

# 2022 Grade 12 Exit Survey

Anglophone Sector



The **2022 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 2022** est disponible au [www2.gnb.ca/content/gnb/fr/ministeres/education/publications.html](http://www2.gnb.ca/content/gnb/fr/ministeres/education/publications.html).

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## **Methodology**

In early 2022, the Department of Education and Early Childhood Development sent all high schools in the province the link to an online version of the *2022 Grade 12 Exit Survey*. Schools were asked to distribute the link to all Grade 12 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.

The rate of return varied from one school to another, but a total of 2,320 students were surveyed, which represents 42% of the entire Grade 12 student population in the anglophone sector as of January 2022.

### **Data Analysis**

The survey is made up of different questions organized into nine themes. 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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The first table shows the demographic profile of students who participated in the Exit Survey. The number of female respondents was slightly higher at 50%, while male respondents accounted for 46%. Just over four percent of students identified as non-binary. English was the language most spoken at home. Eighty-eight percent of respondents speak English at home and only 2.8% speak both French and English at home. Just 0.5% of students speak either Mi'kmaw or Wolastoqey at home, but 7.7% indicated they spoke at least one other language at home.

The vast majority (97%) of respondents were 17 or 18 years old.

Just over six percent of respondents (6.6%) self-identified as an Indigenous person, including 2.6% living on a First Nation community, and 4.0% not living on a First Nation community. Just over 9% of respondents said they belonged to a visible minority. The vast majority (91%) of the respondents were Canadian citizens born in or outside Canada.

Nearly 61% of respondents lived with both parents. Seventeen percent of respondents lived with their mother, but only 4.4% of respondents lived with their father. Just over nine percent (9.4%) shared time between their parents.

Just over 15% of respondents said they are a person with a diagnosed learning disability, while 12% said they follow a Personalized Learning Plan (PLP).

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

<b>Student Profile</b>			
<b>Gender (n<sup>1</sup>=2320)</b>		<b>Citizenship (n=2320)</b>	
Male	45.9%	A landed immigrant (permanent resident) in Canada	4.1%
Female	50.0%	A Canadian citizen born in Canada	85.7%
Non-binary	4.2%	A Canadian citizen born outside Canada	5.3
		A non-permanent resident who arrived in the last 3 years.	2.2%
		A non-permanent resident who arrived at least 4 years ago.	0.7%
		Other	2.0%
<b>Language spoken at home (n=2320)</b>		<b>Living with (n=2320)</b>	
English	87.9%	Both parents	60.9%
French	1.1%	Mother only	17.0%
Equally, both French and English	2.8%	Father only	4.4%
Mi'kmaw	0.2%	Time shared with both parents	9.4%
Wolastoqey	0.3%	Guardian(s)	4.1%
Other Languages(s)	7.7%	Other	4.2%
<b>Age (n=2320)</b>		<b>Member of a visible minority or an Aboriginal person (n=2320)</b>	
16 or under	0.7%	An Indigenous person living on a First Nation community	2.6%
17	70.9%	An Indigenous person not living on a First Nation community	4.0%
18	25.7%	A visible minority ( <i>other than Indigenous</i> )	9.3%
19	1.9%		
20	0.2%	<b>A person with a diagnosed learning disability (n=2198)</b>	
21 or over	0.6%	Yes	15.1%
<b>Following a Personalized Learning Plan (PLP) (n=2316)</b>		<b>Parent/guardian post-secondary education (n=2320)</b>	
Yes	12.2%	Parent/mother/guardian	70.5%
		Parent/father/guardian	61.9%

<sup>1</sup> (n=): number of respondents

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## Section B – Academic Background

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### 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 (87%), Co-op education (82%), and Music (81%) are the subjects in which marks were the highest (80% or higher). Conversely, Mi'kmaw/Wolastoqey (9.0%), Computer science (any) and Law (4.1%), and Indigenous Studies (3.3%) 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>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)	45.2%	26.2%	14.5%	10.0%	4.1%	588
Co-op education	59.9%	22.1%	12.2%	4.2%	1.6%	426
English	40.0%	32.1%	17.3%	9.5%	1.1%	2064
French Immersion Language Arts	47.7%	29.4%	14.1%	7.6%	1.2%	948
History (any)	46.5%	30.3%	15.2%	6.8%	1.2%	1664
Indigenous Studies	43.1%	22.4%	18.3%	13.0%	3.3%	246
Law	44.8%	30.0%	14.6%	6.5%	4.1%	536
Mathematics (any)	38.7%	28.4%	19.3%	11.4%	2.3%	1909
Mi'kmaw/Wolastoqey	28.4%	25.4%	16.4%	20.9%	9.0%	67
Music	58.5%	22.7%	10.0%	6.7%	2.0%	977
Physical Education and Health	68.1%	18.7%	8.9%	3.8%	0.5%	1275
Post-intensive French	44.9%	30.0%	15.6%	7.6%	1.9%	537
Science (any)	44.2%	29.9%	16.3%	7.8%	1.8%	1838
Skilled trades (any)	50.7%	26.9%	14.1%	6.1%	2.2%	540
Visual arts	54.1%	23.6%	12.4%	8.5%	1.4%	1001

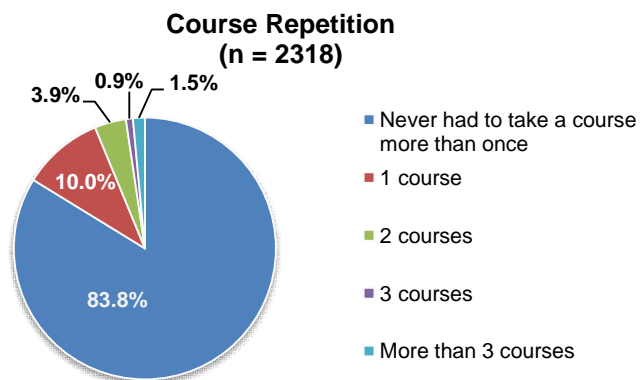


## Course Repetition

Eighty-four percent of respondents never had to take a Grade 11 or 12 course more than once to receive a passing mark. Ten percent had to retake one course, and 3.9%, two courses. Only 2.4% of respondents had to retake three or more courses to receive a passing mark.

### 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

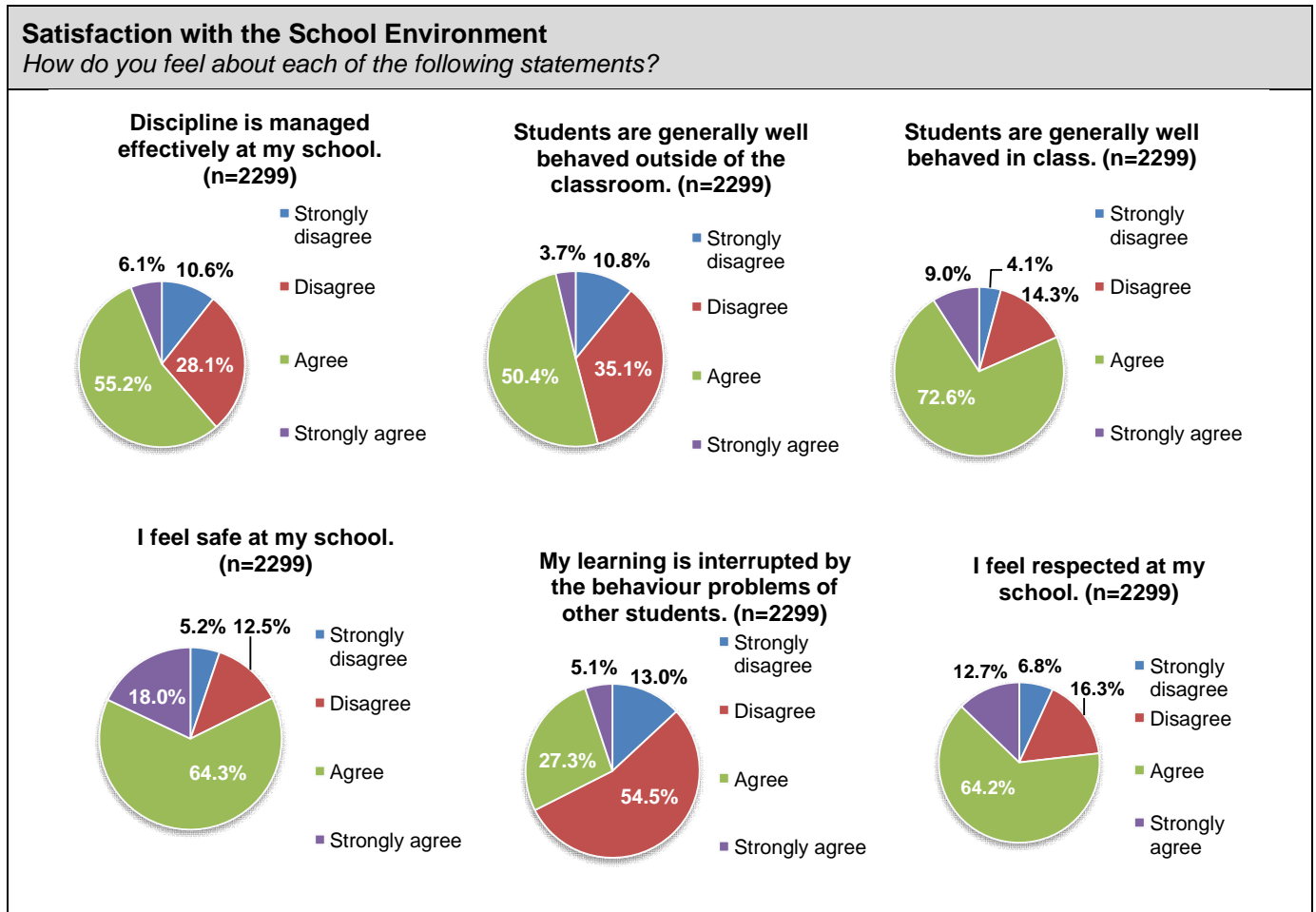
### Satisfaction with the School Environment

Results show that respondents seemed satisfied with the school environment. Sixty-one percent of respondents believed that discipline was managed effectively at school. Eighty-two percent of students were well behaved in class but only 54% said students were well behaved outside of the classroom. In all, 68% of respondents did not believe that learning was interrupted by discipline problems.

Eighty-two percent of respondents agreed or strongly agreed that they felt safe at their school and 77% agreed or strongly agreed that it was a place where they felt respected. Sixty-three percent of respondents indicated that school was a place where they felt like they belonged. Seventy-nine percent indicated that if they had a problem, there was an adult they could talk to at school.

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

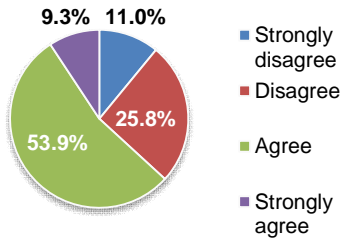
Fifty-eight percent of respondents indicated that their school encouraged them to contribute to the environment's sustainability. Seventy-one percent of respondents felt their school was environmentally friendly. Fifty percent of respondents indicated they felt empowered at their school.



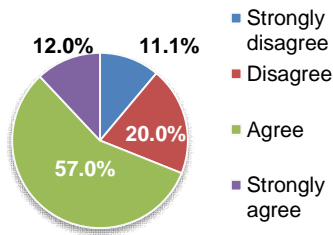
## Satisfaction with the School Environment

How do you feel about each of the following statements?

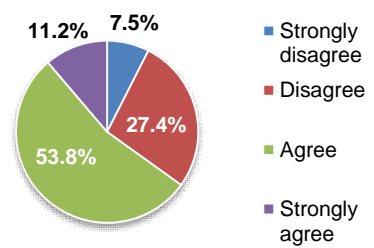
**My school is a place where I feel like I belong. (n=2299)**



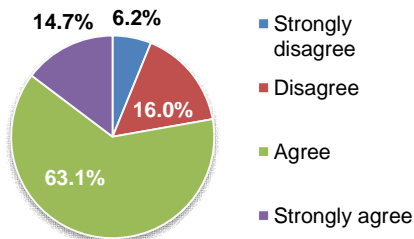
**I enjoyed my school experience. (n=2299)**



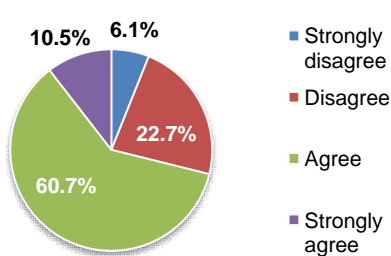
**My school experience was academically challenging. (n=2299)**



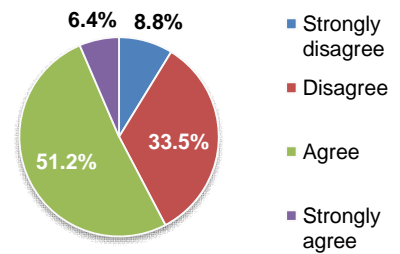
**The variety of courses available met my needs. (n=2299)**



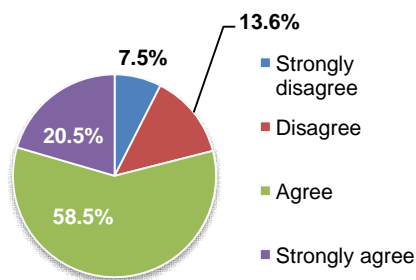
**My school is environmentally friendly (e.g. recycling, composting, solar panels). (n=2299)**



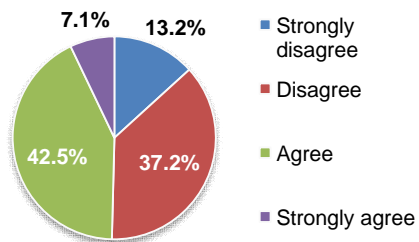
**My school encourages me to contribute to the environment's sustainability. (n=2299)**



**If I had a problem, there was an adult I could talk to at my school. (n=2299)**

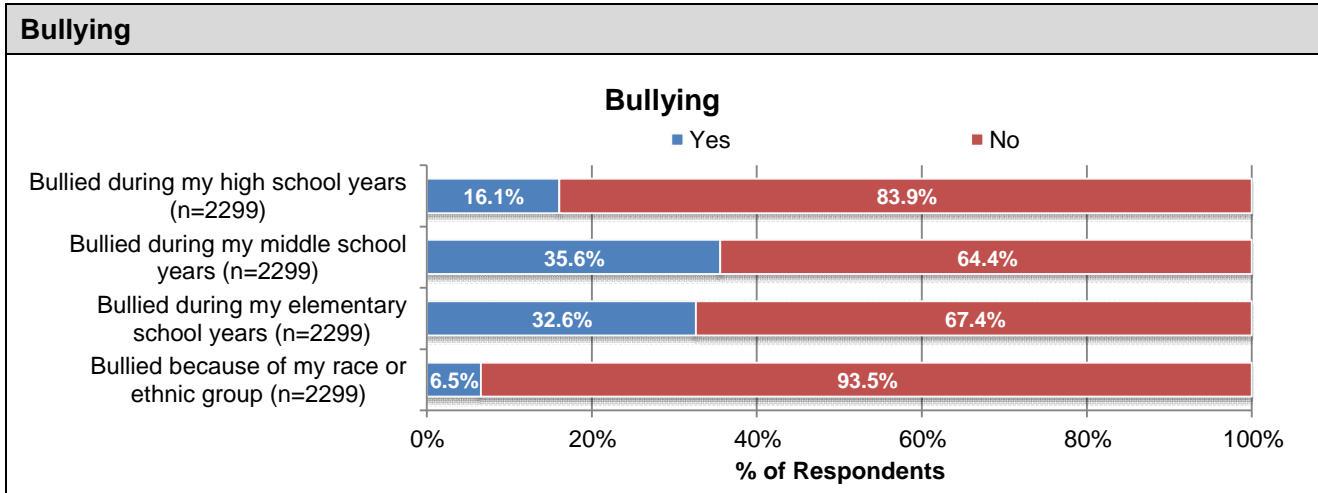


**I felt empowered at my school (n=2260)**



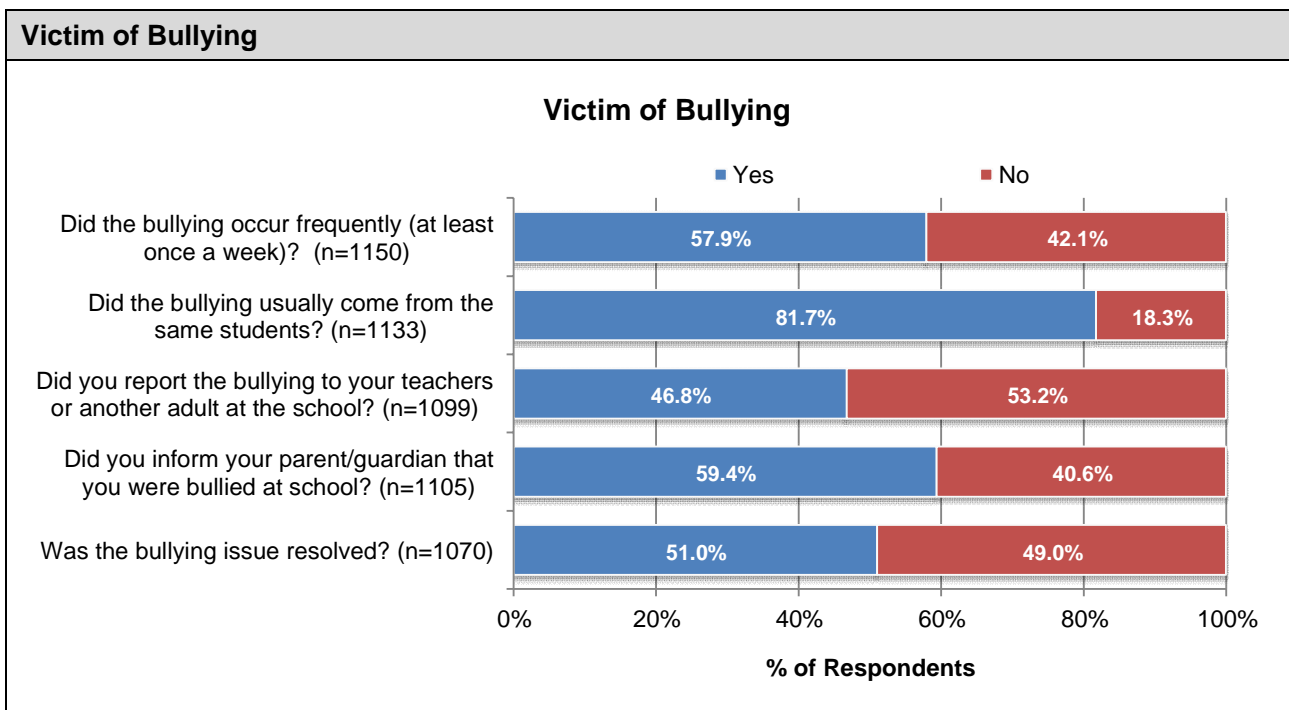
## Bullying

Bullying at school was present at all grade levels, but was more prevalent in middle school, where 36% of respondents reported being bullied. Thirty-three percent of respondents reported being bullied in elementary school and 16% in high school. Only 6.5% of respondents indicated they were bullied because of their race or ethnic group.



## Victim of Bullying

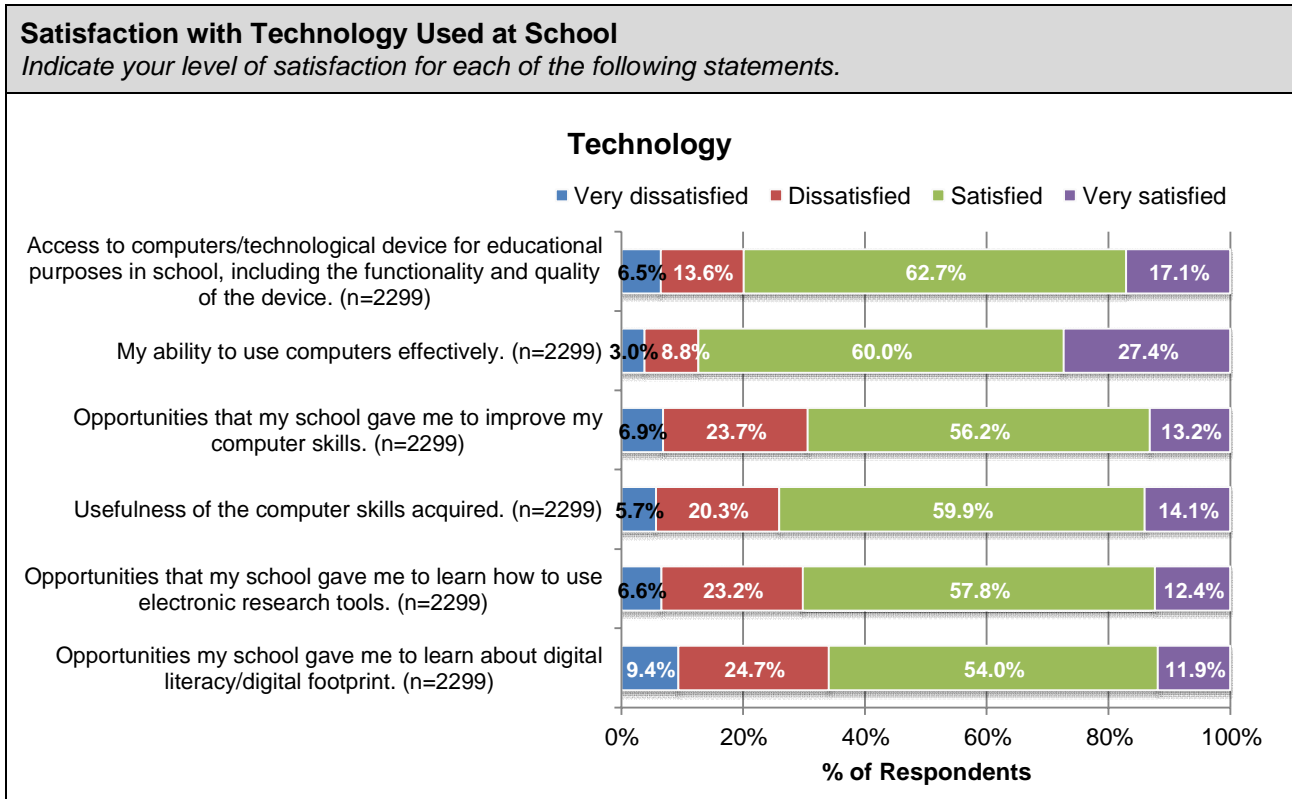
Of the respondents who reported being bullied at school, 58% were bullied frequently (at least once a week) and 82% indicated it was by the same people. Forty-seven percent of respondents reported it to their teachers, and 59% reported being a victim of bullying to their parents. In the end, 51% of the 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, 80% 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 87% 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 30% were dissatisfied or very dissatisfied with opportunities to learn to use electronic research tools. Sixty-six percent of respondents were satisfied with the opportunities their school gave them to learn about digital literacy/digital footprint.

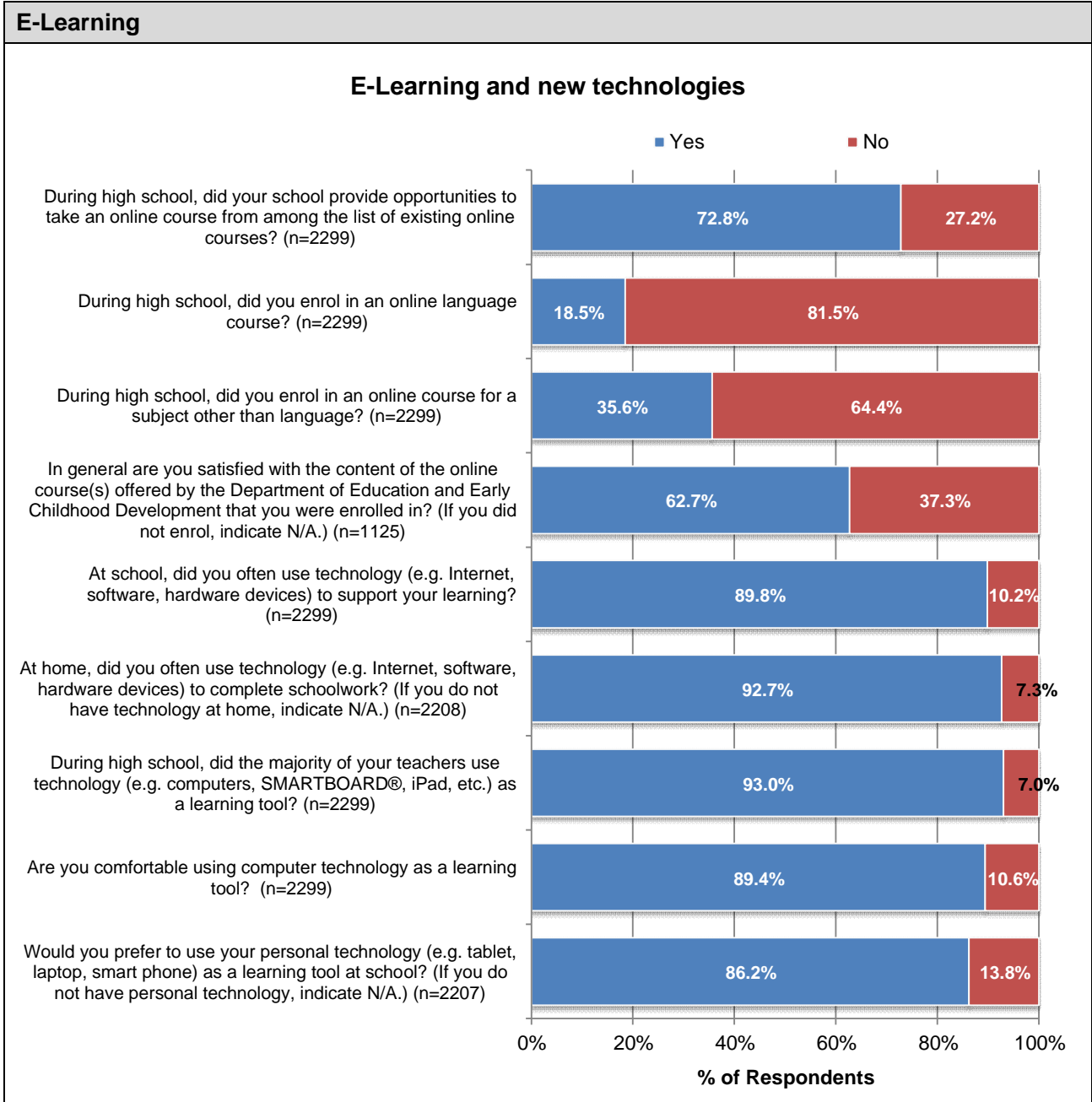


### E-Learning and new technologies

Seventy-three percent of respondents indicated that their school provided opportunities to take an online course from among the list of existing online courses. Sixty-three percent indicated they were satisfied with the content of the online course offered by the Department of Education and Early Childhood Development. Thirty-six percent of respondents indicated they were enrolled in an online course other than language during high school and 19% in an online language course.

Eighty-nine percent of respondents were comfortable using computer technology as a learning tool. Ninety-three percent said they often used computer technology at home to complete schoolwork and 90% often used technology at school to support learning. Ninety-three percent of respondents said their high school teachers used technology (e.g., computers, SMART Board®, iPad, etc.) as a learning tool.

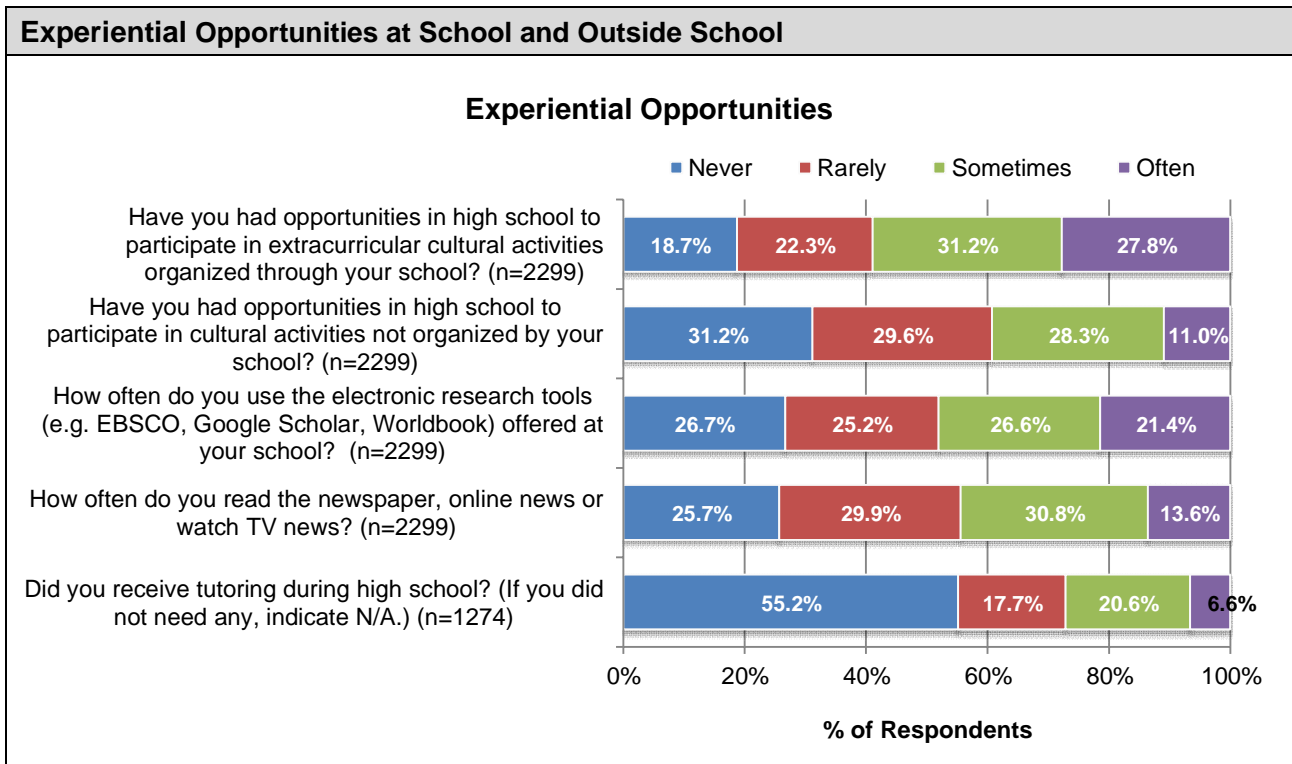
Eighty-six percent of respondents said they would prefer to use their own personal technology (e.g., tablet, laptop, smart phone) as a learning tool at school.



## Section E – Extracurricular Experiential Opportunities

### Extracurricular Experiential Opportunities at School and Outside School

When asked to indicate the opportunities they had to participate in extracurricular experiential activities, 59% of respondents said they often or sometimes had the opportunity to participate in cultural activities organized through school and 39% in cultural activities organized separate from school. About 52% of respondents said they never or rarely used electronic research tools (e.g., EBSCO, Worldbook) offered at school. However, 44% indicated they often or sometimes read the newspaper or online news, or watched TV news. Twenty-seven percent of respondents sometimes or often received tutoring during high school.

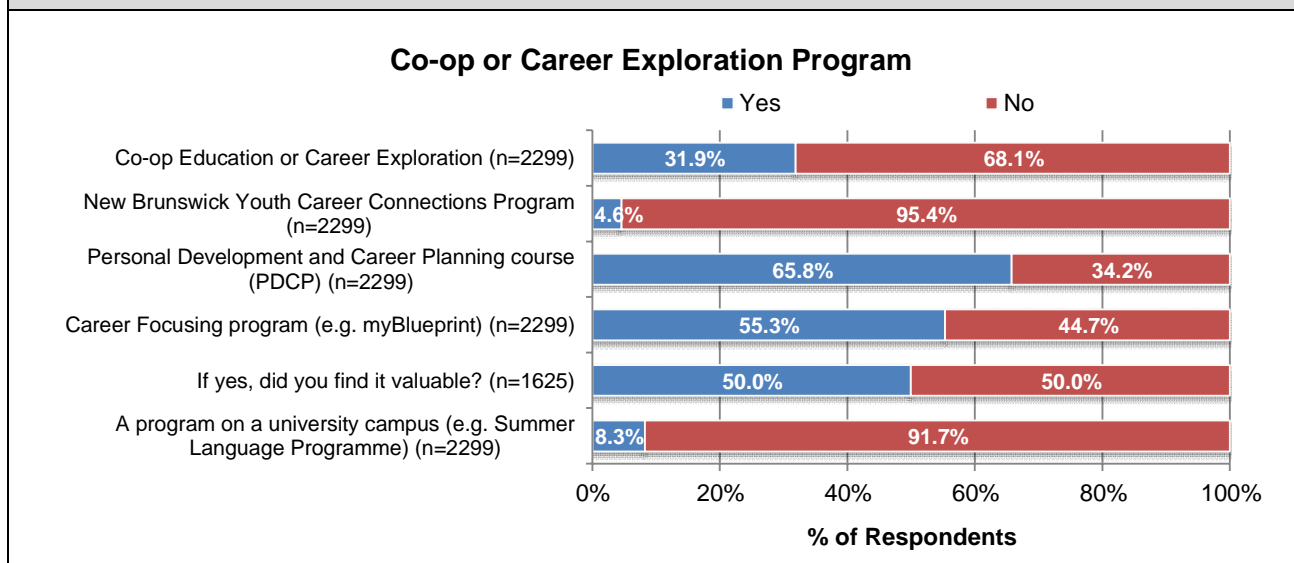


### Participation in a Career Exploration Program

In all, 32% of respondents participated in a co-op/career exploration program during high school but just 4.6% in the New Brunswick Youth Career Connections Program. Sixty-six percent participated in a Personal Development and Career Planning course, and 55% in a career focusing program. Of those that did participate in a career focusing program, 50% said they found it valuable. Only 8.3% of respondents indicated that they participated in a program on a university campus, such as a Summer Language Programme.

## Participation in a Co-op or Career Exploration Program

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

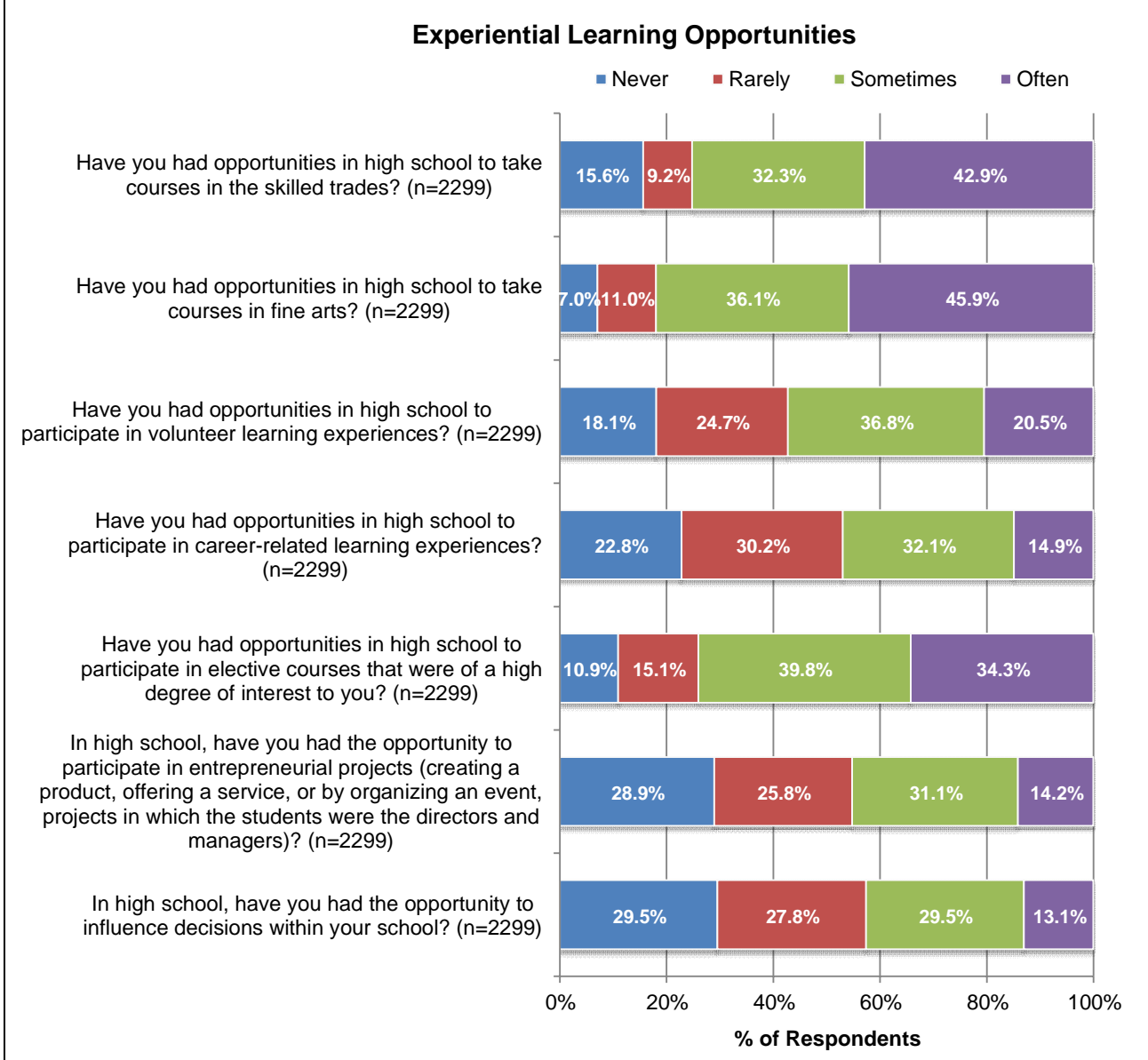


## Experiential Learning Opportunities

When asked to indicate the occasions they had to participate in experiential learning opportunities, 75% of the respondents said they often or sometimes participated in skilled trades courses (e.g., residential finish, power train and chassis, culinary technology), 82% in fine arts courses (e.g., visual arts, music, theatre), and 47% in learning experiences that are career-related. Fifty-seven percent of respondents indicated that they sometimes or often had the opportunity to participate in volunteer learning experiences. Seventy-four 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. Forty-five percent indicated that they had the opportunity to participate in entrepreneurial projects. Forty-three percent of respondents indicated that they had opportunities to influence decisions within their school.



## Participation in Experiential Learning Opportunities

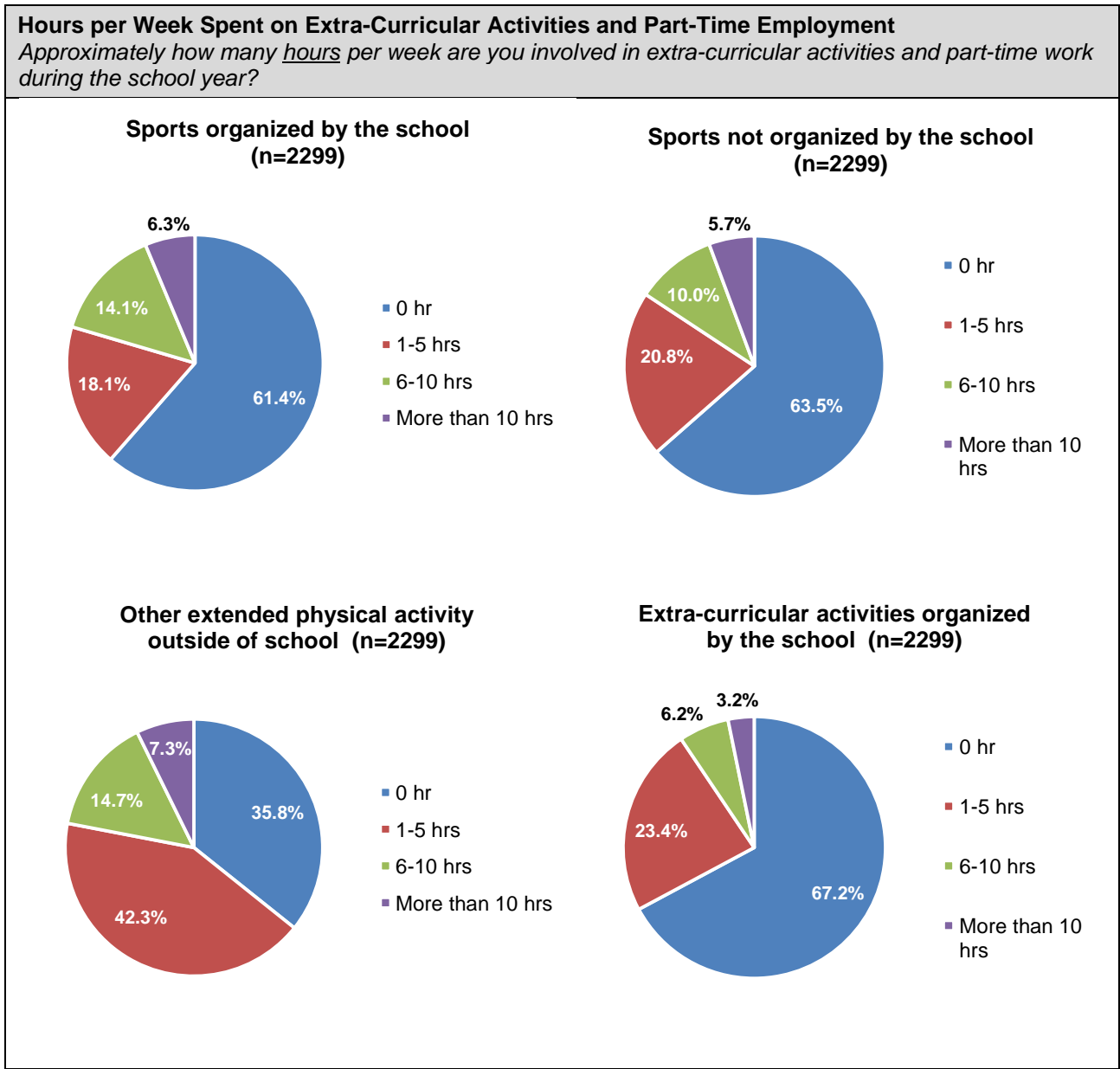


## Hours per Week Spent on Extra-Curricular Activities and Part-Time Employment

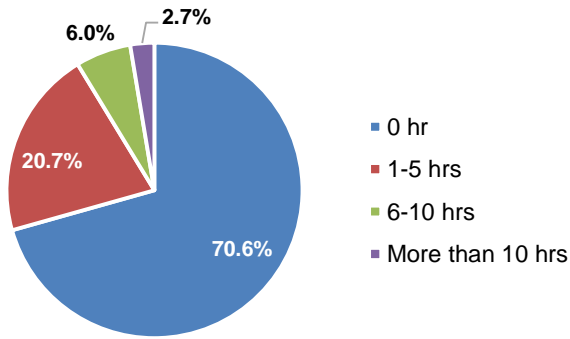
Part-time employment (36%), other extended physical activity outside of school (7.3%), and sports organized by the school (6.3%) were the top three activities to which respondents devoted more than 10 hours a week.

Thirty-nine percent of the respondents indicated that they participated in sports activities organized by the school, 37% in sports activities outside the school, and 64% 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 6.3% spent more than 10 hours a week. Thirty-three percent participated in activities organized by their school at least one hour a week (e.g., drama, clubs, band, student council).

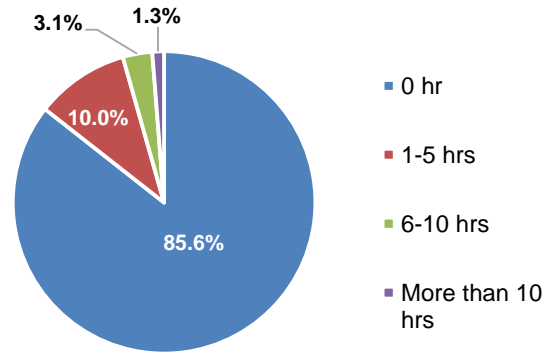
Thirty-seven percent of the respondents did at least one hour of volunteer work in the community per week, including 2.9% who volunteered more than 10 hours per week. Fifteen percent of respondents said they tutored another student for at least one hour a week. Fourteen percent of respondents were involved in social action groups for an hour or more per week.



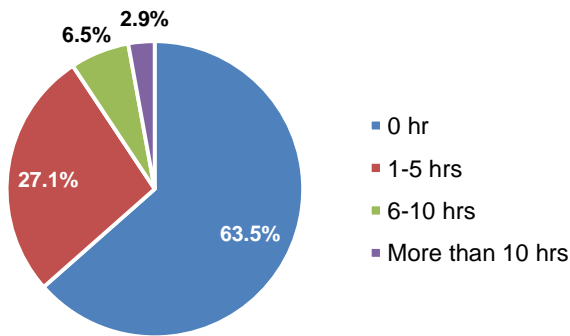
**Organized activities not through the school (n=2299)**



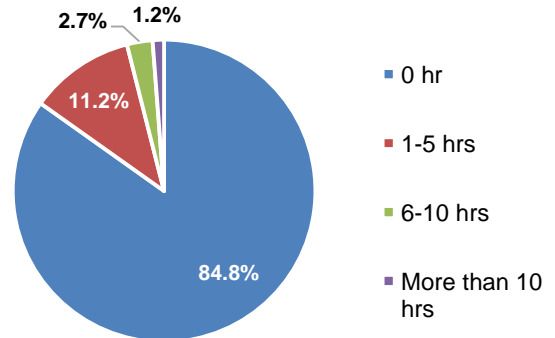
**Social action groups (n=2299)**



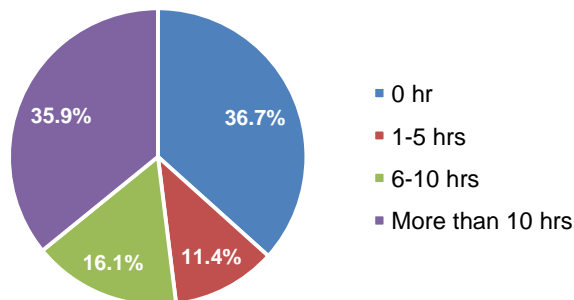
**Volunteer work in your community (n=2299)**



**Tutoring another student (n=2299)**



**Part-time employment (n=2299)**



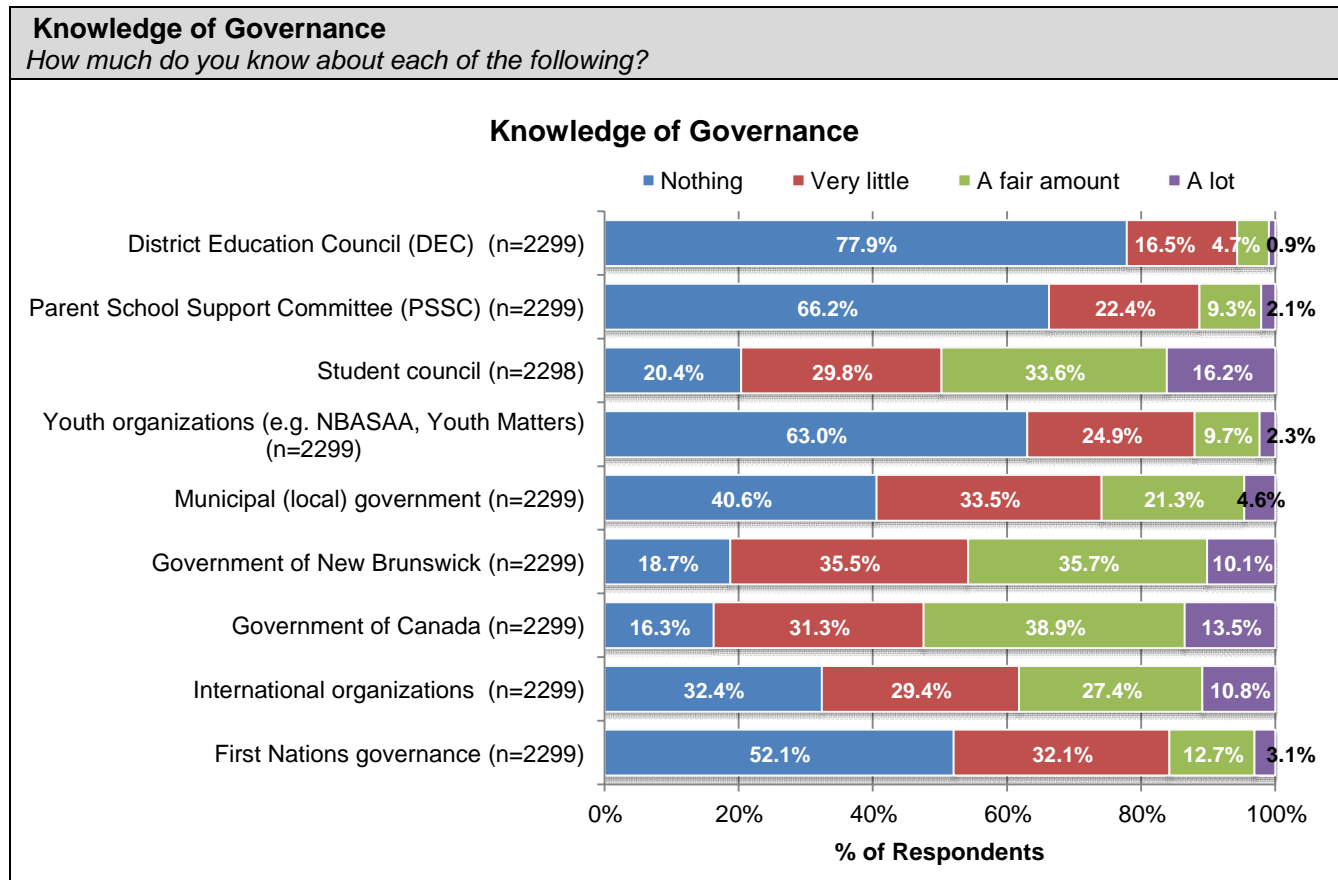
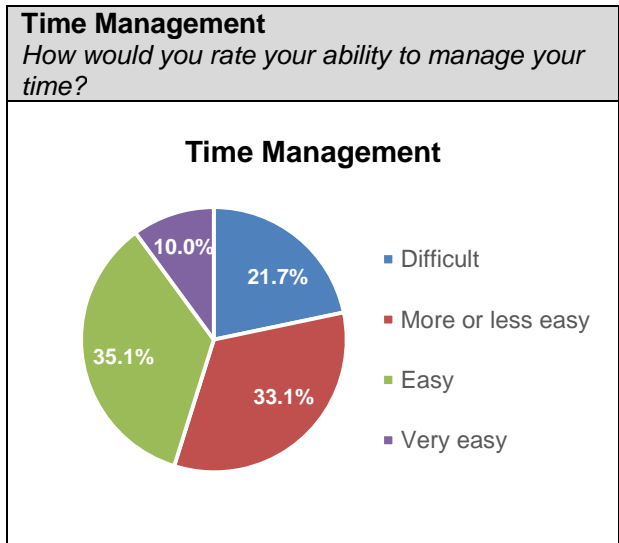
## Time Management

In 2022, students were asked to rate their ability to manage their time. Forty-five percent of respondents indicated it was easy or very easy for them. Twenty-two percent indicated time management was difficult for them.

## Knowledge of Governance

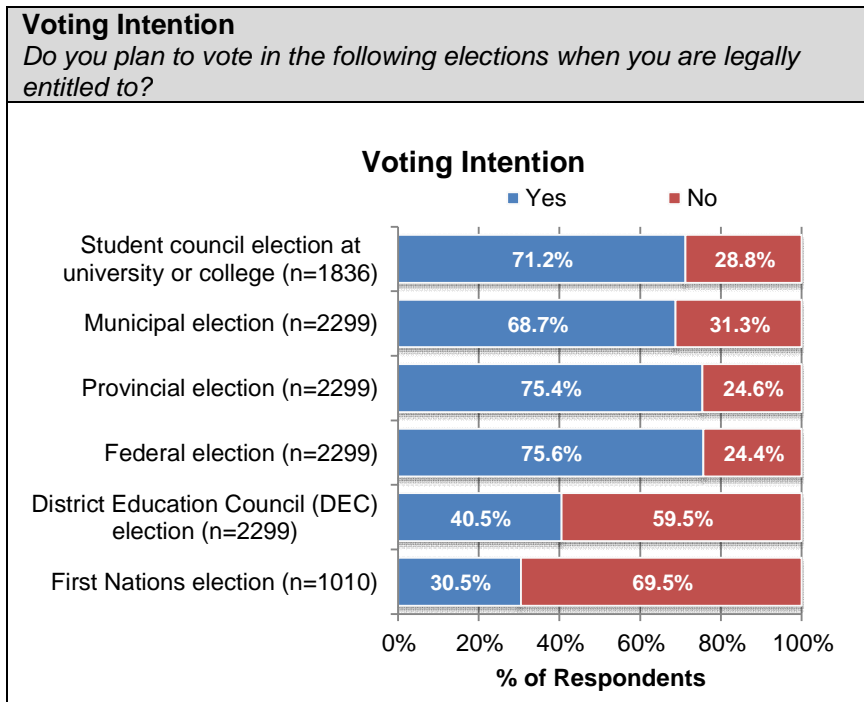
Respondents had limited knowledge of governance at the school and district level. The majority of respondents knew nothing (78%) or very little (17%) about the District Education Council. Just 11% of respondents said they had a fair amount or a lot of knowledge about the Parent School Support Committee. However, 50% said they had a fair amount or a lot of knowledge about the student council. Only 12% said the same about youth organizations (e.g., NBASAA, Youth Matters). Only 12% said the same about youth organizations (e.g., NBASAA, Youth Matters).

Knowledge of government varied by level. Fifty-two percent of respondents knew a fair amount or a lot about the Government of Canada, while 46% said the same about the Government of New Brunswick and 26% about municipal (local) government. Thirty-eight percent of respondents knew a fair amount or a lot about international organizations (e.g., OECD, United Nations). Eighty-four percent of respondents indicated they knew nothing or very little about First Nations governance.



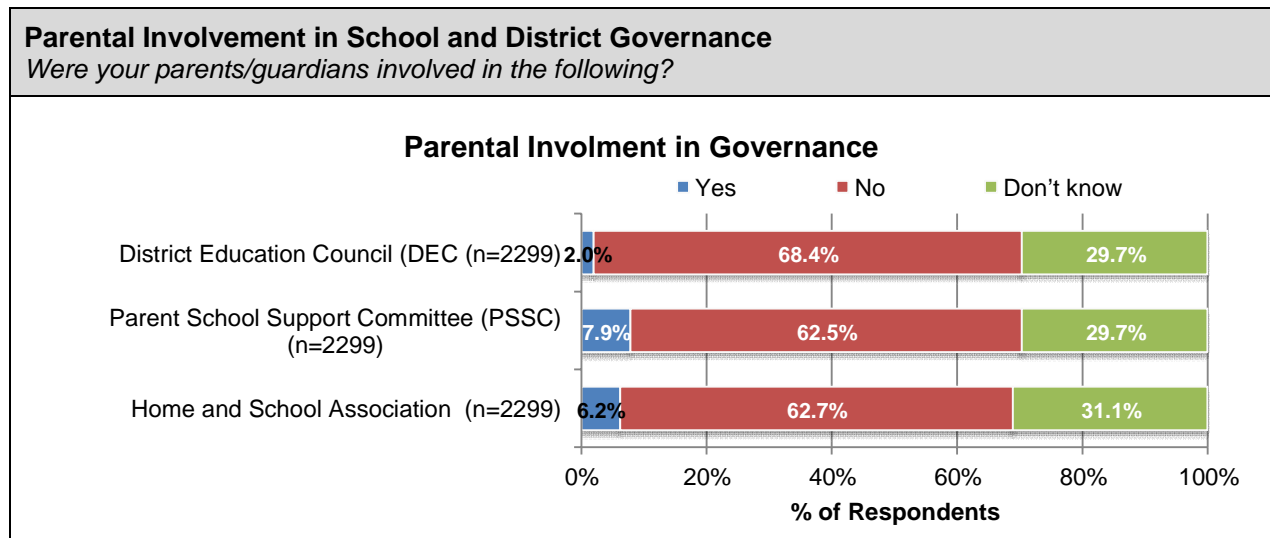
## Voting Intention

Seventy-six percent of respondents said they planned to vote in the next federal election and 75% in the next provincial election, when they were legally entitled to vote. Sixty-nine percent planned to vote in a municipal election. The intention to vote in student council elections at university or college was 71%. Only 41% of respondents said they planned to vote in the next District Education Council election. Thirty one percent of respondents planned to vote in First Nations elections. This number is much higher than expected, but in the previous question 84% of respondents indicated that they knew nothing or very little about First Nations governance.



## 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 2.0% confirmed that their parents were involved in the District Education Council, 7.9% in the Parent School Support Committee, and 6.2% in the Home and School Association.



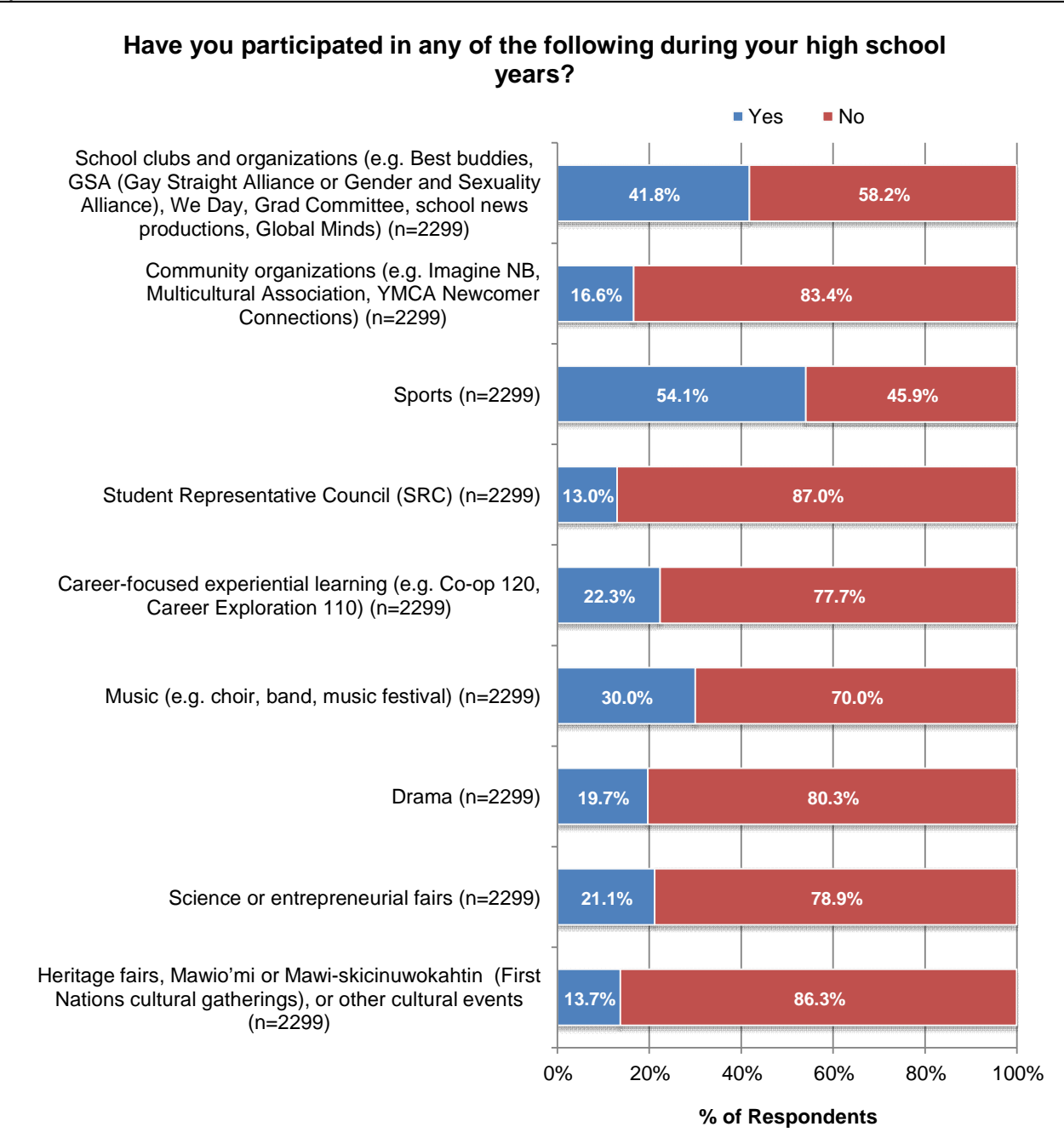
## Leadership activities

Leadership can take many different forms, and may involve activities in school and elsewhere. Forty-two percent of respondents indicated they participated in school clubs and organizations. Community

organizations were less popular, with only 17% of respondents participating. Fifty-four percent indicated they participated in sports, but only 13% on the Student Representative Council (SRC). Twenty-two percent of respondents participated in career-focused experiential learning (e.g., Co-op 120, Career Exploration 110). Thirty percent of respondents participated in music, and 20% in drama. Twenty-one percent of respondents took part in science or entrepreneurial fairs. Nearly fourteen percent of respondents indicated they participated in heritage fairs, Mawio'mi or Mawi-skicinuwokahtin (First Nations cultural gatherings), or other cultural events.

**Leadership activities**

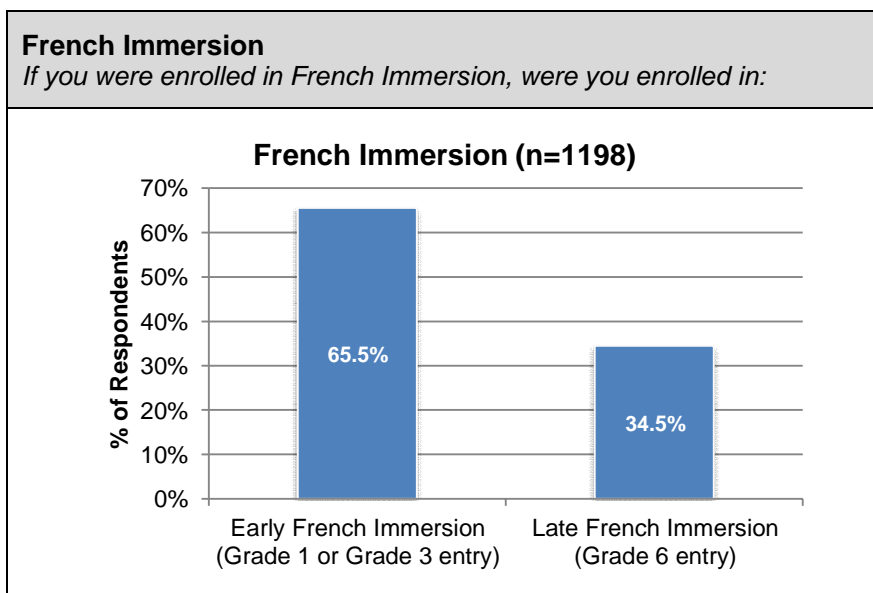
*Leadership can take many different forms, including all of the examples below, and may involve activities in school and elsewhere. Have you participated in any of the following during your high school years?*



## Section F – Language Skills

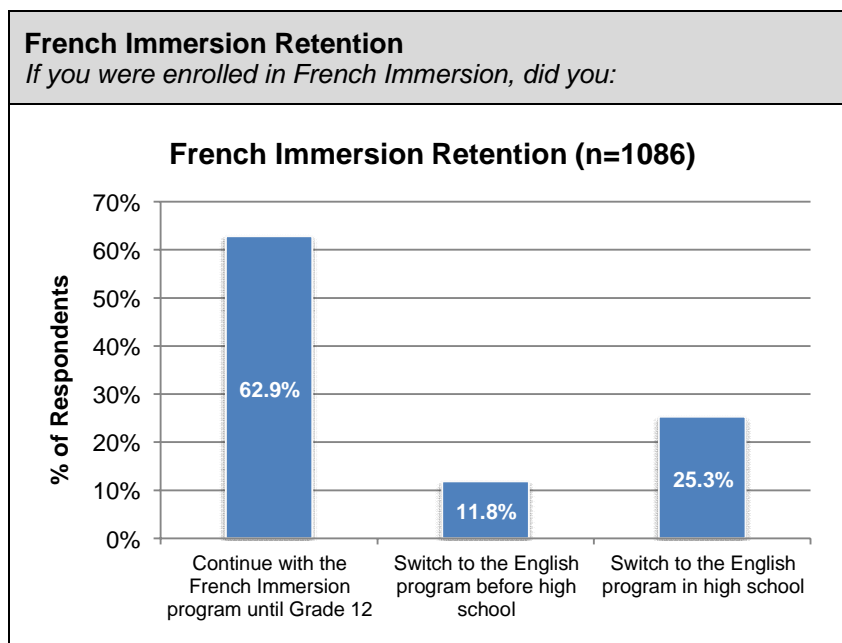
### French Immersion

According to respondents, 48% were never enrolled in an immersion program during their studies. Of those enrolled at one point in French Immersion, 66% were enrolled in early immersion and 35% in late immersion.



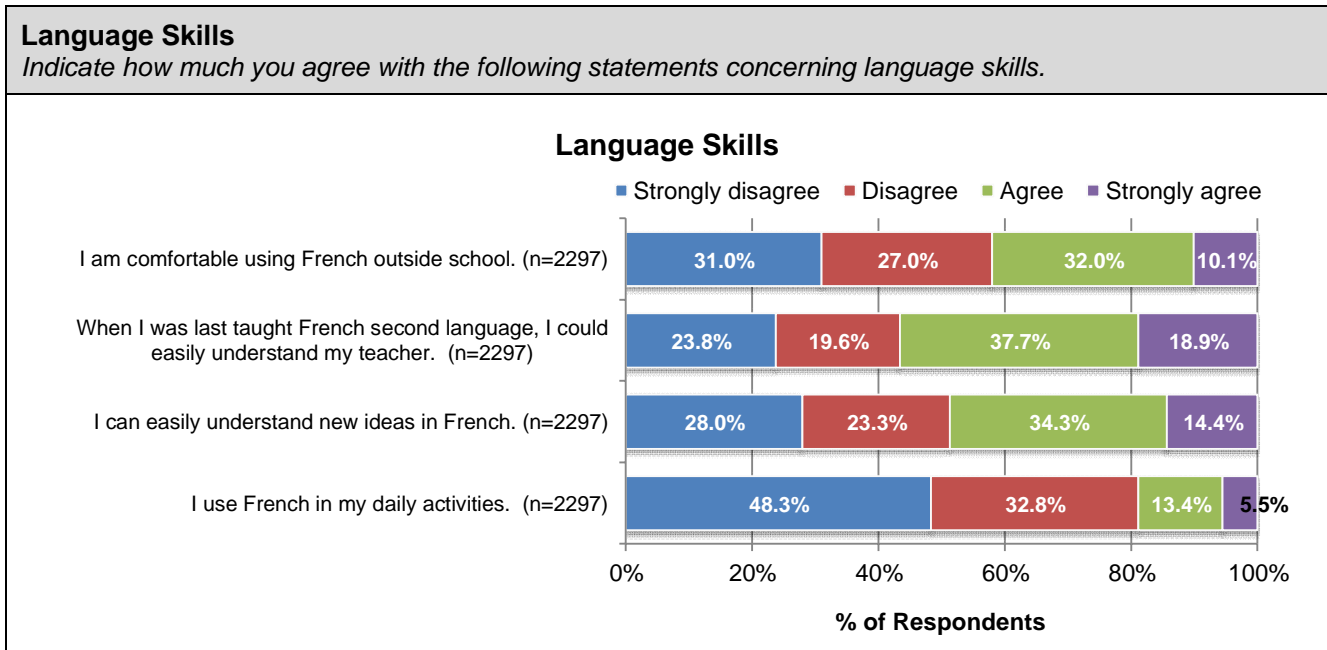
### French Immersion Retention

Of those who had been enrolled in French Immersion at one point during their studies, 63% remained in an immersion program, while 25% switched to the English program in high school and 12% switched before high school.



## Language Skills

When asked about their language skills, 42% of respondents said they were comfortable using French outside school. However, only 19% indicated using French in their daily activities. When they were taught French as a second language, 57% could easily understand their teacher, and 49% could easily understand new ideas in French.



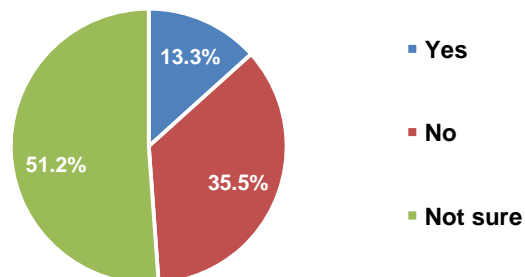
## Common European Framework of Reference for Languages (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. Students were asked if they had ever used information from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help know their French language level. Thirteen percent of respondents indicated that they had used the CEFR language posters.

### Common European Framework of Reference for Languages (CEFR)

Have you ever used information from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help you know your French language level?

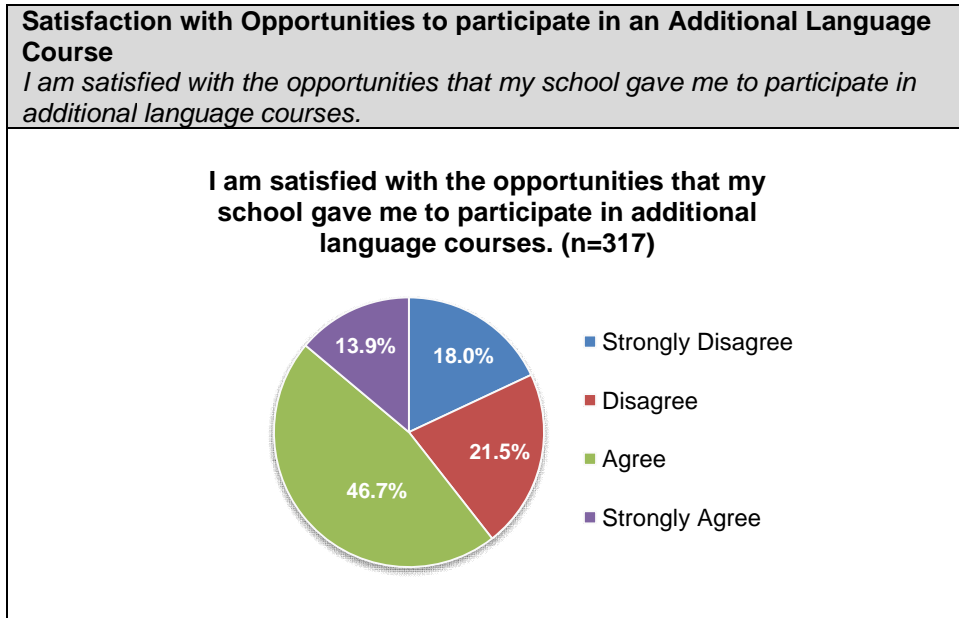
Have you ever used information from the CEFR language posters about listening, oral production and interaction, reading and/or writing to help you know your French language level? (n=2297)





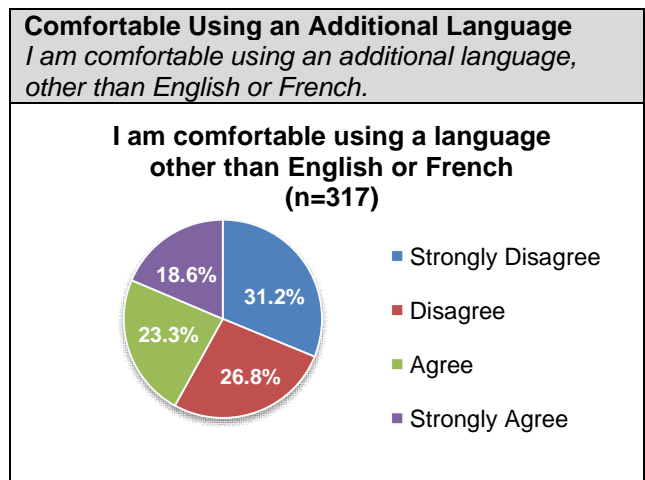
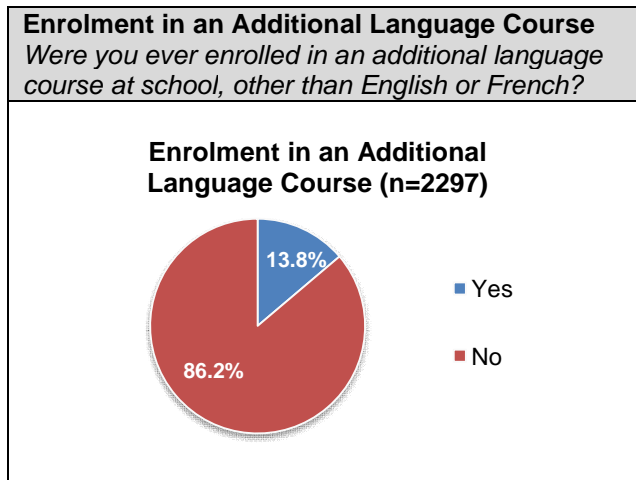
## Enrolment in an Additional Language Course

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



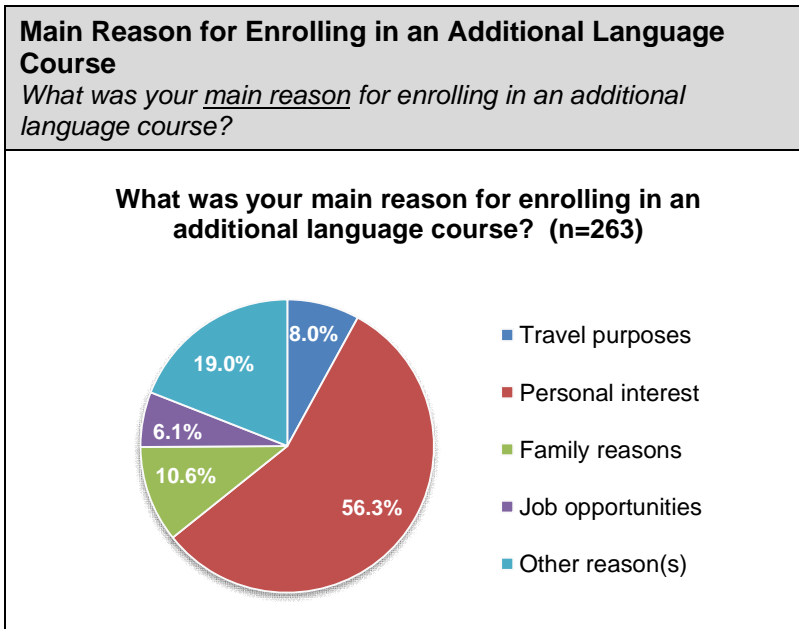
Fourteen percent of respondents indicated they were enrolled in an additional language course, other than English or French, at school.

Forty-two percent of respondents indicated they were comfortable using an additional language.



## Main Reason for Enrolling in an Additional Language Course

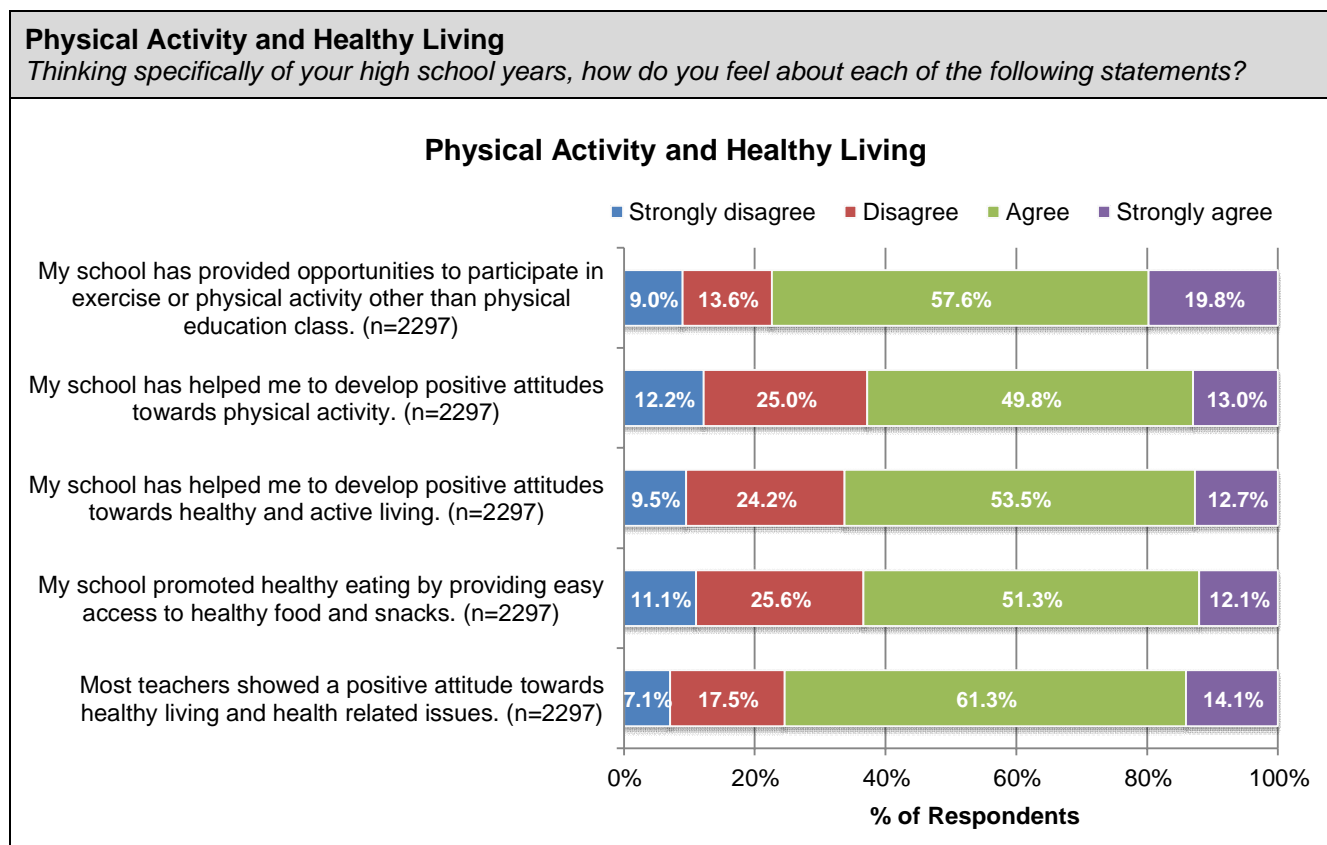
The main reason for learning an additional language, given by 56% of respondents, was personal interest, followed by other reasons (19%), family reasons (11%), travel purposes (8.0%), and job opportunities (6.1%).



## Section G – Physical Activity and Healthy Living

### Physical Activity and Healthy Living

Most respondents seemed satisfied with the opportunities they were given to participate in, and develop positive attitudes towards, physical activity. Seventy-seven percent said that they had opportunities to participate in activities other than physical education classes, and 63% said their school helped them to develop positive attitudes towards physical activity. Sixty-six percent of respondents said their school enabled them to develop positive attitudes toward healthy and active living and 63% indicated that their school promoted healthy eating by providing easy access to healthy foods and snacks. Seventy-five percent of respondents agreed or strongly agreed their teachers showed a positive attitude towards healthy living and health related issues.

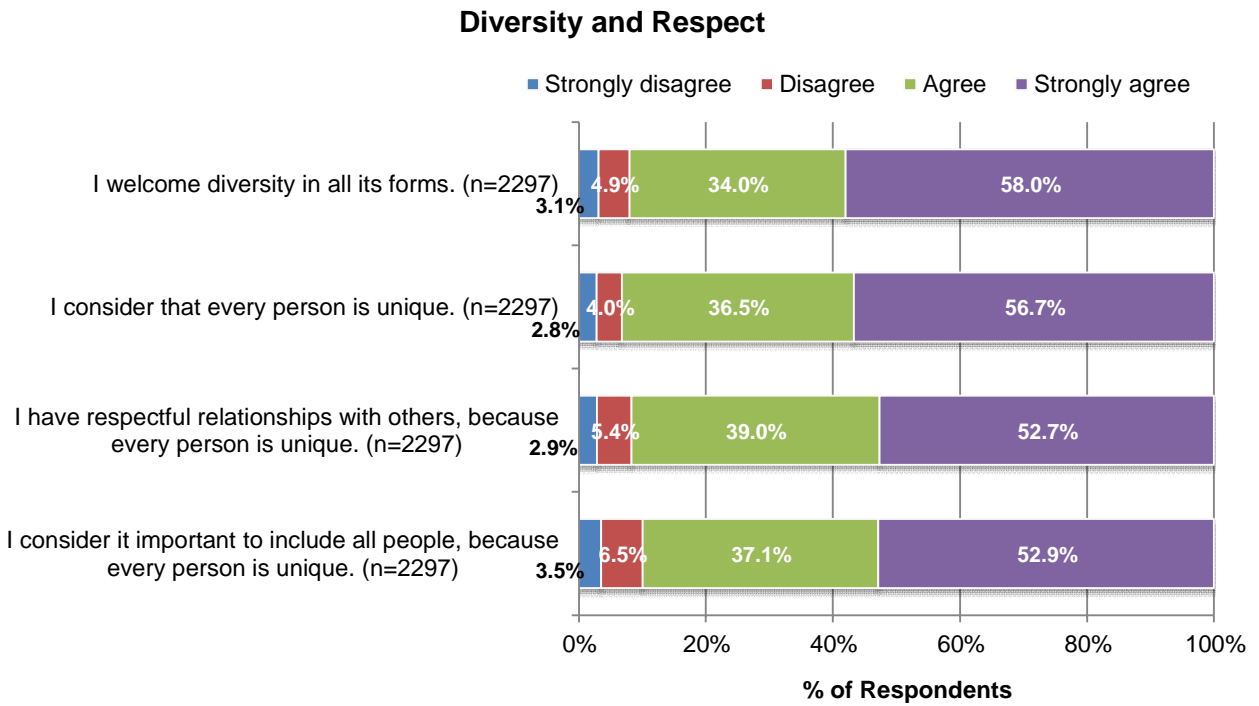


### Diversity and Respect

The majority of students (92%) indicated that they welcomed diversity in all its forms. Ninety-three percent indicated that they considered that every person is unique. Ninety-two percent indicated they have respectful relationships with others because every person is unique. Ninety percent of respondents said they considered it important to include all people because every person is unique.

## Diversity and Respect

Indicate what you think of 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-eight percent agreed or strongly agreed that most teachers knew their subject area, and 81% 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. Eighty-two percent of respondents said that their teachers cared about their learning success. Eighty-nine percent said that the lessons involved discussion, projects and activities.

Seventy-two percent 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 67% felt their school was well-organized and 78% felt that expectations were clear.

Seventy-eight 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. Sixty-nine percent felt that they learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada.

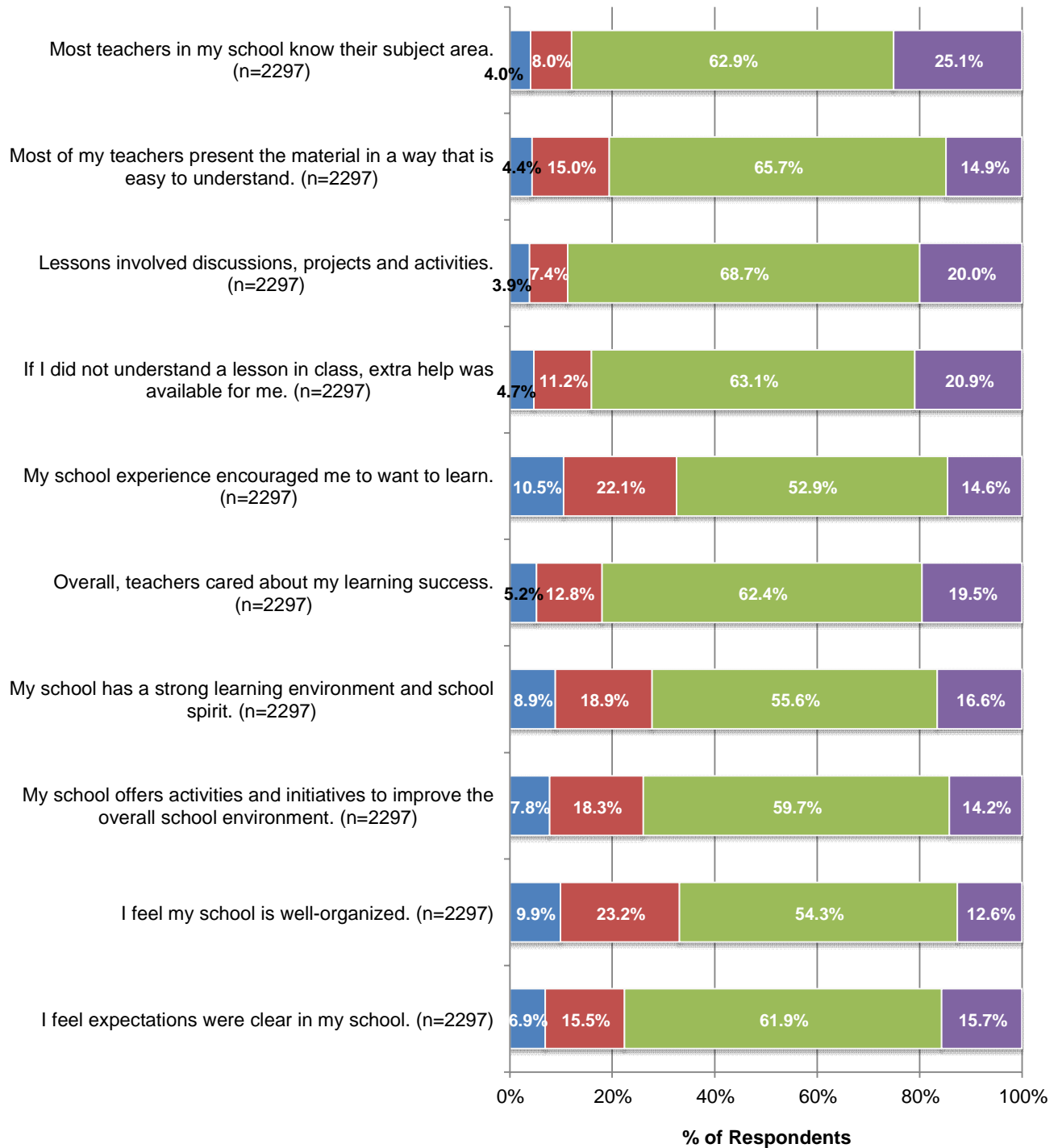
Fifty-nine percent indicated that they had the opportunity to learn the histories of Black peoples in Canada (including enslavement and resistance, as well as Black innovation and creativity) through courses or cultural activities. Fifty-five percent felt that they learned about past and present contributions of Black peoples to the development of New Brunswick and Canada.

## Satisfaction with the Learning Environment

Indicate your overall satisfaction with your high school learning environment.

### Learning Environment

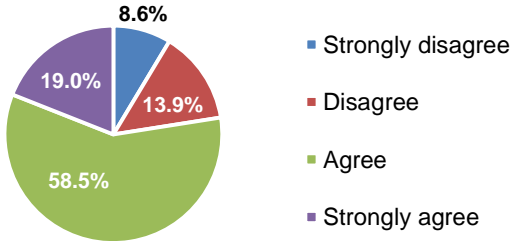
■ Strongly disagree ■ Disagree ■ Agree ■ Strongly agree



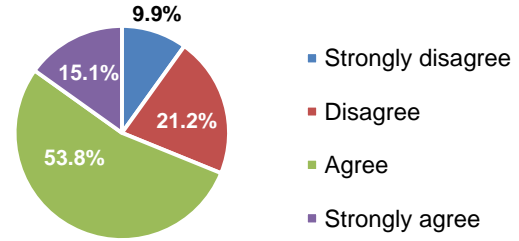
## Satisfaction with the Learning Environment

Indicate your overall satisfaction with your high school learning environment.

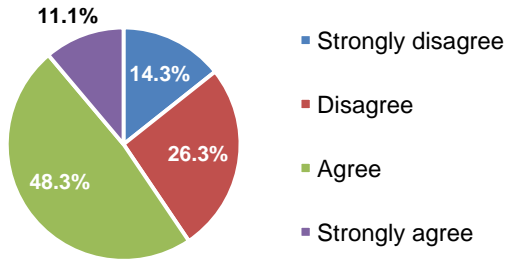
I had the opportunity to learn the history of Indigenous peoples in Canada (treaties, residential schools) through courses or cultural activities. (n=2297)



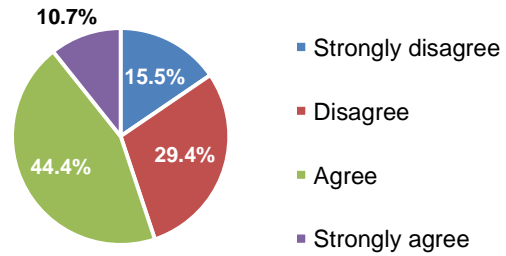
I have learned about past and present contributions of Indigenous peoples to the development of New Brunswick and Canada. (n=2297)



I had the opportunity to learn the histories of Black peoples in Canada (including enslavement and resistance) through courses or cultural activities. (n=2297)

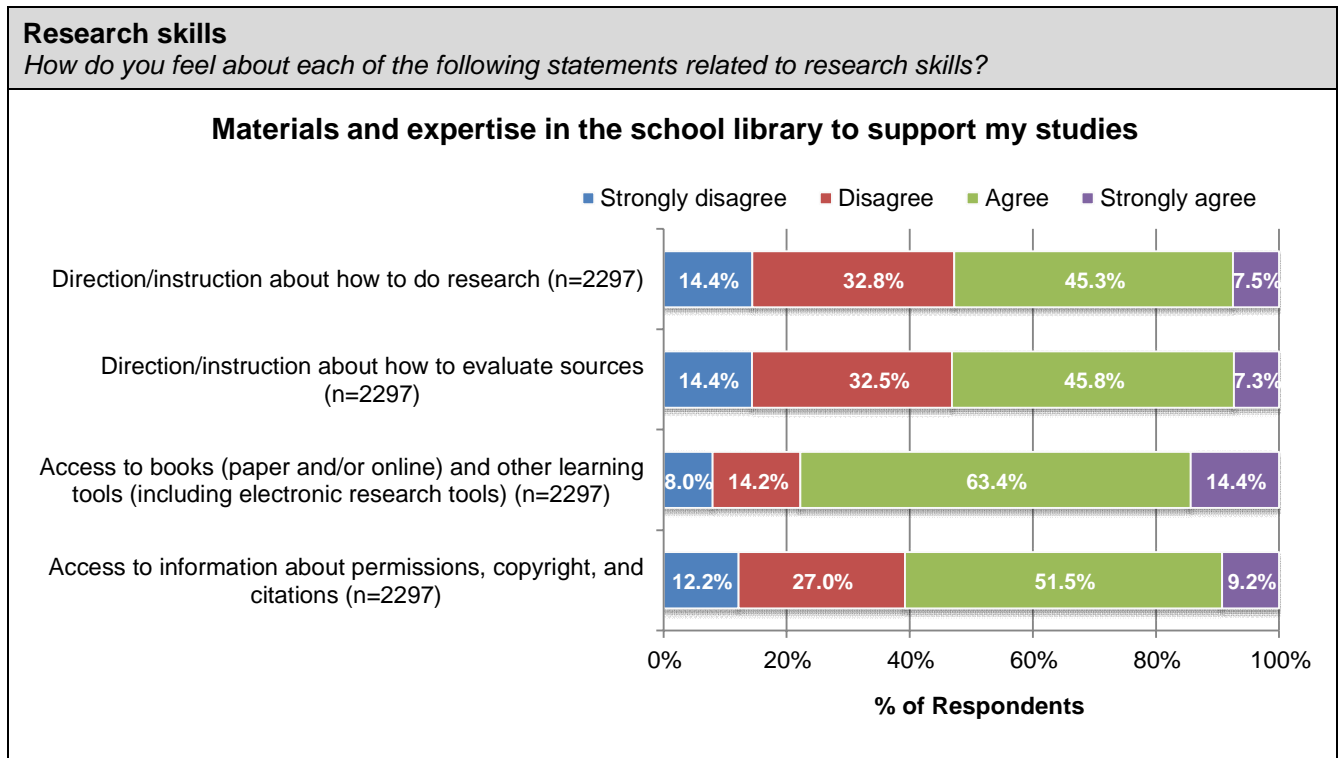


I learned about the past and present contributions of Black peoples to the development of New Brunswick and Canada. (n=2297)



## Research Skills

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. 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.



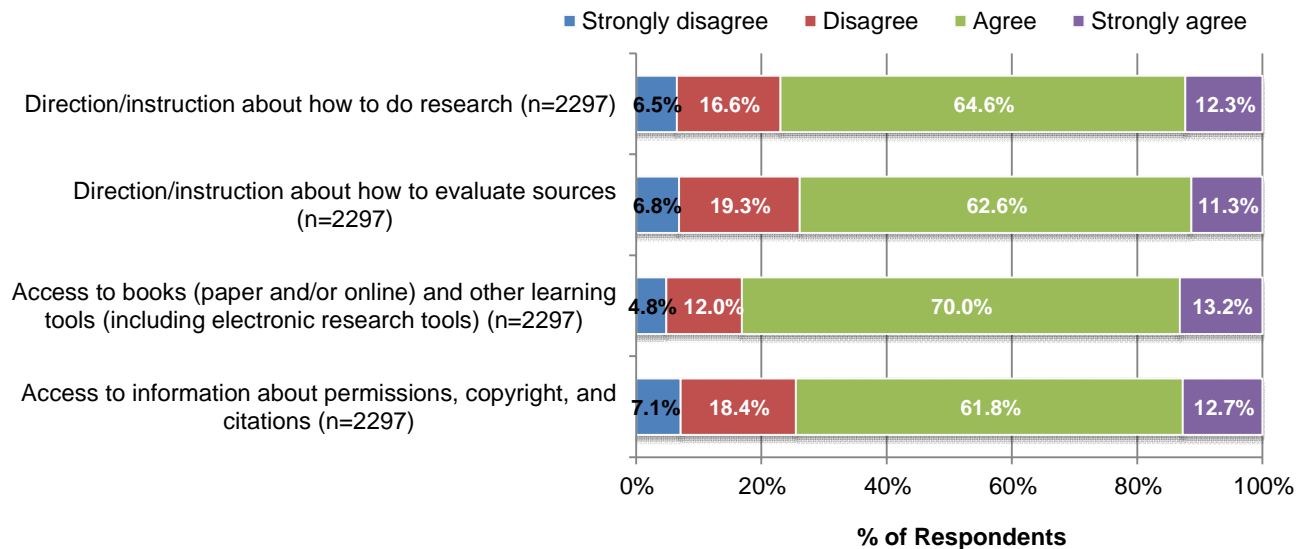
Seventy-seven percent of respondents indicated that the materials and expertise in their classes supported their studies by providing guidance about how to do research, and 74% about how to evaluate sources. Eighty-three percent indicated that they had access to books (paper and/or online) and other learning tools (including electronic research tools), and 75% indicated that they had access to information about permissions, copyright and citations.



## Research skills

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

### Materials and expertise in my classes to support my studies

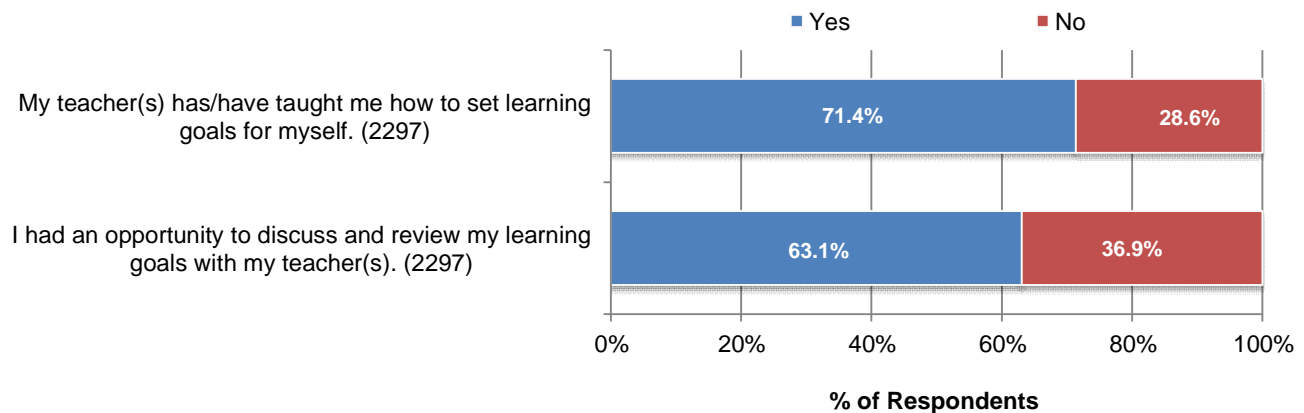


## Learning Goals

Students were asked about setting learning goals and discussing and reviewing them with teachers. Seventy-one percent of respondents indicated that their teachers have taught them how to set learning goals for themselves. Sixty-three percent of respondents indicated that they had an opportunity to discuss and review their learning goals with their teachers.

### Indicate your overall satisfaction with your high school learning environment.

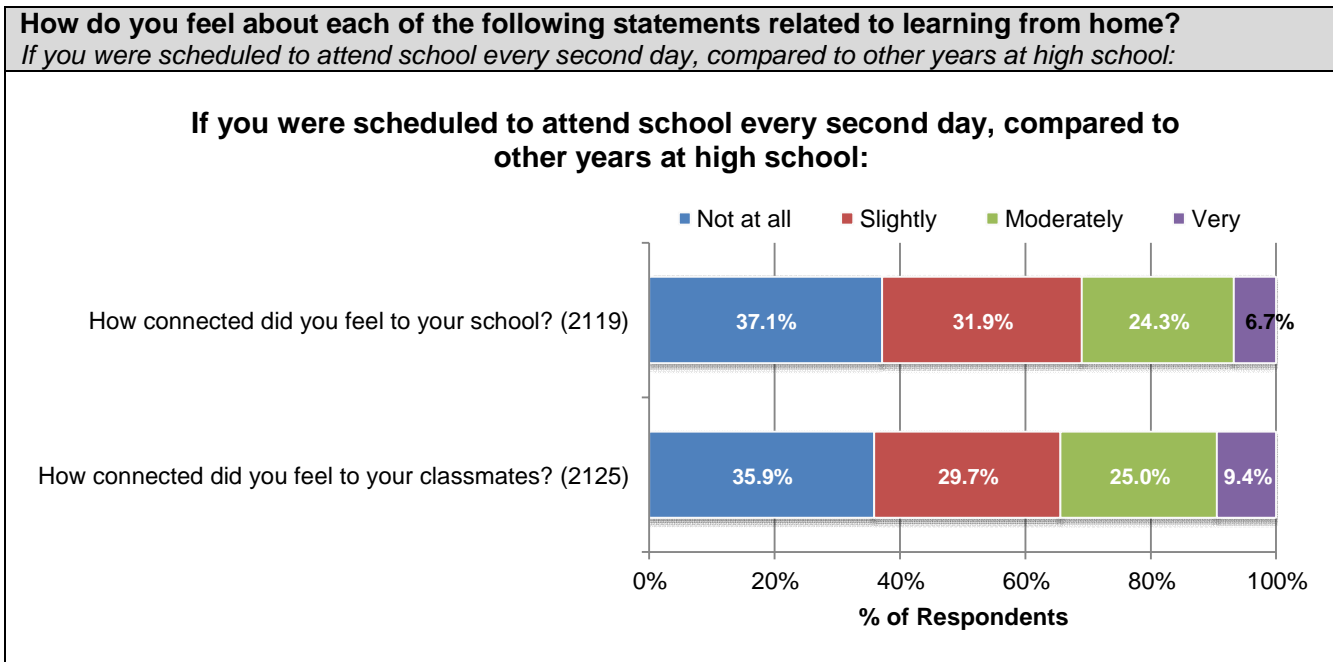
#### Indicate your overall satisfaction with your high school learning environment.



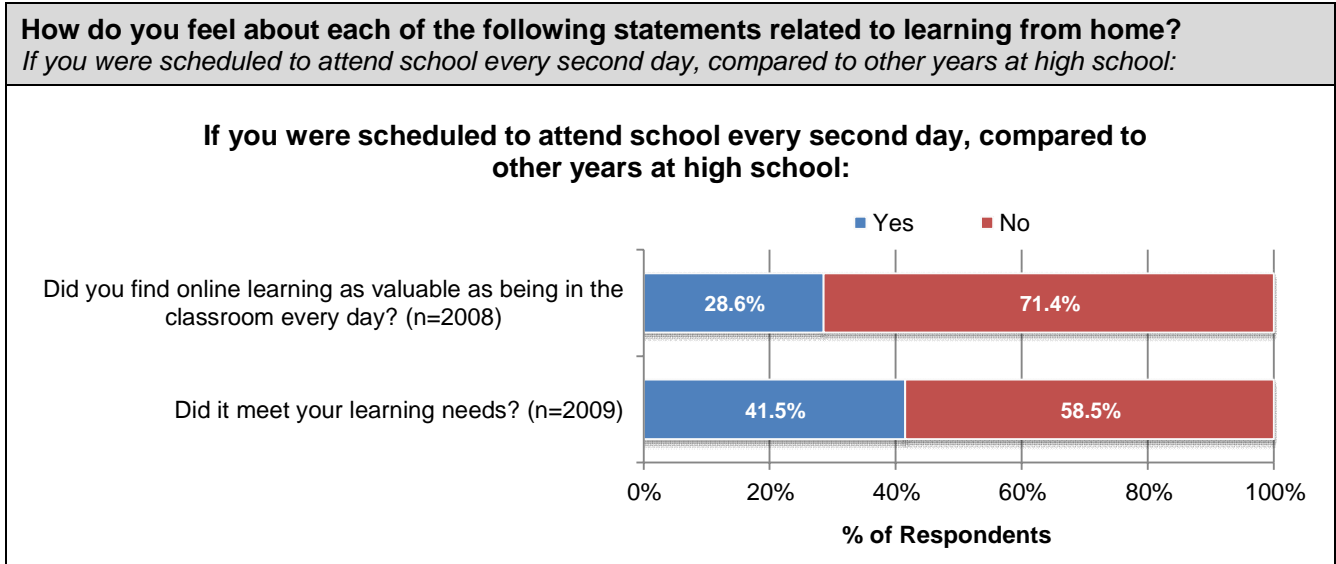
## Learning from Home

For the 2020-2021 school year, some students were scheduled to attend school every second day due to the COVID-19 pandemic. Students were asked about connectedness, as well as learning.

Of the respondents who were scheduled to attend school every second day, only 31% indicated that they felt moderately or very connected to their school. Thirty-two percent indicated that they felt slightly connected to their school. Only 34% of respondents indicated that they felt moderately or very connected to their classmates, with 30% indicating they felt slightly connected to their classmates. Roughly one third of students did not feel connected to their school nor their classmates. In an earlier question, 37% of respondents indicated that school was a place where they did not feel like they belonged, so it is not surprising to see just almost 40% of respondents not feeling connected to their school nor classmates. This is a similar response rate to previous years, so it appears that learning from home due to the pandemic has had little impact on students' feelings of belonging or connectedness.



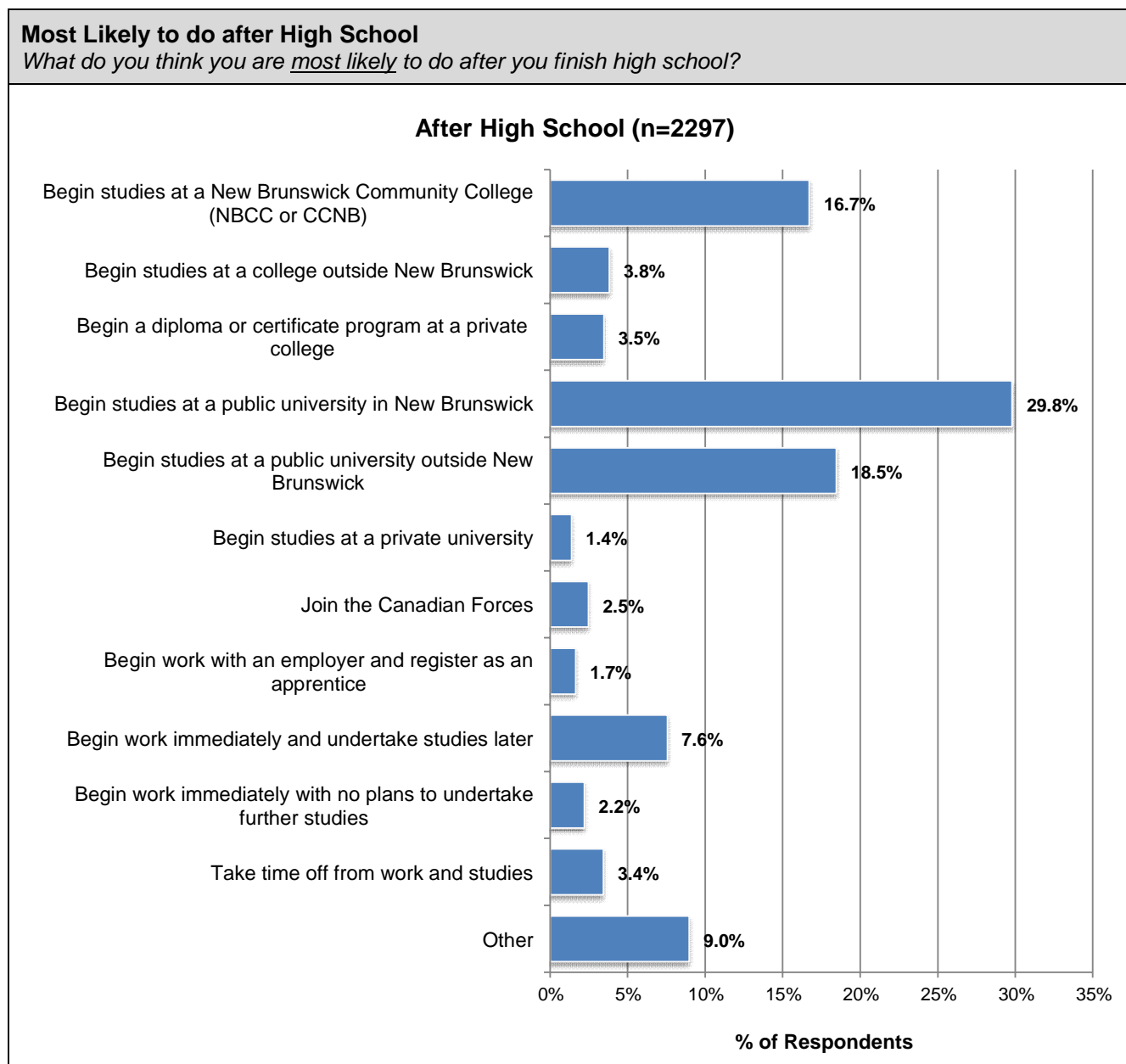
Students were also asked if they found online learning as valuable as being in the classroom every day. Nearly three-quarters (71%) of respondents indicated that it was not as valuable. Only 42% of respondents indicated that online learning met their learning needs.



## Section I – My Future

### 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, 30% said they would attend a public university in New Brunswick and 17% at a New Brunswick Community College. A few respondents intended to continue their studies at a university (19%) or a college (3.8%) outside New Brunswick, and a few at a private college (3.5%) or university (1.4%). Nearly eight percent (7.6%) of respondents intended to begin working following high school and pursue their studies at a future date. Only 2.2% of respondents intended to begin working immediately with no plans to undertake further studies, and 3.4% intended to take time off from work and studies altogether. Only 1.7% of respondents intended to begin work with an employer and register as an apprentice, while 2.5% intended to join the Canadian Forces.

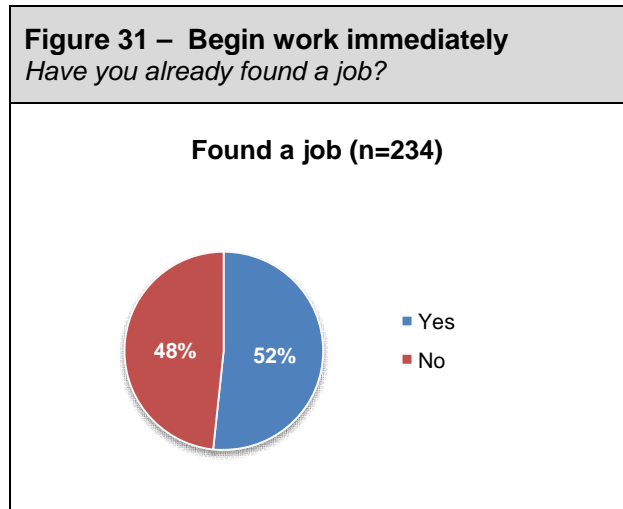
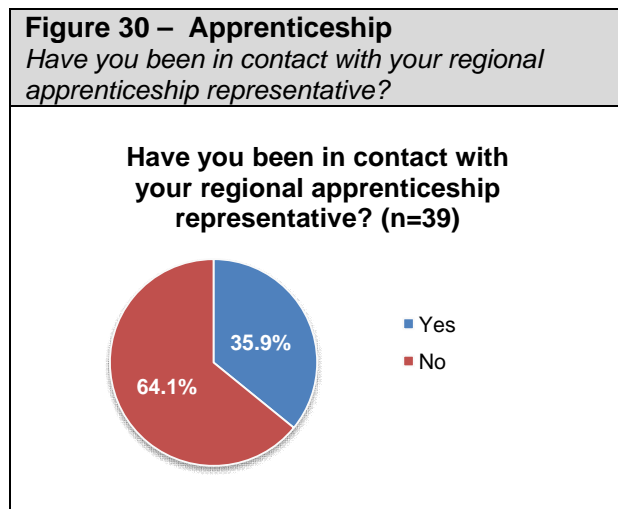
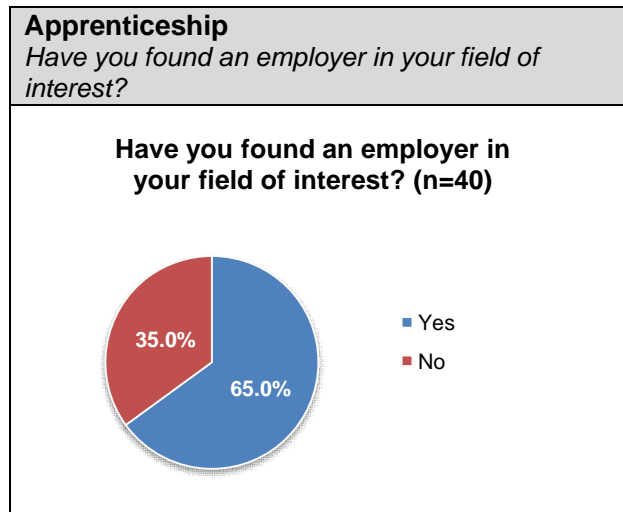
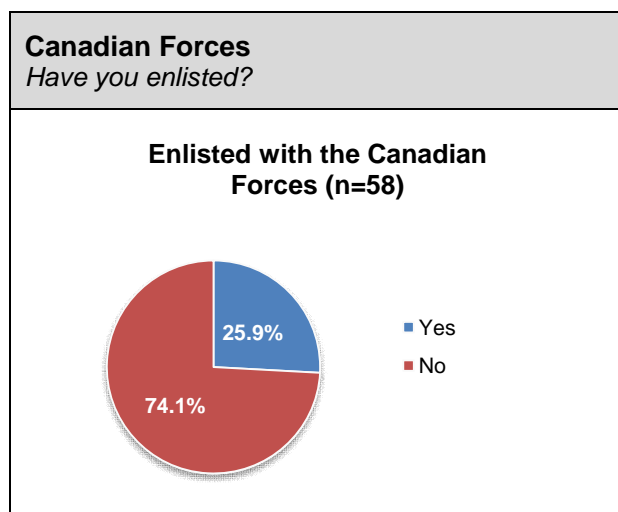
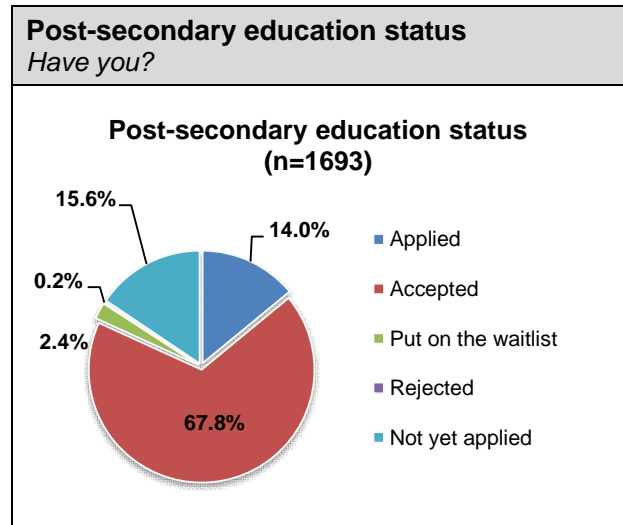


Sixty-eight percent of the respondents going on to post-secondary education had been accepted, 14% had applied, 2.4% had been put on the waitlist, and 0.2% had been rejected. Sixteen percent had not yet applied.

Of the 2.5% of respondents that indicated they intended to join the Canadian Forces, 26% had enlisted.

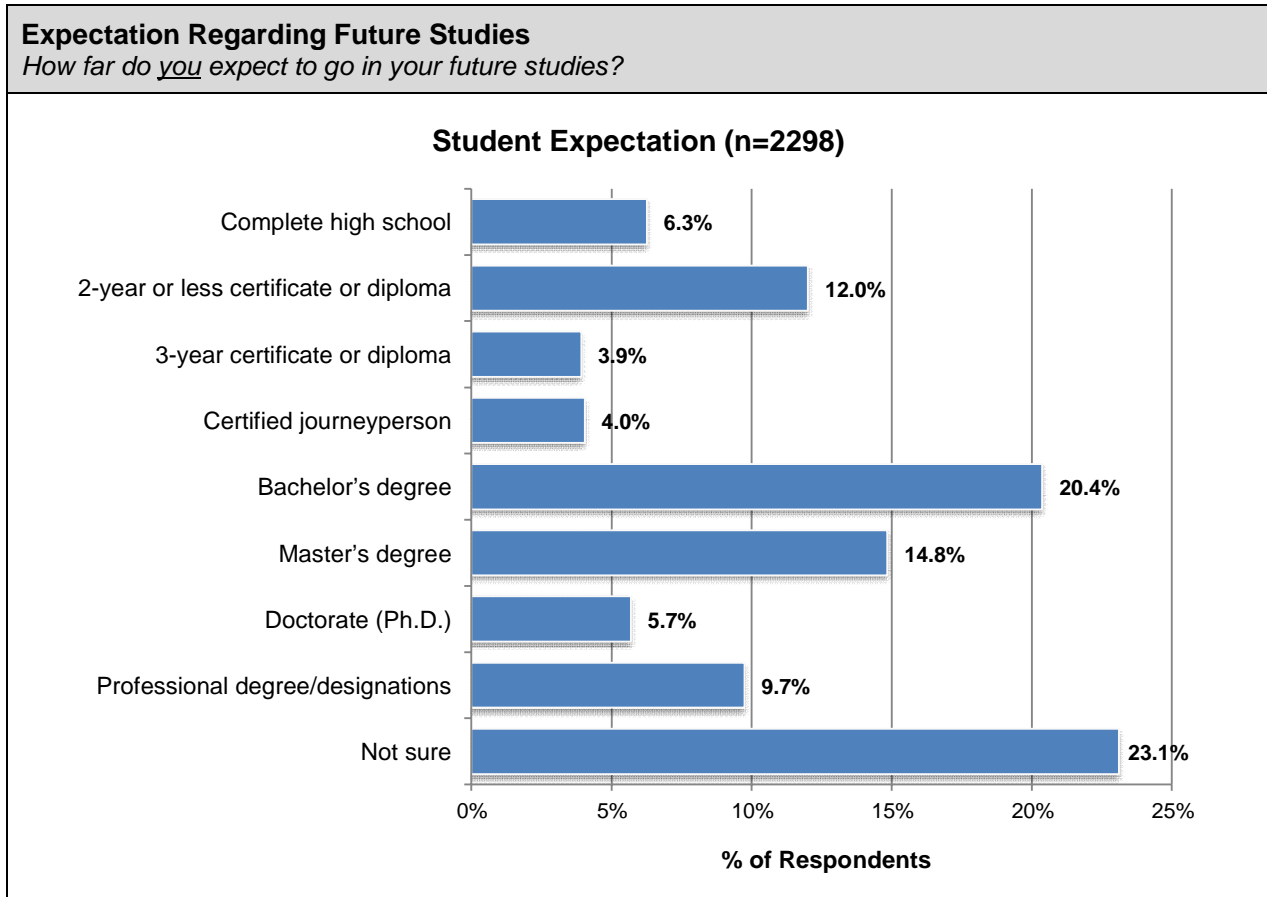
Of the 1.7% of respondents that intended to begin work with an employer and register as an apprentice, 65% had found an employer in their field of interest. Thirty-six percent had been in contact with their regional apprenticeship representative.

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, 52% indicated that they had already found a job.



## Expectation Regarding Future Studies

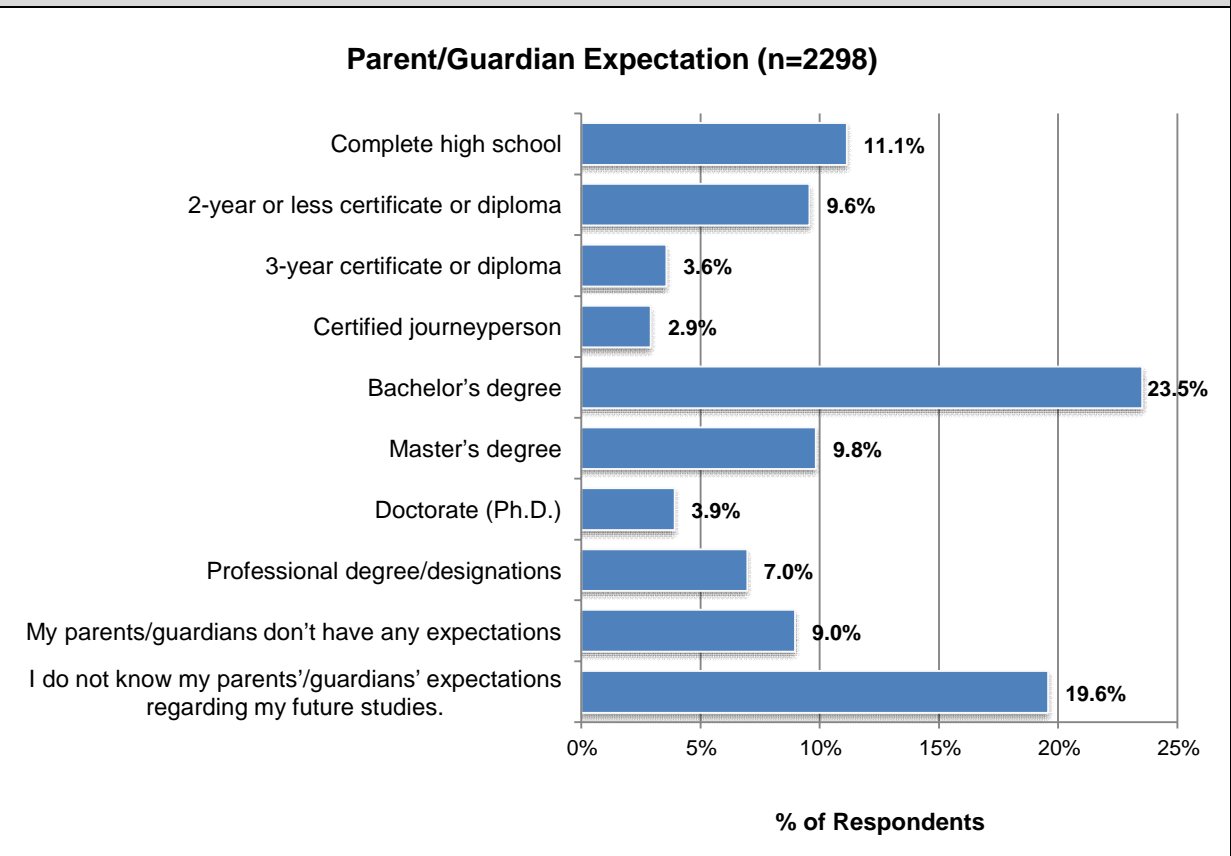
Most respondents expected to obtain a university degree (51%) or a certificate/diploma in two years or less (12%). Twenty percent of respondents planned to obtain a bachelor's degree, 15% a master's degree, 9.7% a professional degree/designation (lawyer, dentist, etc.), and 5.7% a doctorate. Only 4.0% expected to become a certified journeyman. Only 6.3% of respondents planned to stop at high school. Interestingly, 23% of respondents indicated they were not sure how far they expected to go in their future studies.



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

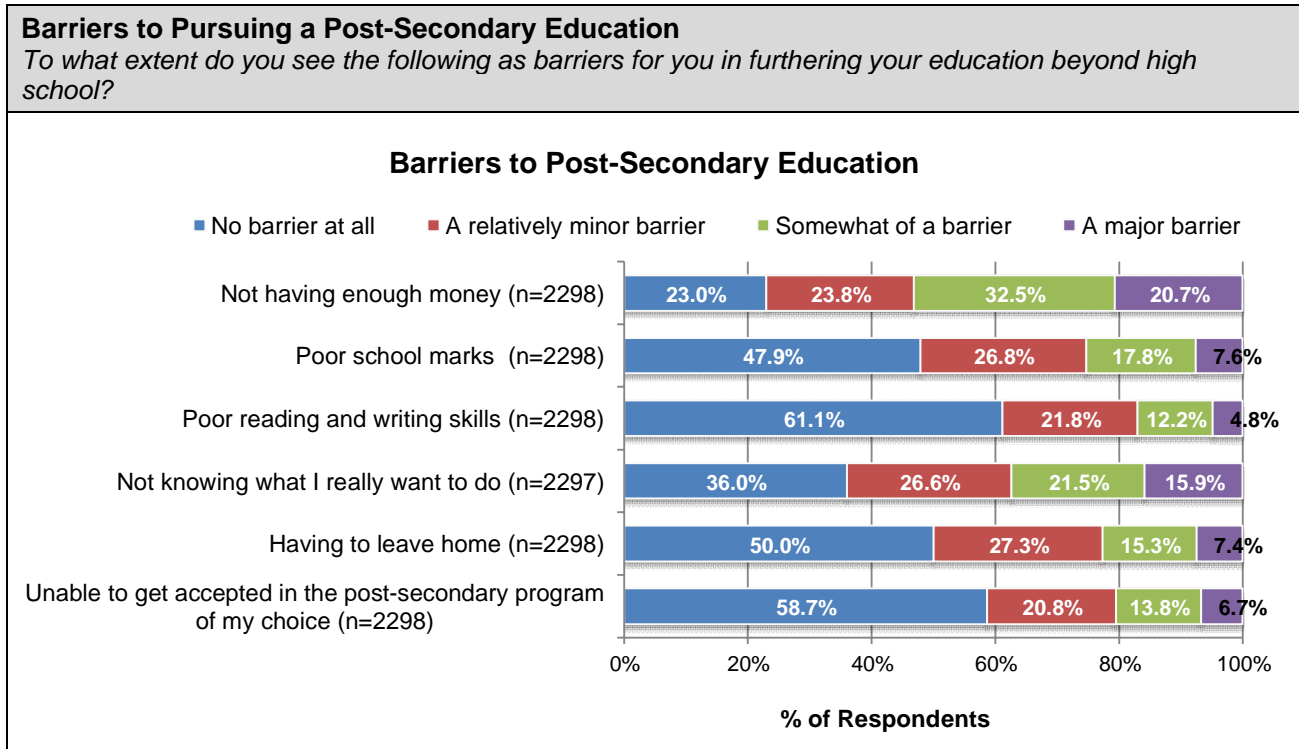
According to respondents, obtaining a bachelor's degree (24%), completing high school (11%), obtaining a master's degree (9.8%), and obtaining a certificate/diploma in two years or less (9.6%) were the most common levels of education expected by parents. These were followed by receiving a professional degree/designation (7.0%), completing a doctorate (3.9%), and obtaining a certificate/diploma in three years or less (3.6%). Only 2.9% expected them to become a certified journeyman. Twenty percent of respondents did not know what their parents expected, and 9.0% of respondents said their parents did not have any expectations regarding their future studies.

**Parent/Guardian Expectations Regarding their Child's Future Studies**  
*How far do you think your parent / guardian expect you to go in your future studies?*



## Barriers to Pursuing a Post-Secondary Education

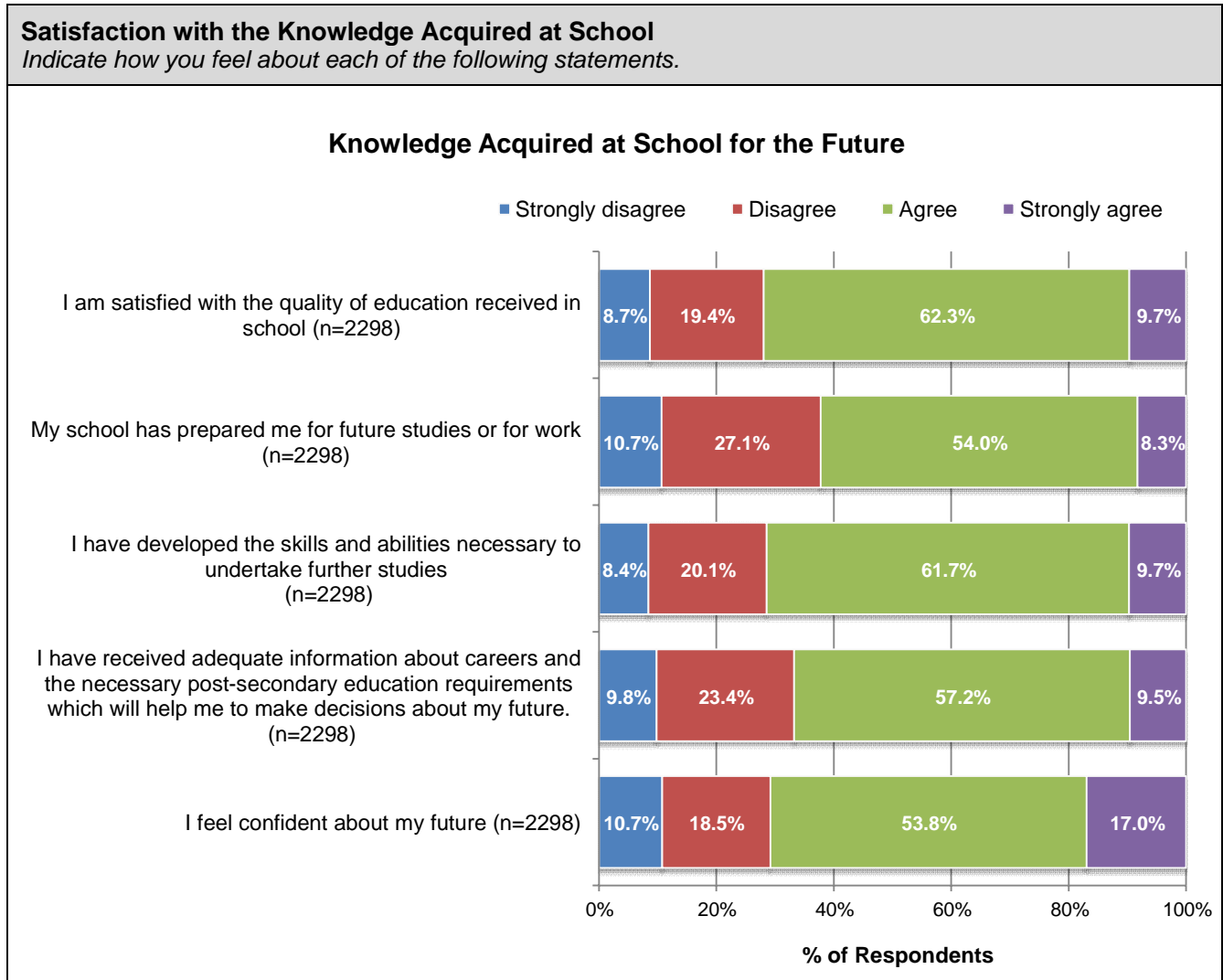
According to 53% of respondents, not having enough money was the main barrier to pursuing a post-secondary education. Twenty-one percent of respondents believed money was a major barrier, and 33%, somewhat of a barrier. Sixteen percent said that not knowing what they really want to do was a major barrier, and 22% said it was somewhat of a barrier. Poor marks were somewhat of a barrier or a major barrier for 25% of respondents, while 17% said the same for poor reading and writing skills. Seventy-seven percent of respondents did not believe that having to leave home was a barrier. Twenty-one percent of respondents said that being unable to get accepted to the post-secondary program of choice was somewhat or a major barrier.





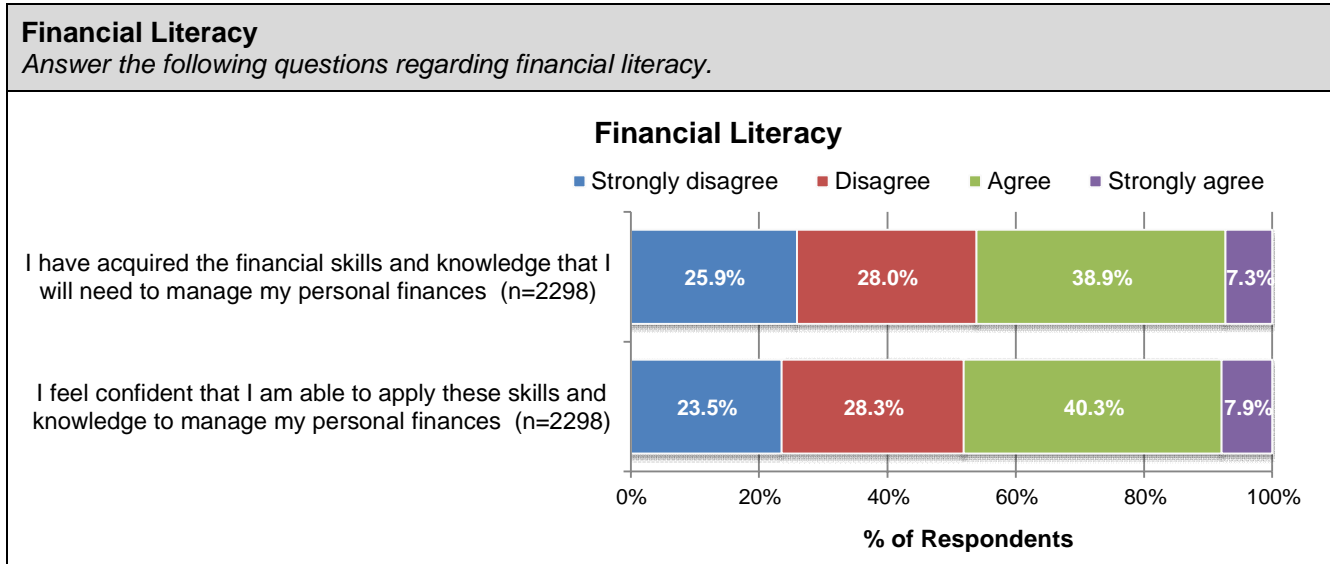
## Satisfaction with the Knowledge Acquired at School

Most respondents appeared satisfied with the knowledge they acquired at school. Seventy-two percent of respondents said they were satisfied with the quality of education received in school and 71% believed they had learned the skills and developed the abilities needed to pursue further studies. Sixty-two percent of respondents believed that school prepared them for future studies or for work. Sixty-seven 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-one percent of respondents indicated that they felt confident about their future.



## Financial Literacy

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



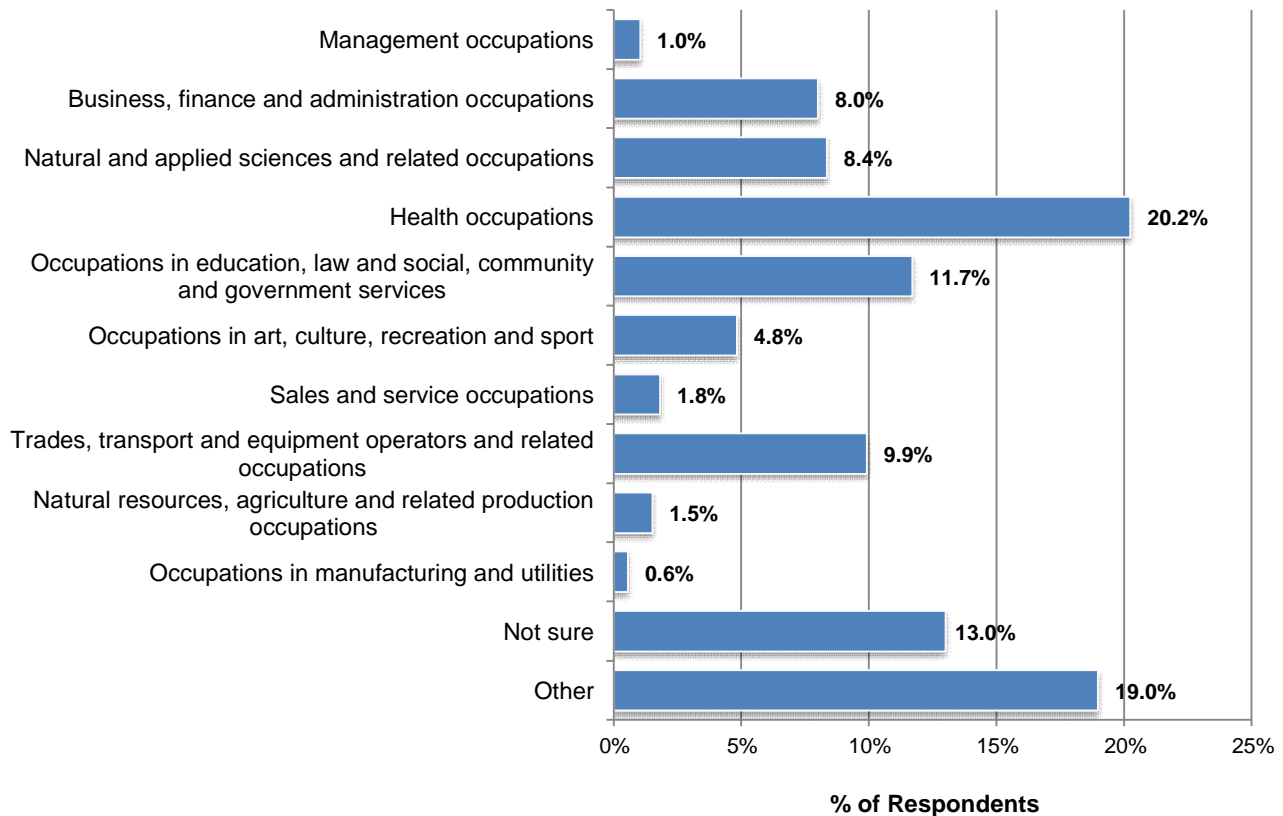
## What type of job/occupational category do you intend to pursue?

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

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

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

Job/occupational category (n=2298)



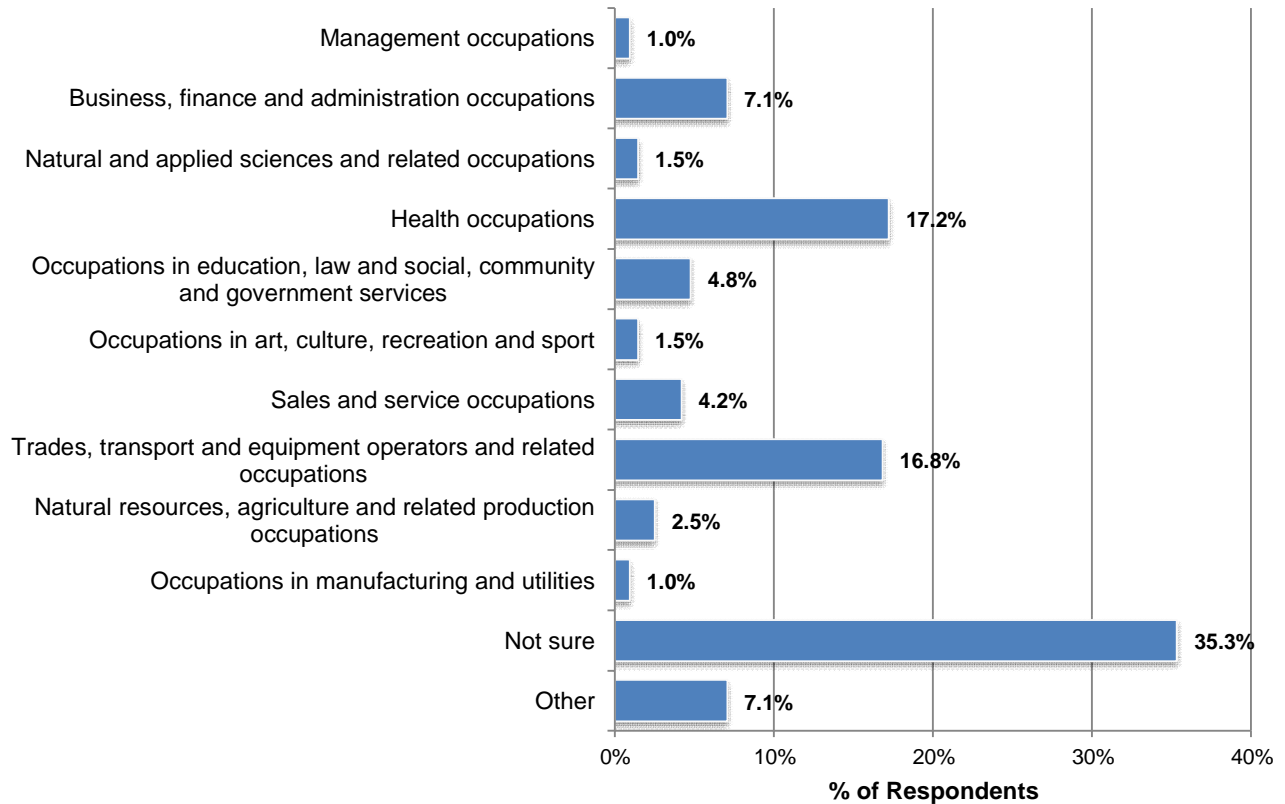
### Which of the following occupational categories are currently, in your opinion, the most readily available in New Brunswick?

Thirty-five percent of respondents were not sure what occupational categories were the most readily available in New Brunswick. Just over 17% of respondents indicated that jobs in health occupations, and trades, transport and equipment operators and related occupations (17%) were the most readily available, followed jobs in business, finance and administration occupations (7.1%).

**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=2298)**



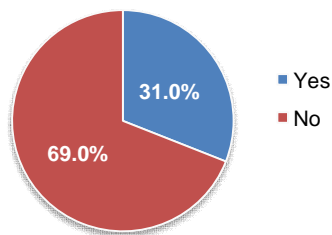
**Entrepreneurial plans**

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

**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=2298)**



## Plans to Stay in the Province

Thirty-eight percent of respondents planned to stay in the province and 14% planned to leave the province but come back in a few years. Nineteen percent of respondents planned to leave the province with no plan to come back. Twenty-nine percent of respondents were not sure if they plan to stay in the province.

