

# 2018 Grade 12 Exit Survey

Anglophone Sector



The **2018 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](http://www2.gnb.ca/content/gnb/en/departments/education/publications.html).

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2018** est disponible au [www2.gnb.ca/content/gnb/fr/ministeres/education/publications.html](http://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: 978-1-4605-1611-9

September 2018

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## **Methodology**

In April 2018, the Department of Education and Early Childhood Development sent all high schools in the province the link to an online version of the *2018 Grade 12 Exit Survey*. This year, schools were asked to distribute the link to all Grade 12 students. Surveying all students in Grade 12 is different from previous years, as previously schools were provided a list of students.

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.

This year, schools were asked to distribute the link to all Grade 12 students. The rate of return varied from one school to another, but a total of 2,960 students were surveyed, which represents 51% of the entire Grade 12 student population in the anglophone sector as of March 2018.

### **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**

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### **Section A – Demographic Information**

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Table 1 shows the demographic profile of students who participated in the Exit Survey. The number of male respondents was slightly higher at 49.8%, while female respondents accounted for 48.6%. Less than two percent of students identified as non-binary. English was the language most spoken at home. Ninety-one percent of respondents speak English at home and only 3.0% speak both French and English at home. Less than 0.5% of students speak either Mi'kmaw or Wolastoqey at home, but 4.5% indicated they spoke at least one other language at home.

The vast majority (96%) of respondents were 17 or 18 years old.

Just over 7% of respondents self-identified as an Indigenous person, including 3.6% living in a First Nation community, and 4.0% not living in a First Nation community. Eight 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. Nineteen percent of respondents lived with their mother, but only 4.7% of respondents lived with their father. Seven percent shared time between their parents.

Ten percent of respondents said they are a person with a diagnosed learning disability, while 9.6% said they follow a Personalized Learning Plan (PLP).

Sixty-eight percent of respondents indicated their parent/mother/guardian had completed post-secondary education, and 59% indicated the same for their parent/father/guardian.

<b>Table 1 – Student Profile</b>			
<b>Gender (n<sup>1</sup>=2960)</b>		<b>Citizenship (n=2960)</b>	
Male	49.8%	A landed immigrant in Canada	3.9%
Female	48.6%	A non-permanent resident of Canada	2.1%
Non-binary	1.6%	A Canadian citizen born in or outside Canada	92.4%
		Other	1.6%
<b>Language spoken at home (n=2960)</b>			
<b>Language spoken at home (n=2960)</b>		<b>Living with (n=2960)</b>	
English	91.4%	Both parents	62.2%
French	0.6%	Mother only	18.8%
Equally, both French and English	3.0%	Father only	4.7%
Mi'kmaw	0.2%	Time shared with both parents	7.1%
Wolastoqey	0.2%	Guardian(s)	3.5%
Other Languages(s)	4.5%	Other	3.7%
<b>Age (n=2960)</b>			
<b>Age (n=2960)</b>		<b>Member of a visible minority or an Aboriginal person (n=2960)</b>	
16 or under	0.2%	An Indigenous person living on a First Nation community	3.6%
17	48.7%	An Indigenous person not living on a First Nation community	4.0%
18	47.0%	A visible minority ( <i>other than Indigenous</i> )	8.1%
19	3.5%		
20	0.2%	<b>A person with a diagnosed learning disability (n=2960)</b>	
21 or over	0.3%	Yes	10.1%
<b>Following a Personalized Learning Plan (PLP) (n=2960)</b>			
<b>Following a Personalized Learning Plan (PLP) (n=2960)</b>		<b>Parent/guardian post-secondary education (n=2960)</b>	
Yes	9.6%	Parent/mother/guardian	68.3%
		Parent/father/guardian	58.8%

## 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 (88%), Cooperative education (83%) and Skilled trades (82%) are the three subjects in which marks were the highest (80% or higher). Conversely, Mi'kmaw/Wolastoqey (14%), Native Studies (6.6%), and Computer science (any) (5.9%) 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.

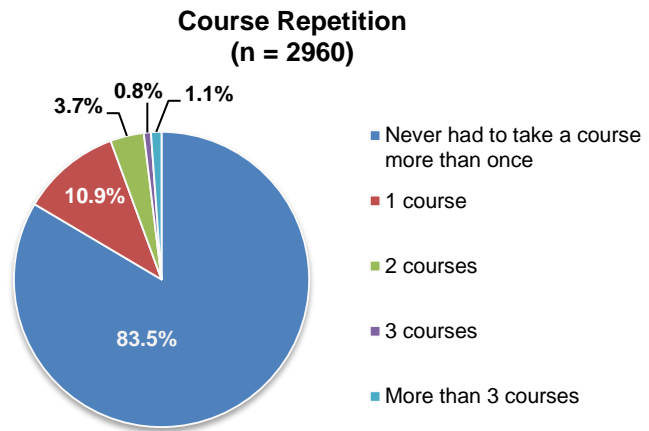
<b>Table 2 – Most Recent Final Marks</b>						
<i>What were your <u>most recent final</u> marks in the following subject areas?</i>						
	<i>90% or more</i>	<i>80%-89%</i>	<i>70%-79%</i>	<i>60%-69%</i>	<i>Less than 60%</i>	<b>n</b>
Computer science (any)	38.2%	27.7%	18.0%	10.1%	5.9%	877
Co-op education	55.5%	27.1%	12.3%	3.2%	1.8%	973
English	29.2%	37.5%	23.9%	8.2%	1.1%	2815
French Immersion Language Arts	35.7%	34.5%	19.2%	9.1%	1.6%	1346
History (any)	35.8%	34.9%	20.3%	7.9%	1.1%	2410
Law	35.4%	33.1%	18.2%	9.6%	3.7%	888
Mi'kmaw/Wolastoqey	31.0%	23.0%	15.9%	16.7%	13.5%	126
Mathematics (any)	28.9%	30.0%	23.6%	14.4%	3.2%	2596
Music	55.3%	22.3%	13.8%	6.7%	1.9%	1425
Native Studies	44.2%	24.6%	15.9%	8.6%	6.6%	301
Physical Education and Health	65.9%	22.6%	7.5%	3.3%	0.8%	1892
Post-intensive French	41.2%	28.2%	18.6%	9.8%	2.1%	854
Science (any)	35.2%	35.0%	20.1%	7.9%	1.7%	2535
Skilled trades (any)	48.9%	33.2%	13.1%	3.2%	1.5%	711
Visual arts	52.3%	25.7%	12.2%	7.2%	2.6%	1454

## 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. Eleven percent had to retake one course, and 3.7%, two courses. Only 1.9% 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-two percent of respondents believed that discipline was managed effectively at school. Seventy-six percent of students were well behaved in class but only 59% said students were well behaved outside of the classroom. In all, 61% of respondents did not believe that learning was interrupted by discipline problems.

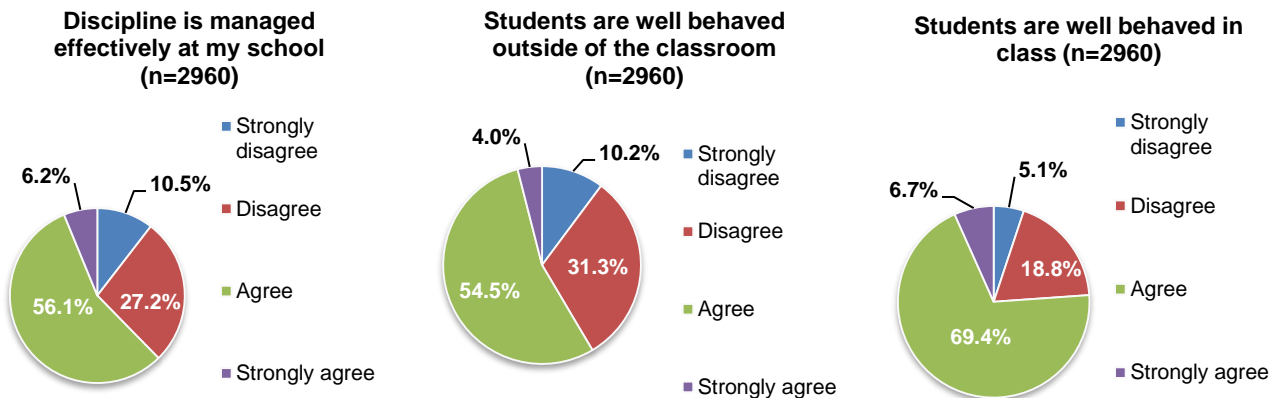
Eighty-five percent of respondents agreed or strongly agreed that they felt safe at their school and 78% agreed or strongly agreed that it was a place where they felt respected. Sixty-seven percent of respondents indicated that school was a place where they felt like they belonged. Eighty percent indicated that if they had a problem, there was an adult they could talk to at school.

Seventy-one percent of respondents enjoyed their school experience, and 65% considered their school experience academically challenging. Seventy-four percent said the variety of courses available met their needs.

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

**Figure 2 – Satisfaction with the School Environment**

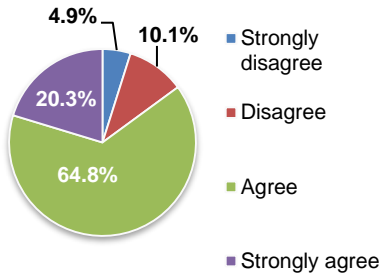
*How do you feel about each of the following statements?*



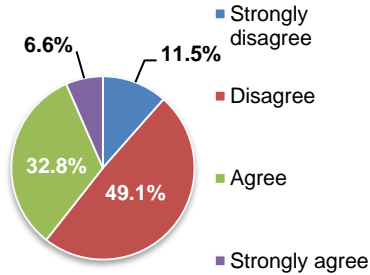
## Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

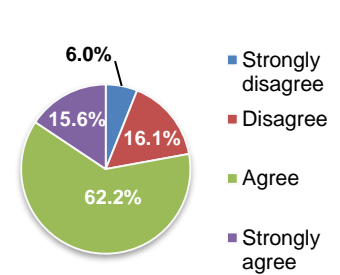
**I feel safe at my school**  
(n=2960)



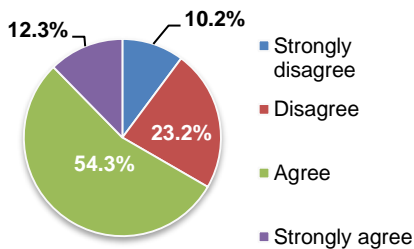
**My learning is interrupted by the behaviour problems of other students**  
(n=2960)



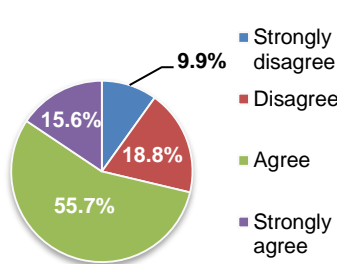
**I feel respected at my school**  
(n=2960)



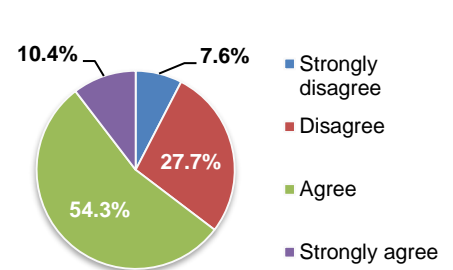
**My school is a place where I felt like I belonged**  
(n=2960)



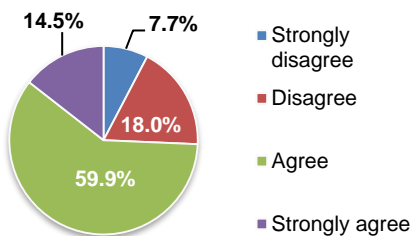
**I enjoyed my school experience**  
(n=2960)



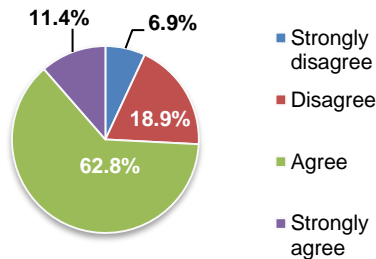
**My school experience was academically challenging**  
(n=2960)



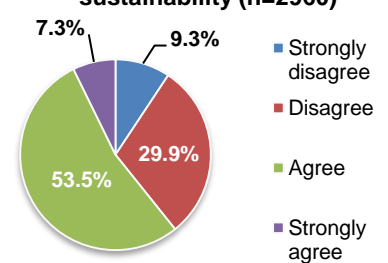
**The variety of courses available met my needs**  
(n=2960)



**My school is environmentally friendly**  
(n=2960)



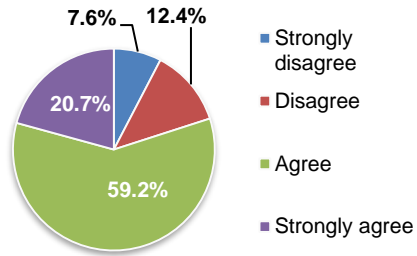
**My school encourages me to contribute to the environment's sustainability**  
(n=2960)



## Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

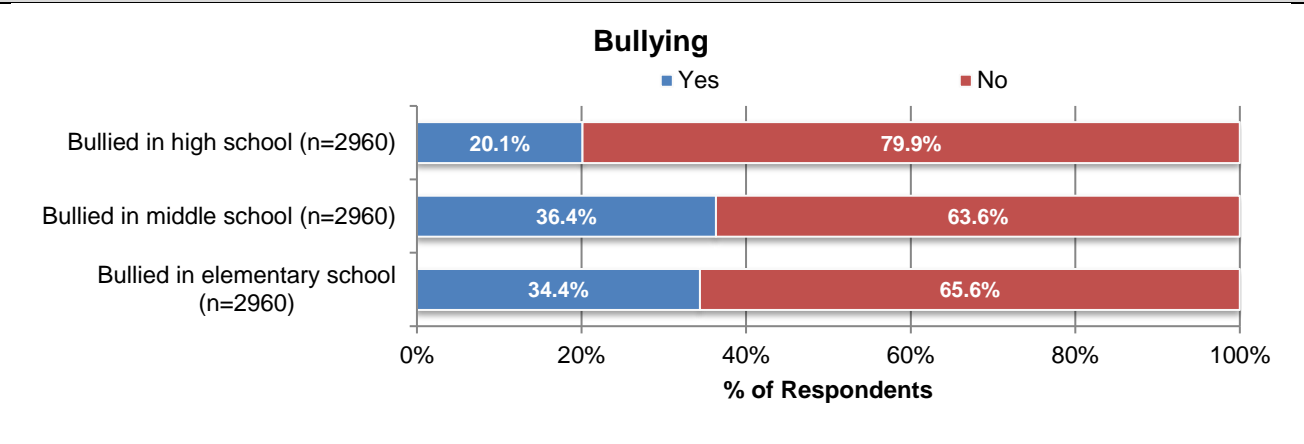
If I had a problem, there was  
an adult I could talk to at the  
school (n=2960)



## Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 36% of respondents reported being bullied. Thirty-four percent of respondents reported being bullied in elementary school and 20% in high school.

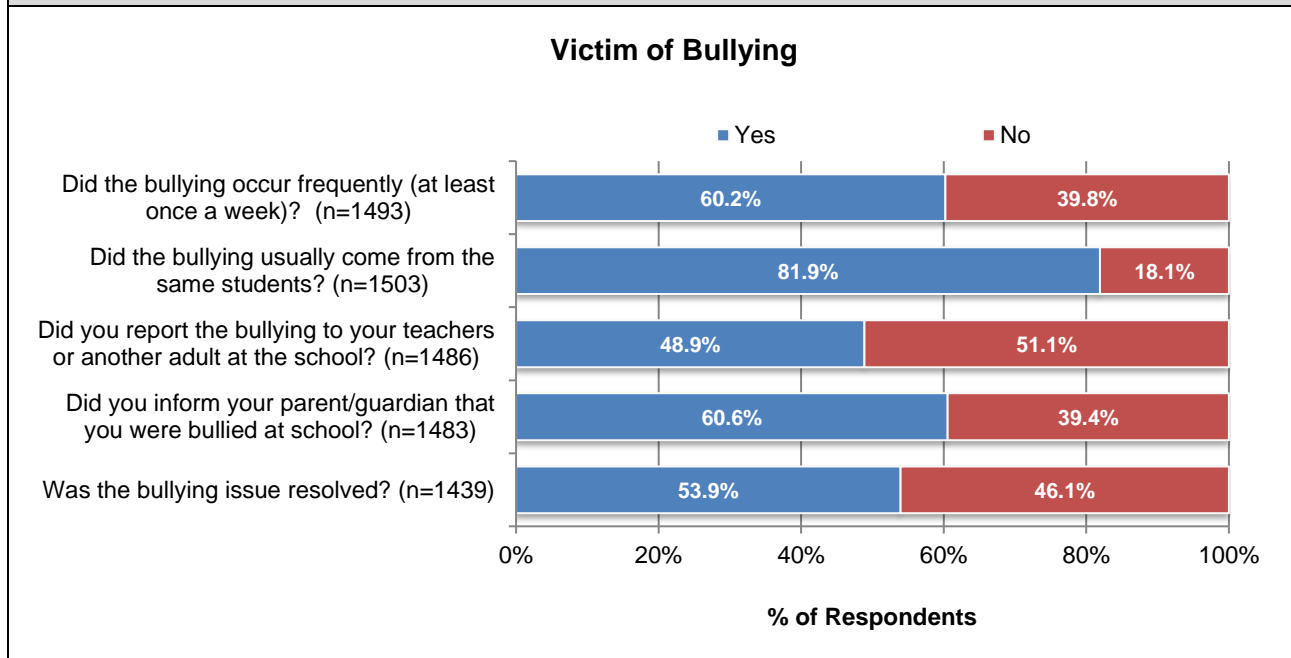
**Figure 3 – Bullying**



## Victim of Bullying

Of the respondents who reported being bullied at school, 60% were bullied frequently and 82% indicated it was by the same people. Forty-nine percent of respondents reported it to their teachers, and 61% reported being a victim of bullying to their parents. In the end, 54% of the victims said the issue had been resolved.

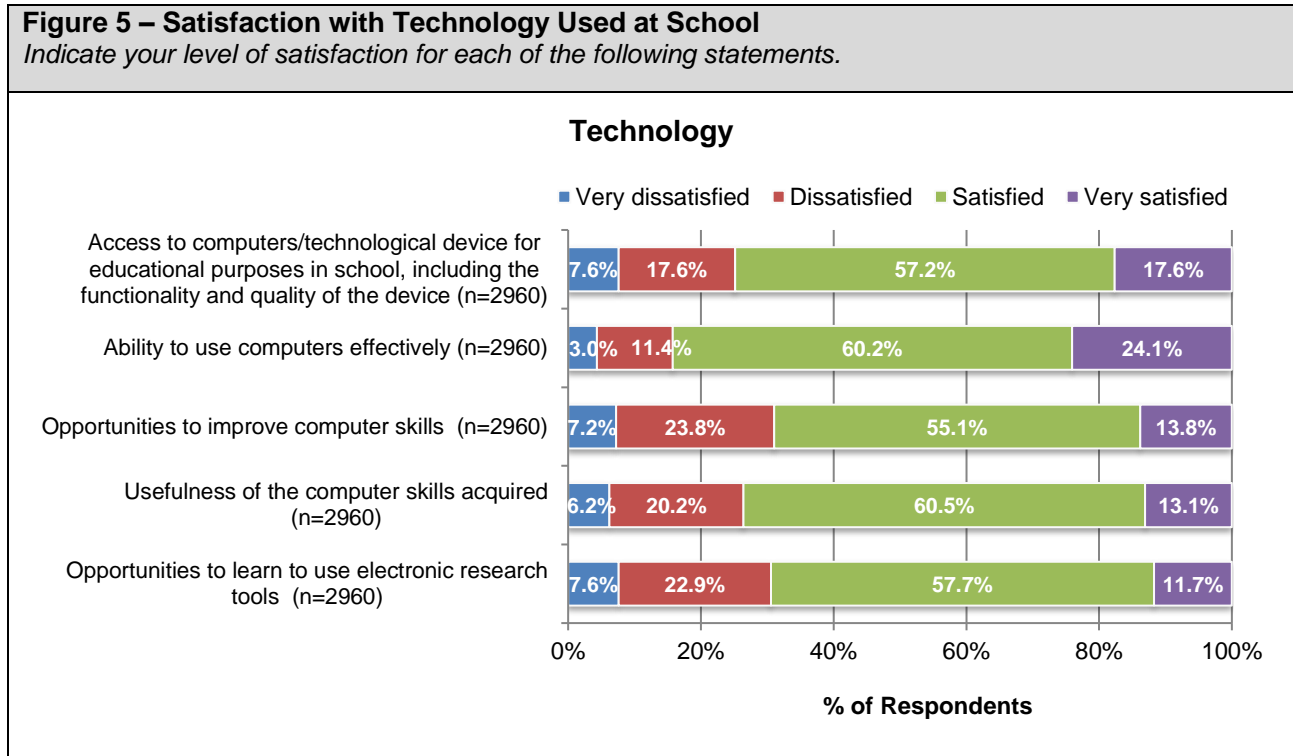
**Figure 4 – Victim of Bullying**



**Section D – E-Learning and New Technologies**

**Satisfaction with Technology Used at School**

When asked to indicate their level of satisfaction with technology, 75% 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 84% 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 31% were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools.



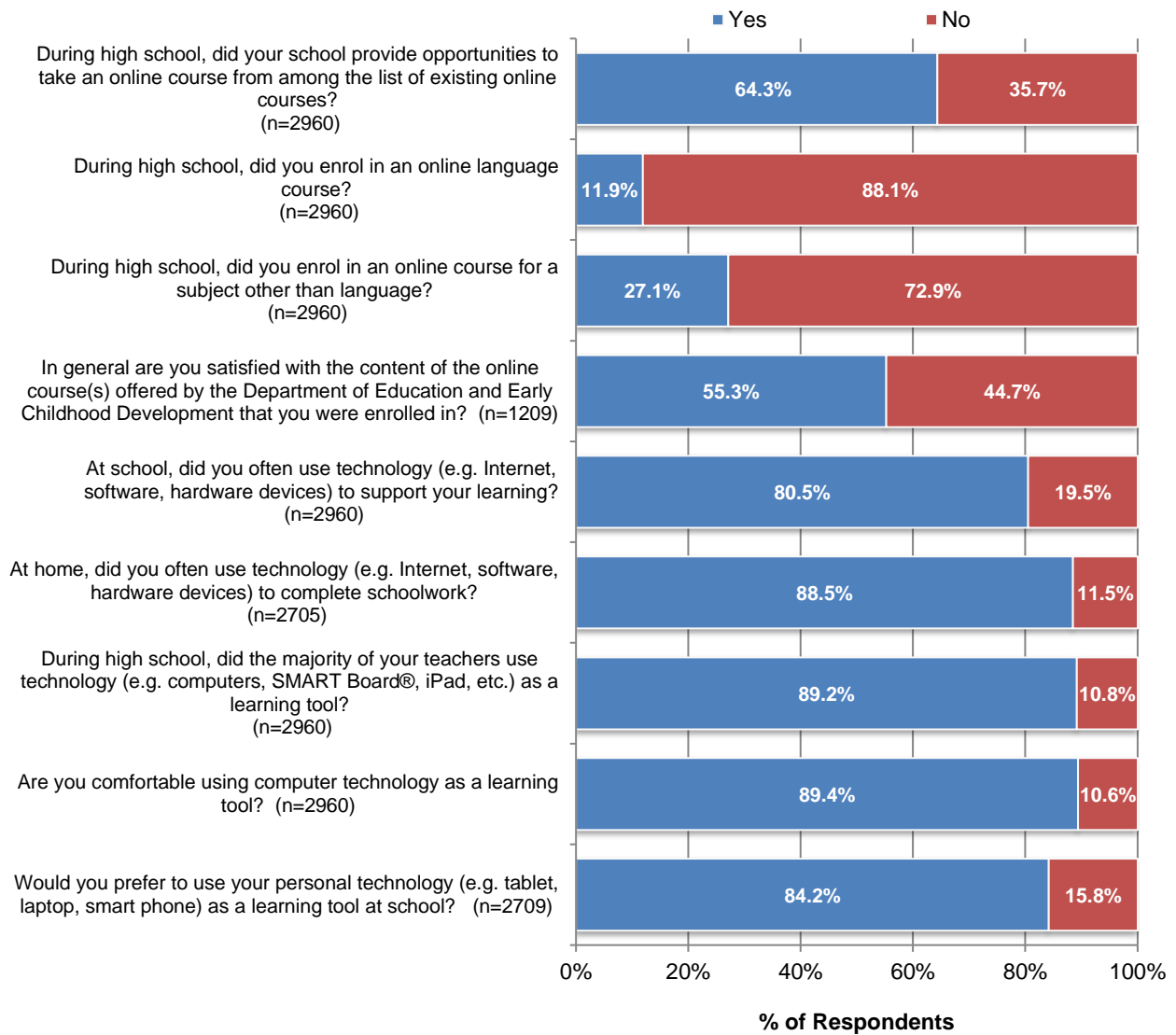
**E-Learning and new technologies**

Sixty-four 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.

Eighty-nine percent of respondents were comfortable using computer technology as a learning tool. Eighty-nine percent said they often used computer technology at home to complete schoolwork. Eighty-nine percent of respondents said their high school teachers used technology (e.g. computers, SMART Board®, iPad, etc.) as a learning tool. Eighty-four 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**

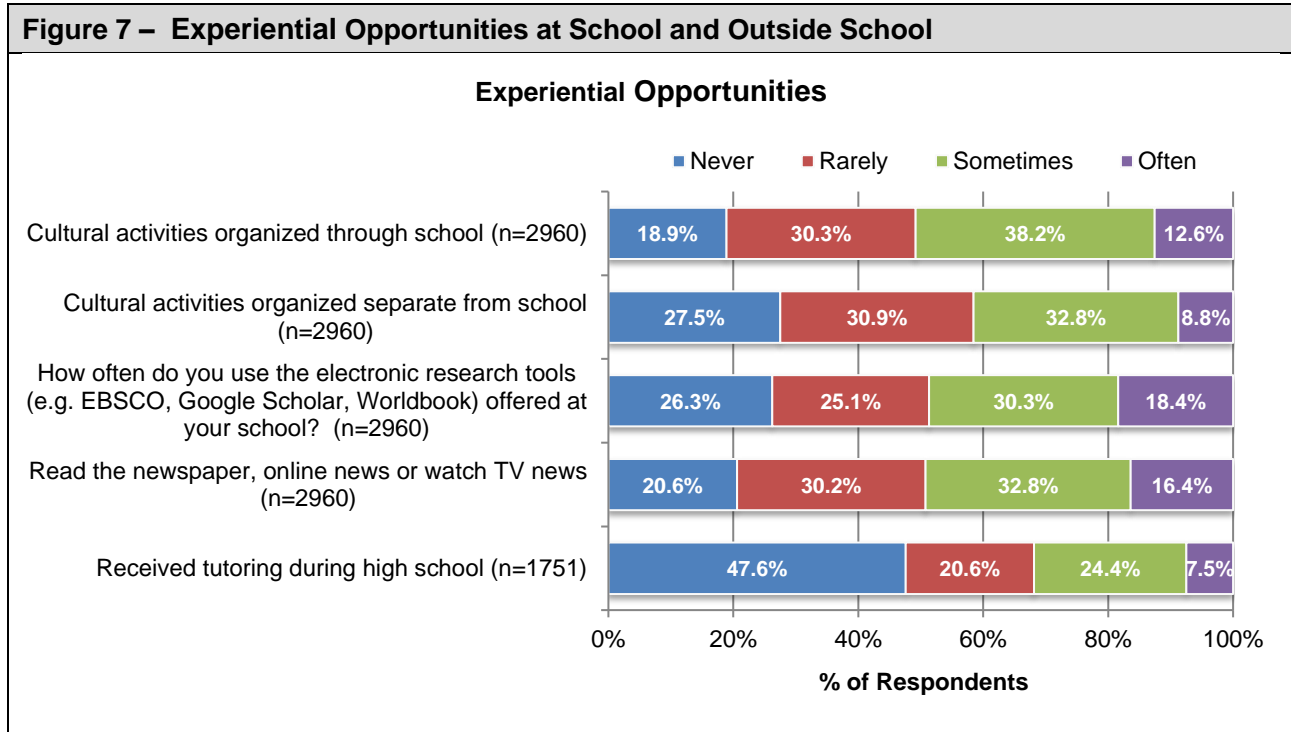
**E-Learning and new technologies**



## Section E – Experiential Opportunities

### Experiential Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in experiential activities, 51% of respondents said they often or sometimes had the opportunity to participate in cultural activities organized through school and 42% in cultural activities organized separate from school. About 51% of respondents said they never or rarely used electronic research tools (e.g. EBSCO, Worldbook) offered at school. However, 49% indicated they often or sometimes read the newspaper or online news, or watched TV news. Thirty-two percent of respondents sometimes or often received tutoring during high school.

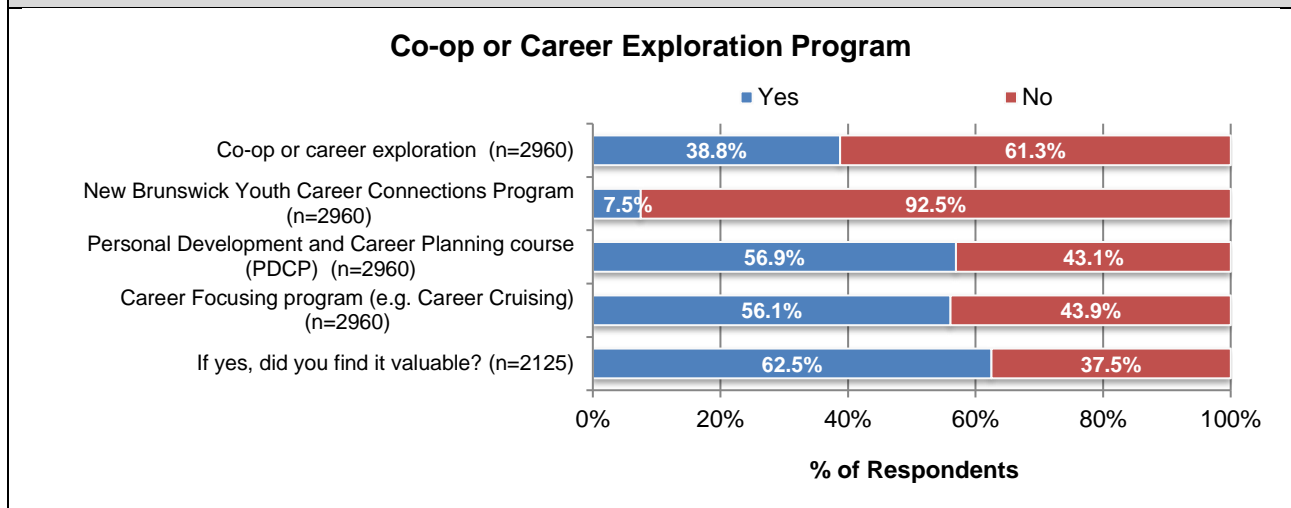


### Participation in a Career Exploration Program

In all, 39% of respondents participated in a co-op/career exploration program during high school but just 7.5% in the New Brunswick Youth Career Connections Program. Fifty-seven percent participated in a Personal Development and Career Planning course, and 56% in a career focusing program. Of those that did participate in a career focusing program, 63% said they found it valuable.

**Figure 8 – Participation in a Co-op or Career Exploration Program**

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

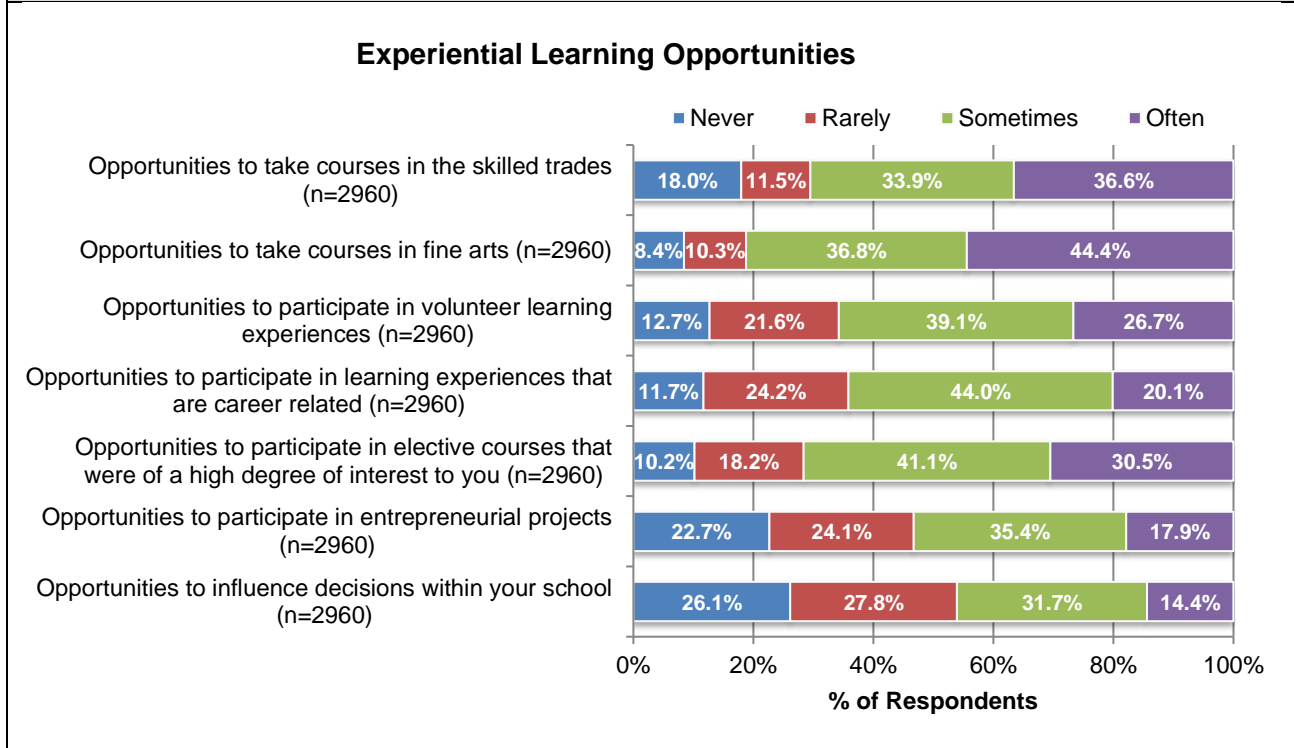


### Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 71% of the respondents said they often or sometimes participated in skilled trades courses (e.g. residential finish, power train and chassis, culinary technology), 81% in fine arts courses (e.g. visual arts, music, theatre), and 64% 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-two 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. Forty-six percent of respondents indicated that they had opportunities to influence decisions within their school.



**Figure 9 – Participation in Experiential Learning Opportunities**



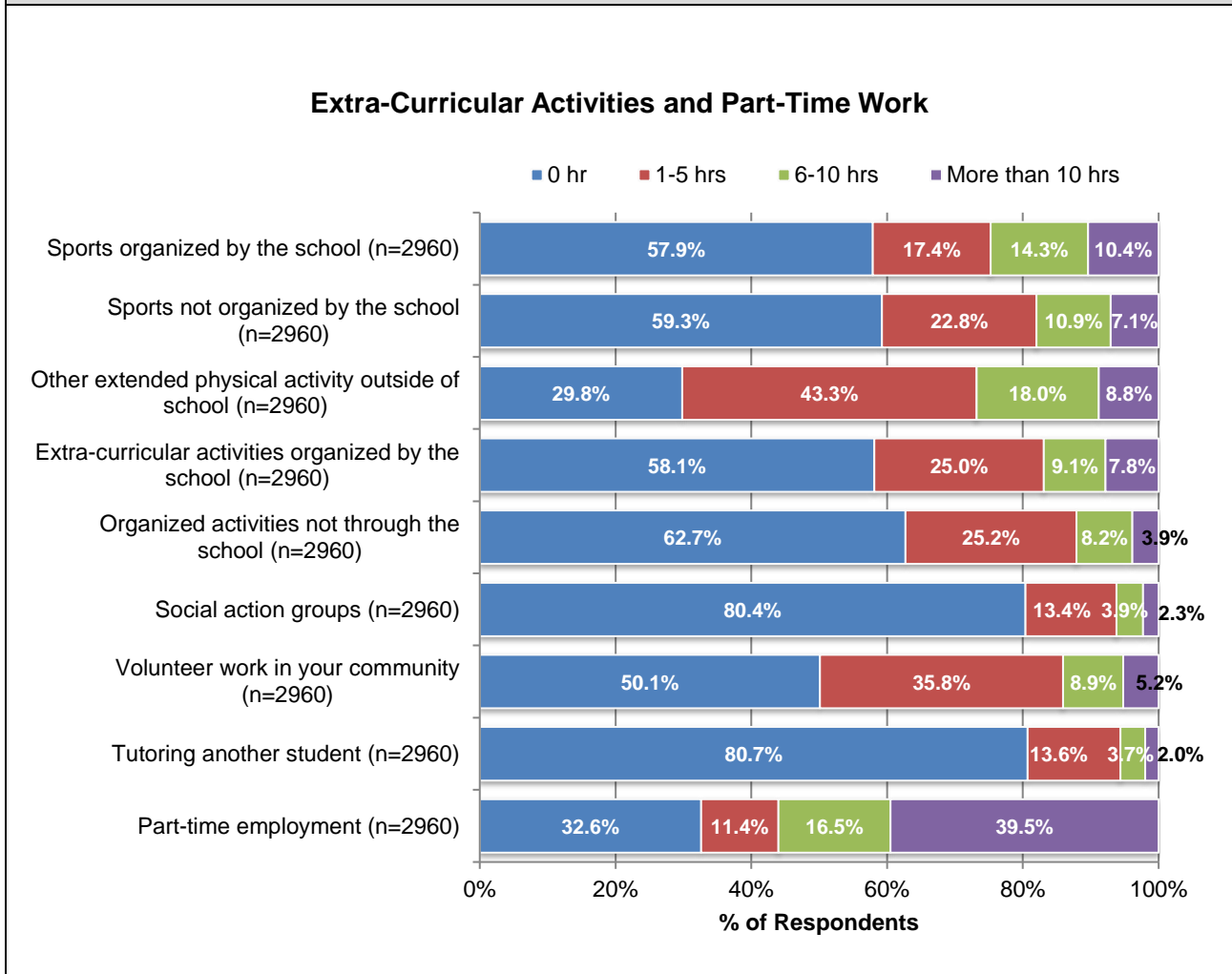
### Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Part-time employment (40%), sports organized by the school (10%), and other extended physical activities outside school (8.8%) were the top three activities to which respondents devoted more than 10 hours a week.

Forty-two percent of the respondents indicated that they participated in sports activities organized by the school, 41% in sports activities outside the school, and 70% in other extended physical activity outside of school. Fourteen percent spent between 6 and 10 hours a week involved in sports organized by the school, while 10% spent more than 10 hours a week. Forty-two percent participated in activities organized by their school at least one hour a week (e.g. drama, clubs, band, student council).

Fifty percent of the respondents did at least one hour of volunteer work in the community per week, including 5.2% who volunteered more than 10 hours per week. Nineteen percent of respondents said they tutored another student for at least one hour a week. Twenty percent of respondents were involved in social action groups for an hour or more per week.

**Figure 10 – Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment**  
*Approximately how many hours per week are you involved in extra-curricular activities and part-time work during the school year?*



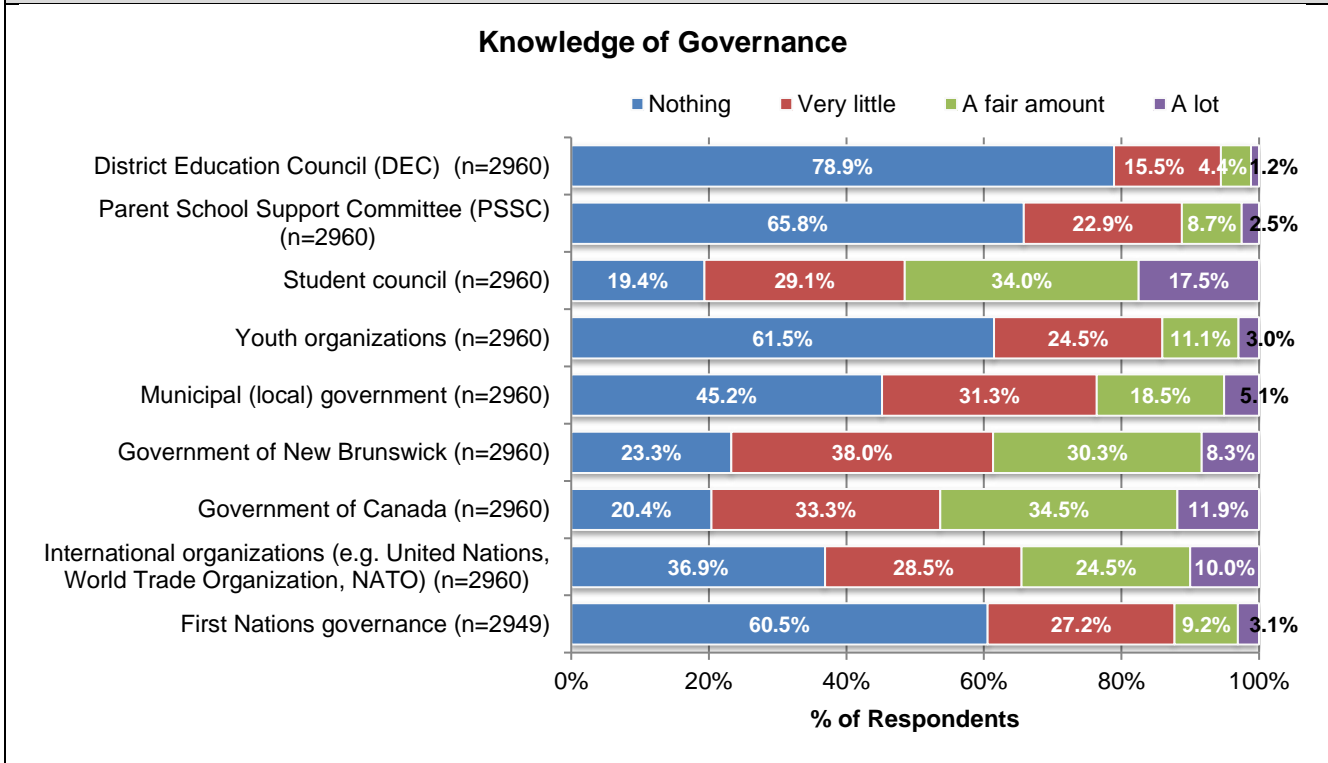
### Knowledge of Governance

Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (79%) or very little (16%) about the District Education Council. Just 11% of respondents said they had a fair amount or a lot of knowledge about the Parent School Support Committee. However, 52% said they had a fair amount or a lot of knowledge about the student council. Only 14% said the same about youth organizations (e.g. NBASAA, Youth Matters).

Knowledge of government varied by level. Forty-six percent of respondents knew a fair amount or a lot about the Government of Canada, while 39% said the same about the Government of New Brunswick and 24% about municipal (local) government. Thirty-five percent of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations). Eighty-eight percent of respondents indicated they knew nothing or very little about First Nations governance.

**Figure 11 – Knowledge of Governance**

*How much do you know about each of the following?*

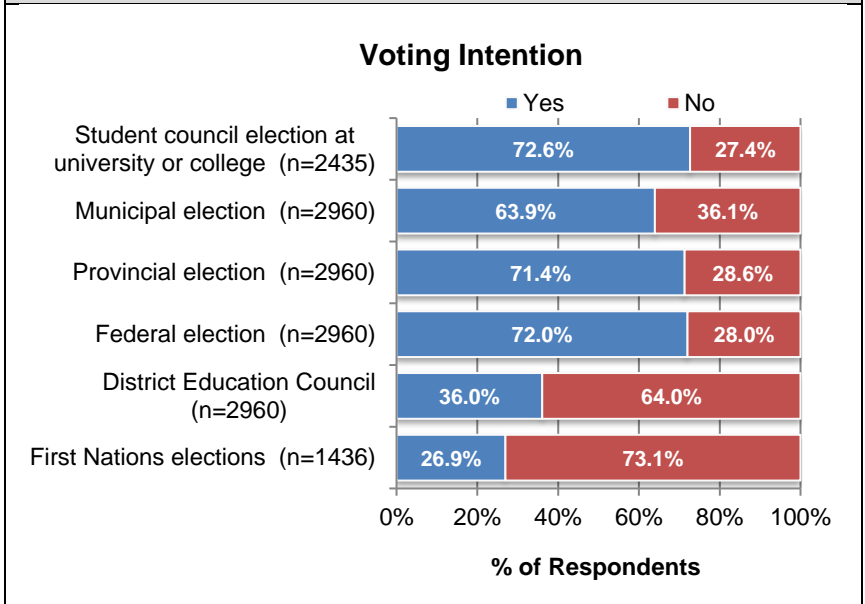


**Voting Intention**

Seventy-two percent of respondents said they planned to vote in the next federal election and 71% in the next provincial election, when they were legally entitled to vote. Sixty-four percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was slightly higher at 73%. Only 36% of respondents said they planned to vote in the next District Education Council election. Twenty-seven percent of respondents planned to vote in First Nations elections.

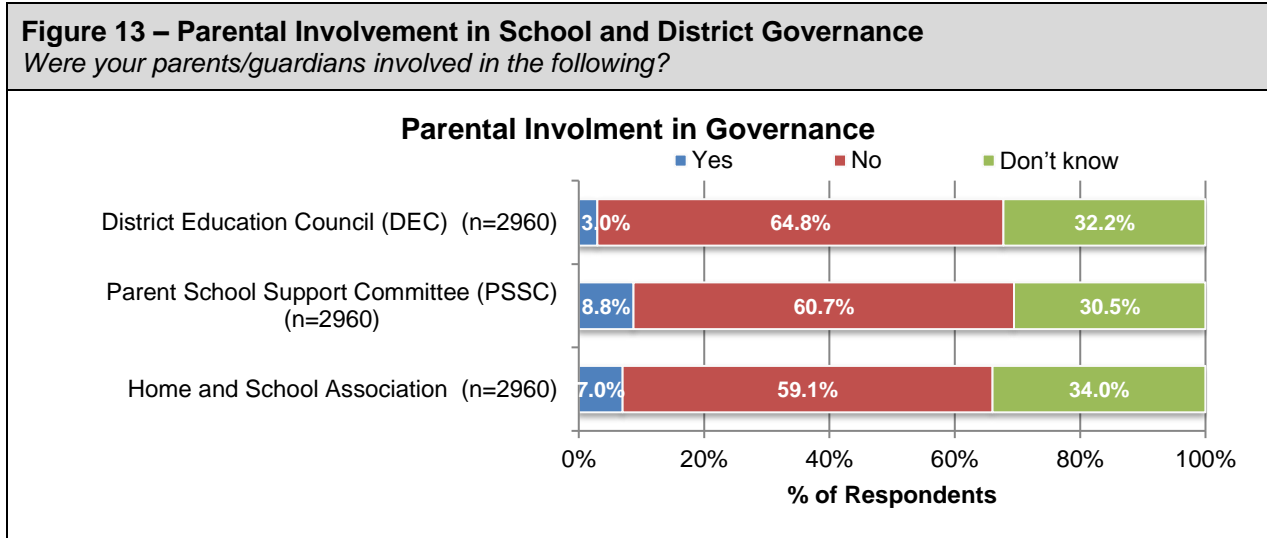
**Figure 12 – Voting Intention**

*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 3.0% confirmed that their parents were involved in the District Education Council, 8.8% in the Parent School Support Committee, and 7.0% in the Home and School Association.

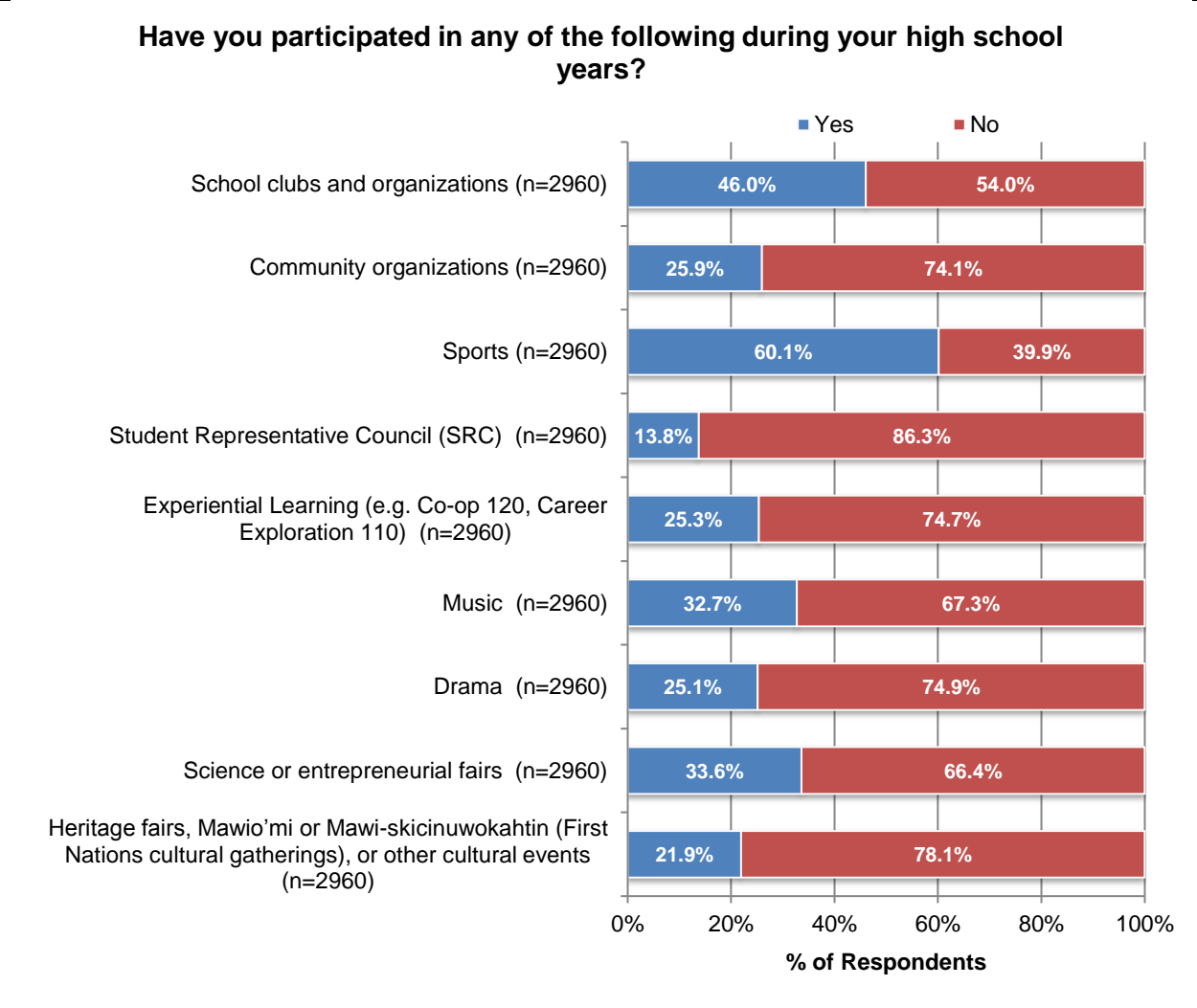


## Leadership activities

Leadership can take many different forms, and may involve activities in school and elsewhere. Forty-six percent of respondents indicated they participated in school clubs and organizations. Community organizations were less popular, with only 26% of respondents participating. Sixty percent indicated they participated in sports, but only 14% on the Student Representative Council (SRC). One quarter (25%) of respondents participated in experiential learning (e.g. Co-op 120, Career Exploration 110). One third (33%) of respondents participated in music, and 25% in drama. About one-third of respondents (34%) took part in science or entrepreneurial fairs. Twenty-two percent of respondents indicated they participated in heritage fairs, Mawio'mi or Mawiskicinuwohtahtin (First Nations cultural gatherings), or other cultural events.

**Figure 14 – Leadership activities**

Leadership can take many different forms, including all of the examples below, and may involve activities in school and elsewhere. Have you participated in any of the following during your high school years?



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## Section F – Language Skills

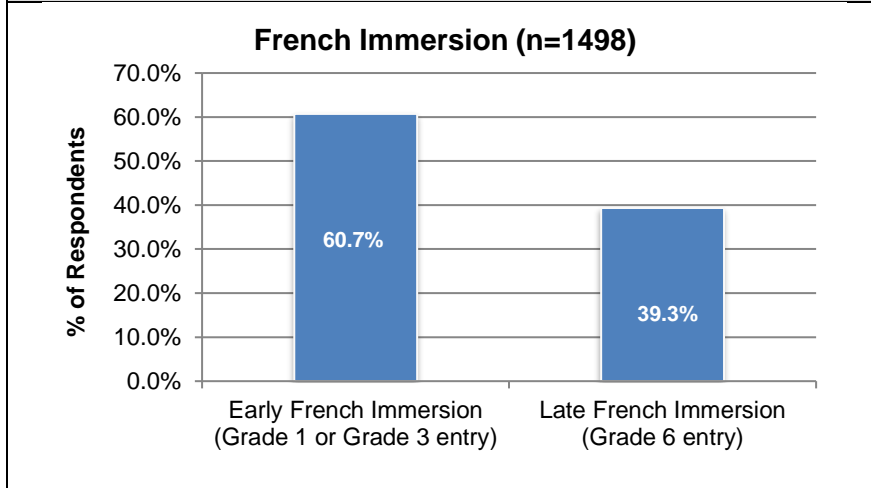
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### French Immersion

According to respondents, 49% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 61% were enrolled in early immersion and 39% in late immersion.

**Figure 15 – French Immersion**

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

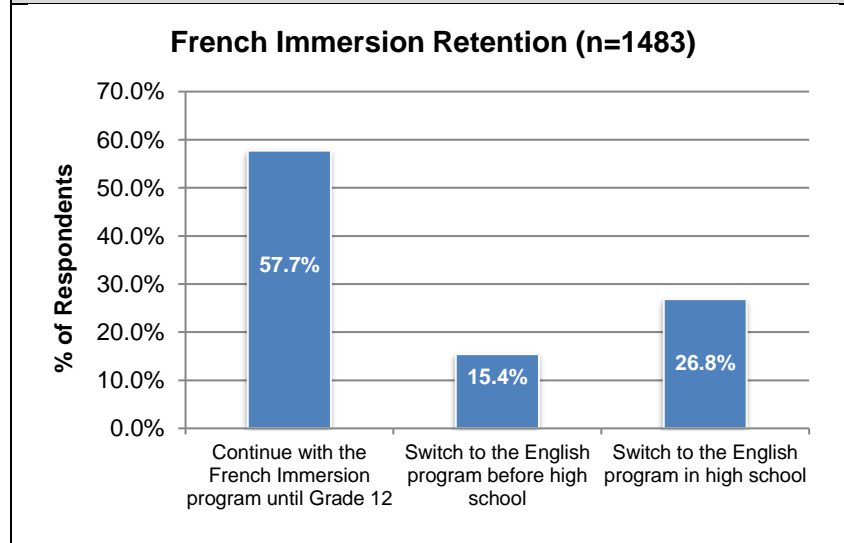


### French Immersion Retention

Of those who had been enrolled in French Immersion at one point during their studies, 58% remained in an immersion program, while 27% switched to the English program in high school and 15% switched before high school.

**Figure 16 – French Immersion Retention**

*If you were enrolled in French Immersion, did you:*

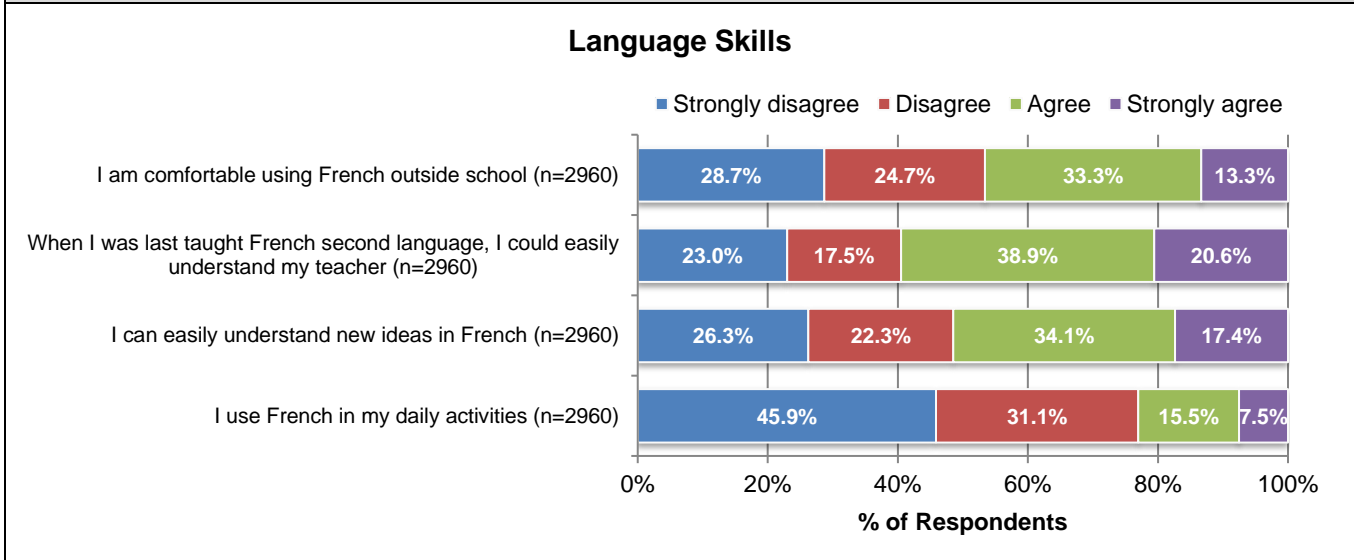


## Language Skills

When asked about their language skills, 47% of respondents said they were comfortable using French outside school. However, only 23% indicated using French in their daily activities. When they were taught French as a second language, 60% could easily understand their teacher, and 52% could easily understand new ideas in French.

**Figure 17 – Language Skills**

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

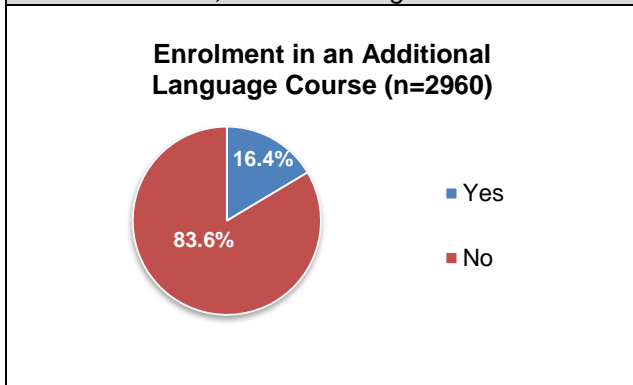


## Enrolment in an Additional Language Course

Sixteen percent of respondents indicated they were enrolled in an additional language course, other than English or French, at school, and 40% reported they were comfortable using an additional language.

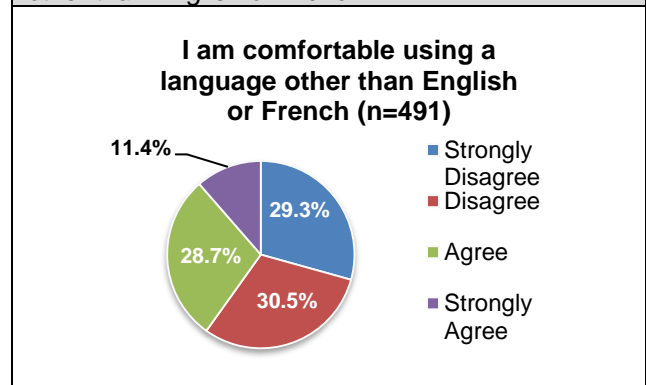
**Figure 18 – Enrolment in an Additional Language Course**

Were you ever enrolled in an additional language course at school, other than English or French?

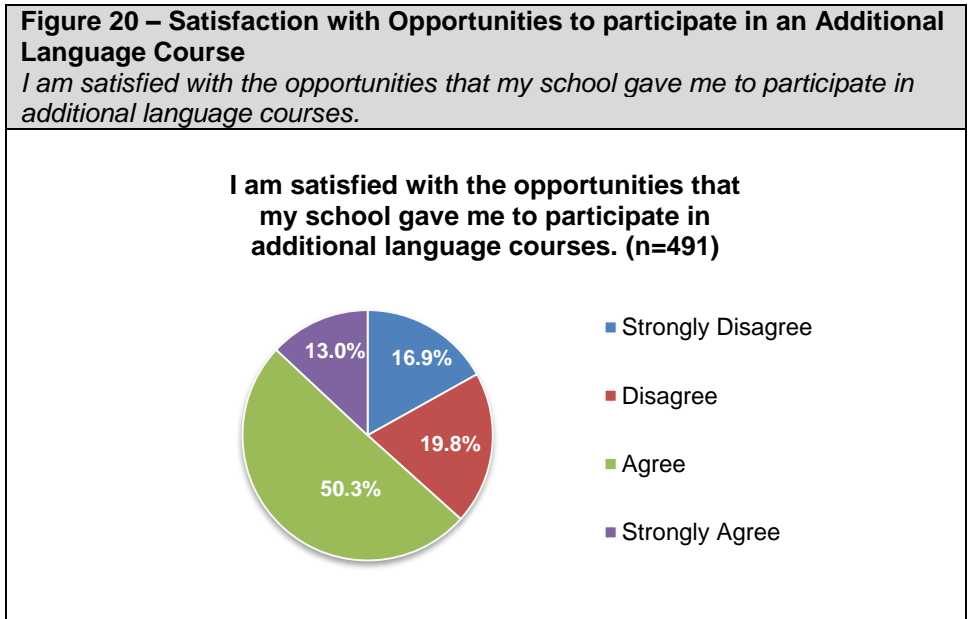


**Figure 19 – Comfortable Using an Additional Language**

I am comfortable using an additional language, other than English or French.

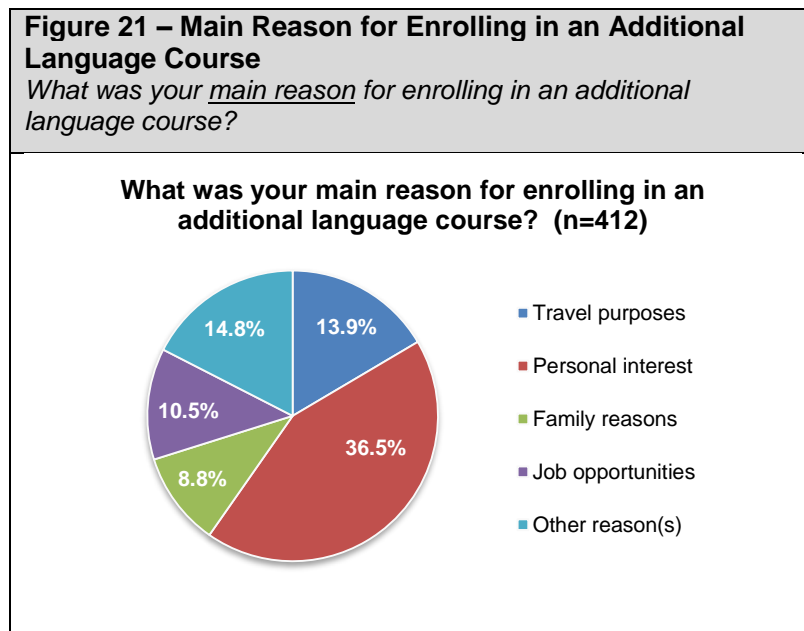


Sixty-three percent of respondents were satisfied with the opportunities their school provided them to participate in additional language courses.



**Main Reason for Enrolling in an Additional Language Course**

The main reason for learning an additional language, given by 37% of respondents, was personal interest, followed by other reasons (15%), travel purposes (14%), job opportunities (11%), and family reasons (8.8%).



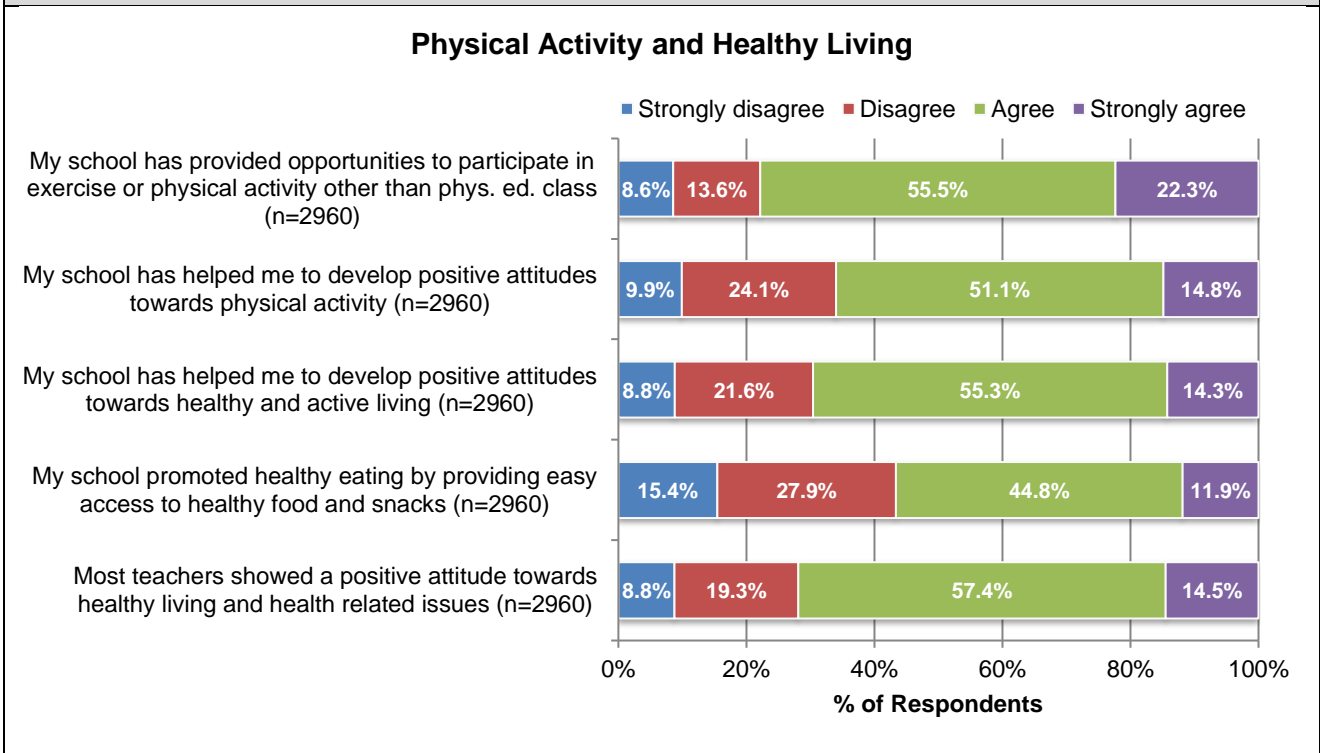


**Section G – Physical Activity and Healthy Living**

**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 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 57% indicated that their school promoted healthy eating by providing easy access to healthy foods and snacks. Seventy-two percent of respondents agreed or strongly agreed their teachers showed a positive attitude towards healthy living and health related issues.

**Figure 22 – Physical Activity and Healthy Living**  
*Thinking specifically of your high school years, how do you feel about each of the following statements?*



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## **Section H – Learning Environment**

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### **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 most teachers knew their subject area, and 80% said their teachers present the material in a way that is easy to understand.

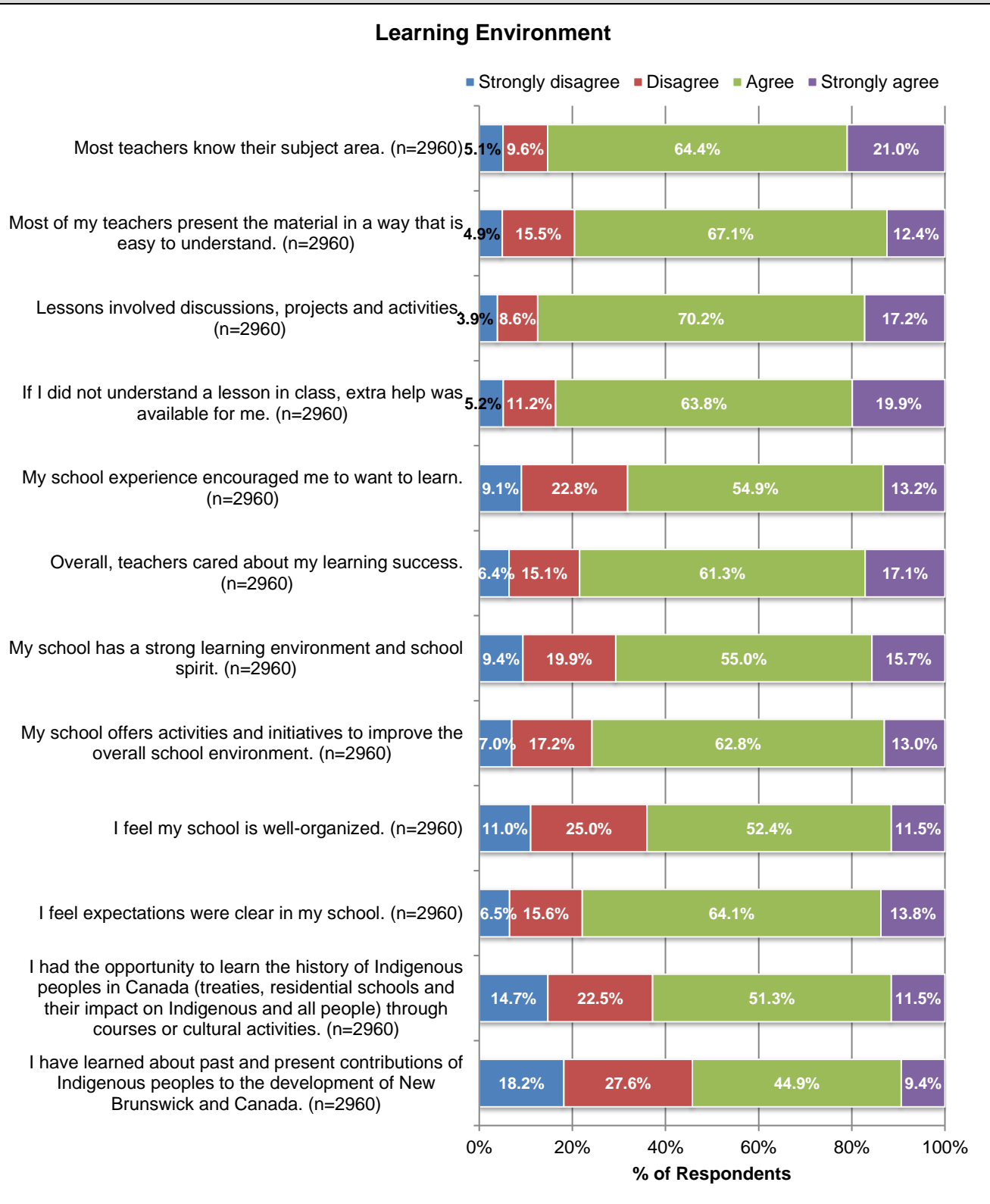
According to 84% of the respondents, extra help was available for them. Sixty-eight percent indicated that their school experience encouraged them to want to learn. Seventy-eight percent of respondents said that their teachers cared about their learning success. Eighty-seven percent said that the lessons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

Seventy-one 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 64% felt their school was well-organized and 78% felt that expectations were clear.

Sixty-three percent indicated that they had the opportunity to learn the history of Indigenous peoples in Canada (treaties, residential schools and their impact on Indigenous and all people) through courses or cultural activities. Fifty-four percent felt that they learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada.

**Figure 23 – Satisfaction with the Learning Environment**

Indicate your overall satisfaction with your high school learning environment.

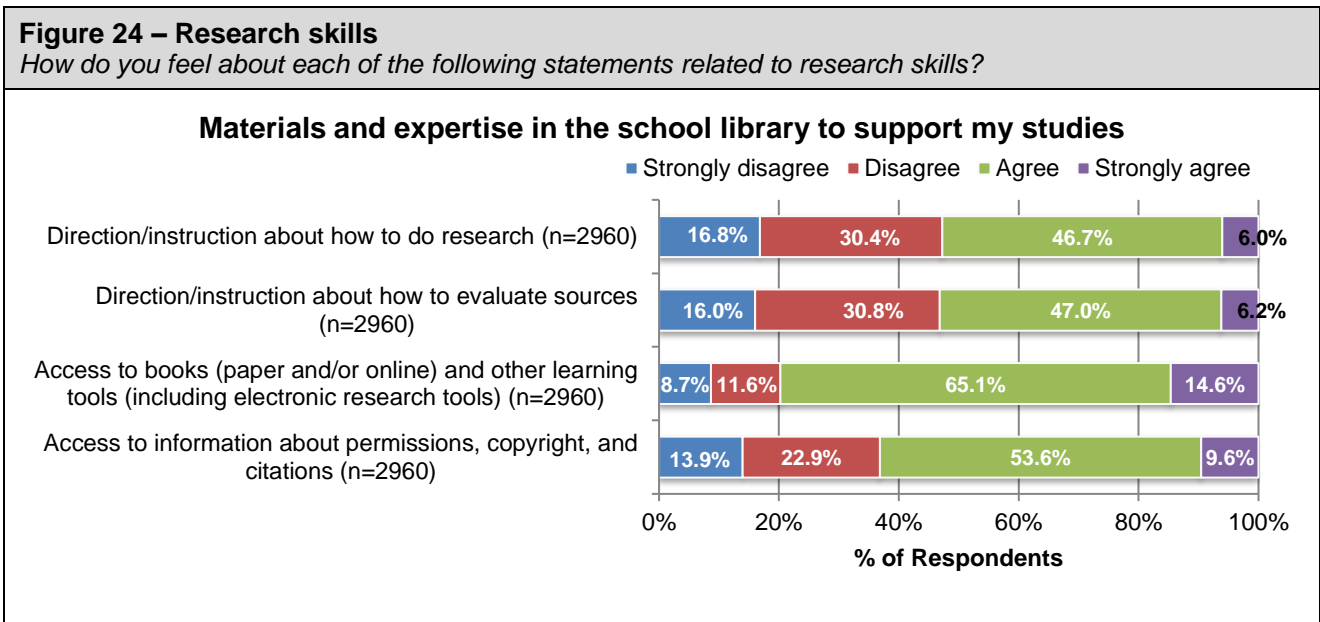


Respondents were asked whether their school experience taught them to question the things they had read or viewed, and if it helped them develop research skills. Fifty-three percent of respondents indicated that the materials and expertise in the school library supported their studies by providing guidance about how to do research, and 53% about how to evaluate sources. Eighty percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 63% indicated that they had access to information about permissions, copyright and citations.

Seventy-three percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 72% 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 73% indicated that they had access to information about permissions, copyright and citations.

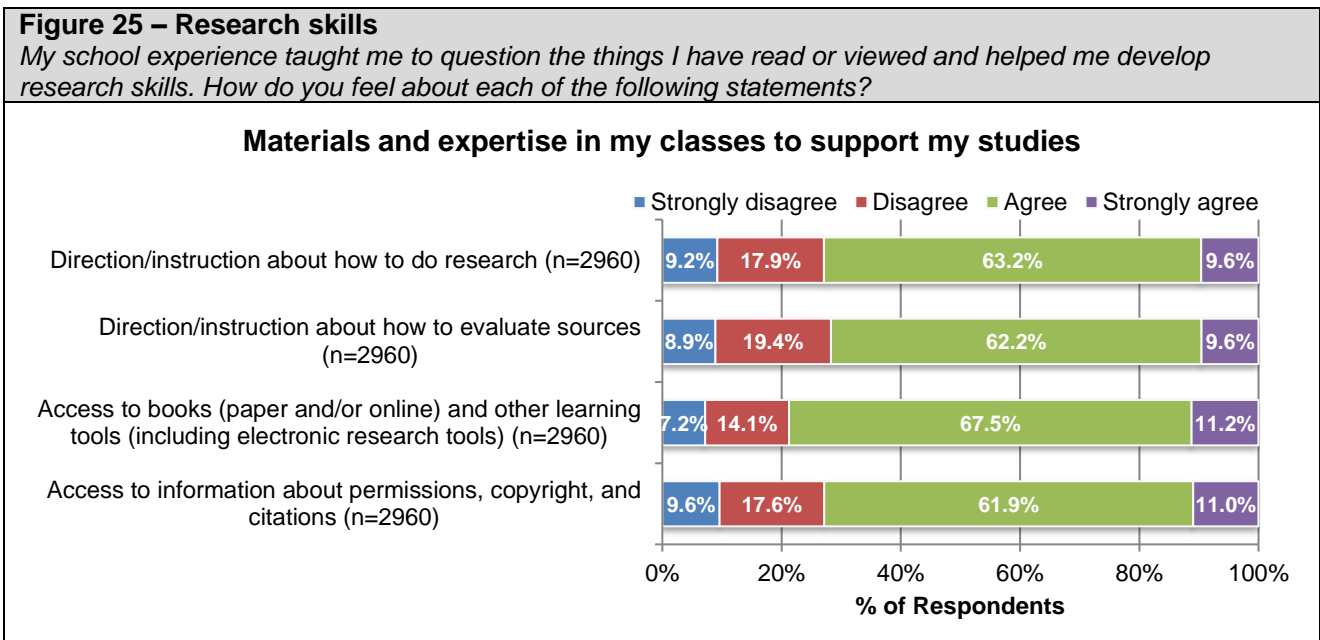
**Figure 24 – Research skills**

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



**Figure 25 – 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?*



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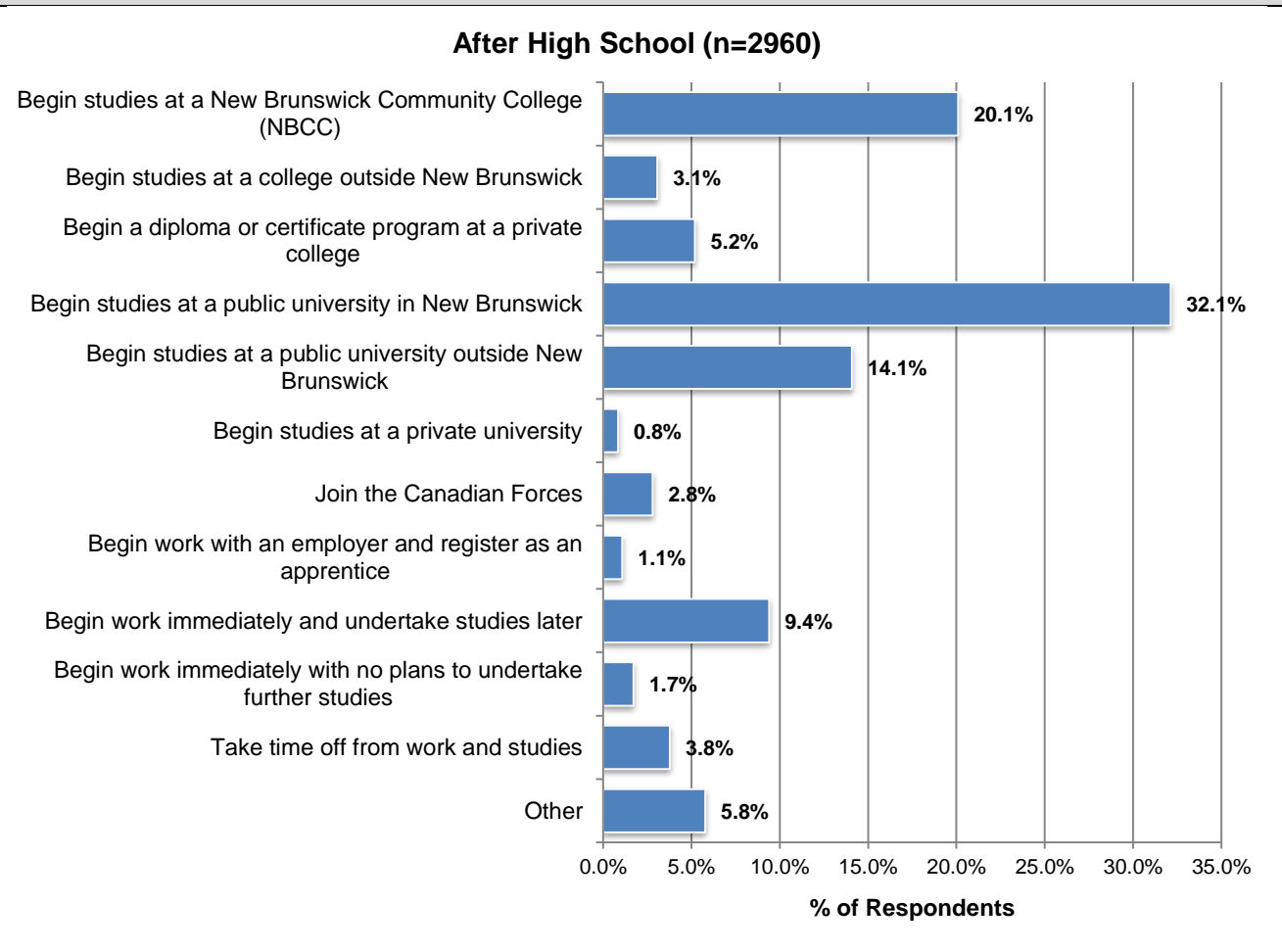
## Section I – My Future

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### Most Likely to do After High School

Most respondents intended to pursue their studies after they finished high school. When asked about their future intentions, 32% said they would attend a public university in New Brunswick and 20% 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 (5.2%) or university (0.8%). Nine percent of respondents intended to begin working following high school and pursue their studies at a future date. Only 1.7% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.8% 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 2.8% intended to join the Canadian Forces. Only 1.1% of respondents intended to begin work with an employer and register as an apprentice, while 2.8% intended to join the Canadian Forces.

**Figure 26 – Most Likely to do after High School**  
*What do you think you are most likely to do after you finish high school?*



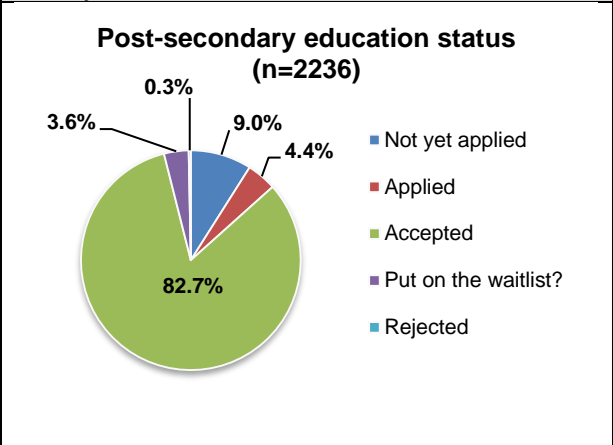
Eighty-three percent of the respondents going on to post-secondary education had been accepted, 4.4% had applied, 3.6% had been put on the waitlist, and 0.3% had been rejected. Nine percent had not yet applied.

Of the 2.5% of respondents that indicated they intended to join the Canadian Forces, 59% had enlisted.

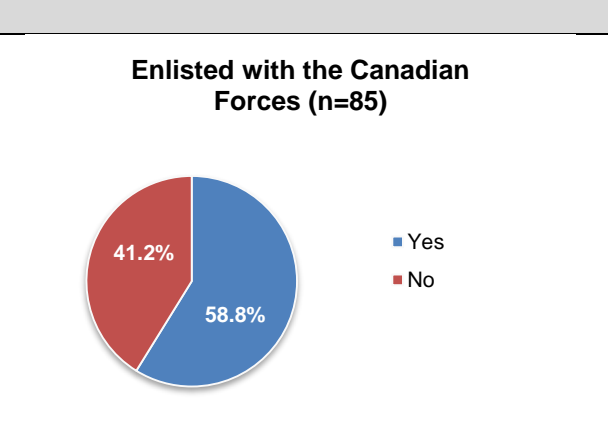
Of the 1.1% of respondents that intended to begin work with an employer and register as an apprentice, 73% had found an employer in their field of interest. Thirty-four percent had been in contact with their regional apprenticeship representative.

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, 64% indicated that they had already found a job.

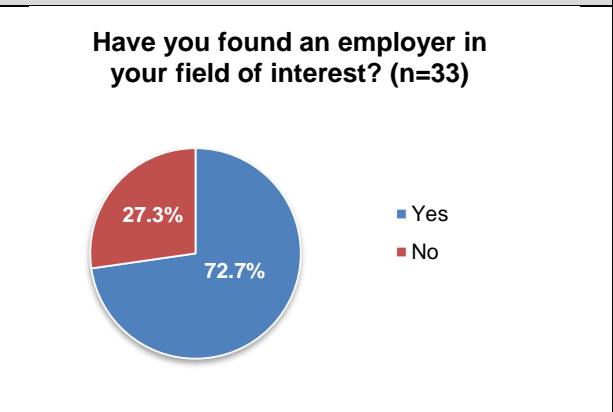
**Figure 27 – Post-secondary education status**  
Have you?



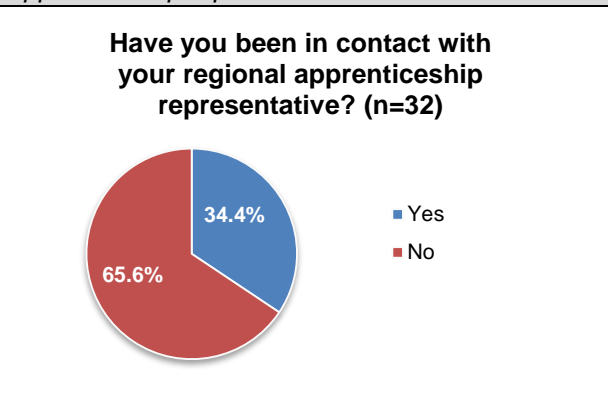
**Figure 28 – Canadian Forces**  
Have you enlisted?



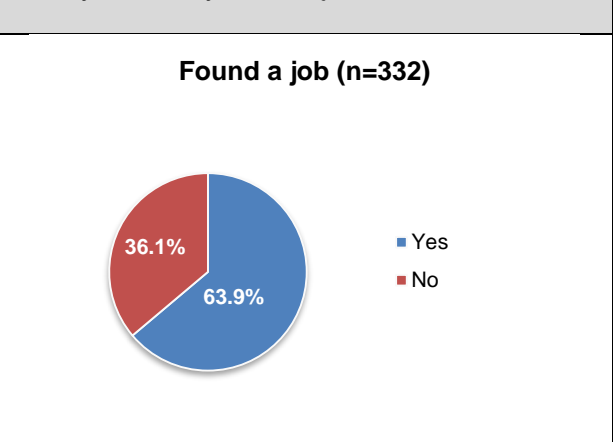
**Figure 29 – Apprenticeship**  
Have you found an employer in your field of interest?



**Figure 30 – Apprenticeship**  
Have you been in contact with your regional apprenticeship representative?



**Figure 31 – Begin work immediately**  
Have you already found a job?

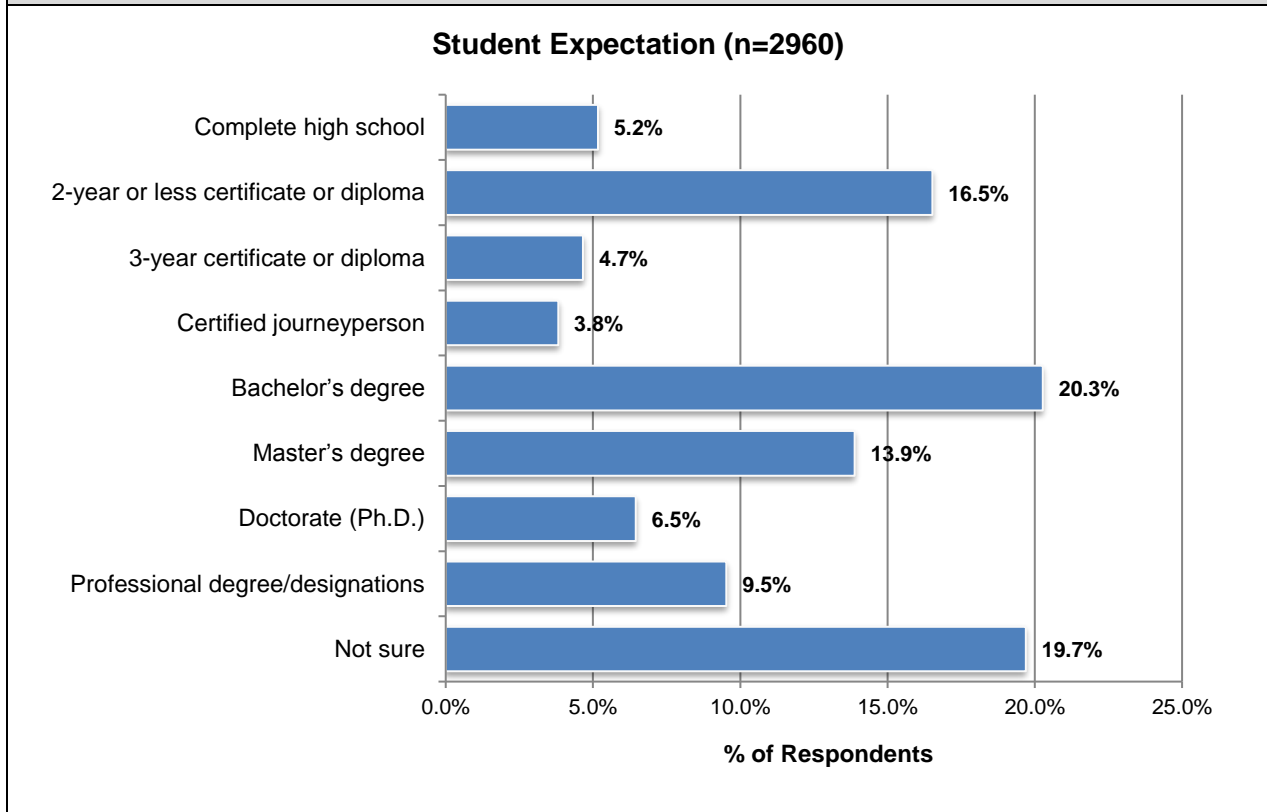


## Expectation Regarding Future Studies

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, 14% a master's degree, 9.5% a professional degree/designation (lawyer, dentist, etc.), and 6.5% a doctorate. Only 3.8% expected to become a certified journeyman. Only 5.2% of respondents planned to stop at high school. Interestingly, 20% of respondents indicated they were not sure how far they expected to go in their future studies.

**Figure 32 – Expectation Regarding Future Studies**

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

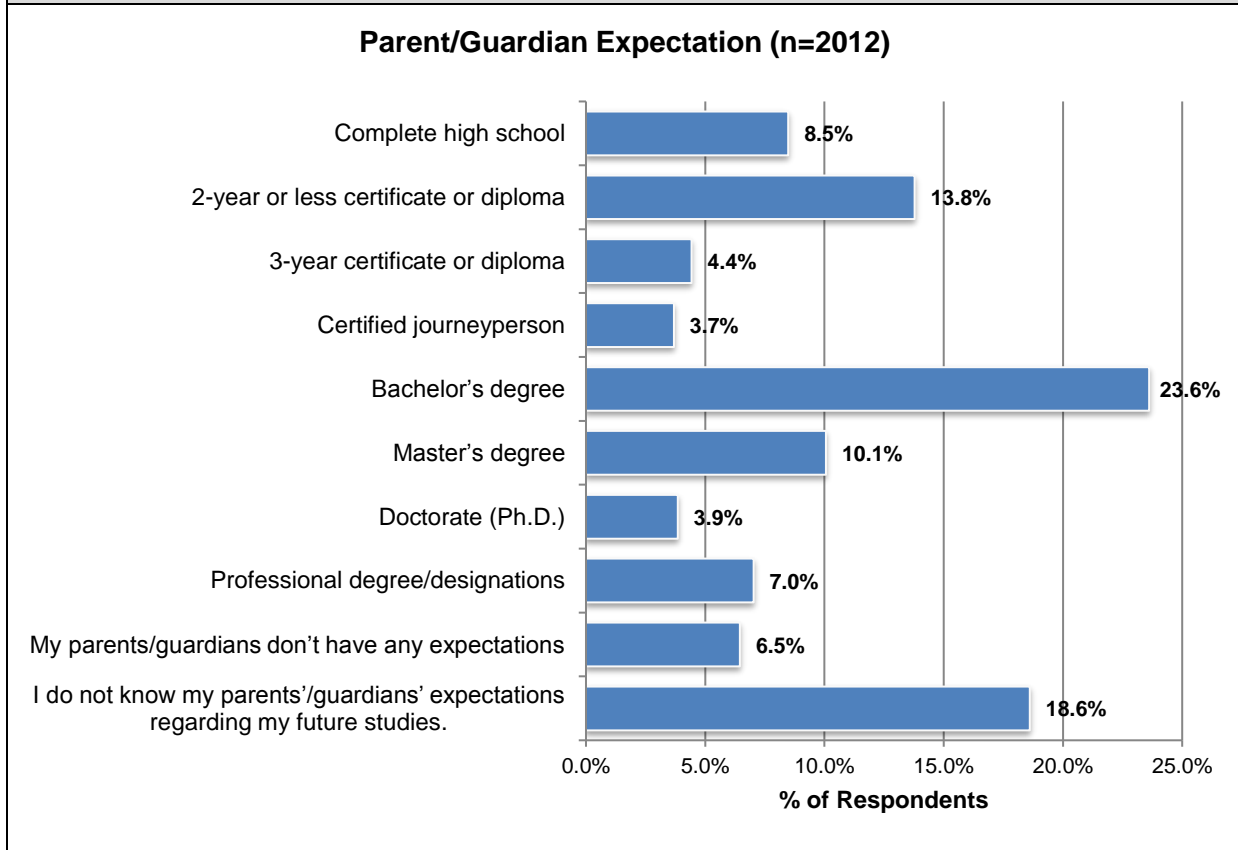


## Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree (24%), a master's degree (10%), and obtaining a certificate/diploma in two years or less (14%) were the most common levels of education expected by parents. These were followed by receiving a professional degree/designation (7.0%) and completing a doctorate (3.9%). Only 3.7% expected them to become a certified journeyman. Nineteen percent of respondents did not know what their parents expected, and 6.5% of respondents said their parents did not have any expectations regarding their future studies.

**Figure 33 – Parent/Guardian Expectations Regarding their Child's Future Studies**

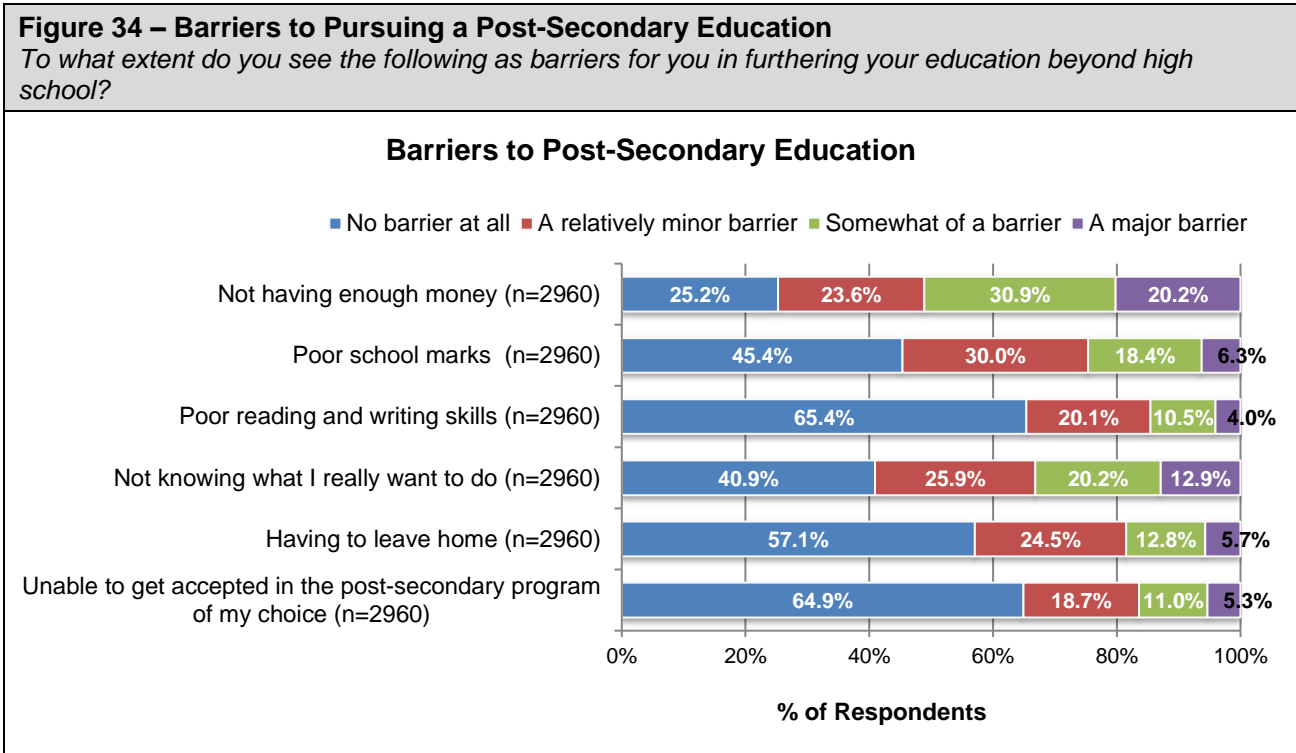
*How far do think your parents / guardians expect you to go in your future studies?*





## Barriers to Pursuing a Post-Secondary Education

According to 51% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty percent of respondents believed money was a major barrier, and 31%, somewhat of a barrier. Thirteen 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 15% said the same for poor reading and writing skills. Eighty-two percent of respondents did not believe that having to leave home was a barrier. Sixteen percent of respondents said that being unable to get accepted to the post-secondary program of choice was somewhat or a major barrier.

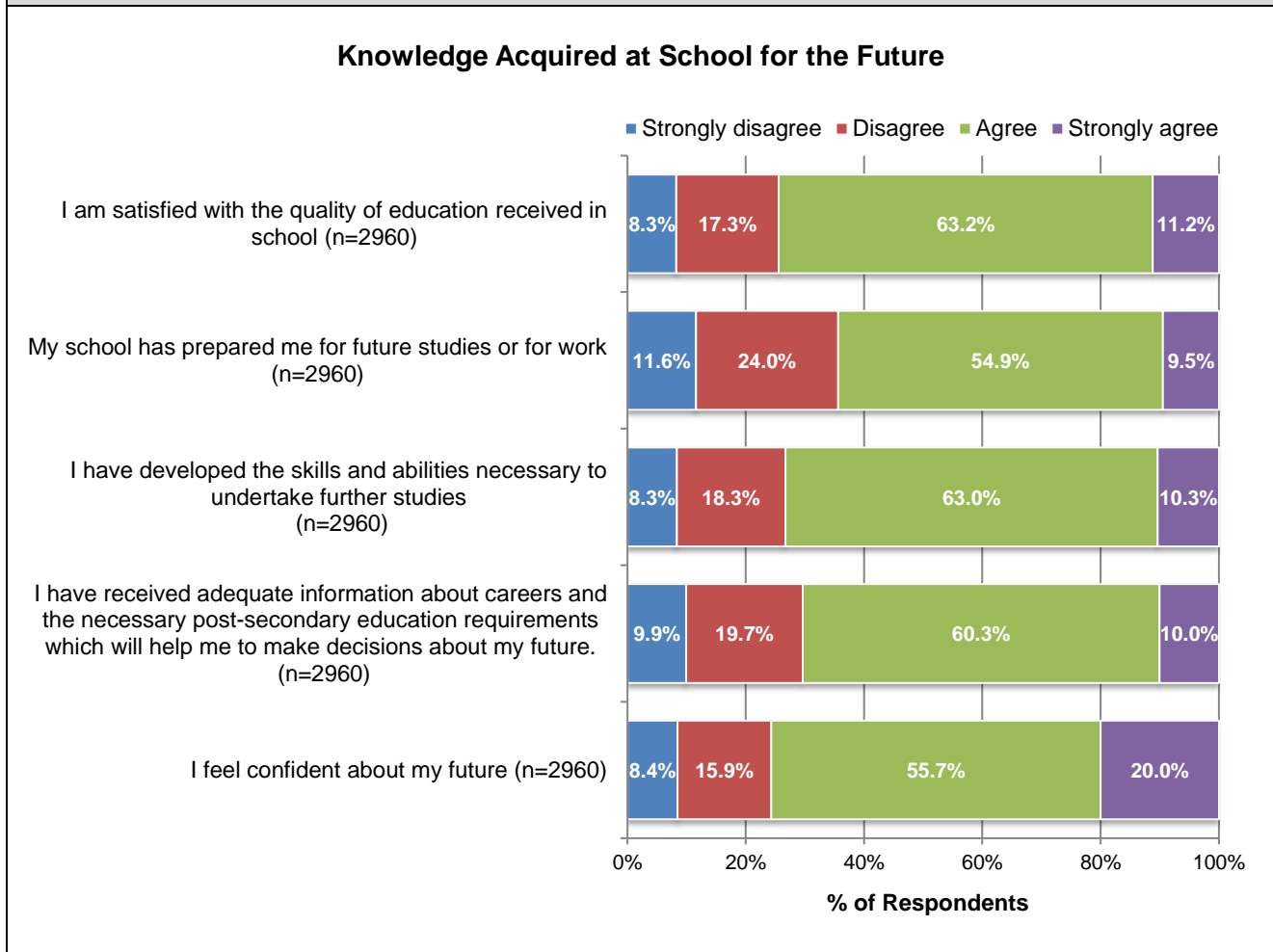


## Satisfaction with the Knowledge Acquired at School

Most respondents appeared satisfied with the knowledge they acquired at school. Seventy-four percent of respondents said they were satisfied with the quality of education received in school and 73% believed they had learned the skills and developed the abilities needed to pursue further studies. Sixty-four percent of respondents believed that school prepared them for future studies or for work. Seventy 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-six percent of respondents indicated that they felt confident about their future.

**Figure 35 – Satisfaction with the Knowledge Acquired at School**

Indicate how you feel about each of the following statements.

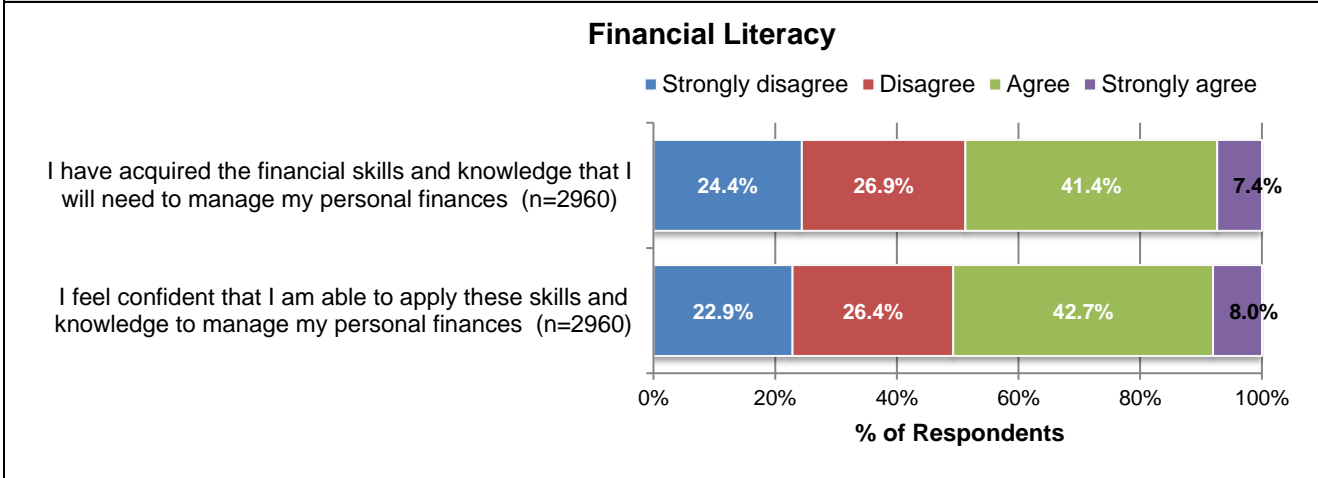


## Financial Literacy

Forty-nine percent of respondents indicated they had acquired the financial skills and knowledge that they will need to manage their personal finances. Fifty-one percent of respondents felt confident that they are able to apply these skills and knowledge to manage their personal finances.

**Figure 36 – Financial Literacy**

*Answer the following questions regarding financial literacy.*

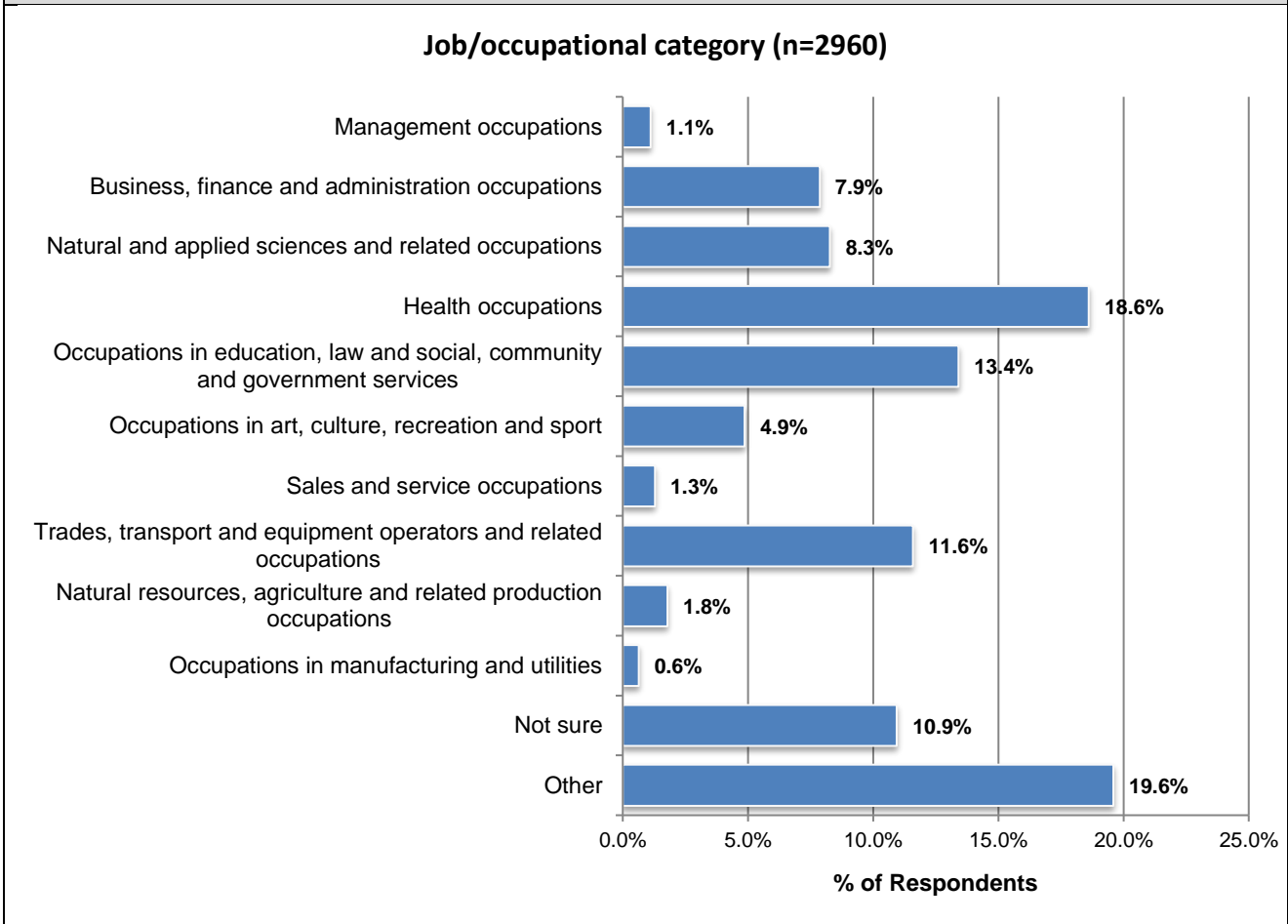


## What type of job/occupational category do you intend to pursue?

Respondents were asked what type of job/occupational category they intended to pursue. Almost 19% of respondents indicated they intended to pursue a career in health, 13% indicated occupations in education, law and social, community and government services, and 12% indicated trades, transport and equipment operators and related occupations. Twenty percent of respondents indicated they were pursuing a job in a category that was not listed, while 11% were not sure what type of occupation they intended to pursue.

**Figure 37 – What type of job/occupational category do you intend to pursue?**

*Indicate the type of job/occupational category you intend to pursue.*



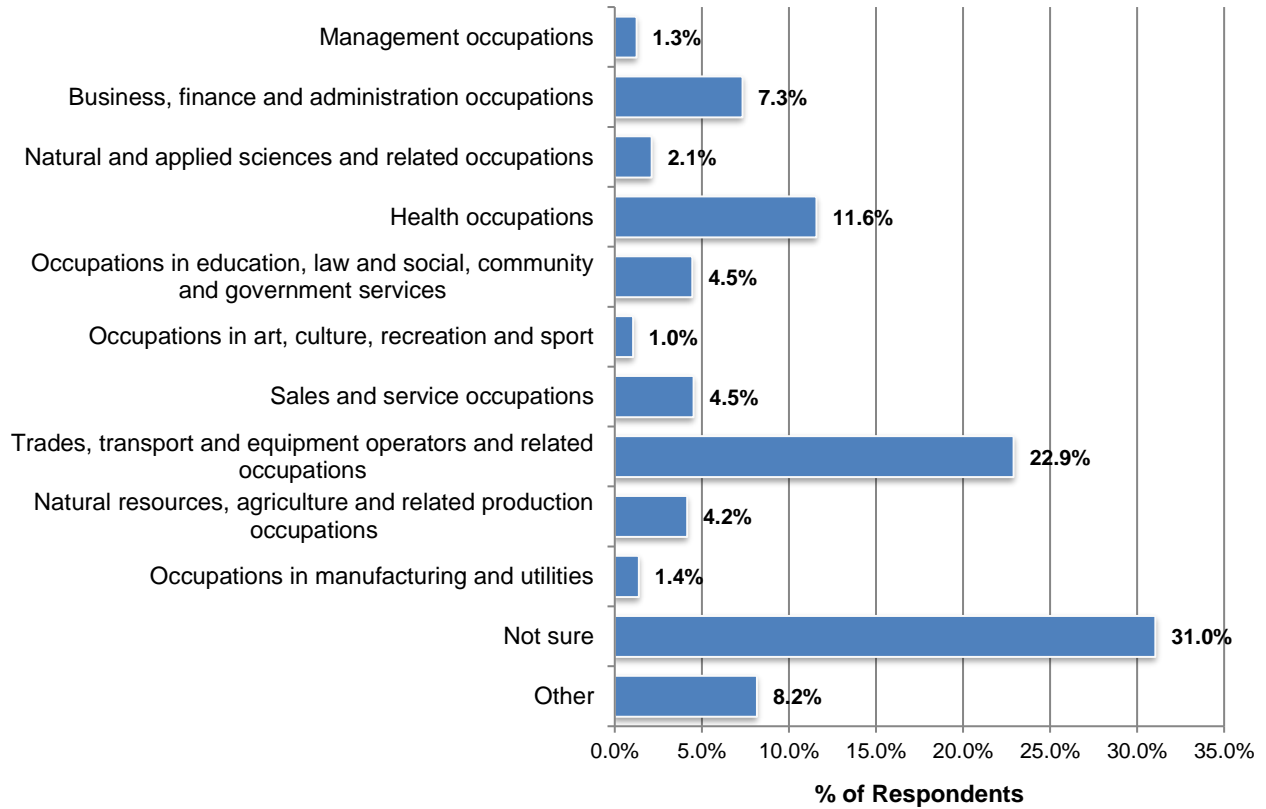
**Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick?**

Thirty-one percent of respondents were not sure what occupational categories were the most readily available in New Brunswick. Twenty-three percent 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 (12%) and jobs in business, finance and administration occupations (7.3%).

**Figure 38 – 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.*

**Occupational categories most readily available in New Brunswick (n=2960)**



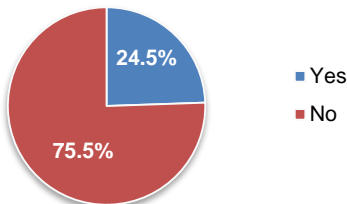
### Entrepreneurial plans

Twenty-five percent of respondents indicated they intend to become an entrepreneur and own their own business.

**Figure 39 – Entrepreneurial plans**

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

**Do you intend to become an entrepreneur and own your own business? (n=2960)**



## **Plans to Stay in the Province**

Due to a technical issue, data for this question is unavailable for the anglophone report this year. However, based on responses over the past five years, between 40 and 45% of respondents indicated they intended to remain in the province. It is expected the response would have been similar this year.

## Appendix

### 2018 Grade 12 Exit Survey

# 2018 GRADE 12 EXIT SURVEY



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## Introduction

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

Your answers are **confidential** and important.

Thank you for taking the time to participate.

---

## Instructions

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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.

---

**Please take your time. Begin when you are ready.**

---



**SECTION A: Demographic Information**

**A1) Are you?**

- 1) Male (1)
- 2) Female (2)
- 3) Non-binary (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 (4)
- 5) Wolastoqey (5)
- 6) Other Language(s) (6)

**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 Indigenous person living on a First Nation community (1)
- 2) An Indigenous person not living on a First Nation community (2)
- 3) A visible minority (*other than Indigenous*) (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)

# 2018 GRADE 12 EXIT SURVEY



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)

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## SECTION B: Academic Background

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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)	(0)	(1)	(2)	(3)	(4)	(5)
b) Co-op education	(0)	(1)	(2)	(3)	(4)	(5)
c) English	(0)	(1)	(2)	(3)	(4)	(5)
d) French Immersion Language Arts	(0)	(1)	(2)	(3)	(4)	(5)
e) History (any)	(0)	(1)	(2)	(3)	(4)	(5)
f) Law	(0)	(1)	(2)	(3)	(4)	(5)
g) Mi'kmaw/Wolastoqey	(0)	(1)	(2)	(3)	(4)	(5)
h) Mathematics (any)	(0)	(1)	(2)	(3)	(4)	(5)

# 2018 GRADE 12 EXIT SURVEY



	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

	Never had to take a course more than once	1 course	2 courses	3 courses	More than 3 courses
<b>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?</b>	0	1	2	3	4

## SECTION C: School Environment

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

	Strongly disagree	Disagree	Agree	Strongly agree
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 feel respected at my school.	1	2	3	4
g) My school is a place where I feel like I belong.	1	2	3	4

## 2018 GRADE 12 EXIT SURVEY



	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
<b>h)</b> I enjoyed my school experience.	①	②	③	④
<b>i)</b> My school experience was academically challenging.	①	②	③	④
<b>j)</b> The variety of courses available met my needs.	①	②	③	④
<b>k)</b> My school is environmentally friendly ( <i>e.g. recycling, composting, solar panels</i> ).	①	②	③	④
<b>l)</b> My school encourages me to contribute to the environment's sustainability.	①	②	③	④
<b>m)</b> 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>
<b>a)</b> I was bullied during my <u>high school</u> years.	①	②
<b>b)</b> I was bullied during my <u>middle school</u> years.	①	②
<b>c)</b> 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>
<b>a)</b> Did the bullying occur frequently ( <i>at least once a week</i> )?	①	②	③
<b>b)</b> Did the bullying usually come from the same student(s)?	①	②	③
<b>c)</b> Did you report the bullying to your teachers or another adult at the school?	①	②	③
<b>d)</b> Did you inform your parent(s)/guardian(s) that you were bullied at school?	①	②	③
<b>e)</b> 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>
<b>a)</b> Access to computers/technological device for educational purposes in school, including the functionality and quality of the device.	①	②	③	④
<b>b)</b> My ability to use computers effectively.	①	②	③	④
<b>c)</b> Opportunities that my school gave me to improve my computer skills.	①	②	③	④
<b>d)</b> Usefulness of the computer skills acquired.	①	②	③	④
<b>e)</b> 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>
<b>a)</b> During high school, did your school <u>provide opportunities to take</u> an online course from among the list of existing online courses?		①	②
<b>b)</b> During high school, did you <u>enrol</u> in an online language course?		①	②
<b>c)</b> During high school, did you <u>enrol</u> in an online course for a subject <u>other than</u> language?		①	②
<b>d)</b> 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
<b>e)</b> At school, did you often use technology (e.g. Internet, software, hardware devices) to support your learning?		①	②
<b>f)</b> At home, did you often use technology (e.g. Internet, software, hardware devices) to complete schoolwork? <i>(If you do not have technology at home, indicate N/A.)</i>	①	①	②
<b>g)</b> During high school, did the majority of your teachers use technology (e.g. computers, SMARTBOARD®, iPad, etc.) as a learning tool?		①	②
<b>h)</b> Are you comfortable using computer technology as a learning tool?		①	②
<b>i)</b> Would you prefer to use your personal technology (e.g. tablet, laptop, smart phone) as a learning tool at school? <i>(If you do not have personal technology, indicate N/A.)</i>	①	①	②

**SECTION E: Experiential Opportunities**

**E1) Answer the following questions regarding experiential opportunities.**

	<i>N/A</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
<b>a)</b> Have you had opportunities in high school to participate in cultural activities <u>organized through your school</u> (e.g. plays, attended a cultural event on a First Nation Community, visits to museums, art galleries, musical groups)?		①	②	③	④
<b>b)</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, attended a cultural event on a First Nation Community)?		①	②	③	④
<b>c)</b> How often do you use the electronic research tools (e.g. EBSCO, Google Scholar, Worldbook) offered at your school?		①	②	③	④
<b>d)</b> How often do you read the newspaper, online news or watch TV news?		①	②	③	④
<b>e)</b> 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)?**

	<i>Yes</i>	<i>No</i>
<b>a)</b> Co-op Education or Career Exploration	①	②
<b>b)</b> New Brunswick Youth Career Connections Program	①	②
<b>c)</b> Personal Development and Career Planning course (PDCP)	①	②
<b>d)</b> Career Focusing program (e.g. Career Cruising)	①	②
If yes, did you find it valuable?	①	②

## 2018 GRADE 12 EXIT SURVEY

E3) Answer the following questions regarding experiential learning opportunities.

	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
<b>a)</b> Have you had opportunities in high school to take courses in the skilled trades ( <i>e.g. Residential Finish, Power Train and Chassis, Culinary Technology</i> )?	①	②	③	④
<b>b)</b> Have you had opportunities in high school to take courses in fine arts ( <i>e.g. visual arts, music, theatre</i> )?	①	②	③	④
<b>c)</b> Have you had opportunities in high school to participate in volunteer learning experiences ( <i>e.g. volunteered as part of a classroom activity or assignment</i> )?	①	②	③	④
<b>d)</b> Have you had opportunities in high school to participate in career-related learning experiences ( <i>e.g. career fairs, Job Fest, post-secondary days</i> )?	①	②	③	④
<b>e)</b> 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
<b>f)</b> 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
<b>g)</b> In high school, have you had the opportunity to influence decisions within your school?	①	②	③	④

## 2018 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
<b>a)</b> Sports organized by the school ( <i>e.g. basketball, hockey</i> )	①	②	③	④
<b>b)</b> Sports <u>not organized</u> by the school ( <i>e.g. minor hockey, soccer club</i> )	①	②	③	④
<b>c)</b> Other extended physical activity outside of school ( <i>e.g. running, biking, hiking</i> )	①	②	③	④
<b>d)</b> Extra-curricular activities organized by the school ( <i>e.g. drama, clubs, band, student council, public speaking</i> )	①	②	③	④
<b>e)</b> Organized activities <u>not through</u> the school ( <i>e.g. leadership, youth programs, music lessons</i> )	①	②	③	④
<b>f)</b> Social action groups ( <i>e.g. environment, animal protection, politics</i> )	①	②	③	④
<b>g)</b> Volunteer work in your community	①	②	③	④
<b>h)</b> Tutoring another student	①	②	③	④
<b>i)</b> 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
<b>a)</b> District Education Council (DEC)	①	②	③	④
<b>b)</b> Parent School Support Committee (PSSC)	①	②	③	④
<b>c)</b> Student council	①	②	③	④
<b>d)</b> Youth organizations ( <i>e.g. NBASAA, Youth Matters</i> )	①	②	③	④
<b>e)</b> Municipal (local) government	①	②	③	④
<b>f)</b> Government of New Brunswick	①	②	③	④
<b>g)</b> Government of Canada	①	②	③	④
<b>h)</b> International organizations ( <i>e.g. United Nations, World Trade Organization, NATO</i> )	①	②	③	④
<b>i)</b> First Nations governance	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>
<b>a)</b> 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>b)</b> Municipal elections		①	②
<b>c)</b> Provincial elections		①	②
<b>d)</b> Federal elections		①	②
<b>e)</b> District Education Council (DEC) elections		①	②
<b>f)</b> First Nations elections	①	①	②

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

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

## 2018 GRADE 12 EXIT SURVEY

**E8) Leadership can take many different forms, including all of the examples below, and may involve activities in school and elsewhere. Have you participated in any of the following during your high school years?**

	Yes	No
<b>a)</b> School clubs and organizations ( <i>e.g. Best buddies, GSA (Gay Straight Alliance or Gender and Sexuality Alliance), We Day, Grad Committee, school news productions</i> )	①	②
<b>b)</b> Community organizations ( <i>e.g. Imagine NB, Multicultural Association, YMCA Newcomer Connections</i> )	①	②
<b>c)</b> Sports	①	②
<b>d)</b> Student Representative Council (SRC)	①	②
<b>e)</b> Experiential Learning ( <i>e.g. Co-op 120, Career Exploration 110</i> )	①	②
<b>f)</b> Music ( <i>e.g. choir, band, music festival</i> )	①	②
<b>g)</b> Drama	①	②
<b>h)</b> Science or entrepreneurial fairs	①	②
<b>i)</b> Heritage fairs, Mawio'mi or Mawi-skicinuwokahtin (First Nations cultural gatherings), or other cultural events	①	②

**SECTION F: Language Skills**

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

- 1) Early French Immersion (Grade 1 or Grade 3 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>
<b>a)</b> I am comfortable using French outside school.	①	②	③	④
<b>b)</b> When I was last taught French second language, I could easily understand my teacher.	①	②	③	④
<b>c)</b> I can easily understand new ideas in French.	①	②	③	④
<b>d)</b> 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

## 2018 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 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

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### 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>
<b>a)</b> Most teachers in my school know their subject area.	①	②	③	④
<b>b)</b> Most of my teachers present the material in a way that is easy to understand.	①	②	③	④
<b>c)</b> Lessons involved discussions, projects and activities.	①	②	③	④
<b>d)</b> If I did not understand a lesson in class, extra help was available for me.	①	②	③	④
<b>e)</b> My school experience encouraged me to want to learn.	①	②	③	④
<b>f)</b> Overall, teachers cared about my learning success.	①	②	③	④
<b>g)</b> My school has a strong learning environment and school spirit.	①	②	③	④
<b>h)</b> My school offers activities and initiatives to improve the overall school environment.	①	②	③	④
<b>i)</b> I feel my school is well-organized.	①	②	③	④
<b>j)</b> I feel expectations were clear in my school.	①	②	③	④
<b>k)</b> I had the opportunity to learn the history of Indigenous peoples in Canada (treaties, residential schools and their impact on Indigenous and all people) through courses or cultural activities.	①	②	③	④
<b>l)</b> I have learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada.	①	②	③	④

## 2018 GRADE 12 EXIT SURVEY

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>
<b>a)</b> 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
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
<b>b)</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

**I1) 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) (go to question I1A) ①
- 2)** Begin studies at a college outside New Brunswick (e.g. CEGEP, Holland College) (go to question I1A) ②
- 3)** Begin a diploma or certificate program at a private college (e.g. Eastern College, Oulton's) (go to question I1A) ③
- 4)** Begin studies at a public university in New Brunswick (e.g. UNB, UdeM, STU, Mount Allison) (go to question I1A) ④
- 5)** Begin studies at a public university outside New Brunswick (e.g. Dalhousie, Acadia, McGill, Carleton) (go to question I1A) ⑤
- 6)** Begin studies at a private university (e.g. Crandall, St. Stephen's) (go to question I1A) ⑥
- 7)** Join the Canadian Forces (go to question I1B) ⑦
- 8)** Begin work with an employer and register as an apprentice (go to question I1C1 and I1C2) ⑧
- 9)** Begin work immediately and undertake studies later (go to question I1D) ⑨
- A)** Begin work immediately with no plans to undertake further studies (go to question I1D) Ⓐ
- B)** Take time off from work and studies (e.g. travel) (go to question I2) Ⓑ
- C)** Other (go to question I2) Ⓒ

**I1A) Regarding the options above related to your future studies, what is the status of your application?:**  
(Only one answer is accepted.)

- 1)** Not yet applied ⑤
- 2)** Applied ①
- 3)** Accepted ②
- 4)** Put on the waitlist? ③
- 5)** Rejected ④

**I1B) If you selected "Join the Canadian Forces" from the list above, have you enlisted?**

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

**I1C1) 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

**I1C2) Have you been in contact with your regional apprenticeship representative?**

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

**I1D) 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



## 2018 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

## 2018 GRADE 12 EXIT SURVEY

*I1F)* 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 Ⓒ

## 2018 GRADE 12 EXIT SURVEY

I2) **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 <i>(e.g. Medicine, Dentistry, Law)</i> | ⑧ |
| 9) Not sure  | ⑨ |

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I3) **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 <i>(e.g. Medicine, Dentistry, Law)</i>       | ⑧ |
| 9) My parents/guardians don't have any expectations                              | ⑨ |
| A) I do not know my parents'/guardians' expectations regarding my future studies | Ⓐ |

## 2018 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 or for work.	①	②	③	④
c) 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
d) 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
e) I feel confident about my future.	①	②	③	④

## 2018 GRADE 12 EXIT SURVEY

I6) Answer the following questions regarding financial literacy.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a) I have acquired the financial skills and knowledge that I will need to manage my personal finances (e.g., balancing income and spending, credit cards and loans, available financial services).	①	②	③	④
b) I feel confident that I am able to apply these skills and knowledge to manage my personal finances (e.g., balancing income and spending, credit cards and loans, available financial services).	①	②	③	④

---

I7) 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.**