



Department
of Education

Expectations of High School Graduates

*A survey of the expectations and future plans of
Prince Edward Island Grade 12 students*



Fall 2003

Expectations



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Acknowledgements

Expectations of High School Graduates is a statistical description of the survey results compiled of Grade 12 Prince Edward Island high school students in May 2002. The survey instrument examined course selections, the future education plans of the Grade 12 students, their attitudes and expectations about career choices and participation in the labour force.

It is intended that the findings from the study, as presented in the report, will assist educators and administrators in future planning.

I wish to thank principals, teachers, school counsellors and students who participated in this project. Without their cooperation, this report would not have been possible.

Special thanks are expressed to Jeff MacPhail, a UPEI Business Intern student, who helped verify and analyze the data, and then completed the draft report during his internship term: January to April 2003.

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We continue to use questions from the *Encouraging Island Grads to Return/Remain Home 1998: Report #1* so that we may compare the information shared by students from four years ago. We feel that this will be invaluable information as we attempt to understand the long-term desires and aspirations of our PEI high school graduates.

Respectfully submitted,



Ron Smith, Special Projects Consultant
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Executive Summary

Background

In April 2002, for the fifth consecutive year, a survey was conducted among 1,294 Prince Edward Island Grade 12 students.

This project originates from the Executive Council and is led by the Department of Education. The survey is intended:

- **to continue the tracking of PEI undergraduates, and**
- **to help decision makers be more responsive to the needs of high school students in preparation for transition from secondary education to either post-secondary education or the world of work.**

The survey instrument is divided into seven sections: Personal Information, Background Information, High School Course Selection, Personal Expectations After High School, Occupational Plans or Further Study Plans, High School Guidance Services, and Influences on Course Selection and Career Planning. The survey instrument is shown in Appendix A. There are two versions of the questionnaire, one designed for Anglophone students and the other for Francophone students.

The major goal of the research is to provide data to be used by the Department of Education in making recommendations concerning the educational system.

Of the 1,676 Grade 12 students who graduated on Prince Edward Island in June 2002, a total of 1,294 participated in the survey. This yields a participation rate of 77.2 per cent – 51 per cent (660) of the respondents were female, while the remaining 49 per cent (633) of the respondents were male.

Family Composition and Residence

Of the students surveyed, 76 per cent (980) indicated that they reside with both parents or guardians; 15.7 per cent (202) live with their mother or female guardian; 3.6 per cent (47) live with their father or male guardian. The students are mainly long-term residents as 89.8 per cent (1,159) of the respondents have resided on PEI for more than 10 years.

Anglophone Course Selection

Enrolment in academic English courses remains high because they are required courses in all PEI high schools. However, there are more students enrolling in academic English for the year rather than advanced or general English compared to the previous years. Academic mathematics, a required course, has very high enrolment and continues to grow while the enrolment numbers for general mathematics are declining. It appears more students are choosing the academic route with increases in most of the science courses at this level. In return, there are fewer students enrolling in the advanced and general categories. There is also a decline in numbers for quite a few career exploration courses when compared to the preceding years.

New Course Interests

In this year's survey, students were also asked: "What course would you like to see offered at your high school that is not presently offered?" Of the suggestions made by students, the most popular choices were psychology, electronics, cosmetology and photography.

Influencing Factors

The factors which appear to have the most influence on high school course selection are *personal interest* which was mentioned by 75.8 per cent of the students surveyed, *ability* mentioned by 42.3 per cent, *choice of career* mentioned by 35.9 per cent, *marks* mentioned by 34.2 per cent, and *friends* mentioned by 33.8 per cent (Appendix B, Table 22).

The most common factors influencing a student's choice of a job or career are very similar to those influencing course selections. The results are *personal interest* at 77.4 per cent, *ability* at 59.3 per cent, *marks* at 27.7 per cent, and *friends* at 21.3 per cent (see Appendix B, Table 23).

Future Plans and Expectations

After high school, 71.7 per cent of the respondents plan to continue their education. The most popular programs of choice at universities are Arts and Science, Business/Commerce and Health Professions. The most popular programs of choice at community colleges and private training schools are Automotive Technology, Computer Engineering and Early Childhood Care and Education.

After completing their chosen programs or degrees, 26.1 per cent of the students plan to get a job on PEI, while 20.0 per cent plan to get a job elsewhere. Another 19.4 per cent of the respondents plan to continue their studies and 28.7 per cent are unsure of their plans. When asked if they plan to stay on PEI on a permanent basis upon completing their education or training, 26.5 per cent said yes, 25.1 per cent said no, and the remaining 48.4 per cent said they were unsure. The uncertainty on the student's part to live on PEI permanently may stem from the expectancy of available work in their chosen field.

Many of the students were hesitant when asked: "Do you expect to find work in your chosen occupation on PEI?" as 43.1 per cent responded yes, 17.5 per cent said no, and 39.4 per cent were unsure. When asked about starting their own business, 34.0 per cent said they had considered it. The majority of respondents (65.1 per cent) plan to work in the paid labour force for more than 20 years, while a modest 0.7 per cent plan to be working as a full-time homemaker five years after high school graduation.



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Background and Methodology

It is important to state at the outset that this study is exploratory research rather than an evaluation of Island schools or communities.

The basis of the current questionnaire originated from the survey instrument in *Encouraging Island Graduates to Return/Remain Home 1998*. The original questionnaire was designed in 1997 by the project leader Debbie Pineau, Special Projects Consultant, Department of Education, Policy and Planning: Higher Education and Training; with the assistance of Karen White, UPEI graduate; and Carol Mayne, Director of Policy and Planning Division of the Department of Development and Technology.

This report was prepared by Jeff MacPhail, UPEI Business Intern, (January to April 2003), and is a continuation of the tracking of Island graduates which was initiated in the spring of 1998. As the purpose of the survey is to determine the future plans of Island Grade 12 graduates, this program will continue to maintain contact with a sample of the students in a number of follow-up surveys. These follow-up surveys allow for comparisons with previous years' graduates on the Island and in other provinces.

Of the 1,676 Grade 12 students who graduated on Prince Edward Island in June 2002, a total of 1,294 participated in the survey in April 2002. Of these, 1,252 survey participants were Anglophones, while the remaining 42 students attended schools of the French Language School Board. Reasons for non-participation of students include Grade 12 students who graduated after the first semester and therefore did not attend the second semester when the survey took place; absence due to illness; class outings, trips or other reasons; and the unwillingness of some students to take part in the survey.

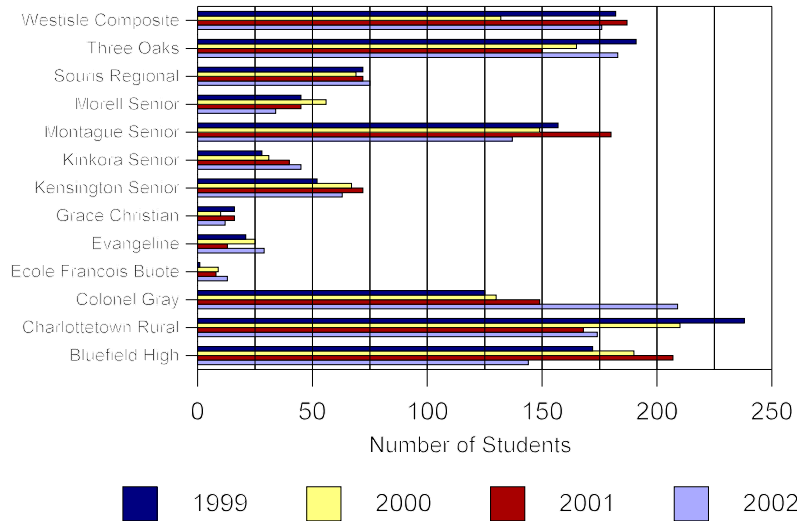
The administration of the survey in each school depended on the preference of the school principal. In most schools, the questionnaires were presented to the teachers who then administered them to the students during class time. All surveys were returned in confidence directly to the Policy, Planning and Evaluation Division, Department of Education through the inter-office or regular mail system, or they were picked up at the school by the project leader. Each questionnaire was coded with an identification number to facilitate data entry and checking. The questionnaires were then entered into a database using a Web-based data entry module. The data was analyzed using the *SPSS* analysis program on the computer facilities of the PEI government.

The following section of the report provides an analysis of the survey results. Appendix A contains a sample of the questionnaires and Appendix B shows the tabular presentation of answers for all applicable questions of the survey instrument. Appendix C contains the details of student course selection for grades 10, 11 and 12.

PEI Grade 12 High School Students

Of the 1,676 Grade 12 students who graduated on Prince Edward Island in June 2002¹, a total of 1,294 participated in this year's survey. This yields a high participation rate of 77.2 per cent. The following chart shows the distribution of students who answered the questionnaire among the 13 high schools on PEI for the past four years (Appendix B, Table 1).

Figure 1
Survey Respondents by High School



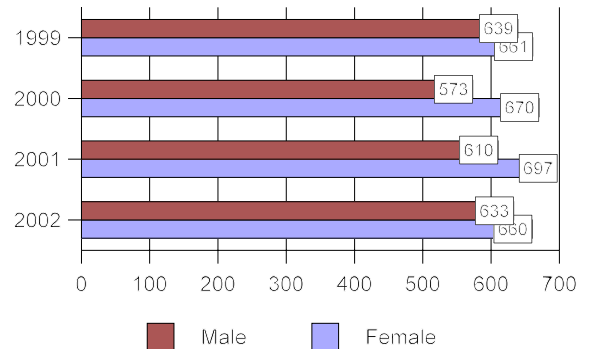
Personal and Background Information

The questionnaire requires the student to supply the following information: name, address, postal code, e-mail address, home phone number and permanent contact number. This information has been entered in a database enabling us to track these students in the future as the need arises.

A summary of the respondents' characteristics are as follows:

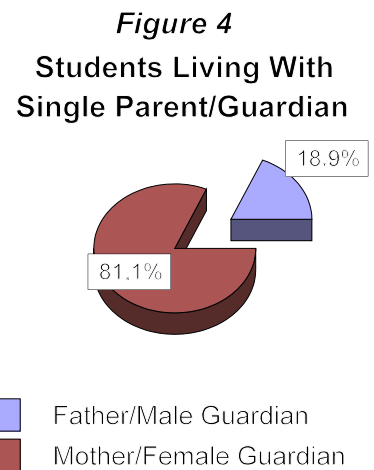
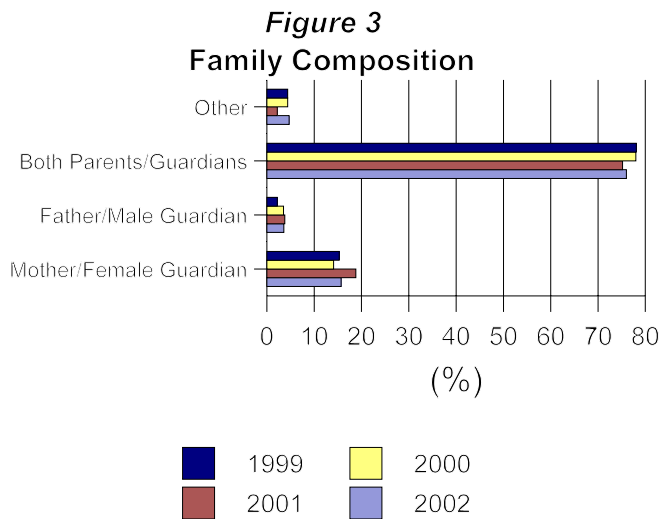
- At 51 per cent (660) the larger proportion of the respondents were female, the remaining 49 per cent (633) of the respondents were male. This matches closely to the gender ratio of the graduates which was 51.1 per cent female and 48.9 per cent male in June of 2002.

Figure 2
Sex of Respondents



¹ Grade 12 Graduate List, Department of Education, March 2002.

- Of the students surveyed, 76.0 per cent (980) indicated that they reside with both parents or guardians; 15.7 per cent (202) live with their mother or female guardian; 3.6 per cent (47) live with their father or male guardian; and the remaining 4.7 per cent (60) stated they live with other. Family composition shows very little change over the survey years (see Figure 3).



- Of the 249 students who live with a single parent or guardian, 81.1 per cent live with their mother or female guardian while only 18.9 per cent live with their father or male guardian (see Figure 4).
- The students are mainly long-term residents as 89.8 per cent (1,159) of the respondents have resided on PEI for more than 10 years, 5.3 per cent (69) have lived on PEI for six to 10 years and 4.9 per cent (63) have lived on PEI for less than five years.
- A break down of students by their communities reveals a large portion of the respondents that participated in the survey reside in Charlottetown (20.5 per cent), Summerside (12.4 per cent), and Souris (5.2 per cent). A more detailed list of communities that the students reside in is presented in Appendix B, Table 4.

High School Course Selections

Of the 1,294 students who responded to the survey, 1,252 attended Anglophone schools. The other 42 students attended Francophone schools. The following section of the report is divided into Anglophone and Francophone sections. Students were asked to list all the courses they took during their three years of high school. Courses are arranged in categories and information from previous surveys is included to identify trends. Percentages have been shown to allow comparison across the academic years. See Appendix C for student counts by course.

Anglophone Course Selection

In Table 1, there is a comparison of mathematics courses taken in the last four years. Academic mathematics, a required course, has a very high enrolment rate and continues to grow while the enrolment numbers for general mathematics are declining. For advanced mathematics classes, we see that there has been an increase in calculus courses and a decline in algebra courses. The advanced algebra courses are only offered in four of the 11 Anglophone high schools on PEI which explains the low percentages of students taking these courses. There has also been a drop in percentage of students taking geometry, while accounting courses indicate a slight change. The math curriculum has been changed and these numbers do not reflect the changes. The 2003 report will be updated to include the new curriculum.

Table 1: Students Taking Mathematics Courses by Year

	2002	2001	2000	1999
Mathematics 421	95.2%	96.0%	84.6%	85.1%
Mathematics 521	99.5%	87.1%	70.4%	78.4%
Mathematics 621	75.5%	72.5%	63.4%	68.3%
Advanced Mathematics 611	2.0%	6.1%	15.8%	*
Advanced Mathematics 511	4.4%	5.8%	7.8%	*
Advanced Calculus 611	33.0%	22.3%	17.9%	*
General Mathematics 531	4.6%	11.3%	13.7%	15.3%
General Mathematics 631	2.6%	7.0%	9.1%	10.3%
General Mathematics 431	4.2%	6.4%	10.8%	10.3%
Geometry 521	19.6%	24.0%	33.0%	35.0%
Accounting 621	18.1%	14.0%	17.5%	10.6%
Accounting 801	3.6%	9.9%	8.2%	*

* Not Available

Table 2 shows a comparison of language courses selected for the past four years. Academic English courses remain highly popular because they are required courses in all PEI high schools. There are more students enrolling in academic English compared to previous years, rather than advanced or general English. The increases in students taking French immersion courses and the decreases in students taking core French courses suggests that students are now deciding to take the French immersion stream instead of the core French courses.

Table 2: Students Taking Language Courses by Year

	2002	2001	2000	1999
English 421	97.9%	96.8%	81.9%	89.6%
English 521	93.3%	89.6%	81.9%	85.7%
English 621	90.1%	83.8%	77.2%	81.7%
Advanced English 611	2.0%	3.4%	3.6%	*
Advanced English 511	1.7%	2.0%	2.4%	*
General English 631	4.3%	10.9%	12.2%	12.1%
General English 531	3.7%	8.0%	9.7%	10.5%
General English 431	3.0%	4.8%	7.7%	7.9%
French 421	36.7%	42.1%	35.0%	32.1%
French 521	18.3%	20.5%	15.7%	14.4%
French 621	8.2%	17.2%	7.2%	8.1%
French Immersion 421	23.1%	14.8%	18.2%	21.0%
French Immersion 521	21.9%	13.1%	16.3%	18.5%
French Immersion 621	20.5%	11.0%	15.2%	15.6%
Writing 521	36.4%	35.6%	27.0%	*
Media 531	3.4%	8.0%	9.7%	*

A comparison of science courses taken in the past four years has been presented in Table 3. Biology 521 and Chemistry 521 are the most popular science courses and have similar enrolment. Physics still remains well behind the other two science courses by enrolment percentage. It appears more students are choosing the academic route with increases for most of the science courses at this level. In return, there are fewer students enrolling in the advanced and general categories. In the advanced category, chemistry still remains the more popular choice.

Table 3: Students Taking Science Courses by Year

	2002	2001	2000	1999
Chemistry 521	64.2%	61.7%	51.3%	77.3%
Biology 521	61.8%	60.1%	52.8%	81.3%
Physics 521	41.5%	40.7%	41.0%	45.7%
Chemistry 621	44.9%	47.2%	42.9%	46.3%
Biology 621	48.4%	47.0%	43.2%	46.6%
Physics 621	34.1%	32.1%	35.3%	30.4%
Advanced Chemistry 511	5.2%	6.4%	9.9%	*
Advanced Chemistry 611	4.1%	3.5%	7.1%	*
Advanced Biology 511	3.6%	2.4%	4.6%	*
Advanced Biology 611	3.4%	2.3%	3.5%	*
General Science 431	2.0%	4.1%	9.1%	24.6%
General Biology 631	1.1%	2.4%	3.3%	*
Science 421	83.2%	90.9%	83.3%	*
Agriscience 801	19.9%	15.6%	21.7%	22.7%
Oceanography 621	5.4%	9.0%	11.7%	*
Conservation 701	2.8%	8.5%	4.6%	3.9%
Animal Science 801	0.7%	3.8%	2.9%	*
Animal Science 621	1.5%	3.4%	5.2%	*

Table 4 takes a look at the social studies course selection for the past four years. History was favoured over geography for the four years. History enrolment numbers have increased at all grade levels with more students taking geography in grades 10 and 12 compared to last year. PEI History has seen a major drop in enrolment.

Table 4: Students Taking Social Studies Courses by Year

	2002	2001	2000	1999
History 421	44.8%	40.3%	36.4%	42.9%
History 621	33.5%	27.7%	35.4%	32.6%
History 521	22.1%	21.0%	12.5%	22.5%
PEI History 621	2.1%	11.5%	*	*
Geography 421	38.6%	32.9%	37.0%	34.1%
Geography 521	17.5%	21.8%	10.1%	17.7%
Geography 621	12.4%	7.6%	4.5%	6.3%
Canadian Law 521	48.1%	41.8%	42.9%	*
Economics 621	24.9%	25.1%	19.0%	25.0%
Politics 521	4.1%	10.1%	5.3%	9.2%
Politics 621	5.9%	9.4%	8.1%	8.5%
Canadian Studies 401	0.0%	0.3%	*	*
General Geography 531	1.0%	2.8%	6.8%	*
General Geography 431	0.7%	1.4%	4.8%	*
General Geography 631	1.0%	1.1%	2.3%	*
General History 631	0.6%	1.8%	1.4%	*
General History 431	1.1%	1.1%	3.5%	*
General History 531	0.2%	0.2%	0.0%	*
General Canadian Law 531	1.5%	2.1%	6.0%	*
General Canadian Studies 431	1.1%	0.1%	*	*

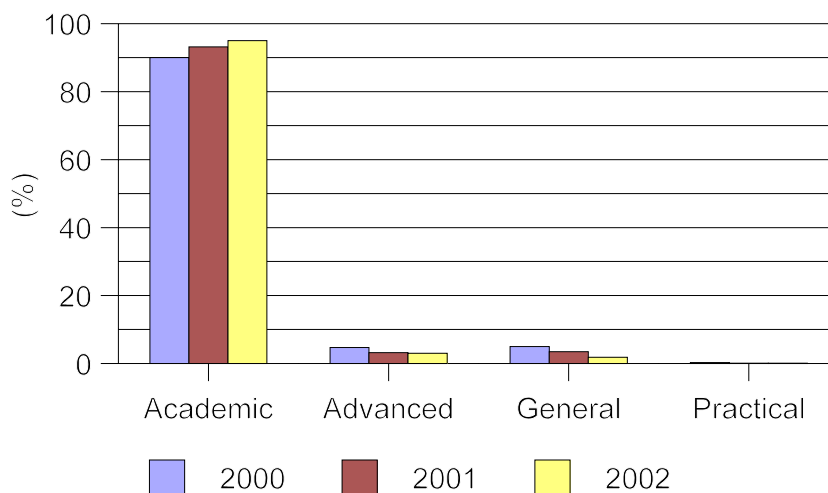
In Table 5, a comparison of enrolment percentages for 20 of the most popular elective courses taken in Island schools is presented (see Appendix C for a complete list of course selections). The table reveals that there is a decline in numbers for quite a few courses when compared to the previous years. One of the main reasons for this could be the fact that there's a different variety of elective courses being offered in each school in order to meet the students' needs. Trade-specific courses such as motor vehicle repair and carpentry show a continuing decline in popularity. Computer-related courses remain the most popular. This is not a surprise as computers are being used more and more in almost all careers. Unlike the mandatory courses, these courses are electives, which means they are left totally up to the students to decide whether they want to take them or not. The general purpose of each course is to provide students with opportunities to explore the world of work and to have students develop introductory skills associated with specific careers. These electives have become very important to many students in helping them make career decisions.

Table 5: Students Taking Career Exploration Courses by Year

	2002	2001	2000	1999
Typing 701	53.7%	45.9%	44.4%	44.2%
Computer Literacy 421	37.6%	38.7%	47.3%	44.4%
Foods & Nutrition 421	5.6%	10.4%	7.8%	8.6%
Advanced Keyboarding 801	3.2%	7.8%	11.6%	12.1%
Visual Communications 701	3.1%	7.4%	3.0%	5.6%
Welding 705	4.6%	7.1%	6.9%	6.1%
Motor Vehicle Repair 704	5.2%	7.1%	9.7%	10.8%
Housing 621	2.9%	6.2%	7.0%	6.2%
Child Development 521	2.5%	6.1%	6.2%	*
Graphic Arts 701	3.4%	5.5%	4.9%	*
Carpentry 701	4.3%	4.6%	9.7%	11.9%
Theatre Arts 701	1.1%	4.4%	0.0%	3.4%
Woodworking Fundamentals 705	1.1%	3.9%	8.2%	10.3%
Clothing 521	2.3%	3.9%	3.5%	1.3%
Photography 801	0.0%	3.8%	6.5%	9.0%
Hospitality/Tourism 801	5.0%	3.6%	5.5%	6.8%
Crafts 701	2.2%	3.0%	1.9%	2.9%
Drafting 701	1.1%	2.8%	4.0%	4.4%
Power Mechanics 705	1.5%	2.8%	3.5%	3.8%
Cosmetology 701	0.8%	2.3%	1.5%	2.4%
Child Care 704	3.0%	2.1%	1.2%	4.8%

Academic courses are the overwhelming choice by Anglophone students. When compared to the last two year's percentages, there is an increase in students enrolling in academic classes. On the other hand, there has been a decrease in advanced, general and practical courses being taken. It would appear that more students are taking the traditional academic education. It is encouraging to see more students take an academic route versus general or practical. However, the drops in advanced courses may suggest that fewer students feel they have the ability to successfully complete these courses or the risk in taking these courses outweighs the preparation they offer.

Figure 5
Course Category Selection



Note: Course Coding System

All courses are coded with a three-digit number. The second number refers to the course category.

- 0 = Open (academic unless stated advanced course)
- 1 = Enriched or advanced
- 2 = Academic
- 3 = General
- 5 = Practical

(e.g., English 421, Academic)

Francophone Course Selection

The following three tables show the percentage of courses taken by the 42 Francophone students compared to previous years for each grade. It is hard to see any trends in the data results as only 42 students participated in the survey. Percentages for a few classes seem to be dropping but this is likely due to some new course offerings. Biology continues to be a very popular choice with big increases since 1999 and with continued growth at the Grade 12 level.

Table 6: Students Taking Grade 10 Courses by Year

Grade 10 Courses	% Enrolled			
	2002	2001	2000	1999
MAT 421 - Mathematiques	92.9%	100.0%	94.1%	90.9%
EDP 421 - Education Physique	92.9%	90.0%	91.2%	77.3%
HIS 421 - Histoire	52.4%	90.0%	85.3%	50.0%
ANG 421 - Anglais	83.3%	85.0%	97.1%	86.4%
FRA 421 - Francais I	100.0%	85.0%	97.1%	40.9%
SCI 421 - Sciences Integrees	73.8%	65.0%	70.6%	22.7%
INF 421 - L'informatique	54.8%	60.0%	70.6%	77.3%
FRA 421 - Francais II	95.2%	35.0%	94.1%	31.8%
MUS 421 - Musiques	16.7%	25.0%	23.5%	4.5%
DRO 421 - Droit	0.0%	10.0%	*	*

Table 7: Students Taking Grade 11 Courses by Year

Grade 11 Courses	% Enrolled			
	2002	2001	2000	1999
MAT 521 - Mathematiques	95.2%	100.0%	94.1%	90.9%
FRA 521 - Francais	97.6%	80.0%	94.7%	86.4%
BIO 521 - Biologie	90.5%	80.0%	82.4%	31.8%
CHI 521 - Chimie	88.1%	60.0%	94.0%	81.8%
PHY 521 - Physique	81.0%	55.0%	100.0%	63.6%
EDP 821 - Education Physique	26.2%	50.0%	44.2%	36.4%
WRT 521 - Ecriture	52.4%	45.0%	79.4%	77.3%
ANG 521 - Anglais	38.1%	35.0%	29.4%	31.8%
HIS 521 - Histoire	81.0%	15.0%		
DRO 521 - Droit	2.4%	10.0%	64.7%	68.2%
TEC 801 - Etudes De Technologie	0.0%	10.0%	*	*

Table 8: Students Taking Grade 12 Courses by Year

Grade 12 Courses	% Enrolled			
	2002	2001	2000	1999
MAT 621 - Mathematiques	92.9%	100.0%	91.1%	95.5%
ANG 621 - Anglais	90.5%	85.0%	100.0%	95.5%
FRA 621 - Francais	95.2%	85.0%	97.0%	81.8%
VHM 621 - Valeurs Humaines	0.0%	80.0%	97.1%	22.7%
BIO 621 - Biologie	78.6%	80.0%	73.5%	63.6%
CHI 621 - Chimie	57.1%	65.0%	82.3%	77.3%
INF 621 - L'informatique	33.3%	55.0%	76.5%	54.5%
HIS 621 - Histoire	53.2%	50.0%	35.3%	*
SOC 621 - Individue En Societe	42.8%	45.0%	64.7%	13.6%
PHY 621 - Physique	42.9%	30.0%	55.9%	63.6%
ORD 621 - Ordinateur	0.0%	30.0%	*	*
MAT 611 - Avance Mathematiques	47.6%	15.0%	*	*
AFF 621 - Comptabilite	40.5%	15.0%	23.5%	36.4%
ECO 621 - Economie	33.3%	15.0%	11.7%	27.3%

New Course Interests

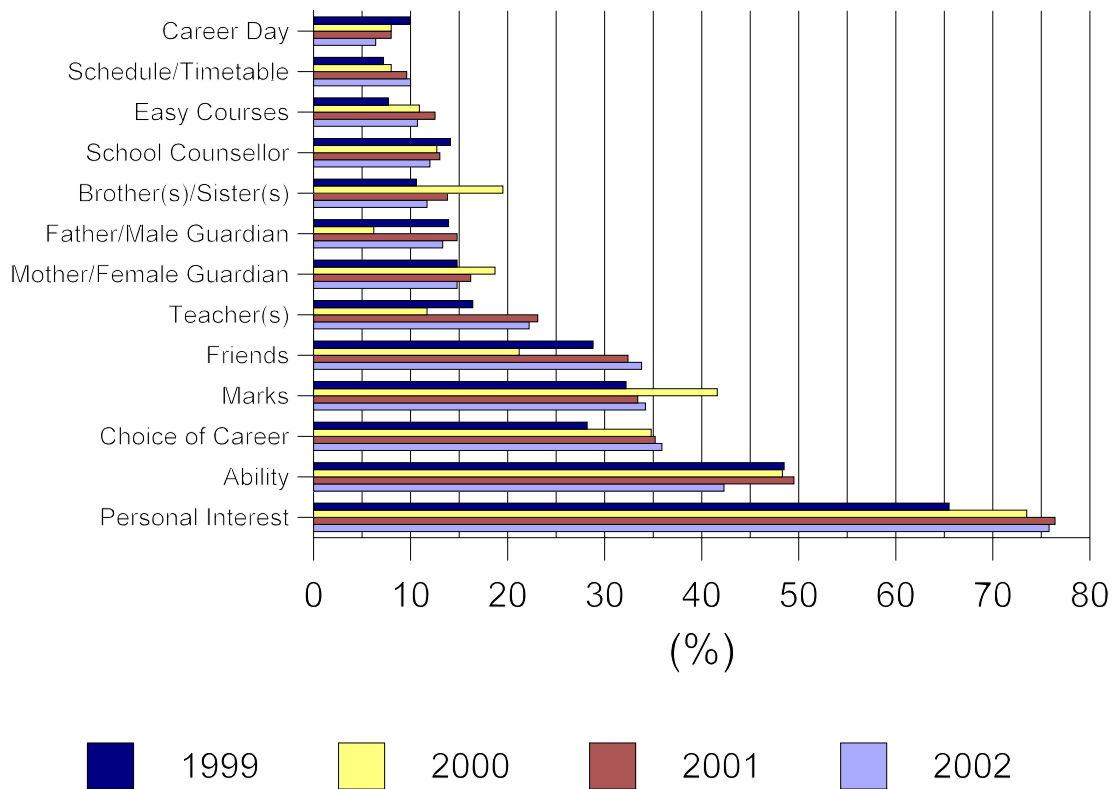
In this year's survey, students were also asked: "What course would you like to see offered at your high school that is not presently offered?" Of the suggestions made by students, the most popular courses were psychology, electronics, cosmetology and photography. These courses are now available at a few PEI high schools but most schools are not offering them. Psychology was the course most often suggested, however, it is only offered at Colonel Gray Senior High School. Of the 209 students who completed the survey from Colonel Gray Senior High School, 49 (23.4 per cent) of them enrolled in this course (see Appendix C).

Factors Influencing Course Selection

The factors which appear to have the most influence on high school course selection are: *personal interest* chosen by 75.8 per cent (981), *ability* 42.3 per cent (547) and *choice of career* 35.9 per cent (464). From Figure 6 we can see that these three influences are having even more impact each year. Students seem to be putting more emphasis on their course selection by taking courses they have interest in and that will help them in their choice of career. It appears that more students are making their own decisions rather than basing their decisions on the opinions of others. The effect of career days and school counsellors on course selection is declining.

Figure 6

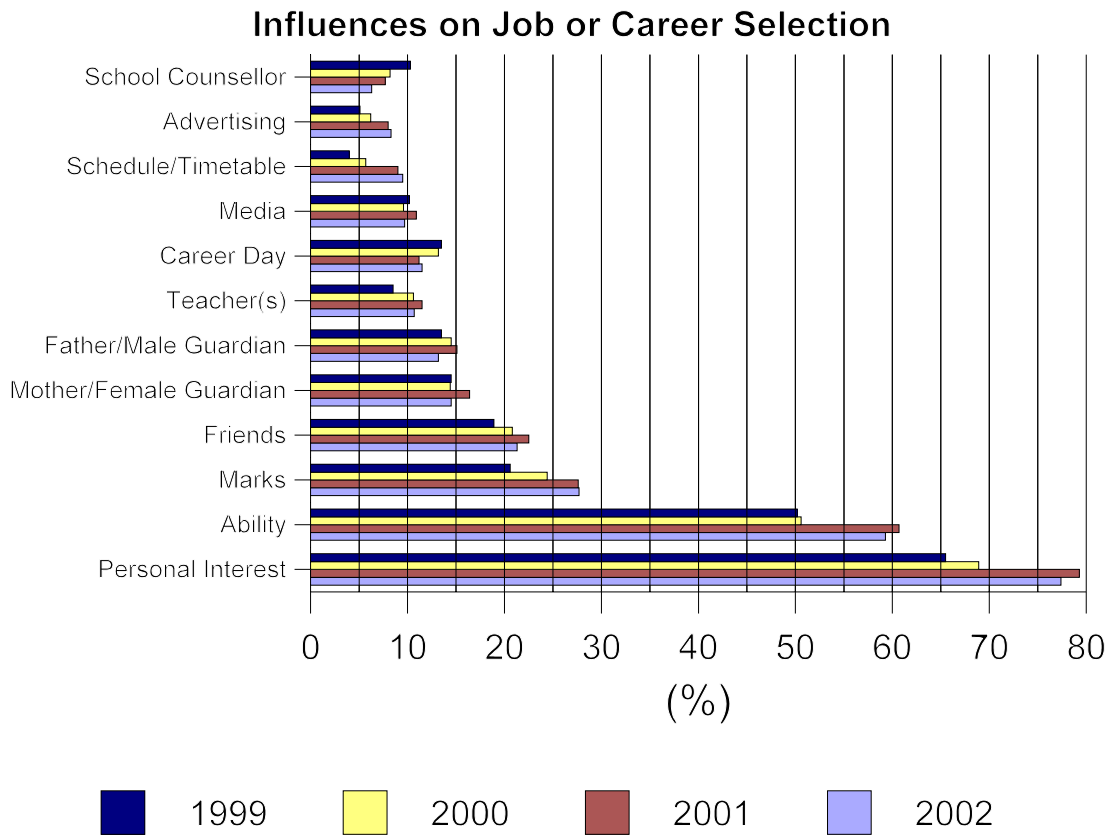
Influences on Course Selection



Factors Influencing Career Selection

Prominent factors appearing in student responses as having the most influence on choosing a job or a career are very similar to those in making course selections. The results are *personal interest* at 77.4 per cent (1,001), *ability* 59.3 per cent (767) and *marks* 27.6 per cent (358). The majority of students are seeking assistance from school counsellors but less are finding them to be an influence on their career choices (see Figure 7). Students appear to already have a career in mind and then seek guidance to help them achieve this career. School counsellors are now dealing more and more with social issues (behavioural, family, etc.) and less with course selection and career selection. The effect of career days is also lessening.

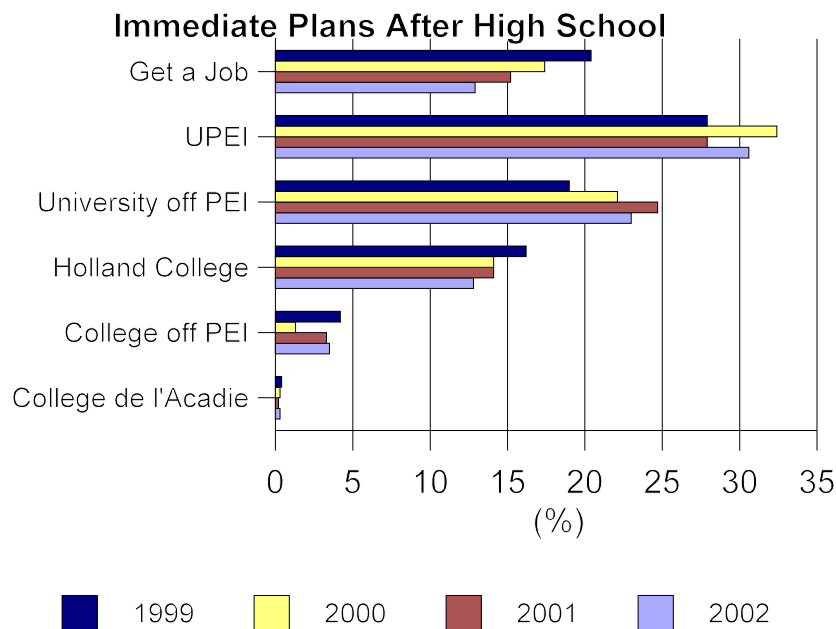
Figure 7



Future Plans and Expectations

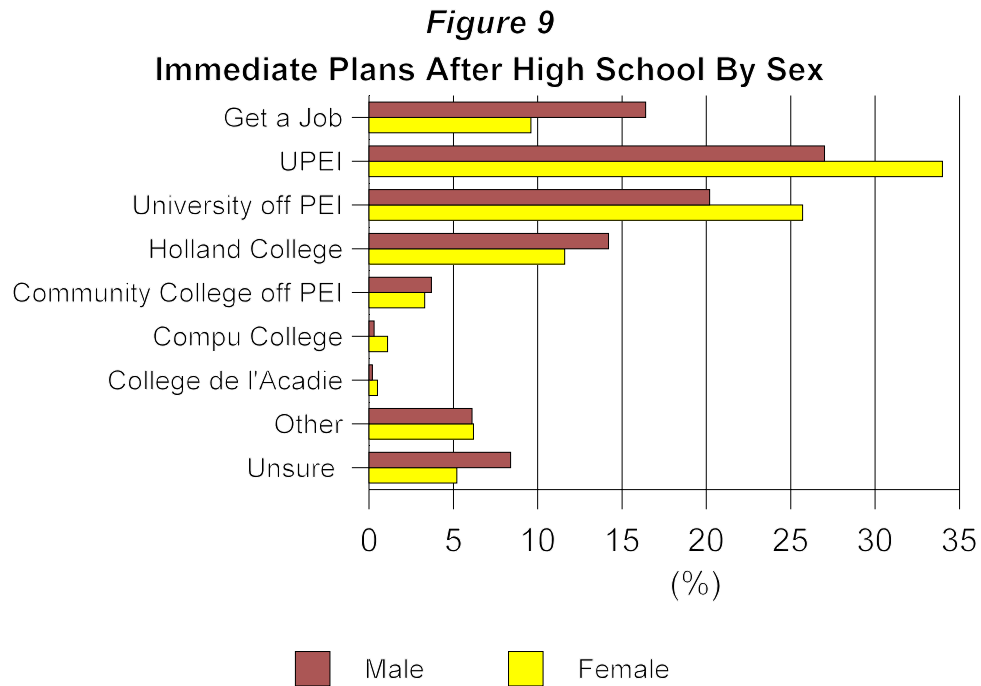
When asked about their immediate plans following high school, 74.2 per cent (954) planned to continue their education. This percentage has grown over the years and now holds steady around 75 per cent (see Appendix B, Table 6a). In 1998, 64.6 per cent planned to continue with their education, this increased to 69.4, 74.4 and 75.4 per cent in 1999, 2000 and 2001 respectively. Those who planned to attend the University of Prince Edward Island (UPEI) composed 30.6 per cent (394) of these, while 23 per cent (296) plan to attend an off-Island university. There are 12.8 per cent (165) planning to attend Holland College. Almost 13 per cent are planning to get a job. Four students, or 0.3 per cent, plan to attend *College de l'Acadie*. Compared with the 1999, 2000 and 2001 report, this shows that a growing number are choosing not to enter the work force directly from high school and an increasing number are planning to enter university.

Figure 8

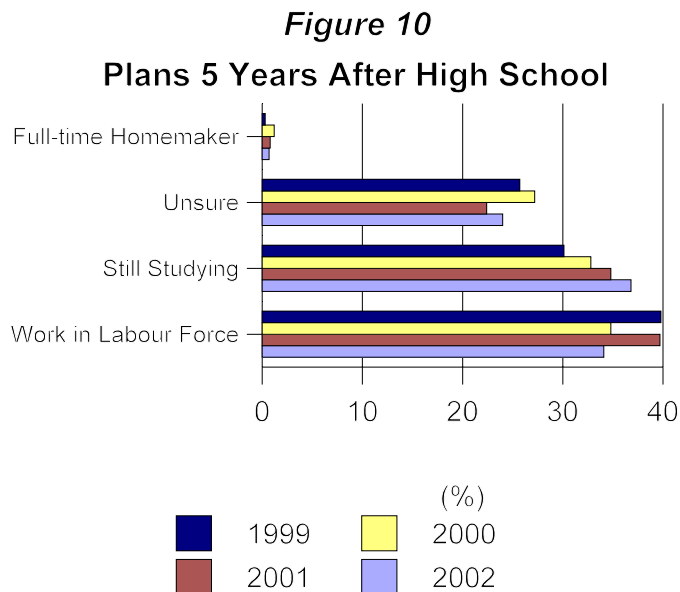


When looking at the immediate plans of students by sex, more females are planning to attend university, while more males plan to start work or attend college (see Figure 9). The survey shows that 59.7 per cent of females are planning to attend university; while for the males, 47.2 per cent plan to attend. A table of Francophone students' immediate plans after high school is presented in Appendix B, Table 6c and displays that university is their most popular choice with 48.9 per cent (24) choosing to go on to university.

The percentage of students who planned to work immediately after high school is 12.9 per cent (166) down from 15.2 per cent last year.



When asked, “What do you think you will be doing five years after you leave high school?” 34.1 per cent (436) of the students indicated that they plan to be working in the paid labour force, 36.8 per cent (471) answered they will still be studying, and 24 per cent (307) were unsure (see Figure 10). A modest 0.7 per cent (nine) of the students plan to be working as a full-time homemaker five years out of high school. The clearest trend indicated by this figure is the increase in those planning to still be studying.



The majority of the students (65.1 per cent or 801 students) plan to work in the paid labour force for more than 20 years, 16.6 per cent (204) for 11 to 20 years, 6.8 per cent (84) for five to 10 years, 10.2 per cent (125) for less than five years, and 1.4 per cent (17) do not plan on working. This means that 35 per cent of students do not plan on working in the paid labour force for more than 20 years.

When students were asked, “What type of job will you be looking for?” the most frequent responses were, teacher 10.7 per cent (138), business owner or manager 4.9 per cent (63), doctor 4.0 per cent (52), nurse 2.8 per cent (36) and computer technology related jobs 3.2 per cent (42). All jobs that did not have a significant amount were categorized as other which recorded 13.2 per cent (171). The other category includes professions such as athletic trainer, professional athlete, or recreation coordinator. A complete list of the jobs reported for the past four years is presented in Appendix B, Table 15. The table shows several trends forming. Over the four years, there has been a continuing decrease in students looking to become accountants. There is an increase in students looking to become farmers. Teacher was the most frequent response in all four years.

Table 9 displays the percentage as well as the number of students from each school who plan to attend university after finishing high school. Of the 1,294 students who answered the question, 690 (53.6 per cent) said they planned to attend university. École François-Buote School had the highest percentage (10 of the 13 students said they plan to attend university). Souris Regional High School had the lowest percentage with 24 of the 74 reporting they plan to attend a university. In the 2000 *Expectations and Outcomes* report it was reported that the rates by which students went directly from high school to the University of Prince Edward Island were strongly related to the distance between the University of Prince Edward Island campus and the high school. It was estimated that each 10 kilometre distance is accompanied by a decline of 2.9 per cent in the rate by which students transfer directly from high school to the University of Prince Edward Island. Those high schools with the lower rates of transition to the University of Prince Edward Island generally had higher rates of transition of students to universities out of province².

Table 9: Students Planning to Attend University by School

School	Attend UPEI		Other Univ.		Total Univ.		Total Resp.
	#	%	#	%	#	%	#
Grace Christian	6	50.0	3	25.0	9	75.0	12
Morell	16	47.1	2	5.9	18	52.9	34
Colonel Gray	88	42.1	51	24.4	139	66.5	209
Francois Buote	2	15.4	8	61.5	10	76.9	13
Kensington	13	20.6	23	36.5	36	57.1	63
Kinkora	14	31.1	11	24.4	25	55.6	45
Three Oaks	40	22.1	48	26.5	88	48.6	181
Charlottetown Rural	74	42.5	39	22.4	113	64.9	174
Évangeline	2	6.9	12	41.4	14	48.3	29
Bluefield	67	46.9	28	19.6	95	66.4	143
Souris	13	17.6	11	14.9	24	32.4	74
Montague	20	14.7	30	22.1	50	36.8	136
Westisle	39	22.5	30	17.3	69	39.9	173
Average		29.2		26.3		55.5	1,307

It is interesting to note that the 2000 report stated 32.4 per cent of students were planning to attend the University of Prince Edward Island; in a follow up survey it was reported that 33.3 per cent actually did attend the University of Prince Edward Island³. As well, the 1998 survey reported that 28.9 per cent planned to attend the University of Prince Edward Island with 25.6 per cent actually enrolled at the University of Prince Edward Island⁴. This reveals that the educational expectations of the respondents is indeed a very good prediction of the actual outcomes.

² *Expectations and Outcomes*, PEI Department of Education, 2001.

³ *Prince Edward Island Young Adult Research*, Baker Consulting Inc., December 2001.

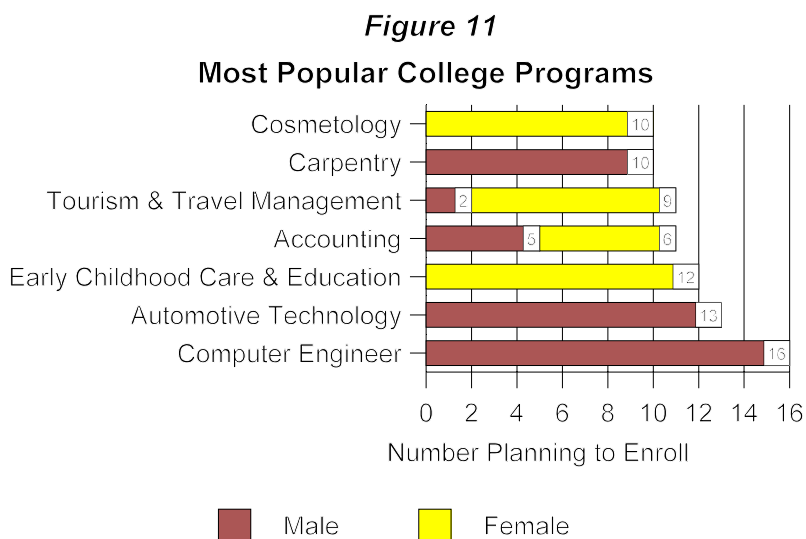
⁴ *Expectations and Outcomes*, PEI Department of Education, 2001.

In 2001-2002, of the 3,336 PEI residents enrolled as full-time students at the university level in the Maritimes, 63.8 per cent (2,130) attended the University of Prince Edward Island. Of the 690 students in the 2002 survey who said they plan to attend university, 57.1 per cent of them said the University of Prince Edward Island would be their choice. The other Maritime universities with the highest enrolment numbers of Prince Edward Island residents were Dalhousie University with 9.1 per cent (305); University of New Brunswick, 6.9 per cent (230), and Mount Allison University at 4.4 per cent (147)⁵.

In 2001, there were 621 students, aged 18 or under, who enrolled in a Maritime university and were a resident of Prince Edward Island. This was used as the estimate of students that went directly from high school to university. Of the 621 students, 383 (61.7 per cent) of them enrolled at the University of Prince Edward Island⁶. This 2002 report shows that of the students planning to attend university, 394 (57.1 per cent) of them plan to attend the University of Prince Edward Island.

Choice of Programs

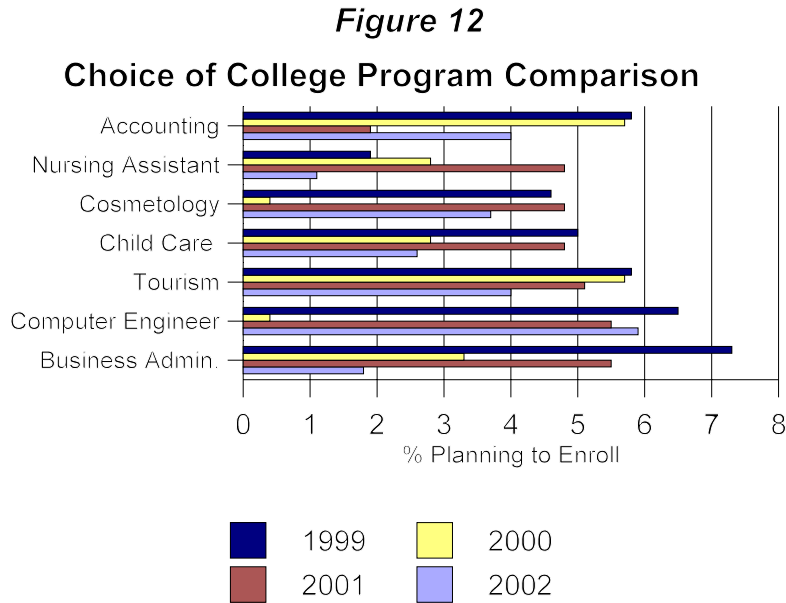
There were 311 students who responded to the question, “What program do you plan to take at a technical school or community college?” The results showed that there is no overwhelming choice for a program as the results varied across most of the courses. The top choices also seem to be gender oriented with either the male or female dominating the program. Of these responses, 16 chose computer engineer, 13 chose automotive technology, and 12 selected early childhood care and education (see Appendix B, Table 7).



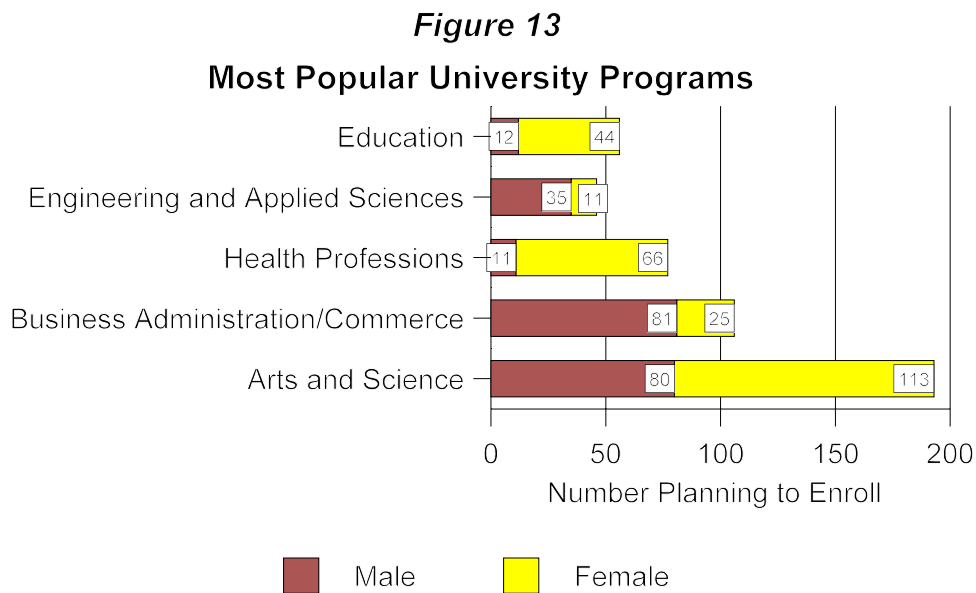
⁵ Maritime Provinces Higher Education Commission, February 2002.

⁶ Maritime Provinces Higher Education Commission, February 2002.

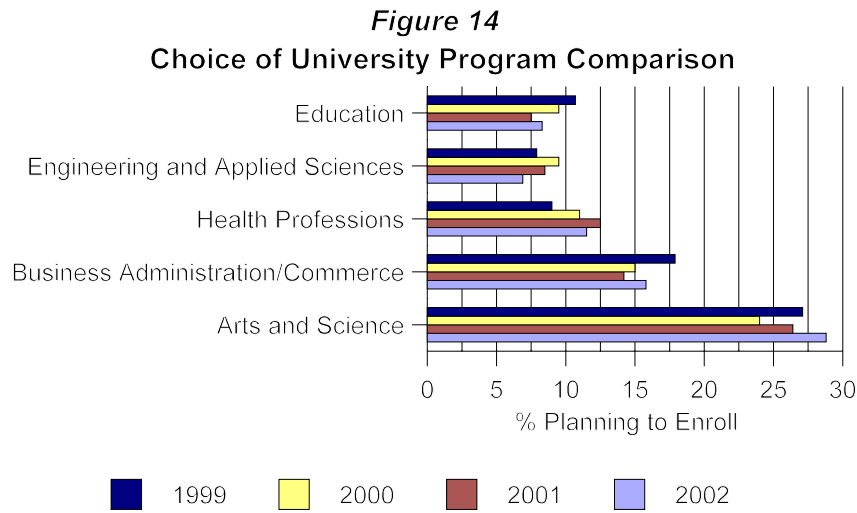
A comparison of program selections for the past four years shows that the expectations for college programs is very uncertain. The seven programs shown below seem to be the most consistent choices, but percentages change from year to year. Figure 12 displays a decrease in nursing assistant, business administration, and tourism percentages, and an increase in students planning to take an accounting program compared to last year.



There were 671 students who responded to the question, “At university, what will be your major area of study?” Of the respondents, 193 chose arts and sciences, 106 chose business/commerce, 77 chose health professions, 46 chose engineering, and 56 selected education (see Appendix B, Table 8).

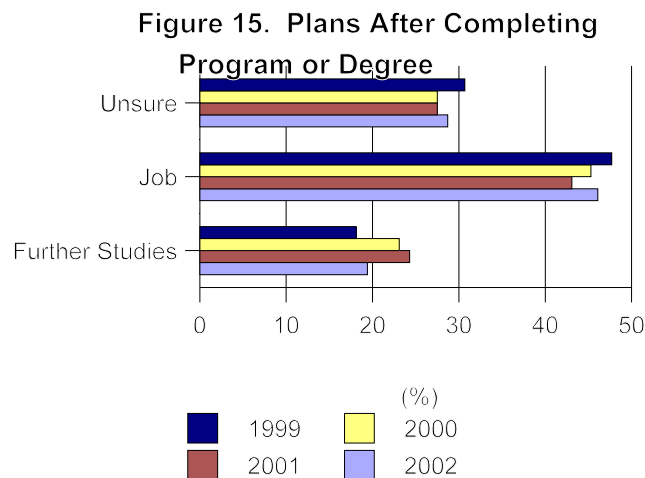


A comparison of program selections for the past three years shows that arts and science have always been and remain the most popular choices. Figure 14 shows another trend starting to form as education and commerce are slightly decreasing in numbers and health professions have increased over the years. This decline in education is of particular interest given the current focus on teacher renewal nationally and internationally. The future direction of this trend will be of interest to planners.



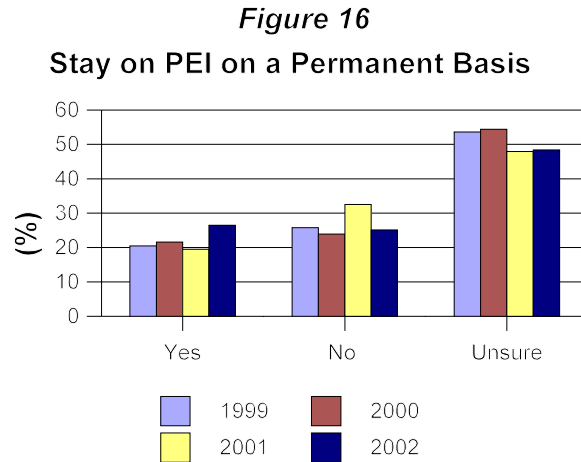
Plans After Completing Program or Degree

After completing their chosen programs or undergraduate degrees, 19.4 per cent (206) plan to continue their studies with 46.1 per cent (490) planning to work. Many students (28.7 per cent [305]) were still unsure what they would be doing. With a comparison of the data for the last four years, we see that in Figure 15 this year's group of students are changing the trend by the lowering number of students planning on further studies and a greater number of students planning on getting a job. This may be a reflection of the higher costs of education and students putting off further education and seeking employment to pay off debt and save for further education.



Expected Mobility and Location of Residence

When students were asked if they plan to live on Prince Edward Island on a permanent basis upon completing their education or training, 26.5 per cent (294) said yes while 25.1 per cent (279) said no. The remaining 48.4 per cent (538) were unsure. Figure 16 shows that when compared to the previous three years, this years group of students have a higher percentage planning to stay on PEI. Of the respondents who answered no or unsure, 57.5 per cent (481) said they hope to return to PEI at a future time.



Of the students who plan to work after completing their first program or degree, 56.5 per cent (277) plan to get a job on PEI. The other 43.5 per cent (213) are looking to get a job off-Island.

The uncertainty to live on PEI permanently is related to the expectancy of available work in their chosen field. Many were hesitant when asked, “Do you expect to find work in your chosen occupation on PEI?” as 39.4 per cent (495) were unsure, 17.5 per cent (220) said no, while 43.1 per cent (541) answered yes (see table 13, Appendix B). The per cent that expect to find work in their chosen occupation on PEI has continued to rise over the years from 35.6 per cent to 36 per cent to 41.1 per cent in 1999, 2000 and 2001 respectively. Of the students that did not expect to find work for their chosen occupation in PEI, almost all of them plan to be working off-Island after high school or after finishing their degrees. Of the students who plan to attend university and who do not expect to find a job for their chosen occupation in the province, 70.1 per cent plan to enrol in university off-Island. Of the students who believe they will find a job on PEI, 66.4 per cent plan to attend the University of Prince Edward Island rather than other universities. This suggests a strong relationship between university of choice and residence plans after completing university.

When comparing those who plan to further their education with their residence plans after they finish their program or degree, there is a relationship (see Table 10). Of those who hope to enrol in university, college, or a program on-Island, more plan to get a job on-Island after they finish their program. For those who further their education off-Island, more are likely to expect finding work off-Island. It appears that once students leave the Island for educational purposes most do not plan to return.

Table 10: Plans After Finishing Program or Degree

Plans After High School	After Finishing Program or Degree			
	Job on-PEI	%	Job off-PEI	%
UPEI	108	65.1	58	34.9
Other universities	37	33.6	73	66.4
Holland College and local technical programs	81	77.9	23	22.1
Community college off-Island	10	33.3	20	66.7

Table 11 displays the expected residence of students by the educational level they plan to achieve. Students who plan to work immediately after finishing high school are more apt to live on PEI. But, as displayed in the table, the higher the education a student attains the more likely they are to reside off-PEI. Those who achieve graduate degrees or advanced diplomas are much more likely to plan on residing off-PEI.

Table 11: Residence After Finishing Education

Education Level	Residence			
	On-PEI	%	Off-PEI	%
High School	135	77.6	39	22.4
College/Private Training	86	62.8	51	37.2
University (First Degree)	121	55.0	99	45.0
Advanced Degree or Diploma	38	35.8	68	64.2

Career Plans and Confidence

A large number of the respondents (86.5 per cent or 1,105) were confident in their ability to achieve their job or career plans compared to 1.1 per cent (14) who were less optimistic and 12.4 per cent (159) who were unsure if they would be successful. Of the 14 students who did not think they would be able to achieve their goals, 57 per cent were male. There are 11.8 per cent of males who were unsure, while 13 per cent of females said they were unsure (see Figure 18).

Figure 17. Capable of Achieving Your Career Plans

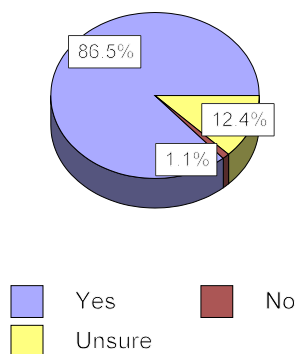
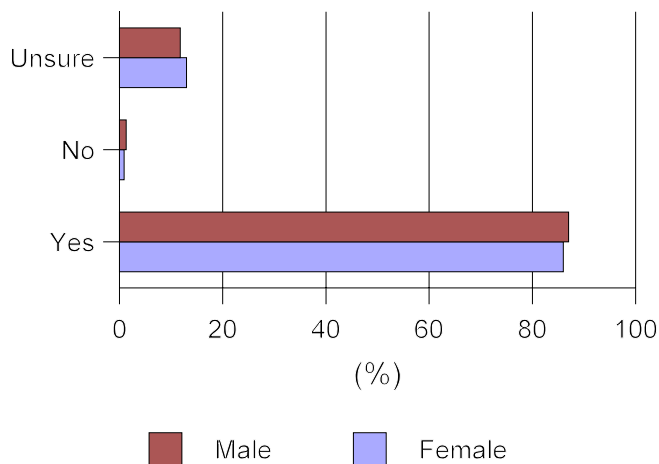


Figure 18. Capable of Achieving Your Career Plans by Sex

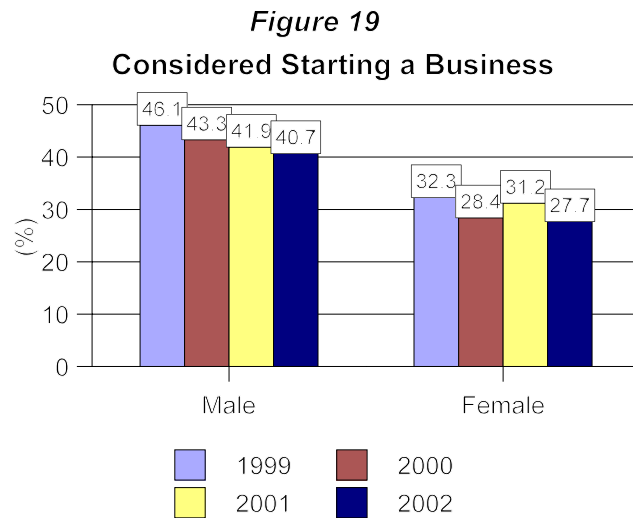


Reasons stated by those who do not believe or are unsure they will achieve their career goals include, *unsatisfactory grades, hard to find jobs here and financial issues*. When students were asked, “What single factor would best help you achieve your job or career goals?” 1,255 provided responses. The most frequent responses are presented in Table 12. Of the students who said money, most were planning to attend university. *Money and hard work* were the top choices for males, while females suggested *education* as the most important factor to help them achieve their goals. These responses are in line with the larger proportion of females expecting to attend university. The *other* category consists of all suggestions that could not be categorized into groups that would consist of any substantial amount.

Table 12: The Factor That Would Help You Achieve Your Goals

Factors	Male	Female	Total
Money	149	110	259
Education	120	179	299
Hard Work	140	122	262
Determination	59	95	154
Experience	69	57	126
Motivation	45	41	86
Other	28	22	50
Total	620	635	1,255

When asked if they considered establishing their own business, 34 per cent (433) said they had considered it. Results for this question vary by gender. Of those who have considered establishing their own business, 58.4 per cent (253) are male while 41.6 per cent (180) are female. Figure 19 demonstrates a slight but steady decline in males thinking about starting their own business. Of the students who have considered starting their own business, the most popular choices for a business were *salon, bar, restaurant, computer and electronics and clothing*.



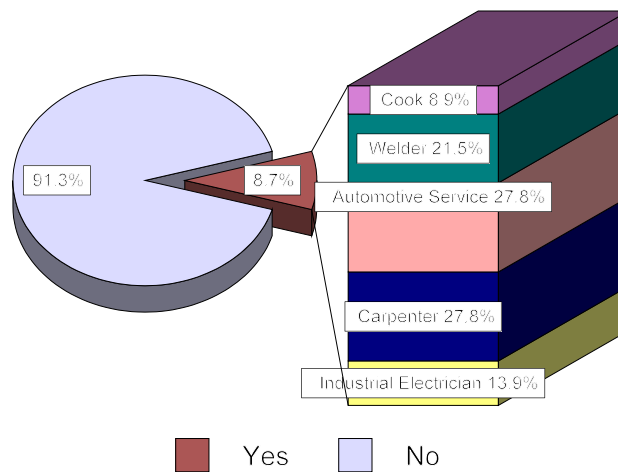
Careers in The Trades

The survey respondents were asked if they planned to register as an apprentice. Only 113 of the 1,294 students who answered the question indicated they had any plans to become an apprentice and 106 of these were male. There were 103 out of 1,306 students who planned to register as an apprentice in the 2001 survey. This number remains steady and suggests that the apprenticeship trades and training continue to be a less popular training and career path to youth. It is likely that these choices will show up as shortages in skilled trade persons on PEI in the future. As well, already existing shortages will be exacerbated.

The most popular apprenticeship areas as selected by the students are *carpenter*, *automotive service*, *welder*, *vehicle body repair*, and *industrial electrician* (see Appendix B, Table 12 b for a complete list). Female students seem to have a more difficult time identifying with the apprenticeship trades with only seven survey respondents planning to register. *Cook* was the most popular choice for females.

The survey shows that apprenticeship is generally a less popular career option to students and this is especially true for female students. While 16.7 per cent of the male respondents indicated an interest in apprenticeship, only 1.1 per cent of female students indicated an interest in this field.

Figure 20. Will You Register as an Apprentice?
Which Trade?



School Guidance Services

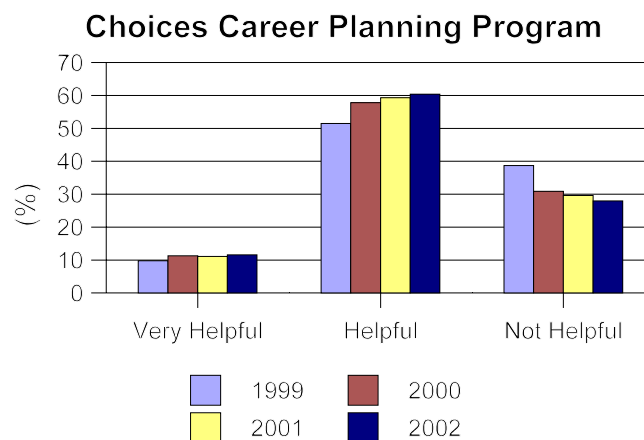
Since entering high school, 60.8 per cent (781) of the students have made use of the guidance services available to them in making their course selections. Fewer students (54.5 per cent or 696 students) chose to seek assistance from the school counsellors when planning their careers. There were 68.2 per cent (883) of the students who met with a school counsellor at least once. With 46 per cent (594) of the students meeting with a school counsellor for help both with their courses and career. There were 398 students who said they had never met with a school counsellor.

A cross-tabulation of the students' immediate plans after high school and whether they chose to seek assistance from the school counsellors in planning their career was performed. The results indicate that the students who chose to seek assistance in planning their career are more likely in planning to attend a post-secondary institution and even more likely on planning to attend university.

A cross-tabulation for immediate plans after high school and whether students chose to seek assistance from the school counsellors for help choosing their courses shows that even higher proportions of students, who received help with choosing their courses, planned to further their education. It appears that when planning to further your studies, course selection in high school is a very big decision and requires assistance. Of the students who planned to enter the work force immediately, most did not seek assistance in choosing their courses.

In the survey, 35.8 per cent (458) of students answered yes to meeting with a labour market outreach worker. Just under half (47.3 per cent or 604) of the students participated in the *Choices Career Planning Program*. Of those who did use the program, 72 per cent (422) found it to be helpful and 28 per cent (164) found it to be not at all helpful. When comparing these results to the data from the previous three years, a growing number of students are finding the program to be of help.

Figure 21



Conclusion

The results of this year's *Expectations of High School Graduates* are once again promising. An assuring 71.7 per cent of Island graduates plan to further their post-secondary education immediately following high school graduation. The expectation of pursuing post-secondary education continues to be high among Prince Edward Island high school graduates.

This year's results indicate that young women are more likely than young men to attend post-secondary institutions as 77.1 per cent of female high school students plan to further their education, compared to 66.2 per cent of males.

According to *Education Indicators for Atlantic Canada 1996*, the percentage of high school graduates who enter university immediately following graduation was 42 per cent for females and 29 per cent for males in 1993-94⁷. Expectations for enrolment at university has continued to rise since then. There are 59.7 per cent of females who are planning to attend university; while for males, 47.2 per cent plan to attend.

Research conducted by the British Columbia Ministry of Education, found four categories of barriers to the transition from secondary to post-secondary education⁸. The barriers identified are information, finance, personal and programs. The most significant of these barriers are information and finance as they affect the greatest number of students.

Some short-term recommendations suggested by the *Moving On* report to reduce information barriers are: to provide information about post-secondary opportunities, labour market, and career options; to enhance financial planning for post-secondary education; and to provide information on the articulation and transfer of credit of possibilities of courses and programs within the post-secondary education system.

The barriers identified above are similar to those identified by students in PEI. When students were asked, "What single factor would best help you achieve your job or career goals?" the most frequent response was *money*. Financial issues are a general concern as tuition continues to rise and the number of students seeking financial assistance continues to increase. Other factors that students suggested were, *education, hard work* and *determination*. Improvements in methods of communication to provide information to students about career options and the labour market would lead to better educated and informed decision-making by students.

Other results of the survey indicate that male students remain more likely than female students to establish their own businesses. It would be useful to further explore this statistic in order to identify possible barriers which women perceive in becoming entrepreneurs.

⁷ *Education Indicators for Atlantic Canada*, Atlantic Provinces Education Foundation, 1996.

⁸ *Moving On*, British Columbia Ministry of Education, 1997.

The 2002 survey has found that there is an increasing number of students planning to enrol at the University of Prince Edward Island. The students who plan on going away for university seem to be less optimistic in returning to PEI for employment or to live permanently. Of the students who plan to enrol in university and who do not expect to find a job on PEI, 60 per cent plan to enrol in university off-Island. Students who expect to further their education off-Island plan to find a job off-Island after they graduate.

When comparing the percentage of students who plan to attend university by school, École François Buote had the highest percentage (10 of the 13 students said they plan to attend university). Souris Regional High School had the lowest percentage with 24 of the 74 reporting they plan to attend a university. It appears that the greater the distance from where students live and the University of Prince Edward Island campus, the less likely they are to attend. The schools closest to the University of Prince Edward Island, like Charlottetown Rural, Colonel Gray and Bluefield had the highest percentages of students planning to enrol at the University of Prince Edward Island. This is probably linked to economic factors as students are able to live at home while attending university.

The research to this point has been positive. Further study into the plans and expectations of our Island graduates will continue to be helpful in assisting decision makers to become more responsive to the needs of our high school students as they prepare for transition from secondary education to either post-secondary education or the world of work.



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Questions for Grade 12 Senior High Students

PERSONAL INFORMATION WILL BE KEPT IN STRICT CONFIDENCE

Last Name: (Please Print)

First Name & Initials:

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Address:

	Postal Code:

Home Telephone

Permanent Contact Number(s) (Grandparents, etc., for possible later follow-up survey)

--	--

E-mail address: (Write in "None" if no e-mail address)

--

BACKGROUND INFORMATION:

1. Which high school are you attending?

- | | | |
|--|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Bluefield | <input type="checkbox"/> Kensington | <input type="checkbox"/> Souris |
| <input type="checkbox"/> Charlottetown Rural | <input type="checkbox"/> Kinkora | <input type="checkbox"/> Three Oaks |
| <input type="checkbox"/> Colonel Gray | <input type="checkbox"/> Montague | <input type="checkbox"/> Westisle |
| <input type="checkbox"/> Grace Christian | <input type="checkbox"/> Morell | |

2. Sex:

- Female Male

3. With whom do you live most of the time? (Check only one)

- Mother/Female Guardian
- Father/Male Guardian
- Both Parents/Guardians
- Other (Please specify): _____

4. How long have you been a resident of PEI?

- Less than 5 years
 6 - 10 years

- 10 years or more

HIGH SCHOOL COURSE SELECTION

5. From the list below, please check all courses taken in grades 10, 11 & 12.

	Grade				Grade		
	10	11	12		10	11	12
Accounting 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	French Immersion 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced Calculus 611	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	French Immersion 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agriscience 801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Geography 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Geography 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Geography 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Law 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Geometry 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	History 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	History 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Literacy 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	History 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Literacy 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Math 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Literacy 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Math 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Math 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical Education 401	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phys. Ed. (Life Style) 801	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Phys. Ed. (Leadership) 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Life 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physics 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French (Core) 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physics 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French (Core) 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Science 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French (Core) 621	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Typing 701	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
French Immersion 421	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing 521	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using course codes, (eg. ACC621A, ENG631A, MUS421A) please list below all the courses you have taken in grades 10, 11 & 12 that were not presented in the list above. Please include all *career exploration training* courses and *pre-vocational-technical* courses.

Grade 10	Grade 11	Grade 12

6. What pre-vocational-technical course would you like to have offered at your high school that is not presently offered?

PERSONAL EXPECTATIONS AFTER HIGH SCHOOL

7. After High School, what are your immediate plans? (*Check only one*)

- To get a job (*Skip to question 11*)
- To go to UPEI (*Skip to question 9*)
- To go to university off-Island (*Skip to question 9*)
- To go to Holland College on PEI
- To go to technical school/community college off-Island
- To go to Collège de l'Acadie
- To go to Compu College School of Business
- Other private training school on PEI (Please Specify): _____
- Upgrade high school
- Unsure
- Other (Please specify): _____

8. If you indicated in question 7 that you plan to attend a community college, technical college or private school training, what program do you plan to take? (Check only one)

- | | |
|--|---|
| <input type="checkbox"/> Accounting Technology | <input type="checkbox"/> Hotel & Restaurant Management |
| <input type="checkbox"/> Administrative Assistant | <input type="checkbox"/> Human Resource Management |
| <input type="checkbox"/> Aircraft Maintenance Technology | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Aquaculture Technology | <input type="checkbox"/> Information Systems Technology |
| <input type="checkbox"/> Architectural Technology | <input type="checkbox"/> Introductory Cooking |
| <input type="checkbox"/> Auto Body Repair | <input type="checkbox"/> Journalism |
| <input type="checkbox"/> Automotive Technology | <input type="checkbox"/> Justice Preparatory Program |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Learning Management |
| <input type="checkbox"/> Business Information Systems | <input type="checkbox"/> Legal Secretary |
| Development | <input type="checkbox"/> Life Skills Coach Training |
| <input type="checkbox"/> Business Information Technology | <input type="checkbox"/> Machinist |
| <input type="checkbox"/> Cabinetmaking | <input type="checkbox"/> Marine Engineering |
| <input type="checkbox"/> Call Centre & Customer Service Excellence | <input type="checkbox"/> Medical Support Services |
| <input type="checkbox"/> Carpentry | <input type="checkbox"/> The New Enterprise Store |
| <input type="checkbox"/> Child & Youth Care Worker | <input type="checkbox"/> Nursing Assistant |
| <input type="checkbox"/> Civil Technology | <input type="checkbox"/> Paramedicine |
| <input type="checkbox"/> College Preparatory Training | <input type="checkbox"/> Pastry Arts |
| <input type="checkbox"/> Computer Engineering Technology | <input type="checkbox"/> Photography |
| <input type="checkbox"/> Conservation Enforcement | <input type="checkbox"/> Plumbing |
| <input type="checkbox"/> Construction Technology | <input type="checkbox"/> Police Science (Cadet) |
| <input type="checkbox"/> Correctional Officer | <input type="checkbox"/> Power Engineering |
| <input type="checkbox"/> Cosmetology | <input type="checkbox"/> Private Policing & Assets Protection |
| <input type="checkbox"/> Culinary Arts | <input type="checkbox"/> Recreation & Leisure Management |
| <input type="checkbox"/> Deck Officer | <input type="checkbox"/> Renewable Resource Technology |
| <input type="checkbox"/> Dental Assisting | <input type="checkbox"/> Retail Sales & Marketing |
| <input type="checkbox"/> Early Childhood Care & Education | <input type="checkbox"/> Secretary |
| <input type="checkbox"/> Electrical | <input type="checkbox"/> Small Business Counselling Program |
| <input type="checkbox"/> Electromechanical Technology | <input type="checkbox"/> Steamfitting/Pipefitting |
| <input type="checkbox"/> Electronics Engineering Technology | <input type="checkbox"/> Tourism & Travel Management |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Tourism Marketing & Advertising |
| <input type="checkbox"/> Environmental Technology | <input type="checkbox"/> Urban & Rural Planning Technology |
| <input type="checkbox"/> Events & Conventions Management | <input type="checkbox"/> Visual Communications |
| <input type="checkbox"/> Executive Secretary | <input type="checkbox"/> Welding |
| <input type="checkbox"/> Farm Machinery | <input type="checkbox"/> Welding Fabrication |
| <input type="checkbox"/> Golf Business Management | <input type="checkbox"/> Other (Please specify): |
| <input type="checkbox"/> Golf Club Management | _____ |
| <input type="checkbox"/> Heating, Ventilation & Air Conditioning | _____ |

9. If you indicated in question 7 that you plan to attend university, what will be your major area of study? (Check only one)

- Agriculture & Biological Sciences
- Arts & Science - General
- Business Administration/Commerce
- Education
- Engineering & Applied Sciences
- Fine & Applied Arts
- Health Professions
- Humanities & Related
- Mathematical & Physical Sciences
- Social Sciences
- Other (Please specify)_____

OCCUPATIONAL PLANS OR FURTHER STUDY PLANS

10. What are your plans after completing your program or degree? (Check only one)

- To get a job on PEI
- To get a job off-Island
- Take further studies
- Unsure
- Other (Please specify): _____

11. Do you plan to live on PEI on a permanent basis?

- Yes (*Skip to question 13*) Unsure
- No

12. Do you hope to return to PEI at some future time?

- Yes Unsure
- No

13. What type of job will you be looking for? (Wherever possible, please use at least two words to describe your choice of job or occupation. i.e. - radio announcer or service attendant)

14. Do you plan to register as an apprentice?

- Yes
- No (*Skip to question 16*)

15. If yes, please indicate in which of the following trades: (*Check only one*)

- | | |
|---|--|
| <input type="checkbox"/> Automotive Service Technician | <input type="checkbox"/> Motor Vehicle Body Repair |
| <input type="checkbox"/> Baker | <input type="checkbox"/> Oil Burner Mechanic |
| <input type="checkbox"/> Bricklayer | <input type="checkbox"/> Plumber |
| <input type="checkbox"/> Cabinetmaker | <input type="checkbox"/> Powerline Technician |
| <input type="checkbox"/> Carpenter | <input type="checkbox"/> Production Equipment Mechanic |
| <input type="checkbox"/> Construction Electrician | <input type="checkbox"/> Refrigeration and Air Conditioning Mechanic |
| <input type="checkbox"/> Cook | <input type="checkbox"/> Service Station Mechanic |
| <input type="checkbox"/> Farm Equipment Mechanic | <input type="checkbox"/> Sheet Metal Worker |
| <input type="checkbox"/> Heavy Duty Equipment Mechanic | <input type="checkbox"/> Steamfitter-Pipefitter |
| <input type="checkbox"/> Industrial Electrician | <input type="checkbox"/> Truck and Transport Mechanic |
| <input type="checkbox"/> Industrial Mechanic-Millwright | <input type="checkbox"/> Welder |
| <input type="checkbox"/> Machinist | |

16. Do you expect to find work in your chosen occupation on PEI?

- Yes Unsure
- No

17. Have you considered establishing your own business?

- Yes
- No

If Yes, what type of business?

18. Do you think that you will be able to achieve your job or career goals?

- Yes Unsure
- No

If “No” or “Unsure”, why?

19. What single factor would best help you achieve your job or career goals?

(Check only one)

- | | |
|---|---|
| <input type="checkbox"/> Money | <input type="checkbox"/> Experience |
| <input type="checkbox"/> A Post Secondary Education | <input type="checkbox"/> Motivation |
| <input type="checkbox"/> Hard Work | <input type="checkbox"/> Information on Careers |
| <input type="checkbox"/> Determination | <input type="checkbox"/> Other (Please Specify) |
| <input type="checkbox"/> Success in the K-12 System | _____ |
| | _____ |

20. What do you think you will be doing five years after you leave high school?

(Check only one)

- Working in the paid labour force
- Working as a full-time homemaker
- Still studying
- Unsure
- Other (Please specify): _____

21. How long do you plan to work in the paid labour force? (Check only one)

- Less than 5 years
- 5 - 10 years
- 11 - 20 years
- More than 20 years
- I do not plan on working

HIGH SCHOOL GUIDANCE SERVICES

22. Since entering Grade 10, have you ever met with a School Counsellor . . .

a) - for help in choosing courses?

- Yes
 - No
- If No, why not? _____
- _____

b) - for help in planning your career?

- Yes
 - No
- If No, why not? _____
- _____

23. Since entering Grade 10, have you ever met with a Labour Market Outreach Worker or a Choices Worker?

- Yes No

24. Have you ever done the *Choices Career Planning* program in selecting an occupation or career?

- Yes No (*Skip to question 26*)

25. How helpful did you find the *Choices Career Planning Program* in selecting an occupation or career? (*Check only one*)

- Very helpful
 Helpful
 Not at all helpful

If you chose "Not at all helpful", why not? _____

INFLUENCES ON COURSE SELECTION AND CAREER PLANNING

26. Listed are some of the factors that may have influenced you when you were choosing courses. Please check the ones that influenced you the most.

(Check no more than 4)

- | | |
|---|---|
| <input type="checkbox"/> Ability | <input type="checkbox"/> School Counsellor(s) |
| <input type="checkbox"/> Advertising | <input type="checkbox"/> Marks |
| <input type="checkbox"/> Brother(s)/Sister(s) | <input type="checkbox"/> Media (Books, TV, Movies) |
| <input type="checkbox"/> Career Day | <input type="checkbox"/> Mother/Female Guardian |
| <input type="checkbox"/> Choice of Career | <input type="checkbox"/> Personal Interest |
| <input type="checkbox"/> Easy Courses | <input type="checkbox"/> Schedule/Timetable |
| <input type="checkbox"/> Father/Male Guardian | <input type="checkbox"/> Teacher(s) |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Other (Please specify) _____ |

27. Listed are some of the factors that may influence you when you are choosing a job or career. Please check the ones that influence you the most.

(Check no more than 4)

- | | |
|---|---|
| <input type="checkbox"/> Ability | <input type="checkbox"/> Marks |
| <input type="checkbox"/> Advertising | <input type="checkbox"/> Media (Books, TV, Movies) |
| <input type="checkbox"/> Brother(s)/Sister(s) | <input type="checkbox"/> Mother/Female Guardian |
| <input type="checkbox"/> Career Day | <input type="checkbox"/> Personal Interest |
| <input type="checkbox"/> Easy Courses | <input type="checkbox"/> Schedule/Timetable |
| <input type="checkbox"/> Father/Male Guardian | <input type="checkbox"/> Teacher(s) |
| <input type="checkbox"/> Friends | <input type="checkbox"/> Other (Please specify) _____ |
| <input type="checkbox"/> School Counsellor(s) | _____ |



As this survey is intended to track Prince Edward Island graduates, we may wish to contact you in the future to determine the status of your labour market or post-graduation activities.

The Department of Education would like to thank you for your cooperation with this survey. All information collected through this survey is strictly confidential, and at no point will any individual information be released.

Instructor or principal: Please return completed survey to:

Expectations of High School Graduates
Ron Smith, Special Projects Consultant
Corporate Planning Division
Department of Education
PO Box 2000
Charlottetown PE C1A 7N8
Tel: 368-5551
Fax: 368-4663
E-mail: rjsmith@gov.pe.ca

Results of Survey of Grade 12 Senior High Students

1. Which school are you attending?

	Frequency	Valid Per cent
Bluefield High	144	11.1
Charlottetown Rural High	174	13.4
Colonel Gray Senior High	209	16.2
Ecole Evangeline	29	2.2
Ecole Francois-Buote	13	1.0
Grace Christian School	12	0.9
Kensington Intermediate/Senior High	63	4.9
Kinkora Regional High	45	3.5
Montague Regional High	137	10.6
Morell Regional High	34	2.6
Souris Regional High	75	5.8
Three Oaks Senior High	183	14.1
Westisle Composite High	176	13.6
Total	1294	100.0

2. Sex of Respondents

	Frequency	Valid Per cent
Female	660	51
Male	633	49
Total	1293	100
No Response	1	
Total	1294	

3. With whom do you live most of the time?

	Frequency	Valid Per cent
Mother/Female Guardian	202	15.7
Father/Male Guardian	47	3.6
Both Parents/Guardians	980	76.0
Other	60	4.7
Total	1290	100.0
No Response	5	
Total	1294	

4. What community do you live in?

	Frequency	Valid Per
Albany	12	0.9
Alberton	28	2.1
Bedeque	8	0.6
Belfast	9	0.7
Belle River	2	0.2
Bonshaw	8	0.6
Borden	14	1.1
Canoe Cove	3	0.2
Cap-Egmont	6	0.4
Cardigan	36	2.8
Charlottetown	265	20.5
Cornwall	54	4.2
Crapaud	10	0.8
Earnscliffe	1	0.1
Ellerslie	16	1.2
Elmira	6	0.5
Elmsdale	17	1.3
French River	9	0.7
Georgetown	7	0.5
Glenwood	4	0.3
Hunter River	27	2.1
Kensington	56	4.3
Kinkora	16	1.2
Lennox Island	4	0.3
Mermaid	10	0.8
Miscouche	5	0.4
Montague	49	3.8
Morell	15	1.2
Mount Stewart	18	1.4
Murray Harbour	10	0.8
Murray River	15	1.2
New Haven	14	1.1
North Rustico	8	0.7
North Wiltshire	12	0.9

	Frequency	Valid Per
O Leary	36	2.8
Richmond	7	0.5
Souris	67	5.2
St. Louis	16	1.3
St. Peters	8	0.6
Stratford	55	4.2
Summerside	161	12.4
Tignish	35	2.8
Tyne Valley	13	1.0
Vernon River	12	0.9
Wellington	24	1.8
Winsloe	35	2.8
York	27	2.1
No Response	26	2.0
Total	129.4	100.0

5. How long have you been a resident of PEI?

	Frequency	Valid Per cent
Less than 5 years	63	4.9
6 - 10 years	69	5.3
10 years or more	1159	89.8
Total	1291	100.0
No Response	3	
Total	1294	

6 (a). What are your Immediate plans after High School?

	Frequency	Valid Per cent
Get a Job	166	12.9
UPEI	394	30.6
University off PEI	296	23.0
Holland College on PEI	165	12.8
Community College off PEI	45	3.5
College de l'Acadie	4	0.3
Compu College	9	0.7
Other Private Training School on PEI	10	0.8
Upgrade High School	31	2.4
Unsure	87	6.8
Other	79	6.1
Total	1286	100.0
No Response	8	
Total	1294	

6 (b). Comparison of Males' and Females' plans after High School?

	Male		Female	
	Frequency	Valid Per cent	Frequency	Valid Per cent
Get a Job	103	16.4	63	9.6
UPEI	169	27.0	225	34.0
University off PEI	127	20.2	169	25.7
Holland College on PEI	89	14.2	76	11.6
Community College off PEI	23	3.7	22	3.3
College de l'Acadie	1	0.2	3	0.5
Compu College	2	0.3	7	1.1
Go to Other Private Training School on PEI	4	0.6	6	0.9
Upgrade High School	19	3.0	12	1.8
Unsure	53	8.4	34	5.2
Other	38	6.1	41	6.2
Total	628	100.0	658	100.0

6 (c). Francophone students' immediate plans after high school

	Frequency	Valid Per cent
Get a Job	3	0.1
UPEI	4	0.1
University off PEI	20	48.8
Holland College on PEI	5	12.2
Community College off PEI	1	0.1
College de l'Acadie	3	0.1
Compu College	1	0.1
Upgrade High School	1	0.1
Unsure	2	0.1
Other	1	0.1
Total	41	100.0

7. What program do you plan to take at a technical or community college?

	Frequency	Valid Per cent
Accounting	11	4.0
Administrative Assistant	8	2.9
Aircraft Maintenance	2	0.7
Architect	3	1.1
Automotive Technology	13	4.8
Business Administration	5	1.8
Business Information Technology	3	1.1
Cabinetmaking	1	0.4
Carpentry	10	3.7
Child & Youth Care Worker	7	2.6
Computer Engineer	16	5.9
Conservation Enforcement	1	0.4
Construction Technology	4	1.5
Correctional Officer	4	1.5
Cosmetology	10	3.7
Culinary Arts	9	3.3
Dental Assisting	1	0.4
Early Childhood Care & Education	12	4.4
Electrical	5	1.8
Electromechanical Technology	1	0.4
Electronics Engineer	5	1.8
Entrepreneurship	3	1.1
Environmental Technology	1	0.4
Executive Secretary	2	0.7
Farm Machinery	1	0.4
Golf Business Management	2	0.7
Golf Club Management	3	1.1
Hotel & Restaurant Management	2	0.7
Human Resource Management	1	0.4
Human Services	9	3.3
Journalism	1	0.4
Justice Preparatory Program	7	2.6
Legal Secretary	2	0.7
Life Skills Coach Training	1	0.4
Machinist	1	0.4
Nursing Assistant	3	1.1
Paramedicine	3	1.1
Photography	2	0.7
Plumbing	2	0.7
Police Science (Cadet)	7	2.6
Private Policing & Assets Protection	1	0.4
Recreation & Leisure Management	1	0.4
Renewable Resource Technology	4	1.5
Secretary	3	1.1

	Frequency	Valid Per cent
Tourism & Travel Management	11	4.0
Tourism Marketing & Advertising	1	0.4
Visual Communications	5	1.8
Welding	7	2.6
Welding Fabrication	2	0.7
Other	53	19.5
Total	272	100.0
No Response	1022	
Total	1294	

8 (a). At University, what will be your major area of study?

	Frequency	Valid Per cent
Agriculture & Biological Sciences	40	6.0
Arts & Science	193	28.8
Business/Commerce	106	15.8
Education	56	8.3
Engineering	46	6.9
Fine & Applied Arts	24	3.6
Health Professions	77	11.5
Humanities & Related	12	1.8
Mathematical Sciences	37	5.5
Social Sciences	24	3.6
Other	56	8.3
Total	671	100.0
No Response	623	
Total	1294	

8 (b). Comparison of Males' and Females' area of study.

	Male		Female	
	Frequency	Valid Per cent	Frequency	Valid Per cent
Agriculture Sciences	18	6.1	22	5.8
Arts & Science	80	27.3	113	29.9
Business/Commerce	81	27.6	25	6.6
Education	12	4.1	44	11.6
Engineering	35	11.9	11	2.9
Fine & Applied Arts	6	2.0	18	4.8
Health Professions	11	3.8	66	17.5
Humanities & Related	4	1.4	8	2.1
Mathematical Sciences	16	5.5	21	5.6
Social Sciences	9	3.1	15	4.0
Other	21	7.2	35	9.3
Total	293	100.0	378	100.0

9. Plans after completing program or degree?

	Frequency	Valid Per cent
Job on PEI	277	26.1
Job off PEI	213	20.0
Further Studies	206	19.4
Unsure	305	28.7
Other	62	5.8
Total	1063	100.0
No Response	231	
Total	1294	

10. Will you stay on PEI on a permanent basis?

	Frequency	Valid Per cent
Yes	294	26.5
No	279	25.1
Unsure	538	48.4
Total	1111	100.0
No Response	183	
Total	1294	

11. Do you hope to return to PEI at some future time?

	Frequency	Valid Per cent
Yes	481	57.5
No	45	5.4
Unsure	310	37.1
Total	836	100.0
No Response	458	
Total	1294	

12 (a). Do you plan to register as an apprentice?

	Frequency	Valid Per cent
Yes	113	8.7
No	1181	91.3
Total	1294	100.0

12 (b). Which trade?

	Frequency	Valid Per cent
Automotive Service	22	19.5
Baker	2	1.8
Bricklayer	1	0.9
Cabinetmaker	1	0.9
Carpenter	22	19.5
Construction Electrician	4	3.5
Cook	7	6.2
Heavy Duty Equipment Mechanic	3	2.7
Industrial Electrician	11	9.7
Machinist	2	1.8
Motor Vehicle Body Repair	5	4.4
Oil Burner Mechanic	1	0.9
Plumber	3	2.7
Production Equipment Mechanic	2	1.8
Refrigeration and Air Mechanic	1	0.9
Service Station Mechanic	2	1.8
Truck & Transport Mechanic	2	1.8
Welder	17	15.0
Total	113	100.0
No Response	1181	
Total	1294	

13. Do you expect to find work in your chosen occupation on PEI?

	Frequency	Valid Per cent
Yes	541	43.1
No	220	17.5
Unsure	495	39.4
Total	1256	100.0
No Response	38	
Total	1294	

14. Have you considered establishing your own business?

	Frequency	Valid Per cent
Yes	433	34.0
No	839	66.0
Total	1272	100.0
No Response	22	
Total	1294	

15. What type of job will you be looking for?

	2002		2001		2000		1999	
	Count	Per cent	Count	Per cent	Count	Per cent	Count	Per cent
Accountant	35	2.7	30	3.1	41	4.8	51	5
Actor/Actress	7	0.5	6	0.6	7	0.8	6	0.6
Animator/Artist	5	0.4	13	1.4	8	0.9	33	3.3
Architect	5	0.4	18	1.9	4	0.5	4	0.4
Business Owner or Manager	63	4.9	59	6.2	42	4.9	69	6.8
Carpenter	14	1.1	15	1.6	8	0.9	5	0.5
Child Care	12	0.9	22	2.3	30	3.5	31	3.1
Computer Technology	42	3.2	49	5.1	67	7.8	71	7
Conservation Officer	2	0.2	15	1.6	9	1	9	0.9
Construction	6	0.5						
Cook/Chef	9	0.7	7	0.7	15	1.7	18	1.8
Cosmetology	14	1.1	23	2.4	11	1.3	23	2.3
Doctor	52	4.0	53	5.5	55	6.4	52	5.1
Electrician	7	0.5						
Engineer	41	3.2	42	4.4	32	3.7	30	3
Farmer	14	1.1	3	0.3	5	0.6	9	0.9
Film Director/Producer	6	0.5	9	0.9	2	0.2	3	0.3
Fishing	6	0.5	1	0.1	2	0.2	9	0.9
Human Resources	4	0.3						
Lawyer	28	2.2	34	3.5	27	3.1	20	2
Marine Biologist	3	0.2	10	1	7	0.8	7	0.7
Marketing	6	0.5						
Mechanic	24	1.9	22	2.3	17	2	46	4.5
Media Worker/Reporter	20	1.5	12	1.3	13	1.5	31	3.1
Military Service	14	1.1	10	1	4	0.5	8	0.8
Musician	8	0.6	16	1.7	6	0.7	10	1
Nurse	36	2.8	50	5.2	31	3.6	29	2.9
Nutritionist	9	0.7						
Other Medical	41	3.2	38	4	17	2	27	2.7
Pharmacist	16	1.2	14	1.5	12	1.4	3	0.3
Physiotherapist	8	0.6	1	2	22	2.5	14	1.4
Police/Correctional Officer	52	4.0	24	2.5	33	3.8	44	4.3
Priest	4	0.3						
Psychologist	23	1.8	28	2.9	15	1.7	25	2.5
Secretary	20	1.5	12	1.3	10	1.2	12	1.2
Social Worker	56	4.3	49	5.1	42	4.9	46	4.5
Stock Broker	7	0.5						
Teacher/Professor	138	10.7	122	12.7	113	13.1	97	9.6
Travel Agent	7	0.5	13	1.4	16	1.9	12	1.2
Truck Driver			8	0.8	5	0.6	4	0.4
Welding	18	1.4						
Other	171	13.2	111	11.6	134	15.5	157	15.5
Total	1058	100	959	100	863	100	1015	100
No Response	236		348		380		285	
Total	1294		1307		1243		1300	

16. Do you think you are capable of achieving your career plans?

	Frequency	Valid Per cent
Yes	1105	86.5
No	14	1.1
Unsure	159	12.4
Total	1278	100.0
No Response	16	
Total	1294	

17. What do you think you will be doing 5 years after you leave High School?

	Frequency	Valid Per cent
Work in labour force	436	34.1
Full-time homemaker	9	0.7
Still studying	471	36.8
Unsure	307	24.0
Other	56	4.4
Total	1279	100.0
No Response	15	
Total	1294	

18. How long do you plan to work in the paid labour force?

	Frequency	Valid Per cent
Less than 5 years	125	10.2
5 - 10 years	84	6.8
11 - 20 years	204	16.6
More than 20 years	801	65.1
I do not plan on working	17	1.4
Total	1231	100.0
No Response	63	
Total	1294	

18. (a) Have you met with a School Counselor for help choosing courses?

	Frequency	Valid Per cent
Yes	781	60.8
No	503	39.2
Total	1284	100.0
No Response	10	
Total	1294	

18. (b) Have you met with a School Counselor for help planning your career?

	Frequency	Valid Per cent
Yes	696	54.5
No	582	45.5
Total	1278	100.0
No Response	16	
Total	1294	

19. Have you met with a Labour Market Outreach Worker?

	Frequency	Valid Per cent
Yes	458	35.8
No	820	64.2
Total	1278	100.0
No Response	16	
Total	1294	

20. Have you used the Choices Career Planning to help in selecting career?

	Frequency	Valid Per cent
Yes	604	47.3
No	673	52.7
Total	1277	100.0
No Response	17	
Total	1294	

21. How helpful was the Choices Career Planning?

	Frequency	Valid Per cent
Very helpful	68	11.6
Helpful	354	60.4
Not at all helpful	164	28.0
Total	586	100.0
No Response	708	
Total	1294	

22. Listed are some of the factors that may have influenced you when you were choosing courses. Please check the ones that influenced you the most. (Check no more than 4)

	Frequency	Valid Per cent
Ability	547	42.3
Advertising	41	3.2
Brother(s)/Sister(s)	151	11.7
Career Day	83	6.4
Choice of Career	464	35.9
Easy Course	139	10.7
Father/Male Guardian	172	13.3
Friends	437	33.8
Marks	442	34.2
Media	66	5.1
Mother/Female Guardian	192	14.8
Personal Interest	981	75.8
Schedule/Timetable	130	10.0
School Counsellors	155	12.0
Teacher(s)	287	22.2
Other	75	5.8

23. Listed are some of the factors that may have influenced you when you were choosing a job or career. Please check the ones that influenced you the most. (Check no more than 4)

	Frequency	Valid Per cent
Ability	767	59.3
Advertising	108	8.3
Brother(s)/Sister(s)	70	5.4
Career Day	149	11.5
Easy Course	0	0.0
Father/Male Guardian	171	13.2
Friends	275	21.3
Marks	358	27.7
Media	126	9.7
Mother/Female Guardian	187	14.5
Personal Interest	1001	77.4
Schedule/Timetable	123	9.5
School Counsellor	81	6.3
Teacher(s)	138	10.7
Other	94	7.3

Anglophone High School Course Selections Grade 10 Through 12

(Total Based on the 1,219 Anglophone Students Who Responded to the Question)

Course Selection		Grade 10		Grade 11		Grade 12		Total
		#	%	#	%	#	%	%
Academic English	421	1176	96.5%	14	1.1%	4	0.3%	97.9%
	521	7	0.6%	1099	89.6%	38	3.1%	93.3%
	621	2	0.2%	9	0.7%	1095	89.2%	90.1%
Academic Math	421	1115	91.5%	39	3.2%	7	0.6%	95.2%
	521	8	0.7%	1155	94.2%	57	4.6%	99.5%
	621	4	0.3%	9	0.7%	914	74.4%	75.5%
Academic Science	421	981	80.5%	23	1.9%	11	0.9%	83.2%
Physical Education (Leadership) (Life Style)	401	774	63.5%	23	1.9%	14	1.1%	66.5%
	621		0.0%	16	1.3%	182	14.8%	16.1%
	801	32	2.6%	293	23.9%	70	5.7%	32.2%
Chemistry	521	16	1.3%	735	60.0%	36	2.9%	64.2%
	621		0.0%	18	1.5%	533	43.4%	44.9%
Academic Biology	521	30	2.5%	670	54.6%	58	4.7%	61.8%
	621	3	0.2%	35	2.9%	556	45.3%	48.4%
Typing	701	466	38.2%	160	13.1%	30	2.4%	53.7%
Advanced Keyboarding	801	1	0.1%	22	1.8%	16	1.3%	3.2%
French (Core)	421	437	35.8%	7	0.6%	3	0.2%	36.7%
	521	3	0.2%	216	17.6%	5	0.4%	18.3%
	621		0.0%	2	0.2%	99	8.1%	8.2%
Academic Canadian Law	521	19	1.6%	531	43.3%	40	3.3%	48.1%
Physics	521	13	1.1%	463	37.8%	33	2.7%	41.5%
	621	2	0.2%	25	2.0%	392	31.9%	34.1%
Academic History	421	530	43.5%	11	0.9%	5	0.4%	44.8%
	521	18	1.5%	233	19.0%	20	1.6%	22.1%
	621	4	0.3%	23	1.9%	384	31.3%	33.5%
Computer Literacy	421	430	35.3%	24	2.0%	5	0.4%	37.6%
	521	6	0.5%	91	7.4%	20	1.6%	9.5%
	621		0.0%	25	2.0%	132	10.7%	12.8%
	701	2	0.2%	2	0.2%		0.0%	0.3%
	801	1	0.1%	8	0.7%	9	0.7%	1.5%
Writing	521	154	12.6%	247	20.1%	44	3.6%	36.4%
Academic Geography	421	446	36.6%	23	1.9%	2	0.2%	38.6%
	521	12	1.0%	198	16.2%	5	0.4%	17.5%
	621		0.0%	3	0.2%	149	12.1%	12.4%
Introductory Economics	621		0.0%	10	0.8%	296	24.1%	24.9%
Family Life Education	421	307	25.2%	17	1.4%	23	1.9%	28.4%

Course Selection	Grade 10		Grade 11		Grade 12		Total	
	#	%	#	%	#	%	%	
	621		0.0%	13	1.1%	44	3.6%	4.6%
Geometry	521	16	1.3%	221	18.0%	3	0.2%	19.6%
Advanced Calculus	611		0.0%	4	0.3%	401	32.7%	33.0%
Agriscience	801	8	0.7%	115	9.4%	121	9.9%	19.9%
French Immersion	421	277	22.7%	3	0.2%	2	0.2%	23.1%
	521	1	0.1%	264	21.5%	4	0.3%	21.9%
	621		0.0%	1	0.1%	251	20.4%	20.5%
Music	421	188	15.4%	4	0.3%	1	0.1%	15.8%
	521	1	0.1%	159	13.0%	1	0.1%	13.1%
	621		0.0%	1	0.1%	127	10.3%	10.4%
	801		0.0%	2	0.2%	9	0.7%	0.9%
The World of Business	701	62	5.1%	14	1.1%	3	0.2%	6.5%
Accounting	621	2	0.2%	30	2.4%	190	15.5%	18.1%
	801	1	0.1%	22	1.8%	21	1.7%	3.6%
Cooperative Work Study		5	0.4%	27	2.2%	80	6.5%	9.1%
PEI History	621		0.0%	4	0.3%	22	1.8%	2.1%
Art	401	56	4.6%	5	0.4%	1	0.1%	5.1%
	501		0.0%	43	3.5%	8	0.7%	4.2%
	601		0.0%	2	0.2%	33	2.7%	2.9%
Foods & Nutrition	421	48	3.9%	13	1.1%	7	0.6%	5.6%
Introductory Politics	521	16	1.3%	30	2.4%	4	0.3%	4.1%
Advanced Political Studies	621	1	0.1%	5	0.4%	67	5.5%	5.9%
English In Transition	421X	116	9.5%		0.0%		0.0%	9.5%
Language Arts	421		0.0%		0.0%		0.0%	0.0%
Oceanography	621		0.0%	5	0.4%	61	5.0%	5.4%
Entrepreneurship	521		0.0%	21	1.7%	13	1.1%	2.8%
Media	531	18	1.5%	16	1.3%	8	0.7%	3.4%
Visual Communications	701	24	2.0%	10	0.8%	4	0.3%	3.1%
Welding	705	13	1.1%	24	2.0%	19	1.5%	4.6%
Motor Vehicle Repair	704	33	2.7%	28	2.3%	2	0.2%	5.2%
	804	1	0.1%	1	0.1%	29	2.4%	2.5%
General Math	431	31	2.5%	19	1.5%	1	0.1%	4.2%
	531		0.0%	46	3.8%	10	0.8%	4.6%
	631		0.0%	3	0.2%	29	2.4%	2.6%
Advanced Chemistry	511		0.0%	62	5.1%	2	0.2%	5.2%
	611		0.0%		0.0%	50	4.1%	4.1%
Housing	621		0.0%	8	0.7%	28	2.3%	2.9%
Conservation	701	22	1.8%	9	0.7%	3	0.2%	2.8%
Child Development	521	1	0.1%	27	2.2%	3	0.2%	2.5%
Advanced Math	511		0.0%	54	4.4%		0.0%	4.4%
	611		0.0%	4	0.3%	20	1.6%	2.0%
Graphic Arts	701	27	2.2%	7	0.6%	7	0.6%	3.4%

Course Selection		Grade 10		Grade 11		Grade 12		Total
		#	%	#	%	#	%	%
Psychology	621X	2	0.2%	1	0.1%	46	3.7%	4.0%
General English	431	30	2.5%	6	0.5%		0.0%	3.0%
	531		0.0%	41	3.3%	4	0.3%	3.7%
	631		0.0%	3	0.2%	50	4.1%	4.3%
Carpentry	701	24	2.0%	21	1.7%	7	0.6%	4.3%
	801		0.0%	6	0.5%	19	1.5%	2.0%
Theatre Arts	701	3	0.2%	8	0.7%	2	0.2%	1.1%
	801	2	0.2%	3	0.2%		0.0%	0.4%
General Science	431	21	1.7%	3	0.2%	1	0.1%	2.0%
Woodworking Fundamentals	705	14	1.1%		0.0%		0.0%	1.1%
Clothing	521	2	0.2%	16	1.3%	10	0.8%	2.3%
Personal Development	801		0.0%		0.0%		0.0%	0.0%
Photography	801		0.0%	1	0.1%		0.0%	0.1%
Hospitality/Tourism	801	2	0.2%	12	1.0%	47	3.8%	5.0%
Peer Counselling			0.0%	12	1.0%	38	3.1%	4.1%
Animal Science	621		0.0%		0.0%	19	1.5%	1.5%
	801		0.0%	6	0.5%	3	0.2%	0.7%
Record Keeping	701	26	2.1%	1	0.1%		0.0%	2.2%
Crafts	701	19	1.6%	4	0.3%	4	0.3%	2.2%
Industrial Arts	401	11	0.9%		0.0%		0.0%	0.9%
	601		0.0%		0.0%	4	0.3%	0.3%
	701	8	0.7%	4	0.3%	2	0.2%	1.1%
	801	2	0.2%	5	0.4%	6	0.5%	1.1%
Foods & Clothing	421	47	3.9%	10	0.8%		0.0%	4.7%
Power Mechanics	705	7	0.6%	6	0.5%	5	0.4%	1.5%
Drafting	701	6	0.5%	7	0.6%	1	0.1%	1.1%
	801		0.0%	6	0.5%	18	1.5%	2.0%
General Human Biology	631	1	0.1%	3	0.2%	10	0.8%	1.1%
Advanced Biology	511		0.0%	44	3.6%		0.0%	3.6%
	611		0.0%	2	0.2%	40	3.3%	3.4%
Dramatic Arts	801	2	0.2%	9	0.7%	19	1.5%	2.4%
Cosmetology	701	8	0.7%	2	0.2%		0.0%	0.8%
	801		0.0%		0.0%	4	0.3%	0.3%
Child Care	704	22	1.8%	10	0.8%	5	0.4%	3.0%
General Canadian Law	531	1	0.1%	13	1.1%	5	0.4%	1.5%
Advanced Visual Comm.	801	1	0.1%	6	0.5%	6	0.5%	1.1%
Advanced English	511		0.0%	21	1.7%		0.0%	1.7%
	611		0.0%	2	0.2%	22	1.8%	2.0%
Environmental Studies	701	20	1.6%	5	0.4%	10	0.8%	2.9%
Academic English (Band)	421AB	1	0.1%		0.0%		0.0%	0.1%
(Math)	421AM		0.0%		0.0%		0.0%	0.0%

Course Selection		Grade 10		Grade 11		Grade 12		Total
		#	%	#	%	#	%	%
General Geography	431	8	0.7%		0.0%	1	0.1%	0.7%
	531		0.0%	10	0.8%	2	0.2%	1.0%
	631		0.0%	1	0.1%	11	0.9%	1.0%
Practical Social Studies	451	1	0.1%		0.0%		0.0%	0.1%
	551		0.0%		0.0%		0.0%	0.0%
General History	431	13	1.1%		0.0%		0.0%	1.1%
	531		0.0%	2	0.2%		0.0%	0.2%
	631		0.0%		0.0%	7	0.6%	0.6%
Electricity & Electronics	705	5	0.4%	2	0.2%	1	0.1%	0.7%
Automotive Technology	801	12	1.0%	7	0.6%	9	0.7%	2.3%
Bible Studies	421	9	0.7%		0.0%		0.0%	0.7%
	521		0.0%	9	0.7%		0.0%	0.7%
	621		0.0%		0.0%	8	0.7%	0.7%
Jazz Studies	521X	1	0.1%	15	1.2%	14	1.1%	2.4%
Construction Technology	801	2	0.2%		0.0%		0.0%	0.2%
Workplace Dynamics	601		0.0%		0.0%		0.0%	0.0%
Electrical Wiring	704		0.0%		0.0%		0.0%	0.0%
	804		0.0%		0.0%		0.0%	0.0%
Canadian Studies	401		0.0%		0.0%		0.0%	0.0%
Practical Math	451	3	0.2%		0.0%		0.0%	0.2%
	551	1	0.1%	3	0.2%	1	0.1%	0.4%
	651		0.0%	1	0.1%	1	0.1%	0.2%
Special Needs Services	801		0.0%		0.0%		0.0%	0.0%
Furniture Design	801		0.0%		0.0%		0.0%	0.0%
Automotive Services	802		0.0%		0.0%		0.0%	0.0%
Information Tech. Comm.	401	4	0.3%	1	0.1%	3	0.2%	0.7%
Career Education & Guidance	400		0.0%		0.0%		0.0%	0.0%
Fishery	701		0.0%		0.0%		0.0%	0.0%
Office Procedures	601		0.0%		0.0%		0.0%	0.0%
Practical English	451	3	0.2%		0.0%		0.0%	0.2%
	551		0.0%	3	0.2%		0.0%	0.2%
	651		0.0%		0.0%	5	0.4%	0.4%
General Canadian Studies	431	13	1.1%		0.0%		0.0%	1.1%
Construction Woodworking	802		0.0%		0.0%	1	0.1%	0.1%
History (French)	421	132	10.8%		0.0%		0.0%	10.8%
	521		0.0%		0.0%		0.0%	0.0%
Law (French)	521		0.0%	62	5.1%	7	0.6%	5.6%
Social Studies (French)	621	13	1.1%	14	1.1%	49	4.0%	6.2%
Economics (French)	621		0.0%		0.0%		0.0%	0.0%