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ABSTRACT

The National Longitudinal Study of the High School Class of 1972 (NLS) is periodically surveying a large national sample to chart their educational, vocational, and personal development and to relate this information to earlier experiences, plans, and personal characteristics. This report describes the class in terms of the short-term post secondary education plans they had while in high school, the fulfillment of those plans the following fall (October 1972), and the extent to which those who began a post secondary education in October 1972 were continuing this education one year later. Sixty percent of the class planned to attend a post secondary education institution; 53 percent actually attended a college or school in October 1972; and one year later the figure was 46 percent. Of the seniors not planning to attend school, very few actually attended a post secondary institution the following fall. Four-year college continuance rates were very high, but continuance rates for those attending two-year colleges or vocational-technical schools were lower. Very few respondents made transitions from a non-post secondary education activity to post secondary education between October 1972 and October 1973. In October 1972, 40 percent had jobs while attending post secondary institutions. The data are presented according to six variables: high school curriculum, academic ability, socioeconomic status, race or ethnic group, sex and geographic region. (Author/BW)

National Center for Education Statistics



# FULFILLMENT OF SHORT-TERM EDUCATIONAL PLANS AND CONTINUANCE IN EDUCATION

## NATIONAL LONGITUDINAL STUDY OF HIGH SCHOOL SENIORS

# HIGHLIGHTS

A sample of members of the high school class of 1972 is being contacted periodically for educational, occupational, attitudinal, and other types of data. This report focuses on their postsecondary education (PSE) plans when they were high school seniors and their PSE activities in October 1972 and October 1973.

## PSE Attendance Rates

- Of those class of 1972 seniors who intended to realize their plans before January 1973, 60 percent expected to attend some kind of PSE institution as their major activity the following fall. That fall (October 1972), 53 percent of all class of 1972 members actually attended a college or school; 1 year later (October 1973) the figure was 46 percent.
- In October 1973, 27 percent attended 4-year colleges; 13 percent, 2-year colleges; and 5 percent, vocational, trade, business, or other career education (votech) schools.

## PSE Plan Fulfillment Rates

- The vast majority of class of 1972 members realized their short-term education plans. For example, 82 percent of those who planned to do so actually attended 4-year colleges as their major activity the following fall. Most likely to do so were the students with high (highest quartile) academic ability (88 percent), with high socioeconomic status (87 percent), or from academic high school programs (85 percent). Least likely were the students from votech high school programs (56 percent) with low (lowest quartile) academic ability (58 percent), or with low socioeconomic status (71 percent).
- Plan fulfillment rates were lower for those seniors who expected to attend 2-year colleges (63 percent) or noncollege (votech) institutions (49 percent) than for those who planned to attend 4-year colleges.
- Very few of the high school seniors who did *not* plan to attend a PSE institution as their major activity the following fall actually did attend one. For example, only 13 percent of those who planned to work full time attended school in October 1972 and only 6 percent of those who planned to be full-time homemakers went to school instead.

## PSE Continuance Rates, October 1972 to October 1973

- Four-year college continuance rates were very high for class of 1972 members. Of those persons who attended a 4-year college in October 1972, 81 percent also attended a 4-year college 1 year later. Continuance rates were high for all subgroups—even 71 percent of the lowest academic ability quartile subgroup continued their 4-year college education.
- Activity state continuance rates were lower for those who attended 2-year colleges (64 percent) or votech schools (36 percent) in October 1972 than for those who attended 4-year colleges.
- Very few persons who were in *non*-PSE activity states in October 1972 made transitions to PSE activity states 1 year later. Only 12 percent of those working full time in October 1972, attended a college or school 1 year later; for full-time homemakers the transition rate to PSE was a very low 3 percent.
- In October 1972, 40 percent of all class of 1972 students had jobs while attending PSE institutions—30 percent of those in 4-year colleges, 57 percent of those in 2-year colleges, and 46 percent of those in votech schools. A year later, in October 1973, the overall figure had increased to almost 50 percent. The continuance rates for full-time college students who were working were about 4 or 5 percentage points lower than for full-time students who did not work.
- In October 1972, part-time attendance rates in 4-year colleges, 2-year colleges, and votech schools were 2 percent, 11 percent, and 10 percent, respectively, for class of 1972 students. By October 1973 the corresponding rates had risen to 4 percent, 18 percent, and 19 percent. The rates of continuance in any kind of PSE were much lower for those who were part-time students in October 1972 than for those who were full-time students—12 to 25 percentage points lower depending upon the type of institution attended and whether the student also worked in October 1972.

NCES 77-255

# FULFILLMENT OF SHORT-TERM EDUCATIONAL PLANS AND CONTINUANCE IN EDUCATION

## NATIONAL LONGITUDINAL STUDY OF HIGH SCHOOL SENIORS

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON: 1977

# FOREWORD

The National Longitudinal Study (NLS) is periodically querying a large national sample of members of the high school class of 1972 to chart their educational, vocational, and personal development and to relate this information back to earlier experiences, plans, and personal and biographical attributes. The NLS is sponsored by the National Center for Education Statistics (NCES), with support from various elements of the U.S. Office of Education that have interests in the long-range effects of educational policy.

The primary purpose of the study is to provide a better understanding of the growth and development of persons under the American educational system and the factors associated with individual educational and career outcomes. Its goal is to furnish a factual basis for verifying and refining Federal policy concerned with maximizing individual access to educational and vocational opportunity, improving the general educational system, and aiding young people to assume a productive, satisfying, and wholesome adult role in society. A secondary purpose is to extend the general scientific knowledge of human development in the important years covering the transition from high school to adult careers.

This report is one in a series. It describes the high school class of 1972 in terms of the short-term postsecondary education plans they had while still in high school, the fulfillment of thse plans the following fall (October 1972), and the extent to which those who began a postsecondary education in October 1972 were continuing this education 1 year later. Estimated percentages are provided for the entire group of about 3.0 million class of 1972 members and, in many instances, for each of 18 subgroups formed by six classification variables: high school program, academic ability, socioeconomic status, race-ethnicity, sex, and geographical location of high school.

The NLS First-Followup Survey was conducted under the leadership of Dr. Kenneth A. Tabler, the NCES Project Officer; Dr. J. A. Bailey, Jr., was the Project Director for the survey's major contractor, the Research Triangle Institute. Most of the work in this report was performed in the former Division of Statistical Information and Studies, headed by Marjorie O. Chandler, and its Statistical Analysis Branch.

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# INTRODUCTION

In 1968 the National Center for Education Statistics (NCES) conducted a survey to determine the specific data needs of educational policymakers and researchers. Respondents to the survey expressed a need for data that would allow comparisons of student educational and vocational experiences with later outcomes. This finding provided the impetus for NCES to begin planning for the first of an intended series of National Longitudinal Studies.

In April 1970 a number of prominent educational researchers and administrators met with interested Federal officials in Washingtonton, D.C. The National Longitudinal Study of the High School Class of 1972 (NLS) reflects their guidance and the interests and data needs of a number of agencies within the Education Division of the U.S. Department of Health, Education, and Welfare (HEW)—in the Office of Education (OE), the Office of Planning, Budgeting, and Evaluation; the Bureau of Postsecondary Education; the Bureau of Occupational and Adult Education; and the Bureau of Education for the Handicapped—as well as NCES. Four advisory committees provided guidance in the planning and implementation of the survey. One committee was composed of research experts and representatives of various educational organizations; two others were made up of officials of State education agencies; and the fourth, an internal OE users committee, represented the data needs of the various offices and bureaus of HEW.

The primary purpose of the NLS is to discover what happens to young people after they leave high school (measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes) and to relate this information to their prior educational experiences and personal and biographical characteristics. Ultimately, the study will allow a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. Such information is essential as a basis for effective planning, implementation, and evaluation of Federal policies and programs designed to enhance educational opportunity and achievement and to upgrade occupational attainments and career outcomes.

Following a rather extensive period of planning, which included the design and field test of survey instrumentation and procedures, the full-scale survey was initiated in spring 1972. The sample design provided for a stratified national probability sample of 1,200 public, private, and church-affiliated high schools and a randomly selected sample of 18 students per school.

The first followup data collection began in October 1973 and was completed in April 1974. About two-thirds of the responses to the First-Followup Survey were obtained by mail, one-third by personal interview. Participants were asked where they were in October 1973 and what they were doing in regard to work, education, and/or training. Similar information was requested for October 1972 to facilitate tracing of progress since leaving high school and to define the factors that affect that progress.

The second followup survey was begun in October 1974, and the third followup survey data collection efforts began in October 1976. At least one additional followup survey of the high school class of 1972 is planned, with the fourth followup scheduled for October 1979.

The base-year and first followup survey data have been processed and largely analyzed. This paper summarizes some of the results. The findings are organized around three central themes: (1) rates of planned and actual attendance of class of 1972 members in postsecondary education (PSE) institutions, (2) rates of fulfillment of short-term education plans, and (3) rates of continuance from October 1972 to 1973 in PSE institutions. Estimates are presented for the entire group of 3.0 million members of the high school class of 1972 and, in many cases, for each of 18 subgroups defined by six classification variables: high school program, academic ability, socioeconomic status, race-ethnicity, sex, and location (region) of high school.

This report presents the data from a forward perspective only. (Of those seniors planning to attend

a 4-year college, how many did attend the following fall? Of those who began college in October 1972, how many were continuing their college education 1 year later?) This approach does not let the reader look backward in time. For example, one cannot determine the answer to questions such as "Of those persons in 4-year colleges in October 1973, how many planned to attend college when they were high school seniors? or "How many attended college 1 year earlier?" These questions, while meaningful, are outside the scope of the present effort.

Additional details of the survey, statistical methodology, and procedures appear in the last chapter of this report.

# RATES OF PLANNED AND ACTUAL ATTENDANCE IN POSTSECONDARY EDUCATIONAL (PSE) INSTITUTIONS

## A. Planned and Actual Attendance Rates, All Persons (tables 1-3 and figure 1)

Of those seniors who intended to realize their plans before January 1972, 60 percent expected to attend some kind of postsecondary institution as their major activity. In the first week of October 1972, 53 percent of the high school class of 1972 were actually attending a PSE institution.[1] One year later the attendance rate had fallen to 46 percent. In October 1973, slightly more than twice as many class of 1972 graduates were in 4-year colleges (27 percent) as in 2-year colleges (13 percent). Five percent were attending a vocational, trade, business, or other career school ("votech" school).

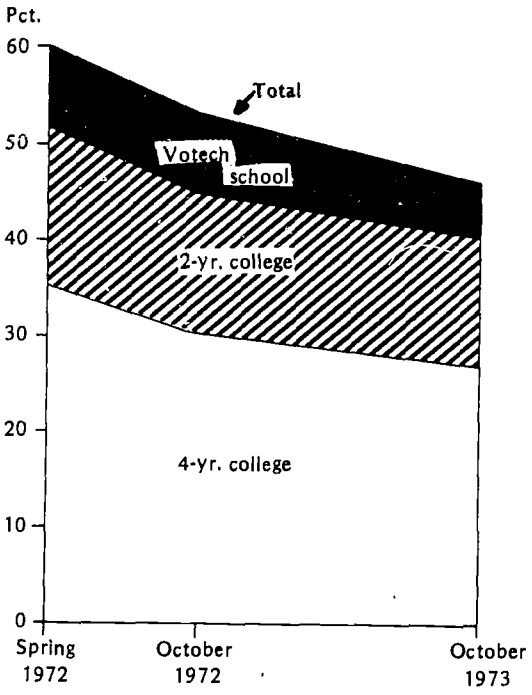
| | Spring 1972 | October 1972 | October 1973 |
|---|---|---|---|
| **Total PSE** | 59.6 | 52.7 | 45.7 |
| 4-year college | 35.0 | 30.1 | 27.4 |
| 2-year college | 16.6 | 15.0 | 12.9 |
| Votech school | 8.0 | 7.6 | 5.4 |

Note that throughout this report the term "4-year colleges" is used in a general sense to include universities.

## B. Attendance Rates of Subgroups, October 1973 (table 3 and figure 2)

As expected, the rate of PSE attendance varies greatly by high school program, academic ability, and socioeconomic status (SES). In October 1973,

Figure 1.–Planned (Spring 1972) and actual (October 1972 and 1973) postsecondary education attendance of the high school class of 1972–all persons




over 70 percent of each of the following subgroups were attending some kind of postsecondary institution.

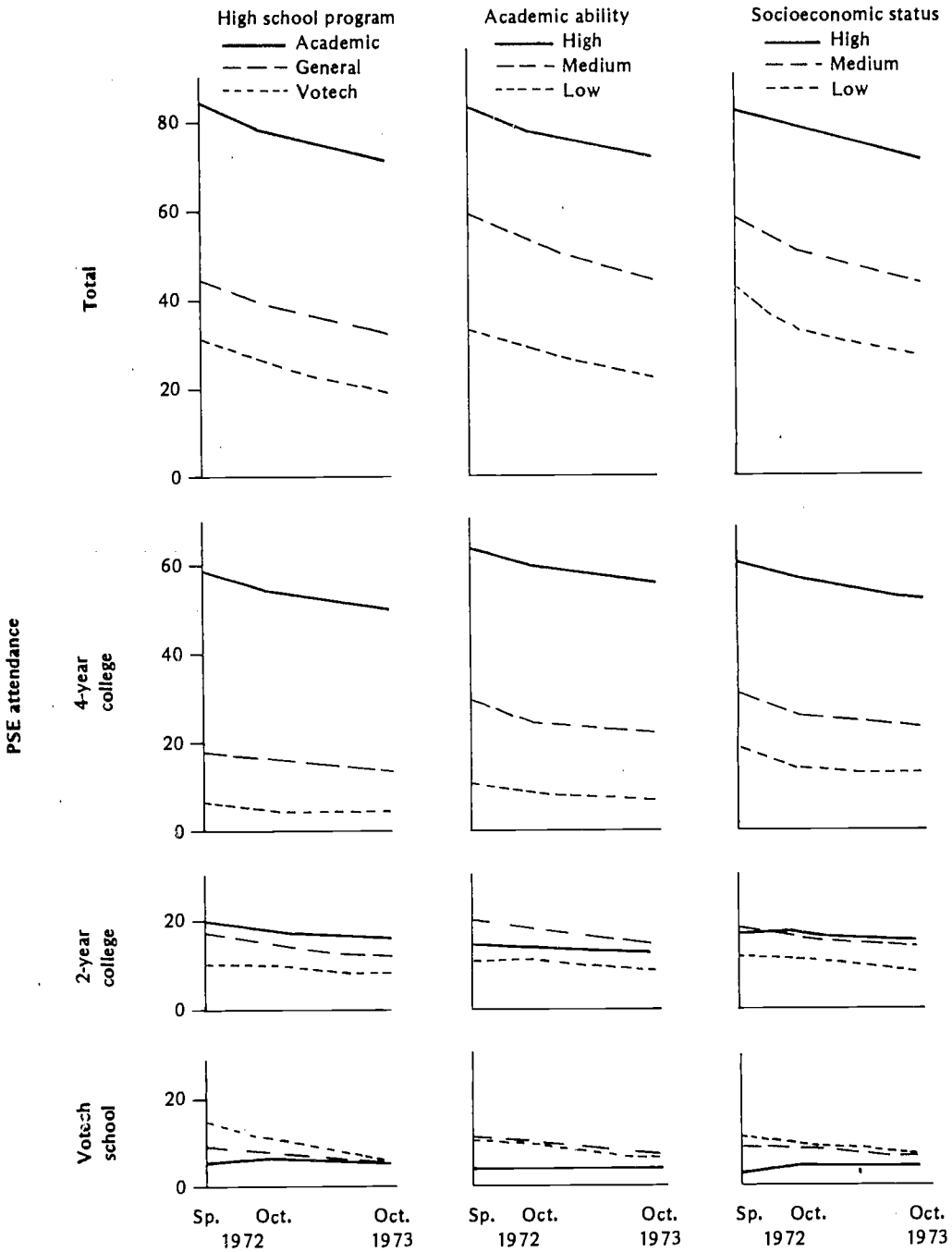
| | Total PSE[2] | 4-year college | 2-yr. college | Votech school |
|---|---|---|---|---|
| High academic ability | 72.2 | 55.6 | 12.6 | 4.1 |
| High SES | 71.2 | 52.3 | 15.3 | 3.5 |
| Academic high school program | 70.8 | 50.0 | 15.8 | 5.0 |

At least 50 percent of the members of each of these groups attended 4-year colleges. For high

[1] Persons who answered "other" (Bible school, etc.) to First Follow-Up Questionnaire items 26b and 32b ("What kind of school is this?") are excluded from all "Total PSE" figures given here and elsewhere in this report. This category was felt to be too small–only 0.5 percent in October 1973–to warrant inclusion in the text tables or graphs. Some of the detailed tables (namely, tables 2, 3, 4, and 6), however, do show separate figures for an "other study" category.

[2] Here and in tabulations throughout this report the percent details may not add to the totals shown because of rounding.

Figure 2.--Planned and actual postsecondary education (PSE) attendance of high school class socioeconomic status, race-



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class of 1972, by type of institution and by high school program, academic ability, ethnicity, sex, and region

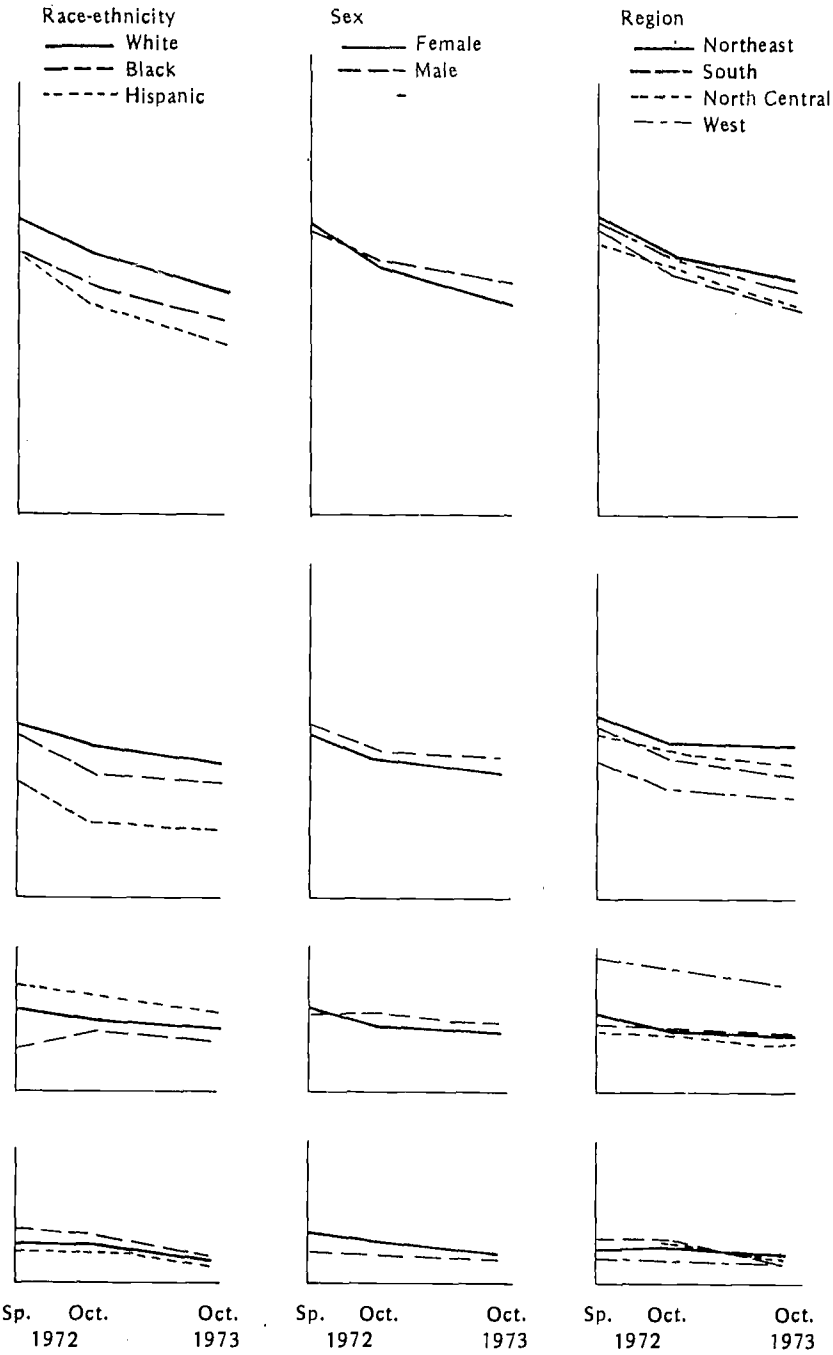


Table 1.--Spring 1972 planning status frequency distributions (percentages), by high school program, academic ability, socioeconomic status, race-ethnicity, sex, and region[1]

| Spring 1972 planning states | All persons | High school program | | | Academic ability | | | Socioeconomic status | | | Race-ethnicity | | | Sex | | Region (H.S. location) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Votech | Gen. | Acad. | Low | Med. | High | Low | Med. | High | White | Black | Hisp. | Male | Female | NE | NC | South | West |
| Total percentage[2] | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 4-year college | 35.0 | 7.0 | 18.5 | 59.3 | 11.5 | 29.6 | 63.8 | 18.9 | 31.2 | 61.2 | 36.3 | 33.7 | 24.4 | 36.1 | 33.9 | 38.5 | 35.2 | 35.6 | 28.6 |
| 2-year college | 16.6 | 9.9 | 16.7 | 19.6 | 11.0 | 20.0 | 15.3 | 12.3 | 18.2 | 17.6 | 17.3 | 9.5 | 22.3 | 16.3 | 16.8 | 16.5 | 12.6 | 14.0 | 27.7 |
| Votech study | 8.0 | 13.7 | 8.7 | 4.9 | 10.2 | 9.8 | 3.7 | 10.6 | 8.9 | 3.5 | 7.9 | 10.9 | 6.9 | 6.4 | 9.7 | 7.3 | 9.3 | 9.1 | 5.1 |
| Work full time | 25.9 | 50.1 | 34.0 | 9.1 | 44.2 | 26.3 | 9.7 | 39.5 | 26.8 | 9.2 | 24.6 | 30.9 | 30.6 | 24.8 | 27.0 | 25.7 | 27.9 | 27.3 | 20.7 |
| On-job training | 2.4 | 3.6 | 3.7 | 1.0 | 3.8 | 2.6 | 0.8 | 2.8 | 2.8 | 1.0 | 2.4 | 3.2 | 2.7 | 3.5 | 1.3 | 2.3 | 2.6 | 2.5 | 2.1 |
| Work part time only | 2.1 | 2.7 | 3.0 | 1.1 | 3.1 | 1.8 | 1.5 | 2.6 | 2.1 | 1.3 | 2.0 | 2.5 | 2.3 | 1.9 | 2.2 | 1.6 | 2.2 | 1.8 | 2.9 |
| Military service | 3.1 | 3.6 | 4.2 | 2.1 | 4.4 | 2.9 | 2.4 | 4.2 | 3.2 | 1.8 | 3.0 | 3.5 | 5.3 | 5.6 | 0.7 | 2.7 | 3.1 | 3.2 | 3.6 |
| Homemaker, full-time | 2.4 | 3.8 | 3.8 | 0.8 | 3.9 | 2.6 | 0.9 | 4.0 | 2.3 | .6 | 2.5 | 1.7 | 1.6 | 0.1 | 4.6 | 1.4 | 2.6 | 2.7 | 2.9 |
| Other (travel, break, etc.) | 4.6 | 5.5 | 7.5 | 2.2 | 8.0 | 4.4 | 2.0 | 5.1 | 4.4 | 3.7 | 4.0 | 4.2 | 3.9 | 5.4 | 3.8 | 4.1 | 4.6 | 3.8 | 6.4 |
| Total sample size | 15,408 | 3,818 | 5,117 | 6,468 | 4,208 | 6,487 | 3,933 | 4,610 | 7,198 | 3,490 | 11,181 | 1,842 | 671 | 7,614 | 7,782 | 3,381 | 4,257 | 5,057 | 2,713 |

[1] Excludes seniors who did not intend to realize their plans until after December 1972.
[2] Details may not add to 100.0 because of rounding.

Table 2.--October 1972 activity status frequency distributions (percentages) by high school program, academic ability, socioeconomic status, race-ethnicity, sex and region

| October 1972 activity status | All persons | High school program | | | Academic ability | | | Socioeconomic status | | | Race-ethnicity | | | Sex | | Region (H.S. location) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Votech | Gen | Acad. | Low | Med. | High | Low | Med. | High | White | Black | Hisp. | Male | Female | NE | NC | South | West |
| Total percentage[1] | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 4-yr. college only | 21.2 | 3.1 | 11.0 | 39.2 | 5.7 | 17.3 | 42.6 | 8.9 | 16.8 | 43.8 | 22.1 | 18.5 | 10.7 | 21.2 | 21.3 | 23.9 | 21.7 | 21.4 | 16.0 |
| 4-yr. college + work | 8.9 | 2.4 | 5.1 | 15.6 | 2.8 | 7.8 | 17.2 | 5.3 | 9.0 | 12.8 | 9.5 | 8.1 | 5.6 | 10.2 | 7.7 | 9.4 | 9.6 | 8.6 | 7.6 |
| 2-yr. college only | 6.4 | 4.3 | 6.8 | 7.4 | 5.3 | 7.4 | 5.7 | 5.0 | 6.5 | 7.9 | 6.3 | 6.7 | 9.6 | 6.1 | 6.8 | 5.7 | 4.4 | 6.2 | 11.4 |
| 2-yr. college + work | 8.6 | 5.9 | 8.6 | 10.2 | 5.9 | 10.9 | 8.2 | 5.6 | 9.9 | 9.5 | 8.9 | 4.9 | 10.9 | 9.8 | 7.5 | 7.2 | 7.7 | 7.1 | 15.0 |
| Votech school only | 4.1 | 5.3 | 4.4 | 3.1 | 5.0 | 4.9 | 2.2 | 5.0 | 4.4 | 2.4 | 4.1 | 5.1 | 3.4 | 2.4 | 5.8 | 4.4 | 4.4 | 4.2 | 2.8 |
| Votech school + work | 3.5 | 5.4 | 3.2 | 2.8 | 4.0 | 4.1 | 2.2 | 3.5 | 4.3 | 2.0 | 3.5 | 4.2 | 3.4 | 3.7 | 3.4 | 3.9 | 4.1 | 3.4 | 2.3 |
| Other study | 2.1 | 2.2 | 2.1 | 1.9 | 2.8 | 1.8 | 1.6 | 2.2 | 2.0 | 2.0 | 2.0 | 2.3 | 3.2 | 2.2 | 1.9 | 2.1 | 1.8 | 2.1 | 2.5 |
| Work full-time only | 30.4 | 50.0 | 38.6 | 13.1 | 45.9 | 31.9 | 13.3 | 41.4 | 32.6 | 13.1 | 30.5 | 27.3 | 29.6 | 33.6 | 27.2 | 30.3 | 32.1 | 31.8 | 25.5 |
| Work part-time only | 5.5 | 8.6 | 6.9 | 2.7 | 7.9 | 5.8 | 2.8 | 7.4 | 5.9 | 3.0 | 5.3 | 6.0 | 7.1 | 4.5 | 6.4 | 5.7 | 5.9 | 4.6 | 5.8 |
| Military service only | 0.8 | 0.8 | 1.3 | 0.5 | 1.4 | 0.7 | 0.4 | 1.5 | 0.8 | 0.3 | 0.8 | 1.5 | 1.7 | 1.6 | 0.1 | 0.6 | 0.9 | 1.0 | 0.9 |
| Homemaker only | 2.4 | 3.4 | 3.6 | 0.9 | 4.1 | 2.2 | 0.9 | 4.4 | 2.3 | 0.5 | 2.3 | 3.0 | 2.6 | 0.1 | 4.7 | 1.3 | 2.4 | 3.0 | 2.8 |
| Look for work only | 2.9 | 4.6 | 4.2 | 1.0 | 4.7 | 2.8 | 0.9 | 5.5 | 2.6 | 1.1 | 2.3 | 7.1 | 6.8 | 2.4 | 3.4 | 2.7 | 2.7 | 3.1 | 3.4 |
| Other | 3.0 | 3.9 | 4.1 | 1.6 | 4.6 | 2.3 | 1.8 | 4.2 | 3.1 | 1.6 | 2.6 | 5.2 | 5.2 | 2.3 | 3.7 | 2.7 | 2.3 | 3.4 | 3.8 |
| Total sample size | 20,384 | 4,876 | 7,073 | 8,282 | 4,073 | 6,370 | 3,810 | 6,058 | 9,283 | 4,575 | 14,704 | 2,520 | 816 | 9,992 | 10,355 | 4,320 | 5,301 | 7,274 | 3,489 |

[1] Details may not add to 100.0 because of rounding.

Table 3.--October 1973 activity status frequency distributions (percentages), by high school program, academic ability, socioeconomic status, race-ethnicity, sex, and region

| October 1972 activity status | All persons | High school program | | | Academic ability | | | Socioeconomic status | | | Race-ethnicity | | | Sex | | Region (H.S. location) | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Votech | Gen. | Acad. | Low | Med. | High | Low | Med. | High | White | Black | Hisp. | Male | Female | NE | NC | South | West |
| Total percentage[1] | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 4-yr. college only | 16.6 | 2.8 | 8.3 | 30.7 | 4.7 | 13.3 | 33.4 | 7.1 | 13.1 | 34.1 | 17.3 | 14.2 | 8.2 | 17.6 | 15.7 | 19.9 | 16.3 | 16.2 | 12.7 |
| 4-yr. college + work | 10.8 | 2.2 | 5.9 | 19.3 | 2.7 | 8.9 | 22.2 | 5.7 | 9.8 | 18.2 | 11.2 | 9.6 | 6.3 | 11.1 | 10.4 | 11.9 | 11.7 | 10.2 | 8.4 |
| 2-yr. college only | 4.4 | 2.5 | 5.0 | 5.1 | 3.6 | 5.2 | 3.8 | 3.0 | 4.6 | 5.8 | 4.3 | 4.7 | 6.4 | 4.3 | 4.5 | 4.2 | 2.6 | 4.4 | 7.9 |
| 2-yr. college + work | 8.5 | 5.8 | 7.4 | 10.7 | 5.6 | 10.0 | 8.8 | 5.4 | 9.6 | 9.5 | 8.6 | 5.4 | 10.2 | 9.6 | 7.3 | 7.2 | 7.4 | 7.2 | 14.4 |
| Votech school only | 2.3 | 2.2 | 2.4 | 2.2 | 2.5 | 3.1 | 1.6 | 2.6 | 2.4 | 1.8 | 2.2 | 2.8 | 2.4 | 1.7 | 2.9 | 2.8 | 2.3 | 2.0 | 1.9 |
| Votech school + work | 3.1 | 3.7 | 3.0 | 2.8 | 3.3 | 3.5 | 2.5 | 3.1 | 3.7 | 1.7 | 3.1 | 3.3 | 1.8 | 3.4 | 2.7 | 3.0 | 4.1 | 2.9 | 1.8 |
| Other study | 0.5 | 0.6 | 0.4 | 0.5 | 0.3 | 0.5 | 0.3 | 0.4 | 0.6 | 0.4 | 0.5 | 0.3 | 0.3 | 0.4 | 0.5 | 0.5 | 0.6 | 0.3 | 0.4 |
| Work full-time only | 39.0 | 59.9 | 48.2 | 20.0 | 55.8 | 41.3 | 19.0 | 50.6 | 41.4 | 20.2 | 39.1 | 37.1 | 43.1 | 42.0 | 36.1 | 37.3 | 40.7 | 41.9 | 34.0 |
| Work part-time only | 4.4 | 6.5 | 5.2 | 2.7 | 6.3 | 4.4 | 2.6 | 5.5 | 4.8 | 2.9 | 4.1 | 5.9 | 6.3 | 2.9 | 5.8 | 3.9 | 4.9 | 3.7 | 5.4 |
| Military service only | 1.7 | 1.6 | 2.6 | 1.1 | 2.5 | 1.5 | 1.0 | 2.6 | 1.7 | 0.7 | 1.5 | 3.1 | 2.5 | 3.2 | 0.2 | 1.3 | 1.7 | 1.9 | 1.9 |
| Homemaker only | 4.2 | 7.0 | 5.5 | 1.6 | 6.3 | 3.8 | 2.1 | 7.1 | 4.1 | 1.3 | 4.1 | 4.3 | 5.7 | 0.0 | 8.2 | 3.4 | 3.9 | 4.7 | 4.8 |
| Look for work only | 2.1 | 2.5 | 2.9 | 1.3 | 3.2 | 1.9 | 1.0 | 3.8 | 1.8 | 1.1 | 1.6 | 5.3 | 3.8 | 1.6 | 2.6 | 2.0 | 1.6 | 2.3 | 2.6 |
| Other | 2.6 | 2.6 | 3.1 | 2.1 | 3.2 | 2.6 | 1.8 | 3.1 | 2.5 | 2.2 | 2.4 | 4.0 | 3.0 | 2.1 | 3.0 | 2.6 | 2.1 | 2.3 | 3.8 |
| Total sample size | 20,599 | 4,922 | 7,167 | 8,344 | 4,147 | 6,403 | 3,834 | 6,133 | 9,354 | 4,611 | 14,831 | 2,559 | 819 | 10,072 | 10,489 | 4,353 | 5,363 | 7,365 | 3,518 |

[1] Details may not add to 100.0 because of rounding.

ability students the ratio of 4-year to 2-year college attendance was 4.4 to 1; for the other two subgroups, over 3 to 1. Five percent or fewer of those in each subgroups were attending a votech school.

On the other hand, fewer than 30 percent of each of the following subgroups were attending a postsecondary institution in October 1973:

| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
|---|---|---|---|---|
| Votech high school program | 19.2 | 5.0 | 8.3 | 5.9 |
| Low academic ability | 22.4 | 7.4 | 9.2 | 5.8 |
| Low SES | 26.9 | 12.8 | 8.4 | 5.7 |

Note that fewer persons in each of the first two subgroups (votech program and low academic ability) were attending 4-year than 2-year colleges[3] and also that more of the persons who had taken a votech high school program were attending votech schools than 4-year colleges. Over 50 percent more persons from low SES backgrounds were attending 4-year than 2-year colleges, however; and more than twice as many were attending 4-year colleges as votech schools.

In comparing the extremes, we find that the 4-year college attendance rates in October 1973 were—

- 10 times greater for academic than vocational program students
- 8 times greater for upper than lower academic ability students
- 4 times greater for upper than lower SES students

In October 1973, the attendance rates tended to be somewhat higher for males than for females.

| | Total PSE | 4-year college | 2-year college | Votech school |
|---|---|---|---|---|
| Males | 47.8 | 28.7 | 13.9 | 5.1 |
| Females | 43.5 | 26.1 | 11.8 | 5.6 |

Note that about 5 percentage points more men than women are attending college.

The rate of postsecondary education in October 1973 was higher for Whites than for Blacks and higher for Blacks than for Hispanics.

[3] Four-year to two-year college attendance ratios are 0.6 to 1 and 0.8 to 1, respectively.

| | Total PSE | 4-year college | 2-year college | Votech school |
|---|---|---|---|---|
| Whites | 46.8 | 28.5 | 12.9 | 5.3 |
| Blacks | 40.0 | 23.8 | 10.1 | 6.1 |
| Hispanics | 35.3 | 14.5 | 16.6 | 4.2 |

The rate of college attendance for Whites exceeds that of Blacks by 7.5 percentage points. The 4-year college attendance rates was almost twice as high for Whites as Hispanics; however, relatively more Hispanics than Whites attended 2-year colleges.

The October 1973 rate of postsecondary attendance of the high school class of 1972 was greatest for persons who attended high schools in the Northeast and least for those who attended high schools in the South. The rate of 4-year college attendance for the Northeast was almost 4 percentage points higher than it was in any other region.

| | Total PSE | 4-year college | 2-year college | Votech school |
|---|---|---|---|---|
| Northeast | 49.0 | 31.8 | 11.4 | 5.8 |
| West | 47.1 | 21.1 | 22.3 | 3.7 |
| North Central | 44.4 | 28.0 | 10.0 | 6.4 |
| South | 42.9 | 26.4 | 11.6 | 4.9 |

The most striking regional difference is the high rate of 2-year college attendance in the West—about double the rate of each of the other three regions. The votech school attendance rate was highest for the North Central region, lowest for the West.

## C. Working While Attending School (tables 2 and 3)

In October 1972, almost 40 percent of the youngsters attending school were working also. A year later the figure had increased to almost one-half. In October 1973, almost two-thirds of those attending a 2-year college also held jobs, as did almost two-fifths of the students attending 4-year colleges.

| | Percent working while attending school | |
|---|---|---|
| | October 1972 | October 1973 |
| Total PSE | 39.8 | 49.0 |
| 4-year college | 29.6 | 39.4 |
| 2-year college | 57.3 | 65.9 |
| Votech school | 46.1 | 57.4 |

The data in the following table for October 1973 show that low SES youngsters attending 4-year colleges were more likely to have jobs than students from high SES backgrounds (45 versus 35 percent). The following table also shows that Whites attending 2-year colleges more often had jobs (67 percent) than did Blacks (54 percent) or Hispanics (61 percent). Considering those who attending votech schools in October 1973, more Whites (58 percent) and males (67 percent) than Hispanics (43 percent) and females (48 percent) held jobs.

Percent working while attending school, October 1973

| | 4-year college | 2-year college | Votech school |
|---|---|---|---|
| All persons | 39.4 | 65.9 | 57.4 |
| Low SES | 44.5 | 64.3 | 54.4 |
| High SES | 34.8 | 62.1 | 48.6 |
| Whites | 39.3 | 66.7 | 58.5 |
| Blacks | 40.3 | 53.5 | 54.1 |
| Hispanics | 43.4 | 61.4 | 42.9 |
| Males | 38.7 | 69.1 | 66.7 |
| Females | 39.8 | 61.9 | 48.2 |

# FULFILLMENT OF SHORT-TERM EDUCATION PLANS

Postsecondary education (PSE) plan fulfillment rates are based on school attendance during the first week of October 1972. Some PSE programs, however, are of rather short duration. This is especially true for vocational, technical, trade, and business schools. About 37 percent of high school seniors planning to attend such schools indicated their course of study would take less than 1 year to complete, and another 20 percent did not know how long the program would require. Because some persons who took short-term programs may not have been in school the first week of October 1972, actual plan fulfillment rates probably are somewhat higher than those presented. This is true primarily of the votech school category.

## A. Fulfillment Rates for All Persons (table 4 and figure 3)

Of the persons planning PSE as their major activity and intending to implement their education plans before January 1973, the vast majority were successful in realizing their plans. The fulfillment rate was highest for those planning to attend 4-year colleges, lowest for those intending to go to votech schools.

- –Of those planning to attend *4-year colleges*, 82 percent were doing so in the first week of October 1972; and additional 9 percent were attending other types of institutions.
- –Of those planning to attend *2-year colleges*, 63 percent were doing so in October 1972; another 15 percent were attending 4-year colleges (9.6 percent) or votech schools (5.5 percent).
- –Of those planning to attend *votech schools*, 49 percent were doing so in October 1972; another 11 percent were attending 4-year colleges (2 percent) or 2-year colleges (9 percent).

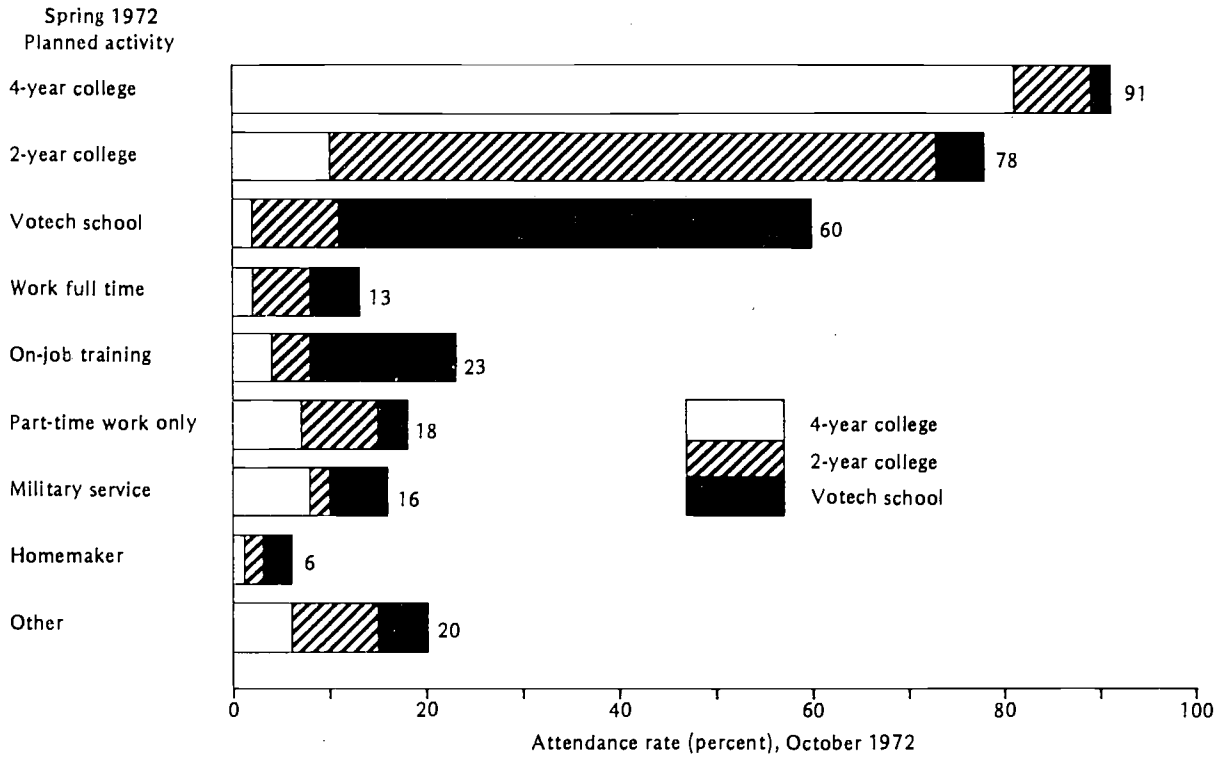
Of the seniors *not* planning to attend school as

Table 4.--Fulfillment of short-term plans of high school seniors--October 1972 activity status frequency distributions (percentages), by spring 1972 planned activity--all persons

| October 1972 activity status | Spring 1972 planned activity | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Postsecondary education | | | Work | | | Military service | Homemaker | Other |
| | College | | Votech school | Full time | On-job training | Part-time only | | | |
| | 4-yr. | 2-yr. | | | | | | | |
| Total percentage[1] | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 4-yr. college | 81.5 | 9.6 | 2.3 | 2.3 | 3.5 | 6.6 | 8.2 | 1.0 | 5.5 |
| 2-yr. college | 7.3 | 63.0 | 9.2 | 5.4 | 4.7 | 8.1 | 2.3 | 1.8 | 9.1 |
| Votech school | 1.9 | 5.5 | 48.6 | 5.0 | 14.4 | 3.7 | 6.0 | 3.0 | 5.0 |
| Other study | 1.6 | 1.6 | 2.1 | 1.7 | 2.8 | 1.7 | 5.9 | 1.6 | 2.6 |
| Work full-time only | 4.5 | 12.8 | 24.9 | 64.2 | 60.7 | 46.6 | 43.6 | 29.3 | 50.4 |
| Work part-time only | 1.2 | 3.1 | 3.6 | 10.0 | 5.5 | 16.0 | 4.6 | 9.6 | 11.6 |
| Military service only | .3 | .2 | .5 | .7 | 2.0 | .0 | 22.3 | .4 | .8 |
| Homemaker only | .2 | .7 | 1.4 | 2.5 | .5 | 2.2 | 1.0 | 45.3 | 2.6 |
| Other | 1.5 | 3.6 | 7.5 | 8.1 | 6.0 | 15.2 | 6.1 | 8.0 | 12.4 |
| Total sample size | 4,919 | 2,214 | 1,186 | 3,708 | 327 | 272 | 384 | 321 | 620 |

[1] Details may not add to 100.0 because of rounding.

Figure 3.--Postsecondary education attendance of the high school class of 1972, by planned (spring 1972) activity state—all persons: October 1972




their major activity the year after high school, very few actually did go to a postsecondary institution the following fall. Individuals planning to be full-time homemakers were least likely to go to school instead—only 6 percent did. After those with homemaking plans, the next lowest rate of school attendance was found for those planning to work full time—8 percent actually went to college and 5 percent to votech schools. Of the remaining planning categories, the highest rate of October 1972 postsecondary attendance occurred for persons who planned to enter an apprenticeship or on-the-job training program—8 percent went to college, while 14 percent went to votech schools.

## B. Fulfillment Rates for Subgroups (table 5 and figures 4.1 - 4.3)

### 1. 4-year College Plans

The subgroups that were most likely to fulfill their 4-year college plans are as follows:

| | Percent planning 4-year college who attended— | | | |
|---|---|---|---|---|
| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
| High academic ability | 94 | 88 | 4 | 1 |
| High SES | 94 | 87 | 5 | 1 |
| Academic high school program | 92 | 85 | 6 | 2 |

The subgroups least likely to fulfill their 4-year college plans were

| | Percent planning 4-year college who attended— | | | |
|---|---|---|---|---|
| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
| Votech high school program | 73 | 56 | 13 | 3 |
| Low ability | 78 | 58 | 17 | 3 |
| Hispanics | 81 | 65 | 16 | 0.3 |
| Low SES | 82 | 71 | 8 | 3 |
| Blacks | 82 | 72 | 7 | 2 |
| General high school program | 87 | 73 | 11 | 3 |

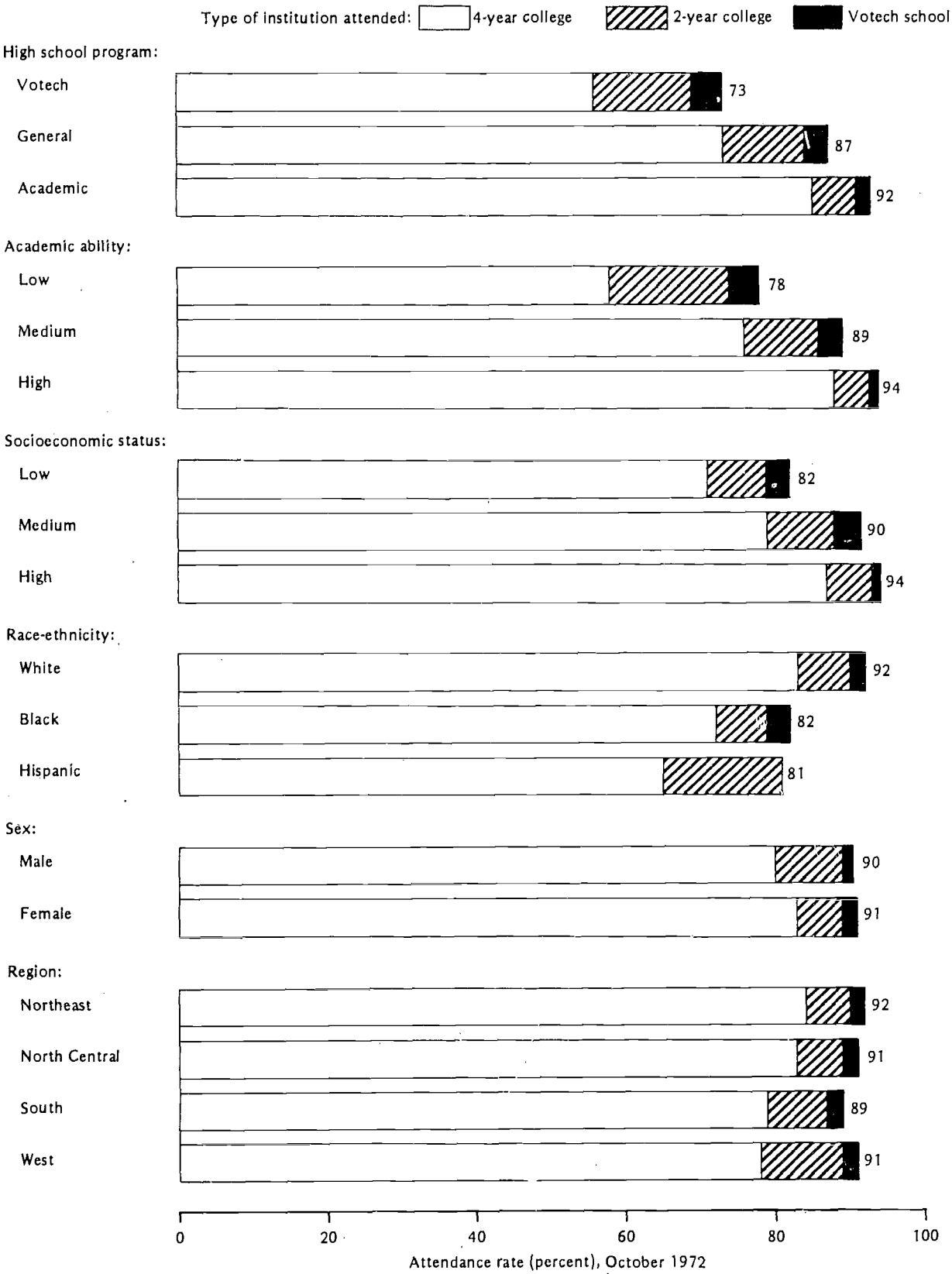
Note that substantial numbers of these latter subgroups attended 2-year rather than 4-year colleges.

Table 5.--Fulfillment of short-term education plans of high school seniors--percent attending educational institutions in October 1972, by type of institution they planned to attend and by high school program, academic ability, socioeconomic status, race-ethnicity, sex, and region

| Type of institution: planned, spring 1972, and attended, October 1972 | Percent of high school class with these characteristics who attended postsecondary institutions | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | High school program | | | Academic ability | | | Socioeconomic status | | | Race-ethnicity | | | Sex | | Region (H.S. location) | | | |
| | Votech | Gen. | Acad. | Low | Med. | High | Low | Med | High | White | Black | Hisp. | Male | Female | NE | NC | South | West |
| Planned 4-year, attended-- | | | | | | | | | | | | | | | | | | |
| PSE, total[1] | 72.6 | 87.0 | 92.5 | 77.7 | 89.1 | 93.6 | 82.2 | 90.5 | 93.8 | 91.8 | 81.7 | 81.3 | 90.5 | 90.9 | 91.7 | 90.8 | 89.2 | 91.3 |
| 4-year college | 56.4 | 73.3 | 84.6 | 57.8 | 76.5 | 88.3 | 71.2 | 79.1 | 87.4 | 82.9 | 72.2 | 64.8 | 80.4 | 82.7 | 84.0 | 82.7 | 79.1 | 78.1 |
| 2-year college | 12.9 | 10.9 | 6.3 | 16.7 | 9.8 | 4.3 | 8.2 | 8.9 | 5.3 | 7.0 | 7.0 | 16.2 | 8.7 | 5.9 | 5.7 | 6.3 | 8.3 | 11.4 |
| Votech school | 3.3 | 2.7 | 1.7 | 3.2 | 2.9 | 1.1 | 2.8 | 2.5 | 1.0 | 1.9 | 2.5 | .3 | 1.5 | 2.4 | 2.0 | 1.9 | 1.8 | 1.8 |
| Total sample size | 265 | 919 | 3,735 | 464 | 1,822 | 2,406 | 813 | 2,067 | 2,032 | 3,949 | 551 | 154 | 2,470 | 2,449 | 1,217 | 1,373 | 1,608 | 721 |
| Planned 2-year, attended-- | | | | | | | | | | | | | | | | | | |
| PSE, total[1] | 68.1 | 73.4 | 83.0 | 65.0 | 79.4 | 83.8 | 72.0 | 76.3 | 86.2 | 79.0 | 67.1 | 71.4 | 78.6 | 77.4 | 81.9 | 77.9 | 75.4 | 76.4 |
| 4-year college | 6.8 | 8.8 | 10.7 | 5.5 | 10.2 | 12.1 | 7.4 | 8.4 | 14.0 | 9.9 | 14.1 | 6.5 | 9.2 | 9.9 | 9.2 | 12.9 | 12.5 | 4.8 |
| 2-year college | 55.8 | 60.4 | 66.1 | 53.9 | 63.6 | 65.8 | 58.4 | 61.9 | 68.7 | 63.5 | 45.3 | 62.2 | 65.5 | 60.6 | 63.3 | 58.5 | 58.4 | 69.9 |
| Votech school | 5.5 | 4.2 | 6.2 | 5.7 | 5.5 | 5.9 | 6.2 | 6.1 | 3.5 | 5.6 | 7.8 | 2.8 | 3.9 | 6.9 | 9.3 | 6.4 | 4.4 | 1.7 |
| Total sample size | 349 | 759 | 1,106 | 388 | 1,137 | 558 | 479 | 1,163 | 566 | 1,806 | 148 | 126 | 1,075 | 1,139 | 485 | 483 | 593 | 653 |
| Planned votech, attended-- | | | | | | | | | | | | | | | | | | |
| PSE, total[1] | 58.2 | 51.5 | 72.9 | 49.9 | 62.2 | 72.4 | 53.5 | 62.4 | 68.4 | 63.2 | 45.8 | 50.6 | 55.3 | 63.2 | 68.4 | 64.1 | 52.1 | 49.1 |
| 4-year college | 1.0 | 3.1 | 3.1 | 2.3 | 1.9 | 4.8 | 3.3 | 1.3 | 3.5 | 2.4 | 2.9 | 2.6 | 2.6 | 2.1 | 2.9 | 1.8 | 1.9 | 3.4 |
| 2-year college | 9.7 | 9.5 | 8.0 | 9.2 | 8.1 | 11.5 | 7.5 | 9.0 | 15.4 | 8.6 | 11.8 | 14.6 | 10.1 | 8.5 | 7.8 | 7.5 | 9.9 | 15.6 |
| Votech school | 47.5 | 38.9 | 61.8 | 38.5 | 52.2 | 56.2 | 42.7 | 52.2 | 49.5 | 52.3 | 31.2 | 33.5 | 42.6 | 52.5 | 57.6 | 54.7 | 40.3 | 30.1 |
| Total sample size | 492 | 418 | 276 | 394 | 602 | 139 | 466 | 599 | 118 | 899 | 182 | 40 | 467 | 719 | 231 | 365 | 452 | 138 |

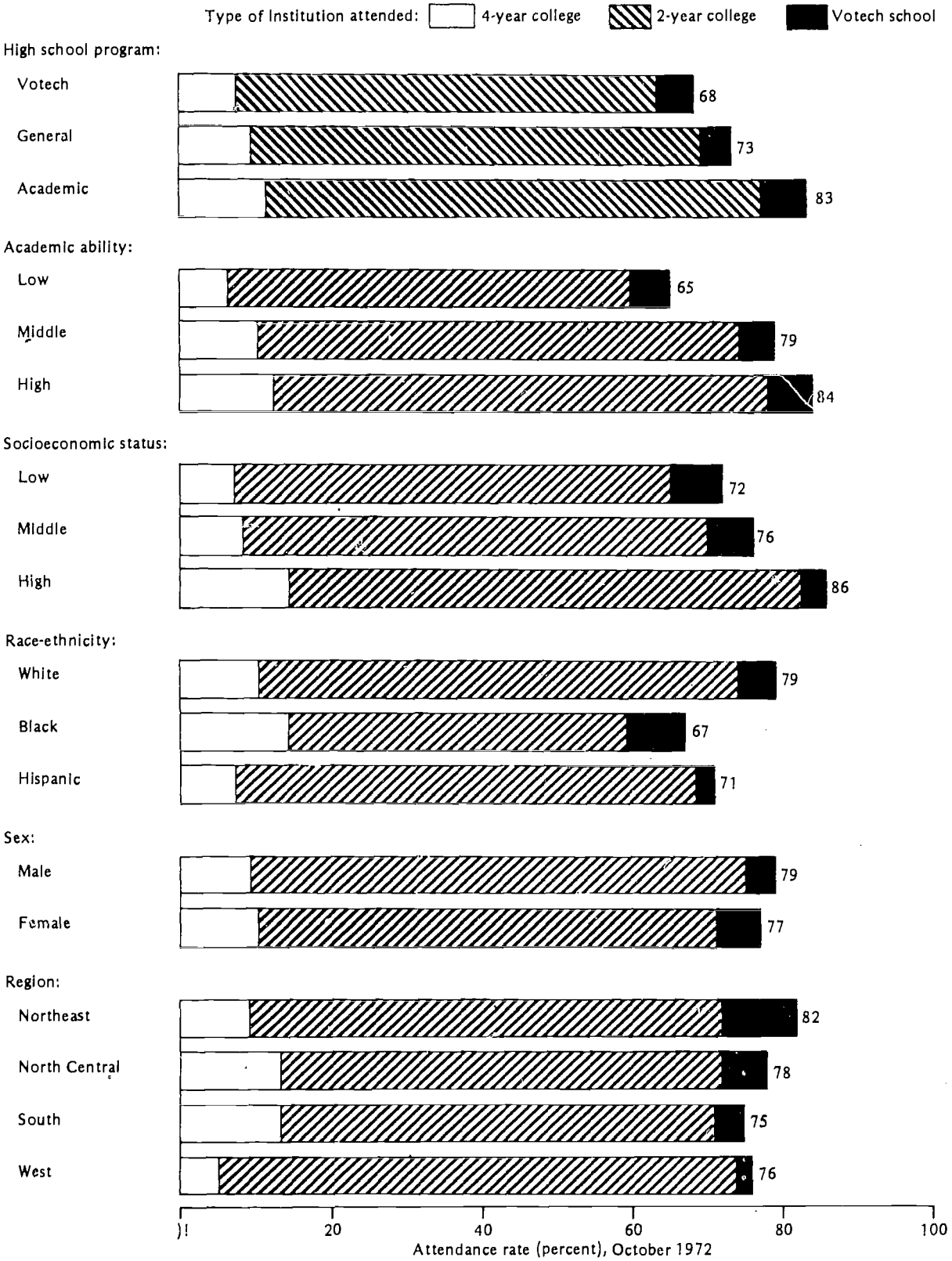
[1] Details may not add to totals shown because of rounding.

Figure 4.1.--Fulfillment of short-term education plans of the high school class of 1972—seniors planning to attend *4-year colleges*



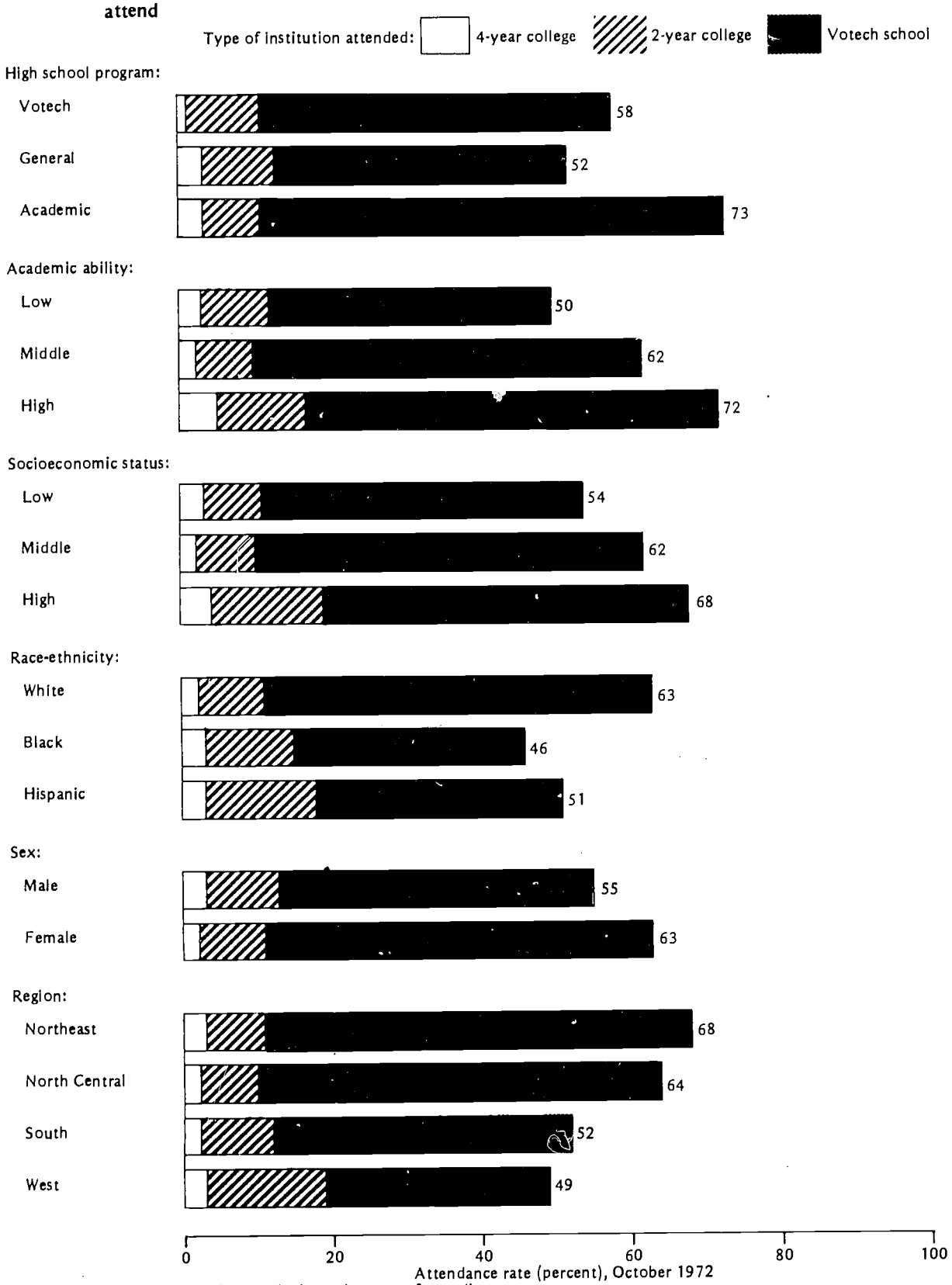

NOTE:—Details may not add to totals shown because of rounding.

Figure 4.2.--Fulfillment of short-term education plans of the high school class of 1972--seniors planning to attend *2-year colleges*




NOTE.--Details may not add to total shown because of rounding.

Figure 4.3.--Filfillment of short-term education plans of the high school class of 1972—seniors planning to attend




NOTE:--Details may not add to totals shown because of rounding.

For example, 17 percent of the low academic ability students who planned to attend 4-year colleges went to a 2-year college instead; and a surprising high total of 75 percent of this subgroup did attend either 4-year or 2-year colleges in October 1972.

### 2. Two-Year College Plans

The proportion of youngsters of various subgroups realizing their short-term education plans of attending 2-year colleges followed a pattern similar to that for youngsters who planned to attend 4-year colleges. Those who were from high SES backgrounds, had high academic ability, or had taken academic high school programs were most likely to realize their immediate educational plans.

| | Percent planning 2-year college who attended— | | | |
|---|---|---|---|---|
| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
| High SES | 86 | 14 | 69 | 4 |
| High academic ability | 84 | 12 | 66 | 6 |
| Academic high school program | 83 | 11 | 66 | 6 |

Note that a fairly sizable percentage of persons from each subgroup ended up attending a 4-year rather than a 2-year college.

The subgroups least likely to fulfill their 2-year college plans were:

| | Percent planning 2-year college who attended— | | | |
|---|---|---|---|---|
| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
| Blacks | 67 | 14 | 45 | 8 |
| Low academic ability | 65 | 6 | 54 | 6 |
| Votech high school program | 68 | 7 | 56 | 6 |
| Low SES | 72 | 7 | 58 | 6 |

Note that about one Black in seven wound up at a 4-year college rather than the planned 2-year college.

### 3. Votech School Plans

Even with regard to votech school plans, high academic ability youngsters and those who took academic high school programs were more likely to have realized their plans than were most other subgroups.

| | Percent planning votech school who attended— | | | |
|---|---|---|---|---|
| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
| Academic high school program | 73 | 3 | 8 | 62 |
| Northeast region | 68 | 3 | 8 | 58 |
| High academic ability | 72 | 5 | 11 | 56 |
| North Central region | 64 | 2 | 8 | 55 |

Note that 16 percent of the high academic ability subgroups went to college instead of to a votech school as planned.

Persons graduating from high schools in the West, Blacks, and Hispanics were least likely to fulfill their votech school plans. Substantial proportions of these subgroups, however, went to 2-year colleges instead. Consequently, even for these subgroups, roughly one-half of the individuals did attend some type of postsecondary institution in the fall of 1972.

| | Percent planning votech school who attended— | | | |
|---|---|---|---|---|
| | Total PSE | 4-yr. college | 2-yr. college | Votech school |
| West region | 49 | 3 | 16 | 30 |
| Blacks | 46 | 3 | 12 | 31 |
| Hispanics | 51 | 3 | 15 | 34 |

# CONTINUATION IN POSTSECONDARY EDUCATION (PSE), OCTOBER 1972 TO OCTOBER 1973

PSE continuance rates are keyed to school attendance in the first weeks of October 1972 and October 1973. About 15 percent of the survey participants enrolled in any kind of school in the first week of October 1972 indicated it usually takes less than 1 year to complete their program. Those enrolled in short-term programs in 1972, of course, normally would not be found in PSE activity states 1 year later. This fact should be kept in mind when reading this section, particularly where votech school rates are concerned.

## A. Continuation Rates for All Persons (table 6 and figure 5)

Over 80 percent of the persons who attended *4-year colleges* the first week of October 1972 also attended 4-year colleges 12 months later; an additional 5 percent attended other types of educational institutions.

Almost two-thirds of those who attended *2-year colleges* in October 1972 also attended 2-year colleges a year later. In addition, 6 percent attended 4-year colleges; 2 percent, votech schools.

Slightly more than one-third of the persons who attended *votech schools* in October 1972 were still enrolled in them in October 1973; only 5 percent attended a college in October 1973.

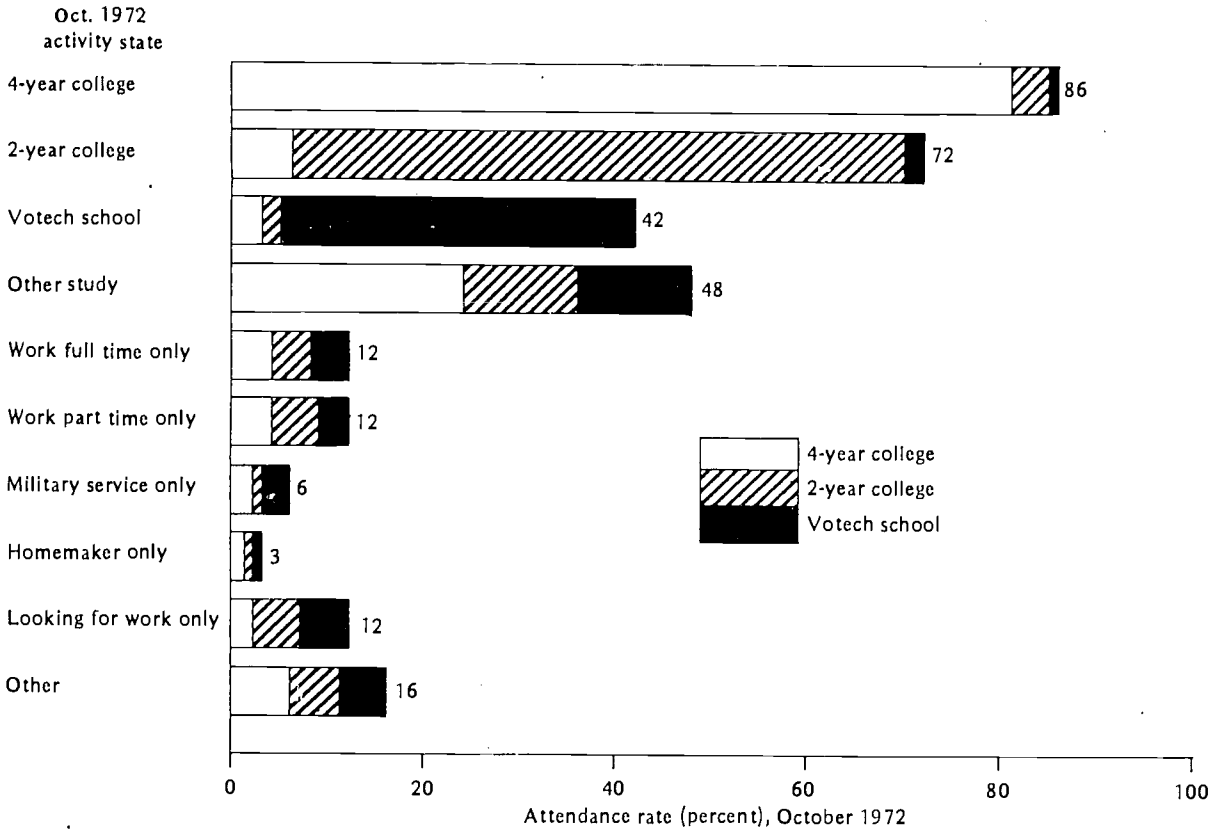
Of the persons in non-education activity states in October 1972, only a small percentage attended a postsecondary educational institution 1 year later. For example, the chance that someone in a "work only" activity state would be found in a college activity state 1 year later is less than 1 in 10. Only 2 percent of those who were "homemakers only" in October 1972 attended college in October 1973.

Table 6.--Activity state transitions, October 1972 to October 1973—October 1973 activity state frequency distributions (percentages), by October 1972 activity state—all persons

| October 1973 activity states | October 1972 activity states | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Postsecondary education | | | | Work | | Military service only | Homemaker only | Looking for work only | Other |
| | College | | Votech school | Other study | Full time only | Part time only | | | | |
| | 4-yr. | 2-yr. | | | | | | | | |
| Total percentage[1] | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 4-yr. college | 81.4 | 6.2 | 2.9 | 24.3 | 3.5 | 4.2 | 1.8 | 0.8 | 1.8 | 6.0 |
| 2-yr. college | 3.2 | 63.6 | 2.3 | 11.8 | 4.7 | 5.3 | 1.3 | 1.0 | 5.2 | 5.2 |
| Votech school | 1.4 | 2.1 | 36.5 | 11.8 | 3.8 | 2.9 | 2.7 | .9 | 5.3 | 4.7 |
| Other study | .2 | .3 | .5 | 8.8 | .3 | .6 | .0 | .8 | .4 | .1 |
| Work full-time only | 9.5 | 20.6 | 41.7 | 31.9 | 74.5 | 53.4 | 8.2 | 21.6 | 53.3 | 38.6 |
| Work part-time only | 1.6 | 2.6 | 5.0 | 3.7 | 3.4 | 21.6 | 4.3 | 9.4 | 9.2 | 7.7 |
| Military service only | .3 | .5 | .8 | 1.4 | 1.6 | 2.1 | 74.2 | .0 | 1.6 | 4.8 |
| Homemaker only | .4 | 1.2 | 4.0 | 2.8 | 4.1 | 4.8 | .0 | 61.6 | 5.3 | 10.6 |
| Looking for work only | .7 | 1.3 | 3.7 | 1.2 | 1.9 | 2.2 | 2.2 | 1.6 | 13.3 | 5.8 |
| Other | 1.4 | 1.7 | 2.5 | 2.2 | 2.2 | 2.9 | 5.4 | 2.2 | 4.5 | 16.5 |
| Total sample size | 6,082 | 3,019 | 1,517 | 399 | 5,952 | 1,059 | 180 | 503 | 643 | 640 |

[1] Details may not add to 100.0 because of rounding.

Figure 5.--Postsecondary education attendance of the high school class of 1972, by October 1972 activity state--all persons: October 1973




## B. Continuation Rates for Subgroups (table 7 and figures 6.1 - 6.3)

### 1. Persons Attending 4-Year Colleges in October 1972

Surprisingly, over three-fourths of the low academic ability class of 1972 graduates that attended 4-year colleges in October 1972 were still attending some kind of postsecondary school 1 year later. The vast majority of them (71 of 77 percent) were still in 4-year colleges.

By far the lowest rate of PSE continuance was found for persons who had taken a votech program in high school--only 68 percent of those who had started out in 4-year colleges were still in some kind of school 1 year later.

At the other extreme, almost 90 percent of the members of each of the following subgroups were still attending colleges or votech schools 1 year later:

High academic ability, 89 percent (86 percent still in 4-year colleges)

High socioeconomic status, 89 percent (85 percent still in 4-year colleges)

Academic high school program, 88 percent (84 percent still in 4-year colleges)

### 2. Persons Attending 2-Year College in October 1972

Again, the continuance rates for low academic ability students seems relatively high--67 percent. The comparative figure for high academic ability students is 78 percent. Nine percent of the latter group had changed from 2-year to 4-year colleges.

Continuance rates in any type of postsecondary institution were lowest for the votech high school program subgroup (61 percent), highest for the academic program subgroups (79 percent).

### 3. Persons Attending Votech Schools in October 1972

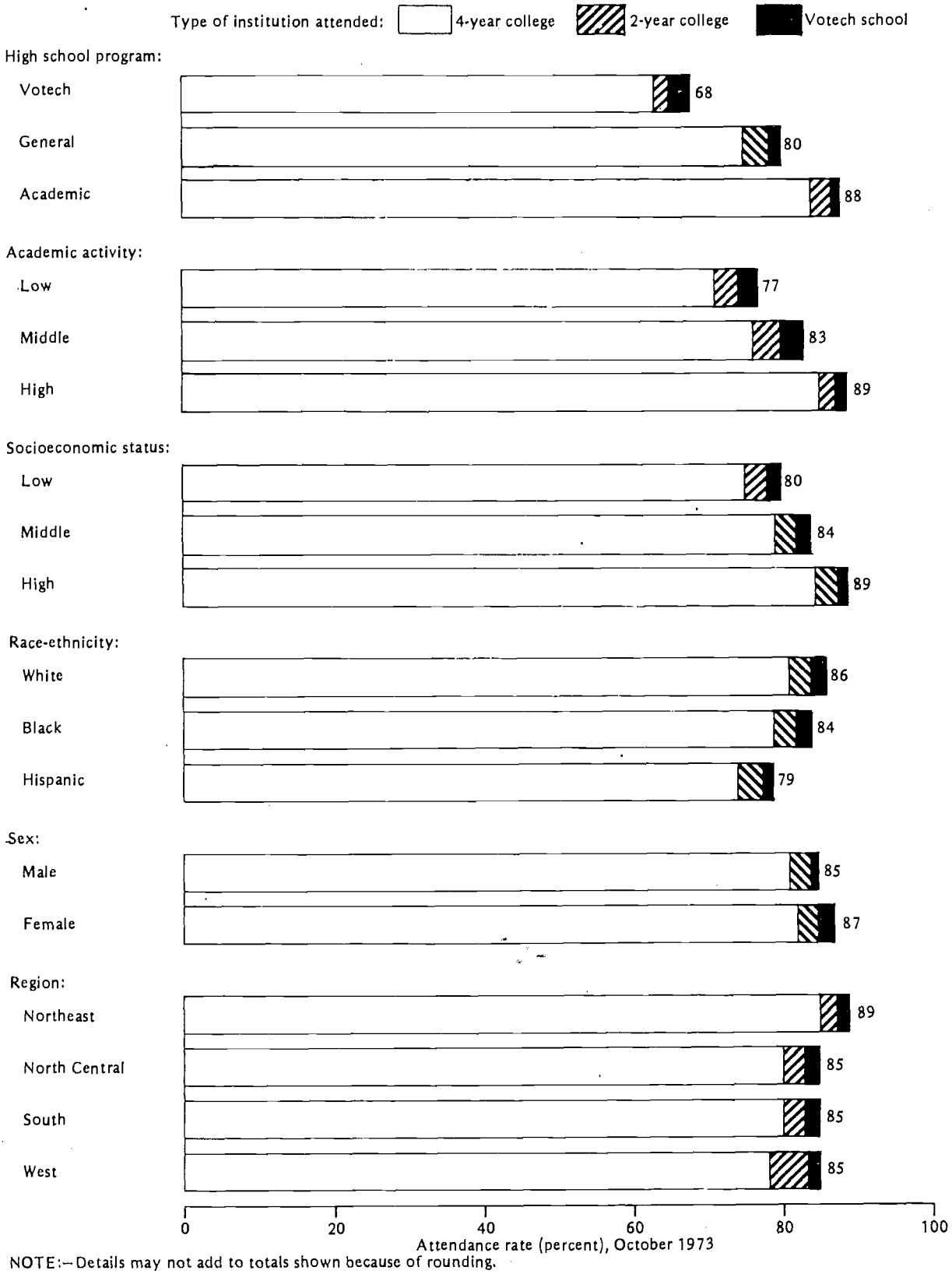
Subgroup differences in continuance rates were considerably more pronounced for October 1972

Table 7.--Continuance of young adults in postsecondary education—percent attending educational institutions in October 1973, by type of institution attended in October 1972 and by high school program, academic ability, socioeconomic status, race-ethnicity, socioeconomic status, race-ethnicity, sex, and region

| Type of institution attended in October 1972 and in October 1973 | Percent of high school class with these characteristics who attended postsecondary institutions | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | High school program | | | Academic ability | | | Socioeconomic status | | | Race-ethnicity | | | Sex | | Region (H.S. location) | | | |
| | Votech | Gen. | Acad. | Low | Med. | High | Low | Med. | High | White | Black | Hisp. | Male | Female | NE | NC | South | West |
| 4-year, 1972; attended in 1973— | | | | | | | | | | | | | | | | | | |
| PSE, total[1] | 68.4 | 80.2 | 88.1 | 76.8 | 82.7 | 89.1 | 79.7 | 83.7 | 89.2 | 85.9 | 83.9 | 78.5 | 85.2 | 86.7 | 88.7 | 84.8 | 84.7 | 85.0 |
| 4-year college | 63.5 | 74.6 | 83.9 | 71.3 | 76.4 | 86.1 | 75.3 | 78.7 | 85.0 | 81.4 | 79.2 | 74.2 | 80.5 | 82.2 | 85.3 | 80.1 | 80.1 | 78.3 |
| 2-year college | 2.4 | 4.0 | 2.9 | 3.4 | 4.2 | 2.1 | 3.0 | 3.1 | 3.3 | 3.1 | 3.3 | 3.5 | 3.5 | 2.8 | 2.1 | 3.0 | 3.4 | 5.6 |
| Votech school | 2.5 | 1.5 | 1.3 | 2.2 | 2.2 | .9 | 1.4 | 1.9 | 1.0 | 1.5 | 1.5 | .8 | 1.1 | 1.7 | 1.3 | 1.7 | 1.2 | 1.1 |
| Total sample size | 292 | 1,191 | 4,572 | 378 | 1,643 | 2,292 | 886 | 2,455 | 2,618 | 4,652 | 639 | 141 | 3,096 | 2,978 | 1,473 | 1,649 | 2,131 | 829 |
| 2-year, 1972; attended in 1973— | | | | | | | | | | | | | | | | | | |
| PSE, total[1] | 60.5 | 66.4 | 79.4 | 67.4 | 71.1 | 77.9 | 66.2 | 72.1 | 75.0 | 71.4 | 73.3 | 68.7 | 72.2 | 71.7 | 75.6 | 70.5 | 72.1 | 70.3 |
| 4-year college | 2.5 | 5.8 | 7.8 | 5.1 | 5.9 | 8.7 | 4.4 | 5.1 | 9.4 | 6.3 | 4.6 | 5.0 | 6.3 | 6.2 | 6.1 | 7.7 | 6.8 | 4.8 |
| 2-year college | 56.9 | 57.7 | 69.8 | 58.9 | 62.7 | 67.9 | 58.8 | 65.0 | 63.8 | 63.2 | 65.6 | 62.2 | 64.1 | 63.1 | 67.7 | 60.5 | 63.8 | 62.9 |
| Votech school | 1.0 | 3.0 | 1.8 | 3.4 | 2.6 | 1.3 | 3.0 | 2.0 | 1.8 | 1.9 | 3.1 | 1.4 | 1.8 | 2.4 | 1.8 | 2.4 | 1.5 | 2.6 |
| Total sample size | 516 | 1,085 | 1,402 | 463 | 1,118 | 520 | 658 | 1,519 | 779 | 2,196 | 291 | 169 | 1,558 | 1,453 | 546 | 595 | 929 | 949 |
| Votech, 1972; attended in 1973— | | | | | | | | | | | | | | | | | | |
| PSE, total[1] | 30.4 | 36.9 | 57.8 | 33.3 | 43.9 | 59.6 | 38.0 | 40.8 | 54.3 | 42.8 | 37.6 | 20.0 | 52.7 | 34.8 | 45.8 | 45.2 | 37.1 | 32.1 |
| 4-year college | 1.9 | 1.6 | 5.3 | 1.6 | 2.7 | 3.5 | 2.3 | 1.9 | 8.2 | 2.7 | 4.4 | .0 | 3.6 | 2.4 | 3.1 | 3.0 | 3.3 | 1.0 |
| 2-year college | 0.8 | 2.9 | 3.3 | 1.1 | 2.7 | 4.0 | .9 | 2.5 | 4.6 | 2.6 | 1.1 | .0 | 2.8 | 2.0 | 3.5 | 1.2 | 2.5 | 2.0 |
| Votech school | 27.7 | 32.4 | 49.2 | 30.6 | 38.4 | 52.2 | 34.8 | 36.4 | 41.4 | 37.5 | 32.0 | 20.0 | 46.3 | 30.3 | 39.2 | 41.0 | 31.3 | 29.2 |
| Total sample size | 516 | 527 | 466 | 360 | 578 | 168 | 523 | 767 | 193 | 1,095 | 227 | 48 | 588 | 928 | 346 | 453 | 551 | 167 |

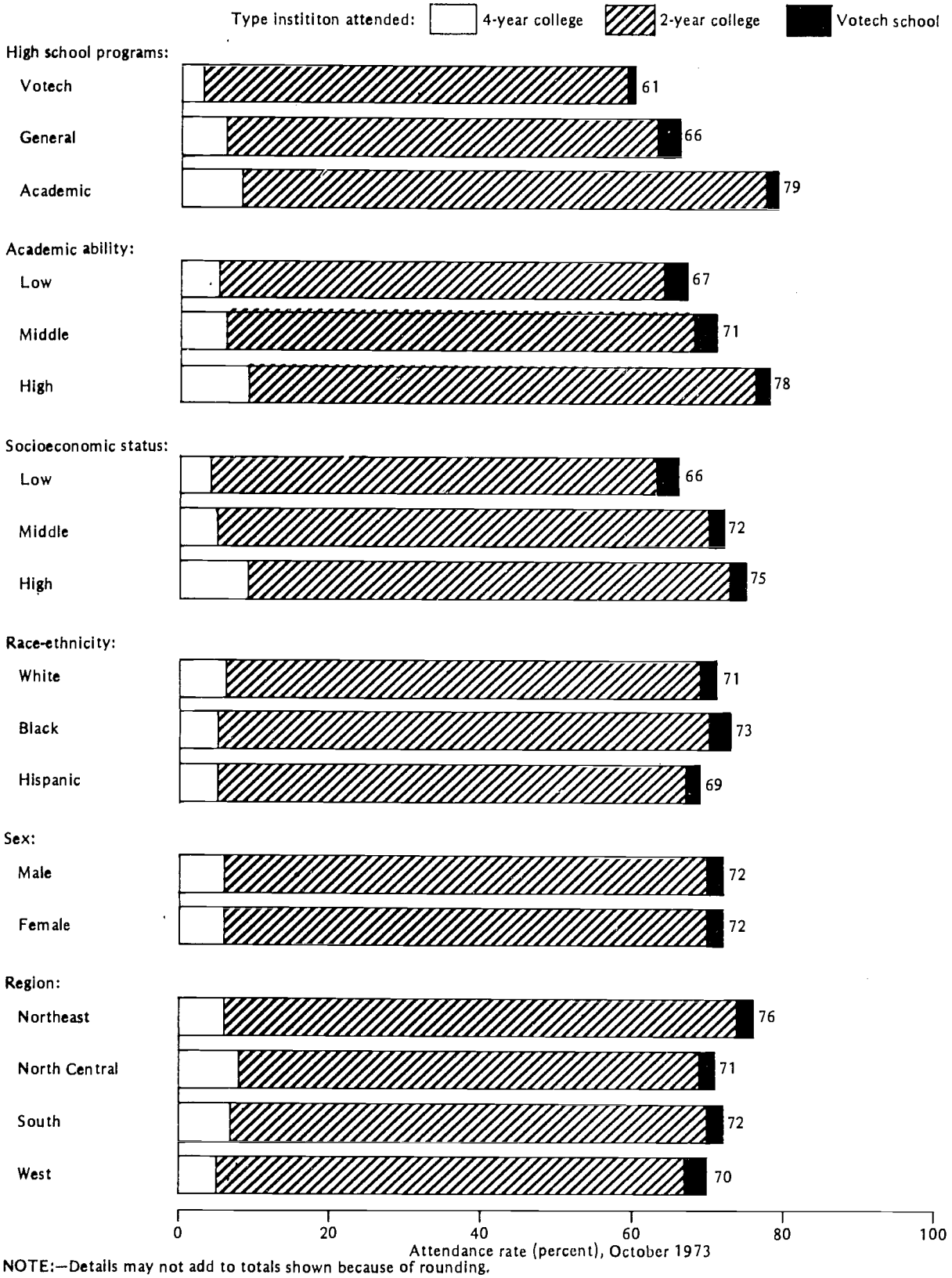
[1] Details may not add to totals shown because of rounding.

Figure 6.1.--Continuance in postsecondary education of the high school class of 1972 members who attended *4-year colleges* in October 1972



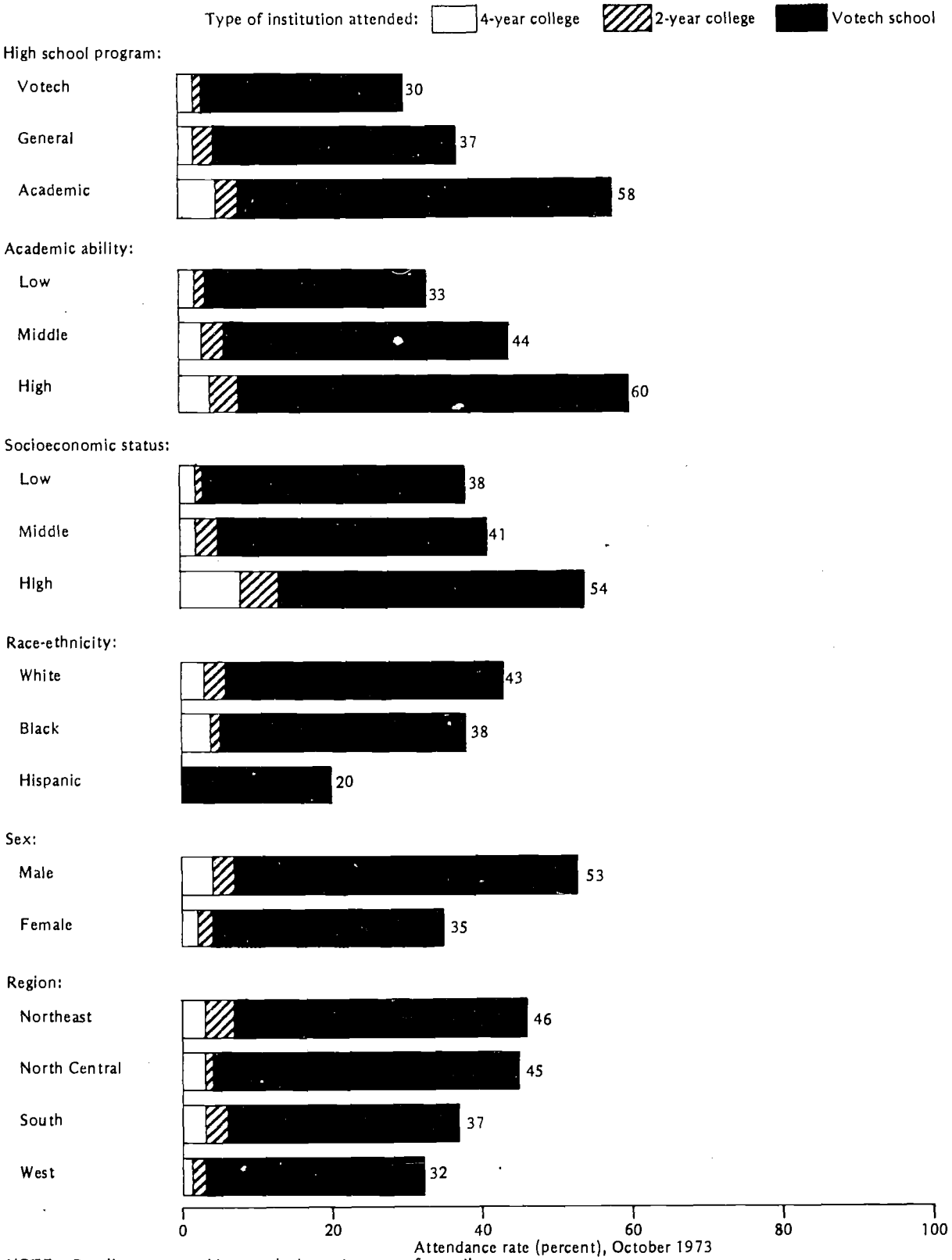

NOTE:--Details may not add to totals shown because of rounding.

**Figure 6.2.–Continuance in postsecondary education of the high school class of 1972 members who attended *2-year colleges* in October 1972**




NOTE:—Details may not add to totals shown because of rounding.

Figure 6.3.--Continuance in postsecondary education of the high school class of 1972 members who attended *votech schools* in October 1972.




NOTE:--Details may not add to totals shown because of rounding.

votech students than they were for persons who had attended college the first year after high school. Substantial differences exist for subgroups defined by each of the six classification variables. The highest continuance rates are for the following subgroups:

| | Percent of October 1972 votech students who in October 1973 attended— | | |
|---|---|---|---|
| | Total PSE | College | Votech school |
| High academic ability | 60 | 8 | 52 |
| Academic high school program | 58 | 9 | 49 |
| High SES | 54 | 13 | 41 |
| Males | 53 | 6 | 46 |

Note that 13 percent of the high socioeconomic status subgroup had switched from votech schools to colleges.

The lowest rates of continuance in postsecondary education were found for Hispanics and, somewhat surprisingly, votech high school program students:

| | Percent of October 1972 votech students who in October 1973 attended— | | |
|---|---|---|---|
| Hispanics[1] | 20 | 0 | 20 |
| Votech high school program | 30 | 3 | 28 |

[1] The estimates for Hispanics are subject to large sampling error because of the small sample size involved (n = 48).

The continuance rates for each of the following subgroups also were fairly low (35 percent or less):

| | Percent of October 1972 votech students who in October 1973 attended— | | |
|---|---|---|---|
| | Total PSE | College | Votech school |
| West region | 32 | 3 | 29 |
| Low academic ability | 33 | 3 | 31 |
| Females | 35 | 4 | 30 |

## C. Part-Time Versus Full-Time PSE Attendance in October 1972 (table 8)

The following percentages of class of 1972 members attending school were doing so on a part-time basis. The part-time attendance rate increased considerably from October 1972 to October 1973.

| | Part-time attendance (percent)[1] | |
|---|---|---|
| | October 1972 | October 1973 |
| 4-year college | 2.1 | 4.2 |
| 2-year college | 11.4 | 17.7 |
| Votech school | 10.3 | 18.5 |

[1] Part-time attendance rates were derived from detailed tables not included in this report.

Part-time students were far less likely to be found continuing their PSE 1 year later.

Table 8.--Postsecondary education (PSE) continuance rates (percent), October 1972 to October 1973, for selected October 1972 PSE activity state configurations

| October 1973 activity | October 1972 activity state | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full-time school attendance | | | | | | Part-time school attendnace | | | | | |
| | 4-yr. college | | 2-yr. college | | Votech school | | 4-yr. college | | 2-yr. college | | Votech school | |
| | college only | college + work | college only | college + work | school only | school + work | college only | college + work | college only | college + work | school only | school + work |
| Total PSE[1] | 87.8 | 82.7 | 76.2 | 72.8 | 41.3 | 45.0 | 75.3 | 67.0 | 60.5 | 51.3 | 27.0 | 19.8 |
| 4-year college | 83.6 | 77.5 | 8.0 | 5.7 | 3.7 | 2.1 | 75.3 | 58.0 | .8 | 4.3 | 1.2 | .8 |
| 2-year college | 2.9 | 3.6 | 65.6 | 65.7 | 2.6 | 2.0 | .0 | 8.0 | 56.3 | 44.2 | .0 | 1.3 |
| Votech school | 1.3 | 1.6 | 2.6 | 1.4 | 35.1 | 41.0 | .0 | 1.0 | 3.4 | 2.8 | 25.8 | 17.8 |
| Total sample size | 4,213 | 1,624 | 1,238 | 1,370 | 772 | 541 | 35 | 81 | 84 | 245 | 34 | 117 |

[1] Details may not add to totals shown because of rounding.

| October 1972 activity state | October 1973 PSE continuance rate (percent): Full-time student, October 1972 | Part-time student, October 1972 | Difference (pct. points) |
|---|---|---|---|
| 4-year college only | 87.8 | [1]75.3 | 12.5 |
| 4-year college and work | 82.7 | [1]67.0 | 15.7 |
| 2-year college only | 76.2 | [1]60.5 | 15.7 |
| 2-year college and work | 72.8 | 51.3 | 21.5 |
| Votech school only | 41.3 | [1]27.0 | 14.3 |
| Votech school and work | 45.0 | 19.8 | 25.2 |

[1]Estimate is subject to large sampling error due to small sample size involved (n < 85).

Note from the table above that continuance rates were considerably lower for part-time students, particularly for those working while attending school in October 1972.

## D. Working While Attending School in October 1972 (table 8)

Students who attended colleges in October 1972 were less likely to be found continuing in PSE 1 year later if they also worked. As the following table indicates, the continuance rates were about 4 or 5 percentage points lower for full-time college students who worked than for those who did not. For part-time students, the difference in continuance rates for those who did and did not work was even greater—about 8 or 9 percentage points. Combining full-time votech school attendance and work, however, seems not to have adversely affected their PSE continuance rate.

| October 1972 activity state | October 1973 PSE continuance rate (percent): Did not work, October 1972 | Worked, October 1972 | Difference (pct. points) |
|---|---|---|---|
| 4-year college, full-time | 87.8 | 82.7 | 5.1 |
| 4-year college, part-time | [1]75.3 | [1]67.0 | 8.3 |
| 2-year college, full-time | 76.2 | 72.8 | 3.4 |
| 2-year college, part-time | [1]60.5 | 51.3 | 9.2 |
| Votech school, full-time | 41.3 | 45.3 | −4.0 |
| Votech school, part-time | [1]27.0 | 19.8 | 7.2 |

[1]Estimate is subject to large sampling error due to small sample size involved (n < 85).

# METHODOLOGY

## A. Sample Design

The sample design is a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The population consisted of all of the 1972 12th-graders enrolled in all public, private, and church-affiliated high schools in the 50 States and the District of Columbia. The first-stage sampling frame was constructed from computerized school files maintained by OE and by the National Catholic Education Association.

The school sampling frame was stratified into 600 final strata based on the following variables:

- –Type of control (public or nonpublic),
- –Geographic region (Northeast, North Central, South, and West),
- –Grade 12 enrollment (less than 300; 300 to 599; and 600 or more),
- –Proximity to institutions of higher learning,
- –Percent minority group enrollment,
- –Income level of the community, and
- –Degree of urbanization.

In order to increase the number of disadvantaged students in the sample, schools located in low-income areas and schools with high proportions of minority group enrollments were sampled at approximately twice the sampling rate used for the remaining schools. Schools in the smallest grade 12 enrollment strata (less than 300 seniors) were selected with probabilities proportional to their estimated numbers of senior students and without replacement. Schools in the remaining strata were selected with equal probabilities and without replacement. Within each final stratum, four schools were selected initially and then two of the four were randomly selected and designated as the primary selections. The other two schools were retained as backup or substitute selections and were used in the sample only if one or both of the primary schools did not cooperate. In each school, 18 students were selected as a sample, and 5 additional students were selected as alternates. The students were sampled with equal probabilities and without replacement within schools.

## B. Instruments

Reproductions of the survey report forms are shown in various standard NCES publications.

### 1. Base-Year Instrumentation

Each student in the sample was asked to complete a Student Questionnaire. This questionnaire dealt with factors related to the student's personal-family background, educational and work experiences, plans, aspirations, attitudes, and opinions.

In addition to the Student Questionnaire, each student was asked to complete a 69-minute Test Book measuring both verbal and nonverbal ability. The Test Book consisted of the following six tests: Vocabulary, Picture Number (measure of associative ability), Reading, Letter Groups (measure of inductive reasoning), Mathematics, and Mosaic Comparisons (measure of perceptual speed and accuracy).

Base-year data were also obtained from a student's School Record Information Form (SRIF). Items on the SRIF pertained to the student's high school curriculum, grade-point average, credit hours in major courses, and, if applicable, his or her position in ability groupings, remedial-instruction record, involvement in certain federally supported programs, and scores on standardized tests.

Finally, information from a School Questionnaire and one or two Counselor Questionnaires also was obtained for each participating high school.

### 2. First Followup Instruments

Two forms (A and B) of a First Follow-Up Questionnaire were developed and designed for self-administration by the student. Form A was mailed to each sample member who responded to the base-year Student Questionnaire. Seniors from the high school

class of 1972 who were unable to participate in the base-year survey (usually because of time and scheduling considerations) were mailed form B of the questionnaire. Questions 1 through 85 were identical on both questionnaire forms. These questions dealt with information concerning the respondent's activity state (e.g., education, work, etc.) in October 1972 and October 1973; work and educational experiences since leaving high school; and future educational and career plans, aspirations, and expectations. Form B of the First Follow-Up Questionnaire contained an additional 14 questions adapted from the Student Questionnaire to provide basic, factual information.

Most of the questions on the base-year Student Questionnaire and the First Follow-Up Questionnaire are of the forced-choice type. Open-ended, or free-response, questions were limited to questions involving dates, income, number of hours or weeks worked, and the like.

## C. Data Collection Procedures

### 1. Base-Year Data Collection

Most of the student data were collected in April, May, and June 1972 through group administration in each school. Survey administrators completed School Record Information Forms for each participating student and supervised the completion of the School and Counselor Questionnaires.

### 2. First Followup Data Collection

The first step in data collection involved an extensive tracing operation to update name and address files. The major mailout of 23,020 First Follow-Up Questionnaires to the last known addresses of the sample members was made on October 23-24, 1973. This mailout was followed by a planned sequence of reminder postcards, additional questionnaire mailings, and reminder mailgrams to nonrespondents. Active mail return efforts continued through December 1973, and by early February 1974 the questionnaire return rate by mail was 60.9 percent.

The names and addresses of those sample members who failed to mail back their questionnaires were then turned over to the Bureau of the Census for personal interviews in accordance with a Bureau arrangement with the U.S. Office of Education. This personal interview phase of first followup data collection continued until April 1974, at which time the overall response rate had increased to 92.8 percent—21,350 respondents out of 23,020.

## D. Data Processing

The data were manually edited and then keyed to tape after which they were extensively machine edited. The editing process was extremely complex and comprehensive. The editing rules had to reflect the complexity of the instruments resulting from the extensive skip patterns within the questionnaires. In addition, some hard copy resolution was conducted to resolve problems in the data file. The underlying logic of the whole editing process was to create a data file that was as faithful to the hard copy as possible.

## E. Classification Variables

Six classification variables are used to define basic subpopulations of interest. These variables are high school program, academic ability, socioeconomic status (SES), race-ethnicity, sex, and geographical region of high school.

Sex has, of course, two categories: male and female. High school program is defined by three categories: general, academic, and vocational-technical. High School program was determined from information provided by the students. In cases where students did not furnish this information, data provided by the survey administrator was utilized. Data are presented for three racial-ethnic groups: White, Black, Hispanic (i.e., Mexican-American or Chicano, Puerto Rican, and other Latin American origin). The remaining racial-ethnic groups (American Indians, Asian-Americans, and others) are too small to analyze separately and too heterogeneous to combine into one subgroup. The Hispanic group is relatively small and poses sample size problems in some instances, but it is felt that this group is large enough and homogeneous enough to allow useful analyses.

All sample members were classified into one of four regions based on the location of their high schools: Northeast, North Central, South, and West. The composition of each region was as follows:

1) Northeast (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania).
2) North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas).
3) South (Delaware, Maryland, District of Colum-

3) South (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas).
4) West (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii).

The academic ability index was derived from four base-year Test Book scores: Vocabulary, Reading, Letter Groups, and Mathematics. Factor analysis of the test scores revealed a basis for constructing a composite score measuring general ability by forming an equally weighted linear composite of these four tests. Each test entering the composite was standardized to a mean of 50 and a standard deviation of 10. This continuous ability score was then classified into a high, middle, or low category depending on whether the score was in the upper quartile, middle two quartiles, or lower quartile. The cutting points for defining these quartiles were based upon a *weighted* estimate of the test score composite standard deviation and the assumption that the weighted frequency distribution was normally distributed. However, because low socioeconomic students were oversampled and SES is correlated with ability, more than 25 percent of the *sample* members actually fell into the lower quartile for the ability composite. A substantial number of sample members did not have test scores. Most of these sample members were from the "resurvey" group who did not originally participate during their senior year when testing was conducted in the schools.

Socioeconomic status (SES) is another derived index. The SES index was based upon a composite score involving five components: father's education, mother's education, parental income, father's occupation, and a household items index. These components were first subjected to a factor analysis, which revealed a common factor with approximately equal weights for each of the five components. Missing components were imputed by using the appropriate component mean of the subpopulation of which the respondent was a member. These subpopulations were defined by cross-classifying by race, high school program, and aptitude. An SES score was computed by averaging the available standardized components. This average was based upon both imputed and nonimputed components for some individuals. However, for an SES score to be computed, the respondent had to have a least two nonimputed components available. The continuous SES score was then assigned to a high, middle, or low category depending on whether it fell in the upper quartile, middle two quartiles, or lower quartile. The cutting points for the quartiles were based upon the SES population distribution estimated using sample weights. Since schools located in low-income areas and schools with high proportions of minority group enrollments were oversampled, more than 25 percent of the sample members fell into the lower quartile.

## F. Specification of Planning States, Spring 1972 1972

In the spring of 1972, the NLS sample students were asked in the Student Questionnaire "What is the one thing that most likely will take the largest share of your time in the year after you leave high school?" The student's response to this question, plus the indicated beginning date of the activity in a later question, were used jointly to classify a student into one of nine possible planning status categories: (1) vocational-technical study; (2) 2-year college study; (3) 4-year college study; (4) working full-time; (5) working part-time only; (6) on-the-job training; (7) military service; (8) full-time homemaker; (9) other (e.g., travel, take a break, etc.).[1]

Students were not classified into a planning state if they planned to begin an activity after December 1972. For example, a student was classified in the "working full-time" planning state if he or she planned to be working full-time before January 1973. The reason for using the planned entry date for an activity state in the definition was that the correspondence of plans with activity states would be checked out using activity state information for October 1972. There were 1,275 students (8 percent) who were not classified into any of the nine planning states because of nonresponse to one or both questions needed for such classification. Additional information on these students can be found in appendix A.

[1] Seniors who indicated their major activity would be full-time work, on-the-job training or full-time homemaking were asked whether they had definite plans to continue their schooling part time during the year after high school. About 7 percent of all persons indicated school as a secondary activity. This information about secondary activities was not utilized in the definition of planning states.

## G. Specification of Activity States, October 1972 and October 1973

For this report, each person was classified into one and only one of six basic activity states at each point in time: (1) attending school, (2) working only, (3) homemaking only, (4) looking for work only, (5) military service only, and (6) other (e.g., traveling and taking a break). Persons engaged in more than one activity were assigned activity states in the order of precedence listed above. For example, a person who was attending school while in the military service was assigned to the attending school activity state. Various refinements of these six basic activity states then were employed. Table 5 breaks down attending school into three school categories (4-year college, 2-year college, vocational-technical) and an "other study" group and separates full-time and part-time workers. Tables 2 and 3, in addition to the preceding, split each of the three school categories depending on whether the student is or is not working. Table 8 divides the school attenders into 12 groups depending upon (1) whether attender is full-time or part-time, (2) category of school attended, and (3) whether or not the student also is employed.

Eight major variables were used to define activity states for October both 1972 and 1973, as follows: (1) study, (2) type of school, (3) full-time versus part-time study, (4) work, (5) full-time versus part-time work, (6) homemaker, (7) looking for work, and (8) military service. Each of these variables was independently defined, using responses to a single item or a number of items in the First Follow-Up Questionnaire. Complex procedures are required to define these variables due to the complicated skip patterns in the questionnaire and the number of items needed to define a variable. Readers are referred to appendix K of the Data File Users Manual[2] for the complete specification variables.

After activity-related variables were defined, a substantial number of respondents were still missing information on type of school and full-time versus part-time status for both work and school. Consequently, imputation procedures were employed. These included direct logical imputations such as determining type of school from school name and address if available and indirect logical imputations. The indirect logical imputations basically involved three rules: (1) code a student as full-time study if he or she specified study (study time unknown) but not working, (2) code a student as full-time work if he or she specified working (work time unknown) but not studying, and (3) code a student as full-time study if he or she specified study (study time unknown) and working part time. These rules were checked out by referring to probability distributions of students with information available. The probability of a correct classification was 0.97 for the first two rules and 0.87 for the third rule. The Data File Users Manual also specifies the imputation rules employed for missing data resolution.

After the preceding imputation process, there were still some cases with missing data. These persons could not be classified with regard to one or more of the following: study status, work status, school type, school time, and work time. No attempt was made to impute variables such as homemaker, looking for work, and military service. Only a small number of sample members were in these categories, and no reasonable rules could be defined to impute values for these variables.

Based on the original and some imputed data, the six basic activity state classifications presented in this report were defined in more detail simply by considering patterns of responses of the activity-related variables comprising them. For example, considering response patterns concerning study status (which includes type of school) results in categories such studying in a 4-year college, and studying in a 2-year college.

## H. Response Rates and Resultant Sample Sizes

As indicated earlier, the sample design called for a primary sample of two schools from each of 600 strata. A second set of two schools per stratum was selected as a backup sample, with substitution permissible when a primary sample school could not or would not participate in the survey. The sample design also provided for five alternate students per school who could be used to replace, under specified circumstances, members of the primary sample of 18 seniors.

Twenty-one primary sample schools, it was found, did not properly belong to the sampling frame; and no attempt was made to substitute backup schools for the ineligible schools during the base-year survey. A total of 1,070[3] schools participated in the base-

[2] *National Longitudinal Study of the High School Class of 1972 Base-Year and First Follow-Up Data File Users Manual*, NCES 76-234, Washington: 1975.

[3] This figure includes 26 "backup" schools from strata in which both "primary" sample schools eventually participaged.

year survey to the extent of completing and submitting at least one of the five types of forms. Only 990 schools however, submitted Student Questionnaires. These 990 schools provided a total of 16,683 completed questionnaires. The figures by category of school are as follows:

| Category of school | Number of schools | Number of Student Questionnaires[1] |
|---|---|---|
| Total | 990 | 16,683 |
| Primary | 918 | 15,550 |
| Backup | 72 | 1,133 |

[1] Fewer than 400 questionnaires (2.3 percent of the total were obtained from alternate (replacement) students substituted for seniors unable or unwilling to participate in the survey.

Of these 16,683 base-year respondents, 15,635 (93.7 percent) completed a first-followup questionnaire. An additional 5,715 individuals, who had not participated in the base-year survey, completed a First Followup Questionaire. The bulk of these additional survey subjects were randomly selected in a "resurvey" effort from lists of 1972 seniors of schools that earlier were unable to participate in the study. Some represented schools that erroneously were not in the original sampling frame.

The final result was that 16,683 persons completed a Student Questionnaire, 21,350 a First Follow-up Questionnaire, and 15,635 both questionnaires. The sample retention rate was 93.7 percent.

## I. Respondents Omitted From Portions of Present Study

As we have just noted, the base-year survey Student Questionnaire was completed by 16,683 seniors.[4] Of this number 90 (0.5 percent) did not complete the Student Questionnaire item regarding post-high school plans and 1,185 (7.1 percent)[5] indicated they did not expect to realize their plans until after December 1972. These 1,275 individuals were excluded from the spring 1972 planning state frequency distributions (table 1) and from the figures graphically portraying this information, but they were not eliminated from any of the other data presentations.

After extensive efforts to resolve missing activity state data, relatively small proportions of sample members still could not be classified. The number of unclassifiable individuals depends on the level of detail of the activity state definition and whether only one or both October survey data are involved in the classification.

The total number of first followup survey respondents was 21,350. Of this number, 966 (4.5 percent) did not provide sufficient information to be classified by October 1972 activity state (table 2), and 751 (3.5 percent) could not be classified by October 1973 activity state (table 3). There were 1,356 (6.4 percent) respondents who had insufficient data for classification by activity state in either October 1972 or October 1973. These persons were omitted from the conditional October 1973 activity state distributions (table 5).

A total of 15,635 persons completed *both* a Base-Year Student Questionnaire and a First Follow-up Questionnaire. Of these respondents, 1,008 (6.4 percent) did *not* expect to realize their plans until after December 1972 and an additional 676 (4.3 percent) either did not report their activity state plans in the Base-Year Questionnaire or did not provide sufficient data to be classified by actual October 1972 activity state. These 1,684 individuals were excluded from the table dealing with fulfillment of short-term plans (table 4).

In summary, the first five tables are based on data for the following numbers of respondents:

| Table No. | Base number of respondents |
|---|---|
| 1 | 15,408 |
| 2 | 20,384 |
| 3 | 20,599 |
| 4 | 13,951 |
| 5 | 19,994 |

Tables 1, 2, and 3 provide separate distributions for each of 18 subgroups defined by six classification variables. The number of persons omitted from the subgroup portion of these tables because of missing high school program, socioeconomic status, sex, or region was negligible. The proportion of persons omitted from tables 2 and 3 because of missing academic ability data is fairly high (30 percent) because it was not possible to administer tests to resurvey people. About 11 percent of all individuals are omitted from the race-ethnicity sections of the

[4] This figure includes 274 respondents from backup schools from strata from which both of the two primary sample schools eventually participated in the base-year survey.

[5] See appendix A for a description of these 1,185 persons by activity state plan.

Amount of missing classification data

| Table No. | Total sample size | Classification variable | | | | | |
|---|---|---|---|---|---|---|---|
| | | H.S. program | Academic ability | Socioeconomic status (SES) | Race ethnicity | Sex | Region |
| 1 | 15,408 | 5(0.1%) | 780(5.1%) | 110(0.7%) | 1,714(11.1%) | 11(0.1% | 0 |
| 2 | 20,384 | 153(0.8%) | 6,131(30.1%) | 468(2.3%) | 2,344(11.5%) | 37(0.2%) | 0 |
| 3 | 20,599 | 166(0.8%) | 6,215(30.2%) | 501(2.4%) | 2,390(11.6%) | 38(0.2%) | 0 |

tables. Almost one-half of those omitted belonged to small racial-ethnic groups (Asian-American, American Indian, and "other").

Further efforts have been undertaken to recontact respondents for whom critical activity state or basic classification data are missing, and later reports will include these data where available.[6]

## J. Sampling Error Estimates

All of the percentages presented in this report are weighted estimates of population or subgroup percentages. A raw weight was calculated for each person in the sample as the reciprocal of the probability of including that individual in the sample. Raw weights then were adjusted for nonresponse by a multiplicative factor depending on the weighting class of the respondent. An individual was assigned to a weighting class based on his or her race, sex, parent's education, high school program, and average grade. The multiplicative factors for each weighting class were computed in such a way that the total adjusted weight for all respondents in the weighting class would be equal to the total unadjusted weight of all respondents as well as nonrespondents in the same weighting class. The sum of the individual weights was 3,043,599; this represents an estimate of the total number of students in the study population. Separate sets of adjusted weights were calculated for Student Questionnaire respondents, First Follow-up Questionnaire respondents, and respondents to both instruments.

Since thousands of estimates are being made in the National Longitudinal Study (NLS), calculation of a sampling error (or standard error) for each would be very expensive; and providing the standard error of each estimate would double the number of table entries. The alternative used in NLS is to inform readers of the approximate precision of estimates by providing tables of generalized standard errors. These tables express the approximate standard error of an estimate as a function of both the estimated percentages and the sample size on which the statistic was based. The latter figure always is given in each of the basic tables of this report (tables 1-8) in the line labeled "total sample size."

As in any sample survey, the results are subject to sampling and nonsampling (e.g., nonresponse, incorrect response) errors. The standard error of a statistic is a measure of its sampling variability. It reflects variation that occurs because of a sample rather than the entire 1972 high school class was surveyed. The standard error may be used to infer how close the sample value is to the value that would have been obtained had census been taken. Statements that "the census value is within *one* standard error of the estimated value" would be correct about 68 times in 100; statements that "the census value is within *two* standard errors of the estimated value" will be correct about 95 times in 100.[7] Limits derived from the latter calculation yield 95 percent confidence intervals.

Generalized, approximate standard errors of estimated percentages are presented in table 9. The tabled values are based on an analysis of design effects that involved the calculation of standard errors for all 73 response options to 16 selected First Follow-up Questionnaire items for the total population and each of 33 subgroups—a total of 2,482 values. Although, strictly speaking, the tabulated

[6] These efforts have succeeded in reducing the amount of missing classification data to 1.0 percent for SES and 0.1 percent for high school program, race-ethnicity, and sex.

[7] These probabilities, which are based on the normal approximation to the binomial distributions, generally are fairly accurate except when the sample size is small (say, less than 1,000) and at the same time the estimated percentage is either fairly small or fairly large (say, under 20 percent or over 80 percent).

standard errors apply to first followup survey statistics, they also may be satisfactorily applied to base-year survey statistics. (In the latter case, the standard error estimates may tend to be somewhat conservative.)

Sampling errors for values within the ranges covered in table 9 may be approximated by linear interpolation in both directions. For example, table 1 shows an estimated 24.4 percent of Hispanics planned to attend a 4-year college as their major activity the following fall. This estimate, as the last line of table 1 indicates, is based on a sample size of 671. Linear interpolation between the values 20 and 25 percent in table 9 yields standard errors of 2.27 and 1.85 percentage points for sample sizes of 500 and 750, respectively. Linear interpolation between these two values results in an estimated standard error of 2.0 percentage points. The corresponding 95-percent confidence interval associated with this estimate is 24.4 plus or minus 4.0 percentage points, or 20.4 to 28.4 percent.

In comparing two subgroup percentages, the standard error of the difference may be approximated by taking the square root of the sum of squares of the standard errors of the two estimates. (This estimate will tend to be a safe or conservative one in most cases because the estimates tend to be positively correlated.) A 95-percent confidence level value may be obtained by doubling the standard error of the difference. For example, from table 1, the estimated percentage of Black seniors planning to attend 4-year colleges is 33.7 percent based on a sample size of 1,842. The standard error of this percentage determined from table 9 is 1.3 percentage points. The corresponding figures for Hispanics, as we previously noted, were 24.4 percent planning to attend 4-year colleges, with a standard error of 2.0 percentage points. The square root of the sum of squares of these two standard errors (1.3 and 2.0) is 2.4 percentage points. Thus the estimated difference between the percentages of Blacks and Hispanics planning 4-year college attendance is 9.3 percentage points (33.7 - 24.4), and the standard error of this difference is 2.4 percentage points. The 95-percent confidence interval associated with the difference is 9.3 plus or minus 4.8 or 4.5 to 14.1 percentage points.

Table 9.--Generalized standard errors of estimated percentages

| Sample size for Base of Percentage | Estimated percentage | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or 99 | 5 or 95 | 10 or 90 | 15 or 85 | 20 or 80 | 25 or 75 | 30 or 70 | 35 or 65 | 40 or 60 | 45 or 55 | 50 |
| 100 | 1.17 | 2.57 | 3.54 | 4.22 | 4.72 | 5.11 | 5.41 | 5.63 | 5.78 | 5.87 | 5.90 |
| 250 | .74 | 1.63 | 2.24 | 2.67 | 2.99 | 3.23 | 3.42 | 3.56 | 3.66 | 3.71 | 3.73 |
| 500 | .53 | 1.15 | 1.58 | 1.89 | 2.11 | 2.29 | 2.42 | 2.52 | 2.59 | 2.63 | 2.64 |
| 750 | .43 | .94 | 1.29 | 1.54 | 1.72 | 1.87 | 1.98 | 2.06 | 2.11 | 2.14 | 2.16 |
| 1,000 | .37 | .81 | 1.12 | 1.33 | 1.49 | 1.62 | 1.71 | 1.78 | 1.83 | 1.86 | 1.87 |
| 2,000 | .26 | .58 | .79 | .94 | 1.06 | 1.14 | 1.21 | 1.26 | 1.29 | 1.31 | 1.32 |
| 3,000 | .21 | .47 | .65 | .77 | .86 | .93 | .99 | 1.03 | 1.06 | 1.07 | 1.08 |
| 4,000 | .19 | .41 | .56 | .67 | .75 | .81 | .86 | .89 | .91 | .93 | .93 |
| 5,000 | .17 | .36 | .50 | .60 | .67 | .72 | .77 | .80 | .82 | .83 | .83 |
| 6,000 | .15 | .33 | .46 | .54 | .61 | .66 | .70 | .73 | .75 | .76 | .76 |
| 8,000 | .13 | .29 | .40 | .47 | .53 | .57 | .60 | .63 | .65 | .66 | .66 |
| 10,000 | .12 | .26 | .35 | .42 | .47 | .51 | .54 | .56 | .58 | .59 | .59 |
| 12,000 | .11 | .23 | .32 | .38 | .43 | .47 | .49 | .51 | .53 | .54 | .54 |
| 16,000 | .09 | .20 | .28 | .33 | .37 | .40 | .43 | .44 | .46 | .46 | .47 |
| 20,000 | .08 | .18 | .25 | .30 | .33 | .36 | .38 | .40 | .41 | .42 | .42 |

## APPENDIXES

A. Plans and Activities of Respondents Excluded From the Planning State Analysis

Appendix A

# PLANS AND ACTIVITIES OF RESPONDENTS EXCLUDED FROM THE PLANNING STATE ANALYSES

There were 1,275 respondents who were excluded from the planning state analyses. Ninety of these students were excluded because they did not answer the plans question in the base-year questionnaire. The remaining 1,185 respondents did indicate plans for the coming year but were excluded because they did not expect to realize these plans before January 1973.

The percentage distribution of plans for these 1,185 respondents is presented in table A-1. The planning state categories used for these respondents does not include an "other" planning state category because no beginning data were associated with the "other" planning state response on the base-year questionnaire. The assumption was made that most of the "others" would be doing something before January 1973 and, consequently, all respondents in the "other" category were used in the major planning state analyses discussed in the body of the text. In general, a larger percentage of those 1,185 respondents excluded from the planning state analyses were planning to study in a vocational-technical school (19 versus 8 percent), and a smaller percentage were planning to attend a 4-year college (14 versus 35 percent) as compared to those 15,408 respondents in the major planning state analyses.

The probability of plan fulfillment in terms of October 1972 activity states is presented in table A-2. Of the 1,185 respondents, 172 had to be dropped from this analysis because of missing activity state data.

The conditional probabilities in table A-2 reflect two general patterns. First, as might be expected, the correspondence between plans for after December

Table A-1.–Comparison of planning state percentage distributions of seniors who expected to realize their plans after December 31, 1972, with those who expected to realize them by this date

| Spring 1972 planned activity state | Expect to realize plans | | Difference (pct. points) |
|---|---|---|---|
| | After 12/31/72 | By 12/31/72 | |
| Total percentage[1] | 100.0 | 100.0 | 0.0 |
| 4-year college | 13.8 | 35.0 | −21.2 |
| 2-year college | 18.1 | 16.6 | 1.5 |
| Votech school | 19.1 | 8.0 | 11.1 |
| Work full-time | 25.7 | 25.9 | −0.2 |
| On-job training | 6.1 | 2.4 | 3.7 |
| Work part-time only | 2.1 | 2.1 | 0.0 |
| Military service | 7.1 | 3.1 | 4.0 |
| Homemaker, full-time | 8.0 | 2.4 | 5.6 |
| Other | --- | 4.6 | −4.6 |
| Total sample size | 1,185 | 15,408 | --- |

[1] Details may not add to 100.0 because of rounding.

Table A.2.--Seniors expecting to fulfill plans after December 1972—correspondence between planned activity and actual October 1972 activity.

| October 1972 activity states | Spring 1972 planned activity | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Postsecondary education | | | Work | | | Military service | Homemaker |
| | College | | Votech school | Full time | On-job training | Part-time only | | |
| | 4-yr. | 2-yr. | | | | | | |
| Total percentage[1] | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| 4-year college | 27.9 | 8.3 | 3.3 | 6.2 | 4.1 | 7.6 | 14.9 | 6.0 |
| 2-year college | 10.8 | 21.5 | 5.4 | 11.9 | 4.2 | .0 | 4.9 | 2.5 |
| Votech school | 5.2 | 6.6 | 14.1 | 8.5 | 8.5 | .0 | 4.5 | 1.5 |
| Other study | 2.7 | 2.2 | 1.4 | 5.9 | 1.8 | 18.7 | 4.4 | 4.5 |
| Work full-time only | 32.9 | 41.7 | 50.4 | 36.6 | 58.6 | 33.4 | 42.6 | 41.0 |
| Work part-time only | 8.7 | 10.1 | 10.1 | 8.9 | 8.6 | 13.4 | 13.6 | 13.3 |
| Military service only | .0 | .6 | .5 | 2.4 | .0 | .0 | 6.7 | .0 |
| Homemaker only | 1.5 | 1.6 | 2.0 | 4.3 | .7 | 16.0 | .0 | 17.3 |
| Other | 10.4 | 7.4 | 12.7 | 15.2 | 13.4 | 10.9 | 8.3 | 13.9 |
| Total sample size | 139 | 186 | 205 | 256 | 56 | 16 | 78 | 77 |

[1] Details may not add to 100.0 because of rounding.

1972 and October 1972 activities is extremely low. The rates of correspondence, for example, for 4-year college, 2-year college, and votech school were only 28, 21, and 14 percent, respectively. On the other hand, table 4, for students who expected to realize plans by December 1972, showed very high fulfillment rates; e.g., 82, 63, and 49 percent for seniors planning to attend 4-year colleges, 2-year colleges, and votech schools, respectively. Second, for each planning state, the majority of persons in October 1972 were either working or in the "other" activity state.





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