

The Role of Post-Secondary Education in the Corner Brook Economy

Atlantic Canada Opportunities Agency

In Consultation with

Academy Canada, City of Corner Brook (Business Resource Centre), College of the North Atlantic, and Grenfell College, Memorial University

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EXECUTIVE SUMMARY

The City of Corner Brook is home to three post-secondary institutions: College of the North Atlantic, Academy Canada, and Grenfell Campus, Memorial University of Newfoundland. The institutions have a combined enrollment of approximately 2,650 students and employ nearly 500 faculty and staff. As part of an effort to better understand the role of post-secondary education in the City of Corner Brook, the three education institutes and the City of Corner Brook commissioned this study to determine the economic impact of the post-secondary sector on the Corner Brook area.

The study involved a survey of post-secondary students and an analysis of operational spending by the three post-secondary institutions. The student survey was conducted in 2011 and provided a host of information on the student population, including their spending patterns within the Corner Brook area (a critical part of the impact analysis). Some of the highlights of the student survey results include:

- 47% of students are from the Corner Brook and surrounding area; 43% are from other areas within Newfoundland and Labrador; 9% are from other provinces; and 1% are from outside of Canada
- 65% of students who moved to Corner Brook to attend post-secondary were visited by someone during their stay
 - On average, each student hosted 12 visitors during their study time
- 8% of students who moved to Corner Brook to attend post-secondary were accompanied by someone else
 - In 87% of cases, the accompanying person was a spouse or significant other; 13% of cases it was a child(ren)
 - 53% of the time, the accompanying spouse or significant other was also a student
- The majority of student (66%) indicated that they would not be living in the Corner Brook area if post-secondary education was not offered
- Students who moved to the Corner Brook area to attend post-secondary indicated that they spent \$559 per person per month in the Corner Brook area on a variety of goods and services

Post-secondary education was responsible for \$51.3 million in total expenditures in the Corner Brook area during 2010-2011 and resulted in total regional industry output¹ of \$83.3 million. This total spending is a combination of operational expenditures (\$38.5 million) and student related expenditures (\$12.9 million). The \$51.3 million in expenditures boosted the region's GDP by an estimated \$47.8 million, with \$41.3 million in additional wages and salaries for local workers (including the \$33.8 million paid directly to the institutes' employees) and \$6.5 million in additional business profits and self-employed income. The estimated employment impact of post-secondary related expenditures is 784, with 497 employed directly through the institutes and another 287 employed by local area businesses or other organizations.

¹ Total industry output represents the total impact on industry output generated by the \$51.3 million in expenditure. This is the sum total of all economic activity that has taken place due to the initial expenditures and consequently, may involve double counting on the part of the intermediate production phase **only** a portion of which stays in the region (the remainder is leaked outside as imports).

Table E1: Economic Impact of Post-secondary Education in the Corner Brook area (2010-2011)

	Operational Expenditures	Student-related Expenditures	Total
Expenditures	\$38,474,300	\$12,853,200	\$51,327,500
Total Industry Output	\$66,688,781	\$17,138,054	\$83,826,835
Gross Domestic Product			
Direct	\$33,836,300	--	\$33,836,300
Indirect	\$1,418,700	\$5,555,200	\$6,973,900
Induced	\$6,525,000	\$474,100	\$6,999,100
Total	\$41,780,000	\$6,029,300	\$47,809,300
Employment			
Direct	497	--	497
Indirect	23	112	135
Induced	145	11	156
Total	661	123	784

Table E2: GDP Impact of Post-secondary Education in the Corner Brook area (2010-2011) by Component

	Operational Expenditures	Student-related Expenditures	Total
Gross Domestic Product	\$41,780,000	\$6,029,400	\$47,809,400
Labour Income			
Employees of Post-secondary Institutes	\$33,836,300	--	\$33,836,300
Employees of local businesses	\$4,979,400	\$2,454,000	\$7,433,400
Total	\$38,815,700	\$2,454,000	\$41,269,700
Business Income			
Profits and other operating surplus	\$2,964,300	\$3,575,400	\$6,539,700
Total	\$2,964,300	\$3,575,400	\$6,539,700

INTRODUCTION

The City of Corner Brook is home to three post-secondary institutions: College of the North Atlantic, Academy Canada, and Grenfell Campus, Memorial University of Newfoundland. The institutions have a combined enrollment of approximately 2,650 students and employ nearly 500 faculty and staff. Sir Wilfred Grenfell College, a campus of Memorial University of Newfoundland, is the largest of the three post-secondary institutions in Corner Brook with about 1,300 students and 300 faculty and staff. It offers 16 undergraduate degree programs in sciences, arts, fine arts, business, and nursing.

The College of the North Atlantic has 17 campuses located throughout Newfoundland and Labrador (and one in Qatar). The College offers more than 100 programs and 300 part-time courses with annual enrolment of approximately 20,000. The Corner Brook campus hosts more than 850 students annually and offers diplomas in engineering technology, business, information technology, health, applied arts, industrial education, and a unique concentration of tourism-natural resources programs.

Academy Canada is the largest independent career college in Eastern Canada and has three campuses, all located in Newfoundland and Labrador. The Corner Brook campus opened in 1985 and has an annual enrollment of more than 500 students in the trade and technology sector.

Post-secondary education undoubtedly plays a significant role in the economy of Corner Brook and its immediate area. The area benefits from the institutes' operations expenditures, including the wages and salaries paid to the nearly 500 faculty and staff, and to the hundreds of additional employees of local businesses that provide goods and services to the institutes. In addition, a significant number of the 2,600 students attending these institutions are from outside of the area and bring noteworthy spending to the area each year.

Post-secondary education was recognized in the City of Corner Brook's Economic Strategy (2011-2016) as a key asset for the City. This study, commissioned by the three education institutes and the City of Corner Brook, provides a better understanding of the role that post-secondary education plays in the economy of the local area. This report provides an overview of the study methodology, details of the 2011 Corner Brook post-secondary student survey and results of the impact assessment.

METHODOLOGY

This study documents the role that the three post-secondary institutions located in Corner Brook have in the economy of the local area. The scope includes the impact of the operational expenditure of the institutes, the direct expenditures of the institutes' student population, and any indirect expenditure related to post-secondary education that can be quantified.

OPERATIONAL EXPENDITURES

Each institute provided detailed information on their operational expenditures under the following broad headings:

- Wages and salaries
- Materials and supplies
- Capital purchases
- Repairs and maintenance
- Scholarships, bursaries and awards
- Travel and hosting
- Contracted services
- Professional fees
- Equipment rentals

An estimate of the proportion of each detailed expenditure category spent in the Corner Brook area was developed. This was determined through the institute's identification of where the good or service was purchased or, in the absence of this information, based on the ability of the local economy to provide the good or service. The sum of these estimates yields the total institute expenditure in the Corner Brook area.

The total expenditure in the Corner Brook area was then used to determine the economic impact (GDP and employment) of this spending. Given the limited geographic scope of this analysis, the impacts are limited to employment and GDP. The latter is broken down into its two major components: labour income, and business income (profits and self-employed earnings).

To determine the direct GDP local impact of this expenditure, Statistics Canada's 2008 Input-Output (IO) multipliers was used.² Direct employment is based on staff complement information provided by the institutes. The indirect GDP and employment estimates of these expenditures were also determined using Statistics Canada's IO multipliers.³ From the direct and indirect GDP estimates, the induced GDP and employment impacts were determined using multipliers developed in ACOA's *Determining Event Scale and Impact* (DESI) document.⁴ Given the size of the Corner Brook area economy, the DESI estimates for the St. John's CMA are used with an assumed induced GDP multiplier of 1.22 – for every \$1 in direct and indirect GDP, \$0.22 in induced GDP is generated.

STUDENT EXPENDITURES

To gather information on student expenditures, a survey of Corner Brook post-secondary students was undertaken by the post-secondary institutes during late 2011. A total of 559 online surveys were completed by students of the three institutes with 535 surveys providing information to be used in this analysis. The majority of surveys were completed by Grenfell Campus students (439 or 79%), followed

² Statistics Canada's IO model provides multiplier estimates (at the provincial level) of direct and indirect GDP effects, and direct and indirect employment effects from an industry output shock.

³ Provincial-level indirect effect estimates provided by Statistics Canada's IO model are based on goods and service suppliers from the entire provincial economy for any given industry – well beyond the geographic scope of this sub-regional analysis. Using Statistics Canada's IO model to estimate sub-regional indirect effects would yield an overestimate of the true indirect impacts. To overcome this issue, adjustments to indirect multipliers were made where required to reflect the lack of factors inputs in the region.

⁴ ACOA. 2012. *Determining Event Scale and Impact – From an Economic Development Perspective*. ACOA, NL Office.

by CNA (101 or 18%) and Academy Canada (19 or 3%). The 535 completed surveys represents a 20% response rate among post-secondary students. The survey gathered information on a variety of student characteristics including:

- Place of permanent residence
- Institute of study
- Program of study
- Living arrangement in Corner Brook area
- Estimated monthly expenditure (by expenditure category) in the Corner Brook area
- Number of persons (spouse, children) accompanying the student on their studies
- Number of visiting friends and family during the student’s studies
- Alternative choices had the chosen program of study not been offered in the Corner Brook area

Results from the student survey were used to estimate total student expenditures within the Corner Brook area. Students were asked to provide their monthly expenditures based on nine expenditure categories.

- Rent/boarding charges
- Heating and lighting
- Telecommunications
- Groceries
- Restaurants
- Bus and taxi fares
- Gas
- Entertainment
- Clothing and footwear

The impact of these expenditures on the Corner Brook area economy (GDP and employment) was estimated using Statistics Canada’s IO model. Since the IO model provides provincial level estimates, some spending categories were adjusted to reflect expenditures that did not accrue to local economic agents (purchases from non-local suppliers of goods and services). A notable example would be electricity which is not purchased from a local agent and provides very limited economic benefits to the regional economy.

Table 1: Local Content Estimates for Student Expenditure Categories

Expenditure Category	Local Content Estimate	Rationale
Rent/boarding charges	100%	Provided by local entities.
Heating and lighting	20%	Heating fuel component provided by local entities. Electricity component provided by non-local entities.
Telecommunications	20%	Majority provided by non-local entities.

Groceries	100%	Provided by local entities.
Restaurants	100%	Provided by local entities.
Bus and taxi Fares	100%	Provided by local entities.
Gas	100%	Provided by local entities.
Entertainment	100%	Provided by local entities.
Clothing and footwear	100%	Provided by local entities.

Source: Author estimates

RESULTS – 2011 CORNER BROOK POST-SECONDARY STUDENT SURVEY ANALYSIS

RESIDENCE OF POST-SECONDARY STUDENTS

The majority of Corner Brook’s 2011 post-secondary students were permanent residents of NL, with only 10% from other areas of Canada or foreign countries. All students who were permanent residents of Corner Brook and the surrounding area (47% of total) or who were not permanent residents of NL (10% of total) lived in Corner Brook and the surrounding area while studying in Corner Brook. Of the students that had permanent residences in other areas of NL (43% of total), approximately 17% chose to live outside of the Corner Brook area while studying in Corner Brook. This group comprises about 8% of the total student population, with the majority of them (80%) living in Pasadena and Deer Lake.

Table 2: Permanent Residence of Corner Brook Post-secondary Students

Location of Permanent Residence	% of Total
Total NL	90
<i>Corner Brook and Surrounding Area</i>	47
<i>Other areas of NL</i>	43
Other areas of Canada	9
Other Countries	1
Total	100

Source: 2011 CB Post-Secondary Student Survey

POST-SECONDARY STUDENT’S VISITORS

Sixty-five percent of the post-secondary students whose permanent residence was outside of the Corner Brook area (53% of the total student population) reported being visited by family and/or friends while studying in Corner Brook. Each of these students was visited by approximately 12 people during their

studies. The majority of visitors (63%) stayed with the student while visiting, however 20% stayed at a local hotel/motel while visiting.

Table 3: Corner Brook Post-secondary Student Visitor Characteristics (for non Corner Brook and surrounding area students)

Student Visitor Accommodations	% of Total	# Visitors per Student*
With the student	62.5	7.6
Hotel/Motel	19.5	2.4
With other family members in area	7.6	1.0
With friends in area	1.6	0.2
Didn't stay overnight in area	8.8	1.1
Total	100.0	12.2

* Includes only students not from the Corner Brook or surrounding area.

Source: 2011 CB Post-Secondary Student Survey

ACCOMPANYING PERSONS

Eight percent of the post-secondary students whose permanent residence was outside of the Corner Brook area (53% of the total student population) reported that a person moved to the Corner Brook area with them while they attended school. The majority of these (87%) reported moving here with a spouse or significant other, while the remainder (13%) reported moving here with their child(ren). Generally, the spouse or significant other was also a student (53%). In all other cases, they were either working or looking for work.

STUDENT EXPENDITURES

Corner Brook post-secondary students spent an average of \$559 per student per month in the Corner Brook area. Total spending differed very little between post-secondary students who are originally from the Corner Brook area and those from outside of the area, with average expenditures of \$554 per month for students originally from the Corner Brook area and \$564 per student per month for students with a permanent residence outside of the Corner Brook area.

However, a difference did exist for those not living in the Corner Brook area while in school. As indicated in the "Residence of Post-secondary Students" section, those attending school in the Corner Brook area but not living there (8% of the total student population) are all originally from (have a permanent residence in) other areas of NL. The average monthly spending of these students in the Corner Brook area was \$348 per student per month, 62% of the average student expenditure in the Corner Brook area. Table 4 provides details of average monthly expenditure for Corner Brook post-secondary students based on the location of their permanent residence.

Table 5 provides details of the monthly expenditures of Corner Brook post-secondary students by expenditure category. Students were also asked where they did the majority of their shopping while

staying in the Corner Brook area. There was overall consistency among students whose permanent residence was in the Corner Brook and surrounding area and non-local students in their preference for shopping location. Respondents were permitted to choose more than one location. Murphy Square was the preferred location for 72% of respondents, followed by the Corner Brook Plaza (65%) and the Downtown Area (41%).

Table 4: Monthly Corner Brook Area Expenditures of Corner Brook Post-secondary Students

Location of Permanent Residence	% of Total Student Population	Average Expenditure per Month in Corner Brook Area per Student
Corner Brook and Surrounding Area	47	\$554
Outside of Corner Brook and Surrounding Area	53	\$564
<i>Living in Corner Brook Area while in school</i>	45	\$598
<i>Living outside of the Corner Brook Area while in school</i>	8	\$348
All Students	100.0	\$559

Source: 2011 CB Post-Secondary Student Survey

Table 5: Monthly Corner Brook Area Expenditures of Corner Brook Post-secondary Students by Expenditure Category

Expenditure Category	Location of Permanent Residence		
	CB & Surrounding Area	Outside of CB & Surrounding Area	All Areas
Rent or room and board	\$183	\$230	\$206
Heat and Light	\$39	\$18	\$28
Telephone, Cable and Internet	\$42	\$23	\$32
Groceries	\$118	\$130	\$124
Restaurants	\$34	\$40	\$37
Bus and Taxi Fare	\$5	\$11	\$8
Gas	\$68	\$51	\$60
Entertainment	\$35	\$34	\$35
Clothing and Footwear	\$30	\$28	\$29
Total	\$554	\$564	\$559

Source: 2011 CB Post-Secondary Student Survey

STUDENT ACCOMMODATIONS

The majority (59%) of Corner Brook post-secondary students who are permanent residents of the Corner Brook area either stayed with family members while attending school (48%) or in their own

home (11%). Another 33% stayed in an apartment. Students who were not permanent residents of the Corner Brook area most frequently stayed in a college residence (44%) or in an apartment (33%).

Table 6: Corner Brook Post-secondary Students Accommodations While Attending School

Accommodations while attending school	Proportion by Location of Permanent Residence		
	CB & Surrounding Area	Outside of CB & Surrounding Area	All Areas
College residence	6%	44%	28%
Renting an apartment	33%	33%	33%
In a boarding house	3%	6%	5%
With family	48%	17%	30%
In my own house (homeowner)	11%	1%	5%

Source: 2011 CB Post-Secondary Student Survey

LABOUR FORCE PARTICIPATION OF STUDENTS

Approximately 44% of post-secondary students indicated that they were working while attending school. The proportion was higher for students originally from the Corner Brook area (52%) than for students with their permanent residence outside of the Corner Brook area (34%). Of those not working, 29% indicated that they would like to be employed. This proportion was fairly consistent between the local area students and those with permanent residences outside of the Corner Brook area.

Table 7: Corner Brook Post-secondary Students Employment While Attending School

Full or Part-time Employment	Location of Permanent Residence		
	CB & Surrounding Area	Outside of CB & Surrounding Area	All Areas
Have employment	52%	34%	44%
<i>Average number of hours per week</i>	<i>15 hours</i>	<i>13 hours</i>	<i>14 hours</i>
Do not have employment	48%	66%	56%
<i>Proportion of unemployed that are interested in finding employment</i>	<i>26%</i>	<i>29%</i>	<i>29%</i>
<i>Would like to work this number of hours per week (Average)</i>	<i>20 hours</i>	<i>16 hours</i>	<i>18 hours</i>

Source: 2011 CB Post-Secondary Student Survey

ALTERNATIVE TO PRESENT STUDIES IN CORNER BROOK

The majority (66%) of post-secondary students indicated that they would not be living in the Corner Brook area if their current post-secondary program were not available, and a further 17% indicated that

they were unsure if they would be living in the Corner Brook area. The majority (75%) of these individuals would choose another post-secondary program elsewhere in NL. Students originally from the Corner Brook area were more likely to be in the Corner Brook area (24%) if their current post-secondary program were unavailable than those with permanent residences outside of the Corner Brook area (11%).

Table 8: Alternative Arrangements of Corner Brook Post-secondary Students if Current Studies were not available in Corner Brook Area

Option	Location of Permanent Residence		
	CB & Surrounding Area	Outside of CB & Surrounding Area	All Areas
Still in the Corner Brook Area	24%	11%	17%
<i>Still be enrolled in a post-secondary institute in Corner Brook</i>	17%	10%	13%
<i>Be living in the Corner Brook Area but not enrolled in a post-secondary institute</i>	7%	1%	4%
Living Outside of the Corner Brook Area	59%	73%	66%
<i>Be enrolled in a post-secondary institute elsewhere in NL</i>	48%	51%	50%
<i>Be enrolled in a post-secondary institute not in NL</i>	12%	19%	16%
<i>Be working (not in the Corner Brook area)</i>	0%	2%	1%
Unsure	17%	17%	17%

Source: 2011 CB Post-Secondary Student Survey

PRIORITIES AFTER COMPLETED STUDIES

The majority (61%) of Corner Brook post-secondary students plan on finding employment after they complete their current studies, while a further 37% plan on continuing their education. The remaining 2%, plan on traveling after they graduate. The majority indicating that they would seek employment hoping to find a job in their field. There was little difference in responses between students originally from the Corner Brook area and those with permanent residences outside of the Corner Brook area.

Students originally from the Corner Brook area that plan on finding employment after they complete their current studies prefer employment in the Corner Brook area (47%). Students with permanent residences outside of the Corner Brook area were significantly less likely to favor Corner Brook as the location of choice for employment (15%). Instead, these students preferred other areas in NL (including the location of their permanent residence (45%)) and elsewhere in Canada (22%).

Table 9: Main Priority of Corner Brook Post-secondary Students after Completing Current Studies

Priority	Location of Permanent Residence		
	CB & Surrounding Area	Outside of CB & Surrounding Area	All Areas
Find Employment	62%	59%	61%
<i>Find a job in a specific location</i>	10%	11%	10%
<i>Find a job that interests me</i>	9%	8%	9%
<i>Find a job in my field</i>	34%	36%	35%
<i>Find a job that pays well</i>	8%	5%	7%
Continue Education	37%	38%	37%
Travel	1%	3%	2%

Source: 2011 CB Post-Secondary Student Survey

Table 10: Preferred Job Location for those hoping to find Employment after Completing Current Studies (Corner Brook Post-secondary Students)

Priority Area for Employment	Location of Permanent Residence		
	CB & Surrounding Area	Outside of CB & Surrounding Area	All Areas
In the Corner Brook area	47%	15%	30%
In or near my permanent residence	N/A	12%	7%
In NL	21%	33%	27%
In Canada	17%	22%	19%
Anywhere – location is not important	15%	18%	16%

Source: 2011 CB Post-Secondary Student Survey

Eighty three of the students who responded to the survey provided comments about their post-secondary studies in Corner Brook. These are presented by institution in Appendix A.

RESULTS – ECONOMIC IMPACT

During the 2010-2011 fiscal year, the three post-secondary educational institutions in the Corner Brook area hosted 2,650 students and directly employed 497 people. The presence of the institutes resulted in an estimated \$51.3 million in expenditures in the Corner Brook area during the year, including \$38.5

million as operational expenditures and the remaining \$12.9 million as student-related expenditures. This expenditure contributed to an increase in regional industry output⁵ of \$83.3 million.

Table 11: Expenditures related to Post-secondary Education in the Corner Brook area (2010-2011)

	By Economic Agent Receiving Expenditures		
	Institute Employees	Local Area Businesses	Total
Expenditures			
Institute Operations	\$33,875,300	\$4,599,000	\$38,474,300
Student Related	--	\$12,853,200	\$12,853,200
Total	\$33,875,300	\$17,452,300	\$51,327,500

Source: Operations Expenditure 2010-2011 provided by Institutes

OPERATIONAL EXPENDITURES

Based on their operational expenditure information, the three institutes spent \$38.5 million in the Corner Brook area during the 2010-2011 fiscal year. Of this amount, 88% (\$33.8 million) was spent on employee wages and salaries, with the remainder (\$4.6 million) spent on locally supplied goods and services. The estimated GDP impact (direct, indirect and induced) of operational expenditures for 2010-2011 is \$41.8 million. Through their operations expenditures, the institutes provided employment to 661 people, including the direct employment of 497 people and indirect employment for an estimated 168 additional people.

Total GDP can be broken down by payments to employees and purchases of goods and services. The \$33.8 million in employee wages and salaries provided \$40.2 million in additional GDP for the region while the \$4.6 million spent on local goods and services provided \$1.6 million in additional GDP for the region. Table 12 provides additional details of the GDP breakdown by category of expenditure.

Table 13 presents the same results in a different manner. In this case, the benefactors of the spending (in terms of GDP impact) are highlighted. The GDP impact in the region benefits employees of the post-secondary institutes and employees of businesses (and non-profit organizations) through labour income, and business owners through profits and self-employed earnings. Of the \$41.8 million in GDP, the employees of the institutes receive \$33.9 million in wages and salaries, the employees of local businesses receive \$5.0 million in wages and salaries, and the owners of local businesses receive \$3.0 million in profits and self-employed earnings.

⁵ Total industry output represents the total impact on industry output generated by the \$51.3 million in expenditure. This is the sum total of all economic activity that has taken place due to the initial expenditures and consequently, may involve double counting on the part of the intermediate production phase **only** a portion of which stays in the region (the remainder is leaked outside as imports).

Table 12: Economic Impact of Post-secondary Institution Operational Expenditure in the Corner Brook area (2010-2011) by Area of Institute Expenditure

	By Main Area of Institute Expenditure		
	Institute Employee Compensation	Purchase of Goods and Services	Total
Operational Expenditures	\$33,836,300	\$4,599,000	\$38,474,300
Gross Domestic Product			
Direct	\$33,836,300	--	\$33,836,300
Indirect	--	\$1,418,700	\$1,418,700
Induced	\$6,333,900	\$191,100	\$6,525,000
Total	\$40,170,200	\$1,580,800	\$41,780,000
Employment			
Direct	497	--	497
Indirect	--	23	23
Induced	138	7	145
Total	334	30	661

Source: Operations Expenditure 2010-2011 provided by Institutes and Author's Calculations

Table 13: GDP Impact of Post-secondary Institution Expenditure in the Corner Brook area (2010-2011) by Component

	By Main Area of Institute Expenditure		
	Institute Employee Compensation	Purchase of Goods and Services	Total
Gross Domestic Product	\$40,170,200	\$1,580,800	\$41,780,000
Labour Income			
Employees of Post-secondary Institutes	\$33,836,300	--	\$33,876,300
Employees of local businesses	\$3,990,400	\$989,000	\$4,979,400
Total	\$37,826,700	\$989,000	\$38,815,700
Business Income			
Profits and other operating surplus	\$2,343,500	\$620,800	\$2,964,300
Total	\$2,343,500	\$620,800	\$2,964,300

Source: Operations Expenditure 2010-2011 provided by Institutes and Author's Calculations

STUDENT-RELATED EXPENDITURES

The three post-secondary education institutes in Corner Brook hosted 2,650 students during 2010-2011. For the purpose of this analysis, the student body is divided into three groups:

1. Students from outside of the Corner Brook area that now live in the Corner Brook area to attend a post-secondary institute (non-local students),
2. Local students that would have chosen to leave the Corner Brook area if post-secondary education was not offered in the area, and
3. Local students that would have chosen to stay in the Corner Brook area if post-secondary education was not offered in the area.

The local spending of group 1 and group 2 are contributors to the local economy and are part of the impact of the post-secondary institutes. The local spending of group 3 would have occurred without the presence of the post-secondary institutes and is excluded from the impact assessment. Based on the student survey results, group 1 and group 2 students spent an estimated \$10.7 million in the Corner Brook area during the year.

The student survey also revealed that 65% of the non-local students hosted at least one visitor to the Corner Brook area during the year.⁶ Based on their choice of lodgings (as indicated by the survey) and estimated length of stay and daily expenditure in the Corner Brook area (see Appendix B), it is estimated that the visitors of post-secondary students spent \$1.8 million in the Corner Brook area in 2010-2011. Details of this calculation are outlined in Appendix B.

A proportion of the non-local students were also accompanied to the Corner Brook area by non-students. Based on the post-secondary student survey, it is estimated that 8% of non-local students were accompanied to the area by a non-student. The estimated spending of these individuals (based on similar spending and living patterns of post-secondary students) in the Corner Brook area during 2010-2011 is \$355,500.

These three student related expenditures – direct spending of students, visitors of non-local students and the spending of those accompanying non-local students to the area, total \$12.9 million in the Corner Brook area during 2010-2011. This spending contributed to an additional \$6.0 million in local GDP and supported 123 jobs.

⁶ Visitors of the group of local students who indicated that they would have left the area if post-secondary education wasn't offered are excluded on the grounds that they would have likely visited the student's family regardless of the location of the student.

Table 14: Economic Impact of Post-secondary Institution Student-related Expenditure in the Corner Brook area (2010-2011)

	Total
Student-related Expenditures	
Direct student spending	\$10,678,300
Spending of student visitors	\$1,819,400
Spending of those accompanying students	\$355,500
Total	\$12,853,200
Gross Domestic Product	
Direct	\$4,303,500
Indirect	\$1,251,700
Induced	\$474,200
Total	\$6,029,400
Employment	
Direct	85
Indirect	27
Induced	11
Total	123

Source: 2011 CB Post-Secondary Student Survey and Author's Calculations

Table 15: GDP Impact of Post-secondary Institution Student-related Expenditure in the Corner Brook area (2010-2011)

	Total
Gross Domestic Product	\$6,029,400
Labour Income	
Employees of local businesses	\$2,454,000
Total	\$2,454,000
Business Income	
Profits and other operating surplus	\$3,575,400
Total	\$3,575,400

Source: 2011 CB Post-Secondary Student Survey and Author's Calculations

COMBINED (TOTAL) EXPENDITURES

Post-secondary education resulted in \$51.3 in total expenditures in the Corner Brook area during 2010-2011. This total spending is a combination of operational expenditures (\$38.5 million) and student related expenditures (\$12.9 million). The expenditure channeled an estimated \$83.8 million (total industry output) through the local economy and benefited the local business community through:

1. The direct spending of students and those accompanying them
2. The direct spending of student visitors
3. The purchase of goods and services (including labour) by the institutes as part of their operational spending
4. The spending of the wages and salaries earned by employees of the institutes and of business employees that supply goods and services to students, their visitors, and to the institutes (induced spending)

The \$51.3 million in expenditures boosted the region's GDP by an estimated \$47.8 million, with \$41.3 million in additional wages and salaries for local workers (including the \$33.8 million paid directly to the institutes' employees) and \$6.5 million in additional business profits and self-employed income. The estimated employment impact of post-secondary related expenditures is 784, with 497 employed directly through the institutes and another 287 employed by local area businesses or other organizations.

Table 16: Economic Impact of Post-secondary Education in the Corner Brook area (2010-2011)

	Operational Expenditures	Student-related Expenditures	Total
Expenditures	\$38,474,300	\$12,853,200	\$51,327,500
Total Industry Output	\$66,688,781	\$17,138,054	\$83,826,835
Gross Domestic Product			
Direct	\$33,836,300	--	\$33,836,300
Indirect	\$1,418,700	\$5,555,200	\$6,973,900
Induced	\$6,525,000	\$474,100	\$6,999,100
Total	\$41,780,000	\$6,029,300	\$47,809,300
Employment			
Direct	497	--	497
Indirect	23	112	135
Induced	145	11	156
Total	661	123	784

Table 17: GDP Impact of Post-secondary Education in the Corner Brook area (2010-2011) by Component

	Operational Expenditures	Student-related Expenditures	Total
Gross Domestic Product	\$41,780,000	\$6,029,400	\$47,809,400
Labour Income			
Employees of Post-secondary Institutes	\$33,836,300	--	\$33,836,300
Employees of local businesses	\$4,979,400	\$2,454,000	\$7,433,400
Total	\$38,815,700	\$2,454,000	\$41,269,700
Business Income			
Profits and other operating surplus	\$2,964,300	\$3,575,400	\$6,539,700
Total	\$2,964,300	\$3,575,400	\$6,539,700

CONCLUSIONS

Post-secondary education plays an important role in the economy of the Corner Brook area. During 2010-2011, an estimated \$51.3 million in local area spending is the result of the presence of post-secondary education facilities in the region. This boosted local industry output by an estimated \$83.8 million and boosted the local GDP by an estimated \$47.8 million.

The post-secondary institutes provided \$33.8 million in wages and salaries to their employees during the year. This payroll is equal to about 50% of that provided by Corner Brook Pulp and Paper (including its Woodlands operation and Deer Lake Power Company).⁷

On an annual basis, total spending through the local business community includes the purchase of goods and services: directly and indirectly through operational expenditures by the institutes, directly and indirectly through purchases by students, their visitors and those who accompanied them on their studies, and through the spin-off spending of employees of the institutes and businesses as they spend the \$41.3 million in wages and salaries earned. This spending contributes \$6.5 million in business income (profits and self-employed income) and \$7.4 million in business employee wages and salaries.

⁷ Environmental Assessment Registration – Co-firing of Tire Derived Fuel in #7 Hog Fuel Boiler (nd), Corner Brook Pulp and Paper Limited

APPENDIX A

Table 1A: Responses to the open-ended question “Do you have any comments to make about your post-secondary experience in Corner Brook or any other comments?”

Academy Canada
I have enjoyed my time at Academy Canada and am very thankful to the staff and instructors.
It has been good. I learned alot and made some lifetime friends.
I wish there was more help for mothers who stayed home to look after their children and they lost their ui eligibility because they have been out of the workplace too long. The cost of school was really high and not being able to get help financially will stop many mothers from returning to get a good education so they could get a good job.
College of the North Atlantic
The school is very well organized, but some of the curriculum could possibly be reworked to fit more standard times. At least in my particular program.
As a student of CONA, the lunch time options for those without transportation are very limited and for the most part unhealthy. The cafeteria is overpriced and the quality leaves much to be desired.
Excellent instructors for my program. I am learning unique skills which will set me apart from other GIS program graduates.
I like being able to continue my education in the Corner Brook area and be able to have the opportunity to complete Office Admin here. :)
i love school hear and wouldn't want to go anywhere else
I LOVE the College of the North Atlantic! It is a great institution and the professors and people are great! My first semester has gone great and I can't wait to spend the rest of my 2 years there :)
I want that lpad!
I would just like to say that I am so grateful for the opportunity to be attending CNA, and I am sure that when I am finished my studies, I will obtain work in my chosen field. Thank-you.
it is amazing
It is very difficult to be a working student. To my knowledge, the only way to get any funding is to get a loan which does nothing but wreak havoc on your credit
It would be great if CNA Corner Brook Campus offered the Human Resource program. That way I wouldn't have to consider moving to another campus, or taking the program online.
It would be nice if the bus routes would use a full map and not a limited one. It would also be nice if they used Google maps to tag areas. Some streets in winter don't seem to be plowed very often. Other than that it is a nice place to live.

love going to school here
LOVE it here. Went to MUN and it sucked my soul away. Everything about CNA is better, profs, what I learn, hands-on experience, classmates, Corner Brook itself etc.
Overall my experience has been good. There are some great instructors who are really interested in helping students become successful. They have a way of teaching that makes learning interesting and fun. Unfortunately there are also teachers who seem only to be passing time and not concerned with how well their students are grasping the topics in the classroom. Some teachers have been in their positions for quite some time and seem to be using old lesson plans and styles of teaching. I would like to see more blended types of training, more smart boards in the classrooms, more interaction. There should be evaluations for each instructor available online to give feedback on how students think they are doing.
Please find a better solution for out-of-town students to park.
That in the corner brook area , I am finding the school I'm going to is working well for me and I am really like the area and what it has to offer , I just wish the library at CNA was open during supper time instead of closing for an hour and re opening.
The Electronics Engineering Technology program at the College of the North Atlantic, Corner Brook campus is an excellent course and I have already seen employer interest in the graduates of this program. Also I have lived in St. John's, Gander, and even Windsor Ontario but I am always happy to be in Corner Brook and hope to be able to raise my son here.
The parking at the College is not up to standards
Well, being an older person who has been out of the school scene since 95', I wasn't sure if being in a school setting was really what I wanted to be at, but with jobs being a little hard to find with basic skills and a family to help support, I had to give it a try. Since being in school, meeting new people, doing well with my program, I am SOOOOO glad I made this step. College of The North Atlantic is an AMAZING school with an awesome atmosphere and great instructors. I am confident that when my training is complete I will find employment in my field right here in my home town. Its really exciting to know that the knowledge that I am getting now will secure my future and better help my family financially!! Life is awesome!
Grenfell Campus, Memorial University
Awesome and Very Educational
Been great so far!
Being from the Humber Valley area originally, I've always loved the size of Corner Brook: it has a lot of the businesses and facilities that a student looks for, but also isn't so big that new students get lost on a daily basis. It's a beautiful city, which makes going to school in Corner Brook a pleasure. In my experience as well, being a Fine Arts student, the arts community here is very lively and the people in it are both passionate and friendly people. As far as Grenfell being a part of Corner Brook goes, I've had a great time during my studies here!
Brilliant so far! Wonderful people in the community. The instructors at Western Regional School of Nursing & Grenfell are genuine with respect to caring for the success of their students. Looking forward to loads of snow :) Cheers~
Coming to Grenfell was the best decision I ever made.
Compared to the St. John's campus which I attended in 2010-2011, although much smaller, Grenfell has a much more personable feel. The profs that you have know your name and seem to care about your academic future. Also living at home while going to university saves a lot of money that would be spent if going to university at the St. John's campus of Memorial University.

<p>Corner Brook is a great place to come and study. As a student living away from Corner Brook it is an attractive destination, minutes away from Marble Mountain, great hiking trails, caving and the like. Grenfell Campus itself is a great institution, However one major thing that is lacking in what could be a well rounded experience in Post-Secondary in the city of Corner Brook is the lack of a university or post-secondary town experience. The City of Corner Brook has not given much to students when it comes to molding to adapt to the students that come to Corner Brook and who are keeping the city of Corner Brook alive. These students work here, live here, buy goods and services here and yet are often treated as second class citizens when it comes for equality in services such as transportation and the services provided from businesses. I do love Corner Brook, but I think that in order for the city to survive it really needs to take a closer look at what would happen if there were no post secondary students living here, how much the city would change in that respect. In order to keep attraction and retention strategies up more needs to be done to make Corner Brook more accessible to Post Secondary Students.</p>
<p>Corner Brook is a great town to study in; however there are some aspects like quality and availability of housing for students that is in issue. My house is affordable at the sacrifice of quality, but its badly located in respect to the school, and is a pain in the ass to keep warm. To have a decent house or apartment is incredibly unaffordable for students here. Low-income but not ancient apartments would be nice. They can build all kinds of new public works projects around here (new town hall, Margaret Bowater park developments.) what about some housing for what seems to be a massive amount of students?</p>
<p>Corner Brook is a very lovely city/town, the surrounding area is beautiful and the people are nice. I've unabashedly hated my studies here, but I love Corner Brook so much that I have continued them through my fourth year. I want to come back once my student loans are paid off to live.</p>
<p>Corner Brook is a wonderful place to live. It is great to be able to do Nursing in Corner Brook because I can live with my family and go to school at the same time. Having to rent an apartment or staying in residence can be quite costly. I myself have considered moving from the Benoit's Cove area into Corner Brook to be closer to Grenfell; however, it is far too expensive for myself as a student to afford housing. I can only manage to work a part time job for about 5-10 hours a week along with my schooling. This would not be enough money to live comfortably. As great as it would be to be independent and go to school and the same time it just is not possible. However, if Nursing was not offered here in Corner Brook, then I would have no other choice but to work more often to afford to live in another area where the program is available. Therefore I am very thankful for this!</p>
<p>Currently a student at Western Regional School of Nursing, and I am enjoying it very much!</p>
<p>Excellent college. :)</p>
<p>Excellent place to live. Everything you need in a town but still having a small town atmosphere. Excellent nursing school.</p>
<p>Great experience! Only planned on attending Grenfell for one year and ended up staying for six and completing one degree, while starting a second. Love living in the Corner Brook area :)</p>
<p>Great place to go to school so far!</p>
<p>Grenfell Campus is pretty good because the classes are small and you get to know people and profs quickly.</p>
<p>Grenfell Campus needs more parking!!!!</p>
<p>Grenfell is a great school; at first coming here, I was quite skeptical about it because it was a small school and I did not know anyone here. This is my second year, and I enjoy it so much more. Getting involved with the student union and different activities around the school has really helped me get to know so many great people, and has made my university experience that much more enjoyable!</p>
<p>Grenfell is the bees-knees</p>

Grenfell needs more parking space or no permits for parking. I already got two tickets this semester and being a student it's hard to pay an extra 20 dollars here and there for parking.
Having University and post-secondary educational facilities available here in Corner Brook is very valuable to me and many other students living in Western and Central Newfoundland.
I am from Ontario and costs were a big attraction. Nice choice of programs for a smaller city and good employment opportunities.
I am in year 5; I hold a degree in Social/Cultural Studies. I am hoping to complete a few electives necessary for Fast Track Education at Grenfell for this coming May 2012. I have had a difficult time trying to access some courses that are offered on a cycle rotation. Cycle rotation courses should be offered through distance as well. Especially if they are require admissions courses.
I have been a student a two "mainland universities", however the education I receive at Grenfell is second to none. I am very proud to have such a high class educational institution in my home town. Most importantly, I'm grateful I can stay here in Corner Brook while furthering my education, and raise my son in the city I grew up in.
I like the community feel of the Grenfell Campus. So far my experience has been very good.
I love everything about Grenfell and Corner Brook. Community and nature.
I love Grenfell Campus!!! So small and everyone knows everyone, and it's so close to everything you need! And who couldn't love all this snow!!!
I love living in Corner Brook!
I love the area! It is beautiful. I love going to school here. Although, it is a big chance from going to school in St. John's. There is not a lot of courses offered here. Stores (the mall for example) are not open very late. Other things, like the gyms (pace for example) don't have many hours on weekends. Movies don't chance often enough.
I really enjoy living here in Corner Brook. I enjoy attending MUN because the professors and classmates are really friendly and it makes living here a whole lot easier.
I really enjoy the small campus atmosphere and has most of the amenities as a larger University campus. The surrounding nature is beautiful. The theater program and profs are amazing here. The Student service staff and the staff and general on campus are friendly.
I really like corner brook and planning on staying here even when I'm done school. And I also find the university good and worth attending.
I was away to do a masters at Lakehead University in Thunder Bay, ON, and I have to say that Grenfell has given me a much better experience. The 'small-town' feel is evident in the way professors and students interact with one another, whereas one gets lost in the crowd at a university from a larger place. At Grenfell I feel like so much more than just a student number.
I'm an American married to a newfie. I'd be living here no matter what, but since I'm near here already, I'm hopefully going to stay here permanently. I love the area.
It is a wonderful experience that I do not regret.

It is great to be able to go to university in my home town, but when i finish school i will be leaving the province for work for a change of scenery.
It is much more enjoyable here than in other bigger cities, and the small campus is a big asset!
It's going well so far.
I've enjoyed completing my degree at Grenfell as opposed to the St. John's campus because the smaller class sizes were much more helpful for me.
Lack of sense of community among students, wonderful professors, lack of funding and respect for fine art building which needs to be fixed as well as maintenance on the building itself.
MUN-Grenfell Campus is a wonderful university and Corner Brook is a great town.
My experience at Grenfell is great and I wouldn't change any aspect of my education here. The education here is unique in that it gives me a sense of community and I absolutely love that the nice staff make us popcorn and coffee when we are studying for our finals! We are so lucky to have our own little "culture dome". So many people from different countries...its a nice change from when I was here in 1999! I love Grenfell!!! I also, think Grenfell should have a day care for students and staffs...this can go hand in hand with both the nursing and education programs. It would alleviate much stress for mature student as well. That's my say!!!
My experience in the Corner Brook area has been very good. I really think this area is a good, safe place to live and raise my daughter. It's not too big and not too small. Just good enough to accommodate me and all my needs.
Need more parking spaces! Horrible to pay tuition, books, meals and then parking tickets on top of that. So expensive, so little parking
NEED transit that runs later in the evening. My classes don't get out until 11 pm from Monday to Thursday and the busses stop running around 9-10 pm depending on the day. And my apartment is at the top of a very very very large hill that I don't enjoy walking up... especially at night.
Overall, it has been a great experience.
people are friendly and helpful
Small campus, but great since I can live with my family and I can concentrate on my studies more than I would if I lived in a bigger place with more to do.
So far it's been GREAT!
So far it's been Great!
The bus system needs to be greatly improved. I have had many frustrations with transportation and find a lot of times it is faster to walk than the take the bus. This is terrible and unacceptable because as a student we need to get places and should not have the extra stress of not being able to get somewhere faster because the bus takes an hour to get somewhere you can walk to in 20 minutes.

<p>The majority of people move away from the Corner Brook area due to the limitations on degrees available in Corner Brook MUN Campus. The theater program is unique to Grenfell, however for the science programs, most majors must be completed in St. John's. More focus on the Science should be given so Science students are able to obtain a full degree. Grenfell Campus is essential to the West coast, as a major part of the Newfoundland Population is here in Western, all from small communities. With St. John's being so far away from the West coast, travel to and from MUN for other studies becomes very stressful on students, whereas here in Corner Brook we have all the available amenities we need, as well as a growing facility for study. With new additions being built, we can increase our faculty numbers, and be able to offer courses that allow Science students to obtain a Major in areas such as Mathematics.</p>
<p>There are not enough activities or resources for older than average students.</p>
<p>This is my second degree at Grenfell and I feel that I have an education that has prepared me for my career. If I could do a Masters program in Education at Grenfell I would enroll as soon as I could.</p>
<p>This is my second year of post-secondary education. My first year I was in St. John's, NL. I moved to Corner Brook to be closer to my permanent residence. Since I have been here I have found that the Grenfell Campus has been a great experience, and it is much better for me academically. Overall I have been having a great experience in Corner Brook, and I plan on continuing this for as long as possible.</p>
<p>This is my second year of studying at a post-secondary institution. Last year I attended MUN in St. John's, NL, and over the summer I decided to transfer to the Grenfell Campus. I have enjoyed my experience in Corner Brook. I find the classes better to attend, there are less people here so I find myself to be more confident and more willing to ask questions, due to this my academic performance has increased. I also find the Corner Brook Campus more open to everyone, there are always events that all people can go to, and they do not exclude different groups or clubs, also if you are not in a society, or club you are also welcomed to the events. There is also more knowledge campus wide to the events that are occurring on campus. Overall I have been enjoying my experience at MUN, Grenfell Campus, and I continue to enjoy it for as long as I can.</p>
<p>Wonderful visual arts program. Glad to be able to get my degree at home.</p>
<p>Wonderful, Smaller Campus. Personal, yet not to the point where everyone is in your business. It's a beautiful campus, and a lovely Town. I absolutely love it here, and hope to find a permanent job once I finish my degree.</p>

APPENDIX B

The following outlines the methodology used to estimate the spending of those visiting non-local post secondary students in the Corner Brook area during 2010-2011.

Estimating number of student visitors

The post secondary student survey asked non-local respondents how many visitors from outside of the region have they had since the beginning their studies. The survey also asked where these visitors stayed while in the Corner Brook area:

1. With the student
2. At a hotel/motel
3. With other family members
4. With friends
5. Not applicable (they did not stay overnight).

This allowed for an estimate for the average number of visitors per student since their studies began by each accommodations category. Adjusting these values by the average length since the beginning of studies provided an average number of visitors for the current year by accommodation type. The five accommodation types were grouped under the following three headings to simplify generating a spending estimate for these visitors:

- Category 1 includes: #1 with the student, #3 with other family members and #4 with friends
- Category 2 includes: #2 at a hotel/motel
- Category 3 includes: Not applicable (they did not stay overnight)

These three visitor categories were matched to visitor type from the Government of Newfoundland and Labrador's Exit Survey results⁸ to determine the average per person per day visitor expenditure. Since the latest Exit Survey results are for 2003-04, these expenditures were adjusted to reflect 2010-11 levels based on the NL Consumer Price Index. The category matching and estimated spending is outlined in Table B1. Based on the proportion of non-local students for each post-secondary institute, the number of visitors by category was estimated. The expenditure of these visitors was determined using the expenditure estimates outlined in Table B1. Each (non-day trip) visitor was assumed to have visited the region for 3 days. Table B2 provides details of these expenditure estimates.

To determine the GDP and employment impacts of these expenditures, Statistics Canada's Input-Output model (based on expenditure by category) was used. The breakdown of visitor expenditure by category was determined using information from the 2003-2004 Exit Survey.

⁸ Note: The Government of NL Exit Survey provides per person per day visitor expenditure information for non-resident visitors. The latest Exit Survey results are for 2003-04.

Table B1: Details of per person per day Expenditure Estimates – Post secondary Student Visitors

Student Visitor Category	Based on 2003-04 GoNL Exit Survey		
	Visitor Category	Per person per day Expenditure	Per person per day Expenditure (2011 dollars)
Category 1	Visiting friends and relatives	\$68	\$79
Category 2	Vacation/Pleasure	\$101	\$117
Category 3	Day trip	N/A	\$35 ⁹

Source: 2003-04 Exit Survey, Government of NL, author calculations

Table B2: Details of Expenditure Estimates – Post secondary Student Visitors

Student Visitor Category			
	Estimated Number of Visitors	Estimated Number of Visitor Days	Total Estimated Spending
Category 1	2,125	6,377	\$502,100
Category 2	679	2,037	\$238,200
Category 3	413	413	\$15,000
Total	3,217	8,827	\$755,400

Source: 2011 Corner Brook Post-secondary Survey, author calculations

⁹ Assumed by author.