

TRENDS

IN MARITIME HIGHER EDUCATION

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UNIVERSITY PARTICIPATION: A MARITIME PERSPECTIVE

INTRODUCTION

Widening access and increasing participation in university has long been seen as a key element of the Canadian social contract, ensuring that qualified high school graduates should fully expect to attend university and obtain a degree. In recent years, universities have been identified as one of the pillars of the knowledge economy, thus placing further emphasis on this goal.

University participation¹ is often seen as a key measure of access, and of well-being at the individual level. It is also a marker of current and future economic prosperity for a region, given its link to eventual

educational attainment. Yet, decision-makers have routinely relied on just one or two different measures of participation, and most often the Overall Participation² measure - one which is very general (as this paper illustrates) and may not be all that telling about the region's markers for economic development, let alone individuals' well-being.

One crucial example of this comes to mind: when over the eighties and nineties, enrolments were growing and participation rates (according to the general measure) were growing even faster, an assumption was made that if

many were participating in university, then it was accessible for all.

This paper, drawing on an examination of the measures of participation provided in the MPHEC's recently published document, *University Participation*, shows that behind these high levels of participation recorded in the Maritimes were several factors that, when accounted for, compose a different and more complex picture of the region's position in these terms.

Highlights

- Overall participation in the Maritimes increased virtually every year from 1981 to 2003; more recently, the numbers have been relatively stable or slightly declining.
- Policy discussion on university participation, especially in the Maritime region, must take into account the geographic origin of students.
 - The Maritimes' high Overall Participation rate is due in part to the fact that it attracts large numbers of students from outside the region (making up 27% of enrolment).
 - When taking into account both universities in the region as well as elsewhere in Canada, Maritime residents tend to enrol at a greater rate than the national average.
- The participation of women in Maritime universities increased at a greater rate than did men's over the last 25 years; today, women's Home Province Participation is 10 percentage points greater than men's.
- Recent changes in Home Province Participation among the youngest (which are also the largest) age cohorts (ages 19 and 20 for Nova Scotia, and ages 18 and 19 for New Brunswick and Prince Edward Island) suggest that factors such as tuition rebates, freezes, and targeted grants, as well as choices about entering the work force or about which kind of postsecondary education to pursue, tend to be amplified in these youngest age groups.



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FACTORS AFFECTING PARTICIPATION

We begin the discussion of participation in the Maritimes by looking at the long-term trend of Overall Participation (Figure 1). This measure is one historically used by Statistics Canada and others including the MPHEC; it expresses enrolment of the total student body (including students of all ages, geographic origins, and levels of study) as a percentage of the population aged 18-24 - the typical university age range. Relative to the Canadian average, Overall Participation in the Maritimes is, and has been over at least the last two decades, higher.

Not only has the value of Overall Participation in the Maritimes been consistently higher than at the national level, but the shape of the two trends has also differed. In the Maritimes, Overall Participation increased virtually every year from 1981-2003, while for Canada, it did not increase during the 1990s.

Looking at the Maritime trend in more recent years, in general the numbers have been relatively stable or slightly declining, and this is true for each of the

three Maritime provinces³. Whether or not we are observing a participation ceiling (and without exploring the reasons that might be behind that) is open for debate, but it is worth noting that some analysts conclude that "while the post-secondary participation rate in Canada may be relatively high, the rate of increase is likely levelling off."⁴

What has been driving these trends? If the conditions determining participation remained static, then participation rates should not change with population trends. Observing the trend in the Maritime and Canadian populations aged 18-24, we note that from the early 1980s to the late 1990s, while Overall Participation increased, the Maritime population aged 18-24 *declined*. From about 2003, there has been a closer association between population and participation trends, and this trend was roughly similar for Canada as a whole. Therefore, one can conclude that the conditions affecting participation changed over that period.

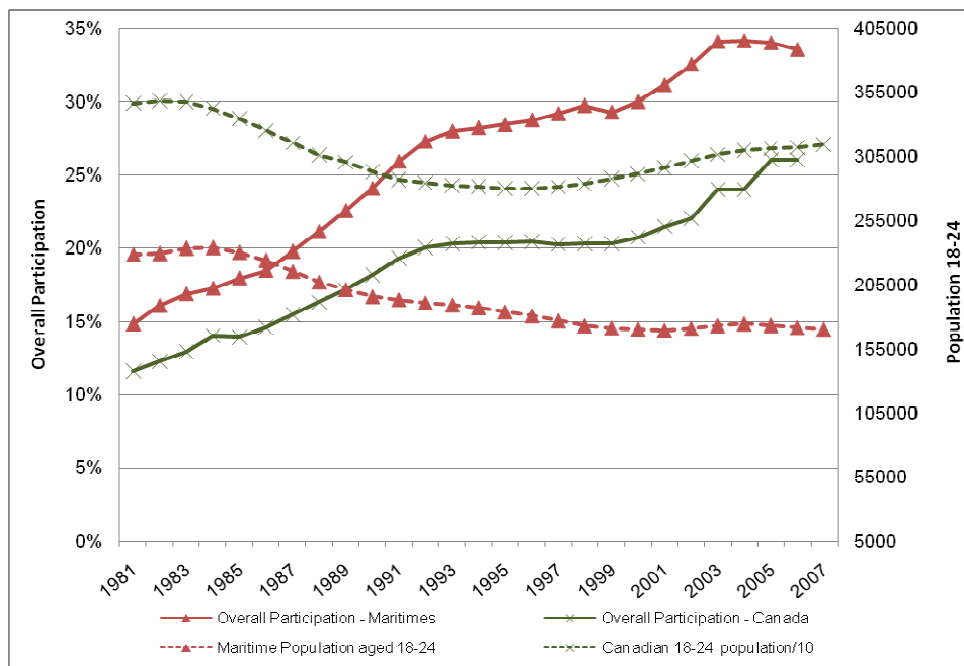
Based on our analysis, and drawing on existing research, we find that key factors

explaining the variation in participation as observed over the last 25 years include:

- the rate of influx of students from outside the region
- changing labour market conditions and its differential impact on men and women
- the change in availability and popularity of postsecondary education providers other than universities
- provincial postsecondary education policies
- education costs

There are other important factors which influence participation, such as socioeconomic status - it is well documented⁵, for example, that students from lower-income families are less likely to participate in university. However, how this factor has changed over the period studied here, and how it may have influenced the trends observed is beyond the scope of the available data.

Figure 1 : Maritime and Canadian population (1/10) aged 18-24, and Overall Participation, Maritime provinces combined and Canadian



Source: MPHEC PSIS, 2000-2007; MPHEC USIS prior to 2000; Statistics Canada Census data
Overall Participation = number enrolled FT/provincial population aged 18-24

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INFLUX OF STUDENTS FROM OUTSIDE THE MARITIMES

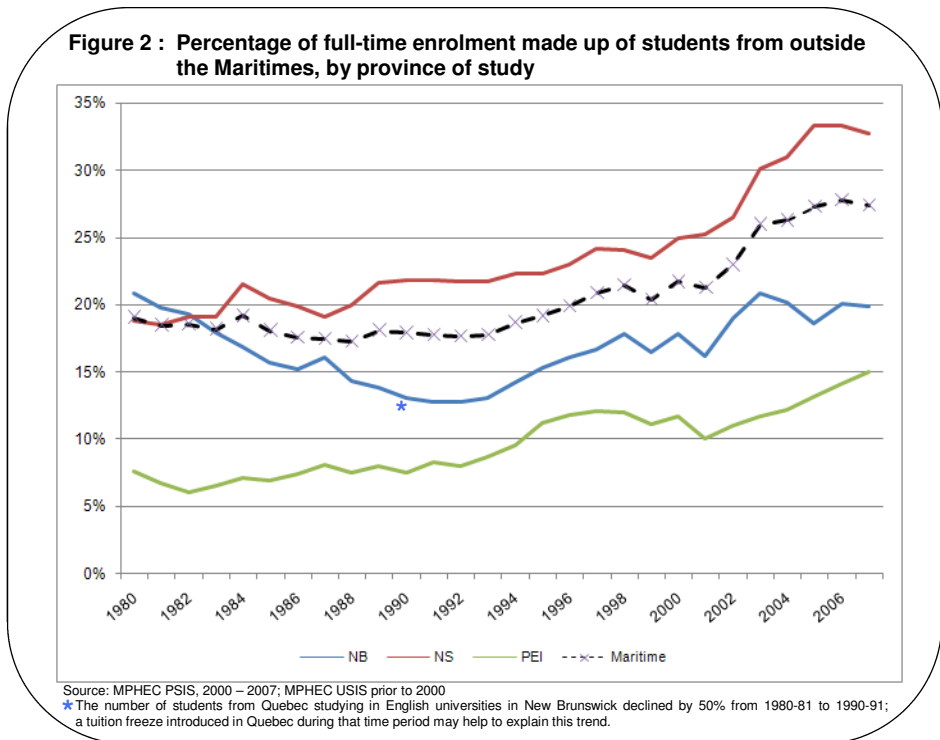
It is important to re-emphasize that the Overall Participation measure calculates total enrolments *regardless of student province/country of origin*, relative to the *Maritime population*. A statement in a recent report prepared on the Ontario context exposes the problem inherent in this formula: “Canadian provincial participation rates are traditionally calculated as total enrolments in an age group over total population; however to the extent that the province is a net importer of students, this tends to inflate actual participation rates because of the presence of international students and out-of-province students in the numerator.”⁶

In fact, current Maritime full-time enrolment is made up of about 27% of students from outside the region, up eight percentage points from 19% in 1980-81 (Figure 2). Of the three provinces, this trend was the strongest in Nova Scotia, which saw a 14 percentage point increase in enrolments from outside the Maritimes over the 27-year period shown.

This increasing influx of students from outside the region (while the Maritime population declined) contributed to raising Overall Participation from the early 1990s onward. Probably the most significant (and recent) example of the impact of these students on Overall Participation is seen in Figure 1 between 2002 and 2006 when students from the Ontario double cohort⁷ substantially bumped up enrolment relative to the Maritime university-aged population, and therefore Overall Participation. The effect of out-of-region enrolments is the first and perhaps most important factor to keep in mind when looking at Overall Participation, and when thinking about participation in general.

Focussing now on the provinces, we introduce a second measure of participation from *University Participation*⁸ to further illustrate the influence of out-of-province students on participation and highlight the extent to which provincial residents attend university in their own province: Home Province Participation, which excludes from the numerator those students from outside the province (Table 1).

The first column in Table 1 presents Overall Participation by province. In 2006-07, New Brunswick, at 28% is two percentage points above, and Nova Scotia (39%) well above (13 points), the



national average; Prince Edward Island (25%) is just one point below. The gap between provinces is largely correlated with the number of universities within the borders of each. Nova Scotia, with its eleven universities, attracts 40% of its full-time enrolment from outside the province. New Brunswick with its four universities has 29% of its enrolment made up of out-of-province students. Prince Edward Island’s primarily undergraduate university attracts 22% of its enrolment from beyond Prince Edward Island’s borders.

As illustrated in the second column in Table 1, the value for Home Province Participation for each province is substantially less as compared to the Overall Participation definition, thereby illustrating the magnitude of the effect of out-of-province students on participation (for Nova Scotia, the difference is

16 percentage points; for Prince Edward Island, seven percentage points, and New Brunswick, nine percentage points).

It is also interesting to note that compared to Overall Participation, there is a smaller gap in Home Province Participation between provinces, with Nova Scotia being four percentage points higher than New Brunswick and five percentage points higher than Prince Edward Island. Again, this differential can likely be attributed to the differences in the number of institutions and diversity of academic programs available to students within their province’s borders.

This comparison between Overall Participation and Home Province Participation clearly illustrates that discussion about participation rates in this region needs to account for the geographic origin of students.

TABLE 1 : Participation Comparison by Province 2006-07

	Overall Participation(%)	Home Province Participation(%)
New Brunswick	28	19
Nova Scotia	39	23
Prince Edward Island	25	18
Canada	26	-

Source: MPHEC PSIS, 2000-2007; MPHEC USIS prior to 2000; Statistics Canada Census data
 Overall Participation = number enrolled FT/provincial population aged 18-24
 Home Province Participation = number from home province enrolled FT/provincial population aged 18-24

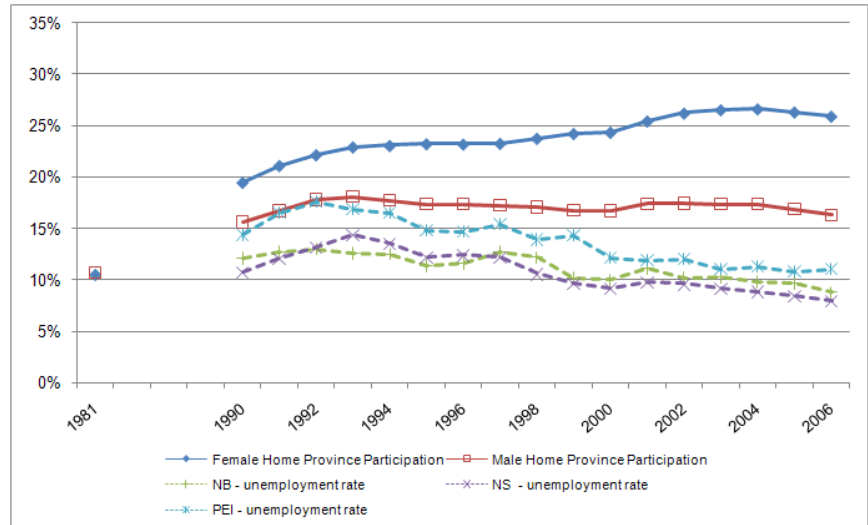
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LABOUR MARKET TRENDS

In addition to the influx of students from outside the region, labour market trends constitute a second important factor that has contributed to increasing participation. Since the mid-1980s, occupations usually requiring university education and management occupations registered strong employment growth⁹. Furthermore, women took advantage of the growing demand for university educated workers in greater numbers than men - at least in part because women realized (and continue to realize) a proportionately larger increase in wages with a university education relative to a high school education than did men.

The effect was that (mirroring trends elsewhere in the country) in the early 1980s, Home Province Participation of Maritime men and women were about the same, and then diverged soon after - while both entered into a period of growth, women's participation in university grew at faster rate than men's (Figure 3). Today, women's Home Province Participation is 10 percentage points greater than that of men. The Canadian Council on Learning (CCL), Association of Universities and Colleges Canada (AUCC) and the Canadian Millennium Foundation (CMSF)¹⁰ have all contributed to the body of research on this phenomenon.

Figure 3 : Home Province Participation, Maritime provinces combined, by gender, and unemployment rate by province, 1981 and 1990-2006



Source: MPHEC PSIS, 2000-2006; MPHEC USIS prior to 2000; Statistics Canada Census and Labour Force Survey
Home Province Participation = number from home province enrolled FT/provincial population aged 18-24

The research mentioned above also provides evidence for the differential effect of unemployment rates on men's and women's tendency to enrol in university. Specifically, the evidence indicates that for the university sector at least, when unemployment rates decline, men are less likely to enrol, while there tends to be either no change or an increase in the enrolment of women.

Figure 3 includes, for 1990 onward, unemployment rates for the three provinces and seems to support these correlations: from about 1992, as unemployment rates entered into decline, men's participation also declined and after a slight increase they flattened. Women's participation, on the other hand, continued a steady increase over nearly the entire period.

THE IMPACT OF FACTORS AFFECTING PARTICIPATION SEEM TO BE AMPLIFIED IN THE YOUNGEST AGE GROUPS

Our analysis of Home Province Participation suggests that the impact of factors affecting participation seem to be amplified in the youngest (which are also the largest) age groups. In Figure 4, Home Province Participation for each age cohort between 17 and 29 is presented by province, for 2002-03 and 2006-07.

A detailed discussion is provided in *University Participation*¹¹ of the differences in age participation profiles between the provinces that relate to differences in school entry cut-off dates. Here we draw attention to the shifts in Home Province Participation among the peak age groups (19 and 20 for Nova Scotia; and 18 and 19 for Prince Edward Island and New Brunswick). Between 2002-03 and 2006-07, there was a downward shift in Nova Scotia's participation of 19 and 20 year-olds which was co-incident with Prince Edward

Island's upward shift among 18 and 19 year-olds. Over the same interval, New Brunswick rates remained stable.

What could account for these three different scenarios in the three provinces? The 18-20 year-old home province populations remain the most important source for new recruitment, and is the group where the impacts of certain factors such as tuition rebates, freezes and targeted grants, and choices about entering the workforce or about which kind of postsecondary education to pursue, seem to register the strongest impact with regard to participation.

The fact that Prince Edward Island's Home Province Participation among 18 and 19 year-olds has increased could reflect the introduction of the Island Student Award in Prince Edward Island in 2002 (Appendix 1). Such a correlation

indicates that this measure could be a useful tool for monitoring the impact of such policies. If so, the policies recently introduced by Nova Scotia and New Brunswick, as well as Prince Edward Island could register a positive impact on Home Province Participation in the near future, and particularly among the key age groups noted.

As explored in MPHEC's *Surveying the Enrolment Landscape*¹², Nova Scotia was impacted by a couple of factors which had a relatively stronger downward pressure on enrolment than in the other two provinces. First, the migration of Maritimers to Newfoundland to attend Memorial University (which increased 884% between 1999 and 2007¹³) had the greatest impact on Nova Scotia since 74% of Maritimers studying at Memorial were originally from Nova Scotia.

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Relative to the home province full-time enrolments, the number of Nova Scotians enrolled full-time (undergraduate and graduate) at Memorial University (n=941) was 3.9% of the number enrolled full-time in Nova Scotia universities. The proportion of Prince Edward Island residents enrolled at Memorial University (n=101) was 3.7% of the number enrolled at UPEI and the proportion of New Brunswick residents enrolled at Memorial University (n=249) was 1.7% of those enrolled in New Brunswick universities. One of the major factors identified behind this migration was the tuition decrease and freeze implemented at Memorial University beginning in 2001¹⁴.

Second, the popularity of community colleges has seen a greater increase over time in Nova Scotia. Between 1996-97 and 2006-07, Overall Community College Participation increased three percentage points while in the other two provinces the rate remained relatively stable (Table 2). It should be noted that although enrolment in NB community colleges did not change appreciably, applications increased 5% between 2000-01 and 2006-07, indicating an increased demand. In addition, community colleges tend to attract more students from older age cohorts, and the magnitude of the impact on the 18-20 year-old age group is uncertain at this point.

PARTICIPATION OF MARITIMERS

In the first section we noted that the reputation of the Maritimes as having high university participation is due in no small part to the region's universities attracting students from out-of-province, and may be viewed therefore as inflated from the perspective of the provinces' typical university-aged population. We now come full circle and examine participation from another perspective: the propensity of Maritime youth to participate in university regardless of where that might be, and find that they have a greater tendency to attend university than the national average.

To illustrate this, we expand our scope in stages, beginning with the tendency to enrol in the home province, then expanding to include provincial residents enrolled in any Maritime university and then finally in any¹⁵ university in Canada (Table 3).

The Regional Transfer Arrangement is an arrangement whereby each of the three

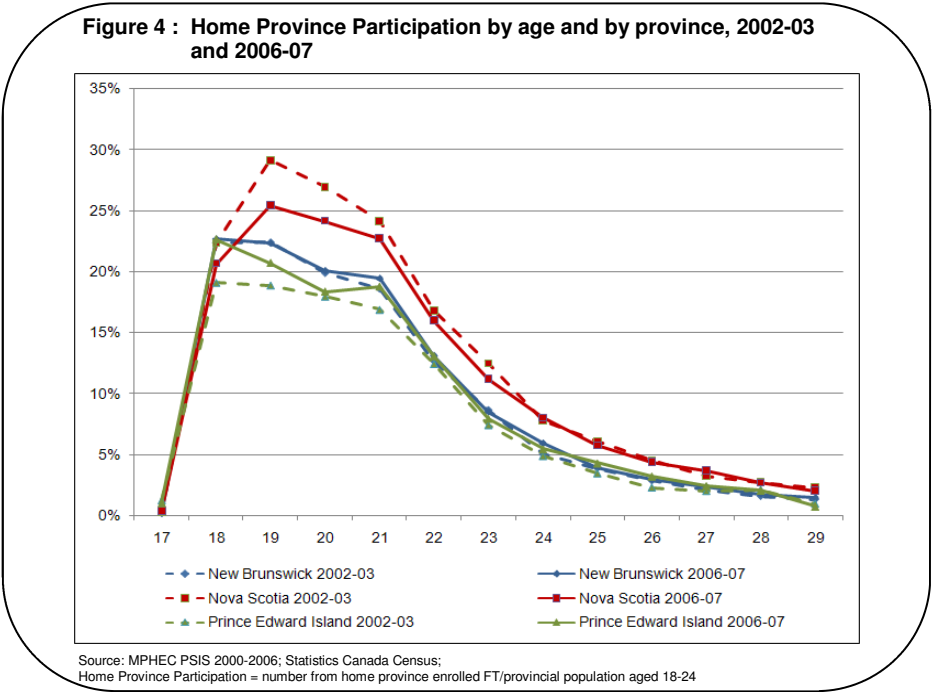


TABLE 2 : Overall Community College Participation Rate

	New Brunswick (%)	Nova Scotia (%)	Prince Edward Island (%)
1996-97	8.6	7.5	12.1
2006-07	9.0	10.7	11.8

Source: NSCC; NBCC Annual Report 2006-2007; MPHEC PSIS data for PE, and Statistics Canada Census
 Overall Community College Participation = number enrolled in community colleges FT/provincial population aged 18-24
 By comparison, full-time participation in community college education (trades excluded) among those aged 18-24 in 2006-07 was 11% in both Quebec and Ontario.

Maritime provinces provides funding in respect to any of its university students enrolled in programs in either of the other two provinces that are not offered in the student's home province. The purpose of the Regional Transfer Arrangement is to ensure accessibility of university programs for Maritime residents and to assist the provinces in attaining a more effective utilization and allocation of resources¹⁶. Evidence of this regional cooperation is reflected on comparing Home Province Participation with the Maritime Participation of Residents in Table 3.

For all three provinces, participation of residents in universities is increased when the scope is widened to include those studying at any Maritime university. This increase is greatest for Prince Edward Island where the rate increases 10 percentage points relative to Home Province Participation. Widening the scope to anywhere in Canada increases

participation an additional three percentage points relative to the Home Province Participation. With a single primarily undergraduate university within the province, Islanders are the most likely in the region to move outside their province to study. For New Brunswick residents, participation is increased by nearly the same amount moving from the Maritime (up four percentage points) to the National (up three percentage points) scope. The participation of Nova Scotians increased by two percentage points at the regional level, and a further four percentage points at the national level.

All three provinces have a National Participation rate higher or equal to the Canadian average of 26%¹⁷, and all three provinces have been relatively stable by this measure over the last couple of years. Approximately half of university-level Maritime students studying outside the region are enrolled in Ontario universities.

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Comparing National Participation with Overall Participation highlights some interesting provincial differences within the Maritimes. For example, while Prince Edward Island has the third highest level of Overall Participation, it has the highest National Participation, at 31%, two percentage points higher than Nova Scotia, and five percentage points higher than New Brunswick.

The provincial differences in National Participation are less easy to explain, as the constraints of institutional availability and academic program diversity within provincial borders do not come into play.

Comparing across the three measures, from the home province to national scope however, one can venture some of the reasons behind the provincial differences: Nova Scotia has many geographically dispersed universities to serve its population, which seems to be a key factor behind its highest Home Province Participation relative to the other two provinces. For those from Prince Edward Island, many move out of the province, whether that is in the region or beyond, to

TABLE 3: Overall, Home Province, Maritime and National Participation by province, 2006-07

	Overall Participation(%)	Home Province Participation (%)	Maritime Participation of Residents (%)	National Participation of Maritimers (%)
New Brunswick	28	19	23	26
Nova Scotia	39	23	25	29
Prince Edward Island	25	18	28	31
Canada	26	-	-	-

Overall Participation = number enrolled FT/provincial population aged 18-24
 Home Province Participation =number from home province enrolled FT/provincial population aged 18-24
 Maritime =number provincial residents enrolled FT in Maritime universities/provincial population aged 18-24
 National =number enrolled FT in Canadian universities/provincial population aged 18-24

enrol in programs unavailable at home - and this could help explain the large difference between its Home Province and its Maritime and National Participation rates.

New Brunswick's intermediate position among the three provinces with respect to number and distribution of universities, and availability of academic programming might explain its intermediate position for Home Province Participation, but the

reason for its relative position in Maritime and National Participation measures is less clear.

Although some caution is warranted in comparing provincial numbers, with the Prince Edward Island statistics being subject to greater variability due to smaller numbers feeding into the equations, the general stability over time of the participation trends observed lend confidence to the observations above.

PARTICIPATION AND EDUCATIONAL ATTAINMENT

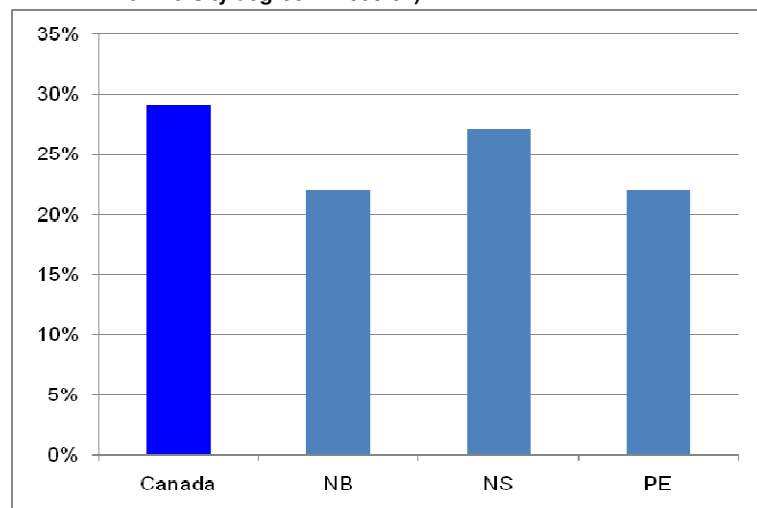
As Human Resources and Skills Development Canada (HRSDC) points out in its Indicators of Well-Being in Canada¹⁸, “[University Participation] measures the proportion of individuals who are participating in university studies with the *intent*¹⁹ of achieving a university degree.” Conventional wisdom would therefore suggest that high university participation normally translates into a high level of educational attainment in the population. Figure 5 shows that the educational attainment for Canada as a whole appears high, with 29% of the 25-34 year olds possessing a university degree. As shown earlier, the Maritime provinces show high university participation compared to Canada as a whole, yet educational attainment falls below the national average in all three provinces. Among the Maritime provinces, Nova Scotia, with the highest Overall Participation, still shows a level of educational attainment slightly below the national level.

Assuming that the goal of government in increasing university participation is ultimately to increase the level of education of the population, what can we learn from a comparison between participation and educational attainment?

As examined earlier, given the substantial influx of students from outside the region and the intra-regional differences in participation, as well as the migration patterns that exist post-graduation²⁰, clearly caution must be used when drawing a parallel between university participation and the educational attainment of a province's population,

particularly in the Maritimes. Other factors such as international migration are clearly also at play. This paper does not aim to explore this dimension further, but simply to draw further attention to the fact that the participation-educational attainment relationship is different in this region when compared to the country as a whole.

Figure 5 : Educational Attainment (percent of 25-34 year-olds with a university degree in 2006-07).



Source: HRSDC Indicators of Well-Being in Canada: Learning – Educational Attainment²¹(Labour Force Survey)

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SUMMARY AND IMPLICATIONS

Our analysis of university participation draws attention to the complexities behind the concept of participation, and the pitfalls associated with relying on one definition - traditionally Overall Participation - to answer questions about who enrolls in Maritime universities, and the tendency for Maritimers to enrol. Discussion and policy decision-making that is based on the concept of participation needs to acknowledge and account for the key trends and factors explained in this paper:

- ◆ Regardless of the perspective one takes, whether it is that of the ability of Maritime universities to attract students from both within and beyond the region's borders, or that of the propensity of Maritime youth to enrol in university (anywhere in Canada), the Maritime region has earned its reputation for having a high participation rate.
- ◆ Recent trends indicate that after two decades of steady growth, Overall Participation (and other measures of participation) has now levelled out and even declined slightly, raising the question of whether we are observing a participation 'ceiling'. Further work and discussion would be needed to unpack this question, and identify any potential areas for policy intervention.
- ◆ Students from beyond the region's borders comprise a rising proportion of the student body, thus 'inflating' Overall Participation.
- ◆ The participation of women and men has increased over the last two decades in the Maritimes, but the rate of increase has been steeper for women; today, the proportion of women studying in their home province is ten percentage points higher than that of men. The main reason seems to be that women and men have tended to respond differently to labour market signals:
 - First, women realize a proportionately larger increase in wages with a university education relative to those with a high school education than do men and thus enrolled in greater numbers;
 - Second, while a decrease in unemployment rate tends to decrease men's participation in university, the evidence indicates it has the opposite effect on women's participation.
- ◆ The impact of factors influencing participation seem to be amplified in the youngest (which are also the largest) age groups:
 - Government policies relating to tuition seem to influence in which province students attend university:
 - In Prince Edward Island, the recent increase in Home Province Participation of 18-19 year olds seems to be associated with the introduction of the Island Student Award in 2002.
 - Nova Scotia, New Brunswick and Prince Edward Island have introduced policies that may have a positive impact on their Home Province Participation in the coming years.
 - Other factors have impacted participation:
 - A tuition decrease and freeze in Newfoundland beginning in 2001 was coincident with a strong increase in the number of Maritimers enrolling at Memorial University.
 - A tuition freeze in Quebec seemed to be associated with a decline in enrolment of Quebec students in New Brunswick from 1980-1990.
 - The rising popularity of community colleges may also be having a negative impact on university participation, but this would likely have a greater impact on somewhat older students.
 - The participation-educational attainment relationship is different in this region when compared to the country as a whole.

Participation measures²² provide stakeholders with accurate information on the nature of the Maritime university sector which will allow provinces to support evidence-based policy decision-making and benchmark their own performance. Participation can be used as a measure of accessibility, and with the analysis provided here, policy makers are in a better position to articulate issues and formulate approaches. These statistics can also be used by governments interested in increasing the level of educational attainment of the population and building the highly skilled workforce necessary in today's knowledge economy.

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METHODOLOGICAL NOTES

This analysis is based on the MPHEC's *University Participation*, a set of ten measures produced using administrative Postsecondary Student Information System (PSIS) data, and which inform questions about: the general demand for universities in the region; the extent to which a province's universities serve its population and the tendency for a provincial population to engage in a university education in the region or anywhere in Canada. This document is available at www.mphec.ca.

The measures were developed under the Measures of Student Progress and Outcomes Project, whose aim is to provide stakeholders with accurate information on the nature of the Maritime university sector which supports evidence-based policy decision-making and enhances public accountability.

Other Sources of Canadian Participation Measures:

There exists already a few sources of measures of university participation in the literature. However, the majority of the national measures employ survey data (in most cases, Statistics Canada's Labour Force Survey or Youth in Transition Survey) to generate participation rates. The use of survey data has implications for accuracy. For example, Human Resources and Skills Development Canada (HRSDC) states in their methodological notes for university participation that measures calculated from survey data (i.e., the Labour Force Survey) which are based on a sample of the population, and where enrolment is self-reported, will not have the same degree of accuracy as administrative (e.g., PSIS) data. As pointed out, this is particularly an issue in smaller jurisdictions where smaller sample sizes decrease statistical reliability, and is the reason that HRSDC calculates participation based on a three-year average. Most recently, a report prepared by the Educational

Policy Institute for the Higher Education Quality Council of Ontario discusses the advantages and desirability of using PSIS data to calculate participation rate²³.

Selected sources of Canadian participation rate measures:

Human Resources and Social Development Canada: Indicators of Well-being in Canada (data source: Labour Force Survey) http://www4.hrsdc.gc.ca/indicator.jsp&indicatorid=56#MOREON_4

Canadian Education Statistics Council: *Education Indicators in Canada Report of the Pan-Canadian Education Indicators Program 2007* (pages 124-126) (data source: Labour Force Survey) <http://www.statcan.ca/english/freepub/81-582-XIE/81-582-XIE2007001.pdf>

Canadian Council on Learning: Learning to Know: Participation in Post-Secondary Education (data source: Labour Force Survey) <http://www.ccl-cca.ca/CCL/ReportsCLI/2008Factsheets.htm?Language=EN>

Association of Universities and Colleges of Canada: *Trends in Higher Education. Volume 1 Enrolment* (data source: AUCC, Statistics Canada) http://www.aucc.ca/publications/auccpubs/research/trends/trends_e.html

Statistics Canada *Postsecondary Enrolment Trends to 2031: Three Scenarios* by Darcy Hango and Patrice de Broucker (data source: Labour Force Survey) <http://www.statcan.ca/english/research/81-595-MIE/81-595-MIE2007058.html>

ENDNOTES

¹ The concept of participation is defined here as the proportion of the population that enrolls in university education.

² Overall Participation = number enrolled full-time/provincial population aged 18-24, historically used by MPHEC, Statistics Canada

³ MPHEC. February 2008. University Participation.

⁴ Canada Millennium Scholarship Foundation. 2007. The Price of Knowledge: Access and Student Finance in Canada – Third Edition.

⁵ *Ibid.*

⁶ Educational Policy Institute. 2008. Access, Persistence and Barriers in Postsecondary Education. A Literature Review and Outline of Future Research. Prepared for Higher Education Quality Council of Ontario.

⁷ Enrolment of Ontario residents in Maritime universities increased 85% (+2,888 students) between 2001-2006. (MPHEC. Surveying the Enrolment Landscape. Trends in Maritime Higher Education. Vol.5 no. 1. June 2007)

⁸ MPHEC. February 2008. University Participation.

⁹ Bergeron, L. *et al.* October 2004. Looking Ahead: A 10-year Outlook for the Canadian Labour Market 2004-2013. Human Resources and Skills Development. Canadian Council on Learning. 2006.

¹⁰ Factors Influencing Post-Secondary Enrolment Increases and Decreases. Prepared for British Columbia Ministry of Advanced Education. Association of Universities and Colleges of Canada. 2007. Trends in Higher Education. Vol. 1 Enrolment.

Canada Millennium Scholarship Foundation. 2007. The Price of Knowledge: Access and Student Finance in Canada – Third Edition.

¹¹ MPHEC. February 2008. University Participation.

¹² MPHEC. Surveying the Enrolment Landscape. Trends in Maritime Higher Education. Vol.5 no.1 June 2007.

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ See Methodological Notes.

¹⁶ See: Designation of Regional programmes under the regional transfer arrangement http://www.mphec.ca/en/Resources/Regional_Programme_PolicyEn.pdf

¹⁷ Note: the Overall Participation and National Participation calculations are the same at the national level.

¹⁸ Human Resources and Skills Development Canada (HRSDC) Indicators of Well-Being in Canada http://www4.hrsdc.gc.ca/indicator.jsp?&indicatorid=56#MOREON_4 (retrieved online March 2009)

¹⁹ Author's emphasis

²⁰ MPHEC. May 2007. Two Years On: A Survey of Class of 2003 Maritime University Graduates.

²¹ <http://www4.hrsdc.gc.ca/.3ndic.1t.4r@.jsp?iid=29> (retrieved online March 2009)

²² MPHEC. February 2008. University Participation.

²³ Educational Policy Institute. 2008. Access, Persistence and Barriers in Postsecondary Education. A Literature Review and Outline of Future Research. Prepared for Higher Education Quality Council of Ontario.

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APPENDIX 1 : POLICY SUMMARY

NB	<p>First time enrolment (announced Dec. 2006)</p> <p>All New Brunswick students enrolled for the first time at a university and who are attending a provincially-funded New Brunswick university are eligible for a one-time benefit of \$2,000.</p> <p>Tuition rebate (implemented 2005)</p> <p>Under the New Brunswick Tuition Rebate, anyone, from anywhere in the world, who on or after January 1, 2005, pays tuition, graduates from an eligible post-secondary institution, lives and works in New Brunswick and pays New Brunswick personal income tax, will be eligible for a non-taxable rebate of 50% of their tuition costs with a maximum lifetime rebate of \$10,000.</p>
NS	<p>Tuition Freeze (announced March 2008)</p> <p>On March 31, 2008, the Province of Nova Scotia and the Nova Scotia Universities signed a three-year (April 2008 - March 2011) Memorandum of Understanding on funding and tuition fees. As a result, tuition will be frozen over the term of the MOU, to the benefit of all students studying at Nova Scotia universities.</p> <p>Nova Scotia University Student Bursary Program (announced March 2008)</p> <p>The Province has established a Nova Scotia University Student Bursary Program for Nova Scotia students studying at Nova Scotia universities, and, in 2010-11, for Canadian students from outside Nova Scotia studying at Nova Scotia universities. For students from Nova Scotia, the Bursary will provide a per-student benefit of \$761 in 2008-09; \$1,022 in 2009-10 and \$1,283 in 2010-11, based on a full-course load over two semesters. Also, in 2010-11, Canadian students from outside Nova Scotia will benefit from a Bursary of \$261.</p> <p>Tuition Reduction Program (announced January 2007)</p> <p>The Premier announced a four-year plan to reduce tuition at Nova Scotia universities in January 2007. Toward this goal, government funding to the universities was increased by \$24 million above that which was agreed upon under the existing MOU for the 2007-08 year, enabling a tuition freeze, and a tuition reduction of \$500 for Nova Scotia students studying at Nova Scotia universities.</p> <p>Canada Nova Scotia Student Bursary (announced October 2006)</p> <p>In the 2006-07 year, a one-time bursary of \$440 was made available for full-time students and \$220 for part-time students to reduce tuition costs to Nova Scotia students studying at Nova Scotia universities.</p> <p>Ceiling placed on Tuition Increases (announced December 2004)</p> <p>In December 2004, the Province and the Nova Scotia Universities signed a three-year (April 2005 - March 2008) Memorandum of Understanding on funding and tuition fees. As a result, tuition increases for most programs were capped at a maximum of 3.9% for the duration of the MOU.</p>
PEI	<p>George Coles Bursary (Beginning September 2008)</p> <p>Eligible Island students registered in a full-time program for two consecutive semesters at UPEI will receive a \$2,000 George Coles Bursary in their first year of study, a \$400 Island Student Award in second year, and a \$600 Island Student Award in both third and fourth years of study.</p> <p>Island Student Award (introduced in 2002)</p> <p>PEI residents registered full-time in both academic semesters at Island educational institutions are eligible for the Island Student Award. UPEI students who meet the eligibility criteria will now receive \$400 in second year, \$600 in third year and \$600 in fourth year. The lifetime maximum for the Island Student Award is \$1,600.</p>

For further information, please contact:

Maritime Provinces Higher Education Commission

P.O. Box 6000

401-82 Westmorland Street

Fredericton, NB E3B 5H1

Telephone: (506) 453-2844

Fax: (506) 453-2106

E-mail: mphec@mphec.ca

Web: www.mphec.ca

UNIVERSITY PARTICIPATION: A MARITIME PERSPECTIVE

NOTES:

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