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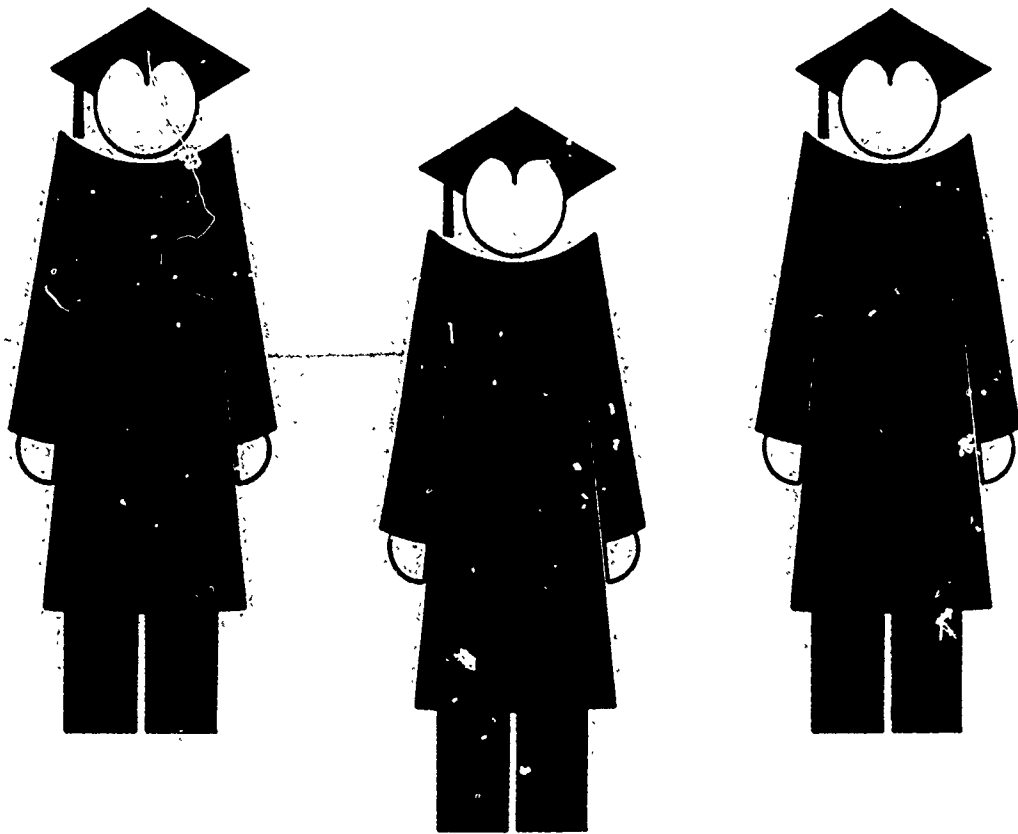
ABSTRACT

During the fall of the 1986-87 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information (sex, race, school size, household income, grades, and occupational choice), as well as what they planned to do after high school graduation. Of the 6,649 Alaska seniors, 2,971 (44.7%) responded to the survey. Comparisons were made between students planning for postsecondary education and those not planning for it. Questions were included to obtain information on disciplines targeted for statewide examination by the State Department of Education (science, natural resources, and social sciences). Among the findings are: (1) a doubling of the percentage (22.7%) of seniors rating their overall high school experience as "poor", compared to previous years; (2) differences in satisfaction among students in large schools compared to small schools; and (3) generally high overall satisfaction with decision-making abilities and experience in the target areas. Appended are the survey instrument and selected data tables. (LB)

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ALASKA HIGH SCHOOL SENIORS SURVEY REPORT 1986-87

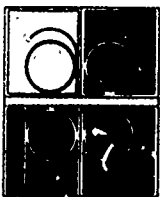


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Alaska Commission on Postsecondary Education

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1986-87
ALASKA HIGH SCHOOL SENIORS SURVEY REPORT
JULY, 1987

Alaska Commission on Postsecondary Education
Box FP, 400 Willoughby Avenue
Juneau, Alaska 99811

Document Number 87-2

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INTRODUCTION

Over the past several years, large numbers of Alaska's high school seniors have looked "outside" for pursuit of postsecondary education. In an effort to document this pattern and to try to understand the underlying motivations, this annual survey of Alaska's seniors has developed. The first survey report was published for the 1977-78 academic year; this report represents the tenth in the series.

During the fall of the 1986-87 school year, Alaska high school seniors were asked their opinions of their overall high school experience, their need for additional assistance in selected academic and career planning areas, and general demographic information, as well as what they planned to do after high school graduation. Survey results can be used for administrative and academic planning within the State and for improving student counseling and advisement.

Also, for the first time, questions were included to obtain information on disciplines which had been targeted for statewide examination by the State Department of Education. For 1986-87, the target disciplines were science, natural resources, and social sciences.

METHODOLOGY

A written questionnaire, consisting of sixteen questions, was sent to all 211 Alaska public and private schools identified as having seniors in attendance.

For 1986-87, it was estimated that there were 6,649 students enrolled in the twelfth grade in Alaska. Of these 6,649 seniors, 2,971, or 44.7 percent, responded to this survey. Twenty-four percent were seniors enrolled in Anchorage area schools. Students from Fairbanks accounted for 13.4 percent, Kenai/Soldotna for 8.2 percent, Ketchikan for 4.0 percent, Juneau for 3.3 percent, and the remainder of the students in the State accounted for 46.8 percent.

Five general groupings of questions were included in the questionnaire.

These were:

1. those describing demographic characteristics of the student (sex, race, primary home language, income, etc.);
2. those describing the high school experiences of the student (evaluation of school experiences, and identification of possible areas of weakness);
3. those describing the educational experiences of the student in specific target disciplines (sciences, natural resources, and social sciences);
4. those describing the postsecondary plans of the respondent (occupational choices, choice of college, post high school plans, etc.); and

5. those describing the more detailed plans of that group of respondents planning to pursue some type of postsecondary education.

RESULTS AND ANALYSIS

A. Demographic Data

The demographic data indicate that the students who responded are a representative sample of the general senior population. This conclusion is based upon previous senior surveys and current year estimates and projections. Approximately half the respondents were male (51 percent) and half were female (49 percent); 67 percent were Caucasian, 20 percent were Alaska Native, 2 percent were Black, 2 percent were Oriental, and small percentages were Hispanic or other; 79 percent indicated annual family incomes of \$15,000 or more; 65 percent indicated annual family incomes of \$25,000 or more; and 92 percent were from homes where English is the primary language spoken. (Details of these results are presented in Appendix B, Tables 25 to 34).

B. High School Experience

Ranking of High School Experiences. Respondents were requested to evaluate various aspects of their high school experiences using the following descriptors: outstanding, average, poor, or not provided. Those characteristics receiving the highest number of "outstanding" responses were: Quality of Instruction; Grades, Marks, and Promotion Policy; Laboratory Facilities; and Variety of Courses, as indicated in Table 1. For reasons unable to be determined with this survey instrument, the 1986-87 seniors departed substantially from their peers over the past several years. For example, consistently over the last five or six years, seniors have singled out Athletic and Recreational Facilities, Counseling and Guidance Services, and Vocational Training

as the most "outstanding" aspects of high school. This year, while still rated highly, these services were surpassed by four of the eleven other characteristics. Also, Grades, Marks, and Promotion Policy, which historically has been among those characteristics receiving the least number of "outstanding" responses, was suddenly elevated to the second most outstanding-rated aspect of the 1986-87 experience.

TABLE 1
DISTRIBUTION OF "OUTSTANDING" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"OUTSTANDING" RESPONSES	
	Number	Percent
Quality of Instruction	861	29.0
Grades, Marks, Promotion Policy	851	28.6
Laboratory Facilities	832	28.0
Variety of Courses	815	27.4
Vocational Training	781	26.3
Athletic & Recreation Facilities	722	24.3
Counseling and Guidance Services	675	22.7
School Rules, Regulations, & Discipline	490	16.5
Special Help for Students	468	15.8
Library, Learning Center Facilities	450	15.1
Overall High School Experience	449	15.1

Those characteristics receiving the least number of "outstanding" ratings in 1986-87 were: Library and Learning Center Facilities; Special Help for Students; and School Rules, Regulations, and Disciplines.

A somewhat disturbing result, and again unfortunately unexplained within the limitations of this survey, was the seniors' opinion of their overall high school experience. A historical perspective is provided in Table 2,

and as can be seen, the 1986-87 seniors seem to be the least satisfied of any of the last ten years. Although 65.7 percent of the seniors still expressed satisfaction with their high school experience, this is down greatly from past graduating classes.

TABLE 2
ALASKA HIGH SCHOOL SENIORS RATING THEIR OVERALL
HIGH SCHOOL EXPERIENCE AS "OUTSTANDING"

Year	Percent
1977-78	25.8
1978-79	33.8
1979-80	30.5
1980-81	25.1
1981-82	31.3
1982-83	30.4
1983-84	28.4
1984-85	27.1
1985-86	28.1
1986-87	15.1

Table 3 contains the "poor" response summary of the 1986-87 seniors. Those characteristics receiving the fewest "poor" ratings were: Variety of Courses; School Rules, Regulations and Discipline; Laboratory Facilities; and Vocational Training. The characteristics of Special Help for Students, Library and Learning Center Facilities, and Quality of Instruction were the most heavily criticized.

The percentage of seniors rating their overall high school experience as "poor" more than doubled from previous years. This year's 22.7 percent disapproval rate is by far the highest since the survey was initiated ten years ago. In fact, in last year's survey it was noted that "it is becoming increasingly clear that there exists a core of just under 10

percent of seniors who are dissatisfied with their high school experience." It will be interesting to examine the 1987-88 results to see if there truly is a trend toward increased dissatisfaction, or if the 1986-87 response is an anomaly.

The satisfaction rate, as measured by those seniors rating their high school experience as "average" or "outstanding" also reversed a four-year trend toward more positive ratings. Beginning with 83.4 percent in 1983-84, the satisfaction rate climbed to 89.0 percent last year (1985-86). This year's 77.3 percent certainly goes against that trend.

TABLE 3
DISTRIBUTION OF "POOR" RESPONSES
FOR HIGH SCHOOL CHARACTERISTICS

CHARACTERISTICS	"POOR" RESPONSES	
	Number	Percent
Special Help for Students	679	22.9
Library, Learning Center Facilities	589	19.8
Quality of Instruction	566	19.1
Grades, Marks, Promotion Policy	447	15.0
Athletic & Recreation Facilities	430	14.5
Counseling and Guidance Services	340	11.4
Vocational Training	270	9.1
Laboratory Facilities	266	9.0
School Rules, Regulations, & Discipline	211	7.1
Variety of Courses	159	5.4
Overall High School Experience	674	22.9

A comparison of Tables 1 and 3 shows that Quality of Instruction evoked strong responses from the seniors. It ranked highest in "outstanding" ratings and third highest in "poor" ratings. Even so, 80.9 percent of the seniors rated Quality of Instruction as "average" or "outstanding." A more complete listing of responses to high school experiences and characteristics may be found in Table 27 of Appendix B.

Further analysis of seniors' evaluation of their high school experiences was conducted by comparing the assessment of respondents from small and large schools. Small schools were identified as schools with 250 students or fewer; large schools had more than 250 students. Table 4 shows the percentages of "outstanding" responses for small and large schools. In several areas, seniors from large schools differed in opinion from those from small schools. In particular, there were considerable differences in the categories of Athletic and Recreation Facilities, and Special Help for Students.

Not too surprisingly, the seniors from large schools rate their Athletic and Recreation Facilities more highly than seniors from small schools. This also holds true for other facility characteristics (library and laboratory). In the area of Special Help, the opposite is true. Seniors from small schools, on a nearly two-to-one basis over their counterparts from large schools, rate Special Help for Students as "outstanding." It is encouraging to note that students from small schools, for the second year in a row, highly rate Quality of Instruction. Some reasons which have been suggested for this encouraging statistic are (1) the smaller schools, most of which have only been in existence for a few years, are beginning to mature; (2) there has been an increased emphasis on curriculum development; and (3) more students are graduating than in previous years.

TABLE 4
 PERCENTAGES OF "OUTSTANDING" RESPONSES FOR
 HIGH SCHOOL CHARACTERISTICS FOR LARGE AND SMALL SCHOOLS

CHARACTERISTICS	PERCENTAGE OF "OUTSTANDING" RESPONSES	
	Large School	Small School
Grades, Marks, Promotion Policy	30.1	25.1
Quality of Instruction	30.1	25.1
Laboratory Facilities	29.7	23.8
Athletic & Recreation Facilities	28.8	13.3
Variety of Courses	27.4	27.6
Vocational Training	26.5	25.7
Counseling and Guidance Services	21.4	26.0
Library, Learning Center Facilities	16.8	11.1
School Rules, Regulations, & Discipline	15.9	17.8
Special Help for Students	12.2	24.1
Overall High School Experience	15.3	14.6

Target Disciplines. Seniors were asked to evaluate their decision-making abilities and their overall educational experience in special subject matter areas within science and social science. The descriptors used were: outstanding, average, poor, or not provided.

Decision-making abilities were self-evaluated for two areas: Natural Resources issues, which included mineral and timber development, fisheries and wildlife management, and land use; and Social Science issues, which included political decisions, legal rights, and economic interdependence. As can be seen in Table 5, the seniors generally felt satisfied with their ability to handle issues in these areas. In fact, of those seniors rating these areas, 81.9 percent rated their decision-making ability in natural resource issues as "average" or "outstanding," and 93.8 percent responded similarly for Social Science issues.

TABLE 5
DISTRIBUTION OF RATINGS OF DECISION-MAKING ABILITY
IN NATURAL RESOURCE AND SOCIAL SCIENCE ISSUES

Decision-Making Ability	Natural Resource Issues		Social Science Issues	
	Number	Percent	Number	Percent
Outstanding	560	20.4	603	22.5
Average	1,692	61.5	1,911	71.3
Poor	497	18.1	165	6.2
Total	2,749	100.0	2,679	100.0
No Response	222	--	292	--
Total	2,971	--	2,971	--

The seniors were also asked to rate their educational experience in specific subject matter fields within the general disciplines of Science and Social Science. Understanding that not all schools offer all subjects, and certainly not all seniors take all that is offered within a discipline, two levels of questions were asked. First, whether or not the senior had experience within a specific subject matter area, and second, if so, how they rated that experience.

The number (percentage) of seniors actually having had educational experience in each of sixteen subject matter areas varied from a high of 95.4 percent for World History, to a low 53.2 percent in the Alaska Native Claims Settlement Act. It may be surprising that 42.2 percent of Alaska's seniors indicated no educational experience in the Alaska Native Claims Settlement Act, and a third of them (33.3 percent) indicated no educational experience in Alaska History. Of the sciences, Chemistry had the least educational exposure, with only 63.6 percent of the seniors indicating educational experience. The highest exposure for the sciences was General Science (94.8 percent). These data are presented in Table 6.

TABLE 6
DISTRIBUTION OF SENIORS BY EXPOSURE TO EDUCATIONAL
EXPERIENCE IN SELECTED SUBJECT MATTER AREAS

Subject Matter Area	Education in Area		No Education in Area		No Response		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alaska History	1,859	62.6	988	33.3	124	4.1	2,971	100.0
Alaska Native Claims Settlement Act	1,582	53.2	1,253	42.2	136	4.6	2,971	100.0
American (U.S.) History	2,276	76.6	586	19.7	109	3.7	2,971	100.0
Chemistry	1,889	63.6	952	32.0	130	4.4	2,971	100.0
Community-Based Learning	2,814	94.7	70	2.4	87	2.9	2,971	100.0
Earth Science/Geology	2,002	67.4	856	28.8	113	3.8	2,971	100.0
Ecology/Environmental Studies	2,374	79.9	491	16.5	106	3.6	2,971	100.0
Economics	2,221	74.8	636	21.4	114	3.8	2,971	100.0
General Science	2,815	94.8	81	2.7	75	2.5	2,971	100.0
Life Science/Biology	2,422	81.5	450	15.2	99	3.3	2,971	100.0
Outdoor Studies	2,133	71.8	724	24.4	114	3.8	2,971	100.0
Pacific Rim Cultures	2,217	74.6	641	21.6	113	3.8	2,971	100.0
Physical Science/Physics	1,967	66.2	880	18.6	124	4.2	2,971	100.0
Political Science/Civics	2,351	79.1	510	17.2	110	3.7	2,971	100.0
Western Civilization	2,729	91.8	151	5.1	91	3.1	2,971	100.0
World History	2,834	95.4	75	2.5	62	2.1	2,971	100.0

The ratings of the seniors within each of the sixteen subject matter areas are presented in Table 7. In order to better understand the evaluation of the seniors, the percentage comparisons are only for those actually rating each subject matter area. For example, of the seniors indicating educational experience in Alaska History, 43.9 percent rated that experience as "poor."

Those subject areas which received the highest "outstanding" ratings were: Community-Based Learning (32.0 percent), General Science (27.1 percent), Western Civilization (26.6 percent), Outdoor Studies (22.7 percent), and World History (21.9 percent). Those receiving the highest "poor" ratings were: Alaska Native Claims Settlement Act (54.1 percent), Alaska History (43.9 percent), Outdoor Studies (31.6 percent), World History (31.1 percent), Earth Science/Geology (29.3 percent), and Physical Science/Physics (28.2 percent). A few subject areas, most notably World History and Outdoor Studies seem to evoke strong responses at either extreme. The seniors rated them quite high or quite low, compared to other fields.

TABLE 7
DISTRIBUTION OF SENIORS BY RATING OF EDUCATIONAL
EXPERIENCE IN SELECTED SUBJECT MATTER AREAS

Subject Matter Area	Outstanding		Average		Poor		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alaska History	196	10.5	848	45.6	815	43.9	1,859	100.0
Alaska Native Claims Settlement Act	111	7.0	616	38.9	855	54.1	1,582	100.0
American (U.S.) History	415	18.2	1,336	58.7	525	23.1	2,276	100.0
Chemistry	249	13.2	1,113	58.9	527	27.9	1,889	100.0
Community-Based Learning	899	32.0	1,675	59.5	240	8.5	2,814	100.0
Earth Science/Geology	180	9.0	1,235	61.7	587	29.3	2,002	100.0
Ecology/Environmental Studies	510	21.5	1,302	54.8	562	23.7	2,374	100.0
Economics	427	19.2	1,371	61.7	423	19.1	2,221	100.0
General Science	763	27.1	1,783	63.3	269	9.6	2,815	100.0
Life Science/Biology	388	16.0	1,598	66.0	436	18.0	2,422	100.0
Outdoor Studies	485	22.7	974	45.7	674	31.6	2,133	100.0
Pacific Rim Cultures	441	19.9	1,218	54.9	558	25.2	2,217	100.0
Physical Science/Physics	329	16.7	1,084	55.1	554	28.2	1,967	100.0
Political Science/Civics	467	19.9	1,440	61.2	444	18.9	2,351	100.0
Western Civilization	727	26.6	1,744	63.9	258	9.5	2,729	100.0
World History	622	21.9	1,331	47.0	881	31.1	2,834	100.0

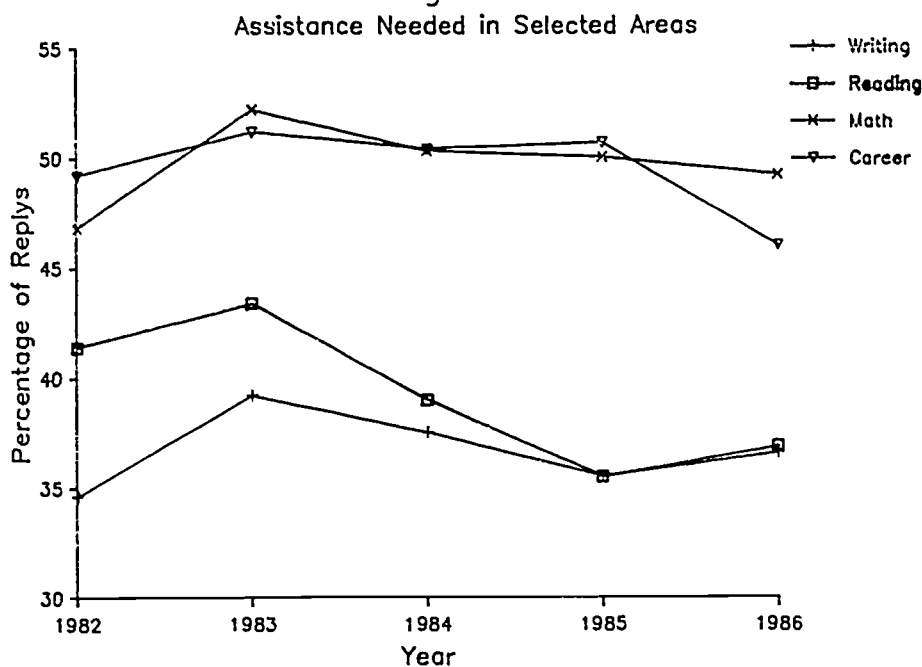
Areas of Improvement. Seniors were asked if they felt a need for additional assistance in the four areas of writing, reading, mathematics, and career planning. Table 8 shows nearly that half of the seniors felt a need for more assistance in mathematics and career planning and approximately one in three seniors indicated a need for assistance in the areas of writing and reading. This year's responses appear to continue a downward trend of seniors expressing a need for additional assistance in mathematics and career planning, but a reversal in writing and reading, as the trend data illustrate in Figure 1.

TABLE 8
SENIOR EXPRESSED NEED FOR FURTHER
ASSISTANCE IN SELECTED AREAS

TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	1,031	36.6	1,785	63.4	2,816
Improving reading skills	1,038	36.9	1,776	63.1	2,814
Improving math skills	1,389	49.2	1,436	50.8	2,825
Deciding on Career/Education	1,297	46.0	1,523	54.0	2,820

The trend in needing assistance in mathematics has been very constant over the last four or five years, while the other areas of assistance have varied considerably. Not too surprisingly, the trend lines for writing assistance and reading assistance seem to track quite closely.

Figure 1



Those seniors planning to attend a postsecondary educational institution (technical, business, 2-year or 4-year college) after high school indicated less of a need for assistance in all areas than did those planning to work full-time or those who were undecided about post-graduation plans. These data, presented in Table 9, also reflect the opinion that the greatest need for those seniors planning to work continues to be for additional assistance in career planning. Indeed, the percentage of those seniors needing additional assistance in career planning has been well over 50 percent since 1982. For those seniors planning schooling beyond high school, the greatest need areas were for improved math skills and additional assistance in career and/or educational planning.

TABLE 9
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE IN SELECTED
AREAS BY INDICATED POST HIGH SCHOOL PLANS

POST-HIGH SCHOOL PLAN: FURTHER SCHOOLING					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	660	34.8	1,235	65.2	1,895
Improving reading skills	674	35.6	1,218	64.4	1,892
Improving math skills	911	47.9	990	52.1	1,901
Deciding on Career/Education	801	42.2	1,096	57.8	1,897
POST-HIGH SCHOOL PLAN: FULL-TIME JOB OR DON'T KNOW					
TYPE OF ASSISTANCE	NEEDED		NOT NEEDED		TOTAL
	No.	%	No.	%	
Expressing ideas in writing	289	41.6	406	58.4	695
Improving reading skills	287	41.2	409	58.8	696
Improving math skills	370	53.0	328	47.0	698
Deciding on Career/Education	393	56.5	302	43.5	695

As a general rule, as a student's yearly household income increased, the need for assistance in all areas decreased. More than half of those seniors whose annual yearly household income was less than \$25,000 indicated that they needed assistance in improving math skills and deciding on career or continuing education. These data are presented in Table 10. It should be noted, however, that the need for help in improving math skills and deciding on future career or educational plans is evident for a significant percentage of students, regardless of family income.

More detail on need for assistance by varied levels of annual household income is presented in Appendix B, Table 32.

TABLE 10
SENIOR EXPRESSED NEED FOR FURTHER ASSISTANCE
IN SELECTED AREAS BY HOUSEHOLD INCOME

EXPRESSED NEED FOR ASSISTANCE IN:	ANNUAL HOUSEHOLD INCOME					
	UNDER \$25,000		\$25,000 TO \$40,000		OVER \$40,000	
	No.	%	No.	%	NO.	%
Expressing ideas in writing	350	42.8	228	34.4	372	29.6
Improving reading skills	348	42.5	232	35.0	374	29.7
Improving math skills	442	54.0	314	47.4	535	42.5
Deciding on Career/Education	408	50.0	265	40.0	516	41.0

C. Postsecondary Plans

A number of questions regarding postsecondary plans were posed to the seniors, and based upon the responses, the seniors were divided into two groups, those planning educational pursuits and those not. Those planning some form of education were then asked to respond to additional questions which will be discussed later in this report.

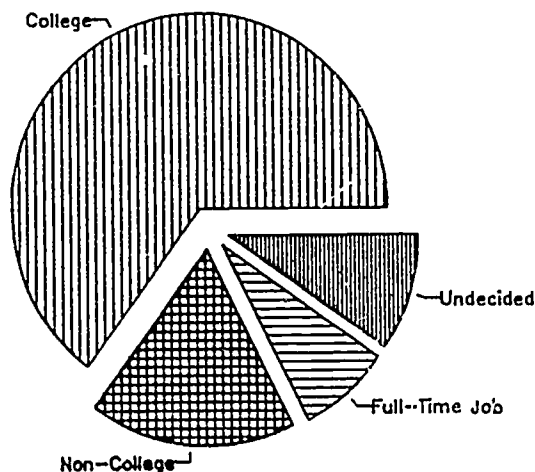
The responses to the question concerning the post high school plans of seniors are contained in Table 11. The percentage of those planning to continue with some form of postsecondary education has been increasing for several years. In 1980, 56.5 percent of the seniors indicated that they wished to continue their formal education. Last year the percentage was 66.7 and this year it remains up at 64.8 percent; Figure 2 shows that nearly two out of every three seniors intend to pursue some type of postsecondary education.

TABLE 11
DISTRIBUTION OF SENIORS BY
MOST LIKELY ACTIVITY AFTER HIGH SCHOOL

ACTIVITY	NUMBER	PERCENT
Attend a 4-Year College	1,383	46.5
Attend a 2-Year College	284	9.6
Attend a Vocational/Technical School	257	8.6
Enter Into Apprentices Training	38	1.3
Become a Full-Time Homemaker	17	0.6
Join the Military	192	6.5
Get a Full-Time Job	236	7.9
Don't Know Yet	288	9.7
Other	276	9.3
Total	2,971	100.0

The number of seniors not planning any postsecondary education was 1,047, or 35.2 percent of the total respondents. However, it should be noted that this number includes 276 students who did not know what they were going to do, so the number of students actually involved in postsecondary education could be higher.

Figure 2
Distribution by Activity After High School



D. Similarities and Differences Between Those Seniors Planning Postsecondary Education and Those Who Are Not

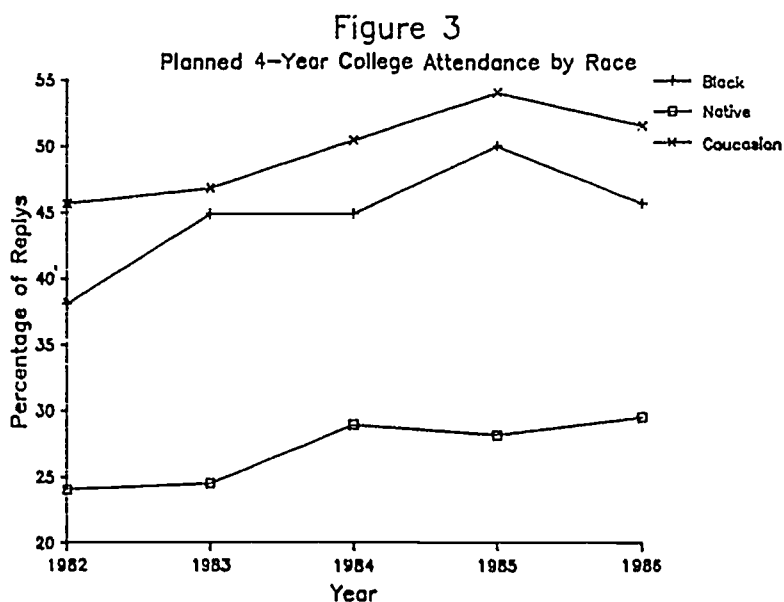
Sex. In examining the plans of the seniors and differentiating by sex, as presented in Table 12, one can see that certain activities are more likely for one sex than the other. For instance, over 74 percent of female seniors intend to enroll in some form of postsecondary education, while 64 percent of male seniors have the same intention. A larger difference can be seen when focusing upon 2-year or 4-year postsecondary institutions; 65.9 percent of female seniors intend to enroll in either a 2-year or 4-year college, while 53.9 percent of the male seniors express the same desire.

TABLE 12
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY SEX OF RESPONDENT

ACTIVITY	MALE		FEMALE	
	No.	%	No.	%
Attend a 4-Year College	633	44.6	734	54.6
Attend a 2-Year College	132	9.3	152	11.3
Attend a Vocational/Technical School	146	10.3	110	8.2
Subtotal	911	64.2	996	74.1
Enter Into Apprentice Training	25	1.8	11	0.8
Become a Full-Time Homemaker	5	0.4	12	0.9
Join the Military	161	11.4	30	2.2
Get a Full-Time Job	124	8.8	112	8.3
Don't Know Yet	137	9.7	149	11.1
Other	55	3.9	35	2.6
Subtotal	507	35.8	349	25.9
Total	1,418	100.00	1,345	100.0

Race. The race of the senior respondents was a significant factor in determining postsecondary plans. As illustrated in Table 13, 51.2 percent of Alaska Natives intend to pursue some type of postsecondary education, while 68.6 percent and 69.4 percent of Black and Caucasian seniors, respectively, indicated the same desire. The percentage of Alaska Natives intending to pursue some type of postsecondary education has fluctuated during the past several years. In 1982, 42 percent intended to continue their education; that percentage increased to 49 in 1983, dropped to 43 percent in 1984, and then returned to 52.4 percent in 1985 and 53 percent last year, 1986. This year's level of 51.2 percent is in keeping with the last few years. Native seniors, however, continue to have a much higher percentage of undecided responses than any other group.

As Figure 3 illustrates, during the past several years, there has been a general increase in the percentage of seniors planning to attend a 4-year



college or university, irrespective of race. This changed a little this year. In 1982, 38.1 percent of Black seniors indicated a desire to attend a 4-year college; this year that percentage is 45.7. Fifty-one percent of the Caucasian seniors expressed the intention to enroll in a 4-year college; that percentage is up from 45.6 in 1982, but down slightly from last year. For Native students, 24 percent intended to go to a 4-year college in 1982 and this year that percentage is above 29.

TABLE 13
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY RACE OF RESPONDENT

ACTIVITY	ALASKA NATIVE		BLACK		CAUCASIAN		ALL OTHERS	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	175	29.5	32	45.7	1,029	51.6	147	47.0
Attend a 2-Year College	54	9.1	11	15.7	197	9.9	22	7.0
Attend a Vocational- Technical School	75	12.6	5	7.2	161	8.1	16	5.1
Subtotal	304	51.2	48	68.6	1,387	69.6	185	59.1
Enter Into Apprentices Training	10	1.7	1	1.4	23	1.1	4	1.3
Become a Full-Time Homemaker	2	0.3	2	2.9	13	0.7	0	0.0
Join the Military	54	9.1	5	7.1	110	5.5	23	7.4
Get a Full-Time Job	56	9.4	2	2.9	157	7.9	21	6.7
Don't Know Yet	117	19.7	7	10.0	142	7.1	22	7.0
Other	51	8.6	5	7.1	162	8.1	58	18.5
Subtotal	290	48.8	22	31.4	607	30.4	128	40.9
Total	594	100.0	70	100.0	1,994	100.0	313	100.0

School Size. As illustrated in Table 14, there continues to be a difference between those seniors planning to continue their formal education beyond high school and those seniors undecided about their

future when differentiating by size of school they attend. Over 68 percent of the seniors from large schools intend to enroll in a post-secondary institution, while 56.2 percent of the seniors from small schools plan to continue their formal schooling; and while only 7.2 percent of the large school seniors were undecided about their future plans, 15.7 percent of the small school seniors reported they remain undecided.

TABLE 14
DISTRIBUTION OF SENIORS BY MOST LIKELY ACTIVITY
AFTER HIGH SCHOOL AND BY SIZE OF SCHOOL IN
WHICH THE SENIOR IS ENROLLED

ACTIVITY	LARGE SCHOOLS		SMALL SCHOOLS	
	No.	%	No.	%
Attend a 4-Year College	1,079	51.4	304	35.0
Attend a 2-Year College	202	9.6	82	9.4
Attend a Vocational- Technical School	154	7.3	103	11.8
Subtotal	1,435	68.3	489	56.2
Enter Into Apprentice Training	22	1.0	16	1.8
Become a Full-Time Homemaker	16	0.8	1	0.1
Join the Military	113	5.4	79	9.1
Get a Full-Time Job	174	8.3	62	7.1
Don't Know Yet	151	7.2	137	15.8
Other	190	9.0	86	9.9
Subtotal	666	31.7	381	43.8
Total	2,101	100.0	870	100.0

Household Income. Annual household income continues to relate strongly to specific postsecondary plans of the seniors, as it has over the past several years. A comparison was made of the responses of those seniors from households with annual incomes of less than \$25,000, \$25,000 to

\$40,000, and more than \$40,000. The results of this comparison are presented in Table 15. As household income increases, so does the tendency of seniors to pursue postsecondary activities at a 4-year college. This, however, does not hold true for attendance at 2-year colleges or vocational/technical schools. In fact, in general the higher the household income, the less likely it is for seniors to attend vocational/technical schools. Also, as household income increases, uncertainty about postsecondary plans seems to decrease. Over 17 percent of those seniors whose household incomes were less than \$25,000 indicated that they did not know what they intended to do after graduation, while only 7 percent of those students from households of income over \$40,000 expressed the same uncertainty.

TABLE 15
DISTRIBUTION OF SENIORS BY MOST LIKELY
ACTIVITY AFTER HIGH SCHOOL AND BY ANNUAL HOUSEHOLD INCOME

ACTIVITY	INCOME UNDER \$25,000		\$25,000-\$40,000		OVER \$40,000	
	No.	%	No.	%	No.	%
Attend a 4-Year College	263	34.3	306	48.4	719	60.6
Attend a 2-Year College	74	9.7	78	12.3	111	9.4
Attend a Vocational-Technical School	101	13.2	52	8.2	93	7.8
Subtotal	438	57.2	436	68.9	923	77.8
Enter Into Apprenticeship Training	14	1.8	13	2.1	8	0.7
Become a Full-Time Homemaker	12	1.5	3	0.5	2	0.2
Join the Military	73	9.6	50	7.9	56	4.7
Get a Full-Time Job	74	9.7	62	9.8	76	6.4
Don't Know Yet	132	17.2	49	7.8	81	6.8
Other	23	3.0	19	3.0	40	3.4
Subtotal	328	42.8	196	31.1	263	22.2
Total	766	100.0	632	100.0	1,186	100.0

Grades Earned. The seniors were asked to indicate what their grades had been in high school, whether they had earned mostly A's, mostly B's, mostly C's, or mostly below C's.

As one might suspect, and consistent with surveys from the past four years, those seniors who earned mostly A's indicated their intention to pursue postsecondary education far more frequently than those earning lower grades. As Table 16, on the next page indicates, 61.1 percent of those seniors earning mostly A's, planned to attend a 4-year college, while considerably smaller percentages were reported by seniors with lower grades. Also, almost one of four seniors whose grades were mostly below C do not know what they intend to do after high school, while less than 8 percent of "A" students are undecided about the future.

TABLE 16
 DISTRIBUTION OF SENIORS BY MOST LIKELY
 ACTIVITY AFTER HIGH SCHOOL AND BY GRADES EARNED IN HIGH SCHOOL

ACTIVITY	A's		B's		C's		Below C's	
	No.	%	No.	%	No.	%	No.	%
Attend a 4-Year College	336	61.1	840	47.6	196	48.6	8	22.8
Attend a 2-Year College	47	8.5	190	10.8	45	11.2	1	2.9
Attend a Vocational/Technical	39	7.1	166	9.4	42	10.4	7	20.0
Subtotal	422	76.7	1,196	67.8	283	70.2	16	45.7
Enter Into Apprentice Training	7	1.3	24	1.4	5	1.2	2	5.7
Become a Full-Time Homemaker	3	0.5	8	0.4	5	1.2	1	2.9
Join the Military	25	4.6	130	7.4	28	7.0	5	14.3
Get a Full-Time Job	39	7.1	158	8.9	32	8.0	2	5.7
Don't Know Yet	40	7.3	197	11.1	40	9.9	8	22.8
Other	14	2.5	53	3.0	10	2.5	1	2.9
Subtotal	128	23.3	570	32.2	120	29.8	19	54.3
Total	550	100.0	1,766	100.0	403	100.0	35	100.0

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Occupational Choice. Seniors were asked to choose a first and second occupational preference from a list of 58 technical and professional occupations. Business Management, Education, and Social Sciences are solidly the most popular choices by the seniors. It is important to recognize, however, that Computer Programming, once a popular choice, was not included at all in the top choices of seniors last year, and is not included again this year. The top four choices in descending order of popularity, were:

<u>First Preference</u>	<u>Second Preference</u>
Business Management	Business Management
Education	Social Sciences
Social Sciences	Aviation
Aviation	Law

The occupational preferences varied quite markedly between the sexes. The male seniors preferred the more technical and trade occupations while the female seniors tended to be more divergent in their plans. The top four choices, in descending order of popularity, for male and female seniors were:

<u>Male Seniors</u>	<u>Female Seniors</u>
Business Management	Education
Aviation	Business Management
Automotive Repair	Social Sciences
Electrical Engineering	Accounting

A further analysis was conducted to relate occupational preference to race of respondent. As in the past, it is difficult to discern particular patterns of occupational preference based upon race. However, the top choice for Black students was Business Management; for Hispanic, Social Studies; and for Oriental, Business Management. The top choices for Alaska Native and Caucasian seniors were:

<u>Alaska Native</u>	<u>Caucasian</u>
Business Management	Business Management
Education	Education
Aviation	Social Sciences
Auto Repair	Aviation

E. Seniors Planning Postsecondary Education.

A separate portion of the survey was devoted to obtaining more information about those seniors planning to pursue postsecondary education. Although the number of seniors indicating plans to attend school immediately after graduation was 1,924 in response to a number of cross-check items (such as sex, race, and high school size), the total number of seniors responding to specific questions on schooling increased to over 2,400. This increased figure is assumed to include not only those seniors with firm post high school plans, but also a number who were undecided and were responding in a suppositional manner. That is, suppose I were to attend, then how would I answer?

State of Attendance. Seniors were asked to indicate the state in which they planned to pursue their postsecondary education. The trend that Alaska is increasingly becoming a more popular choice appears to have

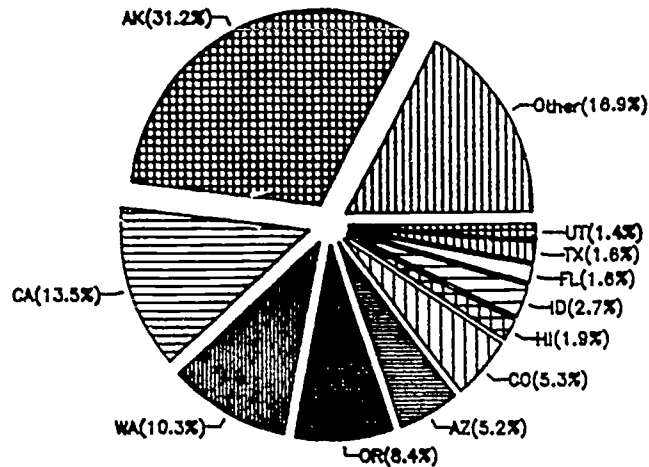
reversed. In 1979-80, 31 percent of the high school seniors indicated that they planned to pursue their postsecondary education in Alaska. That percentage increased to 36.5 percent in 1980-81, 40.6 percent in 1981-82, and 42.7 percent in 1982-83. In 1983-84 the percentage dropped to 40.2 percent and 1984-85 showed a precipitous decline to 35 percent. Last year, 1985-86, the downward trend continued to 31.3 percent, and this year it stabilized somewhat at 31.2 percent. Table 17 provides detailed information regarding where the students intend to pursue their postsecondary education activities. As in previous years, California, Washington and Oregon are the most popular states for those seniors who intend to enroll in institutions out-of-state. Figure 4 shows proportionately the 1986-87 choice for intended state of postsecondary attendance.

TABLE 17
DISTRIBUTION OF SENIORS BY
INTENDED STATE OF POSTSECONDARY ATTENDANCE

STATE	NUMBER	PERCENT
Alaska	757	31.2
California	329	13.5
Washington	249	10.3
Oregon	203	8.4
Colorado	129	5.3
Arizona	127	5.2
Idaho	65	2.7
Hawaii	45	1.9
Texas	40	1.6
Florida	39	1.6
Utah	34	1.4
Other*	409	16.9
Total	2,426	100.0

*Including foreign countries.

Figure 4
Where Will Students Go to School?



When the intended state of attendance was cross-referenced with the seniors' grades in high school, no single state seemed to draw heavily from any particular grade group.

The distribution for a few selected states is presented on a percentage basis in Table 18. It appears that those seniors electing attendance in Alaska are heavily represented by those earning mostly B's while in high school, but this distribution is probably due to the normal distribution of all seniors (also presented in Table 18).

TABLE 18
PERCENTAGE DISTRIBUTION OF SENIORS BY SELECTED STATES OF PLANNED ATTENDANCE AND BY GRADES EARNED IN HIGH SCHOOL

SENIORS' GRADES	ALASKA	WASHINGTON	OREGON	CALIFORNIA	ARIZONA	ALL SENIORS
Mostly A's	16.8	18.5	17.4	27.1	22.1	19.8
Mostly B's	66.5	65.1	69.2	55.5	66.9	64.1
Mostly C's	14.7	16.1	13.4	16.5	9.4	14.7
Below C's	2.0	0.3	0.0	0.9	1.6	1.4
Total	100.0	100.0	100.0	100.0	100.0	100.0

Another way of examining these same data is to compare Alaska's drawing power, within the grade distribution of seniors, to the drawing power of "outside." This is presented in Table 19 and differs from Table 18 in that the question addressed in Table 19 is: of those seniors earning mostly A's (or B's, C's, etc.), how many plan schooling in Alaska; while the question in Table 18 is: of those seniors planning schooling in Alaska, how many earned mostly A's (or B's, C's, etc.)? In the analysis which led to Table 19, it was discovered that 74.9 percent of the seniors earning mostly A's in high school who planned postsecondary attendance, planned it for "outside" of Alaska. It should be noted that this may be a renewal of the trend toward Alaska attendance. In 1980-81, 83.7 percent of the seniors earning mostly A's planned postsecondary education "outside" of Alaska, in 1981-82 the percentage dropped to 69.8 and in 1982-83 the percentage was 66.5. However, in 1983-84, 72.6 percent of the seniors indicated a desire to attend school "outside" of the State, in 1984-85 that percentage rose to 74.5, and rose again in 1985-86, to 76.8 percent. This year it has slipped back somewhat.

TABLE 19
 PERCENTAGE DISTRIBUTION OF SENIORS BY
 GRADES EARNED IN HIGH SCHOOL AND BY
 PLANNED POSTSECONDARY ATTENDANCE IN OR OUT OF ALASKA

SENIORS' GRADES	ALASKA	OUT-OF-STATE	TOTAL
Mostly A's	25.1	74.9	100.0
Mostly B's	32.8	67.2	100.0
Mostly C's	31.4	68.6	100.0
Below C's	51.7	48.3	100.0

It is important to try to understand why those seniors earning mostly A's plan to attend postsecondary institutions outside of the state. Although a more detailed presentation is found later in this report, the survey contained a question which asked the seniors to indicate which factors were important in their decisions about institutions. Of those seniors who earned mostly A's and intended to enroll in an institution "outside" of Alaska, the two most important reasons were Availability of Program and Reputation and Prestige of the School. This finding parallels very closely the research regarding "brain drain" in other states.

When addressing the question of "brain drain" then, we find that a higher percentage of Alaska's higher-grade-earning seniors are indeed looking "outside" for their postsecondary schooling. This is, however, not unlike the experiences of other states.

Alaska Attendance. When asked which institution in Alaska they planned to attend, 35.3 percent of the responding seniors indicated the University of Alaska-Fairbanks, followed by the University of Alaska-Anchorage, with 22.6 percent. The responses to this question are presented in Table 20.

It should be pointed out that, although the private college sector of the postsecondary education community in Alaska is small, one in ten high school seniors intends to enroll in one of the three institutions, as shown in Figure 5. Moreover, over 9 percent plan to attend occupational schools which are dedicated to preparing persons for employment in selected career fields.

Figure 5
Seniors Choice of Alaskan Postsecondary Institutions

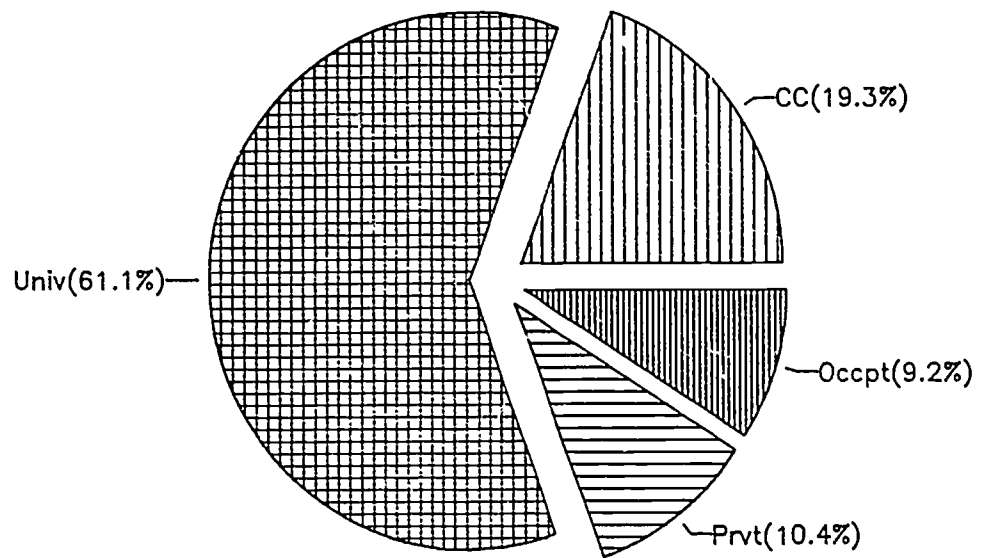


TABLE 20
DISTRIBUTION OF SENIORS BY
CHOICE OF ALASKAN POSTSECONDARY INSTITUTION

INSTITUTION	NUMBER	PERCENT
Anchorage Community College	76	9.4
Chukchi Community College	13	1.6
Islands Community College	2	0.2
Kenai Peninsula Community College	15	1.9
Ketchikan Community College	3	0.4
Kodiak Community College	5	0.6
Kuskokwim Community College	11	1.4
Matanuska-Susitna Community College	15	1.9
Northwest Community College	3	0.4
Prince William Sound Community College	2	0.2
Tanana Valley Community College	7	0.9
Extension Center Near Home	3	0.4
Community College Subtotal	155	19.3
University of Alaska-Anchorage	182	22.6
University of Alaska-Fairbanks	284	35.3
University of Alaska-Juneau	26	3.2
University Center Subtotal	492	61.1
Alaska Bible College	5	0.6
Alaska Pacific University	55	6.8
Sheldon Jackson College	24	3.0
Private College Subtotal	84	10.4
Alaska Vocational-Technical Center in Seward	33	4.1
Trade, Technical Schools	17	2.1
Hutchison Career Center	11	1.4
Kotzebue Technical Center	13	1.6
Occupational School Subtotal	74	9.2
Total	805	100.0

Reasons for Institutional Choice. Why a senior chooses to attend a particular institution is a question of great interest to those persons involved in postsecondary education. The seniors were asked to indicate, from a list of 17 possible reasons, which factors were important in their decisions about institutions. The seniors were to pick the two most important reasons and also the least important reason affecting the choice of the postsecondary institution they planned to attend.

The most important reasons for institutional choice were Reputation or Prestige of School, and Availability of Program. As illustrated in Table 21, Low Tuition and Living Expenses and simply wishing to Attend School "Outside" appear to be other important reasons why seniors choose to attend a particular institution. Availability of Program, the top choice since 1978, continues to be a principal factor, but this year was surpassed by School Reputation. The least important determinants of college selection for the seniors were Friends Will be There, Religious Atmosphere, and Close to Home.

TABLE 21
REASONS FOR SELECTING A
POSTSECONDARY EDUCATIONAL INSTITUTION

REASON	MOST IMPORTANT		SECOND MOST IMPORTANT		LEAST IMPORTANT	
	Number	Percent	Number	Percent	Number	Percent
Reputation or Prestige of School	359	16.5	196	8.6	108	4.8
Availability of Program	355	16.3	207	9.1	53	2.4
Low Tuition and Living Expenses	282	12.9	266	11.7	134	6.0
Attend School "Outside"	230	10.6	254	11.1	200	8.9
Close to Home	223	10.2	206	9.0	246	11.0
Geographic Location	164	7.5	282	12.4	216	9.6
Encouragement from Parents/Relatives	160	7.3	193	8.5	87	3.9
Intercollegiate Athletics	76	3.5	85	3.7	117	5.2
Religious Atmosphere	66	3.0	51	2.2	250	11.2
Availability of Jobs While in School	64	2.9	102	4.5	82	3.6
Intramural Athletics	56	2.6	64	2.8	113	5.1
Availability of Financial Aid	48	2.2	94	4.1	46	2.1
Friends Will Be There	43	2.0	159	7.0	286	12.8
Encouragement from Teachers	23	1.1	39	1.7	33	1.5
Encouragement from College Representatives	16	0.7	19	0.8	35	1.6
Sororities/Fraternities	11	0.5	30	1.3	186	8.3
Availability of College Housing	5	0.2	35	1.5	44	2.0
Total	2,181	100.0	2,282	100.0	2,236	100.0

To understand further the reasons why students attend in-state or out-of-state institutions, institutional choice was cross-referenced with the state of planned attendance, the results of which are presented in Table 22. Also, those factors affecting choice were further analyzed on an in-state basis. A cross-tabulation was run between reasons for institutional choice and Alaskan institution indicated. The results of those data for selected institutions are shown in Table 23.

For those seniors who intend to enroll in a postsecondary educational institution outside the State, the major reasons for institutional choice were Availability of Program, Reputation of School, and Geographic Location. For those students planning to attend institutions within the state, the principal factors affecting institutional selection were Low Tuition and Living Expenses and Closeness to Home.

TABLE 22
 REASONS FOR SELECTING A POSTSECONDARY
 EDUCATIONAL INSTITUTION DISTRIBUTED BY STATE

STATE	PRIMARY REASON	SECONDARY REASON
Alaska	Low Tuition & Living Expenses	Close to Home
California	Reputation of School	Geographic Location
Washington	Availability of Program	Attend School "Outside"
Oregon	Availability of Program	Geographic Location
Colorado	Availability of Program	Geographic Location
Arizona	Availability of Program	Geographic Location

TABLE 23
 REASONS FOR SELECTING A PARTICULAR
 ALASKAN POSTSECONDARY EDUCATIONAL INSTITUTION

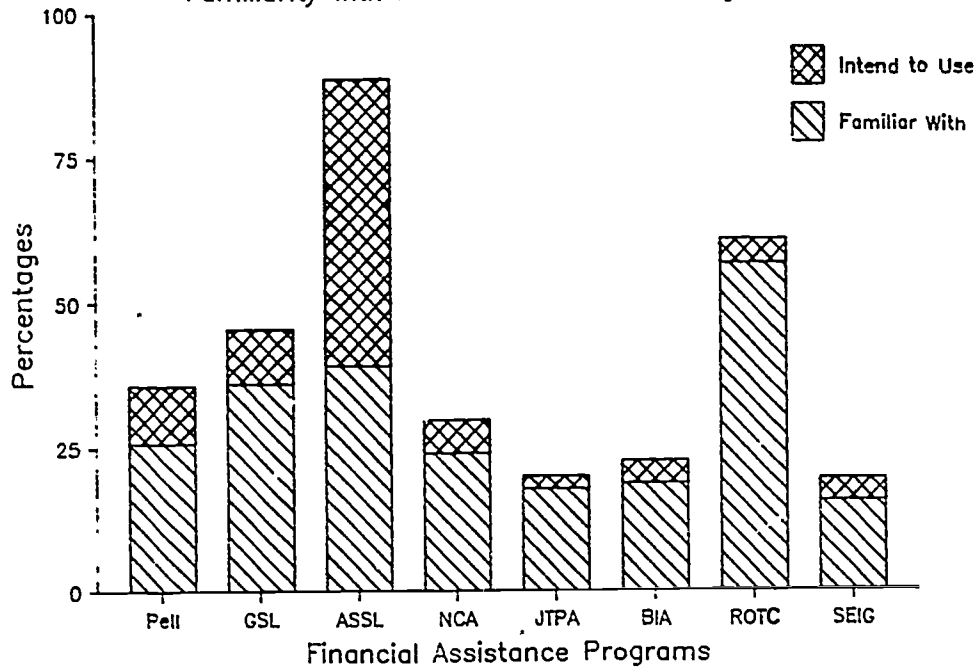
INSTITUTION	PRIMARY REASON	SECONDARY REASON
U of AK-Fairbanks	Low Tuition & Living Expenses	Friends will be There
U of AK-Anchorage	Low Tuition & Living Expenses	Close to Home
U of AK-Juneau	Low Tuition & Living Expenses	Geographic Location
All Community Colleges	Close to Home	Low Tuition & Living Expenses
Alaska Pacific University	Availability of Program	Close to Home
Sheldon Jackson	Availability of Program	Low Tuition & Living Expenses
Alaska Voc-Tech Center	Low Tuition & Living Expenses	Close to Home
Trade, Technical Schools	Close to Home	Low Tuition & Living Expenses

Familiarity with Financial Aid. The seniors were asked about their familiarity with, and intent to use, various types of financial aid available for postsecondary education. As one can see in Table 24, the program with which the seniors were most familiar (when combining familiarity with intent to use) is the Alaska State Student Loan Program. Nearly 90 percent of the students responding to this survey are aware of the program, and almost half intend to use it. Figure 6 on the next page shows the cumulative familiarity with each financial assistance program.

TABLE 24
SENIORS' FAMILIARITY WITH AND INTENDED
USE OF SELECTED FINANCIAL ASSISTANCE PROGRAMS

PROGRAMS	FAMILIAR WITH		INTEND TO USE		Total Percentage
	Number	Percent	Number	Percent	
Pell Grant	745	25.8	289	10.0	35.8
GSL (Guaranteed Student Loan)	1,044	36.1	274	9.5	45.6
Alaska State Student Loan	1,133	39.2	1,438	49.7	88.9
Native Corporation Assistance	694	24.1	167	5.8	29.9
JTPA (Job Training Partnership Act)	516	17.9	67	2.3	20.2
BIA (Bureau of Indian Affairs)	539	18.7	114	4.0	22.7
ROTC (Reserved Offices Training Corps)	1,630	56.5	121	4.2	60.7
SEIG (State Educational Incentive Grant)	448	15.6	112	3.9	19.5

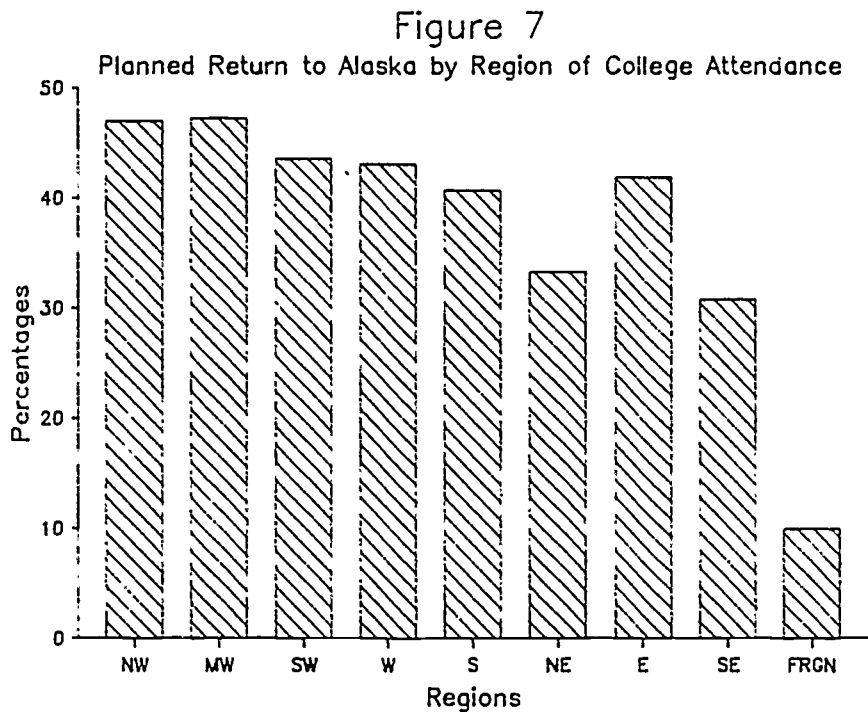
Figure 6
Familiarity with Financial Assistance Programs



Plans to Return to Alaska. Those seniors planning postsecondary education out-of-state were asked if they planned to return to Alaska after completing their schooling. Since 1983, a decreasing proportion of seniors plan to return. In 1983-84, 65.7 percent indicated that they planned to return to Alaska. That percentage decreased to 61.8 percent in 1984-85, 57.6 last year, and this year dropped precipitously to 43.3 percent. The reason for such a decline is uncertain, but many students volunteered that the state's economy and job market outlook is perceived as poor. Also there is a strong relationship between the distance one intends to go away from the state and the intention to return after schooling. A regional distribution is presented in Table 25 and Figure 7 which indicates that, in general, the propensity to return decreases as the student attends school farther away from Alaska.

TABLE 25
 DISTRIBUTION OF SENIORS PLANNING ATTENDANCE
 "OUTSIDE" BY REGION OF ATTENDANCE* AND BY
 INTENTION TO RETURN TO ALASKA AFTER SCHOOLING

REGION OF PLANNED ATTENDANCE	PERCENT PLANNING TO RETURN TO ALASKA
Midwest	47.3
Northwest	47.0
Southwest	43.6
West	43.1
East	41.9
South	40.7
Northeast	33.3
Southeast	30.8
Foreign	10.0



*REGIONS: Northwest: WA, OR, ID, MT; West: CA, HI, NV, UT, CO, WY; Southwest: AZ, NM, TX, OK; Midwest: ND, SD, NE, KS, MN, WI, MI, IA, MO, IL, IN, OH; South: FL, GA, AL, MS, LA, AR; Southeast: VA, NC, SC, TN, KY; East: PA, NJ, MD, DE, WV, DC; Northeast: ME, VT, NH, NY, MA, CT, RI.

SUMMARY

Alaska's high school seniors have now responded to ten consecutive annual surveys. Responses have been generally consistent over most of this period. Those areas of departure revealed in the 1985-86 survey will be examined closely in future surveys. However, based upon historical response, plus this survey, the following conclusions are drawn:

1. Most seniors are generally quite satisfied with their high school experiences. Those particular areas which have received the highest number of "outstanding" marks are Counseling and Guidance Services and Athletic and Recreational Facilities. The 1985-86 seniors are much more critical of their high school experiences than their counterparts of past years. Reversing a positive trend in the percentage of seniors expressing satisfaction with their overall high school experience, this year's percentage dropped to 65.7 percent from 89 percent last year.

2. Although seniors from small schools continue to be slightly less satisfied with their high school experience as seniors from large schools, there was an extraordinary rise in the percentage of outstanding responses from seniors from small schools concerning quality of instruction. Some reasons which have been suggested for this abrupt change are (1) the small schools, most of which have only been in existence for a few years, are beginning to mature; (2) there has been an increased emphasis on curriculum development; and (3) more students are graduating than in previous years.

9. There does not seem to be a correlation between grades earned in high school and geographic choice. Although many students in all grade categories are drawn "outside," the tendency to plan out-of-state attendance is highest among those seniors who earned mostly A's in high school. Institutional Reputation and Availability of Programs are the reasons that "A" students cite for choosing their schools. Other states have reported similar propensities among their higher-grade-earning seniors.

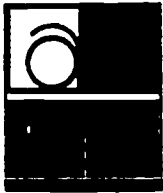
10. Regardless of the grades they earned in high school, some seniors choose particular out-of-state educational institutions primarily because they want to attend school "outside." In general, students choose particular Alaskan institutions because of cost and proximity.

11. The University of Alaska's Fairbanks and Anchorage campuses continue to be the top choices for those students who remain in Alaska for further schooling; again this year over 60 percent of in-state students indicated that they plan to attend one of these two institutions.

12. The percentage of seniors planning to attend school out-of-state and return to the state has been decreasing during the past four years, from 65 percent to 43 percent. In general, the propensity to return to the state upon completion of their education decreases as the student attends school farther away from Alaska.

The information from this survey is compiled on an individual high school basis and returned to each participating school. This feedback enables the secondary school officials to better plan or respond to and for the high school students' needs. The information and results are also used on a statewide basis for planning and analysis of postsecondary resources for Alaskans.

APPENDIX A
1986-87 ALASKA HIGH SCHOOL SENIOR SURVEY



1986-87 ALASKA HIGH SCHOOL SENIOR SURVEY

This survey is an attempt to find out what you intend to do with your life the first year after graduation. The results of this survey will be used to plan for the growth and development of postsecondary education* in Alaska, to coordinate and plan for better financial aid services for Alaskan postsecondary students and to provide for the educational needs of Alaskan high school graduates.

Please answer questions 1 through 14 regardless of what you plan to do after graduation. Students continuing a postsecondary education should also complete questions 15 through 18. Individual responses will be kept confidential; do not identify yourself on the survey.

PLEASE PLACE THE NUMBER OF YOUR RESPONSE IN THE SPACE PROVIDED AT THE RIGHT.

	RESPONSE
1. What is your sex? 1. Male 2. Female	_____
2. How do you describe yourself? (Choose only one)	_____
1. Alaskan Native 3. Caucasian 5. Oriental	
2. Black 4. Hispanic 6. Other	
3. What category best describes your total family income?	_____
1. Under \$15,000 4. Between \$40,000 and \$50,000	
2. Between \$15,000 and \$25,000 5. Over \$50,000	
3. Between \$25,000 and \$40,000	
4. What category best describes your parents' level of education:	RESPONSE
	(Enter 1, 2, 3, or 4)
Father	_____
Mother	_____
1. did not finish high school	
2. graduated from high school or attained the GED	
3. attended college	
4. graduated from college with at least a bachelor's degree	
5. There are a number of financial aid programs offered to Alaskans.	RESPONSE
Please indicate your familiarity with each program by using the following code.	(Enter 1, 2 or 3)
1. I am not aware of this financial assistance program.	
2. I am aware of this financial assistance program.	
3. I am aware of this program and plan to use it.	
A. Pell Grant Program	_____
B. GSL (Guaranteed Student Loan Program)	_____
C. Alaska State Student Loan Program	_____
D. Native Corporation Student Financial Aid	_____
E. JPTA (Job Partnership Training Act).	_____
F. BIA (Bureau of Indian Affairs) Financial Assistance	_____
G. ROTC (Reserve Officer Training Corps) Financial Assistance	_____
H. SEIG (State Educational Incentive Grant Program)	_____
I. Other Financial Aid Program (Specify)	_____
6. English is the language most frequently spoken in my home. 1. Yes 2. No	_____

*NOTE: Postsecondary education is defined as any organized education, learning or training experience beyond high school.

7. I have had the following employment experiences:

- A. held a regular part-time job while in school
- B. held a full-time job during the summer
- C. participated in work-study or distributive education while in school
- D. supervised the work of others
- E. never worked

8. I need assistance in the following educational areas:

- A. expressing ideas in writing
- B. improving reading speed or comprehension
- C. improving math skills
- D. deciding on a career, occupation or educational plans

9. Listed below are a number of characteristics of your high school. You are asked to rank each one on how beneficial it has been to you. That is, how well did it contribute to your experience as a student? Please use the following ranking scale and use your own experience for the ranking, not what you have heard from others. (Place the appropriate number in the space provided.)

- 1. Outstanding
- 2. Average
- 3. Poor
- 4. Not provided/Not applicable

RESPONSE

- A. Variety of courses
- B. Quality of instruction
- C. Counseling or guidance service
- D. Special help or programs for students needing it
- E. School rules, regulations and discipline
- F. Assignment of grades or marks
- G. Athletic or recreational facilities
- H. Library and learning centers
- I. Laboratory facilities
- J. Vocational training (industrial, business, home economics, etc)
- K. Satisfaction with your high school experience overall

10. Using the same ranking scale as in question 9, rate your decision-making abilities in:

- A. natural resource issues such as mineral and timber development, fisheries and wildlife management and land use.
- B. social science issues such as political decisions (candidates and issues), legal rights, and economic interdependence.

11. Using the same ranking scale as in question 9, rate your educational experience in the areas of study listed below.

- A. General Science
- B. Life Science/Biology
- C. Earth Science/Geology
- D. Ecology/Environmental Studies
- E. Physical Science/Physics
- F. Outdoor Studies
- G. Chemistry
- H. Community-based learning
- I. American (U.S.) History
- J. Alaska History
- K. Alaska Native Claims Settlement Act
- L. Pacific Rim Cultures
- M. Political Science/Civics
- N. Economics
- O. Western Civilization
- P. World History



RESPONSE
(Enter 1-4)

12. Please indicate what grades you received in high school:
(Place the appropriate number in the space provided.)

- 1. Mostly A's
- 2. Mostly B's
- 3. Mostly C's
- 4. Mostly below C's

RESPONSE
(Enter 1-9)

13. What are you most likely to be doing at this time next year?
Use the following list to indicate your response. (Choose only one answer.)

- 1. Do not know yet.
- 2. Join the military.
- 3. Get a full-time job.
- 4. Become a full-time homemaker.
- 5. Enter into apprentice training.
- 6. Attend a vocational-technical school.
- 7. Attend a four-year college.
- 8. Attend a two-year college.
- 9. Other: (Please specify)

RESPONSE
(Enter 10-99)

14. Please indicate by number your first and second occupational choice, choosing from the list in Table A, located on page 4 of this survey.

- A. My first occupational choice is
- B. My second occupational choice is

** IF YOU DO NOT PLAN ANY ADDITIONAL SCHOOLING, STOP HERE. YOU HAVE FINISHED THE SURVEY. **

RESPONSE
(Enter 1-52)

15. Using the code found in Table B on page 4 of the survey, indicate by number the state in which you plan to attend a postsecondary institution.

RESPONSE
(Enter 1-22)

16. If your answer was Alaska in question 15, indicate which Alaskan Institution you plan to attend by using the list in Table C on page 4 of the survey. (If you are not going to school in Alaska, skip this question)

RESPONSE
(Enter 1-17)

17. Regardless of where you are going to school, why have you made that choice? Use the number codes below to select the two most important reasons and the one least important reason for your choice.

- A. Most important reason for my selection
- B. Second most important reason for my selection
- C. Least important reason for my selection

- 1. Intramural athletics/recreational activities
- 2. Sororities/fraternities/student organizations on campus
- 3. Want to attend school "outside"
- 4. Geographic location/weather/climate
- 5. Encouragement from parents/relatives
- 6. Encouragement from teachers/principal/counselor
- 7. Encouragement from college representative
- 8. Availability of jobs while in school
- 9. Low tuition and living expenses
- 10. Reputation or prestige of school
- 11. Availability of program
- 12. Availability of financial aid
- 13. Close to home
- 14. Religious atmosphere
- 15. My friends will be there
- 16. Availability of campus housing
- 17. Intercollegiate athletic program
- 18. Other (please specify)

RESPONSE

18. Do you plan to live in Alaska upon completion of your chosen program? 1. Yes 2. No . . .

THANK YOU FOR PARTICIPATING IN THIS SURVEY.



TABLE A
LIST OF OCCUPATIONAL CHOICES

Please choose the number of your first and second occupational choice from the list below. Select the occupational area that best fits your goals, and fill in the response blanks on question 12 on page 3 of the survey with the numbers you have selected.

- | | |
|---|--|
| 10 Agriculture or Animal Science | 50 Foreign Languages/Humanities |
| 11 Forestry Science | 51 Religious Studies/Theology |
| 12 Forestry Production & Processing | 55 Home Economics/Family Life |
| 13 Natural Resource Management | 60 Trade & Vocational, General |
| 14 Fisheries Science | 61 Aviation Technology |
| 15 Commercial Fishing | 62 Auto Repair (Engine & Body) |
| 16 Seafood Processing | 63 Carpentry & Construction |
| 20 Architecture | 64 Diesel Technology |
| 21 Interior Design | 65 Electricity (House Wiring) |
| 24 Life Science, General (Anatomy, Bacteriology, Biology, Botany, Ecology, Genetics, Marine Biology, Zoology, Etc.) | 66 Heavy Equipment Operations |
| 25 Community or Social Services (Law Enforcement, Fire Protection, Public Administration, Social Work, Parks and Recreation Management, Etc.) | 67 Welding & Metal Fabrication |
| 26 Law | 68 Cosmetology |
| 27 Social Sciences (Anthropology, Archaeology, Criminology, Economics, History, Political Science, Sociology, Geography, Psychology, Etc.) | 69 Aviation Associated Careers (Commercial Pilot, Flight Attendant, Etc.) |
| 30 Business & Commerce, General | 75 Elementary and/or Secondary Education |
| 31 Accounting | 80 Engineering, General |
| 32 Advertising | 81 Aerospace Engineering |
| 33 Banking | 82 Electrical Engineering |
| 34 Business Management | 83 Mechanical Engineering |
| 35 Office Occupations | 85 Fine or Applied Arts, General |
| 36 Recreation & Tourism | 86 Commercial Arts |
| 37 Transportation & Public Utilities | 87 Music |
| 40 Communications, General | 88 Drama |
| 41 Journalism | 90 Health Profession, General |
| 42 Broadcasting (Radio & TV) | 91 Nursing |
| 43 Advertising | 92 Dentistry |
| 45 Computer & Information Services | 93 Medical, M.D. |
| 46 Computer Programming | 94 Chiropractic |
| 48 Computer Systems Analysis | 95 Mental Health |
| | 96 Physical Science, General (Geology, Physics, Oceanography, Mathematics Chemistry, Etc.) |
| | 99 Other |

TABLE B
LIST OF STATES

Use the following number codes to answer question 13 on page 3 of the survey. (Indicate in which state you plan to attend a postsecondary institution.)

- | | | | |
|-------------------------|-------------------|--------------------|--------------------|
| 1. Alabama | 14. Illinois | 27. Montana | 40. Rhode Island |
| 2. Alaska | 15. Indiana | 28. Nebraska | 41. South Carolina |
| 3. Arizona | 16. Iowa | 29. Nevada | 42. South Dakota |
| 4. Arkansas | 17. Kansas | 30. New Hampshire | 43. Tennessee |
| 5. California | 18. Kentucky | 31. New Jersey | 44. Texas |
| 6. Colorado | 19. Louisiana | 32. New Mexico | 45. Utah |
| 7. Connecticut | 20. Maine | 33. New York | 46. Vermont |
| 8. Delaware | 21. Maryland | 34. North Carolina | 47. Virginia |
| 9. District of Columbia | 22. Massachusetts | 35. North Dakota | 48. Washington |
| 10. Florida | 23. Michigan | 36. Ohio | 49. West Virginia |
| 11. Georgia | 24. Minnesota | 37. Oklahoma | 50. Wisconsin |
| 12. Hawaii | 25. Mississippi | 38. Oregon | 51. Wyoming |
| 13. Idaho | 26. Missouri | 39. Pennsylvania | 52. Foreign |

TABLE C
ALASKAN POSTSECONDARY INSTITUTIONS

Use the following number codes to answer question 14 on page 3 of the survey. (Indicate which Alaska institution you plan to attend.)

- | | | |
|---|---|---|
| 1. Alaska Bible College | 9. Kenai Peninsula Community College | 16. Prince William Sound Community College |
| 2. Alaska Pacific University | 10. Ketchikan Community College | 17. Sheldon Jackson College |
| 3. Alaska Vocational-Technical Center at Seward | 11. Kodiak Community College | 18. Tanana Valley Community College |
| 4. Anchorage Community College | 12. Kotzebue Technical Center | 19. Technical Institute, Business or Trade School |
| 5. Chukchi Community College | 13. Kuskokwim Community College | 20. University of Alaska, Anchorage |
| 6. Extension Center Near Home | 14. Matanuska-Susitna Community College | 21. University of Alaska, Fairbanks |
| 7. Hutchison Career Center | 15. Northwest Community College | 22. University of Alaska, Juneau |
| 8. Islands Community College | | |

APPENDIX B
SELECTED DATA TABLES

TABLE 26
DISTRIBUTION OF SENIORS BY SEX

SEX	NUMBER	PERCENT
Male	1,503	50.6
Female	1,425	48.0
No Response	43	1.4
TOTAL	2,971	100.0

TABLE 27
DISTRIBUTION OF SENIORS BY RACE

RACE	NUMBER	PERCENT
Alaska Native	594	20.0
Black	70	2.4
Oriental	78	2.6
Caucasian	1,999	67.3
Hispanic	57	1.9
Other	126	4.2
No Response	47	1.6
TOTAL	2,971	100.0

TABLE 28
DISTRIBUTION OF SENIORS BY
ANNUAL HOUSEHOLD INCOME

ANNUAL INCOME	NUMBER	PERCENT
Under \$15,000	389	13.1
\$15,001 to 25,000	429	14.4
\$25,001 to 40,000	662	22.3
\$40,001 to 50,000	433	14.6
\$50,001 or over	825	27.8
No Response	233	7.8
TOTAL	2,971	100.0

TABLE 29
DISTRIBUTION OF SENIORS
BY PRIMARY HOME LANGUAGE

PRIMARY SPOKEN HOME LANGUAGE	NUMBER	PERCENT
English	2,725	91.7
Other	203	6.8
No Response	43	1.5
TOTAL	2,971	100.0

TABLE 30
DISTRIBUTION OF SENIORS
BY WORK EXPERIENCE

TYPE OF WORK	YES		NO		NO RESPONSE		TOTAL	
	No.	%	No.	%	No.	%	NO.	%
Part-Time Job	1,906	64.2	961	32.3	104	3.5	2,971	100.0
Full-Time Summer Job	2,059	69.3	821	27.6	91	3.1	2,971	100.0
Work Study	808	27.2	2,012	67.7	151	5.1	2,971	100.0
Supervised Others	1,122	37.8	1,714	57.7	135	4.5	2,971	100.0
No Work Experience	273	9.2	2,476	83.3	222	7.5	2,971	100.0

TABLE 31
DISTRIBUTION OF SENIORS BY RATING
OF SELECTED HIGH SCHOOL CHARACTERISTICS

HIGH SCHOOL CHARACTERISTIC	SENIOR RATING					
	OUTSTANDING		AVERAGE		POOR	
	No.	%	No.	%	No.	%
Variety of Courses	815	27.4	1,925	64.8	159	5.4
Quality of Instruction	861	29.0	1,397	47.0	566	19.1
Counseling Services	675	22.7	1,563	52.6	340	11.4
Special Help, if Needed	468	15.8	1,732	58.3	679	22.9
School Rules and Discipline	490	16.5	2,201	74.1	211	7.1
Grades, Marks, and Promotion	851	28.6	1,556	52.4	447	15.0
Athletic & Recreation Facilities	722	24.3	1,698	57.2	430	14.5
Library & Learning Centers	450	15.1	1,652	55.6	589	19.8
Vocational Training	781	26.3	1,841	62.0	270	9.1
Laboratory Facilities	832	28.0	1,637	55.1	266	9.0
Overall Satisfaction	449	15.1	1,504	50.6	674	22.7

TABLE 32
DISTRIBUTION OF SENIORS BY NEED
FOR ADDITIONAL ASSISTANCE AND BY HOUSEHOLD INCOME

ANNUAL HOUSEHOLD INCOME	AREAS OF ASSISTANCE							
	WRITING		READING		MATHEMATICS		CAREER PLANNING	
	YES	NO	YES	NO	YES	NO	YES	NO
Under \$15,000	176	195	163	210	219	152	208	164
\$15,001 to \$25,000	174	235	185	225	223	189	200	209
\$25,001 to \$40,000	228	407	232	401	314	323	265	368
\$40,001 to \$50,000	145	269	132	279	193	221	188	228
\$50,001 or over	227	561	242	546	342	448	328	458
No Response	81	118	84	115	98	103	108	96

TABLE 33
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY SEX

GRADES	MALE		FEMALE		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Mostly A's	289	19.2	284	19.9	573	19.6
Mostly B's	952	63.4	907	63.7	1,859	63.5
Mostly C's	214	14.2	208	14.6	422	14.4
Below C's	24	1.6	17	1.2	41	1.4
No Response	24	1.6	9	0.6	33	1.1
TOTAL	1,503	100.0	1,425	100.0	2,928	100.0

TABLE 34
DISTRIBUTION OF SENIORS BY GRADES
EARNED IN HIGH SCHOOL AND BY RACE

GRADES	ALASKA NATIVE		BLACK		CAUCASIAN		OTHER	
	No.	%	No.	%	No.	%	No.	%
Mostly A's	68	11.4	13	18.6	427	21.3	21	6.8
Mostly B's	412	69.4	41	58.6	1,241	62.1	69	22.4
Mostly C's	88	14.8	12	17.1	299	15.0	179	58.1
Below C's	15	2.5	1	1.4	16	0.8	29	9.4
No Response	11	1.9	3	4.3	16	0.8	10	3.3
TOTAL	594	100.0	70	100.0	1,999	100.0	308	100.0