

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

Results of the 2017 Mt. Hood Community College District

High School Seniors Survey – Sandy 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.
- Participation rate for Sandy High School is:
 - 265 Seniors Responded (45.2% of Total Respondents)

Findings

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

For those continuing their education:

- The distribution by type of institution is:
 - 4-Year Public – 23.16%
 - 4-Year Private – 8.14%

Community College – 65.65%

Trade/Tech. College – 0.76%

- **Sandy**

- 4-Year Public – 20.36%

- 4-Year Private – 8.98%

- Community College – 67.66%

- Trade/Tech. College – 0.60%

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

- Over thirty-five percent (35.71%) received at least one scholarship. The median value of scholarship awards was \$3,700.00.

- **Sandy**

- Received Scholarship – 38.32%

- Median Value – \$3,448.50

- The majority of seniors bound for 4-year Public Universities will attend:

- Oregon State University – 33.9%

- Portland State University – 25.6%

- University of Oregon – 16.5%

- **Sandy**

- Oregon State University – 44.4%

- Portland State University – 22.2%

- University of Oregon – 16.7%

- An equal proportion of Seniors indicated an intent to attend seven 4-year Private Universities:

- Concordia University – 14.3%

- George Fox University – 14.3%

- Lewis & Clark University – 14.3%

- Multnomah University – 14.3%

- Pacific University – 14.3%

- Warner Pacific University – 14.3%

- University of Portland – 14.3%

- **Sandy**

- George Fox University – 20.0%

- Multnomah University – 20.0%

- Pacific University – 20.0%

- Warner Pacific University – 20.0%

- University of Portland – 20.0%

- The majority of Community College Bound Seniors will attend Portland Metropolitan Area Colleges:

Mt. Hood Community College –	63.9%
Portland Community College –	17.5%
Clackamas Community College –	6.6%

 - **Sandy**

Mt. Hood Community College –	76.1%
Portland Community College –	7.0%
Clackamas Community College –	7.0%
- Very few seniors indicated they would be attending a private trade/technical institution; less than one percent (0.76%) of continuing education seniors will attend this type of institution. Three seniors indicated an intent to attend a private trade/technical institution; one indicated an intent to attend Everest College and two indicated an intent to attend Northwest College.

For seniors that are not continuing their education:

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

Cost –	Mean = 3.81 out of 7
Not interested –	Mean = 2.80 out of 7
Don't know what I want to do –	Mean = 2.74 out of 7
Grades aren't good enough –	Mean = 2.73 out of 7

 - **Sandy**

Cost –	Mean = 3.85 out of 7
Not interested –	Mean = 3.19 out of 7
Grades aren't good enough –	Mean = 2.81 out of 7
- Information content most likely to increase seniors continuing their education should focus on:

Financial Aid / Scholarship availability –	Mean = 3.00 out of 7
Job placement services after graduation –	Mean = 2.75 out of 7
Flexible Schedules –	Mean = 2.70 out of 7

 - **Sandy**

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

Recommendations

- Data revealed that a quarter of seniors (25.35%) either did not know or identified themselves as residing in a community college district other than MHCC. Unless students are commuting from outside their school district, all seniors reside within MHCC's district boundary. Efforts must be made to establish the college district that serves these high school seniors.
- Along similar lines, for seniors that are attending a community college in the Portland Metropolitan Area, over two thirds (72.67%) have indicated they will attend MHCC. A third have

indicated they will be attending either Portland Community College (19.88%) or Clackamas Community College (7.45%). This leakage must be addressed; MHCC must determine why students are choosing to attend these other colleges and corrective actions should be taken. A follow-up question was asked of seniors that indicated they were bound for a community college in the Portland Metropolitan Area about why they chose the particular college. Regardless of the college chosen by seniors, the comments centered on: (1) Location/Access/Convenience, (2) Programs available, and (3) Costs.

- A wealth of data regarding the types of information to provide both seniors that do plan to continue their education and those that do not was captured. Information content should be focused on costs, financial aid / scholarship availability, flexibility of schedules, and job placement services available to graduates. Perceptions of grades not being good enough and the college's ability to address it is another potential information topic. It is essential the communication start early, particularly to convince those that are not intending to continue their education that it is a viable option.

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Introduction

Mt. Hood Community College (MHCC) has seen a steady decline in the enrollment of in-district high school graduates over the last ten years. As shown in Figure I1, the number of seniors from MHCC District high schools that attended the college in the summer and/or fall of the year they graduated has declined 46.21%. This trend is troubling to MHCC and warrants investigation into what seniors are doing.

Additionally, MHCC's Strategic Plan -

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

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

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

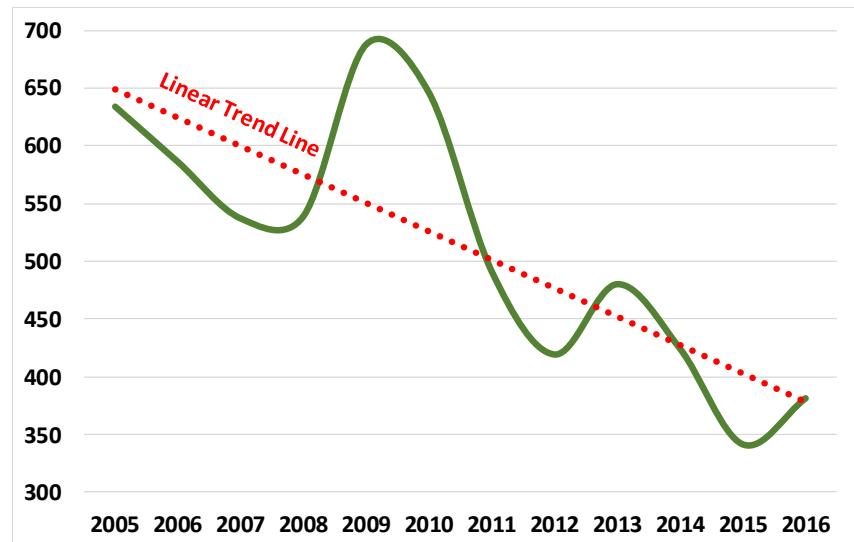
Research Questions:

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

Study Objectives:

- O1)** Determine in-district high school seniors' intent after they graduate.
 - O1a)** Identify the percentage of in-district high school seniors intending to continue in post-secondary education.
 - O1b)** Of those in Objective 01a, calculate the percentage that have applied, been accepted, and intend to go to a:
 - Public 4-year Institution
 - Private 4-year Institution

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



- Community College
- Private Technical College

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

Methodology

This year, MHCC’s Analytics & Institutional Research (AIR) contacted principals at all nine in-district high schools via email. For schools that participated in the previous administration of the survey, the email included an invitation and reminder of last year’s effort. Schools that did not participate were provided an invitation and outline of the benefits to each high school. Additionally, a member of AIR met with high school counselors at a meeting held on MHCC’s Gresham Campus and coordinated by the High School Relations Committee. One of the three schools that participated in the first and second survey efforts (Centennial High School) indicated a willingness to participate again. Springwater Trail High School indicated a willingness to participate for a second year. Sandy High School opted to participate in the third administration of the survey; an AIR member met with high school representatives to go over process and discuss custom questions.

All seniors, before graduating high school, go through an exit process. It was determined that the survey could be administered on-line during that process. The survey was created with a set of standard questions that would be asked of all seniors participating. Additionally, each school was allowed a section of the survey where they could ask specific questions of their seniors. One school had a set of questions already being asked of their seniors; these questions were incorporated into the school specific section of the survey. The other high schools worked with the AIR team to develop school specific questions.

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

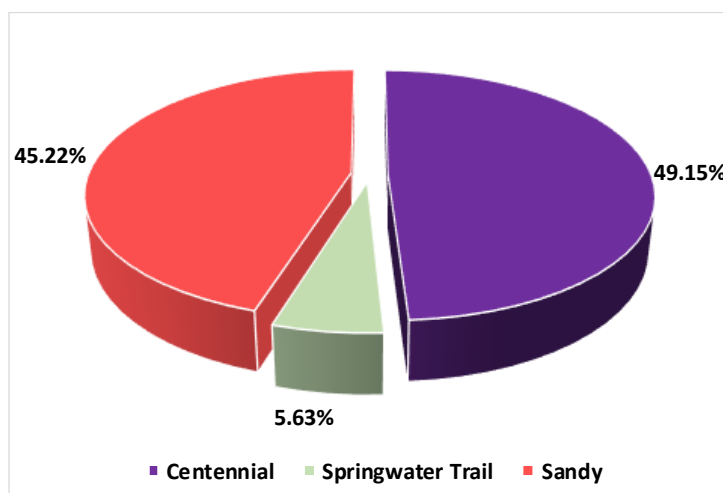
Table M1: Participating High Schools and Responses

High School	# Respondents	% of Sample
Centennial	288	49.15%
Springwater Trail	33	5.63%
Sandy	265	45.22%
Total	586	100.00%

remained open through the second week of June. High school representatives were responsible for cycling students through computer labs to assure seniors completed the survey.

Participation rates are reported in Table M1. A total of 586 high school seniors completed the survey and are included in the analysis of this report. The proportion of the total respondents from each high school is presented in Figure M1.

Figure M1: Proportion of Seniors Analyzed by High Schools



Indices

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

Results – Demographics: Sandy

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

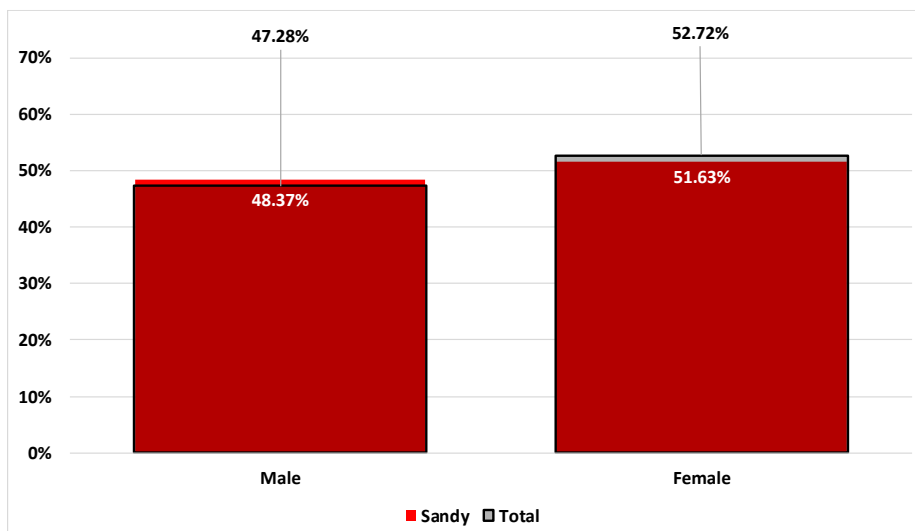
Gender

Results of the gender question are reported in Table RDS1. Overall, results were evenly split between males and females. Just over fifty percent (52.72%) of the respondents were female; 47.28% were male. Sandy respondent proportions were very similar to the totals overall. For Sandy, 51.63% were female and 48.37% were male. Gender results are presented graphically in Figure RDST1.

Table RDST1: Respondents by Gender

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

Figure RDST1: Bar Chart of Sandy Respondents by Gender



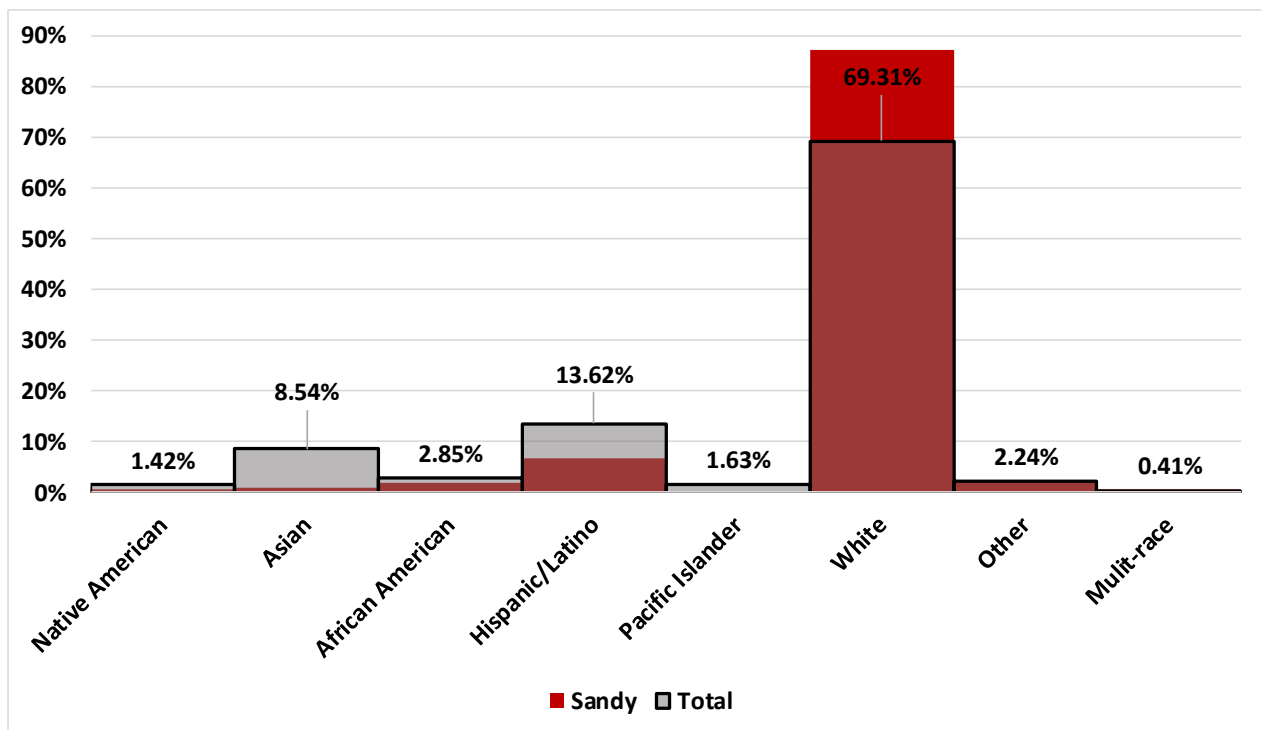
Ethnicity

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

Table RDS2: Sandy Respondents by Ethnicity

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

Figure RDS2: Bar Chart of Sandy Respondents by Ethnicity



Note: Percentages reported are for the Total Respondents only

GPA

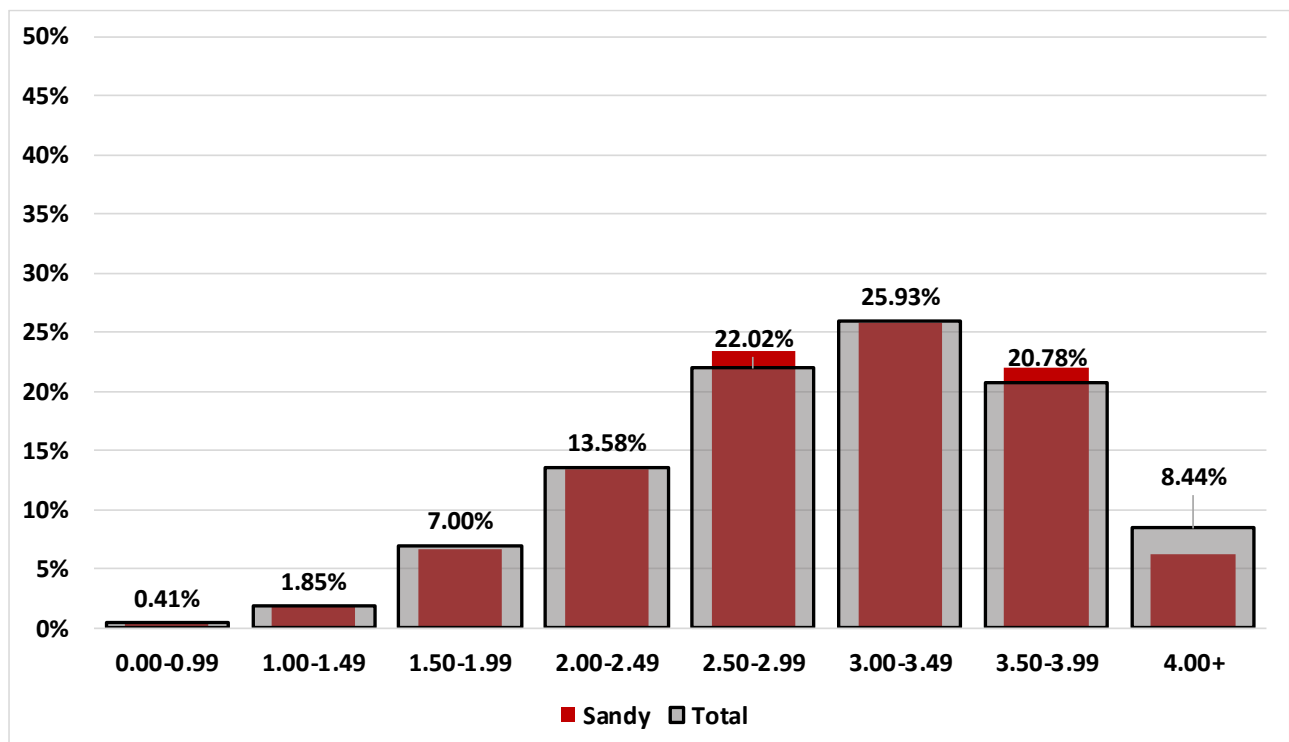
Results of senior's self-reported cumulative GPA are presented in Table RDS3. Overall, the majority of students reported a GPA of between 3.00 and 3.49; 25.93% of seniors reported a cumulative GPA in this category. The next two most often cited cumulative GPA's were between 2.50 and 2.99 with 22.02%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

Table RDS3: Springwater Trail Respondents by GPA

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

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

Figure RDST3: Bar Chart of Sandy Seniors Cumulative GPA



Note: Percentages reported are for the Total Respondents only

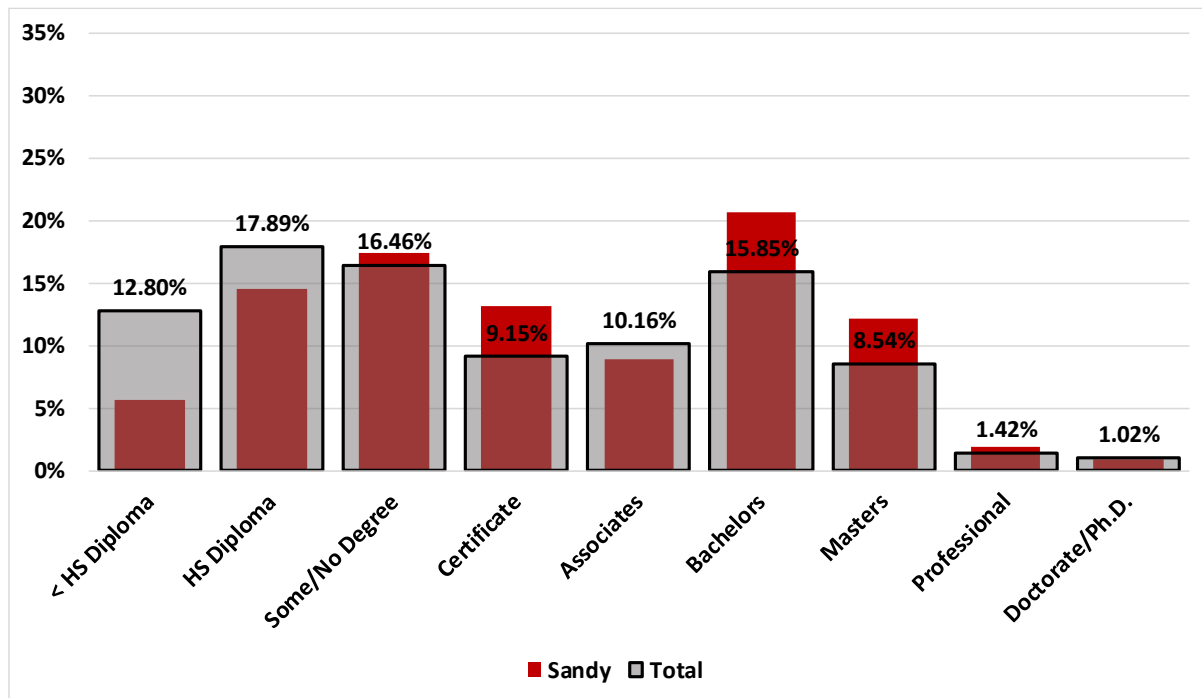
Parent's Education Level

Results of Parent's Education Level are reported in Table RDS4. The survey asked respondents to report the highest level of education for two parents. Calculations were performed to report the highest of the two parent's education (e.g. if parent one's highest education was a certificate and parent two's highest education was a master's, the master's degree was returned). Having at least one parent that graduated from high school was reported more often than any other education level. Over seventeen percent (17.89%) of respondents indicated they had at least one parent whose highest education level was a high school diploma. Sandy seniors had higher proportions of students reporting their parents highest education level was a Certificate (13.15% compared to 9.15% overall), bachelor's degree (20.66% compared to 15.85% overall), or a master's degree (12.21% compared to 8.54% overall). Sandy seniors parents highest education level is reported graphically in Figure RDS4.

Table RDS4: Sandy Seniors Parents Highest Education Level

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

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



Note: Percentages reported are for the Total Respondents only

Results – MHCC Questions: Sandy

Future Plans

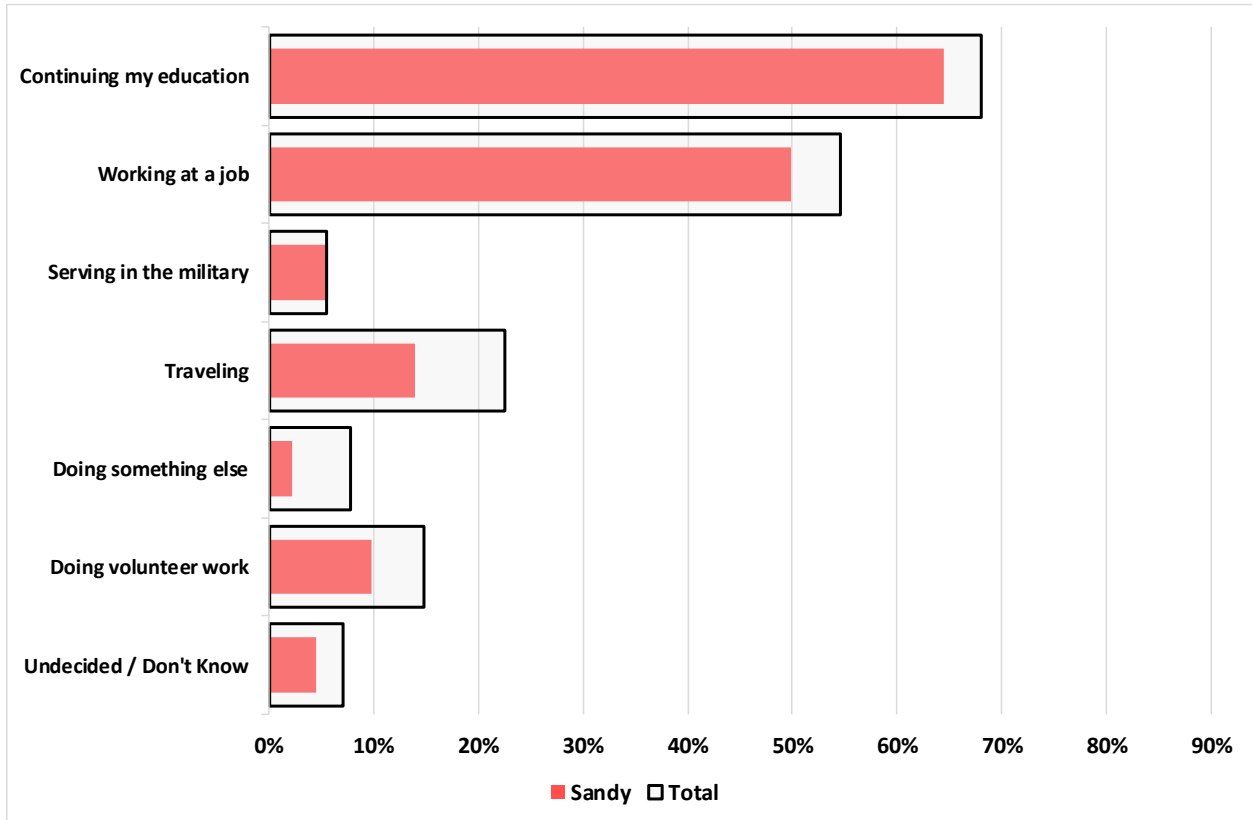
Seniors were asked what they plan to be doing four months after graduating from high school. Results of the question are presented in Table RFPS1. Students were asked to check all activities that applied to them. The total is based on the total number of unique respondents from Sandy and the percentages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

RFPS1: Future Plans Responses by Sandy Seniors and Total

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

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

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



College Now

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

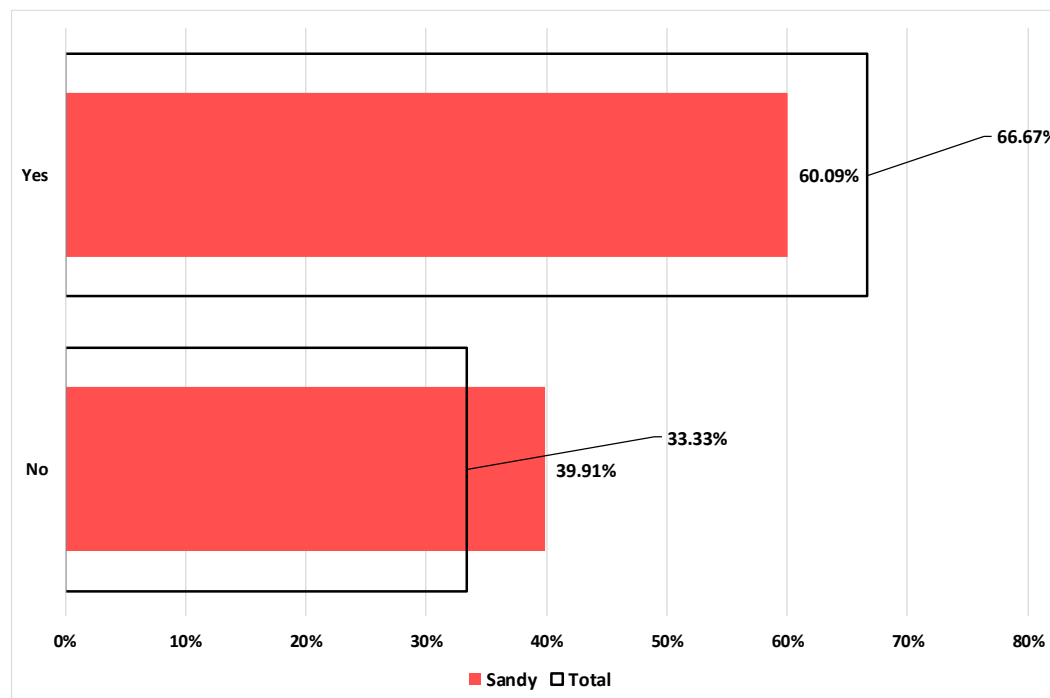
Table RCNS1: Taken a College Now Course By Sandy Seniors and Total

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

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

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

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



District Residence

Seniors were asked in which Community College District they reside. Results are presented in Table RDRS1.

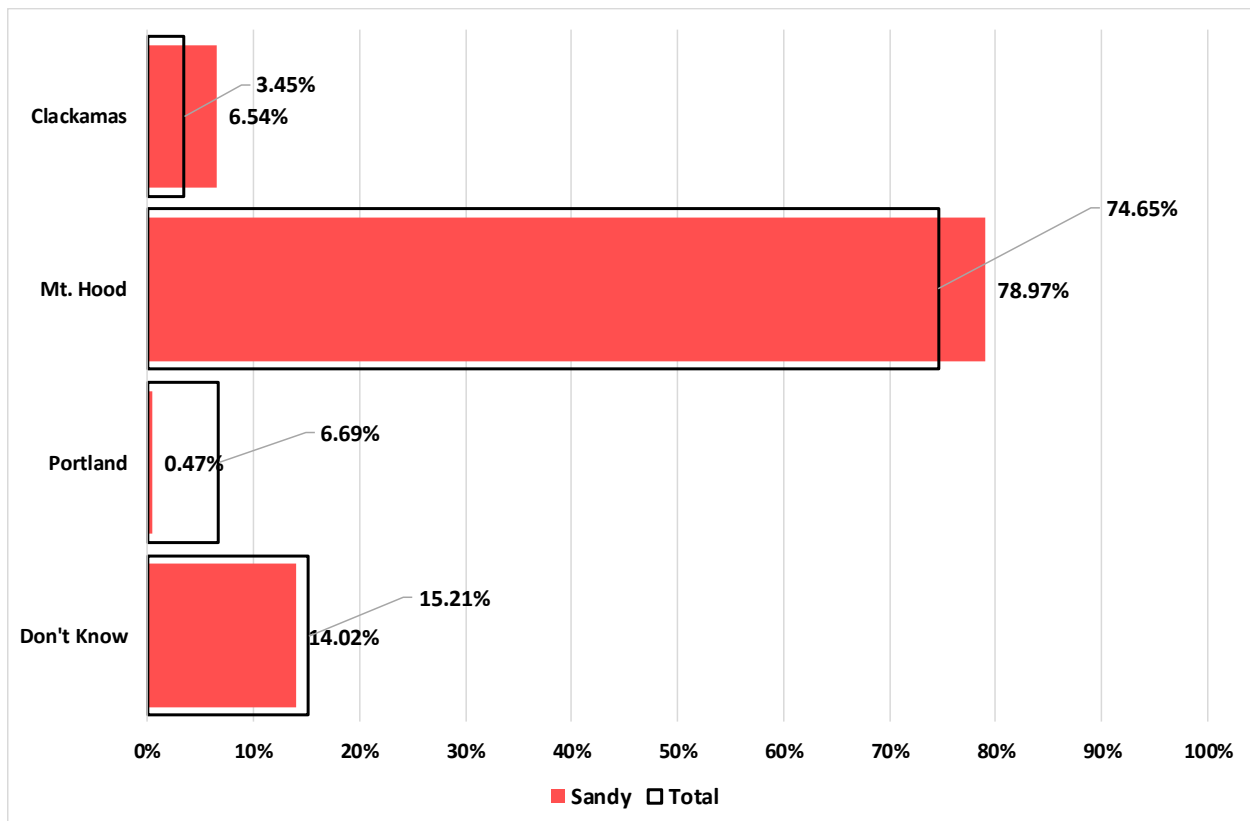
Every school district participating in the study lies 100% within the MHCC District Boundary. Unless a student is commuting from another area to attend their high school, all students

should reside within the MHCC District Boundary. The majority of Sandy seniors (78.97%) indicated they resided within MHCC's boundary. However, over a fifth of Sandy seniors (21.03%) indicated they lived either in one of the other two metro community college districts (Clackamas or Portland) or that they did not know which district they resided in. Sandy seniors were far more likely than seniors overall to indicate they resided in the Clackamas Community College District (6.54% of Sandy seniors compared to 3.45% overall). Data are reported graphically in Figure RDRS1.

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

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

Figure RDRS1: Reported District Residence by Sandy Seniors and Total



Career Plans

A series of three questions were asked of all seniors to determine if they had some idea of a career they were interested in. First, they were asked if they could name a career they were interested in pursuing. Second, students that indicated they could name a career were asked how they decided that career would be a good fit. Finally, for those that indicated they could name a career, they were provided a list of fields and asked to identify the ones they were interested in. Results for the three questions are presented in Tables RCPS1, RCPS2, and RCPS3 respectively. Sandy Seniors were just as likely to indicate they had a career in mind as seniors overall. Over eighty-eight percent of Sandy seniors (88.26%) indicated they did have a career they were interested in pursuing (87.94% of seniors overall indicated they had a career in mind); Figure RCPS1 presents these data graphically. When asked how they decided that career was a good fit, Sandy Seniors were more likely to indicate they *know someone in the career* (22.69% compared to 19.24% of seniors overall). They were also more likely to indicate their *personality is a good fit* (31.13% compared to 27.74% of seniors overall). Figure RCPS2 presents these data graphically. Sandy Seniors were slightly more likely than seniors overall to identify *Retail/Sales* (2.79% Sandy / 2.24% Overall), *Trades* (4.02% Sandy / 3.49% Overall), *Performing Arts* (5.57% Sandy / 4.99% Overall), and *Manufacturing*

Table RCPS1: Identified a Career by Sandy Seniors and Total

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

Figure RCPS2: How You Decide by Sandy Seniors and Total

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

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

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

Figure RCPS1: Identified a Career by Sandy Seniors and Total

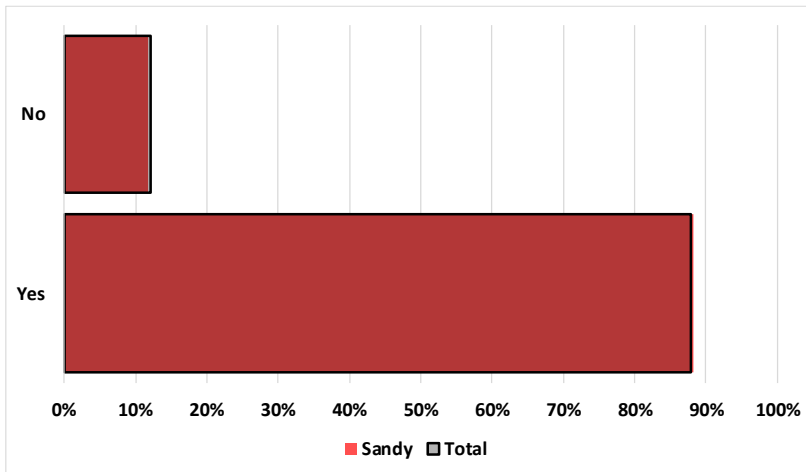


Figure RCPS2: How You Decide by Sandy Seniors and Total

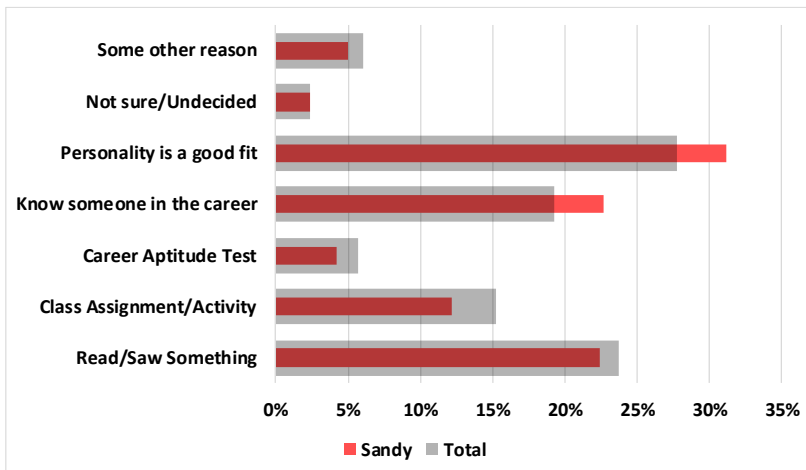
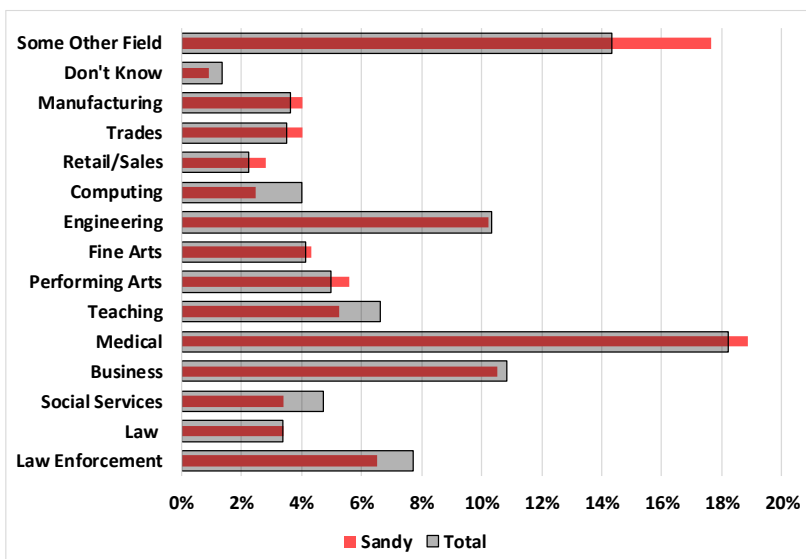


Figure RCPS3: Career Fields of Interest by Sandy Seniors and Total



(4.02% Sandy / 3.62% Overall). Sandy Seniors were less likely than seniors overall to indicate Computing or Social Services careers. These data are presented graphically in Figure RCPS3. For the two final questions in this section (“How did you decide the career was a good fit” and “What field or fields were a good fit”) a follow-up question was asked of seniors that indicated some other reason/career. Results of these open-ended questions are available in Appendix D.

Results - For Seniors Not Continuing Their Education: Sandy

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

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

Reasons for Not Continuing

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

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

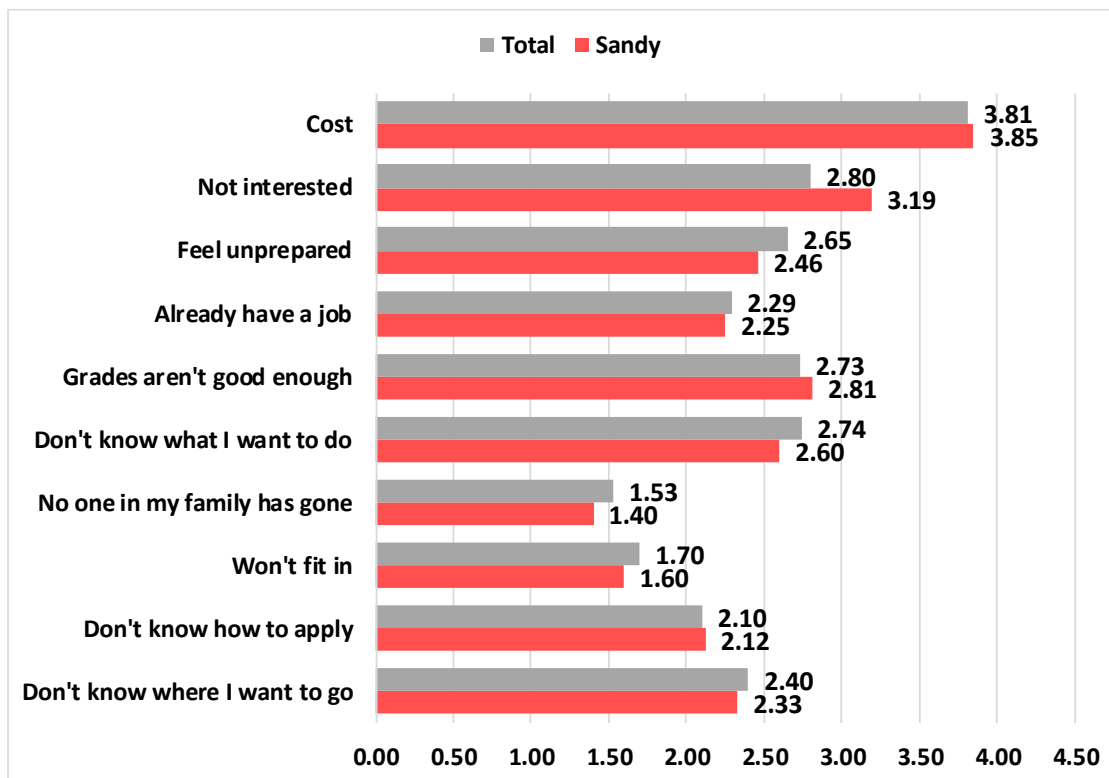


Table RNCS1: Sandy High School Seniors – Reasons for Not Continuing Education

Sandy											
<i>Reasons for not continuing education</i>	Not a Reason	Minor Reason	Somewhat Minor Reason	Neither Major nor Minor Reason	Somewhat Major Reason	Major Reason	Extreme Reason	Total	Mean s.d.	All Mean s.d.	Index
Cost	15 27.3%	6 10.9%	7 12.7%	2 3.6%	5 9.1%	8 14.5%	12 21.8%	55 100.0%	3.85 2.40	3.81 2.38	101
Not interested	23 41.8%	6 10.9%	4 7.3%	7 12.7%	3 5.5%	3 5.5%	9 16.4%	55 100.0%	3.19 2.34	2.80 2.13	114
Feel unprepared	28 50.9%	5 9.1%	8 14.5%	6 10.9%	1 1.8%	4 7.3%	3 5.5%	55 100.0%	2.46 1.94	2.65 1.97	93
Already have a job	34 61.8%	3 5.5%	2 3.6%	8 14.5%	4 7.3%	2 3.6%	2 3.6%	55 100.0%	2.25 1.84	2.29 1.86	98
Grades aren't good enough	24 44.4%	6 11.1%	5 9.3%	7 13.0%	4 7.4%	3 5.6%	5 9.3%	54 100.0%	2.81 2.09	2.73 2.03	103
Don't know what I want to do	26 48.1%	6 11.1%	6 11.1%	6 11.1%	3 5.6%	4 7.4%	3 5.6%	54 100.0%	2.60 1.97	2.74 2.06	95
No one in my family has gone	46 83.6%	2 3.6%	3 5.5%	3 5.5%	0 0.0%	0 0.0%	1 1.8%	55 100.0%	1.40 1.13	1.53 1.25	92
Won't fit in	40 74.1%	3 5.6%	5 9.3%	5 9.3%	0 0.0%	0 0.0%	1 1.9%	54 100.0%	1.60 1.23	1.70 1.41	94
Don't know how to apply	34 61.8%	5 9.1%	5 9.1%	3 5.5%	3 5.5%	2 3.6%	3 5.5%	55 100.0%	2.12 1.84	2.10 1.79	101
Don't know where I want to go	27 50.0%	10 18.5%	2 3.7%	6 11.1%	6 11.1%	1 1.9%	2 3.7%	54 100.0%	2.33 1.76	2.40 1.84	97

Information Sources Likely to Increase Continuing Education

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

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

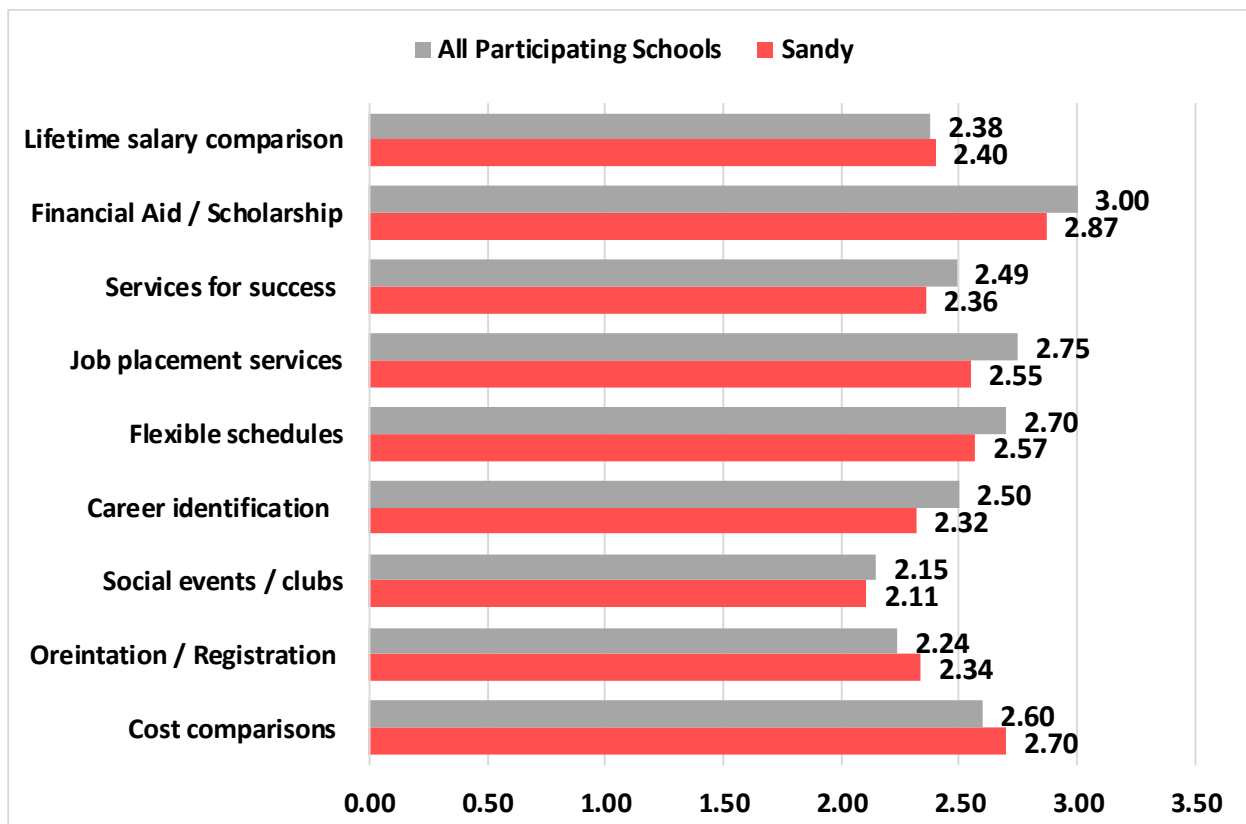


Table RNCC2: Sandy High School Seniors – Information Sources Likely to Increase Continuing Education

Sandy											
<i>Information that would change likelihood of going</i>	Not Change	Minor Increase	Somewhat Minor Increase	Increase	Somewhat Major Increase	Major Increase	Dramatic Increase	Total	Mean s.d.		Index
Lifetime salary comparison	20 38.5%	14 26.9%	6 11.5%	7 13.5%	4 7.7%	0 0.0%	1 1.9%	52 100.0%	2.40 1.51	2.38 1.53	101
Financial Aid / Scholarship availability	17 34.0%	10 20.0%	5 10.0%	10 20.0%	2 4.0%	2 4.0%	4 8.0%	50 100.0%	2.87 1.90	3.00 1.96	96
Services for success (e.g. free tutoring)	25 48.1%	11 21.2%	3 5.8%	6 11.5%	3 5.8%	0 0.0%	4 7.7%	52 100.0%	2.36 1.85	2.49 1.77	95
Job placement services after graduation	20 40.8%	9 18.4%	5 10.2%	9 18.4%	0 0.0%	3 6.1%	3 6.1%	49 100.0%	2.55 1.77	2.75 1.92	93
Flexible schedules	22 44.0%	9 18.0%	2 4.0%	11 22.0%	3 6.0%	1 2.0%	2 4.0%	50 100.0%	2.57 1.77	2.70 1.80	95
Career identification and planning services	22 42.3%	11 21.2%	6 11.5%	11 21.2%	1 1.9%	0 0.0%	1 1.9%	52 100.0%	2.32 1.45	2.50 1.67	93
Social events / clubs	29 56.9%	10 19.6%	0 0.0%	9 17.6%	1 2.0%	1 2.0%	1 2.0%	51 100.0%	2.11 1.55	2.15 1.48	98
Oreintation / Registration / Getting Started services	26 49.1%	7 13.2%	5 9.4%	12 22.6%	1 1.9%	0 0.0%	2 3.8%	53 100.0%	2.34 1.65	2.24 1.54	104
Cost comparisons of similar schools	19 36.5%	10 19.2%	8 15.4%	7 13.5%	5 9.6%	1 1.9%	2 3.8%	52 100.0%	2.70 1.73	2.60 1.73	104

Results – For Seniors Planning to Continue Their Education: Sandy

Type of Institution Attending

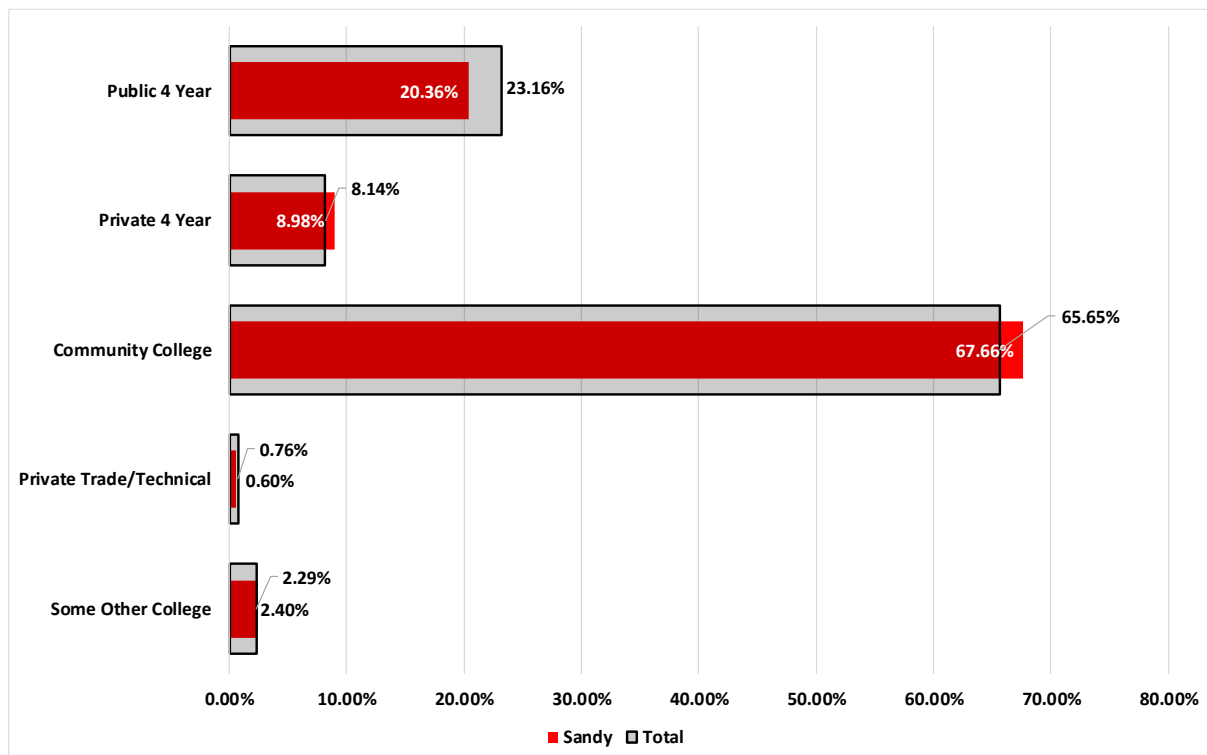
Results of the institution type Sandy Seniors are attending are presented in Table CTIAS1 along with the totals for all seniors continuing their education. The majority of Sandy Seniors (67.66%) indicated they will be attending a community college. Sandy Seniors were more likely

Table CTIAC1: Sandy Seniors and Seniors Overall by Type of Institution Attending

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

to indicate they were attending a private four year institution than seniors overall. Over eight percent (8.98%) indicated they will be attending a four year private university. Sandy Seniors were slightly less likely than seniors overall to indicate they would be attending either a public four year or private trade/technical institution. Four Sandy Seniors (2.40%) indicated they would be attending some other type of college. Data are presented graphically in Figure CTIAS1.

Figure CTIAS1: Plot of Sandy Seniors and Seniors Overall by Institution Attending



Reasons for Selecting

Seniors were provided a list of sixteen attributes associated with colleges / universities and asked to rate each based on its importance in selecting the institution chosen on a seven-point scale (1=Totally Unimportant to 7=Totally Important). Results for Sandy Seniors are presented in Table CRSS1. The table includes the Total Mean and Standard Deviation; these are the overall mean scores for all seniors participating and are highlighted in grey. Mean scores for Sandy Seniors were very similar to the overall scores. Sandy Seniors were slightly more likely to identify *Programs available of interest to me* (Sandy Mean = 5.61, s.d. 1.56 / Overall Mean = 5.58, s.d. 1.51) and *Location - Convenient* (Sandy Mean = 5.18, s.d. 1.40 / Overall Mean = 5.11, s.d. 1.46) than were seniors overall.

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

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

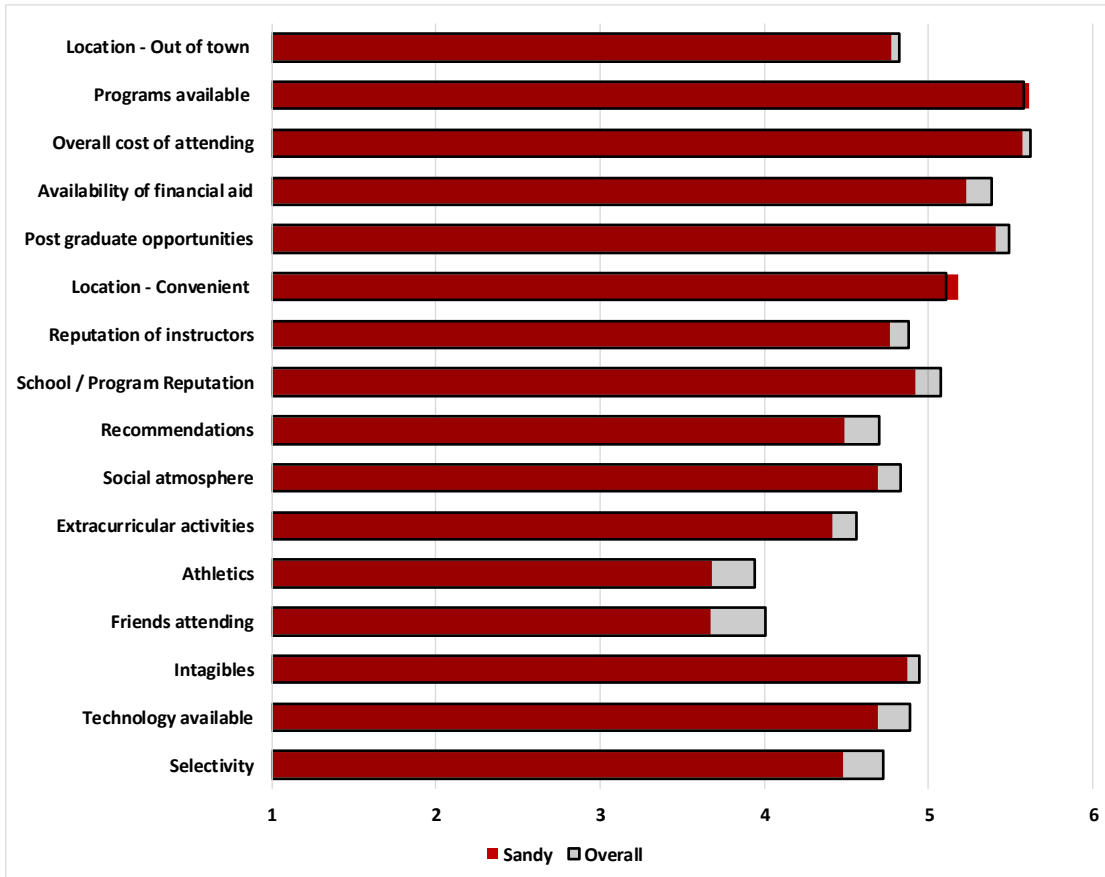


Table CRSS1: Sandy Seniors' Ratings and Mean Scores of Importance of Attributes in Selecting a College/University

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

Scholarships

College/University bound seniors were asked if they had been awarded any scholarships and, if so, the number and amount of each. Senior's being awarded scholarships and summary statistics regarding the awards are presented in Table CSS1. For Sandy Seniors, over a

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

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

third (38.32%) indicated they had received at least one scholarship. This was a slightly higher ratio than seniors overall (35.71%). The average (mean) scholarship award was \$7,483 and was lower than the average award for seniors overall. The high standard deviation indicates that some awards had very high dollar amounts (there were outliers in the data). As a result, a 5% trimmed mean (\$5,973) is also reported and is a more accurate reflection of the average award. The median value of scholarship awards was \$3,448; this is similar to seniors overall. The average number of awards Sandy Seniors received was 1.88, slightly above the average (1.78) for seniors overall. Seniors were also asked to provide the name of each scholarship they received. This data is presented in Appendix B.

Institution Selection

Based on the response to the type of institution they were attending, seniors were first asked if they were planning to attend an in-state or out-of-state institution. Seniors that indicated an out-of-state school were asked to identify the name and state/country of the school; please see Appendix C for a list of out-of-state colleges. Results of In-State and Out-of-State bound status for Sandy Seniors are reported in Table CISS1. For all seniors heading to a four year institution, 25.41% indicated they would be heading out-of-state. Sandy Seniors were more likely to indicate they would attend an institution out-of-state than were seniors overall; 28.57% of Sandy Seniors indicated they were heading to a four year out-of-state institution. Two-year bound Sandy Seniors had lower proportions heading out-of-state. Only 2.68% of Sandy Seniors bound for two-year institutions indicated they were heading out-of-state compared to 5.06% of seniors overall.

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

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

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

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

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

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

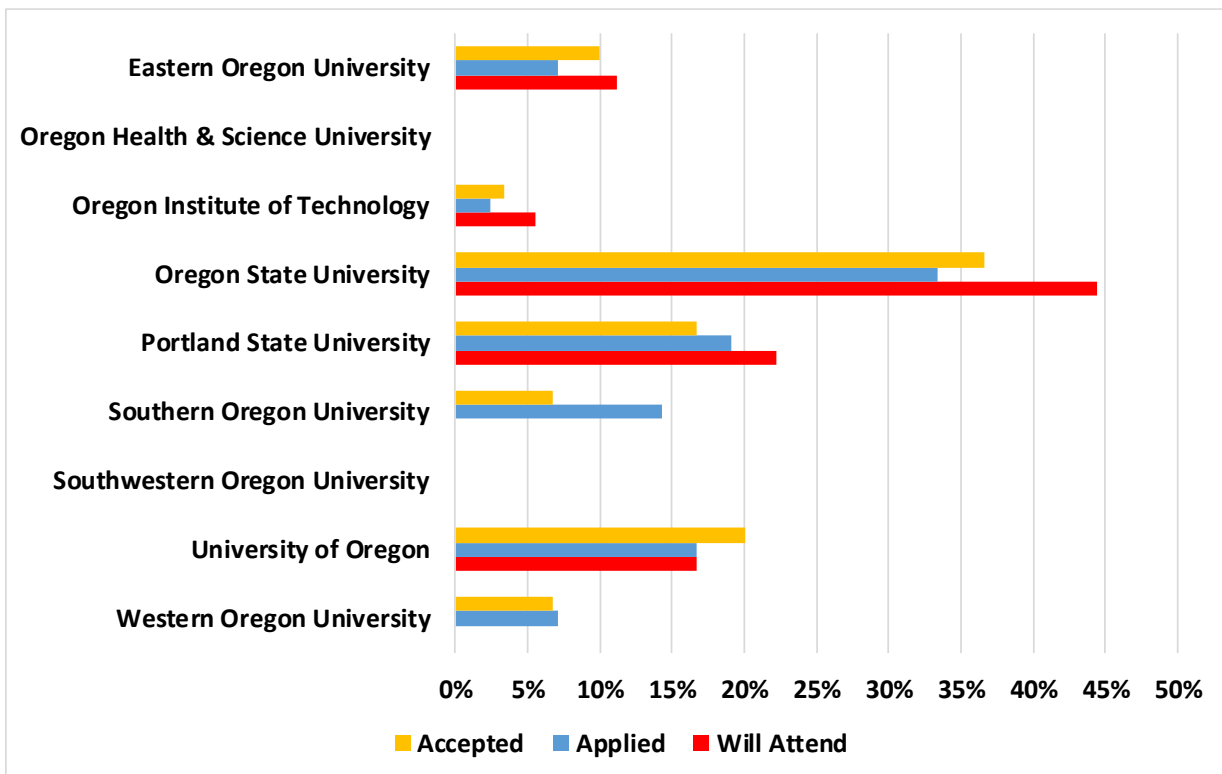


Table CISS2: Sandy Seniors and Seniors Overall Bound to Four Year Public Universities by Institution Attending

Institution 4-Year Public	Sandy									Total								
	Applied			Accepted			Will Attend			Applied			Accepted			Will Attend		
	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index	#	%	Index
Eastern Oregon University	3	7.1%	173	3	10.0%	182	2	11.1%	186	5	4.1%	100	5	5.5%	100	4	6.0%	100
Oregon Health & Science University	0	0.0%	0	0	0.0%	0	0	0.0%	0	3	2.5%	100	3	3.3%	100	3	4.5%	100
Oregon Institute of Technology	1	2.4%	72	1	3.3%	76	1	5.6%	93	4	3.3%	100	4	4.4%	100	4	6.0%	100
Oregon State University	14	33.3%	98	11	36.7%	104	8	44.4%	149	41	33.9%	100	32	35.2%	100	20	29.9%	100
Portland State University	8	19.0%	74	5	16.7%	89	4	22.2%	106	31	25.6%	100	17	18.7%	100	14	20.9%	100
Southern Oregon University	6	14.3%	216	2	6.7%	152	0	0.0%	0	8	6.6%	100	4	4.4%	100	2	3.0%	100
Southwestern Oregon University	0	0.0%	0	0	0.0%	0	0	0.0%	0	2	1.7%	100	2	2.2%	100	2	3.0%	100
University of Oregon	7	16.7%	101	6	20.0%	101	3	16.7%	80	20	16.5%	100	18	19.8%	100	14	20.9%	100
Western Oregon University	3	7.1%	123	2	6.7%	101	0	0.0%	0	7	5.8%	100	6	6.6%	100	4	6.0%	100
Total	42	100.0%		30	100.0%		18	100.0%		121	100.0%		91	100.0%		67	100.0%	

For seniors that indicated they were bound for a four-year institution, a list of major private four-year universities in Oregon was provided. Again, seniors were asked if they applied to, were accepted, and plan to attend each university in the list. Results are presented in Table CISS3. A total of thirteen private university applications were submitted by Sandy Seniors. For Sandy Seniors that applied to private institutions, George Fox University (30.8% Applied) had the highest proportion. Pacific University and University of Portland each had two seniors submit applications (15.4% of the submitted applications). Five other private universities had one application each (7.7% of Sandy Seniors that applied): (1) Concordia University, (2) Corban University, (3) Linfield College, (4) Multnomah University, and (5) Warner Pacific University. No Sandy Seniors indicated they had applied to the other private universities listed. Although the number of applications were small, the Sandy Seniors' proportions compared to the proportions of seniors overall were very high for six of the institutions identified: (1) Corban University, (2) George Fox University, (3) Linfield College, (4) Multnomah University, (5) Pacific University, and (6) Warner Pacific University.

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

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

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

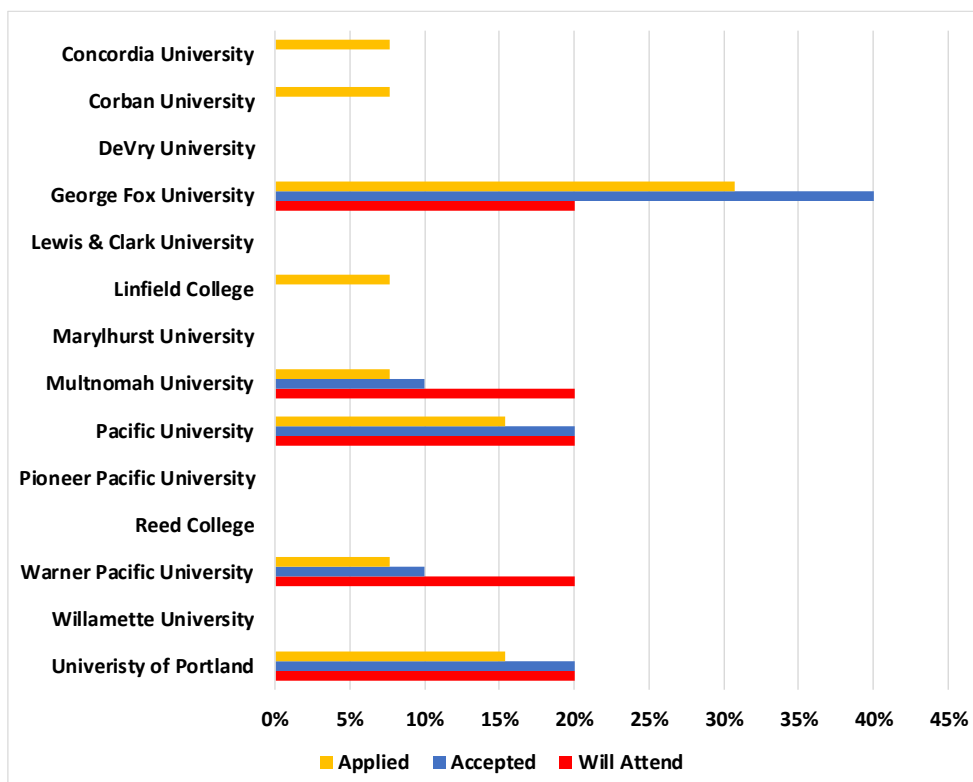


Table CISS3: Sandy Seniors and Seniors Overall Bound to Four Year Private Universities by Institution Attending

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

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

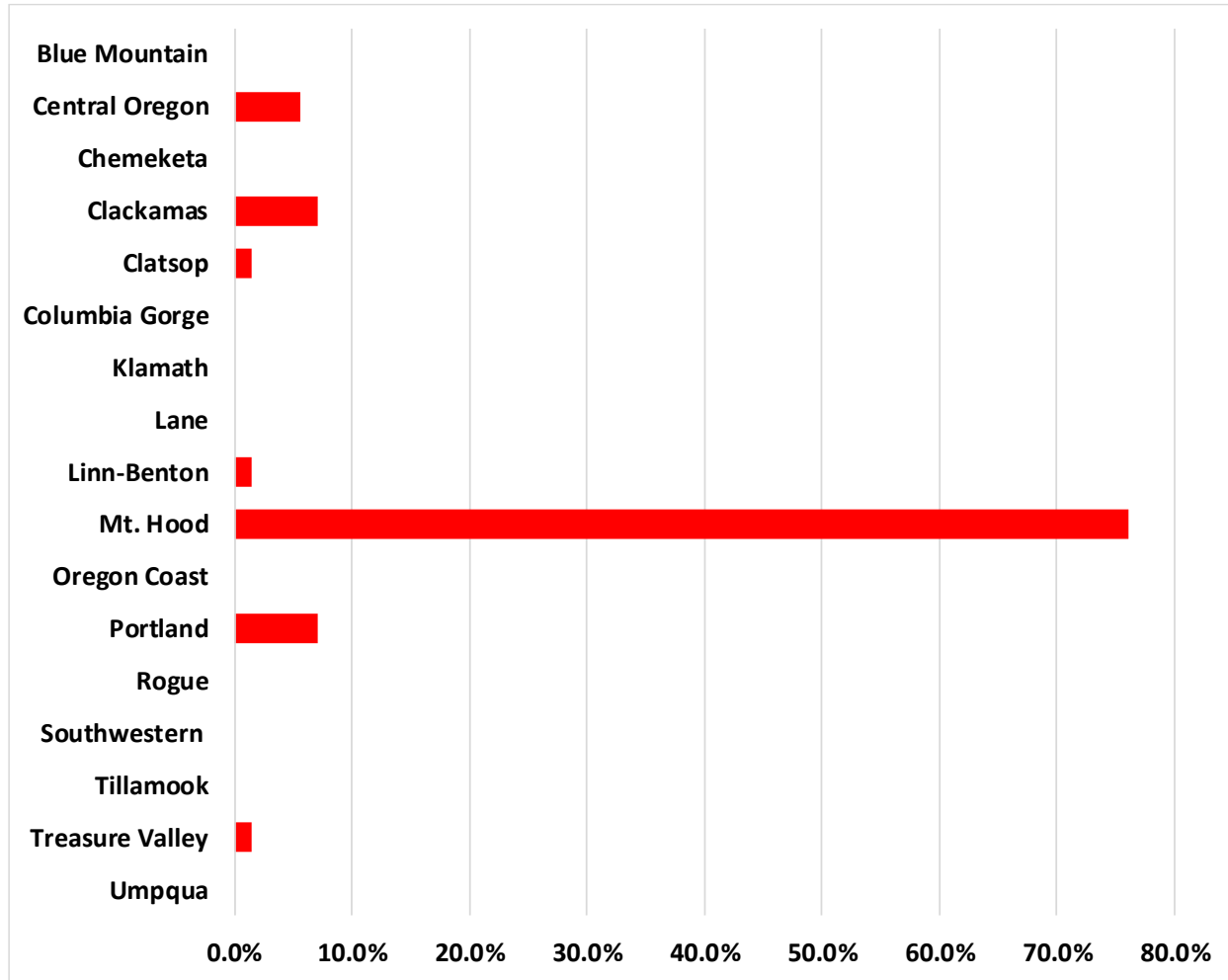
Table CISS4: Sandy Seniors and Seniors Overall Bound for Community College by Institution Attending

<i>Institution</i>	Sandy Will Attend			Total Will Attend		
	#	%	Index	#	%	Index
Community College						
Blue Mountain	0	0.0%	0	2	1.1%	100
Central Oregon	4	5.6%	94	11	6.0%	100
Chemeketa	0	0.0%		0	0.0%	
Clackamas	5	7.0%	107	12	6.6%	100
Clatsop	1	1.4%	258	1	0.5%	100
Columbia Gorge	0	0.0%		0	0.0%	
Klamath	0	0.0%	0	2	1.1%	100
Lane	0	0.0%	0	2	1.1%	100
Linn-Benton	1	1.4%	129	2	1.1%	100
Mt. Hood	54	76.1%	119	117	63.9%	100
Oregon Coast	0	0.0%		0	0.0%	
Portland	5	7.0%	40	32	17.5%	100
Rogue	0	0.0%		0	0.0%	
Southwestern	0	0.0%		0	0.0%	
Tillamook	0	0.0%		0	0.0%	
Treasure Valley	1	1.4%	258	1	0.5%	100
Umpqua	0	0.0%	0	1	0.5%	100
Total	71	100.0%		183	100.0%	

accepted. The proportions were virtually identical for those that applied to those that plan to attend a community college; the application numbers are omitted. Results of Sandy Seniors and seniors overall indicating they will be attending a community college are presented in Table CISS4. Seventy-one Sandy Seniors indicated they planned to attend a community college in Oregon. The majority of Sandy Seniors indicated they would be attending Mt. Hood Community College (76.1% Attending). Fourteen percent indicated they would be attending the other two Portland Metropolitan Community Colleges: Clackamas Community College (7.0% Attending) and Portland Community College (7.0% Attending). Although all of the Sandy School District lies within the Mt. Hood District Boundary, fourteen percent of the students attending a community college are attending other institutions within the Portland Metropolitan Area. Compared to seniors overall, Sandy Seniors are attending Portland Community College at a much lower rate (7.0% compared to 17.5% overall). They are attending Mt. Hood at a higher rate compared to seniors overall (76.1% compared to 63.9% overall). Finally they are attending Clackamas at a similar rate to seniors overall (7.0% compared to 6.6% overall). Although the numbers are small, a higher proportion of Sandy Seniors indicated they would be attending Clatsop Community College (1.4% compared to 0.5% overall), Linn-Benton Community College (1.4% compared to 1.1% overall), and Treasure Valley Community College (1.4% compared to 0.5% overall). The Community College attending data are presented graphically in Figure CISS3.

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

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



Results – Sandy High School Custom Questions

Each of the participating high schools was provided a section of the survey that they could use to ask question specifically of their seniors. Sandy administrators and counselors identified areas that they wanted addressed in the school specific area of the survey and worked with MHCC to develop question format. These school-specific questions were incorporated into survey and were presented prior to the MHCC questions.

Number of High Schools

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

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

Just over ten percent

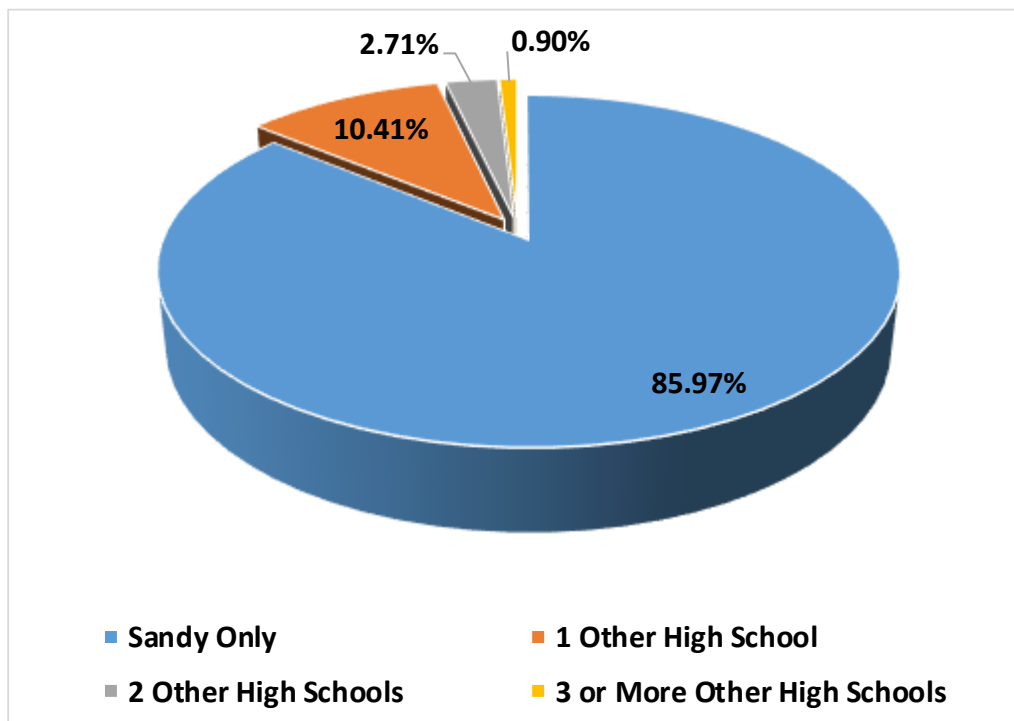
(10.41%) indicated they had

attended one other high school. Three percent (3.61%) indicated they had attended two or more high schools. Data are presented graphically in Figure CQS1.

Table CQS1: Number of High Schools Attended

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

Figure CQS1: Pie Chart of Number of High Schools Attended



Sandy High School Events

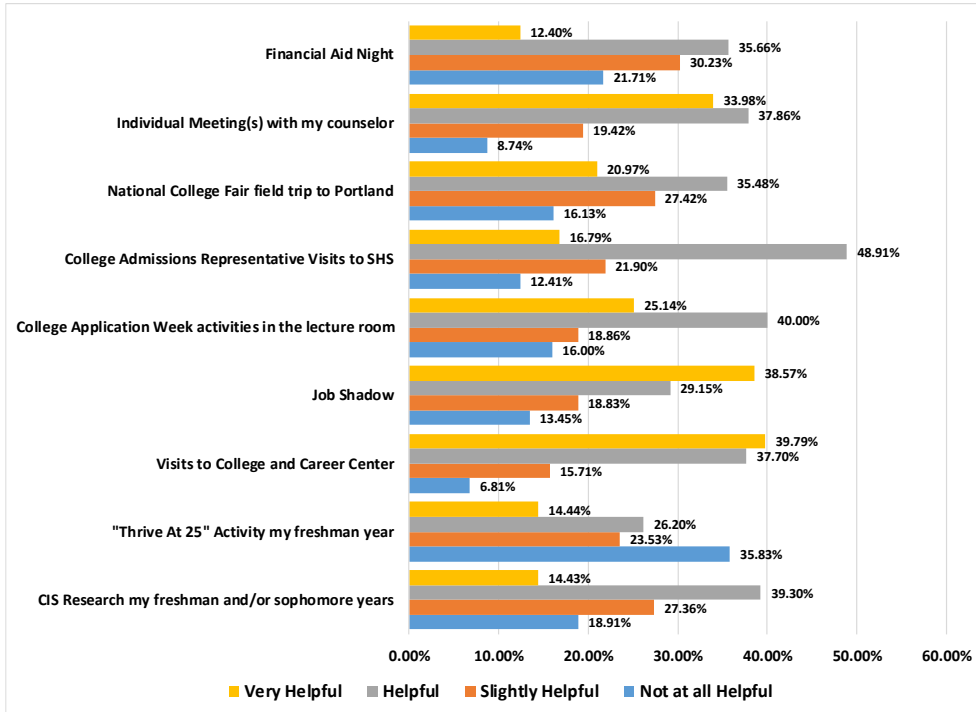
Table CQS2: Sandy High School Event Helpfulness

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

Sandy Seniors were provided a list of nine events and asked to rate the helpfulness of each on a four point scale (1=Not at all Helpful to 4=Very Helpful). Seniors that did not attend a given event were asked to indicate that. Results are presented in Table CQS2. *Visits to College and Career Center* and *Individual Counselor Meetings* appear to be the most helpful of the events listed. Over seventy percent (77.5% and 71.8% respectively) of students rated these meetings as “Helpful” or “Very Helpful.” Additionally, both events were well attended by Sandy Seniors; a total of 191 Sandy Seniors participated in *Visits to College and Career Center* and a total of 206 participated in *Individual Counselor Meetings*. The *Job Shadow* event was the most well attended event in the list (223 Sandy Seniors participated) and was also very helpful; 67.7% of Sandy Seniors rated this event as “Helpful” to “Very Helpful.” Two events had similar proportions of Sandy Seniors identifying them as helpful: (1) *College Admissions Representative Visits to SHS* and (2) *College Application Week activities in the lecture room*. Both of these events had over sixty five percent (65.69% and 65.14% respectively) of Sandy Seniors rate them as “Helpful” or “Very Helpful.” Attendance for these two events were moderate with 137 indicating participating in *College Admissions Representative Visits to SHS* and 175 indicating participating in *College Application Week activities in the lecture room*. *Financial Aid Night* and “Thrive At 25” Activity

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

Figure CQS2: Helpfulness of Sandy High School Events



Conclusions / Recommendations

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

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

Research Question:

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

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

Study Objectives:

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

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

- Almost seventy percent of seniors surveyed (68.09%) indicated they would be continuing their education.

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

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

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

 - Community College
 - Almost two-thirds (65.65%) of seniors indicated they would be attending a community college.
 - The application process is different for community colleges; everyone that applies is accepted.
 - A total of 258 surveyed seniors indicated they would be attending a community college.

 - Private Trade/Technical College
 - A very small percentage (2.29%) indicated they would be attending a private trade/technical institution.
 - Only three applications were submitted to private trade/technical institutions and all three of these seniors indicated they would attend the private trade/technical college they selected.
- O1c)** Of those in Objective 01a, identify the institutions in-district high school seniors intending to continue in post-secondary education are attending.
- For seniors bound to public 4-year institutions, the three largest schools in the state will see the biggest proportions of high school seniors attending: Oregon State University (29.9% Attending), Portland State University (20.9% Attending), and University of Oregon (20.9% Attending).
 - For seniors bound to private 4-year institutions, one each indicated they would be attending: Concordia University, George Fox University, Lewis & Clark University, Multnomah University, Pacific University, Warner Pacific University, and University of Portland.
 - For seniors bound to community colleges, the majority will go to MHCC (63.9% Attending). That said, a large proportion of high school seniors will be going to Portland Community College (17.5% Attending) and Clackamas Community College (6.6% Attending). When looking at all three Portland Metropolitan Area Colleges, over a quarter (27.3%) of MHCC district seniors surveyed will be attending one of the other two colleges.
 - Only three seniors indicated they would be attending a private trade/technical college; two indicated they would attend Northwest College and one indicated an intent to attend Everest College.

O1d) Determine what in-district high school seniors who do not intend to continue in post-secondary education are planning to do once the graduate.

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

O1e) For in-district high school seniors who do not intend to continue in post-secondary education Identify reasons for not continuing.

- Overwhelmingly, seniors that were not continuing their education identified *Costs* as the reason. This item had an average score of 3.81 out of 7. This item had an average score of 3.81 out of 7 and was a full point higher than the next highest reason *Not Interested* (Mean = 2.80).
- The second strongest identified reason was seniors *Not Interested* (Mean 2.80). The next two highest rated reasons were *Don't know what I want to do* and *Grades aren't good enough*; these two items had similar mean scores (2.74 and 2.73 respectively).
- In addition to identifying reasons for not continuing, the survey asked respondents to identify information sources that would increase the likelihood of their continuing their education. Although none of the information sources would dramatically increase the likelihood, three information sources did indicate a chance of increasing seniors' decision to continue their education.
 - Paralleling the costs reason for not attending, information associated with *Financial Aid/Scholarship Information* would have the greatest impact on seniors continuing their education. The mean score for this item was 3.00 out of 7.
 - Information regarding *Job placement services after graduation* (mean score of 2.75 out of 7) and *Flexible schedules* (mean score of 2.70 out of 7) would also have an impact.

O2) For in-district high school seniors that intend to go to a 4-year institution, identify reasons for not considering a community college.

- For 4-year bound seniors, *Programs available of interest to me*, *Post graduate opportunities*, *Overall cost of attending*, *Intangibles*, and *Availability of financial aid* were rated as the most important reasons for selecting the institution they chose.

- Data revealed that, generally, seniors bound to 4-year institutions rated reasons as more important than the community college bound counterparts. *Programs available of interest to me* (4-year bound mean = 6.08 vs. CC bound mean = 5.34), *Location – Out of town/away from home* (4-year bound mean = 5.11 vs. CC bound mean = 4.69), *School / Program Reputation* (4-year bound mean = 5.55 vs. CC bound mean = 4.83), *Post Graduate Opportunities* (4-year bound mean = 5.93 vs. CC bound mean = 5.28), *Reputation of Instructors* (4-year bound mean = 5.18 vs. CC bound mean = 4.77), *Social Atmosphere* (4-year bound mean = 5.33 vs. CC bound mean = 4.61), *Extracurricular Activities* (4-year bound mean = 5.15 vs. CC bound mean = 4.29), *Athletics* (4-year bound mean = 4.49 vs. CC bound mean = 3.69), *Technology Available* (4-year bound mean = 5.12 vs. CC bound mean = 4.77), and *Intangibles* (4-year bound mean = 5.47 vs. CC bound mean = 4.70) were all significantly more important reasons for 4 year bound seniors compared to their community college bound counterparts.
- O3)** For in-district high school seniors that intend to go to a 2-year institution, identify reasons for choosing the institution they plan to attend.
- For community college bound seniors, *Overall cost of attending*, *Programs available of interest to me*, *Availability of financial aid*, *Convenient Location*, and *Post graduate opportunities* were rated as most important reasons for selecting the college they chose.
 - In general, community college bound seniors rated most of the reasons for attending lower than their 4-year bound counterparts. *Friends Attending* (4-year bound mean = 3.70 vs. CC bound mean = 4.17) was the only reason for selecting that community college bound seniors were significantly more likely to rate higher than the 4-year bound counterparts.

Recommendations

- Data revealed that a fifth of seniors (21.23%) either did not know or identified themselves as residing in a community college district other than MHCC. Unless students are commuting from outside their school district, all seniors reside within MHCC's district boundary. Efforts must be made to establish the college district that serves these high school seniors.
- Along similar lines, for seniors that are attending a community college in the Portland Metropolitan Area, almost three quarters (72.67%) have indicated they will attend MHCC. Over twenty-five percent have indicated they will be attending either Portland Community College (19.88%) or Clackamas Community College (7.45%). This leakage must be addressed. Data revealed that those attending one of the other two metropolitan colleges (Portland or Clackamas) perceived them to: (1) be more conveniently located, (2) have programs that were a better fit, or (3) have more reasonable costs.
- A wealth of data regarding the types of information to provide both seniors that do plan to continue their education and those that do not was captured. Information content should be focused on costs, financial aid / scholarship availability, flexibility of schedules, and job placement services available to graduates. Perceptions of grades not being good enough and the college's ability to address it is another potential information topic. It is essential the

communication start early; particularly to convince those that are not intending to continue their education that it is a viable option.

Appendix A: The Survey

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

Introduction Page



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

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


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

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

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




Sandy Specific Questions



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


- Sandy is the only High School I've attended
- 1 Other High School
- 2 Other High Schools
- 3 or More Other High Schools



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

	Not at all Helpful	Slightly Helpful	Helpful	Very Helpful	Did Not Attend
Financial Aid Night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual Meeting(s) with my counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National College Fair field trip to Portland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Admissions Representative Visits to SHS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College Application Week activities in the lecture room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Shadow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to College and Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Thrive At 25" activity my freshman year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CIS research my freshman and/or sophomore years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


MHCC Questions (Asked of all respondents)



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

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


[>>](#)



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

- True
- False

The following two questions were asked of seniors that 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)

[>>](#)



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.

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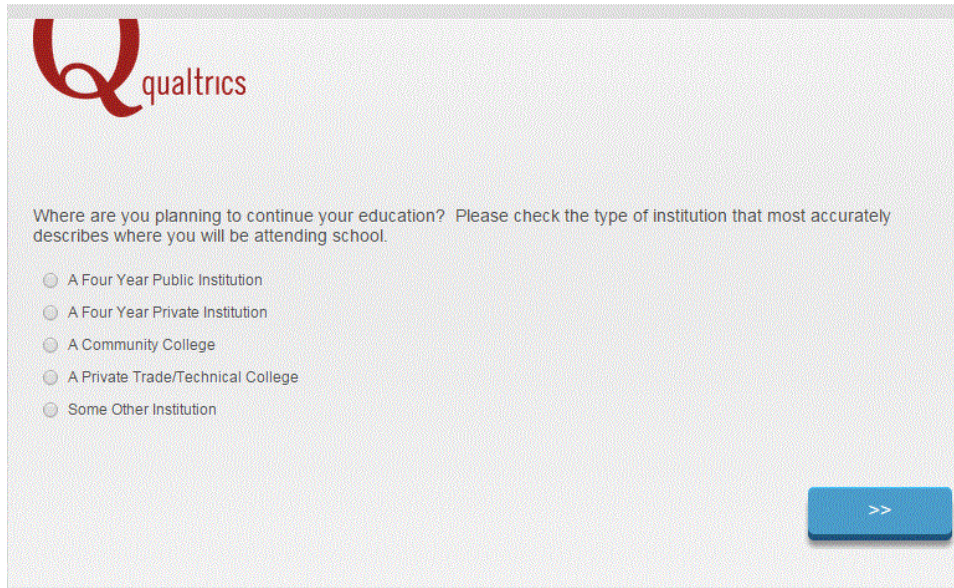


Listed below are information and services that could be available from any college / university. For each, please indicate if it would impact the likelihood of your continuing your education by checking the appropriate level.

	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...”

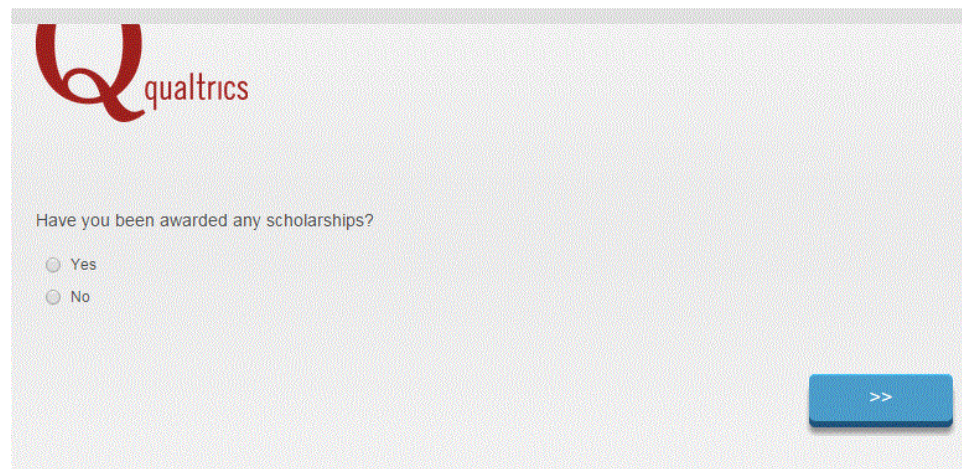


qualtrics

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"/>

[>>](#)

If all five scholarships are completed in the question above, the following two questions are asked.



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

>>

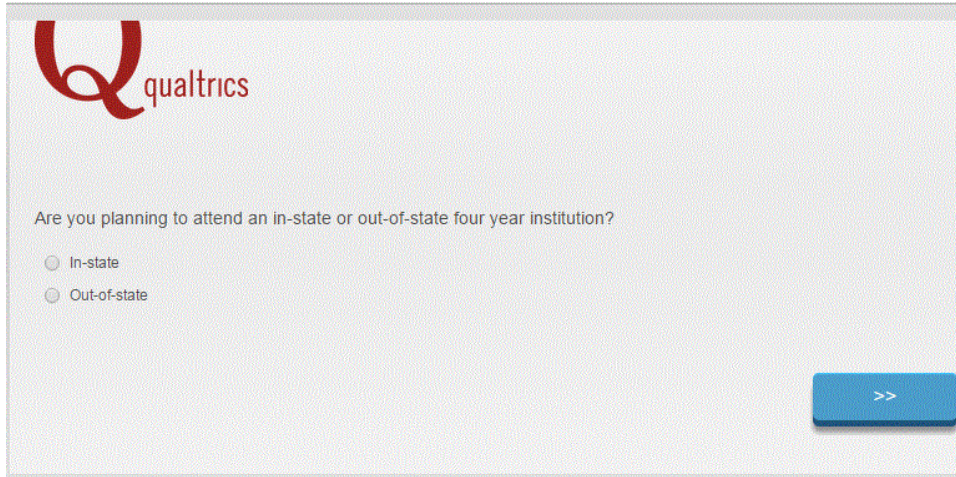


Listed below are major reasons students choose a particular campus. For each reason, please let us know how important it was in your decision to select the institution you are attending by checking the appropriate box.

	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.”



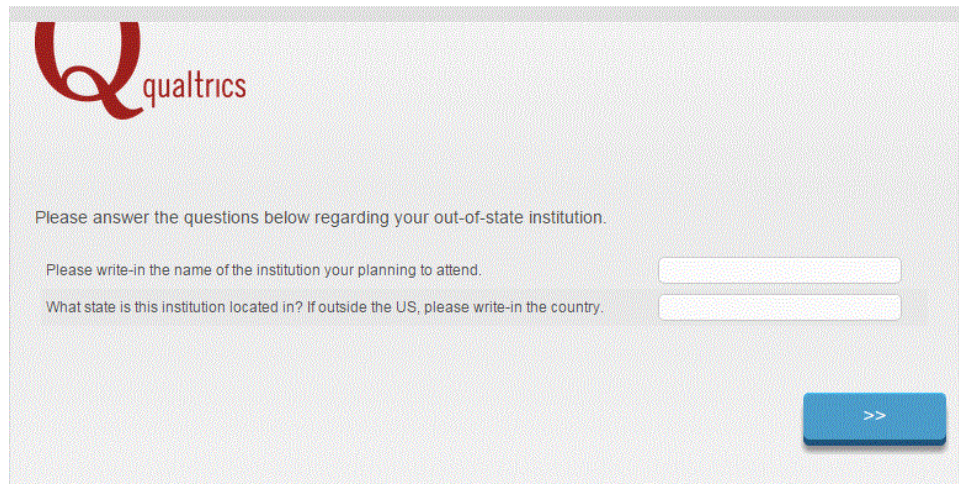
Are you planning to attend an in-state or out-of-state four year institution?

In-state

Out-of-state

>>

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

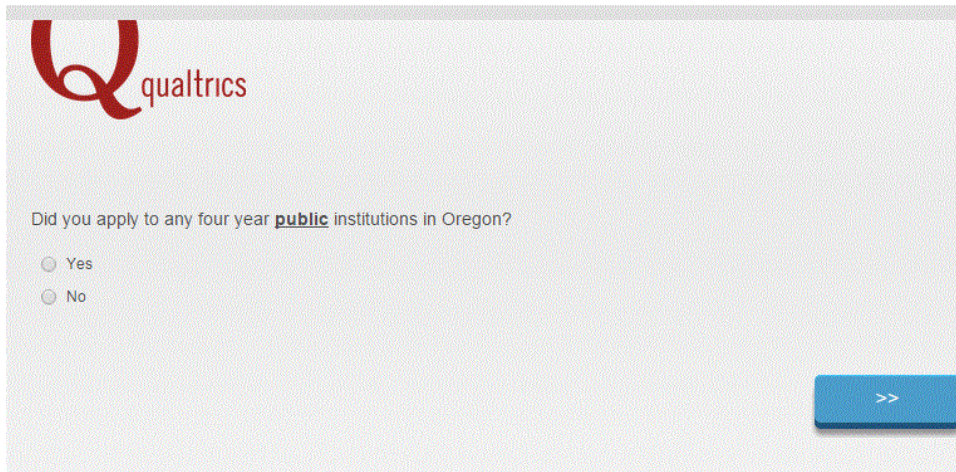


Please answer the questions below regarding your out-of-state institution.

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

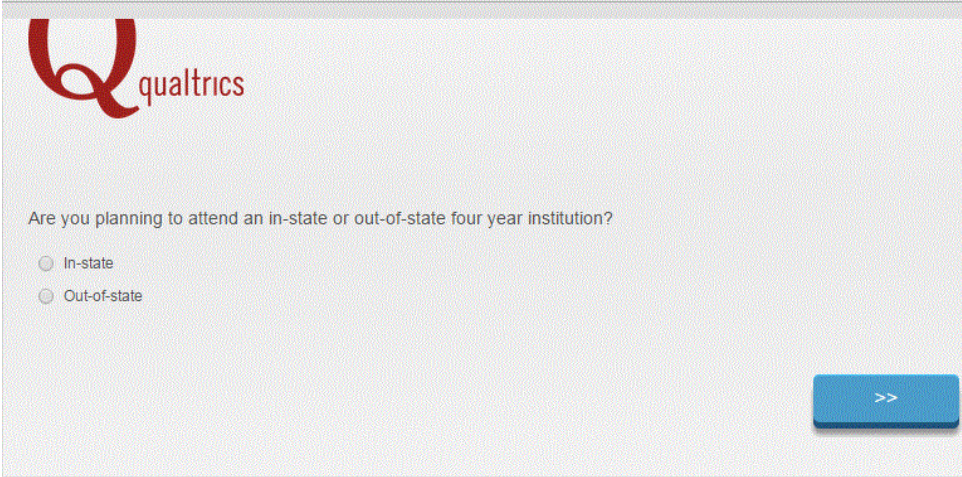
Listed below are the major four year Private institutions in Oregon. Please check all the institutions you applied to in the first column, all the institutions you were accepted to in the second column, and the institution you plan to attend in the third column. If you didn't apply, weren't accepted,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

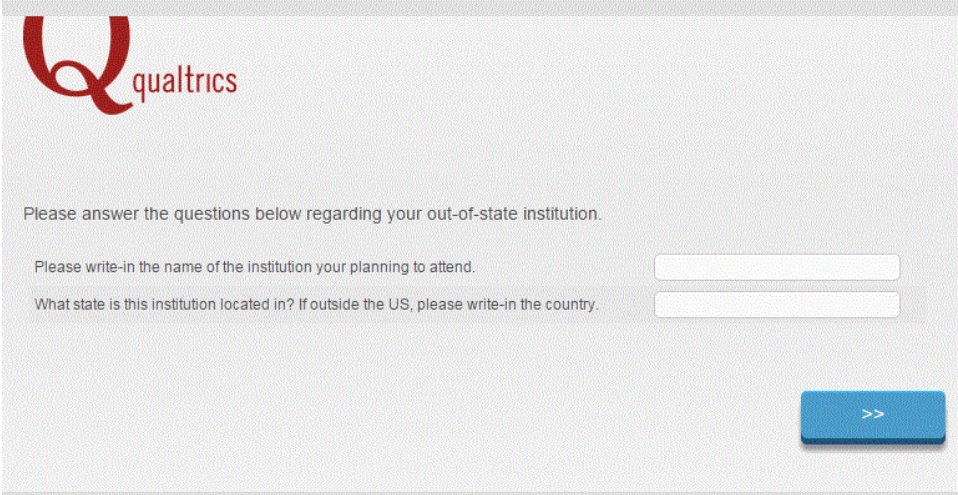


Display if response to the question “Where are you planning to continue your education?” is “A Community College” or “A Private Trade/Technical Institution.”



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 arrow (>>) is located at the bottom right of the question area.

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



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




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

Yes
 No

[>>](#)

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




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


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


[>>](#)

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



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






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

Yes
 No

[>>](#)

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




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

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

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


[>>](#)

Display the following questions to all respondents.



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

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



Are you:

- Male
- Female

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

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

What is your cumulative GPA?

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

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

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



The following information is requested in order to inventory the seniors that have completed the survey. Remember, **this survey is strictly confidential**; at no time will your personal information be connected with the answers you provided.

Student ID Number



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

Appendix B: Scholarship Awards

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

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

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

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

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

Sandy High School

4-Year Institutions

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

2-Year Institutions

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

Appendix D: Open Comments

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

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

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

Table AD2: Other Reasons Career Choice was a Good Fit

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

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

Table AD3: Other Career Fields of Interest

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

After evaluating reasons for not continuing their education, Seniors were asked if there were any other reasons for not continuing. Responses to the question “Are there some other reasons for **not** continuing your education?” are provided in Table AD4.

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

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

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

Table AD5: Other Types of Institutions Seniors Will Be Attending

High School	Other Type Of Institution Attending
Sandy	A 5 month program
	Apprenticeship
	PCC than, PSU

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

In the community college section of the survey, students that identified they would be attending a Portland Metropolitan Area college (Clackamas, Mt. Hood, or Portland) were asked the reason they chose that college over the other two alternatives. Responses are provided in Table AD7.

Table AD7: Reasons for selecting Portland Metro College Over Alternatives

Sandy	What was it about Clackamas Community College that made you chose it over the other two?
Clackamas	<p data-bbox="360 424 1421 466">I used to live in Astoria and my mom attended Clatsop Community College, Clackamas Community College seems close, and My mom used to work and attend Mount Hood Community College as well as it is very close to me.</p> <p data-bbox="360 474 1421 495">Its close</p> <p data-bbox="360 504 1421 525">Seemed important</p> <p data-bbox="360 533 1421 554">They are close by to home and work</p> <p data-bbox="360 562 1421 602">What made me choose this college is because of the music education transfer program because I want to teach Music Education And Music Theory</p>

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

Sandy	What was it about Portland Community College that made you chose it over the other two?
Portland	For the programs and recommendation I've heard from people. If i have a 3.0 I can have all four years free if I got a scholarship it looks like if has a better facility, and maybe it has programs that I will be interested in Location location location They are close by to home and work

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

Table AD8: Other Private / Technical Colleges Seniors Will Attend

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

In the Race / Ethnicity Questions, seniors were provided an opportunity to identify an “Other” category. When the clicked on this category, they were asked to specify their other race / ethnicity. Results are provided in Table AD9.

Table AD9: Other Race/Ethnicities Identified

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