

2.0 THE POST-SECONDARY COHORT

2.1 INTRODUCTION

The 3,808 June 2001 high school graduates who chose to pursue post-secondary studies could elect to continue their education at a number of institutions located throughout the Province:

- Memorial University is the only university in Newfoundland and Labrador and the largest university in Atlantic Canada. It is made up of a campus in St. John's; the Fisheries and Marine Institute in St. John's; Sir Wilfred Grenfell College in Corner Brook; a residential campus in Harlow, England; and the Institut Frecker in St. Pierre. Undergraduate and graduate degrees, as well as diploma and certificate programs are offered through six faculties (Arts, Business, Education, Engineering, Medicine and Science) and seven schools (Continuing Education, Graduate Studies, Music, Nursing, Pharmacy, Physical Education and Social Work).
- The College of the North Atlantic is the only public college in Newfoundland and Labrador. It is one of the largest post-secondary educational and skills training centers in Atlantic Canada offering over 70 full-time programs and more than 300 part-time courses at 17 campuses.
- Finally, there are 33 privately owned training institutions offering a wide variety of programs both on a user-pay and sponsored basis.

Additionally, there are over 93 public and private not- for-profit universities and colleges as well as private training institutions located in other provinces.

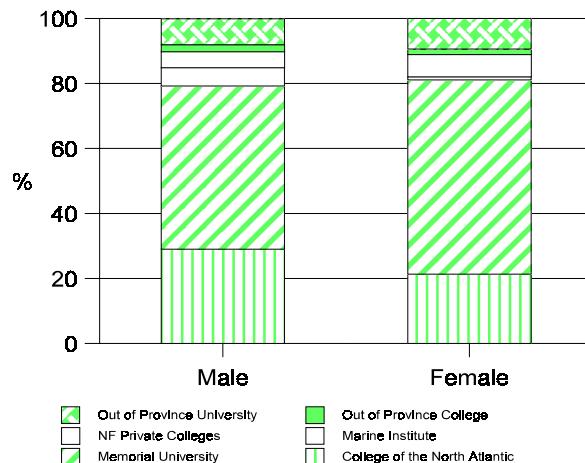
2.2 POST-SECONDARY INSTITUTIONS

2.2.1 Did gender, geography or parental education have any influence on where graduates pursued their post-secondary studies?

Of the post-secondary cohort, the largest concentration of both male (50%) and female (60%) June 2001 high school graduates were attending Memorial University, including Grenfell College, at the time of survey. As shown in Figure 2.2.1a, the College of the North Atlantic drew the second largest contingent of first-year post-secondary students from this cohort with just over

21% of females and 29% of males enrolled at one of the 17 campuses located across the island and Labrador (see Appendix A for map of campuses). Male graduates (6%) chose programs at the Marine Institute in substantially greater numbers than female graduates (1%) and almost 5% of males and 7% of females indicated that they were enrolled in private colleges. Out-of-province universities were the institution of choice for 8% and 9.5% of male and female graduates, respectively, and out-of-province colleges by 2% of both male and female graduates.

**Figure 2.2.1a Post-Secondary Institution by Gender
June 2001 High School Graduates**



While gender appears to have had only some influence on the post-secondary choices made, the proximity of graduates to a post-secondary institution greatly influences the decision of graduates on where they will study or if, in fact, they will attend post-secondary. A recent Statistics Canada study showed that after participation factors such as family income and parental education were taken into consideration, those students who live more than 80 km from a university are only 58% as likely to attend university as those who live within 40 km of a university⁴.

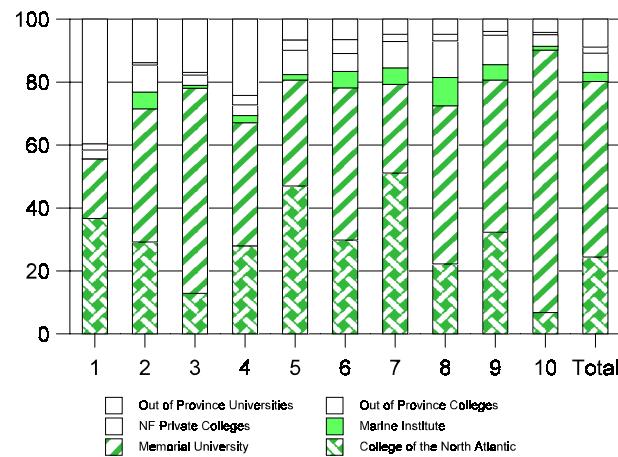
Similar results were noted with the June 2001 high school graduates. Just over 81% of graduates from urban centres such as St. John's and Corner Brook were in attendance at Memorial University or Grenfell College, located in St. John's and Corner Brook, respectively, at the time of survey while only 44% of graduates from rural Newfoundland and Labrador were enrolled at

⁴ Statistics Canada. *Too Far To Go On? Distance to School and University Participation*, 2002.

the university. Conversely, 33% of rural graduates, who were likely in relatively close proximity to one of the College of the North Atlantic's 18 campuses located across the Province were enrolled in the institution compared to only 7% of June 2001 graduates from an urban centre.

The importance of geography as a deciding factor in where a graduate will study is further defined by examining where graduates of each school district choose to further their education. As shown in Figure 2.2.1b, School Districts 5 and 7, encompassing Central Newfoundland and the Burin Peninsula, respectively, have considerably higher numbers of graduates attending the closer at hand Burin, Gander, Baie Verte and Grand Falls/Windsor campuses of the College of the North Atlantic than attending Memorial University or a mainland college or university. This is especially true of a substantial number of graduates from Districts 1,5,6,7 and 9 (refer to page 8) who are taking college transfer courses, otherwise known as first year university general studies at the College (see Section 2.3.1). In contrast, more than 80% of the graduates from the Avalon East School District (District 10) and 65% of the graduates from the Corner Brook/Deer Lake/St. Barbe District (District 3), are attending Memorial University which is located within the boundaries of their respective school district.

Figure 2.2.1b Post-Secondary Institution by School District June 2001 High School Graduates



Most applicants to the Marine Institute are from Districts 2,6,7, and 8 which include communities affiliated with marine and/or fishing activities. While private colleges attract a minority of graduates from each district, the attraction appears to be greater in rural school districts where the alternative to leaving home and attending university in one of the urban centres or on the mainland is to attend either a College of the North Atlantic satellite campus or a

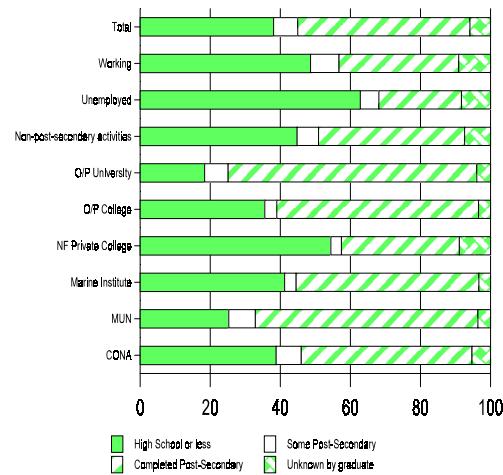
private college.

School Districts one through four, located on the west coast of the province including Labrador as a whole, and in close proximity to mainland centres of learning, have more graduates attending these institutions than other school districts. The most preferred out-of-province institutions are located in Atlantic Canada and include Dalhousie University (n=50), St. Mary's University (n=46), Acadia University (n=41), St. Thomas University (n=38), St. Francis Xavier University (n=33) and the University of New Brunswick (n=29).

The level of parental educational attainment is a good indicator of family economic resources or the ability of a family to purchase educational resources for its children. Given this association between educational attainment and socio-economic outcomes, graduates were asked what is the highest level of education their mother or father have achieved. This was then combined to produce the highest level of parental education in each graduate's household.

As shown in Figure 2.2.1c, over two-thirds of those engaged in studies at a university have a parent who has completed a post-secondary program. Half of the graduates attending the Marine Institute and the College of the North Atlantic have parents with similar levels of educational attainment. In addition, however, 39% of graduates at the College and 41% of graduates at the Marine Institute, as well as almost 55% of graduates attending in-province private colleges, have parent education levels of high school or less. The non-post-secondary cohort also reported lower levels of parental education.

Figure 2.2.1c Post-Secondary Institution and/or Post-Graduation Activity by Level of Parental Education June 2001 High School Graduates

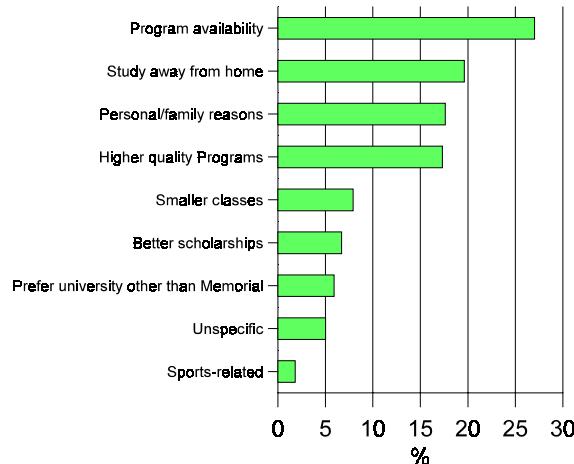


Overall, in families where one or more of the parents had completed post-secondary studies at a university, 82% held a Bachelor's degrees and 12% held a Master's degree. Professional degrees such as medical doctor or lawyer were held by 3% of parents while less than 1% had earned a doctorate.

2.2.2 Why do graduates choose to study in out-of-province post-secondary institutions?

The reasons cited by the 341 June 2001 high school graduates who responded to the survey and who were attending out-of-province institutions for their post-secondary choices were varied. Voiced most often (27%) was the fact that the chosen program of study was not available in-province. This was especially true of District 10, the Avalon East School District, where 43% of graduates from the district who left the province to study elsewhere indicated that existing institutions, in close proximity to their homes, were unable to offer them their desired program. Additionally, as shown in Figure 2.2.2, almost 20% of those who left said that they wanted to study away from home. Just over 17% cited personal or family reasons for their choice while another 17% felt that the program of study was of higher quality at an out-of-province institution. Those students preferring a university other than Memorial or seeking smaller class sizes, greater athletic opportunities and better scholarships also left the province to study elsewhere.

Figure 2.2.2 Reasons for Attending Out-of-Province Post-Secondary Institutions June 2001 High School Graduates (n = 341)

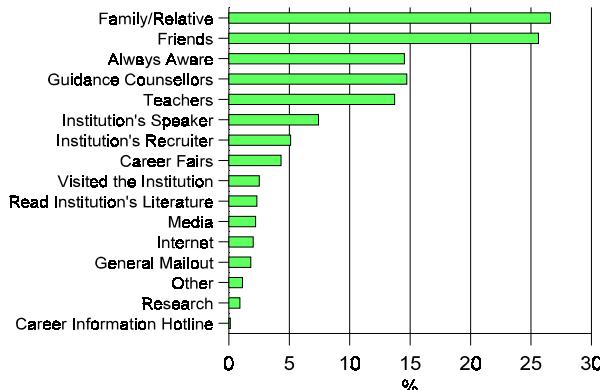


Whether graduates were male or female or from an urban or rural setting had little impact on their decision to attend an out-of-province post-secondary institution. There was, however, some influence noted by highest level of parental education. Almost half of those graduates studying in out-of-province institutions whose parents had less than a high school diploma expressed a desire to do post-secondary studies away from home while an average of only 20% of graduates whose parents had a high school diploma or more voiced the same attitude. Additionally, graduates whose parents had completed post-secondary studies were more inclined to believe that out-of-province institutions had programs of higher quality and stated that their programs of choice were not available in-province.

2.2.3 How did graduates first learn about the post-secondary institution they are currently attending?

With our everyday lives being inundated with media-sourced information, it is interesting to note that approximately 27% of graduates indicated that family and friends had provided them with their initial introduction to the post-secondary institution in which they are currently enrolled. In fact, only 2% of graduates were introduced to their institute of choice through a media communication or the internet. As shown in Figure 2.2.3, also highly important was the formation gleaned from school guidance counsellors (15%) and teachers (14%).

Figure 2.2.3 Source of Information on Post-Secondary Institution of Choice June 2001 High School Graduates



In terms of best method for attracting prospective students to each respective institution, it would appear that word of mouth was highly effective for in-province public post-secondary institutions including Memorial University, the College of the North Atlantic and the Marine Institute while speakers and recruiters were the most effective for out-of-province universities.

Private colleges

in Newfoundland and Labrador used the media effectively while out-of province colleges attracted a number of students via the internet.

2.2.4 Why did graduates choose the post-secondary institution they are currently attending?

The most common response given by graduates as a deciding factor in where they will pursue their post-secondary studies is the ability to commute to the institution from their place of residence with relative ease. In fact, almost 49% of graduates indicated that location was a pivotal point in choosing the institution they are currently attending. As shown in Table 2.2.4, the reputation of the school was considered to be an important factor in the decision of 23% of graduates while 21% felt that the availability of their program of choice was key to their selection. The cost of post-secondary education has become a prominent issue of late, however only 6% cited reasonable tuition as a consideration while 7% cited how reasonable all other costs were.

Factor in Decision	Percentage
Location	48.5
Reputation	22.8
Program Availability	21.4
Reasonable Tuition	6.4
Reasonable Costs	7.0
Family Influence	3.8
Size of School	4
To Further Education	12.6
Other	10
Total	100.0

**Table 2.2.4 Factors Influencing Choice
of Post-Secondary Institution
June 2001 High School Graduates**

Two-thirds of those attending Memorial University and 42% of those attending the College of the North Atlantic were drawn to the institution by its location. The big draw to the Marine Institute and Newfoundland and Labrador's private college sector is the availability of a desired program. Just over half of graduates attending the Marine Institute and 41% of private college attendees did so because they were able to access a chosen program of study. The reputation of the institution is what attracted 41% of graduates attending out-of-province universities and 37% of graduates attending out-of-province colleges to their respective institutions.

While the location of the post-secondary institution is important to both males and females, it is less of a factor to male graduates (46%) in making their post-secondary decisions as it is to female graduates (51%). This finding is reinforced by Andres and Looker who assert that females are relatively more deterred by distance in attending university. Males graduates, however, put more weight on the reputation of the institution than females (25% for males compared to 22% for females) and the availability of their program of choice (23% for males compared to 20% for females).

2.2.5 Did graduates research other post-secondary institutions prior to enrolling in their current institution?

While an average of 70% of graduates had reviewed their options prior to enrolling in their current institution, the percentage varied considerably by final choice. For instance, only 54% of graduates currently attending the Marine Institute had researched alternate facilities while 79% of graduates attending private colleges in Newfoundland and Labrador and 88% of graduates attending an out-of-province university had done so. Table 2.2.5 denotes that two-thirds of graduates attending Memorial University or the College of the North Atlantic had also done some previous investigation of post-secondary institutions.

Institution	Researched Other Institutions	%
Memorial University		67.2
Marine Institute		54.3
College of the North Atlantic		67.4
NF Private College		79.3
Out-of-Province University		88.3
Out-of-Province College		76.3
Total		70.2

**Table 2.2.5 Research Conducted on Post-Secondary Institution Choices
by Current Institutional Sector
June 2001 High School Graduates**

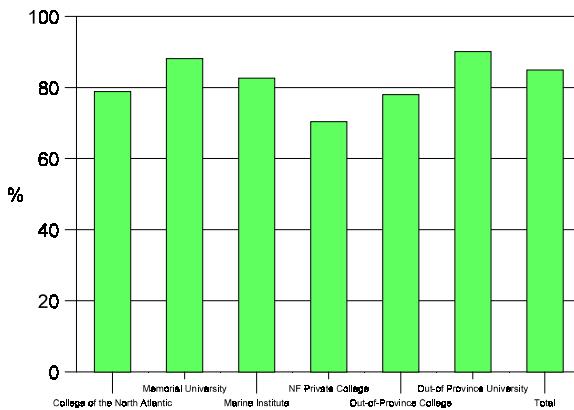
High school graduates from rural areas of the Province did more research into their post-secondary institution choices than did their urban counterparts - almost 73% of rural graduates investigated other institutions prior to enrolment as compared to 66% of urban graduates. In fact, over 85% of graduates from the Labrador School District, a relatively remote area where post-secondary options in the immediate area are limited, explored their options before committing to an institution.

2.2.6 How successful were graduates in gaining entrance to their post-secondary institution of first choice?

Almost 85% of the June 2001 high school graduates who had engaged in post-secondary studies immediately after high school were enrolled in their institution of choice. Graduates currently attending an out-of-province university were the most successful (90%) in gaining entrance to their first choice followed by those attending Memorial University (88%) and the Marine Institute (83%). As shown in Figure 2.2.6a, only 70% of graduates currently attending a private college in the province were successful in securing admittance to their institution of choice.

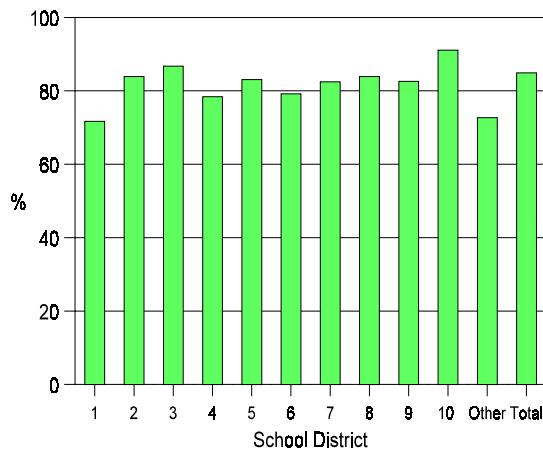
Males were generally more successful in gaining entrance to their first choice of post-secondary institution than females. Almost 88% of males reported that they were currently attending their preferred choice compared to 83% of females.

Figure 2.2.6a Success of Graduates in Gaining Entrance to Post-Secondary Institution of First Choice by Institutional Sector June 2001 High School Graduates



Urban graduates also reported higher rates of success - 92% of urban high school graduates reported that they had successfully gained entrance to their first choice compared to only 81% of rural graduates. In fact, graduates from School Districts 3 and 10, which contain the defined urban centres of Corner Brook, Mount Pearl, and St. John's and its surrounding communities, had the highest rate of success at 87% and 91%, respectively, whereas graduates from School District 1 in Labrador had a success rate of only 72%. The success rate of graduates from each school district in gaining entrance to their post-secondary institution of preference is presented in Figure 2.2.6b.

Figure 2.2.6b Success of Graduates in Gaining Entrance to Post-Secondary Institution of First Choice by School District June 2001 High School Graduates

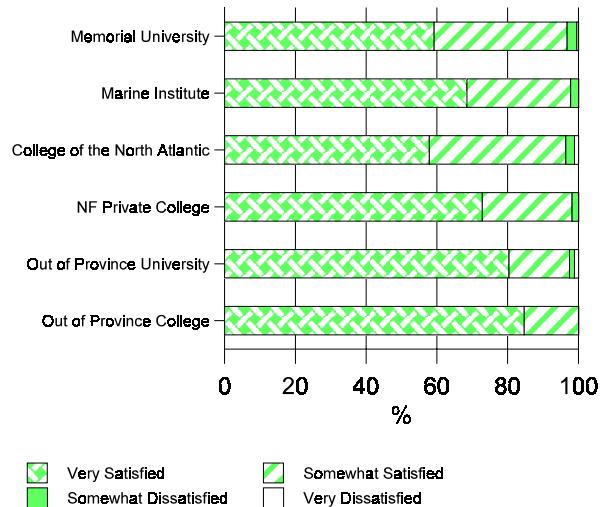


2.2.7 How satisfied are graduates with the post-secondary institution they are currently attending?

Overall, 97% of June 2001 high school graduates attending a post-secondary institution at the time of survey were somewhat satisfied (34%) or very satisfied (63%) with their post-secondary choice of institution. Very small numbers reported being somewhat dissatisfied (2%), or very dissatisfied (1%) with their choice.

High school graduates currently attending out-of-province colleges were the most satisfied with their choice - 85% reported being very satisfied with 15% reporting being somewhat satisfied. As shown in Figure 2.1.8, this same high level of satisfaction was also evident for graduates attending out-of-province universities where 80% reported being very satisfied and 17% reported being somewhat satisfied. Almost 69% of high school graduates enrolled at the Marine Institute and 72% of those enrolled in the private college sector in Newfoundland and Labrador reported that they were very satisfied with the institution to date. And, while graduates attending the College of the North Atlantic and Memorial University were generally satisfied with their current institution, only 57% and 59%, respectively, reported being very satisfied. Graduates enrolled at these schools also reported the highest levels of dissatisfaction - 4% for those engaged in studies at the College of the North Atlantic and 3% for those at Memorial University.

**Figure 2.2.7 Satisfaction with Current Post-Secondary Institution
June 2001 High School Graduates**



2.2.8 Did graduates feel that high school had adequately prepared them for the transition to a post-secondary education and, if not, why?

Overall, 75% of June 2001 high school graduates indicated that high school had adequately prepared them to undertake post-secondary studies. However, the level of comfort in the new post-secondary environment differs significantly by institution and it would appear that university entrants (67%) feel the greatest challenge once they have left high school. The increased workload and more independent learning are the most common themes cited by those attending university contributing to a difficult transition to post-secondary. A higher percentage of graduates attending the Marine Institute (88%), private colleges (88%) and the College of the North Atlantic (78%) indicated that high school had adequately prepared them for post-secondary studies and undoubtedly found the transition from high school to post-secondary considerably easier.

2.3 PROGRAMS OF STUDY

2.3.1 What programs are graduates enrolled in?

The type of program in which recent high school graduates enter into their first year of post-secondary studies is largely dependent on the nature of the institution in which they enrol. For instance, graduates who enrol at the Marine Institute are typically seeking a marine-specific education whereas high school graduates entering publicly- or privately- funded colleges undertake shorter duration trade or vocational specific programs. In contrast those graduates who enrol at Memorial University or an out-of-province university are seeking academic studies in a number of diverse streams and their programs are generally of a longer duration. The chosen program of post-secondary study for June 2001 high school graduates is shown in Table 2.3.1.

Study Stream	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	Out-of-Province Universities	Out-of-Province Colleges
Enrolled (%)						
Trades	-	-	18.2	29.1	-	22.5
Business Administration	-	-	13.0	17.9	8.9	12.1
Information Technology	-	-	8.0	16.7	3.2	10.3
College Transfer	-	-	32.0	-	-	-
Arts	35.8	-	-	-	44.5	24.1
Science	27.6	52.1	3.3	7.7	35.6	10.3
Engineering/Eng. Technology	8.3	27.4	16.7	-	7.8	-
Unspecified	27.8	-	-	-	-	-
Other	0.4	20.5	8.7	28.6	-	20.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 2.3.1 Post-Secondary Programs of June 2001 High School Graduates

The largest percentage of the June 2001 high school graduates attending Memorial University at

the time of survey indicated that they were in the Arts (36%) or Science (28%) faculties. However, first year entrants to Memorial are normally required to undertake a year of general studies before admittance to a specific program or faculty and thus it is likely that many of these graduates had aspirations to pursue programs in the Arts or Science faculties. A similar situation exists with those attending out-of-province universities with 45% and 36% of graduates indicating that they were enrolled in the Arts or Science faculties, respectively.

Just over one-quarter (28%) of graduates at Memorial University indicated that, although they were enrolled at the University, they still were undecided on their course of study. The lack of specific education goals for these students is worth noting. In a recent study funded by the Canada Millennium Scholarship Foundation, 10% of the study group who had attended post-secondary but terminated without finishing their studies stated the most important factor behind their decision was their inability to decide their course of study.⁵

Unlike university entrants, those entering the Marine Institute, the College of the North Atlantic, out-of-province colleges or a private college in Newfoundland and Labrador normally have career choices made prior to post-secondary enrolment and enter their program of choice directly from high school. As stated previously, the Marine Institute caters largely to students wishing to pursue marine-related careers and 98% of the graduates at the Marine Institute indicated being enrolled in nautical science and or marine engineering/architecture/ environmental programs. The largest percentage (32%) of June 2001 high school graduates engaged in studies at the College of the North Atlantic were enrolled in the College Transfer program which allows students to complete the first year general studies courses normally taken at Memorial University at a public college campus close to their home. Additionally, graduates attending the College as well as other private colleges within Newfoundland and Labrador and out-of-province, are engaged primarily in trades, business administration and information technology programs.

⁵ Canadian Millennium Scholarship Foundation. *Why Stop after High School? A Descriptive Analysis of the Most Important Reasons that High School Graduates Do Not Continue to PSE*, 2002.

2.3.2 How did graduates first learn about their present program?

Having read program literature was how almost 15% of graduates learned about their current program of study while friends and family was the initial source of program information for a further 15% and 12%, respectively, of graduates. As shown in Figure 2.3.2, the information provided by both guidance counsellors (12%) and teachers (8%) was also a significant factor in one in five graduates' post-secondary program decision.

Figure 2.3.2 Source of Information on Post-Secondary Program of Choice June 2001 High School Graduates



2.3.3 Did graduates research other programs before enrolling in their current program?

Overall, three in five graduates researched other programs prior to enrolling in their current program of study (see Table 2.3.2). Graduates attending the Marine Institute were more inclined to research their options as were those attending private colleges or out-of province institutions while graduates attending the College of the North Atlantic were the least inclined to research other programs. In general, higher percentages of students researched other institutions (70%) than other programs (58%).

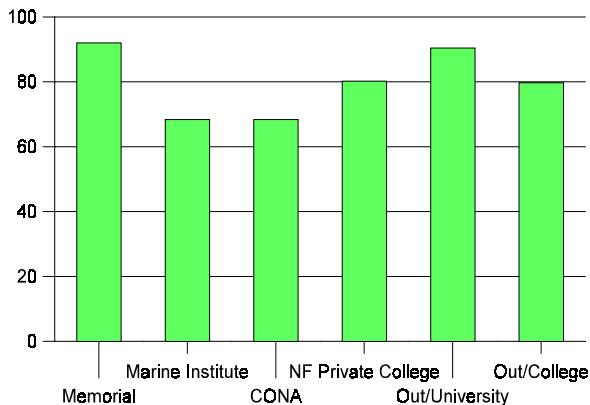
Institution	Researched Other Programs
% Total	
Memorial University	57.1
Marine Institute	68.5
College of the North Atlantic	53.9
NF Private College	63.3
Out-of-Province University	60.3
Out-of-Province College	62.7
Total	57.8

**Table 2.3.3 Research Conducted on Post-Secondary Program Choices
by Current Institutional Sector
June 2001 High School Graduates
(n = 1035)**

2.3.4 How successful were graduates in gaining entrance to their post-secondary program of first choice?

Post-secondary programs at Memorial University and out-of-province universities were successfully accessed as a first choice by 92% and 90% of graduates, respectively. As shown in Figure 2.3.4, those graduates who sought entrance to programs in the private college sector and out-of-province colleges were also successful in doing so - 80% of both groups gained entrance to their preferred program. Graduates currently attending the Marine Institute and the College of the North Atlantic were not nearly as successful with only 68% of graduates attending these institutions enrolled in their program of first choice.

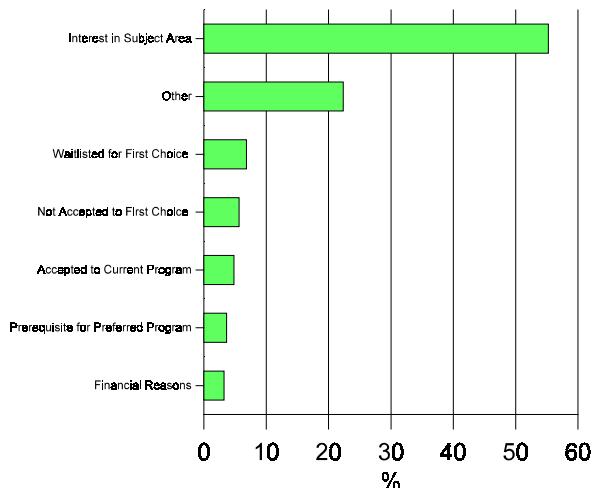
Figure 2.3.4 Graduate Success in Gaining Entrance to Post-Secondary Program of First Choice by Institutional Sector
June 2001 High School Graduates
(n = 1208)



2.3.5 If this was not the program of first choice, why did graduates choose their current program?

An interest in the subject area was the reason 55% of graduates were enrolled in their current program of study as opposed to their initial program of choice. As shown in Figure 2.3.5, almost 7% of graduates reported being waitlisted for their first choice while 14% indicated that they were not accepted to their preferred program or were alternately accepted into another program with 4% viewing their current program as a prerequisite to their program of first choice. Financial reasons prevented 3% of graduates from realizing their first choice and the remaining 22% of graduates indicated other reasons for the change in program including a desire to remain closer to home or to take a program of shorter duration, the unavailability of their first choice at a desired location or their inability to complete the course requirements for their program of first choice.

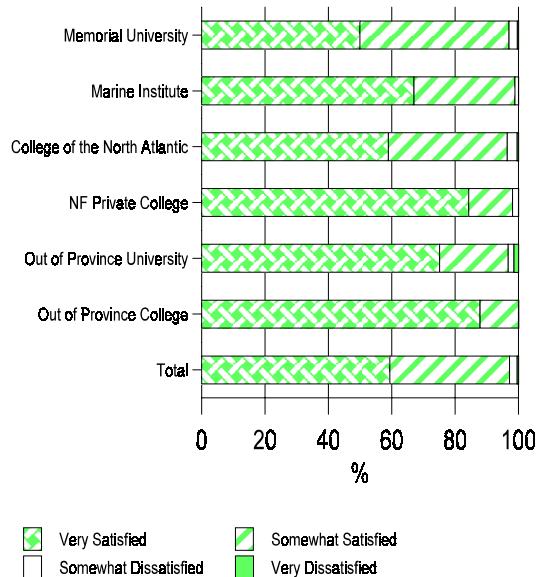
Figure 2.3.5 Reason for Choice of Current Program Rather than Preferred Program June 2001 High School Graduates (n = 255)



2.3.6 How satisfied are graduates with the post-secondary program they are currently enrolled in?

Generally, graduates engaged in post-secondary studies at the time of survey were satisfied with their chosen program of study - 57% reported being very satisfied and 37% reported being somewhat satisfied. Graduates attending out-of-province colleges were the most satisfied with their programs with 99% stating that they were very satisfied (87%) or somewhat satisfied (12%) with their choice. Similarly, graduates at out-of-province universities stated high levels of satisfaction with 75% reporting that they were very satisfied and 22% reporting that they were somewhat satisfied. As shown in Figure 2.3.6, graduates enrolled in the private college sector had the highest levels of satisfaction for in-province programs - 83% stating that they were very satisfied with their chosen program of study and 14% stating that they were somewhat satisfied. At the Marine Institute, two-thirds of June 2001 graduates enrolled in the institution reported that they were very satisfied with their programs. Graduates currently studying at the College of the North Atlantic and, more particularly, Memorial University showed a considerably lower degree of satisfaction with their program choices- less than half (48%) of the respondents attending Memorial University and only 58% of respondents attending the public college were very satisfied with their program of study.

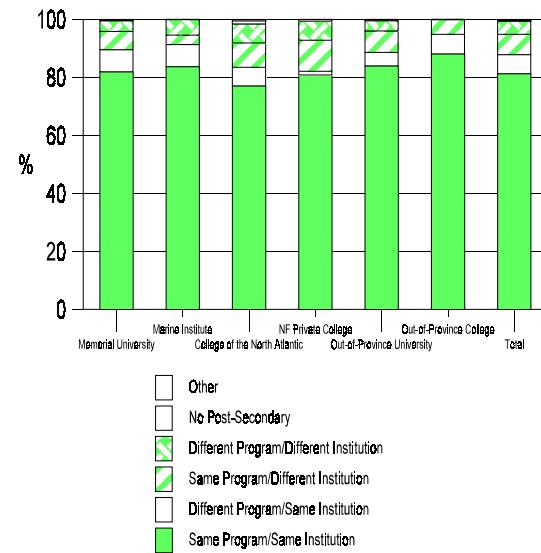
Figure 2.3.6 Graduate Level of Satisfaction with Current Program of Study June 2001 High School Graduates (n = 1783)



2.3.7 If graduates could make different choices regarding their post-secondary education, what would they be?

Provided the opportunity, four in five graduates currently engaged in post-secondary studies indicated that they would not alter their original decisions regarding their post-secondary education. As shown in Figure 2.3.7, those attending out-of-province institutions would appear to be the most satisfied with their choices with 88% of graduates attending an out-of-province college indicating that they would choose to attend the same program in the same institution while 83% of graduates attending an out-of-province university also indicating that they would not change their original decision. Respondents from Memorial University including the Marine Institute were generally satisfied with 81% and 83%, respectively, indicating that they would choose the same program in the same institution were they to have the option of rethinking their original decision. However, these two institutions also had the highest percentage of respondents indicating that they would choose a different program within the institution indicating some indecisiveness with respect to the stream of study. Graduates attending the College of the North Atlantic and Newfoundland and Labrador's private colleges were the least satisfied with their decision and most particularly, their choice of institution - 8% of graduates currently enroled in studies at the College of the North Atlantic and almost 11% of graduates at private colleges indicated that they would choose the same program but at a different institution.

Figure 2.3.7 Alternate Choice for Post-Secondary Institution and/or Program June 2001 High School Graduates (n = 1783)



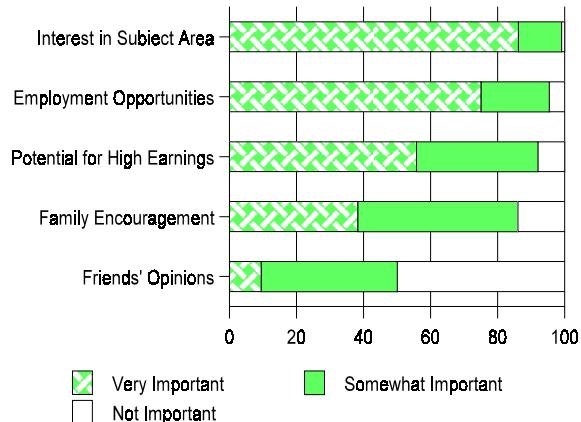
2.4 GRADUATE INFLUENCES AND POST-SECONDARY FINANCES

2.4.1 What influenced graduates to pursue a post-secondary education?

Graduates attending a post-secondary institution at the time of survey were asked how important factors such as future employment opportunities, family encouragement, friends' opinions, the potential for high earnings or interest in subject were in making their decision to pursue a post-secondary education. As shown in Figure 2.4.1, graduates' interest in a subject area was the most influential factor in their decision to engage in post-secondary studies - 86% stated that it was a very important element of their decision and 13% considered it a somewhat important element. The opportunity to find employment was also considered very important by 75% of respondents while the potential for high earning was very important to just over half of graduates.

Although family encouragement was deemed by 86% of graduates to be very or somewhat important, the opinion of friends was considered to be less influential - only 10% considered it to be very important and 41% considered it somewhat important.

Figure 2.4.1 Factors Influencing Graduates to Pursue a Post-Secondary Education June 2001 High School Graduates (n = 1783)



Generally, there are only minor differences between males and females in the results of this question. Of note, however, is the fact that females place a greater emphasis on family encouragement than males - 45% of females considered family encouragement to be very important compared to only 29% of males.

2.4.2 How far do graduates plan to go with their education?

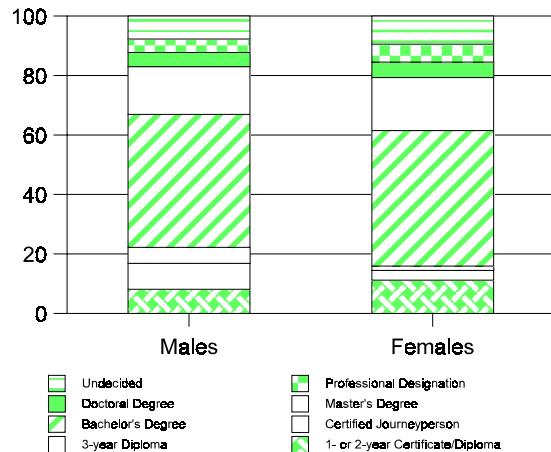
How far graduates have resolved to go with their education depends, in large part, on what and where they study. Graduates attending the College of the North Atlantic, private colleges and out-of-province colleges are generally enrolled in vocational or technology programs. Accordingly, a large number of graduates from these institutions are working towards a certificate or one, two or three year diploma. As shown in Table 2.4.2, a considerable percentage of graduates from the College of the North Atlantic (37%) and Marine Institute (41%) have also stated that they look to attain a degree after completion of their diploma programs. For 54% and 44% of graduates enrolled at Memorial University or an out-of-province university, respectively, the goal is to attain a degree. Another 35% of graduates at Memorial and 48% of graduates at out-of-province universities have set their sights on a Masters or Doctoral degree or a professional designation (i.e. doctor of medicine, lawyer, etc.). As can be expected given that these are first year post-secondary students, a number remain undecided.

Education Desired	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	O/P University	O/P College	Total
1- or 2-year Certificate/Diploma	0.4	10.9	22.3	59.2	0.4	35.6	9.9
3-year Diploma	0.8	34.8	15.2	9.5	0.4	10.2	5.6
Certified Journeyperson	0.3	1.1	10.1	9.5	0	10.2	3.1
Bachelor's Degree	53.6	41.3	35.9	8.3	44.3	30.5	45.0
Master's Degree	21.2	8.7	6.8	0.6	28.4	8.5	17.1
Doctoral Degree	7.3	0	1.0	0	5.7	1.7	5.0
Professional Designation	6.2	1.1	0.7	2.4	14.2	0	5.4
Undecided	10.0	1.1	7.9	10.7	6.0	3.4	8.7

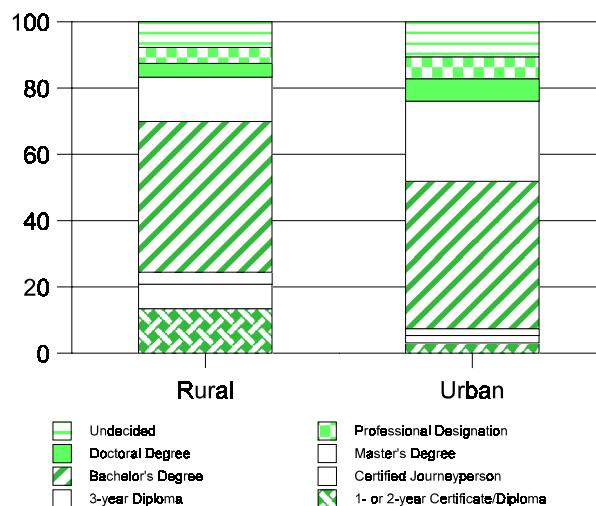
**Table 2.4.2 Level of Post-Secondary Education Desired
by Post-Secondary Institution Sector
June 2001 High School Graduate
(n = 1783)**

While there are only minor differences noted between the post-secondary goals and aspirations of males and females, a greater percentage of females (74%) than males (70%) stated their post-secondary studies will result in a degree, doctorate or professional designation (see Figure 2.4.2a). In contrast, 22% of males and 16% of females stated that they are in pursuit of a diploma or certificate.

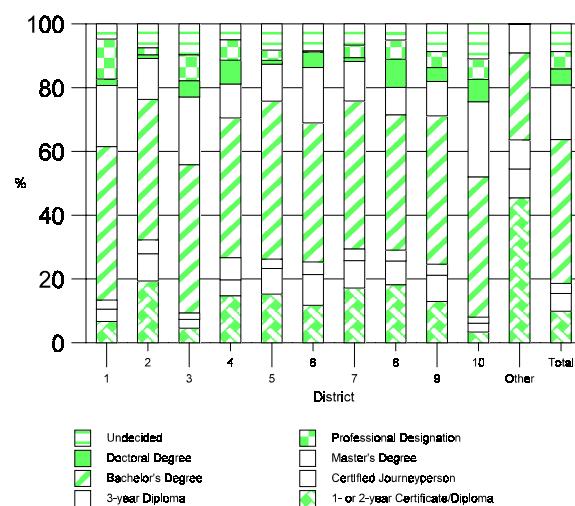
**Figure 2.4.2a Level of Post-Secondary Desired
Gender Breakdown
June 2001 High School Graduates
(n = 1783)**



Figures 2.4.2b and 2.4.2c provide details on what level of post-secondary education graduates from rural and urban areas of the province, as well as from all school districts, are aspiring to. The percentage of graduates from rural areas (24%) in pursuit of a diploma or certificate was 17 percentage points higher than graduates from urban areas (7%). The percentage of graduates from rural areas (68%) seeking a degree, doctorate or professional designation was 14 percentage points lower than graduates from urban areas (82%). These findings may be a reflection of graduates' accessibility and proximity to post-secondary programs in rural areas and the higher enrolment in private and public college programs.



**Figure 2.4.2b Level of Post-Secondary
Education Desired
Rural/Urban Split
June 2001 High School Graduates**



**Figure 2.4.2c Level of Post-Secondary
Education Desired
School District Breakdown
June 2001 High School Graduates**

2.4.3 What did graduates estimate was the yearly cost for a post-secondary education?

When asked to estimate the yearly costs including tuition, books and living costs of a university, public college and private college education, the responses of graduates varied with each option and ranged from a low of \$1000 to an unreasonable high of \$80,000. The perception was that a university education was the most expensive followed by a private college education and, lastly, a public college education. Additionally, a large number of graduates were unaware of the cost of all the options and could speak only to their own experience.

University - The annual cost of a bachelor's degree program at Memorial University is between \$4,000 and \$5,000, including the cost of books and exclusive of living costs which can add another \$6,000 to \$7,000 to the total cost. Almost 37% of graduates estimated the annual cost of a university education to be between \$5001 and \$10,000. Another 14% on either side of that figure estimated the cost to be between \$3,000 and \$5,000 or between \$10,001 and \$20,000. The annual cost of university studies was unknown to 29% of the respondents.

Public College - At the College of the North Atlantic, the annual cost of a diploma program is between \$2000 and \$3000, including the cost of books and exclusive of living costs. Living costs for those students attending a college away from home can push the cost up to \$10,000 annually. Just over 26% of graduates estimated the annual cost of a public college education to be between \$2000 and \$5,000; likewise 26% estimated the cost to be between \$5001 and \$10,000. Over one-third of graduates (37%) were unable to provide an estimate of annual cost for public college studies.

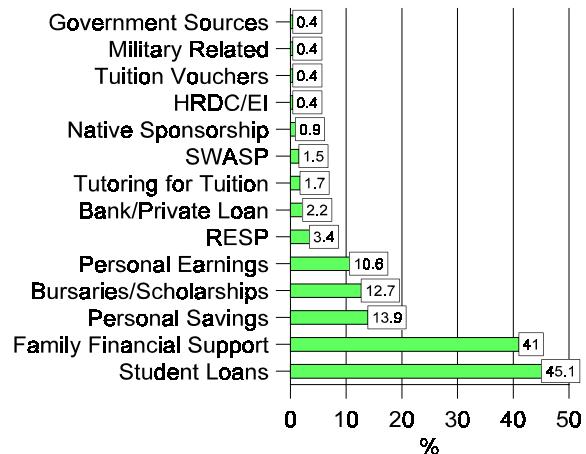
Private College - The tuition cost at private colleges varies considerably and it is difficult to estimate an estimated average cost. The annual cost of a private college education was estimated by 13% of graduates to be between \$2,000 and \$5,000, 19% costed it between \$5,001 and \$10,000 and 14% calculated it to be between \$10,001 and \$20,000. However, almost half (48%) of the graduate respondents were unaware of the cost of a post-secondary education at a private college.

2.4.4 How are graduates paying for their post-secondary education?

Almost half (45%) of the graduates engaged in post-secondary studies indicated they were financing all or part of their education through government student loans. The monetary assistance of family was also significant with 41% of graduates citing family support as a means of addressing post-secondary expenses in whole or in part. Some graduates also made a financial contribution to their education - personal earnings from a current job and personal savings from

a previous job subsidized the educational costs of 11% and 14% of graduates, respectively. As shown in Figure 2.4.4, 13% of graduates were in receipt of bursaries and scholarships to assist in the financing of their post-secondary education.

Figure 2.4.4 How Graduates are Financing all or part of their Post-Secondary Education June 2001 High School Graduates



Of graduates accessing government student loans, 49% were female and 40% were male. As shown in Table 2.4.4a , a greater percentage of males (71%) used personal savings and earnings and family support to finance all or part of their their education than females (61%) while females reported using funding from youth programs such as SWASP and Tutoring for Tuition at three times the rate of males.

There was also a greater percentage (56%) of rural graduates accessing student loans compared to urban graduates (24%). Urban graduates appear to have had greater access to part-time employment as 39% of graduates living in defined urban centres used earnings from a current job or savings from a previous job to help pay for their education compared to only 17% of rural graduates. Another significant difference was noted in family financial support - 49% of urban graduates had financial support from their families while only 37% of rural graduates had parental assistance.

Graduates were asked if they were required to repay family financial assistance - 6% indicated that they were required to repay their families for the financial support made available to them to complete their post-secondary studies, 87% indicated that repayment was not required and 7% were uncertain of repayment requirements.

While there was relatively low participation from our survey group in the Tutoring for Tuition (n=28) and Student Work and Services Program or SWASP (n=26) initiatives, it is likely that graduates chose to report the monies earned from these initiatives as personal earnings rather than as program-specific compensation. Overall, three-quarters of those graduates who had received financial assistance through the Tutoring for Tuition Program and 80% of those graduates who had received SWASP funds indicated satisfaction with the program.

Source of Funding	Male	Female	Urban	Rural	Total
	%	%	%	%	%
Government Student Loans	39.9	49.0	23.5	56.3	45.1
Bursaries/Scholarships	12.9	12.5	14.9	11.6	12.7
Bank/private Loan	1.6	2.6	3.0	1.7	2.2
Earnings from Current Job	12.6	9.2	22.8	4.3	10.6
Savings from a Previous Job	16.4	12.2	16.2	12.8	13.9
RESP/Education Plans	4.4	2.8	5.9	2.2	3.4
HRDC Sponsorship/EI	0.7	0.2	0.1	0.6	0.4
Tutoring for Tuition	0.7	2.5	1.3	1.9	1.7
SWASP	0.9	1.9	1.2	1.6	1.5
Family Financial Support	42.4	40.0	49.2	36.8	41.0
Native Sponsorship	1.0	0.8	0	1.4	0.9
Military -related	0.9	0.1	0.5	0.4	0.4
Government Sources	0.5	0.4	0.8	0.2	0.4
Tuition Vouchers	0.6	0.2	0.5	0.3	0.4

Note: Totals may not add to 100% as multiple responses to this question were permitted.

**Table 2.4.4a How Graduates are Financing All or Part of Their Post-Secondary Education
Gender and Urban/Rural Split
June 2001 High School Graduates**

As shown in Table 2.4.4b, almost 85% of the June 2001 graduates attending Newfoundland private colleges cited government student loans as a source of financing compared to 38% of graduates attending Memorial University and 40% in attendance at an out-of-province university. In fact, graduates at private colleges relied heavily on student loans with limited funding from other areas reported.

In contrast, graduates attending Memorial University also cited family support (45%), bursaries and scholarships (15%) and personal contributions from savings (15%) and current job earnings (15%) as funding sources. Not unlike graduates attending Memorial, one of two graduates (50%) engaged in studies at an out-of-province university indicated the monetary support of family helped them finance their education. Scholarships and bursaries also offset the educational costs of 29% of graduates attending out-of-province universities.

Just over half (52%) of the graduates attending the College of the North Atlantic reported using student loans to finance all or part of their education while 36% indicated receiving financial assistance from family. Similar sources of funding were also reported by graduates attending the Marine Institute and out-of-province colleges.

Source of Funding	Memorial University	Marine Institute	College of the North Atlantic	NF Private College	O/P University	O/P College	Total
%							
Government Student Loans	38.2	56.5	51.8	84.6	39.7	52.5	45.1
Bursaries/Scholarships	14.9	2.2	3.3	0.6	29.4	10.2	12.7
Bank/private Loan	2.7	2.2	1.0	1.2	2.1	3.4	2.2
Earnings from Current Job	14.7	1.1	8.4	3.6	1.8	8.5	10.6
Savings from a Previous Job	15.4	10.9	14.7	1.8	12.4	18.6	13.9
RESP/Education Plans	4.4	-	2.6	1.2	3.2	-	3.4
HRDC Sponsorship/EI	-	3.3	0.9	0.6	0.4	1.7	0.4
Tutoring for Tuition	2.2	-	1.7	-	1.4		1.7
SWASP	1.7	-	2.1	-	1.1	-	1.5
Family Financial Support	44.5	38.0	35.6	13.6	50.0	42.4	41.0
Native Sponsorship	0.5	1.1	0.4	0.6	4.3	-	0.9
Military -related	0.1	5.4	-	1.2	0.7	-	0.4
Government Sources	0.4	-	0.5	-	-	-	0.4

Note: Totals may not add to 100% as multiple responses to this question were permitted.

Table 2.4.4b How Graduates are Financing All or Part of Their Post-Secondary Education by Institutional Sector
June 2001 High School Graduates (n = 1783)

Although the number of graduates attending an out-of-province post-secondary institution was substantially lower than that of those attending in-province institutions, it is interesting to note that a significant percentage of these graduates were in receipt of scholarships. In fact, almost one-quarter of graduates enrolled in an out-of-province university and over 8% enrolled in an out-of-province college had received an entrance scholarship to their respective While one could argue that this might explain the draw to out-of-province institutions, in actual fact only 7% of graduates attending these institutions cited better scholarships as the reason they chose the institution. As shown in Table 2.4.4c, 13.4% of graduate respondents from Memorial University indicated that they were in receipt of a scholarship.

Institutional Sector	June 2001 Graduates in Attendance	Graduates in Receipt of Scholarships	
		#	%
Memorial University	754	101	13.4
Marine Institute	112	1	1.0
College of the North Atlantic	427	11	2.6
NF Private Colleges	229	1	0.5
Out-of-Province Universities	338	81	24.0
Out-of-Province Colleges	72	6	8.4
Total	3808	201	5.3

Table 2.4.4c Graduates in Receipt of Scholarships by Institutional Sector
June 2001 High School Graduates