

A GRADUATE INTERNSHIP REPORT INCLUDING A  
RESEARCH REPORT OF THE FACTORS INFLUENCING  
NEWFOUNDLAND & LABRADOR LEVEL III HIGH SCHOOL  
STUDENTS' CHOICE OF UNIVERSITY TO ATTEND  
FOLLOWING GRADUATION

CENTRE FOR NEWFOUNDLAND STUDIES

**TOTAL OF 10 PAGES ONLY  
MAY BE XEROXED**

(Without Author's Permission)

ROBERT KENT AITKEN









## INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

**The quality of this reproduction is dependent upon the quality of the copy submitted.** Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

# UMI

A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA  
313/761-4700 800/521-0600

A GRADUATE INTERNSHIP REPORT INCLUDING A RESEARCH REPORT OF THE  
FACTORS INFLUENCING NEWFOUNDLAND & LABRADOR LEVEL III HIGH SCHOOL  
STUDENTS' CHOICE OF UNIVERSITY TO ATTEND FOLLOWING GRADUATION

by

Robert Kent Aitken

A report submitted to the School of Graduate  
Studies in partial fulfilment of the requirements for the degree of  
Master of Education.

Faculty of Education  
Memorial University of Newfoundland  
August 1997

St. John's

Newfoundland



National Library  
of Canada

Acquisitions and  
Bibliographic Services

395 Wellington Street  
Ottawa ON K1A 0N4  
Canada

Bibliothèque nationale  
du Canada

Acquisitions et  
services bibliographiques

395, rue Wellington  
Ottawa ON K1A 0N4  
Canada

*Your file* *Votre référence*

*Our file* *Notre référence*

The author has granted a non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of this thesis in microform, paper or electronic formats.

The author retains ownership of the copyright in this thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without the author's permission.

L'auteur a accordé une licence non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de cette thèse sous la forme de microfiche/film, de reproduction sur papier ou sur format électronique.

L'auteur conserve la propriété du droit d'auteur qui protège cette thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

0-612-25818-1

Canada

## ABSTRACT

This report describes a thirteen-week internship program with the Office of Student Affairs and Services at Memorial University of Newfoundland. The general goals, specific objectives and activities performed to achieve these goals, as well as the effectiveness and limitations of the internship are described in the first two chapters of the report. These chapters specifically outline the experiences of the intern during his placement at the following divisions of Student Affairs and Services: Employment Services Centre; Higher Education Assessment and Research (H.E.A.R.) Unit; Wellness Centre; Counselling Centre; Student Housing; Student Recruitment and Promotion; and the Glenn Roy Blundon Centre. Chapters I and II also highlight the educational value of two conferences attended by the intern - the 1997 Congress of the Learned Societies (Memorial University) and the Canadian Association of College and University Student Services (CACUSS) Conference, Halifax, Nova Scotia. Details of the research project titled "The Factors Influencing Newfoundland & Labrador Level III High School Students' Choice of University to Attend Following Graduation" are described in the third chapter. Chapter III includes a rationale for the research, methodology, results and a concluding discussion. The discussion is completed by a summary list of recommendations intended to promote student interest in and enrollment at Memorial University of Newfoundland.

## ACKNOWLEDGEMENTS

I would like to thank my internship supervisors, Dr. Wayne Ludlow and Dr. Donna Hardy Cox, without whom this experience would not have been possible. Thank you both for your thoughtful direction, constructive feedback, quality supervision and words of encouragement.

I would also like to extend a special thanks to Yvonne Burke, Amanda Crane, Roxanne Rideout and all the very helpful and talented staff at Student Affairs and Services who were always eager to provide me with a positive and well-rounded experience.

To Tony Goudie, I would like to thank you for your valuable assistance and advice in analysing the statistical data. Thanks also to Neil Ollerhead whose technical expertise was valued and greatly appreciated.

*I would like to dedicate this endeavour to my parents,*

*for whom I am eternally grateful.*

## TABLE OF CONTENTS

ABSTRACT .....	ii
ACKNOWLEDGEMENTS .....	iii
LIST OF TABLES .....	viii
CHAPTER I .....	1
INTRODUCTION .....	1
Rationale for the Internship .....	1
The Internship Setting .....	2
Supervision .....	2
Internship Goals and Specific Objectives .....	2
CHAPTER II .....	6
THE INTERNSHIP: A DESCRIPTION OF ACTIVITIES .....	6
Introduction .....	6
Internship Goals and Objectives .....	6
Employment Services Centre .....	6
Higher Education Assessment and Research (H.E.A.R.) Unit .....	9
Wellness Centre .....	10
Counselling Centre .....	11
Student Housing .....	13
Student Recruitment and Promotion .....	15
Glenn Roy Blundon Centre .....	17
Canadian Society for the Study of Higher Education Conference .....	18

CACUSS 1997 .....	18
Research .....	19
Conclusion .....	20
CHAPTER III .....	24
THE RESEARCH PROJECT .....	24
Summary .....	24
Introduction .....	25
Rationale for the Research .....	26
Method .....	29
Survey .....	29
Sample .....	31
Procedure .....	31
Results .....	32
Discussion .....	48
REFERENCES .....	54
FOOTNOTES .....	57
APPENDICES .....	58
Appendix A: 1997 Memorial University Wellness Survey .....	59
Appendix B: Documents Read at Student Housing .....	60
Appendix C: List of Services and Accommodations at the Glenn Roy Blundon Centre .....	63
Appendix D: Faculty Awareness Survey .....	65



Appendix E: CACUSS 1997 Functions Attended .....	66
Appendix F: Reading List .....	70
Appendix G: 1997 Community Relations Study - High School Students Survey .....	74
Appendix H: Introductory Letter .....	75
Appendix I: Distribution Instructions .....	76
Appendix J: Letter from the President .....	77
Appendix K: Major Reasons Students Did Not Choose Memorial .....	78
Appendix L: Major Reason Students Chose Another University .....	80

## LIST OF TABLES

Table 1: Number of Students and Percentage of their Choice of University .....	34
Table 2: Number of Students by Region Choosing Memorial, Universities in Nova Scotia and Other .....	36
Table 3: Factors Influencing Students' Choice to Attend Memorial .....	37
Table 4: Percentage of Factors Influencing Students' Choice to Attend Memorial by Region ..	39
Table 5: Reasons Students Choose a University Other than Memorial .....	41
Table 6: Number of Respondents, Mean Response and Standard Deviation for Items Measuring Students' Perceptions of their Chosen University .....	43
Table 7: Number of Respondents, Mean Rating and Standard Deviation for Items Measuring Students' Perceptions of their Chosen University .....	44
Table 8: Number of Respondents, Mean Rating and Standard Deviation for Items Measuring Students' Perceptions of Memorial University .....	45
Table 9: Mean Ratings of Students' Perceptions of Memorial University, University Other than Memorial and the Difference Between the Two .....	47
Table K1: Number of Students, Percentage, and Major Reason Given for Not Choosing Memorial .....	79
Table L1: Number of Students, Percentage, and Major Reason Given for Choosing to Attend Another University Other than Memorial .....	81

## CHAPTER 1

### INTRODUCTION

#### Rationale for the Internship

To fulfill the requirements for a Master's Degree in Post-Secondary Education, students may choose to complete a thesis, paper folio, project, or do an internship which includes a research component. The internship option requires a minimum of ten weeks or 500 hours of job placement in a setting consistent with the student's employment goals and interests.

After having studied the theoretical components of post-secondary education through course work, the intern wished to acquire, practise and develop the skills necessary to successfully implement his knowledge in a professional environment. Although the intern is most interested in developing competencies in areas of academic advising, counselling, and administration, he felt he would benefit from a generic experience that would incorporate job experience in other post-secondary domains, such as the Glenn Roy Blundon Centre (provides services for students with disabilities and short-term illnesses and injuries), Student Recruitment and Promotion, Admissions, Housing and Student Development.

### The Internship Setting

Since the intern's interests lie in various areas of the post-secondary educational setting, he wished to work within Memorial University's Office of Student Affairs and Services.

### Supervision

The intern worked under the supervision of Dr. Wayne Ludlow, Dean of Student Affairs and Services and Professor of Education. Dr. Donna Hardy Cox, Director of Student Development and Associate Professor of Social Work, served as his field supervisor. He was also assigned various on-site supervisors to assist him at each placement position.

### Internship Goals and Specific Objectives

According to the Council of the Students' Union Handbook (1996), the office of Student Affairs and Services is concerned with all aspects of a student's university life, and provides assistance to students in personal and social matters. It is comprised of various departments that offer an array of services including but not limited to: Student Housing and Food Services, Health Services, Financial Assistance and Management, Career Development, Counselling Centre, and Student Development.

In devising goals for the internship, these are some of the services that were considered. After consultation with the university internship program supervisor and the internship field supervisor, the following goals and specific objectives were determined. These goals and specific objectives were organized under general headings as indicated below.

Goal 1: To gain insight into and engage in practical experience within the following areas:

### Student Development

Specific Objective:

- A. To gain a more in-depth understanding of the services provided by a post-secondary educational institution through direct interaction with the staff and students at the Employment Services Centre, the Glenn Roy Blundon Centre, Wellness Centre, Higher Education Assessment and Research (H.E.A.R.) Unit, and Student Housing.

### Counselling Centre

Specific Objectives:

- A. To be assigned to the university's Counselling Centre under the supervision of a counsellor.
- B. Through observation of and interaction with a counsellor, to gain further knowledge of various counselling procedures, namely testing, assessment, report writing, interviewing, and the formulation of recommendations.

### Academic Advising

Specific Objective:

- A. To be assigned to the Academic Advising Centre and to an academic advisor as well as to work independently with students.

### Admissions

#### Specific Objective:

- A. To gain first-hand knowledge of university policy and procedures regarding student admissions by observing and assisting personnel in the screening of applications for the upcoming semester.

### Student Recruitment and Promotion

#### Specific Objectives:

- A. To closely examine strategies employed by the university to promote student enrollment.
- B. To offer personal opinions and ideas regarding successful student recruitment.

Goal 2: To take part in university functions and educational seminars.

#### Specific Objectives:

- A. To prepare for and plan to attend the Congress of the Learned Societies (Memorial University), and the Canadian Association of College and University Student Services (CACUSS) Conference, Halifax, Nova Scotia in June 1997.
- B. To attend any other university function, consistent with the intern's field of study, that would increase his knowledge of post-secondary education.

Goal 3: To complete a research project which meets the requirement for the completion of the internship and which is relevant and useful to student services personnel at Memorial University.

Specific Objectives:

- A. To collect and analyse data from Newfoundland & Labrador high schools regarding students' university choices and perceptions of Memorial University as compared to out-of-province universities.
- B. To draw conclusions and make recommendations pertinent to this analysis and include this in a final internship report.

## CHAPTER II

### THE INTERNSHIP: A DESCRIPTION OF ACTIVITIES

#### Introduction

The internship at Memorial University's Office of Student Affairs and Services took place from May 15, 1997 to August 19, 1997 for a period of thirteen weeks. The purpose of this chapter is to provide a description of the activities in which the intern participated in order to accomplish the internship goals and specific objectives as outlined in Chapter I.

#### Internship Goals and Objectives

Goal 1: To gain insight into and engage in practical experience within the following areas of Student Development:

##### Employment Services Centre

Specific Objectives:

- A. To become familiar with the duties associated with an employment services centre and to learn the complexities involved in providing creative and timely career development programs.
- B. To apply theory to the practice of student development within the parameters of the Employment Services Centre.
- C. To participate in program delivery on a front line to begin to understand how theory guides the development, implementation and delivery of employment related programs.

Activities performed to accomplish these objectives:

- 1. The intern was assigned to the Employment Services Centre during the period from May



15 to June 12, 1997 during which time he became familiar, through direct involvement with various student employment programs such as MUCEP (Memorial University's Undergraduate Career Enhancement Program); SWASP (Student Work and Service Program); SCP (Summer Career Placement Program); and graduate employment programs. Knowledge of these programs gave the intern a stronger appreciation of how theory applies to practice. For instance, the MUCEP and SCP programs not only enable students to become more autonomous, self-directed and emotionally independent (Chickering's third vector of student development), they also provide students with the opportunity to interact with faculty and staff in a university environment, which can be a determining factor in students' satisfaction, intellectual and personal development, and persistence (Floerchinger, 1992). Moreover, as Astin (1984) notes in his student involvement theory, "finding ways to encourage greater student involvement with faculty (and vice versa) could be a highly productive activity on most college campuses"(p.304).

2. To acquire further knowledge of employment services, the intern conducted an extensive Internet search of various career development sites; reviewed employment resource information on writing résumés, cover letters and other job search skills (e.g., National Graduate Register); gained experience in employment order taking and provided effective and efficient involvement in front line duties, such as answering phones and handling front line inquiries. The intern reviewed Patsula's (1985), The Assessment Component of Employment Counselling: A Goal Setting Process, which provided him with a concrete understanding on how to deal effectively with students by putting their concerns and priorities first. Through direct involvement with students and the on-site supervisor, the intern gained confidence in information provision and developed a stronger appreciation of the amount of work involved in finding students jobs, the relationship

between front line work and what happens behind the scenes, and also the political realities - both inside and outside the university.

3. During this time period, the intern was given the responsibility of coordinating interviews and supervising students for three Student Development positions for MUCEP (i.e., two research assistants and a CUSEC, Canadian University Student Exchange Consortium, Coordinator). To prepare for this task, the intern established indicators to measure effectiveness of interview skills and procedures, performed a "Mock Interview" with a client and assisted the on-site supervisor in conducting interviews for other MUCEP positions. He also completely familiarized himself with the CUSEC program as well as information on international student exchanges. The intern then interviewed and selected candidates for these three positions and provided continuous on-going supervision. It should be noted, however, that the CUSEC program was in a "winding down" phase during the intern's involvement with it. Thus, the intern worked with the CUSEC Coordinator to shut down the program. This included the removal of CUSEC posters around campus, the deletion of the CUSEC Homepage, a written summary of CUSEC participants arriving at Memorial and a summary of those exchanging to other institutions, and the preparation of files for the archives. As well, a verification that the students were not adversely affected by this shutdown. This experience taught the intern that not all programs are successful for all students. Although the intern did not gain experience in the development of this program in particular, he did provide direct supervision in the termination of such an educational practice.

Through this realm, the intern was able to apply the theories of Arthur Chickering and Douglas Heath to his own experience, as well as to the experiences of the MUCEP students. The intern periodically met with the students to assess their progress and/or to answer questions or

problems they may have had. During these meetings, the intern could see each student moving through various vectors of Chickering's theory of Student Development, such as developing competence, moving through autonomy towards interdependence, establishing identity, and developing purpose and integrity (Chickering, 1984). The intern recognized changes in the students' emotional, social, and intellectual development, particularly each student's confidence level regarding their job.

Douglas Heath's (1968) theory of maturity can also be connected with this experience. For the intern, the responsibility undertaken in the hiring and supervising of these students had a positive impact on his value system, self-concept and personal relations. Such a supervisory role created the foundation for more tolerant and understanding relationships with others. Such increased empathy lead to more altruistic and caring values. This insight became affirming and thus heightened the intern's self-acceptance and esteem. Unquestionably, these maturing effects were instilled in the development and progress of the students as well.

#### Higher Education Assessment and Research (H.E.A.R.) Unit

Specific Objectives:

- A. To be assigned to the university's H.E.A.R. Unit to gain insight into ongoing university research projects, interests and endeavours.
- B. To assist in the research of current projects and related office duties.

Activities performed to accomplish these objectives:

- 1. The intern reviewed a report on the "1997 Graduating Student Survey at Nine Canadian Universities" which asked students to rate their universities on such factors as student satisfaction

with quality of education, quality of instruction, campus facilities, relevance of studies to full- and part-time jobs, etc. They were also asked to rate their level of participation in university life, such as attending campus social events, use of fitness/exercise facilities, and participation in student government. He then wrote an executive summary of the report which was submitted to the Director of Student Development, Dr. Donna Hardy Cox - the intern's field supervisor.

2. The intern began work on the "1996 First-Year Experience Survey". He reviewed approximately 700 hundred survey envelopes that were returned and subsequently developed a coding system and instructions thereof for the First-Year Experience Survey. After completing the coding process, the intern employed SPSS (Statistical Package for Social Sciences) to record the data. After examining this data, the intern gained some insight into students' perceptions of Memorial University. The opportunity to work in such a research-based environment provided the intern with an appreciation of the importance of conducting studies to promote and improve student development and to advance the professional knowledge of the higher education community (Erwin, 1996).

### Wellness Centre

#### Specific Objective:

- A. To gain practical experience and knowledge of the functions of the University's Wellness Centre.

#### Activities performed to accomplish this objective:

1. The intern was assigned a project by the University's health educator, Kathie Saunders, to research and report on current health promotion/marketing strategies for a post-secondary

institution and to design a one-page survey to determine students' need of and/or interest in health education (see Appendix A). The intern recognized the main goal of the university's Wellness Centre - to educate students about self-care and healthy lifestyles.

2. He reviewed the many health education programs and materials offered by the centre. He gained first-hand knowledge of the Peer Helper program in which students are trained to work as "paraprofessionals", disseminating information on health related issues to fellow students. The intern's assignment to the Wellness Centre was during "Healthy Heart Week". He worked with Peer Helpers to distribute information regarding this theme.

### Counselling Centre

#### Specific Objectives:

- A. To be assigned to the university's Counselling Centre under the supervision of a counsellor.
- B. Through observations of and interaction with a counsellor, to gain further knowledge of various counselling procedures, namely testing, assessment, report writing, interviewing, and the formulation of recommendations.

#### Activities performed to accomplish these objectives:

1. The intern was assigned to the Memorial University Counselling Centre, under the direct supervision of Dr. Elaine Davis, Associate Professor in Counselling and Career Planning Centre Coordinator. Dr. Davis gave the intern a comprehensive tour of the Centre and explained thoroughly many of its functions. She organized a series of appointments so that the intern could meet and converse with the Centre's entire staff.

2. The intern was invited to attend an IPR (Interpersonal Process Recall) Seminar. This interdisciplinary process facilitates the sharing of expertise and observations of interns with graduate students from helping or related professions. Specifically, the seminar is directed at the development and refinement of counselling skills in a variety of areas. Group discussions of client videotapes are a key component of the IPR. The intern's role in this seminar was limited because of obvious ethical considerations. The intern watched a general videotape entitled "Growing Up Gay", and participated in a brief discussion on its subject matter.
3. Through discussions with predoctoral students and staff, the intern gained further knowledge of the assessment process and report writing. Specifically, the following areas were addressed: philosophy of counselling, ethical considerations, guidelines for assessment, classification and labelling, assessment of learning disabilities, intelligence testing, materials to include in reports, developing strategies to improve writing style, and problems with reports. The intern supplemented the aforementioned discussions with a review of the Memorial University of Newfoundland Counselling Centre Referral and Community Resources Handbook (1996); the Memorial University Predoctoral Professional Psychology Internship Program (1997-98); and a number of chapters from Sattler's (1992) book, Assessment of Children.
4. Furthermore, Dr. Davis gave the intern an informative tour of the Career Planning Centre and its resources. In addition, the intern sat in on a meeting with the Career Planning staff to discuss regular operational duties. While brief, these experiences reiterated Super's (1992) view of career development as a lifelong process, not a single event. Rayman (1993) suggests that all student affairs practitioners should possess the basic knowledge and skills needed to assist students in gaining a sufficient self-understanding that provides a sense of direction and purpose in

life. Clearly, career counselling affects and is affected by the whole person and his or her environment.

5. To provide increased knowledge in the area of vocational counselling, Dr. Elaine Davis administered the Strong Interest Inventory (SII), computerized version, to the intern. She then used the intern's results to explain the interpretation process of the SII. The intern recognizes that understanding the SII profile can help individuals focus on career exploration and future goals. In accordance with Winston, Jr. (1996) the intern acknowledges that the SII, like other vocational tests, is merely a tool to assist students' decisions and is not to be regarded prescriptively.

### Student Housing

#### Specific Objectives:

- A. To study under the guidance of the Director of Student Housing to gain more in-depth knowledge of the organization and operation of Student Housing and Food Services.
- B. To meet members of the staff and participate in relevant meetings.

#### Activities performed to accomplish these objectives:

- 1. The intern studied under the supervision of Dr. Brian Johnston, Director of Student Housing. Dr. Johnston provided him with a collection of important and pertinent documents to review and to make note of questions which he would address later (see Appendix B for a list of these documents).
- 2. The intern attended a meeting with the Director of Housing, Dr. Brian Johnston, the Residence Life Manager, Lori-Lynn Rowsell and the Vice-President Internal of the CSU (Council

of the Students' Union), Karen Kielly. The main topic discussed was "Walksafe". This program is a volunteer-based service that provides any student, faculty, or staff member with a free escort anywhere on campus during the night. By observing the interactions of the incumbents, the intern realized the importance of maintaining a positive relationship between Student Housing and the CSU.

3. The intern was invited to attend a significant meeting regarding a student's residence placement in the fall. This meeting was held in the strictest confidence. The intern observed the staff's team approach to resolving problems as they arise.
4. An informal meeting with an employee of the Conference Office/Proctor at Paton College provided the intern with knowledge of conferencing at MUN. The intern gathered personal perspectives on the duties of a proctor at Paton College (the senior representative of the university for the residence). As well, the intern became familiar with the medical services available to the students of Paton College.
5. A meeting with an academic don revealed the duties and responsibilities characteristic of such a position. At Paton College, the academic don is responsible for assisting students with any academic problems they encounter, monitoring the computer and study rooms, and providing information about the various academic programs offered at Memorial. The intern was also informed about the Peer Tutor Program, in which residence students provide free tutoring to their peers. Lastly, the intern and the academic don discussed issues regarding the Walksafe program.
6. The intern met with Rosalyn Blackwood, the Supervisor for Paton College, who is responsible for student accommodations and general supervision of office procedures. She provided a comprehensive explanation of "SHARP" (Student Housing and Registration



Procedures). “SHARP” is a computer program that was developed by a Cabot College graduate to meet the particular needs of Paton College. It is essentially responsible for student placement, wait lists, student records, assignment of house positions, infringements, house occupancy and terminations/cancellations. Thus, the intern’s meeting with Ms. Blackwood provided invaluable knowledge about the organization and operation of Paton College on a daily basis.

### Student Recruitment and Promotion

#### Specific Objectives:

- A. To closely examine strategies employed by the university to promote student enrollment.
- B. To offer personal opinions and ideas regarding successful student recruitment.

#### Activities performed to accomplish these objectives:

1. The intern spent a day with the Director of Student Recruitment and Promotion, Mr. Joe Byrne. Mr. Byrne explained the history of the establishment of Memorial University’s office of Student Recruitment and Promotion. The mandate of the office is firstly to maintain current enrollment levels and secondly, to increase the number of students from other provinces and countries while simultaneously attracting the best students from Newfoundland (J. Byrne, personal communication, August 4, 1997).

The philosophy of the office is based on an enrollment management continuum (Hossler, 1990). This continuum (shown below) starts at the recruitment stage and progresses logically through various other stages of the university student’s career to a final Alumni contact.

### Enrollment Management Continuum

Recruitment → Admissions → Registration → Enrollment →

Attendance → Retention → Graduation → Alumni Contact

The intern was introduced to Memorial's Banner computing system. This is a comprehensive system used by the university to manage information pertinent to students. In the system there exists a specific recruitment module designed to send out information automatically to students from the Recruitment stage through to Alumni contact (see above continuum for different stages). In this way, potential students and current students of Memorial University have a constant source of information about the institution.

2. The intern held meetings with two recruitment officers employed by Memorial's office of Student Recruitment and Promotion. These officers provided the intern with a description of their roles and responsibilities and their experiences travelling around the province and country. In addition, they spoke in detail of their experiences recruiting students on an international level and provided the intern with an overview of their schedules for the upcoming school year. It is important to note that the role of the recruitment officer is not to impinge on the highly valued relationship between the university's academic advisors and high school guidance counsellors. Memorial's academic advisors have provided, and continue to provide an important information liason between the province's high schools and its university.

Glenn Roy Blundon Centre

## Specific objective:

- A. To be assigned to the university's Glenn Roy Blundon Centre to gain insight into the challenges facing students with disabilities and the services provided to meet these challenges.

## Activities performed to accomplish this objective:

1. The intern was given a tour of the Glenn Roy Blundon Centre by its Director, Ruth Walsh (a list of the services and accommodations to which the intern was introduced during the tour is provided in Appendix C).
2. The intern reviewed "Partnerships To Access Learning", a publication of the Glenn Roy Blundon Centre, Office of Student Affairs and Services. This publication introduces the services and the philosophy of Memorial University, addressing a variety of topics such as disclosure of a disability, evaluation accommodations, guidelines for using audio-visual aids, guidelines for laboratory settings, campus physical accessibility, financial assistance, adaptive technology and on-campus and community resources.
3. The intern researched faculty awareness of disability issues and designed a survey to consider the ways that Memorial's faculty would like to have such issues addressed (see Appendix D for a copy of this survey).
4. The intern invigilated an exam for a visually impaired student. To prepare for this the intern familiarized himself with the Blundon Centre's Artic Voice Synthesizer. This adaptive technology consists of voice output software which converts text on the computer screen to synthesized speech.

Goal 2: To take part in university functions and educational seminars.

Specific Objective:

- A. To prepare for and plan to attend the 1997 Congress of the Learned Societies (Memorial University) and the Canadian Association of College and University Student Services (CACUSS) Conference, Halifax, Nova Scotia.

Activities performed to meet this objective:

1. The intern assisted his on-site supervisor at the Employment Services Centre, Mr. Robert Shea, in preparation for the Canadian Society for the Study of Higher Education Conference, which was an integral element of the larger Congress of the Learned Societies, from June 12 - 14, 1997. In this regard, the intern volunteered his services to: (1) create and post signs to indicate time and room numbers for presentations; (2) ensure that all speakers had water available to them; and (3) present each speaker with a thank-you token and card on behalf of the university.

The intern also had the opportunity to attend most of these presentations. This enabled him to listen and discuss fresh ideas of future colleagues from across the country. Meyer (1985) emphasizes that volunteer participation at a conference provides the student with an opportunity to work closely not only with his or her faculty but also with faculty of other institutions involved in the event. Such a "preestablished role allows even the least confident individual to plunge into a conference with a feeling of belonging and a means for interacting freely with other participants" (p. 63).

2. The intern also attended CACUSS 1997 (Canadian Association of College and University Student Services) in Halifax, Nova Scotia from June 18 - 21, 1997. This conference provided the intern with vast opportunities to meet and converse with experts in the field of post-secondary

education. During the intern's stay in Halifax, he acquired valuable knowledge and skills to assist him in future career endeavours. Furthermore, he had the opportunity to meet and converse with many professionals in the field of Student Affairs and Services from different universities across Canada, and as well, to participate in numerous seminars. The intern is confident that these primary and secondary resources will serve as future references.

The intern selected a series of pertinent presentations/lectures to attend during the conference. These educational experiences were selected based on their perceived relevance to his course of study, and his own individual interests (see Appendix E for a list of functions in which the intern participated).

Finally, the intern broadened his experience at CACUSS 1997 by accepting an invitation to offer his services at the conference. The intern, along with his colleagues from Memorial University, established an information booth to inform conference participants of the new Master of Education programme. This programme (i.e., Post-Secondary Education) is being offered for the first time in Canada at Memorial University.

Goal 3: To complete a research project which meets the requirements for the completion of the internship and which is relevant and useful to the Student Services personnel at Memorial University of Newfoundland.

Specific objectives:

- A. To collect and analyse data from Newfoundland & Labrador high schools regarding students' university choices and perceptions of Memorial University as compared to out-of-province universities.

- B. To draw conclusions and make recommendations pertinent to this analysis and include this in a final internship report.

Activities performed to meet these objectives:

1. The intern studied the reasons why Newfoundland & Labrador Level III high school students choose to attend universities other than Memorial when pursuing their post-secondary education and looked at the perceptions that exist among Newfoundland & Labrador students about Memorial University as compared to universities outside the province.
2. The intern researched relevant literature and studies conducted in the past in order to establish a need and a basis for this research.
3. Consultation with the intern's university and internship supervisors, as well as the statistical consultant for the Centre for Institutional Analysis & Planning, provided the intern with a focus for which to conduct his research.
4. An analysis and interpretation of the data obtained from a survey entitled "1997 Community Relations Study - High School Students Survey" was conducted and served as the intern's research component (see Appendix G for a copy of this survey).

Details of the research component of the internship are presented in Chapter III of this report.

### Conclusion

The thirteen-week internship at Memorial University of Newfoundland proved to be a highly rewarding experience. The intern had the opportunity to experience and compare the roles of student services professionals at various offices and departments of the university. Based on

the intern's work and study at Memorial, he concluded that the Student Services profession is dynamic and diversified, not always adhering to set patterns or principles. It is therefore essential that anyone pursuing a career in student services be committed to a life-long process of professional development and growing insight into the needs of students.

The intern's early experiences at the university immediately highlighted the important theoretical foundations of student services practitioners. Upcraft (1993) stresses the importance of taking the time to stay current with theory that guides the profession, even if that time is away from the job. Throughout the intern's entire experience at Memorial he was consistently reminded of the value of theory, learning never to dismiss it as irrelevant or impractical. Truly competent student services professionals are clearly those who strive on a regular basis to integrate theory and practice (Hunter & Comey, 1991).

A well organized internship program serves as a fine example of what experiential learning can be at its best. Experiential learning is perhaps most accurately defined as participatory learning (Meyer, 1985). As the intern engaged in a variety of activities, he derived information from those activities that contributed to his store of knowledge of student services professionalism. Specifically, the work experience enabled the intern to identify strengths and weaknesses; to analyse and solve problems; and to receive peer and faculty support. As well, numerous activities completed during the internship yielded important advice and direction as to how the intern could further develop professionally.

Singer (1982) recognizes that socialization into a professional field is instrumental in a student's preparation and development. The intern's particular experience at Memorial allowed him to explore different aspects of the student services professional role in an ongoing effort to

develop his professional self-concept. The intern's work with MUN's Office of Student Affairs and Services sufficiently exposed him to the field's ethos and provided a focus for personality organization. The experiential learning inherent in any internship complemented his classroom education and provided an overall sense of satisfaction in his degree program.

Current thinking in the area of human development proposes that a person's growth continues throughout a lifetime. Jordaan (1963) points out that such growth includes learning, development, and a striving to reach full potential. Ilsley & Niemi (1991) cite growth needs as one motivation for volunteering. The intern's own volunteer experiences at two educational conferences provided the opportunity for growth and exploration, two fundamental components of establishment in a professional field. The volunteer experience provided him with ample opportunity for self-directed learning. In fact, throughout the entire work experience, the intern was empowered to make decisions about goals, to identify resources for learning, and to choose and implement learning strategies.

The intern accomplished most of the goals he wished to achieve during the internship program. During certain periods of the internship, in fact, the intern surpassed his expectations. His most informative experiences included those at Student Housing, Student Recruitment and Promotion, CACUSS 1997 and his involvement with MUCEP students in a supervisory capacity. However, the intern was unable to meet all his predetermined goals at the Counselling Centre because of confidentiality issues. As well, the scheduling of the internship during the summer prevented the intern from having a full experience at the Admissions Office. Nevertheless, a comprehensive conversation with Mr. Joe Byrne compensated for the lack of time spent in Admissions, Academic Advising and the Registrar's Office. Also, the timing (i.e., Spring



Semester) of the internship particularly affected his experiences at the Blundon Centre. The intern supplemented all professional experiences with academic readings (see Appendix F for a complete reading list) and questions posed to the on-site supervisors.

In short, the intern gained a repertoire of skills and insight that will assist him throughout his career development. Firstly, he had an ideal opportunity to achieve a broad knowledge and understanding of Memorial University's Office of Student Affairs and Services. The intern progressively increased his management and assessment skills in various domains of student services. He also had ample opportunity to develop professional relationships across and beyond the campus. Throughout the thirteen-week experience, the intern read current and relevant literature that applied to his placement areas, subsequently learning to grow professionally and intellectually.

### CHAPTER III

#### THE RESEARCH PROJECT: THE FACTORS INFLUENCING NEWFOUNDLAND & LABRADOR LEVEL III HIGH SCHOOL STUDENTS' CHOICE OF UNIVERSITY TO ATTEND FOLLOWING GRADUATION.

##### Summary

The purpose of this research project was to examine the reasons Newfoundland & Labrador Level III high school students give for choosing to attend a university other than Memorial. In particular, the factors influencing their: (1) choice of university; (2) choice of Memorial as the university they wish to attend; (3) choice of university other than Memorial; and (4) perceptions about Memorial University as compared to out-of-province universities were explored. Twenty-four high schools from different regions of the province participated in the study. In total, 1,157 students from these schools completed the "1997 Community Relations - High School Students Survey", which was designed to measure the aforementioned factors. Findings indicated that the majority of respondents planned to attend university upon graduation and most of these students intend to come to Memorial. Of those students who chose out-of-province universities, the majority indicated universities in Nova Scotia as their preferred choice. The most popular reasons students gave for choosing to attend out-of-province universities were program availability, smaller class size, and to get away from home. These reasons are consistent with similar studies conducted in the past (Department of Education, 1991,1996a). When the data were viewed from a regional perspective, however, the results showed clear differences between students' responses depending on the area of the province they come from. In contrast

to previous studies which show the Central and Western regions of Newfoundland as being areas where Memorial is losing prospective students, the current study pinpoints the Southern and Labrador regions of the province as areas from which students are intending to leave. The differences between students' perceptions of their chosen university and their perceptions of Memorial University indicated that, although MUN was perceived favourably by most students, those who planned on attending out-of-province universities consistently rated Memorial lower on all attributes. The implications of these findings for the staff at Memorial University are discussed, as are recommendations for the promotion of student interest in and enrollment at Memorial University Campuses.

### Introduction

To complete the research component of the internship, the intern studied the reasons why students from Newfoundland & Labrador choose to go outside the province to attend a post-secondary institution. Specifically, the intern looked at the reasons why students from this province chose universities other than Memorial at which to pursue their education. Furthermore, the intern examined students' perceptions of Memorial University.

The intern worked with the Director for the Centre for Institutional Analysis and Planning (CIAP), Kevin Clark, and the Centre's Statistical Consultant, Anthony Goudie. A questionnaire entitled "1997 Community Relations Study - High School Students Survey" was distributed to 27 high schools throughout different regions of the province. This report consists of an analysis and interpretation of the data gathered in those surveys.

The following section addresses the rationale of the research project and highlights the

relevant findings of similar studies that were conducted in the past, in particular, those conducted by the Department of Education in 1991 and 1995. The purpose of the present research project will then follow.

### Rationale for the Research

In 1991, the Department of Education conducted a study entitled “Why Not MUN? A Study of Newfoundlanders Attending University Outside the Province”. The results of this study included:

- The number of students leaving the province to study is rising. In 1986-87, 1,592 Newfoundland students attended university elsewhere in Canada, and this number rose to 2,035 by 1988-89.
- About two-thirds of all students who leave the province choose a university in the Maritime provinces.
- Three-quarters of students surveyed indicated they had enrolled in a program that could have been taken at Memorial.
- The main stated reasons students gave for attending a mainland university were the small size of the university, and recommendations from other people. The main reasons given for not attending Memorial were that it was too big and crowded, students had received unfavourable reports about the institution, and students wanted to study outside the province.
- Out-of-province students indicated that the persons most influential in their decision to attend their university were, in rank order, friends and teachers. University recruiters and

principals ranked lowest.

- Students who leave the province to study tend to come from more affluent families than those who go to Memorial (Department of Education, 1991).

In 1995, the Department of Education conducted another study entitled “1995 High School Graduation Follow-Up”. The major findings of this study revealed:

- Out-of-province university enrollments comprise 5.8% of the 1995 High School graduates with the majority of these students (78%) choosing to enroll in a Maritime university. The biggest Maritime enrollments were at Acadia, Dalhousie, and St. Francis Xavier Universities.
- Students’ main reasons for attending university out-of-province included: program not offered in Newfoundland (14.3%), to get away from home (14.3%), smaller class size (13.5%), and quality of program (11.7%).
- Students from the province who attend a university outside Newfoundland & Labrador feel that their university is more prestigious, that it offers graduates better employment opportunities, and that the academic standards, program quality and quality of instruction are higher at their current university when compared to Memorial.
- The percentage of students entering Memorial University directly out of high school remained relatively stable between 1985 and 1995, with the exception of a slight decline between 1993 and 1995.
- The number of Newfoundland high school graduates are projected to decline over the next six years, but enrollment at MUN directly out of high school is projected to remain

constant at 34% (Department of Education, 1996a).

Anthony Goudie published a report for the Centre for Institutional Analysis and Planning at Memorial examining the factors that impact university enrollment and forecasted the enrollment outlook for 1997 to 2006. This report indicated:

- A higher incidence of emigration from the province over the last two or three years is negatively affecting high school populations and hence the number of students who will eventually apply to Memorial.
- Difficult economic conditions have resulted in an inordinately high number of Newfoundland families leaving the province to secure employment and subsequently reducing the number of students who might eventually apply to attend MUN.
- There is a marked decline in the number of students from Southern, Central, and Labrador regions of the province enrolling at Memorial over the last four years.
- Another factor impacting on the number of enrollments at Memorial is competition from other universities (Goudie, 1997).

The purposes of the proposed study are: (1) to identify factors affecting Newfoundland & Labrador students' choice of university; (2) to identify the most significant factors influencing students' choice not to attend Memorial; (3) to explore the reasons motivating Newfoundland & Labrador youth to enroll in out-of-province universities; (4) to gain insight into Newfoundland & Labrador students' knowledge of and perceptions about Memorial University; and (5) to make recommendations based on the previous data and that obtained in the current study to promote

students' interest in and enrollment at Memorial University Campuses.

The intern proposes that this research is valid in assisting Memorial University staff to create a university environment that is more attractive to the province's students. The intern anticipates that such a study can be instrumental in creating a university culture that is both dynamic and positive. The insight and information obtained through this project can help administrators to provide more viable and desirable options to the university's student body. Specifically, the research data and analysis can improve retention rates, as well as enhance recruitment strategies at Memorial University. Information provided by potential students will create a more satisfying environment and an overall positive outlook for the future.

## Method

### Survey

A four-page survey was used in this study entitled "1997 Community Relations Study - High School Students Survey" and was made up of four sections (Appendix G). The first section was designed to determine whether students were planning to attend university after high school and if so, which university they planned on attending. It also asked students if they had attended a recruitment presentation by a Memorial University representative and if so, their thoughts on the presentation. In addition, this section asked students if they had attended recruitment presentations from other universities to indicate which university had the best presentation.<sup>1</sup>

Section Two was designed for respondents who indicated in Section One that they planned on attending Memorial as their choice of university. This section asked students what were the most significant factors that influenced them to choose Memorial. Students were asked

to check from a list all factors that applied to them. They were then instructed to proceed to Section Four.

Section Three of the survey was designed for students, who indicated in Section One, that they planned on attending a university other than Memorial.<sup>2</sup> It asked respondents six main questions. Firstly, it asked students if Memorial would have been their second choice of universities to attend. Secondly, it asked students the major reason they did not choose Memorial. Thirdly, it asked the major reason chosen for attending another university. Fourthly, it asked students to check from a list all appropriate reasons for choosing to attend another university over Memorial University. Next, students were asked to rate their chosen university on a 10- point Likert response scale with "1" indicating poor and "10" indicating excellent. Students rated their chosen university on their perceptions of its (1) reputation; (2) school spirit; (3) quality of instruction; (4) quality of intellectual stimulation; (5) social experience; and (6) recruitment presentation. Lastly, students were asked to rate their level of agreement with five direct statements about their perceptions of their chosen university on the same 10- point Likert response scale, where "1" indicates a very strong disagreement and "10" indicates a very strong agreement. Responses "2" through "9" indicate agreement levels between these two extremes. These questions asked students if they thought their chosen university: (a) was one of the top ten universities in Canada; (b) was better than Memorial University; (c) was a welcoming and friendly place; (d) was doing the best it can given its financial realities; and (e) had a better recruitment presentation than other universities.

The final section (Section Four) of the survey was designed to assess all students' perceptions about Memorial University. These questions were designed so that direct



comparisons could be made with the data revealed in Section Three (A. Goudie, personal communication, August, 1997). Thus, the same two 10- point Likert response scales used to assess students perception of their chosen university, were now used to assess their perceptions of Memorial University. If respondents felt that they did not know enough information about Memorial to respond, however, a space was provided for them to check "Don't Know". This section also sought to determine the student's gender, level of high school and allowed a space for comments.

### Sample

Surveys were mailed to 27 high schools in the five regions (Avalon, Central, Southern, Western, and Labrador) of the province. Of these 27 schools, 24 participated in the study and returned the completed questionnaires. Three high schools did not return the surveys. In total, there were 1,157 Level III high school students participating in this study. A precise response rate is difficult to determine since there is uncertainty about the number of students that were asked to complete the questionnaire. Nonetheless, the number of completed questionnaires returned indicated a relatively high rate of response.

### Procedure

The intern received permission from the Director of the Centre for Institutional Analysis and Planning, Kevin Clark, and the Centre's Statistical Consultant, Anthony Goudie to conduct an analysis and interpretation of the completed 1997 Community Relations - High School Students Surveys. A double stratified design for the survey was chosen to ensure both a regional

representation of the province's Level III students as well as a mix of large and small high schools to be sampled. Twenty-seven high schools in all, were randomly selected from the Avalon, Central, Southern, Western, and Labrador regions of the province. The data regarding class size and enrollment contained in Education Statistics - 1995-96 (Department of Education, 1996b) was used to determine the number of surveys to be sent to the individual schools. Packages were then sent to these schools containing the appropriate number of questionnaires, an introductory letter explaining the purpose of the study, detailed instructions regarding distribution of the questionnaires and a letter from the President of Memorial University, Dr. Arthur May, reiterating the importance of the results (see Appendix H for the introductory letter, Appendix I for the letter regarding the distribution of questionnaires, and Appendix J for the letter from the President).

Twenty-four of the selected 27 high schools returned completed questionnaires. Two MUCEP (Memorial University Career Enhancement Program) students were subsequently hired to open the returned envelopes and enter the data into SPSS. Upon the completion of this process, the intern commenced an analysis and interpretation of the data.

## Results

In this section, the findings in the 1997 Community Relations - High School Students Survey, pertinent to the intern's research goals will be reported.

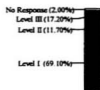
### Decision to Attend University

Section One of the survey asked the question, "Are you planning to attend university after high school?". Of the 1,157 participants, 797 (68.9%) indicated that they planned to attend

university after high school, 337 (29.1%) indicated they did not, and 23 (2.0%) did not respond to this question. When asked, “When did you make the decision to attend university?”, 551 (69.1%) stated Level I, 93 (11.7%) stated Level II, 137 (17.2%) stated Level III and 16 students (2.0 %) did not respond. Figures 1 and 2 show these results.



**Figure 1.** Percentage of students going to university.



**Figure 2.** Level of high school students made decision to attend.

### University Choice

Respondents were then asked to indicate which university they planned on attending upon graduation. Of the 797 students who plan on attending university, the majority, 530 (66.5%) expressed Memorial as their university of choice. The remaining 267 students chose universities other than MUN to attend in the fall. As indicated in Table 1, the most popular choice of university, other than Memorial, were universities in Nova Scotia and New Brunswick with totals of 142 (17.8%) and 50 (6.3%) students planning on attending, respectively.

Table 1

Number of Students and Percentage of their Choice of University (N=797)

University	Number of Students	Percentage
Memorial, NF	530	66.5
Acadia, NS	45	5.6
Dalhousie, NS	34	4.3
St. Francis Xavier, NS	33	4.1
University of New Brunswick, NB	19	2.4
St. Mary's University, NS	17	2.1
Mount Allison, NB	15	1.9
St. Thomas University, NB	14	1.8
University College of Cape Breton, NS	7	0.9
Carleton, ON	4	0.5
Royal Military College, ON	4	0.5
University of Western Ontario, ON	4	0.5
Mount Saint Vincent, NS	3	0.4
Queen's University, ON	3	0.4

(Table Continues)

---

University	Number of Students	Percentage
<hr/>		
University of Alberta, AB	3	0.4
University of Calgary, AB	3	0.4
Université Sainte-Anne, NS	3	0.4
York University, ON	3	0.4
University of Guelph, ON	2	0.3
University of Toronto, ON	2	0.3
Other	17	2.1
Did not indicate	32	4.0
Total	797	100.0

---

As can be seen from Table 1, second only to Memorial, was Acadia University, chosen by 45 (5.6%) of the 267 students opting to leave the province. Dalhousie was the choice of 34 (12.7%) respondents, while 33 (12.4%) students selected St. Frances Xavier.

The decision of which university to attend was examined from a regional perspective as well. Table 2 reveals that a clear majority of the students from the Avalon region of the province plan to attend Memorial.

Table 2

Number of Students by Region Choosing Memorial, Universities in Nova Scotia and Other  
(N=797)

Region	Number	Memorial	Nova Scotia	Other
Avalon	316	273	16	27
Western	214	125	42	47
Central	202	107	56	39
Southern	49	20	21	18
Labrador	16	5	7	4
Total	797	530	142	125

As indicated above, of the Level III high school students from the other four regions of the province (excluding the Avalon) who intend to enroll at a university, only slightly more than half (53.4%) plan to go to MUN. In excess of one-half (53.2%) of the students who plan to leave the province to attend university, intend to go to Nova Scotia. It should also be noted that the majority of students from the Southern and Labrador regions selected universities other than Memorial University.

### The Choice of Memorial University

Section Two of the survey required the 530 students who chose Memorial, to check from a list all factors that influenced their choice. Table 3 lists these factors from the most popular to least popular reasons to attend Memorial.

Table 3

#### Factors Influencing Students' Choice to Attend Memorial (N=530)

Factors	Number of Students	Percentage
Proximity to home	317	59.8
Overall good reputation	298	56.2
Parents	281	53.0
Friends/siblings are attending Memorial	217	40.9
Financial reasons	215	40.6
Quality of the program	201	37.9
Friends previously attended MUN	143	27.0
Teachers/Guidance Counsellors	128	24.2
Quality of instruction	121	22.8
Siblings previously attended MUN	97	18.3

(Table Continues)

---

Factors	Number of Students	Percentage
Parents previously attended MUN	62	11.7
Memorial's recruitment presentation	62	11.7
Received scholarship from MUN	4	0.8

---

The above table shows that the three factors most influential in students' choice to attend Memorial are in rank order: proximity to home, good reputation, and parental input. Notably, MUN's recruitment presentation and scholarship allocations were ranked the two least important factors impacting students' decision to attend MUN.

When this data was examined from a regional perspective, it was shown that students from the Southern region of the province responded differently to the above factors than did students from the other four regions. Table 4 shows the factors influencing students' decisions to attend MUN by the five provincial regions. It reveals that students from the Southern region are most influenced to attend Memorial because of its reputation and the quality of programs. Unlike students from the other regions, Southern Newfoundland students are only mildly impacted by parental input and friends previously attending MUN. There is also a significantly higher percentage of students from the Southern region being influenced by teachers and/or guidance counsellors to enroll at Memorial.



Table 4

Percentage of Factors Influencing Students' Choice to Attend Memorial by Region (N=530)

Factor	Avalon (273)	Western (125)	Central (107)	Southern (20)	Labrador (5)	Total (530)
Proximity to home	59.0	68.0	60.4	15.0	80.0	59.9
Overall good reputation	60.1	46.4	55.7	65.0	80.0	56.3
Parents	56.8	53.6	48.1	20.0	80.0	53.1
Friends/Siblings are attending MUN	39.9	43.2	42.5	35.0	40.0	41.0
Financial reasons	37.4	54.4	31.1	45.0	60.0	40.6
Quality of program	35.2	36.8	40.6	65.0	60.0	38.0
Friends previously attended MUN	26.4	25.6	33.0	10.0	40.0	27.0
Teachers/Guidance Counsellors	28.2	15.2	19.8	45.0	40.0	24.2
Quality of instruction	22.7	15.2	28.3	40.0	40.0	22.9
Siblings previously attended MUN	18.7	18.4	17.0	15.0	40.0	18.3
Parents previously attended MUN	12.1	7.2	16.0	15.0	0.0	11.7
MUN's recruitment presentation	12.1	8.0	11.3	25.0	40.0	11.7
Received scholarship from MUN	1.1	0.0	0.9	0.0	0.0	0.8

### The Choice of a University Other than Memorial

In Section Three of the survey, the 267 students who chose to attend a university other than Memorial were asked if they would have picked MUN as their second choice. Seventy-nine (29.6%) students agreed that they would have. They were then asked to indicate the major reason they did not choose Memorial. Of the 225 (84.3%) students who responded to this question, 49 (21.8%) said the program they wanted was not available, 26 (11.6%) did not have the marks and 25 (11.1%) wanted the experience of living away from home (see Appendix K for a complete list of these responses).

Next, the 267 students were asked to indicate the major reason they chose to attend a university other than MUN. Of the 187 (70%) students who responded, program availability was the major reason for 37 (19.8%) students, reputation of chosen university was listed as a major reason for 22 (11.8%) students, and 20 (10.7%) wanted to attend a smaller university (see Appendix L for other responses to this question).

All 267 students were then asked to check from a list all other appropriate reasons as to why they chose to attend a university other than Memorial University. Table 5 lists these reasons in order of most popular to least popular. As indicated in the table, the most popular reason students are choosing another university other than Memorial is to experience living away from home (65.1%). The quality of the program at their chosen university and the large class size at Memorial were listed as the two next most popular reasons to attend another university (59.1% and 47.2% respectively).

Table 5

Reasons Students Choose a University Other than Memorial (N=267)

Reason	Number of students	Percentage
I wanted to experience living away from home	174	65.1
The quality of the program I wish to pursue is better at my chosen university	158	59.1
Class size is too large at Memorial	126	47.2
Memorial is overcrowded	123	46.1
The quality of instruction is better at my chosen university	122	45.7
My chosen university has better academic standards	111	41.6
Opportunities to broaden social experiences are better at my chosen university	111	41.6
My parents encouraged me to go to my chosen university	102	38.2
Memorial is too large	94	35.2
I have a better chance of getting a job after graduating from my chosen university	92	34.5
My friends or siblings are attending my chosen university	88	33.0
Living in Newfoundland is depressing	88	33.0
School spirit is better at my chosen university	79	29.6
I'm going to have to leave Newfoundland to get a job, so why not leave now	76	28.5

(Table Continues)

Reason	Number of Students	Percentage
I was awarded a scholarship from my chosen university	69	25.9
The program I am following is not offered at Memorial	68	25.5
My friends or siblings attended my chosen university	62	23.2
My teachers or guidance counsellors encouraged me to go to my chosen university	61	22.9
Memorial does not have a good reputation	41	15.4
Only those who can't get in anywhere else attend Memorial	27	10.1
My parent(s) attended my chosen university	7	2.6

The next question in this section of the survey asked students to rate their chosen university, using a 10-point Likert response scale where "10" indicated an excellent rating and "1" indicated a poor rating. Response ratings from "2" to "9" indicated rating levels between these two extremes. The number of respondents, the mean response and standard deviation for the items rated are shown in Table 6. This table reveals that students who attend an out-of-province university consistently give their chosen university high ratings, ranging from a mean of 8.17 (SD 1.91) to a mean of 8.83 (SD 1.47).

Table 6

Number of Respondents, Mean Response and Standard Deviation for Items Measuring Students' Perceptions of their Chosen University (N=267)

Item	Number of Respondents	Mean	Standard Deviation
Reputation	247	8.83	1.47
School spirit	236	8.24	1.58
Quality of instruction	239	8.65	1.16
Quality of intellectual stimulation	236	8.42	1.35
Potential social experience	242	8.70	1.37
Recruitment presentation	196	8.17	1.91

Note: A response of 1 indicates a very poor rating, 10 indicates an excellent rating, and 2 through 9 indicate levels between these two extremes.

The final question in this section asked students to rate five statements based on their perceptions of their chosen university. The same 10-point Likert response scale was used. The statement, the number of responses, the mean rating and standard deviations are presented in Table 7. As indicated in the table, students gave their chosen university the highest rating ( $M = 8.57$ ,  $SD = 1.68$ ) for perceiving it to be a welcoming and friendly place, and rated it lowest ( $M = 6.95$ ,  $SD = 2.66$ ) on its recruitment presentation.

Table 7

Number of Respondents, Mean Rating and Standard Deviation for Items Measuring Students' Perceptions of their Chosen University (N=267)

Item	Number of Respondents	Mean	Standard Deviation
Top 10 in Canada	237	8.19	2.27
Better than MUN	237	8.23	2.27
Welcoming & friendly place	240	8.57	1.68
Doing the best it can	233	7.96	1.91
Better recruitment presentation than other universities	198	6.95	2.66

Note: A response of 1 indicates very strong disagreement, 10 indicates very strong agreement, and responses of 2 through 9 indicate agreement levels between these two extremes.

Perceptions About Memorial University

This final section (Section Four) of the survey was designed to assess all students' perceptions about Memorial University. Two 10-point Likert response scales similar to those used in the previous section were employed so direct comparisons could be made between Memorial and other universities. The same set of 11 items are now asked of Memorial University, but two differences exist. The first difference between the two sets of items is that the item "Chosen University is Better than MUN" in Section Three, is now replaced with "MUN is a Party Place" in Section Four. Secondly, unlike Section Three, Section Four included a space labelled

“Don’t Know” for those respondents who felt they did not have sufficient knowledge about Memorial to express their opinion. This additional category accounted for the low response rate on these items. Table 8 presents the number of respondents, the mean ratings and standard deviations for the 11 items. As can be seen, the highest rating Memorial received was for its perceived social experience ( $M = 6.64$ ,  $SD = 2.23$ ). Students did not perceive Memorial as a top Canadian university on a consistent basis, as indicated by a low mean response of 5.46 ( $SD = 2.83$ ).

Table 8

Number of Respondents, Mean Rating and Standard Deviation for Items Measuring Students’ Perceptions of Memorial University ( $N=1,157$ )

Item	Number of Respondents	Mean	Standard Deviation
1. Reputation	212	6.40	1.86
2. School spirit	149	6.11	2.17
3. Quality of instruction	162	6.41	1.79
4. Quality of intellectual stimulation	140	6.49	1.83
5. Potential social experience	153	6.64	2.23

(Table Continues)

Item	Number of Respondents	Mean	Standard Deviation
6. MUN's recruitment presentation	147	6.25	2.31
7. Top 10 in Canada	190	5.46	2.83
8. Welcoming & friendly place	178	6.29	2.32
9. MUN is a party university	181	6.17	2.76
10. Doing the best it can	153	6.44	2.29
11. Recruitment presentation as good as other universities	130	6.15	2.83

Note: For statements 1 through 6, a "10" indicates an excellent rating and a "1" indicates a poor rating. For statements 7 through 11, a "10" indicates very strong agreement, while a "1" indicates very strong disagreement. Responses ranging from 2 to 9 indicate rating levels between both of these extremities.

Comparisons can now be made between students' perceptions of Memorial University and their chosen university. The differences reveal slightly higher ratings for universities other than MUN for every item. These differences are presented on the following page in Table 9.



Table 9

Mean Ratings of Students' Perceptions of Memorial University, University Other than Memorial and the Difference Between the Two

Item	Other University	Memorial	Difference
1. Reputation	8.83	6.40	2.43
2. School spirit	8.24	6.11	2.13
3. Quality of instruction	8.65	6.41	2.24
4. Intellectual stimulation	8.42	6.49	1.93
5. Potential social experience	8.70	6.64	2.06
6. Recruitment presentation	8.17	6.25	1.92
7. Top 10 in Canada	8.19	5.46	2.73
8. Welcoming & friendly place	8.57	6.29	2.28
9. Doing the best it can	7.96	6.44	1.52
10. Better recruitment presentation	6.95	6.15	0.8

Note: For items 1 through 6, a "1" indicates a poor rating and a "10" indicates an excellent rating. For items 7 through 10, a "1" indicates very strong disagreement, while a "10" indicates very strong agreement. Responses ranging from 2 to 9 indicates levels ranging between these two extremes.

## Discussion

The purposes of this research project were to identify factors affecting Newfoundland & Labrador students' choice of university; to identify the most significant factors influencing students' decision not to attend MUN; to uncover the reasons motivating Newfoundland & Labrador youth to enroll in out-of-province universities; to gain insight into Newfoundland & Labrador students' knowledge of and perceptions about Memorial; and to develop recommendations aimed at promoting student enrollment at Memorial University. In this section, the findings regarding the factors influencing students' choice of university and their knowledge and perceptions of Memorial will be discussed. Specific recommendations to enhance MUN's attractiveness to Newfoundland & Labrador students will also be presented.

The majority of the students in this study (68.9%) plan to attend university upon completion of high school. This finding is consistent with the results of the "1995 High School Graduate Follow-Up" study by the Department of Education that estimated approximately 68% of Newfoundland & Labrador's high school graduates were pursuing post-secondary education (Department of Education, 1996a). While the majority of students planning to attend university intended to enroll at Memorial, a significant proportion of the current study's sample (33.5%) plan to enroll at universities other than MUN. Hence, these results support a projection by the Department of Education that the number of students leaving the province to study is continuously rising (L. Perry-Fagan, personal communication, July 28, 1997).

A study entitled, "Why Not MUN? A Study of Newfoundlanders Attending University Outside the Province" revealed that about two-thirds of all students who leave Newfoundland & Labrador choose a university in the Maritime provinces (Department of Education, 1991). This

finding was replicated in the current study as a clear majority of out-of-province students plan to pursue their post-secondary education in Nova Scotia and New Brunswick. In fact, three Atlantic universities - Acadia, Dalhousie and St. Francis Xavier - have maintained their status as the three schools most frequented by Newfoundland & Labrador students leaving the province. The study, "Why Not MUN?", also suggested that students from Western and Central Newfoundland are more likely to attend a Maritime university than students from the East Coast of the province. A breakdown of university choice by region of the current study does indeed reveal that, excluding students from the Avalon Peninsula, little more than half of the province's high school students plan to attend Memorial. Nearly half of the students from the Central and Western regions of the province intend to enroll at Mainland universities. Students from the Southern and Labrador regions of the province, in fact, indicated that more than half of them would leave the province to pursue their education. The reason usually offered for these situations is the proximity of certain Newfoundland communities to Nova Scotian Universities. It should also be noted that the reason for a majority of Western region students enrolling at MUN can be accounted for by the Sir Wilfred Grenfell College campus in Corner Brook (A. Goudie, personal communication, August, 1997).

In this study, students' decisions to attend Memorial were overall most widely associated with the proximity of students to the school. Aside from the development of more widely distributed campuses, this is a factor over which the university personnel have no control. Yet, it does not reflect positively on Memorial's image as perceived by the province's youth. The university's overall good reputation, however, did rank second among the most influential factors on the Memorial University Choice. This finding is in direct contrast with the conclusions of the

1991 study, “Why Not MUN?”, which concluded that “Memorial University has an image problem” since the majority of out-of-province students believe MUN’s residence accommodations, quality of instruction, facilities and equipment, academic standards, prestige and career prospects are significantly inferior to their university (Department of Education, 1991). Based on this data, there is apparently some ambiguity as to the overall perceptions of the province’s youth regarding Memorial University. Such ambiguity, however, might logically be the product of an acquired bias upon enrollment or decision to enroll at a certain university.

By all indications, Memorial’s scholarship allocations do not influence many of the province’s youth to enroll at the university. The 1995 High School Graduate Follow-Up revealed that scholarships are a relevant incentive to attend an out-of-province university (Department of Education, 1996a). Results of this study indicated that Memorial offered fewer Newfoundland & Labrador students scholarships than did out-of-province universities. Moreover, the total value of scholarships was shown to be significantly higher at institutions outside the province. This data stresses the importance of examining scholarship programs at MUN. In fact, Memorial’s ability to compete with other universities’ scholarship allocations has been a growing concern in recent years.

When examining factors in attending Memorial by region, students from the Southern areas of the province are apparently much more influenced by the school’s reputation, it’s quality of instruction and the advice of teachers and guidance counsellors. Low enrollments of students from Southern regions at Memorial University suggest that the community at large does not hold a positive view of the post-secondary institution. Thus, the value of recruitment presentations would logically be heightened in the high schools of Southern Newfoundland.

The unavailability of certain programs clearly impact students' decisions not to attend MUN, and leave the province in pursuit of a university education. The findings of this study reiterate the results of the 1995 High School Graduate Follow-Up study. In both cases, high school students identified the unavailability of a program in Newfoundland (e.g., Dentistry, Law, and Veterinary Science) as a major reason for planning to attend an out-of-province university. For these students, Memorial is not the main factor in their decision to leave the province. Nevertheless, an obviously expanding and diversifying job market will invariably affect a university's viability to high school graduates. Today's students seem most attracted to the institutions that keep pace with the emerging workforce. It seems most logical then, that the most appealing institutions are those that keep pace with the needs and interests of students.

A second frequently offered explanation for planned enrollment at a mainland university in this study was the opportunity to experience living away from home. Once again, for students who reject Memorial on this basis, the educational institution itself is not the key factor in their decision. Thus, in this respect, there exists a factor negatively affecting enrollment at Memorial that is virtually out of the university's control.

Consistent with the studies by the Department of Education (1991, 1996a), this study highlights smaller classes at out-of-province universities and "overcrowding" at Memorial as instrumental in many students' decision to leave the province to pursue a post-secondary education. These dominant perceptions of large class sizes and inadequate individual assistance at Memorial, therefore, demand increased attention and consideration if MUN is to be successful in improving its appeal to the province's students. A comparison of universities in Atlantic Canada does in fact reveal that Memorial has a higher percentage of classes of 50 or more students, with

the exception of Dalhousie University (A. Goudie, personal communication, August, 1997).

Students planning to attend a university other than Memorial rated their chosen university higher on various items, such as school spirit or quality of instruction than they did Memorial. However, on no item did the students give Memorial a failing grade, suggesting that they perceived schools outside of Newfoundland as *slightly* superior to MUN. Nevertheless, it is disconcerting that students attending universities other than Memorial rated their chosen university consistently higher on all identified attributes than those attending Memorial rated their school. When viewed on the larger scale, such a discrepancy is evident of students' perception of MUN as less prestigious than many of the other schools in the Maritime provinces. There is an implied need to examine the school's reputation to identify any debilitating factors or limitations on the institution's potential.

Clearly, the factors influencing Newfoundland & Labrador high school students' choice of university to attend following graduation are numerous and interrelated. There do not appear to be any discrete factors that have an overwhelming influence over students' post-secondary enrollment. The subject of this study, therefore, is one of significant value and requires consistent monitoring and ongoing research.

### Recommendations

1. Memorial University's Division of Scholarships and Awards should continue to elicit support for increased scholarships and bursaries to attract the best students from all of Atlantic Canada. Memorials' personnel should strive to maintain interest in and support of the existing *Opportunity Fund*. The *Opportunity Fund* is a campaign to raise money for

teaching and research initiatives; a new recreation facility and University Centre at the St. John's campus; a Student Centre Annex in Corner Brook at Sir Wilfred Grenfell College; and as well, to increase scholarship and fellowship support.

2. The university should continue and further enhance efforts to monitor the scholarship allocations of other Atlantic universities in order to remain competitive.
3. Scholarship opportunities should be more widely advertised in the province's schools.
4. The university should ensure that teachers and guidance counsellors in the province's high schools have access to accurate, updated information about Memorial.
5. The university should initiate a study of the demand for popular programs not offered at Memorial, and research the feasibility of developing the programs most in demand at the university's campuses.
6. The university should undertake efforts to expand the programs of study at MUN as efficiently as possible.
7. The university should provide increased tutoring services (free of charge, i.e., help centres) for those classes that are excessively large.
8. The university should maintain strict limits on the size of classes to avoid overcrowding in the classroom.
9. The university should invest money into campaigns that promote the university's positive characteristics, bolstering its prestige in the province, in the country and worldwide.

## REFERENCES

- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. Journal of College Student Personnel, 25, 297-308.
- Chickering, A. (1984). Education and identity. San Francisco: Jossey-Bass.
- Council of the Students' Union Handbook 1996-97. Unpublished manuscript, Memorial University of Newfoundland.
- Erwin, T. D. (1996). Assessment, evaluation, and research. In S. R. Knomives, D. B. Woodard Jr. & Associates (Eds.), Student services: A handbook for the profession (3<sup>rd</sup> ed., pp. 415-432). San Francisco: Jossey-Bass.
- Floerchinger, D. (1992). Program development and group advising. In S. R. Knomives, D. B. Woodard Jr. & Associates (Eds.), Student services: A handbook for the profession (3<sup>rd</sup> ed., pp. 397-414). San Francisco: Jossey-Bass.
- Goudie, A. (1997). Enrollment outlook- Memorial University 1997-2006 (CIAP Report 97-02). St. John's, Newfoundland, Centre for Institutional Analysis and Planning.
- Heath, D. H. (1968). Growing up in college. San Francisco: Jossey-Bass.
- Hossler, D. (1990). The strategic management of college enrollments. San Francisco: Jossey-Bass.
- Hunter, D. E. & Comey, D. (1991). Common learning in student affairs. National Association of Student Personnel Administrators Journal, 27(1), 23-28.
- Ilsley, P. J. & Niemi, J.A. (1981). Training and recruiting volunteers. New York: McGraw-Hill.



Jordaan, J. P. (1963). Exploratory behavior: Formulation of self and occupational concepts. In D. Super (Ed.), Career development: Self-concept theory. New York: College Entrance Examination Board.

Meyer, S. (1985). Maximizing the conference experience for first-time participants. In P. J. Ilsey (Ed.), Improving conference design and outcomes (pp. 57-68). San Francisco: Jossey-Bass.

Newfoundland and Labrador Department of Education, Division of Evaluation, Research, and Planning (1996a). 1995 high school graduation follow-up. St. John's, NF: Author.

Newfoundland and Labrador Department of Education, Division of Evaluation, Research, and Planning (1996b). Education statistics: Elementary-secondary 1995-1996. St. John's, NF: Author.

Newfoundland and Labrador Department of Education, Research and Policy Division (1991). Why not MUN? A study of Newfoundlanders attending university outside the province. St. John's, NF: Author.

Rayman, J. R. (1996). Contemporary career services: Theory defines practices. In J. R. Rayman (Ed.), The changing role of career services (New Directions for Student Services No. 62, pp. 3-21). San Francisco: Jossey-Bass.

Singer, D. L. (1982). Professional socialization and adult development in graduate professional education. In B. Menon (Ed.), Building experiences in adult development (New Directions for Experimental Learning No. 16). San Francisco: Jossey-Bass.

Super, D. E. (1992). Toward a comprehensive theory of career development. In D. H. Montross, C. J. Shinkman, & Associates, Career development: Theory and practice (pp. 35-64). Springhill, IL: Thomas.

Upcraft, M. L. (1993). Translating theory into practice. In M. J. Barr (Ed.), The handbook of student affairs administration. San Francisco: Jossey-Bass.

Winston, Jr., R. B. (1996). Counselling and advising. In S. R. Knomives, D. B. Woodard Jr. & Associates (Eds.), Student services: A handbook for the profession (3<sup>rd</sup> ed., pp. 335-360). San Francisco: Jossey-Bass.

## FOOTNOTES

<sup>1</sup> The data on recruitment presentations were not the focus of this study, thus the results were not examined in depth.

<sup>2</sup> Section Three of the questionnaire holds the most relevant data to the intern's purpose, thus encompasses most of the results of this report.

## APPENDICES

## Appendix A

1997 Memorial University Wellness Survey

## 1997 Memorial University Wellness Survey

1. Are you aware that there is a Wellness centre on your University Campus?      Yes    No
2. If yes , have you ever visited the Centre?      Yes    No
3. How do you rate the usefulness of a Wellness Centre?    Circle One  
Very Useful      Useful      Somewhat Useful      Not At All Useful
4. From where do you acquire your knowledge of health or health issues? Check those which apply.  

<input type="checkbox"/> Posters	<input type="checkbox"/> Family
<input type="checkbox"/> Books	<input type="checkbox"/> Speakers/presentations
<input type="checkbox"/> Magazines	<input type="checkbox"/> Coursework
<input type="checkbox"/> T.V. campaigns	<input type="checkbox"/> Internet
<input type="checkbox"/> Friends	<input type="checkbox"/> Other (please specify) _____
5. Which domain(s) of health do you consider most important to you at this point in life?  

<input type="checkbox"/> Social	<input type="checkbox"/> Emotional
<input type="checkbox"/> Spiritual	<input type="checkbox"/> Physical
<input type="checkbox"/> Occupational	<input type="checkbox"/> Intellectual
6. Name any services on campus which you feel promote these aspects of health?  
\_\_\_\_\_
7. Have you recently initiated, or plan to initiate a change in lifestyle?      Yes    No  
If yes, what motivated your desire to change? \_\_\_\_\_
8. Which health issues do you consider most relevant to your age group (18-24 yrs.)?  

<input type="checkbox"/> Smoking	<input type="checkbox"/> High blood pressure
<input type="checkbox"/> Alcohol abuse	<input type="checkbox"/> Heart disease
<input type="checkbox"/> Drug abuse	<input type="checkbox"/> Cancer
<input type="checkbox"/> STD's/AIDS	<input type="checkbox"/> Stroke
<input type="checkbox"/> Date Rape	<input type="checkbox"/> Diet, weight, body image
<input type="checkbox"/> Violence	<input type="checkbox"/> Physical activity and fitness
<input type="checkbox"/> Sexual Assault	<input type="checkbox"/> Other (please specify) _____
<input type="checkbox"/> Stress	
9. How would you like to see these issues addressed? \_\_\_\_\_
10. Name one health campaign or promotion that stands out in your mind? \_\_\_\_\_

## Appendix B

Documents Read at Student Housing

1. *The Resident Assistant Reference Manual:*

The information in this manual addresses alcohol policies, Paton College structure, disciplinary procedures, mission statement of Student Housing, counselling skills, description of roles of R.A. position, building operations and safety, as well as philosophy/purpose of residence life.

2. *The Paton College Proctor's Manual:*

This manual addresses topics quite similar to that of the R.A. Manual.

3. *The Academic Don and Paton College: Recommended Changes for the Future:*

In this report, there is an explanation of selection criteria; training and orientation; duties and responsibilities; funding; and evaluation.

4. *The House Executive's Handbook:*

This document lists the various positions in a residence house. Furthermore, it elaborates on issues such as the rights and responsibilities of members; special events; working in conjunction with the Council of the Students' Union (CSU); legal responsibilities of the House Executive; grants and awards; and tips regarding organization and leadership skills.

4. *The Paton College and Burton's Pond Safety Report 1995-1996:*

The report identifies fears and concerns of students in residence; Paton College safety tips; results of the Safety Audit of Burton's Pond area; and provides the university, especially Student Housing, Campus Enforcement and Patrol, the CSU and the residents themselves, with some recommendations for the future.

5. *Paton College Peer Helper Program- Year End Report 1996:*

This report briefly discusses Campus Awareness Weeks, including Safety Week,



AIDS/STDs Awareness Week and Alcohol and Drug Awareness Week. The document also addresses the duties of the Peer Helper Coordinator; provides information on Walksafe, sexual harassment and dating violence; and makes recommendations for future improvements.

6. *An Analysis of Paton College's Current Promotional Procedures and the Feasibility of Using its Food Services to Improve this Promotion for the Purposes of Increasing Enrollment:*

This is a report that was submitted to the School of Business by a Co-op student in March 1997. Its purpose was to determine the feasibility of using the food services on campus to promote Paton College as a whole. A food services brochure was distributed to several high schools across the province to uncover how students feel about certain aspects of the food services so Housing could take measures to either make improvements where needed or to sustain satisfactory services. The body of the report includes a description of past and present promotional procedures, an in-depth analysis of the Food Services Questionnaire results and subsequent recommendations.

7. *The Food Services Contract:* This document was read in confidence.

8. *Code of Disciplinary Procedures for Students:*

This document establishes rules and procedures that will attempt to ensure orderly conduct and protection of its regulations for all members of the university.

## Appendix C

### List of Services and Accommodations at the Glenn Roy Blundon Centre

## SERVICES AND ACCOMMODATIONS

- Adaptive technology and software
- Accommodations for tests, exams, and assignments
- Inservicing for faculty, staff, and students
- Outreach within the university and the community
- Learning strategies seminars (e.g., time management, test-taking anxiety, reading and comprehension, study skills, etc.) and personal counselling by university counsellors
- Motorized wheelchair
- Keys for wheelchair elevators, lifts, etc.
- Tutorial/study rooms
- Braille dictionaries
- Note-taking assistance (NCR paper)
- Resource library
- Get Out And Learn (GOAL) High School to Post-Secondary Transition Program
- Orientation and mobility training (Canadian National Institute for the Blind)
- On-campus transportation/special parking arrangements (Campus Enforcement & Patrol)
- Accessible campus housing (Student Housing and Food Services)
- Scholarships specifically designated for students with disabilities

## Appendix D

Faculty Awareness Survey

The purpose of this survey is to increase faculty awareness about students with disabilities. Your input will assist us in creating an inservice workshop that can better provide you with the necessary information. Your contribution is highly valued and appreciated.

1. Have you ever attended a Faculty Awareness Workshop for Students with disabilities? Yes No
2. Would you be interested in attending such a workshop? Yes No
3. If yes, what types of issues would you like to see addressed?  

<input type="checkbox"/> instructional strategies	<input type="checkbox"/> classroom modifications
<input type="checkbox"/> campus accessibility	<input type="checkbox"/> communication strategies
<input type="checkbox"/> referral process	<input type="checkbox"/> learning styles
<input type="checkbox"/> transition planning	<input type="checkbox"/> adaptive technology
<input type="checkbox"/> special education legislation	
<input type="checkbox"/> IEP goal and objective implementation	
<input type="checkbox"/> functional/relevant curriculum	
4. Are there any other topics you would like to see?  
Please specify: \_\_\_\_\_
5. When would be the best time for you to attend a workshop on disabilities?  

<input type="checkbox"/> fall semester	<input type="checkbox"/> mid-term break
<input type="checkbox"/> winter semester	<input type="checkbox"/> open faculty meeting
<input type="checkbox"/> spring semester	<input type="checkbox"/> department meeting
<input type="checkbox"/> summer semester	<input type="checkbox"/> advisory committee meeting
<input type="checkbox"/> intersession	<input type="checkbox"/> during interviews
<input type="checkbox"/> other (please specify)	_____
6. Who would like to see deliver the workshop?  

<input type="checkbox"/> student affairs officer
<input type="checkbox"/> disabilities specialist
<input type="checkbox"/> disabled person
<input type="checkbox"/> other (please specify) _____
7. How would you like to see it conducted?  

<input type="checkbox"/> lecture	<input type="checkbox"/> small group activities
<input type="checkbox"/> seminar	<input type="checkbox"/> large discussion groups
<input type="checkbox"/> multimedia	<input type="checkbox"/> individualized activities
<input type="checkbox"/> other (please specify)	_____

8. Have you ever had students with disabilities in your classes?

\_\_\_\_\_ If so, were there any problems you encountered? What  
solutions did you come up with?

9. Comments: \_\_\_\_\_

## Appendix E

CACUSS 1997 Functions Attended

## PROGRAM SUMMARIES

1. "Navigating Uncharted Waters: Exploring New Directions in Student Learning"  
- Dr. George Kuh, PhD - Keynote Speaker
2. "How Personal is Career Counselling?"  
- Jeanette Hung, Dalhousie University

The personal/career dichotomy: reaching a deeper understanding of the personal issues involved in career counselling and of meaning as a helpful construct for both client and counsellor. Participants explored a variety of opinions, the issues confronting both client and counsellor, case studies and personal examples.

3. "Improving Employment Support Services to Students with a Disability"  
- Tony Botelho and Linda Conrad, Simon Fraser University

This presentation examined the services developed through provincial funding, including the SFU Students with Disabilities Resource Book, the Disabilities Issues in Employment Workshops, and a specialized computer work station that allows students with disabilities to access job-specific resources.

4. "Adult Learner Needs of Traditional and Non-Traditional Students"  
- Dan Pletzer, Nipissing University

This session presented a compilation of the most recent studies and associated findings on adult learner needs in Canada and the United States. Emphasis was placed on issues of gender, age and enrollment status.

5. "Advising and the First-Year Experience"  
- Cyndi Starzyk-Frey, University of Lethbridge



This session provided delegates with practical information of how to develop a multi-faceted, integrated academic advising program that speaks directly to the success and retention of the first-year student.

6. "Student Leadership Development"

- BJ Jenson, University of Prince Edward Island

This workshop focused on what leadership is and what benefits exist for the student and institution. It looked at how curricular and co-curricular activities can develop powerful opportunities for students to acquire the skills necessary for successful leadership.

7. "Virtual Development: The Impact of Internet Technology on Student Development"

- Chantel Joy, University of Guelph

This interactive program explored the developmental potential of Internet technology as well as strategies for making technology work for students. In particular, new propositions that are being advanced were examined which suggest minority students might gain from Internet technology.

8. "The Acadia Advantage"

- Paula Cook and Sandy Fraser, Acadia University

This session outlined the genesis of the project, the steps in its implementation, the impact it has had academically and in other areas, particularly student life. Considerable time was allotted for questions.

9. "Student Affairs Practitioner's Ways of Knowing"

- Julie Kearns, University of Calgary

This presentation reported the preliminary findings of an exploratory study (funded by SASA Incentive Grant) of the learning and knowing of Canadian student affairs practitioners.

10. "National Graduate Registry"

- Carmel Richard, Industry Canada

This session provided participants with information on the NGR.

11. "Electronic Mail Use and Abuse"

- Bruce Belbin, Candice Ennis, Paul Smith and Treena Parsons, Memorial University

A case study based on an actual incident was presented as an example of the issues and concerns that the contemporary Student Affairs Professional may encounter in the age of the Internet.

12. "Our Mission: Student Development of Student Learning"

- Louis C. Stamatakos

This informative discussion from a renowned professional in the field of Student Affairs and Services stressed the key role of such a profession in a student's university experience.

## Appendix F

Reading List

## READING LIST

### Preparatory Readings

Barr, M. J. and Associates (Eds.). (1993). The handbook of student affairs administration. San Francisco: Jossey-Bass.

Komives, S. R., Woodard, Jr., D. B., & Associates (Eds.). (1996). Student services: A handbook for the profession (3<sup>rd</sup> ed.). San Francisco: Jossey-Bass.

### Academic Advising Centre

Memorial University of Newfoundland (1996). Academic Advising Centre (Tech. Rep. No. 015-206 11-96-6, 000). [Brochure]. St. John's, NF: Author.

Memorial University of Newfoundland (1997). A guide to first-year - academic advising centre 1997-98 (20<sup>th</sup> ed.). (Tech. Rep. No. 015-216 04-97-7, 000). St. John's, NF: Memorial University Division of University Relations.

### Counselling Centre

Church, E. (1997). University counselling centre - predoctoral professional psychology internship program 1997-1998. (Tech. Rep. No. 076-025-07-96-200). St. John's, NF: Memorial University Counselling Centre.

Memorial University of Newfoundland (1996). Counselling centre referral and community resources handbook 1996. (Tech. Rep. No. 076-024 07-96-2, 700). St. John's, NF: Author.

McClure, R. (1996). Personal career planner. Toronto, ON: Canadian Association of

## Career Education and Employers.

Sattler, J. (1992). Assessment of children (3<sup>rd</sup> ed.). San Diego: Jerome M. Sattler, Publisher Inc.

## Employment Services Centre

Patsula, P. J. (1985). The assessment component of employment counselling: A goal setting process. Toronto, ON: University of Toronto, Guidance Centre.

## Glenn Roy Blundon Centre

Walsh, R. (1997). Partnerships to access learning: A resource book for students, faculty & staff. St. John's, NF: Memorial University Division of University Relations.

## Higher Education Assessment and Research (H.E.A.R.) Unit

Various H.E.A.R. surveys and reports including:

1. First-Year Student Expectation Survey - Fall 1995 - Winter 1996
2. First-Year Student Experience Survey - 1996
3. Graduating Student Survey - Spring 1996 Final Report
4. Undergraduate Experience - Final Report 1997

## Student Housing

See Appendix B

**Wellness Centre**

Montgomery, B., & Dalton, J. C. (1986). Promoting wellness through recreation facility development and programming. New Directions For Student Services, 34, 43-52.

Myers, J. E. (1992). Wellness, prevention, development: The cornerstone of the profession. Journal of Counselling Development, 71(2), 136-139.

## Appendix G

1997 Community Relations Study - High School Students Survey

**SECTION ONE**  
**UNIVERSITY CHOICE**

1. Did you attend a recruitment presentation in your classroom from a Memorial University representative visiting your high school?

☐<sub>1</sub> yes      ☐<sub>2</sub> no

If yes, in the presentation would you have preferred to see more, the same or less attention paid to the following:

Views of the St. John's campus	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less
Facilities on the St. John's campus	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less
Views of the Sir Wilfred Grenfell College			
Campus in Corner Brook	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less
Facilities on the Sir Wilfred Grenfell College Campus	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less
Information on degree programs	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less
Student Life	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less
Employment after graduation	<input type="checkbox"/> <sub>1</sub> more	<input type="checkbox"/> <sub>2</sub> same	<input type="checkbox"/> <sub>3</sub> less

The recruitment presentation that you received from Memorial ...

... gives an idea of what attending Memorial is really like	<input type="checkbox"/> <sub>1</sub> yes	<input type="checkbox"/> <sub>2</sub> no
... is useful to understand the programs Memorial offers	<input type="checkbox"/> <sub>1</sub> yes	<input type="checkbox"/> <sub>2</sub> no
... was attractive and eye catching	<input type="checkbox"/> <sub>1</sub> yes	<input type="checkbox"/> <sub>2</sub> no
... was clear and easy to understand	<input type="checkbox"/> <sub>1</sub> yes	<input type="checkbox"/> <sub>2</sub> no

2. Did you attend a recruitment presentation from university representatives other than Memorial's?

☐<sub>1</sub> yes      ☐<sub>2</sub> no

If yes, which university(ies)? 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

3. Which university (including Memorial) had the best presentation? \_\_\_\_\_

4. Are you planning to attend university after high school? ☐<sub>1</sub> yes      ☐<sub>2</sub> no

(If no, please go to SECTION FOUR)

When did you make the decision to attend university? ☐<sub>1</sub> Level I      ☐<sub>2</sub> Level II      ☐<sub>3</sub> Level III

5. What university are you planning to attend? \_\_\_\_\_

When did you make the decision to attend this university? ☐<sub>1</sub> Level I      ☐<sub>2</sub> Level II      ☐<sub>3</sub> Level III

6. What area of study (program) are you interested in pursuing? \_\_\_\_\_

*(Answer SECTION TWO if you plan to attend Memorial University)*

*(Answer SECTION THREE if you plan to attend another university)*



What were the most significant factors that influenced you to choose Memorial? (please check all that apply)

- |                                                                                |                                                                                |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <input type="checkbox"/> <sub>1</sub> Parents                                  | <input type="checkbox"/> <sub>2</sub> Teachers / Guidance Counsellors          |
| <input type="checkbox"/> <sub>3</sub> Parents previously attended Memorial     | <input type="checkbox"/> <sub>4</sub> Proximity to home                        |
| <input type="checkbox"/> <sub>5</sub> Friends previously attended Memorial     | <input type="checkbox"/> <sub>6</sub> Overall good reputation                  |
| <input type="checkbox"/> <sub>7</sub> Siblings previously attended Memorial    | <input type="checkbox"/> <sub>8</sub> Quality of instruction                   |
| <input type="checkbox"/> <sub>9</sub> Friends/Siblings are attending Memorial  | <input type="checkbox"/> <sub>10</sub> Quality of the program I wish to pursue |
| <input type="checkbox"/> <sub>11</sub> Received scholarship from Memorial      | <input type="checkbox"/> <sub>12</sub> Financial reasons                       |
| <br><input type="checkbox"/> <sub>13</sub> Memorial's recruitment presentation |                                                                                |
| <br><input type="checkbox"/> <sub>14</sub> Other 1 (please specify) _____      |                                                                                |
| <input type="checkbox"/> <sub>15</sub> Other 2 (please specify) _____          |                                                                                |

***(Please go to SECTION FOUR)***

### **SECTION THREE OTHER UNIVERSITY**

Would Memorial have been your second choice of universities to attend?

- ☐<sub>1</sub> yes                      ☐<sub>2</sub> no

What is the major reason you did not choose Memorial?

---

What is the major reason you chose to attend another university?

---

Including the reasons you have already mentioned, please check all other appropriate reasons as to why you chose to attend another university over Memorial University.

- ☐<sub>1</sub> My parents encouraged me to go to my chosen university.
- ☐<sub>2</sub> My teachers or guidance counsellors encouraged me to go to my chosen university.
- ☐<sub>3</sub> My parent(s) attended my chosen university.
- ☐<sub>4</sub> My friends or siblings attended my chosen university.
- ☐<sub>5</sub> My friends or siblings are attending my chosen university.
- ☐<sub>6</sub> I was awarded a scholarship from my chosen university.
- ☐<sub>7</sub> My chosen university has better academic standards.
- ☐<sub>8</sub> I wanted to experience living away from home.
- ☐<sub>9</sub> The quality of instruction is better at my chosen university.
- ☐<sub>10</sub> The quality of the program I wish to pursue is better at my chosen university.

continued...

- ☐ I have a better chance of getting a job after graduating from my chosen university.
- ☐ Memorial is overcrowded.
- ☐ Memorial is too large.
- ☐ Class size is too large at Memorial.
- ☐ School spirit is better at my chosen university.
- ☐ Memorial does not have a good reputation.
- ☐ Living in Newfoundland is depressing.
- ☐ The program I am following is not offered at Memorial.
- ☐ I'm going to have to leave Newfoundland to get a job, so why not leave now.
- ☐ Other 1 (please specify) \_\_\_\_\_
- ☐ Other 2 (please specify) \_\_\_\_\_

**Please rate the following items on a scale from 1 - Poor to 10 - Excellent.**  
(check or fill in the circle of your choice)

	Poor	1	2	3	4	5	6	7	8	9	Excellent
Chosen university's reputation		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen university's school spirit		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction at your chosen university		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of intellectual stimulation at your chosen university		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Potential social experience at your chosen university		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chosen university's recruitment presentation		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please rate the following statements based on your perception of your chosen university. 1 indicates a very strong disagreement with the statement and 10 indicates a very strong agreement with the statement. 2-9 would indicate agreements levels between these two extremes.**  
(check or fill in the circle of your choice)

	Disagree	1	2	3	4	5	6	7	8	9	Agree
Your chosen university is one of the top ten universities in Canada.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your chosen university is better than Memorial University.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your chosen university is a welcoming and friendly place.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your chosen university is doing the best it can given financial realities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your chosen university's recruitment presentation was better than the recruitment presentations of other universities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SECTION FOUR

## PERCEPTIONS ABOUT MEMORIAL UNIVERSITY

Please read the questions in this section and decide whether or not you know enough about Memorial to respond to them. If you do not feel you know how to rate a question, answer "Don't Know".

From your knowledge of Memorial please rate the following items on a scale from 1 - Poor to 10 - Excellent. (check or fill in the circle of your choice)

	Poor									Excellent	Don't Know
Memorial's reputation	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Memorial's school spirit	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Quality of instruction at Memorial	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Quality of intellectual stimulation	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Social experience at Memorial	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Memorial's recruitment presentation at your high school	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>

Please rate the following statements based on your perception of Memorial University. 1 indicates a very strong disagreement with the statement and 10 indicates a very strong agreement with the statement. 2-9 would indicate agreements levels between these two extremes.

	Disagree									Agree	Don't Know
Memorial is one of the top 10 universities in Canada	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Memorial is a welcoming and friendly place	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Memorial has a reputation as being a party university	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Memorial is doing the best it can given financial realities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>
Memorial's recruitment presentation is as good as those from other universities	①	②	③	④	⑤	⑥	⑦	⑧	⑨	⑩	<input type="radio"/>

All respondents. Please check the appropriate box to answer these two questions.

I am ... ☐ male ☐ female

I am in ... ☐ Level I ☐ Level II ☐ Level III

Comments

---



---



---



---

**Thank you very much for your valuable contribution.**

## Appendix H

### Introductory Letter

## INTRODUCTION

Memorial University is currently conducting a Community Relations Study. We are asking questions to the general population, community and business leaders, current students, and high school teachers to find out what they think about Memorial.

As a very important segment of our population we are also asking randomly selected high school graduating classes to fill out the enclosed questionnaire. We ask you to please share with us what you think about Memorial. It is not important if you are planning to attend a university or if you are planning to attend a university other than Memorial. All responses are important to us and will be kept strictly anonymous.

- The enclosed questionnaire contains four sections.
- Please read the questions carefully and answer them to the best of your ability.
- Check the boxes and fill or check circles to indicate your response. If you are not sure how to answer a particular question, just leave it blank.
- If you have any comments about the survey, please feel free to write them in the space provided at the end of the questionnaire.

Thank you very much in advance for your valuable contribution to our Community Relations Study. Good luck in your end of year exams.

## Appendix I

Distribution Instructions

# Distributing Questionnaires

Your school is one of 26 randomly selected to participate in this survey. Schools have been selected ensuring total regional coverage of the province as well as diversity in the size of graduating classes.

Please distribute one questionnaire along with one introduction sheet to each graduating student in your Grade 12 class(es). The questionnaires should take no more than ten minutes to fill out. Once completed, please collect them and place them in the postage paid envelope provided and return them to us for analysis.

If you require any further information on this survey, please feel free to reverse telephone charges and contact, either:

Mr. Joseph Byrne	Director, Office of Recruitment and Promotion, Memorial University of Newfoundland, (709) 737-8896
------------------	-------------------------------------------------------------------------------------------------------

Mr. Anthony Goudie	Statistical Consultant, Centre for Institutional Analysis and Planning, Memorial University of Newfoundland, (709) 737-2177
--------------------	-----------------------------------------------------------------------------------------------------------------------------------

Thank you for helping us implement this survey.

## Appendix J

Letter from the President





# Memorial

University of Newfoundland

Office of the President and Vice-Chancellor

April 24, 1997

Dear Principal/Guidance Counsellor:

As part of our ongoing efforts to improve service to the population it serves, Memorial University is conducting a series of studies directed at individual segments of that population. You may have read in a recent *Gazette* article the results of a questionnaire completed by members of the general public. The purpose of these surveys is to determine the views of as many people as possible towards how well Memorial University is doing in satisfying the needs they have of the institution.

One major population segment from which the University would like to solicit opinion is the current high school students. To do this we are requesting your cooperation and assistance in administering the enclosed questionnaire to the Level III students in your school. The statistical data gathered will be used to develop materials and programs which suit the stated needs of the very students who are making important decisions about their post-secondary careers.

I would like to thank you sincerely in advance for your support of this important endeavour by Memorial University to improve its service.

Sincerely yours,

A.W. May, O.C.  
PRESIDENT AND VICE-CHANCELLOR

b/c  
Enclosure  
ENCLOSURE

## Appendix K

Major Reasons Students Did Not Choose Memorial

Table K1

Number of Students, Percentage, and Major Reason Given for Not Choosing Memorial (N=225)

Reason	Number of Students	Percentage
Program not available	49	21.8
Do not have the marks	26	11.6
Want to experience living away from home	25	11.1
Memorial is overcrowded	24	10.7
Want a change of atmosphere/location	20	8.9
Memorial is too large	18	8.0
Memorial is too expensive	16	7.1
Not interested in MUN	13	5.8
Quality of program	11	4.9
Scholarship not offered	7	3.1
Friends/siblings are not attending	3	1.3
Memorial's reputation	3	1.3
Quality of instruction	2	0.9
Other	8	3.6

## Appendix L

Major Reason Students Chose Another University

Table L1

Number of Students, Percentage, and Major Reason Given for Choosing to Attend Another University Other than Memorial (N=187)

Reason	Number of Students	Percentage
Program availability	37	19.8
Reputation of chosen university	22	11.8
Smaller size of university	20	10.7
To be away from home	13	7.0
Lower entrance requirements (i.e., 65%)	12	6.4
Friends/relatives	12	6.4
Better program	11	5.9
Scholarship offered	10	5.3
Location of chosen university	10	5.3
Acadia Advantage	10	5.3
Quality of courses are better	7	3.7
Other	23	12.3









