

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

District 2: Moncton



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

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

Prepared For:

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

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1.0 Synopsis

New Brunswick is divided into 14 school districts: nine anglophone and five francophone districts. The following section presents the detailed findings for respondents from district 2 – Moncton, one of the anglophone districts of the province. Of the 1071 individuals who graduated from schools in this district in June 2002, 603 were interviewed for this study¹.

The survey was designed to be representative by school district, as well as by school and gender, and that result was achieved. However, because the survey sample was not designed to be representative by a variety of other factors, some self-selection bias may be present in the findings. As a result, the findings of the survey are applicable to the *respondents* of the survey, but it is difficult to determine to what extent the findings may be generalized to the *population* of 2002 graduates as a whole. For this reason, the term *respondents* is used rather than the more general *graduates* when findings are discussed throughout this report.

¹ This sample size provides a margin of error of $\pm 2.6\%$ at the 95% confidence level, or 19 times out of 20. Throughout this report, readers should exercise caution when interpreting results and data based on sample sizes of 30 or lower.

2.0 The High School Experience

In this section of the report, respondents' high school experiences were explored, including activities and employment during high school, planning and expectations for future endeavors, and respondents' opinions of how well high school prepared them for the future.

2.1 Scholastic Profile

Respondents were asked how many years of high school they had completed in New Brunswick, and were asked to identify their average marks during their high school years.

2.1.1 Number of Years of High School Completed in New Brunswick

The vast majority of respondents (96%) completed all of their high school years in New Brunswick.

	(n=603)	% of Respondents
Less than One	1	0.2
One	3	0.5
Two	4	0.7
Three	16	2.6
Four	579	96.0

2.1.2 Marks During High School

When asked to refer to grades 11 and 12, more than seven in ten respondents (72%) had expressed that the majority of their marks were between 70% and 89%. A small percentage (8%) of respondents had reported that their marks were above 90%.

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

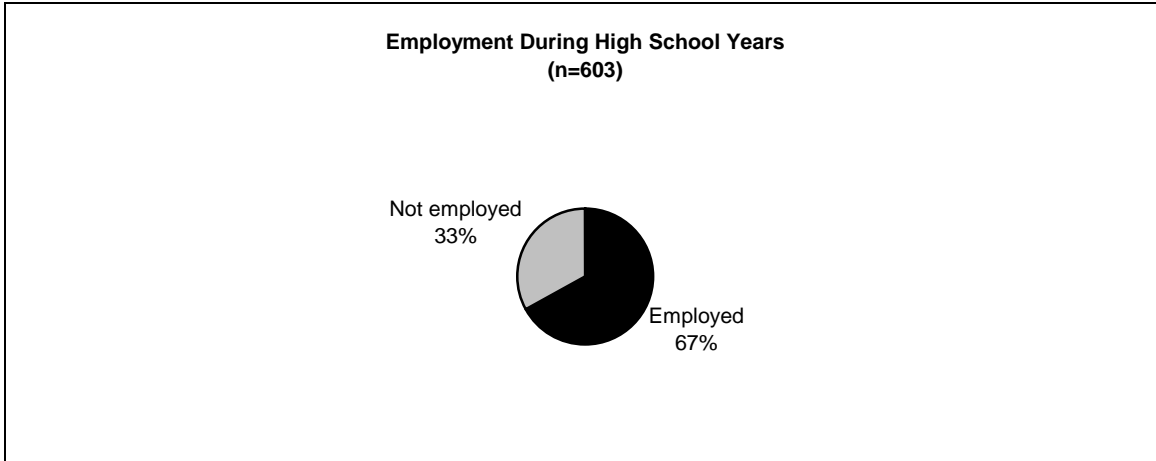
	(n=603)	% of Respondents
Between 90% and 100%	48	8.0
Between 80% and 89%	228	37.8
Between 70% and 79%	204	33.8
Between 60% and 69%	116	19.2
No response/refused	7	1.2

2.2 Employment During High School

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

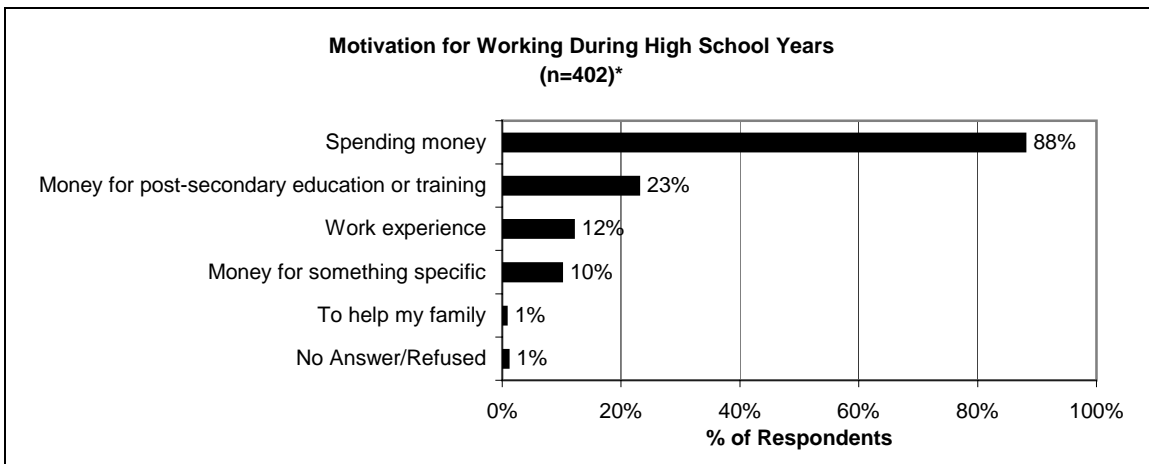
2.2.1 Percentage Employed During High School

Referring only to employment during the school year (from September to June), two-thirds of respondents were employed for wages during high school (67%).



2.2.2 Motivations for Working

For almost nine out of ten respondents the desire to obtain spending money was cited as a reason for working during high school (88%).



*Multiple responses allowed

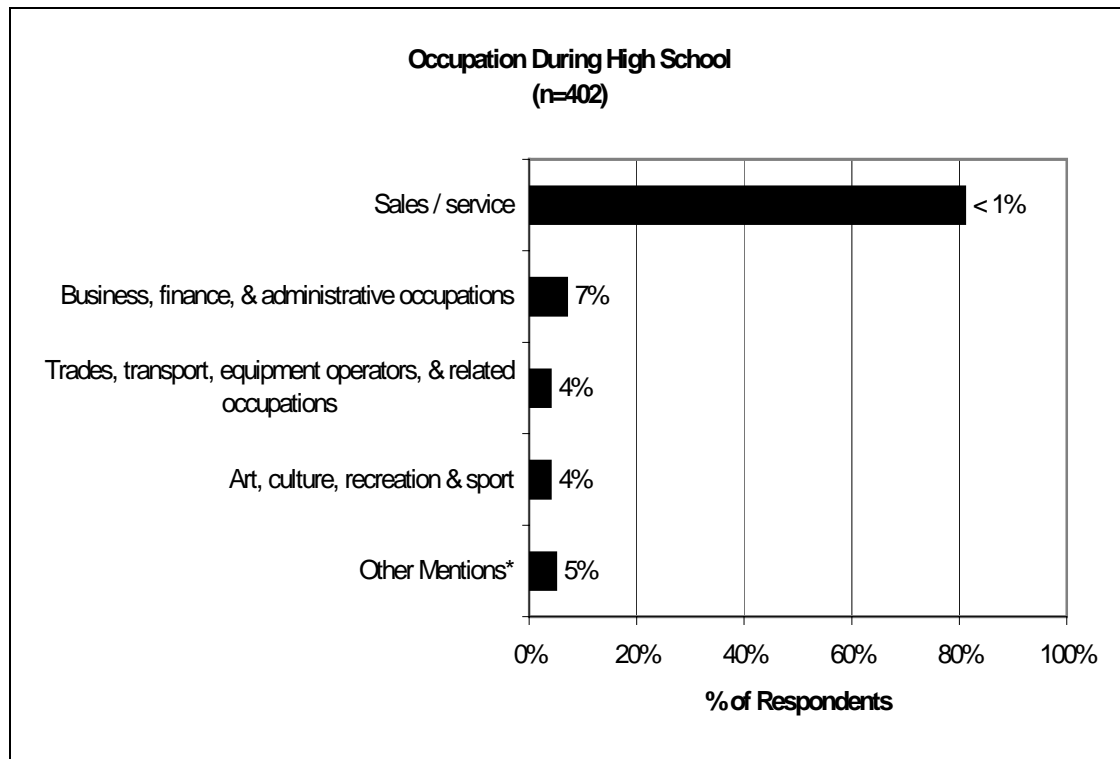
2.2.3 Number of Years Employed

Of the respondents who had reported being employed for wages during their high school years, a large majority was employed during grade 11 (81%) and/or grade 12 (87%).

Employment During High School		
	(n=402)	% of Respondents
During grade 9	92	22.9
During grade 10	223	55.5
During grade 11	326	81.1
During grade 12	348	86.6

2.2.4 Occupation

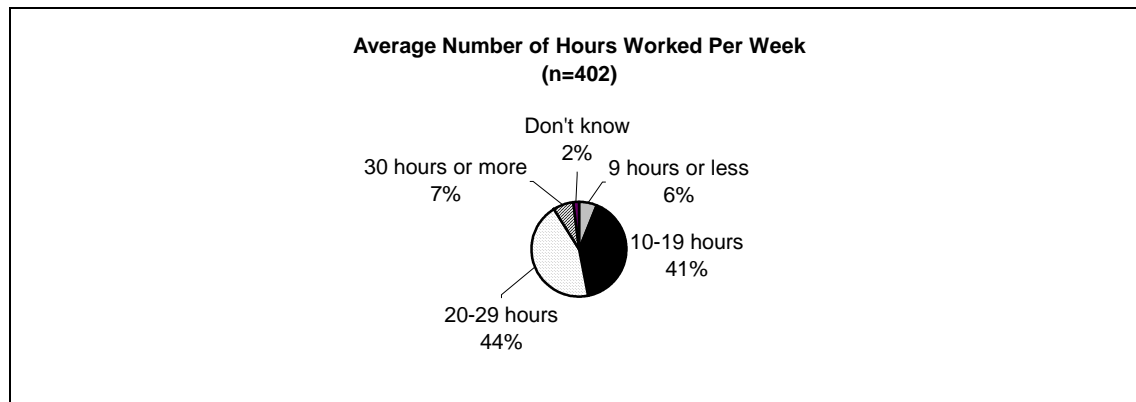
Of the respondents who were employed during high school, the vast majority (81%) worked in the sales and service industry.



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

2.2.5 Number of Hours Worked

On average, respondents who were employed during high school worked 17.9 hours per week.



2.3 Participation in Career Development Programs and Activities

As part of this study, respondents' exposure and participation in career development programs and activities during high school were assessed. Almost all respondents (99%) from district 2 attended a high school where at least one type of career development activity or program was available to them and eight in ten (80%) of these respondents participated in such an activity or program during their high school years. It appeared that career development programs had significant influence on participants' decisions; co-op/work experience programs (68%) had the most influence² on the participants' decision of whether to pursue post-secondary studies, followed by the youth apprenticeship program (58%). Career development activities had less influence (other career related activities (56%) and career days/fairs/workshops (49%)).

2.3.1 Co-op Education/Work Experience Program

Almost all respondents (99%) had indicated that a co-op education/work experience program was offered at their high school, and approximately 39% of these respondents reported participation in the program. Of those who participated in the program, 68% felt that the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Co-op Education/Work Experience Program		
	(n=234)	% of Respondents
A lot of influence	97	41.5
Some influence	63	26.9
Not much influence	36	15.4
No influence	34	14.5
No answer/refused	4	1.7

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

2.3.2 Youth Apprenticeship Program

Overall, 47% of respondents had reported that a Youth Apprenticeship Program was offered at their high school, however only 11% of these respondents participated in this program. Of those who participated, 58% felt the program had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Youth Apprenticeship Program		
	(n=31)	% of Respondents
A lot of influence	5	16.2
Some influence	13	41.9
Not much influence	4	12.9
No influence	9	29.0

2.3.3 Career Days/Fairs/Workshops

The majority of respondents (90%) reported that Career Days/Fairs/Workshops were offered at their high school. Approximately three-quarters (74%) of these respondents participated in such activities. Of those who participated, 49% of participants reported these activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Career Days/Fairs/Workshops		
	(n=400)	% of Respondents
A lot of influence	75	18.7
Some influence	119	29.8
Not much influence	115	28.8
No influence	91	22.7

2.3.4 Other Career Development Related Activities

Thirty-eight percent (38%) of respondents reported that other career development related activities were offered at their school, and 43% of these respondents reported participation in those activities. In total, 56% of participants reported the activities had an influence on their decision of whether to pursue post-secondary education or training.

Influence of Other Career Development Related Activities		
	(n=99)	% of Respondents
A lot of influence	21	21.2
Some influence	35	35.4
Not much influence	26	26.3
No influence	17	17.1

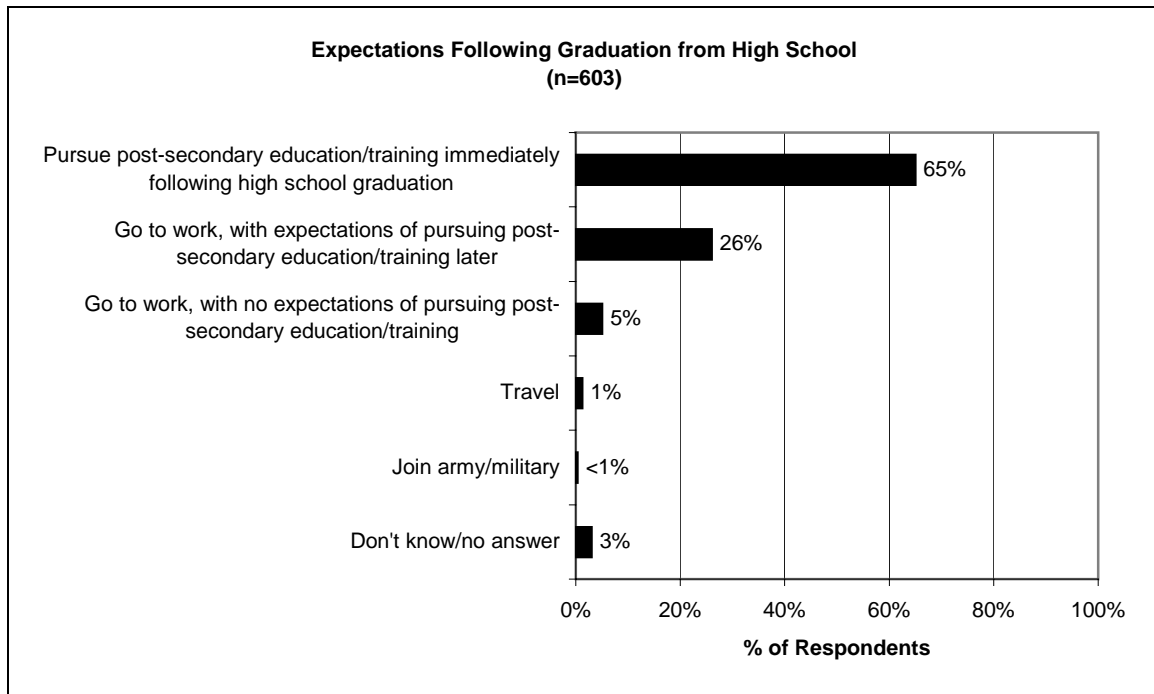
2.4 Expectations and Planning for Future Endeavors

Respondents were asked about their expectations and planning following graduation from high school including career goals, parents expectations, planned field of study, and sources of information for planning.

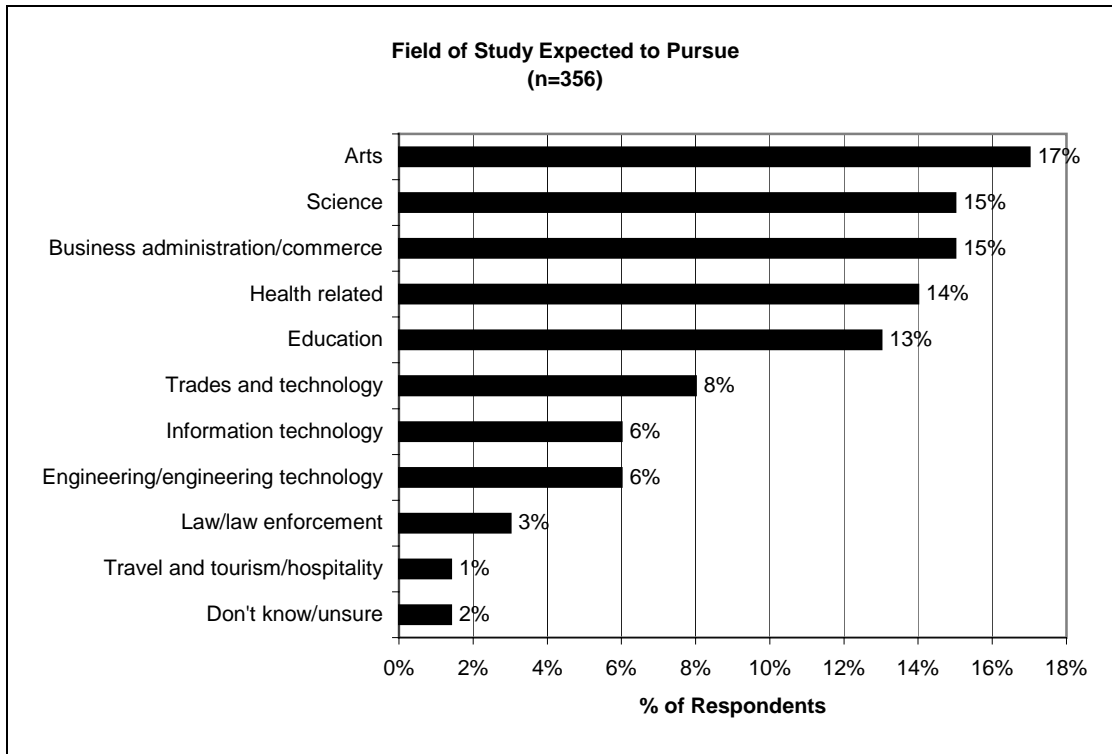
2.4.1 Respondents' Expectations Following Graduation from High School

During their high school years, almost two-thirds of respondents (65%) expected they would pursue post-secondary education or training immediately following graduation from high school, 26% thought they would work and attend a post-secondary institution later, 5% thought they would go to work and never attend a post-secondary institution, 2% had other plans, and 3% were not sure. At the time of the study, 81% of all respondents who had held expectations of what they would do after graduating from high school reported that they had met their expectations, and did what they planned to do.

Respondents' expectations for themselves after high school were also compared to the respondents' educational status at the time of the study. It was found that, at that time, 92% of those respondents who had expected to pursue post-secondary studies immediately following graduation did attend a post-secondary institution since their graduation. Furthermore, 44% of those respondents who had planned to work and pursue post-secondary studies later had attended (or were attending) a post-secondary institution since graduation while the remaining 56% had pursued other activities since graduation. Of those who had not intended to pursue post-secondary studies at all after graduation, 28% had attended a post-secondary institution at some point since graduation.



Of those respondents who had planned to pursue post-secondary education at some point in the future, 65% had already decided while they were still in high school what field they were going to pursue. The most common fields of study mentioned were arts (17%), science (15%), business administration/commerce (15%), health related (14%), and education (13%). Interestingly, the majority of respondents (67%) who were attending a post-secondary institution at the time of the survey and who had planned during high school to pursue a given field actually were pursuing education or training in that chosen field following graduation.

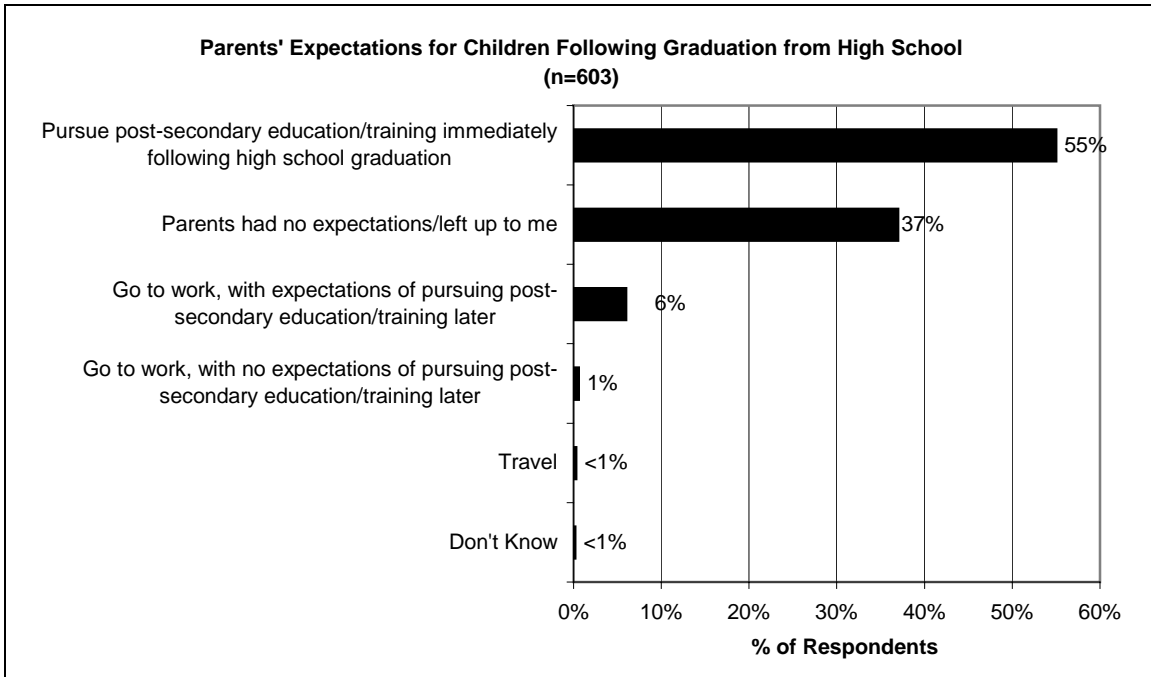


2.4.2 Parents³ Expectations for Children Following Graduation from High School

The majority (55%) of respondents reported that their parents had expected them to pursue post-secondary education/training immediately following high school graduation. Over one-third (37%) of respondents felt that their parents had held no post-secondary/training expectations for them but rather left the decision to them.

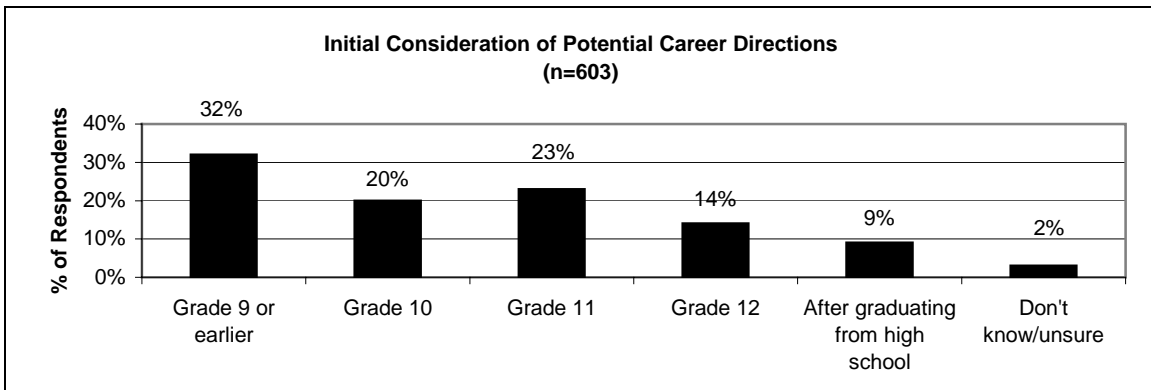
Parents' expectations tend to play a role in the future pursuits of respondents. The majority of respondents whose parents had expected them to pursue post-secondary studies immediately following high school had in fact attended a post-secondary institution since graduation (86%). Of those respondents who felt their parents had held no post-secondary expectations for them, 64% had pursued post-secondary studies, while 36% had not yet attended at the time of survey.

³ Parent: Includes parent/guardian throughout this report.

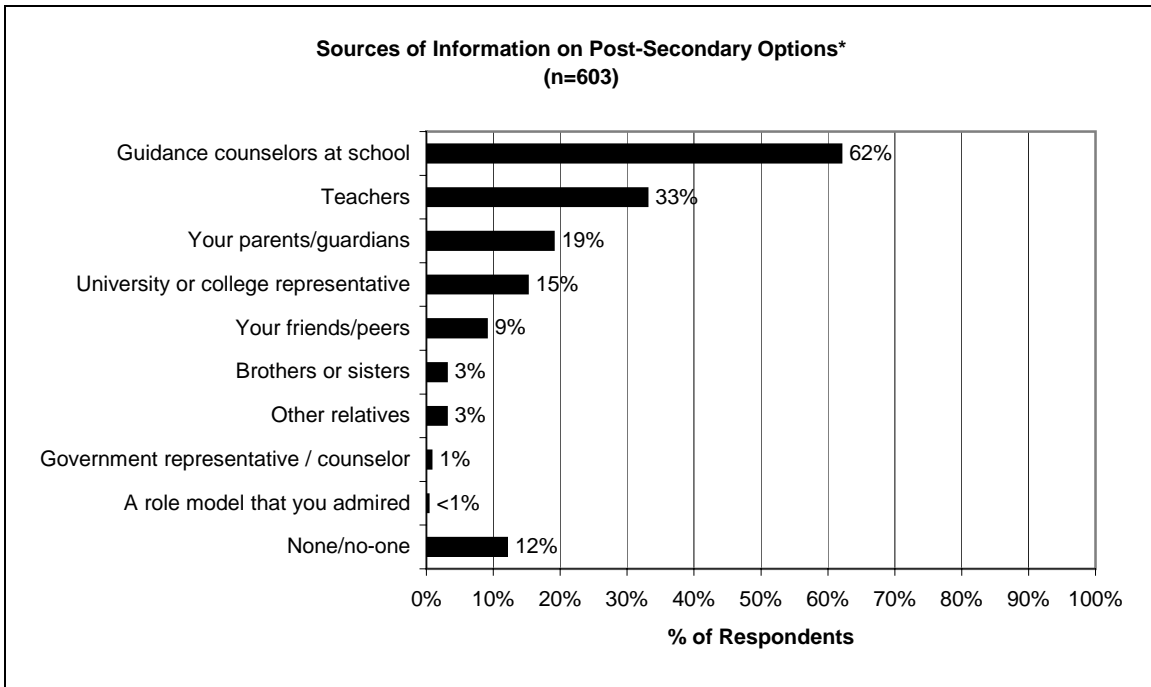


2.4.3 Planning for Post-Graduation Activities

The majority of respondents first started considering potential career directions before graduating from high school (89%), and approximately 75% reported that they had begun to think about their careers even prior to grade 12.



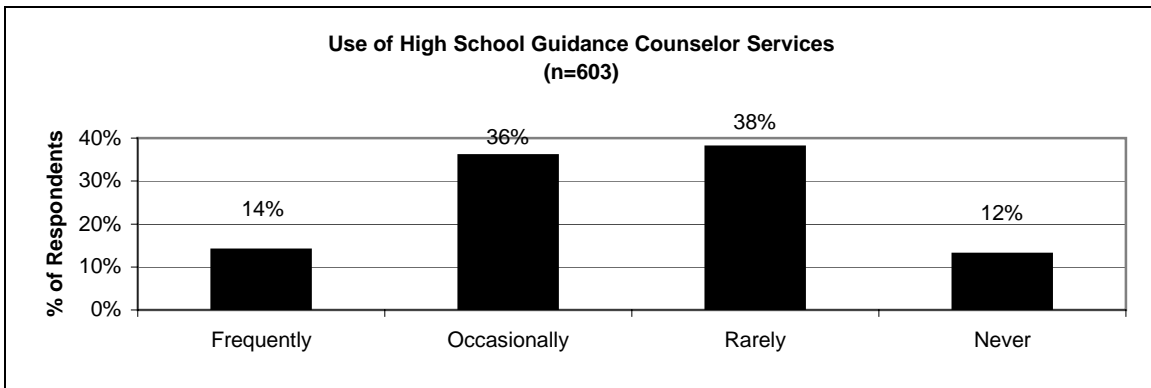
The majority of respondents (83%) indicated that they had received, during their high school years, the kind of advice and information necessary to make a good decision about their options after graduation from high school. The majority of respondents (62%) identified guidance counselors at school as a source of information on post-secondary options and other career related information during their high school years. To a lesser extent, respondents identified teachers (33%) and parents/guardians (19%) as sources of information.



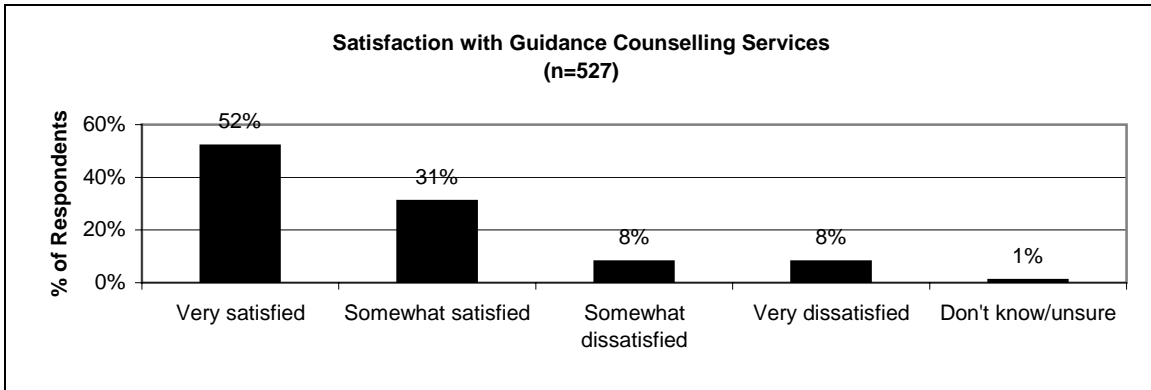
*Multiple responses allowed

2.4.4 Guidance Counselor Services

Almost three-quarters of respondents (73%) reported using the high school guidance counselor services occasionally (36%) or rarely (38%).



Of the respondents who used guidance counseling services during their high school years, the majority of respondents (83%) were satisfied⁴ with the services they had received.

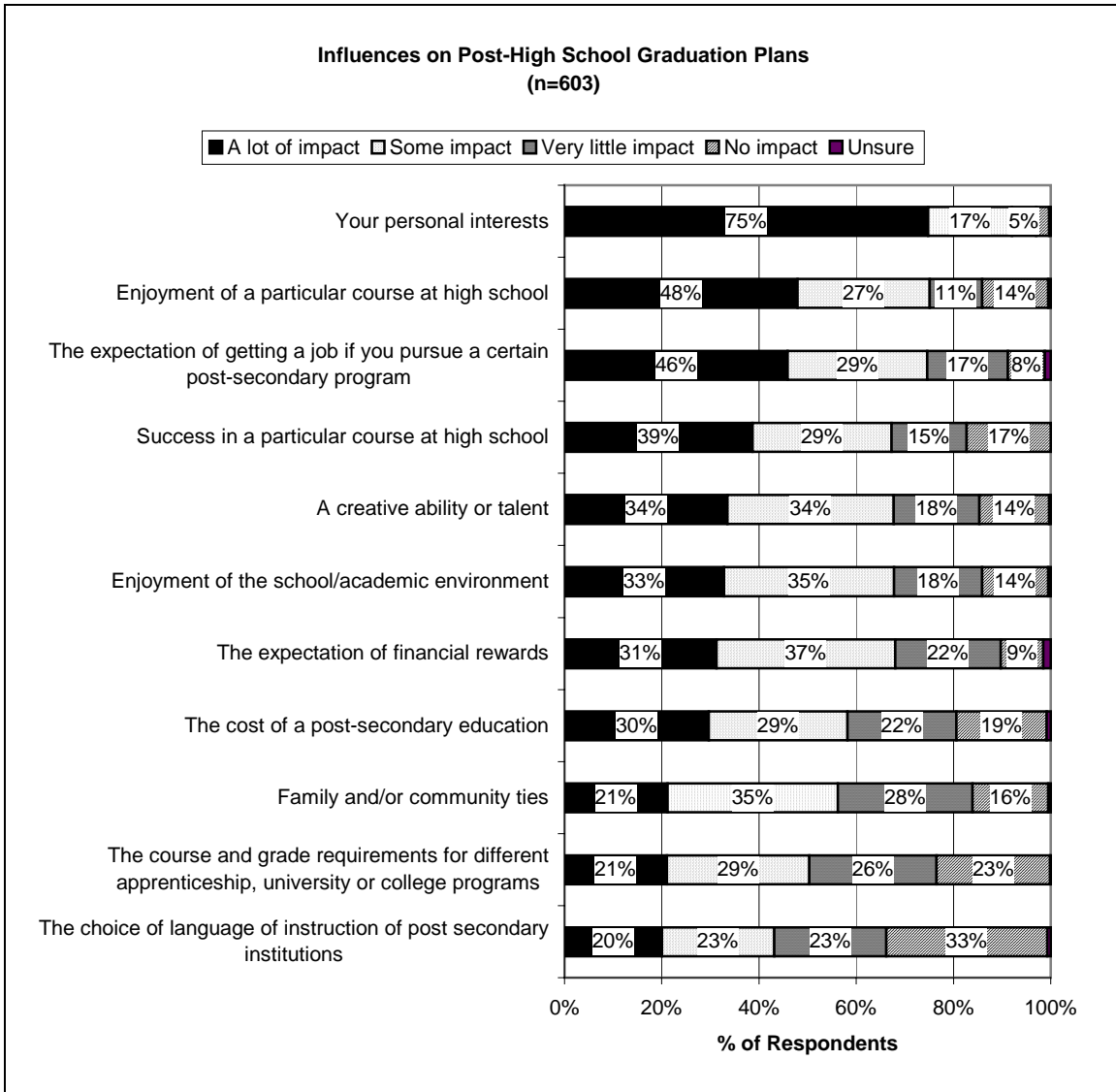


2.4.5 Influences on Post-High School Activities

Respondents were asked to rate eleven factors as to the extent to which they impacted their decision about what to do following graduation from high school. As illustrated in the chart below, personal interests appeared to play the biggest role in the respondents' path following high school (92%)⁵. Second to this, the expectation of obtaining a job by pursuing a certain post-secondary program (75%) was an important factor in the decision making process. Respondents were less concerned with the choice of language of instruction of post-secondary institutions (67%).

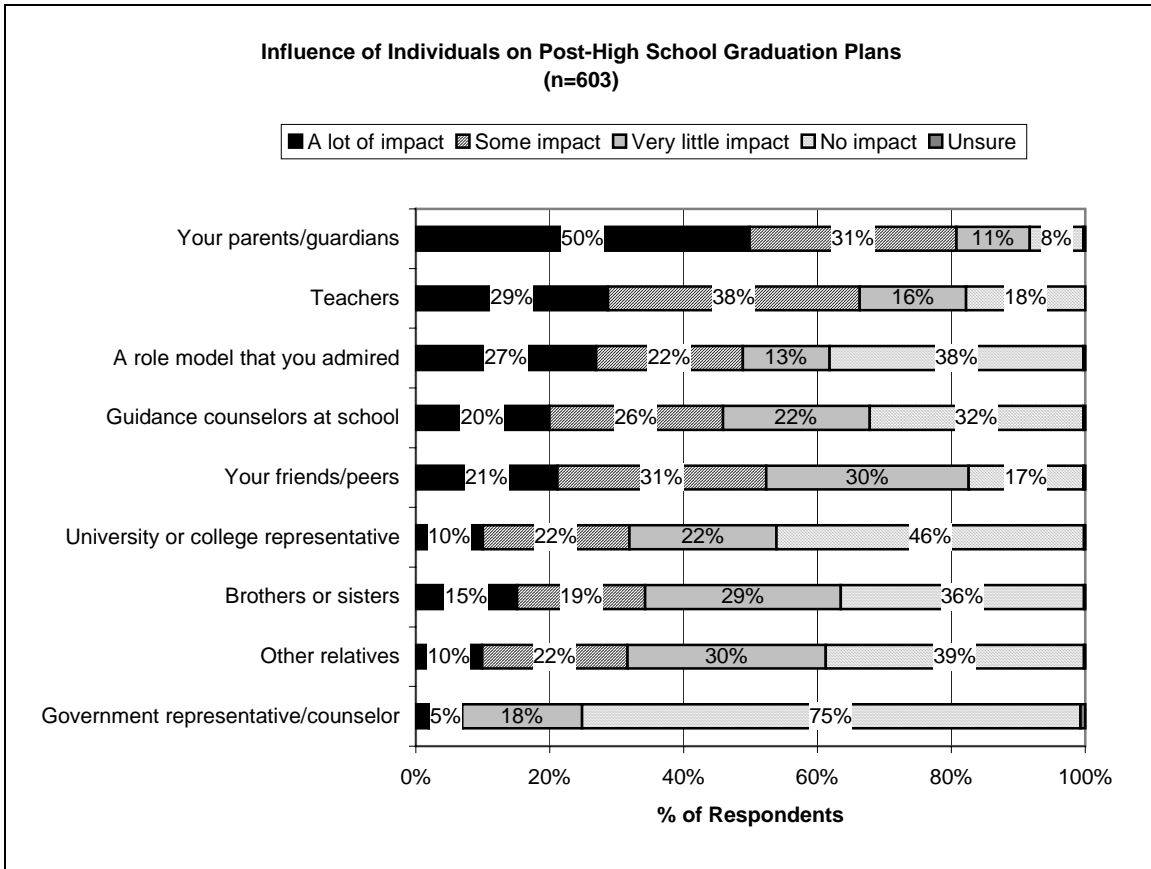
⁴ "Satisfied" refers to respondents who selected "very satisfied" or "somewhat satisfied".

⁵ Includes respondents that reported "a lot of impact" or "some impact".



In addition, respondents were asked to rate the level of influence that nine types of individuals had on their decision of what to do following high school. Parents and guardians (80%) and teachers (67%) had the most influence⁶ on their decisions, followed by friends and peers (52%), role models (49%), and guidance counselors (46%).

⁶ Influence: Includes “a lot of impact” and “some impact”.



2.5 Preparedness for Future Endeavors

Respondents were asked to rate how well they felt high school prepared them for their future endeavors and to provide suggestions on how high schools can better prepare students for the future.

2.5.1 Post-Secondary Preparation

A majority of respondents (57%) felt that high school had provided the kind of study habits needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide these habits (36%) or did so only in part (8%).

When asked how high school could better equip students with the study habits they needed to pursue post-secondary education, 24% indicated that high school should be “more challenging”, and 10% suggested that high school should “teach study habits/study workshops”.

Suggestions for Improvement-Study Habits*		
	(n=262)	% of Respondents
More challenging/greater workload/higher standards	63	24
Teach study habits/study workshops	27	10.3
Emphasize independent work/less babying	22	8.4
Mirror university style of teaching, testing, etc.	19	7.3
Teach more essay writing/reading/research skills	17	6.5
Stricter teachers/more discipline	14	5.3
Increase course choices	12	4.6
More relevant course work in general	10	3.8
More teacher support (tutoring, teacher/student ratio)	6	2.3
Other Mentions	28	10.9
Don't know/no answer	72	27.5

*Multiple responses allowed

The majority of respondents (79%) felt that high school had provided them with the kind of academic preparation needed to pursue post-secondary education or training. The remaining respondents felt that high school either did not provide this preparation (13%) or did so only in part (7%).

Respondents who felt they were not prepared academically to pursue post-secondary education were asked to describe how high school could have prepared them better. The most common responses given by respondents were to make work more challenging (16%) and to increase course choices (14%).

Suggestions for Improvement-Adequate Academic Preparation*		
	(n=124)	% of Respondents
More challenging/ greater workload/higher standards	20	16.1
Increase course choices/more variety/co-op programs	17	13.7
Teach more essay writing/reading/research skills	10	8.1
More relevant course work in general	6	4.8
Stricter teachers/more discipline	4	3.2
Mirror university style of teaching, testing, etc.	3	2.4
Emphasize independent work/less babying	3	2.4
More one-on-one with teachers/guidance counselors	3	2.4
Other Mentions	18	14.4
Don't know/no answer	45	36.3

*Multiple responses allowed

Life Skills and Suggestions for Improvement

When asked to reflect on their high school years, 73% of respondents felt that high school had provided them with the life skills necessary to pursue post-secondary education or training. The other 27% of respondents felt that high school either did not provide these skills (18%) or did so only in part (9%).

When asked to identify how high school could have prepared them better with regards to life skills, the most common suggestions were to offer courses or workshops on life skills (21%), budgeting skills (12%), and time management skills (12%).

Suggestions for Improvement-Life Skills*		
	(n=161)	% of Respondents
Offer courses or workshops on life skills	33	20.5
Budgeting skills/financial	20	12.4
Time management skills	19	11.8
Offer more information on life skills	10	6.2
Communications Skills	6	3.7
Emphasize independent work/less babying	6	3.7
Provide more information on post-secondary/career expectations	6	3.7
More challenging/greater workload/higher standards	5	3.1
Wider range of courses	4	2.5
Other Mentions	11	6.6
Don't know/no answer	53	32.9

*Multiple responses allowed

2.5.2 Workforce Preparation

Overall, 73% of respondents indicated that high school had provided them with adequate preparation for the workforce, in terms of the necessary work-related skills. The other 27% of respondents felt that high school either did not provide these skills (19%) or did so only partially (8%).

Respondents offered a wide range of suggestions on how high school could have better prepared them for the workforce, with the most common responses being “offer courses or workshops on job finding skills” (17%).

Suggestions for Improvement-Adequate Preparation for the Workforce*		
	(n=162)	% of Respondents
Offer courses or workshops (resume writing, interviews, etc.)	28	17.3
More practical experience/application	9	5.6
Encourage more people to take the co-op program	7	4.3
Increase trade related / work related courses	7	4.3
Make work experience/co-op programs mandatory	7	4.3
Provide more info on career choices (job fairs, career days, etc.)	6	3.7
Teach more life skills (finance, time management, people)	4	2.5
Other Mentions	13	8.0
Don't know/no answer	82	50.6

*Multiple responses allowed

3.0 Experiences Following Graduation from High School

3.1 Profile of Survey Respondents

A key element of this study was to explore respondents' experiences following graduation from high school. When asked about their current life situation, 58% of respondents from district 2 indicated that they were attending a post-secondary institution at the time of the study, while 42% reported they were not.

Furthermore, respondents from district 2 can be classified into four distinct categories:

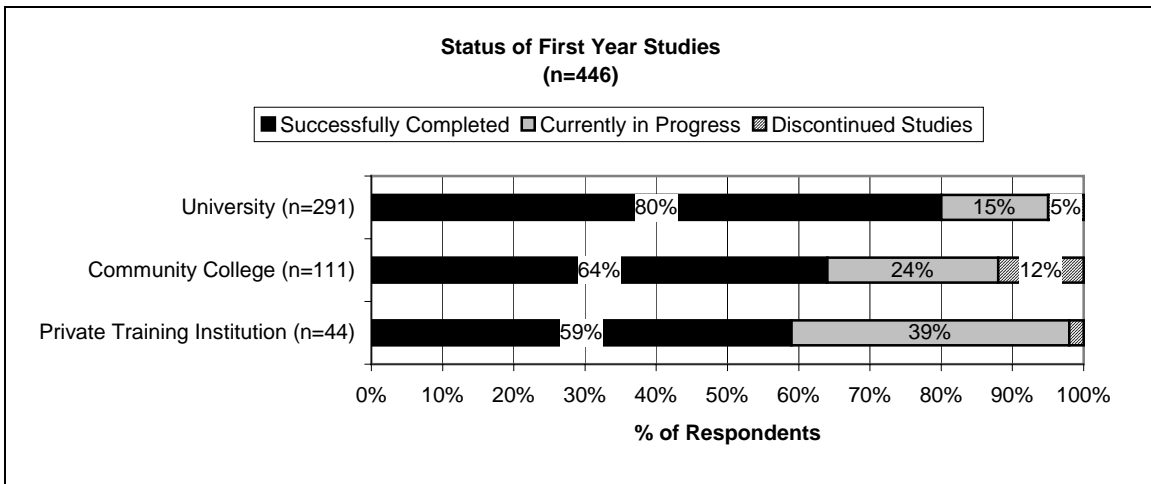
- respondents who were attending a post-secondary institution at the time of the survey (58%);
- respondents who had not yet attended a post-secondary institution (26%);
- respondents who had attended a post-secondary institution and discontinued studies (8%); and
- respondents who had attended a post-secondary institution and fully completed their program (8%).

3.2 Completion Rate for First Year of Studies

Three-quarters (76%) of district 2 respondents had attended a post-secondary institution at some time since graduation from high school in June 2002. Of these respondents, three-quarters (74%) had successfully completed their first year of studies (if a multi-year program) or successfully completed their entire program (if a one year or less-than-one year program), 20% were currently in the process of completing their first year of studies, and 6% had discontinued their studies.

Respondents who had attended a university (80%) reported the highest completion rate of their first year, followed by respondents who had attended a community college (64%), and those who had attended a private training institution (59%). However, it should be noted that 39% of respondents who attended a private training institution, 24% of respondents who had attended a community college, and 15% of respondents who had attended university were in the process of completing their first year of studies at the time of the survey.

Readers are again reminded that the findings of the survey are applicable to the respondents of the survey, but it is difficult to determine to what extent they may be generalized to the population of 2002 graduates as a whole. This indicator, completion rate for first year of studies, may require further examination in future research.

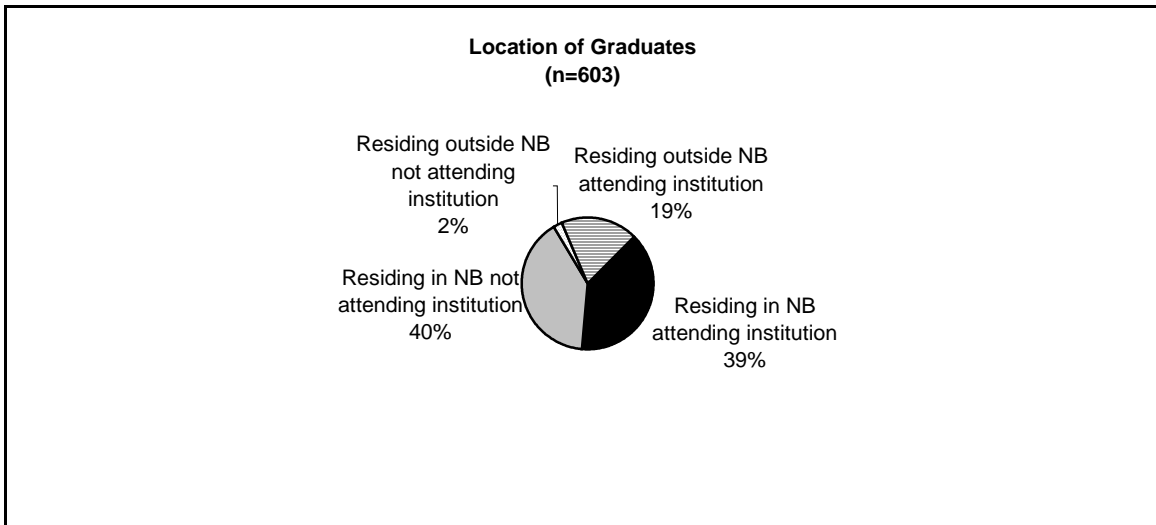


3.3 Mobility of Respondents

Overall, the vast majority of respondents from district 2 (80%) resided in New Brunswick at the time of the survey. Of those who had remained in the province, 49% had remained to attend an educational institution, while 51% had stayed to pursue another activity. When asked whether they were likely to leave New Brunswick, 39% said they would leave, 38% indicated they would not leave, and 23% were unsure.

Of those who had left the province (n=121), 95% had relocated to attend an educational institution, while 5% had moved for other reasons such as family or personal reasons or to take advantage of the job opportunities outside the province. When these respondents were asked whether they intend to return to New Brunswick, 49% said "yes", 23% said "no", and 28% were unsure.

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



4.0 The Post-Secondary Education Experience

4.1 Section Overview

The following section summarizes the findings for those respondents who were enrolled in post-secondary studies at the time of the survey. Respondents were asked about their experiences with post-secondary education including type of institution, scope of study, future expectations, financing, and expectations for employment opportunities upon completion of studies. *The Survey of 2002 New Brunswick High School Graduates* determined that, at the time of the survey, 58% of respondents from district 2 were engaged in post-secondary studies (350 respondents).

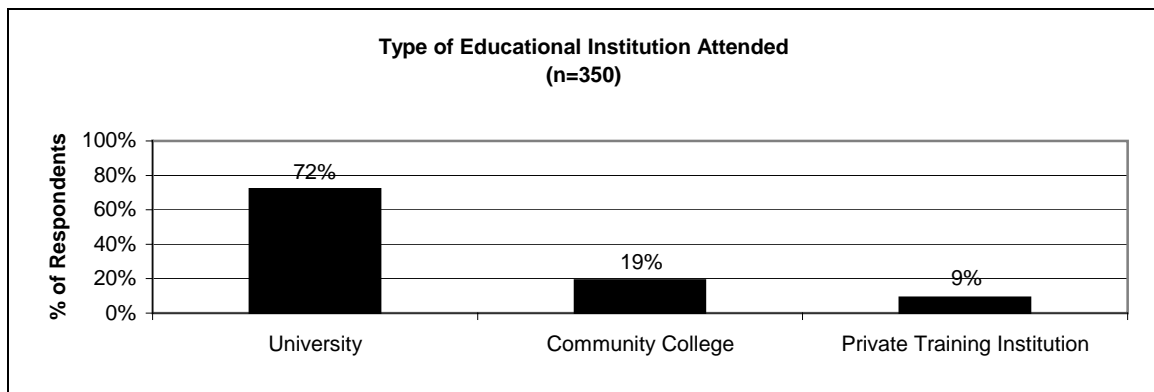
Overall, 69% of respondents engaged in post-secondary studies at the time of the study indicated they had been in attendance at the same institution since the fall of 2002, immediately following graduation from high school.

4.2 Selection of Post-Secondary Institution

Respondents attending a post-secondary institution were asked to identify the name, type and location of the institution, as well as the factors influencing their choice of institution.

4.2.1 Name and Type of Institution

As illustrated below, the majority of respondents (72%) who were attending a post-secondary institution at the time of this survey were attending a university. The remaining respondents were either attending a community college (19%) or private training institution (9%).



At the time of the survey, 18% of respondents engaged in post-secondary studies were attending Mount Allison University, followed by a New Brunswick Community College (14%) and the University of New Brunswick (12%). More than eight in ten respondents indicated they were engaged in studies at their institution of choice (83%).

Name of Post-Secondary Institution		
	(n=350)	% of Respondents
Mount Allison University	62	17.7
NBCC/CCNB	49	14.0
University of New Brunswick	42	12.0
St. Mary's University	29	8.3
Atlantic Baptist University	27	7.7
St. Thomas University	23	6.6
Dalhousie University	23	6.6
Other Mentions	95	27.1

4.2.2 Location of Institution

For the most part, respondents attended a post-secondary institution within their province. The vast majority of respondents remained in New Brunswick (76%).

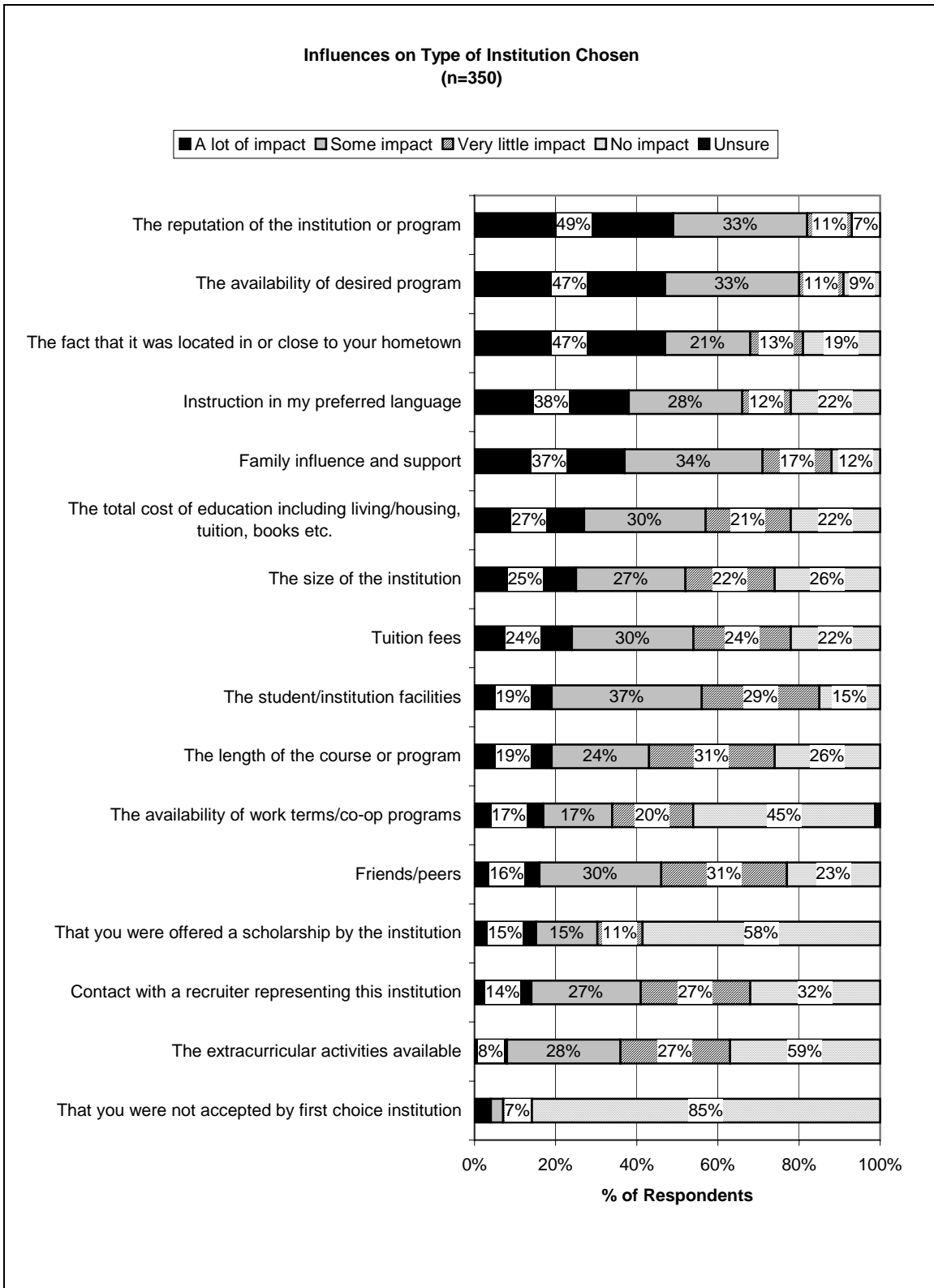
Location of Institution		
	(n=350)	% of Respondents
New Brunswick	238	68.0
Nova Scotia	86	24.6
Prince Edward Island	10	2.9
Ontario	7	2.0
Other Mentions	9	2.5

4.2.3 Influences on Type of Institution Chosen

To determine the impact of select factors on the choice of what type of institution to attend, respondents were asked to rate sixteen factors according to the impact each had on their decision. The factors with the most influence⁷ on the respondents' decision about what they wanted to do after graduation from high school was the reputation of the institution or program (82%) and availability of a desired program (80%).

The factor that had the *least* amount of influence on the respondents' decision was that they were not accepted by a first choice of institution, with only 8% of respondents reporting that it had an impact on their decision. Scholarship offers (30%) and the availability of co-op or work term programs (34%) were other factors that played a less important role in the decision.

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

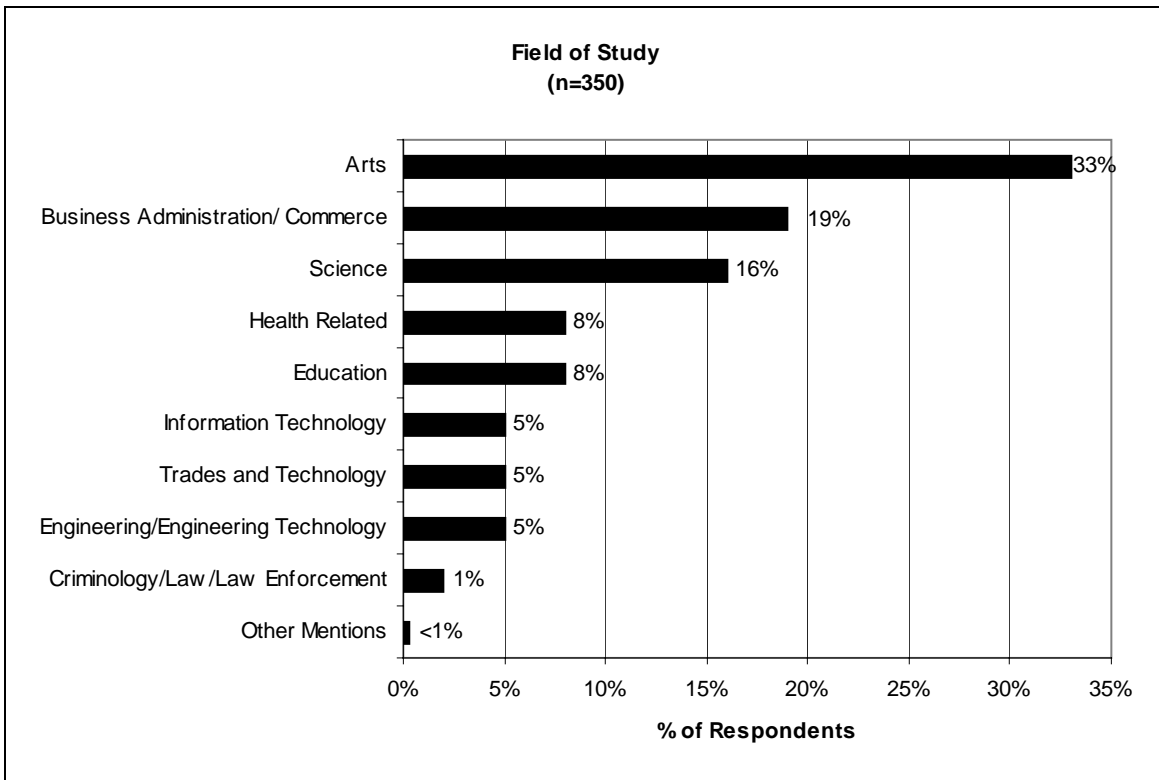


4.3 Scope of Study

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

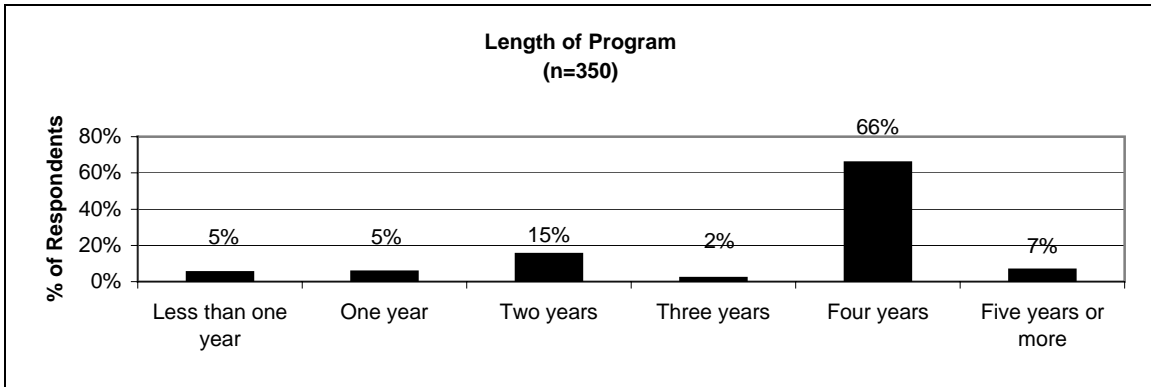
4.3.1 Educational Status and Field of Study

Nearly all respondents (96%) who were pursuing post-secondary education at the time of the survey were attending classes full-time. The most common field of study reported by respondents attending a post-secondary institution was arts (33%), business administration/commerce (19%), followed by science (16%).



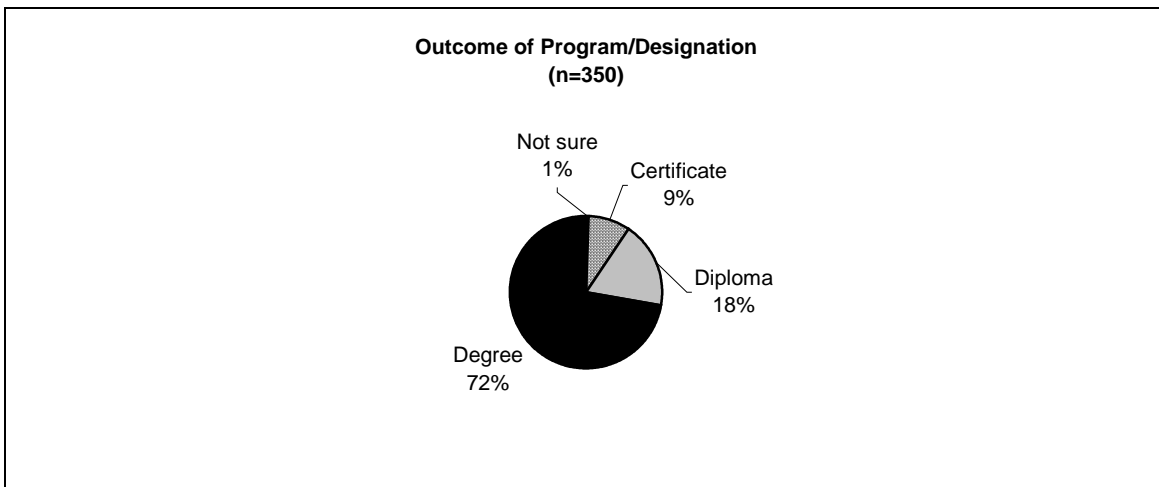
4.3.2 Length of Program

Respondents pursuing post-secondary studies were most often engaged in a four-year program (66%). As might be expected, respondents enrolled in a university were more likely to be enrolled in programs that are four years or more in duration (96%) as compared to those attending a community college (12%) or a private training institution (7%).



4.3.3 Outcome of Program of Study

The majority of respondents who were attending a post-secondary institution at the time of the survey indicated that they will receive a degree (72%) or diploma (18%) upon the completion of their program of study.

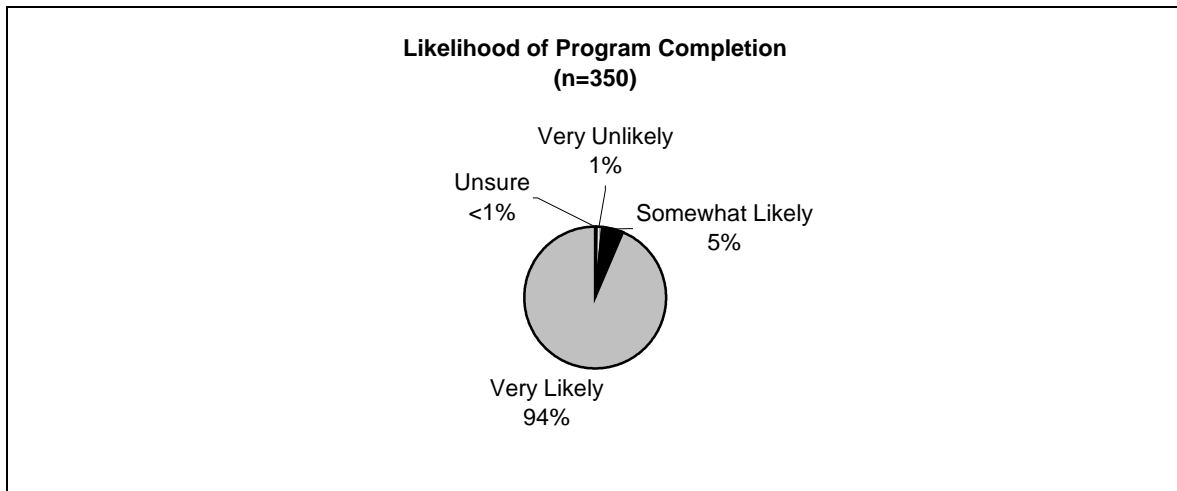


4.4 Expectations for the Future

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

4.4.1 Likelihood of Finishing Program of Study

Nearly all respondents attending a post-secondary institution at the time of the survey (98%) indicated they were likely⁸ to complete the program in which they were currently enrolled. The respondents (n=5) who indicated that program completion was unlikely identified switching their program of study or institution⁹.

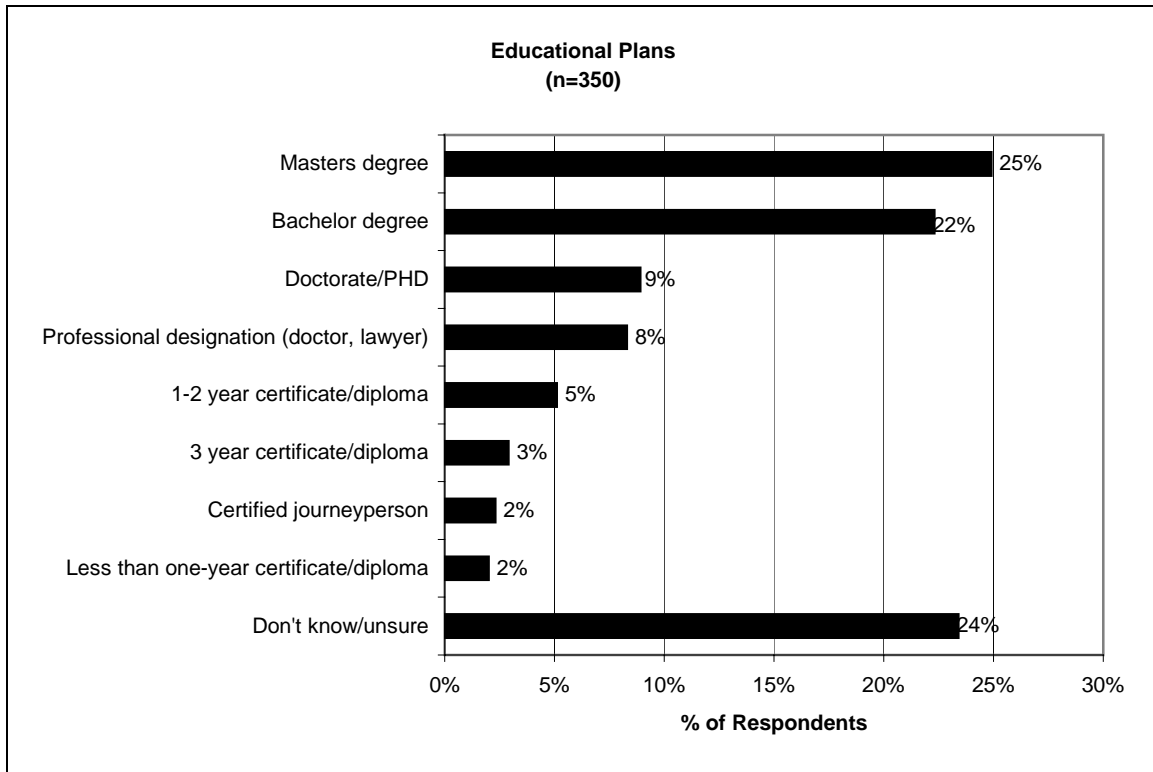


⁸ Likely: respondents reporting "very likely" or "somewhat likely".

⁹ Multiple Responses Allowed

4.4.2 Future Plans for Education

When asked how far they planned to go in their education or training, respondents most frequently said they were aspiring to obtain a Masters degree (25%) or a Bachelors degree (22%). Almost one-quarter of respondents were unsure of how far they planned to go with their education (24%).

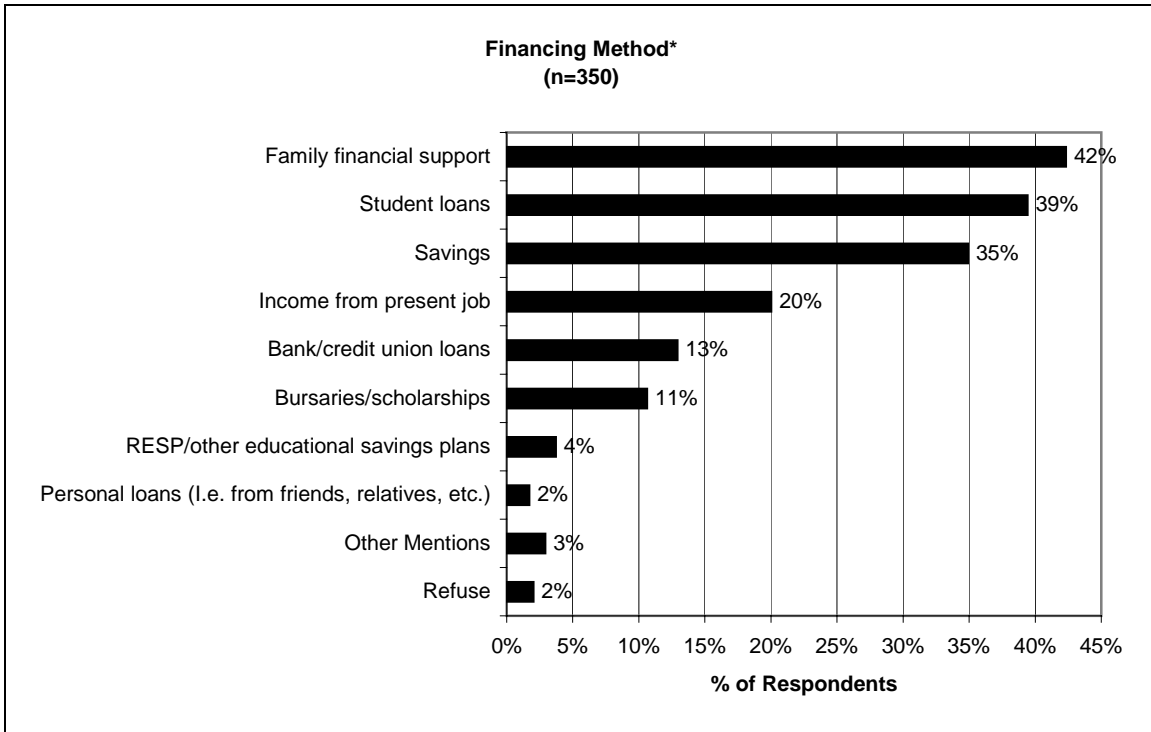


4.5 Financing Post-Secondary Education

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

4.5.1 Method of Financing

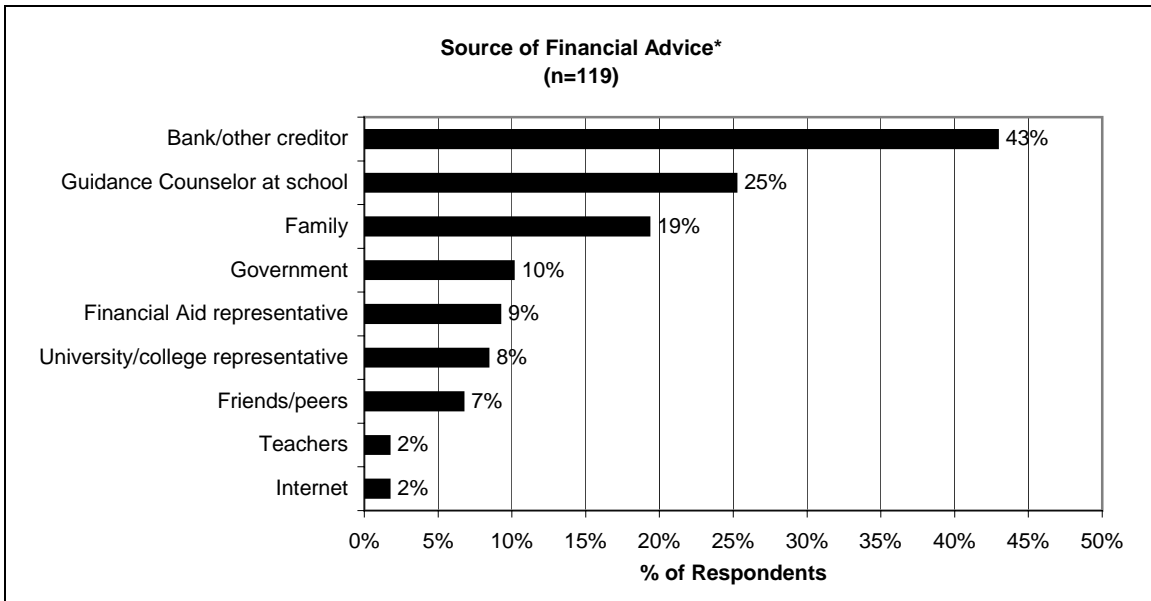
The most commonly reported method of payment for post-secondary education or training included family financial support (42%), student loans (39%), and personal savings (20%).



*Multiple responses allowed

4.5.2 Source of Financial Advice

Of the respondents enrolled in a post-secondary institution at the time of the survey, almost two-thirds (65%) reported that they had not sought any financial advice or information regarding financing their post-secondary education. Those who had sought advice most commonly received this advice from a bank or other creditor (43%), a guidance counselor at school (25%), or family (19%).



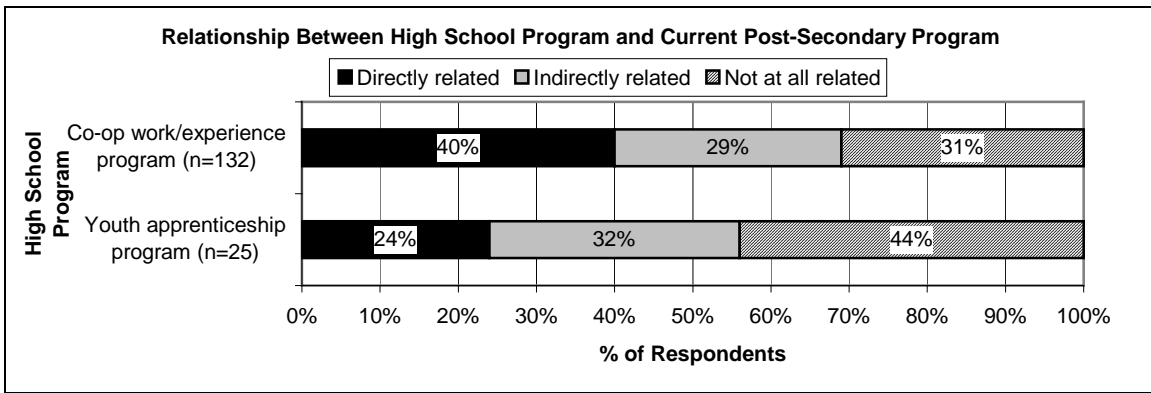
*Multiple responses allowed

When asked to rate their satisfaction with the financial advice they received, the majority of respondents indicated they were satisfied (56% very satisfied, 34% somewhat satisfied).

4.6 Relationship of High School Activities to Post-Secondary Education

Respondents who were pursuing post-secondary education at the time of this study and who had also participated in a co-op/work experience program or a youth apprenticeship program during high school were asked to indicate whether their current program of study was directly related, indirectly related, or not at all related to their career-related program in high school.

Of respondents who had participated in a co-op/work experience program during their high school years, 40% indicated that their current post-secondary program was directly related to it, while 29% indicated indirect relation. Of those who had participated in a youth apprenticeship program, 24% said their current studies were directly related to that apprenticeship program, while 32% said they were indirectly related.



4.7 Opportunities After Completion of Post-Secondary Education

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

4.7.1 Respondents Currently Attending an Institution Outside New Brunswick

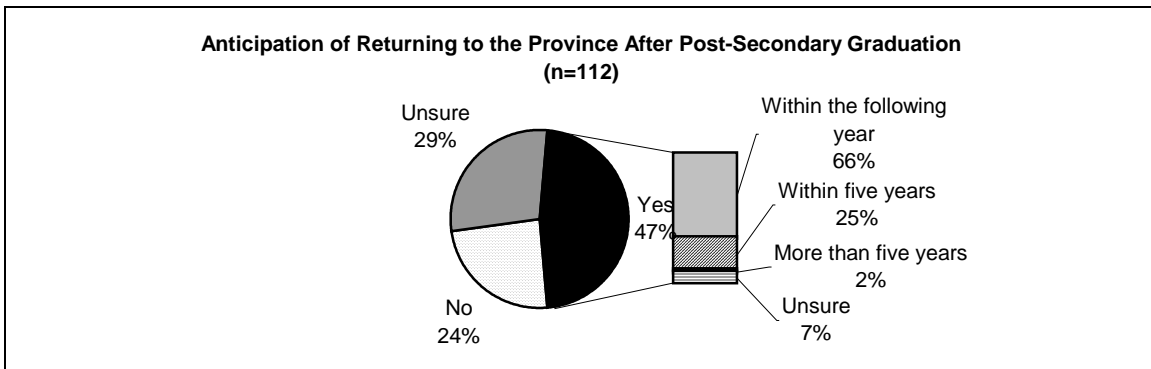
Of the 350 respondents from district 2 engaged in post-secondary studies at the time of survey, almost one-third (32%) were pursuing post-secondary education outside the province. The most common reasons cited for attending an institution outside of New Brunswick were “wanted to complete my post-secondary education outside the province” (22%), “desired program was not offered in New Brunswick” (21%), and “programs are of a higher quality outside New Brunswick” (21%).

Reasons for Attending an Out of Province Institution*		
	(n=112)	% of Respondents
Wanted to do post-secondary education outside New Brunswick	25	22.3
Desired program not offered in New Brunswick	24	21.4
Programs are of higher quality outside the province	23	20.5
New experiences/new places/better reputation	8	7.1
Personal/family reasons	11	9.8
Better scholarships are available out of province	3	2.7
Prefer an institution outside New Brunswick	3	2.7
Other Mentions	5	4.6
No specific reason	10	8.9

* Multiple Responses Allowed

Of those who were attending an institution outside of New Brunswick, slightly less than half (47%) said they planned on returning to the province after completing their current post-secondary education or training, 24% said they had no intentions of returning, and 29% were undecided.

Those who planned to return to the province were asked when they anticipated making this move. Approximately two-thirds of these respondents (66%) said they anticipated moving back to New Brunswick within the first year following graduation, one-quarter (25%) indicated within five years of graduation, and 2% said more than five years following graduation. The remaining 7% of these respondents were unsure when they would return to New Brunswick.



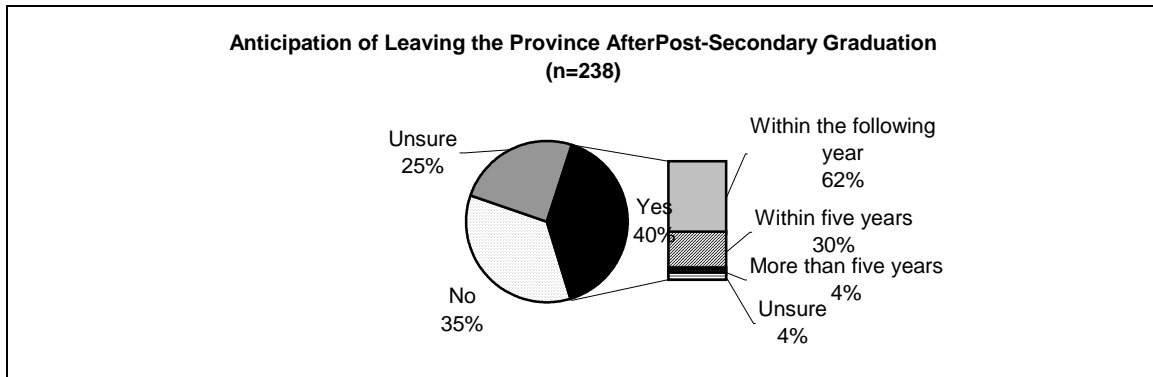
As shown below, respondents who had not planned on returning to the province provided a variety of reasons for not returning.

Reasons for Not Returning to New Brunswick*		
	(n=59)	% of Respondents
Better job opportunities	14	23.7
Personal/family reasons	8	13.6
Lack of jobs/fewer job opportunities	4	6.8
Rather live in big city	4	6.8
Further education	4	6.8
For a change	3	5.1
Better wages	3	5.1
To travel/see other places	3	5.1
Other Mentions	4	6.8
Don't know/not sure	12	20.2

*Multiple Responses Allowed

4.7.2 Respondents Currently Attending an Institution in New Brunswick

Of the respondents in district 2 who were attending a post-secondary institution in New Brunswick at the time of the study (n=238), 41% anticipated leaving the province after they finished their post-secondary education or training. The majority of these respondents anticipated leaving within the first year following graduation (62%).



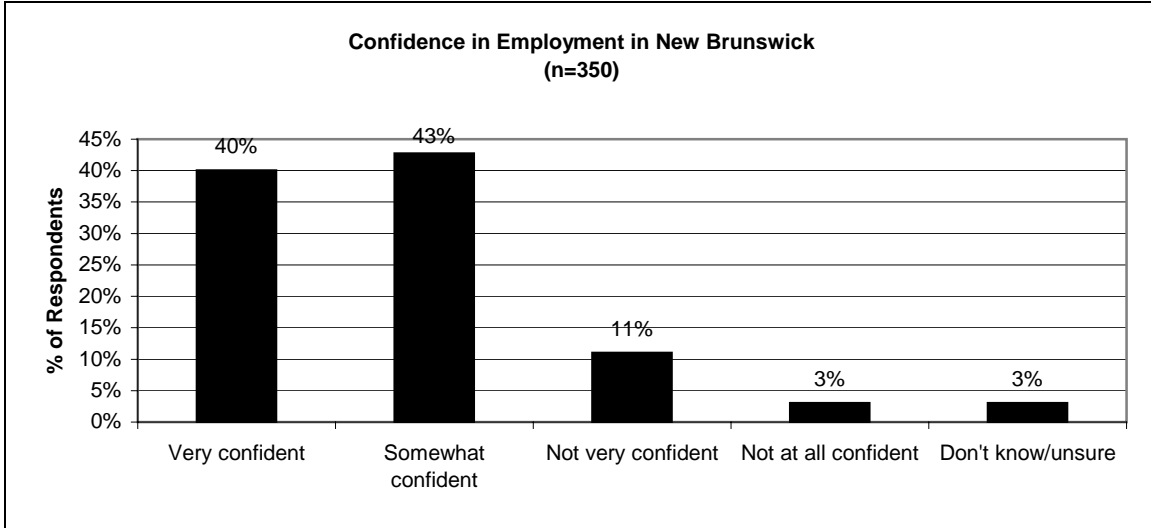
Respondents who anticipated leaving the province after they finished their current post-secondary education were asked to specify the reason why. The most common reasons reported by respondents were better job opportunities (42%), a desire to further their education" (26%) and the opportunity to travel and see other places" (12%).

Reasons for Leaving New Brunswick *		
	(n=96)	% of Respondents
Better job opportunities	40	41.7
Further education	25	26.0
To travel/see other places	11	11.5
For a change	4	4.2
Lack of jobs in chosen field	4	4.2
Better wages	3	3.1
Family/Personal reasons	2	2.1
Not bilingual	2	2.1
Other Mentions	5	5.1

*Multiple Responses Allowed

4.7.3 Employment in New Brunswick

All respondents attending a post-secondary institution at the time of the survey were asked about their perceptions of obtaining employment in New Brunswick following completion of their program of studies. More than eight in ten respondents (84%) felt confident¹⁰ that they would be able to find employment in their field of study in New Brunswick after they have finished their current post-secondary education if they so desired.



¹⁰ Confidence: respondents who reported “very confident” and “somewhat confident”.

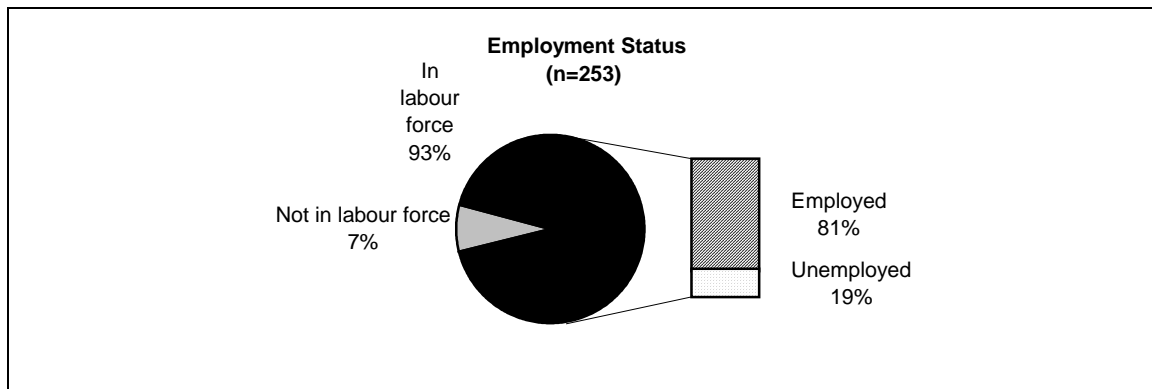
5.0 The Employment Experience

5.1 Section Overview

The following section summarizes the findings for those respondents who were not attending a post-secondary institution at the time of the survey. This includes those who had not yet attended a post-secondary institution, those who had attended a post-secondary institution but who had discontinued their studies, and those who had already completed their entire program of studies. Respondents were asked about their employment status during the reference week of January 4th-10th 2004, including details about their current position (if employed), and reasons for not working (if unemployed or not in the labour force). Respondents were also asked about their plans to leave or return to New Brunswick, and their future plans to pursue or return to post-secondary studies.

Overall, 42% of district 2 respondents were not attending a post-secondary institution at the time of this study (253 respondents). Although not attending a post-secondary institution at that time, 38% of these respondents indicated they had attended a post-secondary institution at some point since graduating in June 2002. Of those who had at least some post-secondary education, 50% reported successfully completing the entire program and 50% reported discontinuing or taking time off from their studies.

During the reference week, 93% of respondents who were not attending a post-secondary institution at the time of the study were in the labour force and 7% were not. Of those respondents in the labour force, 81% were employed (full-time: 84%; part-time: 16%) and 19% were unemployed. It should be noted that respondents who indicated they were on a temporary leave of absence during the reference week were not asked the series of questions regarding the details of their current employment (type of job, number of hours, etc.) and were therefore excluded from the analysis of these questions.



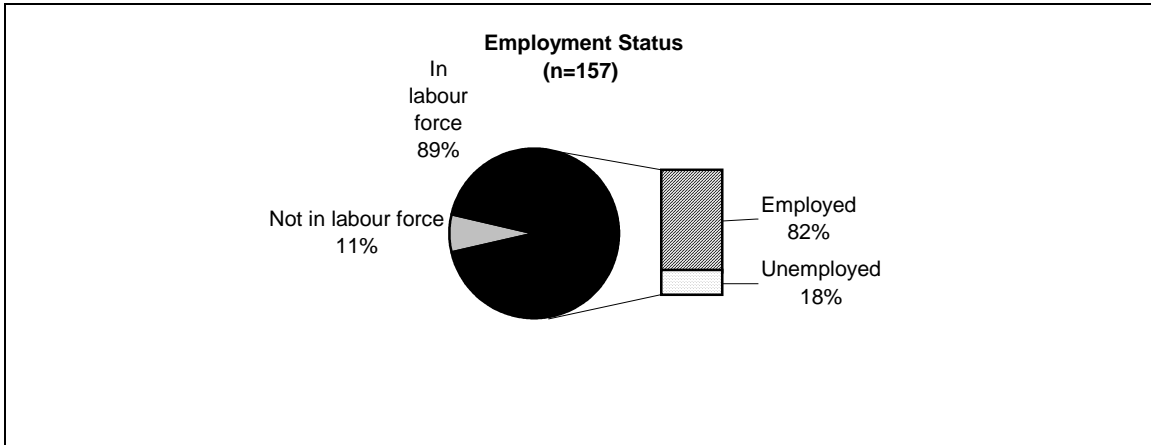
5.1.1 Relationship of Employment to Work Experience Program

Three-quarters (76%) of employed respondents who had participated in a co-op/work experience program during high school (n=74) indicated that the program was not at all related to their current employment. The remaining respondents indicated the program was directly (17%) or indirectly (7%) related to their current employment. Of the 5 employed respondents who participated in a youth apprenticeship program, all indicated that the program was not at all related to their current employment.

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

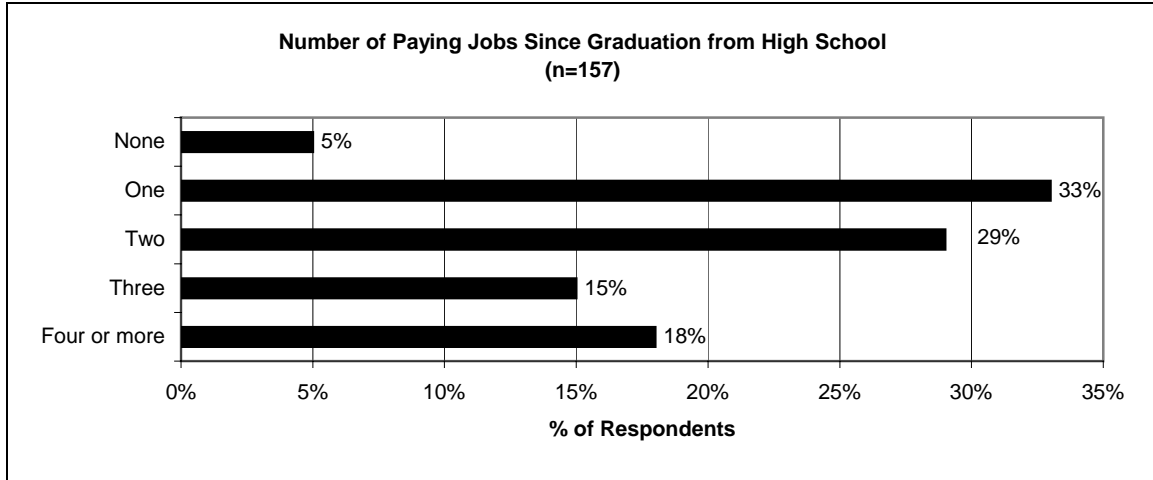
5.2.1 Labour Force and Employment Status

A total of 157 respondents from district 2 had not yet attended a post-secondary institution at the time of the survey. During the reference week, 89% of these respondents were in the labour force, while 11% were not. Of those in the labour force, 82% were employed (full-time: 86%; part-time: 14%), while 18% were unemployed.



Number of Jobs

On average, respondents who had not yet attended a post-secondary institution reported having 2.2 paying jobs since graduation from high school.

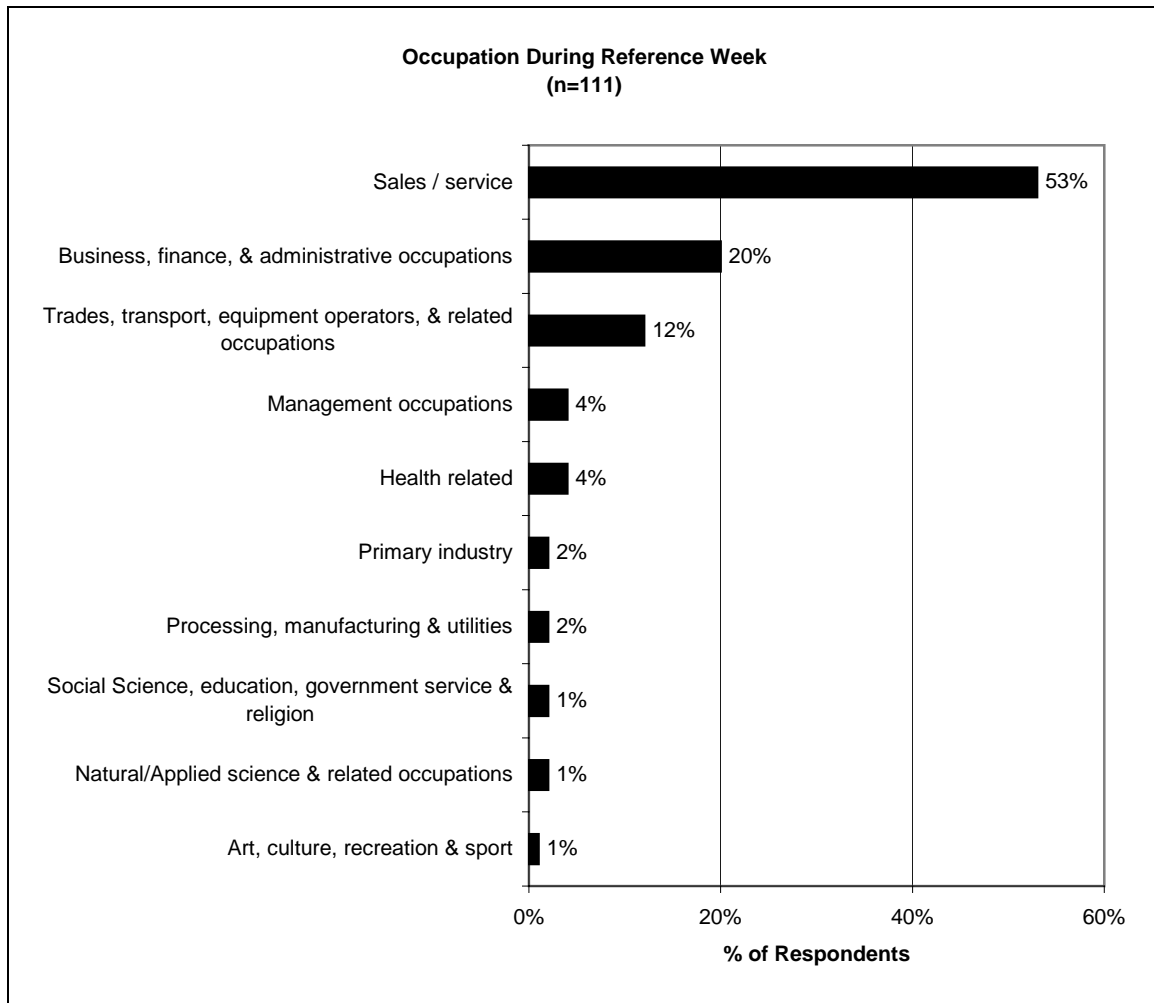


5.2.2 Respondents Working in Reference Week

Of those respondents who had not yet attended post-secondary studies, 71% were employed during the reference week. Only two respondents who had not yet attended a post-secondary institution indicated that they were participating in an apprenticeship program during the reference week.

Occupation

The majority of employed respondents reported working in a sales or service occupation (53%) during the reference week.



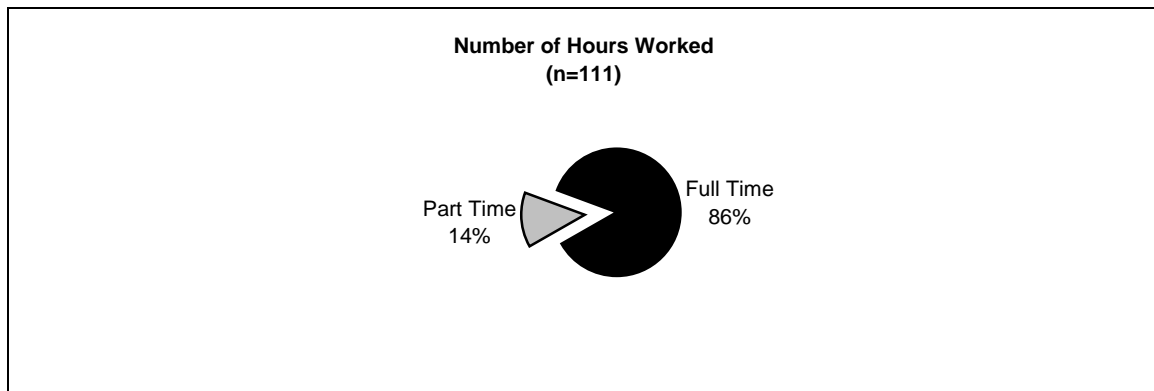
Industry

Employed respondents who had never received post-secondary education or training predominately worked in the retail industry (33%).

Type of Business, Industry or Service During Reference Week		
	(n=111)	% of Respondents
Retail Trade	37	33.3
Accommodations, food services	21	18.9
Administrative support, waste management & remediation services	15	13.6
Health care & social assistance	7	6.3
Other services (except public administration)	6	5.4
Construction	4	3.6
Information & cultural industries	4	3.6
Public administration	4	3.6
Professional, scientific, technical services	3	2.7
Transportation & Warehousing	3	2.7
Manufacturing	7	6.3

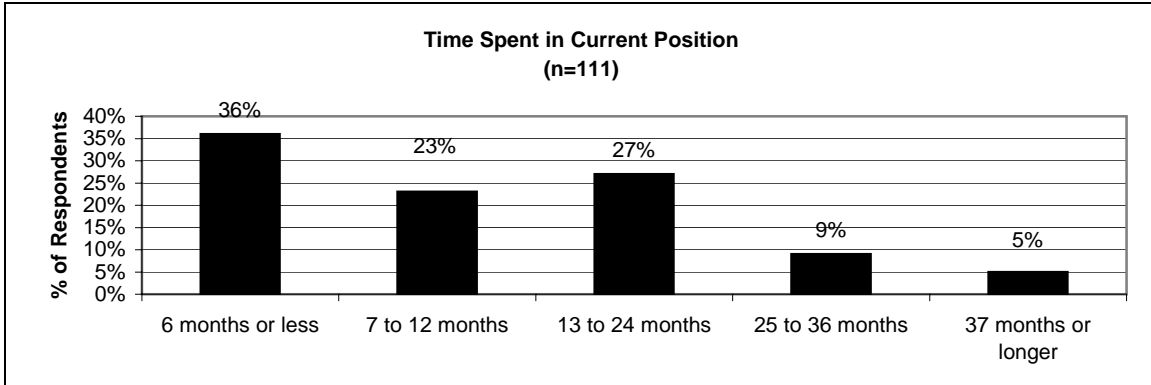
Average Number of Hours Worked & Average Hourly Wage

The majority (86%) of respondents who had not yet attended a post-secondary institution, but who were employed during the reference week, worked full-time. Overall, these respondents worked an average of 36.4 hours during that particular week with an mean hourly wage of \$8.40.



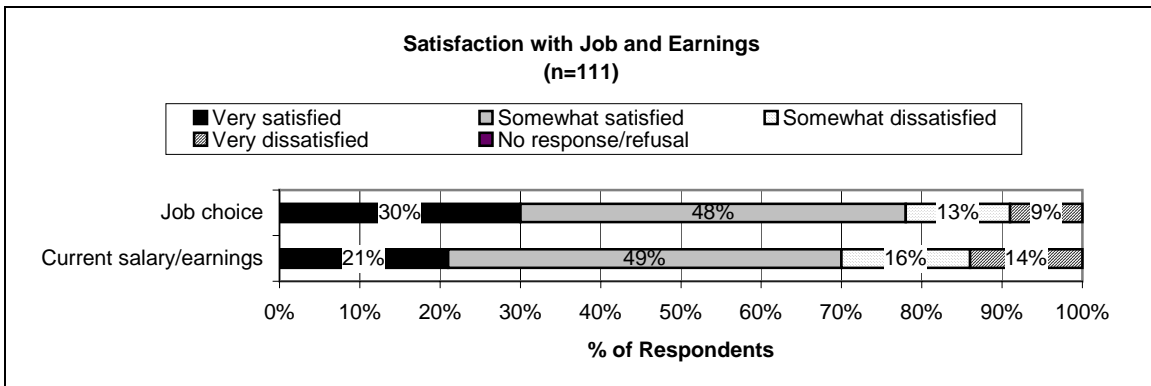
Length of Time Employed in Current Position

At the time of the survey, respondents had been employed in their current position for an average of 14.1 months.



Satisfaction with Job Choice and Salary

Of those respondents who were employed, 49% were at least somewhat satisfied with their current salary or earnings and 60% were at least somewhat satisfied with their job choice.



5.2.3 Respondents Not Working in Reference Week

Respondents Looking for Work & Type of Employment

This section summarizes the findings of those respondents who had not yet attended a post-secondary institution and who were unemployed or not in the labour force during the reference week. Of this segment (n=42), 60% were unemployed and were either seeking work or waiting for a job to start, and 40% were not in the labour force. Of those unemployed, 43% were looking for employment during the reference week, 32% were waiting for a recall to work after a layoff, and 25% were waiting for a new job to start in the next four weeks. Of those seeking employment, 46% were looking for full-time employment, 8% were looking for part-time employment, and 46% indicated they had no preference.

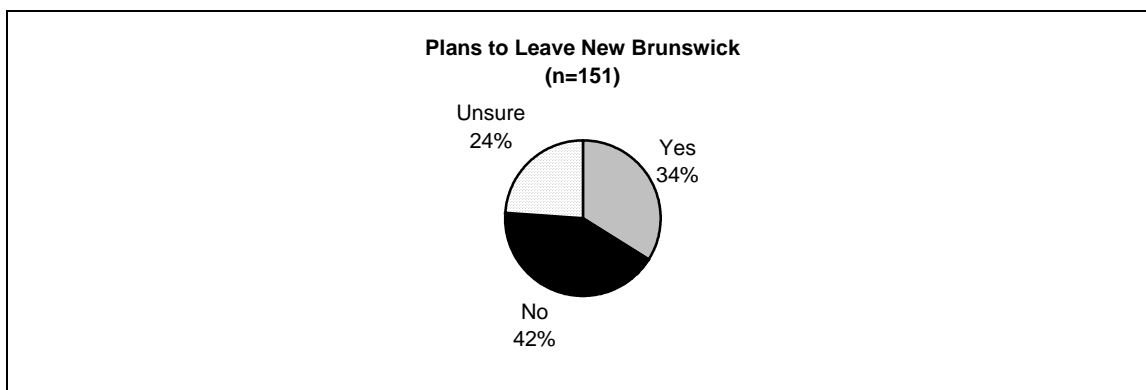
Unemployed respondents and those not in the labour force differed in the reasons identified for not working during the reference week. These reasons are listed in the following table.

Main Reason for Not Working During the Reference Week				
	Unemployed		Not in Labour Force	
	(n=25)	% of Respondents	(n=17)	% of Respondents
Waiting for recall to work after a layoff	8	32.0	--	--
Inability to find job related to your training/experience	6	24.0	1	5.9
Waiting for a new job to start in the next 4 weeks	5	20.0	--	--
No work available in area/looking for job	3	12.0	--	--
Not working due to own illness/disability	1	4.0	1	5.9
Traveling	2	8.0	1	5.9
Not working due to personal or family responsibilities	--	--	3	17.6
Not being bilingual	--	--	1	5.9
Maternity leave	--	--	7	41.2
Not looking for work	--	--	3	17.6

5.2.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

The majority of respondents who had not yet attended a post-secondary institution reported living in New Brunswick (96%). Of these respondents, 34% anticipated leaving the province in the future. Of the remaining respondents, 42% said they did not expect to leave New Brunswick in the future and 24% were uncertain.



Of those respondents who anticipated leaving New Brunswick (n=51), 33% anticipated leaving within the next year, 43% planned on leaving within one to five years, and 14% anticipated leaving after five years. The remaining 10% were unsure of when they anticipated leaving the province.

The most cited reasons offered for leaving New Brunswick were to search for better job opportunities elsewhere and to further education (27% each).

Reasons for Leaving New Brunswick*		
	(n=51)	% of Respondents
To travel/see other places	13	25.5
Better job opportunities	13	25.5
Further education	12	23.5
For a change	7	13.7
Personal/family reasons	3	5.9
Military	2	3.9
Rather live in big city	1	2.0

*Multiple Responses Allowed

Motivations for Leaving and Expectations for Returning to New Brunswick

The six respondents who no longer resided in New Brunswick attributed leaving to family or personal reasons (n=5), increased job opportunities outside the province (n=3), or to attend a post-secondary institution (n=1)¹¹. Four of the six respondents who no longer lived in New Brunswick planned to return to the province: one within the next year, two within one to five years, and one in more than five years. One respondent did not anticipate returning because of his/her current employment and one respondent was unsure of returning due to a lack of job opportunities in New Brunswick¹².

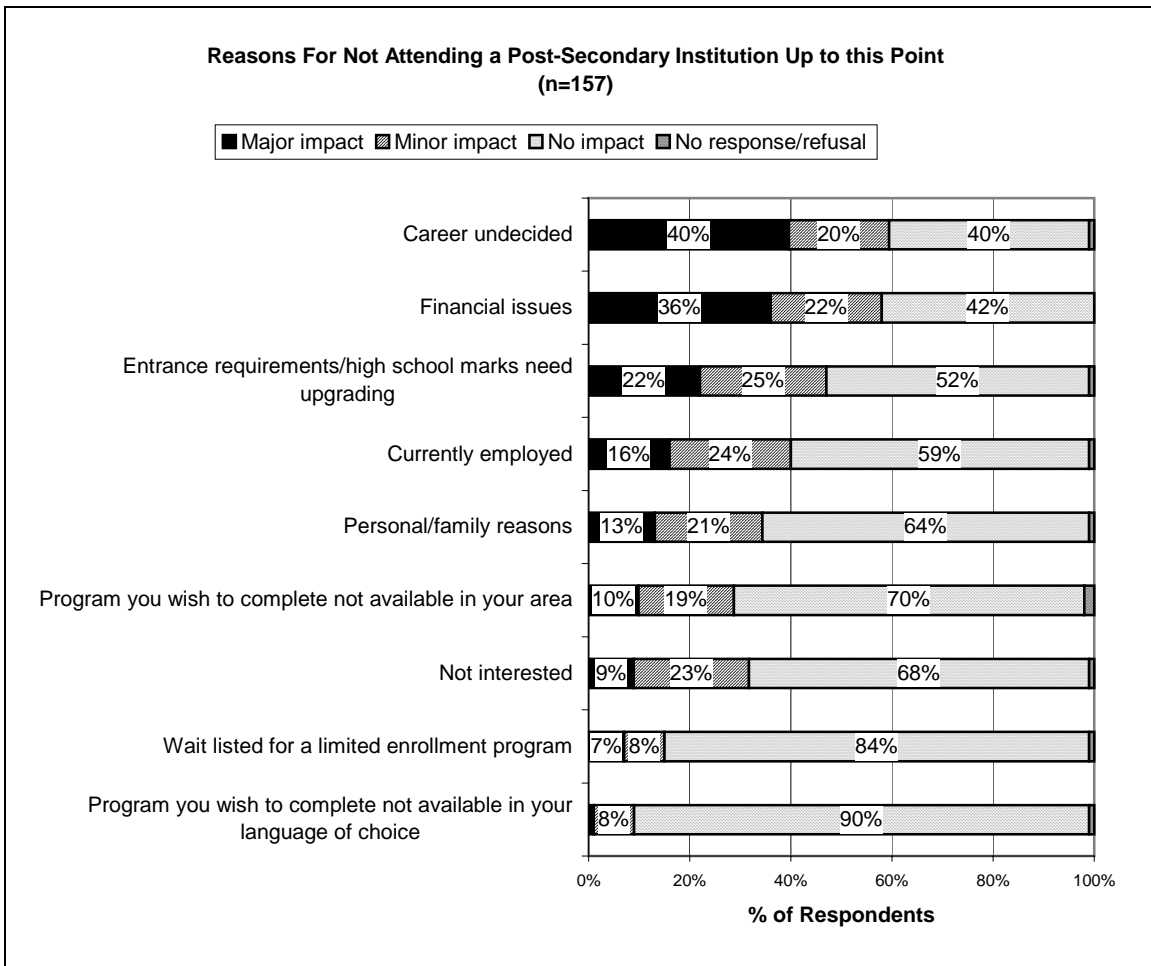
5.2.5 Reasons for Not Yet Attending a Post-Secondary Institution

Nine potential barriers to post-secondary education were presented to the group of respondents who indicated they had not yet attended a post-secondary institution. Each graduate was then asked to rate each factor as having a major impact, minor impact or no impact at all on their decision not to pursue post-secondary studies at this time. Most frequently, this group of respondents reported that not having decided on a career was the factor that had the most influence¹³ on their decision not to attend a post-secondary institution (59%), followed by financial issues (57%). Factors such as program not available in their language of choice and being waitlisted had less of an impact on their decision to not attend.

¹¹ Multiple Responses Allowed

¹² Multiple Responses Allowed

¹³ Influencing: Includes “major impact” or minor impact”.



Respondents who cited financial issues, lack of interest, career undecided, entrance requirements, personal/family issues, or current employment as impacting their decision not to attend a post-secondary institution at this time were presented with a list of additional factors specific to each issue. Each graduate was then asked to indicate whether or not any of these particular factors played a part in their decision to not attend a post-secondary institution at this time.

Of those respondents who cited “financial issues” as being a factor in their decision to not attend a post-secondary institution, most indicated that the fear of getting into too much debt (71%) played a part in their decision.

Reasons for Citing FINANCIAL ISSUES		
	(n=90)	% of Respondents
You are afraid of getting into too much debt	64	71.1
You were not able to get enough money to attend	45	50.0
The program you wish to take is too expensive	31	34.4
Other Mentions	8	8.9

The respondents who had reported “not being interested in attending” as a factor in their decision not to pursue post-secondary education indicated that a number of factors played a part in their decision, including a desire to attend sometime in the future (84%), a desire to continue working and making money (82%), and a desire to take a break from formal learning (76%).

Reasons for Citing NOT INTERESTED		
	(n=50)	% of Respondents
You wish to attend sometime in the future	42	84.0
You want to continue working and making money	41	82.0
You wish to take a break from formal learning	38	76.0
You are planning on doing some traveling before deciding about a post-secondary education	25	50.0
You feel that a post-secondary education will not help you get a job	5	10.0
Other Mentions	4	8.0

Of those respondents who had indicated an “undecided career” was a factor, most (87%) reported that being undecided between more than one career choice had played a part in their decision not to attend a post-secondary institution at this time.

Reasons for Citing CAREER UNDECIDED		
	(n=93)	% of Respondents
You are undecided between more than one career choice	81	87.1
You did not have sufficient information on your post-secondary options	29	31.2
Other Mentions	1	1.1

Those who had cited “entrance requirements” as a factor that had an impact said not meeting the requirements for the institution (49%) or program (40%) they wanted to enter had played a part in their decision not to attend a post-secondary institution.

Reasons for Citing ENTRANCE REQUIREMENTS		
	(n=73)	% of Respondents
You did not meet the entrance requirements for the institution you wished to enter	36	49.3
You did not meet the requirements for the program you wished to enter	29	39.7
The pre-requisite courses were not available at your school	17	23.3
You are currently back in high school upgrading your marks	4	5.5

Respondents who reported “personal or family reasons” as a factor in their decision to not attend a post-secondary institution most frequently indicated that present family commitments (41%) or not wanting to leave their community and home (32%) had prevented them from attending.

Reasons for Citing PERSONAL/FAMILY REASONS		
	(n=54)	% of Respondents
Your present family commitments	22	40.7
You don't want to leave your community and home	17	31.5
Health reasons prevent you from attending	5	9.3
Lack of family support	3	5.6

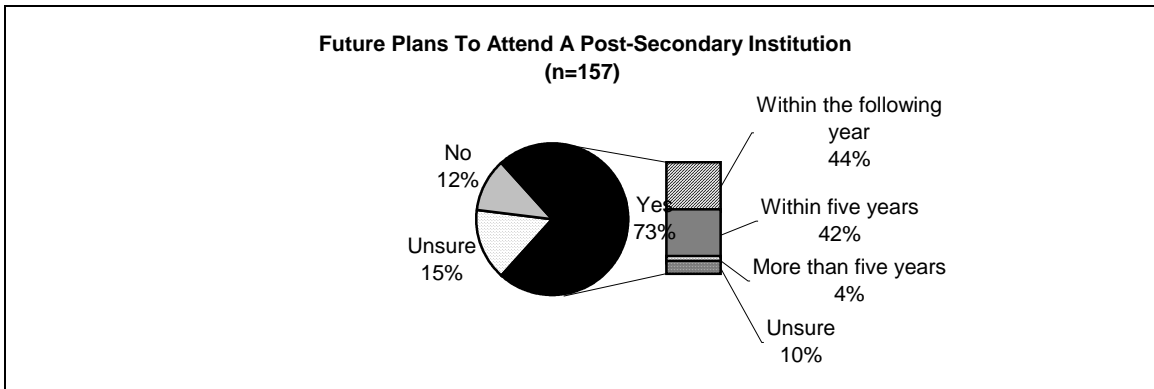
Respondents who reported their “current employment” was a factor in their decision to not attend a post-secondary institution further indicated a variety of reasons for why it was a factor. The most common reasons included a need to support oneself (95%), a desire to work (73%), indecision on a career path (71%), and to earn money for a non-post-secondary event (71%).

Reasons for Citing CURRENT EMPLOYMENT		
	(n=63)	% of Respondents
To support yourself	60	95.2
Working is what you want to do	46	73.0
You are still undecided on your career path	45	71.4
To earn money for a specific non-post-secondary event (e.g. a trip, buying a car, etc.)	45	71.4
You believe that your work experience will get you to your career goals	39	61.9
To earn money for post-secondary education	34	54.0
To support your family	10	15.9
You have started your own business	2	3.2
Other Mentions	1	1.6

5.2.6 Future Plans for Post-Secondary Education

Plans and Timing of Education

Most of the respondents who had not yet attended a post-secondary institution stated that they planned to attend one in the future (73%). Only 12% said they had no such plans and 15% were unsure. Of those respondents who intended to pursue post-secondary education, 44% planned to go the following year, 42% planned to go within one to five years, 4% planned to attend in more than five years, and 10% were unsure when they would go.



Motivations for Pursuing Education

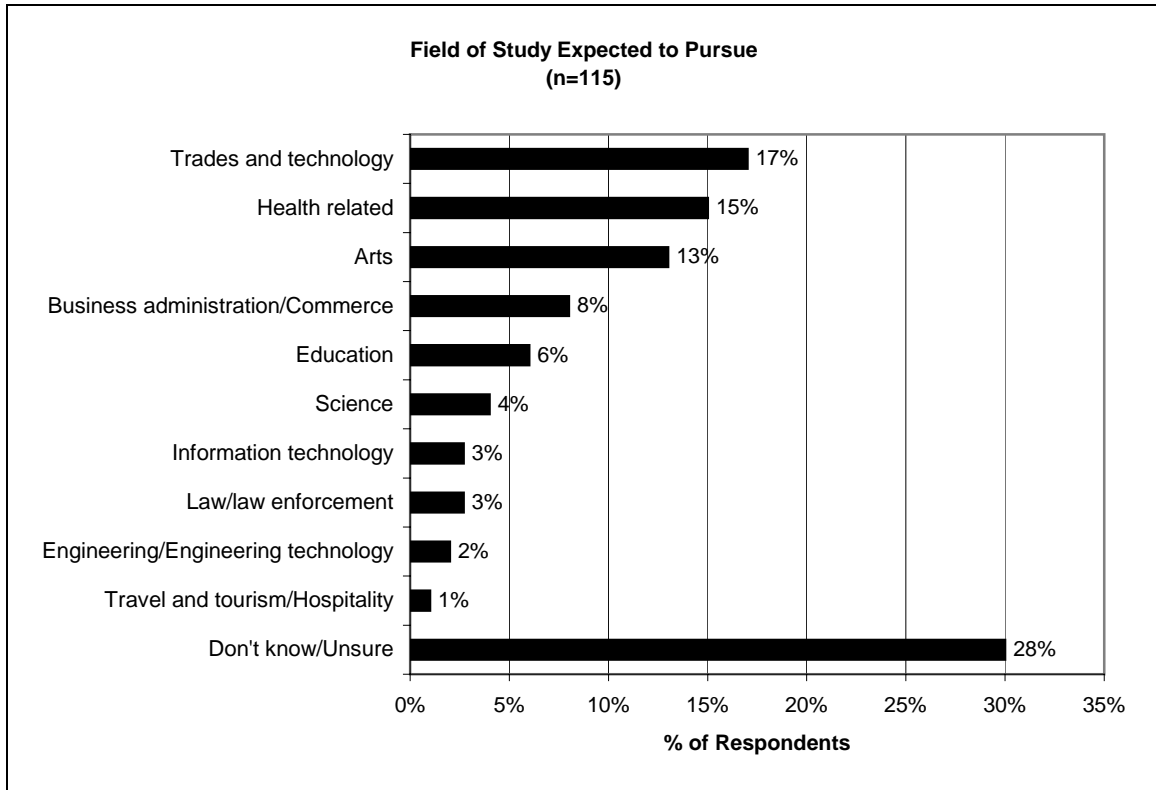
When respondents were asked about their motivations for attending a post-secondary institution in the future, the desire to get a better job or further career opportunities was by far the most frequently indicated reason (80%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=115)	% of Respondents
To get a better job/further career opportunities	92	80.0
I will have sufficient financial resources	8	7.0
To further education/better myself	6	5.2
Know what I want to do	5	4.3
I will have mature student status	2	1.7
I have been accepted for a post-secondary program that I wanted	1	0.9
Don't know/unsure	1	0.9

*Multiple Responses Allowed

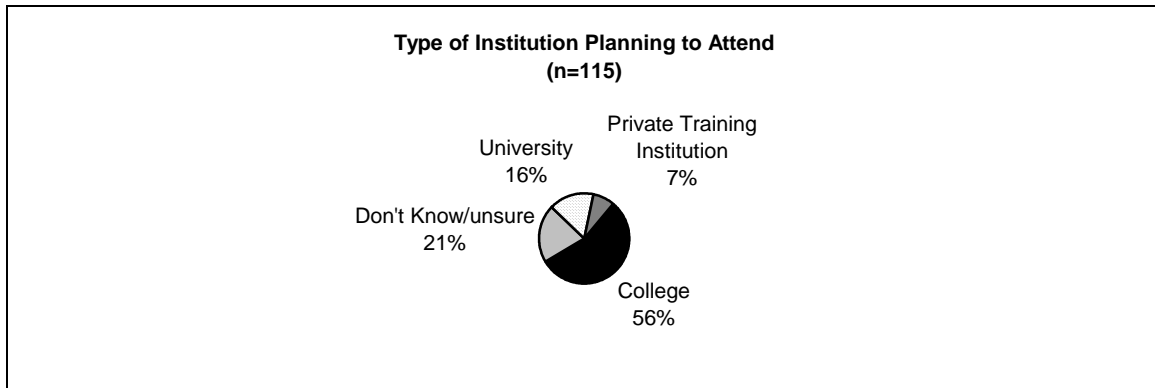
Field of Study

When asked what field of study they planned to pursue, this group of respondents most frequently indicated trades and technology (17%). Approximately one-quarter of respondents (28%) were unsure.



Type of Institution

Slightly more than half of these respondents planned on attending a college (56%), while 16% planned on going to a university and 8% anticipated attending a private training institution. One in five of these respondents (21%) were unsure what type of institution they would attend.



Name of Institution

More than half of these respondents (55%) were unsure which post-secondary institution they would attend. The remaining respondents mentioned several different institutions, but New Brunswick Community College was cited most frequently (26%).

Name of Post-Secondary Institution		
	(n=115)	% of Respondents
NBCC/CCNB	30	26.1
Mount Allison	3	2.6
University of New Brunswick	2	1.7
Atlantic Baptist University	2	1.7
Atlantic Business College	2	1.7
Holland College	2	1.7
Success Business College	2	1.7
Other Mentions	9	7.8
Unsure	63	54.9

Location & Reasons for Leaving New Brunswick

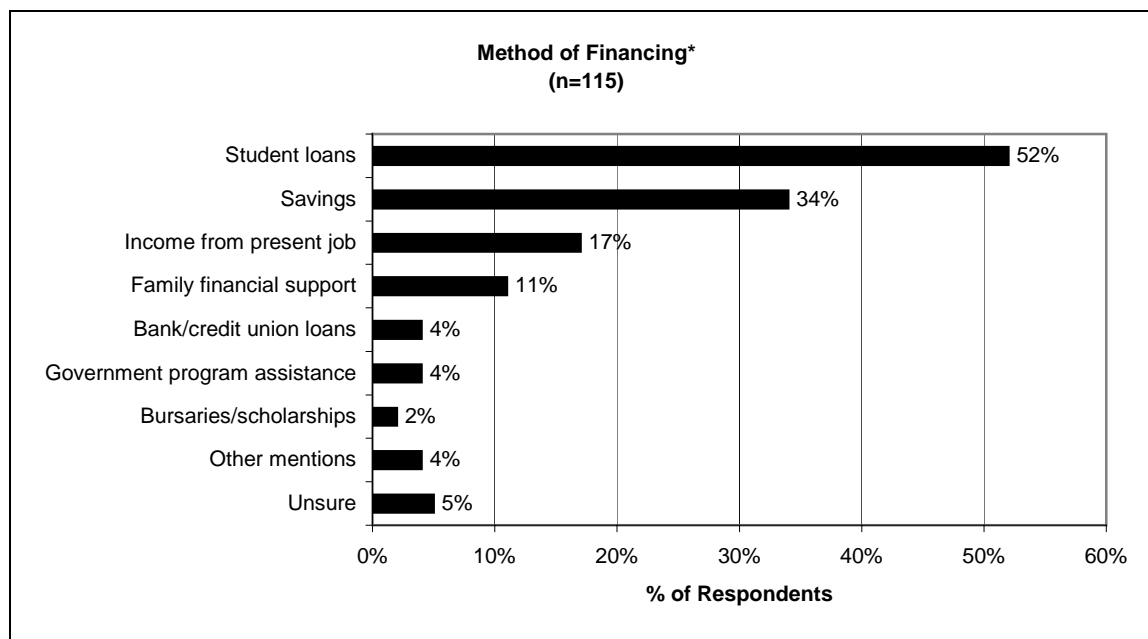
Most of those respondents who planned to pursue post-secondary education planned to attend an institution in New Brunswick (77%). Of those who planned to attend an institution outside the province, most indicated that the program they wanted was not offered in New Brunswick (n=10). Six respondents indicated that there was no particular reason.

Reasons for Leaving New Brunswick*		
	(n=26)	% of Respondents
Desired program not offered in the province	10	38.5
No specific reasons	6	23.1
Personal/family reasons	5	19.2
Programs of higher quality at out of province institution	4	15.4
Better scholarships are available out of province	1	3.8
There are smaller classes away	1	3.8
Just wanted to move	1	3.8
Living outside of New Brunswick	1	3.8
Other Mentions	1	3.8

*Multiple responses allowed

Source of Financing

Respondents who were planning to attend a post-secondary institution in the future intended to use a variety of means to finance their studies, however student loans (52%) and personal savings (34%) were the most popular financing methods mentioned.



*Multiple responses allowed

5.3 Respondents Who Had Attended and Discontinued Post-Secondary Studies

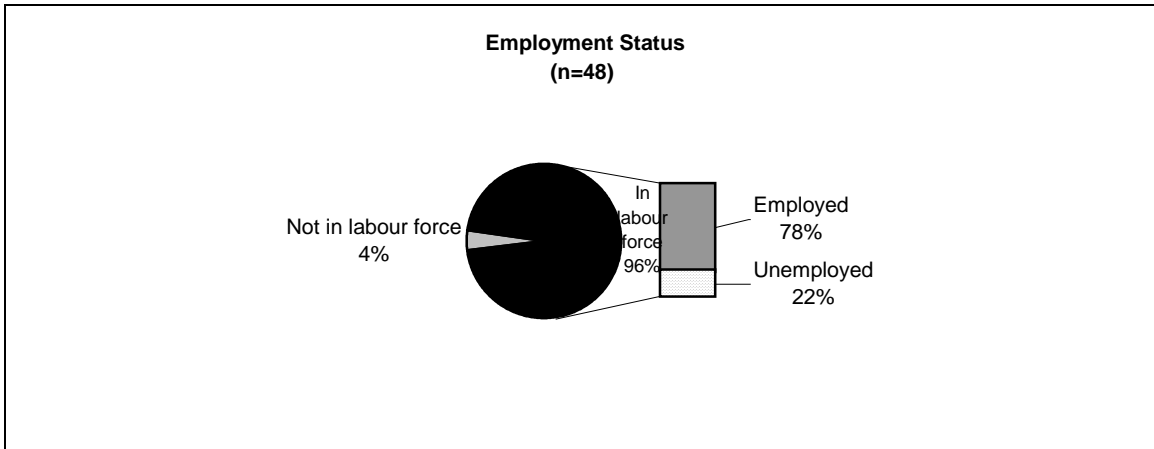
Overall, 48 respondents in district 2 had attended a post-secondary institution since graduation in 2002 but had discontinued their studies before completion. The most common reason given for discontinuing their studies was “to take a break from school” (35%).

Reason for Discontinued Studies		
	(n=48)	% of Respondents
To take a break from school	17	35.3
Lost interest in program	14	29.1
Undecided on career	5	10.4
Program was not what you expected	3	6.3
Difficulty of program/academic failure	3	6.3
Personal/family/illness issues	2	4.2
Employment opportunity	1	2.1
Financial reasons	1	2.1
Don't know	2	4.2

For the most part, the majority of respondents had discontinued their studies during (47%) or at the end (41%) of the first year of their multi-year program. The remaining respondents who had discontinued their studies did so before the completion of a program of one year or less in duration (13%).

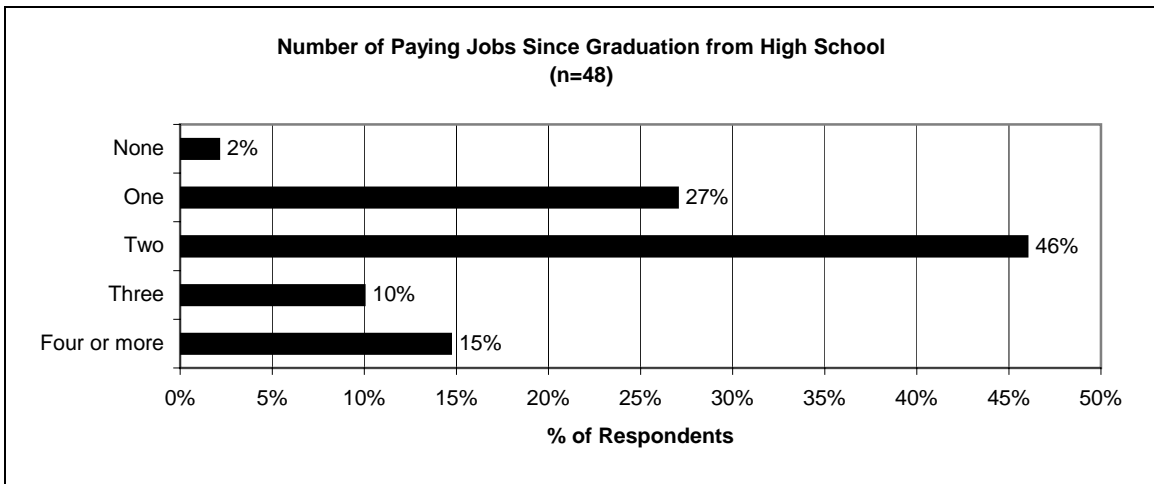
5.3.1 Labour Force and Employment Status

During the reference week, nearly all respondents who had discontinued their studies were in the labour force (96%). Slightly more than three-quarters (78%) of those in the labour force were employed (full-time: 85%; part-time: 15%), while the remaining 22% were unemployed.



Number of Jobs

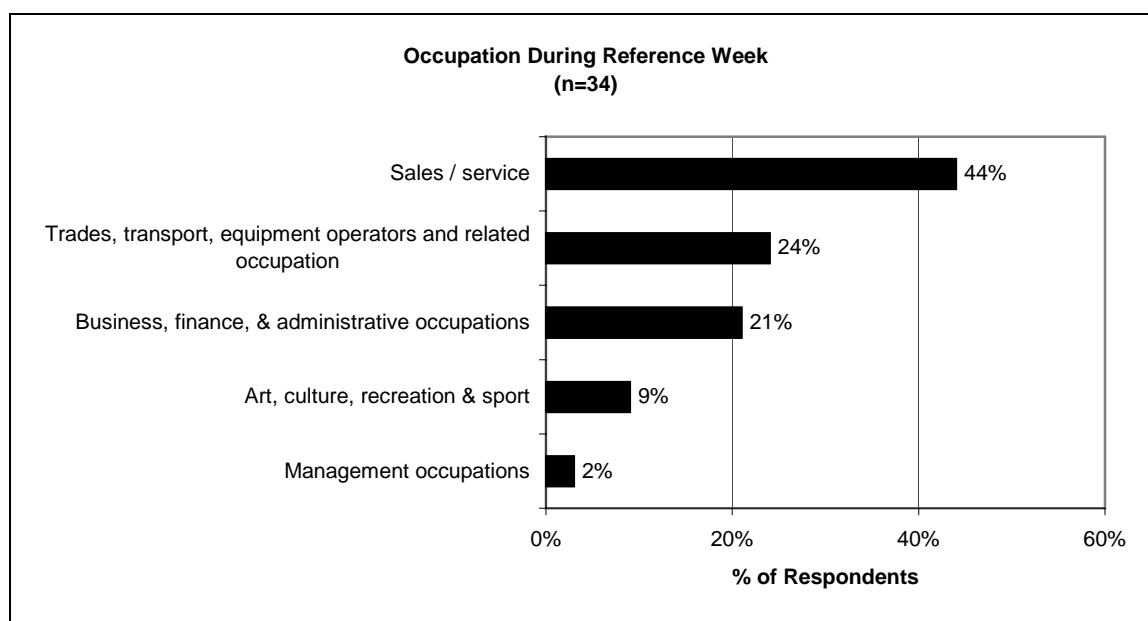
On average, respondents who had discontinued their studies at a post-secondary institution reported having 2.3 paying jobs since graduation from high school.



5.3.2 Respondents Working in Reference Week

Occupation

The majority of these respondents reported working in a sales or service occupation (44%) during the reference week. Of those working, only 2 respondents were participating in an apprenticeship program at the time of this survey.



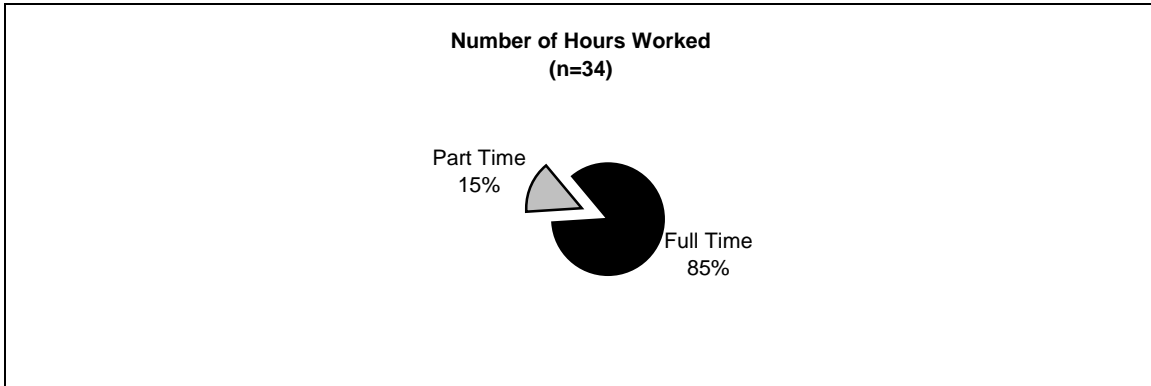
Industry

These working respondents reported holding positions in a variety of industries.

Type of Business, Industry or Service During Reference Week		
	(n=34)	% of Respondents
Retail Trade	9	26.5
Administrative support, waste management/ remediation	4	11.8
Arts, entertainment, & recreation	4	11.8
Transportation & warehousing	3	8.8
Other Services (except public administration)	3	8.8
Agriculture, forestry, fishing, & hunting	2	5.9
Construction	2	5.9
Health care & social assistance	2	5.9
Accommodations & food services	2	5.9
Professional, scientific, & technical services	1	2.9
Public administration	1	2.9
Utilities	1	2.9

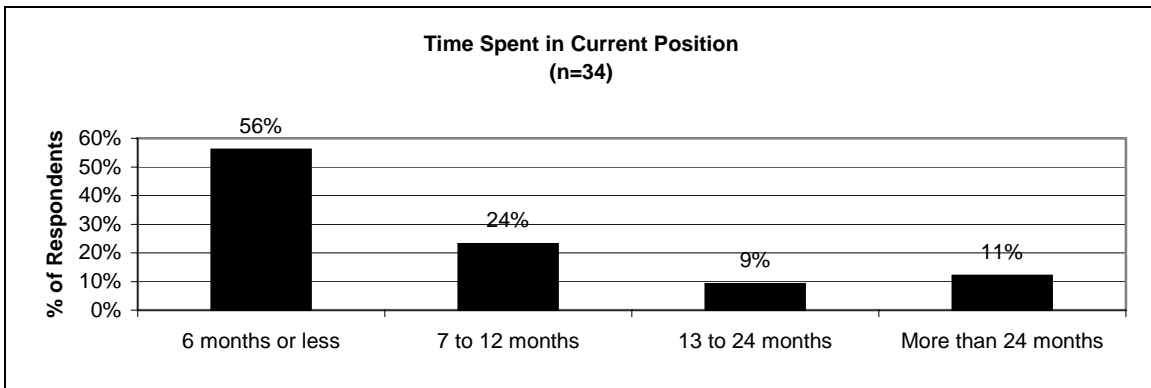
Average Number of Hours Worked & Average Hourly Wage

Respondents who had discontinued their studies but who were employed during the reference week, worked an average of 36.5 hours during that particular week. Overall, 85% worked full-time while 15% worked part-time. Hourly wages ranged from \$6.00 to \$20.00, with a mean hourly wage of \$8.96.



Length of Time Employed in Current Position

On average, these working respondents had held their current position for a period of 12 months.



Relationship of Post-Secondary Education to Employment

The majority of working respondents (79%) who discontinued their studies felt that there was no relationship between their post-secondary studies and their employment at the time of the study. The remaining respondents felt there was a direct (12%) or indirect (9%) relationship.

5.3.3 Respondents Not Working in Reference Week

Percentage Looking for Work & Type of Employment

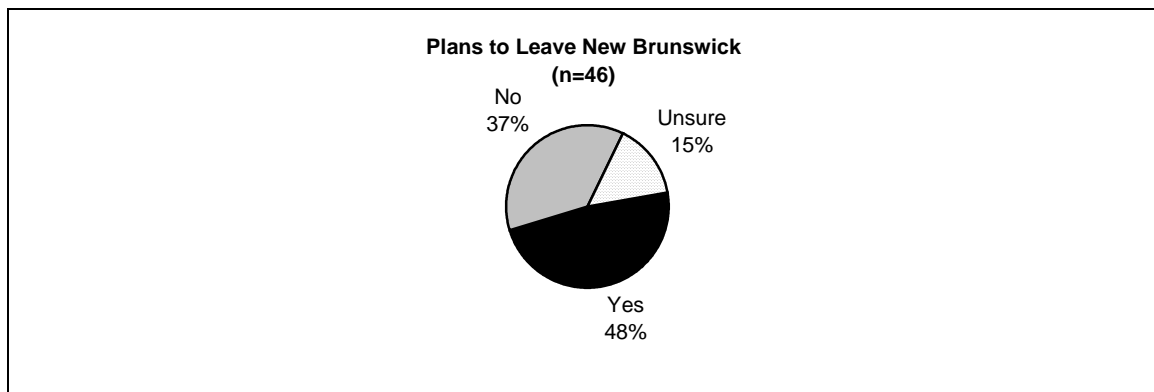
This section summarizes the findings of those respondents unemployed or not in the labour force during the reference week. Of this segment (n=12), ten respondents were unemployed and were either seeking work or waiting for a job to start, and two were not in the labour force. Of those unemployed, 80% were looking for employment during the reference week, 10% were waiting for a recall after a layoff, and 10% were waiting for a new job to start in the following four weeks. All of those seeking work were interested in full-time employment.

Respondents who were not in the labour force (n=2) attributed their employment status to either their own illness/disability (n=1) or personal or family responsibilities (n=1). The reasons given by unemployed respondents (n=10) for their employment status included inability to find a job related to their experience/training (n=4), no work available in the area (n=2), waiting for a recall to work after a layoff (n=1), waiting for a new job to start (n=1), and laid off (n=1).

5.3.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

Almost all (96%) of the respondents who had discontinued studies at a post-secondary institution reported living in New Brunswick at the time of the survey. Of these students (n=46), 48% (n=22) anticipated leaving New Brunswick in the future, whereas 37% (n=17) did not expect to leave the province and 15% (n=7) were uncertain of their future in New Brunswick.



Of those respondents who anticipated leaving New Brunswick, 36% (n=8) planned to leave within the next year, 55% (n=12) anticipated leaving in one to five years, and 9% (n=2) expected they would leave in more than five years.

The most common reasons respondents cited for choosing to leave the province were better job opportunities elsewhere (32%) and to further their education (28%).

Reasons for Leaving New Brunswick*		
	(n=22)	% of Respondents
Better job opportunities	7	31.8
Further education	6	27.3
To travel/see other places	4	18.2
Current employment/work	3	13.6
For a change	2	9.1

*Multiple Responses Allowed

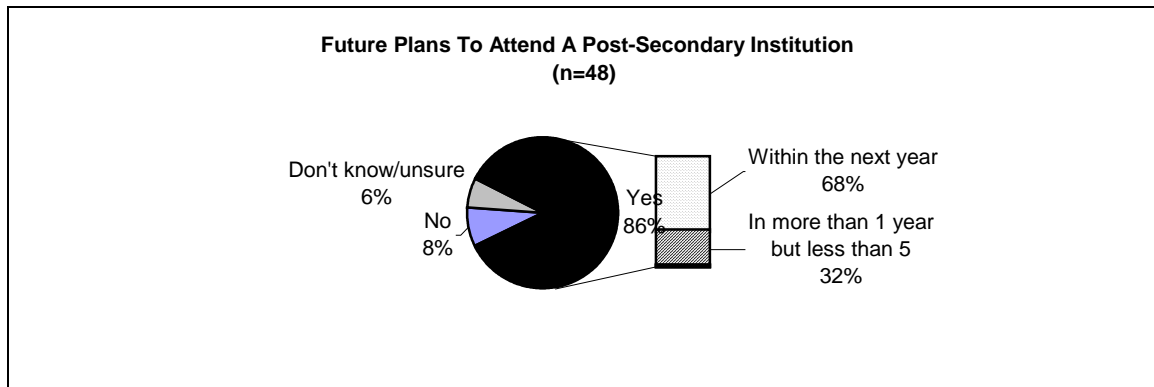
Expectations for Returning to New Brunswick

The two district 2 respondents who discontinued their studies and lived outside New Brunswick at the time of the survey indicated that they intended to return to the province within the next year.

5.3.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

The majority (86% or n=41) of district 2 respondents who have discontinued studies at a post-secondary institution planned to return to education or training in the future. Four respondents indicated that they did not have plans to return and three respondents were unsure.



Motivations for Pursuing Education

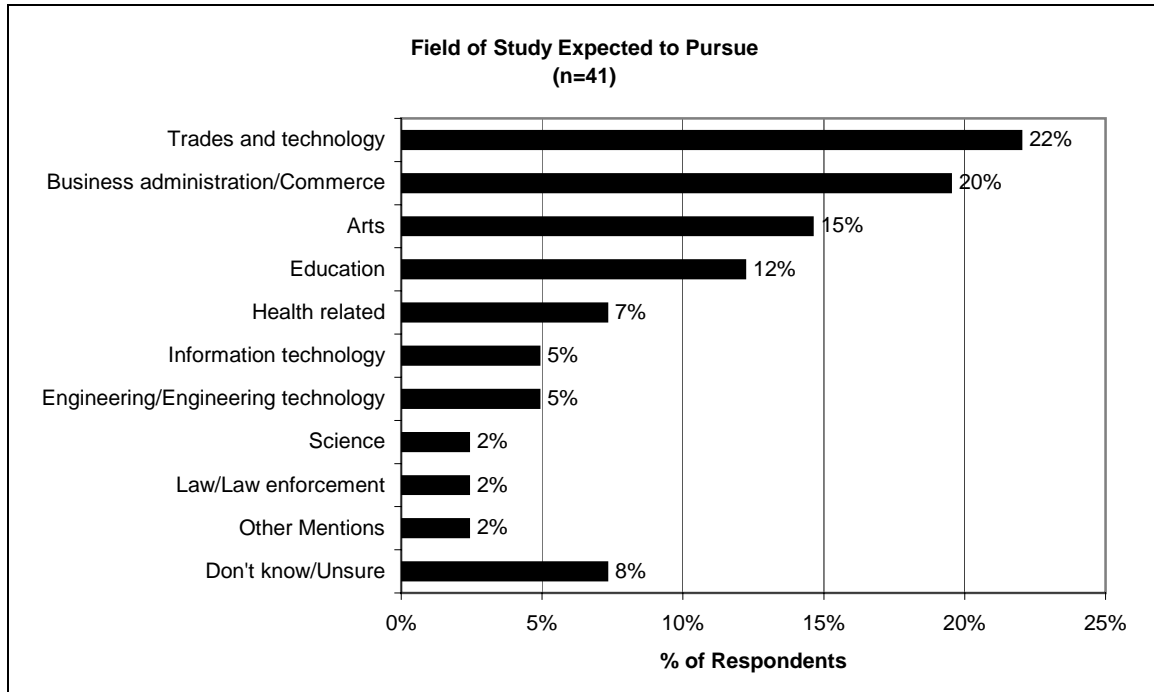
Respondents who indicated that they would continue their studies in the future most frequently attributed the planned return to a desire to get a better job or further career opportunities (71%).

Reasons for Deciding to Attend a Post-Secondary Institution*		
	(n=41)	% of Respondents
To get a better job/further career opportunities	29	70.7
Have decided on a career path	5	12.2
Have sufficient financial resources	3	7.3
Have been accepted into a program	2	4.9
To further my education/better myself	2	4.9

*Multiple Responses Allowed

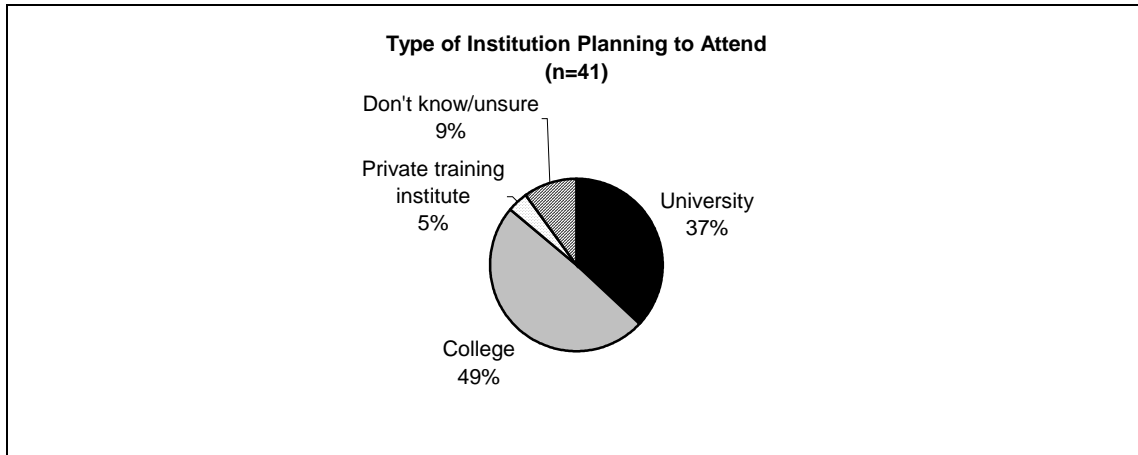
Field of Study

When probed for information regarding their future career plans, the group of respondents who planned to return to post-secondary education most frequently indicated that they were interested in pursuing trades and technology (22%) or business administration/commerce (20%).



Type of Institution

Almost half (n=20) of these respondents planned to attend college, 37% planned to go to university, 5% planned to go to a private training institution, and 9% were unsure.



Name of Institution

While over one-third of these respondents were unsure of the institution they would attend (34%), approximately three in ten (29%) planned to attend a New Brunswick Community College when they resume their studies.

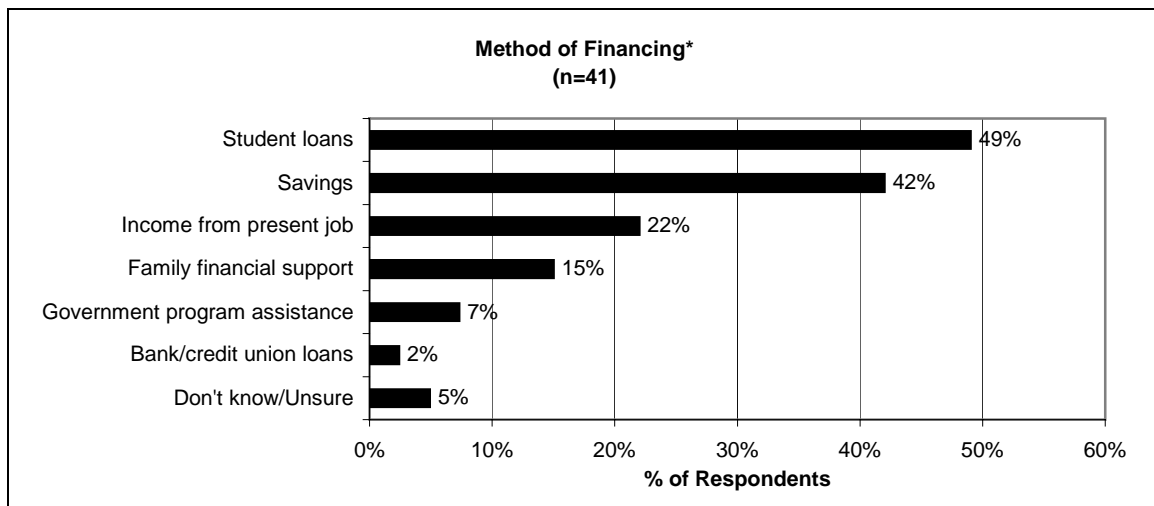
Name of Post-Secondary Institution		
	(n=41)	% of Respondents
NBCC/CCNB	12	29.3
Mount Allison	3	7.3
University of New Brunswick	2	4.9
St. Mary's University	2	4.9
St. Thomas University	1	2.4
Dalhousie University	1	2.4
Atlantic Baptist University	1	2.4
Nova Scotia Community College	1	2.4
Atlantic Business College	1	2.4
McGill University	1	2.4
Other Mentions	2	4.9
Unsure	14	34.1

Location & Reasons for Leaving New Brunswick

Most (76%) of the respondents who had planned on resuming their post-secondary education planned to attend an institution in New Brunswick. The ten respondents who planned to attend an institution outside New Brunswick offered a variety of reasons for relocating, including programs were of higher quality at out of province institutions (n=3), program of interest is not offered in New Brunswick (n=2), personal or family reasons (n=2), unsure of where to attend (n=1), the move is job/career related (n=1), location and convenience (n=1), and no specific reason (n=1)¹⁴.

Source of Financing

Respondents who had planned to attend a post-secondary institution in the future intended to use a variety of means to finance their studies, however personal savings (62%) was the most popular financing method.



*Multiple responses allowed

¹⁴ Multiple Responses Allowed

5.4 Respondents Who Had Attended and Completed Post-Secondary Studies

5.4.1 Labour Force and Employment Status

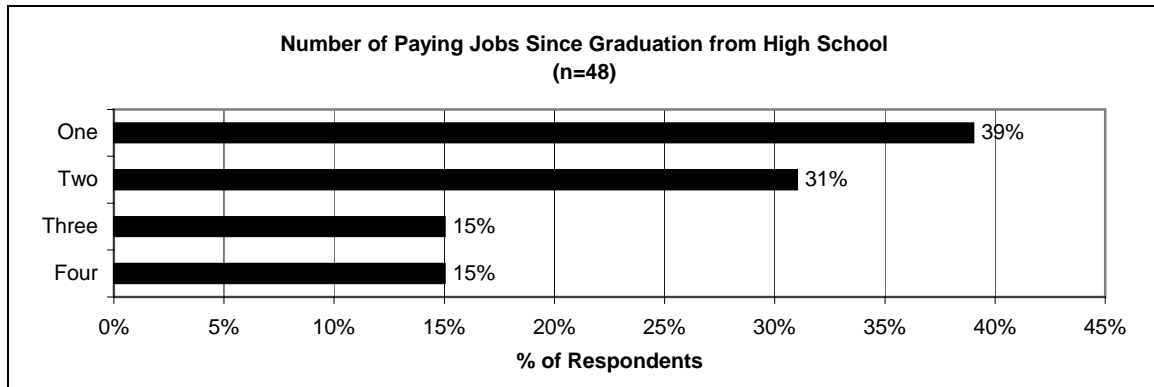
Labour Force and Employment Status

Eight percent (8%) of respondents from district 2 had fully completed their studies at a post-secondary institution since their high school graduation. Of these respondents (n=48), 60% had attended a community college (60%), 38% had attended a private training institution, and only 2% had attended a university.

All of these respondents were in the labour force during the reference week; 79% were employed (76% full-time; 24% part-time) and 21% were unemployed.

Number of Jobs

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

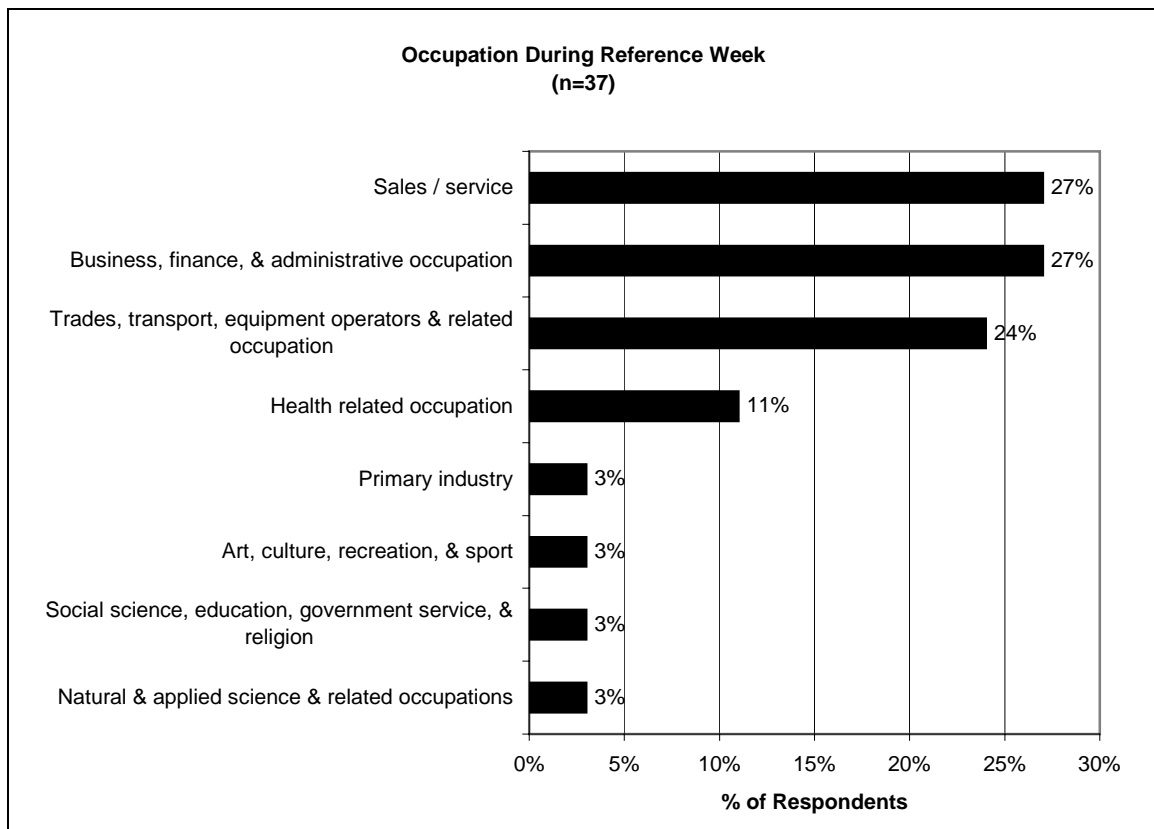


5.4.2 Respondents Working in Reference Week

Of those who had completed their post-secondary studies (n=48), 79% were employed during the reference week. Three of these employed respondents were participating in an apprenticeship program at the time of the study.

Occupation

When asked to identify their occupation during the reference week, most respondents reported working in sales and service (27%), business, finance, or administrative occupations (27%), or in trades, transport, equipment operators, or related occupations (24%).



Industry

As shown below, respondents reported employment in a wide range of industries during the reference week.

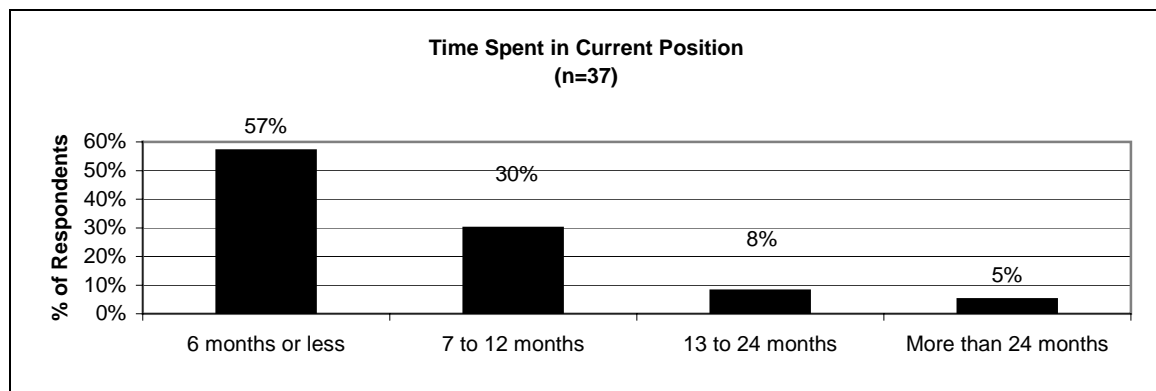
Type of Business, Industry or Service During Reference Week		
	(n=37)	% of Respondents
Retail trade	7	18.9
Administrative support, waste management and remediation services	6	16.2
Other services (except public administration)	6	16.2
Accommodation & food service	5	13.5
Health care and social assistance	4	10.8
Professional, scientific, and technical services	3	8.1
Construction	2	5.4
Educational services	2	5.4
Agriculture, forestry, fishing & hunting	1	2.7
Manufacturing	1	2.7

Average Number of Hours Worked & Average Hourly Wage

Approximately three-quarters of employed respondents (76%) who had completed their post-secondary studies were working full-time hours. On average, they worked 35.6 hours during the reference week. Hourly wages ranged from \$6.00 to \$18.00, with a mean wage of \$9.77/hour.

Length of Time Employed in Current Position

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



Relationship of Employment to Post-Secondary Studies

Approximately six in ten (62%) employed respondents who had finished their studies were working in jobs directly related to their post-secondary education at the time of the study. The remaining respondents indicated that their job was indirectly (8%) related to their studies or not at all related (30%).

5.4.3 Respondents Not Working in Reference Week

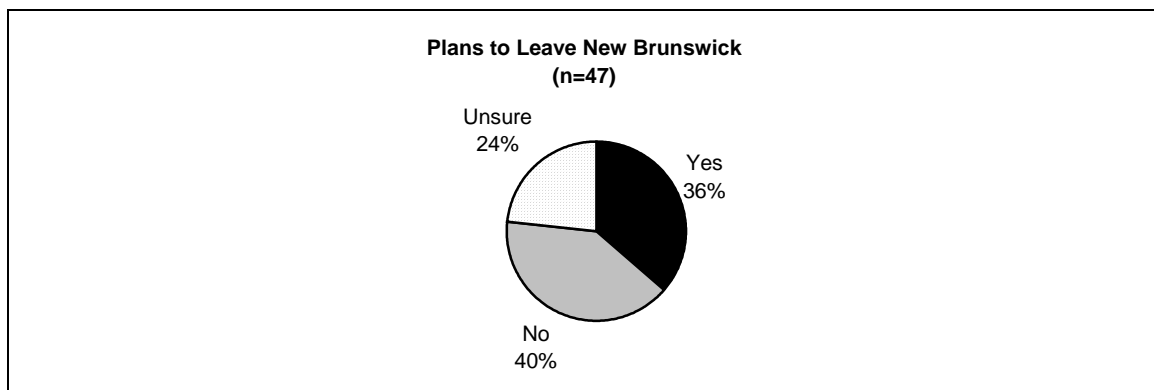
This section provides a summary of those respondents who were unemployed during the reference week (n=10). Of those unemployed, 70% were looking for employment during the reference week and 30% were waiting for a recall after a layoff. All of those seeking work were interested in full-time employment.

While one respondent refused to indicate a reason for being unemployed, the other respondents attributed being unemployed to a variety of reasons. These include: inability to find a job related to their training/experience (n=4), waiting for recall to work after a layoff (n=3), personal/family responsibilities (n=1), no work available in area (n=1).

5.4.4 Mobility

Place of Residence & Expectations for Leaving New Brunswick

All but one of the respondents who had completed their studies reported that they lived in New Brunswick (n=47) at the time of the survey. Slightly more than one-third (36%) of these respondents anticipated they would leave the province in the future. However, 40% said they did not anticipate leaving New Brunswick in the future and 24% were uncertain.



Most of those who anticipated relocating planned to do so within the next year (n=8) or within one to five years (n=6). Three respondents indicated plans to move in more than five years. Reasons for leaving New Brunswick included “better job opportunities elsewhere” (n=6), “to obtain further education” (n=4), “to travel and see other places” (n=2), “personal or family reasons” (n=2), “for a change” (n=1), “for current employment/work” (n=1). One respondent was unsure of his/her reason for relocating¹⁵.

¹⁵ Multiple Responses Allowed

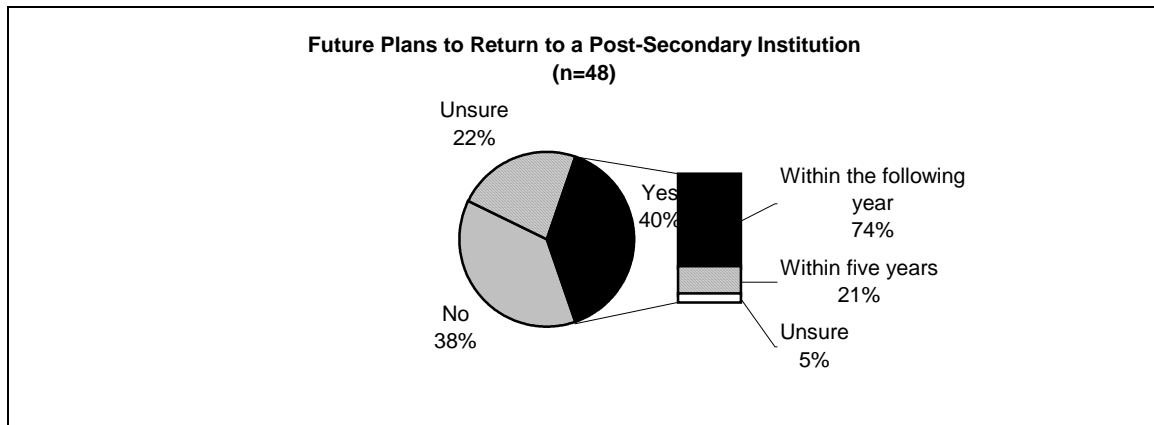
Motivations for Leaving and Expectations for Returning to New Brunswick

The one respondent who no longer resided in New Brunswick relocated because of post-secondary studies and was unsure of whether or not he/she would return to the province.

5.4.5 Future Plans for Post-Secondary Education

Plans and Timing of Education

When asked about future plans for education, 40% of those who had completed a post-secondary program indicated that they would return to post-secondary studies, while 38% had no plans and 22% were unsure. Of those respondents who intended to pursue post-secondary education (n=19), 74% (n=14) planned to go within the following year, while 21% (n=4) planned to go within one to five years. One respondent was unsure of when he/she would return to a post-secondary institution.



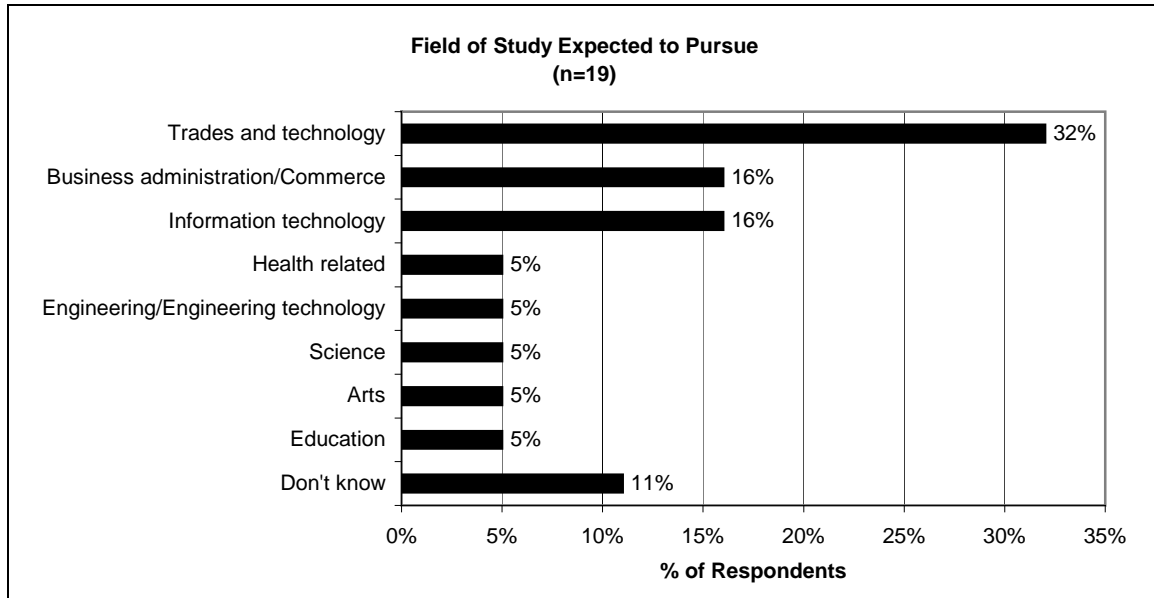
Motivations for Pursuing Education

For those who planned to attend a post-secondary institution in the future, the desire to get a better job or further their career opportunities was by far the most frequently mentioned reason for doing so (63%), followed by a desire to further their education (26%). Other respondents indicated that they have been accepted into a program of interest (5%) or they have sufficient financial resources for post-secondary education (5%)¹⁶.

¹⁶ Multiple Responses Allowed

Field of Study

Respondents planned to pursue studies in a wide range of fields, with the most common being trades and technology (32%). Followed distantly by business administration/commerce (16%) and information technology (16%).



Type and Name of Institution

Most (n=11) of the respondents who had anticipated returning to a post-secondary institution planned to attend a college. New Brunswick Community College was mentioned most frequently as the institution they plan to attend (n=8). Three respondents plan to attend a university, two plan to attend a private training institution, and three were unsure.

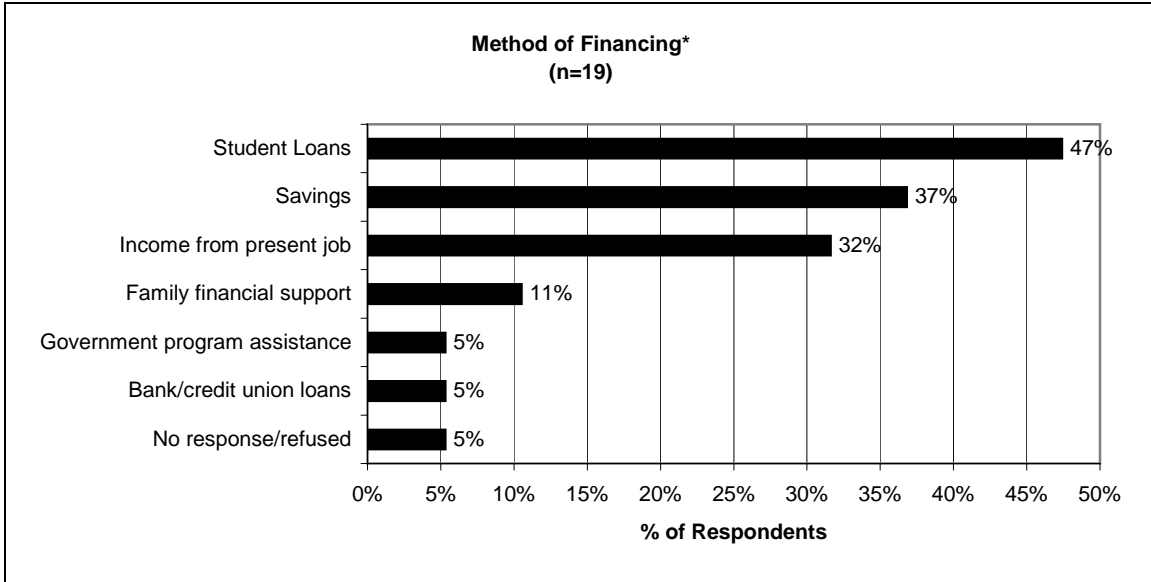
Location & Reasons for Leaving New Brunswick

Most of those respondents who planned to resume post-secondary education also planned to attend an institution in New Brunswick (68% or n=13). Of the remaining 32%, five claimed that their program of interest was not offered in New Brunswick, whereas the other respondent cited that programs are of higher quality at out of province institutions¹⁷.

¹⁷ Multiple Responses Allowed

Source of Financing

Respondents who intended to pursue further education or training planned on using student loans (47%) or personal savings (37%) to finance it.



*Multiple responses allowed

6.0 Demographic Profile of 2002 Respondents

The majority (92%) of respondents surveyed in district 2 were 19 or 20 years of age at the time of the survey, with a significantly greater percentage of female respondents (53% female and 47% male). The majority of respondents (93%) had siblings, with respondents most commonly reporting one or two siblings (43% and 31%, respectively).

A vast majority of respondents (97%) from district 2 reported their mother tongue to be English; all respondents chose to have the survey conducted in English when given a choice between completing the survey in either language.

Over half (55%) of respondents reported the education level of at least one parent to include some post-secondary¹⁸ education. While three in ten respondents were unsure of their household income (31%), 44% reported a household income of \$40,000 and above per year.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=446)	% of Respondents Who Did Not Attend a P-S Institution (n=157)	% Total (n=603)
Age			
18 years	-	0.6	0.2
19 years	73.8	42.8	65.7
20 years	23.1	36.9	26.7
21 years	2.0	17.2	6.0
22 years	0.7	2.5	1.2
23 years	0.4	-	0.2
Gender			
Male	45.5	52.9	47.4
Female	54.5	47.1	52.6
Mother Tongue			
English	96.9	96.9	96.9
French	1.6	2.5	1.8
Spanish	0.4	-	0.3
German	0.7	-	0.5
Chinese	-	0.6	0.2
Other Mentions	0.4	-	0.3
Language of Survey			
English	100.0	100.0	100.0
French	-	-	-
Education of Mother or Female Guardian			
Less than high school	5.8	14.0	8.0

¹⁸ Includes respondents who report some post-secondary education and above.

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=446)	% of Respondents Who Did Not Attend a P-S Institution (n=157)	% Total (n=603)
Completed high school	39.1	48.4	41.5
Some post-secondary education	6.1	1.3	4.8
Trades certificate or diploma	0.7	-	0.5
College certificate or diploma	17.7	17.8	17.7
University certificate or diploma below a bachelor's degree	4.0	1.9	3.5
University degree	21.5	6.4	17.6
No response/refused	0.2	0.6	0.3
Don't Know/unsure	4.9	9.6	6.1
Education of Father or Male Guardian			
Less than high school	10.8	21.0	13.4
Completed high school	31.6	35.2	32.5
Some post-secondary education	4.3	1.9	3.6
Trades certificate or diploma	3.6	5.1	4.0
College certificate or diploma	16.1	12.7	15.3
University certificate or diploma below a bachelor's degree	2.5	2.5	2.5
University degree	25.3	8.9	21.1
No response/refused	0.2	-	0.1
Don't know/unsure	5.6	12.7	7.5
Household Income			
Under \$10,000 per year	1.8	1.3	1.7
\$10,000 to \$19,999 per year	3.6	3.8	3.6
\$20,000 to \$39,999 per year	13.0	17.8	14.3
\$40,000 to \$59,999 per year	18.6	14.0	17.4
Over \$60,000 per year	30.5	17.2	27.0
No response/refused	4.5	5.1	4.6
Don't know/unsure	28.0	40.8	31.4
Number of Siblings			
None	7.0	7.0	7.0
One	44.4	38.9	43.0
Two	31.4	28.7	30.7
Three	8.5	15.9	10.4
Four	4.5	5.7	4.8
Five	2.2	1.3	1.9
Greater than five	2.0	2.5	2.2
Special Populations			
Landed immigrant in Canada	0.7	1.9	1.0
Non-permanent resident of Canada	0.2	-	0.2

Demographic Profile			
	% of Respondents Who Attended a P-S Institution (n=446)	% of Respondents Who Did Not Attend a P-S Institution (n=157)	% Total (n=603)
Aboriginal person	0.2	2.5	0.8
Visible minority	1.8	1.9	1.8
Person with a disability	0.9	5.1	2.0

Indicates significant difference at the 90% confidence level.