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ABSTRACT

Since 1993 The Oregon University System has gathered information about the college enrollment characteristics of its graduates in order to understand the college choices and behavior of Oregon's high school graduates. It sought to identify the proportion of the graduating class that went on to a postsecondary school, the type of college students chose, and reasons behind choice of college. In 1999 it conducted a fourth survey in the series, consisting of telephone interviews with a randomly selected sample (N=1,301) of Oregon's high school graduating class of 1999. Results indicate the proportion of the graduating class that attended a postsecondary institution, the type of college chosen, and the reasons for choosing the college. If a graduate did not attend college, a reason was sought. According to results, college attendance rate for this graduating class is approximately 84%. A greater proportion of 1999 graduates than 1997 graduates enrolled in four-year institutions. The number of students leaving Oregon to go to four-year colleges has increased. Academic reputation, availability of a desired major, costs to students, and proximity to (or distance from) home are reasons cited in choosing a college. (HB)

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Where Have Oregon's Graduates Gone?

Survey of the Oregon High School Graduating Class of 1999

Prepared by the
Office of Institutional Research Services
Oregon University System
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Eugene, Oregon 97403

July 2000

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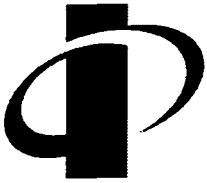
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EXECUTIVE SUMMARY

BACKGROUND

In a continuing effort to understand the behavior and choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the Oregon high school graduating class of 1999. This study, the fourth in a series begun with the class of 1993, sought to identify the proportion of the graduating class that attended a postsecondary institution, the type of college they chose, and the reasons for that choice. The survey also attempted to discern graduates' reasons for not attending college.

ENROLLMENT

The college enrollment rates of the Oregon class of 1999 are similar to those of previous classes surveyed and to rates for the United States as a whole.

**Percent of High School Graduates
Enrolled Fall Term Following Graduation**

	Men	Women	Total
Oregon—1999	63.8	69.8	66.9
Oregon—1997	60.1	67.8	63.9
Oregon—1995	54.8	65.7	63.4
Oregon—1993	57.6	67.0	62.5
U.S.—1998*	62.4	69.1	65.6

* Source: U.S. Department of Education, *Digest of Education Statistics 1999*, March 2000.

Almost 67% of survey respondents were enrolled in a postsecondary institution during the fall of 1999, with an additional 3.6% enrolling winter term. With the additional delayed enrollment likely over the next year, the college attendance rate of the class of 1999 at the end of eighteen months following graduation could be as high as 84%, based on the findings of this survey.

CHOICES

Among all of the high school graduates surveyed, 41.0% were attending a four-year university or college after winter term and 28.7% had chosen a two-year college. As in previous years, the largest percentage of college-bound respondents selected an Oregon community college (25.5%), followed by OUS institutions, which enrolled 23.9% of respondents. While a significant percentage of respondents with a high school grade point average of 3.75 or better continue to choose an out-of-state institution (34.1%), that rate does not appear to be increasing. Survey results suggest that, though the flow of *high achievers* to out-of-state institutions may be holding even, more Oregon high school graduates *overall* are leaving the state for four-year colleges. The distribution for class of 1999 graduates is shown in the graph at the end of this summary.

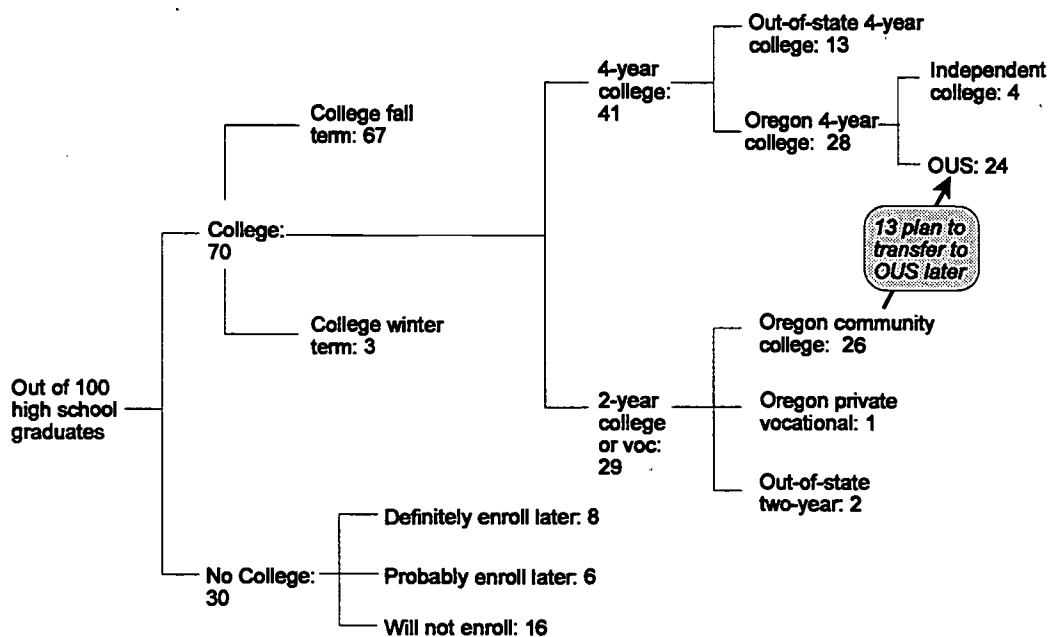
REASONS

As in the earlier studies, the major reasons for choosing or not choosing a college are related to *academic reputation, availability of a desired major, costs to students, and proximity to (or distance from) home.*

- The academic reputation of the institution continued to be the most important consideration for respondents choosing Oregon independent colleges or out-of-state four-year institutions.

- The most important factor for respondents choosing an OUS institution was the availability of programs in their desired field of study.
- Cost continues to be a dominant factor in respondents' choice of college. Scholarships played a significantly more important role for class of 1999 respondents. Over 50% of respondents attending an OUS institution, almost double the figure for the class of 1997, cited receipt of a scholarship as an important reason for their choice. Students attending other four-year institutions or Oregon community colleges were also more likely to note a scholarship offer as an important reason for their choice.
- In an unexpected finding, a greater proportion of class of 1999 respondents reported concern about potential cuts to OUS academic programs or other activities, in spite of the fact that there have not been large-scale program cuts since 1993, in the two biennia following the passage of Ballot Measure 5.
- A desire to stay close to home was a major factor for about 75% of respondents choosing either an OUS institution or an Oregon community college; it was also considered important by almost 58% of those selecting an Oregon independent college. Conversely, over 67% of students attending an out-of-state four-year institution cited "wanting to leave Oregon" as a major reason for their college choice.
- For the respondents choosing not to go to college, *work*, *cost*, and the *desire for a break from school* were the reasons most frequently cited.

Where Did the Class of 1999 Go After Graduation?



BACKGROUND

Purpose of the Study

In a continuing effort to understand the behavior and choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the Oregon high school graduating class of 1999. This survey is the fourth in a series begun with the class of 1993 and, prior to 1997, reported in OUS publications titled *Where Have All the Graduates Gone?*

The study aimed to identify the proportion of the graduating class that attended a postsecondary institution in fall 1999 or winter 2000, the type of college chosen, and the reasons for that choice. It also attempted to discern graduates' reasons for not attending college. Included for analysis are demographic variables of gender, race or ethnicity, and home county.

Survey Methodology

The current survey utilized the same general research design and instrument developed by the OUS Office of Institutional Research for the class of 1993 survey. Following the class of 1995 survey, the instrument was amended slightly to accommodate those respondents delaying college enrollment until winter term. This year, in response to questions raised by the Board of Higher Education, three additional questions have been added. One of these explores where students get the information on which they base their choice of college. The other two ask students not choosing an OUS institution how likely they are to transfer to OUS and how an OUS institution rated in their decision. These amendments to the survey instrument should be taken into account in making comparisons to earlier studies.

Interviews were conducted either with the high school graduate or, if he or she could not be reached, with a parent. In 70.8% of cases, interviewers spoke with the high school graduate. Since most of the requested information was of a factual nature and likely to be known by a parent, parental responses were considered valid.

During April 2000, telephone interviews were conducted with 1,301 randomly selected members of the senior class of 1999, of whom 1,207 had actually graduated high school or completed a GED by the fall of 1999. A multi-stage sampling design provided oversamples of at least 400 for several populations of interest, among them high achievers (students graduating high school with a grade point average of 3.75 or higher) and members of Oregon's ethnic minorities. To better assess the college needs of high school graduates in rapidly growing areas of the state, oversamples were obtained from the Portland metropolitan area (Clackamas, Multnomah, Washington, and Yamhill counties) and the Central Oregon region (Crook, Deschutes, and Jefferson counties). These samples were weighted proportionately and merged into a general sample for analysis and reporting. This sampling design allowed for overlaps between samples; for example, one respondent might represent both Central Oregon and high achievers. As a result, it was possible to minimize the number of interviews required and still address a number of special populations.

Appendix 1 shows comparisons of survey respondents, the overall Post-High School Plans survey database from which the sample was drawn, and all 1999 Oregon public high school graduates along the variables of gender, ethnic group, and geographic region in Oregon. On all three variables, the distribution of survey respondents mirrors that of the larger populations. The maximum margin of error for questions in this survey has been calculated as plus or minus 2.7%.

Sampling, telephone interviews, data processing, and analysis were carried out by Bardsley & Neidhart Inc., an independent opinion research firm in Portland, Oregon.

FINDINGS

What Proportion of Oregon High School Graduates Are Attending College?

Statewide, over 70% of survey respondents from the class of 1999 were attending some sort of college, with a handful of students still delaying enrollment until winter term (Table 1). Though not statistically significant, this continues the trend toward higher college enrollment seen in earlier surveys. Among all college-going respondents, 84.8% were attending full time, with students enrolled in four-year colleges more likely to attend full time (96.3%) than those in two-year schools (69.6%).

The overall college enrollment rate and the rates by gender are comparable to national figures (Table 2). College attendance among African American graduates in Oregon is slightly higher than the national average, and the college attendance rate among Hispanic/Latino graduates, while low compared to other Oregon populations, surpasses the national rate.

Where Do Oregon High School Graduates Choose to Go to College?

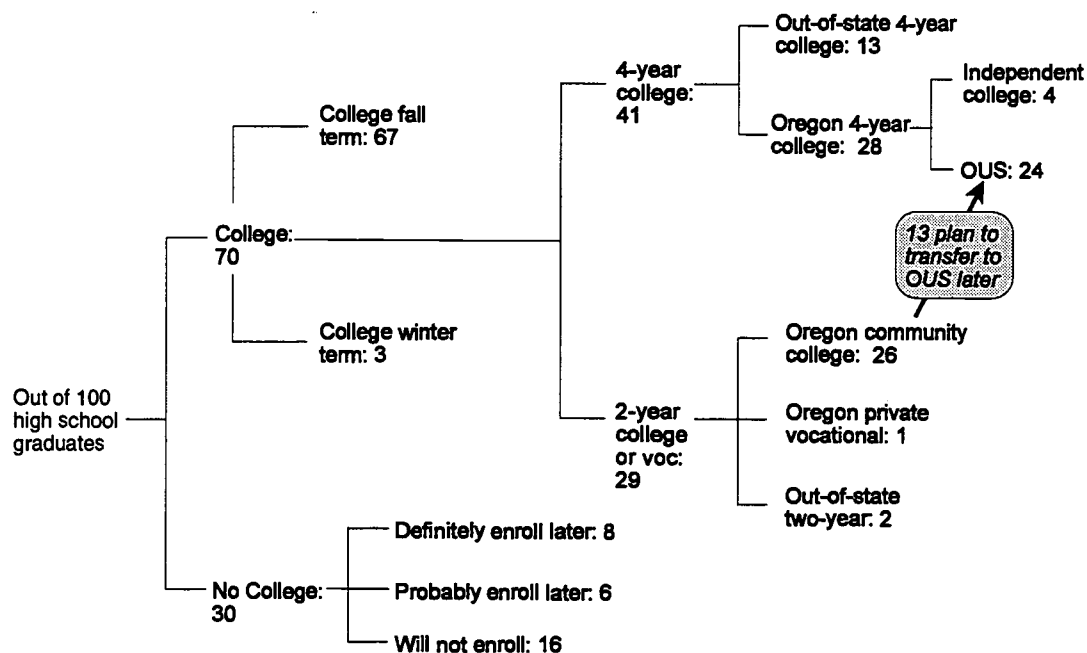
In comparison to the class of 1997, a greater proportion of college-bound respondents from the class of 1999 enrolled in four-year institutions (41.0% compared to 35.3%). Among these students, as shown in Table 3, the largest proportion (23.9%) chose an Oregon public university, with 13.3% selecting out-of-state four-year universities. This compares to 19.4% of the class of 1997 respondents attending OUS and 10.2% going out of state. An additional 3.7% chose to attend an Oregon independent college (compared to 5.3% of class of 1997 respondents). As in previous years, the largest group of college-bound respondents selected an Oregon community college (25.5%), with Oregon public universities the second-most popular choice, though the gap is narrowing.

Oversamples of graduates in the Portland metropolitan area and Central Oregon indicate that a significantly higher proportion of Portland-area graduates choose four-year colleges (50.0% compared to 30.6% in Central Oregon and 35.1% in all other regions), while Central Oregon graduates are significantly more likely to choose an Oregon community college (36.0% compared to 23.6% in Portland and 26.1% in all other regions). Non-white Oregon high school graduates are significantly more likely than their white classmates to choose an Oregon public university (30.2% compared to 22.7%).

What Proportion of Oregon Graduates Leave the State for College?

Among respondents attending a four-year university, 32.3% of the class of 1999 chose to leave the state for their postsecondary education. This compares to 28.8% of respondents from the class of 1997. While this increase, unlike the decrease noted two years ago, does not represent a statistically significant difference, it bears watching. It should be noted, however, that students graduating high school with a high grade point average do not appear to be leaving the state at a greater rate, a finding that is discussed more fully later in this report.

Where Did the Class of 1999 Go After Graduation?



What Are the Demographic Characteristics of College Enrollment?

Table 4 shows the distribution of demographic characteristics and grade point average within each college category. Gender differences in college attendance are not statistically significant for class of 1999 respondents. The distribution by region and by ethnic group is generally comparable among the college choice categories. The differences in grade point average distributions are discussed later in the report.

College attendance rates within Oregon regions¹ (Table 5) show a statistically significant difference between enrollment in the Portland metropolitan area (77.8%) and that in Central Oregon (69.2%) or other regions (64.8%). Taken as a whole, non-white graduates were as likely to attend college as their white classmates (70.4% compared to 70.5%). An analysis among racial/ethnic groups, however, reveals a statistically significant difference between enrollment rates for white students and Asian Americans (with the highest rate, 86.3%) and American Indians (enrolling at 47.8%, the lowest rate reported). White students and those of mixed race or ethnicity enroll at rates comparable to the overall average of 70.5%, and African Americans are just below that at 66.7%. Hispanic/Latino graduates show enrollment rates of 63.0%.

¹ Statistical analysis by region was conducted using oversamples of 439 respondents from the Portland metropolitan area and 402 respondents from Central Oregon. Analysis by ethnic group used an oversample of 401 ethnic minority respondents.

Why Did Oregon High School Graduates Choose the College They Did?

The reasons cited by Oregon high school graduates for their choice of college were similar to those expressed in previous years. All students enrolled in four-year universities were concerned about the *academic reputation of the school they chose*, the *availability of their desired major*, *cost issues* (including scholarships and financial aid), and their *desire to be near to or far away from home*.

Scholarships and *financial aid* played a more important role in students' choices for the class of 1999 than they did for the class of 1997. The importance of a scholarship to a respondent's choice of college increased significantly for students attending an OUS institution or Oregon community college, as well as OUS students who graduated high school with a high GPA. Though the changes are less dramatic, a scholarship offer was considered important by greater proportions of respondents attending an Oregon independent college or out-of-state four-year institution. Smaller increases were also noted in the importance of a good financial aid package.

While students attending two-year colleges were also concerned about cost and distance from home, they are increasingly more interested in the academic reputation of their college and the availability of their desired major.

In an unexpected finding, class of 1999 respondents indicated significantly more concern about cuts to OUS academic programs or other activities, reversing a trend noted in the classes of 1995 and 1997. The source of this concern is puzzling since there have not been large-scale program cuts since 1993, in the two biennia following the passage of Ballot Measure 5.

Why Did Oregon High School Graduates Choose an OUS Institution?

As with the class of 1997, the *availability of their desired major*, *affordable cost*, and *good academic reputation* were the most important reasons for choosing an Oregon public university, with over 80% of respondents citing each as very important or somewhat important to their choice (Table 6). Secondarily, respondents attending OUS chose their university for its *proximity to home* (74.4%) and the *campus social environment* (71.6%).

The importance of *scholarships* to graduates' choice of an Oregon public university nearly doubled, with 52.2% of class of 1999 respondents citing it as important, compared to 27.0% of the class of 1997, a statistically significant difference. Receipt of a *good financial aid award* also increased from 29.7% of respondents two years ago to 41.2% this year.

Table 7 presents the results of an open-ended question asking respondents to name the reasons they chose an OUS institution. These remarks generally support the findings reported above and add some depth to our understanding of students' decision making.

"They've got great teachers and good classes in science and medical fields."

– OUS
university
student

"As an undergraduate I get to work with sophisticated instruments that are generally reserved for graduate students at a state college."

– out-of-state university student

"The quality of education and the area are great. The professors are very experienced; they give you personal attention."

– Oregon community college student

Why Did Oregon High School Graduates Choose Another Four-Year University?

According to this survey, the most important factor for respondents choosing a four-year university other than OUS was the *institution's academic reputation*, considered very or somewhat important by 88.9% of students attending an Oregon independent college and by 78.8% of students attending out of state (Tables 8 and 9). The other most important reasons were a *desire to leave Oregon* (students attending out of state) or *stay close to home* (students attending an Oregon independent college) and *receipt of a scholarship or financial aid*. Almost 65% of students enrolled in an Oregon independent college indicated their receipt of a scholarship was a very important reason for their choice, with an additional 20% considering it somewhat important. When asked an open-ended question about their reasons for choosing the college they did, 47.0% of those attending an Oregon independent college and 29.9% of those going out of state mentioned their *desire for a smaller school or smaller classes*. Additionally, 18.6% of Oregon independent students and 13.7% of out-of-state students *wanted a religious school or atmosphere* while 12.9% of Oregon independent students and 9.2% of out-of-state students *wanted to go to a private school*.

Why Did Oregon High School Graduates Choose an Oregon Community College?

As in previous years, survey respondents attending an Oregon community college cited their *plans to transfer to OUS* as the most important reason in their choice of college, with 80.2% considering it very or somewhat important (Table 10). This was followed by a *desire to stay close to home* (noted by 75% as very or somewhat important) and an *inability to afford an Oregon public university* (cited by 70.1%). Compared to the class of 1997, however, more students this year indicated their plan to transfer was somewhat, rather than very, important.

A number of factors were deemed more important by those choosing community colleges this year. The *institution's academic reputation* moved into fourth place, considered important by 50.3% (compared to 30.2% in 1998), and *OUS not offering a desired major* was cited by 31.2% (compared to 17.0%). Inexplicably, *concerns about academic program cuts at OUS* were important for 28.9% of those choosing an Oregon community college compared to 9.4% two years ago. As with those choosing four-year universities, the *receipt of a scholarship or financial aid* was also considerably more important for respondents attending community colleges than was noted in the last survey. These apparent changes in attitude represent statistically significant differences.

Where Do High Achievers Go to College?

The high school GPA data used in this study are self-reported by the student or are recollected by a parent. For this reason, some caution should be used in interpreting these results.

As would be expected, respondents graduating with a high grade point average show higher rates of college attendance, with 92.7% of those graduates enrolled compared to 66.2% of respondents with a GPA below 3.75. Table 11 shows the college choices of respondents with a GPA of 3.75 or higher compared to those with a lower grade point average. An Oregon public university was the choice of roughly the same proportion of high achievers (36.9%) as other students (33.2%). Respondents reporting a high GPA were far more likely than other students to select an out-of-state four-year institution (34.1%) or an Oregon independent college (10.1%).

Table 12 compares the college choices of respondents with their counterparts two years ago. A greater proportion of the class of 1999 high achievers chose an Oregon public university (36.9% compared to 30.9% of the class of 1997), while their attendance at Oregon independent colleges declined to 10.1% (compared to 16.4% of the class of 1997). While Oregon graduates as a whole are leaving the state in greater proportion, the rate at which Oregon high achievers are leaving the state appears to be holding steady, with 34.1% attending an out-of-state four-year university this year compared with 34.5% two years ago. These survey results suggest that while high achievers leave the state at a higher rate than other students, that rate has not increased over the past two years. These findings, though not statistically significant, reinforce the decline noted in the class of 1997 survey.

The reasons considered most important by high-achieving respondents in their choice of an OUS institution (Table 13) mirror, in most regards, those of all respondents choosing an Oregon public university (Table 6). A *scholarship offer* was the most notable difference, cited as an important reason for their choice by 81.8% of high-GPA respondents attending OUS, compared to 52.2% of all respondents attending OUS. This marks a significantly different change from the class of 1997, in which 52.9% of high achievers cited a scholarship offer as important to their choice.

Respondents with a high grade point average who selected other four-year institutions considered the same issues important as all students making the same choice. Their responses to an open-ended question add some further insight into the reasons for their choice: 33.9% mentioned a *desire for a smaller school or classes*, 9.2% indicated that they *wanted to go to a private school*, and 9.1% mentioned a *desire for a religious school*.

"I think that honors college gives students that want to attend an Ivy League school an opportunity to experience it at a fraction of the price."

– OUS
university
student

How Did an OUS Institution Rate in Students' Choices?

For the first time this year, college-going respondents who had not chosen an OUS institution were asked how OUS schools rated in their consideration of college options (Table 14). Survey results indicate that an Oregon public university figured prominently in the decision-making of one-quarter of the respondents attending other colleges, with almost ten percent (9.4%) indicating that an OUS institution was their second choice. However, over 60% did not even apply to an OUS school. Students choosing four-year colleges were significantly more likely than those selecting two-year colleges to apply, even if they were not strongly considering the OUS university. It should be noted, however, that a number of respondents enrolled in two-year colleges plan to transfer to an OUS institution at a later time, which may affect their decision to submit an application directly out of high school.

Among respondents attending a four-year institution, those attending an Oregon independent university were most likely to consider an Oregon public university, with 14.8% ranking an OUS school as their second choice and 27.0% strongly considering an Oregon public university.

Do Students at Other Schools Plan to Transfer to OUS Institutions?

To gain further insight into graduates' attitudes toward the Oregon University System, students at other colleges and universities were asked if they intended to transfer to an Oregon public university at a later time (Table 15). Close to half of those asked (46.5%) reported some inclination to transfer, with 22.1% definitely planning to transfer and an additional 24.3% believing they will probably transfer. Predictably, the majority of these respondents are currently enrolled in Oregon community colleges. Almost one-third of students attending Oregon community colleges (32.9%) definitely plan to transfer to an Oregon public university, compared to 5.0% of students attending an Oregon independent university and 6.5% of those at out-of-state four-year universities. When referenced to an earlier question, we see that while one-third of Oregon community college students reported a definite plan to transfer, almost one-half (49.4%) considered their intention to transfer a very important reason for their choice of college.

What Sources of Information Do High School Graduates Use in Choosing a College?

Also for the first time this year, survey respondents attending college were asked about the sources of information they used in making their choice (Table 16). The four most commonly used resources were printed materials from colleges, such as booklets or brochures; family and friends; high school counselors or teachers; and visits to college campuses, all of which were used some or a lot by over 70% of college-going respondents. College web sites

"She realized that she could get her core subjects whether she took the classes here or at a four-year college."

– parent of an Oregon community college students

were used by fewer graduates, with 55.9% reporting their use as “some” or “a lot.” Published college guides, such as *Peterson’s* or *Fiske Guide*, were the least commonly used, the only listed resource consulted by fewer than 50% of respondents. A look at the sources used “a lot,” suggests that Oregon high school graduates rely most heavily – and almost equally – on three resources: information from family and friends (35.4%); visits to college campuses (35.2%); and printed materials from colleges, such as booklets and brochures (32.4%).

Among subgroups of graduates, some interesting differences emerge:

- While visits to college campuses were the most heavily relied on source for those choosing a four-year college (used a lot by 47.6%), an almost identical proportion of those attending two-year colleges (46.9%) did not use such visits at all.
- In statistically significant findings, information from high school counselors and teachers was a primary resource for those choosing two-year colleges (used a lot by 29.9% compared to 20.9% of four-year students) and by members of ethnic minorities (32.8% compared to 22.8% of white respondents). Graduates belonging to Oregon’s ethnic minority populations were also more likely than white graduates to rely on information from college representatives visiting their high school campus (used a lot by 25% compared to 16%).
- Almost half (49.3%) of high achievers based their decision in large part on a visit to the college campus. They were also more likely than the general college-going population to rely on information from family and friends (used a lot by 40.9% compared to 35.4%) and published college guides (used some or a lot by 46.9% compared to 38.1%).
- Graduates attending an Oregon public university, more often than those attending other four-year universities (in or out of Oregon), indicated that they did *not* use printed materials from the campus (20.2% compared to 7.2% for Oregon independent and 9.2% for out-of-state) or college web sites (48.9% compared to 44.4% for Oregon independent and 31.9% for out-of-state) in their decision making. This may reflect a greater familiarity with Oregon public universities or a particular campus.

“They took us around and showed us the campus. It helped us as parents understand what (the university) was all about.”

– parent of an OUS university student

What Are Oregon High School Graduates Majoring In?

Compared to the class of 1997, fewer first-year students from the class of 1999 reported an undeclared or undecided major (25.3% compared to 33.5% two years ago). This difference may result, in part, from a later data collection period in contrast to previous years; students still undecided in February may have made up their minds by April. As shown in Table 17, respondents attending two-year colleges were far more likely to have an undeclared or undecided major than their counterparts at four-year colleges. This may be affected by the intention expressed by many to transfer at a later time to a four-year college.

Among identified majors, eight fields of study were in the top ten for both four-year and two-year students, though their relative position and popularity differ: Business, Natural Sciences, Computer Science/Mathematics/Statistics, Fine Arts,

Education, Engineering or Engineering-Related Technologies, Health Professions, and Liberal Arts/Humanities. Four-year students also chose Social Sciences and Pre-Professional Programs, while two-year students selected Professional/Service Trades and Criminal Justice/Human Services/Public Administration.

Data on college majors were tabulated differently this year to capture the individual fields of study chosen by respondents with dual majors. As a result, comparisons with results from previous years are not conclusive. However, with only 2.7% of respondents in the class of 1997 indicating a dual major, the data suggest there may be some actual increases in the proportion of respondents choosing Health Professions (3.1% in spring 1998 to 9.7% in spring 2000) and Education (4.7% in 1998 to 9.1% in 2000). Over 15% of college-going respondents in the class of 1999 were pursuing more than one major.

Members of ethnic minorities were significantly more likely than their white classmates to opt for majors in Business (20.1% compared to 11.7%) and Pre-Professional Programs such as Pre-Med, Pre-Law, and Pre-Vet (8.8% compared to 3.8%). A look at differences among students choosing different types of four-year colleges shows that Computer Science/Mathematics was the choice of more students attending an OUS institution (8.6%) or an out-of-state university (12.0%) than those in Oregon independent universities (0.7%). Education was the choice of significantly more students at Oregon's independent universities (23.0%) than OUS students (6.7%).

The fields of study preferred by respondents with a high grade point average are similar to those of all respondents choosing a four-year university. High achievers in this survey were somewhat more likely to choose majors in Education (9.8%) and the Natural Sciences (12.4%) and somewhat less likely to choose Business (13.2%), Computer Science/Mathematics (6.4%), and Fine Arts (4.8%).

Do High School Graduates Not Attending College Plan to Enroll Later?

Almost 30% of survey respondents had not enrolled in college at the time of the survey. Of those, 26.6% reported that they have definite plans to enroll during the next twelve months, with an additional 20.4% indicating they will probably enroll during that time. The proportion of respondents intending to enroll within the year represents a decline from the last two surveys, but the higher overall enrollment rates may suggest that those most serious about enrolling have already done so. White respondents not attending college were significantly more likely than their non-white counterparts to be convinced that they would not enroll, with 19.1% indicating they would definitely not enroll compared to 8.8%.

"No one told me about financial loans until it was too late."

– Oregon high school graduate

Why Do Oregon High School Graduates Not Attend College?

As in previous years, the most commonly cited reasons for not attending college (Table 18) are a *work schedule that precludes school* (reported by 30.3% of respondents), an *inability to afford college* (25.2%), and a *desire to take a break from school* (18.5%). The various reasons given by respondents tend to fall into several general categories, with *money-related issues* being the most common (noted by 41.7%), followed by a temporary or permanent lack of interest in college. *Work demands; lack of preparation; other plans, such as the military, travel, or child rearing; and assorted other conflicts* were also mentioned. It is worth noting that, in their remarks, a number of respondents indicated a continued interest in pursuing their education.

What Else Did Respondents Say?

Respondents were offered an opportunity to include additional comments in the study results. These remarks often help elucidate respondents' attitudes toward higher education or Oregon public universities or offer feedback on the survey itself. Appendix 2 presents the unedited comments from this year's survey, compiled separately for respondents attending four-year and two-year institutions, and those not attending college.

What Trends Found in This Survey Bear Watching?

Where Have Oregon's Graduates Gone? provides a biennial snapshot of postsecondary enrollment patterns among Oregon's high school graduates. Subsequent studies should reveal whether there is, indeed, a long-term trend toward enrollment in four-year institutions or a gradual increase in the popularity of OUS institutions among recent graduates. In particular, it will be important to watch the number of graduates leaving the state and the college choices of Oregon high-achieving high school graduates.

Survey results suggest that an individual's choice of college represents a complex interaction of desires and concerns, with perceptions – accurate or inaccurate – playing a significant role. For the class of 1999, scholarships and, to a lesser extent, good financial aid packages directly and unquestionably affected their choice, helping to allay the perennial concerns about cost. Subtler, but equally important, are the perceptions held by high school graduates – and those whose advice they seek – regarding the reputations of OUS institutions and the programs they provide. Data provided by this survey on the sources of information used in making college choices may help to address these issues.

Finally, the question of majors desired by Oregon high school graduates, and the relationship to OUS program offerings, also bears watching. While this survey does not indicate how students select their major, it does suggest that Oregon's high school graduates are looking to potential colleges not only for their desired field of study but for a program with a reputation for quality.

"They offered a lot of scholarships to keep the kids with high GPAs in Oregon rather than have them go out of state. That made the difference for a lot of kids."

*– parent of
OUS
university
student*

Table 1
College Enrollment Rates: Class of 1999
Compared to Classes of 1993, 1995, and 1997
(Percent of Survey Sample*)

	Class of 1993	Class of 1995**	Class of 1997	Class of 1999
Enrolled in a postsecondary program				
Enrolled fall term after graduation	62.5	63.4	63.9	66.9
Delayed enrollment until winter term	-	5.8	3.5	3.6
Total enrolled in a postsecondary program	-	69.2	67.4	70.5
Not enrolled in any college				
After fall term following graduation	37.5	36.6	36.1	33.1
After winter term following graduation	-	30.8	32.6	29.5
Will DEFINITELY enroll within the next 12 months	8.1	10.0	10.1	7.9
Will PROBABLY enroll within the next 12 months	12.2	6.6	8.6	6.0
Total who have enrolled or say they will DEFINITELY enroll within 18 months of high school graduation	70.6	79.2	77.5	78.4
Total who have enrolled or say they will either DEFINITELY or PROBABLY enroll within 18 months of high school graduation	82.8	85.8	86.1	84.4

* For the class of 1993 survey, sample size is 531; sample sizes for the classes of 1995 and 1997 are 380 and 381, respectively (each with an oversample of 400 responses from ethnic minority graduates, weighted proportionately and merged into the general sample). Total sample size for the class of 1999 survey is 1,207, including oversamples for ethnic minority graduates, graduates with a GPA of 3.75 or higher, and graduates from Central Oregon and the Portland metropolitan areas (weighted proportionately and merged into the general sample).

** The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those reported in the original survey report (e.g., 63.4% overall compared to 60.3% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

Table 2
College Enrollment Rates: Oregon Compared to U.S.
(Percent of High School Graduates)

	Oregon Survey Respondents (1999)*	United States (1998)
Gender		
Men	63.8	62.4
Women	69.8	69.1
Total	66.9	65.6
Ethnic Group		
African American	65.8	62.1
American Indian	40.0	Not reported
Asian American	84.6	Not reported
Hispanic/Latino	59.3	47.5
White	66.9	65.8
Mixed/Declined to respond	72.5	Not reported
Total	66.9	65.6

* For comparison to national data, enrollment rates for survey respondents represent fall term only.

Sources: (1) OUS Institutional Research Services, "Where Have Oregon's Graduates Gone?" Survey of the Oregon high school graduating class of 1999. (2) U.S. Department of Education, *Digest of Education Statistics 1999*, March 2000.

Table 3
College Enrollment Rates: Choice of College Type
 (Percent of Survey Sample)

	Class of 1993	Class of 1995*	Class of 1997	Class of 1999
Four-Year Institutions				
Oregon University System				
Enrolled fall term	17.5	19.5	19.2	23.5
Delayed to winter term	-	-	0.2	0.4
Total	-	-	19.4	23.9
Oregon independent college				
Enrolled fall term	5.3	4.5	5.3	3.7
Delayed to winter term	-	-	0.0	0.0
Total	-	-	5.3	3.7
Oregon other college**				
Enrolled fall term	0.0	0.0	0.4	0.1
Delayed to winter term	-	-	0.0	0.0
Total	-	-	0.4	0.1
Out-of-state four-year institution				
Enrolled fall term	11.7	13.7	10.2	13.1
Delayed to winter term	-	-	0.0	0.2
Total	-	-	10.2	13.3
TOTAL FOUR-YEAR				
Enrolled fall term	34.5	37.7	35.1	40.4
Delayed to winter term	-	-	0.2	0.6
Total	-	-	35.3	41.0
Two-Year & Vocational Institutions				
Oregon community college				
Enrolled fall term	25.2	22.3	24.8	23.1
Delayed to winter term	-	-	3.1	2.4
Total	-	-	27.9	25.5
Oregon proprietary school				
Enrolled fall term	0.6	0.5	1.1	0.9
Delayed to winter term	-	-	0.0	0.3
Total	-	-	1.1	1.2
Out-of-state two-year institution				
Enrolled fall term	2.3	2.9	2.9	1.8
Delayed to winter term	-	-	0.2	0.2
Total	-	-	3.1	2.0
TOTAL TWO-YEAR & VOCATIONAL				
Enrolled fall term	28.1	25.7	28.8	25.8
Delayed to winter term	-	-	3.3	2.9
Total	-	-	32.1	28.7
College Unknown or Refused to Answer				
Enrolled fall term	-	-	-	0.7
Delayed to winter term	-	-	-	0.1
Total	-	-	-	0.8

* The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those reported in the survey report issued in 1996 (e.g., 19.5% for OUS compared to 18.5% originally reported). A subsequent analysis of the class of 1995 survey data corrected a previously undetected sampling error.

** Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Table 4
Distribution of Demographic and GPA Characteristics within Each College Choice Group

	OUS		OR Comm College		OR Indep College		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		College Unknown		No College		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
<i>Gender</i>																					
Male	135	46.7	149	48.4	20	44.4	4	26.7	0	0.0	77	48.1	11	45.8	7	87.5	191	53.5	594	49.2	
Female	154	53.3	159	51.6	25	55.6	11	73.3	1	100.0	83	51.9	13	54.2	1	12.5	166	46.5	613	50.8	
Total Sample	289	100.0	308	100.0	45	100.0	15	100.0	1	100.0	160	100.0	24	100.0	8	100.0	357	100.0	1207	100.0	
<i>Oregon Region</i>																					
1 - Clatsop, Columbia, Lincoln, Tillamook	13	4.5	7	2.3	2	4.4	6	40.0	0	0.0	8	5.0	2	8.3	0	0.0	38	10.6	76	6.3	
2 - Clackamas, Multnomah, Washington, Yamhill	144	49.8	118	38.3	18	40.0	7	46.7	0	0.0	86	53.8	9	37.5	4	50.0	110	30.8	496	41.1	
3 - Benton, Lane, Linn, Marion, Polk	58	20.1	82	26.6	14	31.1	1	6.7	0	0.0	40	25.0	2	8.3	1	12.5	98	27.5	296	24.5	
4 - Coos, Curry, Douglas, Jackson, Josephine	39	13.5	47	15.3	4	8.9	0	0.0	1	100.0	17	10.6	4	16.7	3	37.5	54	15.1	169	14.0	
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	5	1.7	25	8.1	3	6.7	1	6.7	0	0.0	2	1.3	2	8.3	0	0.0	8	2.2	46	3.8	
6 - Crook, Deschutes, Jefferson	9	3.1	19	6.2	3	6.7	0	0.0	0	0.0	4	2.5	1	4.2	0	0.0	16	4.5	52	4.3	
7 - Grant, Harney, Klamath, Lake	13	4.5	6	1.9	0	0.0	0	0.0	0	0.0	1	0.6	3	12.5	0	0.0	18	5.0	41	3.4	
8 - Baker, Malheur, Union, Wallowa	8	2.8	4	1.3	1	2.2	0	0.0	0	0.0	2	1.3	1	4.2	0	0.0	15	4.2	31	2.6	
Total Sample	289	100.0	308	100.0	45	100.0	15	100.0	1	100.0	160	100.0	24	100.0	8	100.0	357	100.0	1207	100.0	

continued...

Table 4
Distribution of Demographic and GPA Characteristics within Each College Choice Group

	OUS		OR Comm		OR Indep		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		College Unknown		No College		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
...continued																					
<i>Ethnic Group</i>																					
African American	6	2.1	4	1.3	0	0.0	0	0.0	0	0.0	2	1.3	1	4.2	1	12.5	7	2.0	21	1.7	
American Indian	3	1.0	7	2.3	0	0.0	0	0.0	0	0.0	1	0.6	0	0.0	0	0.0	12	3.4	23	1.9	
Asian American	22	7.6	12	3.9	2	4.4	0	0.0	0	0.0	8	5.0	0	0.0	0	0.0	7	2.0	51	4.2	
Hispanic/Latino	13	4.5	12	3.9	2	4.4	1	6.7	0	0.0	2	1.3	3	12.5	1	12.5	20	5.6	54	4.5	
White	224	77.5	256	83.1	38	84.4	12	80.0	1	100.0	139	86.9	20	83.3	5	62.5	294	82.4	989	81.9	
Mixed race/ethnicity	14	4.8	8	2.6	3	6.7	2	13.3	0	0.0	5	3.1	0	0.0	0	0.0	11	3.1	43	3.6	
Declined to respond	7	2.4	9	2.9	0	0.0	0	0.0	0	0.0	3	1.9	0	0.0	1	12.5	6	1.7	26	2.2	
Total Sample	289	100.0	308	100.0	45	100.0	15	100.0	1	100.0	160	100.0	24	100.0	8	100.0	357	100.0	1207	100.0	
<i>High School GPA</i>																					
3.75-4.00	66	22.8	26	8.4	18	40.0	1	6.7	1	100.0	61	38.1	5	20.8	1	12.5	14	3.9	193	16.0	
3.50-3.74	92	31.8	61	19.8	14	31.1	6	40.0	0	0.0	36	22.5	4	16.7	0	0.0	69	19.3	282	23.4	
3.25-3.49	32	11.1	47	15.3	1	2.2	0	0.0	0	0.0	28	17.5	3	12.5	0	0.0	16	4.5	127	10.5	
3.00-3.24	53	18.3	90	29.2	12	26.7	4	26.7	0	0.0	24	15.0	5	20.8	5	62.5	105	29.4	298	24.7	
2.75-2.99	26	9.0	37	12.0	0	0.0	0	0.0	0	0.0	4	2.5	2	8.3	1	12.5	36	10.1	106	8.8	
2.50-2.74	16	5.5	25	8.1	0	0.0	0	0.0	0	0.0	6	3.8	1	4.2	1	12.5	71	19.9	120	9.9	
2.25-2.49	1	0.3	1	0.3	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2	0	0.0	1	0.3	4	0.3	
2.00-2.24	3	1.0	11	3.6	0	0.0	1	6.7	0	0.0	1	0.6	3	12.5	0	0.0	22	6.2	41	3.4	
Below 2.00	0	0.0	9	2.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12	3.4	21	1.7	
Unknown	0	0.0	1	0.3	0	0.0	3	20.0	0	0.0	0	0.0	0	0.0	0	0.0	11	3.1	15	1.2	
Total Sample	289	100.0	308	100.0	45	100.0	15	100.0	1	100.0	160	100.0	24	100.0	8	100.0	357	100.0	1207	100.0	

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Table 5
College Choices of High School Graduates by Demographic and GPA Characteristics

	OUS		OR Comm College		OR Indep College		OR Proprietary		OR Other*		4-Year Out-of-State		2-Year Out-of-State		College Unknown		No College		Total		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Gender																					
Male	135	22.7	149	25.1	20	3.4	4	0.7	0	0.0	77	13.0	11	1.9	7	1.2	191	32.2	594	100.0	
Female	154	25.1	159	25.9	25	4.1	11	1.8	1	0.2	83	13.5	13	2.1	1	0.2	166	27.1	613	100.0	
Total Sample	289	23.9	308	25.5	45	3.7	15	1.2	1	0.1	160	13.3	24	2.0	8	0.8	357	29.5	1207	100.0	
Oregon Region																					
1 - Clatsop, Columbia, Lincoln, Tillamook	13	17.1	7	9.2	2	2.6	6	7.9	0	0.0	8	10.5	2	2.6	0	0.0	38	50.0	76	100.0	
2 - Clackamas, Multnomah, Washington, Yamhill	144	29.0	118	23.8	18	3.6	7	1.4	0	0.0	86	17.3	9	1.8	4	0.8	110	22.2	496	100.0	
3 - Benton, Lane, Linn, Marion, Polk	58	19.6	82	27.7	14	4.7	1	0.3	0	0.0	40	13.5	2	0.7	1	0.3	98	33.1	296	100.0	
4 - Coos, Curry, Douglas, Jackson, Josephine	39	23.1	47	27.8	4	2.4	0	0.0	1	0.6	17	10.1	4	2.4	3	1.8	54	32.0	169	100.0	
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	5	10.9	25	54.3	3	6.5	1	2.2	0	0.0	2	4.3	2	4.3	0	0.0	8	17.4	46	100.0	
6 - Crook, Deschutes, Jefferson	9	17.3	19	36.5	3	5.8	0	0.0	0	0.0	4	7.7	1	1.9	0	0.0	16	30.8	52	100.0	
7 - Grant, Harney, Klamath, Lake	13	31.7	6	14.6	0	0.0	0	0.0	0	0.0	1	2.4	3	7.3	0	0.0	18	43.9	41	100.0	
8 - Baker, Malheur, Union, Wallowa	8	25.8	4	12.9	1	3.2	0	0.0	0	0.0	2	6.5	1	3.2	0	0.0	15	48.4	31	100.0	
Total Sample	289	23.9	308	25.5	45	3.7	15	1.2	1	0.1	160	13.3	24	2.0	8	0.8	357	29.5	1207	100.0	

continued...

Table 5
College Choices of High School Graduates by Demographic and GPA Characteristics

	OUS		OR Comm		OR Indep		OR Proprietary		OR Other*		4-Year		2-Year		College		Total			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>...continued</i>																				
<i>Ethnic Group</i>																				
African American	6	28.6	4	19.0	0	0.0	0	0.0	0	0.0	2	9.5	1	4.8	1	4.8	7	33.3	21	100.0
American Indian	3	13.0	7	30.4	0	0.0	0	0.0	0	0.0	1	4.3	0	0.0	0	0.0	12	52.2	23	100.0
Asian American	22	43.1	12	23.5	2	3.9	0	0.0	0	0.0	8	15.7	0	0.0	0	0.0	7	13.7	51	100.0
Hispanic/Latino	13	24.1	12	22.2	2	3.7	1	1.9	0	0.0	2	3.7	3	5.6	1	1.9	20	37.0	54	100.0
White	224	22.6	256	25.9	38	3.8	12	1.2	1	0.1	139	14.1	20	2.0	5	0.5	294	29.7	989	100.0
Mixed race/ethnicity	14	32.6	8	18.6	3	7.0	2	4.7	0	0.0	5	11.6	0	0.0	0	0.0	11	25.6	43	100.0
Declined to respond	7	26.9	9	34.6	0	0.0	0	0.0	0	0.0	3	11.5	0	0.0	1	3.8	6	23.1	26	100.0
Total Sample	289	23.9	308	25.5	45	3.7	15	1.2	1	0.1	160	13.3	24	2.0	8	0.8	357	29.5	1207	100.0
<i>High School GPA</i>																				
3.75-4.00	66	34.2	26	13.5	18	9.3	1	0.5	1	0.5	61	31.6	5	2.6	1	0.5	14	7.3	193	100.0
3.50-3.74	92	32.6	61	21.6	14	5.0	6	2.1	0	0.0	36	12.8	4	1.4	0	0.0	69	24.5	282	100.0
3.25-3.49	32	25.2	47	37.0	1	0.8	0	0.0	0	0.0	28	22.0	3	2.4	0	0.0	16	12.6	127	100.0
3.00-3.24	53	17.8	90	30.2	12	4.0	4	1.3	0	0.0	24	8.1	5	1.7	5	1.7	105	35.2	298	100.0
2.75-2.99	26	24.5	37	34.9	0	0.0	0	0.0	0	0.0	4	3.8	2	1.9	1	0.9	36	34.0	106	100.0
2.50-2.74	16	13.3	25	20.8	0	0.0	0	0.0	0	0.0	6	5.0	1	0.8	1	0.8	71	59.2	120	100.0
2.25-2.49	1	25.0	1	25.0	0	0.0	0	0.0	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0	4	100.0
2.00-2.24	3	7.3	11	26.8	0	0.0	1	2.4	0	0.0	1	2.4	3	7.3	0	0.0	22	53.7	41	100.0
Below 2.00	0	0.0	9	42.9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	12	57.1	21	100.0
Unknown	0	0.0	1	6.7	0	0.0	3	20.0	0	0.0	0	0.0	0	0.0	0	0.0	11	73.3	15	100.0
Total Sample	289	23.9	308	25.5	45	3.7	15	1.2	1	0.1	160	13.3	24	2.0	8	0.8	357	29.5	1207	100.0

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Table 6
Importance of Reasons for Choosing an OUS Institution
(N=289)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Offers the major I want	200	69.2	51	17.6	251	86.9
Could afford the cost	139	48.1	100	34.6	239	82.7
Good academic reputation	131	45.3	102	35.3	233	80.6
Wanted to stay close to home	73	25.3	142	49.1	215	74.4
Campus social environment	64	22.1	143	49.5	207	71.6
Admission requirements I could meet	77	26.6	93	32.2	170	58.8
Size of the campus	47	16.3	106	36.7	153	52.9
Was offered a scholarship	95	32.9	56	19.4	151	52.2
Wanted to live in the city the campus is in	53	18.3	89	30.8	142	49.1
Wanted to get away from home	40	13.8	90	31.1	130	45.0
Got a better financial aid award	64	22.1	55	19.0	119	41.2
Offers the sports program I want	22	7.6	37	12.8	59	20.4

**Reasons for Choosing OUS:
Degree of Importance**

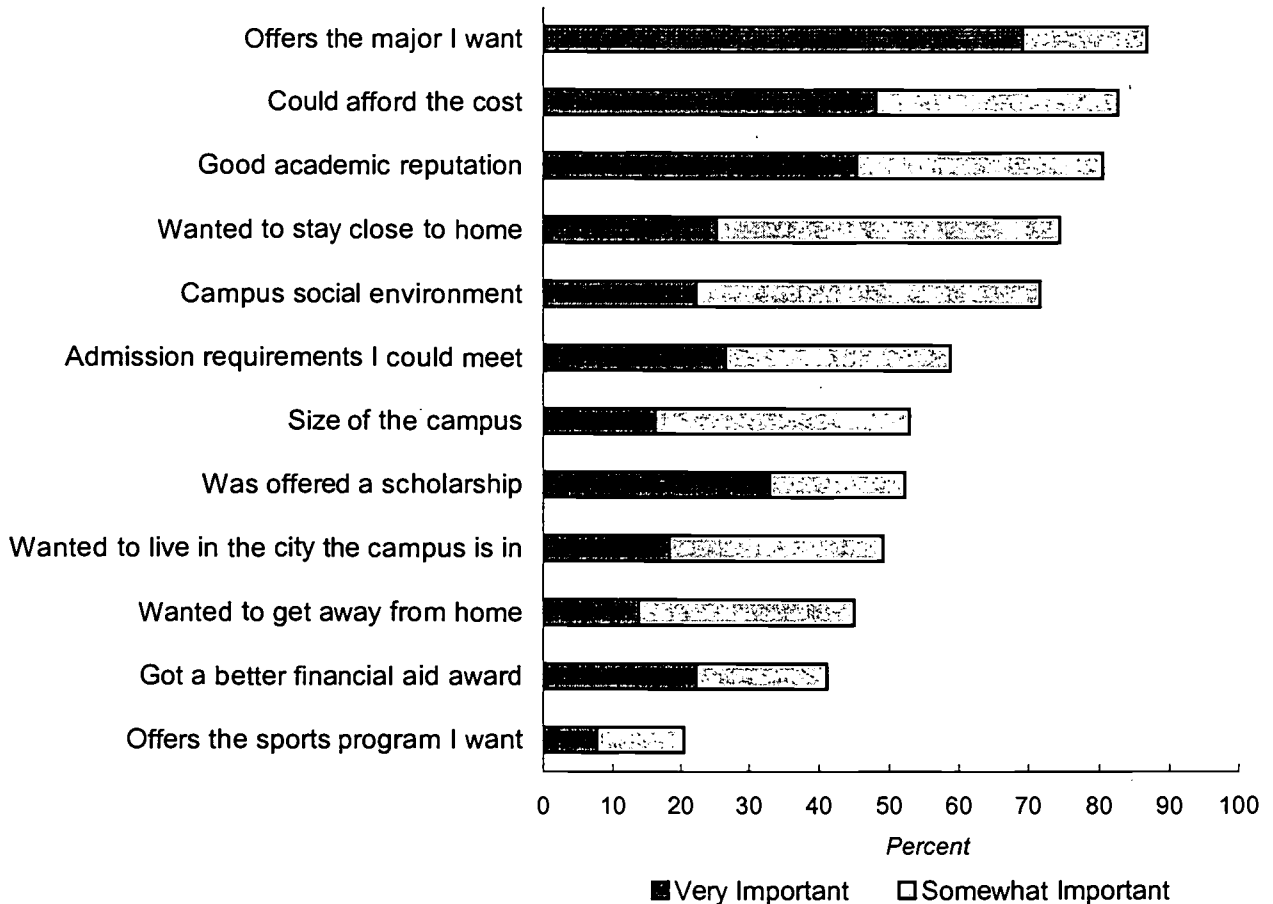


Table 7
Reasons for Choosing an OUS Institution
 (Open-Ended Comments)
 (N=289)

Reason	N	% of Respondents Choosing OUS
Wanted to stay closer to home	133	46.0
OUS school has high quality program in my major	121	41.9
Overall cost is affordable at OUS institution	74	25.6
I like the campus	46	15.9
Received an academic or athletic scholarship	40	13.8
OUS school has good academic reputation	34	11.8
Size of the school is right	26	9.0
Friends or family are going there	24	8.3
Like the social/cultural environment	17	5.9
Family tradition	16	5.5
OUS school has desired athletics and activities	12	4.2
Wanted to attend college in this specific locale	11	3.8
Tuition is too high elsewhere	11	3.8
Could get a better education with smaller classes	10	3.5
Recommendations from others	9	3.1
Received a good financial aid award	6	2.1
Already had a job there	3	1.0
Can get basic requirements at OUS school	1	0.3
Other assorted reasons	26	9.0

Top 10 Reasons for Choosing OUS

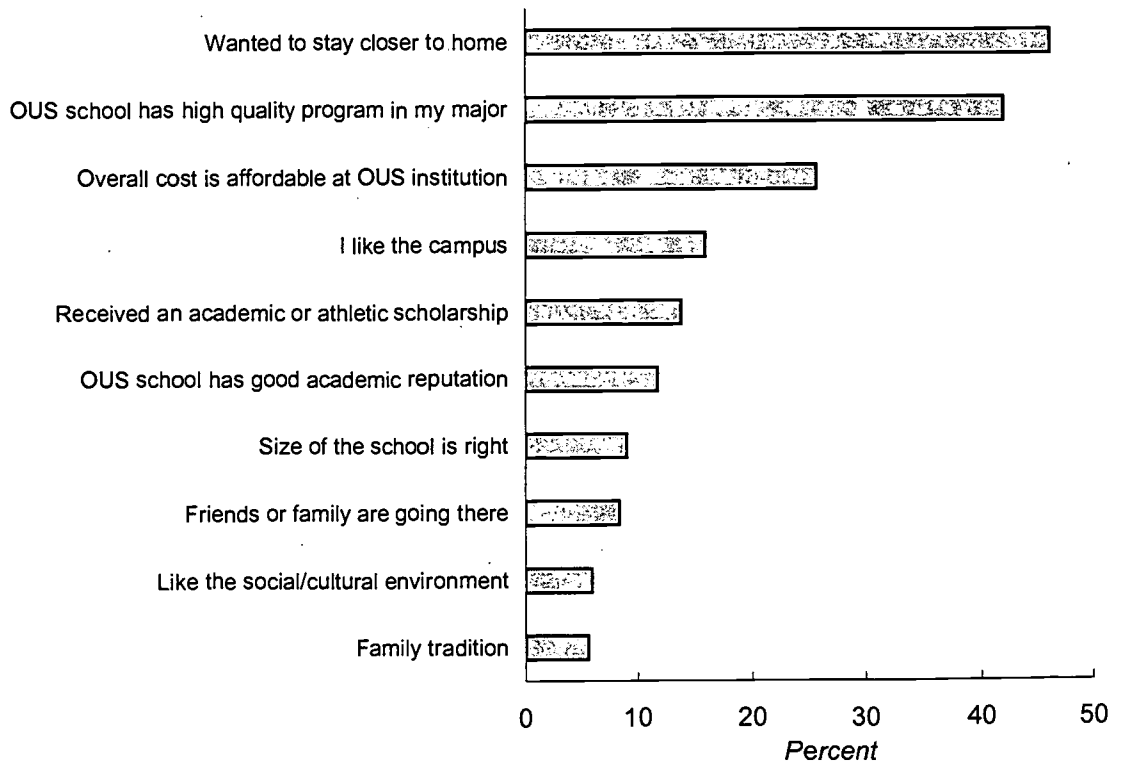


Table 8
Importance of Reasons for Not Choosing an OUS Institution:
Respondents Who Chose an Oregon Independent College
(N=45)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
College/program I chose has better academic reputation	24	53.3	16	35.6	40	88.9
Got scholarship at the college I chose	29	64.4	9	20.0	38	84.4
Better financial aid award at other college	19	42.2	7	15.6	26	57.8
Wanted a college closer to home	14	31.1	12	26.7	26	57.8
Wanted the sports program at college I chose	9	20.0	4	8.9	13	28.9
OUS didn't offer the major I wanted	5	11.1	3	6.7	8	17.8
Couldn't afford the cost of OUS	3	6.7	2	4.4	5	11.1
Plan to transfer to OUS school later	2	4.4	3	6.7	5	11.1
Worried OUS academic program might be cut	1	2.2	3	6.7	4	8.9
Worried other OUS activity might be cut	1	2.2	3	6.7	4	8.9
Friends are going to the college I chose	1	2.2	1	2.2	2	4.4
Didn't meet OUS admission requirements	1	2.2	0	0.0	1	2.2

Reasons for Choosing an Oregon Independent College Instead of OUS:
Degree of Importance

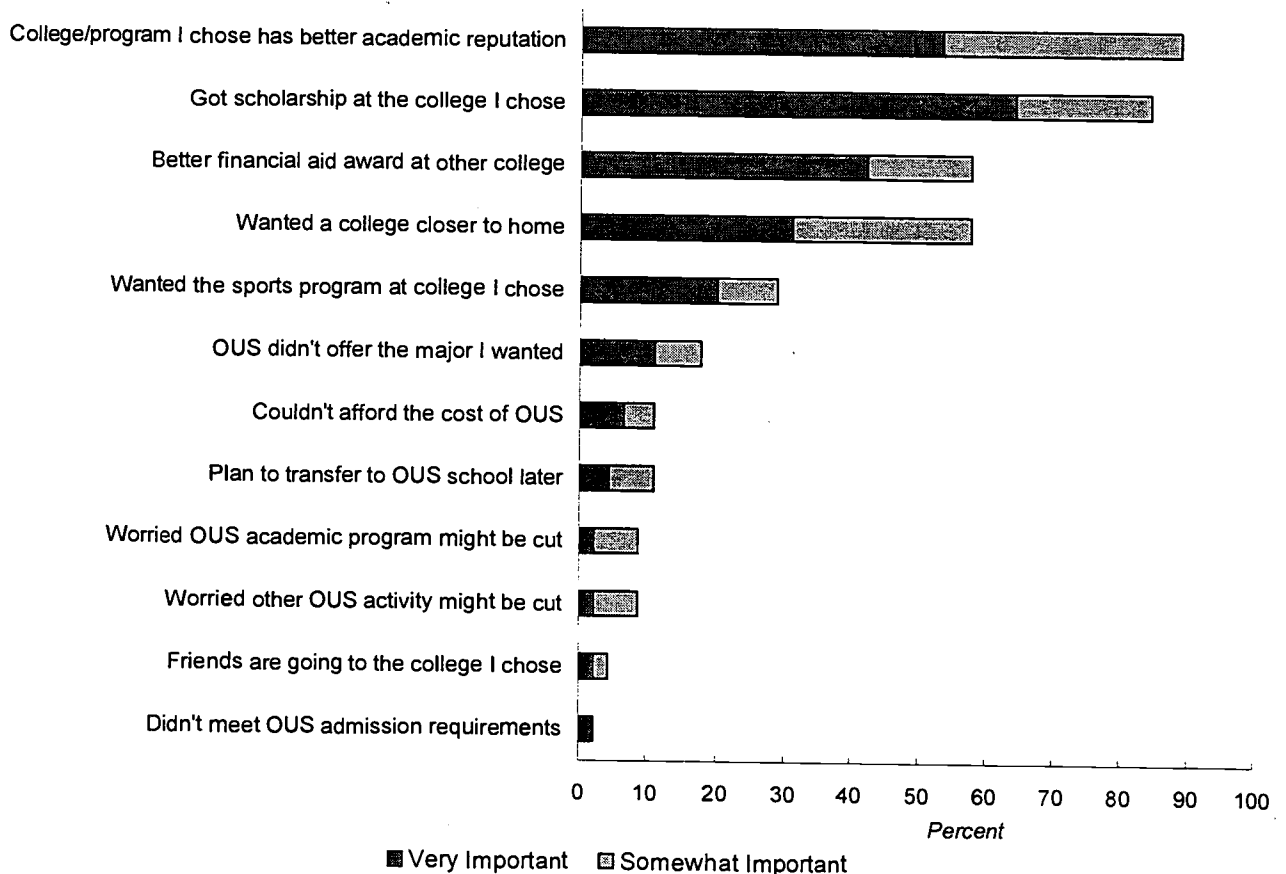


Table 9
Importance of Reasons for Not Choosing an OUS Institution:
Respondents Who Chose an Out-of-State Four-Year Institution
(N=160)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
College/program I chose has better academic reputation	86	53.8	40	25.0	126	78.8
Wanted to leave Oregon	53	33.1	55	34.4	108	67.5
Got scholarship at the college I chose	65	40.6	27	16.9	92	57.5
Better financial aid award at other college	33	20.6	32	20.0	65	40.6
OUS didn't offer the major I wanted	22	13.8	22	13.8	44	27.5
Wanted the sports program at college I chose	18	11.3	20	12.5	38	23.8
Plan to transfer to OUS school later	4	2.5	29	18.1	33	20.6
Couldn't afford the cost of OUS	19	11.9	9	5.6	28	17.5
Wanted a college closer to home	6	3.8	15	9.4	21	13.1
Friends are going to the college I chose	2	1.3	16	10.0	18	11.3
Worried OUS academic program might be cut	10	6.3	7	4.4	17	10.6
Didn't meet OUS admission requirements	8	5.0	6	3.8	14	8.8
Worried other OUS activity might be cut	2	1.3	12	7.5	14	8.8

Reasons for Choosing an Out-of-State Four-Year Institution Instead of OUS:
Degree of Importance

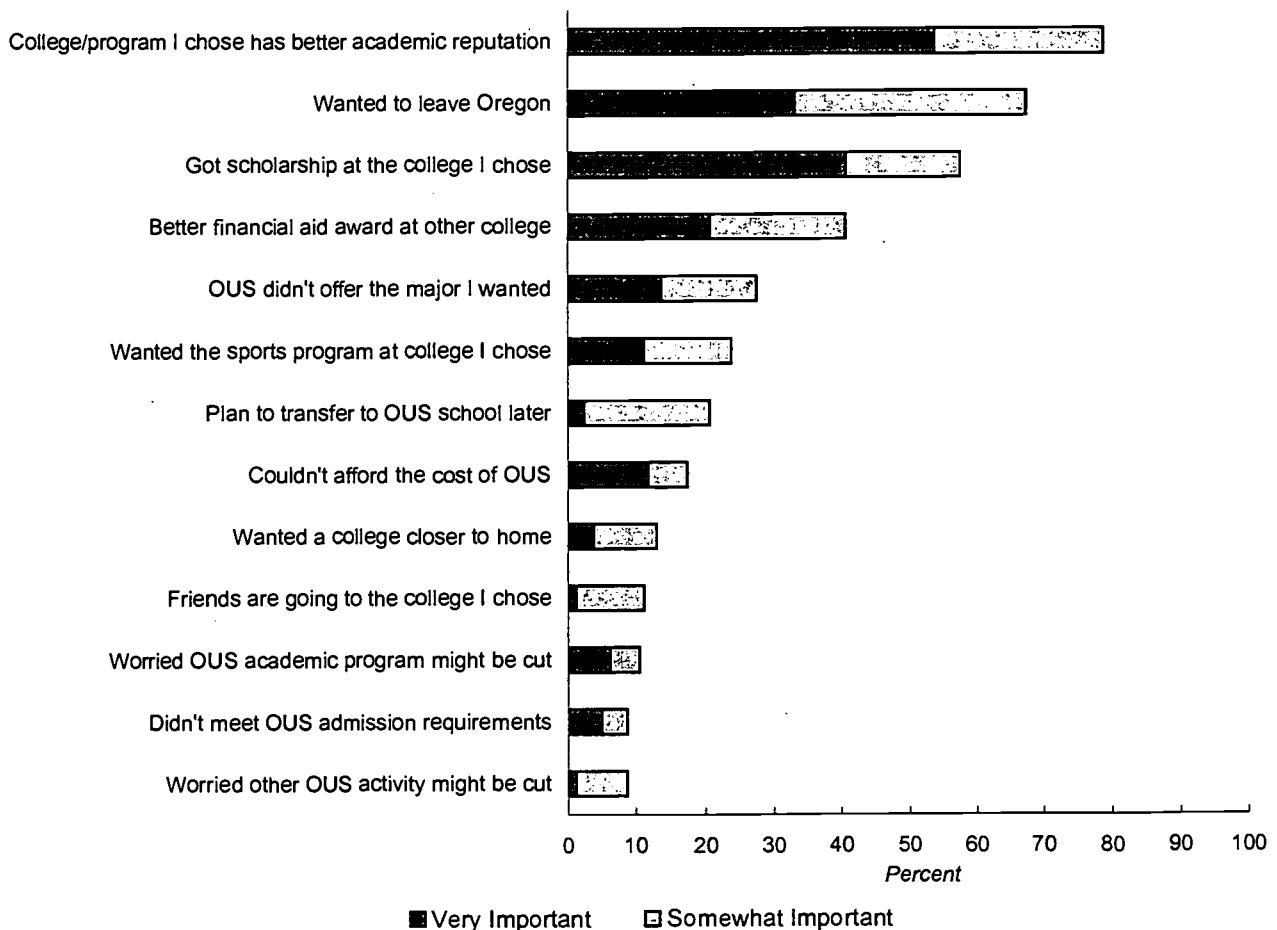


Table 10
Importance of Reasons for Not Choosing an OUS Institution:
Respondents Who Chose an Oregon Community College
(N=308)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Plan to transfer to OUS school later	152	49.4	95	30.8	247	80.2
Wanted a college closer to home	116	37.7	115	37.3	231	75.0
Couldn't afford the cost of OUS	140	45.5	76	24.7	216	70.1
College/program I chose has better academic reputation	70	22.7	85	27.6	155	50.3
Better financial aid award at other college	61	19.8	77	25.0	138	44.8
Got scholarship at the college I chose	65	21.1	40	13.0	105	34.1
Didn't meet OUS admission requirements	37	12.0	61	19.8	98	31.8
OUS didn't offer the major I wanted	57	18.5	39	12.7	96	31.2
Friends are going to the college I chose	25	8.1	66	21.4	91	29.5
Worried OUS academic program might be cut	52	16.9	37	12.0	89	28.9
Wanted the sports program at college I chose	25	8.1	47	15.3	72	23.4
Worried other OUS activity might be cut	18	5.8	43	14.0	61	19.8

Reasons for Choosing an Oregon Community College Instead of OUS:
Degree of Importance

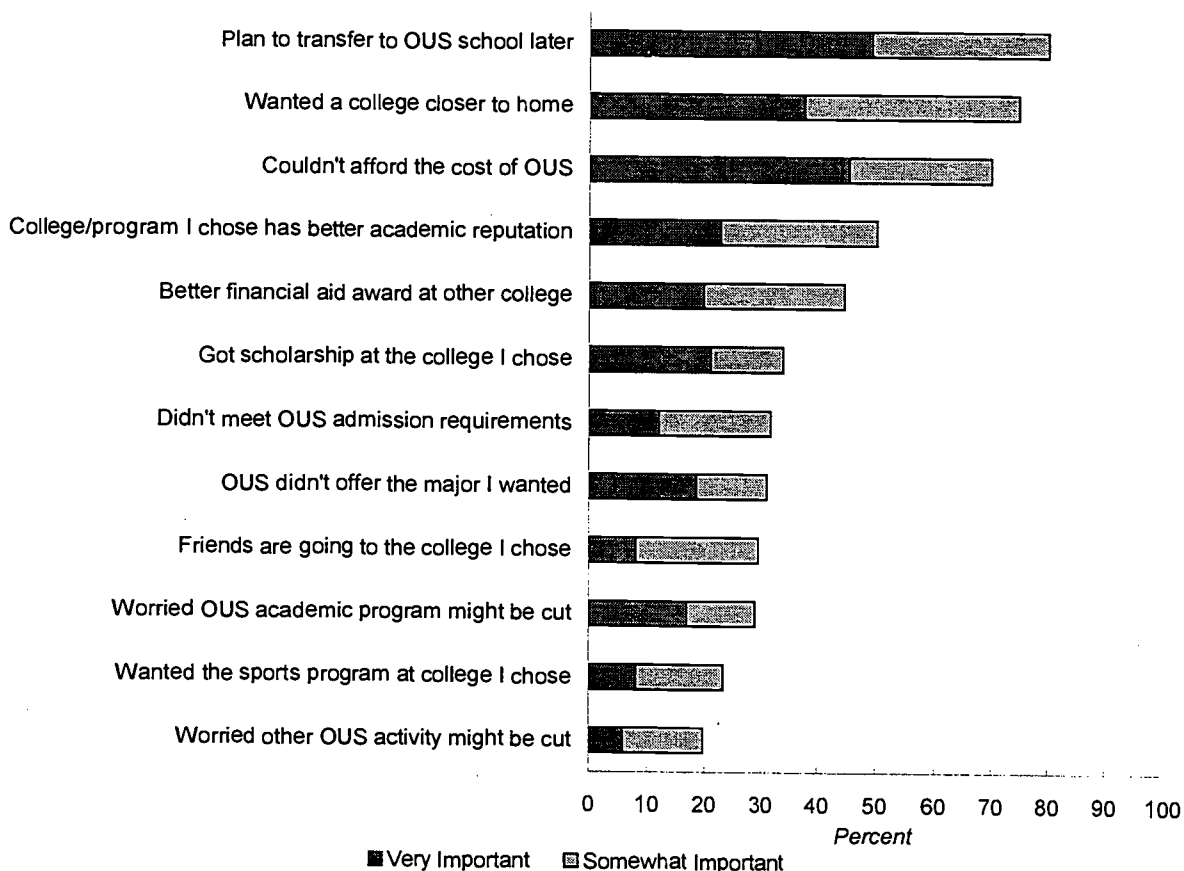
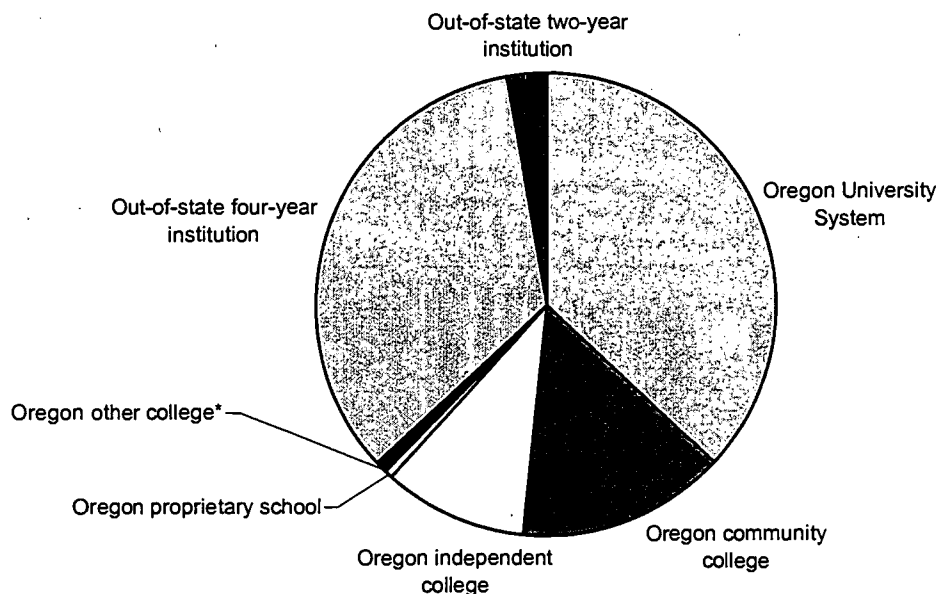


Table 11
College Choice of College-Bound Students:
High GPA Students Compared to Other Students

College Choice	GPA < 3.75		GPA 3.75-4.00	
	N	%	N	%
Oregon University System	223	33.2	66	36.9
Oregon community college	282	42.0	26	14.5
Oregon independent college	27	4.0	18	10.1
Oregon proprietary school	14	2.1	1	0.6
Oregon other college*	0	0.0	1	0.6
Out-of-state four-year institution	99	14.8	61	34.1
Out-of-state two-year institution	19	2.8	5	2.8
College unknown or refused to answer	7	1.0	1	0.6
Total enrolled in college	671	100.0	179	100.0

* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

College Choice of College-Bound High GPA Students



* Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Table 12
College Choice of High GPA Students: Class of 1999 Compared to Classes of 1997 and 1995

College Choice	Class of 1999 GPA 3.75-4.00		Class of 1997 GPA 3.75-4.00		Class of 1995 GPA 3.75-4.00	
	N	%	N	%	N	%
Oregon University System	66	36.9	17	30.9	19	29.7
Oregon community college	26	14.5	9	16.4	8	12.5
Oregon independent college	18	10.1	9	16.4	8	12.5
Oregon proprietary school	1	0.6	0	0.0	0	0.0
Oregon other college*	1	0.6	0	0.0	0	0.0
Out-of-state four-year institution	61	34.1	19	34.5	27	42.2
Out-of-state two-year institution	5	2.8	1	1.8	2	3.1
College unknown or refused to answer.	1	0.6	0	0.0	0	0.0
Total enrolled in college	179	100.0	55	100.0	64	100.0

*Includes Oregon colleges which are not fully accredited by the state or are controlled by out-of-state institutions.

Class of 1999 Compared to Classes of 1997 and 1995

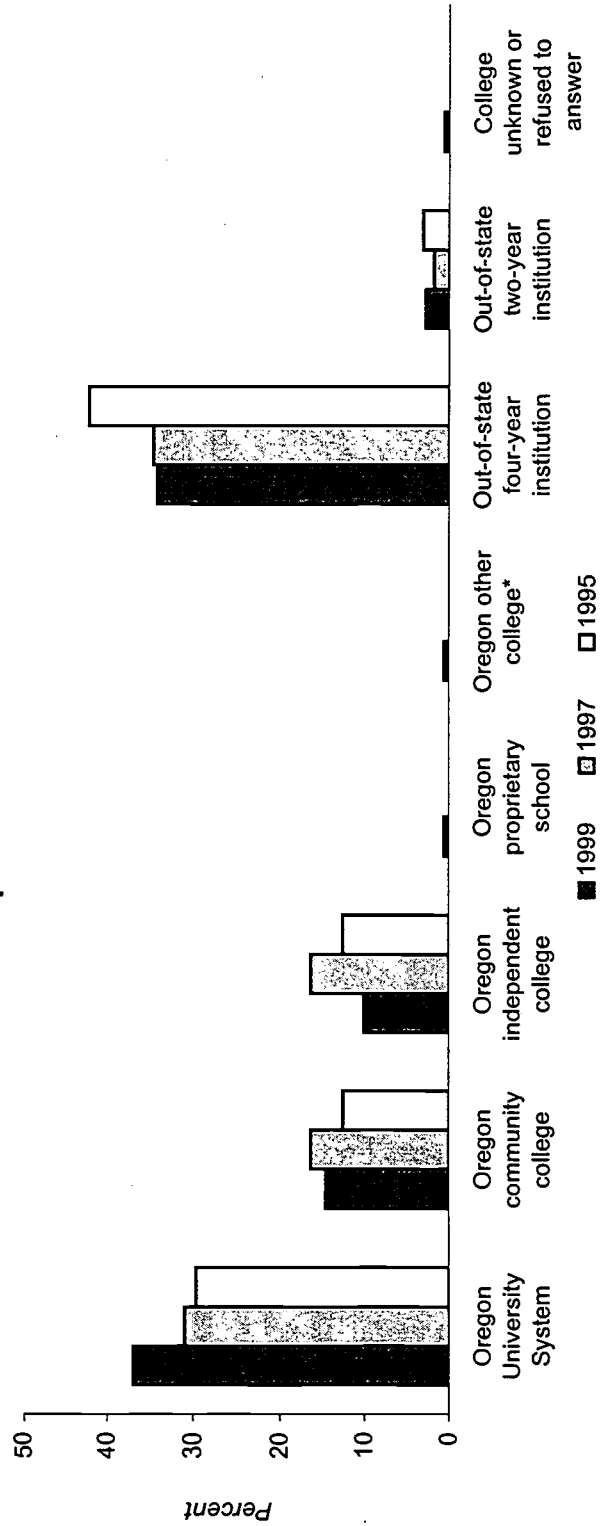


Table 13
Importance of Reasons for Choosing an OUS Institution: High GPA Students
(N=66)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
OUS offered the major I want	43	65.2	18	27.3	61	92.4
Good academic reputation	34	51.5	25	37.9	59	89.4
Could afford the cost	43	65.2	14	21.2	57	86.4
OUS offered me a scholarship	38	57.6	16	24.2	54	81.8
Campus social environment	16	24.2	34	51.5	50	75.8
Wanted to stay close to home	16	24.2	34	51.5	50	75.8
Size of the campus	13	19.7	28	42.4	41	62.1
I got a good financial aid award	18	27.3	18	27.3	36	54.5
Wanted to live in city campus is in	9	13.6	26	39.4	35	53.0
Wanted to get away from home	8	12.1	24	36.4	32	48.5
Admission requirements I could meet	14	21.2	15	22.7	29	43.9
OUS had sports program I want	6	9.1	9	13.6	15	22.7

Reasons for Choosing OUS among High GPA Students:
Degree of Importance

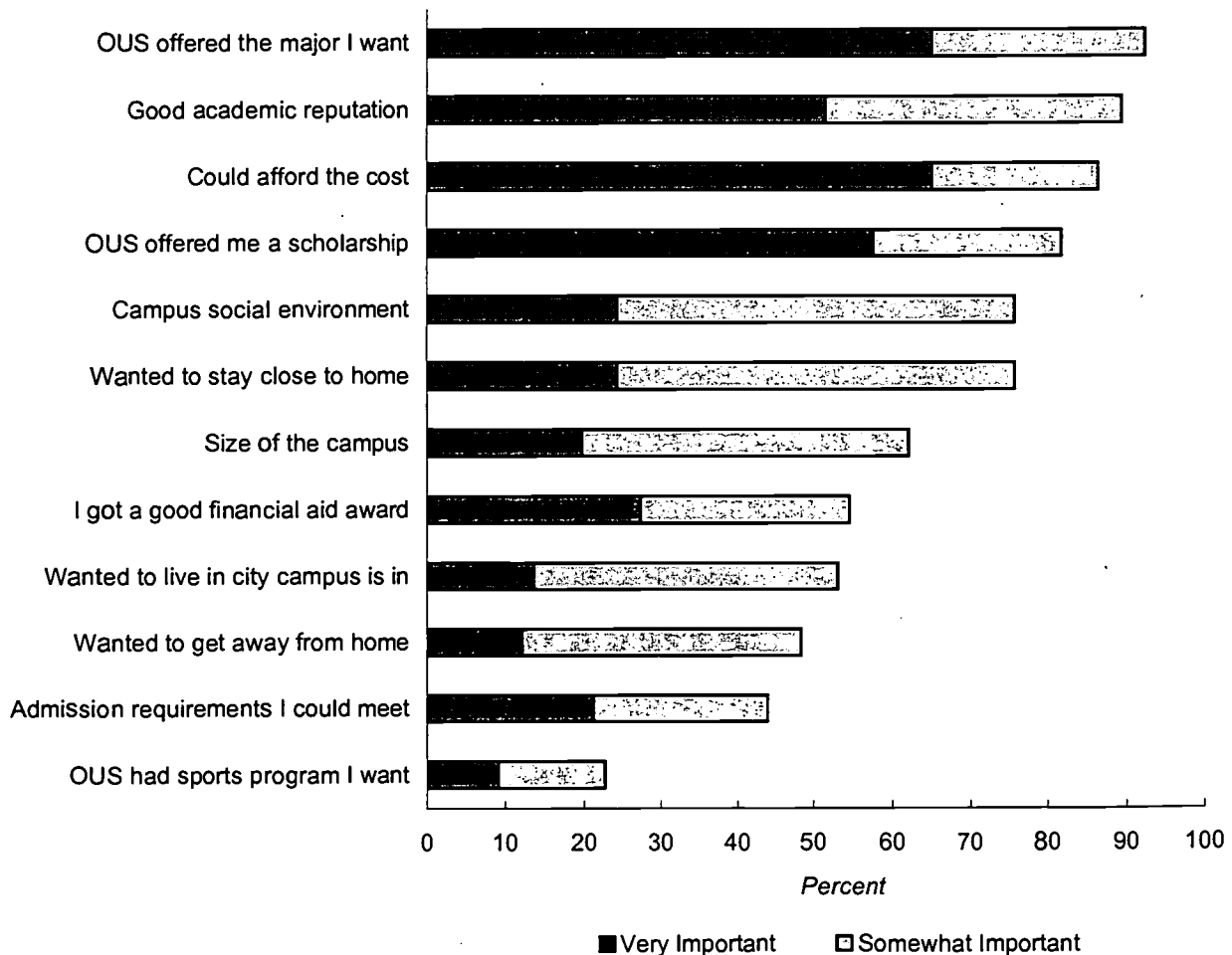


Table 14
How Did an OUS Institution Rate?
Respondents Not Choosing an OUS Institution
(N = 561)

Reason	All Students*		Four-Year Students		Two-Year Students	
	N	%	N	%	N	%
An Oregon public university was my second choice	53	9.4	18	8.7	34	9.8
Applied to and strongly considered attending an Oregon public university	87	15.5	35	17.0	50	14.4
Applied to an Oregon public university, but did not consider it very strongly	72	12.8	43	20.9	26	7.5
Didn't apply to an Oregon public university	343	61.1	107	51.9	234	67.4
No response	6	1.1	3	1.5	3	0.9

* Includes students whose college is unknown.

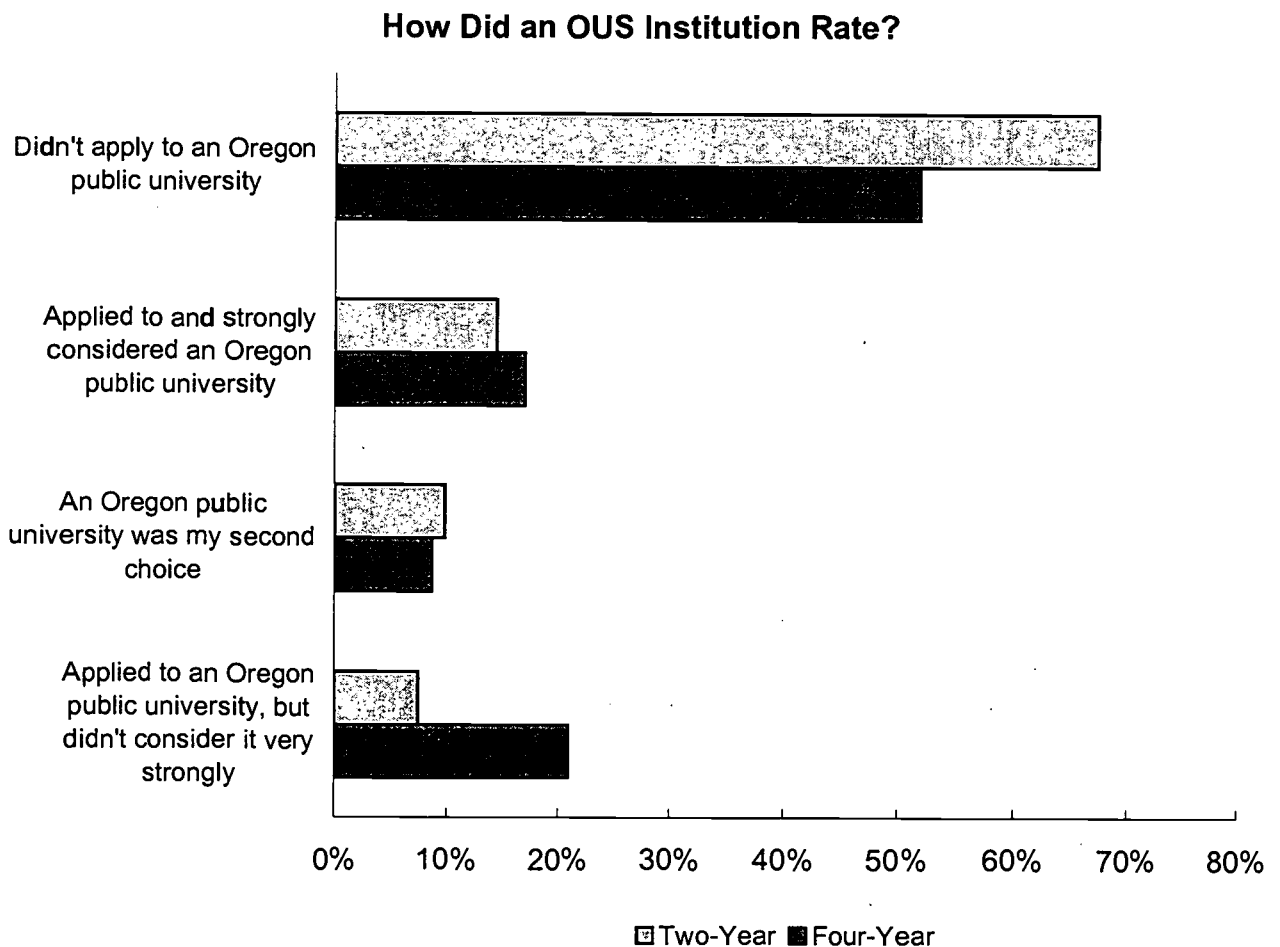


Table 15
Plans to Transfer to OUS:
Respondents Not Choosing an OUS Institution
(N = 561)

Reason	All Students*	
	N	%
Will definitely transfer to an OUS institution	124	22.1
Will probably transfer to an OUS institution	137	24.4
Will probably not transfer to an OUS institution	136	24.2
Will definitely not transfer to an OUS institution	140	25.0
Don't know	24	4.3
Total respondents not choosing OUS	561	100.0

* Includes students whose college is unknown.

Table 16
Sources of Information Used in Choosing College
(N = 850)

Source	Combined (Used Some or a Lot)		Used a Lot		Used Some		Not Used at All	
	N	%	N	%	N	%	N	%
Booklets, brochures, etc. from college	712	83.8	275	32.4	437	51.4	135	15.9
Information from family and friends	667	78.5	301	35.4	366	43.1	165	19.4
Information from high school counselors or teachers	622	73.2	207	24.4	415	48.8	224	26.4
Visit to college campus	605	71.2	299	35.2	306	36.0	241	28.4
Information from college rep visiting my high school	487	57.3	148	17.4	339	39.9	363	42.7
College web sites	475	55.9	175	20.6	300	35.3	375	44.1
Published college guides	324	38.1	70	8.2	254	29.9	524	61.6

Sources of Information in College Choices

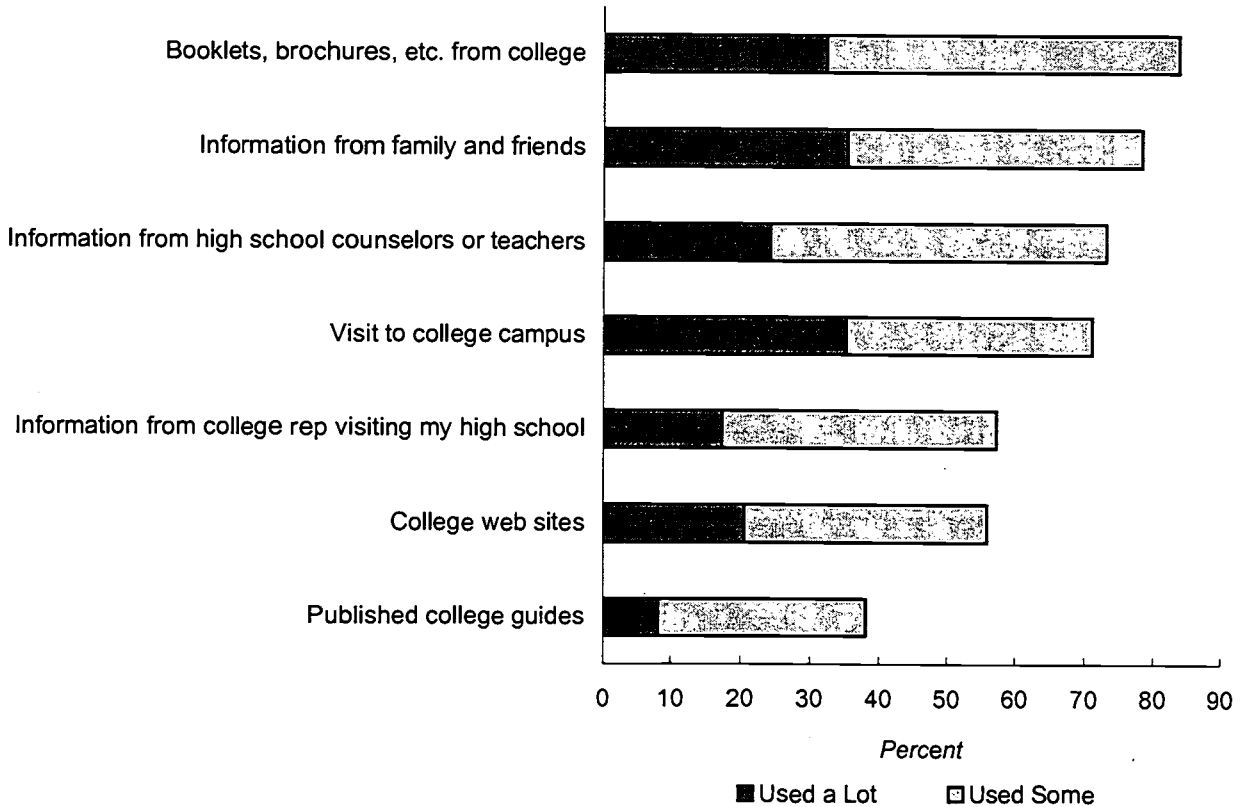


Table 17
Major Field of Study

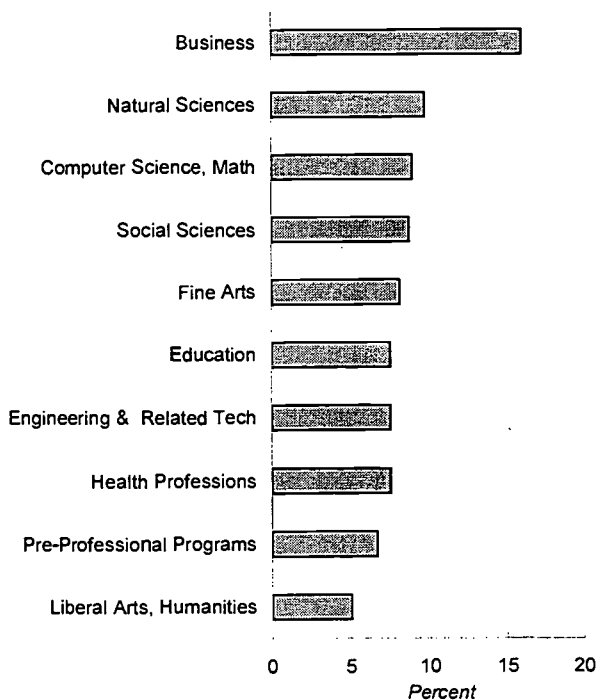
Respondents attending a four-year institution (N = 495)		
Major	N	%*
Undeclared	97	19.6
Business	79	16.0
Natural Sciences	48	9.7
Computer Science, Math, Statistics	44	8.9
Social Sciences	43	8.7
Fine Arts	40	8.1
Education	37	7.5
Engineering & Related Technologies	37	7.5
Health Professions	37	7.5
Pre-Professional Programs (pre-med, vet, law)	33	6.7
Liberal Arts, Humanities	25	5.1
Foreign Languages	22	4.4
Journalism, Communications	17	3.4
Criminal Justice, Human Svc., Public Admin.	14	2.8
Architecture and Related Fields	10	2.0
Agriculture, Forestry, Marine	7	1.4
Military Sciences	4	0.8
Professional/Service Trades	3	0.6
Home Economics, Family Studies	2	0.4
Physical Ed., Leisure Studies, Recreation	1	0.2

Respondents attending a two-year institution (N = 347)		
Major	N	%*
Undeclared	119	34.3
Health Professions	46	13.3
Education	39	11.2
Business	32	9.2
Professional/Service Trades	31	8.9
Criminal Justice, Human Svc., Public Admin.	22	6.3
Fine Arts	17	4.9
Computer Science, Math, Statistics	11	3.2
Engineering & Related Technologies	11	3.2
Liberal Arts, Humanities	10	2.9
Natural Sciences	8	2.3
Agriculture, Forestry, Marine	7	2.0
Social Sciences	7	2.0
Pre-Professional Programs (pre-med, vet, law)	6	1.7
Journalism, Communications	4	1.2
Architecture and Related Fields	3	0.9
Home Economics, Family Studies	3	0.9
Foreign Languages	1	0.3
Military Sciences	0	0.0
Physical Ed., Leisure Studies, Recreation	0	0.0

* Percentage totals exceed 100% because multiple majors are included.

* Percentage totals exceed 100% because multiple majors are included.

Top 10 Major Fields of Study:
Students at 4-Year Institutions



Top 10 Major Fields of Study:
Students at 2-Year Institutions

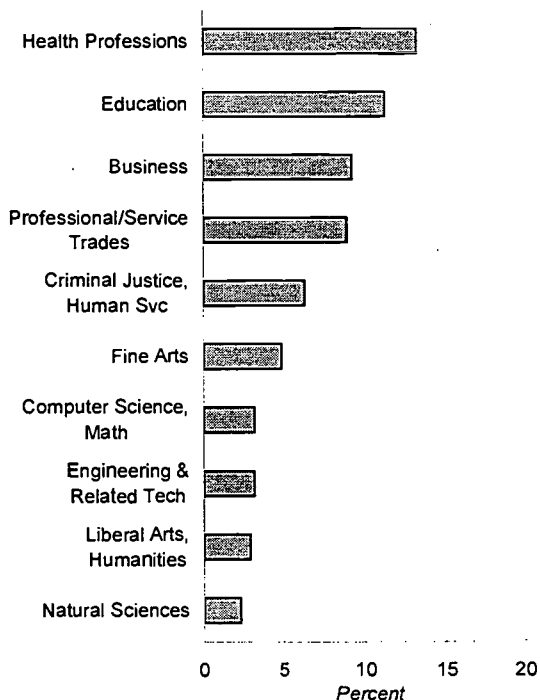
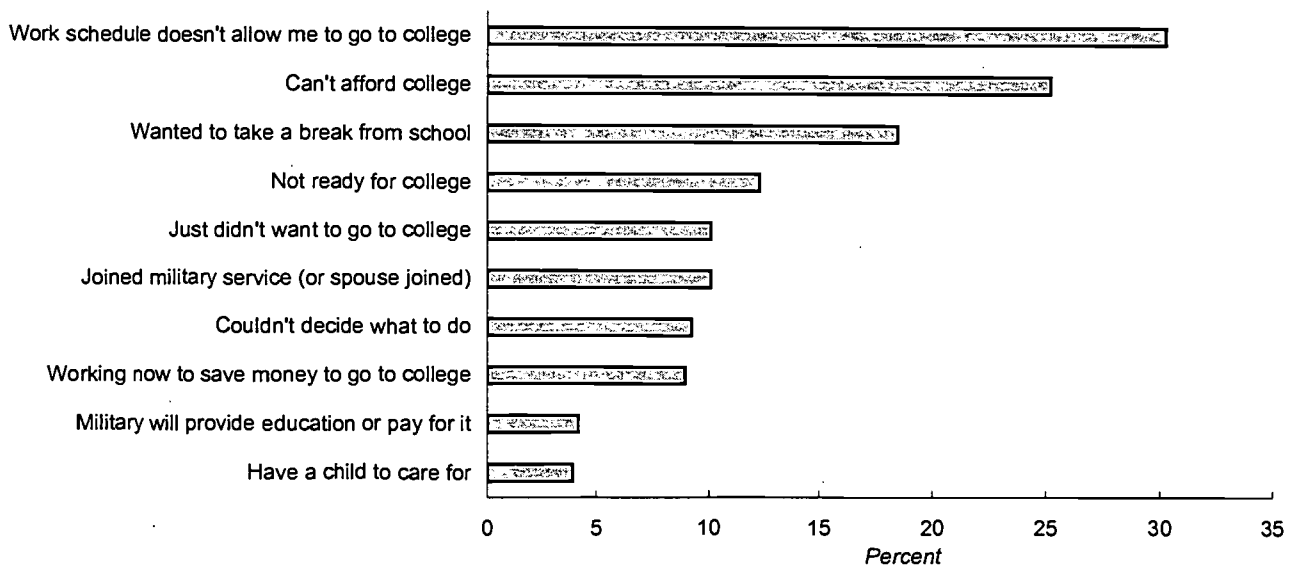


Table 18
Reasons for Not Going to College
(N=357)

Reason	N	% of Respondents Not Going to College
Money-related issues	149	41.7
Can't afford college	90	25.2
Working now to save money to go to college	32	9.0
Couldn't get enough funding/financial aid	14	3.9
Working to purchase something	9	2.5
Wanted to start saving money	4	1.1
Not interested in college at this time	117	32.8
Wanted to take a break from school	66	18.5
Just didn't want to go to college	36	10.1
Have the job I want now, don't need more education	8	2.2
More interested in social life, not school	7	2.0
Work interference	108	30.3
Work schedule doesn't allow me to go to college	108	30.3
Unprepared for college	100	28.0
Not ready for college	44	12.3
Couldn't decide what to do	33	9.2
Moved and getting settled	11	3.1
Missed deadline for college or loan application	6	1.7
Didn't have high enough grades for college	6	1.7
Other plans	77	21.6
Joined military service (or spouse joined)	36	10.1
Military will provide education or pay for it	15	4.2
Have a child to care for	14	3.9
Wanted/needed to travel	12	3.4
Other conflicts, problems, or reasons	44	12.3
Family, personal, or health problems preclude college	13	3.6
Religious reasons	9	2.5
Other assorted reasons	22	6.2

Top 10 Reasons for Not Going to College



**Representativeness of Survey Respondents
Compared to Post-High School Plans Survey
Database and All Oregon Public High School
Graduates**

Appendix 1
Representativeness of Survey Respondents Compared to Post-High School Plans Survey Database and All Oregon Public High School Graduates

	Survey Respondents		PHSP Database		1999 Oregon Public High School Grads	
	N	%	N	%	N	%
<i>Gender</i>						
Male	594	49.2	11,788	50.5	13,818	49.0
Female	613	50.8	11,574	49.5	14,375	51.0
Total	1,207	100.0	23,362	100.0	28,193	100.0
<i>Ethnic Group*</i>						
African American	21	1.7	403	1.7	525	1.9
American Indian	23	1.9	535	2.3	406	1.4
Asian American	51	4.2	1,054	4.5	1,147	4.1
Hispanic/Latino	54	4.5	1,185	5.1	1,374	4.9
White	989	81.9	17,493	74.9	24,741	87.8
Mixed/Unknown/Decline**	69	5.7	2,692	11.5	--	0.0
Total	1,207	100.0	23,362	100.0	28,193	100.0
<i>Oregon Region</i>						
1 - Clatsop, Columbia, Lincoln, Tillamook	76	6.3	1,139	4.9	1,568	5.6
2 - Clackamas, Multnomah, Washington, Yamhill	496	41.1	9,653	41.3	11,484	40.7
3 - Benton, Lane, Linn, Marion, Polk	296	24.5	6,057	25.9	6,978	24.8
4 - Coos, Curry, Douglas, Jackson, Josephine	169	14.0	3,095	13.2	3,895	13.8
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	46	3.8	863	3.7	1,213	4.3
6 - Crook, Deschutes, Jefferson	52	4.3	1,036	4.4	1,296	4.6
7 - Grant, Harney, Klamath, Lake	41	3.4	806	3.5	877	3.1
8 - Baker, Malheur, Union, Wallowa	31	2.6	713	3.1	882	3.1
Total	1,207	100.0	23,362	100.0	28,193	100.0

* The oversamples of special populations in the 1999 survey were weighted to match the distribution in the Post-High School Plans database.

** In the data reported in this survey and in the Post-High School Plans survey, students of mixed ethnic background or those declining to identify their ethnic group were counted in the "mixed or unknown" category. Data on public high school graduates provided by school districts assigned all students to one of the ethnic categories provided, and did not count any as "mixed" or "unknown."

Sources: (1) OUS Office of Institutional Research, Class of 1999 PHSP database. (2) Oregon Department of Education, School Finance and Data Information Services.

Appendix 2

Other Comments from Survey Respondents

Respondents Attending Four-Year Institutions
Respondents Attending Two-Year Institutions
Respondents Not Attending College

Other Comments

Respondents Attending Four-Year Institutions

I don't know how to put this. He didn't get any help from the counseling department in his school, no college prep classes. He probably wouldn't be going to school if he didn't play football. I'm in charge of scholarships for the local high school and I think schools need to concentrate more on higher education and vocational training. They need to help the kids choose what they want to do. More money should be used for scholarships as well.

Give more money to Oregon schools so they can improve their academic programs. Make the academic programs more challenging and raise the admission requirements to get into the Oregon universities. It would've been nice if my son could have gone to college in Oregon with his friends.

I think he just felt that going to the University of Portland was a little more prestigious. The University of Portland has an association with Notre Dame. There's the religious aspect, too. He is a religious person.

One thing she has found is that U of O, as opposed to Lane Community College, is a lot less user friendly. The classes are too big. There are hundreds of kids in the class and just one instructor or aide.

We live in Eugene and we think this is one of the most underrated universities. They need to market it better to their home county.

I don't think people should be forced to go to college right after high school because some people are not ready.

Make it cheaper to attend college. It's way too expensive. I don't always like the idea that they always expect the parent to take out a loan to send their kids to college.

I hope something good comes out of it [this survey].

Make sure to visit campus of choice before attending or applying there.

She did consider OSU honors college.

It's very difficult for a lot of kids. It's very hard financially. I work in foster care and a lot of the kids don't have the opportunity to go to college and they hadn't even thought of going to college unless they had wealthy parents.

The advanced placement courses in high school helped with the transition to college. I've got a 3.8 GPA in college because of the AP classes now.

The importance of talking to alumni. Should ask questions including did students talk with alumni as a part of the decision making process.

I was just talking to a doctor the other day whose daughter is going to the University of Oregon. She was very uncomfortable with the moral standards of the girls she was studying with, so she was planning to transfer to BYU. I'm talking about the way the girls that she was studying with were living. They were drinking and going to parties, and they weren't very serious about going to college for an education. I guess it would be good to include something besides academics, something about the moral climate. I think the schools should just adhere to some standards.

We should try to keep as many Oregon students in Oregon. There should be reciprocity with the out-of-state tuition – should go to the bordering states.

He was interested in programming to the exclusion of everything else. He wasn't interested in the social life, the ball club or anything else. I think we're talking serious hackers here!

I wish that education was available to the middle class. It's not available unless you want to pay for it for a long, long time.

I'm transferring next year. College is a lot of reading. I don't like Portland State.

I found the large size of the Oregon public universities intimidating.

She's doing very well. She's not interested in sororities and she likes meeting people from all over the U.S. She likes the activities. She likes the sports and online classes. They are very accommodating to her schedule and they offer a great variety of classes.

I don't want you to think I'm dogging the Oregon public university system or anything!

I graduated from an Oregon public college. In fact, I have three degrees from U of O and OSU. Go Ducks!

Oregon has a good public college system.

I think it's pretty good. I think they cover all bases. The universities are wonderful, but I have six kids and they have to pay for their own schooling. I can't do it. [My son] has two jobs and goes to school full time. He has no days off.

One of the pieces that should be known is the personal attention from private institutions versus state institutions. With private institutions it was very personal and with the state institutions she was just a number. Even after she had decided to go to a college, that college went out of it's way to make sure she was comfortable as a freshman. They had a barbecue for all new students and freshman. They have somebody who knows them well and touches base with them. They want to see the kids succeed as opposed to weeding them out, which is what public universities seem to do. As an Oregonian, I feel we've lost my daughter as a state and I feel it's a great loss.

I think another thing that was good that Southern Oregon did was to organize a time for both parents and students to visit their campus. It helped us, as parents, understand what Southern Oregon University was all about. They took us around and showed us the campus. Different people present information from different departments and they chatted with us about admissions.

I withdrew for personal reasons. I felt the environment was too socially specific and that's in reference to the Greek system. There were not enough general parties or class activities. I felt isolated from social activities.

He's a naval scout. He's a good man. I raised him myself. I have other kids.

We need more financial aid. They're requesting people get a college education and money is kind of tight.

I am employed full time.

I think that it's bad that it's cheaper to go to an out-of-state university. They're not trying very hard to keep us here.

You might ask if they are happy with their choice of universities.

You should ask about the size of the school and whether that matters to a person or not. I think that should be added to the questions regarding why you chose your school or why you didn't choose an Oregon university.

I think it's important that the universities send out information to the students on college campuses. University of Oregon sent information out about what the campus was like, housing and curriculum. That's really helpful when the student is making a decision.

More information from the schools about the athletic departments and better financial aid would be nice.

I think the weather has a lot to do with it. They need some four-year universities on this side of the mountains. Look at the demographics and see which areas are growing the fastest.

In choosing a school, location was a basic factor. It being in Eugene and being only two hours from where I live was a big factor in my decision. That way I could be away from home but not too far away.

One of the reasons I didn't pick the Oregon school I applied to was because two girls from my high school were going there and I wanted to go to a place where nobody knew me. I wanted to get away from my ex-boyfriend.

I didn't really look into the Oregon school system.

Try to improve the rankings – academically.

I would include reasons why a student was planning on pursuing a master's degree later on. This has a large effect on many people; on how much debt they're willing to take on now. If they see a master's ahead, they're less likely to go to a more expensive school because of the total package.

He just went to Eastern because we lived here.

I don't think the state schools can offer a curriculum that will meet his needs because of the separation of church and state. He's studying to be a minister.

I found the University of Oregon to be a much better school than indicated by sources such as word of mouth and both the Yale and Princeton guides. They have very high quality professors and diversity of on-campus academic resources.

I would have expected questions like "What school and why?" and "What was most important about the school to the student?" She was originally put off by a big university and wanted a smaller one, but now she's going to go to a much bigger university than she expected. Most kids are kind of intimidated by the sheer size of it. She didn't really look at the other schools like Western or Southern, which are smaller.

I think they need to get rid of that out-of-state tuition. If they want to go out-of-state the first year, they need to pay a really high out-of-state tuition instead of the same tuition for in-state schools. The difference is outrageous.

You might ask a person who didn't go to an Oregon college how satisfied they are.

There wasn't much to the merit scholarships when I applied to U of O. There literally wasn't as much money in the scholarships as there was in the financial aid I got at Whitworth. It felt like Whitworth just appreciated scholarships more than the Oregon University System did.

Ask something about the Greek system - fraternities or sororities as far as considering it when deciding what college to go to. I know a couple of my friends decided to go to OSU because of the fraternities there.

I am going to a Christian school and it was very important in my decision of what college I would attend.

As a parent, I liked some of the schools - Oregon State and McMinnville. I liked some, but my daughter did not.

I think that when a student is used to the interactive classroom approach in high school, its really difficult for them to picture themselves in a large lecture hall with a class of 250 students.

It wasn't that she disliked the Oregon system, she just wanted to leave the state.

I have a son who is a junior in high school and we are looking at colleges. I've found that the universities are not getting out there and trying to attract the students that they want. We only got two fliers from Oregon universities. The California University System has sent us much more information than just two fliers. We get information from all over the country. It doesn't seem right that the Oregon universities aren't doing much to keep students in Oregon. The Oregon University System doesn't seem nearly as aggressive as other states. It seems they should be if they want to keep students in Oregon. They haven't sent us any kind of advertising other than the two fliers.

They offered a lot of scholarships to keep the kids with high GPA's in Oregon rather than have them go out-of-state. That made the difference for a lot of kids. I volunteer in the high school career center and I'm finding the juniors aren't taking any SATs until their senior year. I think they'd be better off if they started in the last part of their junior year.

We have a family of five and all are in school. We think Oregon is losing its best and brightest students. We all advocate education and we would hope for more funding of Oregon schools so people would stay in state to go to school.

Keep giving out scholarships, big ones like presidential ones, etc. It's important for prospective students to visit the campus prior to attending.

Expanding the honors programs at all Oregon universities, particularly at the University of Oregon. Offer more competitive faculty pay. Oregon is lacking in pay compared to the national average.

Financial aid services should be faster and more efficient. I turned in financial aid paperwork in the fall and I still have not received any financial aid.

I think tuition and books should cost less. It's too expensive. They need to redo their FAFSA family contribution formula.

I think you should have more faculty; a better ratio of teachers to students.

I applied two months ago to OSU, and I haven't heard whether I've been accepted or not.

I'm an immigrant and when I came to OSU many people thought it would be too hard for me. It wasn't. I think people should be more encouraging.

I think that sometimes the kids go through the 12 years of schooling and it's assumed that they're going to go to college. They gear their life that way, but some kids are not ready to go to a four-year college and an intensive program like that. I think sometimes they need a break. Actually, I think some kids would tend to be more successful if they waited a year or two instead of going right into a four-year university. This is not in all cases, but sometimes.

Education is very important and I'm glad to see this survey is being done, especially to keep Oregon residents here in Oregon to pursue their education.

She picked an Oregon school because she wants to go there. She could've gone to any school and she went to an Oregon school because of the honors college. She likes intramural sports and she's able to do that at OSU. She can do the sports she likes and is able to be involved in them. She likes it. She likes Oregon and she applied at Oregon and UC Davis. She went to Oregon because of the honors college. I'm glad she went to Oregon. I went to OSU. I felt it was a compliment because I went there. She had family attend Davis too. I like OSU. It's a great school. I had a great time. It was years ago.

He was going to go to a community college as opposed to a big university because school was difficult for him. Then he decided to go in the service.

I think Oregon public schools are doing a great job and it wasn't a negative connotation on Oregon schools that made her choose the college that she did. The only thing that a state college could do is hire more advisors to offer the students support and let them know they're cared about. The advisors don't know the students they're advising and the freshmen especially don't get much help. If they could find a way to make registration smaller and more personal then the students would be able to ask the questions they need to ask and the freshman would have the support they need.

I was really unimpressed with was the idea that universities only mentioned what was good about the school and they seemed to neglect the weaker points of a particular school.

We need more academically oriented scholarships, not more funding for the football program at U of O. I'm not sure what funding I'd like at other campuses, but from what I understand, the football players get a lot of money toward their education.

Oregon higher education is losing their local talent to out-of-state universities. This is because Oregon universities are not attractive in terms of national ranking

I think you should let people know how long the survey will take and let people fill it out by mail instead of by phone.

I think the university system in Oregon really failed. We are paying more to the private school than we'd be paying at an Oregon public school. They were unresponsive and they didn't look at the circumstances. They didn't use judgment. Someone had to look at circumstances and not just say, "That 's the rule." Have a little leeway and flexibility.

I believe that the federal financial aid form is difficult to fill out and the time requirement is difficult to meet because of requiring tax information that is not attainable until after the February deadline.

I think that honors college gives students that want to attend an Ivy League school an opportunity to experience it at a fraction of the price.

I had another son attend BYU. He took a chemistry class and then transferred to an Oregon school and took the same class. He said it was a much easier class in the Oregon university that he attended. The test was easier and not as much knowledge was expected.

I would hope that they would fund education more and take into consideration that they are going to lose the top students to other states because they can get a better education there.

I am trying to work full time and go to school full time and it is hard to do. I have the support of my family, which helps.

I think the Oregon higher education institutions need to institute an incentive to come to an Oregon college.

There should be more free parking facilities for students. I had to go to school for a meeting I had for class and all the parking spots were filled up except for the ones that required a pass.

I like it at OSU.

I just think she never really considered Oregon schools because she wanted to get away from Oregon. She looked mostly at East Coast schools. The Midwest, which is where she ended up, was the closest to home of her choices.

I have another child coming up on college and I wish you would solicit her heavily to go to an Oregon public university because I would like to see her.

I think the race question is irrelevant. I think you need to find a better way to contact the students than over the phone.

I want to graduate, get my bachelors and get a good job.

I went to a private high school.

I think alumni is (sic) important in the choices that kids make.

Make sure they visit the college campus because that's important. Make sure they feel comfortable on it.

She decided in seventh grade where she was going to attend college and she never changed her mind or looked anywhere else.

Survey of Oregon High School Graduating Class of 1999

Other Comments

Respondents Attending Two-Year Universities

There should be more social activities on a community college campus. Maybe I'm thinking of college living situations. My friends tell me about how much fun it is living at the dorms at the U of O campus. I don't have that experience living at home and attending a community college.

We are firm believers in education. We would like to see each and every one of our kids to go to a four-year university and more.

Get better ways to pay for universities because a lot of kids go to California because it's cheaper.

I wish the Reedsport school district could acknowledge Douglas County in their newspapers. Reedsport doesn't show sports scores in their newspaper from Douglas County. Isn't that funny?

You can't get into the classes that you want at University of Oregon without applying a year and a half in advance. It's a good program and there's a waiting list for the business classes. If you don't know who the good teachers are, it's negative because there are some good ones and some bad ones.

College has been an interesting experience. I was planning on going to U of O or going out-of-state. I could've gone to either, but because of the things that were going on at home (family troubles) I was unable to go at all.

I think the governments, both state and federal, should help the schools more. That way the schools could charge less; lower tuition.

I think more scholarships should be available to students in high school who don't participate in the high school society regime. Grants should be available to other students participating in things other than high school related programs. Financial aid looks at my parents' income, but I think it's unrealistic because they aren't paying for my schooling. I am.

Financial aid is something that is important. I'm in a divorced situation and there's just the two of us and the university financial aid does not take into account what your expenses are, only your income – what's coming in. When the judge says you will pay this much in alimony it doesn't leave much for the kids. You're penalized if you've got a savings account because it cuts down your funding for college. Had I been at the poverty level he could have gotten grants.

Teachers just need to care more. If a student needs help, the teachers need to help them.

The education system needs to have a college prep or note-taking course, which would make things easier on college students. High school is too easy and they need to have it more academically centered. Find out who wants to go to college and prepare them for the college courses. People who want to be plumbers don't need all the extra classes.

She's planning on transferring to Oregon State for her zoology major.

I just wanted to get a two-year degree at a community college and then transfer to a four-year university.

After finishing school she worked in a nursing home and completed her CAN training. Since then she's gotten married. Her husband makes a ton of money and she doesn't need to work. She's planning on volunteering at a nearby nursing home.

Just give more help to college students financially.

They really need to worry about having a four-year university here. If COCC would become a four-year university, it would have made a lot of people stay here.

College shouldn't be so expensive. More people would go if it was cheaper.

I would like to see reciprocal tuition between Oregon and Washington. I am nine miles from the border and I would like to be able to go to an Oregon school, but because it is out-of-state tuition, it is not possible.

I'm really not planning on finishing college because I'm going into the service and they're going to pay for it all.

Since you got my last GPA (2.5). I want to give you my new GPA, which is 3.5. I made the dean's list.

He was sixth in the nation in high school chess and he likes bowling.

I think the community colleges are a very nice arrangement. Financially they are very nice. You can get just as good of an education as you can from a university. I also appreciate the AAOT (Associate of Arts Oregon Transfer). It allows you to start by taking community college classes and then transfer as a junior to a university, rather than starting all over.

Education is getting so expensive.

She was almost a 4.0 student, but they base admissions heavily on an SAT scores. She had some money saved for college, but it's not enough. When the federal government looks at money a student has saved they base it on one year at a time. Therefore, she had too much money to receive financial aid but just enough for her first year. She didn't want to spend it all one year and not have enough for the following years. I think that the federal government should understand that students need money for all four years not just one year. I think they base admissions too heavily on the SAT scores and not enough on individual GPA's. The college she wanted to attend looks primarily at SAT's and she doesn't test well. Her scores were lower and so no scholarship was offered.

They need to make a way for middle class kids to be able to get financial aid notwithstanding what the parents make. Student loans are a joke because when you finish school you owe thousands of dollars. You owe an exorbitant amount that instantly makes you broke and indentured for years and years.

It seems to me that financial aid is terrible. If parents have any money at all, it disqualifies the student's eligibility for financial aid. Students with no money get the most financial and I believe it should be spread out more evenly.

They should make it easier to get money for college. There should be more money for Caucasian students who want go to college. There is no financial assistance unless you are poor or from some ethnic group. The middle class and white people get no assistance.

I think they should look more towards training people in high tech fields – vocationally and technically.

I would like to see more scholarship money available to Hispanic people.

11 months to receive a Pell grant is too long. The college he was attending is holding on to it. The school claims that my son did not sign up in time.

One of the factors for me in choosing a school was that I wanted to go to a Christian school. I know that was important to some of my other friends and it was a deciding factor for me. My major is psychology and I wanted to get an exclusively Christian point of view. I didn't want a secular point of view so a public school wasn't what I wanted to do.

I think that all the sources used were very helpful. By sources I mean, one-on-one discussions with staff and alumni at prospective campuses that I considered.

I just wish they would give more financial aid to the people who need it, instead of the athletes or the people who are already rich.

No, that was a very wonderful survey.

The university system could try to assist in directing some high school grads into getting into technical schools. Everyone told me there were tech schools through the university system, but I could never find them. They could point a person in the right direction. More written information would be helpful, or making web site addresses available.

Part of my reason for not going to a university was my job. I started less than six months ago and I make ten dollars an hour. I think you should have something along those lines in the survey.

College is getting very costly. I think there are a lot of young people who would like to go, but it's just beyond their means.

She realized that she could get her core subjects whether she took the classes here or at a four-year college.

I think that having community colleges in communities is great because the burden of financial strain is too great at a four-year university. I hope they keep COCC a community college so people can afford to go. I hope they don't turn it into a four-year university. They're cutting programs at OSU and it's important to have a community college as a resource, a place for kids to go on with their education.

Give me money! I need \$10,000 from Bill Gates to go to college.

One of the concerns we had about the four-year college was that when I took a class that was offered in three terms, they did not have the same professor the whole time. It seems rather choppy to me and to the overall continuity.

I don't like these surveys because they're not indicative of a person's real reason for attending a college. They're full of redundant statements.

I would like to see public schools offering better financial aid packages. I think private schools have better academic reputations and financial aid packages.

I have noticed that at U of O, the classes I want to take are all filled by the upperclassmen. By the time I got to register, the classes were filled. I think there are just too many people attending the four-year universities. They're not meeting the demand with supply.

He wanted to save money on tuition so he could have the financial aspect of education taken care of by the time he enters a four-year university.

He may consider a private school. He was accepted to one, but we couldn't afford it. He wants to be in a sports program at one of the colleges, but we couldn't afford it.

It would be nice if colleges didn't go by grades and didn't cost so much. I think it keeps kids from going and that isn't fair. Need more available housing. It shouldn't cost very much to go to college since they are educating people for down the road. You see a lot of people that take their opportunity to go to college for granted. They just party when other students can't get accepted or can't afford it. Tell your boss you did a great job and have a good night.

Survey of Oregon High School Graduating Class of 1999

Other Comments

Respondents Not Enrolled in College

My comment would be to steer the kids towards a more career-oriented future like, carpentry, plumbing and welding. Things like this would get them a job out of high school rather than having them just floating around, not knowing what to do and being unemployed.

The survey was pretty quick and you didn't sell me anything!

It would be nice if it was more affordable.

Start preparing high school students earlier for college. Offer a college prep class.

High school systems need to change. They need to pay more attention to the kids and their needs.

I guess college is not for everyone. He's not a real book person. We encouraged him to do what he wanted to do, but at this point it doesn't look his plans include college. He's still a teenager and their minds change, but what he's portrayed is that he's more or less said that if he were to go back to school, he'll go to a trade or vocational school.

I'd tell everyone not to take a year off before attending college.

I just think that if they are going to have independent schools, they shouldn't be as lenient as they are. That can give you room to slack. I think they should push the kids a little more than they do.

I thought you were interested in knowing about the choice of colleges in Oregon. I was led to believe, due to the newspapers, that it was a discussion about the quality of Oregon state universities.

We will be looking at private colleges due to tax cuts decreasing quality of the Oregon state system.

Do you want to know why I didn't finish? I didn't finish because I have a three-year-old daughter who needed something to eat, so I had to go to work.

He will be attending college in the next 24 months.

I think all kids need to go on to college.

I'm still interested in looking into a career. I'm looking for information on something that doesn't take too long in college, just two years or four years at the most.

I would like to see the cost of a college education reduced. Not so much the tuition, but room and board during the school terms.

I graduated from the high school program at Lane Community College and learned more there in six months than I did at Elmira High School in two and a half years. The teachers at Elmira were not that good. Most of the teachers were inclined to talk mainly about sports and some of the teachers liked to flirt big time with the students.

Money is available but I feel that most people are too lazy to go and get the money.

During the year you're pushed so hard to get into a college. Once the school year ends they don't help you get into a college or prepare your loans. It really hurts if you have to take a year off to earn some money.

The cost of further education could be cheaper and/or tax-deductible. More grants could be made available.

I'm proud of him for making a decision to go into the army for the experience. I'm proud of him for wanting to pay his own way through college.

Wait until you're an adult to grow up. Live as a kid first. I was forced to grow up fast and it makes it easier to escape to drugs.

High school counselors did not provide adequate information about college, especially financial information. No one told me about financial loans until it was too late.

I would just like to point out that despite the fact that I had a low GPA I scored an 1100 on my SAT. We all make mistakes and I still feel I should have the chance to go back to school.

She's really energetic and had no way to release it in school.

Life's always good. Watch where you're going and remember where you've been. Life's awesome. You can smile and breathe and be happy and go fishing and hunting. If the sun comes out, cool. Why don't you just write a novel and go get a publisher. Say, "You want a survey? Here's your survey."

I just want to go to college to become an architect.

Maybe they should advertise what programs are available because most of us don't know about that. They should also advertise what scholarships are available.

Oregon universities should go to the high schools more often and speak to students and make information more available. That would help a lot.

My philosophy is that taking a year off hasn't kept me back at all. If anything, it has given me more of an appreciation for education.

During my junior or senior year in high school, I would have liked to have had information on what majors were available and some help in choosing a major. I would have liked some help with the anxiety of financial problems. Students need help learning how to deal with financial aid and scholarship information.

His intention is for college after the service.

I don't know. She just had a hard time and had too much peer pressure. Somebody she was hanging out with was a bad influence and she just had a give-up attitude, which blew us away. High school students seem to have that darkness over them, almost a sadness. I don't know if it is because they are overwhelmed or know too much about the world.

The high schools need caring people not just people that are in there for money.

Survey of the Oregon High School Graduating Class of 1999

Interviewer: _____

1. ID #: _____ 2. Name of high school grad: _____
Last First MI
3. Phone # from sample database: _____ - _____ - _____
4. Phone # of respondent (if different): _____ - _____ - _____
5. 1 Male
2 Female
-
-

Hello, my name is _____ and I'm calling on behalf of the Oregon University System. May I speak with _____, or if she(he) is not available, may I speak with one of her(his) parents?

6. Speaking to:
- 1 H.S. grad '99
2 Parent
3 Other

We are conducting a survey of the class of 1999 Oregon high school seniors. We got your (your daughter's/son's) name from a survey about your (her/his) plans after high school which you (she/he) completed a couple of years ago. Do you have about 5 minutes to answer a few questions about what you (your daughter/son) have (has) been doing since you (she/he) finished high school? I promise that I'm not selling a thing and that all of your comments are strictly confidential.

7. First, did you (your daughter/son) graduate from high school prior to fall of 1999?
- 1 Yes (SKIP TO QUESTION 9)
 - 2 No
 - 9 Don't know
8. Did you (your daughter/son) get a GED or some other equivalent prior to fall of 1999?
- 1 Yes
 - 2 No
 - 9 Don't know
9. Did you (your daughter/son) enroll in college in fall 1999?
- 1 Yes (SKIP TO QUESTION 11)
 - 2 No
 - 9 Don't know (SKIP TO QUESTION 24)
10. Did you (your daughter/son) enroll in college for winter term? (PROMPT: ARE YOU [IS YOUR DAUGHTER/SON] CURRENTLY ENROLLED IN COLLEGE?)
- 1 Yes
 - 2 No (SKIP TO QUESTION 22)
 - 9 Don't know (SKIP TO QUESTION 24)
11. Did you (your daughter/son) go to college full-time or part-time? (PROMPT: IS BEING A STUDENT YOUR [HER/HIS] MAIN ACTIVITY? THIS CAN ALSO BE THOUGHT OF AS TAKING 4 OR MORE CLASSES OR SPENDING 12 OR MORE HOURS A WEEK IN CLASS.)
- 1 Full-time
 - 2 Part-time
 - 9 Don't know

12. What is your (your daughter's/son's) major? (PROMPT: WHAT PROGRAM ARE YOU [IS SHE/HE] STUDYING?) (May accept more than one answer.)

- 1 Major(s) or area(s) of study
- 2 Undecided or undeclared
- 3 Don't Know

(CODE FROM PROGRAM LIST) _____

13. Which college did you (your daughter/son) attend? (ONE COLLEGE ONLY)
(DON'T READ LIST)

An Oregon 4-year public university (OUS or affiliated) listed below:

- 1 Eastern Oregon University
- 2 Oregon Health Sciences University
- 3 Oregon Institute of Technology
- 4 Oregon State University
- 5 Portland State University
- 6 Southern Oregon University
- 7 University of Oregon
- 8 Western Oregon University

(CIRCLE ONE FROM 1-8, THEN
SKIP TO QUESTION 19)

OR

9 Other college (write down name and state) _____

Which campus or city? _____

(CODE FROM COLLEGE LIST) _____

14. What were the reasons you (your daughter/son) did not choose one of the public 4-year universities in the Oregon University System? (PROBE: ANYTHING THAT WAS IMPORTANT TO YOU WHEN YOU DECIDED TO GO TO COLLEGE. MAY NEED TO CLARIFY THAT THE OREGON UNIVERSITY SYSTEM CONSISTS OF THE 4-YEAR PUBLIC UNIVERSITIES IN OREGON.)

VERBATIM RESPONSE (AS MANY REASONS AS THEY WANT):

(PROBE AGAIN: ARE THERE ANY OTHER REASONS YOU [SHE/HE] CHOSE THE COLLEGE YOU [SHE/HE] ATTENDED?)

(CODE FROM "REASONS NOT OUS")

15. This will take a moment, but I want to go through a more detailed list of reasons people have given for choosing a college. As I read each reason, could you tell me how important it was in your (your daughter's/son's) decision to go to some other school: Very Important, Somewhat Important, Not Very Important, or Not at All Important. (*Rotate answers.*)

	Very Important	Somewhat Important	Not Very Important	Not at All Important	Not sure/ DK
1 Oregon public university didn't offer desired major	4	3	2	1	9
2 Couldn't afford the cost of an Oregon public university	4	3	2	1	9
3 Didn't meet admission requirements	4	3	2	1	9
4 Got scholarship at the college I chose	4	3	2	1	9
5 Better financial aid at college I chose	4	3	2	1	9
6 Wanted to leave Oregon	4	3	2	1	9
7 College or program I chose has better academic reputation	4	3	2	1	9
8 Wanted college closer to home	4	3	2	1	9
9 Wanted sports program at college I chose	4	3	2	1	9
10 Plan to transfer to Oregon public university later	4	3	2	1	9
11 Worried academic program or major I want at the Oregon public university might be cut	4	3	2	1	9
12 Worried some other program or activity at Oregon public university might be cut (e.g., sport or extracurricular activity)	4	3	2	1	9
13 Friends were going there	4	3	2	1	9

16. As you (your daughter/son) considered which college to attend, how did you (she/he) rate the Oregon public universities?

- 1 An Oregon public university was my (my daughter's/son's) second choice
- 2 I (My daughter/son) applied to and strongly considered attending an Oregon public university
- 3 I (My daughter/son) applied to an Oregon public university, but did not consider it very strongly
- 4 I (My daughter/son) didn't apply to an Oregon public university at all

17. When you (your daughter/son) made your (her/his) decision about which college to attend, how much did you (she/he) use each of the following sources of information (not at all; some; a lot; it was the only source you (he/she) used):

	Not used At all	Used Some	Used a lot	Not sure/ DK
1 Booklets, brochures, or other printed material from the college	1	2	3	9
2 College web sites	1	2	3	9
3 Published college guides (such as <i>Peterson's</i> or <i>Fiske Guide</i>)	1	2	3	9
4 Information from high school counselors or teachers	1	2	3	9
5 Information from family or friends	1	2	3	9
6 Information from college representative visiting your (your daughter's/son's) high school	1	2	3	9
7 Visit to college campus	1	2	3	9
8 Other	1	2	3	9

18. Do you (Does your daughter/son) plan to transfer to an Oregon public university at a later time?

- 1 Yes, will definitely transfer (to an OUS university)
- 2 Will probably transfer
- 3 Will probably not transfer
- 4 No, will definitely not transfer
- 5 Don't know

(SKIP TO QUESTION 24)

19. Why did you (your daughter/son) choose the Oregon public university you (she/he) attended? (PROBE: ANYTHING THAT WAS IMPORTANT TO YOU WHEN YOU DECIDED TO GO TO COLLEGE.)

VERBATIM RESPONSE (AS MANY REASONS AS THEY WANT):

(PROBE AGAIN: ARE THERE ANY OTHER REASONS YOU [SHE/HE] CHOSE THE COLLEGE YOU [SHE/HE] ATTENDED?)

(CODE FROM "REASONS FOR OUS")

20. This will take a moment, but I want to go through a more detailed list of reasons people have given for choosing a college. As I read each reason, could you tell me how important it was in your (your daughter's/son's) choice of college: Very Important, Somewhat Important, Not Very Important, or Not at All Important. (Rotate answers.)

	Very Important	Somewhat Important	Not Very Important	Not at All Important	Not sure/ DK
1 The college offers the major I want	4	3	2	1	9
2 Wanted to stay close to home	4	3	2	1	9
3 Wanted to get away from home	4	3	2	1	9
4 Good academic reputation	4	3	2	1	9
5 Campus social environment	4	3	2	1	9
6 The college offers the sports program I want	4	3	2	1	9
7 Size of the campus	4	3	2	1	9
8 Wanted to live in the city campus is in	4	3	2	1	9
9 Could afford the cost	4	3	2	1	9
10 I was offered a scholarship	4	3	2	1	9
11 Got a better financial aid award	4	3	2	1	9
12 Admission requirements I could meet	4	3	2	1	9

21. When you (your daughter/son) made your (her/his) decision about which college to attend, how much did you (she/he) use each of the following sources of information (not at all; some; a lot; it was the only source you (he/she) used):

	Not used At all	Used Some	Used a lot	Not sure/ DK
1 Booklets, brochures, or other printed material from the college	1	2	3	9
2 College web sites	1	2	3	9
3 Published college guides (such as <i>Peterson's</i> or <i>Fiske Guide</i>)	1	2	3	9
4 Information from high school counselors or teachers	1	2	3	9
5 Information from family or friends	1	2	3	9
6 Information from college representative visiting your (your daughter's/son's) high school	1	2	3	9
7 Visit to college campus	1	2	3	9
8 Other	1	2	3	9

(SKIP TO QUESTION 24)

22. Can you tell me the major reason you (your daughter/son) decided not to go to college during this past fall or winter term? (**PROBE: ANYTHING YOU CAN THINK OF THAT WOULD HAVE BEEN THE MAIN THING AFFECTING THE CHOICE OF WHAT TO DO.**)

22a. VERBATIM RESPONSE (ONE MAJOR REASON):

22b. OTHER REASONS (AS MANY OF DESIRED):

(CODE FROM "REASONS NO COLLEGE")

23. Do you (does your daughter/son) plan to enroll in college sometime during the next 12 months?

- 1 Definitely won't
 - 2 Probably won't enroll
 - 3 Don't know
 - 4 Probably will enroll
 - 5 Yes, definitely plan to enroll
-

24. What is your best estimate of your (your daughter's/son's) grade point average (GPA) when you (she/he) last attended high school?

GPA: ___ . ___ ___ DK

25. My last question is just to help us in our analysis. If you don't mind, what is your (your daughter's/son's) race or ethnic group? (**PROBE: AMERICAN INDIAN, ASIAN AMERICAN, BLACK OR AFRICAN AMERICAN, HISPANIC OR LATINO, WHITE.**)

- 1 American Indian/Alaska Native/Eskimo
- 2 Asian/Pacific Islander
- 3 Black/African American
- 4 Hispanic/Latino
- 5 White/Caucasian/Middle Eastern
- 6 Mixed race/ethnic group
- 7 Other
- 8 Decline to respond

26. Before I finish, do you have any other comments you think we should include in our survey?

Thanks so much for taking the time to answer these questions. You have been very helpful!



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