

# High School Follow-Up Survey

## Research Program on Post-Secondary Education and Training Opportunities in New Brunswick

### Report #4

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Undertaken by:  
R.A. Malatest & Associates Ltd.

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# Section 1: Executive Summary

## 1.1 Introduction

The Canada Millennium Scholarship Foundation, in conjunction with the provinces of New Brunswick, Manitoba, Alberta and Saskatchewan, initiated the *High School Follow-up Survey*. This survey, administered between May and June of 2005, was intended to provide data on high school experiences, rates of post-secondary education (PSE), mobility of former high school students, and reasons for not attending PSE or for discontinuing PSE.

The objectives of the survey include:

- to obtain representative and statistically reliable data at the provincial level of the transitions of former high school students into work, post-secondary education/training or other activities; and
- to explore in detail the factors/reasons for non-participation in post-secondary education among recent high school completers, including financial barriers.

## 1.2 Methodology

The survey was administered to 2,342 former high school students from the class of 2003, resulting in 1,106 completions. The gross response rate for the survey was 47.2%, and the valid response rate was 59%.<sup>1</sup> The statistical reliability of the survey is  $\pm 2.8\%$  (19 times out of 20). Survey data were weighted to reflect the distribution of grade 12 students by district and graduation status among the entire class of 2003.

## 1.3 Findings

The key findings of the study are as follows:

### Profile of Survey Respondents

***Nearly all respondents had graduated from high school at the time of the survey.***

96% of respondents from the class of 2003 graduated from high school. The province of New Brunswick identified 14.9% of individuals in the class of 2003 as non-graduates; however, a further 9.9% of respondents graduated after June of 2003.

***Three quarters of respondents were enrolled in or had completed their post-secondary program.***

Seventy-five percent of respondents identified by the province as graduates from the class of 2003 either enrolled in or completed a post-secondary program, compared to 64% of the class of 2002.

***Post-secondary activity was a primary cause of students leaving New Brunswick.***

Nearly ninety percent of former grade 12 respondents remained in New Brunswick after high school. Seventeen percent of respondents attending a post-secondary institution did so outside of New Brunswick, compared to four percent of individuals not in PSE that resided outside of New Brunswick.

***Half of respondents currently in New Brunswick planned to leave sometime in the future.***

Of the 51% of respondents who indicated that they planned to leave New Brunswick in the future, most were motivated by job opportunities and educational activities.

### High School Experiences

***Most respondents started thinking about PSE activities prior to Grade 12.***

Three quarters of respondents began considering their PSE plans during Grade 11 or earlier (73.9%). However, a greater percentage of respondents from the class of 2003 decided on post-secondary plans after high school compared to the class of 2002.

***Respondents were most likely to work during high school to earn spending money rather than to save for PSE activities.***

Two-thirds of respondents were employed during high school. However, of these, most worked to earn spending money (70.1%) as opposed to saving for PSE activities (16.6%).

***Money was the factor that most encouraged respondents to choose their education/training courses.***

Specifically, the expectation of getting a well-paying job after the program's completion encouraged or significantly encouraged 77.4% of respondents in their decision to pursue post-secondary education or training.

***Parents were the strongest influence on respondents' post-secondary activities.*** Nearly ninety percent of respondents reported being encouraged or strongly encouraged by parents (89.7%), followed by teachers (70.7%) and other relatives (61.6%). Encouragement from family predicted enrollment in PSE, as well as high school grades, parental education, and number of dependents.

<sup>1</sup> Valid response rate = Number of completions divided by the total sample less invalid contacts

## **Experiences Following High School**

### ***Program availability and family influence were most influential in the selection of post-secondary programs.***

Factors influencing the choice of a post-secondary program include program availability, family influence with respect to the PSE program, instruction in the preferred language, and the reputation of the institution or program.

### ***Parental education was related to respondents' post-secondary education.***

Respondents reporting that their parents had attended a PSE program were more likely to participate in PSE. Over eighty percent of respondents with at least one parent with post-secondary education enrolled in a post-secondary program, compared to 64.2% of respondents whose parents had elementary or high school programs.

### ***Parental education affected the choice of respondents' post-secondary program.***

A majority of respondents attending university reported that their mother completed a community college program or university degree (50.2%). In contrast, respondents attending community college, a private vocational or training program or apprenticeship were more likely to have a mother that attended elementary or high school (63.8%).

### ***The cost of post-secondary education or training was the most common barrier to attending a post-secondary program.***

The most common barrier to attending PSE was the financial situation of respondents (25.5% of respondents). Respondents relying on employment income and student loans cited their financial situation as the greatest barrier to going as far in school as they want to (39.2% and 28.3%).

### ***Student loans were important in increasing access to post-secondary education.***

The top sources of PSE financing included student loans (33.3%), family support (25.1%) and employment income (14.5%). Over one-third of respondents applied for and received a student loan (36.3%), and 8.1% applied but did not receive a loan. Nearly 40% of students that applied for, but did not receive a student loan, were not attending PSE at the time of the survey.

### ***Respondents discontinuing their PSE studies identified issues with the program; in contrast, those never enrolling were more likely to cite indecision with respect to a career or financial barriers.***

One in ten respondents discontinued their PSE studies prior to completing them (7.8%). The most common reason for discontinuing PSE studies was that that program was not what the respondent expected. One in five respondents had never enrolled in PSE (22.7%). The most common reasons for not enrolling were indecision with respect to a career, and financial issues.

### ***Most respondents not attending PSE planned to pursue post-secondary education in the future.***

Two-thirds of respondents not attending PSE had future plans to participate in post-secondary education (68.8%). These individuals expected to rely on government student loans and less on non-loan family support compared to respondents enrolled in a PSE program.



## Section 2: Introduction

### 2.1 Background

The Canada Millennium Scholarship Foundation, in conjunction with the provinces of New Brunswick, Manitoba, Alberta and Saskatchewan, initiated the *High School Follow-up Survey*. The purpose of this project is to better understand the transitions of the class of 2003. This survey of former high school students, administered between May and June of 2005, will be used to guide the evaluation and planning of education programs and services in New Brunswick, as well as provide data at the national level concerning high school and PSE activities.

The study will provide data on the following:

- High school experiences;
- Rates of post-secondary enrollment (PSE);
- Characteristics and activities of former high school students that have not pursued post-secondary education or training to date;
- Reasons for students discontinuing their post-secondary education or training;
- Preparation for PSE during high school;
- Mobility of former high school students; and
- Demographic profile of individuals in grade 12 in New Brunswick in 2002/03.

R.A. Malatest & Associates Ltd. was contracted to provide survey design, survey administration, and data analysis in support of this survey. The following sections present the survey administration methodology and the results from the study.

### 2.2 Research Context

The current survey was designed to build on and expand the knowledge obtained from other national studies tracking transitions of former high school students such as the 2002 Post-Secondary Education Participation Survey (PEPS) and the Youth in Transition Survey (YITS). The *High School Follow-up Survey* provides exploration of the individuals and factors influencing post-secondary decisions of high school students in New Brunswick, as well as recent information concerning experiences of students during high school that influence the decision to enter post-secondary programs. Throughout this document, results of the current study are compared to results from the

New Brunswick survey of the class of 2002<sup>2</sup>, as well as to national studies where appropriate.

### 2.3 Objectives

The purpose of the *High School Graduate Follow-Up Survey* is to identify and analyze the factors affecting post-secondary attainment. Consistent with the Canada Millennium Scholarship Foundation's mandate, the study was intended to identify the extent to which financial constraints, cost perceptions or debt aversion are limiting factors preventing post-secondary involvement. The survey also addressed the extent to which individuals' high school education prepared them for post-secondary education, and experiences during high school that influenced graduates' post-secondary education involvement.

The key objectives of the high school follow-up survey are as follows:

- to obtain representative and statistically reliable data at the provincial level of the transitions of former grade 12 students into work, post-secondary education/training or other activities; and
- to explore in detail the factors/reasons for non-participation in post-secondary education among recent high school completers, including financial barriers.

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<sup>2</sup> Market Quest Research Group Inc. (2005). *Survey of 2002 New Brunswick High School Graduates*. Fredericton: Government of New Brunswick

## Section 3: Research Methodology

### 3.1 Development of Survey Instrument

The survey instrument was designed in collaboration between R.A. Malatest & Associates Ltd., the Canada Millennium Scholarship Foundation, and the provinces of New Brunswick, Manitoba, Alberta and Saskatchewan. The final survey instrument contained questions organized into the following modules:

- High School Experience;
- Students Currently Enrolled in a Post-Secondary Program;
- Respondents Previously Enrolled in a Post-Secondary Program;
- Respondents Not in a Post-Secondary Program;
- Demographics; and
- Awareness of HRSDC Labour Market Information and Respondent Mobility.<sup>3</sup>

Field testing activities were completed using a sample of former grade 12 students from New Brunswick. The field test for the *High School Follow-up Survey* was completed April 18 to April 25, 2005. During the field test administration, survey supervisors and researchers monitored call processes throughout the duration of the calling period. Survey interviewers accessed 225 cases and completed 19 surveys. Based on the pretest, several minor changes were made to the survey.

### 3.2 Sampling Methodology, Response Rates, and Margin of Error

The Province of New Brunswick provided contact information for a sample of former high school students from the class of 2003. From this sample, 2,342 individuals were selected for inclusion in the survey sample,

proportionate to the desired number of survey completions in each of the following groups:

- High school graduates from francophone districts;
- High school graduates from anglophone districts; and
- Non-graduates.

Contact information for 467 individuals was determined during survey administration to be invalid (not-in-service telephone number, non-qualifier,<sup>4</sup> business numbers, etc.), and these individuals were subsequently removed from the sample.

Surveys were completed with 1,106 respondents, reflecting a gross response rate of 30% and a valid response rate of 59%.<sup>5</sup> The maximum sampling error is within  $\pm 2.8\%$  (19 times out of 20), as outlined in the table below. When comparing sub-groups of respondents (e.g., students from francophone versus anglophone districts), a larger margin of error applies to the sub-groups ( $\pm 4.5\%$  to  $\pm 4.7\%$ ).

Sample Group	Estimated Population	Sample Size	Valid Sample	Completions	Valid Response Rate	Max. Margin of Error
Francophone graduates	2,631	1,350	664	406	61%	$\pm 4.5\%$
Anglophone graduates	5,660	1,350	584	400	68%	$\pm 4.7\%$
Non-graduates	1,455	1,000	627	300	48%	$\pm 4.7\%$
<b>Total</b>	<b>9,746</b>	<b>3,700</b>	<b>1,875</b>	<b>1,106</b>	<b>59%</b>	<b><math>\pm 2.8\%</math></b>

Non-graduates were over-sampled relative to their proportion in the population (27.1% in the sample versus 14.9% in the population). This group had a lower response rate (48%) compared to graduates (65%).

### 3.3 Survey Administration

Between May 15 and June 15, 2005, surveys were administered to 2,342 former grade 12 students from the class of 2003. Telephone surveys were conducted using a Computer Assisted Telephone Interview (CATI) system with information entered directly into a database during survey administration. The survey was administered in both official languages. Unlimited callbacks were conducted in order to attain the highest response rate possible. For contacts who were not reached directly, a toll-free number was left with all messages.

In order to contact former high school students who may have relocated for work or to attend a post-secondary institution, extensive respondent tracking was completed. Various tracking procedures to locate individuals who had moved or had NIS (not-in-service) listings were

<sup>3</sup> The last module concerning HRSDC Labour Market Information and respondent mobility was asked only of New Brunswick respondents, reflecting areas of interest to New Brunswick.

<sup>4</sup> Some respondents were in one upgrading course, rather than being full-time high school students.

<sup>5</sup> Valid response rate = Number of completions divided by the total sample less invalid contacts

utilized, including use of directory assistance to supply new telephone information, obtaining updated contact information through relatives, and use of telephone directories to contact respondents.

### **3.4 Data Analysis**

Analysis was conducted using the 1,106 completed surveys. Initial analysis used unweighted responses from all respondents to identify key demographics, potential trends and determine effective cross tabulations of data. Qualitative comments were coded using CATI software to produce data that could be analyzed in conjunction with quantitative data in SPSS. Upon completion of the primary analysis, responses were weighted to reflect the distribution of former students by district and graduation status among the entire grade 12 class of 2003.

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## Section 4: Profile Of Survey Respondents

The survey asked for personal and academic information, including respondents' educational status, mobility, primary language, age, heritage, number of dependents, as well as information on parental level of education. This section presents the profile of respondents.

### 4.1 Educational Attainment

In total, 96% of the class of 2003 graduated from high school as the spring of 2005 (weighted data). Originally, 14.9% of respondents were identified as not graduating high school as of June 2003 by the province of New Brunswick; of respondents identified by the province as not graduating at this time, 9.9% reported that they had graduated since June of 2003. Of the four percent of respondents that did not graduate as of the survey, 32.4% went back for high school upgrading after high school, and 18.8% entered a post-secondary program after high school.

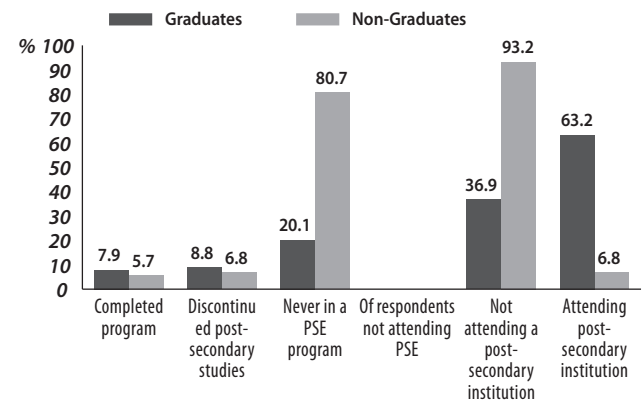
The percentage of graduates is higher than that reported in earlier national studies. In particular, the percentage of individuals that graduated from high school nationally in 1999 was 85% according to the YITS survey.

Overall, 61% of respondents enrolled in a post-secondary program, and 8% completed their post-secondary program. A further 23% of respondents never attended a post-secondary institution, and 9% discontinued their program.

In the 2004 Survey of 2002 New Brunswick High School Graduates 56%, of graduates indicated they were attending PSE. The 2004 survey included only respondents who graduated high school in 2002 and did not include the results of those who went on to graduate after 2002. Since the 2005 survey of students of the class of 2003 included those who had returned to graduate post 2003 the results of the two surveys are not directly comparable.

As presented in Exhibit 4-1, 63.2% of high school graduates from the class of 2003 are currently enrolled in a post-secondary program and a further 7.9% completed their post-secondary program at the time of the survey. Of non-graduates, 80.7% never enrolled in PSE indicating nearly one in five respondents who have not graduated have pursued some form of PSE.

**Exhibit 4-1**  
Enrollment in a Post-Secondary Program



Weighted responses  
n (Graduates)= 1057  
n (Non-Graduates)= 48

### 4.2 Mobility of Respondents

Nearly half of participating respondents reported that they still live in the same city or town as the high school from which they graduated (49.0%), with an additional 38.3% of respondents reporting that they moved, but remained in-province. Approximately one in ten respondents indicated that they moved out of province (12.1%). This percentage is similar to that reported in the survey of 2002 New Brunswick high school graduates (12%).

**Exhibit 4-2**  
Residence in Relation to High School

	Attending PSE (%)	Not Currently Attending PSE (%)	Total (%)
<b>Residence/Program Location</b>	<b>n=670</b>	<b>n=433</b>	<b>n=1,103</b>
Within the same city or town as your high school	33.4	73.0	49.0
Within the same province as your high school, but not in the same city	49.0	21.7	38.3
Within a different Canadian province than your high school	17.0	4.4	12.1
Outside of Canada	0.6	0.9	0.1

Weighted results

Respondents that were not currently attending a post-secondary program were more likely to remain in the same city or town as their high school (73.0%) compared to respondents attending a post-secondary program (33.4%). Individuals attending a post-secondary institution were

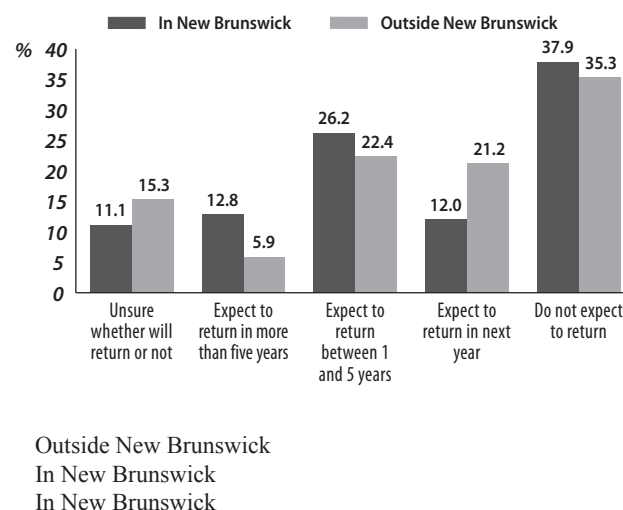
more likely to reside (at least temporarily) in a different city in the same province (49.0%) or in a different province (17.0%) compared to those not attending a post-secondary program (21.7% and 4.4% respectively), underlining the importance of post-secondary activities in influencing the mobility of individuals following high school.<sup>6</sup>

Respondents from francophone districts were slightly more likely to attend a post-secondary program in New Brunswick (89.2%) compared to individuals from anglophone districts (86.1%), although this difference was not statistically significant. Overall, respondents from anglophone districts were equally likely to remain in the province (92.2%) compared to respondents from francophone districts (92.5%). Respondents that attended a post-secondary institution outside of New Brunswick were slightly more likely to discontinue their studies prior to completing the program (26.3%) than individuals in a program in New Brunswick (22.2%), though this difference was not significant.

Most respondents residing in New Brunswick expect to leave at some point in the future (51%), with 37.9% stating that they do not expect to leave in the future and 11.1% stating that they are unsure. Compared to the survey of the class of 2002, a higher number expected to leave the province; 37% of students from the class of 2002 reported that they expected to leave.

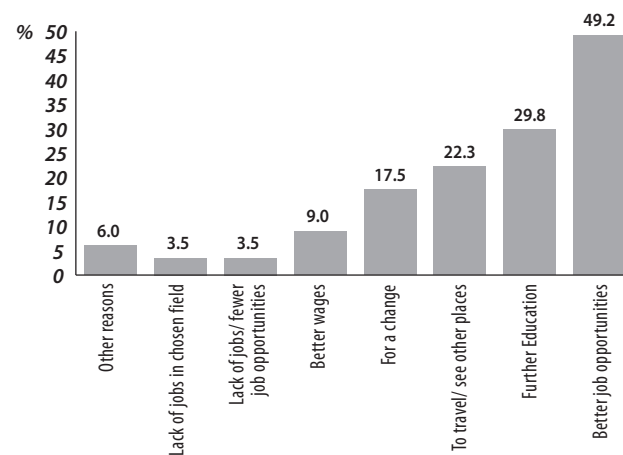
Of those who are outside of New Brunswick, 49.5% expect to return to New Brunswick in the future, whereas 35.3% do not expect to return and 15.3% don't know. Respondents attending a post-secondary program were more likely to plan to return in one to five years (27.1%) compared to those not in a post-secondary program (16.2%), suggesting that these individuals planned to return after their post-secondary education/training.

**Exhibit 4-3**  
Mobility of respondents



Respondents who anticipated leaving the province in the future were asked to provide an estimate of the time frame of their departure, and their reasons for expecting to leave New Brunswick. Nearly one-half of respondents (49.2%) indicated that they would leave New Brunswick for job opportunities. Approximately one in three respondents (29.8%) expected to leave the province to take further education.

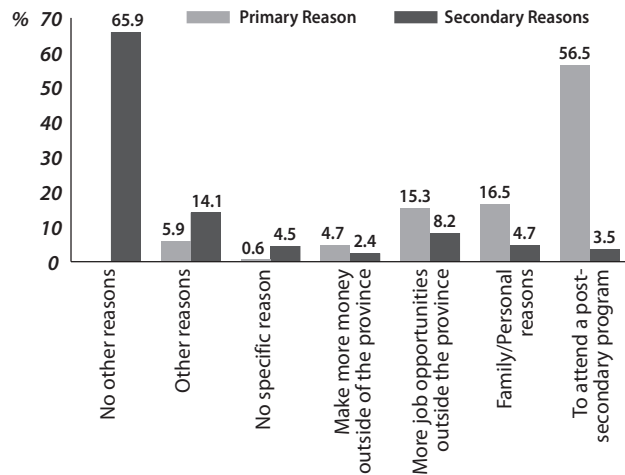
**Exhibit 4-4**  
Reasons for Expecting to Leave New Brunswick



Among respondents living outside of New Brunswick at the time of the survey, more than one-half of respondents (56.5%) indicated that their primary reason for leaving the province was to attend a post-secondary program, while considerably fewer indicated family or personal reasons (16.5%).

<sup>6</sup> It should be noted that some respondents that reported attending a post-secondary program outside of the province still reported New Brunswick as their residence (56.4% of those attending a PSE program outside of the province).

**Exhibit 4-5**  
*Reasons for Leaving New Brunswick*



Responses reported in percentages  
Secondary reasons exceed 100% due to multiple response  
Weighted results  
N=85

Fewer respondents provided reasons for not expecting to return to New Brunswick, but the largest number indicated that they felt there were better job opportunities outside New Brunswick or fewer jobs in New Brunswick (25.0%).

### 4.3 Demographic Characteristics

Participating respondents were asked to provide some demographic information about themselves and members of their households, including gender, age, parental education, and number of dependents. Results from the survey indicated that the sample was fairly evenly distributed with respect to gender; 51.4% of respondents were female, compared to 48.6% male. The majority of respondents were in the 18 to 20 years age group (89.6%).

**Exhibit 4-6**  
*Gender and Age Group*

	18-19 years		20 years		21+ years		Total	
	Count	%	Count	%	Count	%	Count	%
<b>Male</b>	221	42.6	231	49.0	85	11.9	537	48.6
<b>Female</b>	298	57.4	240	51.0	30	4.6	568	51.4
<b>Total</b>	<b>519</b>	<b>46.9</b>	<b>471</b>	<b>42.6</b>	<b>115</b>	<b>10.4</b>	<b>1105</b>	<b>99.9</b>

Unweighted responses  
One respondent declined to provide age information

Using weighted data (proportionate to the overall population of students from the class of 2003), 45.1% of respondents reported French as their first language and 53.5% indicated that English was their first language.

PSE attainment rates were slightly higher among mothers compared to fathers; 43.2% of respondents reported that their mothers had attended some form of PSE compared to 39.0% of fathers. A large percentage of respondents reported that their mothers' and fathers' highest level of education was high school or elementary school (51.2% of mothers and 52.1% of fathers). It should be noted that respondents may not accurately recall their parents' level of education.

**Exhibit 4-7**  
*Education of Parents and/or Guardians*

Educational Attainment	Mother*		Father*	
	Count	%	Count	%
Did not go to school OR completed some elementary school	14	1.2	62	5.6
Attended high school but did not finish	93	8.5	123	11.1
Completed high school	459	41.5	391	35.4
Registered in an apprenticeship program	4	0.3	5	0.5
Completed an apprenticeship	6	0.5	17	1.5
Attended college or university but did not obtain a diploma	77	6.9	60	5.5
Completed a community college or technical institute program	193	17.5	158	14.3
Completed a university degree	199	18.0	190	17.2
Not applicable (they are not present or are deceased)	7	0.6	21	1.9
DK/NR	55	5.0	78	7.1
<b>Total</b>	<b>1106</b>	<b>100.0</b>	<b>1106</b>	<b>100.0</b>

\* Or Female/Male guardian respectively  
Weighted responses

Parents in anglophone districts possessed a higher level of education compared to parents in francophone districts. Forty-percent of mothers from anglophone districts had completed an apprenticeship, community college or technical institute program or a university degree while 33.2% of their francophone contemporaries had done the same. Similarly, fathers completed this level of education in anglophone districts (37.2%) compared to 31.6% in francophone districts. It should be noted that there is a higher margin of error ( $\pm 4.5\%$  and  $\pm 4.7\%$ ) associated with results for francophone and anglophone districts.

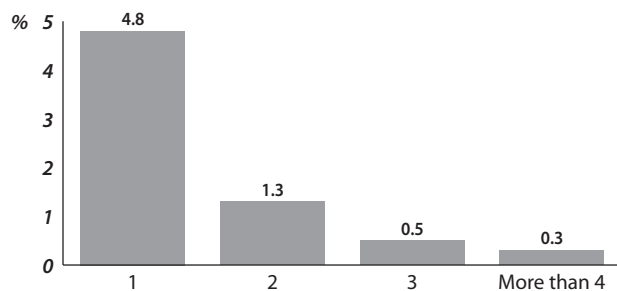
Parental education was related to respondents' educational attainment. Over eighty percent (81.9%) of individuals with at least one parent with post-secondary education enrolled in a post-secondary program. Comparatively, 64.2% of individuals whose parents had Grade 12 education or less attended a post-secondary institution. Of those respondents that enrolled in PSE following high school (n=845), 24.0%

had both a mother and father who had completed some form of PSE, 16.7% had only a mother complete some form of PSE, while 13.7% had only a father complete some form of PSE.

A low percentage of respondents identified themselves as landed immigrants (1.2%) or as persons with disabilities (2.6%).<sup>7</sup> Approximately one in twenty respondents indicated that they were of Aboriginal descent (4.7%) or belonged to a visible minority group (6.9%). Most individuals self-identifying as being of Aboriginal descent were not living in a First Nations Community. .

Among respondents, 6.9% indicated that they take care of one or more dependants. The most common number of dependants among respondents was one (4.8%).

**Exhibit 4-8**  
*Number of Dependants*



Unweighted responses  
n=1106

Of those indicating that they care for dependents, the majority (62.7%) care for their own children with the remainder of dependents being made up of parents, grandparents, siblings, spouses and others.<sup>8</sup>

<sup>7</sup> No respondents reported that they were non-permanent residents.

<sup>8</sup> Note that respondents with multiple dependents were able to indicate different relationships among those dependents (e.g., own children and grandparents).

## Section 5: High School Experiences

This section summarizes the factors that influence post-secondary education and training decisions, high school decisions, and respondents' preparedness for post-secondary activities. Respondents were also asked about their experience with HRSDC labour market information resources. Analysis of respondents' high school experiences are summarized in the following section.

### 5.1 Scholastic and Employment Profile during High School

Approximately two-thirds of respondents were employed during high school (66.1%) compared to 62% from the class of 2002. As shown in Exhibit 5-1, as a group, respondents who were employed during the school year had a similar grade distribution to that of other respondents.

Respondents who took part in extra-curricular activities, regardless of their employment status, reported higher grades. Similarly, the respondents who took part in extra-curricular activities and who were also employed during the school year reported noticeably higher grades.

**Exhibit 5-1**  
*Employment, Activities and Achievement*

	Employed during school year		Took part in extra-curricular activities		Employed and extra-curricular activities	Total
	Yes	No	Yes	No		
	n=731	n=362	n=730	n=362		
Grades	%	%	%	%	%	%
80%-100%	41.2	35.1	47.8	21.8	22	39.2
70% - 79%	38.7	41.7	37.5	44.2	16.3	39.8
60% - 69%	18.2	20.7	13.7	29.8	5.9	19.0
Less than 60%	1.9	2.2	0.8	4.4	0.4	2.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>44.7</b>	<b>100.0</b>

n=1106

Grades during high school are reported by respondents two years after graduation and do not reflect the actual transcript mark

As illustrated in Exhibit 5-2, the majority of respondents who were employed during the school year stated that they worked to obtain spending money (69.3%). Another 18.6% of respondents indicated that they worked to get money for continuing education or training beyond high school. In comparison, 89% of the class of 2002 worked to obtain spending money, and 22% worked to get money for continuing their education.

**Exhibit 5-2**  
*Primary Reason for Working During School\**

Reasons	% Count=529
For spending money	69.3
To get money for continuing education or training beyond high school	18.6
To get money for something specific	4.6
To gain work experience	3.1
To help my family	1.6
Other	2.7
<b>Total</b>	<b>100.0</b>

Percentages based on valid responses

Weighted responses

\* Respondents identified by the province of New Brunswick as graduating in June of 2003

In addition to asking respondents about working during high school, individuals were also asked whether they participated in a co-op program. Close to a third (30.6%) of respondents had participated in a co-op program during high school. Students participating in co-op programs had higher grades than students not participating in such programs, but this result was not significant.

### 5.2 Preparation and Planning for Endeavours Following High School

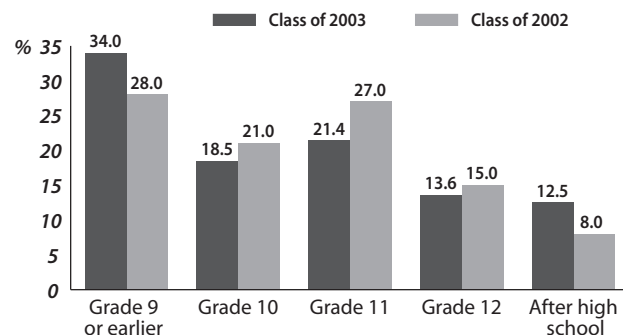
#### 5.2.1 Planning for Post-Secondary Education

Respondents were asked when they first started to think about what they wanted to do after high school. The greatest percentage of respondents (graduates only)<sup>9</sup> first thought about their post-secondary plans in Grade 9 or earlier (34%). Compared to the class of 2002 (2004 survey) respondents from the class of 2003 were more likely to decide on post-secondary plans after high school (12.5% compared to 8%).

<sup>9</sup> Differences between respondents identified as graduating in June of 2003 versus all respondents were negligible.



**Exhibit 5-3**  
Initial Consideration of Post High School Activities



Percentages based on valid responses

Weighted responses

n (2005)=806

n (2004)=4351

\* Respondents identified by the province of New Brunswick as graduating in June of 2003

Compared to non-graduate respondents, respondents who graduated high school as of the survey were more likely to report that high school:

- Provided academic preparation for post-secondary education or training (+19.1%);
- Gave information to make good choices about post-secondary education/training (+12.7%);
- Helped develop the study habits needed to pursue post-secondary education/ training (+5.8%);
- Gave them the necessary information to make good career choices (+5.3%); and
- Gave them necessary life skills (+4.1%).

In contrast, slightly more non-graduate respondents reported that school provided the necessary work skills (+0.9%) but this result was not significant.

**Exhibit 5-4**  
Impact of High School on Future Preparedness

	Did high school...	Yes	Partially	No	DK/
		(%)	(%)	(%)	NR (%)
Graduates N=1,057	Provide academic preparation for post-secondary education or training?	66.0	18.5	14.5	1.0
	Give you information to make good choices about post-secondary education or training?	68.7	18.3	12.4	0.6
	Give you the necessary information to make good choices about your career?	54.3	22.1	23.2	0.4
	Develop study habits needed to pursue post-secondary education or training?	49.6	40.5	9.5	0.3
	Give you the necessary work skills?	66.4	22.9	9.8	0.9
	Give you necessary life skills (e.g., communication skills, time-management skills, budgeting skills, etc.)?	63.3	21.6	14.7	0.5

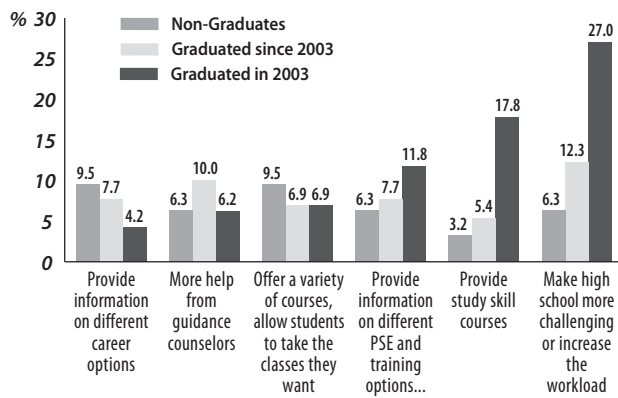
	Did high school...	Yes	Partially	No	DK/
		(%)	(%)	(%)	NR (%)
Non-Graduates N=49	Provide academic preparation for post-secondary education or training?	46.9	40.8	12.2	-
	Give you information to make good choices about post-secondary education or training?	56.0	34.0	8.0	2.0
	Give you the necessary information to make good choices about your career?	49.0	34.7	14.3	2.0
	Develop study habits needed to pursue post-secondary education or training?	43.8	45.8	8.3	2.1
	Give you the necessary work skills?	67.3	26.5	4.1	2.0
	Give you necessary life skills (e.g., communication skills, time-management skills, budgeting skills, etc.)?	59.2	32.7	6.1	2.0

Weighted Responses

Respondents were asked to provide examples of what, in high school, could have made them better prepared for post-secondary education or work. Exhibit 5-5 presents the relationship between the top five responses by graduates and by non-graduates on what they feel would have better prepared them in high school for post-secondary

education or work. The top recommendation for graduates was to make school more challenging. Provision of study skill courses was a top recommendation for graduates, whereas non-graduate respondents were more likely to recommend a wider variety of courses and information on career options. Another suggestion among individuals that graduated after June 2003 was to provide more help from guidance counselors (10%), which might suggest that greater assistance from counselors may have assisted these students graduate earlier.

**Exhibit 5-5**  
*Examples of What Could Have Assisted Respondents to be Better Prepared*

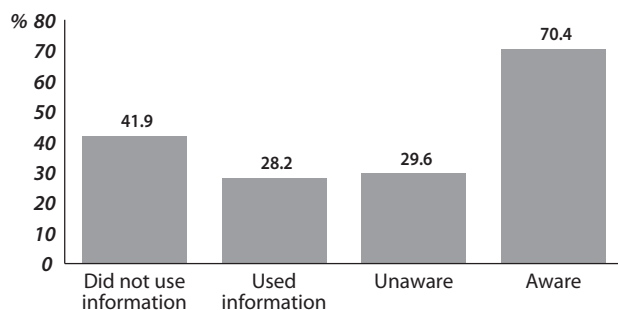


Weighted responses  
 n (Graduated in 2003)=585  
 n (Graduated since 2003)=71  
 n (Non-Graduates)=35

**5.2.2 Employment Planning**

The survey asked respondents whether they were aware of labour market information available from Human Resources and Skills Development Canada (HRSDC). Most respondents who completed the survey were aware of this employment and training information (70.4%).

**Exhibit 5-6**  
*Respondent Awareness of Employment and Training Information from HRSDC*



Weighted responses  
 n=1106

Survey respondents who made use of HRSDC information resources (28.2%) were asked about the perceived usefulness of this information. Most respondents perceived HRSDC resources as being useful or very useful information for conducting a job search in their area (69.7%) while over half felt it was useful or very useful for making a career decision (51.8%). However, fewer respondents felt that HRSDC information sources were useful in selecting courses/educational choices. This represents an area where information can be expanded, given the prerequisites for many programs (e.g., apprenticeship).

**Exhibit 5-7**  
*Usefulness of HRSDC resources*

Responses reported in percentages

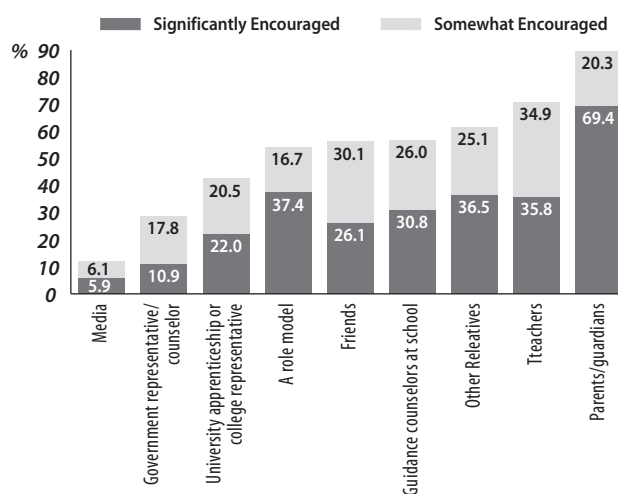
Usefulness	Total	Very useful	Useful	Neutral	Not very useful	Not at all useful
	Count	%	%	%	%	%
How useful was this information for conducting a job search in your area?	304	34.2	35.5	14.1	8.8	7.4
How useful was this information for making a career decision?	308	18.9	32.9	27.0	11.4	9.8
How useful was this information in helping you select training courses or make education choices appropriate for your situation?	302	13.7	29.8	29.0	13.4	14.2

Weighted responses

**5.3 Factors Influencing Post-secondary Education Enrollment**

Respondents reported overwhelmingly that their parents or guardians somewhat or significantly encouraged their decisions on post-secondary education and training (89.7%). Other significant factors included teachers (70.7% reported somewhat or significantly encouraged), other relatives (61.6%), and friends (56.2%).

**Exhibit 5-8**  
Influence of Others on Post-Secondary Education/Training Decisions

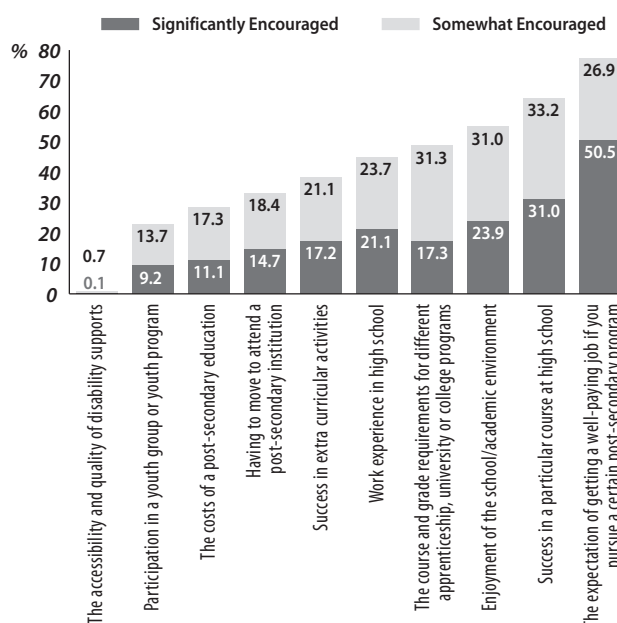


Weighted results  
n=1,106

Respondents currently attending a post-secondary program were more likely to state that parents significantly encouraged them to pursue post-secondary education (75.4%) compared to those not attending a post-secondary institution (60.4%). In contrast, respondents not enrolled in a post-secondary program were more likely to state that guidance counselors had significantly encouraged them (35.5% versus 27.7%).

Money was the factor that most encouraged respondents to choose their education/training courses; specifically, the expectation of getting a well-paying job after the program's completion (77.4% reporting somewhat or significantly encouraged). Other significant factors guiding post-secondary choices were aptitude in a particular subject (64.2%) and enjoyment of the academic environment (54.9%). The course and grade requirements for certain post-secondary programs were also a contributing factor for nearly one-half of respondents (48.6%).

**Exhibit 5-9**  
Other Influences on Post-Secondary Education/Training Decisions

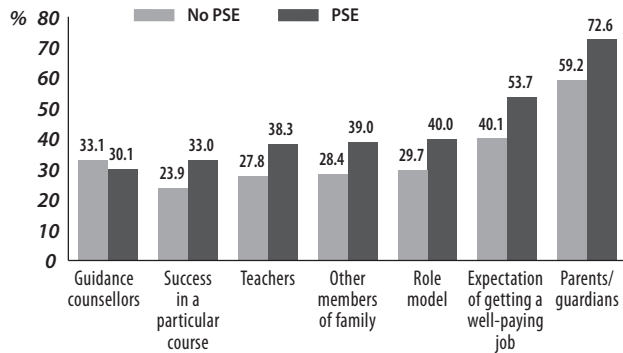


Weighted results  
n=1,106

Respondents currently attending a post-secondary program were more motivated by the expectation of getting a good job following their PSE program (56.3%) compared to those not attending a post-secondary institution (41.8%). Respondents attending post-secondary programs were also more motivated by success at a course in high school (34.6% versus 25.4%) whereas those not attending post-secondary institutions were slightly more affected by work experience.

As shown in Exhibit 5-10, respondents who had attended PSE were more likely to report that parents significantly encouraged them to pursue post-secondary education (72.6%) compared to individuals never attending PSE (59.2%). Respondents that had attended PSE were also more motivated by the expectation of getting a good job (53.7%), a role model (40.0%), teachers (38.3%), and other members of the family (39.0%) compared to those that had not attended PSE.

**Exhibit 5-10**  
*Five Most Significant Factors On Post-Secondary Education/Training Decisions*



Weighted results  
 n (No PSE)=250  
 n (PSE)=854

**5.3.1 Regression Model**

A logistic regression model was used to determine which factors influence an individual’s decision to pursue post-secondary education or training.<sup>10</sup> The explanatory variables, or the factors that influence the PSE decision, are described in Exhibit 5-11.

**Exhibit 5-11**  
*Explanatory Variable Definitions and Sources*

Variable	Definition	Source*
High School Grades	A or B grades = 1; 0 otherwise	A4
Encouragement from Friends	Strongly/somewhat encouraged by friends = 1; 0 otherwise	A7a
Encouragement from Parents	Strongly/somewhat encouraged by parents = 1; 0 otherwise	A7b
Parent(s) with PSE	Parent(s) with PSE = 1; 0 otherwise	E3
Dependants	At least one dependant = 1; 0 otherwise	E6a
Female	Female respondent = 1; 0 otherwise	E7

\* Question number from the High School Follow-up Survey

The variables included in the analysis were those that had a statistically significant relationship with the decision to pursue PSE. All variables are significant at the .01 level or less.<sup>11</sup> The results from the logistic regression are presented in Appendix B.

The results from the logit analysis can be summarized as follows:

- An individual’s high school grades have the greatest positive impact on the decision to pursue PSE. This is not a surprising result, given the grade requirements for many post-secondary programs.
- Encouragement from parents and friends are significant factors, with parents having the greatest influence. Encouragement from teachers, counselors or post-secondary representatives did not predict an individual’s decision to pursue PSE.
- Individuals with at least one parent who has PSE are more likely to enroll in a post-secondary program relative to those whose parents have a Grade 12 education or less.
- Individuals caring for dependants were less likely to pursue PSE.
- Females are more likely to attend PSE than males.

<sup>10</sup> The dependent variable takes the value 1 if an individual indicated that he/she enrolled in a post-secondary program since completing high school and 0 otherwise.

<sup>11</sup> In other words, the probability of obtaining these results by chance is less than 1%.

## Section 6: Experiences Following High School

### 6.1 The Post-secondary Education Experience

Academic and non-academic information surrounding the post-secondary choices of respondents was obtained in the survey. Respondents were asked about:

- Their activities prior to beginning their post-secondary programs;
- The type of program they chose, reasons they chose their program, and location of the institution;
- Financing of post-secondary education and training, and future plans; and
- Reasons for discontinuing their education prior to graduation from a program.

The current section of the report describes the post-secondary experiences of respondents going on to post-secondary education or training, as well as the influences on those not attending PSE.

#### 6.1.1 Activities Prior to Enrolling in Post-secondary Education

As detailed in Section 4.1, 61% of respondents were enrolled in post-secondary education or training at the time of the survey. Some respondents did not immediately enter a post-secondary program after completing high school; 17.6% pursued some activity between graduating high school and enrolling in PSE. Among those respondents who took a break between high school and their post-secondary education, nearly two-thirds (63.6%) were working full-time. Another 16.4% were enrolled in a different post-secondary program than the one they were in at the time of the survey.

**Exhibit 6-1**  
*Activities Prior to Enrolling in Current Post-secondary Education*

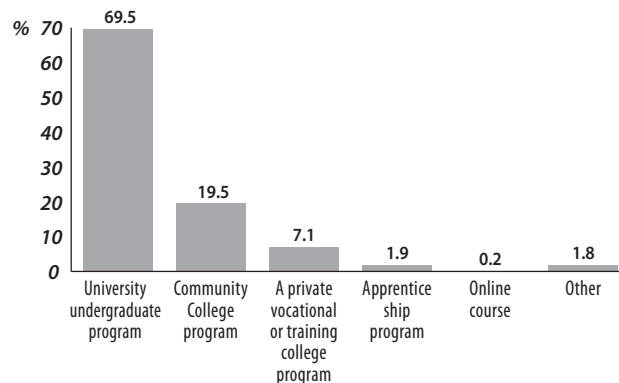
Activity	Count	%
Working full-time	124	63.6
Enrolled in a different post-secondary program	32	16.4
Working part-time	11	5.7
Returned to high school to improve grades	10	5.2
Taking care of family / household	5	2.4
Long-term illness / disability / sickness	4	2.3
Traveling	3	1.7
Other*	6	2.7
<b>Total</b>	<b>194</b>	<b>100.0</b>

\* May include volunteering and unemployed looking for work  
Weighted results

#### 6.1.2 Type of Program

As shown in Exhibit 6-2, the majority of respondents in a post-secondary program were enrolled in a regular university undergraduate program or a community college program (89.0%).

**Exhibit 6-2**  
*What Type of Program are you Currently Taking*

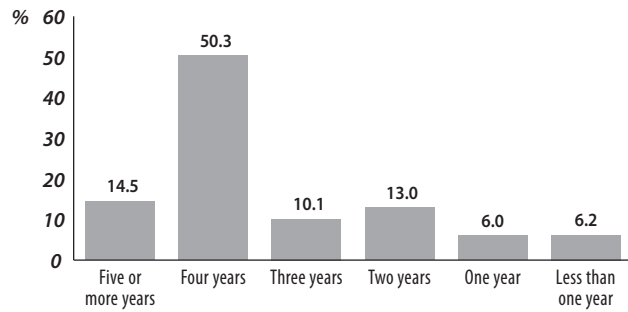


Weighted results  
n=670

Parental education appeared to affect the choice of a post-secondary program. A majority of respondents attending university reported that their mother completed a community college program or university degree (50.2%). In contrast, respondents attending community college, a private vocational or training program or apprenticeship were more likely to have a mother that attended elementary or high school (63.8%). The same pattern between respondents' choice of PSE program and their fathers' education was also found.

Nearly two-thirds of respondents enrolled in a post-secondary program (64.8%) reported that their program’s duration was four or more years. Seventy percent of respondents attending university reported that their program was four years in length. Community college programs were more likely to be two years in length (54.3%), and most respondents in a private training program reported a program of less than one year (51.1%). Apprenticeship programs varied in length.

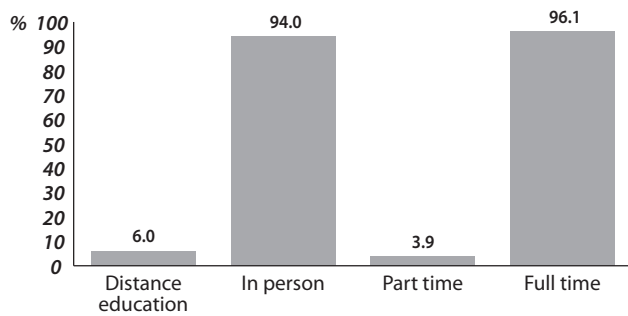
**Exhibit 6-3**  
*How Long is Your Current Program of Study*



Weighted results  
n=668

Exhibit 6-4 shows that the majority of respondents enrolled in post-secondary programs are in full-time, non-distance learning courses.

**Exhibit 6-4**  
*Type of Study*



Responses reported in percentages  
Results exceed 100% due to multiple responses  
Weighted responses  
n=670

Respondents with dependents were more likely to attend part-time (11.8%) compared to those without dependents (3.9%) though this result was not significant.

**6.1.3 Location of Institution**

Most respondents in a post-secondary program were still in the same province as the one in which they attended high school (82.4%). Of respondents who were outside New

Brunswick, a very small percentage was outside of Canada (0.6%).

**Exhibit 6-5**  
*Location of Institution*

	Count	%
<b>Enrolled in a PSE Program in New Brunswick</b>	<b>552</b>	<b>82.4</b>
In the same city or town as high school	224	33.5
In the same province but different city	328	49.0
<b>Enrolled in a PSE Program outside New Brunswick</b>	<b>118</b>	<b>17.6</b>
In a different province than high school	114	17.0
Outside of Canada	4	0.6
<b>Total</b>	<b>670</b>	<b>100.0</b>

Results exceed 100% due to multiple responses  
Weighted results

University students were more likely to attend a PSE program outside of New Brunswick (20%) compared to community college, private vocational or apprenticeship programs (11.0%). Consistent with this pattern, respondents in three or four-year programs were more likely to attend a PSE program outside of New Brunswick (22.8%) compared to those with programs two years or less in length (11.3%).

Respondents reported their enrollment in a wide variety of post-secondary institutions within New Brunswick. The largest percentage of respondents participating in the survey reported being enrolled at the University of New Brunswick (31.8% of respondents; all campuses), followed by the Université de Moncton at all campuses (20.4% of respondents; all campuses).

**Exhibit 6-6**  
Enrollment in a New Brunswick Institution

School	Anglophone	Francophone	Total
	N=348 %	N=181 %	N=529 %
University of New Brunswick – Fredericton	25.9	2.8	18.0
Université de Moncton – Moncton	0.5	42.9	15.0
University of New Brunswick - Saint John	20.6	0.8	13.8
St. Thomas University	12.0	0.8	8.2
New Brunswick Community College, Saint John	7.7	0.8	5.3
Mount Allison University	6.5	0.8	4.5
Université de Moncton – Edmunston	0.0	11.2	3.8
Private Trainers	4.2	2.7	3.7
New Brunswick Community College, Miramichi	3.2	2.8	3.1
New Brunswick Community College, Moncton	2.6	3.3	2.9
Collège communautaire du Nouveau-Brunswick, Bathurst	0.0	8.3	2.8
Collège communautaire du Nouveau-Brunswick, Dieppe	0.0	6.3	2.2
Private Religious Institution	2.8	0.0	1.8
Collège communautaire du Nouveau-Brunswick, Campbellton	0.5	4.2	1.7
Université de Moncton – Shippagan	0.0	4.8	1.6
New Brunswick College of Craft and Design	1.4	0.0	0.9
Collège communautaire du Nouveau-Brunswick, Edmundston	1.1	0.0	0.7
New Brunswick Community College, St. Andrews	0.0	2.0	0.7
Maritime College of Forest Technology	0.5	0.0	0.3
New Brunswick Community College, Woodstock	0.5	0.0	0.3
Collège communautaire du Nouveau-Brunswick, Péninsule Acadienne	0.0	0.3	0.1
Other	10.2	5.1	8.4

Weighted results

Respondents in post-secondary programs outside of New Brunswick provided a variety of reasons for selecting their institutions. The most common reason cited among

respondents who attended high school in anglophone districts was that they wanted to do their post-secondary program outside of New Brunswick (18.2%). Conversely, among respondents who attended high school in francophone districts, the most common response was the program they wanted was not offered in New Brunswick (12.1%).

In viewing the two linguistic sectors as a whole, respondents indicated that the program they wanted was not offered in New Brunswick (21.2%) as the most common response. One fifth of respondents felt that programs are of a higher quality at out-of-province institutions (19.7%) and that they wanted to do their post-secondary education outside of New Brunswick (18.2%).

**Exhibit 6-7**  
Reasons for Choosing an Institution Outside New Brunswick

	Reason	Count	%
Anglophone	Wanted to do my post-secondary education outside of NB	12	18.2
	Programs are of higher quality at out-of-province institutions	10	15.2
	The program I wanted is not offered in New Brunswick	6	9.1
	More prestigious program offered outside of New Brunswick	5	7.6
	Other*	17	25.7

	Reason	Count	%
Francophone	The program I wanted is not offered in New Brunswick	8	12.1
	Programs are of higher quality at out-of-province institutions	3	4.5
	Wanted to do my post-secondary education outside of NB	1	1.5
	Other*	4	6.0

\* May include Personal/family reasons, Better scholarships are available out of province, Costs are comparable or less than programs in New Brunswick, personal reasons, Advice of friends, parents, etc.  
Weighted results  
n=66  
The margin of error for respondents from francophone districts is  $\pm 4.5\%$ , and the margin of error for respondents from anglophone districts is  $\pm 4.7\%$ .

### 6.1.4 Factors Influencing Choice of Post-secondary Education Program

Respondents attending post-secondary education and training rated a variety of factors that influenced their choice of a post-secondary program (Exhibit 6-8):

- The most prominent reason for choosing a program was the availability of the program, with 82.6%

of participating respondents indicating that it was somewhat or very important.

- Family influence and support was the next most commonly cited factor in the choice of a program (78.4%).
- Instruction in the student’s preferred language was a somewhat or very important factor for 76.8% of respondents and was very important for the greatest number of respondents (55.7%).
- The reputation of the institution or program was also a large factor, with 73.9% of respondents reporting that it was somewhat or very important to their decision-making.

The top factors influencing the choice of a post-secondary program was compared for students enrolled in the following types of programs:

- University;
- Community college;
- Private vocational or training college; and
- Apprenticeship.

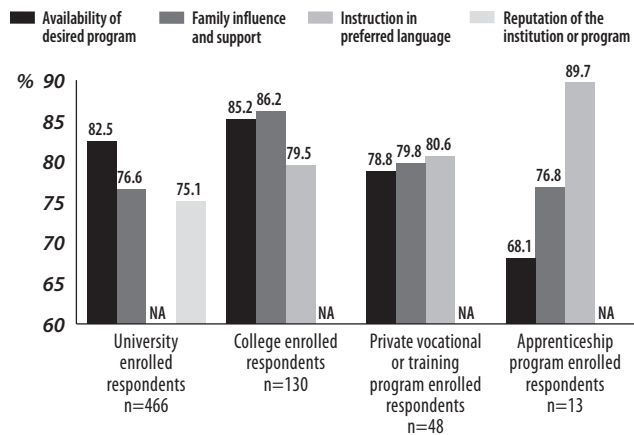
The results from this analysis indicate that, among respondents:

- College and university students were most likely to rate the availability of the program as important or very important (85.2% and 82.5% respectively). Program availability was listed as one of the top three factors among all program types.
- The most important factor for apprenticeship and vocational students was instruction in their preferred language, with 89.7% and 80.6% of these groups describing the language of the program as important or very important respectively. This was more of an issue for respondents whose mother tongue was English (63.5% describing as very important) compared to those whose first language was French (35.1%).
- Family influence and support was second in importance overall; more than three-quarters of respondents in each of the groups reported that it was an important or very important factor.
- Tuition fees were not reported as a top reason for selecting a PSE institution among any of the groups, however, students attending community colleges were more likely to describe tuition fees as very important (34.6%) compared to university, vocational, or apprenticeship students (24.1%). Tuition fees were also more important for students remaining in New Brunswick (28.8%) compared to those in Canada but out of province (14.9%).
- Availability of co-op and work terms was rated as more important by students in community colleges, private vocational programs, and apprenticeship programs

(40.8%) compared to students in university programs (14.4%). In addition, students that had participated in co-op programs in high school were more likely to state that such programs were very important at the post-secondary level (30.5%) compared to students that had not participated in such a program (18.5%).

- Program length was more important to students in community colleges or private vocational or training programs (33.3%) compared to other students (13.5%).
- Scholarships were reported as very important to nearly a quarter of students in universities (23.6%) compared to 12.7% of other students.

**Exhibit 6-9**  
*Top Three Factors Influencing Choice of Program by Institution Type*



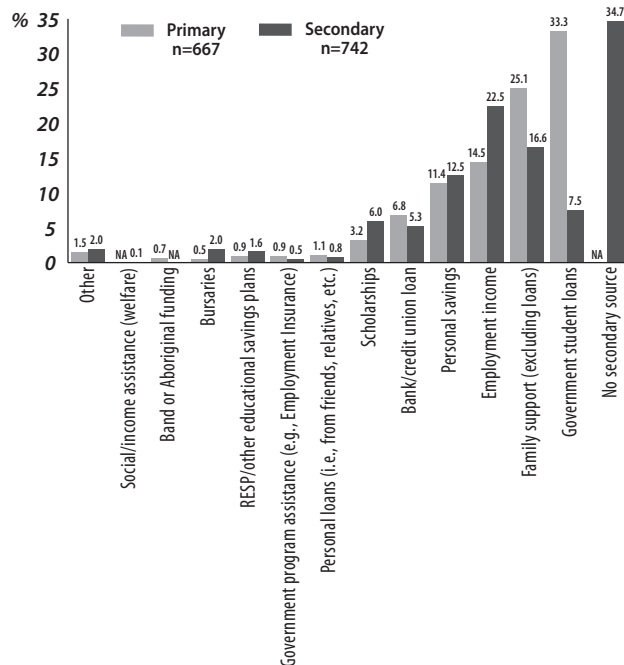
Weighted results  
Results reported in percentages

### 6.1.5 Financing of Post-Secondary Education

The top three primary sources of post-secondary financing reported by respondents attending post-secondary programs were student loans (33.3%), family support (25.1%) and employment income (14.5%). Only one in ten respondents stated that they expected to rely primarily on personal savings, and less than one percent expected to rely on bursaries.



**Exhibit 6-10**  
Current Source of Financing of Post-secondary Education



Weighted results

Results reported in percentages. Responses may exceed 100% due to multiple response

The most common secondary source of funding was employment income (22.5%). Over one-third of participating respondents (34.7%) indicated that they did not have any secondary sources of funding for their post-secondary education or training.

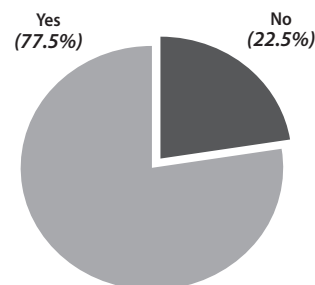
Analysis of respondent sub-groups indicated that:

- Respondents that had worked during high school were more likely to rely on employment income as a primary source of funding (16.3%) compared to those that had not worked during high school (10.5%).
- Respondents attending university were more likely to count on family support as a primary source of funding (28.8%) compared to respondents in other programs (16.7%).
- Respondents at vocational or training programs were most likely to rely on government student loans for their primary PSE funding (53.2%) compared to other respondents (31.7%).
- There was no strong pattern between when individuals starting thinking about what they would do after high school and their primary source of funding.
- Respondents that worked full-time between high school and post-secondary education/training were more likely to have personal savings as a primary source of funding (19.2% versus 11.4% overall).

- Respondents residing in their home town were less likely to rely on student loans (21.9%) relative to other students (38.6%), and more likely to reply on employment income (22.8% versus 10.3%).
- Respondents relying on employment income and student loans cited their financial situation as the greatest barrier to going as far in school as they want to (39.2% and 28.3%).

All respondents were asked whether they knew how to obtain information on government student loans. Over one in five respondents did not know how to access information about student loans (22.5%).

**Exhibit 6-11**  
Do You Know How to Get Information on Government Student Loans?



Results reported in percentages

Weighted results

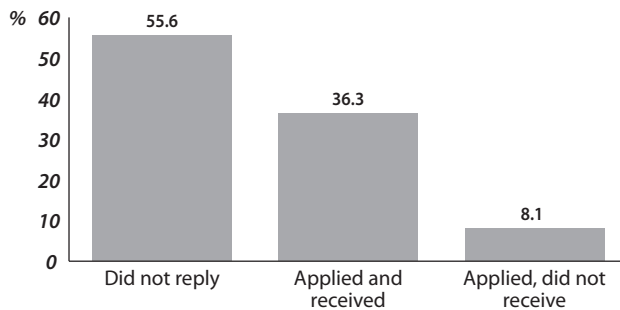
n=969

While respondents who did not know how to get information on government student loans were less likely to report their financial situation as a barrier to PSE, 17.7% of respondents who did not know how to get information about student loans described finances as a barrier. As a result, there could be a significant percentage of students who would benefit from greater information about government student loans.

Respondents that relied on other sources of funding were also likely to apply for government student loans, including those relying primarily on family support (22.2% of this group also applied for student loans), personal savings (25.3%), and employment income (49.5%). This indicates that a significant percentage of respondents who relied primarily on other sources of income also expected to access government student loan programs.

Over one-half of respondents (55.6%) had never applied for a government student loan at the time of the survey. Approximately one in three participating respondents (36.3%) had applied for and received a student loan.

**Exhibit 6-12**  
*Student Loan Applications*



Results reported in percentages  
Weighted results  
N=1103

Receipt of government student loans did make an impact on whether respondents attended post-secondary school. Nearly 40% of those that applied for and did not receive a student loan were not currently attending PSE at the time

of the survey compared to 25.3% of those that successfully applied for a student loan. Respondents that reported their financial situation as a barrier to going as far in school as they would like were most likely to apply for student loans (60.5%) compared to other students (43.6%).

Respondents from all types of institutions reported relying on government students loans. Specifically:

- 51.2% of university students applied for student loans, of which 43.3% received a loan;
- 58.1% of community college students applied for student loans, and 48.8% of these received a loan;
- 58.6% of respondents in vocational or apprenticeship programs applied for student loans, of which 48.3% received a loan.

Respondents in the same city or town as their high school were less likely to apply for a student loan (40.5%) compared to those outside of their home town (59.5%).

**Exhibit 6-8**  
*Factors Influencing Choice of Post-secondary Education Program*  
*Responses reported in percentages*

	Important or very important	Very important	Somewhat important	Neither	Somewhat unimportant	Not at all important	N/A
The availability of desired program	82.6	50.3	32.3	12.0	1.8	2.2	1.2
Family influence and support	78.4	50.0	28.4	14.6	2.3	3.4	1.0
Instruction in my preferred language	76.8	55.7	21.1	10.7	4.8	4.6	3.1
The reputation of the institution or program	73.9	35.5	38.4	16.3	4.8	4.3	0.8
The total cost of education including living/housing, tuition, books, etc.	59.6	31.5	28.1	19.8	10.9	8.7	1.0
The student/institution facilities	58.7	22.5	36.2	25.7	7.2	5.0	3.1
Friends/peers	57.3	20.9	36.4	26.3	9.1	5.9	1.3
The fact that it was located in or close to your hometown	55.6	35.0	20.6	13.6	9.4	13.8	7.6
Tuition fees	50.8	26.5	24.3	22.7	11.2	14.1	1.2
The length of the course or program	45.2	18.8	26.4	28.1	13.0	11.3	2.2
The size of the institution	41.9	16.0	25.9	29.3	12.3	15.5	1.0
Availability of work terms/co-op programs	41.4	21.7	19.7	25.7	10.1	10.5	12.3
That you were offered a scholarship by the institution	37.5	20.4	17.1	13.0	6.5	8.9	34
Extracurricular activities available	34.1	10.5	23.6	28.3	14.8	16.2	6.4
Contact with a recruiter representing this institution	26.9	8.3	18.6	28.7	12.6	13.4	18.2
That you were not accepted by first choice program/institution	15.0	7.5	7.5	11.9	4.3	15.5	53.5
Accessibility of disability support services	14.0	8.9	5.1	48.7	22.5	15.0	*

Row percent may not equal 100% as No Response was calculated but not included  
n=670, Weighted results

\* only asked of respondents reporting a disability

### 6.1.6 Plans Regarding Further Post-secondary Education

Respondents in a post-secondary program at the time of the survey were asked how far they intended to go in their studies. Among respondents who planned on taking post-secondary education or training in the future, nearly two-thirds of respondents (65.5%) reported that they would pursue a bachelor’s degree, master’s degree or doctorate. One in five respondents stated that they expected to complete a certificate or diploma (19.2%).

#### Exhibit 6-13

*How Far Do You Plan to go With Your Education or Training*

*Within the Next Five to Ten Years?*

Duration/Degree	Count	%
Less than one-year certificate/diploma	23	3.7
1 to 2-year certificate or diploma	69	10.8
3-year certificate or diploma	30	4.7
Certified journey person	20	3.2
Bachelor’s degree	219	34.3
Master’s degree	142	22.4
Doctorate (Ph.D.)	56	8.8
Medicine, Dentistry or Law Degree	52	8.1
Professional designations	25	3.9
<b>Total</b>	<b>637</b>	<b>100.0</b>

Weighted results

Respondents’ educational aspirations were related to parental education. Nearly half of those who intended to complete a university degree had parents who had completed either a college or university program.<sup>12</sup> In contrast, respondents whose parents had completed some level of elementary or high school were more likely to pursue a diploma or certificate course. Respondents currently enrolled in a post-secondary program were asked whether there were any barriers to going as far in school as they would like. Two-thirds of respondents believed that they faced no barriers to pursuing post-secondary education or training. However, nearly one-quarter of respondents described their financial situation as a barrier to going as far in their post-secondary program as they would like. Nearly four in ten respondents that described their financial situation as a barrier were relying on government

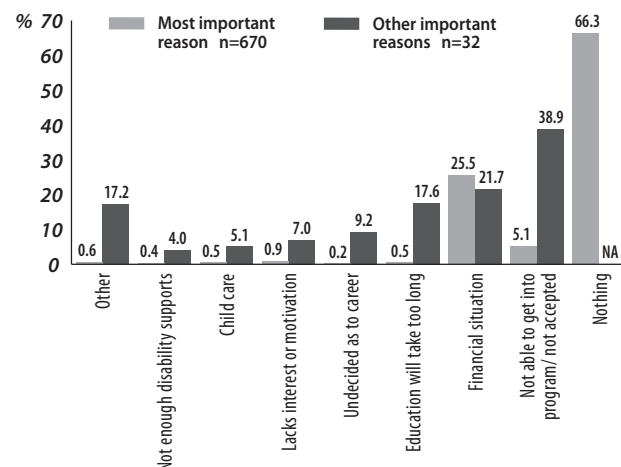
<sup>12</sup> Mother’s education. Father’s education showed a similar pattern.

<sup>13</sup> Includes the Post-Secondary Student Support Program, the University College Entrance Preparation Program and the Indian Studies Support Program.

student loans as a primary source of funding for their post-secondary program (36.7%) compared to 25.5% on average.

#### Exhibit 6-14

*Barriers to Pursuing Post-Secondary Education or Training*



Weighted results

Results reported in percentages

Other reasons exceed 100% due to multiple responses

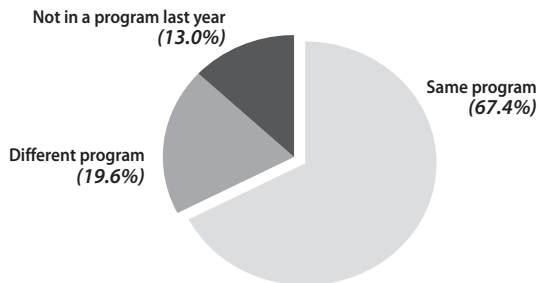
Respondents outside of New Brunswick (in Canada) were most likely to report that their financial situation was a barrier to them going as far in school as they would like (33.6%) compared to those inside New Brunswick (23.9%). Respondents that self-reported as Aboriginal respondents indicated that they had fewer financial barriers to pursuing post-secondary education (15.8%) compared to non-Aboriginal respondents (25.8%), perhaps reflecting governmental support for Aboriginal students available from the Department of Indian Affairs and Northern Development (DIAND) through the Post-Secondary Education Program (PSEP).<sup>13</sup>

Respondents with disabilities were more likely to report finances as a barrier to pursuing post-secondary education (40%) compared to respondents without disabilities (25.2%). Approximately 7% of respondents with disabilities reported not enough disability supports as a barrier to pursuing their schooling as far as they would like to go.

### 6.1.7 Reasons for Changing Programs or Discontinuing Post-Secondary Education

At the time of the survey, 19.6% of all respondents were enrolled in a different program from the program they were in a year previously, and 13.0% indicated that they were not in a PSE program last year.

**Exhibit 6-15**  
Post-Secondary Status Last Year



Weighted results  
Results reported in percentages  
N=670

The most common reason for respondents switching programs was that they lost interest in their original choice or decided to do something else (42.6%). Fewer than one-fifth of respondents reported that they had graduated from their one-year program, or were spending the year obtaining entrance requirements for their current program (15.5%).

**Exhibit 6-16**  
Three Most Important Factors in Your Decision to Change Programs

Reason	University N=82	College N=27	Private vocational or training N=14	Total %
Lost interest in the program/wanted to do something else	40.2	29.6	42.9	42.6
Program was not what you expected	19.5	11.1	7.1	16.7
Finished the program (e.g., one year program or upgrading for admission to current program)	12.2	25.9	14.3	15.5
Difficulty of program	7.3	0.0	0.0	9.1
Concerned about job opportunities after the program	2.4	3.7	0.0	4.8
Financial issues (e.g., current program is less expensive or moved closer to home to reduce expenses)	2.4	0.0	0.0	4.3
Was wait listed for current program and subsequently accepted	2.4	3.7	0.0	2.3
Disability supports inaccessible (New Brunswick)	1.2	0.0	0.0	0.6
Wanted to be closer to your home and community	0.0	0.0	0.0	0.0
Needs changed and the program was not offered part time	0.0	0.0	0.0	0.0
Other factor	12.2	25.9	35.7	21.3

\* Percentages exceed 100 due to multiple responses  
n=128

Respondents attending college were more likely to have completed their previous program (25.9%) compared to respondents in a university or a private vocational or training program. Respondents attending university were more likely to report that the program was not what they expected (19.5%) relative to respondents in other types of programs.

Respondents who had been previously enrolled in a post-secondary program, but who were not enrolled at the time of the survey, were asked the reason they discontinued their education. Nearly one-half of respondents had successfully completed the program (47.7%). Of those who discontinued their studies for other reasons:

- Nearly forty percent exited their programs before the completion of a one year program, or during the first year of a multi-year program (37.7%).
- Few respondents discontinued their studies during their second year (6.6%).

**Exhibit 6-17**  
Completion/Discontinuation of Post-secondary Program

	Count	%
<b>Successfully completed the program</b>	<b>86</b>	<b>47.7</b>
<b>Discontinued Studies</b>	<b>96</b>	<b>52.3</b>
Before the completion of a one year or less program	39	21.3
During the first year of a multi-year program	30	16.4
At the end of the first year of a multi-year program	16	8.7
During the second year of a multi-year program	12	6.6
<b>Total</b>	<b>183</b>	<b>100.0</b>

Weighted responses

Respondents who had discontinued their post-secondary programs without graduating provided several reasons for leaving. Note that respondents were able to provide multiple responses (shaded areas in Exhibit 6-18), and some of those featured subcategories in which respondents were asked to answer yes or no in each of the entries. Key findings include:

- The most common reason for discontinuing PSE studies was that the program was not what the individual expected (36.6%).
- Another third of respondents lost interest in the program (30.1%).
- Financial issues were cited by 18.3% of respondents, with the most common reasons being that individuals

were not able to get enough money to attend (14.0%), that they were concerned about getting into too much debt (12.9%), or that it would be too expensive to live away from home (12.9%).

- Nearly all respondents who lost interest in the program reported that they wanted to attend school at some time in the future; approximately nine in ten respondents in this group wanted to continue working and making money.
- Few respondents cited personal or family reasons (4.3%), illness (3.2%), employment (3.2%), or lack of disability supports (1.1%) for discontinuing their studies.

**Exhibit 6-18***Reasons for Discontinuation of Post-secondary Program*

<b>Reason for not attending</b>	<b>Count</b>	<b>%</b>
<b>Program was not what you expected</b>	<b>34</b>	<b>36.6</b>
<b>Difficulty of Program</b>	<b>16</b>	<b>17.2</b>
<b>Financial issues</b>	<b>17</b>	<b>18.3</b>
Not able to get enough money to attend	13	14.0
Concerned about getting into too much debt	12	12.9
Would be too expensive to live away from home	12	12.9
Wanted to earn money right away	10	10.8
Program you wish to take is too expensive	8	8.6
Benefit of a post-secondary education or training was not worth the cost	5	5.4
<b>Lost Interest in Program</b>	<b>28</b>	<b>30.1</b>
Wish to attend some time in the future	27	29.0
Want to continue working and making money.	25	26.9
Planning to explore career and education options before deciding	25	26.9
Wish to take a break from formal learning	18	19.4
Planning on doing some traveling before deciding about post-secondary education	15	16.1
Feel that a post-secondary education will not help to get a job	2	2.2
<b>Career undecided</b>	<b>12</b>	<b>12.9</b>
Undecided on a specific career choice	11	11.8
Did not have sufficient information on your post-secondary options	8	8.6
<b>Personal/Family reasons</b>	<b>4</b>	<b>4.3</b>
Don't want to leave your community and home	1	1.1
<b>Illness</b>	<b>1</b>	<b>1.1</b>
<b>Employment</b>	<b>3</b>	<b>3.2</b>
To support yourself	3	3.2
Working is what you want to do	3	3.2
To earn money for a specific purpose or activity (non-PSE such as a trip, buying a car, etc.)	3	3.2
Wanted to earn money for future post-secondary education	1	1.1
<b>Disability supports and/or accommodations not accessible</b>	<b>1</b>	<b>1.1</b>
<b>Other</b>	<b>15</b>	<b>16.1</b>

\* Percentages exceed 100 due to multiple responses

\* Percentages based on valid responses

n=93

## 6.2 Non-Scholastic Experiences Following High School

### 6.2.1 Employment and Other Non-Scholastic Activities Following High School

More than one in five respondents had never enrolled in a PSE program after high school (22.7%). Individuals who did not enroll in post-secondary studies were asked what their primary activities were after completing high school, and the reasons why they did not wish (or were unable) to take post-secondary education or training.

As shown in Exhibit 6-19, the majority of respondents (84.0%) not pursuing academics or post-secondary training after high school were working part time or full time. A small percentage (1.3%) were self employed, while only 2.2% reported being unemployed and looking for work. Over 2% of respondents spent the time since high school traveling.

#### Exhibit 6-19

*Employment and Other Non-Scholastic Activities Between High School and PSE*

	Count	%
Attending high school	4	1.5
Working full-time	183	73.3
Working part-time	27	10.7
Self-employed	3	1.3
Unemployed and looking for work	5	2.2
Unemployed and not looking for work	1	0.3
Traveling	6	2.5
Volunteering	1	0.2
Taking care of family/household/homemaker	5	2.1
Illness/disability	3	1.1
Other	12	4.8
<b>Total</b>	<b>250</b>	<b>100.0</b>

Among those that were working full-time during the period between high school and post-secondary school, nearly three in ten still reported their finances as the most important barrier they faced in completing their education (29.0%). In addition, the largest percentage of this group reported expecting to rely primarily on student loans to finance future education (34.4%) compared to personal savings (19.2%) or employment income (13.6%).

### 6.2.2 Reasons for Not Attending Post-secondary Education

Respondents who did not attend a post-secondary program after leaving high school provided several reasons for not attending. Note that respondents were able to provide multiple responses (shaded areas in Exhibit 6-20), and some of those featured subcategories in which respondents were asked to answer yes or no in each of the entries.

Fewer than one-third of respondents cited any one reason in Exhibit 6-20 as a primary reason for not pursuing post-secondary education. Key findings with respect to PSE barriers include:

- Among those who cited financial issues as a reason for not attending post-secondary education or training, the majority were concerned about amassing too much debt. Four out of five wanted to earn money right away, while two-thirds of those citing financial issues as a reason for not enrolling in PSE were unable to obtain enough money to attend school.
- Over one-quarter (31.0%) of respondents reported that they were undecided on a career.
- Among those who were simply not interested in post-secondary, 86.1% indicated they wanted to keep working to make money, though 77.8% said they wanted to attend a post-secondary institution sometime in the future.

Respondents that discontinued their post-secondary studies were compared to those that had never attended a post-secondary institution to determine whether there were any differences between these two groups. Differences between the two groups are summarized below:

- More respondents not attending PSE cited financial issues as a barrier (28.9%) compared to those that discontinued their studies (18.3%). Specifically, those not attending a post-secondary institution were more concerned about getting into debt (25.5%) compared to respondents discontinuing their studies (12.9%).
- Respondents not attending a post-secondary program were more likely to report that they had not decided on a career (31.0%) compared to those that had discontinued studies (12.9%).

**Exhibit 6-20**

*Reasons for Not Attending Post-secondary Education*

Reason for not attending	Count	%
<b>Entrance Requirements or Not accepted into any programs for which you applied</b>	<b>13</b>	<b>5.4</b>
Did not meet the entrance requirements for the institution	7	2.9
Did not have the necessary prerequisite courses	10	4.2
<b>Financial issues</b>	<b>69</b>	<b>28.9</b>
Concerned about getting into too much debt	61	25.5
Wanted to earn money right away	53	22.2
Not able to get enough money to attend	44	18.4
Would be too expensive to live away from home	42	17.6
Program you wish to take is too expensive	34	14.2
Benefit of a post-secondary education or training was not worth the cost	17	7.1
<b>Not interested</b>	<b>36</b>	<b>15.1</b>
Want to continue working and making money.	31	13.0
Wish to attend some time in the future	28	11.7
Planning to explore career and education options before deciding	26	10.9
Wish to take a break from formal learning	24	10.0
Planning on doing some traveling before deciding about post-secondary education	16	6.7
Feel that a post-secondary education will not help to get a job	8	3.3
<b>Career undecided</b>	<b>74</b>	<b>31.0</b>
Undecided on a specific career choice	71	29.7
Did not have sufficient information on your post-secondary options	29	12.1
<b>Personal/Family reasons</b>	<b>24</b>	<b>10.0</b>
Present family commitments are more important	19	7.9
Don't want to leave your community and home	7	2.9
Family isn't supporting you financially	4	1.7
Family isn't encouraging you to go	2	0.8
<b>Currently employed</b>	<b>24</b>	<b>10.0</b>
To support yourself	23	9.6
Working is what you want to do	23	9.6
To earn money for a specific purpose or activity (non-PSE such as a trip, buying a car, etc.)	20	8.4
Wanted to earn money for future post-secondary education	14	5.9
To support your family	4	1.7
Started own business	1	0.4
<b>Desired program was not available in your area</b>	<b>2</b>	<b>0.8</b>
<b>The wait-list was too long for your program of choice</b>	<b>2</b>	<b>0.8</b>
<b>Employer unable to sponsor you in a registered apprenticeship program</b>	<b>1</b>	<b>0.4</b>
<b>Illness</b>	<b>3</b>	<b>1.4</b>
<b>Disability supports/accommodations not accessible</b>	<b>1</b>	<b>0.4</b>
<b>Other</b>	<b>52</b>	<b>21.8</b>

\* Percentages exceed 100 due to multiple responses  
 \* Percentages based on valid responses  
 n=239

**6.2.3 Future Plans for Post-secondary Education**

For respondents not in a post-secondary program, more than one in three (34.4%) returned to high school to upgrade marks, for general interest and for other reasons.

**Exhibit 6-21**

*Return to High School since June 2003*

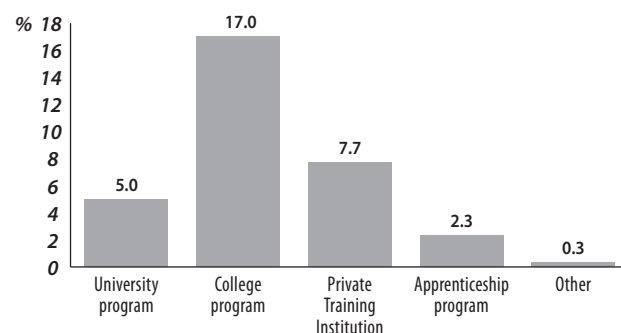
	Count	%
<b>Yes</b>	<b>103</b>	<b>34.4</b>
To upgrade marks	35	11.7
To take additional prerequisite courses my program of interest	13	4.3
For general interest	6	2.0
Other reason	49	16.4
<b>No</b>	<b>196</b>	<b>65.5</b>
<b>Total</b>	<b>299</b>	<b>100.0</b>

Unweighted responses

Of those respondents who did not enroll in a PSE program, 28.9% had applied to a PSE program since June of 2003. Some respondents who did not enter post-secondary education following high school applied to a variety of institution types. As shown in Exhibit 6-22, 17.0% of non-PSE attendees applied to a college program at some time.

**Exhibit 6-22**

*Application to PSE Programs Since High School*



Over two-thirds of respondents (68.8%) said that they had future plans to enroll in post-secondary education. For those respondents who plan to pursue post-secondary education or training, a variety of factors were listed as conditions or pre-requisites to enrollment. Specifically, nearly one-half of respondents (48.2%) indicated that they would need a clearer idea of their career preference prior to enrolling while 10% indicated they would need sufficient financial resources.

Only one in eight respondents (12.1%) reported that they did not plan to enroll in post-secondary education at any time in the future, and 19.1% were unsure.

**Exhibit 6-23**

*Future Plans to Pursue Post-Secondary Education/ Training*

	Count	%
Yes	299	68.8
<b>Reasons for deciding to enroll in a PSE program</b>		
Clearer idea of your career preference	144	48.2
Sufficient financial resources	30	10.0
Better knowledge of post-secondary education or training options	22	7.4
Prerequisite courses necessary	7	2.3
Accepted in a post-secondary program that you wanted	3	1.0
Mature student status	4	1.3
Formal documentation of disability (New Brunswick)	1	0.3
Other	119	39.8
<b>No</b>	<b>53</b>	<b>12.1</b>
<b>Unsure</b>	<b>83</b>	<b>19.1</b>

Reasons exceed 100% due to multiple responses

Respondents who answered yes to the question “Are you planning to enroll in a post-secondary program in the future?” were asked how they planned to fund their education. The most prevalent response was “government student loans” (43.8%), followed by employment income (19.0%). Over one-third of respondents (36.5%) indicated that they would have no secondary source of income to support their education. However, 18.8% of respondents reported that employment income would be their secondary source of funding.

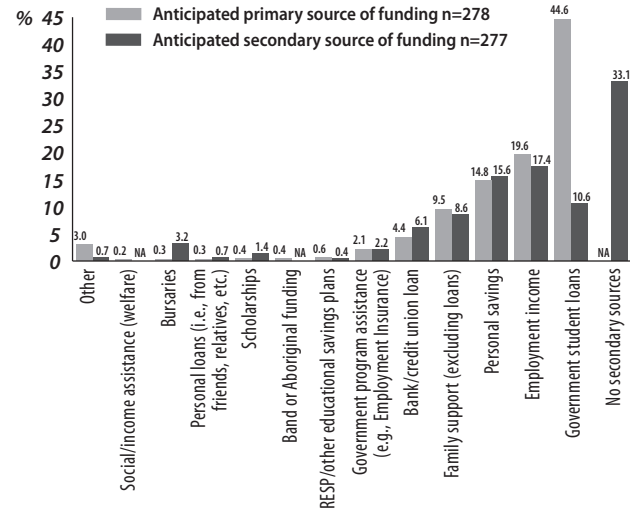
In contrast to the source of funding reported by individuals currently enrolled in a PSE program (Section 6.1), respondents not attending a PSE program were:

- More likely to rely on government student loans as a primary source of funding (44.6% versus 33.3%);
- Less likely to be able to rely on non-loan family support (9.5% versus 25.1% described family support as a primary source of funding); and
- More likely to reply primarily on personal savings (14.8% compared to 11.4%);

This analysis underlines the financial barriers faced by individuals not enrolled in a post-secondary program.

**Exhibit 6-24**

*Anticipated Source of Financing PSE*



Weighted results

Results reported in percentages

Secondary sources may exceed 100% due to multiple responses

Respondents not currently at a post-secondary institution were asked about their plans for future post-secondary education. The greatest percentage of respondents planned to complete a one to two-year certificate or diploma (37.4%). Nearly one quarter indicated that they planned to pursue a bachelor’s degree (24.3%). One in seven respondents indicated that they planned to become a journey person (14.3%) – this percentage is substantially higher than the percentage of respondents currently in an apprenticeship program (1.9%).

**Exhibit 6-25**

*How Far Do You Plan to Go With Your Education or Training*

*Within the Next Five to Ten Years?*

	Count	%
Less than one-year certificate/diploma	11	4.3
1 to 2-year certificate or diploma	91	37.4
3-year certificate or diploma	19	7.9
Certified journey person	35	14.3
Bachelor’s degree	59	24.3
Master’s degree	14	5.7
Doctorate (Ph.D.)	2	0.8
Medicine, Dentistry or Law Degree	10	4.2
Professional designations	3	1.1
<b>Total</b>	<b>244</b>	<b>100.0</b>

Weighted results

Respondents intending to take a certificate or apprenticeship program were most likely to have parents



with elementary or high school education (62.2% of respondents intending to take these programs compared to 58.5% overall).<sup>14</sup> Respondents who intended to pursue university education were more likely to have parents with a college or university degree (47.9% versus 39.3% overall).

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<sup>14</sup> Mother's education. The pattern for father's education was similar.

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## Section 7: Findings And Recommendations

The findings of the *High School Follow-up Survey* are presented below.

### Profile of Survey Respondents

Results from the *High School Follow-up Survey* indicate that a large percentage of students successfully completed high school (96%). While 14.9% of respondents had not graduated as of June 2003, the time at which most high school students graduated, 9.9% graduated after June of 2003. This reflects a considerably higher graduation rate than that reported nationally in 1999 by the Youth in Transition survey.

Most respondents went on to a post-secondary program following high school. Sixty-one percent of respondents were enrolled in a post-secondary program at the time of the survey, and a further 8% had completed a post-secondary program. This represents an increase from 64% of individuals from the class of 2002 that were attending or had completed a post-secondary program in 2004.

While the majority of respondents surveyed remained in New Brunswick at the time of the survey, most in New Brunswick expected to leave the province some time in the future. Post-secondary enrollment was a primary reason for respondents leaving their home town. Most respondents living outside of New Brunswick left to attend a post-secondary institution. Those who planned to leave the province in the future were also motivated by job opportunities and education.

### High School Experiences

Just under two-thirds of respondents participated in extra-curricular activities during high school. Respondents reporting participating in extra-curricular activities during high school reported higher grades than respondents not engaged in extra-curricular activities. In contrast, working during high school did not markedly affect academic performance one way or the other.

Approximately 66% of respondents worked in high school. Of these, a lower percentage of respondents indicated that they worked in order to earn spending money than was found in the last survey administration (69.3% versus 89%). Most worked to obtain spending money rather than for PSE; less than one in five respondents worked to get money for post-secondary education.

High school graduates responding to the survey were more likely to feel that high school prepared them for post-secondary education and training and their career compared to non-graduates. The largest group of respondents graduating high school recommended making high school courses more challenging, whereas non-graduate respondents were more likely to recommend a wider variety of courses and information on career options during high school.

Key influences on participation in post-secondary programs as described below;

- Parents remained the major influence in respondents' post-secondary plans for the class of 2002 and 2003. Respondents attending a post-secondary program were more likely to state that their parents encouraged them to attend PSE compared to respondents not attending a post-secondary program.
- Money was also a primary motivation in pursuing PSE. The expectation of getting a well-paying job motivated 77.4% of respondents in making PSE choices.
- School grades predicted enrollment in a post-secondary program.
- Parental education was a strong predictor of their childrens' PSE activity. Respondents reporting at least one parent with PSE were more likely to enroll in a post-secondary program relative to those reporting parents with elementary or high school education.
- Respondents caring for dependents were less likely to pursue PSE.
- Females were more likely to attend PSE than males.

### Post-Secondary Education

Most respondents engaged in post-secondary educational activities were enrolled in university or college, on a full-time, non-distance learning basis. The most important factors in the choice of a post-secondary program included:

- Availability of the program;
- Family influence with respect to the selection of the program;
- Instruction in the students preferred language; and
- The reputation of the institution or program.

Respondents were most likely to rely on government student loans, family support and employment income as primary sources of funding for their PSE activities. Respondents in vocational or training programs and respondents attending PSE outside of New Brunswick were more likely to rely on student loans.

Receipt of government student loans affected whether respondents attended a post-secondary institution.

Respondents that did not receive a student loan after applying were less likely to subsequently attend a PSE institution. Those that reported their financial situation as a barrier to completing post-secondary schooling were most likely to apply for student loans. Overall, one in four respondents described their financial situation as a barrier to going as far in school as they would like.

Almost one in ten respondents discontinued their PSE activities. A common reason for changing or discontinuing PSE studies was losing interest in the program. For nearly forty percent of respondents discontinuing their studies, the program was not what they anticipated, and nearly one in five discontinuing their studies indicated that financial issues was the cause of discontinuing their program.

## Non-Scholastic Experiences Following High School

One in five respondents never attended a PSE institution. Most of these individuals worked full time since graduating from high school. The main reasons for not attending PSE included concern about amassing too much debt and indecision with respect to a career. Of respondents not in a PSE program, over one quarter of respondents applied to a PSE program since June of 2003, and over two-thirds of respondents not in a PSE program said that they had future plans to enroll in post-secondary education.

## Recommendations

Given the finding that respondents started thinking about PSE activities early in high school, it is advisable to provide information and guidance concerning post-secondary planning to students as early as grade 9. This is important for all types of post-secondary programs, particularly given prerequisite requirements which have a bearing on high school course selection (e.g., math and physics prerequisites for apprenticeship).

<sup>15</sup> For example, the probability associated with the High School Grades variable was calculated as follows:

Probability of attending PSE (base case):	0.736
Odds ratio (with only a constant in the model):	$0.736 / (1 - 0.736) = 2.788$
Odds ratio for High School Grades variable:	5.960
New odds ratio:	$2.788 * 5.960 = 16.616$
Probability of attending PSE with A or B grades:	$16.616 / (1 + 16.616) = 0.943$ or 94.3%
Change in probability from base case:	$0.943 - 0.736 = 0.207$ or 20.7%

Guidance concerning career planning and course selection may be particularly important for non-graduates, since respondents who didn't graduate from high school were more likely than graduates to request a greater level of help from guidance counselors and career information. Since parents, other relatives, and other role models are important influences on student post-secondary choices, information about PSE requirements should be shared or discussed with students as well as key individuals in a student's life.

The majority of respondents were aware of HRSDC employment and training information, and nearly three in ten had used this information. Of those that used this information, most felt that it was useful information for conducting a job search and making a career decision, but fewer felt that this information was helpful in selecting courses. This finding is particularly relevant in light of prerequisites for various post-secondary programs which require early preparation by students for their desired career. As a result, additional information to guide students in selecting high school courses would be useful to include in HRSDC employment and training information.

Given high school student suggestions for improving high school, the following recommendations can be made:

- Incorporate advanced or enrichment activities in regular classroom settings in order to further challenge students;
- Provide more study skill courses for students to help prepare them for post-secondary school;
- Increase guidance services, particularly for students at risk of not graduating from high school.

Given that approximately one in five respondents did not know how to access information about government student loans, there is a role for greater communication concerning student loans. Further, 17.7% of respondents who did not know how to get information about student loans described their financial situation as a barrier to completing their post-secondary education. Greater dissemination of information about the availability of students loans would benefit these individuals, and may lessen the risk of these students discontinuing their studies.

## Appendix B

The results of the logistic regression are presented in Exhibit 1. The "Coefficient" column contains the parameter estimates from the logistic regression. The only variable that has a negative influence on attending PSE is Dependants; all other variables positively influence the decision to attend PSE.

**Exhibit 1***Logistic Regression Results*

Variable	Coefficient	Odds Ratio	Prob.	Chg. in Prob.
High School Grades	1.785	5.960	0.943	0.207
Encouragement from Friends	0.470	1.600	0.817	0.081
Encouragement from Parents	0.718	2.050	0.851	0.115
Parent(s) with PSE	0.661	1.937	0.844	0.108
Dependants	-1.605	0.201	0.359	-0.377
Female	0.480	1.617	0.818	0.082
Constant	-1.484	0.227	0.388	-0.348

N=1011

The estimates of interest with respect to the interpretation of the model are contained in the “Odds Ratio” column. These measure the extent to which the *odds* in favour of attending PSE are raised when the level of, for example, parental encouragement is increased from the reference level (not encouraged = 0) to the highest level (strongly/somewhat encouraged = 1). For example, if there were 2 individuals with similar characteristics, the odds of enrolling in a post-secondary program for the one who received parental encouragement would be 2.050 times greater than for the individual who did not.

However, it may be more useful to examine the *probability* of attending PSE as a result of the various explanatory variables. These values are included in the “Prob.” column of Exhibit 5-12. For example, the probability value of 0.943 on the High School Grades variable indicates that those individuals who attained A or B grades in high school had a 94.3% chance of attending PSE. In addition, the *change in the probability* of attending PSE can also be examined. Since 73.6% of the sample included in the analysis was enrolled in a post-secondary program, a respondent had a 73.6% probability of attending PSE, before controlling for the various explanatory variables. This figure can be considered the “base case”. Therefore, it is possible to examine the extent to which the explanatory variables increase or decrease the probability of attending PSE from the base case.<sup>15</sup> These values have been calculated and are included in the “Chg. in Prob.” column.

The interpretation of these results is as follows:

- The probability of an individual attending PSE who attained A or B grades in high school is 94.3%. Alternatively, attaining A or B grades in high school increases the probability of attending PSE by 20.7%.
- The probability of an individual attending PSE who is encouraged from friends and parents is 81.7% and 85.1%, respectively. Alternatively, encouragement

from friends and parents increases the probability of attending PSE by 8.1% and 11.5%, respectively.

- The probability of an individual attending PSE who had at least one parent with PSE is 84.4%. Alternatively, the probability of pursuing PSE increases by 10.8% if at least one parent has PSE.
- The probability of an individual attending PSE with at least one dependant is 35.9%. Alternatively, caring for dependants reduces the probability of attending PSE by 37.7%.
- The probability of a female respondent attending PSE is 81.8% (the probability of attending PSE increases by 8.2% if a respondent is female).



