New Nouveau Brunswick

NOVA SCOTIA

Prince Edward Island CANADA

INTENTIONS OF MARITIME UNIVERSITY STUDENTS FOLLOWING GRADUATION:

A SURVEY OF THE CLASS OF 2007

Maritime Provinces Higher Education Commission

Commission de l'enseignement supérieur des Provinces maritimes

CCA CCL

CONSEIL CANADIEN SUR L'APPRENTISSAGE

CANADIAN COUNCIL ON LEARNING

The Strategic Counsel

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ISBN: 978-0-919471-57-3

Published in January 2008

This project is a joint undertaking with New Brunswick, Nova Scotia, and Prince Edward Island, as well as, the Canada Council on Learning providing funding, and the Maritime Provinces Higher Education Commission acting as managing partner.
The participating universities' support and work was a key element in bringing this project to fruition.

The Strategic Counsel prepared the report in consultation with MPHEC staff, the AAU-MPHEC Advisory Committee on Information and Analysis, the Atlantic Post-secondary Research Steering Committee and the Canadian Council on Learning.

Executive Summary

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More than 12,000 Maritime university students were in their final weeks of a bachelor's degree in late March 2007. New Brunswick, Nova Scotia and Prince Edward Island, together with the Maritime Provinces Higher Education Commission and the Canadian Council on Learning, joined in a partnership, with cooperation from the region's universities, to conduct a survey of these students in order to gain insight into attitudes toward, and plans for, pursuing further education, as well as preparedness for further studies and the workforce. The study also provides important information on student debt at graduation.

Highlighted below are the major findings from the study.

KEY FINDINGS

- University programs meet most students' expectations.
- A majority (76%) of Maritime university students completing undergraduate degrees plan to return for further study; greater numbers of liberal arts & sciences (87%) than applied/professional (65%) students plan to return.
- Many liberal arts & sciences students who intend to pursue a second credential made this decision very early on (52% in their first year of study or earlier).
- The majority (60%) of students, plan to pursue a master's degree and many are attracted to master's programs outside the region.
- High debt ($40,000+) reduces the likelihood that students plan to pursue further education.
- Student debt has increased 10% (2007 constant dollars) on average between 2003 and 2007.
- Family educational background does not affect a student's *intentions* for further study.
- The proportion of students from families where at least one parent has a bachelor's degree or greater continues to increase.
- The majority (73%) of Maritimers, and about one-quarter of students from outside the region, would like to stay in the region to live and work.

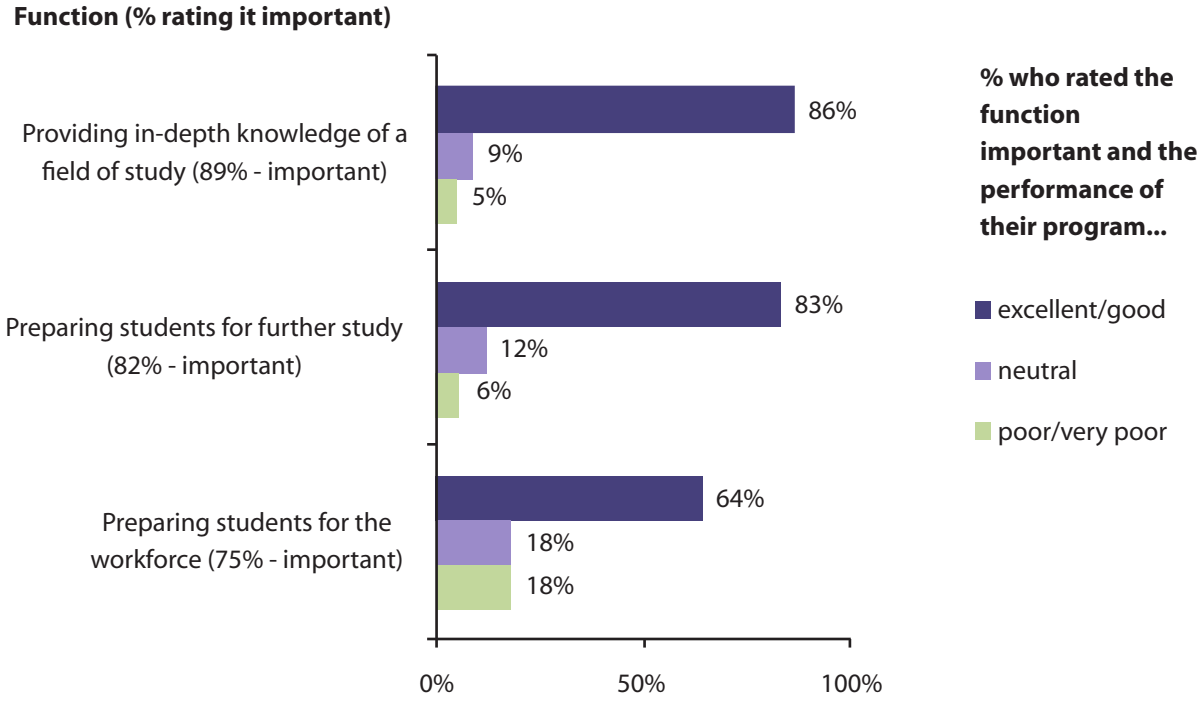
UNIVERSITY PROGRAMS MEET MOST STUDENTS' EXPECTATIONS

The vast majority (86%) of students are satisfied with their university education, and the evidence indicates that their educational expectations, for the most part, are being met by their program. Students were asked to rate the importance of seven functions of a university education (providing in-depth knowledge of a field of study; preparing students for further study; preparing students for the workforce; improving teamwork skills; improving oral and written communication skills; and improving critical thinking abilities). They were then asked to rate their university program in fulfilling each of these functions.

In this study, the extent to which university programs are meeting students' expectations is measured as the degree of the match between program performance and the importance attached to each function. The mismatch or gap is defined as that percentage of students who, though they identify the function as important, rate their program as poor in fulfilling it.

Students were more likely to attach importance to the functions that involve improving skills and providing knowledge, than the function to prepare students for the workforce. And for the most part, there is little mismatch across the functions: for six out of the seven, the gap between function importance and rating of performance ranged between 4-8%. Only for one function – preparing students for the workforce - was the gap larger, standing at 18%. An analysis of this group showed that liberal arts & sciences students completing their first degree were over-represented: of those who thought preparing students for the workforce was important, 23% thought their institution did a poor job in fulfilling that function.

Match between function importance and rating of university program in fulfilling that function



MOST MARITIME UNIVERSITY STUDENTS PLAN TO RETURN FOR FURTHER STUDY

Three-quarters (76%) of students said they intend to continue their education. A significant determinant of whether or not they plan to return is program orientation[1]: 87% of students in liberal arts & sciences programs, and 65% of those in applied/professional programs, said they intended to return for further study[2].

[1] Program orientation: students' major fields of study were categorized into one of two groups: liberal arts & sciences (focusing more on the development of general skills and intellectual education, and including such fields as biology, geography, history, and sociology) and applied/professionals/professional (focusing on practical education and training such as for a profession, including such fields as accounting, education, engineering and nursing). For a detailed list of the majors included in each category, see MPHEC. *Two Years On: A Survey of Class of 2003 Maritime University Graduates*. Fredericton, 2007. http://www2.mphec.ca/english/pdfs/TwoYearsOn_GFU_2007En.pdf

[2] Applied/professional students make up 51%, and liberal arts & sciences students 49%, of the total sample.

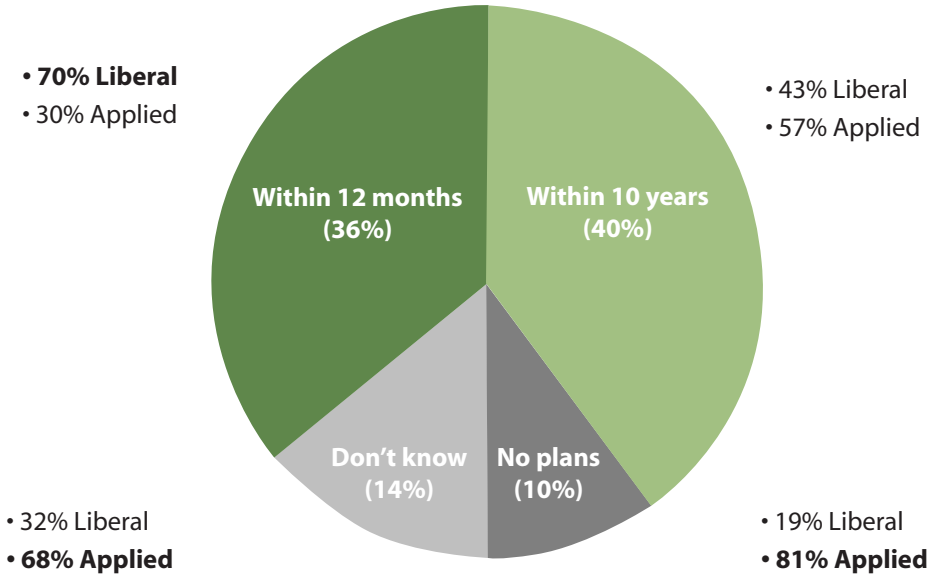
These findings dovetail with what has been learned from surveys of previous Maritime University graduating classes: at the two-year-out mark, graduates have returned in large numbers, with those from Liberal arts & sciences outnumbering two-to-one those from applied/professional programs[3].

Looking more closely at the pattern of students' plans to return, 36% said they would do so within the next 12 months. Among those who had other plans for the year following graduation, four-in-ten said they anticipated pursuing another degree, diploma or certificate sometime within the next 10 years. One-in-ten do not plan to return, while a further 14% are undecided. Within each of these groups, distribution by program orientation tells an interesting story.

Students in applied/professional programs are ready to enter directly into a specific job or industry; wanting to begin their careers, they may be less inclined to resume studies. This helps to explain their overrepresentation among those who do not intend to return or are undecided.

Students in Liberal arts & sciences programs, on the other hand, are in programs which are not as clearly linked to the labour market. This helps to explain the fact that students in Liberal arts & sciences programs make up the majority of those who plan to return within 12 months, and that their motivation is largely employment/career related.

Students' plans for returning for further study, with distribution by program orientation



[3] Source: MPHEC Survey of the Class of 2003 in 2005 data file.

MANY LIBERAL ARTS & SCIENCES STUDENTS WHO INTEND TO PURSUE A SECOND CREDENTIAL MADE THIS DECISION VERY EARLY ON

Liberal arts & science students make up 70% of those students who plan to return for further study within 12 months. Of these, slightly over half (52%) reported that they had made the decision to do so either before they enrolled (34%) or in the first two years of their current program (17%).

Those who made early decisions were very likely to indicate that reasons related to employment played a key part in their decision making - 94% said that “to get their job of choice”, and three-quarters ,“to get a better paying job”, described their reasons well.

Interestingly, among those liberal arts & science students who decided to continue with further education in the third year of their program or later (49%), employment related reasons remain popular, but a greater percentage said that not being prepared to make career decisions described their reasons well (28% vs. 12% of early deciders).

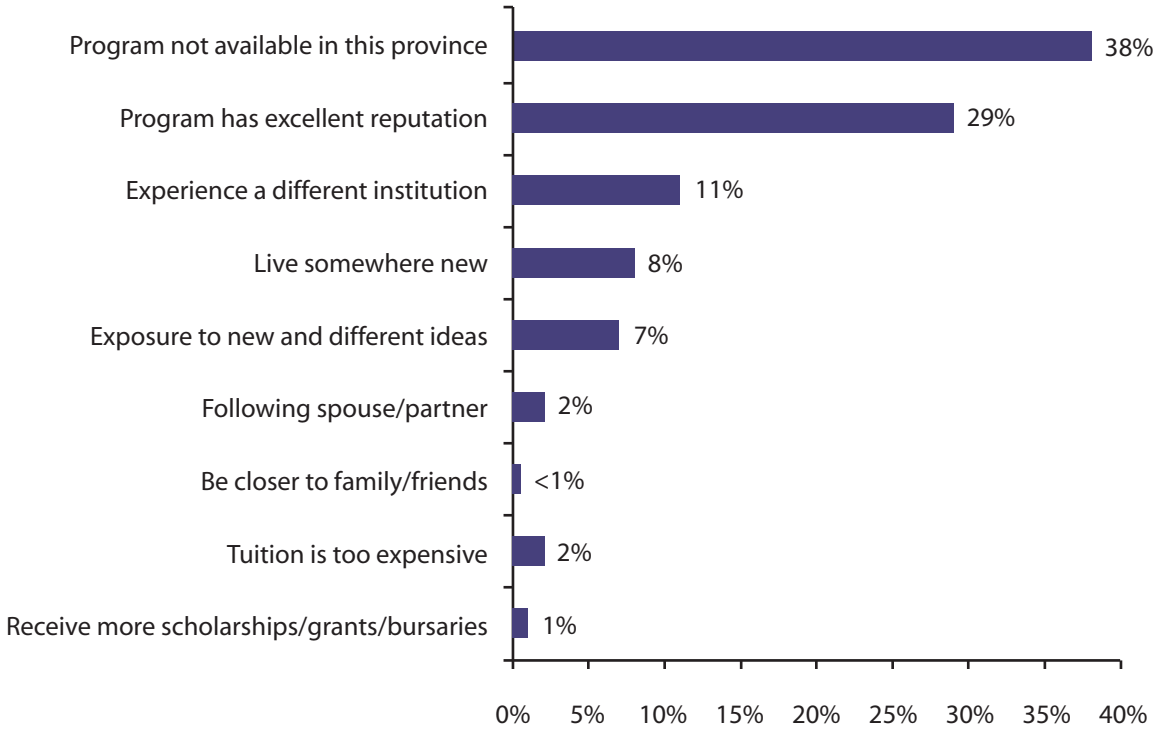
THE MAJORITY OF STUDENTS PLAN TO PURSUE A MASTER’S DEGREE

The majority of those who plan to continue intend to complete a master’s degree (60%; considering the entire graduating class, 46% intend to pursue a master’s). A second bachelor’s degree is also popular with 21% planning further study at this level. Among those intending to pursue a master’s degree, business administration, education and health were among the most popular fields.

STUDENTS ARE ATTRACTED TO MASTER’S PROGRAMS OUTSIDE THE REGION

Of those who plan to return to study at the master’s level within the next 12 months, 54% plan to study outside the region. To further explore the reasons behind this choice, we excluded students who had attended high school outside the Maritimes in order to account for any special knowledge/awareness of programs “back home” (outside the region). It turns out that among students originally from the Maritimes, the majority said either that the reason they chose to pursue their master’s program outside the region was because the program was not available in the Maritimes (38%), or the program had an excellent reputation (29%). A further 18% wanted to experience a new learning environment – either a new institution, or new and different ideas. Their peers from outside the region tended to give a similar pattern of reasons, with the exception that more (18%) said they wanted to be close to friends and/or family and fewer (20%) said the program was not available in the Maritimes.

Main reason for planning* to pursue master's degree outside region, among students from the Maritimes



*(within the next 12 months)

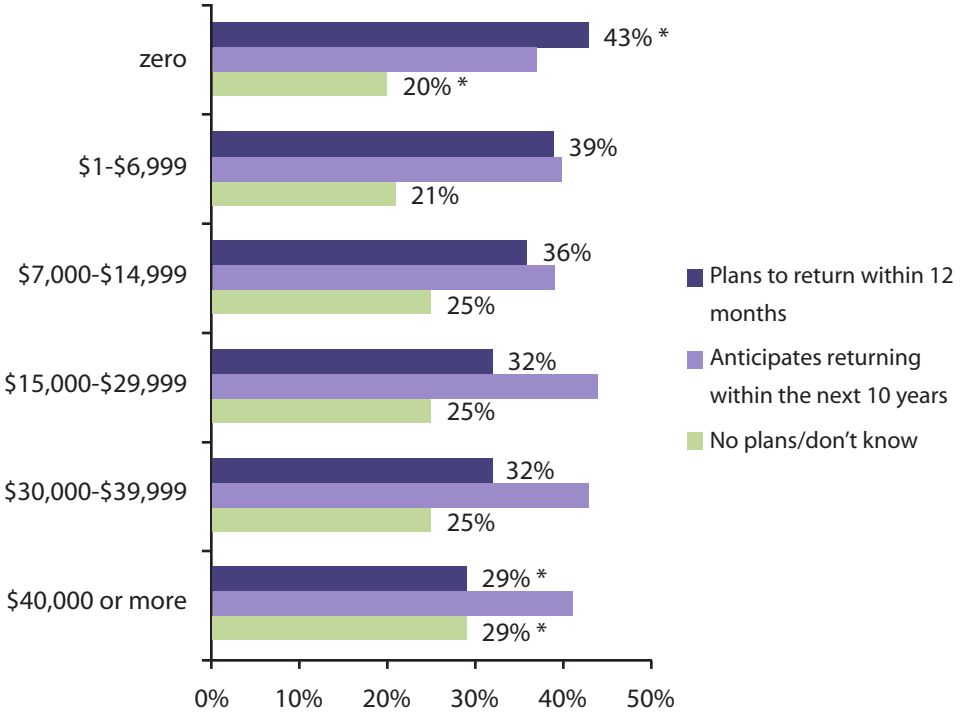
When asked their opinion about the caliber of programs in the province they currently study in, greater numbers agreed that "this province has some of the best undergraduate university programs in Canada", (62%) than agreed that "this province has some of the best graduate university programs in Canada" (35%). In addition, just over one-third (35%) agreed with the statement "universities in this province just don't offer the range of programs of some universities in other parts of Canada". These statistics varied among the three provinces, and tended to reflect program offerings in that province.

Interestingly, one-quarter of students stated they did not know whether their province has some of the best graduate programs, while fully 45% were unaware of community college programs. This suggests there is room to improve students' awareness of the post-secondary education options open to them in the region.

HIGH DEBT ($40,000+) REDUCES THE LIKELIHOOD STUDENTS PLAN TO PURSUE FURTHER EDUCATION

Compared to students who owe nothing, a debt of $40,000 or more, significantly reduces (by 13 percentage points) the likelihood of a student planning to return for further study within 12 months, and increases the likelihood they anticipate either not returning or are undecided (by nine percentage points).

Plans for further study, by amount owing just before graduation (March 2007), all sources combined



*statistically significant (p<0.001)

STUDENT DEBT HAS INCREASED 10% (2007 CONSTANT DOLLARS) ON AVERAGE BETWEEN 2003 AND 2007

While the proportion who owe money for their education has not changed appreciably, compared to the Class of 2003, those who are about to graduate with their first bachelor's degree in 2007 and currently have debt to finance that education, owed on average 10% more (2007 constant dollars). The proportion who owed at least $40,000 increased by 14 percentage points between the two cohorts.

Student debt statistics, Class of 2007 and Class of 2003

		Among those who owe*...		
Students with/completing first degree	**% who owe* for education**	**Percent owing $40,000+**	**Mean owing**	**Mean owing (constant 2007 $)**
Class of 2003	65%	16%	$23,008	$24,976
Class of 2007	68%	30%	$27,486	$27,486
Difference	+3 pts	+14pts	+19%	+10%

*Class of 2003: based on amount borrowed to finance education; Class of 2007: based on amount owing just before graduation

FAMILY EDUCATIONAL BACKGROUND DOES NOT AFFECT A STUDENT'S *INTENTIONS* FOR FURTHER STUDY

Surveys of Maritime university graduates conducted at two and five years postgraduation indicate that family educational background influences whether or not a graduate returned for further study, with those whose parents had attained a bachelor's degree or greater more likely to have returned. In this study of students who were about to graduate, at the time the survey was conducted, parents' educational attainment did not have a measurable effect on a student's *intention* to return for further study. Whether this discrepancy predicts that the intentions of some students will go unrealized due to a student's background is uncertain at this point; the MPHEC's planned follow-up survey with the Class of 2007 in two years' time will be able to resolve this question. However, it is noteworthy that significantly fewer students whose parents had attained a high school education or less (5% vs. 17% of students whose parents had attained a bachelor's degree or greater) said they will depend on parents to fund their next program of study; perhaps this differential in resources may eventually make a difference in the likelihood of returning for some.

THE PROPORTION OF STUDENTS FROM FAMILIES WHERE AT LEAST ONE PARENT HAS A BACHELOR'S DEGREE OR GREATER CONTINUES TO INCREASE

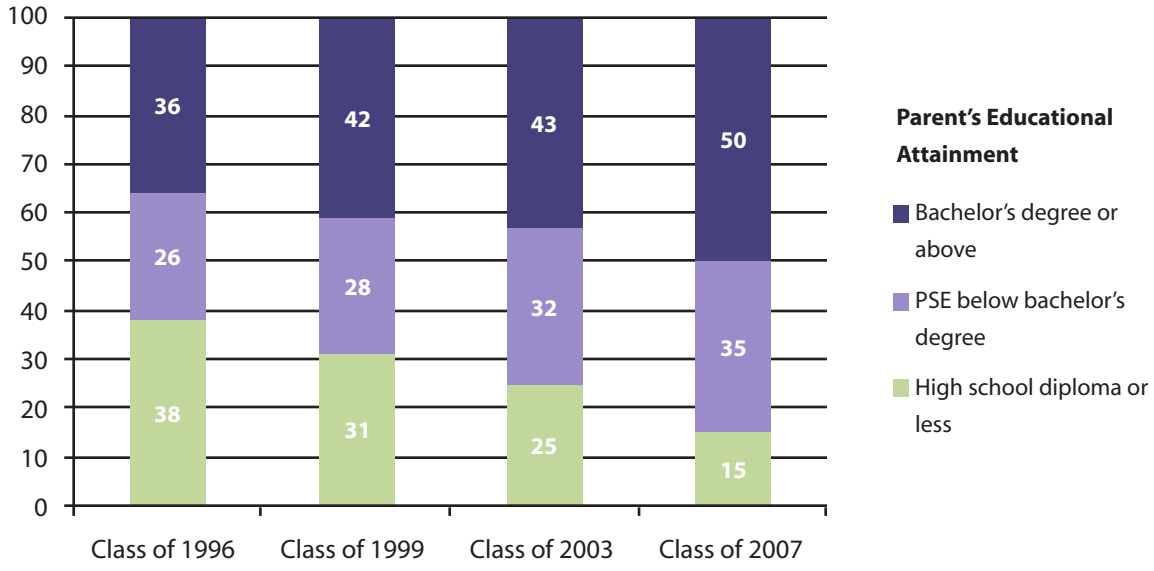
The proportion of students whose parents' educational attainment is a bachelor's degree or above has increased seven percentage points over the last four years, while the proportion whose parents have attained a high school diploma or less decreased 10 percentage points.

As noted in the previous graduate survey report[4], there are likely a few reasons underpinning this shift in the students' socioeconomic profile. First, the educational attainment profile of the general population has been shifting, with higher proportions attaining higher levels of education. Second, there is an increasing number of mixed-education partnerships – for example, of those students whose mothers have a high school diploma, 55% also said their father had a high school diploma (as compared to 65% of members of the Class of 2003) and the remaining 44% have fathers who had at least some post-secondary education.

Finally, with the current healthy economy both across the country and in this region, it may be that those whose parents have attained a high school diploma or less may be more likely to currently be in the work force, seeing first hand in their own families the possibilities for work without a post-secondary education.

[4] Maritime Provinces Higher Education Commission 2007. *Two Years On: A Survey of Class of 2003 Maritime University Graduates.* MPHEC: Fredericton.

Parents' educational attainment distribution (%) by graduating class



Sources: MPHEC graduate surveys, Classes of 1996, 1999, 2003

THE MAJORITY OF MARITIMERS, AND ABOUT ONE-QUARTER OF STUDENTS FROM OUTSIDE THE REGION, WOULD LIKE TO STAY IN THE REGION TO LIVE AND WORK

All graduates were asked about their plans relating to employment following their education (i.e., their 2007 degree and any subsequent education); specifically, they were asked in which province(s) or country(ies) they planned to work or seek employment. Close to three-quarters (73%) who had attended high school in the Maritimes, and one-quarter (22%) of those originally from outside the region, said they would choose a Maritime province as their first choice place to work. Proximity of family (47%) and a desire to live in the province (21%) are the most popular reasons these students chose a Maritime province; employment-related reasons were given by 10%. Compared to previous graduate survey findings, these intentions agree well with recent patterns of graduate mobility. Actual outcomes will be examined in the planned two year follow up survey.

TABLE OF CONTENTS

List of Figures

List of Tables

I. Introduction and Methodology

Introduction and Methodology

A. Background

The survey was commissioned in the fall of 2006 to be administered as students were completing the final weeks of their bachelor's degree program in the spring of 2007.

B. Research Purpose and Objectives

Overall, the purpose of the research is to determine the extent to which the Class of 2007 intends to pursue further education, and to examine the nature of their decision-making process.

The survey was designed to address the following specific objectives:

- Determine the extent to which graduating students intend to continue with postgraduate studies;
- Understand when the decision is made to continue;
- Understand whether students feel well-prepared to go on for further education, and the extent to which their current program helped in preparing them;
- Among those who plan on continuing their education in a university or college setting, to determine:
  - What programs students plan on pursuing in their postgraduate studies;
  - How they intend to finance their studies;
  - Whether they plan on continuing their education in the Maritimes, and if not, why not;
  - Assess reasons, influences and deterrents in the decision-making process about whether to pursue further education and the type of program chosen; and
- Understand students' intentions to work in the Maritimes following their studies, and the reasons for those intentions.

C. Methodology

The *2007 Survey of Maritime Graduating Students* was delivered via an online questionnaire in which all eligible graduating students were invited to participate. A list of students determined to be eligible was provided by each participating institution.

1. Pre-test Methodology

Technical pre-testing of the survey script was conducted internally by the research and programming teams as well as by members of the project team at MPHEC. All survey wording was checked against the approved questionnaire versions, and skip pattern permutations were followed to conclusion to ensure correct implementation.

Prior to the survey launch, the questionnaire was tested via a series of 20 individual interviews in which a Strategic Counsel researcher "walked through" the survey online with respondents to ensure that each question was clear, complete and consistent. At least one student from each participating institution participated in this pre-test.

2. Field Methodology

A total of 12,233 email invitations, each containing a unique URL for the survey, were distributed beginning on March 7th, 2007. Overall, 6,131 students responded to the invitation. Of these, 229 were subsequently deemed ineligible because they indicated that they did not expect to graduate in 2007. A further 774 started the survey but did not complete it. In total, 5,128 graduating students completed the survey, which represents a completion rate of 43%.

D. Statistical Analysis

All of the data contained in this report (unless otherwise noted) are weighted proportionate to institution size (as measured by the number of valid email contacts for each participating institution) and gender (as measured by the ratio of female to male undergraduate students attending each institution). Sample sizes and weights for each institution are available in Appendix I.

The margin of error for a sample of 5,128 within a population of 12,004 is plus or minus 1.04 percentage points, nineteen times out of twenty. The margins of error for sub-samples are larger; Appendix II contains a table showing the margins of error for the major analytical categories used throughout the report.

In all cases, the confidence level determining significance was set at 95%. Unless otherwise noted, all statistics presented have been generated from weighted data. Proportions may not sum to exactly 100% due to rounding.

Ordinal/Categorical Data: Differences in proportions were tested using Chi-Square (SPPS version 15). Notable differences were detected using adjusted standardized residuals.Ratio/Continuous Data: Main effects were tested using one-way ANOVA (SPSS version 15). Differences between groups were tested using Student-Neuman-Keuls test.

E. Reading the Report

The main analytical categories used throughout the report are as follows:

Previous Education

Respondents were classified into one of two categories based on their self-reported level of education attained prior to enrolling their 2007 program:

- **High school or less**: Students who entered their bachelor's degree program with no previous postsecondary experience
- **Other**: Students who entered their bachelor's degree program with previous postsecondary experience (partial or completed)

Current Field of Study

Nine broad categories are used by the MPHEC to group academic major fields of study: arts & science (general); education, physical education, recreation & leisure; fine & applied arts; humanities & related; social sciences & related; commerce & administration; agricultural & biological sciences; engineering & applied sciences; health professions & occupations; mathematics & physical sciences.

The proportions of students sampled from each field of study do not vary significantly from the proportions that exist among all of those eligible to complete the survey.

Program Orientation

University programs can be categorized not only by their broader major field of study group, but also by the orientation of those studies. The program orientation variable used in this report is dichotomous, and majors are assigned to one of two categories[5]:

- **Applied/Professional**: Programs that focus on practical education and training, such as for a specific profession
- **Liberal Arts & Science**: Programs that focus more on the development of general skills and intellectual education

A list of fields of study comprising each category is contained in Appendix III.

Roughly equal proportions of graduating students from applied/professional programs (51%) and liberal arts & science programs (49%) are represented in the sample. The proportions of students sampled from each program orientation vary somewhat from the proportions that exist among all of those eligible to

[5] Based on detailed major field of study codes as classified under PSIS. Some categories provide for a mixed program orientation; these are too few to comprise a separate category for the purposes of this report.

complete the survey (54% from applied/professional programs and 46% from liberal arts & science programs).

Parental Educational Attainment

Parental education attainment comprises three categories:

- **High school diploma or less**
- **PSE below a bachelor's degree** (includes trade, community college or hospital-based certificates or diplomas, and completion of a university certificate or diploma below the bachelor's level, or attendance at university without earning a credential)
- **Bachelor's degree or above** (includes bachelor's, first professional, master's or PhD degrees, and graduate level certificates/diplomas)

These categories combine both the mother's and father's highest level of education, and the category is assigned based on the highest level of education of the pair. Students who did not know or declined to report the highest level of education of either parent are excluded from the analysis.

II. Class of 2007: Who Are They?

Class of 2007: Who Are They?

Chapter Highlights

- Seven-in-ten (72%) students attended high school in the Maritimes. Most of the balance attended high school in other parts of Canada (20%) and in particular Ontario (13%).
- Most (70%) entered their current degree program directly from high school (with no previous postsecondary experience).
- A considerable proportion of students (30%) is 25 years of age or older. This older cohort is much more likely than others to have previous postsecondary education (70% versus 30% overall).
- Virtually even proportions of students sampled are completing an applied/professional program (51%) as are completing a liberal arts & science program (49%). However, those who entered their program directly from high school are significantly more likely than those with some previous postsecondary education to be completing a liberal arts & science program (58% versus 27%).
- Half (51%) began their bachelor's degree program in 2003; students in liberal arts & science programs were significantly more likely than those in applied/professional programs to have started in this year (61% vs. 42%).
- Half (50%) of students report that at least one parent holds a bachelor's degree or greater.

Detailed Findings

This chapter is an introduction to the Maritime Class of 2007: who they are, their own and their parents' educational background, and the details of the degree program from which they are graduating.

A. Demographic Characteristics

Students were asked to provide a number of pieces of background information including: age, sex, household income, where they lived prior to enrolling in their degree program, where they attended high school, nationality, visible minority status, as well as language first learned and spoken most often at home.

Tables 2.1 and 2.2 on the following page provide a summary (by program orientation) of students' sex, age, household income and place of residence 12 months before enrolling, among those who entered their program directly from high school (Table 2.1) and among those with previous postsecondary education (Table 2.2).

Table 2.1: Sex, age, household income, and prior residence, by program orientation (among those with no previous PSE)

	n	Total Weighted	Liberal Arts & Science	Applied/ Professional
TOTAL WEIGHTED (ALL GRADUATING STUDENTS)	5,128	100%	49%	51%
PRIOR EDUCATION: HS ONLY	3,596	70%	58%	42%
SEX (UNWEIGHTED)				
Male	n=1,121	31%	50%*	50%*
Female	n=2,473	69%	66%*	34%*
AGE[1]				
22 years or younger	n=1,608	45%	66%*	34%*
23 years	n=1,090	30%	55%	45%
24 years	n=442	12%	46%*	54%*
25 years or older	n=457	13%	47%*	53%*
HOUSEHOLD INCOME[2]				
$39K or less	n=460	13%	57%	43%
$40K-$69K	n=873	24%	59%	41%
$70K or more	n=1,476	41%	56%	44%
DK/NA/More than 5 years since lived with family	n=788	21%	62%	38%
RESIDENCE DURING 12 MONTHS BEFORE ENROLLING				
Nova Scotia	n=1,267	35%	64%*	36%*
New Brunswick	n=1,134	32%	49%*	51%*
Prince Edward Island	n=240	7%	64%	36%
Ontario	n=542	15%	64%*	36%*
Other Canada	n=214	6%	53%	47%
International	n=194	5%	54%	46%

[1] At the time of survey

[2] Q (Household income): To the best of your knowledge, what was the approximate household income in 2006 of the family you grew up in?

* Denotes statistically significant difference (Chi-square, p<.05)

Table 2.2: Sex, age, household income, and prior residence, by program orientation (among those with previous PSE)

	n	Total Weighted	Liberal Arts & Science	Applied/ Professional
TOTAL WEIGHTED (ALL GRADUATING STUDENTS)	**5,128**	**100%**	**49%**	**51%**
PRIOR EDUCATION: SOME/COMPLETED POSTSECONDARY	**1,532**	**30%**	**27%**	**73%**
SEX (UNWEIGHTED)				
Male	n=458	30%	28%	72%
Female	n=1,076	70%	29%	71%
AGE[1]				
22 years or younger	n=63	4%	44%*	57%*
23 years	n=153	10%	37%*	63%*
24 years	n=242	16%	20%*	80%*
25 years or older	n=1,073	70%	27%	73%
HOUSEHOLD INCOME[2]				
$39K or less	n=203	13%	28%	72%
$40K-$69K	n=372	24%	24%	76%
$70K or more	n=415	27%	25%	75%
DK/NA/More than 5 years since lived with family	n=541	35%	31%	69%
RESIDENCE DURING 12 MONTHS BEFORE ENROLLING				
Nova Scotia	n=529	35%	24%*	76%*
New Brunswick	n=481	31%	22%*	78%*
Prince Edward Island	n=90	6%	22%	78%
Ontario	n=113	7%	42%*	58%*
Other Canada	n=179	12%	38%*	62%*
International	n=138	9%	39%*	61%*

[1] At the time of survey

[2] Q (Household income): To the best of your knowledge, what was the approximate household income in 2006 of the family you grew up in?

* Denotes statistically significant difference (Chi-square, p<.05)

Students who entered their degree program directly from high school are more likely to be completing a liberal arts & science degree than an applied/professional degree (58% versus 42%), while the reverse is true for those with previous postsecondary experience (27% are enrolled in a liberal arts & science program versus 73% who are enrolled in an applied/professional program). Those 22 years of age or younger are most likely to be completing a liberal arts & science degree (66% of students directly from high school and 44% of those with some previous postsecondary experience); conversely, those 25 years of age or older (who comprise 30% of the total sample) are most likely to be completing an applied/professional degree (53% of students directly from high school and 73% of students with some previous postsecondary experience).

Among those who entered their program directly from high school, close to two-thirds (64%) of those who lived in either Nova Scotia or Prince Edward Island in the 12 months prior to enrolling are completing a liberal arts & science degree, compared to 49% of those from New Brunswick. Students who moved to the Maritimes from elsewhere in Canada or from abroad to attend university also tend to be more likely than average to be completing a liberal arts & science degree. This is especially true of students who lived in Ontario prior to enrolling in their degree program: 64% of those who enrolled directly from high school and 42% of those with some previous postsecondary education are completing a liberal arts & science degree.

There are no significant differences, by program orientation, in students' household income.

Tables 2.3 and 2.4 on the following page provide details about: students' nationality, visible minority status, language first learned in childhood and still understood, language most often spoken at home, their residence during the 12 months prior to enrolling and where they attended high school.

Most of the Class of 2007 are Canadian citizens (89%) or landed immigrants (3%). Most do not identify themselves as part of a visible minority (86%). Overall, 2% identify themselves as African Canadian or Black, 1% as Aboriginal, and 5% as another visible minority.

More than 8-in-10 students indicate that English is the language they first learned (84%) and that they speak most often at home (87%). The balance of first learned languages is split between French (8%) and other languages (8%). Not unexpectedly, most (88%) of the native French speakers are studying in New Brunswick.

Most students (73%) lived in the Maritimes in the 12 months prior to enrolling in their degree program. Further, seven-in-ten (72%) students had attended high school in the Maritimes. Most of the balance had attended high school in other parts of Canada (20%) and in particular Ontario (13%). Just 1% came from the U.S., compared to 7% from other countries. Not unexpectedly, a majority of students had attended high school in their province of study: 56% in Nova Scotia, 64% in New Brunswick and 77% in Prince Edward Island.

Table 2.3: Nationality, visible minority status and language first learned/spoken at home

	Total Weighted (n=5,128) %
NATIONALITY	
Canadian	89
Landed immigrant	3
Foreign	8
VISIBLE MINORITY STATUS (SELF-DEFINED)	
Aboriginal	1
African Canadian/Black	2
Another visible minority	5
None of the above	86
Prefer not to answer	6
LANGUAGE FIRST LEARNED IN CHILDHOOD AND STILL UNDERSTOOD	
English	84
French	8
Other	8
LANGUAGE MOST OFTEN SPOKEN AT HOME	
English	87
French	7
Other	6

Table 2.4: Residence prior to enrolling in degree program, by provinces of study

		Province of Study		
	Total Weighted (n=5,128) %	NB (n=2,125) %	NS (n=2,724) %	PEI (n=279) %
RESIDENCE DURING 12 MONTHS PRIOR TO ENROLLING				
Nova Scotia	35	9*	59*	4*
New Brunswick	32 (73%)	67*	7*	5*
Prince Edward Island	6	3*	2*	77*
Newfoundland/Labrador	2	2	3	2
Quebec	1	2	1	<1
Ontario	13	8*	17*	6*
Prairies (AB/MB/SK)	2	1	3	2
British Columbia/Territories	2	2	2	1
United States	1	1	2	2
Other international	5	6	5	2
WHERE ATTENDED HIGH SCHOOL				
Nova Scotia	34	9*	56*	5*
New Brunswick	31 (72%)	64*	7*	5*
Prince Edward Island	7	4*	2*	77*
Newfoundland/Labrador	3	3	3	2
Quebec	1	1	1	<1
Ontario	13	7*	18*	3*
Prairies (AB/MB/SK)	2	1	3	1
British Columbia/Territories	2	1	2	1
United States	1	1	2	3
Other international	7	8	6	3*

* Denotes statistically significant difference (Chi-square, p<.01)

B. Educational Background and Characteristics of Current Degree Program

Table 2.5 below provides a summary of parental educational attainment. More than a third of students report that their mother (35%) and/or father (39%) hold a bachelor's degree or higher which, as expected, is a larger proportion than among Maritimes adults generally (fewer than 20% of those 20 years of age or older hold a university degree)[6]. When combining the highest level of education of both parents, fully half (50%) of students report that either their mother or their father hold a bachelor's degree or higher; compared to the Class of 2003, this represents an increase of seven percentage points[7]. At the same time, the proportion of students reporting their parents' highest level of education is a high school diploma or less decreased 10 percentage points over the last four years; a continued trend compared to previous graduate follow-up surveys[8].

As noted in the Class of 2003 report, there are likely a few reasons underpinning this shift in the student socioeconomic profile. First, the educational attainment profile of the general population has been shifting, with higher proportions of the general population attaining higher levels of education. Second, there is an increasing number of mixed-education partnerships – for example, of those students whose mothers have a high school diploma, 55% also said their father had a high school diploma (as compared to 65% of members of the Class of 2003); the remaining 45% have fathers who had at least some postsecondary education. Finally, with the current healthy economy both across the country and in this region, it may be that those students whose parents have attained a high school diploma or less may be more likely to currently be in the workforce, seeing first-hand in their own families the possibilities for work without a postsecondary education.

Table 2.5: Parents' educational attainment, by province of study

		Province of Study		
	Total Weighted (n=5,128) %	NB (n=2,125) %	NS (n=2,724) %	PEI (n=279) %
MOTHER'S EDUCATIONAL ATTAINMENT				
High school or less	27	30	24	30
PSE below bachelor's degree	36	37	36	35
Bachelor's degree or higher	35	31	38	33
DK/NA	2	2	2	1
FATHER'S EDUCATIONAL ATTAINMENT				
High school or less	28	30	26	36
PSE below bachelor's degree	32	33	31	34
Bachelor's degree or higher	39	35	43	29
DK/NA	2	2	1	2
*PARENTAL EDUCATIONAL ATTAINMENT**				
High school or less	15	17	13	20
PSE below bachelor's degree	35	38	33	37
Bachelor's degree or higher	50	45	54	43

* Excludes those students who did not know or refused to report the educational attainment of either parent.

[6] Statistics Canada, 2001 Census
[7] Maritime Provinces Higher Education Commission. 2007. *Two Years On: A Survey of Class of 2003 Maritime University Graduates.* MPHEC: Fredericton.
[8] Class of 1996: high school diploma or less, 38%; PSE below bachelor's degree, 26%; bachelor's degree or above, 36%. Class of 1999: high school diploma or less, 31%; PSE below bachelor's degree, 28%; bachelor's degree or above, 42%. Class of 2003: high school diploma or less, 25%; PSE below bachelor's degree, 32%; bachelor's degree or above, 43%. Source: MPHEC graduate surveys, Classes of 1996, 1999 and 2003.

Tables 2.6 and 2.7 show students' level of education prior to enrolling in their degree program, broken out by program orientation. Overall, while most students (70%) entered their program directly from high school, those who are completing a liberal arts & science program are much more likely than those who are completing an applied/professional program to have entered directly from high school (83% versus 58%).

Roughly 8-in-10 students completed their degree program on a full-time basis (81%, applied/professional, 83%, liberal arts & science). Not unexpectedly, those enrolled in an applied/professional program are much more likely than those enrolled in a liberal arts & science program to have completed one or more work placements as part of their degree (55% versus 10%).

Students are most likely to have started their program in 2003. Students from liberal arts & sciences programs are more likely to have started in 2003 (61% compared to 42% of those from applied/professional programs), while those completing an applied/professional program are more likely to have started in 2004 or later, taking less time to complete their degree (27% versus 11% of those from liberal arts & science programs).

Table 2.6: Previous educational attainment and characteristics of current degree program (among those completing an applied/professional degree)

TOTAL WEIGHTED	*n=5,128*
PROGRAM ORIENTATION: APPLIED/PROFESSIONAL	*n=2,628*
PREVIOUS EDUCATIONAL ATTAINMENT	
High school or less	58*
Some university/college (not completed)	9
Diploma/certificate below bachelor's	13*
Bachelor's degree or higher	20*
FIELD OF STUDY	
Agricultural and Biological Sciences	**1**
Arts or Science (general)	**--**
Commerce and Administration	**34**
Education, Physical Education, Recreation and Leisure	**26**
Engineering and Applied Sciences	**14**
Fine and Applied Arts	**--**
Health Professions and Occupations	**15**
Humanities and Related	**2**
Mathematics and Physical Sciences	**4**
Social Sciences and Related	**5**
START YEAR	
2001 or earlier	12
2002	19
2003	42*
2004	11
2005 or later	16*
FT/PT STATUS	
Full-time	81
Part-time	2
Combination	17
INCIDENCE OF WORK PLACEMENTS	55*

* Denotes statistically significant difference (Chi-square, p<.01)

Table 2.7: Previous educational attainment and characteristics of current degree program (among those completing liberal arts & science degree)

TOTAL WEIGHTED	*n=5,128*
PROGRAM ORIENTATION: LIBERAL ARTS & SCIENCE	*n=2,500*
PREVIOUS EDUCATIONAL ATTAINMENT	
High school or less	83*
Some university/college (not completed)	7
Diploma/certificate below bachelor's	7*
Bachelor's degree or higher	2*
FIELD OF STUDY	
Agricultural and Biological Sciences	20
Arts or Science (general)	5
Commerce and Administration	--
Education, Physical Education, Recreation and Leisure	--
Engineering and Applied Sciences	--
Fine and Applied Arts	6
Health Professions and Occupations	--
Humanities and Related	24
Mathematics and Physical Sciences	8
Social Sciences and Related	37
START YEAR	
2001 or earlier	8
2002	20
2003	61*
2004	8
2005 or later	3*
FT/PT STATUS	
Full-time	83
Part-time	1
Combination	16
INCIDENCE OF WORK PLACEMENTS	10*

* Denotes statistically significant difference (Chi-square, p<.01)

III. Students' Attitudes toward the Value of Postsecondary Education

Students' Attitudes toward the Value of Postsecondary Education

Chapter Highlights

- Students are clearly focused on completing a degree in order to acquire the skills and knowledge needed for their career of interest. Close to half (45%) cite this as their most important reason for pursuing a university education, and a further quarter state as most important that: they could not get a job with just a high school education (11%), they want to increase the amount of money they will make (11%), or they wanted a career change (3%). Thus, in all, 70% cite employment-related reasons for pursuing a university education (versus only 25% who say that their primary motivation was to increase their knowledge or broaden their understanding of the world).

- Despite their focus on acquiring skills and knowledge that will help them build a career, students are as likely to say that the primary benefit of their university education is to gain knowledge generally (36%) as they are to focus on employment or practical skills (35%).

- Close to two-thirds (64%) of students believe that a professional degree is "very useful" for establishing a career; by comparison, about 4-in-10 (38%) say the same of graduate-level education and just 2-in-10 (22%) believe that a bachelor's degree is "very useful".

- Despite the strong perceived usefulness of professional degrees, students tend to name personality traits such as drive and initiative as most important for establishing a career (24%); in this context, they are as likely to believe that a bachelor's degree is as important as a professional degree (both 17%).

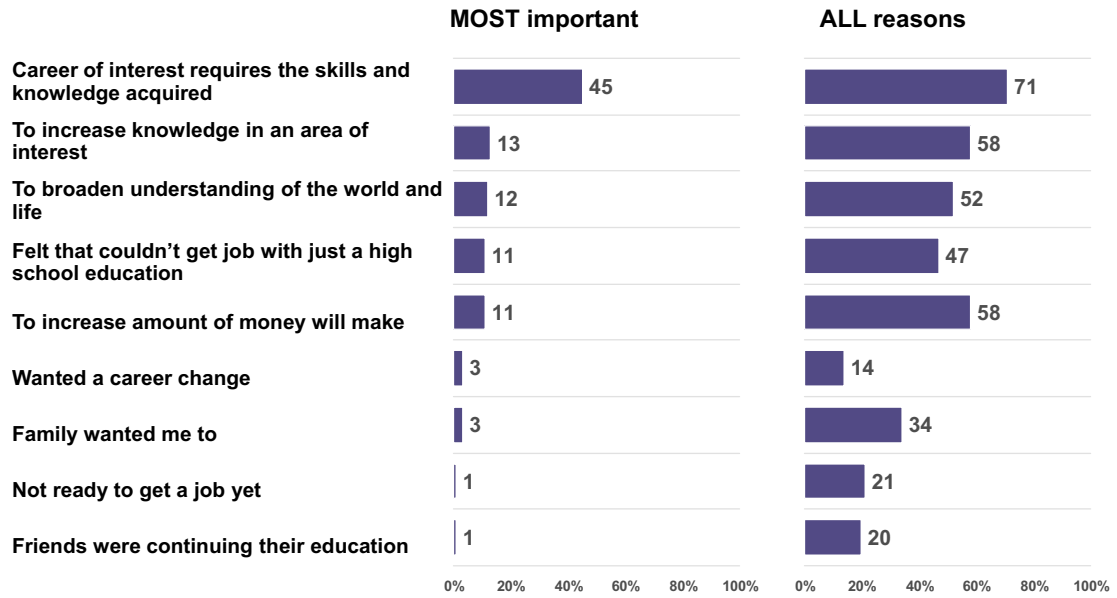
Detailed Findings

A. Reasons for Pursuing a University Education

Most of the Class of 2007 say they undertook their bachelor's degree for employment-related reasons. Asked to indicate their most important as well as secondary reasons for pursuing a university education, close to half mention that their most important reason was that their "*career of interest requires the skills and knowledge acquired*" (45%). A further quarter mention either that they "*couldn't get a job with just a high school education*" (11%), that they wanted to "*increase the amount of money they will make*" (11%), or that they "*wanted a career change*" (3%).

Figure 3.1 provides a summary of the most important as well as all reasons that students provide for pursuing a university education. In total, seven-in-ten (70%) focus on employment-related reasons as most important, compared to just a quarter that focus primarily on the learning experience, such as "*to increase knowledge in an area of interest*" (13%), or to "*broaden understanding of the world and life*" (12%).

Figure 3.1: Students' reasons for pursuing a university education



Q.: We would like to learn about your reasons for pursuing a university education. Choosing from the list below, please indicate your most important reason, second most important reason (if you have one) and any other reasons you may have for pursuing your bachelor's degree.
Base: All respondents (n=5,128)

Overall, more than half of students note that an interest in increasing knowledge (58%) or broadening their understanding of the world (52%) was among their reasons for pursuing a university education, however these motivations are clearly secondary to the more practical considerations associated with establishing a career. Moreover, taking into account all of their reasons, students are as likely to be motivated by increasing the amount of money they will make (58%) as by increasing their knowledge in an area of interest (58%).

By province of study, students from New Brunswick are less likely than those from either Nova Scotia or Prince Edward Island to indicate that increasing their knowledge in an area of interest was a reason for pursuing their university education (55% versus 60% from Nova Scotia and 62% from Prince Edward Island) or that broadening their understanding of the world and life was a reason (49% versus 54% from Nova Scotia). These differences are consistent with the greater likelihood of students from New Brunswick to be completing an applied/professional degree program (61% versus 51% overall). Table 3a in Appendix IV provides detailed findings for this question by province of study. Students' reasons for pursuing a university education are, not unexpectedly, to some extent related to the type of degree they are completing and whether they intend to pursue further education (see Table 3b in Appendix IV for detailed findings). For instance, those who are completing a liberal arts & science degree are significantly

more likely to state among their reasons a desire to broaden their understanding of the world and life (61% versus 43% of those completing an applied/professional degree). However, even this group tends to be focused on acquiring skills and knowledge for their career (68% versus 74% of those completing an applied/professional degree).

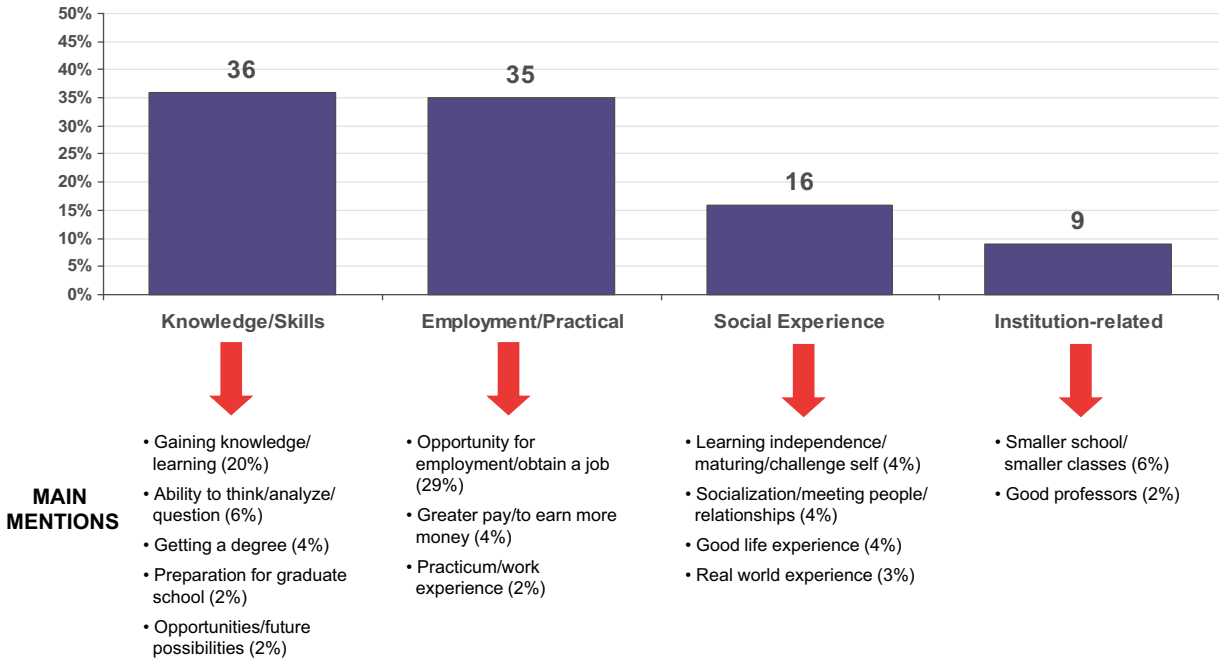
Students who intend to continue their education are also significantly more likely than those who do not to count broadening their understanding among their reasons for going to university (55% versus 35%). This suggests that while those who continue tend to enjoy studying at university as an end in itself, others may prefer to find the quickest path through university in order to achieve the certification they need to acquire a job.

There are also differences among students who intend to continue their education according to when they decided to pursue further studies. Those who decided prior to enrolling in their current degree program are significantly more likely than those who decided in their fourth year or later to indicate as most important that their career of interest requires the skills and knowledge (60% versus 37%). Conversely, those who decided in their fourth year or later are more likely to indicate that either increasing their knowledge or broadening their understanding were most important (28% versus 18% of those who decided to continue prior to enrolling in their current degree program). This implies that students who make an early decision to pursue further studies (that is, while still in high school) tend to have a clearer picture of their preferred career path at that point than those who decide during the latter years of their undergraduate studies. Further information on the timing of the decision to pursue further studies is found under Chapter V - Plans Following Graduation: Who Intends to Continue their Education?

B. Perceived Benefits of University Education

Despite their focus on acquiring skills and knowledge that will help them build a career, students are as likely to say that the primary benefit of their university education is to gain knowledge (36%) as they are to focus on employment or practical skills (35%). Figure 3.2 below provides an overview of students' responses (open-ended) when asked the primary benefits of their university education.

Figure 3.2: Perceived primary benefits of a university education



Q.: In your opinion, what are the primary benefits of your university education?
Base: All respondents (n=5,128)

Not surprisingly, those who are pursuing an applied/professional degree are more likely than those who are pursuing a liberal arts & science degree to mention benefits relating to employment or practical skills (44% versus 25%), while the reverse is true for mentions of benefits relating to knowledge/skills in general (29% versus 43%). Perceived benefits also vary by intent to pursue further education and field of study (see Tables 3c and 3d in Appendix IV for detailed findings). For instance, while students from education, engineering, and health are more likely to cite employment/practical skills as primary benefits (42%, 51% and 64%, respectively), those from the humanities and related are more likely to mention benefits related to knowledge/skills generally (47%). These findings are consistent with the differences in attitudes by program orientation.

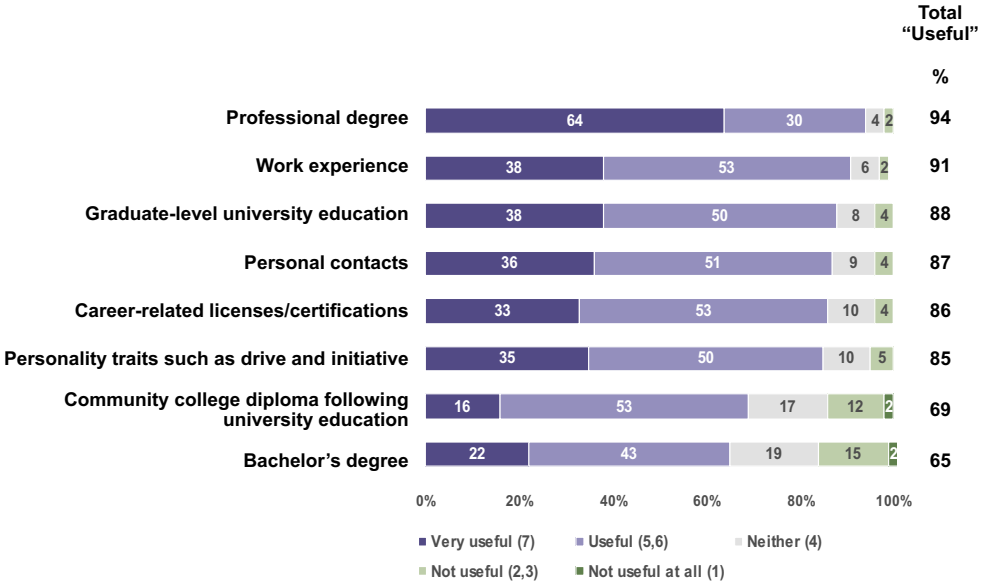
Students who do not intend to pursue further education are much more likely to mention employment/practical skills than knowledge/skills more generally -- by a margin of almost two to one (51% cite employment/practical benefits and 28% cite knowledge/skills in general).

There are no significant differences in perceived benefits of a university education by province of study (Table 3d in Appendix IV), by students' prior level of education or by parental educational attainment.

C. Factors Useful for Establishing a Career Relative to Other Credentials

Students were asked to assess the usefulness of different types of education, experience and personality traits for establishing a career. The results of this question are provided in Figure 3.3 below. Overall, students are much more likely to characterize a professional degree as "very useful" (64%) than they are work experience (38%), a graduate degree (38%), personal contacts (36%), career-related certifications (33%), personality traits (35%), a postgraduate college diploma (16%) or a bachelor's degree (22%). Clearly, in the context of establishing a career, they tend to see a stronger value associated with professional degrees and a lesser value in a bachelor's degree alone, most likely because professional degrees tend to be career-focused and provide students with a specific necessary skill set.

Figure 3.3: Perceived usefulness of education/experience/personality traits for establishing a career



Q.: In your opinion, how useful are the following in helping people establish careers?
Base: All respondents (n=5,128)

These findings suggest that many students believe that a bachelor's degree is insufficient for establishing a career. In fact, with the exception of a college diploma, a bachelor's degree is least likely to be assessed as very useful, and one-third (34%) indicate that it is not useful.

Students' likelihood of assessing different types of degrees and/or work experience as "very useful" varies by a number of characteristics, including their province of study, intention to pursue further education, current field of study and program orientation, gender and language first learned. Tables 3e, 3f and 3g in Appendix IV provide ratings of perceived usefulness by these characteristics.

Not surprisingly, students who intend to pursue a professional degree, either within 12 months or within 10 years, are more likely than students overall to rate a professional degree as “very useful” for establishing a career (80% and 73% versus 64% overall). Similarly, those who intend to pursue a master’s and/or PhD within 12 months are more likely than students overall to rate a graduate-level degree as “very useful” (46% versus 38% overall).

Students who studied in Prince Edward Island are more likely than students overall to rate both a professional degree (74%) and a graduate-level degree (45%) as “very useful”. Interestingly, women are more likely than men to rate both a professional degree (69% versus 58%) and a graduate-level degree (42% versus 32%) as “very useful”.

Students who are undertaking an applied/professional degree are more likely than those undertaking a liberal arts & science degree to rate a bachelor’s degree as “very useful” (28% versus 16%) for establishing a career. Presumably, this cohort is more confident that they will be able to apply the skills and knowledge they are obtaining directly to their career of choice. Consistent with this, students studying in commerce & administration (28%), engineering & applied science (33%), and health professions & occupations (33%) are all more likely than average to rate a bachelor’s degree as “very useful”. By comparison, students studying in the social sciences and related are more likely than average to rate both a professional degree (71%) and a graduate-level degree (47%) as “very useful”.

Native French-speakers are much more likely than native English-speakers to rate a bachelor’s degree as very useful (42% versus 19%), and are less likely to say the same of either a professional degree (44% versus 68% of native English-speakers) or a graduate-level degree (31% versus 39% of native English-speakers.

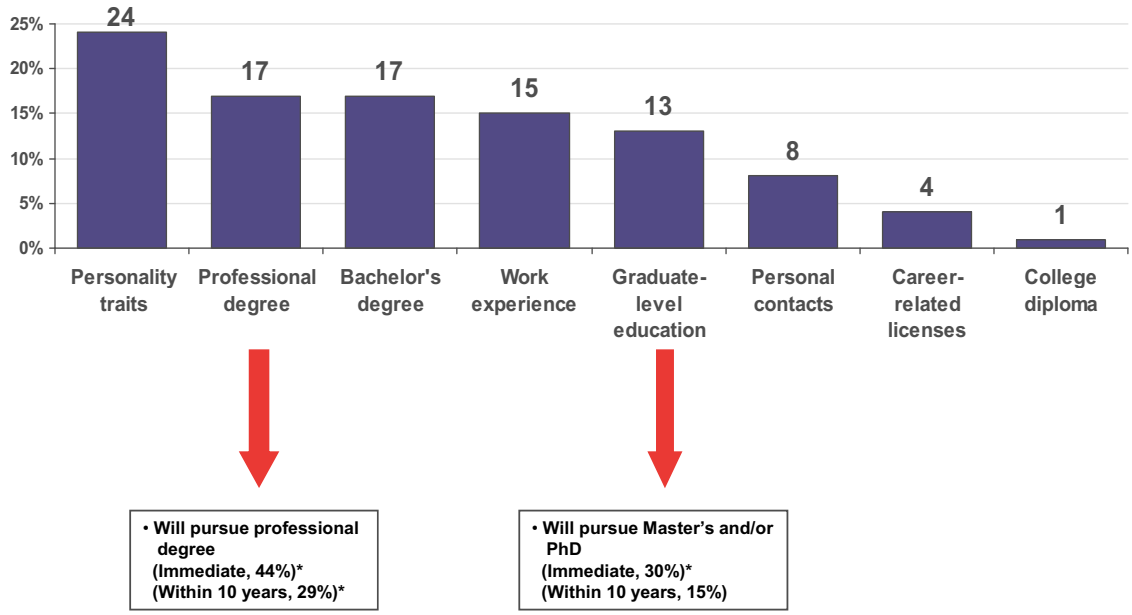
By parental educational attainment, students whose parents hold a high school diploma or less are more likely than those with at least some postsecondary education to rate personality traits such as drive and initiative as “very useful” in establishing a career (41% versus 34%). Perhaps, based on family experience, many among this group have witnessed one or both parents establish a successful career without the benefit of postsecondary education.

Many of the differences outlined above provide evidence that students pursue certain types of degrees based on their belief that such credentials will help them to establish their career of choice.

Notwithstanding the perceived usefulness of professional degrees in particular for establishing a career, when asked which is most important, students are most likely to choose “personality traits such as drive and initiative” (24%). While there is no clear consensus, personality traits outweigh different kinds of degrees/credentials, work experience and personal contacts. Interestingly, as shown in Figure 3.4 below, when considering which is most important, students are as likely to choose a bachelor’s degree as they are to choose a professional degree (17% for both choices). This implies that students view a bachelor’s degree as a minimum requirement for establishing a career; students may believe that while it will not get them as far as other credentials or types of experience, it is a necessary first step.

Again, intentions for further education are tied to attitudes. For instance, 44% of those who intend to pursue a professional degree within 12 months rate it as most important for a career (versus 18% overall), while 30% of those who intend to pursue a graduate-level degree in the next 12 months rate it as most important (versus 13% overall).

Figure 3.4: Most important element for establishing a career



Q.: And, in your opinion, which of the following is MOST important to have in establishing a career?
Base: All respondents (n=5,128)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 3h in Appendix IV provides a breakdown of the above findings by province of study. Students who studied in Prince Edward Island are more likely than overall to select either professional degrees (23% versus 17% overall) or graduate-level degrees (20% versus 13% overall) as most important to have in establishing a career.

IV. Impressions of the Undergraduate Experience

Impressions of the Undergraduate Experience

Chapter Highlights

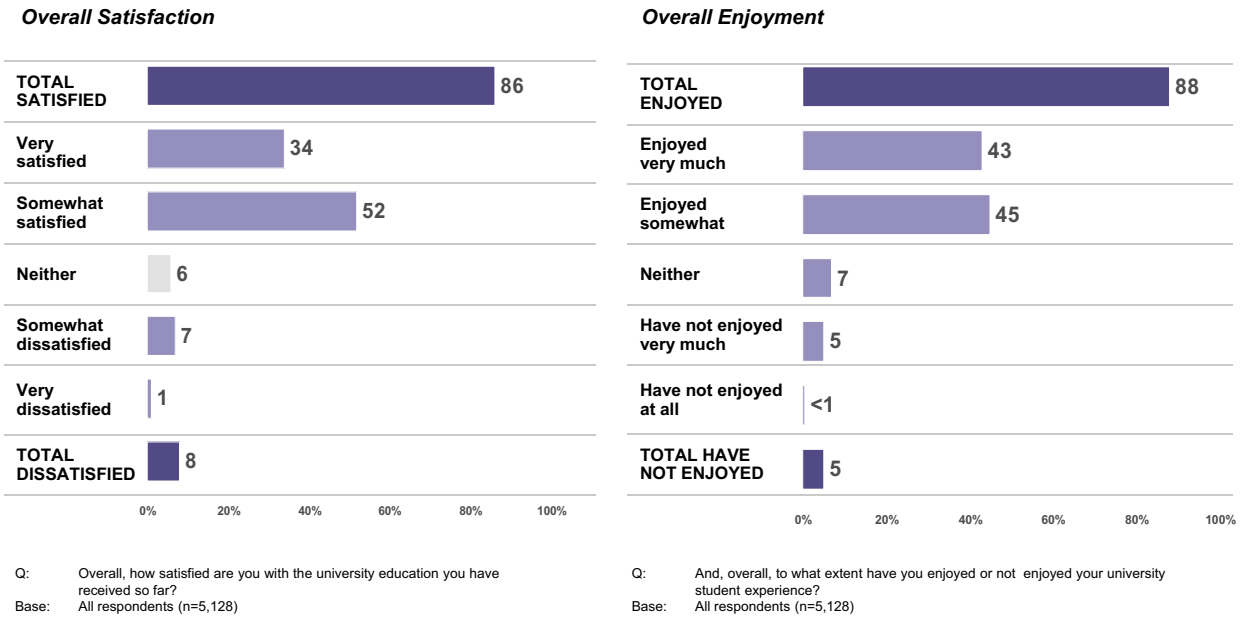
- University programs, for the most part, meet students' expectations
- A solid majority of students are satisfied with the university education they received (86%) and enjoyed their student experience (88%).
- There is a clear relationship between satisfaction and intent to pursue further studies; students who are strongly satisfied with the education they received are more likely to continue their education, and are more likely to take a university-based program (versus a diploma or certificate program from a college or other provider).
- Students tend to rate specific aspects of their degree program as good but not excellent, suggesting that they believe there is room to improve the effectiveness of education offered by Maritime universities.
- Overall, "*improving critical thinking abilities*" is the function most likely to be considered "very important" for an undergraduate education.
- Not unexpectedly, the perceived importance of various functions of an undergraduate education vary by the type of degree pursued; students from applied/professional programs rate more highly the importance of workforce preparation, while those from liberal arts & science programs place a greater emphasis on preparation for further studies.

Detailed Findings

A. Overall Satisfaction with and Enjoyment of Degree Program

Figure 4.1 on the following page shows the extent to which students are satisfied with and enjoyed their experience while completing their bachelor's degree. Most students are satisfied with the university education they received; fully 86% are at least somewhat satisfied, with 34% who are very satisfied. Further, most enjoyed their experience (88% enjoyed it at least somewhat with 43% who enjoyed it very much).

Figure 4.1: Overall satisfaction with university education and enjoyment of student experience



Q: Overall, how satisfied are you with the university education you have received so far?
Base: All respondents (n=5,128)

Q: And, overall, to what extent have you enjoyed or not enjoyed your university student experience?
Base: All respondents (n=5,128)

A number of characteristics differentiate learners more likely to be “very” satisfied and more likely to have enjoyed their experience “very” much from others, and many of these same characteristics play a role in the decision to pursue further studies; students who are very satisfied or who strongly enjoyed their experience are significantly more likely than others to not only indicate that they intend to continue their education, but that they will pursue a university-based program (a bachelor’s degree or higher).

Perhaps not surprisingly, students with no student debt are more likely than those with considerable debt ($40K or more) to indicate that they are very satisfied with the education they received (40% versus 30%); it is probable that those who incur a high level of debt to obtain their degree are more critical in their assessments of whether they received good value for money. Conversely, those with access to sufficient funds to pay for their education and those who remain debt-free may be less likely to reflect on the relationship between cost and satisfaction.

Table 4a in Appendix IV shows levels of satisfaction and enjoyment by province of study and program orientation. Students who studied in Prince Edward Island are significantly more likely than students overall to be very satisfied and to have enjoyed their experience very much (47% and 49%, respectively). Students from liberal arts & science programs are more likely than those from applied/professional programs to be very satisfied (39% versus 29%) and to have enjoyed their experience very much (47% versus 40%). By current field of study, students from engineering & applied science programs are least likely to be very satisfied (18%) and to have enjoyed their experience very much (29%).

Levels of satisfaction and enjoyment also vary by age and language first learned. For instance, 37% of students who are 23 years of age or younger indicate that they are very satisfied compared to 30% of those who are 24 years of age or older. The gap between these two age cohorts is even larger with respect to enjoyment: 50% of those 23 years of age or younger enjoyed their experience very much, compared to 35% of those 24 years of age or older. By first language, native English-speakers are significantly more likely than native French-speakers to be very satisfied (36% versus 20%) and to have enjoyed their experience very much (46% versus 36%).

B. Ratings of University Program on Fulfilling the Functions of an Undergraduate Education

Students were asked to rate the importance of seven different functions of an undergraduate education, as well as to rate their current university program in fulfilling each function. As shown in Figure 4.2, most students consider all of the functions as at least somewhat important; however, "*improving critical thinking abilities*" is most likely to be rated very important (49%), while "*improving teamwork skills*" is least likely to be rated very important (22%). Overall, students tend to rate their university program as good, but not excellent, at fulfilling each of the functions of an undergraduate education. This implies that while students are satisfied with the education they received, they tend to believe that it could have been more effective.

Not unexpectedly, the perceived importance of preparing students for either the workforce or for further education varies by the type of degree that students undertook. Those enrolled in an applied/professional program are significantly more likely to focus on the importance of preparing students for the workforce (40% rate this as very important, versus 26% of those enrolled in a liberal arts & science program), while those who are finishing a liberal arts & science degree stress the importance of preparing students for further studies (37% rate this as very important, versus 24% of those taking an applied/professional program). Students whose first language is French are also more likely to stress the importance of workforce preparation (45% rate it as very important compared to 32% of those whose first language is English); this difference is no longer significant when controlling for program orientation.

Figure 4.2: Perceived importance of different functions of an undergraduate education, and ratings of own degree program at fulfilling these functions

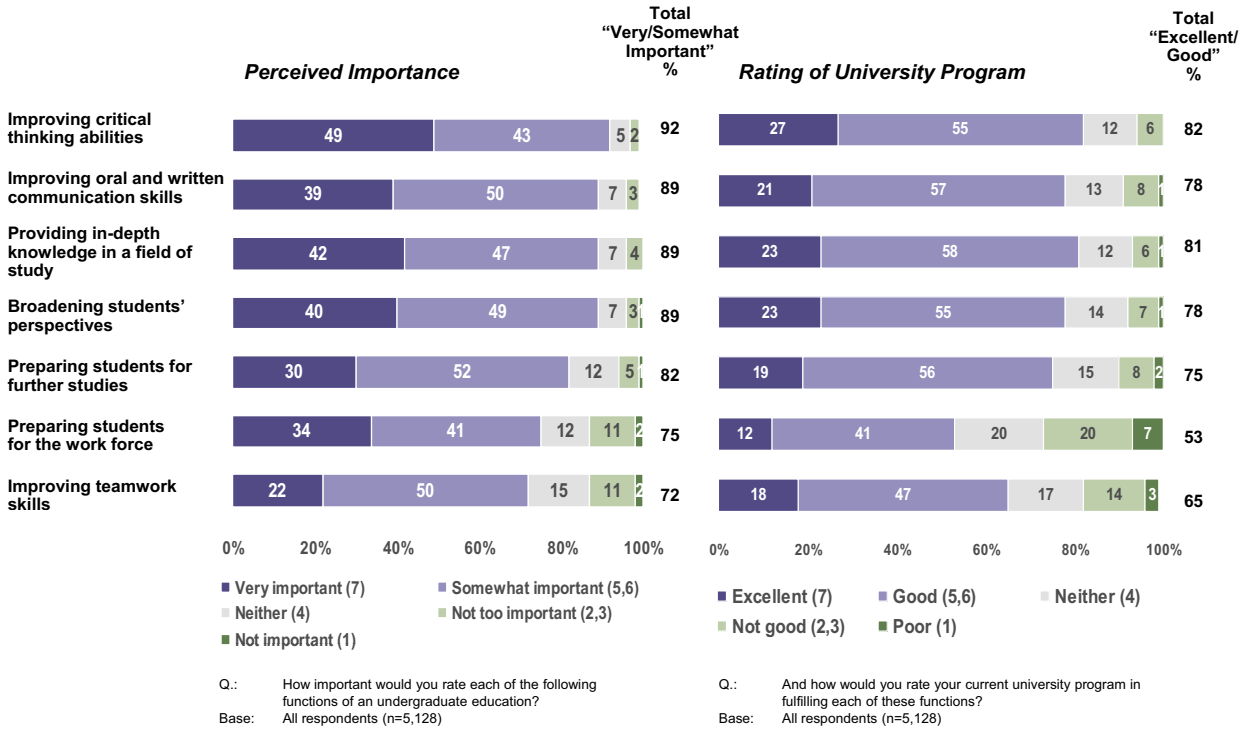


Table 4b in Appendix IV provides students' ratings of the effectiveness of their program by province of study and by program orientation. Students who studied in Prince Edward Island are significantly more likely than students overall to rate their program as excellent or good at preparing students for the workforce (60% versus 53%) and improving teamwork skills (74% versus 65%). Not unexpectedly, students from applied/professional programs are much more likely than those from liberal arts & science programs to indicate that their program is excellent or good at preparing them for the workforce (63% versus 43%), and also at improving teamwork skills (76% versus 53%).

Conversely, liberal arts & science students are somewhat more likely than those in applied/professional programs to rate their program as excellent or good at: preparing students for further studies (79% versus 72%), improving critical thinking abilities (85% versus 79%), broadening students' perspectives (81% versus 74%) and improving oral and written communication skills (81% versus 75%).

Students graduating from programs in engineering & applied science are consistently less likely to rate their program as excellent or good on almost all functions of an undergraduate education, but particularly on "improving oral and written communication skills" (59% versus 78% overall) and "broadening students' perspectives" (64% versus 78% overall). Table 4c in Appendix IV provides students' ratings by current field of study.

Further, students who intend to continue their studies within the next 12 months by enrolling in a university degree program are significantly more likely than those who plan to pursue a college-based or vocational certificate or diploma to rate their current program as excellent or good at preparing students for further studies (82% versus 66%).

Table 4.1 provides an analysis of the extent to which students' university programs are meeting their expectations. This is measured by the degree of the match between the importance attached to each function of undergraduate education and students' ratings of their current degree program in fulfilling these functions. The mismatch or gap in expectations and performance is defined as that percentage of students who, though they identify the function as important or very important, rate their program as poor or very poor in fulfilling it.

Table 4.1: Gaps between importance and performance of university program at fulfilling functions of an undergraduate education

	Total Weighted (n=5,128)		
Function (% rating it as important)	**% Important and Excellent/Good**	**% Important and Neutral**	**% Important and Poor/Very Poor**
Preparing students for the work force (75%)	64%	18%	18%
Broadening students' perspectives (89%)	83%	12%	5%
Improving critical thinking abilities (92%)	86%	9%	5%
Improving oral and written communication skills (89%)	83%	11%	6%
Providing in-depth knowledge of a field of study (89%)	86%	9%	5%
Preparing students for further studies (82%)	83%	12%	6%
Improving teamwork skills (72%)	78%	14%	8%

Q: How important would you rate each of the following functions of an undergraduate education?
Q.: And how would you rate your current university program in fulfilling each of these functions?
Base: All respondents (n=5,128)

For the most part, there is little mismatch across the functions: roughly four-in-five students or more consider important as well as rate their program as excellent or good at improving critical thinking abilities (86%), providing in-depth knowledge of a field of study (86%), broadening students' perspectives (83%), preparing students for further study (83%), improving oral and written communication skills (83%), and improving teamwork skills (78%). By comparison, 8% or fewer consider these functions as important and also rate their program as poor or very poor at fulfilling them. This suggests that Maritime universities are meeting the expectations of the majority of students on these functions. However, 18% of students consider preparing students for the workforce important as well as rate their program as poor or very poor at fulfilling this function. This finding suggests that a minority of students would like their university program to place a greater focus on workforce preparation. An analysis of this group shows that liberal arts & science students completing their first degree were over-represented: of those who thought preparing for the workforce was important, 23% thought their institution did a poor or very poor job in fulfilling that function. The overrepresentation of this group is not surprising given information presented earlier in the chapter; however, even among those enrolled in an applied/professional program, 14% rate this function as important and their program's effectiveness at fulfilling it as poor.

V. Plans Following Graduation: Who Intends to Continue Their Education?

Plans Following Graduation: Who Intends to Continue Their Education?

Chapter Highlights

- Overall, three-quarters of students (76%) intend to continue their education; more than one-third (36%) say they intend to do so within 12 months, and four-in-ten (40%) intend to pursue another degree, diploma or certificate within the next 10 years (but not within the next 12 months).
- Students who intend to continue within 12 months tend to have entered their current program directly from high school, be graduating from a liberal arts & science program and have no student debt.
- The intention to continue is strongly associated with perceptions about whether further education is necessary to obtain a job of choice; students from applied/professional programs are significantly less likely to intend to continue their education.
- Financial considerations play a role in students' decisions not to pursue further education (or to have not yet made a decision): almost half say that not wanting to borrow money to pay for further education (46%) and the benefits do not outweigh the financial cost (45%) describes their reasons for not pursuing further studies; 35% also say that they do not have access to the necessary funds.

Detailed Findings

A. Intent to Pursue Further Education

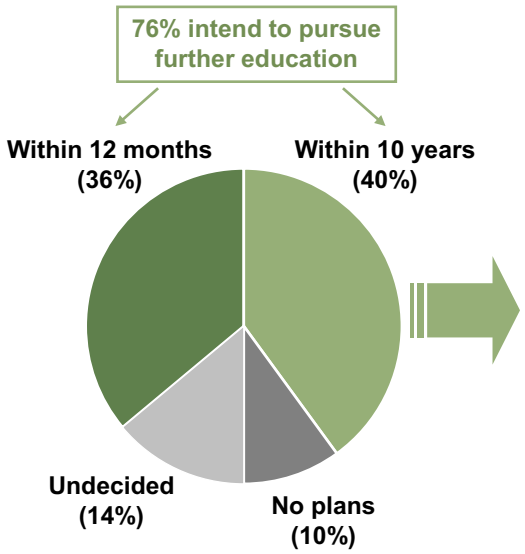
A key objective of the *2007 Survey of Maritime Graduating Students* is to determine the extent to which students intend to pursue further education, either within 12 months or within the next 10 years. Asked what best describes their plans for the 12 months following graduation, 36% of students indicate that they intend to either "*continue my education*" (26%) or "*work while pursuing another degree or diploma*" (10%). Those who provided a different response (such as that they plan to work or take time off to travel) were then asked if they anticipate pursuing another degree or diploma within the next 10 years; 63% of these students (which comprises 40% of the entire class) indicate that they intend to do so. Thus, in total, three-quarters (76%) of the Class of 2007 intends to pursue further education. A further 14% are undecided.

Figure 5.1 below shows students' intentions relating to further education, overall, by prior level of education and by program orientation. Students who are completing their first degree are much more likely to intend to continue than those who are completing their second degree. For instance, while 42% of students who entered their bachelor's degree program directly from high school intend to pursue further education within 12 months, just 13% of those completing a second bachelor's degree intend to do the same. Although previous degree holders are unlikely to plan on continuing their education within 12 months, the majority (54%) intend to pursue further studies within the next 10 years.

Thus, overall, two-thirds of previous degree holders intend to continue (compared to 80% who have no previous postsecondary experience).

Students' likelihood of pursuing further education also varies considerably by program orientation. For instance, while 51% of liberal arts & science students intend to pursue further education within 12 months, just 21% of students in applied/professional programs intend to do so. This gap narrows when considering the proportion of students who intend to return at all (i.e., within the next 12 months/within the next ten years), although the difference is still a significant 20 percentage points (liberal arts & science, 86%; applied/professional, 66%). These findings support what has been learned from surveys of previous Maritime university graduating classes: two years after completing their degree, graduates have returned in large numbers, with those from liberal arts & science programs outnumbering two-to-one those from applied/professional programs[9].

Figure 5.1: Students' intent to pursue further education, by prior level of education and program orientation



	Prior Level of Education			Program Orientation	
	High School (n=3,596) %	PSE below bachelor's (n=938) %	1st degree (n=562) %	Applied/ Professional (n=2,628) %	Liberal Arts & Science (n=2,500) %
TOTAL INTENDS	80	70	67	66	86
Within 12 months	42*	28*	13*	21*	51*
Within 10 years	38*	42	54*	45*	35*
DOES NOT INTEND	7*	15*	13*	15*	4*
Undecided	13*	15	20*	19*	9*

Q.: What best describes your plans for the 12 months following graduation?
Q.: Do you anticipate that you will pursue another degree or diploma from a university, community college or private education provider within the next 10 years?
Base: All respondents (n=5,128)
* Denotes a statistically significant difference (Chi-Square, p<.05)

There are no differences in intent to continue – either within 12 months or within 10 years – by parental educational attainment. This is inconsistent with recent research among Maritime graduates conducted by the MPHEC[10] which identified a link between the pursuit of further education and parental educational attainment, such that graduates with at least one parent who holds a bachelor's degree or above are more likely than others to pursue further education. This discrepancy could be partly the result of differences in survey timing: this survey examines responses of students about to graduate, while the referenced research is based on the responses of graduates two and five years after graduation. It could also possibly be an indication that the intentions of some students will go unrealized due to a student's family educational background. The MPHEC's planned follow-up survey with the Class of 2007 will

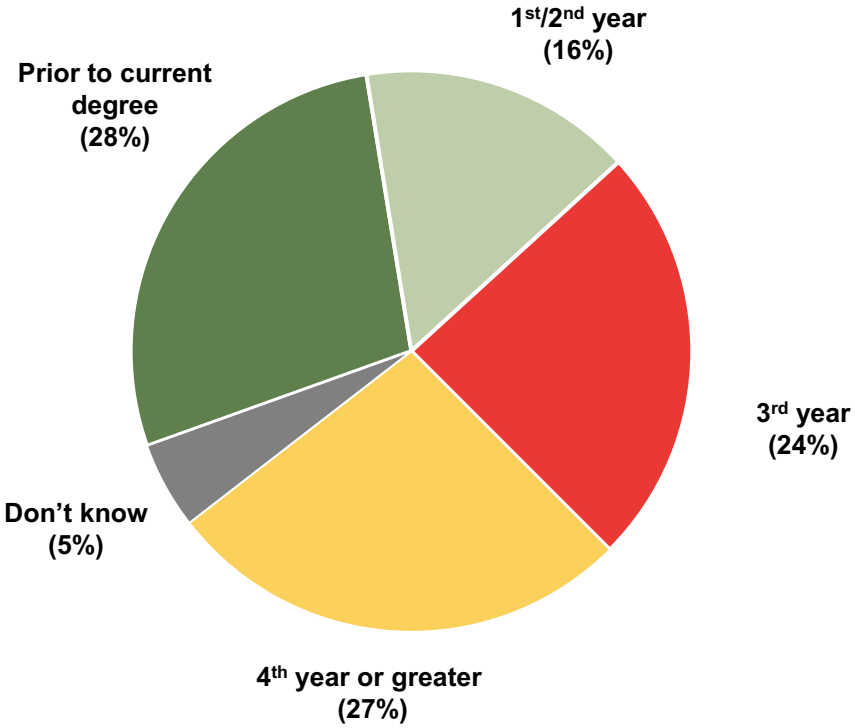
[9] Maritime Provinces Higher Education Commission. 2007. *Two Years On: A Survey of Class of 2007 Maritime University Graduates*. MPHEC: Fredericton.
[10] (1) Maritime Provinces Higher Education Commission. 2007. *Two Years On: A Survey of Class of 2007 Maritime University Graduates*. MPHEC: Fredericton. (2) Maritime Provinces Higher Education Commission. 2006. *Five Years On: A Survey of Class of 1999 Maritime University Graduates*. MPHEC: Fredericton.

There are no differences in intent to continue – either within 12 months or within 10 years – by parental educational attainment. This is inconsistent with recent research among Maritime graduates conducted by the MPHEC[10] which identified a link between the pursuit of further education and parental educational attainment, such that graduates with at least one parent who holds a bachelor's degree or above are more likely than others to pursue further education. This discrepancy could be partly the result of differences in survey timing: this survey examines responses of students about to graduate, while the referenced research is based on the responses of graduates two and five years after graduation. It could also possibly be an indication that the intentions of some students will go unrealized due to a student's family educational background. The MPHEC's planned follow-up survey with the Class of 2007 will provide data to examine this further. However, it is noteworthy that significantly fewer students whose parents had attained a high school diploma or less (5% versus 17% of students whose parents had attained a bachelor's degree or greater) said they will depend on their parents to fund their next program of study; perhaps this differential in resources may eventually make a difference in the likelihood of returning for some.

B. Timing of the Decision to Pursue Further Studies

Students who intend to pursue further studies were asked when they decided to continue: prior to their current degree, first or second year, third year, or fourth year or higher. Figure 5.2 below shows that no single point in time dominates in the decision-making process. For instance, while 28% decided that they would continue prior to starting their current degree, a similar proportion (27%) decided during the final years of their bachelor's degree.

Figure 5.2: When students who intend to pursue further studies made their decision



Q.: When did you decide to continue your education following your current bachelor's degree?
Base: Among those who will continue their education (n=3,685)

Students from programs in general arts and science (43%), education (37%) and humanities and related (34%) fields are significantly more likely to have decided to continue prior to their current degree (see Table 5a in Appendix IV); students from these fields are also more likely to intend to next pursue a degree in education. Conversely, students from commerce & administration (36%), engineering & applied science (43%) and health professions and occupations (34%) are more likely to have decided during their fourth or greater year. Overall, students from these disciplines tend to be less likely to pursue further studies, and it is possible that those who decided at this time to pursue further education were less aware of their existing options until they reached the upper stages of their bachelor's degree.

Those who intend to pursue a bachelor's or professional degree within the next 12 months are also more likely to have decided to continue prior to their current degree (42% and 49%, respectively), while those who intend to pursue a diploma or certificate from a college within the next 12 months typically decided in their fourth year or later (55%).

C. Factors Associated with Choosing to Continue Education within 12 months (or Later)

Students who plan to pursue further studies within the next 12 months differ from those who plan to delay their next degree or diploma. As noted above, those who plan to continue within 12 months (36% of all students) tend to have entered their current degree program directly from high school and to be completing a liberal arts & science degree.

Other characteristics that are associated with planning to continue within 12 months include the following[11]:

- **Province of study is Prince Edward Island** (45%, versus 34% of those studying in New Brunswick and 37% of those studying in Nova Scotia);
- **Current field of study** is: general arts & science (56%), agriculture & biology (52%), humanities & related (49%), mathematics & physical sciences (47%), and social sciences & related (48%);
- **Women** (39% versus 33% of men);
- **No student debt** (43% versus 36% overall).

The greater likelihood of students from the groups outlined above to continue within the next 12 months is not surprising given that the majority of these students are completing a liberal arts & science program. Of those intending to return for further study within 12 months, 70% are students completing liberal arts & science programs. It is likely that many of these students feel that they require further education in order to obtain their job of choice (whereas students from applied/professional programs, such as engineering or health professions, are less likely to feel that they require further education for their job of choice). For instance, students from liberal arts & science programs are more likely than those from applied/professional programs to indicate that they had made the decision to pursue further education either before they had enrolled or early in the first two years of their current degree (52% versus 40% for applied/professional[12]) and for those students, reasons related to employment played a key part in their decision making: of those who had made an early decision to return to study, 94% said that "*it will help me get my job of choice",* and three-quarters, *"it will help me get a better paying job",* describes well their reasons for pursuing further education. Additional information on students' reasons for pursuing further education is found later in this chapter.

Logistic regression analyses were conducted to predict the impact of various independent variables on students' likelihood of pursuing further education, and among those who intend to continue, their likelihood of continuing within 12 months versus at some point in the next 10 years (detailed model output for these analyses is located in Appendix V). Variables tested in the first analysis (whether students intend to continue or not) included: overall satisfaction with university education, overall enjoyment of the student experience, reasons for pursuing a university education, perceived usefulness of different credentials and traits in helping people establish careers, program orientation, prior educational attainment, parental

[11] Statistically significant difference (Chi-square, p<.05)
[12] Liberal arts & science: 34% prior to enrolling, 17% within the first two years of study; applied/professional: 24% prior to enrolling, 16% within the first two years of study.

educational attainment, sex, and student debt from all sources. The final model included the following significant influencers (in order of relative importance): program orientation, perceived usefulness of graduate education, overall enjoyment of the student experience, overall satisfaction with university education, perceived usefulness of personal contacts, perceived usefulness of a bachelor's degree, sex, and debt from all sources. Thus, factors associated with intending to pursue further studies include the extent to which students are satisfied with and enjoyed their experiences at the undergraduate level, and whether they perceive a need for further education in order to establish a successful career. For instance, the perception that graduate-level education is useful for establishing a career is associated with choosing to pursue further studies, while the view that personal contacts are useful for establishing a career is associated with choosing not to pursue further studies. Consistent with the cross-tabular analyses discussed previously, students' program orientation is the best predictor of whether they intend to continue: taking a liberal arts & science program increases the likelihood of returning by 2.9 times.

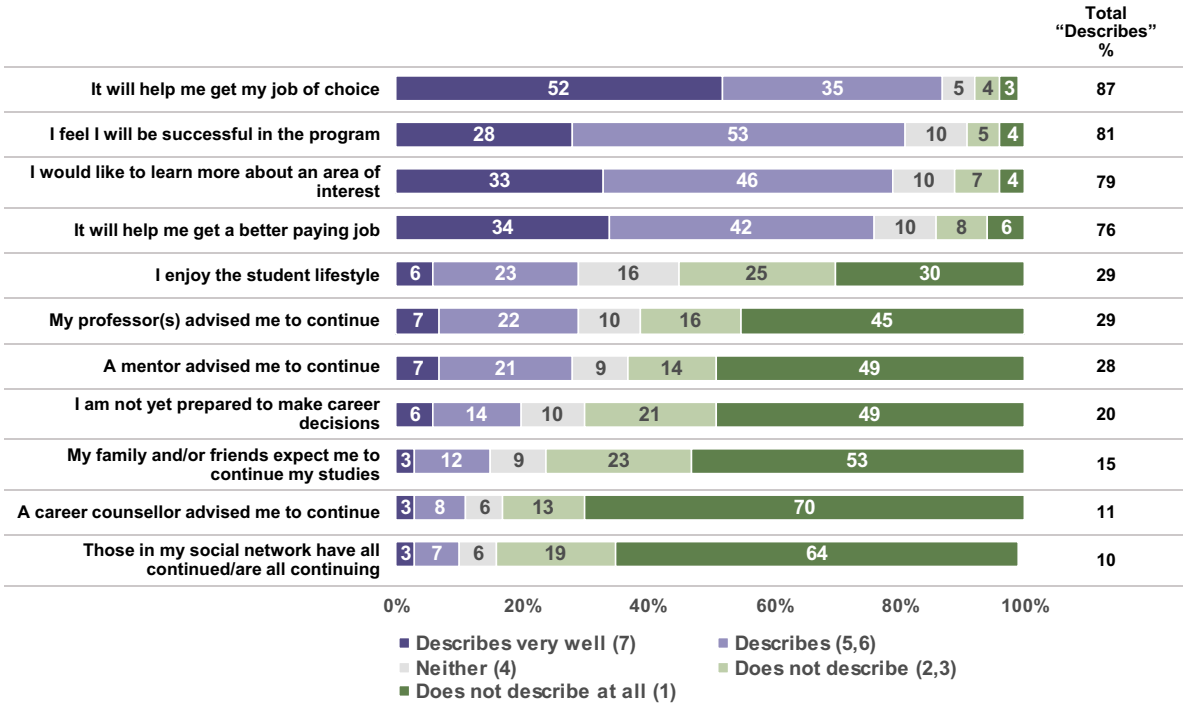
In the second analysis, to predict whether those who intend to continue will do so within 12 months or within 10 years, the following variables were tested: reasons for pursuing further education, sources of funding for next program of study, sex, total debt from all sources, prior educational attainment, parental educational attainment, and program orientation. The final model included the following significant influencers (in order of relative importance): funding from teaching/research assistantship, funding from parents, total debt from all sources, funding from government student loans, funding from merit-based awards, pursuing further education because it "*will help me get my job of choice*", because "*I feel I will be successful in the program*", because it "*will help me get a better paying job*", funding from employment earnings, and funding from personal savings. Clearly, sources of funding are key predictors of when students intend to continue; anticipating a teaching/research assistantship, and funding from parents, government student loans and merit-based awards are all associated with the intent to continue studying sooner rather than later.

It should be noted that both models are relatively weak. For instance, the Nagelkerke R Square value for the first model is just 0.134, and for the second model, 0.23. However, these analyses, in combination with the cross-tabular analyses, provide a good indication of the factors that come into play in the decision-making process. Employment goals and prospects, attitudes and values, life stage and educational background, as well as available sources of funding, are all important factors.

D. Reasons for Pursuing Next Degree, Diploma or Certificate

Students were asked how well each of eleven possible reasons for pursuing their next degree, diploma or certificate describes their own personal reasons for pursuing further education (see Figure 5.3 on the following page).

Figure 5.3: Reasons for pursuing next degree, diploma or certificate



Q.: How well do the following describe your reasons for pursuing your (degree/diploma)?
Base: Among those who intend to continue their education and who specified the type of degree/diploma/certificate they will pursue (n=3,685)

The single biggest reason mentioned is that it will "*help me get my job of choice*"; more than half (52%) of students who intend to pursue further studies indicate that this describes their reasons "very well". Overall, fully 87% indicate that working toward their job of choice describes their reasons for continuing. Those who intend to continue within the next 12 months are even more likely to say that obtaining their job of choice describes their reasons "very well" (60% versus 44% of those who intend to continue within 10 years). This suggests that students who are deferring their next program of study may be more likely to have adequate employment in the mean time, whereas others may want to continue within 12 months because they do not think they are qualified to find their job of choice with only their current degree. Further, students from liberal arts & science programs are more likely than those from applied/professional programs to cite obtaining their job of choice as a reason (57% versus 45%, say this describes their reasons "very well"); again, students from applied/professional degree programs likely feel that they have better immediate job prospects than those from liberal arts & science programs.

At least three-quarters of those who intend to continue also indicate that anticipated success (81%), a desire to learn more about an area of interest (79%), and the motivation to obtain a better paying job (76%) were considerations, however these tend to be secondary to the overall goal of obtaining their job of choice.

Close to 3-in-10 students indicate that they were motivated by advice from professors (29%) or mentors (28%). Students are least likely to cite social pressure as a reason for pursuing their next degree or diploma, such as the expectations of family or friends (15%), or that others in their social network are continuing (10%).

Reasons for continuing vary to some extent by when students made the decision to continue (see Table 5b in Appendix IV). For instance, those who decided prior to beginning their degree are more likely than those who decided during their fourth year or later to indicate that the expectations of family and/or friends played a role in their decision (18% versus 12%). Conversely, those who decided in their fourth year or later are more likely than those who decided prior to beginning their degree to indicate that they are not yet prepared to make career decisions (24% versus 14%).

E. Factors Associated with Not Pursuing Further Studies

Overall, one-quarter of the Class of 2007 indicate that they have not yet decided (14%) or that they have no plans (10%) to pursue further studies. The following characteristics are associated with not, to this point, choosing to pursue further studies[13]:

- **Province of study is New Brunswick** (28% versus 21% of those studying in Nova Scotia and 19% of those studying in Prince Edward Island);
- **First language is French** (29% versus 24% of English-speakers and 20% of those with another first language);
- **Currently completing a second bachelor's degree** (33% versus 24% overall);
- **Completed an applied/professional degree program** (34% versus 13% of those who completed a liberal arts & science degree program);
- **Current field of study** is: commerce & administration (30%), engineering & applied science (47%), or health professions & occupations (48%);
- **Men** (28% versus 22% of women);
- **Student debt from all sources is $40,000 or more** (29% versus 20% of those with no debt);
- **Dissatisfied with university education** (31% versus 23% who are satisfied);
- **Did not enjoy their student experience** (35% versus 23% who enjoyed it).

The greater likelihood of students from the fields of study outlined above to not intend to pursue further education (or to be undecided) is not surprising given that many of these are applied/professional programs. As noted earlier, students in applied/professional programs are less likely than their liberal arts & science counterparts to indicate that they intend to pursue further education, either within 12 months or

[13] Statistically significant difference (Chi-square, $p<.05$)

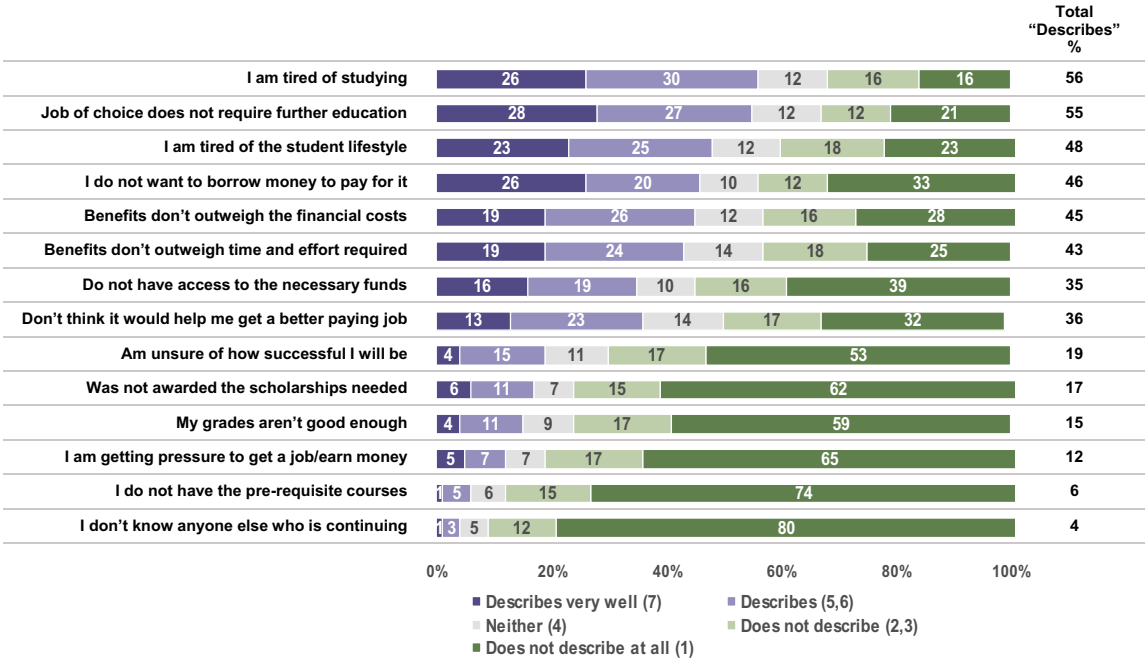
within 10 years, after completing their degree. Students in applied/professional programs are ready to enter directly into a specific job or industry; wanting to begin their careers, they may be less inclined to resume studies. This helps to explain their overrepresentation among those who do not intend to return (80% are students in applied/professional programs) or who have not yet decided (68% are students in applied/professional programs).

It is also not unexpected to learn that those with high amounts of student debt ($30,000 or more) are significantly more likely to indicate that they do not intend to pursue further education, or are undecided (29% versus 20% of those without debt)[14]. As shown below, financial considerations are a significant factor in whether or not a student decides to pursue further studies.

F. Reasons for Not Pursuing Further Studies

Students who do not intend to pursue further studies (or have not yet made a decision) were asked how well each of 14 different reasons for not continuing their education describes their own personal reasons. As evident in Figure 5.4, financial considerations clearly come into play in the decision-making process: almost half (46% and 45% respectively) say that, not wanting to borrow money to pay for the education or the benefits do not outweigh the financial costs, describes their reasons for not pursuing further studies; 35% also say that they do not have access to the necessary funds.

Figure 5.4: Reasons for not pursuing further studies



Q.: To what extent does each of the following describe your reasons for not pursuing another degree or diploma from a university, college or private education provider within the next 10 years?
Base: Among those not planning to pursue another degree or diploma in the next 10 years (n=519)

[14] Conversely, those without student debt are significantly more likely to indicate that they intend to pursue further education within 12 months (43% versus 29% of those with debt of $40,000 or more).

Table 5.1 details variations in reasons, by household income and levels of student debt. Those from lower income households ($39,000 or less) are significantly more likely to identify financial considerations among their reasons for not continuing, as are those with high levels of student debt. For instance, while 59% of those from lower income families ($39,000 or less) indicate that they "*don't believe the benefits outweigh the financial costs*" describes their reasons for not pursuing further studies, just 40% of those with a household income of $70,000 or more say the same. Similarly, 54% of those with a household income of $39,000 or less cite lack of access to the necessary funds as a reason, compared to only 31% of those with a household income of $70,000 or more.

Financial considerations also come into play when examining reasons for not enrolling by total student debt. For example, students with heavy debts in 2007 (i.e., $40,000 or more) are significantly more likely than their peers without student debt to say not wanting to borrow money to pay for it describes their reasons for not pursuing further education (60% vs. 28%). This group is also more likely to indicate that they do not have access to the necessary funds (48% vs. 15%) and they were not awarded the scholarships needed (25% vs. 8%).

Table 5.1: Reasons for not pursuing another degree or diploma, by household income and total student debt

	Percent "Describes" (5,6, or 7 on a 7-point scale)						
		Household Income			Total Debt		
	Total Weighted (n=519) %	$39K or less (n=64) %	$40K-$69K (n=139) %	$70K or more (n=194) %	$0K (n=113) %	$39K or less (n=248) %	$40K or more (n=158) %
Tired of studying	56	59	57	55	57	56	55
Job of choice does not require it	55	44	57	60	53	55	56
Tired of student lifestyle	48	57	49	45	37*	47	57*
Do not want to borrow money to pay for it	46	51	50	40*	28*	44	60*
Don't believe the benefits outweigh the financial costs	45	59*	43	40	40	45	49
Don't believe the benefits outweigh the time & effort required	43	52	38	40	43	44	43
Do not have access to the necessary funds	35	54*	41	31*	15*	37	48*
Don't think it would help me get a better paying job	36	33	34	40	37	37	35
Unsure of how successful I will be in graduate studies	19	23	19	21	18	20	18
Was not awarded the scholarships needed	17	18	20	16	8*	15	25*
My grades aren't good enough	15	12	16	20	10	19	14
Getting pressure to get a job and/or earn money	12	19	10	13	8	11	15

Q.: To what extent does each of the following describe your reasons for not pursuing another degree or diploma from a university, college or private education provider within the next 10 years?
Base: Among those not planning to pursue another degree or diploma in the next 10 years (n=519)
* Denotes a statistically significant difference (Chi-Square, p<.05)

VI. Characteristics of Next Degree, Diploma or Certificate

Characteristics of Next Degree, Diploma or Certificate

Chapter Highlights

- Overall, 60% of those who intend to continue their education plan to eventually complete a master's degree, 21% intend to complete another bachelor's degree, 19% intend to complete a professional degree and 15% intend to complete a PhD.
- Students who intend to continue their education within 12 months are more likely than those who intend to continue within the next 10 years to plan on next completing a bachelor's degree (29% versus 9%). Most who intend to pursue another bachelor's degree indicate that it will be a Bachelor of Education (63% of those who intend to continue within 12 months and 66% of those who intend to continue within the next 10 years).
- Intended participation rates in engineering and sciences are significantly below national enrolment figures for graduate-level education, while participation rates in education and health are higher than the average.

Detailed Findings

A. Type of Program Students Will Pursue

After completing their 2007 degree, three in four (76%) students intend to continue their education and 30% of those students intend to pursue more than one additional degree or diploma (43% of those who intend to continue within the next 12 months; 36% of those who intend to continue within the next ten years). Table 6.1 details the type of degree or diploma that students intend to pursue, both first and at all, by their intended start date (i.e., within 12 months or within 10 years).

Students who intend to continue their studies are most likely to plan on taking a master's degree next, with those who intend to delay their next program much more likely than those who intend to continue within the next 12 months to pursue this type of degree (56% versus 36%). Further, while only 9% of those who intend to delay their next program plan to take a second bachelor's degree, almost 3-in-10 (28%) of those who intend to continue within 12 months plan to next take a second bachelor's degree. In part, this pattern can be attributed to differences in the educational backgrounds of students who intend to continue within 12 months versus those who intend to wait. There is a greater proportion of students who already hold a bachelor's degree in education among those who intend to wait, and the majority of students who intend to continue on to complete a second bachelor's degree plan to pursue a Bachelor of Education (63% of those who intend to continue within 12 months and 66% of those who intend to continue within the next 10 years).

Despite the greater perceived usefulness of a professional degree than a graduate-level degree for establishing a career, those who intend to continue (either within 12 months or in the future) are much more likely to plan on taking a master's degree and/or a PhD at some point in their studies than they are

to intend to take a professional degree. For instance, considering all intended programs of study, among those who intend to continue within 12 months, 21% expect to pursue a professional degree at some point (compared to 71% who plan to pursue a master's (52%) and/or PhD (19%)); similarly, among those who intend to continue within the next 10 years, 17% intend to take a professional degree at some point (compared to 80% who plan to pursue a master's (68%) and/or PhD (12%)).

Table 6.1: Type of program graduates will pursue following their bachelor's degree (first and all programs)

	FIRST INTENDED PROGRAM		ALL INTENDED PROGRAMS	
Type of Degree/Diploma Will Pursue	Continuing Within 12 Months (n=1,828) %	Continuing Within 10 Years (n=2,069) %	Continuing Within 12 Months (n=1,828) %	Continuing Within 10 Years (n=2,069) %
BACHELOR'S OR BELOW				
University bachelor's degree	28	9	31	12
Community college diploma or certificate program	4	4	4	8
Trade/vocational certificate or diploma/apprenticeship	2	3	3	7
Hospital-based program other than medical school	2	1	2	3
University diploma or certificate program (below bachelor's)	1	2	2	3
ABOVE BACHELOR'S				
Master's degree	36	56	52	68
Professional degree	15	11	21	17
University diploma or certificate above bachelor's degree	3	4	5	8
PhD	2	1	19	12
Career-related license, certification or designation	3	2	4	5
Other	2	4	4	4
Don't know	2	6	2	3

Q.: What type of certificate, degree or diploma do you expect to pursue first?
Q.: What type of certificate, degree or diploma from a university, community college or private education provider will you take?
Base: Among those who intend to continue their education (n=3,918)

Overall, 60% of students who intend to continue their education plan to eventually complete a master's degree (52% of those who intend to continue within 12 months; 68% of those who intend to continue within 10 years), 21% a second bachelor's degree (31% of those who intend to continue within 12 months, 12% of those who intend to continue within 10 years), 19% a professional degree (21% of those who intend to continue within 12 months, 17% of those who intend to continue within 10 years) and 15% a PhD (19% of those who intend to continue within 12 months, 12% of those who intend to continue within 10 years).

The type of degree or diploma that students will pursue varies to some extent according to personal and educational background. For instance, among students who will enrol in their next program within 12 months, women are more likely than men to be taking a bachelor's degree (33% versus 22%), as are those whose first language is English (31% versus 14% of French speakers). Comparatively, men are more likely to be taking a Master's degree (42% versus 33% of women), as are students who are older

(43% of those 24 years of age or older versus 33% of those 23 years of age or younger). Finally, younger students (23 years of age or younger) are more likely than older students (24 years of age or older) to be next taking a professional degree (20% versus 12%). Similar patterns exist among students who will enrol in their program within the next ten years.

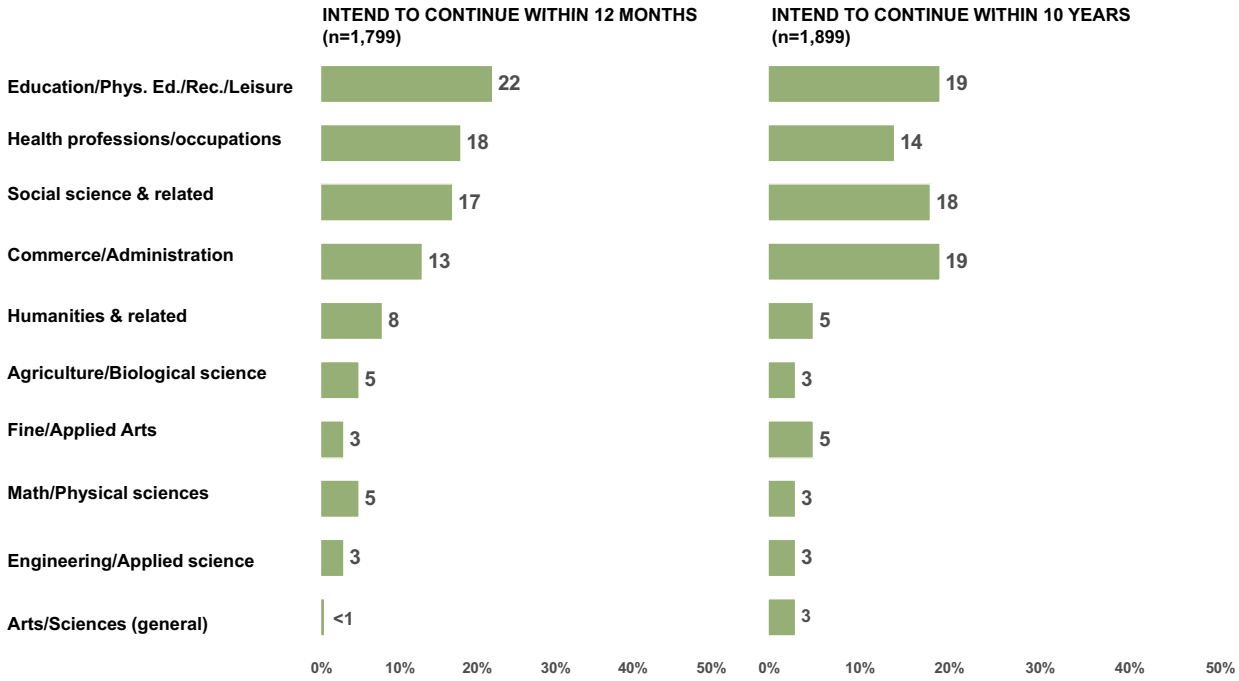
Tables 6a and 6b in Appendix II detail the type of degree or diploma students intend to pursue next, by their current field of study. Among students who intend to continue within the next 12 months, those in engineering & applied science and mathematics & physical sciences are the most likely to plan on taking a master's degree (85% and 51%, respectively), while those in agriculture & biological sciences are the most likely to plan on taking a professional degree (35%).

B. Intended Field of Study/Specialization

Figure 6.1 shows students' intended field of study or specialization, broken out among those who intend to continue within 12 months and those who intend to continue within 10 years. Both those who intend to continue within 12 months and those who intend to continue within 10 years are most likely to plan on pursuing a program in education (22% and 19%, respectively). Other common fields are health professions & occupations (18%, within 12 months, 14%, within 10 years) and social sciences & related, which includes law (17%, within 12 months, 18%, within 10 years) and commerce & administration (13%, within 12 months, 19%, within 10 years). By comparison, students are less likely to consider specializing in the sciences, including agricultural & biological sciences (5%, within 12 months, 3%, within 10 years), mathematics & physical sciences (5%, within 12 months, 3%, within 10 years), or engineering & applied sciences (3%, within 12 months, 3%, within 10 years).

Relative to their current field of study, students are more likely to plan on completing further studies in education (14% are currently enrolled in education programs), and health professions & occupations (8% are currently enrolled in programs related to health professions & occupations). Conversely, students are less likely to plan on completing further studies in engineering & applied science (9% are currently enrolled in engineering & applied science programs), or in humanities & related programs (12% are currently enrolled in humanities & related programs).

Figure 6.1: Intended field of study/specialization, among those who...



Q.: What do you expect will be your main field of study/specialization?
Base: Among those who intend to continue their education within 12 months (n=1,799) or within 10 years (n-1,899)

Intended participation rates in the sciences are significantly below national averages whereas participation rates for education and health are higher. For instance, according to Statistics Canada data for 2004/2005[15], national university enrolments at the graduate level in the physical sciences, life sciences and agriculture represent 14% of total enrolments (compared to 7% of Maritime students intending to study). Engineering enrolments nationally at the graduate level represent 13% of the total (including architecture), compared to 2% of Maritime students. Conversely, national enrolments in education at the graduate level represent 12% of total enrolments (compared to approximately 20% of Maritime students), and national enrolments in health fields represent 14% of the total (compared to about 16% of Maritime students).

This pattern, coupled with students' attitudes toward the availability of jobs in the Maritimes in theirfield of study, suggests that students may tend to tailor their choices for postgraduate studies according to the sectors in which they believe they will be able to find employment. That is, higher proportions of Maritime students may pursue careers in education and health because they know they will have a better chance of finding a job and staying in the Maritimes; conversely, fewer may pursue careers in the sciences, because they believe they will have to leave the Maritimes to establish themselves. Students' attitudes toward employment opportunities in the Maritimes are examined in greater detail in Chapter IX: "Choosing the Maritimes for Employment".

[15] Statistics Canada, CANSIM, table 477-0013

Tables 6c through 6f in Appendix II provide detailed breakdowns of intended field of study/specialization by students' current field of study, by the type of degree/diploma they intend to pursue, and by sex. Not unexpectedly, women are more likely to continue their studies in the education and health fields, while men are more likely to pursue programs in sciences and engineering.

C. Incidence of Application and Acceptance to Next Program

Students who intend to pursue their next degree or diploma within 12 months were asked whether they have already applied to that program. Table 6.2 shows application rates by field of study; the characteristics of those more likely to have applied are also detailed. Overall, 78% of students who intend to pursue further education within the next 12 months have already applied for their next program. Students currently in mathematics & physical science (89%) and humanities & related (88%) programs are significantly more likely than their counterparts in commerce & administration (57%) to have applied, as are women (81%), those who enrolled in their 2007 program directly from high school (81%) and those who intend to pursue a bachelor's or professional degree (85%). Younger students (84%) and students whose first language is English (81%) are also more likely to have applied.

Table 6.2: Incidence of application to intended program of study (among those who intend to continue within the next 12 months)

		Current Field of Study									
	Total Weighted (n=1,828) %	Agr./Bio. (n=265) %	Arts/ Sci. (Gen) (n=76) %	Comm./ Admin. (n=224) %	Ed./Rec./ Leisure (n=163) %	Eng./ App.Sci. (n=60) %	Fine/ App. Arts (n=43) %	Health Prof./Occ. (n=38) %	Hum. & Related (n=323) %	Math/ Phy.Sci. & Related (n=139) %	Social Sci. & Related (n=497) %
% APPLIED	78	84	76	57*	79	71	n/a	n/a	88*	89*	79

More likely* to have applied

Women	→	**81% (versus 73% of men)**
Younger (23 years or less)	→	**84% (versus 66% of 24 years or older)**
English (first language)	→	**81% (versus 69% French and 60% other)**
Directly from high school	→	**81% (versus 67% other)**
Intend to pursue a bachelor's or prof. degree	→	**86% (versus 72% other)**

Q.: Have you already applied for admission to a program?
n/a Base size too small to report
* Statistically significant difference (Chi-square, p<.05)

Of those who already applied to their next program of study, 45% indicate that they have been accepted. Students who applied to programs below the bachelor's level are significantly more likely (64%; for example, community college programs) than overall (45%) to say that they have been accepted to the program (at the time of the survey).

There are no differences in the acceptance rates of those who have already applied by gender, age range, first language or prior educational attainment.

D. Intended Method of Study

Almost 9-in-10 (88%) of those who intend to begin their next program of study within 12 months will take it by classroom only. Table 6.3 details intended method of study, by field of study; the characteristics of those most likely to take at least part of their next program by distance education are also detailed.

Table 6.3: Intended method of study (among those who intend to continue within the next 12 months)

		Current Field of Study									
	Total Weighted (n=1,799) %	Agr./Bio. (n=260) %	Arts/ Sci. (Gen) (n=75) %	Comm./ Admin. (n=222) %	Ed./Rec./ Leisure (n=160) %	Eng./ App.Sci. (n=59) %	Fine/ App. Arts (n=41) %	Health Prof./Occ. (n=37) %	Hum. & Related (n=319) %	Math/ Phy.Sci. & Related (n=139) %	Social Sci. & Related (n=487) %
METHOD OF STUDY											
Classroom only	88	94*	83	52*	89	95	n/a	n/a	94*	96*	93*
Part distance	10	6	14	39*	9	2	n/a	n/a	6	2*	6*
All distance	2	<1	3	10	2	3	n/a	n/a	<1	2	1

More likely* to take program by distance

- **Older (24 years or older)** → **22%** **(versus 9% of 23 years or younger)**
- **French (first language)** → **21%** **(versus 11% English)**
- **More than high school (previous education)** → **24%** **(versus 10% directly from high school)**
- **Trade/hospital-based program** → **28%** **(versus 12% other)**
- **Program orientation is applied/professional** → **28%** **(versus 7% liberal arts & science)**

Q.: Will you take this certificate, degree or diploma online, by correspondence or by some other means of distance education?
Base: Among those who will continue their education within the next 12 months (n=1,799)
n/a Base size too small to report
* Statistically significant difference (Chi-square, p<.05)

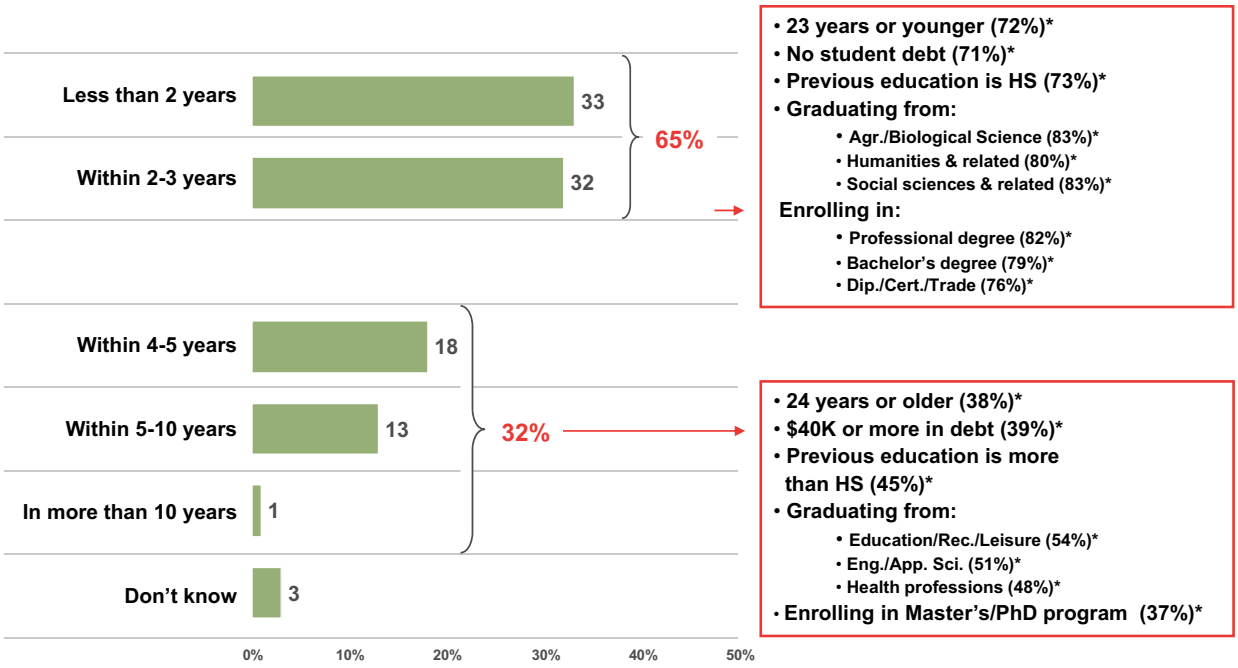
E. Expected Start Date for Students who intend to Continue within 10 Years

As noted earlier, 36% of students intend to pursue further studies within the next 12 months. This section examines the expected start date for students who intend to continue their education within the next 10 years (but not within the next 12 months).

Two-thirds (65%) of those who intend to continue their education within the next 10 years expect to begin their program within three years. Thus, most appear quite committed to their plans. Figure 6.2 shows when students intend to begin their next program, as well as the characteristics of those who intend to begin sooner versus later. Overall, those who intend to continue their next program within three years tend to be younger and have no student debt. This suggests that they may be in a better financial position to take less time between degrees, while those who intend to wait longer may need more time to save money.

Students who intend to take a professional degree, bachelor's degree or diploma/certificate are also more likely to plan on returning to school within three years, while those who intend to enrol in a master's degree are somewhat more likely to wait longer.

Figure 6.2: Expected start date for next program of study (among those who intend to continue their education within 10 years, but not within the next 12 months)



Q.: When do you expect to begin your (diploma/degree)?
Base: Among those who intend to continue their education within 10 years (n=1,899)
* Statistically significant difference (Chi-square, p<.05)

VII. Choosing the Maritimes for Further Studies

Choosing the Maritimes for Further Studies

Chapter Highlights

- Among students who intend to continue their next program of study within 12 months, the majority wish to remain in the region (54%); those who attended high school in the Maritimes are more likely to wish to remain to take their next degree or diploma (62%).
- The choice to remain in the Maritimes is also related to a number of other factors, including: program availability and reputation, area of study and the type of degree, diploma or certificate they intend to pursue, financial considerations, and attitudes such as the extent to which they have a desire for new experiences and exposure to new ideas.
- More than a third (35%) of students agree that universities in their province of study "*just don't offer the range of programs of some universities in other parts of Canada*". Students who intend to leave the Maritimes for further studies are significantly more likely to agree with this statement.
- Of those who plan to return to study at the master's level within the next 12 months, 59% plan to study outside the region; the majority said they chose to pursue further education outside the Maritimes because the program was not available (36%), or the program had an excellent reputation (24%).

Detailed Findings

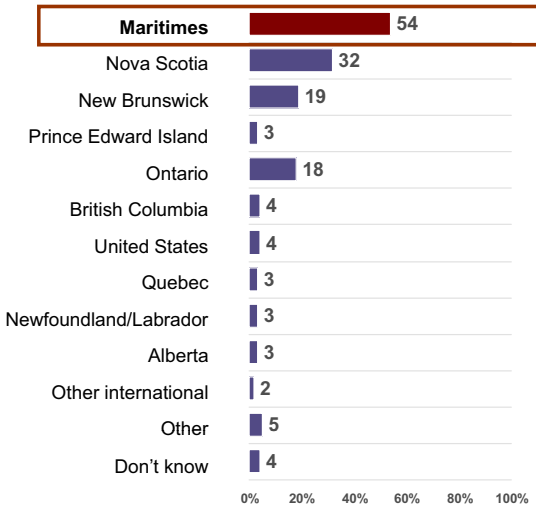
A. Intended Location for Next Program of Study

Among students who intend to enter their next program within the next 12 months, just over half (54%) intend to study at an institution located in the Maritimes (Figure 7.1). Further, students are most likely to intend to remain in their province of study (45%, New Brunswick, 49%, Nova Scotia, 29%, Prince Edward Island). The next most likely location is Ontario, where close to 2-in-10 (18%) intend to pursue their next program. No other single province or country will attract more than 5% of students; the institutions named are spread throughout the rest of Canada (13%) and the United States (4%) or another country (2%). Most of those continuing within the next 12 months have already chosen their preferred institution; just 4% indicate that they "don't know" yet.

Among students who plan to continue their education within the next 10 years (but not within 12 months), almost a third (32%) have not yet determined their preferred location (Figure 7.2). Otherwise, their patterns of choice are similar to students who intend to continue their education within 12 months: more than a third (35%) want to remain in Maritimes, and they are most likely to prefer to remain in their province of study (32%, New Brunswick, 28%, Nova Scotia, 21%, Prince Edward Island). More than 1-in-10 (13%) plan to go to Ontario and the remainder intend to study throughout Canada (11%), the United States (4%), or another country (5%). When examining location choices only among those who have decided (that is, excluding students who say they "don't know" from the calculation of proportions),

half (51%) choose the Maritimes. This is comparable to the proportion of students who intend to continue within 12 months (54%).

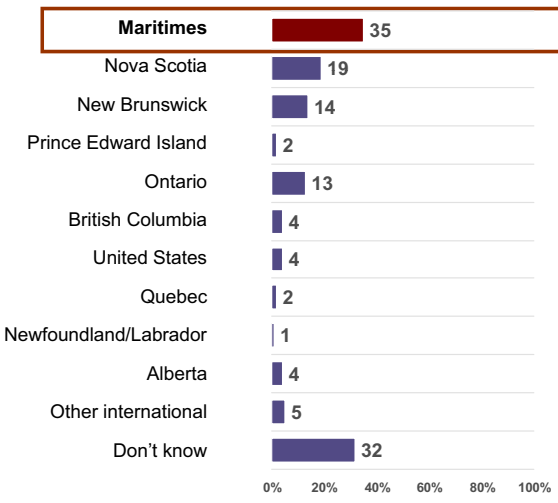
Figure 7.1: Intended location for next program of study (among those who intend to continue within the next 12 months)



	Province of Study		
	NB (n=705) %	NS (n=999) %	PEI (n=122) %
Maritimes	57	54	47
Nova Scotia	11*	49*	14*
New Brunswick	45*	3*	4*
Prince Edward Island	1*	2*	29*
Ontario	15	19	17
British Columbia	3	4	7
United States	3	5	5
Quebec	5	2	2
Newfoundland/Labrador	2	3	7
Alberta	2	3	2
Other international	2	2	2
Other	7	4	9
Don't know	4	4	2

Q.: What is the full name of the school, college, university or other organization where you will pursue or hope to pursue your program?
Base: Among those planning to pursue another degree, diploma or certificate within the next 12 months (n=1,828)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Figure 7.2: Intended location for next program of study (among those who intend to continue within the next 10 years)



	Province of Study		
	NB (n=754) %	NS (n=1,033) %	PEI (n=101) %
Maritimes	40	30	39
Nova Scotia	7*	28*	13
New Brunswick	32*	2*	5
Prince Edward Island	1	<1*	21*
Ontario	11	15*	6
British Columbia	2	5*	2
United States	3	5	3
Quebec	3	2	2
Newfoundland/Labrador	1	2	1
Alberta	4	5	4
Other international	5	5	1
Don't know	31	31	43

Q.: Do you intend to pursue this program at an educational institution in… (asked of those continuing within 10 years)
Base: Among those planning to pursue another degree, diploma or certificate within the next 10 years (n=1,885)
* Denotes a statistically significant difference (Chi-square, p<.05)

B. Factors Associated with Choosing a Maritime Institution

Whether students prefer to remain in the Maritimes or to study in a different region or country is tied to a number of different factors, including:

- Where they attended high school and a desire to live close to family and friends;
- Program availability and reputation;
- Desire for new experiences/exposure to new ideas;
- Area of study and the type of degree, diploma or certificate they intend to pursue; and
- Financial considerations (household income, debt levels).

Students who attended high school in the Maritimes are significantly more likely than those from other provinces or countries to want to remain for their next program of study (Table 7.1). For instance, among students who intend to pursue their next program within 12 months, 62% of those who attended high school in the Maritimes plan to stay here, compared to just 33% of those who attended high school elsewhere. Similarly, among students who are deferring their next program of study, 46% of those who attended high school in the Maritimes intend to stay here, versus 13% of those who attended high school elsewhere. Taking into consideration only those who have made a decision, 67% of students who intend to pursue further studies within the next 10 years and who attended high school in the Maritimes intend to remain.

Table 7.1: Intended location of study, by where students attended high school and when they intend to pursue further studies

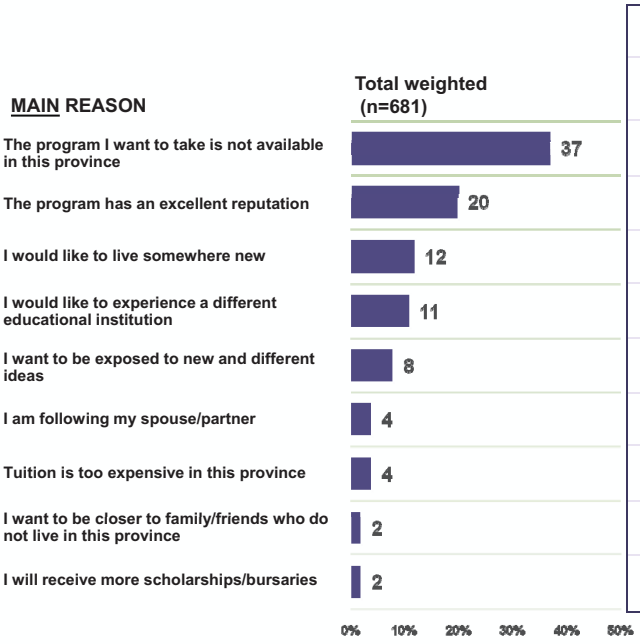
	Intend to Pursue Further Studies Within the Next 12 Months		Intend to Pursue Further Studies Within the Next 10 Years	
	Attended HS in the Maritimes (n=1,339) %	Did not attend HS in the Maritimes (n=488) %	Attended HS in the Maritimes (n=1,270) %	Did not attend HS in the Maritimes (n=617) %
TOTAL MARITIMES	***62***	***33***	***46***	***13***
Nova Scotia	36*	22*	25*	7*
New Brunswick	22*	10*	18*	6*
Prince Edward Island	4*	1*	3*	<1*
Ontario	13*	30*	7*	24*
Quebec	3	4	2	2
Prairies (MB/SK/AB)	3	4	5	5
British Columbia	3*	6*	2*	7*
Newfoundland/Labrador	3	3	1	1
United States	4	6	3*	8*
Other international	1*	5*	2*	10*
Other	5	7	n/a	n/a
Don't know	4	4	32	31

Q.: What is the full name of the school, college, university or other organization where you will pursue or hope to pursue your program?
Q: Do you intend to pursue this program at an education institution in…?
Base: Among those planning to pursue another degree or diploma within the next 12 months (n=1,828) or within the next 10 years (1,887)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Still though, at least one third of Maritime students who also completed high school in the Maritimes intend to leave the region to pursue their next degree, diploma or certificate. Having stayed here for their bachelor's degree, what factors are motivating them to want to leave now? Table 7.3 shows the main reasons students who chose to stay in the region to complete their bachelor's degree (i.e., students who also attended high school in the Maritimes) intend to leave the region to pursue further studies, overall and by current province of study.

Clearly, perceived program availability (37%) and reputation (20%) are significant factors in students' decisions to leave the Maritimes for further education. Comparatively, a desire to experience a different educational institution (11%), to live somewhere new (12%) or to be exposed to new and different ideas (8%) are each cited by about one-in-ten respondents. Program availability is a bigger issue for those studying in Prince Edward Island (63%). Leavers who attended university in Nova Scotia are less likely than students overall to cite program availability (29%).

Figure 7.3: Main reason for pursuing education outside the region (among those who attended high school in the Maritimes, overall and by current province of study)



MAIN REASON	Total weighted (n=681)	Province of Study (among only those who attended HS in the Maritimes) NB (n=275) %	NS (n=349) %	PEI (n=56) %
The program I want to take is not available in this province	37	41	29*	63*
The program has an excellent reputation	20	17	24	12
I would like to live somewhere new	12	10	14	9
I would like to experience a different educational institution	11	14	10	4
I want to be exposed to new and different ideas	8	9	7	5
I am following my spouse/partner	4	3	5	2
Tuition is too expensive in this province	4	--	7*	--
I want to be closer to family/friends who do not live in this province	2	3	2	2
I will receive more scholarships/bursaries	2	2	1	4

Q.: Currently you are studying at a university in (PROVINCE OF STUDY) and you have indicated you plan to undertake further study in another province/country. Which of the following best describes your main reason, your secondary reason, and your other reasons for pursuing further education in another province or country?
Base: Among those students who completed high school in the Maritimes and will pursue further education in a location other than their province of study (and that location is outside the Maritimes) (n=681)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Among those who intend to pursue a master's degree, an even greater proportion intends to leave (54% of those who intend to pursue a master's degree within the next 12 months; 50% of those who intend to pursue a master's degree within the next ten years, among those who have decided). To further explore the reasons behind this choice, we again excluded students who had attended high school outside the Maritimes in order to account for any special knowledge/awareness of programs "back home" (outside the region). It turns out that among students originally from the Maritimes, the majority who intend to pursue further study within the next 12 months said their reason for pursuing education outside the region was that the program was not available (38%), or that the program had an excellent reputation (29%). A further 18% wanted to experience a new learning environment – either a new institution, or new and different ideas.

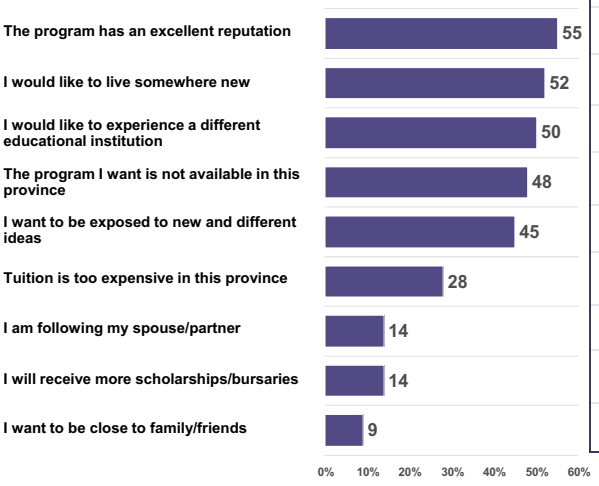
Their peers from outside the Maritimes gave a similar pattern of reasons, with the exception that more (18%) said they wanted to be close to friends and/or family and fewer (20%) said the program was not available.

Table 7c in Appendix IV details the main reason for leaving the province to pursue further studies (regardless of where the student had attended high school or the program they intend to pursue).

Taking into account all reasons for pursuing further education outside the Maritimes, leavers are as likely to indicate that they are seeking new experiences and would like to live somewhere new, as they are to be looking for reputable and/or available programs (see Figure 7.4). Thus, while program reputation and availability tend to be of primary importance (for instance, they may believe that they have no choice but to seek their program of interest elsewhere), many leavers – regardless of these program considerations or where they attended high school -- have a desire to expand their horizons.

Tuition costs are also a factor in the decision to pursue further studies outside the Maritimes, particularly for students in Nova Scotia. Among those who attended high school in the region and are currently enrolled in a Nova Scotia university, fully 42% cite "tuition is too expensive in this province" among their reasons for pursuing further education elsewhere.

Figure 7.4: All reasons for pursuing education outside the region (among those who attended high school in the Maritimes, overall and by current province of study)



ALL REASONS	Total weighted (n=681)	Province of Study (among only those who attended HS in the Maritimes)		
		NB (n=274) %	NS (n=352) %	PEI (n=55) %
The program has an excellent reputation	55	56	53	66
I would like to live somewhere new	52	53	51	49
I would like to experience a different educational institution	50	53	50	35
The program I want is not available in this province	48	52	40*	82*
I want to be exposed to new and different ideas	45	50	41	53
Tuition is too expensive in this province	28	15*	42*	7*
I am following my spouse/partner	14	12	17	11
I will receive more scholarships/bursaries	14	15	12	27
I want to be close to family/friends	9	9	9	6

Q.: Currently you are studying at a university in (PROVINCE OF STUDY) and you have indicated you plan to undertake further study in another province/country. Which of the following best describes your main reason, your secondary reason, and your other reasons for pursuing further education in another province or country?
Base: Among those students who completed high school in the Maritimes and will pursue further education in a location other than their province of study (and that location is outside the Maritimes) (n=681)
* Denotes a statistically significant difference (Chi-Square, p<.05)

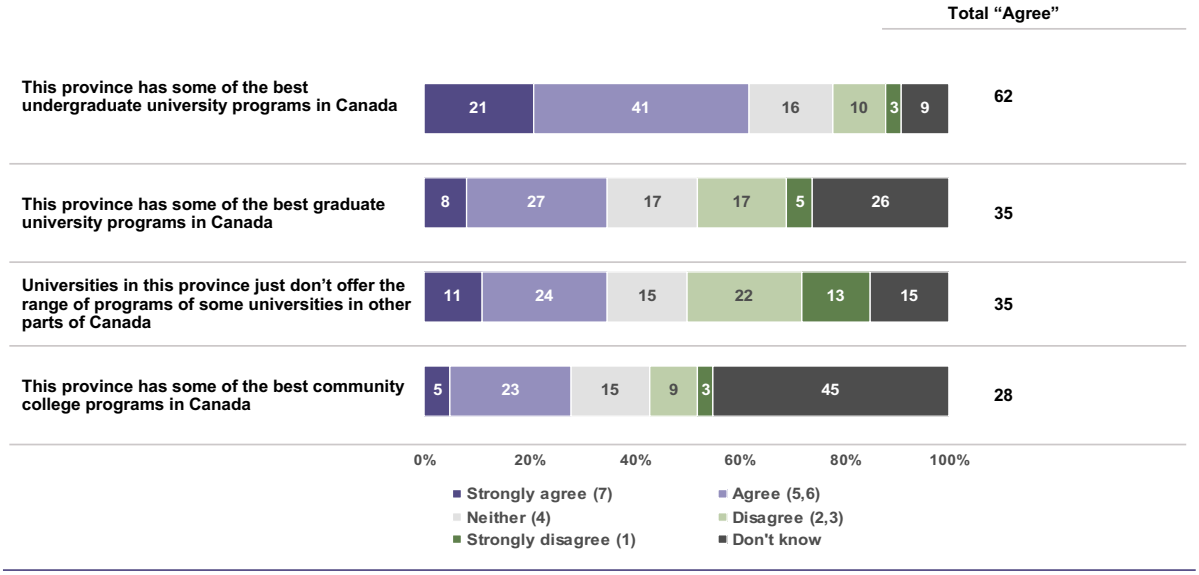
The importance of perceived program availability and reputation in the decision-making process for choosing an institution located in the Maritimes or elsewhere is also evident from students' attitudes toward undergraduate, graduate and college-level education in the region. Students were asked the extent to which they agree or disagree with four different statements about postsecondary education in their province of study (see Figure 7.5). Overall, about six-in-ten (62%) students agree that their province of study has "some of the best undergraduate university programs in Canada"; by comparison, just over a

third (35%) agree that it has "some of the best graduate university programs in Canada". This indicates that more students believe that the undergraduate programs offered by Maritime universities are stronger than the graduate programs offered (relative to other Canadian universities).

Those studying in Nova Scotia are more likely than those studying in either New Brunswick or Prince Edward Island to agree that their undergraduate (71%) and graduate (43%) programs are "some of the best in Canada."

Interestingly, one-quarter of students stated that they did not know whether their province has some of the best graduate programs, while fully 45% were unaware of community college programs. This suggests there is room to improve students' awareness of the postsecondary education options open to them in the region.

Figure 7.5: Attitudes toward postsecondary education in province of study



Total "Agree" (5,6, or 7) by Province of Study

	NB (n=2,125) %	NS (n=2,725) %	PEI (n=279) %
This province has some of the best undergraduate university programs	49	71	63
This province has some of the best graduate university programs	26	43	23
Universities in this province just don't offer the range of programs	40	29	56
This province has some of the best community college programs	26	31	28

Q.: Currently you are studying at a university in (province of study). Please answer the following question thinking about this province. To what extent to you agree or disagree with the following statements?
Base: All respondents (n=5,128)

Evidence that student perceptions about the quality of programs in the region, and the availability of programs elsewhere, also comes from the differences in attitude between those who intend to leave the region and those who intend to stay in the Maritimes. Those who intend to stay in the region for further education are almost twice likely as those who intend to leave to agree that their province of study has some of best graduate programs in Canada. For instance, as shown in Table 7.2, of New Brunswick graduates continuing their education within the next 12 months, 32% of those who intend to stay in the

Maritimes for their studies agree that the province has some of the best graduate programs in Canada, compared to 16% of those who intend to leave the Maritimes. A similar pattern in attitudes exists for Nova Scotia and Prince Edward Island.

Leavers in all three provinces are also much more likely than non-leavers to state that their province of study doesn't "*offer the range of programs of some universities in other parts of Canada*". For instance, in Nova Scotia, 42% of those who intend to pursue further studies elsewhere agree, versus 25% of those who intend to stay in the Maritimes. A similar pattern exists for New Brunswick and Prince Edward Island, underscoring the importance of perceived program availability in the decision-making process.

Table 7.2: Attittudes toward postsecondary education in province of study, by intended location for next program of study (among those who intend to pursue further education within the next 12 months)

Current province of study is….	NS		NB		PEI	
	Where students intend to pursue their next program of study (among those who intend to pursue their program within the next 12 months)					
	Maritimes (n=534) %	Other (n=383) %	Maritimes (n=398) %	Other (n=239) %	Maritimes (n=58) %	Other (n=51) %
Percent that agrees with statement (5,6 or 7 on a 7-point scale)						
This province has some of the best undergraduate university programs in Canada	76	72	51	50	66	65
This province has some of the best graduate university programs in Canada	55*	34*	32*	16*	29	14
Universities in this province just don't offer the range of programs of some universities in other parts of Canada	25*	42*	42*	60*	56	73
This province has some of the best community college programs in Canada	38*	20*	28	20	31	15

Q.: Currently you are studying at a university in (PROVINCE OF STUDY). Please answer the following question thinking about this province. To what extent to you agree or disagree with the following statements?
Base: Among those who intend to pursue further studies within the next 12 months (n=1,799)
* Denotes statistically significant differences (Chi-Square, p<.05)

Other factors that play a role in whether students choose to remain in the Maritimes for further study include the type of degree, diploma or certificate they intend to pursue and their program of study. For instance, students who are completing a program in commerce & administration are most likely to choose a non-Maritime institution for further studies, while those who are completing a program in engineering & applied science are most likely to choose a Maritime institution (see Tables 7a and 7b in Appendix IV for a detailed breakdown of intended location for further studies by field of study and type of degree/diploma, among those who intend to continue within 12 months). Further, those who intend to enrol in a master's degree or PhD degree program are significantly less likely to choose a Maritime institution (42% versus 54% overall among students who intend to pursue their next program within 12 months), while those who intend to pursue another bachelor's degree are significantly more likely to plan to stay here (73%).

Financial considerations also come into play when deciding whether to attend a Maritime institution or one located in another province or country for further studies. Students who grew up in families with high

household incomes are less likely to remain in the Maritimes for further studies; for instance, among those who intend to enrol in their next program within 12 months, 49% from families with incomes of $70,000 or higher intend to remain in the Maritimes, versus 61% from families with incomes of less than $70,000.

Student debt levels and the type of funding available for their next program also have an impact, especially for those who are delaying their next degree, diploma or certificate (these considerations are also related to the decision to delay). For instance, among those who intend to pursue further studies eventually, 41% of those with $40,000 or more in current student debt intend to remain in the Maritimes, versus only 25% of those with no debt. Similarly, those who intend to rely on student loans to fund their next program are more likely to stay in the Maritimes (42%), while those who intend to rely on their parents as main source are less likely to stay (23%).

Taken together, these findings indicate that available sources of income and funding as well as debt levels have a clear impact on the decision-making process; students with fewer financial constraints have a much greater degree of mobility (or at least they perceive themselves to).

A logistic regression analysis was also conducted to predict the impact of different independent variables on students' likelihood to intend to remain in the Maritimes for their next program of study (detailed model output can be found in Appendix V). The following variables were examined: prior educational attainment, parental educational attainment, program orientation, intended field of study, sources of funding, total debt from all sources, attitudes toward programs of study and employment opportunities in students' province of study, and where they attended high school (in the Maritimes or not). The results of this analysis are consistent with the factors outlined above. Of the independent variables examined, the following contribute significantly to the likelihood of remaining in or leaving the Maritimes (in order of relative importance): intended field of study is education, fine arts, engineering or health professions & occupations; where students attended high school; relying of spouse/partner, government student loans or merit-based awards for funding; prior educational attainment, and students' attitudes toward employment opportunities in their province of study. The intent to study education, engineering & applied science, or a health-related field is associated with staying in the Maritimes, as is relying on a spouse/partner and/or government student loans as a source of funding. Also, having attended high school in the Maritimes helps predict the likelihood of intending to remain, as does believing that there will be good employment opportunities upon completion of one's education. The Nagelkerke R-Square for the model is 0.207.

Finally, the extent to which students feel already established in the Maritimes likely plays a role in their decision to choose a Maritime institution. For instance, among those who completed high school in the Maritimes and intend to pursue further studies within the next 10 years (who are, on average, older than those who intend to enrol in their next program within 12 months), students who are 24 years of age or older are significantly more likely than those younger than 24 to plan to stay in the Maritimes (52% versus 40%)[16]. This suggests that the longer students stay in the Maritimes having completed high school the more likely they are to remain here permanently. Younger students who entered their bachelor's degree program straight from high school and are now considering their options may feel less "rooted" here than students who are older and who may have taken a less direct path to university following high school.

[16] Considering all students intending to pursue further education within 10 years, the difference is the same (24 years of age or older, 41%; younger than 24, 29%.).

VIII. Financing Education

Financing Education

Chapter Highlights

- Seven-in-ten (71%) students owe money from financing their 2007 degree; a quarter (24%) owe more than $40,000.
- Among those who owe money, students will graduate with a debt totalling $30,035 from all sources, on average.
- The main sources of funding for students' next program of study are: personal savings, government student loans, employment earnings and parents.
- Younger students and those from higher income families are less likely to rely on loans to finance their next program of study; younger students are more likely to rely on their parents for assistance.
- Available sources of funding play a significant role in the decision-making process for leaving or remaining in the Maritimes for further studies; students with access to income, savings or scholarships are more likely to leave the region to study elsewhere.

Detailed Findings

A. Current Debt Load

Students were asked to indicate how much money they currently owe to all sources for financing their 2007 degree: government student loans, loans from banks or other financial institutions, family, and other sources such as credit cards or friends. Table 8.1 provides a summary of the proportion of students who borrowed to finance their degree, by province of study and program orientation. Table 8.2 shows mean and median amounts of debt (among those who borrowed), by province of study and program orientation.

On average, students owe $30,035, primarily in the form of government student loans ($27,301)[17]. Although there were no significant differences in the mean or median amount borrowed by province of study, students from applied/professional programs have higher debt levels, on average, than those from liberal arts & science programs ($32,315 versus $27,135). Students from programs in education and health-related programs also have higher debt levels, particularly from government student loans.

[17] Note: Responses of $100,000 or greater for any single source were treated as outliers and were excluded from all calculations (n=20).

Table 8.1: Incidence of borrowing to finance degree (all sources), by province of study and program orientation

		Province of Study			Program Orientation	
	Total Weighted %	NB %	NS %	PEI %	Applied/ Professiona %	Liberal Arts & Science %
TOTAL DEBT (ALL SOURCES)						
	(n=5,128)	(n=2,125)	(n=2,724)	(n=279)	(n=2,628)	(n=2,500)
% owes	71	74*	69*	73	74*	68*
% does not owe	29	26*	31*	27	26*	32*
PERCENT WHO BORROWED FROM EACH SOURCE (Among those who borrowed from at least one source)						
	(n=3,652)	(n=1,569)	(n=1,878)	(n=205)	(n=1,950)	(n=1,702)
GOVERNMENT STUDENT LOANS	68	71*	65*	72	69	67
BANK LOANS/LINE OF CREDIT	45	43	47	44	49*	40*
FAMILY	29	28	31	26	30	29
OTHER SOURCES	40	37	42	44	40	39

Q: Thinking about financing the degree you expect to complete in 2007, how much money do you currently owe to the following?
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 8.2: Mean and median amounts of debt, by province of study and program orientation

		Province of Study			Program Orientation	
	Total Weighted %	NB %	NS %	PEI %	Applied/ Professional %	Liberal Arts & Science %
TOTAL DEBT (ALL SOURCES)	**n=3,632**	**n=1,560**	**n=1,867**	**n=204**	**n=1,935**	**n=1,697**
Mean amount	$30,035	$30,652	$29,531	$29,929	$32,315*	$27,435*
Median amount	$29,000	$30,000	$28,000	$25,007	$30,000	$26,716
GOVERNMENT STUDENT LOANS	**n=2,475**	**n=1,107**	**n=1,221**	**n=147**	**n=1,339**	**n=1,136**
Mean amount	$27,301	$28,399	$26,445	$26,141	$27,650	$26,889
Median amount	$25,000	$30,000	$25,000	$24,503	$25,000	$26,000
BANK LOANS/LINE OF CREDIT	**n=1,634**	**n=666**	**n=878**	**n=90**	**n=951**	**n=683**
Mean amount	$14,221	$13,265	$14,892	$14,745	$14,334	$14,064
Median amount	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
FAMILY	**n=1,063**	**n=429**	**n=581**	**n=53**	**n=580**	**n=483**
Mean amount	$13,016	$13,282	$12,964	$11,411	$15,888*	$9,563*
Median amount	$5,000	$5,000	$5,000	$4,416	$5,500	$5,000
OTHER SOURCES	**n=1,451**	**n=581**	**n=779**	**n=91**	**n=783**	**n=667**
Mean amount	$3,054	$3,169	$2,898	$3,664	$3,376	$2,677
Median amount	$1,500	$1,500	$1,500	$1,500	$2,000	$1,500

Q: Thinking about financing the degree you expect to complete in 2007, how much money do you currently owe to the following?
Base: Among those who owe money (base sizes vary by source)
Note: Responses of $100,000 or greater for any single source were treated as outliers and were excluded from all calculations (n=20)
* Denotes a significant difference (ANOVA, p<.05)

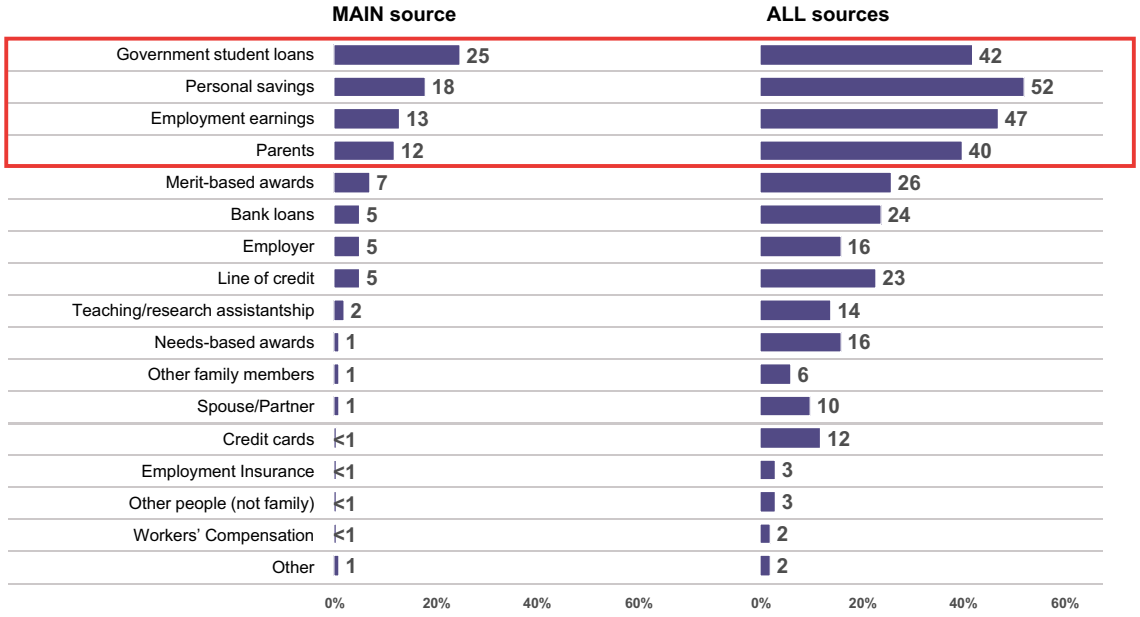
Comparing the financial status of students about to complete their first degree with that of graduates who completed their first bachelor's degree in 2003 shows that the proportion who accumulated student debt has not changed appreciably over the last four years (68%, Class of 2007; 65% Class of 2003). However, Class of 2007 students owe, on average, 10% more[18] than the Class of 2003 graduates did at graduation, and the proportion who owe at least $40,000 has increased by 14 percentage points between cohorts.

B. Sources of Funding for Next Program of Study

Figure 8.1 shows how students who intend to pursue further education anticipate funding their next program of study. Of seventeen different possible sources, four are most important: government student loans, personal savings, employment earnings and parents. Taking into account all sources of funding, more than half (52%) indicate that they will rely on personal savings to some extent, while four-in-ten or more will rely on employment earnings (47%), government student loans (42%), and parents (40%). Other sources, such as bank loans, awards, employers and teaching/research assistantships will be used by a quarter or fewer overall.

[18] In constant (2007) dollars (Class of 2003, $24,976: Class of 2007, $27,486); in current dollars the difference is 19% (Class of 2003, $23,008; Class of 2007, $27,486). Note: Class of 2003 amounts are based on the amount borrowed to finance their education; Class of 2007 amounts are based on the amount owing just before graduation.

Figure 8.1: Sources of funding for next program of study



Q.: We would like to learn about how you anticipate funding your next program of study. Choosing from the list below, please indicate what you anticipate will be your main source of funding, secondary source (if any) and any other sources of funding for your (degree/diploma).
Base: Among those who will pursue further education (n=3,685)

Table 8a in Appendix IV provides sources of funding by province of study.

Among those who indicated that they will rely in part on merit-based awards to fund their next program of study, the average amount applied for and received is $9,670 (the median amount is $7,000). The average amount applied for but that has not yet been awarded is $12,500 (the median amount is $15,000). Those graduating from programs in mathematics and physical science have applied for the highest awards and expect to receive an additional $16,500 on average (this group has already applied for and received an average of $14,200).

C. Variations in Funding Sources by Students' Demographic Characteristics

The extent to which students expect to rely on loans, savings, or family for the financing of their next degree, diploma or certificate varies by a number of demographic characteristics. Younger students (23 years or less) are significantly more likely to indicate that their parents will be a source of funding (48% versus 28% of those 24 or older). Those whose first language is neither English nor French are also more likely to rely on their parents (60% versus 40% overall); women are more likely than men to cite government student loans as a source of funding (46% versus 36%).

Not surprisingly, anticipated sources of funding vary considerably by household income and student debt levels to date. Table 8.3 below shows anticipated sources of funding by household income and current student debt levels. Those from families with lower household incomes ($39K or less) are significantly

more likely to indicate that government student loans (58%) and needs-based awards (24%) will be among their sources of funding, while those from higher income households ($70K or more) are more likely to rely on personal savings (55% versus 45% of those from lower income households) and parents (52% versus 20% of those from lower income households). A similar pattern is evident by total student debt, whereby those with no debt are much more likely than those with large debt to anticipate relying on parents and/or personal savings. Conversely, those who have already accumulated a large amount of debt are the most likely to assume more in the form of government student loans, and to a lesser extent, bank loans and lines of credit.

There are no significant differences in anticipated sources of funding by parental educational attainment.

Table 8.3: Sources of funding, by household income and student debt

		Household Income			Total Student Debt		
ALL SOURCES	Total Weighted (n=3,685) %	$39K or less (n=472) %	$40K-$69K (n=895) %	$70K or more (n=1,412) %	$0K (n=1,134) %	<$39K (n=1,726) %	$40K or more (n=815) %
Personal savings	52	45*	52	55	59*	52	43*
Employment earnings	47	46	50	46	42*	50	47
Government student loans	42	58*	51*	34*	21*	48*	61*
Parents	40	20*	33*	52*	56*	36*	26*
Bank loans	24	22	26	26	18*	26	28
Line of credit	23	20	25	26	13*	29*	27*
Merit-based awards	26	28	26	26	27	28	20*
Needs-based awards	16	24*	17	11*	10*	17	20*

Q.: We would like to learn about how you anticipate funding your next program of study. Choosing from the list below, please indicate what you anticipate will be your main source of funding, secondary source (if any) and any other sources of funding for your (degree/diploma).
Base: Among those who intend to pursue further education
* Denotes statistically significant difference (Chi-Square, p<.05)

D. Relationship between Sources of Funding and Timing/Location of Next Program

The types of funding available to students influence when and where they intend to pursue their next program of study. For instance, students who intend to enrol in their next program within 12 months are much more likely than those who are delaying further studies to indicate that their parents are a source of funding (48% versus 32%), as well as government student loans (47% versus 39%). Conversely, students who are delaying further studies are more likely to anticipate relying on personal savings (58% versus 46% of those pursuing further studies within 12 months) and employment earnings (52% versus 42%).

Thus, students who intend to wait to continue their studies appear to have less financial support from their parents and seem to be planning to make up for this by relying on personal savings and earnings.

Students who intend to leave the Maritimes to pursue further education within the next 12 months are significantly more likely than those who plan to stay here to mention parents (53% versus 45%) and merit-based awards (38% versus 25%) as sources. In contrast, those who intend to stay in the Maritimes are more reliant on government student loans (53% versus 38% of those who intend to leave). This suggests that available sources of funding play a significant role in the decision-making process for leaving or remaining in the Maritimes for further studies; presumably, some students stay here because they do not want to incur significant debt by choosing to study elsewhere.

IX. Choosing the Maritimes for Employment

Choosing the Maritimes for Employment

Chapter Highlights

- Most students (59%), especially those who attended high school in the Maritimes (73%), want to remain in the region for employment when they complete their education.
- Clearly, family ties and Maritimes roots are important elements of students' desire to live and work here when they finish their education.
- However, students tend to perceive a lack of employment opportunities in the Maritimes, and this perception is the main reason for leaving to work in another province or country.
- Students from education and health fields are significantly less likely to agree that they will need to leave the Maritimes in order to pursue their chosen profession. They are also more likely to agree that they would love to spend most of their life living in the Maritimes, suggesting that they may choose their field of study knowing that they will have a greater chance of finding a job here when they graduate.

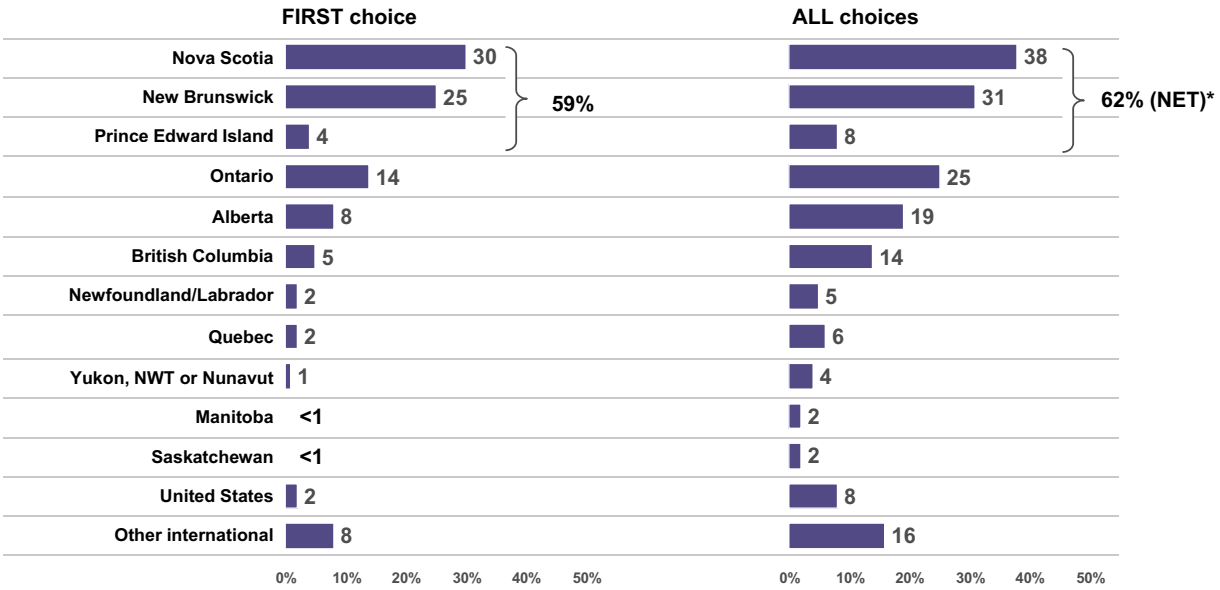
Detailed Findings

A. Intended Location for Employment Following Completion of Education

Figure 9.1 below shows where students intend to look for work when they complete their studies and which location (province or country) is their first choice. Overall, 62% of students say they intend to seek employment in the Maritimes, and a Maritime province is the first choice of about 6-in-10 (59%). Among other provinces, Ontario is the first choice of 14%, followed by Alberta (8%) and British Columbia (5%). One-in-ten would prefer to live outside of Canada (2%, US; 8%, another country), a proportion that is only slightly higher than the number of foreign students (8%) who are graduating from a Maritime university.

Table 9a in Appendix IV provides intended location for work, by province of study.

Figure 9.1: Planned location for employment following completion of education



Q.: We would like to learn about your plans relating to employment following your education (i.e., the degree you complete in 2007 and/or any university or college degree/diploma you undertake immediately following your 2007 degree/diploma). Immediately following the completion of your education, in which province(s) or country(ies) do you plan to work or seek employment?
Q: Of the provinces/countries you checked in the previous question, which one would you consider to be your first choice of location in which to work?
Base: All respondents (n=5,128); only respondents who named a location when asked for all choices were asked their first choice (n=4,617)
* 62% represents the proportion that named at least one Maritime province; mentions of more than one Maritime province are not included in this calculation

Among those who attended high school in the Maritimes, 73% name a Maritime province as their first choice location for employment. Clearly, most students with roots in the Maritimes want to stay here -- provided they can find employment. Among those who attended high school elsewhere, a Maritime province is the first choice of 22%.

By field of study, students in education (73%), health (71%) and general arts & science (76%) programs are most likely to indicate that their first choice is to work in the Maritimes. Conversely, students in commerce & administration (53%), engineering & applied sciences (48%), and fine & applied arts (40%) are least likely to first choose the Maritimes.

B. Reasons for Preferring to Live and Work in the Maritimes

Asked the main reason for their first choice of location, students are most likely to mention family (34%), followed by a desire to live here (20%); however, various employment-related reasons are mentioned by a quarter (23%), such as that they can find the job they want (8%), they have a job offer (8%) or they can earn more money (7%). Figure 9.1 details the main reason for the first choice of location for employment, overall and by preferred location.

Those who prefer to work in Ontario, the US and especially Alberta, are more likely to mention employment-related reasons (50%, 55% and 67%, respectively) for wanting to live there than are those who prefer to live elsewhere. Fully one-third (33%) of those who want to work in Alberta say that they can earn more money (whereas less than 1% provide this reason for wanting to work in a Maritime province).

The tax credit available to new graduates in New Brunswick and Nova Scotia appears to offer little motivation for students to live there; just 1% indicate that this is their main reason for preferring to seek employment in the Maritimes[19]. It is possible that awareness of the tax credit is limited.

Table 9.1: Main reason for first choice of location for employment

		First Choice Location for Employment									
	Total Weighted (n=4,617) %	NL (n=78) %	PEI (n=186) %	NS (n=1,373) %	NB (n=1,139) %	QC (n=75) %	ON (n=665) %	AB (n=355) %	BC (n=220) %	USA (n=103) %	Oth. Int'l (n=364) %
Family is in this province/country	34	42	47	43	42	29	34	11	12	17	11
Would like to live in this province	20	17	19	25	20	31	10	8	38	16	28
Spouse/partner works here	9	9	11	10	14	7	7	6	9	3	4
I can find the job I want	8	1	2	3	3	13	20	18	9	15	8
I have a job offer	8	9	10	6	8	3	10	16	7	9	9
I can earn more money	7	4	1	<1	<1	3	10	33	12	31	11
There is a better quality of life	5	12	7	4	4	1	5	5	10	3	4
My friends are in this province/ country	2	1	2	3	2	5	2	1	1	--	1
I want to take advantage of the tax credit available to new graduates	1	--	--	1	2	--	--	--	--	--	--
It costs less to live in this province	1	4	1	1	2	1	--	2	--	--	1
None of the above	5	1	2	4	4	7	2	2	3	8	22

Q: Which of the following best describes your main reason for considering (FIRST CHOICE) to be your first choice of location in which to work?
Base: All respondents
Note: Students whose first choice location of employment is Manitoba, Saskatchewan or the Northwest Territories/Yukon/Nunavut are excluded (n<50).

[19] In New Brunswick, the tax credit was established in 2007 and is available to those who graduated after January 1, 2005. In Nova Scotia, it was also established in 2007 and is available to those who graduated after January 1, 2006. Only students who indicated NB, NS, or MB as their first choice were asked this question.

Among those originally from the Maritimes who prefer to stay in the region, family (47%) and a desire to live in the province (21%) are the most popular reasons for choosing a Maritime province; employment-related reasons are given by 10%. By comparison, 52% of those originally from the Maritimes who prefer to work outside the region provide an employment-related reason.

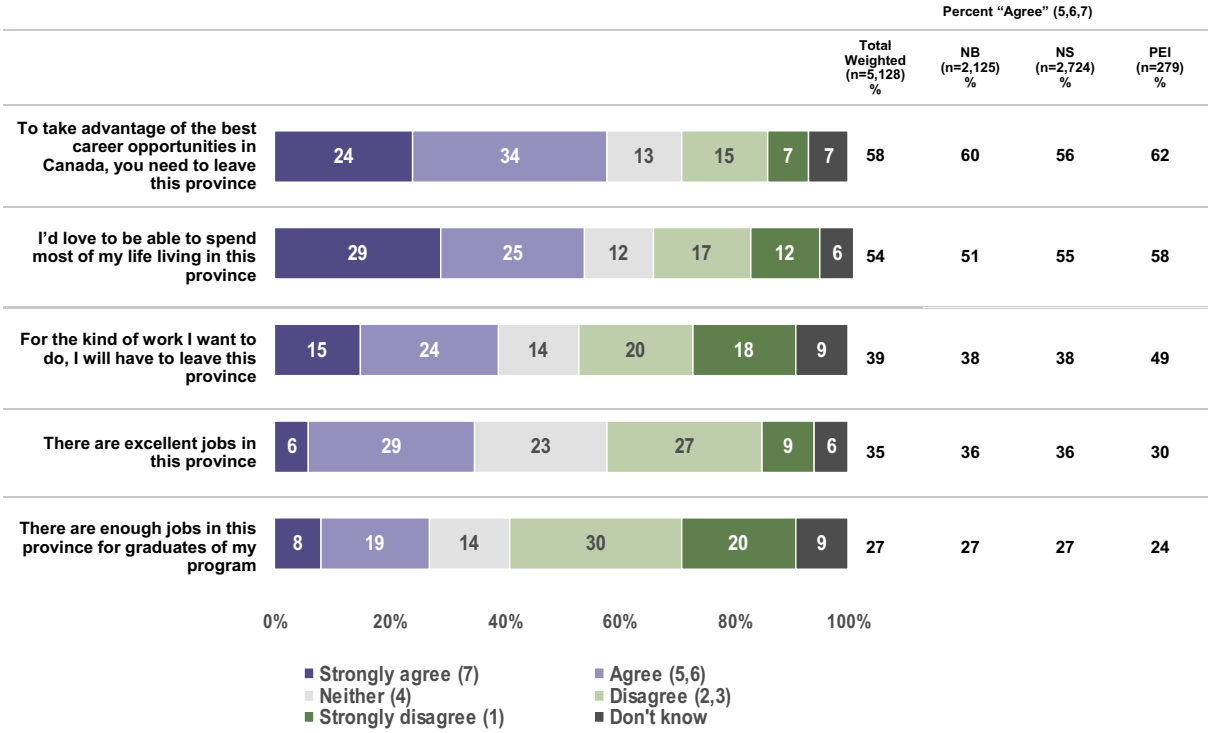
C. Barriers to Choosing the Maritimes for Employment

Those who said that they would not choose their current province of study as their first choice location to work were presented with nine possible reasons for not wanting to work in the same province. Of those who indicated that their first choice place to work was outside the Maritimes, more than half (59%) cite an employment-related reason: better opportunities elsewhere (18%), inability to find a job of choice (15%), lack of opportunities (14%) and the ability to earn more money elsewhere (12%). By comparison, 14% indicate that they would like to be closer to family and friends, and 15% would like to live somewhere new. Thus, students tend to perceive a lack of employment opportunities in the Maritimes, and this perception is the main reason for leaving the region to work in another province or country.

Figure 9.2 below shows students' level of agreement with five different statements about living or working in their province of study. Close to four-in-ten (39%) agree that they will have to leave their province of study for the kind of work they want to do, and more than half (58%) agree that to take advantage of the best career opportunities in Canada, they would have to leave the province. Only 35% agree that there are excellent jobs in their province of study, and just over a quarter (27%) agree that there are enough jobs for students from their program.

Even though many students would "*love to be able to spend most of my life*" living in their province of study (54% overall and 62% of those who attended high school in the Maritimes), they are pessimistic about the employment market for skilled workers. Students from Prince Edward Island in particular are likely to agree that they will have to leave the province for the kind of work that they want to do (49% versus 39% overall).

Figure 9.2: Attitudes toward employment opportunities in province of study, by province of study



Q.: Currently you are studying at a university in (province of study). Please answer the following question thinking about this province. To what extent do you agree or disagree with the following statements?
Base: All respondents (n=5,128)

Students in education programs as well as those studying in health professions & occupations are significantly less likely to agree that they will need to leave their province of study to pursue their chosen profession (27% and 21% respectively). They are also more likely to agree that they would love to spend most of their life living in the Maritimes (61%), suggesting that they may choose their field of study knowing that they will have a greater chance of finding a job in the Maritimes when they graduate.

Students from applied/professional programs are more likely those from liberal arts & science programs to agree that there are enough jobs for them (32% versus 22%); presumably this difference relates to the education and health professional programs within the category of applied/professional degrees.

X. Conclusions

Conclusions

The findings in this report lead to a number of conclusions about Maritime students' perceptions of their degree program, their intentions to pursue post-baccalaureate studies, and the factors that play a role in their decision-making process about when they will continue their education, what kind of programs they will take, and where they will study (and choose to live when they are finished).

The vast majority of students (86%) are satisfied within their university education, and the evidence indicates that their educational expectations, for the most part, are being met by their program. Across several measures, students' expectations are being met – for acquiring skills such as critical thinking, gaining an in-depth knowledge of their field of study and becoming prepared for further studies. Although a minority of the Class, particularly those who are studying in liberal arts & science programs, expect more from their institutions in terms of labour force preparation, for most, expectations on this front are being met.

Intended participation rates for post-baccalaureate studies are strong: three-quarters (76%) of students plan to pursue further education either within 12 months (36%) or within the next 10 years (40%). The decision to continue is most closely related to perceptions about whether further education is required in order to obtain their job of choice. Notwithstanding other secondary motivations for pursuing further education (for instance, wanting to increase knowledge in an area of interest), students are most focussed on obtaining the skills they need to establish and advance their career.

Evidence for this conclusion is drawn from responses to several different questions as well as from the characteristics of students who intend to continue versus those who do not: those who are planning to continue are most likely to say that "*it will help me get my job of choice*" describes their reasons for continuing (87%), while more than half (55%) of those who will not continue say that their "*job of choice does not require further education.*" Program orientation is the most significant factor in whether a student intends to pursue further study: 87% of students in liberal arts & science programs, and 65% of those in applied/professional programs, said they intend to pursue further study. These findings dovetail with what has been learned from surveys of previous Maritime university graduating classes: at the two-year-out mark, graduates have returned in large numbers, with those from liberal arts & science programs outnumbering two-to-one those from applied/professional programs[20].

Students in applied/professional programs are ready to enter directly into a specific job or industry; wanting to begin their careers, they may be less inclined to resume their studies. On the other hand, students in liberal arts & science programs are in programs which are not as clearly linked to the labour market. This helps to explain the fact that students in liberal arts & science programs make up the majority of those who plan to return within 12 months, and that their motivation is largely employment/career related.

Notably, liberal arts & science students who intend to continue their education, made this decision very early on. Liberal arts & science students make up 70% of those who intend to continue within 12 months;

[20] Source: MPHEC Survey of Class of 2003 in 2005 data file.

of these, slightly over half (52%) report that they had made the decision to do so either before they enrolled (34%) or in the first two years of their current program (17%).

The majority of those who plan to continue their education intend to eventually complete a master's degree (60%). A second bachelor's degree is also popular, with 21% planning further study at this level.

Whether students prefer to remain in the Maritimes or to study in a different region or country is tied to a number of different factors, including: where they attended high school and a desire to live close to family and friends, program availability and reputation, desire for new experiences/exposure to new ideas, area of study, and financial considerations.

Most students who attended high school in the Maritimes want to stay for further studies; however, at least one-third intend to leave. Among those who intend to pursue a master's program, an even greater percentage intends to leave (54% of those who intend to pursue a master's degree within the next 12 months; 50% of those who intend to pursue a master's degree within the next 10 years).

Program availability and reputation are significant factors in students' decisions to leave the Maritimes. Among Maritimers who intend to leave the region to pursue further studies, 37% said the program they want to take is not available and 20% said their intended program has an excellent reputation.

The importance of perceived program availability and reputation is also evident from students' attitudes toward undergraduate, graduate and college-level education in the region. Overall, about six-in-ten (62%) students agree that their province of study has "some of the best undergraduate university programs in Canada"; by comparison, just over a third (35%) agree that it has "some of the best graduate university programs in Canada". This suggests that there is a perception among some that the graduate programs offered by Maritime universities may not be on par with those offered by universities in other parts of Canada. This is an issue that is worth exploring in greater detail in future studies.

Financial considerations also factor into students' decisions about whether to pursue further studies. Compared to students who owe nothing, a debt of $40,000 or more significantly reduces (by 13 percentage points) the likelihood of a student planning to return for further study within 12 months, and increases the likelihood they anticipate either not returning or are undecided (by nine percentage points).

Seven-in ten students (71%) owe money from financing their 2007 degree, and a quarter owe more than $40,000. Among those who owe money, students will graduate with an average debt totalling $30,035 from all sources.

Compared to the Class of 2003, the proportion who owe money for their education has not changed appreciably over the years; however, those who are about to graduate with their first bachelor's degree in 2007 and currently have debt to finance that education, owe on average 10% more (Class of 2003, $27,486 in 2007 constant dollars; Class of 2007, $24,976).

In contrast with previous research undertaken by MPHEC, this study found little or no impact of parental educational attainment on students' intentions to pursue further studies, either within 12 months or within 10 years. Previous research identified a link between the pursuit of further education and parental

educational attainment, such that students with at least one parent who holds a bachelor's degree or above are more likely than others to continue. Whether this discrepancy predicts that the intentions of some students will go unrealized due to a student's background is uncertain at this point; the MPHEC's planned follow-up survey with the Class of 2007 in two years' time will be able to resolve this question.

Just as students tend to perceive a lack of available programs for further studies, they also tend to perceive a lack of good employment opportunities in the Maritimes. Close to three-quarters of those who attended high school in the Maritimes wish to remain here to work (as does a large proportion of those from elsewhere). However, more than half of students agree that to take advantage of the best career opportunities in Canada, you need to leave, while only 35% agree that there are excellent jobs in their province of study. Among those who intend to leave the Maritimes, most give an employment-related reason, such as that there are better opportunities elsewhere, they cannot find their job of choice here, there is a lack of opportunities or they can earn more money elsewhere.

Appendix I:
Data Weights

Appendix I: Data Weights

SAMPLE CELL	Un-weighted n	Weight factor	Weighted n
Acadia University			
Males	118	1.5169	179
Females	243	0.8652	210
Cape Breton University			
Males	58	1.671	97
Females	122	1.1475	140
Dalhousie University			
Males	326	1.1467	374
Females	728	0.6804	495
Mount Allison University			
Males	81	1.0319	84
Females	174	0.722	126
Mount Saint Vincent University			
Males	48	1.0363	50
Females	223	0.791	176
Nova Scotia Agricultural College			
Males	13	1.1834	15
Females	34	0.7089	24
Nova Scotia College of Art and Design			
Males	30	0.7692	23
Females	77	0.6993	54
Saint Mary's University			
Males	84	1.9596	165
Females	182	1.0228	186
St. Francis Xavier University			
Males	104	1.5039	156
Females	250	1.0666	267
St. Thomas University			
Males	90	0.9458	85
Females	281	0.6424	181
Université de Moncton			
Males	98	1.1721	115
Females	274	0.7131	195
Université Sainte-Anne			
Males	5	3.0768	15
Females	24	0.7051	17
University of King's College			
Males	36	0.8974	32
Females	88	0.5478	48
University of New Brunswick			
Males	415	1.4853	616
Females	616	1.1738	723
University of Prince Edward Island			
Males	73	1.3347	97
Females	233	0.7791	182
	Total un-weighted sample size 5,128		**Total weighted sample size 5,128**

Appendix II:
Margin of Error for Major Sub-Samples

Appendix II: Margin of Error for Major Analytical Categories

The table below provides the margin of error for the major analytical categories used throughout the report.

ANALYTICAL CATEGORY	SAMPLE SIZE (n)	MARGIN OF ERROR (19 times out of 20)
PROVINCE OF STUDY		
New Brunswick	2,125	±2.13%
Nova Scotia	2,725	±1.88%
Prince Edward Island	279	±5.87%
PROGRAM ORIENTATION		
Applied/Professional	2,628	±1.91%
Liberal Arts & Science	2,500	±1.96%
CURRENT FIELD OF STUDY		
Arts & Science (general)	136	±8.4%
Education, Physical Education, Recreation & Leisure	670	±3.79%
Fine & Applied Arts	189	±8.0%
Humanities & Related	664	±3.8%
Social Sciences & Related	1,045	±3.03%
Commerce & Administration	887	±3.29%
Agriculture & Biological Sciences	510	±4.34%
Engineering & Applied Sciences	377	±5.05%
Health Professions & Occupations	394	±4.94%
Mathematics & Physical Sciences	297	±5.69%
PREVIOUS EDUCATIONAL ATTAINMENT		
High school or less	3,596	±1.63%
Some/completed PSE	1,532	±2.5%
PARENTAL EDUCATIONAL ATTAINMENT		
High school or less	736	±3.68%
PSE below bachelor's degree	1,700	±2.42%
Bachelor's degree or higher	2,393	±2.04%

Appendix III: Program Orientation – List of Majors

Appendix III: Program Orientation – List of Majors

The program orientation variable is a dichotomy based on major field of study (PSIS codes): Applied/Professional and Liberal Arts & Science.

Applied/ Professional

11800 Elementary-Secondary Teacher Training
11801 Art Education
11804 Special Education
11805 Home Economics Education
11806 Industrial Arts - Teaching
11807 Music Education
11809 IT Education
11812 Adult, Continuing Extension Education
11813 Reading
11816 Elementary Education
11818 Elementary Education -French
11819 Elementary Education -Social Studies
11820 Secondary Education -General
11821 Secondary Education -English
11822 Secondary Education -French
11823 Secondary Education -History
11824 Secondary Education -Mathematics and Science
11837 Teaching French as a Second Language
11899 Other Elementary-Secondary Teacher Training
13600 Kindergarten, Pre-School Teacher Training
13700 Education -General
13701 Bachelor of Arts, Bachelor of Education
13702 Bachelor of Science-Bachelor of Education
13801 School librarianship
13802 Educational Administration
13803 Educational Psychology
13805 Guidance and Counselling
13806 Curriculum Specialization
13808 Education Foundations
13811 Educational Media
13813 Individual and Family Studies
13816 Elementary Ed
13900 Physical Education
14000 Kinesiology, human kinetics and anthropology
14100 Recreation
14102 Recreation Management
31099 Journalism -Languages and-or Literatures, Other
31200 Library Sciences
31701 Public Relations Management
32599 Theological Studies
41202 Accounting
41204 Finance
41206 Industrial Relations and Personnel Management
41207 Entrepreneurship
41208 Technology Management and Entrepreneurship
41210 Marketing-Retailing
41216 Management
41218 Information Management
41222 International Business
41230 Human Resources Management
41240 Business Administration - Law
41246 Electronic Commerce
41255 Financial Services
41299 Commerce, Management, Business Administration, Administrative
41300 Criminology
41401 Public Administration
41402 Health Administration
41406 Hospitality-Tourism
41416 Marine Management
43300 Law and Jurisprudence
44700 Secretarial Science
44703 Information Technologies-Computer Studies
44999 Social work and social welfare - Other
45900 Gerontology
52100 Veterinary Medicine
60300 Architecture
60304 Interior Design
60600 Chemical Engineering
60700 Civil Engineering
60900 Electrical Engineering
60902 Computer Engineering
61000 Industrial Engineering
61100 Mining Engineering
61200 Mechanical Engineering
61300 Metallurgical Engineering
61401 Biomedical Engineering
61406 Geological Engineering
61414 Agricultural-Biological Engineering
61416 Surveying Engineering

Applied/Professional

61600 Engineering General
62020 Forest Engineering
62099 Forestry - Other
62440 Environmental Technology
62450 Environmental Health Technology
62470 Landscape Horticulture
70300 Dentistry
70500 Medicine
70626 Pharmacology
70628 Physiology
70630 Physiology and Biophysics
70699 Basic Medical Sciences
71001 Laboratory Medicine - Microbiology
71020 Pathology
71522 Nursing -Post RN
71599 Nursing - Other
72100 Pharmacy
72400 Epidemiology and Public Health
72703 Human Communication Disorders
72704 Occupational Therapy
72706 Physiotherapy
73800 Dental Hygiene
79900 Other health professions and occupations
80606 Computer Science- Applied
80610 Computer Science & Bus. Admin.
80631 Multimedia
80640 Information Management
80642 Computer System Development
80643 Geographical Information Systems
80650 Information Technology
80699 Computer Science
80770 Software Development

Liberal Arts & Science

00010 Science and Business Administration
20399 Other Fine Arts
20504 Composition
20506 Organ
20507 Piano
20509 Singing, Opera Singing
20511 Jazz Studies
20512 Music Performance
20599 Other Music
20802 Drama, Theatre
20803 Costume Studies
21403 Drawing and Design
21404 Graphic arts
21406 Photography
21408 Printing
21409 Ceramics
21413 Painting
21414 Sculpture
21416 Studio
21418 Communication Design
21499 Other Applied Visual Arts
00025 Interdisciplinary
00003 Arts-General or undeclared major
30304 Classics
30599 Other English Language and-or Literature
30600 French Language and-or Literature
30999 History-Other
31105 German
31106 Spanish
31107 Russian
31400 Linguistics
31799 Other Mass Communications Studies
32199 Philosophy- Other
32400 Religious Studies
32501 Pastoral Theology
40300 Anthropology
40600 Archaeology
40801 Native Canadian Studies
40899 Canadian Studies - Other
40920 Asian Studies
40950 Celtic Studies
40977 Contemporary Studies
40981 International Development Studies
42701 Agricultural Economics
42799 Economics - Other
44012 Environmental Design Studies
44030 Environmental studies and Law
44099 Man-Environment Studies - Other
44300 Political Science
44400 Child Study
44608 Neuroscience
44610 Biology-Psychology
44699 Psychology - Other
45200 Sociology
45202 Sociology and Anthropology
46100 Womens Studies
46900 Community Studies
46930 Intergrative Science
47100 Cooperative Systems
50310 Animal Science
50322 Plant Science
50324 Agribiology: Environmental
50326 Soil Science
50332 Food Science
50333 Agricultural Mechanization
50340 Aquaculture
50350 Agricultural Business
50699 Biochemistry
50912 Microbiology
50913 Biology-Chemistry
50920 Environmental Biology
50930 Environmental Science
50999 Other biology
51500 Botany
51808 Food & Nutrition
51810 Dietetics
51825 Family Studies
51899 Other household sciences and related
52200 Veterinary Sciences
52401 Fisheries
52407 Marine Biology
81212 Mathematical Science
81299 Other Mathematics
81501 Analytical Chemistry
81599 Chemistry - Other
81820 Environmental Geochemistry
81899 Geology - Other
82799 Other Oceanography and water studies
83001 Astrophysics and Astronomy
83099 Other physics
00009 Science-General or undeclared major

Appendix IV:
Detailed Tables

Appendix IV: Detailed Tables

A. Additional Tables for Chapter III: Students' Attitudes toward the Value of Postsecondary Education

Table 3a: Reasons for pursuing a university education, by province of study

		Province of Study		
All mentions	**Total Weighted (n=5,128) %**	**NB (n=2,125) %**	**NS (n=2,724) %**	**PEI (n=279) %**
My career of interest requires the skills and knowledge acquired through a university education	71	71	71	72
I wanted to increase my knowledge in an area of interest	58	55*	60	62
I wanted to increase the amount of money I will make in the work force	58	57	59	63
I wanted to broaden my understanding of the world and life	52	49*	54*	50
I felt I couldn't get a job with just a high school education	47	46	47	43
My family wanted me to	34	36	34	28*
I was not ready to get a job yet	21	23	20	16*
All of my friends were continuing their education	19	19	20	21
I wanted a career change	14	15	13	15
Other	5	5	5	4

Q.: We would like to learn about your reasons for pursuing a university education. Choosing from the list below, please indicate your most important reason, second most important reason (if you have one) and any other reasons you may have for pursuing your bachelor's degree.
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 3b: Reasons for pursuing a university education, by program orientation and intent to continue education

		Program Orientation		Intends to Continue Education	
All mentions	**Total Weighted (n=5,128) %**	**Applied (n=2,628) %**	**Liberal (n=2,500) %**	**Yes (n=3,901) %**	**No (n=506) %**
My career of interest requires the skills and knowledge acquired through a university education	71	74*	68*	72	71
I wanted to increase my knowledge in an area of interest	58	55*	61*	60*	51*
I wanted to increase the amount of money I will make in the work force	58	61*	55*	57*	63*
I wanted to broaden my understanding of the world and life	52	43*	61*	55*	35*
I felt I couldn't get a job with just a high school education	47	43*	51*	47	44
My family wanted me to	34	31*	38*	35	33
I was not ready to get a job yet	21	18*	24*	22	20
All of my friends were continuing their education	19	19	21	20	21
I wanted a career change	14	17*	11*	14*	18*
Other	5	5	5	4	6

Q.: We would like to learn about your reasons for pursuing a university education. Choosing from the list below, please indicate your most important reason, second most important reason (if you have one) and any other reasons you may have for pursuing your bachelor's degree.
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 3c: Perceived primary benefits of a university education, by province of study and intent to continue education

		Province of Study			Intends to Continue Education	
NET RESPONSE	**Total Weighted (n=5,128) %**	**NB (n=2,125) %**	**NS (n=2,724) %**	**PEI (n=279) %**	**Yes (n=3,901) %**	**No (n=506) %**
KNOWLEDGE/ SKILLS	36	36	36	35	38	28
EMPLOYMENT/ PRACTICAL	35	36	33	39	31	51
SOCIAL EXPERIENCE	16	17	16	9	16	14
INSTITUTION-RELATED	9	6	10	15	10	4
OTHER	4	4	3	1	3	3
Don't know/none	1	1	2	1	1	<1

Q.: In your opinion, what are the primary benefits of your university education?
Base: All respondents (n=5,128)

Table 3d: Perceived primary benefits of a university education, by current field of study

		Current Field of Study									
NET RESPONSE	**Total Weighted (n=5,128) %**	**Agr./Bio. (n=510) %**	**Arts/ Sci. (Gen) (n=136) %**	**Comm./ Admin. (n=887) %**	**Ed./Rec./ Leisure (n=670) %**	**Eng./ App.Sci. (n=377) %**	**Fine/ App. Arts (n=147) %**	**Health Prof./Occ. (n=394) %**	**Hum. & Related (n=664) %**	**Math/ Phy. Sci. & Related (n=297) %**	**Social Sci. & Related (n=1,045) %**
KNOWLEDGE/ SKILLS	36	40	35	33	26*	30	42	17*	47*	41	43*
EMPLOYMENT/ PRACTICAL	35	30	27	36	42*	51*	15*	64*	23*	32	26*
SOCIAL EXPERIENCE	16	14	21	16	20	12	30*	9	18	14	16
INSTITUTION-RELATED	9	11	11	8	9	2*	9	7	8	9	10
OTHER	4	2	4	6	3	2	2	3	3	4	3
Don't know/none	1	1	1	1	1	2	1	,1	1	1	1

Q.: In your opinion, what are the primary benefits of your university education?
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 3e: Perceived usefulness of education/experience/personality traits for establishing a career, by province of study

		Province of Study			Intends to Continue Education	
	Total Weighted (n=5,128) %	**NB (n=2,125) %**	**NS (n=2,724) %**	**PEI (n=279) %**	**Yes (n=3,901) %**	**No (n=506) %**
% "Very Useful" (7 on a 7-point scale)						
Professional degree	64	59*	68*	74*	67*	54*
Work experience	38	40	37	34	38	41
Graduate-level education	38	35*	40	45*	41*	25*
Personal contacts	36	36	37	28*	36	36
Personality traits such as drive and initiative	35	35	35	34	35	38
Career-related licenses/certifications	33	31	34	30	33	33
Community college diploma following university education	17	16	17	13	17	13
Bachelor's degree	22	26*	19*	19	22	24

Q.: In your opinion, how useful are the following in helping people establish careers?
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 3f: Perceived usefulness of education/experience/personality traits for establishing a career, by current field of study

		Current Field of Study									
	Total Weighted (n=5,128) %	Agr./Bio. (n=510) %	Arts/ Sci. (Gen) (n=136) %	Comm./ Admin. (n=887) %	Ed./Rec. /Leisure (n=670) %	Eng./ App.Sci. (n=377) %	Fine/ App. Arts (n=147) %	Health Prof./Occ. (n=394) %	Hum. & Related (n=664) %	Math/ Phy. Sci. & Related (n=297) %	Social Sci. & Related (n=1,045) %
% "Very Useful (7 on a 7-point scale)											
Professional degree	64	74*	57	60*	60*	47*	63	65	68*	64	71*
Work experience	38	38	27*	44*	36	45*	40	37	33*	44	35
Graduate-level education	38	38	38	40	33*	19*	37	36	39	34	47*
Personal contacts	36	35	29	42*	40	39	45*	29*	35	31	34
Personality traits such as drive and initiative	35	36	28	37	34	37	51*	41*	36	32	31*
Career-related licenses/certifications	33	26*	19*	54*	25*	41*	25*	32	26*	27*	29*
Community college diploma following university education	17	16	15	12*	18*	13	25*	19	22*	13	17
Bachelor's degree	22	13*	14*	28*	20	33*	22	33*	18*	29*	15*

Q.: In your opinion, how useful are the following in helping people establish careers?
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 3g: Perceived usefulness of education/experience/personality traits for establishing a career, by program orientation, gender and language first learned

		Program Orientation		Sex		Language First Learned		
	Total Weighted (n=5,128) %	Applied/ Professional (n=2,628) %	Liberal Arts & Science (n=2,500) %	Men (n=2,104) %	Women (n=3,024) %	English (n=4,325) %	French (n=427) %	Other (n=376) %
% "Very Useful" (5,6, or 7 on a 7-point scale)								
Professional degree	64	58*	71*	58*	69*	68*	44*	51*
Work experience	38	41*	35*	36*	40*	37	43*	48*
Graduate-level education	38	34*	43*	32*	42*	39*	31*	33*
Personal contacts	36	38*	35*	38	35	37	36	34
Personality traits such as drive and initiative	35	36	34	34	36	36	38	28*
Career-related licenses/certifications	33	38*	27*	33	33	32	31	46*
Community college diploma following university education	17	15*	18*	13*	19*	17	16	14
Bachelor's degree	22	28*	16*	22	21	19*	42*	29*

Q.: In your opinion, how useful are the following in helping people establish careers?
Base: All respondents (n=5,128)
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 3h: Most important element for establishing a career, by province of study

		Province of Study		
	Total Weighted (n=5,128) %	NB (n=2,125) %	NS (n=2,724) %	PEI (n=279) %
Personality traits such as drive and initiative	24	24	25	27
Professional degree	17	14*	19	23*
Bachelor's degree	17	19*	15	14
Work experience	15	15	15	8*
Graduate-level degree	13	13	13	20*
Personal contacts	8	9	8	2*
Career-related licenses, certifications or designations	4	5	4	4
Community college diploma following university education	1	1	1	1

Q.: In your opinion, how useful are the following in helping people establish careers?
Base: All respondents (n=5,128)
* Denotes a statistically significant difference (Chi-Square, p<.05)

B. Additional Tables for Chapter IV: Impressions of the Undergraduate Experience

Table 4a: Overall satisfaction with university education and enjoyment of student experience, by province of study and program orientation

		Province of Study			Program Orientation	
	Total Weighted (n=5,128) %	NB (n=2,125) %	NS (n=2,724) %	PEI (n=279) %	Applied/ Professional (n=2,628) %	Liberal Arts & Science (n=2,500) %
TOTAL SATISFIED	**86**	**83**	**88**	**92**	**85**	**87**
Very satisfied	34	28*	37*	47*	29*	39*
Somewhat satisfied	52	55	51	45	56	48
Neither satisfied nor dissatisfied	6	7	5	3	7	4
Somewhat dissatisfied	7	8	6	4	7	7
Very dissatisfied	1	1	1	1	1	1
TOTAL DISSATISFIED	**8**	**9**	**7**	**5**	**8**	**8**
TOTAL ENJOYED	**88**	**87**	**89**	**92**	**88**	**89**
Enjoyed very much	43	39*	47*	49*	40*	47*
Enjoyed somewhat	45	48	42	43	48	42
Neither enjoyed nor have not enjoyed	7	7	6	5	7	6
Have not enjoyed very much	5	5	4	4	5	5
Have not enjoyed at all	<1	1	1	--	<1	<1
TOTAL DID NOT ENJOY	**5**	**6**	**5**	**4**	**5**	**5**

Q.: And how would you rate your current university program in fulfilling each of these functions?
Base: All respondents (n=5,128)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 4b: Ratings of current university program at fulfilling functions, by province of study and program orientation

		Province of Study			Program Orientation	
	Total Weighted (n=5,128) %	NB (n=2,125) %	NS (n=2,724) %	PEI (n=279) %	Applied/ Professional (n=2,628) %	Liberal Arts & Science (n=2,500) %
% "Excellent/Good" (5,6,or 7 on a 7-point scale)						
Improving critical thinking abilities	82	79*	84	85	79*	85*
Providing in-depth knowledge of a field of study	81	78*	83	83	80	81
Broadening students' perspectives	78	75*	79	81	74*	81*
Improving oral and written communication skills	78	75*	79	81	75*	81*
Preparing students for further studies	75	71	78*	79	72*	79*
Improving teamwork skills	65	64	65	74*	76*	53*
Preparing students for the work force	53	49*	56*	60*	63*	43*

Q.: And how would you rate your current university program in fulfilling each of these functions?
Base: All respondents (n=5,128)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 4c: Ratings of current university program at fulfilling functions, by current field of study

		Current Field of Study									
	Total Weighted (n=5,128) %	Agr./Bio. (n=510) %	Arts/ Sci. (Gen) (n=136) %	Comm./ Admin. (n=887) %	Ed./Rec./ Leisure (n=670) %	Eng./ App.Sci. (n=377) %	Fine/ App. Arts (n=147) %	Health Prof./Occ. (n=394) %	Hum. & Related (n=664) %	Math/ Phy. Sci. & Related (n=297) %	Social Sci. & Related (n=1,045) %
% "Excellent/Good" (5,6 or 7 on a 7-point scale)											
Improving critical thinking abilities	82	79	87	76*	76*	77*	86	90*	88*	81	85*
Providing in-depth knowledge of a field of study	81	83	83	78*	80	74*	81	88*	82	87*	80
Broadening students' perspectives	78	78	85*	73*	76	64*	82	80	86*	70*	82*
Improving oral and written communication skills	78	77	81	74*	79	59*	66*	86*	87*	70*	83*
Preparing students for further studies	76	78	84	71	73	64	72	76	78	84	79
Improving teamwork skills	65	61	55*	81*	76*	66	51*	85*	50*	56*	53*
Preparing students for the work force	54	48*	47	60*	65*	47*	34*	81*	44*	57	41*

Q.: And how would you rate your current university program in fulfilling each of these functions?
Base: All respondents (n=5,128)
* Denotes a statistically significant difference (Chi-Square, p<.05)

C. Additional Tables for Chapter V: Plans Following Graduation

Table 5a: When students who intend to pursue further studies made their decision, by current field of study

		Current Field of Study									
	Total Weighted (n=3,685) %	Agr./Bio. (n=410) %	Arts/ Sci. (Gen) (n=103) %	Comm./ Admin. (n=589) %	Ed./Rec. /Leisure (n=490) %	Eng./ App.Sci. (n=190) %	Fine/ App. Arts (n=106) %	Health Prof./Occ. (n=191) %	Hum. & Related (n=538) %	Math/ Phy. Sci. & Related (n=219) %	Social Sci. & Related (n=848) %
Prior to beginning current bachelor's degree	28	32	43*	18*	37*	20*	25	17*	34*	23	30
During first or second year of current bachelor's degree	16	13	12	12*	26*	11	17	13	18	15	17
During third year of current bachelor's degree	24	27	28	27	12*	15*	21	30	22	33*	26
During fourth or greater year of current bachelor's degree	27	26	15*	36*	19*	43*	30	34	22*	23	25
Don't know	5	2	2	7	7	11	8	7	4	6	3

Q.: When did you decide to continue your education following your current bachelor's degree?
Base: Among those who will continue their education (n=3,685)

Table 5b: Reasons for pursuing next degree, diploma or certificate, by when graduates decided that they would continue

		When Decision Was Made to Continue			
	Total weighted (n=3,685) %	Prior to beginning current degree (n-1,076) %	During first or second year (n=604) %	During third year (n=864) %	During fourth or greater year (n=991) %
Percent "Describes" (5,6, or 7 on a 7-point scale)					
It will help me get my job of choice	87	90	89	89	84*
I feel I will be successful in the program	81	84	81	84	78
I would like to learn more about an area of interest	79	78	78	81	79
It will help me get a better paying job	76	78	76	77	75
I enjoy the student lifestyle	29	26*	29	32	29
My professor(s) advised me to continue	29	28	32	30	27
A mentor advised me to continue	28	28	30	29	26
I am not yet prepared to make career decisions	20	14*	17	24*	24*
My family and/or friends expect me to continue my studies	15	18*	13	14	12*
A career counsellor advised me to continue	11	12	11	11	11
Those in my social network have all continued/are all continuing	10	11	10	10	9

Q.: How well do the following describe your reasons for pursuing your (degree/diploma)?
Base: Among those who intend to continue their education and who specified the type of degree/diploma/certificate they will pursue (n=3,685)
* Denotes a significant difference (Chi-Square, p<.05)

D. Additional Tables for Chapter VI: Characteristics of Next Degree, Diploma or Certificate

Table 6a: Type of program graduates will pursue first, by current field of study (among those who intend to continue within 12 months)

		Current Field of Study									
	Total Weighted (n=1,828) %	Agr./Bio (n=265) %	Arts/ Sci. (Gen) (n=76) %	Com/ Admin (n=224) %	Ed./Rec./ Leisure (n=163) %	Eng./ App.Sci. (n=60) %	Fine/ App. Arts (n=43) %	Health Prof/Occ (n=38) %	Hum. & Related (n=323) %	Math/ Phy.Sci. & Related (n=129) %	Social Sci. & Related (n=497) %
TOTAL ABOVE BACHELOR'S	***59***	**70**	**30**	**71**	**60**	**89**	**n/a**	**n/a**	**41**	**71**	**57**
Master's	36	29*	20*	35	41	85*	n/a	n/a	28*	51*	37
Professional	15	35	8	13	14	2	n/a	n/a	8	14	14
Diploma/ certificate above bachelor's	3	2	1	3	3	2	n/a	n/a	4	--	4
Career-related license/certificate	3	--	--	20*	--	--	n/a	n/a	--	1	<1
PhD	2	4	1	--	2	--	n/a	n/a	1	5	2
TOTAL BACHELOR'S	**29**	**17**	**57**	**13**	**28**	**7**	**n/a**	**n/a**	**50**	**23**	**31**
TOTAL BELOW BACHELOR'S	**10**	**9**	**11**	**13**	**8**	**4**	**n/a**	**n/a**	**7**	**5**	**10**
College diploma/ certificate	4	4	4	4	3	2	n/a	n/a	3	1	6
Hospital-based	2	4*	4	--	3	--	n/a	n/a	<1	1	1
Trade/vocational	3	1	3	8*	1	--	n/a	n/a	2	1	1
University diploma/certificate below bachelor's	1	<1	--	1	1	2	n/a	n/a	2	1	2
Other	2	1	--	2	3	--	n/a	n/a	1	1	1
Don't know	2	2	3	1	2	2	n/a	n/a	1	--	2

Q.: What type of certificate, degree or diploma from a university, community college or private education provider will you take?
Base: Among those who intend to continue their education within 12 months (n=1,828)
n/a Base size too small to report
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 6b: Type of program graduates will pursue first, by current field of study (among those who intend to continue within 10 years)

		Current Field of Study									
	Total Weighted (n=2,015) %	Agr./Bio (n=166) %	Arts/ Sci. (Gen) (n=32) %	Com/ Admin (n=389) %	Ed./Rec./ Leisure (n=341) %	Eng./ App.Sci. (n=138) %	Fine/ App. Arts (n=72) %	Health Prof/Occ (n=165) %	Hum. & Related (n=235) %	Math/ Phy.Sci. & Related (n=87) %	Social Sci. & Related (n=390) %
TOTAL ABOVE BACHELOR'S	***74***	**80**	**n/a**	**79**	**89**	**79**	**64**	**78**	**58**	**73**	**66**
Master's	56	40*	n/a	52	80	73	54	68*	43*	59	46
Professional	11	25*	n/a	13	5	4	6	7	9	9	14
Diploma/ certificate above bachelor's	3	3	n/a	5	3	1	4	1	4	5	4
Career-related license/certificate	2	1	n/a	9	--	--	--	--	--	--	<1
PhD	1	1	n/a	--	1	1	--	2	2	--	2
TOTAL BACHELOR'S	8	11	n/a	4	4	4	10	1	21	8	11
TOTAL BELOW BACHELOR'S	11	8	n/a	11	4	11	13	13	13	11	16
College diploma/ certificate	4	2	n/a	5	1	2	1	1	7	4	8
Hospital-based	1	3	n/a	<1	1	--	--	7	<1	2	1
Trade/vocational	4	3	n/a	3	1	7	9	3	4	5	5
University diploma/certificate below bachelor's	2	<1	n/a	3	1	2	3	2	2	--	2
Other	1	1	n/a	2	<1	2	3	2	1	--	<1
Don't know	6	10	n/a	4	2	4	11	6	7	8	7

Q.: What type of certificate, degree or diploma from a university, community college or private education provider will you take?
Base: Among those who intend to continue their education within 10 years (n=2,015)
n/a Base size too small to report
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 6c: Intended field of study/specialization, by current field of study (among those who intend to continue within 12 months)

		Current Field of Study									
	Total Weighted (n=1,799) %	Agr./Bio. (n=260) %	Arts/ Sci. (Gen) (n=75) %	Comm./ Admin. (n=222) %	Ed./Rec. /Leisure (n=160) %	Eng./ App.Sci. (n=59) %	Fine/ App. Arts (n=41) %	Health Prof./Occ. (n=37) %	Hum. & Related (n=319) %	Math/ Phy. Sci. & Related (n=139) %	Social Sci. & Related (n=487) %
Field											
Education/Phys. Ed./Rec./Leisure	22	9*	41*	2	43*	--*	n/a	n/a	43*	13*	22
Health professions/ occupations	18	51*	11	1*	39*	--*	n/a	n/a	3	19	11
Social science & related	17	6*	16	10*	3*	5*	n/a	n/a	13	2	43*
Commerce/ Administration	13	2	4	69*	2	9	n/a	n/a	5	1	10
Humanities & related	8	1	13	4	5	--	n/a	n/a	29*	2	5
Agriculture/Biological sciences	5	24*	5	1	2	7	n/a	n/a	1	2	2
Fine/Applied arts	3	1	1	--	--	2	n/a	n/a	3	1	1
Math/Physical sciences	5	--*	4	3	1	2	n/a	n/a	--*	50*	<1
Engineering/ Applied science	3	2	--	1	1	64*	n/a	n/a	--	5	1
Arts/sciences (general)	<1	<1	1	--	--	--	n/a	n/a	--	--	1
Other	4	3	--	8	4	10	n/a	n/a	3	2	4

Q.: What do you expect will be your main field of study/specialization for your (degree/diploma)?
Base: Among those who intend to continue their education within 12 months (n=1,799)
n/a Base size too small to report
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 6d: Intended field of study/specialization, by type of program and sex (among those who intend to continue within 12 months)

		Type of Degree/Diploma will Pursue					Sex	
	Total Weighted (n=1,799) %	Trade/ Medical (n=71) %	Diploma/ Certificate (n=91) %	Bachelor's degree (n=529) %	Professional degree (n=275) %	Master's/ PhD (n=755) %	Female (n=1,131) %	Male (n=670) %
Field								
Education/Phys. Ed./Rec./Leisure	22	3*	2*	62*	3*	8*	26*	16*
Health professions/ occupations	18	38*	12	6*	50*	15	21*	15*
Social science & related	17	6*	29*	11*	24*	20*	19	15
Commerce/ Administration	13	23*	24*	4*	7*	15	10*	19*
Humanities & related	8	7	6	7	4*	12*	9	8
Agriculture/ Biological science	5	3	4	3	5	8	5	6
Fine/Applied arts	3	7	9*	1	--*	3	3	2
Math/Physical sciences	5	3	4	3	--*	8*	3*	8*
Engineering/ Applied science	3	1	1	2	2	6*	2*	6*
Arts/sciences (general)	<1	--	--	<1	--	--	<1	<1
Other	4	9	7	2	3	5	4	4

Q.: What do you expect will be your main field of study/specialization for your (degree/diploma)?
Base: Among those who intend to continue their education within 12 months (n=1,799)
* Denotes a statistically significant difference (Chi-Square, p<.05)

Table 6e: Intended field of study/specialization, by current field of study (among those who intend to continue within 10 years)

		Current Field of Study									
	Total Weighted (n=1,899) %	Agr./Bio. (n=149) %	Arts/ Sci. (Gen) (n=29) %	Comm./ Admin. (n=372) %	Ed./Rec. /Leisure (n=334) %	Eng./ App.Sci. (n=133) %	Fine/ App. Arts (n=65) %	Health Prof./Occ. (n=155) %	Hum. & Related (n=219) %	Math/ Phy. Sci. & Related (n=79) %	Social Sci. & Relate (n=364) %
Field											
Education/Phys. Ed./Rec./Leisure	19	11	n/a	2*	69*	1	6*	1	24*	3	12
Social sciences & related	18	9*	n/a	9*	5*	9*	9	1	22	5*	57*
Commerce/ Administration	19	6*	n/a	63*	2	21	3*	2	12	17	10
Health professions/ occupations	14	34*	n/a	2	11	1	2	80*	2	8	6
Humanities & related	5	--	n/a	<1	7	--	--	1	27*	--	3
Fine/Applied arts	5	--	n/a	1	2	2	69*	1	4	3	3
Arts/Sciences (general)	3	1	n/a	8*	<1	16*	--	1	2	1	1
Math/Physical sciences	3	3	n/a	1	1	3	--	--	--	48*	1
Agriculture/ Biological science	3	27*	n/a	<1	1	3	--	1	--	3	1
Engineering/ Applied science	3	1	n/a	<1	--	32*	--	--	--	3	1
Other	5	4	n/a	8	2	7	6	8	5	6	4

Q.: What do you expect will be your main field of study/specialization for your (degree/diploma)?
Base: Among those who intend to continue their education within 10 years (n=1,899)
n/a Base size too small to report
* Denotes statistically significant difference (Chi-Square, p<.05)

Table 6f: Intended field of study/specialization, by type of program to be pursued and sex (among those who intend to continue within 10 years)

		Type of Degree/Diploma will Pursue					Sex	
	Total Weighted (n=1,899) %	Trade/ Medical (n=187) %	Diploma/ Certificate (n=182) %	Bachelor's degree (n=221) %	Professional degree (n=364) %	Master's/ PhD (n=1,401) %	Female (n=1,125) %	Male (n=772) %
Field								
Education/Phys. Ed./Rec./Leisure	19	3	11	65*	3	19	24*	13*
Social sciences & related	18	7*	16	9*	33*	19	19	18
Commerce/ Administration	19	11	32*	8*	15	19	15*	26*
Health professions/ occupations	14	27*	9	2*	28*	13	20*	5*
Humanities & related	5	1	3	1	1*	7	5	6
Fine/Applied arts	5	*10	9	1	2	5	5	4
Arts/Sciences (general)	3	1	2	--	--	5	2*	6*
Math/Physical sciences	3	1	3	4	--*	4	1*	6*
Agriculture/ Biological science	3	2	1	1	5	3	4	2
Engineering/ Applied science	3	5	1	1	2	3	1*	5*
Other	5	24*	10*	5	4	3	4	7

Q.: What do you expect will be your main field of study/specialization for your (degree/diploma)?
Base: Among those who intend to continue their education within 10 years (n=1,899)
* Denotes a statistically significant difference (Chi-Square, p<.05)

E. Additional Tables for Chapter VII: Choosing the Maritimes for Further Studies

Table 7a: Intended location of study, by current field of study (among those who intend to continue within 12 months)

		Current Field of Study									
	Total Weighted (n=1,848) %	Agr./ Bio. (n=264) %	Arts/ Sci. (Gen) (n=78) %	Comm./ Admin. (n=224) %	Ed./Rec./ Leisure (n=163) %	Eng./ App.Sci. (n=60) %	Fine/ App. Arts (n=45) %	Health Prof./ Occ. (n=40) %	Hum. & Related (n=324) %	Math/ Phy.Sci. & Related (n=141) %	Social Sci. & Relate (n=499) %
TOTAL MARITIMES	***54***	***62****	***64****	***38****	***59***	***68****	***n/a***	***n/a***	***59***	***49****	***52***
Ontario	18	14	8	15	22	12	n/a	n/a	15	23	21
British Columbia	4	5	4	2	1	7	n/a	n/a	2	11	4
United States	4	2	9	5	3	--	n/a	n/a	5	3	5
Quebec	3	1	1	5	4	--	n/a	n/a	4	4	3
Newfoundland/ Labrador (Memorial)	3	7	1	--	1	3	n/a	n/a	2	4	3
Alberta	3	3	1	4	3	7	n/a	n/a	2	3	1
Other international	2	1	1	4	1	2	n/a	n/a	4	1	3
Other	5	3	5	20	4	2	n/a	n/a	3	--	3
Don't know	4	2	5	8	3	--	n/a	n/a	3	2	4

Q.: What is the full name of the school, college, university or other organization where you will pursue or hope to pursue your program?
Base: Among those planning to pursue another degree or diploma within 12 months
n/a Base size too small to report
* Denotes statistically significant differences (Chi-Square, p<.05)

Table 7b: Intended location of study, by type of diploma/degree program will pursue (among those who intend to continue within 12 months)

		Intended Program of Study				
	Total Weighted (n=1,848) %	Trade/Medical (n=70) %	Diploma/ Certificate (n=90) %	Bachelor's Degree (n=512) %	Professional Degree (n=272) %	Master's/PhD (n=749) %
TOTAL MARITIMES	***54***	***50***	***58***	***73****	***57***	***42****
Ontario	**18**	**17**	**24***	**9**	**18**	**24***
British Columbia	**4**	**1**	**1**	**2**	**3**	**6**
United States	**4**	**--**	**--**	**5**	**2**	**6**
Quebec	**3**	**10***	**3**	**1***	**3**	**5**
Newfoundland/ Labrador (Memorial)	**3**	**1**	**1**	**2**	**6**	**2**
Alberta	**3**	**1**	**3**	**2**	**1**	**3**
Other international	**2**	**--**	**1**	**1**	**2**	**4**
Other	**5**	**13***	**4**	**2**	**4**	**3**
Don't know	**4**	**4**	**2**	**2**	**2**	**4**

Q.: What is the full name of the school, college, university or other organization where you will pursue or hope to pursue your program?
Base: Among those planning to pursue another degree or diploma within 12 months
* Denotes statistically significant differences (Chi-Square, p<.05)

Table 7c: Main reason for pursuing further education in a different province/country (overall and by current province of study)

		Province of Study		
	Total Weighted (n=1,641) %	NB (n=638) %	NS (n= 883) %	PEI (n=122) %
Main Reason				
The program I want to take is not available in this province	30	35*	21*	67*
The program has an excellent reputation	20	19	22	11
I want to be closer to family/friends who do not live in this province	12	10	15*	6
I would like to experience a different educational institution	11	10	12	3
I would like to live somewhere new	10	8	12*	6
I want to be exposed to new and different ideas	8	9	8	2
I am following my spouse/partner	4	4	4	2
Tuition is too expensive in this province	4	1*	6*	1
I will receive more scholarships/bursaries	2	3	2	2

Q.: Currently you are studying at a university in (PROVINCE OF STUDY) and you have indicated you plan to undertake further study in another province/country. Which of the following best describes your main reason, your secondary reason, and your other reasons for pursuing further education in another province/country?
Base: Among those who intend to continue their education in a different province/country (n=1,641)
* Denotes a statistically significant difference (Chi-Square, p<.05)

F. Additional Tables for Chapter VIII: Financing Education

Table 8a: Sources of funding, by province of study

	Total Weighted (n=3,685) %		Province of Study					
			NB (n=1,449) %		NS (n=2,015) %		PEI (n=221) %	
SOURCE	MAIN	ALL	MAIN	ALL	MAIN	ALL	MAIN	ALL
Personal savings	18	52	17	52	18	52	19	54
Employment earnings	13	47	16	47	12	47	10	44
Government student loans	25	42	26	43	24	42	28	42
Parents	12	40	10	37	14	42	8	41
Bank loans	5	24	4	21	6	26	8	25
Line of credit	5	23	5	23	5	23	6	30
Merit-based awards	7	26	7	27	7	26	7	27
Needs-based awards	1	16	1	15	1	16	--	14
Employer	5	16	6	16	6	16	4	13
Teaching/research assistantship	2	14	3	14	2	14	4	17
Credit cards	<1	12	<1	12	<1	12	--	14
Spouse/partner	1	10	2	12	1	9	2	11

Q.: We would like to learn about how you anticipate funding your next program of study. Choosing from the list below, please indicate what you anticipate will be your main source of funding, secondary source (if any) and any other sources of funding for your (degree/diploma).
Base: Among those who intend to pursue further education (n=3,685)
Note: Responses of less than 10% (all sources) are not shown

G. Additional Tables for Chapter IX: Choosing the Maritimes for Employment

Table 9a: Planned location for employment, by province of study

	Total Weighted (n=5,128) %		Province of Study					
			NB (n=2,125) %		NS (n=2,724) %		PEI (n=279) %	
PLANNED LOCATION	FIRST CHOICE	ALL CHOICES	FIRST CHOICE	ALL CHOICES	FIRST CHOICE	ALL CHOICES	FIRST CHOICE	ALL CHOICES
Nova Scotia	30	38	8	19	48	54	10	22
New Brunswick	25	31	55	60	3	10	3	13
PEI	4	8	2	6	1	5	57	58
Ontario	14	25	12	22	17	28	9	22
Alberta	8	19	6	17	9	21	6	20
British Columbia	5	14	4	13	5	15	4	12
Newfoundland/Labrador	2	5	1	5	2	5	2	5
Quebec	2	6	2	7	1	6	<1	4
Yukon, NWT or Nunavut	1	4	1	4	1	4	1	4
Manitoba	<1	2	<1	3	<1	2	--	3
Saskatchewan	<1	2	<1	2	<1	2	--	3
United States	2	8	2	7	3	9	3	9
Other international	8	16	6	13	10	18	5	12

Q.: We would like to learn about your plans relating to employment following your education (i.e., the degree you complete in 2007 and/or any university or college degree/diploma you undertake immediately following your 2007 degree/diploma). Immediately following the completion of your education, in which province(s) or country(ies) do you plan to work or seek employment?
Q: Of the provinces/countries you checked in the previous question, which one would you consider to be your first choice of location in which to work?
Base: All respondents (n=5,128); only respondents who named a location when asked for all choices were asked their first choice (n=4,617)

Appendix V:
Logistic Regression Models

Appendix V: Logistic Regression Models

Logistic Regression Models

Logistic Regression Model – Intent to Pursue Further Studies: Yes or No

Table A: Variables

Variable	Variable Description
Q7_1	Overall satisfaction with university education 1 = Very dissatisfied 2 3 4 5 6 7 = Very satisfied
Q8_1	Overall enjoyment of university student experience 1 = Have not enjoyed at all 2 3 4 5 6 7 = Enjoyed very much
Q13_1/Q13_2/Q13_6	Perceived usefulness for helping people establish careers 1 = Not at all useful 2 3 4 5 6 7 = Very useful
ORI_reg	Program orientation 1 = Applied/Professional 0= Liberal arts & science
sex_reg	Sex of graduates 1 = Female 0= Male
totaldebt_reg	Total debt from all sources from financing degree 1 = $5,000 or more 0 = Less than $5,000
Intent_reg	Dependent variable – Intend to pursue further studies 0=No 1=Yes

Table B: Logistic Regression Results

Logistic Regression Results						
Omnibus Tests of Model Coefficients						
		Chi-square	df	Sig.	Cox & Snell R Square	Nagelkerke R Square
Step 8	Step	4.098	1	.043	.089	**.134**
	Block	451.905	8	.000		
	Model	451.905	8	.000		
Variable	**B**	**S.E.**	**Wald**	**df**	**Sig.**	**Exp(B)**
Q7_1 (Overall satisfaction with university education)	.102	.046	4.795	1	.029	1.107
Q8_1 (Overall enjoyment of student experience)	.202	.049	16.968	1	.000	1.224
Q13_1 (Perceived usefulness of a bachelor's degree)	-.084	.025	11.238	1	.001	.919
Q13_2 (Perceived usefulness of graduate-level education)	.251	.030	70.497	1	.000	1.285
Q13_6 (Perceived usefulness of personal contacts)	-.066	.031	4.594	1	.032	.936
ORI_reg(1) (Program orientation)	1.049	.079	177.311	1	.000	2.854
sex_reg(1) (Sex: Male/Female)	-.146	.072	4.110	1	.043	.864
totaldebt_reg(1) (Total debt from all sources)	-.269	.076	12.640	1	.000	.764
Constant	-.933	.297	9.848	1	.002	.393

Logistic Regression Model – When Intend to Pursue Further Studies: Within 12 Months or Within 10 Years

Table A: Variables

Variable	Variable Description
Q29_1/Q29_2/Q29_8/Q29_10	Reasons for pursuing bachelor's degree 1=Does not describe at all 2 3 4 5 6 7=Describes very well
Q30_1_reg-Q30_16_reg	Sources of funding 0=No 1=Yes
totaldebt_reg	Total debt from all sources from financing degree 1 = $5,000 or more 0 = Less than $5,000
ORI_reg	Program orientation 1 = Applied/Professional 0= Liberal arts & science
Intent2_reg	Dependent variable – When intend to pursue further studies 0=Within 10 Years 1=Within 12 Months

Table B: Logistic Regression Results

Logistic Regression Results						
Omnibus Tests of Model Coefficients						
		Chi-square	df	Sig.	Cox & Snell R Square	Nagelkerke R Square
Step 13	Step	6.385	1	..012	.172	**.230**
	Block	655.440	13	.000		
	Model	655.440	13	.000		
Variable	**B**	**S.E.**	**Wald**	**df**	**Sig.**	**Exp(B)**
Q29_1 (It will help me get a better paying job)	-.081	.024	11.310	1	.001	.922
Q29_2 (It will help me get my job of choice)	.189	.031	37.919	1	.000	1.208
Q29_8 (I feel I will be successful in the program)	.068	.027	6.635	1	.010	1.071
Q29_10 (A mentor advised me to continue)	.045	.018	6.372	1	.012	1.046
Q30_1_reg (Parents)	.497	.101	23.996	1	.000	1.644
Q30_2_reg (Personal savings)	-.680	.090	56.741	1	.000	.507
Q30_6_reg (Government student loans)	.465	.096	23.386	1	.000	1.592
Q30_10_reg (Employment earnings)	-.455	.093	24.118	1	.000	.634
Q30_11_reg (Merit-based awards)	.379	.132	8.306	1	.004	1.462
Q30_15_reg (Employer)	-.353	.153	5.349	1	.021	.703
Q30_16_reg (Teaching/research assistantship)	1.213	.197	37.936	1	.000	3.363
totaldebt_reg	.477	.085	31.273	1	.000	1.611
ORI_reg	-.885	.079	126.289	1	.000	.413
Constant	-1.033	.230	20.157	1	.000	.356

Logistic Regression Model – Intent to Pursue Further Studies in the Maritimes: Yes or No

Table A: Variables

Variable	Variable Description
edu_reg/eng_reg/finearts_reg/health_reg	Intended fields of study 0=No 1=Yes
HS_reg (Where attended high school)	Where attended high school 0=Not in Maritimes 1=Maritimes
Q30_3_reg/Q30_6_reg/Q30_11_reg/Q30_16_reg	Sources of funding 0=No 1=Yes
prior_ed_reg	Prior education 0=High school or less 1=Some/Completed PSE
FAC1_1_jobs	Regression variable from factor analysis of Q38 (Agreement with statements about province of study) Factor = Attitudes toward working/living in province of study
Where_ed_reg	Dependent variable – Intend to pursue next program in the Maritimes 0=No 1=Yes

Table B: Logistic Regression Results

Logistic Regression Results						
Omnibus Tests of Model Coefficients						
		Chi-square	df	Sig.	Cox & Snell R Square	Nagelkerke R Square
Step 10	Step	7.386	1	.007	.152	**.204**
	Block	576.798	10	.000		
	Model	576.798	10	.000		
Variable	**B**	**S.E.**	**Wald**	**df**	**Sig.**	**Exp(B)**
edu_reg(1): Intended field of study is education	-.942	.097	93.786	1	.000	.390
finearts_reg(1): Intended field of study is fine arts	1.038	.252	17.026	1	.000	2.824
eng_reg(1): Intended field of study is engineering	-.851	.216	15.573	1	.000	.427
health_reg(1): Intended field of study is health professions/occupations	-.443	.102	18.916	1	.000	.642
HS_reg(1): Where attended high school	-1.401	.093	225.514	1	.000	.246
Q30_3_reg(1): Spouse/partner	-.482	.179	7.278	1	.007	.618
Q30_6_reg(1): Government student loans	-.364	.080	20.891	1	.000	.695
Q30_11_reg(1): Merit-based awards	.512	.124	17.150	1	.000	1.669
prior_ed_reg(1)	-.850	.256	11.030	1	.001	.427
FAC1_1_jobs	.134	.037	13.104	1	.000	1.143
Constant	2.149	.490	19.258	1	.000	8.580