

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

Results of the 2017 Mt. Hood Community College District
High School Seniors Survey – Centennial High School Version



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Executive Summary

Mt. Hood Community College has seen a dramatic decrease in the number of in-district high school seniors attending MHCC the summer or fall after they graduate. The *What's Next* survey was developed in an effort to determine what seniors are doing after high school graduation. Additionally, MHCC's new strategic plan includes a specific priority regarding the college's relationships with school districts that lie within the MHCC district boundary; this effort was regarded as an opportunity to enhance and improve relationships with high school representatives within the district. This marks the 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. A total of 586 high school seniors completed the survey in 2017.
- The participation rate for Centennial High School is:
 - 288 Seniors Responded (49.2% of Total Respondents)

Findings

- Over two thirds of seniors (68.09%) indicated they would be continuing their education.
 - Centennial – 71.18% 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%

- 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

- 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%

- 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%

- 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%

- 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
- 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

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:

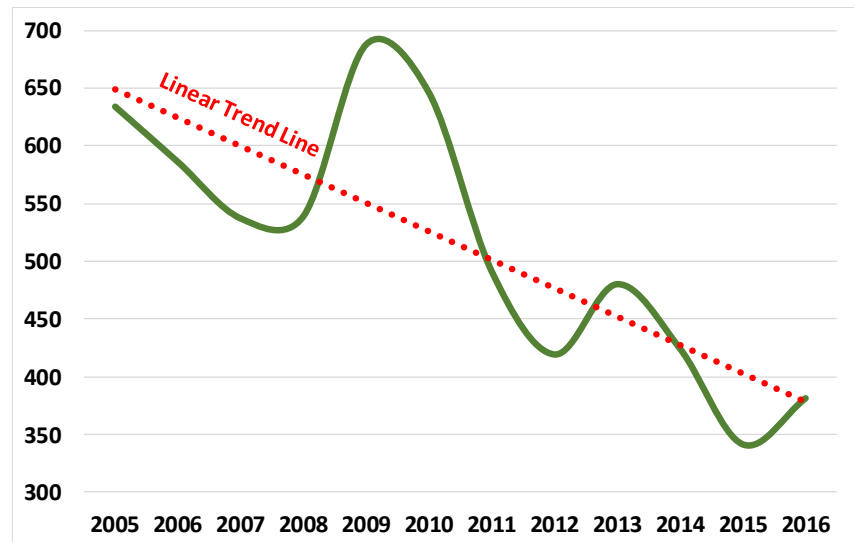
Research Questions:

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

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



- Private 4-year Institution
- 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.

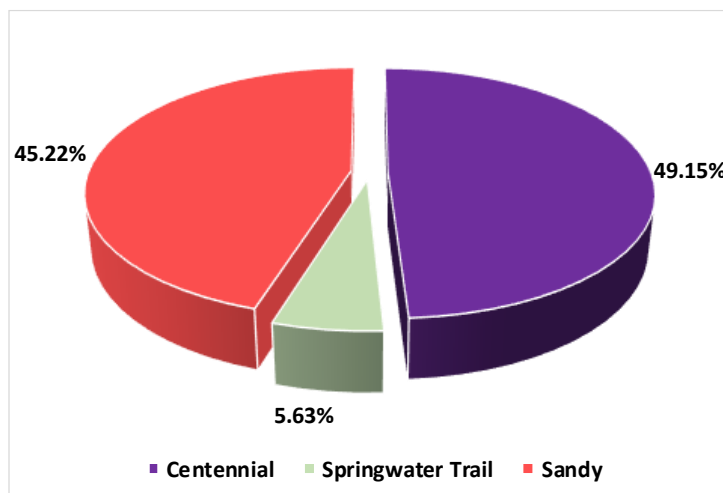
All seniors, before graduating high school, go through an exit process. It was determined that the survey could be administered on-line during that process. The survey was created with a set of standard questions that would be asked of all seniors participating. Additionally, each school was allowed 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 that allowed respondents to be tagged to the school they attended. The survey was opened for data collection in May and remained open through the second week of June. High school representatives were responsible for cycling students through computer labs to assure seniors completed the survey.

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%

Figure M1: Proportion of Seniors Analyzed by High Schools



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.

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: Centennial

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

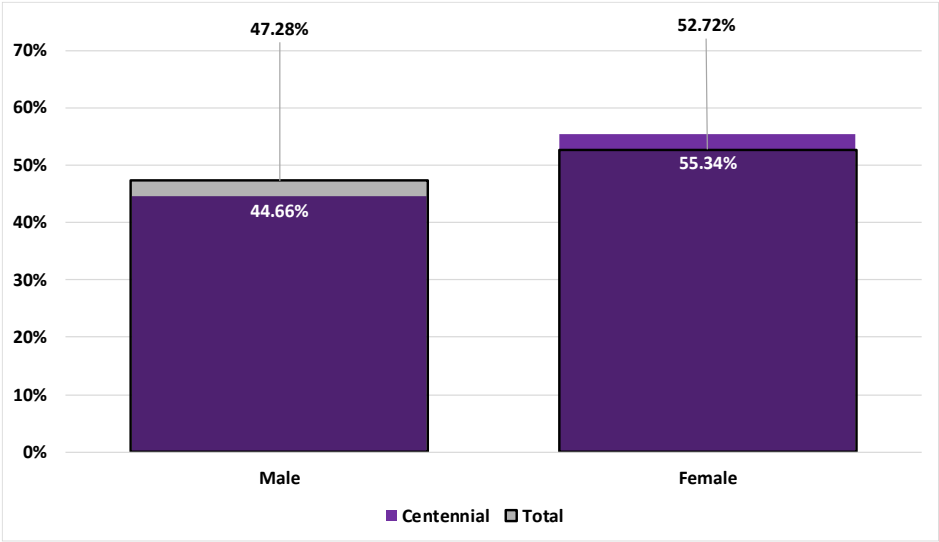
Gender

Results of the gender question are reported in Table 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

<i>Gender</i>	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



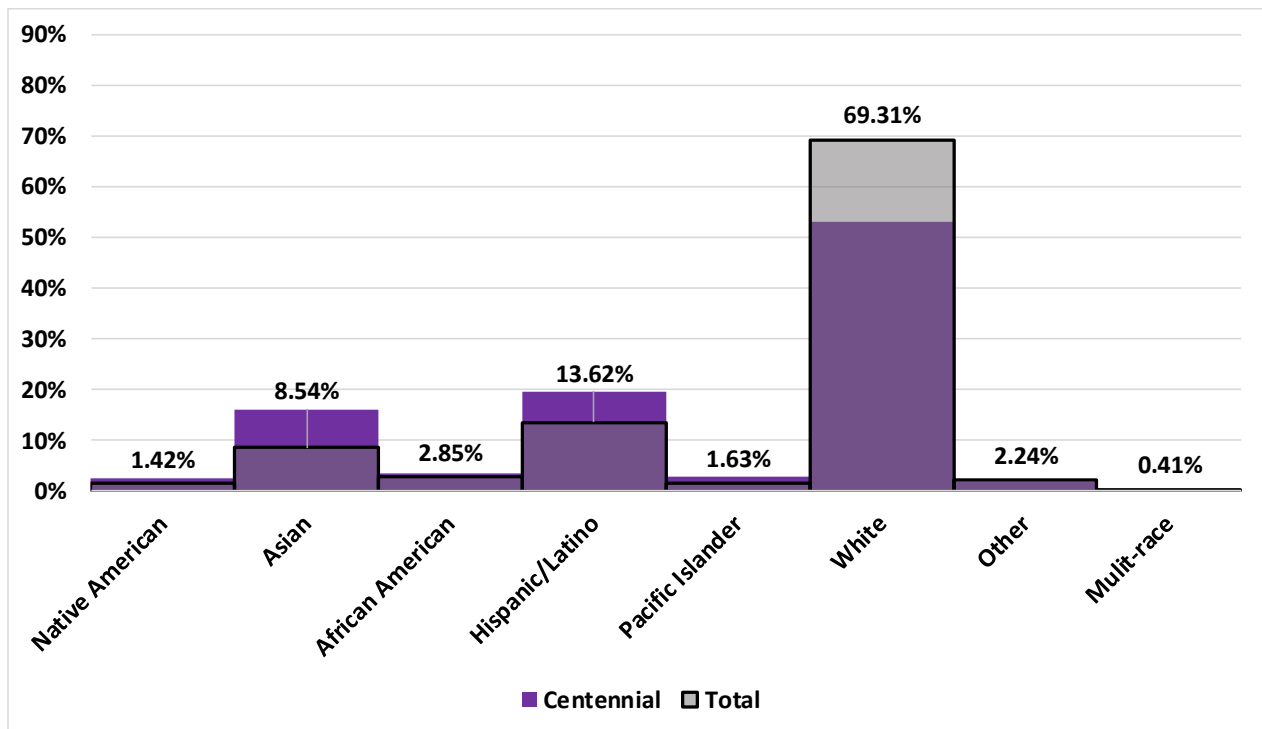
Ethnicity

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
Mult-race	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

GPA

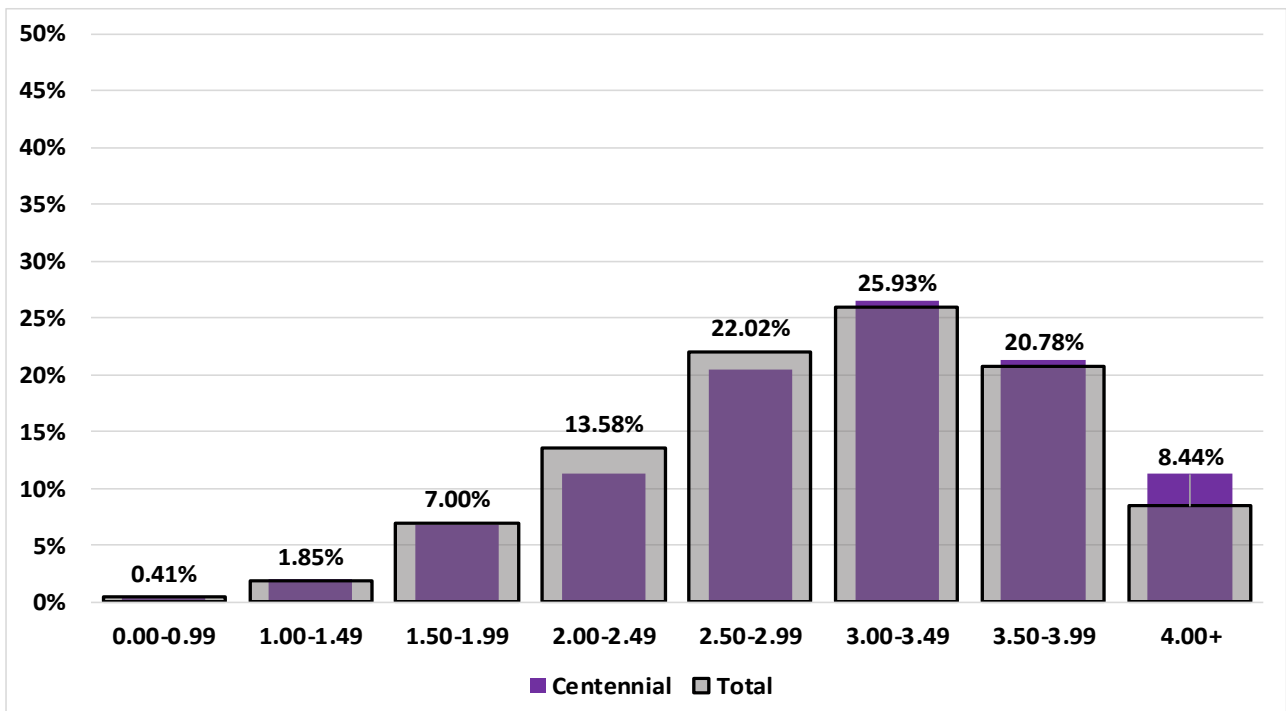
Results of senior's self-reported cumulative GPA are presented in Table RDC3. Overall, the majority of students reported a GPA of between 3.00 and 3.49; 25.93% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.02%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

Parent's Education Level

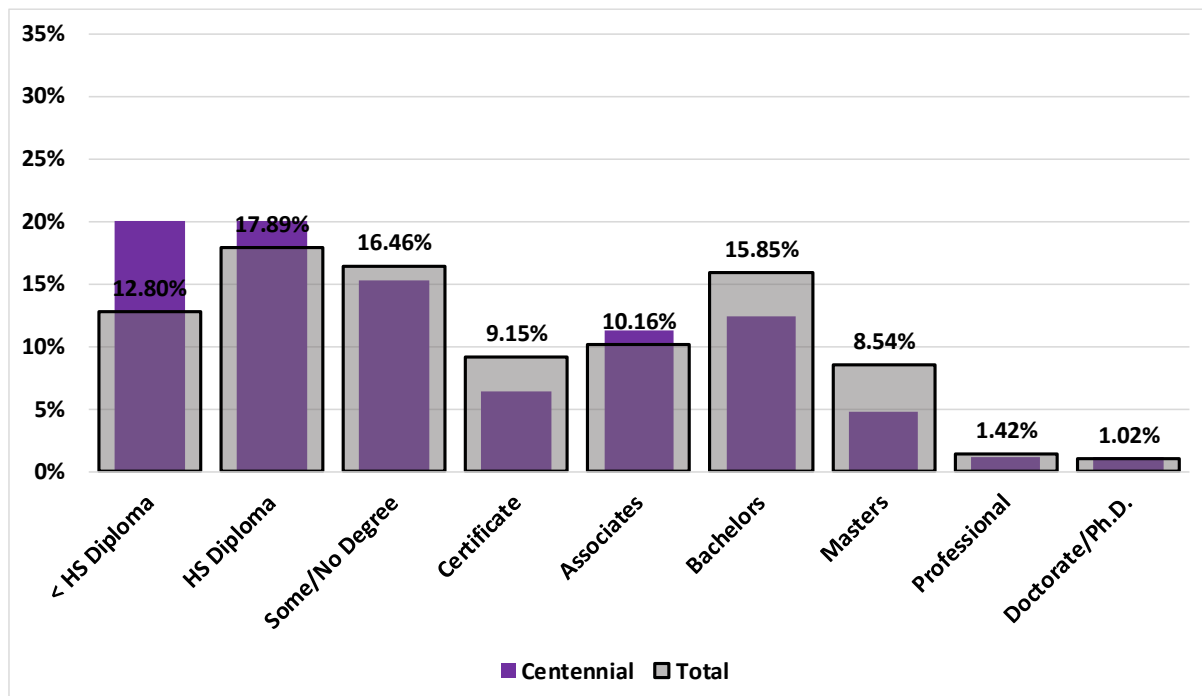
Results of Parent's Education Level are reported in Table RDC4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's 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 than seniors overall 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 High School and Overall



Note: Percentages reported are for the Total Respondents only

Results – MHCC Questions: Centennial

Future Plans

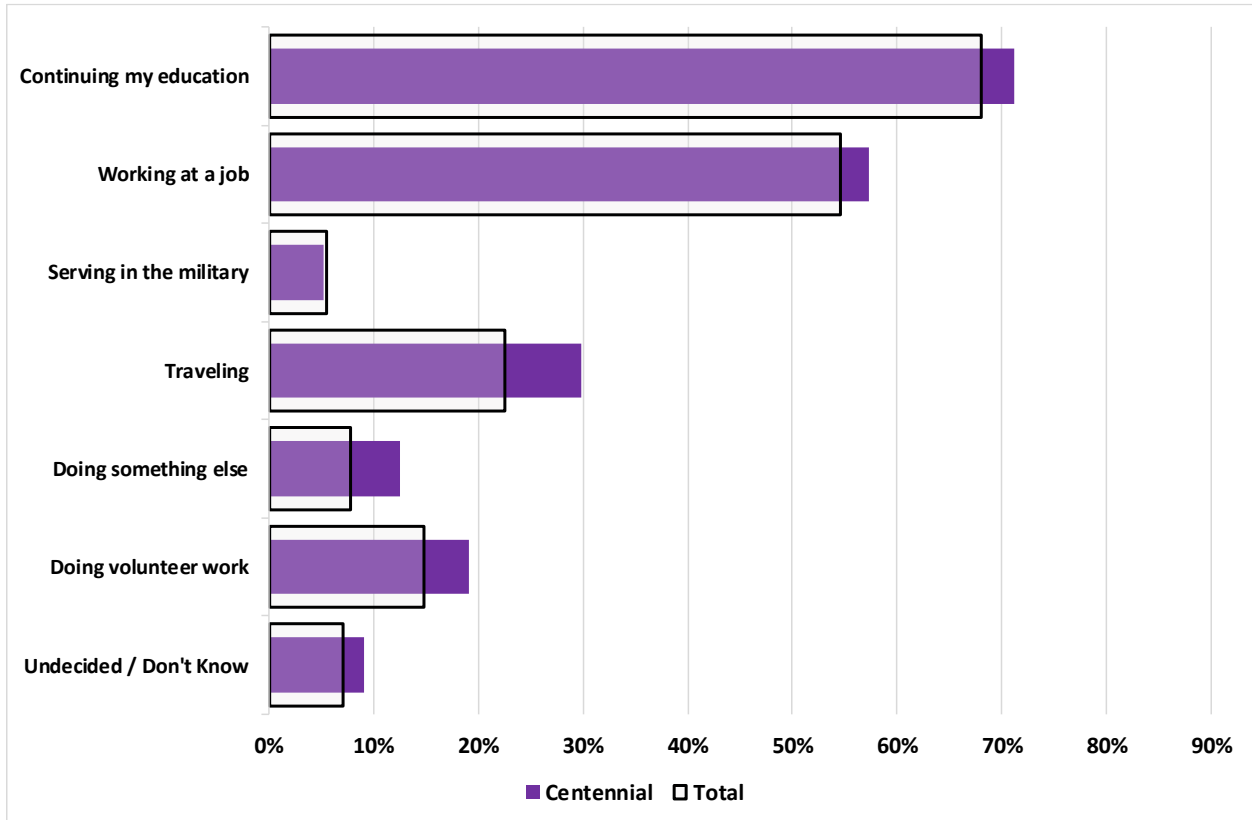
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPC1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Centennial and the percentages 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 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 (22.53%) indicating this activity. “Doing Volunteer Work” had almost fifteen percent of respondents (14.85%). 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); these were slightly higher than seniors overall. 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



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 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 (93.24%) indicated MHCC. Results for which college provided the credit are presented in Table RCNC2.

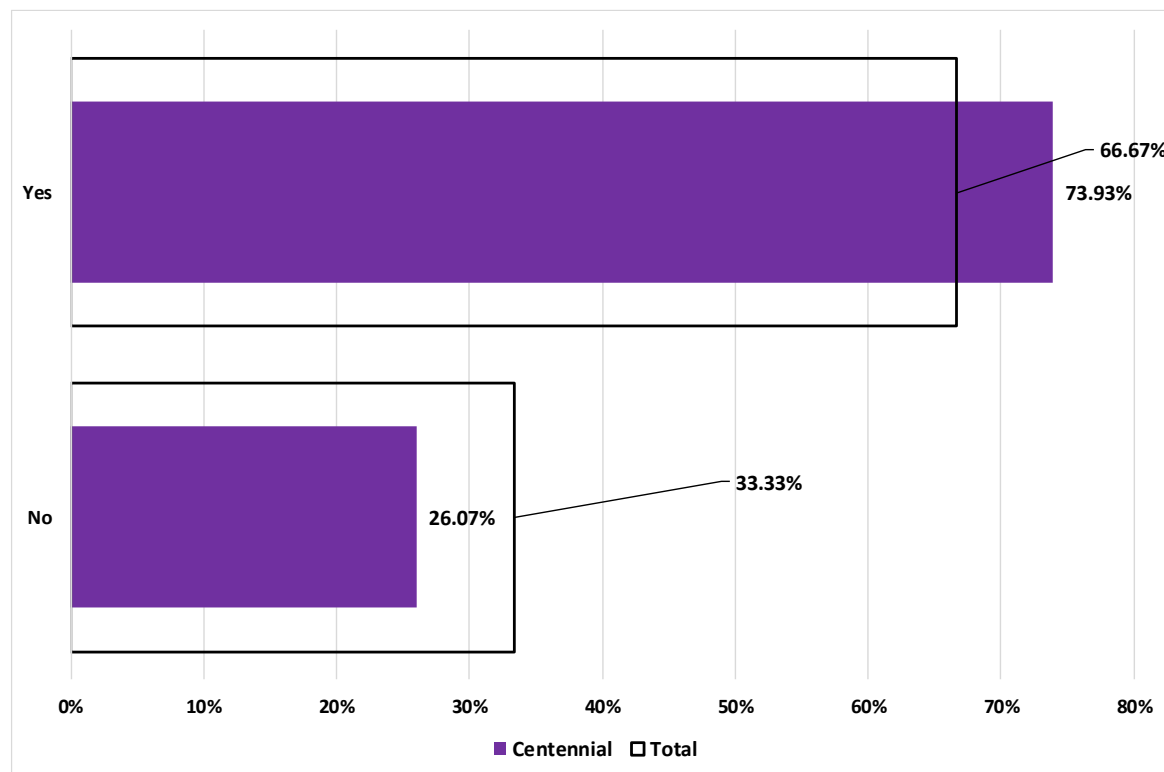
Table RCNC1: Taken a College Now Course By Centennial Seniors and Total

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



District Residence

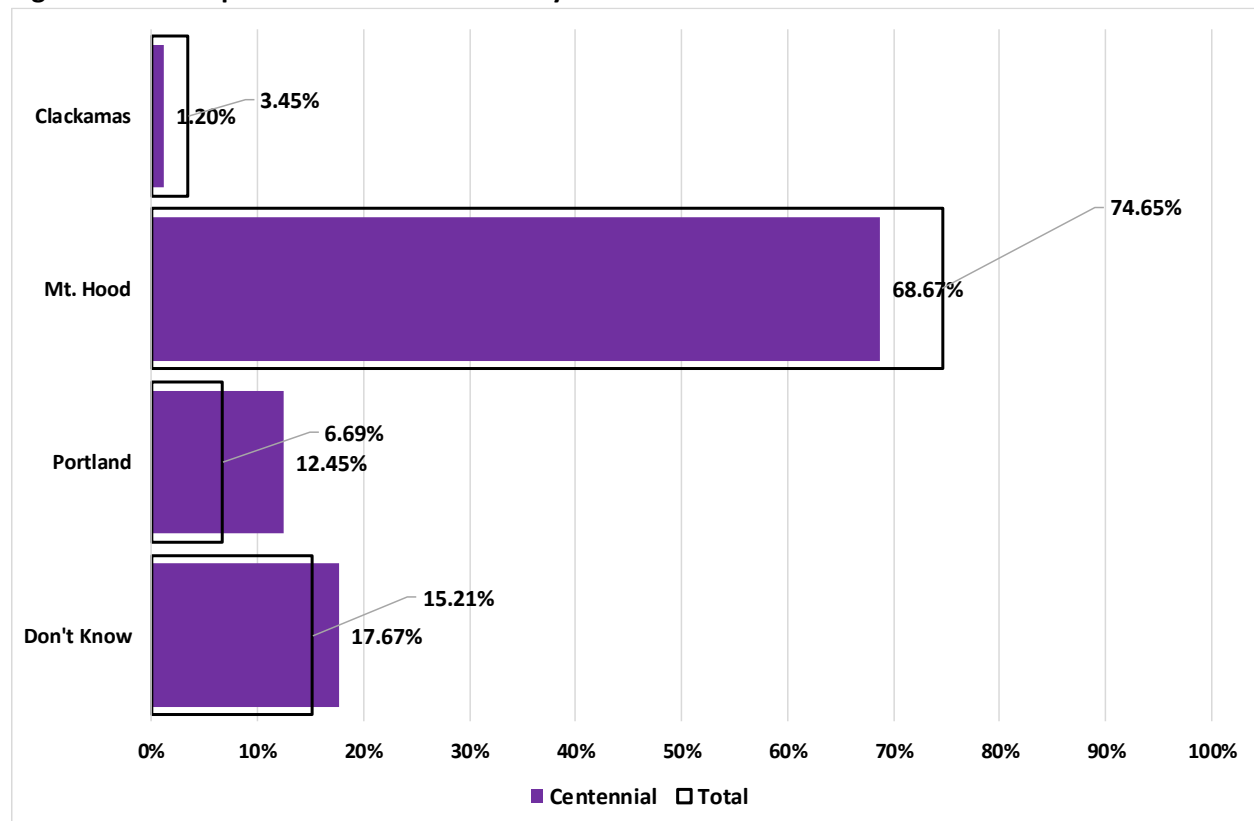
Seniors were asked in which Community College District they reside. Results are presented in Table RDRC1. Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students

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	17	3.45%	100
Mt. Hood	171	68.67%	92	368	74.65%	100
Portland	31	12.45%	186	33	6.69%	100
Don't Know	44	17.67%	116	75	15.21%	100
Total	249	100.00%		493	100.00%	

Figure RDRC1: Reported District Residence by Centennial 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 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

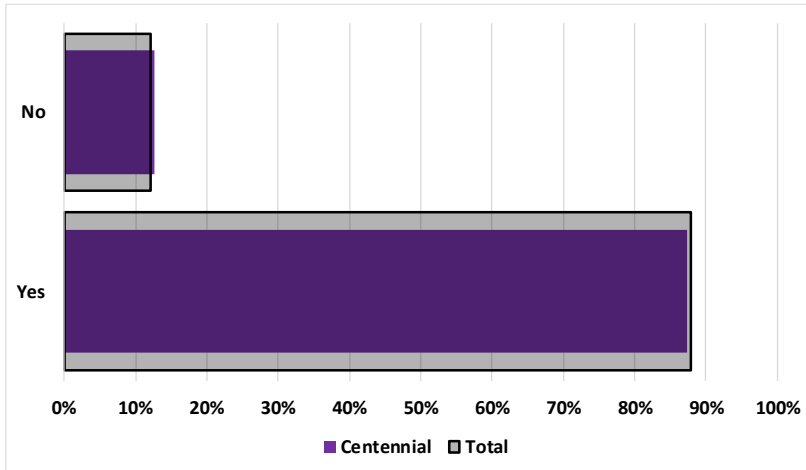
Table RCP2: How You Decide by Centennial Seniors and Total

<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

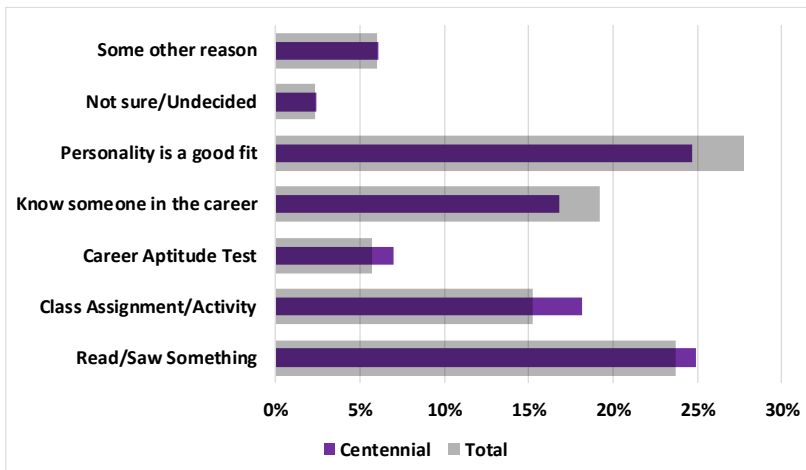
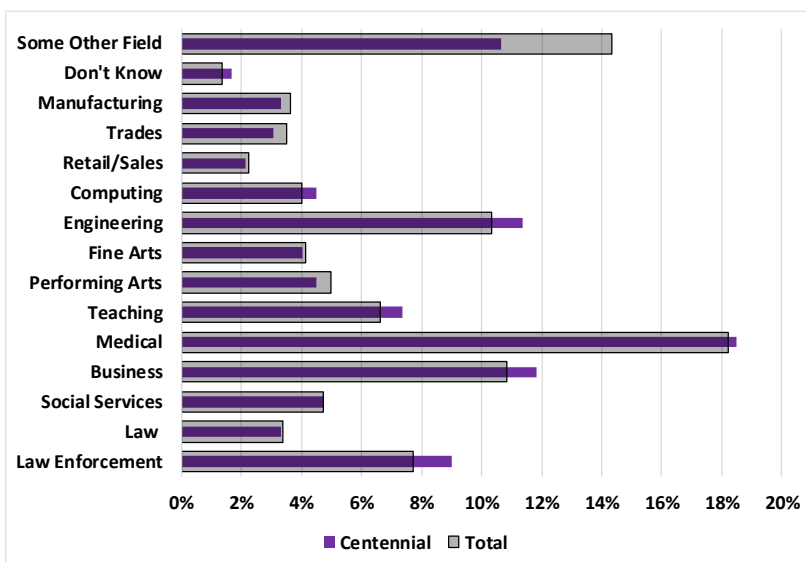


Figure RCPC3: Career Fields of Interest by Centennial Seniors and Total



Results - For Seniors Not Continuing Their Education: Centennial

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). Although rated lower than for seniors overall, *Cost* was still the highest rated 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

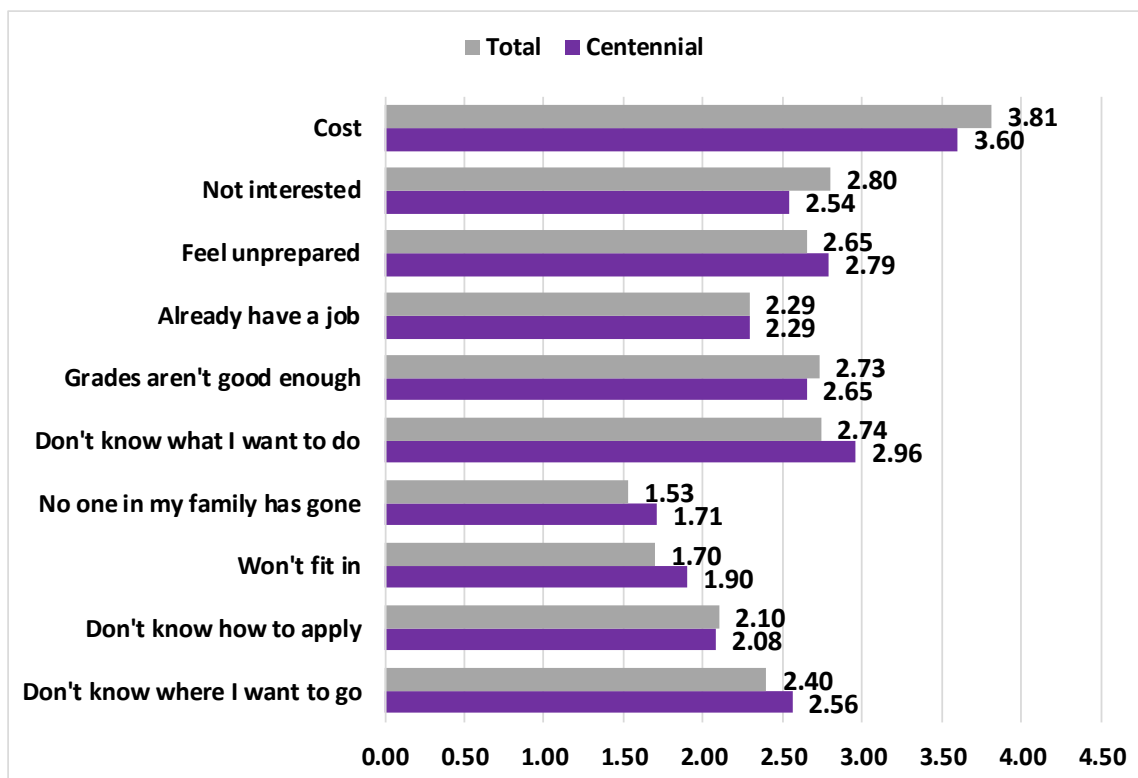


Table RNCC1: Centennial High School Seniors – Reasons for Not Continuing Education

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.	All 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	3.81 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	2.80 2.13	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	2.65 1.97	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	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	2.73 2.03	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	2.74 2.06	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	1.53 1.25	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	1.70 1.41	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	2.10 1.79	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	2.40 1.84	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 generally rated the information sources at the same level as seniors overall. Centennial Seniors were more likely than seniors overall to indicate that information related to *Social events / clubs* (Centennial mean = 2.42, s.d. 1.42 compared to overall mean = 2.15, s.d. 1.48) and *Flexible Schedules* (Centennial mean = 2.92, s.d. 1.88 compared to overall mean = 2.70, s.d. 1.80) would increase the likelihood of continuing. *Financial Aid/Scholarship Availability* (Centennial Mean = 3.00, s.d. 1.96) and *Flexible Schedules* (Centennial Mean = 2.92, s.d. 1.88) 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

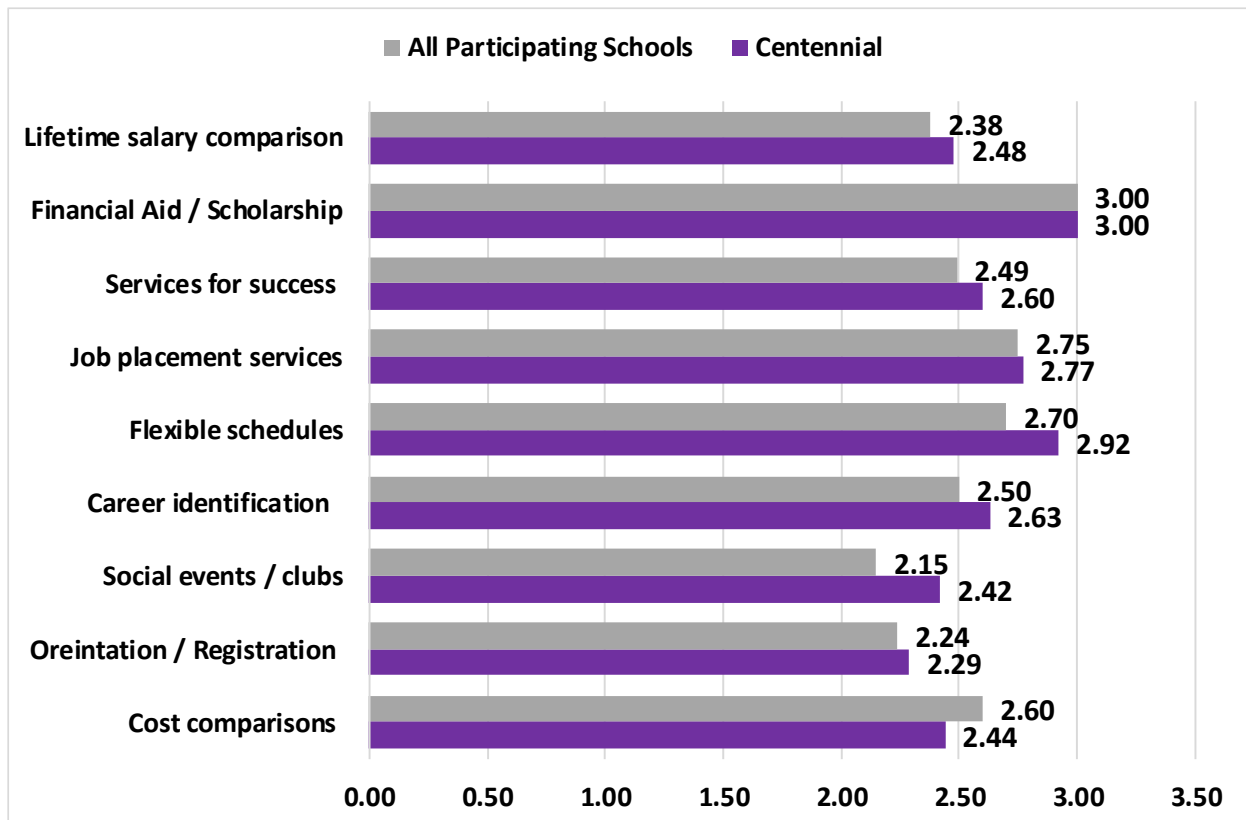


Table RNCC2: Centennial High School Seniors – Information Sources Likely to Increase Continuing Education

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.	All Mean s.d.	Index
Lifetime salary comparison	23	2	10	9	3	1	1	49	2.48	2.38	104
	46.9%	4.1%	20.4%	18.4%	6.1%	2.0%	2.0%	100.0%	1.64	1.53	
Financial Aid / Scholarship availability	18	4	6	12	2	5	3	50	3.00	3.00	100
	36.0%	8.0%	12.0%	24.0%	4.0%	10.0%	6.0%	100.0%	1.96	1.96	
Services for success (e.g. free tutoring)	21	4	5	13	1	5	0	49	2.60	2.49	104
	42.9%	8.2%	10.2%	26.5%	2.0%	10.2%	0.0%	100.0%	1.69	1.77	
Job placement services after graduation	23	1	6	9	6	1	3	49	2.77	2.75	101
	46.9%	2.0%	12.2%	18.4%	12.2%	2.0%	6.1%	100.0%	1.96	1.92	
Flexible schedules	19	3	6	12	4	3	2	49	2.92	2.70	108
	38.8%	6.1%	12.2%	24.5%	8.2%	6.1%	4.1%	100.0%	1.88	1.80	
Career identification and planning services	23	2	6	11	2	3	2	49	2.63	2.50	105
	46.9%	4.1%	12.2%	22.4%	4.1%	6.1%	4.1%	100.0%	1.85	1.67	
Social events / clubs	23	4	7	11	3	1	0	49	2.42	2.15	113
	46.9%	8.2%	14.3%	22.4%	6.1%	2.0%	0.0%	100.0%	1.51	1.48	
Oreintation / Registration / Getting Started services	26	2	7	10	2	2	0	49	2.29	2.24	102
	53.1%	4.1%	14.3%	20.4%	4.1%	4.1%	0.0%	100.0%	1.58	1.54	
Cost comparisons of similar schools	23	3	7	11	2	3	1	50	2.44	2.60	94
	46.0%	6.0%	14.0%	22.0%	4.0%	6.0%	2.0%	100.0%	1.62	1.73	

For Seniors Continuing Education: Centennial

Type of Institution Attending

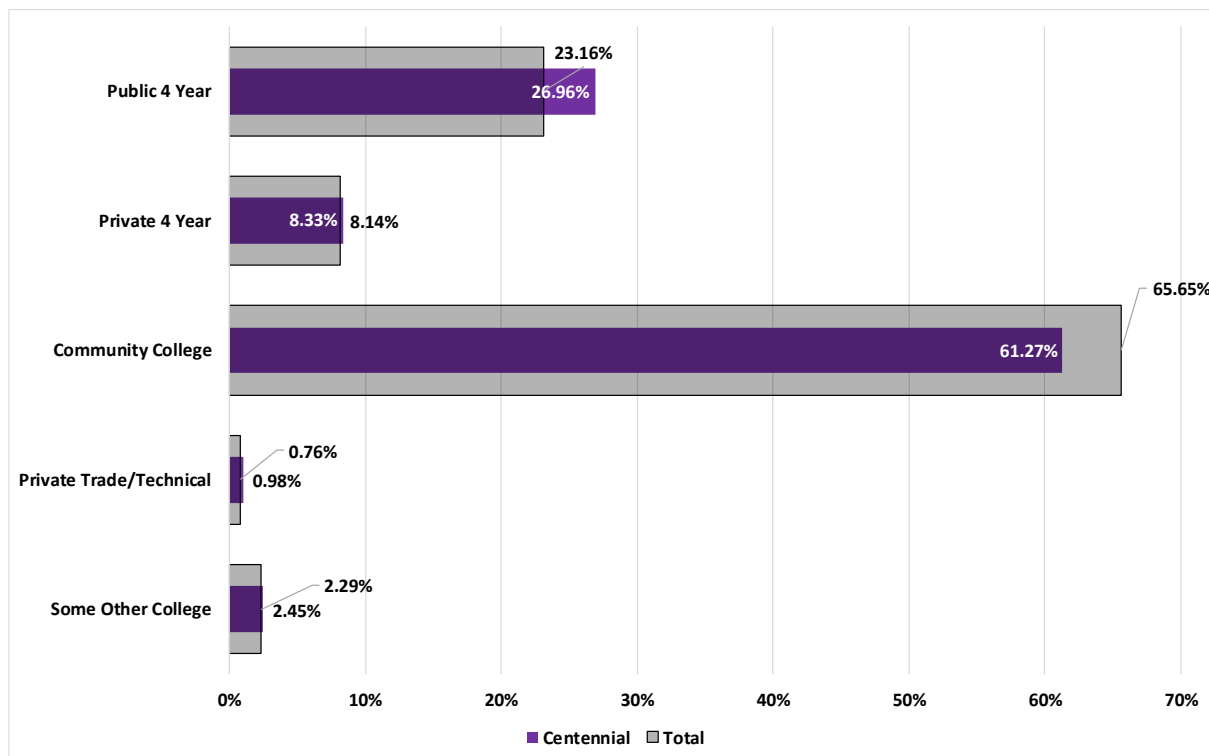
Results of the institution type Centennial Seniors are attending are presented in Table CTIAC1 along with the totals for all seniors continuing their education. The majority of Centennial Seniors (61.27%) indicated they will be attending a community college.

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 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 than the others 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 on a seven point scale: (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

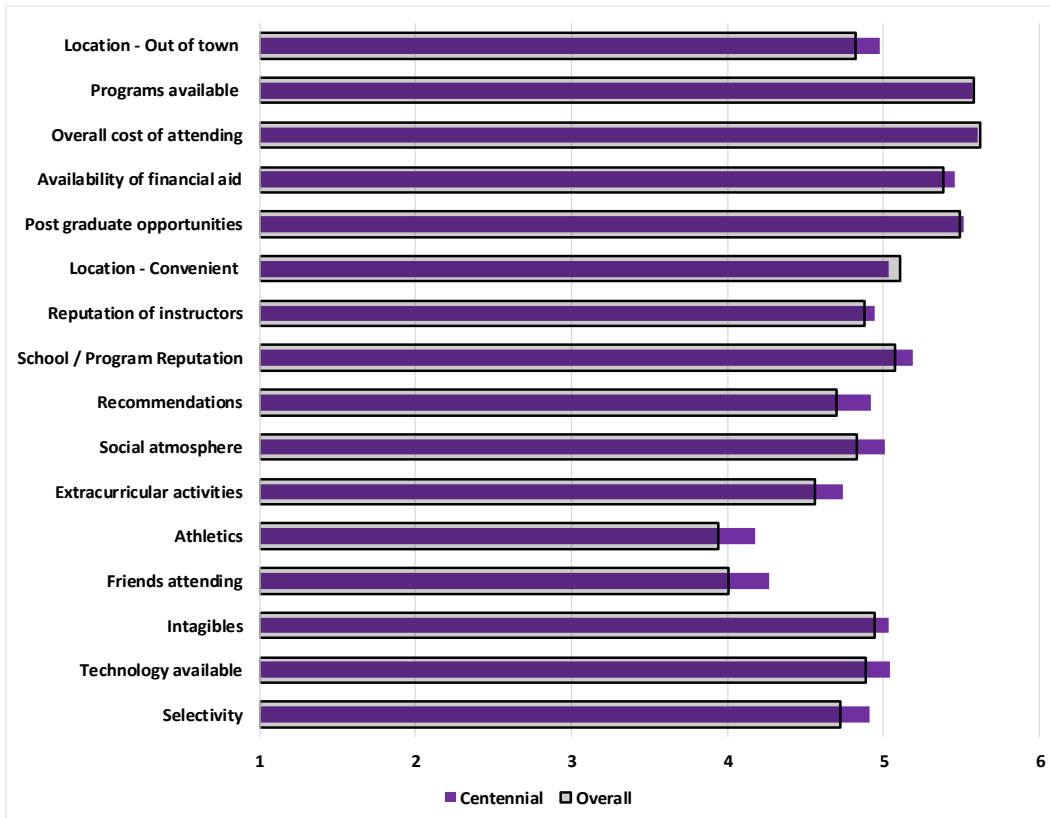


Table CRSC1: Centennial Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

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%	

Four Year Public Universities

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

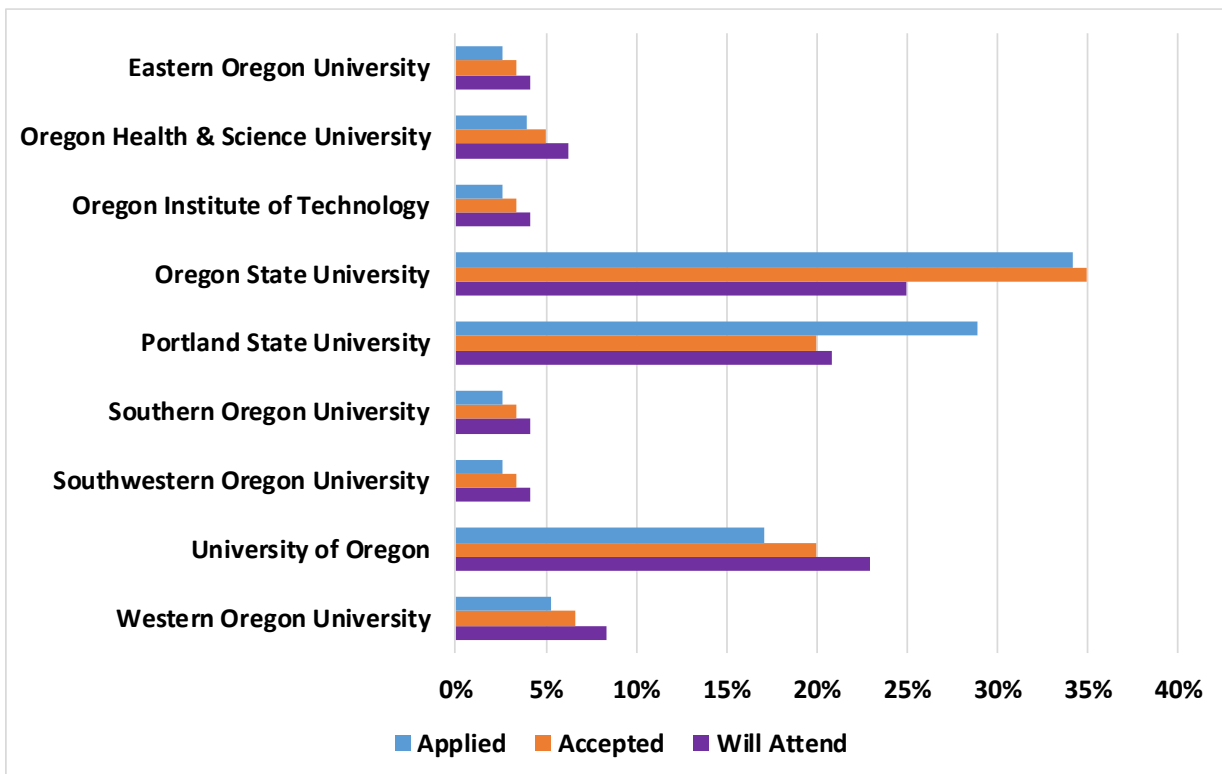


Table CISC2: Centennial Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

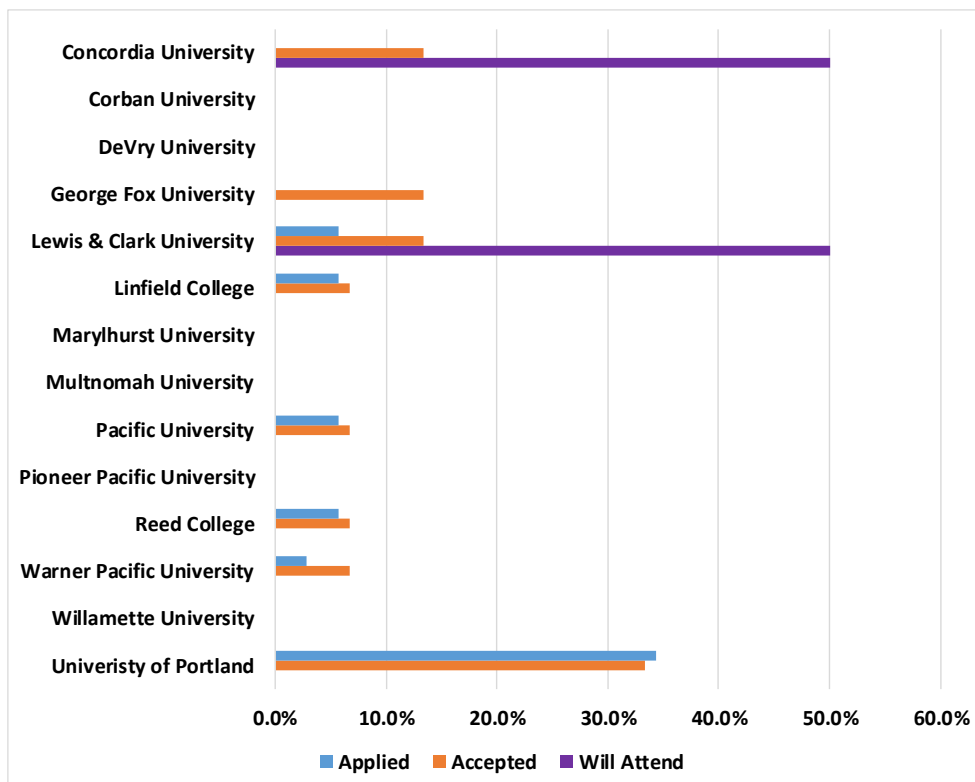
Institution 4-Year Public	Centennial									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	2	2.6%	64	2	3.3%	61	2	4.2%	70	5	4.1%	100	5	5.5%	100	4	6.0%	100
Oregon Health & Science 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%	

Four Year Private Universities

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. This is a 43% acceptance rate and is slightly lower than the 52% acceptance rate for seniors overall. For most private institutions, the proportion of Centennial Seniors accepted was higher compared to the proportion of applications. The exception was Concordia University (13.3% 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.

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



Of the fifteen applications that were accepted, only two Centennial Seniors indicated they would attend a private institution. One each indicated they will attend Concordia University and Lewis & Clark University. Figure CISC2 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%	

Community Colleges

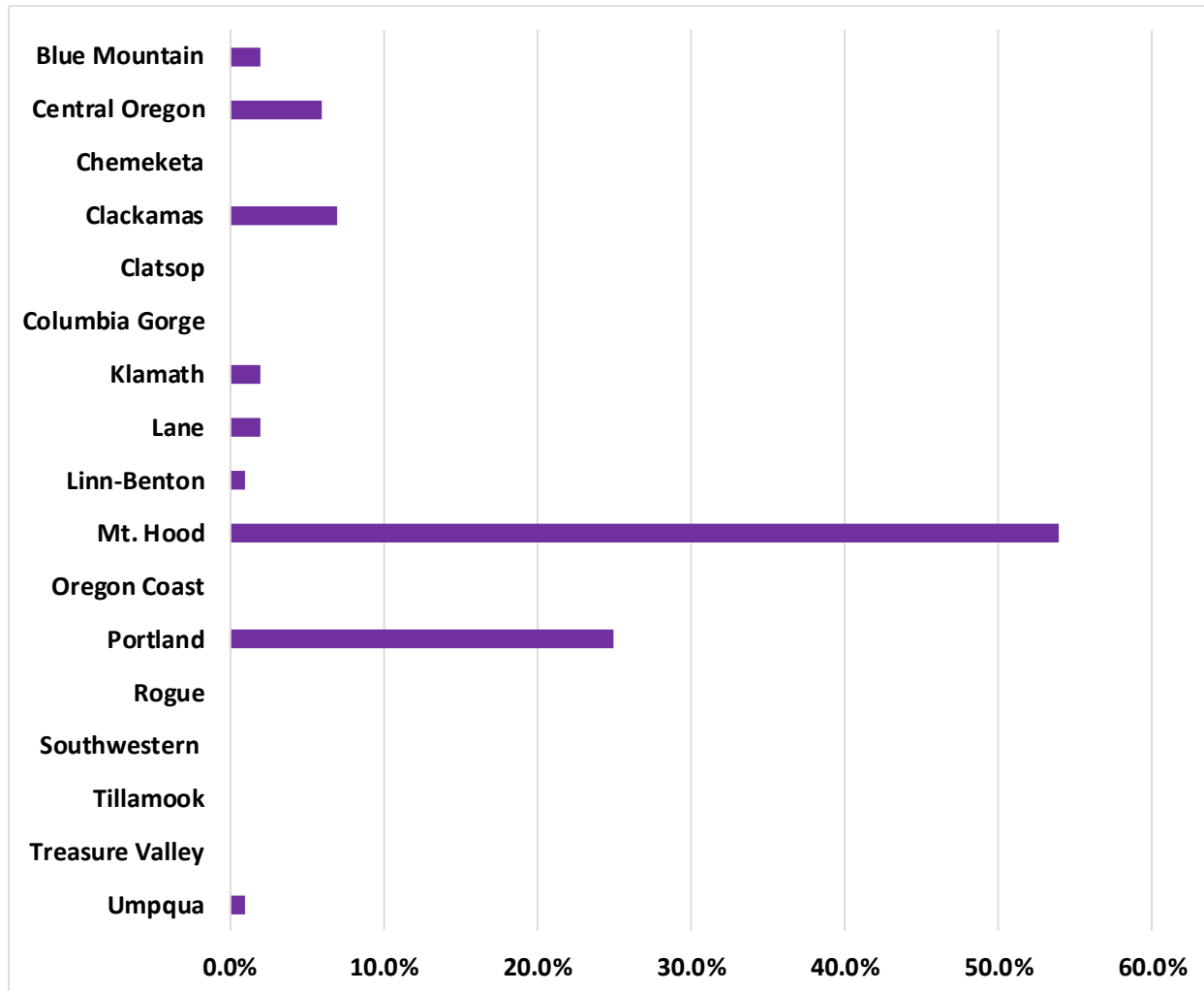
For seniors indicating they would be attending a community college, the seventeen Oregon community colleges were listed and students were asked if they plan to attend. There is an application process for community colleges but anyone that applies is accepted. The

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

<i>Institution</i>	Centennial			Total		
	Will Attend			Will Attend		
	#	%	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%	

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, almost a third 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.

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



Private Technical/Trade Colleges

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.

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.

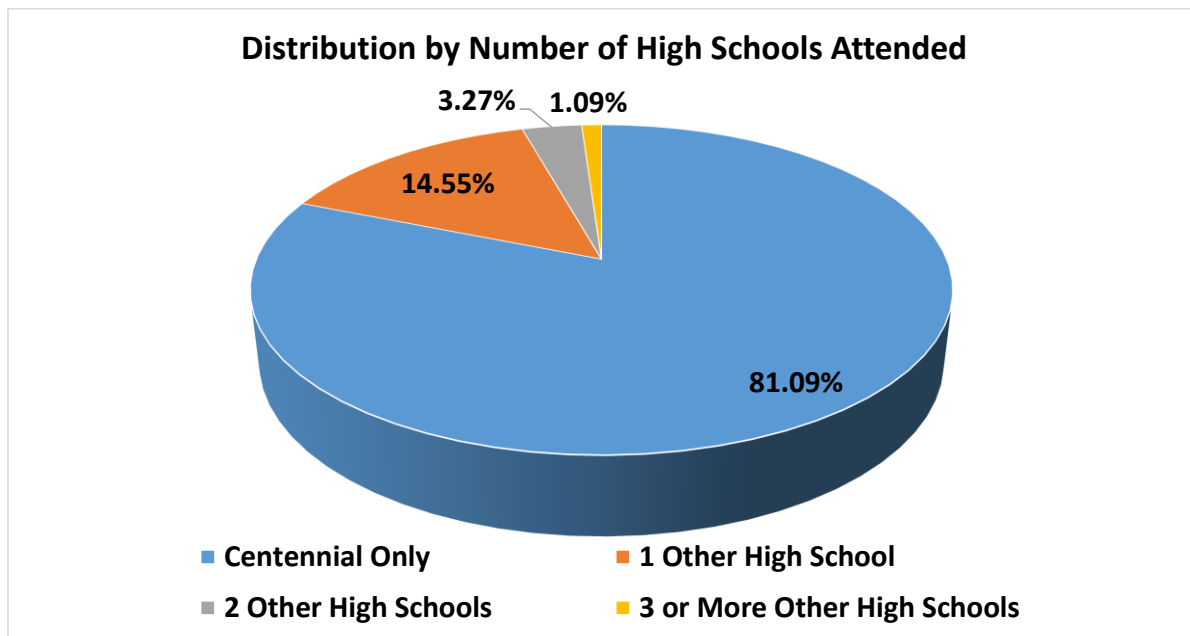
Number of High Schools

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 **Error! Reference source not found.**).

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%

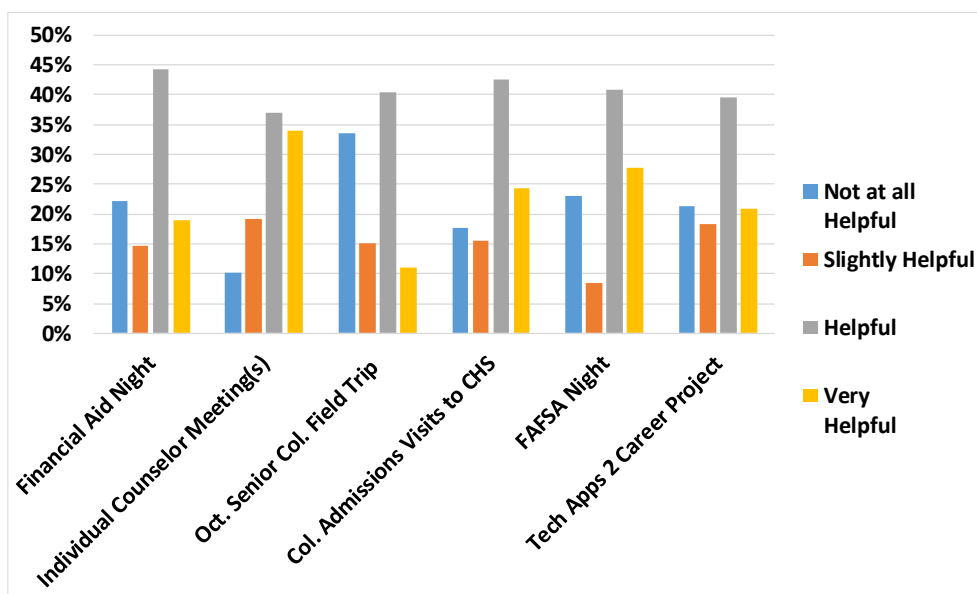
Centennial Seniors were provided with a list of six events and asked to rate the helpfulness of each on a four point scale (1=Not at all Helpful to 4=Very Helpful). Seniors that did not attend a given event were

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

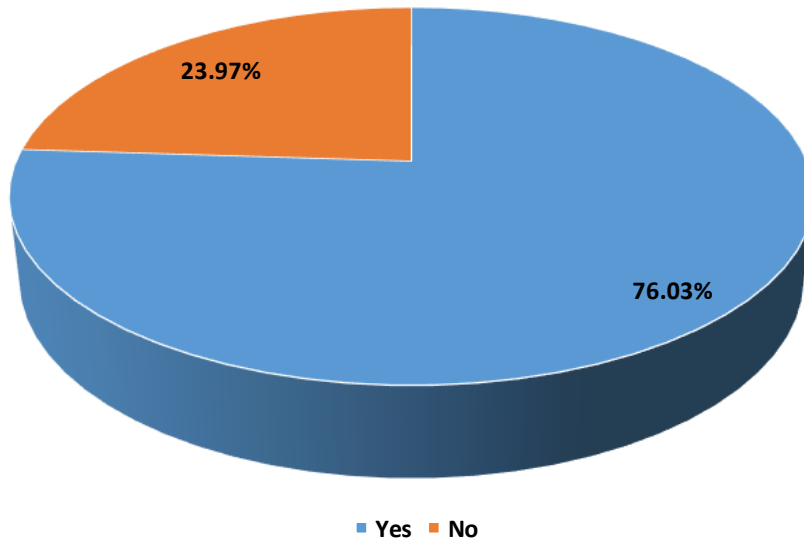
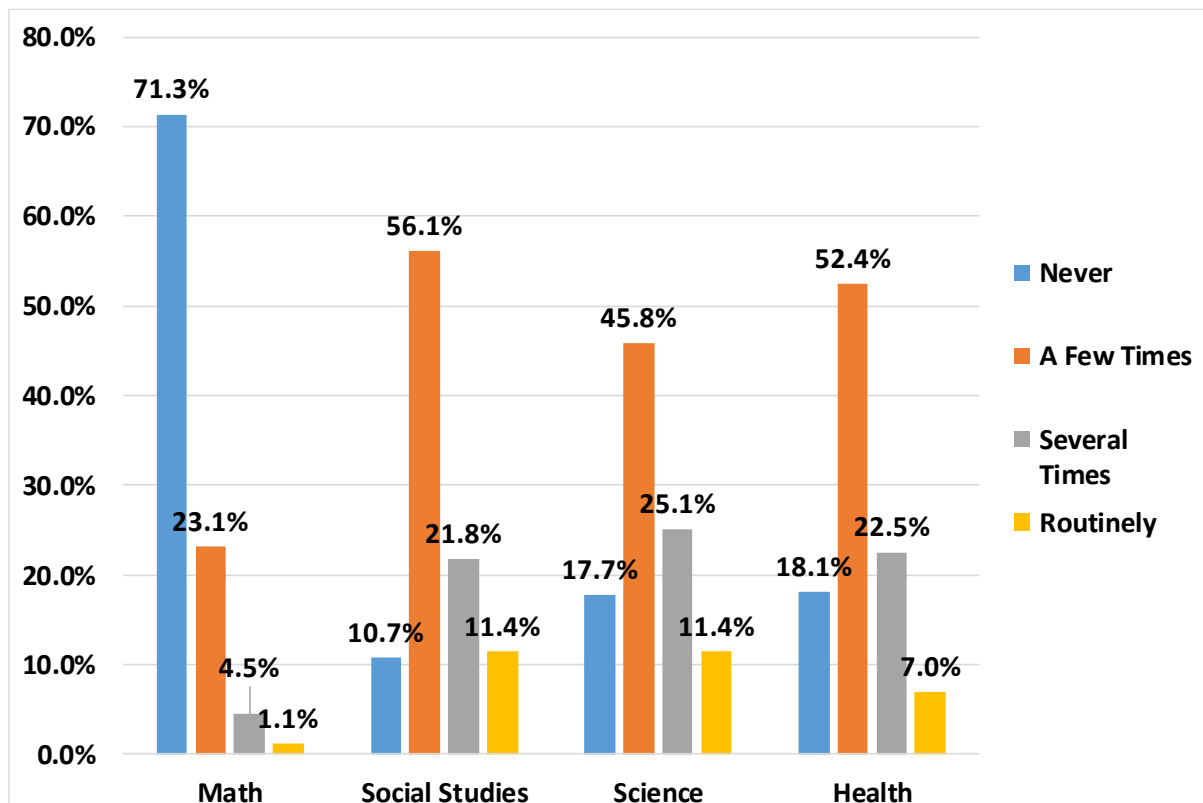


Table CQC4: Written Papers of One Page or More by Subject Area

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

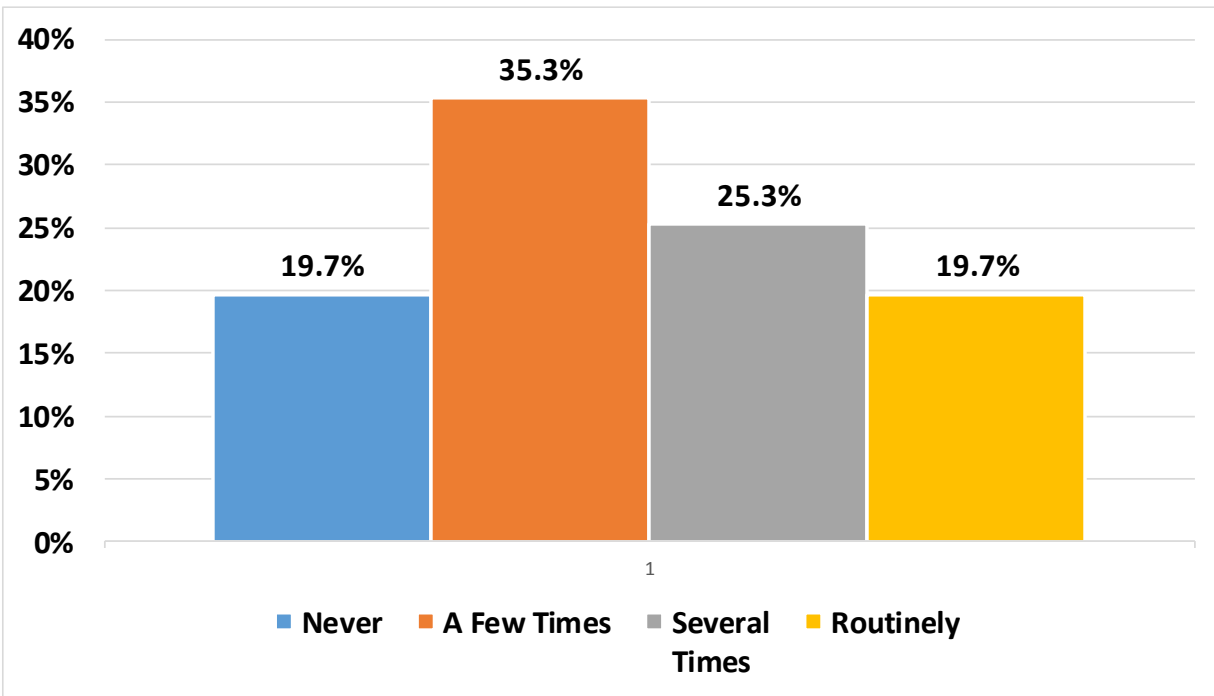


Table CQC6: Reading Frequency by Type of Material

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

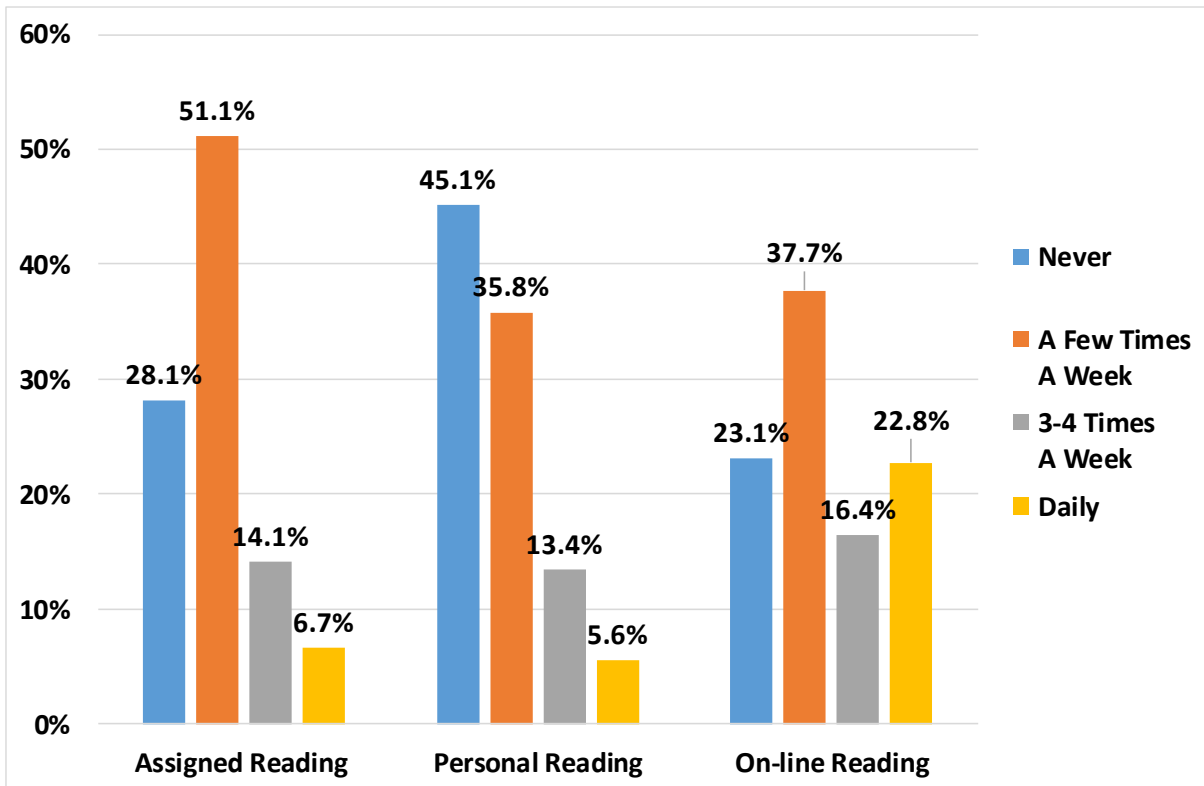
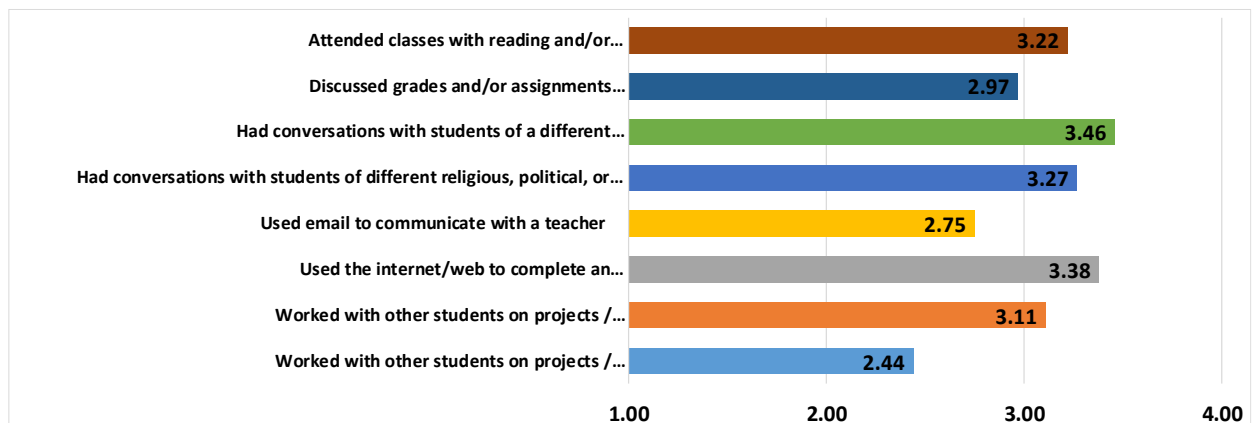


Table CQC7: Frequency of Student Behaviors

During Senior Year, How Often Have You:	Never	A Few Times	Several Times	Fre- quently	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 their distributions. “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

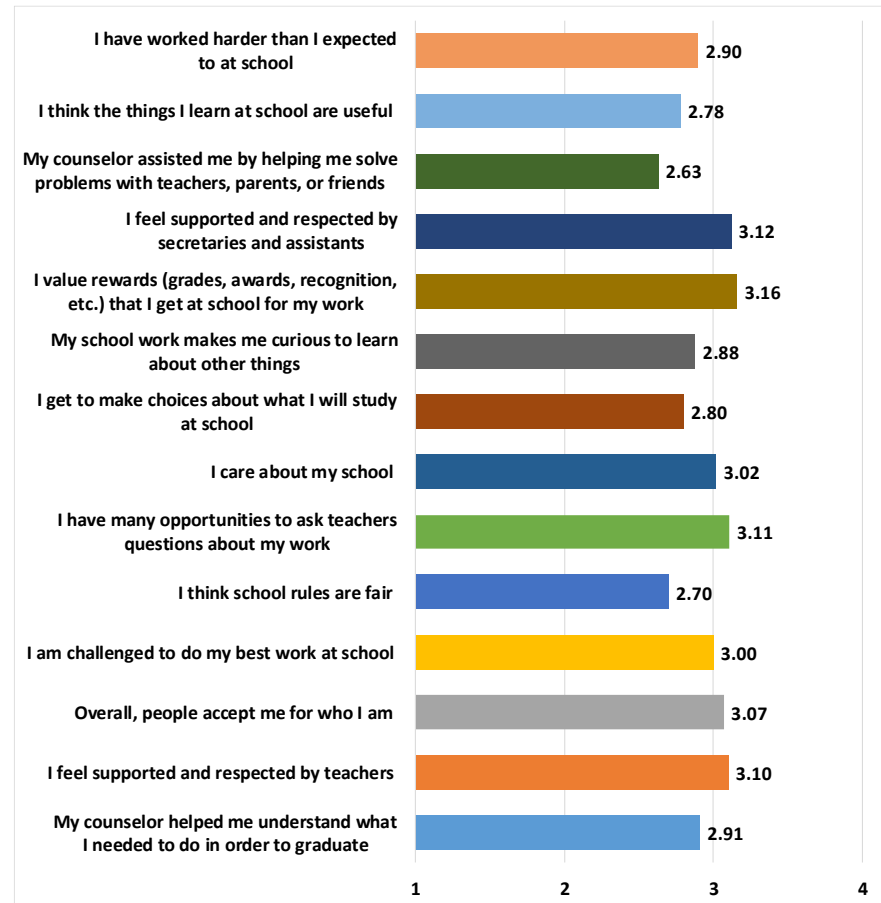
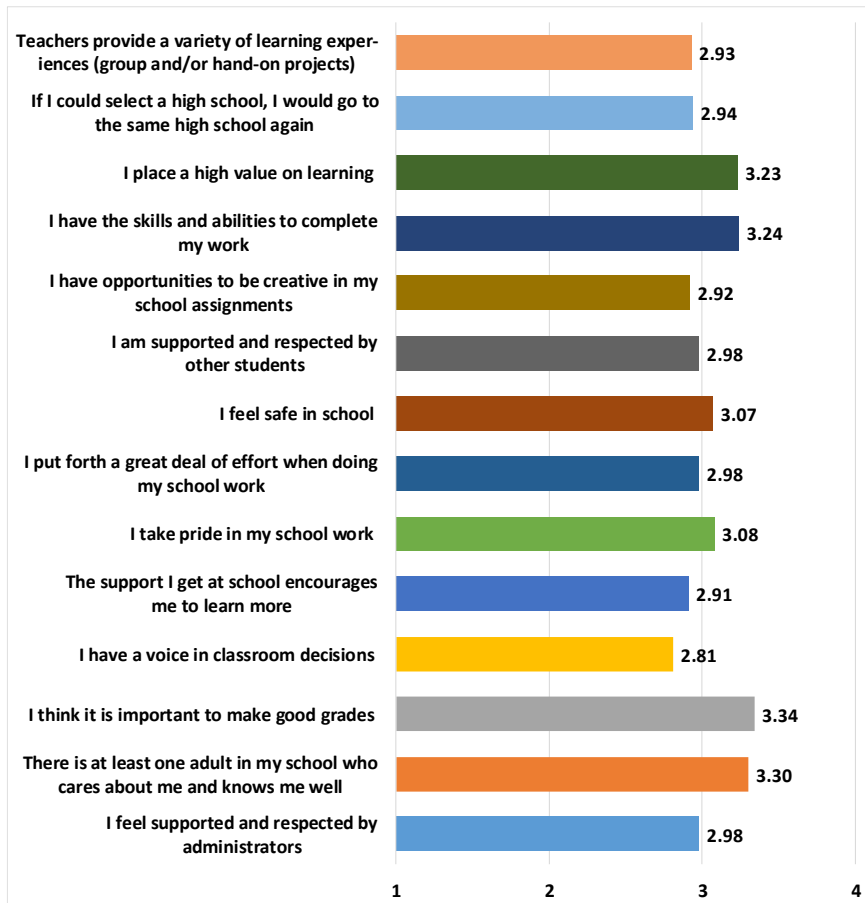
Statement	Strongly Disagree	Disagree	Agree	Strongly Agree	Total	Mean s.d.
Teachers provide a variety of learning experiences (group and/or hand-on projects)	13 4.5%	45 15.5%	179 61.5%	54 18.6%	291 100.0%	2.93 0.76
If I could select a high school, I would go to the same high school again	18 6.9%	44 16.9%	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



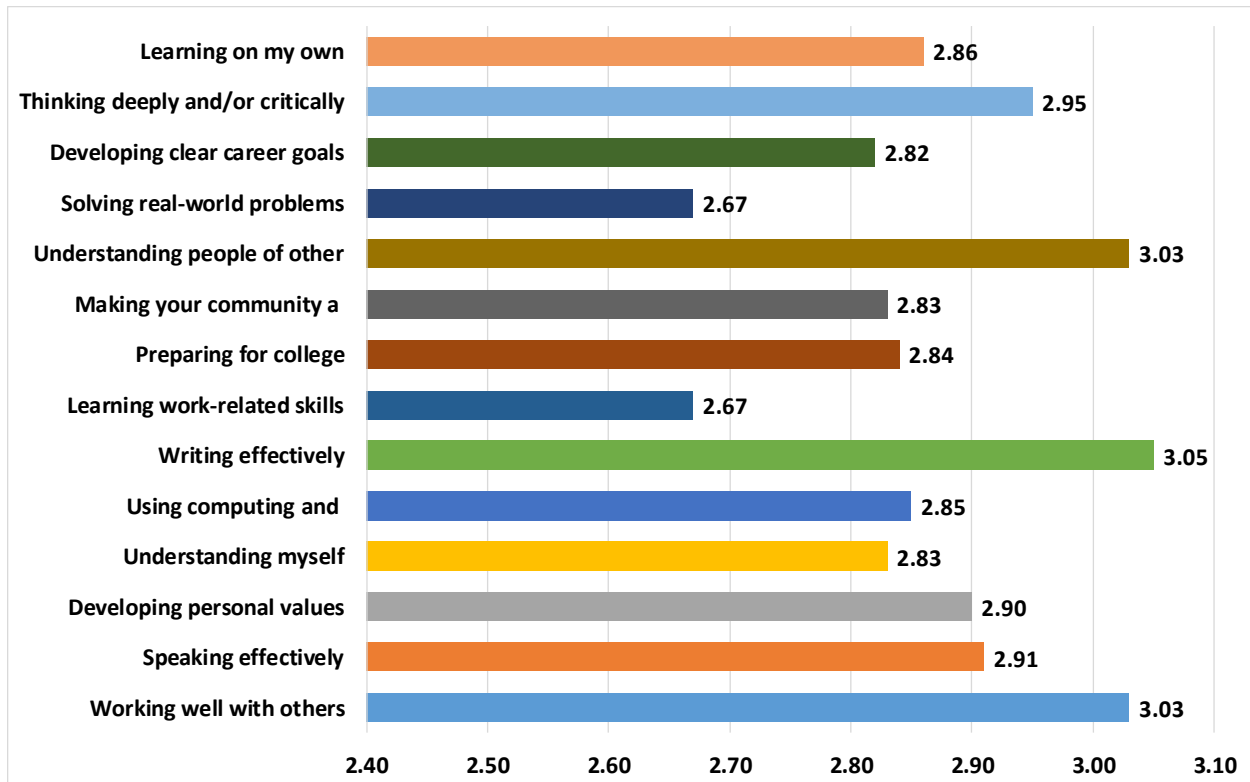
Student Growth

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.

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).

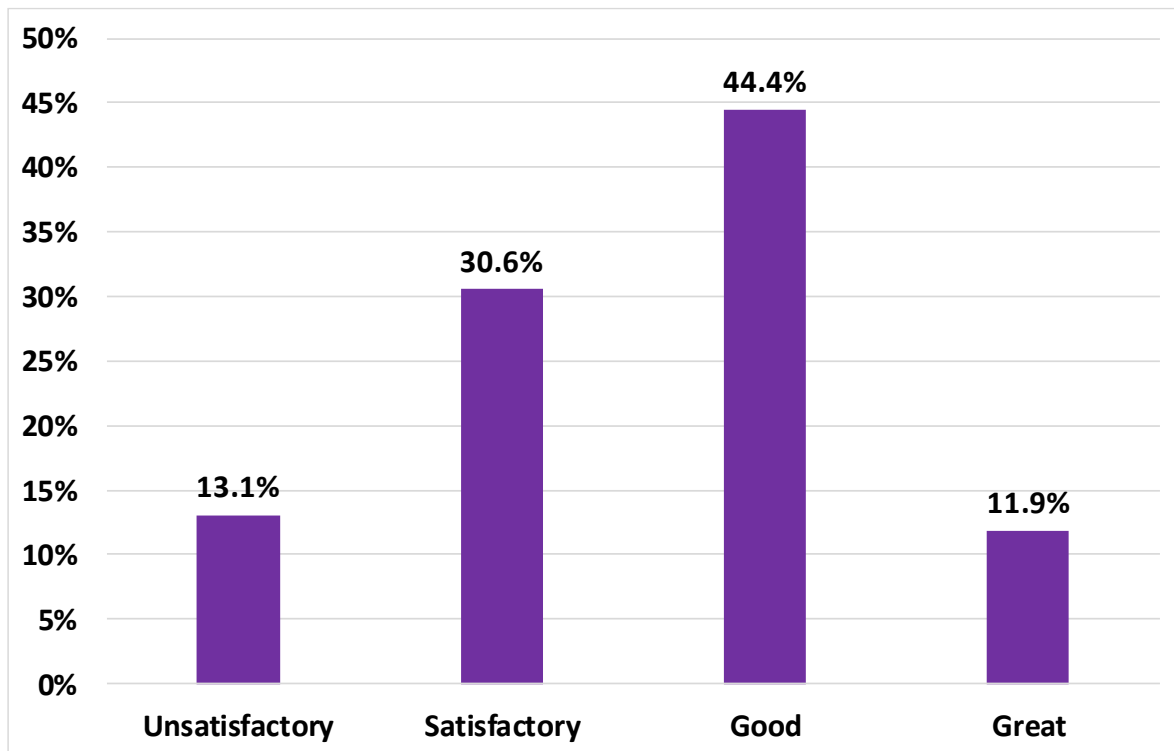
Data are presented in Table

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



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 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"/>

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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




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


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

- True
- False

Next two questions are asked if respondent indicated “True” on the preceding question.



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)

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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.

>>

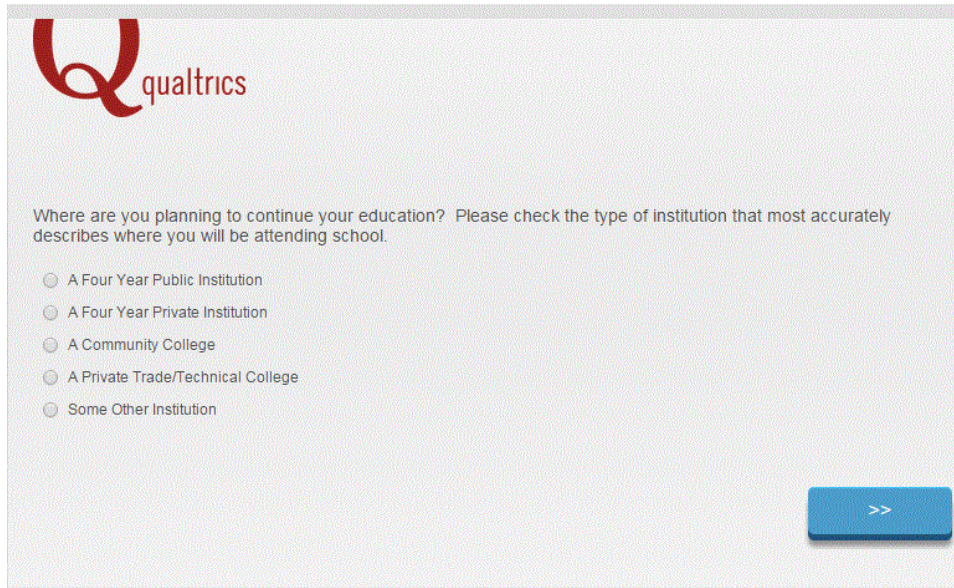


Listed below are information and services that could be available from any college / university. For each, please indicate if it would impact the likelihood of your continuing your education by checking the appropriate level.

	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...”

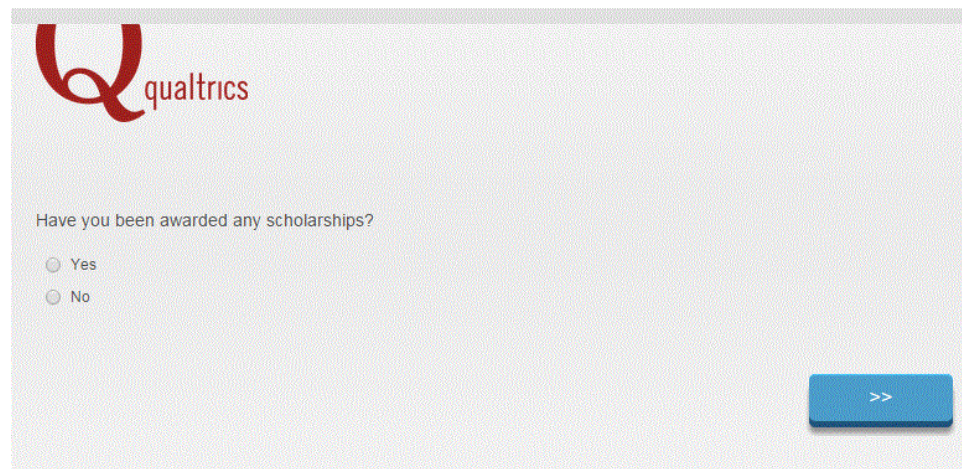


qualtrics

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

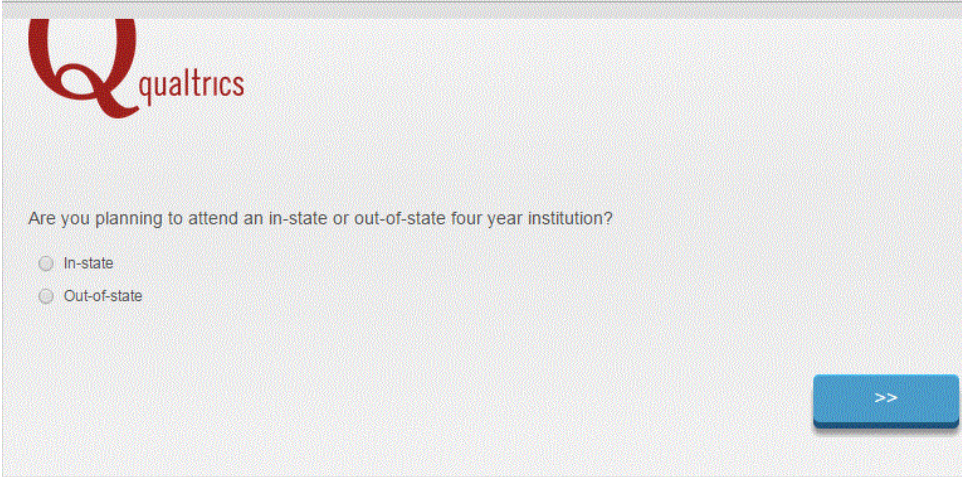
Listed below are the major four year Private institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted,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

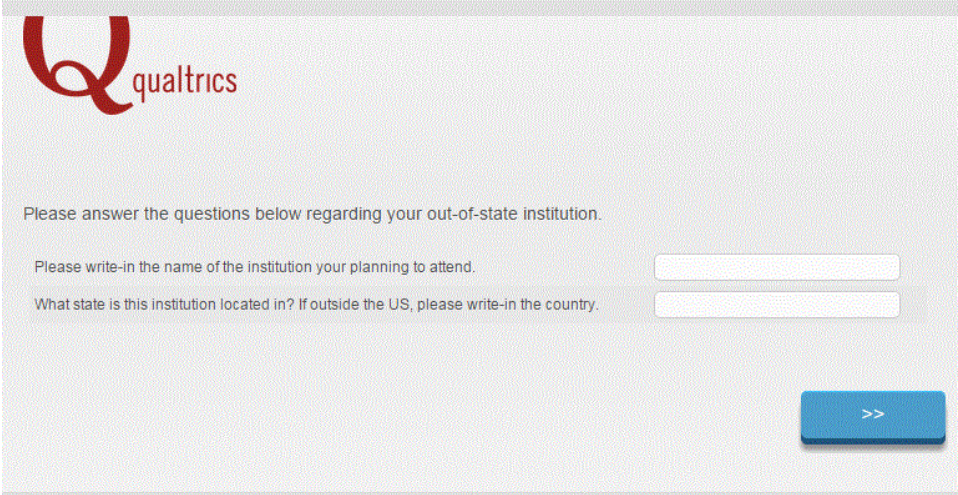


Display if response to the question “Where are you planning to continue your education?” is “A Community College” or “A Private Trade/Technical Institution.”




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 double 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 double 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 indicated intent to attend 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

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

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

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 has 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.

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

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

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

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.

After reviewing the list of Private Trade/Technical Institutions, seniors were asked to identify institution they were attending was not on the list. No Centennial Seniors identified other Private Trade/Technical Institutions.

In the Race / Ethnicity Questions, seniors were provided an opportunity to identify an “Other” category. When they 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

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 specific
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 bullied's 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 counclier 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 counclers and the parenting techaers
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.