

# High School Senior Survey – *What's Next?*

Results of the 2016 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. This marks the second administration of the *What's Next* survey.

## Methodology

- This year, MHCC's Analytics & Institutional Research (AIR) contacted principals at all twelve in-district high schools via email. For schools that participated in the previous administration of the survey, the email included an invitation and reminder of last year's effort. Schools that did not participate were provided an invitation and outline of the benefits to each high school. The AIR team worked 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, four principals indicated a willingness to participate (Centennial, Gresham, Sam Barlow, and Springwater Trail). Prior to the first administration, the AIR team met with the principals to identify 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.
- Participation rates for the high schools are:
  - Centennial – 288 Seniors Responded (38.0% of Total Respondents)
  - Gresham – 272 Seniors Responded (35.9% of Total Respondents)
  - Sam Barlow – 163 Seniors Responded (21.5% of Total Respondents)
  - Springwater Trail - 34 Seniors Responded ( 4.5% of Total Respondents)

## Findings

- Three quarters of seniors (75.30%) indicated they would be continuing their education.
  - Centennial – 68.40% Continuing Education
  - Gresham – 85.66% Continuing Education
  - Sam Barlow – 71.78% Continuing Education
  - Springwater Trail – 67.65% Continuing Education

For those continuing their education:

- The distribution by type of institution is:

4-Year Public –	25.27%
4-Year Private –	11.83%
Community College –	58.06%
Trade/Tech. College –	2.69%

  - **Centennial**

4-Year Public –	34.39%
4-Year Private –	6.88%
Community College –	55.56%
Trade/Tech. College –	1.06%
  - **Gresham**

4-Year Public –	23.28%
4-Year Private –	14.22%
Community College –	56.09%
Trade/Tech. College –	4.31%
  - **Sam Barlow**

4-Year Public –	17.54%
4-Year Private –	15.79%
Community College –	59.65%
Trade/Tech. College –	2.63%
  - **Sam Barlow**

4-Year Public –	8.70%
4-Year Private –	8.70%
Community College –	82.61%
Trade/Tech. College –	0.00%
- 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 forty percent (40.50%) received at least one scholarship. The median value of scholarship awards was \$2,500.00.
  - **Centennial**

Received Scholarship –	35.45%
Median Value –	\$2150.00
  - **Gresham**

Received Scholarship –	45.26%
Median Value –	\$3,500.00
  - **Sam Barlow**

Received Scholarship –	35.96%
Median Value –	\$2,800.00

- **Springwater Trail**
    - Received Scholarship – 56.52%
    - Median Value – \$1,200.00
- The majority of seniors bound for 4-year Public Universities will attend:
  - Oregon State University – 40.9%
  - Portland State University – 28.4%
  - University of Oregon – 18.2%
  - **Centennial**
    - Portland State University – 43.2%
    - Oregon State University – 32.4%
    - University of Oregon – 18.9%
  - **Gresham**
    - Oregon State University – 41.5%
    - Portland State University – 26.8%
    - University of Oregon – 22.0%
  - **Sam Barlow**
    - Western Oregon University – 40.0%
    - Oregon State University – 30.0%
    - Portland State University – 20.0%
  - **Springwater Trail**
    - No Seniors indicated they would attend a 4-year Public University
- The majority of Seniors bound for a 4-year Private University will attend:
  - University of Portland – 25.0%
  - Concordia University – 16.7%
  - George Fox University – 16.7%
  - Linfield College – 16.7%
  - **Centennial**
    - Concordia University – 40.0%
    - George Fox University – 20.0%
    - Willamette University – 20.0%
    - University of Portland – 20.0%
  - **Gresham**
    - University of Portland – 26.7%
    - George Fox University – 20.0%
    - Linfield College – 20.0%
  - **Sam Barlow**
    - Concordia – 25.0%
    - Linfield College – 25.0%
    - Pacific University – 25.0%
    - University of Portland – 25.0%

- **Springwater Trail**  
No Seniors indicated they would attend a 4-year Private University
- The majority of Community College Bound Seniors will attend Portland Metropolitan Area Colleges:
 

Mt. Hood Community College –	69.1%
Portland Community College –	18.1%
Clackamas Community College –	4.9%

  - **Centennial**

Mt. Hood Community College –	70.0%
Portland Community College –	22.9%
Clackamas Community College –	4.3%
  - **Gresham**

Mt. Hood Community College –	70.2%
Portland Community College –	17.7%
Clackamas Community College –	4.8%
  - **Sam Barlow**

Mt. Hood Community College –	68.4%
Portland Community College –	7.0%
Clackamas Community College –	7.0%
  - **Springwater Trail**

Mt. Hood Community College –	57.1%
Portland Community College –	42.9%
Clackamas Community College –	0.0%
- 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. Gresham and Sam Barlow High Schools were the only ones to have seniors indicated they would attend a private trade/technical institution. The majority (66.7%) indicated they would be attending ITT Technical Institute.

For seniors that are not continuing their education:

- High school seniors identified three reasons for not continuing their education:
 

Cost –	Mean = 3.69 out of 7
Feel Unprepared –	Mean = 2.77 out of 7
Grades not good enough –	Mean = 2.74 out of 7

  - **Centennial**

Cost –	Mean = 3.16 out of 7
Feel Unprepared –	Mean = 2.65 out of 7
Don't Know What I want to do –	Mean = 2.65 out of 7
  - **Gresham**

Cost –	Mean = 3.86 out of 7
Grades aren't good enough –	Mean = 3.14 out of 7
Feel Unprepared –	Mean = 2.77 out of 7

- **Sam Barlow**
  - Cost – Mean = 3.97 out of 7
  - Grades not good enough – Mean = 3.56 out of 7
  - Feel unprepared – Mean = 3.06 out of 7
- **Springwater Trail**
  - Cost – Mean = 4.33 out of 7
  - Not interested – Mean = 3.78 out of 7
  - Don't Know What I want to do – Mean = 2.80 out of 7
- Information content most likely to increase seniors continuing their education should focus on:
  - Financial Aid / Scholarship availability – Mean = 3.42 out of 7
  - Flexible Schedules – Mean = 3.12 out of 7
  - Job placement services after graduation – Mean = 3.07 out of 7
  - **Centennial**
    - Flexible Schedules – Mean = 2.87 out of 7
    - Financial Aid / Scholarship availability – Mean = 2.83 out of 7
    - Cost comparisons of similar schools – Mean = 2.78 out of 7
    - Lifetime Salary comparisons – Mean = 2.77 out of 7
  - **Gresham**
    - Financial Aid / Scholarship availability – Mean = 4.03 out of 7
    - Flexible schedules – Mean = 3.42 out of 7
    - Job placement services after graduation – Mean = 3.17 out of 7
    - Services for success – Mean = 3.08 out of 7
  - **Sam Barlow**
    - Financial Aid / Scholarship availability – Mean = 3.80 out of 7
    - Job placement services after graduation – Mean = 3.53 out of 7
    - Flexible Schedules – Mean = 3.31 out of 7
  - **Springwater Trail**
    - Lifetime Salary comparisons – Mean = 2.90 out of 7
    - Job placement services after graduation – Mean = 2.60 out of 7
    - Financial Aid / Scholarship availability – Mean = 2.30 out of 7

## Recommendations

- Data revealed that a fifth of seniors (19.9%) 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, three quarters (75.00%) have indicated they will attend MHCC. Twenty five percent have indicated they will be attending either Portland Community College (19.67%) or Clackamas Community College (5.33%). This leakage must be addressed; MHCC must determine why students are choosing to attend these other colleges and corrective actions should be

taken. A follow-up question was asked of seniors that indicated they were bound for a community college in the Portland Metropolitan Area about why they chose the particular college. Regardless of the college chosen by seniors, the comments centered on: (1) Location/Access/Convenience, (2) Programs available, and (3) Costs.

- 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 schools that attended the college in the summer and/or fall of the year they graduated has declined 46.21%. 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:

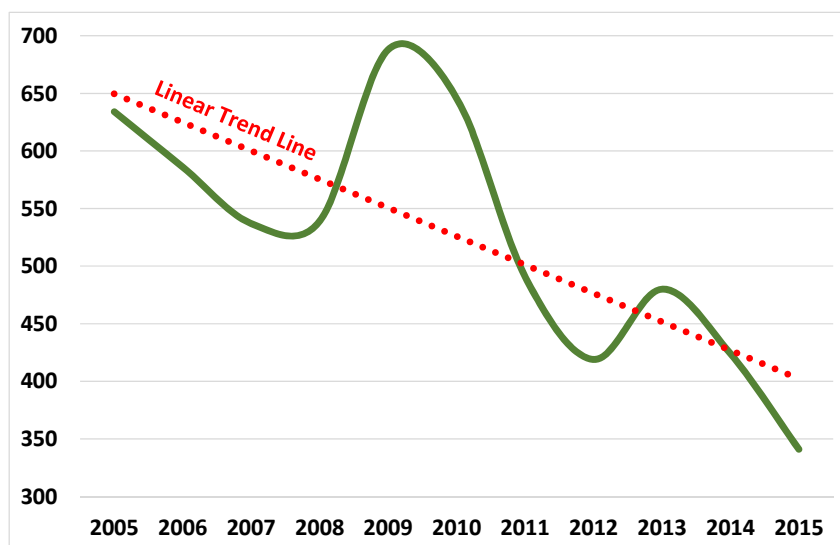
### Research Questions:

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 01a, 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.

## Methodology

This year, MHCC's Analytics & Institutional Research (AIR) contacted principals at all twelve in-district high schools via email. For schools that participated in the previous administration of the survey, the email included an invitation and reminder of last year's effort. Schools that did not participate were provided an invitation and outline of the benefits to each high school. Three of the four schools that participated in the first survey effort indicated a willingness to participate again. Centennial high school had a new principal; a meeting was scheduled to review the previous results and go over the data collection process. Springwater Trail High School indicated a willingness to participate and a member of the AIR team met with the principal to go over the process. The other two high schools corresponded through email only.

All seniors, before graduating high school, go through an exit process. It was determined that 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. Three high schools worked with the AIR team to develop school specific questions; these three schools were all part of the same district and asked the same questions of their seniors.

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

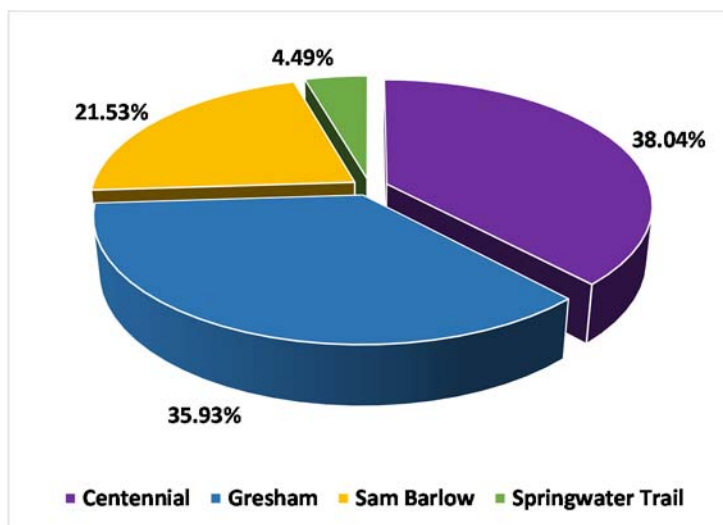
**Table M1: Participating High Schools and Responses**

High School	# Respondents	% of Sample
Centennial	288	38.04%
Gresham	272	35.93%
Sam Barlow	163	21.53%
Springwater Trail	34	4.49%
Total	757	100.00%

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. Unfortunately, after the administration of the survey, it was discovered that an error in the URL provided resulted in two schools – Sam Barlow High School and Springwater Trail High School – not being asked the school specific questions. They are not available for this administration.

Participation rates are reported in Table M1. A total of 757 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.

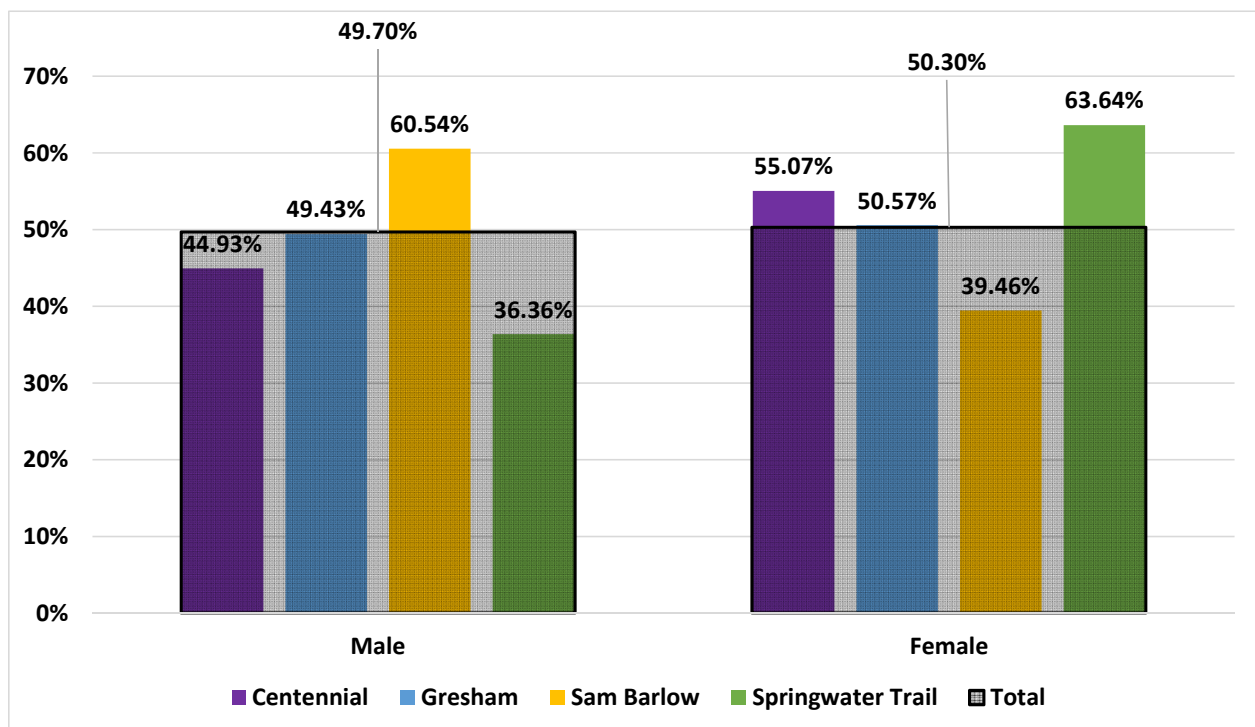
## Results – Demographics

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 evenly split between males and females. Just over fifty percent (50.30%) of the respondents were female; 49.70% were male. Gender results are presented graphically in Figure RD1.

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



**Centennial** – A slightly higher proportion of Centennial High School’s respondents were female. Fifty-five percent (55.07%) were female; 44.93% were male.

**Gresham** – The proportion of respondents by gender was virtually identical to the overall sample.

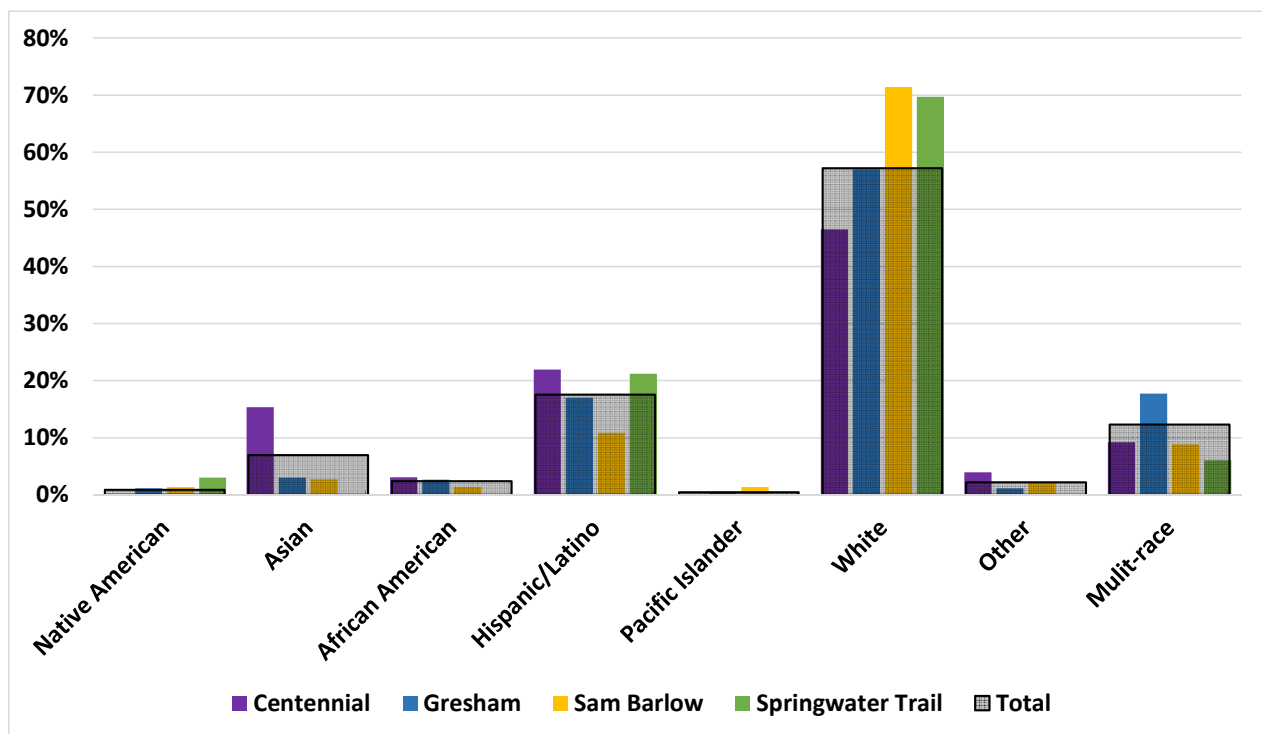
**Sam Barlow** – The proportions based on gender were inverted. That is, more males completed the survey than females. Over sixty percent (60.54%) were male; 39.46% were female.

**Springwater Trail** – A higher proportion of females completed the survey. Over sixty percent (63.64%) of Springwater Trail’s respondents were female; 36.36% 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 (57.21%) were white. Hispanic / Latino makes up the second highest proportion of students with 17.53% of the student body. Multi-racial students made up the third largest proportion with 12.33% 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 (15.35%) was more than double the proportion within the total respondents (6.98%). African American, Hispanic / Latino, and respondents identifying themselves as some other race proportions (3.07%, 21.93%, and 3.95% respectively) were also slightly higher.

**Gresham** – Generally, the proportions for race were fairly close to the overall respondents. Respondents identifying themselves as Multi-racial were slightly higher (17.74%). Respondents identifying themselves as Asian or Some other race were slightly lower (3.02% and 1.13% respectively).

**Sam Barlow** – The proportions of White, Pacific Islander, and Native American Students (71.43%, 1.36%, and 1.36% respectively) were higher than the overall proportions. The proportion of Asian and African American students (2.72% and 1.36% respectively) was slightly lower than the overall proportion.

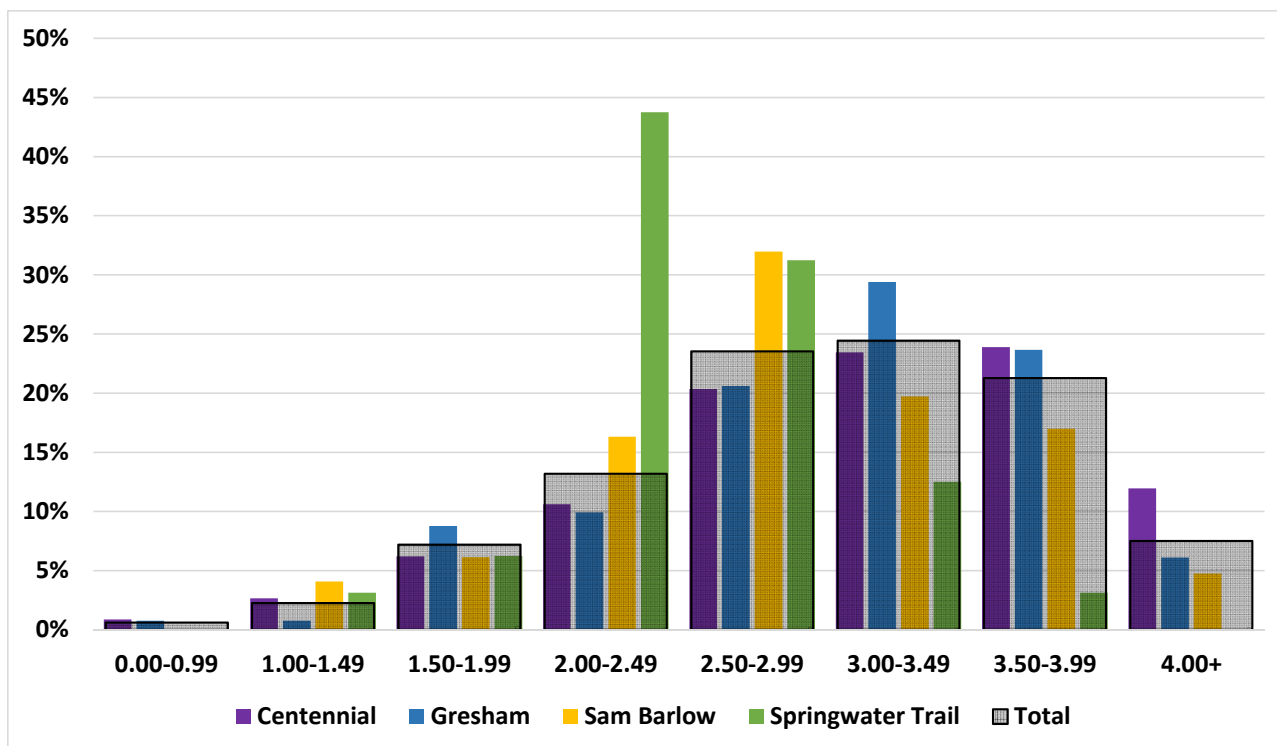
**Springwater Trail** – The proportions of White, Hispanic/Latino, and Native American students (69.70%, 21.21%, and 3.03%) were higher at Springwater Trail than the overall proportions.

## 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 3.50 to 3.99 and 4.00 or higher than were students overall.

**Gresham** – Seniors were more likely to report a GPA's of 3.00 to 3.49 and 3.50 to 3.99 than were students overall.

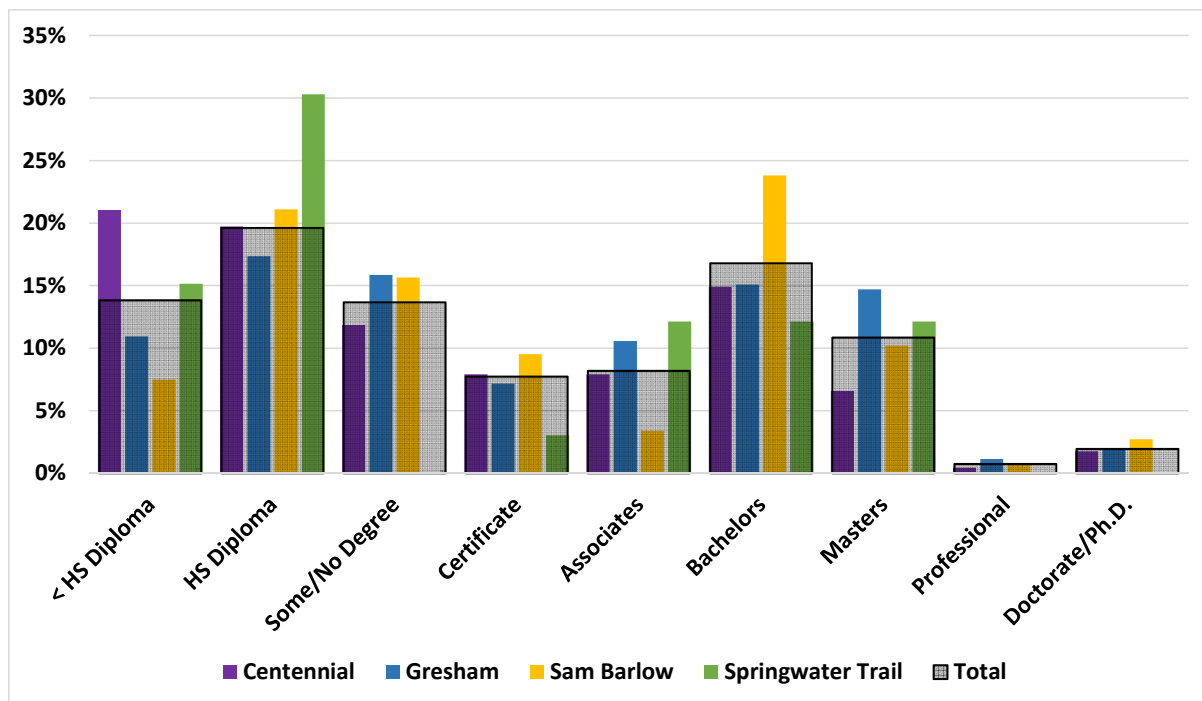
**Sam Barlow** – A higher proportion of seniors were likely to report a cumulative GPA of 2.00 to 2.49 and 2.50 to 2.99 than seniors overall.

**Springwater Trail** – Seniors generally reported lower cumulative GPA's than the overall. Springwater Trail Seniors had a much higher proportion of students reporting 2.00 to 2.49 GPA 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 that graduated from high school was reported more often than any other education level. Over nineteen percent (19.61%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. 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.

**Gresham** – Seniors reported a higher proportion of their parents' highest education level being Some College/No Degree (15.85%), Associates Degree (10.57%), or Masters Degree (14.72%).

**Sam Barlow** – Sam Barlow seniors had a much higher proportion of parents with a Bachelors Degree (23.81%). They were also more likely to report at least one parent with a Doctorate/Ph.D. (2.72%). For these two levels of education, Sam Barlow was the only school to report higher proportions than the totals.

**Springwater Trail** – Springwater Trail seniors reported higher proportions of at least one parent Not Graduating High School (15.15%), High School Diploma (30.30%), Associates Degree (12.12%), or Masters Degree (12.12%).

**Table RD1: Responses by Gender**

<i>Gender</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Male	102	44.93%	90	130	49.43%	99	89	60.54%	122	12	36.36%	73	333	49.70%	100
Female	125	55.07%	109	133	50.57%	101	58	39.46%	78	21	63.64%	127	337	50.30%	100
Total	227	100.00%		263	100.00%		147	100.00%		33	100.00%		670	100.00%	

**Table RD2: Responses by Ethnicity**

<i>Race</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Native American	0	0.00%	0	3	1.13%	127	2	1.36%	153	1	3.03%	340	6	0.89%	100
Asian	35	15.35%	220	8	3.02%	43	4	2.72%	39	0	0.00%	0	47	6.98%	100
African American	7	3.07%	129	7	2.64%	111	2	1.36%	57	0	0.00%	0	16	2.38%	100
Hispanic/Latino	50	21.93%	125	45	16.98%	97	16	10.88%	62	7	21.21%	121	118	17.53%	100
Pacific Islander	0	0.00%	0	1	0.38%	85	2	1.36%	305	0	0.00%	0	3	0.45%	100
White	106	46.49%	81	151	56.98%	100	105	71.43%	125	23	69.70%	122	385	57.21%	100
Other	9	3.95%	177	3	1.13%	51	3	2.04%	92	0	0.00%	0	15	2.23%	100
Multirace	21	9.21%	75	47	17.74%	144	13	8.84%	72	2	6.06%	49	83	12.33%	100
Total	228	100.00%		265	100.00%		147	100.00%		33	100.00%		673	100.00%	

**Table RD3: Responses by GPA**

GPA	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index
0.00-0.99	2	0.88%	148	2	0.76%	127	0	0.00%	0	0	0.00%	0	4	0.60%	100
1.00-1.49	6	2.65%	118	2	0.76%	34	6	4.08%	181	1	3.13%	139	15	2.25%	100
1.50-1.99	14	6.19%	86	23	8.78%	122	9	6.12%	85	2	6.25%	87	48	7.20%	100
2.00-2.49	24	10.62%	80	26	9.92%	75	24	16.33%	124	14	43.75%	332	88	13.19%	100
2.50-2.99	46	20.35%	86	54	20.61%	88	47	31.97%	136	10	31.25%	133	157	23.54%	100
3.00-3.49	53	23.45%	96	77	29.39%	120	29	19.73%	81	4	12.50%	51	163	24.44%	100
3.50-3.99	54	23.89%	112	62	23.66%	111	25	17.01%	80	1	3.13%	15	142	21.29%	100
4.00+	27	11.95%	159	16	6.11%	81	7	4.76%	64	0	0.00%	0	50	7.50%	100
Total	226	100.00%		262	100.00%		147	100.00%		32	100.00%		667	100.00%	

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

Parents' Highest Education Level	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
< HS Diploma	48	21.05%	152	29	10.94%	79	11	7.48%	54	5	15.15%	110	93	13.82%	100
HS Diploma	45	19.74%	101	46	17.36%	89	31	21.09%	108	10	30.30%	154	132	19.61%	100
Some/No Degree	27	11.84%	87	42	15.85%	116	23	15.65%	114	0	0.00%	0	92	13.67%	100
Certificate	18	7.89%	102	19	7.17%	93	14	9.52%	123	1	3.03%	39	52	7.73%	100
Associates	18	7.89%	97	28	10.57%	129	5	3.40%	42	4	12.12%	148	55	8.17%	100
Bachelors	34	14.91%	89	40	15.09%	90	35	23.81%	142	4	12.12%	72	113	16.79%	100
Masters	15	6.58%	61	39	14.72%	136	15	10.20%	94	4	12.12%	112	73	10.85%	100
Professional	1	0.44%	59	3	1.13%	152	1	0.68%	92	0	0.00%	0	5	0.74%	100
Doctorate/Ph.D.	4	1.75%	91	5	1.89%	98	4	2.72%	141	0	0.00%	0	13	1.93%	100
Total	210	100.00%		251	100.00%		139	100.00%		28	100.00%		628	100.00%	

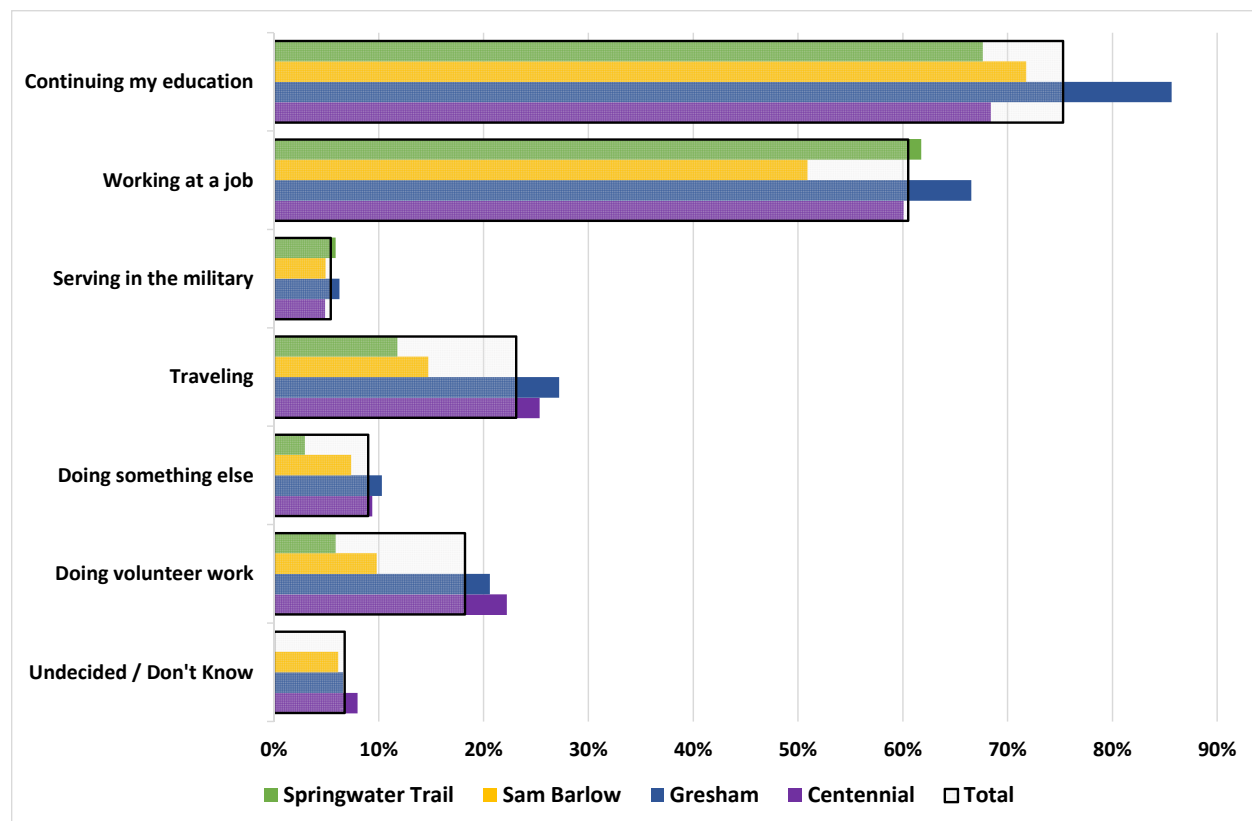
## Results – MHCC Questions

### 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 (75.03%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Over sixty percent (60.50%) indicated they would be working. The other activities were identified at much lower rates. “Doing volunteer work” and “Traveling” had similar rates with just about twenty percent of respondents (18.23% and 23.12% respectively) indicating these activities. Military service was identified by just over five percent (5.42%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by less than ten percent of respondents as well (8.98% and 6.74% 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 traveling or doing volunteer work than the overall total (25.25% and 22.22% compared to 23.12% and 18.23% respectively). Centennial seniors were also more likely to indicate they were undecided than the overall totals (7.99% compared to 6.74%). They were less likely to indicate they would be continuing their education (68.40% compared to 75.30%).

**Gresham** – Seniors were more likely than the overall total to report that they would be doing something after graduation; all activities reported – except undecided –were higher than the overall totals. Gresham seniors were substantially more likely to indicate they would be continuing their education (85.66% compared to 75.30% overall) and more likely to indicate they would be working (66.54% compared to 60.50% overall).

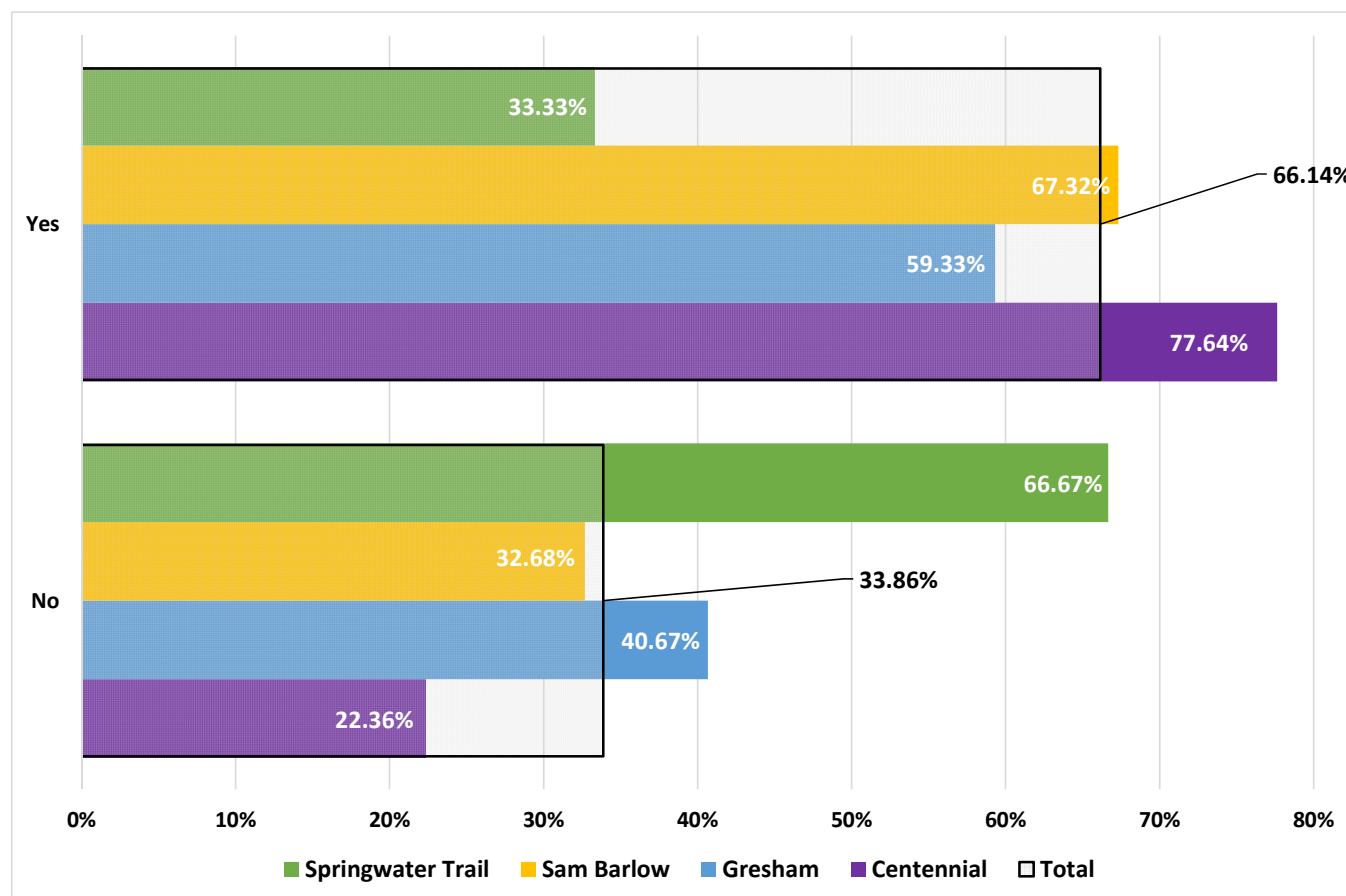
**Sam Barlow** – The proportion of Sam Barlow students indicating they would be doing any of the identified activities was smaller than the overall totals. Traveling and doing volunteer work had substantially smaller proportions (14.72% and 9.82% compared to 23.12% and 18.23% overall).

**Springwater Trail** – Seniors generally indicated lower proportions participating in identified activities compared to overall totals. Springwater Trail seniors were slightly more likely to indicate they would be working a job (61.76% compared to 60.50% overall) or serving in the military (5.88% compared to 5.42% overall).

## 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-five percent of seniors (66.14%) 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-five percent (77.64%) indicated they had taken a College Now Course during their high school career compared to 66.14% of seniors overall. When asked which college provided the credit, the majority (95.65%) indicated MHCC.

**Gresham** – Seniors were less likely to indicate they had taken a College Now Course. Just under sixty percent (59.33%) indicated they had taken a College Now Course during their high school career compared to 66.14% of seniors overall. The majority of Gresham Seniors (93.04%) indicated they received the credit from MHCC.

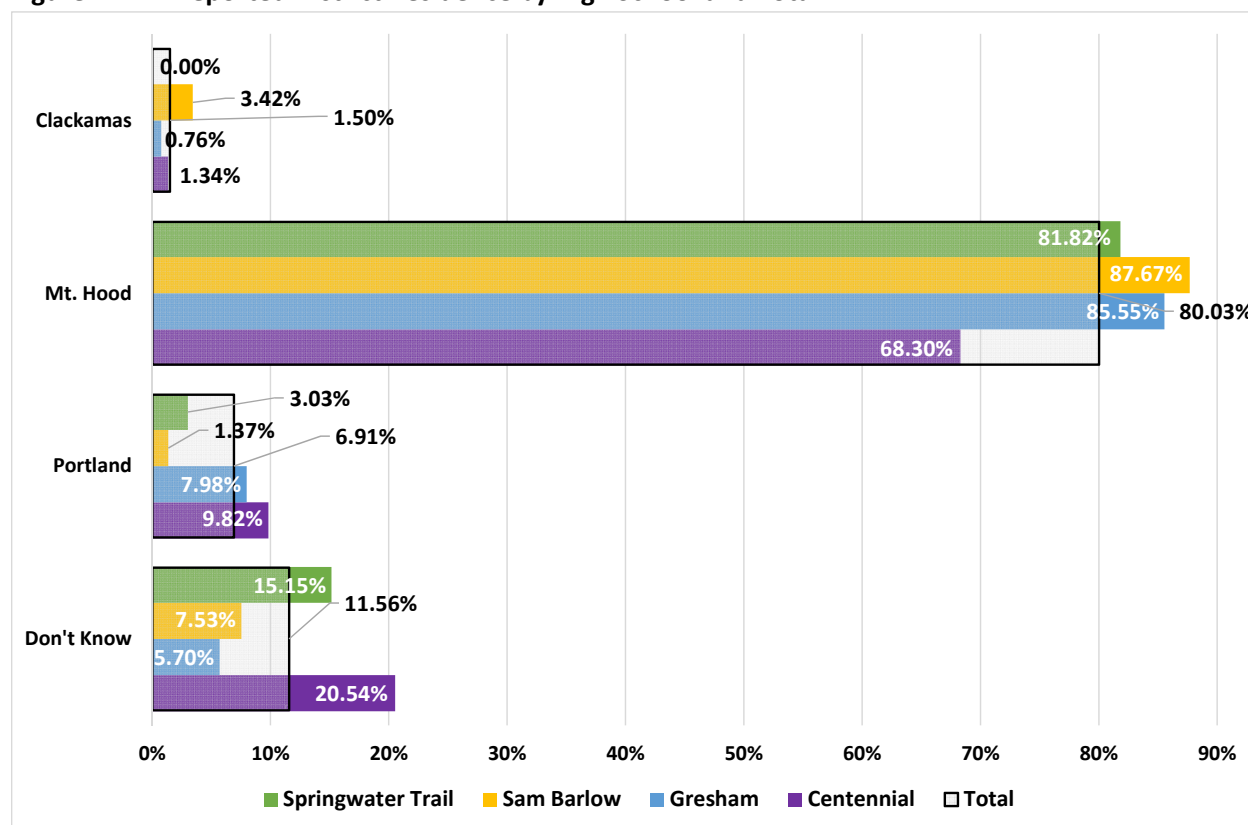
**Sam Barlow** – Seniors from Sam Barlow High School indicated they had taken a College Now Course at a rate similar to seniors overall. Over sixty-seven percent (67.32%) of Sam Barlow Seniors indicated they had taken at least one College Now Course during their high school career compared to 66.14% of seniors overall. For those that indicated they had taken a College Now Course, the majority of Sam Barlow Seniors (92.23%) identified MHCC as the college that provided the credit.

**Springwater Trail** – Seniors from Springwater Trail were much less likely to indicate they had taken a College Now Course. One third of Springwater Trail Seniors (33.33%) indicated they had taken at least one College Now Course during their high school career compared to 66.14% of seniors overall. A slightly smaller proportion of students (90.91%) were likely to indicate MHCC provided them with the credit compared to 93.86% overall.

### 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 Boundary. 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, one fifth of respondents (19.97%) 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 (20.54% of Centennial Seniors compared to 11.56% of seniors overall). They were also more likely to identify residing in the Portland Community College District (9.82% of Centennial Seniors compared to 6.91% overall).

**Gresham** – Seniors were more likely to identify the MHCC District as there district of residence. They were also slightly more likely to identify Portland Community College than seniors overall (7.98% compared to 6.91% overall)

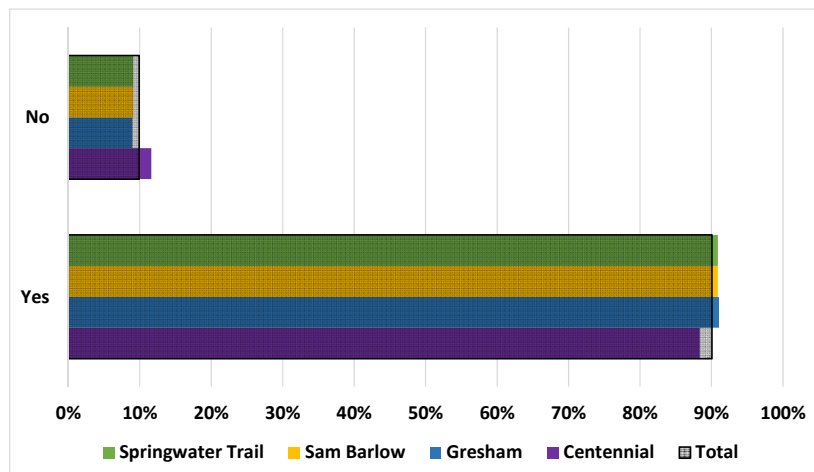
**Sam Barlow** – Seniors were more likely to identify the MHCC District as there district of residence. They were also more likely to identify Clackamas Community College District (3.42% compared to 1.50% overall).

**Springwater Trail** – Seniors were more likely to identify the MHCC District as there district of residence. They were also more likely to indicate they did not know which community college district they resided in (15.15% compared to 11.56% overall).

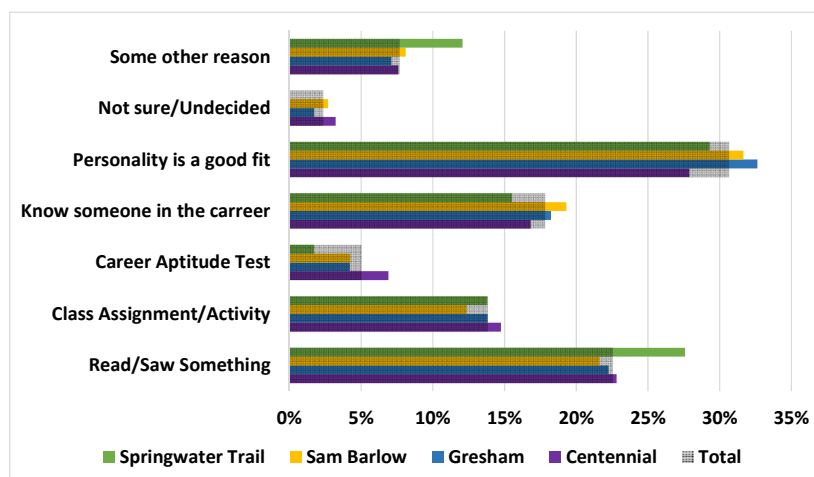
## Career Plans

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables CP1, CP2, and CP3 respectively. The majority of students (90.09%) indicated they did have a career they were interested in pursuing; Figure CP1 presents these data graphically. When asked how they decided on that career, over thirty percent indicated their personality seemed to be a good fit for the job. An additional twenty percent (22.56%) indicated they read or saw something about the job. Figure CP2 presents these data graphically. The most often cited career fields were Medical (16.64%), Business (11.97%), and Engineering (10.78%); some other field was also identified by twelve percent (12.90%) of seniors. Figure CP3 presents these data graphically. A list of the other fields identified is available in Appendix D.

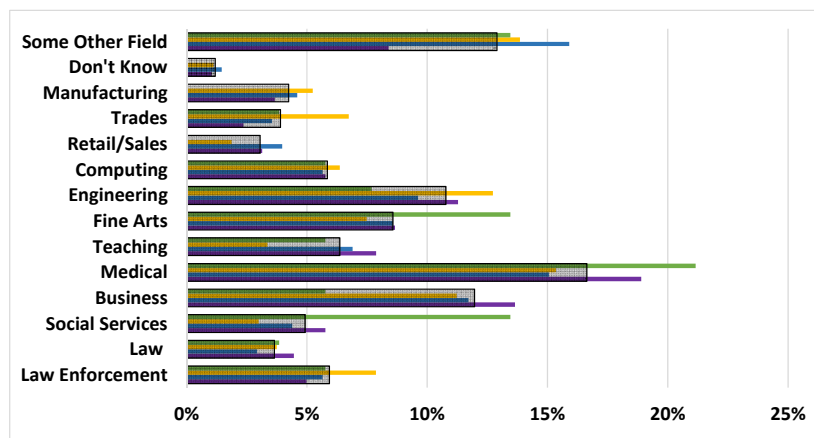
**Figure CP1: Identified a Career by High School**



**Figure CP2: How You Decide by High School**



**Figure CP3: Career Fields of Interest by High School**



**Centennial** – Seniors were slightly less likely to indicate they had a career in mind. Over eighty-eight percent of Centennial Seniors (88.38%) indicated they did have a career they were interested in pursuing. Just over ninety percent of all seniors (90.09%) indicated they had a career in mind.

When asked how they decided that career was a good fit, the majority of Centennial Seniors indicated their personality was a good fit or that they read or saw something about the career. Centennial Seniors were more likely to indicate they had taken a Career Aptitude Test than were seniors overall (6.91% compared to 5.03% for seniors overall). They were also more likely to indicate they were not sure / undecided than seniors overall (3.23% compared to 2.36% for seniors overall).

Centennial Seniors identified five careers at a higher rate than seniors did overall: (1) Law (4.46% Centennial / 3.65% Overall), (2) Social Services (5.77% Centennial / 4.92% Overall), (3) Business (13.65% Centennial / 11.97% Overall), (4) Medical (18.90% Centennial / 16.64% Overall), and (5) Teaching (7.87% Centennial / 6.37% Overall). Centennial Seniors were less likely than seniors overall to indicate Trades or Some Other Field.

**Gresham** – Seniors were slightly more likely to indicate they had a career in mind. Over ninety-one percent of Gresham Seniors (91.04%) indicated they did have a career they were interested in pursuing. Just over ninety percent of all seniors (90.09%) indicated they had a career in mind.

When asked how they decided that career was a good fit, the majority of Gresham Seniors indicated their personality was a good fit or that they read or saw something about the career. Gresham Seniors were more likely to indicate their personality was a good fit (32.63% compared to 30.66% overall). They were also slightly more likely to indicated they knew someone in the career (18.23% compared to 17.85% overall).

Gresham Seniors identified four careers at a rate higher than seniors overall: (1) Teaching (6.90% Gresham / 6.37% Overall), (2) Retail/Sales (3.97% Gresham / 3.06% Overall), (3) Manufacturing (4.60% Gresham / 4.24% Overall), and (4) Some Other Field (15.90% Gresham / 12.90% Overall). A larger proportion of Gresham Seniors – compared to seniors overall – also indicated they didn't know.

**Sam Barlow** – Seniors were just as likely to indicate they had a career in mind as seniors overall. Just over ninety percent of Sam Barlow Seniors (90.91%) indicated they did have a career they were interested in pursuing. Just over ninety percent of all seniors (90.09%) indicated they had a career in mind.

When asked how they decided that career was a good fit, the majority of Sam Barlow Seniors indicated their personality was a good fit or that they know someone in the career. Sam Barlow Seniors were more likely to indicate their personality was a good fit (31.66% compared to 30.66% overall). They were also more likely to indicated they knew someone in the career (19.31% compared to 17.85% overall).

Sam Barlow Seniors identified four career fields at a higher rate than seniors overall: (1) Law Enforcement (7.87% Sam Barlow / 5.94% Overall), (2) Engineering (12.73% Sam Barlow / 10.78% Overall), (3) Trades (6.74% Sam Barlow / 3.90% Overall), and (4) Manufacturing (5.24% Sam Barlow / 4.24% Overall).

**Springwater Trail** – Seniors were just as likely to indicate they had a career in mind as seniors overall. Just over ninety percent of Springwater Trail Seniors (90.91%) indicated they did have a career they were interested in pursuing. Just over ninety percent of all seniors (90.09%) indicated they had a career in mind.

When asked how they decided that career was a good fit, the majority of Springwater Trail Seniors indicated their personality was a good fit or that they read or saw something about the career. Springwater Trail Seniors were more likely to indicate read or saw something about the career (27.59% compared to 22.56% overall). They were also more likely to indicated some other reason (12.07% compared to 7.07% overall).

Springwater Trail Seniors identified three careers at a higher rate than did seniors overall: (1) Social Services (13.46% Springwater Trail / 4.92% Overall), (2) Medical (21.15% Springwater Trail / 16.64% Overall), and (3) Fine Arts (13.46% Springwater Trail / 8.57% Overall).

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

<i>Four Months after Graduation I plan to be...</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Continuing my education	197	68.40%	91	233	85.66%	114	117	71.78%	95	23	67.65%	90	570	75.30%	100
Working at a job	173	60.07%	99	181	66.54%	110	83	50.92%	84	21	61.76%	102	458	60.50%	100
Serving in the military	14	4.86%	90	17	6.25%	115	8	4.91%	91	2	5.88%	109	41	5.42%	100
Traveling	73	25.35%	110	74	27.21%	118	24	14.72%	64	4	11.76%	51	175	23.12%	100
Doing something else	27	9.38%	104	28	10.29%	115	12	7.36%	82	1	2.94%	33	68	8.98%	100
Doing volunteer work	64	22.22%	122	56	20.59%	113	16	9.82%	54	2	5.88%	32	138	18.23%	100
Undecided / Don't Know	23	7.99%	119	18	6.62%	98	10	6.13%	91	0	0.00%	0	51	6.74%	100
Total Respondents	288	100.00%		272	100.00%		163	100.00%		34	100%		757	100.00%	

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

<i>Ever taken a College Now course?</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Yes	184	77.64%	117	159	59.33%	90	103	67.32%	102	11	33.33%	50	457	66.14%	100
No	53	22.36%	66	109	40.67%	120	50	32.68%	97	22	66.67%	197	234	33.86%	100
Total	237	100.00%		268	100.00%		153	100.00%		33	100.00%		691	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			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Clackamas Community College	1	0.54%	248	0	0.00%	0	0	0.00%	0	0	0.00%	0	1	0.22%	100
Portland Community College	3	1.63%	83	2	1.27%	64	3	2.91%	148	1	9.09%	461	9	1.97%	100
Mt. Hood Community College	176	95.65%	102	147	93.04%	99	95	92.23%	98	10	90.91%	97	428	93.86%	100
Some Other College	4	2.17%	55	9	5.70%	144	5	4.85%	123	0	0.00%	0	18	3.95%	100
Total	184	100.00%		158	100.00%		103	100.00%		11	100.00%		456	100.00%	

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

<i>In which Community College District do you reside?</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within		#	% Within		#	% Within		#	% Within		#	% Within	
Clackamas	3	1.34%	89	2	0.76%	51	5	3.42%	228	0	0.00%	0	10	1.50%	100
Mt. Hood	153	68.30%	85	225	85.55%	107	128	87.67%	110	27	81.82%	102	533	80.03%	100
Portland	22	9.82%	142	21	7.98%	116	2	1.37%	20	1	3.03%	44	46	6.91%	100
Don't Know	46	20.54%	178	15	5.70%	49	11	7.53%	65	5	15.15%	131	77	11.56%	100
Total	224	100.00%		263	100.00%		146	100.00%		33	100.00%		666	100.00%	

**Table CP1: Identified a Career by High School and Total**

<i>I can name a career I'm interested in pursuing</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within		#	% Within		#	% Within		#	% Within		#	% Within	
Yes	213	88.38%	98	244	91.04%	101	140	90.91%	101	30	90.91%	101	627	90.09%	100
No	28	11.62%	117	24	8.96%	90	14	9.09%	92	3	9.09%	92	69	9.91%	100
Total	241	100.00%	100	268	100.0%	100	154	100.0%	100	33	100.0%	100	696	100.0%	100

**Table CP2: How Decided on Career by High School and Total**

<i>How did you decide that career was a good fit?</i>	Centennial			Gresham			Sam Barlow			Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Read/Saw Something	99	22.81%	101	116	22.26%	99	56	21.62%	96	16	27.59%	122	287	22.56%	100
Class Assignment/Activity	64	14.75%	107	72	13.82%	100	32	12.36%	89	8	13.79%	100	176	13.84%	100
Career Aptitude Test	30	6.91%	137	22	4.22%	84	11	4.25%	84	1	1.72%	34	64	5.03%	100
Know someone in the career	73	16.82%	94	95	18.23%	102	50	19.31%	108	9	15.52%	87	227	17.85%	100
Personality is a good fit	121	27.88%	91	170	32.63%	106	82	31.66%	103	17	29.31%	96	390	30.66%	100
Not sure/Undecided	14	3.23%	137	9	1.73%	73	7	2.70%	115	0	0.00%	0	30	2.36%	100
Some other reason	33	7.60%	99	37	7.10%	92	21	8.11%	105	7	12.07%	157	98	7.70%	100
Total Respondents	434	100.00%		521	100.00%		259	100.00%		58	100.00%		1272	100.00%	

**Table CP3: Career Fields of Interest by High School and Total**

<i>What field or fields are you interested in?</i>	<b>Centennial</b>			<b>Gresham</b>			<b>Sam Barlow</b>			<b>Springwater Trail</b>			<b>Total</b>		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Law Enforcement	19	4.99%	84	27	5.65%	95	21	7.87%	132	3	5.77%	97	70	5.94%	100
Law	17	4.46%	122	14	2.93%	80	10	3.75%	103	2	3.85%	105	43	3.65%	100
Social Services	22	5.77%	117	21	4.39%	89	8	3.00%	61	7	13.46%	273	58	4.92%	100
Business	52	13.65%	114	56	11.72%	98	30	11.24%	94	3	5.77%	48	141	11.97%	100
Medical	72	18.90%	114	72	15.06%	91	41	15.36%	92	11	21.15%	127	196	16.64%	100
Teaching	30	7.87%	124	33	6.90%	108	9	3.37%	53	3	5.77%	91	75	6.37%	100
Fine Arts	33	8.66%	101	41	8.58%	100	20	7.49%	87	7	13.46%	157	101	8.57%	100
Engineering	43	11.29%	105	46	9.62%	89	34	12.73%	118	4	7.69%	71	127	10.78%	100
Computing	22	5.77%	99	27	5.65%	96	17	6.37%	109	3	5.77%	98	69	5.86%	100
Retail/Sales	12	3.15%	103	19	3.97%	130	5	1.87%	61	0	0.00%	0	36	3.06%	100
Trades	9	2.36%	60	17	3.56%	91	18	6.74%	173	2	3.85%	98	46	3.90%	100
Manufacturing	14	3.67%	87	22	4.60%	108	14	5.24%	124	0	0.00%	0	50	4.24%	100
Don't Know	4	1.05%	88	7	1.46%	123	3	1.12%	95	0	0.00%	0	14	1.19%	100
Some Other Field	32	8.40%	65	76	15.90%	123	37	13.86%	107	7	13.46%	104	152	12.90%	100
Total	381	100.00%		478	100.00%		267	100.00%		52	100.00%		1178	100.00%	

## 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 forty percent (42.7%) of seniors indicated this was a Somewhat Major to Extreme Reason for not continuing. The average score for the *Cost* item (mean = 3.69, s.d. 2.17) was 0.92 points higher than the next highest reason for not continuing. The perception that *Feel unprepared* (mean = 2.77, s.d. 1.95) was the second highest reason for not continuing their education; 22.0% 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**

<i>Reasons for not continuing education</i>	<b>Not a Reason</b>	<b>Minor Reason</b>	<b>Somewhat Minor Reason</b>	<b>Neither Major nor Minor Reason</b>	<b>Somewhat Major Reason</b>	<b>Major Reason</b>	<b>Extreme Reason</b>	<b>Total</b>	<b>Mean s.d.</b>	<b>Index</b>
Cost	28	20	14	8	23	10	19	122	3.69	100
	23.0%	16.4%	11.5%	6.6%	18.9%	8.2%	15.6%	100.0%	2.17	
Not interested	56	16	14	11	11	5	11	124	2.71	100
	45.2%	12.9%	11.3%	8.9%	8.9%	4.0%	8.9%	100.0%	2.03	
Feel unprepared	49	22	10	15	12	7	8	123	2.77	100
	22.0%	17.9%	8.1%	12.2%	9.8%	5.7%	6.5%	100.0%	1.95	
Already have a job	67	13	7	16	5	4	9	121	2.40	100
	15.0%	10.7%	5.8%	13.2%	4.1%	3.3%	7.4%	100.0%	1.94	
Grades aren't good enough	55	17	11	10	15	9	7	124	2.74	100
	7.0%	13.7%	8.9%	8.1%	12.1%	7.3%	5.6%	100.0%	2.00	
Don't know what I want to do	59	17	8	16	8	7	9	124	2.63	100
	47.6%	13.7%	6.5%	12.9%	6.5%	5.6%	7.3%	100.0%	2.00	
No one in my family has gone	80	13	10	11	5	1	2	122	1.84	100
	65.6%	10.7%	8.2%	9.0%	4.1%	0.8%	1.6%	100.0%	1.41	
Won't fit in	88	11	4	12	3	0	3	121	1.70	100
	72.7%	9.1%	3.3%	9.9%	2.5%	0.0%	2.5%	100.0%	1.39	
Don't know how to apply	74	19	11	9	5	2	3	123	1.94	100
	60.2%	15.4%	8.9%	7.3%	4.1%	1.6%	2.4%	100.0%	1.50	
Don't know where I want to go	63	21	10	8	9	6	6	123	2.36	100
	51.2%	17.1%	8.1%	6.5%	7.3%	4.9%	4.9%	100.0%	1.85	

### 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: 3.42, s.d. 2.11) 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: 3.12, s.d. 1.85) and *Job placement services after graduation* (average score: 3.07, s.d. 1.91) also appear to have some impact on the likelihood of seniors continuing their education.

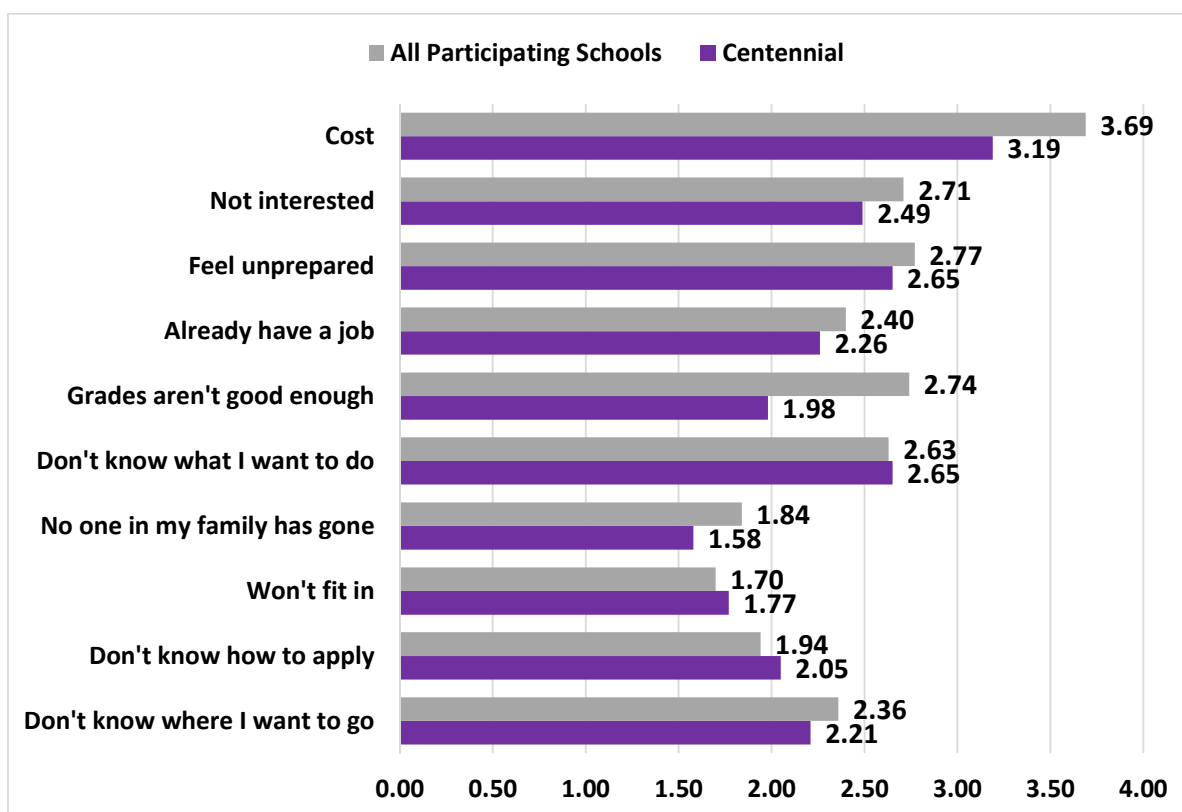
**Table RNC11: Information Sources That Would Change the Likelihood of Seniors Continuing Their Education – All Schools Combined**

<i>Information that would change likelihood of going</i>	<b>Not Change</b>	<b>Minor Increase</b>	<b>Somewhat Minor Increase</b>	<b>Increase</b>	<b>Somewhat Major Increase</b>	<b>Major Increase</b>	<b>Dramatic Increase</b>	<b>Total</b>	<b>Mean s.d.</b>	<b>Index</b>
Lifetime salary comparison	33	31	11	23	10	6	6	120	2.90	100
	27.5%	25.8%	9.2%	19.2%	8.3%	5.0%	5.0%	100.0%	1.78	
Financial Aid / Scholarship availability	34	18	6	30	8	9	16	121	3.42	100
	28.1%	14.9%	5.0%	24.8%	6.6%	7.4%	13.2%	100.0%	2.11	
Services for success (e.g. free tutoring)	43	24	12	22	14	2	6	123	2.76	100
	35.0%	19.5%	9.8%	17.9%	11.4%	1.6%	4.9%	100.0%	1.77	
Job placement services after graduation	38	20	9	30	7	11	7	122	3.07	100
	31.1%	16.4%	7.4%	24.6%	5.7%	9.0%	5.7%	100.0%	1.91	
Flexible schedules	36	15	16	29	10	8	7	121	3.12	100
	29.8%	12.4%	13.2%	24.0%	8.3%	6.6%	5.8%	100.0%	1.85	
Career identification and planning services	43	23	17	19	12	2	4	120	2.63	100
	35.8%	19.2%	14.2%	15.8%	10.0%	1.7%	3.3%	100.0%	1.66	
Social events / clubs	50	20	16	14	7	6	7	120	2.62	100
	41.7%	16.7%	13.3%	11.7%	5.8%	5.0%	5.8%	100.0%	1.86	
Oreintation / Registration / Getting Started services	45	22	16	24	7	2	4	120	2.57	100
	37.5%	18.3%	13.3%	20.0%	5.8%	1.7%	3.3%	100.0%	1.62	
Cost comparisons of similar schools	43	21	10	21	15	4	7	121	2.87	100
	35.5%	17.4%	8.3%	17.4%	12.4%	3.3%	5.8%	100.0%	1.87	










## 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 rated all items lower. They did rate *Don't know what I want to do* at a rate equal to seniors overall (Centennial mean = 2.65, s.d. 2.01 compared to overall mean = 2.63, s.d. 2.00). *Cost* was still the most major reason for not continuing (Centennial mean = 3.19, s.d. 2.00). Centennial Seniors were likely to indicate they Don't knowg what they want to do (Centennial Mean = 2.65, s.d. 1.81). Results are reported graphically in Figure RNCC1.

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

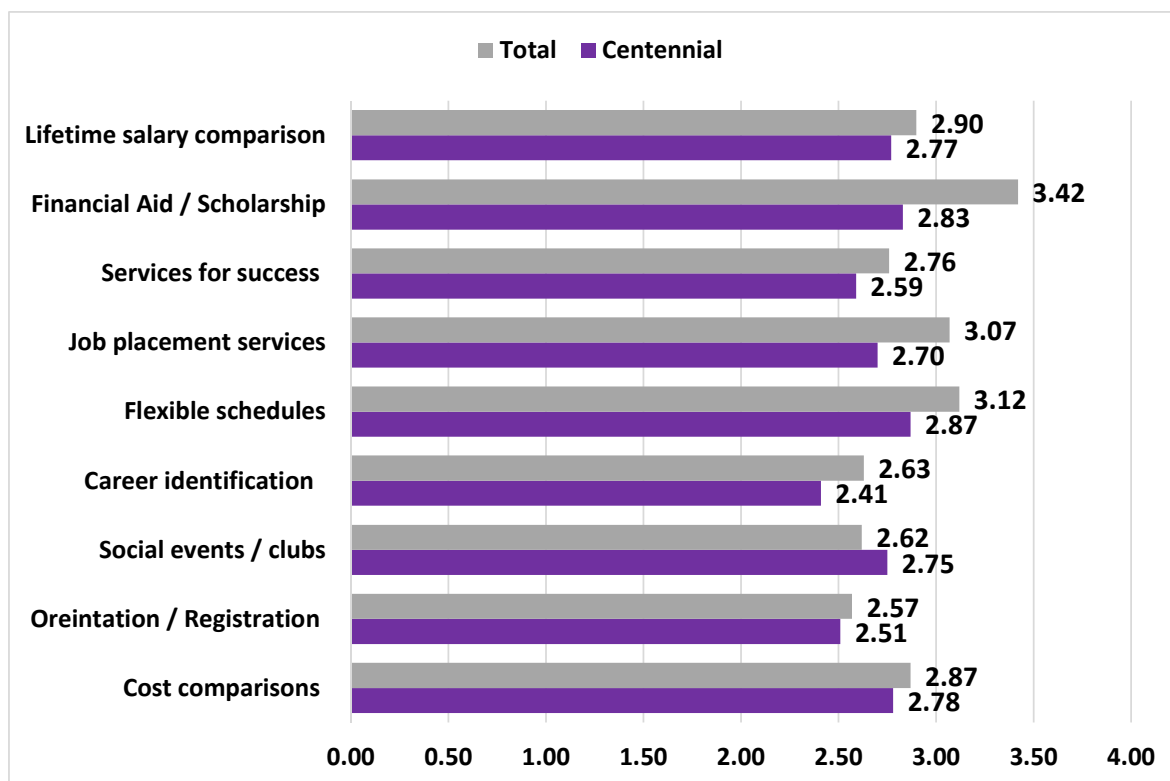


**Table RNCC1: Centennial High School Seniors – Reasons for Not Attending**

<b>Centennial</b>										
<i>Reasons for not continuing education</i>	<b>Not a Reason</b>	<b>Minor Reason</b>	<b>Somewhat Minor Reason</b>	<b>Neither Major nor Minor Reason</b>	<b>Somewhat Major Reason</b>	<b>Major Reason</b>	<b>Extreme Reason</b>	<b>Total</b>	<b>Mean s.d.</b>	<b>Index</b>
Cost	11 25.6%	11 25.6%	3 7.0%	5 11.6%	7 16.3%	2 4.7%	4 9.3% 	43 100.0%	3.19 2.00	86
Not interested	22 51.2%	4 9.3%	4 9.3%	5 11.6%	4 9.3%	3 7.0%	1 2.3% 	43 100.0%	2.49 1.86	92
Feel unprepared	16 37.2%	10 23.3%	3 7.0%	7 16.3%	3 7.0%	2 4.7%	2 4.7% 	43 100.0%	2.65 1.81	96
Already have a job	25 58.1%	7 16.3%	0 0.0%	4 9.3%	3 7.0%	1 2.3%	3 7.0% 	43 100.0%	2.26 1.93	94
Grades aren't good enough	25 58.1%	4 9.3%	7 16.3%	5 11.6%	1 2.3%	1 2.3%	0 0.0% 	43 100.0%	1.98 1.35	72
Don't know what I want to do	21 48.8%	4 9.3%	3 7.0%	7 16.3%	4 9.3%	0 0.0%	4 9.3% 	43 100.0%	2.65 2.01	101
No one in my family has gone	29 67.4%	7 16.3%	3 7.0%	4 9.3%	0 0.0%	0 0.0%	0 0.0% 	43 100.0%	1.58 0.98	86
Won't fit in	28 65.1%	6 14.0%	2 4.7%	5 11.6%	2 4.7%	0 0.0%	0 0.0% 	43 100.0%	1.77 1.25	104
Don't know how to apply	25 58.1%	5 11.6%	6 14.0%	3 7.0%	2 4.7%	1 2.3%	1 2.3% 	43 100.0%	2.05 1.56	106
Don't know where I want to go	24 55.8%	6 14.0%	3 7.0%	4 9.3%	4 9.3%	0 0.0%	2 4.7%	43 100.0%	2.21 1.74	94

Results of information sources likely to increase Centennial Seniors continuing their education is presented in Table RNCC2. Centennial Seniors were less likely to indicate all but one of the information sources would increase the likelihood of their continuing their education compared to seniors overall. Centennial Seniors were more likely than seniors overall to indicate that information related to *Social events / clubs* (Centennial mean = 2.75, s.d. 1.79 compared to overall mean = 2.62, s.d. 1.86). Although rated lower than seniors overall, *Flexible Schedules* (Centennial Mean = 2.87, s.d. 1.71) and *Financial Aid/Scholarship Availability* (Centennial Mean = 2.83, s.d. 1.87) were most likely to have an impact on Centennial Seniors continuing their education.

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



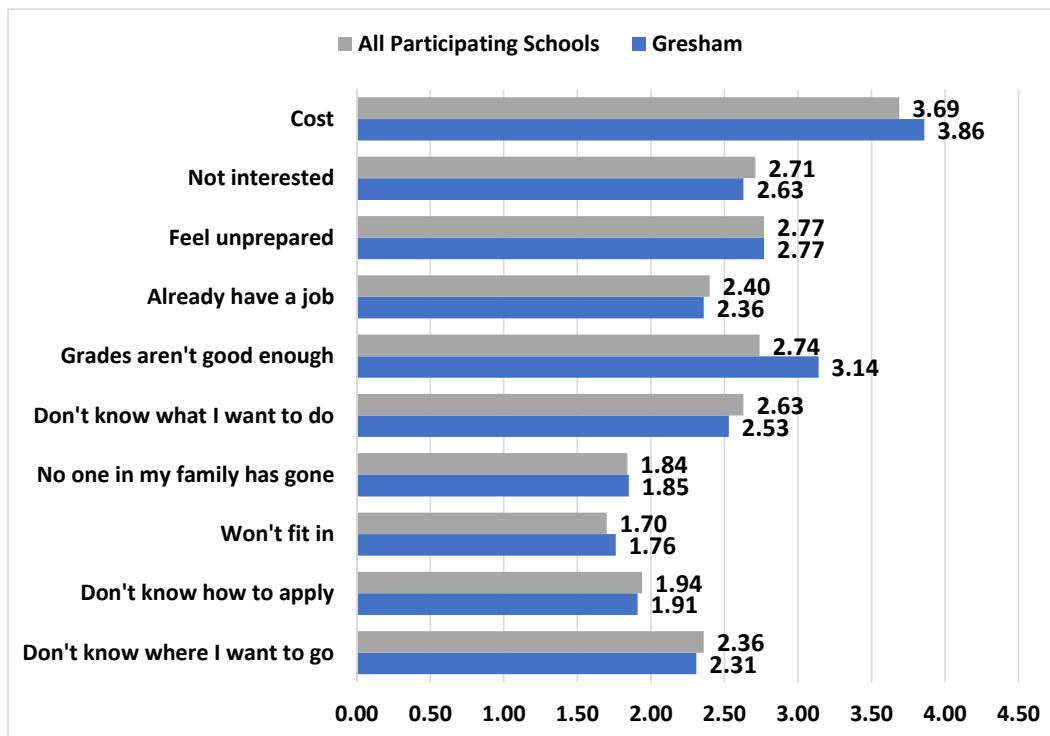
**Table RNCC2: Centennial High School Seniors – Information Sources Likely to Increase Continuing Education**

<b>Centennial</b>										
<i>Information that would change likelihood of going</i>	<b>Not Change</b>	<b>Minor Increase</b>	<b>Somewhat Minor Increase</b>	<b>Increase</b>	<b>Somewhat Major Increase</b>	<b>Major Increase</b>	<b>Dramatic Increase</b>	<b>Total</b>	<b>Mean s.d.</b>	<b>Index</b>
Lifetime salary comparison	12 30.8%	9 23.1%	6 15.4%	5 12.8%	4 10.3%	1 2.6%	2 5.1%	39 100.0%	2.77 1.75	96
Financial Aid / Scholarship availability	15 37.5%	6 15.0%	3 7.5%	9 22.5%	3 7.5%	2 5.0%	2 5.0%	40 100.0%	2.83 1.87	83
Services for success (e.g. free tutoring)	16 39.0%	8 19.5%	5 12.2%	6 14.6%	3 7.3%	1 2.4%	2 4.9%	41 100.0%	2.59 1.76	94
Job placement services after graduation	14 35.0%	8 20.0%	4 10.0%	8 20.0%	3 7.5%	2 5.0%	1 2.5%	40 100.0%	2.70 1.71	88
Flexible schedules	13 32.5%	5 12.5%	6 15.0%	10 25.0%	4 10.0%	0 0.0%	2 5.0%	40 100.0%	2.87 1.71	92
Career identification and planning services	17 41.5%	8 19.5%	5 12.2%	7 17.1%	2 4.9%	1 2.4%	1 2.4%	41 100.0%	2.41 1.60	92
Social events / clubs	15 37.5%	4 10.0%	9 22.5%	6 15.0%	2 5.0%	2 5.0%	2 5.0%	40 100.0%	2.75 1.79	105
Oreintation / Registration / Getting Started services	17 41.5%	6 14.6%	7 17.1%	6 14.6%	2 4.9%	2 4.9%	1 2.4%	41 100.0%	2.51 1.68	98
Cost comparisons of similar schools	14 34.1%	7 17.1%	5 12.2%	9 22.0%	3 7.3%	1 2.4%	2 4.9%	41 100.0%	2.78 1.75	97

## Gresham Results

Results for Gresham Seniors' Reasons for Not Continuing their education are presented in Table RNCG1. Gresham Seniors tended to indicate the importance of reasons for not continuing their education at a similar rate to seniors overall. *Costs* (Gresham mean = 3.86, s.d. 2.33) was rated as more important reason by Gresham seniors than seniors overall (Mean = 3.69, s.d. 2.17). Similarly, Gresham Seniors indicated their *Grades aren't good enough* (Gresham mean = 3.14, s.d. 2.28) as more important than seniors overall (Mean = 2.74, s.d. 2.00). Results are presented graphically in Figure RNCG1.

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



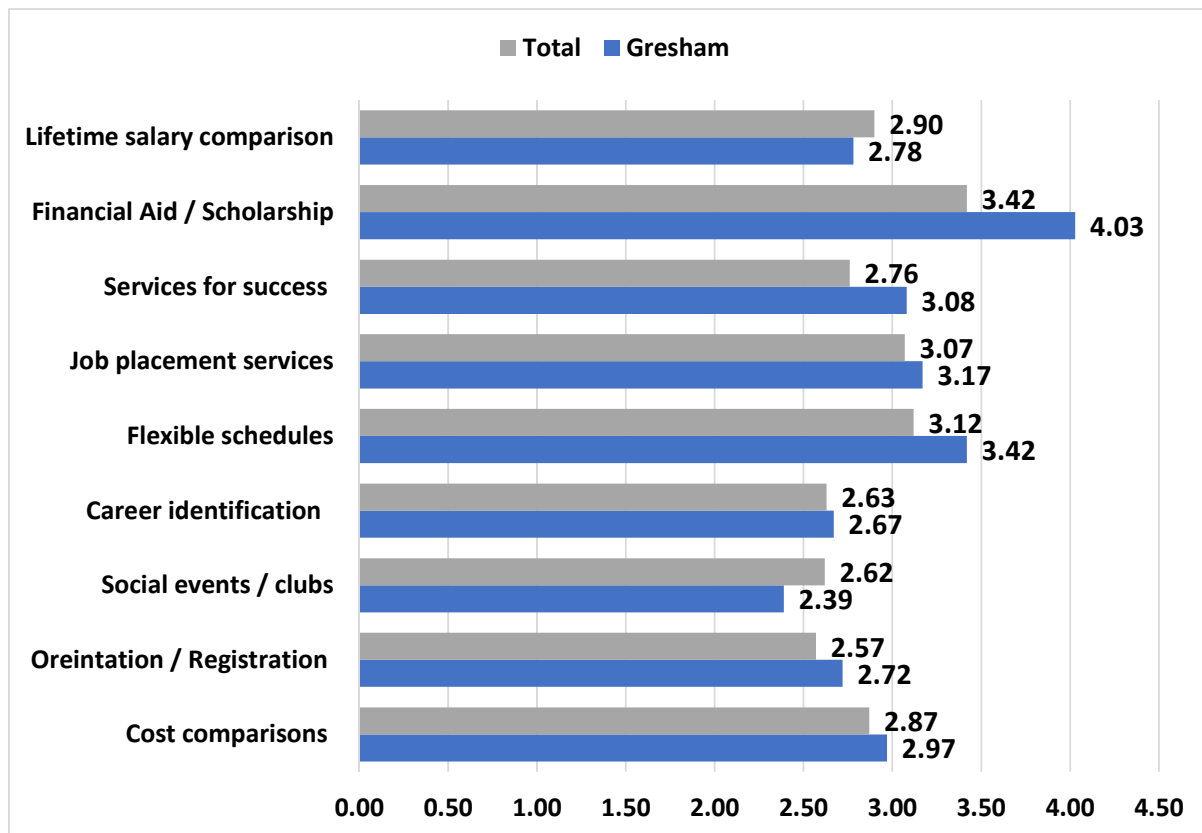


**Table RNCG1: Gresham High School Seniors – Reasons for Not Attending**

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 28.6%	2 5.7%	5 14.3%	1 2.9%	7 20.0%	3 8.6%	7 20.0%	35 100.0%	3.86 2.33	105
Not interested	15 42.9%	5 14.3%	6 17.1%	4 11.4%	1 2.9%	0 0.0%	4 11.4%	35 100.0%	2.63 1.97	97
Feel unprepared	17 48.6%	5 14.3%	1 2.9%	3 8.6%	3 8.6%	2 5.7%	4 11.4%	35 100.0%	2.77 2.22	100
Already have a job	19 57.6%	2 6.1%	4 12.1%	3 9.1%	2 6.1%	0 0.0%	3 9.1%	33 100.0%	2.36 1.97	98
Grades aren't good enough	14 40.0%	5 14.3%	2 5.7%	1 2.9%	6 17.1%	3 8.6%	4 11.4%	35 100.0%	3.14 2.28	115
Don't know what I want to do	19 55.9%	4 11.8%	0 0.0%	4 11.8%	2 5.9%	2 5.9%	3 8.8%	34 100.0%	2.53 2.14	96
No one in my family has gone	23 67.6%	3 8.8%	3 8.8%	2 5.9%	2 5.9%	0 0.0%	1 2.9%	34 100.0%	1.85 1.52	101
Won't fit in	27 79.4%	1 2.9%	0 0.0%	3 8.8%	1 2.9%	0 0.0%	2 5.9%	34 100.0%	1.76 1.71	104
Don't know how to apply	23 65.7%	4 11.4%	2 5.7%	3 8.6%	1 2.9%	1 2.9%	1 2.9%	35 100.0%	1.91 1.60	98
Don't know where I want to go	19 54.3%	6 17.1%	4 11.4%	0 0.0%	1 2.9%	2 5.7%	3 8.6%	35 100.0%	2.31 2.00	98

Results of information sources likely to increase Gresham Seniors continuing their education is presented in Table RNCG2. *Financial Aid / Scholarship availability* (Gresham mean = 4.03, s.d. 2.24) and *Flexible schedules* (mean = 3.42, s.d. 1.93) had the greatest differences compared to overall student scores (means = 3.42 and 3.12 respectively). Gresham Seniors also indicated *Services for success* (Gresham mean = 3.08, s.d. 1.84) were more likely than seniors overall (Mean = 2.76, s.d. 1.77) to increase their continuing their education. Figure RNCG2 presents the information sources data graphically.

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



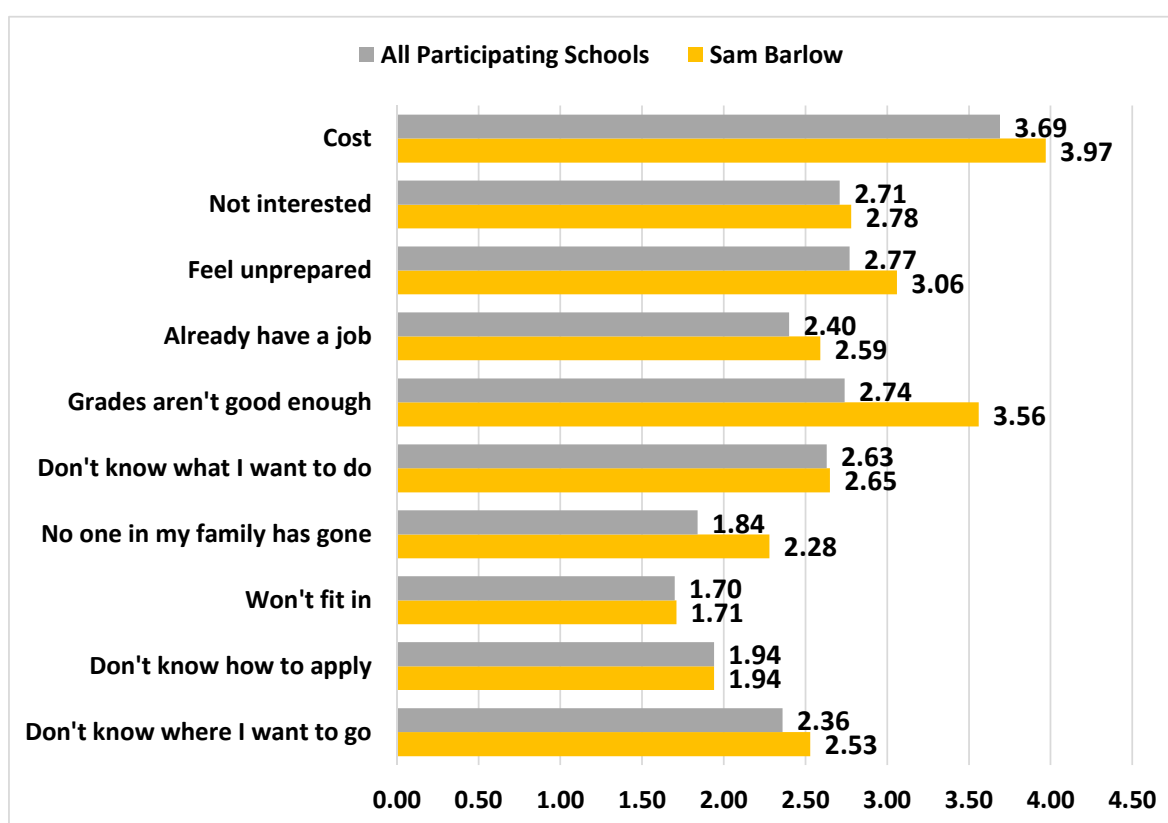
**Table RNCG2: Gresham High School Seniors – Information Sources Likely to Increase Continuing Education**

<b>Gresham</b>										
<i>Information that would change likelihood of going</i>	<b>Not Change</b>	<b>Minor Increase</b>	<b>Somewhat Minor Increase</b>	<b>Increase</b>	<b>Somewhat Major Increase</b>	<b>Major Increase</b>	<b>Dramatic Increase</b>	<b>Total</b>	<b>Mean s.d.</b>	<b>Index</b>
Lifetime salary comparison	10 27.8%	11 30.6%	2 5.6%	7 19.4%	3 8.3%	2 5.6%	1 2.8%	36 100.0%	2.78 1.71	96
Financial Aid / Scholarship availability	7 19.4%	6 16.7%	0 0.0%	9 25.0%	1 2.8%	6 16.7%	7 19.4%	36 100.0%	4.03 2.24	118
Services for success (e.g. free tutoring)	10 27.8%	7 19.4%	3 8.3%	7 19.4%	6 16.7%	1 2.8%	2 5.6%	36 100.0%	3.08 1.84	112
Job placement services after graduation	11 30.6%	5 13.9%	3 8.3%	10 27.8%	1 2.8%	3 8.3%	3 8.3%	36 100.0%	3.17 1.98	103
Flexible schedules	9 25.0%	3 8.3%	4 11.1%	11 30.6%	3 8.3%	5 13.9%	1 2.8%	36 100.0%	3.42 1.93	110
Career identification and planning services	12 33.3%	8 22.2%	4 11.1%	6 16.7%	5 13.9%	0 0.0%	1 2.8%	36 100.0%	2.67 1.64	102
Social events / clubs	17 47.2%	6 16.7%	3 8.3%	5 13.9%	3 8.3%	1 2.8%	1 2.8%	36 100.0%	2.39 1.71	91
Oreintation / Registration / Getting Started services	10 27.8%	9 25.0%	3 8.3%	11 30.6%	2 5.6%	0 0.0%	1 2.8%	36 100.0%	2.72 1.52	106
Cost comparisons of similar schools	11 30.6%	8 22.2%	2 5.6%	6 16.7%	6 16.7%	1 2.8%	2 5.6%	36 100.0%	2.97 1.87	103

## 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. *Costs* (Sam Barlow Mean = 3.97, s.d. 2.24) and *Grades aren't good enough* (Sam Barlow Mean = 3.56, s.d. 2.13) were both substantially more important reasons for not continuing than they were for seniors overall (Means = 3.69 and 2.74 respectively). Sam Barlow Seniors were also more likely to indicate *No one in my family has gone* (Sam Barlow Mean = 2.28, s.d. 1.73) than seniors overall (Mean = 1.84, s.d. 1.41). Results are presented graphically in Figure RNCSB1.

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

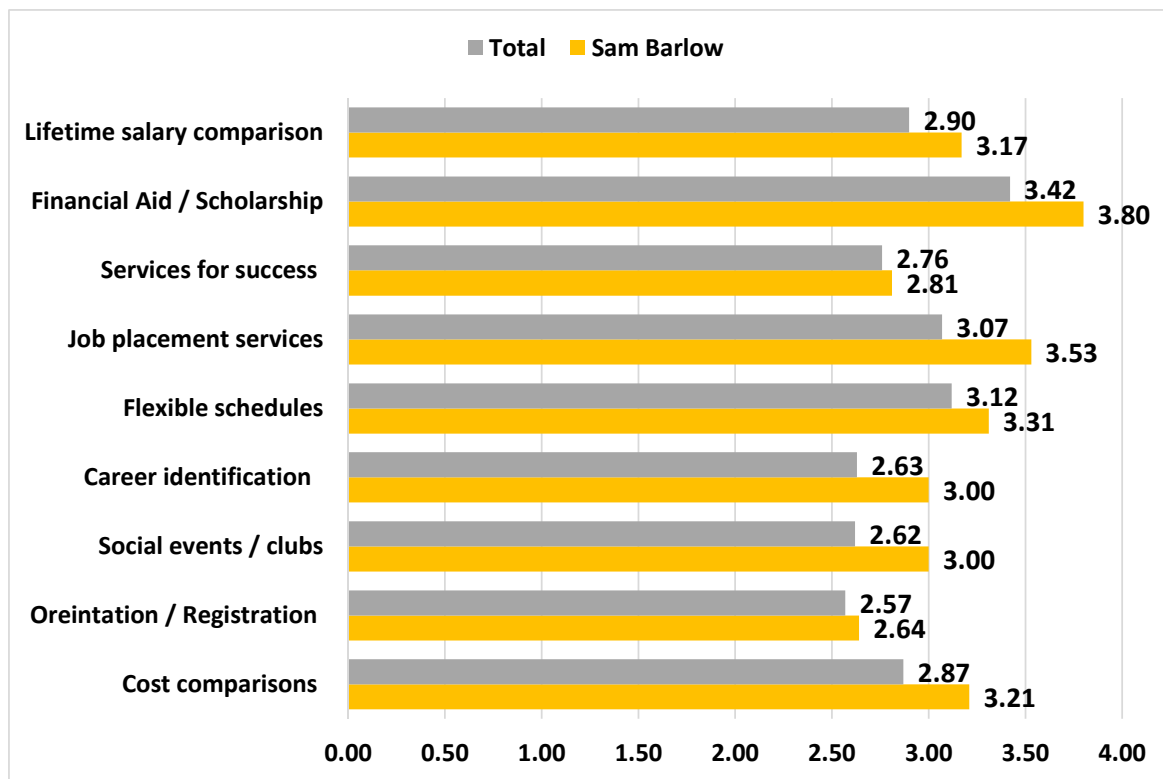


**Table RNCSB1: Sam Barlow High School Seniors – Reasons for Not Attending**

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	6 17.1%	6 17.1%	6 17.1%	1 2.9%	4 11.4%	5 14.3%	7 20.0%	35 100.0%	3.97 2.24	108
Not interested	17 45.9%	6 16.2%	2 5.4%	2 5.4%	4 10.8%	2 5.4%	4 10.8%	37 100.0%	2.78 2.19	103
Feel unprepared	11 30.6%	5 13.9%	6 16.7%	5 13.9%	5 13.9%	2 5.6%	2 5.6%	36 100.0%	3.06 1.88	110
Already have a job	19 51.4%	3 8.1%	2 5.4%	8 21.6%	0 0.0%	2 5.4%	3 8.1%	37 100.0%	2.59 2.02	108
Grades aren't good enough	10 27.8%	5 13.9%	2 5.6%	4 11.1%	7 19.4%	5 13.9%	3 8.3%	36 100.0%	3.56 2.13	130
Don't know what I want to do	15 40.5%	6 16.2%	5 13.5%	5 13.5%	2 5.4%	2 5.4%	2 5.4%	37 100.0%	2.65 1.86	101
No one in my family has gone	20 55.6%	3 8.3%	4 11.1%	4 11.1%	3 8.3%	1 2.8%	1 2.8%	36 100.0%	2.28 1.73	124
Won't fit in	25 71.4%	3 8.6%	2 5.7%	4 11.4%	0 0.0%	0 0.0%	1 2.9%	35 100.0%	1.71 1.38	101
Don't know how to apply	20 55.6%	8 22.2%	3 8.3%	2 5.6%	2 5.6%	0 0.0%	1 2.8%	36 100.0%	1.94 1.45	100
Don't know where I want to go	17 47.2%	5 13.9%	3 8.3%	4 11.1%	4 11.1%	2 5.6%	1 2.8%	36 100.0%	2.53 1.84	107

Results of information sources likely to increase Sam Barlow Seniors continuing their education is presented in Table RNCSB2. Sam Barlow Seniors indicated all information sources would have more of an impact on the likelihood of their continuing their education than did seniors overall. *Job Placement Services* (Sam Barlow mean = 3.53, s.d. 2.02), *Financial Aid / Scholarship availability* (Sam Barlow mean = 3.80, s.d. 2.17), *Social Events / Clubs* (Sam Barlow mean = 3.00, s.d. 2.13), *Career identification and planning services* (Sam Barlow mean = 3.00, s.d. 1.85) were substantially more important reasons for Sam Barlow Seniors than seniors overall. Figure RNCSB2 presents the information sources data graphically.

**Figure RNCSB2: Likelihood of Information Sources Increasing Gresham Seniors Continuing Education Compared to Seniors Overall**



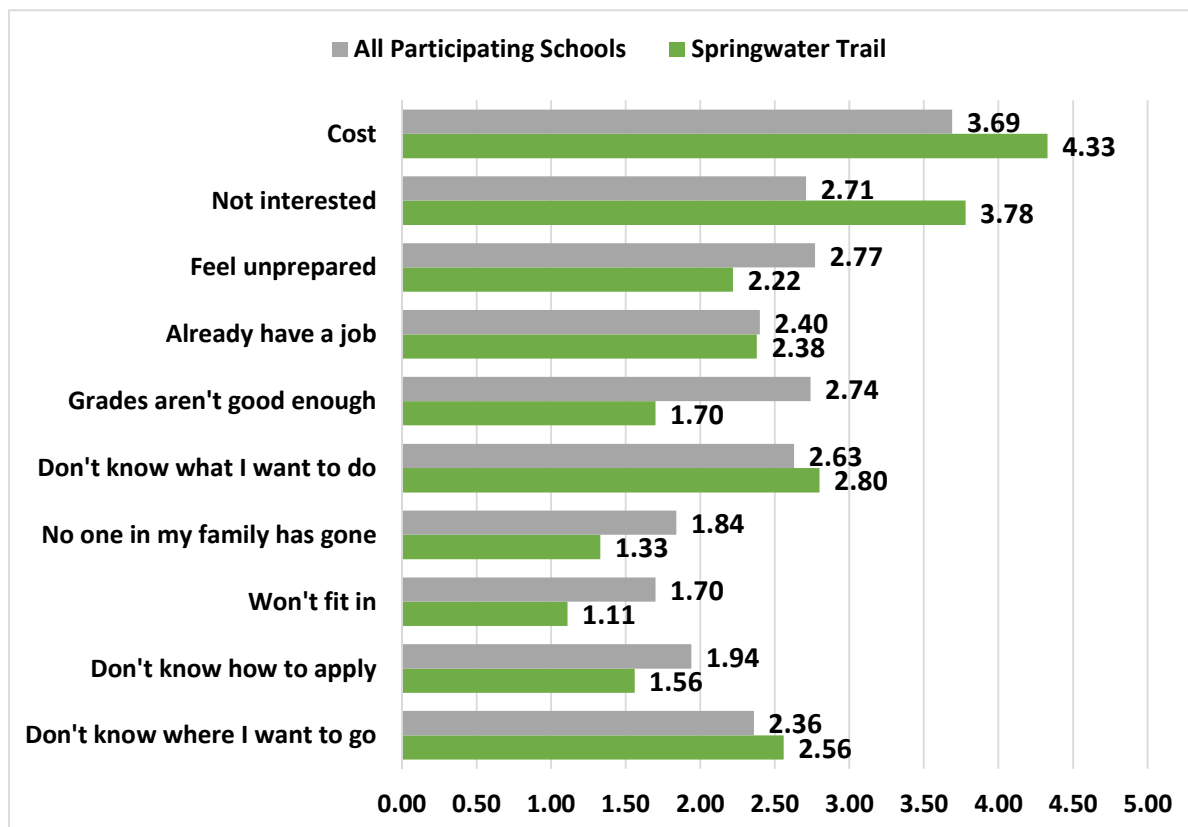
**Table RNCB2: Sam Barlow High School Seniors – Information Sources Likely to Increase Continuing Education**

Sam Barlow										
<i>Information that would change likelihood of going</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	8 22.9%	9 25.7%	2 5.7%	9 25.7%	2 5.7%	2 5.7%	3 8.6%	35 100.0%	3.17 1.90	109
Financial Aid / Scholarship availability	8 22.9%	4 11.4%	2 5.7%	9 25.7%	4 11.4%	1 2.9%	7 20.0%	35 100.0%	3.80 2.17	111
Services for success (e.g. free tutoring)	11 30.6%	8 22.2%	4 11.1%	7 19.4%	4 11.1%	0 0.0%	2 5.6%	36 100.0%	2.81 1.74	102
Job placement services after graduation	8 22.2%	7 19.4%	1 2.8%	9 25.0%	3 8.3%	5 13.9%	3 8.3%	36 100.0%	3.53 2.02	115
Flexible schedules	10 27.8%	6 16.7%	4 11.1%	6 16.7%	3 8.3%	3 8.3%	4 11.1%	36 100.0%	3.31 2.08	106
Career identification and planning services	10 30.3%	5 15.2%	6 18.2%	4 12.1%	5 15.2%	1 3.0%	2 6.1%	33 100.0%	3.00 1.85	114
Social events / clubs	44 64.7%	9 13.2%	4 5.9%	2 2.9%	2 2.9%	3 4.4%	4 5.9%	68 100.0%	3.00 2.13	115
Oreintation / Registration / Getting Started services	12 36.4%	5 15.2%	6 18.2%	7 21.2%	1 3.0%	0 0.0%	2 6.1%	33 100.0%	2.64 1.69	103
Cost comparisons of similar schools	10 29.4%	6 17.6%	3 8.8%	5 14.7%	5 14.7%	2 5.9%	3 8.8%	34 100.0%	3.21 2.03	112

## Springwater Trail Results

Results for Springwater Trail Seniors' Reasons for Not Continuing their education are presented in Table RNCST1. *Costs* (Springwater Trail mean = 4.33, s.d. 1.80) was rated as more important reason by Springwater Trail seniors than seniors overall (Mean = 3.69, s.d. 2.17). Similarly, Springwater Trail Seniors indicated they were *Not Interested* (Springwater Trail mean = 3.78, s.d. 2.33) as more important than seniors overall (Mean = 2.71, s.d. 2.03). Springwater Trail Seniors were far less likely to indicate they *Feel Unprepared* (Springwater Trail Mean = 2.22, s.d. 1.92) and that their *Grades aren't good enough* (Springwater Trail Mean = 1.70, s.d.1.25) than seniors overall. Results are presented graphically in Figure RNCST1.

**Figure RNCST1: Reasons for Not Continuing Education Gresham Compared to Seniors Overall**



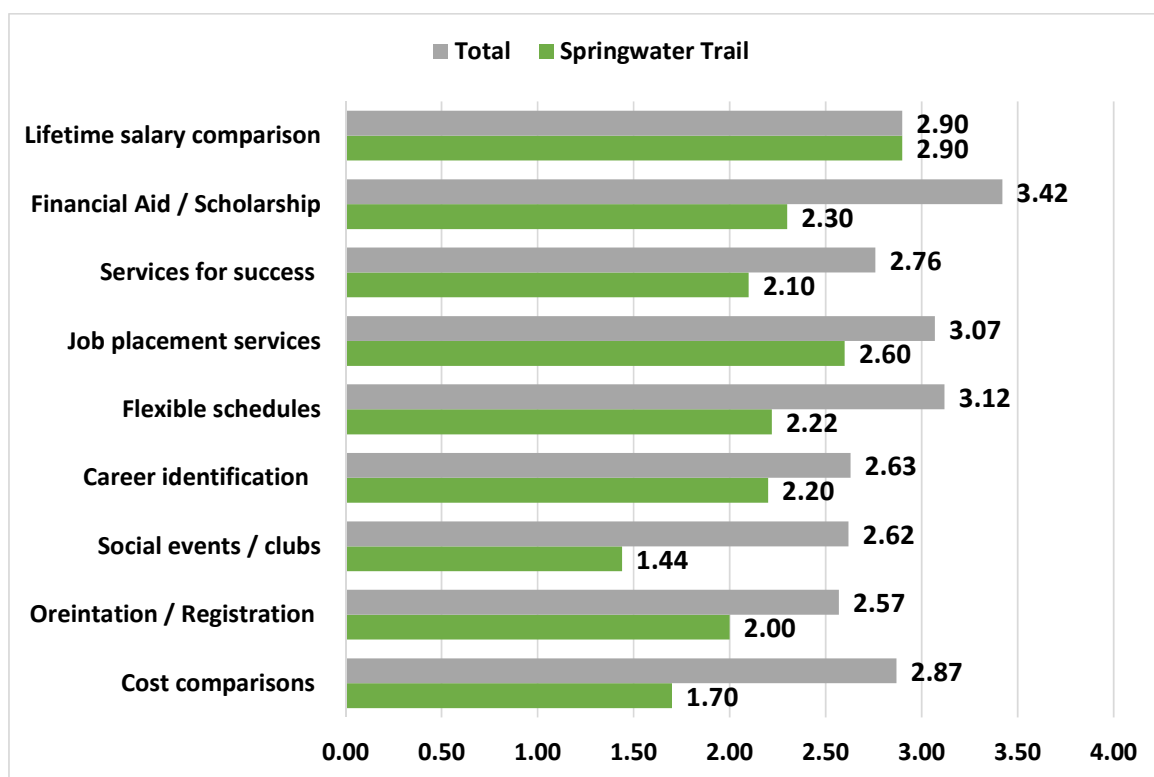


**Table RNCST1: Gresham High School Seniors – Reasons for Not Attending**

Springwater Trail										
<i>Reasons for not continuing education</i>	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 11.1%	1 11.1%	0 0.0%	1 11.1%	5 55.6%	0 0.0%	1 11.1%	9 100.0%	4.33 1.80	117
Not interested	2 22.2%	1 11.1%	2 22.2%	0 0.0%	2 22.2%	0 0.0%	2 22.2%	9 100.0%	3.78 2.33	139
Feel unprepared	5 55.6%	2 22.2%	0 0.0%	0 0.0%	1 11.1%	1 11.1%	0 0.0%	9 100.0%	2.22 1.92	80
Already have a job	4 50.0%	1 12.5%	1 12.5%	1 12.5%	0 0.0%	1 12.5%	0 0.0%	8 100.0%	2.38 1.85	99
Grades aren't good enough	6 60.0%	3 30.0%	0 0.0%	0 0.0%	1 10.0%	0 0.0%	0 0.0%	10 100.0%	1.70 1.25	62
Don't know what I want to do	4 40.0%	3 30.0%	0 0.0%	0 0.0%	0 0.0%	3 30.0%	0 0.0%	10 100.0%	2.80 2.25	106
No one in my family has gone	8 88.9%	0 0.0%	0 0.0%	1 11.1%	0 0.0%	0 0.0%	0 0.0%	9 100.0%	1.33 1.00	72
Won't fit in	8 88.9%	1 11.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	9 100.0%	1.11 0.33	65
Don't know how to apply	6 66.7%	2 22.2%	0 0.0%	1 11.1%	0 0.0%	0 0.0%	0 0.0%	9 100.0%	1.56 1.01	80
Don't know where I want to go	3 33.3%	4 44.4%	0 0.0%	0 0.0%	0 0.0%	2 22.2%	0 0.0%	9 100.0%	2.56 2.01	108

Results of information sources likely to increase Springwater Trail Seniors continuing their education is presented in Table RNCST2. Springwater Trail Seniors were less likely than seniors overall to indicate any of the information sources would increase their continuing their education. *Lifetime salary comparisons* was rated as the most likely information source and was rated at an equal rate to seniors overall (Springwater Trail Mean = 2.90, s.d. 1.79). Figure RNCST2 presents the information sources data graphically.

**Figure RNCST2: Likelihood of Information Sources Increasing Springwater Trail Seniors Continuing Education Compared to Seniors Overall**



**Table RNCST2: Springwater Trail High School Seniors – Information Sources Likely to Increase Continuing Education**

Springwater Trail										
<i>Information that would change likelihood of going</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	3	2	1	2	1	1	0	10	2.90	100
	30.0%	20.0%	10.0%	20.0%	10.0%	10.0%	0.0%	100.0%	1.79	
Financial Aid / Scholarship availability	4	2	1	3	0	0	0	10	2.30	67
	40.0%	20.0%	10.0%	30.0%	0.0%	0.0%	0.0%	100.0%	1.34	
Services for success (e.g. free tutoring)	6	1	0	2	1	0	0	10	2.10	76
	60.0%	10.0%	0.0%	20.0%	10.0%	0.0%	0.0%	100.0%	1.60	
Job placement services after graduation	5	0	1	3	0	1	0	10	2.60	85
	50.0%	0.0%	10.0%	30.0%	0.0%	10.0%	0.0%	100.0%	1.84	
Flexible schedules	4	1	2	2	0	0	0	9	2.22	71
	44.4%	11.1%	22.2%	22.2%	0.0%	0.0%	0.0%	100.0%	1.30	
Career identification and planning services	4	2	2	2	0	0	0	10	2.20	84
	40.0%	20.0%	20.0%	20.0%	0.0%	0.0%	0.0%	100.0%	1.23	
Social events / clubs	7	1	0	1	0	0	0	9	1.44	55
	77.8%	11.1%	0.0%	11.1%	0.0%	0.0%	0.0%	100.0%	1.01	
Oreintation / Registration / Getting Started services	6	2	0	0	2	0	0	10	2.00	78
	60.0%	20.0%	0.0%	0.0%	20.0%	0.0%	0.0%	100.0%	1.63	
Cost comparisons of similar schools	8	0	0	1	1	0	0	10	1.70	59
	80.0%	0.0%	0.0%	10.0%	10.0%	0.0%	0.0%	100.0%	1.49	

## Results – For Seniors Planning to Continue Their Education

### Overall Results

A total of 570 high school seniors (75.30% 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.*

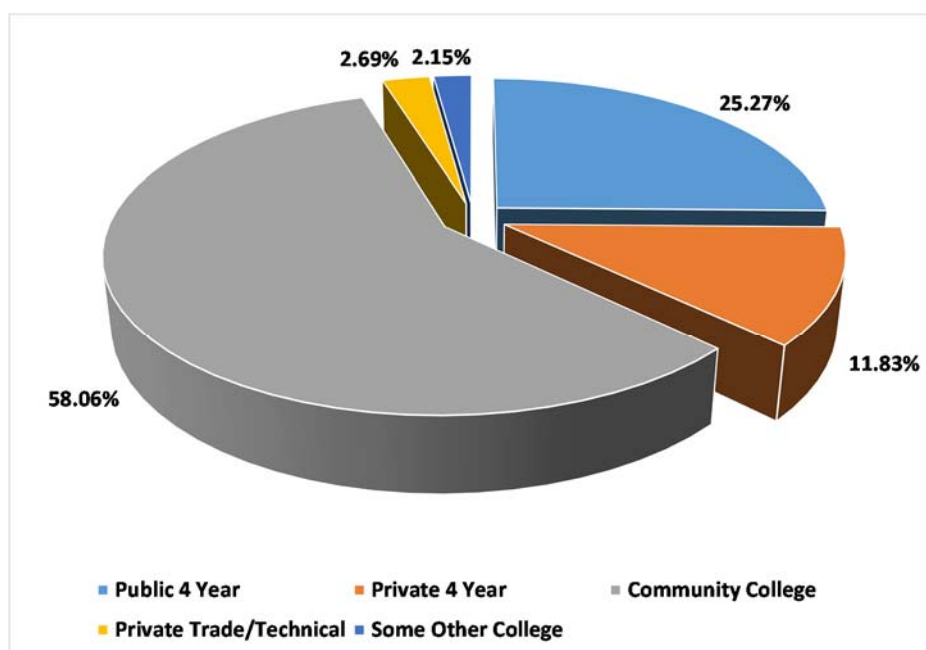
### Type of Institution Attending

Results of the institution type seniors are attending are presented in Table CTIA1. The majority of seniors (58.06%) indicated they will be attending a community college. An additional twenty-five percent (25.27%) indicated they will be attending a four year public university. Just over ten percent (11.83%) 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 (2.69%) or some other type of institution (2.15%). Data are presented graphically in Figure CTIA1.

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

What Type of Institution Are You Attending	Total		
	#	% Within	Index
Public 4 Year	141	25.27%	100
Private 4 Year	66	11.83%	100
Community College	324	58.06%	100
Private Trade/Technical	15	2.69%	100
Some Other College	12	2.15%	100
Total	558	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 (83.0%) of seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.76 (s.d. 1.38). The overall cost and availability of financial aid items both had over seventy five percent (77.8% and 76.4% 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 (5.70, s.d. 1.54 and 5.61, s.d. 1.60 respectively). An additional four items had mean scores above 5.00: *Post graduate opportunities* (mean = 5.53 s.d. 1.52), *School / program reputation* (Mean = 5.28, s.d. 1.47), *Location – Convenient / easy to get to* (mean = 5.17, s.d. 1.62), and *Intangibles* (mean = 5.13, s.d. 1.42).

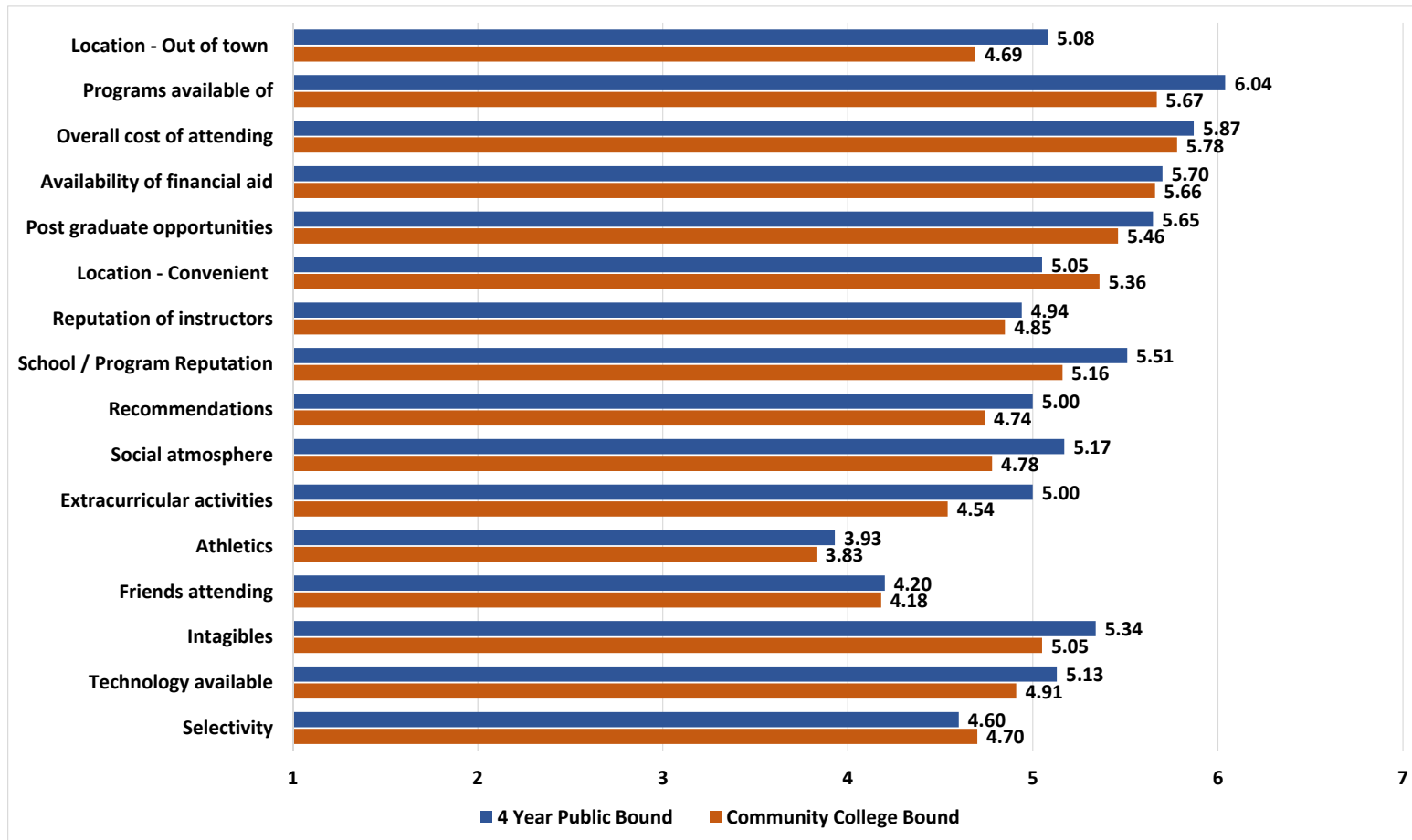
All Participating Schools										
<i>Reasons for selecting a college/university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Index
Location - Out of town / away from home	34 6.4%	27 5.1%	29 5.5%	133 25.1%	92 17.4%	114 21.5%	101 19.1%	530 100.0%	4.83 1.71	100
Programs available of interest to me	13 2.4%	5 0.9%	15 2.8%	58 10.9%	73 13.7%	177 33.1%	193 36.1%	534 100.0%	5.76 1.38	100
Overall cost of attending	18 3.4%	7 1.3%	19 3.6%	74 13.9%	58 10.9%	133 25.0%	222 41.8%	531 100.0%	5.70 1.54	100
Availability of financial aid	21 3.9%	11 2.1%	21 3.9%	73 13.7%	54 10.1%	149 28.0%	204 38.3%	533 100.0%	5.61 1.60	100
Post graduate opportunities	20 3.8%	5 0.9%	18 3.4%	89 16.8%	71 13.4%	154 29.0%	174 32.8%	531 100.0%	5.53 1.52	100
Location - Convenient / easy to get to	24 4.5%	18 3.4%	32 6.0%	88 16.6%	96 18.1%	151 28.5%	121 22.8%	530 100.0%	5.17 1.62	100
Reputation of instructors	24 4.5%	22 4.2%	26 4.9%	144 27.2%	88 16.6%	147 27.8%	78 14.7%	529 100.0%	4.90 1.56	100
School / Program Reputation	20 3.7%	8 1.5%	22 4.1%	99 18.5%	91 17.0%	189 35.4%	105 19.7%	534 100.0%	5.28 1.47	100
Recommendations from others	23 4.4%	22 4.2%	31 5.9%	136 25.8%	126 23.9%	128 24.2%	62 11.7%	528 100.0%	4.80 1.50	100
Social atmosphere	22 4.1%	23 4.3%	34 6.4%	119 22.4%	119 22.4%	138 26.0%	76 14.3%	531 100.0%	4.90 1.54	100
Extracurricular activities	26 4.9%	31 5.8%	49 9.2%	133 25.0%	116 21.8%	118 22.2%	59 11.1%	532 100.0%	4.64 1.57	100
Athletics	104 19.5%	61 11.5%	39 7.3%	137 25.8%	78 14.7%	61 11.5%	52 9.8%	532 100.0%	3.78 1.93	100
Friends attending	72 13.6%	45 8.5%	40 7.6%	161 30.4%	102 19.3%	76 14.4%	33 6.2%	529 100.0%	4.01 1.72	100
Intagibles (Campus feels right)	13 2.5%	12 2.3%	28 5.3%	124 23.5%	103 19.5%	156 29.6%	91 17.3%	527 100.0%	5.13 1.42	100
Technology available	22 4.1%	20 3.8%	29 5.5%	133 25.0%	97 18.3%	151 28.4%	79 14.9%	531 100.0%	4.94 1.53	100
Selectivity (Requirements / Eligibility)	31 5.8%	25 4.7%	41 7.7%	151 28.5%	85 16.0%	131 24.7%	66 12.5%	530 100.0%	4.68 1.61	100

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 only rated *Location – Convenient / easy to get to* and *Selectivity* as more important. 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* ( $t = 2.77$ ,  $df = 442.16$ ,  $p \leq .006$ ), *School / program reputation* ( $t = 2.77$ ,  $df = 434.98$ ,  $p \leq .006$ ), *Social Atmosphere* ( $t = 2.77$ ,  $df = 410.38$ ,  $p \leq .006$ ), *Extracurricular activities* ( $t = 2.00$ ,  $df = 424.01$ ,  $p \leq .046$ ), and *Intangibles (Campus feels right)* ( $t=2.02$ ,  $df = 434$ ,  $p \leq .044$ ) significantly more important than community college bound seniors. Seniors bound for community college rated: *Location – Convenient/easy to get to* ( $t=1.99$ ,  $df = 436$ ,  $p \leq .047$ ) significantly more important than 4-year public university bound seniors. Mean importance scores are presented graphically in Figure CRS1.

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 / away from home	4.83	5.08	4.69	t=2.37, df=283.81, p<.019
	1.71	1.54	1.74	
Programs available of interest to me	5.76	6.04	5.67	t=2.95, df=290.65, p<.003
	1.38	1.17	1.34	
Overall cost of attending	5.70	5.87	5.78	
	1.54	1.40	1.43	
Availability of financial aid	5.61	5.70	5.66	
	1.60	1.49	1.53	
Post graduate opportunities	5.53	5.65	5.46	
	1.52	1.36	1.53	
Location - Convenient / easy to get to	5.17	5.05	5.36	t=--1.99, df= 436, p<.047
	1.62	1.54	1.46	
Reputation of instructors	4.90	4.94	4.85	
	1.56	1.58	1.52	
School / Program Reputation	5.28	5.51	5.16	t=2.45, df=440, p<.015
	1.47	1.30	1.42	
Recommendations from others	4.80	5.00	4.74	
	1.50	1.44	1.50	
Social atmosphere	4.90	5.17	4.78	t=2.51, df=439, p<.012
	1.54	1.44	1.51	
Extracurricular activities	4.64	5.00	4.54	t=2.89, df=438, p<.004
	1.57	1.44	1.56	
Athletics	3.78	3.93	3.83	
	1.93	2.02	1.85	
Friends attending	4.01	4.20	4.18	
	1.72	1.87	1.56	
Intangibles (Campus feels right)	5.13	5.34	5.05	t=2.02, df=434, p<.044
	1.42	1.33	1.36	
Technology available	4.94	5.13	4.91	
	1.53	1.47	1.54	
Selectivity (Requirements / Eligibility)	4.68	4.60	4.70	
	1.61	1.46	1.62	

**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. Well over one third (40.50%) of college/university bound seniors indicated they had been awarded at least one scholarship. The average (mean) scholarship award was \$10,943. 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 (\$8,200) is also reported. The median value of scholarships was \$2,500. The average number of awards seniors received was 1.82. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

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

<i>Awarded Scholarships?</i>	<b>Total</b>		
	<b>#</b>	<b>% Within</b>	<b>Index</b>
Yes	226	40.50%	100
No	332	59.50%	100
Total	558	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	<b>Total</b>		
	<b>Value</b>		<b>Index</b>
Mean	\$10,943.61		100
s.d.	\$24,023.04		100
Trimmed Mean (5%)	\$8,200.15		100
Median Value	\$2,500.00		100
Min	\$100.00		
Max	\$192,000.00		
Average # of Awards	1.82		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; this information is presented in Appendix C. They were then directed to a list of similar institutions and asked to identify all the schools 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, over one-fifth (22.28%) indicated they would be heading out-of-state. Two-year bound seniors were more likely to indicate they would be staying in-state. Only 4.59% of seniors bound for two-year institutions indicated they were heading out-of-state.

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

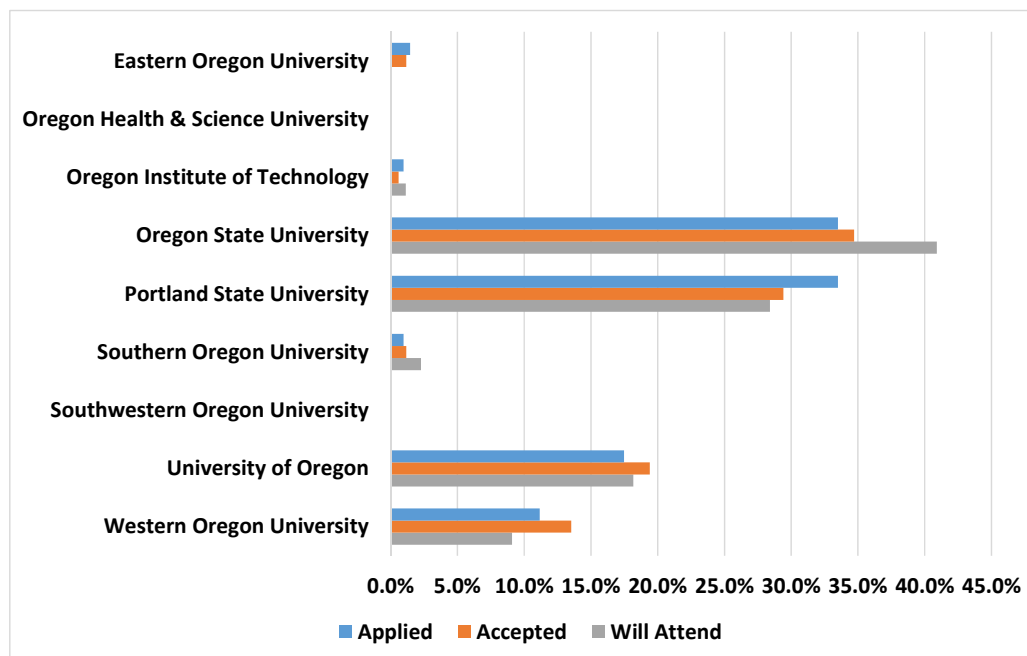
<i>In-State/Out-of-State Bound</i>		<b>Total</b>		
		<b>#</b>	<b>% Within</b>	<b>Index</b>
4-Year Bound	In-State	157	77.72%	100
	Out-of-State	45	22.28%	100
Total 4-Year Bound		202	100.00%	
2-Year Bound	In-State	312	95.41%	100
	Out-of-State	15	4.59%	100
Total 2-Year Bound		327	100.00%	
Both	In-State	469	88.66%	100
	Out-of-State	60	11.34%	100
Total Both		529	100.00%	

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

<i>Institution</i>	Total					
	Applied		Accepted		Will Attend	
4-Year Public	#	%	#	%	#	%
Eastern Oregon University	3	1.5%	2	1.2%	0	0.0%
Oregon Health & Science University	0	0.0%	0	0.0%	0	0.0%
Oregon Institute of Technology	2	1.0%	1	0.6%	1	1.1%
Oregon State University	69	33.5%	59	34.7%	36	40.9%
Portland State University	69	33.5%	50	29.4%	25	28.4%
Southern Oregon University	2	1.0%	2	1.2%	2	2.3%
Southwestern Oregon University	0	0.0%	0	0.0%	0	0.0%
University of Oregon	36	17.5%	33	19.4%	16	18.2%
Western Oregon University	23	11.2%	23	13.5%	8	9.1%
Total	206	100.0%	170	100.0%	88	100.0%

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 (34.8% Applied) or Portland State University (34.8% Applied). The University of Oregon (17.5% Applied) and Western Oregon University (11.2% Applied) also has a larger proportion of seniors apply. All other four-year public institutions had less than 2% of seniors apply. Although thirty-six seniors were not accepted to universities they applied

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



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 two percentage points of those that applied. Portland State University was the exception with a proportion 4.1%

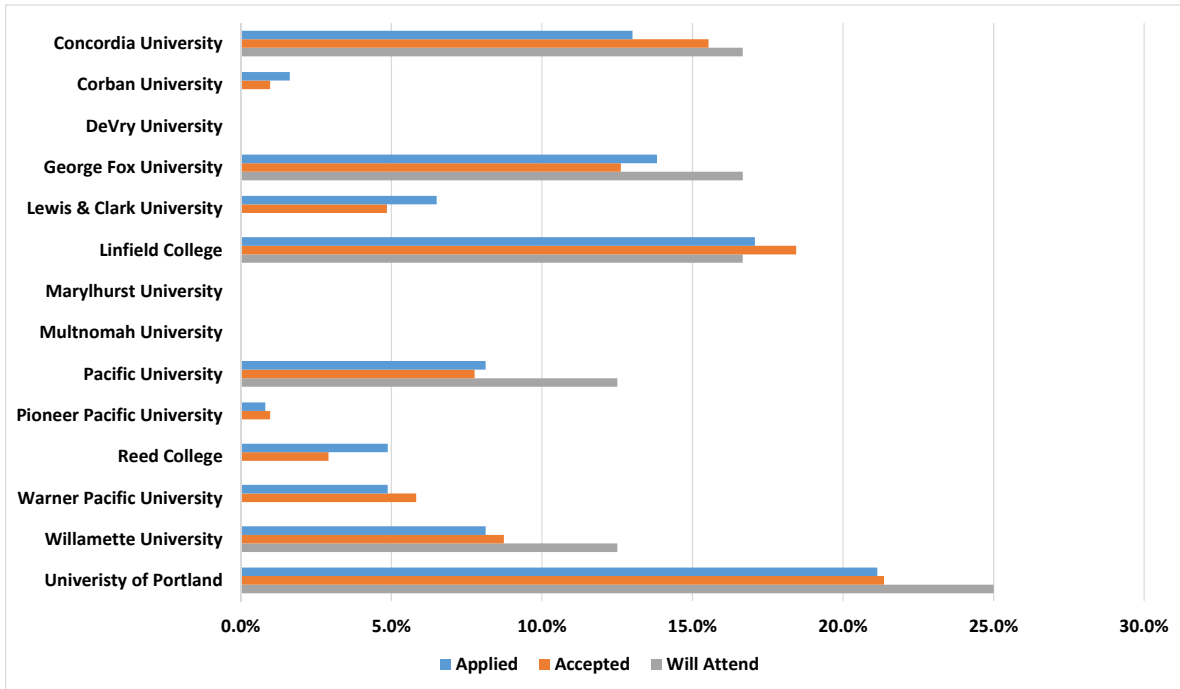
lower for students accepted compared to students that applied. For seniors indicating they would be attending a four-year public university, the proportions attending were higher for three institutions: (1) Oregon State University (40.9% will attend), Portland State University (28.4% will attend), and (3) University of Oregon (18.2%) will attend. The proportion of seniors that will attend Western Oregon University (6.6%) is 2.1% 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 plan to attend each university in the list. Results are presented in Table CIS3. A total of 123 private university applications were submitted. For seniors that applied to private institutions, University of Portland (21.1%), Linfield College (17.1%) George Fox University (13.8%), and Concordia University (13.0%) had the highest proportions. All other private institutions listed had applied proportions below 10%. Of the 123 applications to a private institution, 103 were accepted. The proportion of students accepted were similar to the proportion of applications with one exception. Reed College had a lower proportion accepted (2.9%) than the proportion that applied (4.9%). Of the 103 applications that were accepted, 24 students indicated they would attend a private institution. The majority will attend University of Portland (25.0%). Warner Pacific University, Linfield College, and Concordia University all had equal proportions of seniors indicate they will be attending – 16.9%. Figure CIS2 presents the four-year private institution data graphically.

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

<i>Institution</i>	<b>Total</b>					
	<b>Applied</b>		<b>Accepted</b>		<b>Will Attend</b>	
4-Year Private	#	%	#	%	#	%
Concordia University	16	13.0%	16	15.5%	4	16.7%
Corban University	2	1.6%	1	1.0%	0	0.0%
DeVry University	0	0.0%	0	0.0%	0	0.0%
George Fox University	17	13.8%	13	12.6%	4	16.7%
Lewis & Clark University	8	6.5%	5	4.9%	0	0.0%
Linfield College	21	17.1%	19	18.4%	4	16.7%
Marylhurst University	0	0.0%	0	0.0%	0	0.0%
Multnomah University	0	0.0%	0	0.0%	0	0.0%
Pacific University	10	8.1%	8	7.8%	3	12.5%
Pioneer Pacific University	1	0.8%	1	1.0%	0	0.0%
Reed College	6	4.9%	3	2.9%	0	0.0%
Warner Pacific University	6	4.9%	6	5.8%	0	0.0%
Willamette University	10	8.1%	9	8.7%	3	12.5%
Univeristy of Portland	26	21.1%	22	21.4%	6	25.0%
Total	123	100.0%	103	100.0%	24	100.0%

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

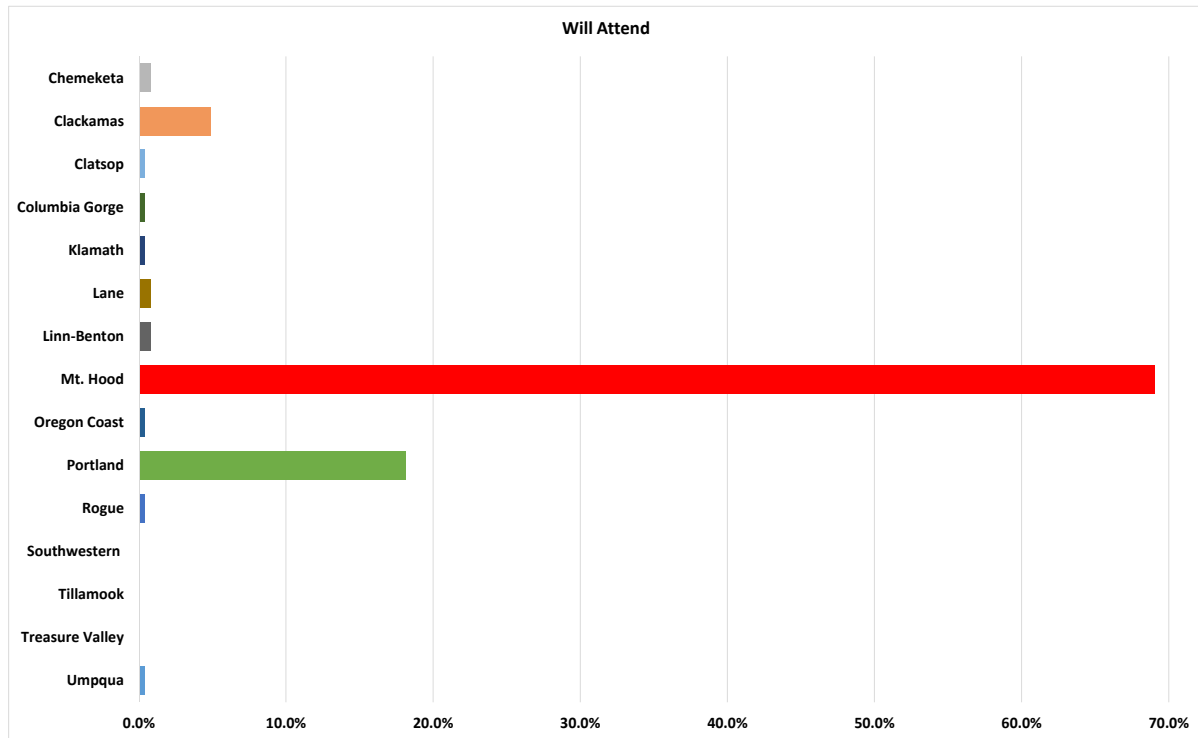


For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical 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 265 seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (69.1% will attend). Over twenty percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (4.9%) and Portland Community College (18.1%). Additionally, seniors were likely to indicate they would be attending Central Oregon Community College (1.9%) or Blue Mountain Community College (1.5%). The Community College attending data are presented graphically in Figure CIS3.

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

<i>Institution</i>	<b>Will Attend</b>	
	<b>#</b>	<b>%</b>
Community College		
Blue Mountain	4	1.5%
Central Oregon	5	1.9%
Chemeketa	2	0.8%
Clackamas	13	4.9%
Clatsop	1	0.4%
Columbia Gorge	1	0.4%
Klamath	1	0.4%
Lane	2	0.8%
Linn-Benton	2	0.8%
Mt. Hood	183	69.1%
Oregon Coast	1	0.4%
Portland	48	18.1%
Rogue	1	0.4%
Southwestern	0	0.0%
Tillamook	0	0.0%
Treasure Valley	0	0.0%
Umpqua	1	0.4%
Total	265	100.0%

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



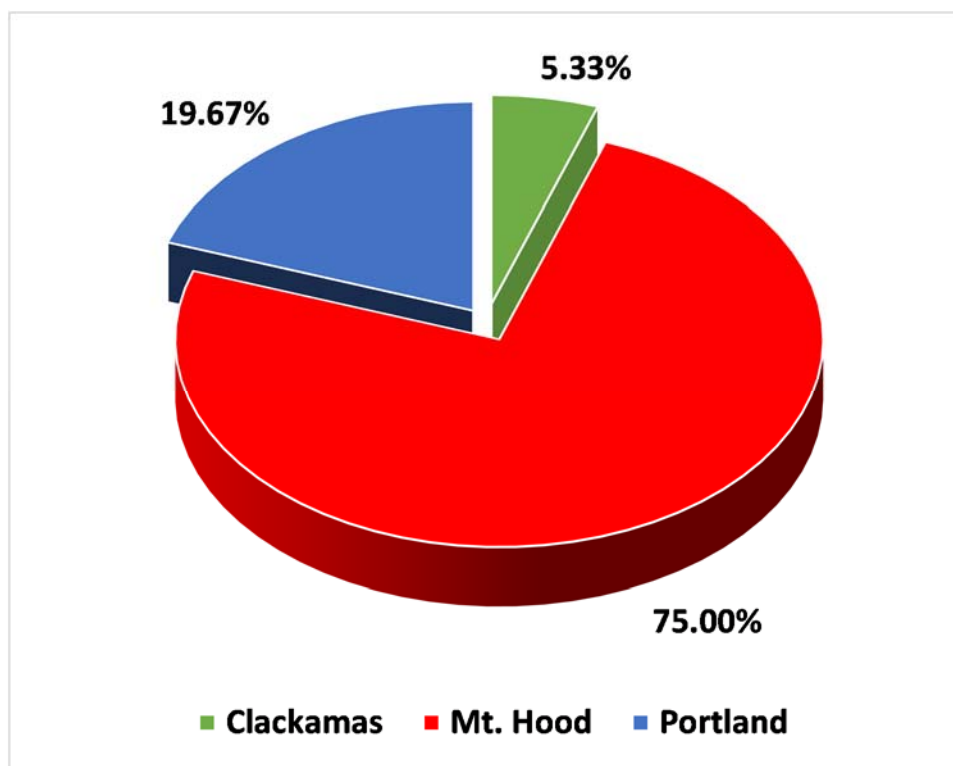
Data regarding attending one of the three Portland Metropolitan Community Colleges was investigated further. The data for the three colleges – Clackamas, Mt. Hood, and Portland – are presented in Table CIS5. Of the 265 seniors that planned to attend a community college, 244 (92.1%) plan to attend a college within the Portland Metropolitan Area. Although all seniors surveyed attended high schools within the Mt. Hood Community College District, a quarter

(25.0%) indicated they would attend one of the other two colleges. This constitutes leakage from the MHCC District. The data are presented graphically in Figure CIS4. High School Seniors that indicated they would be attending one of the Portland Metropolitan Community Colleges, an open-ended follow-up question was asked: “What was it about [Insert Selected College] that made you choose it over the other two alternatives in the Portland Metropolitan Area?” Actual comments are available in Appendix D. Regardless of the college chosen by seniors, the comments centered on: (1) Location/Access/Convenience, (2) Programs available, and (3) Costs. Interestingly a number of comments from seniors going to Mt. Hood Community College also mentioned the Oregon Promise Grant.

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

Metro CC's	Plan to Attend	Percent
Clackamas	13	5.33%
Mt. Hood	183	75.00%
Portland	48	19.67%
Total	244	100.00%

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



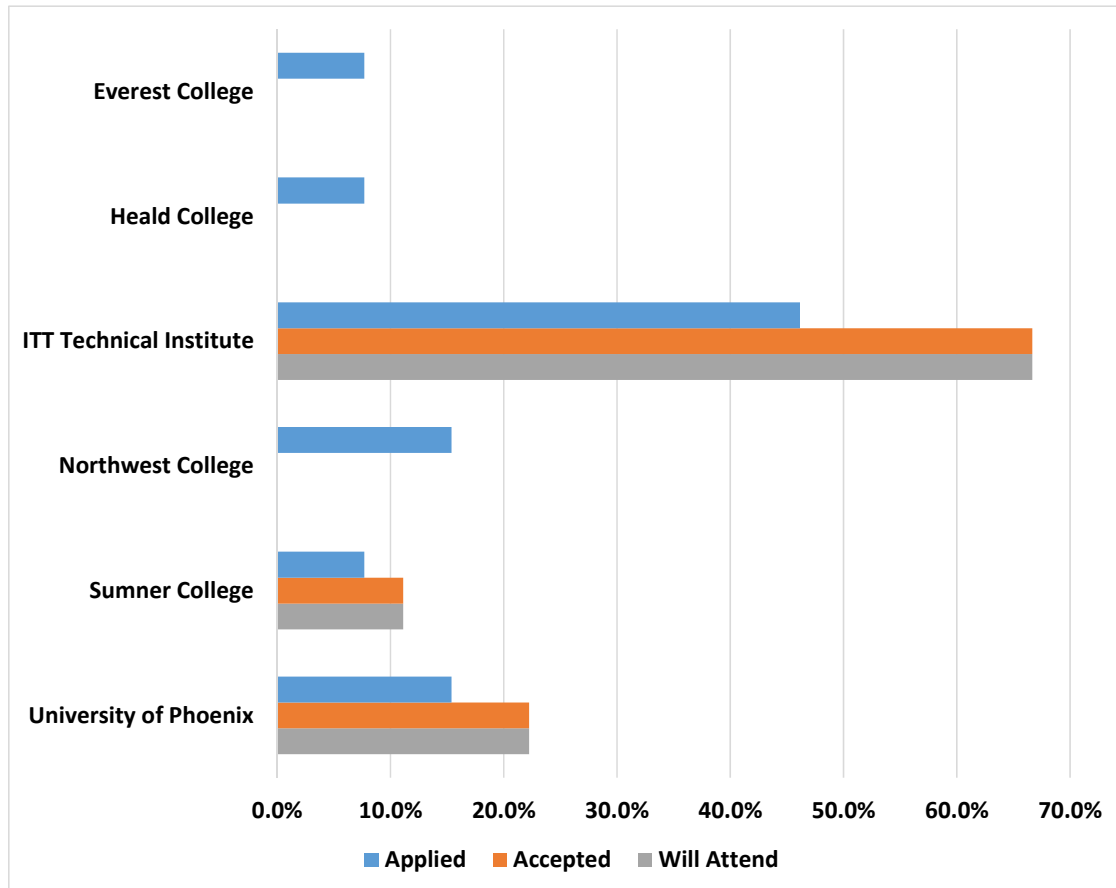
**Table CIS6: Seniors Bound to Two-Year Private Trade/Technical Schools by Institution Attending**

<i>Institution</i>	<b>Total</b>					
	<b>Applied</b>		<b>Accepted</b>		<b>Will Attend</b>	
2-Year Private	#	%	#	%	#	%
Everest College	1	7.7%	0	0.0%	0	0.0%
Heald College	1	7.7%	0	0.0%	0	0.0%
ITT Technical Institute	6	46.2%	6	66.7%	6	66.7%
Northwest College	2	15.4%	0	0.0%	0	0.0%
Sumner College	1	7.7%	1	11.1%	1	11.1%
University of Phoenix	2	15.4%	2	22.2%	2	22.2%
<b>Total</b>	<b>13</b>	<b>100.0%</b>	<b>9</b>	<b>100.0%</b>	<b>9</b>	<b>100.0%</b>

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 thirteen applications were completed for private two year institutions. Of those, the majority of students applied to ITT Technical Institute (46.2%). An equal proportion of seniors applied to Northwest College (15.4%) and University of Phoenix (15.4%). For students being accepted the proportions were higher for ITT Technical Institute (66.7%) and University of Phoenix (22.2%). All six of the students that were accepted to ITT Technical Institute indicated they would be attending; 66.7% of students that indicated they would be attending a private trade/technical college indicated they would be attending ITT Technical Institute. Another 22.2% indicated they would be attending University of Phoenix. The data are presented graphically in Figure CIS5.



**Figure C155: 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

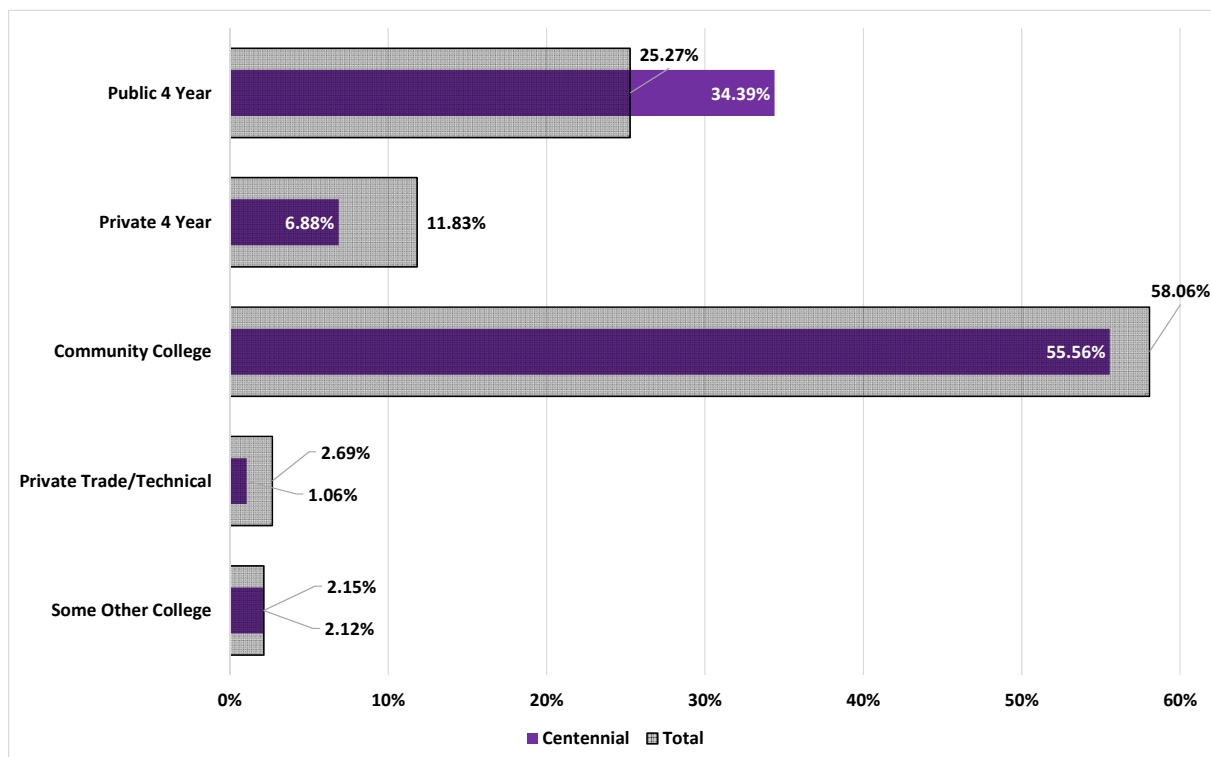
Results of the institution type Centennial Seniors are attending are presented in Table CTIAC1 along with the totals for all seniors continuing their education. The majority of Centennial Seniors (55.56%) indicated they will be attending a community college.

**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	65	34.39%	136	141	25.27%	100
Private 4 Year	13	6.88%	58	66	11.83%	100
Community College	105	55.56%	96	324	58.06%	100
Private Trade/Technical	2	1.06%	39	15	2.69%	100
Some Other College	4	2.12%	98	12	2.15%	100
Total	189	100.00%		558	100.00%	

Centennial Seniors were more likely to indicate they were attending a public four year public institution than seniors overall. Over one third (34.39%) indicated they will be attending a four year public university. Centennial Seniors were slightly less likely than seniors overall to indicate they would be attending any other institution. Over six percent (6.88%) 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 (1.06%) or some other type of institution (2.12%). Data are presented graphically in Figure CTIAC1.

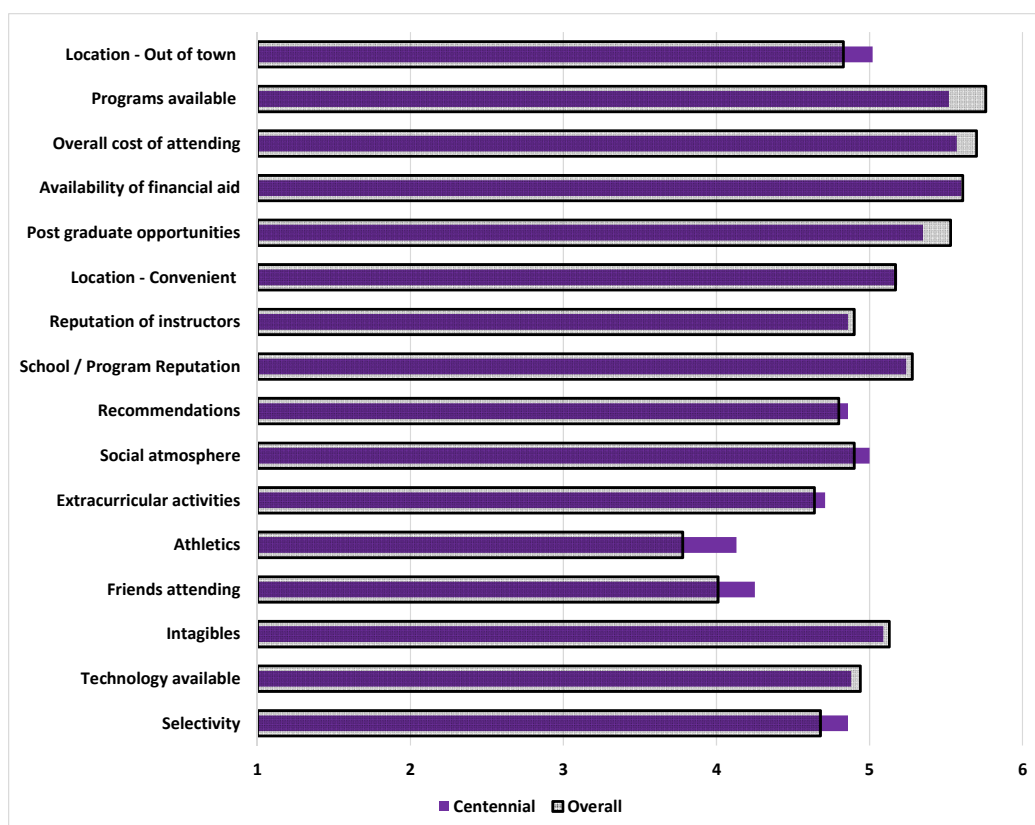
**Figure CTIAC1: Plot of Centennial Students and Seniors Overall by Institution Attending**



## 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 over three quarters (76.1%) of Centennial Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.76 (s.d. 1.38). The overall cost and availability of financial aid items both had over seventy percent (74.4% and 73.7% 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 (5.70, s.d. 1.54 and 5.61, s.d. 1.60 respectively). Centennial Seniors indicated an additional four items that had mean scores above 5.00: *Post graduate opportunities* (mean = 5.53, s.d. 1.52), *Location – Convenient/easy to get to* (mean = 5.17, s.d. 1.62), *School / program reputation* (Mean = 5.28, s.d. 1.47), and *Intangibles* (mean = 5.04, s.d. 1.58). All of the items had scores very close to the seniors overall. The items *Athletics* (Centennial Mean = 3.78, s.d. 1.93) and *Friends Attending* (mean = 4.01, s.d. 1.72) were scored more slightly more important to Centennial Seniors than seniors overall. The data are presented graphically in Figure CRSC1.

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



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

Centennial											
<i>Reasons for selecting a college/university</i>	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	7 4.0%	9 5.1%	11 6.3%	43 24.6%	23 13.1%	41 23.4%	41 23.4%	175 100.0%	5.02 1.67	4.83 1.71	104
Programs available of interest to me	5 2.8%	2 1.1%	9 5.1%	26 14.8%	24 13.6%	59 33.5%	51 29.0%	176 100.0%	5.52 1.47	5.76 1.38	96
Overall cost of attending	8 4.5%	1 0.6%	11 6.3%	25 14.2%	20 11.4%	39 22.2%	72 40.9%	176 100.0%	5.57 1.65	5.70 1.54	98
Availability of financial aid	7 4.0%	2 1.1%	9 5.1%	28 16.0%	15 8.6%	43 24.6%	71 40.6%	175 100.0%	5.60 1.62	5.61 1.60	100
Post graduate opportunities	6 3.4%	3 1.7%	7 4.0%	42 24.0%	17 9.7%	49 28.0%	51 29.1%	175 100.0%	5.35 1.56	5.53 1.52	97
Location - Convenient / easy to get to	7 4.0%	7 4.0%	13 7.4%	32 18.3%	24 13.7%	45 25.7%	47 26.9%	175 100.0%	5.18 1.67	5.17 1.62	100
Reputation of instructors	11 6.3%	8 4.6%	6 3.4%	46 26.3%	29 16.6%	48 27.4%	27 15.4%	175 100.0%	4.86 1.64	4.90 1.56	99
School / Program Reputation	9 5.1%	1 0.6%	9 5.1%	33 18.8%	27 15.3%	61 34.7%	36 20.5%	176 100.0%	5.24 1.54	5.28 1.47	99
Recommendations from others	8 4.6%	5 2.9%	10 5.7%	47 26.9%	36 20.6%	48 27.4%	21 12.0%	175 100.0%	4.86 1.49	4.80 1.50	101
Social atmosphere	7 4.0%	7 4.0%	10 5.7%	40 22.9%	33 18.9%	47 26.9%	31 17.7%	175 100.0%	5.00 1.56	4.9 1.54	102
Extracurricular activities	7 4.0%	8 4.6%	19 10.9%	43 24.6%	37 21.1%	40 22.9%	21 12.0%	175 100.0%	4.71 1.54	4.64 1.57	102
Athletics	26 14.9%	13 7.4%	12 6.9%	49 28.0%	31 17.7%	24 13.7%	20 11.4%	175 100.0%	4.13 1.86	3.78 1.93	109
Friends attending	19 10.9%	12 6.9%	13 7.4%	54 30.9%	32 18.3%	29 16.6%	16 9.1%	175 100.0%	4.25 1.72	4.01 1.72	106
Intagibles (Campus feels right)	5 2.9%	3 1.7%	11 6.3%	47 27.0%	28 16.1%	46 26.4%	34 19.5%	174 100.0%	5.09 1.48	5.13 1.42	99
Technology available	9 5.1%	6 3.4%	12 6.8%	41 23.3%	34 19.3%	50 28.4%	24 13.6%	176 100.0%	4.88 1.57	4.94 1.53	99
Selectivity (Requirements / Eligibility)	6 3.4%	6 3.4%	20 11.5%	42 24.1%	25 14.4%	50 28.7%	25 14.4%	174 100.0%	4.86 1.56	4.68 1.61	104

## 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

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

<i>Awarded Scholarships?</i>	<b>Centennial</b>			<b>Total</b>		
	<b>#</b>	<b>% Within</b>	<b>Index</b>	<b>#</b>	<b>% Within</b>	<b>Index</b>
Yes	67	35.45%	88	226	40.50%	100
No	122	64.55%	108	332	59.50%	100
Total	189	100.00%		558	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	<b>Centennial</b>		<b>Total</b>			
	<b>Value</b>		<b>Index</b>		<b>Value</b>	
Mean	\$6,741.18		62		\$10,943.61	
s.d.	\$19,868.68		83		\$24,023.04	
Trimmed Mean (5%)	\$4,459.69		54		\$8,200.15	
Median Value	\$2,150.00		86		\$2,500.00	
Min	\$100.00				\$100.00	
Max	\$161,679.00				\$192,000.00	
Average # of Awards	1.86		102		1.82	

Centennial Seniors, over a third (35.45%) indicated they had received at least one scholarship. This was slightly lower than seniors overall (40.50%). The average (mean) scholarship award was \$6,741 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 (\$4459) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$2,150; this, also, is slightly lower than for seniors overall. The average number of awards Centennial Seniors received was 1.86, slightly above the average (1.82) 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 all seniors heading to a four year institution, 22.28% 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; 9.33% of Centennial Seniors indicated they were heading to a four year out of state institution. Two-year bound Centennial Seniors had proportions staying in-state and heading out-of-state at a rate very similar to seniors overall. Only 5.00% of Centennial 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

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

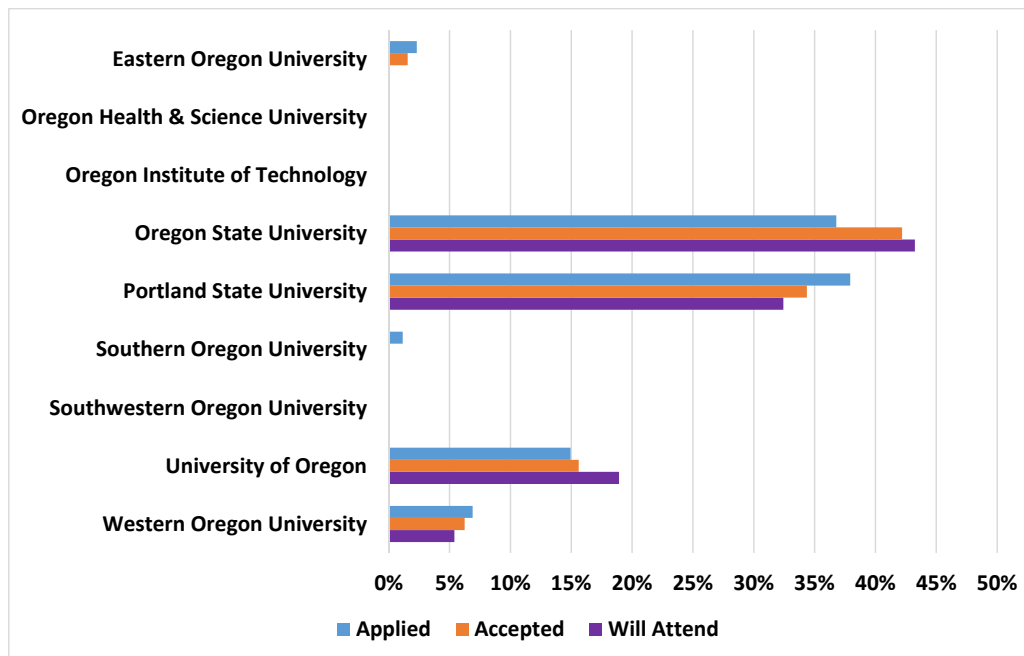
<i>In-State/Out-of-State Bound</i>		Centennial			Total		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	68	90.67%	117	157	77.72%	100
	Out-of-State	7	9.33%	42	45	22.28%	100
Total 4-Year Bound		75	100.00%		202	100.00%	
2-Year Bound	In-State	95	95.00%	100	312	95.41%	100
	Out-of-State	5	5.00%	109	15	4.59%	100
Total 2-Year Bound		100	100.00%		327	100.00%	
Both	In-State	163	93.14%	105	469	88.66%	100
	Out-of-State	12	6.86%	60	60	11.34%	100
Total Both		175	100.00%		529	100.00%	

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 (37.9% Applied) or Oregon State University (36.8% Applied). For both Portland State University and Oregon State University, a higher proportion of Centennial Seniors applied than the proportion of seniors overall. Over ten percent of Centennial Seniors also applied to The University of Oregon (14.9% Applied); this is a lower proportion compared to seniors overall. Centennial Seniors also applied to three other four year public institutions: (1) Eastern Oregon University, (2) Southern Oregon University, and (3) Western Oregon University. All three of these institutions were had proportions of Centennial Seniors apply below ten percent. No Centennial Seniors applied to three of the Oregon public universities: (1) Oregon Health & Science University, (2) Oregon Institute of Technology, and (3) Southwestern Oregon University.

Twenty-three Centennial Seniors were not accepted to universities they applied to; sixty-four Centennial Seniors (73.56% 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. Oregon State University was the exception with a proportion 5.6% 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 State University (42.2% accepted compared to 34.7% accepted overall) and Portland State University (34.4% Accepted compared to 29.4% accepted overall) were higher.

The majority of Centennial Seniors indicating they would be attending a four-year public university indicated Oregon State University (43.2% Attending), Portland State University (32.4% Attending), and University of Oregon (18.9% Attending). Compared to seniors overall, the proportion of Centennial Seniors attending these three institutions are 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**



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

<i>Institution</i>	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Public	#	%	Index	#	%	Index	#	%	Index	#	%		#	%		#	%	Index
Eastern Oregon University	2	2.3%	158	1	1.6%	133	0	0.0%		3	1.5%		2	1.2%		0	0.0%	
Oregon Health & Science University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Oregon Institute of Technology	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.0%		1	0.6%		1	1.1%	100
Oregon State University	32	36.8%	110	27	42.2%	122	16	43.2%	106	69	33.5%		59	34.7%		36	40.9%	100
Portland State University	33	37.9%	113	22	34.4%	117	12	32.4%	114	69	33.5%		50	29.4%		25	28.4%	100
Southern Oregon University	1	1.1%	118	0	0.0%	0	0	0.0%	0	2	1.0%		2	1.2%		2	2.3%	100
Southwestern Oregon University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
University of Oregon	13	14.9%	86	10	15.6%	80	7	18.9%	104	36	17.5%		33	19.4%		16	18.2%	100
Western Oregon University	6	6.9%	62	4	6.3%	46	2	5.4%	59	23	11.2%		23	13.5%		8	9.1%	100
Total	87	100.0%		64	100.0%		37	100.0%		206	100.0%		170	100.0%		88	100.0%	

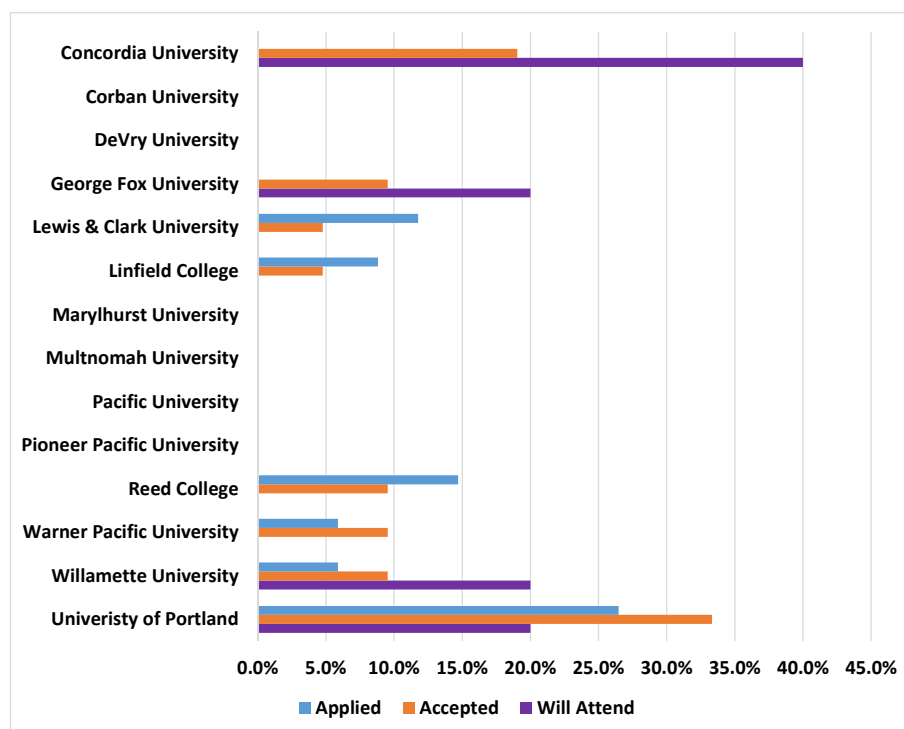


For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISC3. A total of thirty-four private university applications were submitted by Centennial Seniors. For Centennial Seniors that applied to private institutions, University of Portland (26.5% Applied) and Reed College (14.7% Applied) had the highest proportions. An equal proportion of Centennial Seniors also applied to Concordia University, George Fox University, and Lewis & Clark University; over ten percent (11.8%) of applications went to these three private institutions. 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 five of institutions identified: (1) Concordia University, (2) Lewis & Clark University, (3) Reed College, (4) Warner Pacific University, and (5) University of Portland.

Of the thirty-four applications to a private institution, twenty-one were accepted (a 62% acceptance rate). For most private institutions, the proportion of Centennial Seniors accepted was smaller compared to the proportion of applications. A much higher proportion of Centennial Seniors were accepted to Concordia University (19.0% accepted) and University of Portland (33.3% Accepted). Compared to seniors overall, the proportion of Centennial Seniors accepted to private institutions was higher for five of the fourteen private institutions identified: (1) Concordia University, (2) Reed College, (3) Warner Pacific University, (4) Willamette University, and (5) University of Portland. Index scores were well over 100 for all of these institutions.

Of the twenty-one applications that were accepted, five Centennial Seniors indicated they would attend a private institution. Two (40%) indicated they will attend Concordia University. One each (20% each) indicated they will attend George Fox University, Willamette University, and Portland State University. 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**

Institution	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%		#	%		#	%	Index
Concordia University	4	11.8%	90	4	19.0%	123	2	40.0%	240	16	13.0%		16	15.5%		4	16.7%	100
Corban University	1	2.9%	181	0	0.0%	0	0	0.0%		2	1.6%		1	1.0%		0	0.0%	
DeVry University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
George Fox University	4	11.8%	85	2	9.5%	75	1	20.0%	120	17	13.8%		13	12.6%		4	16.7%	100
Lewis & Clark University	4	11.8%	181	1	4.8%	98	0	0.0%		8	6.5%		5	4.9%		0	0.0%	
Linfield College	3	8.8%	52	1	4.8%	26	0	0.0%	0	21	17.1%		19	18.4%		4	16.7%	100
Marylhurst University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Multnomah University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%	0	10	8.1%		8	7.8%		3	12.5%	100
Pioneer Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%		1	0.8%		1	1.0%		0	0.0%	
Reed College	5	14.7%	301	2	9.5%	327	0	0.0%		6	4.9%		3	2.9%		0	0.0%	
Warner Pacific University	2	5.9%	121	2	9.5%	163	0	0.0%		6	4.9%		6	5.8%		0	0.0%	
Willamette University	2	5.9%	72	2	9.5%	109	1	20.0%	160	10	8.1%		9	8.7%		3	12.5%	100
Univeristy of Portland	9	26.5%	125	7	33.3%	156	1	20.0%	80	26	21.1%		22	21.4%		6	25.0%	100
Total	34	100.0%		21	100.0%		5	100.0%		123	100.0%		103	100.0%		24	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

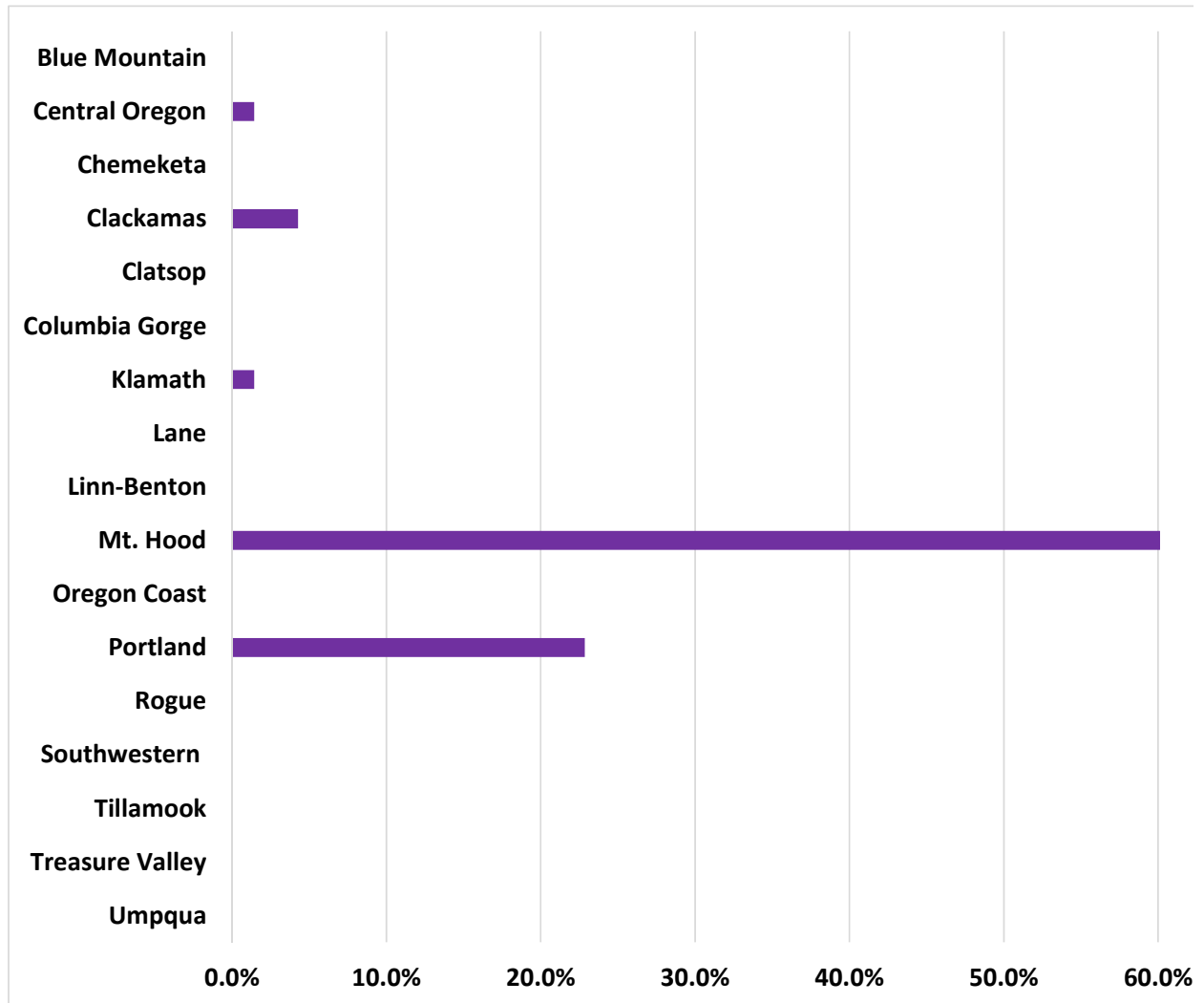
**Table CISC4: Centennial Seniors and Seniors Overall Bound for Community College by Institution Attending**

<i>Institution</i>	Centennial			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	0	0.0%	0	4	1.5%	100
Central Oregon	1	1.4%	76	5	1.9%	100
Chemeketa	0	0.0%	0	2	0.8%	100
Clackamas	3	4.3%	87	13	4.9%	100
Clatsop	0	0.0%	0	1	0.4%	100
Columbia Gorge	0	0.0%	0	1	0.4%	100
Klamath	1	1.4%	379	1	0.4%	100
Lane	0	0.0%	0	2	0.8%	100
Linn-Benton	0	0.0%	0	2	0.8%	100
Mt. Hood	49	70.0%	101	183	69.1%	100
Oregon Coast	0	0.0%	0	1	0.4%	100
Portland	16	22.9%	126	48	18.1%	100
Rogue	0	0.0%	0	1	0.4%	100
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	0	0.0%		0	0.0%	
Umpqua	0	0.0%	0	1	0.4%	100
Total	70	100.0%		265	100.0%	

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 they will be attending a community college are presented in Table CISC4. A total of 70 Centennial Seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (70.0% Attending). Over twenty-five percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (4.3% Attending) and Portland Community College (22.9% 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 Portland Community College at a much higher rate (22.9% compared to 18.1% overall). They are attending Mt. Hood at a rate equal to seniors overall (70.0% compared to 69.1% overall). Finally they are attending Clackamas at a slightly lower rate (4.3% compared to 4.9% overall). Although the numbers are small, a higher proportion of Centennial Seniors indicated they would be attending Klamath Community College (1.4% compared to 0.4% overall). The Community College attending data are presented graphically in Figure CISC3.

No Centennial Seniors indicated they applied, were accepted, nor will be attending a private technical college. No analysis or data are presented.

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



## Continuing Education Results for Gresham

### Type of Institution Attending

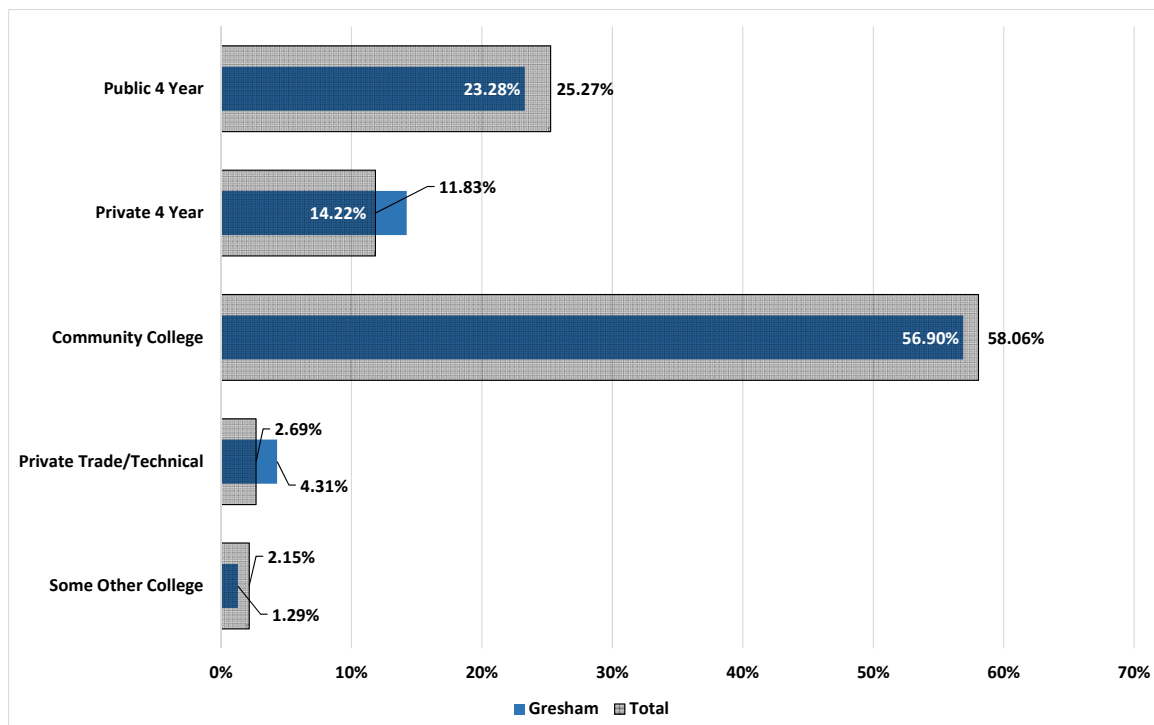
Results of the institution type Gresham Seniors are attending are presented in Table CTIAG1 along with the totals for all seniors continuing their education. The majority of Gresham Seniors (56.90%) indicated

**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	54	23.28%	92	141	25.27%	100
Private 4 Year	33	14.22%	120	66	11.83%	100
Community College	132	56.90%	98	324	58.06%	100
Private Trade/Technical	10	4.31%	160	15	2.69%	100
Some Other College	3	1.29%	60	12	2.15%	100
Total	232	100.00%		558	100.00%	

they will be attending a community college. Gresham Seniors were just as likely to indicate they were attending a community college as seniors overall. Just under one quarter (23.28%) indicated they will be attending a four year public university; they were slightly less likely to attend a public four-year institution than seniors overall. Just under fifteen percent (14.22%) indicated they will be going to a four year private institution. Gresham seniors were more likely to indicate they are attending a private institution than seniors overall. The remaining seniors indicated they will be attending either a private trade/technical school (4.31%) or some other type of institution (1.29%). Gresham Seniors were much more likely than seniors overall to indicate they would be attending a private trade/technical school and less likely to indicate some other type of institution. Data are presented graphically in Figure CTIAG1.

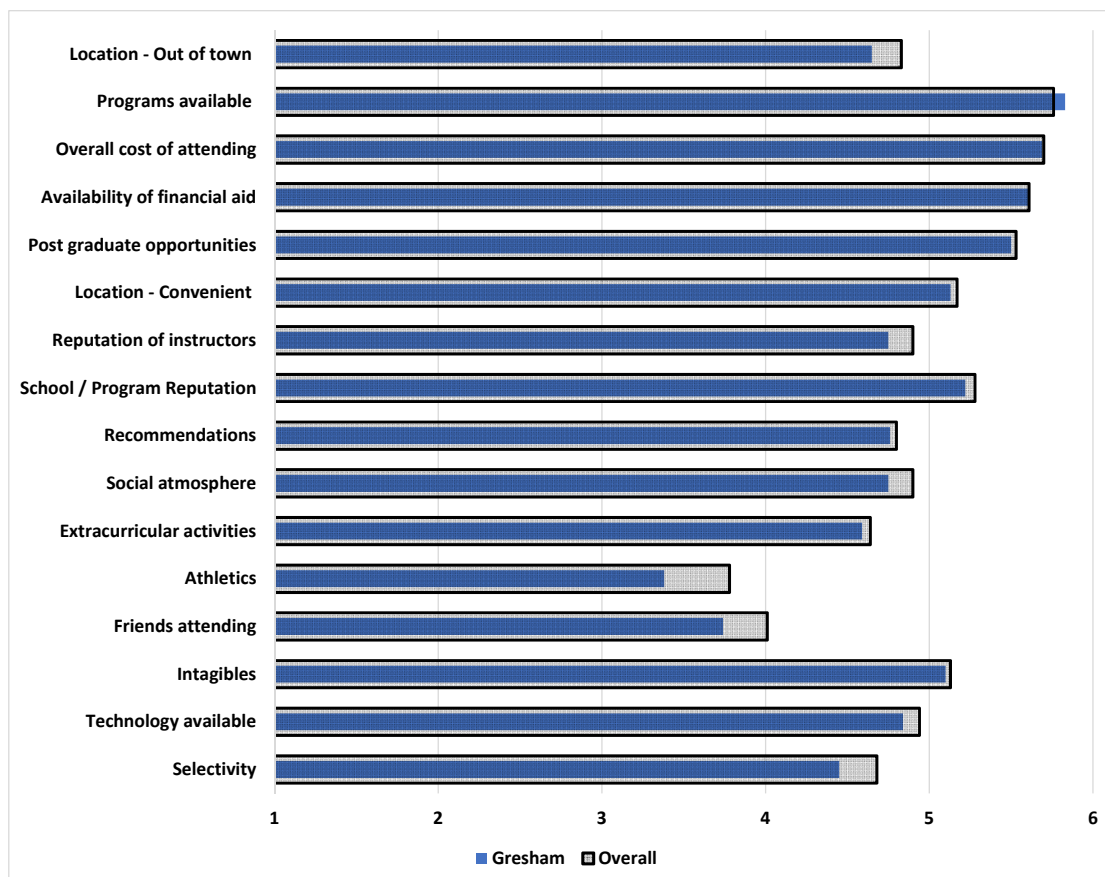
**Figure CTIAG1: Plot of Gresham Students and Seniors Overall by Institution Attending**



## 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 (85.0%) of Gresham Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.83 (s.d. 1.35). The overall cost and availability of financial aid items both had over seventy-five percent (77.0% and 77.5% 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. 1.56 and mean = 5.61, s.d. 1.64 respectively). Gresham Seniors indicated an additional four items that had mean scores above 5.00: *Post graduate opportunities* (mean = 5.50, s.d. 1.56), *School / program reputation* (Mean = 5.22, s.d. 1.48), *Location – Convenient / easy to get to* (mean = 5.13, s.d. 1.64), and *Intangibles* (mean = 5.10, s.d. 1.43), and). With the exception of *Athletics* (mean = 3.38, s.d. 1.97), Gresham Seniors rated almost all of items very similar to seniors overall. The data are presented graphically in Figure CRS1.

**Figure CRS1: Mean Rating Scores for Institution Selection Items by Gresham Seniors and Seniors Overall**



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

Gresham											
<i>Reasons for selecting a college/university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	24	10	14	50	39	48	39	224	4.65	4.83	96
/ away from home	10.7%	4.5%	6.3%	22.3%	17.4%	21.4%	17.4%	100.0%	1.84	1.71	
Programs available of interest to me	5	3	4	22	34	70	88	226	5.83	5.76	101
	2.2%	1.3%	1.8%	9.7%	15.0%	31.0%	38.9%	100.0%	1.35	1.38	
Overall cost of attending	7	5	7	33	25	53	96	226	5.69	5.70	100
	3.1%	2.2%	3.1%	14.6%	11.1%	23.5%	42.5%	100.0%	1.56	1.54	
Availability of financial aid	10	5	10	26	26	60	90	227	5.61	5.61	100
	4.4%	2.2%	4.4%	11.5%	11.5%	26.4%	39.6%	100.0%	1.64	1.60	
Post graduate opportunities	11	1	9	29	40	63	72	225	5.50	5.53	99
	4.9%	0.4%	4.0%	12.9%	17.8%	28.0%	32.0%	100.0%	1.56	1.52	
Location - Convenient / easy to get to	12	7	14	35	45	62	50	225	5.13	5.17	99
	5.3%	3.1%	6.2%	15.6%	20.0%	27.6%	22.2%	100.0%	1.64	1.62	
Reputation of instructors	11	12	13	69	33	54	32	224	4.75	4.90	97
	4.9%	5.4%	5.8%	30.8%	14.7%	24.1%	14.3%	100.0%	1.60	1.56	
School / Program Reputation	9	5	8	43	44	76	42	227	5.22	5.28	99
	4.0%	2.2%	3.5%	18.9%	19.4%	33.5%	18.5%	100.0%	1.48	1.47	
Recommendations from others	10	14	14	55	50	48	32	223	4.76	4.80	99
	4.5%	6.3%	6.3%	24.7%	22.4%	21.5%	14.3%	100.0%	1.59	1.50	
Social atmosphere	11	12	18	55	46	53	31	226	4.75	4.90	97
	4.9%	5.3%	8.0%	24.3%	20.4%	23.5%	13.7%	100.0%	1.60	1.54	
Extracurricular activities	13	14	21	57	49	43	29	226	4.59	4.64	99
	5.8%	6.2%	9.3%	25.2%	21.7%	19.0%	12.8%	100.0%	1.63	1.57	
Athletics	60	32	17	54	27	17	20	227	3.38	3.78	89
	26.4%	14.1%	7.5%	23.8%	11.9%	7.5%	8.8%	100.0%	1.97	1.93	
Friends attending	37	25	21	63	43	24	11	224	3.74	4.01	93
	16.5%	11.2%	9.4%	28.1%	19.2%	10.7%	4.9%	100.0%	1.74	1.72	
Intagibles (Campus feels right)	7	5	12	48	48	70	34	224	5.10	5.13	99
	3.1%	2.2%	5.4%	21.4%	21.4%	31.3%	15.2%	100.0%	1.43	1.42	
Technology available	11	11	14	63	31	59	36	225	4.84	4.94	98
	4.9%	4.9%	6.2%	28.0%	13.8%	26.2%	16.0%	100.0%	1.62	1.53	
Selectivity (Requirements / Eligibility)	19	15	17	67	33	49	25	225	4.45	4.68	95
	8.4%	6.7%	7.6%	29.8%	14.7%	21.8%	11.1%	100.0%	1.71	1.61	

## 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 CSG1. For

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

Awarded Scholarships?	Gresham			Total		
	#	% Within	Index	#	% Within	Index
Yes	105	45.26%	112	226	40.50%	100
No	127	54.74%	92	332	59.50%	100
Total	232	100.00%		558	100.00%	
Summary Statistics for Scholarships Awarded	Gresham			Total		
	Value		Index	Value		Index
Mean	\$15,308.17		140	\$10,943.61		100
s.d.	\$30,004.14		125	\$24,023.04		100
Trimmed Mean (5%)	\$12,674.83		155	\$8,200.15		100
Median Value	\$3,500.00		140	\$2,500.00		100
Min	\$500.00			\$100.00		
Max	\$192,000.00			\$192,000.00		
Average # of Awards	1.79		98	1.82		100

Gresham Seniors, over forty-five percent (45.26%) indicated they had received at least one scholarship. This was higher than seniors overall (40.50%). The average (mean) scholarship award was \$15,308 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 to account for the variability in the data. Gresham Seniors trimmed mean of \$12,674 is a more accurate reflection of the average award and was still much higher than seniors overall. The median value of scholarship awards was \$3,500; this is higher than seniors overall. The average number of awards seniors received was 1.79, slightly lower than the average (1.82) 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

**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	66	76.74%	99	157	77.72%	100
	Out-of-State	20	23.26%	104	45	22.28%	100
Total 4-Year Bound		86	100.00%		202	100.00%	
2-Year Bound	In-State	134	95.71%	100	312	95.41%	100
	Out-of-State	6	4.29%	93	15	4.59%	100
Total 2-Year Bound		140	100.00%		327	100.00%	
Both	In-State	200	88.50%	100	469	88.66%	100
	Out-of-State	26	11.50%	101	60	11.34%	100
Total Both		226	100.00%		529	100.00%	



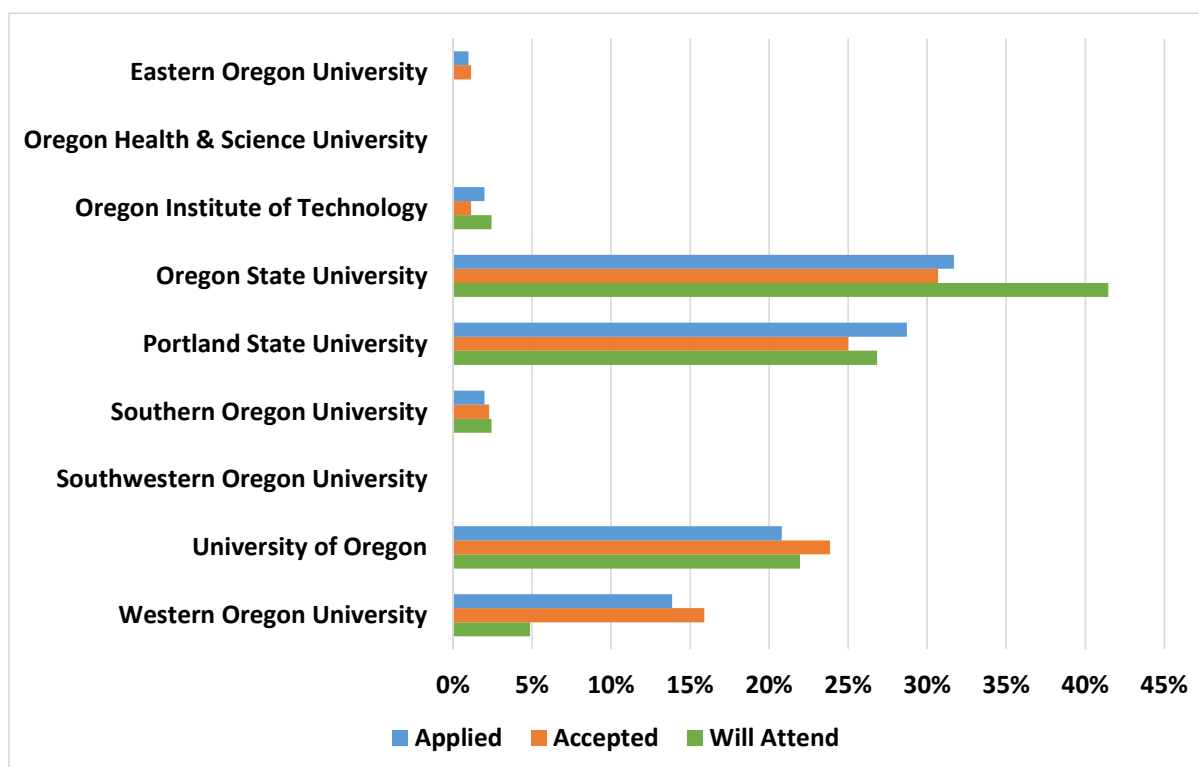
and state/country of the school; please see Appendix C for a list of out-of-state colleges and universities. Results of In-State and Out-of-State bound status for Gresham Seniors are reported in Table CISG1. For seniors heading to a four year institution, 23.26% indicated they would be heading out-of-state. Gresham Seniors were slightly more 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 and going out of state about equal to seniors overall. Only 4.29% 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 101 applications to Oregon four-year public universities. Gresham Seniors were most likely to apply to Oregon State University (31.7% of applications), Portland State University (28.7% of applications), or University of Oregon (20.8% of applications). The proportions of Gresham Seniors that applied to Oregon State University and Portland State University were lower than the proportion of seniors overall. The University of Oregon applications by Gresham Seniors was higher than the proportion of seniors overall. Although there were fewer actual applications, the proportions that applied to Oregon Institute of Technology (2.0% of Applications) and Western Oregon University (14.0% of Applications) were higher than the proportions of seniors overall. The proportion of Gresham Seniors that applied to Eastern Oregon (1.0% of applications) was smaller than the proportion of seniors overall. For Southern Oregon (2.0% of applications) the proportion was similar to the proportion for seniors overall. No Gresham Seniors indicated they had applied to Oregon Health & Science University nor Southwestern Oregon University.

Eighty-eight Gresham Seniors were accepted to the public universities they applied to; that is an 88% acceptance rate. 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 the University of Oregon (23.9% of those accepted) was higher than the proportion overall. The proportions accepted to Oregon State University (30.7% of those accepted) and Portland State University (25.0% of those accepted) were lower than the proportions for seniors overall. Although much smaller in numbers, the Oregon Institute of Technology (1.1% of those accepted), Southern Oregon University (2.3% of those accepted), and Western Oregon University (15.9% of those accepted) had much higher proportions than seniors overall. The proportion accepted to Eastern Oregon University (1.1% of those accepted) was similar to the proportion overall.

Forty-one Gresham Seniors indicated they would be attending a four-year public institution. The majority indicated they would attend Oregon State University (41.5% of those attending), Portland State University (26.8% of those attending), and University of Oregon (22.0% of those attending). Compared to seniors overall, the proportion of Gresham Seniors attending Oregon State University was similar, the proportion attending Portland State University was slightly lower, and the proportion attending University of Oregon was higher. The proportions of Gresham Seniors attending Oregon Institute of Technology (2.4% of those attending) was higher than seniors overall. Those attending Southern Oregon University (2.4% of those attending) was about the same as the proportion of seniors overall. The proportion of those attending Western Oregon University (4.9% of those attending) was lower. 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**



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

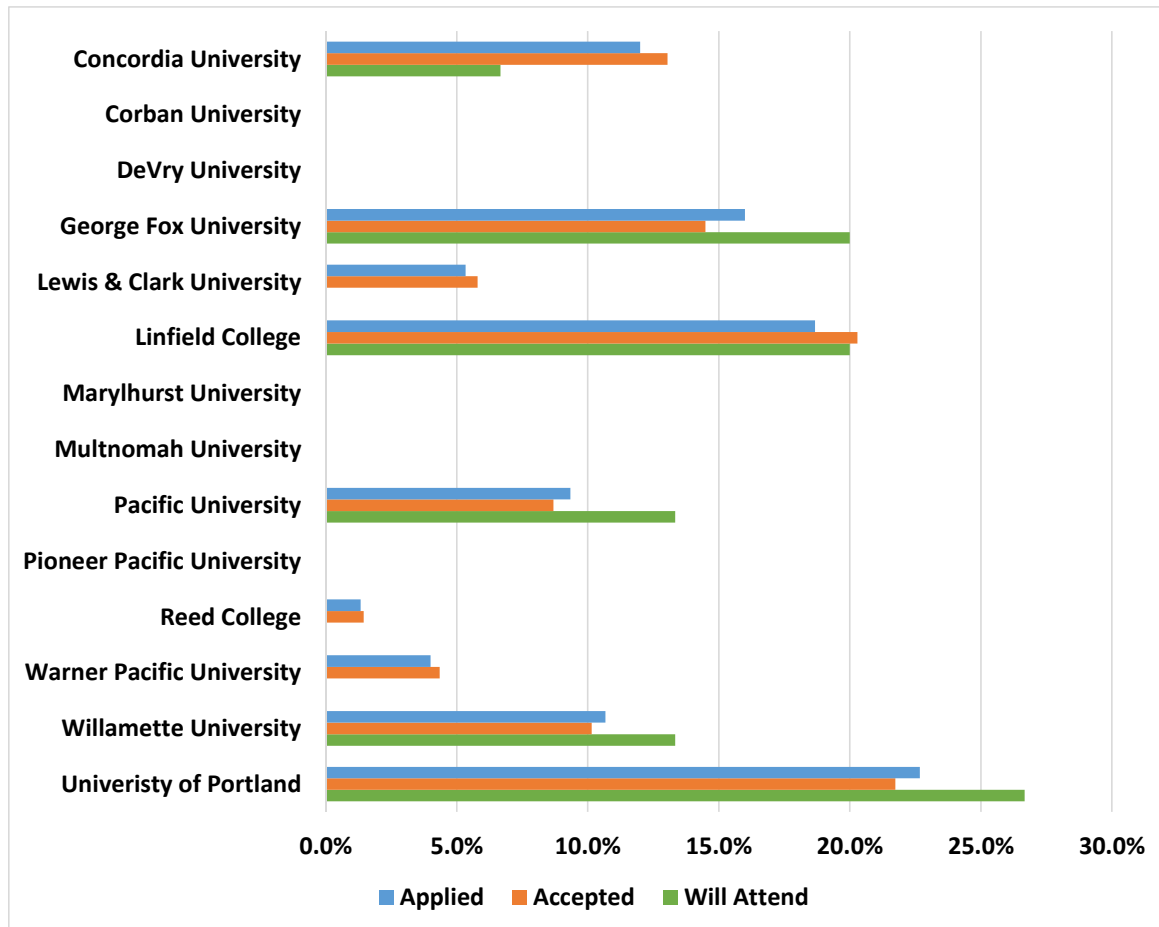
Institution	Gresham									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Public																		
Eastern Oregon University	1	1.0%	68	1	1.1%	97	0	0.0%		3	1.4%	100	2	1.2%	100	0	0.0%	
Oregon Health & Science University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Oregon Institute of Technology	2	2.0%	205	1	1.1%	193	1	2.4%	215	2	1.0%	100	1	0.6%	100	1	1.1%	100
Oregon State University	32	31.7%	95	27	30.7%	88	17	41.5%	101	69	33.3%	100	59	34.7%	100	36	40.9%	100
Portland State University	29	28.7%	86	22	25.0%	85	11	26.8%	94	69	33.3%	100	50	29.4%	100	25	28.4%	100
Southern Oregon University	2	2.0%	137	2	2.3%	193	1	2.4%	107	3	1.4%	100	2	1.2%	100	2	2.3%	100
Southwestern Oregon University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
University of Oregon	21	20.8%	120	21	23.9%	123	9	22.0%	121	36	17.4%	100	33	19.4%	100	16	18.2%	100
Western Oregon University	14	13.9%	125	14	15.9%	118	2	4.9%	54	23	11.1%	100	23	13.5%	100	8	9.1%	100
Total	101	100.0%	100	88	100.0%		41	100.0%		207	100.0%		170	100.0%		88	100.0%	

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 seventy-five private university applications were submitted by Gresham Seniors. For Gresham Seniors that applied to private institutions, University of Portland (22.7% of applications), Linfield College (18.7% of applications), George Fox University (16.0% of applications), Concordia University (12.0% of applications), and Willamette University (10.7% of applications) had the highest proportion of applications. All other private institutions listed had applied proportions below 10%. Compared to seniors overall, Gresham Seniors applied to Willamette University, George Fox University, and Pacific University at a much higher rate; they applied to Concordia University, Linfield College, and University of Portland at a similar rate; and they applied to all other private four year institutions at a lower rate. Gresham Seniors did not apply to five of the fourteen private institutions listed.

Of the seventy-five applications to a private institution, sixty-nine were accepted; this is a 92% acceptance rate and is a much higher rate (84%) than for seniors overall. The proportion of Gresham Seniors accepted were similar to the proportion of applications. University of Portland (21.7% of accepted applications), Linfield College (18.7% of accepted applications), George Fox University (14.5% of accepted applications), Concordia University (13.0% of accepted applications), and Willamette University (10.1% Accepted) had the highest proportions of students accepted. Compared to seniors overall, the proportion of Gresham Seniors accepted to five of the universities listed was higher: Lewis & Clark University, Willamette University, George Fox University, Pacific University, and Linfield College. The proportion of applications accepted at University of Portland was about the same as for seniors overall. For all other institutions it was lower.

Of the sixty-nine applications that were accepted, fifteen Gresham Seniors indicated they would attend a private institution. They will attend University of Portland (26.7% of those attending), George Fox University (20.0% of those attending), Linfield College (20.0% of those attending), Pacific University (13.3% of those attending), and Willamette University (13.3% of those attending). For all five of these institutions, Gresham Seniors will be attending at a higher rate than seniors overall. Data are presented graphically in Figure CISG2.

**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	9	12.0%	92	9	13.0%	84	1	6.7%	40	16	13.0%	100	16	15.5%	100	4	16.7%	100
Corban University	0	0.0%	0	0	0.0%	0	0	0.0%		2	1.6%	100	1	1.0%	100	0	0.0%	
DeVry University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
George Fox University	12	16.0%	116	10	14.5%	115	3	20.0%	120	17	13.8%	100	13	12.6%	100	4	16.7%	100
Lewis & Clark University	4	5.3%	82	4	5.8%	119	0	0.0%		8	6.5%	100	5	4.9%	100	0	0.0%	
Linfield College	14	18.7%	109	14	20.3%	110	3	20.0%	120	21	17.1%	100	19	18.4%	100	4	16.7%	100
Marylhurst University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Multnomah University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Pacific University	7	9.3%	115	6	8.7%	112	2	13.3%	107	10	8.1%	100	8	7.8%	100	3	12.5%	100
Pioneer Pacific University	0	0.0%	0	0	0.0%	0	0	0.0%		1	0.8%	100	1	1.0%	100	0	0.0%	
Reed College	1	1.3%	27	1	1.4%	50	0	0.0%		6	4.9%	100	3	2.9%	100	0	0.0%	
Warner Pacific University	3	4.0%	82	3	4.3%	75	0	0.0%		6	4.9%	100	6	5.8%	100	0	0.0%	
Willamette University	8	10.7%	131	7	10.1%	116	2	13.3%	107	10	8.1%	100	9	8.7%	100	3	12.5%	100
Univeristy of Portland	17	22.7%	107	15	21.7%	102	4	26.7%	107	26	21.1%	100	22	21.4%	100	6	25.0%	100
Total	75	100.0%		69	100.0%		15	100.0%		123	100.0%		103	100.0%		24	100.0%	

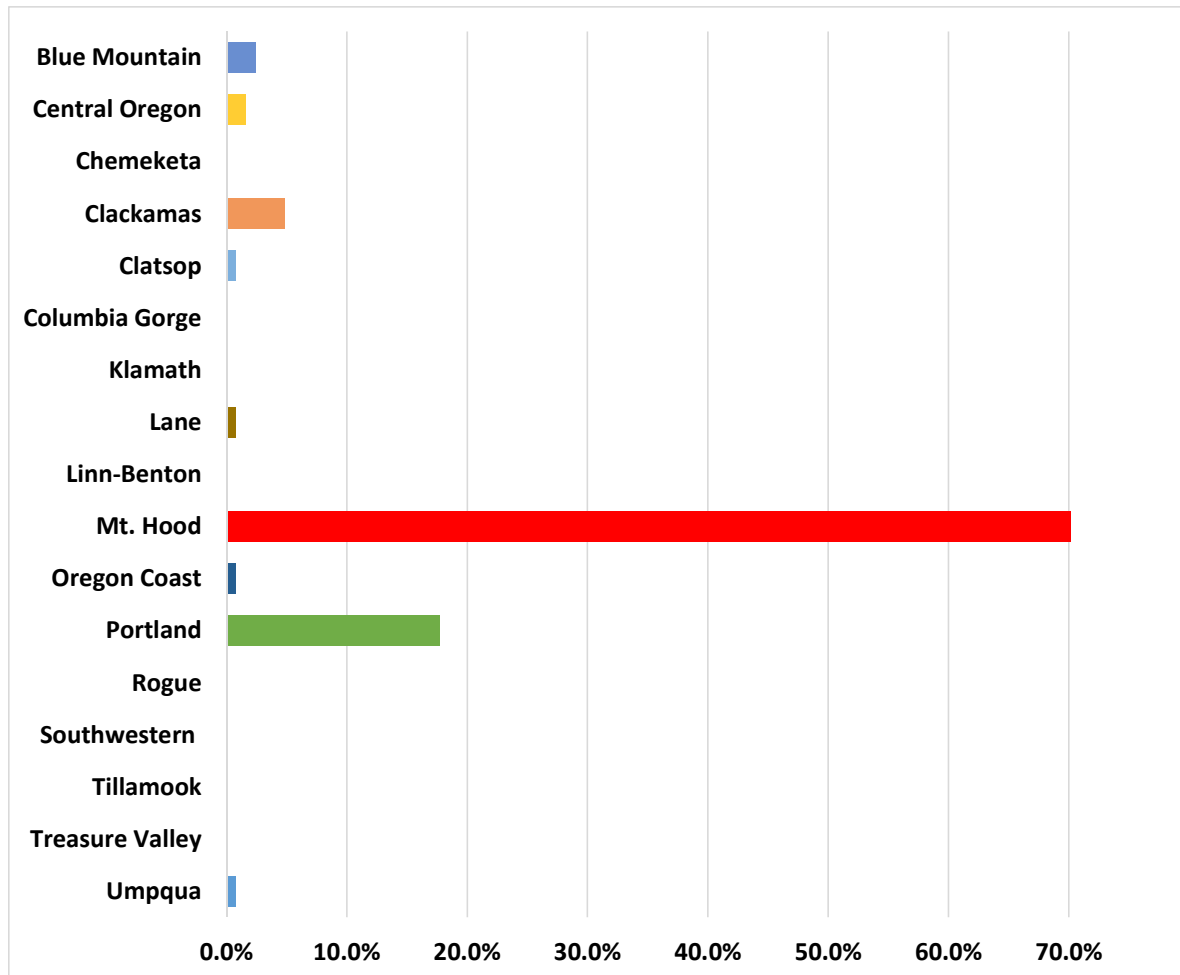
For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is

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

<i>Institution</i>	Gresham			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	3	2.4%	160	4	1.5%	100
Central Oregon	2	1.6%	85	5	1.9%	100
Chemeketa	0	0.0%	0	2	0.8%	100
Clackamas	6	4.8%	99	13	4.9%	100
Clatsop	1	0.8%	214	1	0.4%	100
Columbia Gorge	0	0.0%	0	1	0.4%	100
Klamath	0	0.0%	0	1	0.4%	100
Lane	1	0.8%	107	2	0.8%	100
Linn-Benton	0	0.0%	0	2	0.8%	100
Mt. Hood	87	70.2%	102	183	69.1%	100
Oregon Coast	1	0.8%	214	1	0.4%	100
Portland	22	17.7%	98	48	18.1%	100
Rogue	0	0.0%	0	1	0.4%	100
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	0	0.0%		0	0.0%	
Umpqua	1	0.8%	214	1	0.4%	100
Total	124	100.0%		265	100.0%	

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 attending a community college are presented in Table CISG4. A total of 124 Gresham Seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (70.2% of those attending). Over twenty percent indicated they would be attending one of the other two Portland Metropolitan Community Colleges: Clackamas Community College (4.8% of those attending) and Portland Community College (17.7% of those attending). Although all of the Gresham Barlow School District lies within the Mt. Hood District Boundary, over one fifth of the students (22.5%) attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Gresham Students are attending all three of the metropolitan colleges at a similar rate. Although the numbers are small, a higher proportion of Gresham Seniors indicated they would be attending Blue Mountain (2.4% of those attending), Clatsop (0.8% of those attending), Lane (0.8% of those attending), and Oregon Coast (0.8% of those attending), than seniors overall. The Community College attending data are presented graphically in Figure CISG3.

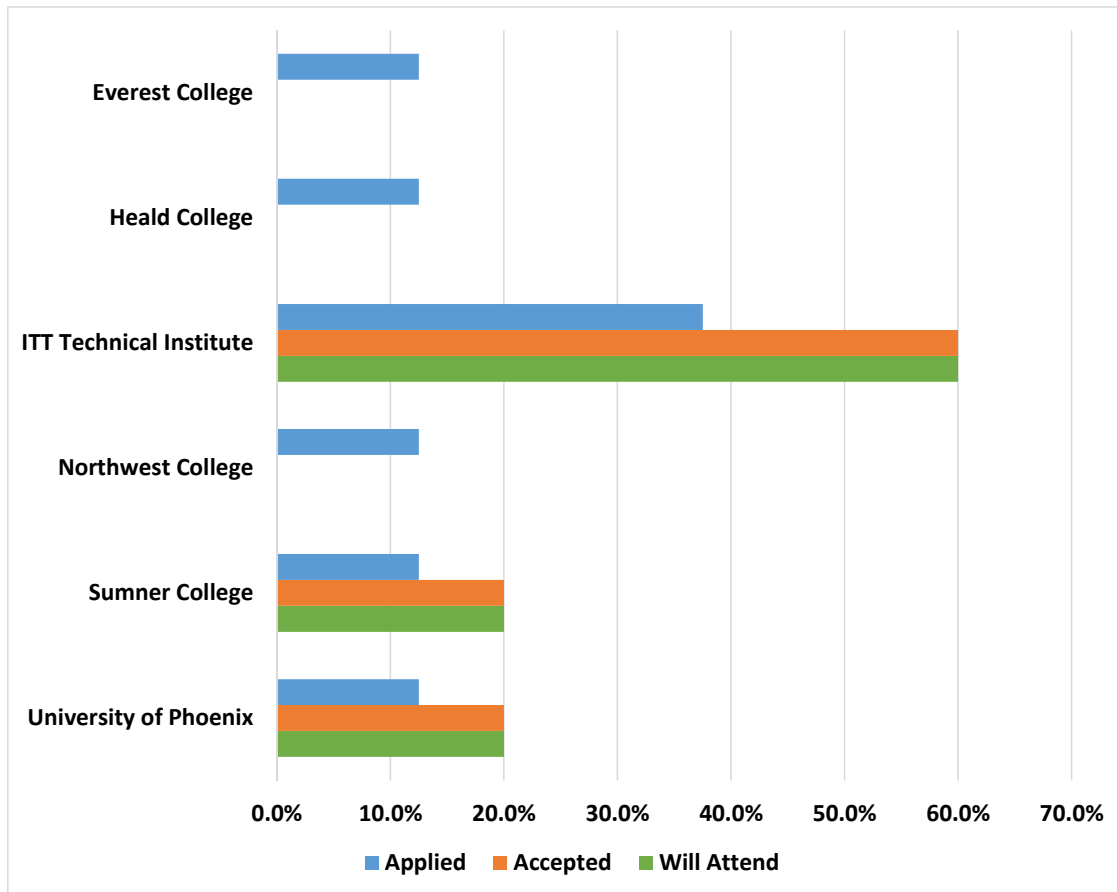
**Figure CISG3: Proportion of Gresham Seniors Planning to Attend a Community College by Institution**



Overall very few seniors indicated they applied to or would be attending Private Trade/Technical Colleges. Only eight Gresham Seniors applied to a private trade/technical institution. The data for Private Trade/Technical Colleges is presented in Table CISG6. Of the eight applications, five were accepted and five Gresham Seniors indicated they would be attending the private two year institution applied to. Three indicated they will attend ITT Technical Institute (60.0% of those attending) and both Sumner College (20% of those attending) and University of Phoenix (20% of those attending) had one student each indicate they will be attending. The data are presented graphically in Figure CISG4.



**Figure CISG4: 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	12.5%	163	0	0.0%		0	0.0%		1	7.7%	100	0	0.0%		0	0.0%	
Heald College	1	12.5%	163	0	0.0%		0	0.0%		1	7.7%	100	0	0.0%		0	0.0%	
ITT Technical Institute	3	37.5%	81	3	60.0%	90	3	60.0%	90	6	46.2%	100	6	66.7%	100	6	66.7%	100
Northwest College	1	12.5%	81	0	0.0%		0	0.0%		2	15.4%	100	0	0.0%		0	0.0%	
Sumner College	1	12.5%	163	1	20.0%	180	1	20.0%	180	1	7.7%	100	1	11.1%	100	1	11.1%	100
University of Phoenix	1	12.5%	81	1	20.0%	90	1	20.0%	90	2	15.4%	100	2	22.2%	100	2	22.2%	100
Total	8	100.0%		5	100.0%		5	100.0%		13	100.0%		9	100.0%		9	100.0%	

## Continuing Education Results for Sam Barlow

### Type of Institution Attending

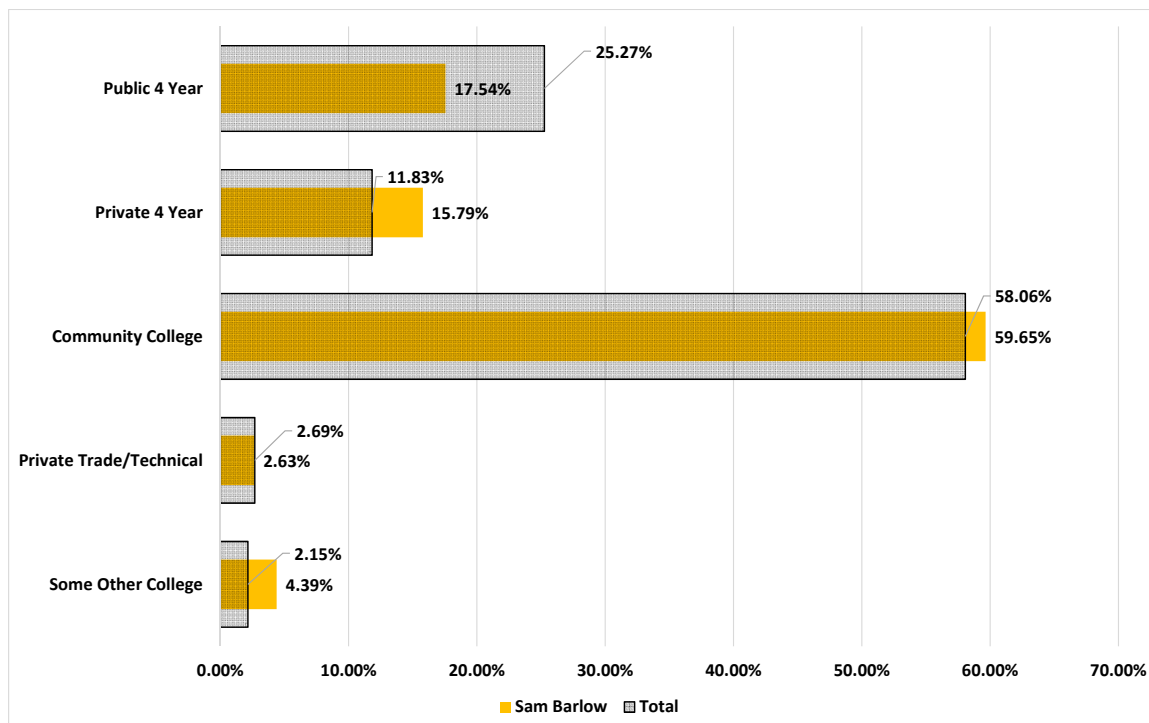
Results of the institution type Sam Barlow Seniors are attending are presented in Table CTIASB1 along with the totals for all seniors continuing their education. The majority of Sam Barlow Seniors (59.65%) indicated

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

<i>What Type of Institution Are You Attending</i>	Sam Barlow			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	20	17.54%	69	141	25.27%	100
Private 4 Year	18	15.79%	133	66	11.83%	100
Community College	68	59.65%	103	324	58.06%	100
Private Trade/Technical	3	2.63%	98	15	2.69%	100
Some Other College	5	4.39%	204	12	2.15%	100
Total	114	100.00%		558	100.00%	

they will be attending a community college. Sam Barlow Seniors were slightly more likely to indicate they were attending a community college than seniors overall. Over seventeen percent (17.54%) indicated they will be attending a four year public university; they are much less likely to attend a public four-year institution compared to seniors overall. Over fifteen percent (15.79%) indicated they will be going to a four year private institution. Sam Barlow Seniors are much more likely to attend a private institution than seniors overall. The remaining seniors indicated they will be attending either a private trade/technical school (2.63%) or some other type of institution (4.39%). Sam Barlow Seniors were less likely than seniors overall to indicate they would be attending a private trade/technical school and much more to indicate some other type of institution. Data are presented graphically in Figure CTIASB1.

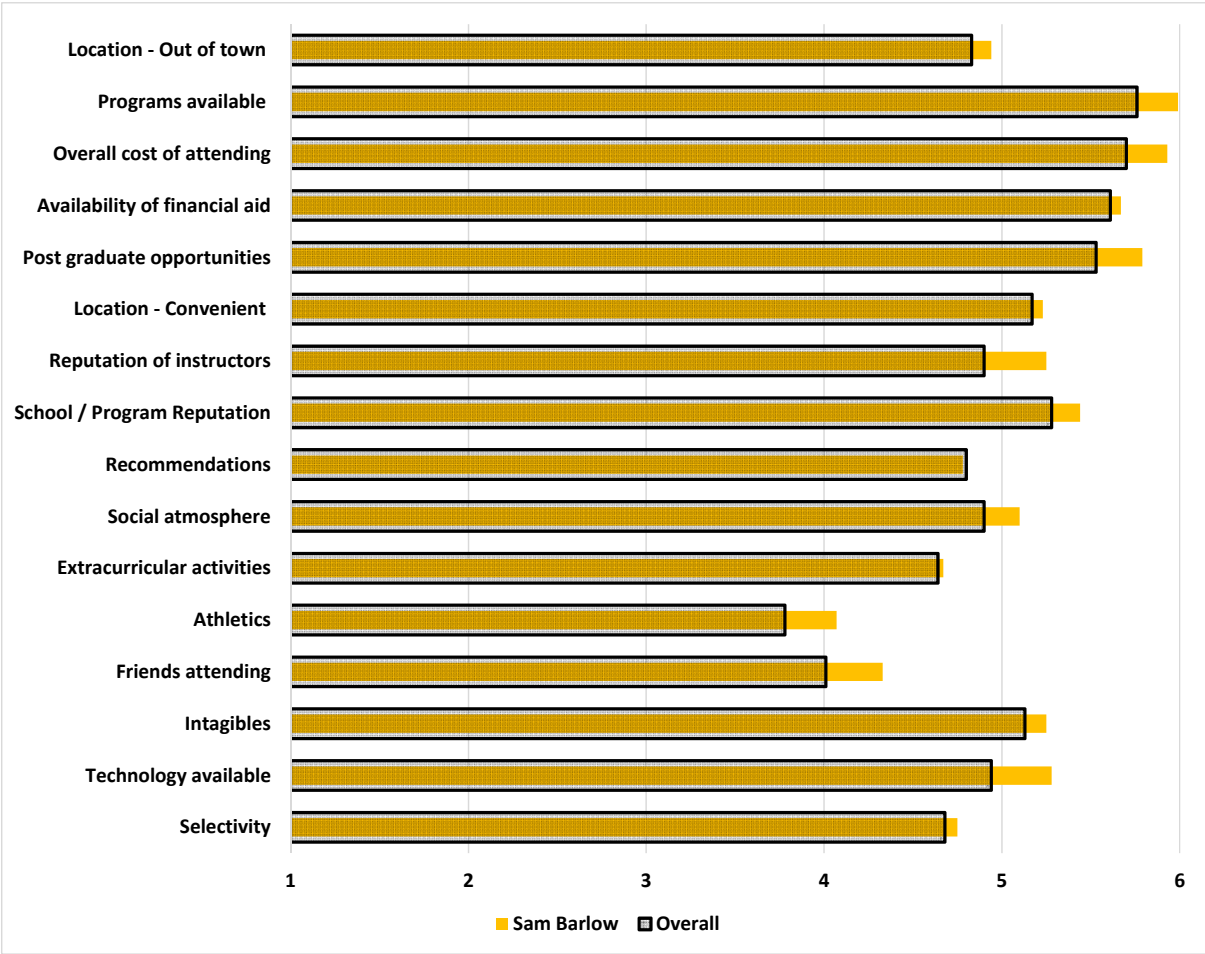
**Figure CTIASB1: Plot of Sam Barlow Seniors and Seniors Overall by Institution Attending**



### 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 almost ninety percent (89.0%) of Sam Barlow Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.99 (s.d. 1.28). The overall cost, availability of financial aid, and post graduate opportunities items all had over eighty percent (84.1%, 80.7% and 82.4% 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 (5.93, s.d. 1.35, 5.67, s.d. 1.46, and 5.79, s.d. 1.39 respectively). Sam Barlow Seniors indicated an additional five items that had mean scores above 5.00: *School / program reputation* (Mean = 5.44, s.d. 1.38), *Technology Available* (mean = 5.28, s.d. 1.26), *Reputation of Instructors* (mean = 5.25, s.d. 1.26), *Intangibles* (mean = 5.25, 1.34), and *Location – Convenient / easy to get to* (mean = 5.23, s.d. 1.51). Sam Barlow Seniors rated all of the items except for *Recommendations from others* higher than did seniors overall. Interestingly, two items – *Friends attending* (mean = 4.33, s.d. 1.58) and *Athletics* (mean 4.07, s.d. 1.89) scored much higher with Sam Barlow Seniors compared to seniors overall (means = 4.01 and 3.78 respectively). The data are presented graphically in Figure CRSSB1.

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



**Table CRSSB1: Sam Barlow Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University**

Sam Barlow											
<i>Reasons for selecting a college/university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	2	6	3	31	26	23	17	108	4.94	4.83	102
/ away from home	1.9%	5.6%	2.8%	28.7%	24.1%	21.3%	15.7%	100.0%	1.43	1.71	
Programs available of interest to me	3	0	2	7	11	41	45	109	5.99	5.76	104
	2.8%	0.0%	1.8%	6.4%	10.1%	37.6%	41.3%	100.0%	1.28	1.38	
Overall cost of attending	3	0	1	13	11	31	48	107	5.93	5.70	104
	2.8%	0.0%	0.9%	12.1%	10.3%	29.0%	44.9%	100.0%	1.35	1.54	
Availability of financial aid	4	2	1	14	11	43	34	109	5.67	5.61	101
	3.7%	1.8%	0.9%	12.8%	10.1%	39.4%	31.2%	100.0%	1.46	1.60	
Post graduate opportunities	3	1	2	13	12	37	40	108	5.79	5.53	105
	2.8%	0.9%	1.9%	12.0%	11.1%	34.3%	37.0%	100.0%	1.39	1.52	
Location - Convenient / easy to get to	4	4	4	16	21	39	19	107	5.23	5.17	101
	3.7%	3.7%	3.7%	15.0%	19.6%	36.4%	17.8%	100.0%	1.51	1.62	
Reputation of instructors	1	2	5	22	23	39	15	107	5.25	4.90	107
	0.9%	1.9%	4.7%	20.6%	21.5%	36.4%	14.0%	100.0%	1.26	1.56	
School / Program Reputation	2	2	5	17	17	41	24	108	5.44	5.28	103
	1.9%	1.9%	4.6%	15.7%	15.7%	38.0%	22.2%	100.0%	1.38	1.47	
Recommendations from others	5	2	6	27	33	27	7	107	4.78	4.80	100
	4.7%	1.9%	5.6%	25.2%	30.8%	25.2%	6.5%	100.0%	1.37	1.50	
Social atmosphere	3	3	4	17	35	33	12	107	5.10	4.90	104
	2.8%	2.8%	3.7%	15.9%	32.7%	30.8%	11.2%	100.0%	1.33	1.54	
Extracurricular activities	5	8	8	24	23	32	8	108	4.67	4.64	101
	4.6%	7.4%	7.4%	22.2%	21.3%	29.6%	7.4%	100.0%	1.56	1.57	
Athletics	14	13	9	27	15	17	12	107	4.07	3.78	108
	13.1%	12.1%	8.4%	25.2%	14.0%	15.9%	11.2%	100.0%	1.89	1.93	
Friends attending	9	8	5	34	24	22	5	107	4.33	4.01	108
	8.4%	7.5%	4.7%	31.8%	22.4%	20.6%	4.7%	100.0%	1.58	1.72	
Intagibles (Campus feels right)	1	4	4	21	23	35	18	106	5.25	5.13	102
	0.9%	3.8%	3.8%	19.8%	21.7%	33.0%	17.0%	100.0%	1.34	1.42	
Technology available	1	3	2	22	28	33	18	107	5.28	4.94	107
	0.9%	2.8%	1.9%	20.6%	26.2%	30.8%	16.8%	100.0%	1.26	1.53	
Selectivity (Requirements / Eligibility)	6	3	4	34	24	26	11	108	4.75	4.68	101
	5.6%	2.8%	3.7%	31.5%	22.2%	24.1%	10.2%	100.0%	1.49	1.61	

## 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

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

<i>Awarded Scholarships?</i>	<b>Sam Barlow</b>			<b>Total</b>		
	#	% Within	Index	#	% Within	Index
Yes	41	35.96%	89	226	40.50%	100
No	73	64.04%	108	332	59.50%	100
Total	114	100.00%		558	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	<b>Sam Barlow</b>			<b>Total</b>		
	<b>Value</b>		<b>Index</b>	<b>Value</b>		<b>Index</b>
Mean	\$9,607.35		88	\$10,943.61		100
s.d.	\$15,495.42		65	\$24,023.04		100
Trimmed Mean (5%)	\$8,522.55		104	\$8,200.15		100
Median Value	\$2,800.00		112	\$2,500.00		100
Min	\$200.00			\$100.00		
Max	\$70,000.00			\$192,000.00		
Average # of Awards	1.88		103	1.82		100

Barlow Seniors, just

over thirty-five percent (35.96%) indicated they had received at least one scholarship. This was lower than seniors overall (40.50%). The average (mean) scholarship award was \$9,607 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). A 5% trimmed mean was calculated to account for the variability in the data. Sam Barlow Seniors' trimmed mean of \$8,522 is a more accurate reflection of the average award. The median value of scholarship awards was \$2,800; this is higher than seniors overall. The average number of awards seniors received was 1.88, slightly higher than the average (1.82) 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

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

<i>In-State/Out-of-State Bound</i>		<b>Sam Barlow</b>			<b>Total</b>		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	22	59.46%	77	157	77.72%	100
	Out-of-State	15	40.54%	182	45	22.28%	100
Total 4-Year Bound		37	100.00%		202	100.00%	
2-Year Bound	In-State	64	94.12%	99	312	95.41%	100
	Out-of-State	4	5.88%	128	15	4.59%	100
Total 2-Year Bound		68	100.00%		327	100.00%	
Both	In-State	86	81.90%	92	469	88.66%	100
	Out-of-State	19	18.10%	160	60	11.34%	100
Total Both		105	100.00%		529	100.00%	

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 Sam Barlow Seniors are reported in Table CISSB1. For seniors heading to a four year institution, 40.54% indicated they would be heading out-of-state.

Sam Barlow Seniors were substantially more likely to indicate they would attend an institution out of state than were seniors overall (22.28%). Two-year bound Sam Barlow Seniors had proportions staying in-state and heading out-of-state about equal to seniors overall.

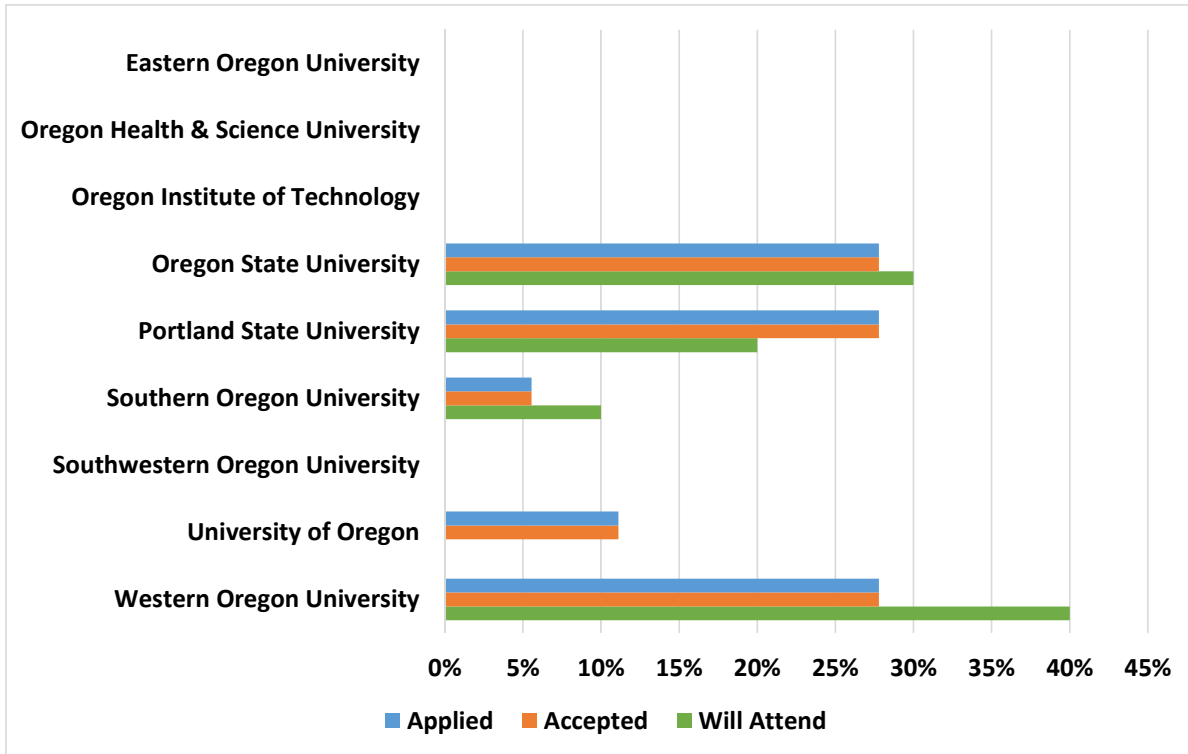
For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISSB2. Sam Barlow Seniors submitted a total of eighteen applications to Oregon four-year public universities. Sam Barlow Seniors were most likely to apply to Oregon State University (27.8% of applications), Portland State University (27.8% of applications), or Western Oregon University (27.8% of applications). Compared to seniors overall, the proportion of Sam Barlow Seniors that applied to Oregon State University and Portland State University was lower. The proportion that applied to Western Oregon University was much higher. The University of Oregon was the only other public four year institution that Sam Barlow seniors applied to; the proportion of applications was much lower compared to the proportion of applications overall.

Of the seventeen applications submitted to public four year institutions, Sam Barlow Seniors were accepted to all the universities they applied to (that's a 100% acceptance rate). The proportions of those accepted were consistent with the proportion of those that applied for all institutions. Comparing the acceptance proportions for Sam Barlow Seniors to seniors overall reveals the proportions accepted to Oregon State University (27.8% of accepted applications) and University of Oregon (11.1% of accepted applications) were lower. The number accepted to Portland State University (27.8% of accepted applications) was about the same as the proportion for seniors overall. The number accepted to Western Oregon University (27.8% of accepted applications) was much higher compared to seniors overall.

Of the seventeen accepted applications, ten Sam Barlow Seniors indicated they would be attending a four-year public institution. The majority indicated they would attend Western Oregon University (40.0% Attending), Oregon State University (30.0% Attending) and Portland State University (20% Attending). Compared to seniors overall, the proportion of Sam Barlow Seniors attending Oregon State University and Portland State University was lower; the proportion attending Western Oregon University was much higher., the proportions attending Southern Oregon University and Western Oregon University were higher. 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**



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

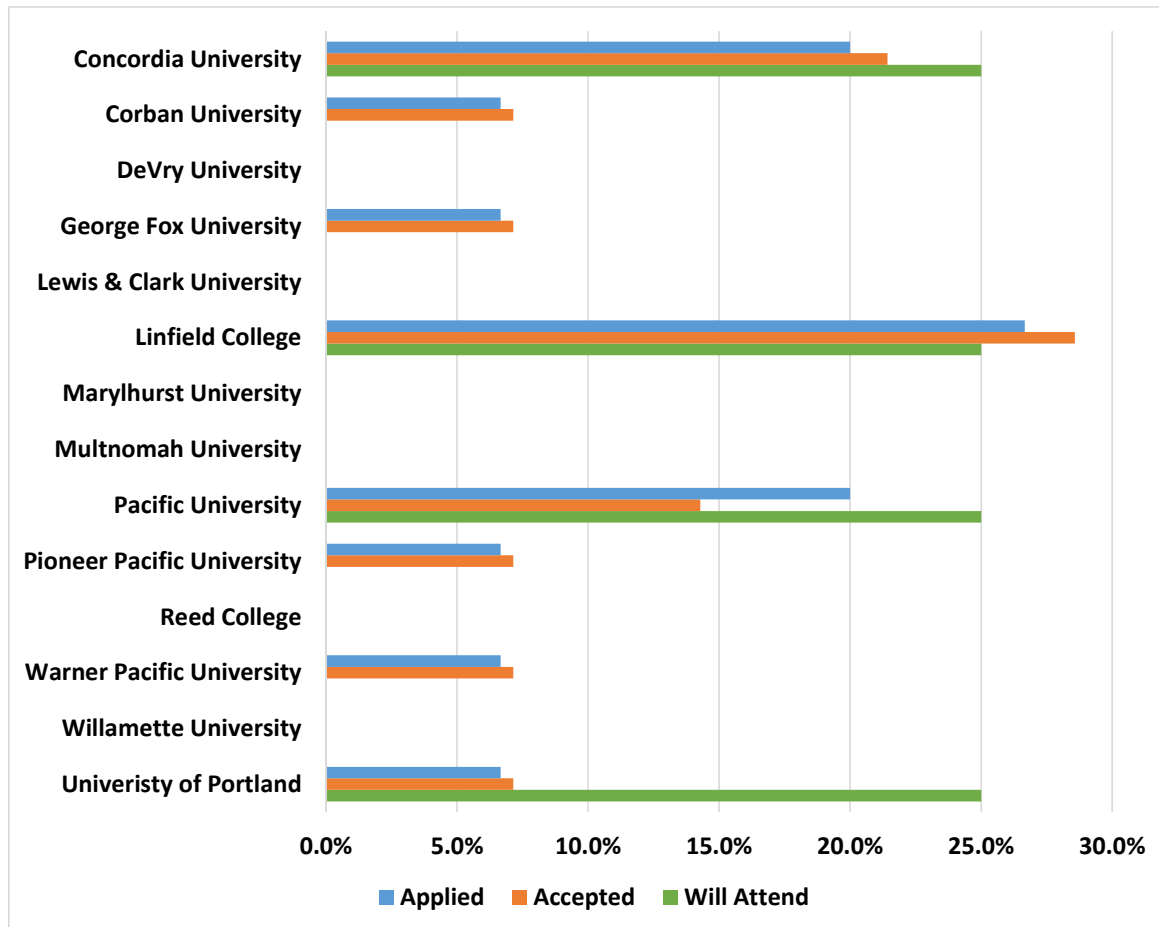
Institution	Sam Barlow									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Public																		
Eastern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	3	1.4%	100	2	1.2%	100	0	0.0%	
Oregon Health & Science University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Oregon Institute of Technology	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.0%	100	1	0.6%	100	1	1.1%	100
Oregon State University	5	27.8%	84	5	27.8%	81	3	30.0%	73	69	33.2%	100	59	34.5%	100	36	40.9%	100
Portland State University	5	27.8%	84	5	27.8%	95	2	20.0%	70	69	33.2%	100	50	29.2%	100	25	28.4%	100
Southern Oregon University	1	5.6%	289	1	5.6%	317	1	10.0%	440	4	1.9%	100	3	1.8%	100	2	2.3%	100
Southwestern Oregon University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
University of Oregon	2	11.1%	64	2	11.1%	58	0	0.0%	0	36	17.3%	100	33	19.3%	100	16	18.2%	100
Western Oregon University	5	27.8%	251	5	27.8%	207	4	40.0%	440	23	11.1%	100	23	13.5%	100	8	9.1%	100
Total	18	100.0%		18	100.0%		10	100.0%		208	100.0%		171	100.0%		88	100.0%	

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 fifteen private university applications were submitted by Sam Barlow Seniors. For Sam Barlow Seniors that applied to private institutions, Linfield College (26.7% of applications), Concordia University (20.0% of applications), and Pacific University (20.0% of applications) had the highest proportion. All other private institutions listed had applied proportions below 10%. Compared to seniors overall, the proportion of applications submitted by Sam Barlow Seniors was higher for every institution except George Fox University and University of Portland; the proportion of applications submitted to George Fox University and University of Portland was much lower.

Of the fifteen applications to a private institution, fourteen were accepted; this is a 93% acceptance rate and is much higher than the rate for seniors overall (84%). The proportion of Sam Barlow Seniors accepted were similar to the proportion of applications. Linfield College (28.6% of accepted applications) and Concordia University (21.4% of accepted applications) had the highest proportions. Again, compared to seniors overall, the proportion of Sam Barlow Seniors accepted to all universities was much higher. The exceptions were George Fox University and University of Portland which had much lower proportions of acceptance than the proportions for seniors overall.

Of the fourteen applications that were accepted, four Sam Barlow Seniors indicated they would attend a private institution. One each (25% of the total going to a private university) indicated they would attend Concordia University, Linfield College, Pacific University, and University of Portland. Figure CISSB2 presents the four-year private institution data graphically.

**Figure CISSB2: Proportions of Gresham Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions**



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

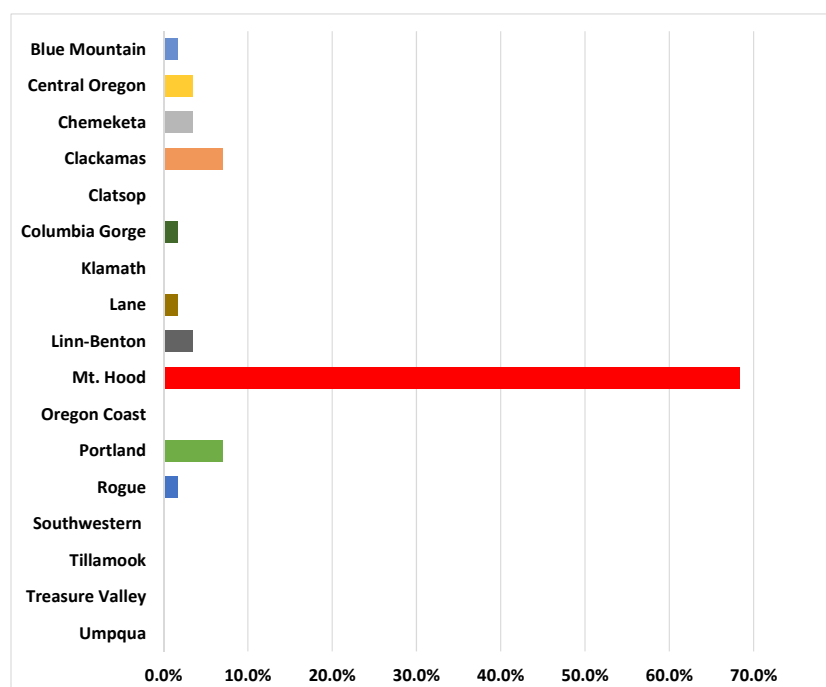
Institution	Sam Barlow									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
4-Year Private																		
Concordia University	3	21.4%	165	3	23.1%	149	1	25.0%	150	16	13.0%	100	16	15.5%	100	4	16.7%	100
Corban University	1	7.1%	439	1	7.7%	792	0	0.0%		2	1.6%	100	1	1.0%	100	0	0.0%	
DeVry University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
George Fox University	1	7.1%	52	1	7.7%	61	0	0.0%	0	17	13.8%	100	13	12.6%	100	4	16.7%	100
Lewis & Clark University	0	0.0%	0	0	0.0%	0	0	0.0%		8	6.5%	100	5	4.9%	100	0	0.0%	
Linfield College	4	28.6%	167	4	30.8%	167	1	25.0%	150	21	17.1%	100	19	18.4%	100	4	16.7%	100
Marylhurst University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Multnomah University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Pacific University	3	21.4%	264	2	15.4%	198	1	25.0%	200	10	8.1%	100	8	7.8%	100	3	12.5%	100
Pioneer Pacific University	1	7.1%	879	1	7.7%	792	0	0.0%		1	0.8%	100	1	1.0%	100	0	0.0%	
Reed College	0	0.0%	0	0	0.0%	0	0	0.0%		6	4.9%	100	3	2.9%	100	0	0.0%	
Warner Pacific University	1	7.1%	146	1	7.7%	132	0	0.0%		6	4.9%	100	6	5.8%	100	0	0.0%	
Willamette University	0	0.0%	0	0	0.0%	0	0	0.0%	0	10	8.1%	100	9	8.7%	100	3	12.5%	100
Univeristy of Portland	0	0.0%	0	0	0.0%	0	1	25.0%	100	26	21.1%	100	22	21.4%	100	6	25.0%	100
Total	14	100.0%		13	100.0%		4	100.0%		123	100.0%		103	100.0%		24	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

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

<i>Institution</i>	Sam Barlow			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	1	1.8%	116	4	1.5%	100
Central Oregon	2	3.5%	186	5	1.9%	100
Chemeketa	2	3.5%	465	2	0.8%	100
Clackamas	4	7.0%	143	13	4.9%	100
Clatsop	0	0.0%	0	1	0.4%	100
Columbia Gorge	1	1.8%	465	1	0.4%	100
Klamath	0	0.0%	0	1	0.4%	100
Lane	1	1.8%	232	2	0.8%	100
Linn-Benton	2	3.5%	465	2	0.8%	100
Mt. Hood	39	68.4%	99	183	69.1%	100
Oregon Coast	0	0.0%	0	1	0.4%	100
Portland	4	7.0%	39	48	18.1%	100
Rogue	1	1.8%	465	1	0.4%	100
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	0	0.0%		0	0.0%	
Umpqua	0	0.0%	0	1	0.4%	100
Total	57	100.0%		265	100.0%	

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

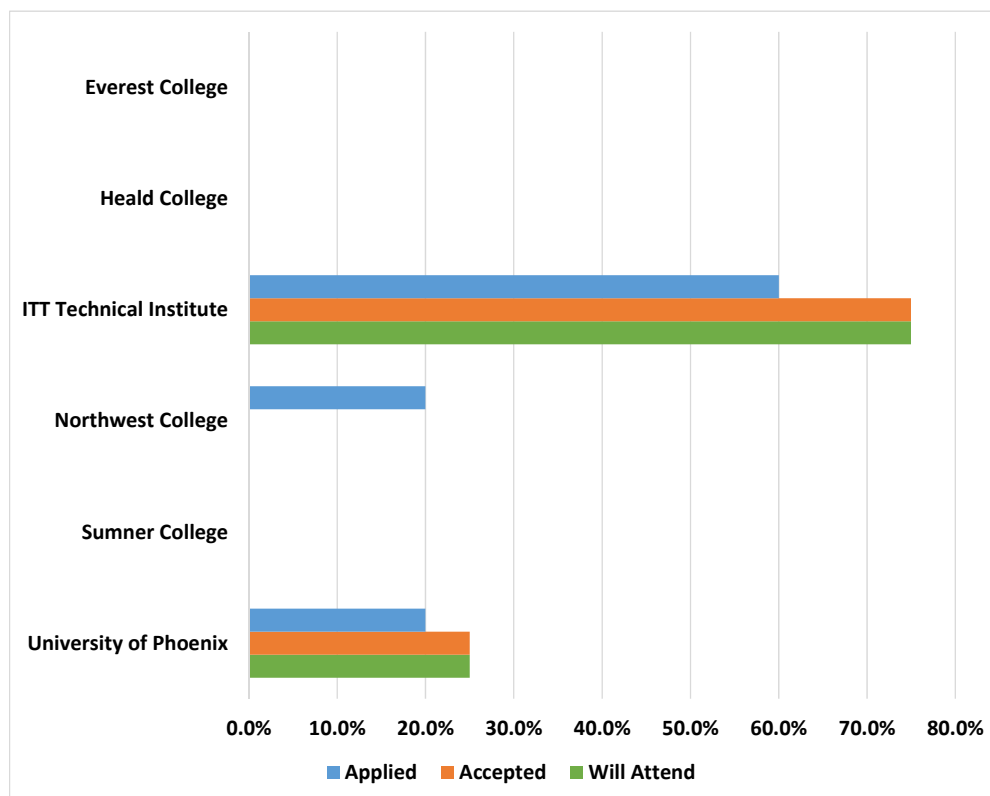


college; the application numbers are omitted. Results of Sam Barlow Seniors and seniors overall indicating they will be attending a community college are presented in Table CISSB4. A total of fifty-seven Sam Barlow Seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (68.4% Attending). Over ten percent indicated they would be attending one of the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.0% Attending) and Portland Community College (7.0%

Attending). Although all of the Gresham Barlow School District lies within the Mt. Hood District Boundary, a number of the seniors (14.0%) 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 and Clackamas Community College at a lower rate; they are attending Mt. Hood at a similar rate. For all other community colleges that Sam Barlow Seniors will attend, the proportions are higher than the proportion for 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 five applications were completed by Sam Barlow Seniors for private two year institutions. Of the five applications submitted, four applications were accepted and all four students indicated they would be attending the private two year institution they applied to. 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 proportions of Sam Barlow Seniors that applied to the ITT Technical Institute and University of Phoenix were higher than seniors overall. 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**

Institution	Sam Barlow									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
2-Year Private																		
Everest College	0	0.0%	0	0	0.0%		0	0.0%		1	7.7%	100	0	0.0%		0	0.0%	
Heald College	0	0.0%	0	0	0.0%		0	0.0%		1	7.7%	100	0	0.0%		0	0.0%	
ITT Technical Institute	3	60.0%	130	3	75.0%	113	3	75.0%	113	6	46.2%	100	6	66.7%	100	6	66.7%	100
Northwest College	1	20.0%	130	0	0.0%		0	0.0%		2	15.4%	100	0	0.0%		0	0.0%	
Sumner College	0	0.0%	0	0	0.0%	0	0	0.0%	0	1	7.7%	100	1	11.1%	100	1	11.1%	100
University of Phoenix	1	20.0%	130	1	25.0%	113	1	25.0%	113	2	15.4%	100	2	22.2%	100	2	22.2%	100
Total	5	100.0%		4	100.0%		4	100.0%		13	100.0%		9	100.0%		9	100.0%	



## Continuing Education Results for Springwater Trail

### Type of Institution Attending

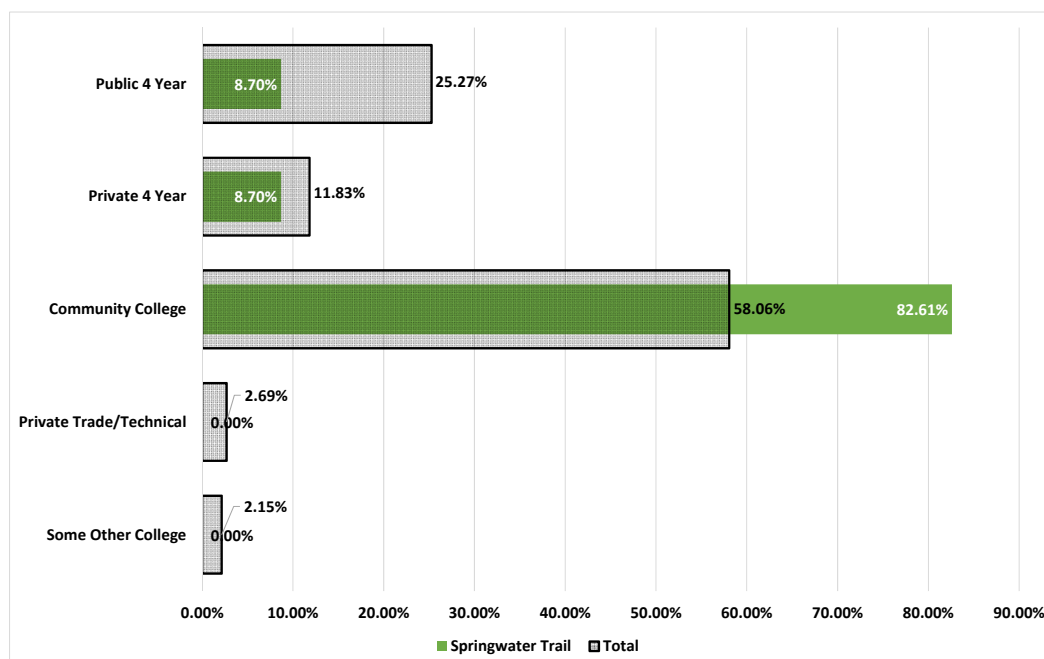
Results of the institution type Springwater Trail Seniors are attending are presented in Table CTIAST1 along with the totals for all seniors continuing their education. The majority of Springwater Trail Seniors (82.61%)

**Table CTIAST1: Springwater Trail Seniors and Seniors Overall by Type of Institution Attending**

What Type of Institution Are You Attending	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	2	8.70%	34	141	25.27%	100
Private 4 Year	2	8.70%	74	66	11.83%	100
Community College	19	82.61%	142	324	58.06%	100
Private Trade/Technical	0	0.00%	0	15	2.69%	100
Some Other College	0	0.00%	0	12	2.15%	100
Total	23	100.00%		558	100.00%	

indicated they will be attending a community college. Springwater Trail Seniors were much more likely to indicate they were attending a community college than seniors overall. Over eight percent (8.70%) indicated they will be attending a four year public university; they are much less likely to attend a public four-year institution compared to seniors overall. Over eight percent (8.70%) indicated they will be going to a four year private institution. Springwater Trail Seniors are much less likely to attend a private institution than seniors overall. None of the Springwater Trail Seniors indicated they would be attending a Private Trade/Technical School nor some other type of college. Data are presented graphically in Figure CTIAST1.

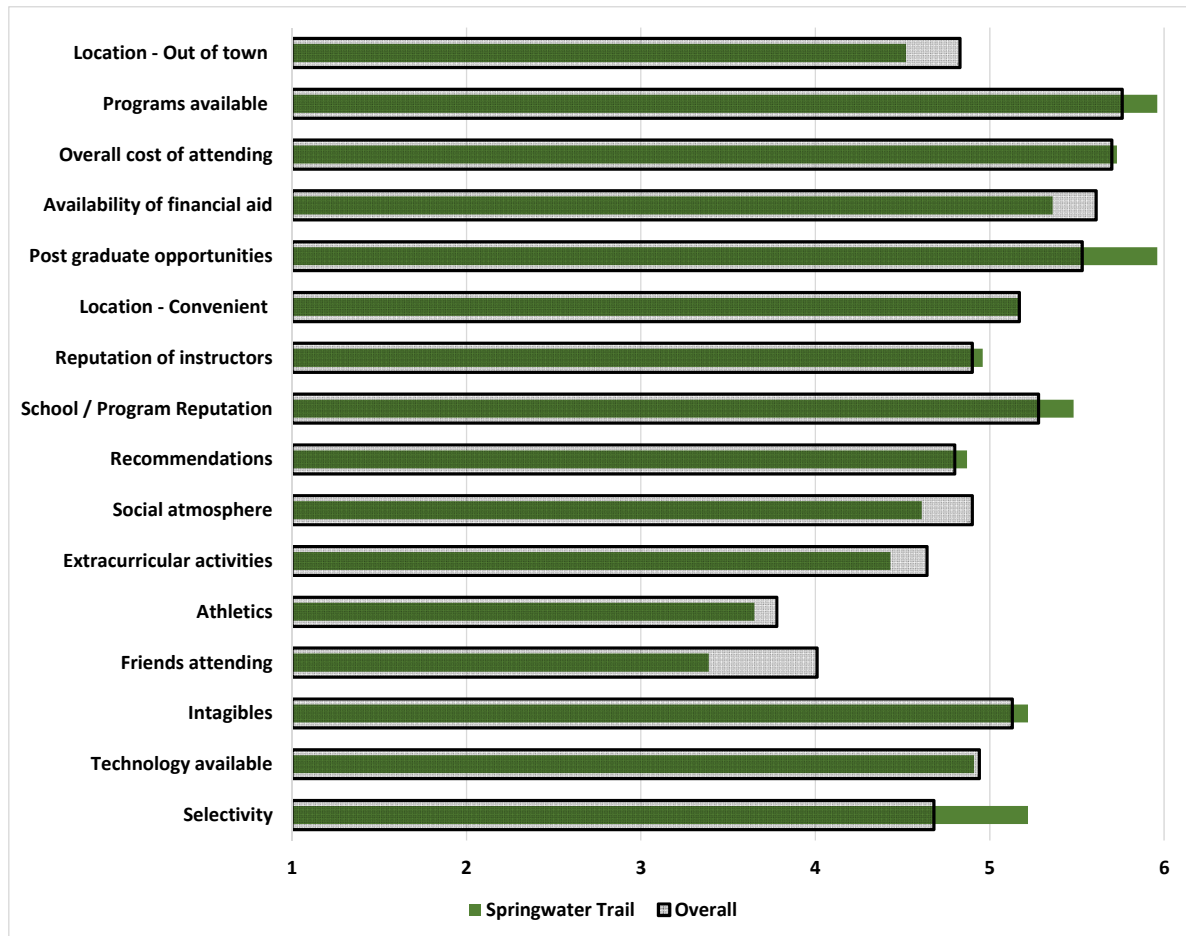
**Figure CTIAST1: Plot of Springwater Trail Seniors and Seniors Overall by Institution Attending**



### 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 Springwater Trail Seniors are presented in Table CRSST1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Five items were identified as more important than the others: (1) *Programs available of interest to me*, (2) *Post graduate opportunities*, (3) *Overall cost of attending*, (4) *School / Program Reputation*, and (5) *Availability of financial aid*. The programs available item had over eighty-five percent (87.0%) of Springwater Trail Seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.96 (s.d. 1.07). The post graduate opportunities item had almost eighty percent (78.3%) of Sam Barlow Seniors identify it as “Somewhat Important” to “Totally Important;” the mean score for this item was also above 5.50 on a seven point scale: mean = 5.96 (s.d. 1.22). The overall cost item had over eighty percent (81.8%) indicate is “Somewhat Important” to “Totally Important;” the average score for overall cost was 5.73 (s.d. 1.28). The availability of financial aid item over sixty percent (63.6%) indicate it was “Somewhat Important” to “Totally Important;” the average score for this item was 5.36 (s.d. 1.73). Finally, the reputation item had over seventy percent (73.9%) indicating it was somewhat to totally important; The average score for this item was 5.48 (s.d. 1.04). Springwater Trail Seniors indicated an additional three items that had mean scores above 5.00: *Selectivity* (mean = 5.22, s.d. 1.38) *Location – Convenient / easy to get to* (mean = 5.17, s.d. 1.62), and *Intangibles* (mean = 5.13, s.d. 1.42). Generally, Springwater Trail Seniors rated the items presented very similar to seniors overall. The one exception was *Friends Attending* which was rated lower by Springwater Trail Seniors. Springwater Trail Seniors scored every item in the list at a similar rate to seniors overall. Interestingly, two items – *Post graduate opportunities* (mean = 5.96, s.d. 1.22) and *Selectivity* (mean 5.22, s.d. 1.38) scored much higher with Springwater Trail Seniors compared to seniors overall (means = 5.53 and 4.68 respectively). The data are presented graphically in Figure CRSST1.

**Figure CRSST1: Mean Rating Scores for Institution Selection Items by Springwater Trail Seniors and Seniors Overall**



**Table CRSST1: Springwater Trail Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University**

Springwater Trail											
<i>Reasons for selecting a college/university</i>	Totally Unimportant	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Important	Totally Important	Total	Mean s.d.	Total Mean s.d.	Index
Location - Out of town	1	2	1	9	4	2	4	23	4.52	4.83	94
/ away from home	4.3%	8.7%	4.3%	39.1%	17.4%	8.7%	17.4%	100.0%	1.65	1.71	
Programs available of interest to me	0	0	0	3	4	7	9	23	5.96	5.76	103
	0.0%	0.0%	0.0%	13.0%	17.4%	30.4%	39.1%	100.0%	1.07	1.38	
Overall cost of attending	0	1	0	3	2	10	6	22	5.73	5.70	101
	0.0%	4.5%	0.0%	13.6%	9.1%	45.5%	27.3%	100.0%	1.28	1.54	
Availability of financial aid	0	2	1	5	2	3	9	22	5.36	5.61	96
	0.0%	9.1%	4.5%	22.7%	9.1%	13.6%	40.9%	100.0%	1.73	1.60	
Post graduate opportunities	0	0	0	5	2	5	11	23	5.96	5.53	108
	0.0%	0.0%	0.0%	21.7%	8.7%	21.7%	47.8%	100.0%	1.22	1.52	
Location - Convenient / easy to get to	1	0	1	5	6	5	5	23	5.17	5.17	100
	4.3%	0.0%	4.3%	21.7%	26.1%	21.7%	21.7%	100.0%	1.50	1.62	
Reputation of instructors	1	0	2	7	3	6	4	23	4.96	4.90	101
	4.3%	0.0%	8.7%	30.4%	13.0%	26.1%	17.4%	100.0%	1.55	1.56	
School / Program Reputation	0	0	0	6	3	11	3	23	5.48	5.28	104
	0.0%	0.0%	0.0%	26.1%	13.0%	47.8%	13.0%	100.0%	1.04	1.47	
Recommendations from others	0	1	1	7	7	5	2	23	4.87	4.80	101
	0.0%	4.3%	4.3%	30.4%	30.4%	21.7%	8.7%	100.0%	1.22	1.50	
Social atmosphere	1	1	2	7	5	5	2	23	4.61	4.90	94
	4.3%	4.3%	8.7%	30.4%	21.7%	21.7%	8.7%	100.0%	1.50	1.54	
Extracurricular activities	1	1	1	9	7	3	1	23	4.43	4.64	95
	4.3%	4.3%	4.3%	39.1%	30.4%	13.0%	4.3%	100.0%	1.31	1.57	
Athletics	4	3	1	7	5	3	0	23	3.65	3.78	97
	17.4%	13.0%	4.3%	30.4%	21.7%	13.0%	0.0%	100.0%	1.70	1.93	
Friends attending	7	0	1	10	3	1	1	23	3.39	4.01	85
	30.4%	0.0%	4.3%	43.5%	13.0%	4.3%	4.3%	100.0%	1.80	1.72	
Intagibles (Campus feels right)	0	0	1	8	4	5	5	23	5.22	5.13	102
	0.0%	0.0%	4.3%	34.8%	17.4%	21.7%	21.7%	100.0%	1.28	1.42	
Technology available	1	0	1	7	4	9	1	23	4.91	4.94	99
	4.3%	0.0%	4.3%	30.4%	17.4%	39.1%	4.3%	100.0%	1.35	1.53	
Selectivity (Requirements / Eligibility)	0	1	0	8	3	6	5	23	5.22	4.68	112
	0.0%	4.3%	0.0%	34.8%	13.0%	26.1%	21.7%	100.0%	1.38	1.61	

## 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 CSST1. For Springwater Trail

**Table CSST1: Summary Statistics of Scholarship Awards for Springwater Trail Seniors and Seniors Overall**

<i>Awarded Scholarships?</i>	<b>Springwater Trail</b>			<b>Total</b>		
	#	% Within	Index	#	% Within	Index
Yes	13	56.52%	140	226	40.50%	100
No	10	43.48%	73	332	59.50%	100
Total	23	100.00%		558	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	<b>Sam Barlow</b>		<b>Total</b>			
	Value	Index	Value	Index		
Mean	\$4,399.52	40	\$10,943.61	100		
s.d.	\$9,093.36	38	\$24,023.04	100		
Trimmed Mean (5%)	\$4,399.52	54	\$8,200.15	100		
Median Value	\$1,200.00	48	\$2,500.00	100		
Min	\$100.00		\$100.00			
Max	\$40,000.00		\$192,000.00			
Average # of Awards	1.75	96	1.82	100		

Seniors, over fifty-five percent (56.52%) indicated they had received at least one scholarship. This was much higher than seniors overall (40.50%). The average (mean) scholarship award was \$4,399 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). A 5% trimmed mean was calculated to account for the variability in the data. Springwater Trail Seniors' trimmed mean of \$4,399 is a more accurate reflection of the average award. The median value of scholarship awards was \$1,200; this is lower than seniors overall. The average number of awards seniors received was 1.75, lower than the average (1.82) 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

**Table CISST1: In-State and Out-of-State Bound for Two and Four Year Institutions by Sam Barlow Seniors and Seniors Overall**

<i>In-State/Out-of-State Bound</i>		<b>Springwater Trail</b>			<b>Total</b>		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	1	25.00%	32	157	77.72%	100
	Out-of-State	3	75.00%	337	45	22.28%	100
Total 4-Year Bound		4	100.00%		202	100.00%	
2-Year Bound	In-State	19	100.00%	105	312	95.41%	100
	Out-of-State	0	0.00%	0	15	4.59%	100
Total 2-Year Bound		19	100.00%		327	100.00%	
Both	In-State	20	86.96%	98	469	88.66%	100
	Out-of-State	3	13.04%	115	60	11.34%	100
Total Both		23	100.00%		529	100.00%	

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 Springwater Trail Seniors are reported in Table CISST1. For seniors heading to a four year institution, 75.0% indicated

they would be heading out-of-state. The proportions of Springwater Trail Seniors going to a four year institution in-state and out-of-state are completely reversed from the proportions for seniors overall. All two-year bound Springwater Trail Seniors (100%) indicated they were staying in-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. Only two seniors indicated they had applied to Portland State University, one indicated their application was accepted, and no seniors indicated they would be attending a four year public institution.

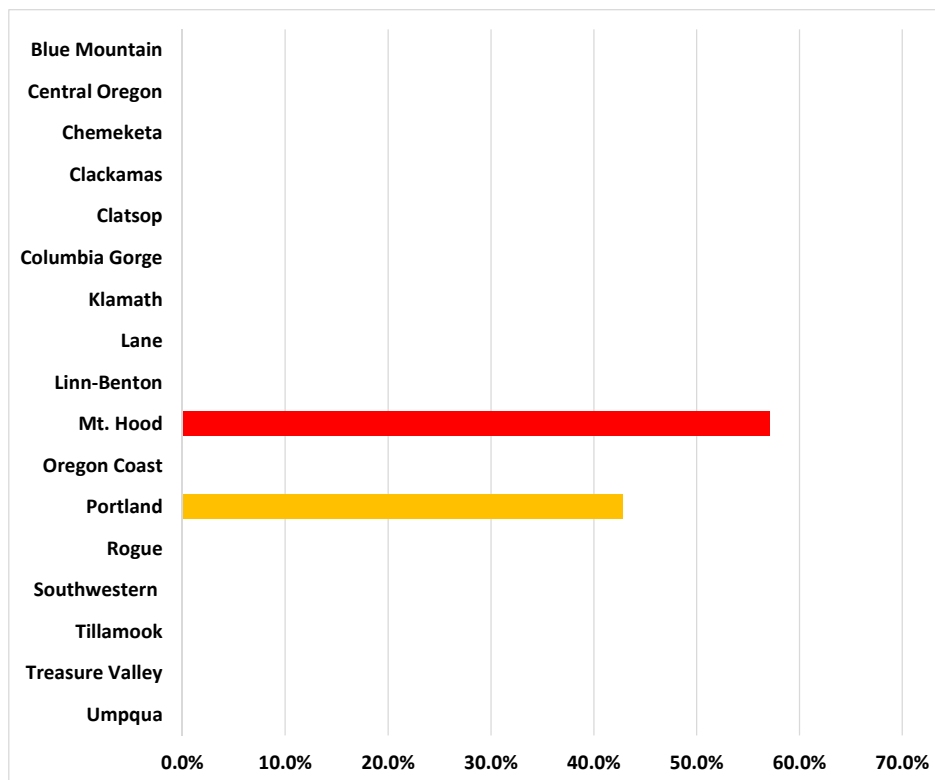
For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. None of the Springwater Trail Seniors indicated they had applied, were accepted, nor plan to attend a private four year institution.

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

**Table CISSB2: Sam Barlow Seniors and Seniors Overall Bound for Community College by Institution Attending**

<i>Institution</i>	Springwater Trail			Total		
	Will Attend			Will Attend		
Community College	#	%	Index	#	%	Index
Blue Mountain	0	0.0%	0	4	1.5%	100
Central Oregon	0	0.0%	0	5	1.9%	100
Chemeketa	0	0.0%	0	2	0.8%	100
Clackamas	0	0.0%	0	13	4.9%	100
Clatsop	0	0.0%	0	1	0.4%	100
Columbia Gorge	0	0.0%	0	1	0.4%	100
Klamath	0	0.0%	0	1	0.4%	100
Lane	0	0.0%	0	2	0.8%	100
Linn-Benton	0	0.0%	0	2	0.8%	100
Mt. Hood	8	57.1%	83	183	69.1%	100
Oregon Coast	0	0.0%	0	1	0.4%	100
Portland	6	42.9%	237	48	18.1%	100
Rogue	0	0.0%	0	1	0.4%	100
Southwestern	0	0.0%	0	0	0.0%	100
Tillamook	0	0.0%	0	0	0.0%	100
Treasure Valley	0	0.0%	0	0	0.0%	100
Umpqua	0	0.0%	0	1	0.4%	100
Total	14	100.0%		265	100.0%	

**Figure CISST1: Proportion of Springwater Trail Seniors Planning to Attend a Community College by Institution**



that applied to those that plan to attend a community college; the application numbers are omitted. Results of Springwater Trail Seniors and seniors overall indicating they will be attending a community college are presented in Table CISST2. A total of fourteen Springwater Trail Seniors indicated they planned to attend a community college in Oregon. Over half of the seniors indicated they would be attending Mt. Hood Community College (57.1%

Attending). The rest indicated they would be attending Portland Community College (42.9% Attending). Although all of the Gresham Barlow School District lies within the Mt. Hood District Boundary, a number of the seniors (42.9%) attending a community college are attending another institution within the Portland Metropolitan Area. Compared to seniors overall, Springwater Trail Seniors are attending Portland Community College at a much higher rate; they are attending Mt. Hood at a lower rate. The Community College attending data are presented graphically in Figure CISST1.

None of Springwater Trail Seniors indicated they applied to, were accepted, nor would be attending Private Trade/Technical Colleges.



## 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

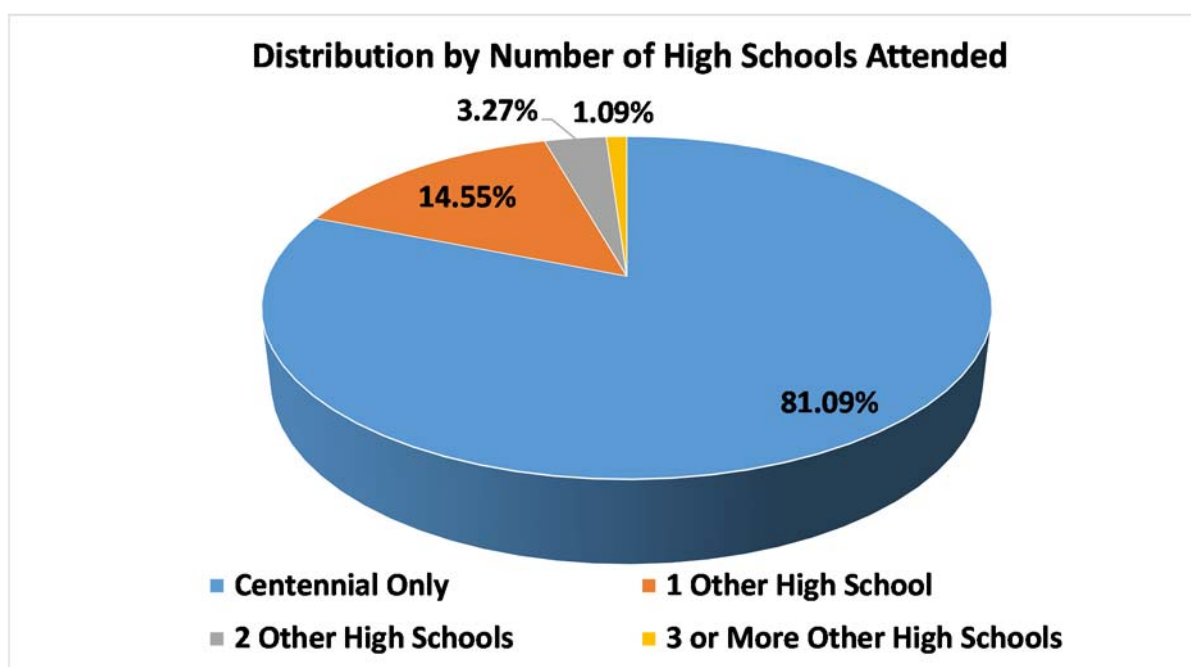
Centennial Seniors were asked how many high schools they had attended. Data are reported in Table CQC1. Over eighty percent of seniors (81.09%) indicated that Centennial was the only high school they had attended. Just over fourteen percent (14.55%) indicated

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

How many High Schools Attended	Responses	Percent
Centennial Only	223	81.09%
1 Other High School	40	14.55%
2 Other High Schools	9	3.27%
3 or More Other High Schools	3	1.09%
Total	275	100.00%

they had attended one other high school. Over four percent (4.36%) indicated they had attended two or more high schools. Data are presented graphically in Figure CQC1.

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



## Career Questions

Career questions were asked of Centennial Seniors in the first administration of the survey. They were deemed valuable enough to ask all participating high school seniors. Results of the career questions are reported in the main section of the report (see Career Plans).

## Centennial High School Events

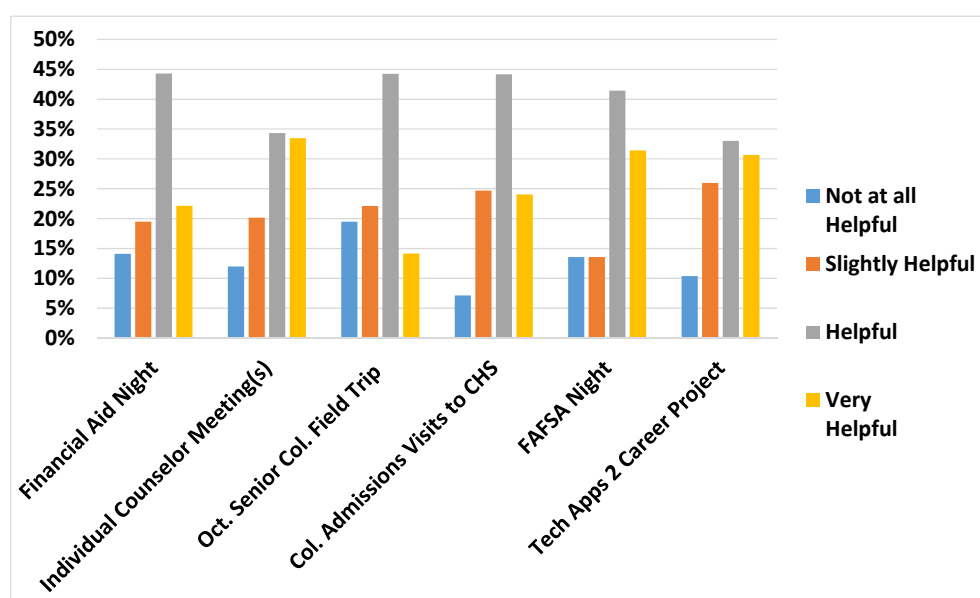
**Table CQC2: Centennial High School Events**

Helpfulness of CHS Events	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Total Resp	Did Not Attend
Financial Aid Night	21	29	66	33	149	113
	14.1%	19.5%	44.3%	22.1%	100%	61.4%
Individual Counselor Meeting(s)	28	47	80	78	233	31
	12.0%	20.2%	34.3%	33.5%	100%	11.0%
Oct. Senior Col. Field Trip	22	25	50	16	113	150
	19.5%	22.1%	44.2%	14.2%	100%	45.2%
Col. Admissions Visits to CHS	11	38	68	37	154	108
	7.1%	24.7%	44.2%	24.0%	100%	42.5%
FAFSA Night	19	19	58	44	140	123
	13.6%	13.6%	41.4%	31.4%	100%	60.6%
Tech Apps 2 Career Project	22	55	70	65	212	49
	10.4%	25.9%	33.0%	30.7%	100%	11.3%

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 CQC2. The FAFSA Night appears to be the most

helpful of the events identified. It was identified by 72.9% of Centennial Seniors as being Helpful or Very Helpful. It was, however, the second lowest attended event in the list; 140 seniors rated this event. College Admissions visits to Centennial High School was the second most helpful event with 68.2% of seniors indicating it was Helpful or Very Helpful; 154 seniors

**Figure CQC2: Helpfulness of Centennial High School Events**



rated this event. The next three most helpful events identified were Individual Counselor Meetings, Financial Aid Night, and Tech Apps 2 Career Project. All three of these events had over sixty percent of seniors indicate they were helpful or very helpful (67.8%, 66.4%, and 63.7% respectively). Both the Individual Counselor Meetings and Tech Apps 2 Career Project had much higher participation rates; 233 participated in Individual Counselor Meetings and 212 participated in Tech Apps 2 Career Project. The October Senior College Field Trip appeared to be the least helpful of the five events. Just over fifty eight percent (58.4%) of seniors that participated indicated it was Helpful or Very Helpful. It also had the lowest participation rate of any of the events (113 seniors rated this event). Ratings are presented graphically in Figure CQC2.

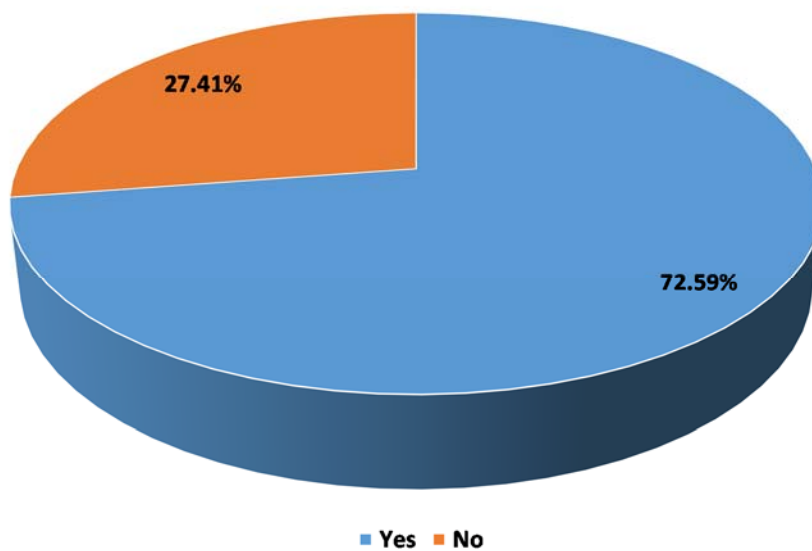
## Student Behavior

Centennial Seniors were asked if they had taken any Honors, Advanced Placement, or College Preparatory courses during their high school career. Table CQC3 presents the results. Over two thirds (72.59%) indicated they had taken at least one of these types of courses. Data are presented graphically in Figure CQC3.

**Table CQC3: Honors/AP/College Prep Classes**

Honors / AP / College Prep Classes	Responses	Percent
Yes	188	72.59%
No	71	27.41%
Total	259	100.00%

**Figure CQC3: Honors/AP/College Prep Classes**

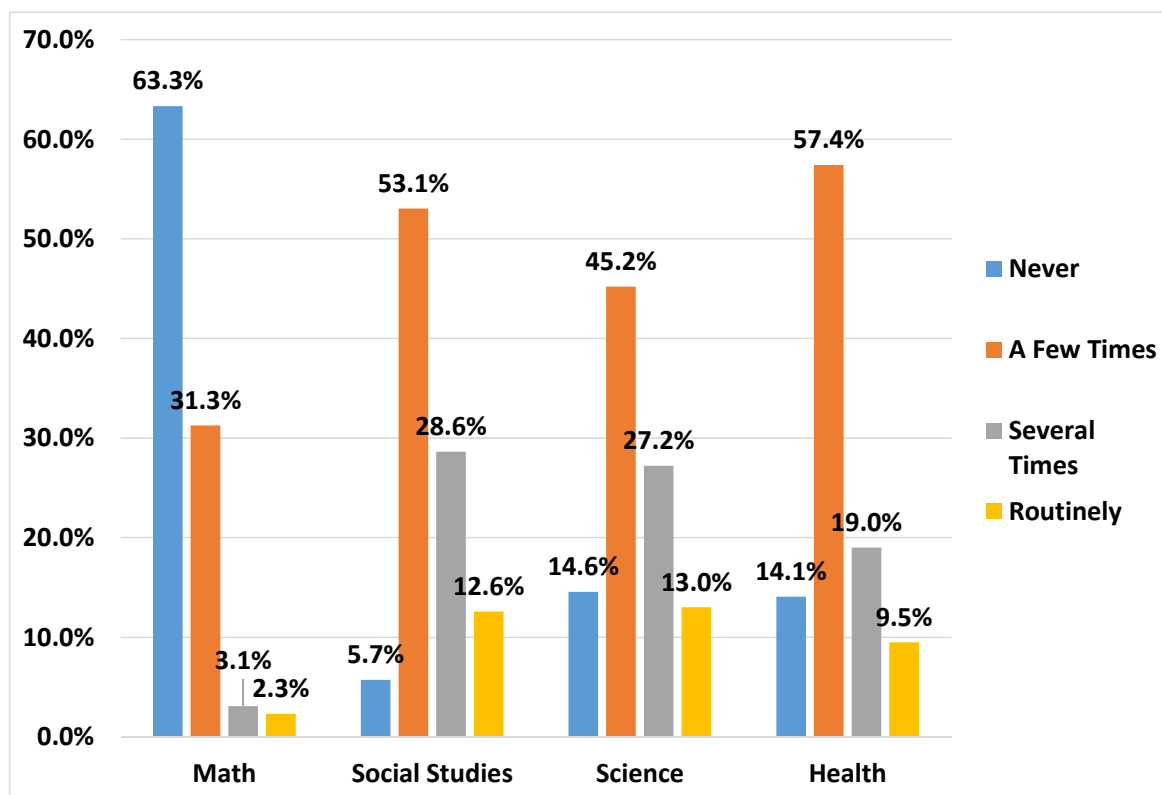


**Table CQC5: Written Papers of One Page or More by Subject Area**

Written papers 1 Page or More	Never	A Few Times	Several Times	Routinely	Total
Math	164 63.3%	81 31.3%	8 3.1%	6 2.3%	259 100.0%
Social Studies	15 5.7%	139 53.1%	75 28.6%	33 12.6%	262 100.0%
Science	38 14.6%	118 45.2%	71 27.2%	34 13.0%	261 100.0%
Health	37 14.1%	151 57.4%	50 19.0%	25 9.5%	263 100.0%

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 CQC4. For Math, 63.3% indicated they had never written any one page or longer papers. An additional 31.3% 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, 53.1% indicated a few times and 28.6% indicated several times. For Science, 45.2% indicated a few times and 27.2% indicated several times. For Health, 57.4% indicated a few times and 19.0% indicated several times. Data are presented graphically in Figure CQC4.

**Figure CQC4: Written Papers of One Page or More by Subject Area**

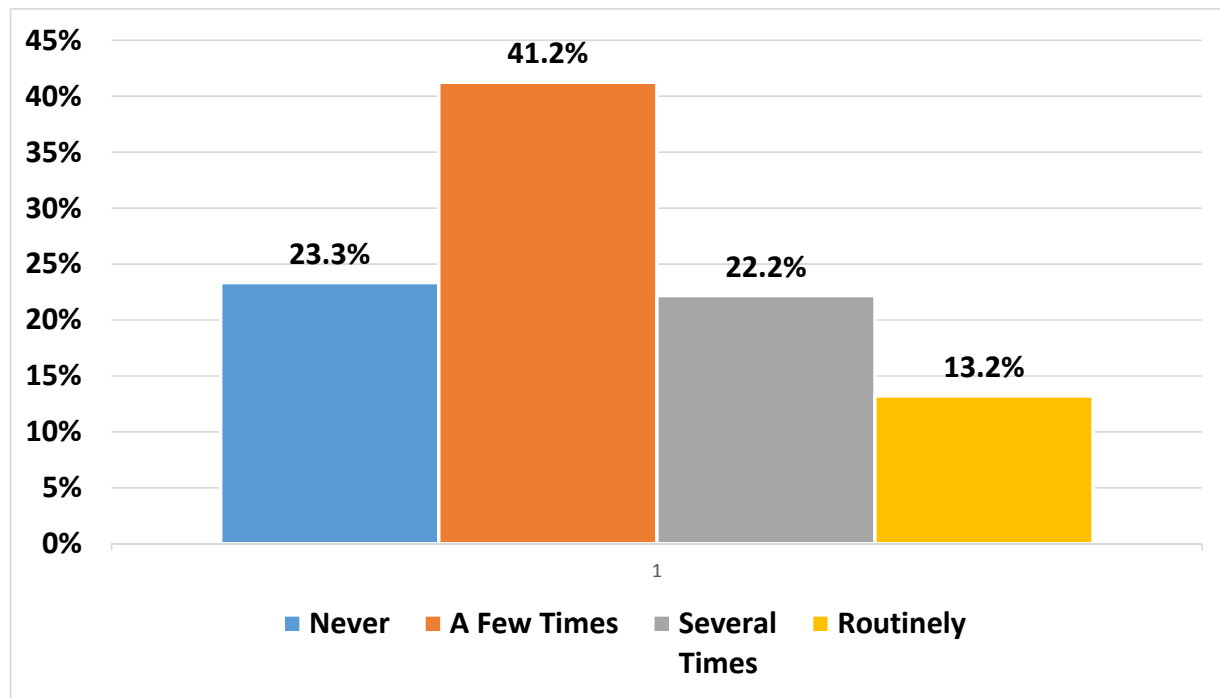


Respondents were asked if, during their senior year, they had prepared two or more drafts of a paper before turning it in. Table CQC5 presents the results. During their senior year, respondents were most likely to indicate they had prepared two or more drafts a few times (41.2%). The never and several times categories were identified almost equally by Centennial Seniors (23.3% and 22.2% respectively). Seniors were a lData are presented graphically in Figure CQC5.

**Table CQC5: 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
	60	106	57	34	257
	23.3%	41.2%	22.2%	13.2%	100.0%

**Figure CQC5: Prepared Two or More Drafts of a Paper During Senior Year**

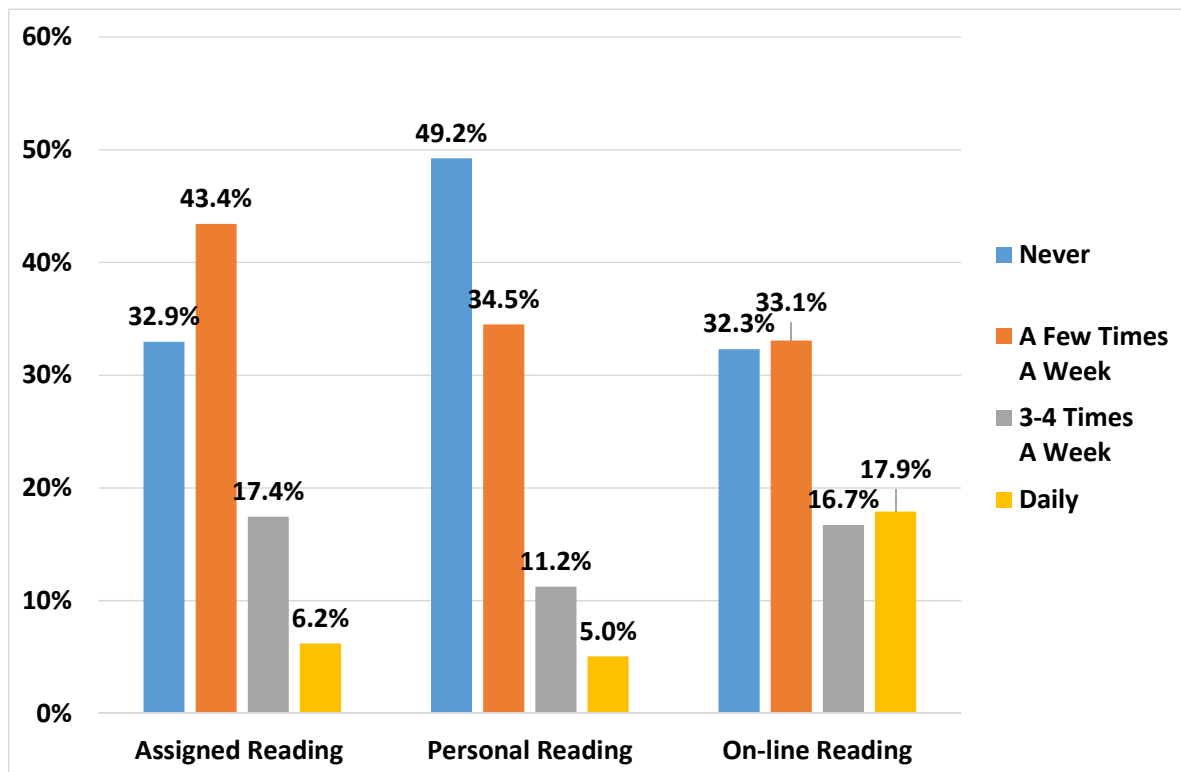


**Table CQC6: Reading Frequency by Type of Material**

Frequency of Reading	Never	A Few Times A Week	3-4 Times A Week	Daily	Total
Assigned Reading (Course Materials or Textbooks)	85 32.9%	112 43.4%	45 17.4%	16 6.2%	258 100.0%
Personal Reading (Magazines, Books, etc.)	127 49.2%	89 34.5%	29 11.2%	13 5.0%	258 100.0%
On-line Reading (Blogs, Web Pages, Ezines)	83 32.3%	85 33.1%	43 16.7%	46 17.9%	257 100.0%

Respondents were asked about the frequency the read three different types of material in a typical week. Data are presented in Table CQC6. For assigned reading, Centennial Seniors were most likely to indicate a few times a week (43.4%) or Never (32.9%). For personal reading, they were most likely to indicate Never (49.2%) or a few times a week (34.5%). Centennial Seniors were more likely to participate in On-line Reading. The Never and A Few Times a Week were evenly distributed (32.3% and 33.1 % respectively; the 3-4 Times a Week and Daily were evenly distributed as well (16.7% and 17.9% respectively). Data are presented graphically in Figure CQC6.

**Figure CQC6: Frequency of Reading by Type of Material**

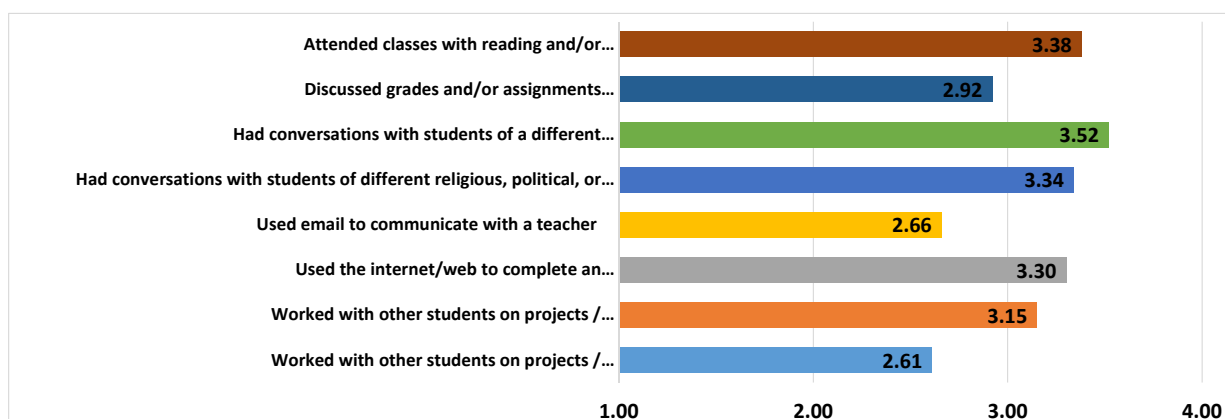


**Table CQC7: Frequency of Student Behaviors**

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 2.3%	36 14.1%	68 26.6%	146 57.0%	256 100.0%	3.38 0.81
Discussed grades and/or assignments with a teacher	11 4.3%	80 31.5%	82 32.3%	81 31.9%	254 100.0%	2.92 0.90
Had conversations with students of a different race or ethnicity than my own	9 3.5%	27 10.6%	41 16.1%	178 69.8%	255 100.0%	3.52 0.82
Had conversations with students of different religious, political, or personal beliefs	11 4.3%	41 16.0%	53 20.7%	151 59.0%	256 100.0%	3.34 0.90
Used email to communicate with a teacher	28 10.9%	100 39.1%	60 23.4%	68 26.6%	256 100.0%	2.66 0.99
Used the internet/web to complete an assignment	10 3.9%	49 19.2%	50 19.6%	146 57.3%	255 100.0%	3.30 0.91
Worked with other students on projects / assignments during class	6 2.4%	53 20.8%	92 36.1%	104 40.8%	255 100.0%	3.15 0.83
Worked with other students on projects / assignments outside of class	30 11.8%	94 36.9%	76 29.8%	55 21.6%	255 100.0%	2.61 0.95

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 to 4=Frequently). Data are presented in Table CQC7. The item “Had conversations with students of a different race or ethnicity than my own” had the highest frequency with a mean score of 3.52 (s.d. 0.82); 69.8% of Centennial Seniors indicated they had done this frequently. “Attended classes with reading and/or assignments completed” (Mean = 3.38, s.d. 0.81), “Had conversations with students of different religious, political, or personal beliefs” (Mean 3.34, s.d. 0.90), “Used the internet/web to complete an assignment” (Mean = 3.30, s.d. 0.91), and “Worked with other students on

**Figure CQC7: Frequency of Student Behaviors**





projects/assignments during class” (Mean 3.15, s.d. 0.83) 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 = 2.92, s.d. 0.90), “Used email to communicate with a teacher” (Mean = 2.66, s.d. 0.99), and “Worked with other students on projects/assignments outside of class” (Mean = 2.61, s.d. 0.95) happened less frequently. Data are presented graphically in Figure CQC7.

## 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 to 4=Strongly Agree) with twenty-eight statements related to their experience at Centennial High School. Table CQC8 presents the results. Seniors generally agreed with all statements presented (mean scores for all items are over two on a four point scale). Four items had very high agreement levels. “I think it is important to make good grades” had a mean score of 3.40 (s.d. 0.61). “I have the skills and abilities to complete my work” had a mean score of 3.26 (s.d. 0.63). “There is at least one adult in my school who cares about me and knows me well” had a mean score of 3.25 (s.d. 0.76). “I place a high value on learning” had a mean score of 3.22 (s.d. 0.69). Three items appear to have similar distributions and had the lowest level of agreement. “I have a voice in classroom

**Table CQC8: Student Experience Statements**

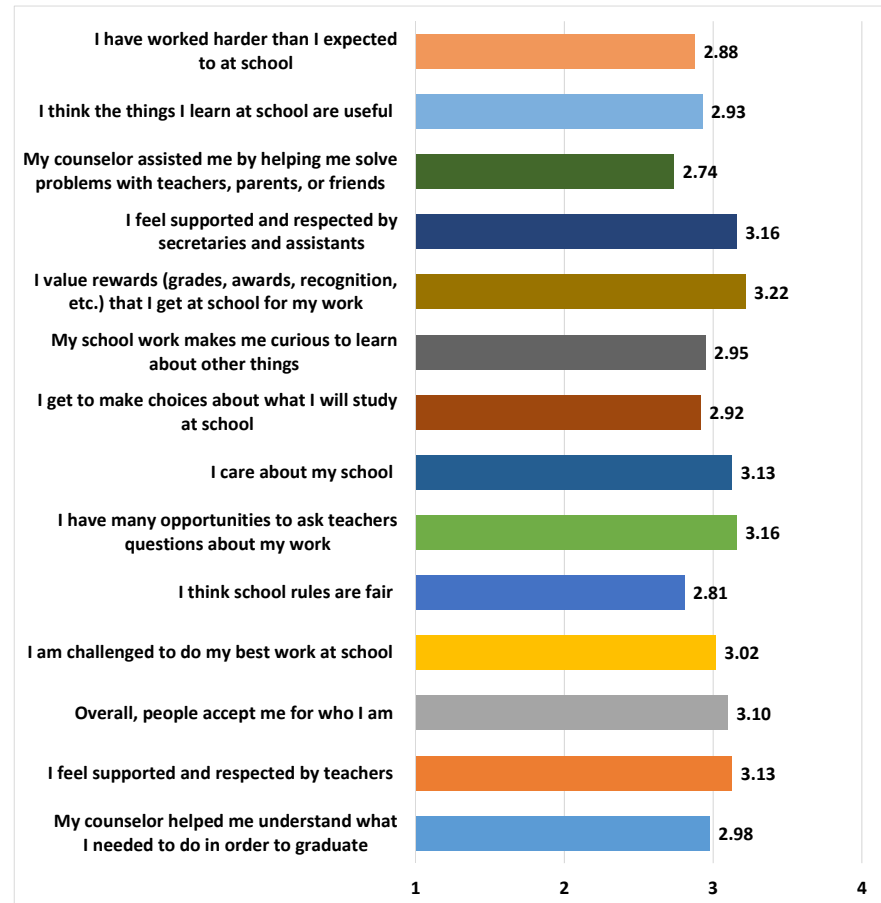
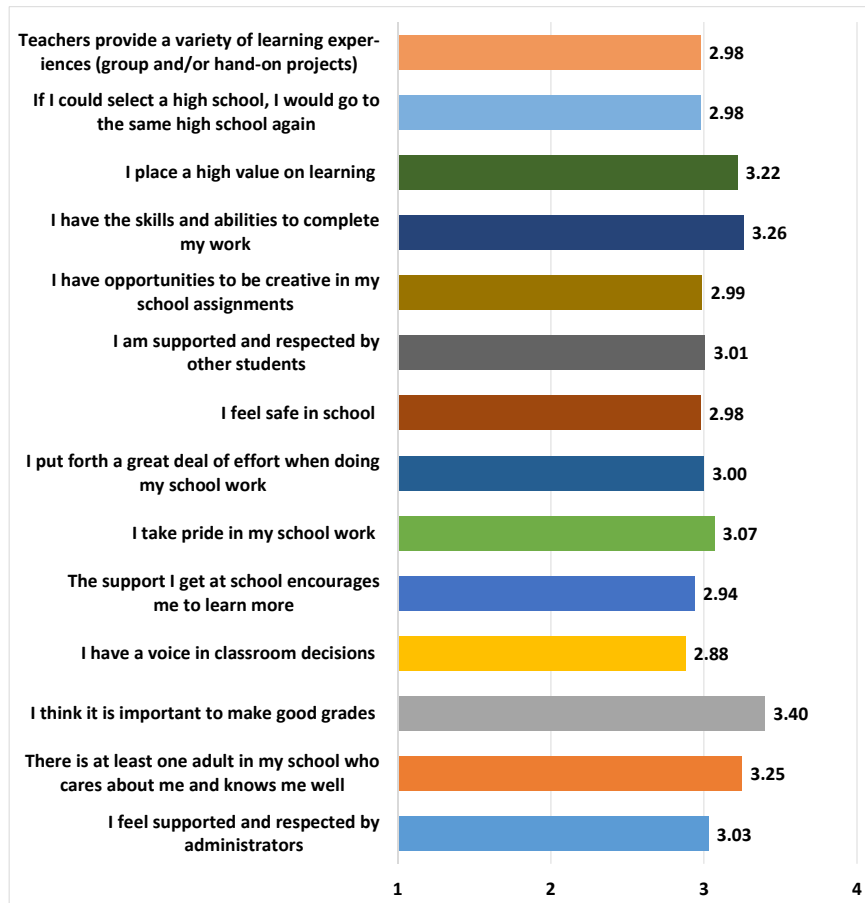
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
Teachers provide a variety of learning experiences (group and/or hand-on projects)	11 4.5%	35 14.3%	146 59.8%	52 21.3%	244 100.0%	2.98 0.73
If I could select a high school, I would go to the same high school again	16 6.5%	34 13.9%	135 55.1%	60 24.5%	245 100.0%	2.98 0.80
I place a high value on learning	7 2.9%	15 6.2%	138 57.0%	82 33.9%	242 100.0%	3.22 0.69
I have the skills and abilities to complete my work	6 2.5%	6 2.5%	148 61.2%	82 33.9%	242 100.0%	3.26 0.63
I have opportunities to be creative in my school assignments	6 2.5%	36 14.8%	156 63.9%	46 18.9%	244 100.0%	2.99 0.66
I am supported and respected by other students	10 4.1%	28 11.5%	154 63.4%	51 21.0%	243 100.0%	3.01 0.70
I feel safe in school	13 5.5%	25 10.5%	154 64.7%	46 19.3%	238 100.0%	2.98 0.72
I put forth a great deal of effort when doing my school work	8 3.3%	34 14.1%	149 61.8%	50 20.7%	241 100.0%	3.00 0.70
I take pride in my school work	5 2.1%	27 11.1%	156 64.2%	55 22.6%	243 100.0%	3.07 0.65
The support I get at school encourages me to learn more	9 3.7%	39 15.9%	156 63.4%	42 17.1%	246 100.0%	2.94 0.69
I have a voice in classroom decisions	14 5.8%	40 16.6%	148 61.4%	39 16.2%	241 100.0%	2.88 0.74
I think it is important to make good grades	3 1.2%	7 2.9%	122 50.2%	111 45.7%	243 100.0%	3.40 0.61
There is at least one adult in my school who cares about me and knows me well	10 4.1%	17 7.0%	120 49.2%	97 39.8%	244 100.0%	3.25 0.76
I feel supported and respected by administrators	12 4.9%	25 10.3%	149 61.3%	57 23.5%	243 100.0%	3.03 0.73

**Table CQC8(Continued): Student Experience Statements**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
I have worked harder than I expected to at school	7 2.9%	57 23.5%	136 56.0%	43 17.7%	243 100.0%	2.88 0.72
I think the things I learn at school are useful	10 4.1%	45 18.5%	141 58.0%	47 19.3%	243 100.0%	2.93 0.74
My counselor assisted me by helping me solve problems with teachers, parents, or friends	26 10.7%	50 20.5%	129 52.9%	39 16.0%	244 100.0%	2.74 0.85
I feel supported and respected by secretaries and assistants	7 2.9%	17 7.0%	151 61.9%	69 28.3%	244 100.0%	3.16 0.67
I value rewards (grades, awards, recognition, etc.) that I get at school for my work	6 2.5%	21 8.6%	130 53.5%	86 35.4%	243 100.0%	3.22 0.70
My school work makes me curious to learn about other things	10 4.1%	39 16.1%	146 60.3%	47 19.4%	242 100.0%	2.95 0.72
I get to make choices about what I will study at school	12 5.0%	42 17.4%	142 58.7%	46 19.0%	242 100.0%	2.92 0.75
I care about my school	6 2.4%	23 9.4%	149 60.8%	67 27.3%	245 100.0%	3.13 0.67
I have many opportunities to ask teachers questions about my work	5 2.0%	17 6.9%	157 64.1%	66 26.9%	245 100.0%	3.16 0.63
I think school rules are fair	13 5.3%	55 22.5%	142 58.2%	34 13.9%	244 100.0%	2.81 0.74
I am challenged to do my best work at school	9 3.7%	29 12.0%	153 63.2%	51 21.1%	242 100.0%	3.02 0.69
Overall, people accept me for who I am	8 3.3%	20 8.2%	155 63.5%	61 25.0%	244 100.0%	3.10 0.67
I feel supported and respected by teachers	9 3.7%	17 6.9%	154 62.6%	66 26.8%	246 100.0%	3.13 0.69
My counselor helped me understand what I needed to do in order to graduate	19 7.8%	28 11.4%	136 55.5%	62 25.3%	245 100.0%	2.98 0.83

decisions” had a mean score of 2.88 (s.d. 0.74) and “I have worked harder than I expected at school” had a mean score of 2.88 (s.d. 0.72). “I think school rules are fair” had a mean score of 2.81 (s.d. 0.74). Data are presented graphically in FigureCQC8.

**Figure CQC8: Mean Scores for Student Experience Statements**



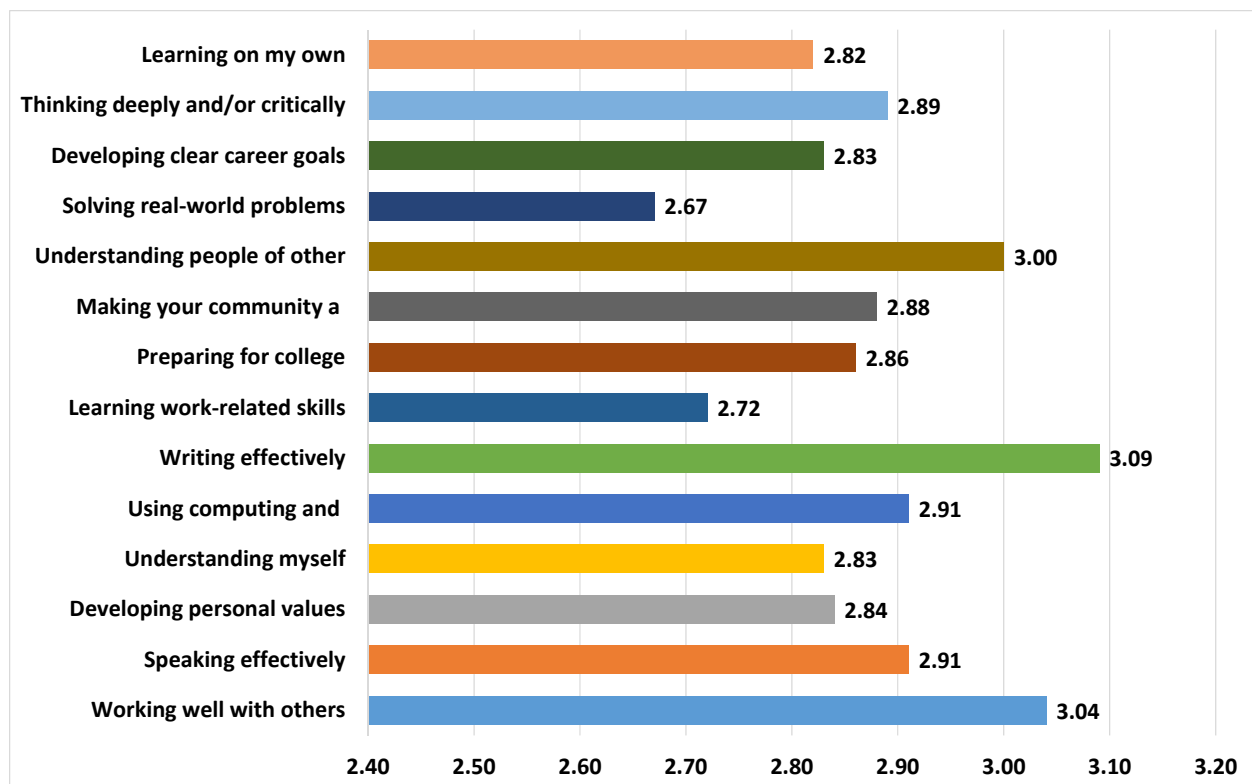
## Student Growth

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 CQC9. Centennial contributed most to seniors “Writing effectively” (Mean = 3.09, s.d. 0.80) and “Working well with others” (Mean = 3.04, s.d. 0.85). Centennial had little contribution in two areas identified. “Solving real-world problems” had a mean score of 2.67 (s.d. 0.90). “Learning work-related skills” had a mean score of 2.72 (s.d. 0.95). Mean scores for all areas are plotted in Figure CQC9.

**Table CQC9: 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	18	56	120	48	242	2.82
	7.4%	23.1%	49.6%	19.8%	100.0%	0.84
Thinking deeply and/or critically	18	51	114	60	243	2.89
	7.4%	21.0%	46.9%	24.7%	100.0%	0.86
Developing clear career goals	23	57	99	63	242	2.83
	9.5%	23.6%	40.9%	26.0%	100.0%	0.92
Solving real-world problems	26	73	98	46	243	2.67
	10.7%	30.0%	40.3%	18.9%	100.0%	0.90
Understanding people of other racial/ethnic backgrounds	18	46	97	82	243	3.00
	7.4%	18.9%	39.9%	33.7%	100.0%	0.91
Making your community a better place	22	53	97	69	241	2.88
	9.1%	22.0%	40.2%	28.6%	100.0%	0.93
Preparing for college	16	60	108	59	243	2.86
	6.6%	24.7%	44.4%	24.3%	100.0%	0.86
Learning work-related skills	31	59	99	53	242	2.72
	12.8%	24.4%	40.9%	21.9%	100.0%	0.95
Writing effectively	11	34	119	78	242	3.09
	4.5%	14.0%	49.2%	32.2%	100.0%	0.80
Using computing and information technology	16	55	107	65	243	2.91
	6.6%	22.6%	44.0%	26.7%	100.0%	0.87
Understanding myself	27	44	112	57	240	2.83
	11.3%	18.3%	46.7%	23.8%	100.0%	0.92
Developing personal values	24	49	111	58	242	2.84
	9.9%	20.2%	45.9%	24.0%	100.0%	0.90
Speaking effectively	18	48	113	63	242	2.91
	7.4%	19.8%	46.7%	26.0%	100.0%	0.87
Working well with others	17	32	117	76	242	3.04
	7.0%	13.2%	48.3%	31.4%	100.0%	0.85

**Figure CQC9: 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. The word clouds for each question are available in Figures CQC10a, CQC10b, and CQC10c respectively.

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

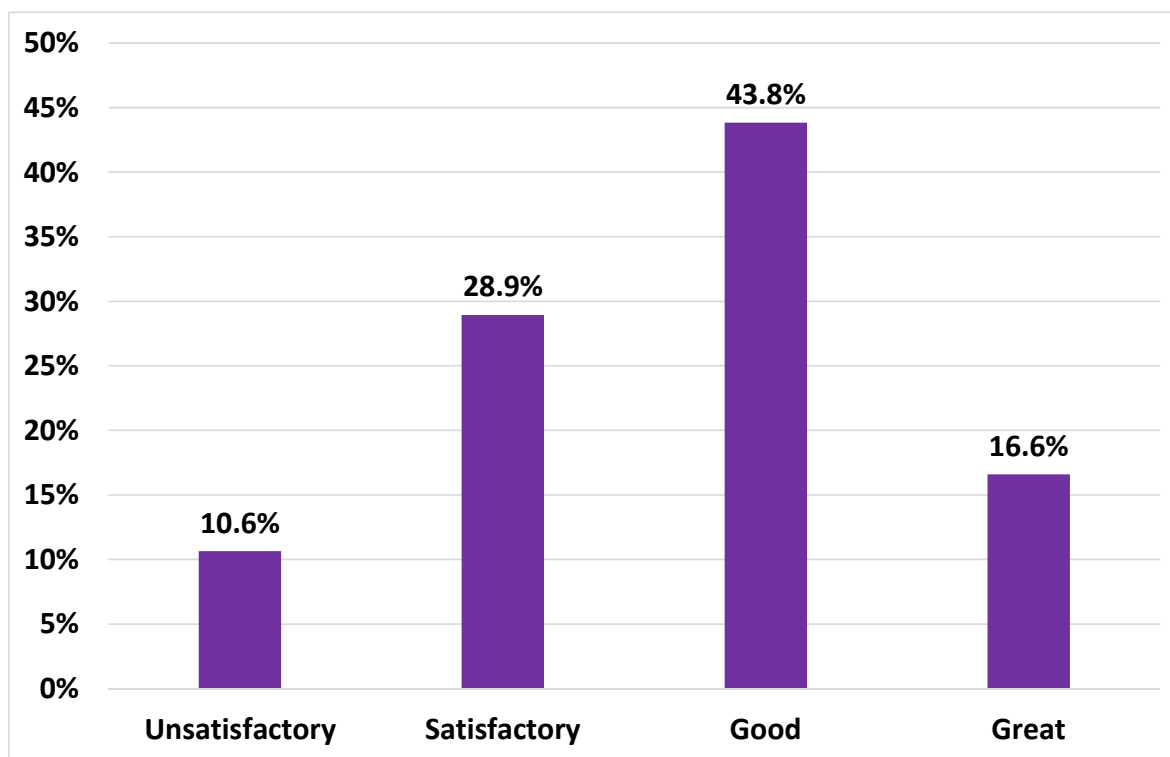
The final question in the Centennial-specific Section asked to rate seniors' satisfaction with Herff-Jones. Seniors were asked to rate the experience with the vendor on a four-point scale (1=Unsatisfactory to 4=Great).

Data are presented in Table CQC10. The majority of respondents indicated Herff-Jones did a Good Job (43.8%). An additional 16.6% indicated the vendor did a Great Job. However, over a quarter indicated Herff-Jones was just Satisfactory (28.9%). Over ten percent (10.6%) indicated that Herff-Jones provided Unsatisfactory Service. Data are presented graphically in Figure CQC11.

**Table CQC10: Satisfaction with Herff-Jones**

Herff-Jones Rating	Responses	Percent
Unsatisfactory	25	10.6%
Satisfactory	68	28.9%
Good	103	43.8%
Great	39	16.6%
Total	235	100.0%

**Figure CQC11: 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.

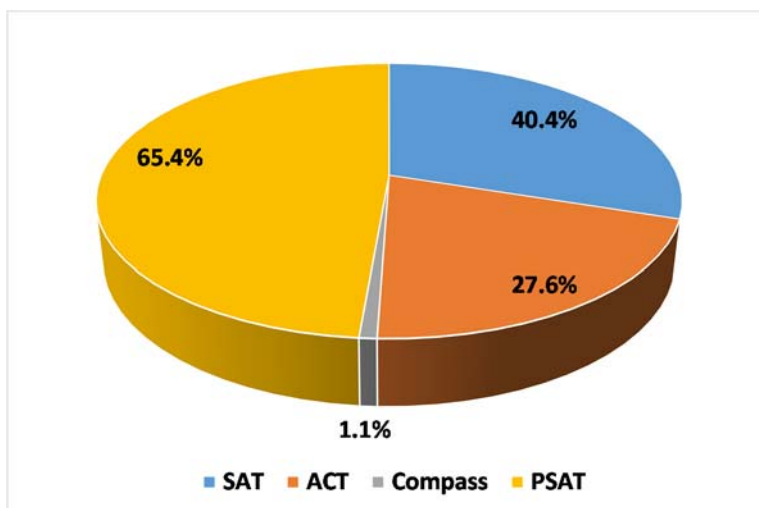
### College Tests

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 (65.4%) than any other test. The SAT was taken by forty percent (40.4%) and the ACT was taken by just over a quarter (27.6%) of Gresham Seniors. Very few Gresham Seniors (1.1%) indicated they had taken the Compass Test. Figure CQG1 presents the data graphically.

**Table CQG1: Placement Tests**

College Tests	Gresham	
	Took Test	Percent
SAT	110	40.4%
ACT	75	27.6%
Compass	3	1.1%
PSAT	178	65.4%
Total Respondents	272	100.0%

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



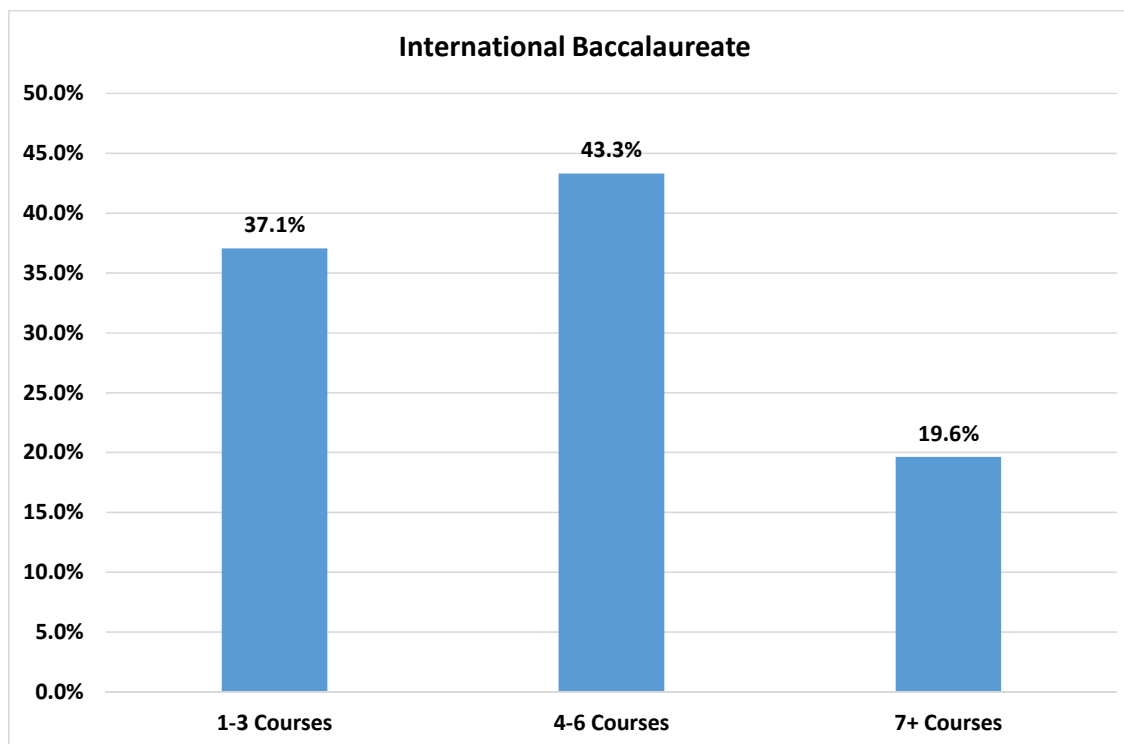
## International Baccalaureate Courses

**Table CQG2: International Baccalaureate Coursework**

Coursework	1-3 Courses	4-6 Courses	7+ Courses	Total	Did Not Take
International Baccalaureate (Gresham)	83 37.1%	97 43.3%	44 19.6%	224 100.0%	42

Gresham High School offers the International Baccalaureate (IB) Program for students. Respondents were asked how many IB Courses they had taken while attending Gresham High School. Results are presented in Table CQG2. Over eighty percent (84.2%) of Gresham Seniors indicated they had taken at least 1 Course. Of the 224 Gresham Seniors that indicated they had taken IB Courses, over a third (37.1%) indicated they had taken 1-3 courses. Over forty percent (43.3%) indicated they had taken 4-6 IB Courses. Almost a fifth (19.6%) of Gresham Seniors had taken 7 or more IB Courses. The data are presented graphically in Figure CQG2.

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



### 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.

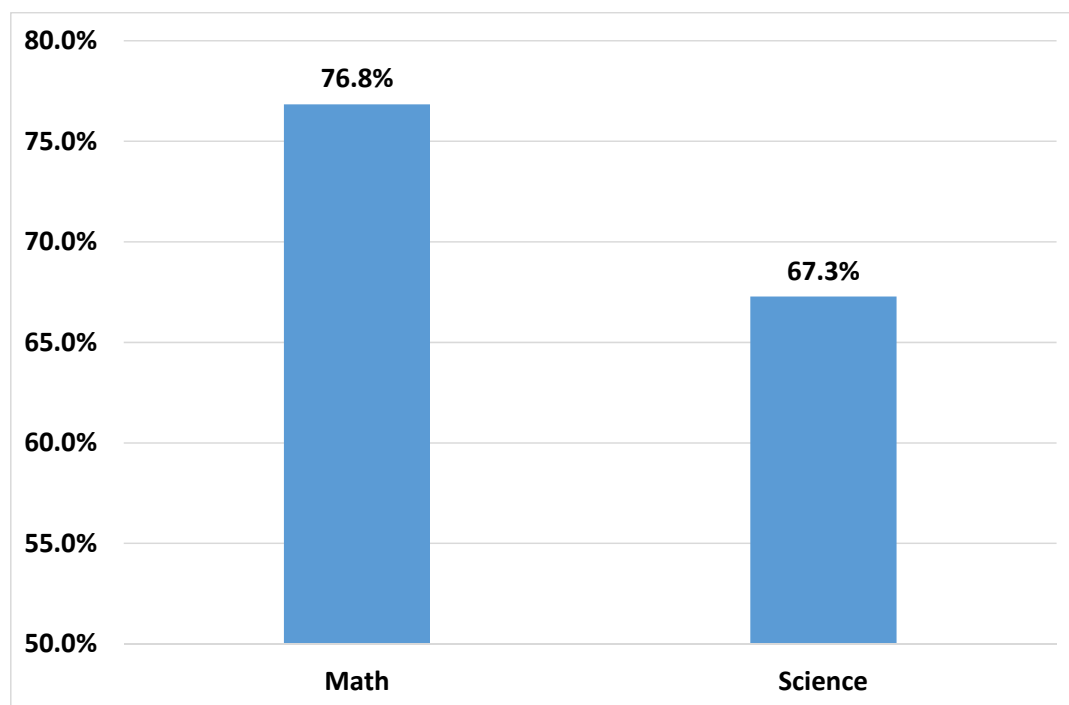
Percentages reported are based on the number of respondents to the survey, not the number that responded to the question. Over three quarters (76.8%) of Gresham

Seniors indicated they had taken a fourth year of Math. Over two thirds (67.3%) indicated they had taken a fourth year science class. The proportions are presented graphically in Figure CQG3.

**Table CQG3: Fourth Year Coursework by Subject**

4th Year Coursework	Gresham	
	Respondents	Percent
Math	209	76.8%
Science	183	67.3%
Total Respondents	272	100.0%

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



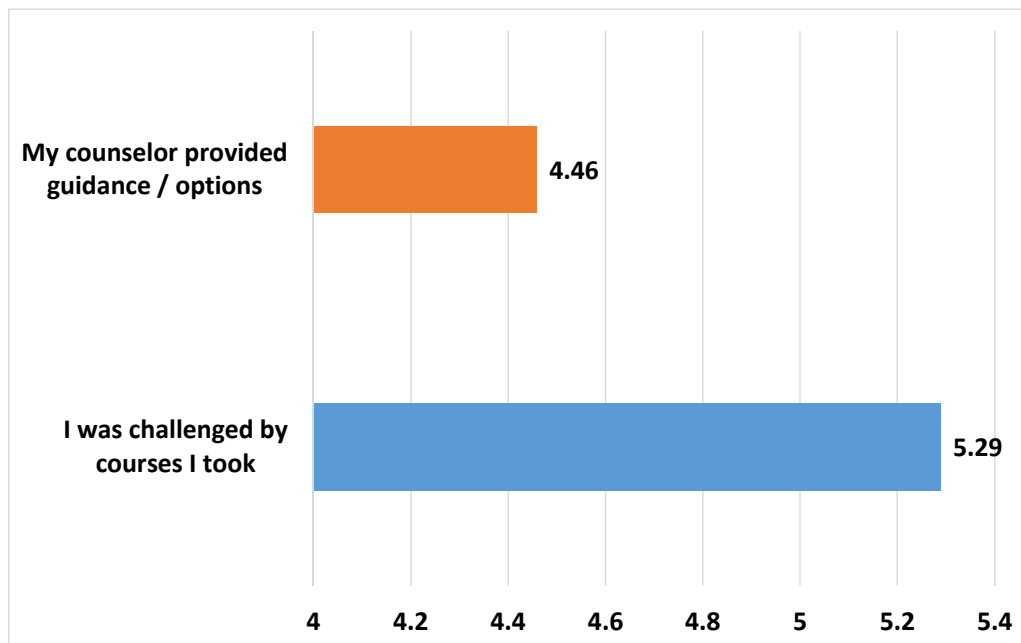
## Student Experience

**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	4 1.5%	10 3.7%	17 6.3%	17 6.3%	83 30.9%	100 37.2%	38 14.1%	269 100.0%	5.29 1.32
My counselor provided guidance / options	18 6.7%	29 10.8%	39 14.6%	47 17.5%	37 13.8%	57 21.3%	41 15.3%	268 100.0%	4.46 1.83

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 eighty percent (82.2%) somewhat agreed to strongly agreed with the statement. The average (mean) score for this statement was 5.29 (s.d. 1.32). For the statement “My counselor provided guidance / options,” agreement was lower but still strong; 50.4% of Gresham Seniors somewhat agreed to strongly agreed with the statement. The average (mean) score was 4.46 (s.d. 1.83). 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

**Table CQG5: Activity Participation Rates**

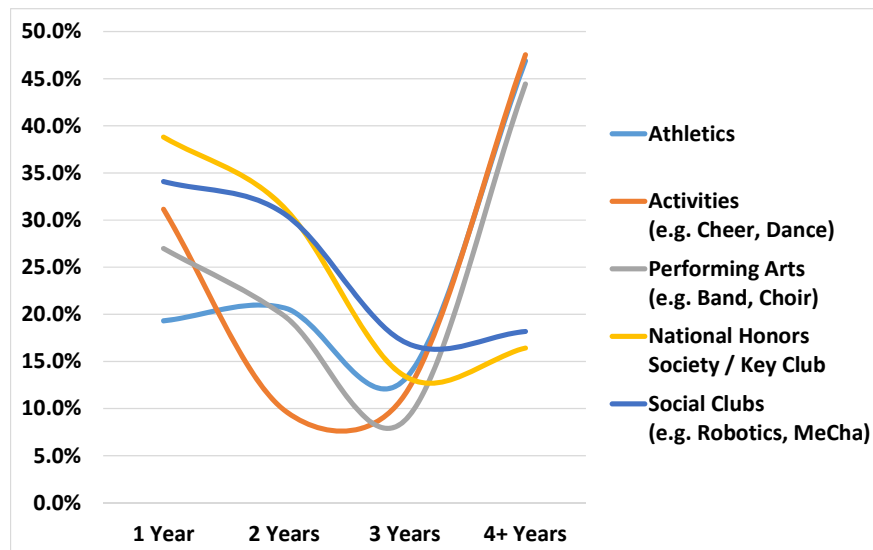
Activity Participation	1 Year	2 Years	3 Years	4+ Years	Total Participants	Did Not Participate
Athletics	28	30	19	68	145	119
	19.3%	20.7%	13.1%	46.9%	100.0%	
Activities (e.g. Cheer, Dance)	19	6	7	29	61	190
	31.1%	9.8%	11.5%	47.5%	100.0%	
Performing Arts (e.g. Band, Choir)	34	25	11	56	126	131
	27.0%	19.8%	8.7%	44.4%	100.0%	
National Honors Society / Key Club	26	21	9	11	67	184
	38.8%	31.3%	13.4%	16.4%	100.0%	
Social Clubs (e.g. Robotics, MeCha)	30	27	15	16	88	168
	34.1%	30.7%	17.0%	18.2%	100.0%	

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 the highest participation rates with 145 seniors indicating they had participated at least one year – 54.9% of those that responded to the question. Performing Arts had the second highest participation rate with 126 seniors indicating they had participated at least one year – 49.0% of those that responded to the question. Activities, National Honors Society / Key Club, and Social Clubs had similar participation rates (61, 67, and 88 seniors respectively) indicating they had participated at least one year – 24.3% for Activities, 26.7% for National Honors Society / Key Club and 34.4% for Social Clubs that responded to the question. 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.

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

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

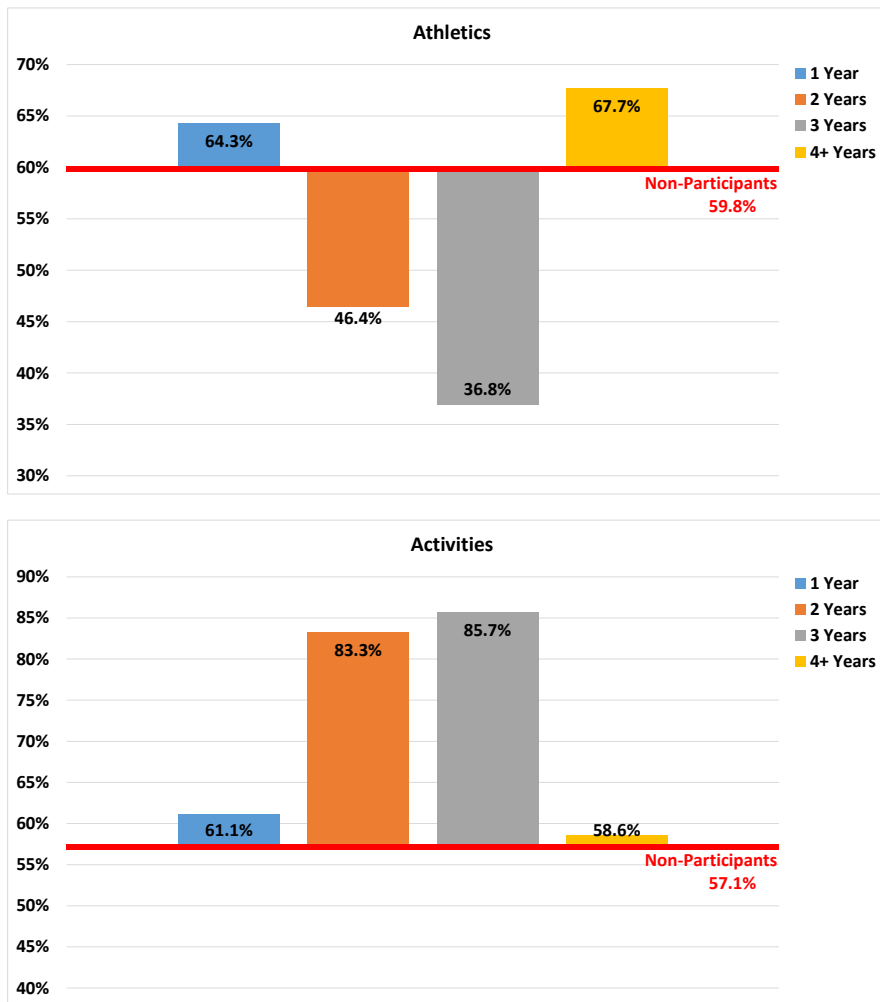


**Table CQG6: Years of Activity Participation by Activity and Grade Point Average 3.00 or Greater**

GPA 3.0 or Higher	Non Part	1 Year	2 Years	3 Years	4+ Years
Athletics	59.8%	64.3%	46.4%	36.8%	67.7%
Activities	57.1%	61.1%	83.3%	85.7%	58.6%
Performing Arts	50.0%	67.6%	64.0%	63.6%	72.7%
Honors Society	48.6%	88.5%	90.5%	100.0%	100.0%
Social Clubs	54.9%	47.6%	66.7%	62.5%	77.8%

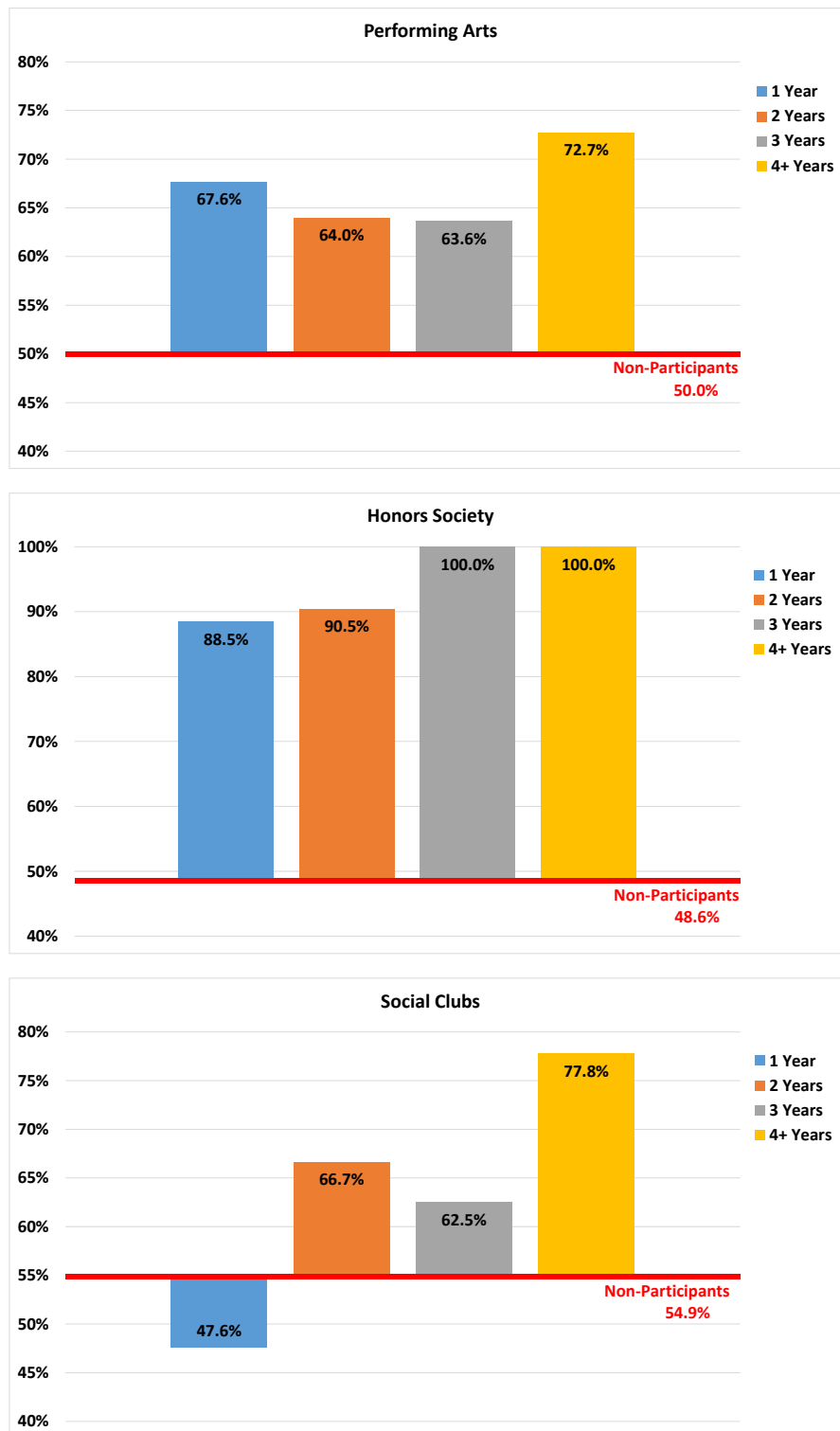
from 0.00-0.99 to 4.00 or more). Students that reported a GPA of 3.00 or greater were compared with years of activity participation. Table CQG6 shows the proportion of students that earned a 3.00 or better by their participation in the identified activities. That is, for Athletics, 59.8% of seniors that 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), 67.7% earned a GPA of 3.00 or better. The data are reported for each

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



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 indicates that proportions were higher. For Athletics, the proportion of Gresham Seniors that participated for two or three years (46.4% and 36.8% respectively) and earned a GPA of 3.00 or better was substantially lower than Non-participants (59.8%). Seniors that participated for four

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



years and earned a GPA of 3.00 or better was much higher than for non-participants (67.7% for athletics compared to 59.8% for non-participants). The proportions were about equal for one year of participation compared to non-participants. For Activities, the proportions for participants at two and three years were higher than for non-participants (83.3% and 85.7% respectively compared to 57.1% of non-participants). For Activities participants involved for one and four years, the proportions earning a GPA of 3.00 or greater are about equal to the proportions for non-participants. For seniors that participated in Performing Arts, the proportions earning at 3.00 or better were higher than non-participants regardless of the number of years participating. Seniors participating in Performing Arts for four years had the highest proportion earning a 3.00 or better GPA (72.7%) compared to non-participants (50.0%). 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 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

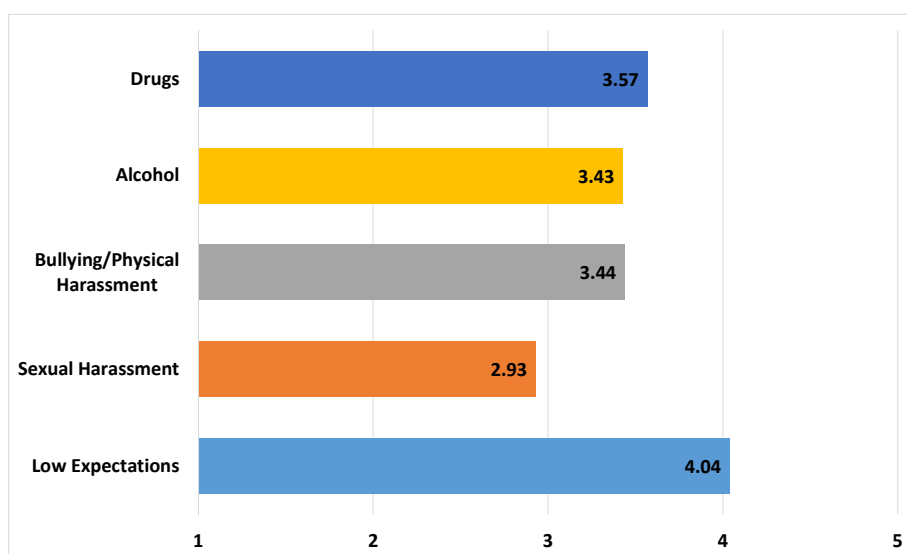
**Table CQG7: Issues on Campus**

Issues	Not an Issue	Minor Issue	Somewhat Minor Issue	Neither/Nor	Somewhat Major Issue	Major Issue	Extreme Issue	Total	Mean s.d.
Drugs	68 25.4%	33 12.3%	32 11.9%	31 11.6%	47 17.5%	32 11.9%	25 9.3%	268 100.0%	3.57 2.05
Alcohol	75 28.0%	35 13.1%	30 11.2%	32 11.9%	43 16.0%	30 11.2%	23 8.6%	268 100.0%	3.43 2.06
Bullying/Physical Harassment	65 24.3%	43 16.1%	33 12.4%	36 13.5%	39 14.6%	27 10.1%	24 9.0%	267 100.0%	3.44 2.01
Sexual Harassment	96 36.0%	42 15.7%	34 12.7%	32 12.0%	28 10.5%	14 5.2%	21 7.9%	267 100.0%	2.93 1.97
Low Expectations	54 20.1%	21 7.8%	32 11.9%	48 17.9%	26 9.7%	41 15.3%	46 17.2%	268 100.0%	4.04 2.13

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 – except “Low Expectations – had mean scores below 4.00 on a seven point scale. The biggest issue for Gresham Seniors was Low Expectations (Mean = 4.04, s.d. 2.13). The second biggest issue was Drugs (Mean = 3.57, s.d. 2.05). Both Bullying / Physical Harassment and Alcohol were identified at about an equal rate (Mean = 3.44, s.d. 2.01 and Mean = 3.43, s.d. 2.06 – respectively). Sexual Harassment was identified as a much lower issue (Mean = 2.93, s.d.

1.97). 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 (42.2%) identified it as a somewhat major to

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



extreme issue. For Drugs, almost forty percent (38.8%) identified it as a somewhat major to extreme issue. For Alcohol and Bullying / Physical Harassment the percentages were over thirty percent (35.8% and 33.7% respectively). Almost a quarter of Gresham Seniors (23.6%) identified Sexual Harassment as a somewhat major to extreme issue 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, Sam Barlow, and Springwater Trail High Schools) worked with MHCC to develop a series of questions that they wanted addressed; these three high schools asked the same questions. The school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

Unfortunately, after the administration of the survey, it was discovered that an error in the URL provided resulted in two schools – Sam Barlow High School and Springwater Trail High School – not being asked the school specific questions. School-specific questions for Sam Barlow are not available for this administration.

## Results – Springwater Trail 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, Sam Barlow, and Springwater Trail High Schools) worked with MHCC to develop a series of questions that they wanted addressed; these three high schools asked the same questions. The school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

Unfortunately, after the administration of the survey, it was discovered that an error in the URL provided resulted in two schools – Sam Barlow High School and Springwater Trail High School – not being asked the school specific questions. School-specific questions for Springwater Trail are not available for this administration.

## 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. Three quarters of seniors (75.30%) indicated they would continue their education.
- Sixty percent of respondents (60.50%) indicated they would be working four months after graduating.
- About twenty percent of respondents indicated they would be doing volunteer work (18.23%) and/or travelling (23.12%).
- Just under ten percent (8.98%) said they would be doing something else (review of comments revealed most were very specific with regard to schools attending).
- Just under seven percent (6.74%) indicated they didn't know what they would be doing.
- A smaller percentage indicated they would be serving in the military (5.42%).

### 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.

- Three quarters of graduating seniors surveyed (75.30%) 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 a quarter of seniors (25.27%) of seniors indicated they would be attending a public 4-year institution.
  - A total of 208 applications were submitted to in-state 4-year public universities.
  - Of the 208 applications, 171 were accepted; this is an 82.21% acceptance rate.
  - Of the 171 accepted applications, 88 seniors (51.46% of accepted applications) are actually attending a 4-year public institution.

- Private 4-year Institution
  - Over ten percent (11.83%) of seniors indicated they would be attending a private 4-year institution.
  - Seniors submitted 124 applications to private in-state 4-year institutions.
  - Of the 124 applications, 104 were accepted: a 83.87% acceptance rate.
  - Of the 104 accepted applications, twenty-four seniors indicated they would be attending a 4-year private institution.
- Community College
  - Over half (58.06%) 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 Trade/Technical College
  - A very small percentage (2.69%) indicated they would be attending a private trade/technical institution.
  - Only fifteen applications were submitted to private trade/technical institutions.
  - Of those, nine were accepted and all nine 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 (40.9% Attending), Portland State University (28.4% Attending), and University of Oregon (18.2% Attending).
- For seniors bound to private 4-year institutions, the proportions are highest for University of Portland (25.0% Attending), Concordia University (16.7% Attending), George Fox University (16.7% Attending) and Linfield College (16.7% Attending).
- For seniors bound to community colleges, the majority will go to MHCC (69.1% Attending). That said, a large proportion of high school seniors will be going to Portland Community College (18.1% Attending) and Clackamas Community College (4.9% Attending). When looking at all three Portland Metropolitan Area Colleges, a quarter (25.0%) of MHCC district seniors surveyed will be attending one of the other two colleges.
- Although there are only a very small number of seniors bound to private trade/technical institutions (15 seniors), the majority are attending ITT Technical Institute (66.7%).

**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 3.69 out of 7.
- The second strongest identified reason was seniors *Feel Unprepared*. This item had an average score of 2.77 out of 7.
- 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 3.42 out of 7.
  - Information regarding *Flexible schedules* (mean score of 3.12 out of 7) and *Job placement services after graduation* (mean score of 3.07 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* (4-year bound mean = 6.04 vs. CC bound mean = 5.67), *Location – Out of town/away from home* (4-year bound mean = 5.08 vs. CC bound mean = 4.69), *School / Program Reputation* (4-year bound mean = 5.51 vs. CC bound mean = 5.16), *Social Atmosphere* (4-year bound mean = 5.17 vs. CC bound mean = 4.78), *Extracurricular Activities* (4-year bound mean = 5.00 vs. CC bound mean = 4.54), and *Intangibles* (4-year bound mean = 5.34 vs. CC bound mean = 5.05)

were all significantly more important reasons for 4 year bound seniors compared to their community college bound counterparts.

- 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.
- 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* (4-year bound mean = 5.05 vs. CC bound mean = 5.36) and *Selectivity* (4-year bound mean = 4.60 vs. CC bound mean = 4.70) were both rated more important reasons by community college bound seniors.

### Recommendations


- Data revealed that a fifth of seniors (19.97%) 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, three quarters (75.00%) have indicated they will attend MHCC. Twenty-five percent have indicated they will be attending either Portland Community College (19.67%) or Clackamas Community College (5.33%). This leakage must be addressed. Data revealed that those attending one of the other two metropolitan colleges (Portland or Clackamas) perceived them to be: (1) more conveniently located, (2) have programs that were a better fit, or (3) costs were more reasonable.
- 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



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	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, 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"/>


>>

## Springwater Trail Specific Questions



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

- ☐ SAT
- ☐ ACT
- ☐ Compass
- ☐ PSAT



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, 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

>>



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

- ☐ True
- ☐ False





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 class assignment, activity, or adult conversation brought this career to my attention.
- ☐ I took a career aptitude test.
- ☐ 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
- ☐ Performing Arts
- ☐ Fine Arts
- ☐ Engineering
- ☐ Computing
- ☐ Retail/Sales
- ☐ Trades
- ☐ Manufacturing
- ☐ Don't Know
- ☐ Some Other Field (Please Specify)

>>





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.

>>

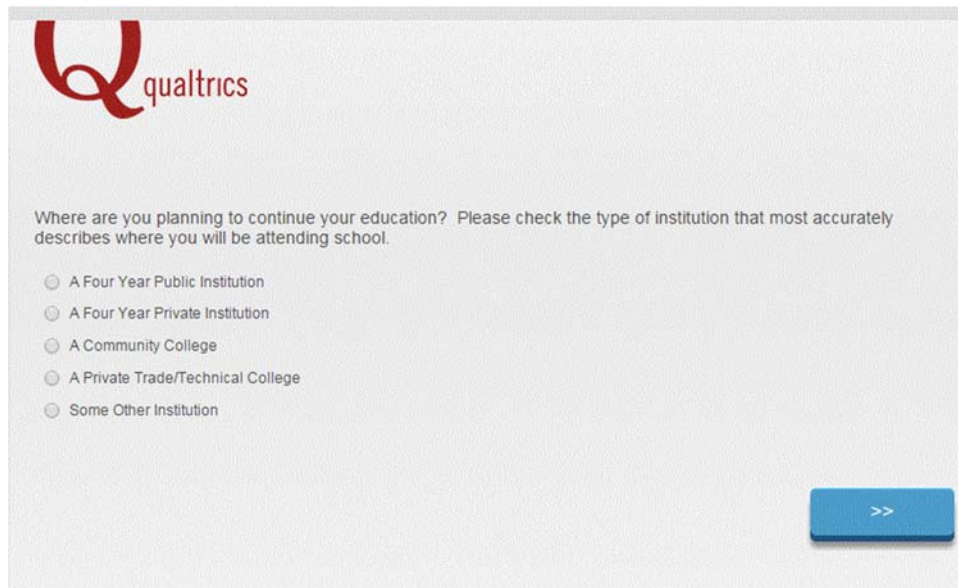


Listed below are information and services that could be available from any college / university. For each, please indicate if it would impact the likelihood of your continuing your education by checking the appropriate level.

	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...”

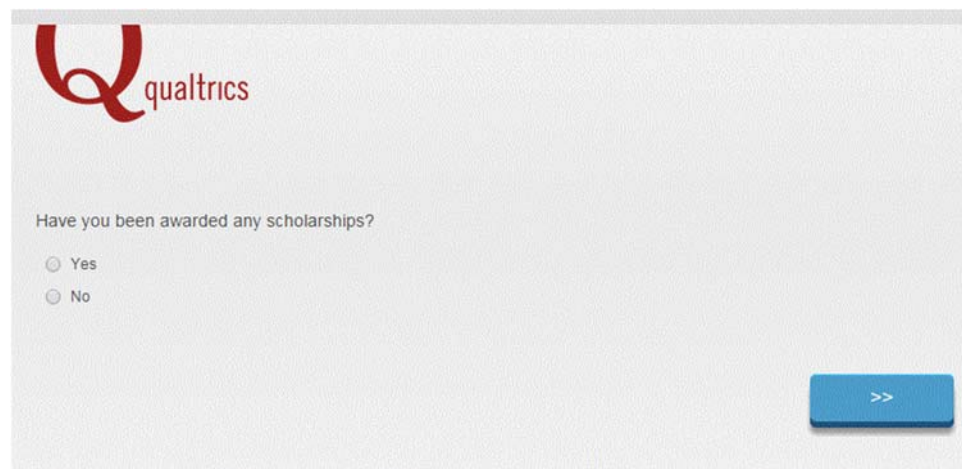


qualtrics

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

>>



qualtrics

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

>>

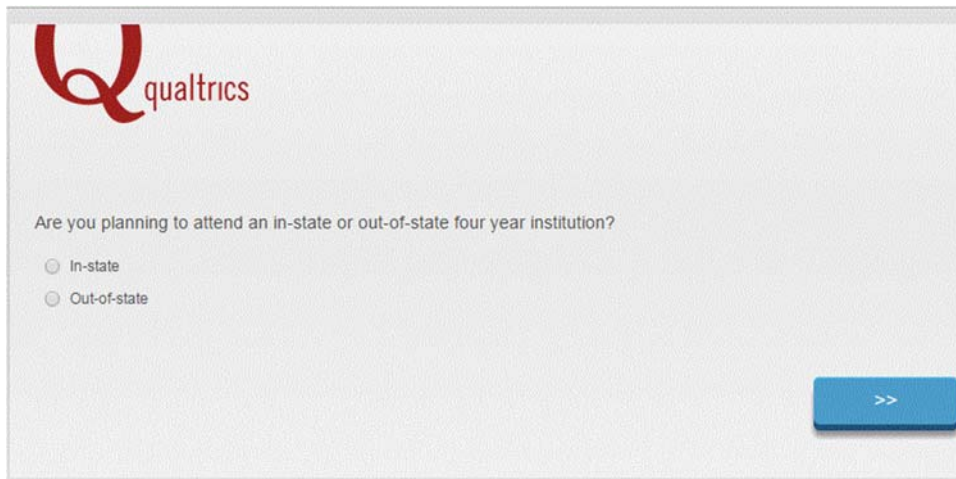


Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in your decision to select the institution you are attending by checking the appropriate box.

	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.”



qualtrics

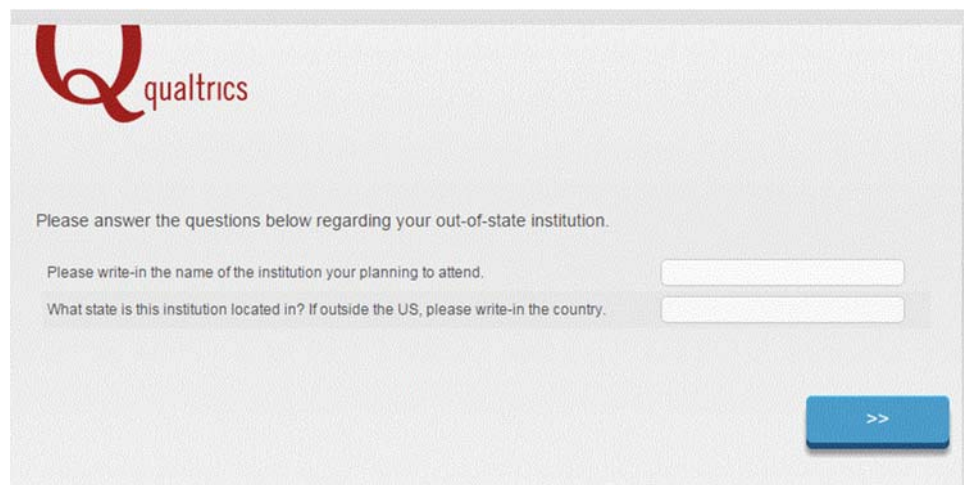
Are you planning to attend an in-state or out-of-state four year institution?

☐ In-state

☐ Out-of-state

>>

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



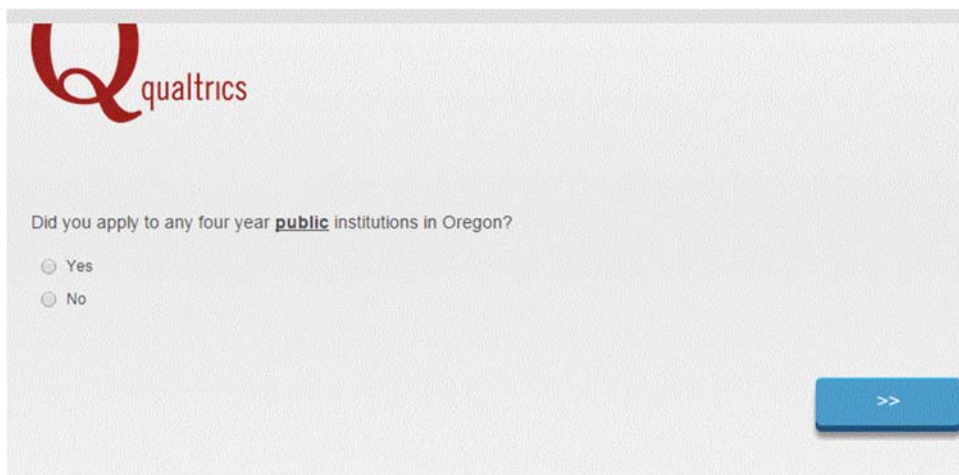
qualtrics

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.

>>



qualtrics

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

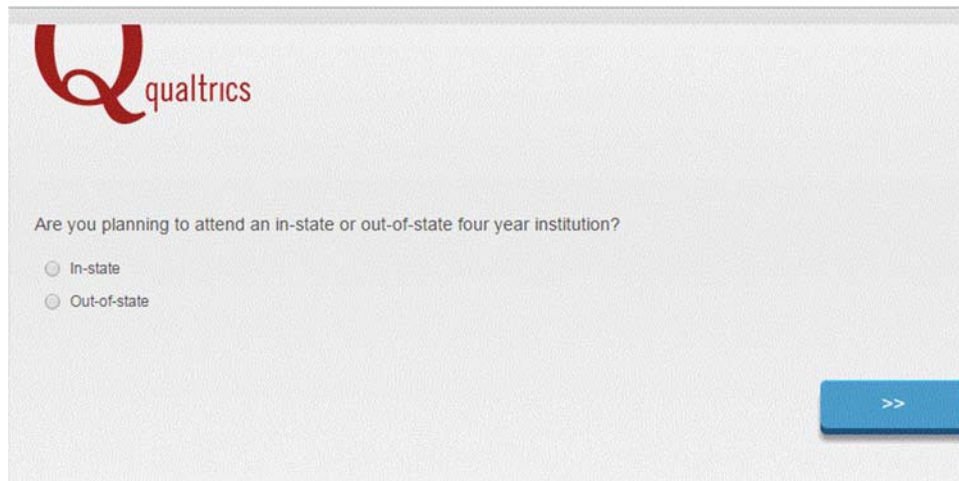
Listed below are the major four year Private institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted, 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.

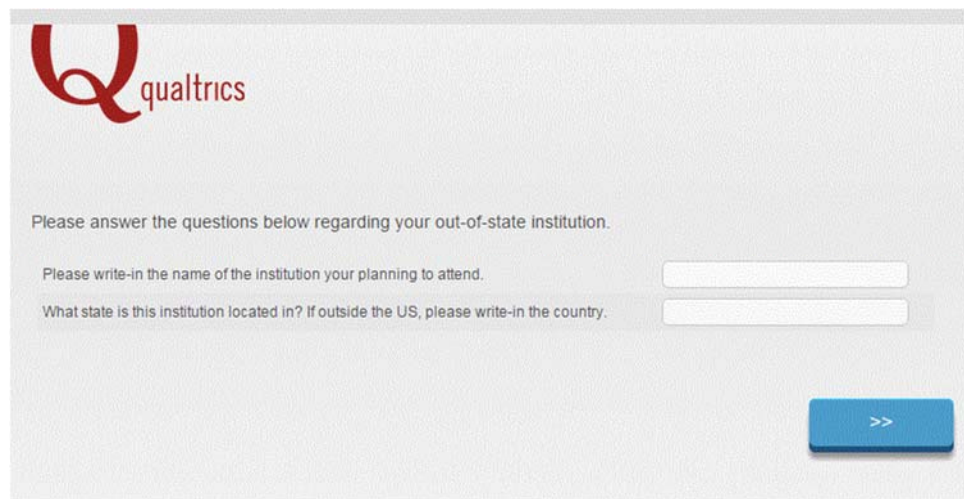
>>

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 a double right arrow ">>" 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.". 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 a double right arrow ">>" 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"/>

>>


Question displays if student identified Portland, Mt. Hood, or Clackamas Community College in the previous question. Note: The college selected is displayed in this question.



What was it about Portland (Portland) that made you chose it over the other two alternatives in the Portland Metropolitan Area? Please use the space below to describe the reason for choosing to attend this specific community college.








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"/>

>>



The following information is requested in order to inventory the seniors that have completed the survey. 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
	Academic Achievement	6000
	Academic Achievement Award	6000
	Academic Achievement Award	
	Al Forthan Memorial Scholarship	1000
	All American propane scholarship 500	
	American Red Cross	
	Andrew Nelson	1000
	Apex scholarship	
	Armstrong	1000
	Asian Pacific Islander	100
	Athletic Scholarship	1500
	BUFOR	15000
	BurgerVille Scholorship	0
	CEF General Scholarship	1000
	Centennial Educational Foundation Scholarship	1000
	Centennial General scholarship	1000
	Centralia College Scholarship	2100
	Cesar E. Chavez Leadership Conference Scholarship	1000
	Collin	8000
	Comcast	1000
	Comcast leadership	1000
	Cross Country	10000
	Dale Kreuger	2000
	Dale Krueger	2000
	Dale Krueger	2000
	Dale Krueger Scholarship	8000
	Dale Kruger	8000
	Dale Kruger scholarship	2000
	DDCA Academic Scholarship	800
	ddhs teacher scholarship 500¢	
	Diversity	6500

High School  
Centennial

Scholarship Name	Amount
Diversity	1500
Diversity	
Diversity Scholarship	1500
Diversity scholarship	
Earl Blumenaur Scholarship	2000
Elks Most Valuable Student	13500
Engineering Scholarship	
FAFSA	2800
fafsa	2250
Fafsa	2000
Fasfa	500
Fed Support Education Opp Grant	1000
Federal Pell grant	10000
Federal Pell Grant	4180
Financial Aid Scholorship	0
Ford Family Foundation	
Ford Family Foundation Scholarship	10000
Ford Family Scholarship	20000
Ford Scholars	5000
Ford Scholarship	
Ford Scholarship 90%	
fords scholarship	90
Future Connect	600
Future Connect	
future connect	
George Benson Scholarship	2000
george fox	56000
George Fox Applied Arts Scholarship	500
George Fox Merit Scholarship	14000
Gonzaga Financial Aid Reward	
GPA	8000
Gresham Rotary	3000
Gresham Rotatory	3000
Grieg Lodge Scholarship	2000
Honors Program of College	20000

High School  
Centennial

Scholarship Name	Amount
Horatio Alger Association Scholarship	7000
Inaugural 15,000	
John Pelman from Oregon youth challenge	
Ken Noah	2000
Laurels Scholarship	6000
Lucille Borigio Scholarship	9000
M.E.Ch.A. Statewide Scholarship	500
MEChA Statewide Scholarship	1000
MHCC Foundation HS	3384
Michael Hibbard Future Theatre Educator Scholarship	500
Money for Grades from College	10000
Opportunity Grant	2250
Optimist International	1500
Oregon FBLA Foundation Scholarship	
Oregon Jaycee Foundation	700
Oregon Opportunity Grant	2250
Oregon Opportunity Grant	2200
Oregon opportunity grant	
Oregon Pell Grant	5800
Oregon Promise	3057
Oregon Promise	1000
Oregon Promise	1000
Oregon Promise	1000
Oregon Promise	1000
Oregon Promise	
Oregon promise	
Oregon Promise	
Oregon Promise Grant	
OSAC	3343
OSEA Scholarship	500
OSU Academic Scholarship	6000
OSU Honors College Scholarship	1000
OSU Music scholarship	1400
Pell Grant	5500
Pell grant	3000

High School  
Centennial

Scholarship Name	Amount
Portland State University Diversity Scholarship	45000
Presidential	80000
Presidential Scholarship	50000
Prevost scholarship	10000
Provost	8000
PSU	3546
PSU Residency Scholarship 2,000	
PSU Viking Scholarship	1000
PV PTA Scholarship	250
Red Cross Blood Drive Scholarship	100
Resident Opportunity Scholarship-PSU	1200
Robert P Jacobsen Memorial	3500
Rose Festival Court	3500
soop	
State Officer Scholarship	250
Steven K Rector	4000
Summit	24000
Summit	24000
Summit	6000
swag university	
Track and field	10000
Trustee award	14000
Trustee Scholar Award	16000
U.S Army G.I Bill	161679
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
WOU Good Citizen	1000
WOU Presidential Scholarship	1500
WU Merit	12000
WUE	34000

High School	Scholarship Name	Amount
<b>Centennial</b>		
	Z man	500
<b>David Douglas</b>		
	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
	QuestBridge National College Match	66435
	Questbridge Quest for Excellence	700
	SEOG Grant	3000
	WOU General Scholarship	1000
	WOU Tuition Grant	1000
<b>Gresham</b>		
	14000	
	2000	4000
	2000	1000
	2100	
	32000	15000
	5000	
	6000	3000
	Academic	18500
	Academic	6000
	academic	3000
	academic 2	11000
	Academic Acheivement OSU	3500
	Academic Achievement	6000

High School <b>Gresham</b>	Scholarship Name	Amount
	Academic Achievement	1500
	Academic scholarship	6000
	Academics	2000
	ActSix scholarship	50000
	Athletic	1200
	Athletic 2	5000
	Athletic schoalrships	
	Athletic Scholarship	4500
	Athletic Scholarship	1000
	Athletics	6000
	Audrey Holiday	
	AXA	2500
	Baseball Scholarship	6300
	Berger All Campus	1000
	Breakfast Lions Club	850
	Brigham Young Scholarship	10000
	Burger King Scholars 1000	
	Caliber Cares	1000
	Cascade	1000
	Clackamas County Bank	1000
	Columbia Basin Softball	6000
	Comcast	1000
	Comcast	1000
	Concordia University	2000
	Dale Kreuger	2000
	Dale Kruegar	2000
	Dale Krueger	8000
	Dale Krueger	8000
	Dale Krueger	2000
	Dale Krueger renewable	2000
	Dale Kruger	8000
	Dale Kruger	2000
	Dale Kruger	2000
	Dance team scholarship	250
	ddca	800

High School  
**Gresham**

Scholarship Name	Amount
DDCA dance scholarship	800
Deans scholarship	20000
Diversity Achievement	1500
Diversity Scholarship	8000
Do Not Know	
Duke Scholar	6500
Duke Scholar Award	6500
Eagle Scout	1000
early application scholarship	5000
Eastern Oregon Housing	3000
Elks Most Valuable Student	1000
Elks Most Valuable Student Award	1500
EMAR	2000
EMAR Foundation Scholarship	1500
Ernest Hartsog Scholarship	500
Fafsa	5700
FAFSA	5000
FAFSA	5000
FAFSA	2000
fafsa	1000
fafsa	
Federal Pell Grant	5725
Federal Pell Grant	2483
Federal Work Study	3000
Financial Aid	78000
Fine Arts Scholarship	7000
Football Scholarship	3500
Football scholarship	2000
Ford Family Foundation	150000
Future Connect	10000000
future connect	600
Future Connect	
future connect	
Future Connect 1000	
Gates Millennium	

High School  
**Gresham**

Scholarship Name	Amount
George Fox Need Grant	2635
George Fox University	68000
George Fox University renewable	8000
Grant	44000
Grant	8000
Gresham Breakfast Club	850
Gresham Breakfast Lions	850
Gresham Breakfast Lions Scholarship	850
Guy Davis past presidents	1500
Hispanic Metropolitan Chamber Scholarship	3000
Hoover Presidential	2500
HPP Scholarship	500
Husson Eagle	3000
I don't remember	7500
Joseph E Watson	2000
Kaiser Permanente Scholarship	5000
Kaiser Permeate	2000
Kathy Spadoni	12000
LaPine Fire Department Recruit	10000
Legacy Mount Hood Medical Center Volunteer Guild	1000
Legacy Mt. Hood Medcial Center	1000
Legacy Mt. Hood Medical Center Volunteer Scholarship	500
Lewis and Clark Endowed Scholarship	1500
Lewis and Clark Grant	2000
Lewish and Clark	4000
Linfield College	90000
Linfield Faculty Schoolarship	20000
Linfield Scholarship	25000
Lion's Breakfast Club Scholarship	875
local 290	2500
local 305	500
Local UA 290 Scholarship	1500
Matt Hartner Foundation	1000
Merit	48000
Merit Scholarship	10000



High School	Scholarship Name	Amount
<b>Gresham</b>		
Scholarship	Metropolitan Chamber of Commerce	3500
	MHCC softball scholarship	1632
	Mt. Hood Community College Student Recognition	
	2431.5	
	Music	20000
	Music	12000
	Music	8000
	Music Minor Scholarship	1000
	Music Study Scholarship	5000
	Nike Design PNW Scholarship	
	Northwestern Academic Award	60000
	Northwestern Pledge Scholarship	6000
	Northwestern Scholorship	192000
	Opportuniy grant	100000000
	Optimist Club Oratorical	500
	Oregon college savings	1000
	oregon institute of technology	500
	Oregon Opportunity Grant	5500
	Oregon Opportunity Grant	2100
	Oregon Opportunity Grant	1200
	Oregon Promise	1000000
	Oregon Promise	5500
	Oregon Promise	4000
	Oregon Promise	3000
	Oregon Promise	3000
	Oregon Promise	2225
	Oregon promise	2000
	Oregon Promise	2000
	Oregon Promise	1000
	Oregon Promise	
	Oregon Promise	
	Oregon Promise	
	oregon promise	
	Oregon Promise	
	Oregon Promise	
	Oregon Promise	

High School  
**Gresham**

Scholarship Name	Amount
Oregon State Academic Scholarship	24000
Oregon State Academic Scholarship	2500
Oregon State Diversity Achievement	1500
Oregon State Football	26000
Oregon State Presidential	10000
Oregon State University Academic Achievement	6000
Oregon State University Academic Scholarship	6000
Oregon University grant	1000
Oregonpromisegrant	
OSAC	2100
OSAC	2100
OSAC	2000
OSEA classified employee	500
OSU	2000
OSU Academic Achievement	6000
OSU Honors College	1000
OSU Scholarship (for grades)	2500
other	1000
Other Grant	6000
Pacific Islander	1500
Pacific University Scholarship	10000
Pathway Oregon	10000
Pathway	10000
Pathway Oregon	50000
Pathway Oregon	44000
Pathway Oregon	40000
Pathway Oregon	
Pathway Oregon (UO)	
Pathways	8000
PCC scholarship	2000
Pepperdine Women of God	4000
PineTree	2000
Portland Chapter of the Links Scholarship	
Povest	2100

High School  
**Gresham**

Scholarship Name	Amount
presidential	1000
Presidential Grant	22000
presidential scholarship	80000
Presidential Scholarship	13000
PSU	2000
PSU Scholarship	1000
PSU Scholarship	
PSU UG Laurels renewable	5000
Sally Lamm (Elks)	1000
shelie macias scholordhip	
shutterfly	8000
Sigurd H. Peterson Scholarship	5000
Soka University of America Merit Scholarship	10000
St. Martins	48000
Theatre Scholarship	3000
University of Oregon General Scholarship	2000
University of oregon Presidential	36000
University of Oregon Summit	24000
University of Portland Presidential Scholarship	88000
University of Portland Presidential Scholarship	20000
Voice music	1500
Volleyball Scholarship	15000
Warner Pacific College renewable	2000
Warner Pacific Enrollment	8000
Warner Pacific Music Scholarship	2500
Western Undergraduate Exchange	50000
Willamette University	96000
Willamette University	25000
Winifred Casterline Memorial Scholarship	1000
WSU	11000
Zeno B Katterle	2500
Z-man	550
Zonta	1000

High School	Scholarship Name	Amount
<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
	ASPIRE WOU	500
	ASU Presidential	52000
	Athletic	105000
	Athletic	63000
	athletic	2000
	athletic	2000
	Athletic 19,000	12000
	Athletic scholarship	6000
	Aurora Fire 9600	
	Azusa Academic	45000
	Barlow Band Aid Musician Scholarship	300
	Bell Grant	2360
	Bellarmino	
	Boise State Blue Thunder Marching Band	14500
	Breakfast Lions Club	850
	Breakfast Lions Club	850
	Bruin Scholarship	8000
	Carroll College Academic Scholarship	15000
	Carroll College Volleyball Scholarship	12000
	Church of God	1000
	Coca Cola Foundation Regional Finalist	1000
	Comcast Leaders and Achievers	1000

High School  
**Sam Barlow**

Scholarship Name	Amount
Concordia Leadership Scholarship	1000
Concordia Merit Scholarship	11500
CUI Athletic	40000
CUI Presidential	70000
Dale Kreuger	2000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	8000
Dale Krueger	2000
Dale Krueger	2000
Dale Krueger 8,000	
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	500
Elks Most Valuable Student, 3rd Place Locally & In District	1900
Elks Most Valuable Student, 3rd Place Locally & In District	1900
Elks Vocational Grant	1500
EMAR	2000
EMAR	100
EMAR	100
EMAR Family	1500
FAFSA	57550
FAFSA	14000
FAFSA	2500

High School  
**Sam Barlow**

Scholarship Name	Amount
fashion club	2000
fashion club president	6000
Federal Grant	5000
FIDM Fashion Club Active Member Scholarship	2000
FIDM Fashion Club Presidential Scholarship	4000
Full Ride	260000
Future Connect Scholarship	
GPA	4000
Grant	4000
Great falls	11000
Gresham Rotary	3000
Harvey Scholarship	140000
Hispanic Metropolitan Chamber	2000
History Essay	500
Horse Advisory	500
Idk the name of it	
Innovation Scholarship	2000
Kaiser Permanente	2000
Knowledge is beautiful	1500
Legacy Guild	1000
Life Pacific Award	1000
Linfield	60000
linfield finacal	21000
Lions Breakfast Club	850
Merit Scholarship	2000
mt. Hood books	200
music	2500
Music Oklahoma Christian	1000
N.A.	
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 Honor Society Scholarship	200

High School  
**Sam Barlow**

Scholarship Name	Amount
National Nordstrom Scholarship	10000
Neumont University Scholarship	12000
Nordstrom Scholarship	10000
Northwest at Oklahoma Christian	3000
NU Academic Scholarship	10000
NU Success 2016-2017 Scholarship	8800
NU Success Scholarship	4000
NU Talent Scholarship (music)	5000
Oboe Scholarship \$200	
OHA Scholarship	1000
Optimist Club Essay Scholarship	500
Oregon Athletic Director's Association Scholarship	700
Oregon Opportunity Grant	
Oregon promise	10000
Oregon Promise	10000
Oregon Promise	3500
Oregon Promise	3000
Oregon Promise	1000
Oregon Promise	1000
Oregon Promise	0
Oregon Promise	
Oregon State	6000
osac	2300
Osac	2100
OSAC	2000
OSAC	
OSU academic scholarship	3500
OSU Diversity Achievement	2800
OTA Scholarship	1000
Pace Setter	2000
Pacific Scholarship	42000
Pathway Oregon	49000
PCC Scholarship	3500
PeakWealth	500
Pell Grant	5000

High School	Scholarship Name	Amount
<b>Sam Barlow</b>	Pella windows 1500	
	Performing Arts Scholarship	112
	Potawatti tribe	5000
	Presidential Scholarship	40000
	Presidential Scholarship	1500
	Provost	8400
	Psu	10000
	PSU Vikings Scholar	1000
	Roland and Ginny Wilson Undergraduate	50000
	SCAD	34800
	Shriners Hospital	2000
	Simpson University	15000
	Singing Scholarship	2500
	Sister Adelle	2500
	softball	
	softball scholarship	12000
	Soroptimist International of Gresham	1000
	Stevens Scholar Award	
	Talent Music Scholarship	5500
	track and xc	1000
	TRIO	10000
	University of Oregon	42000
	University Scholarship	8000
	UO Summit	240000
	UO Summit	24000
	VFW scholarship	225
	Visit Scholarship	500
	Western Oregon	16000
	Women in Engineering Scholarship	1000
	WSU	4000
<b>Springwater Trail</b>		
	Americorps	1200
	Dale Krueger	2000
	Dale Krueger	2000



High School	Scholarship Name	Amount
<b>Springwater Trail</b>	East Metro Realtors	100
	elks club womens	1000
	Future Connect	500
	Future Connect	500
	Future Connect	500
	Future Connect	
	Gresham Barlow Education	1000
	kaiser	2000
	Kent State University out of state scholarship	16400
	Lions Breakfast Club	890
	Lions Club	850
	Merit Scholarship	12000
	Metro East Realators	1500
	MHCC Recognition Scholarship	4000
	mt.hood association	40000
	Other	2000
	Pcc Future connect	600
	The Lions Club	850

## 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>	College of the siskiyous California	
	Honalulu university Honalulu, HI	
	Montreat College	NC
	Johnson & Wales university San Antonio	Rhode Island Texas
	Georgetown University Washington, DC	
	<i>2-Year Institutions</i>	
	Prescott College Arizona	
	Modesto junior college California	
	Centralia College Washington	

High School	Institution	State/Country
<b>Gresham</b>		
<i>4-Year Institutions</i>		
	Grand Canyon University Arizona	
	University of San Francisco California	
	University of San Diego California	
	Pepperdine University California	
	CSU Fullerton California	
	Fort Lewis College Colorado	
	Northwestern University Evanston, Illinois	
	Northwestern University	Illinois
	St. Olaf College Minnesota	
	Carleton College Minnesota	
	Augsburg College Minnesota	
	Montana State University Montana	
	montana state university montana	
	Montana State University Montana	
	Sarah Lawrence College	New York
	Fashion Institute of Technology	New York
	Brigham Young University-Idaho Rexburg, Idaho	

High School	Institution	State/Country
<b>Gresham</b>	Undecided	
	Undecided	
<i>2-Year Institutions</i>		
	Universal Technical Institute	
	Arizona	
	Merced College	
	Merced California	
	William Woods University	
	missouri	

High School	Institution	State/Country
<b>Sam Barlow</b>		
<i>4-Year Institutions</i>		
	University of Montana	
	Life Pacific Bible College	
	California	
	Fresno Pacific University	
	California	
	Concordia University Irvine	
	California	
	Concordia University - Irvine	
	California	
	Chapman University	
	California	
	FIDM	CL
	Colorado State University	
	Colorado	
	Brigham Young University Idaho	Idaho
	Boise State University	Idaho
	Northwest University	
	Kirkland, Washington	
	Carroll College	
	Montana	
	Washington State University	
	Washington	
	Northwest University	
	Washington	
<i>2-Year Institutions</i>		
	Conservatory of recording arts and sciences	
	Arizona	
	college of the redwoods	
	california	
	Mt.Hood Community College	
	Oregon	
	Shasta College	
	Redding, California	

High School

Institution

State/Country

**Springwater Trail**

*4-Year Institutions*

College of Idaho

Idaho

The New School

New York

Kent State University

Ohio

## 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	Aprtment searching
	Being a responsible productive member of society.
	Chasing after my dreams, of course.
	Complete my bachelors
	Continuing my involvement with Food for Families and FBLA
	Crab wrestling
	Eating
	Filming movies
	Getting a car
	going to college and work
	I plan on getting a job and working while saving up money. I also want to travel and expand my options on what I want to do.
	I will be starting youtube hopefully contain a career of some sort to make the YouTube community a better place but however I want to choose community college because I don't know my GPA but however, it doesn't hurt to try.
	i will be traveling the west coast rodeoing and trying to persure my dream and go big in the rodeo world
	I will be workinh as well as planning to go to college in fall. Also i will be doing more stuff withing the entertainmemt buisness (not stripping lol). Also planninh to have my own buisness.
	I will get a job, and continue my education in the winter term.
	I'll be working mostly, but when I get a chance I'll be traveling
	Nothing
	Playing with my puppy, focusing on not steering,
	research
	Thats personal information I dont have to share.
	traveling
	Traveling.
	Working college hobbies internship

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

High School	Other Activities Seniors Will Be Doing
Gresham	College, Start a business, Get my license for foodcart and beauty
	eat sleep drink shit
	Getting a job, saving up money.r
	Go back to high school to get my diploma
	Going to Mt. Hood community college hopefully for cosmeotology and get a job with good hours.
	I will be attending college and possibly working
	I will be finding new hobbies to take up my time. I will most likely go to college to continue my education while working at a job.
	I will be helping out at home and continuing with my master degree
	I will be livin life to the fullest
	I will be working and getting into a community college to get my education.
	Im gon' raise Emu's and race motorcycles.
	im gonna be on top of the world
	I'm planning on learning to design Video Games and play them for a living.
	Learning guitar, taking up many sports, getting back into art
	saving money to move out
	Summerworks, ActSix prep
	Taking time off for the summer
	Volunteer coaching for multiple cheer teams in the local area, continuing by participation as an avid blood donor.
	Working At Round Table
High School	Other Activities Seniors Will Be Doing
Sam Barlow	Church stuff
	eating, sleeping,
	Going Komoriecon and learning new traits
	good question
	i will start construction with my dads company
	partying
	programs involving computer science
	Talking to new people, Participating in clubs, and draw a lot of pictures.
	Traveling
High School	Other Activities Seniors Will Be Doing
Springwater Trail	None of your business.

One of the choices in the Question asking seniors how they knew their career choice would be a good fit was “Some Other Reason.” Seniors were asked to please describe the other reason. Responses are provided in Table AD2.

**Table AD2: Other Reasons Career Choice was a Good Fit**

High School	Some Other Reason (Please Describe)
Centennial	Speech and Debate taught me my passion for speaking and law.
	I was adopted when I was younger and hated the way the system tor me and my family apart for no reason so I want to make a difference and save families from feeling the same pain I felt.
	Personal reasons.
	Just want to make money. And what I want to do would be fun plus I'll get money
	CAL
	I have always wanted to be in the medical field I just was not sure where in the medical field I wanted to be.
	The career I've decided has always been one of my goals since I was young.
	It doesn't take a lot of schooling.
	Taking tech apps 2
	Took path way classes for career like engineering.
	I reasearched it on my own times and saw that it fit me personally.
	Cal
	Center For Advanced Learning
	The opportunity to go to outdoor school
	The opportunity to teach at Outdoor School
	my personal experiences
	I like the stuff I want to pursue in.
	General Surgeon. Army Officer. Nurse, and Physician .
	I grew up with cats and visited the veterinarian a lot with them.
	Iv'e been doing it since I was 12.
	I took a class and I decided that this would be something I would enjoy doing
	Having the opportunity to practice the career through FBLA.
	It's been a childhood career choice
	It's something I'm passionate about
	it's something that im interested in
	Love animals
	I took a class just for a filler and it turned out to be amazing and I wanted to follow that career.
	I believe in the youth in our society and greatly dislike how they are treated by the educational, foster, care, etc systems.
	Choir/Drama class, Private vocal lessons
	My hobbies
	Personal Experience
	Family

**Table AD2 (Continued): Other Reasons Career Choice was a Good Fit**

High School	Some Other Reason (Please Describe)
Gresham	Center for Advance Learning. A charter school where I got to learn about career in the medical field and get a basic knowledge about medical education.
	Humanitarian Project showed me the skills I have with networking.
	love animals
	My life experiences over all, has led me to want to study criminal justice to help others.
	yo mama
	personal injury helped lead me to the career
	I go part time to a school that specializes in that field
	Had personal experience in this field
	chiropractic industry just sounds like a perfect match
	I attended physical therapy for 3 months due to a torn ligament in my ankle.
	the start of the career I wish to pursue
	I've done some work in this area after I was offered a job and I enjoyed it and was decent at it.
	I completed an internship
	Just something I was always interested in and made effort to explore it more.
	Got ideas from people who have done the same process I would like to do.
	I really love to play video games and I wanted to use my creativity to make video games.
	i have been involved with this career and have partaken in it
	I've been doing performing arts all through high school
	Serve my fucking country.
	My dad taught me about the subject when I was younger, and I fell in love with the subject.
	My talents in the skill keep me entertained while working. I want to continue what I love doing.
	Helping my brother when he became paralyzed from the waist down.
	I have always wanted to inspire people for being themselves.
	Because I want to
	Class I took.
	idk
	FAMILY
	Summer Internship

**Table AD2 (Continued): Other Reasons Career Choice was a Good Fit**

High School	Some Other Reason (Please Describe)
Gresham	Classes taken through Center for Advanced Learning.
	I have loads of experience in these careers I am interested in as the customer, now I would like to be the owner an facilitator.
	having my kids.
	Went to CAL
	My coworker is in college pursuing this career and has told me a lot about it.
	I enjoy doing the career that I want to do.
	I'm a nerd that's been interested in this field since I was 5 years old because of a field trip in kindergarten
High School	Some Other Reason (Please Describe)
Sam Barlow	I took ACE Academy
	Went to CAL and figured out thats what I wanted to do.
	i absolutely love children and have a passion for helping them.
	im a ta for the class i see myself becomeing in the fecher
	due to my loving of the computer or technical field.
	something iv always been around and good at doing
	Ace academy
	Went to CAL charter school
	I like to build things and took a class for Architecture
	A class at this school.
	I took specific classes to pursue this career path.
	I took a field trip with CAL to the place where I have decided I want to work.
	I go to ACE.
	Unless it might be a drawing career or working at a company or studio.
	It encompasses all areas of interest
	My mom saw a gift that I didn't originally see but I ended up loving it and it's what I'm planning to do.
	Lots of monay
	i like to help people out so i feel nursing would be a great career choice for me
	I worked in that career
	Personal research. The school just pushed college down everyones throats inbetween Josten's meetings.
	Music is all ive ever been good at

**Table AD2 (Continued): Other Reasons Career Choice was a Good Fit**

High School	Some Other Reason (Please Describe)
Springwater Trail	my love of since and animals
	I always saw vet places so ever since I was little I always wanted to be one
	I've been doing it since I was a wee little baby
	I worked with animals and extremely enjoyed it
	Life Experience
	It is a field that I have expressed interest in for many years.
	Took classes at the Center for Advanced Learning that specialized in engineering.

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 AD3.



**Table AD3: Response to the Question: Are There Some Other Reasons for Not Continuing Your Education?**

High School	Other Reasons for Not Continuing Education
Centennial	None
	I don't see the value in basic and unnecessary education and I am joining the military.
	I love to singa
	no
	There are more out there that needs to explore, I don't want to constantly waste my life and time on schooling because life is too short and the more time I focus on college the more I forget I'm living in a world that has a lot out there for me to do.
	Money
	LOL
	career doesn't require further education.
High School	Other Reasons for Not Continuing Education
Gresham	you are planning on joining the service. / / you have a family
	I can possibly find a good job in the field I am going into without a college degree, I just have to work hard for it, and it will save me tons of money in the future.
	I can not continue my (college) education immediately because I leave for my military training too soon. However I do intend on going to college after my training.
	Because I said so! And also logic
High School	Other Reasons for Not Continuing Education
Sam Barlow	Well I will continue my education but I'm taking a gap year.
	iulu
	i can go straight into sheet metal and be able to make money and learn my trade
	the cost is the biggest one i wont be able to afford it
	The job you want to get doesn't require a college education /
	eggs
	no
	I won't be starting college until January.
	I have nothing i intend to persue career wise so college could be useless.
	Thinking that I might go to my favorite school and succeed in my career.
High School	Other Reasons for Not Continuing Education
Springwater Trail	I feel burnt out so I wanna take a year off
	I am unsure which path I want to seriously pursue and am afraid of putting money into a career that will make me miserable

The follow-up question for seniors that indicated the career they were interested in was not in the list of career fields provided had no responses to the question.

The follow-up question to Private 4-Year Universities Not on the List had five responses. All in-state universities were identified in the public and private university lists; two universities identified were out-of-state.

In the community college section of the survey, students that identified they would be attending a Portland Metropolitan Area college (Clackamas, Mt. Hood, or Portland) were asked the reason they chose that college over the other two alternatives. Responses are provided in Table AD4.

**Table AD4: Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Centennial	Clackamas	Its were my family has gone, and they have very interesting courses
		They are close by and seem to be attartive.
		Its close to my house
	Mt. Hood	I choose Mt.Hood because the tuition there is low and it s very close to my home.Also because i am very familiar with the campus and wont feel like a stranger once i attend.
		The reason why I am going to attend MHCC is because I want to work on my grades before I go transfer PSU.
		Location
		It's closest to my house and I have college credit there from College Now courses.
		N/A
		It's closer, I have mutual friends going, they have good recommendations and programs
		It has a very good Dental Hygiene program that I would like to attend.
		It was the closest one too my home.
		They have more options in the field I wanna go into.
		I have been to this campus more and know more about this location I also know any people who work at the campus and can help me when I need it.
		I need to finish some prerequisites so that I can get into the program that I am planning to get in. This is one of the closes colleges to my home.
		I have more engineering credit to that school then portland.
		Very close by, lots of good reasons
		The location and I know the place well
		Easy access and I have credits already there
		2 years
		The Oregon Promise /
		its close to home
		So I can pursue my education so I can prove I can achieve my family's future.
		It is close, easy to get to, nice people
		It's closer to where I live, I got Oregon promise, and I already took some college now courses at centennial high school so I know how hard college classes can be, plus it's cheaper in terms of economy.
		they are cool
		I pick Mt.Hood Community College because it was near by and I hear its a great school to attend.
		I already have college credits through Mt. Hood. It is 20 minutes away from home.
		The cost of attendance is within a reasonable amount.
		Close to home, free education, transfer degrees.
		Close to home
		I heard that it is s good school

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Centennial	Mt. Hood	close
		Dental hygiene program
		It's very close to my house and lots of my friends recommended it
		Close by
		It was just easier and it's close by
		Close to home
		Closest to home.
		it is closer to my house
		I didn't see PCC as an option on the list.
		Money and nursing
		Close to home and Affordable.
		It was the most close to my house and more convenient to attend.
		I have heard Great things about this college and my aunt is a alumni of this same college
	Portland	It has the course that will help with get my career
		they offer an emt program
		It sounds right, and a good location.
		Closer to where I live
		I live close to it..
		Graphic Design program
		I want to become a Nurse and learn about the prigrams provided. I've heard about them having nursing classes before any other and the campus seems very nice
		My older sister attended and she said they have a great learning environment and teachers there give you the help you need
		Closest and heard a lot of good things about it
		Location. Location and accessibility are the biggest reasons. Also college now program. I got my credits through Mt. Hood so I plan on using them there.
		because i like it
High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Gresham	Clackamas	The area of the schools are convenient and I hear good things about them.
		They are interested in me for track and volleyball. They gave me 2 semesters, so they are paying for some of my schooling. I like the location of the school.
		easier access
		I choose these one cause it would best match me in my career and there are closer to my area. This has my career that will teach me then the other one.
		Baseball
		Those are a few of colleges that are close to home. I have heard about some of their programs that they offer and might be interested in it.

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Gresham	Mt. Hood	<p>Its close to my house and my brother and some friends of mine are going there</p> <p>My friend currently attends the program at that college and says it's great service and you get the help you need.</p> <p>Automotive classes.</p> <p>I chose to attend mt. hood of Gresham because it s close and convenient for me and my family</p> <p>It is in my area and easier to get some classes out of the way.</p> <p>It is close to me and has a good reputation.</p> <p>It's close to home /</p> <p>It was easy access and it has the courses I want to help set me up for transferring to Portland State University.</p> <p>Because it's close to home and the gresham fire chief said that I could go there and get done what I needed done to qualify for the paramedic program</p> <p>It's less than a mile from my house, and one of my current teachers also teach there, and in the field that I would like to continue into.</p> <p>It has great proximity, its free because my relative works there, i have been enrolled there since my freshman year, and i already have a multitude of credits</p> <p>I chose this College because has a good reputation, is affordable, and in the location I wanted.</p> <p>It was easy to get to and convenient to my fiance situation. I wanted to get the basics out of the way so I can transfer to a four year college.</p> <p>close to home /</p> <p>The college is close by and I have an older sibling who goes there who can provide me with advice.</p> <p>It's close to home and saves gas money</p> <p>It is close and I have been there previously so it is familiar.</p> <p>I chose it because it's close to my home and tuition is free.</p> <p>It's very close to where i live and it offers the career I would like to pursue.</p> <p>Mt.Hood has many medical classes that I have been interested in. I have seen the campus and have had a great experience. Mt.hood is the school I want to expand my education with for two years then I will transfer.</p> <p>They have the class I want to attend instead of Portland Community College. I want to attend a Cosmetology.</p> <p>it's closer to home</p>

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Gresham	Mt. Hood	Close by, online courses available, familiar with the campus from sports, and I have taken credit recovery courses through it already.
		Know instructors, easy commute
		Closer to my place of residence
		It is close by, I'm somewhat familiar with it, and it offers what I need to continue my education for now.
		I decided to choose MHCC because it was a good choice for me because of tuition and I already have math credit for it. It is also close to home.
		Close to home. Really good medical program and marine and environment science programs.
		The cost of attending is reasonable and financial aid opportunity is great for Mt. Hood it is also very close to my neighborhood
		its really close to home
		tech programs /
		I have been to Mt. Hood before and i like it.
		I was interested in mt.Hoods nursing program and it is fairly close to where I live.
		It's closer to where I live at, and it offers a lot of good resources that can be useful for me.
		My father went there
		Welding program
		they have a great weliding program
		Have the program i want
		It was closest and I have already received credit from Mt. Hood Community College, as well as a scholarship.
		its close you my home and they train in cyber security and networking to fbi and cia standards
		It is the easiest to get to and I know people who are going there.
		Good program, and close to home
		Cheap
		It is the most close to my house, and I know of a lot of people who will be going to this school.
		Convenient location and good courses

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Gresham	Mt. Hood	Because it's close to home
		Mt. Hood is closer to me and also it was recommended by a lot of people who say it gives a good education. A lot of people say Mt. Hood is the best at helping you get a job
		I chose Mt. Hood Community College because of the location. It is about two miles away from my home. I also chose MHCC because it offers everything ITT Technical Institute offers and it is cheaper.
		Mt. Hood Community college has Game designing classes that I want to take and learn. Creating video games is my dream.
		It is close and I am able to enter
		cheap /
		Their medical program is very good and it's close to home. OREGON PROMISE
		It is close to my home, I have taken a class there and enjoy the atmosphere/respect the people. They have programs and classes that I enjoy.
		Family attends, close to my house.
		I've heard that it has a great automotive class and that it is so close to home and using the Oregon promise i hope it will be free or somewhat close.
		Heard that they have a really great cosmetology program which is something i'm really interested in doing there. Also i get to attend the same school as my friends.
		Close to home
		They have a great music department that I wish to be a part of. I like the area, and it is close to home. It is not as expensive as most other schools, while still offering the opportunities I want. It seems like it will be a little bit easier to adjust f
		Mt. Hood is the closest school to my location currently and it is a cheap option for a good education. Clatsop is a back up plan for me. My grandmother lives near there and I would be able to stay with her while I was going to school.
		I was offered a full scholarship to attend there and place baseball. The school also provides the type of programs that will get me into the field of athletic training and/or physical therapy. The location of the school from my house is close enough to s
		In town
		The Oregon promise opportunity that was available to my graduating class get to go for free

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Gresham	Mt. Hood	It's cheap and close by
		It is closer to me, and it has a good Digital Media field. Also the classes that I have been taking at CAL transfer credits directly to MHCC.
		Central Oregon has onsite dorms which makes the feel of a university be there, while paying for community college. Mt Hood is close to home and has a good hospitality service.
		It is in the area and they have a dental program
		I have multiple class credits for mt hood. Also I like the extra privileges we get as students as well as the beautiful campus that looks great for studying.
		It is closest to home.
		I heard it has a really good computer science program.
		Low cost due to Oregon Promise, as well as previous family attendance
		It has the program I wanted to go into and it's location is relatively convenient
		i heard this college is very good.
		Their successful, high rated nursing program
		It is closer, and I was awarded the Oregon Promise scholarship from them. I am planning on transferring to a Portland University after 2 years of community college.
		Close to home and loving on my own would be a lot cheaper and easier compared to the Portland area.
		How close it was to my house, and the reputation it has for its medical field
		Mt. Hood has a great dental hygiene program that my co-workers went through and they strongly suggested it. It is also very close to where I live.
	Portland	They are closest to my current location
		It's close to my house and it offers courses that I want to take
		I want to go to Portland Community College, because I heard good things about it.
		because the location is right in the ural area, also its easy to get there.
		It offered an interesting program with Multimedia that can prepare me for a career field in the film industry. Also, my sister goes there and seems to enjoy it.



**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Gresham	Portland	The Diesel Technology program that I needed for a job.
		It's the closest community college that offers criminal justice. It's also very convenient and have good transportation.
		I chose these specific colleges because they have classes that I would like to take and want to find out more about them. they are also not all that far away from where I live so I can easily get to them.
		The programs are just what I need
		I live near Portland and the commute would be easier than going out of state, and financially it would be easier as well.
		I chose Portland because I heard that the classes I want to go to are very good and beneficial
		More convenient area, still close by home.
		for their zoo program that will be working with the Oregon zoo and the scholarship i got is a pcc scholarship only
		I can stay at my Father's more often because he is located closer to a lot of PCC campuses. I did not want to attend Mt. Hood because it is too close and I want to be a tad further away out of Gresham.
		I chose Portland as a community college because i get interested in it more about the class and the good opportunity of programs for me.
		i want to be closer to home and also the mortuary program at mt. hood is known to be really good and hands on.
High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Sam Barlow	Clackamas	they are close to home and i know the areas.
		Its easy to access, easy to get to, less fees to pay, and a good reputation /
		They have a good nursing programs
	Mt. Hood	How close they are to my house, people I know that are attending both schools.
		Mt. Hood Community College is the closest to me and I have heard great things about their cosmetology program.
		it's close to home /
		Mt. Hood Community College is the closest college to me currently. I'm also trying to pursue a career in the medical field, and Mt. Hood has one of the best nursing programs in the state.
		It is the closest to my house, and they have an amazing dental hygiene program.

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Sam Barlow	Mt. Hood	<p>the reason i chose mt.hood was because it is closer to where i live and i will be saving money, i am using the oregon promise</p> <p>It is close and has a good reputation.</p> <p>The college is close to me and a has a great selection of classes. I have many transferrable credits through a MHCC program as well.</p> <p>It is a very good school that doesn't cost very much to go to</p> <p>it is somewhere to start and close to home and work.</p> <p>Location</p> <p>It's the closest, I was accepted, and it's a pretty good education for the money.</p> <p>It was close to home!</p> <p>It is extremely close to home and is connected to OSU where i can transfer doing community collage to get my GPA up.</p> <p>MHCC has a very strong intagrated media program as well as a JAzz band. Both of those are very important for me. /</p> <p>because its a school that i can wack too and not have to move far from my house /</p> <p>The Oregon Promise would pay my tuition if I went there. They also have an integrated media program so that sounded cool. Honestly the questions are super dumb I mean I have no real other reason for going there. I just want to work at Laika studios and th</p> <p>I have already obtained credit for Mt. Hood courses through my own work and through College Now courses at Barlow. I was already a registered student at Mt. Hood, only requiring a change from "High School Student" to "General Studies." My mom also is curr</p> <p>The softball program is better than the others. It is also close to home, which would save money.</p> <p>Close to home cheeper than a four year till I figure out where I want to go.</p> <p>Close to home, good school, finances</p> <p>The location where it is is very helpful because it is right in the middle of gresham where I live. It also has sports avaliable there, and a lot of my friends go there as well.</p> <p>The location played a factor, cause how close it is to my current home and its affordability also contributed to my decision.</p>

**Table AD4 (Continued): Reasons for selecting Portland Metro College Over Alternatives**

High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Sam Barlow	Mt. Hood	It's closer to home and everything is right here for me, I wouldn't need to pay for housing or food.
		It's close to home and I don't have to take a bus I can walk to and from school.
		It is closer to me and I know the programs there. I also know the softball program and staff.
		I chose Mt. Hood because it's close to me and I've heard is one of the best community colleges in Oregon.
		Because i don't want to stay at the same city my whole life.
		MT. Hood is inexpensive for the same classes I would take at a University. Mt. is known for a really good business management program.
		It is close to home and I feel that it is where I belong.
		It's close to my home thought it would be a smooth transition from high school and the oregon promise was a good push as well.
		It is a close school that is very easy to get to. I have a lot of friends at Mt. Hood already, and the campus is very easy to learn as well.
		It is closer to wear i live and it is more affordable for me to be able to pay
		Its right down the street.
		ITS CHEAP
	Portland	Good architecture program and they are offering me a internship to work with the city of Portland
High School	Seniors Attending	Why did you select [College Chosen] over the Alternatives?
Springwater Trail	Mt. Hood	Location
		It was close to my home and gas is expensive.
		Close to home.
		I have to because I am on a modified Diploma.
		It's close to home
		its closer to where i live, i know people that go there and they all say its great
		My mother and father are currently attending Mt. Hood and my girlfriend and I plan on attending in the fall.
		Its local to where I live and familiar to myself and family.
	Portland	I wasn't planning on going here since it's so far away from where I live, but then I got the Future Connect Scholarship and things changed. I decided to accept the Scholarship since it was a once in a lifetime opportunity, and even though it may be far fr
		I got a scholarship there in which I would getting more help there than I would at Mt. Hood.
		I chose to attend Portland Community College because I got a scholarship that is only for Portland.
		They have a good EMT/Paramedic program

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 Private Trade/Technical Schools Not in the List
Gresham	carrington
	JACT
	Phagans
	Oregon Culinary Institute
High School	Other Private Trade/Technical Schools Not in the List
Sam Barlow	the Art Institute of Portland

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 their other race / ethnicity. Results are provided in Table AD5.

**Table AD5: Other Race/Ethnicities Identified**

High School	Some Other Race (Please Specify)
Centennial	Russian
	middle eastern
	Whore
	I'm trans racial
	Italian
	Eastern European
	Ukraine
	German
	Mexican
	Mixed
	Italian and Mexican
	Mexican
High School	Some Other Race (Please Specify)
Gresham	Persian
	russian
	white
	canadian
	Mexican
	Multi-Racial
	Middle Eastern
	Cis White Straight Male
High School	Some Other Race (Please Specify)
Sam Barlow	race doesnt matter
	Russian
	white/asian
	Human

## Centennial Open Comments

In Centennial High School Custom Questions, three open ended questions were asked of seniors. The following pages provide the comments entered. No effort was made to make corrections to the comments provided nor were they edited for content.

Question 1: In general, what positive things do your teachers do that you'd like to see more of?

In general, what positive things do your teachers do that you'd like to see more of?
The give lectures about where you will be in the future. Good thoughts of it.
Freedom in projects. Ex: Choosing our own essay topic or science experiment
There alright. I mean compared to cal teachers they are trash. 😊
Extreme examples that are funny.
I like it when the teacher tells me that I did a good job and motivates me to do my best
Mutual respect, scheduling with each other for tests, attitude
I enjoy being able to have class discussions as well as being flexible if you have to miss class.
Boo you whore
More activities that focus on self especially for seniors (fun personality tests, reflection time whether it be through circle time or writing, letter to myself etc). team building activities rather than just "work with your group" and projects. After sch
Being friendly, silly, and having a sense of humour
They seem to care about my ability to learn
make sure students are in check with their grades, and keeping them on track
My teachers connect with the students and ask about their day.
Seeing them with happy smiles on their faces.
Say they are proud
I like when they interact on more natural level
more understanding of personal life
Be chill or cool and fun.
Teach and communicate with students individually
I'd like to see more teachers do more strong lectures.
I think there lectures are really good. I think that teachers who lecture rather than make the students read out of a book is better because then it clearly gets the message across.
They listen and understand when a student has a problem instead of just punishing them for not understanding or doing the work.
To be more down to earth. I love when they act like a friend, and a teacher.
Being happy to see us students coming in to classes, encourage students to push harder and work better
In depth feedback
One one one kid interactions
How they help the students
Helping us out over late assignments

In general, what positive things do your teachers do that you'd like to see more of?
If they see your not doing so good with grades come and talk to us / Examples / Help
Teacher make sure that you are understanding and feel comfortable in class.
Update and talk about what assignments are due and how to do them.
Less boring work days and more fun activities.
Tell you you did a good job.
Less lectures
Nothing
One on one teaching.
N/A
i like when teachers take the time to catch up with their students and talk about what they could do to improve their grade.
Have more fun and humor when they are teaching
There are some teachers that value the students opinion and effectively incorporate the students ideas into the class curriculum
They put a lot of effort in the way they do things so the students can look at it as a fun and creative thing instead of just work that they don't want to do. They all teach in a different way so it doesn't seem or feel like all of them are the same, and
More involved with students and assigning projects that students can learn in another way. I know for anatomy, there was a lot of coloring but to be honest it has helped me a lot to understanding thew subject and I'm glad Ms. Dean encouraged her students
i would like to see more teachers taking personal time to make sure each student is passing and doing well
As for English classes, I believe more hands-on teaching would be best. The teacher I've had as a senior taught thoroughly while still allowing personal understanding to develop. More of that would be awesome.
One on one meetings
n/a
I think teachers are doing the best they can and the effort they give to stay after school and helping us no matter what the issue is it be school or personal related stuff.
To not be bias. / Help every students in need. / To not expose personal thought..that aren't necessary. Just like students are supposed to be expected. / Be a good role model. / Be professional.
Talk with each student.
They let me leave whenever I want to use the bathroom or get water
Allowing students to share their thoughts with the class.
had one on one time with students who needed help.

In general, what positive things do your teachers do that you'd like to see more of?
Most of the teachers smile and say good morning and by doing that. It has been proved that starting your day with a smile makes your day good . And if more teachers have a good attitude in the morning there will be more success.
Fun or energetic personality, not someone who looks at you like you're stupid when needing help and not teaching well. Need someone to walk you through you need to do, not hand you a paper and expect you to know what to do.
Encouraging people to share their thoughts or ideas. Going over homework so that everybody is on the same page.
Letting students be more free and grading on the easier side. That shows understanding
Listening to each student's opinion
To stop getting distracted by their students for half the class period (cough ) (cough) Hansen. /
Teachers that are able to create a fun, and positive learning environment make the best classes. They are not only fun to take, but fun to learn in as well!
Be as helpful as possible, even if it means they have to repeat themselves
I like it when the teachers are actually passionate about what they're teaching and try to make it interesting and easy to understand. If they don't care, why should we?
They talk to me when I need to talk to them about things
Tell us we're going really well. /
Students that need help, spend a little bit more time with them.
Help their students after school when they don't understand the content that is being taught.
Offering every opportunity to get a student to the grade they want to be at.
Saying funny jokes
Be respectful to students
Helping students out more those who struggle the most.
I like how they show interest in my life, and in the lives of others.
Having time after school to help their students that needs extra help with homework
Let us do test retakes /
I'd like to see more teachers create classroom environments that are more casual. While I realize there needs to be some order to prevent chaos, I think making a classroom comfortable encourages more learning.
Notes and group projects
Interacting with students on a more personal level and working to develop a relationship with them instead of being a talking face at the front of the room. I also like how my teachers were willing to take their own time to work with students and support
keep in touch with students.
Some positive things about that they can do is more social interaction with peers and learn to work together.



In general, what positive things do your teachers do that you'd like to see more of?
Having one on one meetings with us students and rather than punishing them for things they do wrong, showing them how to improve their work.
Encouragement and recognition when things are done well.
set goals and talk to students personally about what they need to succeed
Teachers that care about me and my grades and that help me get my grade up.
Keep you on track
They interact with students and give one on one attention.
Be more open to a different way of doing things.
Sit and let me work
SOME teachers really engage in a decent teacher-student relationship to enforce comfort and trust.
They aren't too strict
Yo can do it!
For example one of my math teachers will give you that one on one help and show you the lesson and process on how to do it before he lets you off on your own.
Watching more videos in class.
They don't assign textbook reading often and try to get us involved in what we are learning.
Have more classes prepare students of what college will look like, such as expectancy of assignments and strict but lenient communication with the students,
Give out candy for good answers /
Talk to your students and get to know them as a person, not just another kid to teach.
To be honest, after seeing my teachers for 4 years, there isn't really much to say about what is there to improve; all of the teachers seem positive and ready to teach the classroom as they would like to teach it rather than being forced to teach on what
I love teachers that take the time to learn about their students' lives outside of the classroom. I know that it is not a requirement and it "takes time out of learning" for that, but my teachers have gotten me out of some terrible situations just by kno
get kids physically engaged
Give examples
the teachers were very good with helping me when i had questions
Constantly quizzing. Weekly quizzes are very helpful and make sure to keep the materials that are being learned fresh in the brain. Having lots of hands on learning helps a lot. Sticking strictly to the book doesn't stick for many people and hands on l
Connecting with the students.

In general, what positive things do your teachers do that you'd like to see more of?
Some teachers are very good at teaching. They're environment that they provide in the class room makes a student want to learn. Teachers that are good at teaching seem to allow the student to do what they want, but also say things like "oh that's how you'
Show dedication to their job and a willingness to go beyond the basic vocabulary of a unit into a more broad understanding of how its fundamentals work with each other.
Try to connect with the students on a more personal level
N/A
they listen to you if something came up or you have a problem and couldn't complete an assignment
Learning about their students. I like to have "circle time" with my classes. We all get in a circle and learn about each other's lives. It really builds up a connection between staff and students.
Bring extra supportive and understanding.
What positive things in teacher I like to see more is be nice with all the student.
Incorporate real life with school work
Understanding that some students may be extremely busy during the school year with classes, jobs, activities, etc, and being flexible with school work and assignments. (SHOUT OUT TO MR. C!)
Help me
I like when teachers give students the ability to retake test. I think it is stupid that if you get a bad grade on a test you can't go back and restudy again and fix your grade. Only some teachers provide the ability to retake tests.
One of my teachers always checks in with me on a daily basis and i would like to see more of that.
They have patience and most teachers are willing to give extra help.
Dat Boi memes
Being nice
They're cool
I think more teachers should be like Havrilla. Peterson, and Davidson. They actually care about their students and are understanding and help work with you to get done what you need too. I think we need to have more teachers that actually show individual
Food
Understand us as adults
Not teach directly out of a textbook.
Take a personal approach to understanding their students and the challenges they face.
Communicating with students and helping them out
Give extra credit
Giving feedback on work.
One on one interaction with their students.

In general, what positive things do your teachers do that you'd like to see more of?
Joke around with students and make us feel more at home.
The teachers I had were always really chill. They always were nice to me.
They teach us.
They're really friendly
Incorporating a humorous way of relating things we learn to real life things.
A lot of the teachers I have had have been very nice and some have even gotten to know me on a more personal level which makes it a lot easier to learn the content.
fresr
Connect personally with the class
Have 1 on 1 sessions
cool
I like when a teacher gives out there phone number to the students when they need help at home with thier homework.
Nothing.
meeting one on one with students
Encouragement
i don't know
help when they see someone struggling. / staying after school
Help demonstrating with the class a variety of problems and walking them through each step. / / Encourage students who have questions to ask them and not be afraid. / / being able to work with students and keeping them accountable
Being flexible with due dates for work
Having one on one time with students
being personal with students
Smile
Passion with their teaching, and more personal connection with students.
Some of the teachers will stay after and not rush you. They stay to help you not cause its their job.
One on one meetings with students about their grades and what they can do to bu successful in class.
They generously take the time to make sure that the concept they are teaching is understandable.
The way of teaching
Patrick Deale
Explaining things in different ways and using examples

In general, what positive things do your teachers do that you'd like to see more of?
Being open and helpful about assignments and being available after school!
When a teacher ACTUALLY cares about how their students do in class because they want them to pass not because they want to appear as a good teacher, it makes me much more motivated to try harder than I thought I could. Sometimes you need someone rooting y
Do my work
They actually enjoy teaching and have a passion
be more connective with you
More examples of projects and problems in math
The teachers I had this year were more understanding than teachers I've had in the past
relating with the students
doing work and turning in work on time
teach
Teach.
I would like to see more support when people don't understand something.
Talk to me
free times
Spend more time in reviewing content before taking a test.
Engage w/ student more (:
Speak more with students hand to hand. Communicate and show grades more often to students. Be respectful and have good attitude with students
showing that they actually care for their students
Help.
Helpin students when they need help.
well for some teachers they are really good at this school been there for me and improving my life.
1 on 1 working with students
Giving out different types of assignments that aren't just work sheets or problems out of a book.
help students solve both school, and persona issues.
Motivate me
Be encouraging
Be more supportive into our career paths. Help us to choose the right classes and give us options to become success.
They all do a lot of positive encouragement, good lesson planning, and do great with connecting with kids. A+
I like english
More make up test. Extra credit
continuing to help students even though they are swamped with work.

In general, what positive things do your teachers do that you'd like to see more of?
more one on one teaching, especially with math.
Interact and be friendly with students, but also not tolerate disrespect or disruptive behavior.
Feedback. One on one meetings with procrastinators
Teachers should try to get to know their students and understand that sometimes students have things going on outside of school .
Provide help outside of school hours when you don't understand the subject or material.
They help
Constantly remind the punishment for late grades
Provide flexible due dates without marking down late assignments
Examples in real life situations
Clear teaching skills
G
LOL
Good
actually teaching me
When they talk to us like the young adults we are and not like we're five year olds. Also, when they are flexible and understanding of our lives outside of school.
I would like them to teach us more hands on activities.
Help after school and before
More genuine caring
helping
A lot of positive interaction and encouragement. They are also very easy going and easy to talk with. For the most part teachers plan out interactive, fun lessons that make learning and memorizing easier.
When the teacher doing the positive things.

Question 2: In general, how could teachers change their instruction to make classes better?

In general, how could teachers change their instruction to make classes better?
Nothing. It's all good.
More feedback on projects
They don't need to be asses about everything.
Being more positive and respecting that a student might not understand first try
They could tell us what we are doing the following day or week in order to motivate us to attend class
Scheduling with other teachers for tests
A lot of classes still lecture. I know there's not many ways to teach other than is, but if teachers
Boo this whore school
more interactive, less teacher talking. an example for every new learning target is always helpful. I really like Ms. Dube's teaching style--taking notes with the students.
not sure
be more engaging
ask questions and understand better how students are able to learn
I have a teacher who could probably explain the lesson a little more with examples.
There's nothing I can think of.
Be a helper and explain with good examples
focus on the individual students
more hands on
I don't know and do't care its my last year here.
Maybe just more lectures or explain more specifically
They can do this by being more lively in their lectures and making more interactive notes.
They go through them clearly to make sure all the student understand what to do or do like a quick demonstration to get the idea across.
By varying their teaching techniques.
Less PowerPoints and talking, and more one on one learning.
None.
Being more direct, clear and precise
More step by step
Provide more explain
It's all good
Its good how it is
Give more examples.
I personally like when teachers explain the subject more than once in different forms.
Have activities involved in their lectures.
Work slower
Actually be involved in the lesson as if you even enjoy it
Everything is going good.

In general, how could teachers change their instruction to make classes better?
Better know how to teach
N/A
explain instructions more well. most of the time i felt lost and had no idea what the assignment was and how to do it.
to not just hand us something to read and make us learn from it and actually teach us
Make instructions short and easy to remember.
They could enforce their rules a bit more.
A lot of students miss class for whatever their reason, and our world today we are surrounded by technology and i think teachers should have social media/websites to keep their students updated. By teachers having social media/website students are willin
more notes instead of movies and talking. powerpoints are helpful.
I don't know? I've always been taught this way so I think it works, but my experience creates an inherent bias. So I'm going to be a stick in the mud and not answer.
Less packets
Maybe have a bit of a better atittuted
Nothing the teachers do their best to help and try to explain the material and assignments they give a lot of their time to help us learn.
Plenty of notes (power point). Lecture. / Worksheets that involves in the problem to draw a better picture.
Make sure everyone is getting the criteria and not falling behind. If they do, help them catch up.
Instead of cramming knowledge into everyone's head they could try to teach real life knowledge and information that would be useful to us and be used in our daily lives later on.
I feel instructions are adequately given by the teachers.
Clearly explain directions of class/home work.
If someone doesnt understand something go over it again untill the student undertsand it beeter.
Letting kids choose to speak instead of calling on people. Students feel more comfortable this way.
Be more clear when teaching and continue to explain when students don't understand.
Taking the time to work with each individual student
To lecture more, less packets, more hands on experience.
Teach things that will actually be used in life!
Be helpful
Be thorough in notes, give explanations, don't give too many independent worksheets but rather be involved in solidifying the understanding of concepts.
Give a little bit more time to the students so they get it /
Change up the learning style, not just lecturing.
Make it interesting, so that people would want to come to school and learn.
Give real-life examples during lectures.
Involve more movement and hands on learning.

In general, how could teachers change their instruction to make classes better?
They should become more strict when it comes to school rules.
Ms. Johnson should stop teaching. Dean should start teaching before she gives us work.
Nothing it was all good
Everything I would suggest is nearly impossible, nor is it the teachers fault.
Be more on topic while teaching
Dont be rude to students and utilize technology in the classroom
It sounds like it would be boring, but I think if teachers lectured a bit more that might make classes better. Or use Socratic discussions more.
Control of the class more and more group discussions
Some teachers could have a better balance of lecturing and having students self-study.
less lecturing.
Making their directions clear.
They could be more involved with their students and lecture more instead of just handing out assignments that you have to do online.
Involve more examples and real world applications to better understand criteria. Maybe hands-on learning.
speak clearly
some/most teachers just lecture you then give you a worksheet and it's stupid
Try to keep you up to date
They should focus more on a certain topic to get clear understanding.
Not be so monotone
Short and sweet
strictly TEACH. we don't care about your outside lives, unless the time is appropriate. I'm interested in being taught what I need to know, studying it, being tested on it, and then moving on to the next subject.
They could be more interesting with less boring videos that put us to sleep
More group work
Answer students questions and help those that need help instead of worrying about those who don't want the help or aren't even doing anything to do good in school
They could allow us more freedom.
Some teachers talk way too much and don't give us as much class time to do class work. (Way too much homework in some classes).
Make it less powerpoint related for some subjects and make it more real.
Be more involved
Maybe more examples
One way teachers can change the way they teacher class is to simply guide them through with examples and practice problems. It is hard for a student to practice an assignment if the teacher doesn't show an example.
social studies teachers need to do something other than show powerpoints.... please make it a variety of learning materials
less talking, more projects



In general, how could teachers change their instruction to make classes better?
Not force positivity.
they need to be more assertive
Focus on one topic and and go over it in depth and in repetition to actually obtain the content being presented so it can be remembered in the future.
Teaching real life lessons that students can use after high school in the real world. Having activities that makes kids want to learn, not just lectures.
Some teachers need to stop being so unreasonable. So demanding. Not because it's irritating but because it's hard to have modivation in an environment where you feel like you're being forced to do something. If a student wants to slack off. Let them. Hel
More focus on the significance of things and how they came to be rather than basic memorization and regurgitation, the more people have to connect to ideas, whether it be through context or relevance, the more likely they are to memorize it anyway.
Change up their teaching methods to provide a variety of learning options
N/A
i don't know
Joke around more. I enjoy my classes and learn better when I'm happy.
Explain more clearly.
How could the teacher change their instruction to make class batter is I don't know.
They should send out lectures a day or before the day of the lesson. And instead of taking time talking about it, they could be actually practicing.
have daily questions to keep us on track with our learning and refresh topics.
Help me
Making classes smaller, a lot of classes at centennial are over packed
They could try explaining things more to make work easier
Talk about space jam
Try harder
Bring food everyday
I think they should use more projects and visuals and actually take time to design and create homework that will let kids use their creativity and allow them to learn visually and auditory.
Add food
Be more flexible
Please, just don't teach out of a textbook.
I chose not to answer.
Nothing
make more activities
Make every day in class important.
More examples.
Don't just hand out random assignments and expect us to do all of them when they don't relate to our academics.

In general, how could teachers change their instruction to make classes better?
They don't need to
Less notes. /
They could maybe focus more on preparing for the AP test in some AP classes
Tell stories that relate to the class and help.
Some could stop doing so many essays and projects because not everyone has the same skills.
fdefds
Pace with all students
Giving examples of the problems than have us try it
cool
They could teach it in diffrent ways instead of the one way they learned.
There fine as it is.
make it more inclusive to other ethnic groups
i don't know
just because they teach it doesn't mean everyone gets it so go over it more times.
Ask if anyone is confused about a specific part of the assignment and encourage them to ask.
Everything is already perfect
Lecture more
Go off the common core standard, and influence their own style.
I cant say i'm not an expert on this subject but maybe making sure every kid is on the same page.
Less homework, more explanation and willingness to teach the material.
Not assigning so much projects due all at one time, where a student actually takes the time to learn things then worry about their grades stressfully
Be more fun
Be more strict
Use more examples and make things clear on what they are talking about and on assignments
Have more interactive classes as opposed to just giving lectures.
Being clear and when they notice students don't understand a topic go back on it rather than just let everyone have a bad grade and not learn from it.
Don't act like the boss so much.
Less notes
less lecture
Put everything on the Google classroom for those of us who have short term memory.
be more understanding of peoples situations
have the more time to work on papers and class work
explain better
Not teach too much.

In general, how could teachers change their instruction to make classes better?
They do individualize their learning based on the students they have.
Less text book worksheets
explain more
By being more specific and clear for students.
Explain better.
Have better attitudes and show the students the care for them.
Interacting with the class instead of only teaching the lesson
Be more happy.
I don't know they seem to be doing just fine.
Develop new methods of getting the message to the students.
i feel that a majority of teachers at chs are doing a great teaching, but they should be a little more strict to students with bad behavior.
Talk less
Change the routine up
Be more active and let us be more active than sitting through class all day.
Making things a little more interactive, power points are encouraged.
They are good as they are
Be more positive with the student
adjust to their classes because no two classes are the same and assist students by being open and honest with them providing individual times with students to ask questions to further understand the course.
be more in touch with the students learning situations.
Discipline students more.
Sound energetic. Don't sound like its another day in the office.
Not give lessons about something that you will never use in real life.
Stay after school
It is fine in ap classes (people chose ap class to learn that material, but for core classes, integrate the community aspect of a classroom
Differentiated instruction
Examples in real life situations
That's their job
P
LOL
more creative hands on projects
Less lectures, more hands on projects.
They could go over the examples first and make sure that they understand.
Allow some degree of creativity
making us laugh
Some could have less lecturing and more active learning. Also respect for students that suits their age rather than treating them like idiots.
Be better teacher.

Question 3: Please share any comments about specific things that made your CHS experience great or not so great.

Please share any comments about specific things that made your CHS experience great or not so great.
Thanks for making my four years of high school great even though I struggle, I still made my way out.
Good sports, clubs, afterschool help/flexible teaching styles/schedules. Very caring teachers. Need more career exploration
I love the front office staff. That's what makes my morning all the time. Seeing Shelley all happy. Hearing good morning from Keisha is what is great. Not so great is the teachers. They don't do anything to encourage you to get out of your comfort zones.
I never liked if a teacher gave a smarky remark to explain something as simple when obviously, half the class doesn't understand it. Otherwise, it's pretty good.
I like that we have enough freedom in high school but the whole "bathroom pass" is a bit ridiculous.... Like it's not worth the time filling out the planner because no one cares and I just have to use the bathroom....
Great teachers
Girls are allowed to wear whatever they want while some others aren't. I definitely feel a bias towards "bigger" girls at school when they wear something inappropriate as to when skinny girls do and are able to get away with it. I also didn't like that I
Whore
The school lunch is quite repetitive for the past four years, it's time for a new menu. I love how the college/career center is always available with computers and resources (2 of the computer are not working at all and they have been neglected for a while)
Being a part of key club and student council has definitely made my CHS experience something that I will never forget (in a good way!)
I met a lot of cool people
help from teachers and staff
My CHS experience was good because I like the school spirit.
CHS is a great place to be at because everyone is so nice and kind.
Games
I like the food and AP opportunities
Teachers should not also coach sports. There are too many favorites
It's a good school, but there are problems that are there, but every school has problems and just do the best you can do to fix them.
The community and all the people I've talked to and all the friends I made
I think the school needs to add more creative classes.
I really enjoyed all the fun activities and all the great teacher and all the great random moments with the teachers
The whole experience was great. Honored to call myself an eagle.

Please share any comments about specific things that made your CHS experience great or not so great.
centennial is like a family.
Being treated poorly by adults and treated without respect has made some days awful. Some of the adult will get in everyone's business within a matter of seconds without having any respect for what is going on in the personal life of some.
The teachers are great
Great
Everybody has a positive attitude
Great curriculum / Better than the other school i went to / My grades got better over the years of attending CHS
I really like how safe this school is.
It was great because the teachers I had were great.
Disrespectful teachers ruined the enjoyment of high school but is made up through out some staff
Nothing
Everything is going good
Centennial is very controlling. To the point it becomes ridiculous. Treating the students like toddlers does not create adults, but needy individuals. Students have the potential to RUN the school positively and effectively. / / The intercom announcemen
N/A
n/a
There are some teachers that are really passionate about teaching and some that are not and the ones that are not are usually the teachers that the students don't respond well to because they lack the passion and drive to actually teach.
They people I meet along the way since I moved to the school.
Administrators of school not understanding that when i don't feel comfortable in class and failing the subject that they did not let drop the class even before the 20 days are up to change any schedule.
great school overall
I can't focus on studies when a classroom is dirty or cluttered. I understand teachers aren't expected to be janitors and some classrooms are over-crowded, so clutter is inevitable, but paired with the glaring florescent lighting, the learning environment
Got kicked out of a school club for an unimportant reason after I paid all my fees and spent my free time doing community service. I should've stayed at my old school.

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

Centennial High School feels like a small yet big community that is united and makes everyone feel welcomed.

First year as a senior year here..was not so great! I was very disappointed but I guess there isn't much I can change. I truly will appreciate more if teachers can highly benefit students who are deeply in need that are willing to attain the help that was

nope.

The things that made my experience at CHS great were the teachers and friends that I met there. The things that made it not so great were also the course work and expectations placed on me.

CHS was great because of all the numerous help and opportunities that is available.

Great environment! I really like how all the teachers try to full make all students understand class work & homework.

I like the student body

Everybody was pretty close. I like this tight-knit community.

I didn't enjoy how CHS didn't have much fun classes. I didn't have many classes to choose from.

I wouldn't say great I would prefer to say it was ok. It isn't bad I'm my opinion but the school does need to work on the food choices /

I graduate a year early with a 4.0 GPA, but i can't get my cords for the graduation gown to show off what I have accomplished. Putting me loweer than everybody else that is going to be on stage beacuse ill be the only one without a cord around my neck.

Wasting time.

I am thankful for the arts department at CHS. Choir and drama has helped shaped who I am, and I hope these opportunities stay available for future students to be able to experience.

The people are all really nice.

Nothing to do during lunch besides getting fat.

The fact that Centennial offers an opportunity such as CAL made my experience great.

Most teachers treat you like adults and you are respected.

I am grateful more the friends I made during my high school year, and I am grateful to have nice teachers.

People who are dressed very innapropriately get away with it while kids dressed slightly bad get dress-coded. / Ms. Johnson is a really poor educator. She can't do simple math herself. / Ms. Balogh speaks disrespectfully of religious people. / Mr. Basin

Nothing all good /

The support from my teachers not to give up and continuing with my education

Playing softball and basketball was great

<b>Please share any comments about specific things that made your CHS experience great or not so great.</b>
I loved CHS. I've been in the district since kindergarten, and while CHS has a bit of a reputation I thought that the student body was overall very supporting and encouraging of each other, and the staff is amazing, as they have always been.
I loved being involved
I really liked how the school was pretty positive and respectful overall, without much of the more extreme harassment present in some schools.
stop the no hat policy, there are other ways to identify people.
Being a small school because you get to meet more people and have a lot of opportunities to get involved.
I did not feel comfortable with the way I was treated in my decision to remove an AP class. I fought hard to not remain in the class the second semester, however, after speaking to the officials of the schools (Ramberg and Scott-Aguirre), I was told I could
mr brown
I really just like the activities like he-man, footballs games and such. I never liked school so I can't really say anything about the classes
N/A
.
although favoritism and popularity played a huge role in my highschool experience, I learned a lot from being brought down by others and being challenged by teachers. I will always appreciate what I learned from high school.
N/A
I loved Ms. Thiebes teaching the APUSH class! Without her I'd never passed the AP exam!
What made my highschool experience not so great was that students weren't nice and didn't make it a place to feel comfortable. I liked that some teachers were always there when you needed help and gave you time to understand in what we were learning instead
Track and field was very nice
I felt respected and I had a great time going to school here. I wouldn't change anything about it.
CHS needs to improve school lunches as well as improve equipment for classes and programs, such as computers, textbooks, miscellaneous equipment.
I loved the metals program
The administration and the staff all have supported me in my years at this school
After four years of high school in Centennial, there has not been a greater school than this one, for the community is safe and of its alacrity, What's an Eagle? Is always an Eagle!
Rana just made me feel like an adult. I was in charge of me, she didn't baby us, but she loves us and she showed us that every day. I felt safe in her room. Schneider makes us work hard in stud co, but he makes sure to check in with us and make sure we
The people made CHS the perfect place to grow up.

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

Sometimes I would be talked down on by some of the staff. They would treat me like a little child even if I had to simply use the bathroom. The amount of respect some of the staff gives is completely unethical especially for the young adults that some C

I will miss the help from Miss Shelley in the office the most. She has supported me since the first day of high school.

Administration. And the regulations of our senior prank. Senior skip day. Is understood but is really unfair. Simple things like silly stringing the halls, bringing in props, disrupting a little class time, doing something to the gym or cafeteria wasn't a

The more basic non-AP classes are a bit uninspired and the knowledge ends up being testing through scan-tron almost every time, with teachers just telling you exactly what will be on the test tomorrow. Sometimes these classes feel precisely like a class

The teachers have great school pride

N/A

I love all the clubs. It gives each student the chance to find something they enjoy.

The parenting class was very helpful for those who are parents

My experience at CHS is very great. I meet a lot of nice people and learn new thing.

Dislike the fact that it took centennial so long to create an African American group.

Choir made high school bearable. The arts need to be funded more!

na

My experience at Centennial was pretty good. The school is going downhill though. My Freshman year there were a lot of fun activities Mr. Centennial, Good music at football and basketball games, Powderpuff, ect. Now the administration is becoming more

I did not really appreciate the constant bullying and what little school security did

My stay at Centennial highschool.

Pretty alright

School was cool because yeah

Mrs. Wood. Her attitude ruined literally everyone's day. She and this school needs to stop trying to force kids to talk about their views on controversial topics. It's rude to force those who are uncomfortable with sharing. Also, Mrs. Wood needs to act he

The food gave me food poisoning.

It was lit

The band, art classes allow so much creative freedom and deserve more.

I was made to choose between my personal health and my ability to perform well in school because I wanted to be involved, and the system fails to make this an easy feat without damaging a student on a level of well-being.

CHS WAS FUN TO ATTEND

I enjoyed being at CHS



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

The availability of A.P classes is nice.

The art programs

Centennial high school in general has been alright but the actual school just doesn't interest me very much.

All my homies

It was good.

The community is really positive and fun to be in. Many teachers are great.

Love the nice staff! I really can't complain

Ms. Menolascina was and Mrs. Emrey (I think that is her name), were very rude to me. In fact, Mrs. Emery told me my career goals were unrealistic and she has been rude ever sense. I wish to use harsher words, but I'll remain respectful.

vsf

I wish learning was the key in education rather than passing to graduate /

it was the best 4 years

the teachers know how to connect their lives with yours.

Through my four years of high school, I've learned that you are on your own.

overall i had a great 4 years

very good teachers

this was a really fun school. the staff here is great!

I would appreciate more one on one with the teachers.

My experience was great

I feel like our class needed more unity

It was OK. It was far from perfect, but not the worst. It's really the teachers that ruined the experience, except for a handful. There is also a clear seperation between groups, and the most irritating fault is the budget management. Why does FBLA get al

For the most part teachers were helpful with grades and what I could to do learn the material and understand it, in order to achieve the success I needed.

It was really fun

Let's students go off campus

Made a lot of great friends and a lot of the teachers I had made my school year fun especially my senior year

Overall it was alright. I think what affected me was more outside of school as opposed to within.

I had a different counselor every year and it made it hard for me to ever go talk to them and actually get some kind of relationship

N/A

being a part of teams especially the football team even though i didnt play much it was a great enviorment

Freshman success and Financial math were the most important classes I attended that applied to the future.

Please share any comments about specific things that made your CHS experience great or not so great.
the office staff and officer Erickson made my last year amazing
none
erickson is cool
It was good.
Teachers are nice.
i like the people (some of them)
Competing and representing our schools in every track meet.
Everything was great!
The senior prank was kind of lame. The activities done were real fun and i enjoyed my year, although i wish i could have participated more in school.
teachers guiding their students that get off track to get back on track
CHS is vary amazing because it put my life together
the teachers helped me with both school, and personal issues.
It was okay
Amazing experience in my 4 years here. Having spirit week where we all dress up, football games, and the assembly.
The teachers and office staff have made this school the amazing enjoyable place it is.
None /
I really enjoyed the school activities
staff members are understanding of the situations each students are in and can provide them each the same amount of help that those who are in class.
it was great, had the time of my life, met new people, and mastered things i wasnt initially good in, like math.
Having good AP teachers was good.
Proud to be an Eagle!
My high school experience was great based on education because I got more learning, made new friends, and meeting new teachers.
No
Great all around. Just wish there was more information about college admissions process and especially scholarships.
it's a great place
A
LOL
the people
CHS school rules have become unfair and need to be implemented and adjusted in different ways.
The students are really accepting. I only joined soccer and choir, but they were both super nice
its been a usless 4 years
My teachers definitely made the experience at this high school worth while. A lot of other students have made things hard and been pretty mean, but the friends i did make are close and supportive and I've always felt safe and accepted by my mentors.
Making progress of self for everyone.