



DESTINATIONS UNLIMITED

KS Senior Survey,
Class of 2003 and 2004

Prepared by
PASE Research Team

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AT A GLANCE

At the end of each school year, KS seniors complete a survey on post-graduation plans and school satisfaction. Results show that nearly all seniors (96% of 2003 and 97% of 2004 graduates) plan to enter a post-secondary educational institution immediately after graduation. Of these students, three in four plan to attend a four-year college or university, and about half aspire to ultimately earn a graduate degree. The success rate of our alumni and the numerous educational institutions and majors in which recent graduates enroll strongly indicate that the high school programs and college counseling services are responsive to a wide range of student interests and needs. Overall, seniors report consistently high levels of satisfaction with their education at Kamehameha Schools.

CONTENT LINKS

Executive Summary	3
Introduction	4
Methods	4
Post-graduation Plans	4
Hawai'i or the U.S. Continent?	5
Top Picks	6
Intended Majors	6
Educational Aspirations	7
College Choices and Geographic Considerations	7
Student Satisfaction	9
Conclusions	10
Appendix	12
Top College Picks: Class of 2003	12
Top College Picks: Class of 2004	13



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KS Senior Survey, Class of 2003 and 2004

EXECUTIVE SUMMARY

Each year, seniors at Kapālama Campus complete a survey before graduating from Kamehameha Schools. The survey helps Kamehameha Schools gather information about post-graduation plans and student satisfaction. Highlights of the 2003 and 2004 senior surveys are listed below. On the whole, we find very little difference between the two classes, suggesting stable trends in these outcomes for KS students.

- A total of 96% of 2003 graduates and 97% of 2004 graduates planned to enter a post-secondary educational institution immediately after graduation, compared to the national college enrollment of 62%. By comparison, Iolani School and Punahou School report that 99% and 100% of their graduates, respectively, plan to enroll in post-secondary studies.
- Nearly 80% of KS graduates plan to start at a four-year college or university immediately after graduation.
- More than 80% of KS graduates plan to complete a bachelor's degree and 40% have aspirations of ultimately earning a graduate degree.
- Collectively, KS seniors' college plans include 117 different educational institutions and 112 college majors.
- One in five graduating seniors plans to attend the University of Hawai'i at Mānoa.
- Overall, students report a high level of satisfaction with their education at Kamehameha Schools.

INTRODUCTION

Each year, seniors at Kapālama Campus complete a survey before graduating from Kamehameha Schools. The purpose of the survey is to gather information regarding the students' post-graduation plans and to gauge their satisfaction with campus programs.

Post-graduation plans are particularly important to Kamehameha Schools because, as a college preparatory institution, this is a singularly important outcome. It is also important because, as identified in the 2000 Census data, compared to the general population, students of Hawaiian ancestry are less likely to enroll in college and, once enrolled, are less likely to complete a degree.¹

This biannual summary report addresses the following areas:

- Post-graduation plans and aspirations for classes of 2003 and 2004
- Preparation for post-secondary education (i.e., GPA, class rank, and SAT-I scores)
- Comparison of student characteristics and post-graduation plans
- Student satisfaction with their experiences at Kamehameha Schools

METHODS

The annual survey, which takes about fifteen minutes to complete, is distributed and collected by high school homeroom teachers. A total of 447 surveys from the graduating class of 2003 and 436 from the class of 2004 were collected.

POST-GRADUATION PLANS

As shown in Table 1, 96% of 2003 graduates and 97% of 2004 graduates plan to enter a post-secondary educational institution immediately after graduation.² An overwhelming majority of graduating seniors plan to attend a four-year college or university.

¹ Census 2000 – 1% PUMS, based on race/ethnicity alone or in combination with others.

² The national college enrollment is 62%. See U.S. Department of Education, National Center of Education Statistics, "Table 183—College enrollment rates of high school completers, by race/ethnicity: 1960 to 2001," <http://nces.ed.gov/programs/digest/d02/tables/PDF/table183.pdf>.

Table 1. Post-graduation plans

Student plans	Class of 2003		Class of 2004	
	Number	Percent	Number	Percent
Four-year college/university	351	78	341	78
Two-year community/junior college	74	17	78	18
Technical school	4	1	5	1
Work	4	1	3	1
Armed forces	6	1	2	1
Other	4	1	6	1
Undecided	4	1	1	1

Hawai'i or the U.S. Continent?

Students planning to attend college were asked to indicate the schools to which they had applied, whether they were accepted, and whether they plan to attend that school.

Overall, about 55% of graduates plan to attend college on the U.S. continent, while 43% indicate Hawai'i institutions (2% missing). One student from the class of 2004 is planning to attend an international university. Table 2 gives a more detailed breakdown of graduating seniors bound for two-year versus four-year colleges in Hawai'i and on the continent.

Table 2. College plans: Hawai'i versus the U.S. continent

College location	Class of 2003		Class of 2004	
	Number	Percent	Number	Percent
<i>Hawai'i</i>				
Four-year college/university	137	39	121	35
Two-year community/junior college	51	69	53	70
<i>U.S. Continent</i>				
Four-year college/university	214	61	217	64
Two-year community/junior college	23	31	23	30

Note: Actual counts and percentages are for those who indicated a particular college. Some respondents indicated intent to enroll but did not identify a particular college.

Consistent with prior trends,³ students bound for a four-year college or university—as well as those who have other plans—are more likely to relocate to the continent, while students who plan to attend a two-year college or technical school are more likely to remain in Hawai'i.

³ Katherine Tibbetts and Alma M.O. Trinidad, "Oh, The Places They'll Go: KS Senior Survey 2000–2002" (Honolulu, HI: Kamehameha Schools, PASE Report 03-04:29, 2003).

Top Picks

KS graduates applied for and were accepted to a wide range of educational institutions. Although more than 50% of recent graduates plan to attend schools on the continent, many also plan to remain in Hawai‘i. The University of Hawai‘i at Mānoa has the highest percentage of students who applied (50% of 2003 graduates; 42% of 2004 graduates).

Other top picks include Leeward Community College (5%), Loyola Marymount University (6%), University of Nevada (5%), Kapi‘olani Community College (4%), and the University Hawai‘i at Hilo (3%). Two graduates, one from each graduating class, chose Ivy League schools. Graduates from the class of 2003 identified a total of 99 educational institutions they planned to attend (see Table 9 in the Appendix for the most common choices). Seniors from the class of 2004 identified 117 schools they plan to attend, representing an increase from 2003 in the number of educational options located on the continent (see Table 10 in the Appendix for top choices).

Intended Majors

Table 3 shows the intended majors most frequently identified by seniors (434 respondents from the class of 2003 and 436 from the class of 2004).

Table 3. Intended college majors

Intended majors	Class of 2003		Class of 2004	
	Number	Percent	Number	Percent
Biology	9	2.01	4	0.92
Business management & administration	20	4.47	12	2.75
Communications	8	1.79	3	0.69
Elementary Education	5	1.11	16	3.67
Engineering & engineer technology	11	2.46	7	1.61
Mechanical engineering	8	1.79	10	2.29
Nursing	10	2.24	19	4.36
Pharmacy	8	1.79	11	2.52
Pre-medical	6	1.34	12	2.75
Psychology	16	3.58	14	3.21

Students’ plans include a wide spread of intended majors; no one major was selected by more than 5% of the students. Business management and administration and psychology are the most popular majors for the class of 2003. Nursing and elementary education are the most

popular majors for the class of 2004. Twenty-five percent of students in both graduating classes have not decided on a major at the time of the survey.

Educational Aspirations

At the time of graduation, 82% of the class of 2003 and 88% of the class of 2004 aspired to eventually complete a bachelor's degree. Table 4 shows that 2% of 2003 graduates plan to complete a two-year degree, while 35% plan to complete a bachelor's degree and 46% aspire to ultimately obtain a graduate degree. For the class of 2004, fewer than 1% of graduates plan to complete a two-year degree, 47% plan to complete a bachelor's degree, and 41% aspire to obtain a graduate degree.

Table 4. Educational aspirations

Educational aspiration	Class of 2003		Class of 2004	
	Number	Percent	Number	Percent
Graduate degree	204	45.64	180	41.28
Four-year degree	155	34.68	203	46.56
Two-year degree	8	1.79	1	0.23
Military training (no degree identified)	2	0.45	1	0.23
High school diploma	2	0.45	1	0.23
Undecided	67	14.99	34	7.80
Missing	9	2.01	12	2.75

College Choices and Geographic Considerations

The choice to start at a two- versus four-year institution may be influenced by students' educational and career goals, short-term plans (for example, they may want or need a marketable skill in less time than it would take to complete a bachelor's degree), the extent to which they are decided about their educational aspirations, and the cost of attendance. Obviously, no one choice is right for all students.

Among 2003 and 2004 graduates, plans to attend a four-year college or university (vs. two year or other) are positively correlated with higher average GPA, class rank, and SAT-I scores (see Table 5).

Table 5. Preparation for post-secondary education

Academic indicators	Class of 2003: Post-secondary plans ^a				Class of 2004: Post-secondary plans ^b			
	Four-year college/university	Two-year college/tech. school	Other ^c	Total	Four-year college/university	Two-year college/tech. school	Other ^c	Total
Number of students	351	78	18	447	339	78	16	434
Average GPA	3.24	2.57	2.76	3.10	3.17	2.75	2.62	3.07
Average class rank	189	355	319	223	191	305	340	217
Average SAT-I								
Verbal	540	453	494	527	535	486	491	524
Math	602	501	534	586	584	533	529	572

^a n=328. These are preliminary results pending receipt of full data from ETS. In addition, not all students took the SAT-I. Averages are taken from maximum SAT-I scores.

^b n=421. Not all students took the SAT-I. Averages are from maximum SAT-I scores.

^c "Other" includes work, armed forces, other plans, or undecided.

Geographic considerations about where to go to college are complex and require the balancing of a number of potentially competing considerations. These include the availability and quality of educational programs in the student's intended major, cost of attendance and access to financial aid, the importance to the student of being near to family and friends, and the opportunity to experience other cultures and lifestyles. As with the choice of starting at a two- versus four-year institution, no one choice of geographic location is right for all students.

Among KS alumni, geographic choice is also associated with academic achievement. Table 6 shows that graduates who plan to attend a four-year college or university on the continent have a mean GPA of 3.30 and relatively high SAT-I Verbal and SAT-I Math scores, averaging around 548 and 610, respectively. For both graduating classes, all comparisons between those planning on enrolling in four-year versus two-year institutions are statistically significant ($p > 0.01$).

Table 6. Preparation for post-secondary education, Hawai'i versus U.S. continent

Academic indicators	Class of 2003: Post-secondary plans				Class of 2004: Post-secondary plans			
	Four-year college/university		Two-year college/technical school		Four-year college/university		Two-year college/technical school	
	Hawai'i	Continent	Hawai'i	Continent	Hawai'i	Continent	Hawai'i	Continent
Number of students	137	214	51	23	121	215	153	23
Average GPA	3.09	3.34	2.62	2.44	3.05	3.25	2.77	2.73
Median class rank	230	163	341	391	222	171	304	304
Average SAT-I ^a								
Verbal	522	551	452	465	518	545	488	480
Math	574	619	493	535	561	596	525	548
# students tested ^b	103	170	29	14	114	213	51	21

^a These are preliminary results pending receipt of full data from Educational Testing Services (ETS). Averages are taken from maximum SAT-I scores.

^b Not all students took the SAT-I; some took the ACT, while others have missing records.

Educational aspirations are also correlated with geographic choices about college location. Table 7 shows that having plans to attend a four-year institution on the continent is positively related to graduate school aspirations. About 57% of those heading to four-year institutions on the continent plan on graduate work, compared to 42% of those heading to four-year colleges and universities in Hawai‘i. There is no statistically significant difference in higher educational aspirations between students who plan to start at a two-year college on the continent and those who plan to start at a two-year college in Hawai‘i.

Table 7. Highest educational aspirations, class of 2003 and 2004

Aspired degree	Post-secondary plans							
	Four-year college/ university				Two-year college/ technical school			
	Hawai‘i		Continent		Hawai‘i		Continent	
#	%	#	%	#	%	#	%	
Graduate degree	108	42	242	57	20	20	9	21
Bachelor’s degree	117	46	142	33	56	54	28	63
Two-year degree	1	1	0	0	7	7	0	0
Undecided	25	10	37	9	19	19	6	1

STUDENT SATISFACTION

With a satisfaction scale of 1 (lowest) through 10 (highest), the average satisfaction rate is 8.7 (n = 857). Most graduates (97%) rate their satisfaction levels as a 6 or above. Table 8 shows the differences in student satisfaction levels based on post-secondary plans. Students who plan to attend a four-year institution have the highest levels of satisfaction (8.75) versus students who plan to attend a two-year college or technical school (8.36). In addition, graduates planning to leave for the continent express higher levels of satisfaction than do those who plan to remain in Hawai‘i (not shown in table).

Table 8. Student satisfaction with Kamehameha Schools, class of 2003 and 2004

Student satisfaction	Post-secondary plans			Overall number and average
	Four-year college/ university	Two-year college/ tech. school	Other ^a	
Number of students	686	154	34	857
Average satisfaction level (1=lowest, 10=highest)	8.75	8.36	8.38	8.65

^a “Other” includes work, armed forces, other plans, or undecided.

CONCLUSIONS AND NEXT STEPS

Kamehameha Schools successfully creates and supports high educational aspirations among its graduating seniors. Among the graduates, 96% plan to enroll in a post-secondary institution immediately after graduation, 85% plan to complete a bachelor's degree and 44% aspire to go on to attain a graduate degree. This is significant because Census 2000 data document the fact that relatively few young adults of Hawaiian ancestry are enrolled in college and that among the four major ethnic groups in Hawai'i, Hawaiians ages 25 to 30 have the lowest rate of completion of bachelor's degrees.

Among KS graduates, 78% plan to attend a four-year institution immediately after graduation. PASE research shows that starting at a four-year institution substantially increases the likelihood that students of Hawaiian ancestry will complete a bachelor's degree.⁴ However, PASE research also shows that whether they begin their post-secondary education in two-year or four-year institutions and whether they begin in public or private institutions, KS alumni complete bachelor's degrees at much higher rates than those of college students nationwide.

We find that, as a group, graduates attending institutions on the continent have higher average GPAs and SAT scores than do those who plan to start in colleges and universities in Hawai'i. However, there is wide variation in both groups. Our research on post-secondary outcomes indicates that, after controlling for academic preparation, students who attend local colleges are as likely to complete bachelor's degrees as are those who go to the continent.

The most important consideration in the placement of our graduates is finding an educational institution that is a good match for the student's goals and life circumstances. The success rate of our alumni and the numerous educational institutions and majors in which recent graduates enroll strongly indicate that the high school programs and college counseling services are responsive to a wide range of student interests and needs.

⁴ Linda Hagedorn, Katherine Tibbetts, Hye Sun Moon and James Lester, "Factors Contributing to College Retention in the Native Hawaiian Population" (Honolulu, HI: Kamehameha Schools, PASE Working Paper 03-04:9, 2003; www.ksbe.edu/pase/pdf/Reports/Post-graduation/03_04_9.pdf).

In conclusion, the Kamehameha Schools graduating classes of 2003 and 2004 have high aspirations and are well positioned to achieve their educational goals. Our research on the graduating classes of 1993 to 1995 leads us to expect that the current graduates will continue to far exceed national rates of degree completion. Based on our surveys of previous alumni, we can reasonably predict that the educational attainments of these young adults will benefit not only themselves and their immediate families, but will contribute to the well-being of the Hawaiian community at large.

APPENDIX

Table 9. KS class of 2003: Common choices for colleges and universities

College choices	Applied		Accepted		Plan to attend	
	Number	Percent	Number	Percent	Number	Percent
<i>Hawai'i schools</i>						
University of Hawai'i, Mānoa	222	50	157	35.1	99	22.2
Hawai'i Pacific University	45	10	33	7.4	11	2.5
Leeward Community College	40	9	31	6.9	26	5.8
Chaminade University	33	7	24	5.4	12	2.7
Kapi'olani Community College	29	7	20	4.5	16	3.6
University of Hawai'i, Hilo	19	4	14	3.1	8	1.8
Honolulu Community College	16	4	15	3.4	11	2.5
Brigham Young University, Hawai'i	11	3	10	2.2	7	1.6
Windward Community College	6	1.3	4	0.9	4	0.9
Maui Community College	3	0.7	2	0.5	3 ^a	0.7
<i>Schools on the continent</i>						
Loyola Marymount, CA	52	11.6	41	9.2	18	4.0
Oregon State University, OR	48	10.7	44	9.8	15	3.4
University of Nevada, Las Vegas, NV	44	9.8	35	7.8	18	4.0
University of Southern California, CA	33	7.4	16	3.6	6	1.3
University of San Diego, CA	29	6.5	18	4.0	7	1.6
Chapman University, CA	25	5.6	19	4.2	12	2.7
Brigham Young University, UT	15	3.4	10	2.2	10	2.2
<i>Ivy League Schools</i>						
Harvard University, MA	5	1.1	0	0	0	0
Yale University, CT	5	1.1	2	0.5	1	0.2
Princeton University, NJ	4	0.9	1	0.2	0	0
Columbia University, NY	1	0.2	0	0	0	0
Cornell University, NY	1	0.2	1	0.2	0	0
Dartmouth University, NH	1	0.2	1	0.2	0	0
Brown University, RI	0	0	0	0	0	0
University of Pennsylvania, PA	0	0	0	0	0	0

^a The respondent who planned to attend but had not been accepted may have been waiting for a letter of acceptance at the time of the survey.

Table 10. KS class of 2004: Common choices for colleges and universities

College choices	Applied		Accepted		Plan to attend	
	Number	Percent	Number	Percent	Number	Percent
<i>Hawai'i schools</i>						
University of Hawai'i, Mānoa	183	42.0	142	32.6	76	17.4
Hawai'i Pacific University	34	7.8	31	7.1	8	1.8
University of Hawai'i, Hilo	31	7.1	29	6.7	17	3.9
Kapi'olani Community College	29	6.6	21	4.8	16	3.7
Chaminade University	21	4.8	21	4.8	10	2.3
Leeward Community College	17	3.9	14	3.2	16	3.7
Honolulu Community College	15	3.4	15	3.4	15	3.4
Brigham Young University, Hawai'i	12	2.8	10	2.3	6	1.4
Windward Community College	11	2.5	9	2.1	10 ^a	2.3
Maui Community College	8	1.8	8	1.8	7	1.6
<i>Schools on the continent</i>						
University of Nevada, Las Vegas, NV	63	14.4	52	11.9	24	5.5
Oregon State University, OR	28	6.4	22	5.0	4	1.0
Loyola Marymount University, CA	27	6.2	13	3.0	7	1.6
University of San Francisco, CA	25	5.7	23	5.3	6	1.4
University of Northern Colorado, CO	24	5.5	23	5.3	6	1.4
Menlo College, CA	21	4.8	21	4.8	6	1.4
Chapman University, CA	20	4.6	16	3.7	10	2.3
Brigham Young University, UT	17	3.9	11	2.5	8	1.8
Pacific University, OR	16	3.7	14	3.2	7	1.6
Whittier College, CA	13	3.0	13	3.0	5	1.1
<i>Ivy League Schools</i>						
Cornell University, NY	3	0.7	2	0.5	0	0
Dartmouth University, NH	3	0.7	3	0.7	0	0
Brown University, RI	2	0.5	1	0.2	0	0
Princeton University, NJ	2	0.5	1	0.2	1	0.2
Columbia University, NY	1	0.2	1	0.2	0	0
Harvard University, MA	1	0.2	1	0.2	0	0
University of Pennsylvania, PA	1	0.2	1	0.2	0	0
Yale University, CT	1	0.2	1	0.2	0	0

^a The respondent who planned to attend but had not been accepted may have been waiting for a letter of acceptance at the time of the survey.