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A Study of Initial Educational & Occupational Activities of Oldham County High School Seniors for the Years 1979-1983

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Haselton,

W. Blake

1985

A STUDY OF INITIAL EDUCATIONAL AND OCCUPATIONAL
ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL SENIORS
FOR THE YEARS 1979 - 1983.

A Specialist Project

Presented to

the Faculty of the Department of Educational Leadership
Western Kentucky University
Bowling Green, Kentucky

In Partial Fulfillment
of the Requirements for the Degree
Education Specialist

by

W. Blake Haselton

August 1985

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A STUDY OF INITIAL EDUCATIONAL AND OCCUPATIONAL
ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL SENIORS
FOR THE YEARS 1979 - 1983.

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ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to those persons who contributed to the conduct of this study.

Grateful appreciation is expressed to members of the advising committee, especially my Project Chairman, Dr. Vic Christenson, for their interest, counsel and support throughout this project.

Appreciation is extended to Mr. Robert Arvin, Superintendent of Oldham County Schools, for facilitative support, Dr. Steve Schnacke and Dr. Seth Farley, Counselor Educators, for their constructive criticism and encouragement in the planning stages of this study and to my counselor colleagues at Oldham County High School for their assistance and support. In addition, appreciation is extended to Ms. Chris Jenkins of the Graduate Office, for her constructive criticisms, comments and suggestions in the final stages of the project.

A special note of gratitude goes to my wife and parents for their patience, understanding, and encouragement during the past several years.

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A STUDY OF INITIAL EDUCATIONAL AND OCCUPATIONAL
ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL SENIORS

W. Blake Haselton

50 pages

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A follow-up study of five Senior Classes of Oldham County High School (Kentucky) was conducted to determine students' initial status six months after graduation. Study findings based on survey responses from slightly over 83 % of the 2,025 students listed as seniors in the spring semester for the years 1979-1983 included the following: It was found that 58% of the respondents entered educational activities, 36% entered the work force and 6% were unemployed. Eighty-five percent of all graduates entering college did so at an in-state, state supported institution. Results further indicated that 25% of all graduates attended either the University of Kentucky or the University of Louisville and that most students entered four year colleges in the educational category and retail sales in the employment categories. It is suggested that Oldham County High School could benefit from a reevaluation of the school's curricular program offerings and further study comparing the academic program followed in high school versus actual college and/or career pursuits.

The study includes data tables showing a summary percentage of survey respondents by class year and sex, educational and occupational categories, by specific postsecondary schools attended and by academic programs indicated in high school. Appendices include more detailed information by class and sex.

CHAPTER 1

INTRODUCTION

Our society presently offers more challenges to its educational institutions than at any other time in our history. Our nation has been and will continue to be confronted with the same basic problem: How can its citizens best learn what is necessary to survive and to contribute to the welfare and improvement of the society in which they live? Nolfi (1978) indicated that the complexity of curricular policy decisions in education necessitated increased research, which in turn required increased data analysis.

America is recognized as a highly automated and industrialized society in today's world. This sophisticated employment atmosphere has created a greater emphasis in career specialization and a high priority for employable, efficient and productive employees. Contemporary society expects high school graduates to have the basic educational skills which will enable them to contribute to the society of which they are a part and to provide for their own individual needs and interests. Recent studies indicate that society does not believe this expectation to be either unreasonable or without foundation.

Participants in the educational process want an educational system that will enable them to improve their opportunities for advancement and satisfaction consistent with a meaningful lifestyle. Whatever the debate about the quality of modern education, there can be no argument about increasing it's quality. Census (1980) data indicated that those now retiring from the work force typically have just a ninth grade education while those entering the work force averaged college level experience. Thus, in the next dozen years or so, the average level of education in the work force as a whole will rise as better educated newcomers replace older retiring workers.

Borus (1981) suggested that young Americans were very much interested in work; more than half the high school students he interviewed were either working or looking for work. Toffler (1980) believed that the job market of the future would offer greater job specialization, greater mobility, and would emphasize the quality of life offered and modified work arrangements. Employers face a work force with a different self image, a stronger sense of self-respect, less tolerance for restraints and the demand for a greater meaning and purpose in their work efforts.

Along with a rising level of education, Census (1981) figures indicated an unparalleled period of economic growth and increased affluence. The work force has changed significantly in the past twenty years (Braude, 1975).

The most significant of these areas of change, in addition to an increased level of education, has been the influx of a large number of women in the job market. As our society eliminated barriers relating to sex, role identification and job stereotyping, women found the opportunity to work inviting. An additional incentive was the financial attractiveness of additional income and the resulting increased affluence.

According to the National Association of Trade and Technical Schools, (Wilson, 1980) well before 1990 we will have passed a historical milestone of having more than fifty percent of America's work force consist of women. Although job opportunities may grow at a fast rate, unemployment may not necessarily decline because many of the entry level workers, both women and men, may not be properly trained for the jobs available.

Demographic changes in the work force must be considered the most significant factor influencing the world of work; the addition of women into the work force in large numbers has been the most significant of the demographic factors.

In addition to these changes, our nations schools have experienced a gradually declining enrollment due to a corresponding decline in birth rates (Census, 1981).

Age factors, as well as employment skills, may play a larger role in determining advancement and opportunities for promotion. Shifts in employment patterns, especially recent trends towards industrial relocation to the south and far west, may determine the work opportunities in as many areas that lose industrial bases as in those that gain.

Finally, the implication of changing values and attitudes towards work cannot be overlooked as a major factor in preparing students to meet the challenges of the real world. For many of our citizens, work is no longer recognized as necessary for survival. For others, work, although a necessary part of life, will not be permitted to control lifestyle.

Toffler (1980) believed that job sharing, flexible job hours and part time work would increase and become more common as our society spends less time working and more time in leisure activities. These implications have led to the question of how adequately schools are performing in meeting the educational and occupational preparation needs of our students.

Toffler's research also indicated that twice since the 1920's massive public criticism was directed toward the American high school. The first was in the 1930's, during an extended period of economic stress and widespread unemployment.

More recently it was due in part to military involvements, international tensions, social unrest and dramatic breakthroughs in science and technology.

The present wave of criticism (Toffler, 1980) can best be attributed to what the public sees as loss of control over public schools, genuine concern over the accountability of tax dollars, apprehension over the economy and the slow adjustments schools have made in meeting the needs of all segments of the population.

As recently as 1950, according to census statistics, less than seventy-seven percent of the population between the ages of fourteen and seventeen were enrolled in public and private secondary schools. Due in a large part to compulsory school laws, it is expected that over ninety-six percent of the population in the fourteen to seventeen age range attended school in 1980 (Census Bureau, 1981). Consequently, the differences, abilities, interests and backgrounds among high school students presently attending school have become more diverse.

With this divergence present, the work of professional educators may differ from one district to another and may differ in role expectations. This possibility for diversity creates the potential for several problems.

It could make more difficult the assessment of preparation needed, the effective evaluation of programs offered and the production of citizens ready to assume their expected roles in society. The initial step in the evaluation process may be the determination of what direction the products of our schools take after completing their secondary experience.

Statement of the Problem

The intended purpose of this study is to determine the educational and occupational activities entered by high school seniors after completion of their public school experience. More specifically, an attempt was made to identify and document the educational and career categories and patterns of five consecutive high school senior classes of Oldham County High School, Buckner, Kentucky.

The results of this study could prove to be of value in four areas. They are as follows:

1. Assisting individuals concerned with the adequacy of the school in meeting the educational preparation and the occupational training needs of it's students.
2. Providing helpful feedback to school administrators, faculty and students.

Results could provide data for comparison of school programs with other school programs. The data could also provide information about educational and occupational expectancies of seniors.

3. Providing a wealth of information which could serve a vital role in future long range instructional planning, at both the local and state level.

4. Providing the basis for future study of educational and occupational preparatory program adequacy and/or curricular revision.

Objectives of the Study

The major objective of this study was to determine the initial educational and occupational activities of high school seniors after they completed their high school experience. An attempt was made to answer these questions:

1. What was the initial educational or occupational experience of Oldham County High School seniors after the end of their high school experience?

2. What educational and occupational categories attracted students after their high school experience?

3. Which students, characterized by sex, pursued what kinds of educational and occupational opportunities?

4. What curricular programs were pursued by high school seniors during their secondary experience?

It is recognized that there are probably other aspects of interest in the area of postsecondary school work and educational plans and activities. However, in order to make this study more manageable, the above listed areas were all that were investigated.

The Sample

The subjects in the sample were individuals who were members of the senior class at Oldham County High School at the beginning of the second semester of the academic years 1979 through 1983, inclusive. Individuals represented in the sample totaled 2,025 students. Omitted from the sample were students who transferred prior to the beginning of the second semester, those who dropped out of school prior to the beginning of the second semester and those who entered after the start of the second semester.

The Instrument

The questionnaire was designed to encourage student responses and was, therefore, limited in scope. A more detailed description of the questionnaire is found in Chapter III. The questionnaire was distributed by regular mail and included a stamped, self addressed return postcard. The postcard represented an attempt to facilitate the return of a completed questionnaire.

Definition of Terms

The following definitions of terms were used for the purpose of this study:

1. Educational: provide with and develop knowledge, training or skill through formal training.
2. Initial: occurring first.
3. Occupational: an activity that serves as one's regular source of livelihood.
4. Senior: a student enrolled in the second semester of the last year of high school.
5. Unemployed: out of work; without a job.

Limitations of the Study

The following limitations of this study should be considered while examining the data:

1. The data collected were limited and specific to Oldham County, Kentucky. The information may or may not apply to other areas.
2. No generalization of the findings of this study to other schools was attempted. The responses are only for comparison of the group and the classes.
3. While the writer believed the high respondent total represents accurately the population studied, total categorical accuracy cannot be assumed and could not be possible due to non-respondents and/or students who could not be located.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this study was to determine the educational and occupational activities entered by high school seniors. The purpose of this chapter in the study was to present a summary of previously conducted studies of selected interest which seemed significant to this study. There appeared to be numerous follow-up studies concerning educational plans and activities and research on student attitudes. No specific research was found that dealt with Oldham County High School, the Ohio Valley region or the Commonwealth of Kentucky.

Used to assist in obtaining relevant studies were Research in Education, Dissertation Abstracts International, and the Educational Resource Information Center. Also selected reports of The National Institute of Education and selected reports of research conducted by The U. S. Department of Health, Education and Welfare were reviewed.

Particular attention was given to follow-up studies, an overview of attitudes and opportunities in the world of work and research studies and literature which seemed related to the identification and documentation of this study.

Overview of the World of Work

Work is a major issue in our way of life. Debate in educational circles over career education and the transition from school to the world of work continued at the local, state and national levels.

Political commitments to public service jobs, training programs, and employment tax credits, as well as social debate on the meaning, purpose and rewards of work emphasized the attention placed on adequate preparation, both at the time of this study and in future years.

The Employment Picture

The Bureau of Labor Statistics (1983) listed the top ten occupational categories as follows:

1. Secretarial
2. Retail Trade Salesworkers
3. Farm Workers
4. Building Custodians
5. Bookkeepers
6. Local Truck Drivers
7. Foremen
8. Cashiers
9. Waiters
10. Elementary Teachers (including kindergarten)

It is noted that with so much emphasis placed upon postsecondary training and education, only the tenth highest occupational category in the United States required a college education.

Average annual openings to the year 1990 were expected to be greatest among secretaries, retail salesworkers, building custodians, cashiers and farm workers (Bureau of Labor Statistics, 1983). Wilson (1980) suggested that work would become less material oriented and more service oriented.

By 1990, Toffler (1980) predicted, less than ten percent of the total population would produce all the things society needed - food, housing, clothing and manufacturing. The rest of the work force would be engaged in service oriented fields including transportation, education, health and welfare activities, communications, government service and entertainment.

Toffler (1980) believed that the society high school graduates would enter to the year 2000 would offer much more challenging competition and a more opportunistic environment for those prepared to accept it than at any other time in our history.

Review of Research Related to the identification and documentation of educational and occupational activities.

Bernstein (1977) reported that factors most directly affecting postsecondary plans included the high school program, the academic activities of the student, work experience during high school, life, career and work values, career goals and actual postsecondary planning.

She found that for many seniors, holding down a job while still in high school was an economic reality and that most of those were working in jobs unrelated to their future work or career plans. Students with clerical, farm or craft related occupational plans, however, were most likely to be found in related areas while still in high school.

Bernstein's study also indicated that certain characteristics exhibited by high school seniors, which could be systematically examined by means of a short interest survey, could predict those who would work or attend college full time during the year following completion of high.

McConner (1982) concluded that college costs and the student's academic preparation were the two most important factors in student attitude toward choosing to pursue a college education. The Alaska High School Senior Survey (1979 - 1980) revealed that students categorized in the upper two-thirds of their graduating class were more easily able to afford the costs of college than students ranked in the bottom third of their graduating class. Brown (1982) found a sizable pool of low aptitude students planning to go to college. Concerning high school curriculum, Easton (1980) determined that college preparatory students had the highest educational and occupational aspirations and expectations.

Russell (1980) concluded that parents had the most influence on a student's postsecondary plans. Noeth (1979) found that a large number of students enrolled in college preparatory programs had taken part in extracurricular activities.

Noeth also found that 67% of college bound students had held part-time jobs prior to enrollment in college. Concerning relocation patterns, Sewell (1975) found that 75% of a graduating class resided in the same state (Wisconsin) eighteen years after graduation. Burkheimer and Novak (1981) found that seven years after graduation, of those employed, 78% were employed in the private sector, 17% were in the public sector, and 5% were self employed. In addition, they found 57% of the males and 70% of the females were married.

Eckland and Wisenbaker (1979) found that there was a significant decline (54% to 25%) in postsecondary enrollments four years after graduation; of those students included in their study who attended college after high school, 39% had graduated, 25% were still enrolled and 36% had dropped out.

Borus (1981) related that those characteristics of jobs that made them most attractive provided security, genuine skill acquisition and a healthful work environment.

No research was located that specifically described the educational and/or occupational categories entered by graduates in Oldham County, the Ohio Valley region or the Commonwealth of Kentucky.

Summary

Follow-up studies have been an important part of the evaluation process of schools in America. Studies were available which dealt with factors influencing graduates, attitudes of the public towards high school graduates, attitudes of graduates and statistical studies ranging from students not completing high school to specific categorical information for those who finished. No studies reported on educational or occupational categories entered by high school seniors in Oldham County, the Ohio Valley region or the Commonwealth of Kentucky.

CHAPTER III

METHODS AND PROCEDURES

This study represents an attempt to determine the educational and occupational categories entered initially after the high school experience by members of the senior classes of Oldham County High School for the years 1979 to 1983, inclusive. This study should serve as a means of determining what initially happened to students after completion of their high school experience.

The procedure used in developing the questionnaire involved examining current literature, constructing a survey instrument (Appendix K, page 46), and evaluation of the instrument.

Studies were examined that had been conducted on the national level. The National Longitudinal Study of 1972 (National Institute of Health, 1972) included three components for studying high school graduates: Field interview testing, a base year survey and a follow-up survey. The main focus of the study was the individual high school senior, his/her high school program, school, work and life values, educational goals and decision making criteria related to postsecondary experiences.

Other studies determined to be of benefit, in addition to those listed Chapter 2, were as follows: McKenna's (1983) comparison of face to face, mail and telephone surveys; Brown's (1982) categorization of educational areas; Whipple and Muffo's (1982) summary of the importance of proper analysis of data related to mail questionnaires;

In addition, Zornitsky's (1981) study of types of data collection, including frequency, timing and the number of attempted contacts; Peng and Holt's (1977) study concerning the use of percentages based on valid responses only; and Bathory and Turner's (1978) results in use of a combination of several methods which included the initial questionnaire, followed by a postcard mailing and ending with a phone call to non-respondents.

George Gallup's (1978) work in Polling Community Attitudes on Education was reviewed. Time constraints and the size of the population studied indicated a questionnaire designed to elicit feedback from former students in regard to their initial postsecondary experience.

Sampling

The population for this study included 2,025 students listed as members of the senior classes of Oldham County High School for 1979, 1980, 1981, 1982 and 1983.

Procedure

To survey the graduates, a postage paid postcard was sent to each former student in the respective class involved in the study requesting that the former student return the completed questionnaire upon receipt.

Mailing was selected to coincide with the Thanksgiving holiday period after the class graduated. Responses were compiled and analyzed to determine non-respondents. During the Christmas holiday season, telephone contact was attempted a minimum of three times to non-respondents with interviewees given the identical categorical questions represented by the mailed postcard.

Two major categories of the survey questionnaire concerned educational and occupational experiences. Students were asked to indicate enrollment or employment with additional room for any comments the respondent wished to make. Mailings and telephone contacts took place during essentially the same time periods for each year of the study.

Data Analysis

The data for this study were treated in a noninferential manner. A statistical analysis was not used.

The responses were organized and compiled by class, sex, occupational and educational areas indicated, and academic programs pursued at Oldham County High School.

Summary

This chapter presents the methods and procedures used for the study. Included is a discussion of the sample used, the procedure followed, and analysis of data.

CHAPTER IV

FINDINGS OF DATA

There were four purposes for the survey. The first purpose was to determine what happens to high school seniors after completion of their secondary schooling. The second purpose was to provide meaningful information to the local board of education concerning the educational and occupational categories that attract students after their high school experience. The third was to determine the differences, characterized by sex in the responses above, and the last was to determine the curricular programs pursued by the students as a source of information for future studies and comparative analysis with educational and occupational data.

Two thousand twenty-five former students were included in this study, with a questionnaire mailed to each student. One thousand six-hundred and eighty-three responses were obtained, representing a response rate of slightly over eighty-three percent (Table I, page 23). The students who responded were the ones to whom reference was made when student responses were referred to in the remainder of the study.

Data of the study were organized into two parts. The first part, represented in Table II, page 25, shows the educational and occupational categories, while the second part, represented in Table III, page 27, represents specific educational institutions attended. In addition, curricular program enrollments represented by seniors during their high school experience are represented in Table IV, page 29.

FINDINGS

Responses of initial postsecondary experiences were grouped into three areas. Those areas were educational, occupational and unemployed. Responses in the educational areas were subdivided into three groups. Those subdivisions were four year colleges, junior or community colleges and postsecondary business or vocational schools. Responses were further classified into specific institutions of higher learning in the educational areas and specific job categories in the occupational areas.

TABLE I

From Table I, page 23, it is noted that the five year average percentage of respondents was 83.11%, with the average percent for males (83.37) slightly higher than that of females (82.87). Because there was only one half of one percentage point difference in these comparative figures, the writer believed they were representative of their groups.

Table I, page 23, also indicated a variation of no more than ten points between any of the years included in the study and the five year average, with less than four percentage points difference in the percentage response by sex, with the exception of 1979, when it was less than ten points. Conclusions reached by the writer, Table I, page 23, were that the responses were representative of the class due to the rate of return (83.11%) and that they did not vary significantly due to the sex of the respondent.

TABLE I

SUMMARY OF RESPONDENTS TO THE STUDY OF INITIAL EDUCATIONAL AND OCCUPATIONAL
ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL SENIORS FOR THE YEARS 1979 - 1983

CATEGORY	1979	1980	1981	1982	1983	TOTAL 5 YR AVG	
TOTAL MALES	195	190	190	182	229	986	197.2
MALE RESPONDENTS	177	158	145	169	173	822	164.4
% MALE RESPONDENTS	90.77	83.16	76.32	92.86	75.55	83.37	83.37
TOTAL FEMALES	191	216	199	231	202	1039	207.8
FEMALE RESPONDENTS	156	187	146	213	159	861	172.2
% FEMALE RESPONDENTS	81.68	86.57	73.37	92.21	78.71	82.87	82.87
TOTAL GRADUATES	386	406	389	413	431	2025	405
TOTAL RESPONDENTS	333	345	291	382	332	1683	336.6
% GRADS RESPONDING	86.27	84.98	74.81	92.49	77.03	83.11	83.11

TABLE II

From Table II, page 25, it can be noted that over a five year period, more students (57.81%) entered educational than occupational (36.19%) or unemployed (6.00%) categories. Table II also indicated that most students (47.12%) entered four year colleges in the educational category and retail sales (8.85%) in the occupational categories. Other areas of initial occupational choice did not include those areas requiring college experience, but the top three areas did include the two highest occupational categories (Secretaries and Retail sales) listed by the Bureau of Labor Statistics. Other areas listed by the Bureau of Labor Statistics were well represented in the Occupational areas section of Table II.

Table II, page 25, also indicated the highest categorical responses for non-participants in the survey as being seniors who did not graduate, students who could not be located and those students who refused to participate.

TABLE II

SUMMARY OF INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL SENIORS FOR THE YEARS 1979 - 1983

EDUCATIONAL - SUMMARY	1979	1980	1981	1982	1983	TOTAL	% SURVEY
ATTEND 4 YEAR COLLEGE	124	172	149	191	157	793	47.12
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	19	20	15	29	30	113	6.71
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	15	18	10	18	6	67	3.98
SUB-TOTAL - EDUCATIONAL CATEGORIES	158	210	174	238	193	973	57.81
OCCUPATIONAL AREAS							
RETAIL STORE	41	18	18	21	51	149	8.85
LABORER/CONSTRUCTION	25	14	6	16	9	70	4.16
SECRETARIAL/CLERICAL	14	18	11	4	5	52	3.09
RESTAURANT	15	13	9	19	19	75	4.46
CHILD CARE/HOUSEPARENT	9	4	6	5	5	29	1.72
LANDSCAPE/FLORIST	7	1	1	2	3	14	0.83
U.S. ARMED FORCES	10	14	10	15	9	58	3.45
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	9	3	3	5	1	21	1.25
MARRIED HOMEMAKER	7	23	13	7	6	56	3.33
AUTO MECHANICS/GAS STATION	5	2	4	2	5	18	1.07
ASSEMBLY LINE	6	4	2	2	3	17	1.01
FARM WORKER/IMPLEMENT	5	4	4	7	8	28	1.66
CUSTODIAL/JANITORIAL	3	1	3	1	1	9	0.53
SHELTERED/WORKSHOP	0	3	0	5	0	8	0.48
LAW ENFORCEMENT	2	0	0	0	0	2	0.12
MODELING/FASHION	3	0	0	0	0	3	0.18
SUB-TOTAL - OCCUPATIONAL CATEGORIES	161	122	90	111	125	609	36.19
UNEMPLOYED CATEGORIES	14	13	27	33	14	101	6.00
DID NOT RESPOND/UNABLE TO LOCATE MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	53	61	98	31	99	342	
% CLASS RESPONDING	86.27	84.98	74.81	92.49	77.03	83.11	
TOTAL IN SURVEY	386	406	389	413	431	2025	
TOTAL RESPONDENTS	333	345	291	382	332	1683	100.00

TABLE III

Table III, page 27, shows a listing of educational institutions attended by seniors after completing their high school experience. While the University of Louisville and the University of Kentucky combined attract almost one fourth of the graduates of Oldham County High School, a more significant conclusion is believed to be the very high percentage (over 85%) of students attending state supported colleges and universities.

TABLE III

SUMMARY OF INITIAL EDUCATIONAL ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL SENIORS FOR THE YEARS 1979 - 1983

FOUR YEAR COLLEGES	1979	1980	1981	1982	1983	TOTAL	% SUBT	% SURVEY
UNIVERSITY OF LOUISVILLE	36	36	39	54	47	212	26.73	12.60
UNIVERSITY OF KENTUCKY	44	41	36	40	43	204	25.73	12.12
EASTERN KENTUCKY UNIVERSITY	11	43	38	25	22	139	17.53	8.26
WESTERN KENTUCKY UNIVERSITY	10	18	17	19	16	80	10.09	4.75
MOREHEAD STATE UNIVERSITY	3	9	2	6	3	23	2.90	1.37
MURRAY STATE UNIVERSITY	4	3	3	4	0	14	1.77	0.83
GEORGETOWN COLLEGE	4	1	1	4	3	13	1.64	0.77
BELLARMINE COLLEGE	2	1	2	5	0	10	1.26	0.59
HANOVER COLLEGE	0	2	0	4	0	6	0.76	0.36
CENTRE COLLEGE	0	1	0	4	0	5	0.63	0.30
BEREA COLLEGE	1	1	0	1	1	4	0.50	0.24
ROSE HULMAN INSTITUTE	0	1	1	2	0	4	0.50	0.24
MIAMI OF OHIO	1	1	0	0	2	4	0.50	0.24
CUMBERLAND COLLEGE	1	2	0	0	0	3	0.38	0.18
INDIANA UNIVERSITY	1	0	0	2	0	3	0.38	0.18
CAMPBELLVILLE COLLEGE	1	1	0	0	0	2	0.25	0.12
KENTUCKY WESLEYAN COLLEGE	0	1	0	5	2	8	1.01	0.48
OTHER 4 YR COLLEGES	5	10	10	16	18	59	7.44	3.51
SUBTOTAL	124	172	149	191	157	793	100.00	47.11
COMMUNITY AND JUNIOR COLLEGES								
JEFFERSON COMMUNITY COLLEGE	5	9	4	18	14	50	44.25	2.97
SULLIVAN BUSINESS	5	8	3	4	5	25	22.12	1.49
WATPERSON COLLEGE	3	1	5	2	5	16	14.16	0.95
SPENCERIAN COLLEGE	6	2	0	0	2	10	8.85	0.59
OTHERS	0	0	3	5	4	12	10.62	0.71
SUBTOTAL	19	20	15	29	30	113	100.00	6.71
TECHNICAL, VOCATIONAL AND BUSINESS								
BEAUTICIAN SCHOOL	4	8	0	5	0	17	25.37	1.01
JEFFERSON STATE VOCATIONAL	2	6	3	4	1	16	23.88	0.95
LOUISVILLE TECHNICAL INST.	4	1	1	3	1	10	14.93	0.59
UNITED ELECTRONICS INSTITUT	1	1	0	0	0	2	2.99	0.12
OTHERS	4	2	6	6	4	22	32.84	1.31
SUBTOTAL	15	18	10	18	6	67	100.00	3.98
TOTAL	158	210	174	238	193	973	100.00	57.81

TABLE IV

Table IV, page 29, indicated the academic program of seniors during their high school experience. It was noted that more students in this sample followed the general program of study rather than the academic program of study. Less than twenty-five percent of the seniors declared other programs which included Vocational Business, Home Economics, Agriculture and Trades and Industries. It is noteworthy that a ten point statistical difference in respondents occurred for only three of the five years studied.

Additionally, Table IV indicated that each class included in the survey consisted of between 19.06 to 21.28 percent of the total population included in this study. Because the ideal representation of each class was 20%, the writer believed the data obtained was representative of the population studied.

SUMMARY

This chapter included the results of the study. Each question was considered separately and compiled categorically depending on the area considered.

TABLE IV

SUMMARY OF HIGH SCHOOL ACADEMIC PROGRAMS INDICATED BY OLDHAM COUNTY HIGH SCHOOL SENIORS

AREA	79	80	81	82	83	TOTAL	% PROGRAM	5 YR AVG
ACADEMIC	63	125	157	175	153	673	33.23	134.6
GEN. ACADEMIC	202	165	152	158	218	895	44.20	179
VOC. BUSINESS	34	39	18	20	8	119	5.88	23.8
VOC. HOME ECON	27	21	17	6	4	75	3.70	15
AGRICULTURE	23	23	20	18	10	94	4.64	18.8
TRADES & INDUSTRY	27	28	16	22	25	118	5.83	23.6
SPECIAL EDUCATION	10	5	9	14	13	51	2.52	10.2
TOTAL IN CLASS	386	406	389	413	431	2025		405
% CLASS/STUDY	19.06	20.05	19.21	20.40	21.28	100.00	100.00	20.00
TOTAL RESPONDENTS	333	345	291	382	332	1683		336.6
% CLASS RESPONDING	86.27	84.98	74.81	92.49	77.03	83.11		83.11

CHAPTER V

SUMMARY AND CONCLUSIONS

This chapter includes a summary of the findings of the study and conclusions drawn as a result of the study. The implications of the study of the adequacy of the school in meeting the educational preparation and the occupational training needs of students is presented. A comparison of this study's results with state figures and the role of this study in evaluation and planning are also presented.

Summary of the Findings

Members of the Oldham County High School Senior Classes of 1979, 1980, 1981, 1982 and 1983 were asked to complete a questionnaire indicating their initial experience after termination of their high school experience.

The item related to educational status indicated that the majority of students who enter educational areas enter four year in-state colleges, with the most prevalent choices in every year surveyed being the University of Kentucky and the University of Louisville. A very large majority of students entered state supported in-state schools. Special vocational and technical schools did not appear to be

attractive to graduates, and the total reflected in this category was less than for community and junior colleges.

The item related to occupational categories indicated that the retail trades (sales) had the highest number of students employed after high school in each of the years. The categories with the highest numbers were, for the most part, representative of the national trends in employment.

The figures were not representative of the vocational training related to trades and industries received by the students during their high school experience. Responses were consistent with enrollments in agricultural fields and especially vocational business. The business education program appears to have placed a higher percentage of students in their anticipated career choice than all other preparatory areas, including the college preparatory program.

The highest categories of employment for females were retail workers, married homemakers, secretarial and clerical workers; for males the highest the highest employment categories were laborers, retail workers and armed forces classifications.

Student information also included academic programs pursued during high school. This item was especially useful in determining the diversity of the classes and establishing a basis of comparison between programs indicated for high school study and actual experiences entered after leaving

school, although no in-depth study was conducted in this area.

Responses associated with sex were used to determine significant differences in experiences pursued and in determining a representative response from the population studied. While there was no difference in four year college enrollment percentages over the five year period, there was a slight difference, with a higher number of females, in the number of graduates attending junior and community colleges.

There was an indication of job stereotyping related to sex in the following areas: laborers and construction trades, armed forces, skilled labor, farm workers, and custodians for males and married homemakers, models, and secretaries for females.

The instance of unemployed graduates was less than the national average and substantially less than the unemployment rate for young people nationally, although this may be influenced by nonrespondent categories. There was a slightly higher percentage of unemployment for females than for males.

Conclusions

The data returned on this survey warrant the following conclusions concerning the educational and occupational activities associated with the group studied.

College and university preparation will continue to be a high priority in this school. This contention is reinforced by the higher percentage of students pursuing a college preparatory program in two of the last three years of the study. Students will continue to enroll in higher numbers in in-state, state supported schools of higher learning. Students leaving school will find employment in retail sales outlets most often, as this area of employment has attracted the greatest number of students in each of the five years studied.

Students trained in the areas of vocational business will continue to find initial opportunities after leaving school. Agricultural students will find additional schooling or work opportunities available. Vocational trades and industries will continue to experience problems in student transition to the world of work, due for the most part to curricular offerings not meeting community need. Auto mechanics is the only area offering vocationally trained students consistent employment opportunities.

Implications

The implications of the findings pertain in general to Oldham County High School and the Oldham County community.

Thus, no generalizations will be made concerning other areas or institutions, although the format and design of the study could prove useful.

The conclusions based on the findings of the survey suggest that occupational and career preparatory programs are not consistent with actual employment pursued by students, especially related to vocational trades and industries. The survey indicates that while a number of initial job areas are traditionally short term job experiences, vocational school graduates do not find employment opportunities as readily available as do students graduating with training in the areas of agriculture or business education. With regard to postsecondary training, it is important that there be a good working relationship with in-state, state supported schools, especially the University of Louisville and the University of Kentucky, as the survey indicated a high percentage of students attend these two schools.

Recommendations

Generalizations regarding the results of this study should not be made beyond the scope of this study. A similar study could be conducted to determine what happened to graduates some years after graduation from high school to determine occupational and career patterns.

Further, a study could be conducted in greater depth comparing courses pursued in high school and actual college experiences.

Oldham County High School's guidance department personnel and the Oldham County Board of Education review the results of this study on an annual basis to plan curricular offerings and recommendations. The results of this study were also referenced by both the Southern Association of Colleges and Schools and the Kentucky State Department of Education visitation team in accreditation reports. This study was reviewed by the Oldham County Board of Education each year as it progressed and is currently being used in the development of the school district's long range instructional plan.

It is recommended that reviews be continued with the aim of making available to those who need it relevant information concerning the progress of graduates. The Oldham County Board of Education has directed that the study be continued on a yearly basis in order to better plan and evaluate school programs.

W. W. W. S.
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APPENDICES

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APPENDIX A

SUMMARY OF INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL MALE SENIORS FOR 1979 - 1983

EDUCATIONAL CATEGORIES	1979	1980	1981	1982	1983	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	68	87	76	85	80	396	48.18	40.16
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	2	3	5	7	8	25	3.04	2.54
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	9	8	9	11	5	42	5.11	4.26
SUB-TOTAL - EDUCATIONAL CATEGORIES	79	98	90	103	93	463	56.33	46.96
OCCUPATIONAL CATEGORIES								
RETAIL STORE	18	6	8	6	32	70	8.52	7.10
LABORER/CONSTRUCTION	25	14	6	14	8	67	8.15	6.80
SECRETARIAL/CLERICAL	0	0	0	0	0	0	0.00	0.00
RESTAURANT	6	6	5	5	13	35	4.26	3.55
CHILD CARE/HOUSEPARENT	0	0	0	1	1	2	0.24	0.20
LANDSCAPE/FIORIST	6	1	1	2	3	13	1.58	1.32
U.S. ARMED FORCES	9	14	9	14	7	53	6.45	5.38
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	9	3	3	3	1	19	2.31	1.93
MARRIED HOMEMAKER	0	0	0	0	1	1	0.12	0.10
AUTO MECHANICS/GAS STATION	5	2	4	1	0	12	1.46	1.22
ASSEMBLY LINE	6	4	1	2	2	15	1.82	1.52
FARM WORKER/IMPLEMENT	4	4	4	5	6	23	2.80	2.33
CUSTODIAL/JANITORIAL	3	1	3	1	1	9	1.09	0.91
SHELTERED/WORKSHOP	0	2	0	2	0	4	0.49	0.41
LAW ENFORCEMENT	1	0	0	0	0	1	0.12	0.10
MODELING/FASHION	0	0	0	0	0	0	0.00	0.00
SUB-TOTAL - OCCUPATIONAL CATEGORIES	92	57	44	56	75	324	39.42	32.86
UNEMPLOYED CATEGORIES								
DID NOT RESPOND/UNABLE TO LOCATE MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	18	32	45	13	56	164		16.63
% CLASS RESPONDING	90.77	83.16	76.32	92.86	75.55	83.37	100.00	
TOTAL IN SURVEY	195	190	190	182	229	986		
TOTAL RESPONDENTS	177	158	145	169	173	822		83.37

APPENDIX B

SUMMARY OF INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF OLDDHAM COUNTY HIGH SCHOOL FEMALE SENIORS FOR 1979 - 1983

EDUCATIONAL CATEGORIES	1979	1980	1981	1982	1983	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	56	85	73	106	77	397	46.11	38.21
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	17	17	10	22	22	88	10.22	8.47
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	6	10	1	7	1	25	2.90	2.41
SUB-TOTAL - EDUCATIONAL CATEGORIES	79	112	84	135	100	510	59.23	49.09
OCCUPATIONAL AREAS								
RETAIL STORE	23	12	10	15	19	79	9.18	7.60
LABORER/CONSTRUCTION	0	0	0	2	1	3	0.35	0.29
SECRETARIAL/CLERICAL	14	18	11	4	5	52	6.04	5.00
RESTAURANT	9	7	4	14	6	40	4.65	3.85
CHILD CARE/HOUSEPARENT	9	4	6	4	4	27	3.14	2.60
LANDSCAPE/FORIST	1	0	0	0	0	1	0.12	0.10
U.S. ARMED FORCES	1	0	1	1	2	5	0.58	0.48
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	0	0	0	2	0	2	0.23	0.19
MARRIED HOMEMAKER	7	23	13	7	5	55	6.39	5.29
AUTO MECHANICS/GAS STATION	0	0	0	1	5	6	0.70	0.58
ASSEMBLY LINE	0	0	1	0	1	2	0.23	0.19
FARM WORKER/IMPLEMENT	1	0	0	2	2	5	0.58	0.48
CUSTODIAL/JANITORIAL	0	0	0	0	0	0	0.00	0.00
SHELTERED/WORKSHOP	0	1	0	3	0	4	0.46	0.38
LAW ENFORCEMENT	1	0	0	0	0	1	0.12	0.10
MODELING/FASHION	3	0	0	0	0	3	0.35	0.29
SUB-TOTAL - OCCUPATIONAL CATEGORIES	69	65	46	55	50	285	33.10	27.43
UNEMPLOYED CATEGORIES	8	10	16	23	9	66	7.67	6.35
DID NOT RESPOND/UNABLE TO LOCATE MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	35	29	53	18	43	178		17.13
% CLASS RESPONDING	81.68	86.57	73.37	92.21	78.71	82.87	100.00	
TOTAL IN SURVEY	191	216	199	231	202	1039		
TOTAL RESPONDENTS	156	187	146	213	159	861		82.87

APPENDIX C

SUMMARY OF INITIAL EDUCATIONAL ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL MALE SENIORS FOR 1979 - 1983

FOUR YEAR COLLEGES	1979	1980	1981	1982	1983	TOTAL	% SUBT	% SURVEY
UNIVERSITY OF LOUISVILLE	24	22	24	26	22	118	25.49	7.01
UNIVERSITY OF KENTUCKY	25	16	17	20	28	106	22.89	6.30
EASTERN KENTUCKY UNIVERSITY	2	24	14	11	10	61	13.17	3.62
WESTERN KENTUCKY UNIVERSITY	8	9	10	4	4	35	7.56	2.08
MOREHEAD STATE UNIVERSITY	0	3	1	4	2	10	2.16	0.59
MURRAY STATE UNIVERSITY	1	2	2	1	0	6	1.30	0.36
GEORGETOWN COLLEGE	2	0	0	0	1	3	0.65	0.18
BELLARMINA COLLEGE	1	1	1	2	0	5	1.08	0.30
HANOVER COLLEGE	0	1	1	3	0	5	1.08	0.30
CENTRE COLLEGE	0	1	0	2	0	3	0.65	0.18
BEREA COLLEGE	0	0	0	0	0	0	0.00	0.00
ROSE HULMAN INSTITUTE	0	1	1	2	0	4	0.86	0.24
MIAMI OF OHIO	1	0	0	0	1	2	0.43	0.12
CUMBERLAND COLLEGE	0	2	0	0	0	2	0.43	0.12
INDIANA UNIVERSITY	1	0	0	1	0	2	0.43	0.12
CAMPBELLVILLE COLLEGE	0	0	0	0	0	0	0.00	0.00
KENTUCKY WESLEYAN COLLEGE	0	0	0	2	1	3	0.65	0.18
OTHER 4 YR COLLEGES	3	5	5	7	11	31	6.70	1.84
SUBTOTAL	68	87	76	85	80	396	85.53	47.11
COMMUNITY AND JUNIOR COLLEGES								
JEFFERSON COMMUNITY COLLEGE	1	3	0	4	4	12	2.59	0.71
SULLIVAN BUSINESS	0	0	1	0	2	3	0.65	0.18
WATKERSON COLLEGE	0	0	3	0	1	4	0.86	0.24
SPENCERIAN COLLEGE	0	0	0	0	0	0	0.00	0.00
OTHERS	1	0	1	3	1	6	1.30	0.36
SUBTOTAL	2	3	5	7	8	25	5.40	1.49
TECHNICAL, VOCATIONAL AND BUSINESS								
BEAUTICIAN SCHOOL	0	0	0	0	0	0	0.00	0.00
JEFFERSON STATE VOCATIONAL	1	4	3	2	1	11	2.38	0.65
LOUISVILLE TECHNICAL INST.	4	1	1	3	1	10	2.16	0.59
UNITED ELECTRONICS INSTITUT	1	1	0	0	0	2	0.43	0.12
OTHERS	3	2	5	6	3	19	4.10	1.13
SUBTOTAL	9	8	9	11	5	42	9.07	2.50
TOTAL	79	98	90	103	93	463	100.00	57.81

APPENDIX D

SUMMARY OF INITIAL EDUCATIONAL ACTIVITIES OF OLDHAM COUNTY HIGH SCHOOL FEMALE SENIORS FOR 1979 - 1983

FOUR YEAR COLLEGES	1979	1980	1981	1982	1983	TOTAL	% SUBT	% SURVEY
UNIVERSITY OF LOUISVILLE	12	14	14	28	25	93	18.24	5.53
UNIVERSITY OF KENTUCKY	19	25	19	20	15	98	19.22	5.82
EASTERN KENTUCKY UNIVERSITY	9	19	24	14	12	78	15.29	4.63
WESTERN KENTUCKY UNIVERSITY	2	9	7	15	12	45	8.82	2.67
MOREHEAD STATE UNIVERSITY	0	6	1	2	1	10	1.96	0.59
MURRAY STATE UNIVERSITY	3	1	1	3	0	8	1.57	0.48
GEORGETOWN COLLEGE	2	1	1	4	2	10	1.96	0.59
BELLARMINE COLLEGE	1	0	1	3	0	5	0.98	0.30
HANOVER COLLEGE	0	1	1	1	0	3	0.59	0.18
CENTRE COLLEGE	0	0	0	2	0	2	0.39	0.12
BEREA COLLEGE	1	1	0	1	1	4	0.78	0.24
ROSE HULMAN INSTITUTE	0	0	0	0	0	0	0.00	0.00
MIAMI OF OHIO	0	1	0	0	1	2	0.39	0.12
CUMBERLAND COLLEGE	1	0	0	0	0	1	0.20	0.06
INDIANA UNIVERSITY	0	0	0	1	0	1	0.20	0.06
CAMPBELLSVILLE COLLEGE	1	0	0	0	0	1	0.20	0.06
KENTUCKY WESLEYAN COLLEGE	0	0	0	3	1	4	0.78	0.24
OTHER 4 YR COLLEGES	5	7	4	9	7	32	6.27	1.90
SUBTOTAL	56	85	73	106	77	397	77.84	47.11
COMMUNITY AND JUNIOR COLLEGES								
JEFFERSON COMMUNITY COLLEGE	4	6	4	14	10	38	7.45	2.26
SULLIVAN BUSINESS	5	8	2	4	3	22	4.31	1.31
WATPERSON COLLEGE	0	1	2	2	4	9	1.76	0.53
SPENCERTIAN COLLEGE	6	2	0	0	2	10	1.96	0.59
OTHERS	2	0	2	2	3	9	1.76	0.53
SUBTOTAL	17	17	10	22	22	88	17.25	5.23
TECHNICAL, VOCATIONAL AND BUSINESS								
BEAUTICIAN SCHOOL	4	8	0	5	0	17	3.33	1.01
JEFFERSON STATE VOCATIONAL	1	2	0	2	0	5	0.98	0.30
LOUISVILLE TECHNICAL INST.	0	0	0	0	0	0	0.00	0.00
UNITED ELECTRONICS INSTITUT	0	0	0	0	0	0	0.00	0.00
OTHERS	1	0	1	0	1	3	0.59	0.18
SUBTOTAL	6	10	1	7	1	25	4.90	1.49
TOTAL	79	112	84	135	100	510	100.00	57.81

APPENDIX E

SUMMARY OF THE INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF THE OLDHAM COUNTY HIGH SCHOOL CLASS OF 1979

EDUCATIONAL CATEGORIES	MALE	FEMALE	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	68	56	124	37.24	32.12
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	2	17	19	5.71	4.92
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	9	6	15	4.50	3.89
SUB-TOTAL - EDUCATIONAL CATEGORIES	79	79	158	47.45	40.93
OCCUPATIONAL CATEGORIES					
RETAIL STORE	18	23	41	12.31	10.62
LABORER/CONSTRUCTION	25	0	25	7.51	6.48
SECRETARIAL/CLERICAL	0	14	14	4.20	3.63
RESTAURANT	6	9	15	4.50	3.89
CHILD CARE/HOUSEPARANT	0	9	9	2.70	2.33
LANDSCAPE/FORIST	6	1	7	2.10	1.81
U.S. ARMED FORCES	9	1	10	3.00	2.59
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	9	0	9	2.70	2.33
MARRIED HOMEMAKER	0	7	7	2.10	1.81
AUTO MECHANICS/GAS STATION	5	0	5	1.50	1.30
ASSEMBLY LINE	6	0	6	1.80	1.55
FARM WORKER/IMPLEMENT	4	1	5	1.50	1.30
CUSTODIAL/JANITORIAL	3	0	3	0.90	0.78
SHELTERED/WORKSHOP	0	3	3	0.90	0.78
LAW ENFORCEMENT	1	1	2	0.60	0.52
SUB-TOTAL - OCCUPATIONAL CATEGORIES	92	69	161	48.35	41.71
UNEMPLOYED CATEGORIES	6	8	14	4.20	3.63
DID NOT RESPOND/UNABLE TO LOCATE					
MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	18	35	53		13.73
% CLASS RESPONDING	90.77	81.68	86.27	100	100.
TOTAL IN SURVEY	195	191	386		
TOTAL RESPONDENTS	177	156	333		

APPENDIX F

SUMMARY OF THE INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF THE OLDHAM COUNTY HIGH SCHOOL CLASS OF 1980

EDUCATIONAL CATEGORIES	MALE	FEMALE	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	87	85	172	49.86	42.36
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	3	17	20	5.80	4.93
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	8	10	18	5.22	4.43
SUB-TOTAL - EDUCATIONAL CATEGORIES	98	112	210	60.87	51.72
OCCUPATIONAL CATEGORIES					
RETAIL STORE	6	12	18	5.22	4.43
LABORER/CONSTRUCTION	14	0	14	4.06	3.45
SECRETARIAL/CLERICAL	0	18	18	5.22	4.43
RESTAURANT	6	7	13	3.77	3.20
CHILD CARE/HOUSEPARANT	0	4	4	1.16	0.99
LANDSCAPE/FLORIST	1	0	1	0.29	0.25
U. S. ARMED FORCES	14	0	14	4.06	3.45
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	3	0	3	0.87	0.74
MARRIED HOMEMAKER	0	23	23	6.67	5.67
AUTO MECHANICS/GAS STATION	2	0	2	0.58	0.49
ASSEMBLY LINE	4	0	4	1.16	0.99
FARM WORKER/IMPLEMENT	4	0	4	1.16	0.99
CUSTODIAL/JANITORIAL	1	0	1	0.29	0.25
SHELTERED/WORKSHOP	2	1	3	0.87	0.74
LAW ENFORCEMENT	0	0	0	0.00	0.00
SUB-TOTAL - OCCUPATIONAL CATEGORIES	57	65	122	35.36	30.05
UNEMPLOYED CATEGORIES	3	10	13	3.77	3.20
DID NOT RESPOND/UNABLE TO LOCATE MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	32	29	61		15.02
% CLASS RESPONDING	83.16	86.57	84.98	100	100.
TOTAL IN SURVEY	190	216	406		
TOTAL RESPONDENTS	158	187	345		

APPENDIX G

SUMMARY OF THE INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF THE OLDHAM COUNTY HIGH SCHOOL CLASS OF 1981

EDUCATIONAL CATEGORIES	MALE	FEMALE	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	76	73	149	51.20	38.30
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	5	10	15	5.15	3.86
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	9	1	10	3.44	2.57
SUB-TOTAL - EDUCATIONAL CATEGORIES	90	84	174	59.79	44.73
OCCUPATIONAL CATEGORIES					
RETAIL STORE	8	10	18	6.19	4.63
LABORER/CONSTRUCTION	6	0	6	2.06	1.54
SECRETARIAL/CLERICAL	0	11	11	3.78	2.83
RESTAURANT	5	4	9	3.09	2.31
CHILD CARE/HOUSEPARANT	0	6	6	2.06	1.54
LANDSCAPE/FLORIST	1	0	1	0.34	0.26
U.S. ARMED FORCES	9	1	10	3.44	2.57
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	3	0	3	1.03	0.77
MARRIED HOMEMAKER	0	13	13	4.47	3.34
AUTO MECHANICS/GAS STATION	4	0	4	1.37	1.03
ASSEMBLY LINE	1	1	2	0.69	0.51
FARM WORKER/IMPLEMENT	4	0	4	1.37	1.03
CUSTODIAL/JANITORIAL	3	0	3	1.03	0.77
SHELTERED/WORKSHOP	0	0	0	0.00	0.00
LAW ENFORCEMENT	0	0	0	0.00	0.00
SUB-TOTAL - OCCUPATIONAL CATEGORIES	44	46	90	30.93	23.14
UNEMPLOYED CATEGORIES	11	16	27	9.28	6.94
DID NOT RESPOND/UNABLE TO LOCATE					
MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	45	53	98		25.19
% CLASS RESPONDING	76.32	73.37	74.81	100	100.
TOTAL IN SURVEY	190	199	389		
TOTAL RESPONDENTS	145	146	291		

APPENDIX H

SUMMARY OF THE INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF THE OLDFHAM COUNTY HIGH SCHOOL CLASS OF 1982

EDUCATIONAL CATEGORIES	MALE	FEMALE	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	85	106	191	50.00	46.25
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	7	22	29	7.59	7.02
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	11	7	18	4.71	4.36
SUB-TOTAL - EDUCATIONAL CATEGORIES	103	135	238	62.30	57.63
OCCUPATIONAL CATEGORIES					
RETAIL STORE	6	15	21	5.50	5.08
LABORER/CONSTRUCTION	14	2	16	4.19	3.87
SECRETARIAL/CLERICAL	0	4	4	1.05	0.97
RESTAURANT	5	14	19	4.97	4.60
CHILD CARE/HOUSEPARANT	1	4	5	1.31	1.21
LANDSCAPE/FLORIST	2	0	2	0.52	0.48
U.S. ARMED FORCES	14	1	15	3.93	3.63
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	3	2	5	1.31	1.21
MARRIED HOMEMAKER	0	7	7	1.83	1.69
AUTO MECHANICS/GAS STATION	1	1	2	0.52	0.48
ASSEMBLY LINE	2	0	2	0.52	0.48
FARM WORKER/IMPLEMENT	5	2	7	1.83	1.69
CUSTODIAL/JANITORIAL	1	0	1	0.26	0.24
SHELTERED/WORKSHOP	2	3	5	1.31	1.21
LAW ENFORCEMENT	0	0	0	0.00	0.00
SUB-TOTAL - OCCUPATIONAL CATEGORIES	56	55	111	29.06	26.88
UNEMPLOYED CATEGORIES	10	23	33	8.64	7.99
DID NOT RESPOND/UNABLE TO LOCATE					
MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	13	18	31		7.51
% CLASS RESPONDING	92.86	92.21	89.83	100	100.
TOTAL IN SURVEY	182	231	413		
TOTAL RESPONDENTS	169	213	382		

APPENDIX I

SUMMARY OF THE INITIAL EDUCATIONAL AND OCCUPATIONAL ACTIVITIES OF THE OLDHAM COUNTY HIGH SCHOOL CLASS OF 1983

EDUCATIONAL CATEGORIES	MALE	FEMALE	TOTAL	%SURVEY	%CLASS
ATTEND 4 YEAR COLLEGE	80	77	157	47.29	36.43
ATTEND JUNIOR COLLEGE OR COMMUNITY COLLEGE	8	22	30	9.04	6.96
POST SECONDARY BUSINESS OR VOCATIONAL SCHOOL	5	1	6	1.81	1.39
SUB-TOTAL - EDUCATIONAL CATEGORIES	93	100	193	58.13	44.78
OCCUPATIONAL CATEGORIES					
RETAIL STORE	32	19	51	15.36	11.83
LABORER/CONSTRUCTION	8	1	9	2.71	2.09
SECRETARIAL/CLERICAL	0	5	5	1.51	1.16
RESTAURANT	13	6	19	5.72	4.41
CHILD CARE/HOUSEPARANT	1	4	5	1.51	1.16
LANDSCAPE/FORLIST	3	0	3	0.90	0.70
U.S. ARMED FORCES	7	2	9	2.71	2.09
SKILLED LABOR (ELECTRICIAN, WELDER, PLUMBER)	1	0	1	0.30	0.23
MARRIED HOMEMAKER	1	5	6	1.81	1.39
AUTO MECHANICS/GAS STATION	0	5	5	1.51	1.16
ASSEMBLY LINE	2	1	3	0.90	0.70
FARM WORKER/IMPLEMENT	6	2	8	2.41	1.86
CUSTODIAL/JANITORIAL	1	0	1	0.30	0.23
SHELTERED/WORKSHOP	0	0	0	0.00	0.00
LAW ENFORCEMENT	0	0	0	0.00	0.00
SUB-TOTAL - OCCUPATIONAL CATEGORIES	75	50	125	37.65	29.00
UNEMPLOYED CATEGORIES	5	9	14	4.22	3.25
DID NOT RESPOND/UNABLE TO LOCATE					
MOVED/NON-PARTICIPANTS/DID NOT GRADUATE	56	43	99		22.97
% CLASS RESPONDING	75.55	78.71	77.03	100.	100.
TOTAL IN SURVEY	229	202	431		
TOTAL RESPONDENTS	173	159	332		

APPENDIX J

COMPARISON OF EDUCATIONAL AND OCCUPATIONAL CATEGORIES OF GRADUATES OF OLDHAM COUNTY HIGH
AND KENTUCKY HIGH SCHOOLS FOR THE YEARS 1979 - 1983

CATEGORIES	1979	1980	1981	1982	1983	5YR/AVG +/-	KY./AVERAGE
<hr/>							
EDUCATIONAL AREAS							
OLDHAM	40.93	51.72	44.73	57.63	44.78	47.96	-1.38
STATE	46.50	49.20	49.40	51.20	50.40	49.34	
OCCUPATIONAL AREAS							
OLDHAM	39.12	26.61	20.57	23.24	26.91	21.97	-4.03
STATE	31.40	27.00	26.20	22.80	22.60	26.00	
MILITARY							
OLDHAM	2.59	3.45	2.57	3.63	2.09	2.87	-0.87
STATE	2.70	3.40	3.70	4.00	4.90	3.74	
UNEMPLOYED							
OLDHAM	3.63	3.20	6.94	7.99	3.25	5.00	-2.86
STATE	6.00	7.40	7.70	9.00	9.20	7.86	
OTHER/UNKNOWN							
OLDHAM	13.73	15.02	25.19	7.51	22.97	16.88	3.84
STATE	13.40	13.00	12.90	13.00	12.90	13.04	
<hr/>							
TOTAL PERCENTAGES							
OLDHAM	100.00	100.00	100.00	100.00	100.00	94.68	-5.30
STATE	100.00	100.00	99.90	100.00	100.00	99.98	
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APPENDIX K
SURVEY INSTRUMENT

Dear OCHS Graduate or Parent of Graduate:

The information requested on this card is very important to OCHS in actively carrying out an adequate follow-up program. Please answer all questions as to what you (he or she) will be doing as of September 1, 19 , **detach**, and mail as soon as possible. It is important that we receive one from every graduate **within the next two weeks**. Thank you for your cooperation.

Very truly yours,

Oldham County High School

Name _____ Address _____

Enrolled at _____
Name of College, Business, Nursing School, or Service

OR
Employed at _____

OR
Unemployed _____ Married? _____ YES _____ NO

Husband's first and last name (Girls only)

Parent's Signature _____
(if supplying this information)

Remarks:

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