ENTERING STUDENT SURVEY

FALL 2007

PROVIDED BY THE INSTITUTIONAL RESEARCH DEPARTMENT

Table of Contents

Entering Student Survey

Introduction:

The entering student survey was constructed to better understand entering students at the College of the Redwoods Eureka campus. The data from the survey is meant to inform student recruitment, student retention, and program review. The survey focused on key characteristics of Eureka's entering students that included:

- Expectations of CR experience
- Academic goals
- Academic background
- Time management and study habits
- Factors leading to the decision to attend CR
- Family educational background
- Social interests
- Demographic indicators
- Financial status and financial aid

The data from the survey will be used to construct a follow up "first year" instrument(s) for the spring of 2008 that will highlight student's first year experiences, challenges navigating through their CR-related goals, and assessing the extent to which their entering expectations have been met. The follow up instrument will take the form of a survey or a focus group. The findings and the questions raised from the entering student survey will be used to inform the methodology for first year data collection. If, for example, the follow-up questions highlighted from the survey data imply the need for an open-ended discussion, a focus group will be utilized. If the survey exemplifies the need for close-ended follow up questions, another survey may be used. The two-tiered data collection approach will enable a comprehensive methodology of data collection and allow for a quick turn around for following up on pertinent questions and findings raised from the entering student survey data.

Construction:

The entering student survey was constructed by the chief stake holders in the Student Services department in conjunction with IR's temporary survey manager. The survey went through a number of drafts before a satisfactory draft was completed in mid-April of 2007. The survey was piloted in late April with both students and faculty offering comments. Changes were made to the survey based on feedback and the completed survey instrument was printed on April 31st 2007.

Administration:

The entering student survey was administered starting on May 21st and continued through the day before school started, August 26th. Surveys were given to students during orientation and during students meetings with advisors on the Eureka campus. Hard copies of the survey were administered as it was recognized that nearly all entering students would attend an orientation or meet with advising staff as they signed up for classes.

In order to offer a comparative analysis between the expectations of entering students and the experiences of first year students, the entering student survey asked students for their names and student ID numbers. Respondents of the entering student survey will comprise the population from which a sample is selected for the first year project. To protect the confidentiality of respondents, student information was pulled off the survey and put into a separate document before the data was analyzed and recorded into the SPSS[1] program. Student names and ID numbers were then made illegible on the survey instruments to prevent any connection between the aggregate data and an individual.

The entering student survey is scheduled to be administered every summer from May to August. Longitudinal data collection will serve to highlight trends among the entering student and first year population and allow the Institutional Research Department and Student Services Departments to better understand shifts in student demographics, goals, and expectations. The entering student survey will be administered during the same time frame of May-August every year. The first year follow up will also be administered every year in April.

Discussion:

Sampling Error: Sampling error is the premise that the information obtained from the sample will be different than the information that would result from the participation of the entire population studied. The entering student survey relied on convenient sampling to collect data. Convenient sampling is used to get an approximation of the perceptions, demographic indicators, and opinions of the studied population. Convenient sampling is a nonprobabilty[2] approach to survey collection and will have an immeasurable amount of bias as not every member of the entering student population had an equal opportunity to be selected for the survey. A random[3] or systematic sample can quantify sampling error whereas a convenient sample can not. Test of sampling error, which include standard error, confidence intervals, and margin or error are only

conducted with confidence from a representative random sample, and accordingly, these test do not apply to this survey project. However, it is noteworthy that sampling error is reduced as a sample size increases. The reliability and validity of a convenient sampling survey can be assessed, although not quantified, by comparing the sample size to the population size and checking for coverage error.

Sample Size: The Student Services department tracked a population (N) of 639 entering students who attended orientation or used advising between May 21st and August 26th on the Eureka campus. The sample size (n) of entering students who took the Entering Student Survey was 390. The sample size represented 61.0%[4] of the entering student population who utilized the advising department or attended an orientation at the Eureka campus. Although the Entering Student Survey has immeasurable bias given the nonprobablity approach, the high response rate of 61.0% indicates that the data is a quality approximation of entering student's perceptions, opinions, and backgrounds at the Eureka campus.

Coverage Error: Coverage error depicts the similarities and differences between the survey sample and the population studied. A representative sample can still have coverage error if the sampling frame does not include certain elements of the population studied. Coverage error is checked through comparisons of demographic features such as age, sex, and ethnicity. The following tables compare the sample from the survey to the census day indicators tracked in Datatel. There are some discrepancies in which the data was recorded in the Datatel system and the way in which the data was recorded on the surveys. Future survey work should match reporting fields to the Datatel fields to better assess coverage error. The following tables compare the demographic features of the entering student population at CR to the sample of entering students who completed the survey.

Table 1: Entering Student Sex, Population Verses Sample

	Eureka Population: Entering Student Sex	**Eureka Sample: Entering Student Sex**	**Percent Difference**
Female	50.1%	51.4%	**1.3%**
Male	49.9%	48.6%	**1.3%**

Coverage Error, Sex: There was little coverage error between the percentage of women in the sample and the percentage of women in the first year population (1.3%). There was little coverage error between the percentage of men in the sample and the percentage of men in the first year population (1.3%).

Coverage Error, Ethnicity: The sample was within 5.0% points of the population for each of the ethnic categories that were included on the survey (see Table 2, top of next page). This is little coverage error for a convenient sample. Asian respondents were underrepresented in the sample by .08%. Black/African American respondents were underrepresented in the sample by 1.2%. White/Caucasian students had the most coverage error and were overrepresented in the sample by 5.0%. Hispanic/Latino respondents had the least coverage error with the sample within .2% of the entering population. Native American respondents were

underrepresented in the sample by 1.7%. Pacific Islander respondents were underrepresented in the sample by 0.4%. The "other" category was overrepresented on the sample by 4.3%. The overrepresentation of the other category in the sample was likely a result of the additional ethnic groups that are tracked in Datatel.[5]

Table 2: Entering Student Ethnicity, Population Verses Sample

Ethnicity	Eureka Population: Entering Student Ethnicity	Eureka Sample: Entering Student Ethnicity	Percentage Difference
Asian	2.9%	2.1%	**0.8%**
Black/African American	3.3%	2.1%	**1.2%**
Caucasian/White	66.2%	71.2%	**5.0%**
Hispanic/Latino	9.0%	8.8%	**0.2%**
Native American	6.6%	4.9%	**1.7%**
Pacific Islander	1.2%	.8%	**0.4%**
Other	1.4%	5.7%	**4.3%**

Coverage Error, Age: The age categories on the survey were not consistent with the age categories coded in Datatel. The sample was possibly overrepresentative of entering students under the age of 19 as the 18 & under respondents was represented in greater frequency (75.1%) than the population's percentage of 19 & under (74.0%). All of the other age groupings except for the 25-29/26-30 grouping were within 1.0% percentage point or less. The sample had a large representation of ages "51 and up" in comparison to the population.

Table 3: Entering Student Age, Population Verses Sample

Age Population	Eureka Population: Entering Student Age Group	Age Sample	Eureka Sample: Entering Student Age Group	Percentage Difference
19 & Under	74.0%	**18 & Under**	75.1%	**1.1%**
20-24	15.9%	**19-25**	16.9%	**1.0%**
25-29	5.9%	**26-30**	4.2%	**1.7%**
30-34	2.4%	**31-35**	1.6%	**0.8%**
35-39	1.0%	**36-40**	0.8%	**0.2%**
40-49	0.6%	**41-50**	0.5%	**0.1%**
50 & up	0.1%	**51 & up**	0.5%	**0.4%**

Overrepresentation & Underrepresentation: The primary categories in which the sample was overrepresented included white/Caucasian (5.0% higher than the population) and "other" categories of ethnicity (4.3% higher than the population). The sample was underrepresented in categories that included black/African American (1.2% lower than the population), Native American (1.7% lower than the population), and age populations from 25-34 (estimated 2.5% lower than the population although accurate reflections of coverage are not available based on the lack of like age categories). Respondents reported English as their native

language at 92.5%, Spanish at 4.1%, and more than one language at 3.1%. Other common languages included Hmong, Tagalong, and Chinese.

Data Processing Error:

Data processing errors include all entry mistakes into the SPSS database. The database is first cleaned based upon inconsistencies in the data fields or the initial numeric reports. Other data processing errors can be more difficult to find as they may be an appropriate entry but not faithful to the respondents selections. Common ways to assess and correct data processing errors include entering the data twice and then checking for discrepancies, using scantron or scanner based surveys, and randomly checking and correcting a given percentage of the surveys which are selected at random. Given the limitations of the IR staff at the time of the Entering Student Survey, the data could not be entered twice and the scanner based technology was not available for use. Five percent (20) of the surveys were randomly selected[6] and checked. In total, there were 2,220 data fields entered for the 20 surveys and 4 mistakes detected which indicates an estimated rate of .0019 data entry mistakes. The errors that were found were cleaned but the reported results will include a small percentage of data processing errors that were undetected.

Nonresponse Error:

Nonresponse error indicates a low level of survey responses or completion based on a poorly administered or formatted survey. It is common practice to pilot a survey in order to screen for sources of measurement error and nonresponse error prior to survey administration. The Entering Student Survey underwent a number of drafts with feedback from stakeholders and individuals familiar with survey design. The survey was also piloted by students prior to the completed draft.

Based on the high level of completion rates the survey data had little measurable nonresponse error. It is common practice to enter surveys even when a respondent has answered only one question. Typically, the longer a survey, the lower the number of response rates or number of completed surveys. Each question that is not answered on a survey is considered "missing values" for data analysis purposes. Missing values were constructed in two ways; the first being a missing value in which the respondent was supposed to skip the question as they were not applicable to answer, and the second being a missing value in which the respondent was supposed to answer the question but did not. Nonresponse error is measured by focusing on the number of missing values in which the respondent was supposed to answer the question but did not.

Of the 390 students who took the survey, there was a mean of 9.5 respondents who did not answer each question. The mean of missing values was highest for questions concerning hours spent during high school doing activities (23.9), college application and selection (10.7), and income and financial aid (21.7). The increased number of missing values for the questions concerning hours spent doing activities during high school may be a result of the recall nature of the question. Recall questions often leads to imprecise information due to insufficient memory and are often skipped by respondents as it takes more time to recall a specific event.[7] The high school recall questions may need to be assessed for future drafts to lower the amount of nonresponse error. The college application and selection questions received a slightly higher mean of nonresponse error (10.7) than the surveys mean[8] (9.5). The college application and

selection questions had multiple skip questions which may have led to some respondents not completing all of the categories. This section should also be assessed before the survey in administered next summer. The income and financial aid questions also received a higher mean of nonresponse error (21.7) than the surveys mean (9.5). Questions concerning income are often cited for nonresponse error in survey literature as many survey participants feel that this is private information. The questions should be assessed; however, survey literature details the commonality of nonresponse error when finance questions are concerned.[9]

Measurement Error:

Measurement error stems from poor survey construction and leads to imprecise information and/or low response rates. The survey instrument asked respondents to report the number of years that they took in different subject areas (math, English, sciences ect…). The survey did not have a zero category although subjects such as computer science of foreign languages were not taken by all entering students. Respondents who did not mark a year category were interpreted to have not taken the specified classes and are reported as having "not taken classes in this subject area."[10] The addition of a "zero years" category of study in the subject areas can lower measurement error for future administrations of the Entering Student Survey.

An additional question that had measurement error due to poor survey construction concerned the amount of financial aid or scholarship money that respondents expected they would need for the 2007-2008 school year. The financial aid question needed a "don't know" category as many students could not estimate the amount of funding that they might require. The amount of measurement error on the financial aid question can be assessed by looking at the nonresponse error. Nearly 14% (13.9%) of respondents who indicated that they planned to apply for financial aid or a scholarship did not answer the question pertaining to the amount of financial aid that they expected to need for the 2007-2008 school year.

One last area of the survey that had measurement error concerned respondent's current purpose for enrolling at CR. The question needed additional directions that guided survey respondents to choose the most appropriate single category. Many respondents chose multiple purposes for the question when a primary "purpose" was intended. To accommodate for the multiple selections, the purposes were ranked in the following hierarchy:

1. To take courses needed to transfer to another 4-year college
2. To obtain an Associate degree
3. To obtain or maintain certification
4. To complete a vocational or technical program
5. To take job-related courses or job training
6. To take courses needed to transfer to another 2-year college
7. To take courses for self improvement
8. No definite purpose in mind

The top reason checked by the respondent from the list above was selected and entered into the SPSS program. The order of the hierarchy was based with top emphasis being directed to higher educational attainment and tangible purposes. Future drafts of the survey should include directions to choose only the primary reason for enrolling at CR.

Suggestions:

The primary focus of this survey was entering students at the Eureka campus. Future administration of the survey may also want to illuminate the experiences of entering students from other CR campuses.

Improvements to the survey should be made to decrease nonresponse error and measurement error. Stakeholder of the survey should consider the questions and improve the instrument for the 2008 administration. Specific changes might include:

- The college application and selection questions should be considered for clarity. The skip patterns should be assessed for improved ease to minimize nonresponse error and data cleaning.

- The survey was designed with the intent that students who only applied to CR would mark that "CR was their only choice" or that it was their first choice. Respondents who marked these answers were then directed to answer the appropriate question pertaining to why CR was their first or only choice. However, many students who checked that they "only applied to CR" indicated that CR was not the their first choice and therefore skipped the questions that asked them why CR was their first or only choice. The questions may need to be rephrased to collect data from students who only applied to CR but do not consider it their first or only choice.

- Age categories offered on the surveys should be presented in like categories with information produced in Datatel. An assessment should be made by data stakeholders whether information about students should match state reporting guidelines (>19) or whether, for CR purposes, the data would be more informative as reported on the surveys (>18). For the purposes of the entering student survey >18 may be the most meaningful category.

- The questions regarding "years of subjects taken in high school" should include a zero category. The majority of respondents left answers blank that did not apply, however, the inclusion of a zero category will reduce measurement error. Examples may want to included on the survey instrument for "vocational classes."

- The "purpose for enrolling at CR" question should have directions to 'select the best response.' As many respondents chose multiple categories the data contained in this report was filtered with the hierarchy addressed on page 6.

- The question about native language should include a "dual-language" or "more than one native language" option.

- "Are you planning to work" question should include a "not sure" option. Hours of work should include a "don't know" option

- The "how much financial aid" questions should include a "don't know" option.

Findings: Demographic & Communication

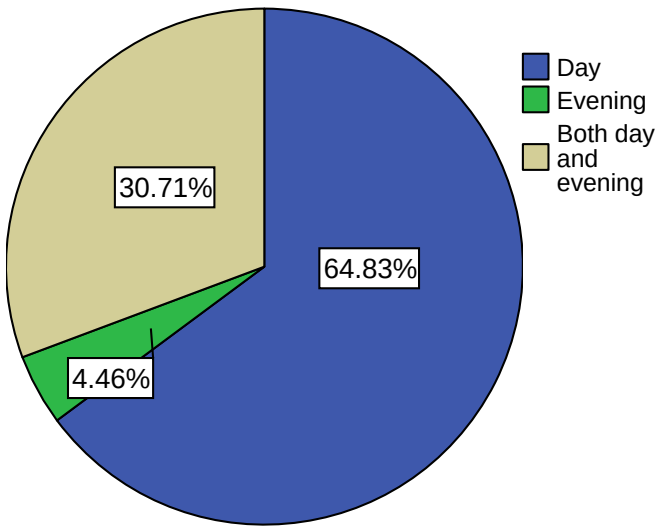
Table 4: Residency Classification

		Frequency	Valid Percent	Cumulative Percent
Valid	I lived in the CR District before attending CR	335	86.6	86.6
	I lived in California but not in the CR District before attending CR	37	9.6	96.1
	I lived in the USA but not in California before attending CR	13	3.4	99.5
	I am an international student	2	.5	100.0
	Total	387	100.0	
Missing	99	3		
Total		390		

Residency Classification: The majority (88.6%) of entering student respondents lived in the CR district (Humboldt, Del Norte, Trinity, and Northern Mendocino) before enrolling at the CR. The second highest frequency of entering student respondents lived in California (9.6%). Additionally, respondents lived out of state but in the USA (3.4%) and out of the country/international students (0.5%) before enrolling at CR. The majority of respondents planned to live in their parent's home (53.2%) in comparison to other common living situations that included renting a house or apartment (29.6%) and "other" (2.3%) arrangements. Many "other" open ended responses included living with partners or with relatives while attending CR.

Campus Attend: Nearly all of the respondents (92.0%) planned to attend the Eureka campus the most frequently for their course work. Respondents also reported attending the Arcata campus with the most frequency (2.3%) and more than one campus equally (4.9%).

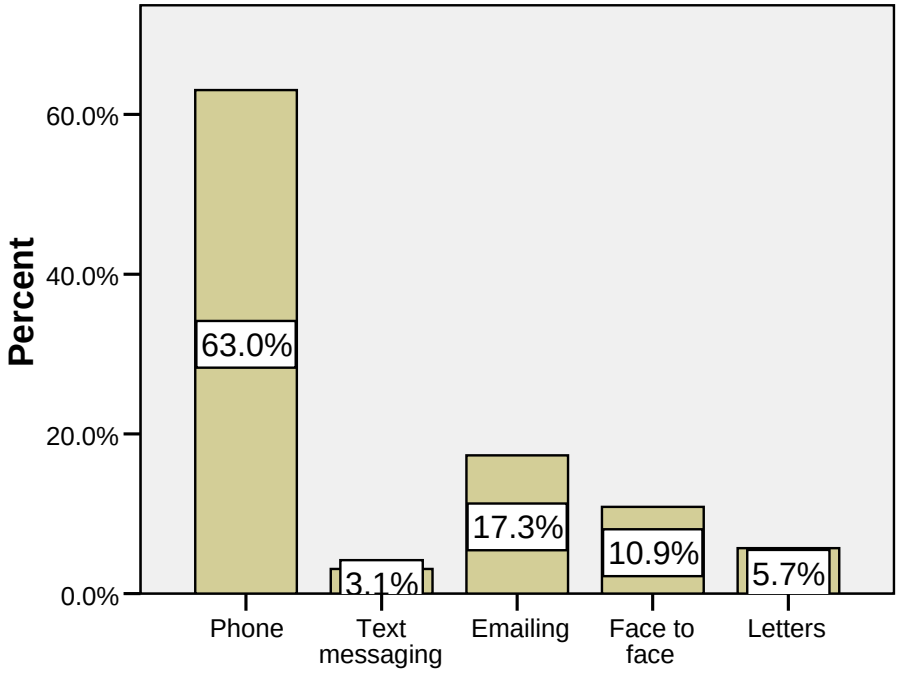
Graph 1: Time of Day Taking Courses



Course Time of Day: Most of the entering respondents planned to take courses during the day only (64.8%). However, a significant portion of entering students indicated that they planned to take courses both during the day and evening (30.7%). A small percentage (4.5%) of respondents expressed that they would be taking evening classes. Respondents who indicated that they would be taking evening classes only indicated higher percentages of vocational, certification, and job-related purposes (13.9%) than respondents with purposes of

transferring to a 2-year/4-year (4.0%). Respondents of vocational, certification, and job-related purposes also had higher frequencies (26.4%) combining evening only courses and a mix of day and evening courses than respondents planning to transfer to a 2-year/4-year (18.0%). Respondents indicated that they planned to take classes during the weekdays (94.1%) at much higher percentages than respondents taking weekend only courses (0.8%) and respondents taking both weekday and weekend courses (5.2%).

Graph 2: Reliable Communication Method During the Semester



Communication Method: Graph 2 reports the most reliable methods of communicating with respondents during the course of their attendance at CR. The majority (63.0%) of entering students indicated that the phone was the most reliable method of communicating with them. Other common methods of communication that respondents mentioned included emailing (17.3%) and face to face contact (10.9%).

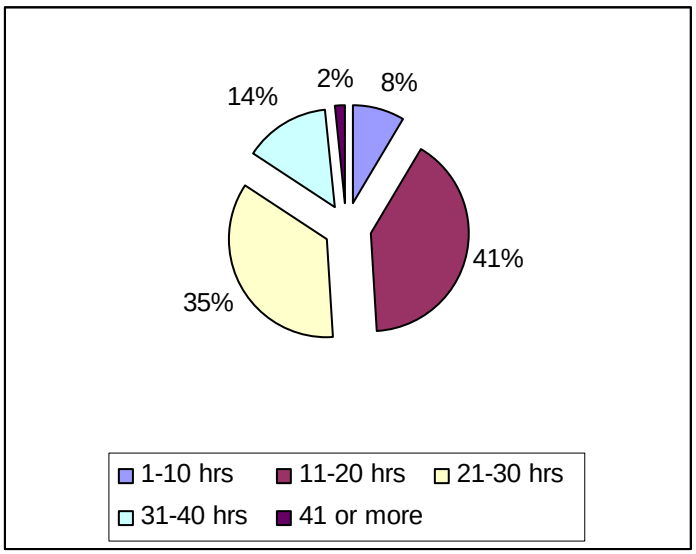
Table 5: Communication Method by Age

	18 & Under	19-25	26-30	31-35	36-40	41 and up
Phone	61.2%	75.8%	37.5%	100.0%	66.7%	50.0%
Email	18.3%	9.7%	37.5%	0.0%	0.0%	0.0%
Face to Face	9.7%	12.9%	25.0%	0.0%	0.0%	0.0%
Letters	6.9%	0.0%	0.0%	0.0%	33.3%	50.0%
Text Messaging	3.8%	1.6%	0.0%	0.0%	0.0%	0.0%

Communication by Age: As Table 5 illustrates, the phone was the most reliable method to communicate with respondents during the semester at CR across all age groups. Respondents under the age of eighteen indicated that a variety of the communication methods were a reliable way to contact them during the semester. Text messaging was not a preferred

method of communication in any age group 26 and above. Respondents ages 36 and older indicated a high level of comfort with letters (41.7% reported letters as a reliable method of communication) whereas respondents ages 19-30[11] did not indicate letters as a reliable method of communication.

Graph 2: Hours Planning to Work in an Average Week, Fall Semester



Hours of Work: The majority (86.4%) of respondents planned to work while attending CR in the fall. As Graph 2 highlights, respondents mostly planned to work part time or ¾ time while attending CR. Respondents planned to work 11-20 hours with the most frequency (40.8%), closely followed by respondents who planned to work 21-30 hours (35.0%). A significant portion of respondents planned to work full time (13.8%) and a small percentage (1.8%) indicated that they would work more than 40 hours in an average week. The amount of hours that respondents planned to work had little impact on whether or not they planned to apply for financial aid.

Table 6: Respondents with (a) Dependent Child(ren)

	Single With Dependent Child(ren)	Not Single With Dependent Child(ren)
% of Respondents with a Dependent Child	45.5%	55.5%
Work 21-30 Hours	42.9%	25.0%
Work 31-40 Hours	28.6%	25.0%
Utilize CR Child Care	20.0%	22.7%
Not Sure About Utilizing Child Care	30.0%	20.0%

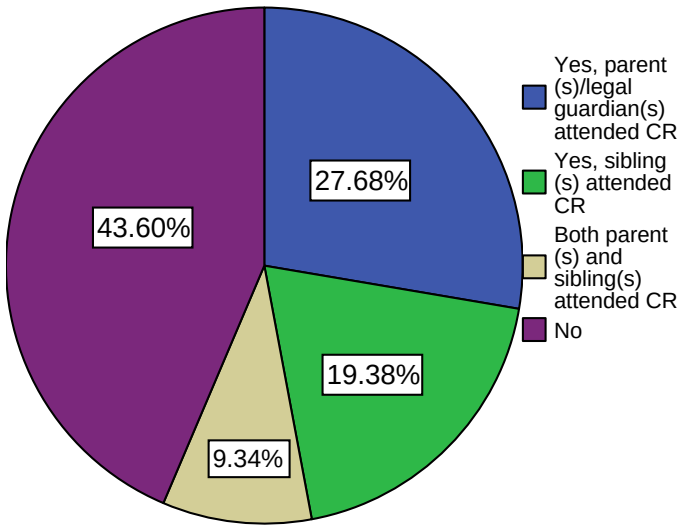
Dependent Child(ren): A small percentage of respondents (5.7%) had (a) dependent child(ren) living with them. Of the respondents with dependent children, 45.5% of them reported themselves as single parents (80.0% of the respondents who identified as single parents were women). Respondents ages 19-25 were the age group that most commonly (83.3%) identified as single parents. The majority (71.5%) of single parent respondents indicated that they planned to work between 21-40 hours in an average week. Half of the respondents who had a dependent child living with them had other available child care arrangements and did not plan to utilize CR's child care services in comparison to 22.7% who planned to utilize CR's child care

services and 27.3% of respondents who were unsure if they would utilize CR's child care options. Respondents with dependent children were more likely to take a mix of day and evening classes (52.4%) than respondents who did not have dependent children (29.3%).

Findings: Family Educational Background

Education Background: Nearly a quarter (23.9%) of entering student respondents reported that they were the first person in their immediate family[12] to attend college. Respondents who were the first person in their families to attend college reported lower frequencies of feeling they had prepared themselves for college (48.9%) than respondents who were not the first person in their family to attend college (61.9%). Hispanic/Latino respondents had the highest percentage of respondents who were the first in their families to attend college (40.6%) by ethnic group.

Graph 3: Immediate Family Members Who Have Attended CR



Family Members Attending CR: Table 7 indicates the number of respondents from the entering student survey who have had immediate family members attend CR. In total, 56.4% of the respondents were from families in which an immediate family member(s) had enrolled at CR. The majority (50.7%) of respondents who had family members attend CR cited that family and friends were an important source of information in their decision to attend CR. Respondents who did not have an immediate family member attend CR, were less likely to cite the importance of family and friends as a source of information in their decision to attend CR (31.2%).

Parent/Guardian Education Level: Table 7 (top of page 15) chronicles the highest education level of respondent's mother/guardian and father/guardian. Respondent's mother/guardian was reported to have completed some college without receiving a degree of certification with the most frequency (24.4%). Respondent's father/guardian was reported to have completed high school with the most frequency (27.6%). Respondents reported their mother/guardian to have completed a certificate or degree through higher education at 33.1% compared to father/guardian at 26.2%.

Table 7: Highest Level of Education for Mother/Guardian & Father/Guardian

Education Level	Mother/Guardian	Father/Guardian
Less than High School	6.8%	9.2%
High School	22.6%	27.6%
Some College	24.4%	15.7%
Without College Degree/Certificate	**53.8%**	**52.5%**
College with Certification	7.9%	5.8%
Associate's Degree	10.5%	5.0%
Bachelor's Degree	9.2%	9.2%
Master's Degree	4.7%	5.2%
Ph.D, ed.D., J.D., D. D.S.	0.8%	1.0%
With College Degree/Certificate	**33.1%**	**26.2%**
Don't Know	8.7%	10.0%
Not Applicable	4.2%	11.3%

Parent Guardian Education & CR Purpose: Table 8 indicates the relationships between respondent's parent(s)/guardian(s) highest level of education and the purposes for which the respondent's attend CR. As Table 8 depicts, there was little relationship between respondent's educational and or degree purpose for attending CR and the education level of their parent(s)/guardian(s). Respondents whose parent(s)/guardian(s) had received no college degree or certificate indicated a slightly lower percentage of respondents who planned to transfer to a 2-year or 4-year college when compared with respondents whose parent(s)/guardian(s) had received a college certificate or degree. Most respondent's indicated a range of purposes that had little direct relationship with the education level of their parent(s)/guardian(s).

Table 8: Parent(s)/Guardian(s) Highest Level of Education-Respondent Purpose While Attending CR, Correlation

Respondent Purpose for Attending CR	Mother's Highest Level of Education			Father's Highest Level of Education		
	No college degree or certificate	College certificate or Associate's degree	Bachelor's, Master's, P.h.D, J.D., D.D.S.	No college degree or certificate	College certificate or Associate's degree	Bachelor's, Master's, P.h.D, J.D., D.D.S.
Self improvement/Job related training	11.6%	15.9%	13.0%	14.4%	7.3%	12.1%
Transfer 2-year/4-year	62.7%	66.7%	70.4%	63.1%	70.7%	65.5%
Vocational Program/Obtain or maintain certification	19.6%	11.6%	13.0%	16.4%	17.1%	13.8%
No definite Purpose in Mind	6.5%	5.8%	3.7%	6.2%	4.9%	8.6%

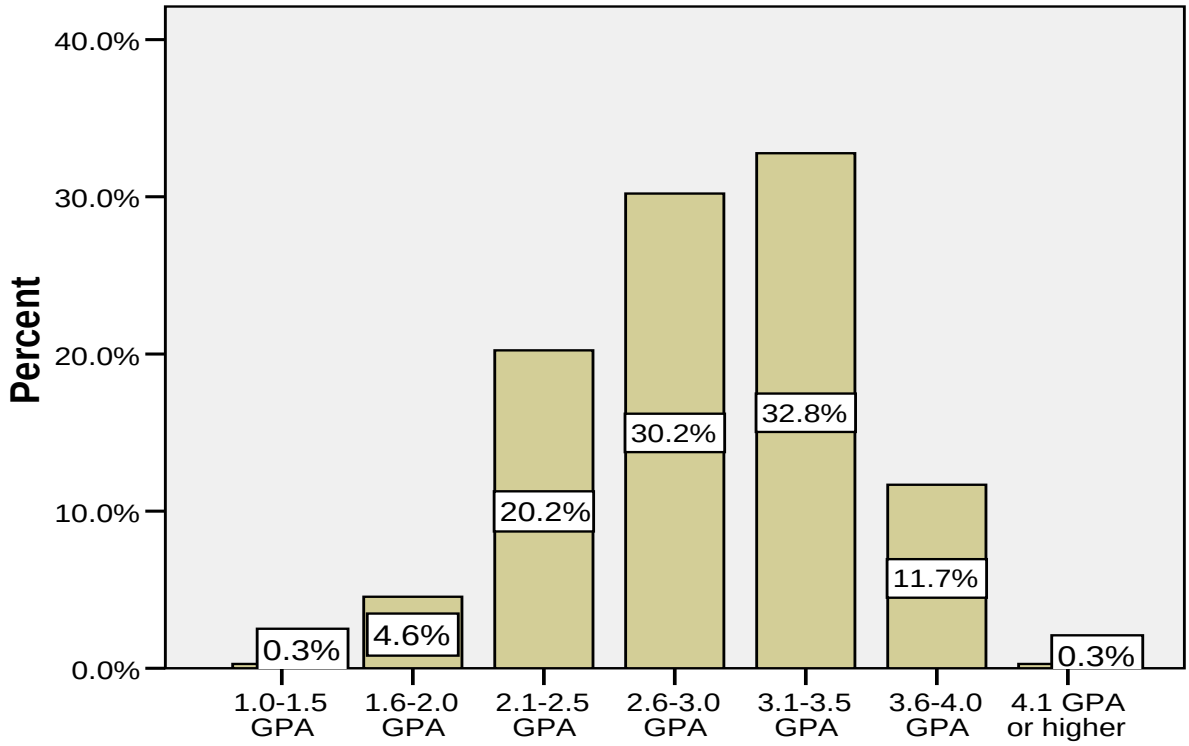
Findings: Respondent's Educational Background

Table 9: Respondent High School Education

		Frequency	Valid Percent	Cumulative Percent
Valid	Diploma	347	90.1	90.1
	GED	14	3.6	93.8
	Did not receive a diploma or GED	24	6.2	100.0
	Total	385	100.0	
Missing	99	5		
Total		390		

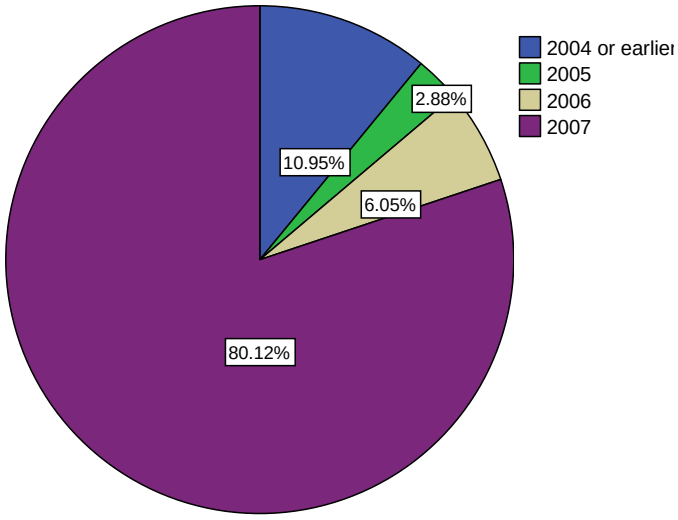
High School Diploma: Table 9 reports respondents high school education. The majority (90.1%) of respondents enrolled in CR with a high school diploma in comparison to 3.6% who earned a GED and 6.2% who did not receive a high school diploma or a GED. Respondents with a high school diploma indicated that they felt prepared for college at a greater frequency (60.4%) than respondents who earned a GED (35.7%) or respondent who did not receive a high school diploma or GED (41.7%).

Graph 4: Respondents GPA in High School



GPA in High School: Graph 4 details the grade point average of respondents who received their high school diploma. The most frequent grade point averages for entering respondents included a 3.1-3.5 (32.8%), a 2.6-3.0 (30.2%), and a 2.1-2.5 (20.2%). Respondents had a high school GPA of 3.6 or better at frequencies of 12.0% and a GPA of 2.0 or less at 4.9%.

Graph 5: Year Graduated from High School



Year Graduated: Most of the respondents who received their high school diploma graduated in 2007 (80.1%). A small percentage of respondents graduated with their diploma in 2006 (6.1%) and in 2005 (2.9%). Respondents coming to CR after 3 or more years from their high school graduation enrolled at a percentage of11.0%. Respondents reported similar frequencies about the preparedness that high school had given them for college (the range of perceived preparedness did not exceed 9.9% from 2005-2007)[13] regardless of the year that they graduated.

Table 10: Years by Subject Area while Attending High School

Subject Area	1 year	2 Years	3 Years	4 Years	5 or more Years
English	0.0%	1.1%	4.0%	93.2%	1.7%
Mathematics	0.9%	17.9%	48.4%	30.8%	2.0%
Foreign Language	28.0%	32.9%	13.4%	4.6%	0.9%
Sciences	2.0%	38.3%	36.3%	21.7%	1.4%
History/Government	0.6%	9.4%	35.9%	52.1%	2.0%
Arts/Music	23.9%	24.5%	16.0%	23.9%	2.6%
Computer Science	41.3%	13.7%	5.1%	2.8%	0.3%
Vocational/Technical	23.1%	12.6%	4.6%	9.4%	0.3%

Years by Subject Area: Table 10 summarizes respondent's years of attendance by subject area taken while in high school (respondents were asked to round up for half years or semesters).

The bullet points below illustrate the subject areas taken by respondents for **3 or more years** by frequency.

- 98.9% English
- 90.0% History/Government
- 81.2% Mathematics
- 59.4% Sciences
- 42.5% Arts/Music
- 18.9% Foreign Language
- 14.3% Vocational/Technical
- 8.2% Computer Science

Table 11: Hours Spent During Last Year of High School by Activity

Activity	0 Hrs	1-5 Hrs	6-10 Hrs	0-10 Hrs.	11-15 Hrs.	16-20 hrs	21 or More Hrs.	11 or More Hrs.
School Work	2.0%	42.0%	31.3%	**75.3%**	14.7%	6.5%	3.6%	**24.8%**
Tutored Fellow Student	82.8%	16.1%	0.7%	**99.6%**	0.0%	0.0%	0.4%	**0.4%**
Internet for School Work	17.4%	51.7%	18.1%	**87.2%**	7.4%	3.4%	2.0%	**12.8%**
Socializing	2.6%	14.8%	18.0%	**35.4%**	25.9%	17.4%	21.3%	**64.6%**
Volunteer Work	34.9%	35.5%	13.0%	**83.4%**	9.6%	2.3%	4.7%	**16.6%**
Working (pay)	30.4%	8.9%	10.9%	**50.2%**	16.2%	15.5%	18.2%	**49.9%**
Exercise/Sports	8.4%	37.2%	26.2%	**71.8%**	11.7%	7.7%	8.7%	**28.1%**
Partying	43.6%	31.5%	15.4%	**90.5%**	6.7%	1.0%	1.7%	**9.4%**
Watching TV	12.1%	53.5%	19.5%	**85.1%**	10.4%	2.4%	2.0%	**14.8%**
Video Games	57.0%	27.3%	7.3%	**91.6%**	3.3%	2.3%	2.7%	**8.3%**
Child Care/Family Time	20.5%	36.4%	18.9%	**75.8%**	12.5%	7.7%	4.0%	**24.2%**
Reading for Pleasure	31.0%	41.3%	13.3%	**85.6%**	8.0%	3.7%	2.7%	**14.4%**
Other Recreation	14.3%	28.7%	27.3%	**70.3%**	19.2%	4.5%	5.9%	**29.6%**

*** Only respondents who graduated from high school from 2005-2007 provided data for hours spent doing activities during the last year of high school.**

Hours Spent in High School: Respondents reported spending the most time (11 hours or more) during their last year in high school socializing (64.7%), working for pay (49.9%), and other forms of recreation (29.6%).[14] Respondents reported spending the least amount of time (10 hours or less) during their last year in high school tutoring a fellow student (99.6%), playing video games (91.6%), and partying (90.5%). A cross tabulations revealed little difference in the perceptions of respondents between the hours that they spent with non academic activities (i.e. watching television, video games, partying) or academic activities (tutoring, school work, and using the internet for school work) and their preparedness for college.

Table 12: Preparedness for College

Respondent Perception	Preparedness for College: High School	Preparedness for College: Individual
Very Prepared/Prepared	59.0%	58.3%
Neither Prepared nor Unprepared	29.5%	30.8%
Very Unprepared/Unprepared	4.5%	3.9%

*** Only respondents who graduated from high school from 2005-2007 provided data about their perceptions of how high school prepared them for college.**

Preparedness for College: The majority of respondents indicated that they perceived their high school education as preparing them for college (59.0%) and that they perceived themselves individually prepared for college (58.3%). A significant percentage of respondents perceived high school as neither preparing them nor leaving them unprepared for

college (29.5%) and at similar frequencies; respondents indicated that they perceived themselves individually as being neither prepared nor unprepared for college (30.8%). A small percentage of respondents perceived high school as leaving them unprepared for college (4.5%) or unprepared individually (3.9%).

Education Other than High School: Nearly a quarter of respondents (23.5%) have taken courses at an educational institution other than a high school. Nearly a quarter of respondents (22.9%) who had a high school diploma had taken courses at an educational institution other than a high school before enrolling at CR. In contrast, 42.9% of respondents with a GED had taken courses at another institution other than a high school and 16.7% of respondents who did not receive a diploma or GED had taken courses at an institution other than a high school. Examples of institutions other than a high school that respondents attended included adult education, student exchange, law school, military school, art schools, vocational schools, and other 2-year or 4-year colleges.

Findings: Reasons for Applying and Attending to CR

Number of Applications: The majority of respondents indicated that they had only applied to CR (81.1%). A significant percentage (16.8%) of respondents applied to 2-4 colleges.[15] A small percentage of respondents applied to 5-7 colleges (1.6%) or 8 or more colleges (0.5%). Respondents from the CR district who had immediate family members attend CR were a little more likely (85.5%) to only apply to CR than respondents from the CR district that did not have immediate family members attend CR (83.3%). Respondents with a 2.6-4.0 GPA were more likely (23.6%) to apply to 2 or more colleges than respondents with a 1.0-2.5 GPA (10.7%).

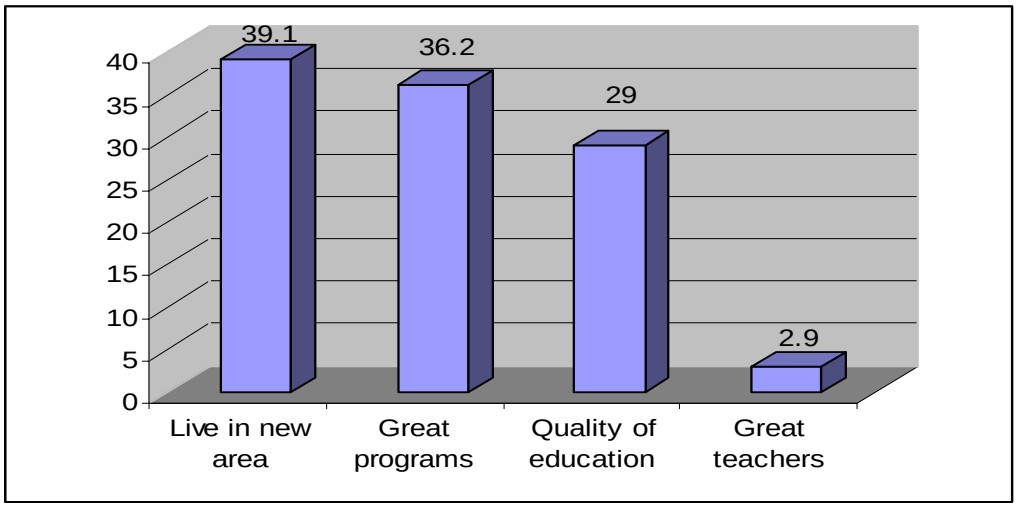
Table 13: Number of Colleges Respondents Applied

		Frequency	Valid Percent	Cumulative Percent
Valid	Just CR	308	81.1	81.1
	2-4 colleges	64	16.8	97.9
	5-7 colleges	6	1.6	99.5
	8 or more colleges	2	.5	100.0
	Total	380	100.0	
Missing	99	10		
Total		390		

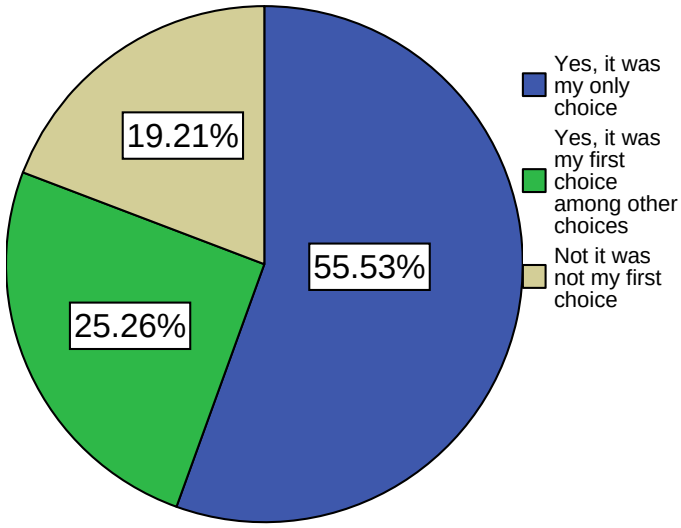
Why Apply: Graph 6 (see top of page 17) elucidates the reasons that respondent who applied to multiple colleges considered looking at other schools. Respondents who applied to multiple colleges indicated that they were primarily interested in living in a new area (39.1%). Respondents also implied that certain qualities at other colleges were attractive to them including specific and noteworthy programs (36.2%) and the quality of education (29.0%). Only a small percentage (2.9%) of respondents indicated that great teachers at other colleges were an important consideration for them in applying to multiple colleges. Respondents who indicated that their primary purpose for enrolling at CR was to transfer to a 4-year university had a much higher frequency of respondents who applied to multiple colleges (25.5%) than for respondents of other purposes. Respondents "other reasons" for applying to multiple colleges included

opportunities for sports teams and having options in case they were not selected to their first choice college.

Graph 6: Respondents Reasons for Considering Other Colleges



Graph 7: CR, Ranked Choice as a College



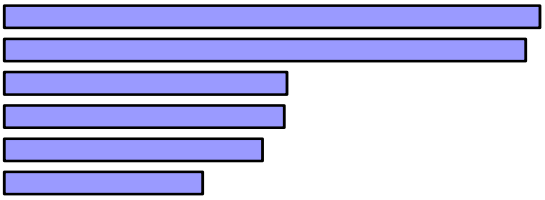
CR Choice: Respondents most commonly (55.5%) reported CR as their only choice as a college. Respondents who were the first person in their immediate families to attend college reported CR as their only choice at a higher frequency (68.8%) than respondents who were not the first person in their immediate family to enter college (52.9%). There was a correlation between a respondent's age and whether or not they indicated CR as their only choice. Respondents ages 25 and under reported that CR was their only choice (53.5%) at less of a frequency than respondents ages 26-35 (76.0%). There was also a correlation between household income and whether or not respondents felt that CR was their only choice. Respondents who reported a household income of $39,999 or less indicated that CR was their only choice at higher frequencies (62.2%) than respondents who reported household incomes of $40,000-79,999 (42.6%).[16]

Reasons CR Only Choice: Graph 8 (top of page 21) highlights the reasons that respondents indicated CR was their only choice as a college. Most of the respondents who reported CR as their only choice expressed that they liked Humboldt County (51.9%) and that

they wanted to be close to their family (50.5%). Respondents also reported that they CR was their only choice because they had a local job (27.4%), could not afford other schools (27.1%), had family commitments (25.0%), and that they did not meet entrance requirements (19.2%). Respondents who felt CR was their only choice reported higher frequencies linked to day to day comforts of Humboldt County (such as being close to family and liking the area) at higher frequencies than economic constraints (such as having a local job or not being able to afford school in another community).

Graph 8: Reasons CR was Only Choice

Like Humboldt County	51.9
Want to be close to family	50.5
Local job	27.4
Could not afford other schools	27.1
Family commitments	25
Did not meet entrance requirements	19.2



Other reasons that respondents indicated CR was their only option included:

- Courses offered
- Disabled
- Easier access
- Friends
- Honors/transfer program
- Meets vocational needs
- To prepare and transfer for a 4-year
- Sports

CR as First Choice: Nearly a quarter of respondents (25.3%) stated that CR was their first choice as a college among other choices. Respondents who were the first person in their immediate families to attend college reported that CR was their first choice among other choices at a percentage of 14.8% in comparison to 28.6% of respondents who had immediate family members attend college and chose CR as a first choice. Respondents ages 25 and under indicated that CR was their first choice among other choices at higher frequencies (26.3%) than respondents ages 26-35 (14.3%). Respondents who did not live in the CR district prior to enrolling indicated that CR was their first choice as a college among other choices at 37.0%.

Table 14: Reasons CR First Choice

Reasons CR First Choice	Percentage
Be close to family	55.2%
Heard CR is a good school	49.5%
Meets academic needs	43.2%
Be close to friends	42.7%
Did not want to leave Humboldt County	30.2%
Meets vocational needs	8.4%
Recruited by Athletic Department	3.2%

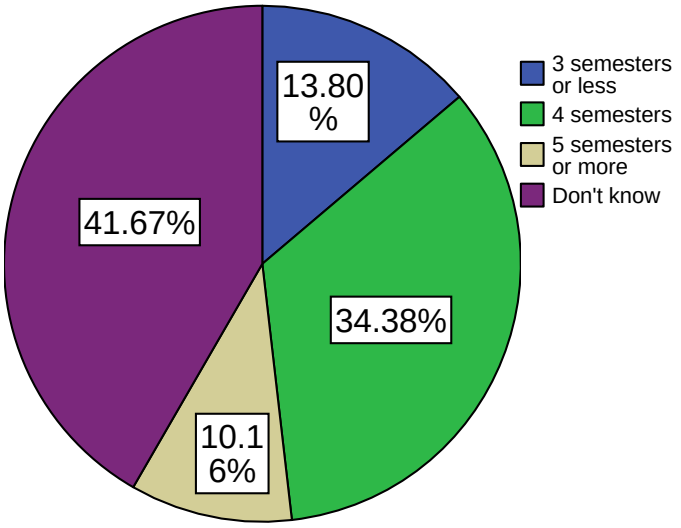
CR, First Choice Among Other Choices: Respondents who indicated that CR was their first choice among other choices indicated that they wanted to be close to family (55.2%), heard CR is a good school (49.2%), that CR meets academic needs (43.2%), want to be close to friends (42.7%), and did not want to leave Humboldt County (30.2%). At much smaller percentages, respondents also reported that CR was their first choice because it meets academic needs (8.4%) and that they were recruited by the

athletic department (3.2%). Respondents mentioned additional reasons why CR was their first choice that included:

- Affordable[17]
- Dorms
- Good nursing program

CR, Not First or Only Choice: Nearly a fifth of respondents (19.2%) indicated that CR was not their first choice as a college. Respondents ages 25 and under indicated that CR was not their first choice at 20.2% in comparison with respondents ages 26-35 who reported that CR was not their first choice at 9.5%. Respondents with a household income of $39,999 and under reported that CR was not there first choice at a lower frequency (15.4%) than respondents of household income levels between $40,000-79,999 (32.8%).[18]

Graph 9: Length of Time Planning to Enroll at CR



Length of time planning to Enroll at CR: Respondents reported not knowing how long they planned to enroll at CR with a frequency of 41.7%. A significant percentage (34.4%) of respondents indicated that they planned to enroll at CR for 4 semesters. In lesser frequencies, respondents reported plans to attend CR for 3 semesters or less (13.8%) and for 5 semesters or more (10.2%).

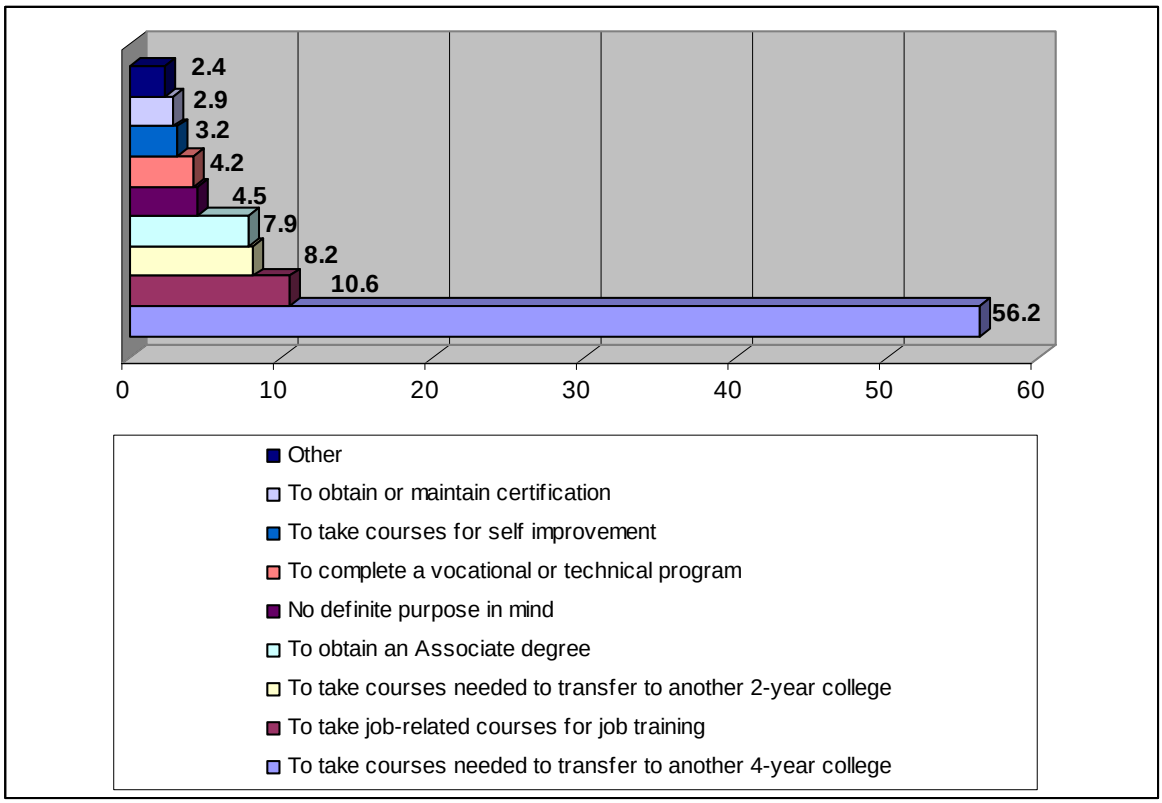
Table 15 correlates the amount of hours that students expected to work during an average week with the length of time they planned to enroll at CR. Respondents working more hours indicated plans to enroll at CR for fewer semesters (13.6% of respondents working 11-20 hours indicated they planned to enroll 3 semesters or less and 15.3% of respondents working 21 or more hours indicated they planned to enroll for 3 semesters or less) than for respondents who worked less hours (3.8% of respondents working 1-10 hours indicated they planned to enroll 3 semesters or less). Respondents working less hours answered that they didn't

Table 15: Work Hours & Length of Time Enrolled at CR

Hours Work per Week	3 semesters or less	4 semesters or more	Don't know
1-10 hours	3.8%	38.5%	57.7%
11-20 hours	13.6%	50.0%	36.4%
21 or more hours	15.3%	44.2%	40.5%
Not work	15.7%	35.3%	49.0%

know how long they planned to enroll in higher frequencies (57.7%) than respondents working more hours (respondents working 11-20 hours reported they didn't know how long they planned to enroll at 36.4% and respondents working 21 or more hours indicated they didn't know how long they planned to enroll at 40.5%). Respondents working 11 hours or more hours reported planning to enroll at CR for 4 semesters or more at higher frequencies (50.0% for respondents working 11-20 hours and 44.2% for respondents working 21 or more hours) than respondents working 1-10 hours (38.5%). Respondents who did not plan to work during the semester indicated the highest frequencies of enrolling for 3 semesters or less (15.7%) and the lowest frequencies for enrolling 4 semesters or more (35.3%).

Graph 10: Purpose for Enrolling at CR



Purpose Enrolling at CR: The majority (56.2%) of respondents reported taking courses needed to transfer to another 4-year college as their primary purpose for enrolling at CR. Respondents also reported frequent purposes for enrolling at CR that included taking job-related courses or job training (10.6%), taking courses needed to transfer to another 2-year college (8.2%), and to obtain an Associate degree (7.9%). Respondents who planned to take the courses necessary to transfer to a 4-year college planned to enroll at CR for 4 or more semesters at a higher frequency (55.9%) than respondents of other stated purposes. Respondents also reported high frequencies of attending CR for 4 or more semesters who indicated purposes of vocational or technical programs (47.8%), completing an Associate's degree (44.8%), and taking job-related courses or trainings (32.5%). Respondents who indicated other purposes indicated

they planned to enroll at CR for less time or that they did not know how long they planned to attend.

Findings: Expectations for CR

Table 16: Expectations for CR

	Agree	Neither Agree nor Disagree	Disagree	Don't know
Skills to succeed at CR	86.6%	8.0%	2.4%	0.8%
Use education to meet life-long goals	84.2%	7.2%	2.3%	5.7%
Receive well rounded education	77.3%	13.4%	3.3%	5.9%
Types of courses you want	75.4%	15.0%	4.4%	5.2%
Fit in at CR	74.1%	14.7%	3.7%	7.5%
Find emotional support	67.0%	20.9%	3.6%	7.2%
Find satisfying job	64.0%	17.3%	5.2%	12.4%
Have funding to complete studies	60.7%	20.8%	8.6%	0.8%
Obtain technical skills in a field	53.9%	23.8%	6.5%	11.7%
Classes at times wanted	46.0%	29.4%	7.2%	17.9%

*** The following table may not add up to 100% as "not applicable" frequencies are not included in Table 16.**

Expectations for CR: Respondents were asked to consider a number of expectations that they had of CR and how their education at CR would be used in their lives. The questions were asked on a five-point scale about their level of agreement with a number of expectation topics. Respondents who were "not applicable" or did "not know" could respond outside of the five-point scale.

- High frequencies (86.6%) of respondents reported agreement about having the skills to succeed at CR. Respondents who did not complete their high school diploma or GED disagreed that they had the skills to succeed at CR (12.5%) at higher frequencies than students with a high school diploma (2.9%). All of the respondents age 26 and above indicated agreement that they had the skills to succeed at CR.

- High frequencies (84.2%) of respondents reported agreement about using education to meet life-long goals. Respondents who did not complete their high school diploma or GED disagreed that they would use their education to meet life long goals at higher frequencies (8.4%) than respondents with a high school diploma (2.0%). All of the respondents ages 31 and above indicated agreement that they would be able to use education to meet life-long goals.

- High frequencies (77.3%) of respondents reported agreement about receiving a well-rounded education at CR. Respondents who had no definite purpose in mind for attending CR (11.8%) and respondents who planned to transfer to a 2-year college (9.7%) had the highest frequencies of disagreement about CR's ability to provide a well-rounded education.

- High frequencies (75.4%) of respondents reported agreement about being able to take the types of courses they wanted at CR. Respondents who had no definite purpose in mind for attending CR (17.6%) and respondents who planned to transfer to a 2-year college (13.0%) had the highest frequencies of disagreement about CR's ability to provide the types of courses wanted.

- High frequencies (74.1%) of respondents reported agreement about fitting in at CR. Respondents without a high school diploma or GED disagreed at 9.0% about fitting into CR in comparison to 3.6% of the sample.

- Most of the respondents (67.0%) agreed that they would have the emotional support they would need to attend CR. A large percentage (20.9%) of respondents neither agreed nor disagreed about receiving emotional support while attending CR. Respondents who were the first person in their family to attend college reported higher frequencies (6.6%) of disagreement about receiving emotional support in comparison to respondents who were not the first person in their family to attend college (2.4%). Respondents who indicated that they were frequently or often depressed also reported higher levels of disagreement about receiving emotional support (5.1%) than the frequencies of the sample.

- Most of the respondents (64.0%) agreed that they would be able to find a satisfying job although a large percentage indicated they neither agreed nor disagreed (17.3%) or that they did not know (12.4%). Respondents ages 19-25 (6.2%) and respondent's ages 26-30 (6.3%) reported higher frequencies of disagreement than other age groups about their ability to find a satisfying job.

- Most of the respondents (60.7%) agreed that they would have the funding to complete their studies at CR. A high percentage (20.8%) neither agreed nor disagreed and a significant percentage of respondents (8.6%) disagreed. Respondents who reported an annual income of $9,999 or less disagreed that they would have the funding to complete their studies at CR at high frequencies (21.6%). Respondents who were the first in their family to attend college indicated slightly higher percentages of disagreement about having the funding to pay for their studies at CR (11.1%) in comparison to respondents who were not the first in their families to attend college (7.9%).

- Most of the respondents (53.9%) agreed that they would obtain technical skills in a specified field while attending CR.[19] A high percentage (23.8%) of respondents neither agreed nor disagreed that they would obtain technical skills in a specified field and a significant percentage disagreed (6.5%). Respondents ages 18 and under disagreed that they would obtain technical skills in specified field at higher percentages (7.0%) than any other age groups.

- Less than half of the respondents (46.0%) agreed that they would be able to get classes at the times they want. A high percentage (29.4%) of respondents neither agreed nor disagreed that they would be able to get classes at the times they want and significant percentages did not know (17.9%) or disagreed (7.2%). Respondents who live with a dependent child disagreed at higher frequencies (13.6%) about being able to get classes at times they want than respondents without dependent children (5.9%). Respondents who did not plan to work disagreed that they would be able to get classes at the times they want at slightly higher frequencies (7.7%) than respondents who planned to work (6.5%). Respondents who planned to work 31-40 hours in an average week reported the highest frequencies (9.1%) of disagreement about being able to take classes at times they want of the respondents who planned to work.

Findings: Important Goals in the Decision to Attend CR

Table 17: Important Goals in the Decision to Attend CR

	Agree	Neither Agree nor Disagree	Disagree	Don't Know	Not Applicable
Gaining knowledge	91.0%	4.4%	2.1%	1.8%	0.8%
Decide on a career goal	80.3%	10.9%	4.7%	2.6%	1.6%
Prepare a new career	77.6%	13.3%	3.7%	3.4%	2.1%
Increase academic skills for transfer	76.7%	10.9%	3.6%	3.6%	5.2%
Increase self-confidence	69.4%	20.5%	4.7%	3.9%	1.6%
Live in Humboldt County	64.1%	22.0%	6.5%	4.4%	3.1%
Explore different majors	57.3%	22.2%	9.3%	5.2%	5.9%
Obtain a promotion	42.6%	29.9%	10.1%	7.0%	10.4%

Important Goals in the Decision to Attend CR: Respondents were asked about which goals were important to them in their decision to attend CR. The questions were asked on a five-point scale about their level of agreement with a number of expectation topics. Respondents who were "not applicable" or did "not know" could respond outside of the five-point scale.

- The majority (91.0%) of respondents agreed that gaining more knowledge was important in their decision to attend CR in comparison to a small percentage that disagreed (2.1%). Men respondents reported disagreed that gaining knowledge was an important decision to attend CR at 4.3% whereas no women respondents reported disagreement.

- The majority (80.3%) of respondents agreed that deciding on a career goal was important in their decision to attend CR in comparison to a small percentage (4.7%) that disagreed on the importance of deciding on a career goal. Respondents ages 18 and under reported the highest levels of disagreement (5.6%) about deciding on a career goal as an important goal in their decision to attend CR whereas respondents between the ages of 36-50 unanimously agreed that deciding on a career goal was important in their decision to

attend CR. Respondents who planned to work reported slightly lower frequencies about the importance of deciding on a career goal (82.4%) than respondents who were not working (79.9%).

- The majority of respondents (77.6%) agreed that preparing for a new career was important in their decision to attend CR in contrast to respondents who disagreed (3.7%) that preparing for a new career was important in their decision to attend CR. Respondents who earned a GED agreed with the highest frequencies that preparing for a new career was important (92.8%) in comparison to respondents who earned a diploma (78.0%) and respondents who received no diploma or not GED (66.7%).

- The majority of respondents (76.7%) agreed that increasing academic skills before transferring to another college was important in their decision to attend CR in contrast to a small percentage (3.6%) or respondents who disagreed about the importance of increasing academic skills before transferring. Respondents planning to transfer to a 4-year college had the highest levels of agreement (92.9%) about the importance of increasing their academic skills before transferring. However, many respondents who indicated their primary purposes in areas of job training or self improvement also reported high frequencies of agreement about the importance of increasing academic skills before transferring (self improvement at 50.0%, job related courses or training 47.5%) indicating that many respondents consider the possibility of furthering their education beyond CR.

- The majority of respondents (69.4%) reported that increasing self-confidence was an important goal in their decision to attend CR in comparison to respondents who disagreed (4.7%) about the importance of self-confidence. Respondents who were the first person in their family to attend college reported higher frequencies (75.5%) about the importance of attending CR to increase their self- confidence than respondents who were not the first person in their family to attend CR (67.3%).

- The majority of respondents (64.1%) reported that living in Humboldt County was important to their decision to attend CR in contrast to respondents who disagreed (4.4%) that living in Humboldt County was important to their decision to attend CR. Respondents who lived in the CR district before enrolling had slightly higher frequencies about the importance of living in Humboldt County (65.3%) than respondents who lived in California but not the CR district before enrolling (62.1%) and respondents who lived in the USA but not California before enrolling (53.9%).

- More than half of the respondents (57.3%) reported that exploring different majors was important in their decision to enroll at CR in contrast to respondents who disagreed (9.3%) that exploring majors was important to their decision to enroll at CR. Respondents who received their GED indicated the highest frequencies about the importance of exploring majors (64.3%) than respondents who received their high school diploma (58.2%) or respondents who did not receive a high school diploma or GED (45.8%).

- Less than half of the respondents (42.6%) reported that obtaining a promotion was important in their decision to attend CR. Respondents who made personal annual incomes of $15,000-29,999 reported that obtaining a promotion was important to their decision to attend CR in higher frequencies (55.0%) than respondents who made $14,999 or less (38.1%).

Findings: Areas that Influenced Decision to Attend CR

Table 18: Areas that Influenced Decision to Attend CR

	Agree	Neither Agree nor Disagree	Disagree	Don't know	Not Applicable
Close to family & friends	74.1%	13.2%	6.2%	2.8%	3.6%
Low cost	69.9%	17.9%	5.7%	4.9%	2.3%
Live in Humboldt County	66.3%	18.9%	7.2%	4.1%	3.4%
CR's good reputation	65.0%	20.2%	5.2%	8.0%	1.6%
Small class size	61.7%	23.6%	3.8%	9.6%	1.3%
Availability of financial aid	55.5%	22.0%	7.2%	9.6%	5.7%
Access to faculty	48.8%	29.5%	4.7%	14.1%	2.9%
Friends and family who have attended CR	45.8%	19.3%	20.1%	3.1%	11.7%
Quality of faculty	42.5%	33.9%	5.2%	15.4%	3.1%
Availability evening classes	32.3%	32.3%	15.0%	11.6%	8.8%
Play sports	25.4%	26.7%	21.7%	8.0%	18.1%

Areas of Influence in the Decision to Attend CR: Respondents were asked about the things that influenced their decision to attend CR. The questions about influence were asked on a five-point agreement scale with a "don't know" option and a "not applicable" option. Respondents reported high frequencies (74.1%) of agreement about the influence of friends and family in the decision to attend CR. Respondents also highlighted the low cost of CR as an influence in the decision to attend CR (69.9%). Other areas of influence in which respondents reported high frequencies included living in Humboldt County (66.3%), CR's good reputation (65.0%), and the small class sizes (61.7%). Areas of influence that received the lowest frequencies included the quality of faculty (42.5%), availability of evening classes (32.3%), and the opportunity to play sports (25.4%).

Findings: Important Sources of Information in the Decision to Attend CR

Important Sources of Information in the Decision to Attend CR: Respondents were asked to consider which sources of information informed their decision to attend CR. Respondents were asked about both informal sources such as family and friends and about formal sources such as newspapers, radio ads, and information sent from CR. The questions

about influence were asked on a five-point agreement scale with a "don't know" option and a "not applicable" option.

Table 18: Sources of Information that Influenced Decision to Attend CR

	Agree	Neither agree nor disagree	Disagree	Don't know	Not applicable
Friends	71.6%	16.4%	7.8%	1.8%	2.1%
Family	66.6%	15.9%	11.7%	2.6%	3.1%
Campus visit	49.1%	25.2%	11.5%	6.3%	7.9%
CR student/alumni	43.4%	26.7%	13.6%	6.0%	10.2%
High School advisor	42.8%	24.3%	14.4%	5.7%	12.8%
Information from CR	42.7%	28.7%	15.3%	4.7%	8.7%
Teacher from High School	35.5%	35.2%	15.6%	3.1%	10.4%
CR web site	33.6%	32.0%	20.7%	5.0%	8.7%
CR advisor/recruiter	29.5%	33.9%	19.0%	5.8%	11.8%
CR faculty/staff	23.6%	32.8%	20.0%	6.6%	17.1%
Co-worker	18.8%	30.1%	23.6%	6.3%	21.2%
News/magazines	14.7%	31.9%	27.5%	7.6%	18.3%
Television ads	13.9%	32.7%	25.4%	9.4%	18.6%
Boss/Supervisor	13.2%	29.6%	27.8%	6.1%	23.3%
Radio ads	11.6%	35.9%	25.1%	9.7%	17.8%

- Respondents reported that friends were an important source of information in their decision to attend CR at frequencies of 71.6%. Respondents who reported socializing 1-5 hours in a typical week agreed that friends were an important source of information at lower frequencies (64.7%) than respondents who socialized 6 or more hours in a typical week (75.1%). Respondents indicated that friends and existing social networks at CR are important to their decision to attend CR.

- Respondents also agreed at high frequencies (66.6%) that family was an important source of information in their decision to attend CR in comparison to respondents who disagreed (11.7%) that family was an important source of information in their decision to attend CR. Respondents who had family members who have attended CR reported that family was an important source of information for the decision to attend CR at a higher frequency (72.9%) than the frequencies from the sample (66.6%).

- Nearly half (49.1%) of the respondents reported that a campus visit was an important source of information in their decision to attend CR. A small percentage (7.9%) of respondents stated they were not applicable to answer the question which may suggest that many of the entering students did not visit the campus or attend an orientation before enrolling at CR. Respondents who lived in the CR district agreed that a campus visit was important in their decision to attend CR at lower frequencies (45.9%) than respondents who moved to Humboldt from other parts of the state (69.4%), students from out of the state (61.6%), and international students (50.0%).

- Respondents reported that CR students and alumni were important to their decision to attend CR at high frequencies (43.4%) in comparison to respondents who disagreed (13.6%) or respondents who did not feel the questions applied to them (10.2%). Respondents who were the first person in their immediate family to attend college agreed at higher frequencies (45.7%) about the importance of student alumni as a source of information than respondents who were not the first person in their immediate family to attend CR (37.8%) suggesting that first hand "experience" and sources of information is important to entering students, regardless of their educational background.

- Respondents reported that a high school advisor was an important source of information at frequencies of 42.8% in comparison to 14.4% of respondents who disagreed and 12.8% who did not consider themselves applicable. Respondents who received their high school diploma reported slightly higher frequencies of agreement (43.5%) in terms of the importance of high school advisors as a source of information than respondents who did not receive their high school diploma (32.5%).

- Respondents agreed that information sent from CR was an important source of information at frequencies of (42.7%) in comparison to a moderate percentage (15.3%) of respondents who disagreed. Respondents who reported that letters were the most reliable method to communicate with them agreed with the highest frequencies (54.5%) that information sent to them from CR was important in their decision to enroll in comparison to respondents who preferred face to face contact, who reported the lowest frequencies of agreement (31.8%) of the contact methods.

- Respondents agreed that information from high school teachers was an important source of information at frequencies of (35.5%) in comparison to a moderate percentage (15.6%) who disagreed about the importance of high school teachers. Respondents who did not receive a high school diploma or GED reported the highest frequencies (41.7%) of agreement about the importance of high school teachers in informing the decision to attend CR in comparison to respondents who received their high school diploma (34.7%), and GED (28.6%) which suggest that high school teachers play an important role in guiding students towards educational opportunities even when they don't complete high school.

- Over a third (33.6%) of respondent agreed that the CR website was an important source of information in the decision to enroll at CR in comparison to over a fifth of respondents (20.7%) who disagreed about the importance of the CR website. Respondents who indicated that email is the preferred form of communication while attending CR indicated higher frequencies (35.6%) about the importance of CR's website in their decision to attend CR than respondents who preferred other forms of communication.

- Less than a third (29.5%) of respondents agreed that CR advisors/recruiters were an important source of information in their decision to attend CR in comparison to less than a fifth of respondents (19.0%) who disagreed. All of the respondents who indicated that a CR advisor/recruiter was an important source of information for their decision to attend CR were under the age of 30. Respondents reported similar frequencies about the

importance of CR staff and faculty as sources of information with 23.6% agreeing and 20.0% disagreeing.

- Less than a fifth (18.8%) or respondents indicated that a co-worker was an important source of information in their decision to attend CR compared to respondents who disagreed (23.6%) and who were not applicable (21.2%). Respondents reported low frequencies (13.2%) about bosses or supervisors being an important source of information in their decision to attend CR in comparison with respondents 27.8% who disagreed (27.8%) and respondents who were not applicable (23.3%).

- CR's advertising through media generally received low frequencies from respondents as a source of information that influenced their decision to attend CR. Newspapers and magazine articles received the highest agreement frequencies (14.7%) from respondents as a media source that was important in the decision to attend CR in comparison to television ads (13.9% agreed) and radio ads (11.6%). In all the media categories, respondents disagreed about the importance of these sources for attracting them to CR at a higher frequency than those who agreed that these sources were important in attracting them to CR.

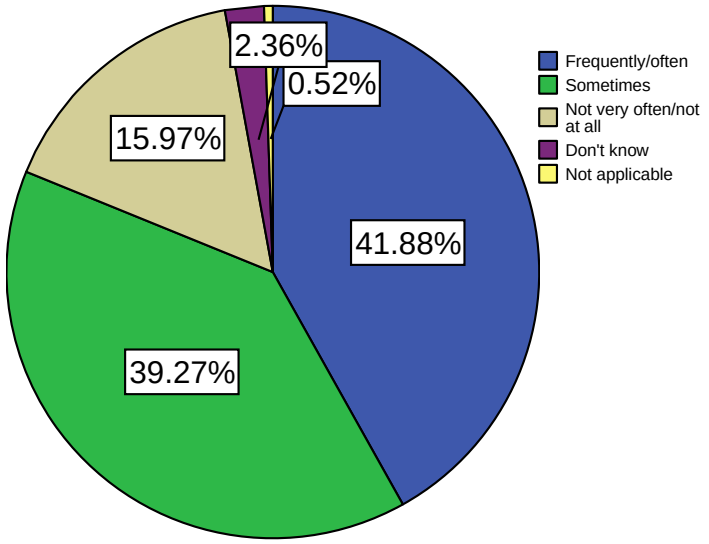
Findings: Day to Day Experiences in the Last Year

Day to Day Experiences in the Last Year: Respondents were briefly asked four questions about their day to day experiences in the last year. Two of the questions focused on areas of mental health (depression and feeling overwhelmed) and the other two questions concerned their engagement with their surroundings (reading a newspaper, socializing with someone of another ethnic group). The questions were asked on the following scale:

1 Frequently
2 Often
3 Sometimes
4 Not very often
5 Not at all
6 Don't know
7 Not applicable

A large percentage (41.9%) of respondents indicated that they felt overwhelmed by all the things that they had to do "frequently" or "often" over the last year (see Graph 11 on page 32). A significant percentage (39.3%) of respondents reported that they "sometimes" felt overwhelmed by all the things that they had to do over the last year in comparison to respondents who indicated that they did not feel overwhelmed "very often" or "not at all" (16.0%). Respondents who planned to work during the school year reported higher frequencies of feeling "frequently" or "often" overwhelmed in the last year (45.8%) than respondents who did not plan to work (21.6%). There was a positive correlation between the hours that respondents planned to work while attending school and the frequencies of feeling "frequently" or "often" overwhelmed. Respondents who planned to work 1-20 hours reported feeling overwhelmed frequently or often at 41.2%, respondents who planned to work 21-40 hours reported feeling overwhelmed frequently or often at 50.7%, and respondents who planned to work 41 or more hours reported

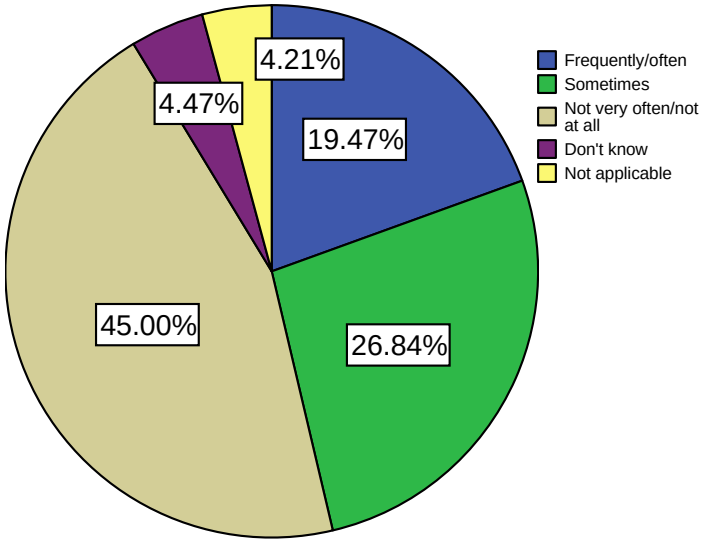
Graph 11: Felt Overwhelmed by the Amount Of Things You Had to Do



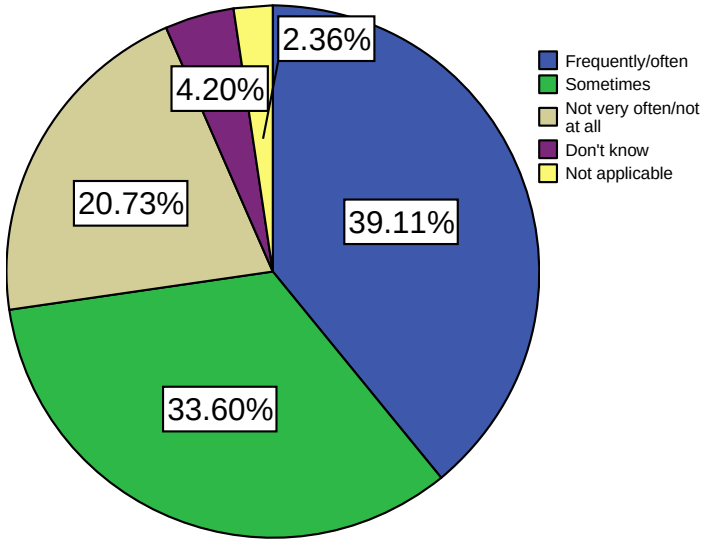
feeling overwhelmed frequently or often at 66.7%. Respondents who identified as single parents reported higher frequencies of feeling "frequently" or "often" overwhelmed (50.0%) than respondents who did not identify as single parents (36.4%). Respondents who reported feeling "frequently" or "often" depressed also reported high frequencies of feeling "frequently" or "often" overwhelmed by all the things that they had to do (67.6%).

Graph 12: Felt Depressed in the Last Year

Nearly a fifth (19.5%) of respondents reported feeling depressed "frequently" or "often" over the last year, over a fifth of respondents (26.8%) reported feeling depressed sometimes, and nearly half of respondents (45.0%) reported feeling depressed not very often or not at all. Respondents 18 and under reported feeling "frequently" or "often" depressed at lower frequencies (18.5%) than respondents of a traditional college age of 19-25 (25.8%).

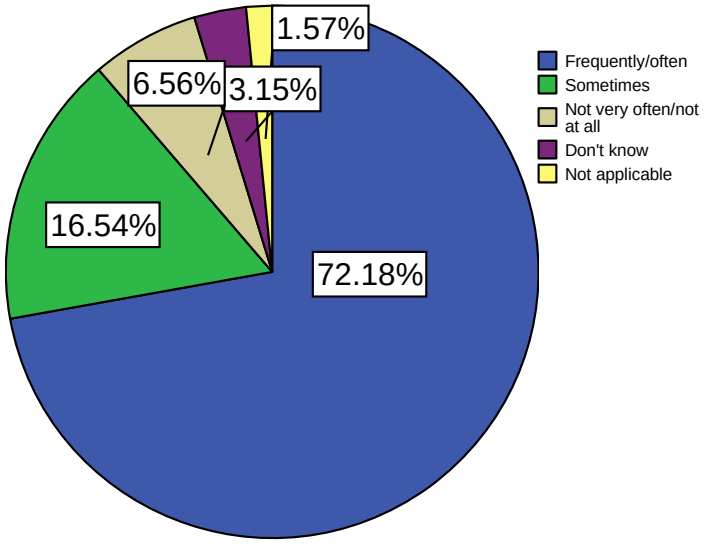


Graph 13: Read a Newspaper



A significant percentage (39.1%) of respondents reported reading the newspaper "frequently" or "often." A similar percentage reported reading the newspaper sometimes (33.6%) and a little over a fifth (20.7%) of respondents reported reading the newspaper "not very often" or "not at all." Respondents 35 and under reported low frequencies (39.6%) of reading the newspaper "often" or "frequently" in comparison to respondents ages 36 and above (80.6%).

Graph 14: Socialized with Someone of a Different Ethnic/Racial Group

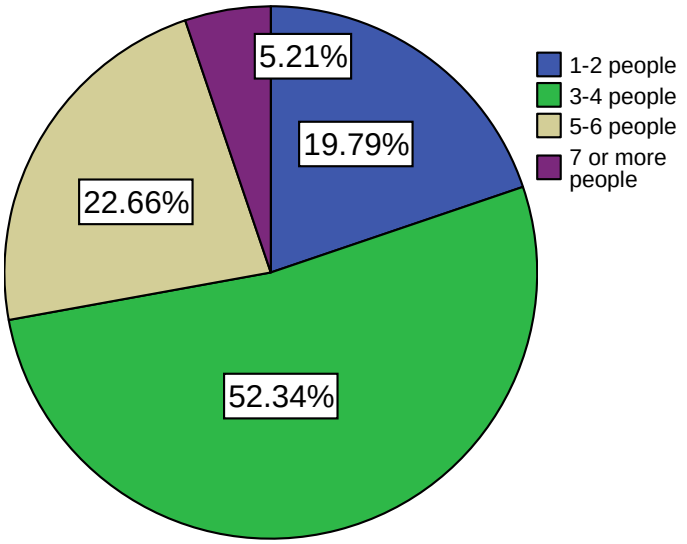


The majority (72.2%) of respondents indicated that they "frequently" or "often" socialized with someone of a different racial or ethnic group. A small percentage (6.6%) of respondents reported that they either did "not often" or "did not at all" socialize with people of different ethnic or racial groups. Women respondents reported higher frequencies (75.1%) of "often" or "frequently" socializing with people of different ethnicities than men (69.0%).

Findings: Household and Income

Household and Income: Questions about household included native language, number of people who lived in the respondents household for the previous year (2006), whether or not respondents lived with their parents, yearly household income (2006), and personal income (2006).

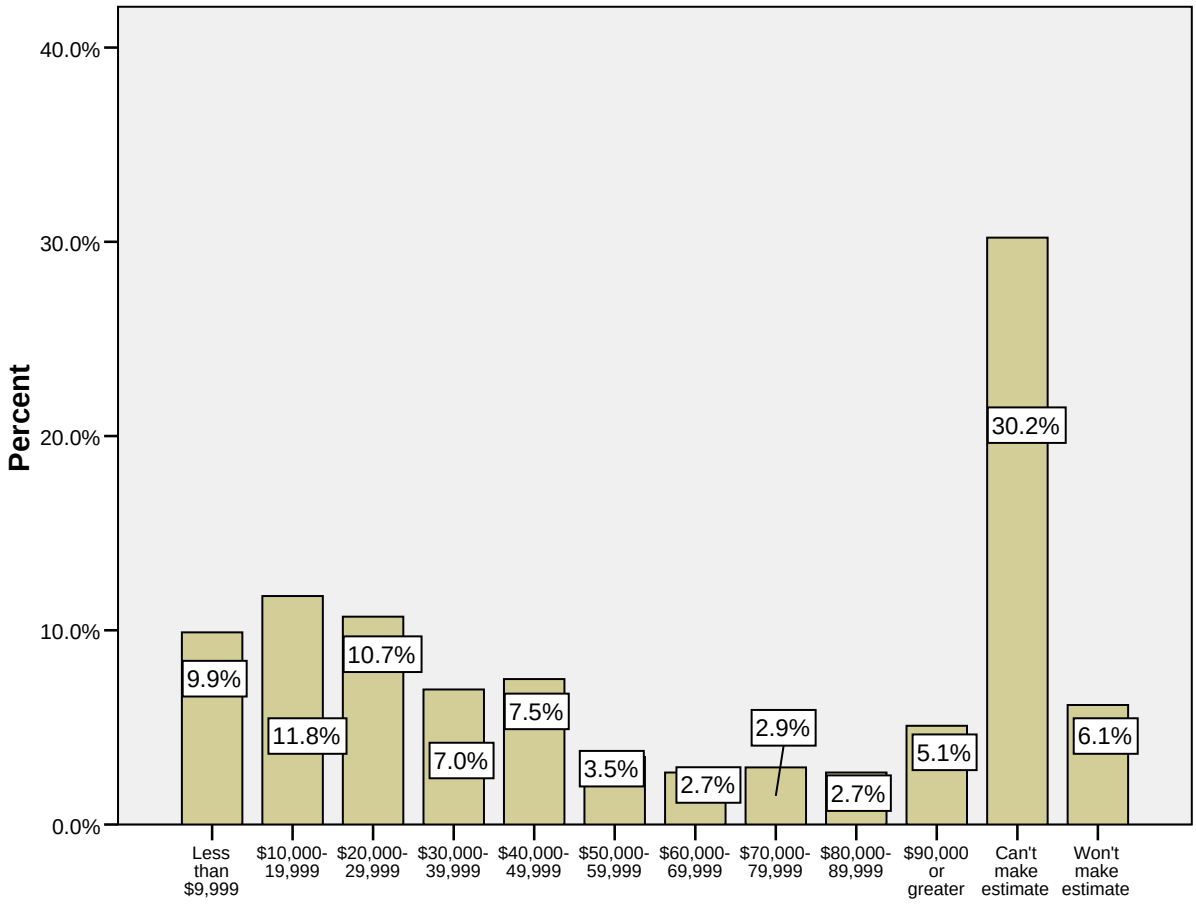
Graph 15: Household size



Household Size and Characteristics: Most of the respondents (52.3%) lived in households of 3-4 people. Over a fifth of respondents lived in households of 5-6 people (22.7%). Respondents also reported living in households of 1-2 people (19.8%) and households of 7 or more people (5.2%). Most of the respondents (52.3%) lived with their parent(s) or legal guardian(s) for the majority of 2006. Respondents 18 and under lived with their parent(s) or guardian(s) for the majority of 2006 at frequencies of 96.5% in comparison to 46.5% of respondents ages 19-25 who lived with their parent(s) or legal guardian(s) for the majority of 2006.

Household Income: The majority (30.2%) of respondents (see Graph 16 next page) did not feel that they could make an estimate of their household income (for the house that they spent the most time in for 2006). Respondents estimated higher frequencies (10.8%) of annual household incomes of $29,999 and less than estimated household incomes of $30,000-59,999 (6.0%) or incomes of $60,000 and up (3.4%). A small percentage of respondents (6.1%) would not make an estimate for their annual household income.[20] Respondents who lived with their parents for the majority of 2006 reported higher frequencies of living in households with incomes above $30,000. In contrast, respondents who did not live with their parents for the majority of 2006 reported higher frequencies in every income category $29,999 and below. Respondents who did not live with their parents for the majority of 2006 reported incomes of less than $9,999 or less at frequencies of 24.7% in comparison to respondents who lived with their parents for the majority of 2006 who reported frequencies of 6.3%. Respondents with dependent

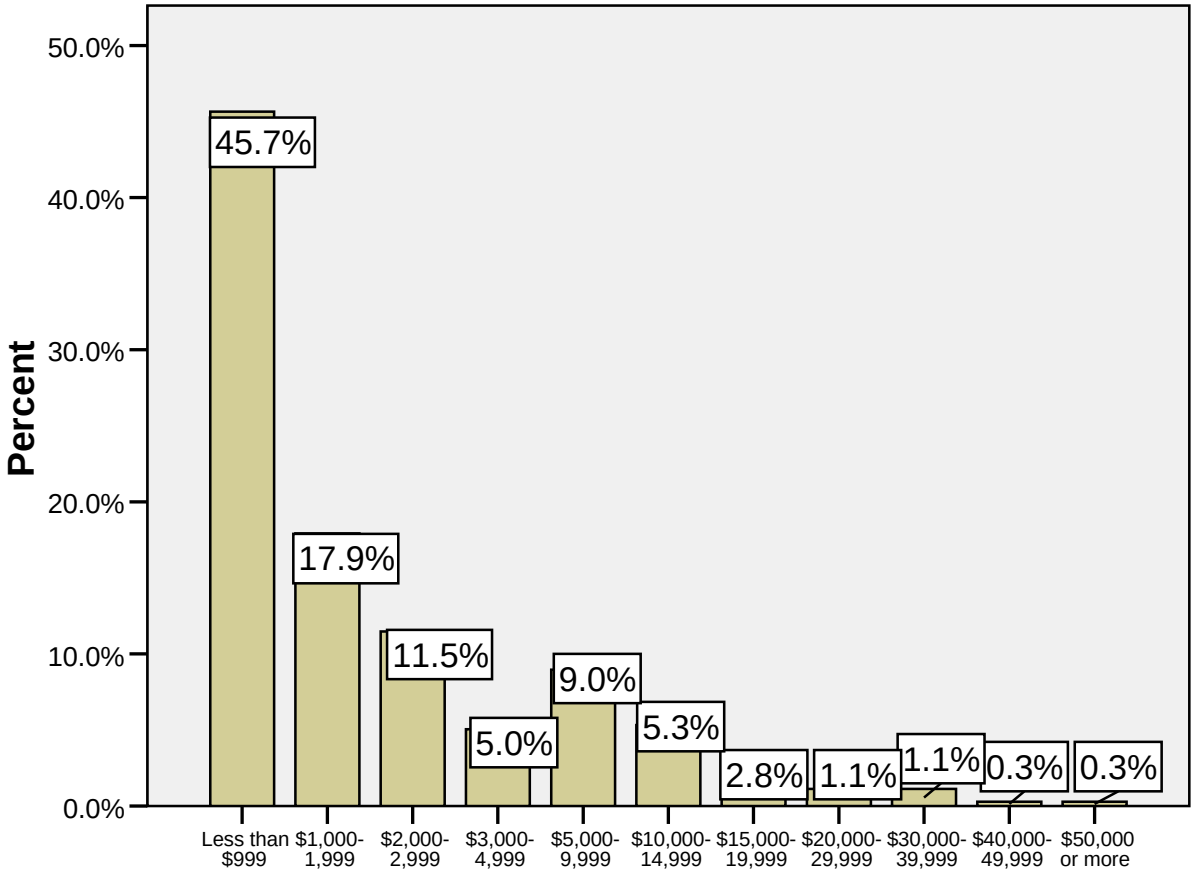
Graph 16: Household Income



children reported higher frequencies (19.0%) of living in households with an annual income of $9,999 or less than respondents who did not report living with a dependent child (9.2%). None of the respondents living with dependent children reported annual household incomes above $50,000-59,999. Respondents who could not make an estimate of their household income reported the highest frequencies (32.5%) of planning to work during the semester. Respondents reporting annual household incomes of $29,999 and less reported higher frequencies of plans to work during the semester (10.2%) than respondents reporting annual household incomes of $30,000-59,999 (6.1%) and of respondents reporting annual household incomes of $60,000 and above (3.4%).

Individual Income: The majority (45.7%) of respondents reported making an annual income of less than $999 dollars for 2006 (see Graph 17 on the next page).[21] Respondents primarily reported making personal annual incomes of $9,999 or less (89.1%) in comparison to respondents who made between $10,000-29,999 (9.2%) and respondents who made $30,000 or more (1.7%). Respondents 18 and under reported an annual personal income of less than $999 with the highest frequencies (51.5%) although respondents ages 41-60 reported nearly equal frequencies (50.0%). The amount of individual income had little impact on whether or not

Graph 17: Individual Income

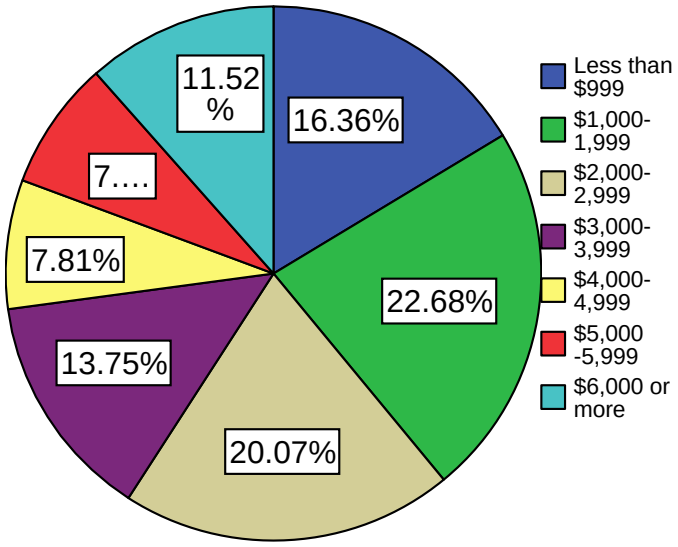


respondents reported a plan to work while attending school. Respondents who identified as single parents reported annual personal income of under $9,999 at frequencies of 44.4%.

Financial Aid: The majority (79.3%) of respondents indicated that they planned to apply for financial aid in comparison to a little over a fifth (20.7%) of respondents who did not plan to apply for financial aid.

A small percentage (6.4%) of respondents indicated that they will need $999 or less for the 2007/2008 school year (see Graph 18 on the next page). Most of the respondents indicated that they will need between $1,000-2,999 (42.8%). A little over a fifth (21.6%) of respondents thought that they would need between $3,000-4,999 and a little less than a fifth (19.3%) thought they would need $5,000 or more for the 2007/2008 school year. Respondents living in households with an annual income of $19,999 or less reported that they would need $6,000 or more in financial aid for the 2007/2008 school year at higher frequencies (15.9%) than respondents from households with higher incomes (excluding respondents who would not make an estimate about their household income for 2006 who reported needing $6,000 or more at frequencies of 21.4%). Respondents who planned to work planned thought they needed $2,999 or less at higher frequencies (61.6%) than respondents who did not plan to work (40.6%).

Graph 18: Amount of Financial Aid



Respondents who did not plan to work planned to apply for $3,000 or more at higher frequencies (59.3%) than respondents who planned to work (38.4%).

Table 19: Knowledge of Aid Options

	Applied for a Bog Fee Waiver	Completed a FAFSA
Yes	29.8%	65.4%
No	31.9%	29.5%
I don't know what this is	38.3%	5.0%

The majority (65.4%) of the respondents completed a FAFSA before enrolling at CR in comparison to 34.5% of respondents who did not complete a FAFSA. Only 5.0% of respondents did not know have knowledge about a FAFSA. Respondents who were not the first person in their immediate family to attend college completed a FAFSA application at higher frequencies (67.6%) than respondents who were the first person in their immediate family to attend college (60.8%). A higher frequency (31.9%) of respondents did not apply for a Bog fee waiver than respondents who did apply for a Bog fee waiver (29.8%). A significant percentage (38.3%) of respondents did not know have knowledge of a Bog fee waiver. Respondents who were the first in their immediate family to attend college applied for a Bog fee waiver

Report Summary

Introduction:

- The entering student survey focuses on key characteristics of Entering students that include expectations of CR experience, academic goals, academic background, time management and study habits, factors leading to the decision to attend CR, family educational background, social interests, demographic indicators, and financial status and financial aid.
- The data from the survey will be used to construct a follow up "first year" instrument(s) for the spring of 2008 that will highlight student's first year experiences, challenges navigating through their CR-related goals, and assessing the extent to which their entering expectations have been met.
- The first year methodology will be based upon the findings of the Entering Student survey.

Construction:

- The survey was constructed by the Institutional Research department and members of the Student Services department.
- A draft of the survey was completed in mid-April, piloted in late April, and completed and printed on April 31st.

Administration:

- Hard copies of the surveys were given to students during orientation and during students meetings with advisors on the Eureka campus.
- The entering student survey asked respondents for their names and student ID numbers as the respondents of the entering student survey will comprise the population from which a sample is selected for the first year project.
- All identifying information was put into a separate document and removed from the surveys before the data was entered into SPSS.
- The entering student survey is scheduled to be administered every summer from May to August to better understand longitudinal trends about CR's entering students.

Discussion:

- The entering student survey had a sample size (n) of 390 out of a population (N) of 639. The sample size represented 61.0% of the entering student population who utilized the advising department or attended an orientation at the Eureka campus.
- Men and women were represented in the sample within 1.3% of the population.
- The sample was within 5.0% points of the population for each of the ethnic categories that were included on the survey.
- The age groups reflected in the sample did not exceed a difference of 1.7% from the age groups represented in the population.
- Five percent (20) of the surveys were randomly selected and checked for survey processing errors. In total, there were 2,220 data fields entered for the 20 surveys and 4 mistakes detected.
- Of the 390 students who took the survey, there was a mean of 9.5 respondents who did not answer each question.
- Questions should be highlighted for measurement error and survey improvement (for specific questions and examples of measurement error and survey suggestions see pages 9-10).

Findings: Demographic & Communication

- The majority (88.6%) of entering respondents lived in the CR district (Humboldt, Del Norte, Trinity, and Northern Mendocino) before enrolling at the CR.
- Most of the entering respondents planned to take courses during the day only (64.8%), in comparison to respondents who planned to take courses both day and evening (30.7%) or evening only (4.5%).
- The majority (63.0%) of entering students indicated that the phone was the most reliable method of communicating with them. Other reliable communication methods include emailing (17.3%) and face to face contact (10.9%).
- Respondents under the age of eighteen indicated that a variety of the communication methods were a reliable way to contact them during the semester. Text messaging was not a preferred method of communication in any age group 26 and above.
- The majority (86.4%) of respondents planned to work while attending CR in the fall. Respondents planned to work 11-20 hours with the most frequency (40.8%), closely followed by respondents who planned to work 21-30 hours (35.0%).
- A small percentage of respondents (5.7%) had (a) dependent child(ren) living with them. Of the respondents with dependent children, 45.5% of them reported themselves as single parents (80.0% of the respondents who identified as single parents were women).

Findings: Family Educational Background

- Nearly a quarter (23.9%) of entering student respondents reported that they were the first person in their immediate family to attend college.
- In total, 56.4% of the respondents were from families in which an immediate family member(s) had enrolled at CR. The majority (50.7%) of respondents who had family members attend CR cited that family and friends were an important source of information in their decision to attend CR.
- Respondent's mother/guardian was reported to have completed some college without receiving a degree of certification with the most frequency (24.4%). Respondent's father/guardian was reported to have completed high school with the most frequency (27.6%).
- The majority (90.1%) of respondents enrolled in CR with a high school diploma in comparison to 3.6% who earned a GED and 6.2% who did not receive a high school diploma or a GED.
- The most frequent grade point averages for entering respondents included a 3.1-3.5 (32.8%), a 2.6-3.0 (30.2%), and a 2.1-2.5 (20.2%).
- Most of the respondents who received their high school diploma graduated in 2007 (80.1%).
- Respondents reported spending the most time (11 hours or more) during their last year in high school socializing (64.7%), working for pay (49.9%), and other forms of recreation (29.6%)
- The majority of respondents indicated that they perceived their high school education as preparing them for college (59.0%) and that they perceived themselves individually prepared for college (58.3%).

Findings: Reasons for Applying and Attending to CR

- The majority of respondents indicated that they had only applied to CR (81.1%). Respondents also reported applying to 2-4 colleges (16.8%) and 5-7 colleges (1.6%).
- Respondents who applied to multiple colleges indicated that they were primarily interested in living in a new area (39.1%).
- Respondents most commonly (55.5%) reported CR as their only choice as a college.
- Respondents who reported a household income of $39,999 or less indicated that CR was their only choice at higher frequencies (62.2%) than respondents who reported household incomes of $40,000-79,999 (42.6%).

- Most of the respondents who reported CR as their only choice expressed that they liked Humboldt County (51.9%) and that they wanted to be close to their family (50.5%).
- Nearly a quarter of respondents (25.3%) stated that CR was their first choice as a college among other choices.
- Respondents who indicated that CR was their first choice among other choices indicated that they wanted to be close to family (55.2%), heard CR is a good school (49.2%), that CR meets academic needs (43.2%), want to be close to friends (42.7%), and did not want to leave Humboldt County (30.2%).
- Nearly a fifth of respondents (19.2%) indicated that CR was not their first choice as a college.
- 41.7% of respondents did not know how long they planned to enroll, 34.4% planned to enroll for 4 semesters, 13.8% planned to enroll for 3 semesters or less, and 10.2% of respondents planned to enroll for 5 semesters or more.
- The top three purposes for enrolling at CR included taking courses needed to transfer to a 4-year university (56.2%), taking job-related training or courses (10.6%), and taking courses to transfer to a 2-year college (8.2%).

Findings: Expectations for CR

- Respondents indicated expectations about their time at CR that included high frequencies of agreement in areas of having the skills to succeed at CR (86.6%), using education to meet life-long goals (84.2%), and receive a well-rounded education (77.3%).

Findings: Important Goals in the Decision to Attend CR

- Respondents indicated goals important in their decision to attend CR that included high frequencies of agreement in areas of gaining knowledge (91.0%), deciding on a career goal (80.3%), preparing for a new career (77.6%), and increasing academic skills for transfer (76.7%).

Findings: Areas that Influenced Decision to Attend CR

- Respondents indicated areas of influence in their decision to attend CR that included high frequencies of agreement in areas such as being close to family and friends (74.1%), low cost of attendance (69.9%), live in Humboldt County (66.3%), and CR's good reputation (65.0%).

Findings: Important Sources of Information in the Decision to Attend CR

- Respondents indicated that important that important sources of information in their decision to attend included high frequencies of agreement in terms of friends (71.6%). Family (66.6%), a campus visit (49.1%), and CR students and alumni (43.3%).

Findings: Day to Day Experiences in the Last Year

- A large percentage (41.9%) of respondents indicated that they felt overwhelmed by all the things that they had to do "frequently" or "often" over the last year.
- There was a positive correlation between the hours that respondents planned to work while attending school and the frequencies of feeling "frequently" or "often" overwhelmed. Respondents who planned to work 1-20 hours reported feeling overwhelmed frequently or often at 41.2%, respondents who planned to work 21-40 hours reported feeling overwhelmed frequently or often at 50.7%, and respondents who planned to work 41 or more hours reported feeling overwhelmed frequently or often at 66.7%.
- Nearly a fifth (19.5%) of respondents reported feeling depressed "frequently" or "often" over the last year, over a fifth of respondents (26.8%) reported feeling depressed sometimes, and nearly half of respondents (45.0%) reported feeling depressed not very often or not at all.
- Respondents 35 and under reported low frequencies (39.6%) of reading the newspaper "often" or "frequently" in comparison to respondents ages 36 and above (80.6%).
- The majority (72.2%) of respondents indicated that they "frequently" or "often" socialized with someone of a different racial or ethnic group. A small percentage (6.6%) of respondents reported that they either did "not often" or "did not at all" socialize with people of different ethnic or racial groups.

Findings: Household and Income

- Most of the respondents (52.3%) lived with their parent(s) or legal guardian(s) for the majority of 2006.
- The majority (30.2%) of respondents did not feel that they could make an estimate of their household income (for the house that they spent the most time in for 2006).
- Respondents estimated higher frequencies (10.8%) of annual household incomes of $29,999 and less than estimated household incomes of $30,000-59,999 (6.0%) or incomes of $60,000 and up (3.4%).

- Respondents reporting annual household incomes of $29,999 and less reported higher frequencies of plans to work during the semester (10.2%) than respondents reporting annual household incomes of $30,000-59,999 (6.1%) and of respondents reporting annual household incomes of $60,000 and above (3.4%).
- Respondents primarily reported making personal annual incomes of $9,999 or less (89.1%) in comparison to respondents who made between $10,000-29,999 (9.2%) and respondents who made $30,000 or more (1.7%).
- The majority (79.3%) of respondents indicated that they planned to apply for financial aid in comparison to a little over a fifth (20.7%) of respondents who did not plan to apply for financial aid.
- Most of the respondents indicated that they will need between $1,000-2,999 (42.8%). A little over a fifth (21.6%) of respondents thought that they would need between $3,000-4,999 and a little less than a fifth (19.3%) thought they would need $5,000 or more for the 2007/2008 school year.
- The majority (65.4%) of the respondents completed a FAFSA before enrolling at CR in comparison to 34.5% of respondents who did not complete a FAFSA. Only 5.0% of respondents did not know have knowledge about a FAFSA.
- A higher frequency (31.9%) of respondents did not apply for a Bog fee waiver than respondents who did apply for a Bog fee waiver (29.8%). A significant percentage (38.3%) of respondents did not know have knowledge of a Bog fee waiver.

[1] SPSS stand for Statistical Package Social Sciences. This has been the primary software that the Institutional Research Department has used for analyzing and recording survey data.
[2] Nonprobability sampling implies that the degree to which the sample is different from the population is unknown.
[3] A random sample is necessary to run statistical tests of significance or strength of association.
[4] All values in this report are rounded to the tenth decimal place.
[5] These should be like categories for future survey work.
[6] The survey numbers checked included 35, 67, 71, 77, 81, 89, 98, 110, 132, 135, 144, 180, 198, 217, 225, 294, 302, 325, 327, and 368.
[7] The survey was constructed so that respondents who graduated from 2004 and earlier skipped the recall questions. Survey experts indicate that recall questions are likely to lead to imprecise information as considerable time passes from the questioned events.
[8] "Mean" indicates an average.
[9] It is common practice to ask for financial information at the end of a survey after a respondent "trusts" the purposes of the survey.
[10] This assumption was made with respondents who had a pattern of answering the survey questions and had marked other subject areas.
[11] Respondent ages 19-30 are the most likely to be in "unstable" living conditions as many do not live with their parents or own their own homes and move from place to place.
[12] Immediate family was defined on the survey as parents and siblings.
[13] Respondents who graduated in 2004 and earlier were not asked to report how high school had prepared them for college as the time that had elapsed from their high school experience would hinder their ability to accurately reflect on high school experiences.
[14] Respondents are unlikely to be able to estimate with any reliability the amount of time spent on "other forms of recreation." The question may need to be assessed for future administration.
[15] Currently the survey does not ask respondents to identify the types of colleges to which they applied. It may be interesting to ask a follow up question that detail if respondents who attend CR are primarily applying to 4-year colleges or 2-year colleges.
[16] Respondents who reported household incomes of $80,000-89,999 had the lowest percentage (30.0%) who indicated that CR was their only choice.
[17] Given the frequencies of respondents who mentioned the affordability of CR, this should be added as a category to the "Why was CR your first choice" question.
[18] The survey should be assessed to better understand the reasons why CR is not the first choice of respondents.
[19] 4.1% of respondents indicated that they were not applicable to answer the question regarding receiving technical skills in a specified field.
[20] Survey questions about income often suffer from low response rates.
[21] Respondents were not given the option to check a "can't make an estimate" or "won't make an estimate" category which should be assessed. There were 8.5% missing values.