

Where Have Oregon's Graduates Gone?

Survey of the Oregon High School Graduating Class of 2005



Oregon
University
System

September 2006

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Eastern Oregon University file photo



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Executive Summary

Background

In a continuing effort to understand the decisions and life choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the class of 2005 Oregon high school graduates. This biennial study—the seventh in a series—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. Recent surveys have included additional questions to clarify how potential students collect and assess college-choice information, and how various factors related to academic background influence their decisions. Beginning with the class of 2003 study, questions gauging the importance of reasons for graduates' choice of college were restructured to provide better alignment between higher education sectors.

Enrollment

Fall term college enrollment rates for class of 2005 graduates are similar to the rates for the class of 2003, and represent a leveling off of the upward trend observed since the class of 1993. The fall 2005 rates continue to exceed those for the United States as a whole. Enrollment rates among women continue to increase steadily, while the proportion of male graduates attending fall term has decreased since the 2001 study.

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

	Men	Women	Total
Oregon – 2005	63.4	76.3	69.4
Oregon – 2003	64.1	75.0	69.5
Oregon – 2001	64.4	73.1	68.7
Oregon – 1999	63.8	69.8	66.9
Oregon – 1997	60.1	67.8	63.9
Oregon – 1995	57.7	69.1	63.4
Oregon – 1993	57.6	67.0	62.5
U.S. – 2004*	61.4	71.5	66.7

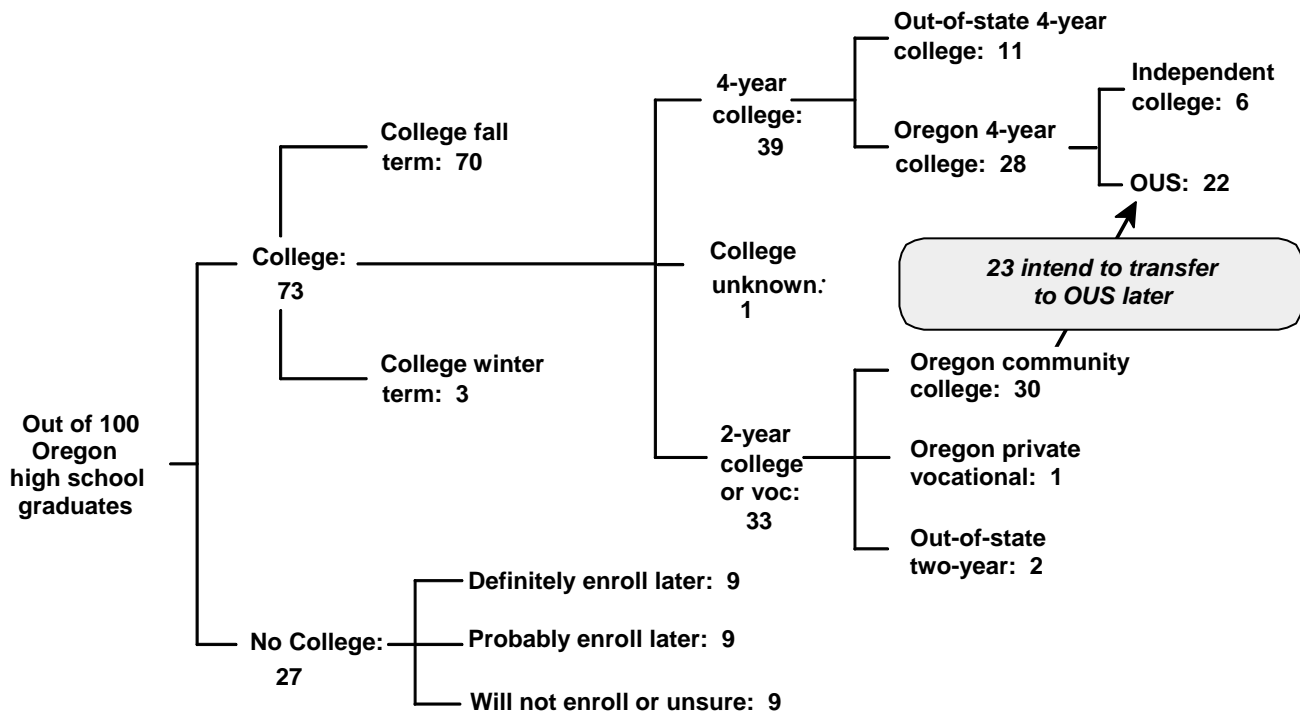
*Source: U.S. Department of Education, *Digest of Education Statistics 2004*, March 2005.

Over 69% of survey respondents were enrolled in a postsecondary institution during fall of 2005, with an additional 3.2% enrolling winter term. Taking into consideration likely delayed enrollment over the upcoming year, the college attendance rate of the class of 2005 could reach over 90%, according to respondents' expressed intentions. Fall term enrollment rates held steady from the 2003 study (69.4% compared to 69.5%); however, total fall and winter enrollment among survey respondents has decreased from the class of 2001 study (from 75.0% in 2001 to 73.7% in 2003 and 72.6% in 2005).

College Choices

Among class of 2005 graduates surveyed, 39.1% are enrolled in four-year universities, and 32.7% have selected a two-year college. Consistent with previous studies, the largest proportion of college-bound respondents selected an Oregon community college (30.0%), followed by OUS institutions which enrolled 21.7% of respondents. The enrollment in OUS institutions marks a decline from 24.5% of the class of 2001 survey respondents. Following several years of declining enrollment in out-of-state four-year universities, (13.3% in 1999 dropping to 10.5% in 2003), the proportion of class of 2005 respondents choosing to leave Oregon increased to 11.5%, suggesting a reversal of this trend. While OUS institutions remained the most popular choice for 38% of survey respondents with a high school grade point average of 3.75 or better, the percentage has declined slightly from 41% two years earlier. Consistent with the overall increase in out-of-state enrollment, the percentage of high achievers attending out-of-state institutions also increased from the 2003 study (27.1% compared to 25.6%). The college choice distribution for class of 2005 graduates is shown in the graph at the end of this summary.

Where Did the Class of 2005 Go After Graduation?



Reasons For Choice of College

As in earlier studies, the major reasons for choosing a college are related to *academic reputation*, *availability of a desired major*, *affordable cost* (including scholarships and financial aid), and *proximity to (or distance from) home*. Consistent with the 2003 study, *campus social environment* and *size* were also important to graduates' college choice—areas considered significantly less important in surveys prior to 2003. *Academic reputation* continues to be the most frequently cited factor affecting the choice of students attending four-year colleges. *Affordable cost* was almost as important to students attending OUS institutions, and was the factor considered most important to those attending an Oregon community college. *Receipt of a scholarship or good financial package* was cited more often by respondents attending out-of-state four-year universities or Oregon independent colleges than by students enrolled in public institutions in Oregon. Over three-quarters of respondents attending a community college indicated plans to transfer to an OUS institution.

Financial Aid

Among college-going graduates, 37.7% indicated they had received a scholarship from their college, and 36.0% reported accepting a student loan. Over 23% of respondents indicated they were offered a Pell grant, and 16.2% said they were granted college work-study funding. Students attending four-year universities were more likely than those at two-year colleges to receive all forms of financial aid except Pell grants.

Fields of Study

The most popular fields of study for students enrolled at four-year colleges are Business, Social Sciences, Natural Sciences, Engineering, Fine Arts, and Health Professions. Students attending two-year institutions most often cited Business, Health Professions, Education, Professional/Service Trades, and Fine Arts. Approximately one-quarter of college-bound respondents of the class of 2005 report their major as “undeclared.”

Students Not Attending College

Approximately two-thirds of students not enrolled in college said they are still considering enrolling, and one-third reported definite plans to enroll during the next twelve months. For those not attending college, an *inability to afford the cost* and a *work schedule that precludes school* remain the reasons most frequently cited. Other reasons included a *desire for a break from school* and the choice to *work now and save money for college*.

Academic Background and Preparation

Approximately 90% of respondents completed their education at a public high school, and 7.7% attended private high schools throughout Oregon. An additional 2% of survey respondents completed a GED. Over one-third of graduates completed college level courses while in high school—with the majority of the classes taking place within a high school setting. Over two-thirds of respondents attending a four-year college reported that at least one parent had a four-year degree. Among graduates enrolled in two-year institutions, this figure drops to one-third, while just over one-quarter of respondents not enrolled in college reported that at least one parent held a four-year degree.

Background

Purpose of the Study

In a continuing effort to understand the decisions and life choices of Oregon's high school graduates, the Oregon University System conducted a telephone survey of a random sample of the class of 2005 Oregon high school graduates. This survey is the seventh in a series begun with the class of 1993.

The study aims to identify the proportion of the graduating class that attended a postsecondary institution in fall 2005 or winter 2006, the type of college chosen, and the reasons for that choice. It also attempts 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 uses 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 study, the instrument was amended slightly to accommodate those respondents delaying college enrollment until winter term. Beginning with the class of 1999, questions were added to further clarify how potential students collect and assess college information. Beginning with the class of 2003 survey, following consultation with the Department of Community Colleges and Workforce Development and the Oregon Department of Education, questions gauging the importance of reasons for a graduates' choice of college were restructured to improve alignment between public postsecondary education sectors. No additional changes were made to the class of 2005 survey instrument.

Interviews were conducted either with the high school graduate, or if he or she could not be reached, with a parent. In 76% of the cases, interviewers spoke with the high school graduate. Since much of the requested information is factual in nature and likely to be known by a parent, parental responses have been considered valid. An analysis was conducted on the discrepancies between graduate and parent responses and those findings are discussed later in the report.

During February and March 2006, 1,486 respondents were screened by telephone from randomly selected members of the senior class of 2005. Of these respondents, 1,423 had actually graduated from high school or completed a GED by the fall of 2005. Interviews were conducted with 1,330 respondents who fell within the targeted quota groups. A multi-stage sampling design provided oversamples of at least 400 for each of two special populations: members of Oregon's populations of color and high achievers (students graduating from high school with a grade point average of 3.75 or higher). The sampling design allowed for overlaps between samples with one respondent representing, for example, both ethnic minorities and high achievers. These samples were weighted proportionately and merged into the general sample for analysis and reporting.

Appendix 1 shows comparisons of survey respondents, the overall Post-High School Plans survey database from which the sample was drawn, and all 2005 Oregon public high school graduates along the variables of gender, ethnic group, and geographic region in Oregon. On the variables of ethnic group and geographic region, the distribution mirrors that of the larger populations. Unexpectedly, the proportion of male survey respondents in the weighted survey sample is greater than that found among 2005 Oregon public high school graduates. This difference is not statistically significant and does not affect the findings reported here.

The maximum margin of error for questions in the survey has been calculated at plus or minus 3.5% at the 95% confidence level. The t test for independent means and z test for independent percentages were used to calculate statistical significance at the 95% confidence level.

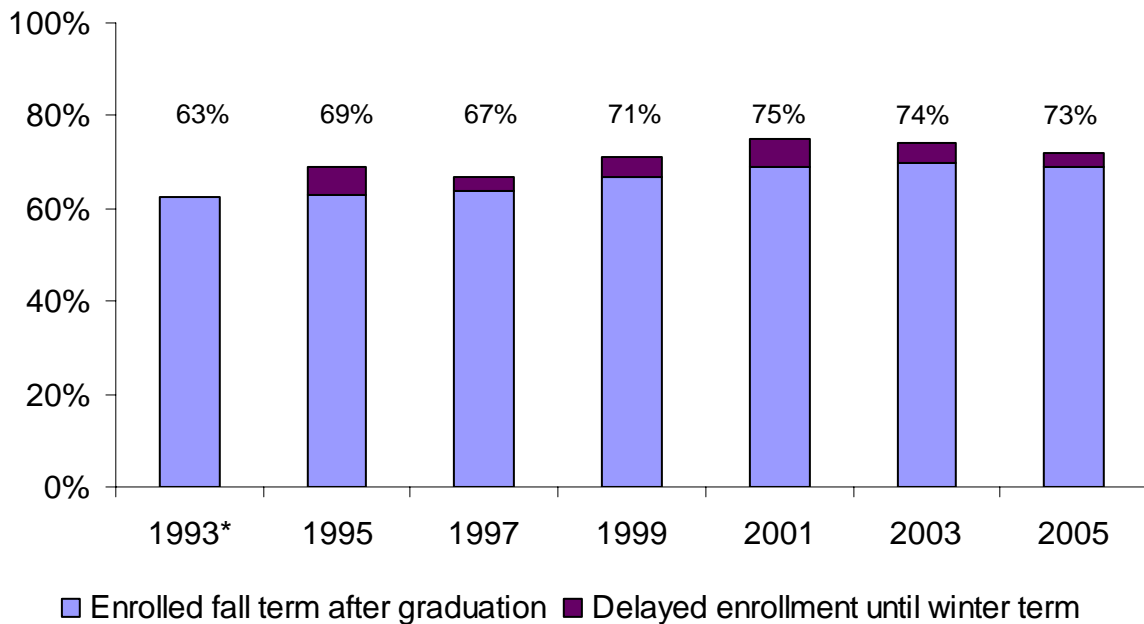
Sampling, telephone interviews, data processing, and analysis were conducted by The Gilmore Research Group, an independent research firm in Portland, Oregon.

Findings

What Proportion of Oregon High School Graduates Are Attending College?

In 2005, almost 70% of Oregon’s high school graduates chose to attend college fall term, with an additional 3.2% enrolling in courses winter term. From the first study of the class of 1993, there has been an upward trend in the proportion of Oregon high school graduates enrolled in postsecondary programs. While college attendance among survey respondents has grown ten percentage points over the past twelve years—from 62.5% of the class of 1993—enrollment rates have declined in the two most recent surveys, from a high of 75% for the class of 2001 (Table 1). Among all college-going respondents from the class of 2005, 84% are attending full time. Students enrolled in four-year colleges are more likely to attend full time (97.6%) than those in two-year schools (78%). Among respondents choosing not to attend college, the proportion citing plans to enroll within the next year has fluctuated between 14% and 20% in previous studies, with 18.4% reported by class of 2005 respondents. These findings are consistent with national trends as “Over 90% of high school seniors in the United States plan to attend college (including two and four-year colleges), and about 70% of high school graduates actually do go to college within two years of graduating.”¹

Figure 1: College Enrollment Rates



* Winter enrollment data not collected

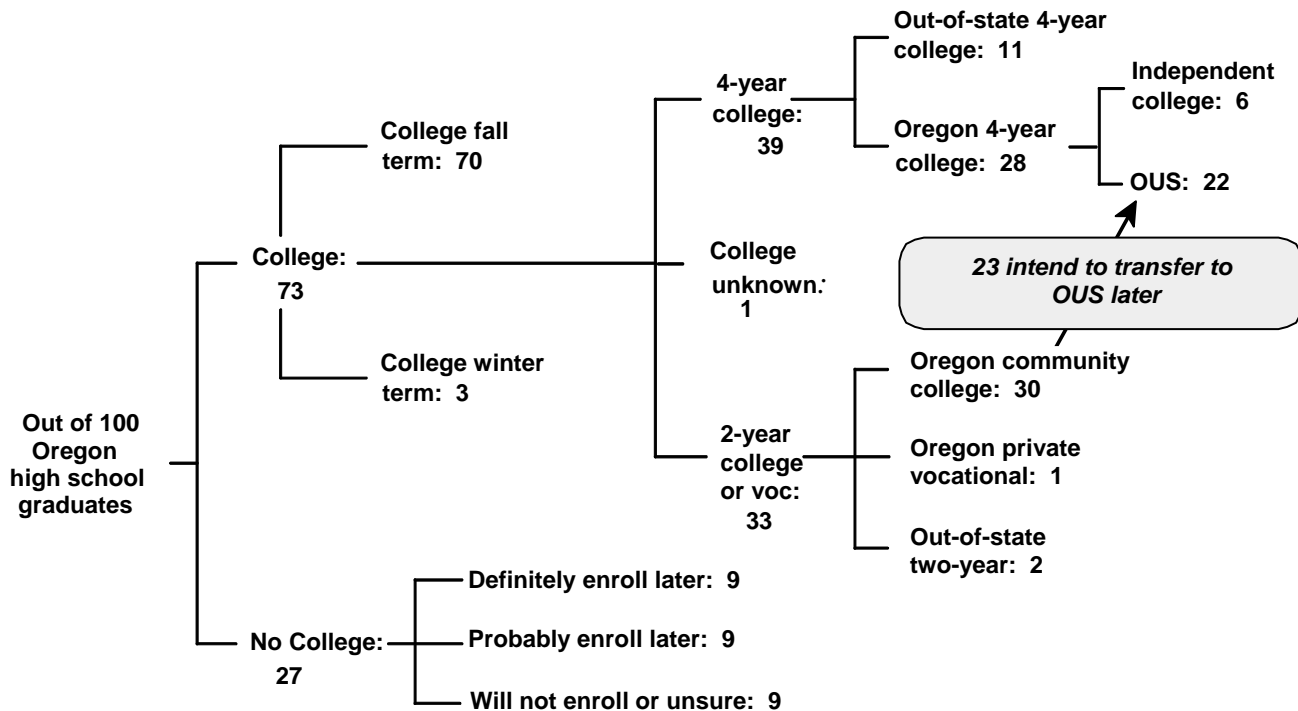
¹ Education Trust, “Ticket to Nowhere: The Gap Between Leaving High School and Entering College and High Performance Jobs,” in *Thinking K-16 3:2* (Washington, DC: Fall 1999).

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

As shown in Table 2, the largest proportion of survey respondents (39%) chose to attend a public or private four-year institution. This, however, represents a decline from the high of 42% seen two years earlier and four-year colleges make up the majority of the overall drop in enrollment. Among all postsecondary sectors, Oregon's community colleges continue to enroll the largest proportion of graduates—almost one-third—while institutions within the Oregon University System enroll the second-largest group of survey respondents, almost 22%. When compared to previous studies, OUS institutions enrolled fewer respondents (the lowest proportion since the class of 1997 and down from a high in 2001), and is the only four-year college sector that noted a decrease in enrollment.

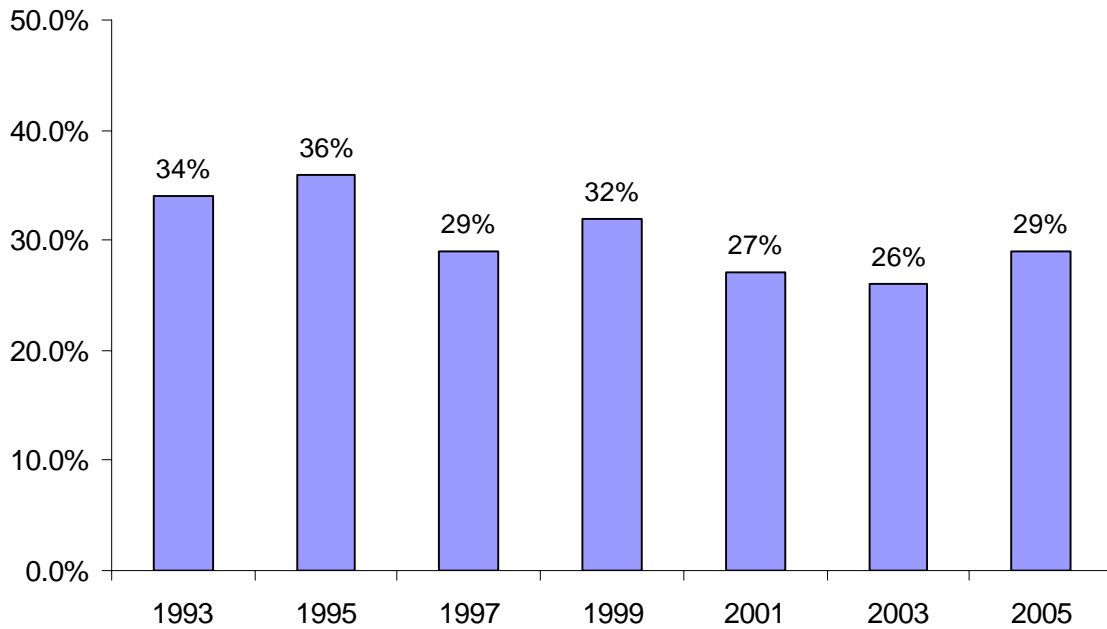
Following several years of declining enrollment at out-of-state four-year institutions (13.7% in 1999 dropping to 10.5% in 2003), the proportion of class of 2005 respondents choosing to leave Oregon increased to 11.5%, suggesting a reversal of this downward trend. The proportion of Oregon's 2005 graduates selecting an Oregon independent college also increased slightly. Almost 2% of respondents selected an out-of-state two-year institution (a statistically significant decline from the class of 2003), and just under 1% chose an Oregon vocational school. Among respondents who postponed enrollment until winter term, the largest segment opted for an Oregon community college (as in previous surveys), suggesting a relationship between delayed enrollment and college choice.

Figure 2: Where Did the Class of 2005 Go After Graduation?



Among respondents attending a four-year university, 29% of the class of 2005 chose to leave Oregon for their postsecondary education, an increase from the classes of 2001 and 2003; however, this proportion still remains lower than almost one-third of respondents who left the state in 1999. Although survey-to-survey changes are not statistically significant, this trend reversal is worth noting. Enrollment in out-of-state four-year institutions among high achieving students (27%) increased from the class of 2003, but continues to be significantly lower than the 42% of this population who chose to leave Oregon in 1995. The enrollment patterns of high achievers are discussed more fully later in this report.

Figure 3: Students at Four-Year Colleges Enrolling Out of State



What Are the Demographic Characteristics of College Enrollment?

Nationwide, college enrollment rates climbed between the 2003 and 2005 studies, driven largely by an increase in the percentage of women enrolling in postsecondary programs (Table 3).² Although fall enrollment rates in Oregon held steady from the 2003 study, the proportion of Oregon graduates enrolled in college continues to be higher than national rates.

Compared to national rates:

- Attendance rates among female Oregonians mirror the upward national trend, while the proportion of male enrollment has remained relatively flat since 1999.
- Oregon's African American graduates enrolled in larger proportions than the U.S. average for this group, and their enrollment rates have increased steadily since the class of 2001 survey.
- Statewide enrollment among Hispanic/Latino graduates declined from the class of 2003 and is lower than the national average.

Table 4 shows the distribution of demographic characteristics and self-reported high school grade point average *within* each college choice category. Consistent with previous studies, females enrolled at higher rates across all education sectors, excluding out-of-state two-year colleges and Oregon community colleges. Traditionally, out-of-state two-year colleges have been more popular among male respondents, while enrollment at Oregon community colleges has shown a fairly equal distribution of male and female graduates. American Indian and Hispanic/Latino respondents were more likely to enroll in Oregon community colleges and Oregon proprietary institutions, while larger proportions of Asian American graduates chose to attend four-year institutions. The differences in grade point average distributions are discussed later in the report.

Table 5 shows the distribution of demographic and GPA characteristics *across* the college choice categories. College attendance rates by gender show a significant difference between women graduates, of whom 79.4% were enrolled by winter term, and men, with 66.7% enrollment. This widening gap in college attendance, a reflection of trends nationwide, continues to receive attention within the national higher education community. Taken as a whole, graduates of color are less likely to attend college when compared to their classmates (70% compared to 73%), a departure from the findings in earlier studies.³

² National enrollment figures report fall term enrollment only. For comparison purposes, the enrollment rates discussed in this section represent only fall term enrollment; however, other enrollment rates throughout the report include combined fall and winter term attendance.

³ Statistical analysis by ethnic group was conducted using an oversample of 474 graduates of color.

Compared to rates from previous studies:

- Respondents from all racial/ethnic groups except African Americans and Native Hawaiians/Pacific Islanders show lower college attendance compared to the class of 2003.
- African American respondents are enrolling at rates well above the average enrollment of students of color (83% compared to 70%), and attendance rates among this group have continued to climb since the 1999 study.
- Enrollment rates among Asian American respondents are also higher than the overall average (85% compared to 70%).
- Hispanic/Latino and American Indian respondents show the lowest college attendance rates among all graduates (60% and 59%, respectively). Enrollment for both of these groups has steadily decreased since the 2001 study.
- Native Hawaiians/Pacific Islanders are the most likely to enroll, with over 87% attending college, well above the state average for graduates of color, although they represent a small portion of the survey sample.

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

Consistent with previous studies, students enrolled in four-year universities are concerned about *academic reputation*, the *availability of their desired major*, a *good major program*, and *cost issues* (including scholarships and financial aid). Two other factors, campus *social environment* and *size*, were significantly more important to the classes of 2003 and 2005 but were less important to earlier classes. For detailed descriptions of the importance of reasons by higher education sector, refer to Tables 6 through 9.

Academic and Program Reputation

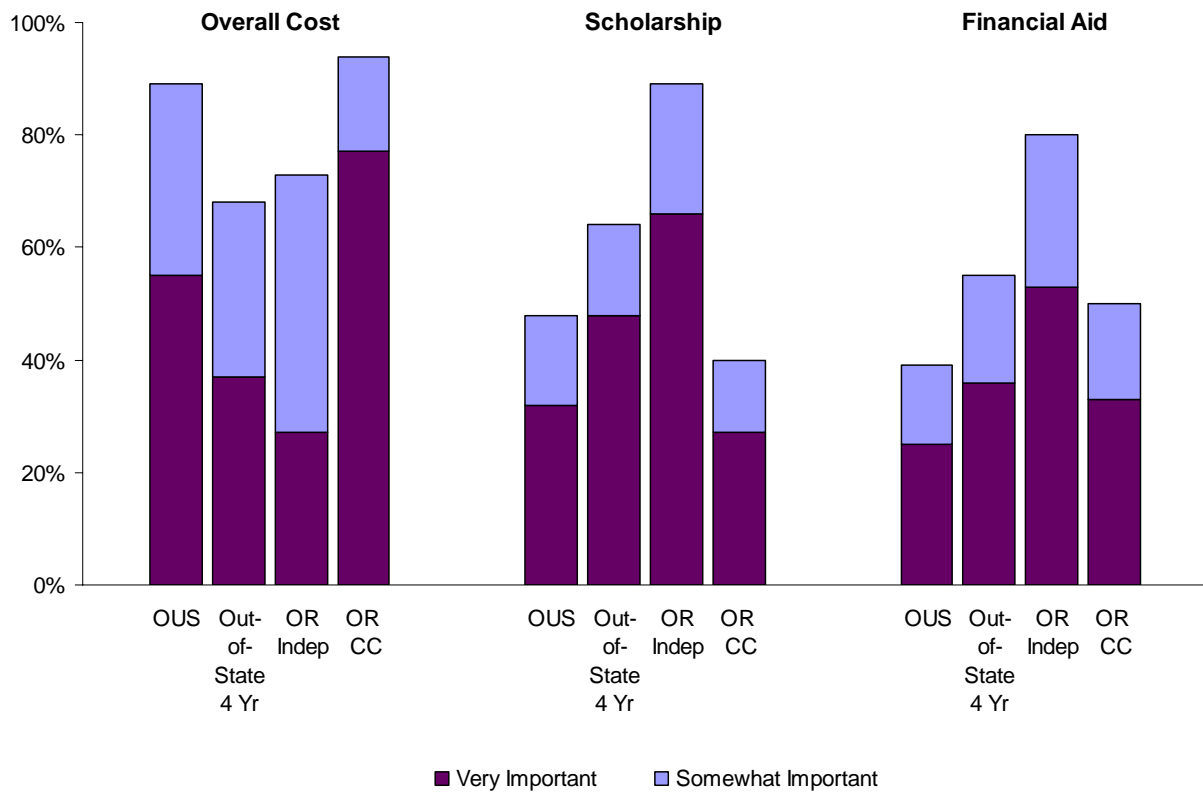
Academic reputation is the factor most often considered by respondents choosing four-year institutions—cited as very or somewhat important by over 90%. For students choosing to attend Oregon independent colleges and out-of-state four year institutions, academic reputation was considered very important to well over three-quarters of respondents (82% and 78%, respectively). Related to this, a *good program in a desired major* was considered somewhat or very important to almost 95% of respondents selecting an Oregon independent college and to 92% of those attending out-of-state four-year universities. *Academic reputation* was cited as somewhat or very important by almost 82% of respondents attending an Oregon community college, with 72% of these respondents choosing a college for a *good program in a desired major*.

Cost Issues

Affordable overall cost was an important consideration to graduates choosing to attend both four-year and two-year public institutions in Oregon. This factor was of utmost importance to respondents attending an Oregon community college—considered very or somewhat important by 94%. Well over half of respondents enrolled in OUS, and three-quarters of graduates attending Oregon community colleges, considered cost very important. While overall cost was a less important factor to respondents attending Oregon independent colleges and out-of-state four-

year institutions, the significance of this issue was affirmed by respondents noting *better financial aid award* and *scholarship offer* as important considerations in their decision. A *better financial aid award* was considered somewhat or very important to larger proportions of 2005 respondents attending Oregon independent colleges and out-of-state four-year universities (80% and 55%, respectively) compared to these groups of respondents in 2003 (71% and 51%, respectively). The *receipt of a scholarship* was a very important factor to almost two-thirds of respondents enrolled in Oregon independent colleges and almost half of those attending out-of-state four year institutions. The importance of net cost was further underscored by the proportion of respondents enrolled in Oregon community colleges citing the *receipt of a scholarship* (nearly 40%) or *financial aid award* (50%) as important to their college choice, both of which increased significantly from the class of 2003 study.

Figure 4: Importance of Cost Issues



Social and Environmental Issues

The importance of *campus social environment* and *campus size* have significantly grown among survey respondents since the 2001 study.

The proportions of graduates choosing OUS who considered *campus social environment*, *campus size*, and *friends' attendance* as very important factors have more than doubled since the 2001 study. Almost 90% of graduates enrolled in OUS and out-of-state four-year institutions, and 95% of respondents attending Oregon independent colleges, considered *campus social environment* somewhat or very important to their college decision. The factor of *campus size* was considered somewhat or very important by 80% of graduates attending OUS, and 85% enrolled out-of-state. Among respondents attending Oregon independent colleges, 95% cited *campus size* as an important consideration to their choice. A review of responses to open-ended questions suggests that many respondents attending Oregon independent colleges were specifically seeking small class size or a religious campus social environment and atmosphere. Although *campus social environment* and *campus size* were considered less important to graduates choosing an Oregon community college than to those attending four-year colleges, these factors were still cited as very or somewhat important by approximately three-quarters of these students.

Greater importance was placed on *friends' attendance* at the same university by respondents choosing to attend public institutions in Oregon. Almost 45% attending OUS institutions and 48% at Oregon community colleges considered this factor somewhat or very important (compared to 23% at Oregon independent and 16% at out-of-state four-year colleges). *Sports events* were considered somewhat or very important to almost 45% of respondents enrolled in four-year colleges and roughly one-third of graduates attending Oregon community colleges.

The role of Oregon's community colleges in providing broad access to postsecondary education was underscored by the large proportions citing *attainable admission requirements* (88%), *staying close to home* (80.5%), and a *desire to take courses and explore their options* (80.5%).

These findings indicate that students' interest in selecting institutions based on a comfortable and compatible social and campus environment is trending upward—and may be a reflection of nationwide trends of increased social and political involvement.

Other Factors of Importance

The open-ended comments in this survey provide additional insight into the factors considered as Oregon's graduates make their college selection. Table 10 presents the results of an open-ended question asking respondents to name the reasons they chose an OUS institution. These remarks illustrate the complex and multi-faceted nature of this decision, and provide some depth to our understanding of the college selection process. Consistent with responses to the related closed-ended questions, responses to this open-ended question emphasized the importance of OUS institutions offering the desired program major and courses, the location of the university, and cost considerations.

An evaluation of the importance of factors considered when choosing a college reveals the following statistically significant differences:

- Female respondents are more likely to consider *academic reputation, a scholarship offer, a better financial aid award, attainable admission requirements, family members' attendance, and campus size*, as more important.
- Males emphasized the importance of a *friends' attendance and sports events*.
- Graduates of color considered *a better financial aid award and attainable admission requirements* significantly more important to their decision process than their Caucasian counterparts.

Do Parents and Graduates Say the Same Thing?

Almost 25% of responses come from parents rather than the graduates themselves. Analyses to discern any differences in perception reveal the following:

- Parents were more apt to consider *academic and program reputation*, while graduates themselves were more influenced by *overall cost and financial aid*.
- Parents more often cited a graduate's *desire to leave home*; graduates themselves were more likely to indicate a *desire to stay close to home*.
- Graduates were more likely to note the importance of *exploring options or transferring to OUS at a later time*.

Why Didn't Oregon High School Graduates Choose OUS?

Beginning with the 2003 study, questions regarding factors considered when choosing an institution were revised to allow more direct comparisons of reasoning across the educational sectors. Although this change provides a more accurate means to further assess college choice, it makes some comparisons to earlier studies less precise. An analysis of the factors specifically important to students choosing to attend an Oregon independent college or an out-of-state four-year institution provides greater understanding of the decision making process of Oregon high school graduates seeking a four-year college.

When respondents attending other four-year institutions were asked why they did not choose an OUS institution, their responses reinforced the importance of academic program reputation with 86% of respondents attending Oregon independent colleges (a significant increase from 2003) and 76.5% of those attending out-of-state four-year universities indicating that the university they chose *has a better academic reputation* (Tables 11 and 12). For students at Oregon

independent colleges, this was the only factor considered somewhat or very important by more than one-quarter of this group. *Better academic reputation* and a *desire to leave Oregon* (61%) were the only issues cited by more than one-quarter of out-of-state students as important to their decision not to attend OUS.

While cost issues are increasingly considered important by respondents, concerns regarding *OUS program and activity cuts* have lessened. Compared to the class of 2003, concerns regarding *cuts to OUS academic programs* decreased among respondents choosing to attend Oregon independent colleges (5% compared to 12%) and out-of-state four-year institutions (5% compared to 8%). Similarly, concerns about *OUS activity cuts* decreased significantly among graduates selecting Oregon independent colleges, and to a lesser degree among respondents enrolled at out-of-state four-year universities.

How Did an OUS Institution Rate in Students' Choices?

- Among respondents not attending OUS, 36% applied to and considered attending one of the seven OUS universities.
- OUS was the second choice of 12% of respondents.
- Students of color were more likely than graduates identifying themselves as Caucasian to report OUS as their second choice.

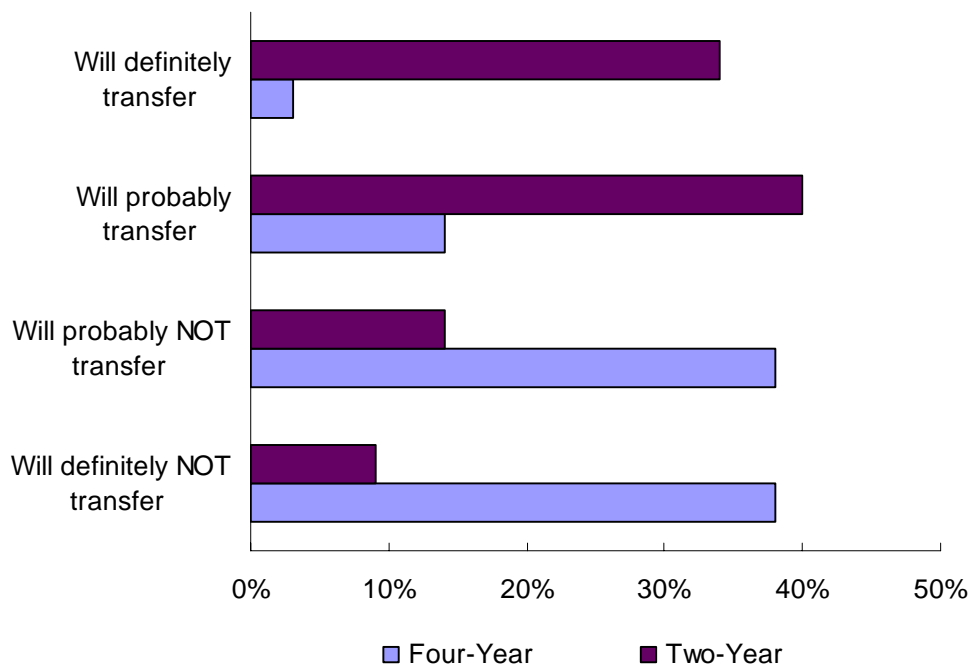
Among students at both Oregon independent and out-of-state four-year colleges, 17% indicated plans to *transfer to an OUS institution* as a reason for not attending OUS. The proportion of graduates attending Oregon independent colleges who noted *plans to transfer to OUS* has decreased fully ten percentage points over the past three surveys—from 28% in 2001. In contrast, more of the 2005 respondents attending out-of-state four-year universities plan to transfer to OUS than did 2003 respondents (17% compared to 10%).

When graduates attending an Oregon community college were asked why they did not choose an OUS institution, the role of community colleges as a stepping stone was demonstrated as *intent to transfer to OUS* topped the list—cited by 78% of respondents (Table 13). Almost 40% of respondents noted their *inability to meet OUS admission requirements*, a significant increase from 27% of the class of 2003. Respondents reinforced the importance of cost as almost two-thirds based their choice largely on an *inability to afford the cost of OUS*. Among this group of respondents, 16% expressed concerns about *OUS activity cuts*—almost double the proportion that cited this reason in 2001. Over one-third of those attending an Oregon community college made their choice because they believed that their school has a *better academic reputation* or *offers the major they wanted*.

To gain further insight into graduates' attitudes toward OUS, students attending other colleges and universities were asked specifically if they intend to transfer to an Oregon public university at a later time. A review of responses identified the following information:

- Over half of respondents report some intent to transfer.
- Definite plans to transfer to OUS were indicated by 23%. An additional 31% cited probable plans to transfer.
- Students attending four-year colleges are significantly less likely than graduates attending two-year colleges to indicate definite or probable plans to transfer to an Oregon public university (17% compared to 74%).
- Among respondents attending an Oregon community college, 35% report definite plans to transfer, and an additional 41% consider it likely.

Figure 5: Plans to Transfer



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 expected, and similar to previous studies, respondents with a high grade point average (3.75 and above) show higher rates of college attendance, with 94% of those graduates enrolled compared to 70% of respondents with a GPA below 3.75. Table 14 shows the college choices of high-achieving students compared to those with a lower grade point average. The most popular choice among high achievers was the Oregon University System, which enrolled 38% of this group. In addition to those choosing OUS, 27% of high achievers chose an out-of-state four-year institution, 16% an Oregon independent college, and almost 17% an Oregon community college.

Table 15 compares the college choices of high achieving respondents with their counterparts in previous graduating classes. While OUS institutions remain the most popular choice among high achievers, the proportion of this group enrolling decreased from 41% in 2003 and marks the first decline since the class of 1995. The proportion of high-achieving graduates enrolling in other colleges within Oregon—both independent colleges and Oregon community colleges—increased from the 2003 study. High achievers enrolled in out-of-state four-year institutions also increased from just over one-quarter in 2003 to 27% in 2005—findings consistent with the overall increase in out-of-state enrollment among class of 2005 respondents. While not approaching the study high of 42% in 1995, this increase marks the reversal—however slight—of a consistent downward trend of higher achievers leaving the state for college.

Analyses were conducted to determine the importance of factors considered by high achieving students as they chose a college. Consistent with the findings for all respondents, high-achieving students strongly consider *academic reputation*, *good major program*, *campus social environment* and *size*, and *overall cost* when selecting an institution (Table 16).

High achievers are significantly more likely than other students to consider the following factors as somewhat or very important to their college choice:

- *Better academic reputation*
- *Desired major*
- *Financial aid award*
- *Scholarship offer*
- *Campus size*

A review of the reasons why high achieving students chose not to enroll in OUS reveals the following (Table 17):

- Similar to the findings for all four-year students attending out-of-state or Oregon independent colleges, a *better academic reputation* was the most important consideration, cited by 65% of high achievers.
- Over one-fifth said that the *OUS institution did not offer their desired major*—a proportion consistent with all four-year students not attending OUS.
- Almost one-third (considerably fewer than the 61% of all graduates leaving the state) *wanted to leave Oregon* to pursue their higher education goals.
- Over one-fifth noted that they *couldn't afford the cost of OUS*.
- Almost 40% indicated an *intent to transfer to OUS*—a proportion higher than 17% of all Oregon independent and out-of-state four-year students.

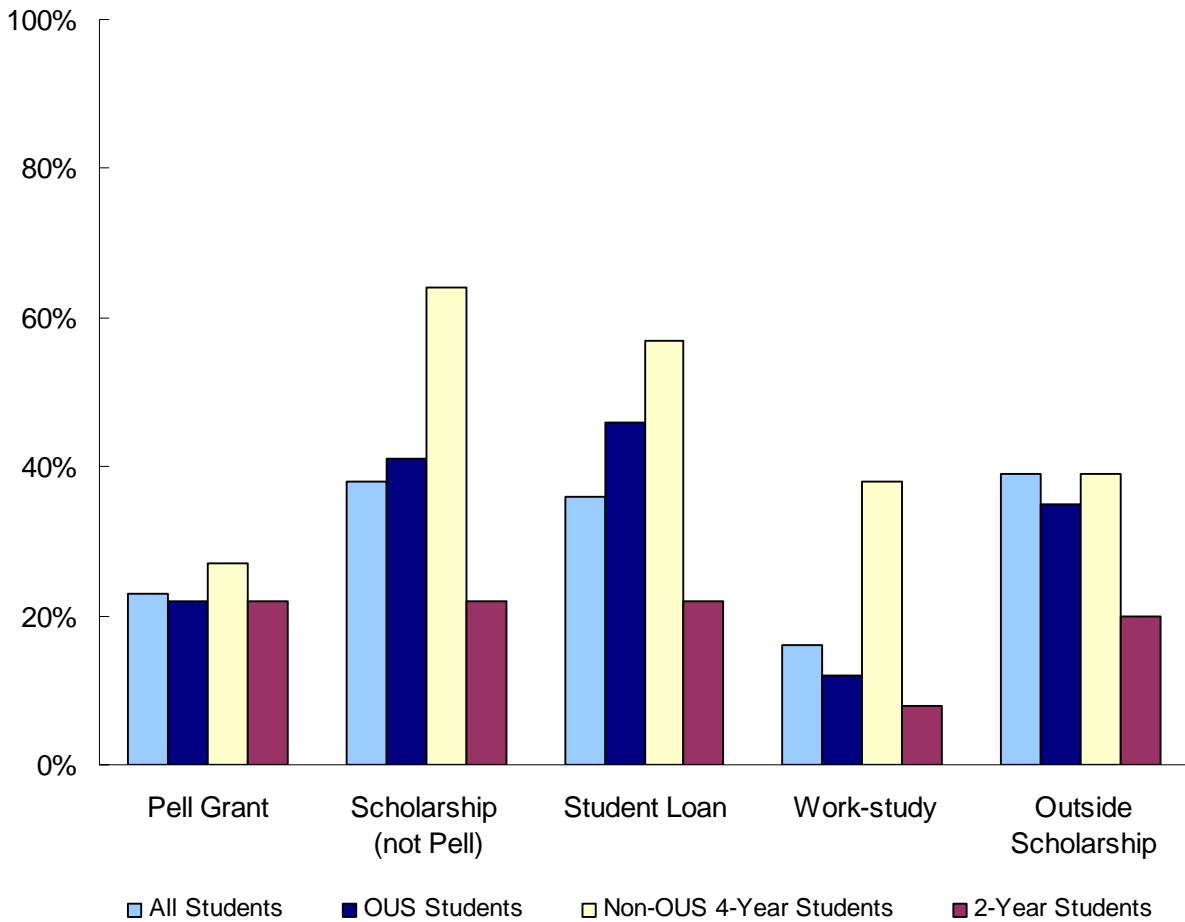
What Do Oregon High School Graduates Hope to Gain from College?	
Prepare for career	39.5%
Gain knowledge or a well-rounded education	28.2%
Get a degree	22.5%
Gain experience	11.0%
Pursue an interest	11.0%
Prepare for further education	6.6%
Prepare for successful future	6.6%
Earn a higher income	6.3%
Discover what direction to take	4.7%
Self-development	4.1%
Pursue social activities/have fun	2.4%
Meet new people	1.3%
Engage in extracurricular activities	0.8%
I'm not sure	3.3%

How Many Oregon High School Graduates Received Financial Aid for College?

In order to further assess perceptions of affordability, college-going respondents were asked if they received various forms of financial aid (Table 18). After initial inclusion of the questions in 2001, a minor revision in 2003 separated Pell grants—reserved for low-income students—from other scholarships and grants. Respondents were asked to identify all forms of financial aid they had received. Among college-going respondents of the class of 2005, 67.5% reported receiving at least one of the following forms of financial aid: Pell grant, scholarship (non-Pell), student loan, work-study, and outside scholarships.

The largest proportion of respondents (38%) reported the receipt of a non-Pell scholarship, followed closely by the acceptance of student loans, noted by 36% of college-going respondents. The award of a scholarship from an outside source, such as a community club, business, or church, was reported by 29% of respondents. Almost one-quarter of respondents received a Pell grant, a statistically significant increase from 2003. Rounding out the school-based aid, 16% were granted work-study benefits.

Figure 6: Students Receiving Financial Aid



An analysis of college choice and demographics reveals:

- Graduates attending two-year colleges were less likely to receive all types of aid except Pell grants.
- Graduates selecting an OUS institution were less likely to receive all types of aid compared to their counterparts at Oregon independent colleges and out-of-state four-year colleges.
- High achieving students were more likely to receive all forms of financial aid except Pell grants and student loans.
- More women than men reported receiving all types of aid. More students of color reported receiving Pell grants.

Among all class of 2005 respondents, the proportion receiving student loans—just over one-third—has remained consistent with findings from the 2001 and 2003 studies. The proportion of graduates receiving Pell grants increased from the 2003 study, while the proportion of students reporting the receipt of an outside scholarship has decreased since the 2001 study (from 35% to 29% in 2005). Among graduates attending an OUS institution, the proportion reporting the offer

of student loans, work study, and outside scholarships decreased from the previous two studies. The proportion of OUS respondents reporting the receipt of a Pell grant increased from the 2003 study, though not as significantly as the increases reported for other college sectors.

Analyses were conducted to determine what effect the receipt of financial aid or a scholarship might have on respondents' answers to questions concerning the importance of financial aid and cost issues when selecting a college.

- Of the respondents who received a scholarship, 59% attending an OUS institution and 69% attending other four-year colleges considered *receipt of a scholarship* to be very important to their choice of college.
- Among graduates who reported any type of financial aid award, 30% of OUS respondents and 46% of graduates attending colleges other than OUS cited *a better financial aid award* as a very important factor in choosing a college.
- Among respondents attending a non-OUS college and receiving financial aid, 28% reported an *inability to afford the cost of OUS* as a very important factor in deciding not to attend an OUS institution. However, 43% of that group didn't consider cost an important factor at all.

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

Consistent with previous studies, Oregon's high school graduates rely most heavily on four sources of information when selecting a college (Table 19): printed materials from colleges such as booklets and brochures, college websites, visits to college campuses, and information from family and friends.

Although the use of printed materials retained its role as the primary information source among respondents, in keeping with national trends graduates are relying more heavily on college websites than ever before, with 80.5% of graduates using this source some or a lot.

- Over two-thirds relied on information from high school counselors or teachers.
- More than half referred to published college guides and information from college representatives visiting their high school.
- Respondents attending two-year institutions were significantly more likely than graduates attending four-year colleges to report using information from high school counselors or teachers.
- The use of college websites has significantly increased from 75.5% of the class of 2003 respondents— and had previously grown ten percentage points biennially from 66% in 2001 and 56% in 1999.
- Approximately one-quarter of respondents reported using the Oregon Career Information System (a comprehensive state-based resource to help Oregonians become aware of work and educational options) some or a lot—a significant increase from 19% of the class of 2003.

What Are Oregon High School Graduates Majoring In?

For respondents identifying a chosen major (Table 20), seven disciplines are among the top ten choices for both four-year and two-year college students: Business, Social Sciences, Natural Sciences, Engineering, Fine Arts, Health Professions, and Education. With workforce shortages in healthcare and in some areas of education, it is important to note the trends in choices of those majors. Since the 2001 study the popularity of Health Professions has increased among four-year college-going respondents, and decreased among graduates enrolled in two-year colleges. The proportion of respondents pursuing majors in Education has decreased among both four-year and two-year college-going respondents—with a significant decrease noted among graduates enrolled in four-year colleges.

Among college-going respondents of the class of 2005, the following information is noted when comparing demographic characteristics with choice of major:

- Female graduates are significantly more likely to pursue majors in Education, Health Professions, and Social Sciences.
- Male respondents are significantly more likely to opt for majors in Computer Science, Engineering, and Physical Education/Leisure Studies/Recreation.
- High achievers are more likely to pursue majors in Natural Sciences and significantly less likely to choose majors in Criminal Justice and Professional/Service Trades.

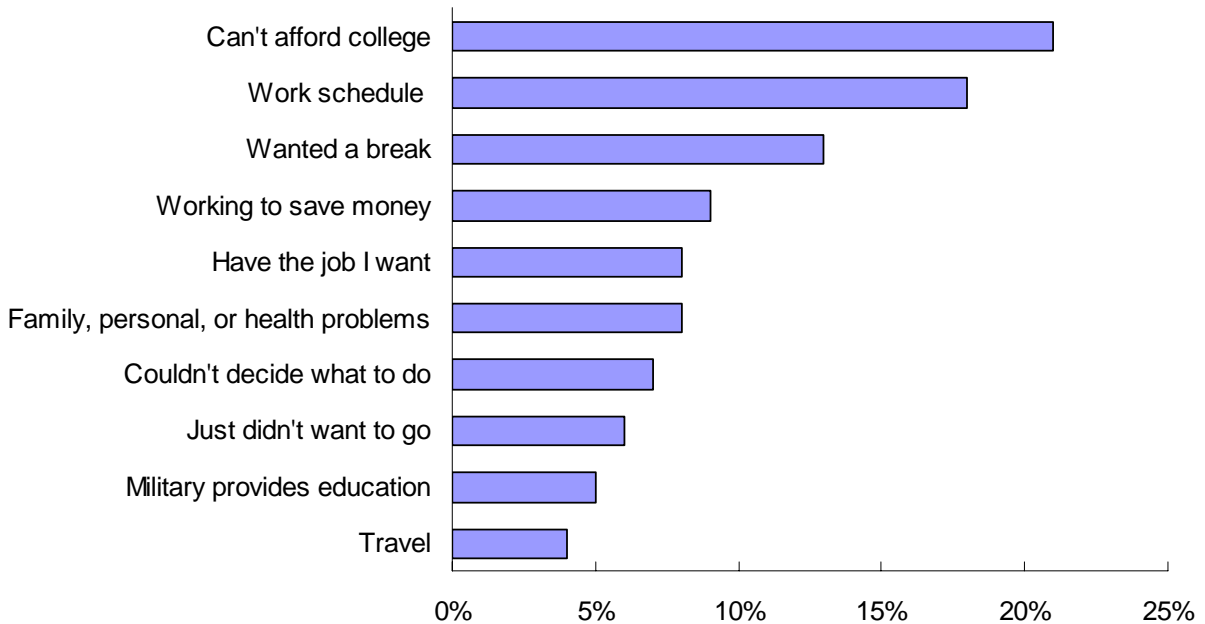
Why Do Oregon High School Graduates Not Attend College?

The most commonly cited reasons for not attending college (Table 21) are an *inability to afford college* (reported by over 21% of respondents not currently enrolled), a *work schedule that precludes school* (17.5%), and a *desire to take a break from school* (13%). Following a considerable and significant decrease in the proportion of respondents citing the *interference of a work schedule* (30% in 1999, 15% in 2001, and 9% in 2003), this factor rebounded to 2001 levels—a statistically significant increase from the class of 2003, and, perhaps, an indication of a stronger economy. The various reasons provided by respondents tend to fall into several general categories, with *money-related issues* being the most common (cited by 34%), followed by a temporary or permanent *lack of interest in college* (32%), and *work interference* (17.5%). *Lack of preparation for college; family or personal responsibilities; and other plans, such as military service or travel* were also mentioned.

At the time the survey was conducted, 27% of survey respondents had not enrolled in college. Of those graduates not enrolled:

- Approximately two-thirds reported that they had definite or probable plans to enroll during the next twelve months.
- High-achieving students were significantly more likely than their counterparts to indicate definite plans to enroll (59% compared to 34%, respectively).
- Male respondents were significantly more likely than female graduates to indicate they definitely do not plan to attend college (14% compared to 3%).

Figure 7: Top 10 Reason for Not Going to College



Beginning with the class of 2003, respondents choosing not to attend college were asked if the award of a financial grant would have influenced their decision to enroll. Approximately 56% indicated a grant would have influenced their decision to attend—a slight decrease from 60% of the class of 2003. Respondents indicated that the following would be required to influence their decision to attend college:

- An award of \$1,500, cited by 23% of the class of 2005, a decrease from almost one-third in 2003;
- An award of \$2,000 annually, indicated by 17.5%; or
- An award of \$3,000 or greater, cited by an additional 5.5%.

Perhaps as further indication of the increased importance of financial concerns to the class of 2005, there was a statistically significant drop in respondents indicating that they were unaware if a grant would have influenced their decision (2% in 2005 compared to 11% in 2003).

What Role Do Graduates' Academic Backgrounds Play in Their Choices?

Respondents were also asked questions about their academic background with the intent of assessing its impact on college preparation and college choice (Table 22). Among class of 2005 respondents, 98.0% received a diploma from an Oregon high school. The majority of respondents (89.6%) completed their education at a public high school, while 7.7% attended private high schools throughout the state. An additional 2% of survey respondents completed a GED.

Over one-third of graduates completed college level courses while in high school—a slight increase over 2003, but significantly less than 40% reported by 2001 respondents.

- More graduates attending four-year colleges had completed early college coursework (45%) than those attending two-year schools (32%).
- Almost 23% of respondents who were not enrolled in college at the time of the survey had completed some college coursework during their time in high school.
- The vast majority completing college-level courses—over three-quarters—completed them at a high school, while 17% took classes on a two-year or four-year college campus and 1% enrolled on-line.

Respondents were also asked about the educational attainment of their parents. A review of the responses reveals the following:

- Almost 46% indicated that at least one parent had obtained a four-year degree. Since the question was added in 2001, the proportion of parents with a four-year degree has been gradually increasing.
- Close to 15% of respondents cited a two-year degree as their parents' highest level of education. Just over 37% reported that neither parent held a college degree.
- Respondents indicating that a parent held a four-year degree were more likely to enroll in a four-year college.
- Two-thirds of respondents attending four-year colleges had at least one parent with a four-year degree, compared to one-third of those enrolled in two-year colleges and just over one-quarter of those not currently enrolled. Similarly, of the respondents choosing not to attend college, nearly half reported that their parents held no college degree.

Does a Parent's Education Matter?

This survey confirms a positive relationship between parents with a four-year degree and the following educational patterns:

- Graduation from a private high school
- High GPA
- Fall-term enrollment
- Full-time enrollment
- Importance of *academic reputation*.

What Else Did Respondents Say?

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

Conclusion

Because this study marks the seventh in a series that began twelve years earlier, we are in a position to observe longer-term trends in the choices made by Oregon's high school graduates as they face the future. The decline in students choosing Oregon public universities, and the increase in students leaving the state, especially high achievers, merit close and continued scrutiny. The weight accorded to financial considerations underscores the need for the state to address postsecondary education affordability. Moreover, the way in which potential students perceive and address college costs is likely to change as the demographic composition of Oregon's high school population shifts. Finally, the survey results offer some insight into where and how high school students and their parents obtain information about college attendance, college costs, individual institutions, and the application process. It is hoped that this study can be an effective resource for policymakers in their efforts to build aspirations and opportunities for all of Oregon's youth.

Table 1
College Enrollment Rates: Class of 2005
Compared to Earlier Classes Surveyed
(Percent of Survey Sample)*

	Class of 1993	Class of 1995**	Class of 1997	Class of 1999	Class of 2001	Class of 2003	Class of 2005***
Enrolled in a postsecondary program							
Enrolled fall term after graduation	62.5	63.4	63.9	66.9	68.7	69.5	69.4
Delayed enrollment until winter term	—	5.8	3.5	3.6	6.3	4.2	3.2
Total enrolled in a postsecondary program	—	69.2	67.4	70.5	75.0	73.7	72.6
Not enrolled in any college							
After fall term following graduation	37.5	36.6	36.1	33.1	31.3	30.5	30.6
After winter term following graduation	—	30.8	32.6	29.5	25.0	26.3	27.4
Will DEFINITELY enroll within the next 12 months	8.1	10.0	10.1	7.9	8.4	7.7	9.2
Will PROBABLY enroll within the next 12 months	12.2	6.6	8.6	6.0	8.1	9.6	9.2
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	83.4	81.4	81.8
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	91.5	91.0	91.0

* 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 graduates of color. Total sample size for the class of 1999 survey is 1,207, including oversamples for graduates of color, graduates with a GPA of 3.75 or higher, and graduates from Central Oregon and the Portland metropolitan area. For the classes of 2001, 2003 and 2005, sample sizes are 1,014, 1,500, and 1,330, respectively, including oversamples for high achieving graduates (high school GPA of 3.75 or higher) and graduates of color. All oversamples have been 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 noted in the original survey report of 1996 (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.

*** Revisions posted 9.19.06

Table 2
College Enrollment Rates: Choice of College Type
(Percent of Survey Sample)

	Class of 1993	Class of 1995*	Class of 1997	Class of 1999	Class of 2001	Class of 2003	Class of 2005
Four-Year Institutions							
Oregon University System							
Enrolled fall term	17.5	19.5	19.2	23.5	24.0	23.1	21.4
Delayed to winter term	—	—	0.2	0.4	0.5	0.7	0.3
Total	—	—	19.4	23.9	24.5	23.9	21.7
Oregon independent college							
Enrolled fall term	5.3	4.5	5.3	3.7	5.9	5.5	5.9
Delayed to winter term	—	—	0.0	0.0	0.1	<0.1	<0.1
Total	—	—	5.3	3.7	6.0	5.5	5.9
Oregon other college**							
Enrolled fall term	0.0	0.0	0.4	0.1	0.3	<0.1	0.0
Delayed to winter term	—	—	0.0	0.0	0.0	<0.1	0.0
Total	—	—	0.4	0.1	0.3	0.1	0.0
Out-of-state four-year institution							
Enrolled fall term	11.7	13.7	10.2	13.1	10.8	10.3	11.2
Delayed to winter term	—	—	0.0	0.2	0.6	0.2	0.3
Total	—	—	10.2	13.3	11.4	10.5	11.5
TOTAL FOUR-YEAR							
Enrolled fall term	34.5	37.7	35.1	40.4	41.0	39.0	38.4
Delayed to winter term	—	—	0.2	0.6	1.2	1.1	0.7
Total	—	—	35.3	41.0	42.2	40.1	39.1
Two-Year & Vocational Institutions							
Oregon community college							
Enrolled fall term	25.2	22.3	24.8	23.1	24.9	26.4	27.9
Delayed to winter term	—	—	3.1	2.4	4.9	2.9	2.1
Total	—	—	27.9	25.5	29.8	29.3	30.0
Oregon proprietary/vocational school							
Enrolled fall term	0.6	0.5	1.1	0.9	0.5	0.9	0.7
Delayed to winter term	—	—	0.0	0.3	0.0	0.0	0.2
Total	—	—	1.1	1.2	0.5	0.9	0.9
Out-of-state two-year institution							
Enrolled fall term	2.3	2.9	2.9	1.8	1.9	2.9	1.7
Delayed to winter term	—	—	0.2	0.2	0.2	0.3	0.2
Total	—	—	3.1	2.0	2.1	3.2	1.9
TOTAL TWO-YEAR & VOCATIONAL							
Enrolled fall term	28.1	25.7	28.8	25.8	27.3	30.3	30.3
Delayed to winter term	—	—	3.3	2.9	5.1	3.1	2.4
Total	—	—	32.1	28.7	32.4	33.4	32.7
College Unknown or Refused to Answer							
Enrolled fall term	—	—	—	0.7	0.4	0.2	0.7
Delayed to winter term	—	—	—	0.1	0.0	0.0	0.1
Total	—	—	—	0.8	0.4	0.2	0.8

Note: Totals may not add due to rounding.

* The college attendance percentages reported here for the Oregon class of 1995 are slightly higher than those noted in the original survey report of 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 3
Fall College Enrollment Rates: Oregon Compared to U.S.*
(Percent of High School Graduates)

	1993	1995**	1997	1999	2001	2003	2005
Gender							
<i>Survey Respondents</i>							
Men	57.6	57.7	60.1	63.8	64.4	64.1	63.4
Women	67.0	69.1	67.8	69.8	73.1	75.0	76.3
Total	62.5	63.4	63.9	66.9	68.7	69.5	69.4
<i>United States</i>							
Men	60.6	60.6	60.1	62.4	59.9	61.2	61.4
Women	63.2	63.2	69.7	69.1	66.2	66.5	71.5
Total	61.9	61.9	65.0	65.6	63.3	63.9	66.7
Ethnic Group							
<i>Survey Respondents</i>							
African American	50.0	71.4	71.9	65.8	63.5	73.4	80.0
American Indian/Alaska Native	37.5	50.0	57.8	40.0	67.9	60.5	54.1
Asian American	72.7	86.7	74.6	84.6	85.0	84.2	83.3
Hispanic/Latino	52.4	56.3	54.1	59.3	59.8	58.4	55.1
Native Hawaiian/Pacific Islander	***	***	***	***	67.6	67.4	87.5
Caucasian	63.5	60.7	63.9	66.9	67.9	69.4	70.3
Mixed/Declined to respond	65.2	55.3	64.3	72.5	87.9	92.7	100.0
Total	62.5	63.4	63.9	66.9	68.7	69.5	69.4
<i>United States</i>							
African American	50.9	50.9	55.3	62.1	56.2	57.5	62.5
American Indian/Alaska Native	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian American	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic/Latino	48.9	48.9	50.7	47.5	53.0	58.6	61.8
Native Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Caucasian	63.6	63.6	65.8	65.8	64.0	66.2	68.8
Mixed/Declined to respond	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	61.9	61.9	65.0	65.6	63.3	63.9	66.7

* For comparison to national data, enrollment for survey respondents represents fall term only; U.S. enrollment is reported biennially for fall preceding each Oregon graduating class.

**Fall enrollment rates by gender for the class of 1995 have been corrected from earlier years.

***Prior to the 2001 study, Native Hawaiians/Pacific Islanders were reported with Asian Americans in keeping with U.S. Census standards.

n/a Enrollment rates for these groups are not reported by the Department of Education.

Sources: (1) OUS Office of Strategic Programs & Planning, *Where Have Oregon's Graduates Gone?* Surveys of the Oregon high school graduating classes of 1993 through 2005;

(2) U.S. Department of Education, *Digest of Education Statistics 1992 through 2004*.

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

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Gender</i>																				
Male	140	48.6	31	39.2	0	0.0	68	44.4	213	53.4	5	45.5	16	64.0	3	30.0	238	65.2	714	53.7
Female	148	51.4	48	60.8	0	0.0	85	55.6	186	46.6	6	54.5	9	36.0	7	70.0	127	34.8	616	46.3
Total Sample	288	100.0	79	100.0	0	0.0	153	100.0	399	100.0	11	100.0	25	100.0	10	100.0	365	100.0	1,330	100.0
<i>Oregon Region</i>																				
1 - Clatsop, Columbia, Lincoln, Tillamook	13	4.5	4	5.1	0	0.0	2	1.3	11	2.8	1	9.1	1	4.0	0	0.0	25	6.8	57	4.3
2 - Clackamas, Multnomah, Washington, Yamhill	118	41.0	39	49.4	0	0.0	83	54.2	149	37.3	4	36.4	16	64.0	7	70.0	123	33.7	539	40.5
3 - Benton, Lane, Linn, Marion, Polk	88	30.6	23	29.1	0	0.0	34	22.2	143	35.8	4	36.4	1	4.0	2	20.0	93	25.5	388	29.2
4 - Coos, Curry, Douglas, Jackson, Josephine	46	16.0	7	8.9	0	0.0	12	7.8	53	13.3	1	9.1	3	12.0	0	0.0	55	15.1	177	13.3
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	4	1.4	2	2.5	0	0.0	2	1.3	12	3.0	1	9.1	1	4.0	0	0.0	18	4.9	40	3.0
6 - Crook, Deschutes, Jefferson	6	2.1	1	1.3	0	0.0	9	5.9	13	3.3	0	0.0	1	4.0	1	10.0	15	4.1	46	3.5
7 - Grant, Harney, Klamath, Lake	6	2.1	1	1.3	0	0.0	3	2.0	9	2.3	0	0.0	0	0.0	0	0.0	23	6.3	42	3.2
8 - Baker, Malheur, Union, Wallowa	7	2.4	2	2.5	0	0.0	8	5.2	9	2.3	0	0.0	2	8.0	0	0.0	13	3.6	41	3.1
Total Sample	288	100.0	79	100.0	0	0.0	153	100.0	399	100.0	11	100.0	25	100.0	10	100.0	365	100.0	1,330	100.0

continued...

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

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>...continued</i>																				
<i>Ethnic Group</i>																				
African American	7	2.4	2	2.5	0	0.0	5	3.3	11	2.8	0	0.0	0	0.0	0	0.0	5	1.4	30	2.3
Amer. Indian/Alaska Native	6	2.1	1	1.3	0	0.0	2	1.3	12	3.0	1	9.1	0	0.0	0	0.0	15	4.1	37	2.8
Asian American	19	6.6	4	5.1	0	0.0	11	7.2	12	3.0	0	0.0	0	0.0	0	0.0	8	2.2	54	4.1
Hispanic/Latino	19	6.6	4	5.1	0	0.0	7	4.6	37	9.3	3	27.3	1	4.0	0	0.0	47	12.9	118	8.9
Native Hawaiian/Pacific Is.	6	2.1	0	0.0	0	0.0	1	0.7	6	1.5	0	0.0	1	4.0	0	0.0	2	0.5	16	1.2
Caucasian	231	80.2	68	86.1	0	0.0	127	83.0	321	80.5	7	63.6	23	92.0	9	90.0	288	78.9	1074	80.8
Mixed race/ethnicity	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Declined to respond	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	10.0	0	0.0	1	0.1
Total Sample	288	100.0	79	100.0	0	0.0	153	100.0	399	100.0	11	100.0	25	100.0	10	100.0	365	100.0	1,330	100.0
<i>High School GPA</i>																				
3.75-4.00	91	31.6	39	49.4	0	0.0	65	42.5	40	10.0	0	0.0	4	16.0	1	10.0	16	4.4	256	19.2
3.50-3.74	70	24.3	18	22.8	0	0.0	30	19.6	75	18.8	2	18.2	7	28.0	2	20.0	50	13.7	254	19.1
3.25-3.49	45	15.6	9	11.4	0	0.0	22	14.4	60	15.0	0	0.0	2	8.0	0	0.0	13	3.6	151	11.4
3.00-3.24	62	21.5	5	6.3	0	0.0	23	15.0	90	22.6	2	18.2	4	16.0	2	20.0	92	25.2	280	21.1
2.75-2.99	7	2.4	4	5.1	0	0.0	2	1.3	41	10.3	3	27.3	3	12.0	0	0.0	45	12.3	105	7.9
2.50-2.74	8	2.8	0	0.0	0	0.0	8	5.2	33	8.3	2	18.2	0	0.0	0	0.0	58	15.9	109	8.2
2.25-2.49	1	0.3	0	0.0	0	0.0	0	0.0	13	3.3	0	0.0	1	4.0	0	0.0	9	2.5	24	1.8
2.00-2.24	3	1.0	0	0.0	0	0.0	2	1.3	24	6.0	2	18.2	3	12.0	0	0.0	29	7.9	63	4.7
Below 2.00	0	0.0	0	0.0	0	0.0	0	0.0	6	1.5	0	0.0	0	0.0	0	0.0	5	1.4	11	0.8
Unknown	1	0.3	4	5.1	0	0.0	1	0.7	17	4.3	0	0.0	1	4.0	5	50.0	48	13.2	77	5.8
Total Sample	288	100.0	79	100.0	0	0.0	153	100.0	399	100.0	11	100.0	25	100.0	10	100.0	365	100.0	1,330	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 2005 Oregon High School Graduates by Demographic and GPA Characteristics

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>Gender</i>																				
Male	140	19.6	31	4.3	0	0.0	68	9.5	213	29.8	5	0.7	16	2.2	3	0.4	238	33.3	714	100.0
Female	148	24.0	48	7.8	0	0.0	85	13.8	186	30.2	6	1.0	9	1.5	7	1.1	127	20.6	616	100.0
Total Sample	288	21.7	79	5.9	0	0.0	153	11.5	399	30.0	11	0.8	25	1.9	10	0.8	365	27.4	1,330	100.0
<i>Oregon Region</i>																				
1 - Clatsop, Columbia, Lincoln, Tillamook	13	22.8	4	7.0	0	0.0	2	3.5	11	19.3	1	1.8	1	1.8	0	0.0	25	43.9	57	100.0
2 - Clackamas, Multnomah, Washington, Yamhill	118	21.9	39	7.2	0	0.0	83	15.4	149	27.6	4	0.7	16	3.0	7	1.3	123	22.8	539	100.0
3 - Benton, Lane, Linn, Marion, Polk	88	22.7	23	5.9	0	0.0	34	8.8	143	36.9	4	1.0	1	0.3	2	0.5	93	24.0	388	100.0
4 - Coos, Curry, Douglas, Jackson, Josephine	46	26.0	7	4.0	0	0.0	12	6.8	53	29.9	1	0.6	3	1.7	0	0.0	55	31.1	177	100.0
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	4	10.0	2	5.0	0	0.0	2	5.0	12	30.0	1	2.5	1	2.5	0	0.0	18	45.0	40	100.0
6 - Crook, Deschutes, Jefferson	6	13.0	1	2.2	0	0.0	9	19.6	13	28.3	0	0.0	1	2.2	1	2.2	15	32.6	46	100.0
7 - Grant, Harney, Klamath, Lake	6	14.3	1	2.4	0	0.0	3	7.1	9	21.4	0	0.0	0	0.0	0	0.0	23	54.8	42	100.0
8 - Baker, Malheur, Union, Wallowa	7	17.1	2	4.9	0	0.0	8	19.5	9	22.0	0	0.0	2	4.9	0	0.0	13	31.7	41	100.0
Total Sample	288	21.7	79	5.9	0	0.0	153	11.5	399	30.0	11	0.8	25	1.9	10	0.8	365	27.4	1,330	100.0

continued...

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

	OUS		OR Indep College		OR Other*		4-Year Out-of-State		OR Comm College		OR Proprietary		2-Year Out-of-State		College Unknown		No College		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<i>...continued</i>																				
<i>Ethnic Group</i>																				
African American	7	23.3	2	6.7	0	0.0	5	16.7	11	36.7	0	0.0	0	0.0	0	0.0	5	16.7	30	100.0
Amer. Indian/Alaska Native	6	16.2	1	2.7	0	0.0	2	5.4	12	32.4	1	2.7	0	0.0	0	0.0	15	40.5	37	100.0
Asian American	19	35.2	4	7.4	0	0.0	11	20.4	12	22.2	0	0.0	0	0.0	0	0.0	8	14.8	54	100.0
Hispanic/Latino	19	16.1	4	3.4	0	0.0	7	5.9	37	31.4	3	2.5	1	0.8	0	0.0	47	39.8	118	100.0
Native Hawaiian/Pacific Is.	6	37.5	0	0.0	0	0.0	1	6.3	6	37.5	0	0.0	1	6.3	0	0.0	2	12.5	16	100.0
Caucasian	231	21.5	68	6.3	0	0.0	127	11.8	321	29.9	7	0.7	23	2.1	9	0.8	288	26.8	1074	100.0
Mixed race/ethnicity	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	100.0
Declined to respond	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0	1	0.0
Total Sample	288	21.7	79	5.9	0	0.0	153	11.5	399	30.0	11	0.8	25	1.9	10	0.8	365	27.4	1,330	100.0
<i>High School GPA</i>																				
3.75-4.00	91	35.5	39	15.2	0	0.0	65	25.4	40	15.6	0	0.0	4	1.6	1	0.4	16	6.3	256	100.0
3.50-3.74	70	27.6	18	7.1	0	0.0	30	11.8	75	29.5	2	0.8	7	2.8	2	0.8	50	19.7	254	100.0
3.25-3.49	45	29.8	9	6.0	0	0.0	22	14.6	60	39.7	0	0.0	2	1.3	0	0.0	13	8.6	151	100.0
3.00-3.24	62	22.1	5	1.8	0	0.0	23	8.2	90	32.1	2	0.7	4	1.4	2	0.7	92	32.9	280	100.0
2.75-2.99	7	6.7	4	3.8	0	0.0	2	1.9	41	39.0	3	2.9	3	2.9	0	0.0	45	42.9	105	100.0
2.50-2.74	8	7.3	0	0.0	0	0.0	8	7.3	33	30.3	2	1.8	0	0.0	0	0.0	58	53.2	109	100.0
2.25-2.49	1	4.2	0	0.0	0	0.0	0	0.0	13	54.2	0	0.0	1	4.2	0	0.0	9	37.5	24	100.0
2.00-2.24	3	4.8	0	0.0	0	0.0	2	3.2	24	38.1	2	3.2	3	4.8	0	0.0	29	46.0	63	100.0
Below 2.00	0	0.0	0	0.0	0	0.0	0	0.0	6	54.5	0	0.0	0	0.0	0	0.0	5	45.5	11	100.0
Unknown	1	1.3	4	5.2	0	0.0	1	1.3	17	22.1	0	0.0	1	1.3	5	6.5	48	62.3	77	100.0
Total Sample	288	21.7	79	5.9	0	0.0	153	11.5	399	30.0	11	0.8	25	1.9	10	0.8	365	27.4	1,330	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 a College
Respondents Who Chose an OUS Institution
(N = 288)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Good academic reputation	166	57.6	98	34.0	264	91.7
Overall cost was affordable	159	55.2	98	34.0	257	89.2
Campus social environment	148	51.4	108	37.5	256	88.9
Has a good program in the major I want	165	57.3	84	29.2	249	86.5
Size of the campus	118	41.0	113	39.2	231	80.2
Admission requirements I could meet	128	44.4	93	32.3	221	76.7
Wanted to stay close to home	105	36.5	116	40.3	221	76.7
Wanted to live in the city the campus is in	76	26.4	78	27.1	154	53.5
Wanted to take classes and explore options	61	21.2	78	27.1	139	48.3
Was offered a scholarship	91	31.6	46	16.0	137	47.6
Friends were going there	54	18.8	75	26.0	129	44.8
Offers the sports events I want to attend	58	20.1	69	24.0	127	44.1
Wanted to get away from home	45	15.6	71	24.7	116	40.3
Got a better financial aid award	71	24.7	39	13.5	110	38.2
Member of my family attended this college	32	11.1	33	11.5	65	22.6

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

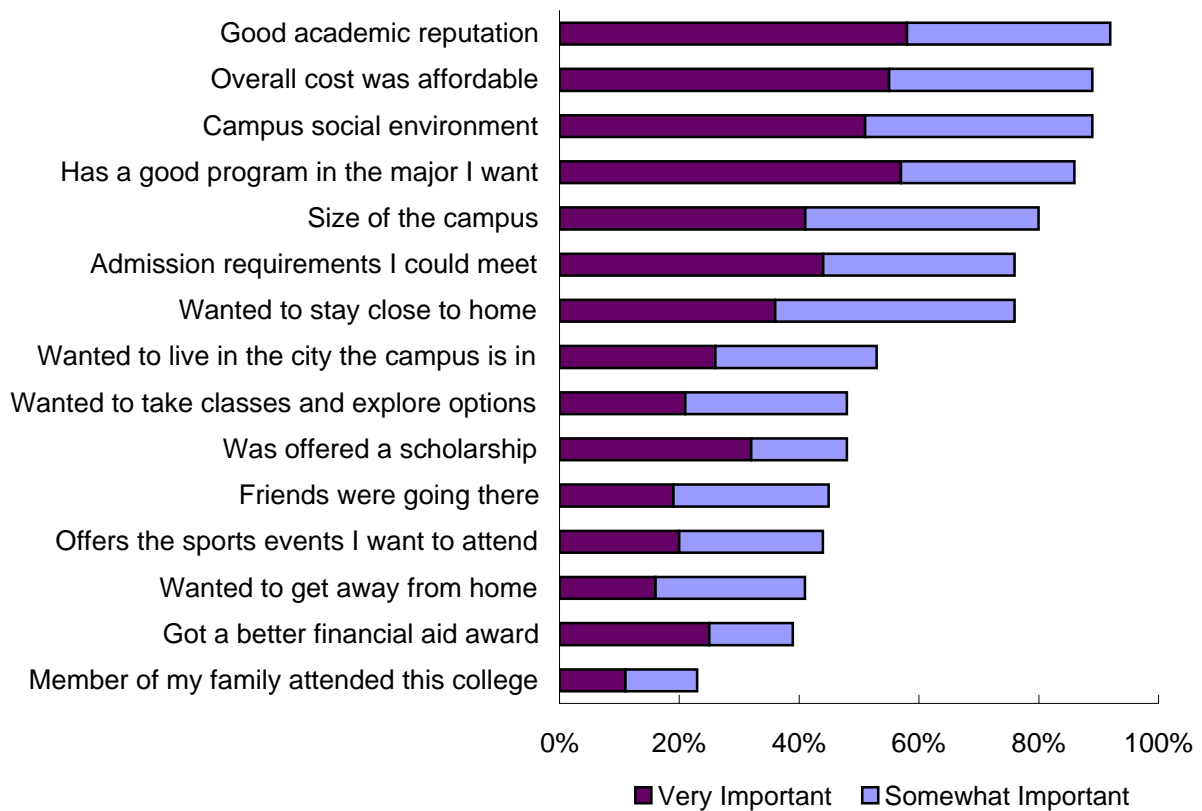


Table 7
Importance of Reasons for Choosing a College
Respondents Who Chose an Oregon Independent College
(N = 79)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Good academic reputation	65	82.3	13	16.5	78	98.7
Size of the campus	48	60.8	27	34.2	75	94.9
Campus social environment	44	55.7	31	39.2	75	94.9
Has a good program in the major I want	50	63.3	24	30.4	74	93.7
Was offered a scholarship	52	65.8	18	22.8	70	88.6
Admission requirements I could meet	45	57.0	25	31.6	70	88.6
Got a better financial aid award	42	53.2	21	26.6	63	79.7
Wanted to stay close to home	25	31.6	32	40.5	57	72.2
Overall cost was affordable	21	26.6	36	45.6	57	72.2
Wanted to live in the city the campus is in	25	31.6	21	26.6	46	58.2
Offers the sports events I want to attend	19	24.1	17	21.5	36	45.6
Wanted to take classes and explore options	17	21.5	18	22.8	35	44.3
Wanted to get away from home	6	7.6	25	31.6	31	39.2
Friends were going there	4	5.1	14	17.7	18	22.8
Member of my family attended this college	2	2.5	15	19.0	17	21.5

Reasons for Choosing an Oregon Independent College:
Degree of Importance

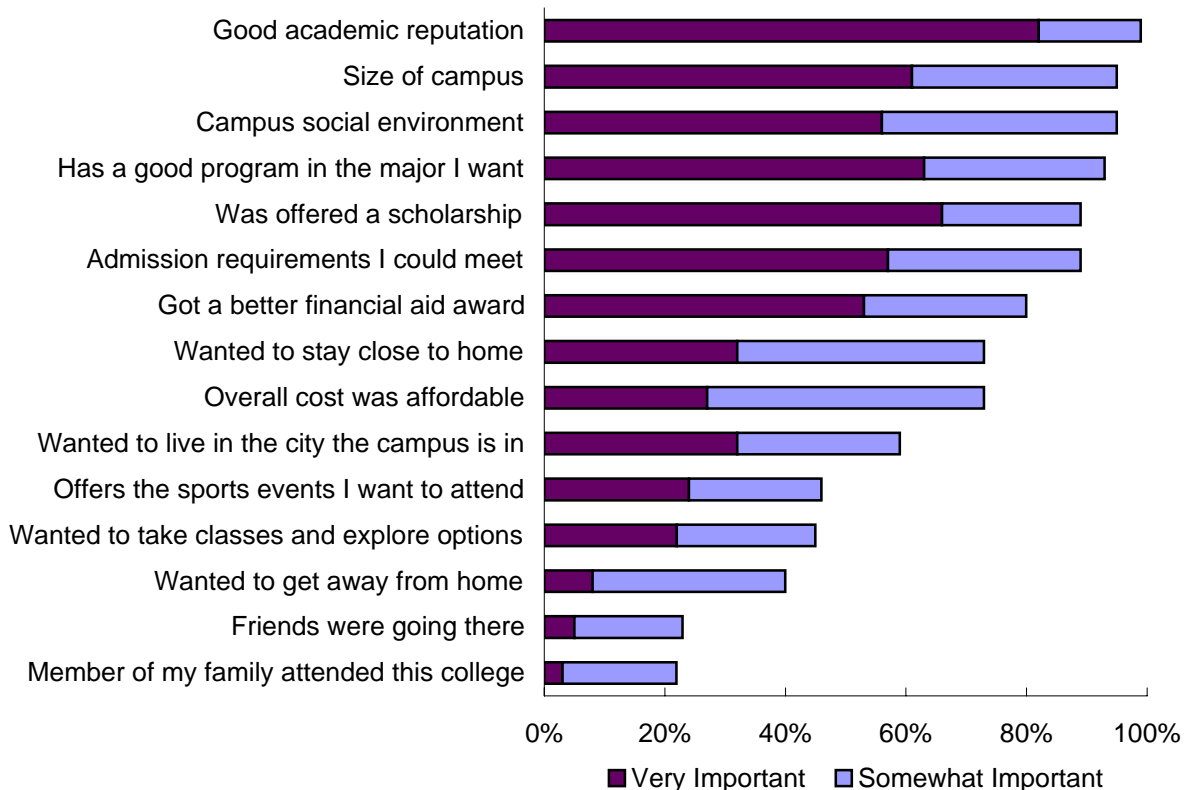


Table 8
Importance of Reasons for Choosing a College
Respondents Who Chose an Out-of-State Four-Year Institution
(N = 153)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Good academic reputation	120	78.4	27	17.6	147	96.1
Has a good program in the major I want	108	70.6	33	21.6	141	92.2
Campus social environment	86	56.2	51	33.3	137	89.5
Size of the campus	79	51.6	51	33.3	130	85.0
Admission requirements I could meet	87	56.9	38	24.8	125	81.7
Overall cost was affordable	56	36.6	47	30.7	103	67.3
Was offered a scholarship	74	48.4	24	15.7	98	64.1
Got a better financial aid award	55	35.9	29	19.0	84	54.9
Wanted to get away from home	30	19.6	53	34.6	83	54.2
Wanted to live in the city the campus is in	39	25.5	37	24.2	76	49.7
Offers the sports events I want to attend	34	22.2	35	22.9	69	45.1
Wanted to take classes and explore options	30	19.6	35	22.9	65	42.5
Wanted to stay close to home	13	8.5	21	13.7	34	22.2
Member of my family attended this college	12	7.8	13	8.5	25	16.3
Friends were going there	13	8.5	11	7.2	24	15.7

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

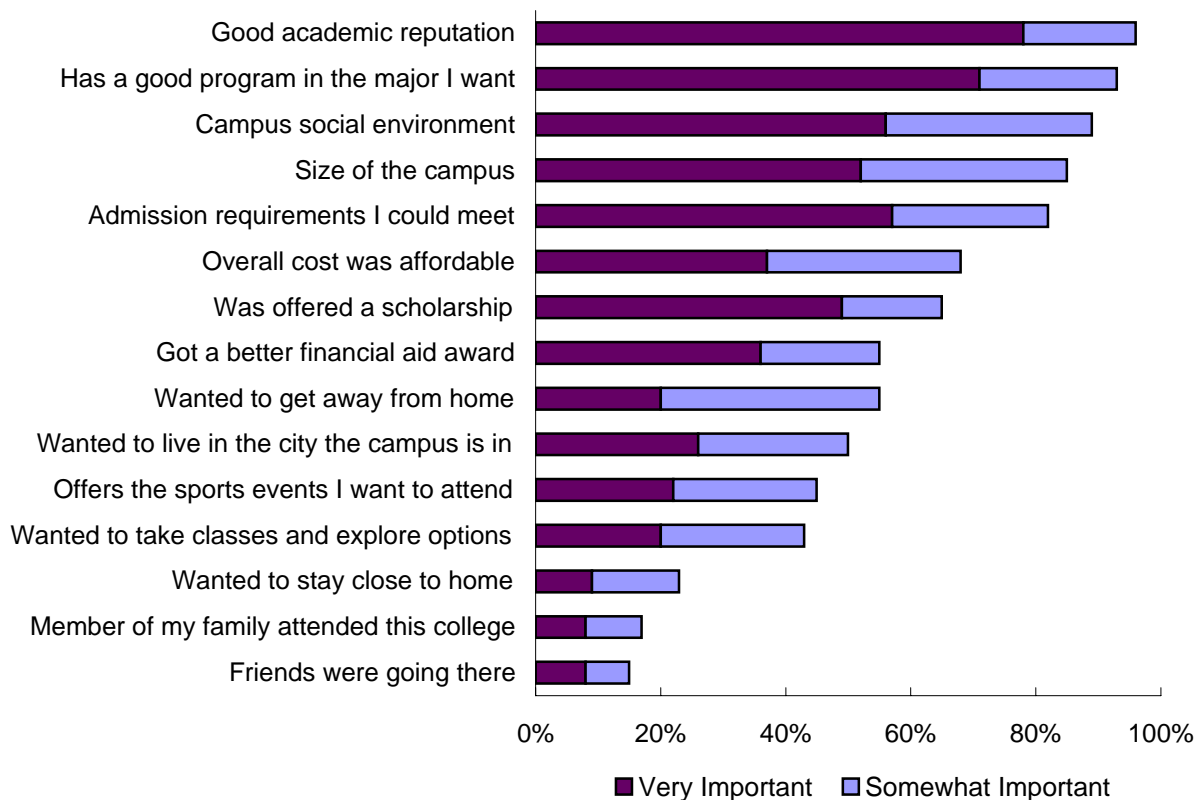


Table 9
Importance of Reasons for Choosing a College
Respondents Who Chose an Oregon Community College
(N = 399)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Overall cost was affordable	307	76.9	69	17.3	376	94.2
Admission requirements I could meet	231	57.9	119	29.8	350	87.7
Good academic reputation	151	37.8	175	43.9	326	81.7
Wanted to stay close to home	185	46.4	136	34.1	321	80.5
Wanted to take classes and explore options	168	42.1	153	38.3	321	80.5
Size of the campus	132	33.1	168	42.1	300	75.2
Campus social environment	145	36.3	148	37.1	293	73.4
Has a good program in the major I want	180	45.1	107	26.8	287	71.9
Wanted to live in the city the campus is in	125	31.3	109	27.3	234	58.6
Got a better financial aid award	131	32.8	69	17.3	200	50.1
Friends were going there	90	22.6	100	25.1	190	47.6
Was offered a scholarship	108	27.1	50	12.5	158	39.6
Offers the sports events I want to attend	73	18.3	62	15.5	135	33.8
Wanted to get away from home	30	7.5	68	17.0	98	24.6
Member of my family attended this college	36	9.0	37	9.3	73	18.3

Reasons for Choosing an Oregon Community College:
Degree of Importance

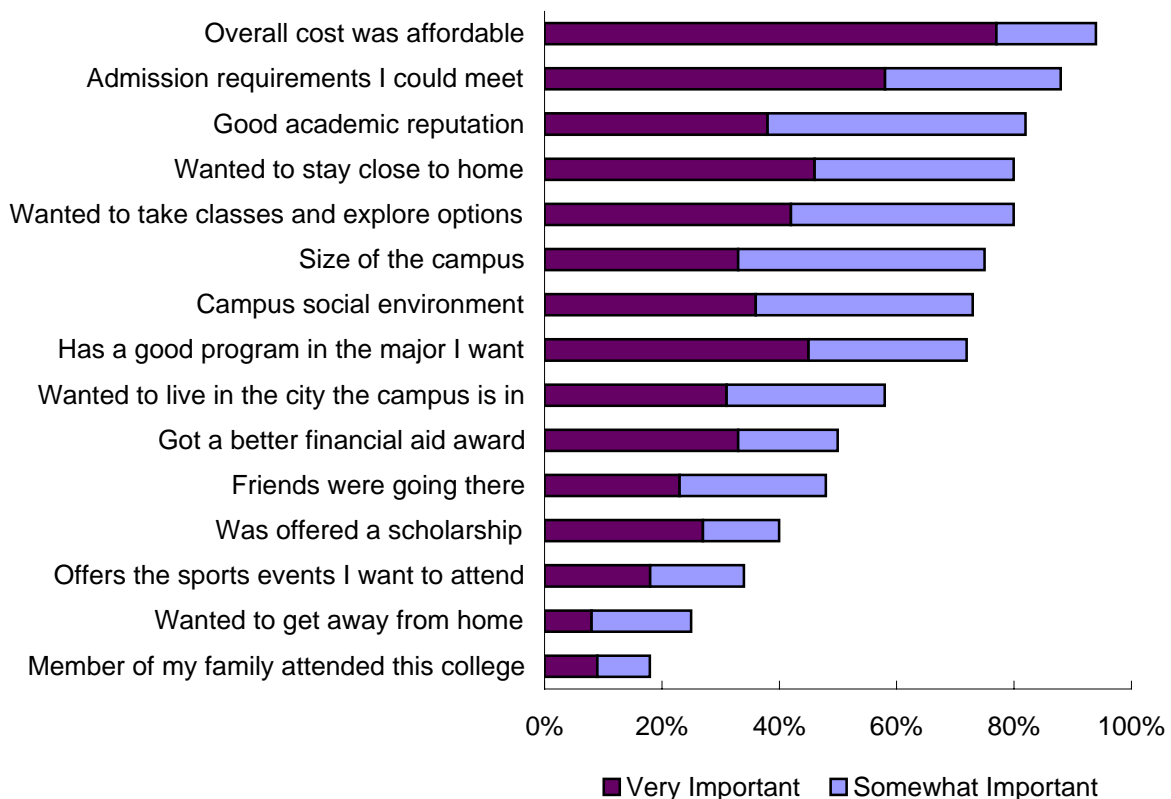


Table 10
Reasons for Choosing an OUS Institution
(Open-Ended Comments)
(N = 288)

Reason	N	% of Respondents Choosing OUS
OUS school has program, courses, classes I wanted	92	31.9
Wanted to stay closer to home	76	26.4
Overall cost is affordable at OUS institution	33	11.5
Wanted or needed to stay in state	25	8.7
Wanted to attend college in this specific locale	23	8.0
Friends or family are going there	22	7.6
Liked the campus	18	6.3
OUS school has high quality program in my major	17	5.9
Liked the school (general)	16	5.6
OUS school had desired athletics and activities	14	4.9
Tuition is too high elsewhere	13	4.5
Family tradition	11	3.8
Received an academic or athletic scholarship	10	3.5
OUS school has good academic reputation	9	3.1
Size of the school is right	7	2.4
Could get a better education with smaller classes	7	2.4
Liked the social/cultural environment	6	2.1
Liked the atmosphere/social environment	5	1.7
Recommendations from others	4	1.4
Parents work there	3	1.0
Wanted to get away from home	3	1.0
Convenient	2	0.7
Because I was accepted	2	0.7
Can get the basic requirements at an OUS school	2	0.7
Other assorted reasons	9	3.1

*Percentage totals exceed 100% due to multiple responses.

Top 10 Reasons for Choosing OUS

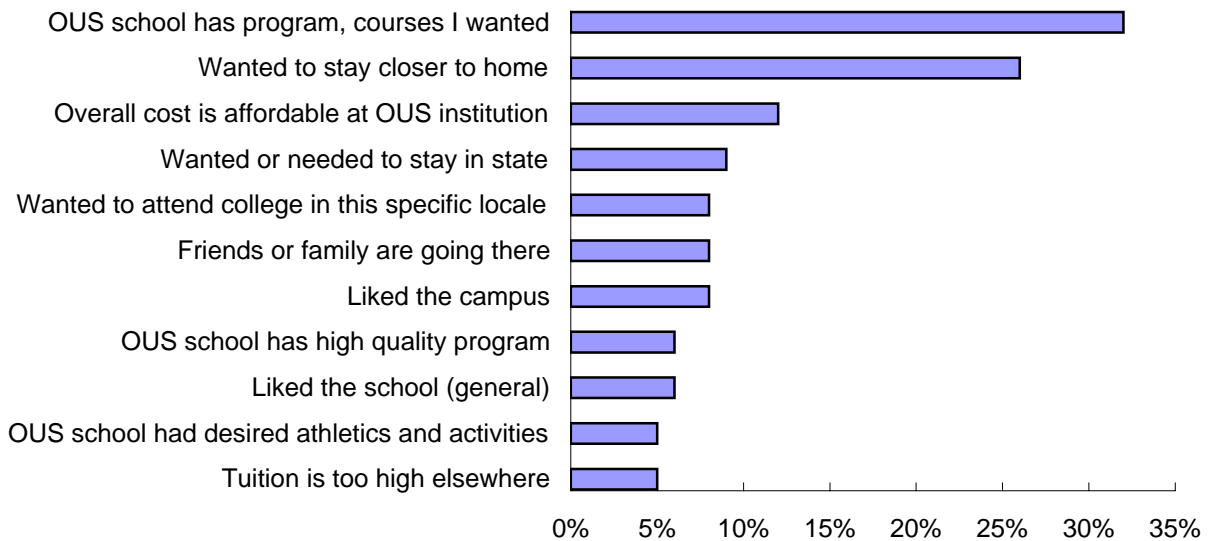


Table 11
Importance of Reasons for Not Choosing an OUS Institution:
Respondents Who Chose an Oregon Independent College
(N = 79)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
College/program I chose has better academic reputation	33	41.8	35	44.3	68	86.1
OUS didn't offer the major I wanted	9	11.4	9	11.4	18	22.8
Plan to transfer to OUS school later	1	1.3	12	15.2	13	16.5
Couldn't afford the cost of OUS	2	2.5	8	10.1	10	12.7
Didn't meet OUS admission requirements	4	5.1	1	1.3	5	6.3
Worried OUS academic program might be cut	1	1.3	3	3.8	4	5.1
Worried other OUS activity might be cut	0	0.0	3	3.8	3	3.8

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

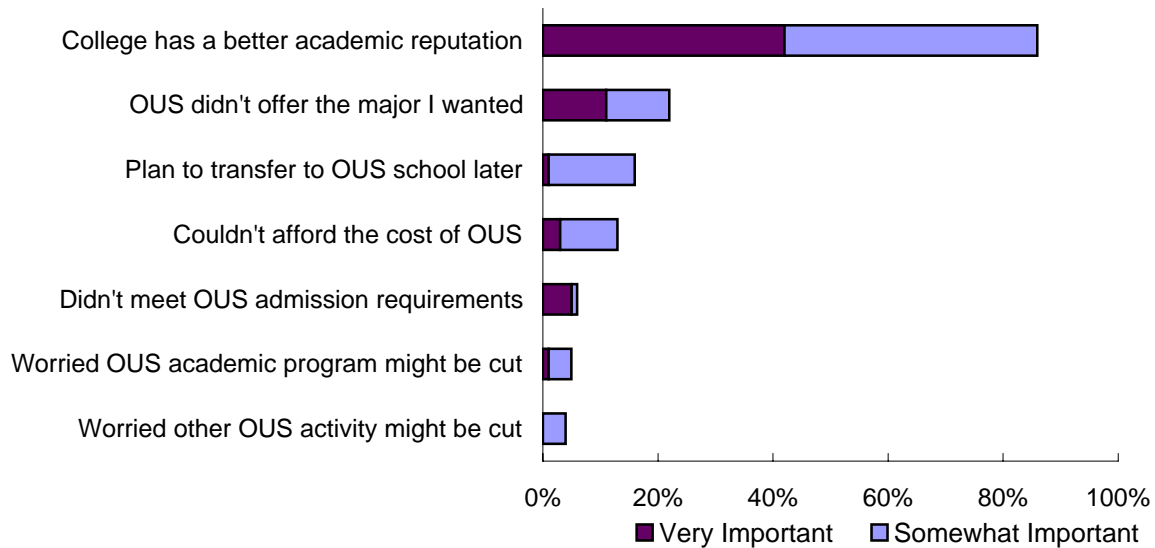


Table 12
Importance of Reasons for Not Choosing an OUS Institution:
Respondents Who Chose an Out-of-State Four-Year Institution
(N = 153)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
College/program I chose has better academic reputation	77	50.3	40	26.1	117	76.5
Wanted to leave Oregon	55	35.9	38	24.8	93	60.8
OUS didn't offer the major I wanted	23	15.0	9	5.9	32	20.9
Couldn't afford the cost of OUS	14	9.2	13	8.5	27	17.6
Plan to transfer to OUS school later	10	6.5	16	10.5	26	17.0
Didn't meet OUS admission requirements	7	4.6	3	2.0	10	6.5
Worried other OUS activity might be cut	2	1.3	7	4.6	9	5.9
Worried OUS academic program might be cut	2	1.3	6	3.9	8	5.2

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

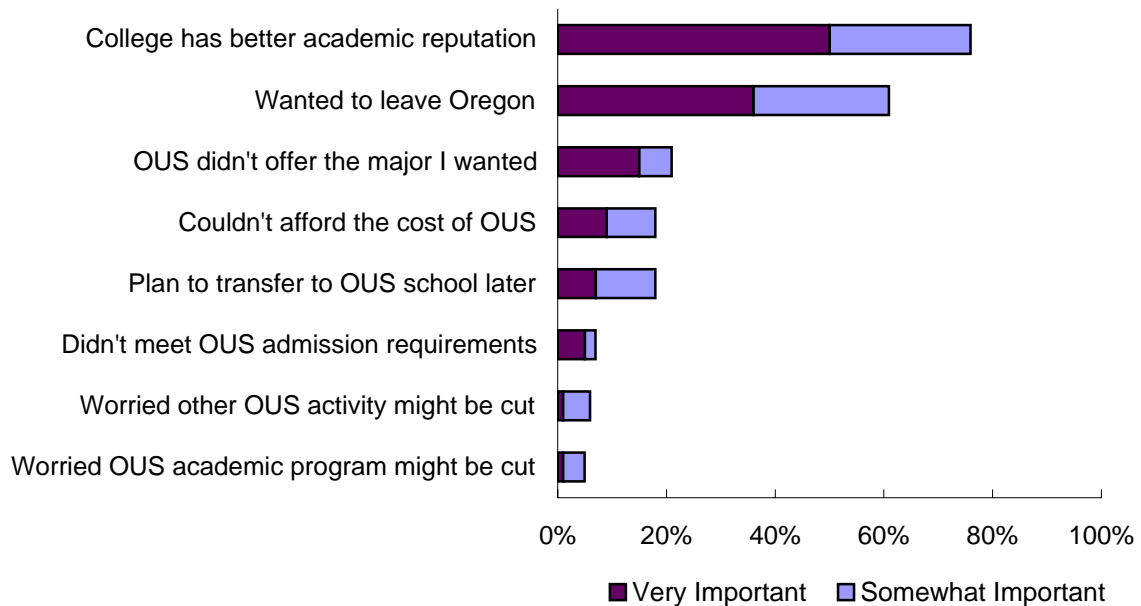


Table 13
Importance of Reasons for Not Choosing an OUS Institution:
Respondents Who Chose an Oregon Community College
(N = 399)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Plan to transfer to OUS school later	215	53.9	96	24.1	311	77.9
Couldn't afford the cost of OUS	169	42.4	81	20.3	250	62.7
Didn't meet OUS admission requirements	64	16.0	94	23.6	158	39.6
College/program I chose has better academic reputation	48	12.0	104	26.1	152	38.1
OUS didn't offer the major I wanted	76	19.0	63	15.8	139	34.8
Worried OUS academic program might be cut	36	9.0	38	9.5	74	18.5
Worried other OUS activity might be cut	26	6.5	38	9.5	64	16.0

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

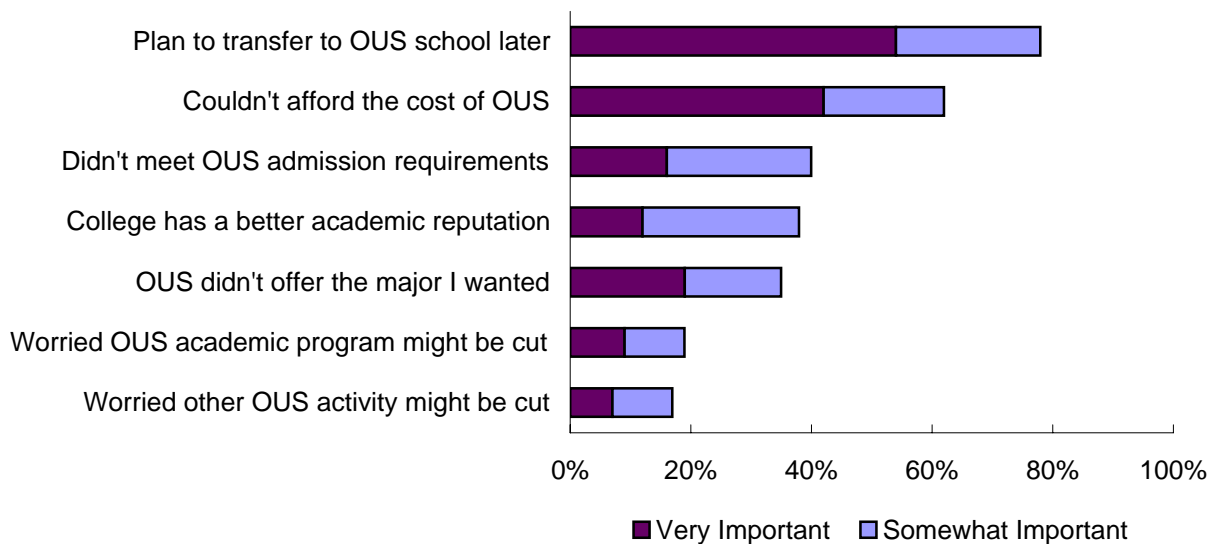


Table 14
College Choice of College-Bound Students:
High GPA Students Compared to Other Students

College Choice	GPA < 3.75 ***		GPA 3.75-4.00	
	N	%	N	%
Oregon University System	196	28.2	91	37.9
Oregon independent college	36	5.2	39	16.3
Oregon other college*	0	0.0	0	0.0
Out-of-state four-year institution	87	12.5	65	27.1
Oregon community college	342	49.1	40	16.7
Oregon proprietary school	11	1.6	0	0.0
Out-of-state two-year institution	20	2.9	4	1.7
College unknown or refused to answer	4	0.6	1	0.4
Total enrolled in college**	696	100.0	240	100.0

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

** Excludes respondents for whom GPA is unknown (N = 29)

*** Revisions posted 9.19.06

College Choice of College-Bound High GPA Students

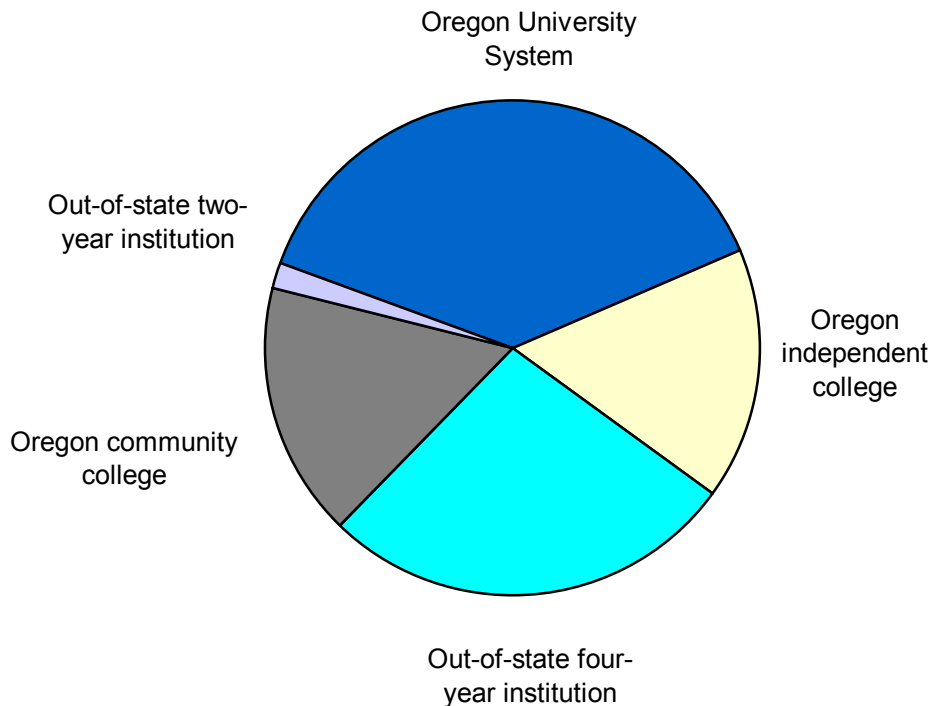


Table 15
College Choice of High GPA Students:
Class of 2005 Compared to Previous Classes Surveyed

College Choice	Class of 1995 GPA 3.75-4.00		Class of 1997 GPA 3.75-4.00		Class of 1999 GPA 3.75-4.00		Class of 2001 GPA 3.75-4.00		Class of 2003 GPA 3.75-4.00		Class of 2005 GPA 3.75-4.00	
	N	%	N	%	N	%	N	%	N	%	N	%
Oregon University System	19	29.7	17	30.9	66	36.9	69	38.5	107	40.8	91	37.9
Oregon independent college	8	12.5	9	16.4	18	10.1	26	14.5	42	16.0	39	16.3
Oregon other college*	0	0.0	0	0.0	1	0.6	0	0.0	0	0.0	0	0.0
Out-of-state four-year institution	27	42.2	19	34.5	61	34.1	56	31.3	67	25.6	65	27.1
Oregon community college	8	12.5	9	16.4	26	14.5	24	13.4	40	15.3	40	16.7
Oregon proprietary school	0	0.0	0	0.0	1	0.6	0	0.0	1	0.4	0	0.0
Out-of-state two-year institution	2	3.1	1	1.8	5	2.8	2	1.1	3	1.1	4	1.7
College unknown or refused to answer	0	0.0	0	0.0	1	0.6	2	1.1	2	0.8	1	0.4
Total enrolled in college	64	100.0	55	100.0	179	100.0	179	100.0	262	100.0	240	100.0

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

Class of 2005 Compared to Previous Classes

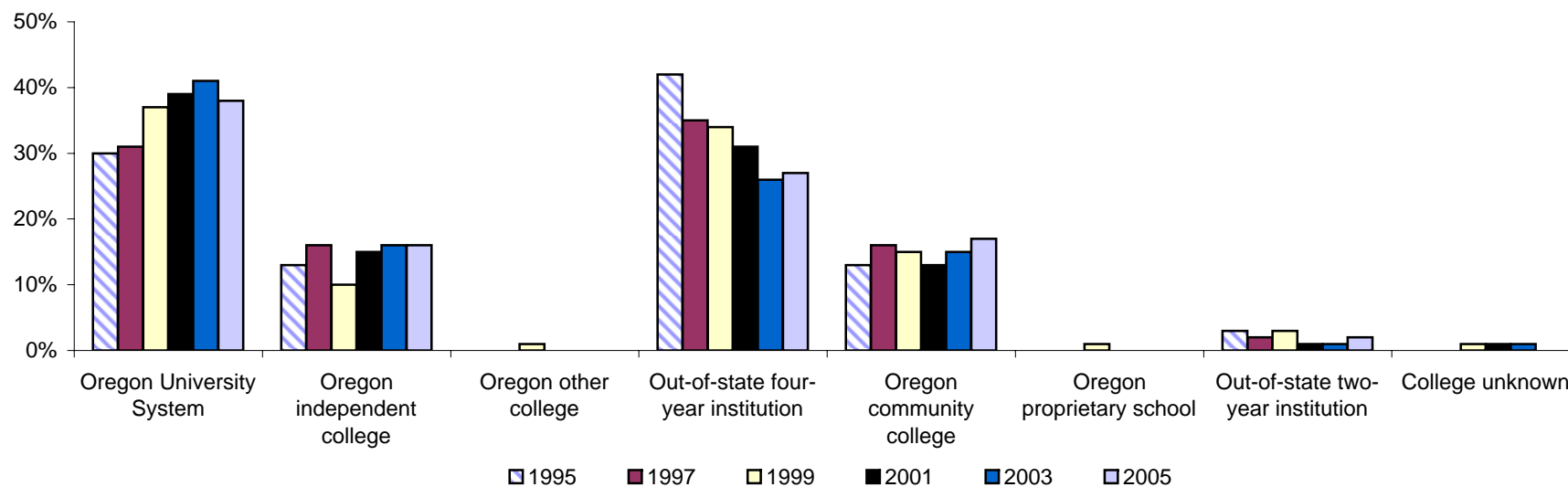


Table 16
Importance of Reasons for Choosing a College
High GPA Students
(N = 240)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
Good academic reputation	162	67.5	62	25.8	224	93.3
Has a good program in the major I want	152	63.3	57	23.8	209	87.1
Size of the campus	118	49.2	87	36.3	205	85.4
Campus social environment	120	50.0	82	34.2	202	84.2
Overall cost was affordable	117	48.8	77	32.1	194	80.8
Was offered a scholarship	136	56.7	44	18.3	180	75.0
Admission requirements I could meet	119	49.6	57	23.8	176	73.3
Wanted to stay close to home	66	27.5	79	32.9	145	60.4
Got a better financial aid award	97	40.4	39	16.3	136	56.7
Wanted to live in the city the campus is in	59	24.6	59	24.6	118	49.2
Wanted to take classes and explore options	49	20.4	62	25.8	111	46.3
Offers the sports events I want to attend	42	17.5	52	21.7	94	39.2
Wanted to get away from home	30	12.5	60	25.0	90	37.5
Friends were going there	24	10.0	45	18.8	69	28.8
Member of my family attended this college	16	6.7	23	9.6	39	16.3

High Achievers' Reasons for Choosing a College:
Degree of Importance

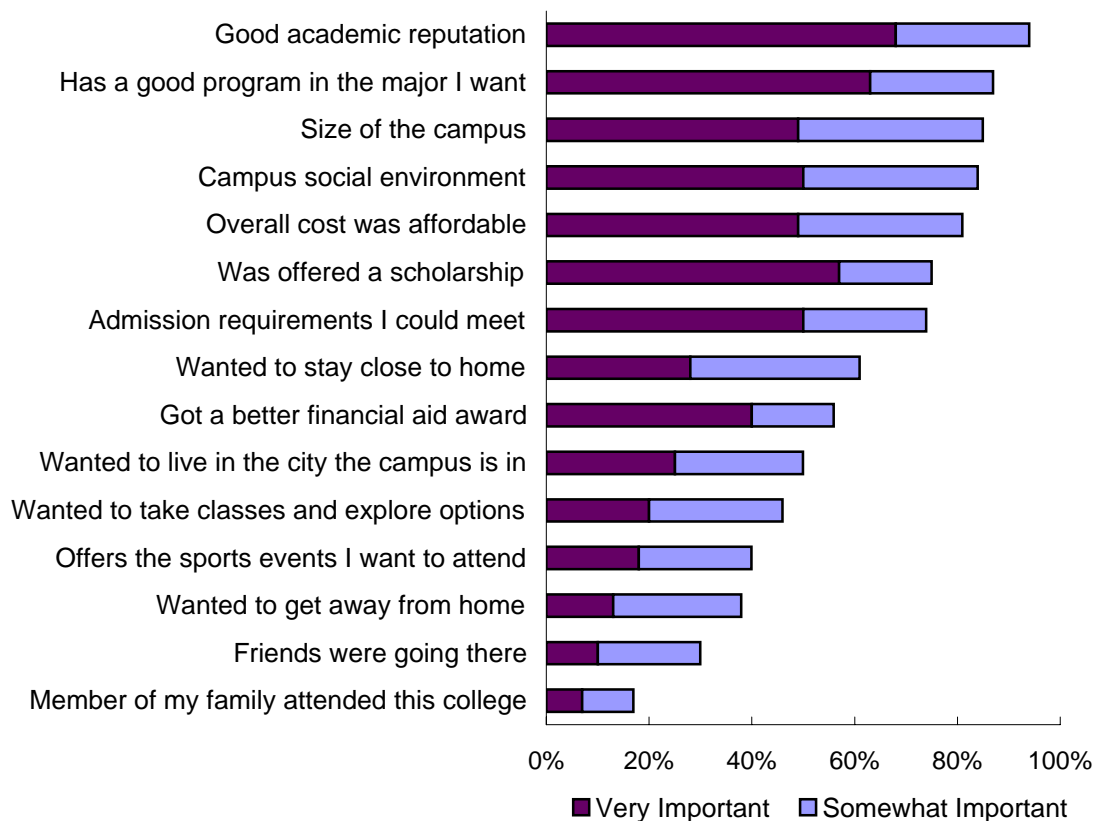


Table 17
Importance of Reasons for Not Choosing an OUS Institution:
High GPA Students
(N = 149)

Reason	Very Important		Somewhat Important		Combined	
	N	%	N	%	N	%
College/program I chose has better academic reputation	58	38.9	39	26.2	97	65.1
Wanted to leave Oregon	24	16.1	24	16.1	48	32.2
Plan to transfer to OUS school later	26	17.4	20	13.4	46	30.9
Couldn't afford the cost of OUS	20	13.4	13	8.7	33	22.1
OUS didn't offer the major I wanted	20	13.4	12	8.1	32	21.5
Worried OUS academic program might be cut	5	3.4	5	3.4	10	6.7
Worried other OUS activity might be cut	2	1.3	8	5.4	10	6.7
Didn't meet OUS admission requirements	4	2.7	4	2.7	8	5.4

High Achievers' Reasons for Not Choosing an OUS Institution:
Degree of Importance

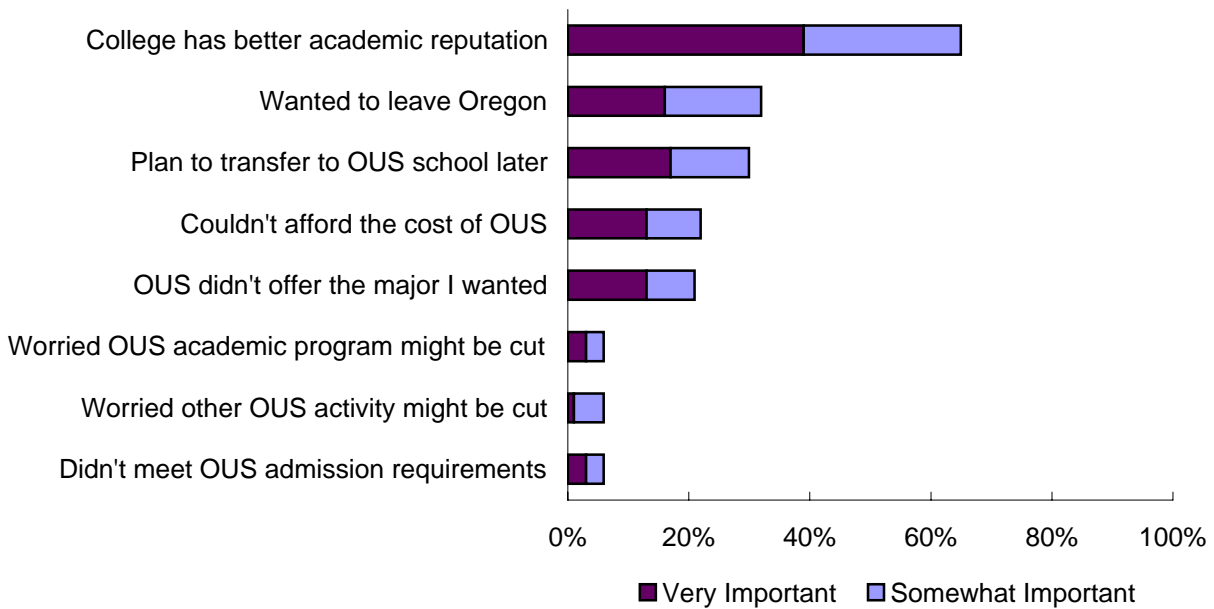


Table 18
Students Receiving Financial Aid

Financial Aid Type	All Students (N = 965*)		OUS Students (N = 288)		Non-OUS 4-Year Students (N = 232)		2-Year Students (N = 435)	
	N	%	N	%	N	%	N	%
	School-based aid							
Pell grant	223	23.1	63	21.9	62	26.7	97	22.3
Scholarship (not Pell)	364	37.7	119	41.3	148	63.8	95	21.8
Student loan	347	36.0	132	45.8	132	56.9	82	18.9
Work-study	156	16.2	33	11.5	87	37.5	34	7.8
Outside scholarship	277	28.7	100	34.7	89	38.4	87	20.0

* Includes students for whom college is unknown (N=10).

* Percentage totals exceed 100% due to multiple responses.

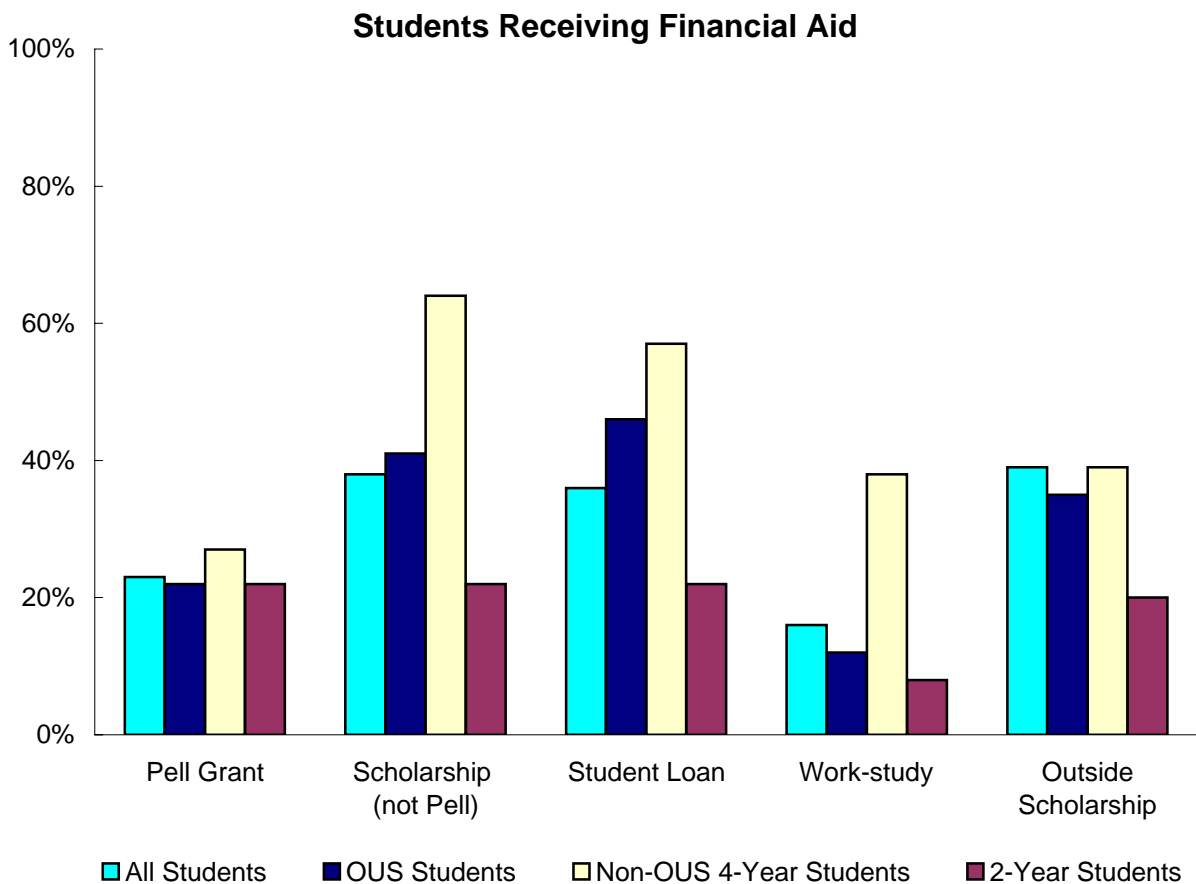


Table 19
Sources of Information Used in Choosing College
(N = 965)

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	791	82.0	223	23.1	568	58.9	168	17.4
College web sites	777	80.5	388	40.2	389	40.3	179	18.5
Visit to college campus	707	73.3	410	42.5	297	30.8	255	26.4
Information from family and friends	697	72.2	266	27.6	431	44.7	267	27.7
Information from high school counselors or teachers	660	68.4	253	26.2	407	42.2	295	30.6
Published college guides	511	53.0	149	15.4	362	37.5	441	45.7
Information from college rep visiting my high school	489	50.7	166	17.2	323	33.5	463	48.0
Oregon Career Information System (CIS)	239	24.8	50	5.2	189	19.6	648	67.2

*Percentage totals exceed 100% due to multiple responses.

Use of Information in Choosing a College

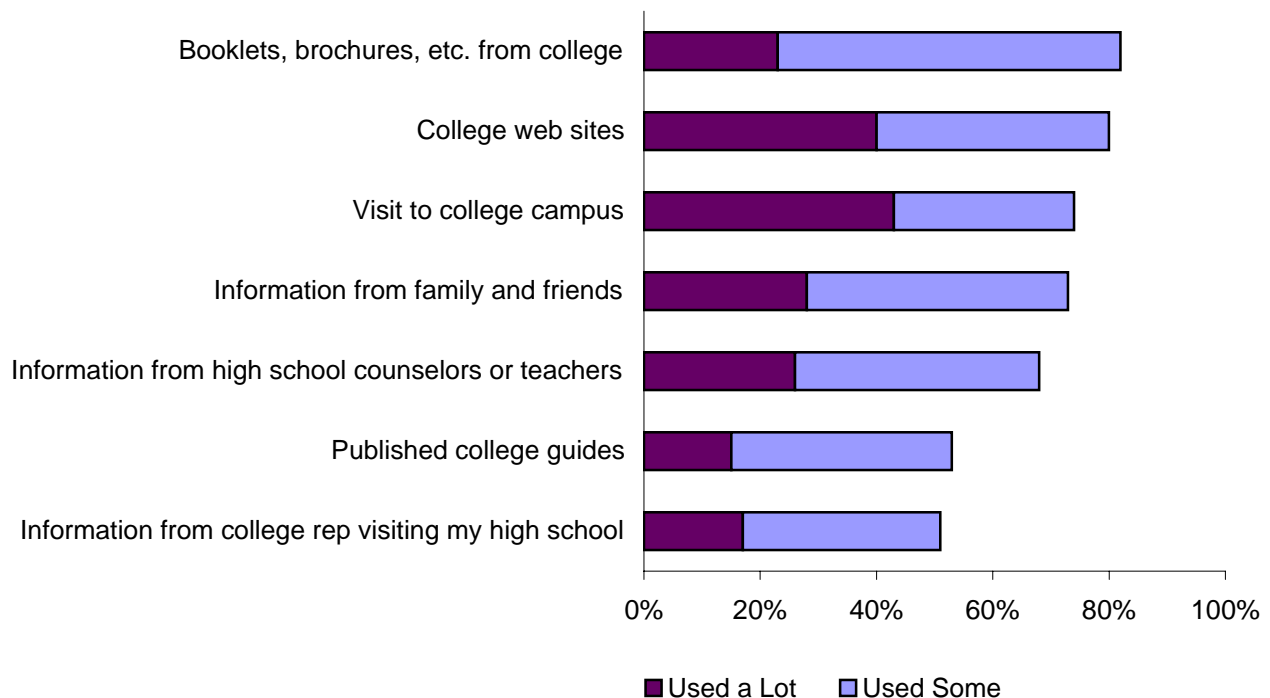


Table 20
Major Field of Study

Respondents attending a four-year institution
(N = 520)

Major	N	%*
Undeclared	127	24.4
Business	64	12.3
Social Sciences	53	10.2
Natural Sciences	49	9.4
Engineering	41	7.9
Fine Arts	35	6.7
Health Professions	34	6.5
Education	22	4.2
Agriculture, Forestry, Marine	15	2.9
Pre-Professional Programs (pre-med, vet, law)	14	2.7
Journalism, Communications	12	2.3
Architecture and Related Fields	12	2.3
Liberal Arts, Humanities	11	2.1
Computer Science	9	1.7
Professional/Service Trades	9	1.7
Physical Ed., Leisure Studies, Recreation	8	1.5
Criminal Justice, Human Svcs., Public Admin.	8	1.5
Foreign Languages	6	1.2
Engineering-Related Technologies/Other Tech	4	0.8
Bible Studies/Religious Vocations	3	0.6
Mathematics	3	0.6
Home Economics, Family Studies	2	0.4
Military Science	0	0.0
Transfer Degree	0	0.0
Multiple Majors	37	7.1

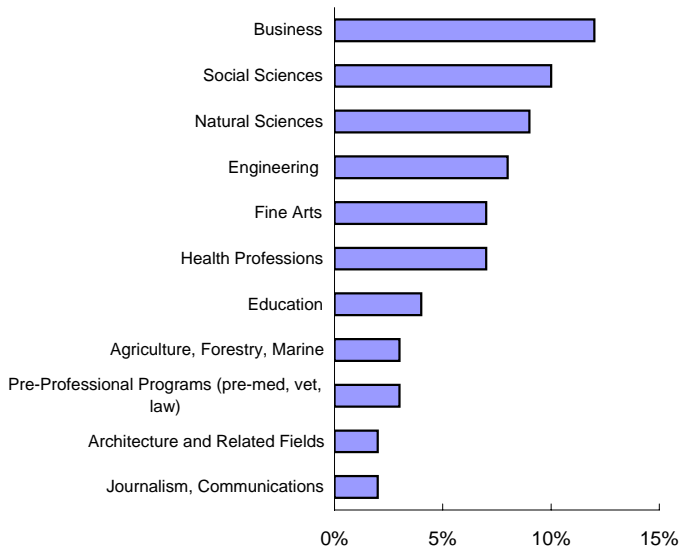
* Percentage totals exceed 100% because multiple majors are included.

Respondents attending a two-year institution
(N = 435)

Major	N	%*
Undeclared	116	26.7
Business	47	10.8
Health Professions	42	9.7
Education	32	7.4
Professional/Service Trades	31	7.1
Fine Arts	31	7.1
Criminal Justice, Human Svcs., Public Admin.	20	4.6
Engineering	19	4.4
Computer Science	16	3.7
Social Sciences	14	3.2
Natural Sciences	11	2.5
Pre-Professional Programs (pre-med, vet, law)	10	2.3
Liberal Arts, Humanities	9	2.1
Journalism, Communications	8	1.8
Architecture and Related Fields	7	1.6
Engineering-Related Technologies/Other Tech	6	1.4
Agriculture, Forestry, Marine	5	1.1
Transfer Degree	5	1.1
Physical Ed., Leisure Studies, Recreation	4	0.9
Mathematics	1	0.2
Foreign Languages	0	0.0
Military Science	0	0.0
Bible Studies/Religious Vocations	0	0.0
Home Economics, Family Studies	0	0.0
Multiple Majors	22	5.1

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

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



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

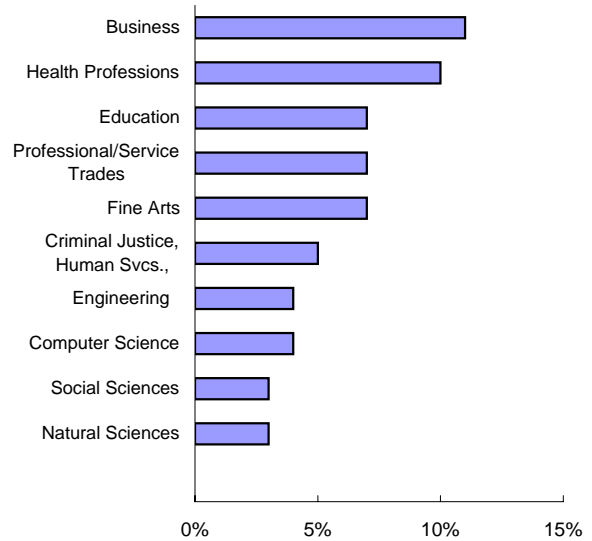


Table 21
Reasons for Not Going to College
(N = 365)

Reason (by category)	N	% of Respondents Not Going to College*
Money-related issues	124	34.0
Can't afford college	78	21.4
Working now to save money to go to college	31	8.5
Wanted to start saving money	7	1.9
Working to purchase something	6	1.6
Couldn't get enough funding/financial aid	2	0.5
Not interested in college at this time	117	32.1
Wanted to take a break from school	49	13.4
Have the job I want now; don't need more education	28	7.7
Just didn't want to go to college	20	5.5
More interested in social life than school	12	3.3
Will go to community college or trade school	8	2.2
Work interferes	64	17.5
Work schedule doesn't allow me to go to college	64	17.5
Unprepared for college	50	13.7
Couldn't decide what to do	24	6.6
Not ready for college	9	2.5
Moved and getting settled	8	2.2
Missed deadline for college or loan application	5	1.4
Didn't have high enough grades for college	4	1.1
Family or personal responsibilities	37	10.1
Family, personal, or health problems preclude college	28	7.7
Have a child to care for	5	1.4
Family responsibilities require me to work instead	4	1.1
Other plans	32	8.8
Military will provide education or pay for it	18	4.9
Wanted/needed to travel	13	3.6
Joined military service (or spouse joined)	1	0.3
Other assorted reasons	27	7.4
Religious reasons	10	2.7

*Percentage totals exceed 100% due to multiple responses.

Table 22
Academic Background of Survey Respondents

	All Respondents* (N = 1,330)		Respondents Attending 4-Yr College (N = 520)		Respondents Attending 2-Year College (N = 435)		Respondents Not Attending College (N = 365)	
	N	%	N	%	N	%	N	%
	<hr/>							
Secondary Completion								
All High School	1,304	98.0	516	99.2	424	97.5	353	96.7
<i>Public High School</i>	1,192	89.6	448	86.2	397	91.3	344	94.2
<i>Private High School</i>	102	7.7	67	12.9	26	6.0	7	1.9
<i>Don't Know</i>	10	0.8	1	0.2	1	0.2	2	0.5
GED	26	2.0	4	0.8	11	2.5	12	3.3
<hr/>								
Early College Coursework								
College Coursework Completed	458	34.4	234	45.0	141	32.4	83	22.7
Avenue for College Coursework								
<i>High School</i>	353	77.1	166	70.9	114	80.9	72	86.7
<i>Two-Year College</i>	62	13.5	34	14.5	18	12.8	10	12.0
<i>Four-Year University</i>	17	3.7	15	6.4	2	1.4	0	0.0
<i>Online</i>	6	1.3	6	2.6	6	4.3	0	0.0
<i>Other or Don't Know</i>	20	4.4	13	5.6	1	0.7	1	1.2
<hr/>								
Parents' Education								
Four-year degree	607	45.6	349	67.1	155	35.6	99	27.1
Two-year degree	195	14.7	46	8.8	86	19.8	64	17.5
No college degree	493	37.1	123	23.7	187	43.0	180	49.3
Unknown	35	2.6	2	0.4	7	1.6	22	6.0

* Includes students whose college is unknown (N = 10)

Appendix 1

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		2005 Oregon Public High School Grads	
	N	%	N	%	N	%
<i>Gender</i>						
Male	714	53.7	8,275	49.3	16,023	49.5
Female	616	46.3	8,442	50.3	16,333	50.5
<i>Ethnic Group</i>						
African American	30	2.3	364	2.2	688	2.1
American Indian	37	2.8	505	3.0	592	1.8
Asian American	54	4.1	688	4.1	1,584	4.9
Hispanic/Latino	118	8.9	1,319	7.9	2,699	8.3
Native Hawaiian/Pacific Islander	16	1.2	171	1.0	n/a	n/a
Caucasian	1,074	80.8	12,362	73.6	26,268	81.2
Mixed/Unknown/Decline*	1	0.1	1,389	8.3	525	1.6
<i>Oregon Region</i>						
1 - Clatsop, Columbia, Lincoln, Tillamook	58	4.4	906	5.4	1,336	4.1
2 - Clackamas, Multnomah, Washington, Yamhill	535	40.2	6,622	39.4	13,831	42.7
3 - Benton, Lane, Linn, Marion, Polk	387	29.1	4,654	27.7	8,007	24.7
4 - Coos, Curry, Douglas, Jackson, Josephine	181	13.6	2,417	14.4	4,203	13.0
5 - Gilliam, Hood River, Morrow, Sherman, Umatilla, Wasco, Wheeler	40	3.0	530	3.2	1,329	4.1
6 - Crook, Deschutes, Jefferson	46	3.5	537	3.2	1,743	5.4
7 - Grant, Harney, Klamath, Lake	42	3.2	659	3.9	897	2.8
8 - Baker, Malheur, Union, Wallowa	41	3.1	474	2.8	809	2.5
9 - Other**	n/a	n/a	n/a	n/a	201	0.2
Total	1,330	100.0	16,799	100.0	32,356	100.0

* 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 out any as "mixed" or "unknown."

** This category includes students who graduated from Oregon Corrections Facilities and State of Oregon Schools.

Sources: (1) OUS Office of Institutional Research, Class of 2005 PHSP database. (2) Oregon Department of Education, School Finance and Data Information Services.

Other Comments from Survey Respondents

Respondents Attending Four-Year Institutions

Respondents Attending Two-Year Institutions

Respondents Not Attending College

Survey of Oregon High School Graduating Class of 2005

Other Comments

Respondents Attending Four-Year Institutions

Wants more information on financial aid because they have not filed but will be filing.

Thinks students should have easier access to scholarship or financial aid. There were real issues in her getting into the classes she wanted. She also had lousy advisors and it wasn't only her, it was a couple of her friends that were also unable to get into few classes and at this school they preach about how they help.

The state needs to provide better accommodations and instructions for our children.

The outreach and information to parents.

Overall, we felt like the scholarships from the school were lacking. His friends had lower grade point averages and got scholarships but he didn't qualify for one. We didn't feel like the scholarships were there for him, and he definitely deserves one.

In some of the rural areas, the high school doesn't push college enough.

I thought back in the beginning—I thought of another reason for attending OSU is because of the scholarships.

I think they penalize working parents; when both parents work it's not a positive thing for their children to go. Financially, it would be easier to just get a job and stay home. Anybody can go to college if they desire but money is an issue.

I think that a lot of scholarships are based on financial needs, rather than academic achievers. For some scholarships, we made too much money for him to qualify, but we still don't have enough to pay for college. So I think that scholarships should be there. He is an honors student.

Both her parents have postgraduate education.

You didn't really touch on this at all, but a big reason she didn't choose one of the Oregon universities was because she considered them too much of a party atmosphere. She doesn't want to waste the time she has with people that party.

She was offered a better scholarship.

Part of the reason he didn't choose an Oregon public university was financial. Oregon public education does not support smart kids. They support kids that go there for sports and good SAT scores, but they don't support kids that work really hard and can do it.

If she was at an Oregon public university, she would have a 4.0.

I want our government to help our kids get into school more.

Financial aid was a major concern.

Father is a professor at an Oregon university.

Checked out the campus but didn't go there because it was too big.

I wish you had Navy programs.

It would have been nice to have a positive experience in your state.

There was a better atmosphere for religious observance at the campus I attended.

The school my son went to, University of Pennsylvania, is one of the top in the country; like around 3 or 4, So I think that he chose U Penn over U of O because it has a better national reputation.

The family graduated from a public university, but she decided not to go there and decided to go to another college. Her mother is concerned about the cuts in the programs at the Oregon universities.

The counselors for the high schools have zero for knowledge when it comes to the kids and what to expect in college. They need to take more time their senior year to teach them proper study skills for college.

The community colleges are much better focused for the first two years than the public universities. The professors are so focused on their research at the universities that you are mostly with their aides. That's why I suggest two-year colleges first.

She was concerned about the public universities' reputation as a party school.

Oregon should support their colleges as much as possible and stop taking money from them.

Oregon schools need to offer more scholarships.

Oregon universities are too liberal.

May use an Oregon public university for graduate work, and her brother went to Portland State.

It is sad that Oregon doesn't compete for higher education.

Oregon was my first choice, but I got a scholarship to Chicago.

I would say that she would have been just as happy choosing an Oregon university because of her history; she just wanted to break the cycle.

I was extremely disappointed in the financial aid package.

I think we should fund the U of O with more taxes, pay the teachers more, and should have a better basketball team.

I think we did not look at the Oregon school because we weren't sure she would get the education of the caliber she needed as a top student.

I think that the price makes limitations in Oregon, and not academically being rated well.

I think that the State of Oregon should do more to serve our state for the children that live here. In other states they protect and pay for kids to stay in their home town, and Oregon does not offer any of that to the kids that want to stay at home.

I really wanted to go to the best school I could go to.

I don't think that Oregon universities do enough to keep strong students in state.

I don't think information gets to people soon enough. Her junior year nobody reached out to her, saying, "look at us in Oregon." She was looking at out-of-state colleges during her junior year. You never see Oregon in the rankings for the best schools.

He tried to get assistance with the financial part of college and he was not able to get it in the State of Oregon.

He really wanted an Ivy League school so that's what he set his mind toward—so it was nothing to do with the Oregon schools.

Go U of O!

Concerned about funding level.

Both her Dad and I went to small, private liberal arts colleges, so we were very favorable to those. I was aware that they have a lot of financial aid. We also encouraged her to go out of state because it is good to know another region of the country.

Didn't ask about the type of scholarship she got.

Maybe you could ask if dorms helps decide which schools they would go to, rather than staying at home.

Expand questions on social life, underage drinking, lack of police officers in certain areas, and dorm life in general.

Ask about whether or not they live on campus or they commute.

The survey itself took too long, having to repeat all of the choices each time. Very time consuming. Be sure they know what they are looking for so they ask the right questions. If they lose the cream of the crop, they need to know why they're leaving.

I think they need to ask something about the amount of non-academic activities. If alcohol consumption by underage drinkers is part of the reason students are not choosing to go there.

Survey of Oregon High School Graduating Class of 2005

Other Comments

Respondents Attending Two-Year Institutions

The two Oregon universities that I looked at, OSU and U of O, did not have a two-year drafting degree at all.

The only reason she chose the college she did was because they have the radiology program that she is interested in.

The main reason I didn't go was because I didn't find out about all the things they had to offer until it was too late. I was only in high school and I wasn't thinking about all the things a normal person would be thinking about. I was too busy worrying.

She's just getting her basics in community college, and then once she decides on her major she plans to transfer to a university. It is cheaper to go to community college.

Really research and know what you want to do before you choose and be ready.

I am transferring because of the amount of money I have and the school must have an athletic training department.

I also work full time.

He just wanted to make money to save so that he would be able to go to school, then he will transfer.

Don't know if freshmen should be allowed to be in the dorms. I don't think it is appropriate to meet so many people that can distract you with parties and drinking, basically keeping him from doing what he went to do.

Bridge college classes into the high school, and make it not just for the algebra/calculus smart students, but for everybody.

It would be better if the school and the counselors were to talk to students in their junior year to give more time to prepare.

I wish my daughter could get a little more help with college finances.

Go more in-depth about collecting information about colleges.

I think that Oregon state colleges should have in-school scholarships more publicized.

I have every desire to finish in an Oregon school.

Survey of Oregon High School Graduating Class of 2005

Other Comments

Respondents Not Enrolled in College

Yeah, my high school could use a lot of help. The funding is ridiculous.

I work night shift and I am too busy to attend school.

I want to go to a visual arts college.

The high schools here need other classes besides P.E. to take for alternative classes. They have no auto shop, no wood shop, or anything like that to keep boys interested in school.

Sometimes people want to study, but they don't get support. I tried to get financial aid, and they say no because I am not a citizen. I want to get an education; my problem is the money.

I got a scholarship.

How would you pay for college for classes if you don't have help from your parents?

High school was an educational experience.

Her brother is a third year student at Oregon State University.

Help high school students to understand what their options are and help them get information on what is available for them.

He seems to be a pretty bright kid, but when he got to a certain age you just couldn't give him good information. You tried to point him in the right direction and he would go the opposite way.

He is a wonderful boy and has never given me any trouble.

Having more access to funds, expense-wise, would be better for him; that's why he had to quit college for financial reasons.

Counselors should talk to every student. They are not doing a very good job. I know if they would have personally talked to me, then I would have really thought about continuing to college. They only talk to those who are already ready to go.

You need to ask questions about the school helping students toward their goals. More about their job and where they work. Things that motivate you and more about what they plan to do in the future.

It is an interesting survey.

Survey Instrument

Where Have Oregon's Graduates Gone?
Survey of the Oregon High School Graduating Class of 2005

Introduction:

Hello, my name is __ and I'm calling on behalf of the Oregon University System. We are conducting a survey of the class of 2005 Oregon high school seniors. We got your name from a survey about your plans after high school which you completed a couple of years ago. You may have received a postcard telling you about this survey. Do you have a few minutes to answer a few questions about what you have been doing since you finished high school? The survey takes 5 to 10 minutes depending on your answers. I promise that I'm not selling anything and that all of your comments are strictly confidential.

SET1:

SPEAKING WITH RESPONDENT	1
SPEAKING WITH SOMEONE ELSE REGARDING A MALE RESPONDENT	2
SPEAKING WITH SOMEONE ELSE REGARDING A FEMALE RESPONDENT	3

Q1:

First, did<you/he/she>graduate from high school prior to the fall of 2005?

Yes	1	
No	2	=> Q4
Don't know	8	=> Q4
Refused	9	=> Q4

Q2:

Did<you/he/she>graduate from a public or private high school?

Public high school.....	1
Private high school.....	2
Don't know	8
Refused	9

Q3:

Excluding any AP or IB classes, did<you/he/she>take college classes while<you were/he was/she was>enrolled in high school? IF NEEDED: We're talking about college-level academic classes from either a 4-year or 2-year college. This would not include vocational classes. IF NEEDED: AP is Advanced Placement, IB is International Baccalaureates.

Yes	1	
No	2	=> Q5
Don't know	8	=> Q5
Refused	9	=> Q5

Q3A:

READ 1-4

Did<you/he/she>take those college level classes at . .

<your/his/her>high school	01
A community college.....	02
A 4 year college	03
Or online	04
Other (SPECIFY:) - DO NOT READ.....	97
Don't know - DO NOT READ.....	98
Refused - DO NOT READ	99

Q4:

Did<you/he/she>get a GED or some other equivalent prior to the fall of 2005?
 Yes 1 => Q5
 No 2
 Don't know 8
 Refused 9

INT05:

That's all my questions. Thanks so much for taking the time. You have been very helpful!
 49 NQ - DID NOT GRADUATE OR GET GED PRIOR TO FALL 2003 49 => GENDR

Q5:

What is your best estimate of<your/his/her>grade point average <GPA>when<you/he/she>last attended high school? RECORD AS 3 DIGITS WITH NO DECIMAL POINT EXAMPLE: 3.0 = 300, 3.4 = 340, 4.0 = 400
 Don't know/Not sure 998
 Refused 999

INT06:

THANK & TERMINATE
 70 - GPA SAMPLE - NOT QUALIFIED ON GPA 70 => /END

Q5A:

Did<you/he/she>enroll in college in fall 2005?
 Yes 1 => Q7
 No 2
 Don't know 8
 Refused 9

Q6:

Did<you/he/she>enroll in college for winter term? IF NEEDED: Currently enrolled in college?
 Yes 1
 No 2 => Q20
 Don't know 8 => Q26
 Refused 9 => Q26

Q7:

<are you/is he/is she>going to college full-time or part-time? IF NEEDED: Is being a student<your/his/her>main activity?
 This can also be thought of as taking at least 3 or 4 classes or spending 12 or more hours a week in class.
 Full time 1
 Part time 2
 Don't know 8
 Refused 9

Q8:

ACCEPT UP TO 3 MAJORS.

What is<your/his/her>major? IF NEEDED: What program<are you/is he/is she>studying?
 UNDECIDED OR UNDECLARED..... 996
 OTHER (SPECIFY:) 997
 DON'T KNOW/NOT SURE..... 998
 REFUSED..... 999

Q9:

I RESPONSE ONLY. IF OTHER, PROBE FOR SPECIFY COLLEGE NAME, STATE, CAMPUS AND/OR CITY.

When<you/he/she>first enrolled, which college did<you/he/she>attend? NOTE: ONE COLLEGE ONLY.
 INTERVIEWERS: IF RECORDING A COLLEGE UNDER "OTHER" PROBE FOR NAME OF COLLEGE, STATE AND
 CAMPUS NAME OR CITY.

Eastern Oregon University..... 001
 Oregon Health and Science University (OSHU)..... 002
 Oregon Institute of Technology (O.I.T.)..... 003
 Oregon State University (OSU)..... 004
 Oregon State University - Cascades Campus (or Bend Campus) 005
 Portland State University (PSU)..... 006
 Southern Oregon University 007
 University of Oregon (U of O)..... 008
 Western Oregon University 009
 Other (SPECIFY NAME, STATE, CAMPUS OR CITY):..... 997
 Don't know/not sure..... 998
 Refused 999

Q10A:

Other than<q9>, have<you/he/she>attended any other colleges since graduating from high school?
 Yes 1
 No 2
 Don't know..... 8
 Refused 9

Q10B:

Other than<q9>, which colleges did<you/he/she>attend?
 Eastern Oregon University..... 001
 Oregon Health and Science University 002
 Oregon Institute of Technology (O.I.T.)..... 003
 Oregon State University (OSU)..... 004
 Oregon State University - Cascades Campus (or Bend Campus) 005
 Portland State University (PSU)..... 006
 Southern Oregon University 007
 University of Oregon (U of O)..... 008
 Western Oregon University 009
 Other (SPECIFY NAME, STATE, CAMPUS OR CITY):..... 997
 Don't know/not sure..... 998
 Refused 999

Q10C:

In which college<are you/is he/is she>currently enrolled? IF CONCURRENT ENROLLMENT AT MULTIPLE COLLEGES, PROBE FOR PRIMARY COLLEGE

Eastern Oregon University.....	001
Oregon Health and Science University (OHSU).....	002
Oregon Institute of Technology (O.I.T.).....	003
Oregon State University (OSU).....	004
Oregon State University - Cascades Campus (or Bend Campus)	005
Portland State University (PSU)	006
Southern Oregon University	007
University of Oregon (U of O).....	008
Western Oregon University	009
<Q10B:O> RERECORD:.....	997
Don't know/not sure	998
Refused	999

Q11:

Why did <you/he/she>choose the Oregon public university<you/he/she>attended? IF NEEDED: Anything that was important to<you/him/her>when<you/he/she> decided to go to college. PROBE AGAIN: Are there any other reasons<you/he/she>chose the college<you/he/she>attended?

RECORD COMMENTS.....	01
Don't know/Not sure	98
Refused	99

Q12:

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, please tell me if it was not at all important, not very important, somewhat important or very important in<your/his/her>decision to go to the college or university<you/he/she>chose. The first reason is...

Q12A:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) The college has a good program in the major<you/he/she>want(s)
Would you say this reason was not at all important, not very important, somewhat important or very important in<your/his/her>decision to go to the college or university<you/he/she>chose?

Not at all important	1
Not very important.....	2
Somewhat important	3
Very important.....	4
Don't know/not sure	8
Refused	9

Q12B:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>wanted to stay close to home.

Not at all important	1
Not very important.....	2
Somewhat important	3
Very important.....	4
Don't know/not sure	8
Refused	9

Q12C:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>wanted to get away from home

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q12D:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) The college has a good academic reputation

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q12E:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>liked the campus social environment

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q12F:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) The college offers the sports events<you/he/she>want(s) to attend

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q12G:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>liked the size of the campus

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q12H:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>wanted to live in the city the campus is in

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 8
 - Refused 9
-

Q12I:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) The overall cost was affordable IF NEEDED: including tuition, books, fees and room and board.

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 8
 - Refused 9
-

Q12J:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>got a scholarship at this college

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 8
 - Refused 9
-

Q12K:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>got a better financial aid award at this college

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 8
 - Refused 9
-

Q12L:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>could meet admission requirements there

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 8
 - Refused 9
-

Q12M:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) Friends were going there

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 8
 - Refused 9
-

Q12N:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) A member of<your/his/her>family attended this college

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 5
 - Refused 6
-

Q12O:

(Please tell me how important this reason was in<your/his/her>decision to go to the college or university<you/he/she>chose.) <you/he/she>wanted to take a few classes while exploring<your/his/her>career or educational options

- Not at all important 1
 - Not very important..... 2
 - Somewhat important 3
 - Very important..... 4
 - Don't know/not sure 5
 - Refused 6
-

Q13:

When<you/he/she>made<your/his/her>decision about which college to attend, how much did<you/he/she>use each of the following sources of information. The first source of information is. . .

Q13A:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...)
Booklets, brochures, or other printed material from the college?

Would you say<you/he/she>didn't use them at all, used them some or used them a lot?

- Didn't use at all 1
 - Used some..... 2
 - Used a lot 3
 - Don't know/not sure 8
 - Refused 9
-

Q13B:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...)

College web sites?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q13C:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...)

Published college guides or rankings, either in print or online? IF NEEDED: Such as Peterson's, Fiske, or Princeton guides or U.S. World & News Report ranking.

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q13D:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...)

Information from high school counselors or teachers?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q13E:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...)

Information from family or friends?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q13F:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...)

Information from college representatives visiting<your/his/her>school?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q13G:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...) A visit to the college campus?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q13H:

(When making<your/his/her>decision about which college to attend, how much did<you/he/she>use...) The Oregon Career Information System or CIS?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q14:

Besides what we've already discussed, did<you/he/she>use any other sources of information when making a decision about which college to attend? IF YES: What other information did<you/he/she>use?

- Yes - (RECORD COMMENTS)..... 01
- NONE/No other sources of information were used 96 => Q15
- Don't know/Not sure 98 => Q15
- Refused 99 => Q15

Q14A:

Would you say<Q14>was used some, or a lot? IF NEEDED: When making<your/his/her>decision about which college to attend?

- Didn't use at all 1
- Used some..... 2
- Used a lot 3
- Don't know/not sure 8
- Refused 9

Q15:

Next, please think about<your/his/her>college finances and grants. Did<you/he/she>receive any of the following types of financial aid from the college<you are / he is/ she is>now attending. Do not include financial assistance from community or other groups. Did<you/he/she>receive... IF SAYS THEY AREN'T CURRENTLY ATTENDING COLLEGE, SAY: Please think back to when you were last enrolled.

Q15A:

(Did<you/he/she>receive any of the following types of financial aid from the college?) Scholarships or grants other than a Pell grant?

IF NEEDED: When making<your/his/her>decision about which college to attend?

- Yes 1
- No 2
- Applied/Pending 3
- Don't know/not sure 8
- Refused 9

Q15B:

Did<you/he/she>receive a Pell grant?

- Yes 1
- No 2
- Don't know/not sure 8
- Refused 9

Q15C:

(Did<you/he/she>receive any of the following types of financial aid from the college?) A student loan?

IF NEEDED: When making<your/his/her>decision about which college to attend?

- Yes 1
- No 2
- Applied/Pending 3
- Don't know/not sure 8
- Refused 9

Q15D:

(Did<you/he/she>receive any of the following types of financial aid from the college?) Work study?

IF NEEDED: When making<your/his/her>decision about which college to attend?

- Yes 1
- No 2
- Applied/Pending 3
- Don't know/not sure 8
- Refused 9

Q15E:

College students have obtained financial assistance from other sources, outside the college, such as a scholarship from the Rotary Club, a parent's employer or a local bank or church. Did<you/he/she>receive any scholarship from another source?

- Yes 1
- No 2
- Applied/Pending 3
- Don't know/not sure 8
- Refused 9

Q16:

What were the reasons<you/he/she> did NOT choose one of the public 4-year universities in the Oregon University System?

IF NEEDED: Anything that was important to<you/him/her>when <you/he/she>decided to go to college? IF NEEDED:

The Oregon University System consists of the 4-year public universities in Oregon. PROBE AGAIN: Are there any other reasons <you/he/she> chose the college<you/he/she> attended?

RECORD COMMENTS..... 01

I DID CHOOSE ONE OF THE PUBLIC 4 YEAR UNIVERSITIES

IN THE OUS SYSTEM..... 96

Other 97

Don't know/Not sure 98

Refused 99

=> Q19

Q17:

Now I have a list of reasons people have given for not choosing an Oregon public university. As I read each reason, please tell me if it was not at all important, not very important, somewhat important or very important in<your/his/her>decision to go somewhere other than an Oregon public university. First reason is. . .

Q17A:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) The Oregon public university didn't offer the major<you/he/she>wanted.

Would you say this reason was not at all important, not very important, somewhat important or very important in<your/his/her>decision not to choose an Oregon Public university?

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17B:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) <you/he/she>couldn't afford the cost of an Oregon public university.

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17C:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) <you/he/she>didn't meet the admission requirements at an Oregon public university

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17D:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) <you/he/she>wanted to leave Oregon.

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17E:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) The college or program<you/he/she>chose has a better academic reputation.

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17F:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) <you/he/she>plan to transfer to an Oregon public university later.

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17G:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) <you/he/she>(were)/(was) concerned that the academic program or major<you/he/she>want at the Oregon public university might be cut.

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17H:

(Please tell me how important this reason was in<your/his/her>decision not to choose an Oregon public university) <you/he/she>(were)/(was) concerned that some other program or activity at the Oregon public university might be cut. IF NEEDED: By some other program or activity I mean sports or extracurricular activity.

- Not at all important 1
- Not very important..... 2
- Somewhat important 3
- Very important..... 4
- Don't know/not sure 8
- Refused 9

Q17I:

READ 1-4

As<you/he/she>considered which college to attend, how did<you/he/she>rate the Oregon public universities? Would you say<you/he/she>felt. . .

- An Oregon public university was<your/his/her>second choice..... 1
- <you/he/she>applied to and strongly considered attending an Oregon public university 2
- <you/he/she>applied to an Oregon public university, but did not consider it strongly 3
- Or <you/he/she>didn't apply to an Oregon public university at all 4
- Don't know/Not sure - DO NOT READ 8
- Refused - DO NOT READ 9

Q18:

READ 1-4.

<Do you / Does he / Does she>have any plans to transfer to an Oregon public university at a later time? Would you say<you/he/she> will...

DEFINITELY transfer (to an OUS university).....	1
PROBABLY transfer.....	2
Will PROBABLY not transfer.....	3
Or DEFINITELY not transfer?.....	4
Don't know/not sure - DO NOT READ.....	8
Refused - DO NOT READ.....	9

Q19:

What do<you/he/she>most hope to gain from<your/his/her>college education?

RECORD COMMENTS.....	01
Other.....	97
Don't know/Not sure.....	98
Refused.....	99

Q20:ONE RESPONSE.

Can you tell me the major reason<you/he/she>decided not to go to college during this past fall or winter term? IF NEEDED: Anything you can think of that would have been the main thing affecting the choice of what to do. IF MULTIPLE REASONS GIVEN: Of the reasons you just mentioned, which would you say is the main reason?

RECORD MAIN REASON.....	01
Don't know/Not sure.....	98
Refused.....	99

Q21:

Were there any other reasons<you/he/she>decided not to go to college? PROBE: Any others? PREVIOUS ANSWER: <q20>

RECORD OTHER REASONS.....	01
NONE, NO OTHER REASONS.....	96
Don't know/Not sure.....	98
Refused.....	99

Q22:

Would a scholarship or grant have made a difference in<you/he/she>decision not to attend college at this time?

Yes.....	1
No, would make no difference.....	2
Don't know.....	8
Refused.....	9

Q23:

READ 1-97

Would<you/he/she>have attended college this past fall or winter if<you/he/she>had a scholarship or grant of. . . STOP
READING WHEN THEY SAY YES

\$500 per year	01
\$1000 per year	02
\$1500 per year	03
\$2000 per year	04
\$3000 per year	05
\$4000 per year	06
\$5000 per year	07
\$10000 per year	08
\$12000 per year	09
\$15000 per year	10
\$27000 per year	11
Entire tuition	12
Or some other amount (SPECIFY:)	97
Don't know - DO NOT READ	98
Refused - DO NOT READ	99

Q24:

READ 1-4.

<Do you / Does he / Does she>plan to enroll in college sometime during the next 12 months? Would you say<you/he/she> . .

DEFINITELY WON'T enroll	1
PROBABLY WON'T enroll	2
PROBABLY will enroll.....	3
Or DEFINITELY will enroll?.....	4
Don't know/not sure - DO NOT READ	8
Refused - DO NOT READ	9

Q26:

Does either of<your/his/her>parents have a 4-year college degree? IF NEEDED: A bachelor's degree or higher.

Yes	1	=> Q28
No	2	
Don't know	8	
Refused	9	

Q27:

Does either of<your/his/her>parents have a 2-year or associate degree?

Yes	1
No	2
Don't know	8
Refused	9

Q28:

READ 1-6. PRESS F7 FOR EXPLANATION FOR ASKING. UP TO 6 RESPONSES

My last question is just to help us in our analysis. If you don't mind, what is <your/his/her>race or ethnic group? Would you say. . . IF SAYS ITALIAN, SWEDISH, IRISH, ETC. ASK: So which of these groups best describes you...READ 1-6

American Indian or Alaska Native (Eskimo).....	01
Asian.....	02
Black or African American.....	03
Hispanic or Latino.....	04
Native Hawaiian or Pacific Islander.....	05
White, Caucasian or Middle Eastern?.....	06
Mixed.....	10
Other (SPECIFY): - DO NOT READ.....	97
Refused - DO NOT READ.....	99

Q29:

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

RECORD COMMENTS.....	01
NO/DON'T HAVE ANY COMMENTS.....	96
Don't know.....	98
Refused.....	99

GENDR:

DO NOT ASK!

RECORD GENDER OF PERSON ON THE PHONE.

Male.....	1
Female.....	2

That concludes my questions. Thank you very much for your time and cooperation.

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