

2014 Grade 12 Exit Survey

Anglophone Sector



The **2014 Grade 12 Exit Survey** can be found on the Department of Education and Early Childhood Development's website at: www.gnb.ca/0000/pub-e.asp#stat.

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2014** est disponible au www.gnb.ca/0000/pub-f.asp#stat.

This report was prepared by the Corporate Data Management and Analysis Branch, Policy and Planning Division.

Published by:
Department of Education and Early Childhood Development
P.O. Box 6000
Fredericton, New Brunswick E3B 5H1
Canada

ISBN: 978-1-4605-0605-9

December 2014

Table of Contents

Methodology	2
Detailed Results	3
Section A – Demographic Information	3
Student Profile	3
Section B – Academic Background	4
Most Recent Marks.....	4
Course Repetition.....	4
Section C – School Environment	5
Satisfaction with the School Environment	5
Bullying	8
Victim of Bullying	8
Section D – E-Learning and New Technologies	9
Satisfaction with Technology Used at School.....	9
E-Learning.....	9
Section E – Enrichment Opportunities	11
Enrichment Opportunities at School and Outside School.....	11
Participation in a Work Experience Program.....	15
Experiential Learning Opportunities	15
Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment.....	12
Knowledge of Governance	14
Voting Intention.....	15
Parental Involvement in School and District Governance	15
Section F – Language Skills	16
French Immersion.....	16
French Immersion Retention	16
Language Abilities	17
Enrolment in a Third Language Course.....	17
Main Reason for Enrolling in a Third Language Course.....	18
Section G – Physical Activity and Healthy Living	19
Physical Activity and Healthy Living	19
Section H – Learning Environment	20
Satisfaction with the Learning Environment	20
Section I – My Future	24
Most Likely to do After High School.....	24
Expectation Regarding Future Studies.....	25
Parent/Guardian Expectations Regarding their Child’s Future Studies	25
Barriers to Pursuing a Post-Secondary Education	26
Satisfaction with the Knowledge Acquired at School.....	26
Plans to Stay in the Province.....	27
Jobs/Occupational Categories, Entrepreneurial Plans	28
Appendix	31

Methodology

In May 2014, the Department of Education and Early Childhood Development sent all high schools in the province the link to an online version of the *2014 Grade 12 Exit Survey*. The survey provides graduates the opportunity to share their opinion on various issues such as enrichment opportunities at school, access to new technologies and the school environment. The survey also provides the Department with data on students' plans after high school and their perception of how well their school prepared them for the future.

It should be noted that the objective of this survey is to gather information about students' school experience and is not an evaluation of schools and districts. The survey is part of the Department's ongoing effort to be transparent and accountable, and the data gathered helps inform decision-making.

Sample Design and Selection

The Exit Survey was developed in consultation with various sectors of the Department and district superintendents in 2006. To ensure continuity in reporting, the majority of questions were used in subsequent surveys, and with a few questions being added or revised each year.

A list containing the names of randomly selected Grade 12 students, representing 45% of the school's graduating population, was submitted to each high school in the province. The rate of return varied from one school to another, but a total of 1,370 students were surveyed, which represents 22% of the entire Grade 12 student population in the anglophone sector as of March 2014.

Although fewer surveys than normal were completed this year for several reasons (e.g. another survey being in high schools at the same time, lateness in the survey arriving at some high schools, etc.), the answers received are similar to previous years and analysis indicates that results are representative of the Grade 12 student population.

Note: The same sampling rules also applied to the francophone sector.

Data Analysis

The survey is made up of different questions organized into nine themes (Appendix A). Students were instructed to answer the questions, unless otherwise indicated, as an overview of their high school experience. Only one answer was accepted for each question. Students who did not answer or who answered a question incorrectly are not included in the total sum (n=). Consequently, a specific number 'n' is associated with each question. For some of the questions, an N/A option was available for students to whom the question did not apply (e.g. satisfaction with one or more of the online courses in which the student was enrolled). To get a more representative overview of the results, the "N/A" answers are not included in the analysis.

Since the survey was administered to a sample of students, the results obtained may not be representative of the opinion of all students. Consequently, the term "respondent" is used in this document to refer to the students surveyed.

Detailed Results

Section A – Demographic Information

Student Profile

Table 1 shows the demographic profile of students who participated in the Exit Survey.

- The number of respondents was split almost equally between male and female.
- English was the language most spoken at home. Ninety-five percent of respondents spoke English at home and 2.3% spoke both French and English at home.
- The vast majority (93%) of respondents were 17 or 18 years old.
- Eight percent of respondents self-identified as Aboriginal, including 5.1% living in a First Nation community, and 2.9% not living in a First Nation community.
- Less than 5.0% of respondents said they belonged to a visible minority.
- The vast majority (92%) of the respondents were Canadian citizens born in or outside Canada.
- Almost 63% of respondents lived with both parents. Nineteen percent of respondents lived with their mother, but only 4.4% of respondents lived with their father. Less than six percent shared time between their mother and father.
- Less than 8% of respondents said they are a person with a disability, while almost 11% said they follow a special education plan.

Table 1 – Student Profile	
Gender (n¹=1369)	
Male	49.3%
Female	50.7%
Language spoken at home (n=1370)	
English	94.5%
French	0.4%
Equally, both French and English	2.3%
Other Language(s)	2.8%
Age (n=1368)	
16 or under	0.1%
17	45.1%
18	48.1%
19	5.4%
20	0.9%
21 or over	0.4%
Member of a visible minority or an Aboriginal person (n=1354)	
An Aboriginal person living in a First Nation community	5.1%
An Aboriginal person not living in a First Nation community	2.9%
A visible minority (<i>other than Aboriginal</i>)	4.8%
Citizenship (n=1368)	
A landed immigrant in Canada	3.7%
A non-permanent resident of Canada	0.7%
A Canadian citizen born in or outside Canada	92.0%
Other	3.7%
Living with (n=1368)	
Both parents	62.6%
Mother only	19.2%
Father only	4.4%
Time shared between mother and father	5.8%
Guardian(s)	3.9%
Other	4.2%
A person with a disability (n=1349)	
Yes	7.5%
Following a special education plan (n=1201)	
Yes	10.7%

Sixty-three percent of respondents indicated their mother/guardian had completed post-secondary education, and 55% indicated the same for their father/guardian.

¹ (n=): number of respondents

Section B – Academic Background

Most Recent Marks

Although the academic data varied depending on the subject, the overall proportion of students in each category is similar. Most respondents reported receiving marks in the 80% to 89% range or 90% or more range in most subjects.

Physical education (85%), Cooperative education (82%) and Skilled trades (79%) are the three subjects in which marks were the highest (80% or higher). Conversely, Chemistry (6.8%), Physics (4.7%), and Environmental Science (4.0%) are the subjects with the highest failure rates (less than 60%). It should be noted that these marks were self-reported and may not represent the actual results achieved.

Table 2 – Most Recent Marks

What were your most recent marks in the following subject areas?

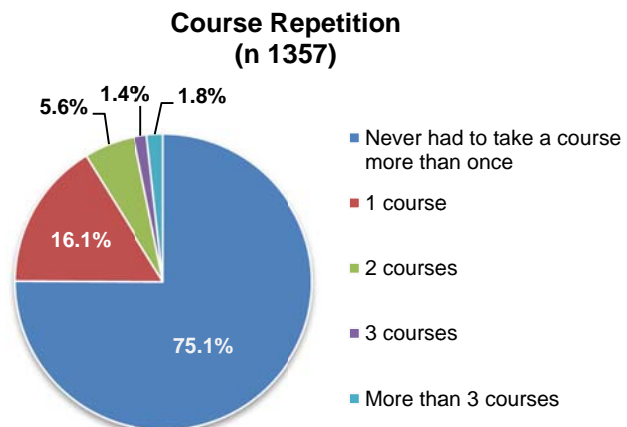
	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%	n
Biology	26.3%	30.8%	24.1%	15.7%	3.1%	1053
Chemistry	24.7%	28.8%	22.3%	17.5%	6.8%	858
Computer science	39.3%	29.9%	20.3%	7.4%	3.1%	458
Cooperative education	57.5%	24.7%	12.7%	4.3%	0.9%	466
English	24.1%	35.8%	27.0%	12.1%	1.0%	1334
Environmental science	29.7%	29.1%	24.0%	13.3%	4.0%	475
French Language Arts	35.0%	32.9%	21.0%	9.9%	1.2%	815
History	34.6%	35.3%	20.7%	9.1%	0.2%	1221
Law	32.4%	31.6%	22.5%	10.5%	3.1%	516
Mathematics	26.0%	29.2%	24.3%	18.0%	2.5%	1271
Music	44.0%	28.6%	15.4%	8.3%	3.6%	1295
Physical Education	64.3%	21.1%	10.5%	3.2%	1.0%	943
Physics	34.5%	29.8%	20.2%	10.8%	4.7%	655
Skilled trades	45.5%	33.5%	14.4%	5.4%	1.1%	367
Visual arts	45.6%	31.5%	15.0%	6.3%	1.5%	726

Course Repetition

Three out of four respondents never had to take a course more than once to receive a passing mark during high school. Sixteen percent had to retake one course, and 5.6%, two courses. Only 3.2% of respondents had to retake three or more courses to receive a passing mark.

Figure 1 – Course Repetition

Were you required to take any high school courses more than once in order to receive a passing mark; if yes, how many courses?



Section C – School Environment

Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Sixty-six percent of respondents believed that discipline was managed effectively at school. Seventy-six percent of students were well behaved in class but only 65% said students were well behaved outside of the classroom. In all, 59% of respondents did not believe that learning was interrupted by discipline problems.

Eighty-seven percent of respondents agreed or strongly agreed that they felt safe at their school and 78% agreed or strongly agreed that it was a place where they felt respected. Forty-two percent disagreed, including almost 13% who strongly disagreed, with the statement that their school was a place where they never felt like an outsider. Eighty percent indicated that if they had a problem, there was an adult they could talk to at school.

Seventy-eight percent of respondents enjoyed their school experience, and 64% considered their school experience academically challenging. Seventy-five percent said the variety of courses available met their needs.

Sixty-three percent of respondents indicated that their school encouraged them to contribute to the environment's sustainability. Eighty percent of respondents felt their school was environmentally friendly.

Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

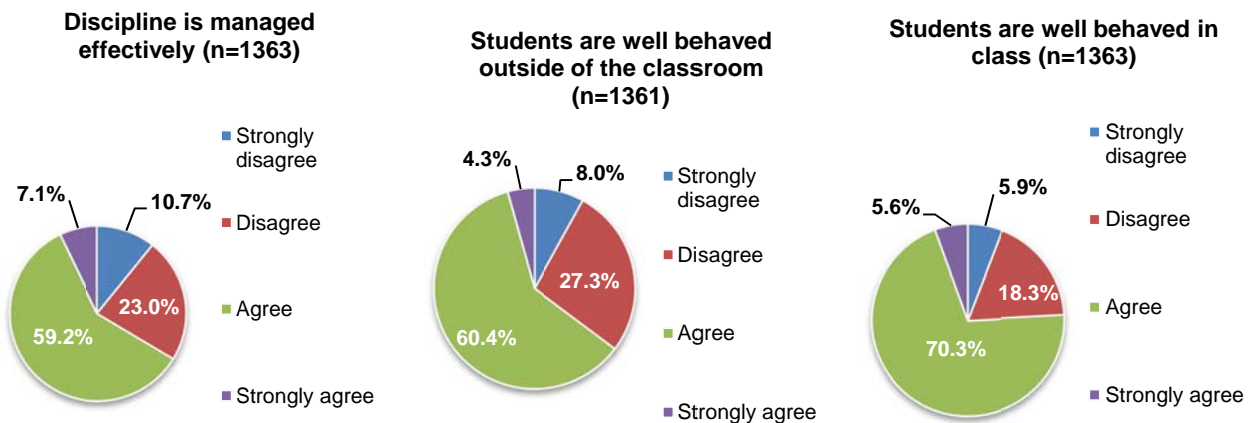
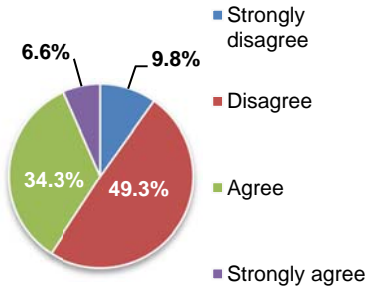


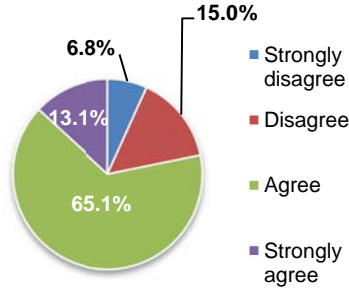
Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

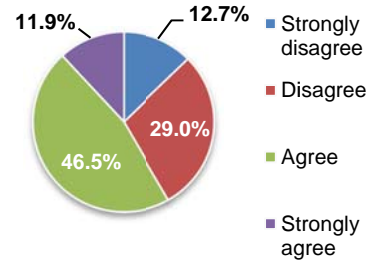
Learning is interrupted by discipline problems (n=1355)



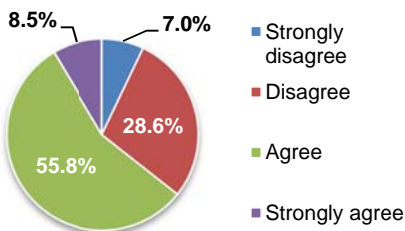
Felt respected at school (n=1358)



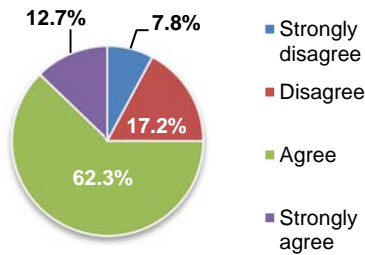
My school is a place where I never felt like an outsider (n=1358)



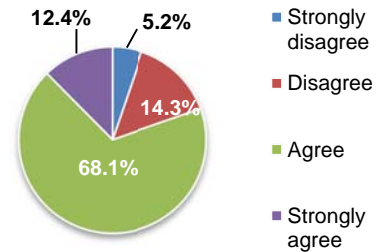
My school experience was academically challenging (n=1362)



The variety of courses available met my needs (n=1359)



My school is environmentally friendly (n=1359)



If I had a problem, there was an adult I could talk to at the school (n=1359)

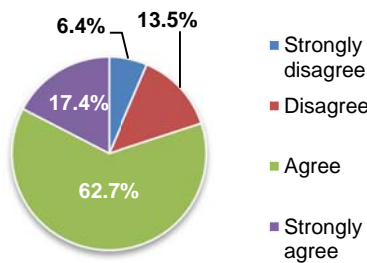
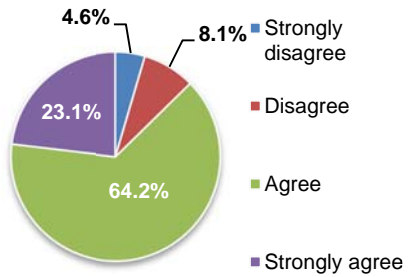


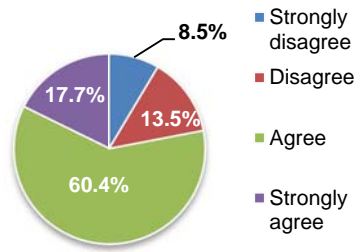
Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

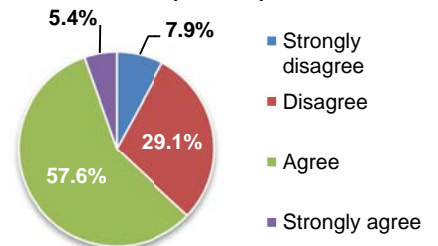
I feel safe at my school
(n=1359)



I enjoyed my school experience
(n=1358)

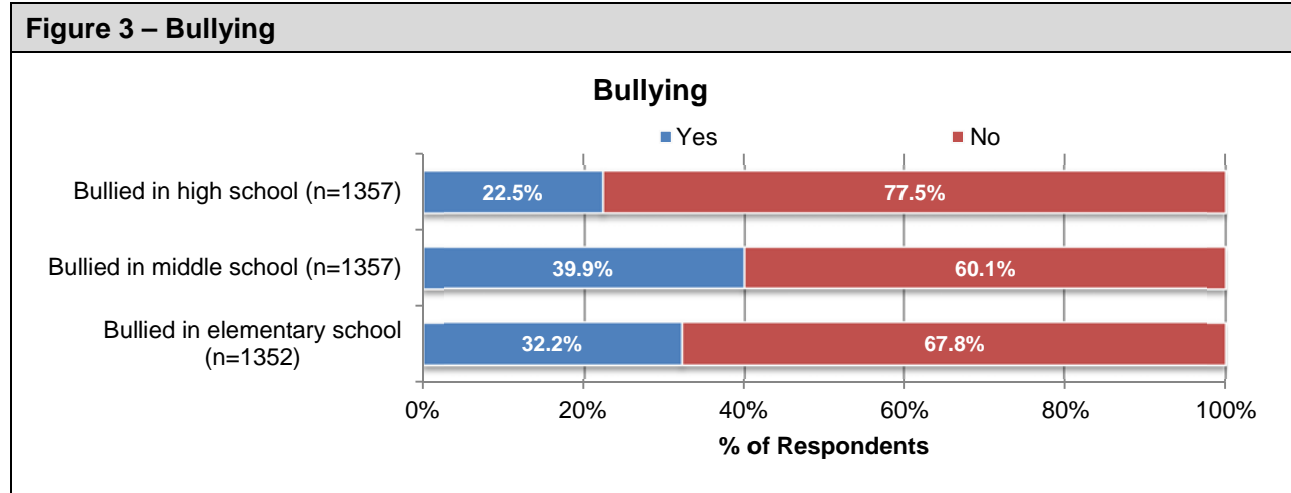


My school encourages me to contribute to the environment's sustainability
(n=1359)



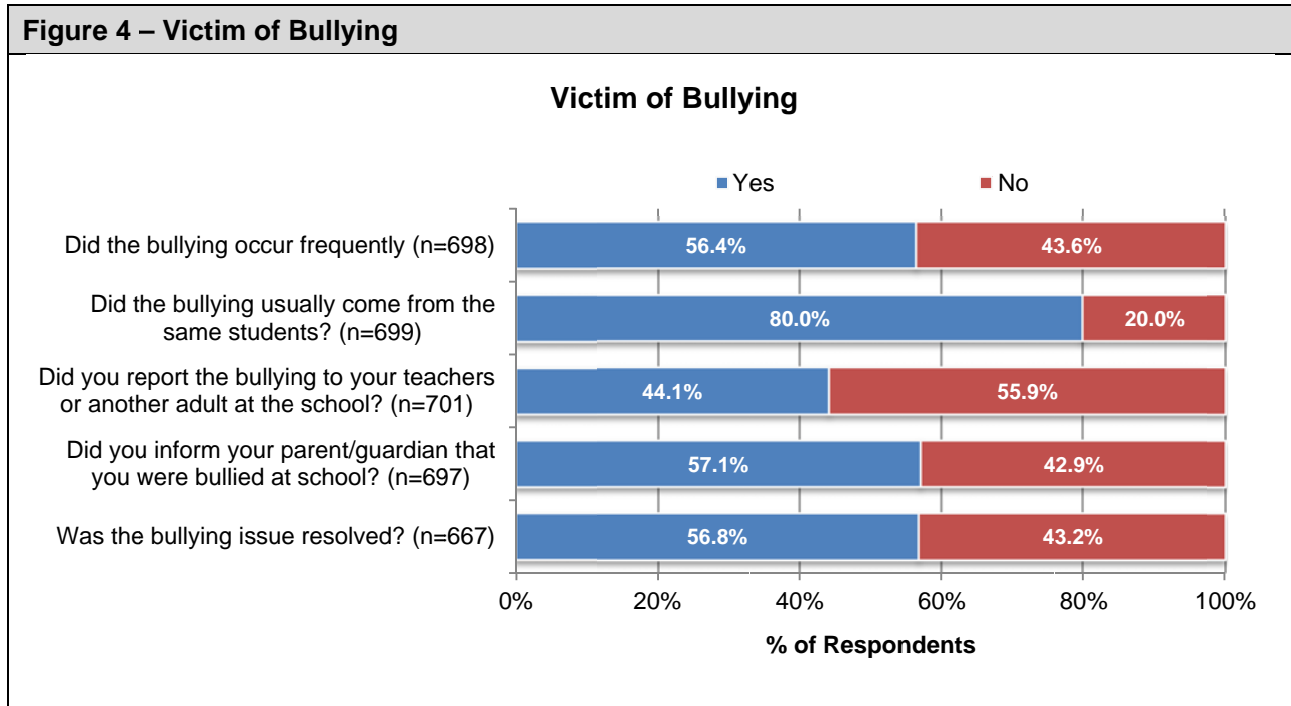
Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 40% of respondents reported being bullied. Thirty-two percent of respondents reported being bullied in elementary school and 23% in high school.



Victim of Bullying

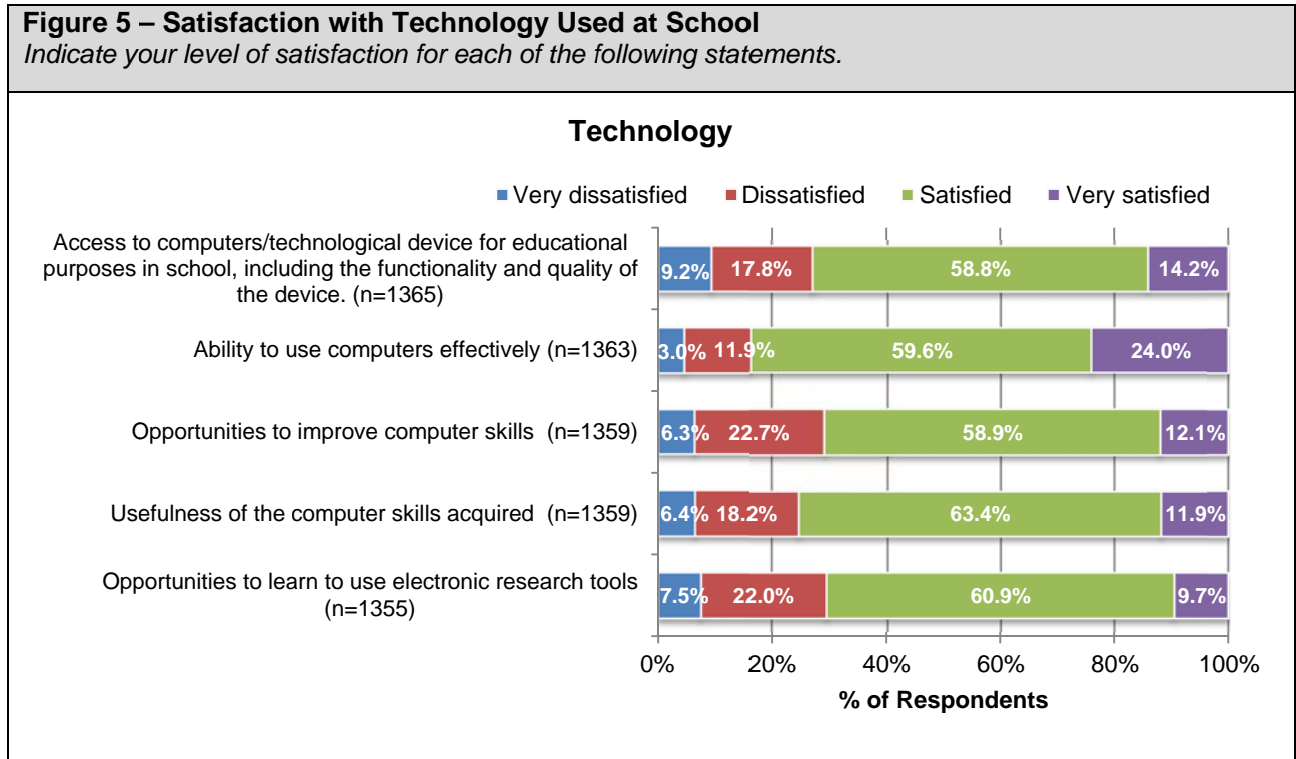
Of the respondents who reported being bullied at school, 56% were bullied frequently and by the same people (80%). Forty-four percent of respondents reported it to their teachers, and 57% reported being a victim of bullying to their parents. In the end, 57% of the victims said the issue had been resolved.



Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 73% of respondents were satisfied or very satisfied with their access to computers at school, including the functionality and quality of the device. Seventy-five percent of respondents were satisfied with the usefulness of the computer skills acquired at school. While 84% of respondents were satisfied with their ability to use computers effectively, 29% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and the same percent were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools.



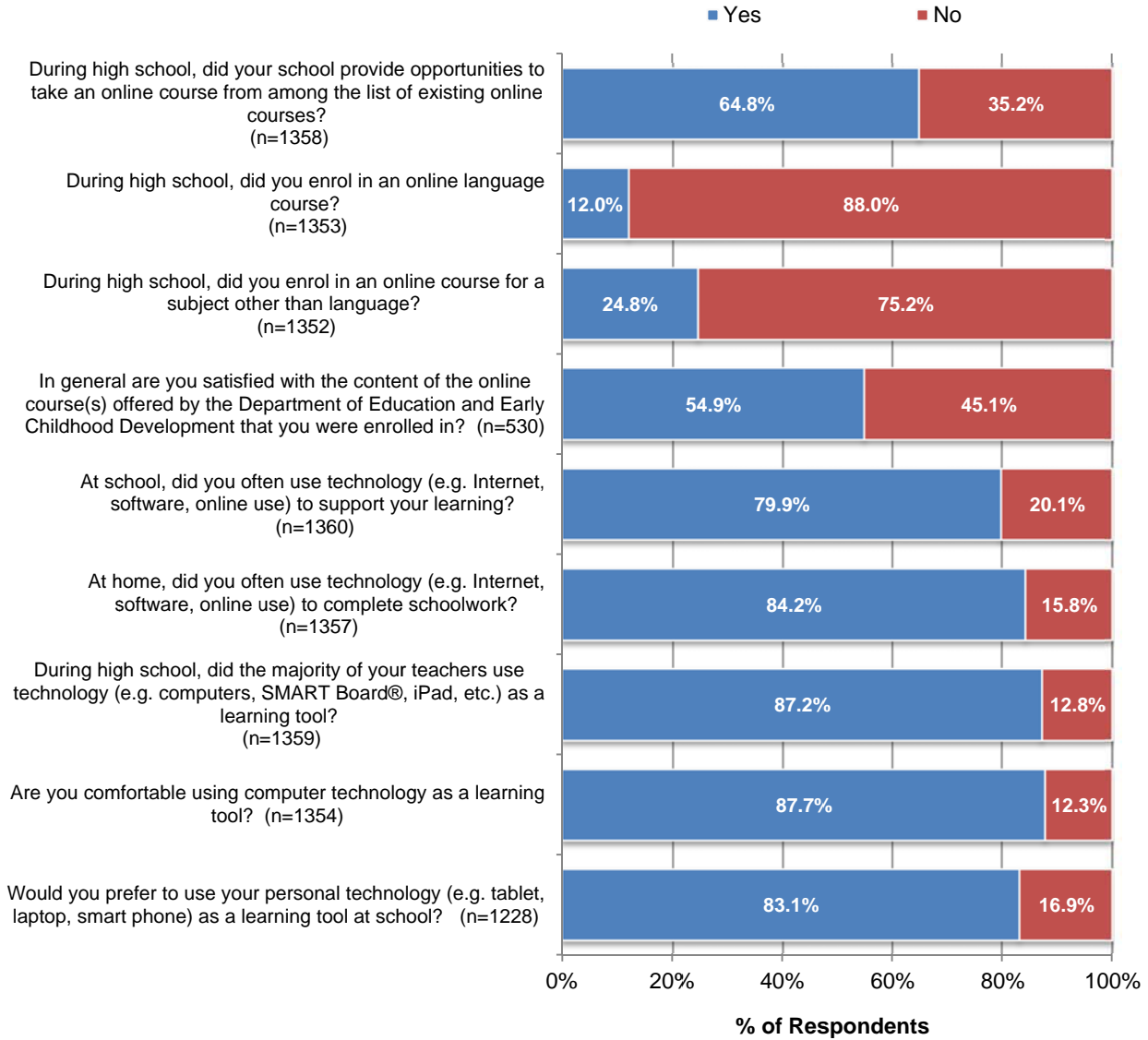
E-Learning and new technologies

Sixty-five percent of respondents indicated that their school provided opportunities to take an online course from among the list of existing online courses. Fifty-five percent indicated they were satisfied with the content of the online course offered by the Department of Education and Early Childhood Development. Twenty-five percent of respondents indicated they were enrolled in an online course other than language during high school and 12% in an online language course.

Eighty-eight percent of respondents were comfortable using computer technology as a learning tool. Eighty-four percent said they often used computer technology at home to complete schoolwork, and 80% at school to support learning. Eighty-seven percent of respondents said their high school teachers used technology (e.g. computers, SMART Board®, iPad, etc.) as a learning tool. Eighty-three percent of respondents said they would prefer to use their own personal technology (e.g. tablet, laptop, smart phone) as a learning tool at school.

Figure 6 – E-Learning

E-Learning and new technologies



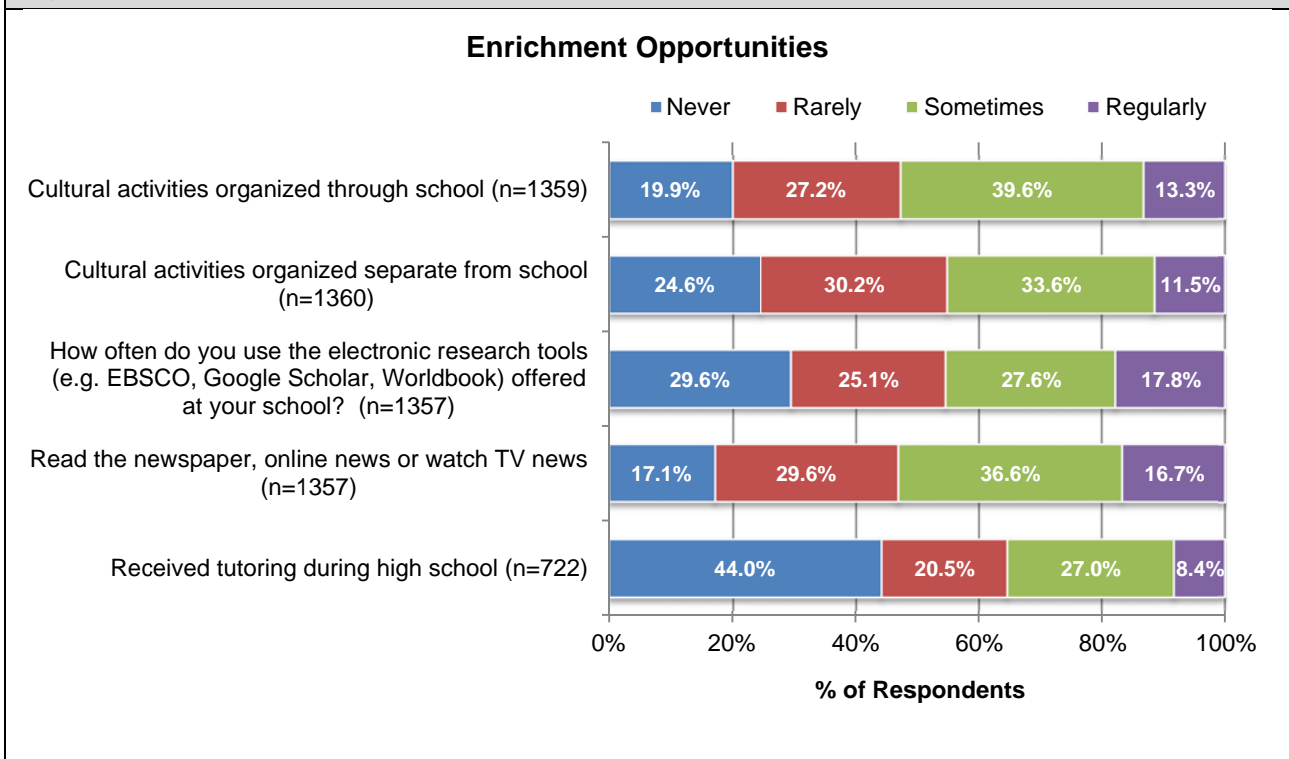
Section E – Enrichment Opportunities

Enrichment Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in enrichment activities, 53% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized through school and 45% in cultural activities organized separate from school.

About 55% of respondents said they never or rarely used electronic research tools (e.g. EBSCO, Worldbook) offered at school. However, 54% indicated they regularly or sometimes read the newspaper or online news, or watched TV news. Thirty-five percent of respondents sometimes or regularly received tutoring during high school.

Figure 7 – Enrichment Opportunities at School and Outside School

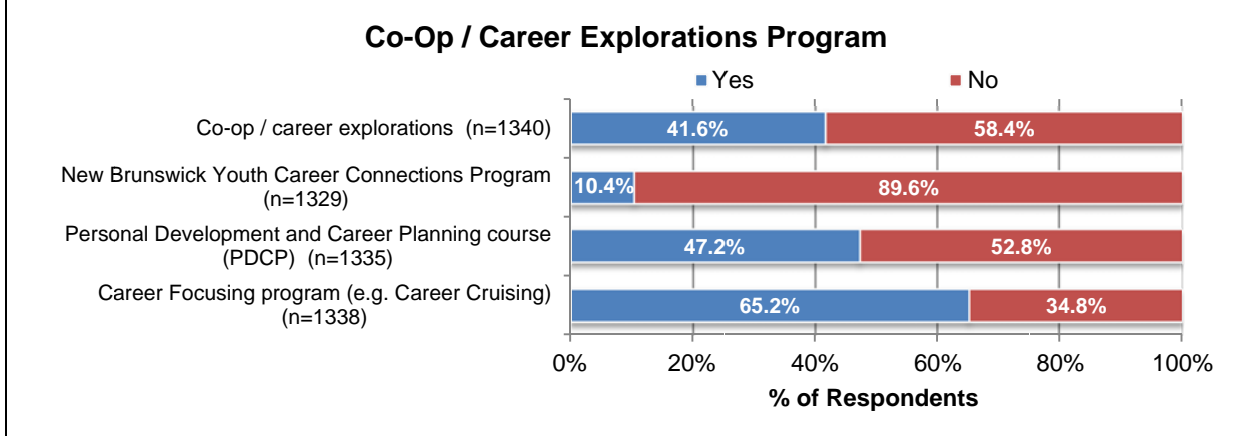


Participation in a Career Explorations Program

In all, 42% of respondents participated in a co-op / career explorations program during high school and just over 10% in the New Brunswick Youth Career Connections Program. Forty-seven percent participated in a Personal Development and Career Planning course, and 65% in a career focusing program.

Figure 8 – Participation in a Co-Op / Career Explorations Program

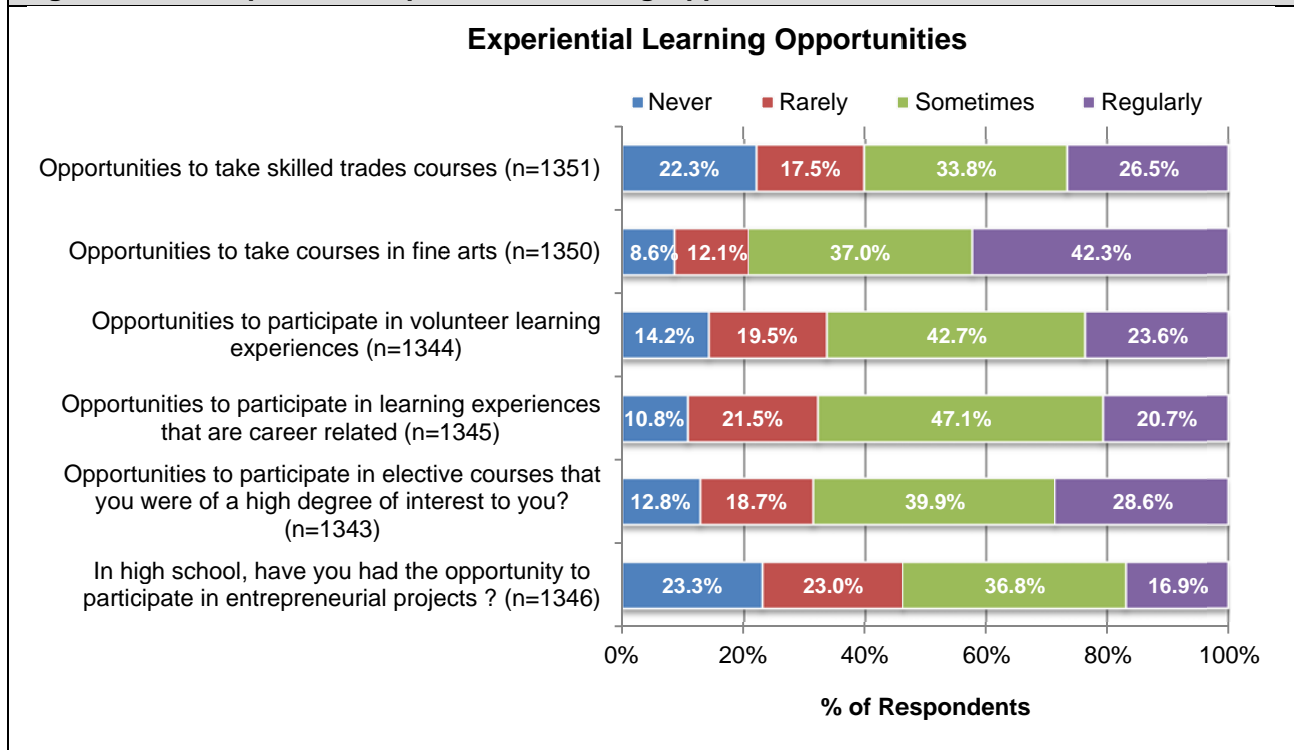
Did you participate in any of the following during your high school years?



Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 60% of the respondents said they regularly or sometimes participated in skilled trades courses, 79% in fine arts courses (e.g. visual arts, music, theatre), and 68% in learning experiences that are career-related. Sixty-six percent of respondents indicated that they sometimes or regularly had the opportunity to participate in volunteer learning experiences. Sixty-nine percent of respondents said they sometimes or regularly had the opportunity to participate in elective courses that were of a high degree of interest to them. Fifty-four percent indicated that they had the opportunity to participate in entrepreneurial projects.

Figure 9 – Participation in Experiential Learning Opportunities

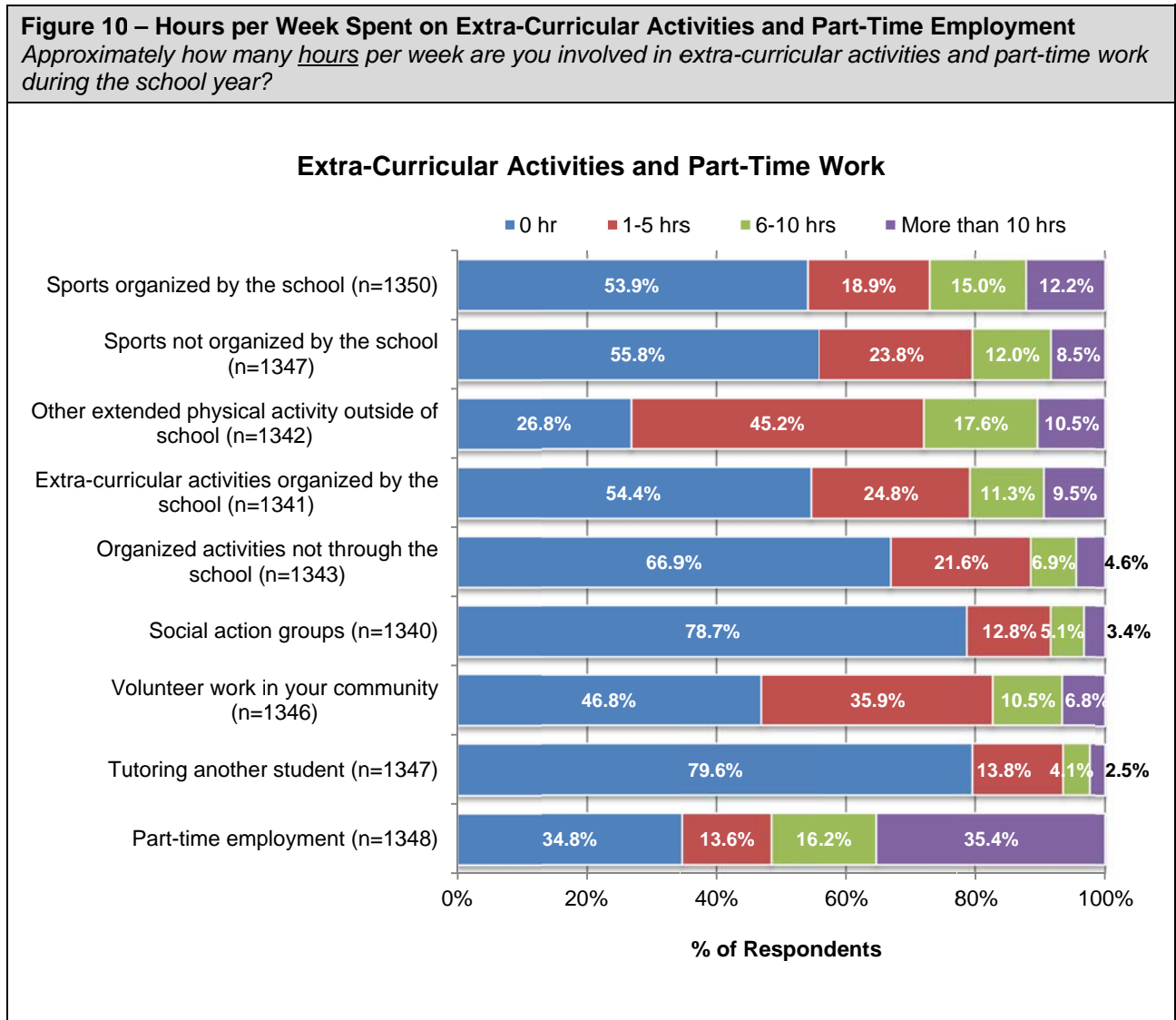


Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Part-time employment (35%), sports organized by the school (12%), and other extended physical activities outside school (11%) were the top three activities to which respondents devoted more than 10 hours a week.

Forty-six percent of the respondents indicated that they participated in sports activities organized by the school, 44% in sports activities outside the school, and 73% in other extended physical activity outside of school. Fifteen percent spent between 6 and 10 hours a week involved in sports organized by the school, while 12% spent more than 10 hours a week. Forty-six percent participated in activities organized by their school at least one hour a week (e.g. drama, clubs, band, student council).

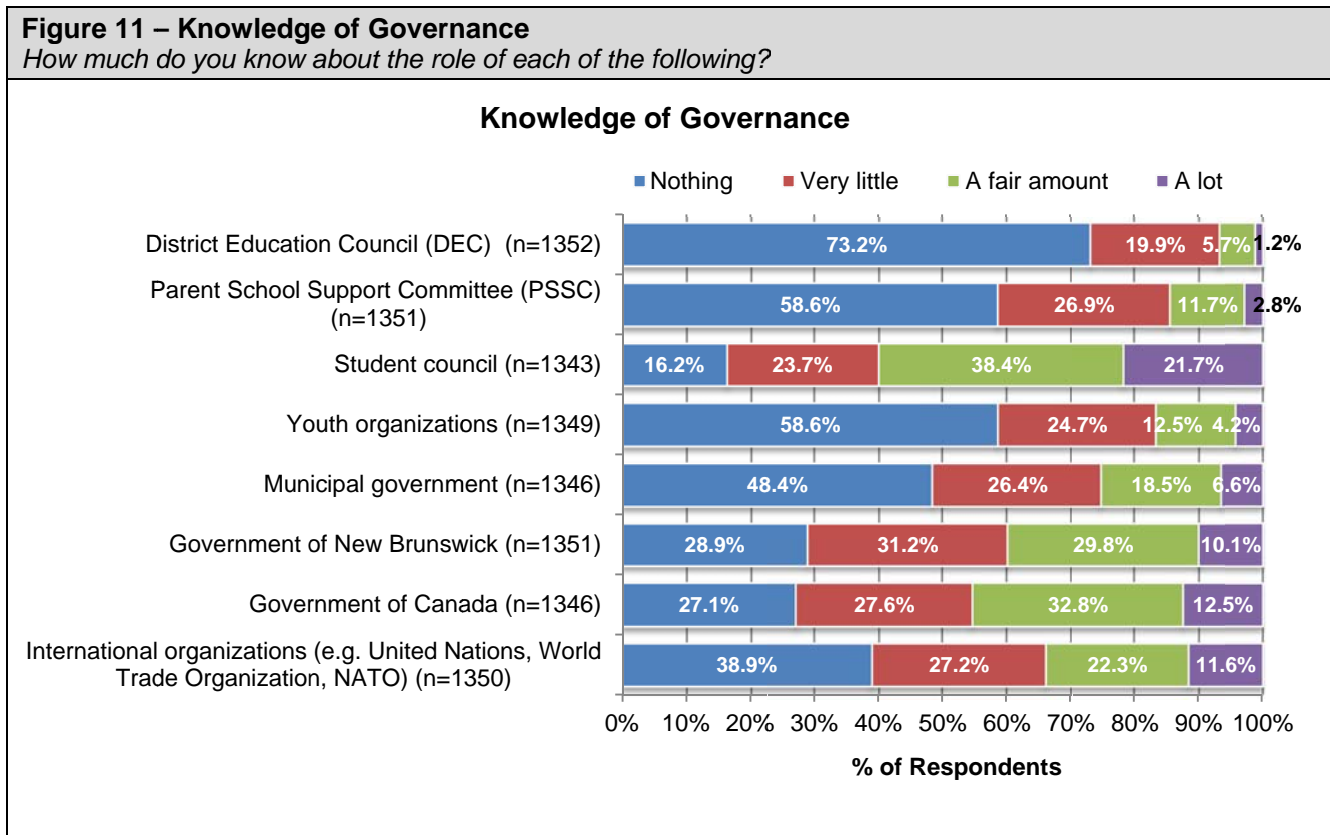
Fifty-three percent of the respondents did at least one hour of volunteer work in the community per week, including 6.8% who volunteered more than 10 hours per week. Twenty percent of respondents said they tutored another student for at least one hour a week. Twenty-one percent of respondents were involved in social action groups for an hour or more per week.



Knowledge of Governance

Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (73%) or very little (20%) about the District Education Council. Just over 14% of respondents said they had a fair amount or a lot of knowledge about the role of the Parent School Support Committee. However, 60% said they had a fair amount or a lot of knowledge about the role of the student council. Only 17% said the same about youth organizations (e.g. NBASAA, Youth Matters).

Knowledge of government varied by level. Forty-five percent of respondents knew a fair amount or a lot about the Government of Canada, while 40% said the same about the Government of New Brunswick and 25% about municipal government. Thirty-four percent of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations).

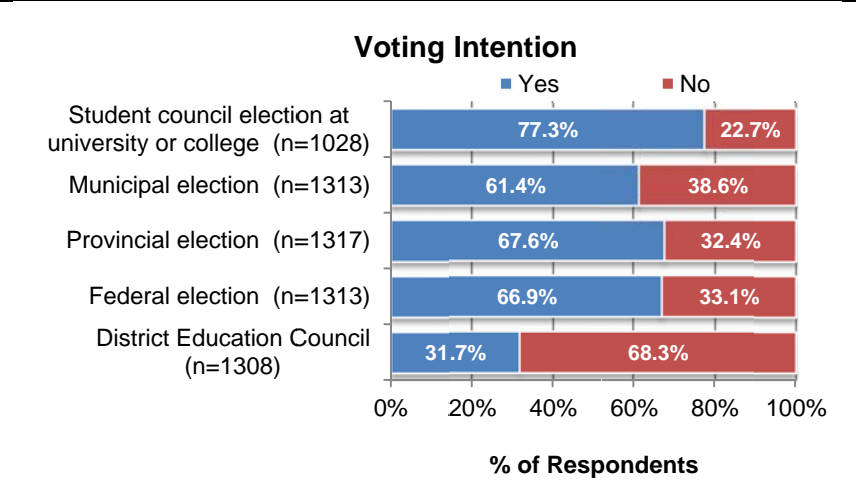


Voting Intention

Sixty-seven percent of respondents said they planned to vote in the next federal election and 68% in the next provincial election, when they were legally entitled to vote. Sixty-one percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was higher at 77%. Only 32% of respondents said they planned to vote in the next District Education Council election.

Figure 12 – Voting Intention

Do you plan to vote in the following elections when you are legally entitled to?

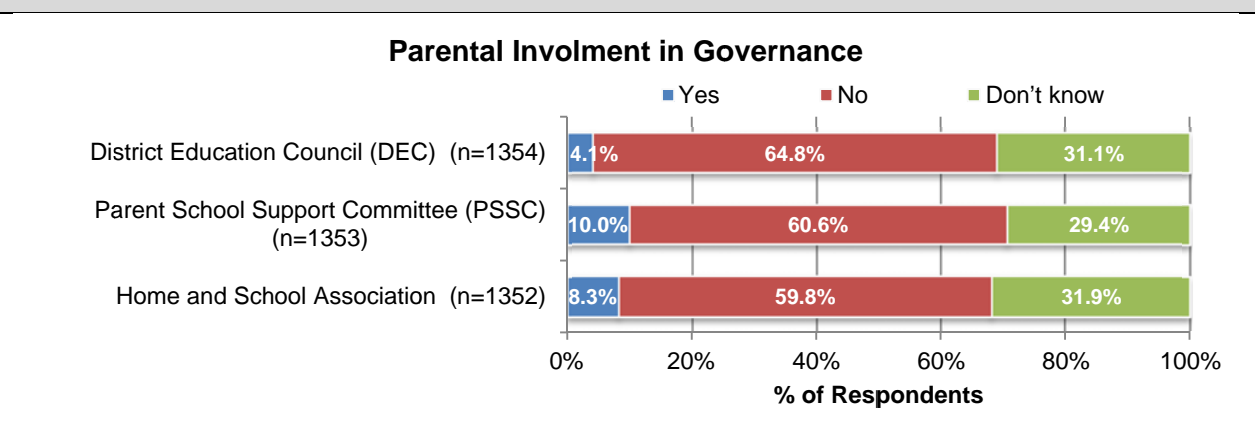


Parental Involvement in School and District Governance

Roughly three in ten respondents did not know whether their parents or guardians were involved in school or district governance. Only 4.1% confirmed that their parents were involved in the District Education Council, 10% in the Parent School Support Committee, and 8.3% in the Home and School Association.

Figure 13 – Parental Involvement in School and District Governance

Were your parents/guardians involved in the following?



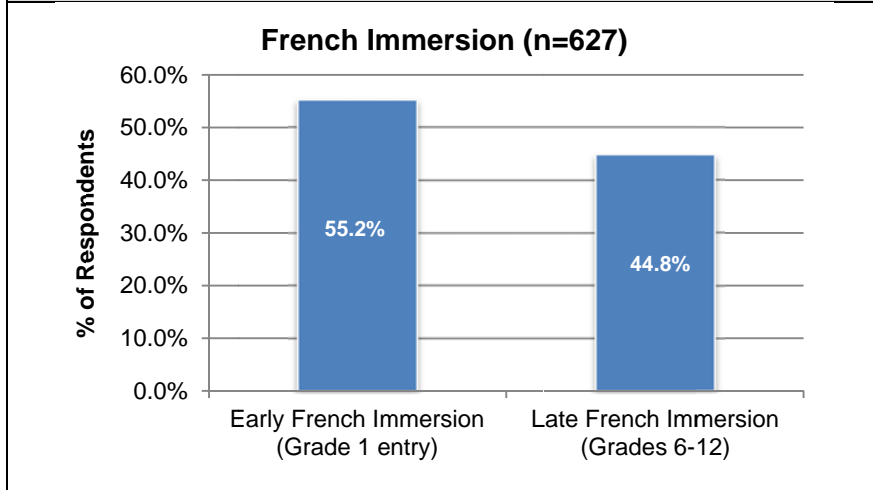
Section F – Language Skills

French Immersion

According to respondents, 53% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 55% were enrolled in early immersion and 45% in late immersion.

Figure 14 – French Immersion

If you were enrolled in French Immersion were you enrolled in:

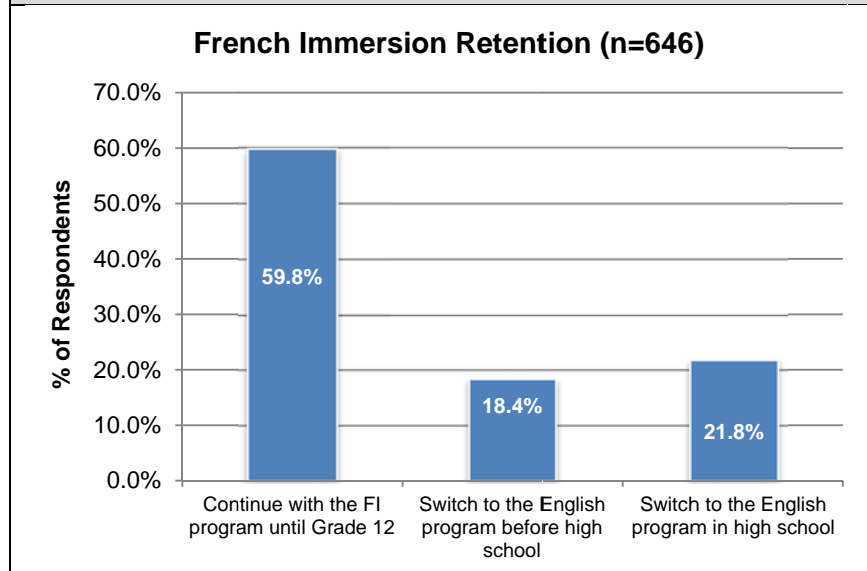


French Immersion Retention

Of those who had been enrolled in French Immersion at one point during the course of their studies, 60% remained in an immersion program, while 22% switched to the English program in high school and 18% switched before high school.

Figure 15 – French Immersion Retention

If you were enrolled in French Immersion did you:

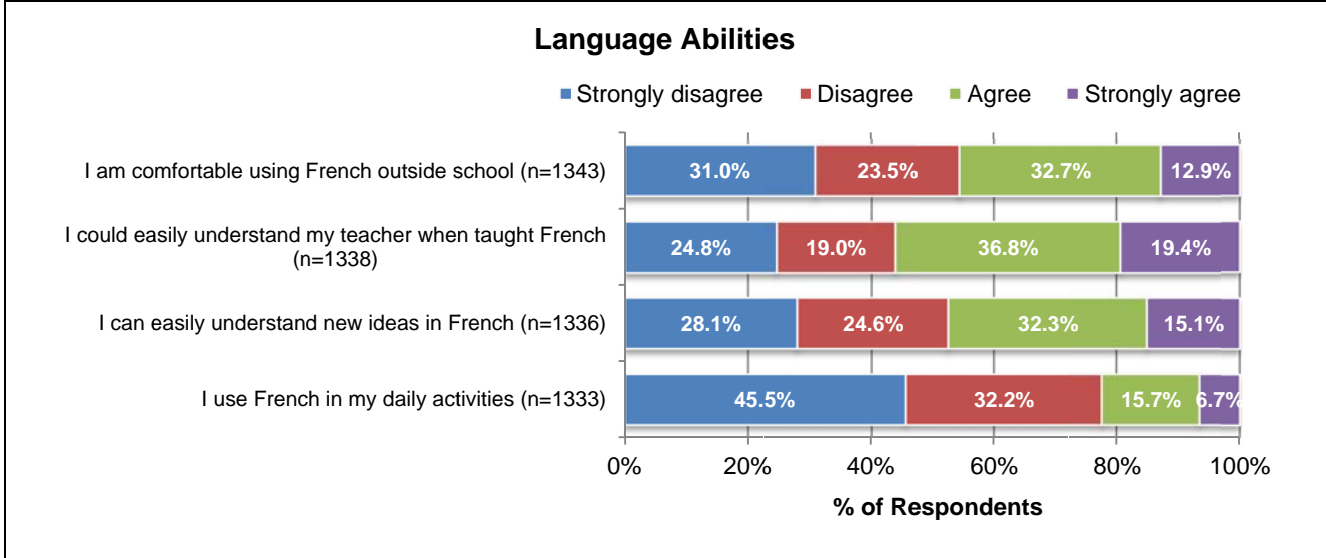


Language Abilities

When asked about their language skills, 46% of respondents said they were comfortable speaking French outside school. However, only 22% indicated using French in their daily activities. When they were taught French as a second language, 56% could easily understand their teacher, and 47% could easily understand new ideas in French.

Figure 16 – Language Abilities

Indicate how much you agree with the following statements concerning language skills.



Enrolment in a Third Language Course

Eleven percent of respondents indicated they were enrolled in a third language course at school, and 37% reported they were comfortable using a third language.

Figure 17a – Enrolment in a Third Language Course

Were you ever enrolled in a third language course at school?

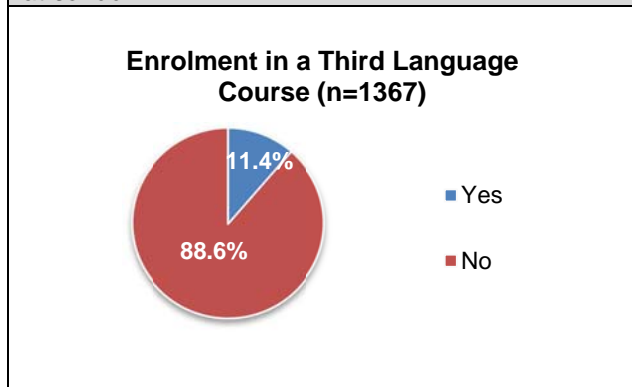
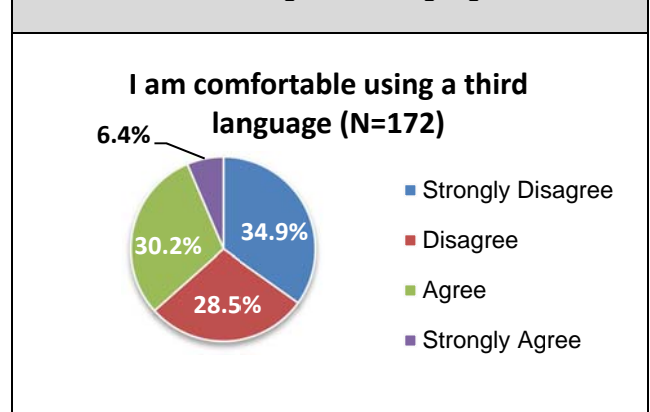


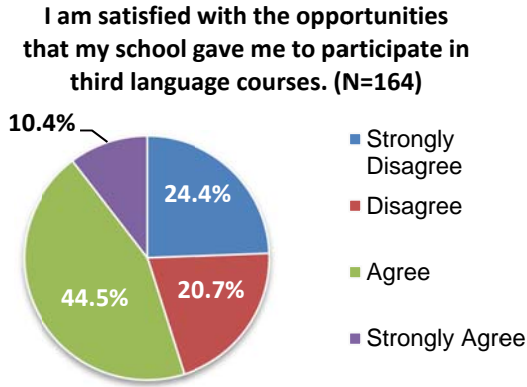
Figure 17b – Comfortable Using a Third Language

I am comfortable using a third language.



Fifty-five percent of respondents were satisfied with the opportunities their school provided them to participate in third language courses.

Figure 17c – Satisfaction with Opportunities to participate in a Third Language Course
I am satisfied with the opportunities that my school gave me to participate in third language courses.

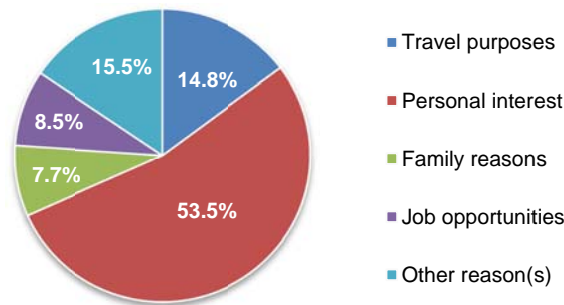


Main Reason for Enrolling in a Third Language Course

The main reason for learning a third language, given by 54% of respondents, was personal interest, followed by other reasons (16%), travel purposes (15%), job opportunities (8.5%), and family reasons (7.7%) h.

Figure 18 – Main Reason for Enrolling in a Third Language Course
What was your main reason for enrolling in a third language course?

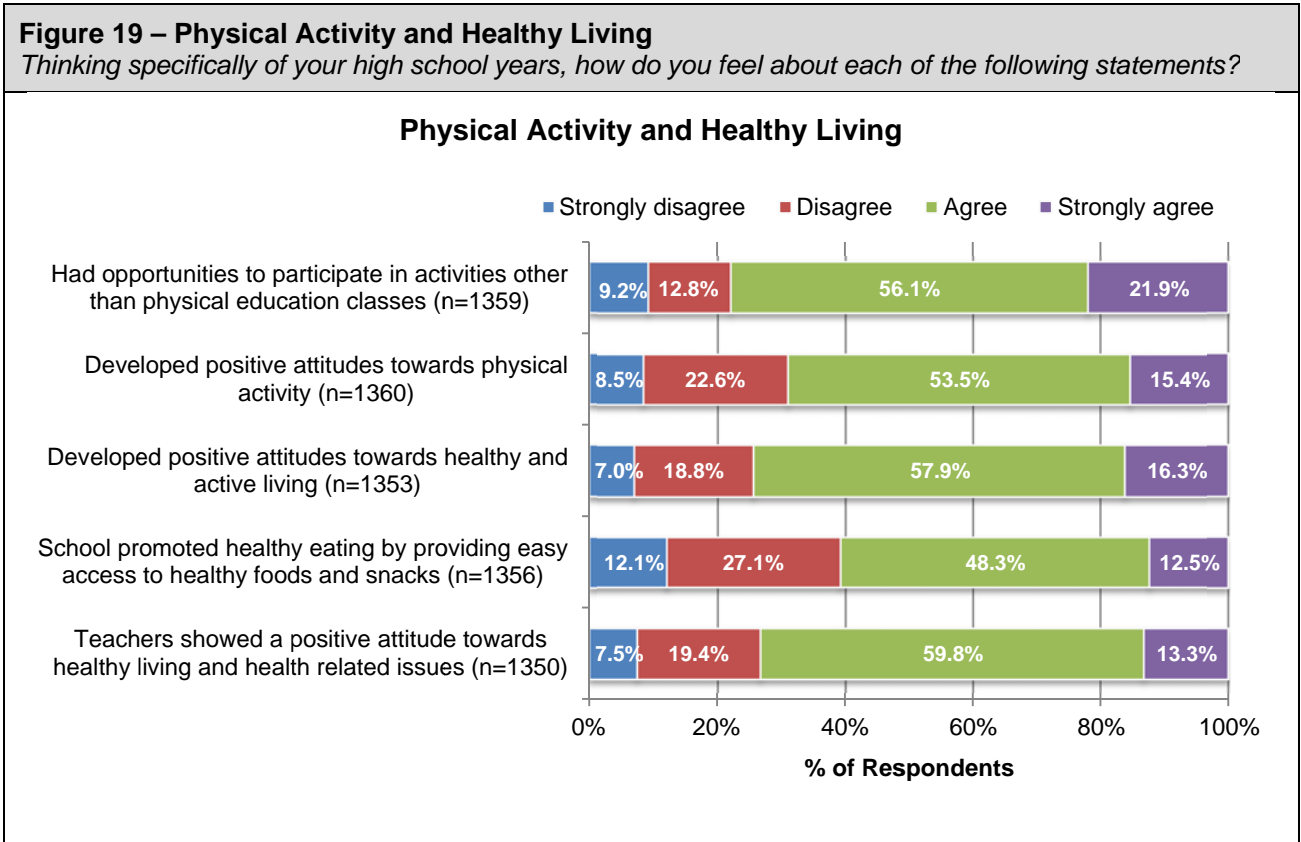
What was your main reason for enrolling in a third language course? (N=142)



Section G – Physical Activity and Healthy Living

Physical Activity and Healthy Living

Most respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards, physical activity. Seventy-eight percent said that they had opportunities to participate in activities other than physical education classes, and 69% said their school helped them to develop positive attitudes towards physical activity. Seventy-four percent of respondents said their school enabled them to develop positive attitudes toward healthy and active living and 61% indicated that their school promoted healthy eating by providing easy access to healthy foods and snacks. Seventy-three percent of respondents agreed or strongly agreed their teachers showed a positive attitude towards healthy living and health related issues.



Section H – Learning Environment

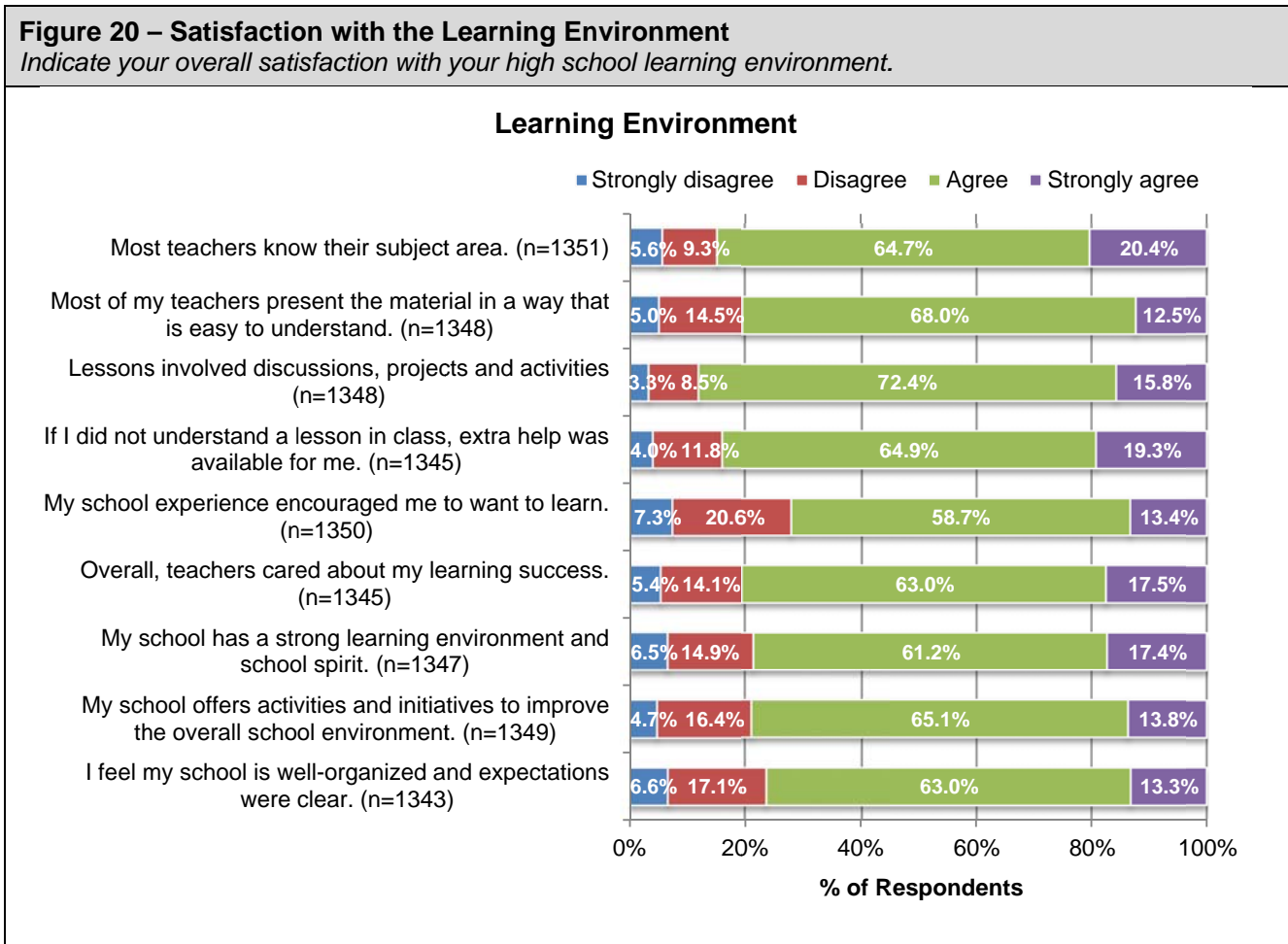
Satisfaction with the Learning Environment

With respect to their high school experience, the majority of respondents were satisfied with the learning environment. Eighty-five percent agreed or strongly agreed that their teachers knew their subject area, and 80% said their teachers present the material in a way that is easy to understand.

According to 84% of the respondents, extra help was available for them. Seventy-two percent indicated that their school experience encouraged them to want to learn. Eighty-one percent of respondents said that their teachers cared about their learning success. Eighty-eight percent said that the lessons involved discussion, projects and activities.

Almost 79% of respondents agreed or strongly agreed with the statement that their school had strong learning environment and school spirit. Seventy-nine percent said their school offered activities and initiatives to improve the overall school environment, and 76% felt their school was well-organized and expectations were clear.

Figure 20 – Satisfaction with the Learning Environment
Indicate your overall satisfaction with your high school learning environment.



Respondents were asked whether their school experience taught them to question the things they had read or viewed, and if it helped them develop research skills. Fifty-six percent of respondents indicated that the materials and expertise in the school library supported their studies by providing guidance about how to do research, and 55% about how to evaluate sources. Seventy-nine percent indicated that they had access to books (paper and/or online) and other learning tools

(including electronic research tools), and 64% indicated that they had access to information about permissions, copyright and citations.

Seventy-four percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 71% about how to evaluate sources. Seventy-eight percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 72% indicated that they had access to information about permissions, copyright and citations.

Figure 21a – Research skills

How do you feel about each of the following statements related to research skills?

Materials and expertise in the school library to support my studies

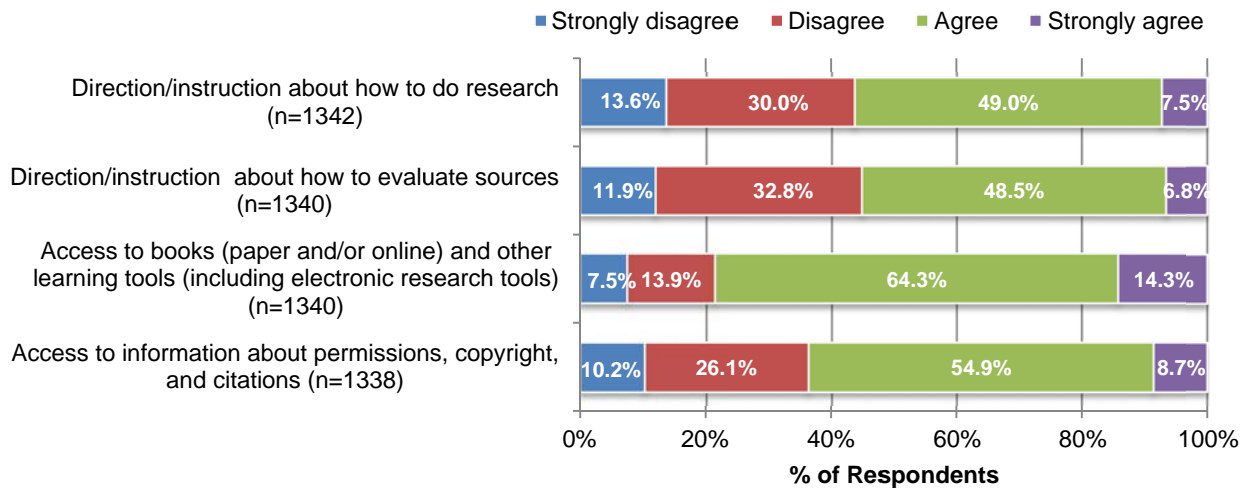
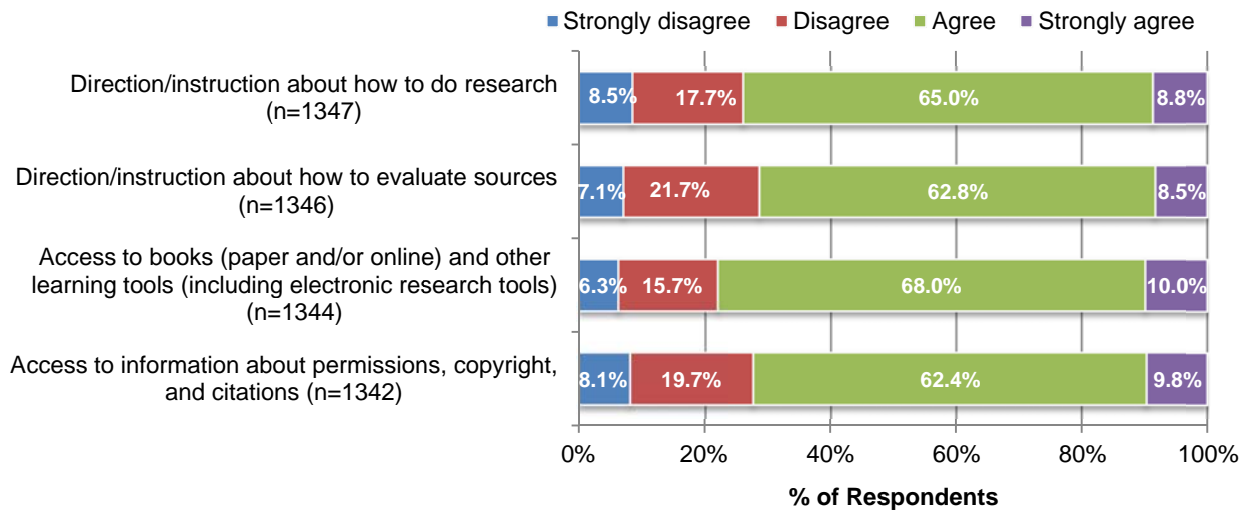


Figure 21b – Research skills

My school experience taught me to question the things I have read or viewed and helped me develop research skills. How do you feel about each of the following statements?

Materials and expertise in my class to support my studies

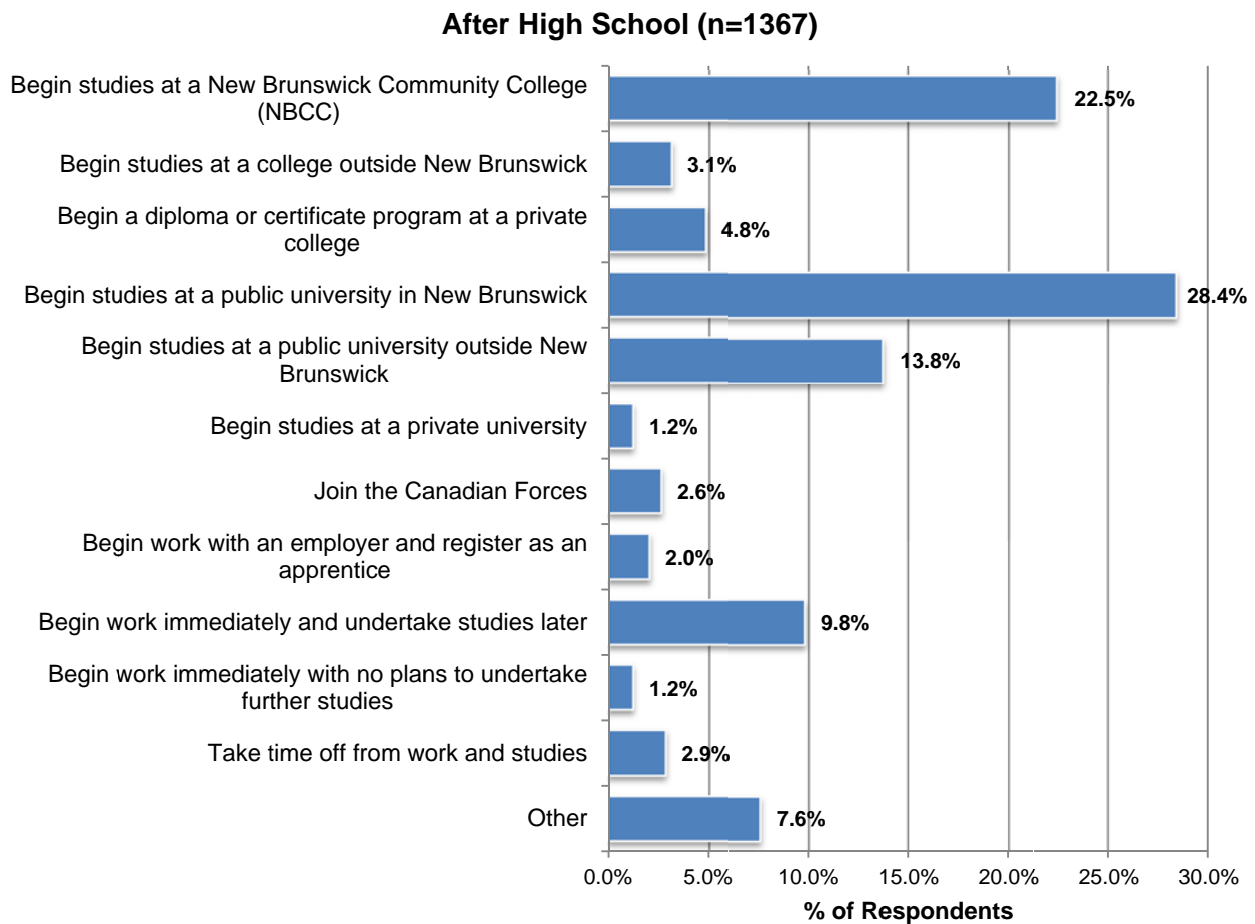


Section I – My Future

Most Likely to do After High School

The majority of respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 28% said they would attend a public university in New Brunswick and 23% at a New Brunswick Community College. A few respondents intended to continue their studies at a university (14%) or a college (3.1%) outside New Brunswick, and a few at a private college (4.8%) or university (1.2%). Nearly ten percent of respondents intended to begin working following high school and pursue their studies at a future date. Only 1.2% of respondents intended to begin working immediately with no plans to undertake further studies, and 2.9% intended to take time off from work and studies altogether. Only 2.0% of respondents intended to begin work with an employer and register as an apprentice, while 2.6% intended to join the Canadian Forces.

Figure 22 – Most Likely to do after High School
What do you think you are most likely to do after you finish high school?



Eighty-four percent of the respondents going on to post-secondary education had been accepted, 8.7% had applied, 6.2% had been put on the waitlist, and 0.7% had been rejected.

Of the 2.6% of respondents that indicated they intended to join the Canadian Forces, 54% had enlisted.

Of the 2.0% of respondents that intended to begin work with an employer and register as an apprentice, 60% had found an employer in their field of interest. Fifty-one percent had been in contact with their regional apprenticeship representative.

Of the respondents that indicated they were going to begin work immediately and undertake studies later, or begin work with no plans to undertake further studies, 55% indicated that they had already found a job.

Figure 23 – Post-secondary education status

Have you?

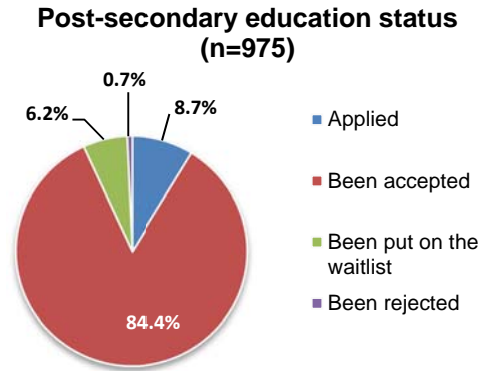


Figure 24 – Canadian Forces

Have you enlisted?

Enlisted with the Canadian Forces (n=43)

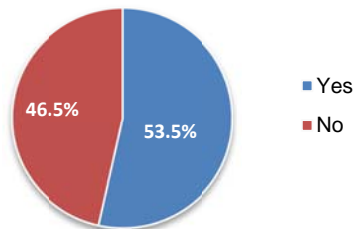


Figure 25a – Apprenticeship

Have you found an employer in your field of interest?

Have you found an employer and registered as an apprentice (n=40)

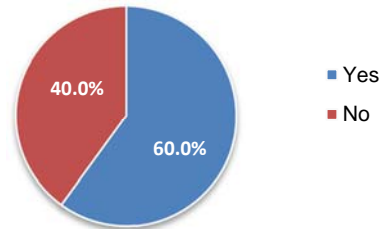


Figure 25b – Apprenticeship

Have you been in contact with your regional apprenticeship representative?

Have you been in contact with your regional apprenticeship representative (n=39)

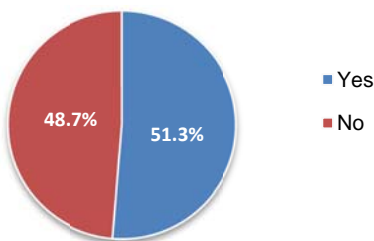
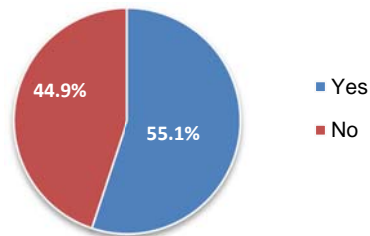


Figure 26 – Begin work immediately

Have you already found a job?

Found a job (n=158)

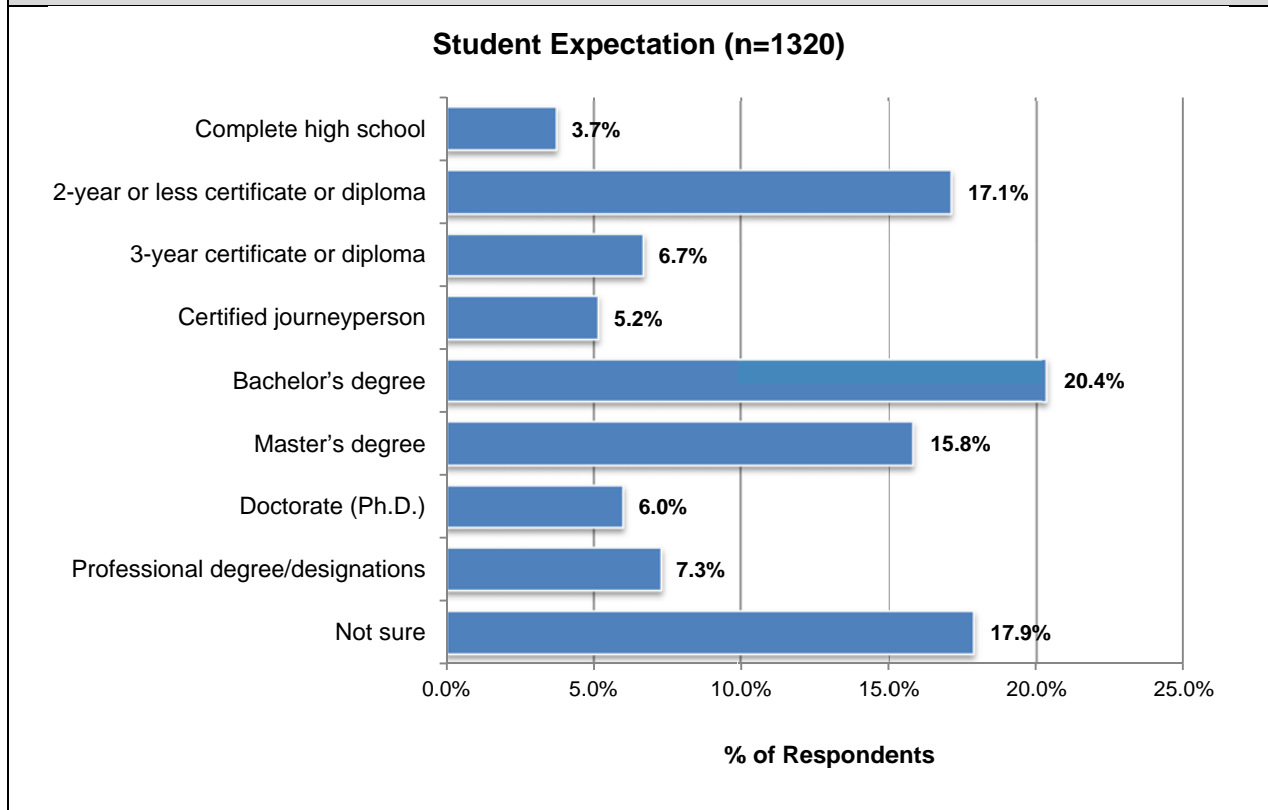


Expectation Regarding Future Studies

Most respondents expected to obtain a university degree (50%) or a certificate/diploma in two years or less (17%). Twenty percent of respondents planned to obtain a bachelor's degree, 16% a master's degree, 7.3% a professional degree/designation (lawyer, dentist, etc.), and 6.0% a doctorate. Only 5.2% expected to become a certified journeyperson. Less than 4% of respondents planned to stop at high school. Interestingly, 18% of respondents indicated they were not sure how far they expected to go in their future studies.

Figure 27 – Expectation Regarding Future Studies

How far do you expect to go in your future studies?

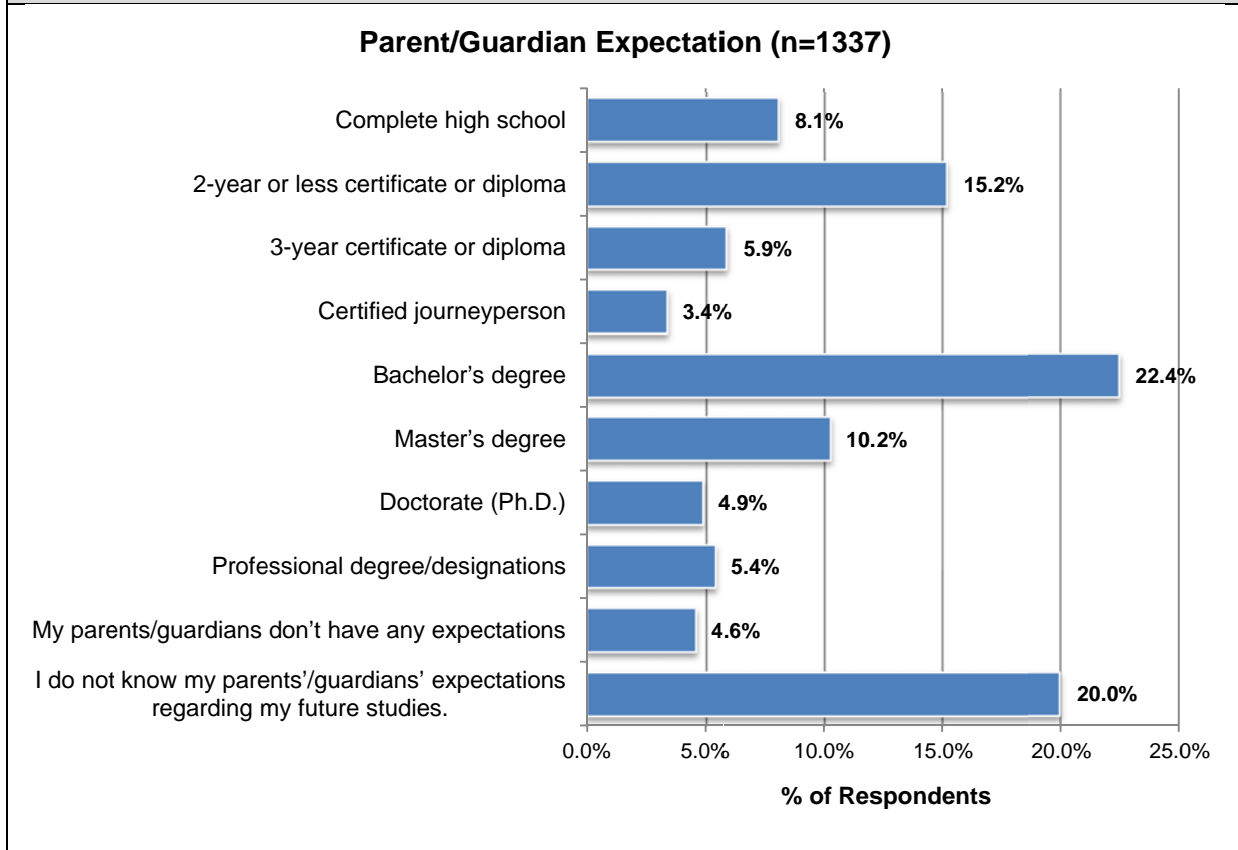


Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree (22%), a master's degree (10%), and obtaining a certificate/diploma in two years or less (15%) were the most common levels of education expected by parents. These were followed by completing high school (8.1%) and completing a 3-year certificate or diploma (5.9%). Only 3.4% expected them to become a certified journeyman. Twenty percent of respondents did not know what their parents expected, and 4.6% of respondents said their parents did not have any expectations regarding their future studies.

Figure 28 – Parent/Guardian Expectations Regarding their Child's Future Studies

How far do think your parents / guardians expect you to go in your future studies?

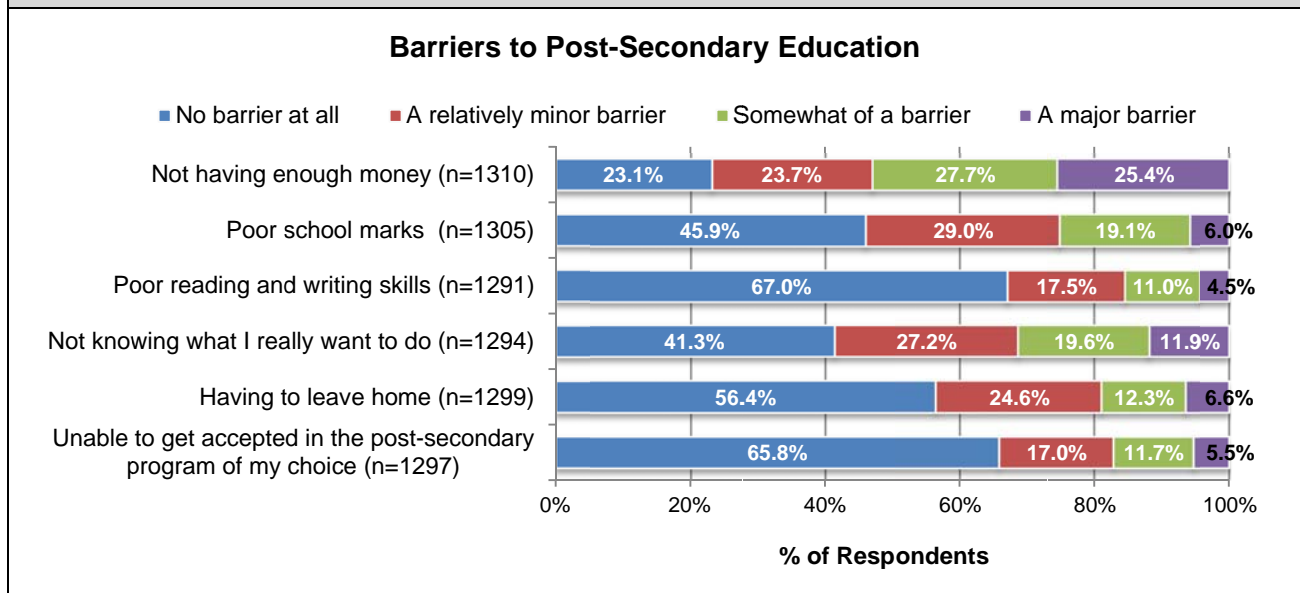


Barriers to Pursuing a Post-Secondary Education

According to 53% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty-five percent of respondents believed money was a major barrier, and 28%, somewhat of a barrier. Twelve percent said that not knowing what they really want to do was a major barrier, and 20% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 25% of respondents, while only 16% said the same for poor reading and writing skills. Eighty-one percent of respondents did not believe that having to leave home was a barrier. Seventeen percent of respondents said that being unable to get accepted to the post-secondary program of choice was somewhat or a major barrier.

Figure 29 – Barriers to Pursuing a Post-Secondary Education

To what extent do you see the following as barriers for you in furthering your education beyond high school?

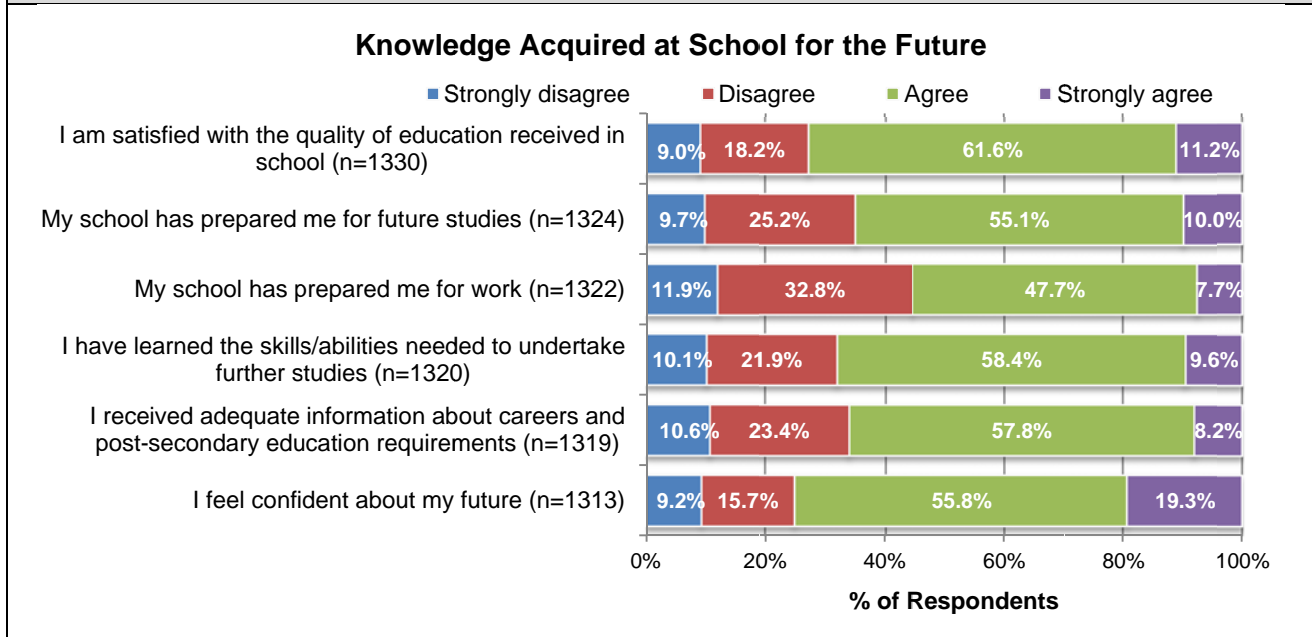


Satisfaction with the Knowledge Acquired at School

The majority of respondents appeared satisfied with the knowledge they acquired at school. Seventy-three percent of respondents said they were satisfied with the quality of education received in school and 68% believed they had learned the skills and developed the abilities needed to pursue further studies. Sixty-five percent of respondents believed that school prepared them for future studies and 55% for work. Sixty-six percent of respondents agreed or strongly agreed with the statement that they received adequate information about careers and the necessary post-secondary education requirements to help make decisions about their future. Seventy-five percent of respondents indicated that they felt confident about their future.

Figure 30 – Satisfaction with the Knowledge Acquired at School

Indicate how you feel about each of the following statements.

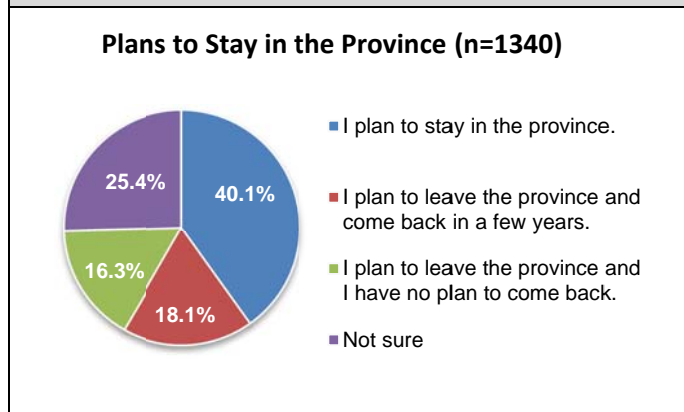


Plans to Stay in the Province

Just over 40% of respondents planned to stay in the province and 18% planned to leave the province but come back in a few years. Roughly 16% of respondents planned to leave the province with no plan to come back. Twenty-five percent of respondents were not sure if they plan to stay in the province.

Figure 31 – Plans to Stay in the Province

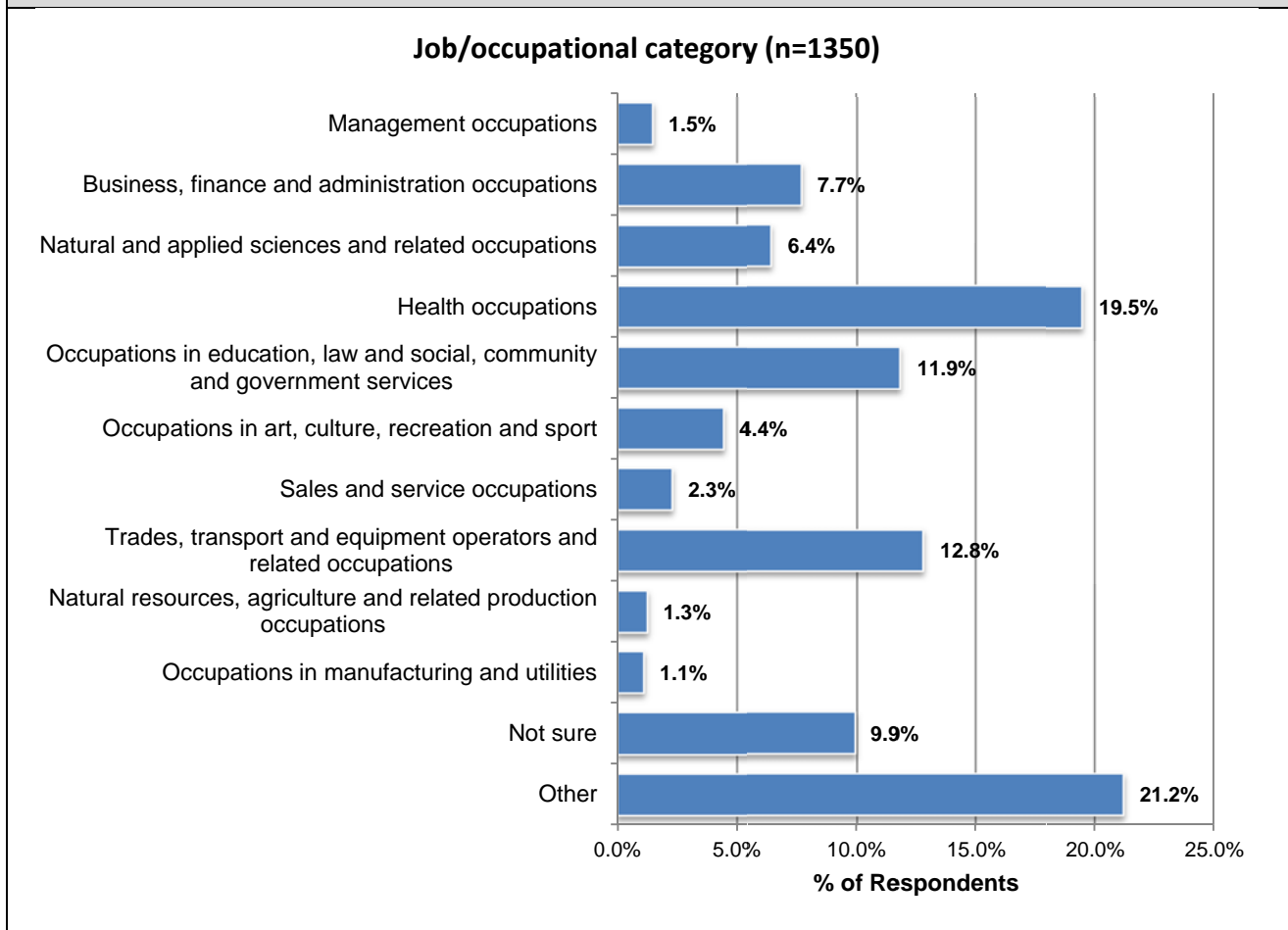
Are you planning to stay in the province in the future?



What type of job/occupational category do you intend to pursue?

This question was added in 2013. Respondents were asked what type of job/occupational category they intended to pursue. Nearly 20% of respondents indicated they intended to pursue a career in health, almost 13% indicated trades, transport and equipment operators and related occupations and 12% indicated occupations in education, law and social, community and government services. Twenty-one percent of respondents indicated they were pursuing a job in a category that was not listed, while nearly 10% were not sure what type of occupation they intended to pursue.

Figure 32 – What type of job/occupational category do you intend to pursue?
Indicate the type of job/occupational category you intend to pursue.



Entrepreneurial plans

This is a new question this year, asking graduates if they intend to become an entrepreneur and own their own business. Twenty-eight percent said yes.

Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick?

This question was added in 2013. Thirty percent of respondents were not sure what occupational categories were the most readily available in New Brunswick. Almost 24% of respondents indicated that jobs in trades, transport and equipment operators and related occupations were the most readily available, followed by jobs in health occupations (13%) and jobs in other occupations (9.1%).

Figure 33 – Entrepreneurial plans
Do you intend to become an entrepreneur and own your own business?

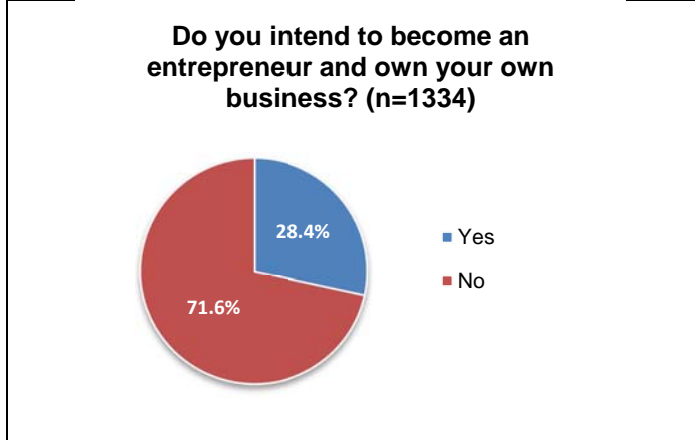
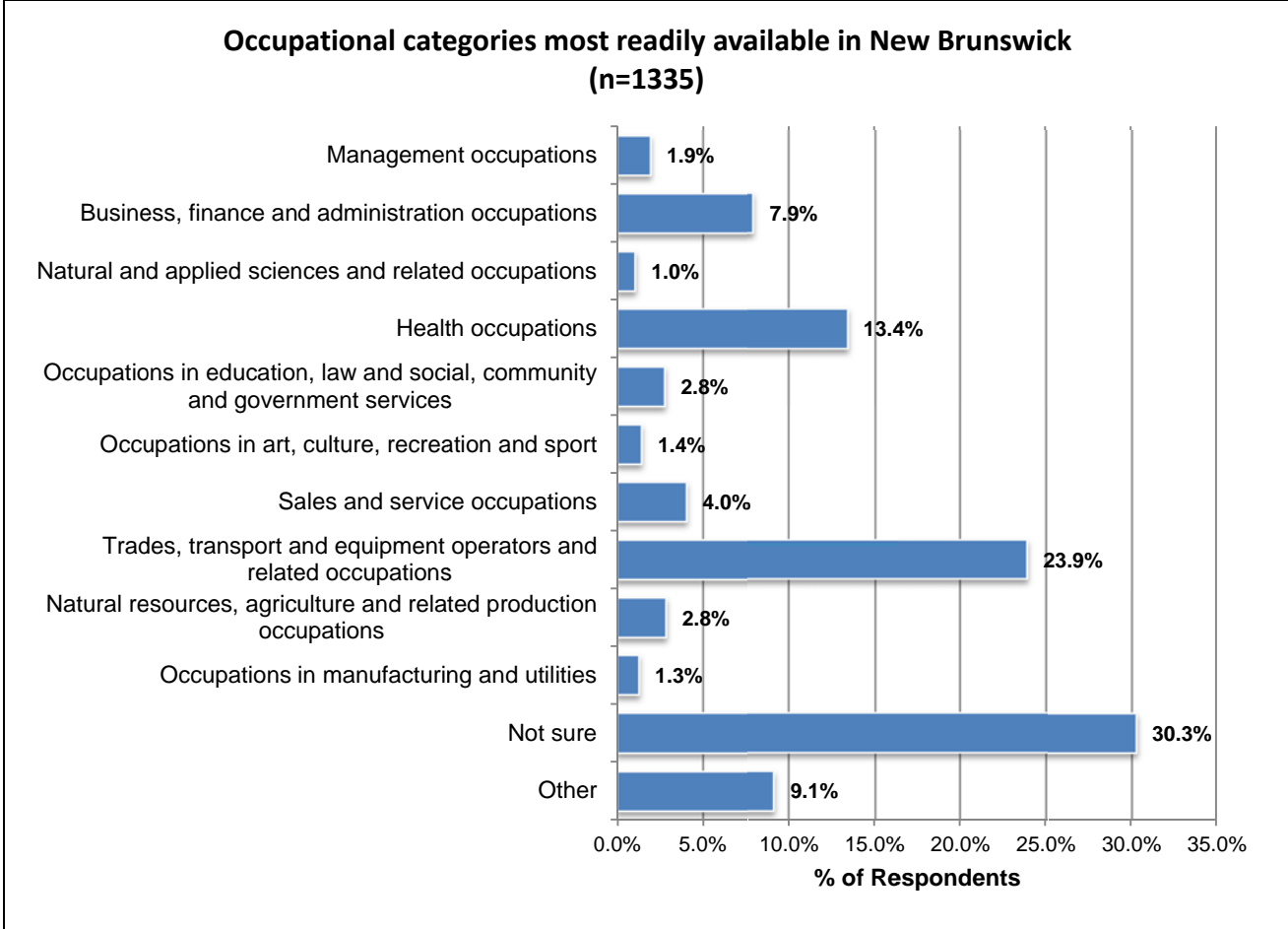


Figure 34 – What type of job/occupational category is the most readily available in New Brunswick?

Indicate the occupational category that is the most readily available in New Brunswick.



Appendix

2014 Grade 12 Exit Survey

Introduction

You have been chosen to participate in a survey of Grade 12 students in order to help us (the Department of Education and Early Childhood Development, your school district and school) understand your opinions of your school experience, activities and future plans.

Your answers are **confidential** and important to us.

Thank you for taking the time to participate.

Instructions

Read every question carefully, and then answer each question by filling in the appropriate bubble.

Each bubble must be filled completely.

For example:

Strongly disagree

①

Disagree

②

Agree

Strongly agree

③

Answer each question. If a question does not apply to you, fill in the not applicable (N/A) bubble. Only one answer is accepted for each question.

Unless otherwise indicated, the questions relate to your high school (9-12) experience.

The survey will take approximately 30 minutes to complete.

You may now proceed

SECTION A: Demographic Information

A1) Are you male or female?

- 1) Male (1)
- 2) Female (2)

A2) What language do you speak at home **most or all of the time?**

- 1) English (1)
- 2) French (2)
- 3) Equally both French and English (3)
- 4) Other Language(s) (4)

A3) How old are you?

- 1) 16 or under (1)
- 2) 17 (2)
- 3) 18 (3)
- 4) 19 (4)
- 5) 20 (5)
- 6) 21 or over (6)

A4) Are you?

- 1) An Aboriginal person living in a First Nation community (1)
- 2) An Aboriginal person not living in a First Nation community (2)
- 3) A visible minority (*other than Aboriginal*) (3)
- 4) None of the above (4)

A5) Are you?

- 1) A Canadian citizen born in or outside Canada (1)
- 2) A non-permanent resident of Canada (*e.g. student visa*) (2)
- 3) A landed immigrant (permanent resident) in Canada (3)
- 4) Other (4)

A6) With whom do you live most or all of the time?

- 1) Both parents (1)
- 2) Mother only (2)
- 3) Father only (3)
- 4) Time shared between mother and father (4)
- 5) Guardian(s) (5)
- 6) Other (6)

A7) Do you have a learning disability?

- 1) Yes (1)
- 2) No (2)

A8) Has your mother/guardian completed some form of post-secondary education: e.g. college, university, or apprenticeship?

- 1) Yes (1)
- 2) No (2)
- 3) Not sure (3)

2014 GRADE 12 EXIT SURVEY

A9) Has your father/guardian completed some form of post-secondary education: e.g. college, university, apprenticeship?

- 1) Yes ①
- 2) No ②
- 3) Not sure ③

SECTION B: Academic Background

B1) Do you have a Special Education Plan?

- 1) Yes ①
- 2) No ②
- 3) Not sure ③

B2) What were your **most recent final marks** in the following subject areas?

(If you were never enrolled in one of the following courses, indicate N/A.)

NOTE: If you are following a special education plan and you do not receive marks, indicate N/A to the following questions.

	N/A	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%
a) Biology	①	②	③	④	⑤	⑥
b) Chemistry	①	②	③	④	⑤	⑥
c) Computer science <i>(any)</i>	①	②	③	④	⑤	⑥
d) Cooperative education	①	②	③	④	⑤	⑥
e) English	①	②	③	④	⑤	⑥
f) Environmental science	①	②	③	④	⑤	⑥
g) French Language Arts	①	②	③	④	⑤	⑥
h) History <i>(any)</i>	①	②	③	④	⑤	⑥

2014 GRADE 12 EXIT SURVEY



	N/A	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%
i) Law	0	1	2	3	4	5
j) Mathematics	0	1	2	3	4	5
k) Music	0	1	2	3	4	5
l) Physical education	0	1	2	3	4	5
m) Physics	0	1	2	3	4	5
n) Skilled trades (<i>any</i>)	0	1	2	3	4	5
o) Visual arts	0	1	2	3	4	5
		<i>Never had to take a course more than once</i>	<i>1 course</i>	<i>2 courses</i>	<i>3 courses</i>	<i>More than 3 courses</i>
B3) Were you required to take any high school courses more than once in order to receive a passing mark? If <u>yes</u>, how many?		0	1	2	3	4

SECTION C: School Environment

C1) How do you feel about each of the following statements?

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) Discipline is managed effectively at my school.	1	2	3	4
b) Students are generally well behaved in class.	1	2	3	4
c) Students are generally well behaved outside of the classroom (<i>e.g. in the hallways, on the bus, on school property</i>).	1	2	3	4
d) I feel safe at my school.	1	2	3	4
e) My learning is interrupted by the behaviour problems of other students.	1	2	3	4
f) I felt respected at my school.	1	2	3	4
g) My school is a place where I never felt like an outsider.	1	2	3	4

2014 GRADE 12 EXIT SURVEY

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
h) I enjoyed my school experience.	①	②	③	④
i) My school experience was academically challenging.	①	②	③	④
j) The variety of courses available met my needs.	①	②	③	④
k) My school is environmentally friendly (<i>e.g. recycling</i>).	①	②	③	④
l) My school encourages me to contribute to the environment's sustainability.	①	②	③	④
m) If I had a problem, there was an adult I could talk to at my school.	①	②	③	④

C2) The following statements relate to bullying at school.

	<i>Yes</i>	<i>No</i>
a) I was bullied during my <u>high school</u> years.	①	②
b) I was bullied during my <u>middle school</u> years.	①	②
c) I was bullied during my <u>elementary school</u> years.	①	②

C3) Answer the follow-up questions regarding bullying at school.

NOTE: if you were never bullied at school, indicate N/A to the following questions.

	<i>N/A</i>	<i>Yes</i>	<i>No</i>
a) Did the bullying occur frequently (<i>at least once a week</i>)?	①	②	③
b) Did the bullying usually come from the same student(s)?	①	②	③
c) Did you report the bullying to your teachers or another adult at the school?	①	②	③
d) Did you inform your parent(s)/guardian(s) that you were bullied at school?	①	②	③
e) Was your bullying issue resolved?	①	②	③

SECTION D: E-Learning and New Technologies

D1) Indicate your level of satisfaction for each of the following statements.

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very satisfied</i>
a) Access to computers/technological device for educational purposes in school, including the functionality and quality of the device.	①	②	③	④
b) My ability to use computers effectively.	①	②	③	④
c) Opportunities that my school gave me to improve my computer skills.	①	②	③	④
d) Usefulness of the computer skills acquired.	①	②	③	④
e) Opportunities that my school gave me to learn how to use electronic research tools.	①	②	③	④

D2) Indicate "yes" or "no" to the following questions regarding e-learning and new technologies.

	<i>N/A</i>	<i>Yes</i>	<i>No</i>
a) During high school, did your school <u>provide opportunities to take an online course</u> from among the list of existing online courses?		①	②
b) During high school, did you <u>enrol</u> in an online language course?		①	②
c) During high school, did you <u>enrol</u> in an online course for a subject <u>other than language</u> ?		①	②
d) In general are you satisfied with the content of the online course(s) offered by the Department of Education and Early Childhood Development that you were enrolled in? <i>(If you did not enrol, indicate N/A.)</i>	①	①	②
e) At school, did you often use technology (e.g. Internet, software, online use) to support your learning?		①	②
f) At home, did you often use technology (e.g. Internet, software, online use) to complete schoolwork?		①	②
g) During high school, did the majority of your teachers use technology (e.g. computers, SMARTBOARD®, iPad, etc.) as a learning tool?		①	②
h) Are you comfortable using computer technology as a learning tool?		①	②
i) Would you prefer to use your personal technology (e.g. tablet, laptop, smart phone) as a learning tool at school?	①	①	②

SECTION E: Enrichment Opportunities

E1) Answer the following questions regarding enrichment opportunities.

	N/A	Never	Rarely	Sometimes	Regularly
a) Have you had opportunities in high school to participate in cultural activities <u>organized through your school</u> (e.g. plays, visits to museums, art galleries, musical groups)?		①	②	③	④
b) Have you had opportunities in high school to participate in cultural activities <u>not organized by your school</u> (e.g. visited a museum or went to a play with your parents/guardians)?		①	②	③	④
c) How often do you use the electronic research tools (e.g. EBSCO, Google Scholar, Worldbook) offered at your school?		①	②	③	④
d) How often do you read the newspaper, online news or watch TV news?		①	②	③	④
e) Did you receive tutoring during high school? (If you did not need any, indicate N/A.)	①	①	②	③	④

E2) Did you participate in any of the following during high school (thinking back as far as Grade 9)?

	Yes	No
a) Co-op Education or Career Exploration	①	②
b) New Brunswick Youth Career Connections Program or Youth Apprenticeship Program	①	②
c) Personal Development and Career Planning course (PDCP)	①	②
d) Career Focusing program (e.g. Career Cruising)	①	②

2014 GRADE 12 EXIT SURVEY

E3) Answer the following questions regarding experiential learning opportunities.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Regularly</i>
a) Have you had opportunities in high school to take courses in the skilled trades?	①	②	③	④
b) Have you had opportunities in high school to take courses in fine arts (e.g. visual arts, music, theatre)?	①	②	③	④
c) Have you had opportunities in high school to participate in volunteer learning experiences (e.g. volunteered as part of a classroom activity or assignment)?	①	②	③	④
d) Have you had opportunities in high school to participate in career-related learning experiences (e.g. career fairs, Job Fest, post-secondary days)?	①	②	③	④
e) Have you had opportunities in high school to participate in elective courses that were of a high degree of interest to you?	①	②	③	④
f) In high school, have you had the opportunity to participate in entrepreneurial projects (creating a product, offering a service, or by organizing an event that responded to a need of the school or the community, projects in which the students were the directors and managers)?	①	②	③	④

2014 GRADE 12 EXIT SURVEY

E4) Approximately how many **hours** per week are you involved in extra-curricular activities and part-time work during the school year?

	0	1-5	6-10	More than 10
a) Sports organized by the school (e.g. varsity basketball, hockey)	①	②	③	④
b) Sports <u>not</u> organized by the school (e.g. minor hockey, soccer club)	①	②	③	④
c) Other extended physical activity outside of school (e.g. running, biking, hiking)	①	②	③	④
d) Extra-curricular activities organized by the school (e.g. drama, clubs, band, student council)	①	②	③	④
e) Organized activities <u>not</u> through the school (e.g. Cadets, Junior Achievement, music lessons)	①	②	③	④
f) Social action groups (e.g. environment, animal protection, politics)	①	②	③	④
g) Volunteer work in your community	①	②	③	④
h) Tutoring another student	①	②	③	④
i) Part-time employment	①	②	③	④

E5) How much do you know about the role of each of the following?

	Nothing	Very little	A fair amount	A lot
a) District Education Council (DEC)	①	②	③	④
b) Parent School Support Committee (PSSC)	①	②	③	④
c) Student council	①	②	③	④
d) Youth organizations (e.g. NBASAA, Youth Matters)	①	②	③	④
e) Municipal government	①	②	③	④
f) Government of New Brunswick	①	②	③	④
g) Government of Canada	①	②	③	④
h) International organizations (e.g. United Nations, World Trade Organization, NATO)	①	②	③	④

E6) Do you plan to vote in the following elections when you are legally entitled to?

	<i>N/A</i>	<i>Yes</i>	<i>No</i>
a) Student council elections at university or college <i>(If you don't plan to attend a post-secondary institution, indicate N/A.)</i>	0	1	2
b) Municipal elections		1	2
c) Provincial elections		1	2
d) Federal elections		1	2
e) District Education Council (DEC) elections		1	2

E7) Was your parent(s)/guardian(s) involved in the following?

	<i>Yes</i>	<i>No</i>	<i>Don't know</i>
a) District Education Council (DEC)	1	2	3
b) Parent School Support Committee (PSSC)	1	2	3
c) Home and School Association	1	2	3

SECTION F: Language Skills

F1) If you were enrolled in French Immersion, were you enrolled in:

- 1) Early French Immersion (Grade 1 entry) ①
- 2) Late French Immersion (Grade 6 entry) ②
- 3) Never enrolled in French Immersion (*English program/Core French*) ③

F2) If you were enrolled in French Immersion did you:

- 1) Continue with the French Immersion program until Grade 12? ①
- 2) Switch to the English program before high school? ②
- 3) Switch to the English program in high school? ③
- 4) N/A (*I was never enrolled in French Immersion*) ④

F3) Indicate how much you agree with the following statements concerning language skills.

	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) I am comfortable using French outside school.	①	②	③	④
b) When I was last taught French second language, I could easily understand my teacher.	①	②	③	④
c) I can easily understand new ideas in French.	①	②	③	④
d) I use French in my daily activities.	①	②	③	④

F4) Here are some questions about third languages:

a) Were you ever enrolled in a third language course at school?

- 1) Yes ①
- 2) No ②

2014 GRADE 12 EXIT SURVEY

b) If you selected "Yes" for the previous question, please answer the following.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
1) I am comfortable using a third language.	①	②	③	④
2) I am satisfied with the opportunities that my school gave me to participate in third language courses.	①	②	③	④

c) What was your main reason for enrolling in a third language course?

- | | |
|---|---|
| 1) Travel purposes | ① |
| 2) Personal interest | ② |
| 3) Family reasons | ③ |
| 4) Job opportunities | ④ |
| 5) Other reason(s) | ⑤ |
| 6) I was never enrolled in a third language class | ⑥ |

SECTION G: Physical Activity and Healthy Living

G1) Thinking specifically of your high school years, how do you feel about each of the following statements?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) My school has provided opportunities to participate in exercise or physical activity other than phys. ed. class.	①	②	③	④
b) My school has helped me to develop positive attitudes towards physical activity.	①	②	③	④
c) My school has helped me to develop positive attitudes towards healthy and active living.	①	②	③	④
d) My school promoted healthy eating by providing easy access to healthy food and snacks.	①	②	③	④
e) Most teachers showed a positive attitude towards healthy living and health related issues.	①	②	③	④

SECTION H: Learning Environment

H1) Indicate your overall satisfaction with your high school learning environment.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) Most teachers in my school know their subject area.	①	②	③	④
b) Most of my teachers present the material in a way that is easy to understand.	①	②	③	④
c) Lessons involved discussions, projects and activities.	①	②	③	④
d) If I did not understand a lesson in class, extra help was available for me.	①	②	③	④
e) My school experience encouraged me to want to learn.	①	②	③	④
f) Overall, teachers cared about my learning success.	①	②	③	④
g) My school has a strong learning environment and school spirit.	①	②	③	④
h) My school offers activities and initiatives to improve the overall school environment.	①	②	③	④
i) I feel my school is well-organized and expectations were clear.	①	②	③	④

H2) How do you feel about each of the following statements related to research skills?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) Materials and expertise in the <u>school library</u> to support my studies included:				
i. Direction/instruction about how to do research	①	②	③	④
ii. Direction/instruction about how to evaluate sources	①	②	③	④
iii. Access to books (paper and/or online) and other learning tools (including electronic research tools)	①	②	③	④
iv. Access to information about permissions, copyright, and citations	①	②	③	④

2014 GRADE 12 EXIT SURVEY

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
b) Materials and expertise in <u>my classes</u> to support my studies included:				
i. Direction/instruction about how to do research	①	②	③	④
ii. Direction/instruction about how to evaluate sources	①	②	③	④
iii. Access to books (paper and/or online) and other learning tools (including electronic research tools)	①	②	③	④
iv. Access to information about permissions, copyright, and citations	①	②	③	④

SECTION I: My Future

11) What do you think you are most likely to do when you finish high school? (Only one answer is accepted.)

- | | |
|---|---|
| 1) Begin studies at a New Brunswick Community College (NBCC or CCNB) <i>(go to question 11A)</i> | ① |
| 2) Begin studies at a college outside New Brunswick <i>(e.g. CEGEP, Holland College) (go to question 11A)</i> | ② |
| 3) Begin a diploma or certificate program at a private college <i>(e.g. Eastern College, Oulton's) (go to question 11A)</i> | ③ |
| 4) Begin studies at a public university in New Brunswick <i>(e.g. UNB, UdeM, STU, Mount Allison) (go to question 11A)</i> | ④ |
| 5) Begin studies at a public university outside New Brunswick <i>(e.g. Dalhousie, Acadia, McGill, Carleton) (go to question 11A)</i> | ⑤ |
| 6) Begin studies at a private university <i>(e.g. Crandall, St. Stephen's) (go to question 11A)</i> | ⑥ |
| 7) Join the Canadian Forces <i>(go to question 11B)</i> | ⑦ |
| 8) Begin work with an employer and register as an apprentice <i>(go to question 11C1 and 11C2)</i> | ⑧ |
| 9) Begin work immediately and undertake studies later <i>(go to question 11D)</i> | ⑨ |
| A) Begin work immediately with no plans to undertake further studies <i>(go to question 11D)</i> | Ⓐ |
| B) Take time off from work and studies <i>(e.g. travel) (go to question 12)</i> | Ⓑ |
| C) Other <i>(go to question 12)</i> | Ⓒ |

2014 GRADE 12 EXIT SURVEY

11A) Regarding the options above related to your future studies, **have you:** *(Only one answer is accepted.)*

- 1) Applied? ①
- 2) Been accepted? ②
- 3) Been put on the waitlist? ③
- 4) Been rejected? ④

11B) If you selected "Join the Canadian Forces" from the list above, have you enlisted?

- 1) Yes ①
- 2) No ②
- 3) Not applicable ③

11C1) If you selected "Begin work with an employer and register as an apprentice" from the list above, have you found an employer in your field of interest?

- 1) Yes ①
- 2) No ②
- 3) Not applicable ③

11C2) Have you been in contact with your regional apprenticeship representative?

- 1) Yes ①
- 2) No ②
- 3) Not applicable ③

11D) If you selected "Begin work immediately and undertake studies later" or "Begin work immediately with no plans to undertake further studies" from the list above, have you already found a job?

- 1) Yes ①
- 2) No ②
- 3) Not applicable ③

2014 GRADE 12 EXIT SURVEY

11E) What type of job/occupational category do you intend to pursue? (Only one answer is accepted.)

- 1) Management occupations ①
- 2) Business, finance and administration occupations ②
- 3) Natural and applied sciences and related occupations ③
- 4) Health occupations ④
- 5) Occupations in education, law and social, community and government services ⑤
- 6) Occupations in art, culture, recreation and sport ⑥
- 7) Sales and service occupations ⑦
- 8) Trades, transport and equipment operators and related occupations ⑧
- 9) Natural resources, agriculture and related production occupations ⑨
- A) Occupations in manufacturing and utilities Ⓐ
- B) Not sure Ⓑ
- C) Other Ⓒ

11E2) Do you intend to become an entrepreneur and own your own business?

- 1) Yes ①
- 2) No ②

2014 GRADE 12 EXIT SURVEY

11F) Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick? (Only one answer is accepted.)

- 1) Management occupations ①
- 2) Business, finance and administration occupations ②
- 3) Natural and applied sciences and related occupations ③
- 4) Health occupations ④
- 5) Occupations in education, law and social, community and government services ⑤
- 6) Occupations in art, culture, recreation and sport ⑥
- 7) Sales and service occupations ⑦
- 8) Trades, transport and equipment operators and related occupations ⑧
- 9) Natural resources, agriculture and related production occupations ⑨
- A) Occupations in manufacturing and utilities Ⓐ
- B) Not sure Ⓑ
- C) Other Ⓒ

2014 GRADE 12 EXIT SURVEY

12) How far do you expect to go in your future studies? (Only one answer is accepted.)

- 1) Complete high school ①
- 2) 2-year or less certificate or diploma ②
- 3) 3-year certificate or diploma ③
- 4) Certified journeyman (completion of apprenticeship qualifications) ④
- 5) Bachelor's degree ⑤
- 6) Master's degree ⑥
- 7) Doctorate (Ph.D.) ⑦
- 8) Professional degree/designations (e.g. Medicine, Dentistry, Law) ⑧
- 9) Not sure ⑨

13) How far do you think your parent(s)/guardian(s) expect you to go in your future studies?
(Only one answer is accepted.)

- 1) Complete high school ①
- 2) 2-year or less certificate or diploma ②
- 3) 3-year certificate or diploma ③
- 4) Certified journeyman (completion of apprenticeship qualifications) ④
- 5) Bachelor's degree ⑤
- 6) Master's degree ⑥
- 7) Doctorate (Ph.D.) ⑦
- 8) Professional degree/designations (e.g. Medicine, Dentistry, Law) ⑧
- 9) My parents/guardians don't have any expectations ⑨
- A) I do not know my parents'/guardians' expectations regarding my future studies Ⓐ

2014 GRADE 12 EXIT SURVEY

14) To what extent do you see the following as barriers for you in furthering your education beyond high school?

	<i>No barrier at all</i>	<i>A relatively minor barrier</i>	<i>Somewhat of a barrier</i>	<i>A major barrier</i>
a) Not having enough money to pay for education/training	①	②	③	④
b) Poor school marks	①	②	③	④
c) Poor reading and writing skills	①	②	③	④
d) Not knowing what I really want to do	①	②	③	④
e) Having to leave home	①	②	③	④
f) Unable to get accepted in the post-secondary program of my choice	①	②	③	④

15) Indicate how you feel about each of the following statements.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) I am satisfied with the quality of education received in my school.	①	②	③	④
b) My school has prepared me for future studies.	①	②	③	④
c) My school has prepared me for work.	①	②	③	④
d) I have developed the skills and abilities necessary to undertake further studies (example: time management, study skills, organization).	①	②	③	④
e) I have received adequate information about careers and the necessary post-secondary education requirements which will help me to make decisions about my future.	①	②	③	④
f) I feel confident about my future.	①	②	③	④

2014 GRADE 12 EXIT SURVEY

16) **Are you planning to stay in the province after graduation?** *(Only one answer is accepted.)*

- 1) I plan to stay in the province. ①
- 2) I plan to leave the province and come back in a few years. ②
- 3) I plan to leave the province and I have no plan to come back. ③
- 4) Not sure. ④

**This now completes the Exit Survey.
Thank you for your cooperation.**