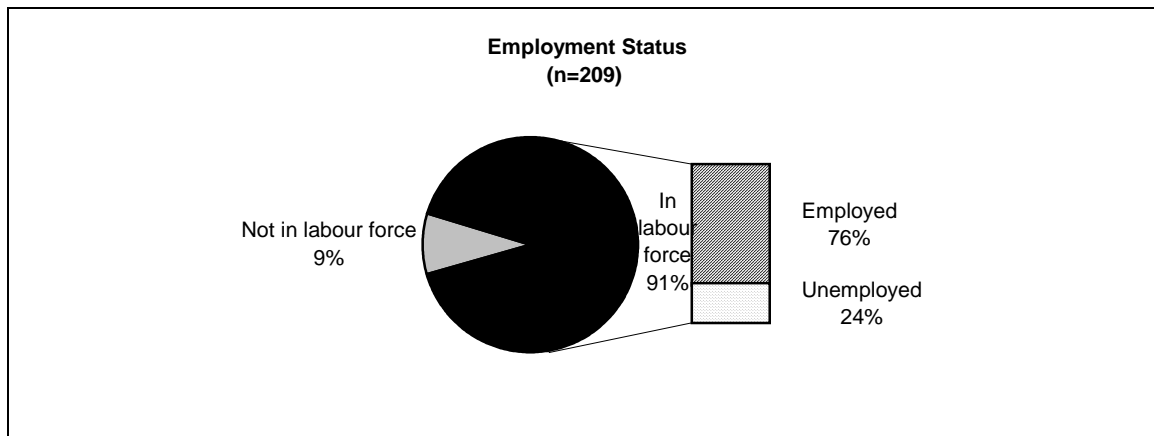
5.0 The Employment Experience

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.

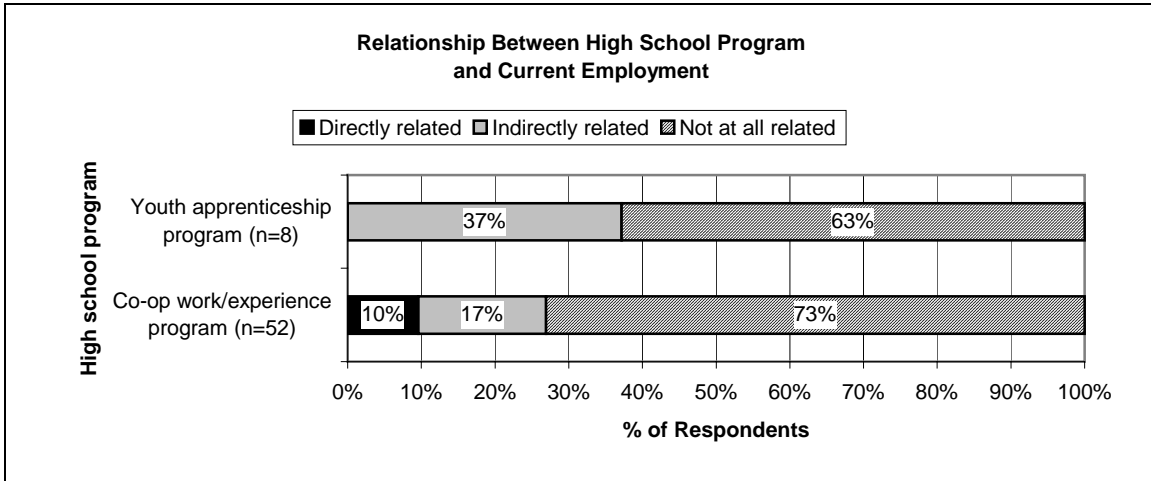
Overall, 38% of respondents were not attending a post-secondary institution at the time of this study. Although not attending a post-secondary institution at that time, 37% of these respondents indicated they had attended a post-secondary institution at some point since graduation in June 2002. Of those who had had at least some post-secondary education, 30% reported successfully completing the entire program and 70% reported discontinuing their studies.

During the reference week, 91% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 9% were not. Of those respondents in the labour force, 76% were employed (full-time: 83%; part-time: 17%) and 24% were unemployed. It should be noted that employed respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours etc.) and were therefore excluded from the analysis of these questions.



5.1.1 Relationship of Employment to Work Experience Program

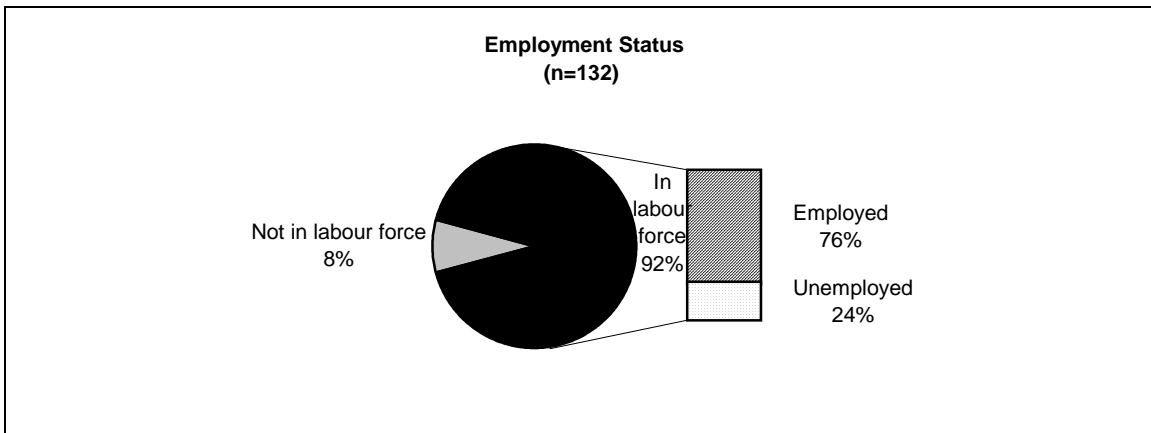
The majority of employed respondents who had participated in a co-op/work experience program during high school indicated that the program was not at all related to their current employment (73%). Similarly, the majority of employed respondents who had participated in a youth apprenticeship program felt that their job was not at all related to the program (63%).



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

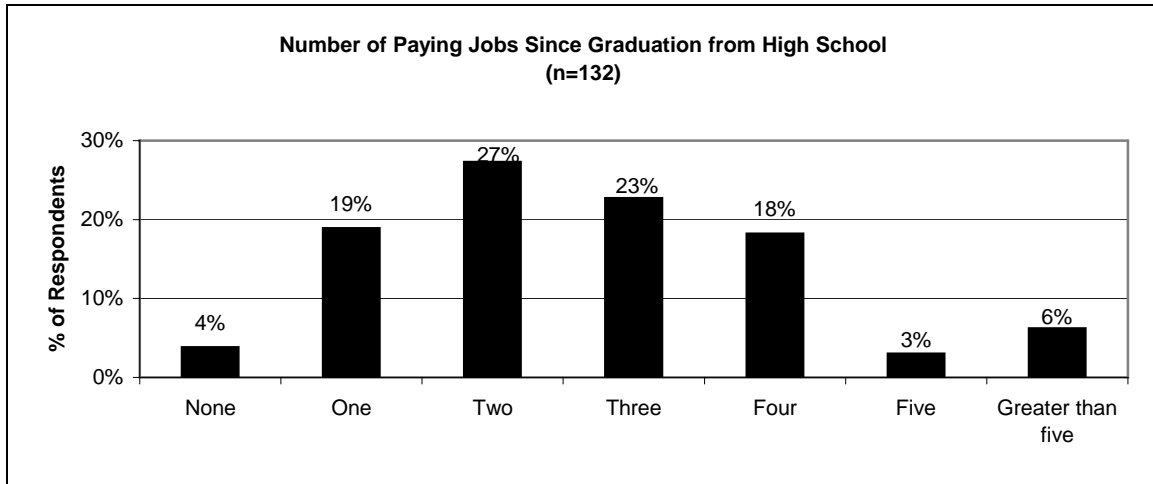
5.2.1 Labour Force and Employment Status

A total of 24% of respondents had not yet attended a post-secondary institution at the time of the survey. During the reference week, 92% of these respondents were in the labour force, while 8% were not. Of those respondents in the labour force, 76% were employed (full-time: 84%; part-time: 16%) and 24% 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.

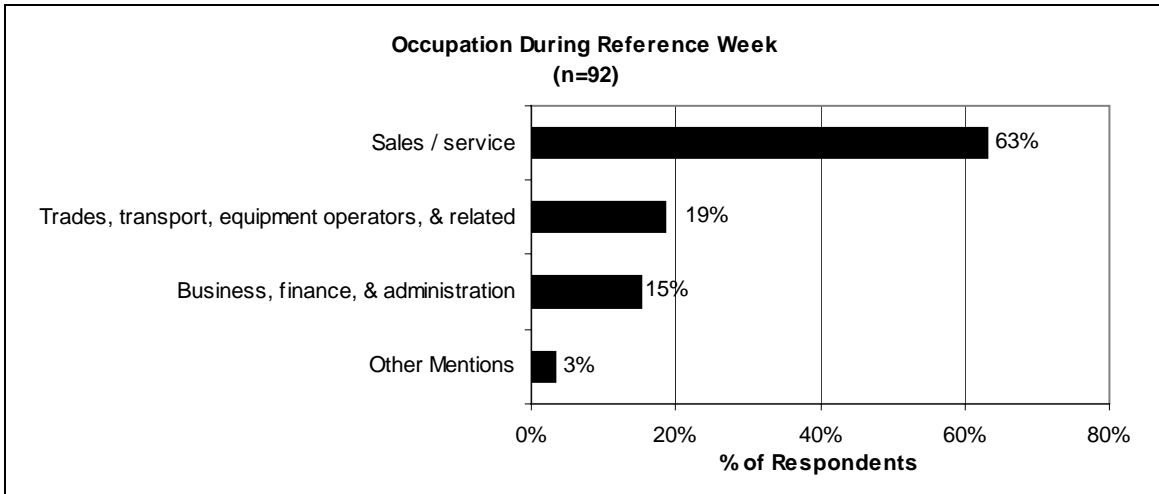


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 70% were employed during the reference week. Only two respondents (2%) who have 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 sales or service occupations (63%), followed by trades, transport, and equipment operation (19%).



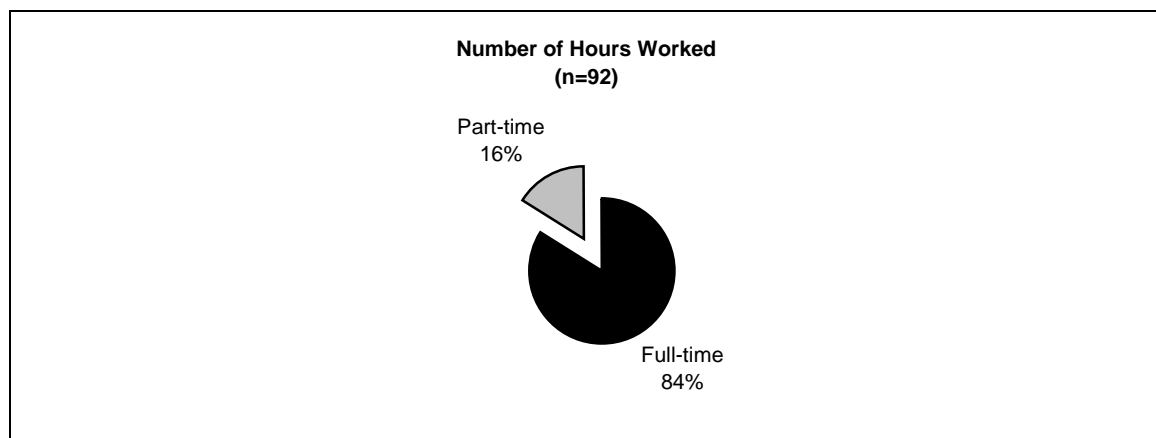
Industry

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 (41%) and administrative support (10%).

Type of Business, Industry or Service During Reference Week		
	(n=92)	% of Respondents
Retail trade	38	41.3
Administrative support, waste management & remediation services	9	9.8
Construction	8	8.7
Accommodations, food services	8	8.7
Other services (except public administration)	5	5.4
Manufacturing	4	4.3
Professional, scientific, technical services	3	3.3
Transportation & warehousing	3	3.3
Information & cultural industries	3	3.3
Public administration	2	2.2
Real estate, rental & leasing	2	2.2
Arts, entertainment, recreation	2	2.2
Other Mentions	5	5.3

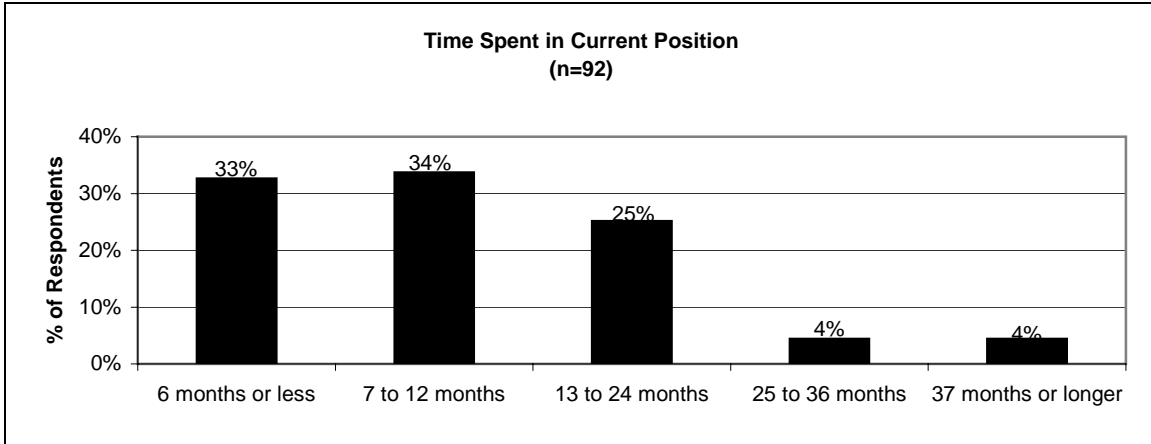
Average Number of Hours Worked & Average Hourly Wage

The majority (84%) of respondents who had not yet attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 36.3 hours during that particular week and earned a mean hourly wage of \$8.46.



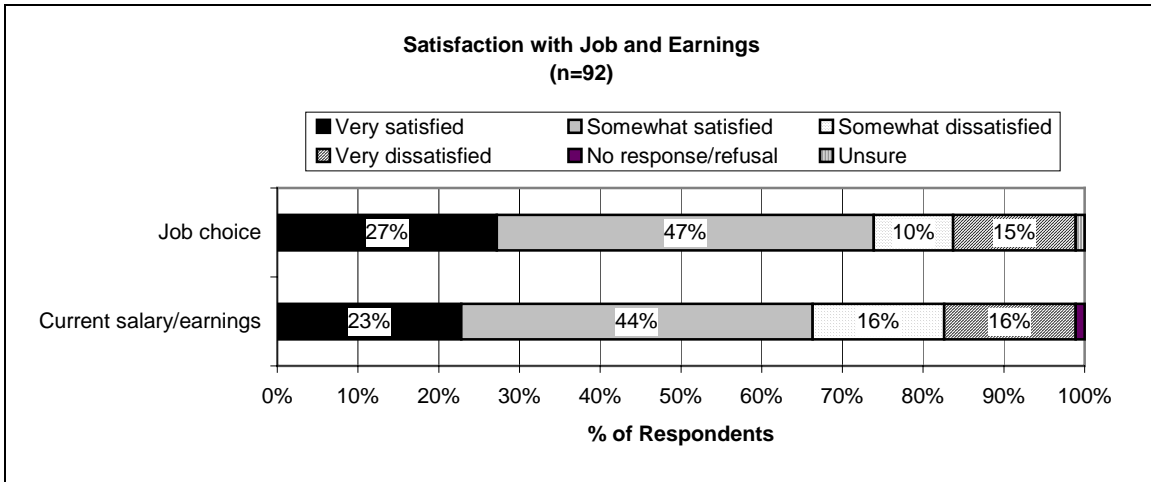
Length of Time Employed in Current Position

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 11.8 months at the time of the survey.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, two-thirds (67%) were at least somewhat satisfied with their current salary or earnings and a greater proportion was at least somewhat satisfied with their job choice (74%).



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, 62% were looking for employment during the reference week, 31% were waiting for a recall after a layoff, and 7% were waiting for a new job to start in the following four weeks. Of those seeking work, 56% indicated they were seeking full-time work, 22% claimed they were seeking part-time work, and 22% had no preference.

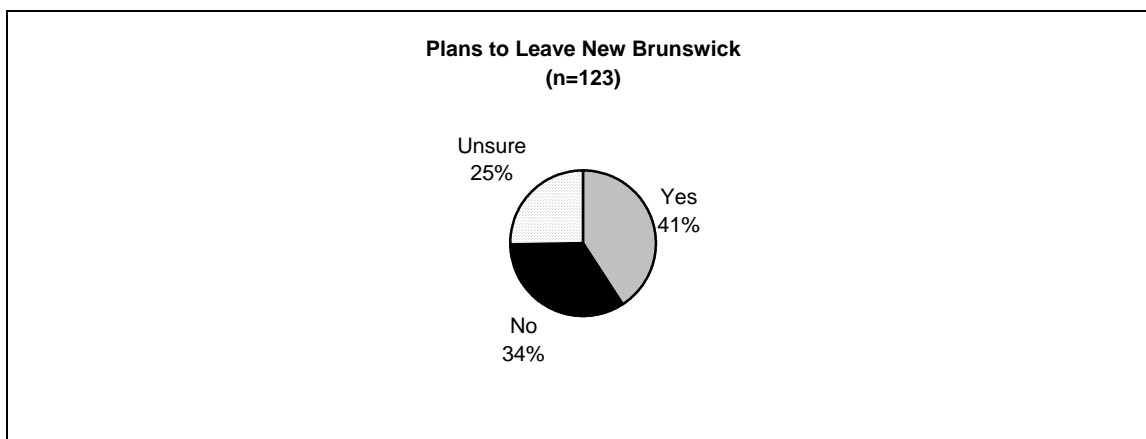
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=29)	% of Respondents	(n=11)	% of Respondents
Inability to find job related to your training/experience	9	31.1	1	9.1
Waiting for recall to work after a layoff	9	31.1	-	-
No work available in area/looking for job	3	10.3	-	-
Waiting for a new job to start in the next 4 weeks	2	6.9	-	-
Not working due to personal or family responsibilities	1	3.4	6	54.5
Laid-off/fired/quit	1	3.4	-	-
Not looking for work	-	-	2	18.2
Maternity leave	-	-	1	9.1
Other Mentions	-	-	1	9.1
No response/refused	4	13.8	-	-

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (93%) of respondents who had not yet attended a post-secondary institution reported living in New Brunswick. Of these respondents, 41% anticipated leaving the province in the future, 34% indicated they did not expect to leave and 25% were uncertain.



Of the respondents who anticipated leaving New Brunswick (n=50), 30% planned on leaving within the following year, 66% expected to leave within five years, 2% anticipated leaving in more than five years, and 2% were unsure. Reasons given for choosing to leave the province differed. For example, 44% of respondents expected to leave for better job opportunities elsewhere.

Reason for Leaving New Brunswick*		
	(n=50)	% of Respondents
Better job opportunities	22	44.0
To travel/see other places	9	18.0
Further education	7	14.0
For a change	6	12.0
Current employment/work	2	4.0
Better wages	2	4.0
Military	1	2.0
Lack of jobs/fewer job opportunities	1	2.0

*Multiple Responses Allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

The nine respondents who were no longer residing in New Brunswick reported that more job opportunities outside the province (n=5), family/personal issues (n=4), the ability to make more money outside the province (n=1), a desire to travel (n=1), and nonspecific (n=1) or other (n=1) reasons motivated the move¹².

Of these respondents, 33% (n=3) did anticipate returning to New Brunswick within five years. However, 67% (n=6) did not anticipate returning to New Brunswick. Reasons given included a desire for a change (n=2) or to travel (n=2), as well as better job opportunities outside the province (n=1) or fewer of such opportunities within New Brunswick (n=1)¹³.

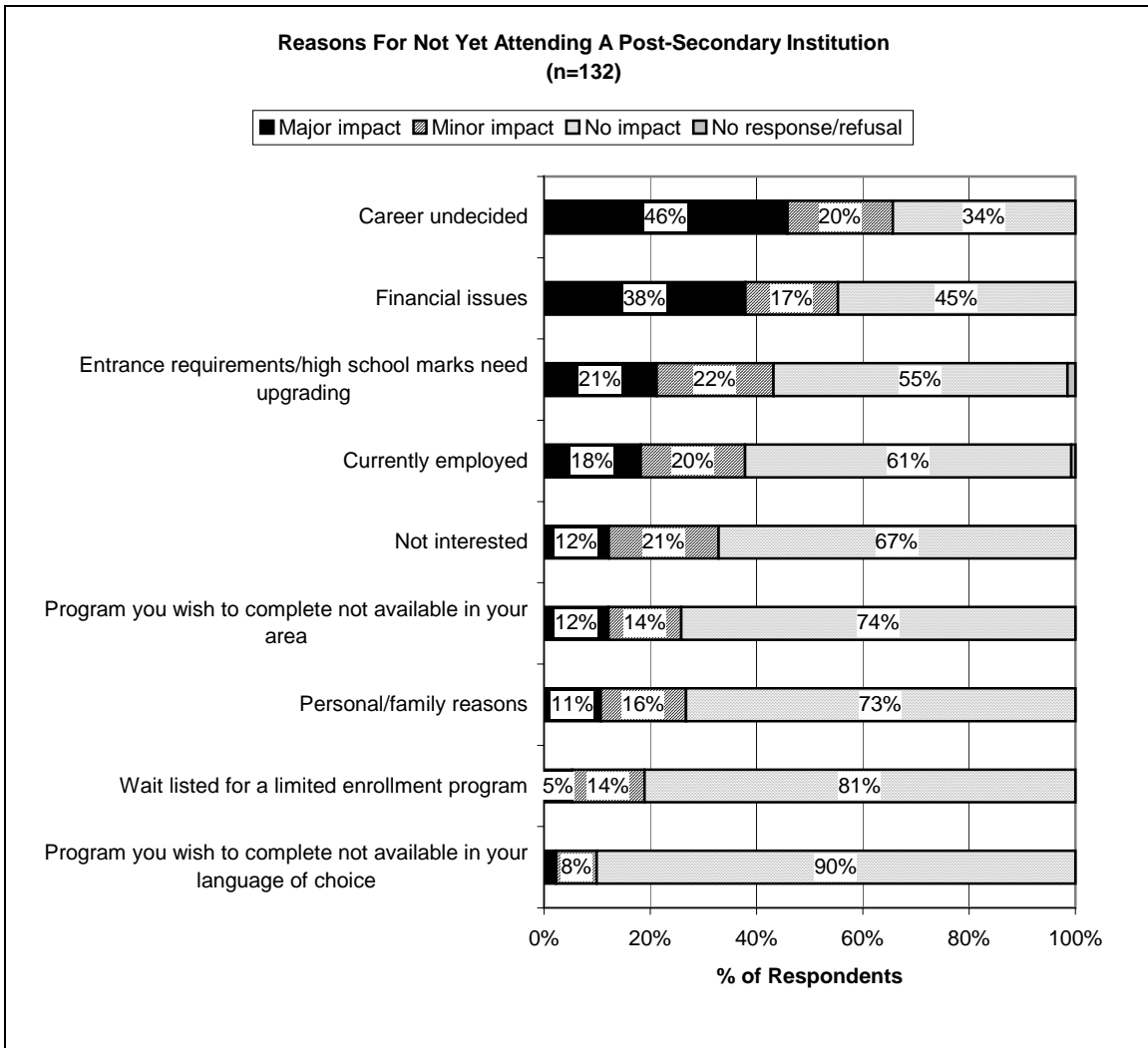
5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

Nine potential barriers to post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each respondent was asked to rank each factor as having a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Most frequently, this group of respondents reported that not having decided on a career (66%) was the factor that had the most influence¹⁴ on their decision not to attend a post-secondary institution, in addition to financial issues (55%), entrance requirements (43%), or current employment (38%). Only a small proportion of respondents indicated that personal or family reasons (27%), not having a desired program available in one's area (26%), being wait-listed for a limited enrollment program (19%) and not having a program of interest available in their language of choice (10%) were factors that 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 (63%) indicated that the fear of getting into too much debt played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=73)	% of Respondents
You are afraid of getting into too much debt	46	63.0
You were not able to get enough money to attend	41	56.2
The program you wish to take is too expensive	30	41.1
Other Mentions	7	9.6

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 attend sometime in the future (91%), while 86% indicated a desire to continue working and making money.

Reasons for Citing NOT INTERESTED		
	(n=43)	% of Respondents
You wish to attend sometime in the future	39	90.7
You want to continue working and making money	37	86.0
You wish to take a break from formal learning	34	79.1
You are planning on doing some traveling before deciding about a post-secondary education	12	27.9
You feel that a post-secondary education will not help you get a job	7	16.3
Other Mentions	2	4.7

Of those respondents who had indicated an “undecided career” was a factor, most (90%) 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=86)	% of Respondents
You are undecided between more than one career choice	77	89.5
You did not have sufficient information on your post-secondary options	35	40.7
Other Mentions	1	1.2

Most frequently, those who had cited “entrance requirements” as a factor that had had an impact said not meeting the requirements for the *program* (49%) or *institution* (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=57)	% of Respondents
You did not meet the requirements for the program you wished to enter	28	49.1
You did not meet the entrance requirements for the institution you wished to enter	25	43.9
The pre-requisite courses were not available at your school	10	17.5
You are in high school upgrading your marks	2	3.5
Other Mentions	3	5.3

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution to date most frequently indicated that present family commitments (46%) had played a role.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=35)	% of Respondents
Your present family commitments	16	45.7
You don't want to leave your community and home	9	25.7
Health reasons prevent you from attending	9	25.7
Lack of family support	1	2.9
Other Mentions	2	5.7

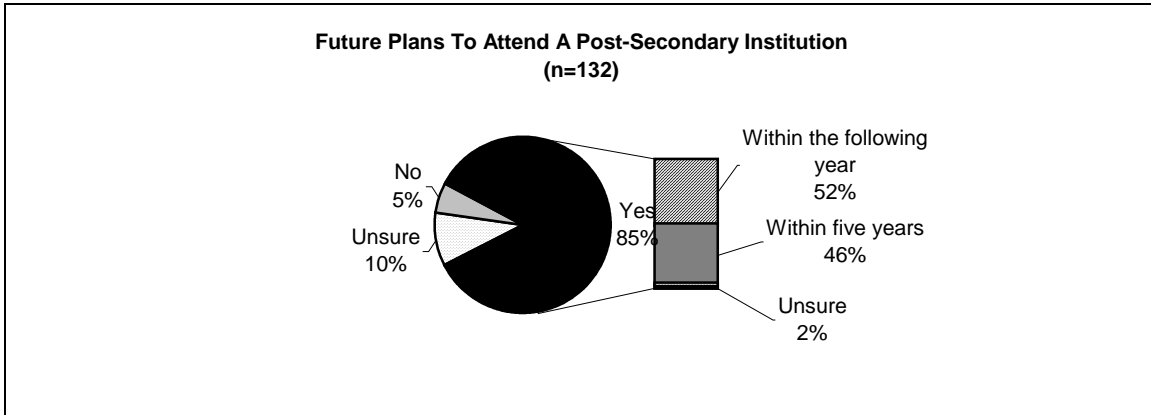
Most frequently, those respondents who indicated their “current employment” was a factor indicated that the need to support themselves had played a part in their decision not to attend a post-secondary institution (94%). Second to this, respondents cited a need to earn money for post-secondary education (76%) as a factor in the decision.

Reasons for Citing CURRENT EMPLOYMENT		
	(n=50)	% of Respondents
To support yourself	47	94.0
To earn money for post-secondary education	38	76.0
Working is what you want to do	35	70.0
You are still undecided on your career path	34	68.0
You believe that your work experience will get you to your career goals	32	64.0
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	31	62.0
To support your family	9	18.0
You have started your own business	4	8.0
Other Mentions	1	2.0

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Over eight in ten respondents (85%) who had not yet attended a post-secondary institution planned to attend one at some time in the future, the majority (52%) of whom planned to go the following year.



Motivations for Pursuing Education

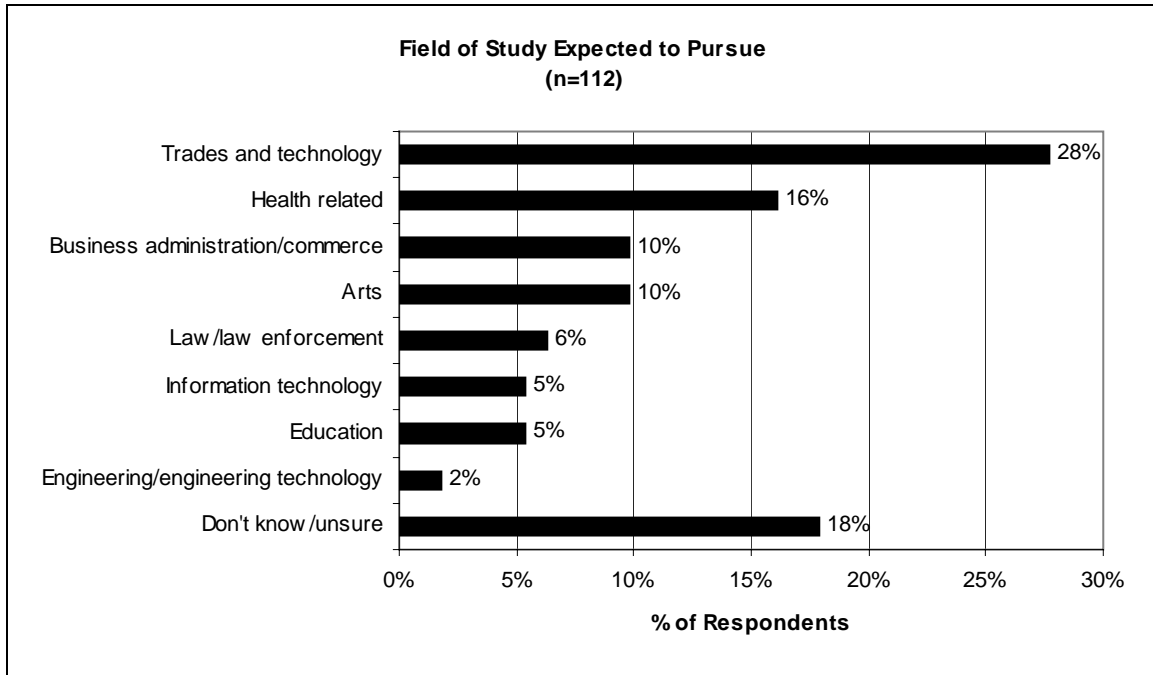
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (77%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=112)	% of Respondents
To get a better job/further career opportunities	86	76.8
Will have sufficient financial resources	8	7.1
To further education/better myself	7	6.3
Will have mature student status	4	3.6
You have been accepted in a post-secondary program that you wanted	3	2.6
Other Mentions	4	3.6

*Multiple Responses Allowed

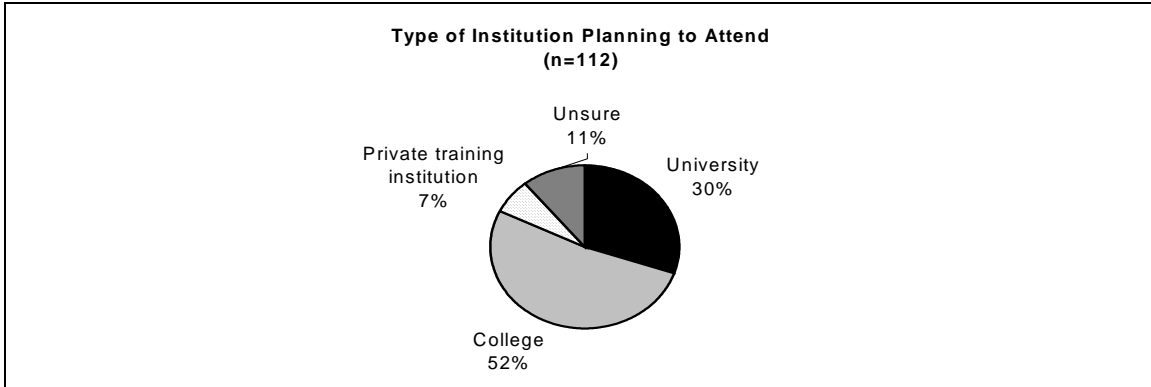
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (28%), followed by health (16%). Approximately 18% 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 (52%), 30% planned on attending a university, 7% planned on going to a private training institution, and 11% were unsure what type of institution they would attend.



Name of Institution

Four in ten respondents (40%) 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 (26%).

Name of Post-Secondary Institution		
	(n=112)	% of Respondents
NBCC/CCNB	29	25.9
University of New Brunswick	15	13.4
St. Thomas University	10	8.9
Other Mentions	13	11.6
Unsure	45	40.2

Location & Reasons for Leaving New Brunswick

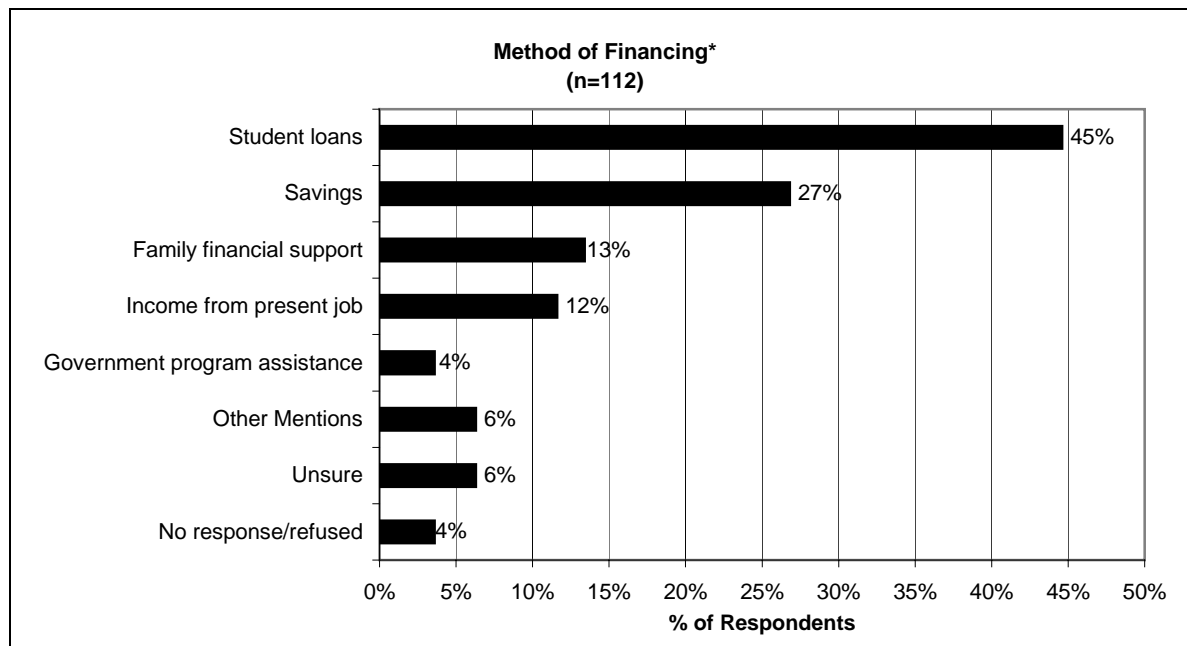
Most of these respondents who planned on pursuing post-secondary education planned to attend an institution in New Brunswick (85%). Those who planned to attend an institution outside the province (15% or n=17) most frequently attributed their move to the program they wanted not being offered in New Brunswick (41% or n=7).

Reason for Attending an Institution outside New Brunswick*		
	(n=17)	% of Respondents
The program I wanted is not offered in New Brunswick	7	41.2
Personal/family reasons	3	17.6
Programs are of higher quality at out of province institutions	2	11.8
Just wanted to move	2	11.8
Only part of a choice program is offered in New Brunswick	2	11.8
Lower costs	1	5.9
Living outside of New Brunswick	1	5.9
No specific reason	1	5.9

*Multiple responses allowed

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 (45%) and personal savings (27%) were the most popular financing methods.



*Multiple responses allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

Overall, 10% of respondents (n=54) had attended a post-secondary institution since graduation in 2002 but discontinued their studies before completion. Those respondents who discontinued studies most often explained that they had taken a break from rather than discontinued studies (37%), they had lost interest (22%), or they were undecided on a career (15%).

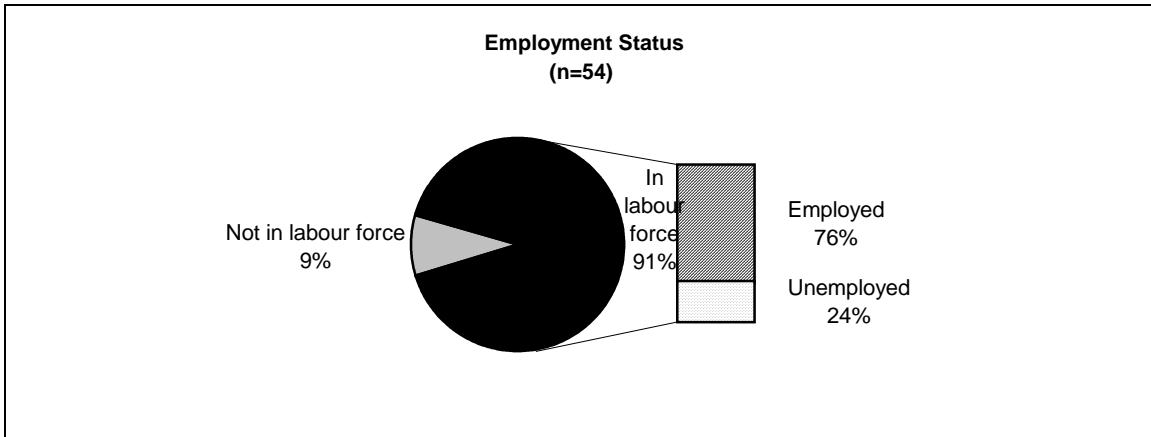
Reason for Discontinued Studies		
	(n=54)	% of Respondents
Break in studies, not discontinued	20	37.0
Lost interest in program	12	22.2
Undecided on career	8	14.8
Program was not what you expected	5	9.3
Personal/family/illness issues	3	5.6
Difficulty of program/academic failure	3	5.6
Other Mentions	1	1.8
Unsure	2	3.7

For the most part, the majority of these respondents¹⁵ had discontinued their studies during (32%) or at the end (41%) of the first year of a multi-year program. The remaining respondents had discontinued studies before the completion of a program of one year or less (18%) or during the second year of a multi-year program (9%).

5.3.1 Labour Force and Employment Status

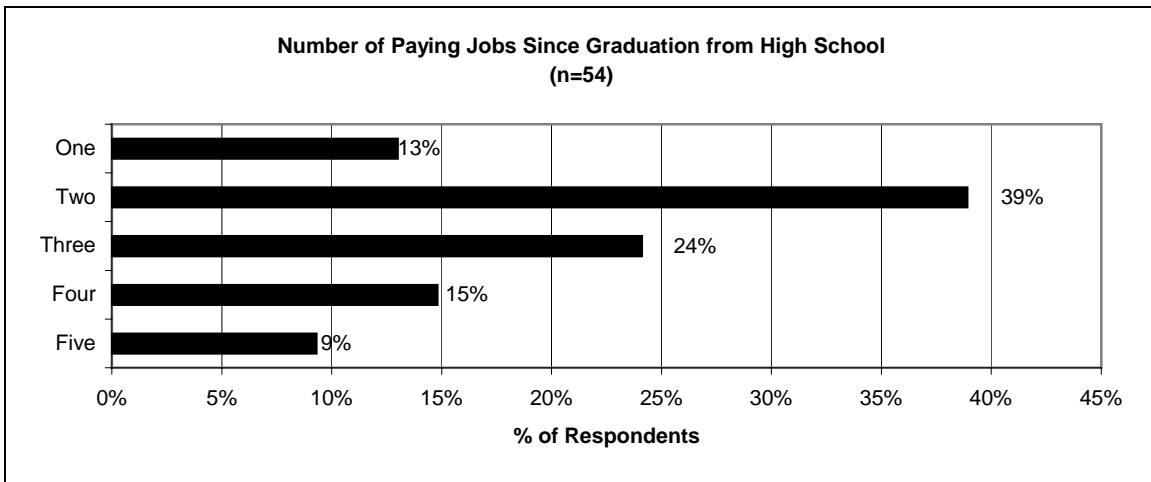
Labour Force and Employment Status

During the reference week, 91% of respondents who had discontinued their studies were in the labour force, while 9% were not in the labour force. Of those in the labour force, 76% were employed (full-time: 78%; part-time: 22%) and 24% 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.



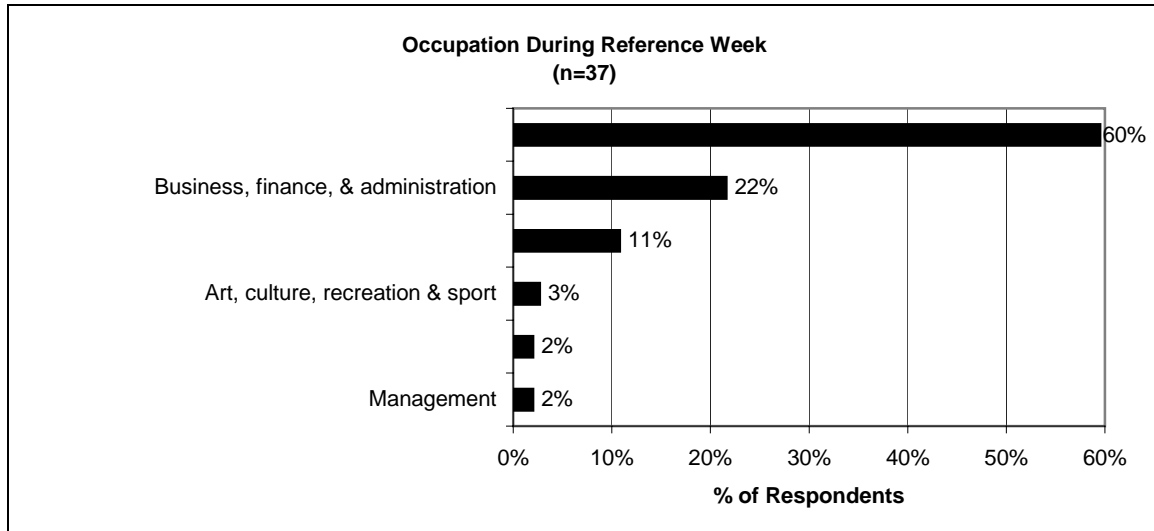
¹⁵ 20 respondents who indicated they took time off from their studies (but did not discontinue their studies) were excluded from this question.

5.3.2 Respondents Working in Reference Week

Of those who had discontinued their post-secondary studies, 69% were employed during the reference week. None of these employed respondents were participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, the majority of these respondents reported working in a sales or service occupation (60%).



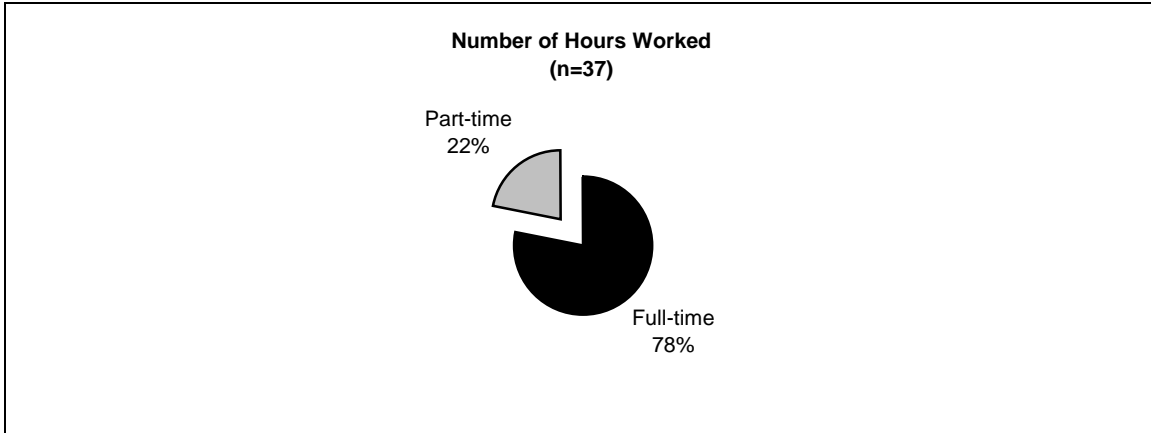
Industry

Most frequently, employed respondents who had discontinued their studies reported holding positions in the retail trade industry (35%).

Type of Business, Industry or Service During Reference Week		
	(n=37)	% of Respondents
Retail trade	13	35.2
Accommodations, food services	6	16.2
Administrative support, waste management/ remediation	4	10.8
Construction	3	8.1
Transportation & warehousing	2	5.4
Educational services	2	5.4
Arts, entertainment, recreation	2	5.4
Health care & social assistance	1	2.7
Management of companies/enterprises	1	2.7
Real estate, rental & leasing	1	2.7
Utilities	1	2.7
Information & cultural industries	1	2.7

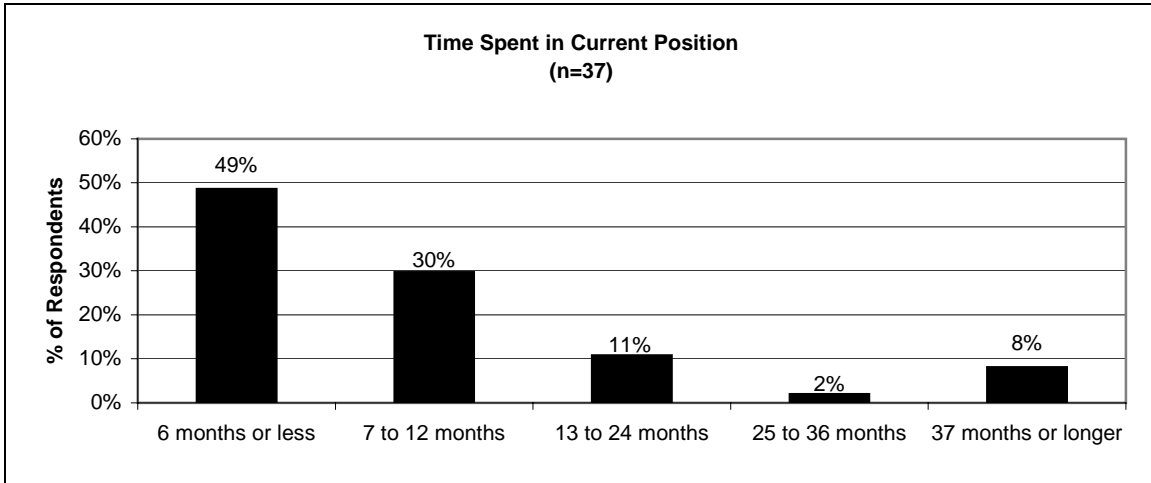
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week worked an average of 34.6 hours during that particular week. Overall, 78% worked full-time, while the remaining 22% worked part-time. Hourly wages ranged from \$6.00 to \$15.00, with a mean hourly wage of \$8.20.



Length of Time Employed in Current Position

On average, this group of working respondents had held their position for 10.8 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 (78%). Of the remaining respondents who had discontinued their studies, 11% felt that their post-secondary education was indirectly related to their job and 11% 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, 71% (n=12) were unemployed, while 29% (n=5) were not in the labour force. Of those unemployed, 83% were seeking employment during the reference week and 17% were waiting for a recall after a layoff. Of the respondents seeking work, 70% were seeking full-time work while the remaining 30% had no preference.

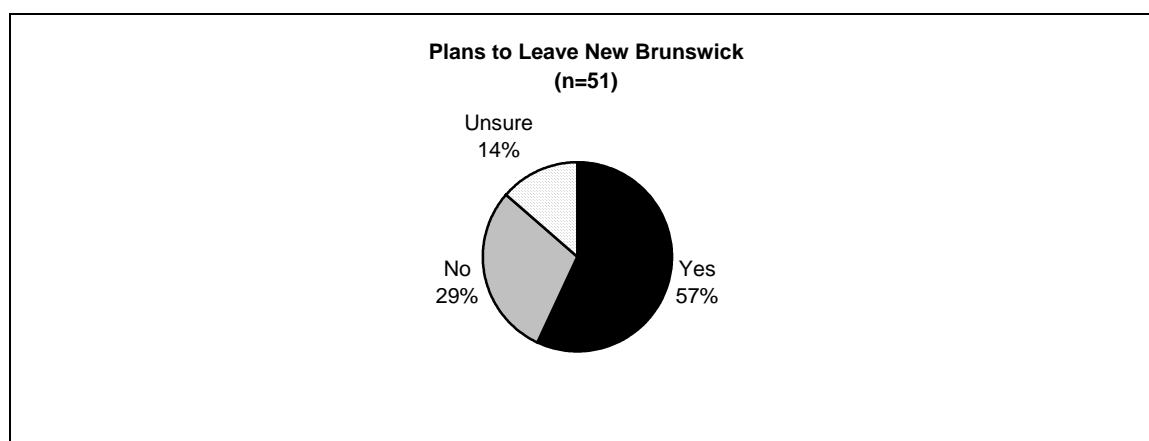
As shown below, unemployed respondents and those not in the labour force identified a wide range of reasons for not working during the reference week.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=12)	% of Respondents	(n=5)	% of Respondents
Inability to find job related to your training/experience	5	41.7	-	-
Traveling	2	16.7	2	40.0
Waiting for recall to work after a layoff	2	16.7	-	-
Laid-off/fired/quit	2	16.7	-	-
No work available in area/looking for job	1	8.2	-	-
Returned to high school to improve marks/get prerequisite	-	-	1	20.0
Not working due to own illness/disability	-	-	1	20.0
Maternity leave	-	-	1	20.0

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (94%) 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, 57% anticipated leaving New Brunswick in the future, 29% did not expect to leave the province and 14% were uncertain of their future in New Brunswick.



Of those respondents who anticipated leaving New Brunswick, 24% planned to leave within the following year, 49% expected to relocate within the following five years, 24% planned to leave the province more than five years from the time of the survey, and 3% were unsure.

Respondents cited a number of reasons for choosing to leave the province, with better job opportunities elsewhere being the most common response (31%).

Reason for Leaving New Brunswick*		
	(n=29)	% of Respondents
Better job opportunities	9	31.1
To travel/see other places	6	20.7
Further education	4	13.8
For a change	4	13.8
Current employment/work	4	13.8
Better wages	1	3.4
Personal/family reasons	1	3.4

*Multiple Responses Allowed

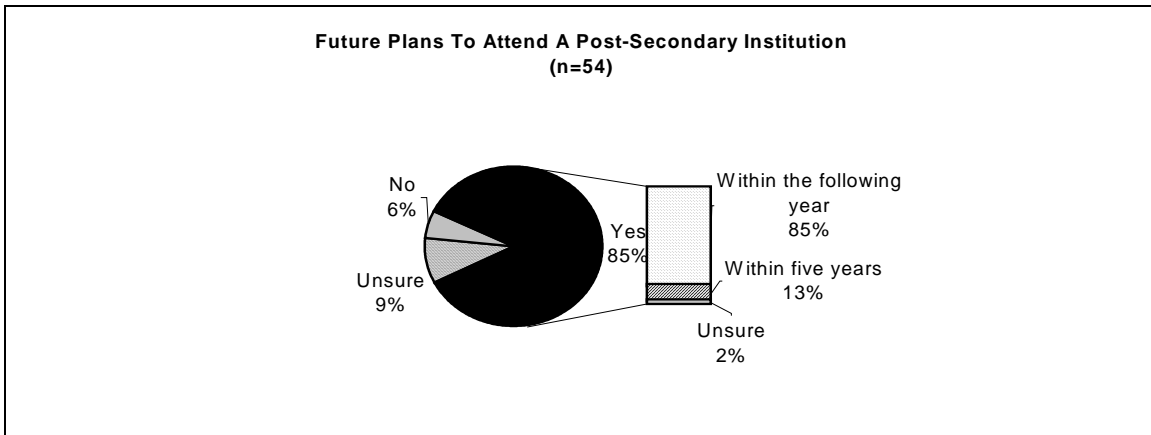
Motivations for Leaving and Expectations for Returning to New Brunswick

The three respondents from this group who no longer resided in New Brunswick attributed the move to more job opportunities outside of the province (n=3), and family/personal reasons (n=1)¹⁶. Of these respondents, two anticipated returning to New Brunswick, either within the following year (n=1) or within five years (n=1). The remaining respondent was unsure of returning, due to fewer job opportunities in New Brunswick¹⁷.

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

The majority (85%) of respondents who had discontinued studies at a post-secondary institution planned to return in the future. Only 6% indicated they would not return, and 9% were unsure.



¹⁶ Multiple Responses Allowed

¹⁷ Multiple Responses Allowed

Motivations for Pursuing Education

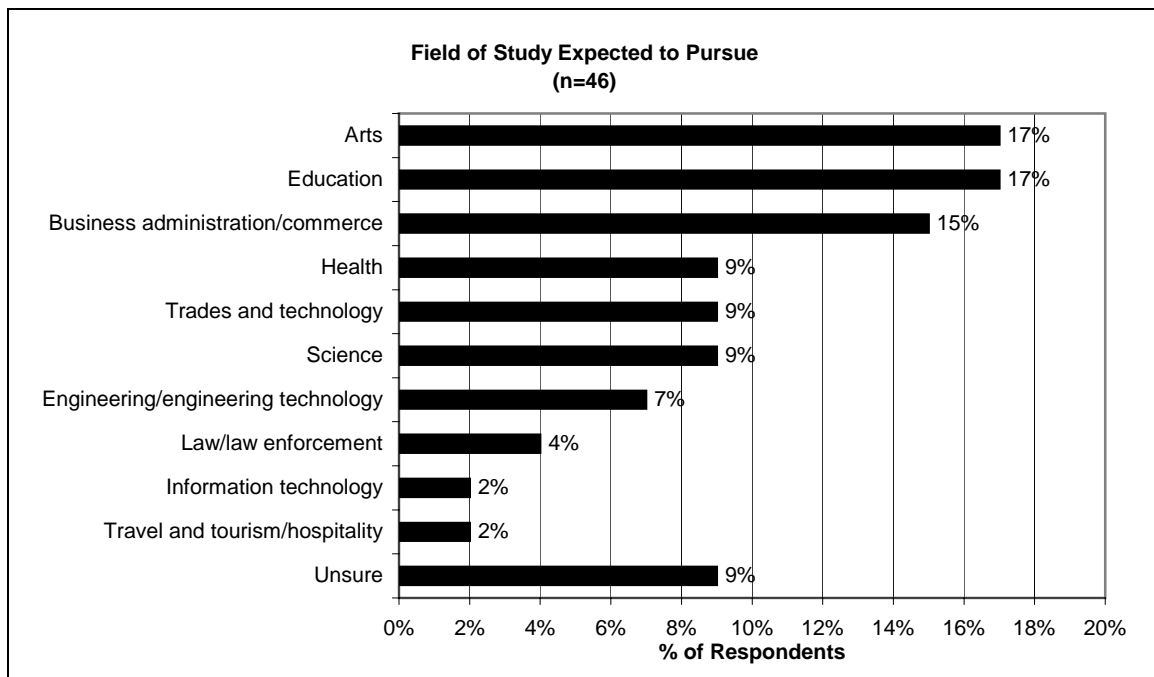
Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (78%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=46)	% of Respondents
To get a better job/further career opportunities	36	78.3
You will have sufficient financial resources	3	6.5
You know what you want to do	3	6.5
To further education/better myself	2	4.3
You have been accepted in a post-secondary program that you wanted	1	2.2
You will have mature student status	1	2.2

*Multiple Responses Allowed

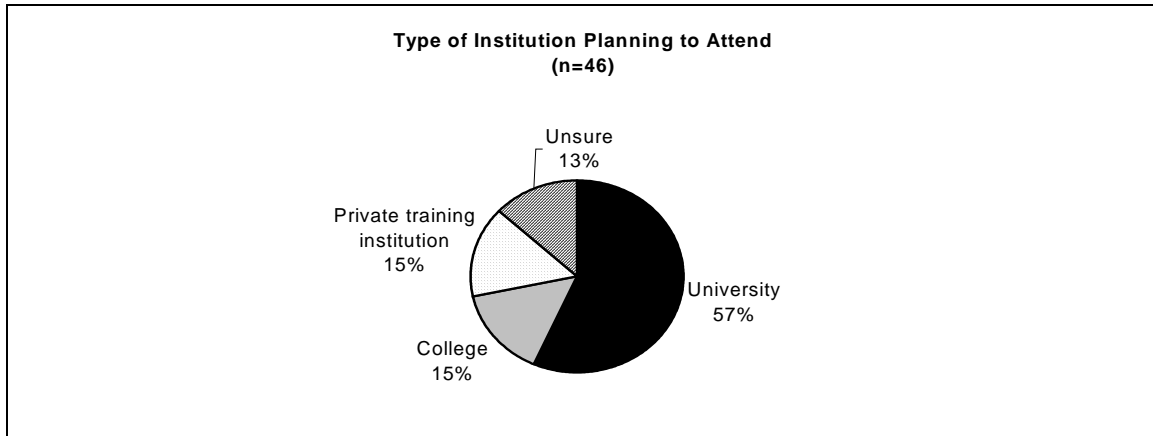
Field of Study

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 education (17%), or arts (17%). Approximately one in ten (9%) respondents were unsure.



Type of Institution

Over half of respondents who anticipated returning to post-secondary studies planned to attend a university (57%).



Name of Institution

Approximately one-quarter of these respondents (24%) were uncertain of which post-secondary institution they planned to attend when they resumed their studies. The remaining respondents mentioned different institutions throughout New Brunswick and Nova Scotia.

Name of Post-Secondary Institution		
	(n=46)	% of Respondents
University of New Brunswick	14	30.4
St. Thomas University	6	13.0
NBCC/CCNB	4	8.7
Compu College	1	2.2
College of Craft and Design	1	2.2
Atlantic Business College	1	2.2
University of Ottawa	1	2.2
Majesty Institute	1	2.2
Other Mentions	6	13.0
Unsure	11	23.9

Location & Reasons for Leaving New Brunswick

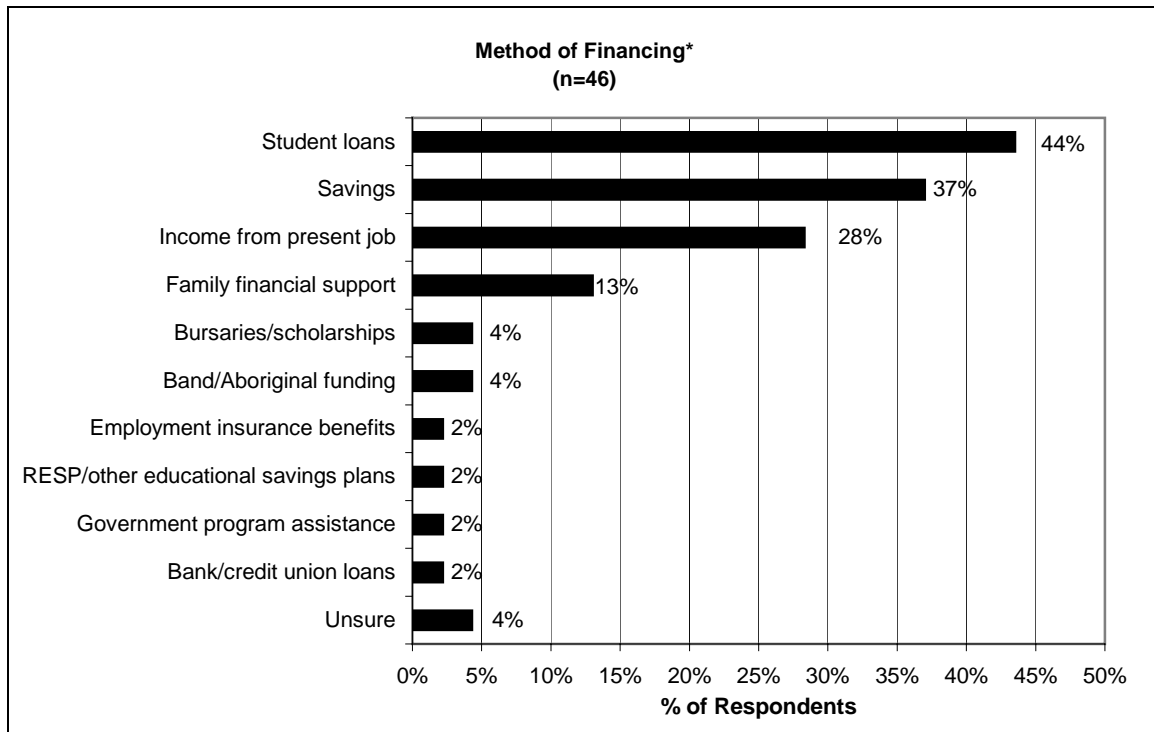
Most of this group of respondents who planned to resume post-secondary education planned to attend an institution in New Brunswick (78%). Those who planned to attend an institution outside the province (22% or n=10) most frequently attributed their move to the program they wanted not being offered in New Brunswick (50% or n=5).

Reasons for Attending an Institution outside New Brunswick*		
	(n=10)	% of Respondents
The program I wanted is not offered in New Brunswick	5	50.0
Personal/family reasons	2	20.0
Programs are of higher quality at out of province institutions	1	10.0
Job/career related	1	10.0
Living outside of New Brunswick	1	10.0
No specific reason	2	20.0

*Multiple responses allowed

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 (44%) and personal savings (37%) were the most popular financing methods.



*Multiple responses allowed

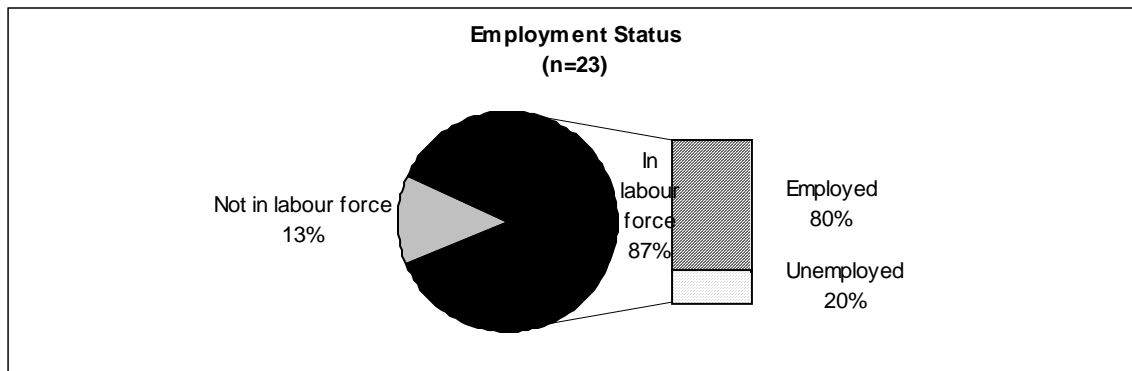
5.4 Respondents Who Had Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

Labour Force and Employment Status

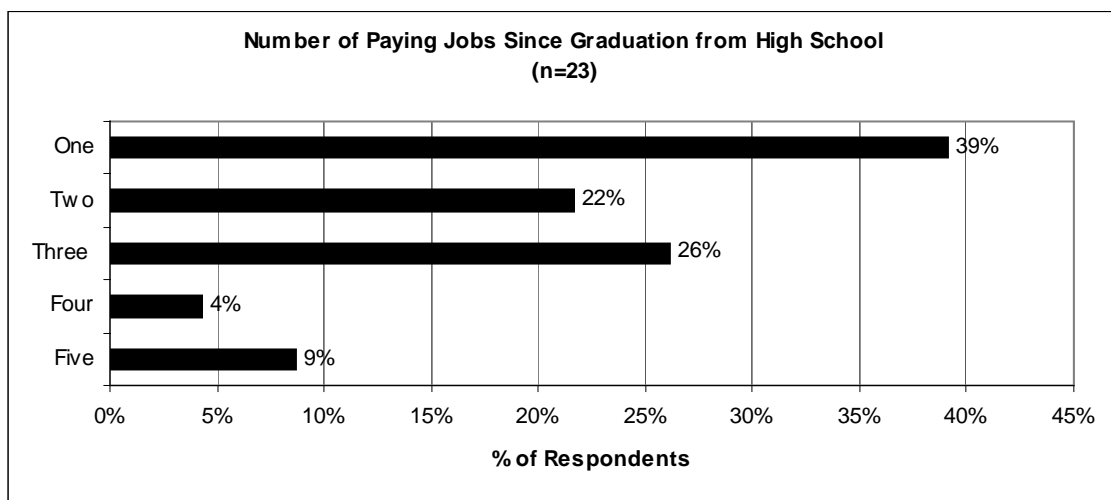
A total of 4% of respondents (n=23) had fully completed their studies at a post-secondary institution since their high school graduation. Overall, these respondents had attended a private training institution (57%), community college (35%), or university (8%).

During the reference week, 87% of these respondents were in the labour force, while 13% were not in the labour force. Of those in the labour force, 80% were employed (full-time: 87%; part-time: 13%) and 20% were unemployed.



Number of Jobs

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

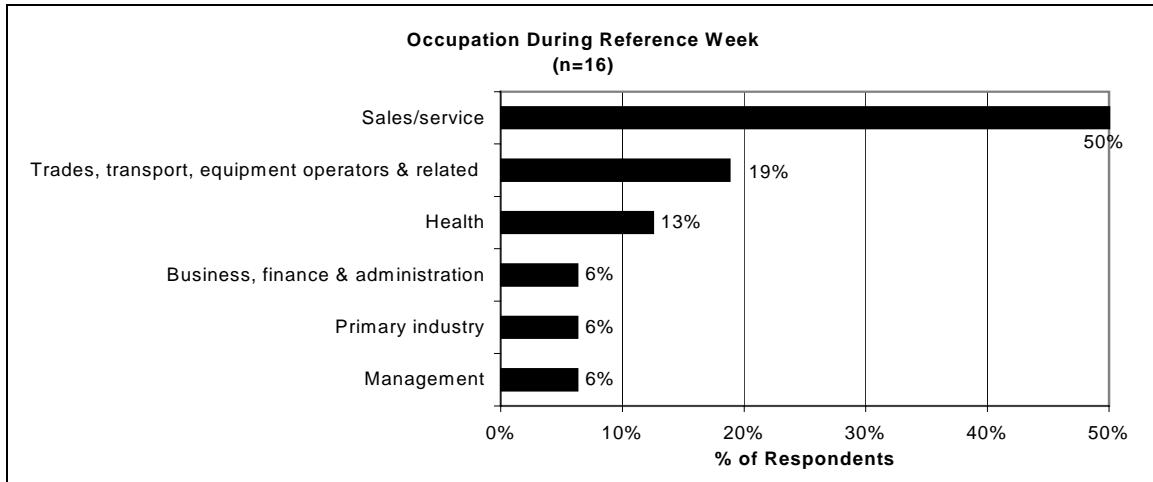


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies, 70% were employed during the reference week. None of these employed respondents were participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, most respondents reported working in sales and service occupations (50%).



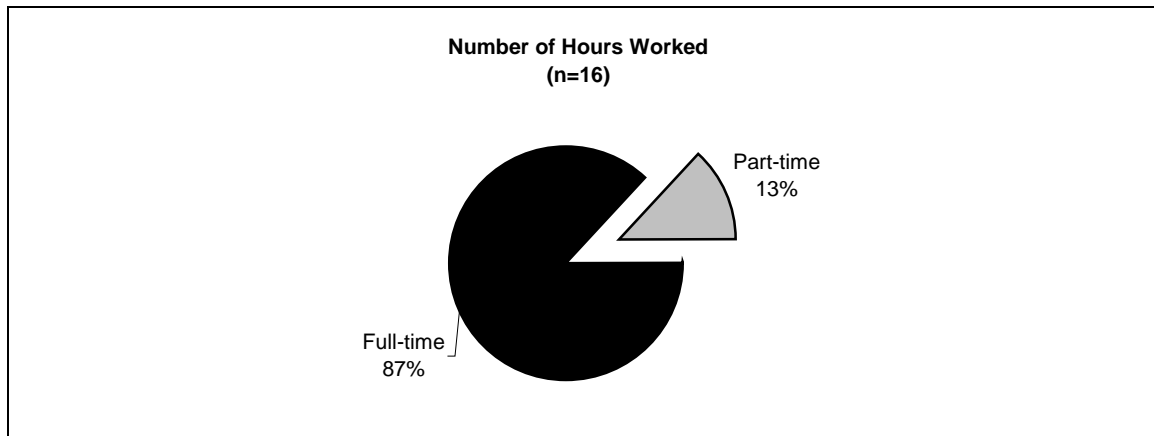
Industry

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=16)	% of Respondents
Retail trade	6	37.5
Administrative support, waste management and remediation services	2	12.5
Construction	1	6.3
Manufacturing	1	6.3
Agriculture, forestry, fishing & hunting	1	6.3
Mining, oil & gas	1	6.3
Information & cultural industries	1	6.2
Accommodations and food services	1	6.2
Other services (except public administration)	1	6.2
Health care and social assistance	1	6.2

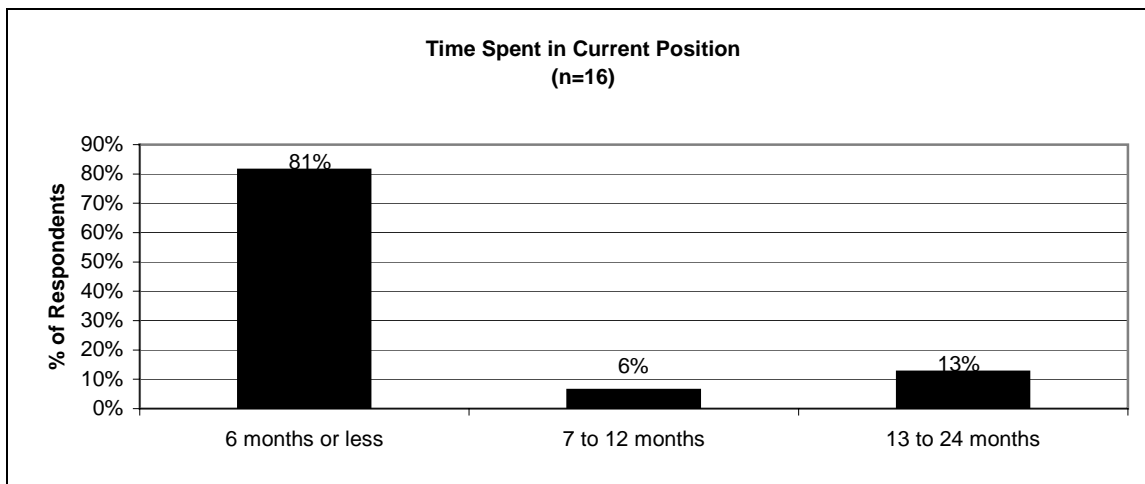
Average Number of Hours Worked & Average Hourly Wage

A majority (87%) of respondents who had completed their post-secondary studies worked full-time hours and overall, they worked an average of 38.3 hours during the reference week. Overall, wages averaged \$10.61 an hour.



Length of Time Employed in Current Position

On average, employed respondents had held their current position for a period of 6.2 months.



Relationship of Employment to Post-Secondary Studies

The majority of respondents who had finished their studies appeared to have secured employment in jobs related to their post-secondary education. Overall, 50% of these respondents reported there was a direct (38%) or indirect (12%) relationship between their current job and their post-secondary training, while an additional 50% said there was an indirect relationship.

5.4.3 Respondents Not Working in Reference Week

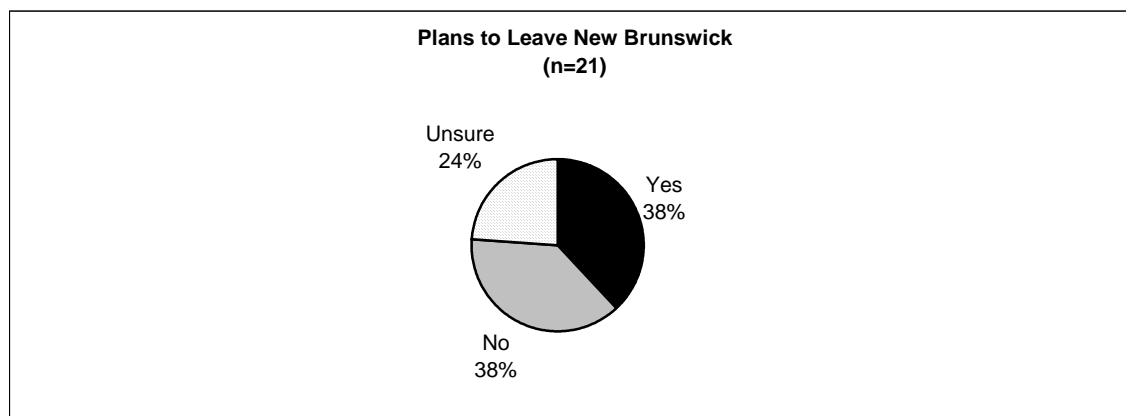
This section provides a summary of those respondents not working during the reference week, including those unemployed and those not in the labour force. Of this group, 57% (n=4) were unemployed and 43% (n=3) were not in the labour force. Of those unemployed, 75% were looking for full-time employment during the reference week, while 25% were waiting for a recall after a layoff.

Unemployed respondents claimed they were not working during the reference week due to an inability to find work in the area (n=2), personal or family responsibilities (n=1), or waiting for a recall to work after a layoff (n=1). Respondents who were not in the labour force were not working during the reference week because they were unable to find work related to training or experience (n=1), they were attending high school to improve marks or get prerequisites (n=1), or they were not looking for work (n=1).

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority (91%) of respondents who had completed their studies reported living in New Brunswick at the time of the survey. Of these respondents, 38% did not expect to leave New Brunswick in the future, 38% anticipated that they would leave the province in the future and 24% were uncertain.



Of those who anticipated relocating, 75% (n=6) expected to leave New Brunswick within the following year, 13% (n=1) expected to leave within five years, and 13% (n=1) was unsure. Respondents were motivated to leave the province for a number of reasons, including better employment opportunities (n=4), educational opportunities (n=2), better wages (n=1), and to travel and see other places (n=1)¹⁸.

Motivations for Leaving and Expectations for Returning to New Brunswick

The two respondents from this group who no longer resided in New Brunswick attributed the move to more job opportunities outside of the province (n=2), and educational reasons (n=1)¹⁹. One of these respondents anticipated returning to New Brunswick within the following year, whereas the remaining respondent was unsure of returning, due to a desire to travel and see other places²⁰.

¹⁸ Multiple Responses Allowed

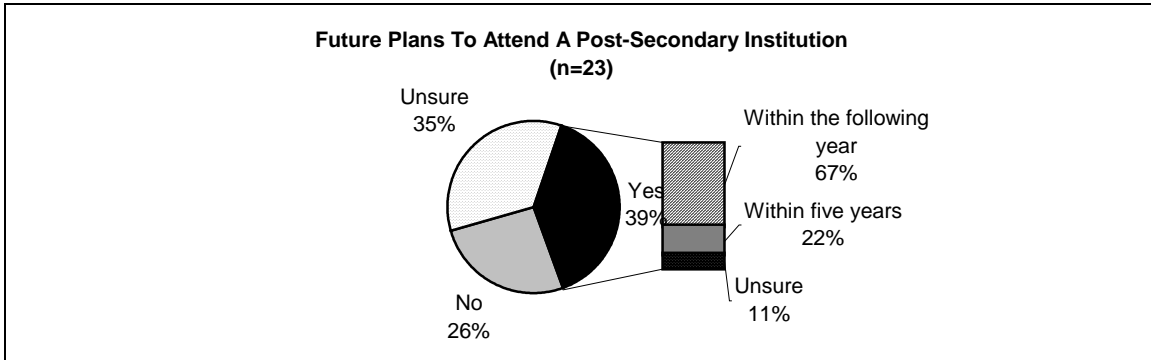
¹⁹ Multiple Responses Allowed

²⁰ Multiple Responses Allowed

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, 39% of those who had completed a post-secondary program indicated that they planned to return to school. The majority (67%) of those respondents planned to go the following year.



Motivations for Pursuing Education

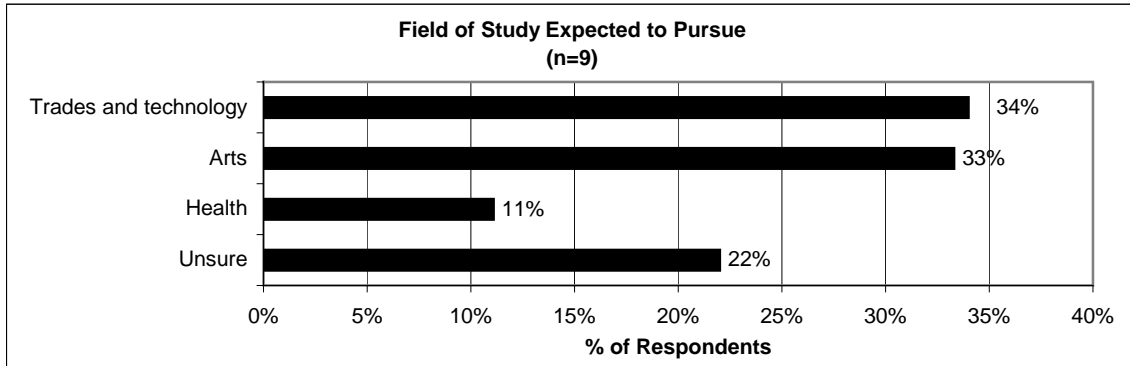
Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (56%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=9)	% of Respondents
To get a better job/further career opportunities	5	55.6
You know what you want to do	1	11.1
To further education/better myself	1	11.1
You have been accepted in a post-secondary program that you wanted	1	11.1
You will have mature student status	1	11.1

*Multiple Responses Allowed

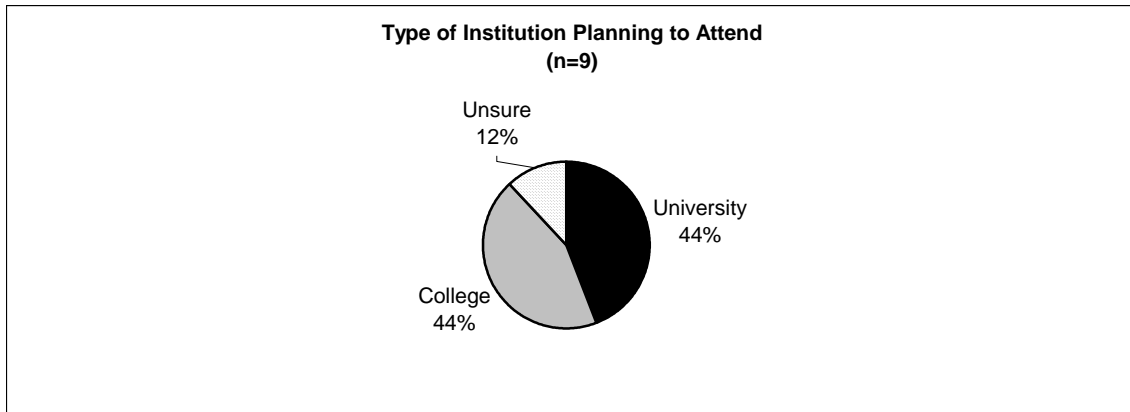
Field of Study

Respondents commonly cited a plan to pursue trades and technology (34%) or arts (33%).



Type of Institution

The majority of these respondents planned to attend a community college or university (44% each).



Name of Institution

The majority of respondents who planned to return to school were unsure which institution they planned to attend (45%).

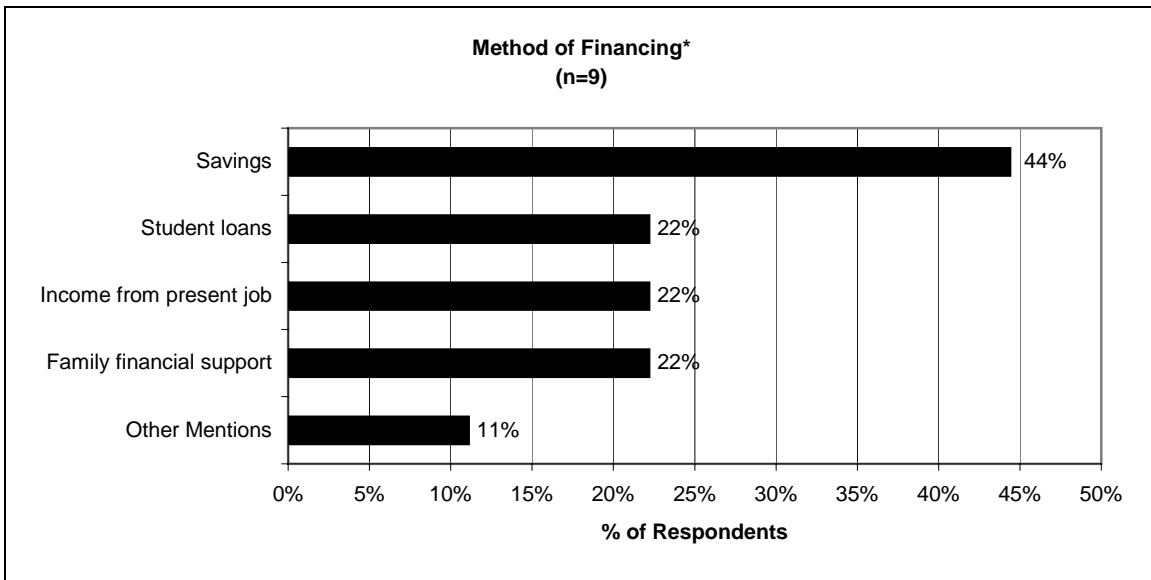
Name of Post-Secondary Institution		
	(n=9)	% of Respondents
NBCC/CCNB	2	22.2
University of New Brunswick	1	11.1
Other Mentions	2	22.2
Unsure	4	44.5

Location & Reasons for Leaving New Brunswick

Most of the respondents who anticipated pursuing post-secondary education planned to attend an institution in New Brunswick (56% or n=5). The four respondents who anticipated attending an out of province institution claimed that a belief that programs were of higher quality at out of province institutions (n=1), personal or family reasons (n=1), job/career issues (n=1) and nonspecific reasons (n=1) motivated the relocation²¹.

Source of Financing

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



*Multiple responses allowed

²¹ Multiple Responses Allowed

6.0 Demographic Profile of 2002 Respondents

The majority (96%) of respondents surveyed were 19 or 20 years of age, with a greater percentage of respondents being female (54% female and 46% male). The majority of respondents (93%) had siblings, with most respondents reporting one or two siblings (46% and 29%, respectively).

The majority of respondents reported their mother tongue as English (97%). All respondents chose to complete the survey in English when given a choice between completing the survey in either language.

Slightly less than two-thirds (62%) of respondents indicated that at least one of their parents had some level of post-secondary education²². Approximately four in ten respondents (38%) were either unsure of their household income or gave no response, while 47% reported a household income of \$40,000 or more per year.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=419)	% of Respondents Who Did Not Attend a P-S Institution (n=132)	% Total (n=551)
Age			
18 years	0.2	-	0.2
19 years	78.2	56.8	73.0
20 years	19.3	34.8	23.0
21 years	2.1	6.8	3.3
22 years	0.2	0.8	0.4
No response/refused	-	0.8	0.1
Gender			
Male	40.6	62.9	45.9
Female	59.4	37.1	54.1
Mother Tongue			
English	96.7	97.7	96.9
French	1.2	0.8	1.1
Other Mentions	2.1	0.7	1.8
No response/refused	-	0.8	0.2
Language of Survey			
English	100.0	100.0	100.0
French	-	-	-
Education of Mother or Female Guardian			
Less than high school	5.0	11.4	6.5
Completed high school	32.2	40.2	34.2
Some post-secondary education	7.6	5.3	7.1
Trades certificate or diploma	1.7	-	1.3

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

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=419)	% of Respondents Who Did Not Attend a P-S Institution (n=132)	% Total (n=551)
College certificate or diploma	11.5	12.9	11.8
University certificate or diploma below a bachelor's degree	5.7	4.5	5.4
University degree	32.9	17.4	29.2
Don't know/unsure	2.9	7.6	4.0
No response/refused	0.5	0.7	0.5
Education of Father or Male Guardian			
Less than high school	10.7	17.4	12.3
Completed high school	26.3	34.8	28.5
Some post-secondary education	4.8	1.5	4.0
Trades certificate or diploma	5.7	5.3	5.6
College certificate or diploma	10.5	7.6	9.8
University certificate or diploma below a bachelor's degree	3.6	0.8	2.9
University degree	32.2	15.2	28.1
Don't know/unsure	6.0	15.9	8.3
No response/refused	0.2	1.5	0.5
Household Income			
Under \$10,000 per year	1.6	-	1.2
\$10,000 to \$19,999 per year	1.9	3.8	2.4
\$20,000 to \$39,999 per year	11.5	12.1	11.6
\$40,000 to \$59,999 per year	18.9	16.7	18.3
Over \$60,000 per year	32.0	17.4	28.5
Don't know/unsure	30.3	44.7	33.8
No response/refused	3.8	5.3	4.2
Number of Siblings			
None	6.4	9.1	7.1
One	47.7	41.7	46.3
Two	28.9	29.5	29.0
Three	10.0	15.9	11.4
Four	3.6	1.5	3.1
Five	2.4	0.8	2.0
Greater than five	1.0	1.5	1.1
Special Populations			
Landed immigrant in Canada	1.7	1.5	1.6
Non-permanent resident of Canada	0.2	0.8	0.4
Aboriginal person	3.8	1.5	3.3
Visible minority	4.5	1.5	3.8
Person with a disability	2.6	3.0	2.7

■ Indicates significant difference at the 90% confidence level.