

University of Alaska High School Graduate Survey 2008

Final Report

*Prepared for:
University of Alaska*



Research-Based Consulting

Juneau
Anchorage

September 2008

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Prepared by:



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Executive Summary

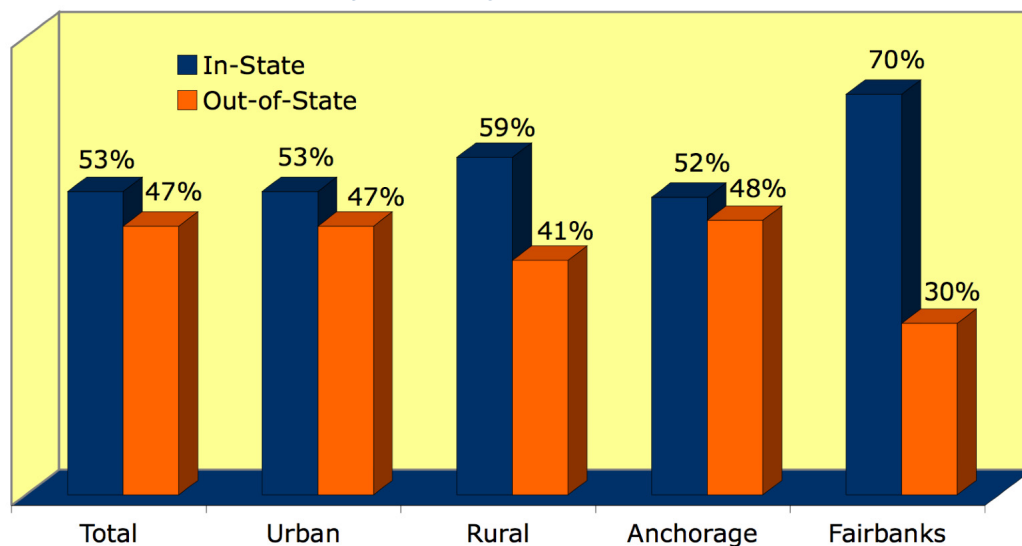
The University of Alaska contracted with the McDowell Group, Inc. to conduct a study of 2008 Alaska high school graduates. The project included three separate surveys: one of graduates planning to attend college within the next year, a second of parents of college-bound graduates, and a third of graduates not attending college within the next year. The samples included 627 college-bound respondents, and 303 parents of college-bound graduates, and 177 non-college-bound respondents. Following are key findings of the survey.

Survey of College-Bound Graduates

ATTENDING SCHOOL IN-STATE VERSUS OUT-OF-STATE

- Just over half of respondents said they were planning to attend school in-state, while just under half were planning to attend school out-of-state. Rural respondents were more likely than urban respondents to be staying in-state, while Anchorage respondents were more likely than Fairbanks respondents to be headed out-of-state.

Selected College: In-State versus Out-of-State
Survey of College-Bound Graduates



REASONS FOR ATTENDING SCHOOL IN-STATE

- Respondents remaining in-state for college listed two primary reasons for their decision: "lower cost/cheaper" (40 percent) and "can live at home/to be near family" (37 percent). All other responses were mentioned by 4 percent or fewer respondents.
- Urban respondents were more likely to mention cost, and less likely to mention living with or being near family, when compared to rural respondents. Anchorage residents were more likely than Fairbanks residents to mention cost, and less likely to mention living at home/being near family.

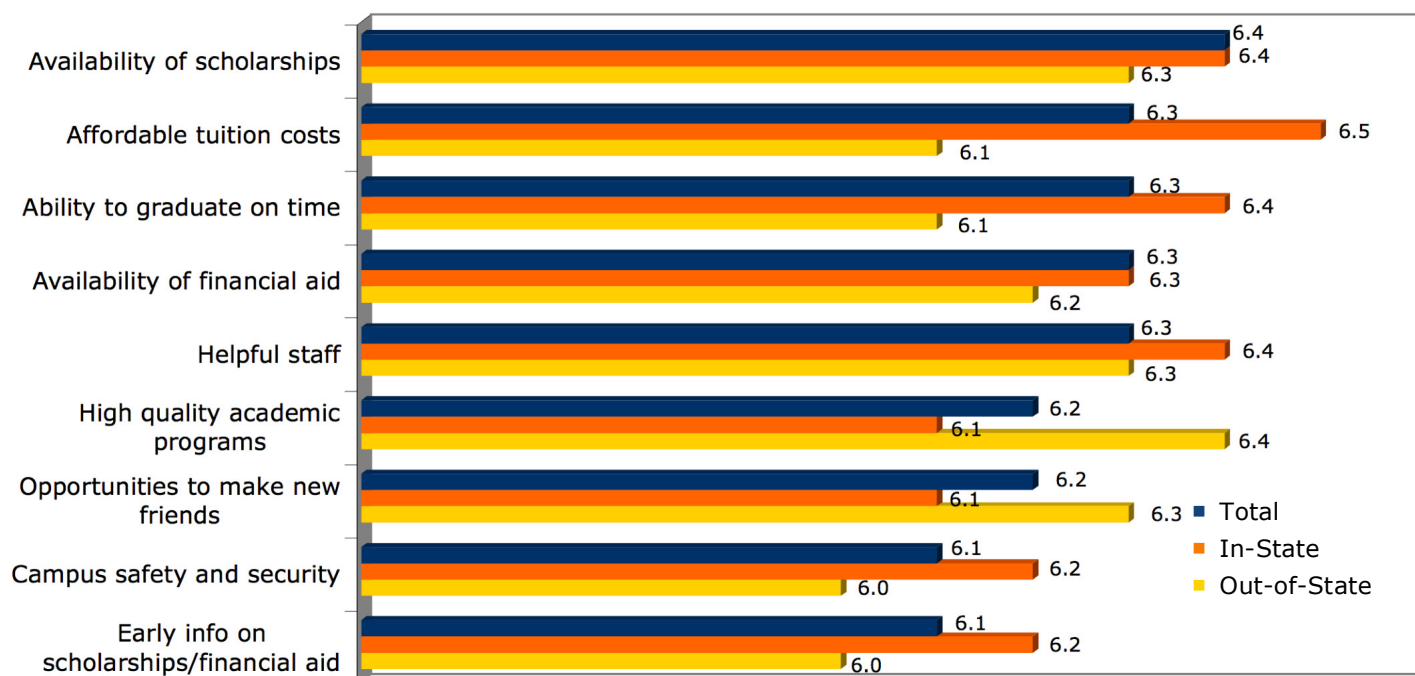
REASONS FOR ATTENDING SCHOOL OUT-OF-STATE

- The most popular reason for attending school out-of-state was “for a change/to see something different” (24 percent). A related category of responses was “get away from home/get out of Alaska” (15 percent). Another popular reason was that their program or degree was not available in Alaska (18 percent).
- Urban residents were much more likely to mention “get away from home/get out of Alaska.” Rural respondents were more likely to say they were going out-of-state because they had family or friends there.

COLLEGE SELECTION CRITERIA

- Respondents were asked to rate the importance of 48 different factors that play a role in the college selection process. The factors with the highest average importance rating were related to cost and affordability: availability of scholarships (6.4 on a 1-to-7 scale), affordable tuition costs (6.3), ability to graduate on time (6.3), and availability of financial aid (6.3). Additional factors receiving an average importance score above 6.0 and above included: helpful staff (6.3), high quality academic programs (6.2), opportunities to make new friends (6.2), campus safety and security (6.1), and early information on scholarships or financial aid package (6.1).
- Respondents remaining in-state tended to place more importance on affordable tuition costs, ability to graduate on time, and helpful staff when compared to those headed out-of-state (see chart below).
- Factors receiving the lowest average importance scores included: local climate (4.9), athletic programs (4.8), high admissions standards (4.8), location close to where family members reside (4.6), small campus (4.4), and school located in an urban or suburban (city) setting (4.4).

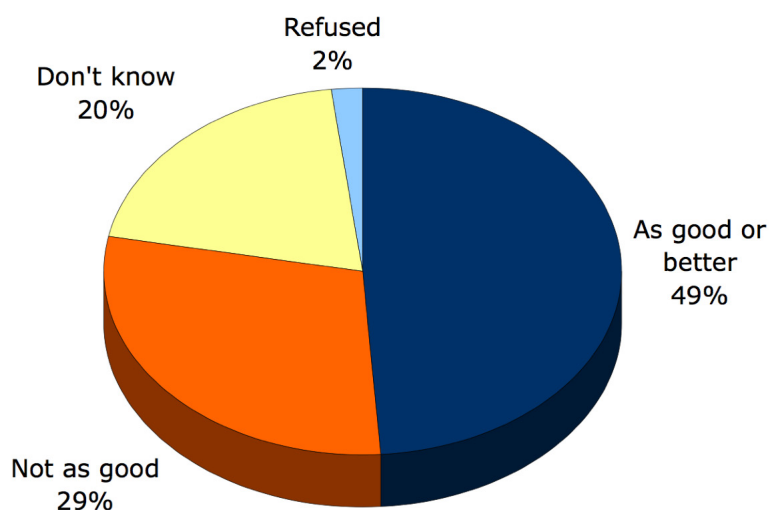
Top-Rated College Selection Criteria (Average importance on 1-7 Scale)
Survey of College-Bound Graduates



QUALITY OF IN-STATE VERSUS OUT-OF-STATE COLLEGES

- When asked to compare colleges in Alaska to colleges in other states, half of respondents said the quality of in-state colleges is as good or better, while 29 percent said it was not as good. These percentages varied widely by sub-group: those remaining in-state, rural residents, and Fairbanks residents were all more likely to say the quality of in-state colleges was as good or better.

Compared to colleges in other states, the quality of colleges in Alaska is... Survey of College-Bound Graduates



TIMING OF COLLEGE PLANNING

- When asked what grade they were in when they first realized they wanted to go to college, half of respondents said they “always knew.” The remainder of responses were spread throughout the grades, with 10 percent mentioning the 4th, 5th, or 6th grades, another 10 percent mentioning 7th or 8th grades, and 10 percent mentioning freshman year.
- When asked when they started actively researching colleges, the most common response was junior year (40 percent). About half as many mentioned sophomore or senior year, while 13 percent said freshman year. Only 6 percent started researching before freshman year.
- Three-quarters of respondents said they were seniors when they narrowed their choice of colleges to their top two or three. Another 19 percent said this occurred their junior year. Only 5 percent mentioned previous years.

COLLEGE PLANNING SOURCES

- The internet was the number one source of information on prospective colleges, mentioned by 81 percent of respondents. College websites were also mentioned by 71 percent of respondents. Other popular sources were parents/family members, high school counselor, friends, college fair/college representative, and brochures/catalogs/mailings.

- Respondents heading out-of-state for college tended to mention more planning sources than those remaining in-state. Usage rates were higher among those headed out-of-state for every source with the exception of high school counselors and current students.

UNIVERSITY OF ALASKA APPLICATION PROCESS

- Respondents who applied to the University of Alaska tended to give positive ratings to the application process, with 82 percent giving a good or very good rating to the overall process. Less than 2 percent gave the overall process a poor or very poor rating. Other aspects of the process were rated similarly, although poor ratings were slightly higher.
- Urban residents gave more “very good” ratings to the information provided before applying when compared to rural residents. Fairbanks residents also gave more “very good” ratings to this aspect. Rural residents gave more “very good” ratings in the responsiveness category, as did Fairbanks residents.

Survey of Parents of College-Bound Graduates

LEVEL OF INVOLVEMENT IN COLLEGE PREPARATION

- A majority of parents said they were at least somewhat involved in all aspects of their student’s preparation for college. The area with the highest level of involvement was saving money for college, followed by researching colleges, then choosing which college to attend, then completing college applications.
- Parents of students headed out-of-state for college reported higher levels of involvement with researching colleges and saving money for college when compared to parents of students remaining in-state. They were less involved in completing college applications.

IN-STATE VERSUS OUT-OF-STATE COLLEGES

- When asked where they encouraged their children to apply to college, the most common response was that they left the decision up to their children (43 percent). One-quarter said they encouraged their children to apply primarily in-state, while only 5 percent said they encouraged their children to apply primarily out-of-state.
- Rural parents tended to encourage their children to apply primarily in-state, while urban parents were more likely to encourage their children to apply primarily out-of-state.
- Parents of children remaining in-state were much more likely to encourage their child to apply primarily in-state. Parents of children headed out-of-state were much more likely to encourage their child to apply primarily out-of-state or both in-state and out-of-state.

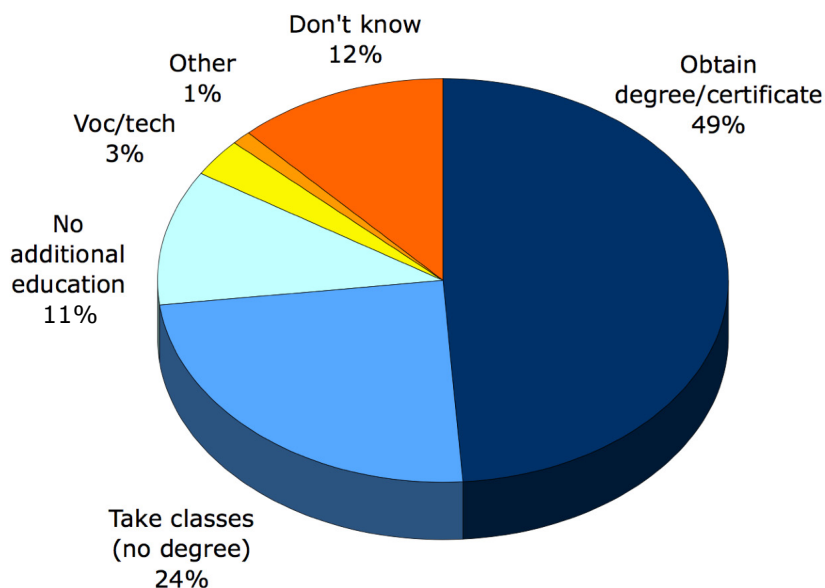
Survey of Graduates Not Attending College

POST-GRADUATION PLANS

- Nearly three-quarters of non-college-bound respondents planned to work this fall. The most common alternative was voc/tech training, mentioned by 11 percent, followed by the military, mission/church work, and family obligations.

- There was little difference in the percentage of urban and rural respondents who planned to work. Rural respondents were much more likely to plan on voc/tech training, while urban respondents were more likely to be joining the military.
- Half of respondents said they plan on obtaining a degree or certificate in the future, while another 24 percent planned on taking classes but not obtaining a degree. Only 11 percent said they do not plan on additional education. Twelve percent did not know their plans for further education.

**Plans for Further Education
Survey of Non-College-Bound Graduates**



- Rural respondents were more likely to plan on taking classes (but not obtaining a degree), while urban respondents were more likely to say they did not plan on additional education.

REASONS FOR NOT ATTENDING COLLEGE

- The most commonly recognized factor in deciding not to attend college was “I plan to work,” accounting for over one-half of respondents. Nearly as many (44 percent) said they needed to earn money for college before going. The third most-common factor cited was “College seems too expensive” (37 percent). Additional factors mentioned by over 10 percent of respondents included family obligations, not wanting to leave their hometown, college seems too hard, and they feel they don’t need a college degree.
- Urban respondents were more likely to cite planning to work, needing to earn money for college, college seeming too expensive, not being ready for college, mission/church work, and military. Rural respondents were more likely to cite family obligations, not wanting to leave their hometown, college seeming too hard academically, friends not going to college, and family not wanting them to go to college.

ENCOURAGEMENT FROM OTHERS

- Respondents were asked how much encouragement they received from various people in applying to college. Parents were most likely to be cited as strongly encouraging (31 percent). However, they were also most likely to be cited as discouraging (11 percent). Friends were about half as likely to be cited as strongly encouraging (14 percent). Very few influences were cited as discouraging or strongly discouraging: between 4 and 11 percent for each category.
- Rural respondents tended to cite lower levels of encouragement than urban respondents. They were particularly more likely to cite discouragement on the part of parents and other family members.

Introduction and Methodology

Introduction

The University of Alaska contracted with the McDowell Group, Inc. to conduct a study of 2008 Alaska high school graduates. The project included three separate surveys: one of graduates planning to attend college within the next year, a second of parents of college-bound graduates, and a third of graduates not planning to attend college within the next year. Both telephone and online survey methods were employed. The surveys included questions on preparation for college, planning sources, factors affecting their choice of college, and opinion of University of Alaska, among other subjects.

Methodology

SURVEYS OF HIGH SCHOOL GRADUATES

There were two separate surveys of high school graduates: one for those attending college in the next year, and the second for those not attending college in the next year. The survey of college-bound graduates was based on a previous survey conducted for the University in 2002 by Noel-Levitz. The McDowell Group study team modified the survey with input from University of Alaska staff. The survey of non-college bound graduates was designed by the study team in cooperation with University of Alaska staff. Copies of the survey instruments can be found at the end of the report.

The study team utilized multiple sources to obtain contact information for recent high school graduates: lists of 2008 graduates obtained from school districts throughout the state; a list of Alaska college-bound students purchased from the National Research Center for College and University Admissions (NRCCUA); and lists of graduates provided by the University of Alaska. Regardless of the source, the survey design allowed for respondents to be directed to whichever survey they qualified for (college-bound versus non-college-bound).

Original sample targets on the telephone surveys were not met for several reasons: the Anchorage School District declined to provide a list of their graduates as they have for previous surveys, eliminating the largest source of respondents; several other school districts were also less willing to provide lists than in the past due to increase privacy and disclosure concerns; the NRCCUA list provided fewer names and less contact information than anticipated; and non-college-bound respondents proved more difficult to find and less willing to participate than anticipated.

In order to boost sample sizes, a parallel online survey was set up, and postcards and email messages sent to addresses provided by the University of Alaska (an incentive of a \$200 gift card to iTunes or Old Navy was offered). The UA lists included names from multiple sources, including students that had requested information from UA and additional names that UA had acquired from school districts. The addresses, phone numbers and emails for those listed as “prospects” were utilized. This method succeeded in boosting the sample of college-bound respondents significantly, but very few non-college-bound graduates responded.

The final sample sizes are shown in the following table. Some sub-samples do not add to the total because several online respondents declined to provide their community of residence. The numbers below represent the maximum sample sizes; some questions show lower bases because not all respondents completed all questions (this was more common in the online survey).

Survey of Alaska High School Graduates Sample Sizes

	College-Bound Graduates	Non-College-Bound Graduates
Total	627	177
Telephone	315	168
Online	312	9
Urban	435	64
Rural	108	106
Anchorage	252	*
Fairbanks	71	*
Attending college in-state	322	n/a
Attending college out-of-state	287	n/a

*Sample size too small for analysis.

Readers are cautioned that the survey samples are not representative of all graduates in Alaska. This was not a randomized sample of the entire population of college-bound and non-college-bound graduates. Rather, the survey shows the characteristics of the surveyed population. While the college-bound survey samples were not random, the overall sample, the urban versus rural sample, the Anchorage and the in-state versus out-of-state samples are large enough that they are likely representative of those populations.

While not all survey sample targets were met, a strength of the sample is the wide variety of communities represented by respondents. In the list below, communities considered “urban” are in bold; all other communities are considered rural. (Rural communities are defined as communities of 6,500 or less not connected by road or rail to Anchorage or Fairbanks or with a population of 1,600 or less that is connected by road or rail to Anchorage or Fairbanks.)

Survey of Alaska High School Graduates Respondents’ Communities

Ambler, Anaktuvik Pass, **Anchorage**, Atmautluak, Atkasuk, Barrow, Bethel, Brevig Mission, Buckland, Chefnak, Chevak, Chugiak, Clam Gulch, Copper Center, Cordova, Delta, Dillingham, Eek, Elim, Emmonak, Ester, **Fairbanks**, Fort Yukon, Fritz Creek, Gambell, Glennallen, Golovin, Haines, Healy, **Homer**, Hooper Bay, Hydaburg, Igiugig, **Juneau**, Kalskag, Kaktovik, Kashunamiut, Kasigluk, Kasilof, **Kenai**, **Ketchikan**, Kiana, King Cove, King Salmon, Kipnuk, Knik, Kodiak, Kotlik, Kotzebue, Koyuk, Kwethluk, Kwigillingok, Larsen Bay, Manokotak, Mountain Village, Napaskiak, Naknek, Newhalen, New Stuyahok, Nightmute, Ninilchik, Nome, Nondalton, Nunapitchuk, **Palmer**, Pedro Bay, Petersburg, Pilot Station, Point Hope, Point Lay, Port Lions, Red Devil, Russian Mission, Salcha, Scammon Bay, **Seward**, **Sitka**, **Soldotna**, Stebbins, St. Michael, Sterling, Sutton, Teller, Thorne Bay, Trapper Creek, Tuntutuliak, Unalakleet, Unalaska, **Valdez**, **Wasilla**, Willow, Wrangell, Yakutat

School districts that provided lists of graduates included: Fairbanks, Juneau, Galena, Kodiak, Lower Kuskokwim, North Slope, Northwest Arctic, Lower Yukon, Bering Strait, Petersburg, Southwest Region, Dillingham, Nome, Unalaska, Wrangell, Lake and Peninsula, Haines, Kashunamiut, and Yakutat.

SURVEY OF PARENTS OF COLLEGE-BOUND GRADUATES

The survey of parents of college-bound graduates was designed by the study team in cooperation with University of Alaska staff. A copy of the survey can be found at the end of the report. Parents were contacted in the process of surveying college-bound graduates by telephone (see methodology, above). After each graduate survey was completed, respondents were asked if either of their parents were available. Some parent surveys were also completed in cases where the graduates were not at home at the time of the call. (No parent surveys were completed online.)

A total of 303 parents were surveyed, including 225 in urban communities, 78 in rural communities, 104 in Anchorage, 63 in Fairbanks, 225 with children remaining in-state for college, and 78 with children heading out-of-state for college.

Survey of College-Bound Graduates

Selected College

In-State versus Out-of-State

- Respondents were about evenly split between those remaining in-state for college and those heading out-of-state.
- Rural respondents were slightly more likely than urban respondents to be attending in-state. Fairbanks respondents were significantly more likely to be attending in-state when compared to Anchorage residents.

COMPARISON WITH PREVIOUS SURVEY: The 2002 survey sample included a similar balance of graduates remaining in-state for college and graduates heading out-of-state (47 percent were going in-state and 54 percent were going out-of-state). In that survey, the quota of in-state versus out-of-state was controlled; the quota was not controlled in the 2008 survey.

College: In-State vs. Out-of-State Survey of College-Bound Graduates

	TOTAL n=607	URBAN n=423	RURAL n=103	Anchorage n=248	Fairbanks n=69
In-state	53%	53%	59%	52%	70%
Out-of-state	47	47	41	48	30

Specific Schools

- Two-thirds of respondents who were heading to college in-state planned to attend UAA; 28 percent planned to attend UAF; and 7 percent planned to attend UAS.
- Urban residents were more likely to be attending UAA, while rural residents were more likely to be attending UAF. Not surprisingly, Anchorage residents were much more likely to be heading to UAA, and Fairbanks residents to UAF.

COMPARISON WITH PREVIOUS SURVEY: In the 2002 survey, 64 percent of respondents were attending UAA; 14 percent were attending UAF; 5 percent were attending UAS; 5 percent were attending Kenai Peninsula College; and 5 percent were attending Matanuska Susitna College. (Responses were recorded slightly differently in the previous survey.)

Which college do you plan to attend?

Base: Attending In-State

Survey of College-Bound Graduates

	TOTAL n=320	URBAN n=223	RURAL n=61	Anchorage n=129	Fairbanks n=48
UAA	66%	69%	46%	96%	19%
Anchorage	60	64	41	93	19
Chugiak-Eagle River	2	2	-	3	-
Mat-Su College	2	2	-	-	-
Kenai Peninsula	1	1	2	-	-
Kodiak College	1	-	3	-	-
Kachemak Bay	<1	-	-	-	-
UAF	28	23	52	3	81
Fairbanks	25	22	43	3	75
Kuskokwim	2	-	8	-	-
Tanana Valley	1	1	-	-	6
Bristol Bay	<1	-	-	-	-
UAS	7	8	2	1	-
Juneau	7	8	2	1	-

- Respondents heading out-of-state for college listed a wide variety of institutions across the US, the vast majority being in western states. The more popular universities mentioned included: Northern Arizona, Western Washington, Montana State, Eastern Washington, Washington State, University of Washington, Brigham Young, Oregon State, Western Oregon, University of Idaho, Fort Lewis College (Colorado), Gonzaga, Colorado State, and University of Hawaii. All other universities were mentioned by only one respondent each; a complete list can be found in the Appendix.

COMPARISON WITH PREVIOUS SURVEY: The 2002 survey showed a similar mix of out-of-state colleges, the most popular being Colorado State, followed by Eastern Washington, Washington State, University of Hawaii, Northern Arizona, Brigham Young, and University of Idaho.

First Choice of College

- Nearly two-thirds of respondents remaining in-state said that their selected college was their first choice, while another 8 percent said they only applied to this school.
- Rural respondents remaining in-state were more likely than urban respondents to say they were attending their first choice of school.
- Just over two-thirds of respondents heading *out-of-state* said that their selected college was their first choice – just slightly more than the percentage remaining in-state who said the same.
- As with those remaining in-state for college, rural respondents heading out-of-state were more likely than urban residents to say they were attending their first choice of school.

Was this college your first choice?

Base: Attending In-State

Survey of College-Bound Graduates

	TOTAL n=320	URBAN n=223	RURAL n=61	Anchorage n=129	Fairbanks n=48
Yes	64%	61%	74%	62%	60%
No	24	27	16	27	27
Only applied to this school	8	9	7	9	10
Don't know/refused	4	4	3	2	2

Was this college your first choice?

Base: Attending Out-of-State

Survey of College-Bound Graduates

	TOTAL n=287	URBAN n=200	RURAL n=42	Anchorage n=119
Yes	68%	68%	76%	66%
No	26	27	19	25
Only applied to this school	2	2	2	3
Don't know/refused	3	4	2	6

Note: The sample of Fairbanks respondents is too small for analysis. The results for rural respondents should be interpreted with caution due to the small sample size.

Reasons for Attending College In-State vs. Out-of-State

Reasons for Attending School In-State

- Respondents heading to college in-state listed two primary reasons for their decision: “lower cost/cheaper” and “can live at home/to be near family.” All other responses were mentioned by 4 percent or fewer respondents.
- Urban respondents were more likely to mention cost, and less likely to mention living with or being near family, when compared to rural respondents. Anchorage residents were more likely than Fairbanks residents to mention cost, and less likely to mention living at home/being near family.

What is the main reason you decided to attend a school in-state?

Base: Attending In-State Survey of College-Bound Graduates

	TOTAL n=308	URBAN n=217	RURAL n=59	Anchorage n=124
Lower cost/cheaper	40%	43%	25%	43%
Can live at home/to be near family	37	35	47	34
Program/degree available	4	5	2	6
Scholarships	4	5	-	4
Good reputation/ academics	3	2	5	1
Financial aid	2	2	2	2
UA Scholars Award	2	1	2	1
To be with friends	1	-	5	-
More opportunities	<1	-	2	-
Other	6	5	10	6
Don't know/refused	2	3	-	3

* A complete list of “other” responses can be found in the Appendix.
Note: The sample of Fairbanks respondents is too small for analysis.

Reasons for Attending School Out-of-State

- The most popular reason for attending school out-of-state was “for a change/to see something different.” A related category of responses was “get away from home/get out of Alaska.” Another popular reason was that their program or degree was not available in Alaska.
- Urban residents were much more likely to mention “get away from home/get out of Alaska.” Rural respondents were more likely to say they were going out-of-state because they had family or friends there.

COMPARISON WITH PREVIOUS SURVEY: Respondents in 2002 gave similar reasons for wanting to go to college out-of-state: 34 percent said “for a change/to see something different/get away from home;” 18 percent said “program not available in-state/program better out-of-state;” 14 percent said “school has good reputation/better academics/better education;” 8 percent said warmer climate; 7 percent said more opportunities; 6 percent said scholarships/financial aid; 6 percent said they had relatives there; 4 percent said they wanted a Christian college; 3 percent said school size; and 2 percent said their parents wanted them to go there.

What is the main reason you decided to attend a school out-of-state?

Base: Attending Out-of-State Survey of College-Bound Graduates

	TOTAL n=278	URBAN n=196	RURAL n=42	Anchorage n=116
For a change/to see something different	24%	24%	24%	23%
Program/degree not available in Alaska	18	18	19	21
Get away from home/get out of Alaska	15	17	5	19
Good reputation/better academics	10	10	5	12
Family/friends located there	8	5	19	5
More opportunities	5	6	5	4
Sports	4	5	-	2
Scholarships	2	2	5	1
Financial aid	2	2	2	2
Better climate	1	1	-	2
Religion	1	2	-	1
Other*	8	7	14	7
Don't know/refused	2	2	2	2

* A complete list of “other” responses can be found in the Appendix.

Note: The sample of Fairbanks respondents is too small for analysis. The results for rural respondents should be interpreted with caution due to the small sample size.

Consideration of Other Schools

- Over half of respondents remaining in-state for school said they applied to, or considered, schools out-of-state.
- Urban respondents were more likely than rural respondents to have applied to or considered schools out-of-state. Anchorage residents were more likely than Fairbanks residents to do so.
- Thirty percent of respondents attending school out-of-state said they applied to the University of Alaska.

COMPARISON WITH PREVIOUS SURVEY: The results in 2002 closely match the current survey. Among those remaining in-state, 53 percent applied to or considered out-of-state schools (compared to 55 percent in 2008). Among those heading out-of-state, 30 percent applied to or considered schools in-state (compared to 30 percent in 2008).

Did you apply to or consider any schools out-of-state?

Base: Attending In-State

Survey of College-Bound Graduates

	TOTAL n=320	URBAN n=223	RURAL n=61	Anchorage n=129	Fairbanks n=48
Yes	55%	58%	39%	59%	50%
No	43	39	61	39	48
Don't know/refused	2	3	-	2	2

Did you apply to the University of Alaska?

Base: Attending Out-of-State

Survey of College-Bound Graduates

	TOTAL n=287	URBAN n=200	RURAL n=42	Anchorage n=119
Yes	30%	32%	38%	28%
No	69	68	62	71
Don't know/refused	1	1	-	1

Note: The sample of Fairbanks respondents is too small for analysis. The results for rural respondents should be interpreted with caution due to the small sample size.

Planned Enrollment Date

- Nearly nine out of ten college-bound graduates planned to attend college this fall. There was little variance between urban, rural, Anchorage or Fairbanks respondents.
- Graduates heading out-of-state for college were slightly more likely to be attending college this fall.

COMPARISON WITH PREVIOUS SURVEY: The 2002 survey produced similar results, with 87 percent of respondents planning to enroll in the fall; 3 percent in the winter; 6 percent in the spring, and 2 percent in the summer. Also, students planning to attend in-state were more likely to plan a later start.

When do you plan to attend college? Survey of College-Bound Graduates

	TOTAL n=627	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Summer 2008	5%	5%	6%	6%	3%
Fall 2008	85	85	83	85	83
Winter 2008-09	3	4	2	4	6
Spring 2009	4	4	6	3	6
Summer 2009	1	1	3	1	1
Don't know/refused	1	1	1	1	1

When do you plan to attend college? Survey of College-Bound Graduates

	IN-STATE n=322	OUT-OF-STATE n=287
Summer 2008	6%	4%
Fall 2008	82	91
Winter 2008-09	4	2
Spring 2009	5	2
Summer 2009	1	1
Don't know/refused	1	<1

University of Alaska Application Process

- Respondents who applied to the University of Alaska tended to give positive ratings to the application process, with 82 percent giving a good or very good rating to the overall process. Less than 2 percent gave the overall process a poor or very poor rating. Other aspects of the process were rated similarly, although poor ratings were slightly higher.
- Compared to rural residents, urban residents gave more very good ratings to the information provided before applying when compared to rural residents. Fairbanks residents also gave more very good ratings to this aspect. Rural residents gave more very good ratings in the responsiveness category, as did Fairbanks residents.

How would you rate the University of Alaska application process in the following areas?

**Base: Attending In-State OR Applied In-State
Survey of College-Bound Graduates**

Overall application process	TOTAL n=410	URBAN n=287	RURAL n=79	Anchorage n=162	Fairbanks n=60
Very good	24%	25%	24%	25%	20%
Good	58	59	63	57	68
Neutral	9	8	5	10	5
Poor	1	1	-	2	-
Very poor	<1	<1	-	1	-
Don't know	5	5	5	4	5
Refused	1	1	3	1	2
Information provided to you before applying	TOTAL n=410	URBAN n=287	RURAL n=79	Anchorage n=162	Fairbanks n=60
Very good	28%	30%	20%	29%	40%
Good	50	49	58	50	45
Neutral	9	9	6	10	5
Poor	5	6	5	6	5
Very poor	1	1	-	1	-
Don't know	6	4	8	4	3
Refused	1	1	3	1	2
Timeliness of acceptance letter	TOTAL n=410	URBAN n=287	RURAL n=79	Anchorage n=162	Fairbanks n=60
Very good	22%	23%	23%	21%	23%
Good	44	45	43	42	53
Neutral	12	11	11	12	5
Poor	6	7	5	9	7
Very poor	4	3	4	4	2
Don't know	10	9	11	10	8
Refused	2	2	3	1	2

Table continued on following page

Responsiveness	TOTAL n=410	URBAN n=287	RURAL n=79	Anchorage n=162	Fairbanks n=60
Very good	20%	19%	25%	17%	30%
Good	51	54	52	56	52
Neutral	11	11	6	11	5
Poor	6	7	5	7	5
Very poor	2	1	-	2	-
Don't know	8	6	9	6	7
Refused	1	1	3	1	2

Future Degrees

- When asked for the highest degree they plan to pursue, respondents were most likely to say Bachelor's, followed by Master's and doctoral/professional degree. Just 4 percent planned on a one or two-year degree. One out of ten said they did not know what degree they were planning to pursue.
- Rural residents were more likely than urban residents to plan on a Bachelor's, while urban respondents were more likely to plan on a Master's or doctoral degree.
- Respondents remaining in-state for college were more likely to plan on attaining a Bachelor's when compared to respondents heading out-of-state, who were more likely to plan on a Master's or doctoral degree.

COMPARISON WITH PREVIOUS SURVEY: The results in the 2002 survey were similar, with 37 percent planning on a Bachelor's; 29 percent planning on a Master's; 18 percent planning on a doctoral/professional degree; 5 percent planning on an Associate's; and 17 percent saying they didn't know. The difference between those remaining in-state and those heading out-of-state was also similar, with those heading out-of-state more likely to plan on higher degrees. Among those remaining in-state, the planned degrees were: 43 percent Bachelor's; 24 percent Master's; 9 percent doctoral/professional; 8 percent Associate's; and 14 percent don't know.

What is the highest degree you are planning to pursue in the future? Survey of College-Bound Graduates

	TOTAL n=627	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
One-year certificate	1%	<1%	-%	<1%	1%
Two-year degree (Associate's)	3	2	6	3	-
Four-year degree (Bachelor's)	41	37	51	33	44
Master's degree	26	28	19	29	24
Doctoral or professional degree	18	21	11	22	20
Don't know	11	11	14	12	11

What is the highest degree you are planning to pursue in the future? Survey of College-Bound Graduates

	IN-STATE n=322	OUT-OF-STATE n=287
One-year certificate	1%	<1%
Two-year degree (Associate's)	5	1
Four-year degree (Bachelor's)	46	36
Master's degree	23	30
Doctoral or professional degree	12	25
Don't know	13	7

Timing of College Planning

First Decision Timeline

- When asked what grade they were in when they first realized they wanted to go to college, half of respondents said they “always knew.” The remainder of responses were spread throughout the grades, with 10 percent mentioning the 4th, 5th, or 6th grades, another 10 percent mentioning 7th or 8th grades, and 10 percent mentioning freshman year.
- Urban residents were more likely to say they always knew they wanted to go to college. Rural respondents were particularly likely to mention freshman year.
- Respondents heading out-of-state were more likely to say they always knew they wanted to go to college when compared to respondents remaining in-state. Those staying in-state mentioned freshman year more often than any other year.

What grade were you in when you first realized you wanted to go to college? Survey of College-Bound Graduates

	TOTAL n=627	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Always knew	50%	52%	31%	54%	49%
1 st , 2 nd , or 3 rd grades	5	7	3	7	7
4 th , 5 th , or 6 th grades	10	11	7	11	11
7 th grade	4	4	6	4	3
8 th grade	6	6	6	5	6
Freshman year	10	8	23	7	8
Sophomore year	4	3	7	4	6
Junior year	5	4	11	3	4
Senior year	3	3	4	2	6
Don't know	3	3	1	4	-

What grade were you in when you first realized you wanted to go to college? Survey of College-Bound Graduates

	IN-STATE n=322	OUT-OF-STATE n=287
Always knew	41%	60%
1 st , 2 nd , or 3 rd grades	6	5
4 th , 5 th , or 6 th grades	8	11
7 th grade	4	5
8 th grade	6	5
Freshman year	14	7
Sophomore year	6	1
Junior year	7	3
Senior year	4	1
Don't know/refused	4	1

Active Research Timeline

- When asked when they started actively researching colleges, the most common response was junior year. About half as many mentioned sophomore or senior year, while 13 percent said freshman year. Only 6 percent started researching before freshman year.
- Urban respondents tended to start researching earlier than rural respondents. Fairbanks respondents were more likely than Anchorage respondents to mention sophomore year.
- There was little difference in research timing between respondents remaining in-state versus those heading out-of-state.

COMPARISON WITH PREVIOUS SURVEY: A related, but not identical, question was asked in 2002: “What grade were you in school when you started seriously thinking about what college to attend?” In response, 45 percent said junior year; 33 percent said senior year; 13 percent said sophomore year; 5 percent said freshman year; and 4 percent said before freshman year. The question was modified at the University’s request for the 2008 survey.

What grade were you in when you started actively researching colleges? Survey of College-Bound Graduates

	TOTAL n=627	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
1 st through 7 th grades	2%	3%	1%	4%	1%
8 th grade	4	5	2	6	1
Freshman year	13	14	12	12	18
Sophomore year	21	23	16	21	32
Junior year	40	37	44	38	34
Senior year	18	16	25	16	13
Other	1	<1	1	<1	-
Don’t know	1	2	-	2	-

What grade were you in when you started actively researching colleges? Survey of College-Bound Graduates

	IN-STATE n=322	OUT-OF-STATE n=287
1 st through 7 th grades	3%	2%
8 th grade	2	7
Freshman year	13	14
Sophomore year	19	23
Junior year	39	40
Senior year	21	13
Other	1	<1
Don’t know	2	<1

Top Choices Timeline

- Three-quarters of respondents said they were seniors when they narrowed their choice of colleges to their top two or three. Another 19 percent said this occurred their junior year. Only 5 percent mentioned previous years.
- This question generated similar responses among urban/rural and Anchorage/Fairbanks residents.
- Respondents headed out-of-state for school were slightly more likely to say they narrowed their choices their senior year, while those headed in-state were more likely to mention their freshman or sophomore years.

*What grade were you in when you narrowed
your choice of colleges to your top two or three?*
Survey of College-Bound Graduates

	TOTAL n=627	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Freshman year	2%	2%	2%	3%	1%
Sophomore year	3	3	2	3	3
Junior year	19	19	14	19	24
Senior year	74	74	81	73	72
Other	1	1	2	1	-
Don't know	2	1	-	1	-
Refused	<1	<1	-	<1	-

*What grade were you in when you narrowed
your choice of colleges to your top two or three?*
Survey of College-Bound Graduates

	IN-STATE n=322	OUT-OF-STATE n=287
Freshman year	3%	<1%
Sophomore year	3	1
Junior year	20	19
Senior year	70	78
Other	1	1
Don't know	2	1
Refused	<1	-

College Planning Sources

Note: The results for this question are based only to online respondents (instead of telephone and online combined). The online survey generated much higher usage ratings than the telephone survey because respondents were able to see a list of all sources and check the ones they used, rather than recall the sources from memory. For this reason, the online results are more accurate. The drawback to using only online results is that the sample sizes for rural and Fairbanks were too small for analysis. It is also difficult to compare the overall results to the previous survey, conducted solely over the telephone; in the comparison paragraph below, the results from the 2002 telephone survey are compared to the results from telephone respondents (only) in 2008.

- The internet was the number one source of information on prospective colleges, mentioned by 81 percent of respondents. College websites were also mentioned by 71 percent of respondents. Other popular sources were parents/family members, high school counselor, friends, college fair/college representative, and brochures/catalogs/mailings.
- Respondents heading out-of-state for college tended to mention more planning sources than those remaining in-state. Usage rates were higher among those headed out-of-state for every source with the exception of high school counselors and current students.

COMPARISON WITH PREVIOUS SURVEY: Comparing results of the 2002 survey with the telephone (only) sample in 2008, most usage rates were similar: high school counselor (from 40 percent in 2002 to 31 percent in 2008); parents/family (from 18 to 22 percent); friends (from 13 to 16 percent); college fair/college representative (from 12 to 14 percent); teachers (from 9 to 12 percent); brochures/catalogs/mailings (from 9 to 6 percent); college guides (4 percent both years); coach (from 4 to 2 percent); alumni (from 4 to 2 percent); campus visit (from 3 to 2 percent); current students (from 3 to 1 percent); and career resource center (from 3 to 5 percent). In 2002, 60 percent of respondents said they used the internet and/or college websites; in 2008, 61 percent of telephone respondents said they used the internet, and 12 percent said they used college websites specifically.

See tables on next page.

What resources or individuals did you use to get information on prospective colleges?

**Base: Online Respondents
Survey of College-Bound Graduates**

	TOTAL n=304	URBAN n=206	Anchorage n=137
Internet	81%	82%	79%
College websites	71	73	70
Parents/family members	63	62	59
Friends	56	59	58
Brochures/catalogs/mailings	50	52	50
College fair/college representatives	48	54	53
High school counselor	47	46	42
Current students	35	35	36
Alumni	18	19	21
College guides (Peterson's)	12	12	12
High school coach	9	7	8
Campus visits	2	2	2
Teachers	1	1	2
Career resource center	1	1	1
Nothing	1	1	1
Other	2	2	2

What resources or individuals did you use to get information on prospective colleges?

**Base: Online Respondents
Survey of College-Bound Graduates**

	IN-STATE n=143	OUT-OF-STATE n=152
Internet	71%	90%
College websites	64	79
Parents/family members	59	66
Friends	52	59
Brochures/catalogs/mailings	48	53
College fair/college representatives	43	51
High school counselor	55	42
Current students	34	34
Alumni	15	22
College guides (Peterson's)	6	18
High school coach	7	10
Campus visits	-	3
Teachers	1	1
Career resource center	1	1
Nothing	-	1
Other	1	3

Information from University of Alaska

- Nine out of ten respondents said they received information about UA in the mail in the last year. This rate was higher among urban residents compared to rural residents.
- The rate of receiving information about UA did not differ between those remaining in-state and those heading out-of-state.

Did you receive information about University of Alaska in the mail in the last year? Survey of College-Bound Graduates

	TOTAL n=620	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Yes	91%	94%	85%	92%	100%
No	5	4	6	6	-
Don't know	4	2	7	2	-
Refused	<1	-	1	-	-

Did you receive information about University of Alaska in the mail in the last year? Survey of College-Bound Graduates

	IN-STATE n=322	OUT-OF-STATE n=287
Yes	91%	92%
No	5	5
Don't know	4	3
Refused	<1	-

College Selection Criteria

Academic Programs

- Respondents were asked a series of ratings questions about their criteria in selecting their college. The first series asked about academic programs. The most important factor was high quality academic programs, followed by up-to-date computer resources and campus technology, high quality academic advising, and internships/hands-on experience. Rated as less important were small classes, exchange programs, and high admissions standards.
- Urban respondents gave a slightly higher average rating to high quality academic programs. Otherwise, average ratings among the two sub-groups were similar. The only notable difference between Anchorage and Fairbanks residents was a higher average rating for exchange programs among Anchorage residents.
- Respondents headed out-of-state gave a higher average rating to high quality academic programs. Otherwise, in-state respondents tended to give higher average ratings.

COMPARISON WITH PREVIOUS SURVEY: In 2002, as in 2008, respondents gave higher importance ratings to high quality academic programs (6.2), up-to-date computer resources (5.9), internships/hands-on experiences (5.8), and distinguished/qualified faculty (5.7). Also as in 2008, respondents gave lower importance ratings to high admissions standards (4.7). Two categories rose in their average importance ratings in 2008: offers exchange programs (from 4.7 to 5.2) and well-known professional programs (from 4.9 to 5.5).

Please rate the importance of the following factors related to academic programs.
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	TOTAL n=602	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
High quality academic programs	6.2	6.3	6.0	6.3	6.3
Up-to-date computer resources and campus technology	5.9	5.9	6.0	5.9	5.9
High quality academic advising	5.9	6.0	5.8	6.0	5.8
Internships/hands-on experiences	5.9	6.0	6.0	6.0	5.9
Distinguished and qualified faculty	5.8	5.9	5.8	5.9	6.0
High career or graduate school placement rates	5.8	5.9	5.7	5.9	5.9
Well-known professional programs	5.5	5.6	5.5	5.7	5.5
Small classes and low student to faculty ratio	5.3	5.3	5.4	5.3	5.3
Offers exchange programs to study in other states or countries	5.2	5.3	5.2	5.4	5.0
High admissions standards	4.8	4.9	5.0	4.9	4.9

***Please rate the importance of the following factors related to academic programs.
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates***

	IN-STATE n=312	OUT-OF-STATE n=272
High quality academic programs	6.1	6.4
High quality academic advising	6.1	5.7
Internships/hands-on experiences	6.0	5.9
Up to date computer resources and campus technology	6.0	5.7
Distinguished and qualified faculty	5.9	5.8
High career or graduate school placement rates	5.8	5.8
Well-known professional programs	5.7	5.4
Small classes and low student to faculty ratio	5.3	5.3
Offers exchange programs to study in other states or countries	5.5	4.9
High admissions standards	4.9	4.8

Public Image and Perception

- In the “public image and perception” category, the highest-rated factors were helpful staff, campus safety and security, and friendly people on campus. Rated lower in importance were diversity of student body, small campus, and large campus.
- Urban residents rated diversity as more important than rural respondents. Rural residents rated small campus as more important. Anchorage residents rated attractive campus appearance as more important than Fairbanks residents.
- Respondents staying in-state gave higher importance ratings to large campus and diversity when compared to those heading out-of-state.

COMPARISON WITH PREVIOUS SURVEY: Categories that rose in importance between 2002 and 2008 included: helpful staff (from 6.0 to 6.3), campus safety and security (from 5.8 to 6.1), attractive campus (from 5.1 to 5.5), diversity of student body (from 4.9 to 5.2), and small campus (from 4.1 to 4.4). Categories that stayed about the same included friendly people on campus (5.9 to 6.0), positive reputation (5.8 to 5.9), and large campus (from 3.8 to 3.9).

*Please rate the importance of the following factors related to public image and perception.
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates*

	TOTAL n=592	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Helpful staff	6.3	6.3	6.4	6.3	6.3
Campus safety and security	6.1	6.1	6.2	6.1	6.1
Friendly people on campus	6.0	6.0	6.1	6.0	6.0
Positive reputation in general	5.9	5.9	5.9	5.9	5.7
Attractive campus appearance	5.5	5.5	5.4	5.6	5.1
Diversity of student body	5.2	5.1	5.5	5.2	5.1
Small campus	4.4	4.3	4.7	4.3	4.2
Large campus	3.9	3.8	4.0	3.9	3.9

*Please rate the importance of the following factors related to public image and perception.
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates*

	IN-STATE n=307	OUT-OF-STATE n=267
Helpful staff	6.4	6.3
Campus safety and security	6.2	6.0
Friendly people on campus	6.0	6.0
Positive reputation in general	5.8	6.0
Attractive campus appearance	5.4	5.6
Diversity of student body	5.4	5.0
Small campus	4.4	4.3
Large campus	4.2	3.5

Cost and Affordability

- Cost and affordability factors all received high average importance ratings when compared to other categories.
- The most important factor was availability of scholarships, followed by affordable tuition costs, ability to graduate on time, and availability of financial aid.
- Rural respondents gave higher importance ratings to affordable room and board costs when compared to urban respondents. Fairbanks respondents gave higher importance ratings to availability of scholarships and early information on scholarships/financial aid when compared to Anchorage respondents.
- Those remaining in-state for college gave higher importance ratings to affordable tuition costs and ability to graduate on time when compared to those heading out-of-state.

COMPARISON WITH PREVIOUS SURVEY: Importance ratings for most affordability categories rose between 2002 and 2008: from 6.1 to 6.3 for affordable tuition costs; from 6.1 to 6.3 for ability to graduate on time; from 6.0 to 6.3 for availability of financial aid; from 5.9 to 6.4 for scholarships (wording was changed from “opportunities to compete for scholarships” to “availability of scholarships”); and from 5.8 to 6.1 for early information on scholarships or financial aid package. The category “affordable living costs” was modified to “affordable room and board costs” in 2008; the importance rating was the same both years (6.0).

Please rate the importance of the following factors related to cost and affordability.

Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)

Survey of College-Bound Graduates

	TOTAL n=585	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Availability of scholarships	6.4	6.4	6.4	6.3	6.6
Affordable tuition costs	6.3	6.3	6.3	6.3	6.5
Ability to graduate on time	6.3	6.3	6.2	6.3	6.4
Availability of financial aid	6.3	6.3	6.3	6.2	6.3
Early information on scholarships or financial aid package	6.1	6.1	6.2	6.0	6.3
Affordable room and board costs	6.0	5.9	6.2	5.8	5.9

Please rate the importance of the following factors related to cost and affordability.

Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)

Survey of College-Bound Graduates

	IN-STATE n=304	OUT-OF-STATE n=263
Affordable tuition costs	6.5	6.1
Availability of scholarships	6.4	6.3
Ability to graduate on time	6.4	6.1
Availability of financial aid	6.3	6.2
Early information on scholarships or financial aid package	6.2	6.0
Affordable room and board costs	5.9	6.0

Location

- The most important location-related factors were the ability to find part-time work or internships and the availability of on-campus housing. Lower-rated factors were “school is located in rural (small town) setting” and “school is in-state but far from home.”
- Location factors generated higher importance ratings among rural respondents in most categories. They gave higher importance ratings to on-campus housing, close to family members, “school is in-state and close to home,” “school is located in rural (small town) setting,” and “school is in-state from far from home.” Urban respondents gave higher importance ratings to local climate.
- Not surprisingly, importance ratings differed significantly between those remaining in-state and those heading out-of-state. Those going in-state gave higher importance ratings to the ability to find part-time work/internships; school is in-state and close to home; close to family members; and school is in-state but far from home.

COMPARISON WITH PREVIOUS SURVEY: Importance ratings rose in several location categories between 2002 and 2008: from 5.6 to 5.8 for ability to find part-time work/internships; from 4.1 to 4.6 for close to family; from 3.4 to 4.1 for in-state/close to home. Average ratings dropped from 4.6 to 4.3 for school is located out-of-state. Average ratings stayed about the same for rural setting (from 3.6 to 3.7); for urban/suburban/city setting (both 4.4); and for in-state/far from home (from 3.4 to 3.3).

Please rate the importance of the following factors related to location.
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	TOTAL n=580	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Location allows you to find part-time work or internships	5.8	5.8	6.0	5.7	6.0
Availability of on-campus housing	5.8	5.7	6.0	5.6	5.6
Local climate	4.9	5.0	4.7	5.1	4.8
Location close to where family members reside	4.6	4.5	5.0	4.5	5.0
School located in an urban or suburban (city) setting	4.4	4.4	4.5	4.4	4.5
School is located out of state	4.3	4.2	4.2	4.1	3.9
School is in-state and close to home	4.1	4.0	4.6	4.0	4.6
School is located in a rural (small town) setting	3.7	3.6	4.3	3.5	3.7
School is in-state but far from home	3.3	3.1	4.0	3.0	3.6

Please rate the importance of the following factors related to location.
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	IN-STATE n=303	OUT-OF-STATE n=260
Location allows you to find part-time work or internships	6.0	5.6
School is in-state and close to home	5.4	2.6
Availability of on-campus housing	5.4	6.2
Location close to where family members reside	5.2	4.0
School located in an urban or suburban (city) setting	4.5	4.4
School is in-state but far from home	3.8	2.7
School is located in a rural (small town) setting	3.8	3.7
Local climate	4.8	5.1
School is located out of state	3.5	5.1

Recommendations

- Parents' recommendations were rated as most important by respondents in making their college choice, followed by recommendations from teachers, other family members, friends, guidance counselor, and college recruiter.
- Rural respondents gave higher importance ratings in all categories. Fairbanks respondents gave higher importance ratings for parents, teachers, other family members, and college recruiter.
- Respondents remaining in-state for college gave higher importance ratings in all categories.

COMPARISON WITH PREVIOUS SURVEY: Average ratings for this question changed little between 2002 and 2008: from 5.6 to 5.7 for parents; 5.0 for teachers both years; from 4.6 to 4.8 for guidance counselor; and from 4.6 to 4.7 for friends. (The categories of other family members and college recruiter were added in 2008.)

Students often consider the recommendations of various people when making their college choice. Please rate the importance of the following
Average rating on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	TOTAL n=575	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Parents	5.7	5.6	5.9	5.6	6.0
Teacher	5.0	4.8	5.4	4.8	5.2
Other family members	4.8	4.7	5.3	4.6	5.1
Friends	4.7	4.6	5.1	4.7	4.7
Guidance counselor	4.6	4.6	4.9	4.6	4.8
College recruiter	4.4	4.3	4.6	4.2	4.5

Students often consider the recommendations of various people when making their college choice. Please rate the importance of the following
Average on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	IN-STATE n=299	OUT-OF-STATE n=259
Parents	5.8	5.6
Teacher	5.3	4.6
Friends	5.1	4.4
Other family members	5.0	4.5
Guidance counselor	5.0	4.3
College recruiter	4.6	4.0

Non-Academic Activities

- Among non-academic activities, opportunities to make new friends was rated as most important and athletic programs was rated as least important.
- Rural residents rated all categories as more important compared to urban residents, particularly athletic programs. Anchorage residents rated cultural events and opportunities higher than Fairbanks residents, while Fairbanks residents rated athletic programs as more important.
- Respondents remaining in-state rated “opportunities to be with my current friends” as more important than those heading out-of-state.

COMPARISON WITH PREVIOUS SURVEY: Average ratings for this question increased for several categories: from 5.9 to 6.2 for opportunities to make new friends; cultural events and opportunities (from 4.8 to 5.1); and opportunities to be with current friends (from 4.6 to 5.1). The average rating stayed the same for leadership opportunities (5.1). The average rating dropped for athletic programs (from 5.5 to 4.8).

Please rate the importance of the following non-academic, extra-curricular opportunities typically offered at colleges and universities
Average on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	TOTAL n=571	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Opportunities to make new friends	6.2	6.1	6.3	6.1	5.9
Leadership opportunities	5.1	5.1	5.4	5.1	5.1
Cultural events and opportunities	5.1	5.0	5.5	5.0	4.7
Opportunities to be with my current friends	5.1	5.0	5.6	5.1	5.3
Athletic programs	4.8	4.7	5.5	4.6	5.1

Please rate the importance of the following non-academic, extra-curricular opportunities typically offered at colleges and universities
Average on 1-7 scale (1 = Not at all important; 7 = Very important)
Survey of College-Bound Graduates

	IN-STATE n=297	OUT-OF-STATE n=257
Opportunities to make new friends	6.1	6.3
Leadership opportunities	5.2	5.1
Cultural events and opportunities	5.1	5.0
Opportunities to be with my current friends	5.9	4.3
Athletic programs	4.9	4.7

Friends' Plans

- The vast majority of respondents said most of their friends also planned to go to college after high school, including nearly half of those were headed out-of-state and 39 percent who were remaining in-state. Other responses accounted for 3 percent or fewer respondents.
- Urban respondents were more likely than rural respondents to have friends going out-of-state. Likewise, Anchorage respondents were more likely than Fairbanks respondents to have friends going out-of-state.
- Respondents headed to out-of-state colleges were more likely to say most of their friends were going to college, and were over twice as likely to say friends were headed to college out-of-state. Those going in-state were twice as likely to say friends were headed to college in-state.

COMPARISON WITH PREVIOUS SURVEY: This question was modified from 2002, when it asked "As far as college plans go, most of my friends plan to (complete sentence)." In response, 49 percent said "attend college," 17 percent said "attend college out-of-state," 12 percent said "attend college in-state," and 2 percent said "attend different colleges." (Added together, this equals 80 percent going to college, slightly lower than the 2008 result of 85 percent.) In 2002, 7 percent said "not attend college" and 2 percent said "stay in town."

COMPARISON WITH 2008 NON-COLLEGE-BOUND SAMPLE: Comparing urban college-bound respondents to urban non-college-bound respondents, urban non-college-bound respondents were much less likely to say "go to college" (58 versus 87 percent). They were much more likely to say "get a job" (16 versus 2 percent). Comparing rural college-bound respondents to rural non-college-bound respondents, rural non-college-bound respondents were much less likely to say "go to college" (45 versus 82 percent). They were more likely to say "get a job" (22 versus 6 percent) and "they don't have a job or college plans" (13 versus 3 percent).

What do most of your friends plan to do after high school? Survey of College-Bound Graduates

	TOTAL n=564	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Go to college	85%	87%	82%	87%	86%
Out-of-state	46	50	31	51	27
In-state	39	37	51	36	59
Join the military	3	3	2	3	1
Get a job	3	2	6	2	3
They don't have a job or college plans	2	3	3	4	1
Travel or live abroad	<1	<1	-	-	-
Other	<1	<1	1	<1	-
Don't know	4	3	4	3	6
Refused	2	2	3	2	3

What do most of your friends plan to do after high school?
Survey of College-Bound Graduates

	IN-STATE n=294	OUT-OF-STATE n=254
Go to college	80%	92%
Out-of-state	29	66
In-state	51	26
Join the military	4	2
Get a job	4	2
They don't have a job or college plans	4	1
Travel or live abroad	-	<1
Other	<1	-
Don't know	4	3
Refused	2	1

High School Counselor

- Two-thirds of respondents said their high school counselor recommended that they apply to both in-state and out-of-state schools. Only 7 percent said they were recommended to apply in-state only, and 6 percent were recommended to apply out-of-state only.
- Rural residents were more likely to be recommended to apply in-state only. Urban respondents were more likely to say they didn't have or use a counselor. Fairbanks residents were more likely to say they were encouraged to apply to both, while Anchorage residents were more likely to be encouraged to apply out-of-state only.
- Those remaining in-state were more likely to say they were recommended to apply to both; they were also more likely to be recommended to apply to in-state schools only. Those headed out-of-state were much more likely to be recommended to apply to out-of-state schools only.

Did your high school counselor recommend that you apply to college in-state, out-of-state, or both?

Survey of College-Bound Graduates

	TOTAL n=564	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Apply to both	64%	65%	65%	60%	72%
Apply in-state	7	4	14	4	4
Apply out-of-state	6	6	4	8	3
Did not recommend me to apply to college	4	4	4	5	6
Did not have/use counselor	13	14	9	17	8
Don't know	5	5	3	5	4
Refused	2	2	2	2	3

Did your high school counselor recommend that you apply to college in-state, out-of-state, or both?

Survey of College-Bound Graduates

	IN-STATE n=294	OUT-OF-STATE n=254
Apply to both	67%	61%
Apply in-state	10	2
Apply out-of-state	2	11
Did not recommend me to apply to college	4	4
Did not have/use counselor	12	15
Don't know	4	6
Refused	2	1

Post-College Location

- Over one-third of respondents said they plan to find career opportunities in Alaska after graduating from college, while one-quarter said they would seek opportunities outside of Alaska, and 18 percent said they would look both in and out of the state. One out of five were unsure.
- Rural residents were much more likely to say they would seek opportunities only within the state; urban residents were more likely to say they would look only outside of the state. Anchorage residents were more likely than Fairbanks residents to say they didn't know.
- Those remaining in-state for college were much more likely than those headed out-of-state to plan to seek opportunities within the state only.

COMPARISON WITH PREVIOUS SURVEY: This question was modified from 2002, when it forced respondents to choose between saying they would seek opportunities inside or outside Alaska. In response, 53 percent said they would seek opportunities outside Alaska; 36 percent said they would seek opportunities inside Alaska; and 12 percent said they didn't know.

*After you graduate from college, do you plan to find career
and job opportunities in Alaska or outside of Alaska?*
Survey of College-Bound Graduates

	TOTAL n=564	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
In Alaska	36%	31%	57%	33%	37%
Outside of Alaska	28	30	19	33	32
Both	18	20	10	15	17
Don't know	19	20	12	22	11
Refused	2	2	2	2	3

*After you graduate from college, do you plan to find career
and job opportunities in Alaska or outside of Alaska?*
Survey of College-Bound Graduates

	IN-STATE n=294	OUT-OF-STATE n=254
In Alaska	45%	26%
Outside of Alaska	25	33
Both	16	20
Don't know	15	24
Refused	2	1

In-State vs. Out-of-State Colleges

- When asked to agree with one of two statements comparing colleges in Alaska to colleges in other states, half of respondents agreed that colleges in Alaska are as good or better than colleges in other states. Twenty-nine percent chose the second statement (colleges in Alaska are not as good as in other states), while 20 percent said they didn't know.
- Rural respondents were more likely to say colleges in Alaska were as good or better; urban respondents were more likely to say colleges in Alaska were not as good. Fairbanks respondents were much more likely than Anchorage respondents to say that colleges in Alaska were as good or better.
- Those remaining in-state were much more likely to believe that colleges in Alaska are as good or better.

COMPARISON WITH PREVIOUS SURVEY: This question was modified slightly from 2002, when the statements read: "The quality of colleges and universities in Alaska is not as good as found in other states" and "The quality of colleges and universities in Alaska is as good or better as found in other states." The statement with the positive view of in-state colleges had higher agreement in 2008, 49 percent (up from 43 percent in 2002). The statement with the negative view of in-state colleges had lower agreement in 2008, 29 percent (down from 49 percent in 2002). The percentage who said they didn't know rose from 8 to 20 percent.

Choose the statement that most closely describes your opinion. Survey of College-Bound Graduates

	TOTAL n=564	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
In terms of quality, colleges in Alaska are as good or better than colleges in other states.	49%	49%	58%	42%	73%
In terms of quality, colleges in Alaska are as not as good as colleges in other states.	29	31	19	37	11
Don't know	20	19	21	19	13
Refused	2	2	2	2	3

Choose the statement that most closely describes your opinion. Survey of College-Bound Graduates

	IN-STATE n=294	OUT-OF-STATE n=254
In terms of quality, colleges in Alaska are as good or better than colleges in other states.	61%	37%
In terms of quality, colleges in Alaska are as not as good as colleges in other states.	15	43
Don't know	22	19
Refused	2	2

Educational Attainment of Parents

- When asked the highest level of education completed by either of their parents, the most common response was Bachelor's, followed by Master's, high school diploma, and some college. Adding together Bachelor's, Master's, and PhD, the total is 55 percent.
- Urban residents reported more Bachelor's, Master's, and doctoral/professional degrees when compared to rural residents.
- Respondents heading to school out-of-state reported more Bachelor's, Master's, and doctoral/professional degrees when compared to those heading to school in-state.

COMPARISON WITH PREVIOUS SURVEY: Although the results for this question were not included in the 2002 report, a copy of the raw data shows similar findings to the recent survey: 2 percent elementary school; 26 percent high school diploma/GED; 13 percent Associate's; 36 percent Bachelor's; 16 percent Master's; and 4 percent doctoral/professional degree. (The category "some college" was not included in the 2002 survey, which accounts for some of the difference in the other categories.)

COMPARISON WITH NON-COLLEGE-BOUND SAMPLE: Respondents who are not attending college within the next year have parents with significantly lower levels of education when compared to college-bound respondents. Among urban non-college-bound respondents, 8 percent report parents with a Master's (compared with 22 percent among urban college-bound respondents) and 2 percent report parents with a PhD (compared with 8 percent). Among rural non-college-bound respondents, 7 percent report parents with a Bachelor's (compared with 21 percent among rural college-bound respondents) and 1 percent report parents with a Master's (compared with 16 percent).

What is the highest level of education completed by either of your parents or guardians? Survey of College-Bound Graduates

	TOTAL n=564	URBAN n=435	RURAL n=108	Anchorage n=252	Fairbanks n=71
Elementary school	2%	2%	2%	2%	1%
High school diploma/GED	19	16	31	15	17
Some college	12	12	12	13	13
Associate's degree	7	7	7	7	7
Bachelor's degree	28	30	21	28	30
Master's degree	20	22	16	21	20
Doctoral/professional degree	6	8	2	10	7
Don't know	4	3	7	2	3
Refused	2	2	2	2	3

What is the highest level of education completed by either of your parents or guardians?
Survey of College-Bound Graduates

	IN-STATE n=294	OUT-OF-STATE n=254
Elementary school	3%	1%
High school diploma/GED	25	11
Some college	15	7
Associate's degree	8	7
Bachelor's degree	23	35
Master's degree	16	27
Doctoral/professional degree	4	9
Don't know	5	2
Refused	2	1

Community

- The table below shows respondents' place of residence for those communities representing 2 percent or more of the sample. Additional communities included: Anaktuvik Pass, Atkasuk, Chefnak, Chevak, Clam Gulch, Copper Center, Delta, Elim, Emmonak, Ester, Fort Yukon, Fritz Creek, Glennallen, Haines, Healy, Homer, Hydaburg, Igiugig, Kaktovik, Kashunamiut, Kasigluk, Kasilof, Kenai, Kiana, King Cove, King Salmon, Knik, Koyuk, Kwigillingok, Naknek, New Stuyahok, Nightmute, Nome, Pedro Bay, Petersburg, Point Hope, Port Lions, Red Devil, Seward, Sitka, Soldotna, St. Michael, Sterling, Sutton, Trapper Creek, Unalakleet, Unalaska, Valdez, Willow, Wrangell, and Yakutat.

**Community
Survey of College-Bound Graduates**

	TOTAL n=641
Anchorage	44%
Fairbanks	15
Juneau	6
Wasilla	5
Palmer	3
Gambell	2
Barrow	2
Kodiak	2
Dillingham	2
Ketchikan	2
Bethel	2
Other	15

Survey of Parents of College-Bound Graduates

Involvement in College Preparation

- Parents were asked to rate their level of involvement in various aspects of their student's preparation for college. A majority of parents said they were at least somewhat involved in all aspects. The area with the highest level of involvement was saving money for college, followed by researching colleges, choosing with college to attend, then completing college applications.
- Urban and rural parents tended to report the same level of involvement in their child's college preparation.
- Anchorage parents reported slightly higher levels of involvement when compared to Fairbanks parents.

*Were you very involved, somewhat involved, or not involved
in the following areas of your student's preparation for college?*

Survey of Parents of College-Bound Graduates

	TOTAL n=303	URBAN n=225	RURAL n=78	Anchorage n=104	Fairbanks n=63
Researching colleges					
Very involved	37%	37%	36%	41%	29%
Somewhat involved	46	47	42	44	51
Not involved	17	16	19	14	19
Not applicable	1	<1	1	-	2
Don't know	<1	-	1	-	-
Choosing which college to attend					
Very involved	28%	28%	27%	36%	22%
Somewhat involved	45	47	41	46	44
Not involved	25	24	28	18	30
Not applicable	1	1	3	-	3
Don't know	<1	-	1	-	-
Completing college applications					
Very involved	25%	24%	28%	28%	19%
Somewhat involved	39	38	40	40	40
Not involved	35	36	32	31	40
Not applicable	1	2	-	1	2
Don't know	-	-	-	-	-
Saving money for college					
Very involved	49%	49%	49%	52%	44%
Somewhat involved	33	35	28	36	37
Not involved	17	15	22	13	19
Not applicable	1	<1	1	-	-
Don't know	-	-	-	-	-

- Parents of students headed out-of-state for college reported higher levels of involvement with researching colleges and saving money for college when compared to parents of students remaining in-state. They were less involved in completing college applications.

***Were you very involved, somewhat involved, or not involved
in the following areas of your student's preparation for college?***
Survey of Parents of College-Bound Graduates

	IN-STATE n=225	OUT-OF-STATE n=78
Researching colleges		
Very involved	32%	45%
Somewhat involved	48	46
Not involved	20	8
Not applicable	-	-
Don't know	-	-
Choosing which college to attend		
Very involved	29%	26%
Somewhat involved	44	55
Not involved	26	19
Not applicable	1	-
Don't know	-	-
Completing college applications		
Very involved	26%	18%
Somewhat involved	36	51
Not involved	36	31
Not applicable	3	-
Don't know	-	-
Saving money for college		
Very involved	47%	55%
Somewhat involved	33	27
Not involved	20	15
Not applicable	-	2
Don't know	-	-

Role in Decision to Attend College

- Three-quarters of parents said they played a major role in their child's decision to attend college; an additional 20 percent said they played a minor role. Only 5 percent said they played no role.
- Rural parents were more likely than urban parents to say they played no role in their child's decision. Anchorage parents were slightly more likely than Fairbanks parents to say they played a major role.
- There was little difference in responses by parents of students bound for school in-state and students bound out-of-state.

Overall, do you feel you played a major role, minor role, or no role in your child's decision to attend college?

Survey of Parents of College-Bound Graduates

	TOTAL n=303	URBAN n=225	RURAL n=78	Anchorage n=104	Fairbanks n=63
Major role	75%	76%	72%	80%	70%
Minor role	20	20	21	17	24
No role	5	4	8	3	5
Don't know	<1	<1	-	-	2

Overall, do you feel you played a major role, minor role, or no role in your child's decision to attend college?

Survey of Parents of College-Bound Graduates

	IN-STATE n=117	OUT-OF-STATE n=84
Major role	74%	77%
Minor role	21	20
No role	4	2
Don't know	1	-

In-State versus Out-of-State Colleges

- When asked where they encouraged their children to apply to college, the most common response was that they left the decision up to their children. One-quarter said they encouraged their children to apply primarily in-state, while only 5 percent said they encouraged their children to apply primarily out-of-state.
- Rural parents were more likely than urban parents to encourage their children to apply primarily in-state, while urban parents were more likely to encourage their children to apply primarily out-of-state.
- Parents of children remaining in-state were much more likely to encourage their child to apply primarily in-state. Parents of children headed out-of-state were much more likely to encourage their child to apply primarily out-of-state or both in-state and out-of-state.

Did you encourage your child to apply primarily to in-state schools, out-of-state schools, or you left the decision up to them?

Survey of Parents of College-Bound Graduates

	TOTAL n=303	URBAN n=225	RURAL n=78	Anchorage n=104	Fairbanks n=63
In-state	23%	20%	29%	24%	27%
Out-of-state	5	6	1	9	2
Both	30	31	26	32	30
Left decision up to them	43	43	44	36	41

Did you encourage your child to apply primarily to in-state schools, out-of-state schools, or you left the decision up to them?

Survey of Parents of College-Bound Graduates

	IN-STATE n=117	OUT-OF-STATE n=84
In-state	33%	4%
Out-of-state	3	10
Both	22	40
Left decision up to them	42	46

Paying for College

- The top two sources for college funding was scholarships/grants and savings from parent or student, followed by earnings from parent/student employment and loans. Seven percent mentioned the UA College Savings Plan.
- Urban parents were more likely than rural parents to cite savings and loans, while rural parents were more likely to cite the UA College Savings Plan. Fairbanks parents mentioned scholarships/grants more often than Anchorage parents, who mentioned earnings from employment more often.
- Parents of students heading out-of-state were more likely than parents of in-state students to mention scholarships/grants and savings.

Which of the following methods will be used to pay for your child's college? Survey of Parents of College-Bound Graduates

	TOTAL n=303	URBAN n=225	RURAL n=78	Anchorage n=104	Fairbanks n=63
Scholarships and grants	62%	61%	63%	57%	63%
Savings from parent or student	60	63	49	61	60
Earnings from parent or student employment	48	50	45	57	37
Loans	44	48	33	45	45
UA College Savings Plan	7	5	13	8	3
Other	1	2	-	1	5
Don't know	<1	-	1	-	-
Refused	1	2	-	-	5

Which of the following methods will be used to pay for your child's college? Survey of Parents of College-Bound Graduates

	IN-STATE n=117	OUT-OF-STATE n=84
Scholarships and grants	59%	69%
Savings from parent or student	50	69
Earnings from parent or student employment	48	48
Loans	41	45
UA College Savings Plan	5	6
Other	3	-
Don't know	1	-
Refused	2	2

Rating the University of Alaska

- Parents were asked to rate the University of Alaska in a variety of categories. They gave moderate to high ratings in all categories, with only 6 percent or less giving poor ratings. The highest-rated category was location of campuses, followed by affordability of tuition costs, reputation of the University, quality of academic programs, reputation of faculty and teachers, availability of financial aid, and availability of classes and degree programs.
- Urban parents gave higher ratings than rural parents in all categories except for reputation of the University and availability of classes and degree programs. Fairbanks parents gave higher ratings than Anchorage parents in all categories except for reputation of faculty.

How would you rate the University of Alaska on the following aspects?

Scale: 1-7 (1 = Poor; 7 = Excellent)

Survey of Parents of College-Bound Graduates

	TOTAL n=303	URBAN n=225	RURAL n=78	Anchorage n=104	Fairbanks n=63
Location of campuses					
Excellent (6-7)	67%	69%	60%	63%	81%
Fair (3-5)	26	26	27	28	17
Poor (1-2)	1	-	3	-	-
Average 1-7	6.0	6.1	5.8	6.1	6.3
Don't know	7	5	10	10	2
Affordability of tuition costs					
Excellent (6-7)	57%	61%	45%	57%	65%
Fair (3-5)	32	30	38	31	29
Poor (1-2)	3	3	4	2	3
Average 1-7	5.7	5.8	5.5	5.7	5.8
Don't know	8	7	13	11	3
Reputation of the University in general					
Excellent (6-7)	48%	46%	53%	41%	48%
Fair (3-5)	41	43	35	44	44
Poor (1-2)	2	2	1	3	2
Average 1-7	5.5	5.5	5.7	5.4	5.4
Don't know	10	9	12	12	6
Quality of academic programs					
Excellent (6-7)	42%	43%	38%	38%	49%
Fair (3-5)	41	42	37	40	43
Poor (1-2)	2	1	3	2	-
Average 1-7	5.4	5.5	5.4	5.5	5.4
Don't know	16	14	22	19	8

Table continued on next page

	TOTAL n=303	URBAN n=225	RURAL n=78	Anchorage n=104	Fairbanks n=63
Reputation of faculty and teachers					
Excellent (6-7)	34%	35%	29%	39%	30%
Fair (3-5)	39	40	35	38	46
Poor (1-2)	1	1	1	-	-
Average 1-7	5.4	5.4	5.4	5.5	5.4
Don't know	26	24	35	23	24
Availability of financial aid					
Excellent (6-7)	38%	39%	35%	38%	40%
Fair (3-5)	35	36	35	33	37
Poor (1-2)	4	3	8	2	5
Average 1-7	5.3	5.4	5.0	5.5	5.4
Don't know	23	23	23	28	19
Availability of classes and degree programs					
Excellent (6-7)	30%	28%	33%	24%	37%
Fair (3-5)	48	51	38	52	51
Poor (1-2)	6	6	5	5	3
Average 1-7	5.0	4.9	5.2	4.8	5.1
Don't know	17	15	23	19	10

- There were significant differences in ratings between parents of children staying in-state and parents of children going out-of-state. Parents with children staying in-state gave higher ratings than parents with children headed out-of-state in all categories except for affordability of tuition costs and availability of financial aid.

How would you rate the University of Alaska on the following aspects?

Scale: 1-7 (1 = Poor; 7 = Excellent)

Survey of Parents of College-Bound Graduates

	IN-STATE n=117	OUT-OF-STATE n=84
Reputation of the University in general		
Excellent (6-7)	50%	44%
Fair (3-5)	38	45
Poor (1-2)	2	2
Average 1-7	5.6	5.3
Don't know	10	8
Quality of academic programs		
Excellent (6-7)	49%	32%
Fair (3-5)	38	46
Poor (1-2)	2	2
Average 1-7	5.5	5.3
Don't know	12	19

Table continued on next page

	IN-STATE n=117	OUT-OF-STATE n=84
Affordability of tuition costs		
Excellent (6-7)	52%	68%
Fair (3-5)	37	23
Poor (1-2)	2	4
Average 1-7	5.7	5.9
Don't know	9	6
Availability of classes and degree programs		
Excellent (6-7)	37%	24%
Fair (3-5)	49	54
Poor (1-2)	3	7
Average 1-7	5.2	4.7
Don't know	11	15
Location of campuses		
Excellent (6-7)	72%	55%
Fair (3-5)	23	37
Poor (1-2)	-	1
Average 1-7	6.2	5.7
Don't know	5	7
Reputation of faculty and teachers		
Excellent (6-7)	34%	30%
Fair (3-5)	37	43
Poor (1-2)	2	-
Average 1-7	5.5	5.2
Don't know	27	27
Availability of financial aid		
Excellent (6-7)	38%	40%
Fair (3-5)	39	26
Poor (1-2)	4	8
Average 1-7	5.2	5.3
Don't know	19	25

Survey of Graduates Not Attending College

Plans for this Fall

- Nearly three-quarters of non-college-bound respondents planned to work this fall. The most common alternative was voc/tech training, mentioned by 11 percent, followed by the military, mission/church work, and family obligations.
- There was little difference in the percentage of urban and rural respondents who planned to work. Rural respondents were much more likely to plan on voc/tech training, while urban respondents were more likely to be joining the military.

Which of the following best describes your plans for this fall? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
Work	64%	69%	63%
Voc/tech training	11	2	17
Military	5	9	1
Mission/church work	3	6	2
Family obligations	2	-	4
Other*	4	5	2
Don't know	6	5	8
Refused	4	5	4

* A complete list of "other" responses can be found in the Appendix.

Plans for Future Education

- Half of respondents said they plan on obtaining a degree or certificate in the future, while another 24 percent planned on taking classes but not obtaining a degree. Only 11 percent said they do not plan on additional education. Twelve percent did not know their plans for further education.
- Rural respondents were more likely to plan on taking classes (but not obtaining a degree), while urban respondents were more likely to say they did not plan on additional education.

Which of the following best describes your plans for further education? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
I plan on obtaining a degree or certificate	49%	50%	49%
I plan on taking classes but not obtaining a degree	24	16	27
I do not plan on additional education	11	20	6
Voc/tech training	3	-	5
Other	1	2	-
Don't know	12	13	13

Type of Degree Planned

- Among respondents who plan on earning a degree, the most common degree type they plan on earning was a Bachelor's, followed by Associate's and one-year certificate. One-third of these respondents did not know.
- Urban respondents were more interested in a four-year degree, while rural respondents were more interested in certificates. Rural respondents were also less likely to know which degree they wanted to obtain.

What type of degree or certificate do you plan on obtaining?

Base: Plans on obtaining degree/certificate

Survey of Non-College-Bound Graduates

	TOTAL n=87	URBAN n=32	RURAL n=52
One-year certificate	14%	3%	22%
Two-year degree (Associate's)	16	13	18
Four-year degree (Bachelor's)	33	47	24
Master's degree	3	6	-
Don't know	33	28	37
Refused	1	3	-

Timing of Future Education

- Seven out of ten degree-seeking respondents planned to start their program within one to two years; another 18 percent planned to start within three to five years. Only 7 percent did not know when they planned to start their program.
- Rural respondents were more likely to plan to start their program within one to two years.

When do you plan to start your program?

Base: Plans on obtaining degree/certificate

Survey of Non-College-Bound Graduates

	TOTAL n=87	URBAN n=32	RURAL n=52
Within one to two years	70%	59%	77%
Within three to five years	18	25	13
More than five years	3	9	-
Don't know	7	6	8
Refused	1	-	2

Reasons for Not Attending College this Year

- Respondents were read a list of possible factors in their decision not to attend college and asked which of them were factors in their own decision. They were then asked if there were any additional reasons.
- The most commonly recognized factor in deciding not to attend college was “I plan to work,” accounting for over one-half of respondents. Nearly as many (44 percent) said they needed to earn money for college before going. The third most-common factor cited was “College seems too expensive” (37 percent).
- Additional factors mentioned by over 10 percent of respondents included family obligations, not wanting to leave their hometown, college seems too hard, and they feel they don’t need a college degree.
- Only 6 percent of respondents said that their friends not going to college was a factor in their own decision, while only 4 percent said their family didn’t want them to go to college.
- When asked for additional reasons, respondents answered that they were not ready for college, or they planned on voc/tech school, mission/church work, military, or travel.
- Urban respondents were more likely to cite planning to work, needing to earn money for college, college seeming too expensive, not being ready for college, mission/church work, and military. Rural respondents were more likely to cite family obligations, not wanting to leave their hometown, college seeming too hard academically, friends not going to college, and family not wanting them to go to college.

Were any of the following factors in your decision not to attend college? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
I plan to work	54%	61%	54%
I need to earn money for college before going	44	52	42
College seems too expensive	37	44	35
I have family obligations	18	6	25
I did not want to leave my hometown	13	8	17
College seems too hard academically	12	2	17
I don’t feel like I need a college degree	12	13	12
My friends are not going to college	6	2	8
My family didn’t want me to go to college	4	-	6
None of the above	10	11	8
Other reasons? (yes)	22	39	12
Not ready for college	7	13	4
Voc/tech school	3	5	3
Mission/church work	3	6	1
Military	2	5	-
Travel	2	3	2
Other	5	8	3
Don’t know	2	3	2

Most Important Reason

- Respondents were asked which factor was the most important in deciding not to attend college. The number one response was needing to earn money for college before going, accounting for one-quarter of respondents. Work, college seeming too expensive, and family obligations were the next most common responses.
- There was little difference between urban and rural respondents in the top three reasons. As in the previous question, rural respondents were much more likely to cite family obligations, college seeming too hard, and friends not going to college; urban respondents were more likely to cite not being ready, mission/church work, and military.

Which is the most important reason you decided not to attend college within the next year? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
I need to earn money for college before going	23%	27%	22%
I plan to work	19	22	19
College seems too expensive	14	13	16
I have family obligations	10	-	16
Not ready for college	6	10	4
College seems too hard academically	5	-	6
My friends are not going to college	5	2	6
Mission/church work	4	8	1
I did not want to leave my hometown	3	2	3
My family didn't want me to go to college	2	-	3
I don't feel like I need a college degree	2	2	2
Voc/tech school	2	2	2
Military	2	5	-
Travel	1	2	1
Other	3	8	1
Refused	-	-	-

Encouragement from Others

- Respondents were asked how much encouragement they received from various people in applying to college. Parents were most likely to be cited as strongly encouraging. However, they were also most likely to be cited as discouraging. Friends were about half as likely to be cited as strongly encouraging.
- Very few influences were cited as discouraging or strongly discouraging: between 4 and 11 percent for each category.
- Between 9 and 23 percent of respondents either didn't know or chose not to respond to each question in this series.
- Rural respondents tended to cite lower levels of encouragement than urban respondents. They were particularly more likely to cite discouragement on the part of parents and other family members.

For each of the following people, can you tell me whether they strongly encouraged, encouraged, discouraged, or strongly discouraged you from applying to college?

Survey of Non-College-Bound Graduates

TOTAL (n=177)	Strongly encouraged	Encouraged	Discouraged	Strongly discouraged	Don't know/Refused
Parents	31%	50%	10%	1%	9%
Teachers	28	57	4	-	11
High school counselors	23	49	5	-	23
Other family members	23	53	8	1	16
Friends	14	61	5	-	20
URBAN (n=64)	Strongly encouraged	Encouraged	Discouraged	Strongly discouraged	Don't know/Refused
Parents	39%	42%	3%	2%	14%
Teachers	33	48	2	-	17
High school counselors	27	48	5	-	20
Other family members	25	48	-	2	25
Friends	17	50	5	-	28
RURAL (n=106)	Strongly encouraged	Encouraged	Discouraged	Strongly discouraged	Don't know/Refused
Parents	24%	56%	14%	-%	7%
Teachers	23	63	6	-	8
High school counselors	19	50	5	-	26
Other family members	19	57	13	-	11
Friends	9	70	5	-	16

Extra-Curricular Activities

- Nearly two-thirds of respondents said they participated in sports during high school. Other activities were participated in at much lower rates. One-quarter of respondents did not participate in any extra-curricular activities.
- Rural respondents were more likely to say they participated in sports and student government. Urban respondents were more likely to have participated in music or dance and academic clubs. Urban respondents were much more likely to have said they participated in no extra-curricular activities.

Did you participate in any of the following extra-curricular activities during high school? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
Sports	62%	45%	73%
Music or dance	19	23	16
Student government	12	5	14
Academic clubs	9	13	6
Drama or debate	8	9	7
Other	5	5	5
None	24	39	16
Don't know	1	-	2

Parental Involvement

- Respondents were asked how involved their parents or guardians were in several areas of their high school career. Respondents tended to report that their parents were involved, at least somewhat, in all areas.
- The area where parents were most involved was monitoring of high school grades; over half said their parents were very involved in this aspect, while another 37 percent said they were somewhat involved. Respondents reported slightly lower parent involvement in completing homework assignments. The two areas with less parent involvement were selection of high school classes and participation in extracurricular activities.
- Urban respondents tended to report lower levels of parent involvement in all areas except for participation in extracurricular activities, where they reported higher levels of involvement.

***How involved were your parents or guardians
in the following areas of your high school career?
Survey of Non-College-Bound Graduates***

TOTAL (n=177)	Very involved	Somewhat involved	Not involved	Don't know/Refused
Monitoring of high school grades	54%	37%	6%	3%
Completing homework assignments	44	37	18	1
Selection of high school classes	31	47	20	3
Participation in extracurricular activities including sports	30	30	33	6
URBAN (n=64)	Very involved	Somewhat involved	Not involved	Don't know/Refused
Monitoring of high school grades	63%	30%	6%	2%
Completing homework assignments	47	28	25	-
Participation in extracurricular activities including sports	33	22	45	-
Selection of high school classes	31	42	25	2
RURAL (n=106)	Very involved	Somewhat involved	Not involved	Don't know/Refused
Monitoring of high school grades	48%	42%	7%	4%
Completing homework assignments	41	44	13	2
Selection of high school classes	28	51	17	4
Participation in extracurricular activities including sports	27	37	27	8

Friends' Plans

- When asked what most of their friends planned to do after high school, the most popular response was “go to college,” including 30 percent with friends going to school in-state and 20 percent with friends going out-of-state. One out of five said most of their friends plan to get a job, while one out of ten said their friends don’t have a job or college plans.
- Urban respondents were more likely to say their friends were going to college. Rural respondents were more likely to say their friends didn’t have a job or college plans.

Please see page 34 for a comparison of these results to those of college-bound respondents.

What do most of your friends plan to do after high school? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
Go to college	50%	58%	45%
Go to college in-state	30	27	33
Go to college out-of-state	20	31	12
Get a job	19	16	22
They don't have a job or college plans	10	3	13
Join the military	6	8	4
Attend vocational school	3	2	4
Travel or live abroad	1	2	1
Other	1	2	-
Don't know	9	9	8
Refused	2	2	3

Academic Preparedness

- Respondents were asked how prepared they would feel in four academic areas, if they decided to go to college in the future. In general, students tended to say they felt at least somewhat prepared in all areas. A small minority (between 5 and 14 percent) said they would feel “not prepared.”
- Respondents felt the most prepared in reading skills, followed by writing skills, study habits, then math skills. They were over twice as likely to say they were very prepared in reading as opposed to study habits or math skills.
- Urban respondents were more likely to feel very prepared when compared to rural students in reading and math skills. Results were similar for writing skills. Urban respondents were more likely to say they were not prepared in their study habits.

*If you decided to go to college in the future,
how prepared would you feel in the following areas?*
Survey of Non-College-Bound Graduates

TOTAL (n=177)	Very prepared	Somewhat prepared	Not prepared	Don't know/Refused
Reading skills	49%	41%	5%	4%
Writing skills	39	49	9	3
Study habits	24	59	13	4
Math skills	20	64	14	3
URBAN (n=64)	Very prepared	Somewhat prepared	Not prepared	Don't know/Refused
Reading skills	67%	31%	2%	-%
Writing skills	42	50	8	-
Math skills	28	56	16	-
Study habits	27	53	20	-
RURAL (n=106)	Very prepared	Somewhat prepared	Not prepared	Don't know/Refused
Reading skills	38%	48%	8%	7%
Writing skills	36	50	8	6
Study habits	20	64	9	7
Math skills	11	71	13	5

Rating the University of Alaska

- Respondents were asked to rate the University of Alaska on a variety of aspects. Between 21 and 33 percent of respondents chose not to answer each question, presumably because they did not feel well enough informed about the University.
- In general, respondents gave high ratings to the University, averaging between 5.0 and 5.6 on a 1-to-7 scale for each category. Only 2 to 5 percent gave poor (1-2) ratings to any of the categories.
- The highest ratings were given to location of campuses, followed by reputation of the university, availability of financial aid, availability of classes and degree programs, reputation of faculty and teachers, quality of academic programs, and affordability of tuition costs.
- Although urban respondents gave more “excellent” ratings, part of that is due to the fact that more of them answered the question; rural respondents were much more likely to say they didn’t know or decline to answer the question.

How would you rate the University of Alaska on the following aspects?

Scale: 1-7 (1 = Poor and 7 = Excellent)

Survey of Non-College-Bound Graduates

TOTAL (n=177)	Excellent (6-7)	Fair (3-5)	Poor (1-2)	Average 1-7	Don’t know/ Refused
Location of campuses	48%	26%	5%	5.6	21%
Reputation of the university in general	45	29	2	5.6	24
Availability of financial aid	34	30	3	5.4	32
Availability of classes and degree programs	33	36	2	5.3	28
Reputation of faculty and teachers	32	31	3	5.4	33
Quality of academic programs	31	33	3	5.3	32
Affordability of tuition costs	28	39	3	5.0	30
URBAN (n=64)	Excellent (6-7)	Fair (3-5)	Poor (1-2)	Average 1-7	Don’t know/ Refused
Location of campuses	61%	23%	3%	5.9	13%
Reputation of the university in general	48	38	-	5.6	14
Affordability of tuition costs	45	31	-	5.6	23
Availability of financial aid	44	27	-	5.8	30
Availability of classes and degree programs	42	31	-	5.6	27
Reputation of faculty and teachers	33	36	2	5.7	30
Quality of academic programs	25	38	2	5.3	36

Table continued on next page

RURAL (n=106)	Excellent (6-7)	Fair (3-5)	Poor (1-2)	Average 1-7	Don't know/ Refused
Reputation of the university in general	43%	25%	-%	5.8	32%
Location of campuses	42	27	3	5.6	27
Quality of academic programs	36	32	1	5.5	31
Reputation of faculty and teachers	31	29	2	5.4	38
Availability of classes and degree programs	29	40	1	5.3	30
Availability of financial aid	29	34	3	5.3	34
Affordability of tuition costs	18	43	3	4.8	36

Educational Attainment of Parents

- The most common level of education achieved by respondents' parents was high school diploma/GED, accounting for 38 percent of respondents. One out of five said their parents had achieved some college, while 12 percent said they had achieved a Bachelor's degree, and another 10 percent an Associate's degree.
- Rural respondents were more likely to say their parents had achieved a high school diploma/GED or an Associate's degree; urban respondents were more likely to have parents with a Bachelor's degree or Master's degree.

Please see page 39 for a comparison of these results to those of college-bound respondents.

What is the highest level of education completed by either of your parents or guardians? Survey of Non-College-Bound Graduates

	TOTAL n=177	URBAN n=64	RURAL n=106
High school diploma/GED	38%	30%	45%
Some college	19	19	20
Bachelor's degree	12	22	7
Associate's degree	10	6	12
Master's degree	4	8	1
Doctoral/professional degree	1	3	-
Elementary school	1	-	-
Other	3	2	5
Don't know	13	11	15
Refused	2	-	-

Community

- The table below shows respondents' place of residence for those communities representing 2 percent or more of the sample. Additional communities included: Ambler, Anaktuvik Pass, Atmautluak, Atkasuk, Brevig Mission, Chefnak, Chevak, Chugiak, Cordova, Eek, Golovin, Haines, Homer, Kalskag, Kasigluk, Kenai, Ketchikan, Kipnuk, Kotlik, Koyuk, Kwethluk, Kwigillingok, Larsen Bay, Manokotak, Mountain Village, Napaskiak, Newhalen, New Stuyahok, Ninilchik, Nondalton, Nunapitchuk, Pilot Station, Point Lay, Russian Mission, Salcha, Scammon Bay, Seward, Sitka, Soldotna, St. Michael, Stebbins, Sterling, Teller, Thorne Bay, Tuntutuliak, Unalakleet, Unalaska, Valdez, Wainwright, Wasilla, Willow, and Yakutat.

Community
Survey of Non-College-Bound Graduates

	TOTAL n=177
Juneau	18%
Anchorage	10
Fairbanks	9
Barrow	6
Kodiak	4
Dillingham	2
Nome	2
Buckland	2
Elim	2
Hooper Bay	2
Kotzebue	2
Petersburg	2
Bethel	2
Other	37

This section contains “other” responses to the three surveys.

Survey of College-Bound Graduates

Can you please tell me which college you plan to attend? (out-of-state)

Adams State College

Adrian College

Arizona

Art Institute of Seattle x 2

Art Institute of Washington DC

Bethel School of Supernatural Ministry

Boise State University

British Columbia

Buffalo, New York

Cameron, Minnesota

Central Oregon Community College

Central Washington University, Ellensburg

Clemson University

Collins College

Colorado School of Mines x 2

Cornerstone University

Dalhousie University, Nova Scotia

Davenport University

DeVry University

Eastern Arizona College

Faith Baptist in Iowa

Furman University

George Mason University

George Washington University x 2

Georgia Tech

Hampshire

Harding University

Haskell University / Kansas

Hawaii at Manoa

Hobe Bible College

Hofstra University New York

Humboldt State

Idaho

Indiana

Johns Hopkins University

Kansas State

Lane University, Oregon
Lincoln College of Technology
Mayville State University
Mercy Hurst College - Erie, PA
Mesa State College
Missouri Kansas City College
Moody Bible Institute
Morehead, Minnesota
Muskegon College
N.P Valley City State
Napa Valley Community College
New York
Northland College
Northwest University in Kirkland
Northwestern College, Iowa
Ohio Wesleyan
Olympic Community College
Oregon
Oregon Culinary Institute
Ottawa University, Kansas
Pacific University
Portland Oregon
Portland State University x 2
Ridgewater, Minnesota
Rowan University, New Jersey
San Diego Mesa Community College
San Francisco State University
Seattle Pacific University
Southwestern Oregon Community College
St. Joseph's University
Sterling College, Vermont
Texas
Trade school, Cosmo Washington
United States Naval Academy x 2
University of Colorado
University of Manitoba-Canada
University of Montana
University of Nevada, Reno
University of Phoenix
University of Portland
University of Tennessee
University of Utah
University of Wyoming
Utah Valley
Vassar College

Westmont College
Yavapai College, Arizona

What would you say is the main reason you decided to attend a school in-state?

Basketball
Both brother and sister attend
Brother recommended school
Did not prepare and submit applications early enough in the year
Easier to stay spiritual here
Establish residency
Get GREs done before leaving
I just love the environment and school functions here in state!
In state, but far from home
It saves money and they have the courses I want
It was a better decision for me with what I had going on in my life
Not sure about my future
Problem 1st choice college
Recover from knee operation, torn ACL
ROTC attachment
Small class size
The price

Did you apply to the University of Alaska? If Yes, which campuses?

Anchorage (57)
Fairbanks (31)
Southeast (5)
Mat-Su Valley (1)

What grade were you in when you started actively researching colleges?

After graduation (3)
I didn't need to

What resources or individuals did you use to get information on prospective colleges?

Educational Talent Search
MSEC and CDEP Scholarship
private music teachers
sports recruiting service
volleyball recruiting service

Survey of Parents of College-Bound Graduates

Why did you encourage your child to apply primarily to out-of-state schools?

Christian college
Family
From Canada / cheaper costs

Which of the following methods will be used to pay for your child's college?

Military (2)

Father's military

Survey of Non-College-Bound Graduates

Which of the following best describes your plans for this fall?

Taking a year or two

Research schools/APP

Travel

Were there any other reasons you chose not to attend college?

Hunting

I feel I need to live life a little before attending school again

Possibly moving.

Didn't think she was going to graduate

I don't know what I want to do yet.

Did you participate in any of the following extracurricular activities during high school?

Anti drugs program

Career Intern

Culture club

Literary Magazine

Partners Club work with challenged kids

Skills club auto/construction

Workshop welding

Survey Instruments

See attached.

UA College-Bound Graduate and Parent Survey

PHONE #

Survey #

Interviewer Name

Date

Control #

Hi, this is _____ with the McDowell Group, an Alaska research firm. We’re gathering opinions from Alaska’s 2008 high school graduates on behalf of the University of Alaska. I’d like to ask you a few questions...

1. Are you planning to enroll in college within the next 12 months?

- 01 Yes (continue)
- 02 No (switch to non-college-bound survey)

1a. When do you plan to attend? (Do not read; check only one)

- 01 Summer 2008
- 03 Winter 2008-2009
- 05 Summer 2009
- 06 Refused
- 02 Fall 2008
- 04 Spring 2009
- 06 Don’t know

2. Can you please tell me which college you plan to attend? 02 Don’t know/refused (Skip to Q4)

<p>2a. IN-STATE (if necessary, ask which campus)</p> <p>UAA (ANCHORAGE)</p> <div>01 Anchorage</div> <div>02 Chugiak-Eagle River</div> <div>03 Elmendorf</div> <div>04 Fort Richardson</div> <div>05 Kachemak Bay</div> <div>06 Kenai Peninsula</div> <div>07 Kodiak College</div> <div>08 Mat-Su College</div> <div>09 Prince William Sound Comm. College</div> <p>UAF (FAIRBANKS)</p> <div>10 Fairbanks</div> <div>11 Bristol Bay</div> <div>12 Chukchi</div> <div>13 Interior-Aleutians</div> <div>14 Kuskokwim</div> <div>15 Northwest</div> <div>16 Tanana Valley</div> <p>UAS (SOUTHEAST)</p> <div>17 Juneau</div> <div>18 Ketchikan</div> <div>19 Sitka</div> <div>20 Alaska Pacific University</div> <div>21 Other Alaska School</div> <p>2b. Was this college your first choice?</p> <div>01 Yes</div> <div>04 No</div> <div>02 Only applied to this school</div> <div>03 Don’t know/refused</div> <p>2c. What would you say is the <u>main</u> reason you decided to attend a school in-state? (Do not read; check only one)</p> <div>01 Lower cost/cheaper</div> <div>02 Scholarships</div> <div>03 Financial aid</div> <div>04 More opportunities</div> <div>05 Good reputation/better academics</div> <div>06 Can live at home/to be near family</div> <div>07 Program/degree available</div> <div>08 UA Scholars Award</div> <div>09 UA College Savings Plan</div> <div>10 To be with friends</div> <div>11 Other</div> <div>12 Don’t know/refused</div> <p>2d. Did you apply to or consider any schools out-of-state?</p> <div>01 Yes</div> <div>02 No</div> <div>03 Don’t know/refused</div> <p>SKIP TO Q3</p>	<p>2e. OUT-OF-STATE</p> <div>01 University of Washington</div> <div>02 Eastern Washington University</div> <div>03 Western Washington University</div> <div>04 Washington State University</div> <div>05 Colorado State University</div> <div>06 University of Hawaii</div> <div>07 Northern Arizona University</div> <div>08 Brigham Young University</div> <div>09 University of Idaho</div> <div>10 Other</div> <p>2f. Was this college your first choice?</p> <div>01 Yes</div> <div>04 No</div> <div>02 Only applied to this school</div> <div>03 Don’t know/refused</div> <p>2g. What would you say is the <u>main</u> reason you decided to attend a school out-of-state? (Do not read; check only one)</p> <div>01 For a change/to see something different</div> <div>02 Scholarships</div> <div>03 Financial aid</div> <div>04 More opportunities</div> <div>05 Good reputation/better academics</div> <div>06 Get away from home</div> <div>07 Program/degree not available in Alaska</div> <div>08 Better climate</div> <div>09 Family/friends located there</div> <div>10 Other</div> <div>11 Don’t know/refused</div> <p>2h. Did you apply to the University of Alaska?</p> <div>01 Yes → 2i. Which campuses?</div> <div>02 No (Skip to Q4)</div> <div>03 Don’t know/refused (Skip to Q4)</div> <p>SKIP TO Q3</p>
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3. How would you rate the University of Alaska application process in the following areas? Please rate each area as very good, good, poor, or very poor.

	Very good	Good	Neutral	Poor	Very poor	Don't Know	Refused
a. Overall application process	1	2	3	4	5	6	7
b. Information provided to you before applying	1	2	3	4	5	6	7
c. Timeliness of acceptance letter	1	2	3	4	5	6	7
d. Responsiveness	1	2	3	4	5	6	7

4. What is the highest degree you are planning to pursue in the future? (Do not read; check only one)

01☐ One-year certificate

02☐ 2-year degree (Associate)

03☐ 4-year degree (Bachelor)

04☐ Master's degree

05☐ Doctoral or Professional degree (medicine, law, architecture)

06☐ None

07☐ Don't know

08☐ Refused

5. What grade were you in when you first realized you wanted to go to college? (Do not read; check only one)

01☐ Always knew

02☐ 1st grade

03☐ 2nd grade

04☐ 3rd grade

05☐ 4th grade

06☐ 5th grade

07☐ 6th grade

08☐ 7th grade

09☐ 8th grade

10☐ Freshman year (ninth grade)

11☐ Sophomore year (tenth grade)

12☐ Junior year (eleventh grade)

13☐ Senior year (twelfth grade)

14☐ Other _____

15☐ Don't know

16☐ Refused

6. What grade were you in when you started actively researching colleges? (Do not read; check only one)

01☐ 1st grade

02☐ 2nd grade

03☐ 3rd grade

04☐ 4th grade

05☐ 5th grade

06☐ 6th grade

07☐ 7th grade

08☐ 8th grade

09☐ Freshman year (ninth grade)

10☐ Sophomore year (tenth grade)

11☐ Junior year (eleventh grade)

12☐ Senior year (twelfth grade)

13☐ Other _____

14☐ Don't know

15☐ Refused

7. What grade were you in when you narrowed your choice of colleges to your top two or three? (Do not read; check only one)

01☐ Freshman year (ninth grade)

02☐ Sophomore year (tenth grade)

03☐ Junior year (eleventh grade)

04☐ Senior year (twelfth grade)

05☐ Other _____

06☐ Don't know

07☐ Refused

8. What resources or individuals did you use to get information on prospective colleges? (Do not read; check all that apply)

01☐ Internet

02☐ College websites

03☐ High school counselor

04☐ Parents/family members

05☐ Friends

06☐ Alumni

07☐ College fair/college representatives

08☐ Brochures/catalogs/mailings

09☐ College guides (Peterson's)

10☐ High school coach

11☐ Teachers

12☐ Current students

13☐ Nothing

14☐ Other _____

15☐ Don't know

16☐ Refused

9. Did you receive information about University of Alaska in the mail in the last year?

01☐ Yes

02☐ No

03☐ Don't know

04☐ Refused

10. I'm going to read a list of factors related to academic programs and features. For each of the items, rate its importance to you on a scale of 1 to 7, 1 = Not at all important, 7 = Extremely important.

A. High quality academic programs	1	2	3	4	5	6	7	DK	Ref
B. High admissions standards	1	2	3	4	5	6	7	DK	Ref
C. Distinguished and qualified faculty	1	2	3	4	5	6	7	DK	Ref
D. Small classes and low student to faculty ratio	1	2	3	4	5	6	7	DK	Ref
E. Up to date computer resources and campus technology	1	2	3	4	5	6	7	DK	Ref
F. High career or graduate school placement rates	1	2	3	4	5	6	7	DK	Ref
G. High quality academic advising	1	2	3	4	5	6	7	DK	Ref
H. Internships/hands-on experiences	1	2	3	4	5	6	7	DK	Ref
I. Well-known professional programs	1	2	3	4	5	6	7	DK	Ref
J. Offers exchange programs to study in other states or countries	1	2	3	4	5	6	7	DK	Ref

11. I'm going to read a list of factors related to public image and perception. For each of the items, rate its importance to you on a scale of 1 to 7, 1 = Not at all important, 7 = Extremely important.

A. Positive reputation in general	1	2	3	4	5	6	7	DK	Ref
B. Attractive campus appearance	1	2	3	4	5	6	7	DK	Ref
C. Small campus	1	2	3	4	5	6	7	DK	Ref
D. Large campus	1	2	3	4	5	6	7	DK	Ref
E. Friendly people on campus	1	2	3	4	5	6	7	DK	Ref
F. Helpful staff	1	2	3	4	5	6	7	DK	Ref
G. Diversity of student body	1	2	3	4	5	6	7	DK	Ref
H. Campus safety and security	1	2	3	4	5	6	7	DK	Ref

12. I'm going to read a list of factors related to cost and affordability. For each of the items, rate its importance to you on a scale of 1 to 7, 1 = Not at all important, 7 = Extremely important.

A. Affordable tuition costs	1	2	3	4	5	6	7	DK	Ref
B. Affordable room and board costs	1	2	3	4	5	6	7	DK	Ref
C. Ability to graduate on time	1	2	3	4	5	6	7	DK	Ref
D. Availability of financial aid	1	2	3	4	5	6	7	DK	Ref
E. Availability of scholarships	1	2	3	4	5	6	7	DK	Ref
F. Early information on scholarships or financial aid package	1	2	3	4	5	6	7	DK	Ref

13. I'm going to read a list of factors related to location. For each of the items, rate its importance to you on a scale of 1 to 7, 1 = Not at all important, 7 = Extremely important.

A. School is in-state and close to home	1	2	3	4	5	6	7	DK	Ref
B. School is in-state but far from home	1	2	3	4	5	6	7	DK	Ref
C. School is located out of state	1	2	3	4	5	6	7	DK	Ref
D. School is located in a rural (small town) setting	1	2	3	4	5	6	7	DK	Ref
E. School located in an urban or suburban (city) setting	1	2	3	4	5	6	7	DK	Ref
F. Location allows you to find part-time work or internships	1	2	3	4	5	6	7	DK	Ref
G. Location close to where family members reside	1	2	3	4	5	6	7	DK	Ref
H. Availability of on-campus housing	1	2	3	4	5	6	7	DK	Ref
I. Local climate	1	2	3	4	5	6	7	DK	Ref

14. Students often consider the recommendations of various people when making their college choice. For each of the following, rate their importance to you in this process on a scale of 1 to 7, 1 = Not at all important, 7 = Extremely important.

A. Parents	1	2	3	4	5	6	7	DK	Ref
B. Other family members	1	2	3	4	5	6	7	DK	Ref
C. Guidance counselor	1	2	3	4	5	6	7	DK	Ref
D. Teacher	1	2	3	4	5	6	7	DK	Ref
E. Friends	1	2	3	4	5	6	7	DK	Ref
F. College recruiter	1	2	3	4	5	6	7	DK	Ref

15. I'm going to read a list of non-academic, extra-curricular opportunities that are typically offered at colleges and universities. For each of the items, rate its importance to you on a scale of 1 to 7, 1 = Not at all important, 7 = Extremely important.

A. Athletic programs	1	2	3	4	5	6	7	DK	Ref
B. Leadership opportunities	1	2	3	4	5	6	7	DK	Ref
C. Cultural events and opportunities	1	2	3	4	5	6	7	DK	Ref
D. Opportunities to make new friends	1	2	3	4	5	6	7	DK	Ref
E. Opportunities to be with my current friends	1	2	3	4	5	6	7	DK	Ref

16. What do **most** of your friends plan to do after high school? (Read 1-6; check only one)

- 01☐ Go to college in-state
- 02☐ Go to college out-of-state
- 03☐ Join the military
- 04☐ Get a job
- 05☐ Travel or live abroad
- 06☐ They don't have a job or college plans yet
- 07☐ Other? _____
- 08☐ Don't know
- 09☐ Refused

17. Did your high school counselor recommend that you apply to colleges in-state, apply to colleges out-of-state, or to apply to both? (Do not read)

- ☐ 01 Apply in-state

☐ 02 Apply out-of-state

☐ 03 Apply to both
- ☐ 04 Did not have/use counselor

☐ 05 Did not recommend me to apply to college

☐ 06 Don't know

☐ 07 Refused

18. After you graduate from college, do you plan to find career and job opportunities in Alaska or outside of Alaska?

- ☐ 01 In Alaska

☐ 02 Outside of Alaska

☐ 03 Both

☐ 04 Don't know

☐ 05 Refused

19. Choose the statement that most closely describes your opinion. (Read 1-2)

- ☐ 01 In terms of quality, colleges in Alaska are as good or better than colleges in other states.

☐ 02 In terms of quality, colleges in Alaska are not as good as colleges in other states.

☐ 03 Don't know

☐ 04 Refused

20. What is the highest level of education completed by either of your parents or guardians?

(Check only one)

- ☐ 01 Elementary school

☐ 02 High school diploma or GED

☐ 03 Some college

☐ 04 Associate's Degree

☐ 05 Bachelor's Degree
- ☐ 06 Master's Degree

☐ 07 Doctoral or Professional degree

☐ 08 Other _____

☐ 09 Don't know

☐ 10 Refused

Thank you for participating in our survey! Is there a parent or guardian available to answer a few questions about their involvement in your preparation for college?

21. (DO NOT READ) Community

- ☐ 01 Anchorage

☐ 02 Fairbanks

☐ 03 Juneau

☐ 04 Alakanuk

☐ 05 Ambler

☐ 06 Anaktuvik Pass

☐ 07 Barrow

☐ 08 Brevig Mission

☐ 09 Buckland

☐ 10 Dillingham

☐ 11 Elim

☐ 12 Emmonak

☐ 13 Gambell

☐ 14 Haines

☐ 15 Hooper Bay

☐ 16 Kashunamiut

☐ 17 Kiana

☐ 18 Kodiak

☐ 19 Koliganek

☐ 20 Kotlik

☐ 21 Kotzebue

☐ 22 Koyuk

☐ 23 Manokotak

☐ 24 Marshall

☐ 25 McQueen

☐ 26 Mountain Village

☐ 27 New Stuyahok

☐ 28 Newhalen

☐ 29 Noatak

☐ 30 Nome

☐ 31 Noorvik

☐ 32 Nuiqsut

☐ 33 Petersburg

☐ 34 Pilot Station

☐ 35 Point Hope

☐ 36 Russian Mission

☐ 37 Savoonga

☐ 38 Scammon Bay

☐ 39 Selawik

☐ 40 Shaktoolik

☐ 41 Sheldon Point

☐ 42 Shishmaref

☐ 43 Shungnak

☐ 44 St. Michael

☐ 45 Stebbins

☐ 46 Teller

☐ 47 Togiak

☐ 48 Unalakleet

☐ 49 Wainwright

☐ 50 Wales

☐ 51 White Mountain

☐ 52 Wrangell

☐ 53 Yakutat

☐ 54 Other _____

PHONE # _____

Survey # _____

Interviewer Name _____

Date _____

Call back when? _____

Or ☐ Declined

Hi, this is _____ with the McDowell Group, an Alaska research firm. We’re gathering opinions from parents of Alaska’s 2008 high school graduates on behalf of the University of Alaska. I’d like to ask you a few questions...

P1. Were you very involved, somewhat involved or not involved in the following areas of your student’s preparation for college?

	<i>Very involved</i>	<i>Somewhat involved</i>	<i>Not involved</i>	<i>Not Applicable</i>	<i>Don’t Know</i>	<i>Refused</i>
a. Researching colleges	1	2	3	4	5	6
b. Choosing which college to attend	1	2	3	4	5	6
c. Completing college applications	1	2	3	4	5	6
d. Saving money for college	1	2	3	4	5	6

P2. Overall, do you feel you played a major role, minor role, or no role in your child’s decision to attend college?

- ☐ Major role

☐ Minor role

☐ No role
- ☐ Don’t know

☐ Refused

P3. Did you encourage your child to apply primarily to in-state schools, out-of-state schools, both, or did you leave the decision up to them?

- ☐ In-state (skip to P4)

☐ Out-of-state

☐ Both (skip to P4)

☐ Left decision to them (skip to P4)

☐ Don’t know (skip to P4)

☐ Refused (skip to P4)

P3a. Why did you encourage your child to apply primarily to out-of-state schools?

- ☐ Better education

☐ New experience/new location

☐ Better job opportunities/salary

☐ Sports

☐ Better reputation

☐ More/better programs

☐ Parent(s) went to out-of-state schools

☐ Other _____

☐ Don’t know

☐ Refused

P4. Which of the following methods will be used to pay for your child’s college?

- (Read 1-4, check all that apply)

☐ Savings from parent or student

☐ Earnings from parent or student employment

☐ Loans

☐ Scholarships and grants

☐ UA College savings plan

☐ Other? _____

☐ Don’t know

☐ Refused

P5. How would you rate the University of Alaska on the following aspects? On a scale of 1 to 7, 1 = Poor and 7 = Excellent.

A. Reputation of the university in general	1	2	3	4	5	6	7	DK	Ref
B. Quality of academic programs	1	2	3	4	5	6	7	DK	Ref
C. Affordability of tuition costs	1	2	3	4	5	6	7	DK	Ref
D. Availability of classes and degree programs	1	2	3	4	5	6	7	DK	Ref
E. Location of campuses	1	2	3	4	5	6	7	DK	Ref
F. Reputation of faculty and teachers	1	2	3	4	5	6	7	DK	Ref
G. Availability of financial aid	1	2	3	4	5	6	7	DK	Ref

Thank and end survey

UA Non-College-Bound Graduate Survey

PHONE #

Survey #

Interviewer Name

Date

Control #

Hi, this is _____ with the McDowell Group, an Alaska research firm. We’re gathering opinions from Alaska’s 2008 high school graduates on behalf of the University of Alaska. I’d like to ask you a few questions...

1. Are you planning to attend college in the next 12 months?
- 01 Yes (switch to college-bound survey)

02 No (continue)
2. Which of the following best describes your plans for this fall? (Read 1-3)
- 01 Work

02 Military

03 Other plans?

04 Don't know

05 Refused
3. Which of the following best describes your plans for further education? (Read 1-4, check only one)
- 01 I plan on taking classes but not obtaining a degree (skip to #4)

02 I plan on obtaining a degree or certificate (ask #3a-3b)

03 I do not plan on additional education (skip to #4)

04 Other (skip to #4)

05 Don't know (skip to #4)

06 Refused (skip to #4)

- 3a. What type of degree or certificate do you plan on obtaining?
- 01 One-year certificate

02 2-year degree (Associate)

03 4-year degree (Bachelor)

04 Master's degree

05 Doctoral or Professional degree (Phd)

06 Don't know

07 Refused

- 3b. Do you plan to start your program within the next one to two years, three to five years, or more than five years from now?
- 01 One to two years

02 Three to five years

03 More than five years

04 Don't know

05 Refused

4. I’m going to read a list of possible reasons for choosing not to attend college within the next year. Please state yes, if any were factors in your decision not to attend college. (Read 1-9; check all that apply)
- 01 College seems too expensive

02 College seems too hard academically

03 I did not want to leave my hometown

04 My friends are not going to college

05 My family didn’t want me to go to college

06 I need to earn money for college before going

07 I don’t feel like I need a college degree

08 I plan to work

09 I have family obligations

10 None of the above

11 Don’t know

12 Refused

- 4a. Were there any other reasons you chose not to attend college?
- 01 Yes

02 No

03 Don't know

04 Refused

- 4b. Which is the most important reason you decided not to attend college within the next year? (Circle response)

5. For each of the following people, can you tell me whether they strongly encouraged, encouraged, discouraged, or strongly discouraged you from applying to college?

	Strongly encouraged	Encouraged	Discouraged	Strongly discouraged	Don't Know	Refused
a. Friends	1	2	3	4	5	6
b. Teachers	1	2	3	4	5	6
c. High school counselors	1	2	3	4	5	6
d. Parents	1	2	3	4	5	6
e. Other family members	1	2	3	4	5	6

6. Did you participate in any of the following extracurricular activities during high school?
(Read 1-5; check all that apply)
- 01☐ Sports

02☐ Music or dance

03☐ Drama or debate

04☐ Academic clubs

05☐ Student government

06☐ Other? _____

07☐ None

08☐ Don't know

7. How involved were your parents or guardians in the following areas of your high school career?
Were they very involved, somewhat involved, or not involved in your...

	<i>Very involved</i>	<i>Somewhat involved</i>	<i>Not involved</i>	<i>Don't Know</i>	<i>Refused</i>
a. Selection of high school classes	1	2	3	4	5
b. Monitoring high school grades	1	2	3	4	5
c. Completing homework assignments.	1	2	3	4	5
d. Participation in extracurricular activities including sports	1	2	3	4	5

8. What do most of your friends plan to do after high school? (Read 1-7; check only one)
- 01☐ Go to college in-state

02☐ Go to college out-of-state

03☐ Attend vocational school

04☐ Get a job

05☐ Travel or live abroad

06☐ Join the military

07☐ They don't have a job or college plans yet

08☐ Other _____

09☐ Don't know

10☐ Refused

9. If you decided to go to college in the future, how prepared would you feel in the following areas?
Would you feel very prepared, somewhat prepared, or not prepared in your...

	<i>Very prepared</i>	<i>Somewhat prepared</i>	<i>Not prepared</i>	<i>Don't Know</i>	<i>Refused</i>
a. Math skills	1	2	3	4	5
b. Reading skills	1	2	3	4	5
c. Writing skills	1	2	3	4	5
d. Study habits	1	2	3	4	5

10. We would like to know your opinion about the University of Alaska. How would you rate the University of Alaska on the following aspects? On a scale of 1 to 7, 1 = Poor and 7 = Excellent.

A. Quality of academic programs	1	2	3	4	5	6	7	DK	Ref
B. Affordability of tuition costs	1	2	3	4	5	6	7	DK	Ref
C. Availability of classes and degree programs	1	2	3	4	5	6	7	DK	Ref
D. Location of campuses	1	2	3	4	5	6	7	DK	Ref
E. Reputation of faculty and teachers	1	2	3	4	5	6	7	DK	Ref
F. Reputation of the university in general	1	2	3	4	5	6	7	DK	Ref
G. Availability of financial aid	1	2	3	4	5	6	7	DK	Ref

11. What is the highest level of education completed by either of your parents or guardians?
(Check only one)
- 01☐ Elementary school

02☐ High school diploma or GED

03☐ Some college

04☐ Associate's Degree

05☐ Bachelor's Degree

06☐ Master's Degree

07☐ Doctoral or Professional degree

08☐ Other _____

09☐ Don't know

10☐ Refused

Thank and end survey

12. (DO NOT READ) Community

01 <input type="checkbox"/>	Anchorage	15 <input type="checkbox"/>	Hooper Bay	29 <input type="checkbox"/>	Noatak	43 <input type="checkbox"/>	Shungnak
02 <input type="checkbox"/>	Fairbanks	16 <input type="checkbox"/>	Kashunamiut	30 <input type="checkbox"/>	Nome	44 <input type="checkbox"/>	St. Michael
03 <input type="checkbox"/>	Juneau	17 <input type="checkbox"/>	Kiana	31 <input type="checkbox"/>	Noorvik	45 <input type="checkbox"/>	Stebbins
04 <input type="checkbox"/>	Alakanuk	18 <input type="checkbox"/>	Kodiak	32 <input type="checkbox"/>	Nuiqsut	46 <input type="checkbox"/>	Teller
05 <input type="checkbox"/>	Ambler	19 <input type="checkbox"/>	Koliganek	33 <input type="checkbox"/>	Petersburg	47 <input type="checkbox"/>	Togiak
06 <input type="checkbox"/>	Anaktuvik Pass	20 <input type="checkbox"/>	Kotlik	34 <input type="checkbox"/>	Pilot Station	48 <input type="checkbox"/>	Unalakleet
07 <input type="checkbox"/>	Barrow	21 <input type="checkbox"/>	Kotzebue	35 <input type="checkbox"/>	Point Hope	49 <input type="checkbox"/>	Wainwright
08 <input type="checkbox"/>	Brevig Mission	22 <input type="checkbox"/>	Koyuk	36 <input type="checkbox"/>	Russian Mission	50 <input type="checkbox"/>	Wales
09 <input type="checkbox"/>	Buckland	23 <input type="checkbox"/>	Manokotak	37 <input type="checkbox"/>	Savoonga	51 <input type="checkbox"/>	White Mountain
10 <input type="checkbox"/>	Dillingham	24 <input type="checkbox"/>	Marshall	38 <input type="checkbox"/>	Scammon Bay	52 <input type="checkbox"/>	Wrangell
11 <input type="checkbox"/>	Elim	25 <input type="checkbox"/>	McQueen	39 <input type="checkbox"/>	Selawik	53 <input type="checkbox"/>	Yakutat
12 <input type="checkbox"/>	Emmonak	26 <input type="checkbox"/>	Mountain Village	40 <input type="checkbox"/>	Shaktoolik	54 <input type="checkbox"/>	Other
13 <input type="checkbox"/>	Gambell	27 <input type="checkbox"/>	New Stuyahok	41 <input type="checkbox"/>	Sheldon Point		
14 <input type="checkbox"/>	Haines	28 <input type="checkbox"/>	Newhalen	42 <input type="checkbox"/>	Shishmaref		