

2013 Grade 12 Exit Survey

What's on Your Mind?

Anglophone Sector



The **2013 Grade 12 Exit Survey – What’s on Your Mind?** can be found on the Department of Education and Early Childhood Development's website at: www.gnb.ca/0000/pub-e.asp#stat

Le rapport pour le secteur francophone **Sondage de fin d'études secondaires 2013 – Qu'est-ce que t'en penses?** est disponible au www.gnb.ca/0000/pub-f.asp#stat

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Methodology

In May 2013, the Department of Education and Early Childhood Development sent all high schools in the province the *2013 Grade 12 Exit Survey – What's on Your Mind?*. 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. Each school received a list of 10 additional randomly selected names to replace students who could not participate in the survey owing to extended absence or other valid reasons. This list of additional names could be increased at the request of a school principal. The rate of return varied from one school to another, but a total of 2,251 students were surveyed, which represents 36% of the entire Grade 12 student population in the anglophone sector as of March 2013.

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

Data Analysis

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

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

Detailed Results

Section A – Demographic Information

Student Profile

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

- The number of respondents was split almost equally between male and female.
- English was the language most spoken at home. Ninety-three percent of respondents spoke English at home and 2.6% spoke both French and English at home.
- The vast majority (93%) of respondents were 17 or 18 years old.
- Nearly 7.0% of respondents self-identified as Aboriginal, including 3.8% living in a First Nation community, and 3.1% not living in a First Nation community.
- Less than 8.0% of respondents said they belonged to a visible minority.
- The vast majority (92%) of the respondents were Canadian citizens born in or outside Canada.
- Just over 61% of respondents lived with both parents. Twenty percent of respondents lived with their mother, but only 5.3% of respondents lived with their father. Less than six percent shared time between their mother and father.
- Nearly 8% of respondents said they are a person with a disability, and 10% said they follow a special education plan.

Table 1 – Student Profile	
Gender (n¹=2251)	
Male	49.5%
Female	50.5%
Language spoken at home (n=2240)	
English	93.1%
French	0.4%
Equally, both French and English	2.6%
Other Language(s)	3.9%
Age (n=2250)	
16 or under	0.6%
17	48.7%
18	44.7%
19	4.4%
20	0.8%
21 or over	0.9%
Member of a visible minority or an Aboriginal person (n=2228)	
An Aboriginal person living in a First Nation community	3.8%
An Aboriginal person not living in a First Nation community	3.1%
A visible minority (<i>other than Aboriginal</i>)	7.5%
Citizenship (n=2245)	
A landed immigrant in Canada	4.2%
A non-permanent resident of Canada	1.1%
A Canadian citizen born in or outside Canada	92.2%
Other	2.5%
Living with (n=2246)	
Both parents	61.4%
Mother only	20.0%
Father only	5.3%
Time shared between mother and father	5.6%
Guardian(s)	3.5%
Other	4.1%
A person with a disability (n=2239)	
Yes	7.6%
Following a special education plan (n=2055)	
Yes	10.3%

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

¹ (n=): number of respondents

Section B – Academic Background

Most Recent Marks

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

Physical education (87%), Cooperative education (83%) and Skilled trades (78%) are the three subjects in which marks were the highest (80% or higher). Conversely, Chemistry (7.2%), Environmental Science (5.4%), and Physics (4.9%) and Math (4.9%) 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.

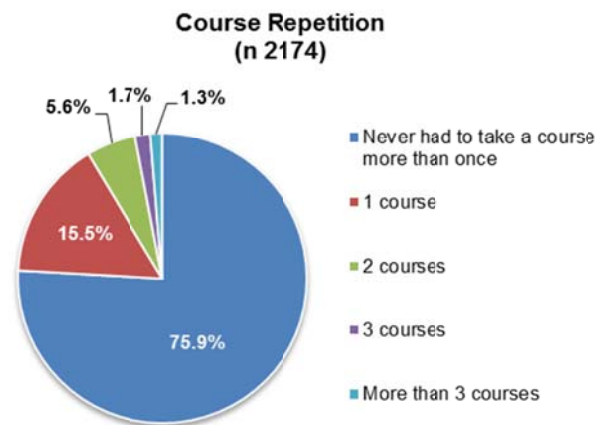
Table 2 – Most Recent Marks <i>What were your <u>most recent</u> marks in the following subject areas?</i>						
	90% or more	80%-89%	70%-79%	60%-69%	Less than 60%	n
Biology	25.1%	31.3%	23.8%	15.5%	4.2%	1700
Chemistry	24.5%	28.4%	24.4%	15.5%	7.2%	1357
Computer science	46.2%	25.7%	16.9%	7.5%	3.7%	729
Cooperative education	60.1%	23.2%	11.8%	3.6%	1.2%	727
English	25.2%	36.7%	24.9%	11.7%	1.5%	2163
Environmental science	28.0%	33.3%	20.7%	12.5%	5.4%	792
French Language Arts	35.9%	33.1%	19.8%	9.6%	1.7%	1319
History	33.9%	34.9%	21.1%	9.1%	1.1%	1999
Law	34.1%	32.2%	18.8%	11.2%	3.8%	771
Mathematics	24.1%	26.6%	22.8%	21.5%	4.9%	2043
Music	49.2%	27.7%	13.9%	7.5%	1.7%	1268
Physical Education	61.9%	25.1%	8.2%	3.2%	1.5%	1516
Physics	31.1%	31.7%	19.3%	13.1%	4.9%	1017
Skilled trades	48.2%	30.0%	12.9%	6.6%	2.3%	620
Visual arts	45.7%	31.1%	12.3%	8.1%	2.8%	1200

Course Repetition

Nearly 76% of all respondents never had to take a course more than once to receive a passing mark during high school. Fifteen percent had to retake one course, and 5.6%, two courses. Only 3.0% of respondents had to retake three or more courses to receive a passing mark.

Figure 1 – Course Repetition

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



Section C – School Environment

Satisfaction with the School Environment

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

Eighty-seven percent of respondents agreed or strongly agreed that they felt safe at their school and 76% agreed or strongly agreed that it was a place where they felt respected. Forty-six percent disagreed, including almost 13% who strongly disagreed, with the statement that their school was a place where they never felt like an outsider. Seventy-nine percent indicated that if they had a problem, there was an adult they could talk to at school.

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

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

Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

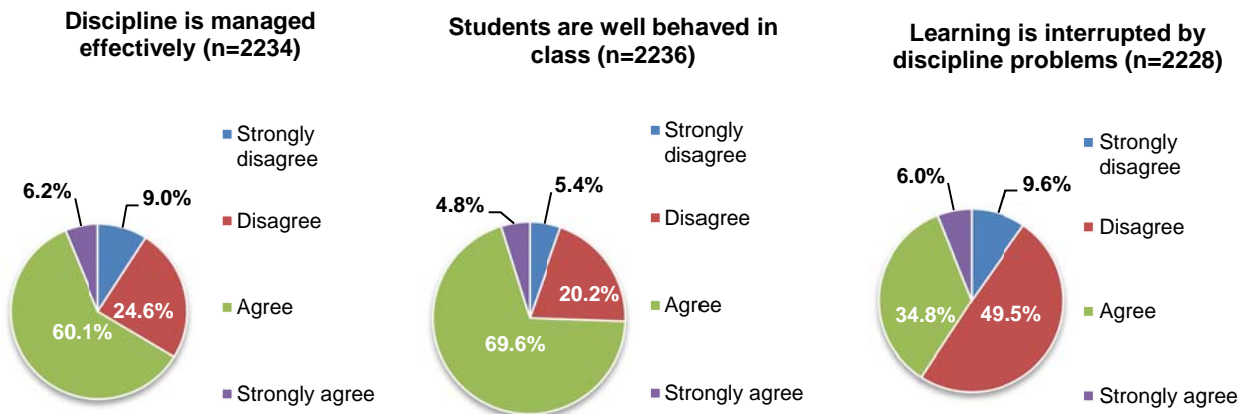
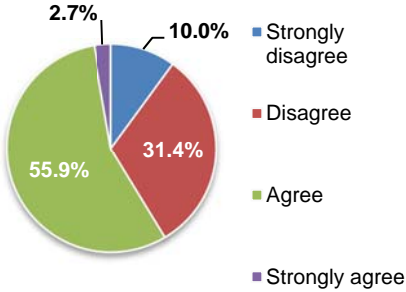


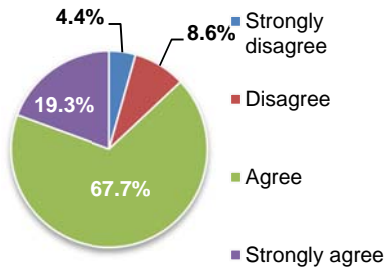
Figure 2 – Satisfaction with the School Environment

How do you feel about each of the following statements?

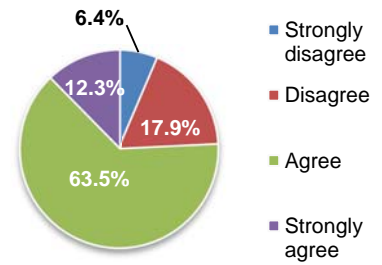
Students are well behaved outside of the classroom (n=2237)



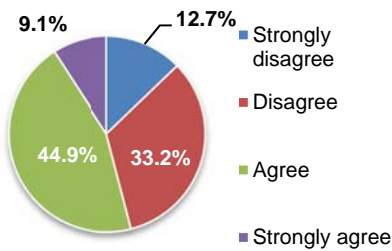
I feel safe at my school (n=2234)



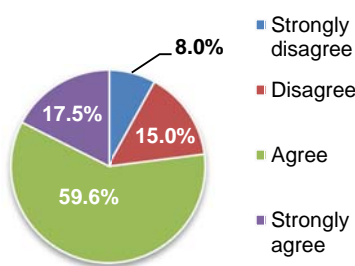
Felt respected at school (n=2234)



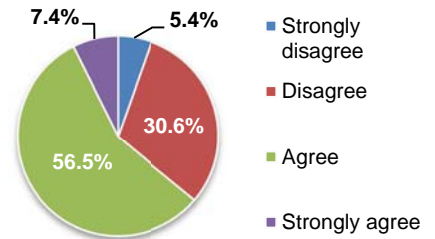
My school is a place where I never felt like an outsider (n=2232)



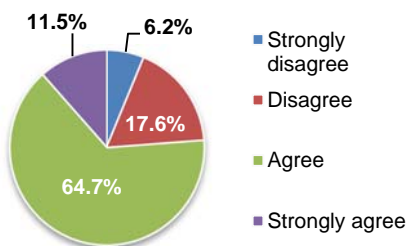
I enjoyed my school experience (n=2229)



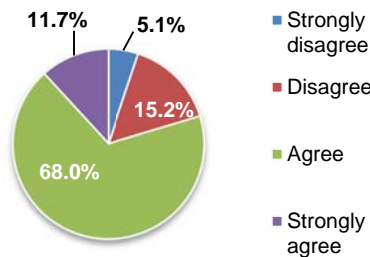
My school experience was academically challenging (n=2223)



The variety of courses available met my needs (n=2220)



My school is environmentally friendly (n=2223)



My school encourages me to contribute to the environment's sustainability (n=2220)

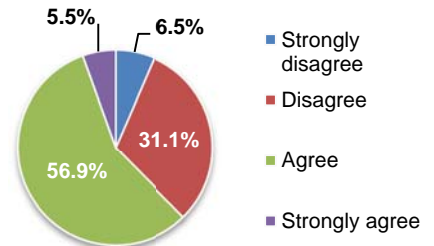
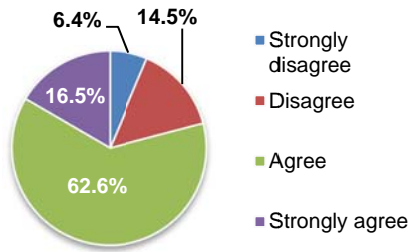


Figure 2 – Satisfaction with the School Environment

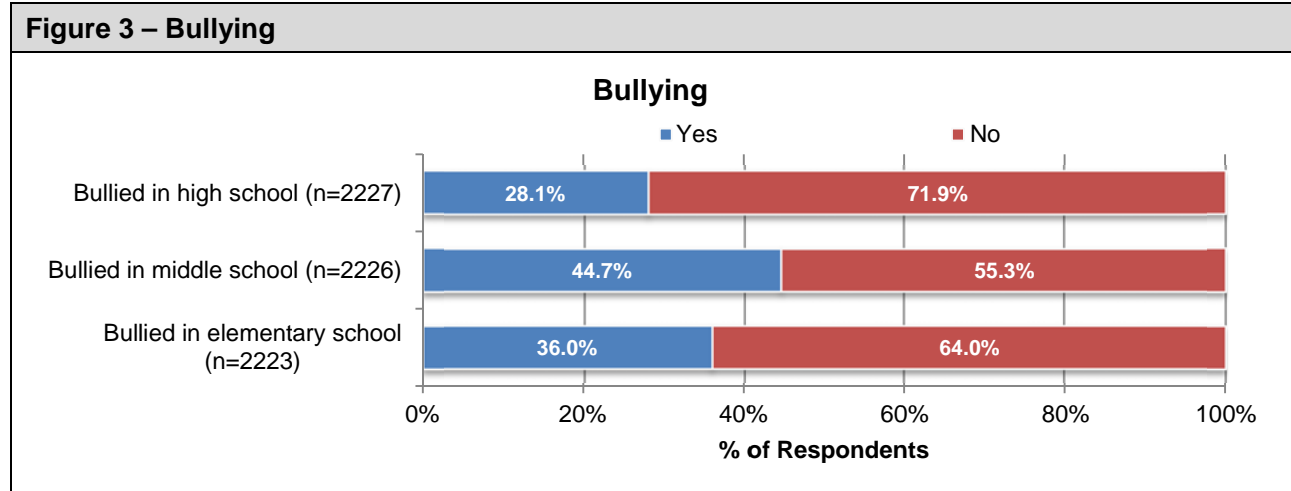
How do you feel about each of the following statements?

**If I had a problem, there was
an adult I could talk to at the
school (n=2220)**



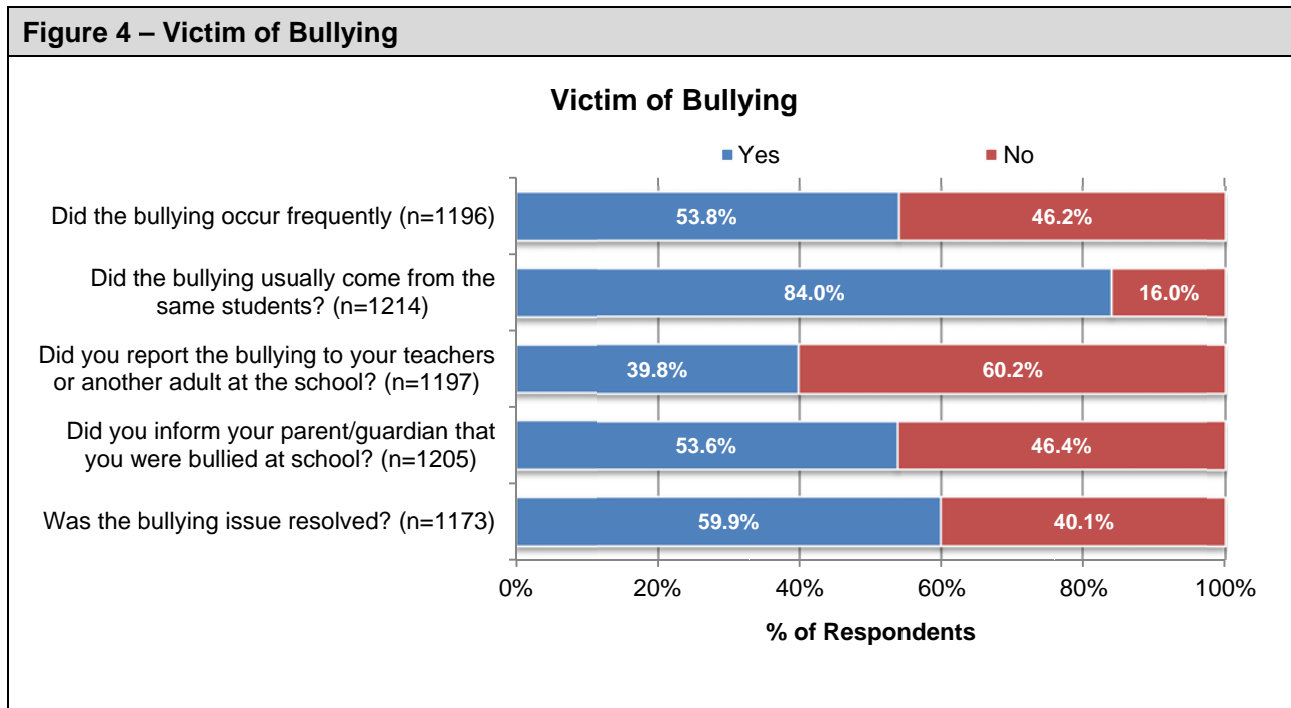
Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 45% of respondents reported being bullied. Thirty-six percent of respondents reported being bullied in elementary school and 28% in high school.



Victim of Bullying

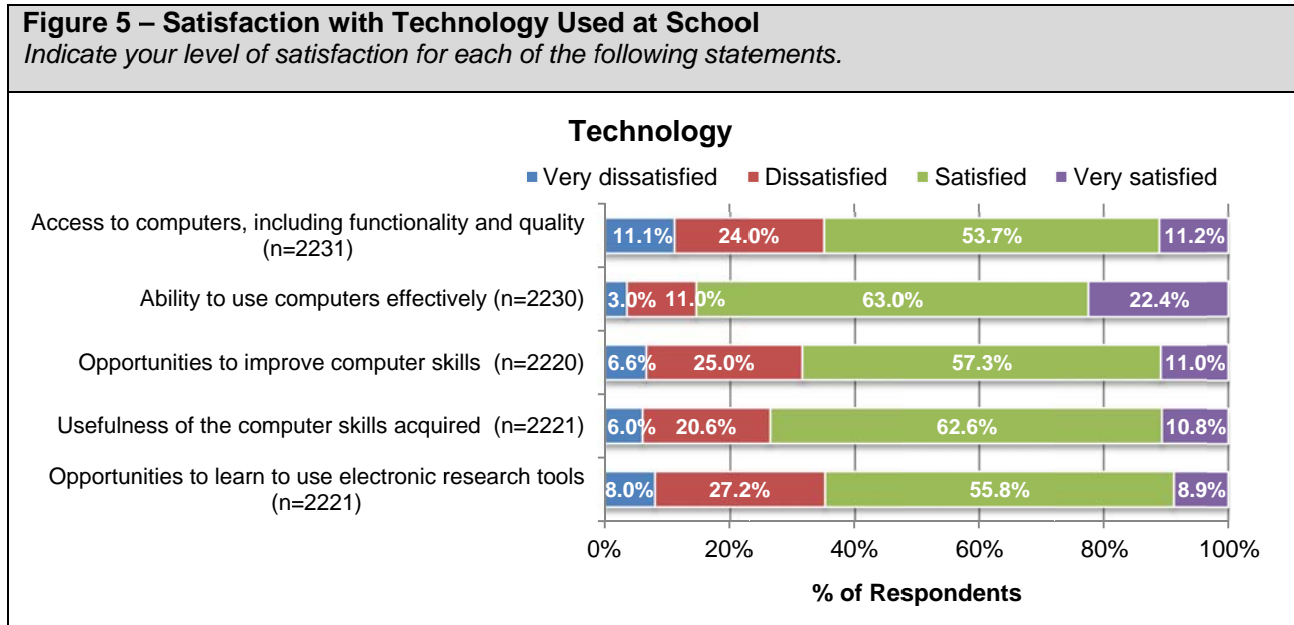
Of the respondents who reported being bullied at school, 54% were bullied frequently and by the same people (84%). Forty percent of respondents reported it to their teachers, and 54% reported being a victim of bullying to their parents. In the end, 60% of the victims said the issue had been resolved.



Section D – E-Learning and New Technologies

Satisfaction with Technology Used at School

When asked to indicate their level of satisfaction with technology, 65% of respondents were satisfied or very satisfied with their access to computers at school, including the functionality and quality of the device. Seventy-three percent of respondents were satisfied with the usefulness of the computer skills acquired at school. While 85% of respondents were satisfied with their ability to use computers effectively, 32% said they were dissatisfied or very dissatisfied with the opportunities their school gave them to improve their computer skills, and 35% were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools.

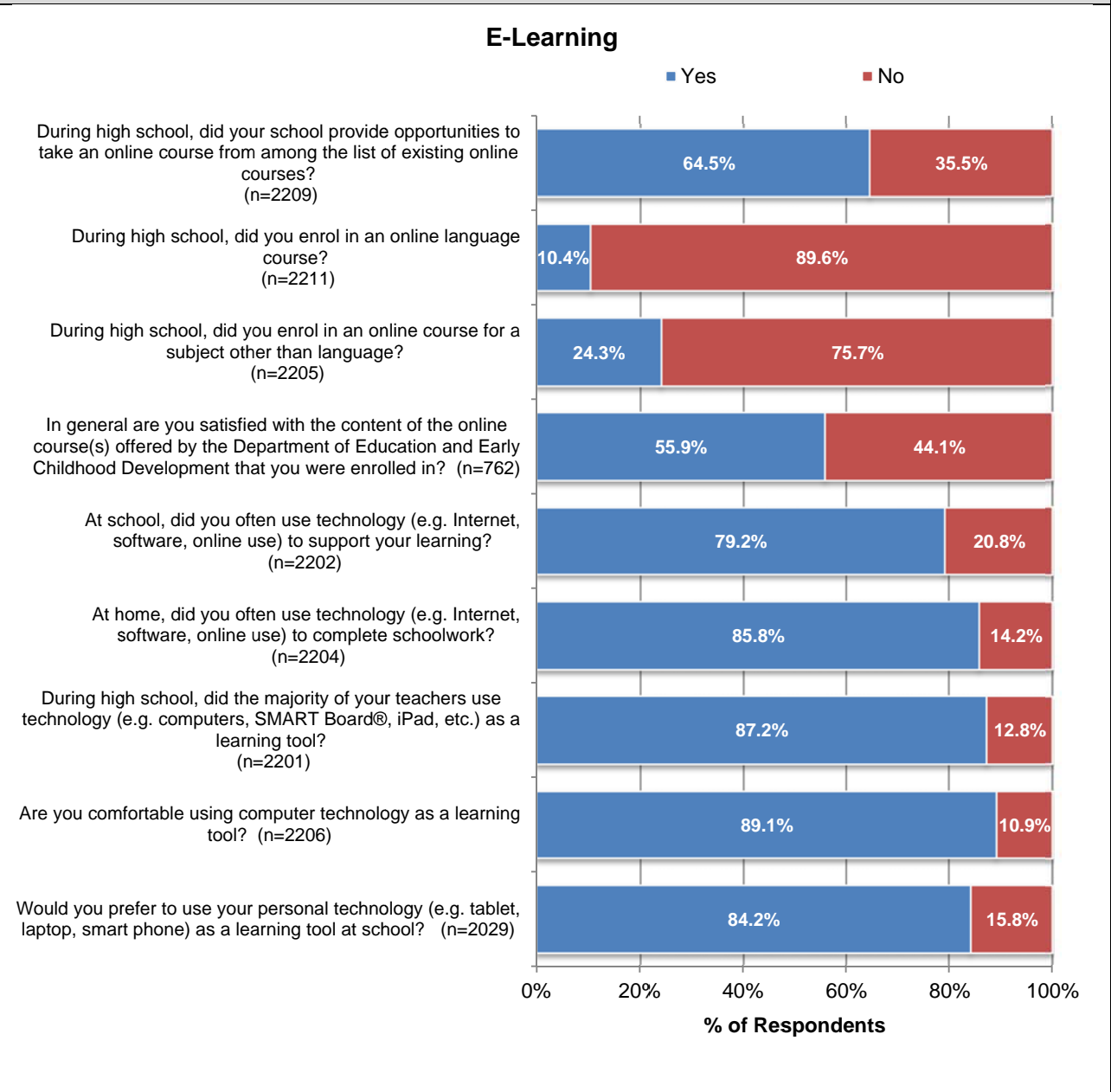


E-Learning

Sixty-five percent of respondents indicated that their school provided opportunities to take an online course from among the list of existing online courses. Fifty-six percent indicated they were satisfied with the content of the online course offered by the Department of Education and Early Childhood Development. Twenty-four percent of respondents indicated they were enrolled in an online course other than language during high school and 10% in an online language course.

Nine in ten respondents were comfortable using computer technology as a learning tool. Eighty-six percent said they often used computer technology at home to complete research and homework, and 79% at school to support learning. Eighty-seven percent of respondents said their high school teachers used technology (e.g. computers, SMART Board®, iPad, etc.) as a learning tool. Eighty-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



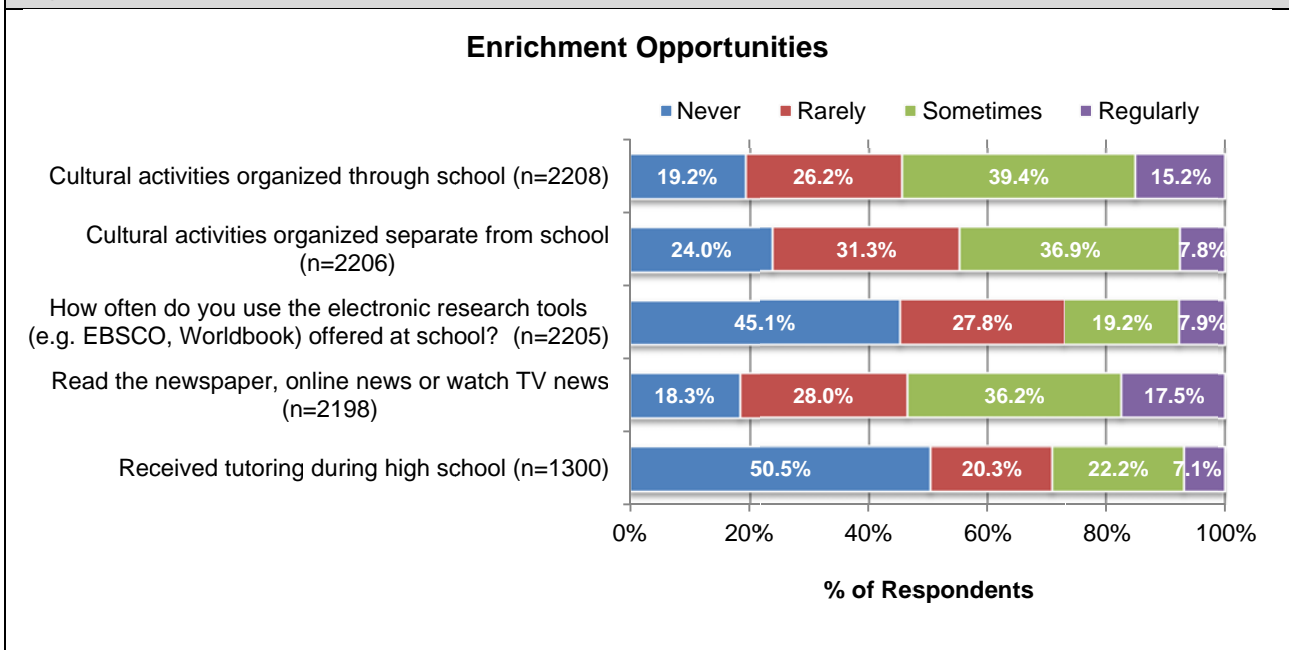
Section E – Enrichment Opportunities

Enrichment Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in enrichment activities, 55% of respondents said they regularly or sometimes had the opportunity to participate in cultural activities organized through school and 45% in cultural activities organized separate from school.

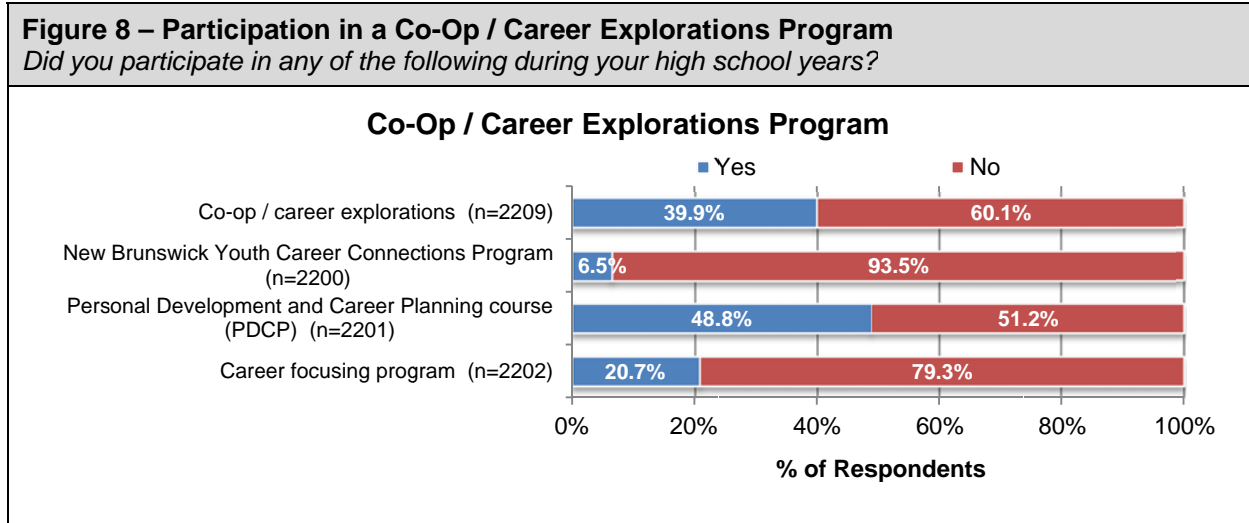
About 73% of respondents said they never or rarely used electronic research tools (e.g. EBSCO, Worldbook) offered at school. However, 54% indicated they regularly or sometimes read the newspaper or online news, or watched TV news. Twenty-nine percent of respondents sometimes or regularly received tutoring during high school.

Figure 7 – Enrichment Opportunities at School and Outside School



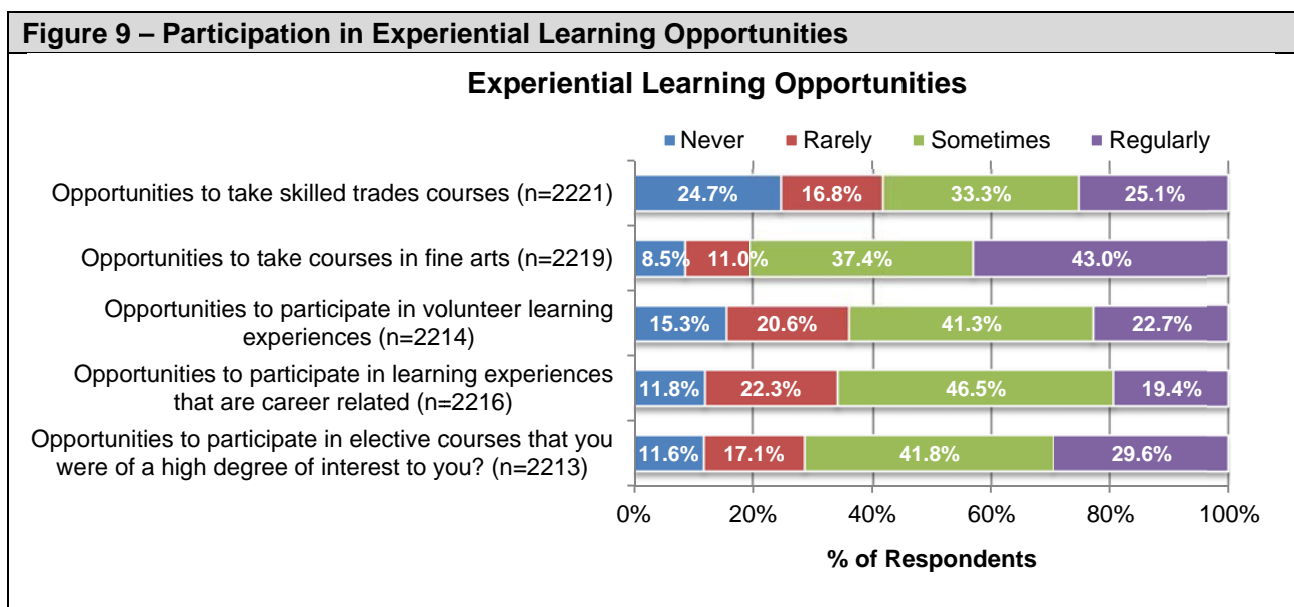
Participation in a Career Explorations Program

In all, 40% of respondents participated in a co-op / career explorations program during high school and 6.5% in the New Brunswick Youth Career Connections Program. Forty-nine percent participated in a Personal Development and Career Planning course, and 21% in a career focusing program.



Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 58% of the respondents said they regularly or sometimes participated in skilled trades courses, 80% in fine arts courses (e.g. visual arts, music, theatre), and 66% in learning experiences that are career-related. Sixty-four percent of respondents indicated that they sometimes or regularly had the opportunity to participate in volunteer learning experiences. Seventy-one percent of respondents said they sometimes or regularly had the opportunity to participate in elective courses that were of a high degree of interest to them.

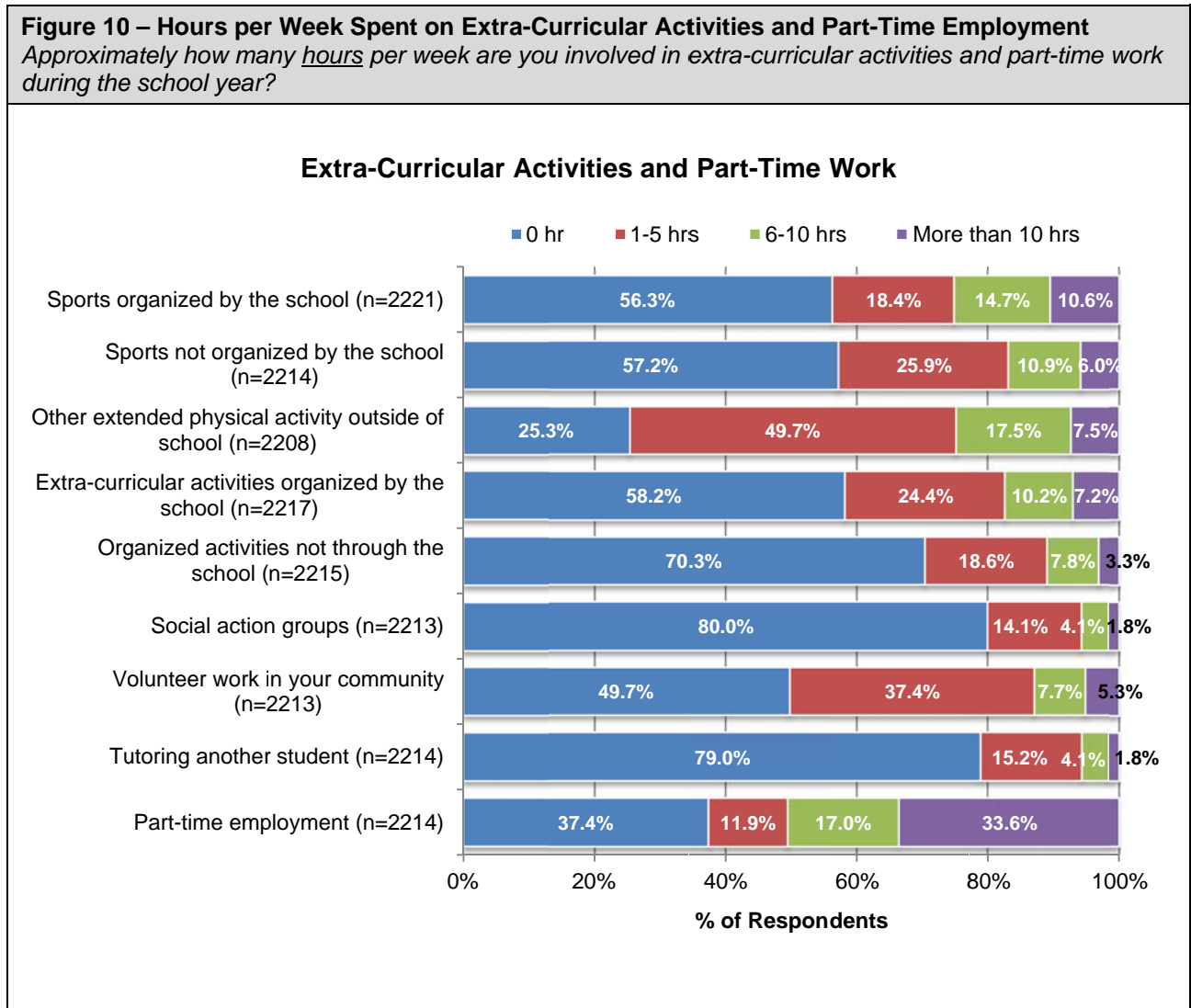


Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

Part-time employment (34%), sports organized by the school (11%), and other extended physical activities outside school (7.5%) were the top three activities to which respondents devoted more than 10 hours a week.

Forty-four percent of the respondents indicated that they participated in sports activities organized by the school, 43% in sports activities outside the school, and 75% in other extended physical activity outside of school. Almost 15% spent between 6 and 10 hours a week involved in sports organized by the school, while 11% 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).

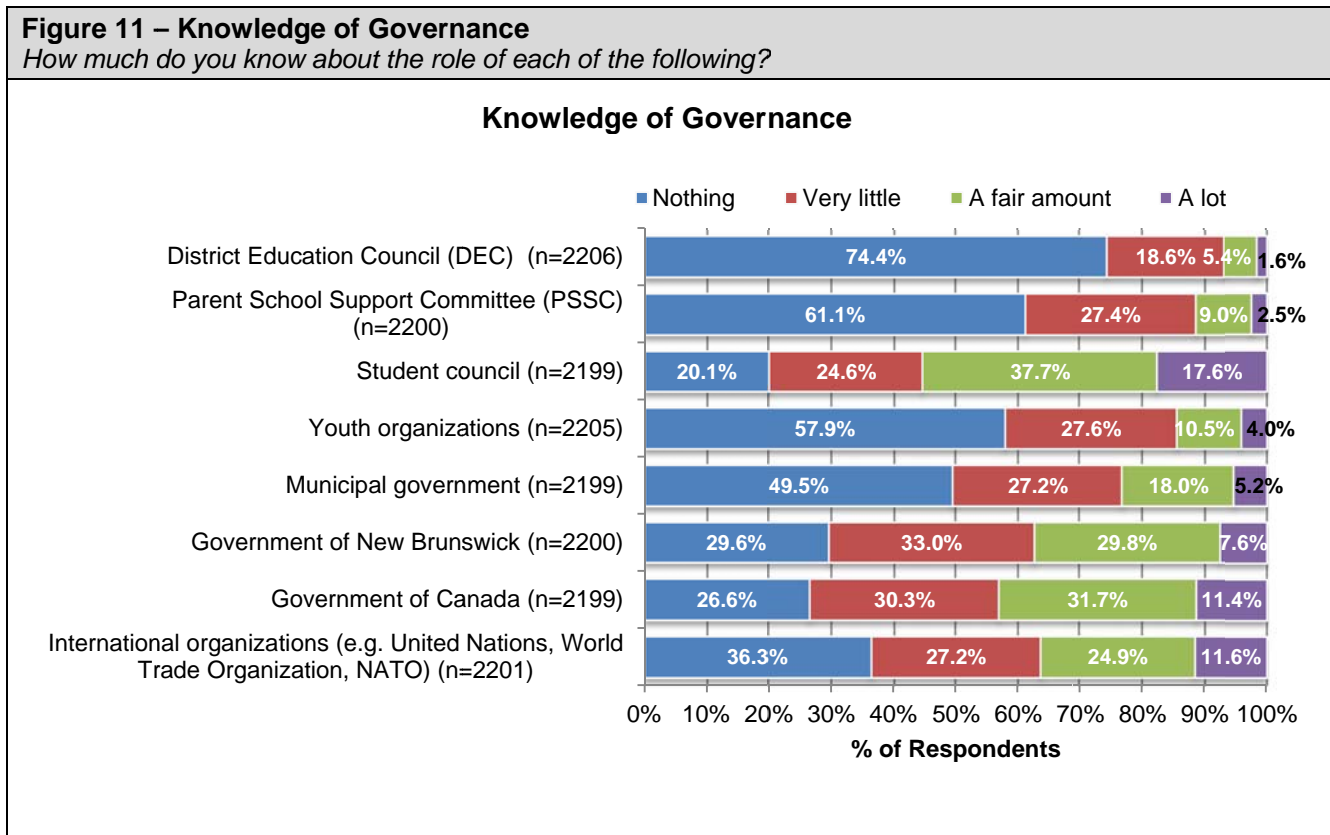
Fifty percent of the respondents did at least one hour of volunteer work in the community per week, including 5.3% who volunteered more than 10 hours per week. Twenty-one percent of respondents said they tutored another student for at least one hour a week. Twenty percent of respondents were involved in social action groups for an hour or more per week.



Knowledge of Governance

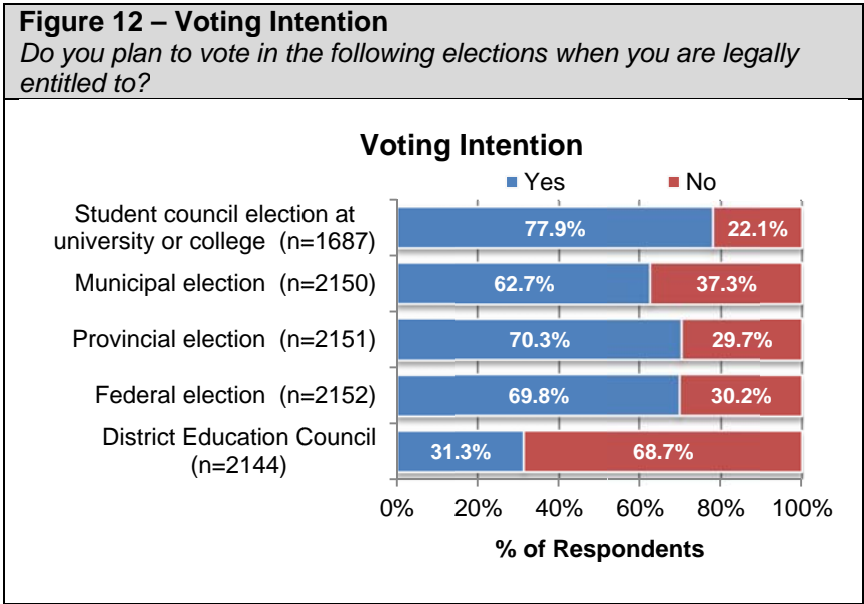
Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (74%) or very little (19%) about the District Education Council. Only 11% of respondents said they had a fair amount or a lot of knowledge about the role of the Parent School Support Committee. However, 55% said they had a fair amount or a lot of knowledge about the role of the student council. Only 14% said the same about youth organizations (e.g. NBASAA, Youth Matters).

Knowledge of government varied by level. Forty-three percent of respondents knew a fair amount or a lot about the Government of Canada, while 37% said the same about the Government of New Brunswick and 23% about municipal government. Thirty-six percent of respondents knew a fair amount or a lot about international organizations (e.g. OECD, United Nations).



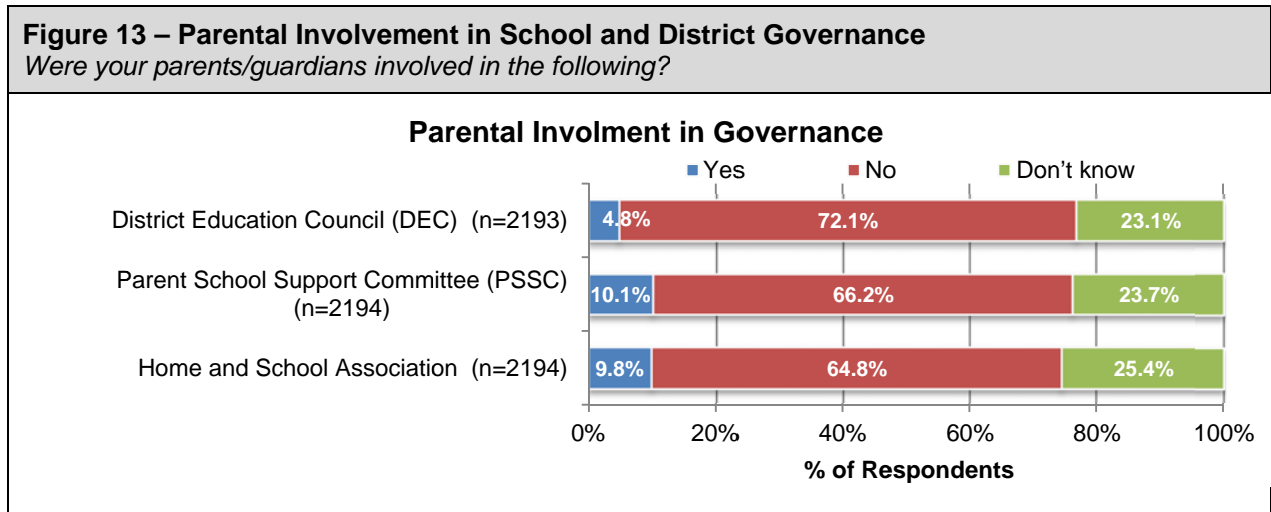
Voting Intention

Seven in ten respondents said they planned to vote in the next federal and provincial elections when they were legally entitled to vote. Sixty-three percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was higher at 78%. Only 31% of respondents said they planned to vote in the next District Education Council election.



Parental Involvement in School and District Governance

Twenty-three percent of respondents did not know whether their parents or guardians were involved in school or district governance. Only 4.8% confirmed that their parents were involved in the District Education Council, 10% in the Parent School Support Committee, and 9.8% in the Home and School Association.



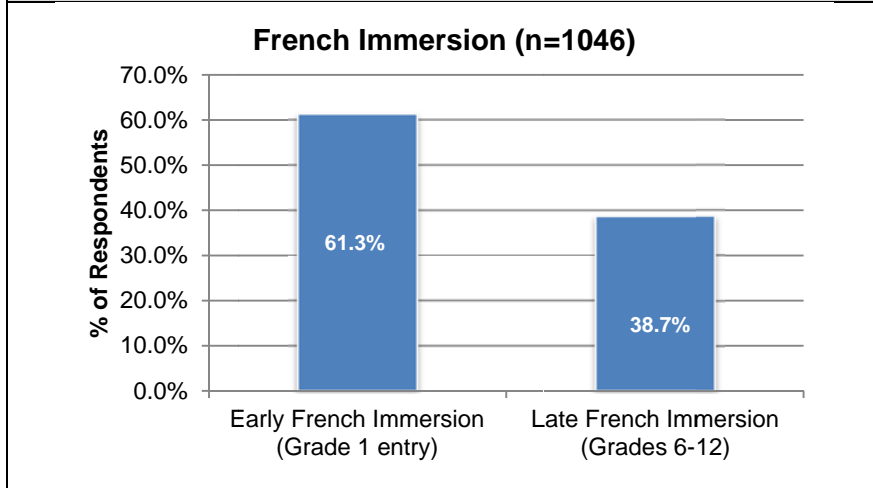
Section F – Language Skills

French Immersion

According to respondents, 51% 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 14 – French Immersion

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

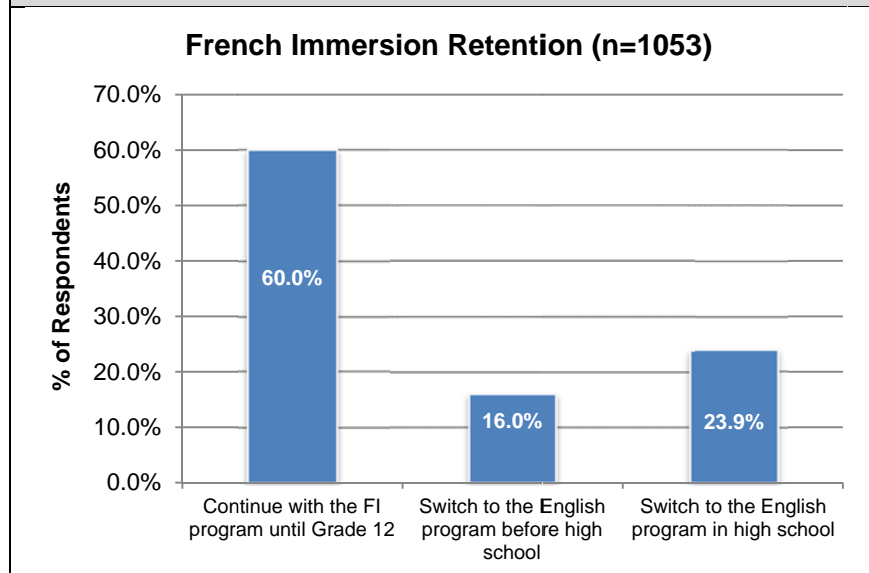


French Immersion Retention

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:

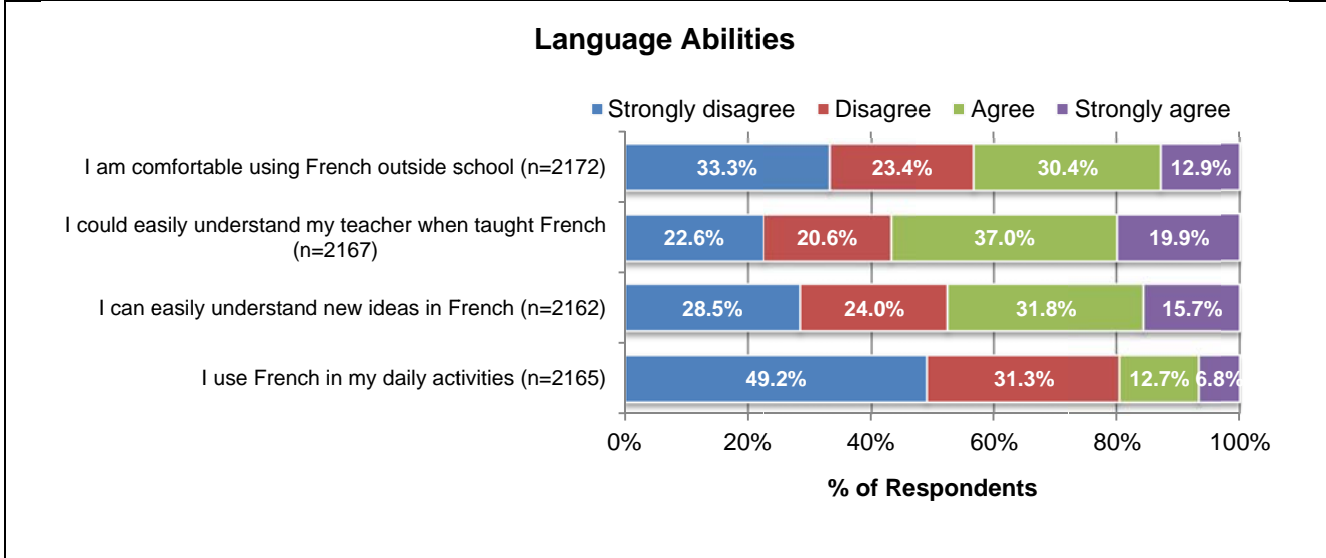


Language Abilities

When asked about their language skills, 43% of respondents said they were comfortable speaking French outside school. However, only 20% indicated using French in their daily activities. When they were taught French as a second language, 57% could easily understand their teacher, and 48% could easily understand new ideas in French.

Figure 16 – Language Abilities

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



Enrolment in a Third Language Course

Fourteen percent of respondents indicated they were enrolled in a third language course at school, and 15% reported they were comfortable using a third language.

Figure 17a – Enrolment in a Third Language Course

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

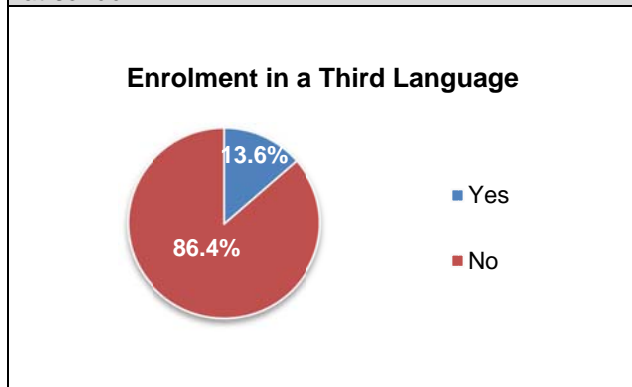
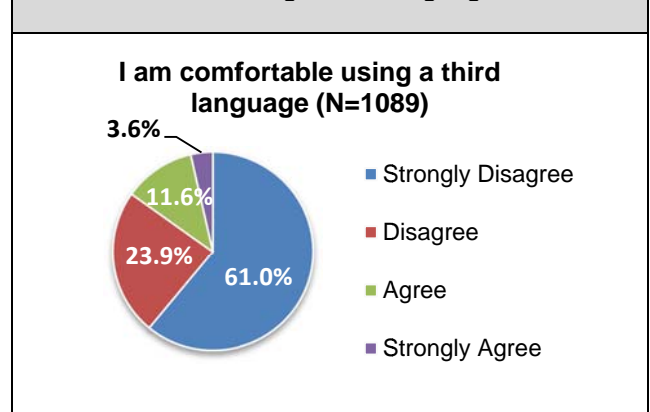


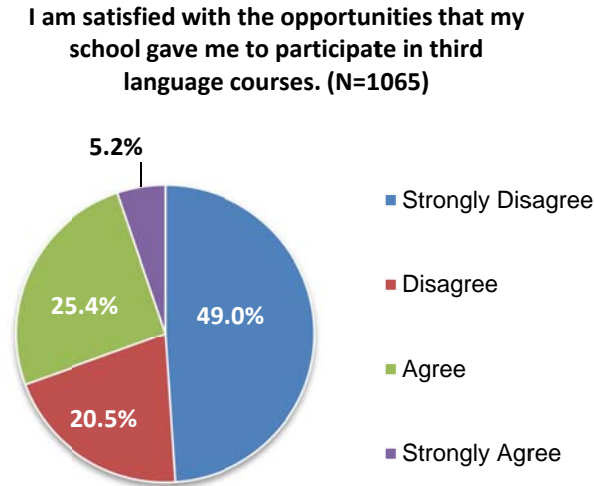
Figure 17b – Comfortable Using a Third Language

I am comfortable using a third language.



Only 31% of respondents were satisfied with the opportunities their school provided them to participate in third language courses.

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

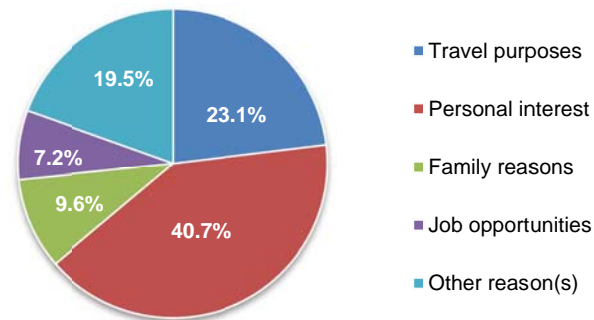


Main Reason for Enrolling in a Third Language Course

The main reason for learning a third language, given by 41% of respondents, was personal interest, followed by travel purposes (23%), other reasons (20%), family reasons (9.6%), and job opportunities (7.2%).

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

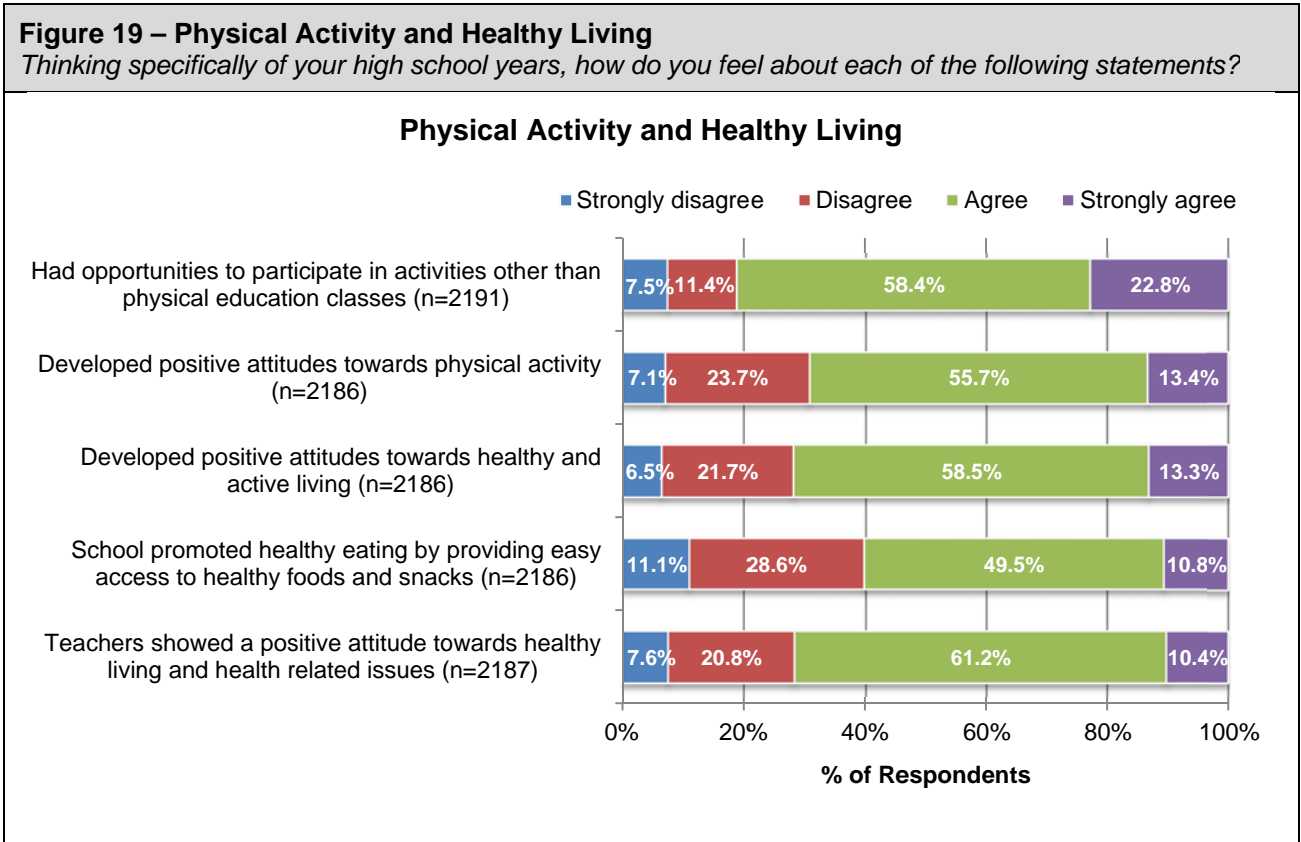
What was your main reason for enrolling in a third language course? (N=334)



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. Eighty-one percent said that they had opportunities to participate in activities other than physical education classes, and 69% said their school helped them to develop positive attitudes towards physical activity. Seventy-two percent of respondents said their school enabled them to develop positive attitudes toward healthy and active living and 60% 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.



Section H – Learning Environment

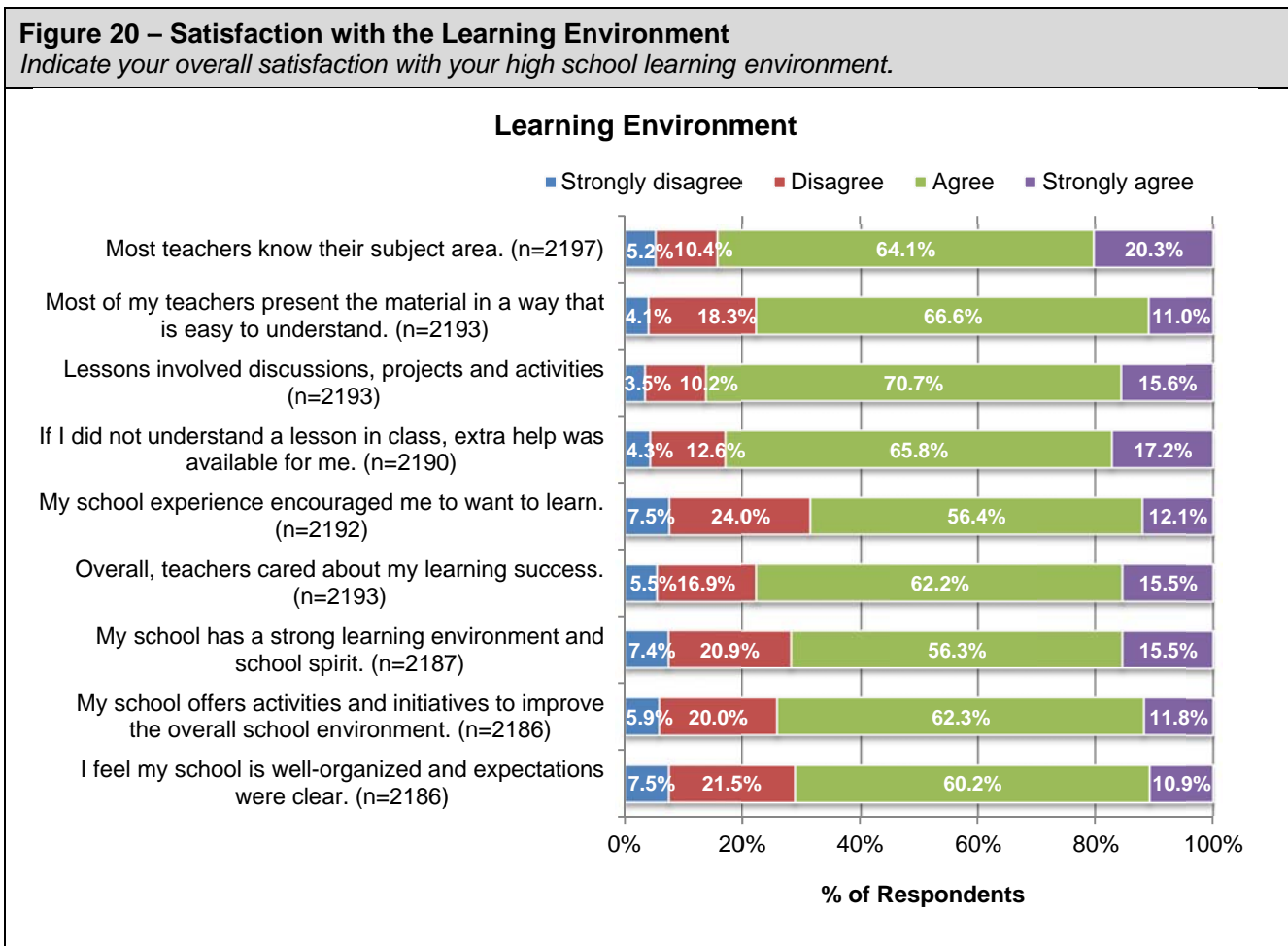
Satisfaction with the Learning Environment

With respect to their high school experience, the majority of respondents were satisfied with the learning environment. Eighty-four percent agreed or strongly agreed that their teachers knew their subject area, and 78% said their teachers present the material in a way that is easy to understand.

According to 83% of the respondents, extra help was available for them. Sixty-nine 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-six percent said that the lessons involved discussion, projects and activities.

Almost 72% of respondents agreed or strongly agreed with the statement that their school had strong learning environment and school spirit. Seventy-four percent said their school offered activities and initiatives to improve the overall school environment, and 71% 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-two 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 48% about how to evaluate sources. Seventy-eight percent indicated that they had access to books (paper and/or online) and other learning tools

(including electronic research tools), and 61% indicated that they had access to information about permissions, copyright and citations.

Sixty-seven percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 63% about how to evaluate sources. Seventy-four percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 65% indicated that they had access to information about permissions, copyright and citations.

Figure 21a – 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?

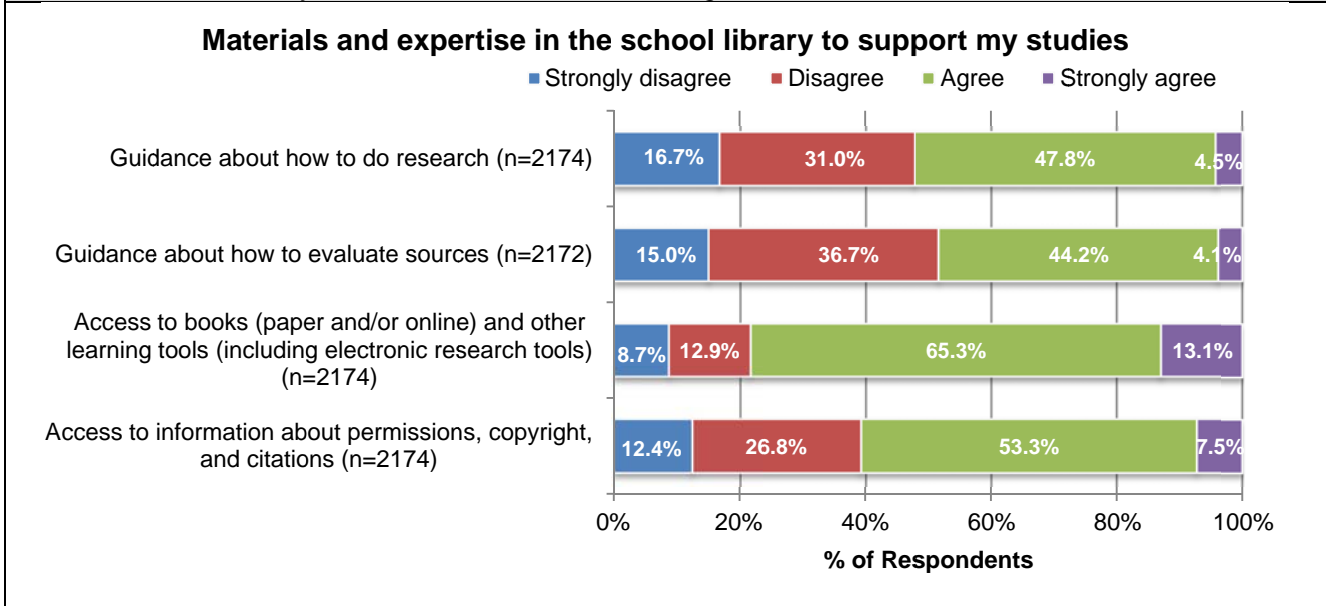
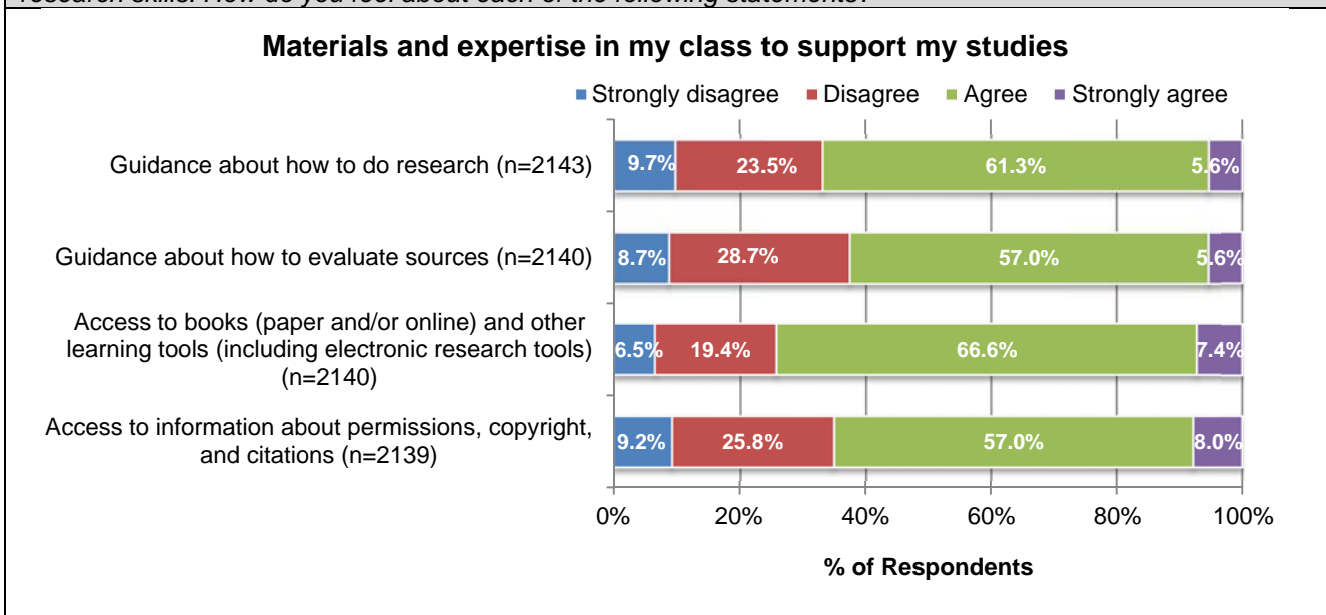


Figure 21b – Research skills

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

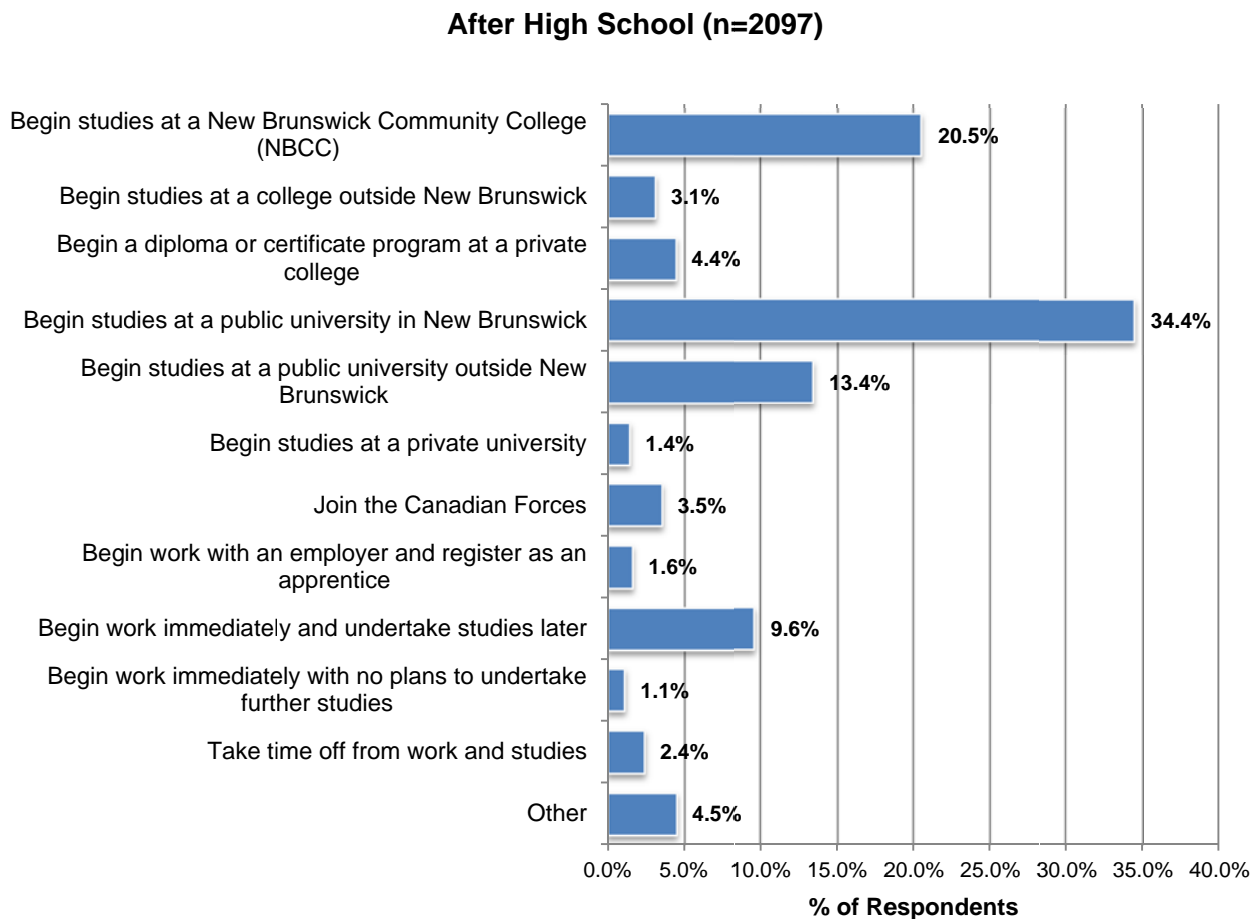


Section I – My Future

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 21% at a New Brunswick Community College. A few respondents intended to continue their studies at a university (13%) or a college (3.1%) outside New Brunswick, and a few at a private college (4.4%) or university (1.4%). Nearly ten percent of respondents intended to begin working following high school and pursue their studies at a future date. Only 1.1% of respondents intended to begin working immediately with no plans to undertake further studies, and 2.4% intended to take time off from work and studies altogether. Only 1.6% of respondents intended to begin work with an employer and register as an apprentice, while 3.5% 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?



Seventy-nine percent of the respondents going on to post-secondary education had been accepted, nearly 13% had applied, 6.7% had been put on the waitlist, and 1.8% had been rejected.

Of the 3.5% of respondents that indicated they intended to join the Canadian Forces, 30% had enlisted.

Of the 1.6% of respondents that intended to begin work with an employer and register as an apprentice, 45% had found an employer in their field of interest. Twenty-six 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, 47% indicated that they had already found a job.

Figure 23 – Post-secondary education status

Have you?

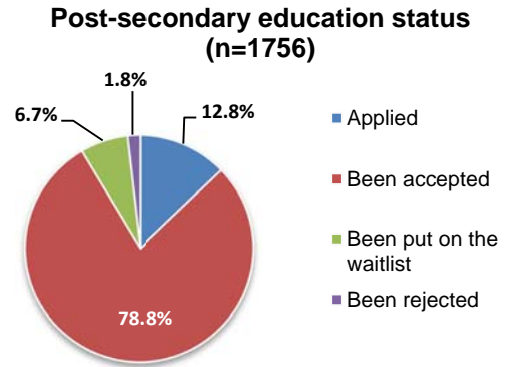


Figure 24 – Canadian Forces

Have you enlisted?

Enlisted with the Canadian Forces (n=299)

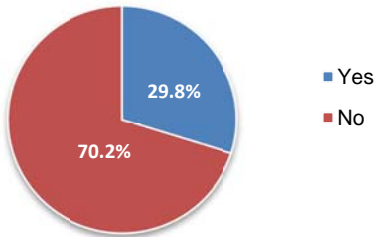


Figure 25a – Apprenticeship

Have you found an employer in your field of interest?

Have you found an employer and registered as an apprentice (n=249)

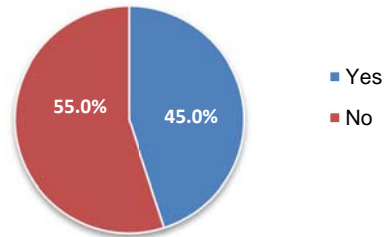


Figure 25b – Apprenticeship

Have you been in contact with your regional apprenticeship representative?

Have you been in contact with your regional apprenticeship representative (n=265)

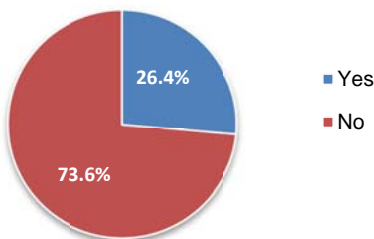
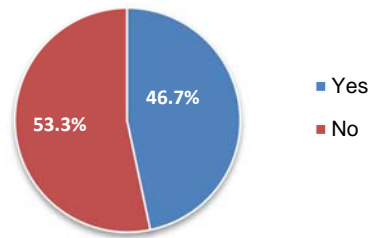


Figure 26 – Begin work immediately

Have you already found a job?

Found a job (n=439)

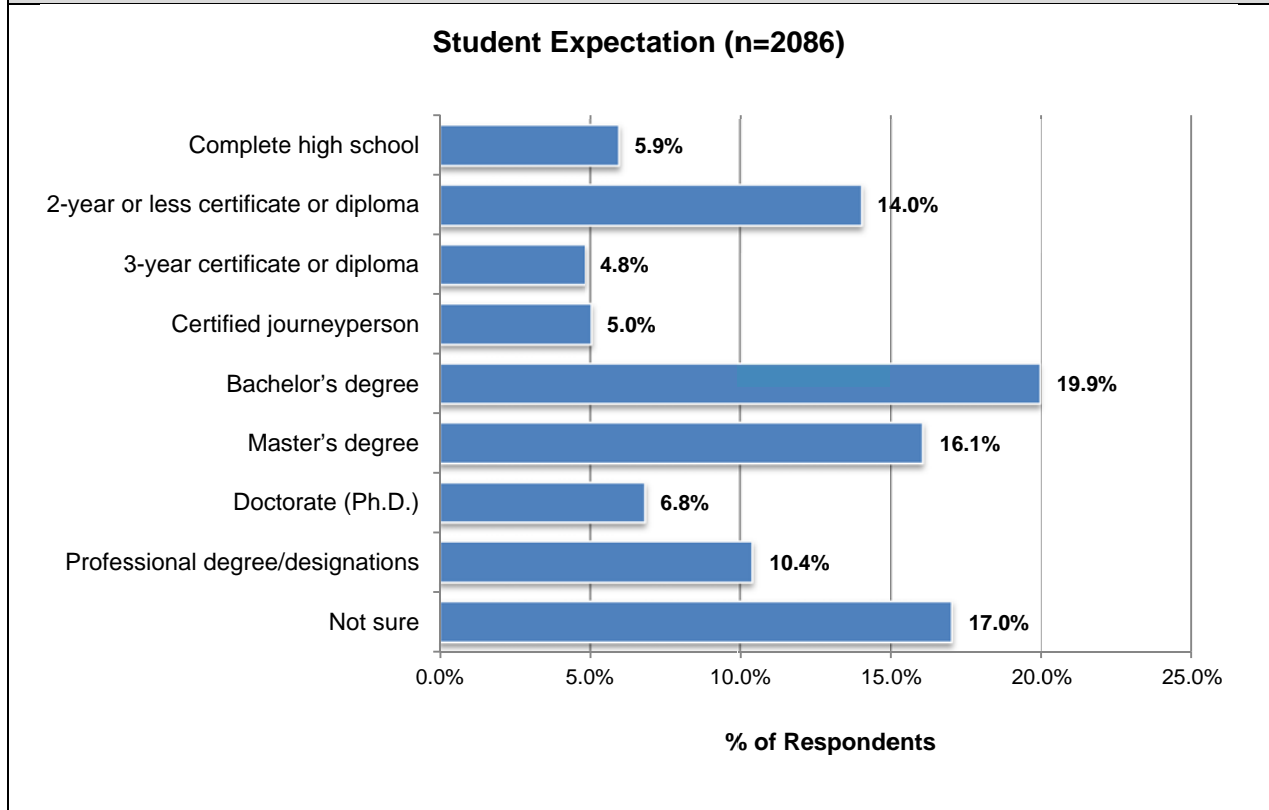


Expectation Regarding Future Studies

Most respondents expected to obtain a university degree (53%) or a certificate/diploma in two years or less (14%). Twenty percent of respondents planned to obtain a bachelor's degree, 16% a master's degree, 10.4% a professional degree/designation (lawyer, dentist, etc.), and 6.8% a doctorate. Five percent expected to become a certified journeyman. Only 5.9% of respondents planned to stop at high school. Interestingly, 17% 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?

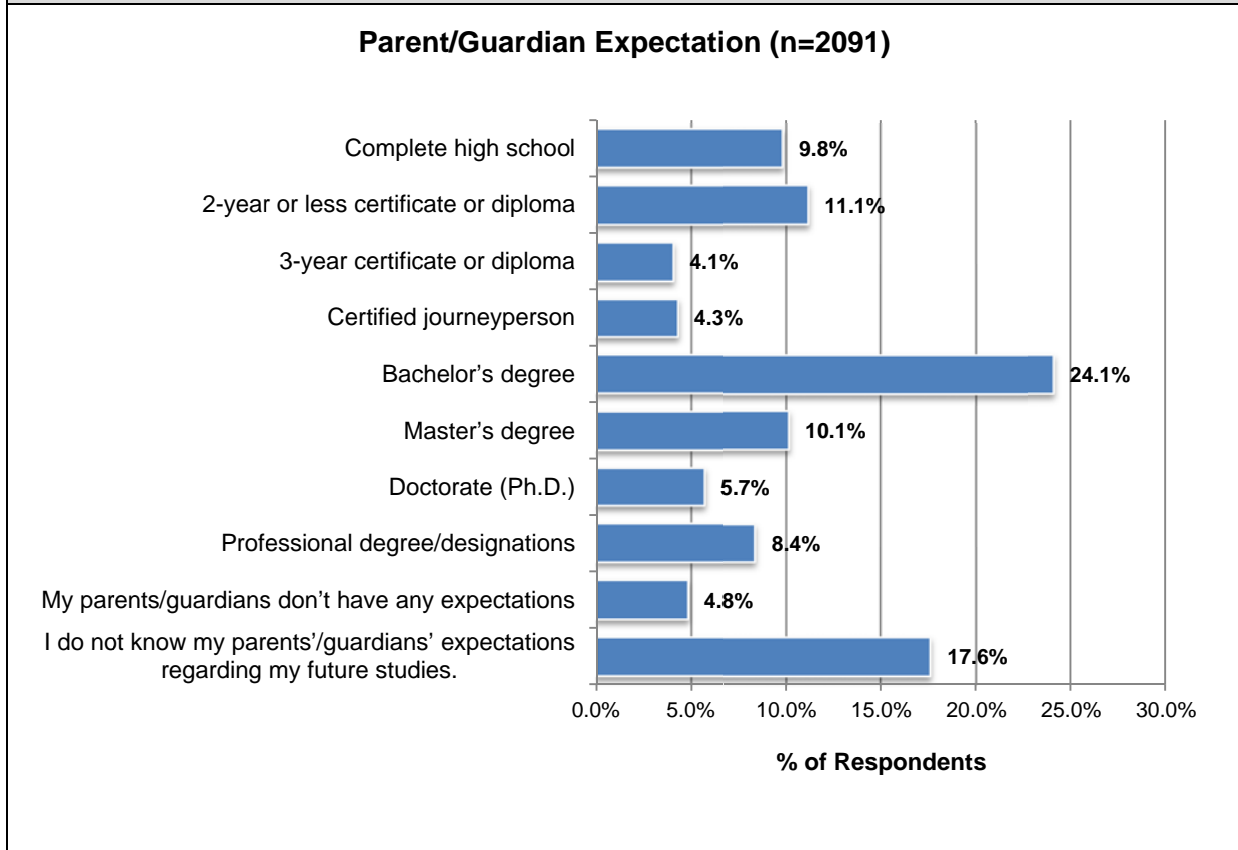


Parent/Guardian Expectations Regarding their Child's Future Studies

According to respondents, obtaining a bachelor's degree (24%), a master's degree (10%), and obtaining a certificate/diploma in two years or less (11%) were the most common levels of education expected by parents. These were followed by completing high school (9.8%) and obtaining a professional degree/designation (8.4%). Only 4.3% expected them to become a certified journeyman. Eighteen percent of respondents did not know what their parents expected, and 4.8% of respondents said their parents did not have any expectations regarding their future studies.

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

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

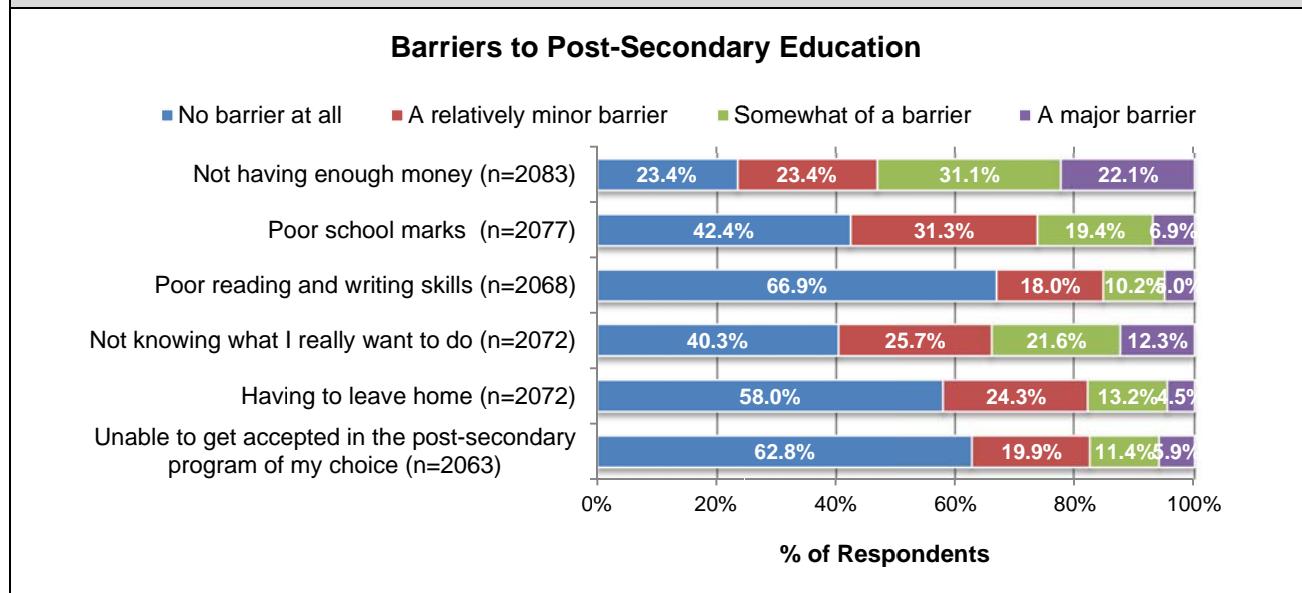


Barriers to Pursuing a Post-Secondary Education

According to 53% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty-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 22% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 26% 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. Seventeen percent of respondents said that being unable to get accepted to the post-secondary program of choice was somewhat or a major barrier.

Figure 29 – Barriers to Pursuing a Post-Secondary Education

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

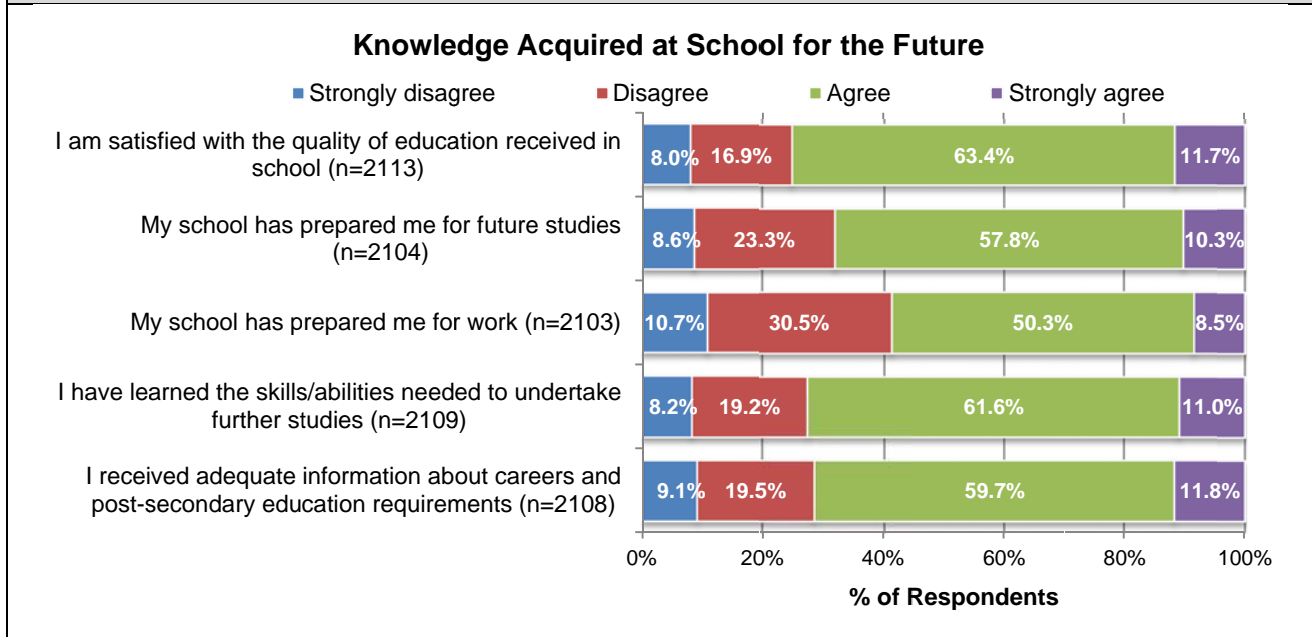


Satisfaction with the Knowledge Acquired at School

The majority of respondents appeared satisfied with the knowledge they acquired at school. Seventy-five 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-eight percent of respondents believed that school prepared them for future studies and 59% for work. Seventy-one 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.

Figure 30 – Satisfaction with the Knowledge Acquired at School

Indicate how you feel about each of the following statements.

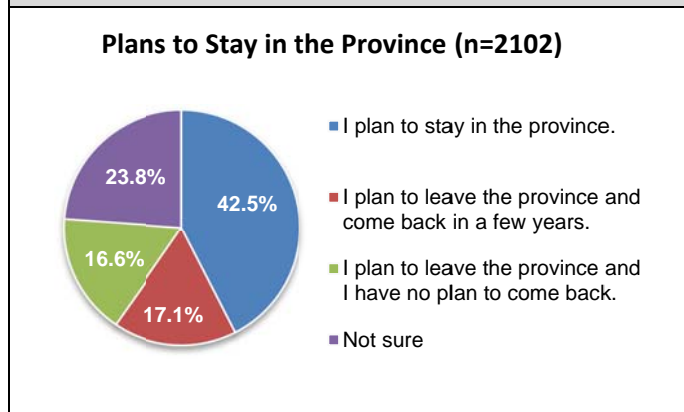


Plans to Stay in the Province

Just over 42% of respondents planned to stay in the province and 17% planned to leave the province but come back in a few years. Nearly 17% of respondents planned to leave the province with no plan to come back. Nearly 24% 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?

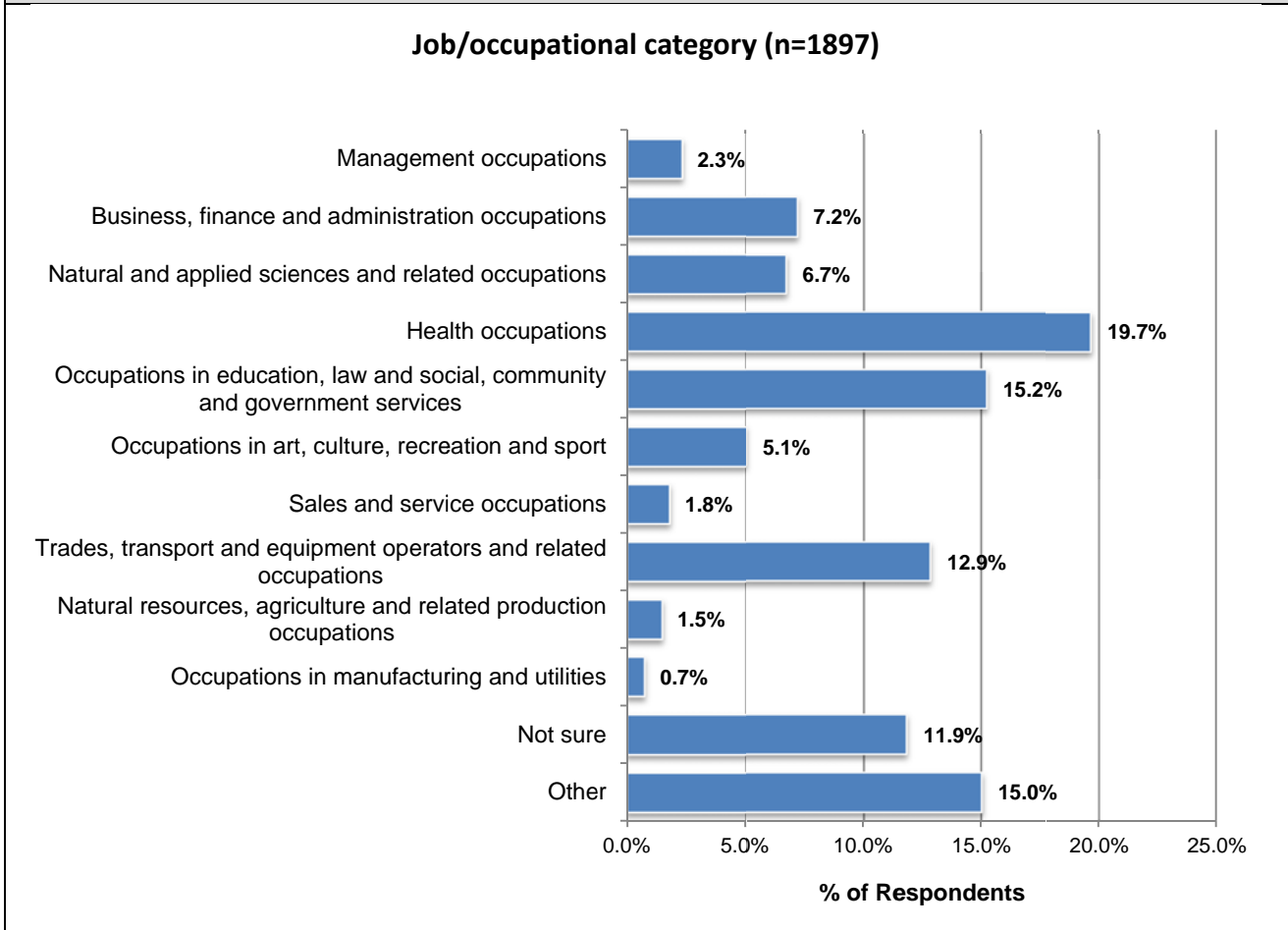


What type of job/occupational category do you intend to pursue?

This is a new question added in 2013. Respondents were asked what type of job/occupational category they intended to pursue. Nearly 20% of respondents indicated they intended to pursue a career in health, while 15% indicated occupations in education, law and social, community and government services, and almost 13% indicated trades, transport and equipment operators and related occupations. Fifteen percent of respondents indicated they were pursuing a job in a category that was not listed, while nearly 12% 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.

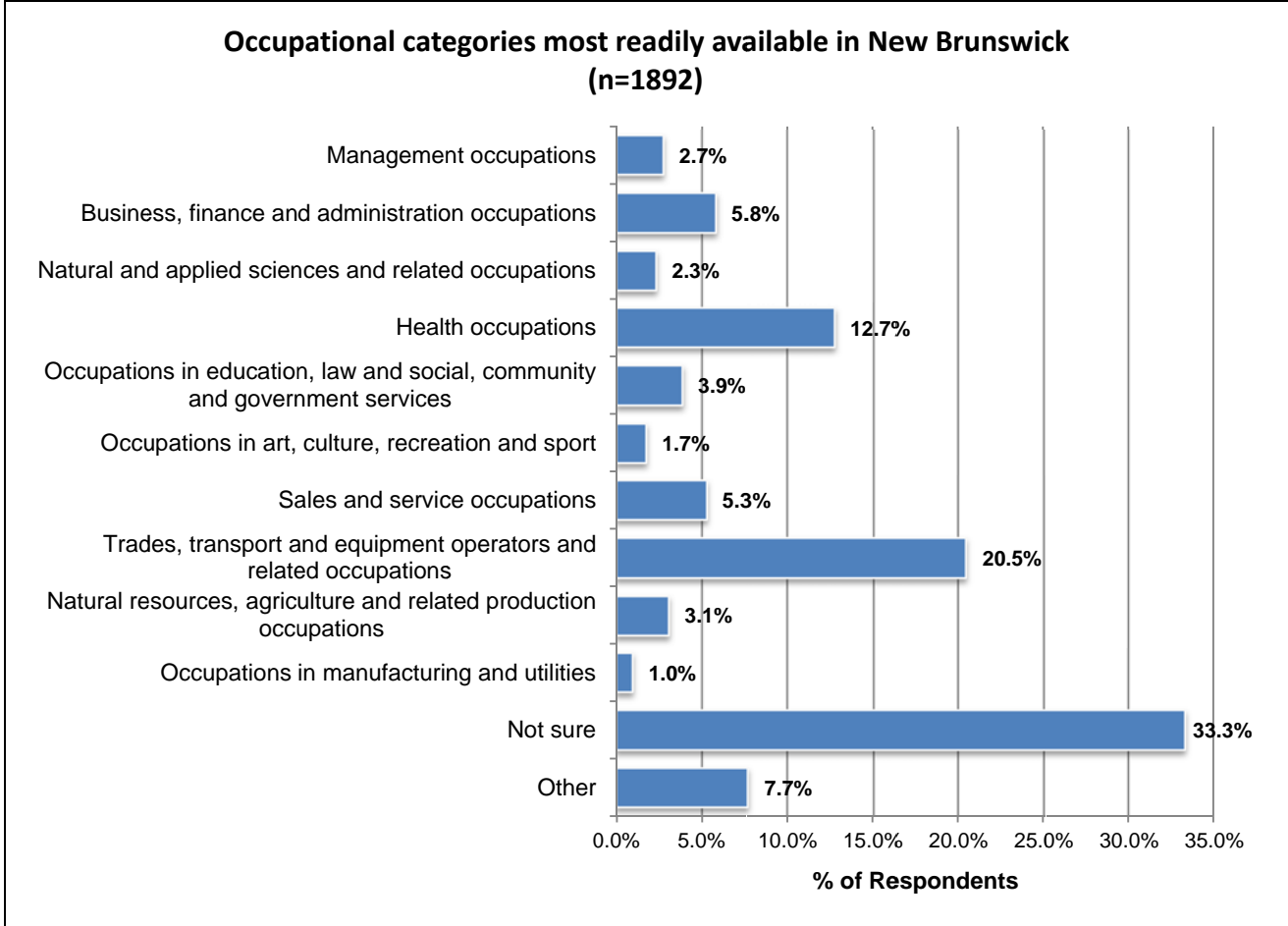


Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick?

This is another new question added in 2013. One-third of respondents were not sure what occupational categories were the most readily available in New Brunswick. Just over 20% 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 (12.7%) and jobs in other occupations (7.7%).

Figure 33 – 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

2013 “What’s on Your Mind” Grade 12 Exit Survey

2013 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY



Introduction

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

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

Thank you for taking the time to participate.

Instructions

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

Each bubble must be filled completely.

For example:

Strongly disagree

①

Disagree

②

Agree



Strongly agree

③

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

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

The survey will take approximately 30 minutes to complete.

You may now proceed

SECTION A: Demographic Information

A1) Are you male or female?

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

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

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

A3) How old are you?

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

A4) Are you?

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

A5) Are you?

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

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

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

A7) Do you have a learning disability?

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

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

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

2013 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY



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

- 1) Yes ①
- 2) No ②
- 3) Not sure ③

SECTION B: Academic Background

B1) Do you have a Special Education Plan?

- 1) Yes ①
- 2) No ②
- 3) Not sure ③

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

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

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

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

2013 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY



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

SECTION C: School Environment

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

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

2013 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY



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

C2) The following statements relate to bullying at school.

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

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

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

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

SECTION D: E-Learning and New Technologies

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

	<i>Very dissatisfied</i>	<i>Dissatisfied</i>	<i>Satisfied</i>	<i>Very satisfied</i>
a) Access to computers 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</u> an online course 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</u> language?		①	②
d) In general are you satisfied with the content of the online course(s) offered by the Department of Education and Early Childhood Development that you were enrolled in? <i>(If you did not enrol, indicate N/A.)</i>	①	①	②
e) At school, did you often use technology (e.g. Internet, software, online use) to support your learning?		①	②
f) At home, did you often use technology (e.g. Internet, software, online use) to complete schoolwork?		①	②
g) During high school, did the majority of your teachers use technology (e.g. computers, SMARTBOARD®, iPad, etc.) as a learning tool?		①	②
h) Are you comfortable using computer technology as a learning tool?		①	②
i) Would you prefer to use your personal technology (e.g. tablet, laptop, smart phone) as a learning tool at school?	①	①	②

SECTION E: Enrichment Opportunities

E1) Answer the following questions regarding enrichment opportunities.

	<i>N/A</i>	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Regularly</i>
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, 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)?

	<i>Yes</i>	<i>No</i>
a) Co-op Education or Career Exploration	①	②
b) New Brunswick Youth Career Connections Program or Youth Apprenticeship Program	①	②
c) Personal Development and Career Planning course (PDCP)	①	②
d) Career Focusing program	①	②

2013 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY

E3) Answer the following questions regarding experiential learning opportunities.

	Never	Rarely	Sometimes	Regularly
a) Have you had opportunities in high school to take courses in the skilled trades?	①	②	③	④
b) Have you had opportunities in high school to take courses in fine arts (e.g. visual arts, music, theatre)?	①	②	③	④
c) Have you had opportunities in high school to participate in volunteer learning experiences (e.g. volunteered as part of a classroom activity or assignment)?	①	②	③	④
d) Have you had opportunities in high school to participate in career-related learning experiences (e.g. career fairs, Job Fest, post-secondary days)?	①	②	③	④
e) Have you had opportunities in high school to participate in elective courses that were of a high degree of interest to you?	①	②	③	④

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

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

2013 "WHAT'S ON YOUR MIND?" GRADE 12 EXIT SURVEY



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

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

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

	<i>N/A</i>	<i>Yes</i>	<i>No</i>
a) Student council elections at university or college (If you don't plan to attend a post-secondary institution, indicate N/A.)	①	②	③
b) Municipal elections		①	②
c) Provincial elections		①	②
d) Federal elections		①	②
e) District Education Council (DEC) elections		①	②

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

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

SECTION F: Language Skills

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

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

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

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

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

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

F4) Here are some questions about third languages:

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

- 1) Yes ①
- 2) No ②

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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 third language.	①	②	③	④
2) I am satisfied with the opportunities that my school gave me to participate in third language courses.	①	②	③	④

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

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

SECTION G: Physical Activity and Healthy Living

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

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

SECTION H: Learning Environment

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

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

H2) 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?

	<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. Guidance about how to do research	①	②	③	④
ii. Guidance 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. Guidance about how to do research	①	②	③	④
ii. Guidance 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

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

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

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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 Ⓒ

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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 <i>(e.g. Medicine, Dentistry, Law)</i> | 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 <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 | Ⓐ |

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

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

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

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

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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.**