



RESEARCH REPORT

Findings from the 2017 Graduate Survey

- *High School Experience*
- *Immediate Post High School Plans*

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Findings from the 2017 Graduate Survey

EXECUTIVE SUMMARY

Each spring the Department of Research and Evaluation (DRE) surveys the nearly 8,000 young people graduating from Prince George's County Public Schools to gather their opinions about their high school experiences and to find out what they plan to do next. Beginning last April and continuing through the month of June, the *Class of 2017 Graduate Survey* was administered electronically to all twelfth grade students and was available for them to complete from any internet-connected device at all times. Here are the key findings:

- **Participation:** Nearly 91% of students participated in the survey with all socio-demographic groups being well-represented and responding in proportions similar to that of the graduating class as a whole.
- **Quality of Instruction:** More than half of the students graduating from PGCPS in 2017 described as good or excellent the quality of instruction they received in each of five core subject areas. English instruction received the highest marks with nearly 80% describing it as good or excellent, whereas only 60% of graduates felt that way about the math instruction they received.
- **Academic Advising:** Students' perceptions of the quality of academic advising they received throughout high school were generally positive. Fifteen percent of respondents gave it a rating of excellent and about 43% characterized it as good.
- **Preparation for Post-High School Life:** Between 58 and 72% of graduates felt their high school did at least a good job of preparing them to meet some of the challenges they will face in the years to come, with nearly 41% of graduates expressing the opinion that their high school did a good job of preparing them for college and another 18% believing that it was excellent.
- **Immediate post-high school plans:** Nearly one-half of the PGCPS class of 2017 plans to attend a four-year college, and about 23% expect to enroll in a two-year college. Another 12% will develop job skills while serving our country in the military (7.2%) or participating in an apprenticeship or job-training program (4.6%), while about 8% will seek full-time employment.
- **Four-year college aspirants:** Among the 3,575 graduates of the PGCPS class of 2017 who plan to attend a four-year college, more than 73% applied to at least three schools. Among those who applied to college (3,317), more than 90% had been offered admission to at least one school; 75% of college applicants had been offered admission to the school they plan to

attend. Nearly 83% of four-year college aspirants had applied for financial aid and 39% had been offered a scholarship. About one-half plan to attend one of 10 public colleges or universities within the state of Maryland, including approximately one-third choosing one of three schools—Bowie State University, University of Maryland at College Park, and Morgan State University. Academic offerings, available financial aid, and academic reputation were key factors in choice of school.

- ***Two-year college aspirants:*** Among the 1,683 graduates who are planning to attend a two-year college, almost three-fourths (1,214) had applied to at least one school, with more than 78% of those having been offered admission to at least one school, and 65% indicating it was to the school they planned to attend. More than 55% had applied for financial aid, and nearly 11% indicated that they had received a scholarship. Prince George’s Community College is the preferred two-year college among PGCPs graduates, with nearly 60% saying that is the school in which they intended to enroll. The availability of their preferred major combined with the ability to transfer credits to a four-year college and affordability were influential factors in choice of school. Approximately 26% of students bound for a two-year college indicated that they chose a two-year school because they did not feel prepared for a four-year school.

I. INTRODUCTION

Each spring the Department of Research and Evaluation (DRE) surveys the nearly 8,000 young people graduating from Prince George’s County Public Schools to gather their opinions about their high school experiences and to find out what they plan to do next. DRE analyzes the data and provides the survey results to district and school leaders who use the information to gauge the system’s success in equipping graduates with the tools they need to achieve their goals in college or a career.

The *Class of 2017 Graduate Survey* was administered electronically to all twelfth grade students beginning on April 5, 2017 and was available for students to complete at all times from any internet-connected device through June 30, 2017. The survey was password protected; to gain access to the survey items students were required to enter their PGCPs identification numbers. While survey participation was voluntary, high school counselors frequently encouraged students to complete the survey and provided many opportunities for them to do so during school hours resulting in an overall response rate of 90.8%. The data presented in Table 1 show that all socio-demographic groups are well-represented, with Asian students responding at the highest rate—96.8%. Furthermore, the proportion of respondents by socio-demographic characteristic is similar to that in the graduating class, which indicates that the group of respondents is representative of the class as a whole.

Table 1—Comparison of the Class of 2017 Graduates and Graduate Survey Respondents by Socio-demographic Characteristic

| Student Characteristics | # of Graduates | Percent of Total | # of Respondents | Percent of Respondents | Response Rate |
|--|----------------|------------------|------------------|------------------------|---------------|
| TOTAL | 8,054 | 100.0% | 7,315 | 100.0% | 90.8% |
| African American/Black | 5,494 | 68.2% | 5,019 | 68.6% | 91.4% |
| Hispanic | 1,807 | 22.4% | 1,591 | 21.7% | 88.0% |
| White | 296 | 3.7% | 271 | 3.7% | 91.6% |
| Asian | 280 | 3.5% | 271 | 3.7% | 96.8% |
| More than one, other, or not identified | 177 | 2.2% | 163 | 2.2% | 92.1% |
| Female | 4,101 | 50.9% | 3,835 | 52.4% | 93.5% |
| Male | 3,953 | 49.1% | 3,480 | 47.6% | 88.0% |
| Non-FARMS | 4,189 | 52.0% | 3,860 | 52.8% | 92.1% |
| FARMS | 3,865 | 48.0% | 3,455 | 47.2% | 89.4% |

A summary of survey findings is presented in Section II. In Part A of the summary findings, detailed information relating to the Class of 2017's high school experience, focusing specifically on their perception of the quality of instruction they received, the academic counseling provided to them, and how well they are prepared for life after high school is presented. In Part B of Section II we present information on the immediate post-graduation plans of the Class of 2017. We follow that with Part C, which contains information about the activities of those students who indicated that their immediate post-high school plan is to attend college. In Section III, the data presented in the summary are disaggregated by student subgroups based on ethnic/racial identity, gender, participation in special programs, and level of parental education.

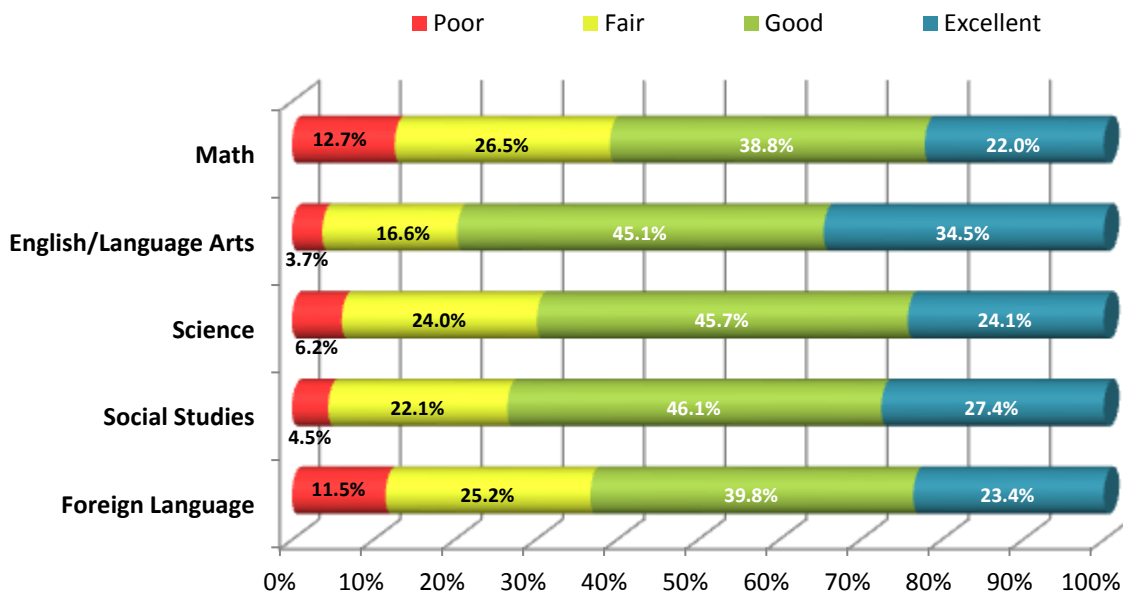
II. SUMMARY OF SURVEY FINDINGS

A. High School Experience

Quality of Instruction

More than half of the students graduating from PGCPs in 2017 described the quality of the instruction they received in each of five core subject areas as good or excellent. As shown in Figure 1, graduates gave the highest marks to the quality of English instruction provided; specifically, 34.5% rated it as excellent and 45.1% said it was good. Graduates expressed a lower opinion of the quality of math instruction they received in high school. Only 22% graduates indicated that the math instruction they received was excellent, and about 39% characterized it as good, but nearly 13% felt that the math instruction provided by PGCPs was poor.

Figure 1—Quality of Academic Instruction, Class of 2017

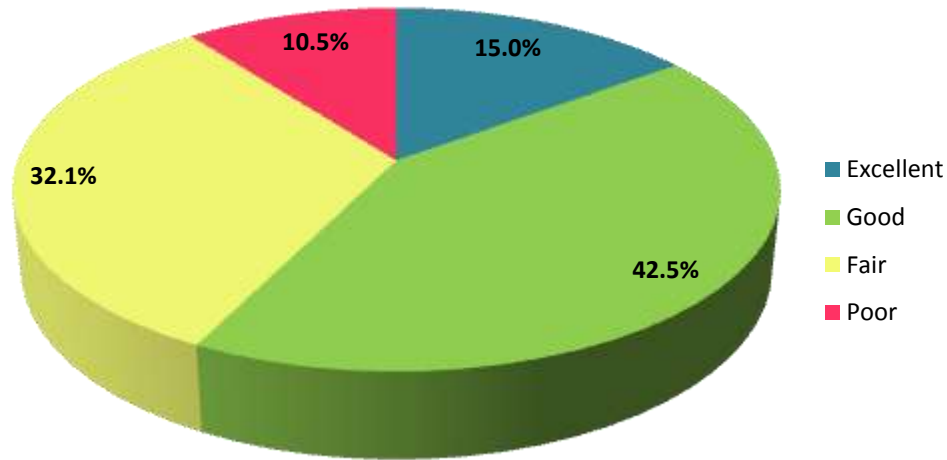


Social studies instruction received the second highest ratings, followed by science and foreign language instruction. Perceptions of instruction quality are disaggregated by students' racial/ethnic identity in Section III, Part A.

Academic Advising

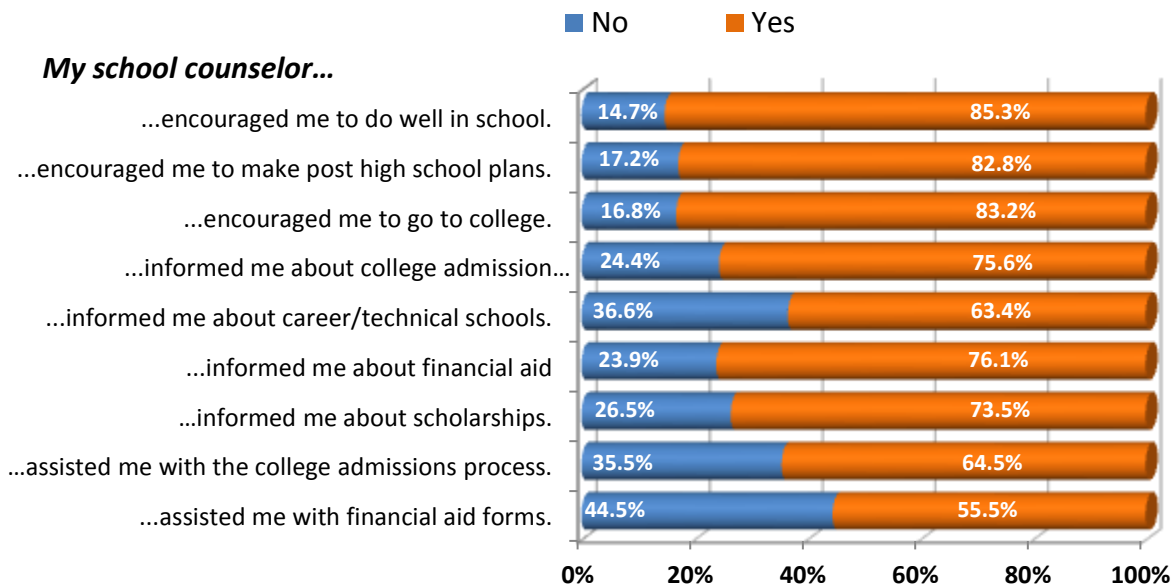
Students' perceptions of the quality of academic advising they received throughout high school were generally positive. Nearly out of seven respondents gave it a rating of excellent and 42.5% characterized it as good. Still, more than 10% judged the quality of academic advising they received to be poor and nearly one-third said it was just fair. See Figure 2. To see these data disaggregated by student characteristic, See Section III, Part A.

Figure 2—Quality of Academic Advising, Class of 2017



Most graduates indicated that their school counselors provided them with encouragement, support, and assistance in helping them plan for their post high school lives. As illustrated in Figure 3, more than reported 85% of graduates said that their school counselors encouraged them to do well in school; approximately 83% said they were encouraged to make future plans, and to go to college. More than three-fourths indicated that their counselors had informed them about college admission requirements and provided

Figure 3—Involvement of School Counselor



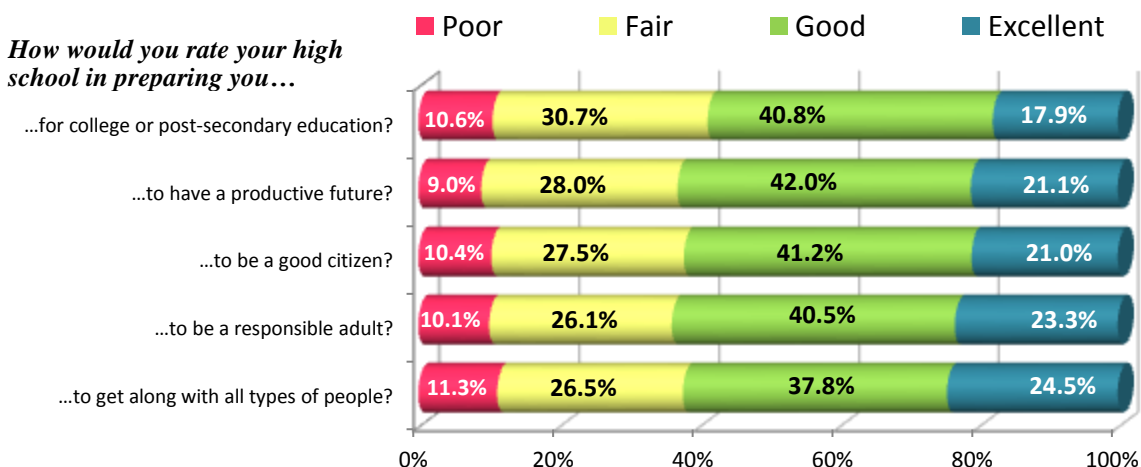
information on financial aid, and more than 73% said their counselors had informed them about scholarship opportunities. About 65% reported that they received assistance from their counselor to guide them through the college admissions process; 63.4% said they were

informed about non-college options for post-secondary education such as career and technical schools. More than 55% of the graduating class of 2017 received help from their counselors with their financial aid filing. See Figure 3. To see these data disaggregated by student characteristic, See Section III, Part A.

Preparation for Post-High School Life

Overall, most graduates felt their high school did at least a good job of preparing them to meet the challenges they will face in the years to come. Specifically, 40.8% of graduates expressed the opinion that their high school did a good job of preparing them for college and another 17.9% felt that it was excellent. See Figure 4. About one-fourth rated their schools as

Figure 4—Preparation for life after high school, Class of 2017

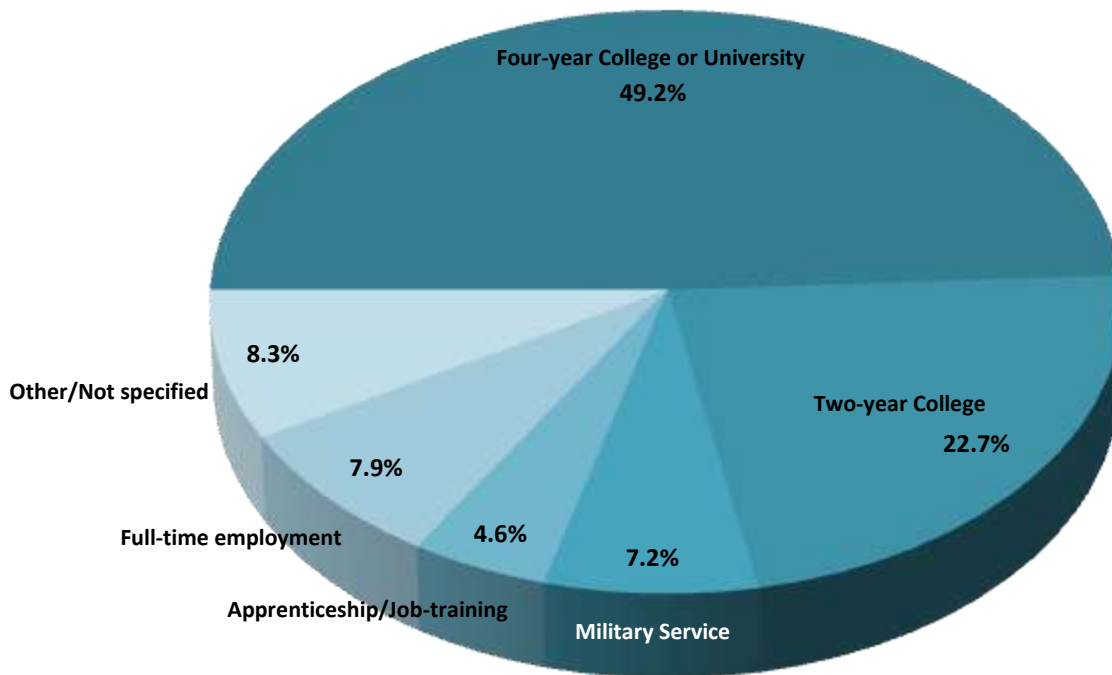


excellent in preparing them to get along with all types of people; an additional 37.8% gave their schools a rating of good for this domain. More than 23% of students said their schools did an excellent job of preparing them to be responsible adults and an additional 40.5% felt their schools did a good job. Twenty-one percent of students agreed that their schools were excellent in preparing them to have productive futures and to be good citizens and about 42% reported their high schools did a good job. See Figure 4. To see these data disaggregated by student characteristic, See III, Part A.

B. Immediate Post-High School Plan

For the vast majority of students who graduated from PGCPs in 2017, further education is a major part of their immediate post-high school plan. Almost 72% plan to enroll in a four- (49.2%) or two-year college (22.7%). Almost 12% of graduates will develop job skills while serving our country in the military (7.2%) or participating in an apprenticeship or job-training program (4.6%). Nearly 8% of graduates indicated that they will seek full-time employment immediately after graduating from high school. See Figure 5.

Figure 5—Graduates' Immediate Post-high School Plans



When the data displayed in Figure 5 are disaggregated by socio-demographic characteristics we find some notable differences. See Section III, Part B. For example Black or African American students and Asian or Pacific Islander students indicated that they plan to attend a four-year college or university at slightly higher rates than students who identify as White; but Hispanic students reported that attending a four-year college was their immediate plan only half as often. About 55% of students who identify as Black or Asian said that was their plan along with 51% of White students, but only about one-quarter of Hispanic students indicated that they would attend a four-year college or university upon graduation from high school. The proportion of Hispanic students planning on pursuing higher education at a two-year college, entering the civilian workforce full-time, or participating in an apprenticeship or job-training program was higher than for any other racial/ethnic group—41.4%, 13.9%, and 6.2%, respectively. Female graduates plan to enroll in four-year colleges or universities at higher rates than male graduates (55.7% vs. 42.9%).

That so many PGCPs graduates aspire to earn a college degree is an encouraging sign, however, not all students are taking the steps necessary (such as, applying for admission, seeking/receiving scholarships, or submitting financial aid application) to realize that dream. Part C presents information on the activities, choices, and motivating factors among prospective college-goers.

C. From Intentions to Action: Prospective College-goers' Activities, Choices, and Motivating Factors

Among the graduates of Class of 2017 planning to attend a four-year college, more than 73% have applied to at least three schools. See Figure 6. Of those that applied, more than 90% said they had been offered admission to at least one with more three-fourths indicating they had been accepted at the school they plan to attend. See Figure 6. Nearly 83% said they had submitted the FAFSA to be considered for financial aid, and 39% said they had scholarship offers. See Figure 7.

Applications, Admissions, and Financing among Four-Year College Aspirants

Figure 6—Distributions of applications made and acceptances received among four-year college aspirants

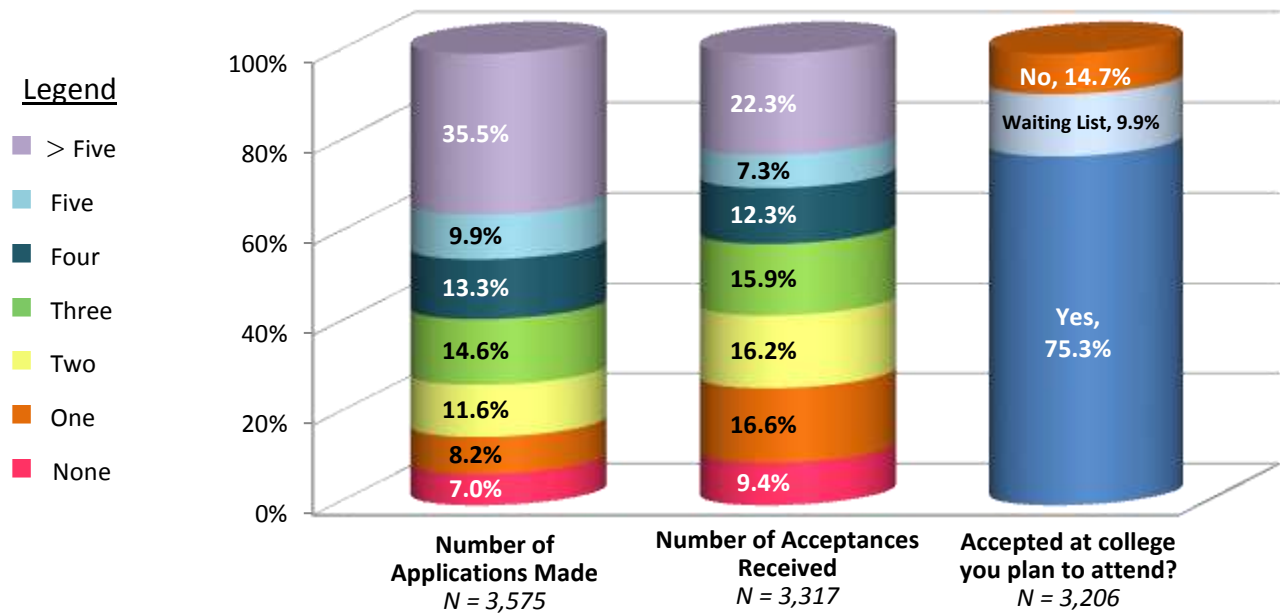
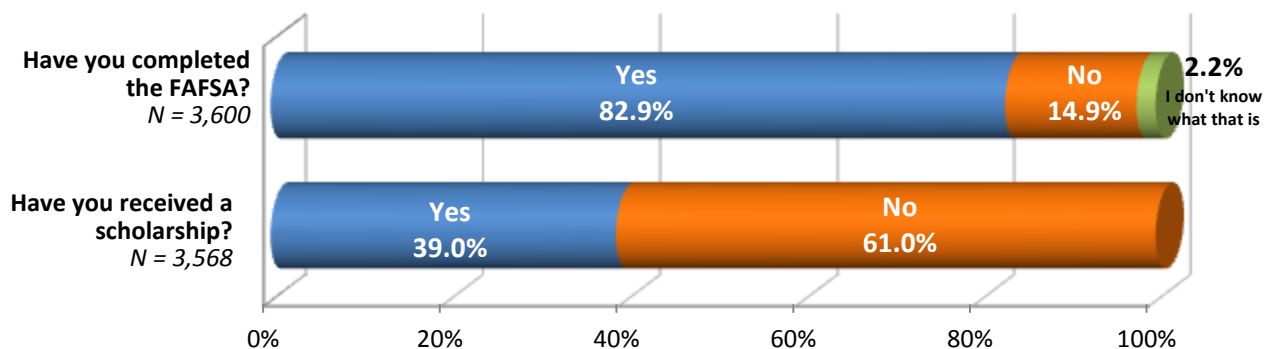


Figure 7—Distribution of FAFSA filers and scholarship recipients among four-year college aspirants



Students' Preferred Schools and Motivating Factors among Four-Year College Aspirants

More than one-half (50.9%) of the graduates who aspire to attend a four-college intend to enroll in one of 10 public colleges or universities within the state of Maryland. About one-third of students plan to leave the state to pursue their Bachelor's degrees. See Table 2. A school's academic offerings, affordability, and academic reputation were the factors students cited most often as being very important in their choice of school. See Figure 8.

Table 2—Distribution of the four-year colleges Class of 2017 graduates plan to attend














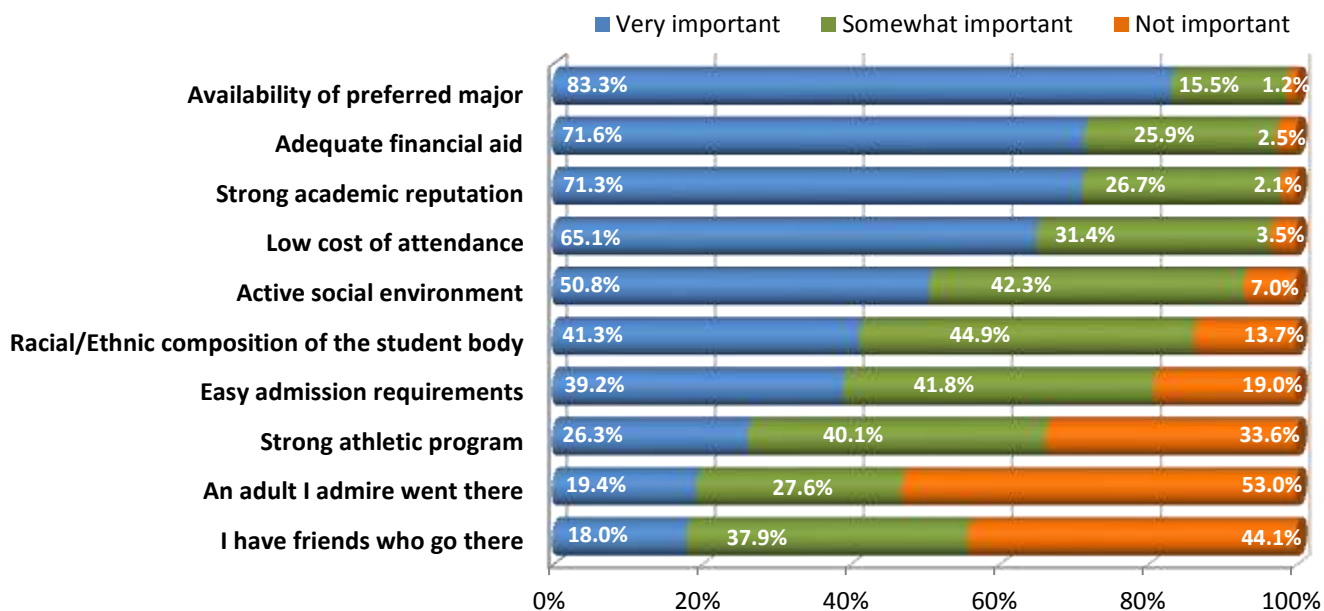
| | | | |
|---|--------------|--|---------------|
| Bowie State University | 528 |  | 14.7% |
| University of Maryland, College Park | 322 |  | 8.9% |
| Morgan State University | 305 |  | 8.5% |
| Towson State University | 243 |  | 6.8% |
| University of Maryland, Baltimore County | 105 |  | 2.9% |
| University of Maryland, Eastern Shore | 98 |  | 2.7% |
| Frostburg State University | 80 |  | 2.2% |
| Coppin State University | 75 |  | 2.1% |
| Salisbury State University | 50 |  | 1.4% |
| University of Maryland, University College | 26 |  | 0.7% |
| Other 4-year college in Maryland (Please specify) | 468 |  | 13.0% |
| Other 4-year college out-of-state | 1,205 |  | 33.5% |
| Not Specified | 95 |  | 2.6% |
| TOTAL | 3,600 | | 100.0% |

Figure 8—Factors influencing college choice among four-year college aspirants: Percent of students indicating the level of importance of each factor in deciding on which college to attend



Applications, Admissions, and Financing among Two-Year College Aspirants

Graduates who indicated they would be attending two-year colleges applied to fewer schools than four-year college aspirants—about 66% applied to one or two, but less than 8% applied to three or more two-year colleges and more than 26% had not applied to any. Among those who applied, however, 72% had received at least one acceptance, and 65% said they had been accepted at the school they plan to attend. See Figure 9. About 52% of two-year college aspirants said they had applied for financial aid, but 41% indicated that they had not yet done so and an additional 6% reported they did not know what the FAFSA is. More than 10% of those planning to attend a two-year college indicated that they had been offered a scholarship. See Figure 10.

Figure 9—Distribution of Applications made and acceptances received among two-year college aspirants

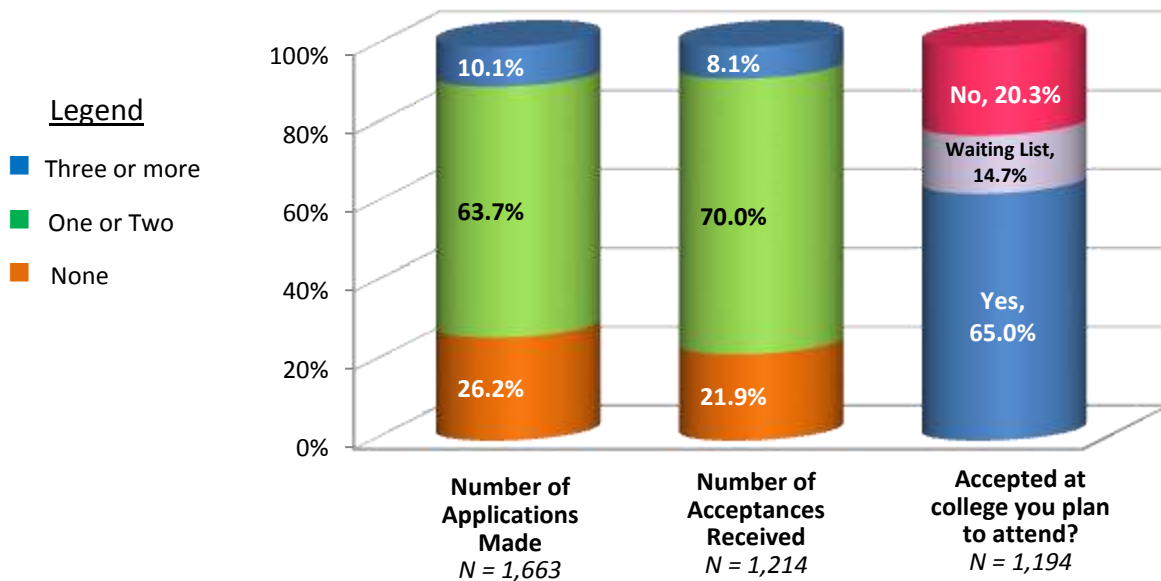
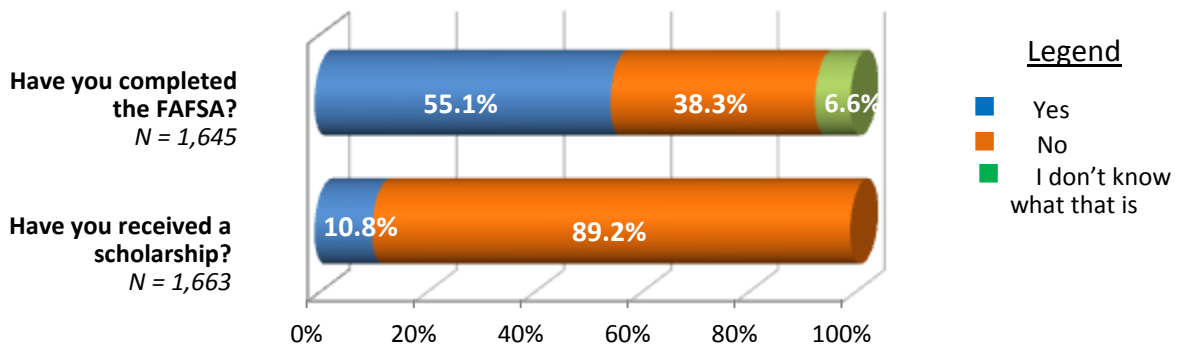


Figure 10—Distribution of scholarship recipients and FAFSA filers among two-year college aspirants



Students' Preferred Schools and Motivating Factors among Two-Year College Aspirants

Prince George's Community College is the preferred two-year college among PGCPS graduates. Nearly 60% of two-year college aspirants said that is the school in which they intended to enroll. See Table 3. Students indicated having the ability to transfer credits to a four-year college as a very important factor in their choice; academics, and affordability were also often cited as influencing their decision. See Figure 11. More than one-quarter of two-year college aspirants indicated they were choosing a two-year college because they did not feel prepared for a four-year college. See Figure 12.

Table 3—Distribution of the two-year colleges Class of 2017 graduates plan to attend

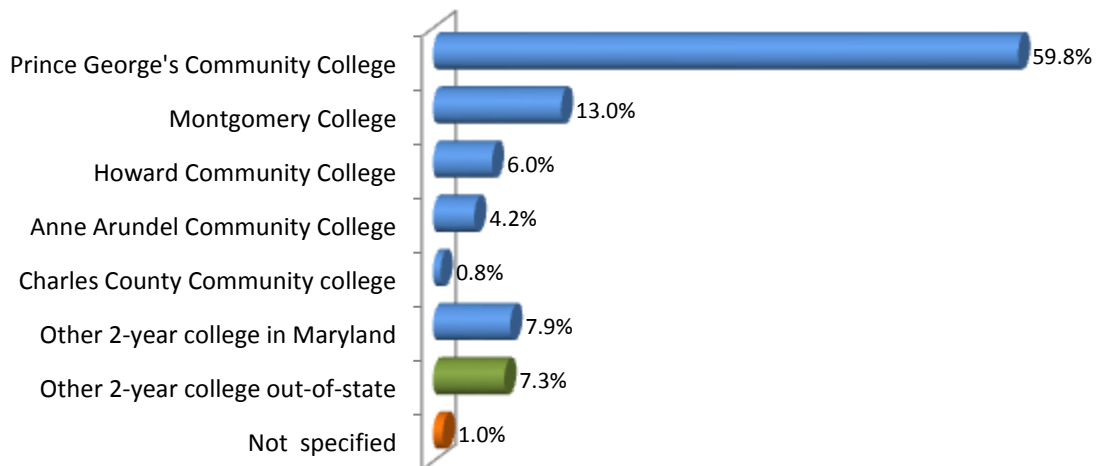


Figure 11—Factors influencing college choice among two-year college aspirants: Percent of students indicating the level of importance of each factor in deciding on which college to attend

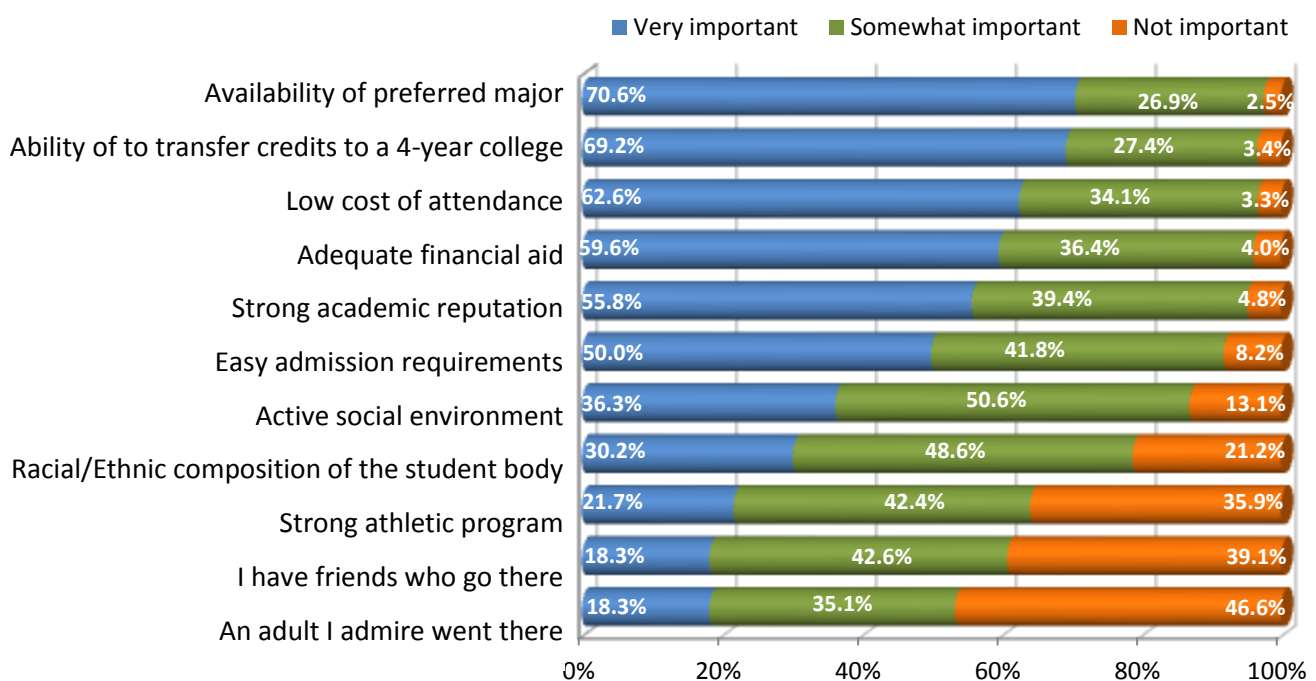
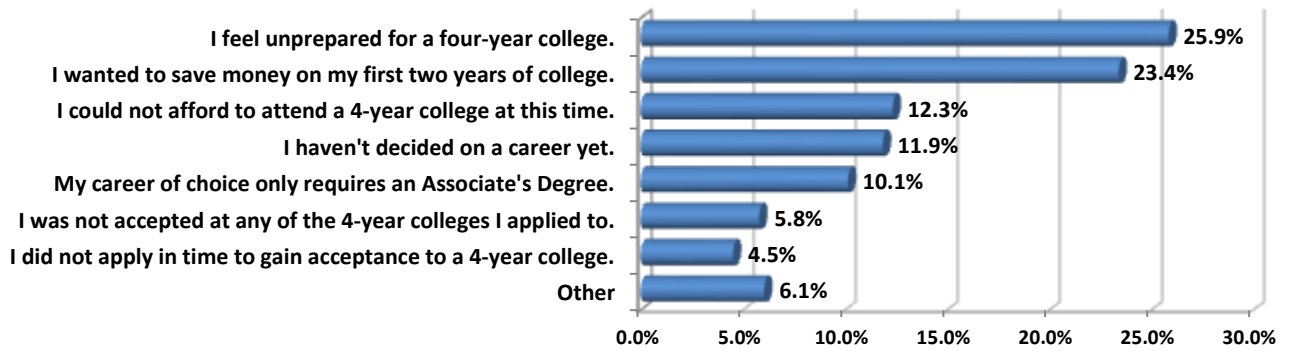


Figure 12—Reason for choosing a two-year college over a four-year college: Percent of students indicating the main reason they chose a two-year school over a four-school



III. SURVEY FINDINGS BY STUDENT SOCIO-DEMOGRAPHIC CHARACTERISTICS

A. High School Experience

Quality of Academic Instruction

Table 4—Instruction Quality by Core Subject Area and Student Characteristics: Percent of students rating the quality of instruction received as ‘Good’ or ‘Excellent’

| Student Characteristics | # of respondents | Math | English | Science | Social Studies | Foreign Language |
|--------------------------------|------------------|--------------|--------------|--------------|----------------|------------------|
| ALL STUDENTS | 7,172 | 60.8% | 79.6% | 69.8% | 73.5% | 63.2% |
| African American/Black | 4,919 | 59.7% | 78.6% | 67.8% | 72.1% | 59.5% |
| Hispanic | 1,559 | 62.1% | 81.7% | 73.6% | 75.9% | 75.7% |
| White | 268 | 57.5% | 80.5% | 77.9% | 77.2% | 52.5% |
| Asian | 266 | 78.6% | 85.7% | 77.5% | 80.1% | 77.4% |
| Female | 3,763 | 57.5% | 80.3% | 68.1% | 71.5% | 64.2% |
| Male | 3,409 | 64.5% | 78.9% | 71.7% | 75.7% | 62.2% |
| Non-FARMS | 3,785 | 60.2% | 79.3% | 68.9% | 73.3% | 60.8% |
| FARMS | 3,387 | 61.5% | 80.0% | 70.9% | 73.7% | 66.0% |
| Not an AP or IB Student | 3,737 | 58.9% | 78.3% | 68.4% | 71.4% | 61.7% |
| AP or IB Student | 3,435 | 62.9% | 81.1% | 71.3% | 75.8% | 64.9% |

Quality of Academic Advising

Table 5—Quality of Academic Advising, by Student Socio-Demographic Characteristics

| Student Characteristics | # of respondents | Poor | Fair | Good | Excellent |
|--------------------------------|------------------|--------------|--------------|--------------|--------------|
| ALL STUDENTS | 7,097 | 10.5% | 32.1% | 42.5% | 15.0% |
| African American/Black | 4,862 | 10.0% | 32.0% | 42.6% | 15.4% |
| Hispanic | 1,546 | 11.4% | 33.4% | 42.8% | 12.4% |
| White | 265 | 12.8% | 26.8% | 46.4% | 14.0% |
| Asian | 267 | 8.2% | 31.1% | 38.6% | 22.1% |
| Female | 3,727 | 12.1% | 33.4% | 40.6% | 14.0% |
| Male | 3,370 | 8.7% | 30.6% | 44.5% | 16.1% |
| Non-FARMS | 3,752 | 10.7% | 32.5% | 42.3% | 14.5% |
| FARMS | 3,345 | 10.2% | 31.6% | 42.7% | 15.5% |
| Not an AP or IB Student | 3,687 | 9.7% | 33.1% | 42.8% | 14.3% |
| AP or IB Student | 3,410 | 11.3% | 30.9% | 42.1% | 15.7% |

Table 6—Involvement of School Counselor by Student Characteristics, percent responding ‘Yes’

| Student Characteristics | N | My professional school counselor... ...encouraged me to... | | | ...informed me about... | | | | ...helped me with... | |
|--------------------------------|--------------|---|--------------------------------|------------------|------------------------------------|-----------------------------|------------------|-----------------|-----------------------------------|------------------------|
| | | ...do well in school | ...make post-high school plans | ...go to college | ...college admissions requirements | ...career/technical schools | ...financial aid | ...scholarships | ...the college admissions process | ...financial aid forms |
| ALL STUDENTS | 6,993 | 85.3% | 82.8% | 83.2% | 75.6% | 63.4% | 76.1% | 73.5% | 64.5% | 55.5% |
| African American/Black | 4,781 | 85.4% | 84.1% | 83.9% | 77.9% | 65.2% | 78.4% | 76.1% | 67.4% | 57.7% |
| Hispanic | 1,537 | 84.3% | 77.9% | 79.7% | 68.1% | 59.2% | 70.2% | 66.3% | 55.9% | 51.8% |
| White | 262 | 88.5% | 86.3% | 89.3% | 75.2% | 58.4% | 72.5% | 66.4% | 59.8% | 45.4% |
| Asian | 260 | 86.9% | 86.5% | 86.5% | 81.1% | 66.8% | 76.1% | 78.9% | 71.8% | 50.8% |
| Female | 3,691 | 83.6% | 81.0% | 82.7% | 72.9% | 58.1% | 74.6% | 72.4% | 61.1% | 52.2% |
| Male | 3,302 | 87.1% | 84.9% | 83.8% | 78.6% | 69.4% | 77.8% | 74.8% | 68.3% | 59.1% |
| Non-FARMs | 3,699 | 85.3% | 83.3% | 83.8% | 76.9% | 63.4% | 76.4% | 74.3% | 64.4% | 54.6% |
| FARMs | 3,294 | 85.2% | 82.3% | 82.5% | 74.1% | 63.4% | 75.7% | 72.7% | 64.6% | 56.4% |
| Not an AP or IB Student | 3,649 | 86.6% | 82.9% | 82.0% | 75.5% | 67.5% | 75.6% | 71.4% | 64.5% | 58.5% |
| AP or IB Student | 3,344 | 83.8% | 82.8% | 84.5% | 75.7% | 58.9% | 76.7% | 75.9% | 64.5% | 52.1% |

Preparation for Post-High School Life

Table 7—Preparation for life after high school by student characteristic: Percent of students rating the extent to which they were prepared for post-high school life as ‘Good’ or ‘Excellent’

| Student Characteristics | N | How would you rate your high school in preparing you... | | | | |
|--------------------------------|--------------|---|--------------------------------|-------------------------|------------------------------|--|
| | | ...for college or post-secondary education | ...to have a productive future | ...to be a good citizen | ...to be a responsible adult | ...to get along with all types of people |
| ALL STUDENTS | 7,015 | 58.7% | 63.0% | 62.1% | 63.8% | 62.3% |
| African American/Black | 4,802 | 58.5% | 62.9% | 61.0% | 62.7% | 60.8% |
| Hispanic | 1,530 | 57.5% | 62.8% | 65.4% | 67.8% | 64.6% |
| White | 265 | 58.5% | 57.0% | 55.1% | 55.6% | 59.5% |
| Asian | 263 | 71.5% | 74.7% | 72.6% | 72.8% | 79.3% |
| Female | 3,699 | 57.1% | 61.8% | 60.7% | 62.3% | 60.7% |
| Male | 3,316 | 60.6% | 64.4% | 63.7% | 65.5% | 64.0% |
| Non-FARMS | 3,712 | 58.2% | 61.9% | 60.4% | 61.5% | 61.5% |
| FARMS | 3,303 | 59.4% | 64.3% | 64.1% | 66.5% | 63.1% |
| Not an AP or IB Student | 3,663 | 57.1% | 64.4% | 64.9% | 67.6% | 62.7% |
| AP or IB Student | 3,352 | 60.5% | 61.5% | 59.1% | 59.8% | 61.8% |

B. Immediate Post-High School Plans

Table 8—Graduates' Immediate Post-High School Plans by Student Characteristic

| Student Characteristics | # of respondents | 4-year College | 2-year College | Military Service | Apprentice/ Job training | Full-time work | Other |
|---------------------------------------|------------------|----------------|----------------|------------------|--------------------------|----------------|-------------|
| ALL STUDENTS | 7,315 | 49.2% | 22.7% | 7.2% | 4.6% | 7.9% | 8.3% |
| African American/Black | 5,019 | 55.3% | 19.3% | 7.1% | 4.1% | 6.0% | 8.1% |
| Hispanic | 1,591 | 28.2% | 33.6% | 7.2% | 7.6% | 14.4% | 9.0% |
| White | 271 | 49.4% | 20.3% | 9.2% | 3.3% | 9.2% | 8.5% |
| Asian | 271 | 57.2% | 26.9% | 7.7% | 1.1% | 2.2% | 4.8% |
| Female | 3,835 | 55.3% | 23.4% | 5.0% | 3.2% | 6.4% | 6.8% |
| Male | 3,480 | 42.6% | 22.0% | 9.7% | 6.3% | 9.5% | 10.0% |
| Non-FARMs | 3,860 | 55.0% | 19.9% | 6.9% | 3.8% | 6.7% | 7.7% |
| FARMs | 3,455 | 42.7% | 25.9% | 7.6% | 5.6% | 9.2% | 9.0% |
| Not an AP or IB Student | 3,853 | 35.0% | 26.5% | 8.4% | 6.6% | 11.8% | 11.8% |
| AP or IB Student | 3,462 | 65.1% | 18.5% | 6.0% | 2.5% | 3.6% | 4.4% |
| Parent's Education Level | | | | | | | |
| Advanced Degree | 925 | 71.6% | 15.8% | 5.4% | 2.1% | 2.5% | 2.7% |
| Bachelor's Degree | 1,325 | 64.0% | 19.0% | 6.4% | 2.9% | 3.1% | 4.5% |
| Some College up to Associate's Degree | 1,639 | 52.7% | 22.9% | 8.5% | 5.3% | 5.7% | 4.9% |
| High School Grad or Less | 2,295 | 39.3% | 27.4% | 7.5% | 6.0% | 12.2% | 7.7% |
| Unknown | 836 | 30.4% | 26.7% | 9.2% | 6.7% | 14.7% | 12.3% |

C. *From Intention to Action: Prospective college-goers' activities and choices by student characteristic*

Applications, Admissions, and Financing among Four-Year College Aspirants

Table 9—Applications made and acceptances received among four-year college aspirants, by student characteristic

| Student Characteristics | # of respondents | Percent Distribution of Students by Number of College Applications Submitted | | | | | | | Accepted at Choice |
|---------------------------------------|------------------|--|-------|-------|-------|-------|-------|--------|--------------------|
| | | None | One | Two | Three | Four | Five | > Five | |
| ALL STUDENTS | 3,575 | 7.0% | 8.2% | 11.6% | 14.6% | 13.3% | 9.9% | 35.5% | 77.4% |
| | | 9.4% | 16.6% | 16.2% | 15.9% | 12.3% | 7.3% | 22.3% | |
| African American/Black | 2,755 | 9.7% | 15.3% | 15.3% | 16.2% | 12.0% | 7.5% | 24.0% | 77.1% |
| | | 4.8% | 6.8% | 11.3% | 14.3% | 14.2% | 10.0% | 38.7% | |
| Hispanic | 446 | 12.6% | 26.1% | 19.5% | 14.4% | 9.5% | 5.2% | 12.6% | 71.7% |
| | | 21.7% | 17.0% | 12.6% | 14.6% | 9.6% | 7.2% | 17.3% | |
| White | 133 | 1.6% | 18.3% | 19.0% | 15.1% | 22.2% | 7.9% | 15.9% | 88.2% |
| | | 4.5% | 9.8% | 10.5% | 20.3% | 12.0% | 12.8% | 30.1% | |
| Asian | 155 | 6.3% | 16.0% | 21.5% | 16.0% | 16.0% | 7.6% | 16.7% | 79.7% |
| | | 6.5% | 7.7% | 16.8% | 14.2% | 11.6% | 10.3% | 32.9% | |
| Female | 2,108 | 8.1% | 13.3% | 15.1% | 16.1% | 12.7% | 8.4% | 26.2% | 81.2% |
| | | 5.7% | 6.5% | 10.6% | 13.8% | 12.7% | 9.8% | 40.8% | |
| Male | 1,467 | 11.4% | 21.4% | 17.7% | 15.6% | 11.7% | 5.7% | 16.5% | 71.6% |
| | | 8.7% | 10.7% | 12.9% | 15.9% | 14.0% | 10.0% | 27.8% | |
| Non-FARMS | 2,107 | 7.4% | 15.5% | 16.4% | 16.7% | 13.2% | 7.4% | 23.4% | 80.7% |
| | | 5.3% | 7.3% | 11.3% | 14.8% | 13.7% | 10.8% | 36.9% | |
| FARMS | 1,468 | 12.5% | 18.2% | 15.8% | 14.5% | 11.1% | 7.2% | 20.7% | 72.4% |
| | | 9.3% | 9.6% | 11.9% | 14.4% | 12.6% | 8.6% | 33.5% | |
| Not an AP or IB Student | 1,335 | 18.5% | 23.2% | 17.8% | 13.6% | 9.0% | 5.1% | 12.8% | 61.3% |
| | | 12.2% | 12.1% | 15.8% | 16.1% | 13.8% | 7.0% | 23.1% | |
| AP or IB Student | 2,240 | 4.5% | 13.0% | 15.3% | 17.1% | 14.1% | 8.6% | 27.5% | 85.8% |
| | | 3.8% | 5.9% | 9.0% | 13.8% | 12.9% | 11.6% | 42.9% | |
| Parent's Education Level | | | | | | | | | |
| Advanced Degree | 656 | 6.4% | 11.2% | 15.5% | 16.4% | 13.2% | 9.8% | 27.6% | 85.4% |
| | | 1.5% | 4.7% | 9.8% | 14.3% | 14.0% | 12.5% | 43.1% | |
| Bachelor's Degree | 845 | 5.3% | 13.3% | 15.0% | 17.1% | 15.0% | 7.3% | 27.0% | 82.4% |
| | | 3.4% | 6.3% | 9.1% | 12.9% | 14.4% | 11.0% | 42.8% | |
| Some College up to Associate's Degree | 857 | 10.1% | 18.3% | 16.8% | 15.6% | 12.3% | 7.0% | 20.0% | 75.8% |
| | | 6.5% | 8.4% | 11.9% | 14.5% | 14.7% | 9.5% | 34.5% | |
| High School Grad or Less | 899 | 13.4% | 19.9% | 18.4% | 15.4% | 10.0% | 6.3% | 16.8% | 70.0% |
| | | 10.9% | 11.2% | 13.7% | 16.8% | 11.9% | 8.5% | 27.0% | |
| Unknown | 253 | 16.7% | 25.1% | 12.8% | 11.3% | 9.4% | 4.9% | 19.7% | 68.0% |
| | | 19.4% | 12.3% | 16.6% | 12.6% | 7.5% | 5.1% | 26.5% | |

Table 10–Scholarship and FAFSA information among four-year college aspirants, by student characteristic

| Student Characteristics | # of respondents | Completed FAFSA | Received a Scholarship |
|--|------------------|-----------------|------------------------|
| ALL STUDENTS | 3,568 | 82.9% | 39.0% |
| African American/Black | 2,750 | 85.7% | 38.7% |
| Hispanic | 446 | 63.2% | 28.8% |
| White | 134 | 88.1% | 60.4% |
| Asian | 154 | 81.8% | 43.9% |
| Female | 2,101 | 85.7% | 42.3% |
| Male | 1,467 | 78.9% | 34.2% |
| Non-FARMS | 2,103 | 83.8% | 41.5% |
| FARMS | 1,465 | 81.7% | 35.4% |
| Not an AP or IB Student | 1,327 | 72.6% | 24.2% |
| AP or IB Student | 2,241 | 89.1% | 47.8% |
| Parent’s Education Level | | | |
| Advanced Degree | 656 | 88.9% | 50.9% |
| Bachelor’s Degree | 843 | 85.8% | 45.9% |
| Some College up to Associate’s Degree | 857 | 85.8% | 36.6% |
| High School Grad or Less | 896 | 77.8% | 31.7% |
| Unknown | 253 | 68.4% | 22.8% |

Applications, Admissions, and Financing among Two-Year College Aspirants

Table 11—Applications made and acceptances received among two-year college aspirants, by student characteristic

| Student Characteristics | # of respondents | Percent Distribution of Students by Number of College Applications Submitted | | | | Accepted at Choice |
|---------------------------------------|------------------|--|-------|-------|---------------|--------------------|
| | | None | One | Two | Three or more | |
| ALL STUDENTS | 1,652 | 26.3% | 45.4% | 18.2% | 10.2% | 47.1% |
| | | 21.9% | 55.8% | 14.3% | 8.1% | |
| African American/Black | 960 | 21.6% | 47.8% | 19.0% | 11.7% | 61.8% |
| | | 23.2% | 54.9% | 13.6% | 8.3% | |
| Hispanic | 531 | 33.5% | 39.9% | 18.5% | 8.1% | 61.9% |
| | | 19.6% | 56.0% | 17.3% | 7.1% | |
| White | 55 | 36.4% | 54.5% | 5.5% | 3.6% | 74.3% |
| | | 14.3% | 77.1% | 2.9% | 5.7% | |
| Asian | 73 | 23.3% | 56.2% | 13.7% | 6.8% | 76.8% |
| | | 25.0% | 53.6% | 12.5% | 8.9% | |
| Female | 888 | 23.6% | 49.1% | 17.7% | 9.6% | 66.8% |
| | | 20.1% | 59.8% | 13.5% | 6.7% | |
| Male | 764 | 29.2% | 41.4% | 18.7% | 10.7% | 57.7% |
| | | 24.2% | 50.7% | 15.2% | 9.9% | |
| Non-FARMS | 766 | 26.0% | 47.5% | 15.9% | 10.6% | 65.4% |
| | | 20.5% | 58.1% | 11.9% | 9.6% | |
| FARMS | 886 | 26.4% | 43.8% | 20.1% | 9.7% | 60.4% |
| | | 23.1% | 53.8% | 16.3% | 6.8% | |
| Not an AP or IB Student | 1,015 | 29.2% | 40.5% | 19.8% | 10.5% | 58.3% |
| | | 25.2% | 53.6% | 14.6% | 6.6% | |
| AP or IB Student | 637 | 21.5% | 53.5% | 15.5% | 9.4% | 69.0% |
| | | 17.1% | 59.0% | 13.7% | 10.3% | |
| Parent's Education Level | | | | | | |
| Advanced Degree | 146 | 15.1% | 47.3% | 19.9% | 17.8% | 66.7% |
| | | 12.9% | 60.5% | 13.7% | 12.9% | |
| Bachelor's Degree | 252 | 16.7% | 56.7% | 16.7% | 9.9% | 67.8% |
| | | 19.1% | 61.7% | 11.0% | 8.1% | |
| Some College up to Associate's Degree | 374 | 22.5% | 50.0% | 16.0% | 11.5% | 63.7% |
| | | 22.6% | 55.2% | 13.2% | 9.0% | |
| High School Grad or Less | 625 | 32.0% | 39.7% | 20.6% | 7.7% | 62.7% |
| | | 23.6% | 54.7% | 15.6% | 6.1% | |
| Unknown | 223 | 35.0% | 41.7% | 15.7% | 7.6% | 53.9% |
| | | 28.3% | 50.3% | 15.9% | 5.5% | |

Table 12–Scholarship and FAFSA status among two-year college aspirants, by student characteristic

| Student Characteristics | # of respondents | Completed FAFSA | Received a Scholarship |
|--|------------------|-----------------|------------------------|
| ALL STUDENTS | 1,645 | 55.1% | 10.8% |
| African American/Black | 952 | 57.8% | 11.5% |
| Hispanic | 533 | 50.7% | 8.4% |
| White | 55 | 49.1% | 10.9% |
| Asian | 73 | 63.0% | 17.8% |
| Female | 885 | 58.3% | 11.8% |
| Male | 760 | 51.4% | 9.5% |
| Non-FARMS | 763 | 53.7% | 10.8% |
| FARMS | 882 | 56.3% | 10.7% |
| Not an AP or IB Student | 1,011 | 49.9% | 7.8% |
| AP or IB Student | 634 | 63.6% | 15.4% |
| Parent’s Education Level | | | |
| Advanced Degree | 145 | 60.0% | 19.2% |
| Bachelor’s Degree | 252 | 57.9% | 12.7% |
| Some College up to Associate’s Degree | 374 | 59.9% | 10.1% |
| High School Grad or Less | 624 | 53.4% | 8.9% |
| Unknown | 219 | 46.1% | 9.4% |