

DOCUMENT RESUME

ED 058 591

CG 006 837

AUTHOR Donaldson, Evelyn T. Comp.; And Others
TITLE Handbook of Instructions for Conducting Follow-Up
Studies of High School Graduates. Book I.
INSTITUTION Palo Alto Unified School District, Calif.; Sequoia
Union High School District, Redwood City, Calif.
PUB DATE [71]
NOTE 100p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Counseling Services; Educational Opportunities;
*Followup Studies; *High School Graduates;
Longitudinal Studies; *Manuals; *Post Secondary
Education; School Environment

ABSTRACT

This handbook is designed to enable high schools to conduct follow-up studies on their graduates for 5 years after graduation. The information gathered should give schools pertinent data about: (1) post high school activities of graduates; (2) reactions of graduates to counseling and guidance opportunities; (3) reactions of graduates to educational opportunities following high school graduation; and (4) reactions of graduates to the entire school community and its influence on them while in high school and after leaving. Also, the gathered information should help teachers, counselors, and administrators to identify needed innovations and modifications in the curriculum and guidance services. Sections of the handbook include: (1) objectives and organization of the follow-up study; (2) methodology; (3) analysis of results; (4) questionnaires to be used; (5) sample letters to graduates; and (6) coding instructions for the questionnaires. (TA)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

B O O K I

HANDBOOK OF INSTRUCTIONS
FOR
CONDUCTING FOLLOW-UP STUDIES
OF HIGH SCHOOL GRADUATES

Funded by N.D.E.A., Title V-A

Compiled by

Mrs. Evelyn T. Donaldson, Project Coordinator
Counselor, Palo Alto Unified School District
Palo Alto, California

in collaboration with

Dr. Allen J. Gruman, Director of Research and Data Processing
Sequoia Union High School District
Redwood City, California

and

Mr. Charles H. Bloom, Systems Design and Programming
Mill Valley, California

Supported and Distributed by Dr. Anne L. Upton, Bureau of Pupil Personnel Services
State Department of Education
Sacramento, California

A NOTE OF APPRECIATION AND ACKNOWLEDGMENT

The following people assisted in analyzing materials resulting from the five-year study of high school graduates in four school districts in California from which the model follow-up materials were developed: Mrs. Gertrude McDonald, Fremont Unified School District, Fremont; Miss Betsy Haley, Fremont Union High School District, Sunnyvale; Mr. Jack Ross, Stanislaus County Schools, Modesto; Dr. Elizabeth Van Dalsem, San Francisco State College; Dr. Dale C. Burklund, Santa Clara County Office of Education, San Jose, who acted as Consultant to the Project. For their encouragement and support appreciation is gratefully given to Dr. Anne L. Upton, Consultant in Pupil Personnel Services, and Dr. William H. McCreary, Chief, Bureau of Pupil Personnel Services, California State Department of Education. For secretarial assistance, thanks goes to Mrs. Kaye Paugh, Palo Alto.

Printed by R. C. Hillis & Assoc. Inc., San Jose, California

T A B L E O F C O N T E N T S

	<u>Page Numbers</u>
<u>SECTION 1</u>	
I Objectives of Follow-Up Study	Section 1 - 1
II Organization of Follow-Up Study	Section 1 - 1-3
A. Materials	Section 1 - 1-2
B. Personnel	Section 1 - 2-3
III Methodology	Section 1 - 3-9
A. Visitation of Project Coordinator	Section 1 - 3
B. "Statement of Intent"	Section 1 - 3-5
C. First Year Questionnaires	Section 1 - 5-6
D. Additional Questionnaires	Section 1 - 6
E. Letters	Section 1 - 6
F. Postage and Clerical Suggestions	Section 1 - 6-7
G. Most Effective Times to Mail Questionnaires	Section 1 - 7
H. Return of Questionnaires	Section 1 - 7-9
IV Analysis of Results	Section 1 - 9-10
A. Statistics Provided by Follow-Up Study	Section 1 - 9-10
<u>SECTION 2</u>	
I Questionnaires To Be Used In Follow-Up	Section 2 - Not Numbered
0 = Statement of Intent	
1 = First Questionnaire After Leaving High School (approximately 6 months later)	
2T = Second Questionnaire to Those at School or in Training Program (9-12 months later)	
2W = Second Questionnaire to Those at Work, in Military, Housewives, or Unemployed (9-12 months later)	
3 = Third Questionnaire to All Graduates, Two Years After High School Graduation	
4 = Fourth Questionnaire to All Graduates, Three Years After High School Graduation	
5 = Fifth Questionnaire to All graduates, Four Years After High School Graduation	
II Sample Letters	Section 2 - 1-11
III Coding Instructions for Questionnaires	Section 2 - 12-27
Business and Industry Classification Codes	Section 2 - 12
Geographical Area Code	Section 2 - 12
Examples of Geographic Location Areas	Section 2 - 12
Job Group Classification Code	Section 2 - 13
Occupational Code - Alphabetical Listing	Section 2 - 14-15
Occupational Code - Numerical Listing	Section 2 - 16-17
College Codes	Section 2 - 18
College Majors	Section 2 - 19

Table of Contents - continued

Page Numbers

III Coding Instructions for Questionnaires - continued

High School Department and Course Codes	Section 2 - 20
Degree or Certificate Codes	Section 2 - 21
Military Specialty Codes	Section 2 - 21
Geographical Areas - Military Duty	Section 2 - 21
Comment Coding	Section 2 - 22
Coding for Comments Regarding High School Courses	Section 2 - 22
Coding for General Comments on Questionnaires	Section 2 - 23-24
Social-Economic Rating Scale	Section 2 - 25-27

SECTION 1

- I Objectives
- II Organization of Follow-up
- III Methodology
- IV Analysis of Results

I. Objectives of Follow-Up Studies

- A. The information gathered should give schools pertinent data about:
1. Post high school activities of graduates.
 2. Reactions of graduates to counseling and guidance opportunities.
 3. Reactions of graduates regarding educational opportunities in relation to their post high school activities.
 4. Reactions of graduates regarding the entire school community and its influence on them while in high school and after leaving.
- B. The information gathered should help teachers, counselors, and administrators identify needed innovations and modifications in curriculum and guidance.

II. Organization of the Follow-Up Study

A. Materials

1. All questionnaires (input) are constructed for flexible use by the participating school/district. While it is recommended that all questionnaires be used in order to obtain maximum benefits of the follow-up, schools may delete questionnaires, or specific questions within questionnaires, or may add questions using instructions contained in the Technical Manual. The model consists of a question bank of 112 questions, organized into seven questionnaire forms, a set of codes and punched card formats for conversion to machine-usable data, and computer programs for editing and compiling the data into approximately 1100 tables (tabulations or cross-tallies).

A school may choose to do a one year, two year, full five year or any combination of years follow-up desired. However, the comparisons wanted (input) must then be carefully screened and proper instructions given about the program/s to be used.

Questionnaires

- 0 = Statement of Intent (to be completed by the graduate in May or June just prior to graduation).
- 1 = To be mailed in November following graduation.
- 2T = To be mailed in February for students in school or a training program.
- 2W = To be mailed in February for students at work, in the military, housewives, or unemployed.
- 3 = Two years after graduation.
- 4 = Three years after graduation.
- 5 = Four years after graduation (may also be used for the fifth year after graduation).

(Note: Questionnaire formats are prepared, are printed in this Handbook and may be duplicated in the identical format if desired).

- 2. The computer program designed for the follow-up are compatible with the Honeywell 200 with 5 tape files, 32K core memory, card reader and printer, or an IBM 360/30 with 65K and 4 magnetic tape drive plus 2 disks, card reader and printer.
- 3. One of the major items of cost will be postage, stationery and questionnaire and letter duplicating services and other miscellaneous supplies. This cost may run from \$.40 to \$.60 per student for each questionnaire sent. Additional costs will be incurred with publishing interim and final reports of results. A representative cost for publishing 50 copies of a 110 page report range between \$150.00 and \$200.00.

B. Personnel Recommended for Follow-Up of 1500 or More Graduates

- 1. A full time Project Coordinator and a full time secretary are recommended for the time of the project. This recommendation is stressed because of demands of coordinating activities, analyzing results, writing reports, and reporting results to school and community groups. Additional clerical help by way of student clerks or volunteer parents or community workers can also be used for questionnaire preparation and mailing.

2. It is also recommended that a counselor or teacher from the school being studied be released to be the Project Coordinator as some acquaintance with those in the follow-up is helpful. A new counselor or teacher may be used each year; it may be desirable to spread this opportunity among several — not only would it afford more counselors and teachers the opportunity to participate in a new educational experience, but would give added validity to analysis of follow-up results.
3. When and where possible, personal interviews with graduates in various kinds of activities clarifies and supports questionnaire responses. This may be done by the Project Coordinator going to the graduate at his place of activity, or graduates meeting with the coordinator at mutually convenient times.
4. The Project Coordinator would be responsible for consulting with the Directors of Guidance and Curriculum, administrators, counselors and teachers within the school or schools involved; the Coordinator would also be responsible for making progress reports and recommendations throughout the program.

III. Methodology

Graduate Follow-Up - In order to receive a high percentage of voluntary response from the graduates, the following methods are suggested:

- A. Visitation by the project coordinator to all graduating seniors. Careful explanation should be given regarding the background of the project, its purposes and values, the importance of the individual to the project and how imperative it is that he respond to all questionnaires.
- B. Students then complete the first questionnaire, Statement of Intent so that vital statistical information might be obtained for future reference and comparison. Some of the information contained in the

Statement of Intent includes occupational goal, immediate plans after graduation, estimate of ability, course of study in high school, test information, G.P.A., college entrance test information and reaction to school services.

Along with the Statement of Intent participating students should be given a duplicated copy of the "Occupational Code" sheet for them to fill in an intended future occupational goal together with its code number.

1. Before sending out questionnaires, the student number should be placed in the top right hand space provided. As questionnaires are returned, a tally can be kept by student number. It is then easy to determine which unreturned questionnaires need further follow-up.
2. Office personnel will complete for each student the page entitled "For Counselor's Use Only" of the Statement of Intent. Students absent on the day information was gathered should be contacted as soon as possible to obtain the information; this can be done in groups, individually, or by phone. It is imperative that all information from all seniors be obtained before they leave high school.
 - a. It should be noted that the 9th, 10th, 11th and 12th grade G.P.A.'s are not used on any tables for comparisons, but they are included for schools to use as they see fit; for example, if they wish to create "Expectancy Tables" they can quickly extract from the questionnaire the needed G.P.A. information by grade level.
 - b. All tables indicating high school grade point average use the cumulative high school grade point as a base.
3. After questionnaires are received, office personnel will code them according to instructions in Section 2.III, Coding

Instructions for Questionnaires.

4. When duplicating questionnaires, ample space should be left for students to comment where "Comments" are included. All comments should be coded according to the "Comment Codes."
5. The various areas of the "Geographical Area Code" may be named or determined by the participating district. This could also apply to codes for colleges, junior colleges and subject areas; individual districts may determine the names applicable as long as additional digits are not added. Unused code numbers or digits may also be assigned a name as desired.

6. Sample question responses with code numbers follow:

1. If you are planning to go to school, please give the name of the school you plan to attend:

Univ. of Calif. Davis (02) Home Economics (75)
(Name of School) (College Major)

2. At present my occupational/career goal is: Architect (040)

At present my occupational/career goal is: Housewife (909)

3. Which two high school courses have you found most helpful in your present activity? (1) English (19)

(2) Business (07)

4. In your estimation, what new courses or course revision should the school consider? Need for a speed reading course. (283)

Also, needed help with planning for a future career. (40)

- C. Two questionnaires are to be sent throughout the first year, the first one to be sent in October or November; the second questionnaire is constructed to obtain information from the graduate according to his activity, i.e., in four year college, junior college or special training school, at work, housewife, or unemployed and may be sent in March or April. This questionnaire is sent in order to ascertain student activities and obtain reactions to high school curriculum and counseling services one year after graduation.

1. If graduate is traveling, in the service, or not at address listed on Statement of Intent, contact parents by phone requesting that they forward the questionnaire to them. This affords excellent opportunity to explain more about the project and gain parent support for the project. Also, valuable information may be obtained about the graduate (and should be made part of the follow-up material) in case the questionnaire is not returned.
 2. The entire listing of 1 through 18 in "Activity" will show in comparison tables in the output, but responses will only be on those numbers used in Questionnaires 1 and 2.
- D. After the initial year's intensive follow-up, one comprehensive questionnaire per year is to be sent to graduates of the schools involved in the study. There are some base questions which remain the same from year to year for comparative purposes.
1. For graduates who do not respond to Questionnaires 4 and 5, it should be determined from previous questionnaires if they completed training or college previous to Questionnaires 4 and 5; that information, plus high school and college G.P.A. and college major may be included by a punched card. This will help give a more complete analysis of college completion four and five years after high school.
- E. Each questionnaire should include a carefully constructed letter to the graduates explaining again their importance to the success of the study. When statistics regarding activities of graduates are available from year to year, they should be included in the letter. These often act as an inducement for response. Sample letters are included, but it is recommended that each school construct its own letter adding any personalized information which will be appealing to graduates of that particular school.
- F. Postage and clerical costs are one of the major items to be considered in a follow-up study. When possible, bulk mailing

should be used (if mailing is to be 200 pieces or over); this takes special handling and preparation, but the savings in postage can be a large item. It is advisable to use a "Return Requested" stamp so that unclaimed letters will be returned to the school which then pays the additional postage necessary for the service; however, when a letter is returned the post office department indicates on the letter a new address if one is listed with them.

Two envelopes per questionnaire are necessary: one addressed to the student, and one school-addressed, stamped return envelope.

If clerical assistance is difficult to obtain, student clerks can be used to prepare mailings; or some Business Departments in high schools welcome the opportunity to afford their students an actual office work experience addressing both envelopes and stamping the return one, numbering the questionnaires, folding, and fully preparing the questionnaire for mailing.

- G. It might be well to remember that one time may be more appropriate than another to send questionnaires in order to obtain maximum response. For example, for graduates who are attending college, the end of the semester or quarter should be avoided. Also, if some graduates have not responded to the November questionnaire, Christmas Vacation may be an opportune time to contact them at home by phone; semester breaks and Easter Vacation are other possible personal contact times.
- H. The major bulk of questionnaire returns will be received during the first three weeks after mailing. As returns begin to dwindle, immediate follow-up should begin. Follow-up of non-respondents can take the following steps (or in any order preferred by school):
1. Post card mailing reminding graduates that questionnaire was sent and urging immediate response, and/or a letter urging response with an enclosed questionnaire.

2. Telephone contact with either graduate or parents of graduate urging response. Additional questionnaires sent to those who no longer have the questionnaire. Supplemental information should be sought by phone from the graduates in the event that students still do not respond; try to obtain information regarding present activity, place of present activity, and any other pertinent portions of the questionnaire desired.
3. Personal contact with graduate at his home if this is plausible or possible. Personal contact may also be used with neighbors if envelope is returned indicating residents have moved and left no forwarding address. Neighbors often know where they have moved or are able to furnish other helpful information such as place of work or college attended by the former graduate.
4. Two of the best ways of locating graduates difficult to find are:
 - a. Contact the close friend whose name should appear on the Statement of Intent. Phone contact brings the best results.
 - b. At end of questionnaires, list names of graduates "Lost" and ask graduates' help in locating them. Also ask for present activity if known, or any other pertinent information.
5. Another method which may be used is to check the student's social security number with the Social Security Administration U.S. Government Health, Education and Welfare Department. While this method may take more time and effort than is available, it is one sure way of obtaining information about the few who cannot be traced by any other method. The social security number is asked for on the first questionnaire and each one thereafter in the event that

graduates had not obtained one previously.

6. When all of the above methods fail, the graduate may be considered "Lost" or "Activity Unknown." It is hoped that the steps taken will result in at least a 70% to 80% response. When all else fails a non-respondent list or "Lost" list could be given to the local credit bureau reporting service for a fee in order to obtain the latest addresses and activities of those who might be listed with them.

IV. Analysis of Results

- A. Some of the statistics which the follow-up study can provide, and questions which can be answered:
 1. How many students initially go to college after high school; how many drop college after one year, two or three years; how many return after having dropped; what are the activities of college dropouts who do not return?
 2. How many students complete a two-year education at junior college or a four-year education at a state college, state university or at a private college or university? What kinds of majors do graduates choose?
 3. How many graduates follow through with their original intent as to occupation?
 4. How many students initially go to work, go into the service or special training schools after graduation? What kinds of jobs do they enter and how many times do they change jobs throughout a four year period?
 5. How many graduates and dropouts were unemployed and for how long? What were the kinds of educational background of these unemployed former students?
 6. How many girls married and remained as housewives in comparison to girls who married and went to work over the four year period?

7. How effective were the counseling services in relation to educational planning, occupational planning, and personal problems.
8. How effective was the overall curriculum in giving sufficient background for the activities of former students? What abilities and skills were needed that were not included in their schooling? What kinds of specific classes might the district consider for the future in preparing students for work, school, or marriage?
9. What kinds of vocational training did former students receive which has helped them, and what kind of courses should the district consider for the future?
10. In what ways might business and industry and the schools work cooperatively in planning and implementing the right kinds of vocational courses in the future?

The foregoing questions are only a sampling of a multitude of information available from the graduate follow-up study. Comparative data of all sorts could be derived depending upon the school/districts' desires. Examples of letters, questionnaires, coding instructions, and complete data processing programs and instructions are included.

SECTION 2

- I Questionnaires To Be Used In Follow-Up
- II Sample Letters
- III Coding Instructions for Questionnaires

SECTION 2

I Questionnaires To Be Used in Follow-Up

STATEMENT OF INTENT

Student # _____

Male _____

Female _____

Date _____

Name of High School Attended _____

Marital Status:

_____(1) Single

_____(2) Married

_____(3) Divorced or Separated

Graduate, Class of 19____

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Telephone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

Name, Address, Phone Number of a Relative Other than Parents _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

1. If you are planning to go on to school, please give the name of the school which you plan to attend:

A. _____ B. _____
(Name of School) (College Major)

2. At present, my occupational goal is (refer to Code Sheet):

(Code No.)

3. The course of study that I followed in high school was:

(CHECK ONE ONLY)

- ____(1) Agriculture
- ____(2) Business
- ____(3) College Prep
- ____(4) General

- ____(5) Industrial Arts-Shop
- ____(6) Agriculture-Business
- ____(7) Agriculture-College Prep
- ____(8) Business-College Prep

STATEMENT OF INTENT

4. I would estimate my ability as:

(CHECK ONE ONLY)

- (1) Superior
- (2) Above Average
- (3) Average
- (4) Below Average

5. My immediate plans after graduation are:

(CHECK ONE ONLY)

- (1) Four-year State University
- (2) Four-year State College
- (3) Private College or University
- (4) Junior College - Special non-degree
- (5) Junior College - Two-year AA Degree program
- (6) Junior College - Transfer program to four-year college
- (7) Business College
- (8) Beautician School or College
- (9) Other Specialized Technical or Trade Schools
- (10) Work
- (11) Military Service
- (12) Apprenticeship Training
- (13) Housewife
- (14) Volunteer Organization (Vista, etc.)
- (15) Travel
- (18) Other Activities (Name or explain): _____

(If this refers to you)

6. Three years after High School, I think I will have completed:

(CHECK ONE ONLY)

- (1) Junior College Special - Non-Degree Program (less than two years)
- (2) Junior College Graduate (AA Degree)
- (3) Junior College Transfer Program (to four-year college)
- (4) Special Training Program
- (5) Apprenticeship Training

7. Four years after high school, I anticipate:

(CHECK ONE ONLY)

- (1) Being a college student
- (2) Working full-time
- (3) Being a housewife
- (4) Being in the military service
- (5) Traveling
- (6) Belonging to a volunteer organization (Vista, Peace Corps, etc.)
- (7) Other (please specify) _____

STATEMENT OF INTENT

(If this refers to you)

8. My further study or training is to be financed by: (IF MORE THAN ONE RESPONSE IS NECESSARY, INDICATE ONLY THE TOP THREE IN THE SPACES PROVIDED BY WRITING 1 AS TOP PRIORITY, 2 AS NEXT AND 3 AS THIRD PRIORITY)

- (1) Own savings and/or money to be earned through summer work
- (2) Parents or other relatives
- (3) Scholarship
- (4) Part-time work - during the school year
- (5) Full-time work - during the school year
- (6) Loan
- (7) Govt., foundation, private industry or business grants or fellowships
- (8) Other (please specify) _____

(If this refers to you)

9. I am not planning further study or training because: (IF MORE THAN ONE RESPONSE IS NECESSARY, INDICATE ONLY THE TOP THREE IN THE SPACES PROVIDED BY WRITING 1 AS TOP PRIORITY, 2 AS NEXT AND 3 AS THIRD PRIORITY)

- (1) Insufficient funds
- (2) Not interested
- (3) Not required in my chosen vocation
- (4) Marriage or family needs
- (5) Other (please specify)

10. Indicate how much the following people helped you in EDUCATIONAL PLANNING while you were in high school. (Check in proper column for each person listed)

EDUCATIONAL PLANNING HELP, such as: High School course planning, further training, future education, college entrance planning, etc.

	1. Quite a lot	2. Some	3. Not at all	4. None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Church Personnel				
(11) Other (name): _____				

Comments:

STATEMENT OF INTENT

11. Indicate how much the following people helped you in OCCUPATIONAL PLANNING while you were in High School. (Check in proper column for each person listed)

OCCUPATIONAL PLANNING HELP, such as: Future career or occupational choice, occupational requirements, occupational opportunities, and local career or job outlook.

	1. Quite a lot	2. Some	3. Not at all	4. None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Church Personnel				
(11) Other (name): _____				

Comments:

12. Indicate how much the following people helped you while you were in High School with PERSONAL PROBLEMS. Check in proper column for each person listed.

	1. Quite a lot	2. Some	3. Not at all	4. None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Church Personnel				
(11) Other (name): _____				

Comments:

13. What is your father's occupation? _____

Occupation Code No. (refer to code sheet)

STATEMENT OF INTENT

14. What is your mother's occupation? _____

Occupation Code No. (refer to code sheet)

15. Circle the highest grade in school completed by your father:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or Over

16. Circle the highest grade in school completed by your mother:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 or Over

17. Total number of people in your home _____
(total number)

- ____ (1) Number of parents or guardians
- ____ (2) Number of brothers, sisters, and other financially dependent people (Also include those living away from home)
- ____ (3) Other people living in home

STATEMENT OF INTENT

FOR COUNSELOR'S USE ONLY - To be attached to back of each STATEMENT OF INTENT

18. Cumulative Grade Point Average in High School:

- | | |
|-----------------------|-----------------------|
| _____ (1) 3.50 - 4.00 | _____ (5) 1.50 - 1.99 |
| _____ (2) 3.00 - 3.49 | _____ (6) 1.00 - 1.49 |
| _____ (3) 2.50 - 2.99 | _____ (7) Below 1.00 |
| _____ (4) 2.00 - 2.49 | |

19. Student Grade Point Averages for each class level:
(Optional - these are not included in the data processing system)

_____ 9th grade _____ 10th grade _____ 11th grade _____ 12th grade

20. Aptitude Test Percentile: _____

21. Achievement Test Percentiles:

- A. Reading _____
- B. Mathematics _____
- C. Composite _____

22. College Entrance Tests

- | | |
|-----------------------------|-----------------------------|
| A. _____ <u>ACT</u> English | F. _____ <u>CEEB</u> Verbal |
| B. _____ Mathematics | G. _____ Mathematical |
| C. _____ Social Studies | H. _____ Total (Average) |
| D. _____ Natural Science | |
| E. _____ Composite | |

QUESTIONNAIRE No. 1

Date _____ Student # _____
Name of High School attended _____ Male _____
Graduate, Class of 19____ Female _____

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

1. Are you?(check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

- ____(1) Four-year State University
- ____(2) Four-year State College
- ____(3) Private College or University
- ____(4) Junior College - Special non-degree
- ____(5) Junior College - Two-year AA degree program
- ____(6) Junior College - Transfer program to 4-year college
- ____(7) Business College
- ____(8) Beautician School or College
- ____(9) Other Specialized Technical or Trade Schools
- ____(10) Work
- ____(11) Military Service
- ____(12) Apprenticeship Training
- ____(13) Housewife
- ____(14) Volunteer organization (Vista, etc.)
- ____(15) Travel
- ____(16) Unemployed, want work
- ____(17) Unemployed, not seeking work
- ____(18) Other activities: (name or explain) _____

2. B. If your major activity is school, are you working part-time?

____(1) Yes ____ (2) No

C. If your major activity is work, are you going to school part-time?

____(1) Yes ____ (2) No

3. If you have a job, please indicate what your job is. (Answer only if your major activity is work)

	NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)	LOCATION (City & State)
JOB TITLE		

4. Is your work (1) permanent? ____ (2) temporary? ____ (3) part-time? ____

5. If your major activity is attending school, complete the following?

A. _____ (Name of School)	B. _____ (Major)
(City)	(State)

6. Is what you are doing now what you thought you would be doing while in high school? (Please check the one statement which best applies to you)

- ____(1) I had nothing very definite in mind while attending high school.
- ____(2) I am not now doing anything similar to what I had in mind while in high school.
- ____(3) I am doing something similar to what I had in mind while in high school.
- ____(4) I am doing exactly or almost exactly what I had in mind while in high school.

Comments:

7. As a whole, how do you feel about your high school?
(Please check only one statement)

- | | |
|--|--|
| ____(1) Liked it very much | ____(4) Disliked it more than I liked it |
| ____(2) Liked it pretty well | ____(5) Disliked it very much |
| ____(3) Neither liked it nor disliked it | |

Comments:

8. In which one or more of the following basic communication skills do you feel you should have had more training? In which one or more do you feel your training was adequate?

	Needed More Training	Training Adequate
Grammar		
Punctuation		
Spelling		
Reading		
Speaking		
Note Taking		
Outline		
Composition		
Penmanship		
Other (name) _____		

Comments:

9. If you could have your choice in the matter, what kind of job or organization or situation would you like as your life work?

- _____ (1) What I am doing now
- _____ (2) Have my own business
- _____ (3) Have my own professional office
- _____ (4) Small business or office owned by someone else
- _____ (5) School or College
- _____ (6) Government bureau
- _____ (7) Military organization
- _____ (8) Large firm or corporation
- _____ (9) Hospital or other public health agency
- _____ (10) Homemaker
- _____ (11) Other _____

10. How long ago did you decide to enter a particular kind of work?

- _____ (1) Haven't yet decided
- _____ (2) Decided during my senior year in High School
- _____ (3) Decided early in High School
- _____ (4) Decided while in Junior High School
- _____ (5) Have known since Elementary School

Comments:

11. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now)

- _____ (1) Less than \$5,000
- _____ (2) \$5,000 - \$7,500
- _____ (3) \$7,500 - \$10,000
- _____ (4) \$10,000 - \$15,000
- _____ (5) \$15,000 - \$20,000
- _____ (6) \$20,000 - \$30,000
- _____ (7) Over \$30,000
- _____ (8) Do not expect to be working

Comments:

12. Write the following on the spaces provided in the left hand column:

Number 1 for the one high school subject area which is most useful to you now.

Number 2 for the one high school subject area which is second most useful to you now.

Number 3 for the one high school subject area which is least useful to you now.

Then, on the lines following the three subject areas you have numbered, name the specific course.

SUBJECT AREAS

COURSES (Fill in the courses for just those departments you numbered in the left-hand column)

- ___(01) Agriculture _____
- ___(04) Art _____
- ___(07) Business _____
- ___(14) Homemaking _____
- ___(19) English _____
- ___(31) Foreign Language _____
- ___(37) Mathematics _____
- ___(42) Science _____
- ___(50) Physical Education-Girls _____
- ___(51) Physical Education-Boys _____
- ___(54) Social Studies _____
- ___(69) Music _____
- ___(73) Industrial Arts (Non-Vocational) _____
- ___(79) Industrial Arts (Vocational) _____
- ___(88) Other _____

Comments:

14. Indicate how much the following people helped you in educational planning while you were in High School. (Check in proper column for each person listed)

Educational Planning Help, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

15. Indicate how much the following people helped you in occupational planning while you were in High School. (Check in proper column for each person listed)

Occupational Planning Help, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

QUESTIONNAIRE No. 1

16. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Other Church Personnel				
(11) Other (name): _____				

Comments:

17. If you have further comments or suggestions for improving the school or school program, please feel free to make them. (Use the back of this paper, if necessary)

QUESTIONNAIRE No. 2T - For Those at School or Training Program

Pg. 1

Date _____ Student # _____
Male _____

Name of High School Attended _____ Female _____

Graduate, Class of 19 _____

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. Are you still attending a college or training program? ___Yes ___No

If not, why not? _____
_____ (1) Course completed
_____ (2) Objective changed
_____ (3) Course too difficult
_____ (4) Course unsatisfactory
_____ (5) Other (please state) _____

Comments:



3. Please check the appropriate training program in which you are enrolled:

- (1) Four-year State University
- (2) Four-year State College
- (3) Private College or University
- (4) Junior College - Special non-degree
- (5) Junior College - Two year AA Degree Program
- (6) Junior College - Transfer program to 4-year college
- (7) Business College
- (8) Beautician School or College
- (9) Other Specialized Technical or Trade Schools
- (11) Military Service
- (12) Apprenticeship Training
- (14) Volunteer organization (Vista, etc.)
- (18) Other activities (name or explain): _____

4. A. - Name of School or Training Institution _____

B. - Address _____
(City) (State)

C. - What is your major in school? _____

5. Are you continuing your occupational plans as stated in high school?

_____ Yes _____ No

6. Please state what your occupational goal is now _____

7. Which two high school courses have you found most helpful in your college or training program?

A. _____ B. _____

8. Was there anything left out of your high school training that would have better prepared you for college or a training program? (If "yes", please explain what was left out of the training):

_____ Yes _____ No

Comments:

9. As you continue to plan for further training or schooling, to whom do you go for advice? (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next and 3 as third priority)

- | | |
|--|---|
| <input type="checkbox"/> (1) High School Counselor | <input type="checkbox"/> (7) Father |
| <input type="checkbox"/> (2) High School Teacher | <input type="checkbox"/> (8) Other Relatives |
| <input type="checkbox"/> (3) College Counselor | <input type="checkbox"/> (9) Previous or Present Employer |
| <input type="checkbox"/> (4) Friends | <input type="checkbox"/> (10) Clergyman/Church Personnel |
| <input type="checkbox"/> (5) Brothers or Sisters | <input type="checkbox"/> (11) College Teacher |
| <input type="checkbox"/> (6) Mother | |

10. What colleges, schools or training programs did you consider, in order of your preference? (Including apprenticeship programs, business schools, technical institutes or programs, universities, college, and junior college) Please write them in full.

	<u>Name of School</u>	<u>Were you Accepted?</u>	<u>Were you Rejected?</u>	<u>Did not Apply</u>
1st preference	_____	_____	_____	_____
2nd preference	_____	_____	_____	_____
3rd preference	_____	_____	_____	_____

11. Why did you want to go to the college or training program of your first choice? (Check the one statement which was the most important)

- | | |
|--|---|
| <input type="checkbox"/> (1) Inexpensive | <input type="checkbox"/> (8) Size of school |
| <input type="checkbox"/> (2) Close to home | <input type="checkbox"/> (9) Athletics |
| <input type="checkbox"/> (3) Parents or relatives went there | <input type="checkbox"/> (10) Particular programs offered |
| <input type="checkbox"/> (4) High academic standing | <input type="checkbox"/> (11) Away from home |
| <input type="checkbox"/> (5) Well known school | <input type="checkbox"/> (12) Other (specify): _____ |
| <input type="checkbox"/> (6) Rich social life | |
| <input type="checkbox"/> (7) Friends are going there | _____ |

Comments:

12. When did you make up your mind to go to college or a training program?

- (1) After leaving high school
- (2) During my senior year in high school
- (3) Before my senior year in high school
- (4) While in junior high school
- (5) Have known since elementary school
- (6) Don't know

13. If you are attending college, to how many colleges or training schools did you apply?

- | | | |
|----------------------------------|------------------------------------|--|
| <input type="checkbox"/> (1) One | <input type="checkbox"/> (3) Three | <input type="checkbox"/> (5) Five |
| <input type="checkbox"/> (2) Two | <input type="checkbox"/> (4) Four | <input type="checkbox"/> (6) Six or more |

14. If the college or training program you are attending was not your first choice, for which of the following reasons did you choose it?

(Please check the ONE statement which was MOST IMPORTANT):

- | | |
|---|--|
| <input type="checkbox"/> (1) Closer to home | <input type="checkbox"/> (7) Friends are going there |
| <input type="checkbox"/> (2) Less Expensive | <input type="checkbox"/> (8) Size of school |
| <input type="checkbox"/> (3) Parents wanted me to go | <input type="checkbox"/> (9) Athletics |
| <input type="checkbox"/> (4) Easier to get into | <input type="checkbox"/> (10) Away from home |
| <input type="checkbox"/> (5) Received a scholarship | <input type="checkbox"/> (11) Other (name): _____ |
| <input type="checkbox"/> (6) Wanted to build up my grades | |

15. If you compare the grades you received in college or a training program, which of the following statements apply?

- (1) College grades better than high school grades
- (2) College and high school grades about the same
- (3) High School grades better than college grades
- (4) Do not receive grades

16. What was your approximate grade point average during your first semester in college or training program? (A=4, B=3, C=2, D=1, F=0)

- | | |
|---|--|
| Between: <input type="checkbox"/> (1) 3.5 - 4.0 | <input type="checkbox"/> (5) 1.5 - 1.9 |
| <input type="checkbox"/> (2) 3.0 - 3.4 | <input type="checkbox"/> (6) 1.0 - 1.4 |
| <input type="checkbox"/> (3) 2.5 - 2.9 | <input type="checkbox"/> (7) Below 1.0 |
| <input type="checkbox"/> (4) 2.0 - 2.4 | |

17. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

- (1) Exceptional
- (2) Well above Average
- (3) Above Average
- (4) Average
- (5) Below Average
- (6) Well Below Average
- (7) Failed

18. A. Were there any courses that you failed? (1) Yes (2) No

If "yes", please name the course(s) _____

B. Indicate if the course(s) were in: (1) Lower Division or (2) Upper Division



19. If you failed or had difficulty with a subject, check the appropriate statements which seem to indicate best the reason for this. (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next and 3 as third priority)

- (1) Poor study habits
 - (2) Not enough background in High School to meet the demands of College or training courses.
 - (3) Lacked aptitude for subject
 - (4) Lacked interest in the subject
 - (5) Poor instruction by college or training school faculty
 - (6) Personal or family problems
 - (7) Outside job interfered
 - (8) Lacked recommended prerequisites for course
 - (9) Other (name): _____
-

Comments:

20. A. Are you now on academic probation? _____(3) Yes _____(1) No
- B. Have you ever been on academic probation while in college?
- _____ (2) Yes _____ (1) No

21. If you care to, feel free to comment regarding your college experiences in relation to high school preparation and help received, or any additional comments you wish to make.

QUESTIONNAIRE No. 2W - One Year after High School Graduation -
 Those at Work, Military, Unemployed, Housewife

Date _____ Student # _____
 Name of High School Attended _____ Male _____
 Graduate, Class of 19 _____ Female _____

Name _____
 (Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
 (Number and Street) (City) (State) (Zip Code)

Permanent Address _____
 (Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
 (Name)

 (Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
 (Name)

 (Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one): ___(1) Single ___(2) Married ___(3) Divorced or Separated

2. What is your present major activity?
 ___(10) Work ___(16) Unemployed, want work
 ___(11) Military Service ___(17) Unemployed, not seeking work
 ___(13) Housewife ___(18) Other (explain) _____
 ___(15) Travel

3. Are you continuing your occupational plans as stated in high school?
 ___(1) Yes ___(2) No

4. Please state what your occupational goal is now (Housewife is considered an occupational goal)



5. Which two High School courses have you found most helpful in your present activity?

A. _____ B. _____

6. Was there anything left out of your high school training that would have better prepared you for what you are doing now? (If "yes", please explain what was left out of the training):

____(1) Yes ____ (2) No

Comments:

7. As you continue to plan for your future, to whom do you go for advice? (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next and 3 as third priority)

- ____(1) High School Counselor
- ____(2) High School Teacher
- ____(3) High School Dean
- ____(4) Friends
- ____(5) Brothers or Sisters
- ____(6) Mother

- ____(7) Father
- ____(8) Other Relatives
- ____(9) Previous or Present Employer
- ____(10) Clergyman/Church Personnel
- ____(11) Other (name) _____

8. Feel free to comment about your present experiences in relation to high school preparation and help received, or any additional comments you wish to make.

*******PLEASE COMPLETE THE SECTION BELOW WHICH APPLIES TO YOU AND YOUR PRESENT ACTIVITY*******

A. SECTION FOR THOSE UNEMPLOYED

1. Have you had any employment since leaving school?

_____ (1) Yes _____ (2) No _____ (3) Summer only

2. Have you tried to find employment? _____ (1) Yes _____ (2) No

3. How many places did you apply for work?

Circle one: 1 2 3 4 5 Over 5

4. What type of work were you seeking or what specific job?

5. Indicate below reasons given to you for not getting job/s for which you applied: (If more than one response is necessary, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next, and 3 as third priority)

- | | |
|--|------------------------------|
| _____ (1) Lack of experience | _____ (5) Age |
| _____ (2) Lack of skill | _____ (6) Job already filled |
| _____ (3) Lack of additional education | _____ (7) Reasons not given |
| _____ (4) Application incomplete or inadequate | _____ (8) Other: _____ |

6. Other than your own efforts, what help did you use in seeking your job: (If more than one response applies, indicate only the top three in the spaces provided by writing 1 as top priority, 2 as next, and 3 as third priority)

- | | |
|-------------------------------------|------------------------------------|
| _____ (1) High School Counselor | _____ (5) State Dept. of Education |
| _____ (2) High School Teacher | _____ (6) Friend's help |
| _____ (3) Newspaper want ad | _____ (7) Relative's help |
| _____ (4) Private employment agency | _____ (8) Parent's help |

7. In applying for your job:

(1)Yes (2)No (3)Don't Know

- A. Were you required to be a High School graduate?
- B. Were you asked for the name of your High School?
- C. Did the employer ask for proof of High School graduation?
- D. Were you asked about your grades or academic standing?
- E. Did they ask about your High School attendance record?

8. If this question applies to you, for what reason are you unemployed and not seeking work? (Check ONE only)

- (1) Traveling
 - (2) Personal illness
 - (3) Needed at home
 - (4) Awaiting start of school
 - (5) Awaiting state of military service
 - (6) Awaiting marriage
 - (7) Other _____
-

9. Comments: (Use back of sheet if necessary)

9. In applying for your job:

	(1)Yes	(2)No	(3)Don't Know
A. Were you required to be a High School graduate?			
B. Were you asked for the name of your High School?			
C. Did the employer ask for proof of High School graduation?			
D. Were you asked about your grades or academic standing?			
E. Did they ask about your High School attendance record?			

10. Comments: (use back of sheet, if necessary)

NOTE: If you are an employed housewife, please complete the following Section C

C. HOUSEWIVES AND HOUSEWIVES EMPLOYED

1. What was the date of your marriage? _____ (month) _____ (year)

2. List the HOMEMAKING courses you took while in High School. List under the proper column as to how valuable they are to you now.

(1) Very Valuable

(2) Of Some Value

(3) No Value at All

3. What courses do you now wish you had taken?

4. If you have further suggestions for the High School or comments about your experiences there, please express them here:

D. FOR THOSE IN THE MILITARY SERVICE

1. Branch of service: _____(1) Army _____(4) Marine Corps
_____ (2) Navy _____ (5) Coast Guard
_____ (3) Air Force

2. Where have you spent the major portion of your military duty?

A.

B.

3. For what were you trained in the military service, or what is your specialty?

4. A. Which applies to you? _____(1) Enlisted
_____ (2) Was Drafted
_____ (3) Volunteered for draft

B. Your period of service is to be: _____(1) Temporary Career
_____ (2) Permanent Career

5. Plans after discharge: (If military service is temporary career)

_____ (1) Work full time
_____ (2) School full time
_____ (3) School part time and Work part time

6. A. After discharge (if military is temporary career), will you be able to apply the training you have received in the service to either work or school?

_____ (1) Yes _____ (2) No

B. After discharge (if military is temporary career), will it be necessary or do you plan to obtain new or additional training or skills?

_____ (1) Yes _____ (2) No

7. If you are planning on going to school, which program do you plan to follow:

_____ (1) Four year State University
_____ (2) Four year State College
_____ (3) Four year Private College or University
_____ (4) Junior College Terminal Program (Special non-Degree Program)
_____ (5) Junior College Two year AA Degree Program
_____ (6) Junior College Transfer Program to 4 year College
_____ (7) Business College or School
_____ (9) Specialized, Technical or Trade School
_____ (12) Apprenticeship

8. Comments:

QUESTIONNAIRE No. 3 - Two Years after High School Graduation

Pg. 1

Date _____ Student # _____

Name of High School Attended _____ Male _____

Graduate, Class of 19____ Female _____

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

- ____(1) Four-year State University
- ____(2) Four-year State College
- ____(3) Private College or University
- ____(4) Junior College - Special non-degree
- ____(5) Junior College - Two-year AA degree program
- ____(6) Junior College - Transfer program to 4-year college
- ____(7) Business College
- ____(8) Beautician School or College
- ____(9) Other Specialized Technical or Trade Schools
- ____(10) Work
- ____(11) Military Service
- ____(12) Apprenticeship Training
- ____(13) Housewife
- ____(14) Volunteer organization (Vista, etc.)
- ____(15) Travel
- ____(16) Unemployed, want work
- ____(17) Unemployed, not seeking work
- ____(18) Other activities: (name or explain) _____

2. B. If your major activity is school, are you working part-time?

_____ (1) Yes _____ (2) No

C. If your major activity is work, are you going to school part-time?

_____ (1) Yes _____ (2) No

3. If you have a job, please indicate what your job is: (Answer only if your major activity is work)

JOB TITLE	NATURE OF SERVICE OR WORK CONDUCTED	LOCATION City & State	NO. MONTHS ON JOB
	BY COMPANY (Electronics, Public Util- ities, Construction, Publishing, etc.)		

4. How many jobs have you had since leaving high school? (Do not include summer jobs or part-time jobs if SCHOOL is your major activity)

Circle One: 1 2 3 4 5 or more

5. What is your present occupational/career goal?

6. If you participated in any of the following High School extra-curricular activities, please indicate the degree of influence each had or has had by numbering 1 as Great Influence, 2 as Some Influence, and 3 as No Influence (regarding the five categories across the top.) (Respond only to those activities in which you participated)

	Occupational Choice	College Major	Speaking Abilities	Leadership Abilities	Success in School
A. Student Government					
B. Social Clubs					
C. Athletics					
D. Music, Drama, Dance or Art					
E. School publications					
F. Literary or language clubs					
G. Science or nature clubs					
H. Pre-occupational clubs					
I. Service clubs					
J. Other _____					

Comments:

7. If your major activity is attending school, please complete the following:

A. Name of school _____ **City** _____ **State** _____

B. What is your major in school? _____

8. If you have completed, or will complete one of the following programs by June of this school year, please fill out the following information:

<u>A. PROGRAM</u>	<u>(B.) Date Completed</u>	<u>(C.) College Major, or Kind of Training</u>	<u>(D.) If Degree or Certificate Earned, Name Kind</u>
<u>JUNIOR COLLEGE</u>			
(4) Special Training Program - Non-Degree			
(5) Terminal Program - AA Degree			
(6) Transfer Program to 4-year College			
<u>FOUR-YEAR COLLEGE</u>			
(1) State University			
(2) State College			
(3) Private College or University			
<u>OTHER SCHOOLS</u>			
(7) Business School			
(8) Beautician School			
(9) Technical School or Special Training			
(11) Specialized Military Training Program			
(12) Apprenticeship Program			
(13) Other (name): _____			

Comments:

9. Have you ever left college or a training program before completing it?
(Check ONE only)

- A. _____ (1) Never left
 _____ (2) Left, returned and completed program
 _____ (3) Left, returned and am in school now
 _____ (4) Left, returned, but am not in school now
 _____ (5) Left and never returned

Comments:

9. B. Check the one appropriate statement below which seems to indicate the best reason for having left college.

- | | |
|---|--|
| <input type="checkbox"/> (1) Financial | <input type="checkbox"/> (6) Low grades |
| <input type="checkbox"/> (2) Marriage | <input type="checkbox"/> (7) Health reasons |
| <input type="checkbox"/> (3) Poor study habits | <input type="checkbox"/> (8) Lack of interest at this time |
| <input type="checkbox"/> (4) Wanted to work | <input type="checkbox"/> (9) Military |
| <input type="checkbox"/> (5) No definite goal in mind | <input type="checkbox"/> (10) Other (explain): _____ |

Comments:

10. A. If you are or have been in the military service, and have learned any special skills, in what type civilian job might they be used? (Such as Machinist, X-ray Technician, Mechanic, etc.)

B. Comment, if you care to, on your reactions to and experience in the military:

11. Reflecting back on your high school education, which two courses seem to be most beneficial and useful to you now? (Everyone please answer):

A. _____

B. _____

12. In your estimation, what new courses or course revision should the schools consider?

13. Indicate how much the following people helped you in educational planning while you were in high school. (Check in proper column for each person listed)

Educational Planning Help, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

14. Indicate how much the following people helped you in occupational planning while you were in High School. (Check in proper column for each person listed)

Occupational Planning Help, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

15. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

16. If you compare the grades you received in college or a training program, which of the following statements apply?

- _____ (1) College grades better than high school grades
- _____ (2) College and high school grades about the same
- _____ (3) High School grades better than college grades
- _____ (4) Do not receive grades

Comments:

17. What was your approximate grade point average during your first semester in college or training program? (A=4, B=3, C=2, D=1, F=0)

- | | | |
|----------|---------------------|---------------------|
| Between: | _____ (1) 3.5 - 4.0 | _____ (5) 1.5 - 1.9 |
| | _____ (2) 3.0 - 3.4 | _____ (6) 1.0 - 1.4 |
| | _____ (3) 2.5 - 2.9 | _____ (7) Below 1.0 |
| | _____ (4) 2.0 - 2.4 | |

18. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

- (1) Exceptional
- (2) Well Above Average
- (3) Above Average
- (4) Average
- (5) Below Average
- (6) Well Below Average
- (7) Failed

19. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now)

- | | |
|--|--|
| <input type="checkbox"/> (1) Less than \$5,000 | <input type="checkbox"/> (5) \$15,000 - \$20,000 |
| <input type="checkbox"/> (2) \$5,000 - \$7,500 | <input type="checkbox"/> (6) \$20,000 - \$30,000 |
| <input type="checkbox"/> (3) \$7,500 - \$10,000 | <input type="checkbox"/> (7) Over \$30,000 |
| <input type="checkbox"/> (4) \$10,000 - \$15,000 | <input type="checkbox"/> (8) Do not expect to be working |

20. If you have any comments about helpful high school experiences, or any suggestion for improving any part of the school program, please state them here.

21. Please summarize your major experiences this past year: (Use back of page if necessary)

52

QUESTIONNAIRE No. 4 - Three Years after High School Graduation

Pg. 1

Date _____ Student # _____
Name of High School Attended _____ Male _____
Graduate, Class of 19 _____ Female _____

Name _____
(Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Address _____
(Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

Name, Address and Phone Number of a Relative other than Parents: _____
(Name)

(Number and Street) (City) (State) (Telephone Number)

1. Are you? (check one) ___(1)Single ___(2)Married ___(3)Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

- _____(1) Four-year State University
- _____(2) Four-year State College
- _____(3) Private College or University
- _____(4) Junior College - Special non-degree
- _____(5) Junior College - Two-year AA degree program
- _____(6) Junior College - Transfer program to 4-year college
- _____(7) Business College
- _____(8) Beautician School or College
- _____(9) Other Specialized Technical or Trade Schools
- _____(10) Work
- _____(11) Military Service
- _____(12) Apprenticeship Training
- _____(13) Housewife
- _____(14) Volunteer organization (Vista, etc.)
- _____(15) Travel
- _____(16) Unemployed, want work
- _____(17) Unemployed, not seeking work
- _____(18) Other activities: (name or explain) _____

2. B. If your major activity is school, are you working part-time?

____(1) Yes ____ (2) No

C. If your major activity is work, are you going to school part-time?

____(1) Yes ____ (2) No

3. How many jobs have you had since leaving high school? (Please circle the number - do not include summer jobs)

Circle one: 1 2 3 4 5 or over

4. If work is your major activity, list the jobs you have had since high school graduation, listing your present job first: (Continue on back of sheet if necessary)

<u>JOB TITLE</u>	<u>NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)</u>	<u>LOCATION City & State</u>	<u>NO. MONTHS ON JOB</u>
(1) _____	_____	_____	_____
(2) _____	_____	_____	_____
(3) _____	_____	_____	_____
(4) _____	_____	_____	_____

5. How do you feel now regarding the decision you made in high school concerning an occupational goal?

____(1) Satisfied ____ (2) Dissatisfied ____ (3) Entirely changed my plans made in high school

Comments:

6. What is your present occupational goal? (Everyone please answer):

7. If your major activity is attending school, please complete the following:

A. Name of school _____ City _____ State _____

B. What is your major in school? _____

7. C. Have you been admitted to or are now attending graduate school?

_____ (1) Yes _____ (2) No

8. If you have completed, or will complete one of the following programs by June of this year, please fill out the following information:

<u>A. PROGRAM</u>	(B.) Date Completed	(C.) College Major, or Kind of Training	(D.) If Degree or Certificate Earned, Name Kind
<u>JUNIOR COLLEGE</u> (4) Special Training Program - Non-Degree (5) Terminal Program - AA Degree (6) Transfer Program to 4-year College			
<u>FOUR-YEAR COLLEGE</u> (1) State University (2) State College (3) Private College or University			
<u>OTHER SCHOOLS</u> (7) Business School (8) Beautician School (9) Technical School or Special Training (11) Specialized Military Training Program (12) Apprenticeship Program (18) Other (name): _____			

Comments:

9. List the two High School courses which seem to have contributed the most to you in your occupational-educational activities and to you personally:

A. _____

B. _____

Comments:

10. List two High School courses that you did not take that you think would have been useful to you since leaving High School:

A. _____

B. _____

Comments:

11. List suggestions for new courses or revision of existing courses which you feel might have helped you:

Comments:

12. Indicate how much the following people helped you in Educational Planning while you were in high school. (Check in proper column for each person listed)

Educational Planning Help, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

13. Indicate how much the following people helped you in occupational planning while you were in High School. (Check in proper column for each person listed)

Occupational Planning Help, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

14. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

15. If you have attended college since graduation, please state the number of years completed in each type of college by June of this year. (One year is equivalent to 30 semester or 45 quarter units)

A. Junior College

- | | | |
|-------------------------------------|---------------------------------------|---|
| <input type="checkbox"/> (1) ½ year | <input type="checkbox"/> (3) 1½ years | <input type="checkbox"/> (5) Over 2 Years |
| <input type="checkbox"/> (2) 1 year | <input type="checkbox"/> (4) 2 years | |

B. Four-Year College

- | | | |
|---------------------------------------|---------------------------------------|--|
| <input type="checkbox"/> (1) ½ year | <input type="checkbox"/> (5) 2½ years | <input type="checkbox"/> (9) More than 4 years |
| <input type="checkbox"/> (2) 1 year | <input type="checkbox"/> (6) 3 years | |
| <input type="checkbox"/> (3) 1½ years | <input type="checkbox"/> (7) 3½ years | |
| <input type="checkbox"/> (4) 2 years | <input type="checkbox"/> (8) 4 years | |

Comments:

16. What was your approximate overall grade point average in college or training program? (A=4, B=3, C=2, D=1, F=0)

- | | |
|---|--|
| Between: <input type="checkbox"/> (1) 3.5 - 4.0 | <input type="checkbox"/> (5) 1.5 - 1.9 |
| <input type="checkbox"/> (2) 3.0 - 3.4 | <input type="checkbox"/> (6) 1.0 - 1.4 |
| <input type="checkbox"/> (3) 2.5 - 2.9 | <input type="checkbox"/> (7) Below 1.0 |
| <input type="checkbox"/> (4) 2.0 - 2.4 | |

17. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

- (1) Exceptional
- (2) Well above Average
- (3) Above Average
- (4) Average
- (5) Below Average
- (6) Well Below Average
- (7) Failed

18. Is what you are doing now what you thought you would be doing while in High School? (Please check the one statement which best applies to you).

- (1) I had nothing very definite in mind while attending High School.
- (2) I am not doing anything similar to what I had in mind while in High School.
- (3) I am doing something similar to what I had in mind while in High School.
- (4) I am doing exactly or almost exactly what I had in mind while in High School.

Comments:

19. Have you ever left college or a training program before completing it?
(Check one only)

- A. _____ (1) Never left
_____ (2) Left, returned and completed program
_____ (3) Left, returned and am in school now
_____ (4) Left, returned, but not in school now
_____ (5) Left and never returned

Comments:

B. Check the one appropriate statement below which seems to indicate the best reason for having left college.

- | | |
|------------------------------------|---|
| _____ (1) Financial | _____ (6) Low grades |
| _____ (2) Marriage | _____ (7) Health reasons |
| _____ (3) Poor study habits | _____ (8) Lack of interest at this time |
| _____ (4) Wanted to work | _____ (9) Military |
| _____ (5) No definite goal in mind | _____ (10) Other (explain): _____ |
- _____

Comments:

20. A. Are you now on academic probation? _____ (1) Yes _____ (2) No

B. Have you ever been on academic probation while in college?

_____ (1) Yes _____ (2) No

21. If you are or have been in the military service, please complete the following:

Which branch of service? _____ (1) Army _____ (4) Marine Corps
_____ (2) Navy _____ (5) Coast Guard
_____ (3) Air Force

22. Where have you spent the major portion of your military duty?

A. _____

B. _____

23. For what were you trained in the military service, or what is your speciality?

QUESTIONNAIRE No. 4

Pg. 9

29. Please briefly summarize your major experiences this past year: (Your reaction toward school, work, unemployment, military service, travel, or whatever your activities were; if you left school, reasons why and what activities followed; your reactions toward the kind of job or jobs you have had, etc.)

30. If you have any comments about helpful High School experiences, or any suggestions for improving any part of the school program, please state them here.

Date _____ Student # _____
 Name of High School Attended _____ Male _____
 Graduate, Class of 19 _____ Female _____

Name _____
 (Last) (First) (Initial) (Girls, if married, write maiden name)

Temporary Address _____
 (Number and Street) (City) (State) (Zip Code)

Permanent Address _____
 (Number and Street) (City) (State) (Zip Code)

Permanent Phone Number _____ Social Security Number _____

Name, Address, and Telephone Number of a Close Friend: _____
 (Name)

_____ (Number and Street) (City) (State) (Telephone Number)

Name, Address, and Phone Number of a Relative other than Parents: _____
 (Name)

_____ (Number and Street) (City) (State) (Telephone Number)

1. Are you? (Check one) ___(1)Single ___(2)Married ___(3) Divorced or Separated

2. A. What is your MAJOR activity this year: CHECK ONE ONLY

- ____(1) Four-year State University
- ____(2) Four-year State College
- ____(3) Private College or University
- ____(4) Junior College - Special non-degree
- ____(5) Junior College - Two-year AA degree program
- ____(6) Junior College - Transfer program to 4-year college
- ____(7) Business College
- ____(8) Beautician School or College
- ____(9) Other Specialized Technical or Trade Schools
- ____(10) Work
- ____(11) Military Service
- ____(12) Apprenticeship Training
- ____(13) Housewife
- ____(14) Volunteer organization (Vista, etc.)
- ____(15) Travel
- ____(16) Unemployed, want work
- ____(17) Unemployed, not seeking work
- ____(18) Other activities: (name or explain) _____



2. B. If your major activity is school, are you working part-time?

____(1) Yes ____ (2) No

C. If your major activity is work, are you going to school part-time?

____(3) Yes ____ (4) No

3. How many jobs have you had since leaving high school? (Do not include summer jobs)

Number of jobs _____

4. List the last four jobs you have had since high school graduation, listing your present job first. (Do not include summer or part-time jobs and do not answer if your major activity is school).

<u>JOB TITLE</u>	<u>NATURE OF SERVICE OR WORK CONDUCTED BY COMPANY (Electronics, Public Utilities, Construction, Publishing, etc.)</u>	<u>LOCATION City & State</u>	<u>NO. MONTHS ON JOB</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

5. A. What is your present occupational/career goal? (PLEASE ANSWER)

B. If you are not now working toward it, or if you have not attained the occupational goal you set for yourself while in high school, what are the reasons as you see them? (You may check as many as three)

- ____(0) Have attained a similar goal
- ____(1) Too much training or schooling necessary to attain goal
- ____(2) Unable to continue toward goal due to finances
- ____(3) Marriage
- ____(4) Goal unrealistic or not suited to my abilities/aptitudes
- ____(5) Goal not challenging enough
- ____(6) Wasn't sure of goal in high school
- ____(7) Acquired new interest
- ____(8) Economic demand for the occupation has fallen since high school

C. As well as you can determine, how many times have you changed occupational goals since high school graduation?

____(1) Once ____ (3) Three Times ____ (5) Five Times or More
 ____ (2) Twice ____ (4) Four Times

6. If you have attended a junior college or four-year college since high school graduation, how many times did you change your college major?

- | | |
|---|------------------------------|
| _____ (1) Have not changed
since high school | _____ (3) Twice |
| _____ (2) Once | _____ (4) Three Times |
| | _____ (5) Four Times or More |

7. If your major activity is attending college or a special training program, please complete the following:

A. Name of school _____ (City) _____ (State)

B. What is your major in school? _____

8. If you have completed, or will complete one of the following programs by June of this school year, please fill out the following information:

A. Program	B. Date Completed	C. College Major, or Kind of Training	D. If Degree or Certificate Earned, Name Kind
<u>JUNIOR COLLEGE</u>			
(4) Special Training Program - Non-degree			
(5) Terminal Program - AA Degree			
(6) Transfer Program to 4-year College			
<u>FOUR-YEAR COLLEGE</u>			
(1) State University			
(2) State College			
(3) Private College or University			
<u>OTHER SCHOOLS</u>			
(7) Business School			
(8) Beautician School			
(9) Technical School or Special Training			
(11) Specialized Military Training Program			
(12) Apprenticeship Program			
(18) Other (name): _____			

Comments:

9. If you have attended college since graduation, please state the number of years completed in each type of college by June of this year. (One year is equivalent to 30 semester or 45 quarter units)

A. Junior College

____ (1) ½ year
____ (2) 1 year

____ (3) 1½ years
____ (4) 2 years

____ (5) Over 2 years

B. Four-Year College

____ (1) ½ year
____ (2) 1 year
____ (3) 1½ years
____ (4) 2 years

____ (5) 2½ years
____ (6) 3 years
____ (7) 3½ years
____ (8) 4 years

____ (9) 4½ years
____ (10) 5 years

Comments:

10. If you plan to complete additional or new educational or training programs in the near future, please indicate when and in what field or area:

A. Kind of Training or College Major _____

B. Certificate or Degree expect to earn _____

C. When expect to complete _____ (month) _____ (year)

D. Have you been admitted or are you now attending graduate school?

____ (1) Yes ____ (2) No

Comments:

11. If you compare the grades you received in college or a training program (if applicable), which of the following statements apply?

____ (1) College grades better than high school grades
____ (2) College and high school grades about the same
____ (3) High school grades better than college grades
____ (4) Do not receive grades in college

Comments:

12. What was (or is) your approximate cumulative grade point average during your college or training program? (A=4, B=3, C=2, D=1, F=0)

- Between: _____ (1) 3.5 - 4.0 _____ (5) 1.5 - 1.9
 _____ (2) 3.0 - 3.4 _____ (6) 1.0 - 1.4
 _____ (3) 2.5 - 2.9 _____ (7) Below 1.0
 _____ (4) 2.0 - 2.4

13. If a grade point system was not used in your college or training program, please give an estimate of your scholastic achievement or progress:

- _____ (1) Exceptional
_____ (2) Well above average
_____ (3) Above average
_____ (4) Average
_____ (5) Below average
_____ (6) Well below average
_____ (7) Failed

14. Have you ever left college or a training program before completing it?
(Check ONE only)

- _____ (1) Never left
_____ (2) Left, returned and completed program
_____ (3) Left, returned and am in school now
_____ (4) Left, returned, but not in school now
_____ (5) Left and never returned

Comments:

15. Check the one appropriate statement below which seems to indicate the best reason for having left college:

- _____ (1) Financial _____ (6) Low grades
_____ (2) Marriage _____ (7) Health reasons
_____ (3) Poor study habits _____ (8) Lack of interest at this time
_____ (4) Wanted to work _____ (9) Military
_____ (5) No definite goal in mind _____ (10) Other (explain): _____

Comments:

16. Is what you are doing now what you thought you would be doing while in high school? (Please check the one statement which best applies to you).

- (1) I had nothing very definite in mind while attending high school.
- (2) I am not now doing anything similar to what I had in mind while in high school
- (3) I am doing something similar to what I had in mind while in high school.
- (4) I am doing exactly or almost exactly what I had in mind while in high school.

Comments:

17. While in High School, in which of the following basic communication skills do you feel you should have had more training? (Check in proper column for each one listed)

	(1.) Needed More Training	(2.) Training Adequate
A. Grammar		
B. Punctuation		
C. Spelling		
D. Reading		
E. Speaking		
F. Note Taking		
G. Outline		
H. Composition		
I. Penmanship		
J. Other (name) _____		

18. If you could have your choice in the matter, what kind of job or organization or situation would you like as your life work?

- (1) What I am doing now
- (2) Have my own business
- (3) Have my own professional office
- (4) Small business or office owned by someone else
- (5) School or college
- (6) Government bureau
- (7) Military organization
- (8) Large firm or corporation
- (9) Hospital or other public health agency
- (10) Homemaker
- (11) Other _____

19. Indicate how much the following people helped you in educational planning while you were in high school. (Check in proper column for each person listed)

Educational Planning Help, such as: High School course planning, further training, future education, college entrance planning, etc.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

20. Indicate how much the following people helped you in occupational planning while you were in high school. (Check in proper column for each person listed)

Occupational Planning Help, such as: Future career or occupational choice, occupational requirements, occupational opportunities and local career or job outlook.

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman or Other Church Personnel				
(11) Other (name): _____				

Comments:

21. Indicate how much the following people helped you with personal problems while you were in high school. (Check in proper column for each person listed)

	(1) Quite a lot	(2) Some	(3) Not at all	(4) None sought
(1) High School Counselor				
(2) High School Teacher				
(3) High School Dean				
(4) Friends				
(5) Brother or Sister				
(6) Mother				
(7) Father				
(8) Other Relatives				
(9) Someone in an Occupation				
(10) Clergyman/Other Church Personnel				
(11) Other (name): _____				

Comments:

22. For the courses you have taken, write the following on the spaces provided in the left-hand column:

- Number 1 for the one high school area which is most useful to you now.
- Number 2 for the one high school area which is second most useful to you now.
- Number 3 for the one high school area which is least useful to you now.

Then, on the lines following the three subject areas you have numbered, write the names of the specific courses.

<u>Subject Areas</u>	<u>Courses</u> (Fill in the courses for just those departments you numbered in the left-hand column)
____ (01) Agriculture	_____
____ (04) Art	_____
____ (07) Business	_____
____ (14) Homemaking	_____
____ (19) English	_____
____ (31) Foreign Language	_____
____ (37) Mathematics	_____
____ (42) Science	_____
____ (50) Physical Education-Girls	_____
____ (51) Physical Education-Boys	_____
____ (54) Social Studies	_____
____ (69) Music	_____
____ (73) Industrial Arts (Non-Vocational)	_____
____ (79) Industrial Arts (Vocational)	_____
____ (88) Other	_____

Comments: (Use back of the page if necessary)

23. List two high school courses that you did not take that you think would have been useful to you since leaving high school:

A. _____

B. _____

Comments:

24. List suggestions for new courses or revision of existing courses which you feel might have helped you:

Comments:

25. As far as you can estimate now, what yearly income do you expect you will have when you are 40 years old? (Assume that salaries will stay about as they are now)

- | | |
|-------------------------------|---------------------------------------|
| _____ (1) Less than \$5,000 | _____ (5) \$15,000 - \$20,000 |
| _____ (2) \$5,000 - \$7,000 | _____ (6) \$20,000 - \$30,000 |
| _____ (3) \$7,500 - \$10,000 | _____ (7) Over \$30,000 |
| _____ (4) \$10,000 - \$15,000 | _____ (8) Do not expect to be working |

26. If you attended college, school, or a special training program, please indicate how it was financed. Use approximate percent (%) in each category which applies to you, so that the total is 100%.

Percent

- | | | | | | | |
|------------|---|------------------------------|---------------|-------------------------------|--------|--|
| _____ (A.) | } Own savings and/or money earned through summer work | | | | | |
| _____ (B.) | | } Parents or other relatives | | | | |
| _____ (C.) | | | } Scholarship | | | |
| _____ (D.) | | | | } Work during the school year | | |
| _____ (E.) | | | | | } Loan | |
| _____ (F.) | | | | | | } Government, foundation, private industry or business grants or fellowships |
| _____ (G.) | | | | | | |

100%

27. Please briefly summarize your major experiences since high school graduation. (Your reaction toward school, work, unemployment, military, travel, or whatever your activities were; if you left school, reasons why and what activities followed; your reactions toward the kind of job or jobs you've had, etc.)
28. If you have further comments or suggestions for improving the high school or high school program, please feel free to do so. (Use the back of this paper if necessary)

SECTION 2

II Sample Letters

Dear _____,

Under a special educational project, we are conducting a follow-up study on the graduates of 1971. This special study is called PROJECT _____. Most seniors were contacted the last week of school in order to fill out the enclosed statement of intent. We are sorry that we missed obtaining the necessary information from you at that time. Would you, therefore, kindly respond to the questions as they apply to you. Return as quickly as possible in the enclosed envelope.

Throughout the year you will receive two questionnaires which we would appreciate your completing and returning to us as quickly as you receive them. Your responses and reactions to the questionnaires will be carefully considered and may help us better evaluate our high school programs in this district.

Best wishes and good luck to you in your activities throughout this year.

Sincerely,

Project Coordinator

Dear Graduate:

As you may recall, during your senior year we asked your cooperation in participating in a special study. We need your help in order to do this job.

Enclosed is a questionnaire including questions about your present status as well as reactions to your high school training. Please take a few minutes of your time to give us your answers. Return the completed questionnaire in the enclosed stamped envelope as quickly as possible.

You will be hearing from us again some time in the latter part of March when a more extensive questionnaire will be sent to you.

We hope you are finding your present experience satisfying and profitable. We are looking forward to hearing from you about these experiences.

Sincerely,

Project Coordinator

Dear Graduate:

The enclosed questionnaire is devised only for those students attending junior college or special training schools. I would appreciate your filling it out immediately and sending it back to me. If you are no longer in junior college or special training, please contact the office at the above phone number for the proper questionnaire.

I know you have had some interesting and worth-while experiences. Undoubtedly, you also have given some thought to your high school preparation in relation to your present situation which could prove to be of value to this project and to future graduate students. Please include comments which are your frank and candid reactions toward your college or special training situation as it now exists in your thinking. Review once more in your mind your high school preparation, who or what influenced and geared you toward what you are now doing, (whether indirectly or directly). What you would have done differently if you could re-do the past years, and what expectations you had of junior college or special training and how they were or were not realized.

Sincerely,

Project Coordinator

Dear Graduate:

We were pleased with the response we received on the questionnaire sent in the fall. This study on which we are both embarked will help us to see the needs of future graduates and to continue to plan our curriculum as wisely as we can to help all of our students before and after graduation.

Enclosed is the final questionnaire for this year. It is designed to gain an evaluation of your high school experience. It will only take you a few minutes to fill out, and I hope you will do it now for if you lay it aside, it will probably be forgotten. Put the completed questionnaire in the enclosed envelope and mail it back at once.

Your participation in this project is of prime importance, and we sincerely appreciate the time, thought and effort you spend to help us. Your name will not be used on any information of a confidential nature. Numbers may not be consecutive due to data processing needs.

Sincerely,

Project Coordinator

Dear Graduate:

Two weeks ago a questionnaire was sent to you requesting information which only you can supply. Although a return envelope was enclosed, we have not received your completed questionnaire. We need your help!!

Please take time now to complete your questionnaire and return it. If you have misplaced it, or did not receive one, please write to:

Project Coordinator
Address

or call _____ and we will be glad to send you a questionnaire immediately.

If you have already responded, please disregard.

Thank you.

The above is the first reminder, sent on a postcard, to those students who failed to respond.

Dear _____:

We have no record of having received the return of your questionnaire pertaining to our follow-up study.

If you can take a few minutes to complete it and send it back, we would appreciate it very much. If for some reason it has been misplaced, we will be glad to send you another.

Thanks so much.

Sincerely,

Project Coordinator

Dear _____:

We are still hoping to receive the return of your completed questionnaire!

We need this very much as we are now in the final stages of our study (which, incidentally, is receiving nation-wide recognition) in order to get your reactions toward your present situation in relation to the education and guidance you received in high school.

We know this will help high school students and personnel in the future, as well as colleges and universities so they may receive better qualified candidates.

Won't you please take just a few moments to complete your questionnaire and get it back to us at once? If it has been misplaced, we will be glad to send you another one.

Best wishes and thank you so much.

Sincerely,

Project Coordinator

Dear Graduate:

This is the second year of our continuing study called PROJECT _____.
 As you recall, your graduating class is one especially chosen to participate in the four year follow-up study; therefore, it is of utmost importance that each one of you react to and return the questionnaire. Your responses are extremely valuable and are carefully considered.

Several changes have occurred as a result of your contributions and evaluations. One that will particularly interest you has to do with counseling. Starting in the fall of 1971 full-time counseling will be phased-in at all high schools in the district. Another area which has received considerable attention is the addition of vocationally oriented classes at several schools in the district. Your responses throughout this follow-up study have contributed greatly toward the changes taking place now and those being considered for the future.

It is the intent of PROJECT _____ to keep you informed of research findings in order to make the study more meaningful to you, especially since you are the ones who are making this study possible. We think you will be interested in the activities of your classmates as of June, _____, one year after graduation.

1969 Class: 426 Graduates					
Percent	No.	Activity	Percent	No.	Activity
29.6%	126	In Junior College	6.6%	28	Housewives
12.8%	59	In Four Year College	2.1%	9	Unemployed
43.4%	185	Total in College	.2%	1	Deceased
31.0%	132	Working Full or Part Time	.2%	1	Traveling
7.3%	31	Military Service	5.9%	25	Activity Unknown
3.3%	14	Special Schools (Trade, Beauty, etc.)	100.0%	426	

Regarding the enclosed questionnaire, please answer all questions even though you may have responded to the same or similar questions previously. We are interested in your reactions to the same questions in relation to your experiences from year to year. Also, some numbers may not run in consecutive order due to data processing needs.

Our best wishes for success in your chosen endeavor. We look forward to receiving your questionnaire so that we might continue to know of your whereabouts and activities and keep you informed of the progress in this most important study.

Sincerely,

Project Coordinator

Dear Graduate:

This is the fifth and final year of our continuing study called PROJECT _____. As you know, your graduating class was especially chosen to participate in the five-year follow-up study; therefore, it is of vital importance that each one of you answer all questions and return the questionnaire as quickly as possible.

Your responses are carefully considered and have been a valuable aid in evaluating our curriculum and counseling procedures. As I indicated to you previously, full-time counseling was begun in the high schools of the district. Other important changes in curriculum have also come about and new courses or approaches to courses are being considered for the future. Your responses to questions and your comments have contributed greatly toward current changes and those being considered for the future.

It is interesting to follow the activities of each one of you, and we feel you might also be interested in the activities of your classmates. Therefore, we have listed the known activities as of June, _____, four years after graduation.

1971 Graduates: 371 Activities Known: 293

Single: 196 Married: 89

In school full time or part time:	142	47.4%
Employed full time or part time:	89	30.3%
Military Service:	30	11.4%
Housewives:	22	7.5%
Unemployed:	8	2.7%
Other Activities:	2	.7%
		<u>100.0%</u>

Since you are the ones who make the study possible through your responses, we are looking forward to hearing from you. You may have completed the same or similar questions previously. We are interested in your reactions to the same questions in relation to your experiences from year to year. Also, some numbers may not run in consecutive order due to data processing needs.

During the past years, many of you have indicated a real interest in former classmates. We would hope our information might be of use to you in terms of contacting your fellow graduates for a proposed fifth year reunion.

Within the next year you will be receiving a newsletter with some of the results and unusual happenings to participants that have occurred during this study.

We wish to thank you again for your participation in this project the past five years. May the coming year be a successful one and rewarding for you. We will look forward to receiving your questionnaire so that we might continue to know of your whereabouts and activities.

Sincerely,

Project Coordinator

Dear Sir:

Under Title V-5 of the National Defense Education Act three high school districts from three different counties in California have been authorized to undertake a follow-up study of graduates. We hope to determine skill and knowledge requirements necessary for students to enter special fields of endeavor or study. This information will be used by the State Department of Education as well as local school districts in future curriculum planning as well as for guidance purposes.

Part of this project deals with direct contact with students in colleges and universities in order to get their reactions toward their present situation in relation to the education and guidance they received in high school. Another aspect of this project involves the student who leaves college before graduation. The information gained should be valuable not only to high school personnel and students, but we hope to colleges and universities in that they will receive better qualified candidates in the future.

Therefore, I would appreciate receiving your institution's permission to come and interview the 19____ high school graduates on the attached list as well as others from preceding years. I will plan to be in your area on _____ . Would it be possible for you to provide a room in which I can meet with these students? I would also appreciate receiving from you as soon as possible a list of students plus their college residences who have graduated from the following high schools:

I plan to send letters to the students involved regarding the date and time after I receive permission and the additional list of students from you as well as confirmation of date and place.

I am looking forward to my visit on your campus. If there is any further information available about your school that you feel would be valuable to future students from our areas, I would be happy to receive this during my visit there.

Sincerely,

Project Coordinator

SECTION 2

III Coding Instructions for Questionnaires

CODING SYSTEMS FOR QUESTIONNAIRE RESPONSES

BUSINESS AND INDUSTRY CLASSIFICATION CODES

- 05 Agriculture
- 10 Construction and Trades
- 15 Data Processing/Computer Companies
- 20 Electronic Companies
- 25 Engineering Companies
- 30 Entertainment Field
- 35 Extractive and Mining Industries
- 40 Finance, Real Estate, Insurance, Banking
- 45 General Merchandise and Supply
- 50 Government Service (City, County, State, Federal)
- 55 Manufacturing and Processing Industries
- 60 Public and Private Schools, Private Colleges/Universities
- 65 Public Utilities
- 70 Publishing Firms
- 75 Research Firms
- 80 Services
- 85 Transportation (Air, Sea, and Land)
- 90 Miscellaneous

GEOGRAPHICAL AREA CODES-OCCUPATIONS

Codes "0" through "6" could be codes by participating district, with "0" through "3" representing the areas of the district most pertinent to them; "4" through "6" would be the three other major urban areas in California. The following table illustrates the above as set up mainly for the San Francisco - San Mateo Counties:

- | | |
|-------------|--------------------------|
| 0 - Area #0 | 5 - Area #5 |
| 1 - Area #1 | 6 - Area #6 |
| 2 - Area #2 | 7 - Other In-State Areas |
| 3 - Area #3 | 8 - Out-of-State |
| 4 - Area #4 | 9 - Foreign Country |

Examples of Geographic Area Codes

Business Area San Francisco Bay

- | | |
|------------------------|----------------------|
| 0 San Fran/San Mateo | 5 Los Angeles/Orange |
| 1 Santa Clara | 6 San Diego |
| 2 Alameda/Contra Costa | 7 Other California |
| 3 North Bay Area | 8 Out-of-State |
| 4 Sacramento | 9 Foreign Country |

Business Area Los Angeles

- | | |
|---------------------|--------------------|
| 0 L.A. Central | 5 S.F. Bay Area |
| 1 L.A. North & West | 6 Sacramento |
| 2 L.A. South & East | 7 Other California |
| 3 Orange County | 8 Out-of-State |
| 4 San Diego | 9 Foreign Country |

JOB GROUP CLASSIFICATION CODE

Note: These are the first two digits of the occupational code - see alphabetical listing
Use the alpha list for the 3-digit coding on all questionnaires.

AGRICULTURE		PUBLISHING, ADVERTISING & COMMERCIAL ARTS	
Owner	00	Commercial Arts	44
Worker	01	Writing-Editing	45
Fishing	02	Photography	46
Conservation	03	Advertising & Graphics	47
		Printing/Processing	48
		Other	49-51
CONSTRUCTION		INDUSTRIAL TRADES	
Design	04	Mechanical Trades	52
Contracting	05	Electronic Trades	53
Trades	06	Inspection	54
Worker	07	Maintenance	55
Other	08	Labor	56
		Extractive	57
CONSUMER		Shipping	58
Owner	09	Trucking	59
Appliance	10	Railroad	60
Auto	11	Other	61
Clothing	12		
Decor	13	MEDICAL or PROFESSIONAL SERVICES	
Food Preparation	14	Doctor/Dentist (M.D.-D.D.)	62
Furniture	15	Doctor (Non Medical)	63
Garden & Home	16	Nurse	64
Grooming	17	Medical/Dental Technician	65
Personal Services	18	Medical-Clerical	66
Storekeeping	19	Artist	67
Other	20-22	Lawyer	68
		Clergy	69
EDUCATION		Counseling	70
Management	23	Pilot	71
College	24	Therapist	72
Teacher (Elementary and High School)	25	Other	73
Library	26		
Training	27	OFFICE	
Educational Assistant	28	Management	74
Other	29	Sales/Public Relations	75
		Data Processing-Prof.	76
ENTERTAINMENT		Skilled Clerical	77
Performer	30	Secretarial	78
Directing, Writing	31	Data Processing Operations	79
Entertainment Operations	32	Miscellaneous Clerical	80
Athlete	33	Telephone Operator	81
Other	34	Other	82-83
		SCIENCES	
GOVERNMENT OCCUPATIONS		Natural Sciences	84
Politics	35	Physical Sciences	85
Diplomatic/Foreign	36	Engineering	86
Protective Forces	37	Social Sciences	87
Postal Service	38	Other	88-89
Military Service	39		
Civil Service	40	Housewife	90
Air Operations	41	Uncertain	91
Other	42-43	Miscellaneous	92-99

Note: This table identifies the headings used in the output tables for occupational goal and present job.

OCCUPATIONAL CODES - Alphabetical Listing
JOB GROUP CLASSIFICATION (J.G.C.) AND SOCIO-ECONOMIC SCALE (SES)

Note: The first two digits represent the Job Group Classification. The third digit represents the Socio-Economic Scale.

743	Abstracter/Underwriter	145	Cook or Chef
743	Accountant	700	Counselor
300	Actor, Actress	300	Dancer, Singer
742	Administrator, Business	595	Delivery Man
473	Advertising Agent	653	Dental Assistant
016	Agricultural Worker	620	Dentist
414	Aircraft Maintenance	374	Detective
414	Airline Operations	793	Data Processing Programmer
327	Amusement Laborer	763	Data Processing System Analyst
840	Anthropologist	793	Data Processing Equipment Oper.
104	Appliance Repairman	650	Dietician
840	Archeologist	620	Doctor-M.D.
040	Architect	443	Draftsman
670	Artist	870	Economist
850	Assayer	450	Editor
565	Assembler	064	Electrician
742	Assistant Office Manager	533	Electronic Technician
192	Assistant Store Manager	860	Engineering
330	Athlete	534	Engineering Assistant
450	Author	860	Engineering Civil
114	Auto Mechanic	860	Engineering Electrical
187	Baby Sitter	860	Engineering Environmental
840	Bacteriologist	860	Engineering Mechanical
145	Baker	860	Engineering Materials/Chem.
672	Banker	484	Engraver
803	Bank Teller	565	Factory Worker
175	Barber	130	Fashion Design
175	Beautician	374	Fireman
840	Biologist	037	Fish & Game Asst.
773	Bookkeeper	024	Fisherman
064	Brick Mason	132	Florist
752	Broker	148	Food Service Worker
148	Busboy	360	Foreign Service
672	Business Executive	034	Forest Service
145	Butcher	524	Foundry, Mill Worker
064	Cabinet Maker	167	Gardener
027	Cannery Worker	850	Geologist
117	Car Wash Attendant	409	Government Volunteer
064	Carpenter	195	Grocery Clerk
803	Cashier	375	Guard
064	Cement Finisher	075	Heavy Machine Operator
850	Chemist	870	Historian
630	Chiropractor	880	Home Economist
040	Civil Engineer	655	Hospital Attendant
403	Civil Service-Clerical	742	Hotel Manager
404	Civil Service-Labor	909	Housewife
400	Civil Service-Professional	543	Inspector-Tester
127	Cleaner, Laundry Worker	565	Installer
567	Cleaning & Janitorial	753	Insurance Agent
690	Clergy	150	Interior Decorator
803	Clerk Typist	134	Jeweler
230	College Administrator	450	Journalist
240	College Professor	793	Key Punch Operator
444	Commercial Artist	147	Kitchen Helper
030	Conservationist	653	Lab Technician
075	Construction Worker	653	Laboratory Assistant
052	Contractor	167	Laborer, Handyman

OCCUPATIONAL CODES—continued

870	Language Specialist	004	Ranch, Farm Manager
374	Law Enforcement	016	Ranch, Farm Laborer
680	Lawyer	001	Ranch, Farm Owner
263	Librarian	753	Real Estate Agent
263	Librarian Assistant	803	Receptionist, PBX Operator
565	Light Equipment Operator	407	Recreation Worker
484	Lithographer	693	Religious Worker
188	Live-In Helper	450	Reporter
585	Longshoreman	823	Research Assistant
575	Lumbering	092	Restaurant Manager
524	Machinist	750	Salesman, Saleswoman
188	Maid	230	School Principal
803	Mail Office Boy/Girl	670	Sculptor
383	Mailman	783	Secretary
554	Maintenance, Repair	115	Service Station Attendant
742	Manager	124	Shoe Repairman
177	Manicurist	565	Shop Assistant
850	Mathematician	092	Small Business Owner
524	Mechanic	870	Social Worker
663	Medical Assistant	720	Speech Therapist
390	Merchant Marine Officer	783	Stenographer
394	Merchant Marine Crew	415	Stewardess
524	Metal Working Occupation	193	Store, Sales Clerk
567	Meter Reader	742	Supervisor
850	Meteorologist	803	Supply, Stock Clerk
390	Military Officer	124	Tailor, Seamstress
394	Military Non-Commission Officer	250	Teacher, High School
575	Miner	251	Teacher, Elementary
470	Model	283	Teachers Aide
300	Musician	444	Technical Illustrator
840	Natural Scientist	813	Telephone Operator
850	Nuclear Scientist	813	Telephone Solicitor
690	Nun	310	Theater, Movie Director
640	Nurse	310	Theater, Movie Writer
653	Nurses Aide	320	Theater, Movie Assistant
803	Office Machine Operator	720	Therapist-Physical Occupational
803	Office Clerk	065	Trade Apprentice
630	Optometrist	272	Training Instructor
630	Ostepath	595	Truck Driver
064	Painter (Building)	320	T.V., Radio Announcer
742	Personnel Management	323	T.V., Radio Operator
650	Pharmacist	154	Upholsterer
484	Photo Processor	325	Usher/Usherette
460	Photographer	630	Veterinarian
850	Physicist	643	Vocational Nurse
714	Pilot	148	Waitress, Waiter
064	Plasterer	565	Warehouseman
064	Plumber	134	Watchmaker
350	Politics	524	Welder
870	Political Scientist	654	X-Ray Technician
383	Postal Clerk	919	Don't Know
383	Postal Supervisor	929	Other
484	Printer		
870	Psychologist		
753	Public Relations		
773	Purchasing Agent		
320	Radio, T.V., Assistant		
310	Radio, T.V., Director		
310	Radio, T.V., Writer		
605	Railroad Operations		

Note: This code list is to be used in determining specific codes for occupational goals and present job. However, headings on all tables will match either the Job Group Classification Code (JGC) or "Socio-Economic Scale (SES)". On this listing codes are combined into one three-digit number for each job, thus eliminating the necessity for finding a JGC and SES for each individual job.

OCCUPATIONAL CODES—Numerical Listing
JOB GROUP CLASSIFICATION (J.G.C.) AND SOCIO-ECONOMIC SCALE (SES)

Note: The first two digits represent the Job Group Classification. The third digit represents the Socio-Economic Scale.

001	Ranch, Farm Owner	230	School Principal
004	Ranch, Farm Manager	240	College Professor
016	Agricultural Worker	250	Teacher, High School
016	Ranch, Farm Laborer	251	Teacher, Elementary
024	Fisherman	263	Librarian
027	Cannery Worker	263	Librarian Assistant
030	Conservationist	272	Training Instructor
034	Forest Service	283	Teachers Aide
037	Fish & Game Assistant	300	Actor, Actress
040	Architect	300	Dancer, Singer
040	Civil Engineer	300	Musician
052	Contractor	310	Radio, T.V. Director
064	Brick Mason	310	Radio, T.V. Writer
064	Cabinet Maker	310	Theater, Movie Director
064	Carpenter	310	Theater, Movie Writer
064	Cement Finisher	320	Radio, T.V. Assistant
064	Electrician	320	T.V., Radio Announcer
064	Painter (Building)	320	Theater, Movie Assistant
064	Plasterer	323	T.V., Radio Operator
064	Plumber	325	Usher/Usherette
065	Trade Apprentice	327	Amusement Laborer
075	Construction Worker	330	Athlete
075	Heavy Machine Operator	350	Politics
092	Restaurant Manager	360	Foreign Service
092	Small Business Owner	374	Detective
104	Appliance Repairman	374	Fireman
114	Auto Mechanic	374	Law Enforcement
115	Service Station Attendant	375	Guard
117	Car Wash Attendant	383	Mailman
124	Shoe Repairman	383	Postal Clerk
124	Tailor Seamstress	383	Postal Supervisor
127	Cleaner, Laundry Worker	390	Merchant Marine Officer
130	Fashion Design	390	Military Officer
132	Florist	394	Merchant Marine Crew
134	Jeweler	394	Military Non-Commission Officer
134	Watchmaker	400	Civil Service-Professional
145	Baker	403	Civil Service-Clerical
145	Butcher	404	Civil Service-Labcr
145	Cook or Chef	407	Recreation Worker
147	Kitchen Helper	409	Government Volunteer
148	Busboy	414	Aircraft Maintenance
148	Food Service Worker	414	Airline Operations
148	Waitress, Waiter	415	Stewardess
150	Interior Decorator	443	Draftsman
154	Upholsterer	444	Commercial Artist
167	Gardener	444	Technical Illustrator
167	Laborer, Handyman	450	Author
175	Barber	450	Editor
175	Beautician	450	Journalist
177	Manicurist	450	Reporter
187	Baby Sitter	460	Photographer
188	Live-In Helper	470	Model
188	Maid	473	Advertising Agent
192	Assistant Store Manager	484	Engraver
193	Store Sales Clerk	484	Lithographer
195	Grocery Clerk	484	Photo Processor
230	College Administrator	484	Printer

OCCUPATIONAL CODES--continued

524	Foundry, Mill Worker	752	Broker
524	Machinist	753	Insurance Agent
524	Mechanic	753	Public Relations
524	Metal Working Occupation	753	Real Estate Agent
524	Welder	763	Data Processing System Analyst
533	Electronic Technician	773	Bookkeeper
534	Engineering Assistant	773	Purchasing Agent
543	Inspector-Testor	783	Secretary
554	Maintenance, Repair	783	Stenographer
565	Assembler	793	Data Processing Equipment Oper.
565	Factory Worker	793	Data Processing Programmer
565	Installer	793	Key Punch Operator
565	Light Equipment Operator	803	Bank Teller
565	Shop Assistant	803	Cashier
565	Warehouseman	803	Clerk Typist
567	Cleaning and Janitorial	803	Mail Office Boy/Girl
567	Meter Reader	803	Office Clerk
575	Lumbering	803	Office Machine Operator
575	Miner	803	Receptionist PBX Operator
585	Longshoreman	803	Supply Stock Clerk
595	Delivery Man	813	Telephone Operator
595	Truck Driver	813	Telephone Solicitor
605	Railroad Operations	823	Research Assistant
620	Dentist	840	Anthropologist
620	Doctor-M.D.	840	Archeologist
630	Chiropractor	840	Bacteriologist
630	Optometrist	840	Biologist
630	Osteopath	840	Natural Scientist
630	Veterinarian	850	Assayer
640	Nurse	850	Chemist
643	Vocational Nurse	850	Geologist
650	Dietician	850	Mathematician
650	Pharmacist	850	Meteorologist
653	Dental Assistant	850	Nuclear Scientist
653	Laboratory Assistant	850	Physicist
653	Lab Technician	860	Engineering
653	Nurses Aide	860	Engineering Civil
654	X-Ray Technician	860	Engineering Electrical
655	Hospital Attendant	860	Engineering Environmental
663	Medical Assistant	860	Engineering Mechanical
670	Artist	860	Engineering Materials/Chemical
670	Sculptor	870	Economist
672	Banker	870	Historian
672	Business Executive	870	Language Specialist
680	Lawyer	870	Political Scientist
690	Clergy	870	Psychologist
690	Nun	870	Social Worker
693	Religious Worker	870	Home Economist
700	Counselor	909	Housewife
714	Pilot	919	Don't Know
720	Speech Therapist	929	Other
720	Therapist-Physical Occupational		
742	Administrator, Business		
742	Assistant Office Manager		
742	Hotel Manager		
742	Manager		
742	Personnel Management		
742	Supervisor		
743	Abstracter/Underwriter		
743	Accountant		
750	Salesman, Saleswoman		

Note: This listing should be used for reference purposes when reading the output tables. It is a numerical list of the combined JGC and SES codes which are shown in alphabetical order in the previous listing.

COLLEGE CODES

- | | |
|-----------------------|--------------------------------------|
| 01 UC Berkeley | 33 JC #4 |
| 02 UC Davis | 34 JC #5 |
| 03 UC Irvine | 39 Calif. JC |
| 04 UC Los Angeles | 40 Calif. Institute of Technology |
| 05 UC Riverside | 41 Chapman College |
| 06 UC La Jolla | 42 Claremont Association |
| 07 UC Santa Barbara | 43 La Verne College |
| 08 UC Santa Cruz | 44 Loma Linda University |
| 09 UC Miscellaneous | 45 Loyola University of L.A. |
| 10 CS Chico | 46 Menlo College |
| 11 CS Dominguez Hills | 47 Mills College |
| 12 CS Fresno | 48 Occidental College |
| 13 CS Fullerton | 49 Pepperdine College |
| 14 CS Hayward | 50 Stanford University |
| 15 CS Humboldt | 51 University of Pacific |
| 16 CS Long Beach | 52 University of Redlands |
| 17 CS Los Angeles | 53 University of San Francisco |
| 18 CS Sacramento | 54 University of Santa Clara |
| 19 CS San Bernardino | 55 University of Southern California |
| 20 CS San Diego | 56 Whittier College |
| 21 CS San Fernando | 69 Other Calif. Private College |
| 22 CS San Francisco | 70 Non-Calif. State/University |
| 23 CS San Jose | 80 Non-Calif. Private |
| 24 CS Sonoma | 89 Non-Calif. JC |
| 25 CS Stanislaus | 90 Beauty Schools |
| 26 Cal Poly Pomona | 91 Art Schools |
| 27 Cal Poly S.L.O. | 92 Business Schools |
| 30 JC #1 | 93 Trade Schools |
| 31 JC #2 | 94 Other Specialized Schools |
| 32 JC #3 | |

NOTE: Numbers not listed are for listing of additional colleges as needed.

COLLEGE MAJORS

71	Agriculture	04	Interior Decorating
03	Architecture	29	International Relations
21	Anthropology	30	Journalism
01	Art	31	Languages
61	Astronomy	32	Law
50	Bacteriology	34	Literature
51	Biology & Zoology	65	Math
10	Business-Industrial Relations	66	Meteorology
13	Business-Institutional Management	80	Military Science
14	Business-Management	05	Music
15	Business-Marketing	57	Nursing & Health
16	Business-Operations Research	56	Pharmacy
17	Business-Public Administration	35	Philosophy
02	Ballet & Dance	67	Physics
62	Chemistry	81	Physical Education
22	Communications	36	Political Science
63	Computer Sciences	37	Psychology
72	Conservation	82	Religion
79	Criminology	38	Sociology
55	Dentistry	39	Speech
53	Doctor-MD/Vet.	06	Theater Arts
54	Doctor-Non-MD.	83	Therapy
23	Economics		<u>Two Year Programs</u>
24	English	95	Beautician
25	Education	96	Barber
41	Engineering-General	88	Business-2 years
42	Engineering-Civil	92	Construction
43	Engineering-Electrical	93	Engineering Technician-2 years
44	Engineering-Environment	94	Industrial Trades
45	Engineering-Mechanical	90	Medical Assistant
46	Engineering-Materials/Chem.	89	Medical Technician
74	Foods	91	Photography
52	Genetics & Microbiology		
26	Geography		
64	Geology		
28	History		
75	Home Economics		
73	Horticulture		

HIGH SCHOOL DEPARTMENT AND COURSE CODES

This listing is a typical high school curriculum. The code numbers will be used for coding courses which are listed by the graduates in response to specific questions on the questionnaires (e.g., "List two high school courses that you did not take that you think could have been useful to you since leaving high school.") As long as the number designating the major departments remains the same, individual districts may add their own specific courses to fit their school's offerings under each major department.

01 AGRICULTURE	37 MATHEMATICS - GENERAL	73 INDUSTRIAL ARTS (Non-Voc.)
02	38 Mathematics - Advanced	74 Basic Industrial Arts
02	(Algebra/Geometry)	75 Metal Shop
03	39 Mathematics - Accel./Adv.	76 Wood Shop
	(Alg. II/Calculus/Analytical or Math Analysis)	77
04 ART		
	40	78
05		
	41	79 INDUSTRIAL ARTS
06		(Vocational)
07 BUSINESS - GENERAL	42 SCIENCE - GENERAL	80 Auto Shop
08 Bookkeeping	43 Science - Accel./Adv.	81 Drafting
09 Office Practice	44 Biology/Physiology	82 Electricity
10 Shorthand	45 Chemistry	83 Machine Shop
11 Typing	46 Physics	84 Pre-Apprentice
	47 Electronics	85 Radio
12	48	86
13	49	87
14 HOMEMAKING - GENERAL	50 P.E. GIRLS	88 OTHER - GENERAL
15 Foods	51 P.E. BOYS	89 Anthropology
16 Clothing		90 Data Processing
	52	91 Marriage & Family
17		92 Note Taking/Brief Hand
	53	93 Photography
18		94 Study Skills
19 ENGLISH - GENERAL	54 SOCIAL STUDIES - GENERAL	
20 Composition	55 Social Studies - Remedial	95
21 Drama	56 U.S. History	
22 English - Accel./Advanced	57 American Government	96
23 English - Remedial	58 Economics	
24 Journalism	59 Far East	97
25 Literature	60 Humanities	
26 Reading	61 International Relations	98
27 Speech	62 Negro History/Culture	
28 Speed Reading	63 Occupational Guidance	99
29	64 Philosophy	
	65 Psychology	
	66 Sociology	
30	67	
31 FOREIGN LANGUAGE - GENERAL	68	
32 French		
33 German	69 MUSIC - GENERAL	
34 Spanish	70 Music Performance	
	71 Music Theory	
35		
	72	
36		

NOTE: Unused numbers can be used for additional category coding in the same group.

DEGREE OR CERTIFICATE CODES

- 0 MA with AA Degree
- 1 MA with Junior College Transfer
- 2 MA with no Junior College Record
- 3 AB with AA Degree
- 4 AB with Junior College Transfer
- 5 AB with no Junior College Record
- 6 Beautician School
- 7 Business School
- 8 Technical School or Apprenticeship Training
- 9 Military School or Specialized Training

MILITARY SPECIALTY CODES

- 02 Administration/Clerical
- 04 Aviation Operations
- 06 Aviation Maintenance
- 08 Combat Forces
- 10 Construction
- 12 Electrical Equipment Operator
- 14 Electrical Maintenance
- 16 Financial/Data-Processing
- 18 Food Service
- 20 Intelligence
- 22 Military Police
- 24 Medical Support
- 26 Nuclear Materials Technician
- 28 Photography
- 30 Ordinance
- 32 Ship Operations
- 34 Survey/Drafting
- 36 Transportation Maintenance
- 38 Transportation Operations
- 40 Miscellaneous

GEOGRAPHICAL AREA CODES—MILITARY DUTY

- 1 California
- 2 Western States
- 3 Midwestern States
- 4 Southern States
- 5 Eastern States
- 6 Europe
- 7 Asia

COMMENT CODING

A special comment coding system is provided which is optional. The user may decide which comments should be coded for machine use. The system provides for multiple comments per student. Each punched card prepared may contain only one comment about high school courses and one general comment, but more than one card may be prepared per student.

CODING FOR COMMENTS REGARDING HIGH SCHOOL COURSES

Comments regarding high school courses are coded with a three digit code. The first two digits are defined by the high school course codes. The third digit is as follows:

- 0 = negative comment
- 1 = positive comment
- 2 = constructive criticism
- 3 = recommended revision
- 4 = wish I had taken
- 5 = other

The constructive criticism is distinguished from a negative comment if the graduate offers a suggestion as to changes which might be helpful. One change offered by many students was a revision of the course content, so a special category was established for this purpose.

It is essential that a consistent pattern is followed in the assigning of coding to comments. If possible, comments should be coded separately by two or more raters, with mutual agreements to be arrived at by those involved whenever the initial ratings are different.

Example of course comments: "I wish I had taken more math. I had only one year and it was a waste of time since I knew it already". Two comments possible: 374 and 370

CODING FOR GENERAL COMMENTS ON QUESTIONNAIRES

INSTRUCTIONS: Comment codes consist of three digits. The first is the major category in the outline below (coded 1-6). The next digit identifies the sub-category in the outline. The last digit indicates whether the comment is generally positive, negative, constructive criticism, or other. If the comment is negative, code the third digit as "0". If the comment is positive, code the third digit as "1". Some comments may be offered as constructive criticism and these should be coded "2". Constructive criticism would be such comments expressing "more help desired," or "changes needed." If the comment fits none of the above categories, code it as "5 = other".

Example - A graduate has indicated that he feels the need for full-time counseling in his former high school. The comment would be coded as 152.

1. Counselor-Student Relationships in High School

1. Personal help
2. High school educational planning help
3. College planning help
4. Occupational planning help
5. The Counseling program and its structure,
6. Other general comments on counseling

- 0 = Negative
1 = Positive
2 = Constructive Criticism
5 = Other

Note: These categories constitute the third digit to be used with each comment coding.

2. Academic Background in High School

0. Number or kind of courses taken
1. Required courses
2. Elective courses
3. Course structure, grouping, flexible scheduling, etc.
4. Teachers and teaching techniques
5. High school as background for college studies
6. Study skills and habits
7. Communication and personal skills
8. Preparation for future responsibilities (marriage, self-direction, motivation, etc.)
9. Other

3. Non-Academic Background in High School

1. Vocational courses
2. Exploration in occupations
3. Decision making and future occupational goals
4. Help in getting a job
5. Work experience
6. Other

Coding for General Comments on Questionnaires - continued

4. Feelings About High School

1. Self
2. School atmosphere
3. Friends
4. Parents and relatives
5. Administration
6. Physical facilities
7. High school activities
8. New courses recommended
9. Other

5. Reactions to Present Situation

1. School (such as college academic program, college counseling, dropping, etc.)
2. Work (such as work satisfaction or dissatisfaction, future work plans, etc.)
3. Military (such as satisfaction or dissatisfaction, special training, future plans, etc.)
4. Personal
5. Travel
6. Other

6. Miscellaneous

1. Future plans
2. Resume of past activities
3. Reaction to follow-up study
4. Structure or organization of the questionnaires
5. Other

(Note: on each of the above, the third digit is coded:

- 0 = Negative
- 1 = Positive
- 2 = Constructive Criticism
- 5 = Other)

Table I - 1

SOCIAL-ECONOMIC Occupational Rating Scale*

0. Professional persons

Actors and showmen; architects; artists, sculptors, and teachers of art; authors, editors, and reporters; chemists, assayers, and metallurgists; clergymen; college presidents and professors; dentists; designers, draftsmen, and inventors; lawyers, judges, and justices; musicians and teachers of music; osteopaths; photographers; physicians and surgeons; teachers; technical engineers; trained nurses; veterinary surgeons; other professional pursuits; chiropractors; healers (not elsewhere classified), religious workers.

1. Farmers (owners and tenants of large scale operations)
2. Proprietors, managers, and officials (except farmers)

Foresters, forest rangers, and timber cruisers; owners and managers of log and timber camps; operators, managers, and officials—extraction of minerals; builders and building contractors; manufacturers; managers and officials—manufacturing; captains, masters, mates, and pilots; garage owners, managers, and officials; owners and managers—truck, transfer, and cab companies; conductors—steam railroad; officials and superintendents—steam and street railroads; postmasters; proprietors, managers, and officials—transportation; bankers, brokers, and money lenders; managers or officials—trade; managers and officials—real estate companies; retail dealers; wholesale dealers, importers, and exporters; undertakers; officials and inspectors—city and county; officials and inspectors—State and United States; billard room, dance hall, etc., keepers; directors, managers, and officials—motion-picture production; keepers of charitable and penal institutions; keepers of pleasure resorts, race tracks, etc.; radio announcers, directors, managers, etc.; theatrical owners, managers, and officials; owners and proprietors—cleaning, dyeing, and pressing shops; hotel keepers and managers; laundry owners, managers, and officials; restaurant, cafe, and lunchroom keepers.

*Edwards, Alba M. Alphabetical Index of Occupations, by Industries and Socio-Economic Groups. Washington (U.S. Department of Commerce): U.S. Printing Office.

Social-Economic Occupational Rating Scale—continued

3. Clerks and kindred workers

Inspectors, scalers, and surveyors—log and timber camps; baggagemen and freight agents—railroad; ticket and station agents—railroad; agents—express companies; express messengers and railway mail clerks; mail carriers; radio operators; telegraph messengers; telegraph operators; telephone operators; advertising agents; clerks in stores; commercial travelers; decorators, drapers, and window dressers; inspectors, gaugers, and samplers—trade; insurance agents; newsboys; real estate agents; salesmen and saleswomen; abstracters, notaries, and justices of peace; architects', designers', and draftmen's apprentices; apprentices to other professional persons; officials of lodges, societies, etc.; technicians and laboratory assistants; dentists' assistants and attendants; librarians; assistants and attendants; physicians' and surgeons' attendants; agents, collectors, and credit men; bookkeepers, cashiers, and accountants; clerks (except clerks in stores); messenger, errand, and office boys and girls; stenographers and typists.

4. Skilled workers and foremen

Farm managers and foremen; foremen—log and timber camps; foremen, overseers, and inspectors—extraction of minerals; blacksmiths, forgemen, and hammermen; boilermakers; brick and stone masons, and tile layers; cabinetmakers; compositors, linotypers, and type-setters; coopers; electricians; electrotypers, stereotypers, and lithographers; engineers (stationary), cranemen, hoistmen, etc.; engravers; foremen and overseers—manufacturing; puddlers; glass blowers; jewelers, watchmakers, goldsmiths, and silversmiths; loom fixers; machinists, millwrights, and toolmakers; mechanics; millers (grain, flour, feed, etc.); molders, founders, and casters (metal); painters, glaziers, and varnishers (building); paper hangers; pattern and model makers; piano and organ tuners; plasterers and cement finishers; plumbers and gas and steam fitters; pressmen and plate printers (printing); rollers and roll hands (metal); roofers and slaters; sawyers; shoemakers and cobblers (not in factory); skilled occupations (not elsewhere classified); stonecutters; structural iron workers (building); tailors and tailoresses; tinsmiths and coppersmiths; upholsterers; bus conductors; conductors—street railroad; foremen and overseers—steam and street railroads.

Locomotive engineers; locomotive firemen; aviators; foremen and overseers—transportation; inspectors—transportation; floorwalkers, foremen, and overseers—trade.

Firemen, fire department; marshals, sheriffs, detectives, etc.; policemen; foremen and overseers—cleaning, dyeing, and pressing shops; foremen and overseers—laundries.

Social-Economic Occupational Rating Scale—continued

5. Semiskilled workers

Apprentices to building and hand trades; apprentices (except to building and hand trades)—manufacturing; baker; dressmakers and seamstresses (not in factory); dyers; filers, grinders, buffers, and polishers (metal); milliners and millinery dealers; oilers of machinery; enamelers, lacquerers, and japanners; painters, glaziers, and varnishers (factory); operatives—manufacturing; boatmen, canal men, and lock keepers; sailors and deck hands; chauffeurs and truck and tractor drivers; boiler washers and engine hostlers; brakemen—steam railroad; motormen—steam and street railroads, switchmen, flagmen and yardmen—steam and street railroads; telegraph and telephone linemen; apprentices—transportation; other occupations—transportation; apprentices—wholesale and retail trade; deliveryman—bakeries and stores; other pursuits in trade; guards, watchmen, and doorkeepers; soldiers, sailors, and marine, other public pursuits; other occupations—professional service; attendants—pool rooms, bowling alleys, golf clubs, etc.; helpers—motion picture production; theater ushers; other attendants and helpers—professional service; barbers, hairdressers, and manicurists; boarding and lodging house keepers; other operatives—cleaning, dyeing, and pressing shops; housekeepers and stewards; deliverymen—laundries; other operatives—laundries; midwives and nurses (not trained); other pursuits—domestic and personal service.

6. Farm laborers

7. Other laborers

Fisherman and oystermen; teamsters and haulers—log and timber camps; other lumbermen, raftsmen, and woodchoppers; coal mine operatives; other operatives in extraction of minerals; firemen (except locomotive and fire department), furnace men, smelter men, and pourers; heaters (metal); laborers—manufacturing; longshoremen and stevedores; draymen, teamsters, and carriage drivers; garage laborers; hostlers and stable hands; laborers—truck transfer, and cab companies; laborers—road and street; laborers, including construction laborers—steam and street railroads; laborers—transportation; laborers, porters, and helpers in stores; laborers—public service; laborers—professional service; laborers—recreation and amusement; stage hands and circus helpers; laborers—cleaning, dyeing, and pressing shops; laborers—domestic and personal service; laborers—laundries.

8. Personal Services

Bootblacks; charwomen and cleaners; elevator tenders; janitors and sextons; launderers and laundresses (not in laundry), porters (except in stores), servants; waiters.

9. Housewife

NOTE: This table identifies the headings used in the output tables for occupational goal and present job.