

Prep 4 Success

2014 post-graduate survey
and outcomes analysis

P4S

The New Bremen Foundation has partnered with Prep for Success, a group of community leaders focused on youth development and education, to cultivate a community-wide infrastructure that supports the mission of New Bremen Local Schools and nurtures each student to develop the confidence and abilities to be both career- and college-ready.

P4S Team

Ann Harvey - Superintendent, Auglaize Co. ESC & Past Superintendent, NB Schools

Diane Komminsk – New Bremen Foundation Trustee & NB Alumnus

Howard Overman – NB Superintendent

Brian Pohl – NB High School Principal

Christy Shell – Zeal Career and Life Coaching

Stephanie Burkard - Southwestern Auglaize Co. Chamber of Commerce & NB Alumnus

Lauryn Bertke - New Bremen Foundation & NB Alumnus

Executive Summary

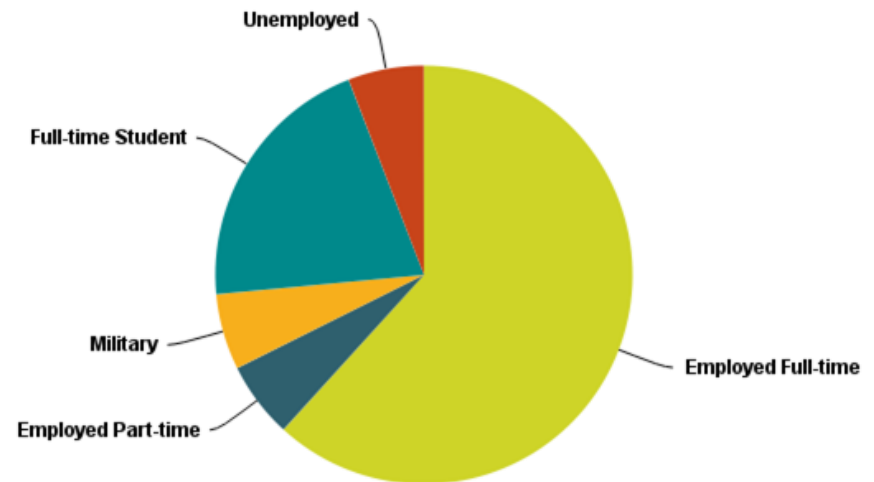
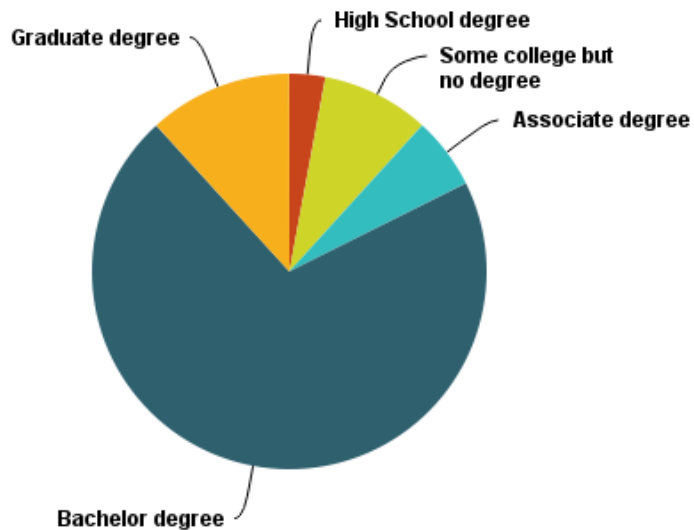
The purpose of the Prep for Success (P4S) survey was to collect and analyze qualitative and quantitative feedback from New Bremen High School alumni in order to provide guidance and direction for the school and community in relation to the needs of future New Bremen students. An 18-question survey was distributed electronically to 72 of 77 New Bremen alumni, class of 2008. The survey contained questions relating to the demographics/background of the survey-taker, as well as each individual's successes and struggles concerning academics and guidance since high school. Follow-up phone calls were requested of the alumni who took the survey. Many opted out of that option and attempts have been made to follow up with those who expressed interest.

We received 34 out of 72 responses. Upon answering each question, the survey-takers were asked to expand upon their answer in an open-ended comment. Many respondents took advantage of that space to provide detailed information about their high school experience in relation to their success after high school. Although the sample of students surveyed was small, we were able to identify trends from the data and feedback collected. Respondents identified STEM subjects as the areas they were most unprepared for. Overall there was a lack of STEM careers among the alumni surveyed; in particular, no female alumni pursued an engineering career. Respondents also identified a need for a more individualized approach to guidance and career counseling, suggesting focus on the diverse college and career options available.

New Bremen High School and the New Bremen community have already begun taking steps to address the concerns this survey identifies. We want to evaluate the changes and programs implemented since 2008 in relation to the results of the survey. And we hope to use the information collected to connect the philanthropic community with local institutions, such as the high school, chamber of commerce and Community Improvement Corporation, to continue to develop programs and curriculums that address the ever-changing needs of our upcoming students.

Demographics

- Class of 2008
- 34 of 72 responses (47%)
- 50% Male 50% Female

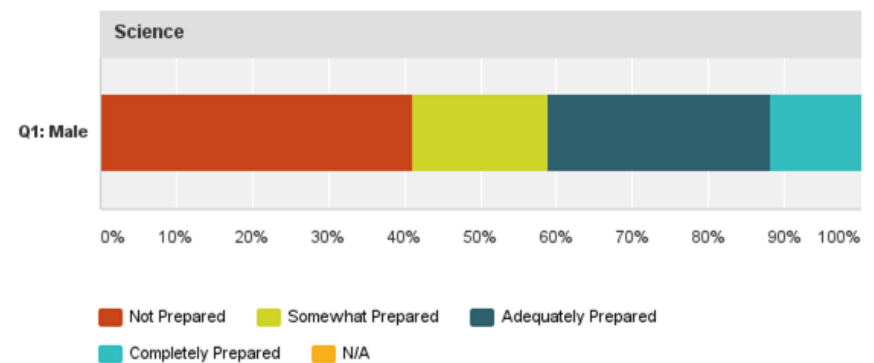
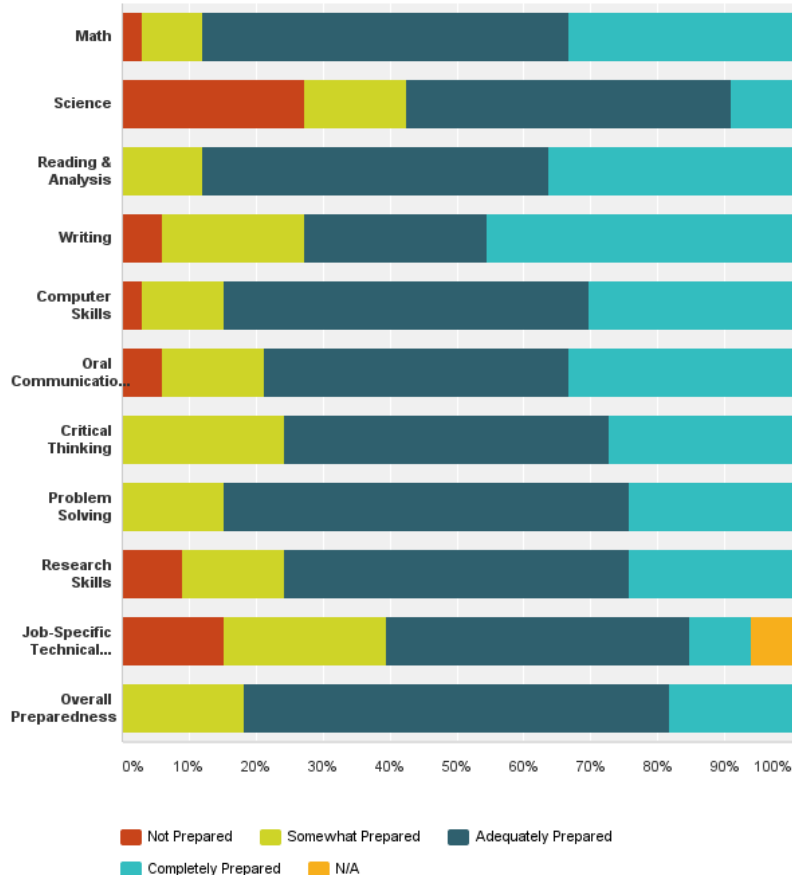


Analysis of Demographics

- A majority of students attended school in state.
- No female respondents studied Engineering.
- Math, Science and Technology related studies were underrepresented.
- Top Universities Attended*
 - Bowling Green State University (38%)
 - Ohio State University (20%)
 - University of Cincinnati (11%)
 - Wright State University (11%)
- Top Degrees Pursued*
 - Business & Marketing (26%)
 - Education (24%)
 - Engineering (15%)
 - Males (100%)
 - Females (0%)

* Indicated at least one semester

Overall students felt prepared academically.



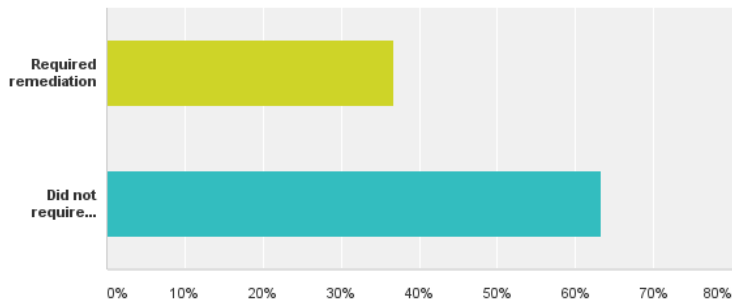
Students felt most ill-prepared in science.

60% of male respondents felt they were not adequately prepared in science, 40% said they were not prepared at all.

When some form of remediation was required, a majority cited science as the problem area.

Q10 If you continued your education after high school, did you require any remediation (i.e. relearning high school material)?

Answered: 33 Skipped: 1

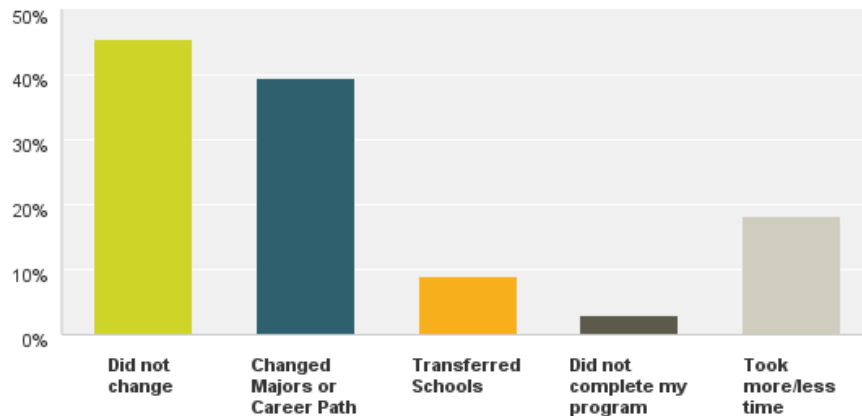


- *I felt I was re-learning a lot of material in my gen. ed. science classes (as a liberal arts major), It would have been nice to be able to test out of those.*
- *Chemistry was a huge topic, as well as some bits of mathematics.*
- *I had to relearn in chemistry and physics.*
- *I did not do well in chemistry, a general education requirement at OSU. The class I took was a very basic chemistry, but I was still unprepared.*
- *I definitely needed to relearn some of my science material.*
- *I had not seemed to have learned 10% of what other Freshman were claiming to have covered in their high school science courses.*

40% of students changed areas of study*

Q11 Did your post-high school plans change in any way?

Answered: 33 Skipped: 1



Students who answered that they changed majors felt a lack of personal direction and understanding of the career path they originally chose.

One stating, *“I feel that more exploratory opportunities in high school would be incredibly beneficial for juniors and seniors.”*

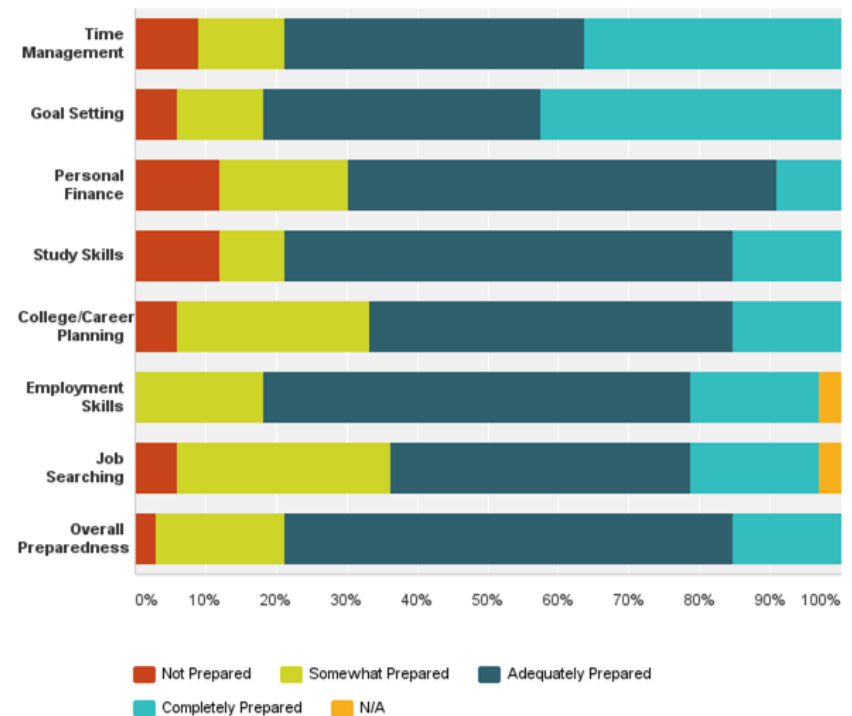
**Estimates of national statistics on students who change areas of study are claimed to be above 50%*

64% of students were satisfied with the elective classes offered, but encouraged more options.

“I believe the elective classes that NB offered while I was in school were adequate enough. However, I think there should have been more of an effort put towards relaying career potential and choices to the students. Coming from a small town, it is sometimes hard to imagine all of the different career paths there are. I remember the guidance counselor helping myself and other students trying to decide on their college majors. I wish there would have been more of an emphasis spent identifying students passions and steering them towards a career based upon those passions. I feel that most of the direction I received related more to the "traditional" path in regards to education and careers verse what I enjoyed and would excel at from my own individual traits and interests.”

College and Career prep: Overall students felt prepared

- Lowest ratings of preparation
 1. Personal Finance
 2. Job Searching
 3. College/Career Planning
- Students cited a lack of financial literacy in high school, a need for more individualized career coaching, and higher expectations as well as innovative teaching in the classroom.



Transitioning out of high school

Easiest

- Social Skills*
- Freedom from social and academic limitations of high school*
- Academics
- Career Planning
- Study Skills
- Math & English
- Taking only relevant courses to my specific passions

Hardest

- Financial Obligations*
- Academic Expectations/Course Load*
- Career Planning*
- Adjusting to the cultural diversity*
- Being independent and personally responsible for academic responsibilities*
- Philosophy and Literature Classes
- Time Management (balancing a social life and academics)
- Inadequate knowledge of Science and English
- Study Skills

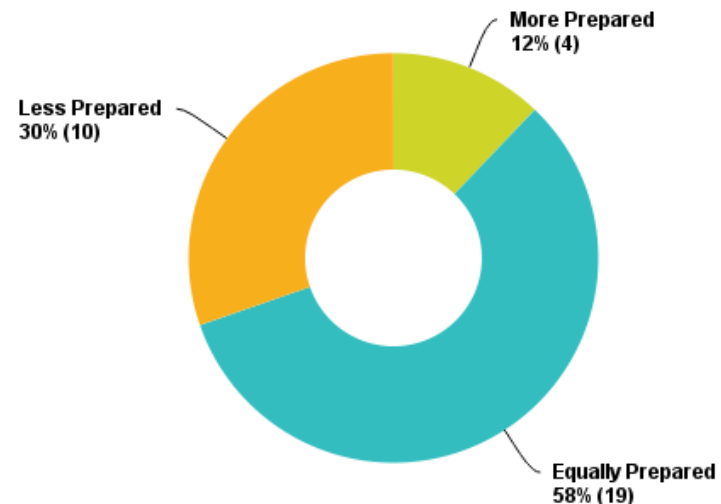
*multiple participants

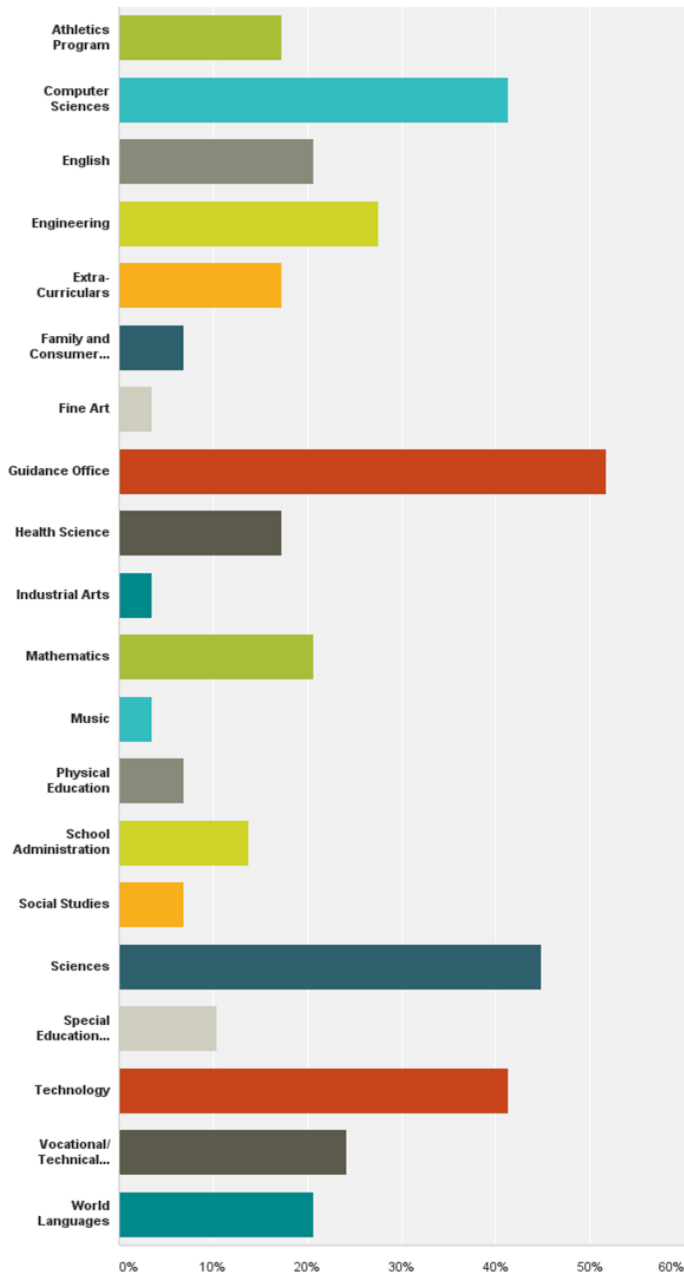
How does NBHS compare?

- 70% felt equally or more prepared than their peers
- 30% of respondents felt less prepared than their peers
- Those that felt less prepared stated that other students were better read, had more opportunities for experience, and had more higher-level (AP) courses available to them.

Q16 Do you feel you were more or less prepared for your post-high school plans than your fellow students, coworkers, or servicemen/women who attended different high schools?

Answered: 33 Skipped: 1





Areas of Improvement

Students wanted improvement most in:

- Guidance Office (52%)
- Sciences (45%)
- Technology (42%)
- Computer Sciences (42%)

Common Themes

trends among the qualitative responses

STEM - science, technology, engineering, mathematics

- Respondents mentioned STEM subjects in extended responses 20+ times
- Many students felt the high school standards for sciences did not prepare them for college-level courses

“When speaking to [college] classmates, many had the ability to take AP computer and engineering-related courses.”

“I would have like to have been able to take all four years in the... engineering program.”

“I struggled with chemistry and physics in college but had no problem in [high school.]”

“... (STEM), I was not adequately prepared. I was required to "catch-up" to the level of education in which my peers possessed in these topics.”

“Was not prepared at all for the mathematics involved in chemistry or physics.”

“Science - As much as I loved my science teachers, I did not feel that I was prepared for any science above the basics of Earth/Life/Physical.”

“Taking computer classes in high school was fun, in college it was fast paced and tedious”

Guidance

- Many respondents felt a need for more individualized guidance focused on personal interests and talents
- Respondents also mentioned a need for better financial planning

“... had I realized sooner exactly how important finding a job you love is, I would have taken more opportunities to explore various occupations when I had the free time in [High School and College.]”

“More individualized discussions should be incorporated so students can speak to someone who can tell them all the possible positive and negative outcomes of majoring in a specific field.”

“Students...need to understand the cost of a college education. They need to be knowledgeable about their finances and the ramifications of saving and spending.

“There are scholarships that are available to students that weren’t always made known to the students”

English, Research, Writing

- Many alumni who pursued Liberal Arts degrees had trouble with research, analysis, and writing.

“I would have benefited from more reading/analysis work in high school.”

“...people would make analytic references to texts they read in high school like “Animal Farm” and “Things Fall Apart” and “Lord of the Flies” and they were amazed that I had never even heard of some of them.”

“My analysis skills were slow to develop but I had never been asked to read a text in that kind of way.”

“I did not receive enough instruction on the parts of the writing process.”

“[High School] needs to teach [both] APA and MLA due to many majors requir[ing] APA style.”

“... I found it extremely difficult to adequately prepare and write the essays required for my English, history, and political science classes.”

“The level at which I was expected to be able to research, analyze and write in college, even as a freshman, was much higher than I had been prepared to do.”

“Need to spend more time using peer-reviewed journal articles and incorporating them into research papers.”

Critical Thinking

- Many respondents indicated that critical thinking was one of the most necessary skills in college and needed more attention at the high school level

“In my freshman year... I was thrown into a world of weekly oral presentations and extreme critical thinking... Other students could...understand subtext, dispute ethnical representations, and give detailed explanations for every[thing].”

“Critical thinking skills were not focused on as much in high school classes... [it’s] needed quite a bit in college.”

“I was taught how to take a test, but in a liberal arts education you have to know to think critically, not how to deduce the correct answer.”

“[Students] need more in-class discussions on topics... more critical thinking.”

“There wasn’t much freedom... to engage in deeper discussions with the teachers and your classmates because that wasn’t the culture of the school.”

Multi-Media

- Alumni who pursued a creative career stated a need for an introduction to multi-media programs like Adobe Creative Suite.

“...multi-media/news programming... with morning announcements, sports, upcoming events... gives students an opportunity for hands on learning with equipment and software, and it can be a great outlet for students to work on their oral presentation skills as hosts, anchors, and sportscasters. It would also open doors for journalism, broadcasting, and creative writing classes.”

“I feel it would be helpful if we could have offered some Adobe Suite Design Classes (Photoshop, InDesign, etc.) to prepare those students interested in pursuing a creative field.”

“[The school] should teach several programs from the Adobe Creative Suite. Whether it is learning web design on DreamWeaver, basic video editing skills on Premiere, or how to mix audio in Audition, these are skills that are expected of many administrators (again going back to the power of social media for business).”

Diversity

- Many respondents mentioned a need for diversity exposure while in high school

“I would say the number one issue that we were not prepared for was the matter of entering a much more ethnically diverse environment. Many of my fellow classmates from NBHS attended BGSU and I can’t count how many times I saw them get into problems about understanding race and gender... Students just need to comprehend that there is a diverse world outside of New Bremen.”

“Giving students a more worldly point of view could do wonders. Make [students] explore other cultures, languages, debate politics, religion... Anything that gets them thinking outside of high school and... New Bremen. I think that’s a key factor that gives students shock when they get to college and meet other people who didn’t grow up next door to them. Keeping their minds open will help them transition more smoothly into adulthood/post high school life.”

“Take [students] on field trips that open their eyes to other cultures. Bring them to an inner city for volunteering, take them to some type of cultural diversity day, do something to show them not everyone grows up in a primarily-white, small rural community.”

Next Steps

What has already been done to address some of the concerns raised in this survey?

Efforts at NBHS

Advanced Placement (AP)

- Since 2008, two more AP courses have been added to the curriculum
 - AP Calculus (2006)
 - AP Government (2007)
 - AP Literature (2009)
 - AP Biology (coming in 2014)
- One of each AP course is offered each semester with classes between 10-30 students each.

Efforts at NBHS

STEM

- The first engineering class was offered in 2007-2008, additional courses have since been added.
 - Introduction to Engineering (2007)
 - Principles of Engineering (2008)
 - Digital Electronics (2009)
 - Engineering Design & Development (2010)
- At least one of each course is offered every semester with classes between 10-30.
 - On average there are less than 10 female students in any given engineering class.

Efforts at NBHS

Financial Literacy

- As a graduation requirement, the financial literacy curriculum was previously covered during a 2-3 week segment during government class.
- Starting in 2014 students will take a full semester of Financial Literacy through the Business Department to fulfill their requirement in order to provide a more in-depth comprehension of finances.

Efforts at NBHS

Reading, Writing, Thinking

- Over the past two years, NBHS teachers have participated in professional development relating to student literacy and critical thinking.
- While teachers will continue to teach and prepare students for state required testing and Common Core Standards, they will also be making an effort to incorporate traditional reading, writing and discussion in each classroom.
- To accomplish this, each subject area will incorporate the Collins Writing Program.
 - Close reading across the curriculum
 - Critical thinking through Socratic seminars
 - Directed discussions
 - Interactive lectures

Efforts at NBHS

Guidance

- Currently NBHS employs one staff member in the Guidance Department. This person has a multitude of responsibilities.
 - Career and academic counseling
 - Personal, emotional, family, and emergency counseling
 - Post-secondary coordination
 - State testing coordination
- In order to provide more individualized guidance, NBHS is implementing the use of Clifton's Strengths Finder assessment.
 - This coaching tool will help students to self-evaluate their personal strengths. The goal is for students to be more self-aware and able to make more informed decisions regarding academic and career choices.

Community-Wide Efforts

Exploration Academy

- This program is an annual event for 9th graders in New Bremen, New Knoxville, and Minster that started in 2012.
- It is put on by a partnership between the NB Community Improvement Corporation, Southwest Auglaize County Chamber of Commerce, and Minster, NB, and NK Schools.
- Students are offered 50 career choices to explore. They choose 3 or 4 areas of interest and are put into a total of 6 sessions based on those interests.
 - Local representatives of each career put on a short presentation and engage in a Q and A session with the students.
 - The goal of the program is to expose students to different career paths and to educate them on local opportunities

Exploration Academy Sessions

ACCOUNTING	Bookkeeping	Auditing Clerks	Cost Estimators	Financial Analysts
AG BUSINESS	Ag & Food Science Tech	Biochemists	Biological Technician	Conservation Scientists & Foresters
ARCHITECTURE	Construction Mgr	Civil Engineer	Landscape Architecture	Industrial Designer
BIOLOGICAL SCIENCES	Environmental Scientists	Agricultural Manager	Microbiologists	Veterinarian or Zoologist
BUSINESS MANAGEMENT	Accountants	Economists	Auditors	Financial Advisors
CHIROPRACTOR	Physician	Physical Therapy	Athletic Trainer	
CIVIL ENGINEER	Architect	Construction Trades	Surveyors	Urban & Regional Planners
CNC PROGRAMMING	Industrial Engineer	Tool Design	Manufacturing Engineer	
CNC MACHINING	Maintenance Workers	Welder	Industrial Machinery Mechanic	Manufacturing Engineer
CONSTRUCTION	Civil Engineer	Architect	Engineering Managers	
COMMUNICATIONS	Publicity Manager	Author/Blogger	Public Relations (PR)	Technical Writer
CRIMINAL & JUSTICE STUDIES	Lawyer	Law Enforcement	Military	Forensic Science
CULINARY ARTS	Chef	Dietitian	Nutritionist	Restaurant Owner/Manager
DENTIST	Dental Hygienist	Oral Surgeon	Orthodontist	Periodontist
ELECTRICAL ENGINEER	Electrical designer	Aerospace Engineer	Biomedical Engineer	Renewable Energy Engineer
ELECTRICIAN/CARPENTRY	Commercial Carpenter	Commercial Electrician	Home Inspector	Residential Construction
FIELD SERVICE TECH	Machine Technician	Hydraulics, Pneumatics	Electronics	
GRAPHIC DESIGN	Architect	Marketing	Landscape Design	Illustrator/Animator
HVAC TECHNICIAN	Air Conditioning Tech	Heating Tech	AC installer	Building Maintenance
INDUSTRIAL DESIGN	Interior Designers	Manufacturing Engineer	Drafters	Industrial Engineers
INTERIOR DESIGN	Artist	Fashion Design	Industrial Design	
INTERIOR DESIGN - ERGO	Furniture Design	Architecture	Office Design	
JOURNALISM	Author	Court Reporter	Broadcaster/Announcer	Advertisement
K-12 EDUCATION	Teacher	Instructional Coordinator	Psychologist	Counselor
LANDSCAPE ARCHITECT	Ground Maintenance	Civil Engineer	Urban Planner	
LAW ENFORCEMENT	Police	Detective/Investigator	Forensic Scientist	Corrections Officer

Exploration Academy Sessions Cont.

LAWYER	Paralegal	Judge	Mediator	Legal Assistant
MANUFACTURING ENGINEER	Industrial Engineer	CNC Programmer	Tool Design	Electrical Engineer
MARKETING	Advertising	Sales Manager	Public Relations	Real Estate Broker
MECHANIC	Auto/Diesel Mechanic	Aviation Mechanic	Heavy Equip. Operator	Heating/Air Cond. Tech
MECHANICAL ENGINEERING	Architectural Manager	Drafter	Physicists & Astronomers	Sales Engineers
MEDICAL FIELD	Radiation Therapists	Nursing Aides	Medical Assistants	EMTs & Paramedics
NETWORKING	Computer Programmer	Computer Support Spec.	Computer Engineers	Computer Systems Analyst
NURSE	Licensed Practical Nurse	Registered Nurse	Physicians Assistant	Nurse Practitioner
NUTRITION	Dietician	Culinary Arts	Health Educator	
OPTOMETRY	Optometrist	Optician	Ophthalmologist	Physician
PHARMACY	Pharmacist	Pharmacy Technician	Medical Scientists	Biochemists & Biophysicists
PHYSICAL THERAPY	Physical Therapist	Physical Therapist Aide	Athletic Trainer	Wellness Coordinator
PHYSICIAN	Doctor	Surgeon	Physicians Assistant	Nurse Practitioner
PILOT	Commerical Pilot	Air Traffic Controller	Flight Engineer	
PRE-SCHOOL/SPECIAL ED	Teacher	Intervention Specialist	Director of Special Education	
PROGRAMMING	Computer Programmer	Computer Engineer	Computer Sytems Analyst	Numerical Control Tool Programmer
PURCHASING	Purchasing Agent/Buyer	Purchasing Manager	Supply Chain Management	Import & Export Specialist
SOCIAL WORK	Social Worker	Case Manager	School Counselors	Rehabilitation Counselors
SUPPLY CHAIN MGMT	Logistics	Sales Representative	Purchasing Agent	Marketing
SUPPORT THERAPIST	Respiratory Therapist	Occupational Therapist	Athletic Trainer	
TRANSPORTATION & LOGISTICS	Supply Chain Mgmt	Shipping Coordinator	Truck Driver	Bus Driver
VETERINARIAN	Veterinarian	Veterinarian Assistant	Veterinary Technologist	Wildlife Biologist
VET TECH	Veterinarian Assistant	Animal Caretaker	Veterinarian	Wildlife Biologist
VISUAL MEDIA	Advertising Designer	Graphic Designer	Multimedia Artist	Art Director
WELDING	Welder	Solderer	Welding & Machining Operator	Machinist, Tool & Die Maker

Community-Wide Efforts

“Life After High School”

- The New Bremen Foundation developed an annual 2-day event for NBHS seniors starting in 2012.
- Speakers touch on a variety of topics affecting students once they graduate high school
 - Safety & Self-Defense
 - Financial Aid
 - Mental & Physical Health
 - College Life
 - Engagement & Purpose
- The program begins with a keynote address from a professional motivational speaker and ends with peer panel Q&A session.

Community-Wide Efforts

Zeal Coaching

- For students who would like more personalized career and life coaching, they can work with Christy Shell of Zeal Coaching.
- Christy has worked with many students in New Bremen, New Knoxville, and Minster.
- Zeal Coaching uses a combination of methods to help guide students to discover their career and life goals.
 - Individual coaching/ One-on-One sessions
 - Personal assessments (Myers Briggs, Clifton Strengths Finder)
 - Job shadowing
 - Education exploration
 - Personal guidance on fears and obstacles

Following Up

- P4S hopes to distribute this survey to alumni of 2009-2013 in order to gain even better insight to the needs of our students. We want this to be an ongoing discussion and want to engage our alumni and local community in philanthropy and education.
- If you would like to discuss how you can get involved in strategic grant-making and impacting the quality of the student experience at New Bremen or would like more information on the results of this survey, please email lauryn.bertke@newbremenfoundation.org.

