

Measuring Aspirations and Participation

2005



New Hampshire High School Senior Survey

A collaborative project

Measuring Aspirations and Participation: 2005 New Hampshire High School Senior Survey

Executive Summary

This report presents aggregated results from a survey conducted in April, May, and June of 2005 that collected information on the backgrounds, educational aspirations, academic performance and opinions of 8,503 high school seniors who graduated from 63 public and 8 private high schools in New Hampshire. Launched as a pilot survey in 2002, the survey was developed by the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER), a collaborative representing K-12 and higher education. The New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations assumed funding and coordination for administering the statewide survey in 2004. Findings from each annual survey may be accessed at www.nhpaper.org.

Important Findings

The majority of New Hampshire high school seniors aspire to participate in higher education.

- 79% of public and 96% of private high school seniors reported that they plan to pursue postsecondary education in Fall 2005 [p. 2]. These strong numbers are very much in line with previous surveys.
- Of those seniors who did not plan to continue their education in Fall 2005, 37% reported that they plan to continue their education at some point in the future, but not immediately after high school [p. 19].

High school seniors who plan to continue their education decide to do so at a very early age.

- 19% of public high school seniors and 30% of private high school seniors responded that they had always known they would attend college. Another 36% of public and 47% of private high school seniors responded that they decided in sixth grade or earlier [p. 8].
- These numbers have remained very stable over the four years the survey has been fielded.

There are strong correlations between the number of extracurricular activities seniors engaged in during their years in high school with both their self-reported grade point average and their plans for attending postsecondary education.

- Public high school seniors who had educational plans for Fall 2005 reported participating in an average of 3.2 extracurricular activities, compared to 2.0 for seniors who reported no immediate education plans [p. 17].
- Seniors who reported higher grade point averages also reported participating in significantly more extracurricular activities than did seniors who reported lower GPAs. This holds across all four years of data from the survey [p. 17].

Parents have a very strong influence on their children's educational plans.

- Similar to earlier findings, seniors in the class of 2005 indicated that their plans for higher education were very much in line with what they reported their parents wanted for them.
- 88% of public high school seniors who plan to attend a 4-year postsecondary institution reported that their parents wanted them to do so [p. 3].
- 62% of public high school seniors who reported planning on getting a full-time job also reported their parents encouraged them to do so [p. 3].

Young women are more likely to plan to continue their education than their male peers.

- 63% of graduating women in the class of 2005 planned to continue their education at a 4-year college compared to only 52% of young men [p. 3].
- This finding is consistent with the 2003 and 2004 survey results as well as with national trends in higher education enrollment.

The top three anticipated programs of study for seniors planning to attend either a 4-year or a 2-year college in Fall 2005 are business, health professions, and education [pp. 5, 7].

- These choices are consistent with the 2003 and 2004 findings.
- The men and women in this year's survey preferred different fields of study. Men were more likely than women to choose to study business and engineering at both 4-year and 2-year colleges [pp. 5, 7].
- Women, by contrast, were more likely to choose to study in the health professions and education than their male peers [pp. 5, 7].

New Hampshire's seniors are increasingly choosing to stay in state for postsecondary education.

- The proportion of students planning to attend a 4-year college in New Hampshire has increased since 2002 (40% to 45%) [p. 6].
- The proportion planning to attend a 4-year college in Massachusetts has declined since 2002 (21% to 17%) [p.6].

There has been a marked increase in the proportion of students with a "C" or lower grade point average who plan to attend college in Fall 2005.

- 26% said they planned to attend a 4-year college, up from 16% in 2004 [p. 14].
- 34% said they planned to attend a 2-year college, up from 27% in 2004 [p. 14].

Over half of seniors reported that they do not plan to live in New Hampshire after completing their education.

- This is consistent with the 2003 and 2004 findings.
- 53 % of public high school seniors and 69% of private high school seniors plan to live somewhere other than New Hampshire after completing their education [p. 8].

Profiles of students who plan to continue their education and those who do not have immediate plans to continue provides a useful summary about aspirations and participation [pp. 19-22]. These profiles reveal differences in academic preparation, family characteristics, and work patterns.

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TABLE OF CONTENTS

I. Introduction.....	1
II. Postsecondary Education Aspirations	2
Seniors' Education Aspirations.....	2
Planned Postsecondary Education by Gender.....	3
Planned Postsecondary Education by Per Pupil Spending.....	3
Student Perceptions of Their Parents' Plans for Seniors Future Education.....	3
Institutions Seniors Plan to Attend.....	4
Most Important Reason Seniors Chose Institution They Plan to Attend	4
Most Important Reasons for NOT Attending a NH Institution.....	5
Top Four-Year Programs of Study.....	5
Top Two-Year Programs of Study.....	6
Student Intentions to Live in NH	8
Grade in Which Education-Bound Seniors Decided to Continue Their Education	8
Grade in Which Seniors Decided Not to Continue Their Education.	9
Most Important Reason Seniors Decided Not to Continue Their Education	9
III. Family Data.....	11
Seniors' Living Arrangements	11
Parental Employment.....	11
Reported Parental Education.....	11
IV. High School Data.....	13
High School Program.....	13
Number of Years of Courses.....	13
Self-Reported Grade Point Average.....	14
Differences in Self-Reported Grade Point Average.....	14
High School Instruction	15
High School Experience.....	16
Extracurricular Activities	17
Work Experience During High School	18
Access To and Use of Computers	18
V. Profiles of Education-Bound Seniors and those with No Immediate Education Plans	19
Career and Postsecondary Information	19
Future Education Plans of Seniors with No Immediate Education Plans	19
Occupation Plans.....	21
Differences Between Education-Bound and Other Seniors	21
Profile of Education Bound Seniors.....	22
Profile of Seniors with No Immediate Education Plans.....	22
VI. Technical Education Program Seniors.....	23
Information About Technical Center Opportunities	23
Postsecondary Education Plans.....	23
Participation in Technical Student Organizations.....	24
Student Evaluation of Career and Technical Education Center Education.....	24
Appendix A: Methodology	25
Participating Schools.....	26
Appendix B: Questionnaire.....	27

MEASURING ASPIRATIONS AND PARTICIPATION:

2005 NEW HAMPSHIRE HIGH SCHOOL SENIOR SURVEY

I. INTRODUCTION

This report, **Measuring Aspirations and Participation: the 2005 New Hampshire High School Senior Survey** presents findings from a survey conducted with graduating seniors at 63 public and eight private high schools in New Hampshire between April and June, 2005. The survey was designed to assess the future educational aspirations and career plans of seniors and views about their high school experience. (See Appendix A for a more complete description of the design of the survey.)

This research project has been conducted by the New Hampshire Partnership for the Advancement of Postsecondary Education Research (NH PAPER) with generous funding and administration from the New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations. NH PAPER consists of representatives from the:

- New Hampshire College and University Council
- New Hampshire Community Technical Colleges
- New Hampshire Department of Education
- New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations
- New Hampshire Postsecondary Education Commission
- Saint Anselm College
- University of New Hampshire Survey Center
- University System of New Hampshire

The 2005 survey is the fourth time this survey has been conducted. A pilot test of this project was conducted with graduating seniors from 21 New Hampshire public high schools in 2002. Fifty-one public high schools participated in 2003, 56 in 2004, and 63 in 2005. In addition, eight private schools participated in the 2005 survey.

Not all of the tables described in this report are in this printed version. To view the complete report, please go to the NH PAPER web site at www.nhpaper.org and click on Measuring Aspirations and Participation. Tables that are only in the on-line version of the report are designated as “online tables.” You can also view prior reports on the NH PAPER site.

II. POSTSECONDARY EDUCATION ASPIRATIONS

Seniors' Education Aspirations

New Hampshire seniors completing this year's survey have high aspirations for their future education. Most seniors say they plan to attend a four-year college in Fall 2005 (Table 2.1). In all, 79 percent of seniors from public schools and 96 percent of seniors from private schools surveyed plan to continue their education in Fall 2005. Surveys since 2002 reported similar aspirations.

Students attending private high schools were significantly more likely to say they planned to go to a four-year college in Fall 2005 (89%) than were students attending public high schools (58%).

Table 2.1

Seniors' Education Aspirations

Plans for Upcoming Fall	Public School Students				Private School Students		
	2002	2003	2004	2005	2003	2004	2005
Attend a 4-year College	58%	54%	59%	58%	91%	91%	89%
Attend a 2-year College	9%	10%	10%	9%	1%	2%	2%
Attend a 2-year College then transfer to another institution	6%	7%	7%	7%	3%	3%	2%
Attend Vocational, Technical, Business, or Trade School	5%	5%	5%	5%	1%	<1%	<1%
Attend prep school	<1%	1%	<1%	<1%	1%	<1%	1%
Subtotal of Students Pursuing Education in Fall	78%	77%	81%	79%	97%	96%	96%
Join the Military	3%	4%	3%	2%	1%	<1%	<1%
Get a full-time job	10%	10%	8%	9%	1%	1%	1%
Start a business	1%	1%	<1%	1%	0%	0%	<1%
Become a full-time homemaker	1%	<1%	<1%	<1%	0%	0%	<1%
Participate in a reg. apprenticeship	<1%	<1%	<1%	<1%	0%	0%	0%
Join Americorps, VISTA, or other community service prog.	<1%	<1%	<1%	<1%	0%	0%	<1%
Take time off, then decide	3%	3%	3%	3%	1%	1%	<1%
Undecided	4%	5%	4%	5%	0%	1%	1%
(N=)	(2291)	(4781)	(6891)	(7242)	(333)	(552)	(501)
Applied for Admission to a Postsecondary Institution?							
Yes	76%	73%	76%	78%	97%	95%	94%
No	22%	24%	20%	19%	3%	3%	5%
Not sure	2%	3%	3%	3%	<1%	2%	<1%
(N=)	(2272)	(4915)	(7048)	(7449)	(333)	(559)	(511)

The seniors surveyed from public schools have high educational aspirations. Two-thirds plan to get a bachelor’s degree or higher -- 32 percent a bachelor’s degree, 22 percent a master’s degree, and 12 percent a doctorate or a professional degree and another eight percent plan to get an associate degree (online Table 2.2) See www.nhpaper.org for complete report with all tables.

Planned Postsecondary Education by Gender

Female public high school seniors were more likely to say they planned to continue their education than were their male counterparts, and they were also more likely to report they plan to attend a four-year college than were males (Table 2.3). Both these findings are consistent with the results from earlier surveys and with national trends.

Table 2.3

Percent of Public School Seniors who Plan to Continue their Education by Gender

Gender	Any Education				4-Year College			
	2002	2003	2004	2005	2002	2003	2004	2005
Male	72%	73%	76%	74%	52%	51%	55%	52%
Female	85%	83%	85%	84%	64%	62%	67%	63%

Planned Postsecondary Education by Per-Pupil Spending

Several differences were found between public high school seniors’ education aspirations based on the amount their high school spends per pupil (online Table 2.4). The more a school spent per pupil, the more likely a surveyed senior was to plan to attend a four-year college.

Student Perceptions of Parents Plans for Education

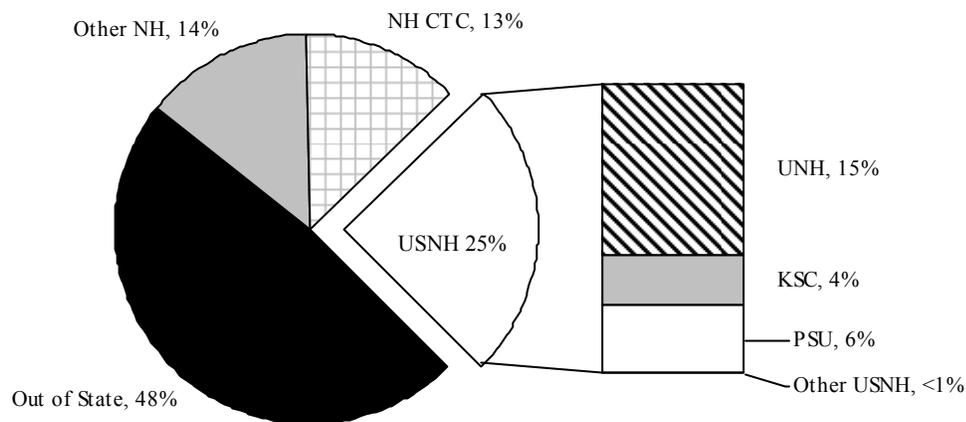
Parents also have high educational aspirations for their children. Seventy-one percent of public high school seniors and 85 percent of private high school seniors reported their parents want them to attend some form of postsecondary institution (online Table 2.5). The 2005 results go on to illustrate the strength between parents’ plans for their children (as reported by students) and the plans that seniors have for themselves.

- Eighty-eight percent of seniors from public high schools and 97 percent of seniors from private schools who indicated their parents want them to attend a four-year postsecondary institution also said they planned to attend such an institution.
- Sixty-two percent of seniors from public high schools who indicated their parents wanted them to get a job say they plan to get a full-time job.

Institutions Seniors Plan to Attend

Slightly less than half of education-bound seniors in the survey who attended public schools plan to attend an institution outside of New Hampshire, and that figure rises to 72 percent for private high school seniors (Chart 2.1). Among education-bound public high school seniors, UNH is the most frequently named institution (named by 15 percent of education-bound seniors), followed by a New Hampshire Community Technical College (NHCTC) System campus (13%), Plymouth State University, (6%) and Keene State College (4%) (online Table 2.6). Among private high school seniors planning on continuing their education immediately upon graduation, UNH is named by 14 percent, followed by Plymouth State University, an NHCTC System campus, and Keene State College (all at 2%).

Chart 2.1
Institution Seniors Plan to Attend
(Public School Seniors Only)



Most Important Reasons Seniors Chose the Institution They Plan to Attend

The top three reasons cited by education-bound seniors as the most important for choosing the school they plan to attend have remained stable since 2002: the school offers the best education in the seniors' field of study; it is affordable; and it has a good academic reputation (online Table 2.7). These rankings do not vary between public and private high school seniors.

Among education-bound seniors in the survey, 75 percent of seniors from public schools (67% from private) said they plan to attend their first choice school. The most important reasons for not attending their first choice were that they were not accepted (40% public, 54% private), and that it was too expensive (32% public, 26% private).

Most Important Reasons for NOT Attending a New Hampshire Institution

Education-bound seniors from public schools were asked why they did not plan to attend a USNH institution, an NHCTC System institution, or some other New Hampshire institution. The reasons given are consistent across all New Hampshire institutions (online Tables 2.8a, 2.8b and 2.8c).

- The most frequently chosen reasons for not attending a USNH institution were the senior wanted to attend a school out of state (15%), another school had a better academic reputation (14%), or that their major was not offered (12%).
- The most frequently chosen reasons for not attending an NHCTC System institution were another school had a better academic reputation (17%), the senior wanted to attend a school out of state (14%), or the senior’s major was not offered (12%).
- The most frequently chosen reasons for not attending another NH institution were that the senior wanted to attend a school out of state (15%), another school had a better academic reputation (13%), and the senior’s major was not offered (11%).
- There have been few differences in why students are not going to USNH, NHCTC, or other New Hampshire institutions since 2002.

Top Four-Year Programs of Study

Among public school seniors planning to attend a four-year institution, the most popular major was business (17%), followed by the health professions (10%), education (8%) and engineering (7%). These were in the same rank order as they were in 2003 and 2004 (Tables 2.9a (online) and Table 2.9b).

- Male seniors from public schools were most likely to prefer business, engineering, and computers and information technology as their likely major.
- By contrast, female seniors from public schools were most likely to prefer health professions, business, education, biology and life sciences, and psychology.

Table 2.9b

Most Popular Four-Year Programs of Study by Gender
Public School Seniors Only

Major / Program	Male				Female			
	2002	2003	2004	2005	2002	2003	2004	2005
Business	19%	17%	20%	22%	11%	14%	14%	14%
Health Professions	4%	4%	3%	5%	10%	19%	17%	15%
Education	4%	3%	3%	3%	14%	13%	12%	11%
Engineering	10%	12%	12%	14%	2%	1%	2%	2%
Biology/Life Sciences	4%	3%	4%	5%	9%	5%	7%	8%
Visual / Performing Arts	7%	4%	4%	4%	7%	5%	5%	6%
Computers/Info. Tech.	8%	11%	7%	4%	1%	1%	<1%	<1%
Communications	3%	3%	4%	4%	6%	4%	4%	5%
Psychology	1%	2%	1%	2%	6%	6%	6%	7%
Social Sciences/History	5%	2%	2%	3%	4%	2%	2%	2%
(N=)	(532)	(969)	(1554)	(1629)	(731)	(1406)	(2144)	(2144)

Surveyed public high school seniors who plan to stay in New Hampshire and attend a four-year college are somewhat more likely to say they plan to study business and education than those who plan to attend a four-year college outside the state (Table 2.10). This pattern has remained consistent since 2002.

Table 2.10

Most Popular Four-Year Programs of Study by State
Public School Seniors Only

Major / Program	In NH				Out of State			
	2002	2003	2004	2005	2002	2003	2004	2005
Business	17%	17%	18%	19%	12%	12%	15%	15%
Education	14%	14%	12%	11%	7%	6%	5%	5%
Health Professions	7%	10%	10%	9%	8%	12%	10%	11%
Engineering	5%	4%	5%	6%	6%	8%	9%	8%
Computers/Info. Tech.	5%	6%	2%	2%	3%	5%	3%	3%
Psychology	3%	4%	5%	5%	4%	4%	4%	4%
Biology/Life Sciences	4%	3%	6%	5%	9%	6%	8%	7%
Visual / Performing Arts	4%	4%	4%	4%	8%	6%	6%	6%
Communications	3%	3%	4%	4%	5%	5%	6%	5%
Social Sciences/History	3%	2%	2%	2%	5%	3%	3%	3%
(N=)	(537)	(1017)	(1567)	(1684)	(743)	(1317)	(2058)	(2042)

Forty-five percent of seniors surveyed from public high schools who are planning to attend a four-year college, plan to do so in New Hampshire. Another 17 percent plan to attend a school in Massachusetts (online Chart 2.2). The proportion of students planning to attend a four-year college in New Hampshire has increased since 2002, while the proportions planning to attend a college in Massachusetts has declined since 2002.

Top Two-Year Programs of Study

As in prior years, the most popular programs for public school seniors planning to attend a two-year institution were business (16%), health professions (12%), and education (9%) (online Table 2.11a).

- Male seniors from public schools were most likely to prefer business, mechanics, computers and information technology, and engineering (Table 2.11b).
- Female seniors from public schools were most likely to prefer health professions, business, and education.

Table 2.11b

Most Popular Two-Year Programs of Study by Gender
Public School Seniors Only

Major / Program	Male				Female			
	2002	2003	2004	2005	2002	2003	2004	2005
Health Professions	3%	4%	3%	3%	17%	19%	17%	22%
Business	19%	17%	20%	14%	17%	14%	14%	17%
Education	3%	3%	3%	3%	18%	13%	12%	15%
Computers/Info. Tech.	12%	11%	7%	10%	0%	1%	<1%	2%
Mechanics, Repairs	10%	5%	5%	12%	0%	<1%	<1%	<1%
Protective Services	12%	2%	2%	3%	7%	<1%	<1%	1%
Visual / Performing Arts	7%	4%	4%	3%	3%	5%	5%	3%
Engineering	6%	12%	12%	8%	0%	1%	2%	<1%
Agriculture/Natural Resources	4%	2%	2%	4%	4%	1%	1%	3%
Consumer Sciences	2%	1%	<1%	<1%	9%	<1%	<1%	1%
(N=)	(158)	(299)	(506)	(481)	(179)	(386)	(454)	(479)

Table 2.12c

Most Popular Two-Year Programs of Study by State
Public School Seniors Only

Major / Program	In NH				Out of State			
	2002	2003	2004	2005	2002	2003	2004	2005
Business	16%	18%	18%	16%	20%	13%	15%	12%
Education	8%	12%	10%	10%	9%	6%	5%	7%
Health Professions	12%	10%	12%	13%	11%	12%	10%	9%
Computers/Info. Technology	8%	6%	4%	6%	3%	5%	3%	6%
Visual / Performing Arts	3%	4%	3%	2%	15%	6%	6%	7%
Engineering	3%	4%	5%	4%	1%	8%	8%	3%
Mechanics, Repairs	7%	2%	3%	6%	10%	2%	2%	6%
Consumer Sciences	6%	1%	<1%	<1%	5%	<1%	<1%	1%
Protective Services	9%	1%	1%	2%	4%	1%	<1%	1%
Agriculture/Natural Resources	1%	1%	<1%	2%	1%	2%	2%	6%
(N=)	(226)	(483)	(674)	(701)	(117)	(166)	(252)	(232)

- There are few differences in the preferred programs of study between public school students who plan to attend a two-year institution in New Hampshire and those who plan to attend an out-of-state institution (Table 2.12c).
- Three-quarters (75%) of public school seniors surveyed who were planning to attend a two-year college planned to stay in New Hampshire (Chart 2.3). Thirteen percent planned to attend another New England college, and another 12% planned to attend an institution outside of New England. These figures have remained essentially unchanged in recent years.

Student Intentions to Live in NH

The New Hampshire High School Senior Survey asked seniors whether they intend to live in New Hampshire after they have completed their education. In line with 2003 and 2004 results, approximately half of students attending public schools, but less than one-third of students attending private schools, said they intend to live in New Hampshire after completing their education (Table 2.13).

Table 2.13

Percent of 2005 Seniors who Plan to Live in NH After Education

Live in NH after grad?	All Students		Education Bound	
	Public	Private	Public	Private
Yes	47%	31%	46%	29%
No	53%	69%	54%	71%
(N=)	(7417)	(502)	(5581)	(468)

Grade in Which Education-Bound Seniors Decided to Continue Their Education

Education-bound seniors in the 2005 survey said they made early decisions to pursue a postsecondary education, with the majority saying they made the decision in the sixth grade or earlier or had always known they would attend college (56% public, 77% private) (Table 2.14). About one-third of college-bound seniors from public schools (35%) and 16 percent from private schools said they waited until high school to make the decision to continue their education.

Table 2.14

Grade Education-Bound Seniors Decided to Continue Their Education

Grade	Public School Students				Private School Students		
	2002	2003	2004	2005	2003	2004	2005
Always known	20%	18%	21%	19%	28%	31%	30%
Sixth or earlier	40%	38%	38%	36%	51%	46%	47%
Seventh	3%	4%	3%	3%	4%	2%	2%
Eighth	7%	6%	6%	7%	6%	5%	5%
Ninth	10%	11%	10%	11%	5%	6%	8%
Tenth	6%	7%	7%	7%	3%	3%	2%
Eleventh	8%	8%	7%	9%	2%	5%	3%
Twelfth	7%	8%	8%	8%	1%	1%	3%
(N=)	(1837)	(3666)	(5907)	(6227)	(322)	(546)	(493)

- Most education-bound seniors reported first receiving information about postsecondary education in the ninth and tenth grades (48% public, 41% private). Most seniors believe the best time to receive this information is between the eighth and tenth grades.
- Education-bound seniors were most likely to receive postsecondary education information from their high school guidance counselor (81% public, 86% private), colleges (75% public, 86% private), parents (68% public, 80% private), and teachers (67% public, 65% private).

- Eighty-five percent of education-bound seniors from public schools and 88 percent from private schools said the information they accessed from computer programs or the Internet was “very helpful” or “somewhat helpful.” Similarly, 84 percent (84% from private schools) said information they received from their high school was “very helpful” or “somewhat helpful.”

Grade in Which Seniors Decided Not to Continue Their Education

Surveyed seniors who are not planning to continue their education in Fall 2005 made this decision late in their high school years, typically in the eleventh and twelfth grades (Table 2.15). This finding is consistent across all four years the survey has been administered.

Table 2.15

Grade Seniors Decided Not to Continue Their Education
Public School Seniors Only

Grade	2002	2003	2004	2005
Sixth or earlier	7%	9%	10%	11%
Seventh	5%	4%	4%	4%
Eighth	7%	8%	7%	8%
Ninth	8%	10%	11%	11%
Tenth	12%	12%	10%	11%
Eleventh	20%	19%	21%	19%
Twelfth	41%	38%	37%	37%
(N=)	(534)	(1217)	(1651)	(1939)

- Seventy-two percent of seniors with no immediate education plans said they had considered pursuing further education or training sometime after high school. This is up from 66 percent in 2004.

Most Important Reasons Seniors Decided Not to Continue Their Education

Public high school seniors who chose not to continue their postsecondary education immediately after high school said the most important reasons were: they needed a break from school; they wanted or needed to support themselves; they could not afford to continue their education; they were unsure of their plans and goals; or they planned to join the military (Table 2.16a). While the top reasons have remained constant over the past three years there have been interesting changes:

- Joining the military dropped from 17 percent in 2004 to nine percent in 2005. Both male and female seniors from public schools were significantly less likely to say they were joining the military in 2005 than in 2004 (Table 2.16b).
- Female seniors with no immediate education plans who attended public schools were significantly more likely than male seniors to say they cannot afford to continue their education. This holds true for all four years of the senior survey.

- Since the 2002 survey, females have reported at higher levels than males that one reason for not pursuing higher education was their intent to get married and/or start a family.

Table 2.16a

Reasons for Not Immediately Pursuing Higher Education
Public Schools Seniors with No Immediate Education Plans Only

	2002	2003	2004	2005
Needed a break from school	26%	21%	22%	22%
I am joining the military	12%	14%	17%	9%
I want/need to support myself	12%	13%	11%	15%
Can't afford to continue educ.	11%	12%	11%	12%
I am unsure of my plans/goals	10%	12%	13%	11%
Don't need educ. to get job I want	5%	7%	7%	8%
I can continue educ. in the future	5%	6%	5%	6%
My grades are too low	4%	6%	7%	5%
Plan to get married, start a family	4%	3%	3%	4%
I want to travel	4%	4%	4%	5%
Participated in an apprenticeship	2%	1%	1%	3%
Other*	6%	*	*	*
(N=)	(481)	(982)	(1160)	(1736)

- "Other" not listed as an option after the 2002 survey.

Table 2.16b

Reasons for Not Immediately Pursuing Higher Education by Gender
Public Schools Seniors with No Immediate Education Plans Only

Reason	Male				Female			
	2002	2003	2004	2005	2002	2003	2004	2005
Needed a break from school	25%	20%	21%	23%	28%	23%	22%	21%
I am joining the military	17%	19%	20%	12%	3%	6%	9%	5%
I want/need to support myself	12%	13%	11%	14%	13%	13%	13%	16%
Can't afford to continue educ.	8%	8%	6%	8%	18%	15%	15%	18%
I am unsure of my plans/goals	7%	10%	10%	11%	14%	13%	15%	12%
Don't need educ. to get job I want	6%	10%	11%	10%	3%	6%	6%	4%
I can continue educ. in the future	5%	5%	5%	5%	5%	7%	5%	6%
My grades are too low	5%	7%	7%	6%	2%	4%	5%	4%
Plan to get married, start a family	3%	2%	2%	2%	6%	6%	5%	6%
I want to travel	4%	4%	4%	5%	3%	4%	4%	6%
Participated in an apprenticeship	2%	3%	2%	4%	0%	2%	2%	2%
Other*	6%	*	*	*	5%	*	*	*
(N=)	(300)	(693)	(878)	(1031)	(175)	(444)	(546)	(668)

* "Other" not listed as an option after the 2002 survey.

III. FAMILY DATA

Seniors' Living Arrangements

Sixty-one percent of seniors from public schools reported living with both parents (online Table 3.1a). Almost two-thirds of seniors surveyed who planned to continue their education reported living with both parents (65%), while slightly less than half of the seniors who did not plan to continue their education (47%) reported living with both parents (online Table 3.1b).

Reported Parental Employment

- Most fathers of private and public high school seniors were reported to be working either full time (68%) or part time (14%) (online Table 3.2)
- Mothers of public high school seniors were significantly more likely to be working either full time or part time (82%) than were mothers of private school students (74%).

There were no significant differences between public school seniors who plan to attend a two- or four-year college in Fall 2005 and those public school seniors with no immediate education plans as to whether their mother was employed full time. For both, slightly over two-thirds of their mothers were working full time (online Table 3.3).

A different story emerges when we look at the fathers of these high school seniors. Education-bound seniors were much more likely to have a father working full-time than were those who did not plan to continue their education in Fall 2005 (87% compared to 81%).

Reported Parental Education

- More than half of the seniors surveyed from public schools said both their mother and their father have at least some college education (Table 3.4a).
- Seniors from public schools who planned to continue their education were significantly more likely to have parents with a college education than were seniors from public schools who did not plan to continue their education (Table 3.4b).

Table 3.4a

Parental Education as Reported by Seniors
Public School Seniors Only

<i>Mothers</i>	2002	2003	2004	2005
Some high school or less	8%	8%	7%	7%
High school diploma	34%	35%	31%	31%
Some college/Associate's deg.	27%	28%	28%	29%
Bachelor's degree	19%	19%	20%	21%
Advanced degree	11%	11%	13%	12%
(N=)	(2270)	(4912)	(7064)	(7462)
<i>Fathers</i>	2002	2003	2004	2005
Some high school or less	9%	12%	10%	9%
High school diploma	32%	34%	31%	32%
Some college/Associate's deg.	21%	23%	23%	24%
Bachelor's degree	22%	18%	20%	21%
Advanced degree	16%	13%	17%	15%
(N=)	(2194)	(4788)	(6895)	(7271)

Table 3.4b

Parental Education as Reported by Seniors and Seniors' Postsecondary Education Plans
Public School Seniors Only

<i>Mothers</i>	Education Bound				No Immediate Ed. Plans			
	2002	2003	2004	2005	2002	2003	2004	2005
Some high school or less	6%	6%	6%	5%	17%	16%	14%	13%
High school diploma	32%	32%	28%	28%	41%	47%	43%	42%
Some college/Assoc. deg.	27%	30%	29%	30%	26%	22%	26%	27%
Bachelor's degree	22%	21%	23%	24%	9%	10%	10%	11%
Advanced degree	13%	12%	15%	14%	7%	6%	7%	7%
(N=)	(1736)	(3647)	(5489)	(5531)	(534)	(1109)	(1315)	(1398)
<i>Fathers</i>	2002	2003	2004	2005	2002	2003	2004	2005
Some high school or less	6%	9%	7%	7%	18%	21%	21%	18%
High school diploma	30%	31%	28%	29%	39%	45%	43%	40%
Some college/Assoc. deg.	22%	25%	24%	24%	20%	18%	20%	23%
Bachelor's degree	24%	21%	23%	24%	14%	10%	9%	11%
Advanced degree	18%	15%	18%	16%	8%	7%	9%	8%
(N=)	(1685)	(3558)	(5398)	(5416)	(509)	(1077)	(1253)	(1345)

IV. HIGH SCHOOL DATA

High School Program

Sixty-two percent of the seniors surveyed in 2005 from public schools said they were enrolled in a college preparatory program, 18 percent said they were enrolled in a vocational, technical, or business program, and 20 percent reported being enrolled in some other program (online Table 4.1a). These figures have remained relatively stable over the four years of the survey.

- Education-bound seniors surveyed from public schools were more than twice as likely to be enrolled in a college preparatory program (72%) than seniors with no immediate education plans (33%).
- Eighty-nine percent of seniors from public schools enrolled in a college preparatory program said they planned to attend a postsecondary institution in Fall 2005 (97% for seniors who were surveyed from private schools).

Table 4.1b

High School Program by Postsecondary Education Plans
Public School Seniors Only

	Education Bound				No Immediate Ed. Plans			
	2002	2003	2004	2005	2002	2003	2004	2005
College Preparatory	72%	68%	73%	72%	32%	29%	31%	33%
Vocational/Tech./Business	14%	16%	13%	14%	29%	32%	30%	29%
Other	14%	16%	14%	14%	39%	40%	40%	38%
(N=)	(1752)	(3680)	(5550)	(5562)	(564)	(1146)	(1416)	(1451)

Number of Years of Courses

Seniors were asked to report the number of years they had taken courses in several high school subjects. There have been no significant changes over the four years of the survey.

- Public high school seniors were most likely to have taken courses in English and in math for four years each (online Table 4.2).
- A majority of the public and private high school seniors reported having taken at least three years of social studies and history.
- Approximately three-quarters of the seniors surveyed from public schools reported having taken some business studies or vocational and technical courses, even though these courses are not required for graduation.
- Seniors who said they planned to continue their education in Fall 2005 reported taking significantly more years of courses in English, math, foreign languages, sciences, social studies and history, and the arts than seniors with no immediate education plans (online Tables 4.3 and 4.4).

Self-Reported Grade Point Average

New Hampshire seniors (public & private) reported getting “B”s in most subjects and “A”s in the arts and physical education. Seniors who reported studying more also reported higher GPAs (online Table 4.6). This correlation has been stronger in prior years of the survey.

- The percentage of public school seniors who report having an “A” average (3.6 to 4.0) has increased since 2003 with 30 percent of the class of 2005 reporting their average GPA was an “A” (online Table 4.7).
- Seniors who reported receiving “A”s and “B”s were significantly more likely to report that they planned postsecondary education in Fall 2004 (Table 4.8).
- There has been a marked increase in the proportion of students reporting a “C” or lower grade point average who plan to attend college in the Fall. In 2005, 24 percent of self-reported “C” students said they planned to attend a four-year college in Fall 2005, up from 16 percent in 2004. Similarly, 34 percent of self-reported “C” students said they planned to attend a two-year college in Fall 2005, up from 27 percent in 2004.

Table 4.8

Seniors’ Education Plans by Self-reported Grade Point Average
Public School Seniors Only

GPA	Post-Secondary Education Plans															
	4 Year College				2 Year/ Transfer				Voc./Tech School				No Immediate Plans			
	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005	2002	2003	2004	2005
A (3.6-4.0)	86%	87%	86%	83%	5%	5%	5%	7%	1%	1%	1%	2%	8%	7%	8%	8%
B (2.6-3.59)	55%	53%	55%	60%	16%	19%	20%	23%	6%	6%	6%	2%	23%	22%	19%	15%
C (1.6-2.59)	17%	13%	16%	26%	23%	25%	27%	34%	9%	10%	9%	5%	51%	53%	49%	35%
D or Below (0-1.59)	5%	10%	18%	14%	10%	18%	16%	35%	14%	10%	3%	4%	71%	62%	63%	48%

Differences in Self-Reported Grade Point Average

- Female public high school seniors reported higher grade point averages in all subjects than did male students. They reported doing significantly better overall in English, foreign languages, arts and music, business studies and computer studies than did male public schools seniors.
- Students attending larger public schools (750 or more people) consistently report slightly higher grade point averages than students from smaller schools.

High School Instruction

Overall, seniors gave “satisfactory” ratings to the skills they were taught at their schools (Table 4.9). Twenty-two percent or less of public high school seniors surveyed rated the quality of instruction provided by their school as “excellent” in the following areas: reasoning and problem solving; science, math and technology; personal development; arts, language and literature; history and social sciences; and civic and social responsibility. Seniors from private high schools generally gave these skills equal or higher ratings.

Table 4.9
2005 Seniors’ Rating of High School Instruction

Area of Instruction		Excellent (1)	Satisfactory (2)	Unsatisfactory (3)	Not Taught (4)	Mean	(N=)
Communication	Pub	22%	68%	9%	2%	1.90	(7626)
	Prv	25%	66%	9%	<1%	1.84	(513)
History & Social Sciences	Pub	17%	66%	15%	2%	2.03	(7548)
	Prv	17%	60%	21%	2%	2.07	(507)
Personal Development	Pub	19%	62%	16%	3%	2.03	(7571)
	Prv	21%	59%	17%	3%	2.03	(509)
Science, Math & Technology	Pub	18%	62%	17%	3%	2.04	(7527)
	Prv	19%	62%	19%	1%	2.02	(507)
Reasoning & Problem Solving	Pub	17%	65%	16%	2%	2.04	(7577)
	Prv	21%	66%	12%	2%	1.94	(510)
Arts, Language & Literature	Pub	18%	61%	19%	3%	2.07	(7532)
	Prv	19%	57%	22%	2%	2.06	(510)
Civic & Social Responsibility	Pub	19%	57%	18%	5%	2.10	(7529)
	Prv	19%	51%	24%	6%	2.17	(507)

Female seniors who attended public high schools rated instruction of communication; personal development; civic and social responsibility; and arts, language and literature significantly higher than did male seniors from public high schools. By contrast, male seniors from public schools rated the instruction they received in science, math and technology; and history and social sciences significantly higher than did their female classmates (online Table 4.10).

Public high school seniors who planned to continue their education after high school gave significantly higher ratings to their high school instruction in all seven areas the survey asked about: communication; reasoning and problem solving; personal development; science, math and technology; arts, language and literature; civic and social responsibility; and history and social sciences than did those with no immediate plans for postsecondary education (online Table 4.11). This pattern has remained consistent for all four years of the survey

Seniors attending public schools that spend \$9,000 or more per pupil rated the instruction they received in the following three areas higher than did seniors attending schools with lower levels of per pupil spending (online Table 4.12): personal development; civic and social responsibility; and science, math and technology.

- Students attending private high schools gave significantly higher ratings to the quality of instruction in the areas of communications; and reasoning and problem solving (online Table 4.13).
- Students attending private high schools gave significantly lower ratings to the quality of instruction in the areas of civic responsibility, as well as history and social sciences.

High School Experience

Seniors were asked to rate their high school on a number of factors related to the adults they interacted with, their classes, and their school environment.

- Seniors from public schools were most likely to say that their school provided them a good education (90%), their school provided a safe environment for learning (87%), teachers gave them a reasonable amount of work (87%), their teachers had a positive influence on them (86%), classes were taught in ways they could understand (84%), and they were taught how to be good team or group members (84%) (online Table 4.14). These results are very similar to those from the 2003 and 2004 surveys.
- Seniors from both public and private schools were least likely to agree that school rules were fair and enforced consistently.
- Seniors who planned to continue their education in Fall 2005 and those reporting a “B” or higher grade point average were more likely to agree with all of these statements about their schools than were seniors who had no immediate educational plans and seniors reporting “C” averages or below.

Extracurricular Activities

Surveyed seniors averaged three extracurricular activities during their years in high school. The activities most frequently engaged in were athletics, hobbies, volunteer work, and school clubs and committees (Table 4.15). Seniors reported spending an average of six to ten hours per week engaged in extracurricular activities during their senior year.

Table 4.15
Extracurricular Activities
(Multiple Responses Possible)

	Percent Participating						
	Public School Students				Private School Students		
	2002	2003	2004	2005	2003	2004	2005
Athletics	67%	66%	69%	68%	85%	85%	88%
Hobbies	56%	58%	59%	59%	61%	69%	61%
Volunteer work	44%	42%	46%	41%	63%	65%	61%
School clubs, committees	42%	41%	42%	40%	51%	54%	50%
Band, chorus, orchestra	29%	30%	27%	25%	17%	18%	25%
Honor society	26%	24%	23%	22%	33%	31%	33%
Church groups	21%	21%	21%	18%	25%	28%	28%
Theater, drama, dance	20%	24%	19%	18%	21%	19%	23%
Non-school clubs	17%	19%	17%	16%	17%	20%	18%
Student government	15%	13%	14%	13%	15%	11%	13%
ROTC	2%	3%	2%	2%	<1%	<1%	<1%

There are strong correlations between the number of extracurricular activities surveyed seniors engaged in during their years in high school with both their self-reported grade point average and their plans for attending postsecondary education (Table 4.16).

- Public school seniors who had educational plans for Fall 2005 reported participating in an average of 3.2 extracurricular activities, compared to 2.0 for seniors who reported no educational plans (4.0 and 3.1 for seniors from private schools).
- Seniors who reported higher grade point averages also reported participating in significantly more extracurricular activities than did seniors who reported lower GPAs. This holds across all four years of data from the survey.

Table 4.16
Extracurricular Activities by Self-reported GPA and Education Plans

	Average Number of Extracurricular Activities						
	Public School Students				Private School Students		
	2002	2003	2004	2005	2003	2004	2005
Education plans for next Fall	3.5	3.5	3.5	3.2	3.9	4.0	4.0
No immediate education plans	1.9	2.1	2.0	2.0	2.9	2.8	3.1
“A” GPA	4.8	4.7	4.3	4.0	4.8	4.8	4.8
“B” GPA	3.0	2.9	2.9	2.8	3.6	3.7	3.7
“C” GPA	1.6	1.7	1.7	1.7	2.7	2.7	2.9
“D” or lower GPA	1.5	1.6	1.8	1.2	0	0	0

Work Experience During High School

The vast majority of New Hampshire high school seniors in the 2005 survey – 86 percent from public and 82 percent from private schools – reported that they worked at a paid job during their high school years. Surveyed seniors from public high schools worked, on average, between 11 and 20 hours per week. As for volunteer work, 51 percent from public schools (78% private) reported that they performed volunteer work during their high school years. These figures have remained stable in recent surveys.

- Seniors who worked between one and 20 hours per week reported higher than average GPAs. Students who did not work and seniors who worked between 21 and 30 hours per week reported average GPAs, and seniors who worked more than 30 hours per week reported less than average GPAs (online Table 4.17).
- Seniors from public schools with no immediate plans for further education were more likely to report working heavy hours (more than 20 hours per week) than were education-bound seniors.

Most public school seniors surveyed in 2005 who worked (57%) believed that it had no effect on their school performance. Seventeen percent believed it enhanced their school performance, while 21 percent believed work interfered with their school performance. Five percent did not participate in either paid or volunteer work (online Tables 4.18a & 4.18b). These figures are also unchanged since 2002.

Access To and Use of Computers

New Hampshire seniors in the survey reported considerable use of computers at home. Almost half (45%) of seniors used their computers at home between one and five hours a week (online Table 4.19a). Education-bound seniors reported significantly more hours using a computer at home than did seniors with no immediate education plans (online Table 4.19b).

V. PROFILES OF EDUCATION-BOUND SENIORS AND THOSE WITH NO IMMEDIATE EDUCATION PLANS

Career and Postsecondary Information – Students with No Immediate Education Plans

- More than half of seniors with no immediate education plans (52%) surveyed said they first received information about pursuing a career in the ninth grade or earlier. Almost two-thirds (66%) said that the ninth grade or earlier was the appropriate time to receive career information.
- Seniors with no immediate education plans received career information most often from their guidance counselor (67% public, 76% private), high school teachers (56% public, 67% private), their parents (50% public, 76% private), and from friends and relatives (41% public, 62% private).
- The Internet was seen to be a valuable source of career information by seniors with no immediate education plans. Sixty-nine percent of public school seniors (54% private) said the Internet was a “very helpful” or “somewhat helpful” source of information, while 67 percent of public school seniors and 62 percent of private school seniors said the information they received from their high school was “very helpful” or “somewhat helpful.”

Future Education Plans of Seniors with No Immediate Education Plans

More than one-third (37%) of students who do not plan to continue their education in Fall 2005 said they plan on continuing their education at some time in the future although 37 percent are undecided (Tables 5.1 and 5.2).

- Female seniors from public schools with no immediate education plans were more likely to report future plans to attend four-year colleges, while their male counterparts were more likely to report plans to enroll in military training programs.
- For both male and female seniors from public high schools with no immediate education plans, the proportion of “Undecided” respondents has increased from 2004 to 2005 after declining since the 2002 Pilot Survey. The percentages of males who said they are undecided increased from 21 percent to 36 while females increased from 25 percent to 40 percent.

Table 5.1
Future Education Plans for Seniors with No Immediate Education Plans
Public School Only

Future Education Plan	2002	2003	2004	2005
Undecided	30%	34%	29%	37%
Attend 4-year college	23%	20%	23%	17%
Attend 2-year college	16%	13%	12%	9%
Training at technical, business, or trade school	10%	11%	12%	11%
Enroll in military training program	9%	9%	10%	9%
Don't plan to continue educ.	4%	6%	5%	6%
Obtain on-the-job training	5%	5%	6%	*
Apprenticeship, internship	3%	3%	3%	*
(N=)	(511)	(979)	(1155)	(1400)

* These response options dropped in 2005.

Table 5.2
Future Education Plans for Seniors with No Immediate Education Plans by Gender
Public School Only

Future Education Plan	Male				Female			
	2002	2003	2004	2005	2002	2003	2004	2005
Undecided	27%	27%	21%	36%	34%	29%	25%	40%
Attend 4-year college	23%	22%	27%	15%	25%	27%	32%	21%
Attend 2-year college	15%	15%	17%	8%	16%	19%	16%	12%
Training at technical, business, or trade school	10%	11%	12%	10%	12%	12%	14%	12%
Enroll in military training prog.	12%	11%	10%	12%	4%	3%	5%	5%
Don't plan to continue educ.	4%	5%	3%	7%	5%	5%	4%	5%
Obtain on-the-job training	6%	5%	6%	*	3%	3%	3%	*
Apprenticeship, internship	3%	4%	4%	*	2%	2%	2%	*
(N=)	(310)	(711)	(942)	(822)	(168)	(478)	(615)	(561)

* These response options dropped in 2005.

Occupation Plans of Seniors with No Immediate Education Plans

Fifty-six percent of public school seniors with no immediate education plans said they had a full-time job lined up after they graduated, while another 19 percent had a part-time job lined up. Almost one-quarter (24%) reported they did not have a job lined up. These figures are unchanged since 2004.

- Almost half (46%) of these seniors expected to earn less than \$12 per hour (approximately \$24,000 annually); 30 percent expected to earn more than \$12 per hour; and 24 percent were unsure what they would earn.
- Forty-three percent of these seniors reported that they learned job skills from paid work experience, while 27 percent reported learning them from a family member and 23 percent learned these skills from a high school work program.
- The most frequently mentioned occupational fields that these seniors planned to enter in Fall 2005 were: the military (13%); construction and mining (8%); food preparation (7%); and sales (5%).
- The most frequently mentioned occupational fields that these seniors from planned to have in ten years were: arts, design, entertainment, sports or media (13%); the military (7%); business and financial operations (6%), and healthcare 5%. More than one-third (35%) said they were undecided about their career plans ten years from now.

Differences Between Education-Bound and Other Seniors

There were several important differences between education-bound and seniors with no immediate education plans.

- Seventy-two percent of public school education-bound seniors completed a college preparatory program in high school, compared to 33 percent of seniors with no immediate education plans.
- Almost half (45%) of public school education-bound seniors reported 2004 family incomes of \$50,000 or more, compared to 30 percent of seniors with no immediate education plans.
- Sixty-three percent of education-bound seniors from public high schools reported their mother had at least some postsecondary education, and 59 percent reported their fathers had the same. Forty-percent of seniors with no immediate education plans reported mothers with at least some postsecondary education and 35 percent fathers with the same.
- Two-thirds (65%) of education-bound public high school seniors lived with both parents, compared to 47 percent of seniors with no immediate education plans.
- Education-bound seniors from public high schools were more likely to report that their parents expect them to continue their education than were seniors with no immediate education plans. Almost two-thirds (65%) of education-bound public high school seniors said their parents expect them to attend a four-year college, compared with 18 percent of parents of seniors with no immediate education plans.

Profile of Education-Bound Seniors

A typical senior in the survey who planned to pursue postsecondary education:

- Was enrolled in a college preparatory program in high school;
- Lived with both parents;
- Worked 20 or fewer hours per week during their senior year;
- Made the decision to continue their education in the sixth grade or earlier;
- Had mothers and fathers with some postsecondary education;
- Planned to obtain a Bachelor's or Master's degree;
- Was more likely to plan to attend an institution inside of New Hampshire than in another state;
- Planned to major in business, health professions, education or engineering;
- Planned to attend college full-time.

Profile of Seniors with No Immediate Education Plans

A typical senior in the survey who planned to pursue activities other than education in Fall 2005:

- Worked 30 hours per week or less during their senior year;
- Planned to work full-time after graduation and earn between \$6 and \$12 per hour;
- Made the decision not to continue their education in the twelfth grade;
- Decided not to continue their education because they needed a break from school;
- Reported parents with a high school degree or less;
- Plans to continue their education at some point in the future.

VI. TECHNICAL EDUCATION PROGRAM SENIORS

Seniors who attended a Career and Technical Education Center (CTE) were asked to answer several questions about their experiences there. Nineteen percent of the students who completed the 2005 survey reported that they had attended a CTE Center. The CTE Centers these seniors reported most often attending were the Manchester School of Technology (13%), Nashua Senior High School (9%), Concord Regional Technology Center (9%), Seacoast School of Technology (7%), Berlin Vocational Center (7%), Dover Vocational Center (6%), and the Creteau Regional Technology Center (5%).

Information About Technical Center Opportunities

- Over half of the seniors who reported attending a CTE center (54%) said they were first informed about the opportunities available there in the 9th grade or earlier while another 25% said they were first informed in the 10th grade.
- These seniors were informed about CTE centers infrequently between grades 7 and 11. Sixty percent said they were presented information about their regional CTE center only one or two times and another 12 percent said they received information about their regional center three times.

Postsecondary Education Plans

Most seniors who reported attending a CTE center said they planned to attend postsecondary education in Fall 2005 (Table 6.1).

Table 6.1

Post Secondary Education Plans of CTE Students

Plans for Upcoming Fall	2005
Attend a 4-year College	33%
Attend a 2-year College	16%
Attend a 2-year College then transfer to another institution	10%
Attend Vocational, Technical, Business, or Trade School	12%
Attend prep school	1%
Subtotal of CTE Students Pursuing Education in Fall	72%
Join the Military	3%
Get a full-time job	13%
Start a business	1%
Become a full-time homemaker	1%
Participate in a reg. apprenticeship	1%
Join Americorps, VISTA, or other community service prog.	<1%
Take time off, then decide	3%
Undecided	7%
(N=)	(1115)

Participation in Technical Student Organizations

More than half (57%) the seniors surveyed that reported attending a CTE center said they participated in a Technical Student Organization. Of those who did, more than half (57%) reported that the skills they learned there helped them in their area of technical skill development.

Student Evaluation of Career and Technical Education Center Education

Seniors who reported attending a CTE center were asked if they agreed or disagreed with several statements about their experiences (Table 6.2).

- Seniors who reported attending a CTE center strongly agreed that they received significant technical skills training, that their classes have usually been interesting, and that their technical education will help them get a job.
- These seniors are somewhat less likely to agree that they will be working in a field related to their technical program in the next six months.

Table 6.2

Evaluation of CTE Centers -- Public School Seniors Only
(Seniors who Reported Attending a CTE Center)

		Strongly Agree	Agree	Disagree/ Strongly Disagree	(N=)
Provided significant technical skill training	2002	54%	37%	9%	(253)
	2003	52%	38%	10%	(1019)
	2005	43%	40%	17%	(1456)
Classes have usually been interesting	2002	51%	40%	9%	(248)
	2003	46%	41%	13%	(1014)
	2005	40%	41%	18%	(1419)
Technical education will help me get a job	2002	47%	40%	13%	(248)
	2003	45%	39%	16%	(1003)
	2005	38%	40%	22%	(1414)
Provided support to be successful in applied academics	2002	40%	47%	13%	(251)
	2003	43%	42%	15%	(1012)
	2005	35%	45%	20%	(1439)
Tech education will help me go to postsecondary education or training	2002	44%	41%	15%	(245)
	2003	42%	41%	18%	(1000)
	2005	36%	42%	22%	(1426)
Tech education will support transition to postsecondary/training	2002	42%	42%	16%	(249)
	2003	41%	41%	18%	(994)
	2005	35%	43%	22%	(1421)
Tech education will support transition from high school to career	2002	41%	43%	16%	(251)
	2003	43%	39%	18%	(1002)
	2005	35%	44%	21%	(1423)
I will be working in field related to tech prog. in 6 months	2002	41%	37%	22%	(246)
	2003	40%	34%	26%	(979)
	2005	33%	36%	31%	(1410)

APPENDIX A:

SURVEY METHODOLOGY

METHODOLOGY

The 2005 New Hampshire High School Senior Survey is a survey of seniors in 63 New Hampshire public high schools and eight private high schools. A survey of all public high school seniors is planned for the Class of 2006.

The design of this research closely follows the Vermont Senior Survey conducted by the Vermont Student Assistance Corporation (VSAC). VSAC's assistance and advice has been invaluable in conducting this project.

A total of sixty-three public high schools in New Hampshire (more than 80 percent of all New Hampshire public high schools) participated in the survey, representing more than two-thirds of all seniors in the Class of 2005. (Eight private high schools also participated.) Although a broad range of schools participated in the survey, in terms of size, location, and per-pupil spending, care should be taken in examining results of the survey. **This report discusses only seniors in the Class of 2005 attending one of the 56 public high schools and eight private high schools (Bishop Guertin HS, Brentwood School, Jesse Remington HS, Laconia Christian School, Nashua Christian School, St. Thomas Aquinas HS, Tilton School, and Trinity HS) participating in the survey and should not be used to generalize to all New Hampshire high school seniors in the Class of 2005.**

Each school that participated in the survey chose a time between April and June 2005 to conduct the survey. Survey questionnaires, instruction sheets, pencils, and postage paid return envelopes were mailed to each school in advance of the survey date. Each school chose the time and place to conduct the survey. Seniors were not required to complete the survey, but were encouraged to do so. Completed surveys were scanned by Measured Progress of Dover, NH, and data were tabulated by the University of New Hampshire Survey Center.

A total of 8,503 seniors completed and returned surveys out of an estimated 11,794 eligible seniors at participating schools. The response rate to the survey was 72%.

Please contact Sarah Lowe at the New Hampshire Higher Education Assistance Foundation (NHHEAF) Network Organizations or Andrew Smith at the University of New Hampshire Survey Center if you have additional questions about the methodology or the data contained in this report.

Participating Schools

North Country

A. Crosby Kennett H.S.
Berlin H.S.
Colebrook Academy
Gorham Middle H.S.
Groveton H.S.
Linwood H.S.
Lisbon Regional H.S.
Littleton H.S.
Pittsburg H.S.
Profile School
Rivendell Academy
Stratford Public H.S.
White Mountains Regional H.S.
Woodsville H.S.

Lakes Region

Belmont H.S.
Bow H.S.
Franklin H.S.
Gilford H.S.
Hopkinton H.S.
Inter Lakes H.S.
Laconia H.S.
Merrimack Valley H.S.
Pittsfield H.S.
Winnisquam H.S.

South West

Con Val H.S.
Conant H.S.
Fall Mountain Regional H.S.
Hillsboro Deering H.S.
Hollis Brookline H.S.
John Stark Regional H.S.
Kearsarge Regional H.S.
Keene H.S.
Lebanon H.S.
Monadnock Regional H.S.
Newport Middle H.S.
Stevens H.S.
Sunapee H.S.
Wilton Lyndebourough H.S.

South Central

Alvirne H.S.
Campbell H.S.
Goffstown H.S.
Manchester Memorial H.S.
Manchester West H.S.
Mascenic H.S.
Merrimack H.S.
Nashua North H.S.
Nashua South H.S.
Pelham H.S.
Pembroke Academy
Pinkerton Academy
Souhegan H.S.
Timberlane H.S.

South East

Dover H.S.
Epping H.S.
Farmington H.S.
Newmarket H.S.
Oyster River H.S.
Portsmouth H.S.
Raymond H.S.
Sanborn Regional H.S.
Somersworth H.S.
Spaulding H.S.
Winnacunnet H.S.

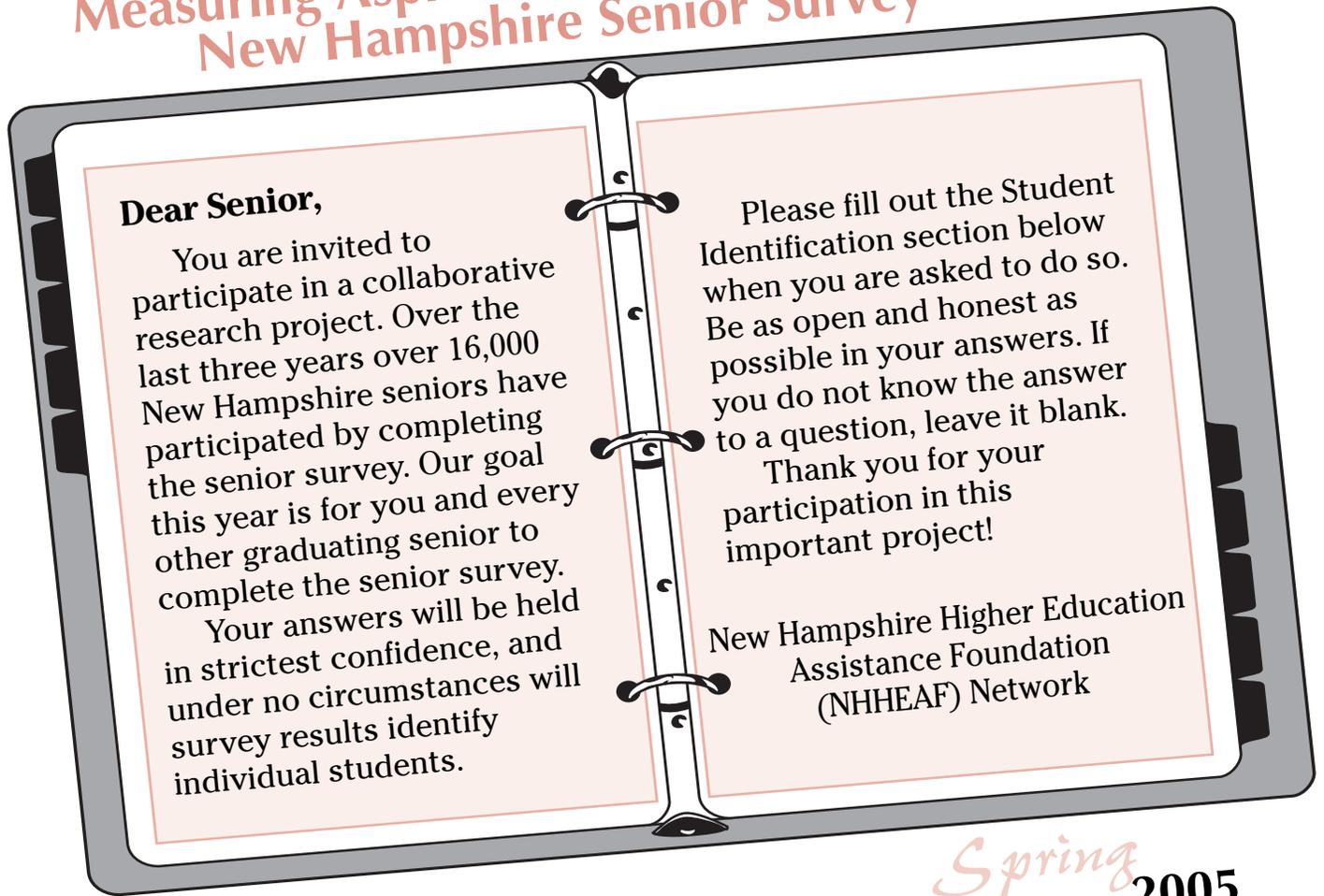
Private Schools

Bishop Guertin H.S.
Brentwood H.S.
Jesse Remington H.S.
Laconia Christian H.S.
Nashua Christian
St. Thomas Aquinas H.S.
Tilton School
Trinity H.S.

APPENDIX B:

QUESTIONNAIRE

Measuring Aspirations and Participation: New Hampshire Senior Survey



Dear Senior,

You are invited to participate in a collaborative research project. Over the last three years over 16,000 New Hampshire seniors have participated by completing the senior survey. Our goal this year is for you and every other graduating senior to complete the senior survey.

Your answers will be held in strictest confidence, and under no circumstances will survey results identify individual students.

Please fill out the Student Identification section below when you are asked to do so. Be as open and honest as possible in your answers. If you do not know the answer to a question, leave it blank. Thank you for your participation in this important project!

New Hampshire Higher Education
Assistance Foundation
(NHHEAF) Network

Spring 2005

Marking Instructions:

- Use only a #2 pencil.
- Make solid marks that fill the oval completely.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

Correct Mark



Student Identification *Please complete the information below.*

Name _____
(First Name) (Middle Initial) (Last Name)

Mailing Address _____

City/Town _____ State _____ ZIP Code _____

Birth Date _____ Phone Number _____

Social Security Number _____ High School _____
(Optional)



PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

Instructions

After reading each question, fill in the oval that best describes your answer.

Section A

TO BE ANSWERED BY ALL STUDENTS

General Information

1. In which New Hampshire county do you currently live?

- Belknap (1) Grafton (5) Sullivan (9)
 Carroll (2) Hillsborough (6) Strafford (10)
 Cheshire (3) Merrimack (7) Out-of-state (11)
 Coos (4) Rockingham (8)

2. Are you a foreign exchange student?

- Yes (1) No (2)

3. Are you:

- Male (1) Female (2)

4. Race:

(Please mark *all* that apply.)

- White (1) Asian (4)
 Black or African-American (2) Native Hawaiian
 American Indian or Alaska Native (3) or Other Pacific Islander (5)

5. Ethnicity:

- Hispanic or Latino (1) Not Hispanic or Latino (2)

6. During high school, have you taken courses that were mostly:

- College preparatory (1)
 Business (2)
 Vocational and technical, other than business (3)
 Other (4)

Your Family

7. What is your best estimate of the total income that people in your household earned in 2004 from ALL sources?

- Less than \$25,000 (1)
 \$25,000 but less than \$50,000 (2)
 \$50,000 but less than \$75,000 (3)
 \$75,000 but less than \$100,000 (4)
 \$100,000 or more (5)
 Don't know (6)

8. With whom do you live?

- Your mother & father (1) Your grandparents, aunts, uncles, or other relatives (7)
 Your mother & stepfather (2)
 Your father & stepmother (3) Some other adults (i.e., guardians, foster parents, etc.) (8)
 Alternate between mother and father (4)
 Mother only (5)
 Father only (6) On my own or with friends (9)

9. What is the highest level of education completed by each of your parents?

	Mother	Father
Eighth grade or less (1)	<input type="radio"/>	<input type="radio"/>
Some high school (2)	<input type="radio"/>	<input type="radio"/>
High school diploma (3)	<input type="radio"/>	<input type="radio"/>
Certificate from business or technical school of less than two years (4)	<input type="radio"/>	<input type="radio"/>
Some college (5)	<input type="radio"/>	<input type="radio"/>
Associate's Degree—2 years (6)	<input type="radio"/>	<input type="radio"/>
Bachelor's Degree—4 years (7)	<input type="radio"/>	<input type="radio"/>
Some graduate or professional school (8)	<input type="radio"/>	<input type="radio"/>
Graduate or professional degree (9)	<input type="radio"/>	<input type="radio"/>

10. What is the current occupational status of your parents?

	Mother	Father
Employed full-time (1)	<input type="radio"/>	<input type="radio"/>
Employed part-time (2)	<input type="radio"/>	<input type="radio"/>
A full-time homemaker (3)	<input type="radio"/>	<input type="radio"/>
Unemployed (4)	<input type="radio"/>	<input type="radio"/>
Retired (5)	<input type="radio"/>	<input type="radio"/>
Not working due to disability (6)	<input type="radio"/>	<input type="radio"/>
Deceased (7)	<input type="radio"/>	<input type="radio"/>
Other (8)	<input type="radio"/>	<input type="radio"/>

Academic Experience

Please fill in the oval indicating the number of years you have studied (for high school credit) each of the subject areas listed below. Please include this year.

	Number of Years
11. English	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
12. Foreign Languages	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
13. Algebra I/Geometry	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
14. Algebra II/Trigonometry/ Pre-Calculus/Calculus/Statistics	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
15. Other General Math	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
16. Sciences	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
17. Social Studies and History	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
18. Art, Drama, Music, and Dance	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
19. Vocational and Technical Education	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
20. Business Studies	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
21. Computer Studies	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5
22. Physical Education/Health	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5

Please fill in the oval indicating your average grade in high school for the courses you have taken.

	Grade
23. English	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
24. Foreign Languages	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
25. Mathematics (all mathematics classes)	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
26. Sciences	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
27. Social Studies and History	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
28. Art, Drama, Music, and Dance	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
29. Vocational and Technical Education	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
30. Business Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
31. Computer Studies	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F
32. Physical Education/Health	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> F

33. Please indicate the range where your cumulative grade point average falls.

- 3.75 or higher
- 3.50 – 3.74 (2)
- 3.25 – 3.49 (3)
- 3.00 – 3.24 (4)
- 2.50 – 2.99 (5)
- 2.00 – 2.49 (6)
- 1.50 – 1.99 (7)
- 1.00 – 1.49 (8)
- Lower than 1.0 (9)

34. Which of the following work-based or community service learning experiences did you participate in for high school credit?

(Please mark all that apply.)

- Job shadowing (1)
- Mentorship (2)
- Apprenticeship (3)
- Work study (4)
- Cooperative education (5)
- Internship/Practicum (6)
- Community service volunteer work (7)
- I did not participate in any programs (8)

35. How helpful has your work-based or community service learning experience been in helping you formulate your future career plans?

- Very helpful (1)
- Somewhat helpful (2)
- Not helpful (3)

Extracurricular Experience

36. Which of the following extra- or co-curricular activities have you participated in during high school?

(Please mark all that apply.)

- Athletics (school- and non-school related) (1)
- Student government (2)
- Band/chorus/orchestra (3)
- Honor societies (4)
- Theater/drama/dance (5)
- Other school clubs and committees (e.g., school newspaper, yearbook, Math League) (6)
- Non-school clubs (e.g., Scouts) (7)
- ROTC (8)
- Church groups/activities (9)
- Volunteer work (10)
- Hobbies (11)

37. How many hours a week during your senior year did you spend doing extra- or co-curricular activities?

- None (1)
- 1–5 hours (2)
- 6–10 hours (3)
- 11–15 hours (4)
- 16–20 hours (5)
- More than 20 hours (6)

38. On average, how many hours a week do you use a computer for non-school related activities?

- None (1)
- 1–5 hours (2)
- 6–10 hours (3)
- 11–15 hours (4)
- 16–20 hours (5)
- More than 20 hours (6)

High School Experience

If an answer does not apply, leave blank.

● Please rate how much you agree with each of the following statements.

Strongly Disagree
Disagree
Agree
Strongly Agree

39. My school has provided me with a good education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. My school has provided me with the guidance I need to reach my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. My school has provided a safe environment for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. My teachers have challenged me to do my best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. My teachers have given me a reasonable amount of work to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. My teachers had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. My guidance counselor had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. My coaches had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. My principal and other school administrators had a positive influence on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. My classes have usually been interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. My classes have usually been taught in ways I could understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. I have been taught how the things I learn apply to real life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I have been taught how to be a good group or team member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. School rules are fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. School rules have been enforced consistently and fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

● Has your school provided you with an opportunity to get in touch with agencies or individuals who can help you with:

- 54. Getting more education or training after high school? Yes (1) No (2)
- 55. Finding a job? Yes (1) No (2)
- 56. Finding a place to live? Yes (1) No (2)
- 57. Getting around in your community and using community resources? Yes (1) No (2)

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

High School Experience (cont.)

Please rate the quality of instruction provided by your high school in the following areas.

	Wasn't Taught			
	Unsatisfactory			
	Satisfactory			
	Excellent			
58. Express myself so that others can understand me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Listen so that I can understand others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Read a variety of materials with understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Write for a variety of purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Use computers and other technology to conduct research, gather information, and communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning and Problem Solving				
63. Ask meaningful questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Solve difficult problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Think abstractly and creatively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Approach problem solving with an open mind, healthy skepticism, and persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Development				
67. Set personal goals and act on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Develop productive and satisfying relationships with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Be a productive worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Maintain a healthy way of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Know my unique worth and personal competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Make informed decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic and Social Responsibility				
73. Practice the duties and responsibilities of citizenship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Deal with different kinds of people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Deal with change in my home, school, community, and workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science, Math, and Technology				
76. Understand and apply mathematics in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Understand and apply science in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Understand and apply technology in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts, Language, and Literature				
79. Use music, art, dance, and literature to enhance everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Understand and use the conventions (grammar, usage) and structures (sentence, paragraph) of the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Use a non-native language to read, write, listen, and speak	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History and Social Sciences				
82. Understand how societies and their systems work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. Differentiate among fact, opinion, and interpretation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. Understand and apply NH, United States, and world history in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. Understand and apply geography in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. Understand and apply economics in everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. How many hours a week do you spend studying?

- None (1) 11–15 hours (4)
 1–5 hours (2) 16–20 hours (5)
 6–10 hours (3) More than 20 hours (6)

88. How many hours do you use a computer for school-related activities?

- None (1) 11–15 hours (4)
 1–5 hours (2) 16–20 hours (5)
 6–10 hours (3) More than 20 hours (6)

89. While in high school, I earned college credit through the following programs:

(Please mark *all* that apply.)

- Project Running Start (1) National Academy of Finance (6)
 Advanced Placement (class) (2) Enrolled in a college course offered at a college (7)
 Advanced Placement (via distance education) (3) Enrolled in a college course via the internet (8)
 Project Lead the Way (4) None (9)
 The Future Educators Academy (5)

Work Experience

90. Which of the following work activities have you participated in during high school?

(Please mark all that apply.)

- Paid job (1)
- Volunteer work (2)

91. What impact have your work-related activities had on your school performance?

- Enhanced school performance (1)
- Interfered with school performance (2)
- Had no effect on school performance (3)
- Did not work or participate in work-related activities (4)

92. During your senior year, how many hours a week on average did you work (paid or volunteer)?

- None (1)
- 1–10 hours (2)
- 11–20 hours (3)
- 21–30 hours (4)
- 31–40 hours (5)
- 41+ hours (6)

Information about Careers and Postsecondary Education

93. When did you begin to talk with your parent(s) about what to do after high school?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)
- I haven't talked with my parent(s) about my plans (8)

94. When did you first receive information about:

	Careers	Postsecondary Education
Sixth grade or earlier (1)	<input type="checkbox"/>	<input type="checkbox"/>
Seventh grade (2)	<input type="checkbox"/>	<input type="checkbox"/>
Eighth grade (3)	<input type="checkbox"/>	<input type="checkbox"/>
Ninth grade (4)	<input type="checkbox"/>	<input type="checkbox"/>
Tenth grade (5)	<input type="checkbox"/>	<input type="checkbox"/>
Eleventh grade (6)	<input type="checkbox"/>	<input type="checkbox"/>
Twelfth grade (7)	<input type="checkbox"/>	<input type="checkbox"/>
I did not receive information (8)	<input type="checkbox"/>	<input type="checkbox"/>

95. How early do you think you would have benefited from receiving information about careers and postsecondary education?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)

96. Please mark all the sources from whom you received career and postsecondary education information.

- Elementary school counselor/teacher(s) (1)
- Middle school counselor/teacher(s) (2)
- High school guidance counselor(s)/school counselor(s) (3)
- High school teacher(s) (4)
- Technical center staff (5)
- New Hampshire Higher Education Assistance Foundation (NHHEAF Network) (6)
- Colleges (via mail, college fairs, etc.) (7)
- My parent(s) (8)
- Local business(es) (9)
- NHHEAF website (10)
- Other websites (11)
- Other computer programs (12)
- Friends or relatives (13)
- Military (14)
- Destination College (15)
- NHHEAF Center for College Planning (16)

97. How helpful was the information you accessed from the computer programs or the internet?

- Very helpful (1)
- Somewhat helpful (2)
- Not helpful (3)
- Did not access information on Internet (4)

98. How helpful was the career and postsecondary education information you received from your high school?

- Very helpful (1)
- Somewhat helpful (2)
- Not helpful (3)
- Did not receive any information (4)

99. Please mark all the options below which would have made the information more useful.

- More one-on-one counseling (1)
- More brochures or written information (2)
- More timely information (3)
- Better information (4)
- More on-line information (5)

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #

Your Future Plans

100. Do you plan to live in New Hampshire after you complete your education?

- Yes (1)
- No (2)

101. What is the highest level of education you plan to complete?

- High school diploma (1)
- A specialized training program at a technical, business, or trade school of less than two years (2)
- Associate's Degree—2 years (3)
- Bachelor's Degree—4 years (4)
- Master's Degree (5)
- Doctorate or professional degree (6)
- Other (7)
- Undecided (8)

102. Using the choices below, please indicate the statement that comes closest to describing what **your parent(s)** feel you should do this fall after you graduate from high school.

(Please mark only one choice.)

- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Attend a 2-year college and then transfer to another institution (3)
- Attend a postgraduate program at a prep school (4)
- Attend a vocational, technical, business, or trade school of less than two years (5)
- Become a full-time homemaker (6)
- Get a full-time job (7)
- Participate in a registered apprenticeship (8)
- Join the military (9)
- They have no strong feelings (10)
- They want me to do what I want to do (11)

103. Have you applied for admission to a college, university, or business, trade, or vocational school?

- Yes (1)
- No (2)
- Don't know (3)

104. Using the choices below, please indicate what **you** are most likely to do this fall after you graduate from high school.

(Please mark only one.)

- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Attend a 2-year college and then transfer to another institution (3)
- Attend a postgraduate program at a prep school (4)
- Attend a vocational, technical, business, or trade school of less than two years (5)
- Become a full-time homemaker (6)
- Get a full-time job (7)
- Participate in a registered apprenticeship (8)
- Join the military (9)
- Take some time off, then decide (10)
- Join Americorps/VISTA or other full-time community service program (11)
- Start my own business (12)
- Don't know (13)

Future Educational Plans

105. Which of the following best describes what your **future educational or job training plans** might be?

(Please mark only one choice.)

- Attend a 4-year college (1)
- Attend a 2-year college (2)
- Enter a specialized training program at a technical, business, or trade school of two years or less (3)
- Participate in an apprenticeship/internship (4)
- Obtain on-the-job training (5)
- Enroll in a training program in the military (6)
- I don't plan to continue my education (7)
- Undecided (8)

106. When do you plan to continue your education or job training?

- In January of 2006 (1)
- By the fall of 2006 (2)
- After the fall of 2006 (3)
- I'm not sure when I will continue (4)

SPECIAL INSTRUCTIONS

In Question 104: If you answered:

- Attend a 4-year college
- Attend a 2-year college
- Attend a 2-year college and then transfer to another institution
- Attend a vocational, technical, business, or trade school of less than two years

Go to Section C on Page 8

If you did not answer one of the above,

Go to Section B on the next page

Section B

THIS SECTION IS FOR THOSE STUDENTS WHO ARE NOT PLANNING TO ATTEND A COLLEGE OR A PREP SCHOOL, VOCATIONAL, TECHNICAL, BUSINESS, OR TRADE SCHOOL IN THE FALL OF 2005.

IF YOU ANSWER THIS SECTION OF THE SURVEY, DO NOT ANSWER SECTION C.

Your Career Plans

107. Do you have a job lined up after graduation from high school?

- Yes, full-time job (1)
- Yes, part-time job (2)
- No (3)

108. Please indicate the category that most closely represents the occupation you plan to pursue this fall and in ten years.

In Fall of 2005: **In ten years:**

- | | | |
|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | Architecture and/or Engineering (1) |
| <input type="radio"/> | <input type="radio"/> | Arts, Design, Entertainment, Sports, and/or Media (2) |
| <input type="radio"/> | <input type="radio"/> | Building and Grounds Cleaning and/or Maintenance (3) |
| <input type="radio"/> | <input type="radio"/> | Business and/or Financial Operations (4) |
| <input type="radio"/> | <input type="radio"/> | Community and/or Social Service (5) |
| <input type="radio"/> | <input type="radio"/> | Computer and/or Mathematical (6) |
| <input type="radio"/> | <input type="radio"/> | Construction and/or Mining (7) |
| <input type="radio"/> | <input type="radio"/> | Education, Training, and/or Library (8) |
| <input type="radio"/> | <input type="radio"/> | Farming, Fishing, and/or Forestry (9) |
| <input type="radio"/> | <input type="radio"/> | Food Prep and/or Serving (10) |
| <input type="radio"/> | <input type="radio"/> | Healthcare (11) |
| <input type="radio"/> | <input type="radio"/> | Maintenance, Repair, and/or Installation (12) |
| <input type="radio"/> | <input type="radio"/> | Legal (13) |
| <input type="radio"/> | <input type="radio"/> | Life, Physical, and/or Social Sciences (14) |
| <input type="radio"/> | <input type="radio"/> | Management Occupations (15) |
| <input type="radio"/> | <input type="radio"/> | Military (16) |
| <input type="radio"/> | <input type="radio"/> | Office and Administrative Support (17) |
| <input type="radio"/> | <input type="radio"/> | Personal Care and Service (18) |
| <input type="radio"/> | <input type="radio"/> | Production (19) |
| <input type="radio"/> | <input type="radio"/> | Police and/or Protective Service (20) |
| <input type="radio"/> | <input type="radio"/> | Sales and Related (21) |
| <input type="radio"/> | <input type="radio"/> | Transportation and/or Material Moving (22) |
| <input type="radio"/> | <input type="radio"/> | Undecided (23) |

109. If you have a job lined up after high school, how did you learn the skills you will use on the job?

(Please mark all that apply.)

- High school program (1)
- Volunteer work sponsored by high school (2)
- Volunteer work acquired by own initiative (3)
- From a current or former job (4)
- Friend/coworker/family member taught me (5)
- Apprenticeship/internship (6)
- Vocational/Technical Program (7)

110. What wages do you expect to earn at your job?

- Less than \$6.00 per hour (1)
- \$6.00 to \$11.99 (2)
- \$12.00 or more (3)
- Not sure (4)

111. When did you decide to pursue activities other than education immediately after high school?

- Sixth grade or earlier (1)
- Seventh grade (2)
- Eighth grade (3)
- Ninth grade (4)
- Tenth grade (5)
- Eleventh grade (6)
- Twelfth grade (7)

112. Was there ever a time when you thought you would continue your education immediately after high school?

- Yes (1)
- No (2)

Please rate how important the following reasons were in your decision not to continue your education immediately after high school.

	Not Important	Somewhat Important	Very Important
113. I need a break from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
114. I can't afford to continue my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. I want/need to work to support myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. I plan to get married/start a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. I don't need to continue my education to get the job I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. I participated in a registered apprenticeship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. I am joining the military	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. I can always continue my education in the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. I want to travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. My grades are too low	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. I am unsure of my plans/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

124. Which of the reasons listed in Questions 113–123 was the most important reason for not continuing your education?

(Please mark only one reason.)

- 113 115 117 119 121 123
- 114 116 118 120 122

If you marked Question 114, "I can't afford to continue my education" as an important reason in your decision to pursue other activities, please mark all statements below that apply to your decision.

- 125. My parent(s) cannot contribute enough money toward my education
- 126. My parent(s) will not contribute enough money toward my education
- 127. I don't want to assume the loan debt necessary to continue my education
- 128. I assumed I wouldn't be eligible for financial aid and didn't apply
- 129. I applied for financial aid and didn't receive enough
- 130. I cannot meet the student contribution expected by the school I want to attend

- Please rate how important the following factors were in your selection of the school you are most likely to attend.

	Not Important	Somewhat Important	Very Important
136. It offers the best education in my field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. It is affordable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. It is close to home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. It is the right size school for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
140. I have already been admitted there or believe I will be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. I believe I can get financial aid there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
142. It is far enough from home so I'll feel more on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. It has a good reputation for its social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. My parent(s) like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. My counselor or teacher advised me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. My friends like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. It has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. It offers unique education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. Its graduates gain admission to top graduate/professional schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
150. Its graduates get good jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. I was attracted by the religious affiliation/orientation of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. Its rankings in national magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. Its reputation for athletic and/or extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

154. Which of the factors listed in Questions 136–153 was the most important factor in your selection of a school?

(Please mark only one factor.)

- 136 142 148
 137 143 149
 138 144 150
 139 145 151
 140 146 152
 141 147 153

155. Are you planning to attend your first choice school?

- Yes (1)
 No (2)

156. If you will not be able to attend your first choice school, which reason below is the most important reason for your decision not to attend it?

(Please mark only one reason.)

- It is too far from home (1)
 It is too expensive (2)
 My parent(s) discouraged me (3)
 I wasn't accepted (4)
 I didn't get enough financial aid there (5)
 I changed my major/program (6)

- Please mark the reasons you do not plan to attend each of the following types of New Hampshire institutions. (USNH institutions include UNH, Keene State and Plymouth State, and College for Lifelong Learning. NH CTCS institutions include NHTI, Berlin/Laconia, Stratham/Manchester, and Nashua/Claremont.)

	Other New Hampshire	USNH	NH CTCS
157. I was not accepted (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
158. My major is not offered (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
159. The cost of attendance is too high (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
160. I want to study out-of-state (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. It is not the right size school for me (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. I got more financial aid at my institution (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. My institution has a better academic reputation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. It is not the right location for me (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
165. Other reason (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

166. Which of the factors listed above was the most important factor in your decision NOT to attend a USNH institution?

(Please mark only one factor.)

- 157 159 161 163 165
 158 160 162 164

167. Which of the factors listed above was the most important factor in your decision NOT to attend a NH CTCS institution?

(Please mark only one factor.)

- 157 159 161 163 165
 158 160 162 164

168. Which of the factors listed above was the most important factor in your decision NOT to attend other New Hampshire colleges?

(Please mark only one factor.)

- 157 159 161 163 165
 158 160 162 164

169. Do you have any concern about your ability to finance your college education?

(Please mark only one.)

- None (I am confident that I will have sufficient funds) (1)
 Some (but probably will have enough funds) (2)
 Major (not sure I will have enough funds to complete college) (3)

176. If you did participate in a student organization, did the skills you learned there help you in your area of technical skill development?

- Yes (1) No (2)

● Please rate how much you agree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
177. My CTE education will provide me with significant technical skill training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
178. My CTE education will provide me with the support I need to be successful in applied academics at technical schools (e.g., reading manuals).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
179. My CTE education will help me get a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
180. My classes have usually been interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
181. My CTE education will provide me with the support I need to transition from high school to a career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
182. My CTE education will help me find and go on to postsecondary education or training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
183. My CTE education will provide me with the support I need to transition from high school to postsecondary education or training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
184. In the next six months I will be working or studying in a field related to my CTE program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing the survey.



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- New Hampshire Department of Education
- New Hampshire College and University Council
- New Hampshire Community Technical College System
- New Hampshire Forum on Higher Education
- New Hampshire Postsecondary Education Commission
- Saint Anselm College
- University of New Hampshire Survey Center
- University System of New Hampshire

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #