

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

Results of the 2017 Mt. Hood Community College District

High School Seniors Survey



Prepared By: Tim Green
Research Associate
Analytics & Institutional Research
Mt. Hood Community College

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 third 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 and counselors to develop and administer the survey. The AIR team collated, analyzed, and prepared this report of findings.
- Of the twelve in-district high schools, three principals indicated a willingness to participate (Centennial, Springwater Trail, and Sandy High Schools). 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.
- An on-line survey was developed which included custom high school questions. Each participating school was provided a unique URL that automatically tagged their respondents to the school and presented the custom questions.
- Participation rates for the high schools are:
 - Centennial – 288 Seniors Responded (49.2% of Total Respondents)
 - Springwater Trail - 33 Seniors Responded (5.6% of Total Respondents)
 - Sandy – 265 Seniors Responded (45.2% of Total Respondents)

Findings

- Over two thirds of seniors (68.09%) indicated they would be continuing their education.
 - Centennial – 71.18% Continuing Education
 - Springwater Trail – 69.70% Continuing Education
 - Sandy – 64.53% Continuing Education

For those continuing their education:

- The distribution by type of institution is:
 - 4-Year Public – 23.16%
 - 4-Year Private – 8.14%
 - Community College – 65.65%
 - Trade/Tech. College – 0.76%
 - **Centennial**
 - 4-Year Public – 26.96%
 - 4-Year Private – 8.33%
 - Community College – 61.27%
 - Trade/Tech. College – 0.98%
 - **Springwater Trail**
 - 4-Year Public – 9.09%
 - 4-Year Private – 0.00%
 - Community College – 90.91%
 - Trade/Tech. College – 0.00%
 - **Sandy**
 - 4-Year Public – 20.36%
 - 4-Year Private – 8.98%
 - Community College – 67.66%
 - Trade/Tech. College – 0.60%

- The main reasons for selecting the institution chosen were *Programs Available of interest to me* and *Overall cost of attending*. These were the major reasons regardless of high school attending. Seniors bound to four-year institutions tended to place more importance on the reasons for attending than did their community college bound counterparts.

- Over thirty-five percent (35.71%) received at least one scholarship. The median value of scholarship awards was \$3,700.00.
 - **Centennial**
 - Received Scholarship – 32.51%
 - Median Value – \$5,000.00
 - **Springwater Trail**
 - Received Scholarship – 45.45%
 - Median Value – \$850.00
 - **Sandy**
 - Received Scholarship – 38.32%
 - Median Value – \$3,448.50

- The majority of seniors bound for 4-year Public Universities will attend:
 - Oregon State University – 33.9%
 - Portland State University – 25.6%
 - University of Oregon – 16.5%

- **Centennial**
 - Oregon State University – 25.0%
 - University of Oregon – 22.9%
 - Portland State University – 20.8%

- **Springwater Trail**
 - Oregon Institute of Technology – 100.0%

- **Sandy**
 - Oregon State University – 44.4%
 - Portland State University – 22.2%
 - University of Oregon – 16.7%

- An equal proportion of Seniors indicated an intent to attend seven 4-year Private Universities:
 - Concordia University – 14.3%
 - George Fox University – 14.3%
 - Lewis & Clark University – 14.3%
 - Multnomah University – 14.3%
 - Pacific University – 14.3%
 - Warner Pacific University – 14.3%
 - University of Portland – 14.3%
 - **Centennial**
 - Concordia University – 50.0%
 - Lewis & Clark University – 50.0%
 - **Springwater Trail**
 - No Seniors indicated they would attend a 4-year Private University
 - **Sandy**
 - George Fox University – 20.0%
 - Multnomah University – 20.0%
 - Pacific University – 20.0%
 - Warner Pacific University – 20.0%
 - University of Portland – 20.0%

- The majority of Community College Bound Seniors will attend Portland Metropolitan Area Colleges:
 - Mt. Hood Community College – 63.9%
 - Portland Community College – 17.5%
 - Clackamas Community College – 6.6%
 - **Centennial**
 - Mt. Hood Community College – 54.0%
 - Portland Community College – 25.0%
 - Clackamas Community College – 7.0%
 - **Springwater Trail**
 - Mt. Hood Community College – 75.0%

- Portland Community College – 16.7%
- Clackamas Community College – 0.0%
- **Sandy**
 - Mt. Hood Community College – 76.1%
 - Portland Community College – 7.0%
 - Clackamas Community College – 7.0%

- Very few seniors indicated they would be attending a private trade/technical institution; less than one percent (0.76%) of continuing education seniors will attend this type of institution. Three seniors indicated an intent to attend a private trade/technical institution; one indicated an intent to attend Everest College and two indicated an intent to attend Northwest College.

For seniors that are not continuing their education:

- High school seniors identified four reasons for not continuing their education:
 - Cost – Mean = 3.81 out of 7
 - Not interested – Mean = 2.80 out of 7
 - Don't know what I want to do – Mean = 2.74 out of 7
 - Grades aren't good enough – Mean = 2.73 out of 7
 - **Centennial**
 - Cost – Mean = 3.60 out of 7
 - Don't Know What I want to do – Mean = 2.96 out of 7
 - Feel Unprepared – Mean = 2.79 out of 7
 - **Springwater Trail**
 - Cost – Mean = 5.00 out of 7
 - Feel Unprepared – Mean = 3.00 out of 7
 - Grades aren't good enough – Mean = 2.88 out of 7
 - **Sandy**
 - Cost – Mean = 3.85 out of 7
 - Not interested – Mean = 3.19 out of 7
 - Grades aren't good enough – Mean = 2.81 out of 7
- Information content most likely to increase seniors continuing their education should focus on:
 - Financial Aid / Scholarship availability – Mean = 3.00 out of 7
 - Job placement services after graduation – Mean = 2.75 out of 7
 - Flexible Schedules – Mean = 2.70 out of 7
 - **Centennial**
 - Financial Aid / Scholarship availability – Mean = 3.00 out of 7
 - Flexible Schedules – Mean = 2.92 out of 7
 - Job placement services after graduation – Mean = 2.77 out of 7
 - **Springwater Trail**
 - Financial Aid / Scholarship availability – Mean = 3.14 out of 7
 - Career identification and planning services – Mean = 3.00 out of 7
 - Job placement services after graduation – Mean = 3.00 out of 7

- **Sandy**

Financial Aid / Scholarship availability –	Mean = 3.14 out of 7
Flexible Schedules –	Mean = 2.57 out of 7
Job placement services after graduation –	Mean = 2.55 out of 7

Recommendations

- Data revealed that a quarter of seniors (25.35%) 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, over two thirds (72.67%) have indicated they will attend MHCC. A third have indicated they will be attending either Portland Community College (19.88%) or Clackamas Community College (7.45%). 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 on-going study is viewed as an opportunity for MHCC to reach out to the high schools and strengthen relationships. It is a mutually beneficial effort that provided valuable information for both the college and participating high schools.

This marks the third year the "What's Next?" Survey has been administered to in district high school seniors. The survey requires volunteer high schools to gather the data. For this administration, three of the nine in district high schools participated: (1) Centennial, (2) Springwater Trail, and (3) Sandy.

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

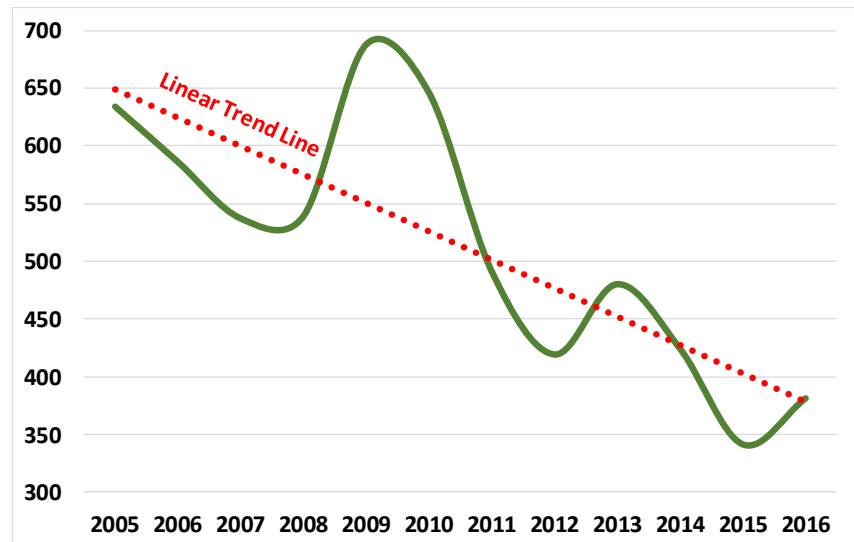
Research Questions:

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

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



- Community College
- Private Technical College

- 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 nine 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. Additionally, a member of AIR met with high school counselors at a meeting held on MHCC’s Gresham Campus and coordinated by the High School Relations Committee. One of the three schools that participated in the first and second survey efforts (Centennial High School) indicated a willingness to participate again. Springwater Trail High School indicated a willingness to participate for a second year. Sandy High School opted to participate in the third administration of the survey; an AIR member met with high school representatives to go over process and discuss custom questions.

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. The other high schools worked with the AIR team to develop school specific questions.

The survey was prepared and representatives from each high school were allowed to review the instrument before it went live. A unique URL was provided to each school which allowed respondents to be tagged to the school they attended. The survey was opened for data collection in May and

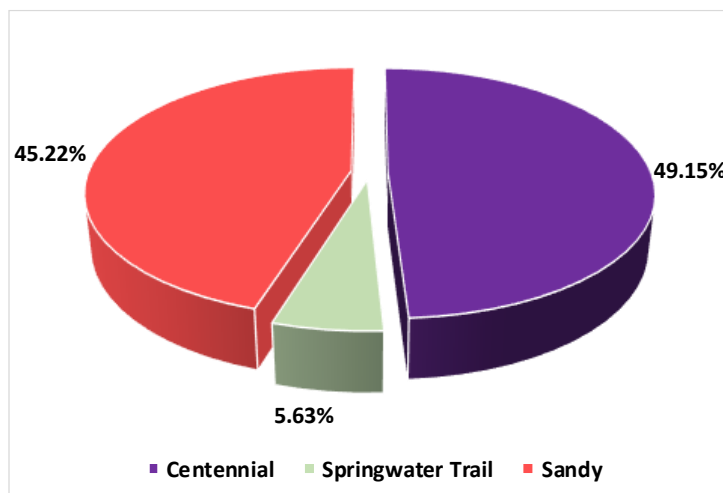
Table M1: Participating High Schools and Responses

High School	# Respondents	% of Sample
Centennial	288	49.15%
Springwater Trail	33	5.63%
Sandy	265	45.22%
Total	586	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.

Participation rates are reported in Table M1. A total of 586 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.

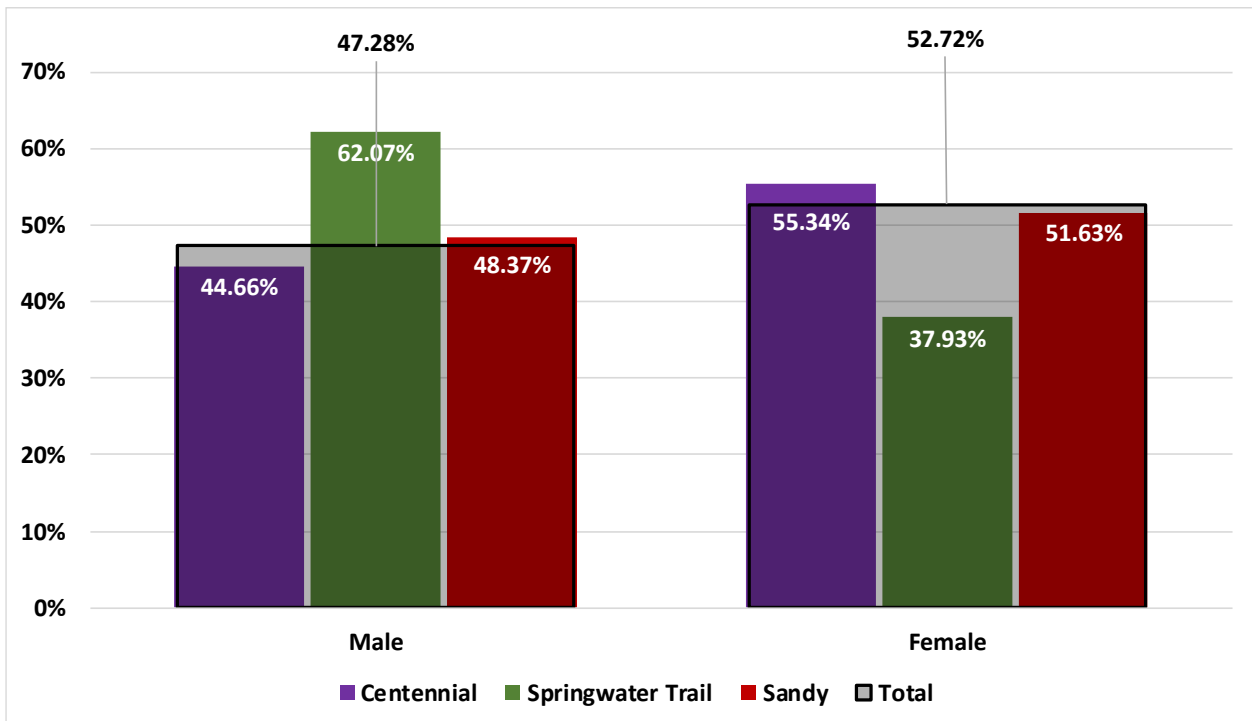
Results – Demographics

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 (52.72%) of the respondents were female; 47.28% were male. Gender results are presented graphically in Figure RD1.

Figure RD1: Responses by Gender and High School



Gender - Centennial

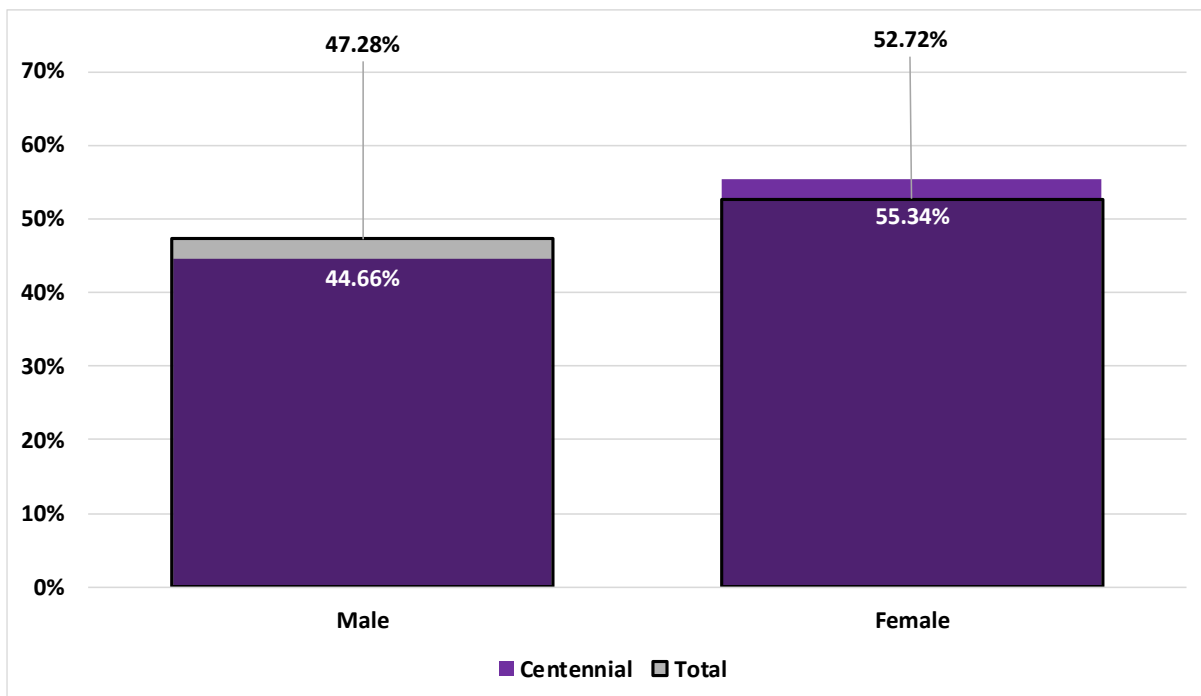
Results of the gender question are reported in Table RDC1. Overall, results were evenly split between males and females. Just over fifty percent (52.72%) of the respondents were female; 47.28% were male. Centennial had a

slightly higher proportion of female respondents. For Centennial, 55.34% were female and 44.66% were male. Gender results are presented graphically in Figure RDC1.

Table RDC1: Respondents by Gender

Gender	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Male	113	44.66%	94	235	47.28%	100
Female	140	55.34%	105	262	52.72%	100
Total	253	100.00%		497	100.00%	

Figure RDC1: Bar Chart of Centennial Respondents by Gender



Gender – Springwater Trail

Results of the gender question are reported in Table RDST1.

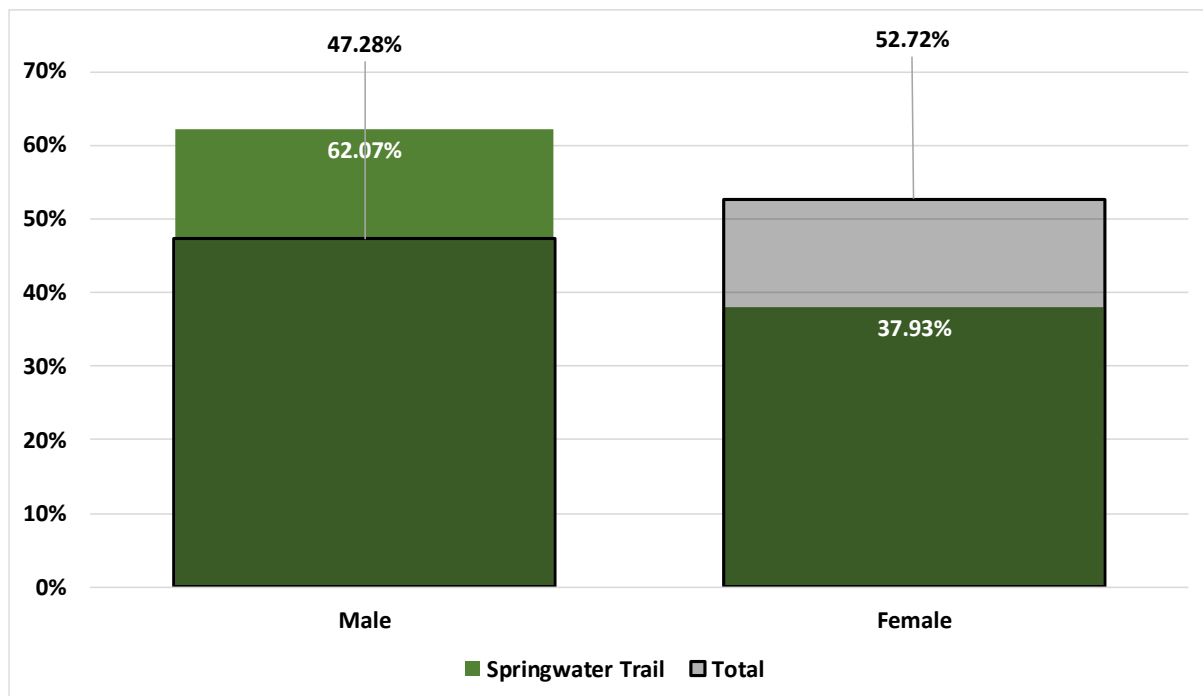
Overall, results were evenly split between males and females. Just over fifty percent (52.72%) of the respondents were female; 47.28% were male. Springwater Trail had

a much higher proportion of male respondents. For Springwater Trail, 62.07% were male and 37.93% were female. Gender results are presented graphically in Figure RDST1.

Table RDST1: Respondents by Gender

Gender	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Male	18	62.07%	131	235	47.28%	100
Female	11	37.93%	72	262	52.72%	100
Total	29	100.00%		497	100.00%	

Figure RDST1: Bar Chart of Springwater Trail Respondents by Gender



Gender – Sandy

Results of the gender question are reported in Table RDS1.

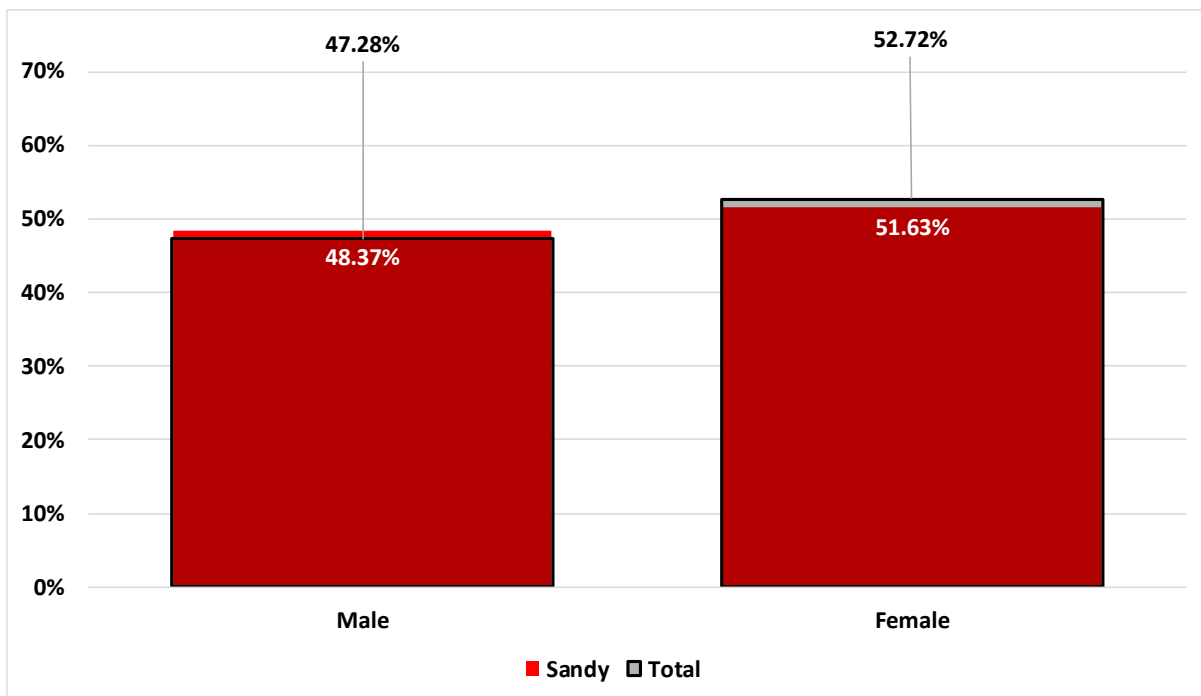
Overall, results were evenly split between males and females. Just over fifty percent (52.72%) of the respondents were female;

47.28% were male. Sandy respondent proportions were very similar to the totals overall. For Sandy, 51.63% were female and 48.37% were male. Gender results are presented graphically in Figure RDST1.

Table RDST1: Respondents by Gender

Gender	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Male	104	48.37%	102	235	47.28%	100
Female	111	51.63%	98	262	52.72%	100
Total	215	100.00%		497	100.00%	

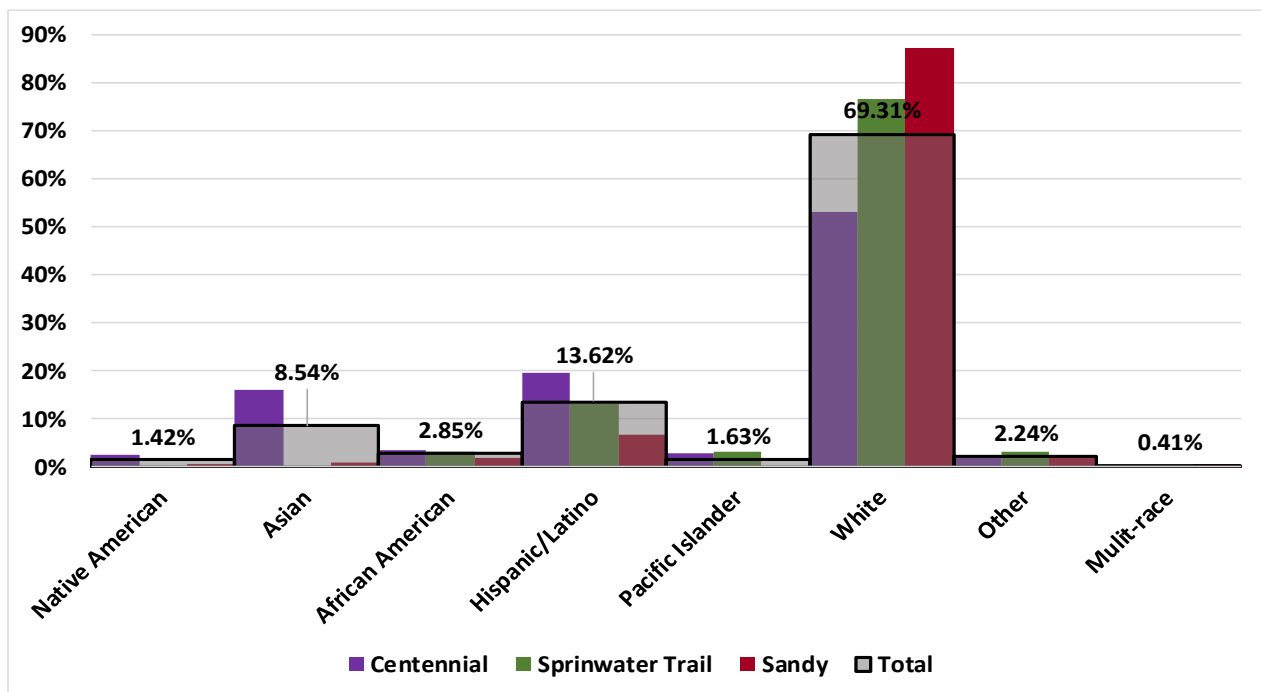
Figure RDST1: Bar Chart of Sandy Respondents by Gender



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 (69.31%) reported being white. Hispanic / Latino makes up the second highest proportion of students with 13.62% of the student body. Asian students made up the third largest proportion with 8.54% 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



Note: Percentages reported are for the Total Respondents only

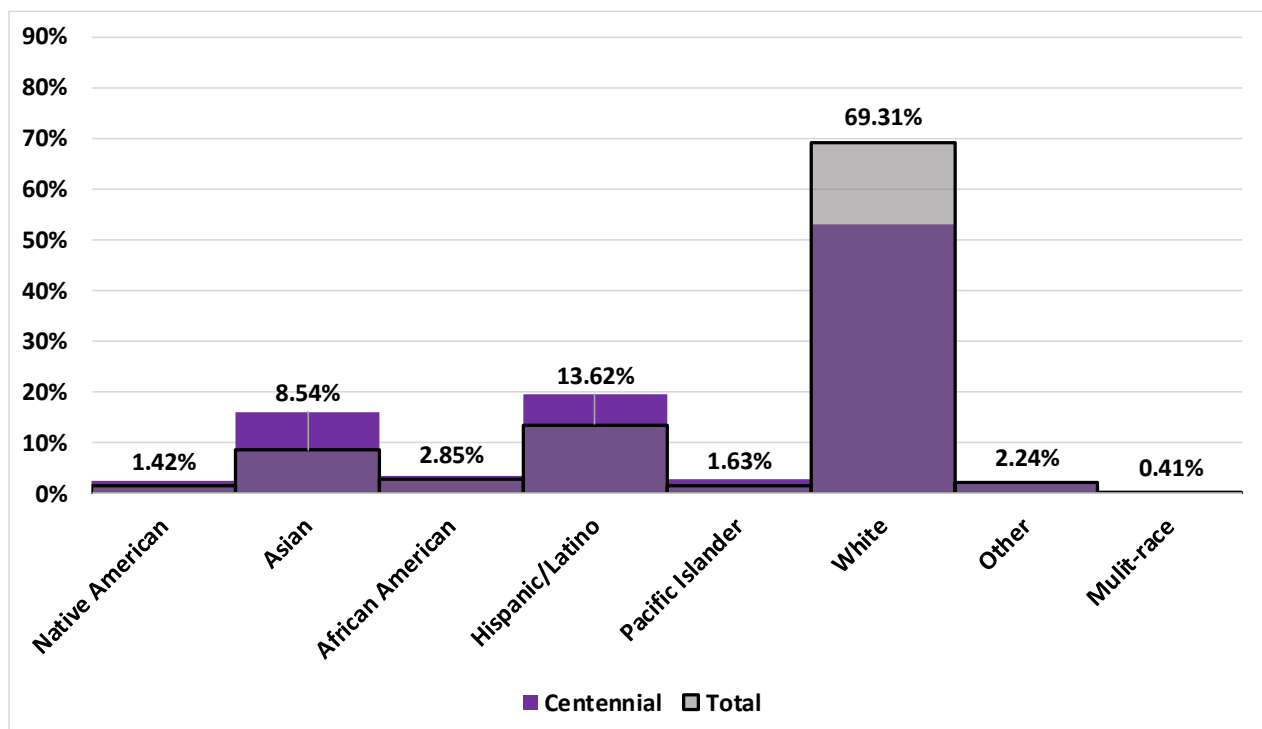
Ethnicity - Centennial

Results of the Ethnicity Question are reported in Table RDC2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (69.31%) reported being white. A much lower proportion of Centennial students (53.01%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 13.62% of the total student body. A much higher proportion of Centennial students (19.68%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 8.54% of the total student body. Centennial had a higher proportion of students (16.06%) report being Asian. Although much smaller proportions are reported for other ethnic groups, Centennial reported higher proportions for both Native Americans and African Americans (2.41% and 3.61% respectively). Results of the ethnicity question are presented graphically in Figure RDC2. Respondents that identified themselves as “Other” were asked to specify. Results are available in Appendix D.

Table RDC2: Centennial Respondents by Ethnicity

Race	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Native American	6	2.41%	169	7	1.42%	100
Asian	40	16.06%	188	42	8.54%	100
African American	9	3.61%	127	14	2.85%	100
Hispanic/Latino	49	19.68%	145	67	13.62%	100
Pacific Islander	7	2.81%	173	8	1.63%	100
White	132	53.01%	76	341	69.31%	100
Other	5	2.01%	90	11	2.24%	100
Multirace	1	0.40%	99	2	0.41%	100
Total	249	100.00%		492	100.00%	

Figure RDC2: Bar Chart of Centennial Respondents by Ethnicity



Note: Percentages reported are for the Total Respondents only

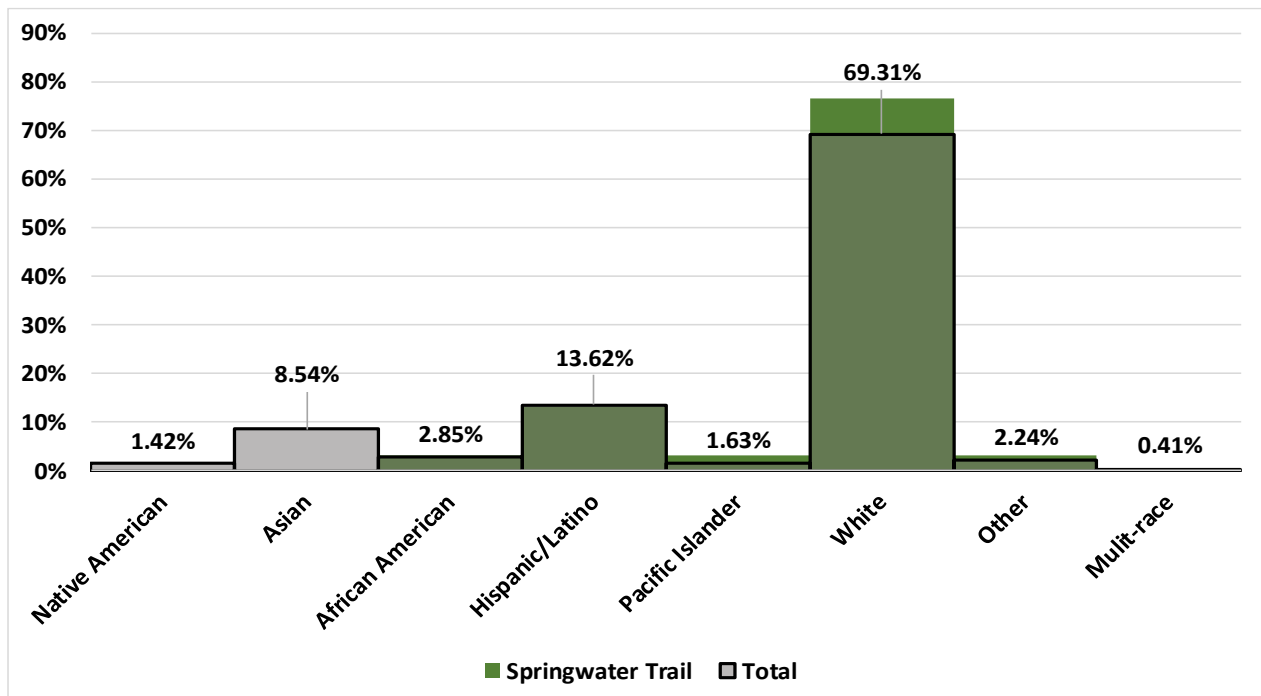
Ethnicity – Springwater Trail

Results of the Ethnicity Question are reported in Table RDST2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (69.31%) reported being white. A higher proportion of Springwater Trail students (76.67%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 13.62% of the total student body. A roughly equal proportion of Springwater Trail students (13.33%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 8.54% of the total student body. No Springwater Trail students reported being Asian. Results of the ethnicity question are presented graphically in Figure RDST2. Respondents that identified themselves as “Other” were asked to specify. Results are available in Appendix D.

Table RDST2: Centennial Respondents by Ethnicity

Ethnicity	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Native American	0	0.00%	0	7	1.42%	100
Asian	0	0.00%	0	42	8.54%	100
African American	1	3.33%	117	14	2.85%	100
Hispanic/Latino	4	13.33%	98	67	13.62%	100
Pacific Islander	1	3.33%	205	8	1.63%	100
White	23	76.67%	111	341	69.31%	100
Other	1	3.33%	149	11	2.24%	100
Mult-race	0	0.00%	0	2	0.41%	100
Total	30	100.00%		492	100.00%	

Figure RDST2: Bar Chart of Springwater Trail Respondents by Ethnicity



Note: Percentages reported are for the Total Respondents only

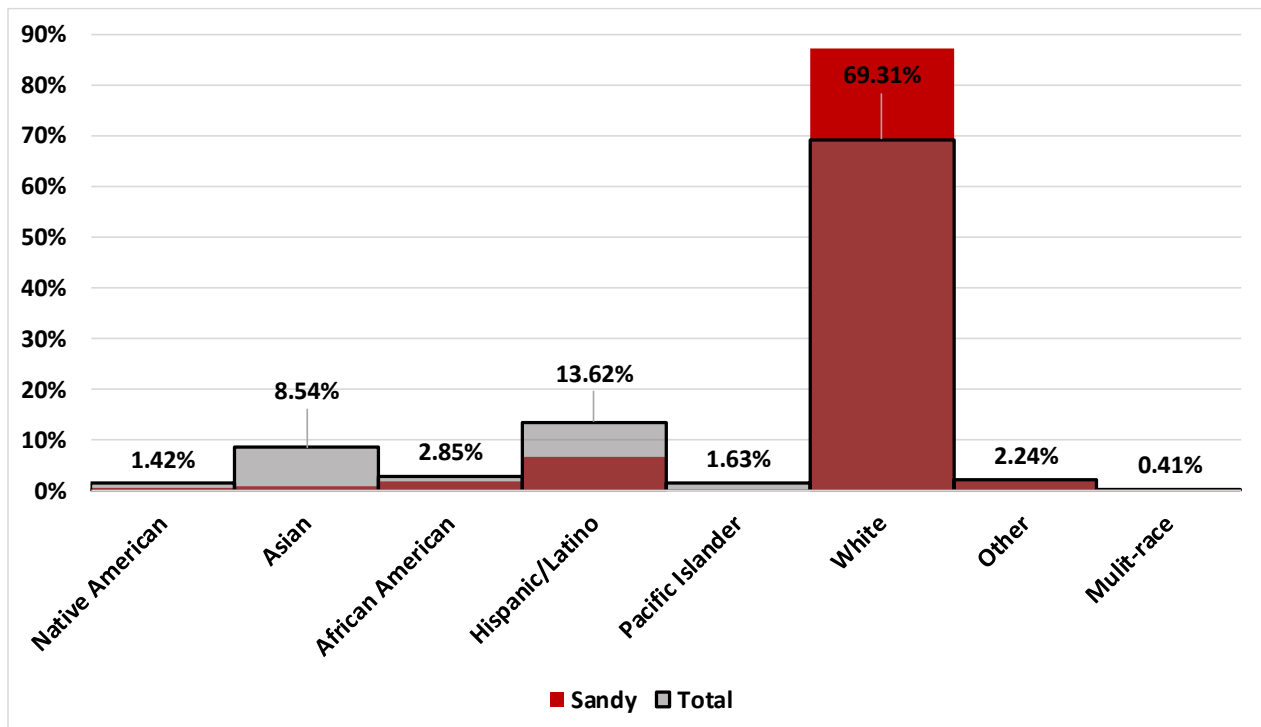
Ethnicity – Sandy

Results of the Ethnicity Question are reported in Table RDS2. Like the MHCC District as a whole, the high school student bodies are primarily white. Overall, the majority of respondents (69.31%) reported being white. A much higher proportion of Sandy students (87.32%) reported being White. Hispanic / Latino makes up the second highest proportion of students with 13.62% of the total student body. A much lower proportion of Sandy students (6.57%) reported being Hispanic / Latino. Asian students made up the third largest proportion with 8.54% of the total student body. A much lower proportion of Sandy students reported being Asian (0.94%). Results of the ethnicity question are presented graphically in Figure RDS2. Respondents that identified themselves as “Other” were asked to specify. Results are available in Appendix D.

Table RDS2: Sandy Respondents by Ethnicity

Ethnicity	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Native American	1	0.47%	33	7	1.42%	100
Asian	2	0.94%	11	42	8.54%	100
African American	4	1.88%	66	14	2.85%	100
Hispanic/Latino	14	6.57%	48	67	13.62%	100
Pacific Islander	0	0.00%	0	8	1.63%	100
White	186	87.32%	126	341	69.31%	100
Other	5	2.35%	105	11	2.24%	100
Multirace	1	0.47%	115	2	0.41%	100
Total	213	100.00%		492	100.00%	

Figure RDS2: Bar Chart of Sandy Respondents by Ethnicity

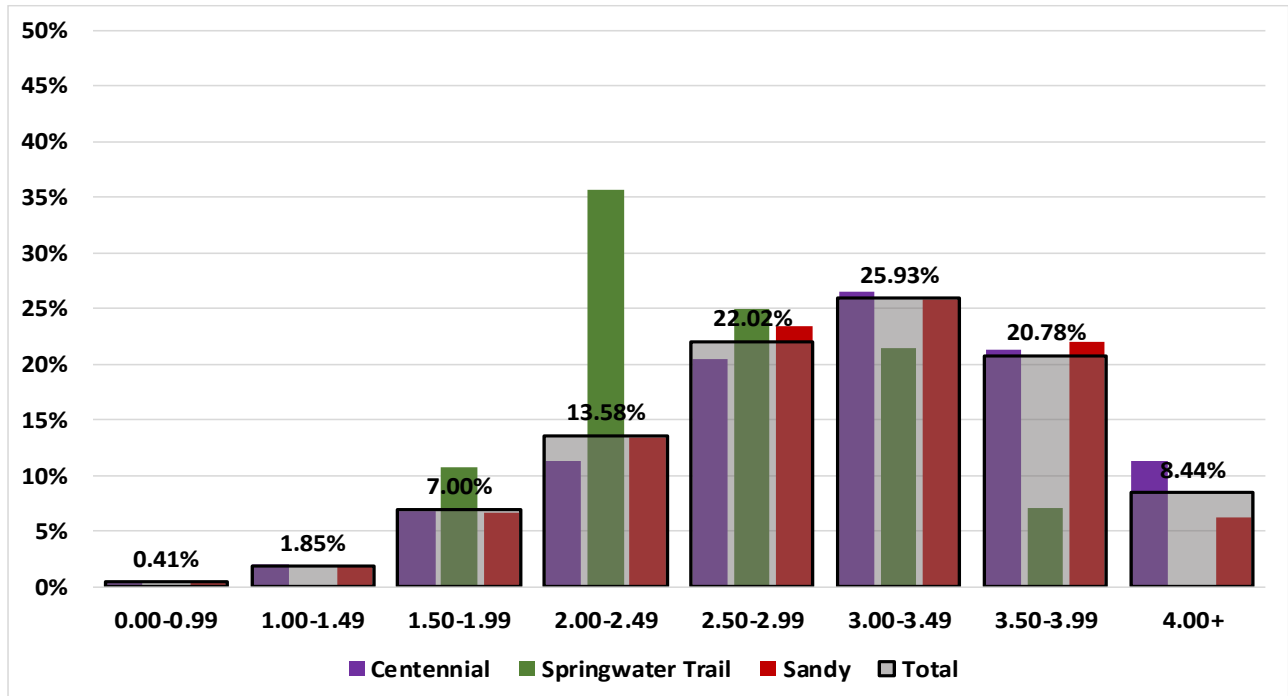


Note: Percentages reported are for the Total Respondents only

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 3.49; 25.93% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.02% of respondents and between 3.50 and 3.99 with 20.78% of respondents. Figure RD3 present the results of GPA graphically.

Figure RD3: Distribution of Cumulative GPA by High School



Note: Percentages reported are for the Total Respondents only

GPA - Centennial

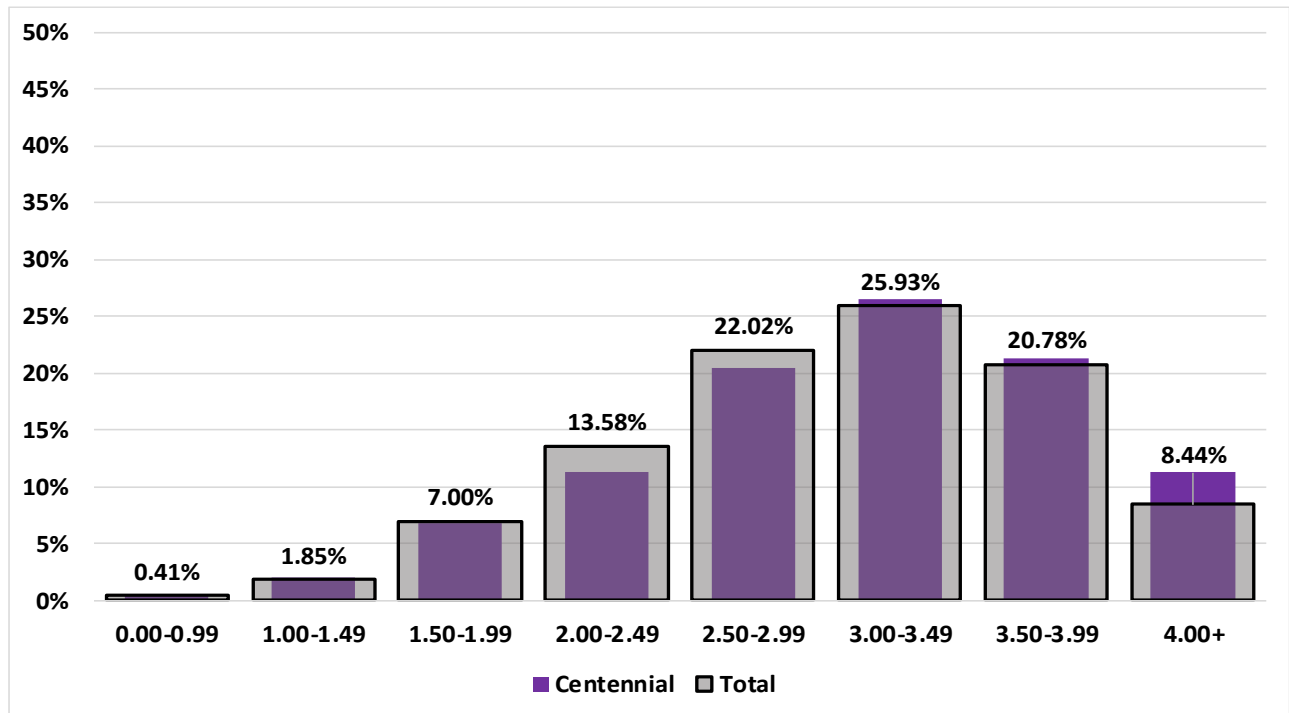
Results of senior’s self-reported cumulative GPA are presented in Table RDC3. Overall, the majority of students reported a GPA of between 3.00 and 3.49; 25.93% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA’s were between 2.50 and 2.99 with 22.02% of respondents and between 3.50 and 3.99 with 20.78% of respondents.

Table RDC3: Centennial Respondents by GPA

GPA	Centennial			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	1	0.40%	98	2	0.41%	100
1.00-1.49	5	2.01%	108	9	1.85%	100
1.50-1.99	17	6.83%	98	34	7.00%	100
2.00-2.49	28	11.24%	83	66	13.58%	100
2.50-2.99	51	20.48%	93	107	22.02%	100
3.00-3.49	66	26.51%	102	126	25.93%	100
3.50-3.99	53	21.29%	102	101	20.78%	100
4.00+	28	11.24%	133	41	8.44%	100
Total	249	100.00%		486	100.00%	

The proportion of Centennial students reporting cumulative GPA was very similar to the total respondents. A higher proportion of Centennial students (11.24%) reported GPA’s of 4.00 or greater. Figure RDC3 present the results of GPA graphically.

Figure RDC3: Bar Chart of Centennial Seniors Cumulative GPA



Note: Percentages reported are for the Total Respondents only

GPA – Springwater Trail

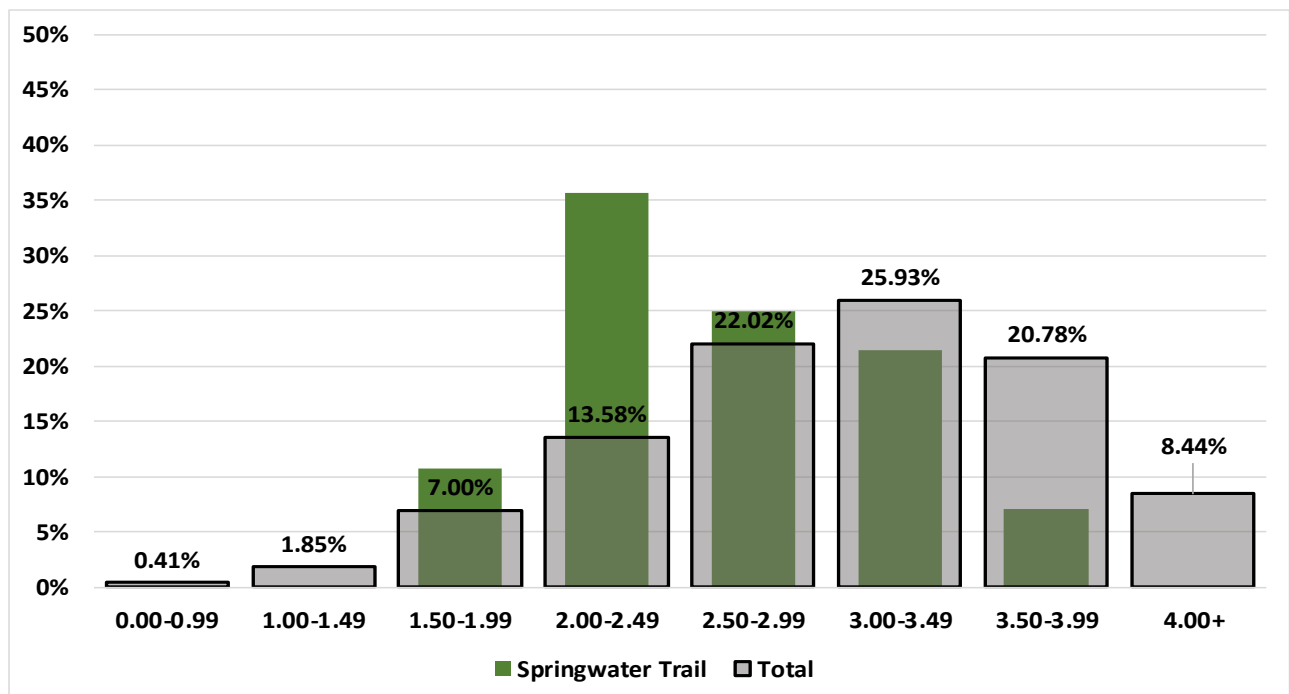
Results of senior’s self-reported cumulative GPA are presented in Table RDST3. Overall, the majority of students reported a GPA of between 3.00 and 3.49; 25.93% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA’s were between 2.50 and 2.99 with 22.02% of respondents and between 3.50 and 3.99 with 20.78% of respondents.

Table RDST3: Springwater Trail Respondents by GPA

GPA	Springwater Trail			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	0	0.00%	0	2	0.41%	100
1.00-1.49	0	0.00%	0	9	1.85%	100
1.50-1.99	3	10.71%	153	34	7.00%	100
2.00-2.49	10	35.71%	263	66	13.58%	100
2.50-2.99	7	25.00%	114	107	22.02%	100
3.00-3.49	6	21.43%	83	126	25.93%	100
3.50-3.99	2	7.14%	34	101	20.78%	100
4.00+	0	0.00%	0	41	8.44%	100
Total	28	100.00%		486	100.00%	

Springwater Trail seniors were more likely to report a cumulative GPA of between 1.50 and 1.99; 10.71% of Springwater Trail seniors reported this cumulative GPA range. Springwater Trail seniors were much more likely to report a cumulative GPA of between 2.00 and 2.49; 35.71% of Springwater Trail seniors reported this range compared to 13.58% of seniors overall. A higher proportion of Springwater Trail seniors (25.00%) reported GPA’s of between 2.50 and 2.99. Figure RDST3 present the results of GPA graphically.

Figure RDST3: Bar Chart of Springwater Trail Seniors Cumulative GPA



Note: Percentages reported are for the Total Respondents only

GPA – Sandy

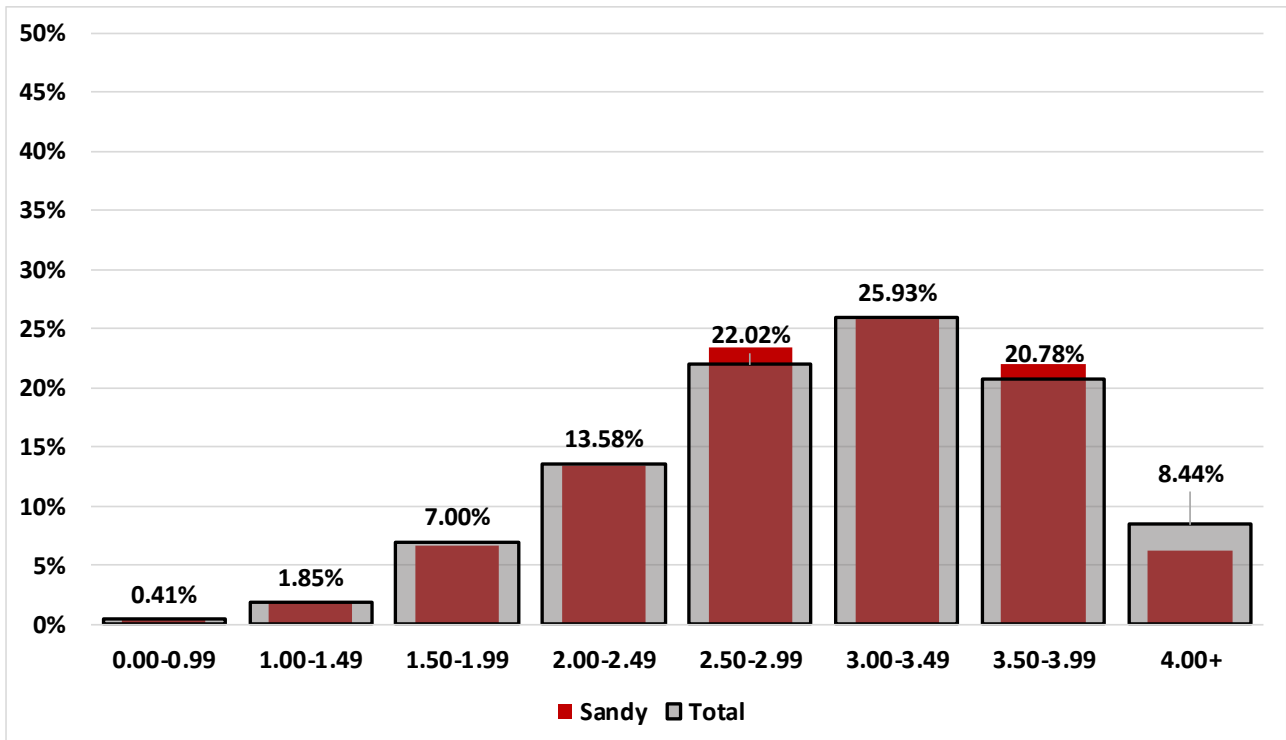
Results of senior’s self-reported cumulative GPA are presented in Table RDS3. Overall, the majority of students reported a GPA of between 3.00 and 3.49; 25.93% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA’s were between 2.50 and 2.99 with 22.02% of respondents and between 3.50 and 3.99 with 20.78% of respondents.

Table RDS3: Springwater Trail Respondents by GPA

GPA	Sandy			Total		
	Count	Percent	Index	Count	Percent	Index
0.00-0.99	1	0.48%	116	2	0.41%	100
1.00-1.49	4	1.91%	103	9	1.85%	100
1.50-1.99	14	6.70%	96	34	7.00%	100
2.00-2.49	28	13.40%	99	66	13.58%	100
2.50-2.99	49	23.44%	106	107	22.02%	100
3.00-3.49	54	25.84%	100	126	25.93%	100
3.50-3.99	46	22.01%	106	101	20.78%	100
4.00+	13	6.22%	74	41	8.44%	100
Total	209	100.00%		486	100.00%	

Sandy seniors were generally similar to the overall results. Sandy seniors were slightly more likely to report a cumulative GPA’s of between 2.50 and 2.99 (23.44% compared to 22.02% overall) and between 3.50 and 3.99 (22.01% compared to 20.78% overall). Figure RDS3 present the results of GPA.

Figure RDS3: Bar Chart of Sandy Seniors Cumulative GPA

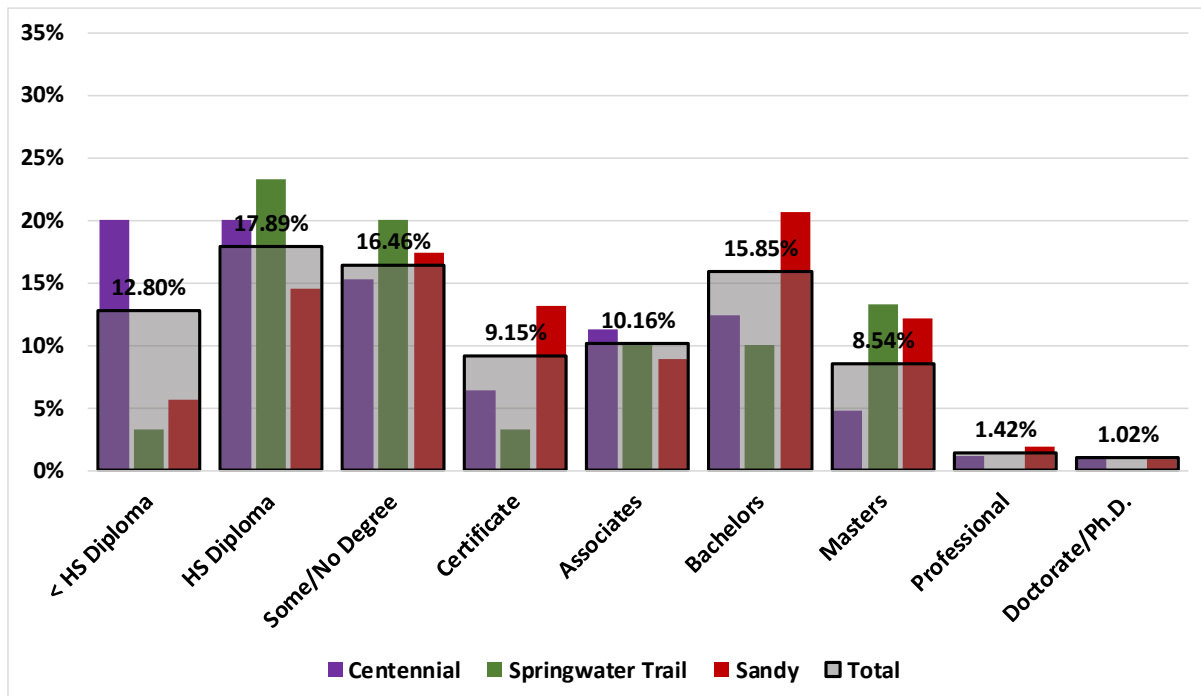


Note: Percentages reported are for the Total Respondents only

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 seventeen percent (17.89%) 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



Note: Percentages reported are for the Total Respondents only

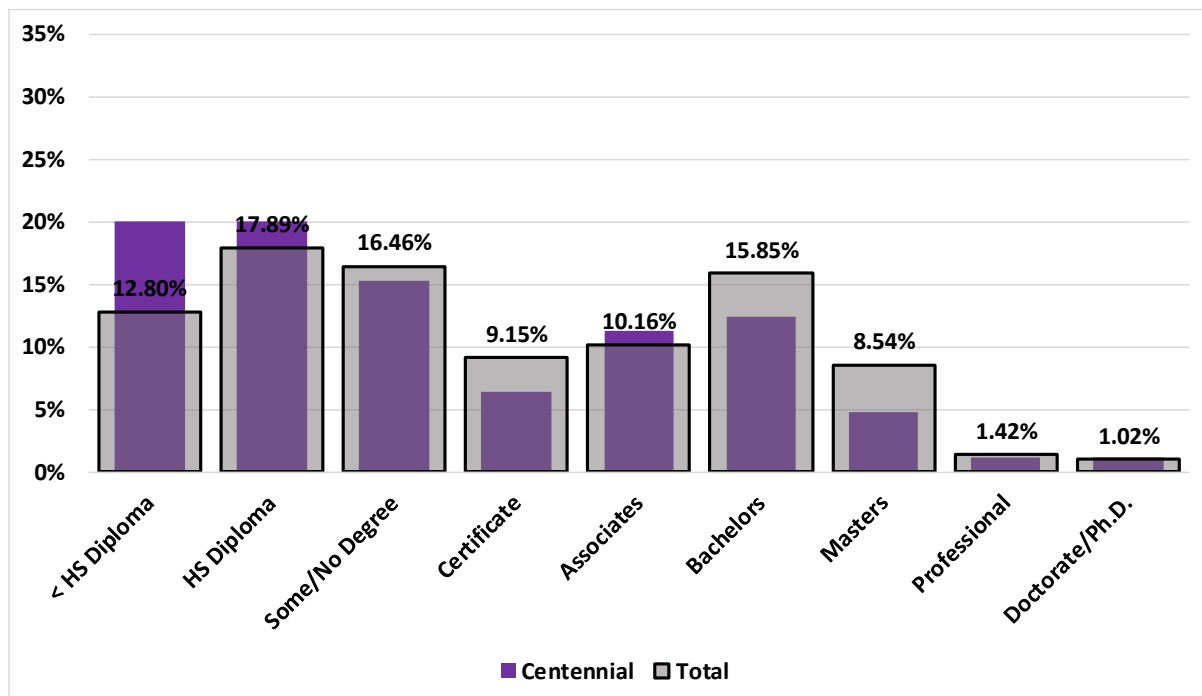
Parent's Education Level - Centennial

Results of Parent's Education Level are reported in Table RDC4. 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 seventeen percent (17.89%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Centennial Seniors had higher proportions of students reporting their parents highest education level was less than a high school diploma (20.08% compared to 12.80% overall) or a high school diploma (20.08% compared to 17.89% overall). Centennial Seniors were also more likely to report at least one parent with an Associate's Degree (11.24%). Centennial Seniors parents highest education level is reported graphically in Figure RDC4.

Table RDC4: Centennial Seniors Parents Highest Education Level

Parents' Highest Education Level	Centennial			Total		
	#	% Within	Index	#	% Within	Index
< HS Diploma	50	20.08%	157	63	12.80%	100
HS Diploma	50	20.08%	112	88	17.89%	100
Some/No Degree	38	15.26%	93	81	16.46%	100
Certificate	16	6.43%	70	45	9.15%	100
Associates	28	11.24%	111	50	10.16%	100
Bachelors	31	12.45%	79	78	15.85%	100
Masters	12	4.82%	56	42	8.54%	100
Professional	3	1.20%	85	7	1.42%	100
Doctorate/Ph.D.	3	1.20%	119	5	1.02%	100
Total	231	100.00%		459	100.00%	

Figure RDC4: Parents' Highest Education Level by Centennial High School and Overall



Note: Percentages reported are for the Total Respondents only

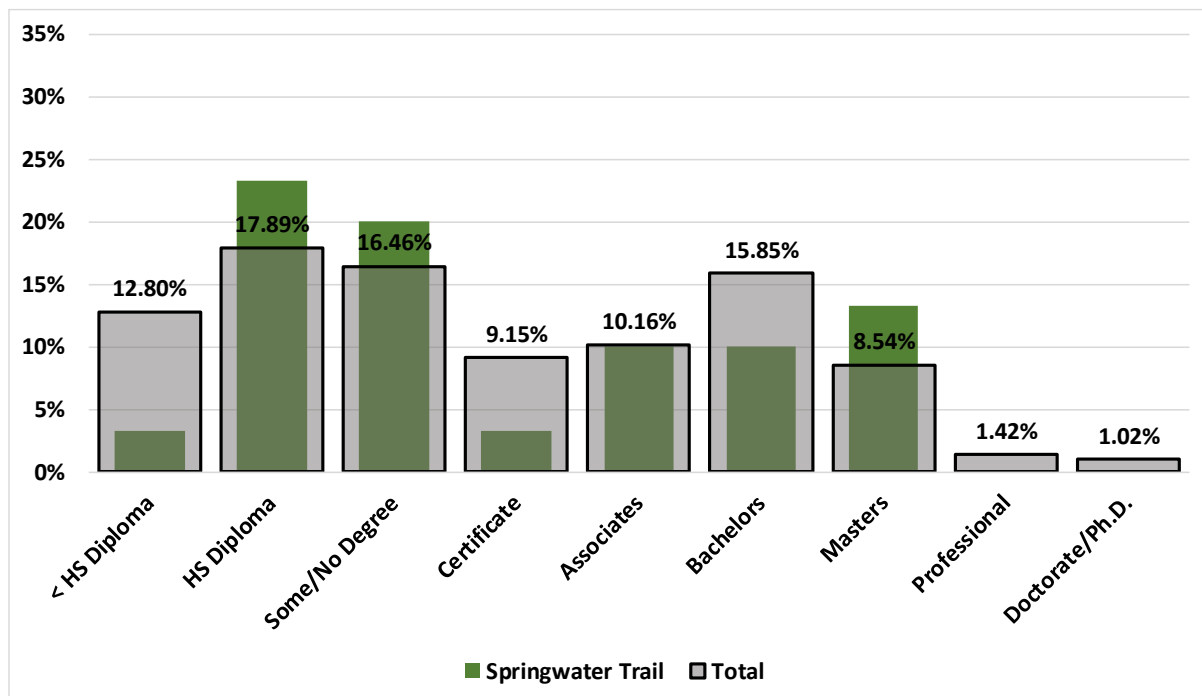
Parent's Education Level – Springwater Trail

Results of Parent's Education Level are reported in Table RDST4. 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 seventeen percent (17.89%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Springwater Trail seniors had higher proportions of students reporting their parents highest education level was a high school diploma (23.33% compared to 17.89% overall) or some college/no degree (20.00% compared to 16.46% overall). Springwater Trail Seniors were also more likely to report at least one parent with a Master's Degree (13.33%). Springwater Trail Seniors parents highest education level is reported graphically in Figure RDST4.

Table RDST4: Springwater Trail Seniors Parents Highest Education Level

Parents' Highest Education Level	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
< HS Diploma	1	3.33%	26	63	12.80%	100
HS Diploma	7	23.33%	130	88	17.89%	100
Some/No Degree	6	20.00%	121	81	16.46%	100
Certificate	1	3.33%	36	45	9.15%	100
Associates	3	10.00%	98	50	10.16%	100
Bachelors	3	10.00%	63	78	15.85%	100
Masters	4	13.33%	156	42	8.54%	100
Professional	0	0.00%	0	7	1.42%	100
Doctorate/Ph.D.	0	0.00%	0	5	1.02%	100
Total	25	100.00%		459	100.00%	

Figure RDST4: Parents' Highest Education Level by Springwater Trail High School and Overall



Note: Percentages reported are for the Total Respondents only

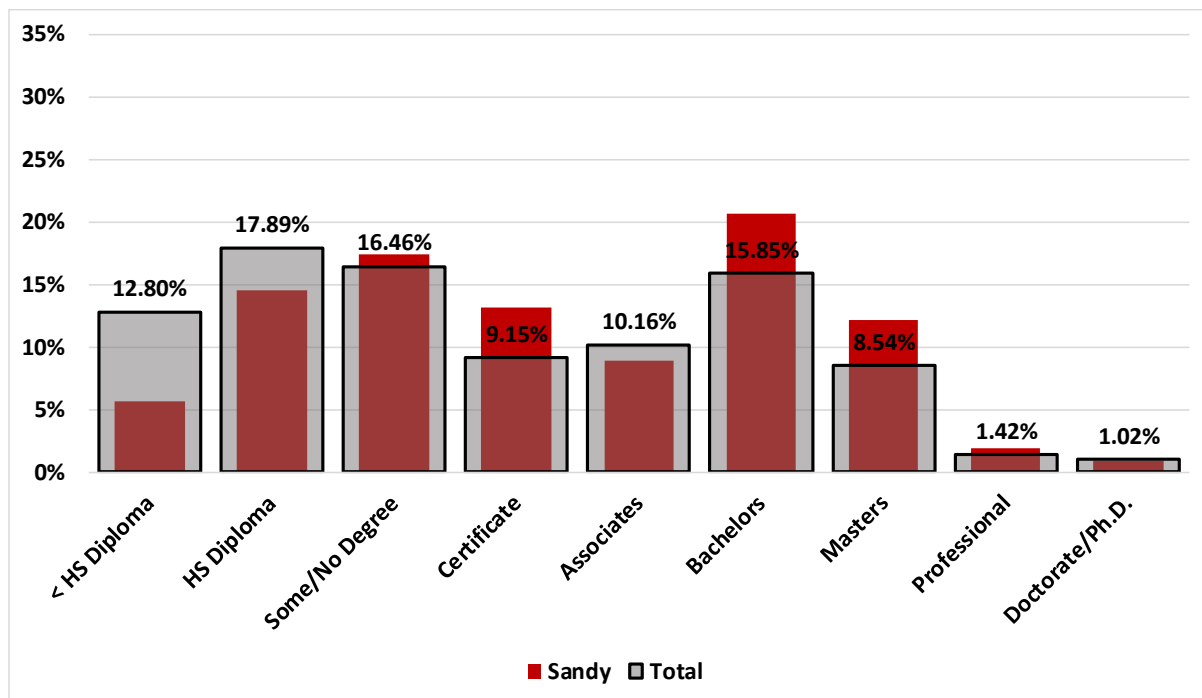
Parent's Education Level – Sandy

Results of Parent's Education Level are reported in Table RDS4. 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 seventeen percent (17.89%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Sandy Seniors had higher proportions of students reporting their parents highest education level was a Certificate (13.15% compared to 9.15% overall), bachelor's degree (20.66% compared to 15.85% overall), or a master's degree (12.21% compared to 8.54% overall). Sandy Seniors parents highest education level is reported graphically in Figure RDS4.

Table RDS4: Sandy Seniors Parents Highest Education Level

Parents' Highest Education Level	Sandy			Total		
	#	% Within	Index	#	% Within	Index
< HS Diploma	12	5.63%	44	63	12.80%	100
HS Diploma	31	14.55%	81	88	17.89%	100
Some/No Degree	37	17.37%	106	81	16.46%	100
Certificate	28	13.15%	144	45	9.15%	100
Associates	19	8.92%	88	50	10.16%	100
Bachelors	44	20.66%	130	78	15.85%	100
Masters	26	12.21%	143	42	8.54%	100
Professional	4	1.88%	132	7	1.42%	100
Doctorate/Ph.D.	2	0.94%	92	5	1.02%	100
Total	203	100.00%		459	100.00%	

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



Note: Percentages reported are for the Total Respondents only

Table RD1: Responses by Gender

<i>Gender</i>	Centennial			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Male	113	44.66%	94	18	62.07%	131	104	48.37%	102	235	47.28%	100
Female	140	55.34%	105	11	37.93%	72	111	51.63%	98	262	52.72%	100
Total	253	100.00%		29	100.00%		215	100.00%		497	100.00%	

Table RD2: Responses by Ethnicity

<i>Ethnicity</i>	Centennial			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Native American	6	2.41%	169	0	0.00%	0	1	0.47%	33	7	1.42%	100
Asian	40	16.06%	188	0	0.00%	0	2	0.94%	11	42	8.54%	100
African American	9	3.61%	127	1	3.33%	117	4	1.88%	66	14	2.85%	100
Hispanic/Latino	49	19.68%	145	4	13.33%	98	14	6.57%	48	67	13.62%	100
Pacific Islander	7	2.81%	173	1	3.33%	205	0	0.00%	0	8	1.63%	100
White	132	53.01%	76	23	76.67%	111	186	87.32%	126	341	69.31%	100
Other	5	2.01%	90	1	3.33%	149	5	2.35%	105	11	2.24%	100
Mult-race	1	0.40%	99	0	0.00%	0	1	0.47%	115	2	0.41%	100
Total	249	100.00%		30	100.00%		213	100.00%		492	100.00%	

Table RD3: Responses by GPA

GPA	Centennial			Springwater Trail			Sandy			Total		
	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index	Count	Percent	Index
0.00-0.99	1	0.40%	98	0	0.00%	0	1	0.48%	116	2	0.41%	100
1.00-1.49	5	2.01%	108	0	0.00%	0	4	1.91%	103	9	1.85%	100
1.50-1.99	17	6.83%	98	3	10.71%	153	14	6.70%	96	34	7.00%	100
2.00-2.49	28	11.24%	83	10	35.71%	263	28	13.40%	99	66	13.58%	100
2.50-2.99	51	20.48%	93	7	25.00%	114	49	23.44%	106	107	22.02%	100
3.00-3.49	66	26.51%	102	6	21.43%	83	54	25.84%	100	126	25.93%	100
3.50-3.99	53	21.29%	102	2	7.14%	34	46	22.01%	106	101	20.78%	100
4.00+	28	11.24%	133	0	0.00%	0	13	6.22%	74	41	8.44%	100
Total	249	100.00%		28	100.00%		209	100.00%		486	100.00%	

Table RD4: Responses by Parents' Education Level

Parents' Highest Education Level	Centennial			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
< HS Diploma	50	20.08%	157	1	3.33%	26	12	5.63%	44	63	12.80%	100
HS Diploma	50	20.08%	112	7	23.33%	130	31	14.55%	81	88	17.89%	100
Some/No Degree	38	15.26%	93	6	20.00%	121	37	17.37%	106	81	16.46%	100
Certificate	16	6.43%	70	1	3.33%	36	28	13.15%	144	45	9.15%	100
Associates	28	11.24%	111	3	10.00%	98	19	8.92%	88	50	10.16%	100
Bachelors	31	12.45%	79	3	10.00%	63	44	20.66%	130	78	15.85%	100
Masters	12	4.82%	56	4	13.33%	156	26	12.21%	143	42	8.54%	100
Professional	3	1.20%	85	0	0.00%	0	4	1.88%	132	7	1.42%	100
Doctorate/Ph.D.	3	1.20%	119	0	0.00%	0	2	0.94%	92	5	1.02%	100
Total	231	100.00%		25	100.00%		203	100.00%		459	100.00%	

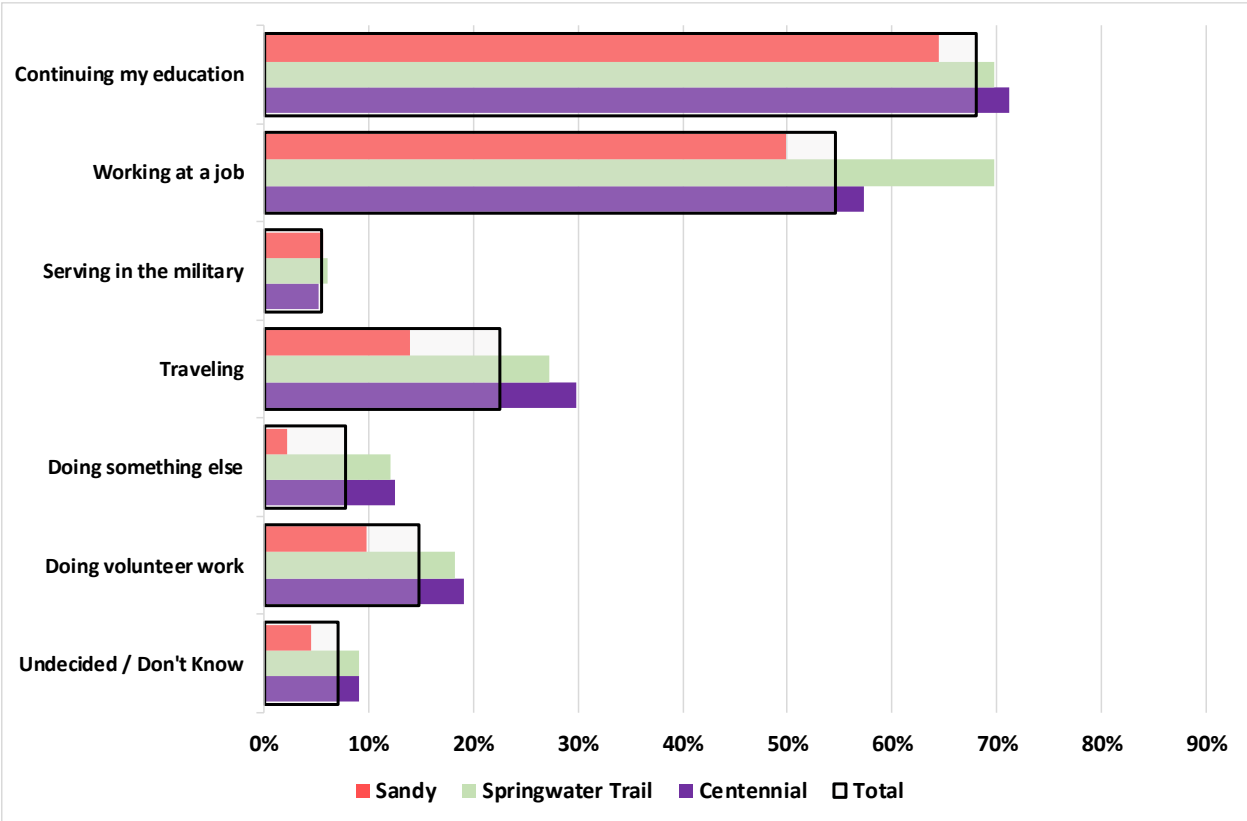
Results – MHCC Questions

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 (68.09%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Over fifty percent (54.61%) indicated they would be working. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over twenty percent of respondents (23.12%) indicating this activity. “Doing Volunteer Work” had over ten percent of respondents (14.85%). Military service was identified by just over five percent (5.46%) of respondents. “Doing something else” and “Undecided / Don’t Know” both were identified by about seven percent of respondents (7.85% and 7.00% 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



Future Plans - Centennial

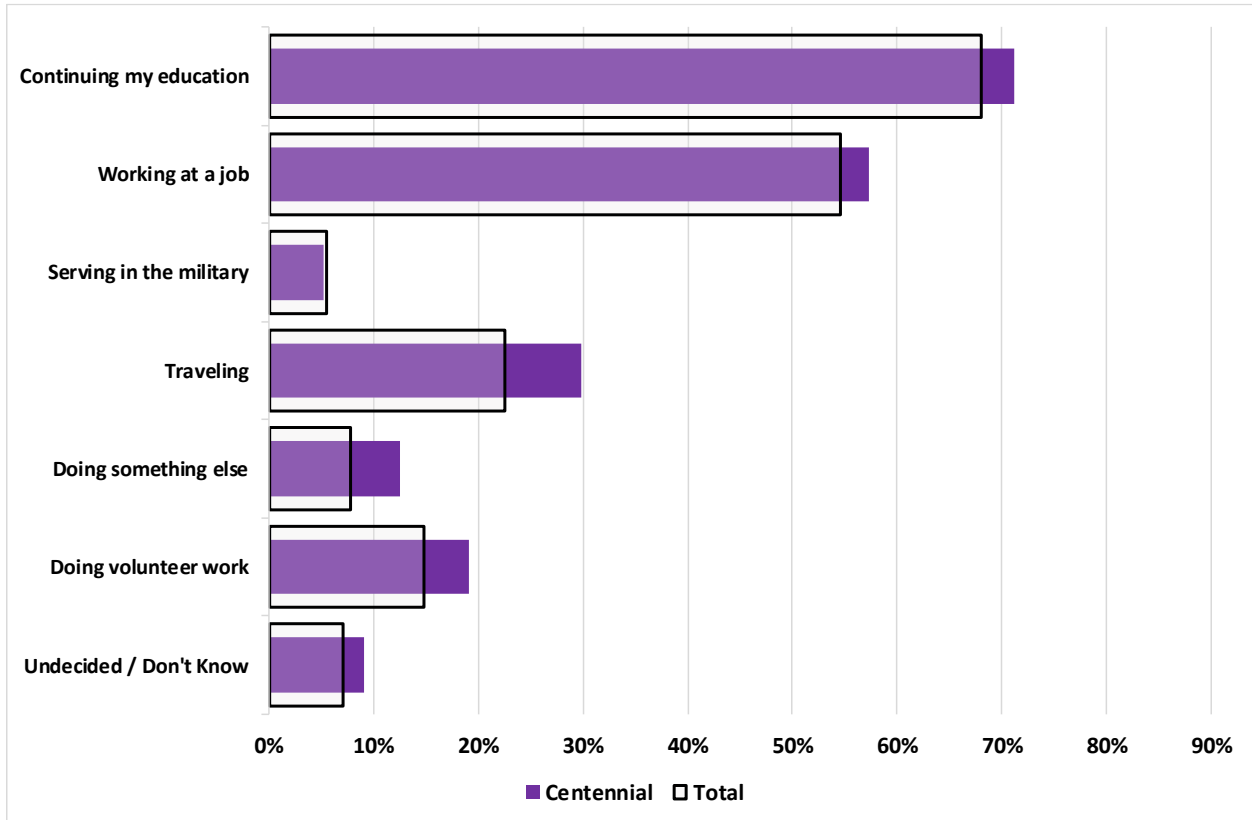
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPC1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Centennial and the percentages are calculated off this total – not on the total number of responses to the question.

RFPC1: Future Plans Responses by Centennial Seniors and Total

<i>Four Months after Graduation I plan to be...</i>	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Continuing my education	205	71.18%	105	399	68.09%	100
Working at a job	165	57.29%	105	320	54.61%	100
Serving in the military	15	5.21%	95	32	5.46%	100
Traveling	86	29.86%	133	132	22.53%	100
Doing something else	36	12.50%	159	46	7.85%	100
Doing volunteer work	55	19.10%	129	87	14.85%	100
Undecided / Don't Know	26	9.03%	129	41	7.00%	100
Total Respondents	288	100.00%		586	100.00%	

The majority of Centennial Seniors (71.18%) indicated they would be continuing their education after graduating from high school. The next most often cited category was “working at a job.” Over fifty percent (57.29%) indicated they would be working. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over twenty-five percent of respondents (29.86%) indicating this activity. “Doing Volunteer Work” had almost twenty percent of respondents (19.10%). Centennial Seniors indicated all these activities at a higher rate than respondents overall. Military service was identified by just over five percent (5.21%) of respondents; a slightly lower rate the seniors overall. “Doing something else” and “Undecided / Don’t Know” both were identified by about ten percent of respondents (12.50% and 9.03% 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 RFPC1 presents the Centennial Seniors’ Future Plans Graphically.

Figure RFPC1: Bar Chart of Centennial Seniors' and Total Responses for Future Plans



Future Plans – Springwater Trail

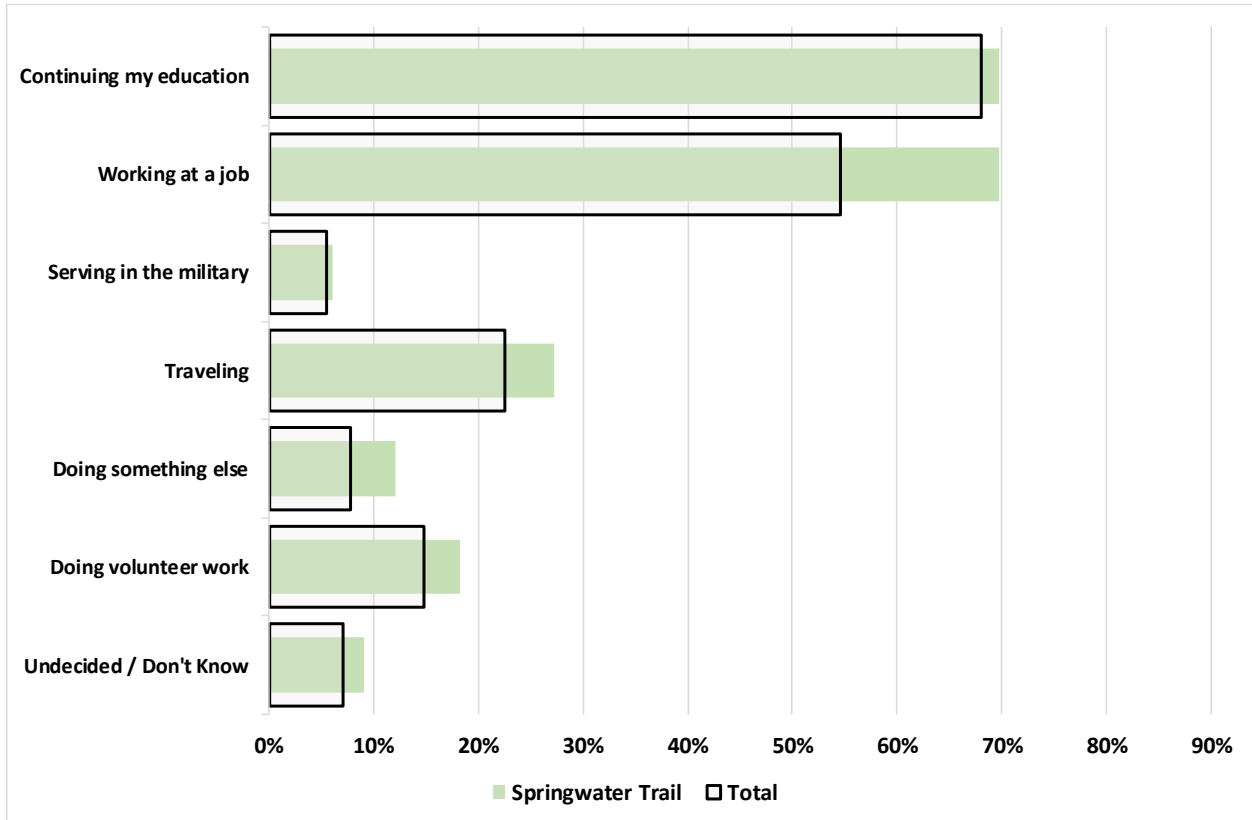
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPST1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Springwater Trail and the percentages are calculated off this total – not on the total number of responses to the question.

RFPST1: Future Plans Responses by Springwater Trail Seniors and Total

<i>Four Months after Graduation I plan to be...</i>	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Continuing my education	23	69.70%	102	399	68.09%	100
Working at a job	23	69.70%	128	320	54.61%	100
Serving in the military	2	6.06%	111	32	5.46%	100
Traveling	9	27.27%	121	132	22.53%	100
Doing something else	4	12.12%	154	46	7.85%	100
Doing volunteer work	6	18.18%	122	87	14.85%	100
Undecided / Don't Know	3	9.09%	130	41	7.00%	100
Total Respondents	33	100.00%		586	100.00%	

An equal proportion (69.70%) of Springwater Trail Seniors indicated they would be continuing their education and “working at a job” after graduating from high school. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over twenty-five percent of respondents (27.27%) indicating this activity. “Doing Volunteer Work” had over fifteen percent of respondents (18.18%). Springwater Trail Seniors indicated all these activities at a higher rate than respondents overall. Military service was identified by over five percent (6.06%) of respondents; a higher rate than seniors overall. “Doing something else” and “Undecided / Don’t Know” both were identified by about ten percent of respondents (12.12% and 9.09% 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 RFPST1 presents the Springwater Trail Seniors’ Future Plans Graphically.

Figure RFST1: Bar Chart of Springwater Trail Seniors' and Total Responses for Future Plans



Future Plans - Sandy

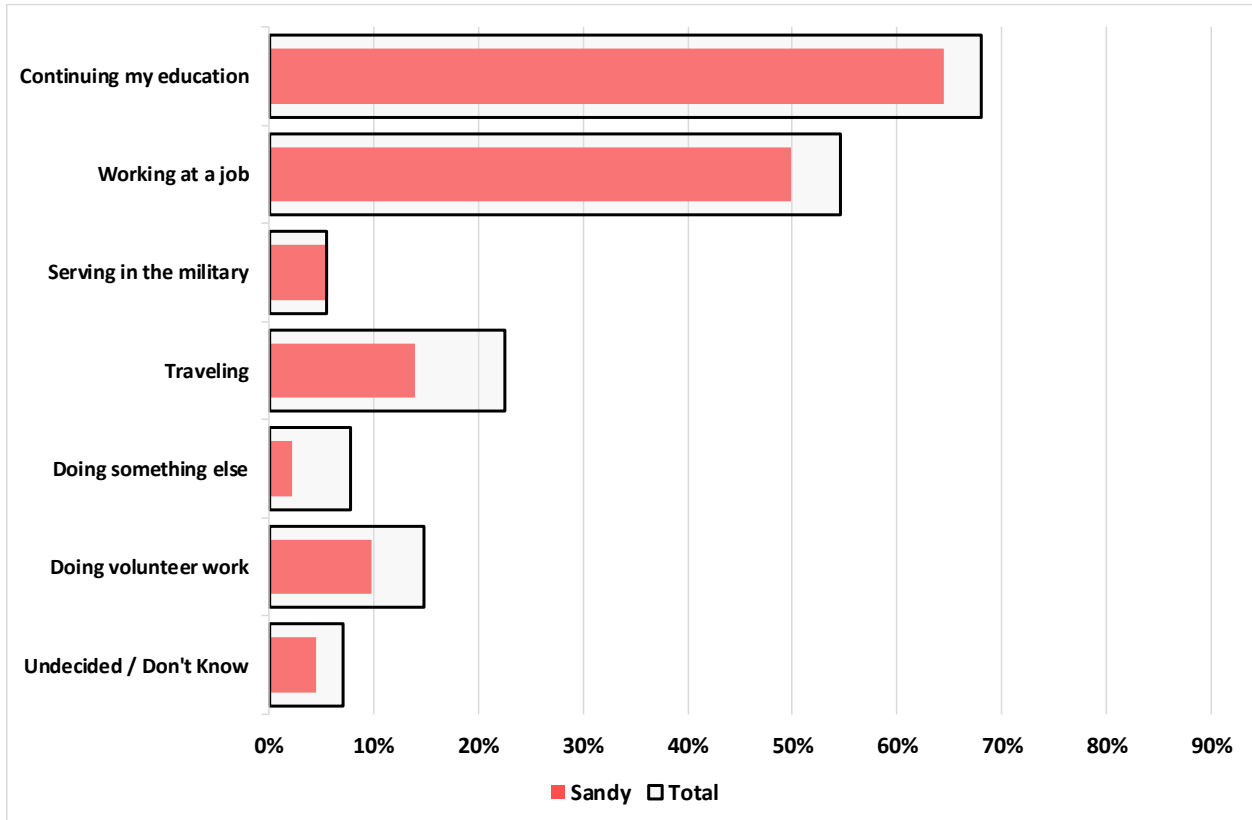
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPS1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Sandy and the percentages are calculated off this total – not on the total number of responses to the question.

RFPS1: Future Plans Responses by Sandy Seniors and Total

<i>Four Months after Graduation I plan to be...</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Continuing my education	171	64.53%	95	399	68.09%	100
Working at a job	132	49.81%	91	320	54.61%	100
Serving in the military	15	5.66%	104	32	5.46%	100
Traveling	37	13.96%	62	132	22.53%	100
Doing something else	6	2.26%	29	46	7.85%	100
Doing volunteer work	26	9.81%	66	87	14.85%	100
Undecided / Don't Know	12	4.53%	65	41	7.00%	100
Total Respondents	265	100.00%		586	100.00%	

Generally, Sandy seniors proportions were lower than total responses. “Continuing my education” did have the highest proportion (64.53%) of Sandy seniors. “Working at a job” had the second highest proportion of seniors with 49.81%. The other activities were identified at much lower rates. “Traveling” had the next highest rate with over thirteen percent of respondents (13.96%) indicating this activity. “Doing Volunteer Work” had about ten percent of respondents (9.81%). Sandy seniors indicated all these activities at a lower rate than respondents overall. Military service was identified by over five percent (5.66%) of respondents; the only activity that had a higher rate than seniors overall. “Doing something else” and “Undecided / Don’t Know” both were identified by less than five percent of respondents (2.26% and 4.53% 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 RFPS1 presents the Sandy Seniors’ Future Plans Graphically.

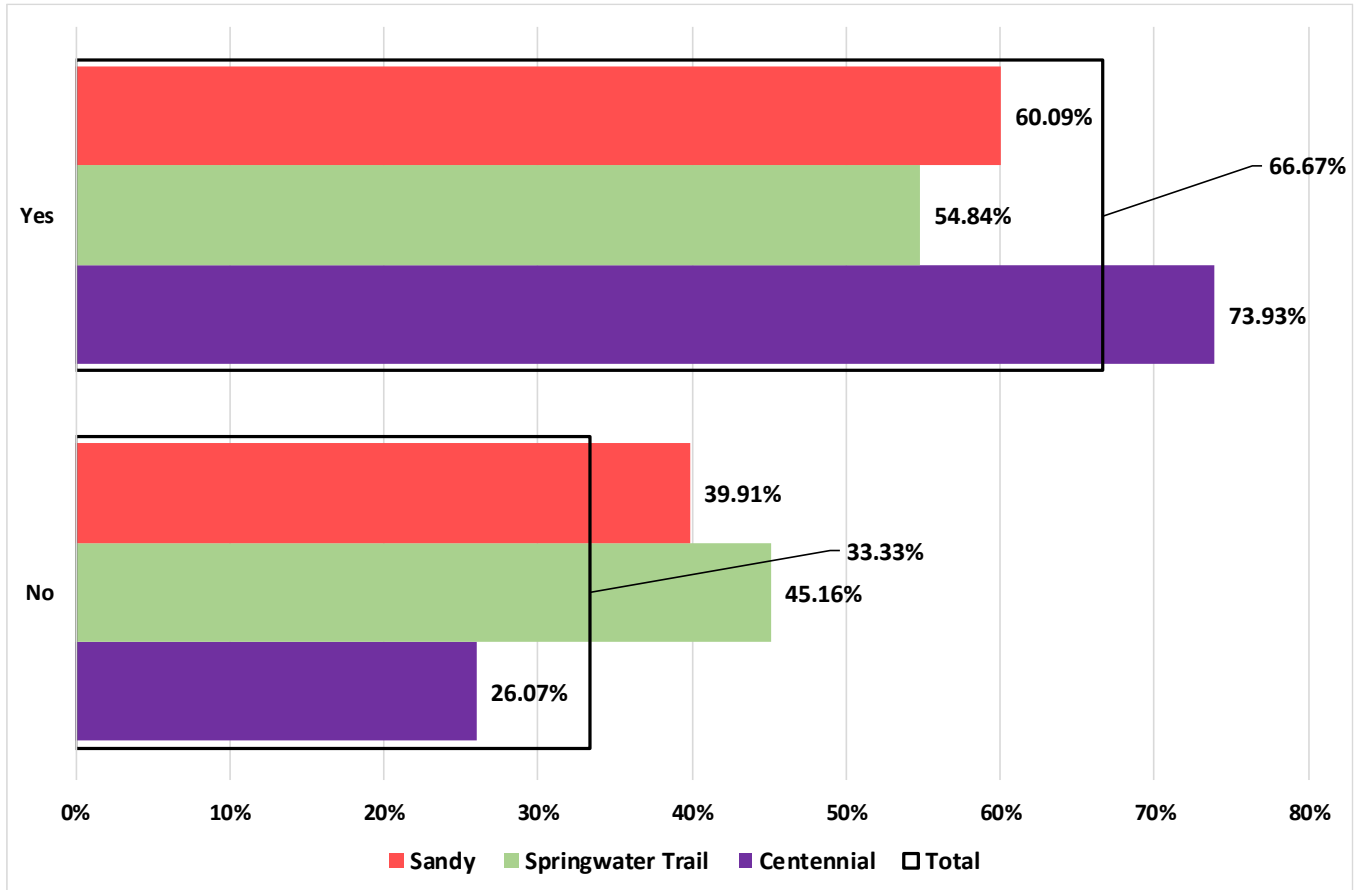
Figure RFS1: Bar Chart of Sandy Seniors' and Total Responses for Future Plans



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. Two thirds of seniors (66.67%) 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 (93.24%) 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



College Now - Centennial

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNC1. Almost three quarters of Centennial Seniors (73.93%) indicated they had taken at least one college now course during their high school career.

This is a much higher rate than seniors overall. Data are presented graphically in Figure RCNC1. When asked which college provided the credit, the majority (92.11%) indicated MHCC. Results for which college provided the credit are presented in Table RCNC2.

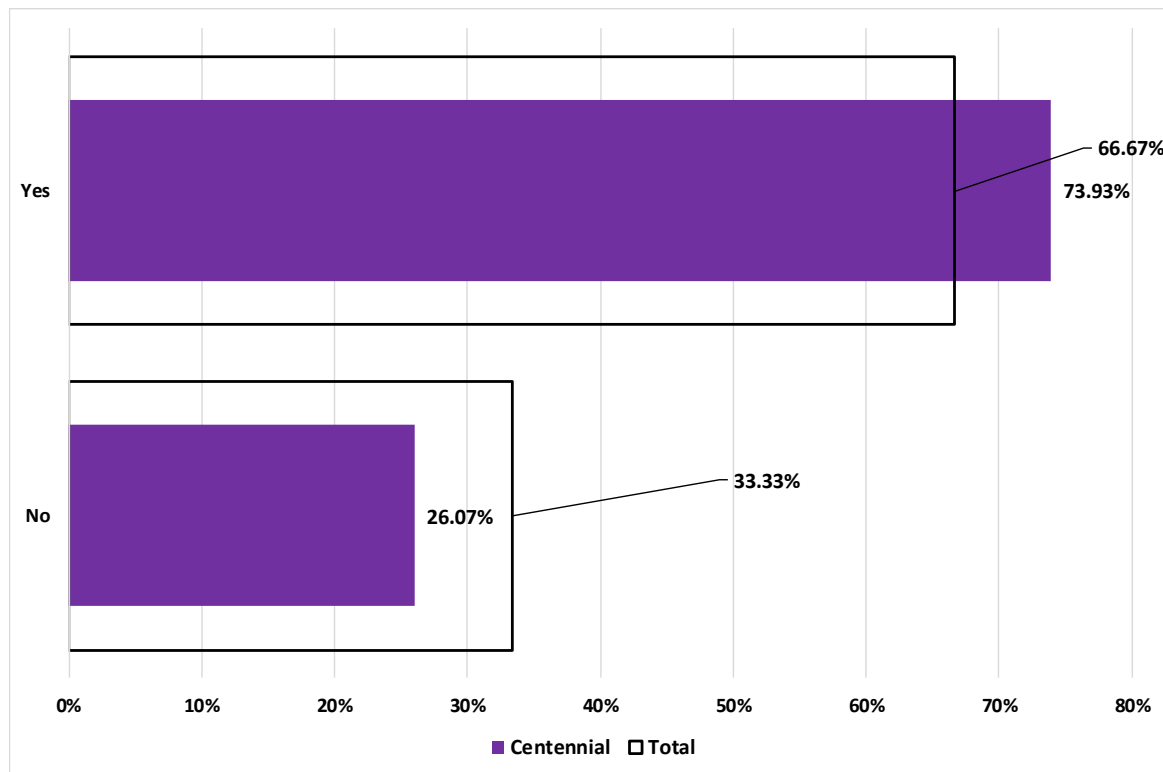
Table RCNC1: Taken a College Now Course By Centennial Seniors and Total

Ever taken a College Now course?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Yes	190	73.93%	111	344	66.67%	100
No	67	26.07%	78	172	33.33%	100
Total	257	100.00%		516	100.00%	

Table RCNC2: Which College Provided the Credit By Centennial Seniors and Total

What college provided you with the credit?	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	1	0.53%	45	4	1.18%	100
Portland Community College	6	3.16%	134	8	2.35%	100
Mt. Hood Community College	175	92.11%	99	317	93.24%	100
Some Other College	8	4.21%	130	11	3.24%	100
Total	190	100.00%		340	100.00%	

Figure RCNC1: Taken a College Now Course by Centennial and Total Respondents



College Now – Springwater Trail

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNST1. Over half of Springwater Trail seniors (54.84%) indicated they had taken at least one college now course during their high school career. This is a lower rate than seniors overall. Data are presented graphically in Figure RCNST1. When asked which college provided the credit, the majority (82.35%) indicated MHCC. Results for which college provided the credit are presented in Table RCNST2.

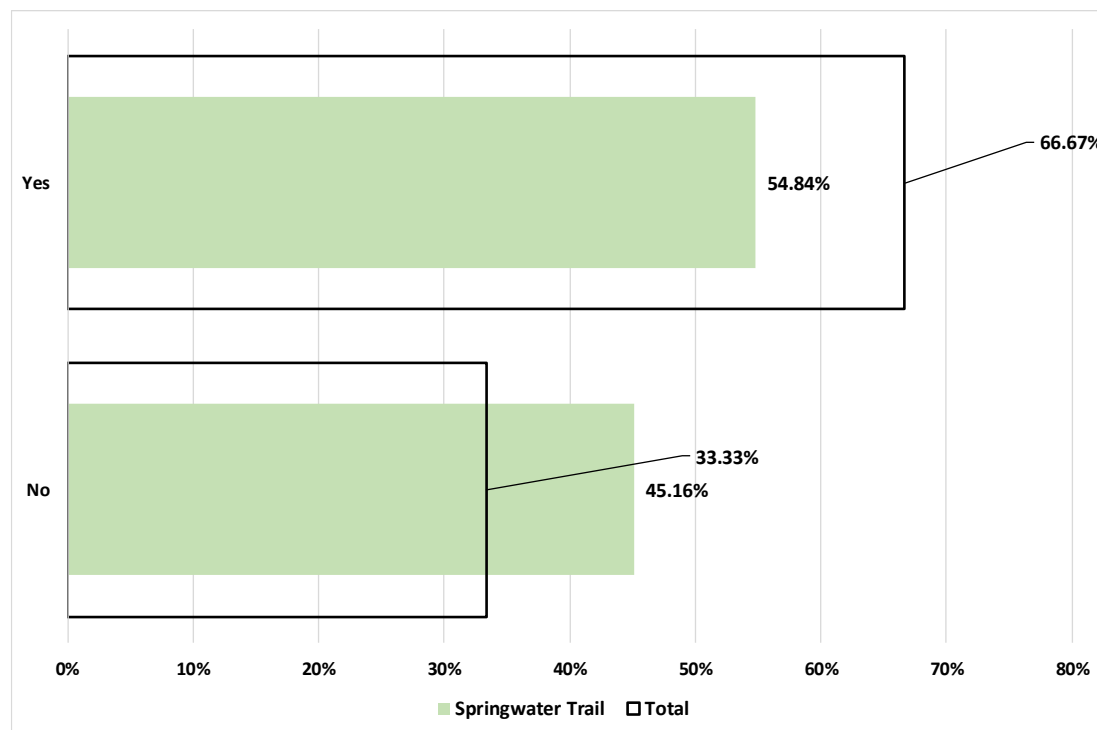
Table RCNST1: Taken a College Now Course By Springwater Trail Seniors and Total

Ever taken a College Now course?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Yes	17	54.84%	82	344	66.67%	100
No	14	45.16%	135	172	33.33%	100
Total	31	100.00%		516	100.00%	

Table RCNST2: Which College Provided the Credit By Springwater Trail Seniors and Total

What college provided you with the credit?	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	0	0.00%	0	4	1.18%	100
Portland Community College	2	11.76%	500	8	2.35%	100
Mt. Hood Community College	14	82.35%	88	317	93.24%	100
Some Other College	1	5.88%	182	11	3.24%	100
Total	17	100.00%		340	100.00%	

Figure RCNST1: Taken a College Now Course by Springwater Trail and Total Respondents



College Now – Sandy

Seniors were asked if they had ever taken a College Now Course (a high school course for college credit); results are presented in Table RCNS1. Over half of Sandy seniors (60.09%) indicated they had taken at least one college now course during their high school career. This is a lower rate than seniors overall. Data are presented graphically in Figure RCNS1. When asked which college provided the credit, the majority (96.24%) indicated MHCC. Results for which college provided the credit are presented in Table RCNS2.

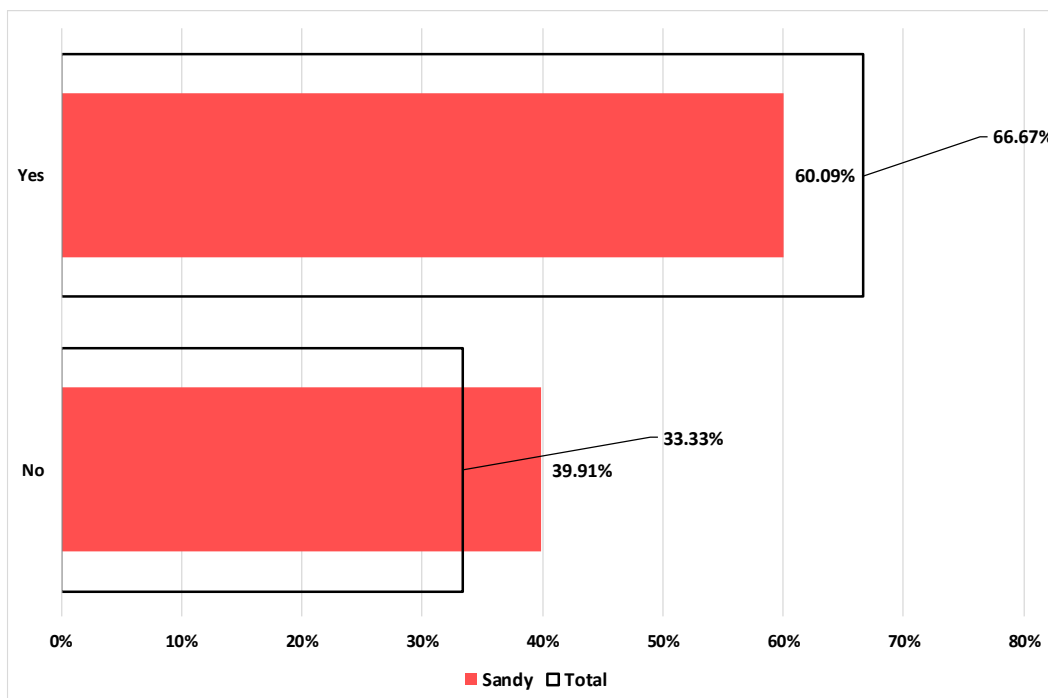
Table RCNS1: Taken a College Now Course By Sandy Seniors and Total

<i>Ever taken a College Now course?</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Yes	137	60.09%	90	344	66.67%	100
No	91	39.91%	120	172	33.33%	100
Total	228	100.00%		516	100.00%	

Table RCNS2: Which College Provided the Credit By Sandy Seniors and Total

<i>What college provided you with the credit?</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Clackamas Community College	3	2.26%	192	4	1.18%	100
Portland Community College	0	0.00%	0	8	2.35%	100
Mt. Hood Community College	128	96.24%	103	317	93.24%	100
Some Other College	2	1.50%	46	11	3.24%	100
Total	133	100.00%		340	100.00%	

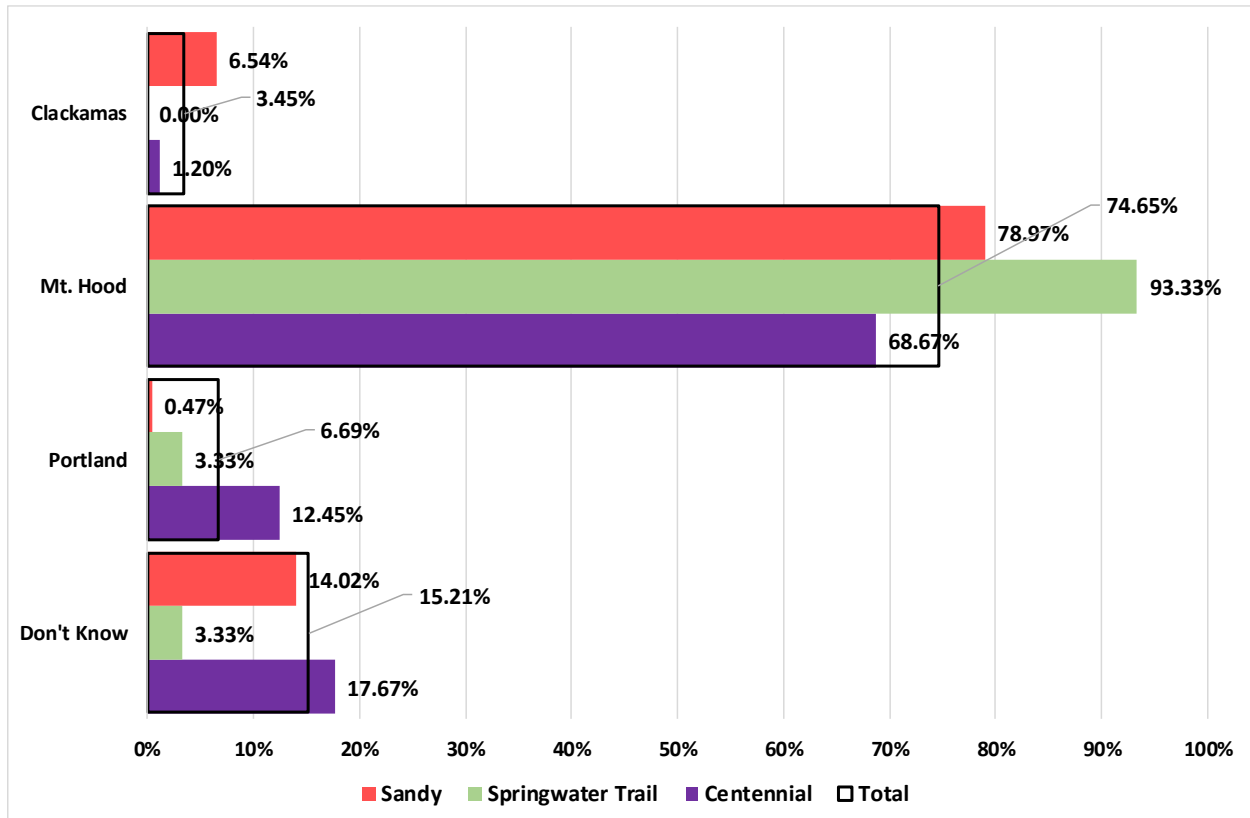
Figure RCNS1: Taken a College Now Course by Sandy and Total Respondents



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, a quarter of respondents (25.35%) 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 more likely to indicate they did not know which community college district they resided in (17.67% of Centennial Seniors compared to 15.21% of seniors overall). They were also much more likely to identify residing in the Portland Community College District (12.45% of Centennial Seniors compared to 6.69% overall).

Springwater Trail – Seniors were more likely to identify the MHCC District as their district of residence. All other categories were indicated at a much lower rate than seniors overall.

Sandy – Seniors were much more likely to indicate they live in the Clackamas District than were seniors overall (6.54% of Sandy Seniors compared to 3.45% of seniors overall). Sandy seniors were also more likely to identify MHCC than seniors overall (78.97% of Sandy compared to 74.65% overall).

District Residence - Centennial

Seniors were asked in which Community College District they reside. Results are presented in Table RDRC1.

Every school district participating in the study lies 100% within the MHCC District Boundary.

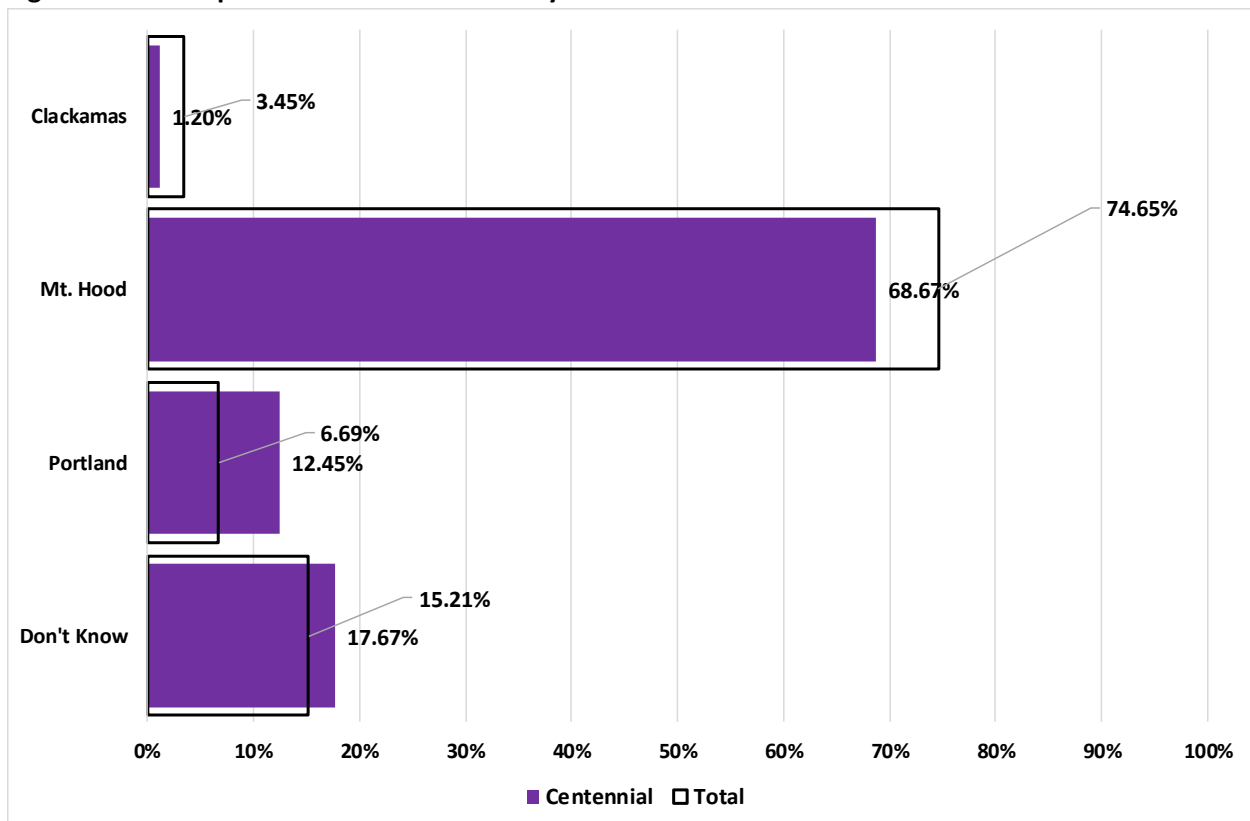
Unless a student is commuting from another area to attend their high school, all students should reside within the MHCC District Boundary.

The majority of Centennial Seniors (68.67%) indicated they resided within MHCC's boundary. However, almost a third of Centennial Seniors (31.32%) 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. Centennial seniors were far more likely than seniors overall to indicate they resided in the Portland Community College District. Data are reported graphically in Figure RDRC1.

Table RDRC1: Identified College District Residence by Centennial and Seniors Overall

In which Community College District do you reside?	Centennial		Total	
	#	% Within	#	% Within
Clackamas	3	1.20%	35	3.45%
Mt. Hood	171	68.67%	92	74.65%
Portland	31	12.45%	186	6.69%
Don't Know	44	17.67%	116	15.21%
Total	249	100.00%	493	100.00%

Figure RDRC1: Reported District Residence by Centennial Seniors and Total



District Residence – Springwater Trail

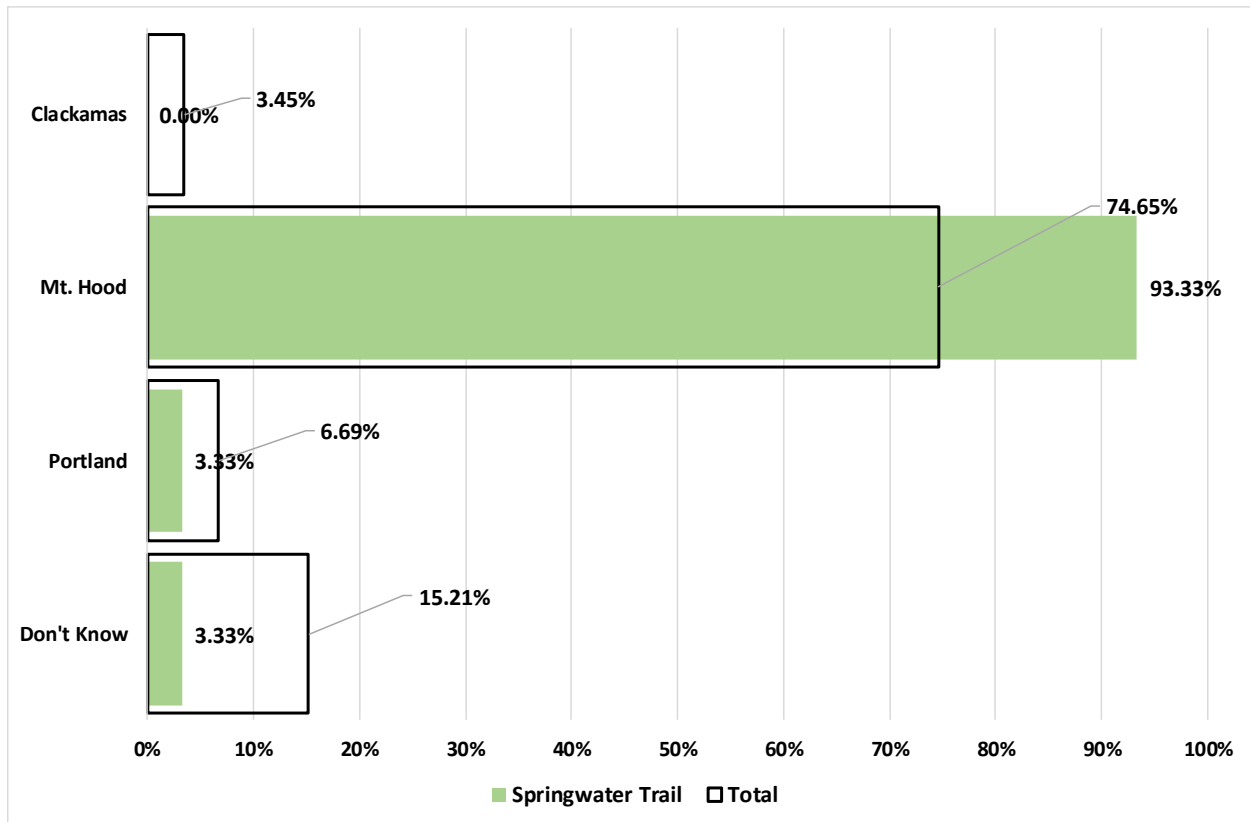
Seniors were asked in which Community College District they reside. Results are presented in Table RDRST1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students

Table RDRST1: Identified College District Residence by Springwater Trail Seniors and Seniors Overall

<i>In which Community College District do you reside?</i>	Springwater Trail		Total	
	#	% Within	#	% Within
Clackamas	0	0.00%	17	3.45%
Mt. Hood	28	93.33%	368	74.65%
Portland	1	3.33%	33	6.69%
Don't Know	1	3.33%	75	15.21%
Total	30	100.00%	493	100.00%

should reside within the MHCC District Boundary. The majority of Springwater Trail Seniors (93.33%) indicated they resided within MHCC’s boundary. The proportion identifying the MHCC district was substantially higher than for any other participating high school. Springwater Trail Seniors were far less likely to indicate they resided in any other district. Data are reported graphically in Figure RDRST1.

Figure RDRST1: Reported District Residence by Springwater Trail Seniors and Total



District Residence - Sandy

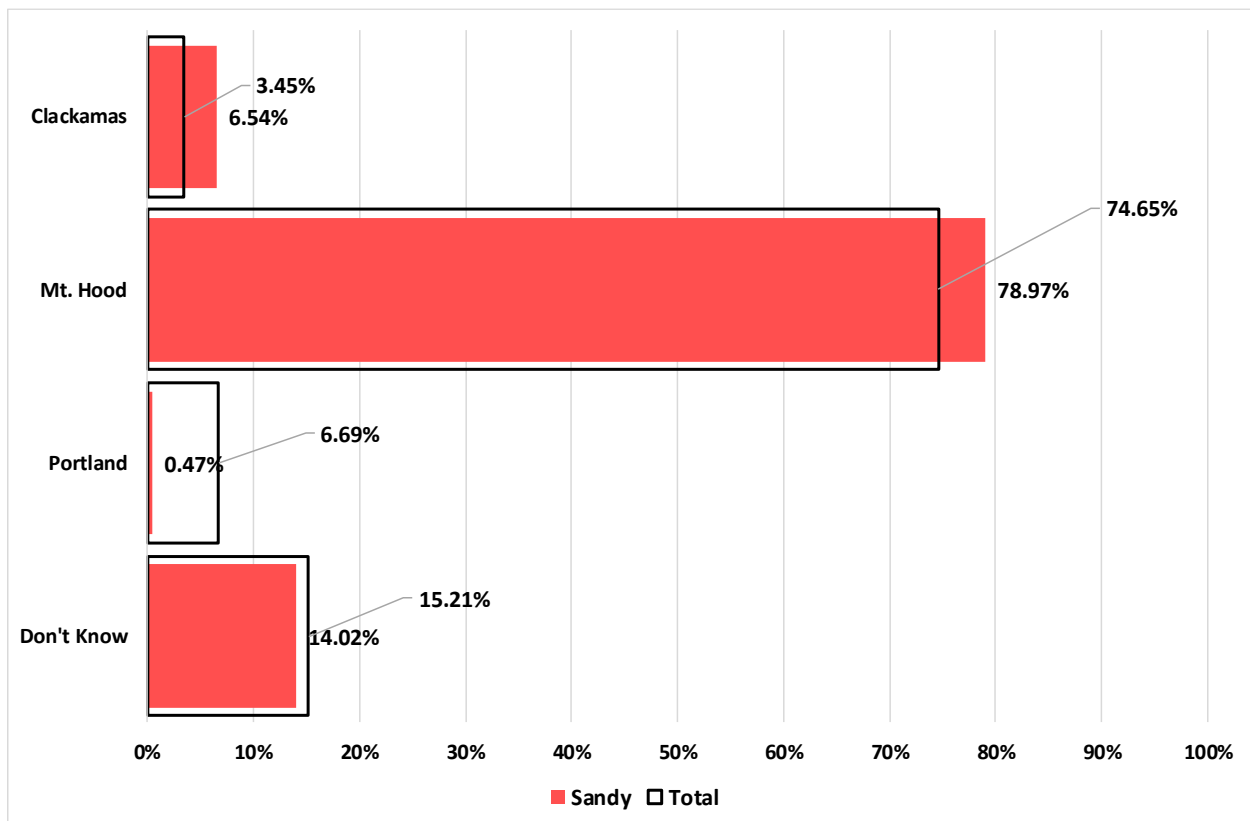
Seniors were asked in which Community College District they reside. Results are presented in Table RDRS1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students

should reside within the MHCC District Boundary. The majority of Sandy Seniors (78.97%) indicated they resided within MHCC's boundary. However, almost a quarter of Sandy Seniors (21.03%) 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. Sandy Seniors were far more likely than seniors overall to indicate they resided in the Clackamas Community College District (6.54% of Sandy Seniors compared to 3.45% overall). Data are reported graphically in Figure RDRS1.

Table RDRS1: Identified College District Residence by Sandy and Seniors Overall

In which Community College District do you reside?	Sandy		Total	
	#	% Within	#	% Within
Clackamas	14	6.54%	17	3.45%
Mt. Hood	169	78.97%	368	74.65%
Portland	1	0.47%	7	6.69%
Don't Know	30	14.02%	75	15.21%
Total	214	100.00%	493	100.00%

Figure RDRS1: Reported District Residence by Sandy Seniors and Total



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 RCP1, RCP2, and RCP3 respectively. Almost ninety percent of seniors (87.94%) indicated they did have a career they were interested in pursuing; Figure RCP1 presents these data graphically. When asked how they decided on that career, almost thirty percent (27.74%) indicated their personality seemed to be a good fit for the job. An additional twenty percent (23.71%) indicated they read or saw something about the job. Figure RCP2 presents these data graphically. The most often cited career fields were Medical (18.20%), Business (10.85%), and Engineering (10.35%); some other field was also identified by fourteen percent (14.34%) of seniors. Figure RCP3 presents these data graphically. A list of the other fields identified is available in Appendix D.

Figure RCP1: Identified a Career by High School

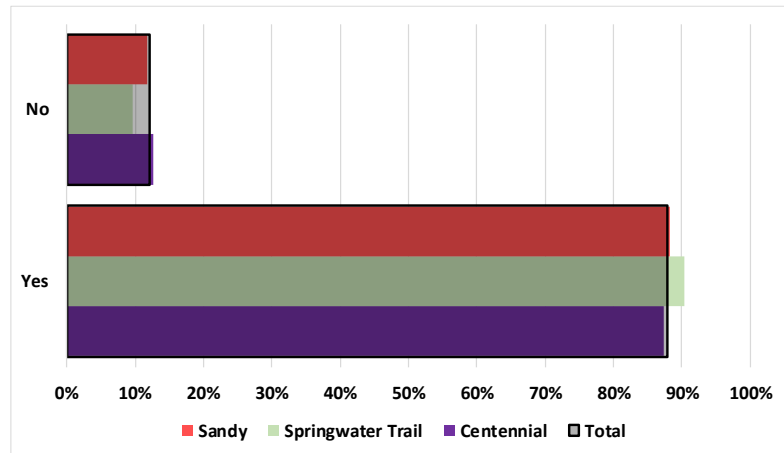


Figure RCP2: How You Decide by High School

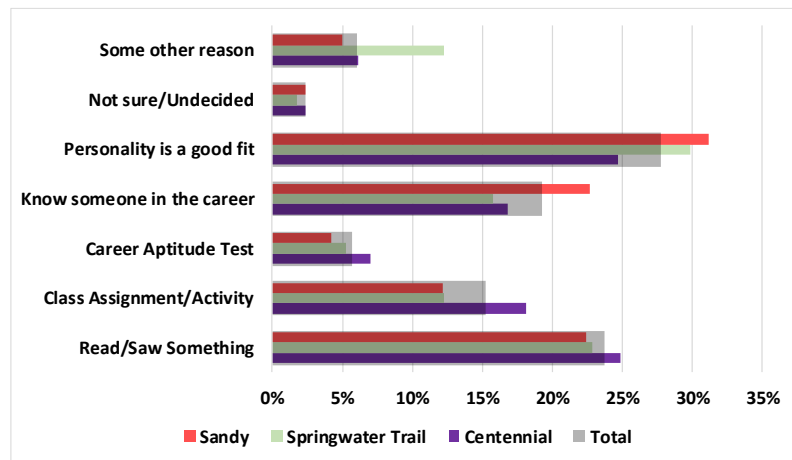
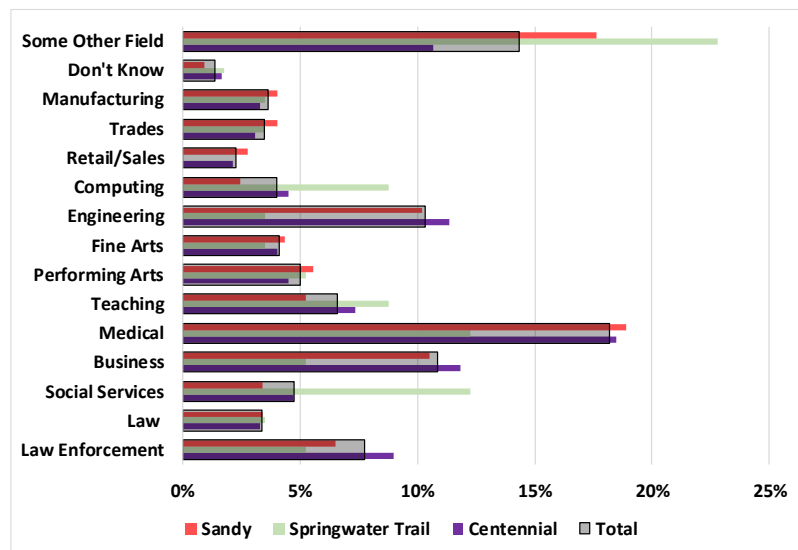


Figure RCP3: Career Fields of Interest by High School



Centennial – Seniors were just as likely to indicate they had a career in mind as seniors overall. Over eighty-seven percent of Centennial seniors (87.35%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Centennial Seniors were more likely to indicate they had taken a Career Aptitude Test than were seniors overall (6.99% compared to 5.70% for seniors overall). The majority of Centennial Seniors indicated their personality was a good fit or that they read or saw something about the career. They were also more likely to indicate a class assignment or activity than seniors overall (18.12% compared to 15.21% for seniors overall).

Centennial Seniors identified five careers at a higher rate than seniors did overall: (1) Law Enforcement (9.00% Centennial / 7.73% Overall), (2) Computing (4.50% Centennial / 3.99% Overall), (3) Teaching (7.35% Centennial / 6.61% Overall), (4) Engineering (11.37% Centennial / 10.35% Overall), and (5) Business (11.85% Centennial / 10.85% Overall). Centennial Seniors were less likely than seniors overall to indicate Trades or Some Other Field.

Springwater Trail – Seniors were slightly more likely to indicate they had a career in mind than seniors overall. Just over ninety percent of Springwater Trail Seniors (90.32%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall 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 (29.82% compared to 27.74% overall). They were also more likely to indicated some other reason (12.28% compared to 6.04% overall). All other reasons were identified at a lower rate than seniors overall.

Springwater Trail Seniors identified two careers at a substantially higher rate than did seniors overall: (1) Social Services (12.28% Springwater Trail / 4.74% Overall), and (2) Computing (8.77% Springwater Trail / 3.99% Overall). An additional two fields were identified at higher rates than seniors overall: (1) Teaching (8.77% Springwater Trail / 6.61% Overall), (2) Some Other Field (22.81% Springwater Trail / 14.34% Overall).

Sandy – Seniors were just as likely to indicate they had a career in mind as seniors overall. Over eighty-eight percent of Sandy Seniors (88.26%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall indicated they had a career in mind).

When asked how they decided that career was a good fit, Sandy Seniors were more likely to indicate they knew someone in the career (22.69% compared to 19.24% for seniors overall) or that their personality was a good fit (31.13% compared to 27.74% for seniors overall). All other reasons were at or below the proportions for seniors overall.

Sandy Seniors identified four careers at a higher rate than seniors did overall: (1) Retail/Sales (2.79% Sandy / 2.24% Overall), (2) Trades (4.02% Sandy / 3.49% Overall), (3) Performing Arts (5.57% Sandy / 4.99% Overall), and (4) Manufacturing (4.02% Centennial / 3.62% Overall). Sandy Seniors were less likely than seniors overall to indicate Computing, Social Services, or They Didn't Know.

Career Plans – Centennial

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 RCPC1, RCPC2, and RCPC3 respectively. Centennial Seniors were just as likely to indicate they had a career in mind as seniors overall. Over eighty-seven percent of Centennial seniors (87.35%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall indicated they had a career in mind); Figure RCPC1 presents these data graphically. When asked how they decided that career was a good fit, Centennial Seniors were more likely to indicate they had taken a Career Aptitude Test than were seniors overall (6.99% compared to 5.70% for seniors overall). The majority of Centennial Seniors indicated their personality was a good fit or that they read or saw something about the career. They were also more likely to indicate a class assignment or activity (18.12% compared to 15.21% for seniors overall). Figure RCPC2 presents these data graphically. Centennial Seniors identified five careers at a higher rate than seniors did overall: (1) Law Enforcement (9.00% Centennial / 7.73% Overall), (2) Computing (4.50% Centennial / 3.99% Overall), (3) Teaching (7.35% Centennial / 6.61% Overall), (4) Engineering (11.37% Centennial / 10.35% Overall), and (5)

Table RCPC1: Identified a Career by Centennial Seniors and Total

<i>I can name a career I'm interested in pursuing</i>	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Yes	221	87.35%	99	452	87.94%	100
No	32	12.65%	105	62	12.06%	100
Total	253	100.00%	100	514	100.0%	100

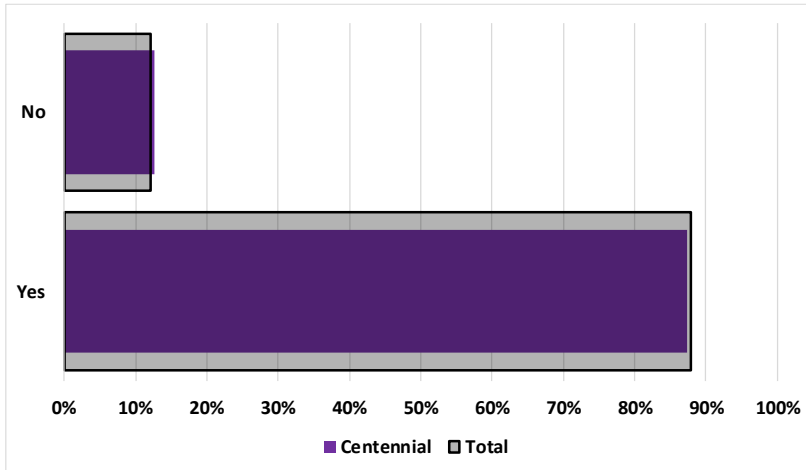
Table RCP2: How You Decide by Centennial Seniors and Total

<i>How did you decide that career was a good fit?</i>	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Read/Saw Something	114	24.89%	105	212	23.71%	100
Class Assignment/Activity	83	18.12%	119	136	15.21%	100
Career Aptitude Test	32	6.99%	122	51	5.70%	100
Know someone in the career	77	16.81%	87	172	19.24%	100
Personality is a good fit	113	24.67%	89	248	27.74%	100
Not sure/Undecided	11	2.40%	102	21	2.35%	100
Some other reason	28	6.11%	101	54	6.04%	100
Total Respondents	458	100.00%		894	100.00%	

Table RCP3: Career Fields of Interest by Centennial Seniors and Total

<i>What field or fields are you interested in?</i>	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	38	9.00%	116	62	7.73%	100
Law	14	3.32%	99	27	3.37%	100
Social Services	20	4.74%	100	38	4.74%	100
Business	50	11.85%	109	87	10.85%	100
Medical	78	18.48%	102	146	18.20%	100
Teaching	31	7.35%	111	53	6.61%	100
Performing Arts	19	4.50%	90	40	4.99%	100
Fine Arts	17	4.03%	98	33	4.11%	100
Engineering	48	11.37%	110	83	10.35%	100
Computing	19	4.50%	113	32	3.99%	100
Retail/Sales	9	2.13%	95	18	2.24%	100
Trades	13	3.08%	88	28	3.49%	100
Manufacturing	14	3.32%	92	29	3.62%	100
Don't Know	7	1.66%	121	11	1.37%	100
Some Other Field	45	10.66%	74	115	14.34%	100
Total	422	100.00%		802	100.00%	

Figure RCPC1: Identified a Career by Centennial Seniors and Total



Business (11.85% Centennial / 10.85% Overall). Centennial Seniors were less likely than seniors overall to indicate Trades or Some Other Field.

Figure RCPC2: How You Decide by Centennial Seniors and Total

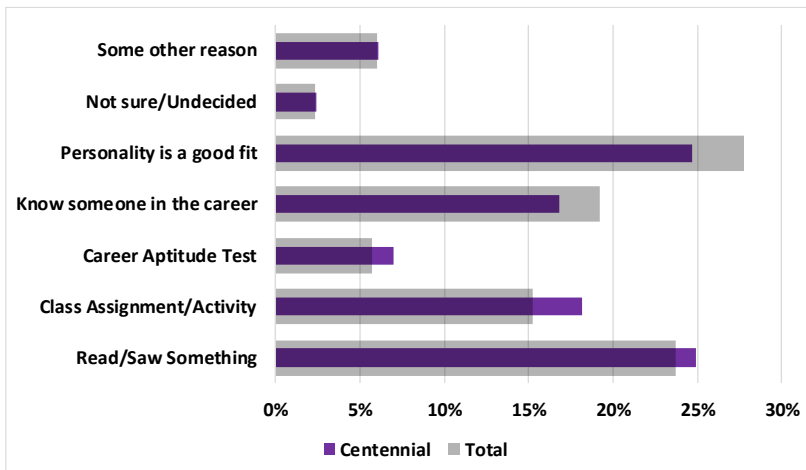
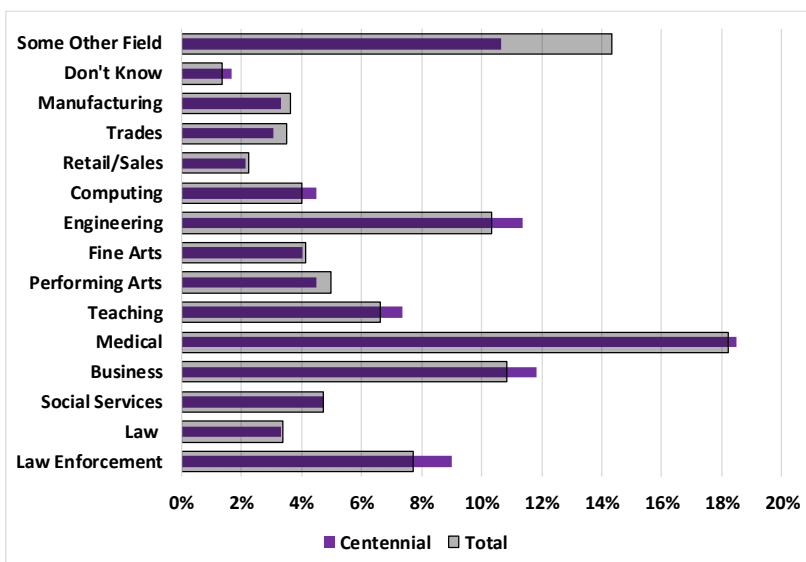


Figure RCPC3: Career Fields of Interest by Centennial Seniors and Total



Career Plans – Springwater Trail

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 RCPST1, RCPST2, and RCPST3 respectively. Springwater Trail Seniors were slightly more likely to indicate they had a career in mind than seniors overall. Over ninety percent of Springwater Trail seniors (90.32%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall indicated they had a career in mind); Figure RCPST1 presents these data graphically. When asked how they decided that career was a good fit, Springwater Trail Seniors were more likely to indicate they their personality was a good fit (29.82% compared to 27.74% of seniors overall). They were also more likely to indicate some other reason (12.28% compared to 6.04% of seniors overall). Figure RCPST2 presents these data graphically. Springwater Trial Seniors identified two careers at a much higher rate than seniors did overall: (1) Social Services (12.28% Springwater trail / 4.74% Overall) and (2) Computing (8.77% Springwater Trail / 3.99%

Table RCPST1: Identified a Career by Springwater Trail Seniors and Total

<i>I can name a career I'm interested in pursuing</i>	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Yes	28	90.32%	103	452	87.94%	100
No	3	9.68%	80	62	12.06%	100
Total	31	100.0%	100	514	100.0%	100

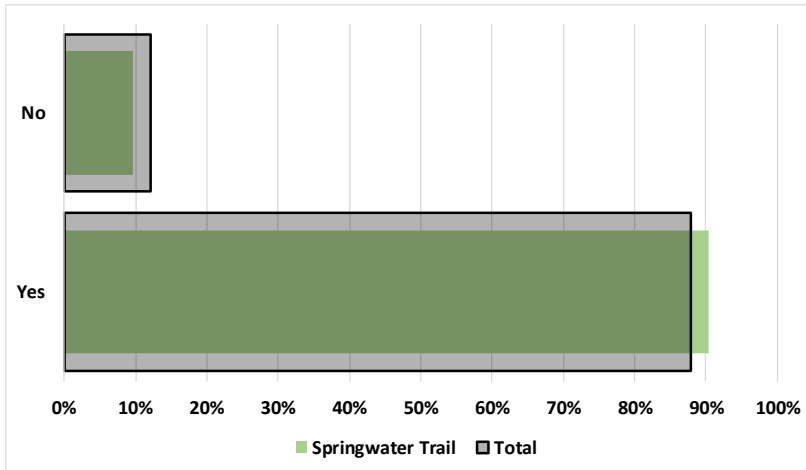
Figure RCPST2: How You Decide by Springwater Trail Seniors and Total

<i>How did you decide that career was a good fit?</i>	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Read/Saw Something	13	22.81%	96	212	23.71%	100
Class Assignment/Activity	7	12.28%	81	136	15.21%	100
Career Aptitude Test	3	5.26%	92	51	5.70%	100
Know someone in the career	9	15.79%	82	172	19.24%	100
Personality is a good fit	17	29.82%	108	248	27.74%	100
Not sure/Undecided	1	1.75%	75	21	2.35%	100
Some other reason	7	12.28%	203	54	6.04%	100
Total Respondents	57	100.00%		894	100.00%	

Figure RCPST3: Career Fields of Interest by Springwater Trial Seniors and Total

<i>What field or fields are you interested in?</i>	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	3	5.26%	68	62	7.73%	100
Law	2	3.51%	104	27	3.37%	100
Social Services	7	12.28%	259	38	4.74%	100
Business	3	5.26%	49	87	10.85%	100
Medical	7	12.28%	67	146	18.20%	100
Teaching	5	8.77%	133	53	6.61%	100
Performing Arts	3	5.26%	106	40	4.99%	100
Fine Arts	2	3.51%	85	33	4.11%	100
Engineering	2	3.51%	34	83	10.35%	100
Computing	5	8.77%	220	32	3.99%	100
Retail/Sales	0	0.00%	0	18	2.24%	100
Trades	2	3.51%	101	28	3.49%	100
Manufacturing	2	3.51%	97	29	3.62%	100
Don't Know	1	1.75%	128	11	1.37%	100
Some Other Field	13	22.81%	159	115	14.34%	100
Total	57	100.00%		802	100.00%	

Figure RCPC1: Identified a Career by Springwater Trail Seniors and Total



Overall). Springwater Trail Seniors were less likely than seniors overall to indicate Retail Sales, Engineering, or Business careers.

Figure RCPC2: How You Decide by Springwater Trail Seniors and Total

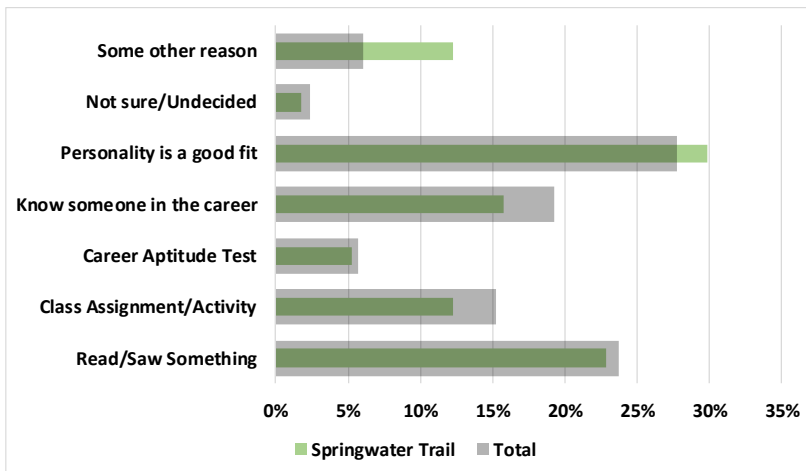
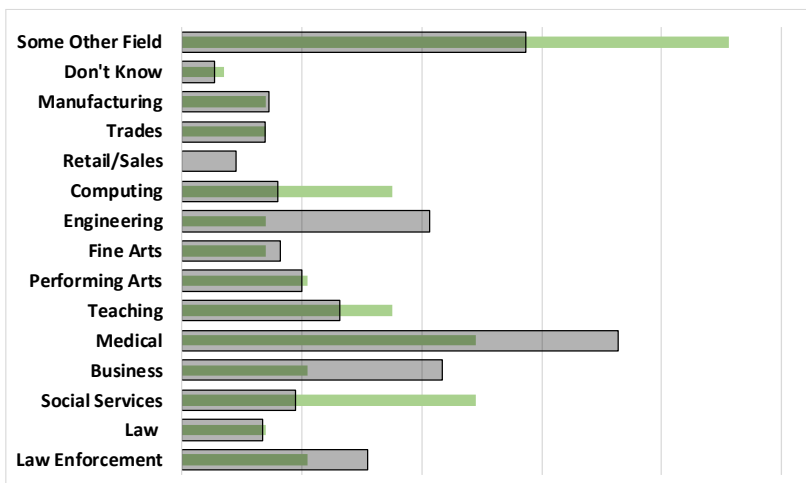


Figure RCPC3: Career Fields of Interest by Springwater Trail Seniors and Total



Career Plans – Sandy

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 RCPS1, RCPS2, and RCPS3 respectively. Sandy Seniors were just as likely to indicate they had a career in mind as seniors overall. Over eighty-eight percent of Sandy seniors (88.26%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall indicated they had a career in mind); Figure RCPS1 presents these data graphically. When asked how they decided that career was a good fit, Sandy Seniors were more likely to indicate know someone in the career (22.69% compared to 19.24% of seniors overall). They were also more likely to indicate their personality is a good fit (31.13% compared to 27.74% of seniors overall). Figure RCPS2 presents these data graphically. Sandy Seniors were slightly more likely than seniors overall to identify Retail/Sales (2.79% Sandy / 2.24% Overall), Trades (4.02% Sandy / 3.49% Overall), Performing Arts (5.57% Sandy / 4.99% Overall), and Manufacturing

Table RCPS1: Identified a Career by Sandy Seniors and Total

<i>I can name a career I'm interested in pursuing</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Yes	203	88.26%	100	452	87.94%	100
No	27	11.74%	97	62	12.06%	100
Total	230	100.0%	100	514	100.0%	100

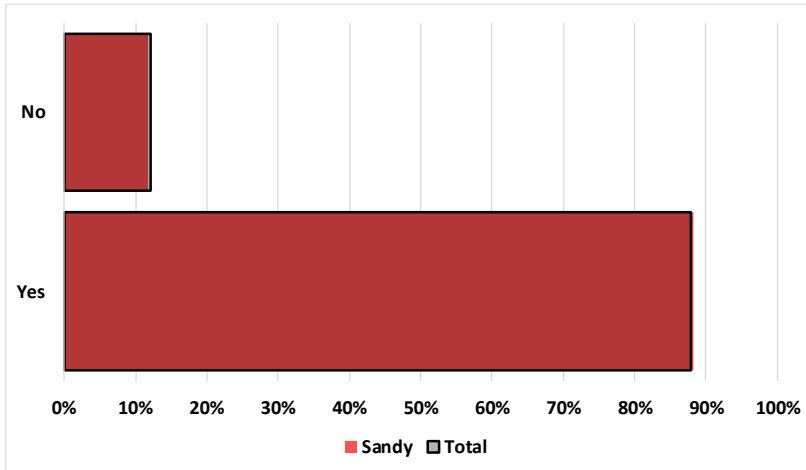
Figure RCPS2: How You Decide by Sandy Seniors and Total

<i>How did you decide that career was a good fit?</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Read/Saw Something	85	22.43%	95	212	23.71%	100
Class Assignment/Activity	46	12.14%	80	136	15.21%	100
Career Aptitude Test	16	4.22%	74	51	5.70%	100
Know someone in the career	86	22.69%	118	172	19.24%	100
Personality is a good fit	118	31.13%	112	248	27.74%	100
Not sure/Undecided	9	2.37%	101	21	2.35%	100
Some other reason	19	5.01%	83	54	6.04%	100
Total Respondents	379	100.00%		894	100.00%	

Figure RCPS3: Career Fields of Interest by Sandy Seniors and Total

<i>What field or fields are you interested in?</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Law Enforcement	21	6.50%	84	62	7.73%	100
Law	11	3.41%	101	27	3.37%	100
Social Services	11	3.41%	72	38	4.74%	100
Business	34	10.53%	97	87	10.85%	100
Medical	61	18.89%	104	146	18.20%	100
Teaching	17	5.26%	80	53	6.61%	100
Performing Arts	18	5.57%	112	40	4.99%	100
Fine Arts	14	4.33%	105	33	4.11%	100
Engineering	33	10.22%	99	83	10.35%	100
Computing	8	2.48%	62	32	3.99%	100
Retail/Sales	9	2.79%	124	18	2.24%	100
Trades	13	4.02%	115	28	3.49%	100
Manufacturing	13	4.02%	111	29	3.62%	100
Don't Know	3	0.93%	68	11	1.37%	100
Some Other Field	57	17.65%	123	115	14.34%	100
Total	323	100.00%		802	100.00%	

Figure RCPS1: Identified a Career by Sandy Seniors and Total



(4.02% Sandy / 3.62% Overall). Sandy Seniors were less likely than seniors overall to indicate Computing or Social Services careers. These data are presented graphically in Figure RCPS3.

Figure RCPS2: How You Decide by Sandy Seniors and Total

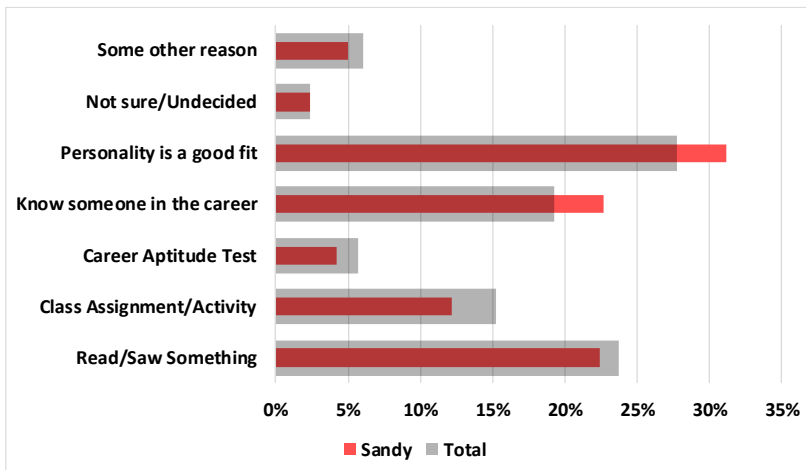


Figure RCPS3: Career Fields of Interest by Sandy Seniors and Total

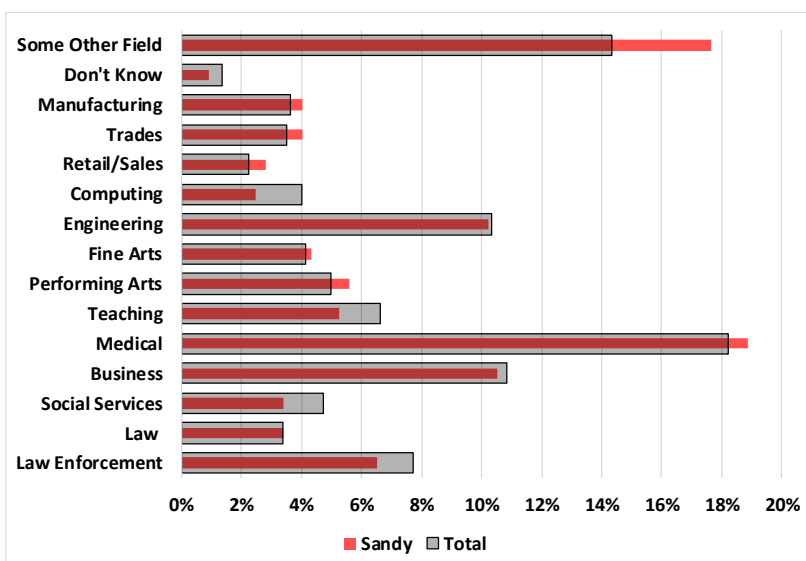


Table RFP1: Future Plans Responses by High School and Total

<i>Four Months after Graduation I plan to be...</i>	Centennial			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Continuing my education	205	71.18%	105	23	69.70%	102	171	64.53%	95	399	68.09%	100
Working at a job	165	57.29%	105	23	69.70%	128	132	49.81%	91	320	54.61%	100
Serving in the military	15	5.21%	95	2	6.06%	111	15	5.66%	104	32	5.46%	100
Traveling	86	29.86%	133	9	27.27%	121	37	13.96%	62	132	22.53%	100
Doing something else	36	12.50%	159	4	12.12%	154	6	2.26%	29	46	7.85%	100
Doing volunteer work	55	19.10%	129	6	18.18%	122	26	9.81%	66	87	14.85%	100
Undecided / Don't Know	26	9.03%	129	3	9.09%	130	12	4.53%	65	41	7.00%	100
Total Respondents	288	100.00%		33	100.00%		265	100.00%		586	100.00%	

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

<i>Ever taken a College Now course?</i>	Centennial			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Yes	190	73.93%	111	17	54.84%	82	137	60.09%	90	344	66.67%	100
No	67	26.07%	78	14	45.16%	135	91	39.91%	120	172	33.33%	100
Total	257	100.00%		31	100.00%		228	100.00%		516	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			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Clackamas Community College	1	0.53%	45	0	0.00%	0	3	2.26%	192	4	1.18%	100
Portland Community College	6	3.16%	134	2	11.76%	500	0	0.00%	0	8	2.35%	100
Mt. Hood Community College	175	92.11%	99	14	82.35%	88	128	96.24%	103	317	93.24%	100
Some Other College	8	4.21%	130	1	5.88%	182	2	1.50%	46	11	3.24%	100
Total	190	100.00%		17	100.00%		133	100.00%		340	100.00%	

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

<i>In which Community College District do you reside?</i>	Centennial			Springwater Trail			Sandy			Total		
	#	% Within		#	% Within		#	% Within		#	% Within	
Clackamas	3	1.20%	35	0	0.00%	0	14	6.54%	190	17	3.45%	100
Mt. Hood	171	68.67%	92	28	93.33%	125	169	78.97%	106	368	74.65%	100
Portland	31	12.45%	186	1	3.33%	50	1	0.47%	7	33	6.69%	100
Don't Know	44	17.67%	116	1	3.33%	22	30	14.02%	92	75	15.21%	100
Total	249	100.00%		30	100.00%		214	100.00%		493	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			Springwater Trail			Sandy			Total		
	#	% Within		#	% Within		#	% Within		#	% Within	
Yes	221	87.35%	99	28	90.32%	103	203	88.26%	100	452	87.94%	100
No	32	12.65%	105	3	9.68%	80	27	11.74%	97	62	12.06%	100
Total	253	100.00%	100	31	100.0%	100	230	100.0%	100	514	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			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Read/Saw Something	114	24.89%	105	13	22.81%	96	85	22.43%	95	212	23.71%	100
Class Assignment/Activity	83	18.12%	119	7	12.28%	81	46	12.14%	80	136	15.21%	100
Career Aptitude Test	32	6.99%	122	3	5.26%	92	16	4.22%	74	51	5.70%	100
Know someone in the career	77	16.81%	87	9	15.79%	82	86	22.69%	118	172	19.24%	100
Personality is a good fit	113	24.67%	89	17	29.82%	108	118	31.13%	112	248	27.74%	100
Not sure/Undecided	11	2.40%	102	1	1.75%	75	9	2.37%	101	21	2.35%	100
Some other reason	28	6.11%	101	7	12.28%	203	19	5.01%	83	54	6.04%	100
Total Respondents	458	100.00%		57	100.00%		379	100.00%		894	100.00%	

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

<i>What field or fields are you interested in?</i>	Centennial			Springwater Trail			Sandy			Total		
	#	% Within	Index	#	% Within	Index	#	% Within	Index	#	% Within	Index
Law Enforcement	38	9.00%	116	3	5.26%	68	21	6.50%	84	62	7.73%	100
Law	14	3.32%	99	2	3.51%	104	11	3.41%	101	27	3.37%	100
Social Services	20	4.74%	100	7	12.28%	259	11	3.41%	72	38	4.74%	100
Business	50	11.85%	109	3	5.26%	49	34	10.53%	97	87	10.85%	100
Medical	78	18.48%	102	7	12.28%	67	61	18.89%	104	146	18.20%	100
Teaching	31	7.35%	111	5	8.77%	133	17	5.26%	80	53	6.61%	100
Performing Arts	19	4.50%	90	3	5.26%	106	18	5.57%	112	40	4.99%	100
Fine Arts	17	4.03%	98	2	3.51%	85	14	4.33%	105	33	4.11%	100
Engineering	48	11.37%	110	2	3.51%	34	33	10.22%	99	83	10.35%	100
Computing	19	4.50%	113	5	8.77%	220	8	2.48%	62	32	3.99%	100
Retail/Sales	9	2.13%	95	0	0.00%	0	9	2.79%	124	18	2.24%	100
Trades	13	3.08%	88	2	3.51%	101	13	4.02%	115	28	3.49%	100
Manufacturing	14	3.32%	92	2	3.51%	97	13	4.02%	111	29	3.62%	100
Don't Know	7	1.66%	121	1	1.75%	128	3	0.93%	68	11	1.37%	100
Some Other Field	45	10.66%	74	13	22.81%	159	57	17.65%	123	115	14.34%	100
Total	422	100.00%		57	100.00%		323	100.00%		802	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 114 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 (45.3%) of seniors indicated this was a Somewhat Major to Extreme Reason for not continuing. The average score for the *Cost* item (mean = 3.81, s.d. 2.38) was 1.01 points higher than the next highest reason for not continuing. Seniors indicating they were *not interested* (mean = 2.80, s.d. 2.13) 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. Mean scores for the ten reasons were plotted and are presented in Figure RNC1.

Figure RNC1: Mean Scores for Reasons for Not Continuing Education

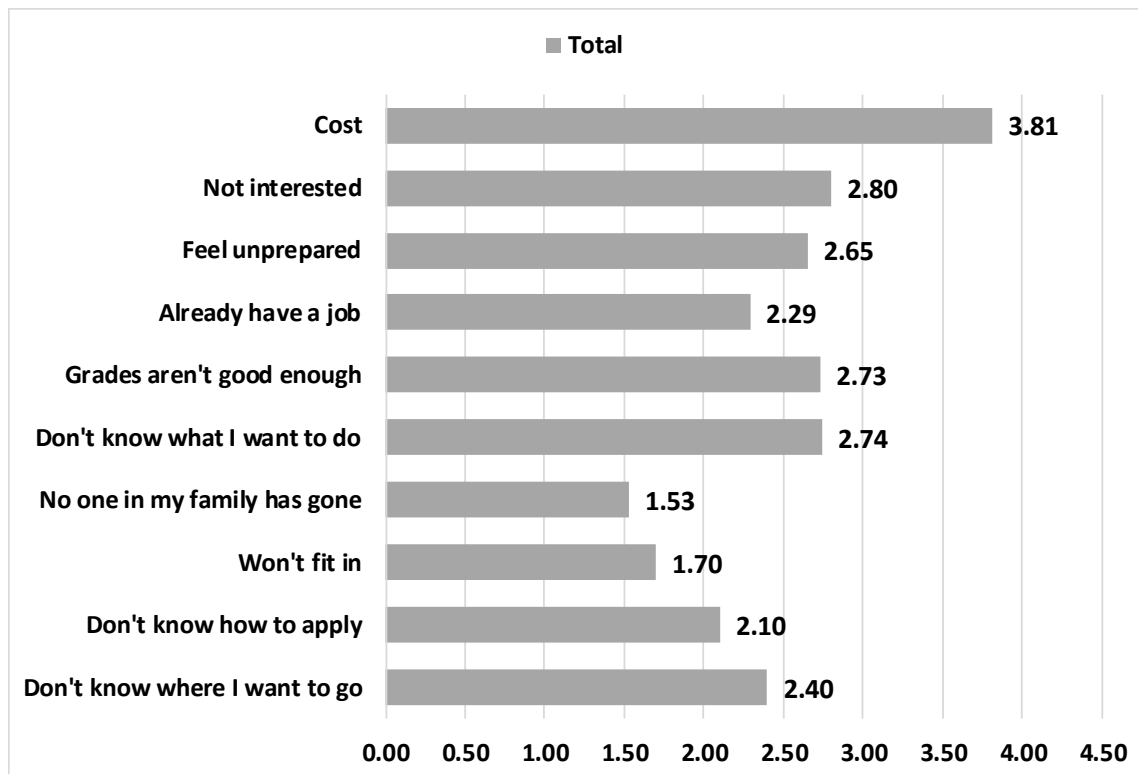


Table RNC1: Reasons for Not Continuing Education – All High Schools Combined

<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	34	10	11	8	12	15	23	113	3.81	100
	30.1%	8.8%	9.7%	7.1%	10.6%	13.3%	20.4%	100.0%	2.38	
Not interested	52	13	12	12	6	6	13	114	2.80	100
	45.6%	11.4%	10.5%	10.5%	5.3%	5.3%	11.4%	100.0%	2.13	
Feel unprepared	54	10	10	14	10	7	6	111	2.65	100
	22.0%	9.0%	9.0%	12.6%	9.0%	6.3%	5.4%	100.0%	1.97	
Already have a job	68	9	5	15	6	7	4	114	2.29	100
	15.0%	7.9%	4.4%	13.2%	5.3%	6.1%	3.5%	100.0%	1.86	
Grades aren't good enough	49	17	10	11	11	4	10	112	2.73	100
	7.0%	15.2%	8.9%	9.8%	9.8%	3.6%	8.9%	100.0%	2.03	
Don't know what I want to do	53	12	11	10	10	9	8	113	2.74	100
	46.9%	10.6%	9.7%	8.8%	8.8%	8.0%	7.1%	100.0%	2.06	
No one in my family has gone	90	7	4	8	1	1	2	113	1.53	100
	79.6%	6.2%	3.5%	7.1%	0.9%	0.9%	1.8%	100.0%	1.25	
Won't fit in	82	9	7	9	0	2	3	112	1.70	100
	73.2%	8.0%	6.3%	8.0%	0.0%	1.8%	2.7%	100.0%	1.41	
Don't know how to apply	74	7	11	7	5	5	5	114	2.10	100
	64.9%	6.1%	9.6%	6.1%	4.4%	4.4%	4.4%	100.0%	1.79	
Don't know where I want to go	59	13	8	14	9	4	5	112	2.40	100
	52.7%	11.6%	7.1%	12.5%	8.0%	3.6%	4.5%	100.0%	1.84	

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: 3.00, s.d. 1.96) would have the greatest impact on the likelihood of continuing their education; this makes sense as *Cost* was the most likely reason for not attending. Information regarding *Job placement services after graduation* (average score: 2.75, s.d. 1.92) and *Flexible Schedules* (average score: 2.70, s.d. 1.80) also appear to have some impact on the likelihood of seniors continuing their education. Mean scores are presented in Figur RNCI1.

Figure RNCI1: Mean Scores for Information Sources That would Increase the Likelihood of Continuing Education

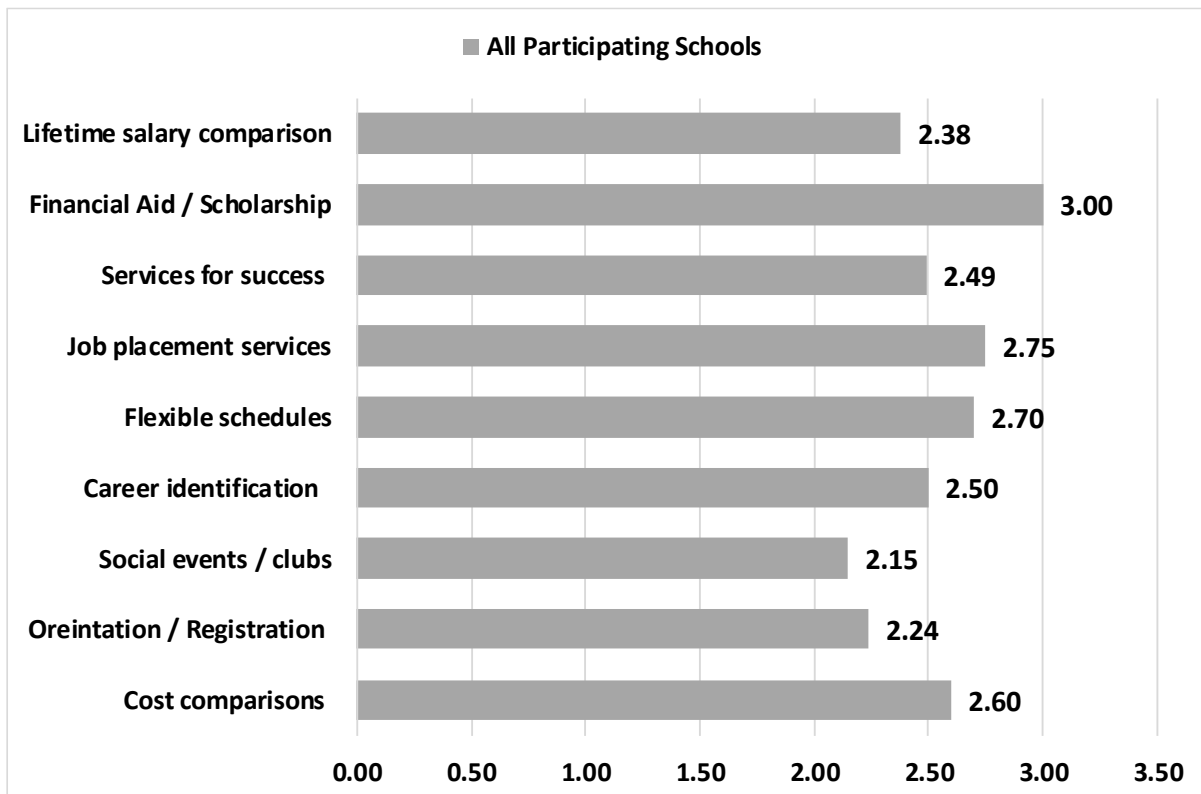


Table RNC11: Information Sources That Would Change the Likelihood of Seniors Continuing Their Education – All Schools Combined

<i>Information that would change likelihood of going</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.	Index
Lifetime salary comparison	47	18	16	17	8	1	2	109	2.38	100
	43.1%	16.5%	14.7%	15.6%	7.3%	0.9%	1.8%	100.0%	1.53	
Financial Aid / Scholarship availability	36	17	12	22	5	7	9	108	3.00	100
	33.3%	15.7%	11.1%	20.4%	4.6%	6.5%	8.3%	100.0%	1.96	
Services for success (e.g. free tutoring)	50	17	8	20	5	5	4	109	2.49	100
	45.9%	15.6%	7.3%	18.3%	4.6%	4.6%	3.7%	100.0%	1.77	
Job placement services after graduation	45	12	11	18	9	4	7	106	2.75	100
	42.5%	11.3%	10.4%	17.0%	8.5%	3.8%	6.6%	100.0%	1.92	
Flexible schedules	44	14	9	23	8	5	4	107	2.70	100
	41.1%	13.1%	8.4%	21.5%	7.5%	4.7%	3.7%	100.0%	1.80	
Career identification and planning services	47	15	12	23	4	4	3	108	2.50	100
	43.5%	13.9%	11.1%	21.3%	3.7%	3.7%	2.8%	100.0%	1.67	
Social events / clubs	57	16	8	20	4	2	1	108	2.15	100
	52.8%	14.8%	7.4%	18.5%	3.7%	1.9%	0.9%	100.0%	1.48	
Oreintation / Registration / Getting Started services	57	12	12	22	3	2	2	110	2.24	100
	51.8%	10.9%	10.9%	20.0%	2.7%	1.8%	1.8%	100.0%	1.54	
Cost comparisons of similar schools	45	15	16	19	7	4	4	110	2.60	100
	40.9%	13.6%	14.5%	17.3%	6.4%	3.6%	3.6%	100.0%	1.73	

Centennial Results for Seniors Not Continuing Their Education

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 51 Centennial 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

Results of the Reasons for Not Continuing Education for Centennial High School are reported in Table RNCC1. A total of fifty-one seniors indicated they would not be continuing their education. Compared to seniors overall, Centennial Seniors rated five items higher. They were more likely to indicate: *no one in my family has gone* (Centennial mean = 1.71, s.d. 1.44 compared to overall mean = 1.53, s.d. 1.25), *won't fit in* (Centennial mean = 1.90, s.d. 1.68 compared to overall mean = 1.70, s.d. 1.41), *don't know what I want to do* (Centennial mean = 2.96, s.d. 2.22 compared to overall mean = 2.74, s.d. 2.06), *don't know where I want to go* (Centennial mean = 2.56, s.d. 1.91 compared to overall mean = 2.40, s.d. 1.84), and *feel unprepared* (Centennial mean = 2.79, s.d. 1.94 compared to overall mean = 2.65, s.d. 1.97). *Cost* was still the most major reason for not continuing (Centennial mean = 3.60, s.d. 2.38). Results are reported graphically in Figure RNCC1.

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

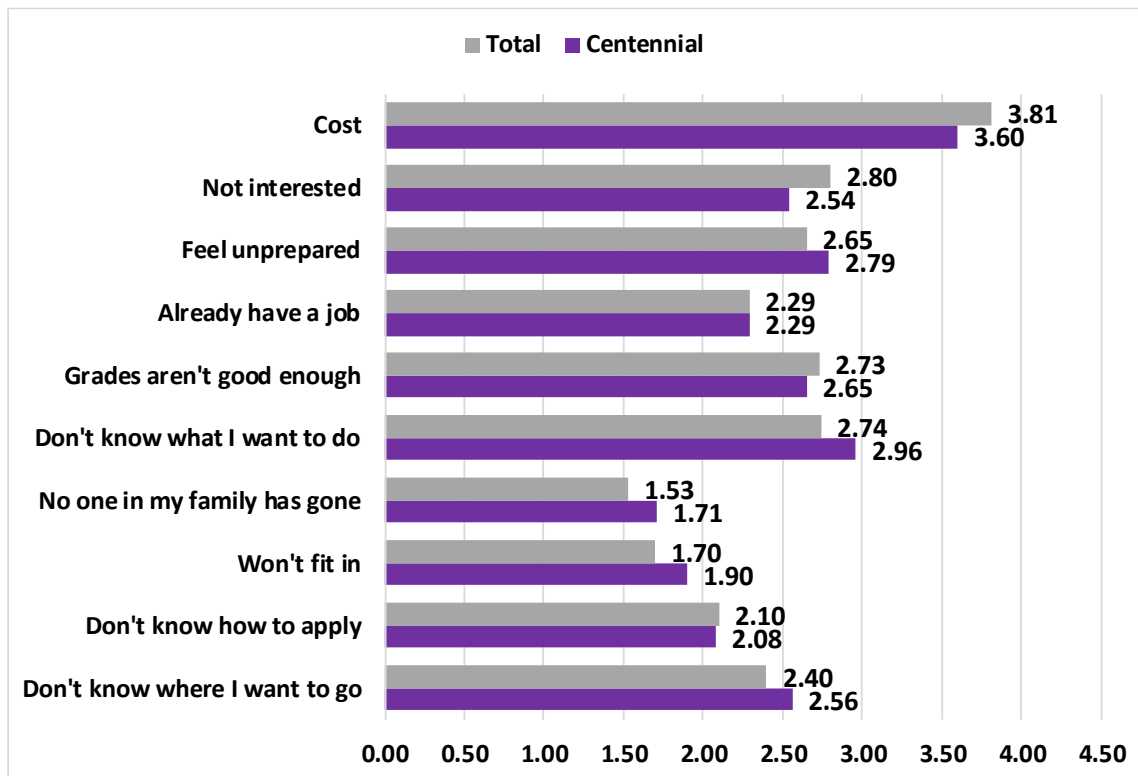


Table RNCC1: Centennial High School Seniors – Reasons for Not Continuing Education

Centennial										
<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	18 36.0%	4 8.0%	3 6.0%	5 10.0%	6 12.0%	6 12.0%	8 16.0%	50 100.0%	3.60 2.38	94
Not interested	26 51.0%	6 11.8%	6 11.8%	4 7.8%	3 5.9%	3 5.9%	3 5.9%	51 100.0%	2.54 1.97	91
Feel unprepared	22 45.8%	4 8.3%	2 4.2%	7 14.6%	9 18.8%	3 6.3%	1 2.1%	48 100.0%	2.79 1.94	105
Already have a job	28 54.9%	6 11.8%	3 5.9%	6 11.8%	2 3.9%	4 7.8%	2 3.9%	51 100.0%	2.29 1.86	100
Grades aren't good enough	23 46.0%	9 18.0%	3 6.0%	3 6.0%	7 14.0%	1 2.0%	4 8.0%	50 100.0%	2.65 2.04	97
Don't know what I want to do	23 45.1%	5 9.8%	4 7.8%	4 7.8%	6 11.8%	4 7.8%	5 9.8%	51 100.0%	2.96 2.22	108
No one in my family has gone	37 74.0%	5 10.0%	1 2.0%	4 8.0%	1 2.0%	1 2.0%	1 2.0%	50 100.0%	1.71 1.44	112
Won't fit in	35 70.0%	5 10.0%	2 4.0%	4 8.0%	0 0.0%	2 4.0%	2 4.0%	50 100.0%	1.90 1.68	112
Don't know how to apply	34 66.7%	1 2.0%	5 9.8%	4 7.8%	2 3.9%	3 5.9%	2 3.9%	51 100.0%	2.08 1.75	99
Don't know where I want to go	27 54.0%	2 4.0%	5 10.0%	8 16.0%	3 6.0%	3 6.0%	2 4.0%	50 100.0%	2.56 1.91	107

Information Sources Likely to Increase Continuing Education

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

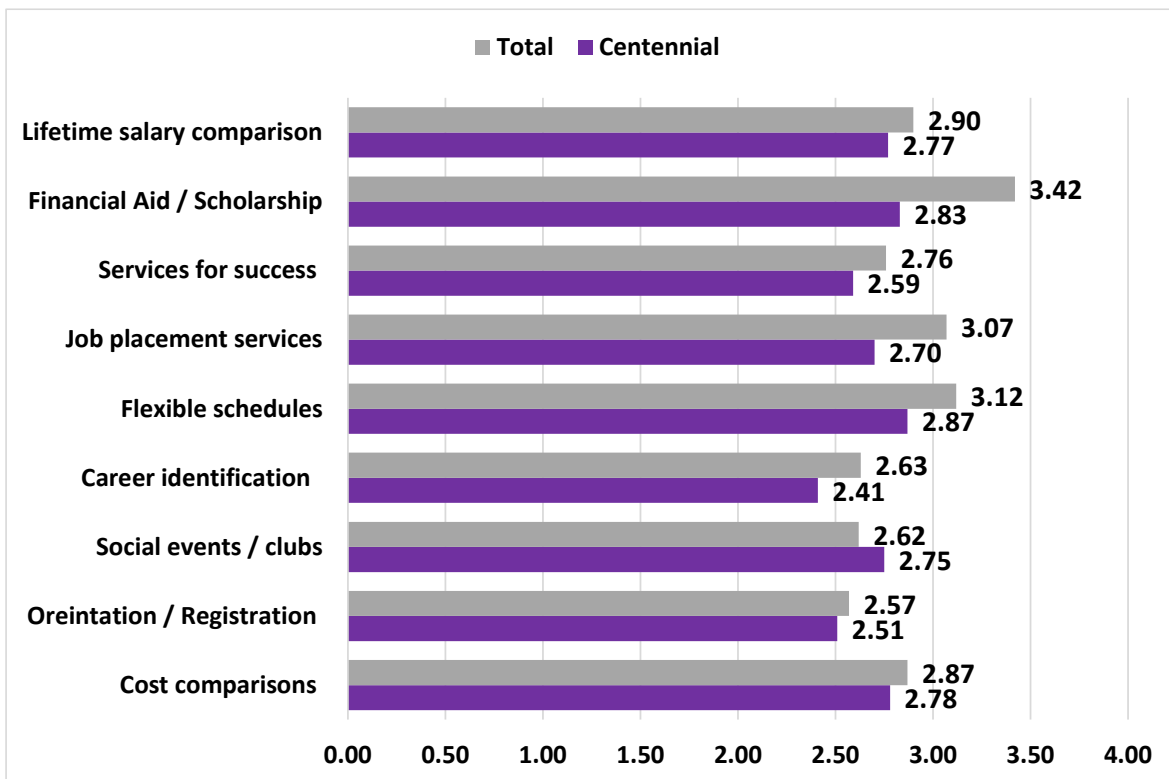


Table RNCC2: Centennial High School Seniors – Information Sources Likely to Increase Continuing Education

Centennial										
<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	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

Springwater Trail Results for Seniors Not Continuing Their Education

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. Eight Springwater Trail 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

Results of the Reasons for Not Continuing Education for Springwater Trail High School are reported in Table RNCST1. Compared to seniors overall, Springwater Trail Seniors rated three items higher. They were more likely to indicate: *cost* (Springwater Trail mean = 5.00, s.d. 2.20 compared to overall mean = 3.81, s.d. 2.38), *feel unprepared* (Springwater Trail mean = 3.00, s.d. 2.67 compared to overall mean = 2.65, s.d. 1.97), and *grades aren't good enough* (Springwater Trail mean = 2.88, s.d. 1.96 compared to overall mean = 2.73, s.d. 2.03). *Cost* was the highest rated reason for not continuing (Springwater Trail mean = 5.00, s.d. 2.20). Results are reported graphically in Figure RNCST1.

Figure RNCST1: Reasons for Not Continuing Education Springwater Trail Seniors Compared to Seniors Overall

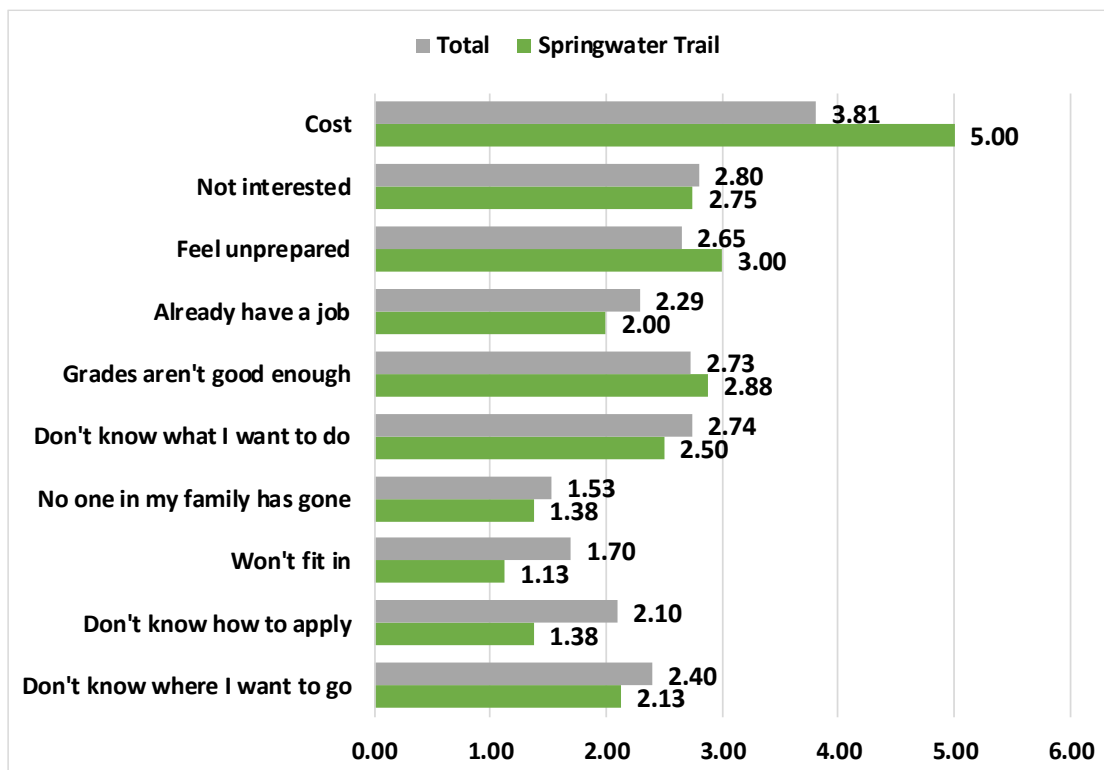


Table RNCST1: Springwater Trail High School Seniors – Reasons for Not Continuing Education

<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 12.5%	0 0.0%	1 12.5%	1 12.5%	1 12.5%	1 12.5%	3 37.5%	8 100.0%	5.00 2.20	131
Not interested	3 37.5%	1 12.5%	2 25.0%	1 12.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%	2.75 2.05	98
Feel unprepared	4 50.0%	1 12.5%	0 0.0%	1 12.5%	0 0.0%	0 0.0%	2 25.0%	8 100.0%	3.00 2.67	113
Already have a job	6 75.0%	0 0.0%	0 0.0%	1 12.5%	0 0.0%	1 12.5%	0 0.0%	8 100.0%	2.00 1.93	87
Grades aren't good enough	2 25.0%	2 25.0%	2 25.0%	1 12.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%	2.88 1.96	105
Don't know what I want to do	4 50.0%	1 12.5%	1 12.5%	0 0.0%	1 12.5%	1 12.5%	0 0.0%	8 100.0%	2.50 2.00	91
No one in my family has gone	7 87.5%	0 0.0%	0 0.0%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	1.38 1.06	90
Won't fit in	7 87.5%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	1.13 0.35	66
Don't know how to apply	6 75.0%	1 12.5%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	1.38 0.74	66
Don't know where I want to go	5 62.5%	1 12.5%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	1 12.5%	8 100.0%	2.13 2.10	89

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Springwater Trail Seniors continuing their education are presented in Table RNCST2. Springwater Trail Seniors were more likely to indicate three information sources would increase the likelihood of their continuing their education compared to seniors overall. Springwater Trail Seniors were more likely than seniors overall to indicate that *career identification and planning services* (Springwater Trail mean = 3.00, s.d. 2.00 compared to overall mean = 2.50, s.d. 1.67). They were more likely to indicate *job placement services after graduation* (Springwater Trail mean = 3.00, s.d. 1.92 compared to overall mean = 2.75, s.d. 1.92). They were also more likely to indicate *financial aid / scholarship information* (Springwater Trail mean = 3.14, s.d. 2.12 compared to overall mean 3.00, s.d. 1.96). *Financial Aid/Scholarship Availability* (Springwater Trail Mean = 3.14, s.d. 2.12) was most likely to have an impact on Springwater Trail Seniors continuing their education. Data are presented graphically in Figure RNCST2.

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

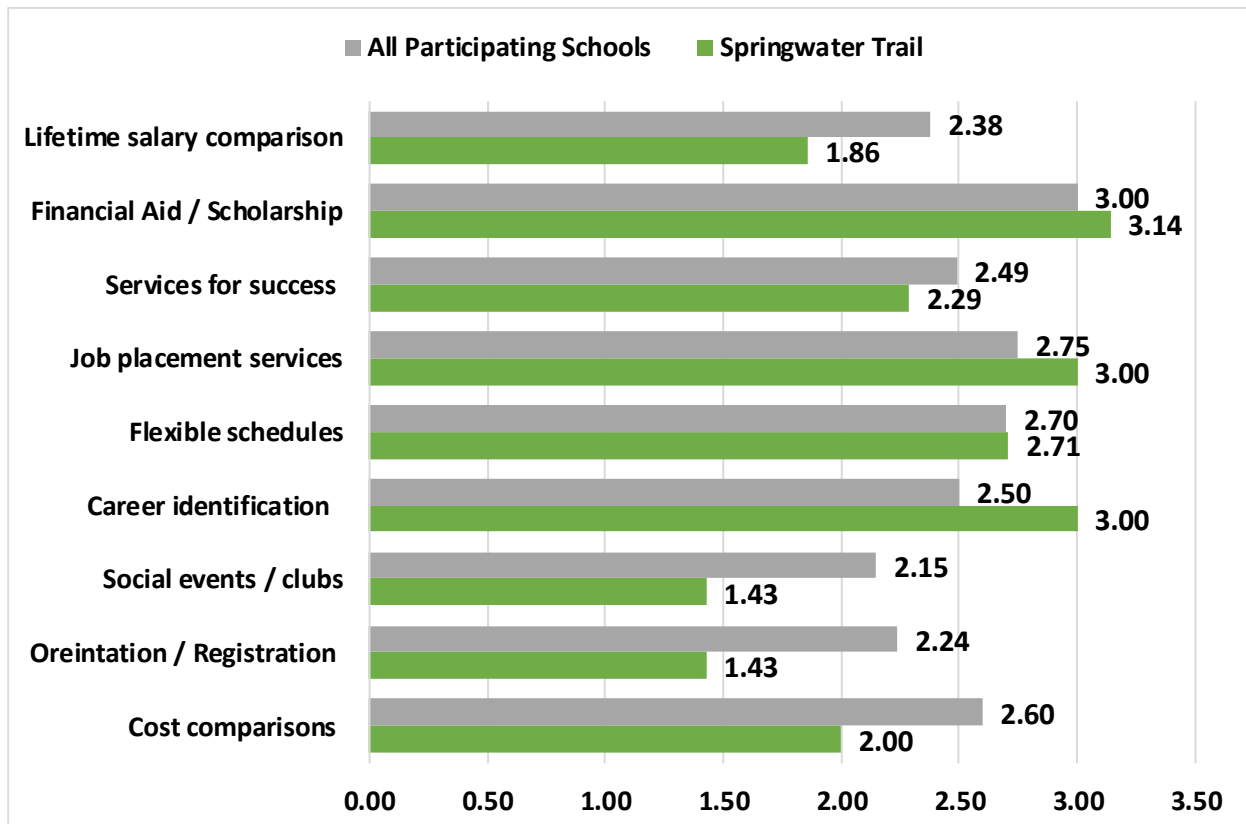


Table RNCST2: Springwater Trail High School Seniors – Information Sources Likely to Increase Continuing Education

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	4 50.0%	2 25.0%	0 0.0%	1 12.5%	1 12.5%	0 0.0%	0 0.0%	8 100.0%	1.86 1.46	78
Financial Aid / Scholarship availability	1 12.5%	3 37.5%	1 12.5%	0 0.0%	1 12.5%	0 0.0%	2 25.0%	8 100.0%	3.14 2.12	105
Services for success (e.g. free tutoring)	4 50.0%	2 25.0%	0 0.0%	1 12.5%	1 12.5%	0 0.0%	0 0.0%	8 100.0%	2.29 1.60	92
Job placement services after graduation	2 25.0%	2 25.0%	0 0.0%	0 0.0%	3 37.5%	0 0.0%	1 12.5%	8 100.0%	3.00 1.92	109
Flexible schedules	3 37.5%	2 25.0%	1 12.5%	0 0.0%	1 12.5%	1 12.5%	0 0.0%	8 100.0%	2.71 2.06	100
Career identification and planning services	2 28.6%	2 28.6%	0 0.0%	1 14.3%	1 14.3%	1 14.3%	0 0.0%	7 100.0%	3.00 2.00	120
Social events / clubs	5 62.5%	2 25.0%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	1.43 0.79	67
Oreintation / Registration / Getting Started services	5 62.5%	3 37.5%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	8 100.0%	1.43 0.54	64
Cost comparisons of similar schools	3 37.5%	2 25.0%	1 12.5%	1 12.5%	0 0.0%	0 0.0%	1 12.5%	8 100.0%	2.00 1.16	77

Sandy Results for Seniors Not Continuing Their Education

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. Fifty-five Sandy 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

Results of the Reasons for Not Continuing Education for Sandy High School are reported in Table RNCS1. Compared to seniors overall, Sandy Seniors rated one item higher. They were more likely to indicate they were *not interested* (Sandy mean = 3.19, s.d. 2.34 compared to overall mean = 2.80, s.d. 2.13) *Cost* was the highest rated reason for not continuing (Sandy mean = 3.85, s.d. 2.40). Results are reported graphically in Figure RNCS1.

Figure RNCS1: Reasons for Not Continuing Education Sandy Seniors Compared to Seniors Overall

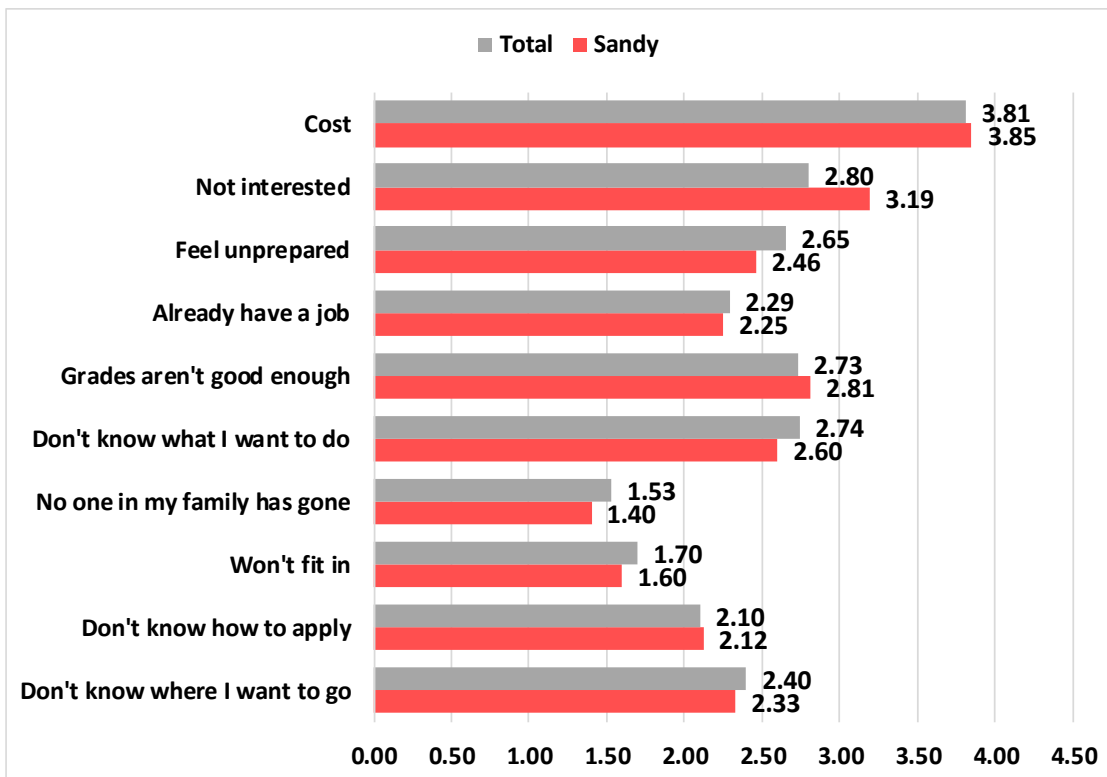


Table RNCS1: Sandy High School Seniors – Reasons for Not Continuing Education

Sandy										
<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	15 27.3%	6 10.9%	7 12.7%	2 3.6%	5 9.1%	8 14.5%	12 21.8%	55 100.0%	3.85 2.40	101
Not interested	23 41.8%	6 10.9%	4 7.3%	7 12.7%	3 5.5%	3 5.5%	9 16.4%	55 100.0%	3.19 2.34	114
Feel unprepared	28 50.9%	5 9.1%	8 14.5%	6 10.9%	1 1.8%	4 7.3%	3 5.5%	55 100.0%	2.46 1.94	93
Already have a job	34 61.8%	3 5.5%	2 3.6%	8 14.5%	4 7.3%	2 3.6%	2 3.6%	55 100.0%	2.25 1.84	98
Grades aren't good enough	24 44.4%	6 11.1%	5 9.3%	7 13.0%	4 7.4%	3 5.6%	5 9.3%	54 100.0%	2.81 2.09	103
Don't know what I want to do	26 48.1%	6 11.1%	6 11.1%	6 11.1%	3 5.6%	4 7.4%	3 5.6%	54 100.0%	2.60 1.97	95
No one in my family has gone	46 83.6%	2 3.6%	3 5.5%	3 5.5%	0 0.0%	0 0.0%	1 1.8%	55 100.0%	1.40 1.13	92
Won't fit in	40 74.1%	3 5.6%	5 9.3%	5 9.3%	0 0.0%	0 0.0%	1 1.9%	54 100.0%	1.60 1.23	94
Don't know how to apply	34 61.8%	5 9.1%	5 9.1%	3 5.5%	3 5.5%	2 3.6%	3 5.5%	55 100.0%	2.12 1.84	101
Don't know where I want to go	27 50.0%	10 18.5%	2 3.7%	6 11.1%	6 11.1%	1 1.9%	2 3.7%	54 100.0%	2.33 1.76	97

Information Sources Likely to Increase Continuing Education

Results of information sources likely to increase Sandy Seniors continuing their education is presented in Table RNCS2. Sandy Seniors were more likely to indicate two information sources would increase the likelihood of their continuing their education compared to seniors overall. Sandy Seniors were more likely than seniors overall to indicate that *cost comparisons of similar schools* (Sandy mean = 2.70, s.d. 1.73 compared to overall mean = 2.60, s.d. 1.73). They were more likely to indicate *orientation / registration / getting started services* (Sandy mean = 2.34, s.d. 1.65 compared to overall mean = 2.24, s.d. 1.54). *Financial Aid/Scholarship Availability* (Sandy Mean = 2.87, s.d. 1.90) was most likely to have an impact on Sandy Seniors continuing their education. Data are presented graphically in Figure RNCS2.

Figure RNCS2: Likelihood of Information Sources Increasing Sandy Seniors Continuing Education Compared to Seniors Overall

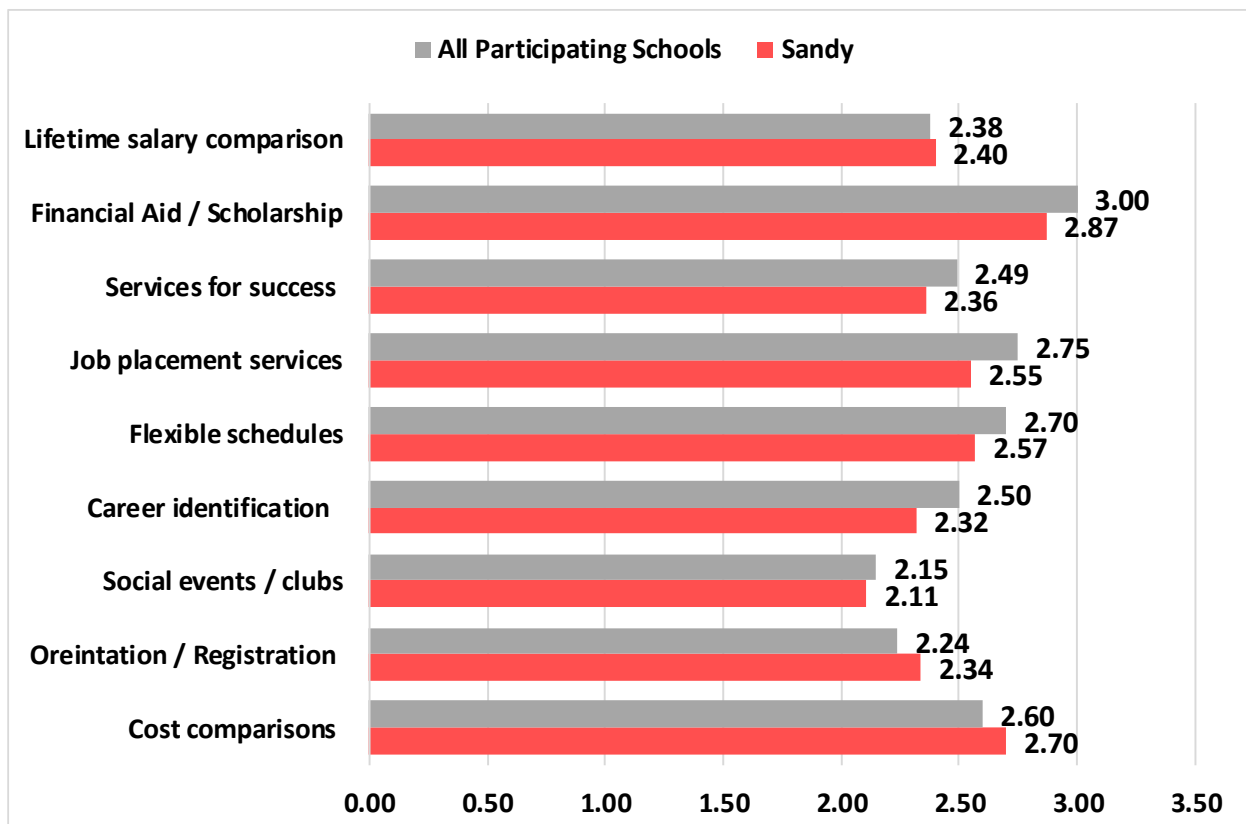


Table RNCC2: Sandy High School Seniors – Information Sources Likely to Increase Continuing Education

Sandy										
<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	20 38.5%	14 26.9%	6 11.5%	7 13.5%	4 7.7%	0 0.0%	1 1.9%	52 100.0%	2.40 1.51	101
Financial Aid / Scholarship availability	17 34.0%	10 20.0%	5 10.0%	10 20.0%	2 4.0%	2 4.0%	4 8.0%	50 100.0%	2.87 1.90	96
Services for success (e.g. free tutoring)	25 48.1%	11 21.2%	3 5.8%	6 11.5%	3 5.8%	0 0.0%	4 7.7%	52 100.0%	2.36 1.85	95
Job placement services after graduation	20 40.8%	9 18.4%	5 10.2%	9 18.4%	0 0.0%	3 6.1%	3 6.1%	49 100.0%	2.55 1.77	93
Flexible schedules	22 44.0%	9 18.0%	2 4.0%	11 22.0%	3 6.0%	1 2.0%	2 4.0%	50 100.0%	2.57 1.77	95
Career identification and planning services	22 42.3%	11 21.2%	6 11.5%	11 21.2%	1 1.9%	0 0.0%	1 1.9%	52 100.0%	2.32 1.45	93
Social events / clubs	29 56.9%	10 19.6%	0 0.0%	9 17.6%	1 2.0%	1 2.0%	1 2.0%	51 100.0%	2.11 1.55	98
Oreintation / Registration / Getting Started services	26 49.1%	7 13.2%	5 9.4%	12 22.6%	1 1.9%	0 0.0%	2 3.8%	53 100.0%	2.34 1.65	104
Cost comparisons of similar schools	19 36.5%	10 19.2%	8 15.4%	7 13.5%	5 9.6%	1 1.9%	2 3.8%	52 100.0%	2.70 1.73	104

Results – For Seniors Planning to Continue Their Education

Overall Results

A total of 399 high school seniors (68.09% 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.

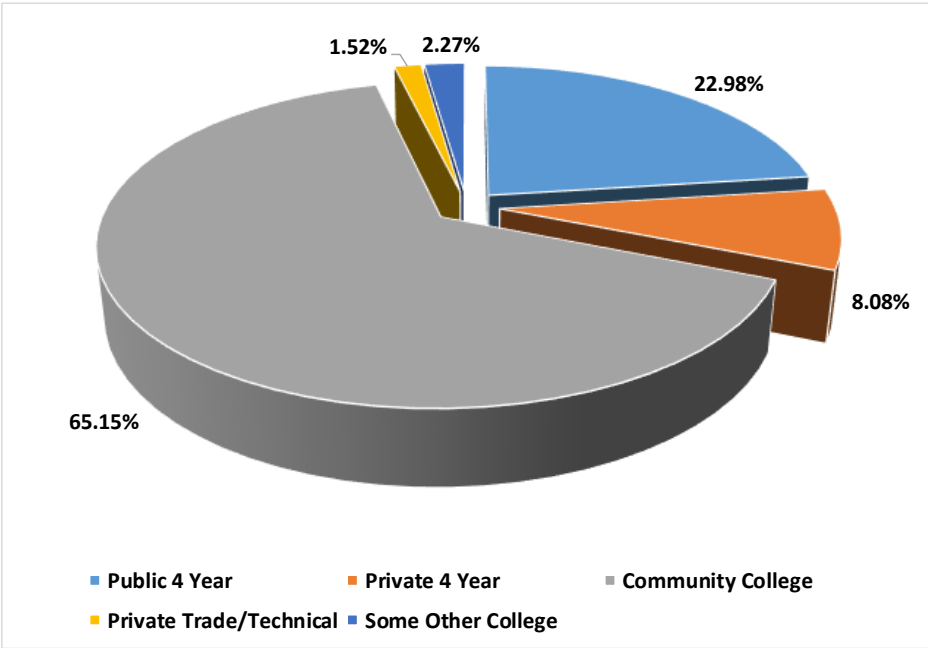
Type of Institution Attending

Results of the institution type seniors are attending are presented in Table CTIA1. The majority of seniors (65.15%) indicated they will be attending a community college. An additional twenty-two percent (22.98%) indicated they will be attending a four year public university. Eight percent (8.08%) 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 (1.52%) or some other type of institution (2.27%). 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	91	22.98%	100
Private 4 Year	32	8.08%	100
Community College	258	65.15%	100
Private Trade/Technical	6	1.52%	100
Some Other College	9	2.27%	100
Total	396	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. Four items were identified as more important than the others: (1) *Overall cost of attending*, (2) *Programs available of interest to me*, (3) *Post graduate opportunities*, and (4) *Availability of financial aid*. The overall cost item had seventy-five percent (75.1%) of seniors identify it as “Somewhat Important” to “Totally Important.” The average score for this item was 5.62 (s.d. 1.46). The programs available of interest and post graduate opportunities items both had just under seventy five percent (74.7% and 74.7% respectively) of seniors identify them as “Somewhat Important” to “Totally Important.” Mean scores for these two items were also above 5.40 on a seven point scale (5.58, s.d. 1.51 and 5.49, s.d. 1.51 respectively). The availability of financial aid item had over seventy percent of respondents (70.1%) rate it as “Somewhat Important” to “Totally Important.” The mean score for this item was 5.38 (s.d. 1.56). An additional two items had mean scores above 5.00: *Location – Convenient / easy to get to* (mean = 5.11, s.d. 1.46), and *School / Program Reputation* (mean = 5.07, s.d. 1.54).

Table CRS1: Reasons for Selecting a College/University

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	23 6.1%	27 7.2%	17 4.5%	85 22.6%	62 16.5%	100 26.6%	62 16.5%	376 100.0%	4.82 1.71	100	
Programs available of interest to me	11 2.9%	9 2.4%	8 2.1%	67 17.8%	38 10.1%	115 30.6%	128 34.0%	376 100.0%	5.58 1.51	100	
Overall cost of attending	7 1.9%	8 2.1%	10 2.7%	68 18.2%	46 12.3%	96 25.7%	138 37.0%	373 100.0%	5.62 1.46	100	
Availability of financial aid	10 2.7%	11 2.9%	17 4.5%	74 19.8%	57 15.2%	86 23.0%	119 31.8%	374 100.0%	5.38 1.56	100	
Post graduate opportunities	15 4.0%	5 1.3%	4 1.1%	71 18.9%	55 14.7%	111 29.6%	114 30.4%	375 100.0%	5.49 1.51	100	
Location - Convenient / easy to get to	12 3.2%	10 2.7%	13 3.5%	100 26.6%	56 14.9%	123 32.7%	62 16.5%	376 100.0%	5.11 1.46	100	
Reputation of instructors	18 6.6%	17 6.2%	13 4.7%	100 36.5%	70 25.5%	9 3.3%	47 17.2%	274 100.0%	4.88 1.54	100	
School / Program Reputation	20 5.3%	9 2.4%	9 2.4%	91 24.3%	66 17.6%	119 31.7%	61 16.3%	375 100.0%	5.07 1.54	100	
Recommendations from others	16 4.3%	22 5.9%	16 4.3%	114 30.3%	85 22.6%	83 22.1%	40 10.6%	376 100.0%	4.70 1.50	100	
Social atmosphere	18 4.8%	13 3.5%	17 4.5%	107 28.5%	78 20.8%	96 25.6%	46 12.3%	375 100.0%	4.83 1.51	100	
Extracurricular activities	24 6.4%	24 6.4%	25 6.7%	100 26.7%	89 23.7%	72 19.2%	41 10.9%	375 100.0%	4.56 1.61	100	
Athletics	57 15.2%	44 11.7%	22 5.9%	121 32.2%	42 11.2%	53 14.1%	37 9.8%	376 100.0%	3.94 1.86	100	
Friends attending	38 10.1%	35 9.3%	45 11.9%	122 32.3%	65 17.2%	50 13.2%	23 6.1%	378 100.0%	4.01 1.63	100	
Intagibles (Campus feels right)	19 5.1%	10 2.7%	24 6.4%	100 26.7%	58 15.5%	96 25.6%	68 18.1%	375 100.0%	4.94 1.60	100	
Technology available	17 4.5%	14 3.7%	17 4.5%	107 28.5%	69 18.4%	93 24.8%	58 15.5%	375 100.0%	4.89 1.55	100	
Selectivity (Requirements / Eligibility)	19 5.1%	15 4.0%	12 3.2%	135 35.9%	62 16.5%	93 24.7%	40 10.6%	376 100.0%	4.72 1.50	100	

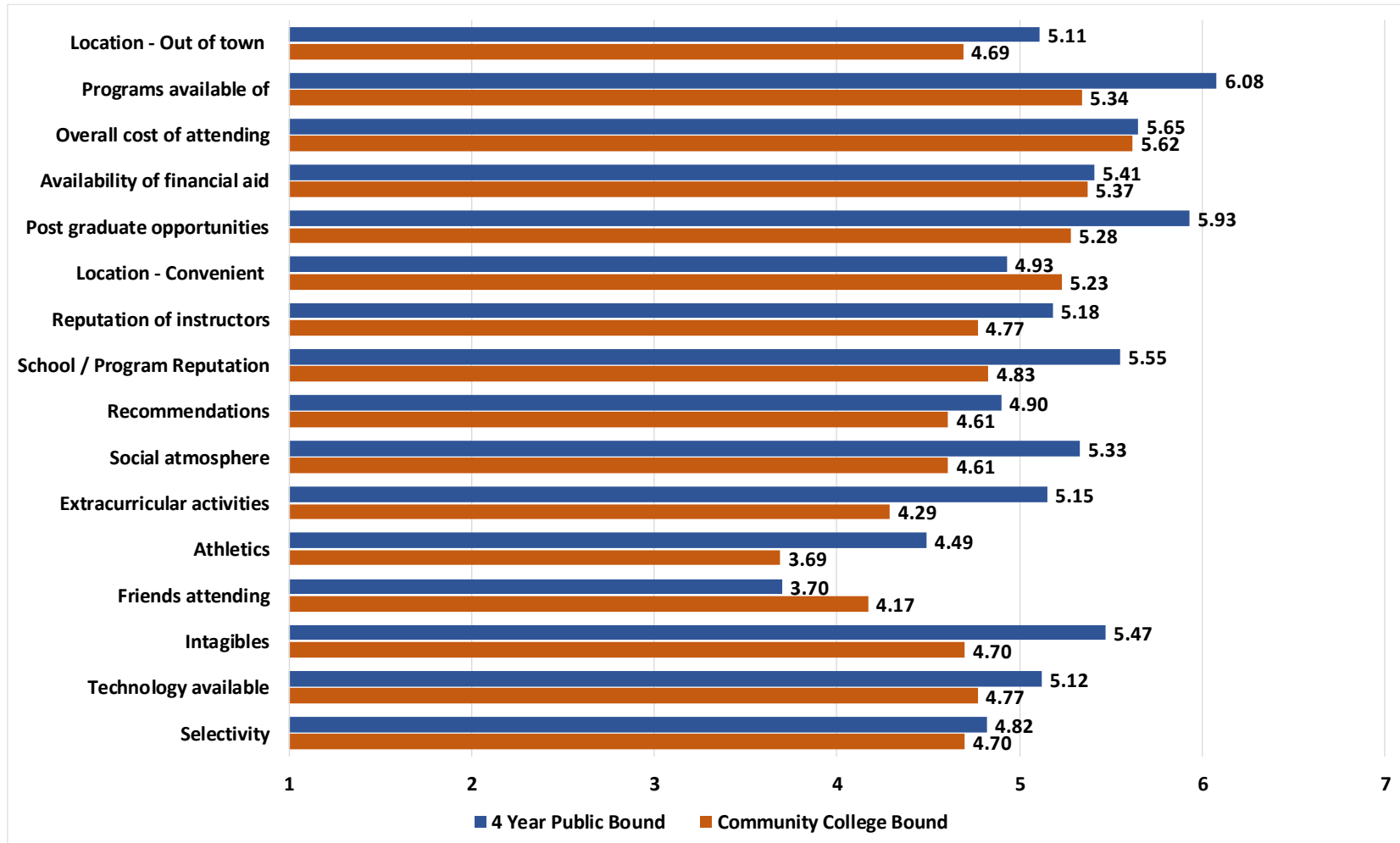
The Importance of Attributes data was examined to determine if there were differences between community college bound seniors and 4-year public university bound seniors. The data are presented in Table CRS2. Generally, seniors bound to 4-year public universities rated the items more important than their 2-year college bound counterparts. Of the sixteen items assessed, 2-year college bound seniors only rated *Location – Convenient / easy to get to* and *Friends attending* as more important. An Independent Samples t-test was conducted to determine if differences between 4-year public university 2-year college bound seniors' importance ratings were statistically significant. Eleven items revealed statistically significant differences. Seniors bound for 4-year public universities rated: *Location – Out of town/away from home* ($t = -2.02$, $df = 367$, $p \leq .028$), *Programs available of interest to me* ($t = -4.91$, $df = 296.58$, $p \leq .000$), *Post graduate opportunities* ($t = -4.27$, $df = 293.38$, $p \leq .000$), *Reputation of instructors* ($t = 2.40$, $df = 364$, $p \leq .017$), *School / program reputation* ($t = -4.37$, $df = 366$, $p \leq .000$), *Social atmosphere* ($t = -4.74$, $df = 282.94$, $p \leq .000$), *Extracurricular activities* ($t = -4.97$, $df = 366$, $p \leq .000$),

Athletics ($t = -3.97$, $df = 367$, $p \leq .000$), *Intangibles* ($t = -4.48$, $df = 367$, $p \leq .000$), and *Techology available* ($t = -2.03$, $df = 367$, $p \leq .044$), significantly more important than 2-year college bound seniors. Seniors bound for 2-year college rated: *Friends attending* ($t = 2.65$, $df = 369$, $p \leq .008$) 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 2-Year College Bound Seniors

<i>Reasons for selecting a college/university</i>	Total Mean s.d.	2-Year Mean s.d.	4-Year Mean s.d.	t-Test (t value, df, p≤)
Location - Out of town / away from home	4.82 1.71	4.69 1.70	5.11 1.68	-2.02, 367, 0.028
Programs available of interest to me	5.58 1.51	5.34 1.58	6.08 1.22	-4.91, 296.58, 0.000
Overall cost of attending	5.62 1.46	5.62 1.48	5.65 1.39	
Availability of financial aid	5.38 1.56	5.37 1.59	5.41 1.48	
Post graduate opportunities	5.49 1.51	5.28 1.57	5.93 1.23	-4.27, 293.38, 0.000
Location - Convenient / easy to get to	5.11 1.46	5.23 1.45	4.93 1.44	
Reputation of instructors	4.88 1.54	4.77 1.53	5.18 1.52	-2.40, 364, 0.017
School / Program Reputation	5.07 1.54	4.83 1.55	5.55 1.34	-4.37, 366, 0.000
Recommendations from others	4.70 1.50	4.61 1.50	4.90 1.46	
Social atmosphere	4.83 1.51	4.61 1.55	5.33 1.28	-4.74, 282.94, 0.000
Extracurricular activities	4.56 1.61	4.29 1.60	5.15 1.47	-4.97, 366, 0.000
Athletics	3.94 1.86	3.69 1.81	4.49 1.84	-3.97, 367, 0.000
Friends attending	4.01 1.63	4.17 1.56	3.70 1.68	2.65, 369, 0.008
Intangibles (Campus feels right)	4.94 1.60	4.70 1.57	5.47 1.51	-4.48, 367, 0.000
Technology available	4.89 1.55	4.77 1.58	5.12 1.44	-2.03, 367, 0.044
Selectivity (Requirements / Eligibility)	4.72 1.50	4.70 1.48	4.82 1.48	

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. One third (35.71%) of college/university bound seniors indicated they had been awarded at least one scholarship. The average (mean) scholarship award was \$13,846. 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 (\$8,338) is also reported. The median value of scholarships was \$3,700. The average number of awards seniors received was 1.78. 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>	#	Total % Within	Index
Yes	140	35.71%	100
No	252	64.29%	100
Total	392	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>		Total Value	Index
Mean		\$13,845.67	100
s.d.		\$34,894.49	100
Trimmed Mean (5%)		\$8,337.75	100
Median Value		\$3,700.00	100
Min		\$100.00	
Max		\$200,000.00	
Average # of Awards		1.78	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 a quarter (25.41%) indicated they would be heading out-of-state. Two-year bound seniors were more likely to indicate they would be staying in-state. Only 5.06% 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

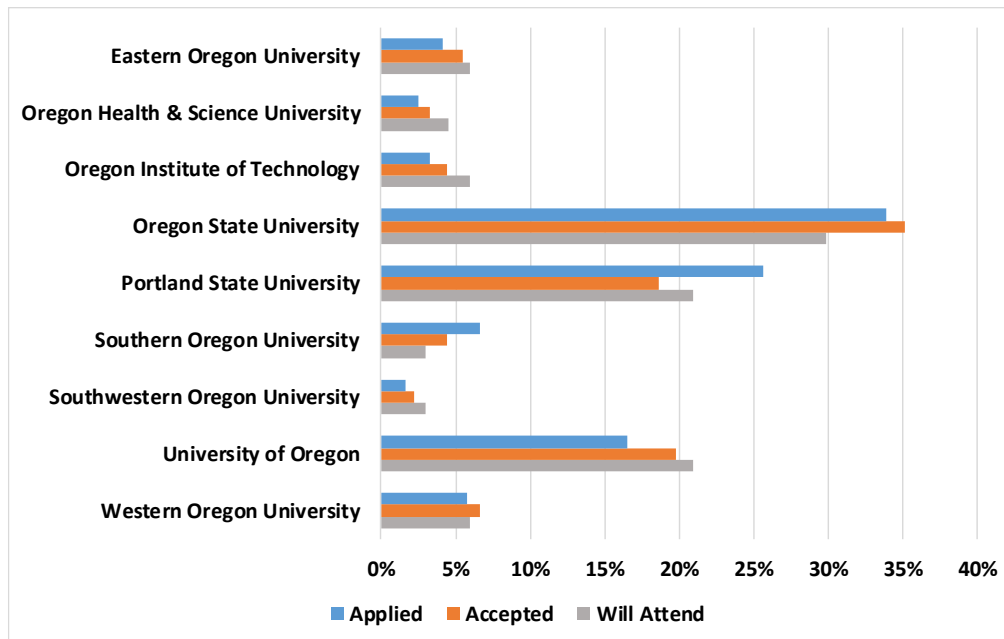
<i>In-State/Out-of-State Bound</i>	#	Total % Within	Index
4-Year Bound	In-State	91 74.59%	100
	Out-of-State	31 25.41%	100
Total 4-Year Bound	122	100.00%	
2-Year Bound	In-State	244 94.94%	100
	Out-of-State	13 5.06%	100
Total 2-Year Bound	257	100.00%	
Both	In-State	335 88.39%	100
	Out-of-State	44 11.61%	100
Total Both	379	100.00%	

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

Institution 4-Year Public	Total								
	Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	5	4.1%	100	5	5.5%	100	4	6.0%	100
Oregon Health & Science University	3	2.5%	100	3	3.3%	100	3	4.5%	100
Oregon Institute of Technology	4	3.3%	100	4	4.4%	100	4	6.0%	100
Oregon State University	41	33.9%	100	32	35.2%	100	20	29.9%	100
Portland State University	31	25.6%	100	17	18.7%	100	14	20.9%	100
Southern Oregon University	8	6.6%	100	4	4.4%	100	2	3.0%	100
Southwestern Oregon University	2	1.7%	100	2	2.2%	100	2	3.0%	100
University of Oregon	20	16.5%	100	18	19.8%	100	14	20.9%	100
Western Oregon University	7	5.8%	100	6	6.6%	100	4	6.0%	100
Total	121	100.0%		91	100.0%		67	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 (33.9% Applied) or Portland State University (25.6% Applied). The University of Oregon (16.5% Applied) was the third highest institution for applications. All other four-year public institutions had less than 7% of seniors apply. Of the 121 seniors that applied to public universities, 91 were accepted (a 75.2% acceptance rate). Proportions of those that applied were similar to those accepted (proportions between the two categories were within two percentage points). Portland State University was the exception with a proportion 6.9% lower for students accepted compared to students that applied. For seniors indicating they would be attending a

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



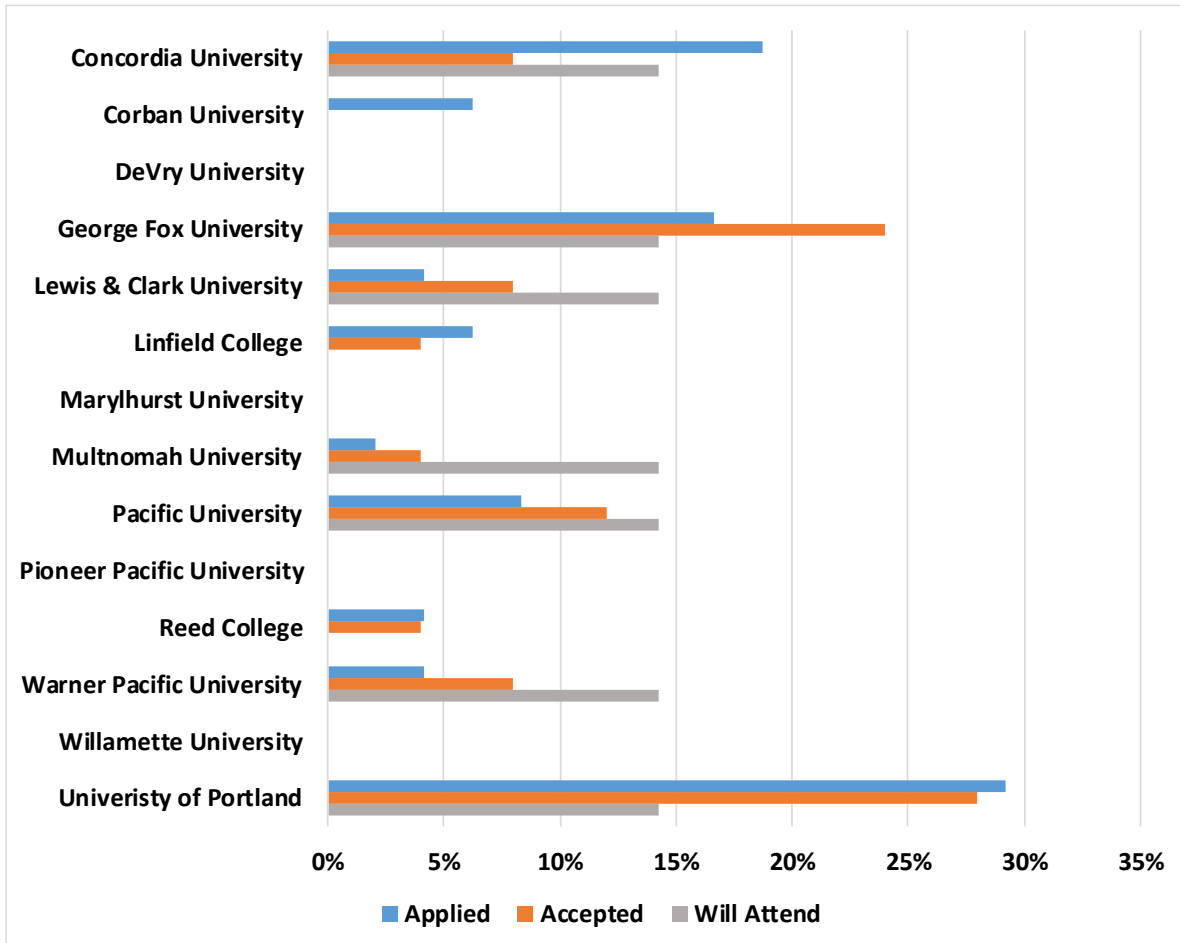
four-year public university, three institutions had the highest proportions: (1) Oregon State University (29.9% will attend), (2) Portland State University (20.9% will attend), and (3) University of Oregon (20.9%) will attend. All other public universities had less than 10% of seniors indicating they would attend. 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 47 private university applications were submitted. For seniors that applied to private institutions, University of Portland (29.8%), Concordia University (19.1%), and George Fox University (17.0 %) had the highest proportions. All other private institutions listed had applied proportions below 10%. Of the 47 applications to a private institution, 25 were accepted (a 53.2% acceptance rate). The proportion of students accepted were substantially different than the number of applications. Concordia University (19.1% Applied / 8.0% Accepted) and Corban University (6.4% Applied / 0.0% Accepted) had a much lower proportion of accepted applications. George Fox University (17.0% Applied / 24.0% Accepted), Lewis & Clark University (2.1% Applied / 8.0% Accepted), Pacific University (8.5% Applied / 12.0% Accepted), and Warner Pacific University (4.3% Applied / 8.0% Accepted) had higher proportions. Of the 25 applications that were accepted, seven students indicated they would attend a private institution. An equal proportion (one student for each) will attend one of seven private institutions. 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>	Total								
	Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index
Concordia University	9	19.1%	100	2	8.0%	100	1	14.3%	100
Corban University	3	6.4%	100	0	0.0%		0	0.0%	
DeVry University	0	0.0%		0	0.0%		0	0.0%	
George Fox University	8	17.0%	100	6	24.0%	100	1	14.3%	100
Lewis & Clark University	1	2.1%	100	2	8.0%	100	1	14.3%	
Linfield College	3	6.4%	100	1	4.0%	100	0	0.0%	
Marylhurst University	0	0.0%		0	0.0%		0	0.0%	
Multnomah University	1	2.1%		1	4.0%		1	14.3%	
Pacific University	4	8.5%	100	3	12.0%	100	1	14.3%	100
Pioneer Pacific University	0	0.0%		0	0.0%		0	0.0%	
Reed College	2	4.3%	100	1	4.0%	100	0	0.0%	
Warner Pacific University	2	4.3%	100	2	8.0%	100	1	14.3%	
Willamette University	0	0.0%		0	0.0%		0	0.0%	
Univeristy of Portland	14	29.8%	100	7	28.0%	100	1	14.3%	100
Total	47	100.0%		25	100.0%		7	100.0%	

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

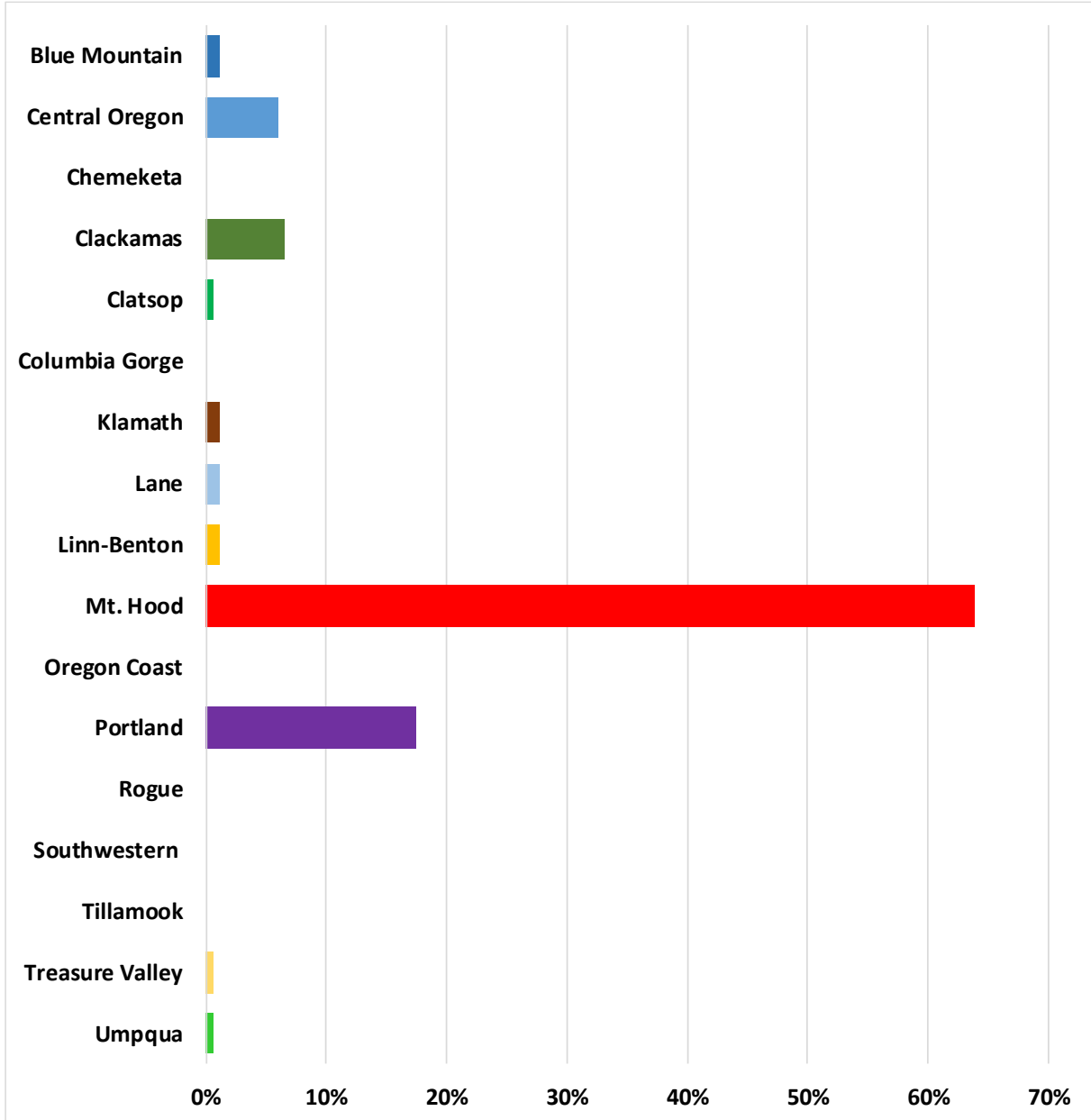


For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The proportions were virtually identical 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 183 seniors indicated they planned to attend a community college in Oregon. Overwhelmingly, seniors indicated they would be attending Mt. Hood Community College (63.9% will attend). Over twenty percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (6.6%) and Portland Community College (17.5%). Additionally, seniors were likely to indicate they would be attending Central Oregon Community College (6.0%). The Community College attending data are presented graphically in Figure CIS3.

Table CIS4: Seniors Bound for Community College by Institution Attending

<i>Institution</i>	Total		
	Will Attend		
	#	%	Index
Community College			
Blue Mountain	2	1.1%	100
Central Oregon	11	6.0%	100
Chemeketa	0	0.0%	
Clackamas	12	6.6%	100
Clatsop	1	0.5%	100
Columbia Gorge	0	0.0%	
Klamath	2	1.1%	100
Lane	2	1.1%	100
Linn-Benton	2	1.1%	100
Mt. Hood	117	63.9%	100
Oregon Coast	0	0.0%	
Portland	32	17.5%	100
Rogue	0	0.0%	
Southwestern	0	0.0%	
Tillamook	0	0.0%	
Treasure Valley	1	0.5%	100
Umpqua	1	0.5%	100
Total	183	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 183 seniors that planned to attend a community college, 161 (87.98%) plan to attend a college within the Portland Metropolitan Area. Although all seniors surveyed attended high schools within the Mt. Hood Community College District, over a quarter (27.33%) 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. For 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	12	7.45%
Mt. Hood	117	72.67%
Portland	32	19.88%
Total	161	100.00%

Figure CIS4: Seniors Attending Portland Metropolitan Community Colleges

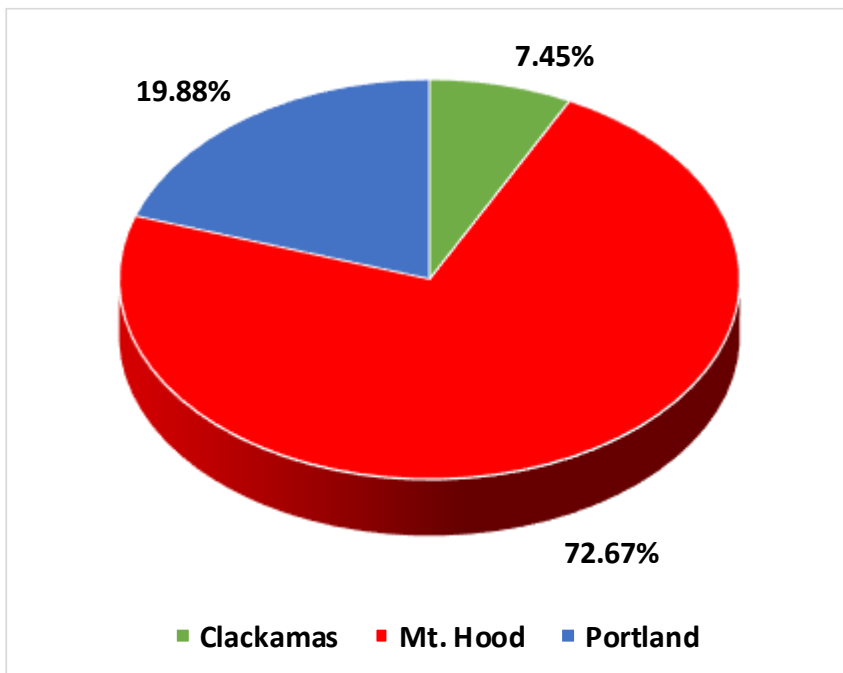
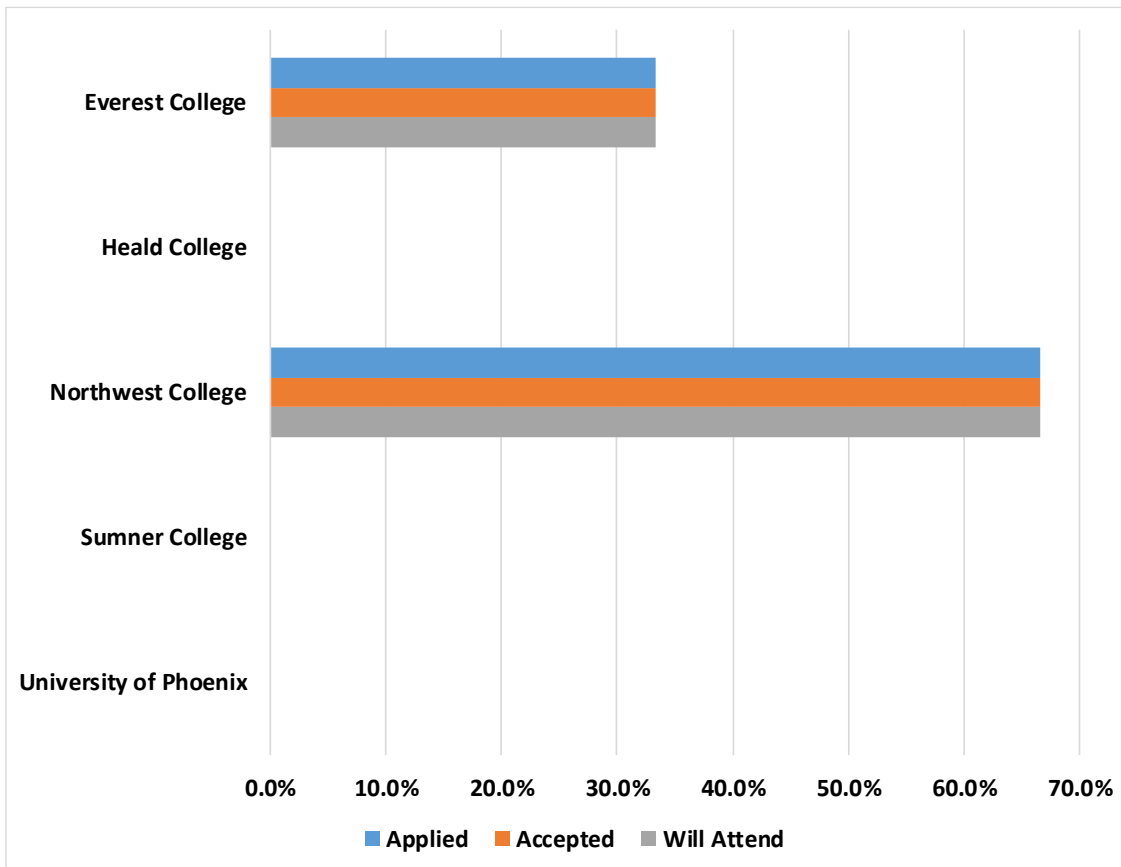


Table CIS6: Seniors Bound to Two-Year Private Trade/Technical Schools by Institution Attending

Institution	Total								
	Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index
2-Year Private									
Everest College	1	33.3%	100	1	33.3%	100	1	33.3%	100
Heald College	0	0.0%		0	0.0%		0	0.0%	
Northwest College	2	66.7%	100	2	66.7%	100	2	66.7%	100
Sumner College	0	0.0%		0	0.0%		0	0.0%	
University of Phoenix	0	0.0%		0	0.0%		0	0.0%	
Total	3	100.0%		3	100.0%		3	100.0%	

Only three seniors indicated they applied or would be attending Private Trade/Technical Colleges. The data for Private Trade/Technical Colleges is presented in Table CIS6. Two seniors indicated they would be attending Northwest College and one indicated intent to attend Everest College. The data are presented graphically in Figure CIS5.

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



Continuing Education Results for Centennial

Type of Institution Attending

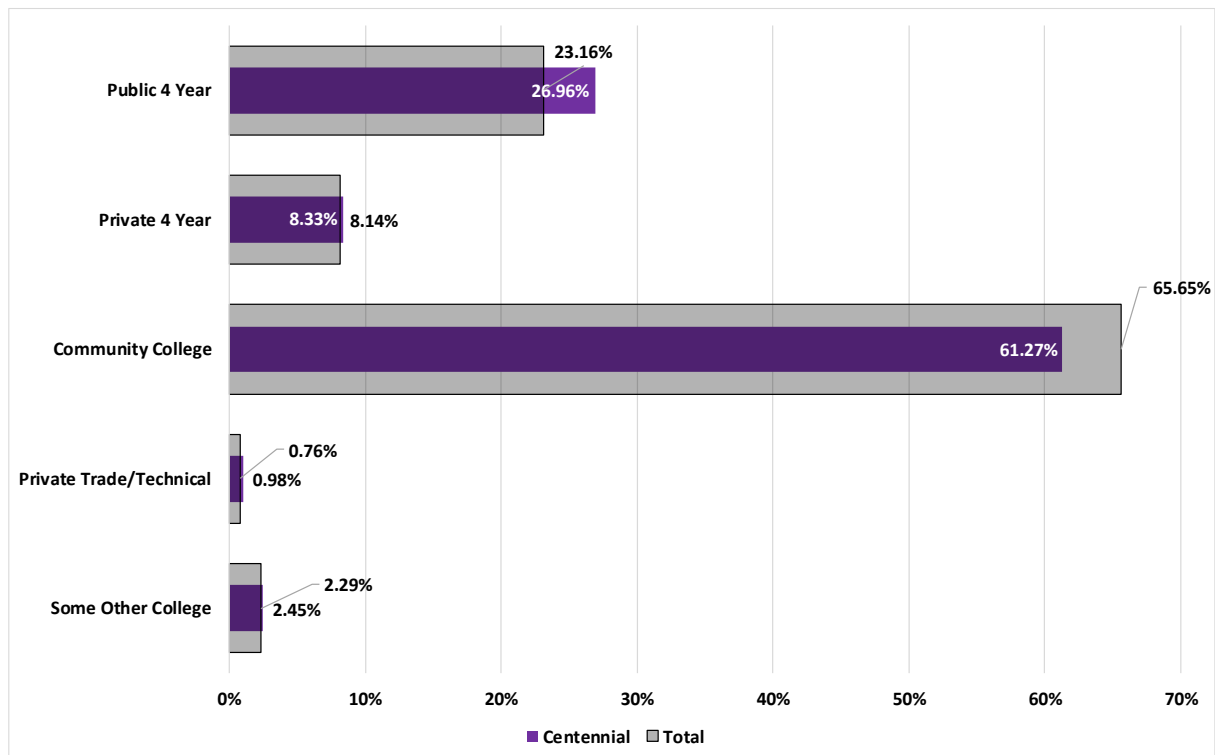
Results of the institution type Centennial Seniors are attending are presented in Table CTIAC1 along with the totals for all seniors continuing their education. The majority of Centennial Seniors (61.27%) indicated they will be attending a community college.

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	55	26.96%	116	91	23.16%	100
Private 4 Year	17	8.33%	102	32	8.14%	100
Community College	125	61.27%	93	258	65.65%	100
Private Trade/Technical	2	0.98%	128	3	0.76%	100
Some Other College	5	2.45%	107	9	2.29%	100
Total	204	100.00%		393	100.00%	

Centennial Seniors were more likely to indicate they were attending a public four year public institution than seniors overall. Over a quarter (26.96%) 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 eight percent (8.33%) 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 (0.98%) or some other type of institution (2.45%). 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. Mean scores for Centennial Seniors were similar to the overall scores. Centennial Seniors were more likely to identify *Athletics* (Centennial Mean = 4.18, s.d. 1.69 / Overall Mean = 3.94, s.d. 1.86) and *Friends Attending* (Centennial Mean = 4.27, s.d. 1.55 / Overall Mean = 4.01, s.d. 1.63) than were seniors overall.

Three items were rated more important for Centennial Seniors; the mean importance scores were similar to seniors overall. The *Overall cost of attending* was identified as the most important item for Centennial Seniors (Mean = 5.60, s.d. 1.47). The second highest rated item for Centennial Seniors was *Programs available of interest to me* (Mean = 5.57, s.d. 1.45). The third most important item for Centennial Seniors was *Post graduate opportunities* (Mean = 5.51, s.d. 1.41). All three of these items had over seventy percent of Centennial Seniors rate the importance between “Somewhat Important” to “Totally Important.” An additional six items had average importance scores above 5.00: (1) *Availability of financial aid*, (2) *Location – Convenient*, (3) *School / Program Reputation*, (4) *Social Atmosphere*, (5) *Intangibles*, and (6) *Technology Available*. The data are presented graphically in Figure CRSC1.

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

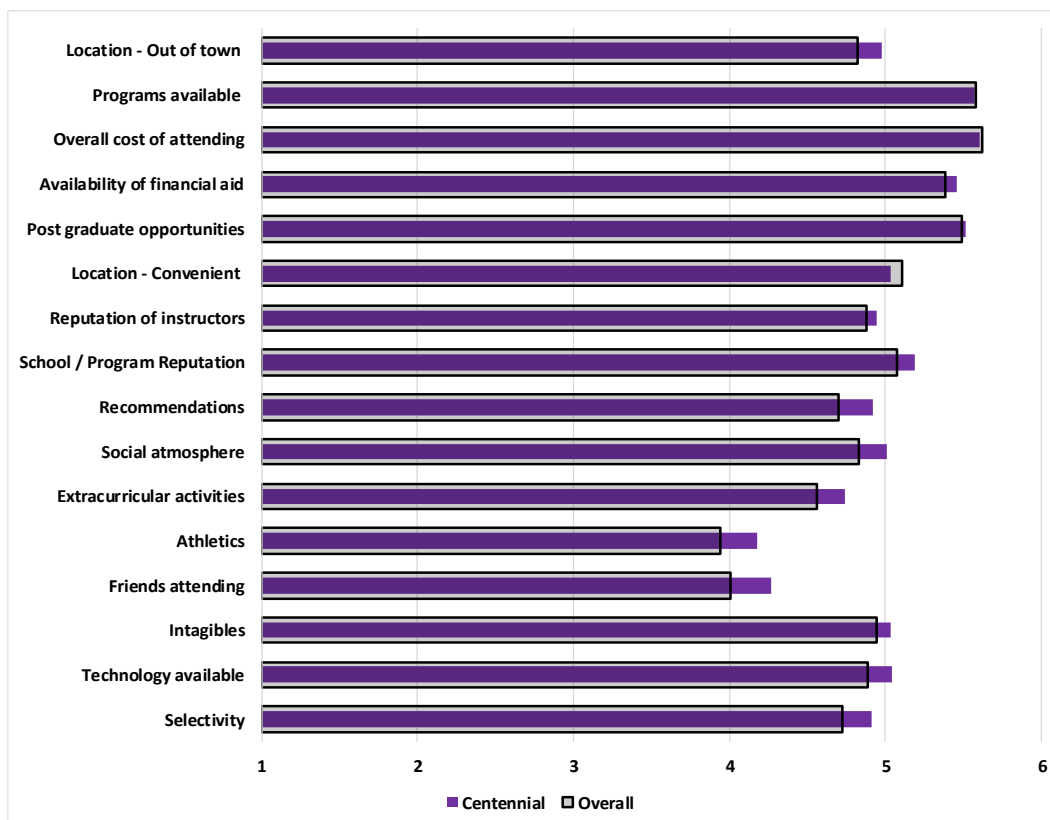


Table CRSC1: Centennial Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

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	6 3.1%	13 6.7%	12 6.2%	44 22.7%	31 16.0%	54 27.8%	34 17.5%	194 100.0%	4.98 1.57	4.82 1.71	103
Programs available of interest to me	4 2.1%	3 1.5%	6 3.1%	42 21.5%	20 10.3%	51 26.2%	69 35.4%	195 100.0%	5.57 1.45	5.58 1.51	100
Overall cost of attending	3 1.6%	4 2.1%	8 4.2%	37 19.3%	22 11.5%	45 23.4%	73 38.0%	192 100.0%	5.60 1.47	5.62 1.46	100
Availability of financial aid	3 1.6%	5 2.6%	8 4.1%	47 24.4%	20 10.4%	41 21.2%	69 35.8%	193 100.0%	5.46 1.51	5.38 1.56	101
Post graduate opportunities	5 2.6%	2 1.0%	3 1.5%	38 19.6%	32 16.5%	55 28.4%	59 30.4%	194 100.0%	5.51 1.41	5.49 1.51	100
Location - Convenient / easy to get to	6 3.1%	7 3.6%	8 4.1%	61 31.3%	22 11.3%	55 28.2%	36 18.5%	195 100.0%	5.03 1.52	5.11 1.46	98
Reputation of instructors	7 3.6%	7 3.6%	6 3.1%	62 32.1%	32 16.6%	48 24.9%	31 16.1%	193 100.0%	4.94 1.48	4.88 1.54	101
School / Program Reputation	4 2.1%	6 3.1%	5 2.6%	51 26.3%	32 16.5%	60 30.9%	36 18.6%	194 100.0%	5.19 1.39	5.07 1.54	102
Recommendations from others	6 3.1%	8 4.1%	5 2.6%	63 32.5%	37 19.1%	47 24.2%	28 14.4%	194 100.0%	4.92 1.43	4.70 1.50	105
Social atmosphere	4 2.1%	5 2.6%	7 3.6%	61 31.4%	36 18.6%	51 26.3%	30 15.5%	194 100.0%	5.01 1.36	4.83 4.51	104
Extracurricular activities	9 4.6%	9 4.6%	17 8.7%	50 25.6%	40 20.5%	44 22.6%	26 13.3%	195 100.0%	4.74 1.54	4.56 1.61	104
Athletics	18 9.3%	18 9.3%	12 6.2%	75 38.7%	21 10.8%	31 16.0%	19 9.8%	194 100.0%	4.18 1.69	3.94 1.86	106
Friends attending	15 7.7%	10 5.1%	20 10.3%	70 35.9%	33 16.9%	32 16.4%	15 7.7%	195 100.0%	4.27 1.55	4.01 1.63	106
Intagibles (Campus feels right)	7 3.6%	3 1.5%	11 5.7%	58 29.9%	31 16.0%	50 25.8%	34 17.5%	194 100.0%	5.03 1.45	4.94 1.6	102
Technology available	5 2.6%	6 3.1%	9 4.6%	58 29.9%	34 17.5%	47 24.2%	35 18.0%	194 100.0%	5.04 1.42	4.89 1.55	103
Selectivity (Requirements / Eligibility)	7 3.6%	8 4.1%	8 4.1%	61 31.4%	30 15.5%	55 28.4%	25 12.9%	194 100.0%	4.91 1.44	4.72 1.50	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>	Centennial			Total		
	#	% Within	Index	#	% Within	Index
Yes	66	32.51%	91	140	35.71%	100
No	137	67.49%	105	252	64.29%	100
Total	203	100.00%		392	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	Centennial			Total		
	Value	Index		Value	Index	
Mean	\$22,516.43	163		\$13,845.67	100	
s.d.	\$49,904.86	143		\$34,894.49	100	
Trimmed Mean (5%)	\$10,028.80	120		\$8,337.75	100	
Median Value	\$5,000.00	135		\$3,700.00	100	
Min	\$100.00			\$100.00		
Max	\$200,000.00			\$200,000.00		
Average # of Awards		1.75	98		1.78	100

Centennial Seniors,

almost a third (32.51%) indicated they had received at least one scholarship. This was slightly lower ratio than seniors overall (35.71%). The average (mean) scholarship award was \$22,516 and was 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). As a result, a 5% trimmed mean (\$10,028) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$5,000; this, also, is higher than for seniors overall. The average number of awards Centennial Seniors received was 1.75, slightly below the average (1.78) 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, 25.41% indicated they would be heading out-of-state. Centennial Seniors were slightly less likely to indicate they would attend an institution out of state than were seniors overall; 23.94% of Centennial Seniors indicated they were heading to a four year out of state institution. Two-year bound Centennial Seniors had higher proportions heading out-of-state. For Centennial Seniors bound for two-year institutions, 7.94% indicated they were heading out-of-state compared to 5.06% of seniors overall.

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	54	76.06%	102	91	74.59%	100
	Out-of-State	17	23.94%	94	31	25.41%	100
Total 4-Year Bound		71	100.00%		122	100.00%	
2-Year Bound	In-State	116	92.06%	97	244	94.94%	100
	Out-of-State	10	7.94%	157	13	5.06%	100
Total 2-Year Bound		126	100.00%		257	100.00%	
Both	In-State	170	86.29%	98	335	88.39%	100
	Out-of-State	27	13.71%	118	44	11.61%	100
Total Both		197	100.00%		379	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISC2. Centennial Seniors were most likely to apply to Oregon State University (34.2% Applied) or Portland State University (28.9% Applied). For both Portland State University and Oregon State University, a slightly higher proportion of Centennial Seniors applied than the proportion of seniors overall. Over fifteen percent of Centennial Seniors also applied to The University of Oregon (17.1% Applied); this is a slightly higher proportion compared to seniors overall. A small number (less than five for each) applied to all other public 4-year institutions. Centennial Seniors applied to Oregon Health & Sciences University and Southwestern Oregon University at much higher rates than did seniors overall.

Of the seventy-six Centennial Seniors that applied to public universities, sixteen were not accepted; sixty Centennial Seniors (78.95% 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. Portland State University was the exception; the proportion accepted was 8.9% lower compared to students that applied. Comparing the acceptance proportions for Centennial Seniors to seniors overall reveals the proportions accepted to Portland State University (20.0% accepted compared to 18.7% overall), Oregon Health & Sciences University (5.0% accepted compared to 3.3% accepted overall), and Southwestern Oregon University (3.3% Accepted compared to 2.2% accepted overall) were higher.

The majority of Centennial Seniors indicating they would be attending a four-year public university identified Oregon State University (25.0% Attending), University of Oregon (22.9% Attending), and Portland State University (20.8% Attending). Compared to seniors overall, the proportion of Centennial Seniors attending 4-year Public Universities is higher for all but three institutions: (1) Eastern Oregon University, (2) Oregon Institute of Technology, and (3) Oregon State University. Figure CISC1 presents the data graphically.

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

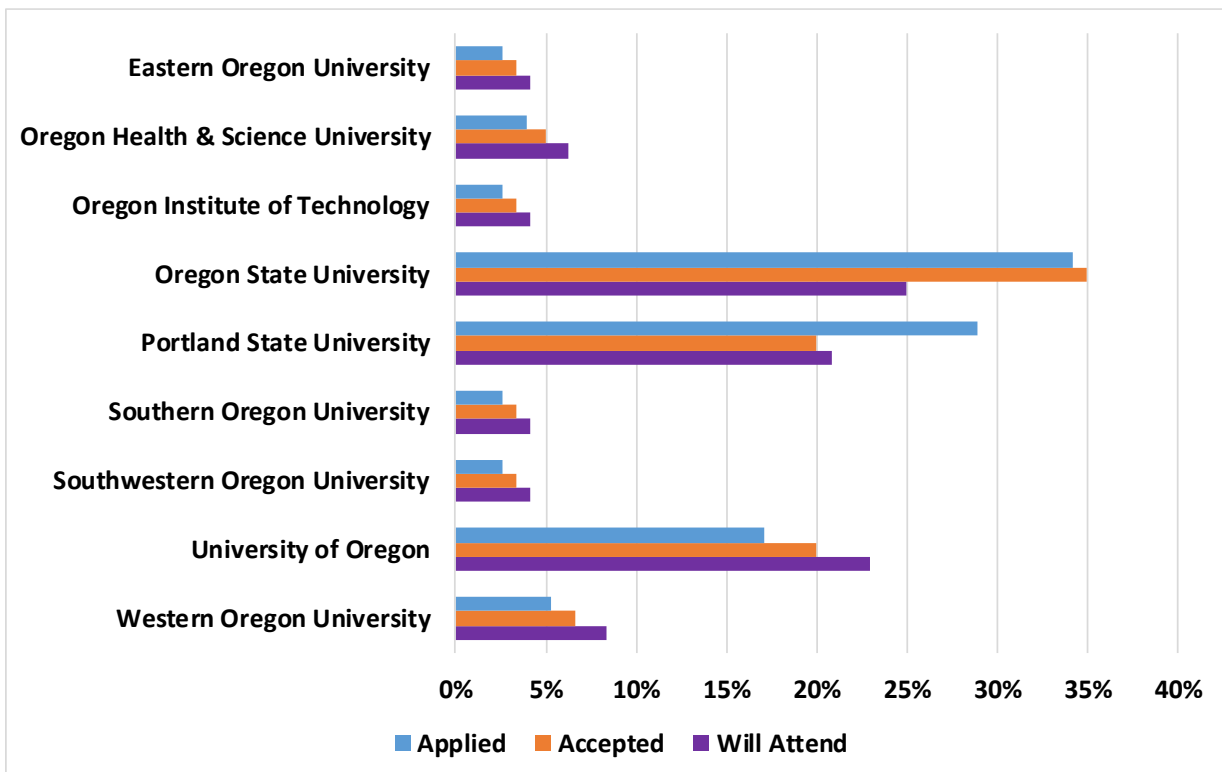


Table CISC2: Centennial Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution 4-Year Public	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	2	2.6%	64	2	3.3%	61	2	4.2%	70	5	4.1%	100	5	5.5%	100	4	6.0%	100
Oregon Health & Science University	3	3.9%	159	3	5.0%	152	3	6.3%	140	3	2.5%	100	3	3.3%	100	3	4.5%	100
Oregon Institute of Technology	2	2.6%	80	2	3.3%	76	2	4.2%	70	4	3.3%	100	4	4.4%	100	4	6.0%	100
Oregon State University	26	34.2%	101	21	35.0%	100	12	25.0%	84	41	33.9%	100	32	35.2%	100	20	29.9%	100
Portland State University	22	28.9%	113	12	20.0%	107	10	20.8%	100	31	25.6%	100	17	18.7%	100	14	20.9%	100
Southern Oregon University	2	2.6%	40	2	3.3%	76	2	4.2%	140	8	6.6%	100	4	4.4%	100	2	3.0%	100
Southwestern Oregon University	2	2.6%	159	2	3.3%	152	2	4.2%	140	2	1.7%	100	2	2.2%	100	2	3.0%	100
University of Oregon	13	17.1%	103	12	20.0%	101	11	22.9%	110	20	16.5%	100	18	19.8%	100	14	20.9%	100
Western Oregon University	4	5.3%	91	4	6.7%	101	4	8.3%	140	7	5.8%	100	6	6.6%	100	4	6.0%	100
Total	76	100.0%		60	100.0%		48	100.0%		121	100.0%		91	100.0%		67	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-five private university applications were submitted by Centennial Seniors. For Centennial Seniors that applied to private institutions, University of Portland (34.3% Applied) and Concordia University (22.9% Applied) had the highest proportions. Over ten percent (11.4%) of Centennial Seniors also applied to George Fox University. 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 four of institutions identified: (1) Concordia University, (2) Lewis & Clark University, (3) Reed College, and (4) University of Portland.

Of the thirty-five applications to a private institution, fifteen were accepted (a 43% acceptance rate). For most private institutions, the proportion of Centennial Seniors accepted was higher compared to the proportion of applications. The exception was Concordia University (19.0% accepted) which had a much lower proportion of Centennial Seniors 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) Lewis & Clark University, (3) Linfield College, (4) Reed College, and (5) University of Portland. Index scores were well over 100 for all of these institutions.

Of the fifteen applications that were accepted, only two Centennial Seniors indicated they would attend a private institution. One each indicated they would attend Concordia University and Lewis & Clark University.

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

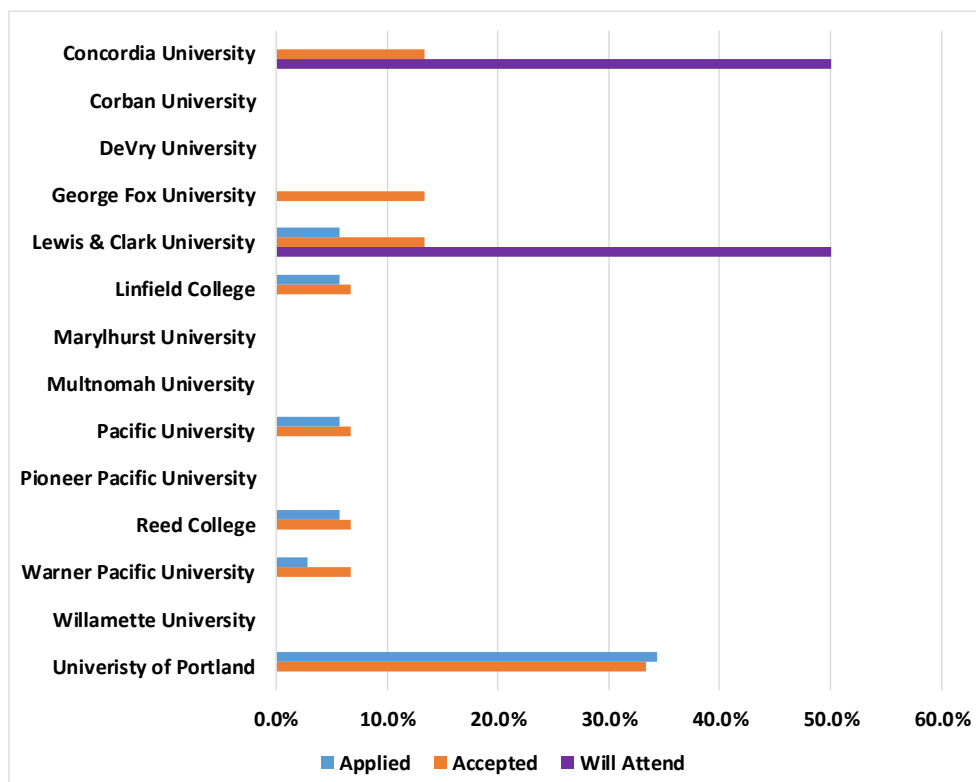


Figure CIS2 presents the four-year private institution data graphically.

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

Institution 4-Year Private	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	8	22.9%	122	2	13.3%	167	1	50.0%	350	9	18.8%	100	2	8.0%	100	1	14.3%	100
Corban University	2	5.7%	91	0	0.0%		0	0.0%		3	6.3%	100	0	0.0%		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	11.4%	69	2	13.3%	56	0	0.0%	0	8	16.7%	100	6	24.0%	100	1	14.3%	100
Lewis & Clark University	2	5.7%	137	2	13.3%	167	1	50.0%	350	2	4.2%	100	2	8.0%	100	1	14.3%	100
Linfield College	2	5.7%	91	1	6.7%	167	0	0.0%		3	6.3%	100	1	4.0%	100	0	0.0%	
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	1	2.1%	100	1	4.0%	100	1	14.3%	100
Pacific University	2	5.7%	69	1	6.7%	56	0	0.0%	0	4	8.3%	100	3	12.0%	100	1	14.3%	100
Pioneer Pacific University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Reed College	2	5.7%	137	1	6.7%	167	0	0.0%		2	4.2%	100	1	4.0%	100	0	0.0%	
Warner Pacific University	1	2.9%	69	1	6.7%	83	0	0.0%	0	2	4.2%	100	2	8.0%	100	1	14.3%	100
Willamette University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Univeristy of Portland	12	34.3%	118	5	33.3%	119	0	0.0%	0	14	29.2%	100	7	28.0%	100	1	14.3%	100
Total	35	100.0%		15	100.0%		2	100.0%		48	100.0%		25	100.0%		7	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

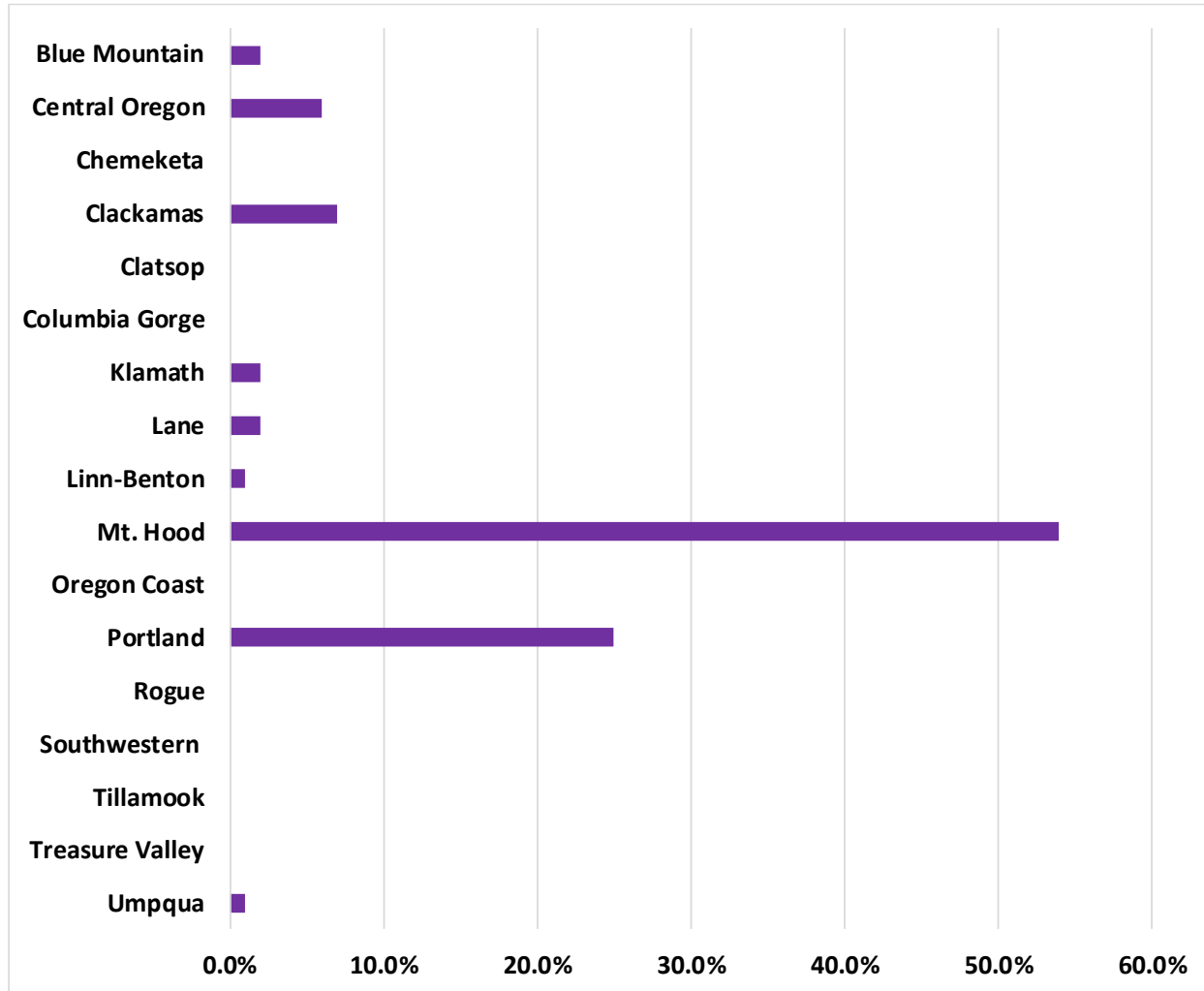
Table CISC4: Centennial Seniors and Seniors Overall Bound for Community College by Institution Attending

<i>Institution</i>	Centennial			Total		
	#	%	Index	#	%	Index
Community College						
Blue Mountain	2	2.0%	183	2	1.1%	100
Central Oregon	6	6.0%	100	11	6.0%	100
Chemeketa	0	0.0%		0	0.0%	
Clackamas	7	7.0%	107	12	6.6%	100
Clatsop	0	0.0%	0	1	0.5%	100
Columbia Gorge	0	0.0%		0	0.0%	
Klamath	2	2.0%	183	2	1.1%	100
Lane	2	2.0%	183	2	1.1%	100
Linn-Benton	1	1.0%	92	2	1.1%	100
Mt. Hood	54	54.0%	84	117	63.9%	100
Oregon Coast	0	0.0%		0	0.0%	
Portland	25	25.0%	143	32	17.5%	100
Rogue	0	0.0%		0	0.0%	
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	0	0.0%		1	0.5%	100
Umpqua	1	1.0%	183	1	0.5%	100
Total	100	100.0%		183	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 Centennial Seniors and seniors overall indicating they will be attending a community college are presented in Table CISC4. A total of 100 Centennial Seniors indicated they planned to attend a community college in Oregon. The majority of Centennial Seniors indicated they would be attending Mt. Hood Community College (54.0% Attending). Over thirty percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.0% Attending) and Portland Community College (25.0% 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 (25.0% compared to 17.5% overall). They are attending Mt. Hood at a lower rate compared to seniors overall (54.0% compared to 63.9% overall). Finally they are attending Clackamas at a similar rate to seniors overall (7.0% compared to 6.6% 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.

Only two Centennial Seniors indicated they applied, were accepted, and will be attending a private technical college: Everest College and Northwest 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 Springwater Trail

Type of Institution Attending

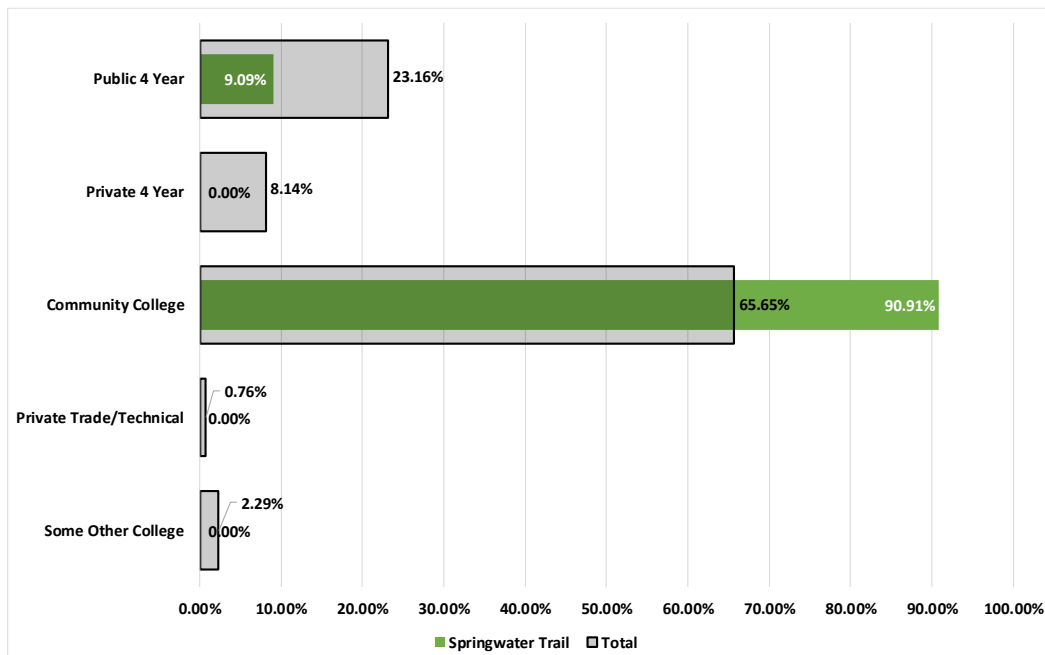
Results of the institution type Springwater Trail Seniors are attending are presented in Table CTIAST1 along with the totals for all seniors continuing their education. The majority of Springwater Trail Seniors (90.91%)

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	9.09%	39	91	23.16%	100
Private 4 Year	0	0.00%	0	32	8.14%	100
Community College	20	90.91%	138	258	65.65%	100
Private Trade/Technical	0	0.00%	0	3	0.76%	100
Some Other College	0	0.00%	0	9	2.29%	100
Total	22	100.00%		393	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. Nine percent (9.09%) 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. Springwater Trail Seniors did not indicate they would be attending any other type of institution. 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. Generally, mean scores for Springwater Trail Seniors were similar to the overall scores. Five items were more important to Springwater Trail Seniors than seniors overall: (1) *Overall cost of attending* (Springwater Trail Mean = 6.16, s.d. 1.12 / Overall Mean = 5.62, s.d. 1.46), (2) *Reputation of instructors* (Springwater Trail Mean = 5.37, s.d. 1.46 / Overall Mean = 4.88, s.d. 1.54), (3) *Post graduate opportunities* (Springwater Trail Mean = 5.95, s.d. 1.18 / Overall Mean = 5.49, s.d. 1.51), (4) *Technology available* (Springwater Trail Mean = 5.26, s.d. 1.10 / Overall Mean = 4.89, s.d. 1.55), and (5) *Location – Convenient* (Springwater Trail Mean = 5.47, s.d. 1.35 / Overall Mean = 5.11, s.d. 1.46).

Three items were rated more important than the others for Springwater Trail Seniors; the mean importance scores for these three items were similar to seniors overall. The *Overall cost of attending* was identified as the most important item for Springwater Trail Seniors (Mean = 6.16, s.d. 1.12). The second highest rated item for Springwater Trail Seniors was *Post graduate opportunities* (Mean = 5.95, s.d. 1.18). The third most important item for Springwater Trail Seniors was *Programs available of interest to me* (Mean = 5.57, s.d. 1.45). All three of these items had over eighty percent of Springwater Trail Seniors rate the importance between “Somewhat Important” to “Totally Important.” An additional five items had average importance scores at or above 5.00: (1) *Availability of financial aid*, (2) *Location – Convenient*, (3) *Reputation of instructors*, (4) *Intangibles*, and (5) *Technology Available*. The data are presented graphically in Figure CRSST1.

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

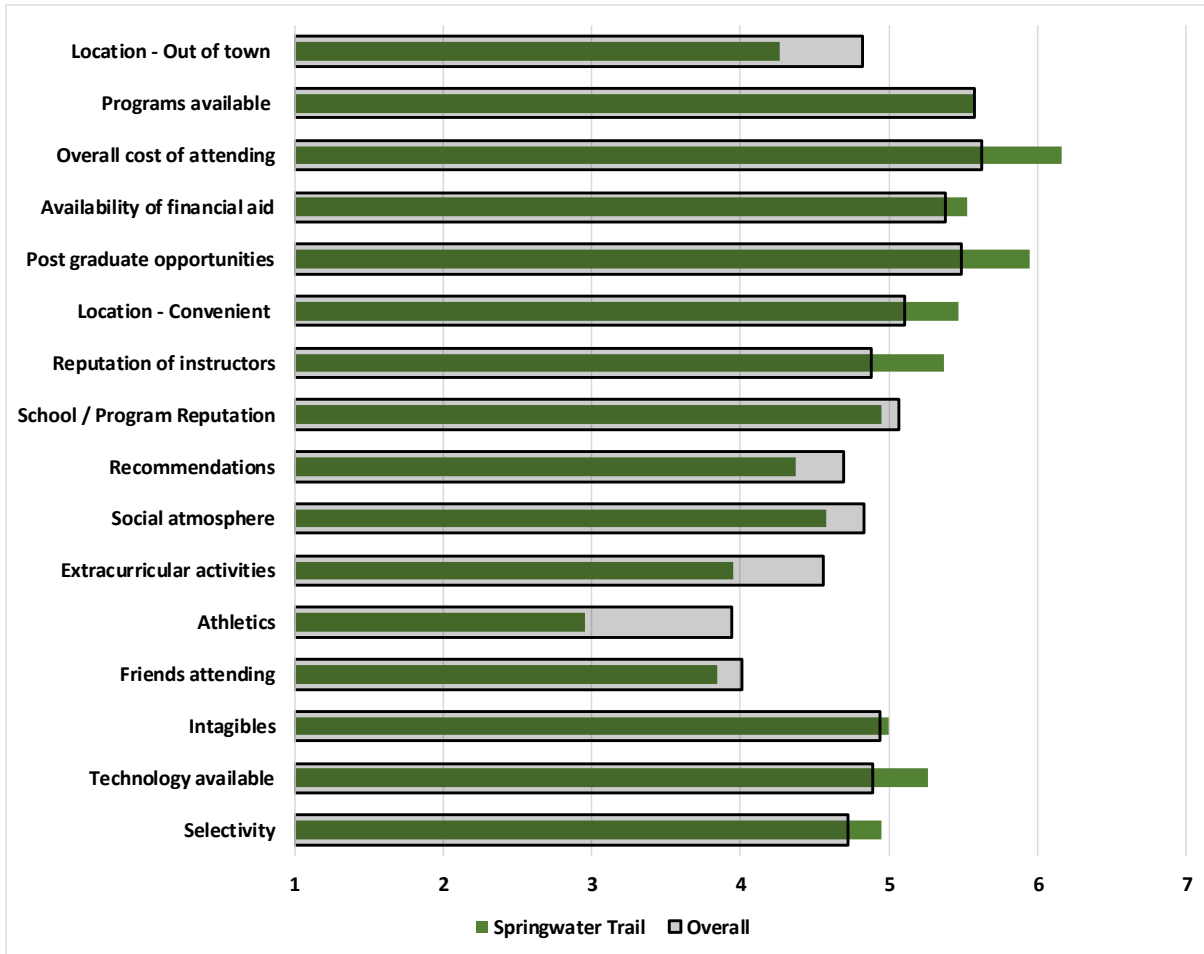


Table CRSST1: Springwater Trail Seniors’ Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

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 / away from home	3 14.3%	4 19.0%	0 0.0%	4 19.0%	2 9.5%	5 23.8%	3 14.3%	21 100.0%	4.26 2.18	4.82 1.71	88
Programs available of interest to me	0 0.0%	1 5.0%	0 0.0%	3 15.0%	2 10.0%	7 35.0%	7 35.0%	20 100.0%	5.57 1.45	5.58 1.51	100
Overall cost of attending	0 0.0%	0 0.0%	0 0.0%	3 14.3%	1 4.8%	7 33.3%	10 47.6%	21 100.0%	6.16 1.12	5.62 1.46	110
Availability of financial aid	0 0.0%	0 0.0%	0 0.0%	5 23.8%	5 23.8%	5 23.8%	6 28.6%	21 100.0%	5.53 1.17	5.38 1.56	103
Post graduate opportunities	0 0.0%	0 0.0%	0 0.0%	4 19.0%	1 4.8%	8 38.1%	8 38.1%	21 100.0%	5.95 1.18	5.49 1.51	108
Location - Convenient / easy to get to	0 0.0%	1 4.8%	0 0.0%	4 19.0%	2 9.5%	10 47.6%	4 19.0%	21 100.0%	5.47 1.35	5.11 1.46	107
Reputation of instructors	1 4.8%	0 0.0%	1 4.8%	4 19.0%	3 14.3%	9 42.9%	3 14.3%	21 100.0%	5.37 1.46	4.88 1.54	110
School / Program Reputation	2 10.0%	0 0.0%	0 0.0%	3 15.0%	7 35.0%	5 25.0%	3 15.0%	20 100.0%	4.95 1.68	5.07 1.54	98
Recommendations from others	1 4.8%	1 4.8%	0 0.0%	7 33.3%	9 42.9%	3 14.3%	0 0.0%	21 100.0%	4.37 1.21	4.70 1.50	93
Social atmosphere	1 4.3%	0 0.0%	2 8.7%	7 30.4%	5 21.7%	6 26.1%	2 8.7%	23 100.0%	4.58 1.35	4.83 1.51	95
Extracurricular activities	2 10.0%	3 15.0%	1 5.0%	6 30.0%	7 35.0%	0 0.0%	1 5.0%	20 100.0%	3.95 1.55	4.56 1.61	87
Athletics	7 33.3%	5 23.8%	0 0.0%	4 19.0%	0 0.0%	4 19.0%	1 4.8%	21 100.0%	2.95 2.09	3.94 1.86	75
Friends attending	3 14.3%	2 9.5%	1 4.8%	6 28.6%	5 23.8%	4 19.0%	0 0.0%	21 100.0%	3.84 1.71	4.01 1.63	96
Intagibles (Campus feels right)	1 4.8%	0 0.0%	3 14.3%	4 19.0%	2 9.5%	7 33.3%	4 19.0%	21 100.0%	5.00 1.73	4.94 1.60	101
Technology available	0 0.0%	0 0.0%	0 0.0%	7 33.3%	5 23.8%	6 28.6%	3 14.3%	21 100.0%	5.26 1.10	4.89 1.55	108
Selectivity (Requirements / Eligibility)	0 0.0%	0 0.0%	0 0.0%	9 42.9%	4 19.0%	7 33.3%	1 4.8%	21 100.0%	4.95 1.03	4.72 1.50	105

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>	Springwater Trail			Total		
	#	% Within	Index	#	% Within	Index
Yes	10	45.45%	127	140	35.71%	100
No	12	54.55%	85	252	64.29%	100
Total	22	100.00%		392	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	Springwater Trail			Total		
	Value		Index	Value		Index
Mean	\$783.33		6	\$13,845.67		100
s.d.	\$256.58		1	\$34,894.49		100
Trimmed Mean (5%)	**			\$8,337.75		100
Median Value	\$850.00		23	\$3,700.00		100
Min	\$500.00			\$100.00		
Max	\$1,000.00			\$200,000.00		
Average # of Awards	1.00		56	1.78		100

**Insufficient Data to Calculate

Seniors, over forty-five percent (45.45%) indicated they had received at least one scholarship. This was much higher than seniors overall (35.71%). The average (mean) scholarship award was \$783 and was lower than the average award for seniors overall. A 5% trimmed mean could not be calculated as too few Springwater Trail Seniors reported award amounts. The median value of scholarship awards was \$850; this is lower than seniors overall. The average number of awards seniors received was 1.00, lower than the average (1.78) 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>	Springwater Trail			Total			
	#	% Within	Index	#	% Within	Index	
4-Year Bound	In-State	2	100.00%	134	91	74.59%	100
	Out-of-State	0	0.00%	0	31	25.41%	100
Total 4-Year Bound		2	100.00%		122	100.00%	
2-Year Bound	In-State	19	100.00%	105	244	94.94%	100
	Out-of-State	0	0.00%	0	13	5.06%	100
Total 2-Year Bound		19	100.00%		257	100.00%	
Both	In-State	21	100.00%	113	335	88.39%	100
	Out-of-State	0	0.00%	0	44	11.61%	100
Total Both		21	100.00%		379	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. No Springwater Trail Seniors indicated they would be attending an out-of-state institution.

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. Three Springwater Trail Seniors indicated they had applied to Oregon Public 4-year institutions; one each applied to Oregon Institute of Technology, Oregon State University, and Portland State University. The student that applied to Oregon Institute of Technology was accepted and indicated an intent to attend. Results are presented in Table CISST2.

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.

Table CISST2: Springwater Trail Seniors and Seniors Overall Bound for 4-Year Public University by Institution Attending

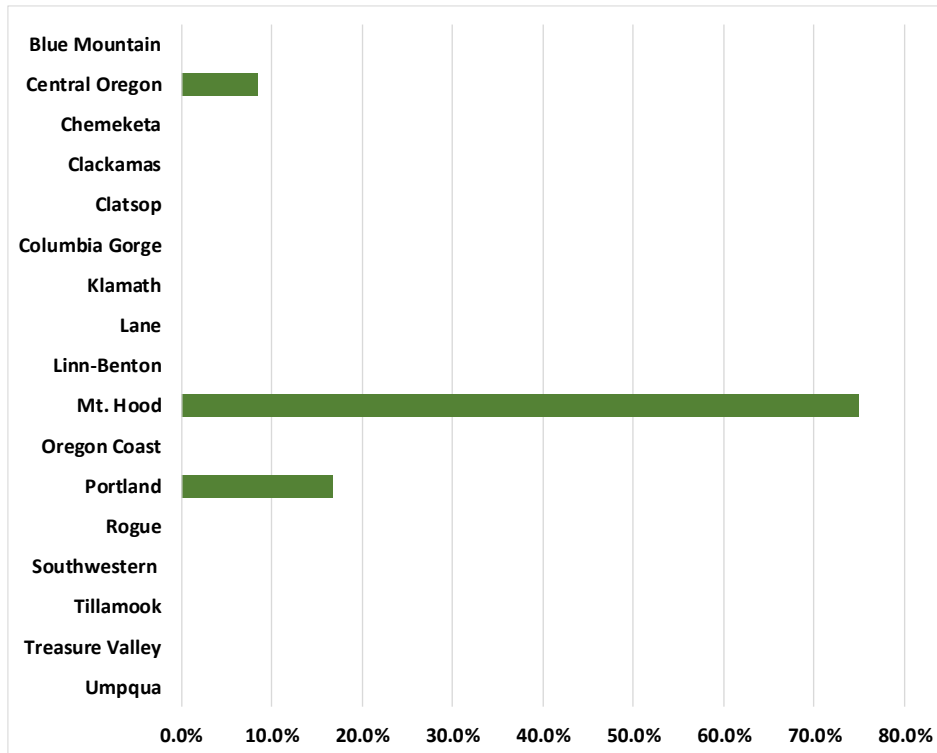
Institution 4-Year Public	Springwater Trail									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	5	4.1%	100	5	5.5%	100	4	6.0%	100
Oregon Health & Science University	0	0.0%	0	0	0.0%	0	0	0.0%	0	3	2.5%	100	3	3.3%	100	3	4.5%	100
Oregon Institute of Technology	1	33.3%	1008	1	100.0%	2275	1	100.0%	1675	4	3.3%	100	4	4.4%	100	4	6.0%	100
Oregon State University	1	33.3%	98	0	0.0%	0	0	0.0%	0	41	33.9%	100	32	35.2%	100	20	29.9%	100
Portland State University	1	33.3%	130	0	0.0%	0	0	0.0%	0	31	25.6%	100	17	18.7%	100	14	20.9%	100
Southern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	8	6.6%	100	4	4.4%	100	2	3.0%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.7%	100	2	2.2%	100	2	3.0%	100
University of Oregon	0	0.0%	0	0	0.0%	0	0	0.0%	0	20	16.5%	100	18	19.8%	100	14	20.9%	100
Western Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	7	5.8%	100	6	6.6%	100	4	6.0%	100
Total	3	100.0%	100	1	100.0%		1	100.0%		121	100.0%		91	100.0%		67	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

Table CISST3: Springwater Trail Seniors and Seniors Overall Bound for Community College by Institution Attending

Institution	Springwater Trail Will Attend			Total Will Attend		
	#	%	Index	#	%	Index
Community College						
Blue Mountain	0	0.0%	0	2	1.1%	100
Central Oregon	1	8.3%	139	11	6.0%	100
Chemeketa	0	0.0%		0	0.0%	
Clackamas	0	0.0%	0	12	6.6%	100
Clatsop	0	0.0%	0	1	0.5%	100
Columbia Gorge	0	0.0%		0	0.0%	
Klamath	0	0.0%	0	2	1.1%	100
Lane	0	0.0%	0	2	1.1%	100
Linn-Benton	0	0.0%	0	2	1.1%	100
Mt. Hood	9	75.0%	117	117	63.9%	100
Oregon Coast	0	0.0%		0	0.0%	
Portland	2	16.7%	95	32	17.5%	100
Rogue	0	0.0%		0	0.0%	
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	0	0.0%		1	0.5%	100
Umpqua	0	0.0%	0	1	0.5%	100
Total	12	100.0%		183	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 twelve Springwater Trail Seniors indicated they planned to attend a community college in Oregon. Three quarters of the seniors indicated they would be attending Mt. Hood Community College (75.0% Attending). The rest

indicated they would be attending Portland Community College (16.7% Attending). One Springwater Trail Senior (8.3% of Springwater Trail Seniors attending Community College) indicate an intent to attend Central Oregon Community College. Compared to seniors overall, Springwater Trail Seniors are attending Mt. Hood Community College at a higher rate. The Community College attending data are presented graphically in Figure CISST2.

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

Continuing Education Results for Sandy

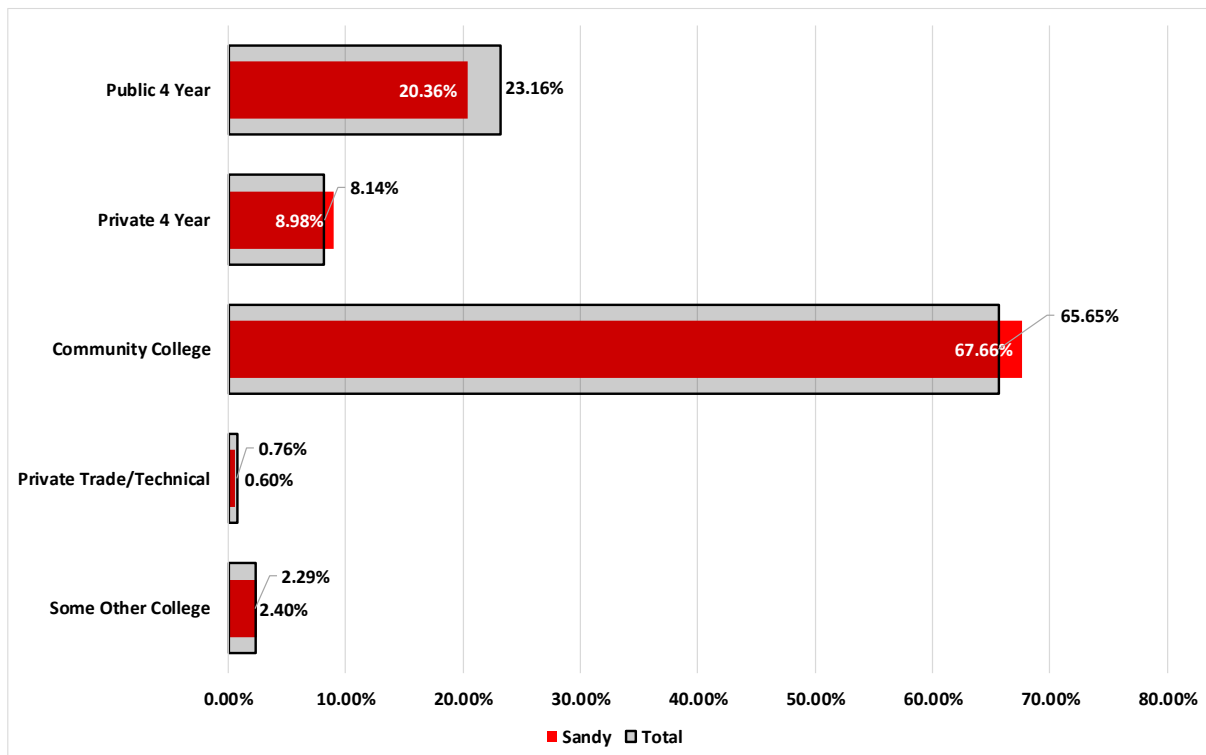
Type of Institution Attending

Results of the institution type Sandy Seniors are attending are presented in Table CTIAS1 along with the totals for all seniors continuing their education. The majority of Sandy Seniors (67.66%) indicated they will be attending a community college. Sandy Seniors were more likely to indicate they were attending a private four year institution than seniors overall. Over eight percent (8.98%) indicated they will be attending a four year private university. Sandy Seniors were slightly less likely than seniors overall to indicate they would be attending either a public four year or private trade/technical institution. Four Sandy Seniors (2.40%) indicated they would be attending some other type of college. Data are presented graphically in Figure CTIAS1.

Table CTIAS1: Sandy Seniors and Seniors Overall by Type of Institution Attending

What Type of Institution Are You Attending	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Public 4 Year	34	20.36%	88	91	23.16%	100
Private 4 Year	15	8.98%	110	32	8.14%	100
Community College	113	67.66%	103	258	65.65%	100
Private Trade/Technical	1	0.60%	78	3	0.76%	100
Some Other College	4	2.40%	105	9	2.29%	100
Total	167	100.00%		393	100.00%	

Figure CTIAS1: 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 Sandy Seniors are presented in Table CRSS1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Sandy Seniors were very similar to the overall scores. Sandy Seniors were slightly more likely to identify *Programs available of interest to me* (Sandy Mean = 5.61, s.d. 1.56 / Overall Mean = 5.58, s.d. 1.51) and *Location - Convenient* (Sandy Mean = 5.18, s.d. 1.40 / Overall Mean = 5.11, s.d. 1.46) than were seniors overall.

Three items were rated more important than the others for Sandy Seniors; the mean importance scores were similar to seniors overall. The *Programs available of interest to me* was identified as the most important item for Sandy Seniors (Mean = 5.61, s.d. 1.56). The second highest rated item for Sandy Seniors was *Overall cost of attending* (Mean = 5.57, s.d. 1.48). The third most important item for Centennial Seniors was *Post graduate opportunities* (Mean = 5.41, s.d. 1.63). All three of these items had over seventy percent of Sandy Seniors rate the importance between “Somewhat Important” to “Totally Important.” An additional three items had average importance scores above 5.00: (1) *Availability of financial aid*, (2) *Location – Convenient*, and (3) *School / Program Reputation*. The data are presented graphically in Figure CRSS1.

Figure CRSS1: Mean Rating Scores for Institution Selection Items by Sandy Seniors and Seniors Overall

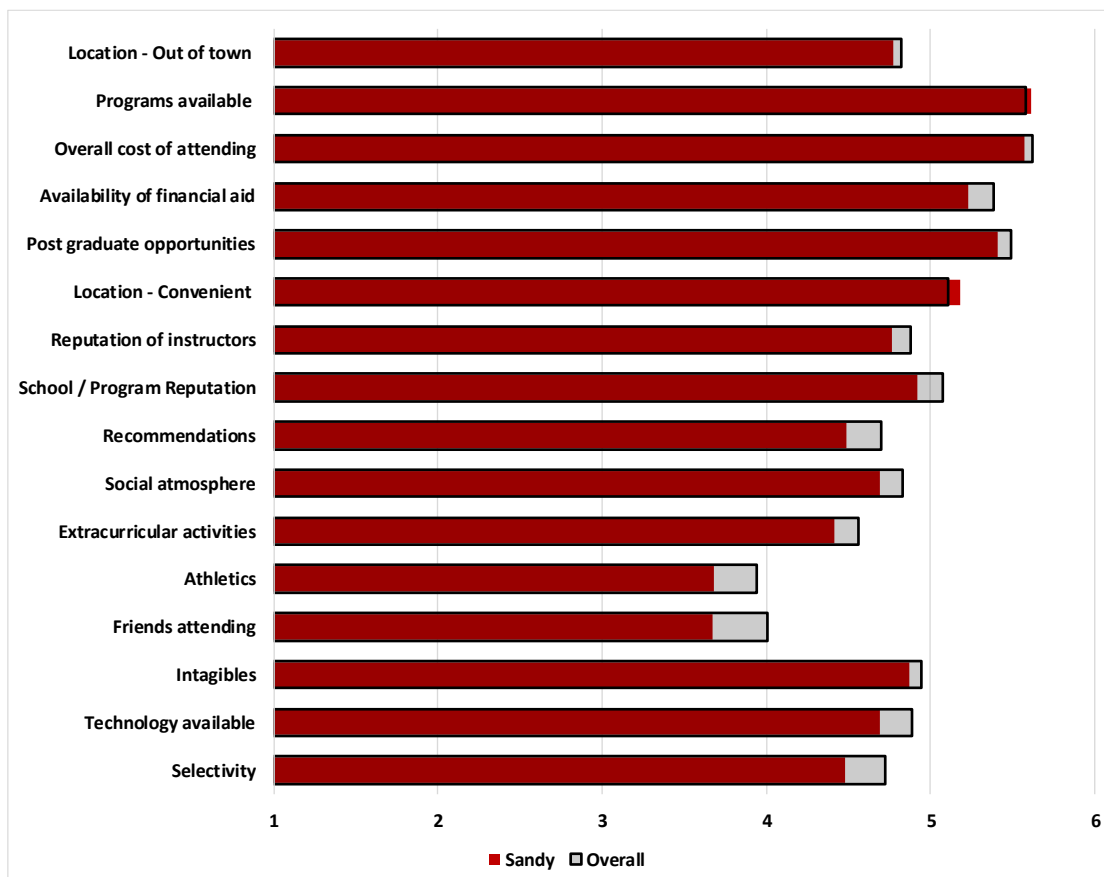


Table CRSS1: Sandy Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

Sandy											
<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	14 8.7%	10 6.2%	5 3.1%	37 23.0%	29 18.0%	41 25.5%	25 15.5%	161 100.0%	4.77 1.73	4.82 1.71	99
Programs available of interest to me	7 4.3%	5 3.1%	2 1.2%	22 13.7%	16 9.9%	57 35.4%	52 32.3%	161 100.0%	5.61 1.56	5.58 1.51	101
Overall cost of attending	4 10.0%	4 2.5%	2 1.3%	28 17.5%	23 14.4%	44 27.5%	55 34.4%	160 100.0%	5.57 1.48	5.62 1.46	99
Availability of financial aid	7 4.4%	6 3.8%	9 5.6%	22 13.8%	32 20.0%	40 25.0%	44 27.5%	160 100.0%	5.23 1.63	5.38 1.56	97
Post graduate opportunities	10 6.3%	3 1.9%	1 0.6%	29 18.1%	22 13.8%	48 30.0%	47 29.4%	160 100.0%	5.41 1.63	5.49 1.51	99
Location - Convenient / easy to get to	6 3.8%	2 1.3%	5 3.1%	35 21.9%	32 20.0%	58 36.3%	22 13.8%	160 100.0%	5.18 1.40	5.11 1.46	101
Reputation of instructors	10 6.3%	10 6.3%	6 3.8%	34 21.3%	35 21.9%	52 32.5%	13 8.1%	160 100.0%	4.76 1.56	4.88 1.54	98
School / Program Reputation	14 8.7%	3 1.9%	4 2.5%	37 23.0%	27 16.8%	54 33.5%	22 13.7%	161 100.0%	4.92 1.65	5.07 1.54	97
Recommendations from others	9 5.6%	13 8.1%	11 6.8%	44 27.3%	39 24.2%	33 20.5%	12 7.5%	161 100.0%	4.49 1.54	4.70 1.50	96
Social atmosphere	13 8.1%	8 5.0%	8 5.0%	39 24.4%	37 23.1%	39 24.4%	16 10.0%	160 100.0%	4.69 1.62	4.83 1.51	97
Extracurricular activities	13 8.1%	12 7.5%	7 4.4%	44 27.5%	42 26.3%	28 17.5%	14 8.8%	160 100.0%	4.41 1.64	4.56 1.61	97
Athletics	32 19.9%	21 13.0%	10 6.2%	42 26.1%	21 13.0%	18 11.2%	17 10.6%	161 100.0%	3.68 1.97	3.94 1.86	93
Friends attending	20 12.3%	23 14.2%	24 14.8%	46 28.4%	27 16.7%	14 8.6%	8 4.9%	162 100.0%	3.67 1.63	4.01 1.63	92
Intagibles (Campus feels right)	11 6.9%	7 4.4%	10 6.3%	38 23.8%	25 15.6%	39 24.4%	30 18.8%	160 100.0%	4.87 1.74	4.94 1.60	99
Technology available	12 7.5%	8 5.0%	8 5.0%	42 26.3%	30 18.8%	40 25.0%	20 12.5%	160 100.0%	4.69 1.68	4.89 1.55	96
Selectivity (Requirements / Eligibility)	12 7.5%	7 4.3%	4 2.5%	65 40.4%	28 17.4%	31 19.3%	14 8.7%	161 100.0%	4.48 1.52	4.72 1.50	95

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 CSS1. For Sandy Seniors, over a

Table CSS1: Summary Statistics of Scholarship Awards for Sandy Seniors and Seniors Overall

<i>Awarded Scholarships?</i>	Sandy			Total		
	#	% Within	Index	#	% Within	Index
Yes	64	38.32%	107	140	35.71%	100
No	103	61.68%	96	252	64.29%	100
Total	167	100.00%		392	100.00%	
<i>Summary Statistics for Scholarships Awarded</i>	Sandy			Total		
	Value		Index	Value		Index
Mean	\$7,483.34		54	\$13,845.67		100
s.d.	\$11,828.02		34	\$34,894.49		100
Trimmed Mean (5%)	\$5,973.90		72	\$8,337.75		100
Median Value	\$3,448.50		93	\$3,700.00		100
Min	\$250.00			\$100.00		
Max	\$60,000.00			\$200,000.00		
Average # of Awards		1.88	106		1.78	100

third (38.32%) indicated they had received at least one scholarship. This was a slightly higher ratio than seniors overall (35.71%). The average (mean) scholarship award was \$7,483 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 (\$5,973) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$3,448; this is similar to seniors overall. The average number of awards Sandy Seniors received was 1.88, slightly above the average (1.78) 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 Sandy Seniors are reported in Table CISS1. For all seniors heading to a four year institution, 25.41% indicated they would be heading out-of-state. Sandy Seniors were more likely to indicate they would attend an institution out-of-state than were seniors overall; 28.57% of Sandy Seniors indicated they were heading to a four year out-of-state institution. Two-year bound Sandy Seniors had lower proportions heading out-of-state. Only 2.68% of Sandy Seniors bound for two-year institutions indicated they were heading out-of-state compared to 5.06% of seniors overall.

Table CISS1: In-State and Out-of-State Bound for Two and Four Year Institutions by Sandy Seniors and Seniors Overall

<i>In-State/Out-of-State Bound</i>		Sandy			Total		
		#	% Within	Index	#	% Within	Index
4-Year Bound	In-State	35	71.43%	96	91	74.59%	100
	Out-of-State	14	28.57%	112	31	25.41%	100
Total 4-Year Bound		49	100.00%		122	100.00%	
2-Year Bound	In-State	109	97.32%	103	244	94.94%	100
	Out-of-State	3	2.68%	53	13	5.06%	100
Total 2-Year Bound		112	100.00%		257	100.00%	
Both	In-State	144	89.44%	101	335	88.39%	100
	Out-of-State	17	10.56%	91	44	11.61%	100
Total Both		161	100.00%		379	100.00%	

For seniors that indicated they were bound for a four-year institution, a list of all public four-year universities in Oregon was provided. Seniors were asked to indicate if they: (1) Applied to, (2) were accepted, and (3) were planning to attend. Results for four-year public institutions are provided in Table CISS2. Sandy Seniors were most likely to apply to Oregon State University (33.3% Applied), Portland State University (19.0% Applied), or The University of Oregon (16.7% Applied). Sandy Seniors were just as likely to apply to Oregon State University or The University of Oregon as seniors overall; they were less likely to apply to Portland State University than seniors overall. Just under fifteen percent (14.3%) applied to Southern Oregon University; this is a much higher rate than seniors overall. Although the number of applications was smaller, both Eastern Oregon University (7.1% Applied) and Western Oregon University (7.1% Applied) had Sandy Seniors apply at higher rates than seniors overall. No Sandy Seniors applied to Oregon Health & Sciences University nor Southwestern Oregon University.

Of the forty-two Sandy Seniors that applied to public universities, twelve were not accepted; thirty Sandy Seniors (71.4% of those that applied) were accepted to the public universities they applied to. The proportions of those accepted were generally higher than the proportion of those that applied for most institutions. Portland State University and Southern Oregon University were the exceptions; the proportion accepted for Portland State University was 2.3% lower compared to students that applied and for Southern Oregon University was 7.6% lower. Comparing the acceptance proportions for Sandy Seniors to seniors overall reveals the proportions accepted to Eastern Oregon University (10.0% accepted compared to 5.5% overall), and Southern Oregon University (6.7% Accepted compared to 4.4%

accepted overall) were higher. The majority of Sandy Seniors indicating they would be attending a four-year public university identified Oregon State University (44.4% Attending) and Portland State University (22.2% Attending). Although fewer Sandy Seniors indicated an intent to attend Eastern Oregon University, the proportion is much higher when compared to seniors overall (11.1% Attending compared to 6.0% overall). The data are presented graphically in Figure CISS1.

Figure CISS1: Proportions of Sandy Seniors That Applied, Were Accepted, and Plan to Attend Four-year Public Institutions

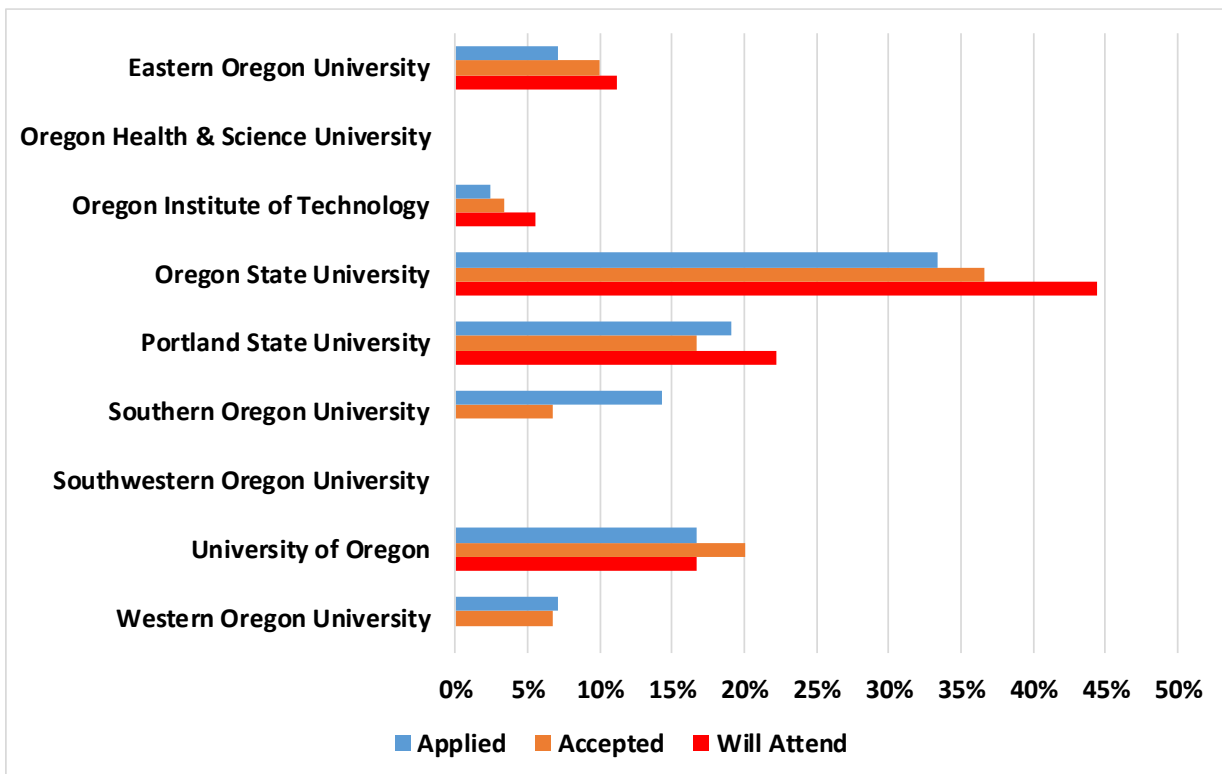


Table CISS2: Sandy Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution 4-Year Public	Sandy									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	3	7.1%	173	3	10.0%	182	2	11.1%	186	5	4.1%	100	5	5.5%	100	4	6.0%	100
Oregon Health & Science University	0	0.0%	0	0	0.0%	0	0	0.0%	0	3	2.5%	100	3	3.3%	100	3	4.5%	100
Oregon Institute of Technology	1	2.4%	72	1	3.3%	76	1	5.6%	93	4	3.3%	100	4	4.4%	100	4	6.0%	100
Oregon State University	14	33.3%	98	11	36.7%	104	8	44.4%	149	41	33.9%	100	32	35.2%	100	20	29.9%	100
Portland State University	8	19.0%	74	5	16.7%	89	4	22.2%	106	31	25.6%	100	17	18.7%	100	14	20.9%	100
Southern Oregon University	6	14.3%	216	2	6.7%	152	0	0.0%	0	8	6.6%	100	4	4.4%	100	2	3.0%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.7%	100	2	2.2%	100	2	3.0%	100
University of Oregon	7	16.7%	101	6	20.0%	101	3	16.7%	80	20	16.5%	100	18	19.8%	100	14	20.9%	100
Western Oregon University	3	7.1%	123	2	6.7%	101	0	0.0%	0	7	5.8%	100	6	6.6%	100	4	6.0%	100
Total	42	100.0%		30	100.0%		18	100.0%		121	100.0%		91	100.0%		67	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 CISS3. A total of thirteen private university applications were submitted by Sandy Seniors. For Sandy Seniors that applied to private institutions, George Fox University (30.8% Applied) had the highest proportion. Pacific University and University of Portland each had two seniors submit applications (15.4% of the submitted applications). Five other private universities had one application each (7.7% of Sandy Seniors that applied): (1) Concordia University, (2) Corban University, (3) Linfield College, (4) Multnomah University, and (5) Warner Pacific University. No Sandy Seniors indicated they had applied to the other private universities listed. Although the number of applications were small, the Sandy Seniors' proportions compared to the proportions of seniors overall were very high for six of the institutions identified: (1) Corban University, (2) George Fox University, (3) Linfield College, (4) Multnomah University, (5) Pacific University, and (6) Warner Pacific University.

Of the thirteen applications to a private institution, ten were accepted (a 77% acceptance rate). All four of the applications submitted to George Fox University were accepted (40% of the accepted Sandy applications). Compared to seniors overall, the proportion of Sandy Seniors accepted to private institutions was higher for all accepting private institutions except University of Portland (20% Sandy Seniors Accepted compared to 28% acceptance rate for seniors overall). Of the ten applications that were accepted, five Sandy Seniors indicated they would attend a private institution. One each indicated they will attend George Fox University, Multnomah University, Pacific University, Warner Pacific

University, and University of Portland. Figure CISS2 presents the four-year private institution data graphically.

Figure CISS2: Proportions of Sandy Seniors That Applied, Were Accepted, and Plan to Attend Four-year Private Institutions

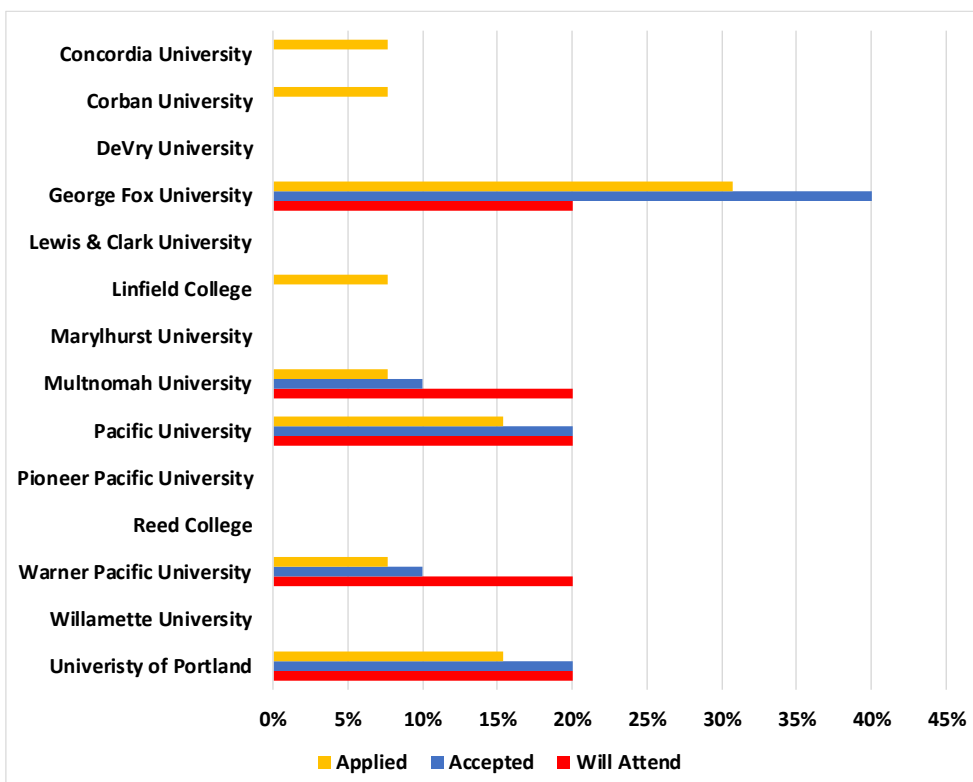


Table CISS3: Sandy Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

Institution	Sandy									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
4-Year Private	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Concordia University	1	7.7%	41	0	0.0%		0	0.0%		9	18.8%	100	2	8.0%	100	1	14.3%	100
Corban University	1	7.7%	123	0	0.0%		0	0.0%		3	6.3%	100	0	0.0%		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	30.8%	185	4	40.0%	167	1	20.0%	140	8	16.7%	100	6	24.0%	100	1	14.3%	100
Lewis & Clark University	0	0.0%		0	0.0%		0	0.0%		2	4.2%	100	2	8.0%	100	1	14.3%	100
Linfield College	1	7.7%	123	0	0.0%		0	0.0%		3	6.3%	100	1	4.0%	100	0	0.0%	
Marylhurst University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Multnomah University	1	7.7%	369	1	10.0%	250	1	20.0%	140	1	2.1%		1	4.0%		1	14.3%	100
Pacific University	2	15.4%	185	2	20.0%	167	1	20.0%	140	4	8.3%	100	3	12.0%	100	1	14.3%	100
Pioneer Pacific University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Reed College	0	0.0%		0	0.0%		0	0.0%		2	4.2%	100	1	4.0%	100	0	0.0%	
Warner Pacific University	1	7.7%	185	1	10.0%	125	1	20.0%	140	2	4.2%	100	2	8.0%	100	1	14.3%	100
Willamette University	0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%		0	0.0%	
Univeristy of Portland	2	15.4%	53	2	20.0%	71	1	20.0%	140	14	29.2%	100	7	28.0%	100	1	14.3%	100
Total	13	100.0%		10	100.0%		5	100.0%		48	100.0%		25	100.0%		7	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

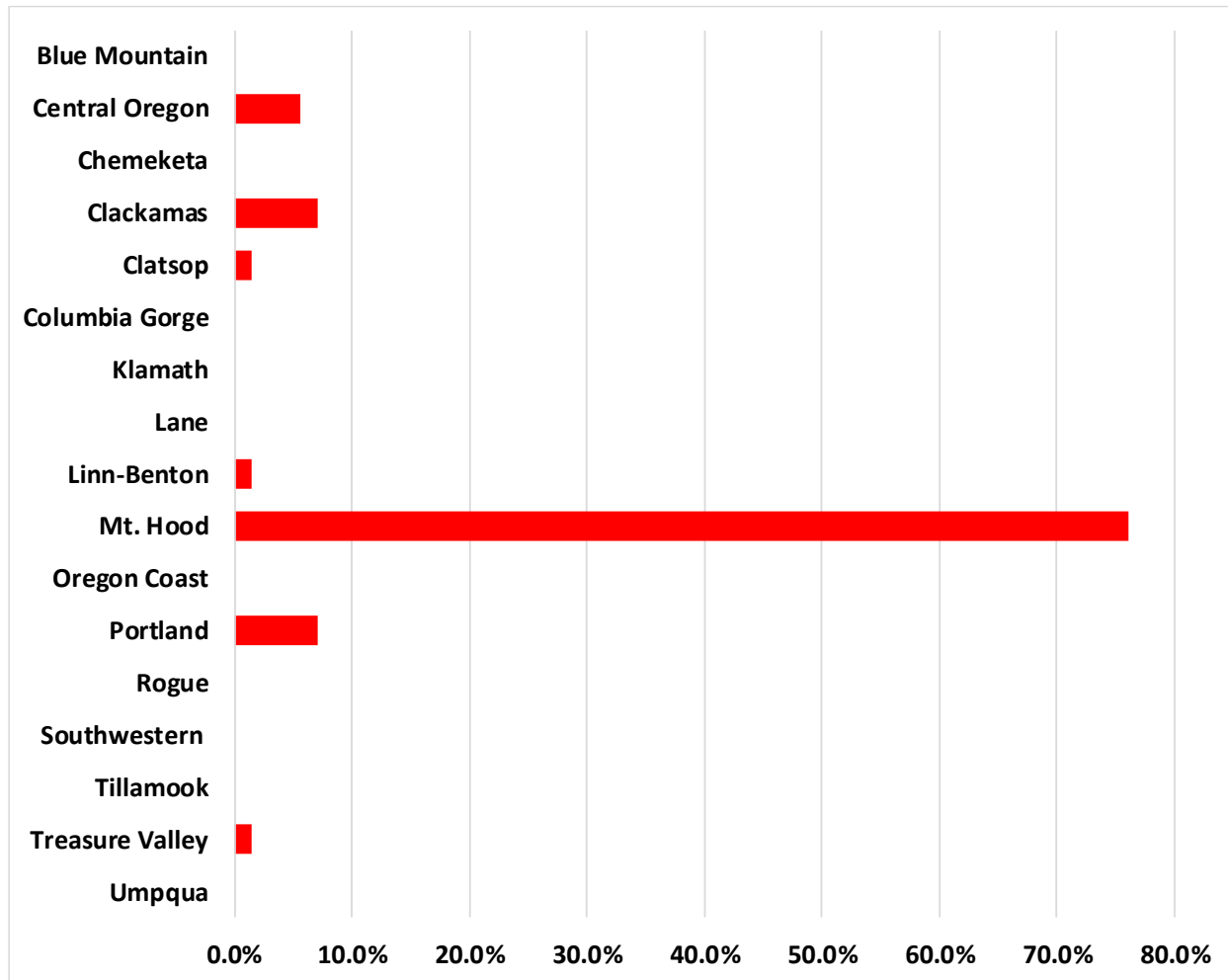
Table CISS4: Sandy Seniors and Seniors Overall Bound for Community College by Institution Attending

<i>Institution</i>	Sandy Will Attend			Total Will Attend		
	#	%	Index	#	%	Index
Community College						
Blue Mountain	0	0.0%	0	2	1.1%	100
Central Oregon	4	5.6%	94	11	6.0%	100
Chemeketa	0	0.0%		0	0.0%	
Clackamas	5	7.0%	107	12	6.6%	100
Clatsop	1	1.4%	258	1	0.5%	100
Columbia Gorge	0	0.0%		0	0.0%	
Klamath	0	0.0%	0	2	1.1%	100
Lane	0	0.0%	0	2	1.1%	100
Linn-Benton	1	1.4%	129	2	1.1%	100
Mt. Hood	54	76.1%	119	117	63.9%	100
Oregon Coast	0	0.0%		0	0.0%	
Portland	5	7.0%	40	32	17.5%	100
Rogue	0	0.0%		0	0.0%	
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	1	1.4%	258	1	0.5%	100
Umpqua	0	0.0%	0	1	0.5%	100
Total	71	100.0%		183	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 Sandy Seniors and seniors overall indicating they will be attending a community college are presented in Table CISS4. Seventy-one Sandy Seniors indicated they planned to attend a community college in Oregon. The majority of Sandy Seniors indicated they would be attending Mt. Hood Community College (76.1% Attending). Fourteen percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.0% Attending) and Portland Community College (7.0% Attending). Although all of the Sandy School District lies within the Mt. Hood District Boundary, fourteen percent of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Sandy Students are attending Portland Community College at a much lower rate (7.0% compared to 17.5% overall). They are attending Mt. Hood at a higher rate compared to seniors overall (76.1% compared to 63.9% overall). Finally they are attending Clackamas at a similar rate to seniors overall (7.0% compared to 6.6% overall). Although the numbers are small, a higher proportion of Sandy Seniors indicated they would be attending Clatsop Community College (1.4% compared to 0.5% overall), Linn-Benton Community College (1.4% compared to 1.1% overall), and Treasure Valley Community College (1.4% compared to 0.5% overall). The Community College attending data are presented graphically in Figure CISS3.

Only one Sandy Senior indicated they applied, were accepted, and will be attending a private technical college: Northwest College. No analysis or data are presented.

Figure CISS3: Proportion of Sandy Seniors Planning to Attend a Community College by Institution



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.

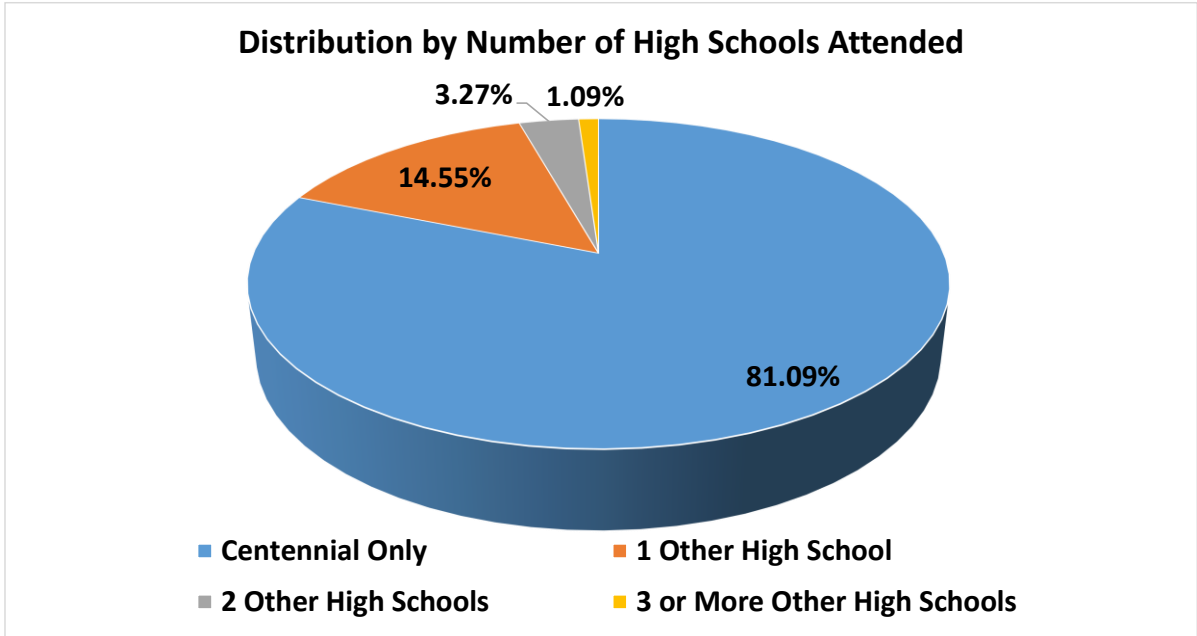
Number of High Schools

Centennial Seniors were asked how many high schools they had attended. Data are reported in Table CQC1. Over eighty percent of seniors (82.61%) indicated that Centennial was the only high school they had attended. Just over thirteen percent (13.77%) indicated they had attended one other high school. Three percent (3.63%) indicated they had attended two or more high schools. Data are presented graphically in Figure CQC1.

Table CQC1: Number of High Schools Attended

How many High Schools Attended	Responses	Percent
Centennial Only	228	82.61%
1 Other High School	38	13.77%
2 Other High Schools	7	2.54%
3 or More Other High Schools	3	1.09%
Total	276	100.00%

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

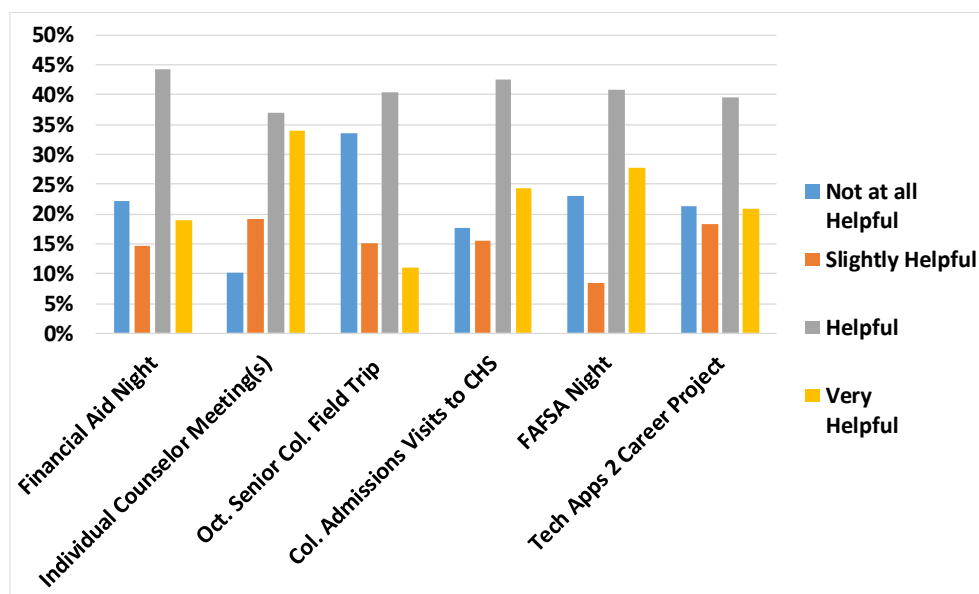
Helpfulness of CHS Events	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Total Resp	Did Not Attend
Financial Aid Night	27 22.1%	18 14.8%	54 44.3%	23 18.9%	122 100%	152 55.5%
Individual Counselor Meeting(s)	24 10.2%	45 19.1%	87 36.9%	80 33.9%	236 100%	38 13.9%
Oct. Senior Col. Field Trip	40 33.6%	18 15.1%	48 40.3%	13 10.9%	119 100%	154 56.4%
Col. Admissions Visits to CHS	26 17.6%	23 15.5%	63 42.6%	36 24.3%	148 100%	125 45.8%
FAFSA Night	30 23.1%	11 8.5%	53 40.8%	36 27.7%	130 100%	144 52.6%
Tech Apps 2 Career Project	42 21.3%	36 18.3%	78 39.6%	41 20.8%	197 100%	78 28.4%

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.

Individual Counselor Meetings were the most helpful of the events listed. Over seventy percent (70.8%) of students rated these meetings as “Helpful” or “Very Helpful.” Additionally, more Centennial Seniors participated in counselor meetings than any other event identified; A total of 236 seniors rated this

Figure CQC2: Helpfulness of Centennial High School Events



event. The FAFSA Night appears to be the second most helpful of the events listed. FAFSA Night was identified by 68.5% of Centennial Seniors as being “Helpful” or “Very Helpful.” It did, however, have one of the lower participation rates; 130 seniors rated this event. College Admissions visits to Centennial High School was the third most helpful event with 66.9% of seniors indicating it was “Helpful” or “Very Helpful;” 148 seniors rated this event. Financial Aid Night and Tech Apps 2 Career Project both had over sixty percent (63.1% and 60.4% respectively) of Centennial Seniors rate as “Helpful” or “Very Helpful.” The Tech Apps 2 Career Project had the second highest participation rate; 197 participated in Tech Apps 2 Career Project. Financial Aid Night has the second lowest participation rate (122 seniors participated). The October Senior College Field Trip appeared to be the least helpful of the five events. Just over fifty percent (51.3%) of seniors that participated indicated it was “Helpful” or “Very Helpful.” It also had the lowest participation rate of any of the events (119 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 three quarters (76.03%) 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	203	76.03%
No	64	23.97%
Total	267	100.00%

Figure CQC3: Honors/AP/College Prep Classes

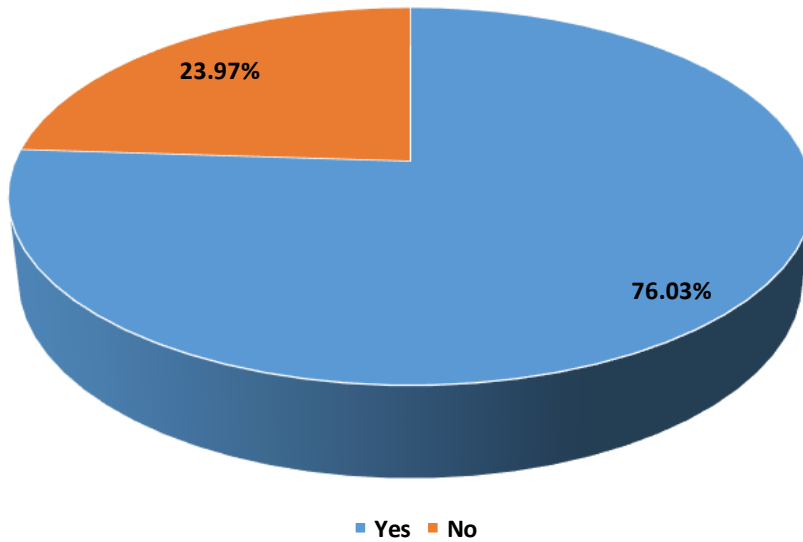
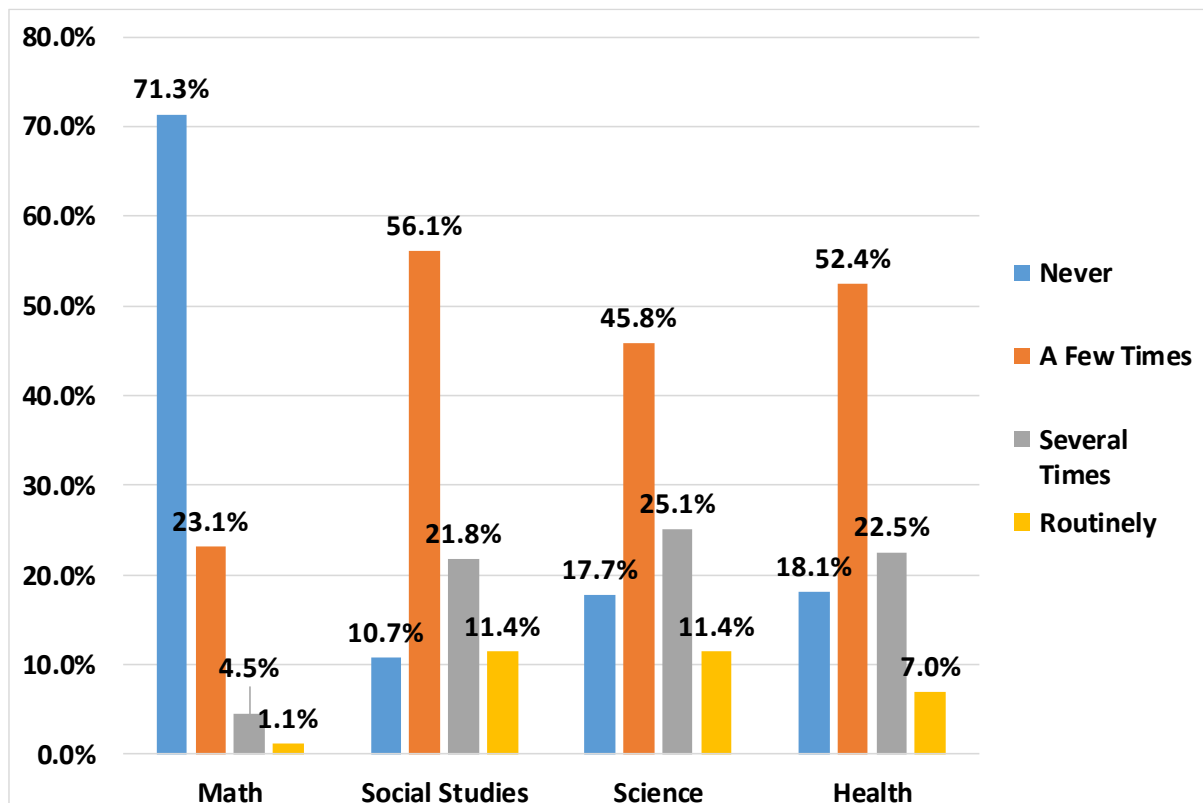


Table CQC4: Written Papers of One Page or More by Subject Area

Written papers 1 Page or More	Never	A Few Times	Several Times	Routinely	Total
Math	191 71.3%	62 23.1%	12 4.5%	3 1.1%	268 100.0%
Social Studies	29 10.7%	152 56.1%	59 21.8%	31 11.4%	271 100.0%
Science	48 17.7%	124 45.8%	68 25.1%	31 11.4%	271 100.0%
Health	49 18.1%	142 52.4%	61 22.5%	19 7.0%	271 100.0%

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, 71.3% indicated they had never written any one page or longer papers. An additional 23.1% 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, 56.1% indicated “A Few Times” and 21.8% indicated “Several Times.” For Science, 45.8% indicated “A Few Times” and 25.1% indicated “Several Times.” For Health, 52.4% indicated “A Few Times” and 22.5% 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” (35.3%) or “Several Times” (25.3%). The “Never” and “Routinely” categories were identified equally by Centennial Seniors (19.7% for each category). Data 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
	53	95	68	53	269
	19.7%	35.3%	25.3%	19.7%	100.0%

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

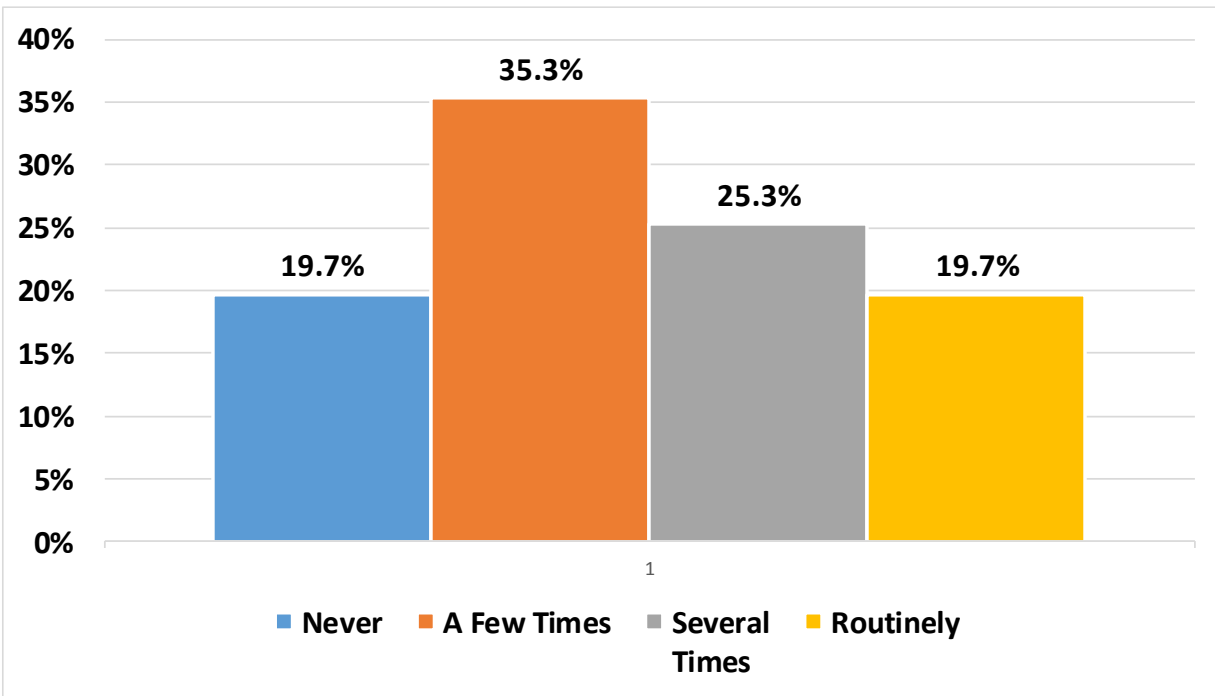


Table CQC6: Reading Frequency by Type of Material

Frequency of Reading	Never	A Few Times A Week	3-4 Times A Week	Daily	Total
Assigned Reading (Course Materials or Textbooks)	76 28.1%	138 51.1%	38 14.1%	18 6.7%	270 100.0%
Personal Reading (Magazines, Books, etc.)	121 45.1%	96 35.8%	36 13.4%	15 5.6%	268 100.0%
On-line Reading (Blogs, Web Pages, Ezines)	62 23.1%	101 37.7%	44 16.4%	61 22.8%	268 100.0%

Centennial Seniors were asked about the frequency they 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” (51.1%) or “Never” (28.1%). For personal reading, they were most likely to indicate “Never” (45.1%) or “A Few Times A Week” (35.8%). Centennial Seniors were more likely to participate in On-line Reading. Although the majority indicated “Never” (23.1%) or “A Few Times A Week” (37.7%), the other two responses had substantially higher responses than the other types of reading: the “3-4 Times a Week” had 16.4% of responses and “Daily” had 22.8% of responses. Data are presented graphically in Figure CQC6.

Figure CQC6: Frequency of Reading by Type of Material

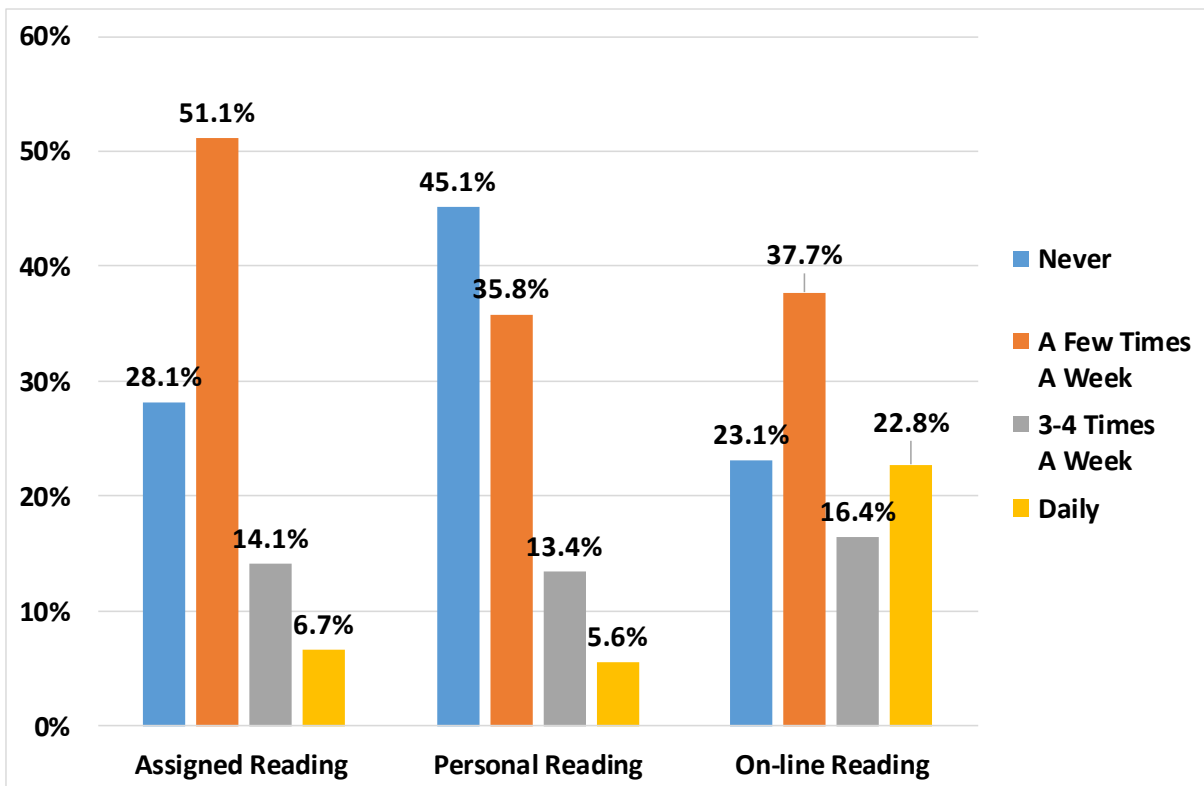
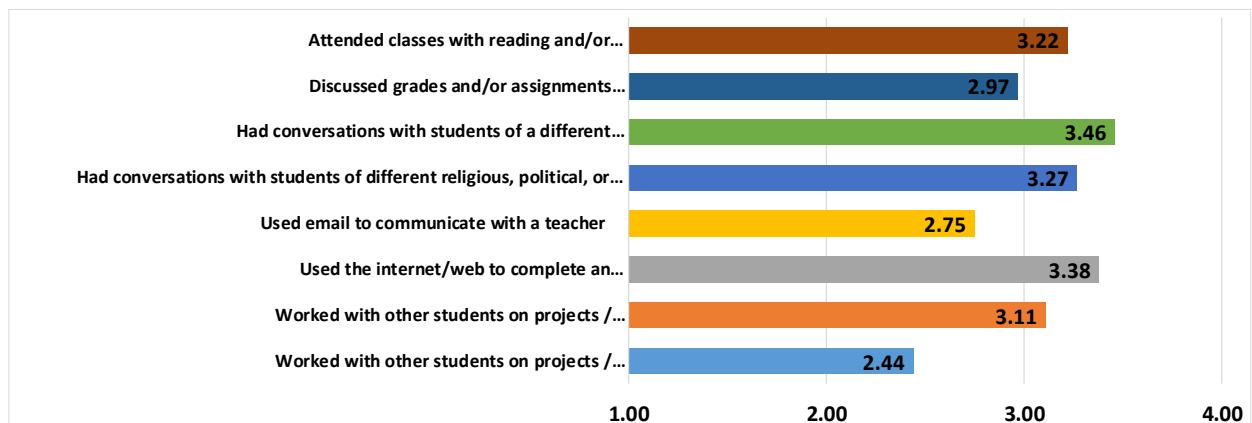


Table CQC7: Frequency of Student Behaviors

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	13 4.8%	49 18.1%	75 27.7%	134 49.4%	271 100.0%	3.22 0.91
Discussed grades and/or assignments with a teacher	14 5.2%	77 28.5%	81 30.0%	98 36.3%	270 100.0%	2.97 0.93
Had conversations with students of a different race or ethnicity than my own	14 5.2%	35 13.0%	33 12.2%	188 69.6%	270 100.0%	3.46 0.91
Had conversations with students of different religious, political, or personal beliefs	20 7.4%	42 15.5%	53 19.6%	156 57.6%	271 100.0%	3.27 0.98
Used email to communicate with a teacher	26 9.6%	99 36.7%	62 23.0%	83 30.7%	270 100.0%	2.75 1.00
Used the internet/web to complete an assignment	11 4.1%	36 13.4%	63 23.4%	159 59.1%	269 100.0%	3.38 0.87
Worked with other students on projects / assignments during class	9 3.3%	65 24.1%	84 31.1%	112 41.5%	270 100.0%	3.11 0.88
Worked with other students on projects / assignments outside of class	48 17.9%	100 37.3%	74 27.6%	46 17.2%	268 100.0%	2.44 0.98

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 3.46 (s.d. 0.91); 69.6% of Centennial Seniors indicated they had done this frequently. “Attended classes with reading and/or assignments completed” (Mean = 3.22, s.d. 0.91), “Had conversations with students of different religious, political, or personal beliefs” (Mean 3.27, s.d. 0.98), “Used the internet/web to complete an assignment” (Mean = 3.38, s.d. 0.87), and “Worked with other students on projects/assignments during class” (Mean 3.11, s.d. 0.88) 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 = 2.97, s.d. 0.93), “Used email to communicate with a teacher” (Mean = 2.66, s.d. 1.00), and “Worked with other students on projects/assignments outside of class” (Mean = 2.44, s.d. 0.98) happened less frequently. Data are presented graphically in Figure CQC7.

Figure CQC7: Frequency of Student Behaviors



Student Experience

This section of the Centennial-specific Questions asked respondents to indicate their level of agreement on a four-point scale (1=Strongly Disagree 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 3.34 (s.d. 0.66). “There is at least one adult in my school who cares about me and knows me well” had a mean score of 3.30 (s.d. 0.73). “I have the skills and abilities to complete my work” had a mean score of 3.24 (s.d. 0.64). “I place a high value on learning” had a mean score of 3.23 (s.d. 0.66). Five items appear to have similar distributions and had the lowest level of agreement. “I have a voice in classroom

Table CQC8: Student Experience Statements

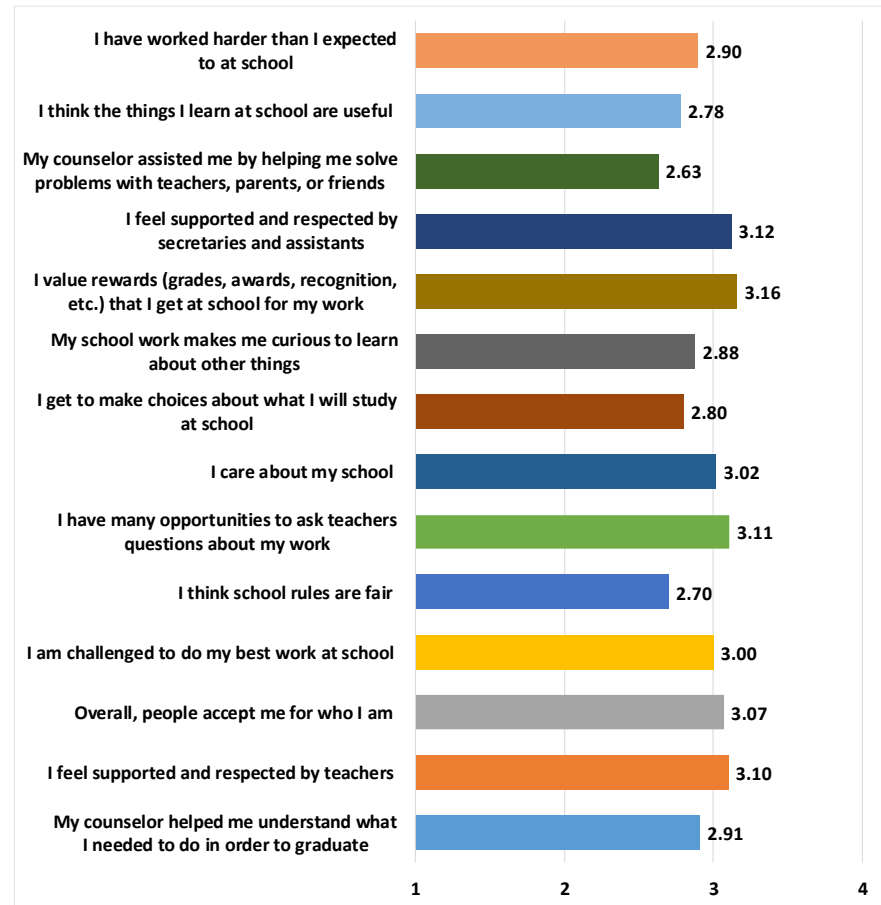
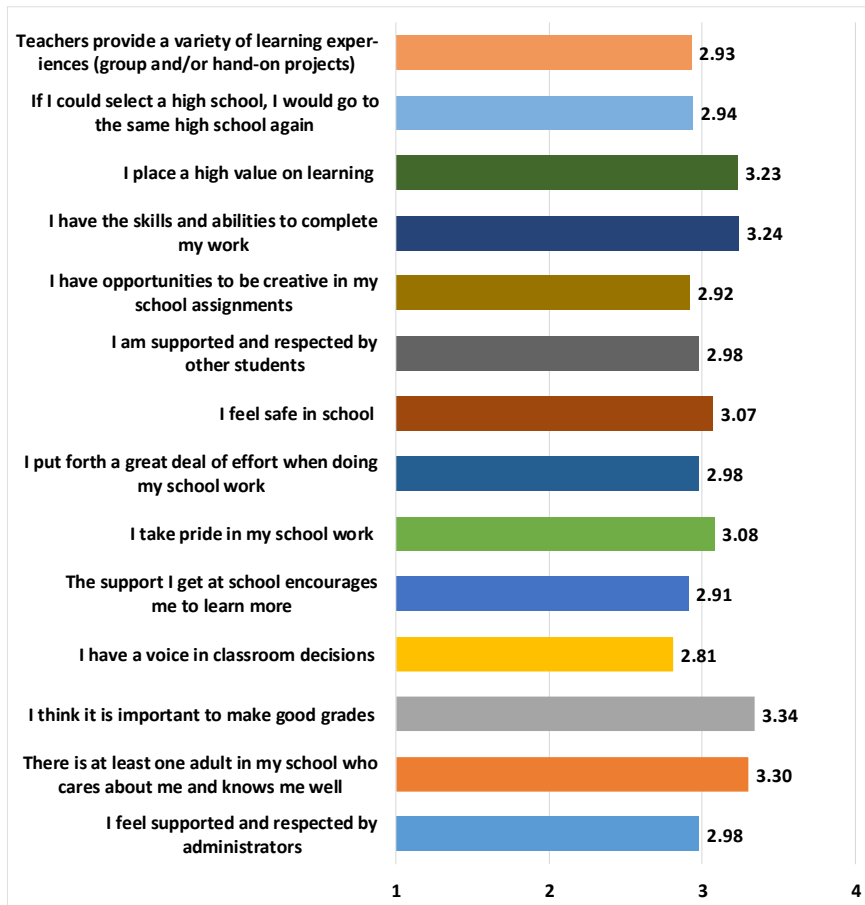
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
Teachers provide a variety of learning experiences (group and/or hand-on projects)	13 4.5%	45 15.5%	179 61.5%	54 18.6%	291 100.0%	2.93 0.76
If I could select a high school, I would go to the same high school again	18 6.9%	44 16.9%	135 51.7%	64 24.5%	261 100.0%	2.94 0.83
I place a high value on learning	5 2.0%	18 7.0%	147 57.4%	86 33.6%	256 100.0%	3.23 0.66
I have the skills and abilities to complete my work	6 2.3%	12 4.6%	156 59.5%	88 33.6%	262 100.0%	3.24 0.64
I have opportunities to be creative in my school assignments	17 6.5%	42 16.2%	147 56.5%	54 20.8%	260 100.0%	2.92 0.79
I am supported and respected by other students	7 2.7%	37 14.2%	171 65.5%	46 17.6%	261 100.0%	2.98 0.65
I feel safe in school	8 3.1%	30 11.5%	159 60.9%	64 24.5%	261 100.0%	3.07 0.96
I put forth a great deal of effort when doing my school work	16 6.1%	34 13.0%	151 57.9%	60 23.0%	261 100.0%	2.98 0.78
I take pride in my school work	5 1.9%	36 14.0%	150 58.1%	67 26.0%	258 100.0%	3.08 0.69
The support I get at school encourages me to learn more	9 3.4%	48 18.4%	161 61.7%	43 16.5%	261 100.0%	2.91 0.69
I have a voice in classroom decisions	12 4.6%	63 24.1%	148 56.7%	38 14.6%	261 100.0%	2.81 0.73
I think it is important to make good grades	5 1.9%	12 4.6%	135 51.3%	111 42.2%	263 100.0%	3.34 0.66
There is at least one adult in my school who cares about me and knows me well	9 3.5%	15 5.8%	126 48.5%	110 42.3%	260 100.0%	3.30 0.73
I feel supported and respected by administrators	18 6.9%	27 10.3%	159 60.7%	58 22.1%	262 100.0%	2.98 0.78

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	12 4.6%	52 20.1%	145 56.0%	50 19.3%	259 100.0%	2.90 0.76
I think the things I learn at school are useful	19 7.3%	59 22.5%	144 55.0%	40 15.3%	262 100.0%	2.78 0.79
My counselor assisted me by helping me solve problems with teachers, parents, or friends	38 14.5%	62 23.7%	120 45.8%	42 16.0%	262 100.0%	2.63 0.92
I feel supported and respected by secretaries and assistants	6 2.3%	28 10.7%	156 59.8%	71 27.2%	261 100.0%	3.12 0.68
I value rewards (grades, awards, recognition, etc.) that I get at school for my work	7 2.7%	32 12.3%	133 51.2%	88 33.8%	260 100.0%	3.16 0.74
My school work makes me curious to learn about other things	12 4.7%	50 19.5%	153 59.5%	42 16.3%	257 100.0%	2.88 0.73
I get to make choices about what I will study at school	18 7.0%	56 21.7%	144 55.8%	40 15.5%	258 100.0%	2.80 0.78
I care about my school	12 4.6%	35 13.4%	149 57.1%	65 24.9%	261 100.0%	3.02 0.75
I have many opportunities to ask teachers questions about my work	7 2.7%	19 7.3%	172 65.9%	63 24.1%	261 100.0%	3.11 0.64
I think school rules are fair	20 7.6%	70 26.7%	140 53.4%	32 12.2%	262 100.0%	2.70 0.78
I am challenged to do my best work at school	14 5.4%	37 14.2%	146 55.9%	64 24.5%	261 100.0%	3.00 0.78
Overall, people accept me for who I am	8 3.1%	32 12.2%	155 59.2%	67 25.6%	262 100.0%	3.07 0.71
I feel supported and respected by teachers	6 2.3%	21 8.0%	177 67.3%	59 22.4%	263 100.0%	3.10 0.32
My counselor helped me understand what I needed to do in order to graduate	25 9.5%	43 16.4%	125 47.7%	69 26.3%	262 100.0%	2.91 0.90

decisions” had a mean score of 2.81 (s.d. 0.73). “I get to make choices about what I will study at school” had a mean score of 2.80 (s.d. 0.78). “I think the things I learn at school are useful” had a mean score of 2.78 (s.d. 0.79). “I think school rules are fair” had a mean score of 2.70 (s.d. 0.78). Finally, “My counselor assisted me by helping me solve problems with teachers, parents, or friends” had the lowest level of agreement with a mean score of 2.63 (s.d. 0.92). Data are presented graphically in FigureCQC8.

Figure CQC8: Mean Scores for Student Experience Statements



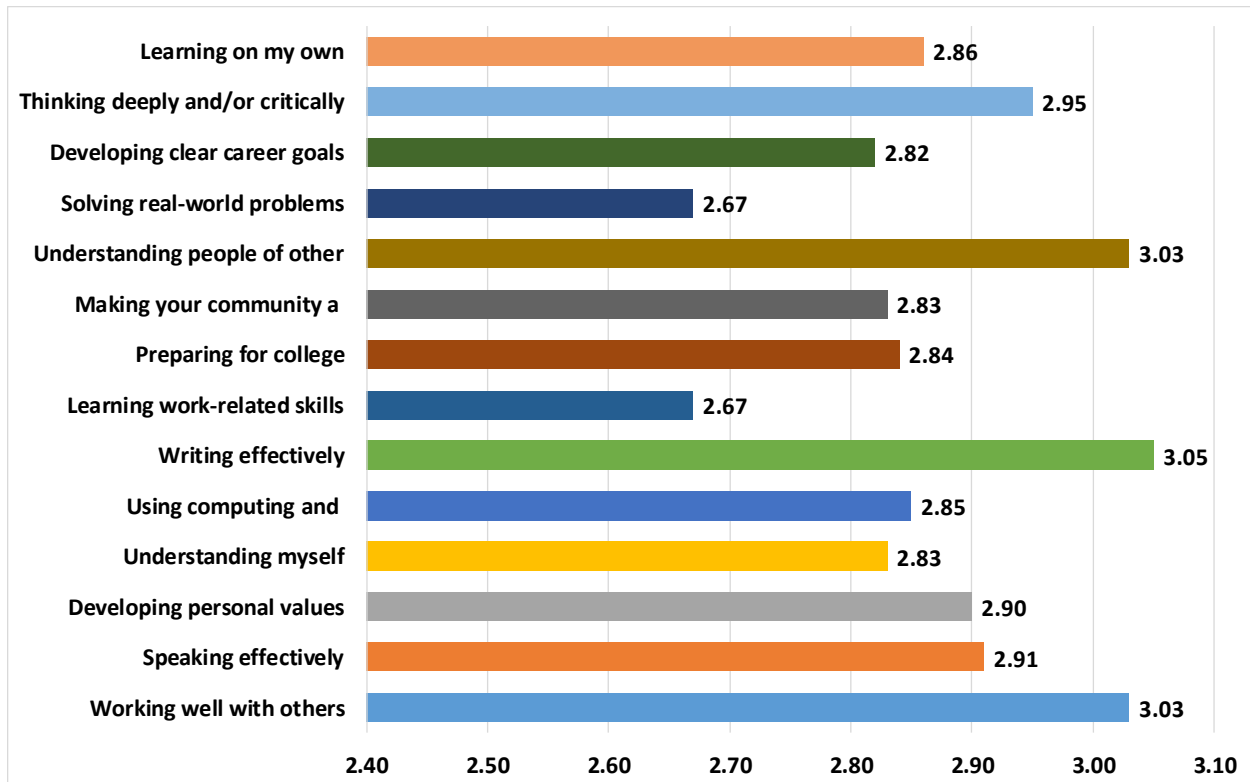
Student Growth

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 = 3.05, s.d. 0.81), “Working well with others” (Mean = 3.03, s.d. 0.87), and “Understanding people of other racial/ethnic backgrounds” (Mean 3.03, s.d. 0.83). Centennial had little contribution in two areas identified. “Solving real-world problems” had a mean score of 2.67 (s.d. 0.91). “Learning work-related skills” had a mean score of 2.67 (s.d. 0.88). 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 7.4%	56 23.1%	120 49.6%	48 19.8%	242 100.0%	2.86 0.83
Thinking deeply and/or critically	18 7.4%	51 21.0%	114 46.9%	60 24.7%	243 100.0%	2.95 0.83
Developing clear career goals	23 9.5%	57 23.6%	99 40.9%	63 26.0%	242 100.0%	2.82 0.92
Solving real-world problems	26 10.7%	73 30.0%	98 40.3%	46 18.9%	243 100.0%	2.67 0.91
Understanding people of other racial/ethnic backgrounds	18 7.4%	46 18.9%	97 39.9%	82 33.7%	243 100.0%	3.03 0.83
Making your community a better place	22 9.1%	53 22.0%	97 40.2%	69 28.6%	241 100.0%	2.83 0.84
Preparing for college	16 6.6%	60 24.7%	108 44.4%	59 24.3%	243 100.0%	2.84 0.83
Learning work-related skills	31 12.8%	59 24.4%	99 40.9%	53 21.9%	242 100.0%	2.67 0.88
Writing effectively	11 4.5%	34 14.0%	119 49.2%	78 32.2%	242 100.0%	3.05 0.81
Using computing and information technology	16 6.6%	55 22.6%	107 44.0%	65 26.7%	243 100.0%	2.85 0.81
Understanding myself	27 11.3%	44 18.3%	112 46.7%	57 23.8%	240 100.0%	2.83 0.93
Developing personal values	24 9.9%	49 20.2%	111 45.9%	58 24.0%	242 100.0%	2.90 0.90
Speaking effectively	18 7.4%	48 19.8%	113 46.7%	63 26.0%	242 100.0%	2.91 0.86
Working well with others	17 7.0%	32 13.2%	117 48.3%	76 31.4%	242 100.0%	3.03 0.87

Figure CQC9: Mean Scores of CHS Contribution to Life Skills



Open Comments

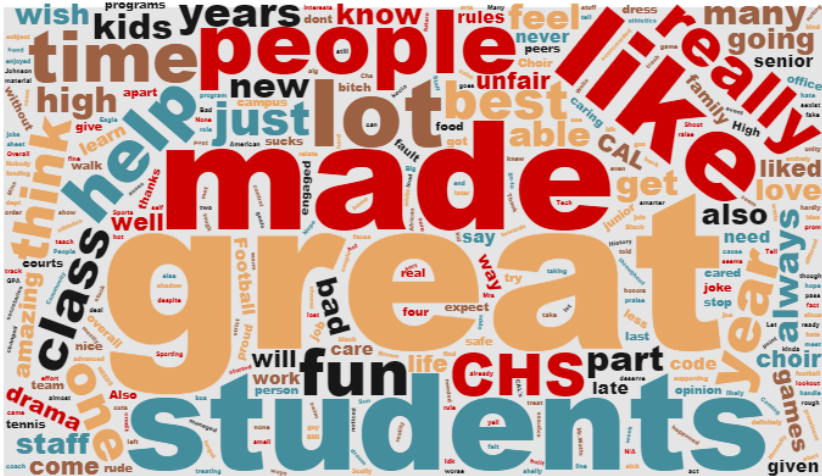
The Centennial-specific Section of the survey asked seniors three open-ended questions:

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.

Figure CQC10c: Word Clouds for Centennial Open-ended Questions

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).

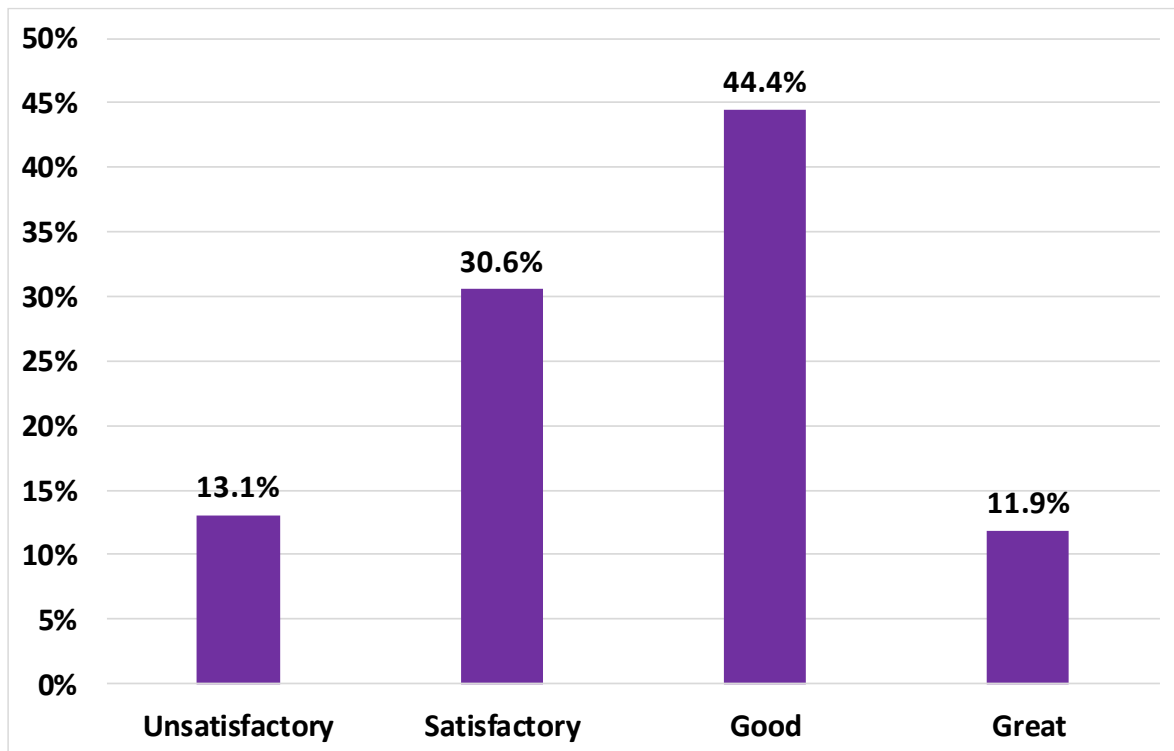
Data are presented in Table

CQC10. The majority of respondents indicated Herff-Jones did a "Good" Job (44.4%). An additional 11.9% indicated the vendor did a "Great" Job. However, over a quarter indicated Herff-Jones was just "Satisfactory" (30.6%). Over ten percent (13.1%) 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	33	13.1%
Satisfactory	77	30.6%
Good	112	44.4%
Great	30	11.9%
Total	252	100.0%

Figure CQC11: Seniors' Satisfaction with Herff-Jones



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; neither Gresham nor Sam Barlow High Schools participated in the 2017 What's Next Survey. These school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

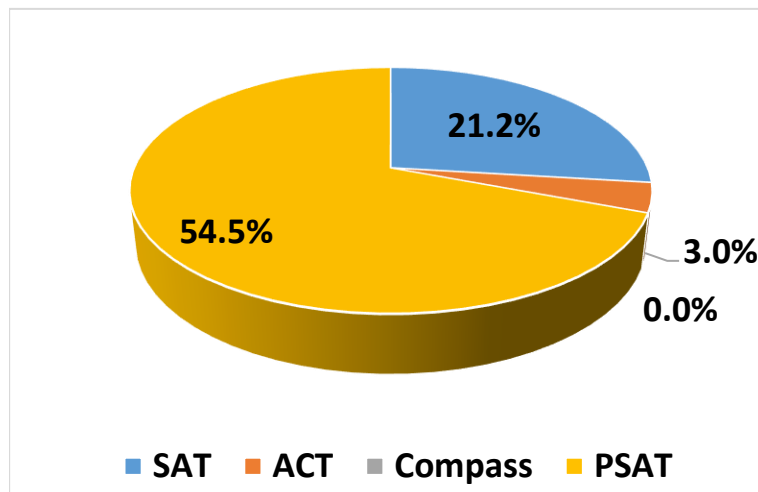
College Tests

Springwater Trail 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 CQST1. The percentages in the table are based on the number of Springwater Trail Seniors that responded to the survey – not the number that responded to the question. The PSAT was taken by more seniors (54.5%) than any other test. The SAT was taken by over twenty percent (21.2%) and the ACT was taken by just less than five percent (3.0%) of Springwater Trail Seniors. No Springwater Trail Seniors indicated they had taken the Compass Test. Figure CQST1 presents the data graphically.

Table CQST1: Placement Tests Taken by Springwater Trail Seniors

College Tests	Springwater Trail	
	Took Test	Percent
SAT	7	21.2%
ACT	1	3.0%
Compass	0	0.0%
PSAT	18	54.5%
Total Respondents	26	100.0%

Figure CQST1: Pie Chart of Springwater Trail Seniors Taking Placement Tests



Fourth Year Coursework in Subjects

Springwater Trail Seniors were asked if they had taken fourth year coursework in the subject areas of Math or Science. Results are presented in Table CQST3.

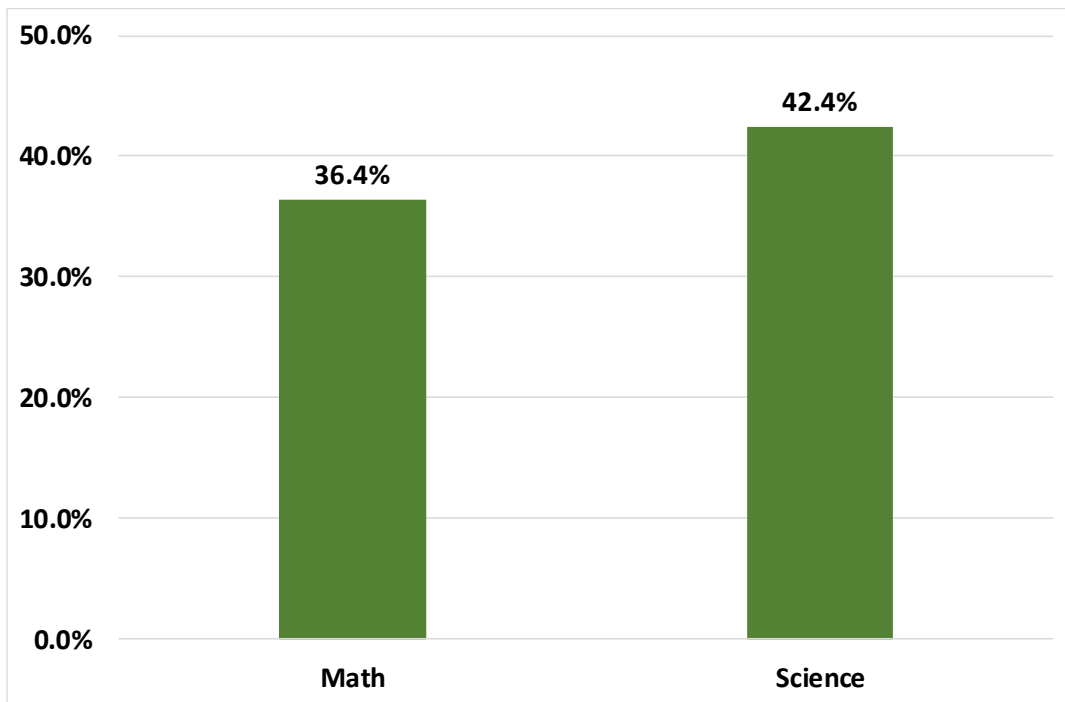
Percentages reported are based on the number of respondents to the survey, not the number that responded to the question. Over

thirty-five percent (36.4%) of Springwater Trail Seniors indicated they had taken a fourth year of Math. Over forty percent (42.4%) indicated they had taken a fourth year science class. The proportions are presented graphically in Figure CQST3.

Table CQST3: Fourth Year Coursework by Subject

4th Year Coursework	Springwater Trail	
	Respondents	Percent
Math	12	36.4%
Science	14	42.4%
Total Respondents	26	100.0%

Figure CQST3: Proportions of Springwater Trail Seniors That Took Fourth Year Coursework by Math and Science



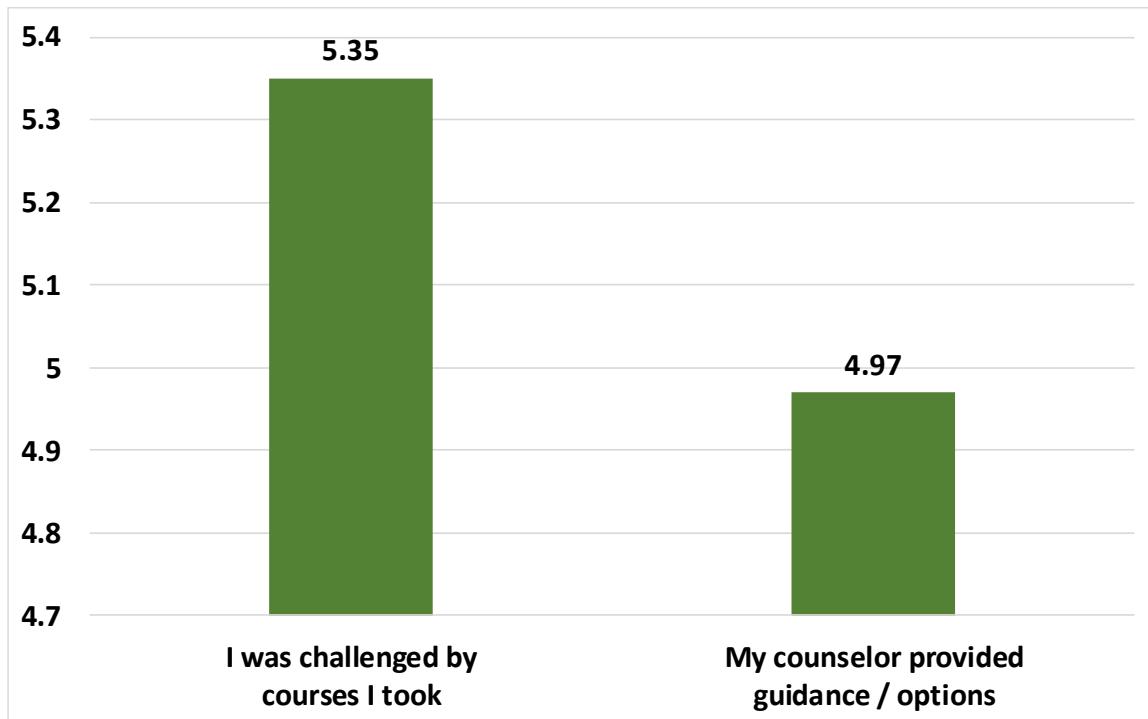
Student Experience

Table CQST4: 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	0 0.0%	1 3.2%	1 3.2%	6 19.4%	5 16.1%	14 45.2%	4 12.9%	31 100.0%	5.35 1.23
My counselor provided guidance / options	2 6.5%	0 0.0%	1 3.2%	9 29.0%	6 19.4%	8 25.8%	5 16.1%	31 100.0%	4.97 1.56

Springwater Trail 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 CQST4. For the statement “I was challenged by the courses I took,” Springwater Trail Seniors agreed. Almost three quarters (74.2%) “Somewhat Agreed” to “Strongly Agreed” with the statement. The average (mean) score for this statement was 5.35 (s.d. 1.23). For the statement “My counselor provided guidance / options,” agreement was lower but still strong; 61.3% of Gresham Seniors “Somewhat Agreed to “Strongly Agreed” with the statement. The average (mean) score was 4.97 (s.d. 1.56). A plot of the mean scores for both statements is provided in Figure CQST4.

Figure CQST4: Average Scores for Agreement with Student Experience Statements



Activity Participation

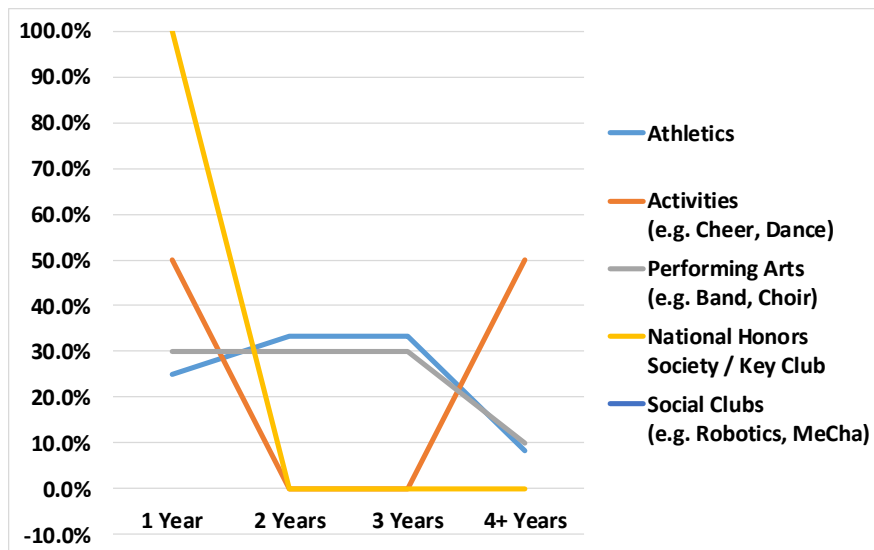
Table CQST5: Activity Participation Rates

Activity Participation	1 Year	2 Years	3 Years	4+ Years	Total Participants	Did Not Participate
Athletics	3 25.0%	4 33.3%	4 33.3%	1 8.3%	12 100.0%	17
Activities (e.g. Cheer, Dance)	1 50.0%	0 0.0%	0 0.0%	1 50.0%	2 100.0%	27
Performing Arts (e.g. Band, Choir)	3 30.0%	3 30.0%	3 30.0%	1 10.0%	10 100.0%	20
National Honors Society / Key Club	1 100.0%	0 0.0%	0 0.0%	0 0.0%	1 100.0%	28
Social Clubs (e.g. Robotics, MeCha)	0	0	0	0	0	29

Springwater Trail 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 CQST5. Athletics had the highest participation rates with 12 seniors indicating they had participated at least one year – 41.4% of those that responded to the question. Performing Arts had the second highest participation rate with 10 seniors indicating they had participated at least one year – 34.5% of those that responded to the question. Activities and National Honors Society / Key Club had much lower participation rates; two Springwater Trail Seniors indicated they had participated in Activities and one indicated participation in National Honors Society / Key Club. No Springwater Trail Seniors indicated participation in Social Clubs. The distribution by years of participation are presented in Figure CQST5. The distributions are very similar for Athletics and Performing Arts. Participating in these activities remains stable over the first three years then declines for 4+ Years of participation. Given the limited

number of participants in the other activities, the distributions are not reliable.

Figure CQST5: Plot of Participation Rates by Years of Participation and Activity



Issues on Campus

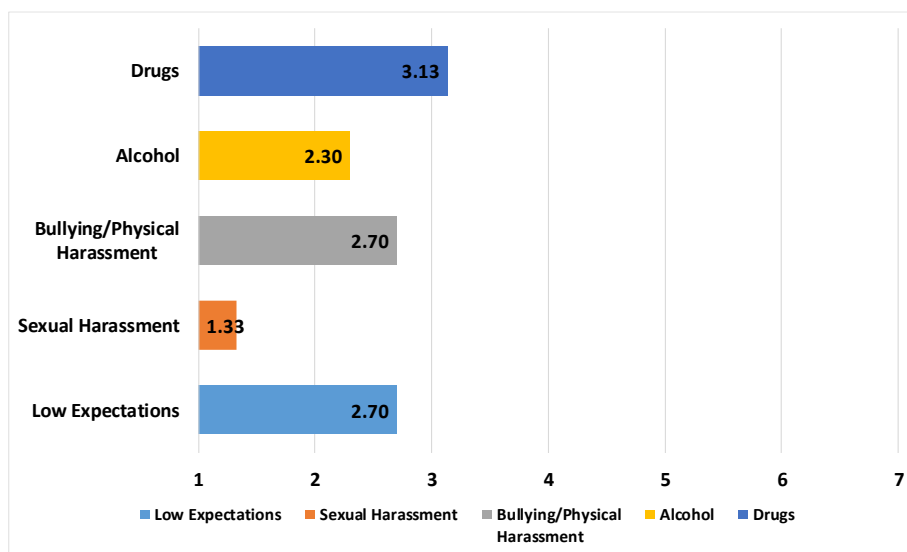
Table CQST7: Issues on Campus

Issues	Not an Issue	Minor Issue	Somewhat Minor Issue	Neither/Nor	Somewhat Major Issue	Major Issue	Extreme Issue	Total	Mean s.d.
Drugs	10 33.3%	3 10.0%	4 13.3%	3 10.0%	7 23.3%	2 6.7%	1 3.3%	30 100.0%	3.13 1.93
Alcohol	14 46.7%	6 20.0%	2 6.7%	3 10.0%	5 16.7%	0 0.0%	0 0.0%	30 100.0%	2.30 1.56
Bullying/Physical Harassment	9 30.0%	9 30.0%	4 13.3%	2 6.7%	4 13.3%	0 0.0%	2 6.7%	30 100.0%	2.70 1.78
Sexual Harassment	25 83.3%	2 6.7%	1 3.3%	2 6.7%	0 0.0%	0 0.0%	0 0.0%	30 100.0%	1.33 0.84
Low Expectations	10 33.3%	6 20.0%	4 13.3%	7 23.3%	1 3.3%	0 0.0%	2 6.7%	30 100.0%	2.70 1.73

Springwater Trail 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 CQST7. An examination of the mean scores for each of the issues identified indicates that none were particularly big issues for Springwater Trail High School; all the issues had mean scores well below 4.00 on a seven point scale. The biggest issue identified by Springwater Trail Seniors was “Drugs” (Mean = 3.13, s.d. 1.93). The second and third biggest issues were “Bullying / Physical Harassment” (Mean = 2.70, s.d. 1.78) and “Low Expectations” (Mean = 2.70, s.d. 1.73). Alcohol was identified at a slightly lower rate (Mean = 2.30, s.d. 1.56). Sexual Harassment was identified as a much lower issue (Mean = 1.33, s.d. 0.84). Mean scores for each of the issues are plotted and presented in Figure CQST7. 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. A third of Springwater Trail Seniors (33.3%) identified *Drugs* as a “Somewhat Major” to “Extreme” issue. A fifth of seniors (20.0%) identified *Bullying / Physical*

Harassment as a “Somewhat Major” to “Extreme” Issue. Although lower, Alcohol was identified by 16.7% of seniors as a “Somewhat Major” to “Extreme” Issue.

Figure CQST7: Mean Scores for Issues on the Springwater Trail Campus



Results – Sandy 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. Sandy administrators and counselors identified areas that they wanted addressed in the school specific area of the survey and worked with MHCC to develop question format. These school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

Number of High Schools

Sandy Seniors were asked how many high schools they had attended. Data are reported in Table CQS1.

Over eighty-five percent of seniors (85.97%) indicated that Sandy was the only high school they had attended.

Just over ten percent

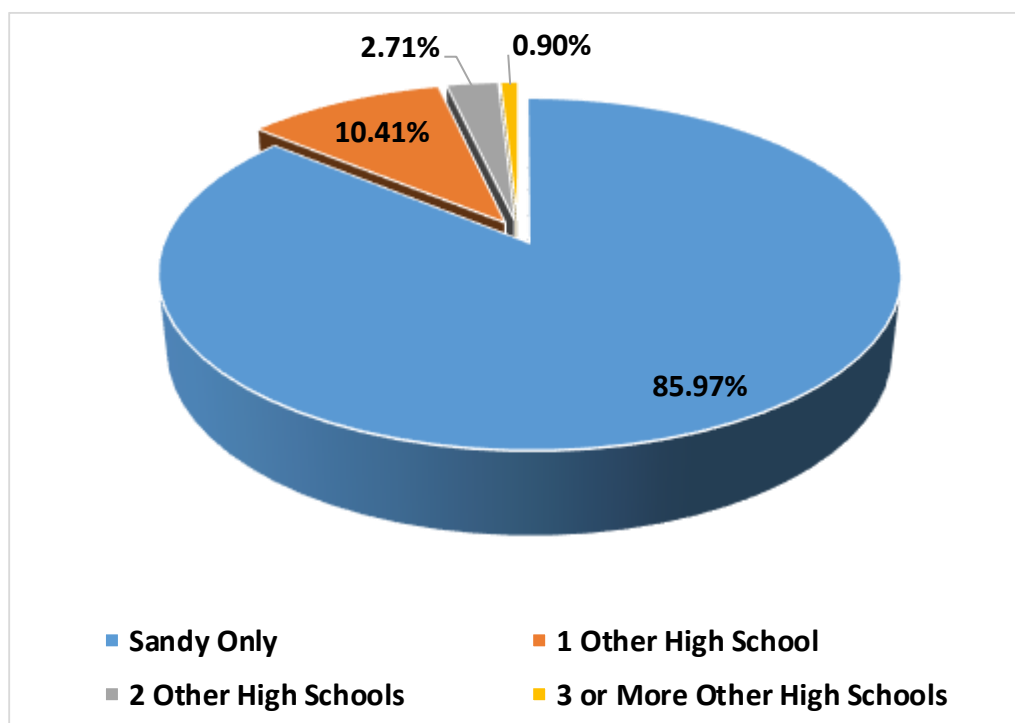
(10.41%) indicated they had

attended one other high school. Three percent (3.61%) indicated they had attended two or more high schools. Data are presented graphically in Figure CQC1.

Table CQC1: Number of High Schools Attended

How many High Schools Attended	Responses	Percent
Sandy Only	190	85.97%
1 Other High School	23	10.41%
2 Other High Schools	6	2.71%
3 or More Other High Schools	2	0.90%
Total	221	100.00%

Figure CQC1: Pie Chart of Number of High Schools Attended



Sandy High School Events

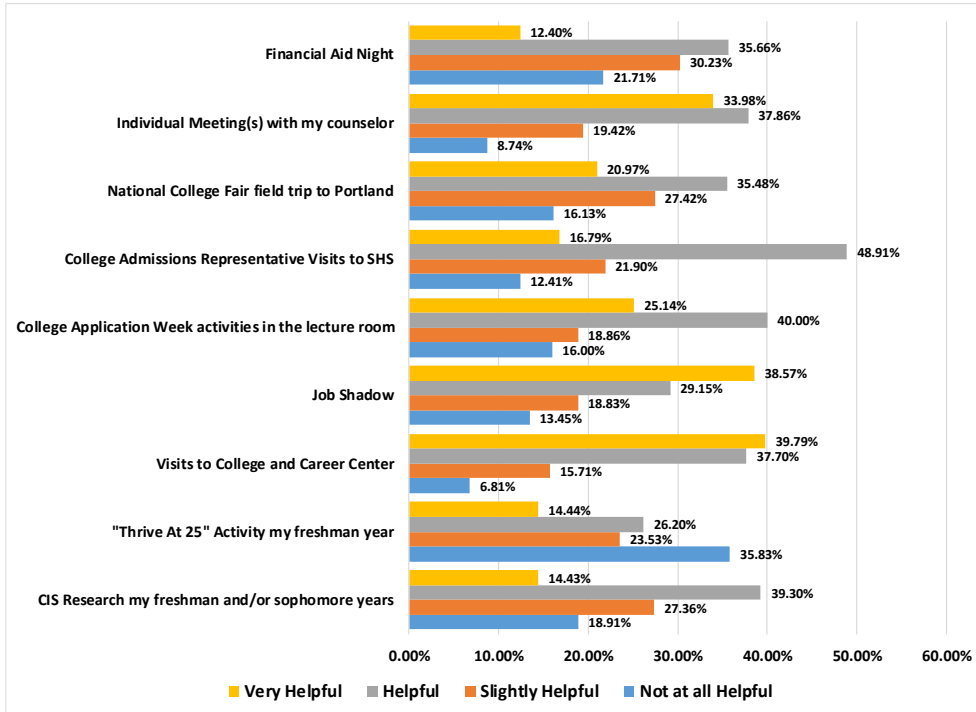
Table CQS2: Sandy High School Event Helpfulness

Item	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Total	Did Not Attend
Financial Aid Night	28 21.71%	39 30.23%	46 35.66%	16 12.40%	129 100.00%	100 43.67%
Individual Meeting(s) with my counselor	18 8.74%	40 19.42%	78 37.86%	70 33.98%	206 100.00%	22 9.65%
National College Fair field trip to Portland	20 16.13%	34 27.42%	44 35.48%	26 20.97%	124 100.00%	105 45.85%
College Admissions Representative Visits to SHS	17 12.41%	30 21.90%	67 48.91%	23 16.79%	137 100.00%	91 39.91%
College Application Week activities in the lecture room	28 16.00%	33 18.86%	70 40.00%	44 25.14%	175 100.00%	53 23.25%
Job Shadow	30 13.45%	42 18.83%	65 29.15%	86 38.57%	223 100.00%	7 3.04%
Visits to College and Career Center	13 6.81%	30 15.71%	72 37.70%	76 39.79%	191 100.00%	39 16.96%
"Thrive At 25" Activity my freshman year	67 35.83%	44 23.53%	49 26.20%	27 14.44%	187 100.00%	43 18.70%
CIS Research my freshman and/or sophomore years	38 18.91%	55 27.36%	79 39.30%	29 14.43%	201 100.00%	29 12.61%

Sandy Seniors were provided a list of nine 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 CQS2. *Visits to College and Career Center* and *Individual Counselor Meetings* appear to be the most helpful of the events listed. Over seventy percent (77.5% and 71.8% respectively) of students rated these meetings as “Helpful” or “Very Helpful.” Additionally, both events were well attended by Sandy Seniors; a total of 191 Sandy Seniors participated in *Visits to College and Career Center* and a total 206 participated in *Individual Counselor Meetings*. The *Job Shadow* event was the most well attended event in the list (223 Sandy Seniors participated) and was also very helpful; 67.7% of Sandy Seniors rated this event as “Helpful” to “Very Helpful.” Two events had similar proportions of Sandy Seniors identifying them as helpful: (1) *College Admissions Representative Visits to SHS* and (2) *College Application Week activities in the lecture room*. Both of these events had over sixty five percent (65.69% and 65.14% respectively) of Sandy Seniors rate them as “Helpful” or “Very Helpful.” Attendance for these two events were moderate with 137 indicating participating in *College Admissions Representative Visits to SHS* and 175 indicating participating in *College Application Week activities in the lecture room*. *Financial Aid Night* and “Thrive At 25” Activity

my freshman year were considered the least helpful of the activities identified. Less than fifty percent (48.1% and 40.6% respectively) rated these events as “Helpful” or “Very Helpful.” Data are presented graphically in Figure CQS2.

Figure CQS2: Helpfulness of Sandy High School Events



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 nine high schools onboard for future administrations.

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

Research Question:

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

- The majority of seniors surveyed indicated they will be continuing their education after graduating from high school. Almost seventy percent of seniors (68.09%) indicated they would continue their education.
- Over half of the respondents (54.61%) indicated they would be working four months after graduating.
- Over twenty percent (22.53%) of respondents indicated they would be travelling and almost fifteen percent (14.85%) indicated they would be doing volunteer work.
- Just under eight percent (7.85%) said they would be doing something else (review of comments revealed most were very specific with regard to schools attending).
- Seven percent (7.00%) indicated they didn't know what they would be doing.
- A smaller percentage indicated they would be serving in the military (5.46%).

Study Objectives:

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

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

- Almost seventy percent of seniors surveyed (68.09%) 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 under a quarter of seniors (23.16%) indicated they would be attending a public 4-year institution.
 - A total of 121 applications were submitted to in-state 4-year public universities.
 - Of the 121 applications, 91 were accepted; this is an 75.21% acceptance rate.
 - Of the 91 accepted applications, 67 seniors (73.63% of accepted applications) are actually attending a 4-year public institution.

- Private 4-year Institution
 - About eight percent (8.14%) of seniors indicated they would be attending a private 4-year institution.
 - Seniors submitted 48 applications to private in-state 4-year institutions.
 - Of the 48 applications, 25 were accepted: a 52.08% acceptance rate.
 - Of the 25 accepted applications, seven seniors indicated they would be attending a 4-year private institution.

 - Community College
 - Almost two-thirds (65.65%) 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 258 surveyed seniors indicated they would be attending a community college.

 - Private Trade/Technical College
 - A very small percentage (2.29%) indicated they would be attending a private trade/technical institution.
 - Only three applications were submitted to private trade/technical institutions and all three of these seniors indicated they would attend the private trade/technical college they selected.
- 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 (29.9% Attending), Portland State University (20.9% Attending), and University of Oregon (20.9% Attending).
 - For seniors bound to private 4-year institutions, one each indicated they would be attending: Concordia University, George Fox University, Lewis & Clark University, Multnomah University, Pacific University, Warner Pacific University, and University of Portland.
 - For seniors bound to community colleges, the majority will go to MHCC (63.9% Attending). That said, a large proportion of high school seniors will be going to Portland Community College (17.5% Attending) and Clackamas Community College (6.6% Attending). When looking at all three Portland Metropolitan Area Colleges, over a quarter (27.3%) of MHCC district seniors surveyed will be attending one of the other two colleges.
 - Only three seniors indicated they would be attending a private trade/technical college; two indicated they would attend Northwest College and one indicated an intent to attend Everest College.

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 (40.1% of those not continuing education).
- A roughly equal percentage not continuing their education will be Traveling (12.8%), Serving in the Military (10.2%), and/or are Undecided (15.0%).
- A roughly equal percentage of seniors that indicated they would not be continuing their education indicated they would be Doing Volunteer Work (4.3%) or Doing Something Else (6.4%).

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 3.81 out of 7. This item had an average score of 3.81 out of 7 and was a full point higher than the next highest reason *Not Interested* (Mean = 2.80).
- The second strongest identified reason was seniors *Not Interested* (Mean 2.80). The next two highest rated reasons were *Don't know what I want to do* and *Grades aren't good enough*; these two items had similar mean scores (2.74 and 2.73 respectively).
- 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 3.00 out of 7.
 - Information regarding *Job placement services after graduation* (mean score of 2.75 out of 7) and *Flexible schedules* (mean score of 2.70 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*, *Post graduate opportunities*, *Overall cost of attending*, *Intangibles*, 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 = 6.08 vs. CC bound mean = 5.34), *Location – Out of town/away from home* (4-year bound mean = 5.11 vs. CC bound mean = 4.69), *School / Program Reputation* (4-year bound mean = 5.55 vs. CC bound mean = 4.83), *Post Graduate Opportunities* (4-year bound mean = 5.93 vs. CC bound mean = 5.28), *Reputation of Instructors* (4-year bound mean = 5.18 vs. CC bound mean = 4.77), *Social Atmosphere* (4-year bound mean = 5.33 vs. CC bound mean = 4.61), *Extracurricular Activities* (4-year bound mean = 5.15 vs. CC bound mean = 4.29), *Athletics* (4-year bound mean = 4.49 vs. CC bound mean = 3.69), *Technology Available* (4-year bound mean = 5.12 vs. CC bound mean = 4.77), and *Intangibles* (4-year bound mean = 5.47 vs. CC bound mean = 4.70) 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*, *Convenient Location*, 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. *Friends Attending* (4-year bound mean = 3.70 vs. CC bound mean = 4.17) was the only reason for selecting that community college bound seniors were significantly more likely to rate higher than the 4-year bound counterparts.

Recommendations

- Data revealed that a fifth of seniors (21.23%) 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, almost three quarters (72.67%) have indicated they will attend MHCC. Over twenty-five percent have indicated they will be attending either Portland Community College (19.88%) or Clackamas Community College (7.45%). This leakage must be addressed. Data revealed that those attending one of the other two metropolitan colleges (Portland or Clackamas) perceived them to: (1) be more conveniently located, (2) have programs that were a better fit, or (3) have more reasonable 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.

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"/>

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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"/>

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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"/>

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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"/>

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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




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"/>

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

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




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

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




Sandy Specific Questions



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


- Sandy 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 SHS 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"/>
National College Fair field trip to Portland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Admissions Representative Visits to SHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Application Week activities in the lecture room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Shadow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to College and Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Thrive At 25" activity my freshman year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIS research my freshman and/or sophomore years	<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.

>>

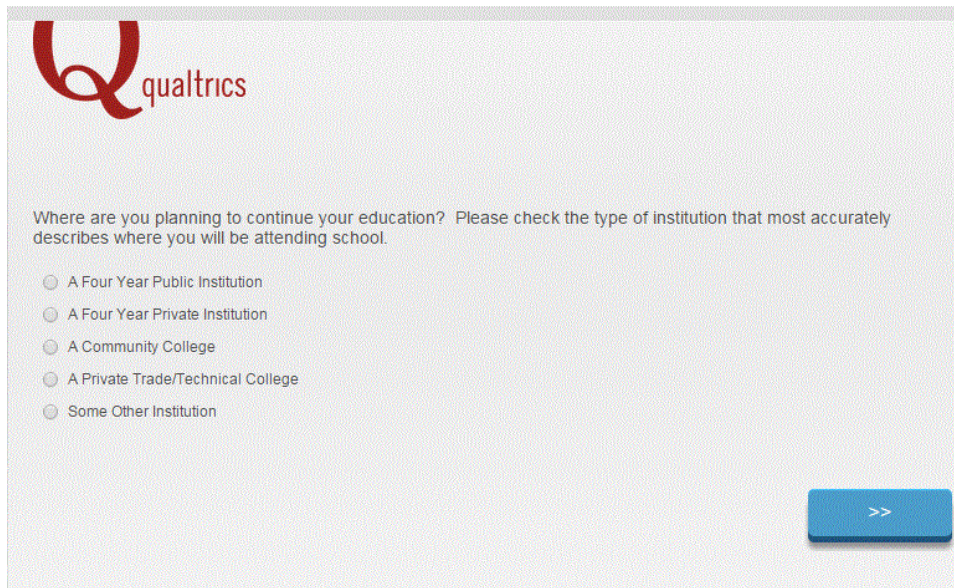


Listed below are information and services that could be available from any college / university. For each, please indicate if it would impact the likelihood of your continuing your education by checking the appropriate level.

	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...”

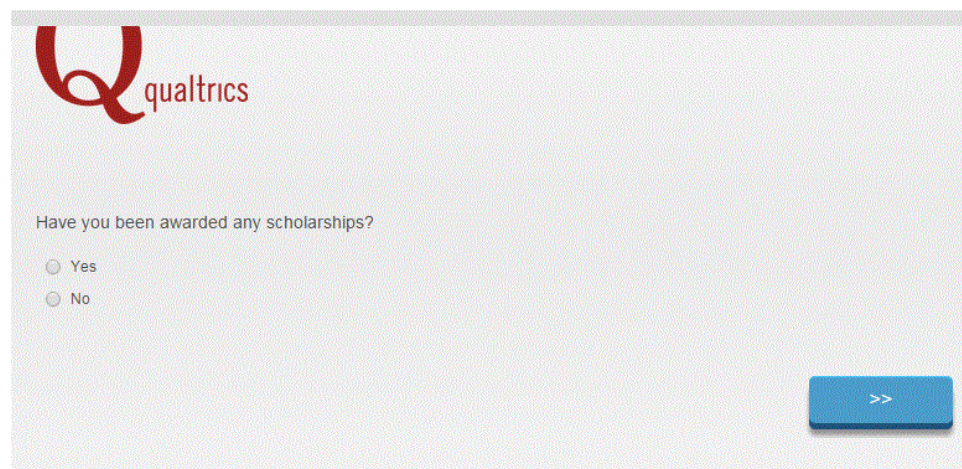


qualtrics

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

>>

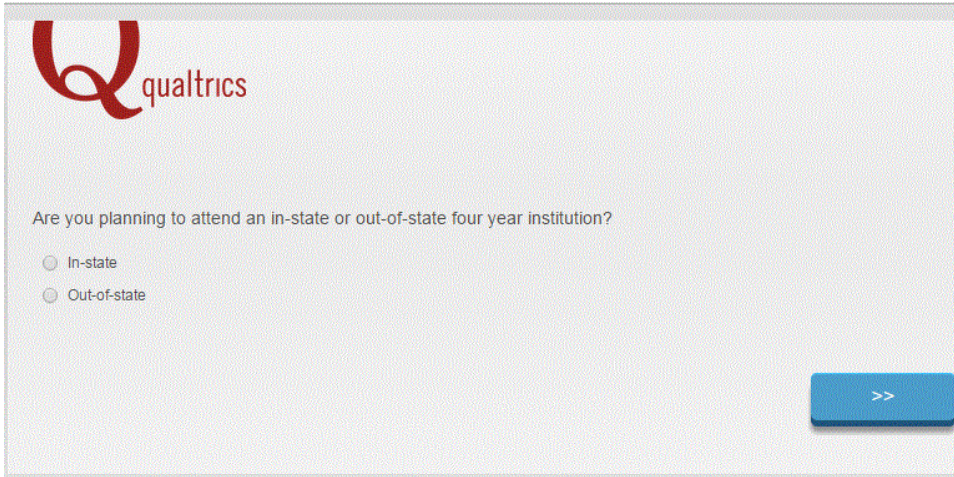


Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in your decision to select the institution you are attending by checking the appropriate box.

	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.”



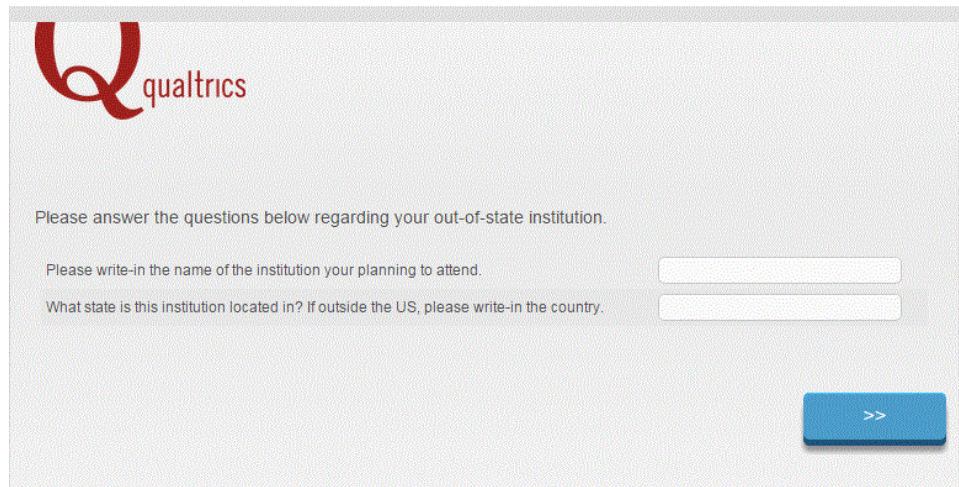
Are you planning to attend an in-state or out-of-state four year institution?

In-state

Out-of-state

>>

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

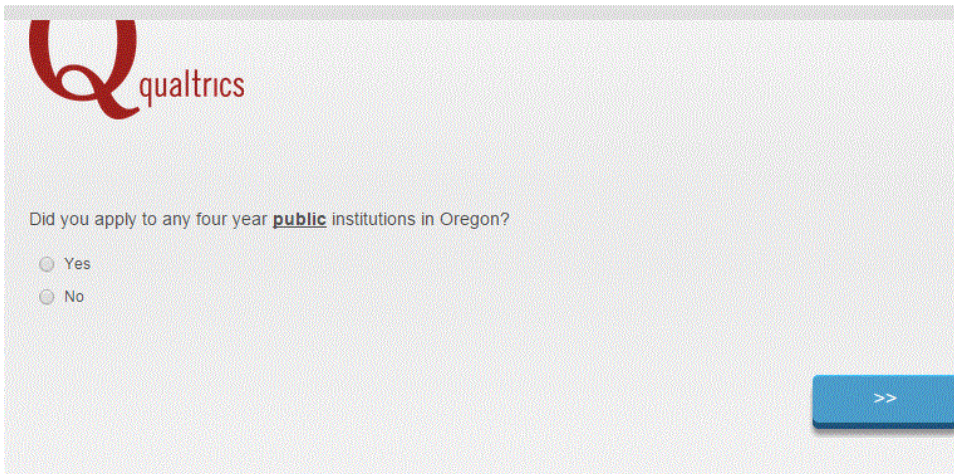


Please answer the questions below regarding your out-of-state institution.

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

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

>>




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

Yes

No

>>

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




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

Yes
 No

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

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

>>



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

Yes
 No

>>

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



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

- Yes
- No

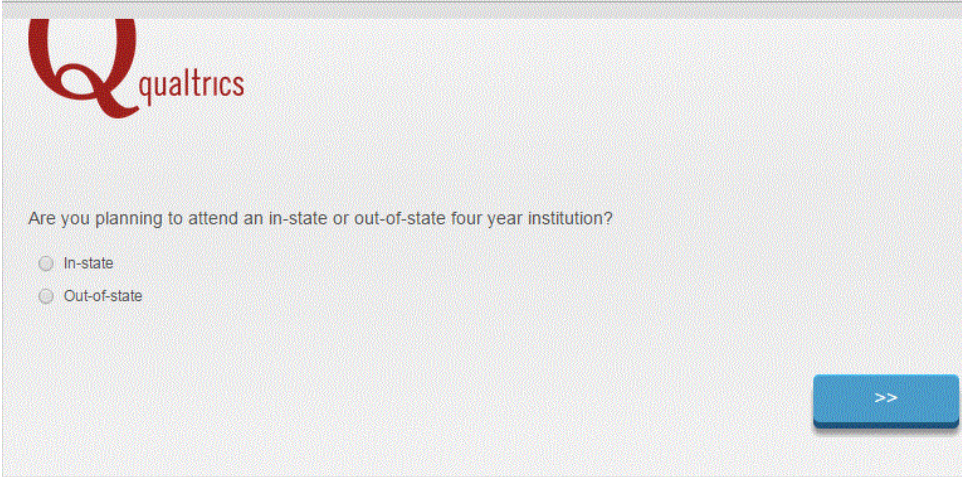
Listed below are the major four year Private institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted,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

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

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

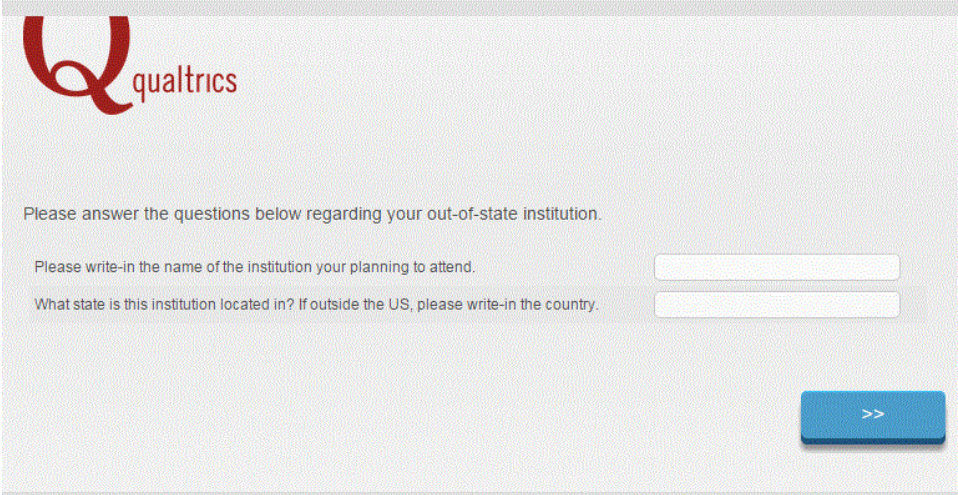


Display if response to the question “Where are you planning to continue your education?” is “A Community College” or “A Private Trade/Technical Institution.”




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

Centennial	Scholarship Name	Amount
	Acedemic achievement	6000.00
	Burger King Scholarship	1000.00
	CCBA	100.00
	CEF General	1500.00
	Centennial Education Foundation	1500.00
	Centennial something	1500.00
	CHS Faculty	500.00
	Chs faculty	500.00
	CHS Faculty Scholarship	500.00
	Comcast	1000.00
	Dale Kreuger	8000.00
	Dale Kreuger	8000.00
	Dale Krueger	2000.00
	Dale Krueger	2000.00
	Dale Krueger	2500.00
	Dale Krueger Scholarship	8000.00
	Diversity Excellence Scholarship	6500.00
	Diversity Excellence Scholarship	6500.00
	Dr. George Benson Scholarship	1500.00
	Earl Blumenauer	2000.00
	EMAR	100.00
	EMAR	1500.00
	Fafsa	1500.00
	Future connect	5000.00
	Iu Mien America	500.00
	Kaiser Permanente	10000.00
	Linfield Achievement award	15000.00
	Mt Hood recognition	5500.00
	Mt Hood recognition cholarship	10000.00
	Music Participation Award	2000.00
	NROTC	180000.00
	OASSA	1000.00
	Oregon Promise	100.00
	Oregon promise	1000.00
	Oregon Promise	1800.00
	Oregon Residency Grant	500.00
	OSEA	500.00
	Pathway Oregon	26000.00
	Pathway Oregon	27000.00
	Presidents Award	78000.00
	Pride Scholarship	3000.00
	Resident Opportunity Scholarship	860.00

Centennial	Scholarship Name	Amount
	Ron Pennington	500.00
	Rotary scholarship	3000.00
	Sport	200000.00
	Steve Rector Memorial Scholarship	2000.00
	Viking Scolars	1000.00
	Vikings Scholar	1000.00
	Vikings Scholarship	1000.00

Spingwater Trail	Scholarship Name	Amount
	Future Connect	500.00
	Lions Breakfast Top 15	850.00
	Gresham Barlow Education Association	1000.00

Sandy	Scholarship Name	Amount
	1570	500.00
	2000	1000.00
	4h fair	250.00
	4-H HEARTH Scholarship	250.00
	750	1000.00
	Academic achievement	1500.00
	Academic Achievement Award	6000.00
	Ann K. Dawson Memorial Scholarship	1000.00
	Art Skipper Jr track & field	500.00
	Athletic	10000.00
	Athletic scholarship	1000.00
	Audrey Shelley Morris Memorial Scholarship	1000.00
	Audrey Shelley Morris Scholarship	1000.00
	Choir Scholarship	1000.00
	Clackamas County Bank Scholarship	2500.00
	Eastwind	1000.00
	Eastwind Running and Endurance Scholarship	1000.00
	Emar Scholarship	1500.00
	Federal Pell Grant	870.00
	FPU Athletics	7000.00
	FPU Facutly	8000.00
	FPU Pell Grant	5900.00
	Gresham Liona Club	1000.00
	Hoodland Womens Club	500.00
	Hoodland women's club	2000.00
	John Straus Memorial	1000.00
	Kaiser Permanente	2000.00
	Kiwanis	1000.00
	Kiwanis	1500.00
	Mark Trevac	1500.00
	Men's club	750.00
	MHCC	10000.00
	MHCC Student Recognition Award	10000.00
	Mount Hood Golf Club scholarship	750.00
	Mount hood woman's club	1500.00
	Mt.Hood lions	1000.00
	Music	5000.00
	Ned and Victoria Nelson	1500.00
	Newcomb Family Endowed Scholarship	2000.00
	Oregon Pell Grant	5600.00
	Oregon Promise	3397.00

Sandy	Scholarship Name	Amount
	Oregon State Presidential Scholarship	6000.00
	Presidential	36000.00
	Rotary club	3000.00
	Sandy Alumni	1500.00
	Sandy Gardening Club	750.00
	Sandy High School Student Body	750.00
	Sandy Kiwanis Club Scholarship	1000.00
	Sports premiere scholarship	9000.00
	Suburban Auto Group	1000.00
	Summit	24000.00
	Summit Scholarship	24000.00
	Telecommunications Scholarship	1500.00
	The Stewart family	1500.00
	University award	1500.00
	Wyeast	500.00
		1000.00
		1000.00
		12000.00

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 seniors indicated they would be attending sorted by high school.

Centennial High School

4-Year Institutions

High School	Out of State Institution	State/Country	# Students
Centennial	Academy of Art or FIDM	CA	1
	Arizona State University	AZ	1
	Central Washington University	WA	1
	Dixie state	UT	1
	Georgetown University	Washington DC	1
	I don't know		1
	mhc		1
	Seattle University	WA	1
	Smith College	MA	1
	South New Hampshire university	NH	1
	Stanford University	CA	1
	United States Merchant Marine Academy	NY	1
	University of Arizona	AZ	1
	University of New Mexico	NM	1
	University of Southern California	CA	1
	University of Washington	WA	1
Total			16

2-Year Institutions

High School	Out of State Institution	State/Country	# Students
Centennial	Art of Makeup	OR	1
	Clark College	WA	3
	college of the siskyou	CA	1
	Columbus state community college	OH	1
	Phoenix Community colledge		1
	Portland Community College	OR	1
	Yakima Valley	WA	1
Total			9

Springwater Trail High School

No seniors at Springwater Trail indicated they would be attending an out-of-state institution.

Sandy High School

4-Year Institutions

High School	Out of State Institution	State/Country	# Students
Sandy	Grand Canyon University	AZ	3
	Brigham Young University	UT	2
	California baptist university	CA	1
	California Lutheran	CA	1
	California state	CA	1
	Colorado State University-Pueblo	CO	1
	evergreen state	WA	1
	Fresno Pacific University	CA	1
	Seattle Pacific University	WA	1
	Total		12

2-Year Institutions

High School	Out of State Institution	State/Country	# Students
Sandy	Big Bend Community College	WA	1
	Clark community college	WA	1
	Total		2

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	Becoming a leader in my international charity group and raising money for it.
	Applying for colleges
	Attending college
	Botany
	College
	Complete work for Mhcc
	enjoying summer
	Finding an apt and working on my studies
	Have my own business,
	I want to go to Mt. Hood Community College but I also want to get a job and travel.
	I will be enjoying my newly found free time now that the burden of high school is over.
	i will be starting to move in with my boyfriends hosue and than going to Centennial transition Center in September/ looking for a job
	Internship work over the summer
	Looking for a job or nothing.
	make money
	Making random stuff.
	Moving out of Gresham/Portland
	none of your buisness
	nothing
	Nothing else I believe
	Opening a bakery
	Performing music
	putting in some work and flipping my money
	Travel
	Travel have fun
	Traveling.
	try to start getting a career going
	trying to live a good and long life as the adult i know i can be
	undecided
	Whatever the hell I want
	Working
	Working extremely hard

High School	Other Activities Seniors Will Be Doing
Springwater Trail	I have a lot of options on my hands at the moment. Its hard to decide on one because I don't want to limit my options. But at the same time I have chosen to take a job while living with my parents. I plan to enroll to MHCC. I will be taking their Cyber Security course and getting an associates degree. I will be applying to the apprenticeship program to be a electrician working and starting college

High School	Other Activities Seniors Will Be Doing
Sandy	having a big back surgery help out in stepdads business, develop a app for shopping Looking for ways to get to my future job To my feeling, I'll be going to Mt. Hood Community College and join some classes I'm interested in. Working and school Working as much as I can while still going to school

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	Other Reasons Career Choice Was A Good Fit
Centennial	Because it sounds like something I would enjoy doing.
	Because of CAL I learned what I wanted to become.
	CAL
	Career fair
	Family
	I did my own research
	I e always been interested in it and it has been something I am very good at.
	i have always been interested in wanting to be what i want to do
	I just like to build.
	I want to be a band director, I joined band and found a talent making me want this
	I'm good at the subjects and enjoy them
	I've always enjoyed the medical field
	I've always wanted to work with animals ever since I was little.
	I've been around computers all of my life.
	Internship
	involves school subjects that I enjoy
	It just interested me.
	It's what I had a passion for.
	ive always loved the ocean and marine life so it's always sparked my interest.
	MOVIES
My animals	
My deep care for animals, and wanting to rescue animals.	
My sister had heart surgery	
My teachers at CAL actually taught me stuff I can use in life unlike the teachers at centennial and I found more things I'm good at through my teachers at CAL	
Personal experiences	
The Center for Advanced Learning helped me find this.	

High School	Other Reasons Career Choice Was A Good Fit
Springwater Trail	ACE
	I go to CAL
	I have a strong passion for animals
	I took a merit badge in boy scouts
	I've been into cars and music since I was 5 years old.
	Inspired by a book series I read.
my aspire person	

High School	Other Reasons Career Choice Was A Good Fit
Sandy	Along with extensive years of therapy, art saved my life, and I want to help others to heal through creativity as well.
	Ambition
	Doing research about the field I was interested in and seeing what was the high hiring job rate, then picked a career that fitted me the best.
	Drama classes and mrs griffin is Amazing
	Family background.
	follow my dads footsteps
	I am passionate about the careers that I am considering to pursue.
	I really enjoy the culture and community that surrounds the work I'd like to pursue.
	I'm good at it and enjoy it
	Im passonate about art
	Job shadow
	Manufacturing tech taught me to weld and widened my interest with hands on activities.
	My counselors said that the career would fit me and wondered if I had ever been interested in it.
	My dad had cancer and I got to meet with his anesthesiologists.
	My friends and I have discussed this topic
	Teaching myself computer coding online
While traveling became interested, asked questions, sounded like a perfect match so i did more research on job requiremenets and courses i would have to take and decided thats what i would love doing.	
Women in my family have been teachers for many generations	

After a list of careers was presented and seniors were asked to check all that they were interested in pursuing, seniors were asked to identify other fields they might be interested in. Responses are provided in Table AD3.

Table AD3: Other Career Fields of Interest

High School	Other Fields of Interest
Centennial	a vet assistant
	Airline pilot
	Architecture
	Botany
	comesticology
	Computer science
	Computer science.
	Consturctioj
	Cooking
	Cyber security
	dental
	Digital Media and Design
	Digital media Marine science/physics
	environmental care
	Environmental Policy
	Environmental studies
	Equestrian
	Fashion
	Firefighter
	Interior Design
	International relations
	Marine biologist
	Marine Biology
	marine science and agricultural science
	Mathematics
	My main dream career is to be a flight attendant
	Nunya
	Pharmaceutical
	Psychiatry
	psychology
	Psychology
	Public Policy
	science
Science	
science, biology, marine biology	
Science!	
Sports trainer	
Veterinarian	
veterinary	
Writing/English, Music	
Zoology	

High School	Other Fields of Interest
Springwater Trail	Architectural Engineer
	auto macanic.
	Behavior analyst
	Cars and music.
	Cosmotology
	Dermatology, Mortician, Professional mermaid, Disneyland employee.
	Environmental
	game design
	Marine Biology
	Physicist Astronomy
	Veterinary Technician
	Writer/Author

High School	Other Fields of Interest
Sandy	firefighting Accounting, Journalism Agriculture teacher architecture Architecture Architecture. Art (Graphis Design) Marine Biology Asl translator automotiv automotive Automotive Autos botany and wildlife CAD/BIM Clothing Business/Designing Cosmetology Education Electrician Electrician or elavator mechanic electrition EMT/ FireFighter. Water Rescue/ Recovery Team Firefighter Flight Attendant Forensic Science Forestry Frie department Government Healy and fitness I want to pursue a career in wildlife. I'd like to work in nature, working with animals habitats. Jet mechanic Journalism Marine Biology Marine Biology, AutoMotive Engineer military MMA Modern Language MotoGP racing (motorcycle racing) and tattoo artist munitions and or bartending Music Production Psychology psychology, Science Scientific research Sociology Specifically tattooing Veterinary medicine Video game design Video Game Design welding Writing

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 AD4.

Table AD4: Response to the Question: Are There Some Other Reasons for Not Continuing Your Education?

High School	Reasons for Not Continuing Education
Centennial	?
	I hate school
	i just dont want to.
	I think it's unnecessary and stupid. College is something that can help, but I think it's something that just isn't for me.
	No but I'm going to college when I'm in the military, but i cant go right away because I'm going on a mormon mission for 2 years.
	Nunya

High School	Reasons for Not Continuing Education
Springwater Trail	trade school

High School	Reasons for Not Continuing Education
Sandy	Expenses
	I don't like school
	I have a life planned out already that does not need collage
	I was thinking of going to a college or a university, but I am going to try and go to a trade school, northwest lineman college.
	i'm just not wanting to go to collage
	It's a waste of money and a waste of my time.
	Just already got my eyes i want to do
	no
	No

For Seniors that indicated they would be continuing their education, they were asked to identify the type of institution they would be attending (e.g. four year public, four year private, etc.). For those that identified “some other type of institution,” they were asked to identify the other type of institution. Results are presented in Table AD5.

Table AD5: Other Types of Institutions Seniors Will Be Attending

High School	Other Type Of Institution Attending
Centennial	nsda
	Transitional School Called Centennial transition school
High School	Other Type Of Institution Attending
Sandy	A 5 month program
	Apprenticeship
	PCC than, PSU

For seniors that indicated they were attending a 4-year Private University, they were asked to identify private institutions not in the list. No seniors indicated additional 4-Year Private Institutions.

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 AD7.

Table AD7: Reasons for selecting Portland Metro College Over Alternatives

Centennial	What was it about Clackamas Community College that made you chose it over the other two?
Clackamas	Distance from my house
	Easier access for a wheelchair. Campus is on one level.
	It's close to where I live
	People going, nursing program, look of campus, and location.
	Their Track team
	They're fairly well known, I haven't heard about any of the rest of the colleges.
	Welding program. Close to home.

Centennial	What was it about Mt. Hood Community College that made you chose it over the other two?
Mt. Hood	Affordable
	because
	Best way to save money
	Cheap , close by home.
	Cheapest colleges of the rest
	Close to home and cheaper than university
	Close to me
	closer
	Closer
	Comfortable with the people and closer to my home
	Computer science opportunities.
	Distance from my house
	Family lives in bend and I have already taken classes through Mt. Hood.
	Fields of research
	free tuiition
	Good location
	Have file on me and credits that I already have
	I already have credits there and it's closest to my apartment.
	i am already receiving credit for colleges course at mhcc
	i have more help at Mt.Hood from someone i know.
	I like the area and they have a good psychology course
	I personally know many students that had attended Mt. Hood and have only ever got good reviews about it, they have many different classes that i'm interested in taking and its a beautiful campus
	Interests of the classes
	It is close to home, and also my family has gone there. They said they got the best education there. Also the prize to have a education is cheap and can stay living at home.
	It is the closets and has a program that I am wanting to do.
	It is the one my mom recommended to me the most
	it was nice
	It's close
	It's close by
	It's close to home. Many of my family memebers go there, so if I need help then I can ask them.
	It's close to where I live
	It's instate , and it's close to home that's one reason why I chose Mt.Hood Community College.

Centennial	What was it about Mt. Hood Community College that made you chose it over the other two?
Mt. Hood	its a good place to get a associates degree
	Its affordable and close to where i live
	its close
	Its closer
	Local
	Low tuition and variety of classes
	Mt. Hood counselors came and talked and I seemed interested. Plus it's very close to where I live currently.
	My mom went there and it's a great school
	My older sister attended Mt.Hood and really enjoyed the campus, also friends that have graduated said they really enjoy that campus, and they offer a lot of courses
	next to home
	the classes and the staff
	The cost and the fact I have been familiarized with it because of my father working there.
	The programs they have according to my career
	There's nature around
	They are close. My brother goes to mt. Hood. And a cousin goes to PCC. But bends campus looks ideal and is new.
	they are much cheaper
	They have a course for Fisheries.
	They're fairly well known, I haven't heard about any of the rest of the colleges.

Centennial	What was it about Portland Community College that made you chose it over the other two?
Portland	Because my siblings went there and recommended me to go there after high school has good programs good teachers
	Cheap, relatives attended it and are somewhat successful saving a lot of money from the start and making a lot out of college.
	Cheapest colleges of the rest
	close
	Computer science opportunities.
	Distance from my house
	Fields of research
	I chose to attend college Portland because it is local and tuition is cheaper than others.
	Interests of the classes
	It has a program I'm interested in
	It is relatively easy to get to
	It was closer to where I lived
	It's close by
	local and i heard there programs are good
	Sports
	the classes and the staff
	The programs they have according to my career
	They are close. My brother goes to mt. Hood. And a cousin goes to PCC. But bends campus looks ideal and is new.
	they are much cheaper
	They have the courses for the career I want
	They're fairly well known, I haven't heard about any of the rest of the colleges.

Springwater Trail What was it about Mt. Hood Community College that made you chose it over the other two?	
Mt. Hood	<p>Cheap, close and transferable credits</p> <p>I am familiar with it and it can make things easier if I got a job in walking distance of the school.</p> <p>I choose Mt Hood because I already am taking CAL which is a medical program through Mt Hood and would want to continue taking classes through Mt Hood.</p> <p>I live in Gresham so the commute isn't very far. I also have friends that go there and I've heard they're both great colleges.</p> <p>It is closer to home, more convenient and has a lot more programs and extra curricular activities that I am interested in. MHCC also has sports and I am an athlete and I want to pursue sports in college. The reputation sounds more appealing at MHCC.</p> <p>It is closest to where I live and I know friends who are attending there.</p> <p>Mt Hood is closer to my home.</p> <p>Mt. Hood is close to home and offers things I am interested in.</p> <p>The cyber security degree that Mt. hood offers is unavailable at other community colleges. I also met someone from the computer science department there.</p>

Springwater Trail What was it about Portland Community College that made you chose it over the other two?	
Portland	<p>I live in Gresham so the commute isn't very far. I also have friends that go there and I've heard they're both great colleges.</p> <p>Portland Community College has the only known Veterinary Technician program around me.</p>

Sandy What was it about Clackamas Community College that made you chose it over the other two?	
Clackamas	<p>I used to live in Astoria and my mom attended Clatsop Community College, Clackamas Community College seems close, and My mom used to work and attend Mount Hood Community College as well as it is very close to me.</p> <p>Its close</p> <p>Seemed important</p> <p>They are close by to home and work</p> <p>What made me choose this college is because of the music education transfer program because I want to teach Music Education And Music Theory</p>

Sandy	What was it about Mt. Hood Community College that made you chose it over the other two?
Mt. Hood	<p>Its close to my dads house and i can walk there.</p> <p>Because it has a really good cermaics program</p> <p>Because it's near to where I live.</p> <p>Cheap close and good funeral service program</p> <p>Cheaper than all the rest, and I get the same education I would at some fancy shmancy place. You don't need to spend tens of thousands for an education you could get for far less.</p> <p>Close by and not spendy</p> <p>Close to home</p> <p>Close to home and cheao</p> <p>Close to home, 2 years free, nice campus</p> <p>Close to home, great Nursing program</p> <p>Close to home.</p> <p>Close to my house</p> <p>close to where I live</p> <p>Close, inexpensive, had the prerequisites i needed.</p> <p>Closer</p> <p>Closer than other community colleges</p> <p>Closest and I have heard great experiences from people who have attended their forestry program</p> <p>Convenience</p> <p>Distance from home. A lot closer than all the other ones and I hear a lot of good things from it.</p> <p>Dual Credit classes means I'm going in with a bunch of college credit</p> <p>For the programs and recommendation I've heard from people.</p> <p>I had over a year of college now credits completed. Which is half way through my associates</p> <p>I had previously taken college-now classes, so I have credits there. By attending in the fall I am able to complete my associates degree in three terms. This will overall save me both time and money.</p> <p>I live close by</p> <p>I used to live in Astoria and my mom attended Clatsop Community College, Clackamas Community College seems close, and My mom used to work and attend Mount Hood Community College as well as it is very close to me.</p> <p>It has the programs I'm interested in and I have heard great things about it</p> <p>It is close and offers me the pre req's i need</p> <p>It is closer than the rest of the school to my location. And im interested in their dental hygienist program</p> <p>It is closer to where i live.</p> <p>it is closest to my house</p> <p>It is very close to home (about 5 minutes). I was able to easily connect with Mount Hood Community College by taking CollegeNow courses and using the MHCC library in high school. Lastly, being able to be eligible for the Oregon Promise made me want to go to college without having to be in hardly any, if any, school debt.</p> <p>It was closer to where I live. And It is also free.</p> <p>It was the school that was allowed to have the college now credits and it is a well known college that has a good well known nursing program.</p> <p>It's closer</p> <p>It's the closest one to where I live.</p> <p>Its close</p> <p>Its closer. and from what ive heard its a very good school</p> <p>Its nearer, and my family went there</p> <p>Just the fact its close to home and i feel like its the appropriate school for me</p> <p>MHCC is affiliated with Marylhurst through an art program, which is relevant to me because I want to be an art therapist and am pretty sure that I would be able to attend both schools at the same time.</p> <p>Mt. Hood is close to me so I can stay at home and they offer a Modern Language Transfer degree.</p> <p>None. Just told to go, don't want to attend this college</p> <p>Oregon Promise</p> <p>The area and the location of it. I also had some college credit classes that I took that I am able to use at MHCC.</p> <p>The Ford Asset program is very fitting for me.</p> <p>the track and field program</p> <p>They are close by to home and work</p> <p>This community college is close to home so I don't have to worry about moving all of my stuff to a place I'm not familiar with. I don't have to figure out a way to make rent when I can still live at home or have to leave my family or hometown.</p> <p>Very close to home and i have siblings that enjoy going there. Ive heard its a very nice campus as well</p>

Sandy	What was it about Portland Community College that made you chose it over the other two?
Portland	<p data-bbox="360 222 1424 247">For the programs and recommendation I've heard from people.</p> <p data-bbox="360 249 1424 275">If i have a 3.0 I can have all four years free if I got a scholarship</p> <p data-bbox="360 277 1424 302">it looks like if has a better facility, and maybe it has programs that I will be interested in</p> <p data-bbox="360 304 1424 329">Location location location</p> <p data-bbox="360 331 1424 352">They are close by to home and work</p>

After reviewing the list of Private Trade/Technical Institutions, seniors were asked to identify institution they were attending was not on the list. Results are available in Table AD8.

Table AD8: Other Private / Technical Colleges Seniors Will Attend

High School	Other Private / Technical Colleges Not In the List
Springwater Trail	Pacific Northwest Carpenters Institute

High School	Other Private / Technical Colleges Not In the List
Sandy	OIT

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 AD9.

Table AD9: Other Race/Ethnicities Identified

High School	Other Ethnicity
Centennial	American
	Middle Eastern
	mix
	Russian

High School	Other Ethnicity
Springwater Trail	Hebrew

High School	Other Ethnicity
	African American/ caucasian
	don't worry about it
	Mutt
	Very white

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?
individual help and checking in with students about grades and school work
????
1. Give you more opportunities for after school help. 2. Be more approachable to students. 3. Positive feedback is always a plus.
A few of my teachers treated students as adults, which I personally liked.
A positive thing my teachers do is giving the students plenty of opportunities to speak. In addition, my teachers are flexible and understanding when it comes to assignments.
Allowing a safe space for personal conversations.
Always checking in
Ask about things other than just school work. At least act like they have an interest in my home life.
ask help for people individually.
ask how i am and show that they actually care about my home life
Ask more participation from students
Asking about their students day and being there for them. Showing that they actually care.
Asking students for opinions on assignments and projects and involving the class in decisions.
Assisting people who have questions, acting as if they care.
Be fun.
Be less strict
Be one on one with student and check up.
Because my English language not very good, but they will try to listen and understand what I need.
become friends with the students
Being genuine and caring. Finding hands-on ways for us to learn.
Being helpful
Being interested in student's personal lives.
Being lenient on helping raise my grade if I ask them how I can raise it
Being more involved with students like outside the class material.
Being more understanding
Being open and available after school
Being understanding
Being very personal with the students and helping them in all ways to help succeed.
better test prep
Check in with students frequently about assignments.
Check up on students
Checking up on students and their school work
Come to me and offer help when grades are bad
communicate on the level of students
Communicate with students more
Communication and understanding
Communication with students and understanding their backgrounds.
connect with students
Create a connection with students and understand their out of school situations and support them through their endeavors while making certain that they succeed academically
creating personal relationships with their students
Different ways of teaching things
Do more personal interactions with students.

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

Effectively care and inquire about students personal lives and taking an interest.

Emphasizing on a more safe environment

Encourage

Encourage kids

Encourage students to do better

encourage students to try their best when they're failing a class

Encourage their students and offer to help them when they are struggling

Encouragement

Encouragement of students of all kinds. Being welcoming and kind is always nice. Also, give students room to be creative. Passion and creativity make people work harder.

Encouragin and working with students to acheive other goals rather than the ones written on a white board

Encouraging having conversations and being understanding and cooperative.

Encouraging respectful debates

Encouraging students to do better and believing in them.

Engage with students Keep a positive attitude Develop good relationships with students

Engage with their students

Every teacher should be like Lifson.

Everything

EXPLAIN!!

Few teachers are understanding

Focus on all of the work first and take it slow at first.

Friendly, careful, helpful, outgoing My voice can be hear even though I am not a native English-speaking person.

Get to know the students and how they learn.

Getting involved in students lives

Give me good grades

Giving more adapted instruction.

Giving us examples when they stay after school for their students to catch up i appreciate when they do that going around and checking up on us

Going out of their way to have one on one time when I am not doing so well

Hands on projects

Have a possitive attitude.

have fun

Have small time after school to get students on there feet with things they have to do. Teachers caring about their students.

Having a sense of humor.

Having one on one conversations.

Help

Help out students

Help students and make sure there okay with school and their home lives

help students understand.

Help students which grades and supporting them

Help the students understand the material.

Help when struggling.

helping others

Helping students one on one

Helping students out when they don't understand what might be going on or hard to understand.

Helping students who are in need of it.

helping you with class and telling you about your grades

How they actually sit down and show you how thi gs are supposed to be done. And how they take timr out of their day to have you educated.

In general, what positive things do your teachers do that you'd like to see more of?
I don't need this for a grade
I like giving feed back, weekly discussions that are not school related. (Personal life)
I like peppy teachers that are constantly positive
i like when my teacher personalizes learning for me and helps me directly.
I like when they give us more time to work on our assignments and let us have breaks here and there
I think more teachers need to start caring for their student's mental health. During my junior year, I was only asked twice whether I was doing okay. One of those who asked me was a substitute teacher who didn't even work here regularly. His concern for me helped me severely. Just because I am an AP student, that doesn't mean I can be mentally strong all the time.
I think that all teachers should have grade checks every week, so that every student knows their grades week after week, instead of students learning about their grades when report cards come out. Teachers should also have more one on one time or a little conference with students, letting them know how they can have improve their grades if needed, or even to let students know what they're doing well on, giving them positive feedback
I would like for teachers to get more personal with students. I would like for them to be more understanding and fkelexible.
I would like them to stay positive
I would like to see teachers actually care about students with failing grades more.
i would to see more of individual school help
I'd like to see stronger teacher/student relationships.
If the teacher realises that the whole class didn't have enough time to finish a project they would give more time
In AP English, we would have circle time where we would talk about our troubles. Those were nice.
In core classes I like it when a teacher gives us the opportunity to express ourselves through creative projects.
Including students in classroom decisions
Interacting with students about things tgey do outside of school...making connections
Interacting with students just not only in the classroom but outside of class as well, and helping students who don't know the English language in classes which are not only ELD
Interactions with students and personal lives
joking around with the students.
Just treating students like friends and respecting them
Keep being supportive of their students even when it gets hard
Keep everyone in a positive and happy mood.
Keep me on track with my grades.
Keep the class engaged in discussion. Create a fun but proffessional learning environment that will make students WANT to learn, thus increasing the attendance.
Less homework more in class presentation.
listen to what students have to say and not use a passive aggressive attitude
Listening
listening to students
Make a more simplper way on explaining things.
Make the class fun by being friendly
Make their lessons interesting so that it catches my attention and it allows me to learn it easier.
Make time for their students.
Making the class and the lessons more personal so the students get more motivated and involved
Making us understand something that may be important to us.
Money
More constructive criticism and teachers that actually care.
more dedication to the students
More energy and interesting demonstrations.

In general, what positive things do your teachers do that you'd like to see more of?
More flexible
More hands on teaching, no one can learn if the teacher just throws the lesson at them and says "do the homework"
More one on one time with students, getting to know them a little better and understanding what they need from teachers
More positivity, flexibility, care of my work
More retakes for test and use notes for test.
motivation
N/A
NA
no
None
Not make all the classroom all about learning. Enjoying yourself and what you're learning is also good
nothing
Nothing
One of my teachers encourages students to ask questions after he is done and to not be shy about what they want to ask.
One on one
One on one contact with students
one on one help and actually explaining the work and assignments.
One on one with students.
One positive thing that my teachers do that i want to see more of is interacting with the students, and making sure that students are passing their classes.
personal help
Personal relationships with students
Personalizing learning
Personally, I enjoy the environment of teachers rooms like Mrs. Holk's room. But the general positive things, I like how there are teachers who are there for students and are understanding when they see when a student is having a hard time.
Projects that allow for creative freedom (shoutout to Profa Reed and Ms. Holk), using the projectors and being clear with notes/color-coding (shoutout to Ms. Dube), leaving us to our own devices to figure everything out on our own (shoutout to Ms. Hilsentager).
Provide feedback
Putting effort into what they are teaching. When teachers are excited about something they're about to teach it's more likely to get our attention.
Relate to the students.
Reply my email
Respect
Rewards for students who do well, candy or something
Roast students on the daily.
show a lot of examples
Show effort to understand students Realize that there is more to our lives than just their class Teach selflessly Provide opportunities for improvement Supportive and uplifting
Show genuine interest in my life and my successes, even outside of just school work.
some teacher will take time out of their day after school to help with school work and understanding the subject. not just that but would also help with problems outside of school
Stop and take a moment to talk to students about their lives not just school
Student interaction
Support
Support and understand choices and opinions, help with deadlines that may not be met because of outside influences.
Support and understand when things come up and you need extra help or leeway

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

Take time for one on one interactions about school and the future.

Take time to intimately discuss things with students. One-on-one discussions, critiques, etc.

Talk about life.

Talk to each students personally

Talk to the students individually at what they need to do better in class.

Talking individually with students about work they need to get in and/or are missing, helping individually when they ask for help.

Talking to us as people, not students

Teach in a way that students many understand.

Teacher help and instruction

Teachers like Brice Cloyd give a passion to students I wish more teachers would do. He teaches with heart, and connects to students well.

Tell me I do a good job

That you work hard and that you're positive to yourself.

the help of graduation and help of determition and support of ones goals

They ask about my daily life

they ask about my day and when i'm upset the wonder what's going on.

They care about some of us. So just talking to us more about our life's.

they care about your well being

They gave me hope towards assignement that were realky hard.

they give a lot of help

They give a lot of help individually to everyone no matter the race.

They go out of their way for me, and never give up faith in making sure the students have what they need to pass

They have conversations with us. They are invested in us.

They joke and are sincere about the care and respect that they have for the students. They are engaging in all personal and professional aspects. They have a smile on their face no matter what they have going on. They try very hard to be in the classroom everyday and they take pride in their work. AKA Ms. Dube and Mr. Thompson

They motivate you to do your very best in all your classes.

They seem to be excited and enthusiastic about what they teach.

They support me especially because I'm a mother to a beautiful two year old boy and I love how some of my teachers

They take the time to teach me more in depth when I do not understand a problem.

They take their time all the time to help us, even if they have o go home later than expected

They take time go around class asking if anyone needs help

They talk with you after class when needed.

They teach me things.

They try to make the material more interesting.

They're nice people, but most aren't actually good teachers

To be flexible with different students' schedules

Understanding that each student is unique and although many blanket teaching strategies work for most they don't work for all and helping the students who don't grasp the concept the first time around.

what my teachers do that I would like to see more of education keep them off there phones unless if there looking up more information

Work with students who need it 1-on-1 and be clear about the work needed

Work with the students

Working to actually help the students and not to just make their lives harder.

working with students

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?
Some could be more prepared and strait to the point in instructions.
. make a note sheet that explain a little more/for the disability kids make students be quiet and let the teacher talk @Mr. Mckee. Maybe you should talk less soothingly so I don't fall asleep in your class.
1. Explain new concepts more slowly, and simplify. 2. Provide opportunists for questions.
Actually care more in their student's learning.
Actually help us instead of giving us notes and hoping we do well.
Adapt to the students learning needs
add a few jokes in the middle of instruction
ALLOW FOR CREATIVITY!!! Writing the same boring essays over and over suuuuucks. Give us something fun to do!! Make learning something we can enjoy and be passionate about.
Always
balance the amount of lecture and notes with actually doing work and activities.
Be as clear as possible, remind students
Be as precise with their instruction as possible
Be intertaining
Be less condescending when we ask questions (actually this only applies to the AP physics teacher), invest in lamps or Christmas lights so we don't have to deal with the horrible brightness of the school's lights.
Be less like Ledesma.
Be more alive, don't be so boring in the classes, make the lessons more fun.
Be more cooperative.
Be more creative
Be more detailed
be more direct and less open ended
be more engaged with the students
Be more hands on
Be more inclusive, make assignments about real learning instead of just about passing.
Be more spacific
Be more strict about deadlines so that students take their work more serious
Be more understanding and lenient
Be nicer
Be open minded
Becoming more understanding. Some students have other homework in classes to work on and have work or other responsibilities after school.
Being prepared.
by making it more simpler
by realizing that their class is not the only class the students have and to not make assumptions without knowing the full truth
by teaching real life
Changing up how they teach and the class room environments.
Could use more varied teaching techniques. Not just lecture and have group projects.
Do better
Do more notes and not so much talking about family or personal things
Do more projects.
Do not strongly base classes on textbook work.
Don't focus on only a couple students.
Don't just lecture the facts, try and start a conversation with the students.
Don't make it a Priority to failure students

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

Don't pile everything up last minute and realize that we have 7 other classes to do also

Don't speak all of the class period and then leave ten minutes at the end thinking that is enough time for all of your students to work. Also understand that we have a life outside of school.

Don't use the brain wash method they're taught in college

Everything is good, they will look at your level and change their style.

Everything is pretty good at the moment, some teachers need to work on student relationships

Explain directions carefully

Explain their lesson plan. Care enough about their students to drive them to do better.

explain things in different ways so that more student can understand

Fast and thorough

For AP classes, don't just ask students to read their text book, because reading sometimes it's just not their thing and it's hard to learn.

Get the whole class involved.

Give more time to students

Give more time to work on projects that aare long

Hands on stuff

Have a variety of teaching methods that work with the different learning styles.

Have higher classes be more college style, in order to prepare us.

Have it all based on students life routines

have more fun activity

Have more hands on activities that get students involved and engaged.

Have more things to do instead of writing papers.

Have more visual and more hands on examples

I am not sure

I do not see a need to change how the teachers are teaching.

I don't know

I don't need this for a grade

I don't think they should change anything because everything my teachers did and taught me I got it on the first time and if I didn't I would just re ask

I mean everybody has their own way of teaching it just depends on the student

I think if a teacher needs to retire, retire. I have had an experience during my senior year with a few of my teachers complaining about how they are dreading the idea of grading our work because it takes up their "personal time." Also, another teacher judged me and other students for not understanding the content saying things like, "Really? How do you not know this?" That hurt me a bit, especially since that specific subject is not my strongest.

I think that teachers need to move away from powerpoint notes/lecturing.

I think the teachers that I had shouldn't change anything. They were great and very helpful

I think they do fine

I would like for it to be less homework and notes but more understanding. It would be nice if classes weren't so rush and we could have time to understand and not memorize.

idk

ldk

Individually explains it to each student would help a lot in my option.

Instead of just talking at the students do more hands on activities

Involved class discussion that is fair to all parties.

it ok right now

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

- Just do whatever
- Keep their instructions short, but very simple so it can make the classes better
- Kellie McCarty forces kids to stay after to clean her stage for a grade in the class. that should change.
- less lecturing
- Less paperwork and more walk through lessons.
- Less stressful. Not be up tight
- less talking
- Less testing more hands on education
- Less work on stuff that has nothing to do with the unit.
- Lighter attitude and strict on disruptive behavior.
- Make class more laid back, instead of strict.
- Make it easier for everyone to participate, ask questions and get feedback
- Make it fun
- Make it more fun and interesting
- Make it more fun.
- Make it more interactive
- Make it more interesting to learn, create a way to relate it to life today.
- Make lessons funny by making them standing up and doing something with their body.
- Make lessons more flexible
- Make more hands on experience
- Make sure each student has a good understanding
- make sure that their instruction for that class is clear.
- Make sure the students feel supported and help as much as needed
- Make teaching an experience rather than a lecture.
- Make the class more enjoyable.
- Make the tests more worthwhile, and not base grades off of shit work
- make them more clear and give us a fair amount of time
- Make them more entertaining
- more details
- More engagement and use more humor in their teaching
- more group work
- More group work.
- More hands on
- More hands on activities
- More hands on activities and figure out what their students learning styles are. DAP
- More hands on stuff would make class much more interesting
- more hands on work
- More individual learning
- More interactive More humor
- More involvements and projects other than lectures.
- More of a relationship with yheir students, giving students a voice.
- More one on one and smaller class sizes
- More one on one instruction, more personalized
- More partner work
- more powepoints
- more showing how to do stuff

In general, how could teachers change their instruction to make classes better?
more straight forward
More time for assignments at end of year
More time to work on projects
More videos always make the students feel less stressful.
More working in class rather than worthless rambling
most of the time by going slower through the lesson.
Most teachers are fine, but sometimes teachers in AP have a hard time preparing us for the exam.
my teachers do great
N/A
no
No idea
none
None
Not be boring
Not be really boring
Not be so rude
Not being boring
Not make their classes a number one priority
Not much, just make things fun.
not really
Not talk redundantly and waste time.
Not to raise their voices when they get irritated.
not trying to jam extra work in time we dont have
nothing
One thing that teachers should do to make classes better is that they shouldn't talk politics at school, that should be outside of school.
Provide outside sources, studying techniques, lectures, and projects to apply knowledge.
Putting in grades on time
Reduce focus on homework formmath based classes and focus on class wide understanding of concepts and practice.
Relate the work to real-life situations to make the curriculum more meaningful
repeat there self
Same as above, not being a hardass.
shape the assignments to reflect the interests of students, HAVE A POINT.
Share example of their stories to the subject they're teaching
Show examples
Show more examples.
Some classes could go deeper into explanation or helping with material (mostly social studies area)
Some teachers just teach, they don't even care about if the students actually learn or not. Make an effort in teaching the students.
stay on topic
stop being such dad and mother material its getting old and the respect thing of ones teaching ablitly have certain thingd
stop going off topic and focus on teaching and prepare hard copy notes prior to lesson to be copied or explained to save time
Switch up styles to fit students
Take the time to explain all the way through.
talk less
Talk less

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

teach better
Teach better
Teach kids and set due dates and times online
Teacher should be more attend to their students as helping them what they don't understand giving out simple examples.
The teachers could be more engaged with the lessons, and not seem so bored. Many of my teachers always seemed to be bored unless they were Mrs. Hilsenteger, Mr. Huff, Mr. Young, Ms. Vanderpool, Mr. Henderson, or Mr. Cloyd. All of these teachers really seemed to be into the lessons, and want the kids to really learn.
The teachers could have more one-on-one help with students in class.
They are fine.
They could create more personalized learning from class to class.
they could get an assistant so there's not just one teacher for a big class
They could talk and make instruction interactive and engaging.
they couldn't i think they are doing the best they can with what they got.
They do fine.
They do more hands on works with students.
They should just have students listen and go straight to the lecture. It's nice enough that teachers care about what goes on in our lives, but most would want to just learn.
They should start to be more energetic towards the subject they're teaching.
Throw in some activities that are fun and relevant.
Treat us like the young adults we are.
try other teaching techniques if a student doesn't understand.
Try teaching in different ways or by using other strategies.
Understand minorities and how to treat them; appropriate things to say, defending them against other students making inappropriate remarks More hands on learning and less lecturing Treat us better and as humans
Understand that students actually have other classes than that class they teach. There's so many incidences where deadlines or tests are all on the same day. We probably would do better if they are even spaced out by one day .
Use examples of things happening in our real world, current time. Make things more relatable by relating to topics more associated with our age group.
Use more analogies to understand concepts better
Use more than one teaching style per lesson
Use more that one way of teaching.
Use notes for test.
Use variety of teaching styles: videos, activities
when not as strict people feel more comfortable in asking questions
When students ask questions the teachers should be eager to answer and not rude.
would keep the same

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.

My counselor helped me excessively despite me being almost a lookout cause, but with his help i have managed to maybe graduate on time.

"The future is coming, and its coming quick."

A good choir

All my AP Teachers were awesome!

All of the teachers who like to have fun

All the teachers push you to do your very best in all your classes, and they tell each and everyone of their students how they want them to do very well in school that is what made my experience at Centennial High School very great .

bad because of your diversity

bullying

Bullying was a bitch

cafeteria food sucks, to be honest.

Centennial has been a great school. Throughout these past four years of my experience, it's been an honor to meet such great people, and we always make sure that centennial stays the same as how it's always been. Successful :)

Centennial was a great school because of the teachers. The teachers there have a great sense of humor and incorporat events from their life into their subjects.

Choir

Choir was one of the best classes I could have taken in high school. I feel like I've learned so much from this class and have built very strong relationships with both my peers and my teacher.

CHS has some really good teachers, there hasn't really been anyone that I completely dislike. There are quite a few teachers with good energy and passion, along with general charisma that make learning a lot more interesting.

CHS provides a lot of sources for high school students to help them applying for scholarship and college. Personally, I won't be able to be accepted by my dream college and get scholarships successfully without the help from school. Sun school program also helps me a lot with my schoolwork, which let me feel that I am not alone in this new country.

Chs was ok, noting great but nothing bad. Only a few teachers were enjoyable to have as a teacher.

CHS wasn't great at all. Counselor don't care about your career at all. They just want the money and think that we are good. Honestly they made me feel bad and super negative. There is no fun events or anything. Some teachers yell at students. Some counselor don't say anything to the parents about grades or if the student has a disability that parents don't know. Counselor don't listen to students what we need. Some are rude and don't do anything. They think they can control everything.

Coming in everyday feeling comfortable

Community support during a large social media campaign that really made me feel that this community stands by its members.

Concert choir and C notes made such a huge impact on my senior year, that I wish I did it earlier. As well as theatre because I had so much fun being a part of the drama kids group. Both groups made me feel at home, and part of a family I'll never forget. Football season will always be my favorite because of the student section, and being able to do photography for yearbook. I must say that softball wasn't what I expected it to be when I went into high school. I wish I just stuck with choir instead of softball for most of my years because there's too much drama, too much strict coaching to the point where the girls don't like the coaches; and unfair playing time to many of the underclassmen. All in all, my high school experience was pretty great, and I just wish to be in choir for one more time.

Creating new friends and meeting new people

Decent

Definitely the memories made with students and teachers

Didn't coordinate events well

eh I like centennial. great school but many kids are annoying and immature and need deodorant

events were fun

Everything was good

Football games are a must gon

Football games are great, the crowd is very humble and loud. It's always fun

Friends and support

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

Going downhill a lot grade-wise.

Great community

Great staff.

Great: Great personalities in students and teachers, the homework amount was decent and not to overwhelming, lunch periods were perfect length of time. Bad: Lunch food, not much after school opportunities for help from teachers, schedules for special events were confusing and didn't line up with CAL's bus schedule.

I am very proud to be an eagle... once an eagle always an eagle

I did not like how rude students people were to the refugees. I didn't like how some students got away with things because they had connections. I like how some teachers were really understanding and flexible. I did not like how some superiors treated us like kids.

I didn't like how strongly bullying and defending your self against it is the kid getting bulliieds fault that the other person didn't like them

I don't need this for a grade

i dont know

I had a great experience with the athletic programs.

I had a lack of feeling apart of the community to have a great experience

I had a lot of teachers willing to get to know me and that made centennial a great place to be.

I had an unbelievable senior year, thanks to everyone who supported me.

I had teachers and admin be kind to me. I was able to be myself around them

I hate the fake people at that school.

I hated my unsupportive classmates

I like how it's diverse but I don't like how there's a dead code

I liked Centennial, I always felt like part of a family and think it's a great community.

I liked it when we had late start Wednesdays and would like those to be prominent.

I liked our unity week this year, but I have heard many students express dissatisfaction with Health classes where they had to be weighed in front of other students for their BMI.

I love Centennial because it is a safe environment and great classes and loving teachers.

I love everything about it expect the unnecessary drama with some of my classmates.

I love how the staffs are very caring for others

I love the community, especially liked being around the smarter/gifted kids. I think that they were a real positive influence on me and I am thankful for them.

I loved highschool

I loved my AP classes

I made a choice to join Center for Advance Learning.

I made a lot of friends that were positive role models that motivated me to do my best in every one of my classes. I also made what I would consider friends with members of the staff and they also motivated me.

I think CHS is better than the other schools so i cant complain

I wish there was a specific class in our senior year to help us with college and scholarships.

ldk

idk.

If the grading and education quality wasn't so shiet i would've loved this school

In my opinion, Kellie McCarty should be evaluated on her teaching. Do Not Tell Her It Was Me Who Said So.

It has been a great four years and it is hard to say goodbye. I think everything was fine but safety has been an issue. For instance, I was down at the tennis courts with a few of my friends and there were 3 older guys there (one of them probably went here) and they kept eyeing us. We moved down a few courts and they continued to move closer to us. Eventually they left. However, that was an incident that made my friends and I fairly uncomfortable. Regardless of that event, my years at Centennial have been great.

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

It overall was okay. I think administration could be more motivated to protect students from bullies and make a more inclusive learning environment. I also think Rugby should be a school sponsored sport.

It was a great experience, I just wish there was more opportunity regarding the class options.

It was great

It was trash

junior passion project.

Kecia was a complete bitch

Keep it closed in and drama free and the community close.

Lavvv it

Learning how to act around others was great

Let students roam around during lunch. Some people don't like sitting in a crowded area.

Lots of fun activities to get involved

Make tests easier

McCarty and Cloyd are incredible people. They both allow us to be ourselves without feeling bad about it. They challenge us to learn and to have fun and make friendships that will last forever. They create safe, welcoming environments that make everyone excited to come to class and be a part of something great. They've given me opportunities I never would've thought possible. I am really happy to have had the chance to work with both of them, as they are some of the most important people in my life and I'm going to miss them a lot.

Me.Petersen is the best teacher

Meeting new people made my experience at CHS amazing.

More respect in the classroom and less random discussions from students.

Most teachers I had were very nice and my first councilor was amazing but my councilor for this year was very intimidating and not helpful at all.

Mr. Nolde is hot af

Mr. watts Mr. peterson, Mr havs, Miss Schully and the joe and the councilors and the parenting teachers

Ms. Klotter

Ms. Wren was one of my favorite teachers. She was so awesome. CAL changed my life!! Teachers who are not very friendly and seem caring or don't have time to help me out are not helpful.

My boyfriend was great

My counselor and some of my teachers helped me a lot in passing my classes getting good grades and credit recovery

My counselor freshman year said that I was the reason that I was being bullied and there was nothing they could do about it. Because of him I hated myself and I stopped playing sports.

My friends

N/A

NA

Need to have more Educational Assistants trained to help kids with disabilities.

no

No comment

No idea. I was at CAL most of the time

Nobody respects the teachers. There's no funding for the arts programs.

none

None

Nope

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

Not so great: The new rules Great: Eagle spirit during football games

nothing

Nothing else

Nothing.

Overall the school clearly plays the game of favorites. How students are started is not consistent there is obviously favorites. Same goes for athletics, coaches clearly treat and care about some athletes more than others. It seems like this has to do entirely with personality and their relationship with them, not even their performance necessarily. It's unfair.

People smell at Centennial compared to my second school

Principle kinda sucks

School events made is fun and enjoyable. Involved teachers were great. I think the staff and administration sort of plays favorites though.

School spirit, teachers

Some kids are to much

some students were asses

some teacher hardly give time to work and have hands on experience and just lecture all the time which makes it less fun to come to class and try your best/

Some teachers especially in the math department do not help with understanding the subject better and will not make an effort to teach in a different way. Many students have to come in before or after school and try to find a teacher who is willing to help discover ways for the student to understand the material. I enjoyed my time playing sports the coaches were amazing.

Some teachers really don't know how to be understanding

Something that had happened that was not so great was during my sophomore year going into junior year they had lost my forecasting sheet, and by the time they had found it, it was later in the year towards the end when everyone already knew what classes they were going to be able to take. Something that had made it fun was the school games, because i got to be with friends, having fun and supporting the school. And meeting new people in the classes i was taking who had the same interests as me

Something that has made my CHS experience great has been all the help from the office staff and administrators but not so great is not being taught Black History throughout my 4 years is very disappointing especially being taught by all white faces it would be great to have a couple black teachers to relate to the African American students around the school. Though Big Shout out and thanks to Mr. Schnieder , shelly, kecia , Ms. Scully, and Mr. Porterfield.

Sporting events were definitely the best part of of hs

Sports helped me a lot

Students at the school are not here to learn they are just here that is why i dont like this is why i had a better time at CAL and learned a lot more. The environment is a lot better there.

Teachers that cared about my grades were my go-to when I needed help.

Teachers treating people differently depending who they are made high school worse

teachers were very helpful

Tech apps 2 i had a great experience about going to a job shadow and learning about the career and what are the goals to be successful

Thank you for everything! Centennial is great place and I wouldn't have choose any other school over anything!

The advanced and honors teachers are amazing and deserve more praise and respect. Mr. Brown needs to be given classes with smarter, more engaged students. Mrs. Johnson needs serious monoterer about her teaching because her alg 2 class is the only one I received a D in. Attendance needs to be engaged with instant gratification and not prom qualification, which had allowed student council with bad attendance to still attend. Administration NEEDS to listen to student opinion, the off campus pass is tedious to complete, no one is going to go through with that. Multiple rules and standards are disruptive and ludacris.

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

The amount of diversity really made the CHS experience great

The amount of teachers who are willing to help.

The Drama Department of Centennial was my biggest motivation to get up and come to school everyday. Without Technical Theater I wouldn't have found my passion. I hope that they support the dept. because it has made my experience that much better.

the dress code is unfair to females

The fact that hats and hoodies are discouraged and not allowed inside CHS made my experience not so great and the reasoning for not allowing a hoodie or a hat is very unfair and illogical.

The friends I made and the growth I've made in classes that I never noticed until my teachers told me how proud they are of me

The love and support from teachers

The metals teacher Mr.Watts had to be the best teacher in the school, really funny and nice guy.

The only good math teacher is Petersen College English is a joke Why are there so many administrators We're so overcrowded

The opportunity to go to CAL for the last two years has given me a chance to learn about what I want to do for a career. While being able to use the tools/programs hands on. Also being able to work with people who do those specific jobs helps especially since I had classes that are actually useful.

the people

The people and friends I met and the teachers have great teaching abilities

The people and overall supportive environment made integrating into CHS a reality.

The people make it a warm loving enviroment

The principle wasn't the best

The secretaries in the office and my tennis coach really made school a great place.

The sports events, being part of yearbook, and meeting really good teachers and being apart of their classes.

The staff is friendly and make me feel comfortable. School lunches sucked but you shouldn't expect much out of them. School activities (He-Man, Powderpuff) were pretty sick.

The swim team and band. Mr. Wells is the coolest and he deserves a raise.

The teachers

the teachers are the best.

The teachers are wonderful!

The teachers generally care a lot, but administration does not. There is no real preparation for college, and the stuff we do to get ready for a job is a joke. Also, the dress code is sexist.

the teachers were awesome I had a rough school years at Reynolds high school before I came to CHS. They have helped me a lot to become a better person and 3 of my teachers are an awesome teachers I have a disability but one of them didn't get that I couldn't handle of the comments and also one of the students was getting in my business I asked her to stop but she didn't stop at that time I didn't know what to do at all so I talked to some of my friends and so they helped me calm down...

the track team my freshman year and all my friends and teachers that actually cared how i was doing in there class.

There are a lot of rules that many students do not believe in like having a specific GPA in order to go off campus for school lunches. The rule about not opening the doors for students when they are waiting at the doors and making them walk all the way around to the front of the buildings, it just makes students more likely to show up late to class considering the student parking lot is in the back of the school. some students have late arrival and don't want to have to walk all the way to the front of the school just to attend class.

They locked the doors that were by the student parking lot and it was really annoying.

Things that made it great was learning how to deal with tough situations in life. Related with school and not as well.

Things that made it great: The Staff (mostly), Metalshop, and peers.

Too many budget cuts which isn't the schools fault but it was a problem.

We're like a family and give respect to everyone

What made my experience at Centennial High School great is having teachers that will understand me and be flexible with my assignments.