

2016 Grade 12 Exit Survey

Anglophone Sector



The **2016 Grade 12 Exit Survey** can be found on the Department of Education and Early Childhood Development's website at: www2.gnb.ca/content/gnb/en/departments/education/publications.html.

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2016** est disponible au www2.gnb.ca/content/gnb/fr/ministeres/education/publications.html.

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: 978-1-4605-1161-9

November 2016

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Methodology

In May 2016, the Department of Education and Early Childhood Development sent all high schools in the province the link to an online version of the *2016 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 1,880 students were surveyed, which represents 32% of the entire Grade 12 student population in the anglophone sector as of March 2016.

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

Table 1 shows the demographic profile of students who participated in the Exit Survey. The number of female respondents was slightly higher at 51%, while male respondents accounted for 48%. Less than two percent of students identified as gender independent. English was the language most spoken at home. Ninety-three percent of respondents spoke English at home and only 1.8% spoke both French and English at home. A new option this year shows that 4.1% of students spoke Mi'kmaw/Wolastoqey at home.

The vast majority (94%) of respondents were 17 or 18 years old.

Nearly 8% of respondents self-identified as Aboriginal, including 4.0% living in a First Nation community, and 3.8% not living in a First Nation community. Six percent of respondents said they belonged to a visible minority. The vast majority (92%) of the respondents were Canadian citizens born in or outside Canada.

Just over 62% of respondents lived with both parents. Twenty percent of respondents lived with their mother, but only 4.6% of respondents lived with their father. Just over 6% shared time between their parents.

Only 8.6% of respondents said they are a person with a diagnosed learning disability, while 7.3% said they follow a Personalized Learning Plan (PLP).

Seventy percent of respondents indicated their parent/mother/guardian had completed post-secondary education, and 62% indicated the same for their parent/father/guardian.

Table 1 – Student Profile			
Gender (n¹=1879)		Citizenship (n=1880)	
Male	47.5%	A landed immigrant in Canada	4.1%
Female	51.0%	A non-permanent resident of Canada	0.8%
Gender independent	1.5%	A Canadian citizen born in or outside Canada	92.4%
		Other	2.7%
Language spoken at home (n=1880)			
Language spoken at home (n=1880)		Living with (n=1880)	
English	92.9%	Both parents	62.2%
French	0.6%	Mother only	19.7%
Equally, both French and English	1.8%	Father only	4.6%
Mi'kmaw/Wolastoqey	4.1%	Time shared with both parents	6.2%
Other Languages(s)	0.7%	Guardian(s)	3.2%
		Other	4.0%
Age (n=1880)			
Age (n=1880)		Member of a visible minority or an Aboriginal person (n=1876)	
16 or under	0.4%	An Aboriginal person living in a First Nation community	4.0%
17	49.6%	An Aboriginal person not living in a First Nation community	3.8%
18	44.6%	A visible minority (<i>other than Aboriginal</i>)	6.2%
19	4.0%		
20	0.4%	A person with a diagnosed learning disability (n=1878)	
21 or over	0.9%	Yes	8.6%
Following a Personalized Learning Plan (PLP) (n=1879)			
Following a Personalized Learning Plan (PLP) (n=1879)		Parent/guardian post-secondary education	
Yes	7.3%	Parent/mother/guardian	69.5%
		Parent/father/guardian	62.2%

1 (n=): number of respondents

Section B – Academic Background

Most Recent Final 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 and health (86%), Cooperative education (84%) and Visual arts (78%) are the three subjects in which marks were the highest (80% or higher). Conversely, Mi'kmaw/Wolastoqey (10%), Native Studies (6.0%), and Computer Science (5.8%) 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.

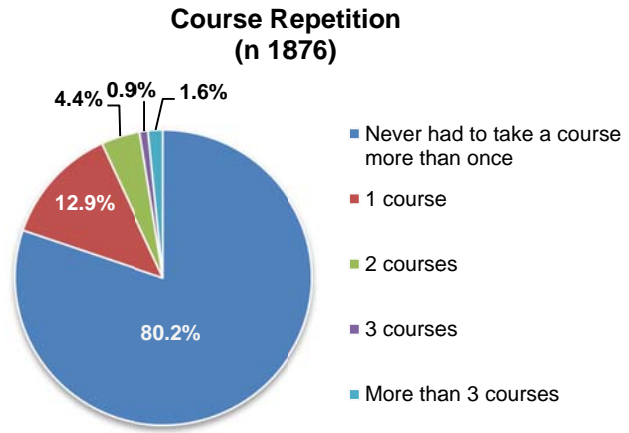
Table 2 – Most Recent Final Marks						
<i>What were your <u>most recent final</u> marks in the following subject areas?</i>						
	<i>90% or more</i>	<i>80%-89%</i>	<i>70%-79%</i>	<i>60%-69%</i>	<i>Less than 60%</i>	n
Computer science (any)	37.1%	28.7%	17.6%	10.9%	5.8%	607
Cooperative education	59.3%	24.3%	10.1%	4.4%	2.0%	597
English	28.2%	34.9%	25.5%	10.4%	1.1%	1786
French Immersion Language Arts	34.4%	32.9%	20.7%	9.8%	2.1%	936
History (any)	33.3%	35.8%	19.8%	9.4%	1.6%	1530
Law	36.9%	30.4%	19.4%	9.8%	3.5%	602
Mi'kmaw/Wolastoqey	26.0%	23.0%	22.0%	19.0%	10.0%	100
Mathematics (any)	29.9%	30.6%	23.4%	13.2%	2.8%	1654
Music	50.6%	25.0%	15.4%	6.7%	2.3%	879
Native Studies	34.4%	25.1%	20.8%	13.7%	6.0%	183
Physical Education and Health	65.0%	21.4%	9.5%	3.3%	0.8%	1188
Post-intensive French	38.4%	27.9%	19.7%	10.6%	3.4%	498
Science (any)	36.1%	32.1%	20.8%	9.1%	1.9%	1605
Skilled trades (any)	44.1%	31.7%	16.3%	6.3%	1.6%	429
Visual arts	49.3%	28.6%	13.1%	6.7%	2.4%	934

Course Repetition

Four out of five respondents never had to take a Grade 11 or 12 course more than once to receive a passing mark. Thirteen percent had to retake one course, and 4.4%, two courses. Only 2.5% of respondents had to retake three or more courses to receive a passing mark.

Figure 1 – Course Repetition

Were you required to take any Grade 11 or 12 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-seven percent of respondents believed that discipline was managed effectively at school. Seventy-nine percent of students were well behaved in class but only 62% said students were well behaved outside of the classroom. In all, 60% 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. Seventy-two percent of respondents indicated that school was a place where they felt like they belonged. Eighty-one percent indicated that if they had a problem, there was an adult they could talk to at school.

Seventy-five percent of respondents enjoyed their school experience, and 67% 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. Seventy-five 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?

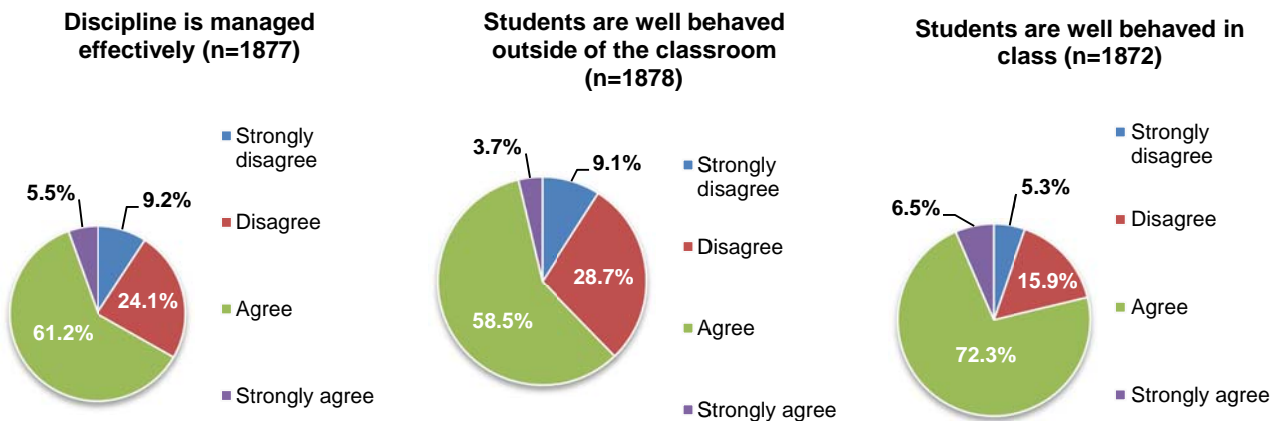
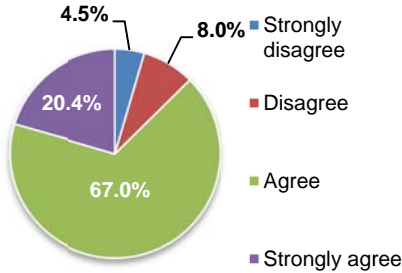


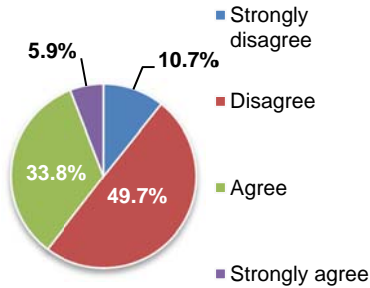
Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

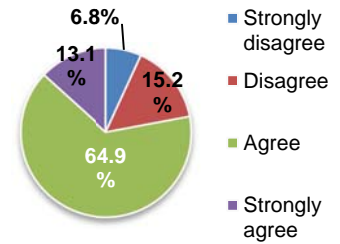
I feel safe at my school (n=1878)



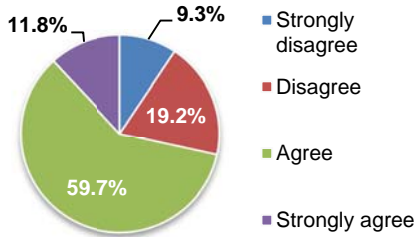
Learning is interrupted by discipline problems (n=1878)



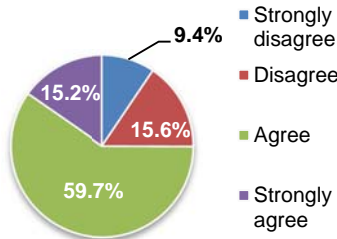
Felt respected at school (n=1878)



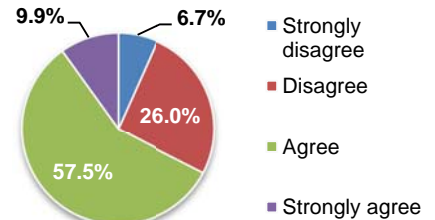
My school is a place where I felt like I belonged (n=1869)



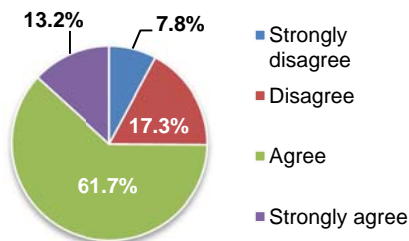
I enjoyed my school experience (n=1879)



My school experience was academically challenging (n=1879)



The variety of courses available met my needs (n=1880)



My school is environmentally friendly (n=1880)

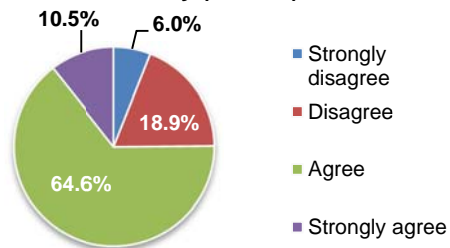
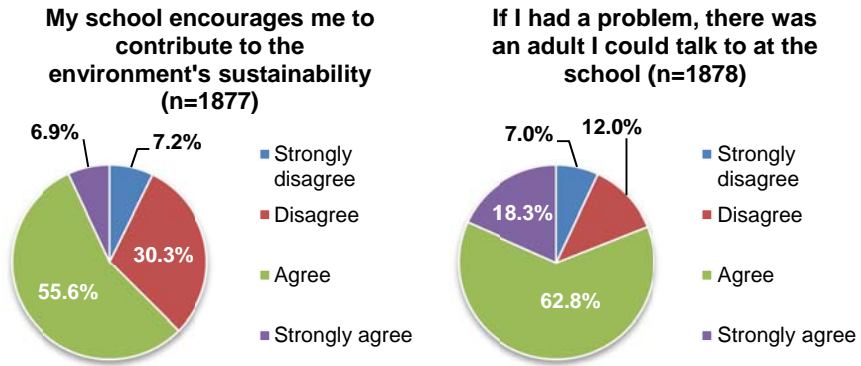


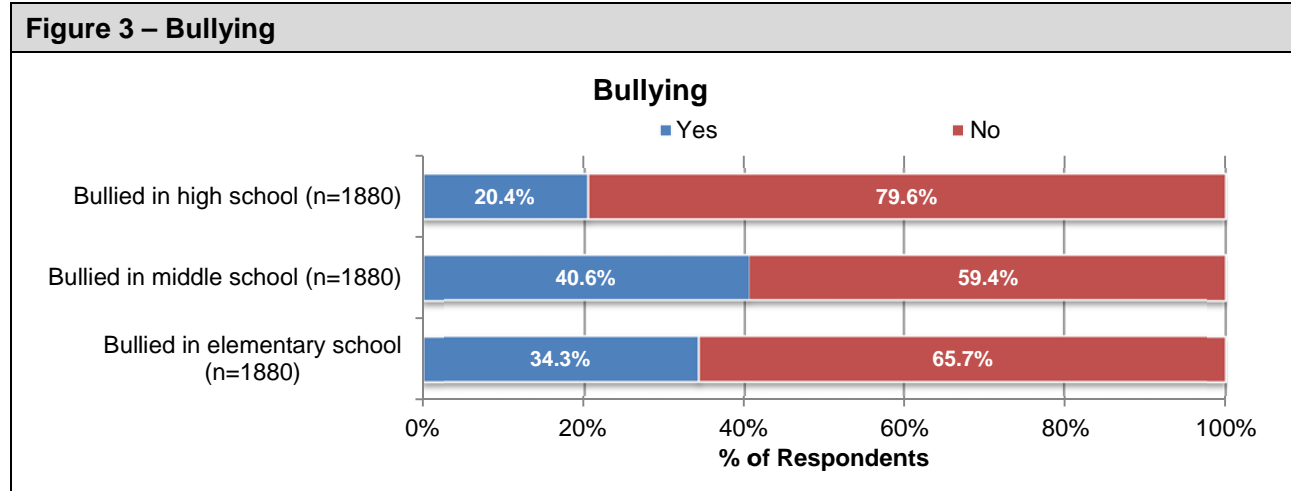
Figure 2 – Satisfaction with the School Environment

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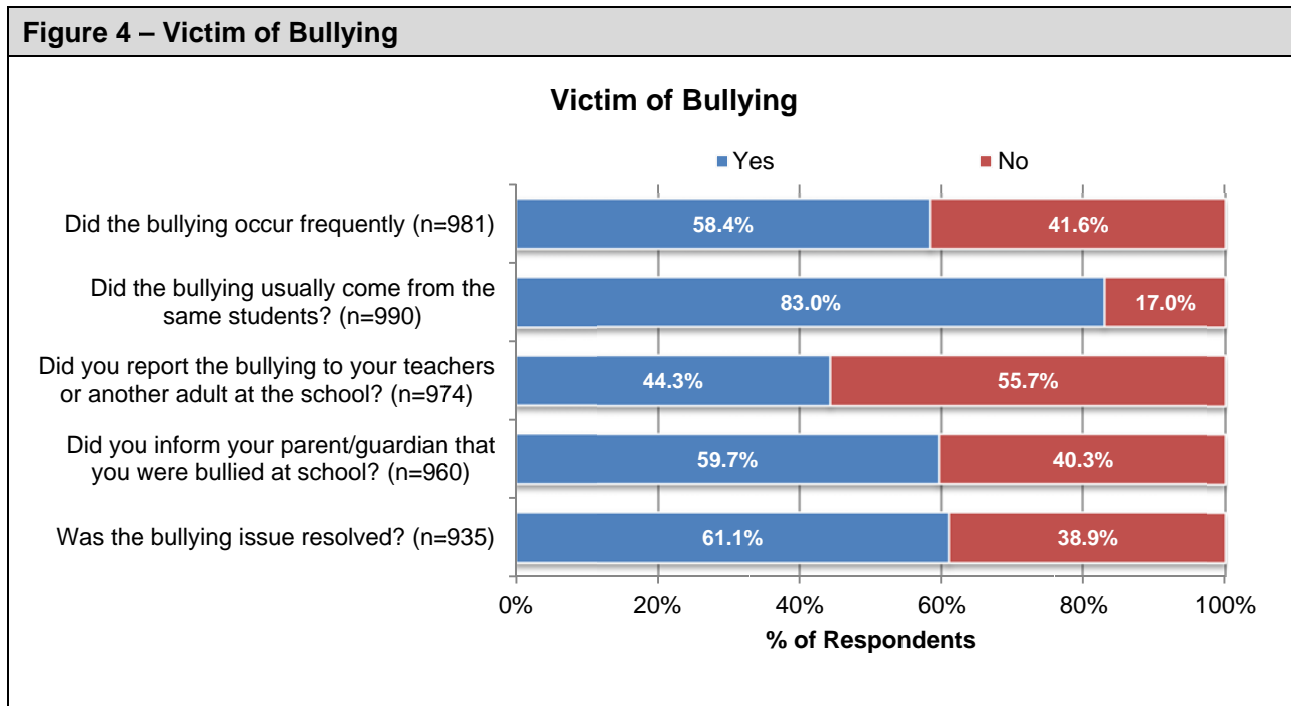
Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 41% of respondents reported being bullied. Thirty-four percent of respondents reported being bullied in elementary school and 20% in high school.



Victim of Bullying

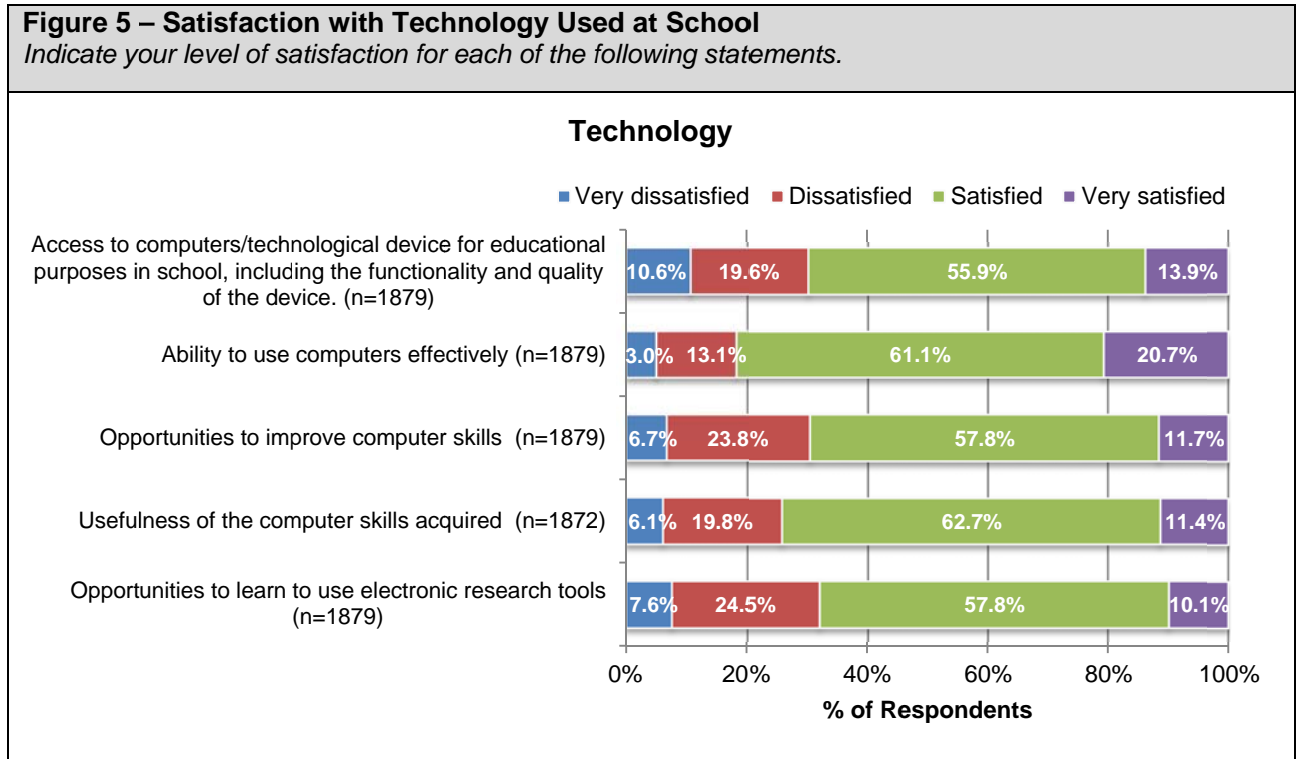
Of the respondents who reported being bullied at school, 58% were bullied frequently and by the same people (83%). Forty-four percent of respondents reported it to their teachers, and 60% reported being a victim of bullying to their parents. In the end, 61% of the victims said the issue had been resolved.



Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 70% of respondents were satisfied or very satisfied with their access to computers at school, including the functionality and quality of the device. Seventy-four percent of respondents were satisfied with the usefulness of the computer skills acquired at school. While 82% of respondents were satisfied with their ability to use computers effectively, 31% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 32% were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools.



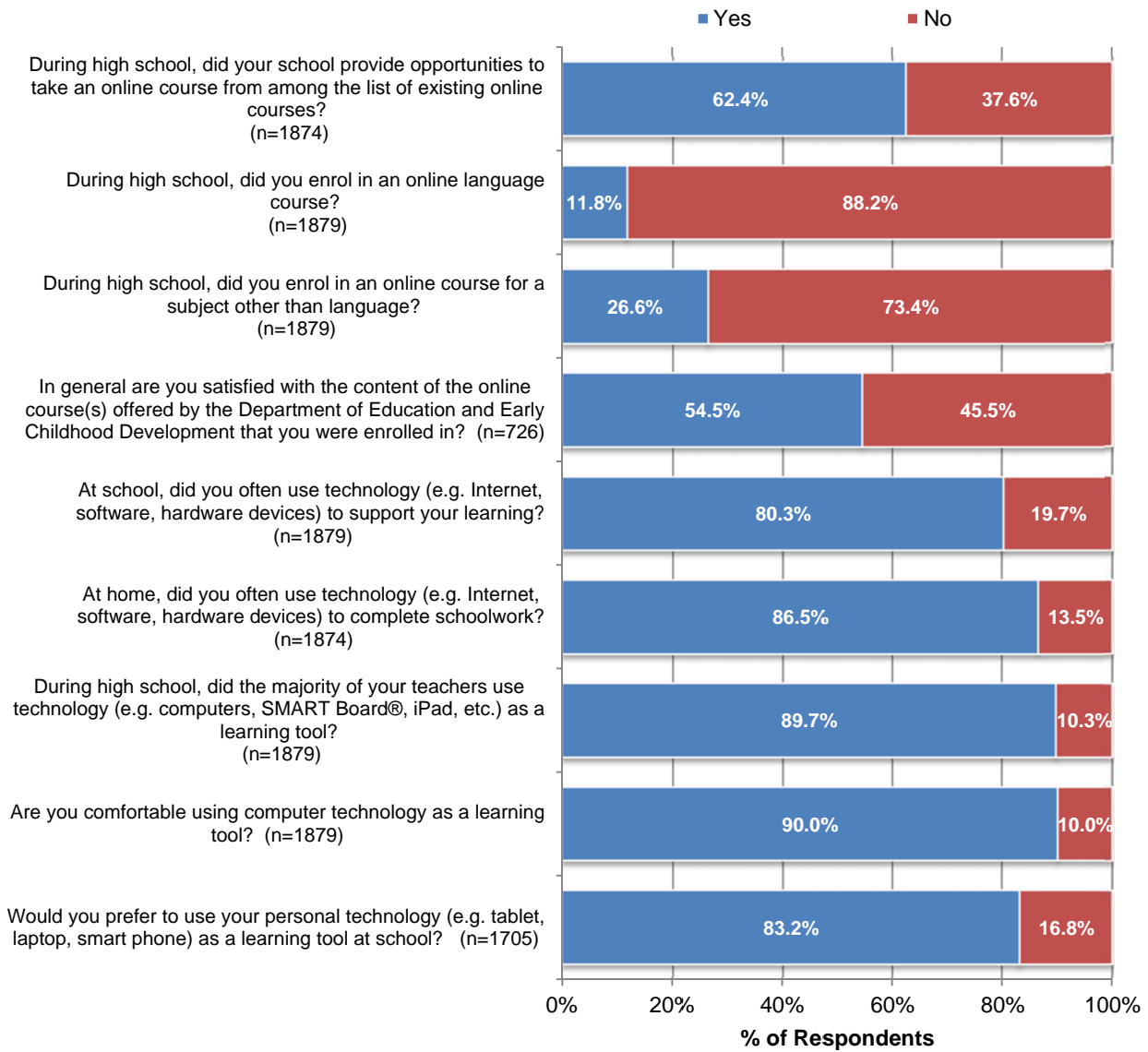
E-Learning and new technologies

Sixty-two 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-seven percent of respondents indicated they were enrolled in an online course other than language during high school and 12% in an online language course.

Ninety percent of respondents were comfortable using computer technology as a learning tool. Eighty-seven percent said they often used computer technology at home to complete schoolwork, and 80% at school to support learning. Ninety 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 – Experiential Opportunities

Experiential Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in experiential activities, 46% of respondents said they often or sometimes had the opportunity to participate in cultural activities organized through school and 43% 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, 53% indicated they often or sometimes read the newspaper or online news, or watched TV news. Thirty-three percent of respondents sometimes or often received tutoring during high school.

Figure 7 – Experiential Opportunities at School and Outside School

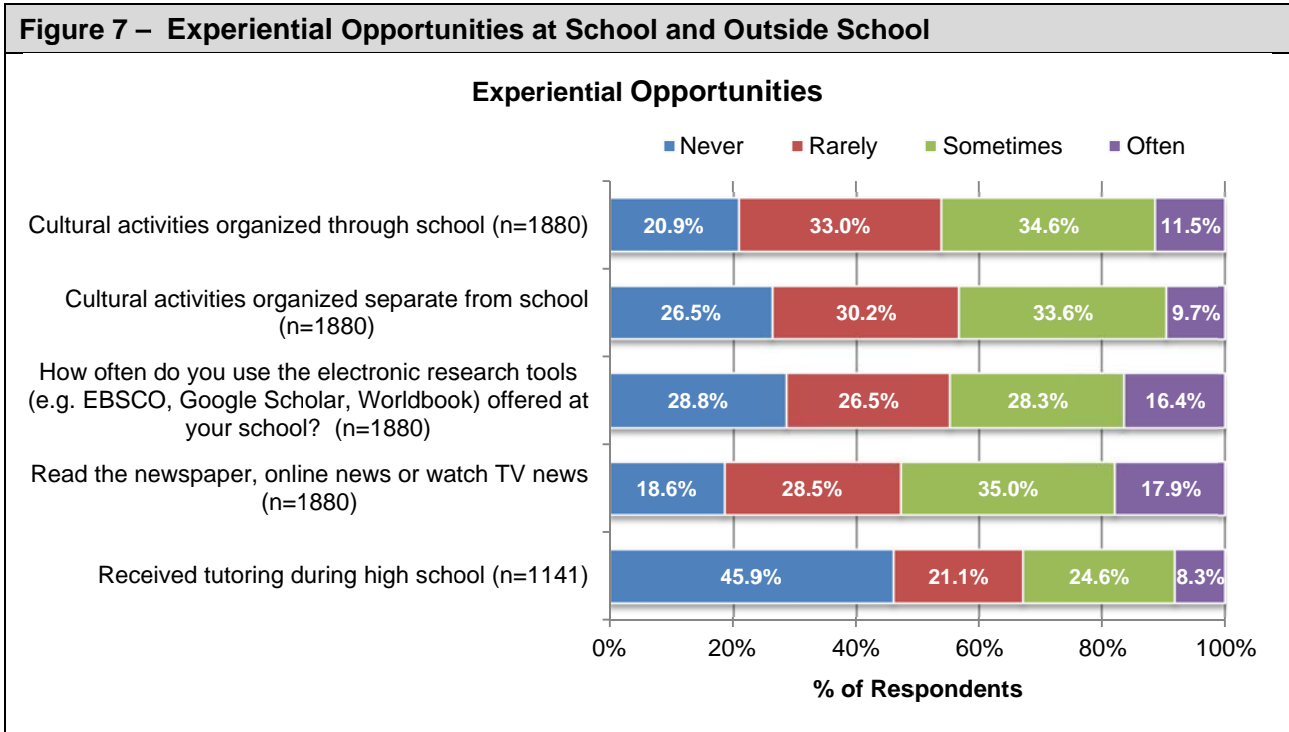
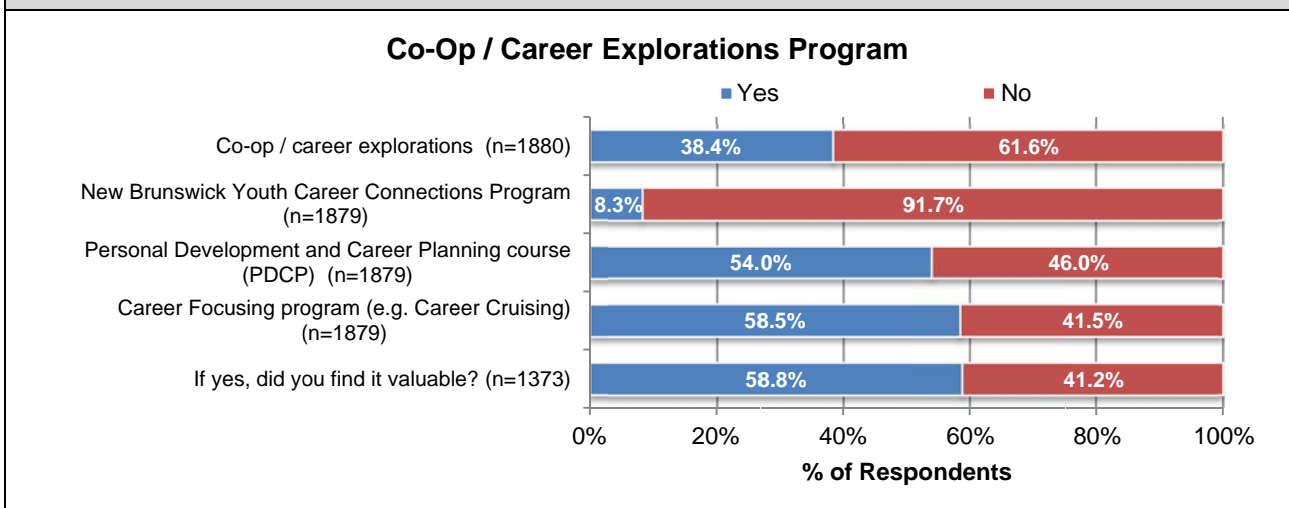


Figure 8 – Participation in a Co-Op / Career Explorations Program

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

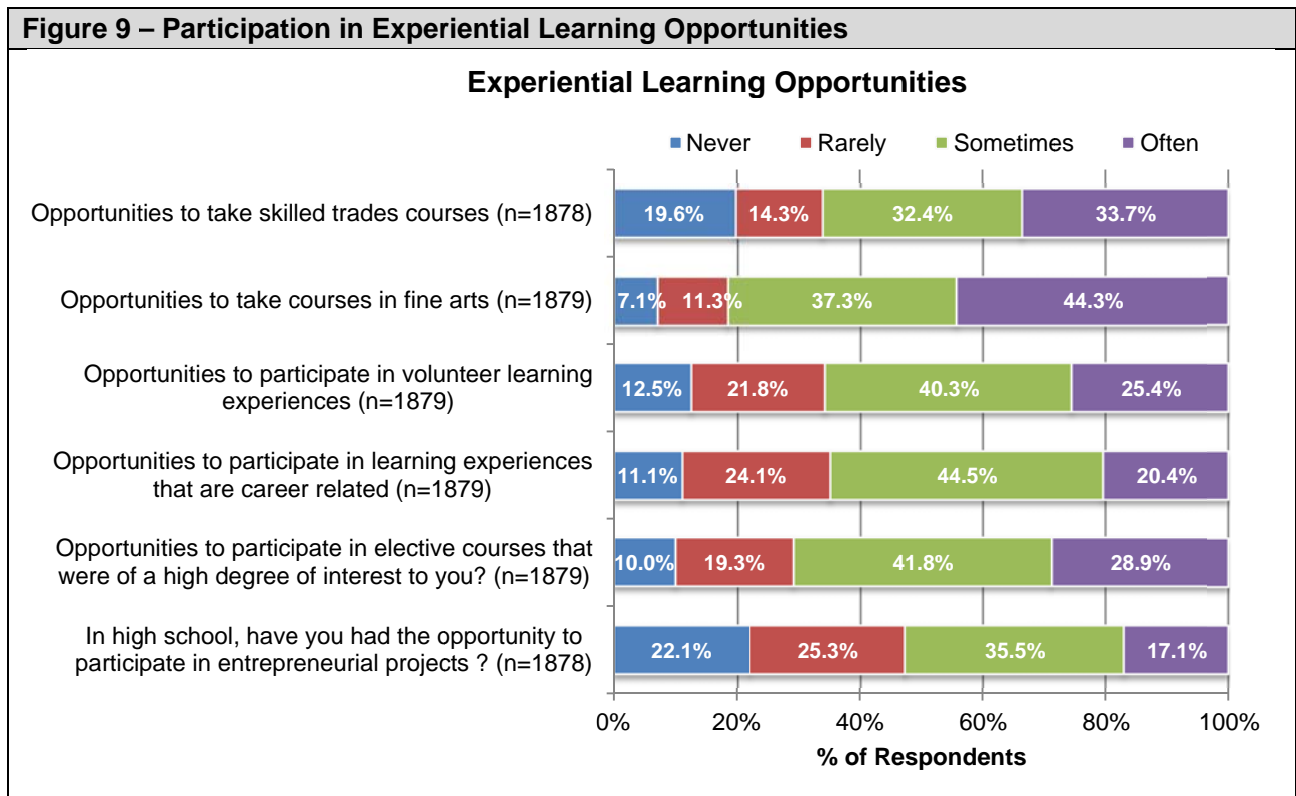


Participation in a Career Explorations Program

In all, 38% of respondents participated in a co-op / career explorations program during high school but just 8.3% in the New Brunswick Youth Career Connections Program. Fifty-four percent participated in a Personal Development and Career Planning course, and 59% in a career focusing program. Of those that did participate in a career focusing program, 59% said they found it valuable.

Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 66% of the respondents said they often or sometimes participated in skilled trades courses (e.g. residential finish, power train and chassis, culinary technology), 82% in fine arts courses (e.g. visual arts, music, theatre), and 65% in learning experiences that are career-related. Sixty-six percent of respondents indicated that they sometimes or often had the opportunity to participate in volunteer learning experiences. Seventy-one percent of respondents said they sometimes or often had the opportunity to participate in elective courses that were of a high degree of interest to them. Fifty-three percent indicated that they had the opportunity to participate in entrepreneurial projects.

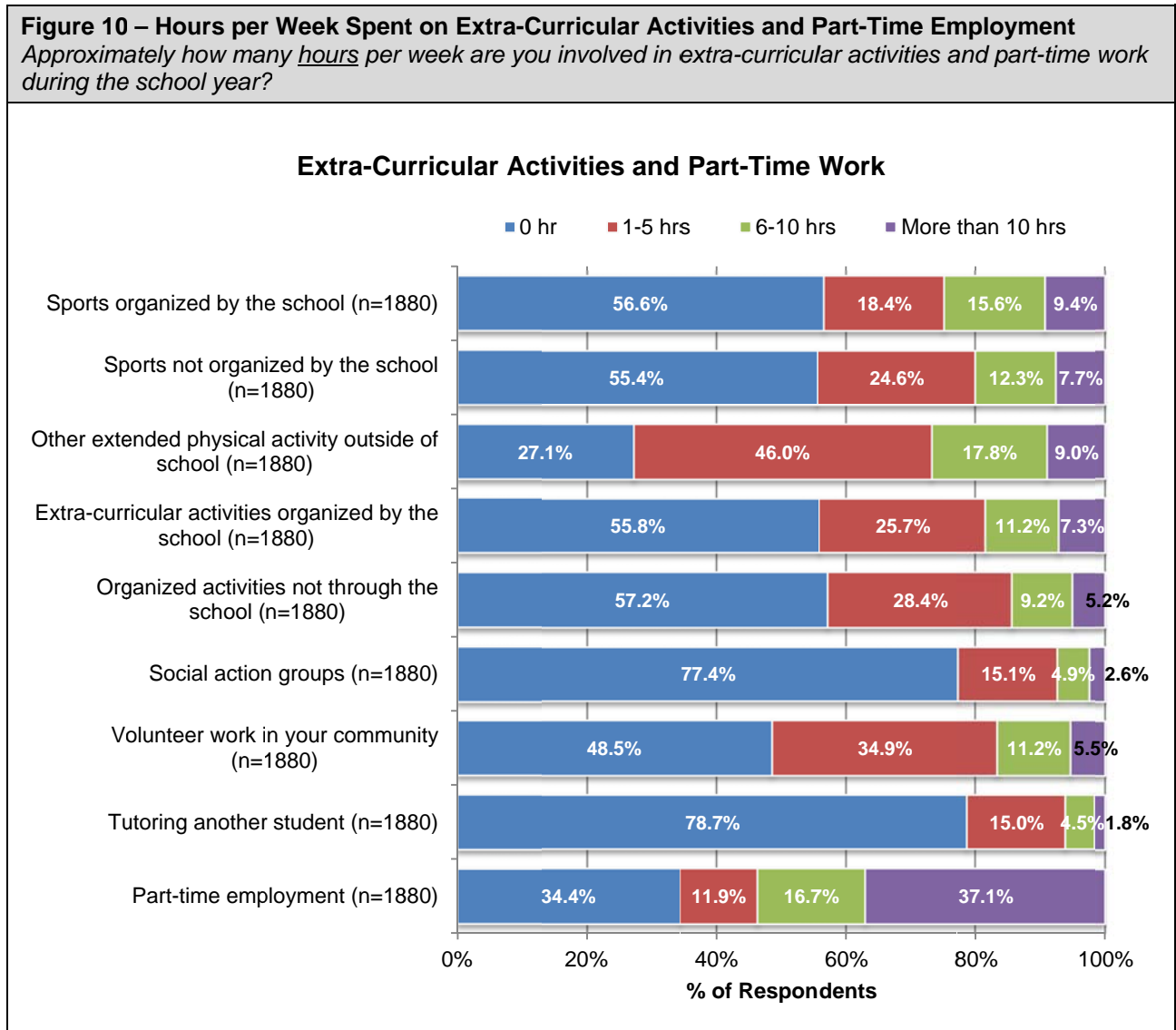


Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Part-time employment (37%), sports organized by the school (9.4%), and other extended physical activities outside school (9.0%) were the top three activities to which respondents devoted more than 10 hours a week.

Forty-three percent of the respondents indicated that they participated in sports activities organized by the school, 45% in sports activities outside the school, and 73% in other extended physical activity outside of school. Sixteen percent spent between 6 and 10 hours a week involved in sports organized by the school, while 9.4% spent more than 10 hours a week. Forty-four percent participated in activities organized by their school at least one hour a week (e.g. drama, clubs, band, student council).

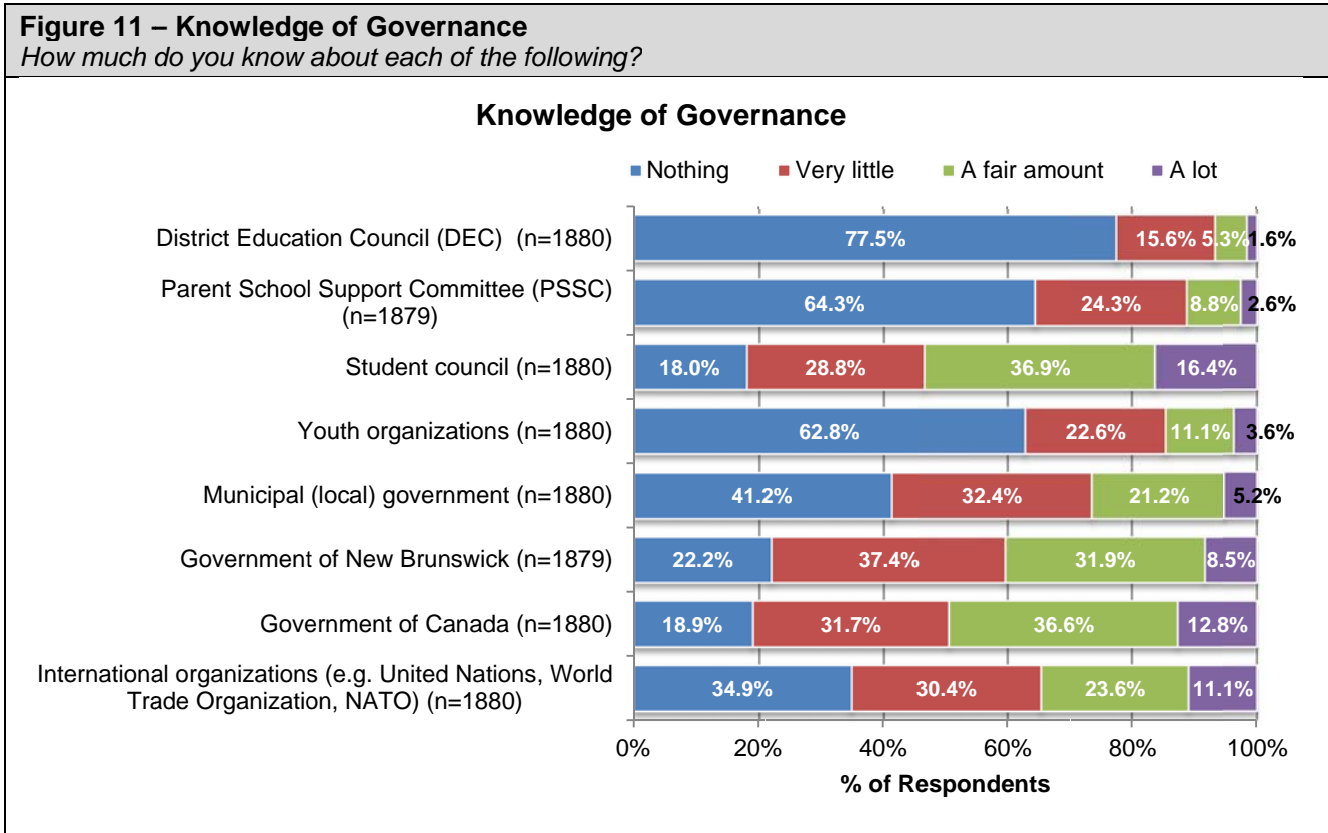
Fifty-two percent of the respondents did at least one hour of volunteer work in the community per week, including 5.5% who volunteered more than 10 hours per week. Twenty-one percent of respondents said they tutored another student for at least one hour a week. Twenty-three percent of respondents were involved in social action groups for an hour or more per week.



Knowledge of Governance

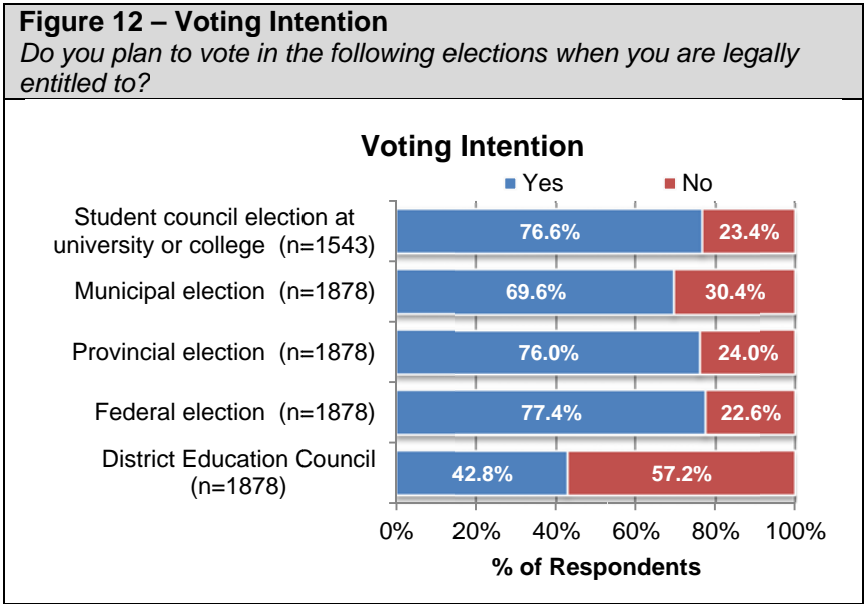
Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (78%) or very little (16%) about the District Education Council. Just over 11% of respondents said they had a fair amount or a lot of knowledge about the Parent School Support Committee. However, 53% said they had a fair amount or a lot of knowledge about the student council. Only 15% said the same about youth organizations (e.g. NBASAA, Youth Matters).

Knowledge of government varied by level. Forty-nine 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 26% about municipal (local) government. Thirty-five percent of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations).



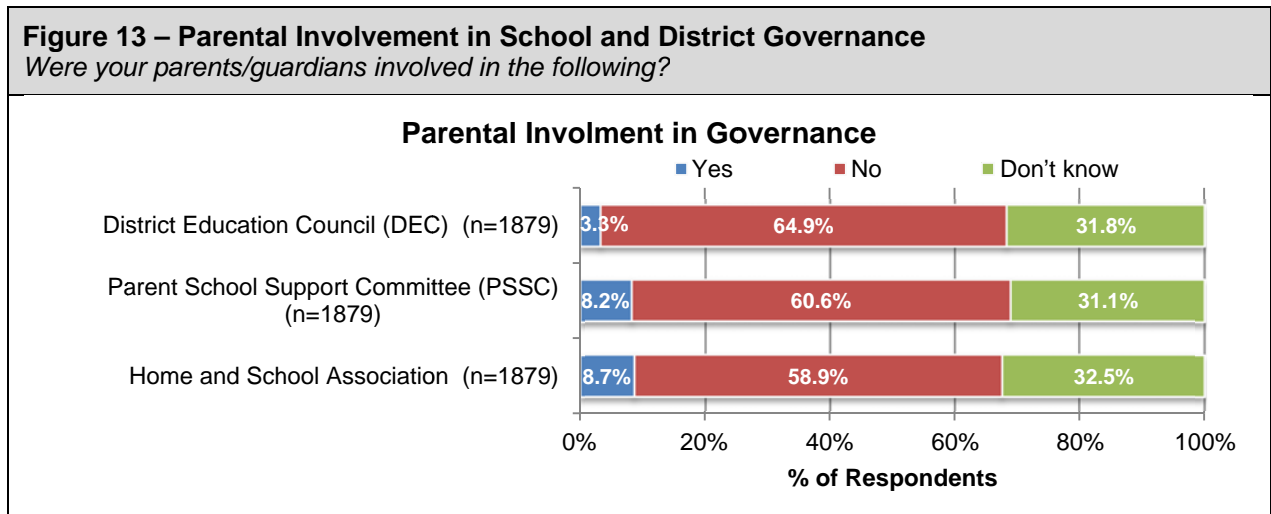
Voting Intention

Seventy-seven percent of respondents said they planned to vote in the next federal election and 76% in the next provincial election, when they were legally entitled to vote. Seventy percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was about the same at 77%. Only 43% of respondents said they planned to vote in the next District Education Council election.



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 3.3% confirmed that their parents were involved in the District Education Council, 8.2% in the Parent School Support Committee, and 8.7% in the Home and School Association.



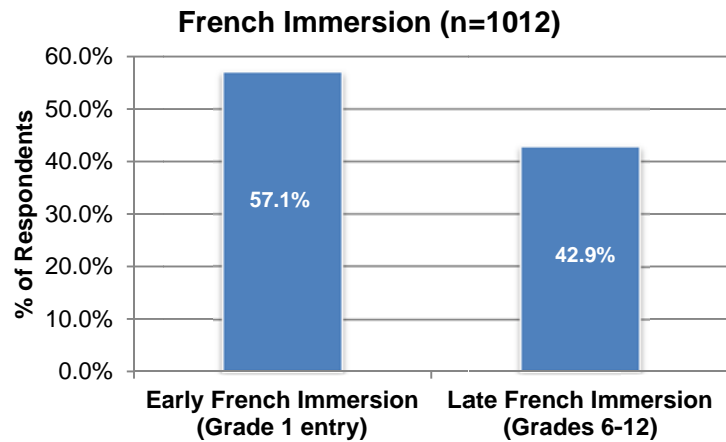
Section F – Language Skills

French Immersion

According to respondents, 46% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 57% were enrolled in early immersion and 43% in late immersion.

Figure 14 – French Immersion

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

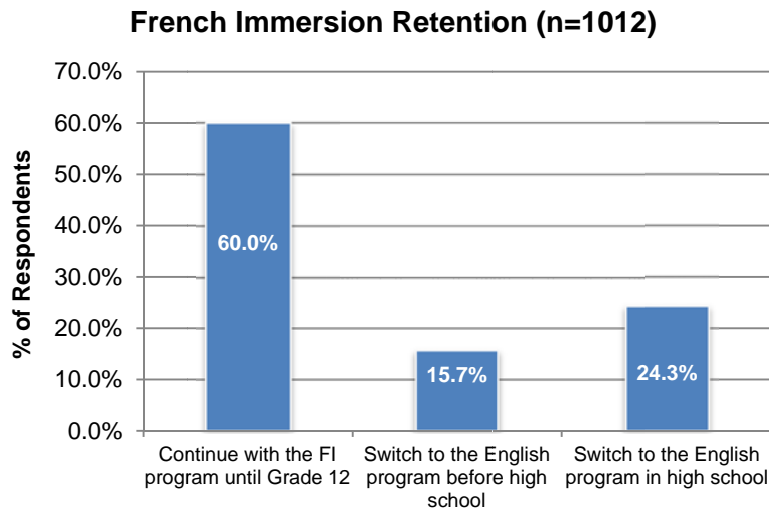


French Immersion Retention

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 24% switched to the English program in high school and 16% switched before high school.

Figure 15 – French Immersion Retention

If you were enrolled in French Immersion did you:

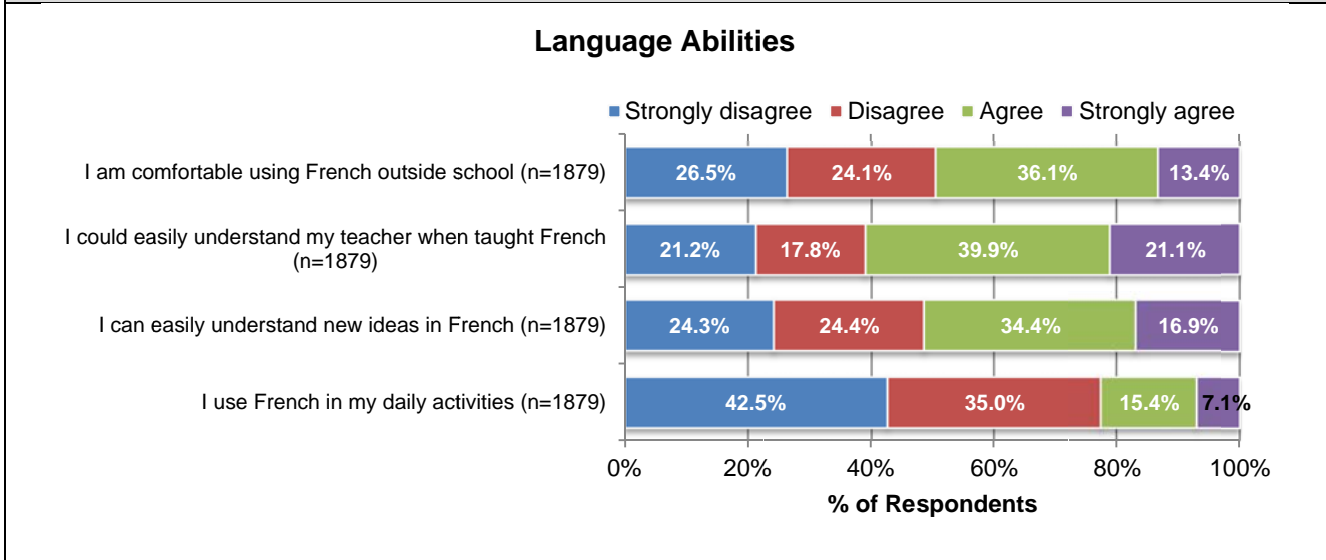


Language Abilities

When asked about their language skills, 50% of respondents said they were comfortable speaking French outside school. However, only 23% indicated using French in their daily activities. When they were taught French as a second language, 61% could easily understand their teacher, and 51% 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 an Additional Language Course

Fifteen percent of respondents indicated they were enrolled in an additional language course at school, and 34% reported they were comfortable using an additional language.

Figure 17a – Enrolment in an Additional Language Course

Were you ever enrolled in an additional language course at school?

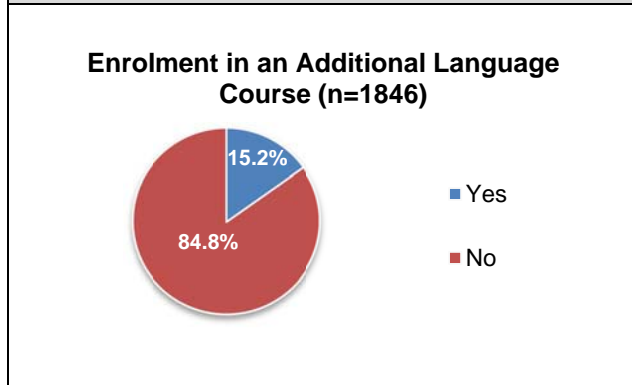
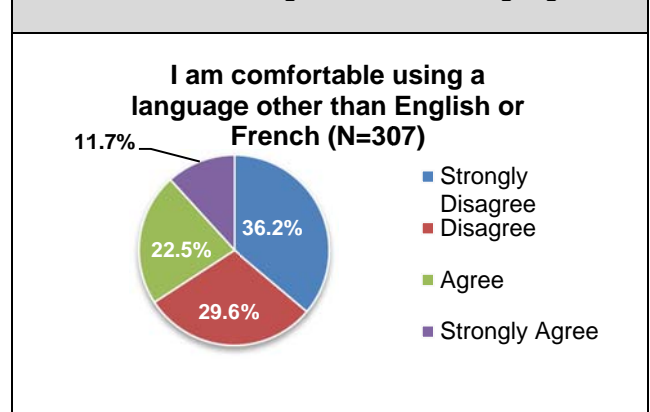


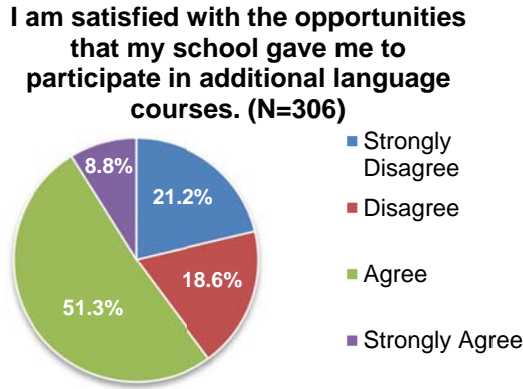
Figure 17b – Comfortable Using an Additional Language

I am comfortable using an additional language.



Sixty percent of respondents were satisfied with the opportunities their school provided them to participate in additional language courses.

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



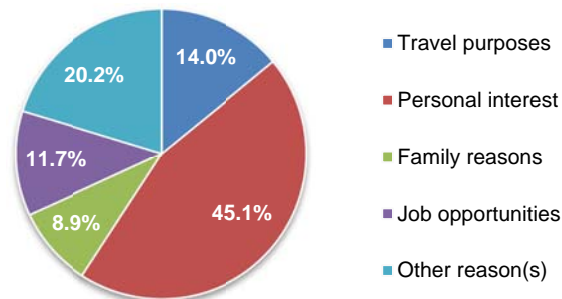
Main Reason for Enrolling in an Additional Language Course

The main reason for learning an additional language, given by 45% of respondents, was personal interest, followed by other reasons (20%), travel purposes (14%), job opportunities (12%), and family reasons (8.9%).

Figure 18 – Main Reason for Enrolling in an Additional Language Course

What was your main reason for enrolling in an additional language course?

What was your main reason for enrolling in an additional language course? (N=227)



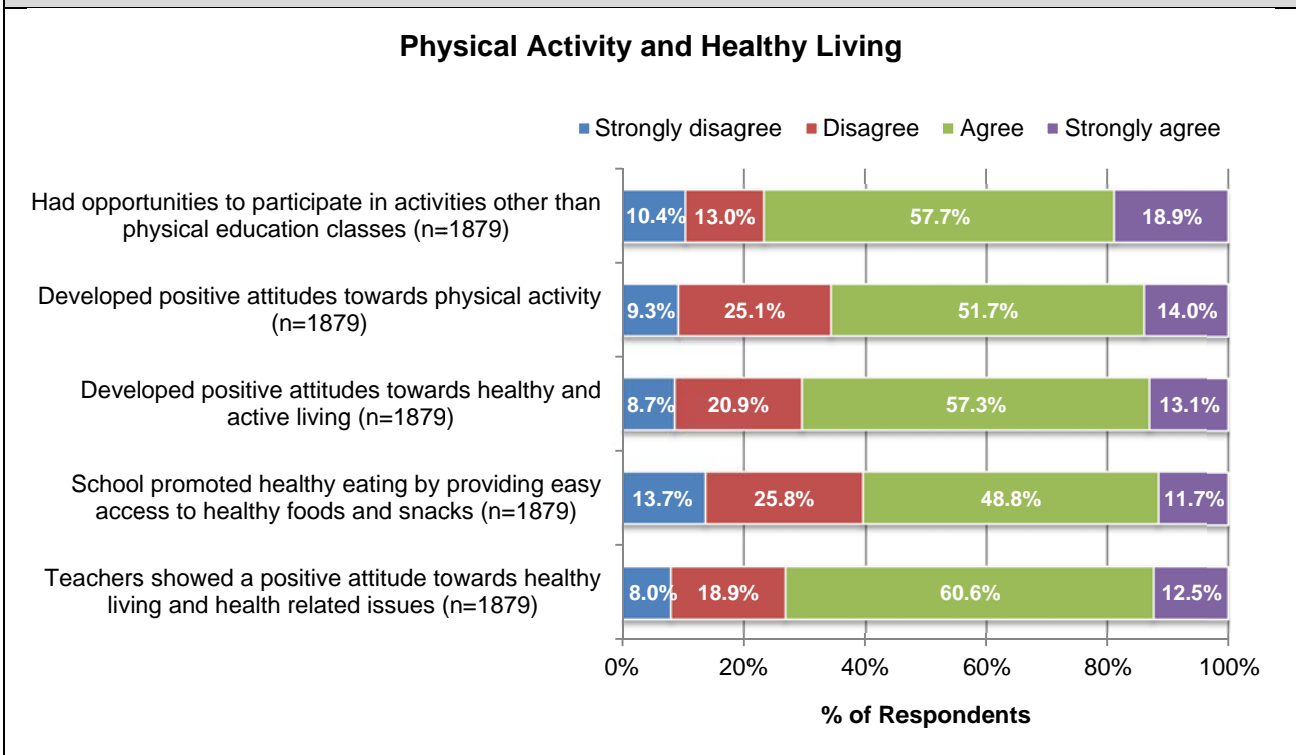
Section G – Physical Activity and Healthy Living

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-seven percent said that they had opportunities to participate in activities other than physical education classes, and 66% said their school helped them to develop positive attitudes towards physical activity. Seventy 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.

Figure 19 – Physical Activity and Healthy Living

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



Section H – Learning Environment

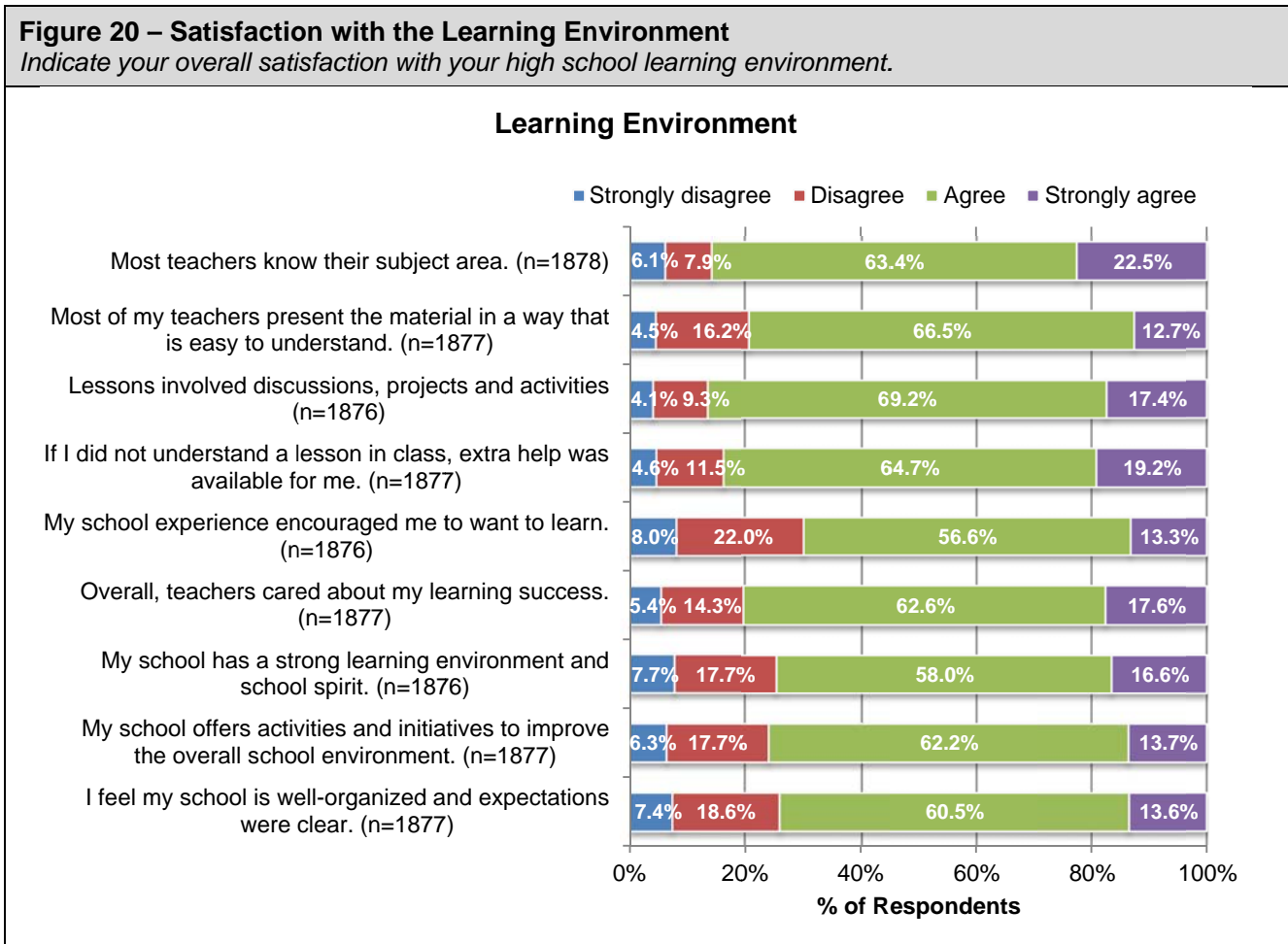
Satisfaction with the Learning Environment

With respect to their high school experience, the majority of respondents were satisfied with the learning environment. Eighty-six percent agreed or strongly agreed that their teachers knew their subject area, and 79% 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 percent indicated that their school experience encouraged them to want to learn. Eighty percent of respondents said that their teachers cared about their learning success. Eighty-seven percent said that the lessons involved discussion, projects and activities.

Seventy-five percent of respondents agreed or strongly agreed with the statement that their school had strong learning environment and school spirit. Seventy-six percent said their school offered activities and initiatives to improve the overall school environment, and 74% felt their school was well-organized and expectations were clear.

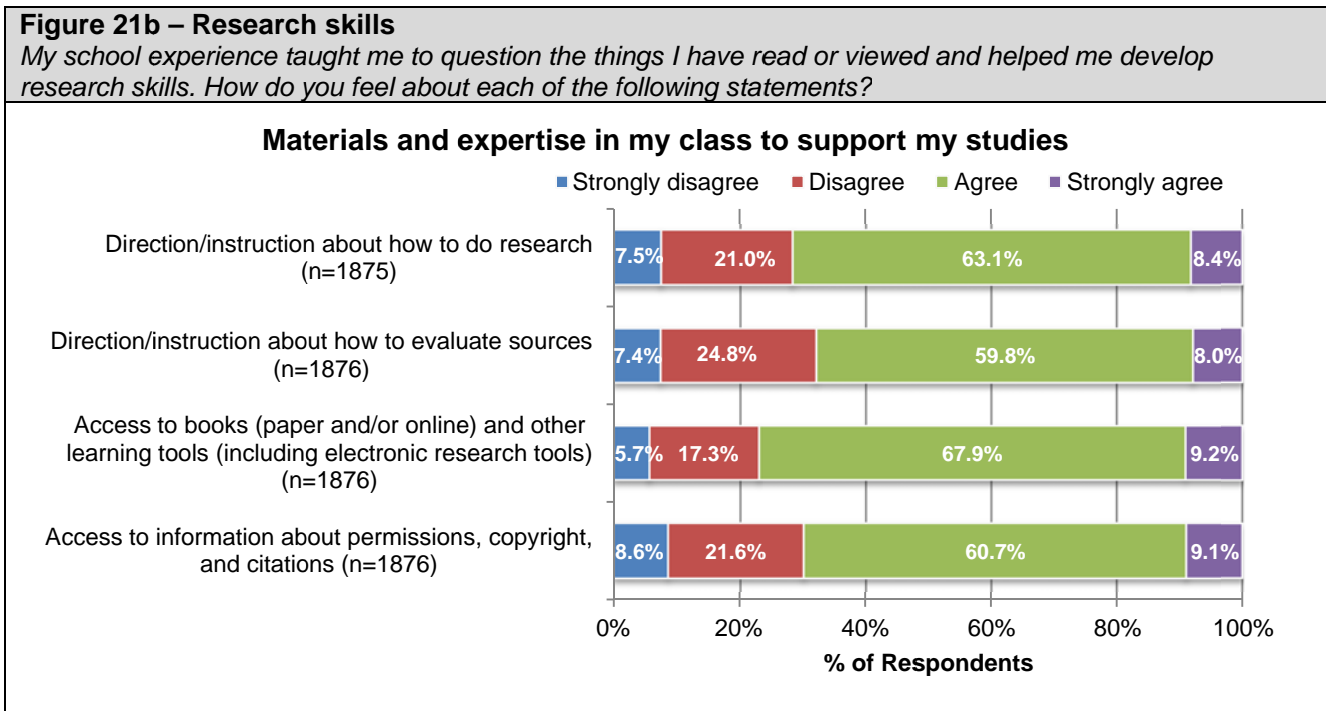
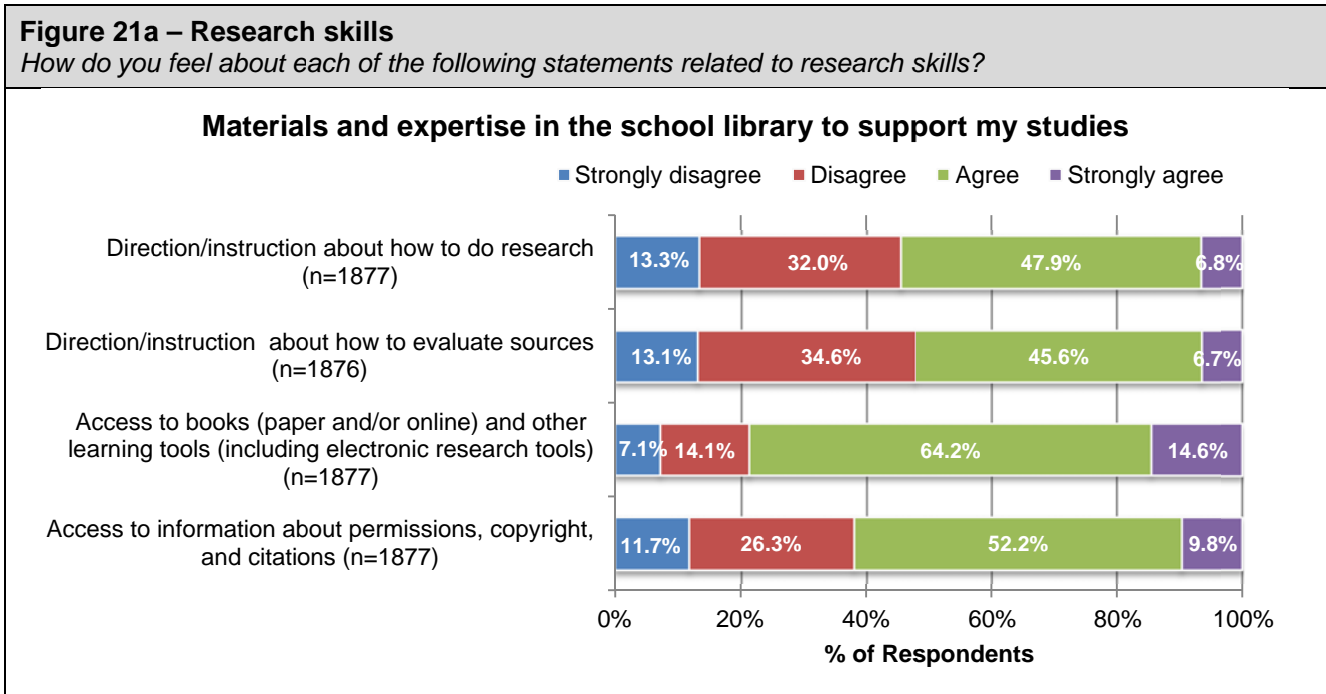
Figure 20 – Satisfaction with the Learning Environment
Indicate your overall satisfaction with your high school learning environment.



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-five 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 52% 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 62% indicated that they had access to information about permissions, copyright and citations.

Seventy-two percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 68% about how to evaluate sources. Seventy-seven percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 70% indicated that they had access to information about permissions, copyright and citations.

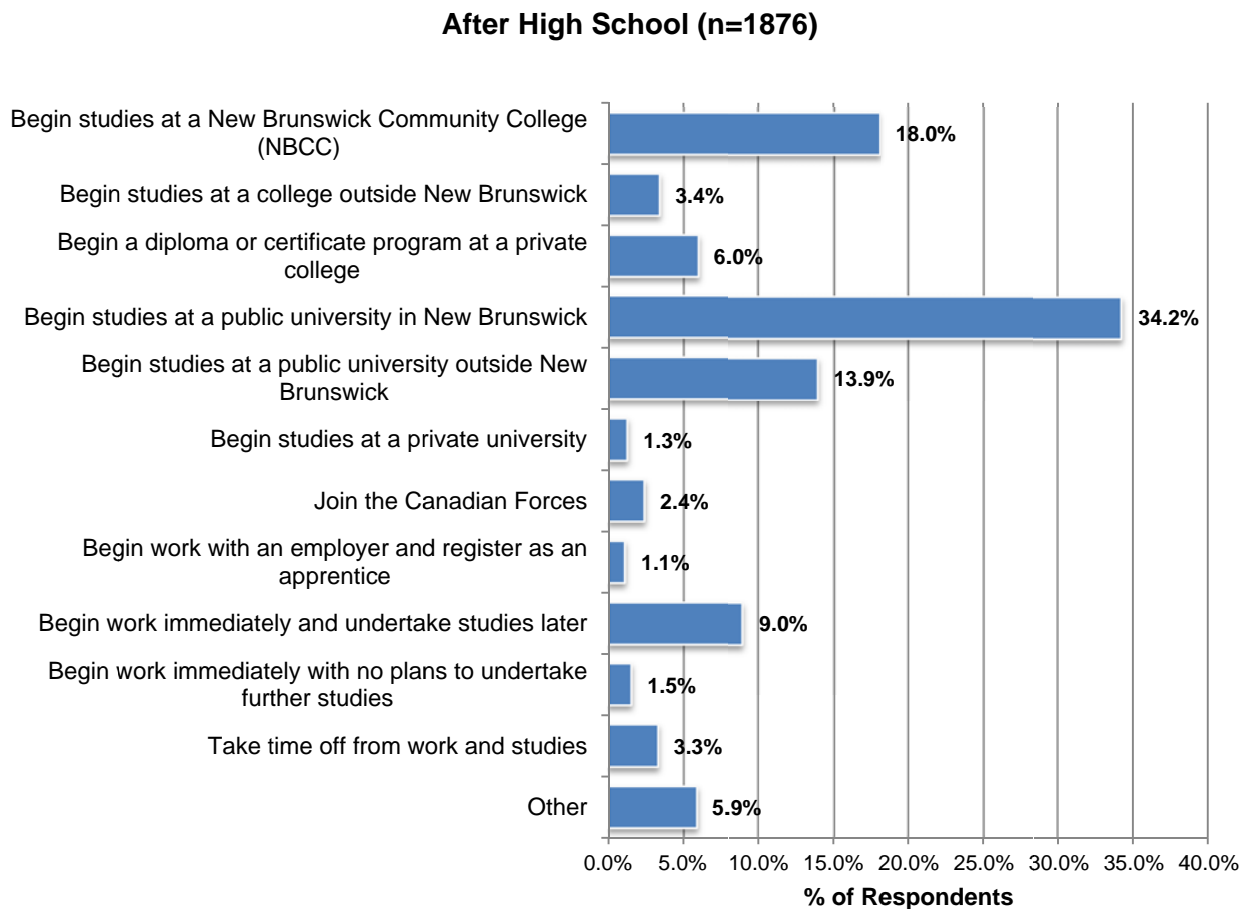


Section I – My Future

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, 34% said they would attend a public university in New Brunswick and 18% at a New Brunswick Community College. A few respondents intended to continue their studies at a university (14%) or a college (3.4%) outside New Brunswick, and a few at a private college (6.0%) or university (1.3%). Nine percent of respondents intended to begin working following high school and pursue their studies at a future date. Only 1.5% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.3% intended to take time off from work and studies altogether. Only 1.1% of respondents intended to begin work with an employer and register as an apprentice, while 2.4% 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-three percent of the respondents going on to post-secondary education had been accepted, 12% had applied, 4.4% had been put on the waitlist, and 0.9% had been rejected.

Of the 2.4% of respondents that indicated they intended to join the Canadian Forces, 57% had enlisted.

Of the 1.1% of respondents that intended to begin work with an employer and register as an apprentice, 63% had found an employer in their field of interest. Twenty-eight 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, 57% indicated that they had already found a job.

Figure 23 – Post-secondary education status

Have you?

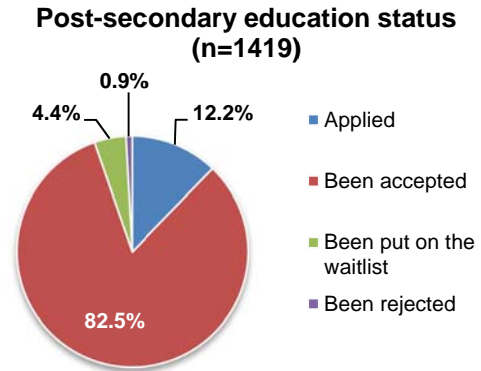


Figure 24 – Canadian Forces

Have you enlisted?

Enlisted with the Canadian Forces (n=49)

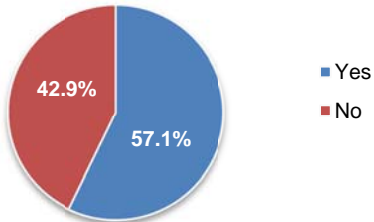


Figure 25a – Apprenticeship

Have you found an employer in your field of interest?

Have you found an employer and registered as an apprentice (n=27)

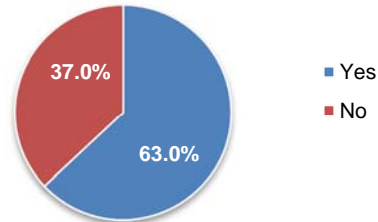


Figure 25b – Apprenticeship

Have you been in contact with your regional apprenticeship representative?

Have you been in contact with your regional apprenticeship representative (n=25)

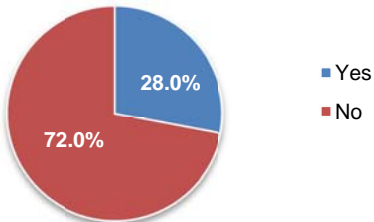
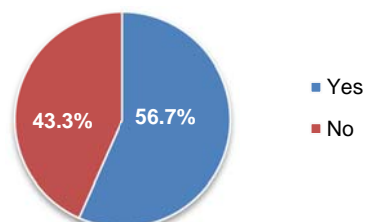


Figure 26 – Begin work immediately

Have you already found a job?

Found a job (n=203)

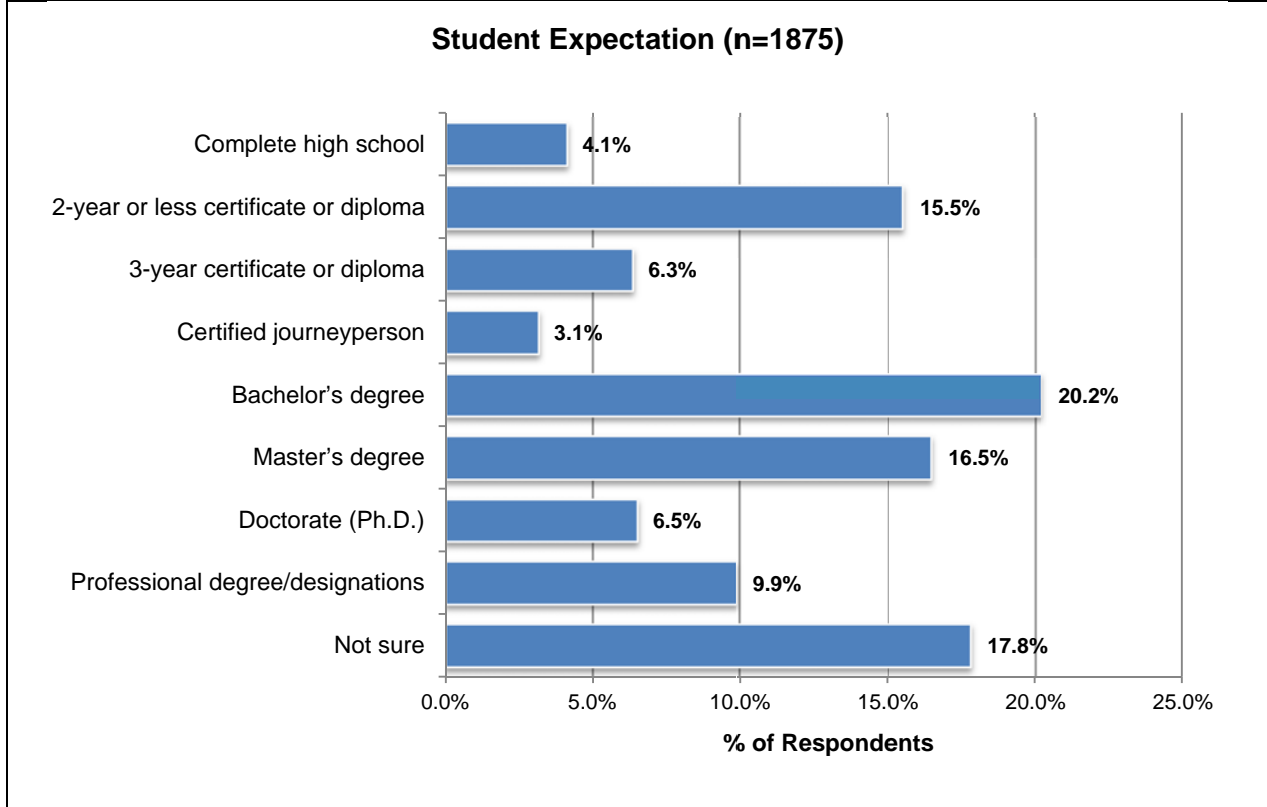


Expectation Regarding Future Studies

Most respondents expected to obtain a university degree (53%) or a certificate/diploma in two years or less (16%). Twenty percent of respondents planned to obtain a bachelor's degree, 17% a master's degree, 9.9% a professional degree/designation (lawyer, dentist, etc.), and 6.5% a doctorate. Only 3.1% expected to become a certified journeyman. Only 4.1% 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

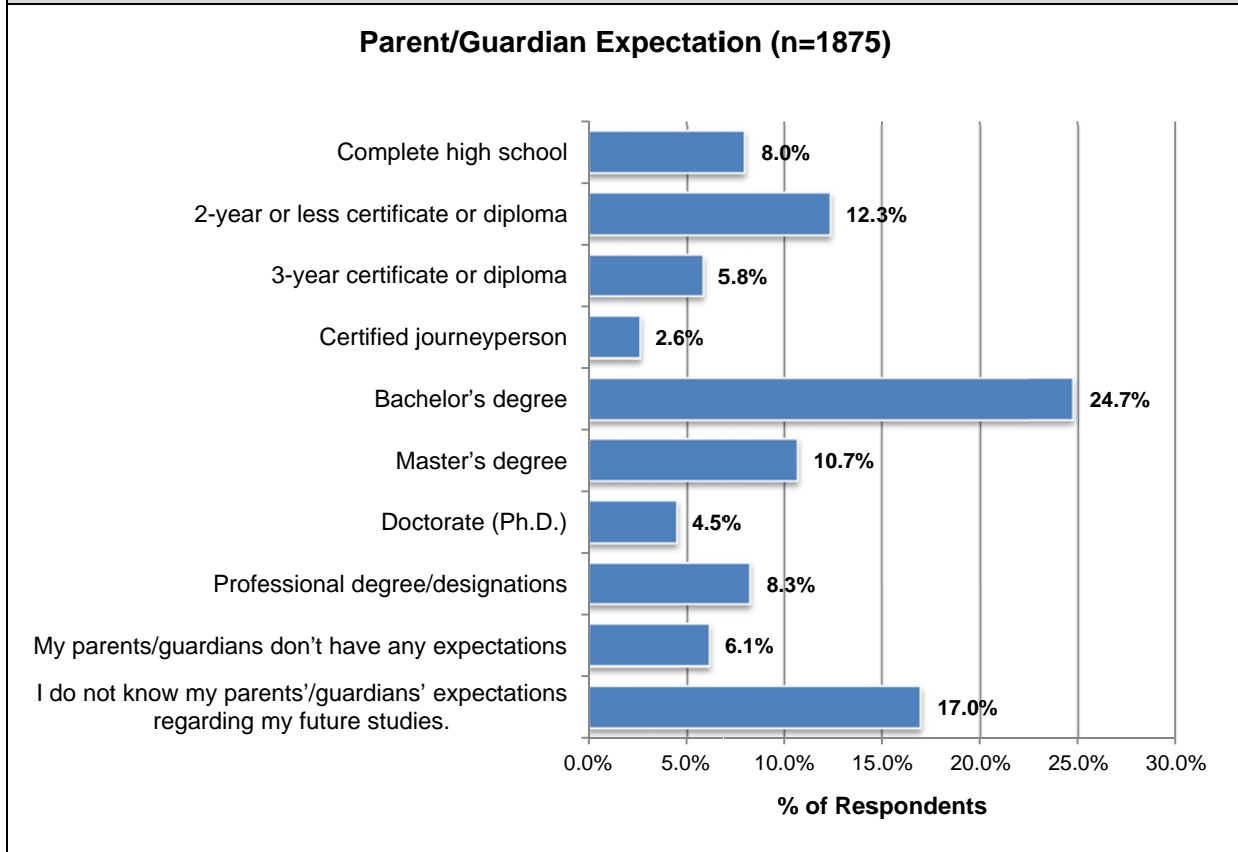
How far do you expect to go in your future studies?



Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree (25%), a master's degree (11%), and obtaining a certificate/diploma in two years or less (12%) were the most common levels of education expected by parents. These were followed by completing high school (8.0%) and receiving a professional degree/designation (8.3%). Only 2.6% expected them to become a certified journeyman. Seventeen percent of respondents did not know what their parents expected, and 6.1% 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?

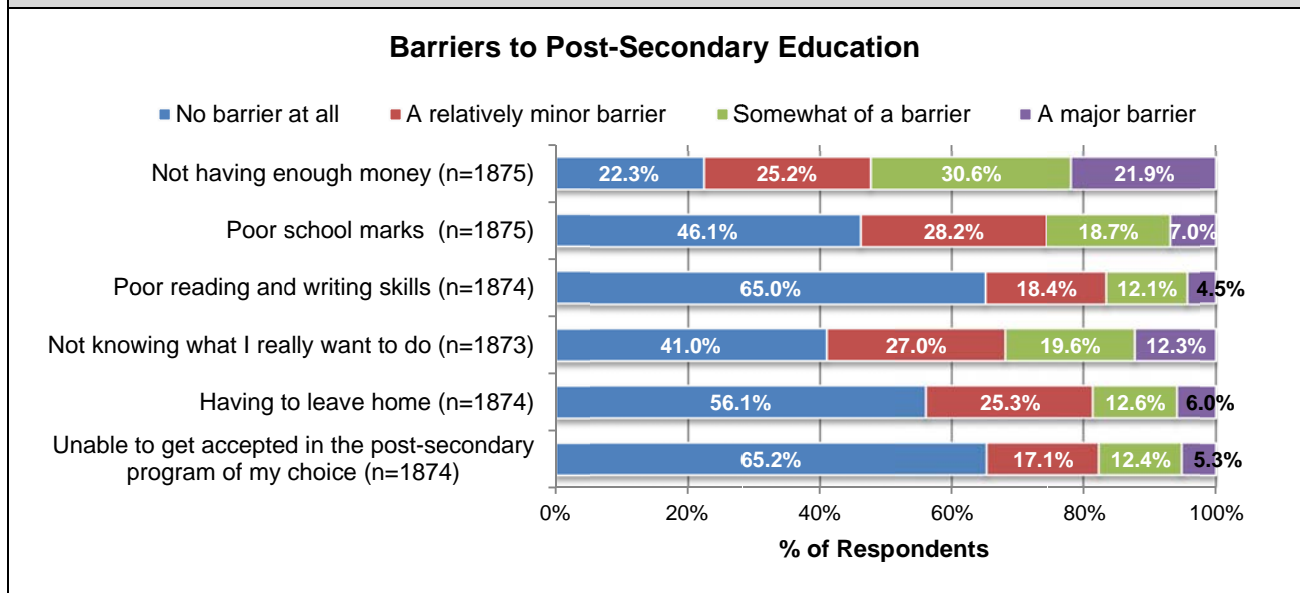


Barriers to Pursuing a Post-Secondary Education

According to 52% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty-two percent of respondents believed money was a major barrier, and 31%, 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 26% of respondents, while only 17% 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. Eighteen 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?

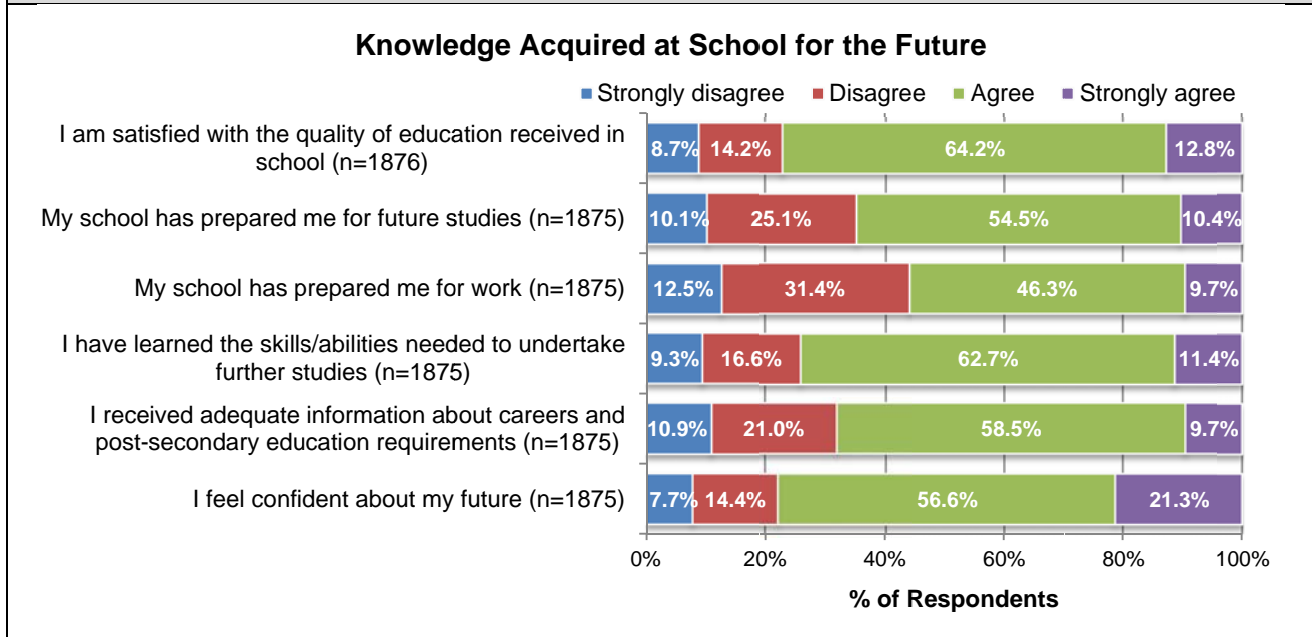


Satisfaction with the Knowledge Acquired at School

The majority of respondents appeared satisfied with the knowledge they acquired at school. Seventy-seven percent of respondents said they were satisfied with the quality of education received in school and 74% 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 56% for work. Sixty-eight 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-eight 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.

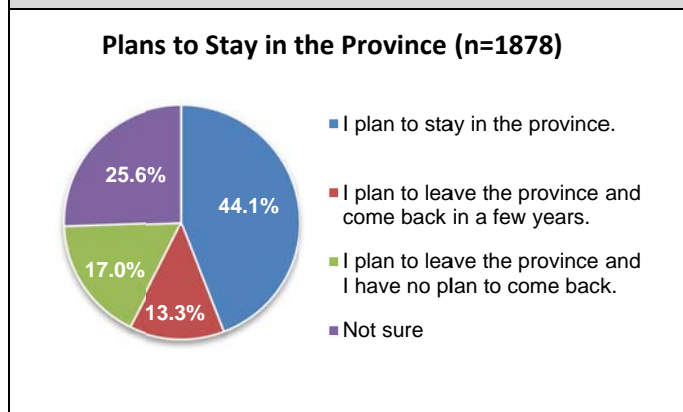


Plans to Stay in the Province

Just over 44% of respondents planned to stay in the province and 13% planned to leave the province but come back in a few years. Seventeen percent of respondents planned to leave the province with no plan to come back. Twenty-six 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?

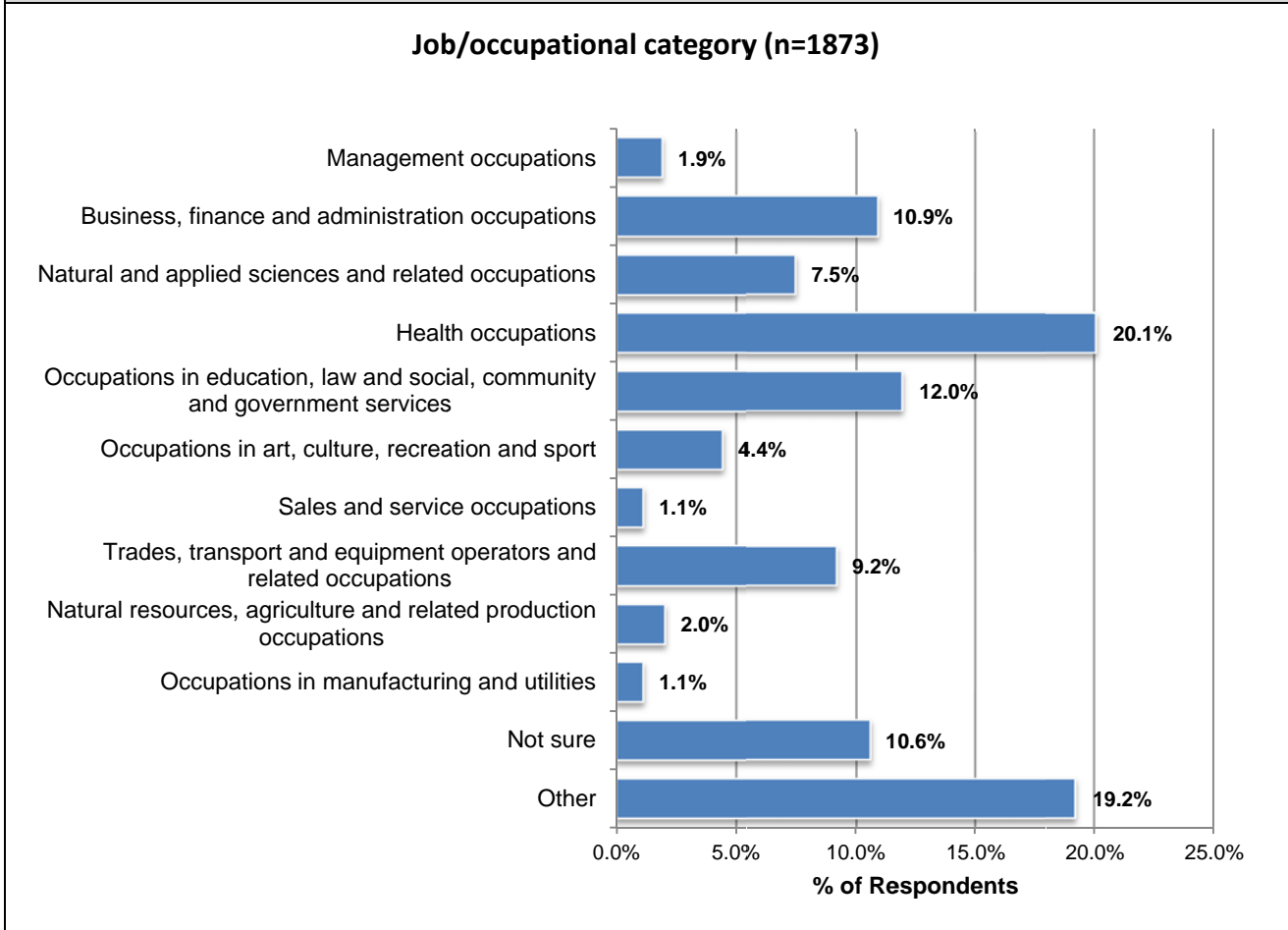


What type of job/occupational category do you intend to pursue?

This question was added in 2013. Respondents were asked what type of job/occupational category they intended to pursue. Just over 20% of respondents indicated they intended to pursue a career in health, 11% indicated business, finance and administration occupations, and 12% indicated occupations in education, law and social, community and government services. Nineteen percent of respondents indicated they were pursuing a job in a category that was not listed, while slightly over 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 question was added in 2014, 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-two percent of respondents were not sure what occupational categories were the most readily available in New Brunswick. Just over 21% 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 (11%) and jobs in business, finance and administration occupations (9.2%).

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

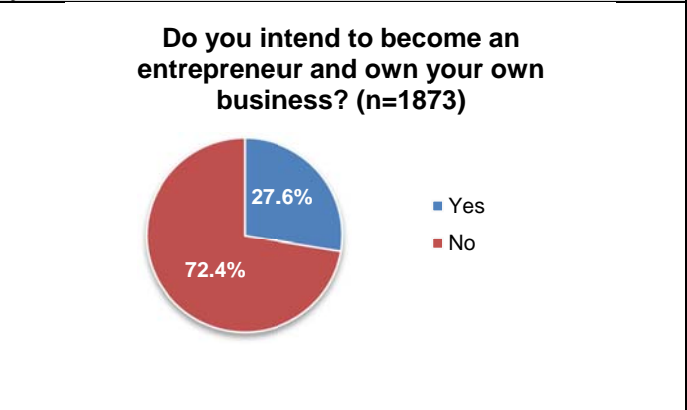
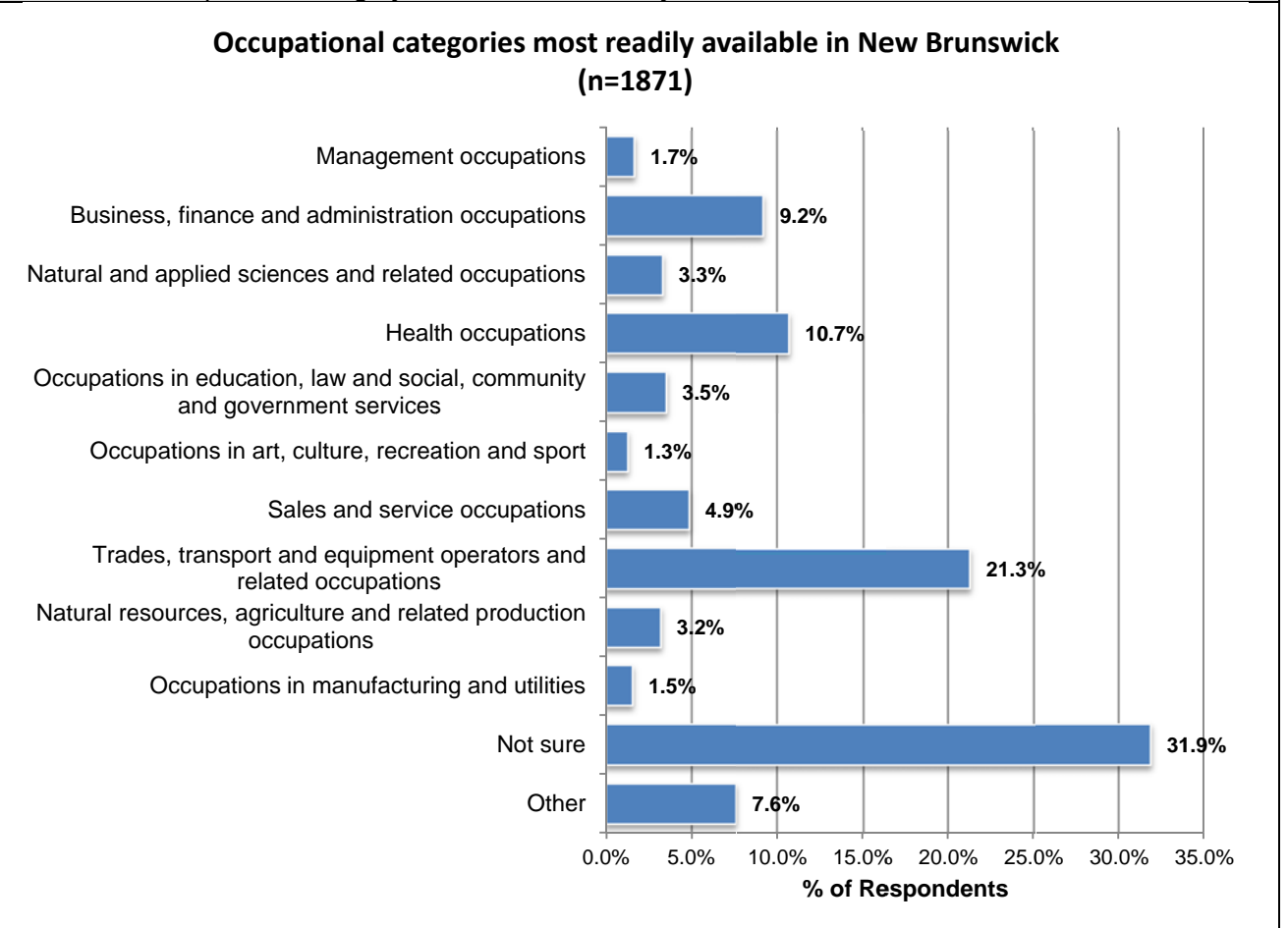


Figure 34 – What type of job/occupational category is the most readily available in New Brunswick?

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



Appendix

2016 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?

- 1) Male (1)
- 2) Female (2)
- 3) Gender independent (3)

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) Mi'kmaw/Wolastoqey (4)
- 5) Other Language(s) (5)

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 with both parents (4)
- 5) Guardian(s) (5)
- 6) Other (6)

A7) Do you have a diagnosed learning disability?

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

A8) Has your parent/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)

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A9) Has your parent/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 Personalized Learning Plan (PLP)?

- 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 Personalized Learning 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) Computer science (any)	①	②	③	④	⑤	⑥
b) Cooperative education	①	②	③	④	⑤	⑥
c) English	①	②	③	④	⑤	⑥
d) French Immersion Language Arts	①	②	③	④	⑤	⑥
e) History (any)	①	②	③	④	⑤	⑥
f) Law	①	②	③	④	⑤	⑥
g) Mi'kmaw/Wolastoqey	①	②	③	④	⑤	⑥
h) Mathematics (any)	①	②	③	④	⑤	⑥

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	N/A	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%
i) Music	0	1	2	3	4	5
j) Native Studies	0	1	2	3	4	5
k) Physical Education and Health	0	1	2	3	4	5
l) Post-intensive French	0	1	2	3	4	5
m) Science (any)	0	1	2	3	4	5
n) Skilled trades (any)	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 Grade 11 or 12 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 (e.g. in the hallways, on the bus, on school property).	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 felt like I belonged.	1	2	3	4

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	<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, composting, solar panels</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, hardware devices) to support your learning?		①	②
f) At home, did you often use technology (e.g. Internet, software, hardware devices) 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: Experiential Opportunities

E1) Answer the following questions regarding experiential opportunities.

	N/A	Never	Rarely	Sometimes	Often
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	①	②
c) Personal Development and Career Planning course (PDCP)	①	②
d) Career Focusing program (e.g. Career Cruising)	①	②
If yes, did you find it valuable?	①	②

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E3) Answer the following questions regarding experiential learning opportunities.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
a) Have you had opportunities in high school to take courses in the skilled trades (e.g. Residential Finish, Power Train and Chassis, Culinary Technology)?	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

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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. 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, public speaking)	①	②	③	④
e) Organized activities <u>not</u> through the school (e.g. leadership, youth programs, 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 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 (local) 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>	①	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 additional languages:

a) Were you ever enrolled in a language course other than English or French at school?

- 1) Yes ①
- 2) No ②

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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 language other than English or French.	①	②	③	④
2) I am satisfied with the opportunities that my school gave me to participate in additional language courses.	①	②	③	④

c) What was your main reason for enrolling in an additional 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 an additional 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

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	<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> | Ⓒ |

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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

2015 GRADE 12 EXIT SURVEY

I1E1) 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 Ⓒ

I1E2) Do you intend to become an entrepreneur and own your own business?

- 1) Yes ①
- 2) No ②

2015 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 Ⓒ

2015 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 Ⓐ

2015 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 (<i>e.g.: time management, study skills, organizational skills</i>).	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

2015 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.**