

# High School Senior Survey – What's Next?

Results of the 2015 Mt. Hood Community College District  
High School Seniors Survey



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## Executive Summary

Mt. Hood Community College has seen a dramatic decrease in the number of in-district high school seniors attending MHCC the summer or fall after they graduate. The *What's Next* survey was developed in an effort to determine what seniors are doing after high school graduation. Additionally, MHCC's new strategic plan includes a specific priority regarding the college's relationships with school districts that lie within the MHCC district boundary; this effort was regarded as an opportunity to enhance and improve relationships with high school representatives within the district.

## Methodology

- The survey proposal was presented to school district superintendents by the MHCC President. With superintendent support and approval, the Analytics & Institutional Research (AIR) Team coordinated with district high school principals to develop and administer the survey. The AIR team collated, analyzed, and prepared this report of findings.
- Of the twelve in-district high schools, six principals indicated a willingness to participate (Centennial, David Douglas, Gresham, Parkrose, Sam Barlow, and Springwater Trail). The AIR team met with the principals to determine the best method for collecting the data. It was determined that every high school participating had an exit process with graduating seniors. Administering the survey during that exit process was the easiest way to collect the data. Additionally, each school was provided a section of the survey they could use to ask specific questions of their students.
- The survey was developed to be administered on-line. Each participating school was provided a unique URL which automatically tagged their respondents to the school. Two of the schools did not administer the survey to their seniors; Parkrose and Springwater Trail had no data to report. One school – David Douglas – provided the survey link to their seniors and made it optional. This constitutes a convenience sample and their results should be treated with caution; response rates for David Douglas are substantially lower than for the other participating schools.
- Participation rates for the high schools are:
  - Centennial – 226 Seniors Responded (26.34% of Total Respondents)
  - David Douglas – 76 Seniors Responded (8.86% of Total Respondents)
  - Gresham – 285 Seniors Responded (33.22% of Total Respondents)
  - Sam Barlow – 271 Seniors Responded (31.59% of Total Respondents)

## Findings

- Just under three quarters of seniors (74.01%) indicated they would be continuing their education.
  - Centennial – 69.91% Continuing Education
  - David Douglas – 82.89% Continuing Education
  - Gresham – 72.28% Continuing Education

- Sam Barlow – 76.75% Continuing Education

For those continuing their education:

- The distribution by type of institution is:
 

4-Year Public –	30.32%
4-Year Private –	11.90%
Community College –	54.44%
Trade/Tech. College –	2.06%

  - **Centennial**

4-Year Public –	28.66%
4-Year Private –	9.55%
Community College –	59.24%
Trade/Tech. College –	1.27%
  - **David Douglas**

4-Year Public –	29.51%
4-Year Private –	21.31%
Community College –	47.54%
Trade/Tech. College –	1.64%
  - **Gresham**

4-Year Public –	33.33%
4-Year Private –	8.82%
Community College –	55.39%
Trade/Tech. College –	0.98%
  - **Sam Barlow**

4-Year Public –	28.85%
4-Year Private –	13.94%
Community College –	51.92%
Trade/Tech. College –	3.85%
- The main reasons for selecting the institution chosen were *Programs Available of interest to me* and *Overall cost of attending*. These were the major reasons regardless of high school attending. Seniors bound to four year institutions tended to place more importance on the reasons for attending than did their community college bound counterparts.
- Over thirty percent (32.01%) received at least one scholarship. The median value of scholarship awards was \$2,500.00.
  - **Centennial**

Received Scholarship –	29.30%
Median Value –	\$2,500.00
  - **David Douglas**

Received Scholarship –	29.51%
Median Value –	\$2,000.00

- **Gresham**
  - Received Scholarship – 29.76%
  - Median Value – \$2,500.00
- **Sam Barlow**
  - Received Scholarship – 37.02%
  - Median Value – \$3,500.00
- The majority of 4-year Public Bound Seniors will attend:
  - Oregon State University – 32.2%
  - Portland State University – 28.9%
  - University of Oregon – 20.7%
  - **Centennial**
    - Portland State University – 43.3%
    - Oregon State University – 26.7%
    - University of Oregon – 16.7%
  - **David Douglas**
    - Portland State University – 45.5%
    - Oregon State University – 36.4%
    - University of Oregon – 9.1%
    - Western Oregon University – 9.1%
  - **Gresham**
    - Portland State University – 31.1%
    - University of Oregon – 31.1%
    - Oregon State University – 24.4%
  - **Sam Barlow**
    - Oregon State University – 45.7%
    - University of Oregon – 14.3%
    - Southern Oregon University – 11.4%
    - Western Oregon University – 11.4%
- The majority of 4-year Private Bound Seniors will attend:
  - George Fox University – 25.0%
  - Warner Pacific University – 18.2%
  - **Centennial**
    - George Fox University – 21.1%
    - Warner Pacific University – 10.5%
    - Willamette University – 10.5%
  - **David Douglas**
    - Concordia University – 33.3%
    - George Fox University – 33.3%
    - Warner Pacific University – 33.3%
  - **Gresham**
    - Warner Pacific University – 42.9%
    - Linfield College – 28.6%

- **Sam Barlow**
  - George Fox University – 33.3%
- The majority of Community College Bound Seniors will attend Portland Metropolitan Area Colleges:
  - Mt. Hood Community College – 58.0%
  - Portland Community College – 14.2%
  - Clackamas Community College – 8.6%
  - **Centennial**
    - Mt. Hood Community College – 55.9%
    - Portland Community College – 20.6%
    - Clackamas Community College – 7.8%
  - **David Douglas**
    - Mt. Hood Community College – 42.9%
    - Portland Community College – 14.3%
    - Clackamas Community College – 33.3%
  - **Gresham**
    - Mt. Hood Community College – 57.7%
    - Portland Community College – 15.5%
    - Clackamas Community College – 7.2%
  - **Sam Barlow**
    - Mt. Hood Community College – 63.5%
    - Portland Community College – 6.7%
    - Clackamas Community College – 5.8%
- Very few seniors indicated they would be attending a private trade/technical institution; only 2.06% of continuing education seniors will attend this type of institution. Sam Barlow did have a much higher proportion of seniors (3.85%) attending this type of institution than any other high school.

For seniors that are not continuing their education:

- High school seniors identified two reasons for not continuing their education:
  - Cost – Mean = 4.22 out of 7
  - Grades not good enough – Mean = 3.11 out of 7
  - **Centennial**
    - Cost – Mean = 4.50 out of 7
    - Grades not good enough – Mean = 3.00 out of 7
  - **David Douglas**
    - Cost – Mean = 4.83 out of 7
    - Don't know what I want to do – Mean = 4.33 out of 7
    - Feel Unprepared – Mean = 4.17 out of 7
  - **Gresham**
    - Cost – Mean = 4.00 out of 7

- Grades not good enough – Mean = 3.47 out of 7
  - Not Interested – Mean = 3.41 out of 7
- **Sam Barlow**
  - Cost – Mean = 4.15 out of 7
  - Not interested – Mean = 3.02 out of 7
- Information content most likely to increase seniors continuing their education should focus on:
  - Financial Aid / Scholarship availability – Mean = 3.61 out of 7
  - Flexible Schedules – Mean = 3.22 out of 7
  - Job placement services after graduation – Mean = 3.19 out of 7
  - **Centennial**
    - Financial Aid / Scholarship availability – Mean = 3.80 out of 7
    - Flexible Schedules – Mean = 3.40 out of 7
    - Services for success – Mean = 3.33 out of 7
    - Lifetime salary comparison – Mean = 3.31 out of 7
  - **David Douglas**
    - Financial Aid / Scholarship availability – Mean = 5.33 out of 7
    - Job placement services after graduation – Mean = 5.00 out of 7
    - Career identification and planning services – Mean = 4.83 out of 7
    - Flexible schedules – Mean = 4.33 out of 7
  - **Gresham**
    - Financial Aid / Scholarship availability – Mean = 3.68 out of 7
    - Flexible Schedules – Mean = 3.26 out of 7
  - **Sam Barlow**
    - Financial Aid / Scholarship availability – Mean = 3.30 out of 7
    - Job placement services after graduation – Mean = 3.09 out of 7

## Recommendations

- Data revealed that over a fifth of seniors (21.8%) either did not know or identified themselves as residing in a community college district other than MHCC. Unless students are commuting from outside their school district, all seniors reside within MHCC's district boundary. Efforts must be made to establish the college district that serves these high school seniors.
- Along similar lines, for seniors that are attending a community college in the Portland Metropolitan Area, less than three quarters (71.76%) have indicated they will attend MHCC. Over twenty five percent have indicated they will be attending either Portland Community College (17.56%) or Clackamas Community College (10.69%). This leakage must be addressed; MHCC must determine why students are choosing to attend these other colleges and corrective actions should be taken. The next round of this survey will make an effort to capture this information.
- A wealth of data regarding the types of information to provide both seniors that do plan to continue their education and those that do not was captured. Information content should be

focused on costs, financial aid / scholarship availability, flexibility of schedules, and job placement services available to graduates. Perceptions of grades not being good enough and the college's ability to address it is another potential information topic. It is essential the communication start early; particularly to convince those that are not intending to continue their education that it is a viable option.

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## Introduction

Mt. Hood Community College (MHCC) has seen a steady decline in the enrollment of in-district high school graduates over the last ten years. As shown in Figure I1, the number of seniors from MHCC District high school seniors that attended the college in the summer and/or fall of the year they graduated has declined 33.12%. This trend is troubling to MHCC and warrants investigation into what seniors are doing.

Additionally, MHCC's Strategic Plan -

<http://www.mhcc.edu/Mission/> - specifically identifies establishing and maintaining relationships with school districts to encourage on-going educational goals. This study was viewed as an opportunity for MHCC to reach out to the high schools and strengthen relationships. It was viewed as a mutually beneficial effort that provided valuable information for both the college and participating high schools.

At the request of the president, a research proposal was prepared. The proposal outlined the following Research Questions and Objectives:

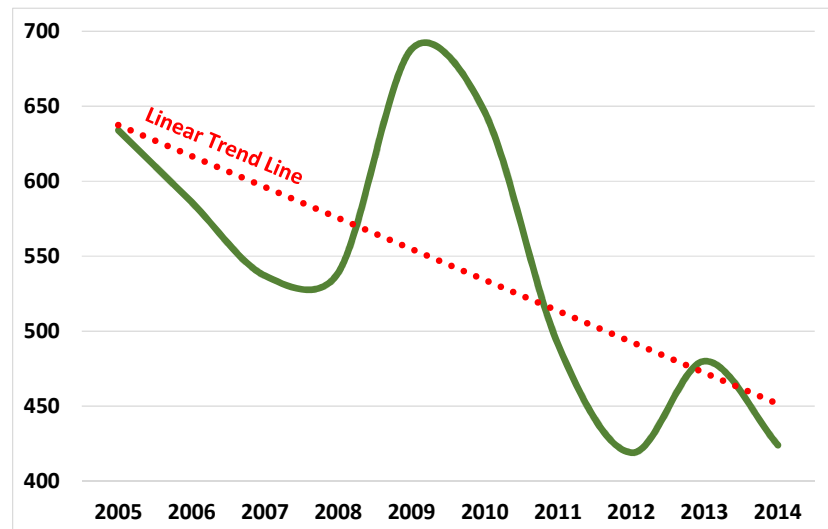
### Research Questions:

What are in-district high school seniors planning on doing once they receive their high school diploma?

### Study Objectives:

- O1)** Determine in-district high school seniors' intent after they graduate.
  - O1a)** Identify the percentage of in-district high school seniors intending to continue in post-secondary education.
  - O1b)** Of those in Objective O1a, calculate the percentage that have applied, been accepted, and intend to go to a:
    - Public 4-year Institution
    - Private 4-year Institution
    - Community College
    - Private Technical College

**Figure I1: MHCC District High School Graduates that Attended the College in the Summer and/or Fall of the Year They Graduated**



- O1c)** Of those in Objective 01a, identify the institutions in-district high school seniors intending to continue in post-secondary education are attending.
- O1d)** Determine what in-district high school seniors who do not intend to continue in post-secondary education are planning to do once the graduate.
- O1e)** For in-district high school seniors who do not intend to continue in post-secondary education Identify reasons for not continuing.
- O2)** For in-district high school seniors that intend to go to a 4-year institution, identify reasons for not considering a community college.
- O3)** For in-district high school seniors that intend to go to a 2-year institution, identify reasons for choosing the institution they plan to attend.

The MHCC President met with the district superintendents and presented the research proposal. The superintendents agreed with the value of the study and indicated their support. It was then left to the Analytics & Institutional Research Team to coordinate with the high school principals, develop the survey, and determine the methodology for collecting the data, conducting the analysis, and reporting the findings.

## Methodology

The study was introduced by that MHCC President at a regularly scheduled meeting of school district superintendents. The Analytics & Institutional Research Team followed-up with emails to principals of the district high schools. Meetings were scheduled with six of the twelve district high schools to discuss the study and method for best capturing high school seniors' information.

Through the meetings with principals, it was determined that all seniors participate in an exit process. The survey could be administered on-line during that process. The survey was created with a set of standard questions that would be asked of all seniors participating. Additionally, each school was allowed a section of the survey where they could ask specific questions of their seniors. One school had a set of questions already being asked of their seniors; these questions were incorporated into the school specific section of the survey. One school opted to keep their specific questions separate from this survey effort. The other four high schools worked with the MHCC Research Associate to develop school specific questions.

The survey was prepared and representatives from each high school were allowed to review the instrument before it went live. A unique URL was provided to each school which allowed respondents to be tagged to the school they attended. The survey was opened for data collection in May and remained open through the second week of June. High school representatives were responsible for cycling students through computer labs to assure seniors completed the survey.

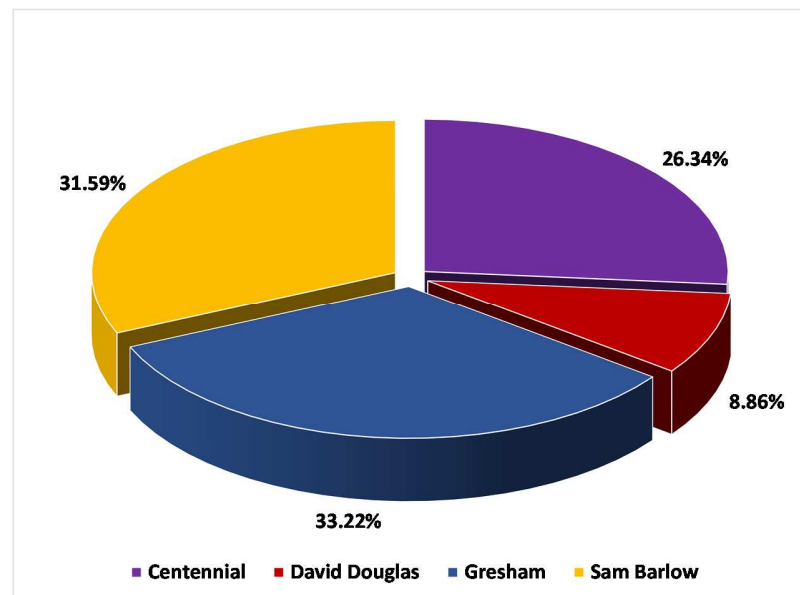
Participation rates are reported in Table M1. Two of the high schools – Parkrose and Springwater Trail – did not collect data from their seniors. Reviewing the responses for these two schools revealed that they were most likely someone from the school reviewing the survey. Parkrose and Springwater Trail High Schools are not included in the analysis. David Douglas High School chose to make the survey voluntary. Counselors provided students with the URL and asked them to complete it on their own time. As a result, their response level was much lower than the other participating schools. Results for David Douglas should be

**Table M1: Participating High Schools and Responses**

High School	# Respondents	% of Sample	% Analyzed
Centennial	226	26.16%	26.34%
David Douglas	76	8.80%	8.86%
Gresham	285	32.99%	33.22%
Sam Barlow	271	31.37%	31.59%
Springwater Trail	1	0.12%	
Parkrose	5	0.58%	
Total	864	100.00%	
<b>Total Analyzed</b>	<b>858</b>	<b>99.31%</b>	<b>100.00%</b>

considered with caution; their methodology constitutes a convenience sample and it is unlikely that it represents the senior class as a whole. A total of 858 high school seniors completed the survey and are included in the analysis of this report. The proportion of the total respondents from each high school is presented in Figure M1.

**Figure M1: Proportion of Seniors Analyzed by High Schools**



## Indices

Throughout this report indices are provided for individual high schools. An index score provides an indication of how close (or how far away) a reported number is from the total sample. For this report, an Index is calculated by dividing the reported value for a high school (usually the percentage or the mean value) by the value for all high schools then multiplying that quotient by 100. A score of 100 indicates the high school's proportion is the same as the total. An index score below 100 indicates the school's proportion was lower than the total and a score above 100 indicates the school's proportion was higher than the total. The further away from 100, the greater the difference from the total value.

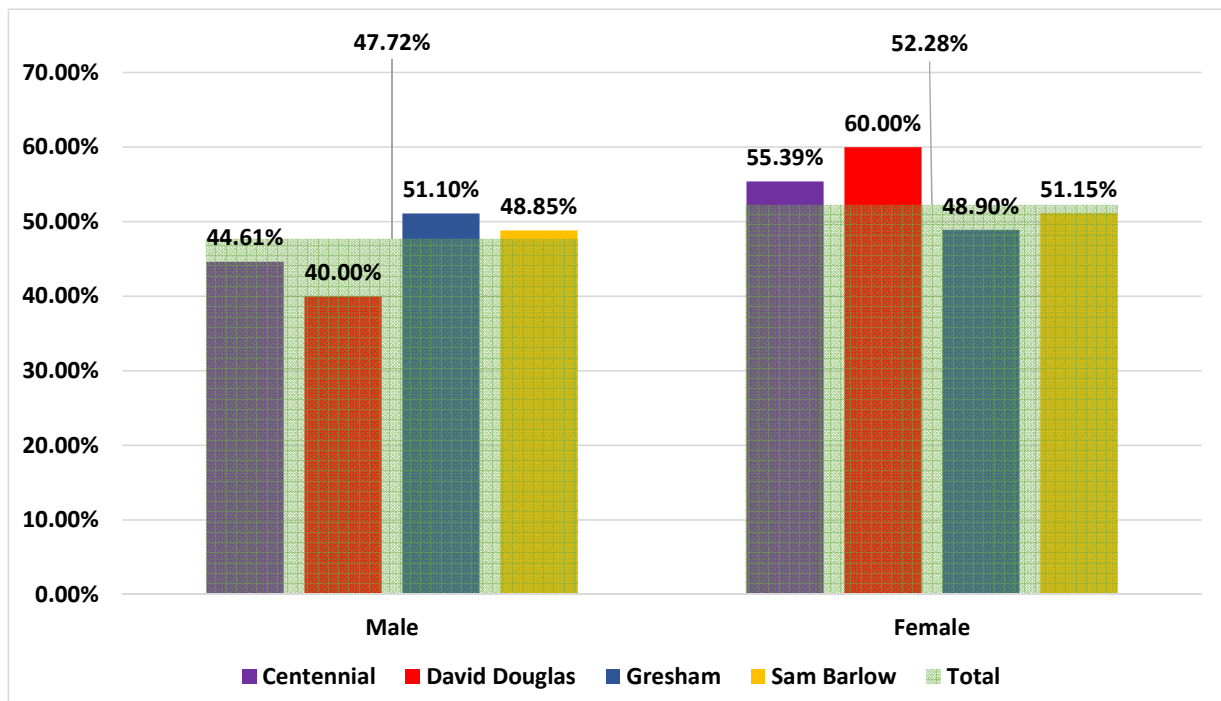
## Results – Demographics

The survey asked four demographic questions of high school seniors: (1) Gender, (2) Ethnicity, (3) Grade Point Average, and (4) Parent's Education Level.

### Gender

Results of the gender question are reported in Table RD1. Overall, results were fairly evenly split between males and females. Just over fifty-two percent (52.28%) of the respondents were female; 47.72% were male. Gender results are presented graphically in Figure RD1.

**Figure RD1: Responses by Gender and High School**



**Centennial** – A slightly higher proportion of females completed the survey. Just over fifty-five percent (55.37%) of Centennial’s respondents were female; 44.61% were male.

**David Douglas** – A much higher proportion of females completed the survey. Sixty percent of David Douglas respondents were female; Forty percent were male.

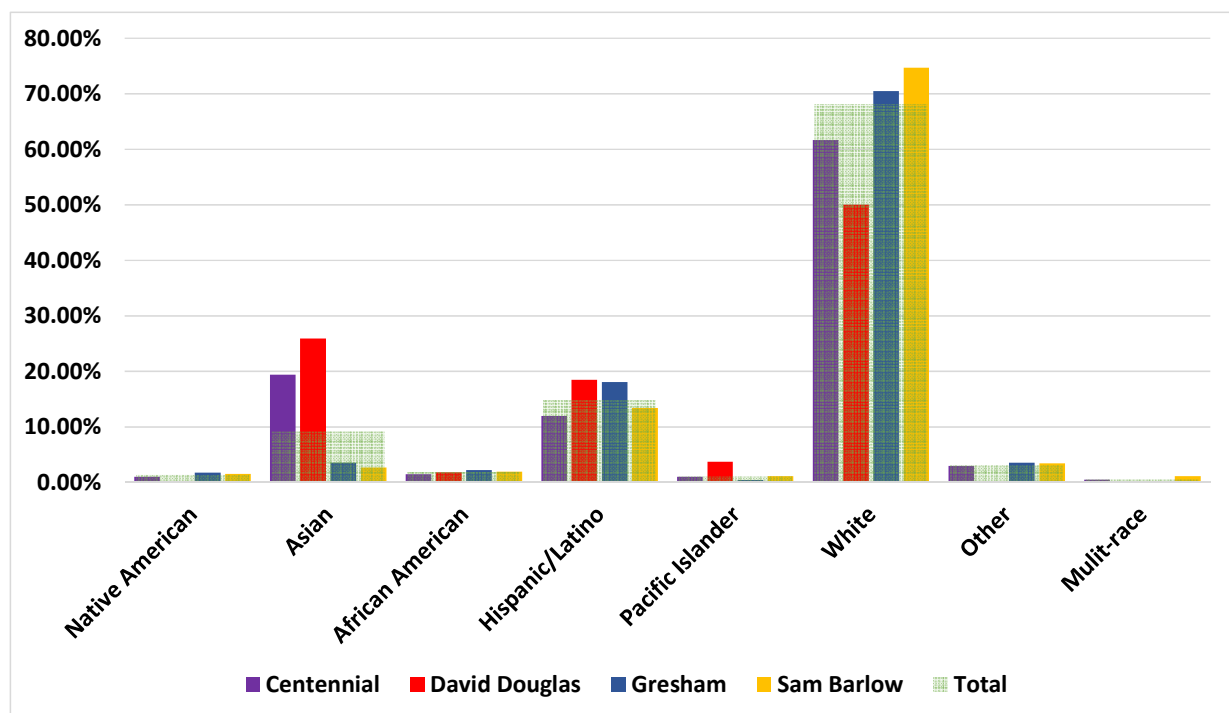
**Gresham** – The proportions based on gender were inverted. That is more males completed the survey than females. Over fifty-one percent (51.10%) were male; 48.90% were female.

**Sam Barlow** – The proportions based on gender were very close to the total distribution. Over fifty-one percent (51.15%) of respondents were female; 48.85% were male.

### Ethnicity

Results of the Ethnicity Question are reported in Table RD2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (68.10%) were white. Hispanic / Latino makes up the second highest proportion of students with 14.80% of the student body. Asians made up the third largest proportion with 9.15% of the student body. Results of the ethnicity question are presented graphically in Figure RD2. Respondents that identified themselves as “Other” were asked to specify. Results are available in Appendix D.

**Figure RD2: Distribution of Responses by Ethnicity and High School**



**Centennial** – The proportion of Asian respondents from Centennial High School (19.40%) was over ten percent higher than the proportion within the total respondents (9.15%). All other ethnic groups were, as a proportion, slightly lower than the total respondents.

**David Douglas** – The proportion of Asian respondents from Sam Barlow High School (25.93%) was almost three times higher than the overall proportion (9.15%). In general the David Douglas student body was more ethnically diverse than the other schools. Whites as a proportion of the David Douglas student body (50.00%) was over eighteen percent lower than the overall (68.10%).

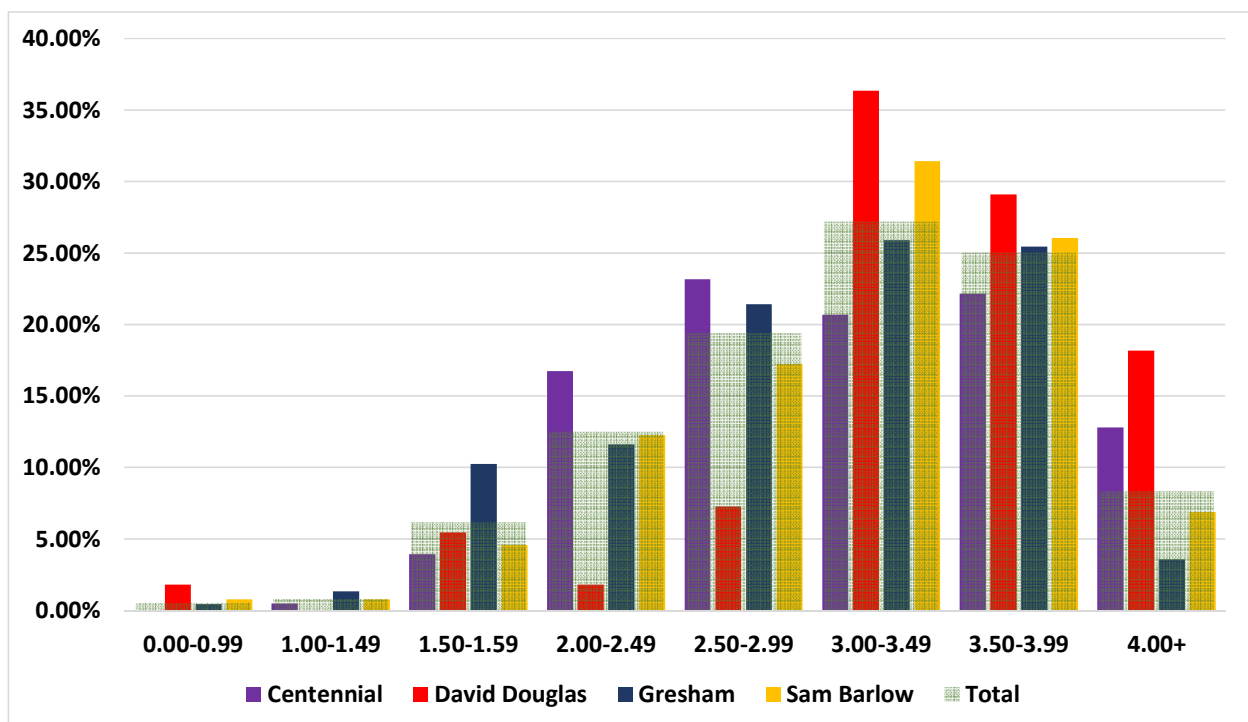
**Gresham** – The proportion of Hispanic / Latino Students (18.06%) was higher than the overall proportion (14.80%). The proportion of White students (70.48%) was slightly higher than the overall proportion (68.10%).

**Sam Barlow** – The proportion of White students (74.71%) was higher at Sam Barlow than the overall proportion (68.10%). Sam Barlow had a substantially higher proportion of students identify themselves as multi-race than the total.

## GPA

Results of senior's self-reported cumulative GPA are presented in Table RD3. The majority of students reported a GPA of between 3.00 and 3.99; 52.22% of seniors reported a cumulative GPA in these two categories. The next most often cited cumulative GPA was between 2.50 and 2.99 with 19.38% of respondents. Figure RD3 present the results of GPA graphically.

**Figure RD3: Distribution of Cumulative GPA by High School**



**Centennial** – Students were more likely to report a cumulative GPA of between 2.00 and 2.99 than were students overall. Centennial students also had a higher proportion reporting a 4.00 or higher.

**David Douglas** – Seniors were more likely to report a GPA above 3.00 than were students overall. All three categories had higher proportion of students reporting one of these GPA categories than students overall.

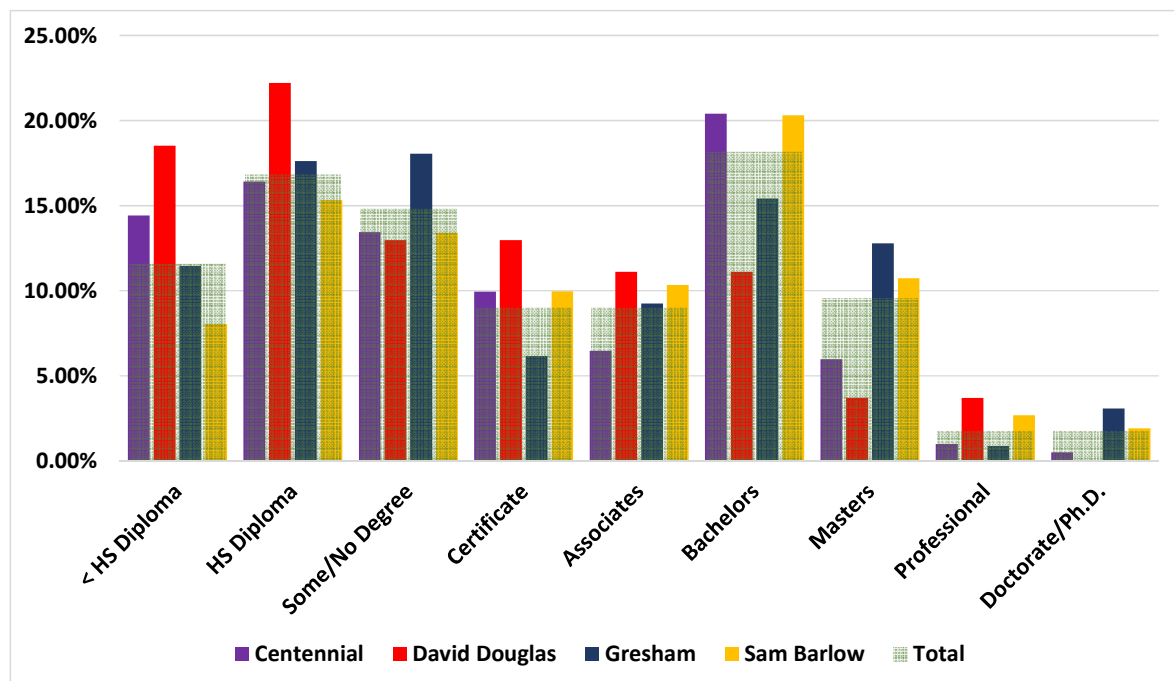
**Gresham** – A higher proportion of seniors were likely to report a cumulative GPA of 1.50-1.99 than seniors overall. A slightly higher proportion of Gresham Seniors reported a GPA of 2.50-2.99.

**Sam Barlow** – Seniors generally reported lower cumulative GPA's than the overall. Sam Barlow Seniors did have slightly higher proportions of students reporting 3.00-3.49 and 3.50-3.99 GPA's than the overall.

### Parent's Education Level

Results of Parent's Education Level are reported in Table RD4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Having at least one parent with a Bachelor's Degree was reported more often than any other education level. Over eighteen percent (18.17%) of respondents indicated they had at least one parent with a Bachelor's Degree. Parent's education level is reported graphically in figure RD4.

**Figure RD4: Parents' Highest Education Level by High School and Overall**



**Centennial** – A higher proportion of Centennial Students reported neither parent had graduated High School. A slightly higher proportion reported at least on parent with a Bachelor's Degree.

**David Douglas** – Seniors reported a much higher proportion of their parents highest education level being less than a High School Diploma. The proportion of seniors reporting at least one parent with a high school diploma was much higher than the total. David Douglas seniors also reported higher percentages of at least one parent with a Certificate or Associates Degree and a higher percentage with a Professional Degree.

**Gresham** – Seniors reported a higher proportion of at least one parent attending college but not having earned an award than the overall total. The proportions of seniors reporting at least one parent with a Master's Degree and one parent with a Doctorate/Ph.D. were much higher than the overall total.

**Sam Barlow** – For all college awards, Sam Barlow Seniors reported at least one parent with higher than total overall proportions. Every college award has a higher proportion than the total.

**Table RD1: Responses by Gender**

<i>Gender</i>	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Male	91	44.61%	93	22	40.00%	84	116	51.10%	107	127	48.85%	102	356	47.72%	100
Female	113	55.39%	106	33	60.00%	115	111	48.90%	94	133	51.15%	98	390	52.28%	100
Total	204	100.00%		55	100.00%		227	100.00%		260	100.00%		746	100.00%	

**Table RD2: Responses by Ethnicity**

<i>Race</i>	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Native American	2	1.00%	74	0	0.00%	0	4	1.76%	131	4	1.53%	114	10	1.35%	100
Asian	39	19.40%	212	14	25.93%	283	8	3.52%	39	7	2.68%	29	68	9.15%	100
African American	3	1.49%	79	1	1.85%	98	5	2.20%	117	5	1.92%	102	14	1.88%	100
Hispanic/Latino	24	11.94%	81	10	18.52%	125	41	18.06%	122	35	13.41%	91	110	14.80%	100
Pacific Islander	2	1.00%	92	2	3.70%	344	1	0.44%	41	3	1.15%	107	8	1.08%	100
White	124	61.69%	91	27	50.00%	73	160	70.48%	103	195	74.71%	110	506	68.10%	100
Other	6	2.99%	96	0	0.00%	0	8	3.52%	114	9	3.45%	111	23	3.10%	100
Mulit-race	1	0.50%	92	0	0.00%	0	0	0.00%	0	3	1.15%	214	4	0.54%	100
Total	201	100.00%		54	100.00%		227	100.00%		261	100.00%		743	100.00%	

**Table RD3: Responses by GPA**

GPA	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index
0.00-0.99	0	0.00%	0	1	1.82%	338	1	0.45%	83	2	0.77%	142	4	0.54%	100
1.00-1.49	1	0.49%	61	0	0.00%	0	3	1.34%	166	2	0.77%	95	6	0.81%	100
1.50-1.59	8	3.94%	64	3	5.45%	88	23	10.27%	166	12	4.60%	74	46	6.19%	100
2.00-2.49	34	16.75%	134	1	1.82%	15	26	11.61%	93	32	12.26%	98	93	12.52%	100
2.50-2.99	47	23.15%	119	4	7.27%	38	48	21.43%	111	45	17.24%	89	144	19.38%	100
3.00-3.49	42	20.69%	76	20	36.36%	134	58	25.89%	95	82	31.42%	116	202	27.19%	100
3.50-3.99	45	22.17%	89	16	29.09%	116	57	25.45%	102	68	26.05%	104	186	25.03%	100
4.00+	26	12.81%	153	10	18.18%	218	8	3.57%	43	18	6.90%	83	62	8.34%	100
Total	203	100.00%		55	100.00%		224	100.00%		261	100.00%		743	100.00%	

**Table RD4: Responses by Parents' Education Level**

Parents' Highest Education Level	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
< HS Diploma	29	14.43%	125	10	18.52%	160	26	11.45%	99	21	8.05%	70	86	11.57%	100
HS Diploma	33	16.42%	98	12	22.22%	132	40	17.62%	105	40	15.33%	91	125	16.82%	100
Some/No Degree	27	13.43%	91	7	12.96%	88	41	18.06%	122	35	13.41%	91	110	14.80%	100
Certificate	20	9.95%	110	7	12.96%	144	14	6.17%	68	26	9.96%	110	67	9.02%	100
Associates	13	6.47%	72	6	11.11%	123	21	9.25%	103	27	10.34%	115	67	9.02%	100
Bachelors	41	20.40%	112	6	11.11%	61	35	15.42%	85	53	20.31%	112	135	18.17%	100
Masters	12	5.97%	62	2	3.70%	39	29	12.78%	134	28	10.73%	112	71	9.56%	100
Professional	2	1.00%	57	2	3.70%	212	2	0.88%	50	7	2.68%	153	13	1.75%	100
Doctorate/Ph.D.	1	0.50%	28	0	0.00%	0	7	3.08%	176	5	1.92%	109	13	1.75%	100
Total	178	100.00%		52	100.00%		215	100.00%		242	100.00%		687	100.00%	

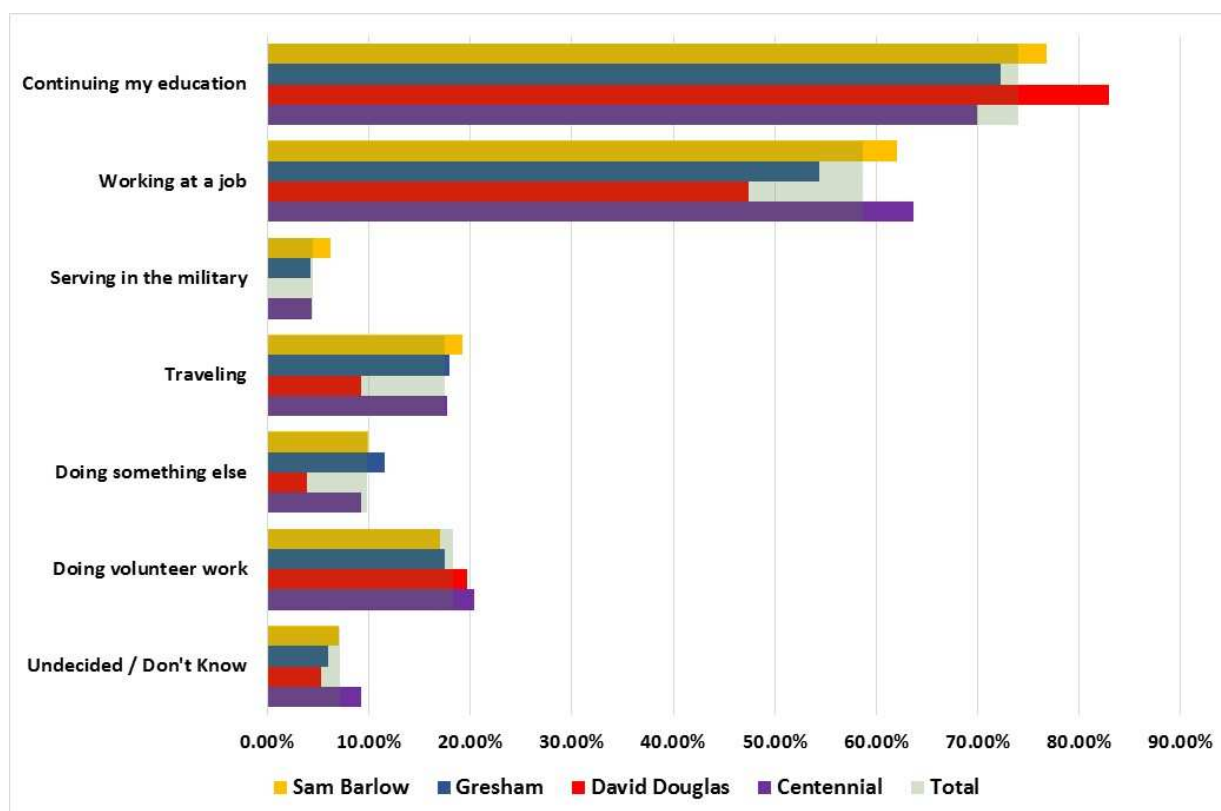
## Results – MHCC Questions

### Future Plans

Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFP1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from each school and the percentages are calculated off this total – not on the total number of responses to the question.

The majority of seniors (74.01%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Almost sixty percent (58.62%) indicated they would be working. The other activities were identified at much lower rates. “Doing volunteer work” and “Traveling” had similar rates with just below twenty percent of respondents (18.30% and 17.48% respectively) indicating these activities. Military service was identified by less than five percent (4.55%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by less than ten percent of respondents as well (9.79% and 7.11% respectively). Respondents that indicated they would be “Doing something else” were asked what else they would be doing. Responses to this question are available in Appendix D. Figure RFP1 presents the Future Plans Graphically

**Figure RFP1: Seniors’ Future Plans Responses by High School and Total**



**Centennial** – Seniors were more likely to indicate they would be working at a job than the overall total. Centennial seniors were also more likely to indicate they would be doing volunteer work or were undecided than the overall totals. They were less likely to indicate they would be continuing their education.

**David Douglas** – Seniors were more likely than the overall total to report that they would be continuing their education four months after graduating. They were less likely to indicate they would be working or traveling. As a proportion, they were least likely to indicate they were undecided.

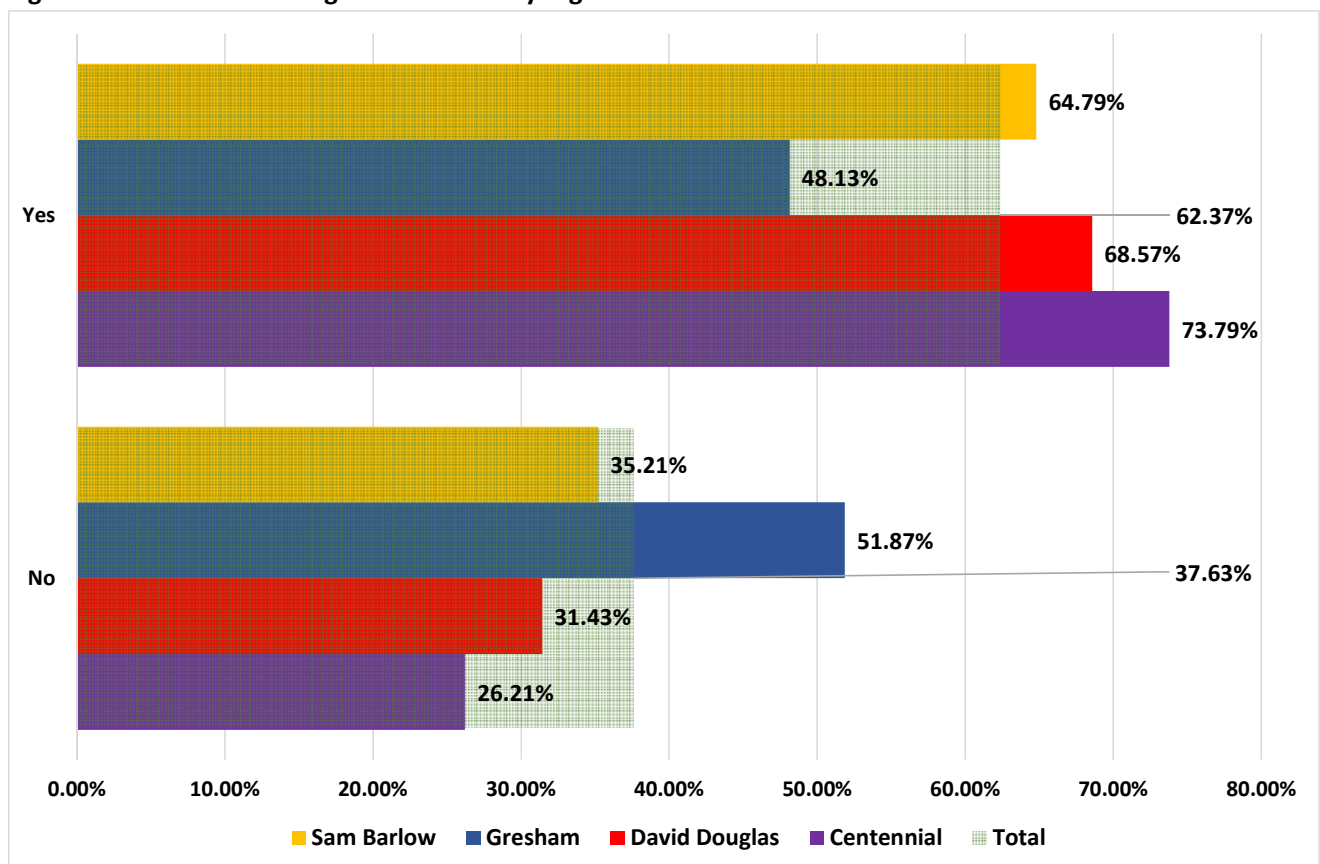
**Gresham** – Proportions for Gresham seniors were generally at or below the overall total in the majority of categories. Seniors were more likely to indicate they would be doing something else.

**Sam Barlow** – Seniors were more likely to indicate they would be continuing their education, working at a job, serving in the military, and/or traveling than the overall totals.

### College Now

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCN1. Over sixty percent of seniors (62.37%) indicated they had taken at least one college now course during their high school career. Data are presented graphically in Figure RCN1. When asked which college provided the credit, the majority (93.66%) indicated MHCC. Results for which college provided the credit are presented in Table RCN2.

**Figure RCN1: Taken a College Now Course by High School and Total**



**Centennial** – Seniors were much more likely to indicate they had taken a College Now Course. Over seventy percent (73.79%) indicated they had taken a College Now Course during their high school career compared to 62.37% of seniors overall. When asked which college provided the credit, the majority indicated MHCC.

**David Douglas** – Seniors were more likely to indicate they had taken a College Now Course. Over sixty-five percent (68.57%) indicated they had taken a College Now Course during their high school career compared to 62.37% of seniors overall. Although a majority of David Douglas Seniors (87.50%) indicated they had earned the college credit through MHCC, a substantial proportion (6.25%) indicated they had earned the credit through Portland Community College.

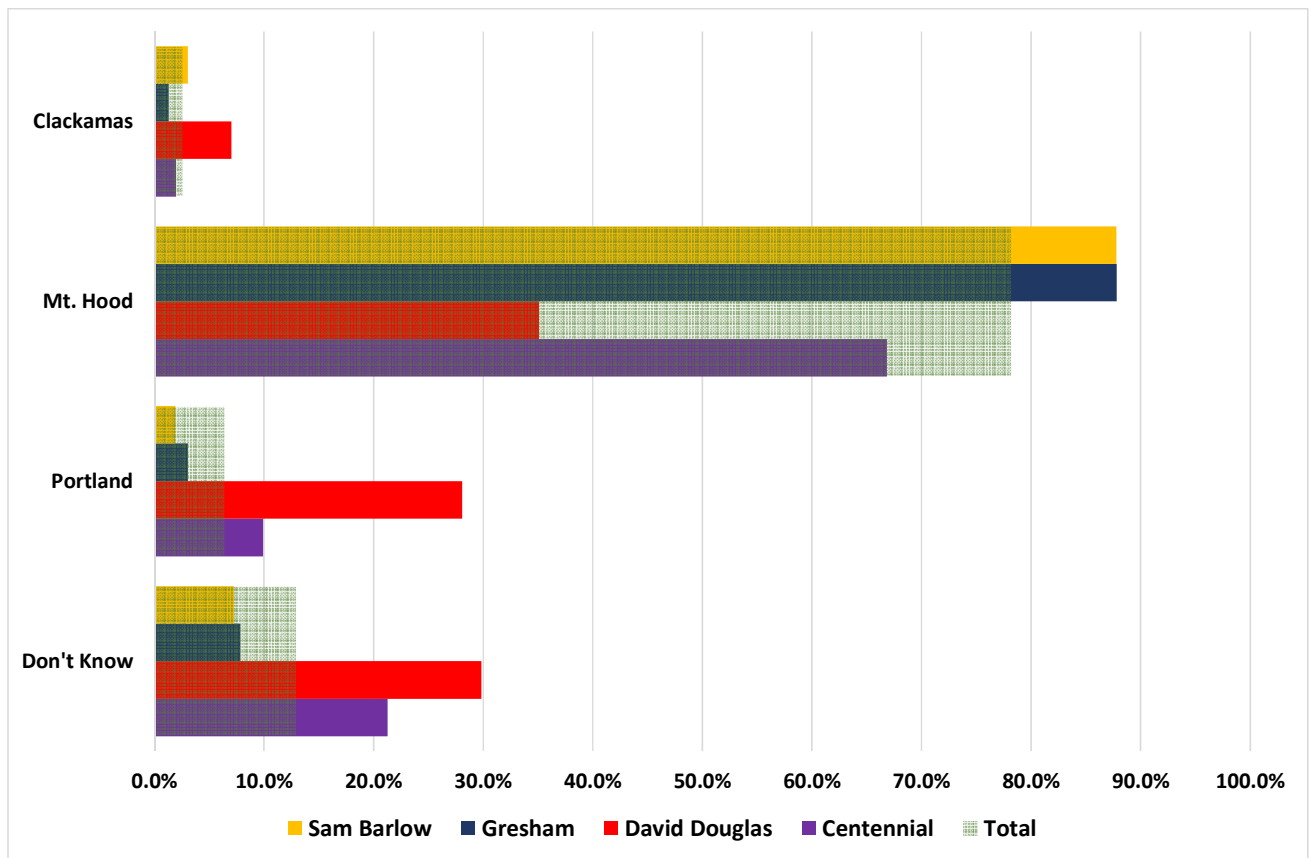
**Gresham** – Seniors from Gresham High School were far less likely to indicate they had taken a College Now Course than seniors overall. Only 48.13% of Gresham Seniors indicated they had taken at least one College Now Course during their high school career compared to 62.37% of seniors overall. For those that indicated they had taken a College Now Course, the majority of Gresham Seniors (93.97%) identified MHCC as the college that provided the credit.

**Sam Barlow** – Seniors from Sam Barlow were slightly more likely to indicate they had taken a College Now Course. Just under sixty-five percent (64.79%) indicated they had taken at least one College Now Course during their high school career compared to 62.37% of seniors overall. The distribution of colleges identified as having provided the credit was very similar to the overall distribution.

### District Residence

Seniors were asked in which Community College District they reside. Results are presented in Table RDR1. Every school district participating in the study lies 100% within the MHCC District Boundaries. Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary. The majority of seniors indicated they resided within MHCC's boundary. However, over one fifth of respondents (21.8%) indicated they lived either in one of the other two metro community college districts (Clackamas or Portland) or that they did not know which district they resided in. Data are reported graphically in Figure RDR1.

**Figure RDR1: Reported District Residence by High School and Total**



**Centennial** – Seniors were far more likely to indicate they did not know which community college district they resided in (21.3% of Centennial Seniors compared to 12.9% of seniors overall). They were also more likely to identify residing in the Portland Community College District (9.9% of Centennial Seniors compared to 6.4% overall).

**David Douglas** – Seniors were most likely to indicate they did not know which community college district they resided in (29.8% of David Douglas Seniors compared to 12.9% of seniors overall). They were much more likely to identify residing in Portland Community College’s district (29.8% of David Douglas Seniors compared to 6.4% overall).

**Gresham** – Seniors were more likely to identify the MHCC District as there district of residence.

**Sam Barlow** – Seniors were more likely to identify the MHCC District as there district of residence. Although a small proportion, 3.1% of Sam Barlow Seniors identified themselves as residing in the Clackamas Community College District; a higher proportion than seniors overall.

**Table RFP1: Future Plans Responses by High School and Total**

<i>Four Months after Graduation I plan to be...</i>	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Continuing my education	158	69.91%	94	63	82.89%	112	206	72.28%	98	208	76.75%	104	635	74.01%	100.00
Working at a job	144	63.72%	109	36	47.37%	81	155	54.39%	93	168	61.99%	106	503	58.62%	100.00
Serving in the military	10	4.42%	97	0	0.00%	0	12	4.21%	93	17	6.27%	138	39	4.55%	100.00
Traveling	40	17.70%	101	7	9.21%	53	51	17.89%	102	52	19.19%	110	150	17.48%	100.00
Doing something else	21	9.29%	95	3	3.95%	40	33	11.58%	118	27	9.96%	102	84	9.79%	100.00
Doing volunteer work	46	20.35%	111	15	19.74%	108	50	17.54%	96	46	16.97%	93	157	18.30%	100.00
Undecided / Don't Know	21	9.29%	131	4	5.26%	74	17	5.96%	84	19	7.01%	99	61	7.11%	100.00
Total Respondents	226	100.00%		76	100.00%		285	100.00%		271	100.00%		858	100.00%	

**Table RCN1: Taken College Now Course by High School and Total**

<i>Ever taken a College Now course?</i>	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Yes	152	73.79%	118	48	68.57%	110	116	48.13%	77	173	64.79%	104	489	62.37%	100
No	54	26.21%	70	22	31.43%	84	125	51.87%	138	94	35.21%	94	295	37.63%	100
Total	206	100.00%		70	100.00%		241	100.00%		267	100.00%		784	100.00%	

**Table RCN2: College Providing Credit to Students Taking a College Now Course by High School and Total**

<i>What college provided you with the credit?</i>	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Clackamas Community College	1	0.66%	64	0	0.00%	0	2	1.72%	169	2	1.16%	113	5	1.02%	100
Portland Community College	3	1.97%	107	3	6.25%	340	0	0.00%	0	3	1.73%	94	9	1.84%	100
Mt. Hood Community College	143	94.08%	100	42	87.50%	93	109	93.97%	100	164	94.80%	101	458	93.66%	100
Some Other College	5	3.29%	95	3	6.25%	180	5	4.31%	124	4	2.31%	67	17	3.48%	100
Total	152	100.00%		48	100.00%		116	100.00%		173	100.00%		489	100.00%	

**Table DR1: Community College District Residence by High School and Total**

<i>In which Community College District do you reside?</i>	Centennial			David Douglas			Gresham			Sam Barlow			Total		
	#	% Within		#	% Within		#	% Within		#	% Within		#	% Within	
Clackamas	4	2.0%	78	4	7.0%	277	3	1.3%	52	8	3.1%	121	19	2.5%	100
Mt. Hood	135	66.8%	86	20	35.1%	45	202	87.8%	112	230	87.8%	112	587	78.2%	100
Portland	20	9.9%	155	16	28.1%	439	7	3.0%	48	5	1.9%	30	48	6.4%	100
Don't Know	43	21.3%	165	17	29.8%	231	18	7.8%	61	19	7.3%	56	97	12.9%	100
Total	202	100.0%		57	100.0%		230	100.0%		262	100.0%		751	100.0%	

## Results - For Seniors Not Continuing Their Education

### Overall Results

For all students that indicated - in the Future Plans Question - they would be doing anything other than continuing their education, a series of questions were asked related to reasons for not continuing their education and information that could be provided to increase the likelihood of their continuing their education. A total of 145 seniors indicated they would not be continuing their education.

*Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.*

### Reasons for Not Continuing

Seniors that indicated they would not be continuing their education were asked to rate – on a seven point scale (1=Not a Reason and 7=An Extreme Reason) – ten reasons for not continuing their education. Results for all participating schools are presented in Table RNC1. Overwhelmingly, *Cost* was the reason for not continuing education. Over fifty percent (53.9%) of seniors indicated this was a Somewhat Major to Extreme Reason for not continuing. The average score for the *Cost* item (mean = 4.50, s.d. 2.22) was 1.11 points higher than the next highest reason for not continuing. The perception that *Grades aren't good enough* (mean = 3.11, s.d. 2.13) was the second highest reason for not continuing their education; 29.6% of seniors indicated this was a Somewhat Major to Extreme Reason for not attending.

**Table RNC1: Reasons for Not Continuing Education – All High Schools Combined**

All Participating Schools										
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	Index
Cost	29	15	8	14	26	22	29	143	4.22	100
	20.3%	10.5%	5.6%	9.8%	18.2%	15.4%	20.3%	100.0%	2.22	
Not interested	66	13	13	14	14	8	13	141	2.81	100
	46.8%	9.2%	9.2%	9.9%	9.9%	5.7%	9.2%	100.0%	2.11	
Feel unprepared	60	17	23	12	14	6	9	141	2.70	100
	42.6%	12.1%	16.3%	8.5%	9.9%	4.3%	6.4%	100.0%	1.91	
Already have a job	81	13	10	13	10	7	8	142	2.37	100
	57.0%	9.2%	7.0%	9.2%	7.0%	4.9%	5.6%	100.0%	1.93	
Grades aren't good enough	52	21	10	17	18	9	15	142	3.11	100
	36.6%	14.8%	7.0%	12.0%	12.7%	6.3%	10.6%	100.0%	2.13	
Don't know what I want to do	69	16	6	11	22	6	12	142	2.77	100
	48.6%	11.3%	4.2%	7.7%	15.5%	4.2%	8.5%	100.0%	2.11	
No one in family has gone	100	6	7	14	4	3	7	141	1.96	100
	70.9%	4.3%	5.0%	9.9%	2.8%	2.1%	5.0%	100.0%	1.74	
Won't fit in	98	8	7	6	10	4	7	140	2.01	100
	70.0%	5.7%	5.0%	4.3%	7.1%	2.9%	5.0%	100.0%	1.82	
Don't know how to apply	86	12	13	13	8	5	4	141	2.12	100
	61.0%	8.5%	9.2%	9.2%	5.7%	3.5%	2.8%	100.0%	1.69	
Don't know where I want to go	64	20	11	13	17	10	5	140	2.64	100
	45.7%	14.3%	7.9%	9.3%	12.1%	7.1%	3.6%	100.0%	1.91	

### Information That Would Change Likelihood of Continuing Education

Seniors were presented with nine different types of information sources and asked if each would increase the likelihood of their continuing their education – based on a seven point scale (1 = “Not Change” to 7 = “Dramatic Increase”). Overall Results are presented in Table RNCI1. Average scores indicate that information would have little impact on seniors’ decisions to continue their education (all average scores were below 4.00). Seniors did indicate *Financial Aid/Scholarship Information* (average score: 3.61, s.d. 2.08) would have the greatest impact on their likelihood of continuing their education; this makes sense as *Cost* was the most likely reason for not attending. Information regarding *Flexible Schedules* (average score: 3.22, s.d. 1.93) and *Job placement services after graduation* (average score: 3.19, s.d. 2.02) also appear to have some impact on the likelihood of seniors continuing their education.

**Table RNCI1: Information Sources That Would Change the Likelihood of Seniors Continuing Their Education – All Schools Combined**

All Participating Schools										
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	50	13	18	29	12	9	11	142	3.08	100
	35.2%	9.2%	12.7%	20.4%	8.5%	6.3%	7.7%	100.0%	1.97	
Financial Aid / Scholarship availability	38	12	15	31	14	16	17	143	3.61	100
	26.6%	8.4%	10.5%	21.7%	9.8%	11.2%	11.9%	100.0%	2.08	
Services for success (e.g. free tutoring)	53	12	16	25	16	11	9	142	3.06	100
	37.3%	8.5%	11.3%	17.6%	11.3%	7.7%	6.3%	100.0%	1.99	
Job placement services after graduation	50	10	15	37	10	7	15	144	3.19	100
	34.7%	6.9%	10.4%	25.7%	6.9%	4.9%	10.4%	100.0%	2.02	
Flexible schedules	45	14	14	35	17	9	10	144	3.22	100
	31.3%	9.7%	9.7%	24.3%	11.8%	6.3%	6.9%	100.0%	1.93	
Career identification and planning services	52	12	14	34	13	11	7	143	3.03	100
	36.4%	8.4%	9.8%	23.8%	9.1%	7.7%	4.9%	100.0%	1.91	
Social events / clubs	56	19	16	28	10	8	8	145	2.55	100
	38.6%	13.1%	11.0%	19.3%	6.9%	5.5%	5.5%	100.0%	1.72	
Oreintation / Registration / Getting Started services	56	19	16	28	10	8	8	145	2.81	100
	38.6%	13.1%	11.0%	19.3%	6.9%	5.5%	5.5%	100.0%	1.87	
Cost comparisons of similar schools	57	14	17	29	11	9	6	143	2.82	100
	39.9%	9.8%	11.9%	20.3%	7.7%	6.3%	4.2%	100.0%	1.85	

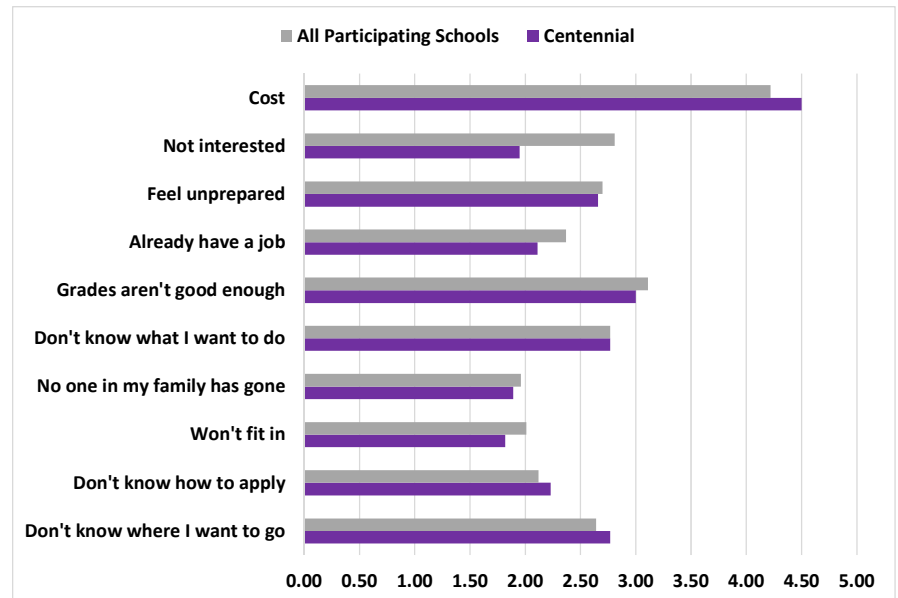
## Centennial Results

Results of the Reasons for Not Continuing Education for Centennial High School are reported in Table RNCC1.

Compared to seniors overall, Centennial Seniors were more likely to cite *Costs* (mean = 4.50, s.d. 2.04) as a reason for not attending. Centennial Seniors were also slightly more likely to indicate that they *Don't Know How to Apply* (mean = 2.23, s.d. 1.87) and that they *Don't know where I want to go* (mean = 2.77, s.d. 1.83). Centennial Seniors were much less likely to indicate they were *Not interested* (mean = 1.95, s.d. 1.51)

compared to seniors overall (mean = 2.81, s.d. 2.11). Figure RNCC1 plots mean scores of Centennial Students compared to seniors overall.

**Figure RNCC1: Reasons for Not Continuing Education Centennial Seniors Compared to Seniors Overall**

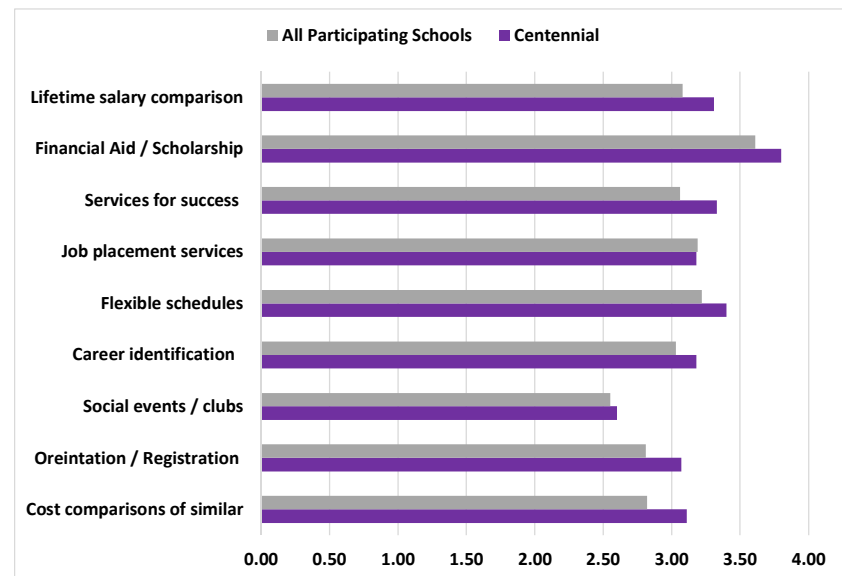


**Table RNCC1: Centennial High School Seniors – Reasons for Not Attending**

Centennial Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	Index
Cost	5 10.4%	7 14.6%	3 6.3%	8 16.7%	8 16.7%	6 12.5%	11 22.9%	48 100.0%	4.50 2.04	107
Not interested	29 61.7%	4 8.5%	2 4.3%	6 12.8%	4 8.5%	1 2.1%	1 2.1%	47 100.0%	1.95 1.51	69
Feel unprepared	19 40.4%	7 14.9%	7 14.9%	6 12.8%	4 8.5%	2 4.3%	2 4.3%	47 100.0%	2.66 1.83	99
Already have a job	28 58.3%	5 10.4%	3 6.3%	4 8.3%	4 8.3%	4 8.3%	0 0.0%	48 100.0%	2.11 1.70	89
Grades aren't good enough	18 37.5%	6 12.5%	3 6.3%	6 12.5%	8 16.7%	4 8.3%	3 6.3%	48 100.0%	3.00 1.99	96
Don't know what I want to do	21 43.8%	5 10.4%	4 8.3%	4 8.3%	9 18.8%	3 6.3%	2 4.2%	48 100.0%	2.77 2.01	100
No one in my family has gone	34 70.8%	0 0.0%	3 6.3%	7 14.6%	1 2.1%	1 2.1%	2 4.2%	48 100.0%	1.89 1.70	96
Won't fit in	31 67.4%	5 10.9%	1 2.2%	4 8.7%	2 4.3%	3 6.5%	0 0.0%	46 100.0%	1.82 1.50	91
Don't know how to apply	29 61.7%	1 2.1%	5 10.6%	4 8.5%	2 4.3%	5 10.6%	1 2.1%	47 100.0%	2.23 1.87	105
Don't know where I want to go	17 37.0%	8 17.4%	4 8.7%	6 13.0%	5 10.9%	6 13.0%	0 0.0%	46 100.0%	2.77 1.83	105

Results of information sources likely to increase Centennial Seniors continuing their education is presented in Table RNCC2. Centennial Seniors were more likely to indicate all but one of the information sources would increase the likelihood of their continuing their education. *Job placement services after graduation* (mean = 3.18, s.d. 1.83) was 0.01 lower than the seniors overall score (mean = 3.19, s.d. 2.02). *Financial Aid / Scholarship Information* (mean = 3.80, s.d. 1.88) was the information source that

**Figure RNCC2: Likelihood of Information Sources Increasing Centennial Seniors Continuing Education Compared to Seniors Overall**



would have the greatest impact on increasing Centennial Seniors likelihood of continuing their education. Centennial Seniors were more likely to indicate that *Services for Success* (mean = 3.33, s.d. 1.86), *Orientation / Registration / Getting Started Services* (mean = 3.07, s.d. 1.84), and *Cost comparisons of similar schools* (mean = 3.11, s.d. 1.74) were all much higher than seniors scores overall (means = 3.06, 3.07, and 2.82 (respectively)).

**Table RNCC2: Centennial High School Seniors – Information Sources Likely to Increase Continuing Education**

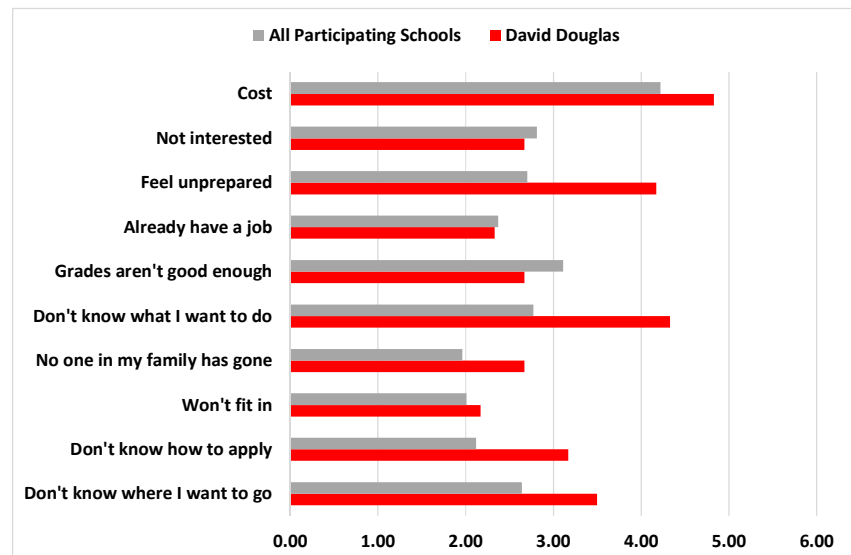
Centennial Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	14 30.4%	3 6.5%	6 13.0%	13 28.3%	3 6.5%	4 8.7%	3 6.5%	46 100.0%	3.31 1.91	107
Financial Aid / Scholarship availability	9 19.6%	4 8.7%	6 13.0%	12 26.1%	4 8.7%	8 17.4%	3 6.5%	46 100.0%	3.80 1.88	105
Services for success (e.g. free tutoring)	14 30.4%	3 6.5%	5 10.9%	12 26.1%	5 10.9%	6 13.0%	1 2.2%	46 100.0%	3.33 1.86	109
Job placement services after graduation	16 34.8%	1 2.2%	4 8.7%	18 39.1%	3 6.5%	1 2.2%	3 6.5%	46 100.0%	3.18 1.83	100
Flexible schedules	12 26.1%	4 8.7%	4 8.7%	15 32.6%	6 13.0%	3 6.5%	2 4.3%	46 100.0%	3.40 1.78	106
Career identification and planning services	14 30.4%	3 6.5%	6 13.0%	15 32.6%	4 8.7%	2 4.3%	2 4.3%	46 100.0%	3.18 1.75	105
Social events / clubs	18 38.3%	6 12.8%	8 17.0%	13 27.7%	0 0.0%	1 2.1%	1 2.1%	47 100.0%	2.60 1.51	102
Oreintation / Registration / Getting Started services	14 29.2%	8 16.7%	7 14.6%	10 20.8%	2 4.2%	4 8.3%	3 6.3%	48 100.0%	3.07 1.84	109
Cost comparisons of similar schools	29 61.7%	1 2.1%	5 10.6%	4 8.5%	2 4.3%	5 10.6%	1 2.1%	47 100.0%	3.11 1.74	110

## David Douglas Results

Results of David Douglas Seniors' reasons for not continuing their education are presented in Table RNCDD1. David Douglas Seniors were more likely to identify reasons for not attending. All but three of the reasons – (1) *Not Interested*, (2) *Already have a job*, and (3) *Grades aren't good enough* – had average scores lower than seniors overall. Although David Douglas Seniors identified *Cost* as the biggest reason for not attending (mean = 4.83, s.d. 2.40), both *Feel unprepared* (mean = 4.17,

s.d. 1.84) and *Don't know what I want to do* (mean = 4.33, s.d. 2.50) had very high average scores as well. Although not as important reasons, *Don't know where I want to go* (mean = 3.50, s.d. 2.51), *Don't know how to apply* (mean = 3.17, s.d. 2.40), and *No one in my family has gone* (mean = 2.67, s.d. 2.42) had index scores over 130 indicating David Douglas Seniors were much more likely to identify these as major reasons than seniors overall. Results are presented graphically in Figure RNCDD1.

**Figure RNCDD1: Reasons for Not Continuing Education David Douglas Compared to Seniors Overall**

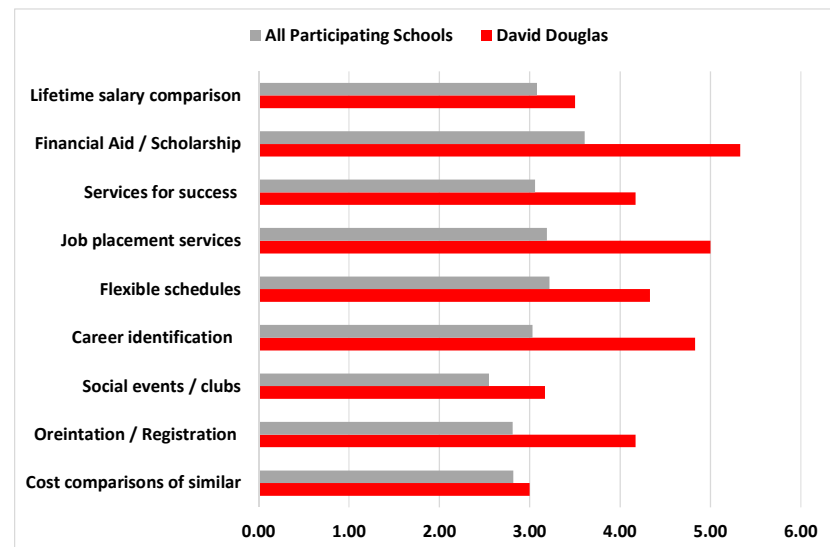


**Table RNCDD1: David Douglas High School Seniors – Reasons for Not Attending**

David Douglas										
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	Index
Cost	1	0	1	0	1	1	2	6	4.83	114
	16.7%	0.0%	16.7%	0.0%	16.7%	16.7%	33.3%	100.0%	2.40	
Not interested	3	0	1	1	0	1	0	6	2.67	95
	50.0%	0.0%	16.7%	16.7%	0.0%	16.7%	0.0%	100.0%	2.07	
Feel unprepared	0	1	2	0	2	0	1	6	4.17	154
	0.0%	16.7%	33.3%	0.0%	33.3%	0.0%	16.7%	100.0%	1.84	
Already have a job	3	2	0	0	0	0	1	6	2.33	98
	50.0%	33.3%	0.0%	0.0%	0.0%	0.0%	16.7%	100.0%	2.34	
Grades aren't good enough	1	1	0	1	1	0	2	6	2.67	86
	16.7%	16.7%	0.0%	16.7%	16.7%	0.0%	33.3%	100.0%	2.42	
Don't know what I want to do	1	1	0	1	1	0	2	6	4.33	156
	16.7%	16.7%	0.0%	16.7%	16.7%	0.0%	33.3%	100.0%	2.50	
No one in my family has gone	3	1	0	1	0	0	1	6	2.67	136
	50.0%	16.7%	0.0%	16.7%	0.0%	0.0%	16.7%	100.0%	2.42	
Won't fit in	4	1	0	0	0	0	1	6	2.17	108
	66.7%	16.7%	0.0%	0.0%	0.0%	0.0%	16.7%	100.0%	2.40	
Don't know how to apply	2	1	1	0	1	0	1	6	3.17	150
	33.3%	16.7%	16.7%	0.0%	16.7%	0.0%	16.7%	100.0%	2.40	
Don't know where I want to go	2	1	0	0	2	0	1	6	3.50	133
	33.3%	16.7%	0.0%	0.0%	33.3%	0.0%	16.7%	100.0%	2.51	

Results of information sources likely to increase David Douglas Seniors continuing their education is presented in Table RNCDD2. David Douglas Seniors indicated every information source would have a greater impact on the likelihood of their continuing their education compared to seniors overall. *Financial Aid / Scholarship availability* (mean = 5.33, s.d. 2.16), *Job placement services after graduation* (mean = 5.00, s.d. 2.45), *Career identification and planning services* (mean = 4.83, s.d. 2.14), and *Orientation / Registration / Getting Started services* (mean = 4.17, s.d. 1.72) had the greatest differences compared to overall student scores (means = 3.61, 3.19, 3.03, and 2.81 (respectively)). Figure RNCDD2 presents the information sources data graphically.

**Figure RNCDD2: Likelihood of Information Sources Increasing David Douglas Seniors Continuing Education Compared to Seniors Overall**



**Table RNCDD2: David Douglas High School Seniors – Information Sources Likely to Increase Continuing Education**

David Douglas										
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	1 16.7%	1 16.7%	2 33.3%	0 0.0%	1 16.7%	0 0.0%	1 16.7%	6 100.0%	3.50 2.17	114
Financial Aid / Scholarship availability	1 16.7%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 66.7%	1 16.7%	6 100.0%	5.33 2.16	148
Services for success (e.g. free tutoring)	2 33.3%	0 0.0%	0 0.0%	0 0.0%	2 33.3%	1 16.7%	1 16.7%	6 100.0%	4.17 2.56	136
Job placement services after graduation	1 16.7%	0 0.0%	0 0.0%	2 33.3%	0 0.0%	0 0.0%	3 50.0%	6 100.0%	5.00 2.45	157
Flexible schedules	0 0.0%	1 16.7%	1 16.7%	2 33.3%	0 0.0%	1 16.7%	1 16.7%	6 100.0%	4.33 1.86	134
Career identification and planning services	1 16.7%	0 0.0%	0 0.0%	1 16.7%	1 16.7%	2 33.3%	1 16.7%	6 100.0%	4.83 2.14	159
Social events / clubs	1 16.7%	1 16.7%	3 50.0%	0 0.0%	0 0.0%	0 0.0%	1 16.7%	6 100.0%	3.17 2.04	124
Oreintation / Registration / Getting Started services	0 0.0%	1 16.7%	1 16.7%	2 33.3%	1 16.7%	0 0.0%	1 16.7%	6 100.0%	4.17 1.72	148
Cost comparisons of similar schools	2 33.3%	0 0.0%	3 50.0%	0 0.0%	0 0.0%	0 0.0%	1 16.7%	6 100.0%	3.00 2.19	106

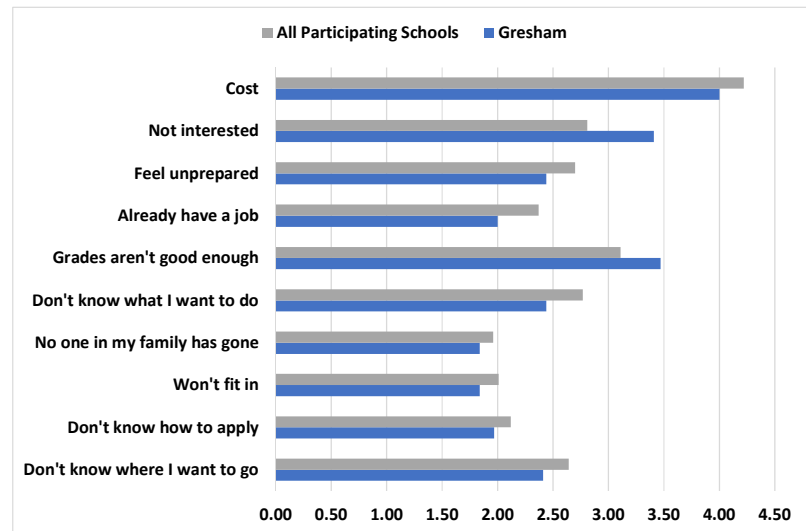
## Gresham Results

Results for Gresham Seniors' Reasons for Not Attending are presented in Table RNCG1.

Gresham Seniors tended to indicate the reasons for not continuing their education were not as important as seniors overall. For all but two of the reasons, Gresham Seniors rated the reasons lower than seniors overall. Gresham Seniors were more likely to indicate that they were *Not Interested* (mean = 3.41, s.d. 2.55). They were also more likely to indicate their *Grades aren't good enough* (mean = 3.47, s.d.

2.24). *Cost* (mean = 4.00, s.d. 2.45) was still the most important reason for not continuing their education. Results are presented graphically in Figure RNCG1.

**Figure RNCG1: Reasons for Not Continuing Education Gresham Compared to Seniors Overall**

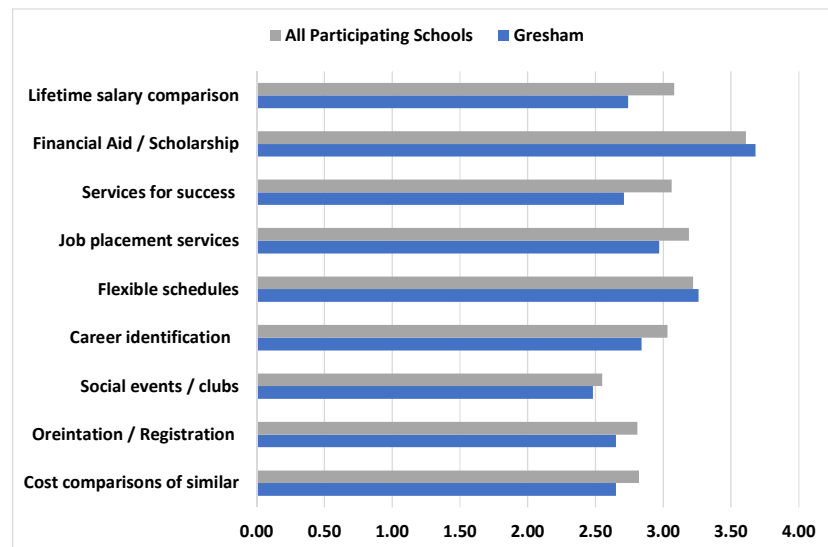


**Table RNCG1: Gresham High School Seniors – Reasons for Not Attending**

Gresham										
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	Index
Cost	10	3	1	1	6	6	6	33	4.00	95
	30.3%	9.1%	3.0%	3.0%	18.2%	18.2%	18.2%	100.0%	2.45	
Not interested	14	1	4	1	3	1	8	32	3.41	121
	43.8%	3.1%	12.5%	3.1%	9.4%	3.1%	25.0%	100.0%	2.55	
Feel unprepared	15	4	8	1	0	1	3	32	2.44	90
	46.9%	12.5%	25.0%	3.1%	0.0%	3.1%	9.4%	100.0%	1.90	
Already have a job	24	2	1	1	1	3	1	33	2.00	84
	72.7%	6.1%	3.0%	3.0%	3.0%	9.1%	3.0%	100.0%	1.88	
Grades aren't good enough	10	6	1	5	2	5	4	33	3.47	112
	30.3%	18.2%	3.0%	15.2%	6.1%	15.2%	12.1%	100.0%	2.27	
Don't know what I want to do	18	5	0	1	4	2	2	32	2.44	88
	56.3%	15.6%	0.0%	3.1%	12.5%	6.3%	6.3%	100.0%	2.08	
No one in my family has gone	25	0	2	3	0	2	1	33	1.84	94
	75.8%	0.0%	6.1%	9.1%	0.0%	6.1%	3.0%	100.0%	1.74	
Won't fit in	26	0	2	0	2	1	2	33	1.84	92
	78.8%	0.0%	6.1%	0.0%	6.1%	3.0%	6.1%	100.0%	1.89	
Don't know how to apply	20	3	3	5	1	0	1	33	1.97	93
	60.6%	9.1%	9.1%	15.2%	3.0%	0.0%	3.0%	100.0%	1.53	
Don't know where I want to go	17	5	3	3	1	2	2	33	2.41	91
	51.5%	15.2%	9.1%	9.1%	3.0%	6.1%	6.1%	100.0%	1.95	

Results of information sources likely to increase Gresham Seniors continuing their education is presented in Table RNCG2. *Financial Aid / Scholarship availability* (mean = 3.68, s.d. 2.23) and *Flexible schedules* (mean = 3.26, s.d. 1.79) had the greatest differences compared to overall student scores (means = 3.61 and 3.22 respectively). Gresham Seniors indicated all other information would have less of an impact on increasing their likelihood of continuing education than did seniors overall. Figure RNCG2 presents the information sources data graphically.

**Figure RNCG2: Likelihood of Information Sources Increasing Gresham Seniors Continuing Education Compared to Seniors Overall**



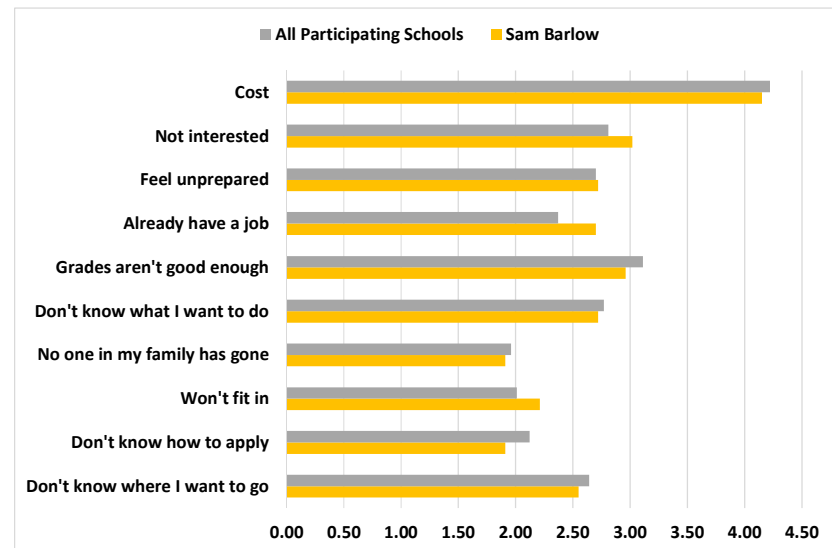
**Table RNCG2: Gresham High School Seniors – Information Sources Likely to Increase Continuing Education**

Gresham										
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	14	4	1	7	3	3	1	33	2.74	89
	42.4%	12.1%	3.0%	21.2%	9.1%	9.1%	3.0%	100.0%	1.91	
Financial Aid / Scholarship availability	9	1	2	7	4	1	6	30	3.68	102
	30.0%	3.3%	6.7%	23.3%	13.3%	3.3%	20.0%	100.0%	2.23	
Services for success (e.g. free tutoring)	13	4	5	4	4	2	1	33	2.71	89
	39.4%	12.1%	15.2%	12.1%	12.1%	6.1%	3.0%	100.0%	2.56	
Job placement services after graduation	12	4	3	6	5	1	3	34	2.97	93
	35.3%	11.8%	8.8%	17.6%	14.7%	2.9%	8.8%	100.0%	1.92	
Flexible schedules	9	5	3	9	5	2	1	34	3.26	101
	26.5%	14.7%	8.8%	26.5%	14.7%	5.9%	2.9%	100.0%	1.79	
Career identification and planning services	15	2	3	5	6	2	1	34	2.84	94
	44.1%	5.9%	8.8%	14.7%	17.6%	5.9%	2.9%	100.0%	1.97	
Social events / clubs	13	6	5	5	2	3	0	34	2.48	97
	38.2%	17.6%	14.7%	14.7%	5.9%	8.8%	0.0%	100.0%	1.59	
Oreintation / Registration / Getting Started services	13	5	4	6	4	1	1	34	2.65	94
	38.2%	14.7%	11.8%	17.6%	11.8%	2.9%	2.9%	100.0%	1.70	
Cost comparisons of similar schools	14	4	3	5	4	3	0	33	2.65	94
	42.4%	12.1%	9.1%	15.2%	12.1%	9.1%	0.0%	100.0%	1.74	

## Sam Barlow Results

Results for Sam Barlow Senior's Reasons for Not Attending are presented in Table RNCSB1. Sam Barlow Senior's results were very close to seniors overall. *Already have a job* (mean = 2.70, s.d. 2.00), *Not Interested* (mean = 3.02, s.d. 2.02) and *Won't fit in* (mean = 2.21, s.d. 1.96) all had average scores higher than seniors overall. *Cost* (mean = 4.15, s.d. 2.26) was the highest rated reason for not continuing their education and was very close to the senior's overall score (mean = 4.22, s.d. 2.22). Results are presented graphically in Figure RNCSB1.

**Figure RNCSB1: Reasons for Not Continuing Education Sam Barlow Compared to Seniors Overall**

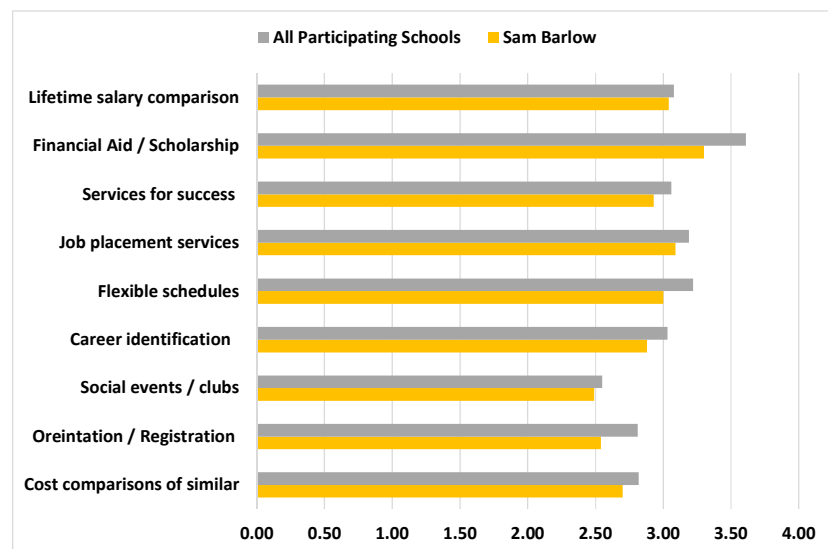


**Table RNCSB1: Sam Barlow High School Seniors – Reasons for Not Attending**

Sam Barlow										
Reasons for not continuing education	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	Index
Cost	13	5	3	5	11	9	10	56	4.15	98
	23.2%	8.9%	5.4%	8.9%	19.6%	16.1%	17.9%	100.0%	2.26	
Not interested	20	8	6	6	7	5	4	56	3.02	107
	35.7%	14.3%	10.7%	10.7%	12.5%	8.9%	7.1%	100.0%	2.02	
Feel unprepared	26	5	6	5	8	3	3	56	2.72	101
	46.4%	8.9%	10.7%	8.9%	14.3%	5.4%	5.4%	100.0%	2.00	
Already have a job	26	4	6	8	5	0	6	55	2.70	114
	47.3%	7.3%	10.9%	14.5%	9.1%	0.0%	10.9%	100.0%	2.00	
Grades aren't good enough	21	8	6	5	8	0	7	55	2.96	95
	38.2%	14.5%	10.9%	9.1%	14.5%	0.0%	12.7%	100.0%	2.13	
Don't know what I want to do	29	5	2	5	8	1	6	56	2.72	98
	51.8%	8.9%	3.6%	8.9%	14.3%	1.8%	10.7%	100.0%	2.21	
No one in my family has gone	38	5	2	3	3	0	3	54	1.91	97
	70.4%	9.3%	3.7%	5.6%	5.6%	0.0%	5.6%	100.0%	1.71	
Won't fit in	37	2	4	2	6	0	4	55	2.21	110
	67.3%	3.6%	7.3%	3.6%	10.9%	0.0%	7.3%	100.0%	1.96	
Don't know how to apply	28	6	4	4	9	2	2	55	1.91	90
	50.9%	10.9%	7.3%	7.3%	16.4%	3.6%	3.6%	100.0%	1.48	
Don't know where I want to go	28	6	4	4	9	2	2	55	2.55	97
	50.9%	10.9%	7.3%	7.3%	16.4%	3.6%	3.6%	100.0%	1.94	

Results of information sources likely to increase Sam Barlow Seniors continuing their education is presented in Table RNCB2. Sam Barlow Seniors indicated all information sources would have less of an impact on the likelihood of their continuing their education than did seniors overall. *Financial Aid / Scholarship availability* (mean = 3.30, s.d. 2.10), *Job placement services after graduation* (mean = 3.09, s.d. 2.09), *Lifetime salary comparison* (mean = 3.04, s.d. 2.04), and *Flexible schedules* (mean = 3.00, s.d. 2.12) were most likely to have an impact. Figure RNCB2 presents the information sources data graphically.

**Figure RNCB2: Likelihood of Information Sources Increasing Gresham Seniors Continuing Education Compared to Seniors Overall**



**Table RNCB2: Sam Barlow High School Seniors – Information Sources Likely to Increase Continuing Education**

Sam Barlow										
Information that would change likelihood of going	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	21	5	9	9	5	2	6	57	3.04	99
	36.8%	8.8%	15.8%	15.8%	8.8%	3.5%	10.5%	100.0%	2.04	
Financial Aid / Scholarship availability	19	4	7	12	6	3	7	58	3.30	91
	32.8%	6.9%	12.1%	20.7%	10.3%	5.2%	12.1%	100.0%	2.10	
Services for success (e.g. free tutoring)	24	5	6	9	5	2	6	57	2.93	96
	42.1%	8.8%	10.5%	15.8%	8.8%	3.5%	10.5%	100.0%	2.09	
Job placement services after graduation	21	5	8	11	2	5	6	58	3.09	97
	36.2%	8.6%	13.8%	19.0%	3.4%	8.6%	10.3%	100.0%	2.09	
Flexible schedules	24	4	6	9	6	3	6	58	3.00	93
	41.4%	6.9%	10.3%	15.5%	10.3%	5.2%	10.3%	100.0%	2.12	
Career identification and planning services	22	7	5	13	2	5	3	57	2.88	95
	38.6%	12.3%	8.8%	22.8%	3.5%	8.8%	5.3%	100.0%	1.93	
Social events / clubs	30	4	8	7	4	1	4	58	2.49	98
	51.7%	6.9%	13.8%	12.1%	6.9%	1.7%	6.9%	100.0%	1.91	
Oreintation / Registration / Getting Started services	29	5	4	10	3	3	3	57	2.54	90
	50.9%	8.8%	7.0%	17.5%	5.3%	5.3%	5.3%	100.0%	1.92	
Cost comparisons of similar schools	26	5	6	11	2	3	4	57	2.70	96
	45.6%	8.8%	10.5%	19.3%	3.5%	5.3%	7.0%	100.0%	1.96	

## Results – For Seniors Planning to Continue Their Education

### Overall Results

A total of 630 high school seniors (72.9% of respondents) indicated they would be continuing their education. For those continuing their education, questions were asked in four broad areas: (1) The type of institution attending, (2) Reasons for selecting the institution chosen, (3) Scholarships, and (4) Institution selection process.

*Note: Index numbers reported in the following tables compare mean scores for the identified high school to the overall mean scores. Please see the discussion at the beginning of the Results Section for an explanation of Index Scores.*

### Type of Institution Attending

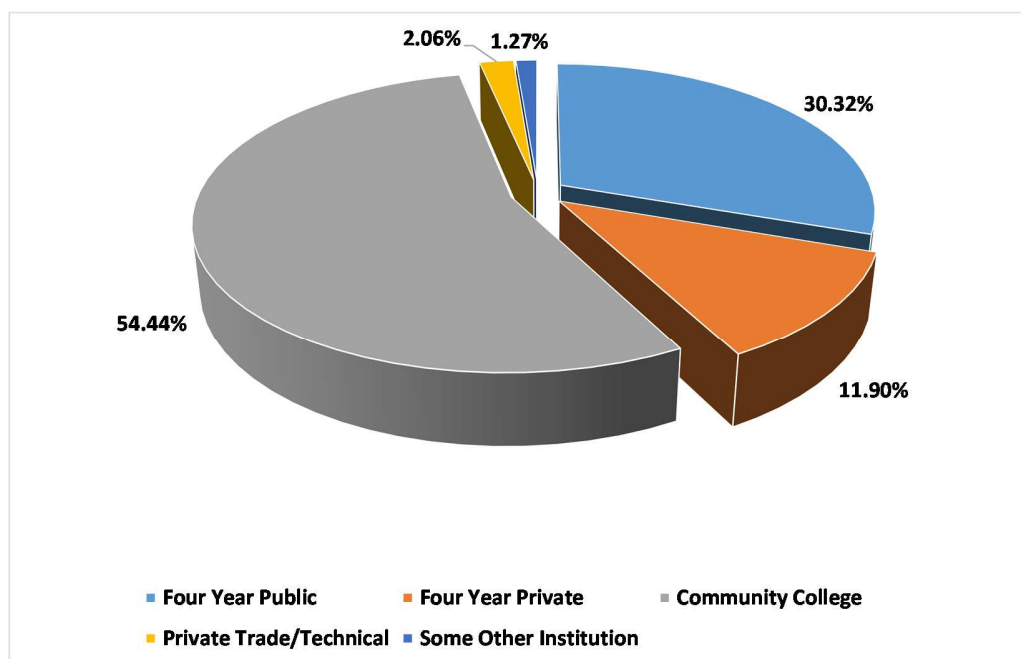
Results of the institution type seniors are attending are presented in Table CTIA1. The majority of seniors (54.44%) indicated they will be attending a community college. An additional thirty percent (30.32%) indicated they will be attending a four year public university. Just over ten percent (11.90%) indicated they will be going to a four year private institution.

The remaining seniors indicated they will be attending either a private trade/technical school (2.06%) or some other type of institution (1.27%). Data are presented graphically in Figure CTIA1.

**Table CTIA1: All Continuing Education Seniors by the Type of Institution They Are Attending**

Type of Institution	Responses	% of Total
Four Year Public	191	30.32%
Four Year Private	75	11.90%
Community College	343	54.44%
Private Trade/Technical	13	2.06%
Some Other Institution	8	1.27%
Total	630	100.00%

**Figure CTIA1: Pie Chart of Seniors by Institution Type Attending**



## Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results are presented in Table CRS1. Three items were identified as more important than the others: (1) *Programs available of interest to me*, (2) *Overall cost of attending*, and (3) *Availability of financial aid*. The programs available item had over eighty percent (81.9%) of seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.81 (s.d. 1.33). The overall cost and availability of financial aid items both had over seventy five percent (77.2% and 75.6% respectively) of seniors identify them as “Somewhat Important” to “Totally Important.” Mean scores for these two items were also above 5.60 on a seven point scale (5.72, s.d. 1.45 and 5.63, s.d. 1.45 respectively). An additional five items had mean scores above 5.00: *Post graduate opportunities* (mean = 5.55 s.d. 1.43), *School / program reputation* (Mean = 5.24, s.d. 1.46), *Intangibles* (mean = 5.12, s.d. 1.56), *Location – Out of town/away from home* (mean = 5.05, s.d. 1.59), and *Location – Convenient/easy to get to* (mean = 5.02, s.d. 1.55).

Table CRS1: Importance of Institution Attributes to Seniors Choosing College/University

All Participating Schools										
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Index
Location - Out of town / away from home	29	21	18	155	104	154	122	603	5.05	100
	4.8%	3.5%	3.0%	25.7%	17.2%	25.5%	20.2%	100.0%	1.59	
Programs available of interest to me	12	5	10	81	63	202	224	597	5.81	100
	2.0%	0.8%	1.7%	13.6%	10.6%	33.8%	37.5%	100.0%	1.33	
Overall cost of attending	5	3	4	34	23	52	81	202	5.72	100
	2.5%	1.5%	2.0%	16.8%	11.4%	25.7%	40.1%	100.0%	1.45	
Availability of financial aid	13	9	18	106	66	173	214	599	5.63	100
	2.2%	1.5%	3.0%	17.7%	11.0%	28.9%	35.7%	100.0%	1.45	
Post graduate opportunities	17	11	11	98	85	203	172	597	5.55	100
	2.8%	1.8%	1.8%	16.4%	14.2%	34.0%	28.8%	100.0%	1.43	
Location - Convenient / easy to get to	26	27	26	120	126	181	95	601	5.02	100
	4.3%	4.5%	4.3%	20.0%	21.0%	30.1%	15.8%	100.0%	1.55	
Reputation of instructors	22	26	27	174	124	157	67	597	4.83	100
	3.7%	4.4%	4.5%	29.1%	20.8%	26.3%	11.2%	100.0%	1.46	
School / Program Reputation	20	17	15	123	115	196	116	602	5.24	100
	3.3%	2.8%	2.5%	20.4%	19.1%	32.6%	19.3%	100.0%	1.46	
Recommendations from others	19	26	31	170	148	156	49	599	4.78	100
	3.2%	4.3%	5.2%	28.4%	24.7%	26.0%	8.2%	100.0%	1.39	
Social atmosphere	24	29	21	150	122	176	78	600	4.93	100
	4.0%	4.8%	3.5%	25.0%	20.3%	29.3%	13.0%	100.0%	1.51	
Extracurricular activities	40	44	38	167	122	132	54	597	4.51	100
	6.7%	7.4%	6.4%	28.0%	20.4%	22.1%	9.0%	100.0%	1.62	
Athletics	122	73	39	155	75	79	57	600	3.76	100
	20.3%	12.2%	6.5%	25.8%	12.5%	13.2%	9.5%	100.0%	1.96	
Friends attending	73	66	49	174	126	77	32	597	3.96	100
	12.2%	11.1%	8.2%	29.1%	21.1%	12.9%	5.4%	100.0%	1.89	
Intangibles (Campus feels right)	24	23	21	129	114	163	123	597	5.12	100
	4.0%	3.9%	3.5%	21.6%	19.1%	27.3%	20.6%	100.0%	1.56	
Technology available	20	26	28	145	123	171	87	600	4.98	100
	3.3%	4.3%	4.7%	24.2%	20.5%	28.5%	14.5%	100.0%	1.49	
Selectivity (Requirements / Eligibility)	30	37	30	192	102	153	53	597	4.62	100
	5.0%	6.2%	5.0%	32.2%	17.1%	25.6%	8.9%	100.0%	1.54	

Table CRS2: Mean Importance Scores of Institution Attributes for  
Selecting A College/University by 4-Year and Community  
College Bound Seniors

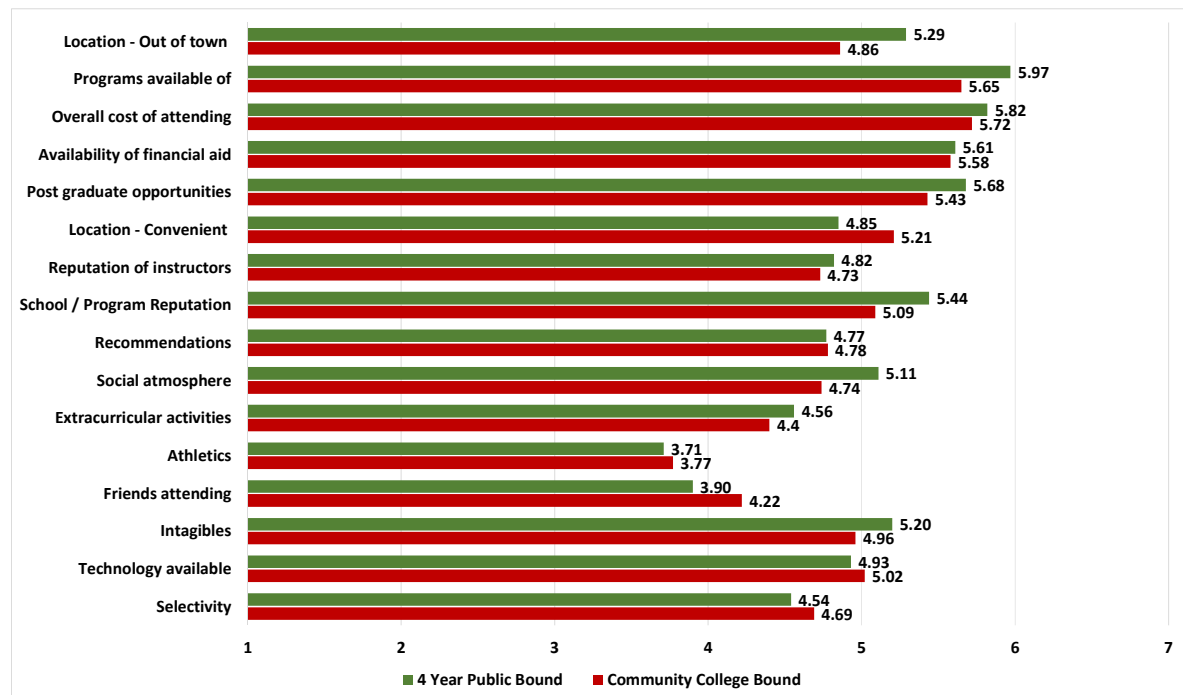
Item	Total	4-Year	Community College	t-value, d.f., prob
Location - Out of town	5.05	5.29	4.86	t=3.00, df=511, p≤.003
/ away from home	1.59	1.42	1.66	
Programs available of interest to me	5.81	5.97	5.65	t=2.77, df=442.16, p≤.006
	1.33	1.18	1.43	
Overall cost of attending	5.72	5.82	5.72	
	1.45	1.36	1.47	
Availability of financial aid	5.63	5.61	5.58	
	1.45	1.40	1.47	
Post graduate opportunities	5.55	5.68	5.43	t=2.00, df=424.01, p≤.046
	1.43	1.31	1.48	
Location - Convenient / easy to get to	5.02	4.85	5.21	t=2.59, df= 510, p≤.010
	1.55	1.49	1.50	
Reputation of instructors	4.83	4.82	4.73	
	1.46	1.33	1.50	
School / Program Reputation	5.24	5.44	5.09	t=2.77, df=434.98, p≤.006
	1.46	1.28	1.51	
Recommendations from others	4.78	4.77	4.78	
	1.39	1.32	1.43	
Social atmosphere	4.93	5.11	4.74	t=2.77, df=410.38, p≤.006
	1.51	1.42	1.57	
Extracurricular activities	4.51	4.56	4.4	
	1.62	1.50	1.65	
Athletics	3.76	3.71	3.77	
	1.96	1.92	1.97	
Friends attending	3.96	3.90	4.22	t=2.13, df=506, p≤.034
	1.89	1.57	1.68	
Intagibles (Campus feels right)	5.12	5.20	4.96	
	1.56	1.58	1.57	
Technology available	4.98	4.93	5.02	
	1.49	1.35	1.57	
Selectivity	4.62	4.54	4.69	
(Requirements / Eligibility)	1.54	1.46	1.61	

The Importance of Attributes data was examined to determine if there were differences between community college bound seniors and 4-year public university bound seniors. The data are presented in Table CRS2. Generally, seniors bound to 4-year public universities rated the items higher than their community college bound counterparts. Of the sixteen items assessed, community college bound seniors rated five items more important: (1) *Convenient Location*, (2) *Athletics*, (3) *Friends Attending*, (4) *Technology Available*, and (5) *Selectivity*. An Independent Samples t-test was conducted to determine if differences between community college and 4-year public university bound seniors' importance ratings were statistically significant.

Seven items revealed statistically significant differences. Seniors bound for 4-year public universities rated: *Location – Out of town/away from home* ( $t = 3.00$ ,  $df = 511$ ,  $p \leq .003$ ), *Programs available of interest to me* ( $t = 2.77$ ,  $df = 442.16$ ,  $p \leq .006$ ), *Post graduate opportunities* ( $t = 2.00$ ,  $df = 424.01$ ,  $p \leq .046$ ), *School/program reputation* ( $t = 2.77$ ,  $df = 434.98$ ,  $p \leq .006$ ) and *Social Atmosphere* ( $t = 2.77$ ,  $df = 410.38$ ,  $p \leq .006$ ) significantly more important than community college bound seniors. Seniors bound for community college rated: *Location – Convenient/easy to get to* ( $t=2.59$ ,  $df = 510$ ,  $p \leq .010$ ) and

*Friends Attending* ( $t = 2.13$ ,  $df = 506$ ,  $p \leq .034$ ) significantly more important than 4-year public university bound seniors. Mean importance scores are presented graphically in Figure CRS1.

**Figure CRS1: Mean Importance Scores of Institution Attributes by 4-Year and Community College Bound Seniors**



## Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CS1. Just under one third (32.01%) of college/university bound seniors indicated they had been awarded at least one scholarship. The average (mean) scholarship award was \$12,121. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean (\$8,156) is also reported. The

**Table CS1: Seniors Receiving Scholarships and Summary Statistics for Scholarship Amounts**

Awarded Scholarships?	Total		
	#	% Within	Index
Yes	202	32.01%	100
No	429	67.99%	100
Total	631	100.00%	
Summary Statistics for Scholarships Awarded	Total		
	Value		Index
Mean	\$12,121.72		100
s.d.	\$31,647.88		100
Trimmed Mean (5%)	\$8,156.21		100
Median	\$2,500.00		100
Min	\$1.00		
Max	\$260,000.00		
Average # of Awards	1.74		100

median value of scholarships was \$2,500. The average number of awards seniors received was 1.74. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

### Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; this information is presented in Appendix C. They were then directed to a list of similar institutions and asked to identify all the schools

**Table CIS1: In-State and Out-of-State Bound Status by Type of Institution**

<i>In-State/Out-of-State Bound</i>		Total		
		#	% Within	Index
4-Year Bound	In-State	208	81.57%	100
	Out-of-State	47	18.43%	100
Total 4-Year Bound		255	100.00%	
2-Year Bound	In-State	320	93.29%	100
	Out-of-State	23	6.71%	100
Total 2-Year Bound		343	100.00%	
Both	In-State	528	88.29%	100
	Out-of-State	70	11.71%	100
Total Both		598	100.00%	

they (1) applied to, (2) were accepted, and (3) will attend. Results of In-State and Out-of-State bound status are reported in Table CIS1. For seniors heading to a four year institution, almost one-fifth (18.43%) indicated they would be heading out-of-state. Two-year bound seniors were more likely to indicate they would be staying in-state. Only 6.71% of seniors bound for two-year institutions indicated they were heading out-of-state.

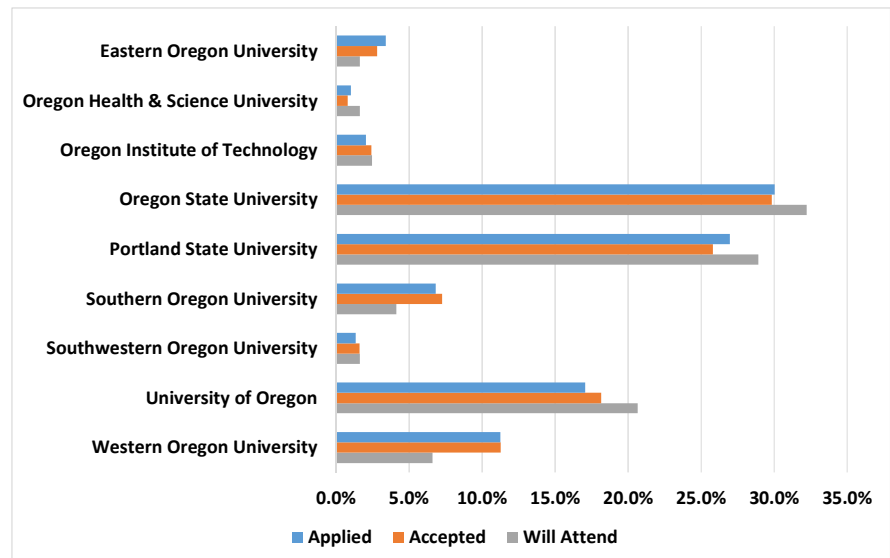
For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CIS2. Seniors were most likely to apply to Oregon State University (30.0% Applied) or Portland State University (27.0% Applied). The University of Oregon (17.1% Applied) and Western Oregon University (11.3% Applied) also has a larger proportion of seniors apply. All other four-year public institutions had

**Table CIS2: Seniors Bound to Four Year Public Universities by Institution Attending**

<i>Institution</i>	Total								
	Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index
4-Year Public									
Eastern Oregon University	10	3.4%	100	7	2.8%	100	2	1.7%	100
Oregon Health & Science University	3	1.0%	100	2	0.8%	100	2	1.7%	100
Oregon Institute of Technology	6	2.0%	100	6	2.4%	100	3	2.5%	100
Oregon State University	88	30.0%	100	74	29.8%	100	39	32.2%	100
Portland State University	79	27.0%	100	64	25.8%	100	35	28.9%	100
Southern Oregon University	20	6.8%	100	18	7.3%	100	5	4.1%	100
Southwestern Oregon University	4	1.4%	100	4	1.6%	100	2	1.7%	100
University of Oregon	50	17.1%	100	45	18.1%	100	25	20.7%	100
Western Oregon University	33	11.3%	100	28	11.3%	100	8	6.6%	100
Total	293	100.0%		248	100.0%		121	100.0%	100

less than 10% of seniors apply. Although forty-five seniors were not accepted to universities they applied to, the proportions of those accepted across schools were consistent with the proportion of those that applied; the proportion percentages for those accepted were within one percentage point of those that applied. Portland State University was the exception with a proportion 1.2% lower for students accepted compared to students

**Figure CIS1: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions**



that applied. For seniors indicating they would be attending a four-year public university, the proportions attending were higher for three institutions: (1) Oregon State University (32.2% will attend), Portland State University (28.9%) will attend, and (3) University of Oregon (20.7%) will attend. The proportion of seniors attending Southern Oregon University (4.1%) is 2.7% lower than the proportion of those that applied. The proportion of seniors that will attend Western Oregon University (6.6%) is 4.7% lower than the proportion of those that applied. The data are presented graphically in Figure CIS1.

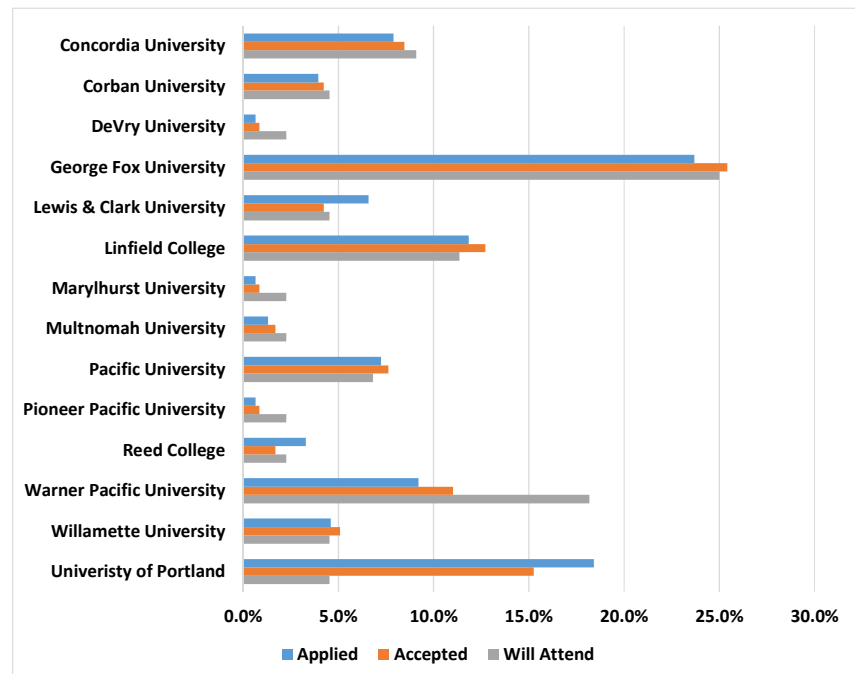
For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and

**Table CIS3: Seniors Bound to Four-Year Private Universities by Institution Attending**

Institution	Total								
	Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index
4-Year Private									
Concordia University	12	7.9%	100	10	8.5%	100	4	9.1%	100
Corban University	6	3.9%	100	5	4.2%	100	2	4.5%	100
DeVry University	1	0.7%	100	1	0.8%	100	1	2.3%	100
George Fox University	36	23.7%	100	30	25.4%	100	11	25.0%	100
Lewis & Clark University	10	6.6%	100	5	4.2%	100	2	4.5%	100
Linfield College	18	11.8%	100	15	12.7%	100	5	11.4%	100
Marylhurst University	1	0.7%	100	1	0.8%	100	1	2.3%	100
Multnomah University	2	1.3%	100	2	1.7%	100	1	2.3%	100
Pacific University	11	7.2%	100	9	7.6%	100	3	6.8%	100
Pioneer Pacific University	1	0.7%	100	1	0.8%	100	1	2.3%	100
Reed College	5	3.3%	100	2	1.7%	100	1	2.3%	100
Warner Pacific University	14	9.2%	100	13	11.0%	100	8	18.2%	100
Willamette University	7	4.6%	100	6	5.1%	100	2	4.5%	100
Univeristy of Portland	28	18.4%	100	18	15.3%	100	2	4.5%	100
Total	152	100.0%		118	100.0%		44	100.0%	

plan to attend each university in the list. Results are presented in Table CIS3. A total of 152 private university applications were submitted. For seniors that applied to private institutions, George Fox University (23.7%), University of Portland (18.4%), and Linfield College (11.8%) had the highest proportions. All other private institutions listed had applied proportions below 10%. Of the 152 applications to a private institution, 118 were accepted. The proportion of students accepted were similar to the proportion of applications with the exception of three

**Figure CIS2: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions**



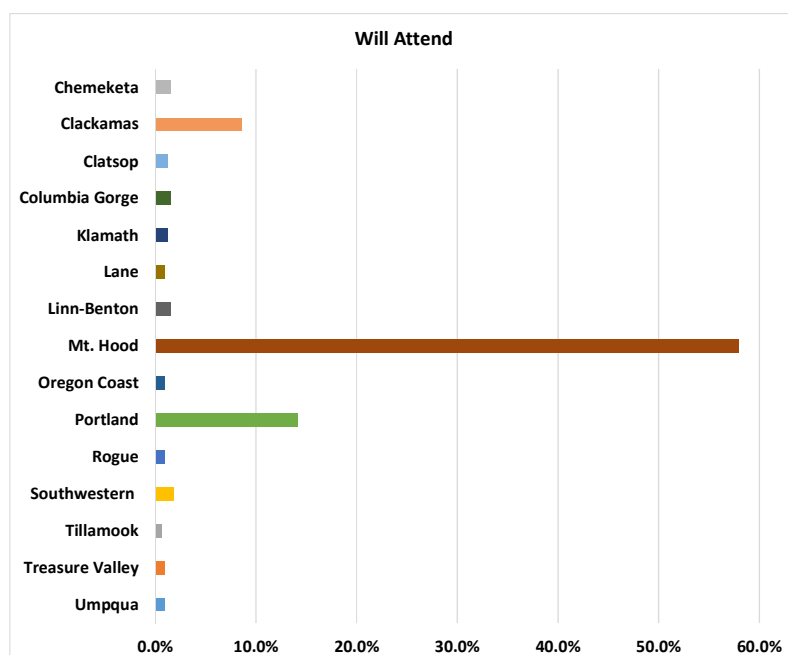
institutions. Lewis & Clark University (4.2%) had a lower proportion accepted than the proportion that applied. Warner Pacific University (11% accepted) had a proportion higher than the proportion applied. University of Portland (15.3%) had a proportion lower than the proportion applied. Of the 118 applications that were accepted, 44 students indicated they would attend a private institution. The majority will attend George Fox University (25.0%), Warner Pacific University (18.2%), or Linfield College (11.4%). Looking at the proportions, Warner Pacific has an increasing proportion across the applied, accepted, attending spectrum; this warrants further investigation. Figure CIS2 presents the four-year private institution data graphically.

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of the community college data are presented in Table CIS4. A total of 324 seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be

**Table CIS4: Seniors Bound for Community College by Institution Attending**

Institution	Total		
	Will Attend		
Community College	#	%	Index
Blue Mountain	3	0.9%	100
Central Oregon	13	4.0%	100
Chemeketa	5	1.5%	100
Clackamas	28	8.6%	100
Clatsop	4	1.2%	100
Columbia Gorge	5	1.5%	100
Klamath	4	1.2%	100
Lane	3	0.9%	100
Linn-Benton	5	1.5%	100
Mt. Hood	188	58.0%	100
Oregon Coast	3	0.9%	100
Portland	46	14.2%	100
Rogue	3	0.9%	100
Southwestern	6	1.9%	100
Tillamook	2	0.6%	100
Treasure Valley	3	0.9%	100
Umpqua	3	0.9%	100
Total	324	100.0%	

**Figure CIS3: Proportion of Seniors Planning to Attend a Community College by Institution**



attending Mt. Hood Community College (58.0% will attend). Over twenty percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (8.6%) and Portland Community College (14.2%). Additionally, seniors were likely to indicate they would be attending Central Oregon Community College (4.0%). The Community College attending data are presented graphically in Figure CIS3.

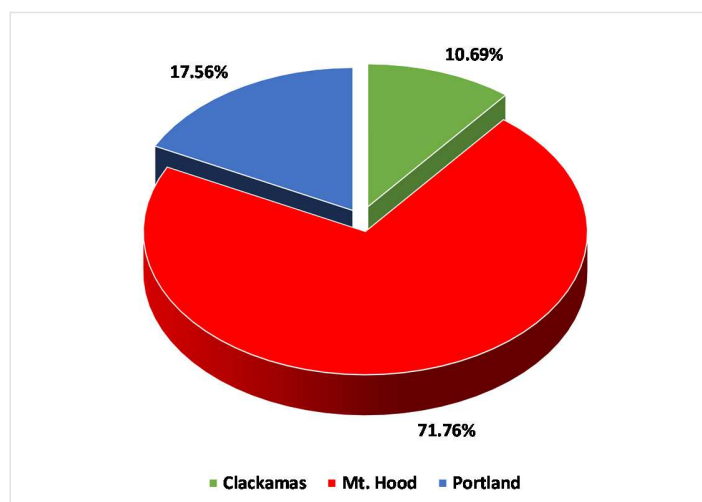
Data regarding attending one of the three Portland Metropolitan Community Colleges was investigated further. The data for

the three colleges – Clackamas, Mt. Hood, and Portland – are presented in Table CIS5. Of the 324 seniors that planned to attend a community college, 262 (80.9%) plan to attend a college within the Portland Metropolitan Area. Although all seniors surveyed attended high schools within the Mt. Hood Community College District, just under thirty percent (28.25%) indicated they would attend one of the other two colleges.

**Table CIS5: Seniors Attending Portland Metropolitan Community Colleges**

Metro CC's	Plan to Attend	Percent
Clackamas	28	10.69%
Mt. Hood	188	71.76%
Portland	46	17.56%
Total	262	100.00%

**Figure CIS4: Seniors Attending Portland Metropolitan Community Colleges**



This constitutes leakage from the MHCC District. It should be of concern to the college and warrants investigation as to why these seniors have selected to go to a different college in the area. The data are presented graphically in Figure CIS4.

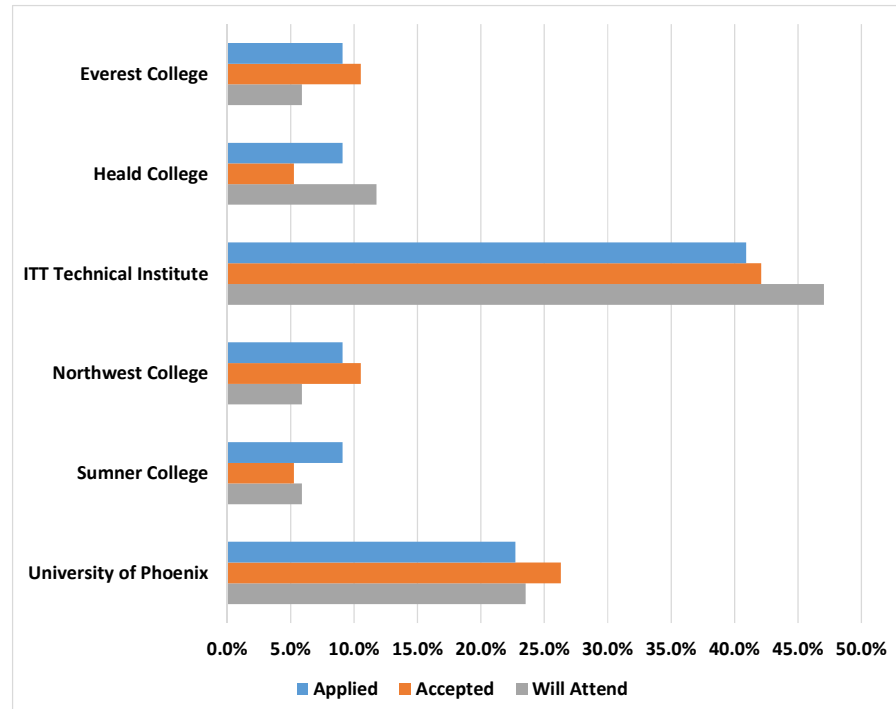
Very few seniors indicated they applied or would be attending Private Trade/Technical Colleges. The data for Private Trade/Technical Colleges is presented in Table CIS6. Only twenty-two applications were completed for private two year institutions. Of those, the majority of students applied to ITT Technical Institute (40.9%). The second most likely institution for seniors to apply to was the University of Phoenix (22.7%). For students being accepted the proportions were slightly higher for ITT Technical Institute (42.1%) and University of Phoenix (26.3%). All eight of the students that were accepted to ITT Technical

**Table CIS6: Seniors Bound to Two-Year Private Trade/Technical Schools by Institution Attending**

Institution	Total								
	Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index
4-Year Private									
Everest College	2	9.1%	100	2	10.5%	100	1	5.9%	100
Heald College	2	9.1%	100	1	5.3%	100	2	11.8%	100
ITT Technical Institute	9	40.9%	100	8	42.1%	100	8	47.1%	100
Northwest College	2	9.1%	100	2	10.5%	100	1	5.9%	100
Sumner College	2	9.1%	100	1	5.3%	100	1	5.9%	100
University of Phoenix	5	22.7%	100	5	26.3%	100	4	23.5%	100
Total	22	100.0%		19	100.0%		17	100.0%	

Institute indicated they would be attending; 47.1% of students that indicated they would be attending a private trade/technical college indicated they would be attending ITT Technical Institute. Another 23.5% indicated they would be attending University of Phoenix. The data are presented graphically in Figure CIS5.

**Figure CIS5: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Two-year Private Trade/Technical Institutions**



## Continuing Education Results for Centennial

### Type of Institution Attending

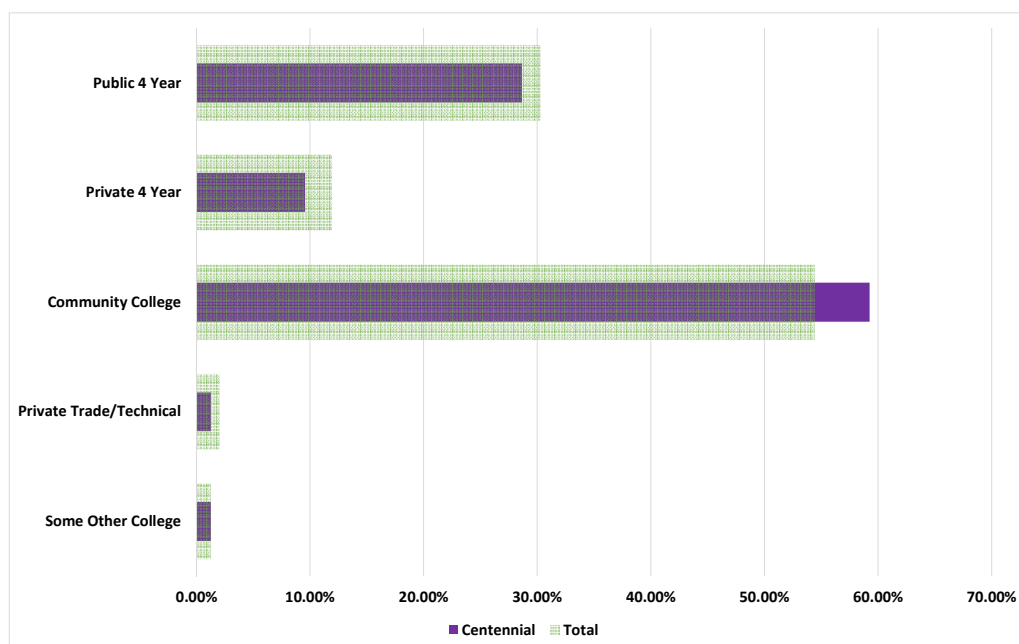
Results of the institution type Centennial Seniors are attending are presented in Table CTIAC1 along with the totals for all seniors continuing their education. The majority of Centennial Seniors (59.24%) indicated they will be attending a community college.

**Table CTIAC1: Centennial Seniors and Seniors Overall by Type of Institution Attending**

What Type of Institution Are You Attending	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	45	28.66%	95	191	30.32%	100
Private 4 Year	15	9.55%	80	75	11.90%	100
Community College	93	59.24%	109	343	54.44%	100
Private Trade/Technical	2	1.27%	62	13	2.06%	100
Some Other College	2	1.27%	100	8	1.27%	100
Total	157	100.00%		630	100.00%	

Centennial Seniors were more likely to indicate they were attending a community college than seniors overall. Almost thirty percent (28.66%) indicated they will be attending a four year public university. Just under ten percent (9.55%) indicated they will be going to a four year private institution. The remaining seniors indicated they will be attending either a private trade/technical school (1.27%) or some other type of institution (1.27%). Centennial Seniors were slightly less likely than seniors overall to indicate they would be attending any other institution. Data are presented graphically in Figure CTIAC1.

**Figure CTIAC1: Plot of Centennial Students and Seniors Overall by Institution Attending**



## Reasons for Selecting

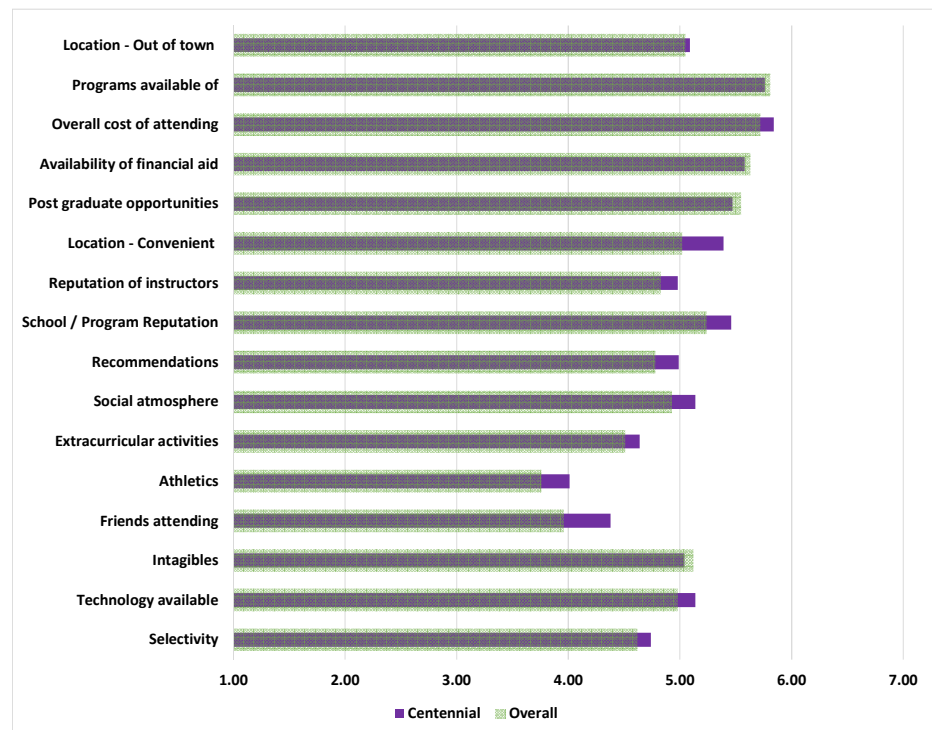
Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Centennial Seniors are presented in Table CRSC1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Three items were identified as more important than the others: (1) *Programs available of interest to me*, (2) *Overall cost of attending*, and (3) *Availability of financial aid*. The programs available item had almost eighty percent (79.5%) of Centennial Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.76 (s.d. 1.25). The overall cost and availability of financial aid items both had over seventy percent (76.3% and 73.5% respectively) of Centennial Seniors identify them as “Somewhat Important” to “Totally Important.” Mean scores for these two items were also above 5.50 on a seven point scale (5.84, s.d. 1.31 and 5.58, s.d. 1.37 respectively). Centennial Seniors indicated an additional seven items that had mean scores above 5.00: *Post graduate opportunities* (mean = 5.47, s.d. 1.41), *School / program reputation* (Mean = 5.46, s.d. 1.28), *Location – Convenient/easy to get to* (mean = 5.39, s.d. 1.22), *Social Atmosphere* (mean = 5.14, s.d. 1.42), *Technology Available* (mean = 5.14, s.d. 1.38), *Location – Out of*

**Table CRSC1: Centennial Seniors’ Ratings and Mean Scores of Importance of Attributes in Selecting a College/University**

Centennial Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	5	5	3	46	26	39	28	152	5.09	5.05	101
/ away from home	3.3%	3.3%	2.0%	30.3%	17.1%	25.7%	18.4%	100.0%	1.45	1.59	
Programs available of interest to me	2	2	4	23	19	52	49	151	5.76	5.81	99
	1.3%	1.3%	2.6%	15.2%	12.6%	34.4%	32.5%	100.0%	1.25	1.33	
Overall cost of attending	3	1	8	24	15	40	61	152	5.84	5.72	102
	2.0%	0.7%	5.3%	15.8%	9.9%	26.3%	40.1%	100.0%	1.31	1.45	
Availability of financial aid	2	3	6	29	19	45	47	151	5.58	5.63	99
	1.3%	2.0%	4.0%	19.2%	12.6%	29.8%	31.1%	100.0%	1.37	1.45	
Post graduate opportunities	5	3	3	27	22	55	36	151	5.47	5.55	99
	3.3%	2.0%	2.0%	17.9%	14.6%	36.4%	23.8%	100.0%	1.41	1.43	
Location - Convenient / easy to get to	1	3	8	29	31	54	26	152	5.39	5.02	107
	0.7%	2.0%	5.3%	19.1%	20.4%	35.5%	17.1%	100.0%	1.22	1.55	
Reputation of instructors	3	7	9	43	29	41	19	151	4.98	4.83	103
	2.0%	4.6%	6.0%	28.5%	19.2%	27.2%	12.6%	100.0%	1.37	1.46	
School / Program Reputation	2	4	5	25	31	53	31	151	5.46	5.24	104
	1.3%	2.6%	3.3%	16.6%	20.5%	35.1%	20.5%	100.0%	1.28	1.46	
Recommendations from others	3	5	8	44	30	45	17	152	4.99	4.78	104
	2.0%	3.3%	5.3%	28.9%	19.7%	29.6%	11.2%	100.0%	1.36	1.39	
Social atmosphere	3	8	7	32	31	48	22	151	5.14	4.93	104
	2.0%	5.3%	4.6%	21.2%	20.5%	31.8%	14.6%	100.0%	1.42	1.51	
Extracurricular activities	10	11	12	36	26	39	16	150	4.64	4.51	103
	6.7%	7.3%	8.0%	24.0%	17.3%	26.0%	10.7%	100.0%	1.66	1.62	
Athletics	21	18	10	46	24	19	13	151	4.01	3.76	107
	13.9%	11.9%	6.6%	30.5%	15.9%	12.6%	8.6%	100.0%	1.79	1.96	
Friends attending	8	15	13	47	27	32	9	151	4.38	3.96	111
	5.3%	9.9%	8.6%	31.1%	17.9%	21.2%	6.0%	100.0%	1.54	1.89	
Intagibles (Campus feels right)	6	8	8	33	25	40	28	148	5.04	5.12	98
	4.1%	5.4%	5.4%	22.3%	16.9%	27.0%	18.9%	100.0%	1.58	1.56	
Technology available	3	8	6	35	29	46	25	152	5.14	4.98	103
	2.0%	5.3%	3.9%	23.0%	19.1%	30.3%	16.4%	100.0%	1.38	1.49	
Selectivity (Requirements / Eligibility)	4	11	9	46	26	44	11	151	4.74	4.62	103
	2.6%	7.3%	6.0%	30.5%	17.2%	29.1%	7.3%	100.0%	1.44	1.54	

*town/away from home* (mean = 5.09, s.d. 1.45), and *Intangibles* (mean = 5.04, s.d. 1.58). All of these items had scores very close to the seniors overall. Finally, the item *Friends Attending* scored much higher with Centennial Seniors (mean = 4.38, s.d. 1.54) than it did with seniors overall (mean = 3.96, s.d. 1.89). The data are presented graphically in Figure CRSC1.

**Figure CRSC1: Mean Rating Scores for Institution Selection Items by Centennial Seniors and Seniors Overall**



## Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSC1. For Centennial Seniors, just under thirty percent (29.30%) indicated they had received at least one scholarship. This was slightly lower than seniors overall (32.01%). The average (mean) scholarship award was \$10,072 and was lower than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean (\$8,156) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$2,500;

**Table CSC1: Summary Statistics of Scholarship Awards for Centennial Seniors and Seniors Overall**

Awarded Scholarships?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Yes	46	29.30%	92	202	32.01%	100
No	111	70.70%	104	429	67.99%	100
Total	157	100.00%		631	100.00%	
Summary Statistics for Scholarships Awarded	Centennial		Total			
	Value	Index	Value	Index		
Mean	\$10,072.05	83	\$12,121.72	100		
s.d.	\$17,152.56	54	\$31,647.88	100		
Trimmed Mean (5%)	\$8,644.76	106	\$8,156.21	100		
Median	\$2,500.00	100	\$2,500.00	100		
Min	\$90.00		\$1.00			
Max	\$80,000.00		\$260,000.00			
Average # of Awards	1.63	93	1.74	100		

this is the same as for seniors overall. The average number of awards seniors received was 1.63, lower than the average (1.74) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

### Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see

Appendix C for a list of out-of-state colleges. Results of In-

State and Out-of-State bound status for Centennial Seniors are reported in Table CISC1. For seniors heading to a four year institution, 13.79% indicated they would be heading out-of-state. Centennial Seniors were much less likely to indicate they would attend an institution out of state than were seniors overall. Two-year bound Centennial Seniors had proportions staying in-state and heading out-of-state at a rate very similar to seniors overall. Only 6.52% of Centennial Seniors bound for two-year institutions indicated they were heading out-of-state.

**Table CISC1: In-State and Out-of-State Bound for Two and Four Year Institutions by Centennial Seniors and Seniors Overall**

<i>In-State/Out-of-State Bound</i>		Centennial			Total		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	50	86.21%	106	208	81.57%	100
	Out-of-State	8	13.79%	75	47	18.43%	100
Total 4-Year Bound		58	100.00%		255	100.00%	
2-Year Bound	In-State	86	93.48%	100	320	93.29%	100
	Out-of-State	6	6.52%	97	23	6.71%	100
Total 2-Year Bound		92	100.00%		343	100.00%	
Both	In-State	136	90.67%	103	528	88.29%	100
	Out-of-State	14	9.33%	80	70	11.71%	100
Total Both		150	100.00%		598	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISC2. Centennial Seniors were most likely to apply to Portland State University (34.4% Applied) or Oregon State University (31.3% Applied). For Portland State University, a higher proportion of Centennial Seniors applied than the proportion of seniors overall. The University of Oregon (17.2% Applied) also has a larger proportion of seniors apply and was about equal to the proportion of seniors overall. Although numbers were much smaller, the proportion of Centennial Seniors that applied to Oregon Health & Science University (3.1% Applied) and Oregon Institute of Technology (3.1% Applied) were substantially higher than the proportions for seniors overall. Eastern Oregon University (1.6% Applied), Southern Oregon University (4.7% Applied), and Western Oregon University (4.7% Applied) had much lower application rates for Centennial Seniors than seniors overall.

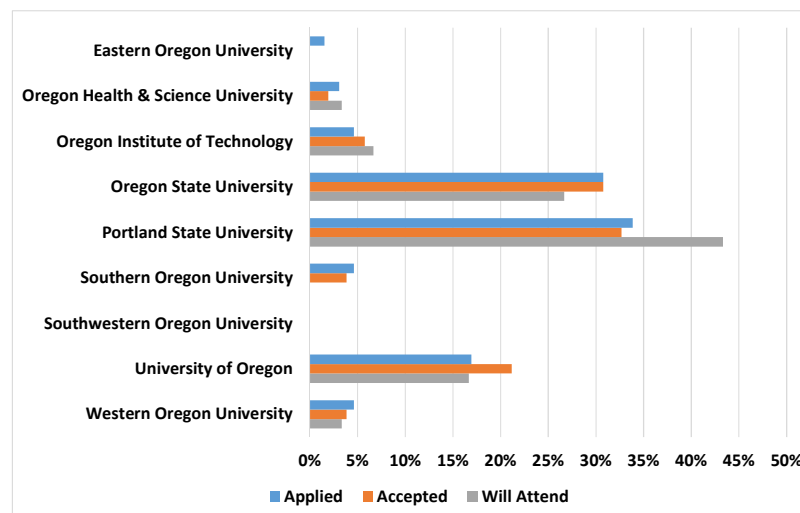
Twelve Centennial Seniors were not accepted to universities they applied to; fifty-two Centennial Seniors (80.0% of those that applied) were accepted to the public universities they applied to. The proportions of those accepted were consistent with the proportion of those that applied for most institutions. The University of Oregon was the exception with a proportion 4.3% higher for students accepted compared to students that applied. Comparing the acceptance proportions for Centennial Seniors to seniors overall reveals the proportions accepted to Oregon Health & Science University (1.9% Accepted compared to 0.8% Accepted), Oregon Institute of Technology (5.8% Accepted compared to 2.4% Accepted), Portland State University (32.7% Accepted compared to 25.8% Accepted) and University of Oregon (21.2% Accepted compared to 18.1% Accepted) were higher.

**Table CISC2: Centennial Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending**

Institution	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	1	1.5%	45	0	0.0%	0	0	0.0%	0	10	3.4%	100	7	2.8%	100	2	1.7%	100
Oregon Health & Science University	2	3.1%	302	1	1.9%	238	1	3.3%	202	3	1.0%	100	2	0.8%	100	2	1.7%	100
Oregon Institute of Technology	3	4.6%	194	3	5.8%	238	2	6.7%	269	7	2.4%	100	6	2.4%	100	3	2.5%	100
Oregon State University	20	30.8%	103	16	30.8%	103	8	26.7%	83	88	29.9%	100	74	29.8%	100	39	32.2%	100
Portland State University	22	33.8%	126	17	32.7%	127	13	43.3%	150	79	26.9%	100	64	25.8%	100	35	28.9%	100
Southern Oregon University	3	4.6%	68	2	3.8%	53	0	0.0%	0	20	6.8%	100	18	7.3%	100	5	4.1%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	4	1.4%	100	4	1.6%	100	2	1.7%	100
University of Oregon	11	16.9%	100	11	21.2%	117	5	16.7%	81	50	17.0%	100	45	18.1%	100	25	20.7%	100
Western Oregon University	3	4.6%	41	2	3.8%	34	1	3.3%	50	33	11.2%	100	28	11.3%	100	8	6.6%	100
Total	65	100.0%		52	100.0%		30	100.0%		294	100.0%		248	100.0%		121	100.0%	

The majority of Centennial Seniors indicating they would be attending a four-year public university indicated Portland State University (43.3% Attending), Oregon State University (26.7% Attending), and University of Oregon (16.7% Attending). Compared to seniors overall, the proportion of Centennial Seniors attending Oregon Health & Science University (3.3% Attending), Oregon Institute of Technology (6.7% Attending), and Portland State University (43.3% Attending) are much higher. The data are presented graphically in Figure CISC1.

**Figure CISC1: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions**

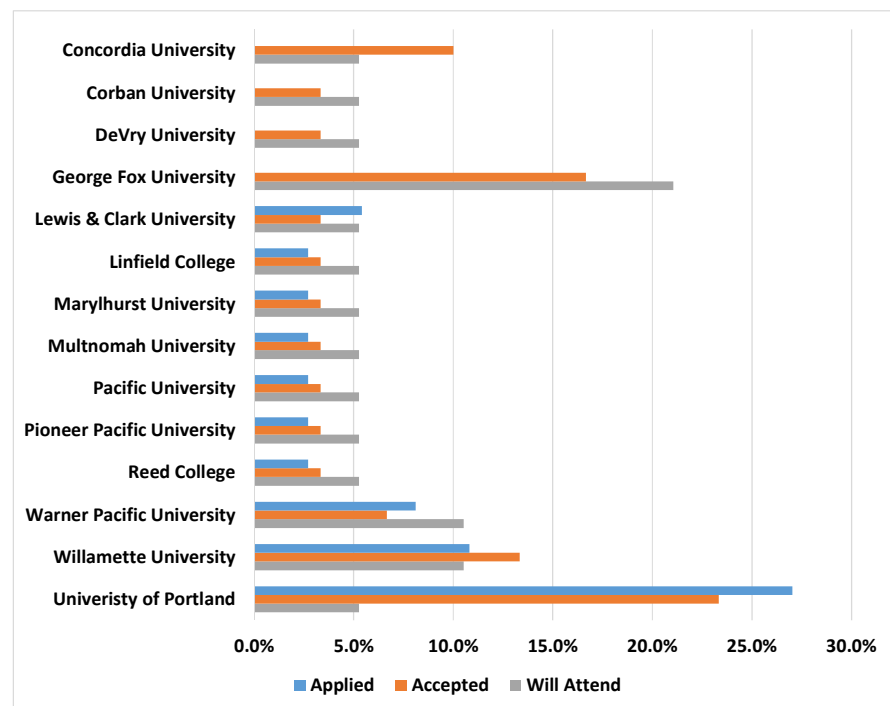


For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISC3. A total of thirty-seven private university applications were submitted by Centennial Seniors. For Centennial Seniors that applied to private institutions, University of Portland (27.0% Applied), George Fox University (16.2% Applied), and Willamette University (10.8% Applied) had the highest proportions. All other private institutions listed had applied proportions below 10%. Although the number of applications were small, the Centennial Seniors proportions compared to the proportions of seniors overall were very high for a number of institutions identified.

Of the thirty-seven applications to a private institution, thirty were accepted (an 81% acceptance rate). The proportion of Centennial Seniors accepted were similar to the proportion of applications. University of Portland (23.3% Accepted), George Fox University (16.7% Accepted), Willamette University (13.3% Accepted), and Concordia University (10.0% Accepted) had the highest proportions of students accepted. Compared to seniors overall, the proportion of Centennial Seniors was much higher for seven of the fourteen private institutions identified; index scores were well over 100.

Of the thirty applications that were accepted, nineteen Centennial Seniors indicated they would attend a private institution. The majority will attend George Fox University (21.1% Attending), Warner Pacific University (10.5% Attending), or Willamette University (10.5% Attending). Although the number of Centennial Seniors is small, compared to seniors overall, a higher proportion indicated they will be attending nine private four year institutions. Figure CIS2 presents the four-year private institution data graphically.

**Figure CISC2: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions**



**Table CISC3: Centennial Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending**

<i>Institution</i>	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Private																		
Concordia University	3	8.1%	103	3	10.0%	118	1	5.3%	58	12	7.9%	100	10	8.5%	100	4	9.1%	100
Corban University	2	5.4%	137	1	3.3%	79	1	5.3%	116	6	3.9%	100	5	4.2%	100	2	4.5%	100
DeVry University	1	2.7%	411	1	3.3%	393	1	5.3%	232	1	0.7%	100	1	0.8%	100	1	2.3%	100
George Fox University	6	16.2%	68	5	16.7%	66	4	21.1%	84	36	23.7%	100	30	25.4%	100	11	25.0%	100
Lewis & Clark University	2	5.4%	82	1	3.3%	79	1	5.3%	116	10	6.6%	100	5	4.2%	100	2	4.5%	100
Linfield College	1	2.7%	23	1	3.3%	26	1	5.3%	46	18	11.8%	100	15	12.7%	100	5	11.4%	100
Marylhurst University	1	2.7%	411	1	3.3%	393	1	5.3%	232	1	0.7%	100	1	0.8%	100	1	2.3%	100
Multnomah University	1	2.7%	205	1	3.3%	197	1	5.3%	232	2	1.3%	100	2	1.7%	100	1	2.3%	100
Pacific University	1	2.7%	37	1	3.3%	44	1	5.3%	77	11	7.2%	100	9	7.6%	100	3	6.8%	100
Pioneer Pacific University	1	2.7%	411	1	3.3%	393	1	5.3%	232	1	0.7%	100	1	0.8%	100	1	2.3%	100
Reed College	1	2.7%	82	1	3.3%	197	1	5.3%	232	5	3.3%	100	2	1.7%	100	1	2.3%	100
Warner Pacific University	3	8.1%	88	2	6.7%	61	2	10.5%	58	14	9.2%	100	13	11.0%	100	8	18.2%	100
Willamette University	4	10.8%	235	4	13.3%	262	2	10.5%	232	7	4.6%	100	6	5.1%	100	2	4.5%	100
Univeristy of Portland	10	27.0%	147	7	23.3%	153	1	5.3%	116	28	18.4%	100	18	15.3%	100	2	4.5%	100
Total	37	100.0%		30	100.0%		19	100.0%		152	100.0%		118	100.0%		44	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Centennial Seniors and seniors overall indicating

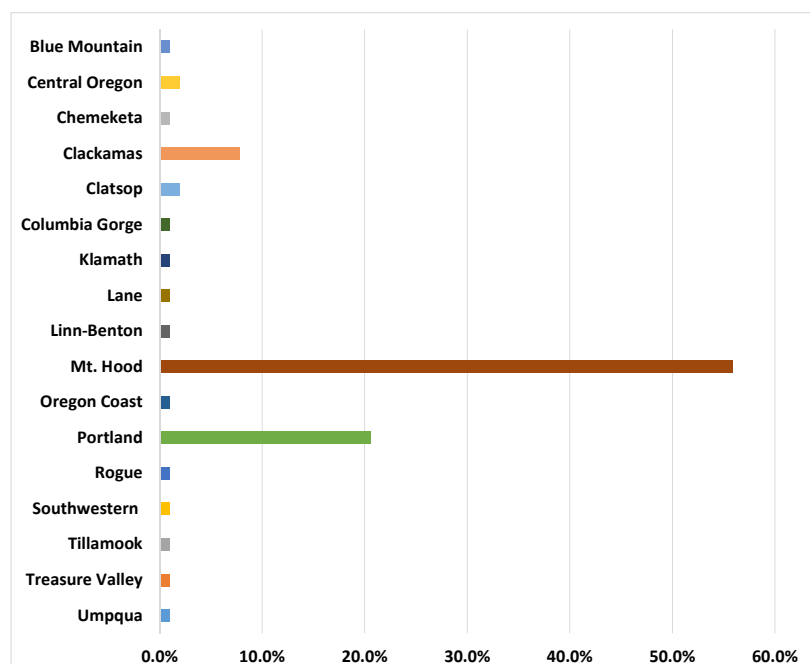
**Table CISC4: Centennial Seniors and Seniors Overall Bound for Community College by Institution Attending**

Institution	Centennial			Total		
	Will Attend			Will Attend		
	#	%	Index	#	%	Index
Community College						
Blue Mountain	1	1.0%	106	3	0.9%	100
Central Oregon	2	2.0%	49	13	4.0%	100
Chemeketa	1	1.0%	64	5	1.5%	100
Clackamas	8	7.8%	91	28	8.6%	100
Clatsop	2	2.0%	159	4	1.2%	100
Columbia Gorge	1	1.0%	64	5	1.5%	100
Klamath	1	1.0%	79	4	1.2%	100
Lane	1	1.0%	106	3	0.9%	100
Linn-Benton	1	1.0%	64	5	1.5%	100
Mt. Hood	57	55.9%	96	188	58.0%	100
Oregon Coast	1	1.0%	106	3	0.9%	100
Portland	21	20.6%	145	46	14.2%	100
Rogue	1	1.0%	106	3	0.9%	100
Southwestern	1	1.0%	53	6	1.9%	100
Tillamook	1	1.0%	159	2	0.6%	100
Treasure Valley	1	1.0%	106	3	0.9%	100
Umpqua	1	1.0%	106	3	0.9%	100
Total	102	100.0%		324	100.0%	

they will be attending a community college are presented in Table CISC4. A total of 102 Centennial Seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors

indicated they would be attending Mt. Hood Community College (55.9% Attending). Over twenty-five percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.8% Attending) and Portland Community College (20.6% Attending). Although all of the Centennial School District lies within the Mt. Hood District Boundary, over a quarter of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Centennial Students are attending

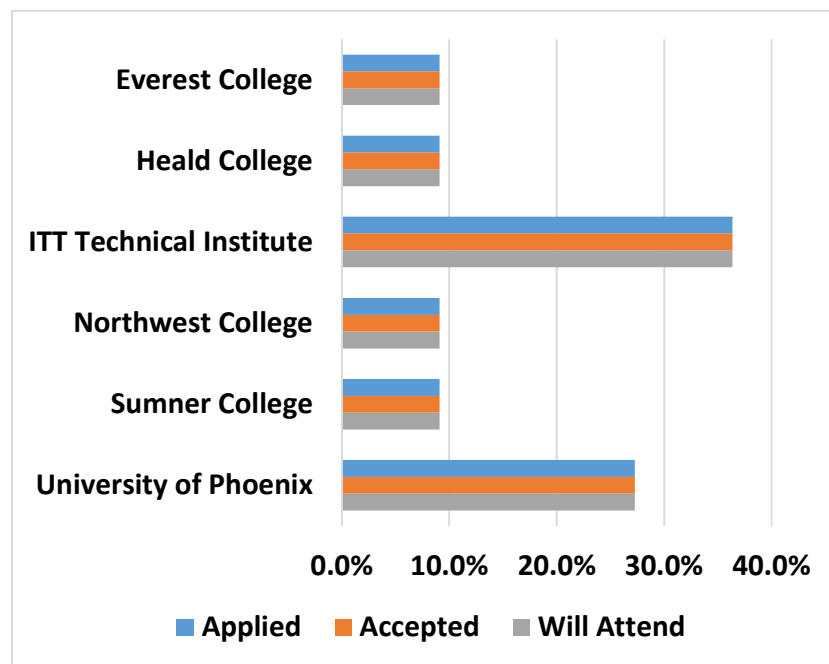
**Figure CISC3: Proportion of Centennial Seniors Planning to Attend a Community College by Institution**



Portland Community College at a much higher rate. They are attending Mt. Hood and Clackamas at a slightly lower rate compared to seniors overall. Although the numbers are small, a higher proportion of Centennial Seniors indicated they would be attending Clatsop Community College (2.0% Attending) and Tillamook Community College (1.0%) than seniors overall. The Community College attending data are presented graphically in Figure CISC3.

Overall very few seniors indicated they applied to or would be attending Private Trade/Technical Colleges. Interestingly, Centennial Seniors made up almost two thirds (64.7%) of all the seniors that would be attending Private Trade/Technical Colleges. The data for Private Trade/Technical Colleges is presented in Table CISC6. Only eleven applications were completed by Centennial Seniors for private two year institutions. All eleven applications were accepted and all eleven students indicated they would be attending the private two year institution the applied to; the proportions are the same across the three categories. The majority of students indicated they will attend ITT Technical Institute (36.4% Attending). The second most likely institution for seniors to attend is the University of Phoenix (27.3% Attending). The proportion of Centennial Seniors that applied to the University of Phoenix (27.3% Applied) was higher than seniors overall (22.7% Applied). For four of the six Private Trade/Technical Colleges identified, Centennial Senior proportions were higher than for seniors overall. The data are presented graphically in Figure CISC5.

**Figure CISC5: Proportions of Seniors That Applied, Were Accepted, and Plan to Attend Two-year Private Trade/Technical Institutions**



**Table CISC6: Centennial Seniors and Seniors Overall Bound to Four Year Private Trade/Technical Colleges by Institution Attending**

Institution	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Private																		
Everest College	1	9.1%	100	1	9.1%	86	1	9.1%	155	2	9.1%	100	2	10.5%	100	1	5.9%	100
Heald College	1	9.1%	100	1	9.1%	173	1	9.1%	77	2	9.1%	100	1	5.3%	100	2	11.8%	100
ITT Technical Institute	4	36.4%	89	4	36.4%	86	4	36.4%	77	9	40.9%	100	8	42.1%	100	8	47.1%	100
Northwest College	1	9.1%	100	1	9.1%	86	1	9.1%	155	2	9.1%	100	2	10.5%	100	1	5.9%	100
Sumner College	1	9.1%	100	1	9.1%	173	1	9.1%	155	2	9.1%	100	1	5.3%	100	1	5.9%	100
University of Phoenix	3	27.3%	120	3	27.3%	104	3	27.3%	116	5	22.7%	100	5	26.3%	100	4	23.5%	100
Total	11	100.0%		11	100.0%		11	100.0%		22	100.0%		19	100.0%		17	100.0%	

## Continuing Education Results for David Douglas

### Type of Institution Attending

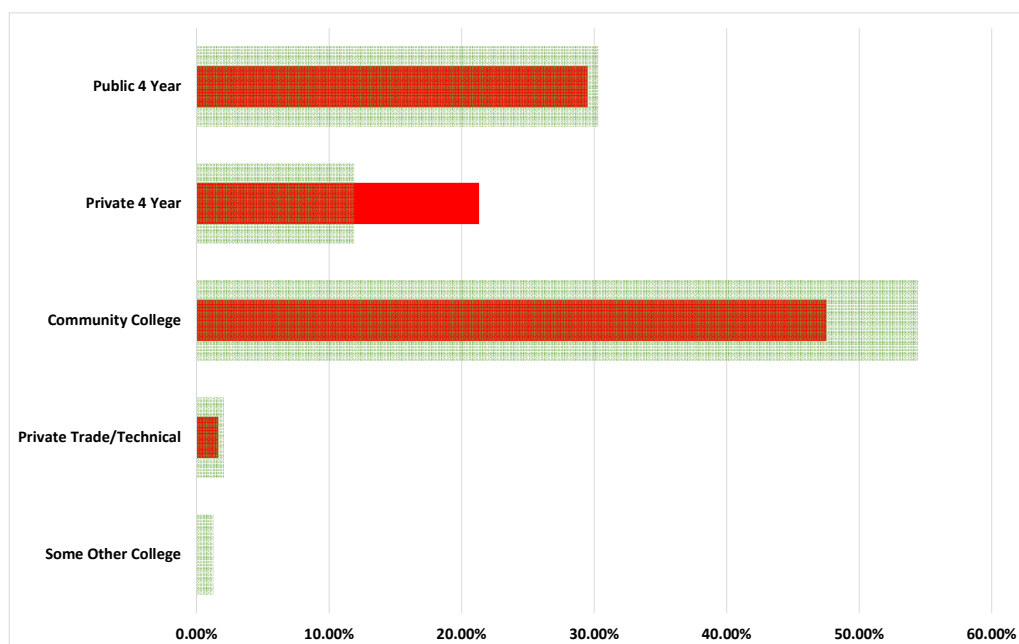
Results of the institution type David Douglas Seniors are attending are presented in Table CTIADD1 along with the totals for all seniors continuing their education. The majority of David Douglas Seniors (47.54%) indicated they will be attending a community

**Table CTIADD1: Centennial Seniors and Seniors Overall by Type of Institution Attending**

What Type of Institution Are You Attending	David Douglas			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	18	29.51%	97	191	30.32%	100
Private 4 Year	13	21.31%	179	75	11.90%	100
Community College	29	47.54%	87	343	54.44%	100
Private Trade/Technical	1	1.64%	79	13	2.06%	100
Some Other College	0	0.00%	0	8	1.27%	100
Total	61	100.00%		630	100.00%	

college. David Douglas Seniors were much less likely to indicate they were attending a community college than seniors overall. Almost thirty percent (29.51%) indicated they will be attending a four year public university; this proportion is very similar to the proportion of seniors overall. Over twenty percent (21.31%) indicated they will be going to a four year private institution. This proportion is substantially higher (9.41% higher) than the proportion for seniors overall. David Douglas Seniors were slightly less likely than seniors overall to indicate they would be attending any other institution. Only one David Douglas Senior indicated they will be attending a private trade/technical school (1.64%). No David Douglas Seniors indicated they would be attending some other type of institution. Data are presented graphically in Figure CTIADD1.

**Figure CTIADD1: Plot of David Douglas Students and Seniors Overall by Institution Attending**



## Reasons for Selecting

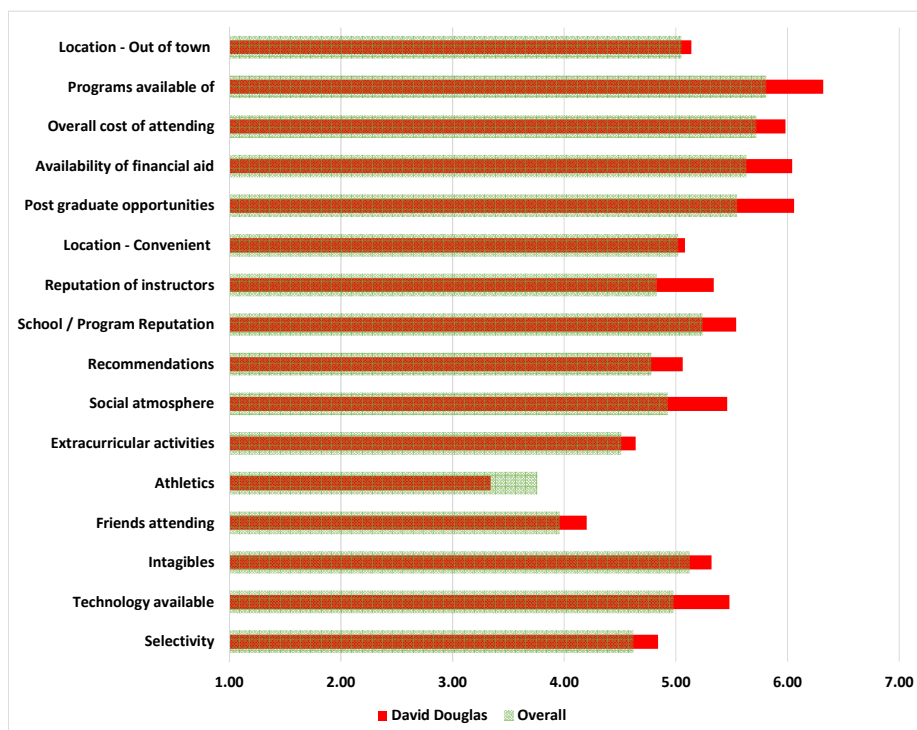
Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for David Douglas Seniors are presented in Table CRSDD1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. A comparison of mean scores between David Douglas Seniors and seniors overall reveals that all items were rated higher in importance by David Douglas Seniors except one: *Athletics* (David Douglas – Mean = 3.34, s.d. 1.81 / Seniors Overall – Mean = 3.79, s.d. 1.96). Three of the items had mean scores over 6.00 on the importance scale: *Programs available of interest to me* (Mean = 6.32, s.d. 0.71), *Post graduate opportunities* (Mean = 6.06, s.d. 0.82), and *Availability of financial aid* (Mean = 6.04, s.d. 1.32) The programs available and post graduate items had over ninety-five percent (98.0% for each) of David Douglas Seniors identify them as “Somewhat Important” to “Totally Important.” The financial aid item had over eighty-five percent (88.2%) of David Douglas Seniors rate it “Somewhat Important to “Totally Important.” David Douglas Seniors indicated an additional nine items that had mean importance scores above 5.00: *Overall cost of attending* (mean = 5.98, s.d. 1.36), *School / program reputation* (mean = 5.54, s.d. 1.22), *Technology Available* (mean = 5.48, s.d. 1.07), *Social Atmosphere* (mean = 5.46, s.d. 1.28), *Reputation of Instructors* (mean = 5.34, s.d. 1.04), *Intangibles* (mean = 5.32, s.d. 1.36), *Location – Out of town/away from home* (mean = 5.14, s.d. 1.73), *Location – Convenient/easy to get to* (mean = 5.08, s.d. 1.63), and *Recommendations from others*

**Table CRSDD1: David Douglas Seniors’ Ratings and Mean Scores of Importance of Attributes in Selecting a College/University**

David Douglas Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town / away from home	4 7.7%	1 1.9%	2 3.8%	7 13.5%	12 23.1%	15 28.8%	11 21.2%	52 100.0%	5.14 1.73	5.05 1.59	
Programs available of interest to me	0 0.0%	0 0.0%	0 0.0%	1 2.0%	4 8.0%	23 46.0%	22 44.0%	50 100.0%	6.32 0.71	5.81 1.33	109
Overall cost of attending	1 2.0%	2 3.9%	0 0.0%	3 5.9%	5 9.8%	19 37.3%	21 41.2%	51 100.0%	5.98 1.36	5.72 1.45	105
Availability of financial aid	1 2.0%	1 2.0%	0 0.0%	4 7.8%	6 11.8%	15 29.4%	24 47.1%	51 100.0%	6.04 1.32	5.63 1.45	107
Post graduate opportunities	0 0.0%	0 0.0%	0 0.0%	1 2.0%	13 25.5%	20 39.2%	17 33.3%	51 100.0%	6.06 0.82	5.55 1.43	109
Location - Convenient / easy to get to	3 5.8%	2 3.8%	3 5.8%	6 11.5%	9 17.3%	23 44.2%	6 11.5%	52 100.0%	5.08 1.63	5.02 1.55	101
Reputation of instructors	0 0.0%	0 0.0%	1 2.0%	12 23.5%	13 25.5%	19 37.3%	6 11.8%	51 100.0%	5.34 1.04	4.83 1.46	111
School / Program Reputation	1 1.9%	0 0.0%	0 0.0%	9 17.3%	12 23.1%	19 36.5%	11 21.2%	52 100.0%	5.54 1.22	5.24 1.46	106
Recommendations from others	1 2.0%	2 3.9%	2 3.9%	6 11.8%	20 39.2%	16 31.4%	4 7.8%	51 100.0%	5.06 1.27	4.78 1.39	106
Social atmosphere	0 0.0%	2 3.9%	1 2.0%	9 17.6%	9 17.6%	20 39.2%	10 19.6%	51 100.0%	5.46 1.28	4.93 1.51	111
Extracurricular activities	1 2.0%	6 11.8%	2 3.9%	12 23.5%	14 27.5%	11 21.6%	5 9.8%	51 100.0%	4.64 1.52	4.51 1.62	103
Athletics	11 21.6%	8 15.7%	7 13.7%	10 19.6%	8 15.7%	5 9.8%	2 3.9%	51 100.0%	3.34 1.81	3.76 1.96	89
Friends attending	5 9.8%	6 11.8%	2 3.9%	14 27.5%	12 23.5%	9 17.6%	3 5.9%	51 100.0%	4.20 1.71	3.96 1.89	106
Intagibles (Campus feels right)	1 2.0%	2 3.9%	1 2.0%	6 11.8%	16 31.4%	16 31.4%	9 17.6%	51 100.0%	5.32 1.36	5.12 1.56	104
Technology available	0 0.0%	1 2.0%	1 2.0%	7 13.7%	11 21.6%	25 49.0%	6 11.8%	51 100.0%	5.48 1.07	4.98 1.49	110
Selectivity (Requirements / Eligibility)	1 2.0%	3 5.9%	1 2.0%	16 31.4%	12 23.5%	14 27.5%	4 7.8%	51 100.0%	4.84 1.36	4.62 1.54	105

(mean = 5.06, s.d. 1.27). Finally, the item *Social atmosphere* scored much higher with David Douglas Seniors (mean = 5.46, s.d. 1.28) than it did with seniors overall (mean = 4.93, s.d. 1.51). The data are presented graphically in Figure CRSC1.

**Figure CRSC1: Mean Rating Scores for Institution Selection Items by Centennial Seniors and Seniors Overall**



## Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSDD1. For David Douglas Seniors, just under thirty percent (29.51%) indicated they had received at least one scholarship. This was slightly lower than seniors overall (32.01%). The average (mean) scholarship award (average award per student) was \$20,390 and was much higher than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). There was insufficient data to calculate a 5% trimmed mean scholarship award; the values presented for David Douglas Seniors should be treated with extreme caution. The median value of scholarship awards was \$2,000; this is lower than the award for seniors overall. The average number of awards seniors received was 1.55, lower than the average (1.74) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

**Table CSDD1: Summary Statistics of Scholarship Awards for Centennial Seniors and Seniors Overall**

Summary Statistics for Scholarships Awarded	David Douglas		Total	
	Value	Index	Value	Index
Mean	\$20,390.41	168	\$12,121.72	100
s.d.	\$58,739.27	186	\$31,647.88	100
Trimmed Mean (5%)			\$8,156.21	100
Median	\$2,000.00	80	\$2,500.00	100
Min	\$1.00		\$1.00	
Max	\$240,000.00		\$260,000.00	
Average # of Awards	1.55	89	1.74	100

## Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state colleges and universities. Results of In-State and Out-of-State

bound status for David Douglas Seniors are reported in Table CISDD1. For seniors heading to a four year institution, 29.63% indicated they would be heading out-of-state. David Douglas Seniors were much more likely to indicate they would attend an institution out-of-state than were seniors overall. Two-year bound David Douglas Seniors had proportions staying in-state at a rate slightly higher than seniors overall. They were much less likely to head out of state; only 3.85% of David Douglas Seniors bound for two-year institutions indicated they were heading out-of-state.

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISDD2. David Douglas Seniors were most likely to apply to Portland State University (39.3% Applied) or Oregon State University (24.1% Applied). For Portland State University, a higher proportion of David Douglas Seniors applied than the proportion of seniors overall. For Oregon State University, a lower proportion of David Douglas Seniors applied than the proportion of seniors overall. The University of Oregon also had a large proportion of seniors apply (13.8% Applied). However, that proportion was lower compared to the proportion of seniors overall. Although numbers were much smaller, the proportion of David Douglas Seniors that applied to Southern Oregon University (10.7% Applied) and Western Oregon University (10.7% Applied) were both above ten percent. The proportion of David Douglas Seniors applying to Southern Oregon University was higher than the proportion for seniors overall. The proportion of David Douglas Seniors that applied to Western Oregon University was lower than the proportion of seniors overall.

One David Douglas Senior was not accepted to a university applied to; twenty-seven David Douglas Senior applications (93.1% of all David Douglas applications) were accepted. The proportions of those accepted were consistent with the proportion of those that applied for most institutions. Portland State University (40.7% Accepted) and Southern Oregon University (11.1% Accepted) and Western Oregon University (11.1% Accepted) were higher. Comparing the acceptance proportions for David Douglas Seniors to seniors overall reveals the proportions accepted to Portland State University (40.7% Accepted compared to 25.8% Accepted) and Southern Oregon University (11.1% Accepted compared to 7.3% Accepted) were higher.

**Table CISDD1: In-State and Out-of-State Bound for Two and Four Year Institutions by David Douglas Seniors and Seniors Overall**

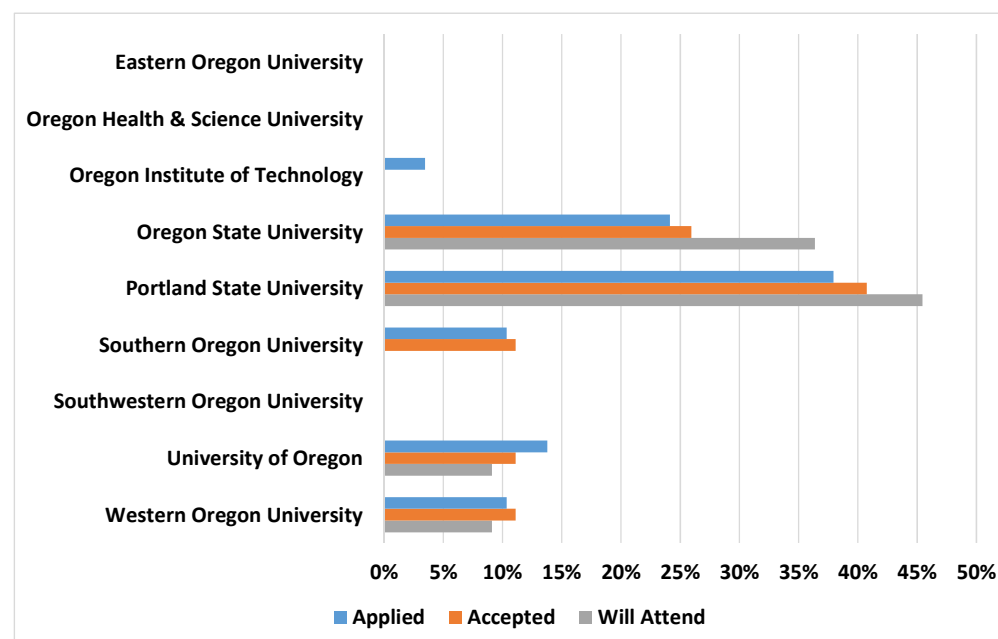
In-State/Out-of-State Bound		David Douglas			Total		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	19	70.37%	86	208	81.57%	100
	Out-of-State	8	29.63%	161	47	18.43%	100
Total 4-Year Bound		27	100.00%		255	100.00%	
2-Year Bound	In-State	25	96.15%	103	320	93.29%	100
	Out-of-State	1	3.85%	57	23	6.71%	100
Total 2-Year Bound		26	100.00%		343	100.00%	
Both	In-State	44	83.02%	94	528	88.29%	100
	Out-of-State	9	16.98%	145	70	11.71%	100
Total Both		53	100.00%		598	100.00%	

**Table CISDD2: David Douglas Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending**

Institution	David Douglas									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	10	3.4%	100	7	2.8%	100	2	1.7%	100
Oregon Health & Science University	0	0.0%	0	0	0.0%	0	0	0.0%	0	3	1.0%	100	2	0.8%	100	2	1.7%	100
Oregon Institute of Technology	1	3.4%	145	0	0.0%	0	0	0.0%	0	7	2.4%	100	6	2.4%	100	3	2.5%	100
Oregon State University	7	24.1%	80	7	25.9%	87	4	36.4%	113	89	30.2%	100	74	29.8%	100	39	32.2%	100
Portland State University	11	37.9%	142	11	40.7%	158	5	45.5%	157	79	26.8%	100	64	25.8%	100	35	28.9%	100
Southern Oregon University	3	10.3%	153	3	11.1%	153	0	0.0%	0	20	6.8%	100	18	7.3%	100	5	4.1%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	4	1.4%	100	4	1.6%	100	2	1.7%	100
University of Oregon	4	13.8%	81	3	11.1%	61	1	9.1%	44	50	16.9%	100	45	18.1%	100	25	20.7%	100
Western Oregon University	3	10.3%	92	3	11.1%	98	1	9.1%	138	33	11.2%	100	28	11.3%	100	8	6.6%	100
Total	29	100.0%	100	27	100.0%		11	100.0%		295	100.0%		248	100.0%		121	100.0%	

The majority of David Douglas Seniors indicating they would be attending a four-year public university indicated Portland State University (45.5% Attending) and Oregon State University (36.4% Attending). Both these institutions had rates attending higher than the rates attending among seniors overall. Compared to seniors overall, the proportion of David Douglas Seniors attending Western Oregon University (9.1% Attending) is also much higher. The data are presented graphically in Figure CISDD1.

**Figure CISDD1: Proportions of Centennial Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions**

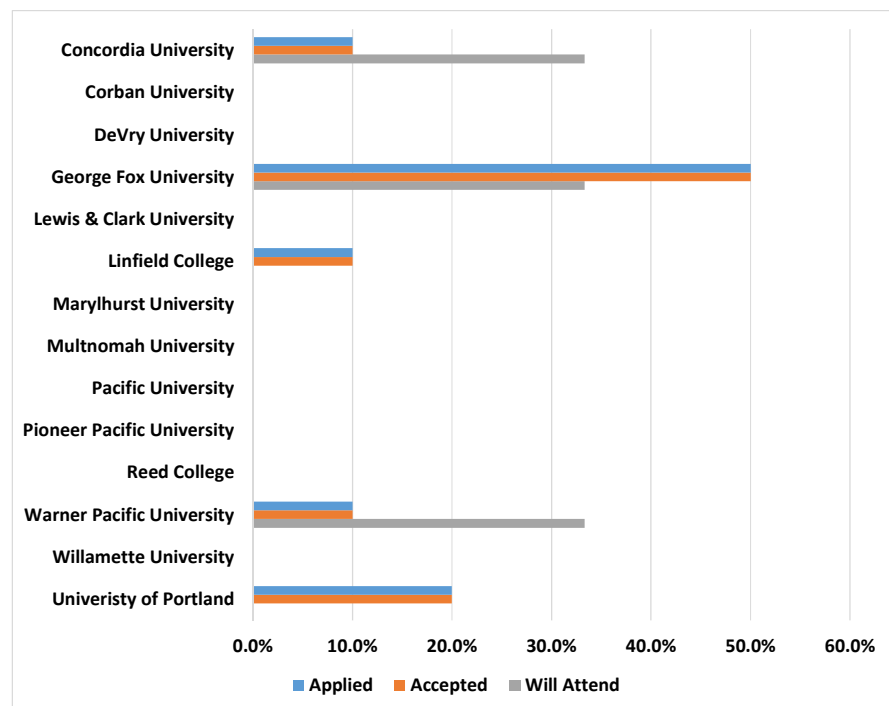


For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISDD3. A total of ten private university applications were submitted by David Douglas Seniors. For David Douglas Seniors that applied to private institutions, George Fox University (50.0% Applied) and University of Portland (20.0% Applied) had the highest proportions. All other private institutions listed had applied proportions at 10%. Although the number of applications were small, the David Douglas Senior proportions compared to the proportions of seniors overall were very high for all institutions applied to except Linfield College.

Of the ten applications to a private institution, ten were accepted (a 100% acceptance rate). The proportion of David Douglas Seniors accepted was identical to the proportion of applications.

Of the ten applications that were accepted, three David Douglas Seniors indicated they would attend a private institution. One each will be attending Concordia University, George Fox University, and Warner Pacific University. Figure CISDD2 presents the four-year private institution data graphically.

**Figure CISDD2: Proportions of David Douglas Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions**



**Table CISDD3: David Douglas Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending**

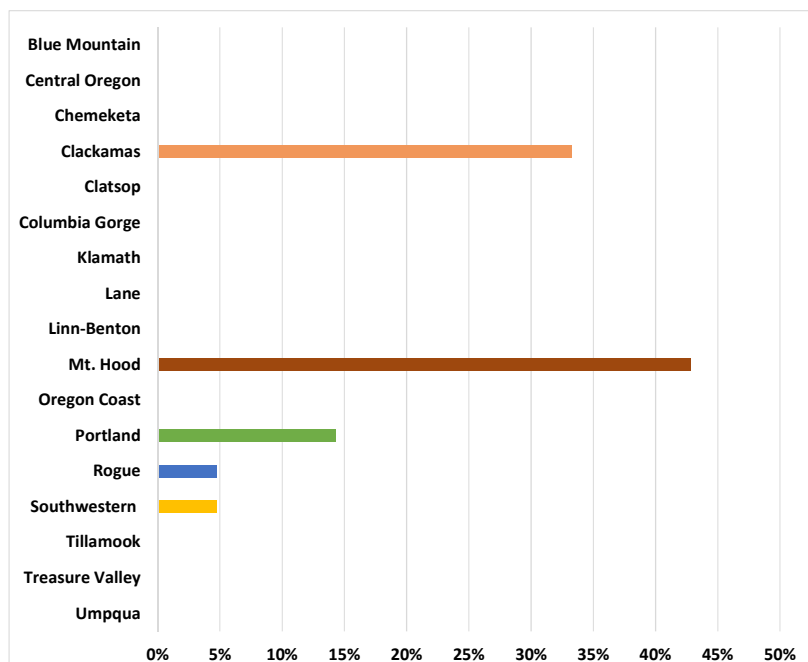
Institution	David Douglas									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Private																		
Concordia University	1	10.0%	127	1	10.0%	118	1	33.3%	367	12	7.9%	100	10	8.5%	100	4	9.1%	100
Corban University	0	0.0%	0	0	0.0%	0	0	0.0%	0	6	3.9%	100	5	4.2%	100	2	4.5%	100
DeVry University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
George Fox University	5	50.0%	211	5	50.0%	197	1	33.3%	133	36	23.7%	100	30	25.4%	100	11	25.0%	100
Lewis & Clark University	0	0.0%	0	0	0.0%	0	0	0.0%	0	10	6.6%	100	5	4.2%	100	2	4.5%	100
Linfield College	1	10.0%	84	1	10.0%	79	0	0.0%	0	18	11.8%	100	15	12.7%	100	5	11.4%	100
Marylhurst University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
Multnomah University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.3%	100	2	1.7%	100	1	2.3%	100
Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	11	7.2%	100	9	7.6%	100	3	6.8%	100
Pioneer Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
Reed College	0	0.0%	0	0	0.0%	0	0	0.0%	0	5	3.3%	100	2	1.7%	100	1	2.3%	100
Warner Pacific University	1	10.0%	109	1	10.0%	91	1	33.3%	183	14	9.2%	100	13	11.0%	100	8	18.2%	100
Willamette University	0	0.0%	0	0	0.0%	0	0	0.0%	0	7	4.6%	100	6	5.1%	100	2	4.5%	100
Univeristy of Portland	2	20.0%	109	2	20.0%	131	0	0.0%	0	28	18.4%	100	18	15.3%	100	2	4.5%	100
Total	10	100.0%		10	100.0%		3	100.0%		152	100.0%		118	100.0%		44	100.0%	

For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of David Douglas Seniors and seniors overall indicating they will be attending a community college are presented in Table CISDD4. A total of twenty-one David Douglas Seniors indicated they planned to attend a community college in Oregon. David Douglas Seniors

**Table CISDD4: David Douglas Seniors and Seniors Overall Bound for Community College by Institution Attending**

Institution	David Douglas			Total		
	Will Attend			Will Attend		
	#	%	Index	#	%	Index
Blue Mountain	0	0.0%	0	3	0.9%	100
Central Oregon	0	0.0%	0	13	4.0%	100
Chemeketa	0	0.0%	0	5	1.5%	100
Clackamas	7	33.3%	386	28	8.6%	100
Clatsop	0	0.0%	0	4	1.2%	100
Columbia Gorge	0	0.0%	0	5	1.5%	100
Klamath	0	0.0%	0	4	1.2%	100
Lane	0	0.0%	0	3	0.9%	100
Linn-Benton	0	0.0%	0	5	1.5%	100
Mt. Hood	9	42.9%	74	188	58.0%	100
Oregon Coast	0	0.0%	0	3	0.9%	100
Portland	3	14.3%	101	46	14.2%	100
Rogue	1	4.8%	514	3	0.9%	100
Southwestern	1	4.8%	257	6	1.9%	100
Tillamook	0	0.0%	0	2	0.6%	100
Treasure Valley	0	0.0%	0	3	0.9%	100
Umpqua	0	0.0%	0	3	0.9%	100
Total	21	100.0%		324	100.0%	

**Figure CISDD3: Proportion of David Douglas Seniors Planning to Attend a Community College by Institution**



indicated they would be attending Mt. Hood Community College (42.9% Attending) more than any other single college. However, a greater percentage indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (33.3% Attending) and Portland Community College (14.3% Attending). Although all of the David Douglas School District lies within the Mt. Hood District Boundary, almost half (47.6%) of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared

to seniors overall, David Douglas Students are attending Clackamas Community College at a much higher rate. They are attending Portland Community College at a rate similar to seniors overall. They are attending Mt. Hood Community College at a much lower rate. Although the numbers are small, a higher proportion of David Douglas Seniors indicated they would be attending Rogue and Southwestern Community Colleges (4.8% Attending each) than seniors overall. The Community College attending data are presented graphically in Figure CISC3.

None of the David Douglas Seniors that completed the survey indicated they applied, were accepted, nor planned to attend a private trade/technical college.

## Continuing Education Results for Gresham

### Type of Institution Attending

Results of the institution type Gresham Seniors are attending are presented in Table CTIAG1 along with the totals for all seniors continuing their education. The majority of Gresham Seniors (55.39%) indicated they will be attending a community college.

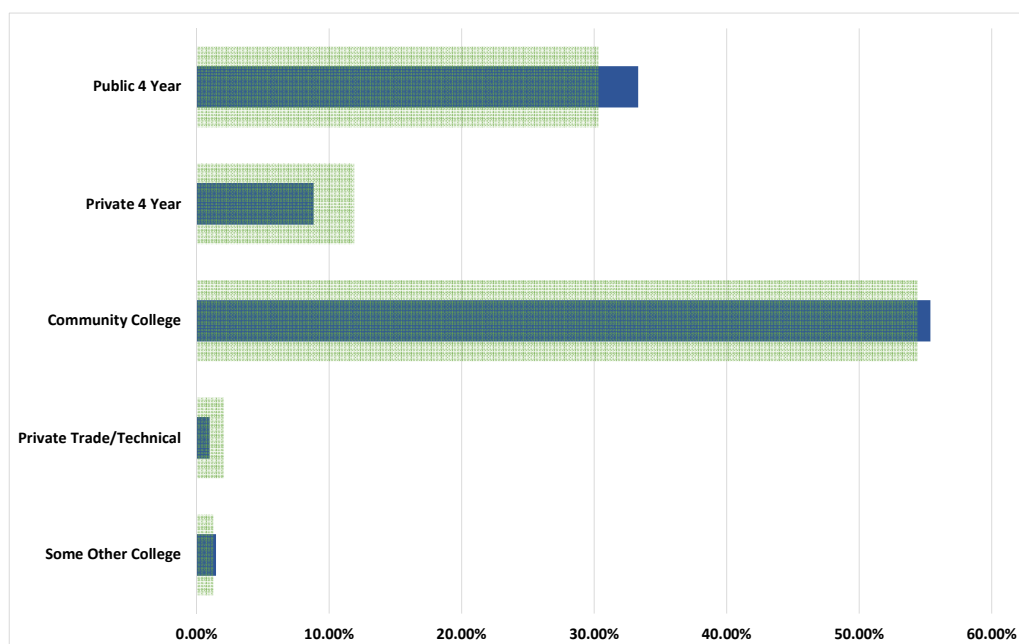
**Table CTIAG1: Gresham Seniors and Seniors Overall by Type of Institution Attending**

What Type of Institution Are You Attending	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	68	33.33%	110	191	30.32%	100
Private 4 Year	18	8.82%	74	75	11.90%	100
Community College	113	55.39%	102	343	54.44%	100
Private Trade/Technical	2	0.98%	48	13	2.06%	100
Some Other College	3	1.47%	116	8	1.27%	100
Total	204	100.00%		630	100.00%	

Gresham Seniors were just

as likely to indicate they were attending a community college as seniors overall. One third (33.33%) indicated they will be attending a four year public university; they are more likely to attend a public four-year institution than seniors overall. Just under ten percent (8.82%) indicated they will be going to a four year private institution. Gresham seniors were less likely to attend a private institution than seniors overall. The remaining seniors indicated they will be attending either a private trade/technical school (2.06%) or some other type of institution (1.47%). Gresham Seniors were much less likely than seniors overall to indicate they would be attending a private trade/technical school and more likely to indicate some other type of institution. Data are presented graphically in Figure CTIAC1.

**Figure CTIAC1: Plot of Gresham Students and Seniors Overall by Institution Attending**



## Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Gresham Seniors are presented in Table CRS1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Three items were identified as more important than the others: (1) *Programs available of interest to me*, (2) *Overall cost of attending*, and (3) *Availability of financial aid*. The programs available item had over eighty percent (81.3%) of Gresham Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.73 (s.d. 1.49). The overall cost and availability of financial aid items both had over seventy-five percent (78.1% and 75.3% respectively) of Gresham Seniors identify them as “Somewhat Important” to “Totally Important.” Mean scores for these two items were also above 5.60 on a seven point scale (mean = 5.69, s.d. 1.48 and mean = 5.60, s.d. 1.32 respectively). Gresham Seniors indicated an additional four items that had mean scores above 5.00: *Post graduate opportunities* (mean = 5.48, s.d. 1.52), *Intangibles* (mean = 5.11, s.d. 1.68), *School / program reputation* (Mean = 5.09, s.d. 1.62), and *Location – Out of town/away from home* (mean = 5.09, s.d. 1.45). Gresham Seniors rated almost all of items presented within 0.10 of seniors overall. There were three exceptions: *Reputation of instructors*, *School / program reputation*,

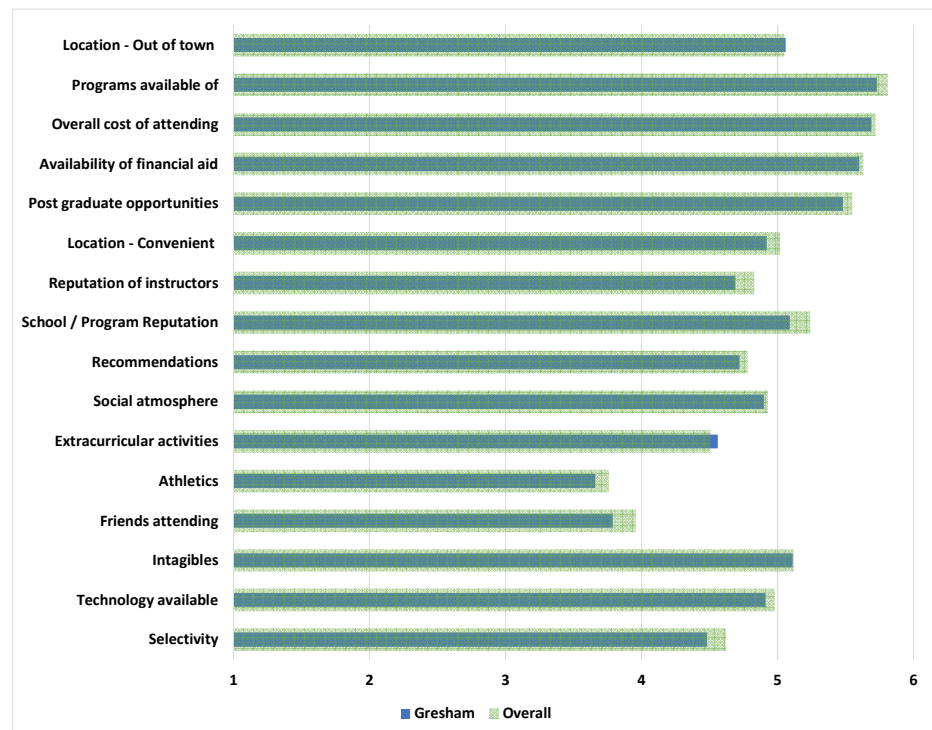
**Table CRS1: Gresham Seniors’ Ratings and Mean Scores of Importance of Attributes in Selecting a College/University**

Gresham											
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town / away from home	10	8	6	47	27	56	42	196	5.06	5.05	100
	5.1%	4.1%	3.1%	24.0%	13.8%	28.6%	21.4%	100.0%	1.66	1.59	
Programs available of interest to me	7	2	5	22	22	60	74	192	5.73	5.81	99
	3.6%	1.0%	2.6%	11.5%	11.5%	31.3%	38.5%	100.0%	1.49	1.33	
Overall cost of attending	5	2	4	32	29	45	79	196	5.69	5.72	99
	2.6%	1.0%	2.0%	16.3%	14.8%	23.0%	40.3%	100.0%	1.48	1.45	
Availability of financial aid	6	2	4	36	25	56	65	194	5.60	5.63	99
	3.1%	1.0%	2.1%	18.6%	12.9%	28.9%	33.5%	100.0%	1.32	1.45	
Post graduate opportunities	6	5	4	31	28	64	57	195	5.48	5.55	99
	3.1%	2.6%	2.1%	15.9%	14.4%	32.8%	29.2%	100.0%	1.52	1.43	
Location - Convenient / easy to get to	10	14	6	37	48	52	28	195	4.92	5.02	98
	5.1%	7.2%	3.1%	19.0%	24.6%	26.7%	14.4%	100.0%	1.63	1.55	
Reputation of instructors	11	7	10	55	48	46	16	193	4.69	4.83	97
	5.7%	3.6%	5.2%	28.5%	24.9%	23.8%	8.3%	100.0%	1.50	1.46	
School / Program Reputation	12	7	3	40	37	61	35	195	5.09	5.24	97
	6.2%	3.6%	1.5%	20.5%	19.0%	31.3%	17.9%	100.0%	1.62	1.46	
Recommendations from others	8	12	6	56	49	51	12	194	4.72	4.78	99
	4.1%	6.2%	3.1%	28.9%	25.3%	26.3%	6.2%	100.0%	1.45	1.39	
Social atmosphere	10	10	6	47	40	58	24	195	4.90	4.93	99
	5.1%	5.1%	3.1%	24.1%	20.5%	29.7%	12.3%	100.0%	1.55	1.51	
Extracurricular activities	15	10	10	55	39	48	16	193	4.56	4.51	101
	7.8%	5.2%	5.2%	28.5%	20.2%	24.9%	8.3%	100.0%	1.65	1.62	
Athletics	46	25	11	46	18	26	22	194	3.66	3.76	97
	23.7%	12.9%	5.7%	23.7%	9.3%	13.4%	11.3%	100.0%	2.08	1.96	
Friends attending	30	22	16	57	42	16	11	194	3.79	3.96	96
	15.5%	11.3%	8.2%	29.4%	21.6%	8.2%	5.7%	100.0%	1.75	1.89	
Intagibles (Campus feels right)	11	8	6	39	37	46	48	195	5.11	5.12	100
	5.6%	4.1%	3.1%	20.0%	19.0%	23.6%	24.6%	100.0%	1.68	1.56	
Technology available	8	6	11	48	42	49	30	194	4.91	4.98	99
	4.1%	3.1%	5.7%	24.7%	21.6%	25.3%	15.5%	100.0%	1.54	1.49	
Selectivity (Requirements / Eligibility)	14	12	10	61	34	44	18	193	4.48	4.62	97
	7.3%	6.2%	5.2%	31.6%	17.6%	22.8%	9.3%	100.0%	1.36	1.54	

*Friends attending, and Selectivity.* Gresham Seniors scored all of these items slightly lower than seniors overall. The data are presented graphically in Figure CRSG1.

**Scholarships**  
College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table

**Figure CRSG1: Mean Rating Scores for Institution Selection Items by Gresham Seniors and Seniors Overall**



CSG1. For Gresham Seniors, just under thirty percent (29.76%) indicated they had received at least one scholarship. This was slightly lower than seniors overall (32.01%). The average (mean) scholarship award was \$5,177 and was much lower than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). A 5% trimmed mean was calculated to account for the variability in the data. Gresham Seniors trimmed

mean of \$4,737 is a more accurate reflection of the average award. The median value of scholarship awards was \$2,500; this is the same as for seniors overall. The average number of awards seniors received was 1.84, higher than the average (1.74) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

**Table CSG1: Summary Statistics of Scholarship Awards for Gresham Seniors and Seniors Overall**

Awarded Scholarships?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Yes	61	29.76%	93	202	32.01%	100
No	144	70.24%	103	429	67.99%	100
Total	205	100.00%		631	100.00%	
Summary Statistics for Scholarships Awarded	Gresham		Index	Total		Index
	Value			Value		
Mean	\$5,177.22		43	\$12,121.72		100
s.d.	\$7,157.33		23	\$31,647.88		100
Trimmed Mean (5%)	\$4,737.01		58	\$8,156.21		100
Median	\$2,500.00		100	\$2,500.00		100
Min	\$250.00			\$1.00		
Max	\$44,000.00			\$260,000.00		
Average # of Awards	1.84		105	1.74		100

### Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state colleges and universities.

Results of In-State and Out-of-State bound status for Centennial Seniors are reported in Table CISG1. For seniors heading to a four year institution, 16.05% indicated they would be heading out-of-state. Gresham Seniors were less likely to indicate they would attend an institution out of state than were seniors overall. Two-year bound Gresham Seniors had proportions staying in-state about equal to seniors overall. Two-year bound Gresham seniors heading out-of-state had proportions higher than seniors overall. Only 8.04% of Gresham Seniors bound for two-year institutions indicated they were heading out-of-state.

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISG2. Gresham Seniors submitted a total of 113 applications to Oregon four-year public universities. Gresham Seniors were most likely to apply to Oregon State University (30.1% Applied), Portland State University (26.5% Applied), or University of Oregon (21.2% Applied). The proportion of Gresham Seniors that applied to Oregon State University and Portland State University was very similar to the proportion of seniors overall. The University of Oregon applications by Gresham Seniors was much higher than the proportion of seniors overall. Western Oregon University also received over ten percent (10.6% Applied) of Gresham Seniors' applications; Gresham's applications to Western Oregon University were similar to seniors overall. Although numbers were much smaller, the proportion of Gresham Seniors that applied to Eastern Oregon (4.4% Applied) and Southwestern Oregon (1.8% Applied) were higher than the proportions for seniors overall. Oregon Health & Science University (0.9% Applied), Oregon Institute of Technology (0.9% Applied), and Southern Oregon University (4.4% Applied) had much lower application rates for Gresham Seniors than seniors overall.

Twenty-two Gresham Seniors were not accepted to universities they applied to; Ninety-two Gresham Seniors (80.7% of those that applied) were accepted to the public universities they applied to. The proportions of those accepted were consistent with the proportion of those that applied for most institutions. Comparing the acceptance proportions for Gresham Seniors to seniors overall reveals the proportions accepted to Eastern Oregon University (3.3% Accepted compared to 2.8% Accepted), Southwestern Oregon University (2.2% Accepted compared to 1.6% Accepted), and University of Oregon (22.0% Accepted compared to 18.1% Accepted) were higher.

**Table CISG1: In-State and Out-of-State Bound for Two and Four Year Institutions by Gresham Seniors and Seniors Overall**

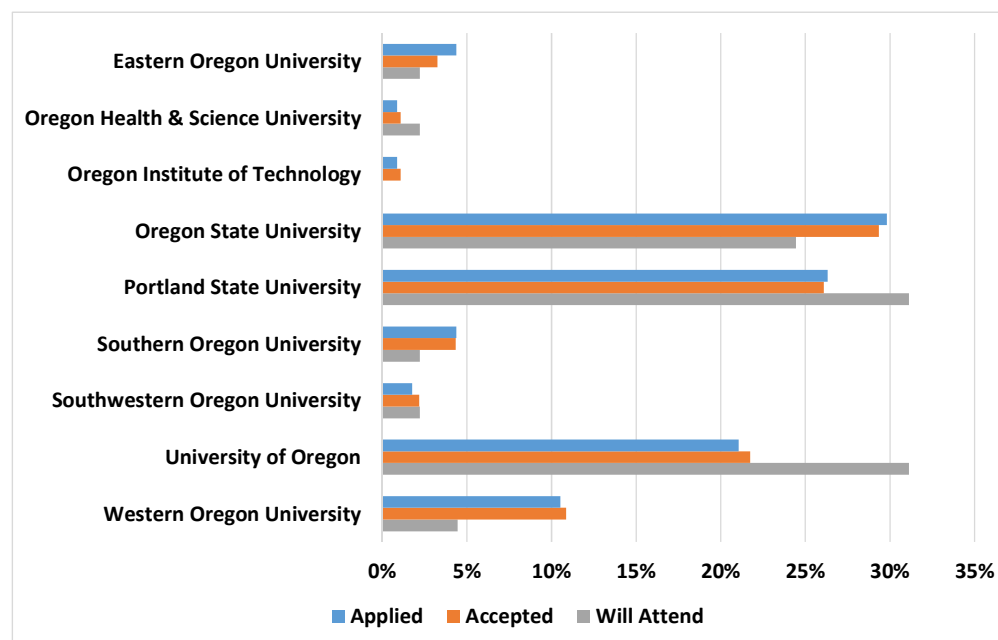
In-State/Out-of-State Bound		Gresham			Total		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	68	83.95%	103	208	81.57%	100
	Out-of-State	13	16.05%	87	47	18.43%	100
Total 4-Year Bound		81	100.00%		255	100.00%	
2-Year Bound	In-State	103	91.96%	99	320	93.29%	100
	Out-of-State	9	8.04%	120	23	6.71%	100
Total 2-Year Bound		112	100.00%		343	100.00%	
Both	In-State	171	88.60%	100	528	88.29%	100
	Out-of-State	22	11.40%	97	70	11.71%	100
Total Both		193	100.00%		598	100.00%	

**Table CISG2: Gresham Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending**

Institution	Gresham									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	5	4.4%	130	3	3.3%	116	1	2.2%	134	10	3.4%	100	7	2.8%	100	2	1.7%	100
Oregon Health & Science University	1	0.9%	65	1	1.1%	90	1	2.2%	134	4	1.4%	100	3	1.2%	100	2	1.7%	100
Oregon Institute of Technology	1	0.9%	37	1	1.1%	45	0	0.0%	0	7	2.4%	100	6	2.4%	100	3	2.5%	100
Oregon State University	34	29.8%	99	27	29.3%	99	11	24.4%	76	89	30.1%	100	74	29.7%	100	39	32.2%	100
Portland State University	30	26.3%	99	24	26.1%	101	14	31.1%	108	79	26.7%	100	64	25.7%	100	35	28.9%	100
Southern Oregon University	5	4.4%	65	4	4.3%	60	1	2.2%	54	20	6.8%	100	18	7.2%	100	5	4.1%	100
Southwestern Oregon University	2	1.8%	130	2	2.2%	135	1	2.2%	134	4	1.4%	100	4	1.6%	100	2	1.7%	100
University of Oregon	24	21.1%	125	20	21.7%	120	14	31.1%	151	50	16.9%	100	45	18.1%	100	25	20.7%	100
Western Oregon University	12	10.5%	94	10	10.9%	97	2	4.4%	67	33	11.1%	100	28	11.2%	100	8	6.6%	100
Total	114	100.0%		92	100.0%		45	100.0%		296	100.0%		249	100.0%		121	100.0%	

Forty-five Gresham Seniors indicated they would be attending a four-year public institution. The majority indicated they would attend Portland State University (31.1% Attending), University of Oregon (31.1% Attending), and Oregon State University (24.4% Attending). Compared to seniors overall, the proportion of Gresham Seniors attending Oregon State University was lower, the proportion attending Portland State University was about the same, and the proportion attending University of Oregon was higher. The proportion of Gresham Seniors attending Eastern Oregon University (2.2% Attending), Oregon Health & Science University (2.2% Attending) and Southwestern Oregon University (2.2% Attending) were higher than the proportion of seniors overall. The data are presented graphically in Figure CISG1.

**Figure CISG1: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions**



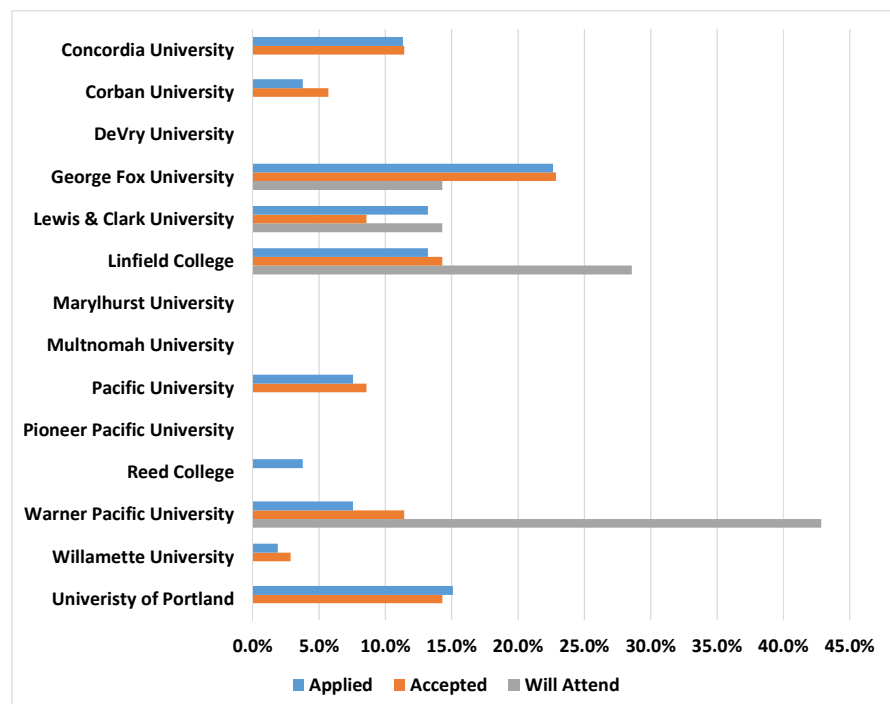
For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISG3. A total of fifty-three private university applications were submitted by Gresham Seniors. For Gresham Seniors that applied to private institutions, George Fox University (22.6% Applied), University of Portland (15.1% Applied), Lewis & Clark University (13.2% Applied), Linfield College (13.2% Applied) and Concordia University (11.3% Applied) had the highest proportion of applications. All other private institutions listed had applied proportions below 10%. Compared to seniors overall, Gresham Seniors applied to Concordia University and Lewis & Clark University at a much higher rate; they applied to Corban University, George Fox University, Linfield College, and Reed College at a similar rate; and they applied to all other private four year institutions at a lower rate.

Of the fifty-three applications to a private institution, thirty-five were accepted; this is a 66% acceptance rate and is lower than the rate (78%) for seniors overall. The proportion of Gresham Seniors accepted were similar to the proportion of applications. George Fox University (22.9% Accepted), University of Portland (14.3% Accepted), Linfield College (14.3% Accepted), Concordia University (11.4% Accepted), and Warner Pacific University (11.4% Accepted) had the highest proportions of students accepted. Compared to seniors overall, the proportion of Gresham Seniors accepted to Lewis & Clark University, Concordia University, and Corban University was much higher, Linfield College, Pacific University, Warner Pacific University, and University of Portland was about the same, and for all others it was lower.

Of the thirty-five applications that were accepted, seven Gresham Seniors indicated they would attend a private institution. They

will attend Warner Pacific University (42.9% Attending), Linfield College (28.6% Attending), George Fox University (14.3% Attending) or Lewis & Clark University (14.3% Attending). Of the four-year private institutions Gresham Seniors will attend, George Fox University if the only one that with a lower proportion than seniors overall. Figure CISG2 presents the four-year private institution data graphically.

**Figure CISG2: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions**



**Table CISG3: Gresham Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending**

Institution	Gresham									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Private																		
Concordia University	6	11.3%	143	4	11.4%	135	0	0.0%	0	12	7.9%	100	10	8.5%	100	4	9.1%	100
Corban University	2	3.8%	96	2	5.7%	135	0	0.0%	0	6	3.9%	100	5	4.2%	100	2	4.5%	100
DeVry University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
George Fox University	12	22.6%	96	8	22.9%	90	1	14.3%	57	36	23.7%	100	30	25.4%	100	11	25.0%	100
Lewis & Clark University	7	13.2%	201	3	8.6%	202	1	14.3%	314	10	6.6%	100	5	4.2%	100	2	4.5%	100
Linfield College	7	13.2%	112	5	14.3%	112	2	28.6%	251	18	11.8%	100	15	12.7%	100	5	11.4%	100
Marylhurst University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
Multnomah University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.3%	100	2	1.7%	100	1	2.3%	100
Pacific University	4	7.5%	104	3	8.6%	112	0	0.0%	0	11	7.2%	100	9	7.6%	100	3	6.8%	100
Pioneer Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
Reed College	2	3.8%	115	0	0.0%	0	0	0.0%	0	5	3.3%	100	2	1.7%	100	1	2.3%	100
Warner Pacific University	4	7.5%	82	4	11.4%	104	3	42.9%	236	14	9.2%	100	13	11.0%	100	8	18.2%	100
Willamette University	1	1.9%	41	1	2.9%	56	0	0.0%	0	7	4.6%	100	6	5.1%	100	2	4.5%	100
Univeristy of Portland	8	15.1%	82	5	14.3%	94	0	0.0%	0	28	18.4%	100	18	15.3%	100	2	4.5%	100
Total	53	100.0%		35	100.0%		7	100.0%		152	100.0%		118	100.0%		44	100.0%	

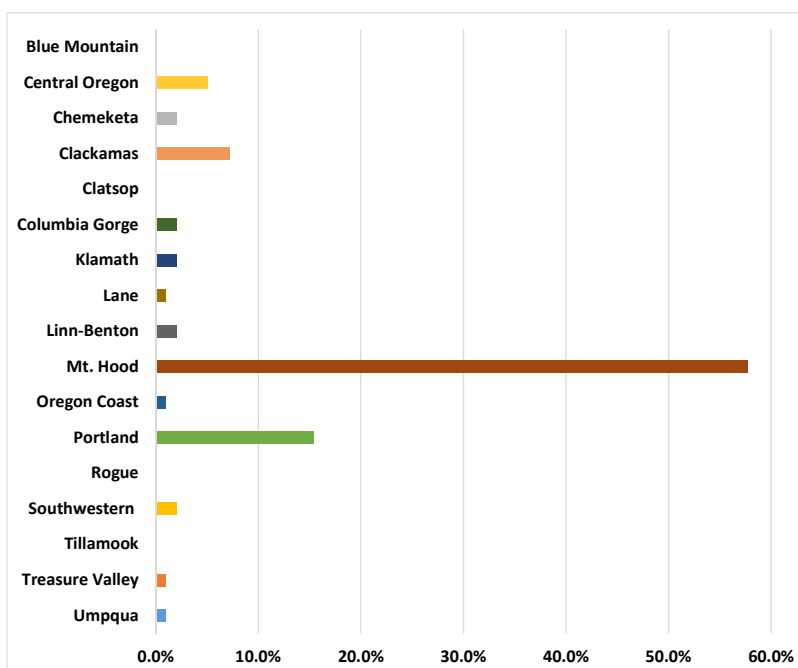
For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Gresham Seniors and seniors overall indicating they will be

**Table CISG4: Gresham Seniors and Seniors Overall Bound for Community College by Institution Attending**

	Gresham			Total		
<i>Institution</i>	Gresham			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	0	0.0%	0	3	0.9%	100
Central Oregon	5	5.2%	128	13	4.0%	100
Chemeketa	2	2.1%	134	5	1.5%	100
Clackamas	7	7.2%	84	28	8.6%	100
Clatsop	0	0.0%	0	4	1.2%	100
Columbia Gorge	2	2.1%	134	5	1.5%	100
Klamath	2	2.1%	167	4	1.2%	100
Lane	1	1.0%	111	3	0.9%	100
Linn-Benton	2	2.1%	134	5	1.5%	100
Mt. Hood	56	57.7%	99	188	58.0%	100
Oregon Coast	1	1.0%	111	3	0.9%	100
Portland	15	15.5%	109	46	14.2%	100
Rogue	0	0.0%	0	3	0.9%	100
Southwestern	2	2.1%	111	6	1.9%	100
Tillamook	0	0.0%	0	2	0.6%	100
Treasure Valley	1	1.0%	111	3	0.9%	100
Umpqua	1	1.0%	111	3	0.9%	100
Total	97	100.0%		324	100.0%	

attending a community college are presented in Table CISG4. A total of ninety-seven Gresham Seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated

**Figure CISG3: Proportion of Gresham Seniors Planning to Attend a Community College by Institution**

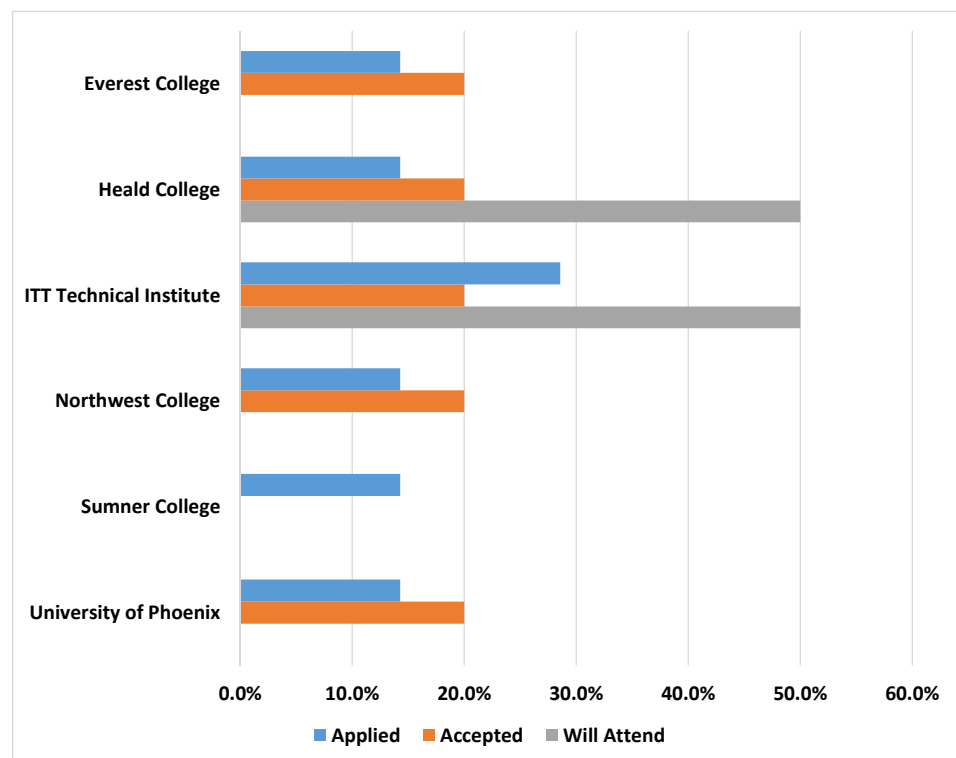


they would be attending Mt. Hood Community College (57.7% Attending). Over twenty percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.2% Attending) and Portland Community College (15.5% Attending). Although all of the Gresham Barlow School District lies within the Mt. Hood District Boundary, almost a quarter of the students (22.7%) attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Gresham Students are attending Portland Community College at

a higher rate, they are attending Mt. Hood at a similar rate, and Clackamas at a slightly lower rate. Although the numbers are small, a higher proportion of Gresham Seniors indicated they would be attending Klamath (2.1% Attending), Chemeketa (2.1% Attending), Columbia Gorge (2.1% Attending), Linn-Benton (2.1% Attending), and Central Oregon (5.2% Attending) than seniors overall. The Community College attending data are presented graphically in Figure CISG3.

Overall very few seniors indicated they applied to or would be attending Private Trade/Technical Colleges. Only seven Gresham Seniors applied to a private trade/technical institution. The data for Private Trade/Technical Colleges is presented in Table CISG6. Of the seven applications, five were accepted and two Gresham Seniors indicated they would be attending the private two year institution applied to. One each indicated they will attend ITT Technical Institute (50.0% Attending) and Heald College (50.0% Attending). Given the small numbers, it is not surprising that the proportions of Gresham Seniors attending are much higher compared to seniors overall. The data are presented graphically in Figure CISG5.

**Figure CISG5: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Two-year Private Trade/Technical Institutions**



**Table CISG6: Gresham Seniors and Seniors Overall Bound to Four Year Private Trade/Technical Colleges by Institution Attending**

Institution	Gresham									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
2-Year Private																		
Everest College	1	14.3%	157	1	20.0%	200	0	0.0%	0	2	9.1%	100	2	10.0%	100	1	5.9%	100
Heald College	1	14.3%	157	1	20.0%	200	1	50.0%	425	2	9.1%	100	2	10.0%	100	2	11.8%	100
ITT Technical Institute	2	28.6%	70	1	20.0%	50	1	50.0%	106	9	40.9%	100	8	40.0%	100	8	47.1%	100
Northwest College	1	14.3%	157	1	20.0%	200	0	0.0%	0	2	9.1%	100	2	10.0%	100	1	5.9%	100
Sumner College	1	14.3%	157	0	0.0%	0	0	0.0%	0	2	9.1%	100	1	5.0%	100	1	5.9%	100
University of Phoenix	1	14.3%	63	1	20.0%	80	0	0.0%	0	5	22.7%	100	5	25.0%	100	4	23.5%	100
Total	7	100.0%		5	100.0%		2	100.0%		22	100.0%		20	100.0%		17	100.0%	

## Continuing Education Results for Sam Barlow

### Type of Institution Attending

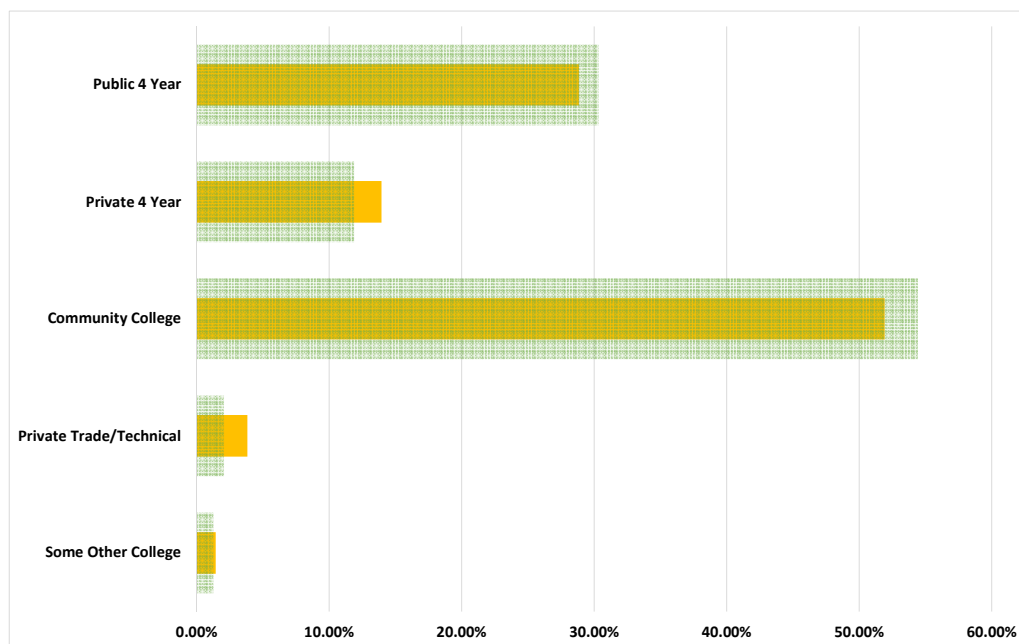
Results of the institution type Sam Barlow Seniors are attending are presented in Table CTIASB1 along with the totals for all seniors continuing their education. The majority of Sam Barlow Seniors (51.92%) indicated they will be attending a community

**Table CTIASB1: Sam Barlow Seniors and Seniors Overall by Type of Institution Attending**

What Type of Institution Are You Attending	Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	60	28.85%	95	191	30.32%	100
Private 4 Year	29	13.94%	117	75	11.90%	100
Community College	108	51.92%	95	343	54.44%	100
Private Trade/Technical	8	3.85%	186	13	2.06%	100
Some Other College	3	1.44%	114	8	1.27%	100
Total	208	100.00%		630	100.00%	

college. Sam Barlow Seniors were slightly less likely to indicate they were attending a community college than seniors overall. Almost thirty percent (28.85%) indicated they will be attending a four year public university; they are just as likely to attend a public four-year institution as seniors overall. Over thirteen percent (13.94%) indicated they will be going to a four year private institution. Sam Barlow Seniors are more likely to attend a private institution than seniors overall. The remaining seniors indicated they will be attending either a private trade/technical school (3.85%) or some other type of institution (1.44%). Sam Barlow Seniors were more likely than seniors overall to indicate they would be attending a private trade/technical school and just as likely to indicate some other type of institution. Data are presented graphically in Figure CTIASB1.

**Figure CTIAC1: Plot of Gresham Students and Seniors Overall by Institution Attending**



## Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Sam Barlow Seniors are presented in Table CRSSB1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Four items were identified as more important than the others: (1) *Programs available of interest to me*, (2) *Overall cost of attending*, (3) *Availability of financial aid*, and (4) *Post graduate opportunities*. The programs available item had over eighty percent (80.4%) of Gresham Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.91 (s.d. 1.25). The overall cost, availability of financial aid, and post graduate opportunities items all had over seventy percent (77.2%, 74.4% and 74.0% respectively) of Sam Barlow Seniors identify them as “Somewhat Important” to “Totally Important.” Mean scores for these three items were also above 5.50 on a seven point scale (5.75, s.d. 1.44, 5.71, s.d. 1.45, and 5.55, s.d. 1.48 respectively). Sam Barlow Seniors indicated an additional three items that had mean scores above 5.00: *School / program reputation* (Mean = 5.24, s.d. 1.46), *Intangibles* (mean = 5.12, s.d. 1.56), and *Location –*

**Table CRSG1: Gresham Seniors’ Ratings and Mean Scores of Importance of Attributes in Selecting a College/University**

Sam Barlow												
Reasons for selecting a college/university	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index	
Location - Out of town / away from home	10	7	7	55	39	44	41	203	5.01	5.05	99	
	4.9%	3.4%	3.4%	27.1%	19.2%	21.7%	20.2%	100.0%	1.61	1.59		
Programs available of interest to me	3	1	1	35	18	67	79	204	5.91	5.81	102	
	1.5%	0.5%	0.5%	17.2%	8.8%	32.8%	38.7%	100.0%	1.25	1.33		
Overall cost of attending	5	3	4	34	23	52	81	202	5.75	5.72	101	
	2.5%	1.5%	2.0%	16.8%	11.4%	25.7%	40.1%	100.0%	1.44	1.45		
Availability of financial aid	4	3	8	37	16	57	78	203	5.71	5.63	101	
	2.0%	1.5%	3.9%	18.2%	7.9%	28.1%	38.4%	100.0%	1.45	1.45		
Post graduate opportunities	6	3	4	39	22	64	62	200	5.55	5.55	100	
	3.0%	1.5%	2.0%	19.5%	11.0%	32.0%	31.0%	100.0%	1.48	1.43		
Location - Convenient / easy to get to	12	8	9	48	38	52	35	202	4.91	5.02	98	
	5.9%	4.0%	4.5%	23.8%	18.8%	25.7%	17.3%	100.0%	1.66	1.55		
Reputation of instructors	8	12	7	64	34	51	26	202	4.75	4.83	98	
	4.0%	5.9%	3.5%	31.7%	16.8%	25.2%	12.9%	100.0%	1.53	1.46		
School / Program Reputation	5	6	7	49	35	63	39	204	5.24	5.24	100	
	2.5%	2.9%	3.4%	24.0%	17.2%	30.9%	19.1%	100.0%	1.42	1.46		
Recommendations from others	7	7	15	64	49	44	16	202	4.68	4.78	98	
	3.5%	3.5%	7.4%	31.7%	24.3%	21.8%	7.9%	100.0%	1.39	1.39		
Social atmosphere	11	9	7	62	42	50	22	203	4.73	4.93	96	
	5.4%	4.4%	3.4%	30.5%	20.7%	24.6%	10.8%	100.0%	1.53	1.51		
Extracurricular activities	14	17	14	64	43	34	17	203	4.35	4.51	96	
	6.9%	8.4%	6.9%	31.5%	21.2%	16.7%	8.4%	100.0%	1.62	1.62		
Athletics	44	22	11	53	25	29	20	204	3.76	3.76	100	
	21.6%	10.8%	5.4%	26.0%	12.3%	14.2%	9.8%	100.0%	2.01	1.96		
Friends attending	30	23	18	56	45	20	9	201	3.81	3.96	96	
	14.9%	11.4%	9.0%	27.9%	22.4%	10.0%	4.5%	100.0%	1.69	1.89		
Intangibles (Campus feels right)	6	5	6	51	36	61	38	203	5.19	5.12	101	
	3.0%	2.5%	3.0%	25.1%	17.7%	30.0%	18.7%	100.0%	1.47	1.56		
Technology available	9	11	10	55	41	51	26	203	4.81	4.98	97	
	4.4%	5.4%	4.9%	27.1%	20.2%	25.1%	12.8%	100.0%	1.55	1.49		
Selectivity (Requirements / Eligibility)	11	11	10	69	30	51	20	202	4.61	4.62	100	
	5.4%	5.4%	5.0%	34.2%	14.9%	25.2%	9.9%	100.0%	1.56	1.54		

Sam Barlow Seniors rated almost all of items presented within 0.10 of seniors overall. There were five exceptions:

*Location – Convenient/easy to get to, Social atmosphere, Extracurricular activities, Friends Attending, and Technology Available.*

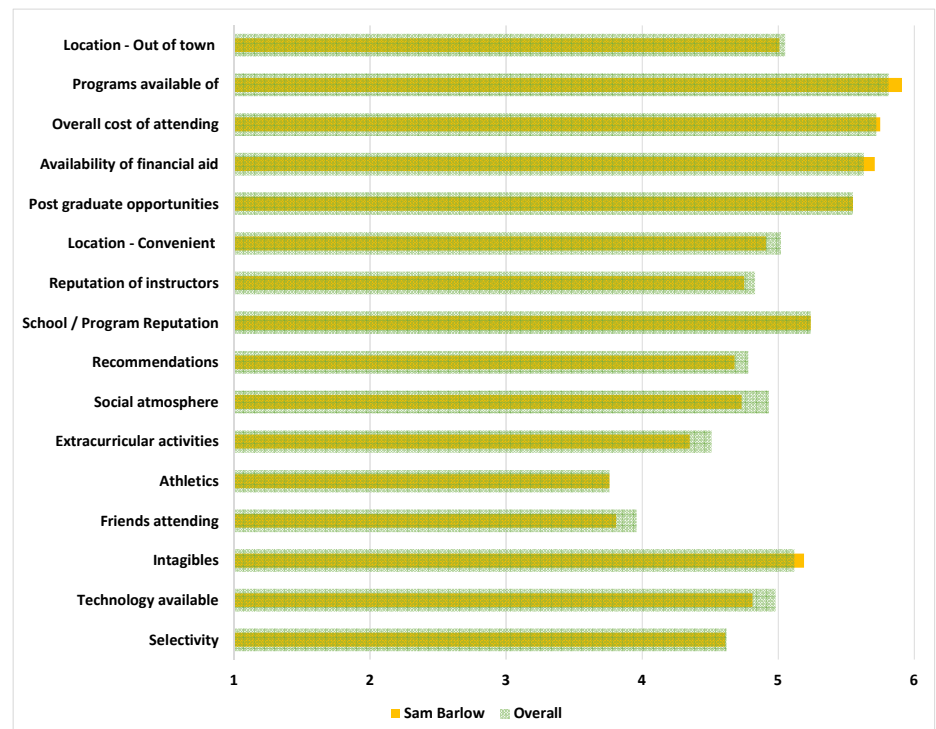
Sam Barlow Seniors scored all of these items slightly lower than seniors overall. The data are presented graphically in Figure CRSSB1.

### Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of

each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSSB1. For Sam Barlow Seniors, just over thirty-five percent (37.02%) indicated they had received at least one scholarship. This was higher than seniors overall (32.01%). The average (mean) scholarship award was \$16,822 and was much higher than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). A 5% trimmed mean was calculated for to account for the variability in the data. Sam Barlow

**Figure CRSSB1: Mean Rating Scores for Institution Selection Items by Sam Barlow Seniors and Seniors Overall**



**Table CSSB1: Summary Statistics of Scholarship Awards for Sam Barlow Seniors and Seniors Overall**

Awarded Scholarships?	Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index
Yes	77	37.02%	116	202	32.01%	100
No	131	62.98%	93	429	67.99%	100
Total	208	100.00%		631	100.00%	
Summary Statistics for Scholarships Awarded	Sam Barlow			Total		
	Value		Index	Value		Index
Mean	\$16,822.05		139	\$12,121.72		100
s.d.	\$39,765.81		126	\$31,647.88		100
Trimmed Mean (5%)	\$12,577.81		154	\$8,156.21		100
Median	\$3,500.00		140	\$2,500.00		100
Min	\$100.00			\$1.00		
Max	\$260,000.00			\$260,000.00		
Average # of Awards	1.77		101	1.74		100

Seniors' trimmed mean of \$12,577 is a more accurate reflection of the average award. The median value of scholarship awards was \$3,500; this is higher than seniors overall. The average number of awards seniors received was 1.77, the same as the average (1.74) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

### Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state colleges and universities.

**Table CISSB1: In-State and Out-of-State Bound for Two and Four Year Institutions by Sam Barlow Seniors and Seniors Overall**

In-State/Out-of-State Bound		Sam Barlow			Total		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	71	79.78%	98	208	81.57%	100
	Out-of-State	18	20.22%	110	47	18.43%	100
Total 4-Year Bound		89	100.00%		255	100.00%	
2-Year Bound	In-State	106	93.81%	101	320	93.29%	100
	Out-of-State	7	6.19%	92	23	6.71%	100
Total 2-Year Bound		113	100.00%		343	100.00%	
Both	In-State	177	87.62%	99	528	88.29%	100
	Out-of-State	25	12.38%	106	70	11.71%	100
Total Both		202	100.00%		598	100.00%	

Results of In-State and Out-of-State bound status for Centennial Seniors are reported in Table CISSB1. For seniors heading to a four year institution, 20.22% indicated they would be heading out-of-state. Sam Barlow Seniors were slightly more likely to indicate they would attend an institution out of state than were seniors overall. Two-year bound Sam Barlow Seniors had proportions staying in-state and heading out-of-state about equal to seniors overall.

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISSB2. Sam Barlow Seniors submitted a total of eighty-eight applications to Oregon four-year public universities. Sam Barlow Seniors were most likely to apply to Oregon State University (31.8% Applied), Portland State University (18.2% Applied), or Western Oregon University (17.0% Applied). Compared to seniors overall, the proportion of Sam Barlow Seniors that applied to Oregon State University was very similar, to Portland State University was much lower, and to Western Oregon University was much higher. University of Oregon and Southern Oregon University also received over ten percent (12.5% and 10.2% respectively) of Sam Barlow Seniors' applications; Sam Barlow's proportion of applications to University of Oregon was much lower compared to seniors overall; the proportion of applications to Southern Oregon University was much higher. Although numbers were much smaller, the proportion of Sam Barlow Seniors that applied to Eastern Oregon (4.5% Applied) and Southwestern Oregon (2.3% Applied) were higher than the proportions for seniors overall. Oregon Health & Science University (1.1% Applied) and Oregon Institute of Technology (2.3% Applied), had much lower application proportions for Sam Barlow Seniors than seniors overall.

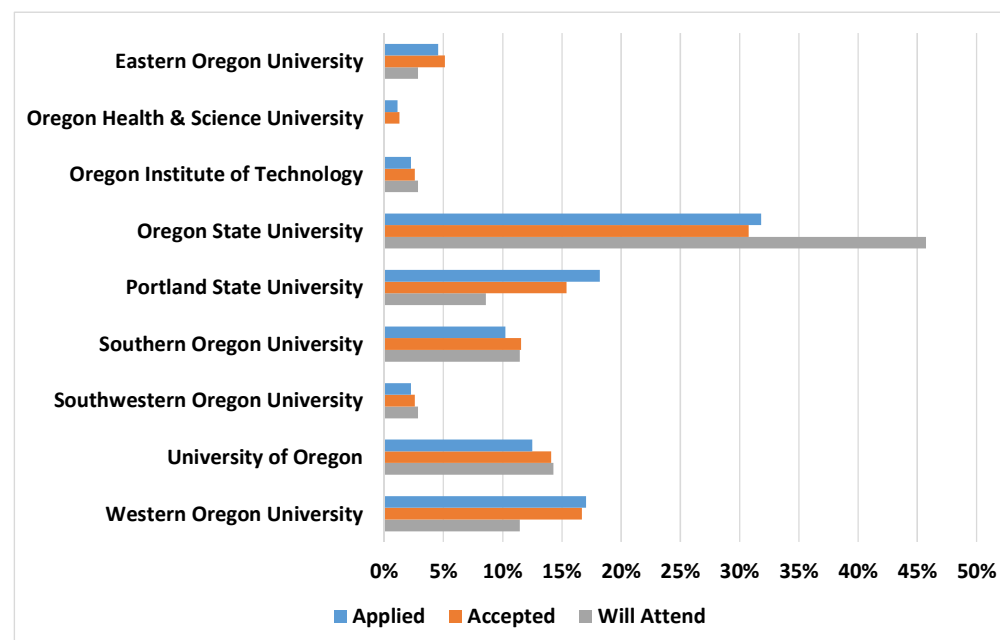
Ten Sam Barlow Seniors were not accepted to universities they applied to; Seventy-eight Sam Barlow Seniors (88.6% of those that applied) were accepted to the public universities they applied to; this acceptance rate was slightly higher than for seniors overall (84.1% of those that applied). The proportions of those accepted were consistent with the proportion of those that applied for most institutions. Comparing the acceptance proportions for Sam Barlow Seniors to seniors overall reveals the proportions accepted to Eastern Oregon University (3.3% Accepted compared to 2.8% Accepted), Southern Oregon University (11.5% Accepted compared to 7.2%), Southwestern Oregon University (2.6% Accepted compared to 1.6% Accepted), and Western Oregon University (16.7% Accepted compared to 11.2% Accepted) were higher.

**Table CISSB2: Sam Barlow Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending**

Institution	Sam Barlow									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	4	4.5%	135	4	5.1%	182	1	2.9%	173	10	3.4%	100	7	2.8%	100	2	1.7%	100
Oregon Health & Science University	1	1.1%	84	1	1.3%	106	0	0.0%	0	4	1.4%	100	3	1.2%	100	2	1.7%	100
Oregon Institute of Technology	2	2.3%	96	2	2.6%	106	1	2.9%	115	7	2.4%	100	6	2.4%	100	3	2.5%	100
Oregon State University	28	31.8%	106	24	30.8%	104	16	45.7%	142	89	30.1%	100	74	29.7%	100	39	32.2%	100
Portland State University	16	18.2%	68	12	15.4%	60	3	8.6%	30	79	26.7%	100	64	25.7%	100	35	28.9%	100
Southern Oregon University	9	10.2%	151	9	11.5%	160	4	11.4%	277	20	6.8%	100	18	7.2%	100	5	4.1%	100
Southwestern Oregon University	2	2.3%	168	2	2.6%	160	1	2.9%	173	4	1.4%	100	4	1.6%	100	2	1.7%	100
University of Oregon	11	12.5%	74	11	14.1%	78	5	14.3%	69	50	16.9%	100	45	18.1%	100	25	20.7%	100
Western Oregon University	15	17.0%	153	13	16.7%	148	4	11.4%	173	33	11.1%	100	28	11.2%	100	8	6.6%	100
Total	88	100.0%	100	78	100.0%		35	100.0%		296	100.0%		249	100.0%		121	100.0%	

Thirty-five Sam Barlow Seniors indicated they would be attending a four-year public institution. The majority indicated they would attend Oregon State University (45.7% Attending), University of Oregon (14.3% Attending), Southern Oregon University (11.5% Attending), and Western Oregon University (11.5% Attending). Compared to seniors overall, the proportion of Sam Barlow Seniors attending Oregon State University was similar, the proportion attending University of Oregon was lower, the proportions attending Southern Oregon University and Western Oregon University were higher. The proportion of Sam Barlow Seniors attending Eastern Oregon University (2.9% Attending), Oregon Institute of Technology (2.9% Attending) and Southwestern Oregon University (2.9% Attending) were higher than the proportion of seniors overall. The data are presented graphically in Figure CISSB1.

**Figure CISSB1: Proportions of Sam Barlow Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions**

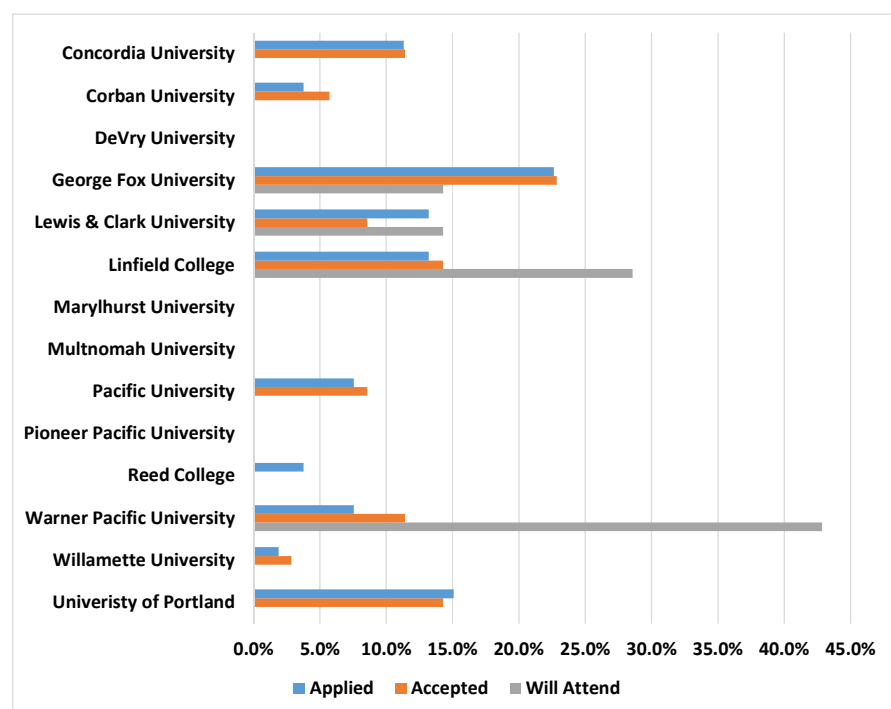


For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISSB3. A total of fifty-two private university applications were submitted by Sam Barlow Seniors. For Sam Barlow Seniors that applied to private institutions, George Fox University (25.0% Applied), Linfield College (17.3% Applied), University of Portland (15.4% Applied), Pacific University (11.5% Applied), and Warner Pacific University (11.5% Applied) had the highest proportion of applications. All other private institutions listed had applied proportions below 10%. Compared to seniors overall, Sam Barlow Seniors applied to Pacific University, Linfield College, Multnomah University, and Warner Pacific University at a much higher rate; they applied to Corban University, George Fox University, Reed College, at a similar rate; and they applied to all other private four year institutions at a lower rate.

Of the fifty-two applications to a private institution, forty-three were accepted; this is an 83% acceptance rate and is much higher than the rate (78%) for seniors overall. The proportion of Sam Barlow Seniors accepted were similar to the proportion of applications. George Fox University (27.9% Accepted), Linfield College (18.6% Accepted), Warner Pacific University (14.0% Accepted), and Pacific University (11.5% Accepted) had the highest proportions of students accepted. Compared to seniors overall, the proportion of Sam Barlow Seniors accepted to Pacific University, Linfield College, Multnomah University and Reed College was much higher; the proportions accepted to Corban University, George Fox University, and Warner Pacific University was about the same, and for all others the proportions were lower.

Of the forty-three applications that were accepted, fifteen Sam Barlow Seniors indicated they would attend a private institution. The majority will attend George Fox University (33.3% Attending). Two each will be attending: Concordia University (13.3% Attending), Linfield College (13.3% Attending), Pacific University (13.3% Attending), and Warner Pacific University (13.3% Attending). Two private universities will have one senior from Sam Barlow attending: Corban University (6.7% Attending) and University of Portland (6.7% Attending).

**Figure CISG2: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions**



Attending). Of the four-year private institutions Sam Barlow Seniors will attend, Warner Pacific University is the only one with a lower proportion than seniors overall. Figure CISG2 presents the four-year private institution data graphically.

**Table CISSB3: Sam Barlow Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending**

Institution	Sam Barlow									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Private																		
Concordia University	2	3.8%	49	2	4.7%	55	2	13.3%	147	12	7.9%	100	10	8.5%	100	4	9.1%	100
Corban University	2	3.8%	97	2	4.7%	110	1	6.7%	147	6	3.9%	100	5	4.2%	100	2	4.5%	100
DeVry University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
George Fox University	13	25.0%	106	12	27.9%	110	5	33.3%	133	36	23.7%	100	30	25.4%	100	11	25.0%	100
Lewis & Clark University	1	1.9%	29	1	2.3%	55	0	0.0%	0	10	6.6%	100	5	4.2%	100	2	4.5%	100
Linfield College	9	17.3%	146	8	18.6%	146	2	13.3%	117	18	11.8%	100	15	12.7%	100	5	11.4%	100
Marylhurst University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
Multnomah University	1	1.9%	146	1	2.3%	137	0	0.0%	0	2	1.3%	100	2	1.7%	100	1	2.3%	100
Pacific University	6	11.5%	159	5	11.6%	152	2	13.3%	196	11	7.2%	100	9	7.6%	100	3	6.8%	100
Pioneer Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	0.7%	100	1	0.8%	100	1	2.3%	100
Reed College	2	3.8%	117	1	2.3%	137	0	0.0%	0	5	3.3%	100	2	1.7%	100	1	2.3%	100
Warner Pacific University	6	11.5%	125	6	14.0%	127	2	13.3%	73	14	9.2%	100	13	11.0%	100	8	18.2%	100
Willamette University	2	3.8%	84	1	2.3%	46	0	0.0%	0	7	4.6%	100	6	5.1%	100	2	4.5%	100
Univeristy of Portland	8	15.4%	84	4	9.3%	61	1	6.7%	147	28	18.4%	100	18	15.3%	100	2	4.5%	100
Total	52	100.0%		43	100.0%		15	100.0%		152	100.0%		118	100.0%		44	100.0%	

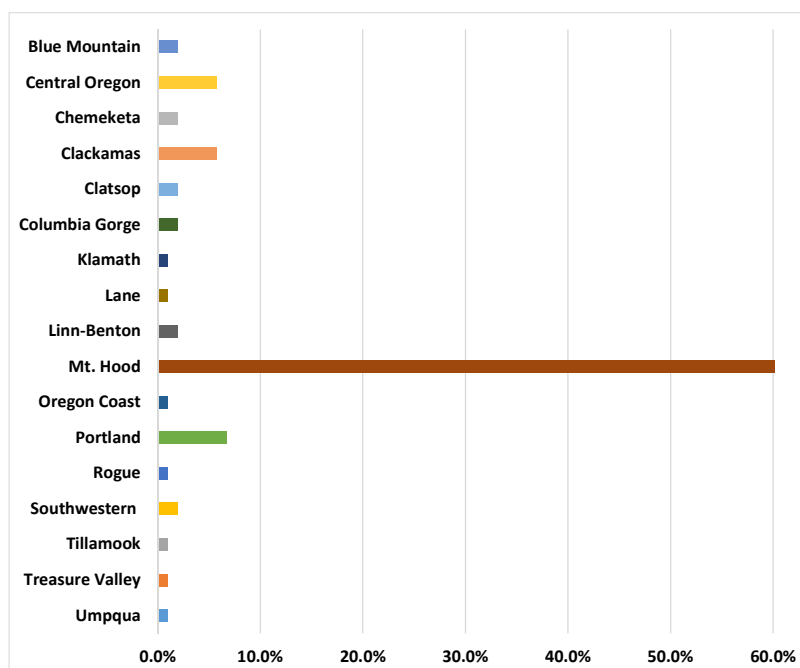
For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Sam Barlow Seniors and seniors overall indicating they will be

attending a community college are presented in Table CISSB4. A total of 104 Sam Barlow Seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated

**Table CISSB4: Sam Barlow Seniors and Seniors Overall Bound for Community College by Institution Attending**

Institution	Sam Barlow			Total		
	Will Attend			Will Attend		
	#	%	Index	#	%	Index
Community College						
Blue Mountain	2	1.9%	208	3	0.9%	100
Central Oregon	6	5.8%	144	13	4.0%	100
Chemeketa	2	1.9%	125	5	1.5%	100
Clackamas	6	5.8%	67	28	8.6%	100
Clatsop	2	1.9%	156	4	1.2%	100
Columbia Gorge	2	1.9%	125	5	1.5%	100
Klamath	1	1.0%	78	4	1.2%	100
Lane	1	1.0%	104	3	0.9%	100
Linn-Benton	2	1.9%	125	5	1.5%	100
Mt. Hood	66	63.5%	109	188	58.0%	100
Oregon Coast	1	1.0%	104	3	0.9%	100
Portland	7	6.7%	47	46	14.2%	100
Rogue	1	1.0%	104	3	0.9%	100
Southwestern	2	1.9%	104	6	1.9%	100
Tillamook	1	1.0%	156	2	0.6%	100
Treasure Valley	1	1.0%	104	3	0.9%	100
Umpqua	1	1.0%	104	3	0.9%	100
Total	104	100.0%		324	100.0%	

**Figure CISB3: Proportion of Sam Barlow Seniors Planning to Attend a Community College by Institution**

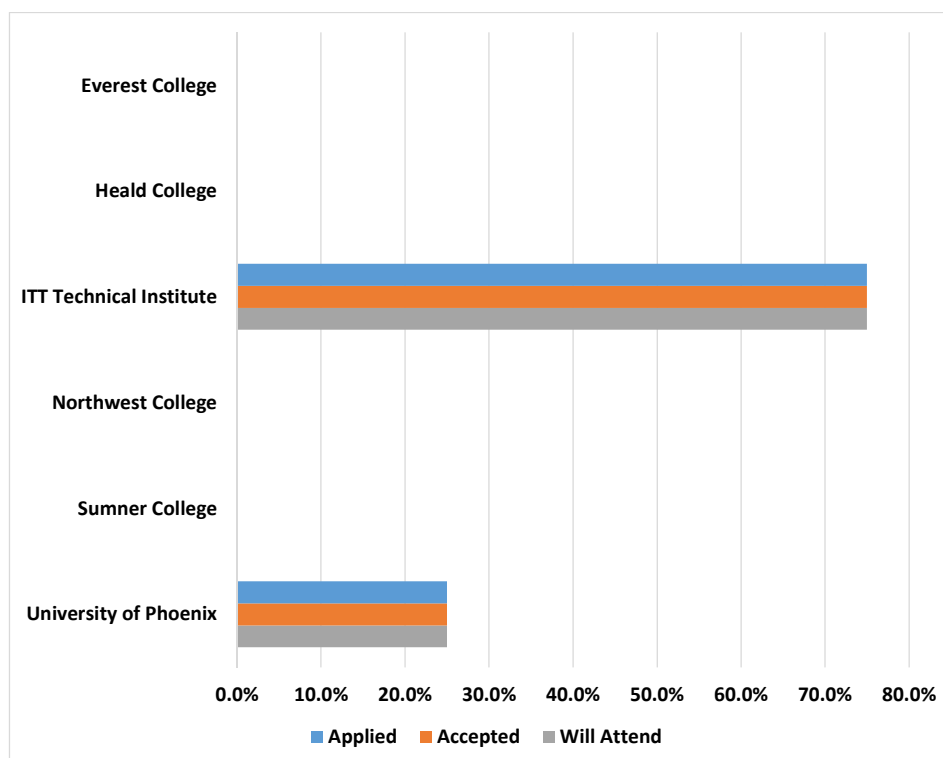


they would be attending Mt. Hood Community College (63.5% Attending). Over ten percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (5.8% Attending) and Portland Community College (6.7% Attending). Although all of the Gresham Barlow School District lies within the Mt. Hood District Boundary, a number of the seniors (12.5%) attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Sam Barlow Students are attending Portland Community College at

a lower rate, they are attending Mt. Hood at a similar rate, and Clackamas at a lower rate. Interestingly Central Oregon was identified by 5.8% of Sam Barlow Seniors as the community college they will attend. Although the numbers are small, a higher proportion of Sam Barlow Seniors indicated they would be attending Blue Mountain (1.9% Attending), Chemeketa (1.9% Attending), Clatsop (1.9% Attending), Columbia Gorge (1.9% Attending), Linn-Benton (1.9% Attending), and Tillamook (1.9% Attending) than seniors overall. The Community College attending data are presented graphically in Figure CISSB3.

Overall very few seniors indicated they applied to or would be attending Private Trade/Technical Colleges. The data for Private Trade/Technical Colleges is presented in Table CISDD6. Only four applications were completed by Sam Barlow Seniors for private two year institutions. All four applications were accepted and all four students indicated they would be attending the private two year institution they applied to; the proportions are the same across the three categories. The majority of students indicated they will attend ITT Technical Institute (75.0% Attending). The other institution Sam Barlow Seniors will attend is the University of Phoenix (25.0% Attending). The proportion of Sam Barlow Seniors that applied to the ITT Technical Institute was higher than seniors overall, for University of Phoenix the proportion was similar. The data are presented graphically in Figure CISSB5.

**Figure CISSB5: Proportions of Sam Barlow Seniors That Applied, Were Accepted, and Plan to Attend Two-year Private Trade/Technical Institutions**



**Table CISSB6: Sam Barlow Seniors and Seniors Overall Bound to Four Year Private Trade/Technical Colleges by Institution Attending**

<i>Institution</i>	Sam Barlow									Total		
	Applied			Accepted			Will Attend			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index
2-Year Private												
Everest College	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	5.9%	100
Heald College	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	11.8%	100
ITT Technical Institute	3	75.0%	183	3	75.0%	188	3	75.0%	159	8	47.1%	100
Northwest College	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	5.9%	100
Sumner College	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	5.9%	100
University of Phoenix	1	25.0%	110	1	25.0%	100	1	25.0%	106	4	23.5%	100
Total	4	100.0%		4	100.0%		4	100.0%		17	100.0%	

## Results – Centennial High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. Centennial High School had an existing exit survey that was used by the counseling department. That survey was incorporated into this effort and questions asked were presented prior to the MHCC questions.

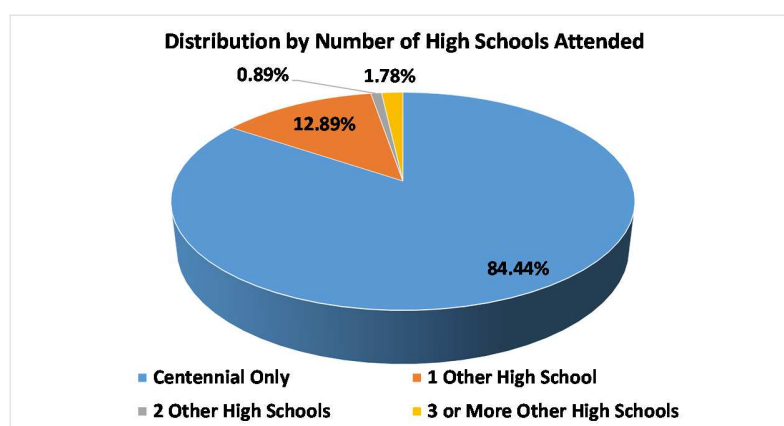
### Number of High Schools

Centennial Seniors were asked how many high schools they had attended. Data are reported in Table CQC1. Over eighty percent of seniors (84.44%) indicated that Centennial was the only high school they had attended. Just over twelve percent (12.89%) indicated they had attended one other high school. Less than three percent indicated they had attended two or more high schools. Data are presented graphically in Figure CQC1.

**Table CQC1: Number of High Schools Attended**

How many High Schools Attended	Responses	Percent
Centennial Only	190	84.44%
1 Other High School	29	12.89%
2 Other High Schools	2	0.89%
3 or More Other High Schools	4	1.78%
Total	225	100.00%

**Figure CQC1: Pie Chart of Number of High Schools Attended**



### Career Questions

Three questions were asked of Centennial Seniors with regard to careers. First they were asked if there were one or more careers they were seriously planning to pursue. Second, they were asked how they decided on that career. Finally, the seniors were asked to identify the career area they were interested in. As seen in Table CQC2, almost ninety percent (89.33%) of Centennial Seniors indicated they could name a career they had serious plans to pursue.

**Table CQC2: Plans to Pursue a Career**

I can name one or more careers I have serious plans to pursue	Responses	Percent
Yes	201	89.33%
No	24	10.67%
Total	225	100.00%

For those that indicated yes to the first question, they were asked how they decided on the career(s) they were interested in.

Responses to the decision question are presented in Table CQC3. Centennial Seniors could check all the factors identified that applied. The percentage reported in the table is based on the 201 that could identify a career of interest, not on the total number of responses to the question. Almost two thirds of the seniors (64.68%) indicated their personality was a good fit for the position. Almost half (45.27%) indicated they had read or seen something about the career of interest. Just over a third (37.81%) identified a Centennial High School class assignment. Just under a third (32.34%) indicated they know someone in the field. Less than ten percent indicated they were not sure (7.46%) or some other reason (9.95%). Table CQC4 provides the text responses

for those that indicated some other reason. CAL was mentioned in four of the eighteen responses. Other responses deal with family / life experiences or an interest/passion.

**Table CQC3: Factors for Deciding on the Career of Interest**

How did you decide on this career / those careers	Responses	Percent
Read/Saw Something	91	45.27%
A CHS class assignment	76	37.81%
Know someone in this career	65	32.34%
Personality good fit	130	64.68%
Not sure	15	7.46%
Some other reason	20	9.95%

**Table CQC4: Text Responses to Some Other Reason**

Please Explain the Other Reason
ACE Academy
CAL
CAL
CAL
classes I've taken at CHS
I am good at what I do for it.
I decided on this career
I have a family member that wasn't able to have kids. A ultrasound tech, found a reason as to why and she then became pregnant with her first born.
I have a passion for the field I want to be in
I have had volunteer experience with this career .
I started to play the piano and various other instruments earlier in middle school, which strongly influenced me to pursue the career I desire. Joining choir had also partially influenced me to keep pursuing my career as well.
I was able to take AP U.S. History and learned that I am interested in history. Being from the Latino community, I have witnessed many unjust acts, and I want to do something about this.
I went to CAL and was able to try out multiple art carriers I thought I would enjoy doing and that helped me to single out the one I love the most.
It is something that a lot of my family members have a passion about.
It's my dream because that's what I'm interested in
I've always wanted to do this career
My parents wanted me to pursue it and that I think it would help me financially in the future /
My passion

Data for the career areas of interested are presented in Table CQC5. Again, respondents were asked to check all career areas that were of interest to them. The percentages reported are based on the number of respondents (201) that answered the question, not the total number of responses. The medical field was cited more often than any other field presented; 35.82% of respondents identified the medical field as an area they are interested in pursuing. Some other field was cited by 22.39% of the respondents; those that indicated some other field were asked to name the field of interest. Results to this follow-up are presented in Table CQC6. Three fields were cited at similar rates: Business (19.40%), Engineering (17.91%), and Teaching (16.92%). An additional five fields were identified by over 10% of

**Table CQC5: Career Fields of Interest**

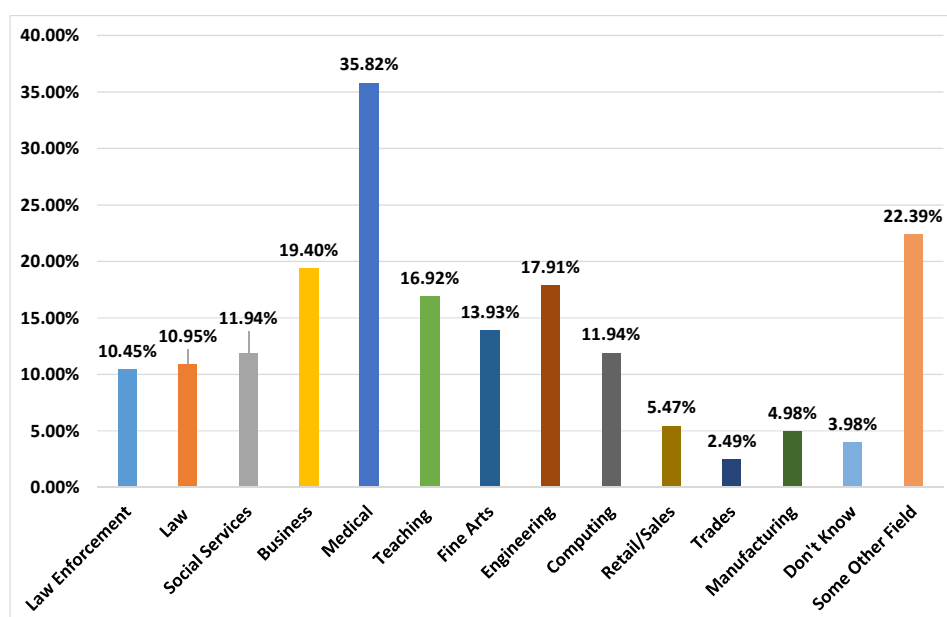
Careers Interested in Pursuing	Responses	Percent
Law Enforcement	21	10.45%
Law	22	10.95%
Social Services	24	11.94%
Business	39	19.40%
Medical	72	35.82%
Teaching	34	16.92%
Fine Arts	28	13.93%
Engineering	36	17.91%
Computing	24	11.94%
Retail/Sales	11	5.47%
Trades	5	2.49%
Manufacturing	10	4.98%
Don't Know	8	3.98%
Some Other Field	45	22.39%

the respondents: Fine Arts (13.93%), Social Services (11.94%), Computing (11.94%), Law (10.95%), and Law Enforcement (10.45%). The three remaining fields – Retail/Sales (5.47%), Trades (2.49%), and Manufacturing (4.98%) – were identified by less than six percent of the respondents. The don't know category was identified by 3.98% of respondents. The data are presented graphically in Figure CQC2.

**Table CQC6: Other Career Fields Identified**

Please Identify the Other Career	Count
Military	5
Architecture	4
Cosmetology	3
criminal justice	2
Culinary	2
Graphic Design	2
Psychology	2
Archeology	1
Automotive	1
Child Care	1
Digital Film and Video	1
English, Writing	1
Entrepreneur	1
Environmental science	1
Forensic science	1
Game development	1
Horticulture	1
Humanities	1
I would like to be a ultra sound technician, so it will happen!!	1
Journalism	1
machinery	1
Marine Biology	1
Metal Working	1
Pastor /	1
Pharmacology	1
Pharmacy	1
Science	1
Scienc	1
Social worker and firefighter	1
Sports Commentating	1
therapy	1

**Figure CQC2: Career Fields Centennial Seniors Are Interested in Pursuing**



Most of the responses to the follow-up question to Some other field responses, were related to: Military (5 responses), Architecture (4 responses) and Cosmetology (3 responses).

## Centennial High School Events

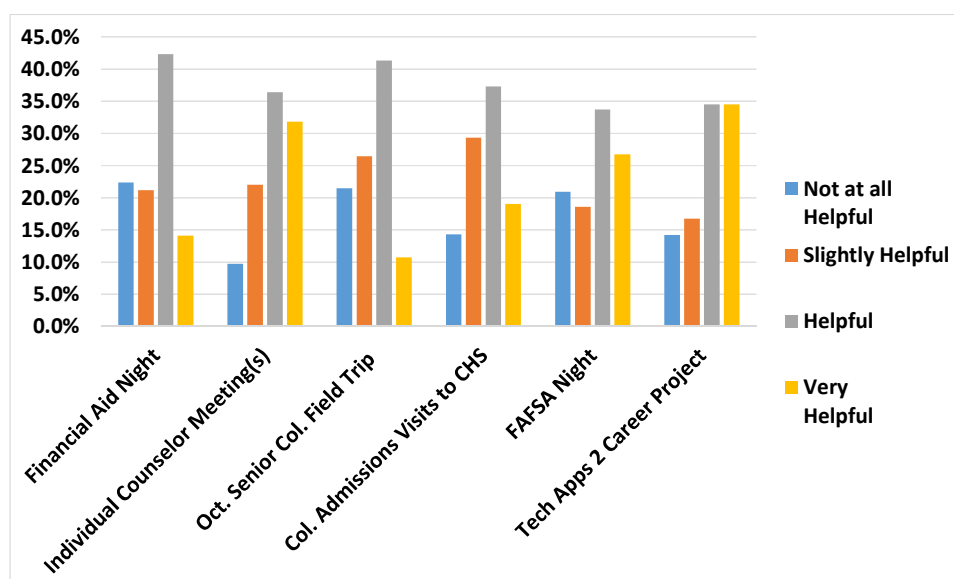
Centennial Seniors were provided with a list of six events and asked to rate the helpfulness of each on a four point scale (1=Not at all Helpful to 4=Very Helpful). Seniors that did not attend a given event were asked to indicate that. Results are presented in Table CQC7. The Tech Apps 2 Career Project appears to be the most helpful of the events identified. It was identified by 69.0% of Centennial Seniors as being Helpful or Very Helpful. Additionally it had the highest participation rate with 197 seniors rating the event. Individual counselor meetings was the second most helpful event with 68.2% of seniors indicating it was Helpful or Very Helpful; 195 seniors rated this event. FAFSA Night was the third most helpful event with 60.5% of seniors indicating it was Helpful or Very Helpful. FAFSA Night had a much lower participation rate with only eighty-six respondents rating the event. The other three events had over fifty percent of respondents rate them as Helpful or Very Helpful. Financial Aid Night (56.5% rated Helpful or Very Helpful) had a participation rate similar to FAFSA Night (85 provided a rating). The College Admissions Visits to Centennial (56.3% rated Helpful or Very Helpful) and the October Senior

**Table CQC7: Centennial High School Events**

Helpfulness of CHS Events	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Total Resp	Did Not Attend
Financial Aid Night	19 22.4%	18 21.2%	36 42.4%	12 14.1%	85 100%	135 61.4%
Individual Counselor Meeting(s)	19 9.7%	43 22.1%	71 36.4%	62 31.8%	195 100%	24 11.0%
Oct. Senior Col. Field Trip	26 21.5%	32 26.4%	50 41.3%	13 10.7%	121 100%	100 45.2%
Col. Admissions Visits to CHS	18 14.3%	37 29.4%	47 37.3%	24 19.0%	126 100%	93 42.5%
FAFSA Night	18 20.9%	16 18.6%	29 33.7%	23 26.7%	86 100%	132 60.6%
Tech Apps 2 Career Project	28 14.2%	33 16.8%	68 34.5%	68 34.5%	197 100%	25 11.3%

College Field Trip (52.1% rated Helpful or Very Helpful) had similar participation rates with 126 and 121 (respectively) providing ratings to these events. Ratings are presented graphically in Figure CQC3.

**Figure CQC3: Helpfulness of Centennial High School Events**



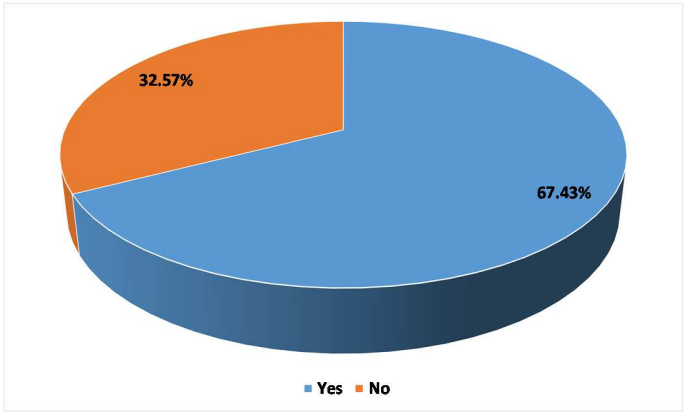
Student Behavior

Centennial Seniors were asked if they had taken any Honors, Advanced Placement, or College Preparatory courses during their high school career. Table CQC8 presents the results. Over two thirds (67.43%) indicated they had taken at least one of these types of courses. Data are presented graphically in Figure CQC4.

Table CQC8: Honors/AP/College Prep Classes

Honors / AP / College Prep Classes	Responses	Percent
Yes	147	67.43%
No	71	32.57%
Total	218	100.00%

Figure CQC4: Honors/AP/College Prep Classes

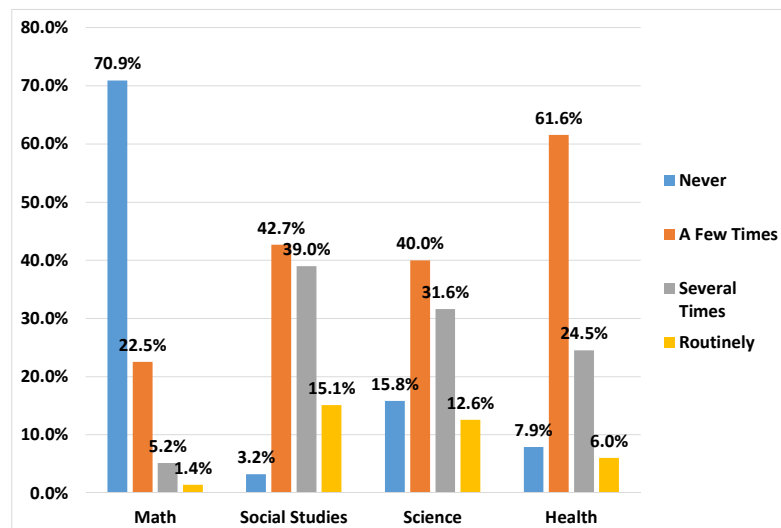


Seniors were asked if they had written any papers of one page or more in four subject areas: (1) Math, (2) Social Studies, (3) Science, and (4) Health. Responses are presented in Table CQC9. For Math, 70.9% indicated they had never written a one page or longer papers. An additional 22.5% indicated they had only written a one page or longer paper a few times. The majority of responses for the other three categories was a few times or several times. For Social Studies, 42.7% indicated a few times and 39.0% indicated several times. For Science, 40.0% indicated a few times and 31.6% indicated several times. For Health, 61.6% indicated a few times and 24.5% indicated several times. Data are presented graphically in Figure CQC5.

**Table CQC9: Frequency of Papers of 1 Page or More by Subject**

Written papers 1 Page or More	Never	A Few Times	Several Times	Routinely	Total
Math	151	48	11	3	213
	70.9%	22.5%	5.2%	1.4%	100.0%
Social Studies	7	93	85	33	218
	3.2%	42.7%	39.0%	15.1%	100.0%
Science	34	86	68	27	215
	15.8%	40.0%	31.6%	12.6%	100.0%
Health	17	133	53	13	216
	7.9%	61.6%	24.5%	6.0%	100.0%

**Figure CQC5: Written Papers of One Page or More by Subject Area**



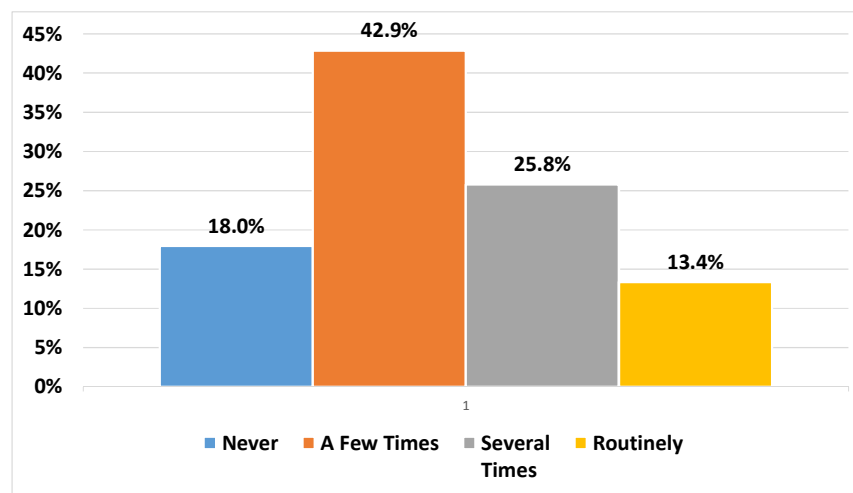
Respondents were asked if, during their senior year, they had prepared two or more drafts of

**Table CQC10: Prepared Two or More Drafts of a Paper During Senior Year**

Prepared 2 or More Drafts of a paper before turning it in	Never	A Few Times	Several Times	Routinely	Total
	39	93	56	29	217
	18.0%	42.9%	25.8%	13.4%	100.0%

a paper before turning it in. Table CQC10 presents the results. During their senior year, respondents were most likely to indicate they had prepared two or more drafts a few times (42.9%) or several times (25.8%). Data are presented graphically in Figure CQC6.

**Figure CQC6: Prepared Two or More Drafts of a Paper During Senior Year**



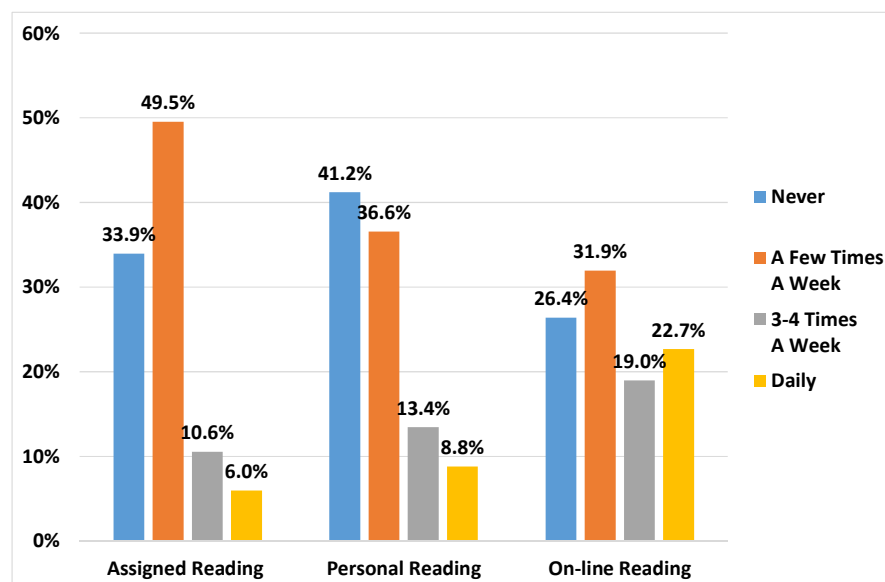
Respondents were asked about the frequency they read three different types of material in a typical week. Data are presented in Table CQC11. For assigned reading, Centennial

Seniors were most like to indicate a few times a week (49.5%) or Never (33.9%). For personal reading, they were most likely to indicate Never (41.2%) or a few times a week (36.6%). Interestingly, the distribution for on-line reading was fairly flat. That is, a relatively even number of responses for each frequency category: Never (26.4%), A few times a week (31.9%), 3-4 times a week (19.0%), and Daily (22.7%). Data are presented graphically in Figure CQC7.

**Table CQC11: Reading Frequency by Type of Material**

Frequency of Reading	Never	A Few Times A Week	3-4 Times A Week	Daily	Total
Assigned Reading (Course Materials or Textbooks)	74 33.9%	108 49.5%	23 10.6%	13 6.0%	218 100.0%
Personal Reading (Magazines, Books, etc.)	89 41.2%	79 36.6%	29 13.4%	19 8.8%	216 100.0%
On-line Reading (Blogs, Web Pages, Ezines)	57 26.4%	69 31.9%	41 19.0%	49 22.7%	216 100.0%

**Figure CQC7: Frequency of Reading by Type of Material**



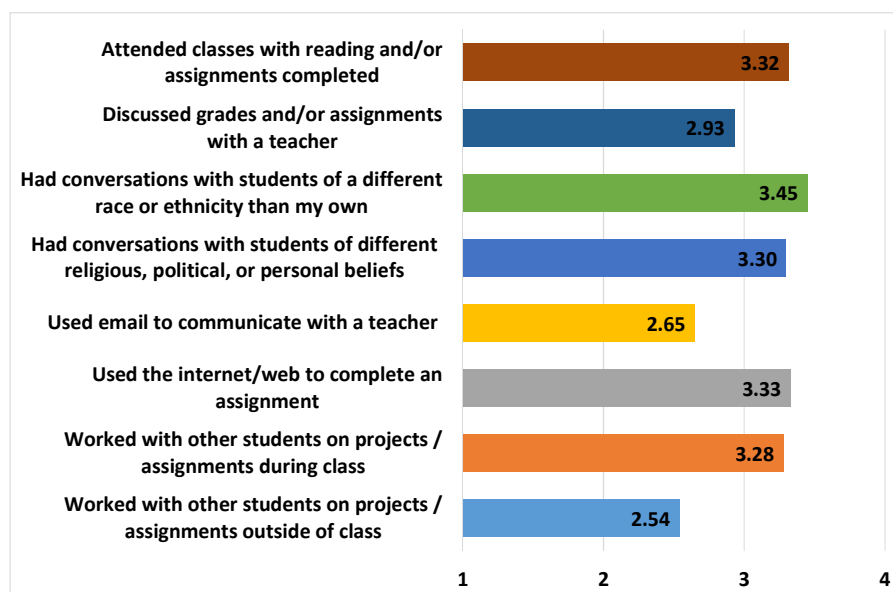
The final question in this section of Centennial-specific Questions asked respondents to indicate the frequency they had done a variety of student behaviors during their senior year on a four point scale (1=Never and 4=Frequently). Data are presented in

**Table CQC12: Frequency of Student Behaviors**

During Senior Year, How Often Have You:	Never	A Few Times	Several Times	Frequently	Total	Mean s.d.
Attended classes with reading and/or assignments completed	6 2.8%	37 17.0%	56 25.7%	119 54.6%	218 100.0%	3.32 0.85
Discussed grades and/or assignments with a teacher	12 5.6%	63 29.2%	69 31.9%	72 33.3%	216 100.0%	2.93 0.92
Had conversations with students of a different race or ethnicity than my own	8 3.7%	34 15.6%	28 12.8%	148 67.9%	218 100.0%	3.45 0.98
Had conversations with students of different religious, political, or personal beliefs	16 7.4%	32 14.7%	39 18.0%	130 59.9%	217 100.0%	3.30 0.98
Used email to communicate with a teacher	28 12.9%	80 36.9%	50 23.0%	59 27.2%	217 100.0%	2.65 1.02
Used the internet/web to complete an assignment	7 3.2%	39 18.0%	47 21.7%	124 57.1%	217 100.0%	3.33 0.88
Worked with other students on projects / assignments during class	2 0.9%	40 18.3%	72 33.0%	104 47.7%	218 100.0%	3.28 0.79
Worked with other students on projects / assignments outside of class	27 12.4%	89 40.8%	60 27.5%	42 19.3%	218 100.0%	2.54 0.94

Table CQC12. The item “Had conversations with students of a different race or ethnicity than my own” had the highest frequency with a mean score of 3.45 (s.d. 0.98); 67.9% of Centennial Seniors indicated they had done this frequently. “Used the internet/web to complete an assignment” (Mean = 3.33, s.d. 0.88), “Attended classes with reading and/or assignments completed” (Mean = 3.32, s.d. 0.85), “Had conversations with students of different religious, political, or personal beliefs” (Mean 3.30, s.d. 0.98), and “Worked with other students on projects/assignments during class” (Mean 3.28, s.d. 0.79) were the next most frequently cited items and were very close with regard to the distribution. “Discussed grades and/or assignments with a teacher” (Mean = 2.93, s.d. 0.92) and “Worked with other students on projects/assignments outside of class” (Mean = 2.54, s.d. 0.94) happened less frequently. Data are presented graphically in Figure CQC8.

**Figure CQC8: Frequency of Student Behaviors**



## Student Experience

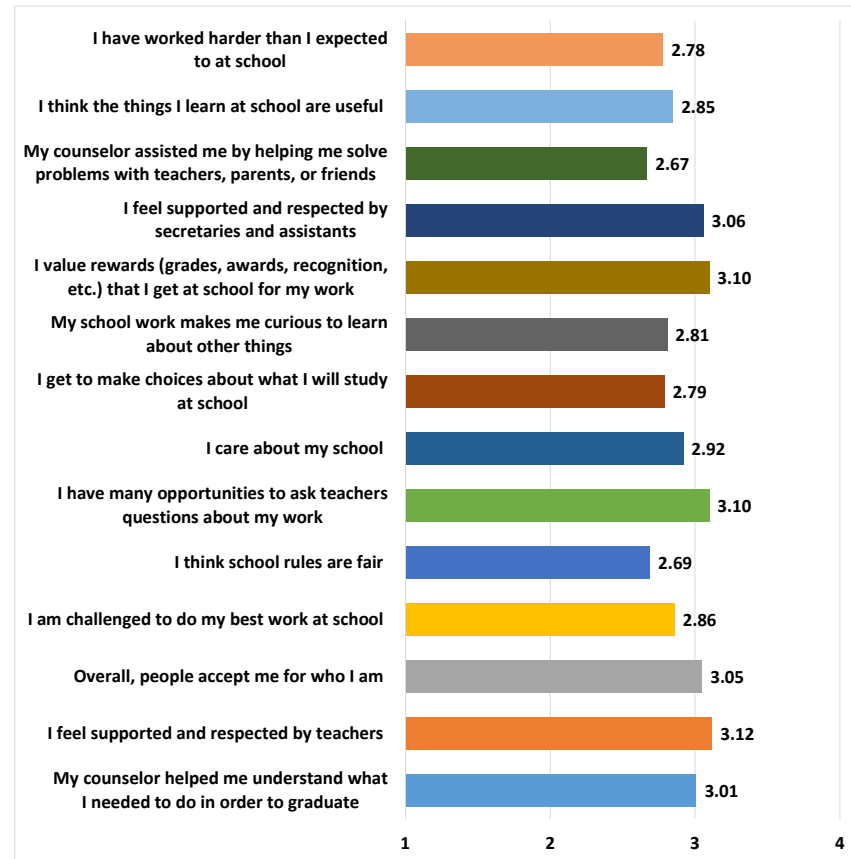
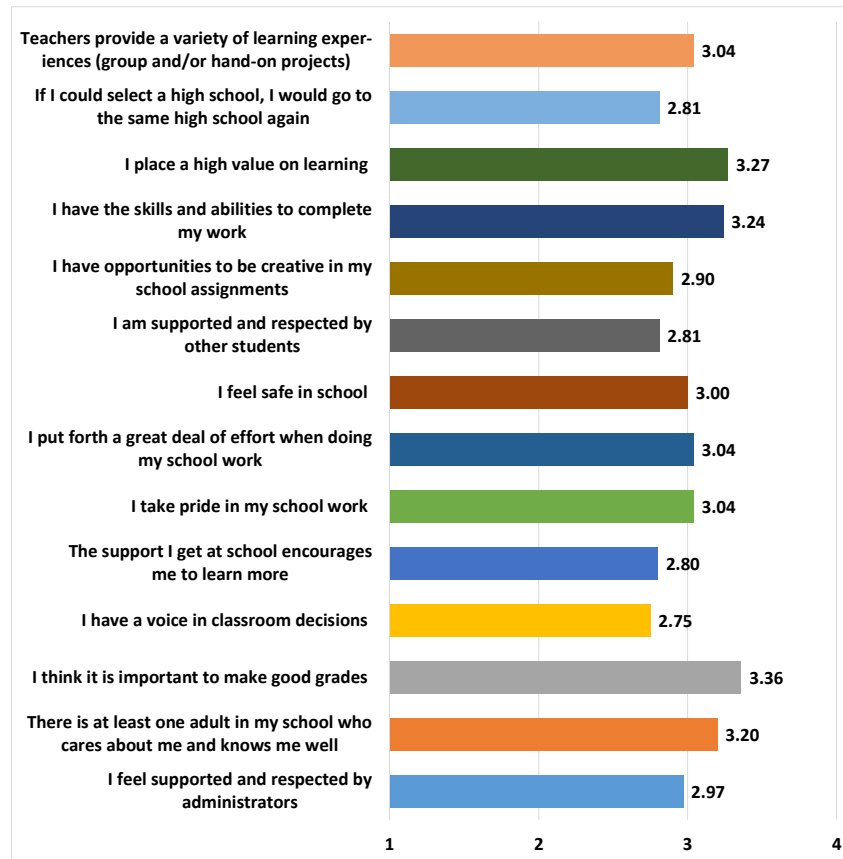
This section of the Centennial-specific Questions asked respondents to indicate their level of agreement on a four-point scale (1=Strongly Disagree and 4=Strongly Agree) with twenty-eight statements related to their experience at Centennial High School. Table CQC13 presents the results. Seniors generally agreed with all statements presented (mean scores for all items are over two on a four point scale).

**Table CQC13: Student Experience Statements**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
Teachers provide a variety of learning experiences (group and/or hand-on projects)	3 1.4%	24 11.6%	142 68.6%	38 18.4%	207 100.0%	3.04 0.60
If I could select a high school, I would go to the same high school again	22 10.7%	38 18.4%	103 50.0%	43 20.9%	206 100.0%	2.81 0.89
I place a high value on learning	4 1.9%	12 5.8%	116 56.0%	75 36.2%	207 100.0%	3.27 0.66
I have the skills and abilities to complete my work	1 0.5%	10 4.9%	134 65.0%	61 29.6%	206 100.0%	3.24 0.56
I have opportunities to be creative in my school assignments	9 4.3%	35 16.9%	130 62.8%	33 15.9%	207 100.0%	2.90 0.70
I am supported and respected by other students	15 7.1%	39 18.6%	126 60.0%	30 14.3%	210 100.0%	2.81 0.76
I feel safe in school	10 4.8%	23 11.1%	132 63.5%	43 20.7%	208 100.0%	3.00 0.72
I put forth a great deal of effort when doing my school work	7 3.4%	23 11.1%	132 63.8%	45 21.7%	207 100.0%	3.04 0.68
I take pride in my school work	7 3.4%	19 9.3%	136 66.7%	42 20.6%	204 100.0%	3.04 0.66
The support I get at school encourages me to learn more	9 4.3%	45 21.4%	134 63.8%	22 10.5%	210 100.0%	2.80 0.67
I have a voice in classroom decisions	16 7.7%	45 21.6%	122 58.7%	25 12.0%	208 100.0%	2.75 0.77
I think it is important to make good grades	3 1.4%	12 5.7%	100 47.8%	94 45.0%	209 100.0%	3.36 0.66
There is at least one adult in my school who cares about me and knows me well	9 4.3%	16 7.7%	109 52.2%	75 35.9%	209 100.0%	3.20 0.76
I feel supported and respected by administrators	10 4.9%	22 10.8%	135 66.5%	36 17.7%	203 100.0%	2.97 0.69
I have worked harder than I expected to at school	13 6.3%	55 26.4%	104 50.0%	36 17.3%	208 100.0%	2.78 0.80
I think the things I learn at school are useful	12 5.9%	34 16.6%	131 63.9%	28 13.7%	205 100.0%	2.85 0.72
My counselor assisted me by helping me solve problems with teachers, parents, or friends	21 10.1%	54 26.1%	104 50.2%	28 13.5%	207 100.0%	2.67 0.84
I feel supported and respected by secretaries and assistants	6 2.9%	17 8.1%	145 69.0%	42 20.0%	210 100.0%	3.06 0.63
I value rewards (grades, awards, recognition, etc.) that I get at school for my work	4 1.9%	26 12.6%	122 58.9%	55 26.6%	207 100.0%	3.10 0.68
My school work makes me curious to learn about other things	11 5.3%	42 20.4%	128 62.1%	25 12.1%	206 100.0%	2.81 0.71
I get to make choices about what I will study at school	11 5.3%	41 19.8%	135 65.2%	20 9.7%	207 100.0%	2.79 0.68
I care about my school	18 8.7%	24 11.5%	123 59.1%	43 20.7%	208 100.0%	2.92 0.82
I have many opportunities to ask teachers questions about my work	6 2.9%	16 7.6%	138 65.7%	50 23.8%	210 100.0%	3.10 0.65
I think school rules are fair	19 9.1%	41 19.7%	133 63.9%	15 7.2%	208 100.0%	2.69 0.74
I am challenged to do my best work at school	10 4.8%	29 13.9%	145 69.4%	25 12.0%	209 100.0%	2.86 0.66
Overall, people accept me for who I am	7 3.4%	20 9.6%	137 65.9%	44 21.2%	208 100.0%	3.05 0.67
I feel supported and respected by teachers	2 1.0%	20 9.7%	136 66.0%	48 23.3%	206 100.0%	3.12 0.60
My counselor helped me understand what I needed to do in order to graduate	7 3.3%	32 15.2%	123 58.6%	48 22.9%	210 100.0%	3.01 0.72

Four items had very high agreement levels. “I think it is important to make good grades” had a mean score of 3.36 (s.d. 0.66). “I place a high value on learning” had a mean score of 3.27 (s.d. 0.66). “I have the skills and abilities to complete my work” had a mean score of 3.24 (s.d. 0.56). “There is at least one adult in my school who cares about me and knows me well” had a mean score of 3.20 (s.d. 0.76). Two items appear to have similar distributions and had the lowest level of agreement. “My counselor assisted me by helping me solve problems with teachers, parents, or friends” had a mean score of 2.67 (s.d. 0.84). “I think school rules are fair” had a mean score of 2.69 (s.d. 0.74). Data are presented graphically in FigureCQC9.

**Figure CQC9: Mean Scores for Student Experience Statements**



## Student Growth

Seniors were asked how Centennial High School contributed to their growth in fourteen areas. Seniors were asked to indicate the contribution of Centennial High School on a four-point scale (1=Not at all to 4=A Lot). Results are presented in Table CQC14. Centennial contributed most to seniors “Writing

**Table CQC14: Centennial High School Contribution to Senior Growth**

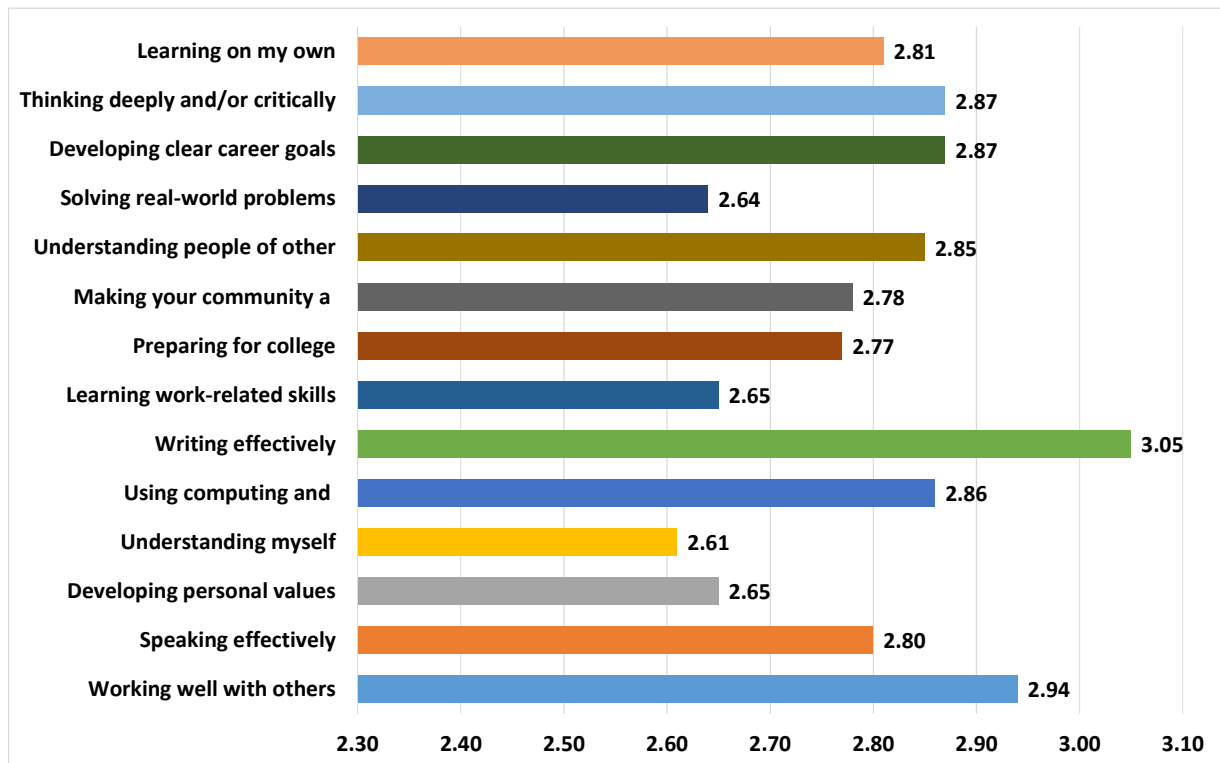
CHS Contribution to Growth In the Following Areas	Not at All	A Little, But Not Much	Quite A Bit	A Lot	Total	Mean s.d.
Learning on my own	12	62	94	45	213	2.81
	5.6%	29.1%	44.1%	21.1%	100.0%	0.83
Thinking deeply and/or critically	11	49	106	44	210	2.87
	5.2%	23.3%	50.5%	21.0%	100.0%	0.80
Developing clear career goals	20	49	82	61	212	2.87
	9.4%	23.1%	38.7%	28.8%	100.0%	0.94
Solving real-world problems	23	71	74	42	210	2.64
	11.0%	33.8%	35.2%	20.0%	100.0%	0.92
Understanding people of other racial/ethnic backgrounds	14	55	92	51	212	2.85
	6.6%	25.9%	43.4%	24.1%	100.0%	0.86
Making your community a better place	15	62	89	45	211	2.78
	7.1%	29.4%	42.2%	21.3%	100.0%	0.86
Preparing for college	16	59	93	43	211	2.77
	7.6%	28.0%	44.1%	20.4%	100.0%	0.86
Learning work-related skills	21	70	84	37	212	2.65
	9.9%	33.0%	39.6%	17.5%	100.0%	0.88
Writing effectively	6	38	107	61	212	3.05
	2.8%	17.9%	50.5%	28.8%	100.0%	0.76
Using computing and information technology	14	50	99	48	211	2.86
	6.6%	23.7%	46.9%	22.7%	100.0%	0.84
Understanding myself	38	54	72	47	211	2.61
	18.0%	25.6%	34.1%	22.3%	100.0%	1.02
Developing personal values	33	49	89	41	212	2.65
	15.6%	23.1%	42.0%	19.3%	100.0%	0.96
Speaking effectively	11	64	94	43	212	2.80
	5.2%	30.2%	44.3%	20.3%	100.0%	0.82
Working well with others	10	45	102	53	210	2.94
	4.8%	21.4%	48.6%	25.2%	100.0%	0.81

effectively” (Mean = 3.05, s.d. 0.76).

Centennial had little contribution in three areas identified.

“Understanding myself” had a mean score of 2.61 (s.d. 1.02). “Solving real-world problems” had a mean score of 2.64 (s.d. 0.92). “Learning work-related skills” had a mean score of 2.65 (s.d. 0.88). Finally, “Developing personal values” had a mean score of 2.65 (s.d. 0.96). Mean scores for all areas are plotted in Figure CQC10.

**Figure CQC10: Mean Scores of CHS Contribution to Life Skills**



### [Open Comments](#)

The Centennial-specific Section of the survey asked seniors three open-ended questions:

1. In general, what positive things do your teachers do that you'd like to see more of?
2. In general, how could teachers change their instruction to make classes better?
3. Please share any comments about specific things that made your CHS experience great or not so great.

Actual comments for each of the three questions are available in Appendix D. Word clouds were created for each of the three questions to give some indication of common threads within each. Word clouds simply identify unique words in a series of text and count the frequency they occur. The more often a word is stated the larger it is in the cloud. These are available in Figure CQC11.

**Figure CQC11: Word Clouds for Centennial Open-ended Questions**

In general, what positive things do your teachers do that you'd like to see more of?



In general, how could teachers change their instruction to make classes better?



Please share any comments about specific things that made your CHS experience great or not so great.



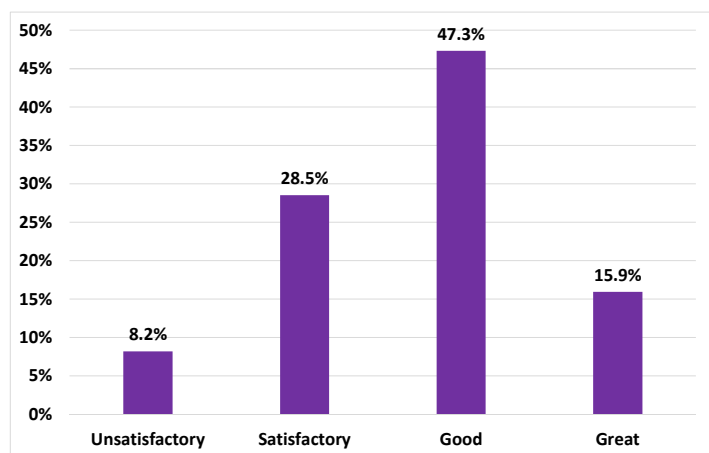
## Herff-Jones

The final question in the Centennial-specific Section asked to rate seniors' satisfaction with Herff-Jones. Seniors were asked to rate the experience with the vendor on a four-point scale (1=Unsatisfactory to 4=Great). Data are presented in Table CQC15. The majority of respondents indicated Herff-Jones did a Good Job (47.3%). An additional 15.9% indicated the vendor did a Great Job. However, almost a third indicated Herff-Jones was just Satisfactory. Over eight percent (8.2%) indicated that Herff-Jones provided Unsatisfactory Service. Data are presented graphically in Figure CQC12.

**Table CQC15: Satisfaction with Herff-Jones**

Herff-Jones Rating	Responses	Percent
Unsatisfactory	17	8.2%
Satisfactory	59	28.5%
Good	98	47.3%
Great	33	15.9%
Total	207	100.0%

**Figure CQC12: Seniors' Satisfaction with Herff-Jones**



## Results – Gresham High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. The Gresham Barlow School District High Schools (Gresham and Sam Barlow High Schools) worked with MHCC to develop a series of questions that they wanted addressed; these two high schools asked the same questions. These school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

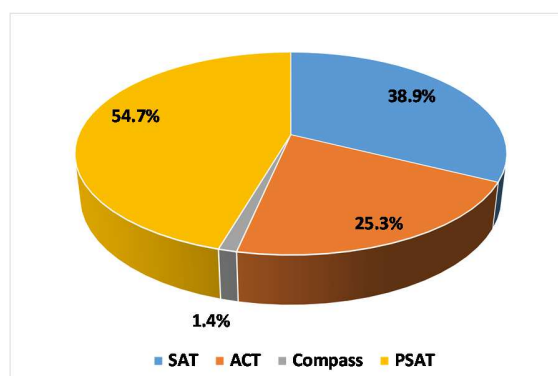
### College Tests

Gresham High School Seniors were asked if they had taken any of the college placement tests. A list of tests was presented and respondents were asked to check the tests they had taken. The data are presented in Table CQG1. The percentages in the table are based on the number of Gresham Seniors that responded to the survey – not the number that responded to the question. The PSAT was taken by more seniors (54.7%) than any other test. The SAT was taken by almost forty percent (38.9%) and the ACT was taken by just over a quarter (25.3%) of Gresham Seniors. Very few Gresham Seniors (1.4%) indicated they had taken the Compass Test. Figure CQG1 presents the data graphically.

**Table CQG1: Placement Tests**

College Tests	Gresham	
	Took Test	Percent
SAT	111	38.9%
ACT	72	25.3%
Compass	4	1.4%
PSAT	156	54.7%
Total Respondents	285	100.0%

**Figure CQG1: Pie Chart of Gresham Seniors Taking Placement Tests**



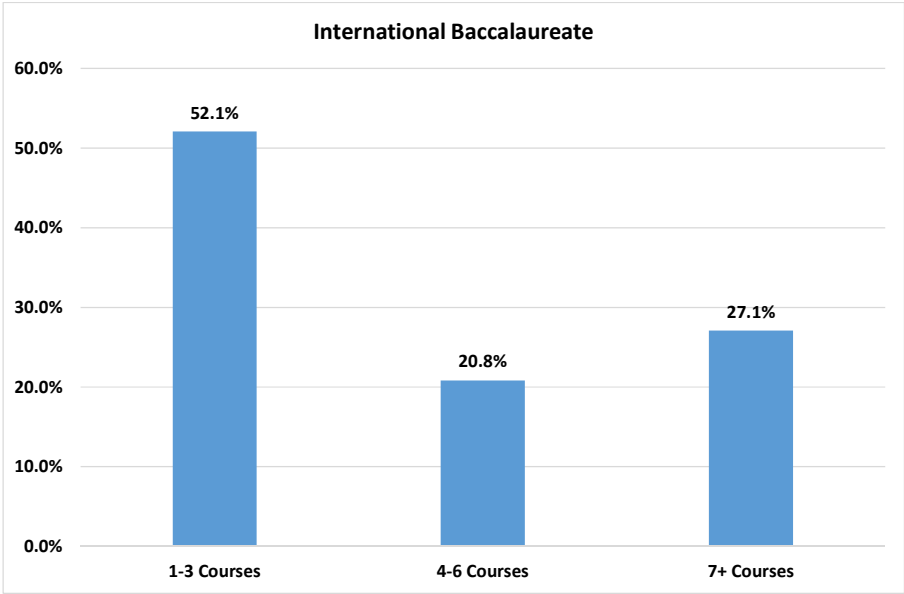
### International Baccalaureate Courses

Gresham High School offers the International Baccalaureate (IB) Program for seniors. Respondents were asked how many IB Courses they had taken while attending Gresham High School. Results are presented in Table CQG2. Over fifty-five percent (57.6%) indicated they had taken at least 1-3 IB Courses. Of the 144 Gresham Seniors that indicated they had taken IB Courses, over half (52.1%)

**Table CQG2: International Baccalaureate Coursework**

Coursework	1-3 Courses	4-6 Courses	7+ Courses	Total	Did Not Take
International Baccalaureate (Gresham)	75	30	39	144	106
	52.1%	20.8%	27.1%	100.0%	

Figure CQG2: Distribution of International Baccalaureate Course Taking by Gresham Seniors



indicated they had taken 1-3 courses. About a fifth (20.8%) indicated they had taken 4-6 IB Courses. Over a quarter (27.1%) of Gresham Seniors had taken 7 or more IB Courses. The data are presented graphically in Figure CQG2.

Fourth Year Coursework in Subjects

Gresham Seniors were asked if they had taken fourth year coursework in the subject areas of Math or Science. Results are presented in

Table CQG3: Fourth Year Coursework by Subject

4th Year Coursework	Gresham	
	Respondents	Percent
Math	179	62.8%
Science	151	53.0%
Total Respondents	285	100.0%

Figure CQG3: Proportions of Gresham Seniors That Took Fourth Year Coursework by Math and Science

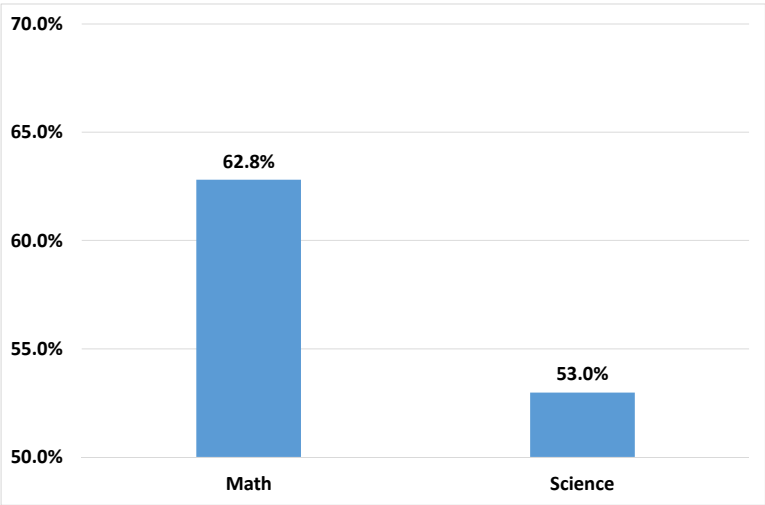


Table CQG3. Percentages reported are based on the number of respondents to the survey, not the number that responded to the question. Over three fifths (62.8%) of Gresham Seniors indicated they had taken a fourth year of Math. Over half (53.0%) indicated they had taken a fourth year science class. The proportions are presented graphically in Figure CQG3.

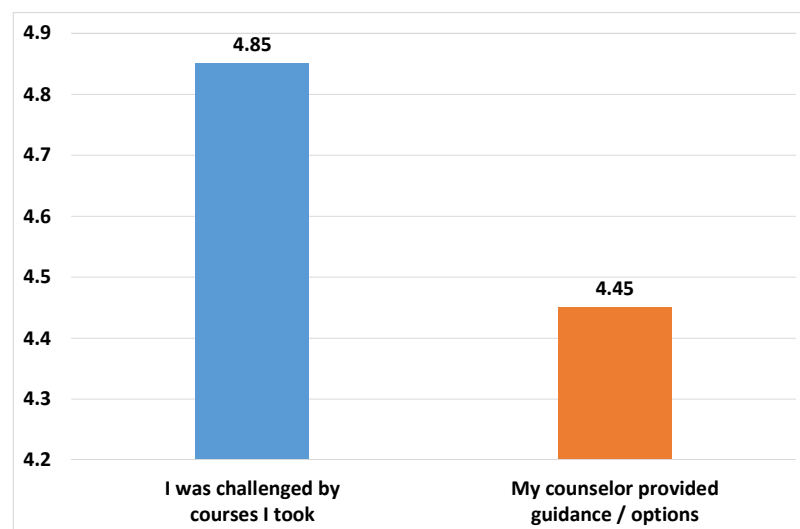
## Student Experience

**Table CQG4: Student Experience Statement Agreement**

Statements	Strongly Disagree	Disagree	Somewhat Disagree	Neither / Nor	Somewhat Agree	Agree	Strongly Agree	Total	Mean s.d.
I was challenged by courses I took	9 3.7%	19 7.8%	21 8.6%	24 9.8%	71 29.0%	80 32.7%	21 8.6%	245 100.0%	4.85 1.54
My counselor provided guidance / options	22 9.0%	32 13.1%	19 7.8%	37 15.2%	42 17.2%	60 24.6%	32 13.1%	244 100.0%	4.45 1.89

Gresham seniors were provided two statements regarding their experience at the high school and asked to indicate their level of agreement on a seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree). Results are presented in Table CQG4. For the statement “I was challenged by the courses I took,” Gresham Seniors agreed. Over seventy percent (70.2%) somewhat agreed to strongly agreed with the statement. The average (mean) score for this statement was 4.85 (s.d. 1.54). For the statement “My counselor provided guidance / options,” agreement was lower but still strong; 54.9% of Gresham Seniors somewhat agreed to strongly agreed with the statement. The average (mean) score was 4.45 (s.d. 1.89). A plot of the mean scores for both statements is provided in Figure CQG4.

**Figure CQG4: Average Scores for Agreement with Student Experience Statements**



## Activity Participation

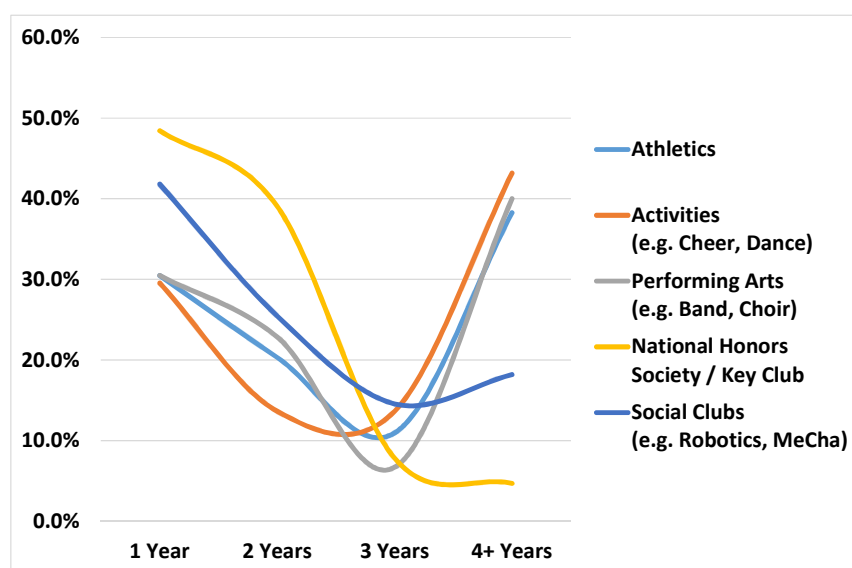
Gresham Seniors were provided a list of five school-sponsored activities and asked how often they participated in each (1, 2, 3, 4 or more years). Results of participation are presented in Table CQG5. Athletics had

**Table CQG5: Activity Participation Rates**

Activity Participation	1 Year	2 Years	3 Years	4+ Years	Total Participants	Did Not Participate
Athletics	39	26	14	49	128	110
	30.5%	20.3%	10.9%	38.3%	100.0%	
Activities (e.g. Cheer, Dance)	13	6	6	19	44	186
	29.5%	13.6%	13.6%	43.2%	100.0%	
Performing Arts (e.g. Band, Choir)	32	24	7	42	105	126
	30.5%	22.9%	6.7%	40.0%	100.0%	
National Honors Society / Key Club	31	25	5	3	64	167
	48.4%	39.1%	7.8%	4.7%	100.0%	
Social Clubs (e.g. Robotics, MeCha)	23	14	8	10	55	176
	41.8%	25.5%	14.5%	18.2%	100.0%	

the highest participation rates with 128 seniors indicating they had participated at least one year – 53.8% of those that responded to the question. Performing Arts had the second highest participation rate with 105 seniors indicating they had participated at least one year – 45.5% of those that responded to the question. National Honors Society / Key Club and Social Clubs had similar participation rates with 64 and 55 seniors (respectively) indicating they had participated at least one year – 27.7% for National Honors Society / Key Club and 23.8% for Social Clubs that responded to the question. Activities had the lowest participation rates for Gresham High School. Only 44 seniors (19.1% of those that responded) indicated they had participated in Activities. The distribution by years of participation are presented in Figure CQG5. The distributions are very similar for three of the five activities: (1) Athletics, (2) Activities, and (3) Performing Arts. Participating in these activities declines over the first three years then increases dramatically for 4+ Years of participation. National Honors Society / Key Club and Social Clubs follows a similar pattern but starts with higher participation rates that decline over three years then flatten out.

**Figure CQG5: Plot of Participation Rates by Years of Participation and Activity**

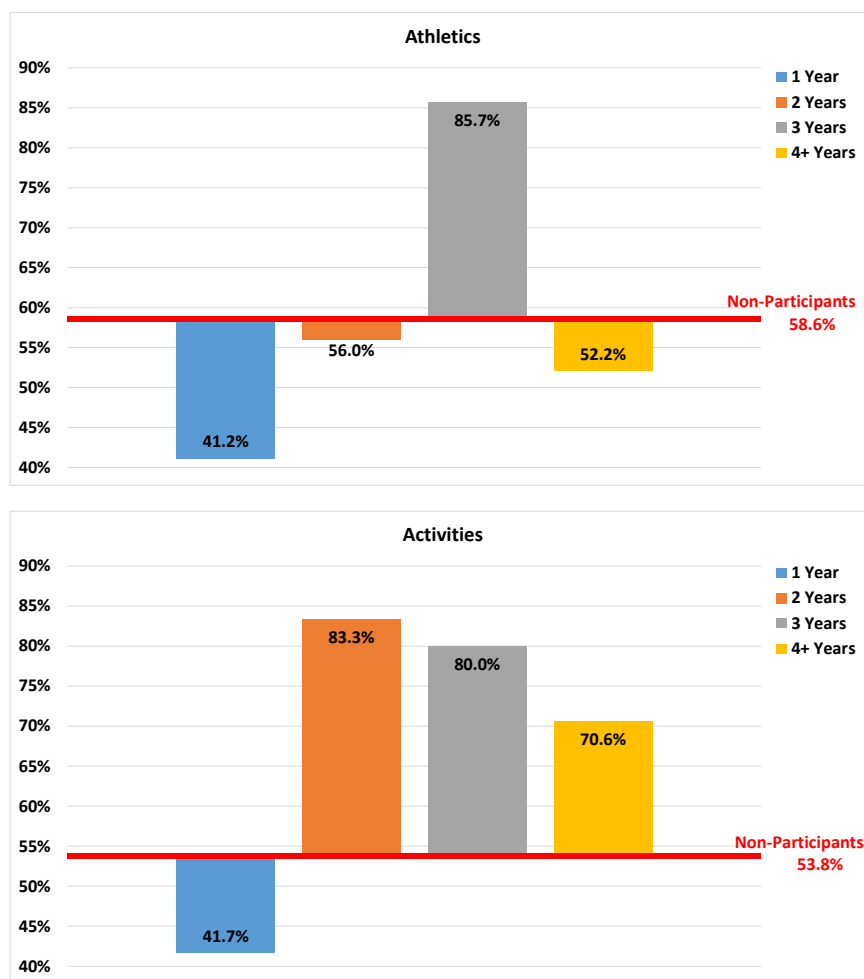


Data available in the survey provided the opportunity to explore these participation rates in greater detail. Students were asked in the survey to report their GPA (in Categories from 0.00-0.99 to 4.00 or more). Students that reported a GPA of 3.00 or greater were compared with years activity participation. Table CQG6 shows the proportion of students that earned a 3.00 or better by their

participation in the identified activities. That is, for Athletics, 58.6% of seniors that never participated reported a GPA of 3.00 or better. For seniors that

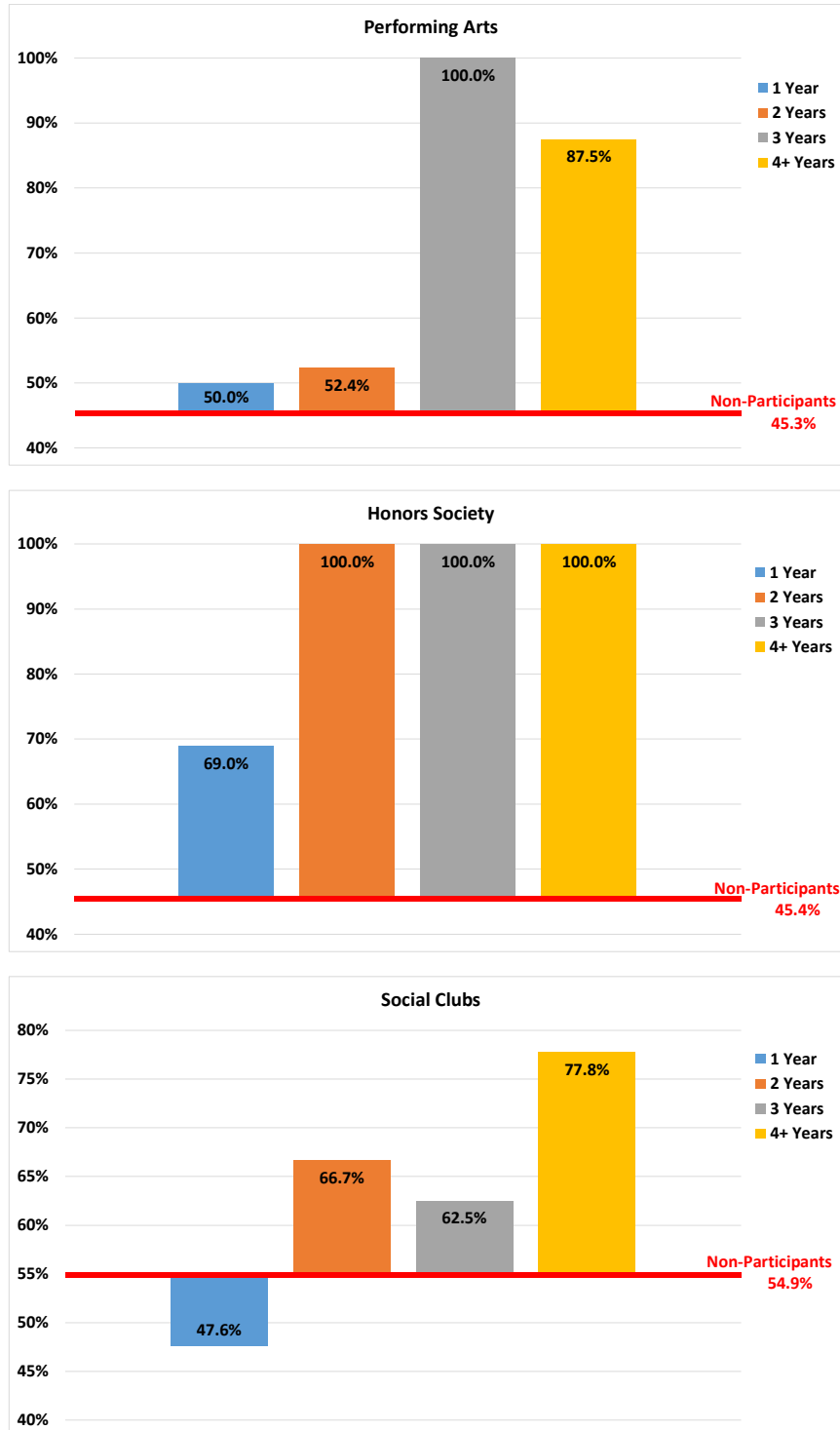
participated in athletics their entire high school career (4 or more years), 52.2% earned a GPA of 3.00 or better. The data are reported for each activity graphically in Figure CQG6. For each activity, the proportion of non-participants that earned a 3.00 or better is indicated by the red line. Each bar represents the proportion of activity participants that earned a 3.00 or better. Bars that fall below the non-participant line indicate that the proportion was lower than for non-participants; above the line

**Figure CQG6: Proportion of Seniors Earning 3.00 or Better by Years of Activity Participation**



indicates that proportions were higher. For Athletics the proportion of Gresham Seniors that participated for three years (85.7%) earned a GPA of 3.00 or better was substantially higher than Non-participants (58.6%). For all other years of participation, the proportions were below non-participants. For Activities, the proportions for participants at two, three, and four years were higher than for non-participants. For participants that only participated for one year, the proportion was below the level for non-participants. For seniors that participated in Performing Arts, the proportions earning at 3.00 or better were

**Figure CQG6: Proportion of Seniors Earning 3.00 or Better by Years of Activity Participation (Continued)**



higher than non-participants regardless of the number of years participating. Seniors participating Performing Arts for four years had the highest proportion earning a 3.00 or better GPA (87.5%) of any of the activities listed except for Honors Society / Key Club. Interestingly, the proportion of non-participants earning the 3.00 or better was the same for Performing Arts and Honors Society / Key Club. Not surprisingly, the proportion of seniors that participated in the Honors Society and had GPA's of 3.00 or better was much higher than non-participants regardless of the number of years participating. For Social Clubs, the proportions were higher for participants of two or more years. Participants that were only involved for one year had lower proportions than non-participants.

## Issues on Campus

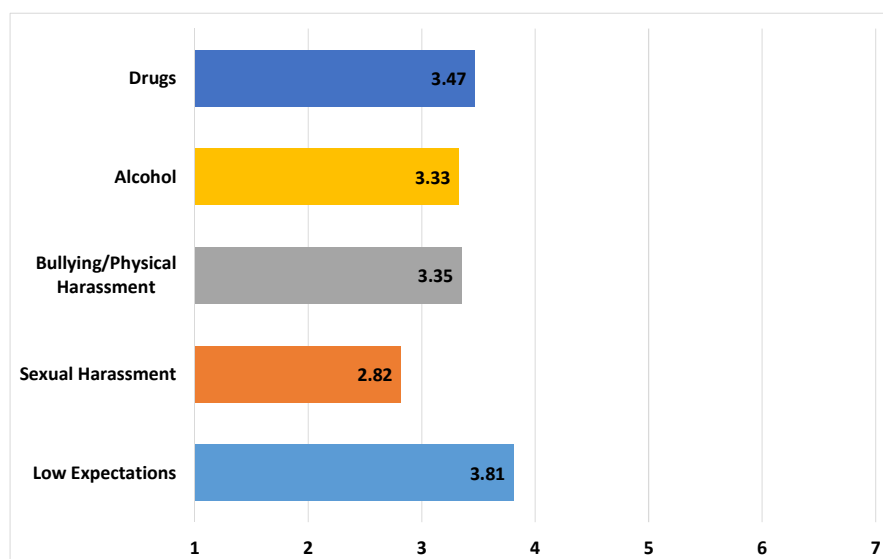
**Table CQG7: Issues on Campus**

Issues	Not an Issue	Minor Issue	Somewhat Minor Issue	Neither/Nor	Somewhat Major Issue	Major Issue	Extreme Issue	Total	Mean s.d.
Drugs	69	28	23	24	48	33	15	240	3.47
	28.8%	11.7%	9.6%	10.0%	20.0%	13.8%	6.3%	100.0%	2.05
Alcohol	69	34	21	30	41	30	12	237	3.33
	29.1%	14.3%	8.9%	12.7%	17.3%	12.7%	5.1%	100.0%	2.00
Bullying/Physical Harassment	62	34	30	38	40	23	14	241	3.35
	25.7%	14.1%	12.4%	15.8%	16.6%	9.5%	5.8%	100.0%	1.92
Sexual Harassment	88	37	32	30	24	16	11	238	2.82
	37.0%	15.5%	13.4%	12.6%	10.1%	6.7%	4.6%	100.0%	1.87
Low Expectations	53	23	24	37	46	30	26	239	3.81
	22.2%	9.6%	10.0%	15.5%	19.2%	12.6%	10.9%	100.0%	2.03

Gresham Seniors were presented with a list of five issues and asked how much of an issue each was on a seven-point scale (1=Not an Issue to 7=Extreme Issue). Results are presented in Table CQG7. An examination of the mean scores for each of the issues identified indicates that none were particularly big issues for Gresham High School; all the issues had mean scores below 4.00 on a seven point scale. The biggest issue for Gresham Seniors was Low Expectations (Mean = 3.81, s.d. 2.03). The second biggest issue was Drugs (Mean = 3.47, s.d. 2.05). Both Bullying / Physical Harassment and Alcohol were identified at about an equal rate (Mean = 3.35, s.d. 1.92 and Mean = 3.33, s.d. 2.00 – respectively). Sexual Harassment was identified as a much lower issue (Mean = 2.82, s.d. 1.87). Mean scores for each of the issues are plotted and presented in Figure CQG7. Although mean scores were relatively low for all issues identified, there were still large proportions that identified each as a somewhat major to extreme issue. For Low Expectations, over forty percent (42.7%) identified it as a somewhat major to extreme issue. For Drugs, forty percent (40.0%) identified it as a somewhat major to extreme issue. For Alcohol

and Bullying / Physical Harassment the percentages were over thirty percent (35.0% and 32.0% respectively). Over one fifth of Gresham Seniors (21.4%) identified Sexual Harassment as a somewhat major to extreme issue on the Gresham Campus.

**Figure CQG7: Mean Scores for Issues on the Gresham Campus**



## Results – Sam Barlow High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. The Gresham Barlow School District High Schools (Gresham and Sam Barlow High Schools) worked with MHCC to develop a series of questions that they wanted addressed; these two high schools asked the same questions. The school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

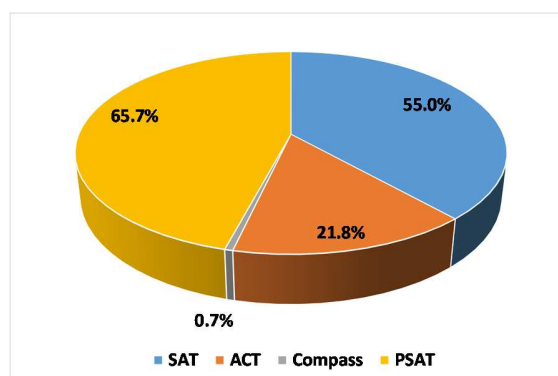
### College Tests

Sam Barlow High School Seniors were asked if they had taken any of the college placement tests. A list of tests was presented and respondents were asked to check the tests they had taken. The data are presented in Table CQSB1. The percentages in the table are based on the number of Sam Barlow Seniors that responded to the survey – not the number that responded to the question. The PSAT was taken by more seniors (65.7%) than any other test. The SAT was taken by over fifty percent (55.0%) and the ACT was taken by just over one fifth (21.8%) of Sam Barlow Seniors. Very few Sam Barlow Seniors (0.7%) indicated they had taken the Compass Test. Figure CQSB1 presents the data graphically.

**Table CQSB1: Placement Tests**

College Tests	Sam Barlow	
	Took Test	Percent
SAT	149	55.0%
ACT	59	21.8%
Compass	2	0.7%
PSAT	178	65.7%
Total Respondents	271	100.0%

**Figure CQSB1: Pie Chart of Gresham Seniors Taking Placement Tests**



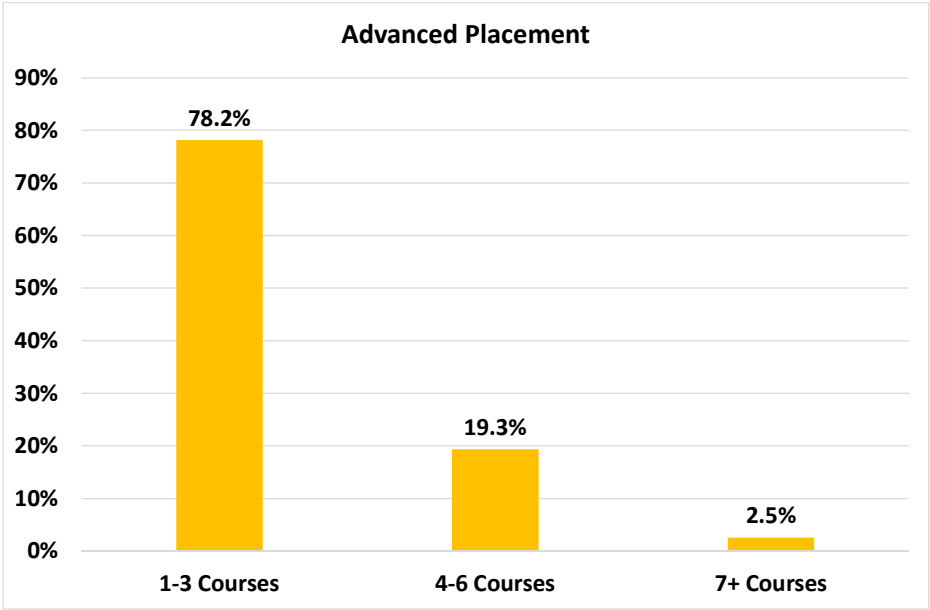
### Advanced Placement Courses

Sam Barlow High School offers the Advanced Placement (AP) Program for students. Respondents were asked how many AP Courses they had taken while attending Sam Barlow High School. Results are presented in Table CQSB2. Over forty percent (44.9%) indicated they had taken at least 1-3 AP Courses. Of the 119 Sam Barlow Seniors that indicated they had taken AP Courses, over three quarters (78.2%)

**Table CQSB2: International Baccalaureate Coursework**

Coursework	1-3 Courses	4-6 Courses	7+ Courses	Total	Did Not Take
Advanced Placement	93	23	3	119	146
(Sam Barlow)	78.2%	19.3%	2.5%	100.0%	

Figure CQSB2: Distribution of International Baccalaureate Course Taking by Gresham Seniors



indicated they had taken 1-3 courses. About a fifth (19.3%) indicated they had taken 4-6 AP Courses. A very small percentage (2.5%) of Sam Barlow Seniors had taken 7 or more AP Courses. The data are presented graphically in Figure CQSB2.

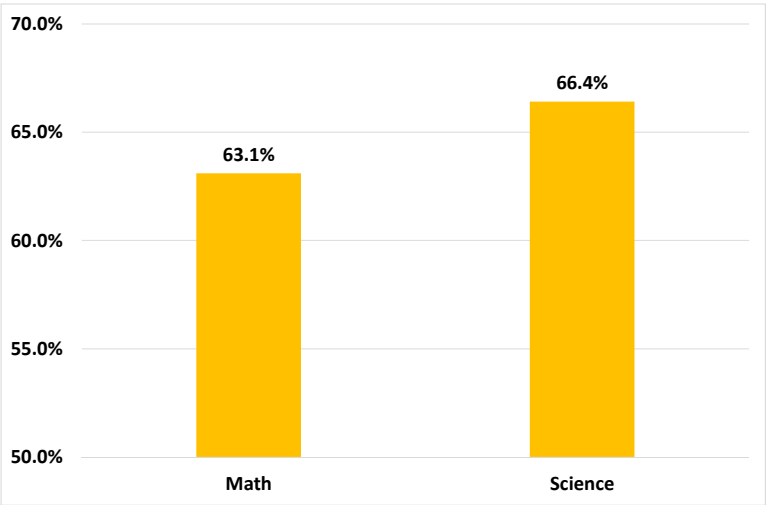
Fourth Year Coursework in Subjects

Sam Barlow Seniors were asked if they had taken fourth year coursework in the subject areas of Math or Science. Results are

Table CQSB3: Fourth Year Coursework by Subject

4th Year Coursework	Sam Barlow	
	Respondents	Percent
Math	171	63.1%
Science	180	66.4%
Total Respondents	271	100.0%

Figure CQSB3: Proportions of Sam Barlow Seniors That Took Fourth Year Coursework by Math and Science



presented in Table CQSB3. Percentages reported are based on the number of respondents to the survey, not the number that responded to the question. Over three fifths (63.1%) of Sam Barlow Seniors indicated they had taken a fourth year of Math. Over two thirds (66.4%) indicated they had taken a fourth year science class. The proportions are presented graphically in Figure CQSB3.

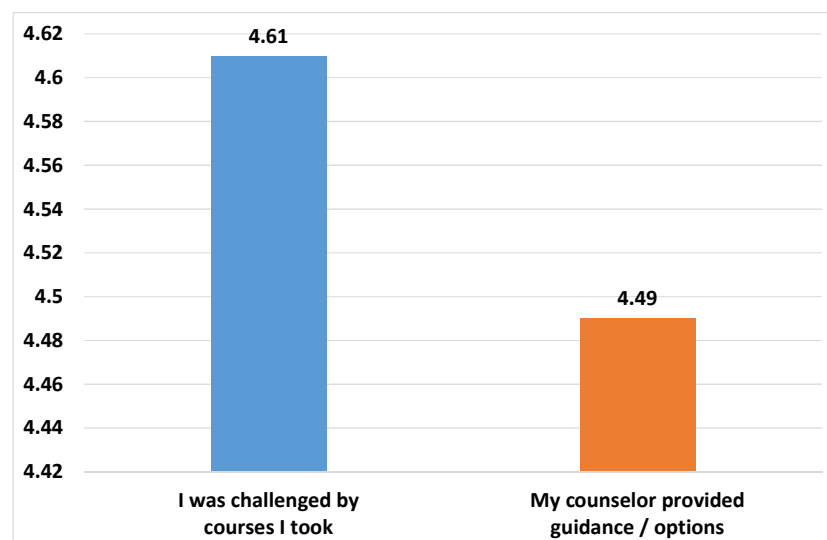
## Student Experience

**Table CQSB4: Student Experience Statement Agreement**

Statements	Strongly Disagree	Disagree	Somewhat Disagree	Neither / Nor	Somewhat Agree	Agree	Strongly Agree	Total	Mean s.d.
I was challenged by courses I took	14 5.2%	20 7.4%	27 10.0%	32 11.9%	92 34.2%	71 26.4%	13 4.8%	269 100.0%	4.61 1.53
My counselor provided guidance / options	22 8.4%	29 11.0%	32 12.2%	35 13.3%	43 16.3%	65 24.7%	37 14.1%	263 100.0%	4.49 1.87

Sam Barlow seniors were provided two statements regarding their experience at the high school and asked to indicate their level of agreement on a seven-point Likert Scale (1=Strongly Disagree to 7=Strongly Agree). Results are presented in Table CQSB4. For the statement “I was challenged by the courses I took,” Sam Barlow Seniors agreed. Almost two thirds (65.4%) somewhat agreed to strongly agreed with the statement. The average (mean) score for this statement was 4.61 (s.d. 1.53). For the statement “My counselor provided guidance / options,” agreement was lower but still strong; 55.1% of Sam Barlow Seniors somewhat agreed to strongly agreed with the statement. The average (mean) score was 4.49 (s.d. 1.87). A plot of the mean scores for both statements is provided in Figure CQSB4.

**Figure CQSB4: Average Scores for Agreement with Student Experience Statements**



## Activity Participation

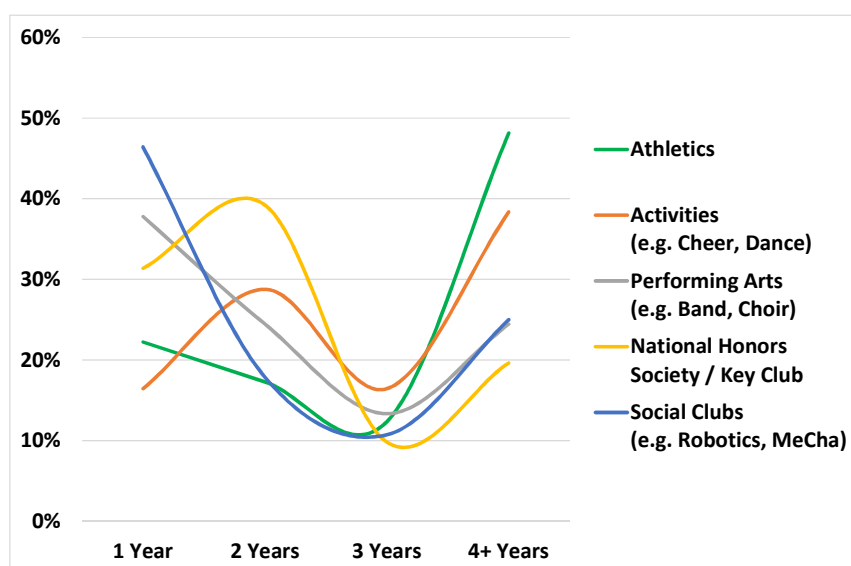
Sam Barlow Seniors were provided a list of five school-sponsored activities and asked how often they participated in each (1, 2, 3, or 4 or more years). Results of participation are presented in Table CQSB5. Athletics

**Table CQG5: Activity Participation Rates**

Activity Participation	1 Year	2 Years	3 Years	4+ Years	Total Participants	Did Not Participate
Athletics	36 22.2%	28 17.3%	20 12.3%	78 48.1%	162 100.0%	101
Activities (e.g. Cheer, Dance)	12 16.4%	21 28.8%	12 16.4%	28 38.4%	73 100.0%	182
Performing Arts (e.g. Band, Choir)	34 37.8%	22 24.4%	12 13.3%	22 24.4%	90 100.0%	166
National Honors Society / Key Club	16 31.4%	20 39.2%	5 9.8%	10 19.6%	51 100.0%	202
Social Clubs (e.g. Robotics, MeCha)	13 46.4%	5 17.9%	3 10.7%	7 25.0%	28 100.0%	224

had the highest participation rates with 162 seniors indicating they had participated at least one year – 61.6% of those that responded to the question. Performing Arts had the second highest participation rate with 90 seniors indicating they had participated at least one year – 35.2% of those that responded to the question. Activities and National Honors Society / Key Club had similar participation rates with 73 and 51 seniors (respectively) indicating they had participated at least one year – 28.6% for Activities and 20.2% for National Honors Society / Key Club that responded to the question. Social Clubs had the lowest participation rates for Sam Barlow High School. Only 28 seniors (11.1% of those that responded to the question) indicated they had participated in Social Clubs. The distribution by years of participation are presented in Figure CQSB5. The distributions are very similar for three of the five activities: (1) Athletics, (2) Performing Arts, and (3) Social Clubs. Participating in these activities declines over the first three years then increases dramatically for 4+ Years of participation. National Honors Society / Key Club and Social Clubs follows a similar pattern but starts with lower participation rates that increase in year two, decrease in year three then increase again with 4+ years of participation.

**Figure CQSB5: Plot of Participation Rates by Years of Participation and Activity**

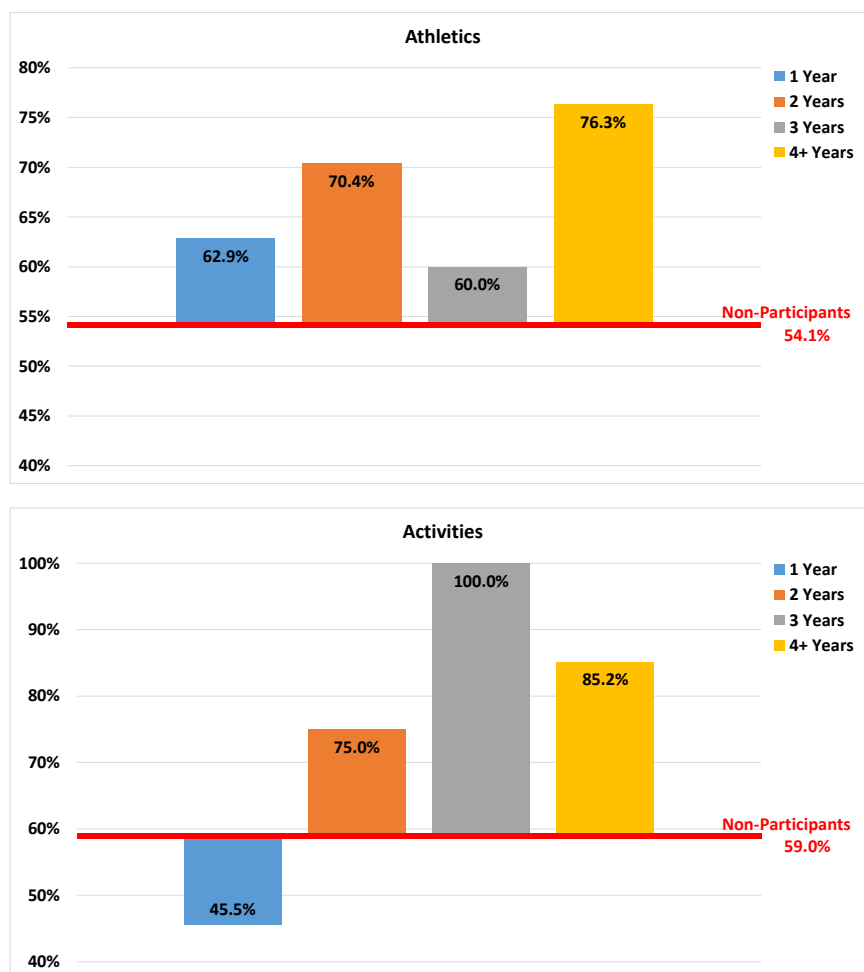


Data available in the survey provided the opportunity to explore these participation rates in greater detail. Students were asked in the survey to report their GPA (in Categories from 0.00-0.99 to 4.00 or more). Students that reported a GPA of 3.00 or greater were compared with years of activity participation. Table CQG6 shows the proportion of students that earned a 3.00 or better by their

participation in the identified activities. That is, for Athletics, 54.1% of seniors that never participated reported a GPA of 3.00 or better. For seniors that

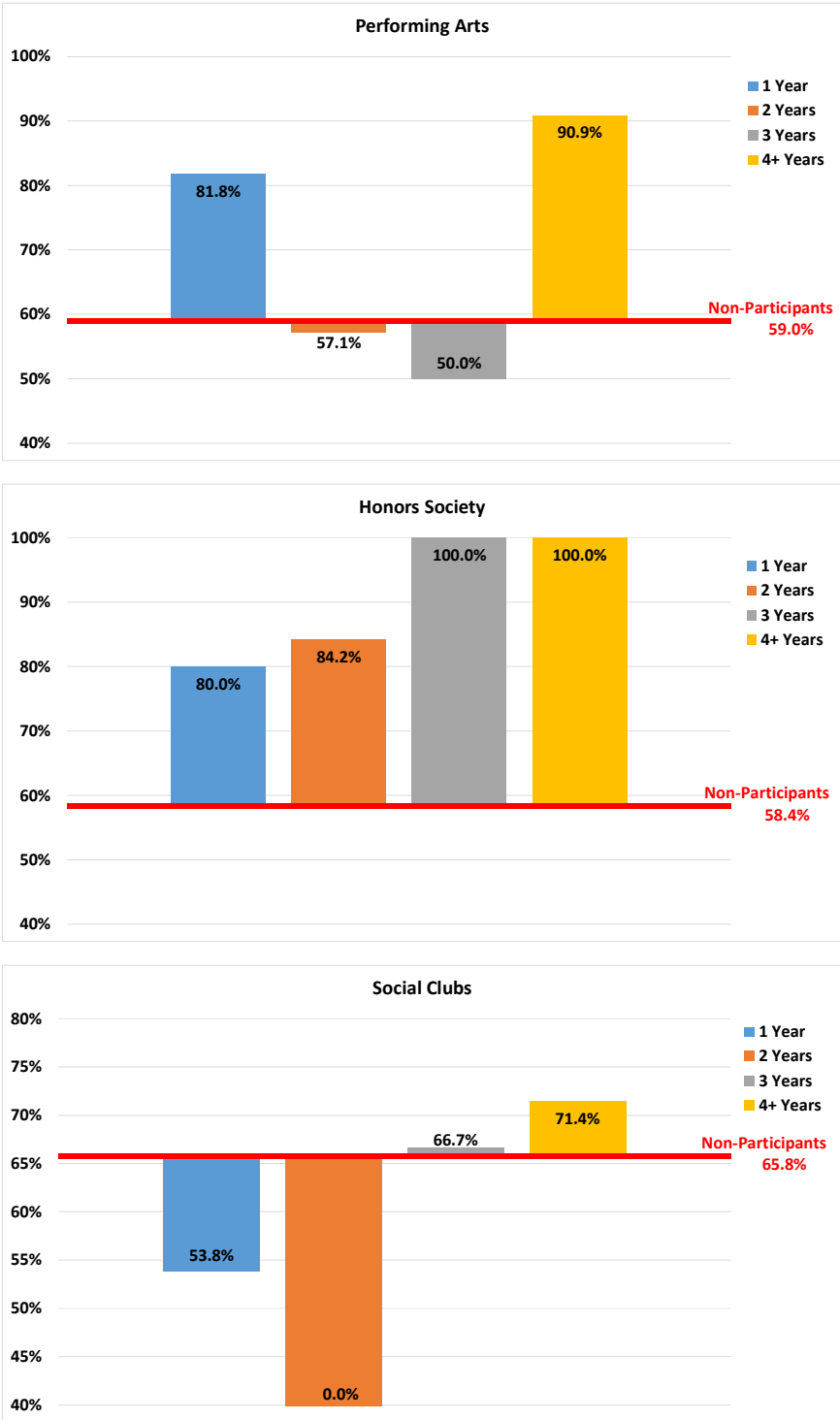
participated in athletics their entire high school career (4 or more years), 76.3% earned a GPA of 3.00 or better. The data are reported for each activity graphically in Figure CQSB6. For each activity, the proportion of non-participants that earned a 3.00 or better is indicated by the red line. Each bar represents the proportion of activity participants that earned a 3.00 or better. Bars that fall below the non-participant line indicate that the proportion was lower than for non-participants; above the line

**Figure CQSB6: Proportion of Seniors Earning 3.00 or Better by Years of Activity Participation**



indicates that proportions were higher. For Athletics the proportions of Sam Barlow Seniors that participated and earned a GPA of 3.00 or better were higher than Non-participants (54.1%) regardless of the number of years they participated. For Activities, the proportions for participants at two, three, and four years were higher than for non-participants. For participants that only participated for one year, the proportion was below the level for non-participants. For seniors that participated in Performing Arts, the proportions earning at 3.00 or better were

**Figure CQSB6: Proportion of Seniors Earning 3.00 or Better by Years of Activity Participation (Continued)**



substantially higher than non-participants if they participated one year or four or more years. For seniors that participated two years the proportions was about the same and for those that participated three years the proportion was lower than non-participants. Seniors participating in Performing Arts for four years had the highest proportion earning a 3.00 or better GPA (90.9%) of any of the activities listed except for Honors Society / Key Club. Interestingly, the proportion of non-participants earning the 3.00 or better was similar for Performing Arts and Honors Society / Key Club. Not surprisingly, the proportion of seniors that participated in the Honors Society and had GPA's of 3.00 or better was much higher than non-participants regardless of the number of years participating. For Social Clubs, the proportions were lower than non-participants if they had only participated for one year. None of the participants in Social Clubs for two years reported a cumulative GPA above 3.0 or better. Participants that were involved for three years had proportions about equal to non-participants. Finally, Social Club participants of four or more years had a proportion slightly higher than non-participants.

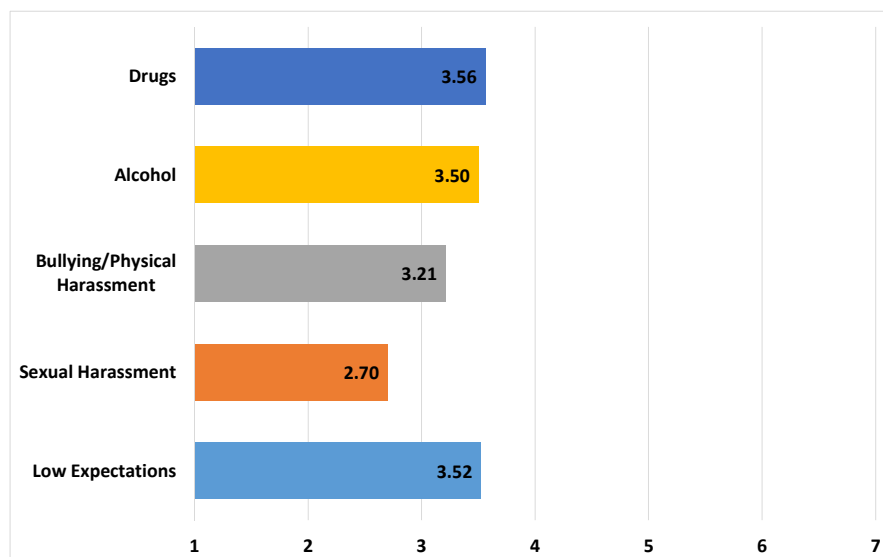
## Issues on Campus

**Table CQSB7: Issues on Campus**

Issues	Not an Issue	Minor Issue	Somewhat Minor Issue	Neither/Nor	Somewhat Major Issue	Major Issue	Extreme Issue	Total	Mean s.d.
Drugs	64	28	31	44	49	36	14	266	3.56
	24.1%	10.5%	11.7%	16.5%	18.4%	13.5%	5.3%	100.0%	1.93
Alcohol	65	31	31	43	51	31	14	266	3.50
	24.4%	11.7%	11.7%	16.2%	19.2%	11.7%	5.3%	100.0%	1.92
Bullying/Physical Harassment	76	34	31	49	42	19	13	264	3.21
	28.8%	12.9%	11.7%	18.6%	15.9%	7.2%	4.9%	100.0%	1.87
Sexual Harassment	101	45	33	37	25	10	13	264	2.70
	38.3%	17.0%	12.5%	14.0%	9.5%	3.8%	4.9%	100.0%	1.81
Low Expectations	65	28	30	54	43	21	23	264	3.52
	24.6%	10.6%	11.4%	20.5%	16.3%	8.0%	8.7%	100.0%	1.95

Sam Barlow Seniors were presented with a list of five issues and asked how much of an issue each was on a seven-point scale (1=Not an Issue to 7=Extreme Issue). Results are presented in Table CQSB7. An examination of the mean scores for each of the issues identified indicates that none were particularly big issues for Sam Barlow High School; all the issues had mean scores below 4.00 on a seven point scale. The biggest issue for Sam Barlow Seniors was Drugs (Mean = 3.56, s.d. 1.93). The second biggest issue was Low Expectations (Mean = 3.52, s.d. 1.95). Alcohol was identified at rate about equal to Low Expectations (Mean = 3.50, s.d. 1.92). Bullying / Physical Harassment was rated lower than the top three (Mean = 3.21, s.d. 1.87). Sexual Harassment was identified as a much lower issue (Mean = 2.70, s.d. 1.81). Mean scores for each of the issues are plotted and presented in Figure CQSB7. Although mean scores were relatively low for all issues identified, there were still large proportions that identified each as a somewhat major to extreme issue. For Drugs, just under forty percent (37.2%) identified it as a somewhat major to extreme issue. For Low Expectations, about a third (33.0%) identified it as a

**Figure CQSB7: Mean Scores for Issues on the Sam Barlow Campus**



somewhat major to extreme issue. For Alcohol over a third (36.1%). Over a quarter of Sam Barlow Seniors (28.0%) identified Bullying / Physical Harassment as a somewhat major to extreme issue on the Sam Barlow Campus. Finally, 18.2% identified Sexual Harassment as a somewhat major to extreme issue.

## Conclusions / Recommendations

The High School Senior What's Next Survey was a successful effort that provided much needed insights into seniors' next steps after graduation. Additionally, it established a cooperative and mutually beneficial relationship with the participating high schools. MHCC intends to continue the effort with in-district high schools and will make efforts to bring more of the twelve high schools onboard for future administrations.

The research question and study objectives are outlined below along with conclusions / recommendations based on study findings:

### Research Question:

*What are in-district high school seniors planning on doing once they receive their high school diploma?*

- The majority of seniors surveyed indicated they will be continuing their education after graduating from high school. Almost three quarters of seniors (74.01%) indicated they would continue their education.
- Almost sixty percent of respondents (58.62%) indicated they would be working four months after graduating.
- Almost twenty percent of respondents indicated they would be doing volunteer work (18.30%) and/or travelling (17.48%).
- Just under ten percent (9.79%) said they would be doing something else (review of comments revealed most were very specific with regard to schools attending).
- Just over seven percent (7.11%) indicated they didn't know what they would be doing.
- A much smaller percentage indicated they would be serving in the military (4.55%).

### Study Objectives:

**O1)** Determine in-district high school seniors' intent after they graduate.

**O1a)** Identify the percentage of in-district high school seniors intending to continue in post-secondary education.

- Almost three quarters of graduating seniors surveyed (74.0%) indicated they would be continuing their education.

**O1b)** Of those in Objective O1a, calculate the percentage that have applied, been accepted, and intend to go to a:

- Public 4-year Institution
  - Just over thirty percent (30.32%) of seniors indicated they would be attending a public 4-year institution.
  - A total of 296 applications were submitted to in-state 4-year public universities.
  - Of the 296 applications, 249 were accepted; this is an 84.12% acceptance rate.
  - Of the 249 accepted applications, 121 seniors are actually attending a 4-year public institution.

- Private 4-year Institution
  - Over ten percent (11.90%) of seniors indicated they would be attending a private 4-year institution.
  - Seniors submitted 152 applications to in-state 4-year institutions.
  - Of the 152 applications, 118 were accepted: a 77.16% acceptance rate.
  - Of the 118 accepted applications, forty-four seniors indicated they would be attending a 4-year private institution.
- Community College
  - Over half (54.44%) of seniors indicated they would be attending a community college.
  - The application process is different for community colleges; everyone that applies is accepted.
  - A total of 324 surveyed seniors indicated they would be attending a community college.
- Private Technical College
  - A very small percentage (2.06%) indicated they would be attending a private trade/technical institution.
  - Only twenty-two applications were submitted to private trade/technical institutions.
  - Of those, twenty were accepted by and seventeen seniors indicated they would attend a private trade/technical institution.

**O1c)** Of those in Objective 01a, identify the institutions in-district high school seniors intending to continue in post-secondary education are attending.

- For seniors bound to public 4-year institutions, the three largest schools in the state will see the biggest proportions of high school seniors attending: Oregon State University (32.2% Attending), Portland State University (28.9% Attending), and University of Oregon (20.7% Attending).
- For seniors bound to private 4-year institutions, the proportions are highest for George Fox University (25.0% Attending) and Warner Pacific University (18.2% Attending).
- For seniors bound to community colleges, the majority will go to MHCC (58.0% Attending). That said, a large proportion of high school seniors will be going to Portland Community College (14.2% Attending) and Clackamas Community College (8.6% Attending). These two other Portland Metropolitan Area Colleges have almost one quarter (22.8%) of MHCC district seniors surveyed attending.
- Although there are only a very small number of seniors bound to private trade/technical institutions (17 seniors), the majority are attending ITT Technical Institute (47.1%).

- O1d)** Determine what in-district high school seniors who do not intend to continue in post-secondary education are planning to do once the graduate.
- The majority of seniors that are not continuing their education have indicated they will be working (44.0% of those not continuing education).
  - A roughly equal percentage not continuing their education will be Traveling (14.2%), Serving in the Military (11.6%), and/or Doing something else (9.1%).
- O1e)** For in-district high school seniors who do not intend to continue in post-secondary education Identify reasons for not continuing.
- Overwhelmingly, seniors that were not continuing their education identified *Costs* as the reason. This item had an average score of 4.22 out of 7.
  - The second strongest identified reason was the perception that *Grades aren't good enough*. This item had an average score of 3.11 out of 7.
  - All other reasons had mean importance scores below 3.00 on a 7- point scale.
  - In addition to identifying reasons for not continuing, the survey asked respondents to identify information sources that would increase the likelihood of their continuing their education. Although none of the information sources would dramatically increase the likelihood, three information sources did indicate a chance of increasing seniors' decision to continue their education.
    - Paralleling the costs reason for not attending, information associated with *Financial Aid/Scholarship Information* would have the greatest impact on seniors continuing their education. The mean score for this item was 3.61 out of 7.
    - Information regarding *Flexible schedules* (mean score of 3.22 out of 7) and *Job placement services after graduation* (mean score of 3.19 out of 7) would also have an impact.
- O2)** For in-district high school seniors that intend to go to a 4-year institution, identify reasons for not considering a community college.
- For 4-year bound seniors, *Programs available of interest to me*, *Overall cost of attending*, *Post graduate opportunities*, and *Availability of financial aid* were rated as the most important reasons for selecting the institution they chose.
  - Data revealed that, generally, seniors bound to 4-year institutions rated reasons as more important than the community college bound counterparts. *Programs available of interest to me* (mean = 5.97), *Post graduate opportunities* (mean = 5.68), *School / Program Reputation* (mean = 5.44), *Location – Out of town/away from home* (mean = 5.29), and *Social Atmosphere* (mean = 5.11) were all significantly more important reasons for 4 year bond seniors compared to their community college bound counterparts.

- 03)** For in-district high school seniors that intend to go to a 2-year institution, identify reasons for choosing the institution they plan to attend.
- For community college bound seniors, *Overall cost of attending*, *Programs available of interest to me*, *Availability of financial aid*, and *Post graduate opportunities* were rated as most important reasons for selecting the college they chose.
  - In general, community college bound seniors rated most of the reasons for attending lower than their 4-year bound counterparts. *Location – Convenient / Easy to get to* (mean = 5.21) and *Friends attending* (mean = 4.22) were both rated significantly more important reasons by community college bound seniors.


### Recommendations

- Data revealed that over a fifth of seniors (21.8%) either did not know or identified themselves as residing in a community college district other than MHCC. Unless students are commuting from outside their school district, all seniors reside within MHCC's district boundary. Efforts must be made to establish the college district that serves these high school seniors.
- Along similar lines, for seniors that are attending a community college in the Portland Metropolitan Area, less than three quarters (71.76%) have indicated they will attend MHCC. Over twenty five percent have indicated they will be attending either Portland Community College (17.56%) or Clackamas Community College (10.69%). This leakage must be addressed; MHCC must determine why students are choosing to attend these other colleges and corrective actions should be taken. The next round of this survey will make an effort to capture this information.
- A wealth of data regarding the types of information to provide both seniors that do plan to continue their education and those that do not was captured. Information content should be focused on costs, financial aid / scholarship availability, flexibility of schedules, and job placement services available to graduates. Perceptions of grades not being good enough and the college's ability to address it is another potential information topic. It is essential the communication start early; particularly to convince those that are not intending to continue their education that it is a viable option.

## Appendix A: The Survey

The following pages contain screen shots of the on-line survey as it was presented to seniors. The high school-specific questions are included in the screen shots. Each school was provided with a unique URL for the survey. The unique URL allowed students to be tagged to their high school and suppressed questions specific to other participating high schools.

## Introduction Page



**Welcome to the High School Senior "What's Next" Survey.**

Your school district is conducting this study in conjunction with the local community college in order to determine what high school seniors are planning four months after graduation. The survey takes about fifteen minutes to complete.


This survey is strictly confidential. Data collected will be reported in aggregate form only; at no time will your answers be directly connected with you.

To encourage your participation in the study, we are giving away an Ipad Air valued at \$580! Everyone completing the survey will have the opportunity to provide their Student ID Number; this information will not be connected to your responses. At the conclusion of the study we will randomly select one survey completer to win the prize.

Click the Next Button (">>") to get started.

>>

## Centennial Specific Questions



Other than Centennial High School, how many high schools have you attended?

☐ Centennial is the only High School I've attended

☐ 1 Other High School

☐ 2 Other High Schools

☐ 3 or More Other High Schools


I can name one or more careers that I have serious plans to pursue.

☐ True

☐ False

>>

If Question “I can name one or more careers....” = True, the following questions are displayed.



How did you decide that career / those careers would be a good match for you?  
(Please check all that apply)

☐ I read or saw something about it that interested me.

☐ A CHS class assignment, activity, or adult conversation brought this career to my attention.

☐ Someone I know is in this career.

☐ My personality seems like it would be a good match with this career.

☐ Not sure / Undecided

☐ Some Other Reason. (Please Specify):

>>




What career(s) are you interested in pursuing?  
(Please check all that apply)

- ☐ Law Enforcement
- ☐ Law
- ☐ Social Services
- ☐ Business
- ☐ Medical
- ☐ Teaching
- ☐ Fine Arts
- ☐ Engineering
- ☐ Computing
- ☐ Retail/Sales
- ☐ Trades
- ☐ Manufacturing
- ☐ Don't Know
- ☐ Some Other Field (Please Specify)

>>


## Displayed to all Centennial Seniors



Listed below are CHS Events created to help increase your knowledge and readiness for pursuing your goals after high school. Please tell us how helpful each event was by clicking on the appropriate level.

	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Did Not Attend
Financial Aid Night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Meeting(s) with my counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
October Senior College Field Trip	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Admission Visits to CHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FAFSA Night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tech Apps 2 Career Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>



Thinking about your Senior Year, how often have you prepared two or more drafts of a paper or assignment before turning it in?

☐ Never
 ☐ A Few Times
 ☐ Several Times, But Not Routinely
 ☐ Routinely

In a typical week, how frequently do you read the following types of materials? Please click on the response that most closely describes the frequency of reading the identified materials.

	Never or Hardly Ever	A Few Times a Week	3-4 Times a Week	Daily or Almost Daily
Assigned Reading (i.e. textbooks or other course materials)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Reading (i.e. magazines, books, newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line reading (i.e. blogs, web pages, ezines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>



Thinking about your senior year, how often have you done each of the following?

	Never	A Few Times	More Than A Few Times, But Not Frequently	Frequently
Attended classes with reading and/or assignments completed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades and/or assignments with a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had conversations with students of a different race or ethnicity than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had conversations with students of different religious beliefs, political opinions, and/or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used email to communicate with a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the internet/web to complete an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects and/or assignments during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects and/or assignments outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>



Listed below are statements about your high school experience. For each, please indicate your agreement by clicking the level that most closely matches your opinion.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I value rewards (grades, awards, recognition, etc.) that I get at school for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills and abilities to complete my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers don't just lecture, they provide a variety of learning experiences, including working with groups and/or hands-on projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported and respected by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take pride in my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, people accept me for who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel supported and respected by secretaries and assistants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have many opportunities to ask teachers questions about my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think it is important to make good grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could select a high school, I would go to the same high school again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have worked harder than I expected to at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a voice in classroom decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I care about my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel supported and respected by teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The support I get at school encourages me to learn more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school work makes me curious to learn about other things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My counselor demonstrated a thorough knowledge of the graduation requirements and helped me understand what I needed to do in order to graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is at least one adult in my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued from previous page.

graduate.

There is at least one adult in my school who cares about me and knows me well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think school rules are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported and respected by administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Disagree	Disagree	Agree	Strongly Agree
I think the things I learn at school are useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to be creative in my school assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My counselor assisted me in becoming more successful by helping me solve problems with one (or more) of my teachers, parents, and/or friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
I place a high value on learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I put forth a great deal of effort when doing my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get to make choices about what I will study at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am challenged to do my best work at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


>>



How much has Centennial High School contributed to your growth in the following areas?

	Not At All	A Little, But Not Much	Quite A Bit	A Lot
Learning on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking deeply and/or critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing clear career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making your community a better place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning work-related skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>




In general, what positive things do your teachers do that you'd like to see more of?

In general, how could teachers change their instruction to make classes better?

Please share any comments about specific things that made your CHS experience great or not so great.

>>



Overall, how would you rate your experience in working with and obtaining your graduation materials through Herff-Jones?

Unsatisfactory


Satisfactory

Good

Great

>>

## Gresham Specific Questions



Have you taken any of the college placement tests identified below? Please check all that apply.

☐ SAT

☐ ACT

☐ Compass

☐ PSAT

How many International Baccalaureate (IB) courses have you taken?


☐ None

☐ 1-3 Courses

☐ 4-6 Courses

☐ 7 or More Courses

>>



Did you take fourth year courses in the following subjects?

	Yes	No
Math	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>

Listed below are statements related to your high school experience. For each statement please indicate your agreement by clicking on the appropriate level.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was challenged by the courses I took in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My counselor provided guidance and/or options to help me select the best classes for my post-high school choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>



Were you involved in athletics, activities, and/or clubs while in high school? For each activity, please indicate your level of involvement.

	Not At All	1 Year	2 Years	3 Years	4+ Years
Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (e.g. Cheer, Dance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Arts (e.g. Band, Choir, or Drama)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Honors Society and/or Key Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated Social Clubs (e.g. Robotics, MeCHa, MESA, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>




Listed below are a number of issues that can negatively impact students' high school experience. In your opinion, how much of an issue is each at your high school?

	Not an Issue at All	Minor Issue	Somewhat Minor Issue	Neither a Minor nor Major Issue	Somewhat Major Issue	Major Issue	Extreme Issue
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying and/or Physical Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>

## Sam Barlow Specific Questions



Have you taken any of the college placement tests identified below? Please check all that apply.

☐ SAT

☐ ACT

☐ Compass

☐ PSAT

How many Advanced Placement (AP) courses have you taken?


☐ None

☐ 1-3 Courses

☐ 4-6 Courses

☐ 7 or More Courses

>>



Did you take fourth year courses in the following subjects?

	Yes	No
Math	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>

Listed below are statements related to your high school experience. For each statement please indicate your agreement by clicking on the appropriate level.

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree
I was challenged by the courses I took in high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My counselor provided guidance and/or options to help me select the best classes for my post-high school choice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>



Were you involved in athletics, activities, and/or clubs while in high school? For each activity, please indicate your level of involvement.

	Not At All	1 Year	2Years	3 Years	4+ Years
Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Activities (e.g. Cheer, Dance, Equestrian, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing Arts (e.g. Choir, Band, or Drama)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Honor Society and/or Key Club	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated Social Clubs (e.g. Robotics, MeCHa, MESA, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>




Listed below are a number of issues that can negatively impact students' high school experience. In your opinion, how much of an issue is each at your high school?

	Not an Issue at All	Minor Issue	Somewhat Minor Issue	Neither a Minor nor Major Issue	Somewhat Major Issue	Major Issue	Extreme Issue
Drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying and/or Physical Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>


## MHCC Questions (Asked of all respondents)



Four months after I graduate from High School, I plan to be...  
(Please check all that apply)

- ☐ Continuing my Education
- ☐ Working at a Job
- ☐ Serving in the Military
- ☐ Doing Volunteer Work  
(e.g. peace corps, mission/church work, Habitat for Humanity, etc.)
- ☐ Travelling
- ☐ Doing something else
- ☐ Undecided / Don't Know

>>



During your high school education have you ever taken a College Now Course (a High School course for college credit)?

- ☐ Yes
- ☐ No

>>




What college provided you with the credit?

- ☐ Clackamas Community College
- ☐ Portland Community College
- ☐ Mt. Hood Community College
- ☐ Some other college



The following questions were asked of any senior that did not indicate they would be continuing their education in the preceding question: “Four months after I graduate from high school, I plan to be...”



Listed below are a number of reasons for **NOT** going to college/university. Please indicate whether each minor or major reason for you deciding not to continue your education by clicking the appropriate level.

	Not a Reason at All	Minor Reason	Somewhat Minor Reason	Neither a Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason
Just not interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't know what I want to be/do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Won't fit in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Already have a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No one in my family has gone before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't know where I want to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My grades aren't good enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't know how to apply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there some other reasons for **NOT** continuing your education? Please use the space below to identify other reasons for not going to college / university.

>>




Listed below are information and services that could be available from any college / university. For each, please indicate if it would impact the likelihood of your continuing your education by checking the appropriate level.

	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase
Lifetime salary comparison between HS Grads and College Grads	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Identification and Planning Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost comparison of similar schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid / Scholarship Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation / Registration / Getting Started Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services for Success (e.g. free tutoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Placement Services after Graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Events / Clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexible Schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>


The following questions were asked of any senior that indicated they would be continuing their education in the preceding question: “Four months after I graduate from high school, I plan to be...”



Where are you planning to continue your education? Please check the type of institution that most accurately describes where you will be attending school.

- ☐ A Four Year Public Institution
- ☐ A Four Year Private Institution
- ☐ A Community College
- ☐ A Private Trade/Technical College
- ☐ Some Other Institution

>>



Have you been awarded any scholarships?

- ☐ Yes
- ☐ No

>>

If the answer to above is No, Skip to Question “Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in selecting...”



Please use the space below to provide the Name and amount of each scholarship you have been awarded. For the award amount, please just enter the numerical value (no "\$" needed).

Scholarship 1 Name	<input type="text"/>
Scholarship 1 Amount	<input type="text"/>
Scholarship 2 Name	<input type="text"/>
Scholarship 2 Amount	<input type="text"/>
Scholarship 3 Name	<input type="text"/>
Scholarship 3 Amount	<input type="text"/>
Scholarship 4 Name	<input type="text"/>
Scholarship 4 Amount	<input type="text"/>
Scholarship 5 Name	<input type="text"/>
Scholarship 5 Amount	<input type="text"/>

>>



Were you awarded more than five scholarships?

- ☐ Yes  
☐ No

>>



How many other scholarships have you been awarded? Please provide the number of additional scholarships awarded and the total value of those scholarships in the space below.

Total Number of Additional Scholarships Awarded

Total Value of These Additional Scholarships

>>




Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in your decision to select the institution you are attending by checking the appropriate box.

	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important
Intangibles (Campus feels right)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall cost of attending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School / Program Reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location / Out of town / Away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends attending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selectivity (Application requirements / Eligibility vs. Open Enrollment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of financial assistance (financial aid/scholarships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs available that are of interest to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post graduate opportunities (likelihood of getting a job)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social atmosphere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access / Convenient Location / Easy to get to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

>>

Display if response to the question “Where are you planning to continue your education?” is “A public 4 Year Institution” or “A Private 4 Year Institution.”




Are you planning to attend an in-state or out-of-state four year institution?

☐ In-state

☐ Out-of-state

>>

Display if preceding question is “Out-of-state.”




Please answer the questions below regarding your out-of-state institution.

Please write-in the name of the institution your planning to attend.

What state is this institution located in? If outside the US, please write-in the country.

>>




Did you apply to any four year public institutions in Oregon?

☐ Yes

☐ No

>>

Display if answer to the preceding question is "Yes."




Did you apply to any four year public institutions in Oregon?

☒ Yes  
☐ No

Listed below are the four year public institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Accepted Check all that apply	Plan to Attend Check One
Eastern Oregon University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Oregon Health & Science University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Oregon Institute of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Oregon State University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Portland State University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Southern Oregon University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Southwestern Oregon University Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
University of Oregon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Western Oregon University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

>>



Did you apply to any four year private institutions in Oregon?

☐ Yes  
☐ No

>>

Display if answer to the preceding question is "Yes."



Did you apply to any four year private institutions in Oregon?

- ☒ Yes  
☐ No

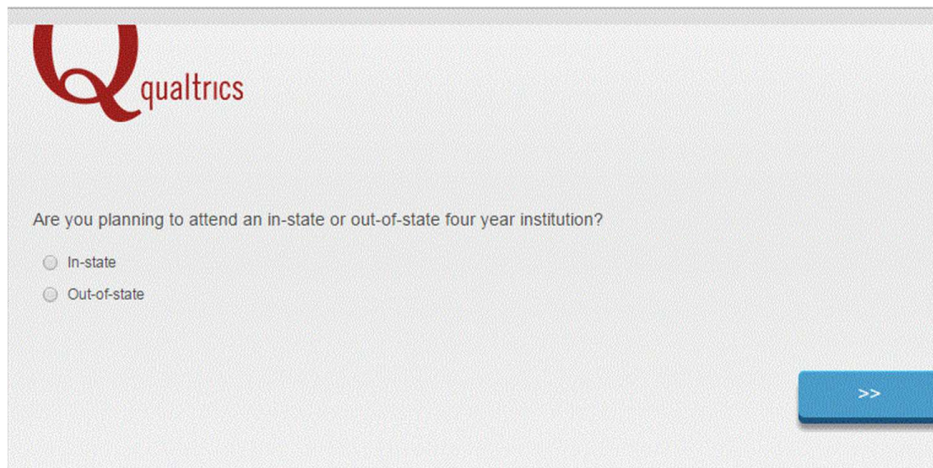
Listed below are the major four year Private institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Was Accepted Check all that apply	Plan to Attend Check one
Concordia University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Corban University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
DeVry University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
George Fox University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Lewis & Clark University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Linfield College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Marylhurst University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Multnomah University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Pacific University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Pioneer Pacific University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Reed College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Warner Pacific University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Willamette University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
University of Portland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Is the college/university you're planning on attending not in the list? Please write-in the name of the institution you're attending in the space below.

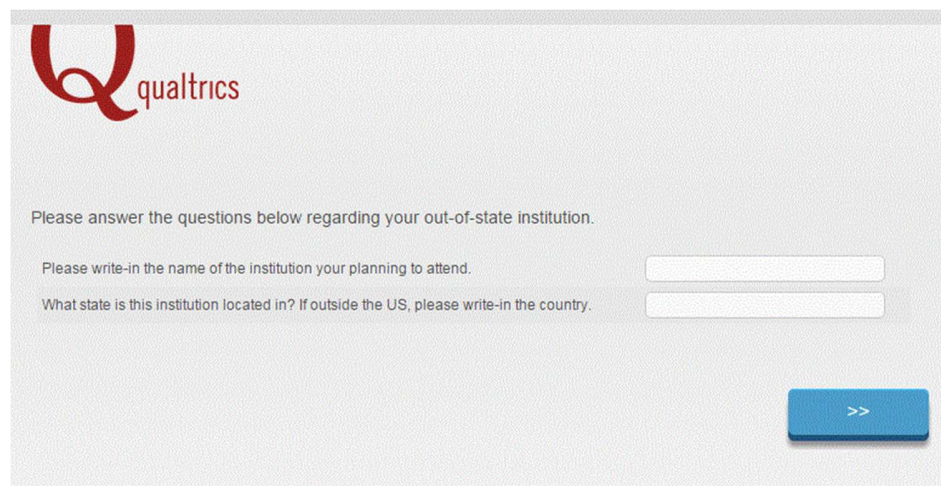
>>

Display if response to the question “Where are you planning to continue your education?” is “A Community College” or “A Private Trade/Technical Institution.”



The image shows a Qualtrics survey question. At the top left is the Qualtrics logo. The question text is "Are you planning to attend an in-state or out-of-state four year institution?". Below the question are two radio button options: "In-state" and "Out-of-state". A blue button with the text ">>" is located at the bottom right of the question area.

Display if the answer to the preceding question is “Out-of-state.”



The image shows a Qualtrics survey question. At the top left is the Qualtrics logo. The question text is "Please answer the questions below regarding your out-of-state institution.". Below this are two text input fields. The first field is preceded by the text "Please write-in the name of the institution your planning to attend." and the second field is preceded by the text "What state is this institution located in? If outside the US, please write-in the country.". A blue button with the text ">>" is located at the bottom right of the question area.




Did you apply or are you planning to attend a **Public** Community College in Oregon?

☐ Yes  
☐ No

>>


Display if the answer to the preceding question is “Yes.”



Listed below are the two year community colleges in Oregon. Please check all the institutions you applied to in the first column and the institution you plan to attend in the second column. If you didn't apply or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Plan to Attend Check one
Blue Mountain (Pendleton)	<input type="checkbox"/>	<input type="radio"/>
Central Oregon (Bend)	<input type="checkbox"/>	<input type="radio"/>
Chemeketa (Salem)	<input type="checkbox"/>	<input type="radio"/>
Clackamas (Oregon City)	<input type="checkbox"/>	<input type="radio"/>
Clatsop (Astoria)	<input type="checkbox"/>	<input type="radio"/>
Columbia Gorge (The Dalles)	<input type="checkbox"/>	<input type="radio"/>
Klamath (Klamath Falls)	<input type="checkbox"/>	<input type="radio"/>
Lane (Eugene)	<input type="checkbox"/>	<input type="radio"/>
Linn-Benton (Albany)	<input type="checkbox"/>	<input type="radio"/>
Mt. Hood (Gresham)	<input type="checkbox"/>	<input type="radio"/>
Oregon Coast (Newport)	<input type="checkbox"/>	<input type="radio"/>
Portland (Portland)	<input type="checkbox"/>	<input type="radio"/>
Rogue (Grants Pass/Medford)	<input type="checkbox"/>	<input type="radio"/>
Southwestern Oregon (Coos Bay)	<input type="checkbox"/>	<input type="radio"/>
Tillamook Bay (Tillamook)	<input type="checkbox"/>	<input type="radio"/>
Treasure Valley (Ontario)	<input type="checkbox"/>	<input type="radio"/>
Umpqua (Roseburg)	<input type="checkbox"/>	<input type="radio"/>

>>




Did you apply or are you planning to attend a Private Trade/Technology College in Oregon?

☐ Yes  
☐ No

>>

Display if the answer to the preceding question is "Yes."




Listed below are major two year private trade/technology colleges in Oregon. Please check all the institutions you applied to in the first column, institutions that accepted your application in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, or don't plan on attending any of these institutions, leave the corresponding column blank.

	Applied Check all that apply	Accepted Check all that apply	Plan to Attend Check one
Everest College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Heald College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
ITT Technical Institute	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Northwest College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Sumner College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
University of Phoenix	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

Is the trade/technology college you're planning on attending not in the list? Please write-in the name of the institution you're attending in the space below.

>>


Display the following questions to all respondents.



In which community college district do you reside? Please check the college district that you live in.

- ☐ Clackamas Community College District
- ☐ Portland Community College District
- ☐ Mt. Hood Community College District
- ☐ Don't Know

>>



Are you:

- ☐ Male
- ☐ Female

What is your race/ethnicity? Please check all race/ethnicity descriptions that apply to you.

- ☐ American Indian / Alaskan Native
- ☐ Asian
- ☐ Black / African American
- ☐ Hispanic / Latino
- ☐ Native Hawaiian / Pacific Islander
- ☐ White / Caucasian
- ☐ Some Other Race / Ethnicity (Please Specify)

What is your cumulative GPA?

<input type="radio"/> 0.00 - 0.99	<input type="radio"/> 2.50 - 2.99
<input type="radio"/> 1.00 - 1.49	<input type="radio"/> 3.00 - 3.49
<input type="radio"/> 1.50 - 1.99	<input type="radio"/> 3.50 - 3.99
<input type="radio"/> 2.00 - 2.49	<input type="radio"/> 4.00+

What is the **highest level** of education your parents have obtained? For each parent, please indicate their highest level of education by clicking the appropriate level.

	Parent 1	Parent 2
Less Than High School Diploma	<input type="radio"/>	<input type="radio"/>
High School Diploma	<input type="radio"/>	<input type="radio"/>
Some College No Degree	<input type="radio"/>	<input type="radio"/>
Some College - Certificate	<input type="radio"/>	<input type="radio"/>
Associate's Degree	<input type="radio"/>	<input type="radio"/>
Bachelor's Degree	<input type="radio"/>	<input type="radio"/>
Master's Degree	<input type="radio"/>	<input type="radio"/>
Professional Degree	<input type="radio"/>	<input type="radio"/>
Doctorate / PhD	<input type="radio"/>	<input type="radio"/>
Don't Know	<input type="radio"/>	<input type="radio"/>

>>



In order to enter your name in the drawing for the Ipad Air, we need to get your contact information. Please provide the information below so we can let you know if you won the prize.

Remember, this **survey is strictly confidential**; at no time will your personal information be connected with the answers you provided.

Student ID Number

>>



We thank you for your time spent taking this survey.  
Your response has been recorded.

## Appendix B: Scholarship Awards

The following pages list all the scholarships awarded and amounts as identified by seniors. The data are organized by High School and Scholarship Name. No effort was made to correct senior spelling of the scholarship name or award amounts.

## Scholarship Awards by High School

High School	Scholarship Name	Amount
<b>Centennial</b>	Abby's Closet Dreams Come True Scholarship	1500
	All American propane scholarship 500	
	American Red Cross	
	Armstrong	1000
	BurgerVille Scholarship	0
	Cesar E. Chavez Leadership Conference Scholarship	1000
	Comcast leadership	1000
	Cross Country	10000
	DDCA Academic Scholarship	800
	ddhs teacher scholarship 500¢	
	Diversity	1500
	Diversity Scholarship	1500
	Federal Pell grant	10000
	Federal Pell Grant	4180
	Financial Aid Scholarship	0
	Ford Family Scholarship	20000
	Ford Scholarship 90%	
	fords scholarship	90
	Future Connect	600
	george fox	56000
	George Fox Applied Arts Scholarship	500
	George Fox Merit Scholarship	14000
	Gonzaga Financial Aid Reward	
	Gresham Rotatory	3000
	Grieg Lodge Scholarship	2000
	Honors Program of College	20000
	Horatio Alger Association Scholarship	7000
	John Pelman from Oregon youth challenge	
	Laurels Scholarship	6000
	M.E.Ch.A. Statewide Scholarship	500
	MEChA Statewide Scholarship	1000
	Michael Hibbard Future Theatre Educator Scholarship	500

High School Centennial	Scholarship Name	Amount
	Money for Grades from College	10000
	Oregon Jaycee Foundation	700
	Pell Grant	5500
	Portland State University Diversity Scholarship	45000
	Presidential	80000
	Presidential Scholarship	50000
	PSU Viking Scholarship	1000
	Red Cross Blood Drive Scholarship	100
	Resident Opportunity Scholarship-PSU	1200
	Summit	6000
	Track and field	10000
	Trustee award	14000
	UO Diversity Scholarship	6500
	UO Summit Scholarship	6000
	Viking Honors Scholarship	1000
	Viking Scholar Award	1000
	Viking Scholarship	1000
	Warner Pacific College Scholarships: City Builders, Lee	5000
	Western Oregon Presidential Scholarship	1500
	WUE	34000
David Douglas		
	Cougar academic award	11000
	Diversity Award Achievement	2500
	Diversity scholarship	1500
	elks mvs scholarship	
	Engineering Dean	1800
	Footlocker scholar athlete	2000
	Gates Millennium Full Tuition	1
	Jack Kent Cooke Full Tuition	1
	Kiwanis Club of Portland Schlarship	1500
	Marathon Scholars Program	10000
	Oregon Oppertunity grant	2100
	Oregon Opportunity Grant	2100
	QuestBridge National College Match	240000

High School	Scholarship Name	Amount
<b>David Douglas</b>	QuestBridge National College Match	66435
	Questbridge Quest for Excellence	700
	SEOG Grant	3000
	WOU General Scholarship	1000
	WOU Tuition Grant	1000
<b>Gresham</b>	2100	
	Academic	6000
	academic	3000
	academic 2	11000
	Academic Achievement OSU	3500
	Academic scholarship	6000
	Academics	2000
	Athletic	1200
	Athletic 2	5000
	Athletic Scholarship	4500
	Athletic Scholarship	1000
	Athletics	6000
	Breakfast Lions Club	850
	Brigham Young Scholarship	10000
	Cascade	1000
	Clackamas County Bank	1000
	Comcast	1000
	Dale Krueger	8000
	Dale Krueger	8000
	Dale Kruger	2000
	Dance team scholarship	250
	ddca	800
	DDCA dance scholarship	800
	Deans scholarship	20000
	Diversity Achievement	1500
	Do Not Know	
	Duke Scholar	6500
	Eagle Scout	1000

High School  
**Gresham**

Scholarship Name

Amount

early application scholarship	5000
Eastern Oregon Housing	3000
Federal Pell Grant	5725
Federal Work Study	3000
Football Scholarship	3500
Football scholarship	2000
George Fox University renewable	8000
Grant	8000
Guy Davis past presidents	1500
Hoover Presidential	2500
Husson Eagle	3000
I don't remember	7500
Joseph E Watson	2000
Kaiser Permeate	2000
Legacy Mount Hood Medical Center Volunteer Guild	1000
Lewis and Clark Endowed Scholarship	1500
Lewis and Clark Grant	2000
Lewish and Clark	4000
Lion's Breakfast Club Scholarship	875
local 290	2500
local 305	500
Local UA 290 Scholarship	1500
Merit Scholarship	10000
Optimist Club Oratorical	500
Oregon college savings	1000
Oregon Opportunity Grant	5500
Oregon Opportunity Grant	2100
Oregon Opportunity Grant	1200
Oregon State Diversity Achievement	1500
OSAC	2100
OSAC	2100
OSAC	2000
OSEA classified emplyee	500
OSU	2000
Pathaway Oregon	10000

High School	Scholarship Name	Amount
<b>Gresham</b>	Pathway	10000
	Pathway Oregon	44000
	Pathway Oregon	
	Pathways	8000
	PineTree	2000
	PSU	2000
	PSU Scholarship	1000
	Sigurd H. Peterson Scholarship	5000
	Soka University of America Merit Scholarship	10000
	University of Oregon General Scholarship	2000
	University of oregon Presidential	36000
	University of Oregon Summit	24000
	Volleyball Scholarship	15000
	Warner Pacific College renewable	2000
	Warner Pacific Enrollment	8000
	Warner Pacific Music Scholarship	2500
	Winifred Casterline Memorial Scholarship	1000
	WSU	11000
	Zeno B Katterle	2500
<b>Sam Barlow</b>	1000	
	academic	72000
	Academic	
	Academic 4 year scholarship	3500
	Academic achievement Award	17000
	Academic Grant	10500
	Academic Scholarship	88000
	Academic scholarship	30500
	Ace Grant	5000
	Al Forthan	1000
	AMDA	3000
	Apex	3000
	Argo Express	15000
	ASU Presidential	52000

High School  
**Sam Barlow**

Scholarship Name

Amount

Athletic	105000
Athletic	63000
athletic	2000
athletic	2000
Athletic scholarship	6000
Azusa Academic	45000
Barlow Band Aid Musician Scholarship	300
Bellarmine	
Breakfast Lions Club	850
Bruin Scholarship	8000
Church of God	1000
Coca Cola Foundation Regional Finalist	1000
Comcast Leaders and Achievers	1000
Concordia Leadership Scholarship	1000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	2000
Dale Krueger Scholarship	8000
Dale Kruger	8000
Dean at Oklahoma Christian	6000
Dean scholarship	2400
Dean's Scholarship	9000
Diversity Scholarship	2500
doug west	500
Duke Scholar of Distinction (George Fox)	56000
Duke Scholars Award	13000
East metro Association of Realtors Family	2000
Elks Legacy	4000
Elks Most Valuable Student, 3rd Place Locally & In District	1900
Elks Most Valuable Student, 3rd Place Locally & In District	1900
EMAR	2000
EMAR	100
EMAR	100

High School  
**Sam Barlow**

Scholarship Name	Amount
FAFSA	14000
Federal Grant	5000
FIDM Fashion Club Active Member Scholarship	2000
FIDM Fashion Club Presidential Scholarship	4000
Full Ride	260000
GPA	4000
Grant	4000
Great falls	11000
Gresham Rotary	3000
Harvey Scholarship	140000
Hispanic Metropolitan Chamber	2000
Horse Advisory	500
Idk the name of it	
Kaiser Permanente	2000
Knowledge is beautiful	1500
Legacy Guild	1000
Linfield	60000
Lions Breakfast Club	850
music	2500
Music Oklahoma Christian	1000
NAASP National Honor Society, State Winner	1500
NAASP National Honor Society, State Winner	1500
National Alexander Hamilton Friends Association	500
National Coca Cola Foundation Regional Finalist	1000
National Honor Society	100
National Nordstrom Scholarship	10000
Neumont University Scholarship	12000
Nordstrom Scholarship	10000
Northwest at Oklahoma Christian	3000
OHA Scholarship	1000
Optimist Club Essay Scholarship	500
Oregon State	6000
Osac	2100
OSAC	2000
OSU academic scholarship	3500

High School <b>Sam Barlow</b>	Scholarship Name	Amount
	OTA Scholarship	1000
	Pace Setter	2000
	Pacific Scholarship	42000
	Pathway Oregon	49000
	PCC Scholarship	3500
	Pell Grant	5000
	Pella windows	1500
	Performing Arts Scholarship	112
	Potawatti tribe	5000
	Presidential Scholarship	1500
	Provost	8400
	Psu	10000
	PSU Vikings Scholar	1000
	SCAD	34800
	Shriners Hospital	2000
	Simpson University	15000
	Sister Adelle	2500
	softball	
	Soroptimist International of Gresham	1000
	Stevens Scholar Award	
	track and xc	1000
	TRIO	10000
	University of Oregon	42000
	University Scholarship	8000
	UO Summit	240000
	UO Summit	24000
	VFW scholarship	225
	Western Oregon	16000
	Women in Engineering Scholarship	1000
	WSU	4000

## Appendix C: Out-of-State Colleges and Universities High School Seniors Will Attend

When seniors indicated they would be attending an Out-of-state institution (both four-year and two-year institutions), they were asked to provide the name of the institution and the state or country they would be attending. The following is a list of Out-of-state institutions sorted by high school seniors indicated they would be attending.

## Out of State Institutions Seniors Will Attend

High School	Institution	State/Country
<b>Centennial</b>		
<i>4-Year Institutions</i>		
	Alabama	alabama
	Brigham Young University	Idaho
	Anderson Unviersty	Indiana
	Montana State University	Montana
	Gonzaga University	Spokane, WA
	Washington State University	Washington
	Seattle Pacific University	Washington
<i>2-Year Institutions</i>		
	Sisikyious	California
	College of the siskiyous	california
	PCC for my first year than university at buffalo	NY
	Washington university	Washington
	College of Siskiyou's	Weed, California
<b>David Douglas</b>		
<i>4-Year Institutions</i>		
	Pomona College (NOT CAL POLY POMONA)	California
	Colorado College	Colorado
	Yale University	Connecticut
	Carroll College	Helena, Montana
	Berea College	Kentucky
	Carroll college	Montana
	Washington State University	Washington
<i>2-Year Institutions</i>		
	USC	California
<b>Gresham</b>		
<i>4-Year Institutions</i>		
	Northern Arizona University	Arizona
	University of California Davis	California

High School	Institution	State/Country
<b>Gresham</b>		
	The American Musical and Dramatic Academy	California
	Soka University of America	California
	Soka University of America	California
	Brigham Young University- Idaho	Idaho
	Husson University	Maine
	Montana State University	Montana
	Herbert W. Armstrong College	Oklahoma
	Brigham Young University	Utah
	Washington State University	Washington
	Washington State University	Washington
	Washington State University	Washington
<i>2-Year Institutions</i>		
	Pima community college	AZ
	UTI	California
	Syskiyous	California
	idk	california
	Chapman	California
	Maplewoods Community College	Liberty, MO
	Evergreen State College	Washington
	lewis and clark	Wasington
<b>Sam Barlow</b>		
<i>4-Year Institutions</i>		
	UC Davis	California
	Simpson University	California
	Santa Clara University	California
	Life Pacific College	California
	Life Pacific	California
	Colorado School of Mines	Colorado
	Colorado College	Colorado
	Boise State University	Idaho
	University Of Great Falls	Montana
	Utah Valley University	Orem, Utah

High School	Institution	State/Country
<b>Sam Barlow</b>		
	Texas state	texas
	Dixie State University	Utah
	Seattle University	WA
	University Of Puget Sound	Washington
	Pacific Lutheran University	Washington
	Pacific Lutheran Univeristy	Washington
	George Washington University	Washington, DC
<i>2-Year Institutions</i>		
	Redding cali farrier school	
	Fashion Institute of Design and Merchandising	California
	Calvary Chapel Bible College	California
	Illinois Institute of Technology	Illinois
	Neumont University	Utah
	North Seattle Community College	Washington

## Appendix D: Open Comments

Several questions in the main survey asked follow-up questions to get more specific information. The comments are provided in the following tables. No effort was made to correct spelling nor were the comments edited for content.

Additionally, Centennial High School asked three open ended comments in their section of the survey. Results of the open-ended questions are provided in the Centennial Open Comments section of this appendix. Again, no effort was made to make corrections to the comments provided nor were they edited for content.

When seniors clicked “Doing something else” in the question “Four months after I graduate from High School, I plan to be...,” they were prompted to provide information on what else they would be doing. Table AD1 lists the responses provide by High School.

**Table AD1: Responses to What Else Will You Be Doing?**

High School	Other Activities Seniors Will Be Doing
Centennial	Anything
	Becoming a world leader
	being with my soulmate
	Do a benefit job
	Getting a job and my own place, while taking a year off of school.
	getting a licence
	Hang out with new people and work
	I going learn how to be an manufacturing engineer.
	I will be working on my own projects alongside my education.
	I will pass all the work sample and all the classes.
	I will try to find any work and do the exam for drivers license
	I'll be looking into more career options.
	living life to the fullest
	Probably working or lazing around the house.
	Researching careers
	Searching for a job, and doing more scholarships.
	uhhhh something?
David Douglas	making and reaching new goals in life
	Music
Gresham	21gvc
	attending SouthWestern Community College.
	Being a good person
	bull riding school, lifeguarding
	Continuing school, working, travelling, finding what's out there
	dancing and making memories with friends, family and boyfriend
	Doing mixed martial arts and searching or a job.
	Finding myself
	getting a job and starting school again in the fall
	Getting ready for college soccer and college itself.
	Going to mt.hood community college and working part time
	I might be serving as a missionary in different countries.
	I will be attending Western Oregon University.
	I will be going to college and playing soccer.

High School	Other Activities Seniors Will Be Doing
	I will be working towards my goal of starting a company.
	idk
	Im merried so i just want to be a stay at home mom and work for now
	In addition to continuing my education, volunteering and working, I plan to remain an active member in my church as well as an active member at my college. I also expect to do work around the house as usual.
	Internship
	Make my dreams come true. Finding how things work and find out life for myself.
	Pursuing music
	Pursuing the arts
	Sleeping
	Starting a buisness
	Taking a break from life in general and getting a lot of sleep for the first couple weeks
	Taking Jewelry classes
	Training in circus arts (aerial dancing)
	Working as a full time nanny
Sam Barlow	Attending bible college in Murrieta, California
	Being a movie star
	Being famous
	Continuing my dance career
	Doing sports
	Drivers Ed
	extra classes
	Having fun!
	I will be attending Animal Behavior College (ABC)
	I will be attending collage over the summer and into next year at Mt. Hood.
	I will be going to Mt. Hood Community College to do my prerequisites and then I will be transferring into Concordia University's Nursing Program.
	I would like to become a farrier
	living with the bears in alaska
	Moving out
	Not sure
	Relaxing
	sleeping
	Splunking.
	Well i plan on taking a few months off just to see what its like to not have to go to school anymore.
	working

High School	Other Activities Seniors Will Be Doing
	Working at the PDX airport
	working on a further education
	Working, earning money, hanging out with friends, i do not know what else.

After evaluating reasons for not continuing their education, Seniors were asked if there were any other reasons for not continuing. Responses to the question “Are there some other reasons for not continuing your education?” are provided in Table AD2.

**Table AD2: Response to the Question: Are There Some Other Reasons for Not Continuing Your Education?**

HighSchool	Other Reasons for Not Continuing Education
Centennial	.kxlbzkhvzbzdkjxhnbv
	Anxiety
	I have no flipping clue what to do.
	Military
	N/A
	no not really
	Not really.
	Piss off. I'm going to college.
	The jobs that are going to be open after I finish my education.
	There are trades that students can go into as well, not just college. But the main reason for not going to college is the cost, it is hard to find the money aside from loans.
	Work
David Douglas	I love money
	none
	Waste of time
Gresham	College isn't for everyone. Some people prefer learning from experience. Not from sitting at a desk.
	I do not want to end up with more dept then i know what to do with. I am not trying to dig myself into a hole with no way out.
	I will continue in the military.... /
	Money
	Music doesn't need a degree.
	none
	There isn't a degree at a college for what I want to pursue as a career.
Sam Barlow	Cause I done already got learnt enough.
	cost
	Family business, steady job with expectation to accelerate in

	going into the military to go to college for free
	I am .Apprenticeship
	I feel like my Lord and Savior Jesus Christ is calling me into the mission field.
	i hate everyone 8=D
	I jut want to take some time off to find myslef an dtravel
	I never said I wasn't going to go...
	I want to serve my country in the United States Military.
	I would like to move on, and see results of progress materialistically speaking.
	Its a waste of time in todays society.
	The school isn't the best at informing students with everyday events since there are only announcements on every wednesday.
	title 10. homeless

Note: The follow-up question to Private 4-Year Universities Not on the List had four responses. All four universities were identified in the public and private University Lists.

After reviewing the list of Private Trade/Technical Institutions, seniors were asked if the institution they were attending was not on the list. Table AD3 provides a list of other 2-Year Trade/Technical Institutions that were identified by seniors.

**Table AD3: Responses to: Is the Institution trade/technical college you're planning to attend not on the list? Please provide the name of the institution in the space below.**

High School	Other Trade / Technical Colleges Identified
Centennial	Job corps
	Portland Arts Institute
David Douglas	George Fox
Gresham	+564+8941+
	Beau Monde
	Birthingway College of Midwifery
	OCI
Sam Barlow	ibew
	IBEW Apprenticeship
	MT Hood
	Oregon Institute of Technology
	phagans
	Phagans Beauty School

In the Race / Ethnicity Questions, seniors were provided an opportunity to identify an “Other” category. When the clicked on this category, they were asked to specify a race / ethnicity. Results are provided in Table AD4.

**Table AD4: Other Race/Ethnicities Identified**

High School	Other Race
Centennial	Everything
	haitian
	Mexican
	Middle-Eastern
	Russian
	Russian
	Ukrainian
Gresham	Arab
	Egyptian
	Egyptian
	European
	idk
	Italian-American
	Jedi Knight
	Spaniard/ Irish
Sam Barlow	I choose not to specify
	jew
	Martian
	martian
	Mexican American
	Romanian
	Scottish
	That doesn't have to do with anything.

## Centennial Open Comments

**In general, what positive things do your teachers do that you would like to see more of?**

A majority of my teachers have given me the respect I've given them.

Actually helping students that need help

Actually helping students.

As a senior I enjoy when teachers treat me like the adult that I am now. But when teachers who only teach seniors treat us like we're idiotic and stupid it discourages me to wanting to advance further within my education.

Ask ou questions and let you know they they are there when you need them or to talk in general

Be a friend to students.

Be friends with us, and not be completely jerks. /

Be helpful.

Be nice to students, if they ask for help-help them. Not tell them to read the book. As Ms. Johnson told me.

Being happy

Being honest, actually showing that they care about the student and their learning.

Being in a good mood always puts me in a good mood as well.

Being involved in students learning

Being more open to their students and understanding their needs.

Believe in me

bring the classroom together and work on the in class assignment together. It makes learning a lot more fun and interesting.

Care

Care about their students.

Caring about getting a student where they want to be or getting students in need with help.

Circle time, which is not really related to the curriculum, but is nonetheless a powerful tool to promote a safe place to speak out about what often times goes unsaid. It helped me feel understood, and it helped me see that the other students are struggling just as much as I am, which essentially helped make our relationship and connection stronger.

Communicate well with students.

Communication with the student one on one. Could use more help understanding projects.

## In general, what positive things do your teachers do that you would like to see more of?

connect with students

Continue to reach out and connect to the students as well as participation in student activities

Debates.

Do more hands on activities with students, like Ms. Hilsenteger and Ms. Dean do.

Don't make the classes so shitty. Don't put so much stress on your students. We don't care about high school. High school has been the worst time of my life. I've never wanted to be somewhere less than Centennial.

Encourage to do my work. Say positive things about each students, and communicating with students about their life.

Encouraging creativity / Working at own pace

Explore different learning styles and if teachers were more like Mr. Thompson

Finding new ways of explaining things if students find it difficult to comprehend.

Genuinely help students who are struggling without any judgements. Be more considerate for students who may be having a hard time with other classes and that their class is not the only the class we're taking.

Get excited when kids start to understand things

Getting feedbacks from homework/projects/performance quickly

Getting one on one with the students and actually trying to help and aid the student to success.

Give kudos to the students that are achieving goals in their classrooms.

Give more compliments, talk to the students more.

Give more time on assignments.

Give recognition to students who are doing good work, and to have examples of this from a variety of students not just the same group every time.

Give us more class activity and group projects. I feel that these kind of activities help me learn better. It makes me remember in the long run what I've learned in the previous lessons.

Giving help

Going in depth.

Hands on tasks.

Happy

**In general, what positive things do your teachers do that you would like to see more of?**

Have a conversation with the students, get to know them better

have a more hands on training

Have more hands on activities and projects that allow us to have fun and learn at the same time with the people surrounding us as well.

Having a positive classroom environment.

having a support system and being respectful and supportive of my decisions.

Having one on one conversations with students and them feeling concern about our lives.

Help me with test and homework

Help students and really take the time, even if they have to stay late, to work with them.

Help students more and actually listen to them

Help with work / Answer questions

Helping me when I need help and explaining my assignments thoroughly.

Helping out the student that need it and not being byest to those who don't need it

helping people by being very detailed about the assignment at hand

Helping students

Helping us more in class and not doing our work.

Hopefully don't go off topic too much.

How well some teachers are involved with their class.

I do like to see more their help because sometimes we do not understand the project that we are going to do and some times the student is really shy or maybe she/he does not speak English and she/he cannot communicate with the teacher.

I enjoy when teachers take the time to get to know us as people and how we think as humans not just how we think as students.

I have seen many teachers work with students in explaining the assignment and it help the class understand what to work on.

I like acronyms to help me remember the materials, but I know there are many different methods of teaching

I like being pushed to do my best and having teachers who are humorous

I like how my teachers already are.

**In general, what positive things do your teachers do that you would like to see more of?**

I like it when teachers are actively involved in your education. They should be walking around and asking you if you need any clarification and try their best to help you graduate.

I like seeing teachers creating projects that model what we need to learn and giving the students creative freedom.

I like when my teachers actually listened to my opinions

I loved when my teachers treated me like adult

I think that I would like to see more teachers developing a personal and special, as well as intimate level of respect and learning when it comes to the teacher-student relationships, as my teachers have been able to do with me. If this happened at every school, then I think the theory of school and learning would be not only more wide spread, but also thought of as a necessity and something to cherish.

I think that they helped me a lot and that they make group works which is very effective.

I want some of the teachers to actually teach more than talk about their lives outside of school.

i would like some teachers to be a little more understanding.

I would like them making the class more active as opposed to letting them sit passively. Also teachers who also are constantly bothering their students are good to see more of too. /

I would like them to compliment work more and maybe give recognition to people that have done well.

I would like to see even more explanations of the subject.

I'd like to see more group projects, so that students can interact more affectively with other students.

I'd like to see options for students who learn differently and options for students at higher paces. We provide honors. But within every class a student who needs assistance gets it. If a student doesn't need assistance but needs more challenging assignments and criteria they should be provided.

I'd like to see other teachers have a good relationship with each one of their students, not only the ones that talk to them more. For example, there's a few teachers that care about us so much that no matter what they help us and are understanding with students situation.

In general, what positive things do your teachers do that you'd / like to see more of?

Interact personally with kids that are more mature than the bulk of students.

Interact with students individually

**In general, what positive things do your teachers do that you would like to see more of?**

Interact with their students.

Interactive assignments and student interest activities.

Joke around, like make school fun at the same time

Just communicating and making the activities fun and easy to understand in order to learn, such like my Spanish teacher, Jamie.

jxKhfbgskdjzb

Kindness. Although that depends on the students attitude 95% of the time.

knowing you have a different learning pace than other students and extending time.

Letting us give our opinions on certain topics

Lots

Make learning enjoyable and get the lesson across to all student clearly.

Making personal connections

Making personal relationships with students

Making sure students understand broad concepts rather than specific information.

Making sure the students understand the conceptual framework of the course material.

Making the class fun, when lecturing having a non-mono tone voice, understanding (if didn't complete an assignment on time with a good reason), noticing and developing bonds/connections with their students (even the quiet ones).

More involvement with the students

More of hands on things and taking notes so I won't get bored

More review

More student interaction

More team-building exersizes

My teacher treats me like a friend which is exactly what I'd like to see more of around the school.

My teachers would tell me when I had done an excellent job. They would also encourage students who were slacking to do their best.

N/A

N/A

**In general, what positive things do your teachers do that you would like to see more of?**

n/a

No homework

Nothing

Nothing

Nothing most my teacher do enough

Notice me more instead of talking to the class as a whole so that i feel more important.

Offering supposed for students. On whether it is with school related work, or trusting them to talk about personal issues.

Often able to talk freely with students.

One of my teachers has a schedule on the board for what we do each week. However, even though it might say "quiz" on the board today, if he feels that we are not ready to take it today, he will make the quiz tomorrow. I like that he evaluates and listens to how much we understand the material to determine the deadlines rather than being inflexible. Also, some of my teachers write positive comments on the quizzes or tests that I do well in, and I think it makes me feel that the teacher cares about my grades.

One on one helping, so smaller class sizes.

Positive attitudes /

Push students to make them improve or do more than what is just required.

Really care and get to know the students

Really caring about certain students and not only how they do in school but in their home life too.

reinforcement. support. help. I feel like the teachers are only here for a paycheck and don't really value their job or the students.

Rounding up grades

School

Show more of their personality and now just be a brick wall when asked personal questions.

Showing they they really care about your grades/graduation requirements.

Some of the teachers actually care about students and it's nice to have someone ask how you are when you don't feel like anyone notices you.

## In general, what positive things do your teachers do that you would like to see more of?

Some teachers treat their students more as adults, rather than students, which I believe has a very powerful effect on their behavior in class.

Speak to the students about grades during the whole year. Not just last weeks of school.

Support

support students / GIVE EXTRA CREDIT / SHOW RESPECT / smile / not yell / ask how we are doing / be a friend / show respect

Support the students and truly care about them.

Take the time to actually compliment and pay attention our outside lives and give us advice.

Taking part in students life

Taking time to talk to students about the quality of their work

Talk

Talk to me in a serious way. In a way that makes me comfortable. Like Mrs. Fleck she speaks to me as if I was a friend that she would help.

talk to me. Keep me posted on my grades

talk with kids on an one to one level, that way they can get a real understanding of the student.

Talking to a student like a normal person

Talking with you one-on-one. Creating an atmosphere in which every one feels welcomed.

teach

teacher taking in interest in forming a bond with students to help them developed

Teachers should be better at gauging the level of student's understanding and not just expect them to learn things right away with one explanation. Also, being more hands-on and invested in helping their students.

Teachers who are helpful and make things clearer to understand for each individual person make learning more fun and easier. I would like to see more teacher be willing to go the extra mile for each student.

Teachers who can take authority but at the same time understand how stressful we are on regular daily basis. A teacher who doesn't just always make us write or read but used different activities that could be effective. I feel happy that most teachers take out their mornings or afternoons to help us out. Teachers who are aware of their own students lives is also a big impact.

**In general, what positive things do your teachers do that you would like to see more of?**

teaching in various ways, not just by lecturing.

The positive things the teachers do is the explaining the problems in general and I want to see more of it.

The teachers really seem to care about the students well being and success.

They already did all that I wanted.

They are friendly

They are fun with their teaching.

They ask how i am feeling after a tough assignment.

They care, It's rare in this school or any other for teachers to actually care about students after years of cynism

They don't judge you when you do something wrong.

They don't treat us like babies

They get to know me and truly care about me.

They help guide me step by step on things that I may not or don't quite understand yet.

They help me and let us take retakes

They help me understand what stuff I need for my assignment and text too

They look at my grades, and help me through the courses. All my teachers have supported me, and made sure I was on track to graduate!!!!

They praise you for all the hard work you do.

They provide extra help for students who want to do better. For example, they provide extra credit to help your grade.

They should talk about grades more often and make homework. They should also give out review answers so that the children know if they are doing the right thing or not.

They show that they care about their students in school, and with the students grades in order to pass classes. But students need to show that they care too.

They sometimes make the assignment fun by adding things that we like and sometimes they crack a joke here and there.

they talk about writing skills they talk about different math skills u can learn by taking many math classes at ur level which is why I think they should continue to keep talking about more of

**In general, what positive things do your teachers do that you would like to see more of?**

They teach me.

They treat the students like they're actual people and not robots.

They will go out of their way to make assignments interesting.

They're understanding and helpful

Those teachers that have enough time to get around to most or every student in order to understand their current progress help students greatly and I would love to see more teachers do so. Along with teachers that have a one on one connection with students, there are teachers which make learning easy and fun by breaking down the subjects to make the understanding of concepts easier.

Treat students like adults.

Treat us like a human being

treating me like an equal adult instead of a incompetent child.

Truly caring about all of their students, and going out of their way to help them.

Turn in complete assignment.

Understand and know what is happening in my personal life and arrange so I pass with my circumstances

Understand that we have multiple things going on at once.

Understanding what goes on out of school and how it effects me.

Understanding where students come from, and learning at there pace!

Updating grades weekly.

When teachers are understanding and care about how the student is doing on a daily basis is always a good thing

Working face to face together

Working hands on with the students and giving them advice in what to do with their work

## In general, how could teachers change their instruction to make classes better?

They can put more time in staying after school for students

A few teachers need to gain more control over their classrooms.

Actually care about the students

Actually teach and explain assignments

All ok at teaching

Allow students to do more work on their own.

Although reading directly from the textbook is what most colleges will do, I could use a little more explaining from some of my teachers along the way to help prepare me for understanding the technical parts in the book.

Apply more real world knowledge to the classroom.

Apply subjects to the real world.

awkjerhbfaksjfb

be aware that not everyone learns the same

Be clearer on expectations

Be maybe even a little more strict on students to keep them from focusing on anything but the lesson being taught in class.

be more clear

Be more hands on. Not just read off of a PowerPoint. Make learning fun

Be more strict on the students who are not willing to respect them. I've seen students who disrespect many of the staff and teachers here at school and I find it not okay that the only discipline the student receives is detention. Advice would be that they call the parents and let them know how the kid is behaving. If the student continues then they should not be able to attend school with the students who actually wants to be in class and learn. It really pulls time away from the teacher and other students who are there to learn.

be more thorough with instructions

Be more willing to help their students and not giving up on them when they don't understand.

Be supportive and friendly to their students.

Better communication

## In general, how could teachers change their instruction to make classes better?

By bringing in different teaching techniques helped students participate in daily activities and projects. By providing this changing scene helps students learn all sorts of ways. Each student learns differently, and different techniques reach every individual, helping them succeed.

By doing different strategy.

By not overcrowding students.

By teaching and not wasting time on talking about other things and focusing more on students.

Change of attitude and perspective. Put themselves in our shoes for once.

Creating more assignments that involve student participation instead of lecturing

Do less long on your own work, and help students more.

Do many different learning methods. It's hard when one teacher teaches one way but it's hard to understand.

Do more than just talk in front of the class and do more activities. They could get more personal with their students and get to know them better.

Do them

Dont discriminate against religion , or the topic / more group projects / extra credit / test retakes / support support

Don't give us this "learning" bull. You give us information to memorize up until a test. After the test everything floods OUT OF MY BRAIN. You are not teaching us. You are giving us things to memorize. That's not helpful. People are DEPRESSED because of high school. It's a nightmare here. And I'm glad I'm leaving.

Don't just let people call out. We all know the smartest kid knows it right away. It doesn't give me time to think and understand.

Dont let students off with things so easy. Its not like that in the real world.

Don't make them boring. Keep them short and simple.

Eh, no easy fixes.

encourage them

Enforce their rules more and give less lectures (teaching more).

Explain how much of your final grade the assignments are worth

Explain more clearly

Finding ways to make learning more fun

## In general, how could teachers change their instruction to make classes better?

focus less on everyday so called "busy work" and more on learning skills and then applying them to bigger projects.

Focus on teaching not just on state or district conduct.

Force students to study and have more homework.

get the students to do activities that get them into small groups and make them more active inside the classrooms

Getting more involved

Getting the after school help made it more efficient for my learning ability.

Give more details in instructions, along with a detailed description of what they expect.

Give more instructions.

Give packets instead of a page a day.

Give them less students because oftentimes its the students more than the teachers that are inhibiting learning. But one thing they could change would be to reduce the number of times we just go through power points and fill up notes because that isnt really learning, all it is is memorization, and that doesnt last.

Giving students more responsibilities.

Group projects

Have a better attitude towards what they are teaching.

Have a separate class for the students that require a teacher's assistant.

Have games

Have the teachers gear plans more to real-world events.

I dont knw

I have found that there are a lot of teachers out there that do not adapt their lessons and plans to better benefit the student body and the learning environment all the while sticking their necks into a large and boring practice that gives no values or change in personal interest to the audience. If this was adapted to many other schools, that would be great, because I think my experience has been better because of it, and my life has been changed positively and for the better because of it.

I think assigning long passages of reading is a bad way of teaching. Minds wonder have way through it. I mean it's important for some classes, but I believe students learn better with actual instructions.

## In general, how could teachers change their instruction to make classes better?

I think that they could improve their instruction by elaborating more and giving extra details that are not necessarily on the tests.

i think what they have so far is fine.

If they made sure everyone knew what they were teaching fully.

In general, how could teachers change their instruction to make / classes better?

In my opinion I wouldn't change anything.

Instead of being inside all day have an outdoor activity or assignments that students can do with others.

Instead of just lecturing, they should sometimes get the class actively involved in discussion of topics. Most kids just sit there passively not learning a thing while teachers just lecture and send them off with assignments.

Its fine how it is. Different teachers have different style. But I would like to see more teachers out at events, and making kids show up to increase school spirit.

keep them the same

Know what there talking about and be friendly and helpful.

Learn the material better myself.

Lecture us more on what we could do better instead of about what we did wrong.

Less group projects and more individual work

Less lectures

less lectures

less lecturess

Less lecturing and treating students like computers that they need to upload information on and send off. And to make sure that every student is understanding rather than moving at the pace of the fastest student.

Less lecturing more examples

Less lecturing, more hands on projects and group projects.

Less sarcasm and attitude at inappropriate times

Less textbook work and more verbal work. Give directions and PowerPoint presentations and have them discuss what they learned.

## In general, how could teachers change their instruction to make classes better?

Let students have freedom

listen

Listen to the ideas of students.

Lots

Make class more entertaining

Make it easier to understand better.

Make it more applicable to real life.

Make it more entertaining .

Make more basic outlines.

Make students more involved

Make students participate without the pressure

Make sure all students understand the content before moving on.

make sure that every student is on the same page so they dont get behind.

Make sure they clearly understand what they're students are supposed to be taught.

Make sure they know what the students need to be taught.

Make the class more interesting

Make the classes more fun

Make them a bit more clear and give examples.

Make them more exciting.

make them more fun and inviting

Making class fun and easy to learn . Students would be more excited to learn if they knew their teacher was fun and treats students as young adults.

Making sure everyone is given a fair chance.

More assistance on helping students understand and comprehend what concept they need to learn.

More direct talking /

more hands on approach that relate to real world objectives

## In general, how could teachers change their instruction to make classes better?

more hands on learning

more hands on teaching rather than lecturing the class for an entire period

more interesting, and they should have more passion for what they are teaching

More involved instead of lectures only.

More review

More visual learning.

more work time

Most teachers clearly have favorites, and many openly show other students through their actions and words that some students are liked more than others.

N/A

No, I think the way it is, is good enough.

Not all, but some teachers need to believe in their students a bit more, and if they are struggling with their quiz/test scores help them out.

Not as many lectures

not be so closed minded

Not be so lazy

not be so rude to cal students

Not be too serious all the time

not blow off some questions some students have or give negative feedback

Not doing so much packet work

Not just lecture but also give examples that way students who do not understand will get a better sense of the lesson.

Not lecture because you can lose students interest in the topic.

Not so repetitive/uniform.

Not to favor students

Nothing

Nothing. There are too many students who don't give shit about their educations so those fuckers drag the rest of the class down

## In general, how could teachers change their instruction to make classes better?

Pay attention to every student and don't pick favorites.

Probably gear their teaching differently to those students who learn differently.

Provide more in depth lecture and demonstrations about curriculum.

Provide more methods that work effectively for all types of learning.

provide more time to practice.

Provide more variety of how they approach things and how they teach things.

Relate more to the students by using something they would understand easier

Respect that students can have a rough health life and be in the hospital and not penalize them for it.

Round grades

Set deadlines at the beginning of a unit.

Show how the lesson can be used in the real world.

Some teacher just needs to stop talking about their personal life and work on their teaching skills because some teachers don't really know what they are teaching in class sometime.

some teachers don't actually teach topics when they think they are.

Some teachers need to be more clear on assignment guidelines and due dates.

Staying on topic and not talking about some irrelevant story out of no where. Math teachers do not get involved with students hands on which would help a great deal.

STOP GIVING US PACKETS AND DO SOME ACTIVITIES!

Talk less

talk less.

Talk more

talk to students at

talking more about how students could reach their level off reaching their goals or the kind of career they want to have so they do really well in it

teach class well along with a lot of example and worksheets

teach the way kids need to be taught. Understand that not all students learn the same way.

Teachers can change their instruction to make classes better by one on one time with students.

## In general, how could teachers change their instruction to make classes better?

Teachers should try their best to incorporate technology into their lessons because students quickly lose their focus when the teachers speak for too long.

Teachers shouldn't talk down to students, like talking to them as if they were a baby is a bad thing

Teaching instead of just going off a book of what to do.

The instruction is good

They all do a good job.

They can talk with student who doesn't follow teacher said.

They could ask more question about the knowledge that their student have to know

They could definitely put more emphasis on self expression.

They could make their activities more interesting by doing fun activities, because there's some teachers that just talk and talk and talk during the whole period of class and it honestly make students fall asleep or make them use their phone because it's boring and not interesting.

They could make their approach better and respectfully. I think that they should speak clearly.

They could not treat children like kids, and they should answer questions fully instead of saying oh figure it out on your own.

They could not. There is not a thing that teachers could do because of the education's regulations set in Oregon. It is up to the people on the Oregon board of education to give students a better high school experience.

They could relax a little with homework assignments, especially for student athletes. I understand that sometimes homework is necessary, but there are times when they assign things and then never put them in the grade book or on tests; it can be unneeded stress on those students who are involved in extracurricular activities.

They could talk to students to find out how they like their teaching styles to see if they are learning.

They don't need to.

They need to explain more what we are doing or what we are going to do. They also can give to us examples about what we are going to do and how we are going to do.

They should keep instructing the way they are right now because it's working.

They should move kids who are not following class rules

They should not just teach by standing in the front of the room they should give students the opportunity to get to work with others that way they can get other perspectives.

## In general, how could teachers change their instruction to make classes better?

Think on a students level. From our brains not their own. Sometimes I have a hard time understanding references just because of the life experience differences.

To add a fun activity in between long lectures.

To do more hands on work.

To understand students more often and be there for them LIKE HAVERKAMP!

try not to let their mood affect the whole class

Understand that others have different learning methods, and modify their teaching method for how the class learns.

Use enthusiasm and show the spirit to motivate others.

Use interesting powerpoints

Use less poerponts and teach more directly and in more creative ways.

Use more interactive assignments and ACTUALLY explain the lessons, instead of just assigning pages to read in the textbook and learn on your own. If so, at least explain further into the lessons and be more detailed. Sometimes, many teachers don't always teach, but instead just assign pages in the textbooks to read. Teachers should teach, not just assign reading pages.

When they don't just stand and lecture at us, when they have a PowerPoint or they make the instruction fun is when I enjoy classes the most

**Please share any comments about specific things that made your CHS experience great or not so great.**

A lot of bad teachers.

All of the extra activities that were provided

Being apart of the clubs such as NHS and FBLA really expanded on my leadership skills. I feel more involved and connected to the school as well as my fellow peers. Being apart of the officer team for NHS made me grew a lot as an individual as I had to get over my fear of public speaking.

being involved in extra curricular activities

Being treated like I'm stupid makes it not so great. But there are a few select teachers I really enjoy. The ones who really encourage me to advance. I really enjoyed ms. Shewie was my counselor before and she really was the reason I'm still in high school now.

Centennial High School treats it's students like they are 6th graders. They also do not spend their money or time in a useful way. I have had so many problems with this school district. I previously attended Gresham High School, and after I transferring to Centennial I have noticed a major spike in my anxiety and depression. I now wish I had never attended this institution.

Certain aspects of high school were great but others werent so great. Such as the teachers, Houshmand, Hanson and McKee made it really difficult to not dread coming to class. They talked down to the students as if they were the king/queen of the world and we were the dirt under their shoes.

Certain teachers I've had for multiple years were able to form closer bonds with me and I felt more support from them than anyone else.

Certain teachers were amazing.

Choir has made my experience the best it can be.

CHS has very supporting staff and students, along with curriculum which helps with students in succeeding and learning.

CHS helped me have experience in searching for jobs.

CHS is a great school and I enjoy my years in this school the best.

CHS wasn't so great due to the fact that it seemed like most of the time, students were recognized for their athletic abilities instead of their academic skills. It seemed like money from the district was being funneled into athletics instead of school.

Classroom size is a huge issue because sometimes I would feel like the teacher is swamped with other students and I did not get to ask my question.

counsellors need to help seniors out more with graduation requirements and letting their teachers know whether or not if they need those classes to graduate

**Please share any comments about specific things that made your CHS experience great or not so great.**

doing well in high school in all my classes my 4 years had made my CHS experience great along with staying positive having good attendance getting all my assignments done on time and turned in doing well on tests and quizzes and having great classes with great teachers and getting lots of help in classes. and being apart of going to basketball games and football games has made my CHS great some of the things that haven't been so great is the fights I would see sometimes at school but overall my CHS experience was great glad I got to become apart of such a great school like CHS

Everyone is there for each other

Financial math was very helpful.

For the past years, i have had teachers that sucked at teaching and i would have to re-learn some of the work/problem myself, but there were also teachers i had that really helped me and made CHS a better place.

GET INVOLVED AND HAVE SCHOOL SPIRIT.

Getting to meet new people. Making new friends. Participating in school activities, such as showing up to the school Football games to show love and support for my Eagles! Winter Formal and Prom were two of my main best experiences I've had in my time being here at CHS.

Grate

having a Spanish teacher for German

having my friends to help and support me

he-man volleyball was the best event

Honestly, nothing really comes to mind either way. However, most of my experiences at CHS have been great. I guess one thing that was nice was the water fountains. Very good water. Nothing bad comes to mind at all.

I believe that without the deep and shared intimate and friendly community that we have here at CHS, then I would not have become as great of a person as I am now. Just the fact that all of the teachers, students, staff, parents, and friends within the community are working together to improve each others lives and worldly experiences shows that it should be something that all schools and their communities should strive for.

I didnt like the lack of respect from fellow students & teachers.

I do not like Centennial. I went to Parkrose from 3rd grade to 6th and I felt like the enviornment and community there was much more united. Students got along better there and it was not so socially diverse. I feel as though every school is closer and more supportive than Centennial. I am more than happy to be out of here.

**Please share any comments about specific things that made your CHS experience great or not so great.**

I don't know.

I don't like that your grade in the class can be 100% class work and not based on how much you've learned in that subject. For example, someone could have an A in the class but not know anything other than how to copy work, whereas a student could take the test, get A's or B's on them all and still not pass the class.

I enjoyed choir and the talent shows very much because those performances brought me out of my shell, and I became more confident in life and in myself.

I feel as though our school tends to put far too much value on students and staff who are disrespectful to the school environment. As in the are given more respect even though they themselves do not give respect to others. / I also feel there is too much attention on issues that do not exist much in our school, instead if on the issues that actually do exist. / Another thing I feel that is not so great is that our dress code has rules in it that are misogynistic and transphobic. Notably the fact that men aren't allowed to wear women's clothing. This rule is honestly very discriminatory of transsexual individuals. / I do feel though that the SUN program and after school meal program are very beneficial.

I feel like these surveys are a waste of time, I feel like some of the teachers/ administrators in the school have a bad attitude towards students in general and I also think that some of the things you reward for like perfect attendance and all that are very wrong, especially for the people who cannot make it because of tragic things, it's wrong!

I feel that the administration does not support the activities enough, however it has begun to get better.

I felt a strong connection to my teachers and my AP classmates that I'm sure I could not have got anywhere else. Centennial's staff is the one thing I'm going to miss the most about high school. I've only had one teacher in all my four years who I felt did not care at all about his student's hard work; he was very inconsiderate and lacked understanding which made it very difficult to enjoy his class. All the other wonderful staff. however, made up for that one bad seed.

I felt like some teachers did not care enough for students' grades. Nor will they give for chances to pass their classes. A marine science teacher would not allow me to take any of the tests I missed due to absences that were excused. She simply said "what I will not do is give you a passing grade". Teachers like these are what represents the school and I felt like teachers are too lazy to want to help students with needs.

I had an experience at this school, some good and some bad. I'm just glad it's over, and i'm moving on to bigger and better things!

**Please share any comments about specific things that made your CHS experience great or not so great.**

I have not had the greatest experience in this Highschool because the teachers and especially the counselors are not willing to help you. At all. My counselor was horrible and made me cry on many occasions and I simply stopped going in to see him. This is the only school I've been to that the counselors do not help but make things worse or simply don't do their jobs.

I joined drama and that really changes everything in my life. I attained a lot of friends and I became more confident and understanding to people. I learn how to respect my peers and to value other opinions and perspectives in life.

I joined the cheer team, I made friends I never thought I would be friends with.

I like how diverse CHS is

I like that all my decisions were respected and that no matter what I always felt safe. One thing that I think should be made is that the securities shouldn't be yelling at the students when its passing time or just be walking like they control us because they don't.

I liked choir and rec. activities because it was nice to get out of the desks and doing paperwork.

I love CHS

I love how close I've gotten with everyone in this senior class

I loved my experience here and most of the teachers were good

I loved my high school career here at Centennial, wouldn't have chosen anywhere else

I met a lot of good friends.

I really liked my counselor Mr. Yoder, he was a cool guy who really helped me out, with my personal problem and helped me figure out which class to take and how & if it would benefit/obstruct my grade.

I strongly disagree with how our school focuses more on rewarding our athletes more than they do for those who have good education. To me a athlete who can score big in school & sports are the ones who should be rewarded. I also believe our school should be a lot more strict with security because it's not that difficult to walk out of school or let someone in. The schools dress code is also really dumb because no one really follows it or gets in trouble. My favorite part about HS was football season but it's sad to know that football game is the only sport students are more willing to attend.

I truly did hate it here I feel unwanted and everything, but with a few friends I've made it here when I thought I couldn't any longer.

**Please share any comments about specific things that made your CHS experience great or not so great.**

I truly find that CHS's rule against men cross dressing to be somewhat offensive. I think it discriminates against transgender teens. Girls in our school are allowed to wear whatever they want, giving them the opportunity to come out as transgender in high school if they so feel like it, but men in our school have no such luck. I believe that men, like women, should be able to dress however they want.

I wish so much that there was more support for the choir and drama department, especially from Ricker. In the 4 years I've been to he has only attended 2 choir events and only one Drama production. He says he cares about the students but he won't take the time to actually go and support them.

I wish they could lower the GPA needed to leave off-campus for lunch.

I'd say I got the opportunity to be involve in any after school activities and network.

If the curriculum was changed and teachers were more willingly to work with their students rather than judge them things could work with this school.

it was all great. All the teachers helped me through everything and respected me.

it was good because everyone is so accepting and nice for the most part.

It was great

It was pretty average to be honest. I enjoyed it merely because it wasn't horrible at all and the staff and students are nice people.

its ok. I swear people piss me off.

ive been able to get really close to all my teachers which made this year really enjoyable. I've also been able to get closer to my friends which made my CHS experience really great.

Just overall the involvement that we had as a school was over the top, and that made everything beyond magnificent. This made everyone feel like they belonged at school. The amount of school spirit that we had was incredible. I LOVE Centennial High School. Once an Eagle, Always an Eagle. I'm seriously going to miss it so, so much. / / Thank You, / Thank You for making my high school career unforgettable.

lkdjfbwkjdsfbg

Make classrooms smaller with not as much kids.

Meeting and participating in events.

more better tasty food at the caffeteria.

More school sprit from students.

Please share any comments about specific things that made your CHS experience great or not so great.

Mr Thompson is awesome

Mr. Coupe is rad as hell and I would not have made it through high school without him. I always looked forward to seeing him because hes made my high school experience worth it!

Mr. Grubbar made me cry once for saying what I did wasn't actually mine because he had missed so many weeks he didn't see me do it. He underestimated me and said I wasn't good enough.

Mrs.fleck made my hs year great. She was always there for me and talked to me and helped me through life, and not just only school.

Ms.Johnson not so great

My 4 years here was amazing, and i won't change one bit of it.

my chs experience was good then during my senior year I had a schedule error and was forced to take classes I didn't want to from my counselor. I really had a lot of support from Anna Cirbo and Anne Haverkamp.

My CHS experience was pretty okay.

My experience at Centennial was great. I felt belonged and supported by my peers. Many of the teachers were nice and friendly. In addition they showed that they cared. Also the staffs were very nice.

My experience with CHS was great ever since my freshmen year  
my friends.

My work in the metal shop has helped me learn a ton of practical skills and has helped me decide on a career.

N/A

N/A

n/a

N/A /

No

No activities that fit my hobbies or interests

No computer classes what so ever

Not so great? How about terrible. How about GROTESQUELY INHUMANE. Help us! Don't fail us. Teach us USEFUL REAL WORLD INFORMATION, don't just cram the same bullshit down our throat that you've been told to "teach." PEACE. I am outta here.

Please share any comments about specific things that made your CHS experience great or not so great.

Our technology sucks, the teachers try to do as much with what we got, but they can only do so much. All the computers are slow and outdated. Additionally, they are limited. When the library has to closed there is no where else where you can print or do research. Additionally, the library itself is not that large and capable of hosting large number of students. The last thing is that its infuriating that students do not receive enough recognition for their academic achievements, while athletes receive recognition for fall, winter, and spring sports. We have the honor roll, but nobody really pays attention to it.

Overall Centennial High School is one of the best High schools ever "Once An Eagle Always an EAGLE!!!" My experience as a teen mother I noticed how supportive the student body can be, and I absolutely admire that because without support where would I be?! The down sides of my CHS experience would be graduation! Paid \$35 for just 16 tickets when there is unlimited seating that's unfortunate.

Overall, CHS is a great school. The students are, most of the time, very nice and welcoming. School spirit has been increasing a lot the past two years. It would be even better if there was more.

People around me

People were good

People.

Please share any comments about specific things that made your CHS / experience great or not so great.

Poor teaching methods.

Schneider

School spirit is greatly needed! More school events!!!!!!

Should have a mens volleyball team

Socially CHS is a dump. Overall I did not enjoy my experience at CHS and do not suggest going there for my younger siblings or neighbors.

Sociology class taught me a lot about myself.

Some of the faculty members are just rude for no reason.

Some of the staff is very rude regrading students with illnesses

some of the students made me dread going to school

Some of the teachers here are amazing. (Ex. Mr. Thompson is the best teacher ever)

**Please share any comments about specific things that made your CHS experience great or not so great.**

Some students are ignorant, arrogant, and irritating.

Some teacher need to be a little more flexible because they act like their class is the only one the student has

Some teachers roll their eyes at you :(

Some things that were great that I experience was having teachers actually care about our education

Something that would have made my CHS experience better is if there was more student support for smaller sports/activities.

Sometimes I think many people didn't understand about the other countries people that they didn't like, so CHS should make student care about other countries' people.

Specific things that has made CHS a great experience were the spirit involvement and activities provided here at school. The diverse and supportive environment provided here at CHS makes everything great. The choir department has made a huge impact on me and my high school years.

Sports

Students made my CHS experience not so great. Even as a senior I feel bullied at times.

Students make friends and stick with them, often causing new people to find it hard to make friends.

Teachers like Wescott, Davidson, Havrilla, and Basinski

Teachers need to show emotion to the topics and their student. They need to show that they care.

Teachers were not judgemental but they knew my potential and made me reach it

teachers who can be on time to class but expects students to be

Technical Teather

Telling students that the only thing you can do after high school made me angry and made my experience not so great. Also, the forcing of students to take many core classes was awful.

The Centennial High School Choir has changed my life greatly that I feel like I have a second family within the school and friends.

The drama department is like a family

The effort to get students into AP courses was not present for most of the time and the communication from the home high school to a charter was a complete mess.

**Please share any comments about specific things that made your CHS experience great or not so great.**

The elective courses and AP classes were really fun, and the teachers and very understanding.

The environment

The freedom of school was something I enjoyed the most.

The front office and admin. Really helped make my high school experience, they were my family and I am sad to leave

The office ladies made it great! I love them. / CAL was a life changer. I would go to only CAL if I could.

The people that made my senior year worth it is the entire office, they've taught me and helped me so much through my last year of high school, and I don't know what I would do without them!

The school tries to make all of us be involved. The school has too many restrictions

The staff is great.

the staff made my years at CHS great

The staff was great.

The staff were always on your case if you weren't doing so well. That is something I appreciate greatly, because it reminded me that I needed to push myself more than I wanted to.

The support and help from teachers helped me in school.

the teachers are amazing

The teachers are relatively friendly and cool.

The teachers definitely had a big influence on me, most of them were very supportive and helped me throughout my entire high school career.

The teachers don't care about students and most of the students are not at all friendly

The teachers that would get to know me and crack jokes with every now and then.

There great!

There have definitely been a couple of teachers and staff that helped me throughout these four years and I am thankful for all the opportunities that I have been given.

There were a handful of teachers that made CHS a great place.

They made this school safe and making me do what I need to do to graduate.

**Please share any comments about specific things that made your CHS experience great or not so great.**

To be in CHS is the best because it is a great school, all the teacher are very nice with you, and it is a school where I can feel safe as my home. I love this school, I have a lot of memories from the school, a lot of good times with friends and teacher. CHS is the best school!

very efficient in preparing us for work/college.

Well..... I really miss all the events we use to have when I was a freshman and when I was in the 8th grade and attended many school events with my brother. Oh! and maybe some more school spirit! xD

What made it great was that most of the AP teachers are really great. What made it not so great was the students.

What made my experience at CHS great was that I had many opportunities to secede because of the teachers and staff that help and listed to my ideas and opinions.

wish we had more funding so this school could do more fun stuff. / more school activities, like dances and stuff like that / MORE SCHOOL SPIRIT / wish sports were better / the mantality of athletes needs to change. not enough discipline, and it shows in the scores / / BEING involved makes school way better, and does make you want to me more successful in school