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TEN MONTH FOLLOW-UP STUDY
of the
1967 GRADUATES
from the
PUBLIC HIGH SCHOOLS
of
MADISON, WISCONSIN

THE MADISON PUBLIC SCHOOLS

Department of Curriculum Development

Madison, Wisconsin

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TEN MONTH FOLLOW-UP STUDY
of the
1967 GRADUATES
from the
PUBLIC HIGH SCHOOLS
of
MADISON, WISCONSIN

Conducted by the senior high school
guidance staffs
Guidance and Counseling Section
Pupil Services Department
Madison Public Schools

Douglas S. Ritchie, Superintendent
Carl H. Waller, Assistant Superintendent
Conan S. Edwards, Director of Secondary Education

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BUILDING SERVICES DEPARTMENT
MADISON PUBLIC SCHOOLS

ACKNOWLEDGEMENTS

The Madison Public Schools have long recognized that one way to judge the effectiveness of their programs is to seek opinions from the products of our schools; specifically, the graduates, the drop-outs, and the handicapped. While follow-up studies of graduates, drop-outs, and handicapped have been made before, none have met the scope or impact of the three recently conducted by the Pupil Services Department.

This particular study of the class of 1967 owes much to the staff people and the graduates who participated. It is hoped the reader will appreciate the countless hours of work volunteered in the production of this report.

Initial recognition is given to the principals and guidance department chairmen of Central-University, East, LaFollette, and West Senior High Schools: William Marsh and Jack Naughton, Alphonse Barrett and Margaret Fosse, August VanderMeulen and John Christensen, and David Spencer and Betty Perego, respectively. A special tribute is paid to John Christensen for his leadership in conducting the study. Other counselors involved in compiling and analyzing data were: Joyce Ashley, Ted Callis, James Clark, Cecil Kielley, Robert Meyer, and George Ramharter.

Recognition is also given to Mary Jacobs of the Management Information Department of the Madison Public Schools for her help in programming material received for computer input. Other personnel in

that department are also deserving of recognition for their assistance.

A major contributor was Robert S. Meyer, Supervisor of Guidance and Counseling, who compiled and edited the material and drafted the report. Mary Muckenhirn, English Department Chairman of West Senior High School, and Robert Clasen of the Instructional Research Department reviewed the report before publication.

This study is a beginning. It provides invaluable information for current examination of our educational services as well as baseline data for future studies.

George H. Stockton, Director
Pupil Services Department

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CHAPTER I

INTRODUCTION

I. SETTING

This report includes highlights from a follow-up study of 1967 graduates from the public high schools of Madison, Wisconsin, conducted ten months after graduation. In June, 1967, there were four high schools with graduating classes: Madison Central-University Senior High School, Madison East Senior High School, Madison West Senior High School, and the Robert M. LaFollette Senior High School.

II. PURPOSE OF STUDY

This study was undertaken to meet the need for feedback from recent graduates concerning the effectiveness of our high school programs. Are they meeting the needs of our students, whether they be college bound, job bound, or entering military service? How do graduates perceive our efforts? How can we do a better job of preparing students for life after graduation? Where are graduates ten months after commencement, and how did they get there? How do graduates feel about where they are? How do they now feel about their high school experiences?

Specific objectives of the study were:

- . to determine the kinds and locations of post-high school training programs chosen by students.
- . to determine the number of students taking full-time employment and to determine what types of jobs they took.
- . to discover the methods used by students to obtain employment.

- . to discover graduates' attitudes toward their present situations.
- . to evaluate the kinds of vocational, educational, and social information needed by students.
- . to evaluate guidance services and identify those areas needing study.
- . to identify curricular needs of students which should have been met in high school and those areas needing study.
- . to obtain base data with which to compare the results of proposed five and ten year follow-up studies.

III. PROCEDURE

The Questionnaire

In a 1967 fall workshop, a uniform follow-up questionnaire was developed cooperatively by the guidance department chairmen from the four schools. This questionnaire covered general information concerning graduates' current status, employment, post-high school training programs, degree of satisfaction with current status, help received from high school on a number of items, help from others in reaching present situations, counselor contacts, and views concerning high school courses.

The questionnaire was devised to make possible key-punching of responses and computer processing of data. The questionnaires were also identified by number, so no respondent would be inhibited by having to identify himself by name.

In April, 1968, ten months after the students' graduation, the questionnaire was sent to 1,783 graduates listed in the commencement programs for the class of 1967. Mailing was timed so the questionnaire

would be received during Easter vacation. 1,403 (78.7%) completed or partially completed questionnaires were returned. (See appendix, p. 169 for copy of questionnaire with tallies of responses inserted.)

Pupil Records

In addition to the information secured from the returned questionnaires, the following information was obtained from pupil records: attendance, seven semester grade point averages, percentiles on the Henmon-Nelson Tests of Mental Ability taken in junior year, English-11 level assignments and sex.

Processing of Data

The information obtained from the questionnaire and the pupil records was key-punched for tallying and fed into a computer. Printouts included frequency counts, percent of row tables, percent of column tables, and percent of total tables.

Each committee member took responsibility for studying assigned computer printouts for screening them for use in this report and for writing brief statements pointing out the significant information in each. In some cases, the information obtained from several printouts was combined into composite tables.

The final step, bringing together the work of the committee and editing the report, became the task of the Supervisor of Guidance and Counseling.

CHAPTER II

RESULTS

I. THE CLASS OF 1967 - AS A WHOLE

Status Ten Months After Graduation

Of the 649 men and 754 women responding to the questionnaire, 353 were employed (E), 73 were in military service (M), and 915 were continuing their education in some kind of post-high school training program (S). 62 were either unemployed, full-time homemakers, recent college drop-outs, or did not indicate their current status.

TABLE I

STATUS TEN MONTHS AFTER GRADUATION

<u>Current Status</u>	<u>Number</u>	<u>Percent of Total</u>
Full-time employed (E)	310	22.1
Part-time employed (E)	7	0.5
Student/Part-time employed (S)	303	21.6
Full-time student (S)	612	43.6
In military service (M)	73	5.2
Married Female, working (E)	35	2.5
Married Female, full-time homemaker	32	2.3
Unemployed and looking for work	9	0.6
College drop-outs	10	0.7
Other (E)	1	0.1
No response	<u>11</u> 1,403	<u>0.8</u> 100.0

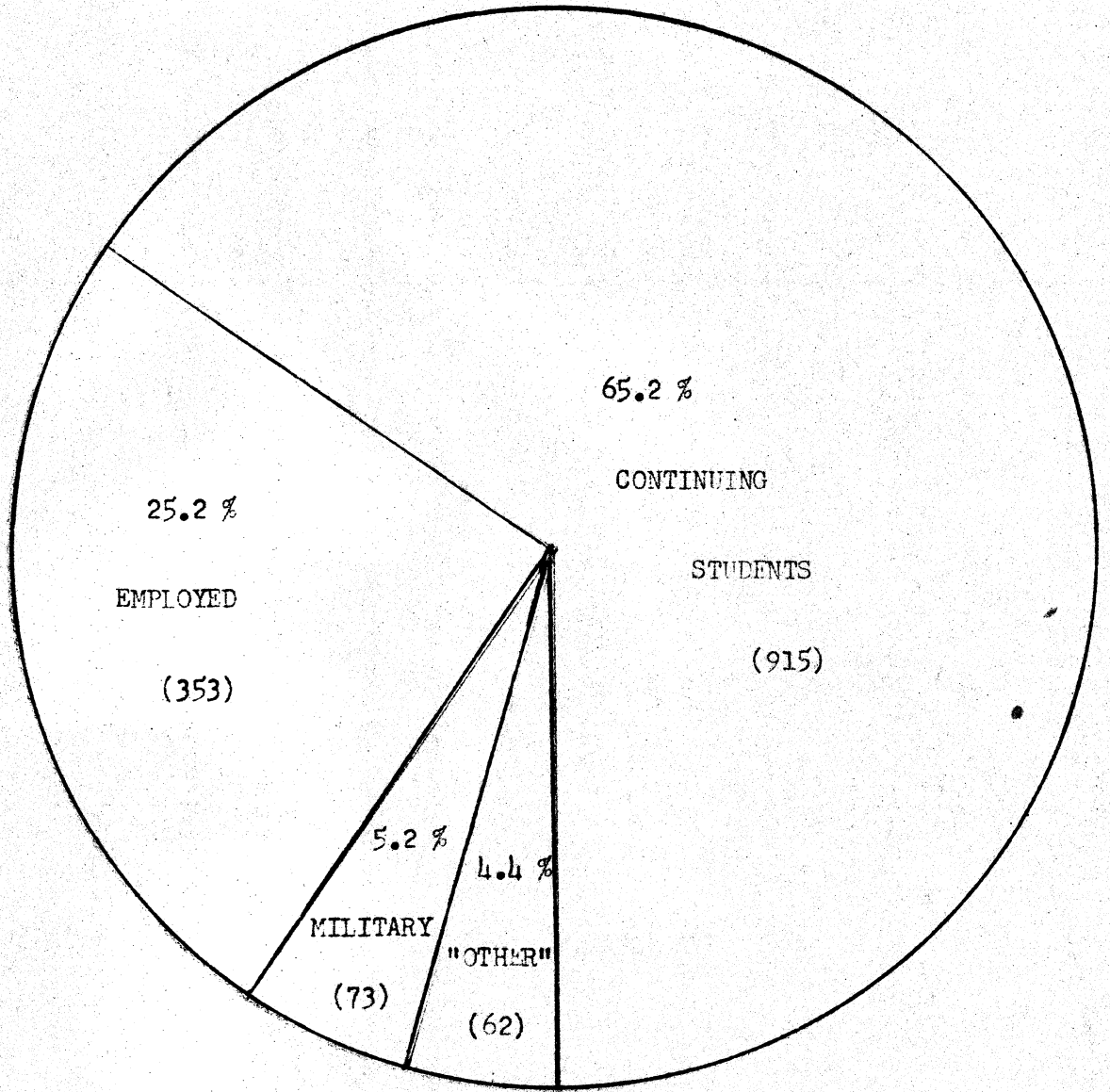


FIGURE 1

CLASS OF '67 TEN MONTHS AFTER GRADUATION
(Based on 1,403 respondents)

Attendance in Senior Year

75.8% of the 1,403 respondents had been absent from 0 to 15 days during their senior year in high school.

TABLE II
ATTENDANCE IN SENIOR YEAR

<u>Days Absent</u>	<u>Number of Students</u>	<u>Percent of Total</u>
0 - 5	474	33.8
6 - 10	350	24.9
11 - 15	240	17.1
16 - 20	118	8.4
21 - 25	70	5.0
26 - 30	48	3.4
31 - 35	26	1.9
36 - 40	26	1.9
41 - 45	40	2.8
Other	<u>11</u>	<u>0.8</u>
	1,403	100.0

High School Grade Point Averages

71.6% of the respondents were concentrated within the 1.5 to 2.99 high school G.P.A. range.

TABLE III
HIGH SCHOOL GRADE POINT AVERAGES

<u>Grade Point Averages</u>	<u>Number of Students</u>	<u>Percent of Total</u>
3.5 - 4.0	115	8.2
3.0 - 3.49	188	13.4
2.5 - 2.99	332	23.7
2.0 - 2.49	406	28.9
1.5 - 1.99	266	19.0
1.0 - 1.49	81	5.8
.5 - .99	2	0.1
.0 - .49	0	0.0
Other	<u>13</u>	<u>0.9</u>
	1,403	100.0

Eleventh Grade Henmon-Nelson Percentiles

Almost two-thirds (65.8%) of the respondents from the class of 1967 ranked above the 50th percentile on the Henmon-Nelson Tests of Mental Ability taken in their junior year of high school.

TABLE IV
ELEVENTH GRADE HENMON-NELSON PERCENTILES

<u>Percentile Ranges</u>	<u>Number of Students</u>	<u>Percent of Total</u>
76 - 99	525	37.4
51 - 75	399	28.4
26 - 50	251	17.9
0 - 25	<u>228</u>	<u>16.3</u>
	1,403	100.0

English-11 Level Assignments

All students were assigned to their English-11 classes according to standardized test scores, past performance records, and teacher recommendations. "Top" students were assigned to level 1 English-11 classes, "good" students to level 2, "average" to level 3, and "slow" to level 4 classes. Almost half (49.1%) were assigned to level 3 classes. (Only East and LaFollette High Schools assigned juniors to level 1 English classes.)

TABLE V
ENGLISH-11 LEVEL ASSIGNMENTS

<u>English-11 Levels</u>	<u>Number of Students</u>	<u>Percent of Total</u>
1	53	3.8
2	585	41.7
3	689	49.1
4	52	3.7
Not known	<u>24</u>	<u>1.7</u>
	1,403	100.0

Former English Levels Within Current Status Groups

None of the military group had been level 1 English students. The former level 4 students contributed a larger percentage of their group to the military than did students from levels 2 and 3. About two-thirds of the employed had been former level 3 students; the student group had the largest number of former level 1 and 2 students.

TABLE VI

FORMER ENGLISH LEVELS OF CURRENT STATUS GROUPS

Groups	Levels					Totals
	1	2	3	4	Other	
All responding graduates	53	585	689	52	24	1,403
All employed respondents	1	97	222	24	9	353
All military respondents	0	17	46	10	0	73
All student respondents	52	451	387	13	12	915
"Others"	0	20	34	5	3	62

Henmon-Nelson Percentile Ranges Within Current Status Groups

49.4% of the 915 student respondents came from the 76-99 Henmon-Nelson percentile range (top quartile). 56.1% of the 353 in the employed groups came from the lower half in percentile rankings, while 69.9% of the 73 respondents in the military had percentile rankings between 26 and 75.

TABLE VII

HENMON-NELSON PERCENTILE RANGES OF CURRENT STATUS GROUPS

(Percent of Row Table)

Groups	(Number)	Percentile Ranges				Total
		0 - 25	26 - 50	51 - 75	76 - 99	
All responding graduates	(1,403)	16.3	17.9	28.4	37.4	100.0
All employed respondents	(353)	30.6	25.5	29.7	14.2	100.0
All military respondents	(73)	16.4	32.9	37.0	13.7	100.0
All student respondents	(915)	9.3	13.2	28.1	49.4	100.0
"Others"	(62)					

Grade Point Averages Within Current Status Groups

55.6% of the 915 student respondents were in the 2.0 - 2.99 range. Almost two thirds (64.9%) of the employed group had G.P.A.'s between 1.5 and 2.49. 72.6% of the military had G.P.A.'s between 1.0 and 1.99.

TABLE VIII

HIGH SCHOOL GRADE POINT AVERAGES OF CURRENT STATUS GROUPS

(Percent of Column Table)

G.P.A.'s (Number)	All Respondents (1,403)	Employed Respondents (353)	Military Respondents (73)	Student Respondents (915)	"Other" (62)
3.5 - 4.0	8.2	1.1	1.4	12.0	
3.0 - 3.49	13.4	5.1	2.7	17.9	
2.5 - 2.99	23.7	16.4	6.8	28.3	
2.0 - 2.49	28.9	34.6	15.1	27.3	
1.5 - 1.99	19.0	30.3	46.6	11.7	
1.0 - 1.49	5.8	11.0	26.0	2.0	
0.5 - 0.99	0.1	0.3	1.4	0.0	
0.0 - 0.49	0.0	0.0	0.0	0.0	
Unknown	<u>0.9</u> 100.0	<u>1.1</u> 100.0	<u>0.0</u> 100.0	<u>0.8</u> 100.0	

Grade Point Averages vs. English Levels

As might be expected, the better students, according to English-11 assignments, earned the higher high school grade point averages.

TABLE IX

HIGH SCHOOL GRADE POINT AVERAGES AS COMPARED
WITH ENGLISH-11 LEVEL ASSIGNMENTS

(Percent of Row Table)

G.P.A.'s (Number)	Levels				Other	Total
	1	2	3	4		
3.5 - 4.0 (115)	19.5	73.0	5.2	0.9	1.7	100.0
3.0 - 3.49 (188)	11.2	65.4	21.3	0.0	2.1	100.0
2.5 - 2.99 (332)	2.4	50.3	45.8	0.0	1.5	100.0
2.0 - 2.49 (406)	0.5	35.5	60.8	2.2	1.0	100.0
1.5 - 1.99 (266)	0.0	21.1	68.4	8.6	1.9	100.0
1.0 - 1.49 (81)	0.0	7.4	69.1	21.0	2.5	100.0
0.5 - 0.99 (2)	0.0	0.0	0.0	100.0	0.0	100.0
0.0 - 0.49 (0)	0.0	0.0	0.0	0.0	0.0	0.0
Unknown (13)	0.0	38.5	46.2	0.0	15.4	100.0

Grade Point Averages vs. Henmon-Nelson Percentiles

Generally, the higher the G.P.A., the higher the Henmon-Nelson percentile rankings. However, it is of interest to note the many exceptions to the rule; i.e., the many students not in the upper quartile on the Henmon-Nelson who earned over a 3.0 grade point average.

TABLE X

HIGH SCHOOL GRADE POINT AVERAGES COMPARED
WITH ELEVENTH GRADE HENMON-NELSON PERCENTILES

(Percent of Row Table)

G.P.A.'s (Number)	Percentile Ranges				Total
	0 - 25	26 - 50	51 - 75	76 - 99	
3.5 - 4.0 (115)	0.9	0.0	14.8	84.3	100.0
3.0 - 3.49 (188)	1.1	10.1	23.4	65.4	100.0
2.5 - 2.99 (332)	8.1	15.1	32.5	44.3	100.0
2.0 - 2.49 (406)	15.3	20.7	35.5	28.6	100.0
1.5 - 1.99 (266)	34.2	29.3	22.9	13.5	100.0
1.0 - 1.49 (81)	48.1	23.5	24.7	3.7	100.0
0.5 - 0.99 (2)	50.0	0.0	50.0	0.0	100.0
0.0 - 0.49 (0)	0.0	0.0	0.0	0.0	0.0
Unknown (13)	38.5	7.7	30.8	23.1	100.0

Composite Tables

For a tabulation of responses from the class as a whole as well as each group concerning satisfaction, plan consistency, rating of assistance from others in reaching present status, counselor contacts, and opinions concerning the curriculum, see composite tables XXXII-XLIII. For ratings of high school help, see table LIX.

II. THE EMPLOYED GROUP

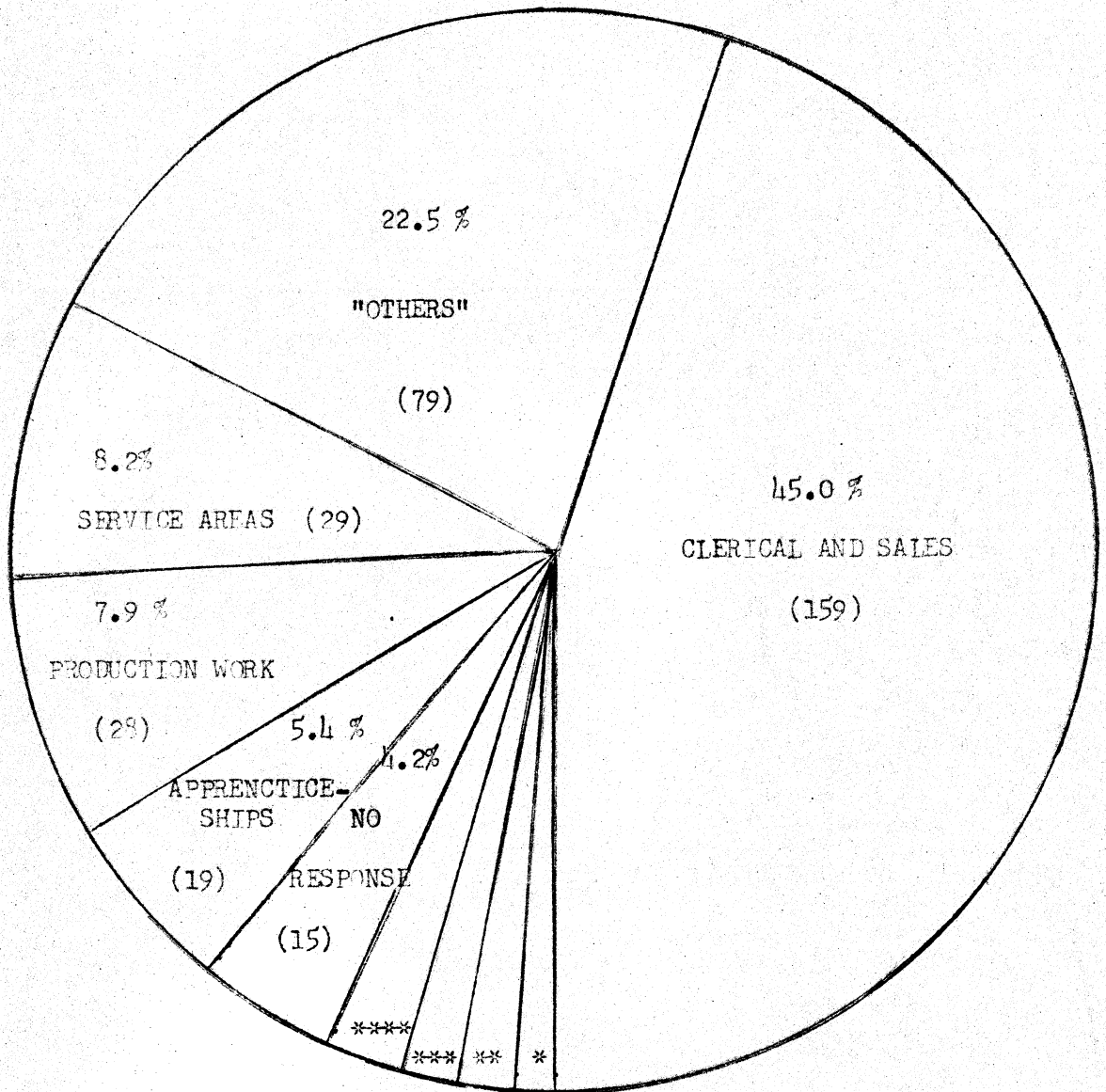
Kinds of Employment

353 (25.2%) of the 1,403 respondents indicated they were employed ten months after graduation. Of these, almost half (45%) were engaged in clerical or sales work. (See table XVIII for percentage of employed from each sex.)

TABLE XI

NUMBER AND PERCENT OF EMPLOYED GROUP IN EACH OF NINE OCCUPATIONAL CATEGORIES TEN MONTHS AFTER GRADUATION

Employment Group - Type of Work	Number	Percent
Clerical or Sales (bookkeeper, typist, clerk, sales, etc.)	159	45.0
Service (service station attendant, waitress, bus boy, etc.)	29	8.2
Production (assembler, production machine operator, etc.)	28	7.9
Apprenticeship (building trades, automotive, etc.)	19	5.4
Semi-Professional and Technical (commercial art, engineering aide, etc.)	8	2.3
Construction (laborer, roofer, painter)	6	1.7
Mechanic or Repairman (auto mechanic, appliance repair, etc.)	6	1.7
Agricultural (farm hand, nurseryman helper, etc.)	4	1.1
Others	79	22.5
No Response	<u>15</u>	<u>4.2</u>
TOTALS	353	100.0



* 1.1 % - Agriculture (4) *** 1.7 % - Conservation (6)
** 1.7 % - Mechanic or Repairman (6) **** 2.3 % - Semi-professional and technical (8)

FIGURE 2

PERCENT OF EMPLOYED GROUP IN VARIOUS OCCUPATIONS TEN MONTHS AFTER GRADUATION

Time to Get First Job

68% of the employed group had secured their first job before or within the first month after graduation.

TABLE XII

NUMBER AND PERCENT OF EMPLOYED GROUP REQUIRING VARIOUS LENGTHS OF TIME BETWEEN GRADUATION AND FIRST JOB

<u>Time to Get First Job</u>	<u>Number</u>	<u>Percent</u>
Secured job before graduation	148	41.9
Less than 1 month	92	26.1
2 - 3 months	58	16.4
4 - 6 months	29	8.2
7 - 12 months	17	4.8
Still looking for job	0	0.0
Not looking	0	0.0
No response	<u>9</u>	<u>2.5</u>
TOTALS	353	100.0

Source of Employment

Approximately one-third (33.4%) of the employed group obtained their first job by going directly to their employers and applying for employment.

TABLE XIII
NUMBER AND PERCENT OF EMPLOYED GROUP SECURING FIRST JOB
FROM VARIOUS SOURCES

Source of First Job	Number	Percent
Direct Application to Employer	118	33.4
Through a friend	49	13.9
Other sources	47	13.3
Help Wanted Ad	44	12.5
Through a relative	33	9.3
Youth Opportunity Center	31	8.8
Civil Service Testing	14	4.0
No response	11	3.1
Private Employment Agency	<u>6</u>	<u>1.7</u>
TOTALS	353	100.0

Help from High School In Getting Job

While approximately half (51%) of the employed graduates indicated they had received from some to a great deal of help from their high school in getting a job, almost as many (42%) indicated they had received little or no help. (This question appears to be open to different interpretations. When responding, did the graduates have in mind the skills acquired in high school or were their thoughts limited to the mechanics of acquiring a job?)

TABLE XIV

RATINGS, BY EMPLOYED GROUP, OF HELP FROM HIGH SCHOOL IN GETTING JOBS

<u>Rating</u>	<u>Number</u>	<u>Percent</u>
Helped a Great Deal	92	26.1
Helped Somewhat	88	24.9
Helped a Little or Not at All	151	42.8
Graduate Would Have Liked More Help	12	3.4
No Response	<u>10</u>	<u>2.8</u>
TOTALS	353	100.0

Job Mobility

Over half (53.8%) of the employed group were still on their first job ten months after graduation, and approximately one third (33.1%) were on their second job.

TABLE XV

NUMBER AND PERCENT OF EMPLOYED GROUP
BY NUMBER OF JOBS HELD SINCE GRADUATION

<u>Now on:</u>	<u>Number</u>	<u>Percent</u>
First Job	190	53.8
Second Job	117	33.1
Third Job	28	7.9
Other	14	4.0
No Response	<u>4</u>	<u>1.1</u>
TOTALS	353	100.0

Attendance Record of Employed Group

40.5% of the 353 in the employed group were absent less than 11 days in their senior year, as compared with 58.7% of the 1,403 total respondents.

TABLE XVI

NUMBER AND PERCENT OF EMPLOYED GROUP
BY ATTENDANCE RECORDS AS COMPARED TO TOTAL POPULATION

Days Absent	All Respondents		Employed Respondents	
	Number	Percent	Number	Percent
0 - 5	474	33.8	71	20.1
6 - 10	350	24.9	72	20.4
11 - 15	240	17.1	75	21.2
16 - 20	118	8.4	37	10.5
21 - 25	70	5.0	26	7.4
26 - 30	48	3.4	18	5.1
31 - 35	26	1.9	17	4.8
36 - 40	26	1.9	11	3.1
41 - 45	40	2.8	23	6.5
Other	<u>11</u>	<u>0.8</u>	<u>3</u>	<u>0.8</u>
TOTALS	1,403	100.0	353	100.0

English-11 Levels

Compared with all respondents, a larger proportion of the employed group had been in level 3 English-11 classes (62.9% of the employed group vs. 49.1% of the total respondents). 27.2% of the employed group had been in level 2 classes as compared with 41.7% of the total respondents.

TABLE XVII

NUMBER AND PERCENT OF EMPLOYED GROUP
BY ENGLISH-11 LEVELS AS COMPARED WITH TOTAL POPULATION

English Levels	All Respondents		Employed Respondents	
	Number	Percent	Number	Percent
1	53	3.8	1	0.3
2	585	41.7	96	27.2
3	689	49.1	222	62.9
4	52	3.7	24	6.8
Unknown	<u>24</u>	<u>1.7</u>	<u>10</u>	<u>2.8</u>
TOTALS	1,403	100.0	353	100.0

Employed Group by Sex

While a little more than half (53.7%) of the responding 1967 graduates were women, about two-thirds (66.6%) of the employed group were women. Thus, a larger proportion of female than male respondents went directly into employment.

TABLE XVIII

NUMBER AND PERCENT OF EMPLOYED GROUP
BY SEX AS COMPARED WITH TOTAL POPULATION

Sex	All Respondents		Employed Respondents	
	Number	Percent	Number	Percent
Men	649	46.3	117	33.1
Women	754	53.7	235	66.6
Not Indicated	<u>0</u>	<u>0.0</u>	<u>1</u>	<u>0.3</u>
TOTALS	1,403	100.0	353	100.0

Composite Tables

For comparisons of the employed group with the class as a whole and other groups of graduates on grade point averages, Henmon-Nelson percentiles, satisfaction, plan consistency, rating of assistance from others in reaching current status, counselor contacts, and opinions concerning the curriculum, see composite tables XXX - XLIII.

Sources of Employment for Class As a Whole

Although the combined employed groups totaled 353, for which tabulations have been given in tables XI through XVIII, there was a total of 808 responses indicating how graduates got their first job. This figure no doubt included responses concerning sources of summer or part-time work as well as long term, full-time jobs.

Of the 109 who used the "other" response by writing in their source of employment, 20 could have checked one of the seven printed sources provided on the questionnaire. By combining these 20 with the checked responses, it was found that 347 applied directly for their first job, 131 secured it through a friend, 88 through a relative, 80 by answering a help wanted ad, and 41 through the Youth Opportunity Center.

TABLE XIX

SOURCES OF EMPLOYMENT FOR CLASS AS A WHOLE

Source of Job	As a checked response	As an "other" response	TOTALS
Direct Application	339	8	347
Through a friend	129	2	131
Through a relative	83	5	88
Help Wanted Ad	78	2	80
Youth Opportunity Center	40	1	41
Civil Service Testing	21	1	22
Private Employment Agency	9	1	10
"Other" responses that could not be combined with first seven	-	89	89
TOTALS	699	109	808

There were 89 who could not check any of the seven printed items. Of these, 30 indicated they had obtained their job through their school and/or teachers. The next largest number was 14 who got their jobs through the college or university they planned to attend. Nine secured their first job through their guidance office and/or counselor and nine indicated they were in the military service. Other means of getting the first job included continuing with employer they had worked for while in high school, being sought by company, through high school cooperative education program, through high school distributive education program, and through self employment.

III. THE MILITARY GROUP

Attendance Record

73 (5.2%) of the 1,403 respondents indicated they were in military service. Of these 73, 47.9% had been absent less than eleven days in their senior year of high school, as compared with 58.7% of the class as a whole.

TABLE XX

NUMBER AND PERCENT OF MILITARY GROUP BY
ATTENDANCE RECORDS AS COMPARED WITH TOTAL POPULATION

Days Absent	All Respondents		Military Respondents	
	Number	Percent	Number	Percent
0 - 5	474	33.8	20	27.4
6 - 10	350	24.9	15	20.5
11 - 15	240	17.1	11	15.1
16 - 20	118	8.4	8	11.0
21 - 25	70	5.0	9	12.3
26 - 30	48	3.4	2	2.7
31 - 35	26	1.9	1	1.4
36 - 40	26	1.9	2	2.7
41 - 45	40	2.8	4	5.5
Other	<u>11</u>	<u>0.8</u>	<u>1</u>	<u>1.4</u>
TOTALS	1,403	100.0	73	100.0

English-11 Levels

63% of the 73 military service had been level 3 students in English-11 as compared with 49.1% of all responding 1967 graduates. There was also a larger proportion of former level 4 students and a smaller proportion of level 2 students in the military, compared with the class as a whole.

TABLE XXI
NUMBER AND PERCENT OF MILITARY GROUP BY
ENGLISH-11 LEVELS COMPARED WITH TOTAL POPULATION

English-11 Levels	All Respondents		Military Respondents	
	Number	Percent	Number	Percent
1	53	3.8	0	0.0
2	585	41.7	17	23.3
3	689	49.1	46	63.0
4	52	3.7	10	13.7
Unknown	<u>24</u>	<u>1.7</u>	<u>0</u>	<u>0.0</u>
TOTALS	1,403	100.0	73	100.0

Sex

71 (97.3%) of the responding graduates who entered military service were males.

Composite

For comparisons of the military group with the class as a whole and with other groups of graduates on grade point averages, Henmon-Nelson percentiles, satisfaction, plan consistency, rating of assistance from others in reaching current status, counselor contacts, and opinions concerning the curriculum, see composite tables XXX - XLIII.

IV. THE STUDENT GROUP

Attendance Record

915 (65.2%) of the total respondents indicated they were students in some kind of post-high school training ten months after graduation from high school. Of these 915 students, 68.8% were absent less than eleven days in grade twelve, compared with 58.7% of the total 1,403 responding graduates.

TABLE XXII
NUMBER AND PERCENT OF STUDENT GROUP BY
ATTENDANCE RECORD AS COMPARED TO TOTAL POPULATION

Days Absent Senior Year	All Respondents		Student Respondents	
	Number	Percent	Number	Percent
0 - 5	474	33.8	379	41.4
6 - 10	350	24.9	251	27.4
11 - 15	240	17.1	143	15.6
16 - 20	118	8.4	61	6.7
21 - 25	70	5.0	27	3.0
26 - 30	48	3.4	22	2.4
31 - 35	26	1.9	5	0.5
36 - 40	26	1.9	11	1.2
41 - 45	40	2.8	9	1.0
Other	<u>11</u>	<u>0.8</u>	<u>7</u>	<u>0.8</u>
TOTALS	1,403	100.0	915	100.0

English-11 Levels

As could be expected, almost half (49.3%) of those continuing their education had been level 2 English-11 students in high school. 42.3% had been level 3 students. These percentages are the reverse of those for graduates as a whole which show 49.1% level 3 and 41.7% level 2 students in the class of '67.

TABLE XXIII

NUMBER AND PERCENT OF STUDENT GROUP BY
ENGLISH-11 LEVELS AS COMPARED TO TOTAL POPULATION

<u>English-11 Levels</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1	53	3.8	52	5.7
2	585	41.7	451	49.3
3	689	49.1	387	42.3
4	52	3.7	13	1.4
Unknown	<u>24</u>	<u>1.7</u>	<u>12</u>	<u>1.3</u>
TOTALS	1,403	100.0	915	100.0

Distribution of High School Grade Point Averages Within English-11 Levels

More than half (55.6%) of the 915 reporting students earned grade point averages between 2.00 and 2.99. None of the continuing students had high school G.P.A.'s below 1.00.

A majority of those earning 2.50 - 4.00 were level 1 and 2 students, whereas a majority of those earning 1.00 - 2.49 were level 3 and 4 students.

TABLE XXIV

DISTRIBUTION OF HIGH SCHOOL GRADE POINT AVERAGES
WITHIN EACH ENGLISH-11 LEVEL OF CONTINUING STUDENTS

High School G.P.A.'s	English-11 Levels					Totals
	1	2	3	4	Unknown	
3.5 - 4.0	22	80	5	1	2	110
3.0 - 3.49	21	111	31	0	1	164
2.5 - 2.99	7	137	111	0	4	259
2.0 - 2.49	2	91	151	4	2	250
1.5 - 1.99	0	27	74	5	1	107
1.0 - 1.49	0	2	13	3	0	18
0.5 - 0.99	0	0	0	0	0	0
0.0 - 0.49	0	0	0	0	0	0
Unknown	<u>0</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>2</u>	<u>7</u>
TOTALS	52	451	387	13	12	915

Distribution of Males and Females Within English-11 Levels

The 915 reporting students were almost evenly divided by sex with only 15 more women than men responding. A majority of the former level 1 and 2 students were women, and a majority of the former level 3 and 4 students were men.

TABLE XXV

DISTRIBUTION OF MALES AND FEMALES WITHIN
EACH ENGLISH-11 LEVEL OF CONTINUING STUDENTS

English-11 Levels	Males	Females	Totals
1	22	30	52
2	192	259	451
3	220	167	387
4	12	1	13
Unknown	<u>4</u>	<u>8</u>	<u>12</u>
TOTALS	450	465	915

Kinds of Post-High School Training

Although responses to questions concerning current status indicated there were 915 students in some kind of post high school training, other computer runs, analyzing the various student groups, showed a total of 1,028 graduates in post high school training. 40.1% of these were enrolled in the University of Wisconsin and 25.1% were in Wisconsin State Universities.

TABLE XXVI

DISTRIBUTION OF STUDENT GROUP WITHIN
VARIOUS POST-HIGH SCHOOL INSTITUTIONS

Enrolled in:	Number	Percent
University of Wisconsin	412	40.1
Wisconsin State Universities	259	25.1
Madison Area Technical College	134	13.0
Out-of-State Colleges	107	10.5
Wisconsin Private Colleges	43	4.2
Other Post-High School Programs	<u>73</u>	<u>7.1</u>
TOTALS	1,028	100.0

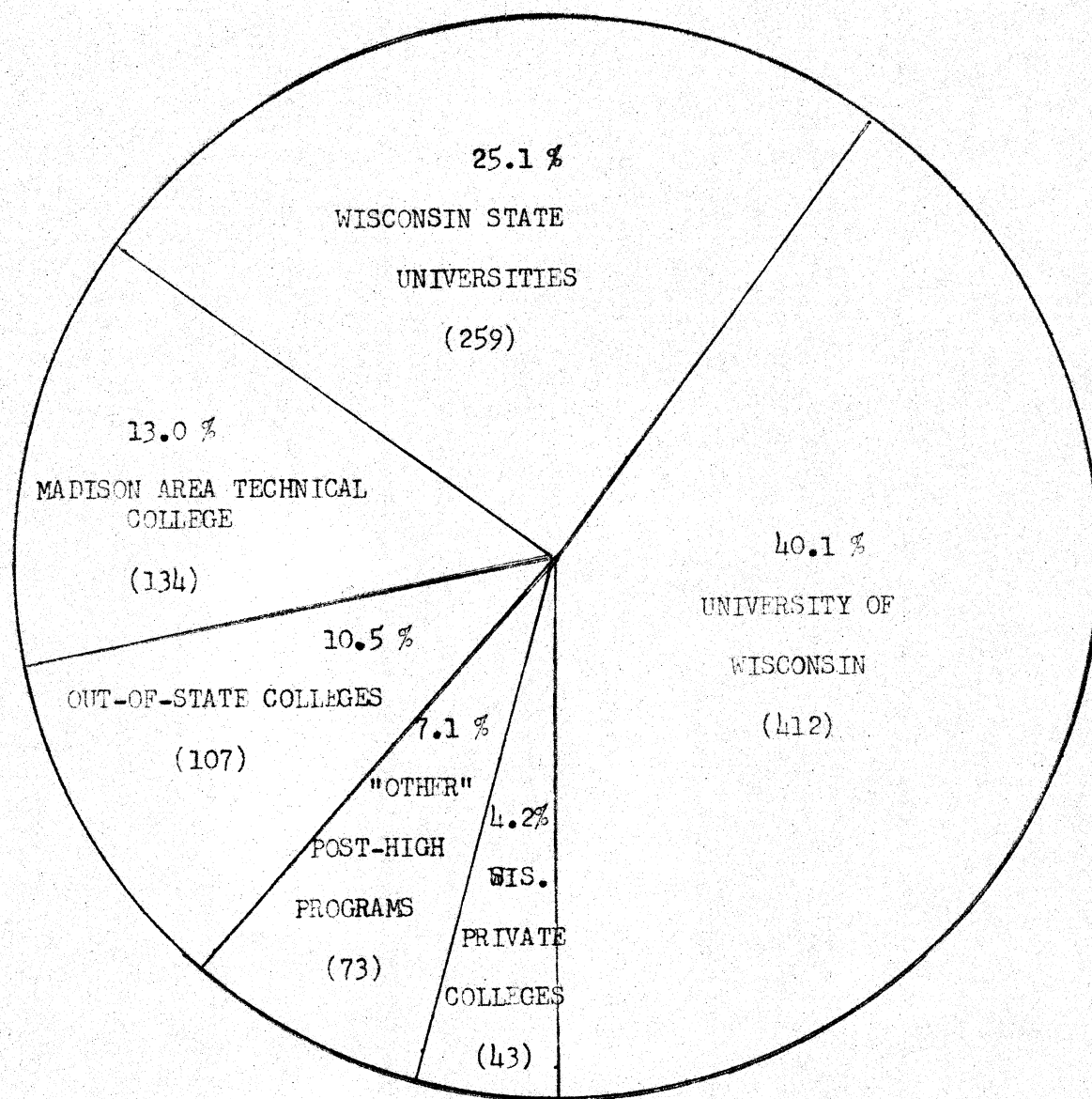


FIGURE 3

PERCENT OF STUDENT GROUP IN VARIOUS
POST-HIGH SCHOOL INSTITUTIONS

Post High School Training by English-11 Levels

The next two tables, derived from several computer produced tables, show the distribution of the 1967 graduates who continued in post-high school training among the various types of post-high school institutions by English-11 levels.

The percent of row table shows that the University of Wisconsin and out-of-state colleges drew more level 1 and 2 students than level 3 students. However, the reverse is true with the Wisconsin State Universities, private Wisconsin Colleges, the Madison Area Technical College, and "other" post-high school training schools. They drew more level 3 than our level 1 and 2 students.

TABLE XXVII

POST HIGH SCHOOL TRAINING IN WHICH 1967 GRADUATES WERE ENROLLED
TEN MONTHS AFTER GRADUATION BY ENGLISH-11 LEVELS

(percent of row table)

Enrolled:	(Number)	English-11 Levels				Other	Total
		1	2	3	4		
At a U.W. Campus	(412)	7.3	59.9	31.0	0.3	1.5	100.0
At a W.S.U. Campus	(259)	1.1	40.6	57.2	0.0	1.1	100.0
At a Wis. private college	(43)	2.8	36.1	52.8	5.5	2.8	100.0
At an out-of-state college	(107)	16.5	54.3	27.2	1.0	1.0	100.0
At M.A.T.C.	(134)	0.9	27.7	63.4	8.0	0.0	100.0
In "Other" post-high training	(73)	2.8	44.4	52.8	0.0	0.0	100.0

The percent of column table shows that over half of the level 1 and 2 students went to the University of Wisconsin, whereas the largest percentage of the level 3 students went to a Wisconsin State University.

TABLE XXVIII

POST HIGH SCHOOL TRAINING IN WHICH 1967 GRADUATES WERE ENROLLED
TEN MONTHS AFTER GRADUATION BY ENGLISH-11 LEVELS

(percent of column table)

Enrolled:	English Levels					All Levels
	1	2	3	4	?	
At a U.W. Campus	55.8	51.6	29.9	7.7	54.5	40.1
At a W.S.U Campus	5.8	23.2	36.8	0.0	27.3	25.1
At a Wis. private college	1.9	2.8	4.6	15.4	9.1	4.2
At an out-of-state college	32.7	12.2	6.8	7.7	9.1	10.5
At M.A.T.C.	1.9	6.7	17.3	69.2	0.0	13.0
In "Other" post-high training	<u>1.9</u>	<u>3.5</u>	<u>4.6</u>	<u>0.0</u>	<u>0.0</u>	<u>7.1</u>
TOTALS	100.0	100.0	100.0	100.0	100.0	100.0

Rating of High School Preparation

Over half (54.1%) of the 915 continuing students indicated their high school preparation for further education had helped them a great deal. All sub-groups of students had the highest percentage of their populations check the "helped a great deal" column except for those at the Madison Area Technical College and those in "other" post-high school training programs. At M.A.T.C. an equal number (41.0%) checked both the "helped a great deal" and "helped somewhat" columns.

TABLE XXIX

RATING OF HIGH SCHOOL PREPARATION FOR FURTHER EDUCATION BY VARIOUS GROUPS
OF 1967 GRADUATES

(Percent of Row Table)

Group	Number	Helped A Great Deal	Helped Somewhat	Helped A Little	Would Have Liked More	Other	Total
All student respondents	(915)	54.1	32.8	4.2	8.0	1.0	100.
U. W. students	(412)	59.2	28.9	3.9	7.5	.5	100.
W. S. U. students	(259)	47.5	38.2	4.2	8.5	1.5	100.
Wis. private college students	(43)	51.2	30.2	9.3	9.3	0.0	100.
Out-of-state college students	(107)	64.5	28.0	.9	3.7	2.8	100.
M. A. T. C.	(134)	41.0	41.0	8.2	9.0	.7	100.
In "Other" post-high school training programs	(73)	35.6	38.4	13.7	8.2	4.1	100.

Selected Observations from Student Respondent Data

Although space does not permit the inclusion of all computer produced tables, the following observations from available data based on English-11 levels of 915 student respondents have been selected for their interest:

- . Of the 372 students on the Madison campus of the U. W. system, approximately two-thirds had been level 1 and 2 students in high school. Half (50.8%) of the 451 former level 2 students were attending the U. W. at Madison.
- . 40.7% of the 86 students at W.S.U.- Whitewater had been level 2 students, but 58.1% had been level 3. (Whitewater led in the number of Madison's 1967 graduates enrolled. Platteville was second with 42.)
- . There were more former level 3 than level 2 students in Wisconsin private colleges. (However, only 12 of the 47 attending Wisconsin private colleges were enrolled in one of the eight "better known" colleges listed.)
- . More than two-thirds of the out-of-state students had been level 1 or 2 English-11 students in high school.
- . Of the 915 student respondents, 640 (69.9%) were in college programs. Of the 215 liberal arts students, almost half (49.3%) had been level 2 students in high school.
- . Only 112 graduates indicated they were in areas of study at M.A.T.C. compared with 128 who indicated they were in M.A.T.C. programs. Other printouts showed M.A.T.C. enrollments of 134 and 172. (44 of the 172 indicated they were in the college parallel program.)
- . Almost half of the very or moderately satisfied students were former level 2 students in high school. It is of interest to note that the percentage of the very satisfied group decreased as "ability" (as measured by English-11 levels) decreased; but the percentage of the moderately satisfied group increased as "ability" decreased.
- . A little over half (51.8%) of the 765 students carrying out their plans had been level 2 English students in high school. On the other hand, a little over half (52.4%) of the 124 not carrying out their plans had been level 3 students in high school. More former level 1 and 2 students were carrying out their plans than former level 3 and 4 students.

- . In general, a higher proportion of former level 1 and 2 students rated their high school preparation higher than the former level 3 and 4 students.
- . Of the 451 former level 2 students, almost two-thirds (64.3%) rated their parents as "very helpful" in reaching their present status.
- . Mathematics and science were checked most often by students in former English levels 2, 3, and 4 as courses they would take more of if they could go back to high school. However, level 1 students checked foreign language more than any other course.
- . The former English-11 level assignments of continuing students had little or no relationship to their attendance records in their senior year.
- . 452 (49.4%) of the 915 reporting students had percentiles above 75 on the Henmon-Nelson Tests of Mental Ability. Since the percentile rank is one of the criteria used in assigning individuals to English-11 levels, it is not surprising that 332 (73.5%) of the 452 with percentiles above 75 were in levels 1 and 2 English-11 classes. A majority of those below the 50th as well as those in the 51 - 75 percentile range were in level 3 classes.

Composite Tables

For comparisons of the student groups with the class as a whole and with other groups of graduates on grade point averages, Henmon-Nelson percentiles, satisfaction, plan consistency, rating of assistance from others in reaching current status, counselor contacts, and opinions concerning the curriculum, see composite tables XXX - XLIII.

V. GROUP COMPARISONS

Composite Tables

The next nine tables, derived from several computer printouts, provide information from all responding 1967 graduates, from the employed respondents, the military respondents, and the student respondents concerning:

- . Number in each group
- . Grade point averages
- . 11th grade Henmon-Nelson Percentile ranges
- . Degree of satisfaction with current status
- . Plan consistency
- . Rating of parental assistance in reaching current status
- . Rating of teacher assistance in reaching current status
- . Rating of counselor assistance in reaching current status
- . Rating of classmate/friend assistance in reaching current status
- . Counselor contacts, senior year

In addition, these tables give a breakdown of student responses to the above items by University of Wisconsin students, Wisconsin State University students, Wisconsin private colleges, out-of-state college students, Madison Area Technical College students, and those in other kinds of post-high school training programs. The number in each student sub-group is also indicated.

Grade Point Averages of Various Groups

As might be expected, a majority (52.6%) of the respondents had high school grade point averages between 2.0 and 2.99. 55.6% of the 915 student respondents were in the 2.0 - 2.99 range. Almost two-thirds (64.8%) of the employed group had G.P.A.'s between 1.5 and 2.49. 72.6% of the military had G.P.A.'s between 1.0 and 1.99.

Among the various groups, the largest percentage of graduates attending out-of-state colleges was from the 3.0 to 4.0 G.P.A. group. Those attending the U. W. and out-of-state college students led with the highest proportion of 3.0 - 3.49 students. The U. W. had the highest percentage of 2.5 - 2.99 students. The M.A.T.C. and the W.S.U. system had the largest proportion of their Madison students from our 2.0 - 2.49 graduates; and the Wisconsin private colleges had the majority (51.2%) of their Madison students from our 1.5 - 2.49 graduates. 46.6% of the military and 37.0% of those in "other" post-high school training programs came from the 1.5 - 1.99 graduates.

TABLE XXX

HIGH SCHOOL GRADE POINT AVERAGES OF VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	0.0 - .49	.5 - .99	1.0 - 1.49	1.5 - 1.99	2.0 - 2.49	2.5 - 2.99	3.0 - 3.49	3.5 - 4.0	Other	Total
All responding graduates	(1,403)	0.0	.1	5.8	19.0	28.9	23.7	13.4	8.2	.9	100.
All employed respondents	(353)	0.0	.3	11.0	30.3	34.6	16.4	5.1	1.1	1.1	100.
All military respondents	(73)	0.0	1.4	26.0	46.6	15.1	6.8	2.7	1.4	0.0	100.
All student respondents	(915)	0.0	0.0	2.0	11.7	27.3	28.3	17.9	12.0	.8	100.
U. W. students	(412)	0.0	0.0	.2	3.4	20.9	33.1	25.3	16.1	1.0	100.
W. S. U. students	(259)	0.0	0.0	1.9	17.0	42.9	26.3	8.1	3.9	0.0	100.
Wis. private college students	(43)	0.0	0.0	16.3	25.6	25.6	20.9	11.6	0.0	0.0	100.
Out-of-state college students	(107)	0.0	0.0	0.0	8.4	11.2	26.2	25.2	27.1	1.9	100.
M.A.T.C. students	(134)	0.0	0.0	6.7	35.1	38.8	12.7	3.7	1.5	1.5	100.
In "other" post-high school training programs	(73)	0.0	0.0	6.8	37.0	19.2	23.3	11.0	2.7	-	100.
"Other" respondents	(62)										

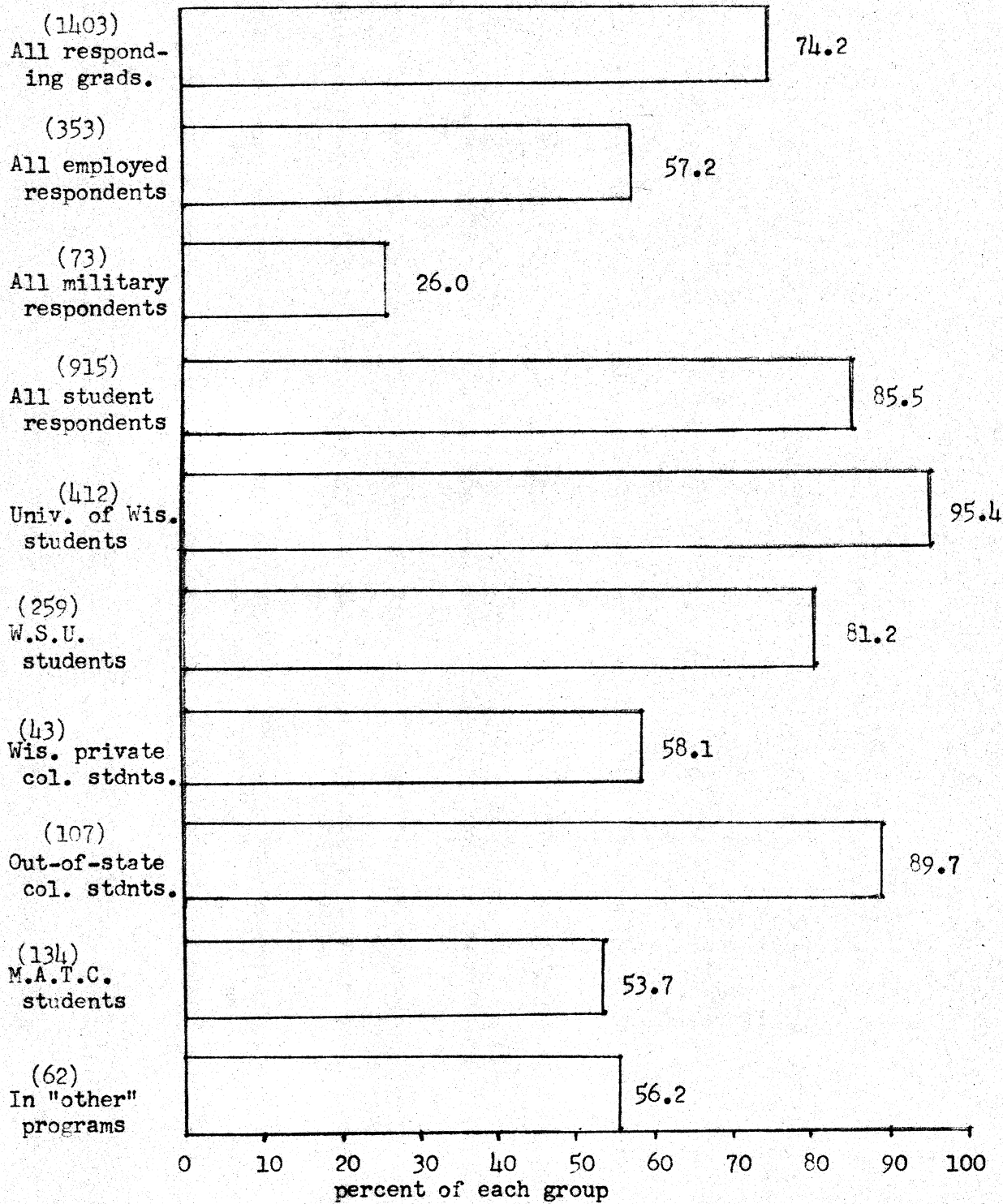


FIGURE 4

PERCENT OF VARIOUS GROUPS WITH HIGH SCHOOL G.P.A.'s OF 2.0 OR BETTER

Henmon-Nelson Percentile Rankings of Various Groups

Almost two-thirds (65.8%) of the respondents from the class of '67 ranked above the 50th percentile on the Henmon-Nelson Tests of Mental Ability taken in their junior year of high school. 49.4% of the 915 student respondents came from the 76 - 99 Henmon-Nelson range (top quartile). 56.1% of the 353 in the employed groups came from the lower half in percentile rankings, while 69.0% of the 73 respondents in the military had percentile rankings between 26 and 75.

Among the various groups, the largest percentage of 1967 graduates attending the U. W. or out-of-state colleges ranked in the upper quartile on the Henmon-Nelson. The largest proportion of graduates at W. S. U.'s, at M.A.T.C., in "other" post-high school training programs, or in the military ranked in the 51 - 75 percentile range, and about an equal percentage at M.A.T.C. and in the military ranked in the 26 - 50 percentile group. The largest percentage of graduates in the employed group and in the group attending a Wisconsin private college came from those who ranked in the bottom quartile on the Henmon-Nelson Tests of Mental Ability.

TABLE XXXI

ELEVENTH GRADE HENMON-NELSON PERCENTILE RANGES
OF VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Percentile Ranges				Total
		0 - 25	26 - 50	51 - 75	76 - 99	
All responding graduates	(1,403)	16.3	17.9	28.4	37.4	100.
All employed graduates	(353)	30.6	25.5	29.7	14.2	100.
All military respondents	(73)	16.4	32.9	37.0	13.7	100.
All student respondents	(915)	9.3	13.2	28.1	49.4	100.
U. W. students	(412)	5.6	8.5	25.5	60.4	100.
W. S. U. students	(259)	11.2	17.8	36.7	34.4	100.
Wis. private college students	(43)	30.2	20.9	23.3	25.6	100.
Out-of-state college students	(107)	2.8	7.5	20.6	69.2	100.
M.A.T.C. students	(134)	23.9	29.1	31.3	15.7	100.
In "other" post-high school training program	(73)	19.2	20.5	32.9	27.4	100.
"Other" respondents	(62)					

Degree of Satisfaction

49.9% of the 1,403 respondents from the class of 1967 were very satisfied with their status and another 38.8% were moderately satisfied. The 915 student group was the most satisfied with the 353 employed group running second. The 73 in military service were the least satisfied. 20.5% of the military group did not reply to this question.

Among the student groups, those in Wisconsin private colleges (43) and in out-of-state colleges (107) had the highest percentages of their populations indicate they were very satisfied. Only the Wisconsin State Universities, the Madison Area Technical College and "other" training groups failed to have at least half of their students indicate they were very satisfied.

TABLE XXXII

DEGREE OF SATISFACTION OF VARIOUS GROUPS OF 1967 GRADUATES
 BY CURRENT STATUS GROUPS
 (Ten months after graduation)

(Percent of row table)

Group	Number	Very Satisfied	Moderately Satisfied	Not Satisfied	Very Unhappy	Other	Total
All responding graduates	(1,403)	49.9	38.8	5.9	1.4	4.0	100.
All employed respondents	(353)	46.5	42.5	7.4	1.4	2.3	100.
All military respondents	(73)	32.9	39.7	2.7	4.1	20.5	100.
All student respondents	(915)	52.1	39.1	5.5	.9	2.4	100.
U. W. students	(412)	51.9	40.5	4.4	1.0	2.2	100.
W. S. U. students	(259)	45.2	43.6	7.7	.4	3.1	100.
Wis. private college students	(43)	62.8	27.9	4.7	2.3	2.3	100.
Out-of-state college students	(107)	65.4	27.1	3.7	.9	2.8	100.
M.A.T.C. students	(134)	47.8	44.8	5.2	.7	1.5	100.
In "other" post-high school training programs	(73)	45.2	43.8	6.8	2.7	1.4	100.
"Other" respondents	(62)						

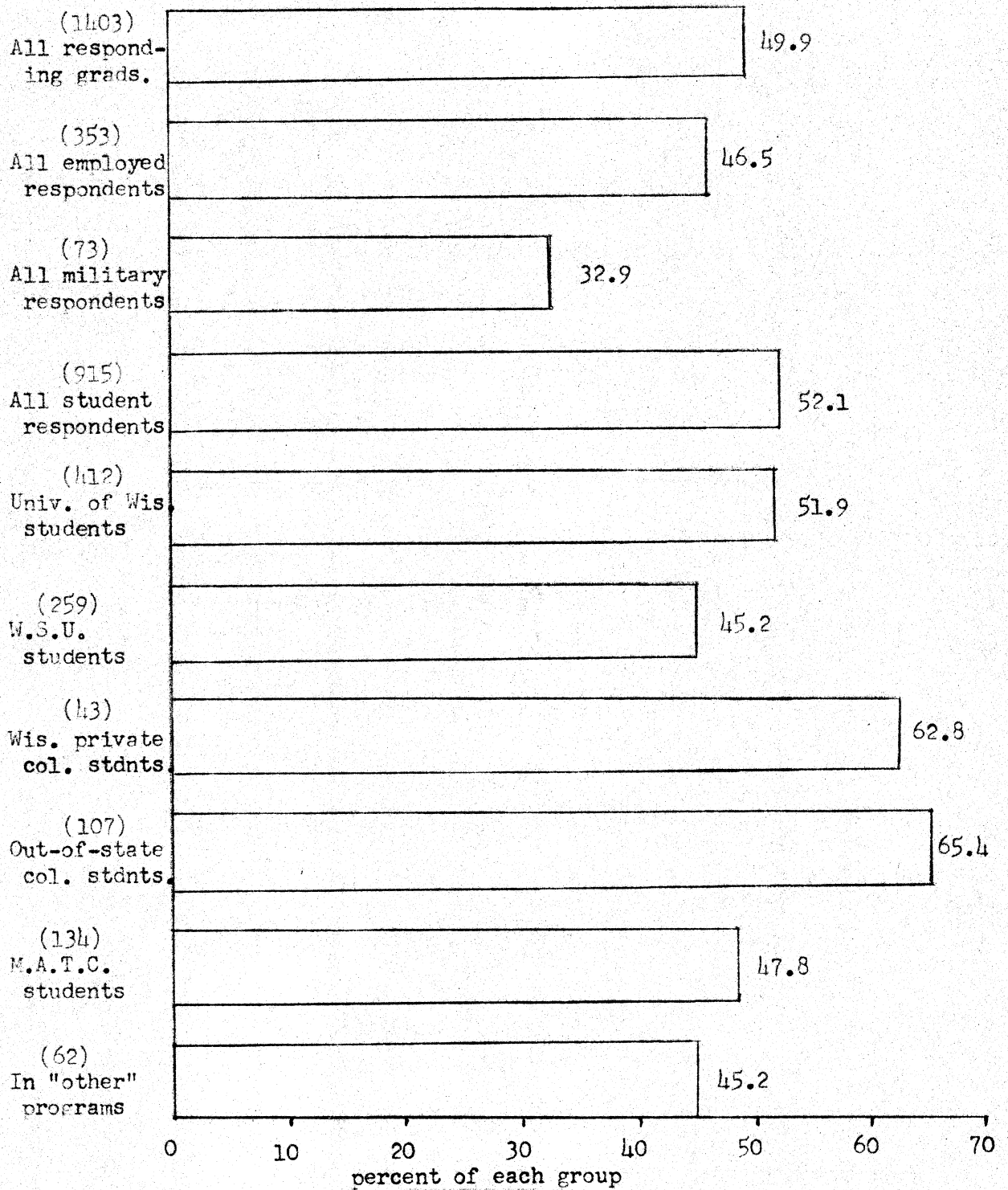


FIGURE 5

PERCENT OF VARIOUS GROUPS WHO WERE VERY SATISFIED WITH CURRENT STATUS

Plan Consistency

83.6% of the 915 respondents continuing their education were doing what they had planned to do upon graduation from high school. Only 43.9% of the employed groups and 43.8% of the military group were doing what they had planned. 69.8% of the class as a whole were doing what they had planned to do when graduating.

Among the student groups, the 412 University of Wisconsin students showed the highest plan consistency with 87.9% doing what they had planned.

TABLE XXXIII

PLAN CONSISTENCY OF VARIOUS GROUPS OF 1967 GRADUATES

<u>Group</u>	<u>Number</u>	<u>Percent Doing What They Planned</u>
All responding graduates	(1,403)	69.8
All employed respondents	(353)	43.9
All military respondents	(73)	43.8
All student respondents	(915)	83.6
U. W. students	(412)	87.9
W. S. U. students	(259)	81.1
Wis. private college students	(43)	65.1
Out-of-state college students	(107)	84.1
M.A.T.C. students	(134)	59.0
In "other" post-high school training programs	(73)	57.5
"Other" respondents	(62)	

Parental Assistance

55.5% of the 1,403 graduates of 1967 responding to the questionnaire rated their parents' assistance in reaching their present status as very helpful. 64.5% of the 915 in the student group rated their parental assistance as "very helpful," whereas only 39.9% and 28.8% respectively of the employed and military groups checked the "very helpful" column.

Within the student groups, the 107 out-of-state students rated their parental assistance the highest with 81.3% indicating they had been very helpful. 28.8% of the military respondents did not answer this particular question.

As might be expected, parents rated far ahead of the other three sources of help considered (teachers, counselors, and classmates/friends).

TABLE XXXIV

RATING OF PARENTAL ASSISTANCE IN REACHING CURRENT POSITIONS
BY VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Very Helpful	Of Some Help	Helped A Little	Not Consulted	Other	Total
All responding graduates	(1,403)	55.5	24.9	9.4	5.6	4.6	100.
All employed respondents	(353)	40.0	26.7	14.4	14.7	4.2	100.
All military respondents	(73)	28.8	26.0	8.2	8.2	28.8	100.
All student respondents	(915)	64.5	24.5	7.3	1.9	1.9	100.
U. W. students	(412)	61.2	26.7	9.2	2.2	.7	100.
W. S. U. students	(259)	64.9	26.3	4.6	1.5	2.7	100.
Wis. private college students	(43)	58.1	18.6	14.0	7.0	2.3	100.
Out-of-state college students	(107)	81.3	12.1	4.7	0.0	1.9	100.
M.A.T.C. students	(134)	53.7	27.6	11.2	5.2	2.2	100.
In "other" post-high school training programs	(73)	39.7	28.8	13.7	9.6	8.2	100.
"Other" respondents	(62)						

Teacher Assistance

Only 21.9% of the class of '67 as a whole rated their teachers' assistance toward reaching their present status as very helpful. However, 35.7% rated their assistance as being of some help. 24.9% of the 915 student group rated their teachers' assistance as being very helpful, and 39.9% indicated they had been of some help. 34.3% of the 353 in the employed group and 20.5% of the 73 in the military group did not consult their teachers on this matter. 30.1% of the military did not reply to this question. All student sub-groups had a higher percentage in the "of some help" column than in the "very helpful" column.

TABLE XXXV

RATING OF TEACHER ASSISTANCE IN REACHING CURRENT POSITION
BY VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Very Helpful	Of Some Help	Helped A Little	Not Consulted	Other	Total
All responding graduates	(1,403)	21.9	35.7	15.8	21.6	5.1	100.
All employed respondents	(353)	16.1	30.3	13.9	34.3	5.4	100.
All military respondents	(73)	13.7	19.2	16.4	20.5	30.1	100.
All student respondents	(915)	24.8	39.8	16.2	17.2	2.0	100.
U. W. students	(412)	23.5	41.7	15.3	18.2	1.2	100.
W. S. U. students	(259)	22.8	40.9	18.1	16.6	1.5	100.
Wis. private college students	(43)	14.0	39.5	27.9	18.6	0.0	100.
Out-of-state college students	(107)	32.7	43.9	6.5	15.0	1.9	100.
M.A.T.C. students	(134)	26.9	28.4	17.9	23.1	3.7	100.
In "other" post-high school training programs	(73)	21.9	23.3	16.4	30.1	8.2	100.
"Other" respondents	(62)						

Counselor Assistance

Approximately one-third (32.2%) of the class as a whole rated counselor assistance toward their present status as "of some help." The highest percentage of the 915 student respondents (36.6%) rated their counselor assistance as being "of some help." The highest percentage of the employed group (36.5%) indicated they had not consulted their counselor on this matter. While 31.5% of the military group did not respond to this question, 26.0% indicated their counselors had been "of some help."

Among the student groups, 36.2% of those in the University of Wisconsin system indicated their counselor had been of some help and 36.7% indicated they had helped a little. The largest percentage of those in the Wisconsin State University system (41.7%) and those in Wisconsin private colleges (39.5%) also checked the "of some help" column. 42.1% of the out-of-state students indicated their counselors' assistance helped a little. Only the 134 Madison Area Technical College students had the highest percentage check the "very helpful" column.

TABLE XXXVI

RATING OF COUNSELOR ASSISTANCE IN REACHING CURRENT POSITION
BY VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Very Helpful	Of Some Help	Helped A Little	Not Consulted	Other	Total
All responding graduates	(1,403)	18.5	32.2	27.6	16.4	5.3	100.
All employed respondents	(353)	13.6	22.4	21.0	36.5	6.5	100.
All military respondents	(73)	8.2	26.0	19.2	15.1	31.5	100.
All student respondents	(915)	21.4	36.6	32.2	7.9	1.9	100.
U. W. students	(412)	15.3	36.2	36.7	10.4	1.5	100.
W. S. U. students	(259)	25.9	41.7	27.0	3.1	2.3	100.
Wis. private college students	(43)	32.6	39.5	14.0	14.0	0.0	100.
Out-of-state college students	(107)	17.8	30.8	42.1	7.5	1.9	100.
M.A.T.C. students	(134)	30.6	26.9	22.4	17.9	2.2	100.
In "other" post-high school training programs	(73)	16.4	31.5	17.8	26.0	8.2	100.
"Other" respondents	(62)						

Classmate/Friend Assistance

As with teachers and counselors, the "of some help" column was checked most frequently by the class as a whole concerning the assistance received from their classmates and friends toward reaching their present status. The largest percentage (43.1%) of the 915 students indicated their classmates/friends had been of some help. In the employed group of 353, 32.6% indicated they did not consult their friends and classmates on this matter. While 32.9% of the 73 in the military group did not answer this question, 21.9% checked the "of some help" column.

Among the student groups, it was of interest to note that the largest percentage (32.6%) of the 43 Wisconsin private college students did not consult with their classmates/friends. All of the other student groups had the highest percentage of their populations check the "of some help" column.

TABLE XXXVII

RATING OF CLASSMATE/FRIEND ASSISTANCE IN REACHING CURRENT POSITION
BY VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Very Helpful	Of Some Help	Helped A Little	Not Consulted	Other	Total
All responding graduates	(1,403)	18.7	36.9	19.1	17.0	8.3	100.
All employed respondents	(353)	13.0	26.3	18.7	32.6	9.3	100.
All military respondents	(73)	13.7	21.9	12.3	19.2	32.9	100.
All student respondents	(915)	21.2	43.1	20.2	11.0	4.5	100.
U. W. students	(412)	21.1	47.1	19.9	7.5	4.4	100.
W. S. U. students	(259)	18.5	47.9	18.1	11.2	4.2	100.
Wis. private college students	(43)	16.3	25.6	20.9	32.6	4.7	100.
Out-of-state college students	(107)	24.3	35.5	20.6	15.9	3.7	100.
M.A.T.C. students	(134)	25.4	32.1	17.9	16.4	8.2	100.
In "other" post-high school training programs	(73)	15.1	24.7	20.5	27.4	12.3	100.
"Other" respondents	(62)						

Counselor Contacts

All respondents from the class as a whole, the student group as a whole, and the employed group indicated the largest percentage of their groups had from three to five counselor contacts during their senior year. Although 27.4% of the military respondents did not answer this question, 26.0% also indicated from three to five contacts. The 43 Wisconsin private college students had the highest percentage (32.6%) of over five counselor contacts among the student groups. The largest percentage (34.2%) of those in "other" post-high school programs had only one or two counselor contacts in their senior year.

TABLE XXXVIII

COUNSELOR CONTACTS BY VARIOUS GROUPS OF 1967 GRADUATES
DURING THEIR SENIOR YEAR IN HIGH SCHOOL

Group	Number	(percent of row table)					Total
		No Contacts	1-2 Contacts	3-5 Contacts	Over 5 Contacts	Other	
All responding graduates	(1,403)	6.0	28.9	41.7	19.2	4.2	100.
All employed respondents	(353)	11.6	30.3	34.6	20.1	3.4	100.
All military respondents	(73)	2.7	23.3	26.0	20.5	27.4	100.
U. W. students	(412)	5.1	34.5	43.7	15.5	1.2	100.
W. S. U. students	(259)	1.9	23.2	51.4	21.2	2.3	100.
Wis. private college students	(43)	2.3	16.3	46.5	32.6	2.3	100.
Out-of-state college students	(107)	3.7	23.4	44.9	25.2	2.8	100.
M.A.T.C. students	(134)	2.2	27.6	47.8	20.9	1.5	100.
In "other" post-high school training programs	(73)	11.0	34.2	30.1	15.1	9.6	100.
"Other" respondents	(62)						

VI. CURRICULUM

Composite Tables

The next five composite tables derived from several computer printouts provide information from all responding 1967 graduates, and from the employed, military, and student respondents concerning:

- . Courses they would take if they could go back to high school
- . Areas in which they would take more work if they could go back to high school
- . Unoffered courses they wished they could have taken in high school
- . High school courses of most value
- . High school courses found least desirable.

Courses Graduates Would Take if They Could Go Back to High School

The two listed courses checked most frequently by the entire class of '67 as subjects they would take if they could go back to high school were typing and art/art metal. The three listed subjects checked most frequently by the 915 student group were typing, art/art metal, and math. The employed group checked foreign language, bookkeeping, and art/art metal most often. 39.7% of the 73 in the military group did not answer this question but of those replying, foreign language was checked the most.

However, all student groups and the employed group used the "other" response more than the single check which was allowed for just one of the subjects listed in the questionnaire. Science was entered as an "other" response more than any other subject. Combining the "other" responses which named one of the eight printed subjects (from which only a single choice was allowed) with the first choice responses, it was found that typing and math led, followed by science, art/art metal, and foreign language in that order as courses graduates would take if they could go back to high school.

Among the various subjects, students at out-of-state colleges checked art/art metal more often than the other groups. Bookkeeping had the highest percentage among M.A.T.C. students and the employed group. W.S.U. students had the highest percentage checking math and Wisconsin private colleges had the highest checking science.

TABLE XXXIX

COURSES VARIOUS GROUPS OF 1967 GRADUATES WOULD TAKE IF THEY COULD GO BACK TO HIGH SCHOOL

(Percent of row table)

Group	Number	Art/Art Metal	Book- keeping	Foreign Lang.	Home Ec.	Ind. Arts	Math	Science	Typing	Other Resp.	No Resp.	Total
All responding graduates	(1,403)	10.6	8.6	9.5	4.9	3.9	9.4	8.1	11.2	21.1	12.7	100.
All employed respondents	(353)	11.9	12.2	15.0	7.6	4.0	8.5	6.2	7.6	17.0	9.9	100.
All military respondents	(73)	1.4	1.4	19.2	0.0	5.5	6.8	4.1	8.2	13.7	39.7	100.
All student respondents	(915)	10.8	7.8	6.6	3.9	3.6	10.4	9.4	12.8	23.6	11.1	100.
U. W. students	(412)	12.4	7.3	5.8	2.9	3.9	9.5	6.1	15.5	26.2	10.4	100.
W. S. U. students	(259)	7.3	6.9	7.7	5.8	3.9	14.3	13.1	10.8	20.5	9.7	100.
Wis. private college students	(43)	11.6	9.3	7.0	2.3	2.3	11.6	14.0	4.7	25.6	11.6	100.
Out-of-state college students	(107)	18.7	1.9	5.6	.9	2.8	6.5	9.3	14.0	24.3	15.9	100.
M.A.T.C. students	(134)	8.2	14.2	6.0	5.2	5.2	11.2	10.4	11.2	18.7	9.7	100.
In "other" post-high school training programs	(73)	11.0	6.8	15.1	8.2	5.5	5.5	4.1	9.6	23.3	11.0	100.
"Other" respondents	(62)											

Areas in Which Graduates Would Take More Work if They Could Go Back to High School

Math led all others as an area in which the respondents would take more work if they could go back to high school. Combining the single checks for first choice responses with the "other" responses, math, science, and foreign language ranked in that order as areas in which they would take more work if they could go back to high school. (Same ranking as for first choice responses.)

In the 915 student group, math, science and foreign languages were the courses checked most often. The employed group checked practical arts, commercial subjects, and English most often. Although 34.2% of the military respondents did not reply to this question, math was checked by most as the area in which they would take more work.

Among the courses, art was checked the most by out-of-state students. Commercial subjects and English were checked the most by the employed group and those in "other" post high school training programs. Foreign language was checked by the largest percentage of U. W. and out-of-state college students. Math was checked heavily by all groups, but out-of-state students were not as interested in math as the others. Practical arts was checked most often by M.A.T.C. students and the employed group. All student groups had a good proportion interested in more science and out-of-state students led the others in wanting more social studies.

TABLE XL

AREAS IN WHICH VARIOUS GROUPS OF 1967 GRADUATES WOULD TAKE MORE WORK IF THEY COULD GO BACK TO HIGH SCHOOL

(Percent of row table)

Group	Number	Art	Commer- cial	English	Foreign Lang.	Math	Prac. Arts	Science	Social Studies	Other Resp.	No Resp.	Total
All responding graduates	(1,403)	6.6	4.6	6.8	11.5	18.6	6.6	14.2	7.7	13.4	10.0	100.
All employed respondents	(353)	7.1	11.0	10.8	5.9	16.4	11.6	7.1	5.4	15.9	8.8	100.
All military respondents	(73)	1.4	0.0	9.6	9.6	16.4	6.8	11.0	4.1	6.8	34.2	100.
All student respondents	(915)	6.3	2.5	4.9	13.9	19.7	4.7	17.8	9.1	12.8	8.3	100.
U. W. students	(412)	6.1	1.7	3.6	17.2	17.5	3.4	16.7	10.4	13.6	9.7	100.
W. S. U. students	(259)	6.2	3.9	7.7	11.2	23.6	4.2	22.4	6.2	10.4	4.2	100.
Wis. private college students	(43)	7.0	2.3	4.7	9.3	27.9	2.3	18.6	9.3	14.0	4.7	100.
Out-of-state college students	(107)	10.3	0.0	4.7	17.8	11.2	0.0	14.0	16.8	13.1	12.1	100.
M.A.T.C. students	(134)	3.0	6.0	7.5	6.7	23.9	14.9	14.2	1.5	15.7	6.7	100.
In "other" post-high school training programs	(73)	4.1	8.2	11.0	9.6	21.9	8.2	12.3	5.5	12.3	6.8	100.
"Other" respondents	(62)											

Unoffered Courses Graduates Wished They Could Have Taken in High School

Psychology led all other subjects among all groups, student, employed, and military, as a course they wished they could have taken in high school. Psychology was also the most often inserted subject among the "other" responses with philosophy in second place. Combining the "other" with the single checks for first choice, psychology, philosophy, and marriage and family rated in that order as unoffered courses the 1967 graduates wished they could have taken.

Many of the employed group, the Madison Area Technical College students, and those in "other" post-high school training programs wished they could have taken a course in marriage and family. Many out-of-state college students wished they could have taken philosophy; several of the military group and those in Wisconsin private colleges wished they could have taken photography.

TABLE XLI

UNOFFERED COURSES VARIOUS GROUPS OF 1967 GRADUATES WISHED THEY COULD HAVE TAKEN IN HIGH SCHOOL

(Percent of Row Table)

Group	Number	Arts & Crafts	Market- ing	Marriage & Family	Philo- sophy	Photo- graphy	Print- ing	Psych- ology	Slms- ship	Other Resp.	No Resp.	Total
All responding graduates	(1,403)	2.1	3.1	14.0	10.5	5.6	.8	27.5	2.9	18.2	15.3	100.
All employed respondents	(353)	3.4	4.0	20.1	3.4	5.7	1.1	23.8	5.4	14.2	19.0	100.
All military respondents	(73)	0.0	1.4	4.1	5.5	11.0	1.4	16.4	4.1	9.6	46.6	100.
All student respondents	(915)	1.4	3.2	11.8	14.0	5.1	.5	30.6	1.9	20.3	11.1	100.
U. W. students	(412)	.7	1.7	11.7	13.1	4.9	.2	31.6	1.2	23.3	11.7	100.
W. S. U. students	(259)	2.7	4.6	12.7	13.9	4.2	.8	34.0	1.5	15.1	10.4	100.
Wis. private college students	(43)	4.7	4.7	7.0	7.0	11.6	0.0	23.2	9.3	27.8	4.7	100.
Out-of-state college students	(107)	.9	.9	3.7	28.1	6.5	0.0	27.2	1.9	18.7	12.1	100.
M.A.T.C. students	(134)	2.2	6.0	13.4	8.2	7.5	3.0	23.1	2.2	20.1	14.2	100.
In "other" post high school training programs	(73)	1.4	1.4	17.8	4.1	9.6	0.0	27.4	4.1	19.2	15.1	100.
"Other" respondents	(62)											

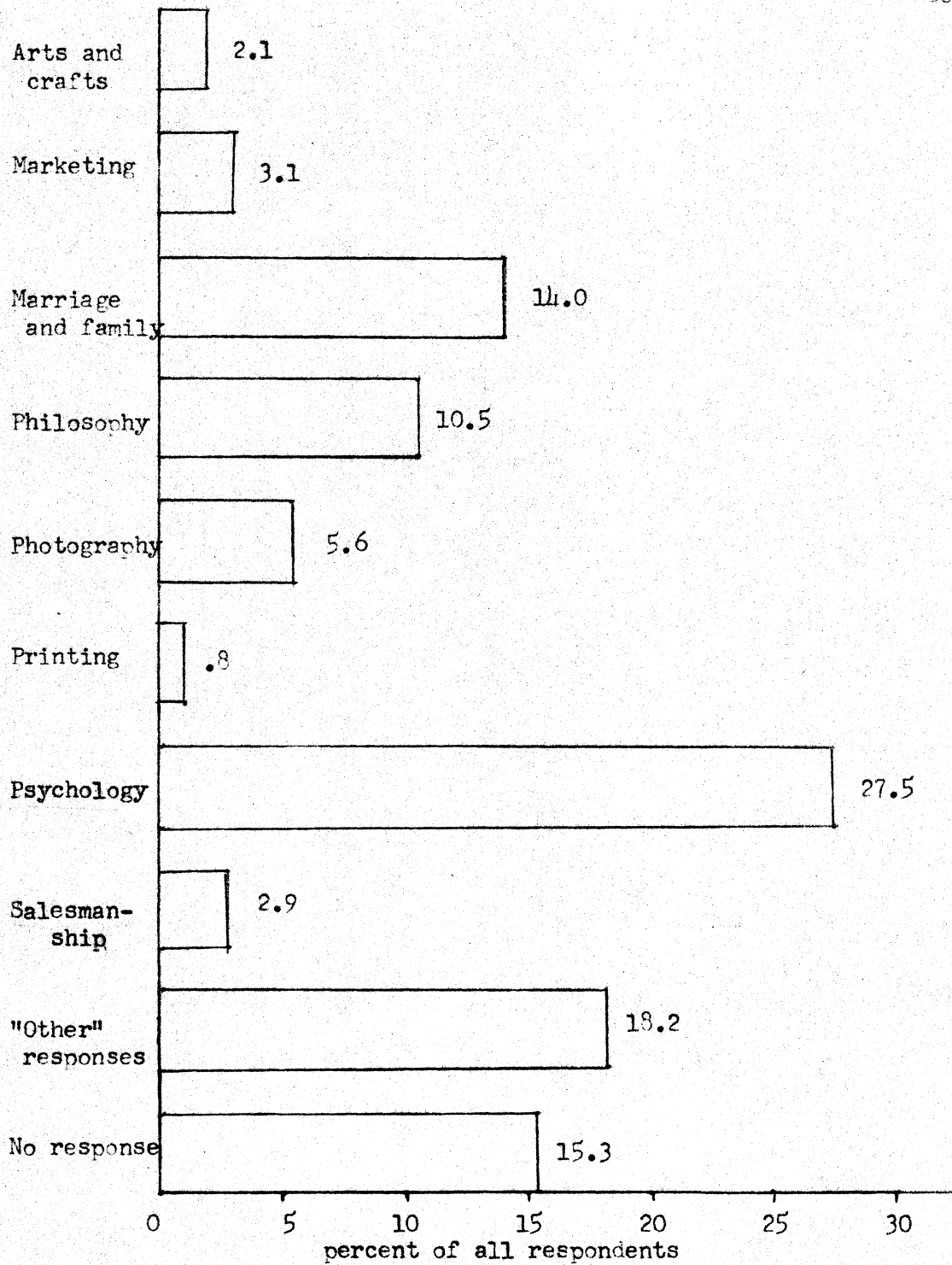


FIGURE 6

UNOFFERED COURSES 1967 GRADUATES WISHED
THEY COULD HAVE TAKEN IN HIGH SCHOOL

High School Courses of Most Value

English was considered the most valuable high school course by a large percentage of all groups of students, employed, and military. English was also the most often inserted subject among the "other" responses with social studies the next most popular insert. Combining the "other" responses with the first choices indicated, English, math, social studies, and science were rated in that order as their most valuable subjects by the class of '67. (Same ranking as for first choice responses.)

Among the various courses, commercial subjects were checked by the largest percentage of those in the employed group, those attending M.A.T.C., and those in "other" post-high school training programs. English was checked by the largest percentage of W. S. U. and out-of-state students. U. W. students had the highest percentage checking foreign language. The employed group and the M.A.T.C. students had many indicating that the practical arts had been of most value to them. Science was checked by a good percentage of U. W. and W. S. U. students. Those in "other" post-high school training programs led all of the sub-groups in considering math their most valuable high school course. Many M.A.T.C. and U. W. students and many in the military also found math most valuable.

TABLE XLII

HIGH SCHOOL COURSES OF MOST VALUE TO VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Art	Commer- cial	English	Foreign Lang.	Math	Prac. Arts	Science	Social Studies	Other Resp.	No Resp.	Total
All responding graduates	(1,403)	2.6	4.8	29.0	4.8	11.0	5.3	8.7	7.3	19.0	7.6	100.
All employed respondents	(353)	2.3	13.3	28.6	.3	10.5	10.2	2.3	3.7	21.2	7.6	100.
All military respondents	(73)	1.4	1.4	19.2	1.4	13.7	8.2	8.2	6.8	9.6	30.1	100.
All student respondents	(915)	2.5	1.9	29.6	6.9	11.3	3.2	11.7	8.9	18.9	5.2	100.
U. W. students	(412)	1.7	.5	27.4	10.0	12.4	1.5	13.6	9.5	18.4	5.1	100.
W. S. U. students	(259)	4.8	1.9	39.6	3.5	10.0	2.7	11.6	9.3	11.6	5.0	100.
Wis. private college students	(43)	9.3	4.7	27.9	4.7	9.3	2.3	7.0	7.0	25.6	2.3	100.
Out-of-state college students	(107)	0.0	1.9	30.8	8.4	10.3	0.0	6.5	8.4	28.0	5.6	100.
M.A.T.C. students	(134)	1.5	6.0	21.6	.7	14.2	14.9	6.7	6.7	21.6	6.0	100.
In "other" post-high school training programs	(73)	2.7	11.0	19.2	0.0	20.5	6.8	12.3	1.4	23.3	2.7	100.
"Other" respondents	(62)											

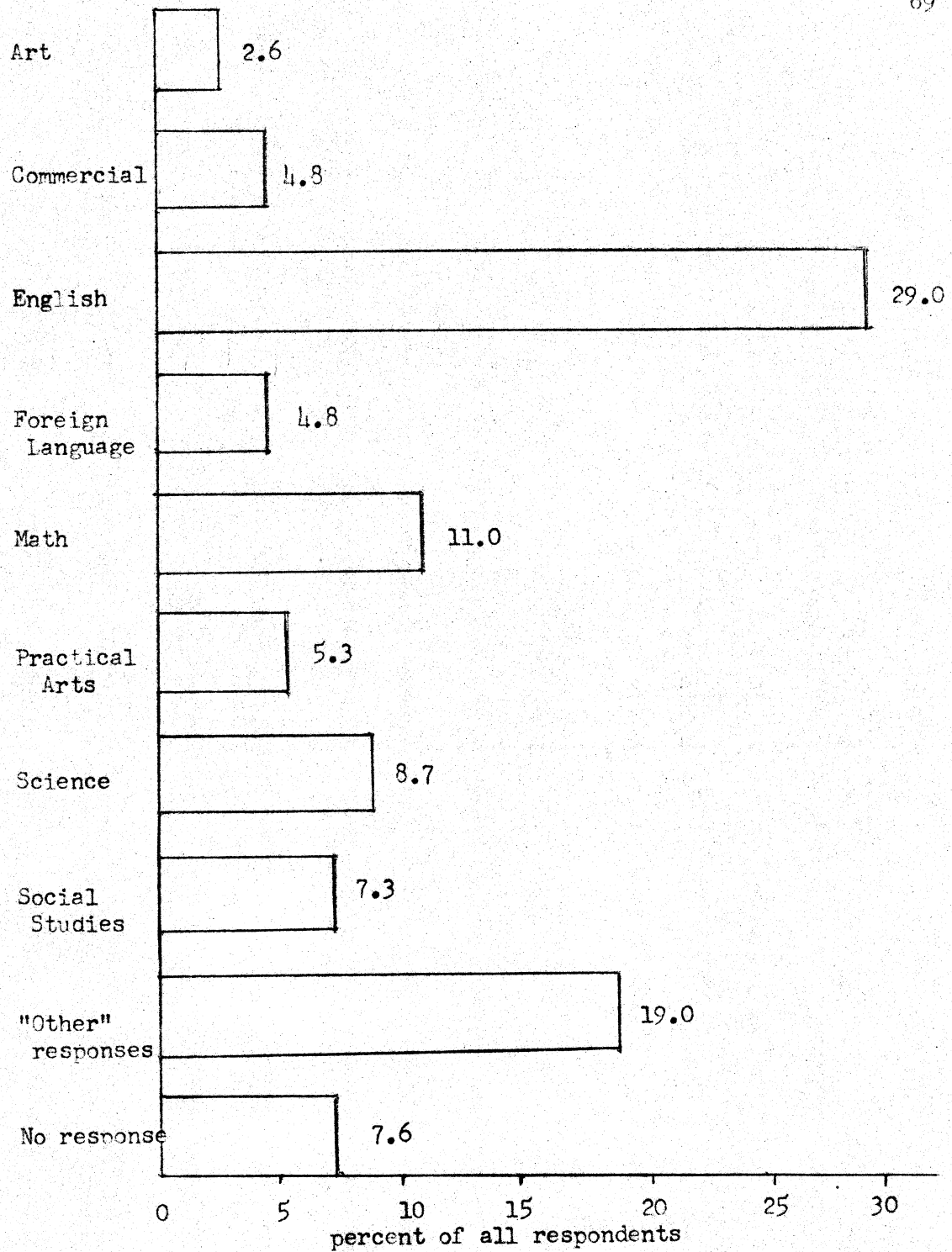


FIGURE 7

HIGH SCHOOL COURSES OF MOST VALUE TO 1967 GRADUATES

High School Courses Found Least Desirable

Math also led all others as the least desirable high school course according to responses from the class as a whole. Combining the first choices with the "other" responses, mathematics, social studies, and foreign language were found the least desirable in that order by the class of '67. (Same rank order as for first choice responses.)

Of the 915 students responding, the largest percentages of single checks opposite the eight subjects listed were for math and foreign language as least desirable. The largest percentage of checks by the 353 employed graduates appeared opposite math and social studies. With 31.5% of the military not answering this question, 21.9% checked math as their least desirable course.

Among the eight listed subjects, W. S. U. students had the largest percentage finding art least desirable. M.A.T.C. students led the others in checking English as least desirable. U. W. students led the others in checking foreign language courses as least desirable, and out-of-state students led in checking practical arts as least desirable. Wisconsin private college students and the employed graduates led in rating both science and social studies as least desirable.

TABLE XLIII

HIGH SCHOOL COURSES FOUND LEAST DESIRABLE BY VARIOUS GROUPS OF 1967 GRADUATES

(Percent of row table)

Group	Number	Art	Commer- cial	English	Foreign Lang.	Math	Prac. Arts	Science	Social Studies	Other Resp.	No Resp.	Total
All responding graduates	(1,403)	3.9	2.1	10.2	13.6	18.7	5.5	10.3	14.5	9.2	12.0	100.
All employed respondents	(353)	4.2	1.7	13.1	9.6	18.2	4.2	13.0	17.9	8.2	9.9	100.
All military respondents	(73)	4.1	1.4	8.2	9.6	21.9	2.7	4.1	11.0	5.5	31.5	100.
All student respondents	(915)	3.7	2.2	9.8	15.6	18.9	6.3	9.6	13.4	9.8	10.7	100.
U. W. students	(412)	1.9	2.9	9.5	16.5	17.2	6.6	9.2	14.1	10.9	11.2	100.
W. S. U. students	(259)	3.1	2.7	8.5	16.6	23.6	6.2	11.2	11.6	6.6	10.0	100.
Wis. private college students	(43)	11.6	0.0	7.0	14.0	18.6	2.3	14.0	16.3	7.0	9.3	100.
Out-of-state college students	(107)	5.6	1.9	6.5	11.2	23.4	10.3	6.5	11.2	10.3	13.1	100.
M.A.T.C. students	(134)	4.5	1.5	19.4	14.9	17.2	3.0	9.0	12.7	8.2	9.7	100.
In "other" post high-school training programs	(73)	5.5	1.4	12.3	13.7	16.4	4.1	6.8	15.1	11.0	13.7	100.
"Other" respondents	(62)											

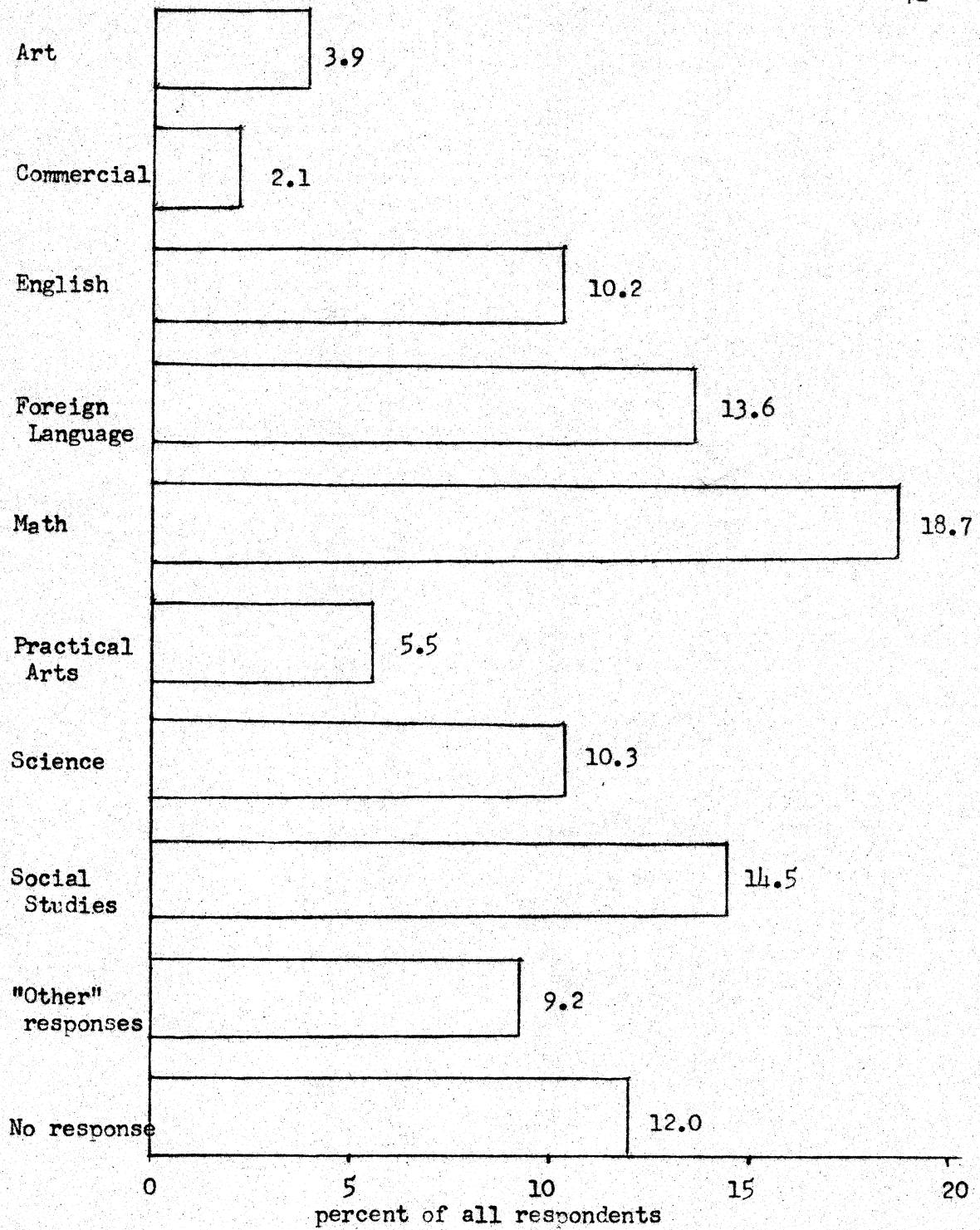


FIGURE 8

HIGH SCHOOL COURSES FOUND LEAST DESIRABLE BY 1967 GRADUATES

VII. SATISFACTION

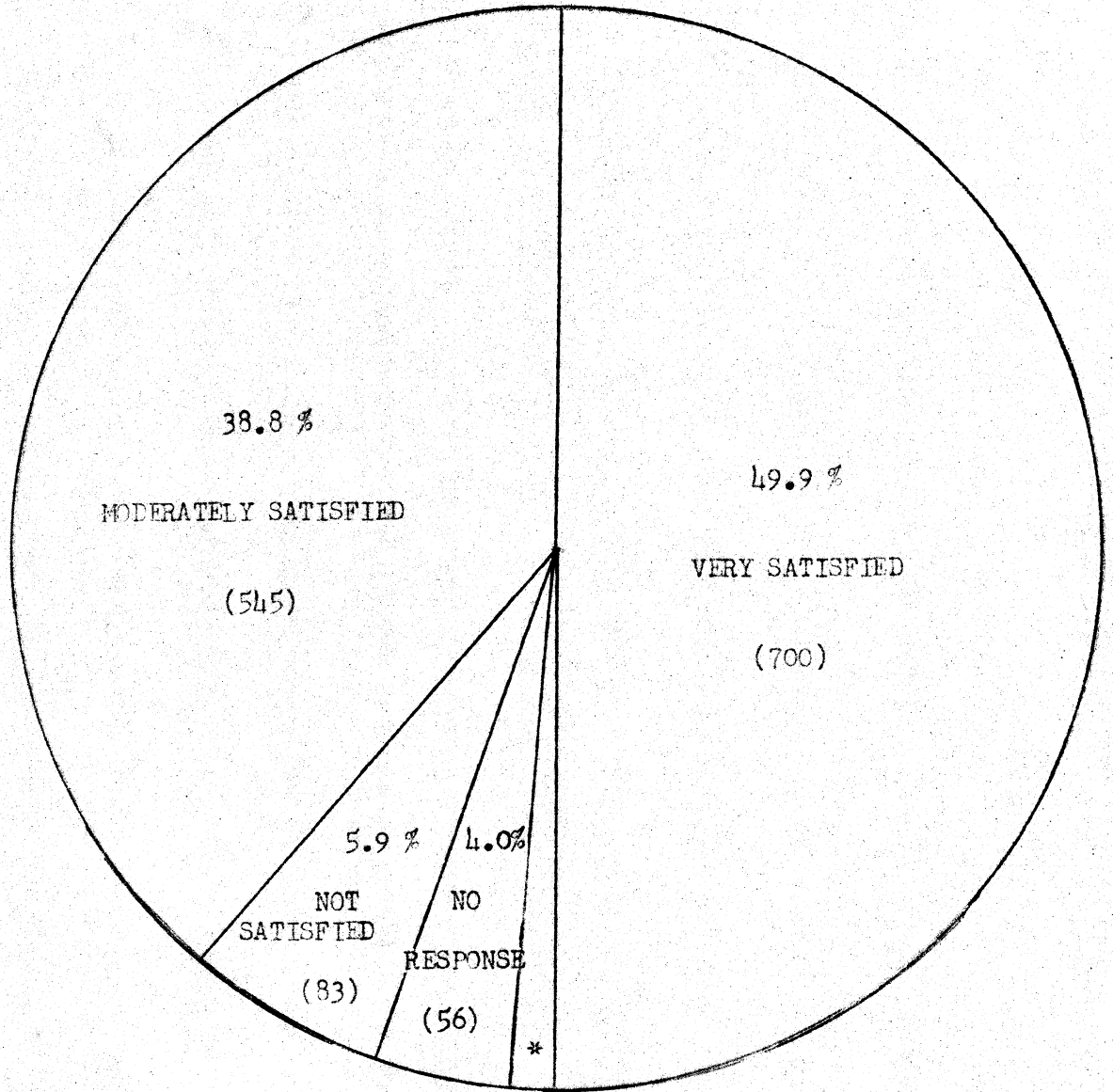
Satisfaction of Class of 1967, As a Whole

1,245 (88.7%) of the 1,403 respondents indicated they were moderately or very satisfied with their current status.

TABLE XLIV

DEGREE OF SATISFACTION WITH CURRENT STATUS

<u>Degree of Satisfaction</u>	<u>Number</u>	<u>Percent of Class</u>
Very satisfied	700	49.9
Moderately satisfied	545	38.8
Not satisfied	83	5.9
Very unhappy	19	1.4
No response	<u>56</u>	<u>4.0</u>
All responding graduates	1,403	100.0



* 1.4 % VERY UNHAPPY (19)

FIGURE 9

DEGREE OF SATISFACTION OF ALL RESPONDENTS
TEN MONTHS AFTER GRADUATION

Satisfaction with Current Status, Men vs. Women

53.7% of the women and 45.5% of the men were very satisfied;
90.6% of the women and 86.6% of the men were at least moderately
satisfied with what they were doing.

TABLE XLV

NUMBER AND PERCENT OF MALES VS. FEMALES
BY SATISFACTION LEVELS

Degree of Satisfaction	Males		Females	
	Number	Percent	Number	Percent
Very satisfied	295	45.5	405	53.7
Moderately satisfied	267	41.1	278	36.9
Not satisfied	48	7.4	35	4.6
Very unhappy	5	.8	14	1.9
No response	<u>34</u>	<u>5.2</u>	<u>22</u>	<u>2.9</u>
TOTALS	649	100.0	754	100.0

Attendance Records Compared with Current Satisfaction

Combining very and moderately satisfied responses, there appears to be little difference in satisfaction between those absent 0 - 20 days, and those absent 26 - 30 days. However, these groups indicated a higher percentage of satisfied graduates than those absent 21 - 25 or 31 - 45 days.

TABLE XLVI

DEGREE OF SATISFACTION AS RELATED TO SENIOR YEAR ATTENDANCE

(Percent of row table)

Days Absent Senior Year	Number	Very Satisfied	Moderately Satisfied	Not Satisfied	Very Unhappy "?"	Total
0 - 5	(474)	55.1	37.1	4.9	.6 2.3	100.0
6 - 10	(350)	47.7	41.7	6.6	1.4 2.6	100.0
11 - 15	(240)	50.4	39.6	4.2	1.2 4.6	100.0
16 - 20	(118)	47.5	39.8	5.1	3.4 4.2	100.0
21 - 25	(70)	44.3	31.4	11.4	0.0 12.9	100.0
26 - 30	(48)	41.7	47.9	6.3	2.1 2.1	100.0
31 - 35	(26)	34.6	42.3	11.5	0.0 11.5	100.0
36 - 40	(26)	50.0	26.9	7.7	7.7 7.7	100.0
41 - 45	(40)	40.0	35.0	12.5	2.5 10.0	100.0
"Other"	(11)	54.5	54.5	36.4	0.0 0.0	100.0

Grade Point Averages Compared with Current Satisfaction

Generally speaking, higher grade point average groups had slightly higher percentages of their graduates indicate they were very or moderately happy; and the lower grade point average groups had slightly more dissatisfied graduates.

TABLE XLVII

DEGREE OF SATISFACTION AS RELATED TO
HIGH SCHOOL GRADE POINT AVERAGES

(Percent of row table)

High School G.P.A.'s	Number	Very Satisfied	Moderately Satisfied	Not Satisfied	Very Unhappy	"?"	Total
3.5 - 4.0	(115)	60.9	32.2	5.2	0.0	1.7	100.
3.0 - 3.49	(188)	59.6	33.0	3.7	1.1	2.7	100.
2.5 - 2.99	(332)	49.7	41.9	4.8	1.5	2.1	100.
2.0 - 2.49	(406)	49.8	39.7	6.7	1.5	2.5	100.
1.5 - 1.99	(266)	41.0	41.4	7.1	1.9	8.6	100.
1.0 - 1.49	(81)	44.4	35.8	8.6	1.2	9.9	100.
0.5 - 0.99	(2)	100.0	0.0	0.0	0.0	0.0	100.
0.0 - 0.49	(0)	0.0	0.0	0.0	0.0	0.0	0.
Unknown	(13)	30.8	53.8	7.7	0.0	7.7	100.

Henmon-Nelson Percentile Ranges Compared with Current Satisfaction

Those in the higher percentile ranges on the Henmon-Nelson Tests of Mental Ability had slightly higher percentages of their groups indicate they were satisfied with their current situations; those in the bottom quartile on the Henmon-Nelson had slightly more dissatisfied graduates. These results parallel those comparing satisfaction with grade point averages.

TABLE XLVIII

DEGREE OF SATISFACTION AS RELATED TO
HENMON-NELSON PERCENTILES

(Percent of row table)

Henmon-Nelson Percentiles	Number	Very Satisfied	Moderately Satisfied	Not Satisfied	Very Unhappy	"?"	Total
76 - 99	(525)	53.5	36.8	5.9	1.1	2.7	100.0
51 - 75	(399)	50.1	39.3	6.5	1.0	3.0	100.0
26 - 50	(251)	47.8	42.2	4.0	1.2	4.8	100.0
0 - 25	(228)	43.4	39.0	7.0	2.6	7.9	100.0
All responding graduates	(1,403)	49.9	38.8	5.9	1.4	4.0	100.0

Current Occupations Compared with Current Satisfaction

As with the class as a whole, most job categories showed approximately half of their workers were very satisfied. However, those in production work and those in service jobs had a larger percentage who were not satisfied than in the other occupations. Those in apprenticeship programs or in semi-professional and technical work had the largest percentage indicate they were very satisfied.

TABLE L
DEGREE OF SATISFACTION AS RELATED TO
CURRENT OCCUPATIONS

(Percent of row table)

Employment Group	Very Number	Satisfied	Moderately Satisfied	Not Satisfied	Very Unhappy	"?"	Total
Agriculture	(17)	47.1	47.1	5.9	0.0	0.0	100.0
Apprenticeship	(24)	58.3	37.5	0.0	0.0	4.2	100.0
Clerical/ Sales	(267)	52.1	40.4	4.5	1.1	1.9	100.0
Construction	(13)	38.5	61.5	0.0	0.0	0.0	100.0
Mechanic/ Repairman	(22)	50.0	45.5	4.5	0.0	0.0	100.0
Production Work	(44)	45.5	38.6	11.4	2.3	2.3	100.0
Semi-profes./ Tech.	(25)	56.0	44.0	0.0	0.0	0.0	100.0
Service work	(100)	42.5	41.5	12.3	1.9	1.9	100.0
"Other" work	(270)	53.0	37.4	5.2	1.9	2.6	100.0
Not employed	(615)	48.9	37.2	6.0	1.3	6.5	100.0
All respond- ing grads.	(1,403)	49.9	38.8	5.9	1.4	4.0	100.0

Degree of Satisfaction in Other Groups

See table XXXII for degree of satisfaction in other groups.

Selected Observations from Available Satisfaction Data

While space does not permit the duplication of all data, the following items were selected for their possible interest to the readers of this report:

- . There was very little difference in levels of satisfaction among students at the Wisconsin State Universities. (See table XXXII for comparison of all W. S. U. students with other graduates.)
- . There was very little relationship between levels of satisfaction and the number of jobs held.
- . There were no meaningful differences in levels of satisfaction among those in the various programs at the Madison Area Technical College. (See table XXXII for comparison of those attending M.A.T.C. and other graduates.)
- . In general, the higher the level of satisfaction, the higher the respondents rated assistance from parents, teachers, counselors, and friends in reaching their current status. Parents rated the highest, with 65% of the 700 very satisfied graduates rating their parents' assistance as very helpful. (See tables XXXIV - XXXVII for assistance ratings by various groups.)
- . Regardless of degree of satisfaction with what they were doing, 41% - 45% of the respondents indicated they had had 3 - 5 counselor contacts in their senior year.
- . Responses to questions concerning the curriculum were scattered regardless of satisfaction level. (See tables XXXIX - XLIII for curriculum ratings by various groups.)

VIII. PLAN CONSISTENCY

Class As a Whole

69.8% of the 1,403 respondents indicated they were doing what they had planned to do when graduating from high school.

Grade Point Averages Compared with Plan Consistency

The higher the high school grade point average, the greater the plan consistency.

TABLE LI

PLAN CONSISTENCY AS RELATED TO HIGH SCHOOL GRADE POINT AVERAGES

(Percent of row table)

High School G.P.A.'s	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
3.5 - 4.0	(115)	86.1	13.0	.9	100.0
3.0 - 3.49	(188)	84.0	13.3	2.7	100.0
2.5 - 2.99	(332)	81.0	16.3	2.7	100.0
2.0 - 2.49	(406)	64.5	30.0	5.4	100.0
1.5 - 1.99	(266)	51.9	37.2	10.9	100.0
1.0 - 1.49	(81)	51.9	32.1	10.0	100.0
0.5 - 0.99	(2)	50.0	50.0	0.0	100.0
0.0 - 0.49	(0)	0.0	0.0	0.0	100.0
Unknown	(13)	76.9	23.1	0.0	100.0

Plan Consistency of Current Status Groups

A larger percentage of the full-time student group (85.7%) was doing what they had planned to do when graduating than any other group. Approximately half (49.0%) of the full-time employed group was not doing what they had planned to do.

TABLE LII

PLAN CONSISTENCY OF CURRENT STATUS GROUPS

(Percent of row table)

Current Status	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
Full-time employed	(310)	43.5	49.0	7.4	100.0
Part-time employed	(7)	71.4	28.6	0.0	100.0
Student/Part-time employed	(303)	79.2	19.8	1.0	100.0
Full-time student	(612)	85.7	10.5	3.8	100.0
In military service	(73)	43.8	35.6	20.5	100.0
Married female, working	(35)	42.9	54.3	2.9	100.0
Married female, homemaker	(32)	59.4	31.3	9.4	100.0
Unemployed and looking for job	(9)	11.1	66.7	22.2	100.0
College drop-outs	(10)	30.0	50.0	20.0	100.0
Other	(1)	0.0	100.0	0.0	100.0
No response	(11)	34.4	0.0	63.6	100.0
All respondents	(1,403)	69.8	24.6	5.6	100.0

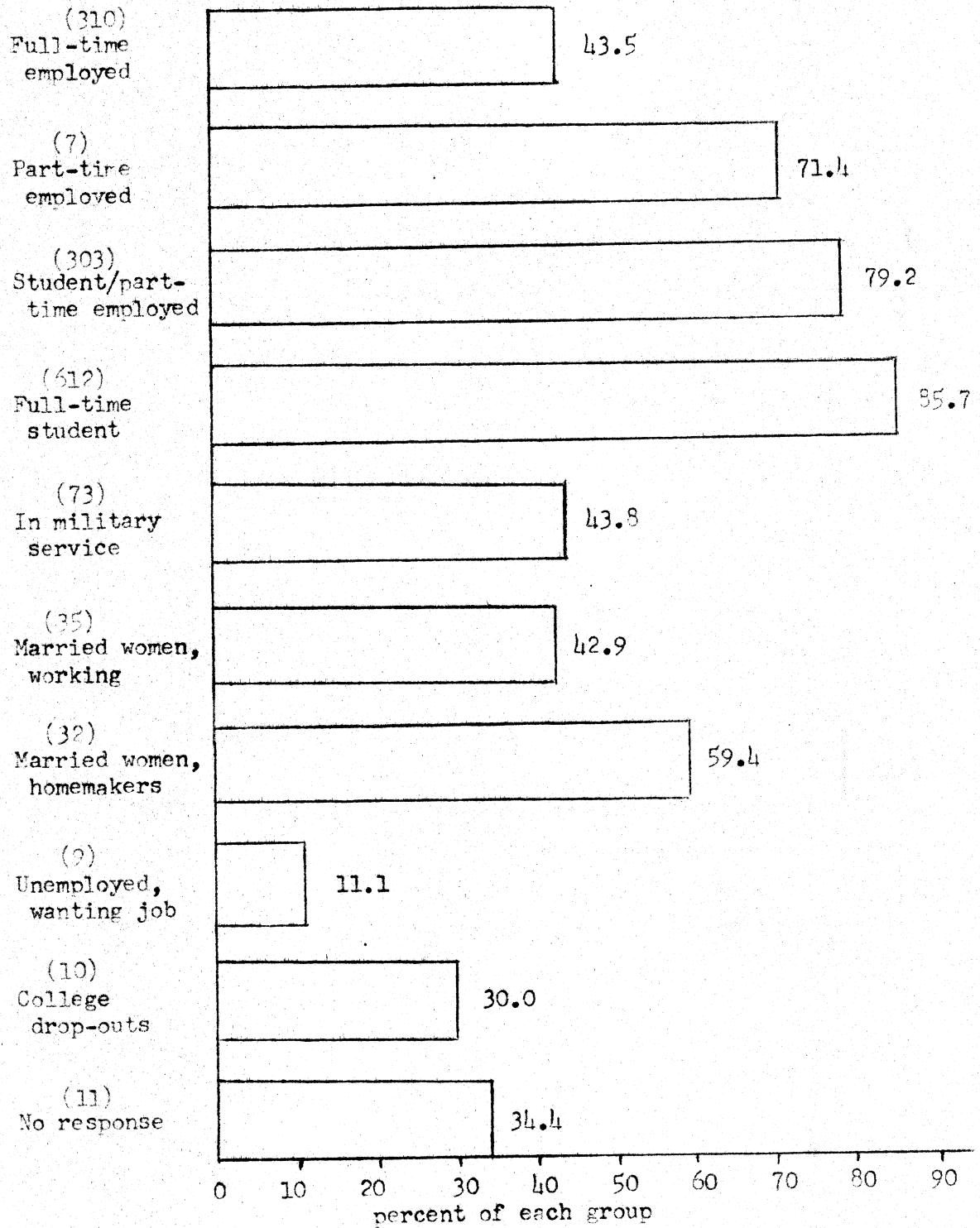


FIGURE 10

PERCENT OF EACH GROUP DOING AS PLANNED AT TIME OF GRADUATION

Parental Assistance Compared with Plan Consistency

Those rating parental help the highest also had the highest percentage of their group doing as planned (78.0%). Only 44.9% of those who had not consulted their parents were doing as planned.

TABLE LIII

PLAN CONSISTENCY AS RELATED TO
PARENTAL HELP IN REACHING CURRENT STATUS

(Percent of row table)

Rating of Parental Help	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
Very helpful	(778)	78.0	18.6	3.2	100.0
Of some help	(350)	68.3	27.7	4.0	100.0
Little help	(132)	62.1	33.3	4.5	100.0
Not consulted	(78)	44.9	51.3	3.8	100.0
Other	(65)	24.6	27.7	47.7	100.0

Teacher Assistance Compared with Plan Consistency

While there was not much difference in plan consistency among those who rated teacher assistance as little, some, or very helpful, (71.0 - 77.5% doing as planned), there was a big drop in plan consistency where teachers had not been consulted, (56.8% doing as planned).

TABLE LIV

PLAN CONSISTENCY AS RELATED TO
TEACHER HELP IN REACHING CURRENT STATUS

(Percent of row table)

Rating of Teacher Help	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
Very helpful	(307)	77.5	17.6	4.9	100.0
Of some help	(501)	77.8	19.0	3.2	100.0
Little help	(221)	71.0	26.7	2.3	100.0
Not consulted	(303)	56.8	39.9	3.3	100.0
Other	(71)	31.0	22.5	46.5	100.0

Counselor Assistance Compared with Plan Consistency

Only 47.4% of those who did not consult their counselor were doing what they had planned compared with 72.6 - 78.3% for those who had.

TABLE LV

PLAN CONSISTENCY AS RELATED TO
COUNSELOR HELP IN REACHING CURRENT STATUS

(Percent of row table)

Rating of Counselor Help	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
Very helpful	(259)	72.6	22.4	5.0	100.0
Of some help	(452)	77.7	19.2	3.1	100.0
Little help	(387)	78.3	19.6	2.1	100.0
Not consulted	(230)	47.4	47.8	4.8	100.0
Other	(75)	37.3	18.7	44.0	100.0

Classmate/Friend and Other Assistance Compared with Plan Consistency

Those who failed to consult others, whether they be parents, teachers, counselors, or classmate/friends, had the lowest percentage of their group doing as they had planned. The amount of help received from classmate/friends, when consulted, had little effect on plan consistency.

TABLE LVI

PLAN CONSISTENCY AS RELATED TO
CLASSMATE/FRIEND HELP IN REACHING CURRENT STATUS

(Percent of row table)

Rating of Class- mate/Friend Help	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
Very helpful	(263)	74.5	23.6	1.9	100.0
Of some help	(518)	76.4	20.1	3.5	100.0
Little help	(268)	72.8	23.5	3.7	100.0
Not consulted	(238)	60.5	36.1	3.4	100.0
Other	(116)	41.4	25.9	32.8	100.0

Senior Year Counselor Contacts Compared with Plan Consistency

Those having counselor contacts in their senior year had a higher percentage of their groups doing what they had planned (67.0 - 73.7%) than those who had not contacted their counselor (63.1%).

TABLE LVII

PLAN CONSISTENCY AS RELATED TO SENIOR YEAR COUNSELOR CONTACTS

(Percent of row table)

No. of Sr. Yr. Cnslr. Contacts	Number	Doing As Planned	Not Doing As Planned	No Answer	Total
Over 5	(270)	67.0	28.5	4.4	100.0
3 - 5	(585)	73.7	23.8	2.6	100.0
1 - 2	(405)	73.6	23.5	3.0	100.0
None	(84)	63.1	29.8	7.1	100.0
Other	(59)	27.1	15.3	57.6	100.0

High School Help in Understanding Abilities and Interests Compared with Plan Consistency

The amount of help students received from high school in understanding their abilities and interests had little or no effect on plan consistency.

IX. HIGH SCHOOL HELP

High School Preparation for Further Education

79.6% of the class as a whole indicated their high school had helped prepare them for further education; 44.2% rated this help as "a great deal," and 35.4% checked the "somewhat" column.

Ratings of High School Preparation for Further Education Compared with Grade Point Averages

Those in the higher grade point average groups tended to rate their high school preparation for further education higher than those in the lower G.P.A. groups. (Many in the lower groups would not be continuing their education.)

TABLE LVIII

HIGH SCHOOL GRADE POINT AVERAGES AS RELATED TO
RATINGS OF HIGH SCHOOL PREPARATION FOR FURTHER EDUCATION

(Percent of row table)

High School G.P.A.'s	Number	Helped A Great Deal	Helped Somewhat	Helped A Little	Would Have Liked More	Other	Total
3.5 - 4.0	(115)	60.0	34.8	0.9	3.5	0.9	100.0
3.0 - 3.49	(188)	64.9	28.7	1.6	3.2	1.6	100.0
2.5 - 2.99	(332)	51.2	32.2	6.3	8.1	2.1	100.0
2.0 - 2.49	(406)	42.4	36.5	10.1	8.6	2.5	100.0
1.5 - 1.99	(266)	25.9	41.4	15.4	7.5	9.9	100.0
1.0 - 1.49	(81)	14.8	39.5	22.2	8.6	14.8	100.0
0.5 - 0.99	(2)	50.0	0.0	50.0	0.0	0.0	100.0
0.0 - 0.49	(0)	0.0	0.0	0.0	0.0	0.0	0.0
Other	(13)	38.5	38.5	7.7	15.4	0.0	100.0
All respon- dents	(1,403)	44.2	35.4	9.1	7.2	4.2	100.0

Relationship of Grade Averages to High School Help in Other Areas

The data concerning grade point averages as related to other kinds of assistance showed that high school G.P.A.'s had little or no bearing on the respondents' rating of high school help in:

- . Securing a job
- . Understanding of abilities and interests
- . Thinking through problems
- . Using spare time
- . Getting along with others
- . Marriage and family affairs
- . Taking part in community affairs
- . Ability to read well
- . Using basic mathematics skills
- . Using money wisely
- . Conducting personal business affairs

Rating of High School Help by Class As a Whole

The composite table LIX shows how the class as a whole, regardless of G.P.A.'s, rated their high school help on the above items. From these tables we observe that:

- . 51.8% of all responding graduates indicated the school had been of little or no help in getting a job.
- . 22.2% and 50.2% of the class indicated the school had helped "a great deal" and "somewhat," respectively, in understanding their abilities and interests.
- . 20.4% of the respondents indicated their high school had helped "a great deal" and 47.3% indicated it had helped "somewhat" in their thinking through problems.

- . 39.8% of the 1,403 replies showed ratings of "little or none" concerning their high school help in using spare time. Only 36.5% indicated the school had been of some help.
- . 76.1% of the class as a whole indicated their high school had helped them in getting along with others; 36.3% checked "a great deal," and 39.8% checked "somewhat."
- . 61.0% of the class indicated their high school had been of little or no help in marriage and family affairs. (Not many were married at the time of the survey.)
- . 42.8% of the respondents indicated their high school had been of little or no help in their taking part in community affairs. Only 36.4% felt it had helped somewhat.
- . 74.4% indicated their high school had helped them in their ability to read well; 35.3% rating "a great deal," and 39.1% checking "somewhat."
- . 86.0% indicated their high school had helped them in using good English; 48.4%, "a great deal," and 37.6%, "somewhat."
- . 75.3% rated their high school help in using basic mathematics skills as "a great deal" or "somewhat" 36.4% and 38.9%, respectively.
- . Half (49.9%) of the 1,403 respondents felt their high school had been of little or no help in their use of money.
- . 40.8% felt the school had been of little or no help in teaching them how to conduct their personal business affairs and only 34.7% indicated it had helped somewhat.

TABLE LIX

RATING OF HIGH SCHOOL HELP BY THE CLASS OF 1967

(Percent of row table based on 1,403 respondents)

Help in:	Helped A Great Deal	Helped Somewhat	Helped A Little	Would Have Liked More	No Ans.	Total
Getting a job	11.5	18.1	51.8	4.4	14.1	100.0
Preparing for fur- ther education	44.2	35.4	9.1	7.2	4.2	100.0
Understanding of abil- ities & interests	22.2	50.2	17.1	6.1	4.3	100.0
Thinking through problems	20.4	47.3	23.0	4.9	4.3	100.0
Using spare time	13.4	36.5	39.8	5.3	5.1	100.0
Getting along with others	36.3	39.8	17.0	2.0	4.8	100.0
Marriage & family affairs	5.3	17.1	61.0	7.6	8.9	100.0
Taking part in commu- nity affairs	9.6	36.4	42.8	4.8	6.5	100.0
Ability to read well	35.3	39.1	14.7	6.6	4.3	100.0
Using good English	48.4	37.6	6.0	3.6	4.4	100.0
Basic math skills	36.4	38.9	14.6	5.3	4.8	100.0
Using money wisely	8.5	29.9	49.9	6.1	5.7	100.0
Conducting personal business affairs	12.6	34.7	40.8	4.8	7.0	100.0

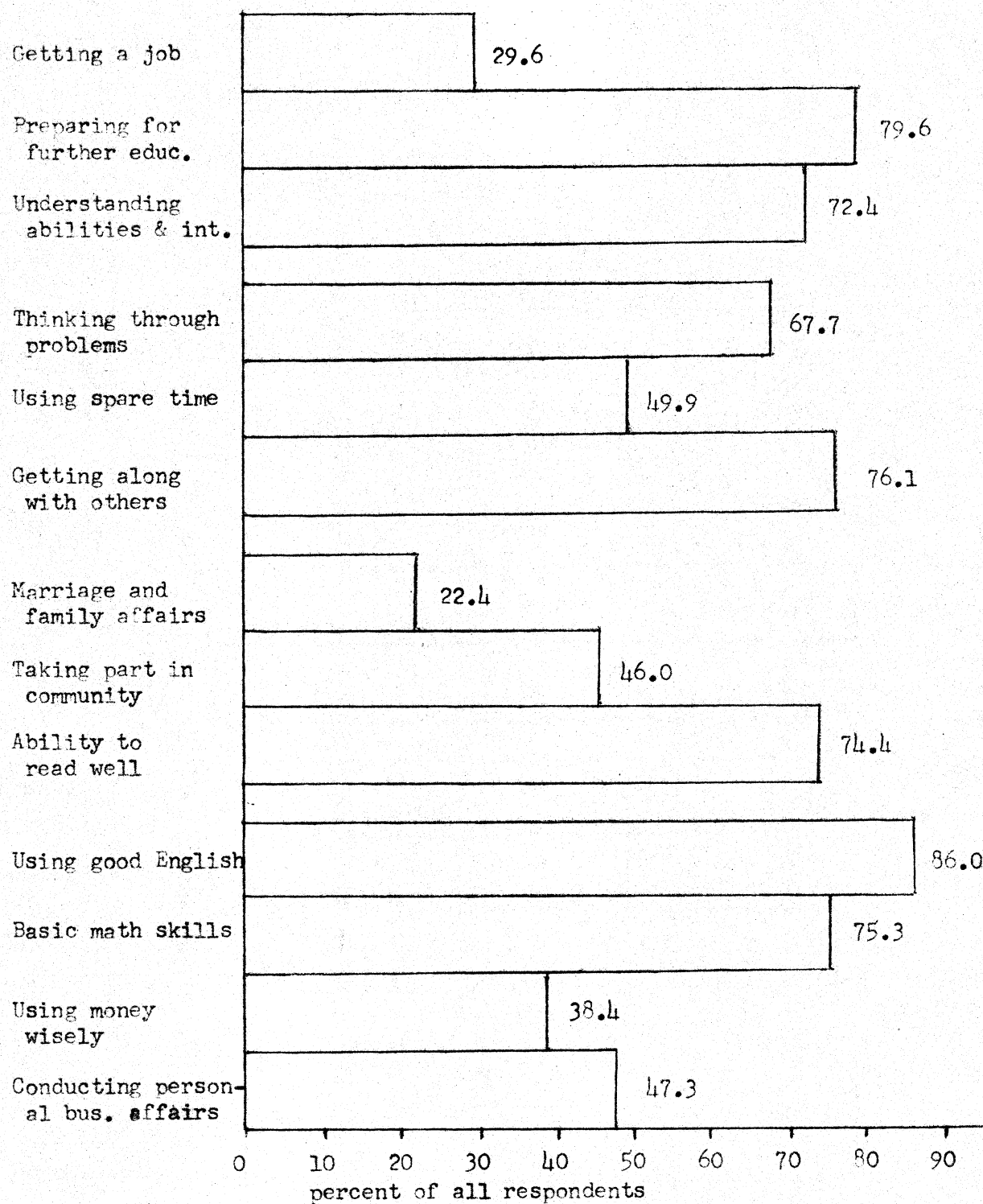


FIGURE 11

PERCENT RATING HIGH SCHOOL HELP ON EACH ITEM
FROM "HELPED SOMEWHAT" TO "HELPED A GREAT DEAL"

Rating of High School Help, Employed vs. Continuing Student Group

It is of interest to note that a much higher percentage of the employed group rated their high school as being helpful in using money wisely and conducting personal business affairs than did the student group. The students had a higher percentage rate their high school as being helpful in using good English.

TABLE LX

RATINGS OF HIGH SCHOOL HELP BY FULL-TIME EMPLOYED GROUP
 COMPARED WITH RATINGS BY FULL-TIME STUDENT GROUP

(Percent of groups)

H. S. Help in:	Employed Group		Student Group	
	Helped A Great Deal	Helped Somewhat	Helped A Great Deal	Helped Somewhat
Taking part in community affairs	7.1	41.0	10.8	36.1
Ability to read well	41.6	38.1	32.0	42.2
Using good English	50.3	35.8	48.5	41.2
Basic math skills	32.6	41.9	35.8	40.5
Using money wisely	14.8	39.0	5.2	25.0
Conducting personal business affairs	21.9	39.7	7.8	32.0

Selected Observations on: High School Help From Available Data

Employed Group's Rating of Help in Getting a Job - The full-time employed group led all other graduates in giving high ratings to the help the school gave them in securing a job. 52.3% indicated their school had helped. 26.8% checked "a great deal" and 25.5% checked "somewhat."

Students' Rating of Preparation for Further Education - The full-time student group led all others in giving high ratings to their high school preparation for further education. 94.1% indicated their school had helped; 52.4%, "a great deal," and 41.7%, "somewhat."

Homemakers' Rating of Help with Marriage and Family Affairs - The married women engaged in full-time homemaking led all other groups in rating the help their school had given them in marriage and family affairs. 71.9% indicated their school had helped; 28.1%, "a great deal," and 43.8%, "somewhat."

Help from High School vs. Satisfaction - Generally speaking, the higher the degree of satisfaction with current status, the higher the rating of high school help in: (1) preparing for further education, (2) understanding abilities and interests, (3) thinking through problems, (4) getting along with others, (5) reading well, (6) using good English, and (7) using basic math skills. Exceptions to this pattern were ratings of help in: (1) getting a job, (2) using spare time, (3) marriage and family affairs, (4) taking part in community affairs, (5) using money wisely, and (6) conducting personal business affairs. In these last six items, the higher the degree of satisfaction, in general, the more who rated their high school help as "little or none."

X. COUNSELOR CONTACTS

Those Having Counselor Contacts

The Class as a Whole - 89.8% of the class had at least one contact with their counselor during their senior year.

Current Status Compared With Counselor Contacts - The largest group of graduates, those continuing their education in some kind of post-high school training program, had the largest number of counselor contacts. However, on a percentage basis, the part-time employed and the student/part-time employed groups led all the others in having three or more counselor contacts in their senior year.

TABLE LXI

NUMBER OF SENIOR YEAR COUNSELOR CONTACTS BY CURRENT STATUS GROUPS

(frequency count table)

Current Status	Counselor Contacts				Other	Total
	None	1-2	3-5	Over 5		
Full-time employed	35	94	104	64	10	310
Part-time employed	0	2	4	1	0	7
Student/Part-time employed	15	83	148	55	2	303
Full-time student	19	184	279	117	13	612
In military service	2	17	19	15	20	73
Married female, working	6	11	11	6	1	35
Married female, full- time homemaker	5	10	7	7	3	32
Unemployed and looking for work	1	1	4	2	1	9
College drop-outs	0	3	2	2	3	10
Other	0	0	0	1	0	1
No response	1	0	4	0	6	11
All respondents	84	405	585	270	59	1,403

TABLE LXII

SENIOR YEAR COUNSELOR CONTACTS BY CURRENT STATUS GROUPS

(Percent of row table)

Current Status	Number	None	Counselor Contacts				Total
			1-2	3-5	Over 5	Other	
Full-time employed	(310)	11.3	30.3	34.5	30.6	3.2	100.0
Part-time employed	(7)	0.0	28.6	57.1	14.3	0.0	100.0
Student/Part-time employed	(303)	5.0	27.4	48.8	18.2	0.7	100.0
Full-time student	(612)	8.1	30.1	45.6	19.1	2.1	100.0
In military service	(73)	2.7	23.3	26.0	20.5	27.4	100.0
Married female, working	(35)	17.1	31.4	31.4	17.1	2.9	100.0
Married female, full- time homemaker	(32)	15.6	31.3	21.9	21.9	9.4	100.0
Unemployed and looking for work	(9)	11.1	11.1	44.4	22.2	11.1	100.0
College drop-outs	(10)	0.0	30.0	20.0	20.0	30.0	100.0
Other	(1)	0.0	0.0	0.0	100.0	0.0	100.0
No response	(11)	9.1	0.0	36.4	0.0	54.5	100.0
All respondents	(1,403)	6.0	28.9	41.7	19.2	4.2	100.0

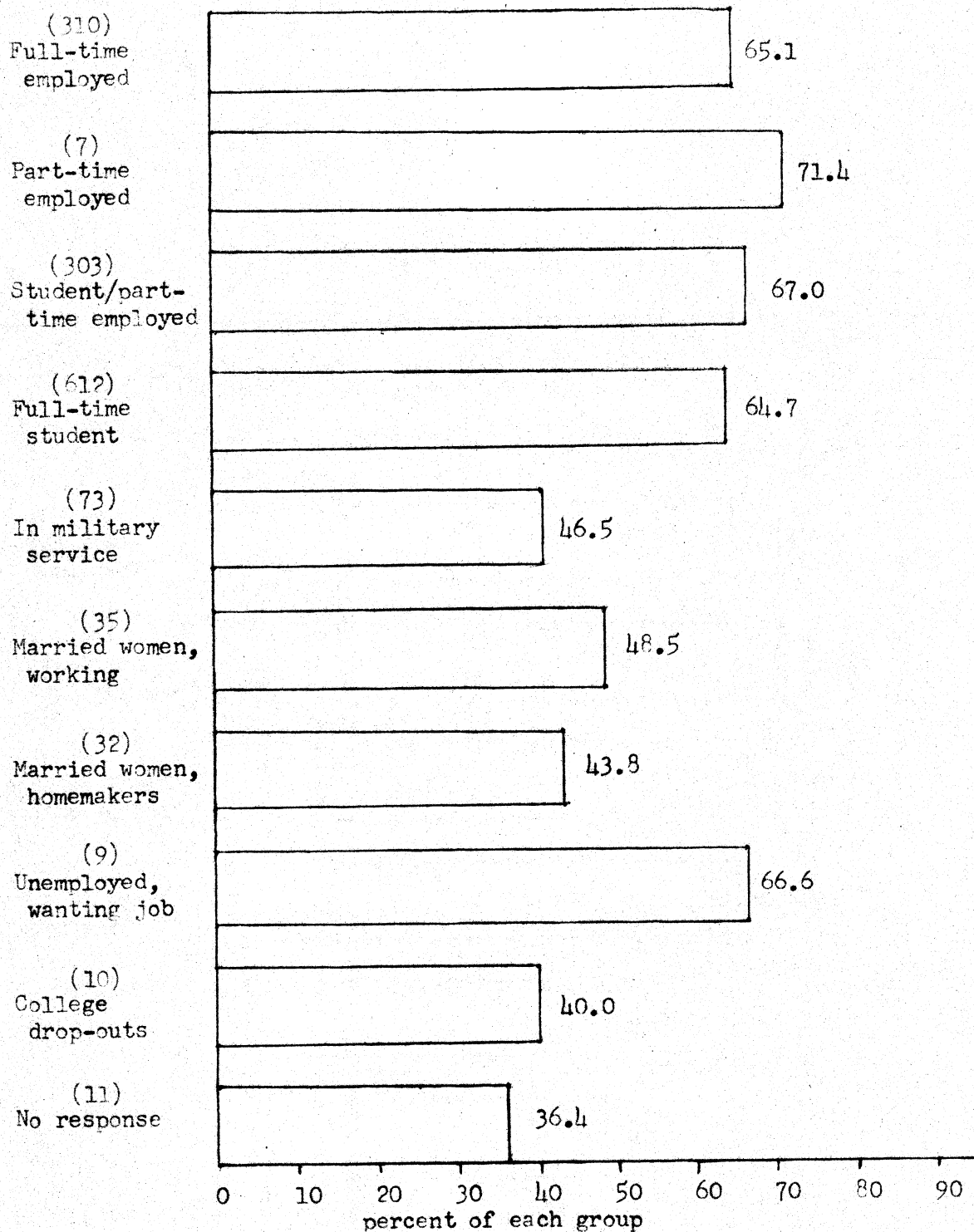


FIGURE 12

PERCENT OF VARIOUS GROUPS HAVING THREE
OR MORE SENIOR YEAR COUNSELOR CONTACTS

Self-understanding of Abilities and Interests Compared with Counselor Contacts - Those who indicated their high school had helped them "a great deal" in understanding their abilities and interests also had the largest number of counselor contacts during their senior year.

TABLE LXIII

SENIOR YEAR COUNSELOR CONTACTS AS RELATED TO
UNDERSTANDING OF ABILITIES AND INTERESTS

(Percent of row table)

Rating of H. S. Help in Understanding Abilities & Interests (No.)	Counselor Contacts					Total
	None	1-2	3-5	Over 5	Other	
A great deal (312)	3.5	23.1	43.9	27.2	2.2	100.0
Somewhat (705)	5.7	32.2	45.0	15.5	1.7	100.0
Little or none (240)	11.3	30.8	36.3	20.4	1.2	100.0
Would have liked more (86)	4.7	30.2	36.0	29.1	0.0	100.0
Other (60)	3.3	10.0	21.7	3.3	61.7	100.0

Grade Point Averages Compared with Counselor Contacts - There appeared to be little or no relationship between grade point averages and the number of senior year counselor contacts.

Those Not Having Counselor Contacts

Current Status of Those Not Having Counselor Contacts in Senior Year Compared with Current Status Groups of Class as a Whole - Although only 22.1% of the 1,403 respondents were in the full-time employed group, this group made up 41.7% of those who had not had counselor contacts during their senior year. On the other hand, while the full-time students made up 43.6% of the class as a whole, they made up only 22.6% of those not having senior year counselor contacts.

TABLE LXIV

CURRENT STATUS OF THOSE NOT HAVING SENIOR YEAR
COUNSELOR CONTACTS VS. CURRENT STATUS OF CLASS AS A WHOLE

Current Status	All 1,403 Respondents		The 84 not having Sr. Yr. Cnslr. Cntcs.	
	Number	Percent	Number	Percent
Full-time employed	310	22.1	35	41.7
Part-time employed	7	.5	0	0.0
Student/Part-time employed	303	21.6	15	17.9
Full-time student	612	43.6	19	22.6
In military service	73	5.2	2	2.4
Married female, working	35	2.5	6	7.1
Married female, full- time homemaker	32	2.3	5	6.0
Unemployed and looking for work	9	0.6	1	1.2
College drop-outs	10	0.7	0	0.0
Other	1	0.1	0	0.0
No response	11	0.8	1	1.2
TOTALS	1,403	100.0	84	100.0

Attendance Records of Those Not Having Counselor Contacts in Senior Year Compared with Class as a Whole - There was little difference between the attendance record of the class as a whole and the attendance record of those who had no senior year counselor contacts.

TABLE LXV

ATTENDANCE OF THOSE NOT HAVING SENIOR YEAR
COUNSELOR CONTACTS VS. ATTENDANCE OF CLASS AS A WHOLE

Days Absent	All Respondents		No Sr. Yr. Cnslr. Contacts	
	Number	Percent	Number	Percent
0 - 5	474	33.8	27	32.1
6 - 10	350	24.9	19	22.6
11 - 15	240	17.1	12	14.3
16 - 20	118	8.4	10	11.9
21 - 25	70	5.0	4	4.8
26 - 30	48	3.4	4	4.8
31 - 35	26	1.9	1	1.2
36 - 40	26	1.9	3	3.6
41 - 45	40	2.8	3	3.6
Other	11	.8	1	1.2
TOTALS	1,403	100.0	84	100.0

Grade Point Averages, No Counselor Contact Group Vs. Class as a Whole - Although there is not much difference in the distribution of G.P.A.'s between the class as a whole and those not having senior year counselor contacts, there is a little heavier concentration of those without counselor contacts in the 1.0 - 2.49 range.

TABLE LXVI

G.P.A.'S OF THOSE NOT HAVING SENIOR YEAR
COUNSELOR CONTACTS VS. G.P.A.'S OF CLASS AS A WHOLE

Grade Point Averages	All Respondents		No Sr. Yr. Cnslr. Contacts	
	Number	Percent	Number	Percent
3.5 - 4.0	115	8.2	7	8.3
3.0 - 3.49	188	13.4	11	13.1
2.5 - 2.99	332	23.7	16	19.0
2.0 - 2.49	404	28.9	30	35.7
1.5 - 1.99	266	19.0	11	13.1
1.0 - 1.49	81	5.8	8	9.5
0.5 - 0.99	2	0.1	0	0.0
0.0 - 0.49	0	0.0	0	0.0
Other	13	0.9	1	1.2
TOTALS	1,403	100.0	84	100.0

English-11 Levels, no Counselor Contact Group Vs. Class as a Whole - While there was not much difference in English level assignments between the class as a whole and those not having senior year counselor contacts, the latter had a slightly higher percentage of students in the English level 3 and 4 classes.

TABLE LXVII

ENGLISH-11 LEVELS OF THOSE NOT HAVING SENIOR YEAR
COUNSELOR CONTACTS VS. ENGLISH-11 LEVELS OF CLASS AS A WHOLE

English Levels	All Respondents		No. Sr. Yr. Cnslr. Contacts	
	Number	Percent	Number	Percent
1	53	3.8	1	1.2
2	585	41.7	34	40.5
3	689	49.1	44	52.4
4	52	3.7	5	6.0
Unknown	24	1.7	0	0.0
TOTALS	1,403	100.0	84	100.0

Not Seeking Counselor Assistance in Reaching Current StatusCurrent Status of Those Not Seeking Counselor Assistance in Reaching Present Position Compared with Current Status of Class as a Whole -

Almost half (49.6%) of those not seeking counselor assistance in reaching their current situations were in the full-time employment group ten months after graduation. However, only 22.1% of the class as a whole was in the full-time employment group.

There was little difference between the percent of the class as a whole going into military service and those not seeking counselor help going into military service (5.2% and 4.8%).

However, a much larger percent of the class as a whole was in full-time post-high school training (43.6%) compared with only 18.7% of those not seeking counseling going into full-time post-high school training.

TABLE LXVIII

CURRENT STATUS OF THOSE NOT SEEKING COUNSELOR ASSISTANCE
IN REACHING PRESENT POSITION VS. CURRENT STATUS OF CLASS AS A WHOLE

Current Status	All 1,403 Respondents		The 230 Not Seek- ing Counseling	
	Number	Percent	Number	Percent
Full-time employed	310	22.1	114	49.6
Part-time employed	7	0.5	2	0.9
Student/Part-time employed	303	21.6	29	12.6
Full-time student	612	43.6	43	18.7
In military service	73	5.2	11	4.8
Married female, working	35	2.5	13	5.7
Married female, full- time homemaker	32	2.3	14	6.1
Unemployed and looking for work	9	0.6	2	0.9
College drop-outs	10	0.7	2	0.9
Others	1	0.1	0	0.0
No response	11	0.8	0	0.0
TOTALS	1,403	100.0	230	100.0

Attendance of Those Not Seeking Counselor Assistance in Reaching Present Positions Compared with Attendance of Class as a Whole - The attendance records of the class as a whole were slightly better than for those not seeking assistance from their counselor in reaching their current situations.

TABLE LXIX

ATTENDANCE OF THOSE NOT SEEKING COUNSELOR ASSISTANCE
IN REACHING PRESENT POSITION VS. ATTENDANCE OF CLASS AS A WHOLE

Days Absent	All Respondents		Not Seeking Cnslr. Help	
	Number	Percent	Number	Percent
0 - 5	474	33.8	62	27.0
6 - 10	350	24.9	60	26.1
11 - 15	240	17.1	33	14.3
16 - 20	118	8.4	25	10.9
21 - 25	70	5.0	14	6.1
26 - 30	48	3.4	9	3.9
31 - 35	26	1.9	7	3.0
36 - 40	26	1.9	7	3.9
41 - 45	40	2.8	8	3.5
Other	11	0.8	3	1.3
TOTALS	1,403	100.0	230	100.0

Grade Point Averages, Those Not Seeking Counselor Assistance

in Reaching Present Positions Vs. Class as a Whole - There appeared to be little difference in the distribution of G.P.A.'s between the class as a whole and those not consulting their counselor for assistance in reaching their current situations. However, there was a little heavier concentration of those not seeking counseling in the 1.0 - 2.49 range of G.P.A.'s.

TABLE LXX

G.P.A.'S OF THOSE NOT SEEKING COUNSELOR ASSISTANCE
IN REACHING PRESENT POSITION VS. G.P.A.'S OF CLASS AS A WHOLE

Grade Point Averages	All Respondents		Not Seeking Cnslr. Help	
	Number	Percent	Number	Percent
3.5 - 4.0	115	8.2	13	5.7
3.0 - 2.49	188	13.4	22	9.6
2.5 - 2.99	332	23.7	48	20.9
2.0 - 2.49	406	28.9	74	32.2
1.5 - 1.99	266	19.0	49	21.3
1.0 - 1.49	81	5.8	19	8.3
0.5 - 0.99	2	0.1	0	0.0
0.0 - 0.49	0	0.0	0	0.0
Other	13	0.9	5	2.2
TOTALS	1,403	100.0	230	100.0

English-11 Levels, Those Not Seeking Counselor Assistance in Reaching Present Positions Vs. Class as a Whole - Those not seeking assistance from their counselor in reaching current situations had a slightly larger percentage from their group assigned to level 3 English-11 classes than did the class of '67 as a whole (56.5% vs. 49.1%).

TABLE LXXI

ENGLISH-11 LEVELS OF THOSE NOT SEEKING COUNSELOR ASSISTANCE
IN REACHING PRESENT POSITION VS. ENGLISH-11 LEVELS OF CLASS AS A WHOLE

English Levels	All Respondents		Not Seeking Cnslr. Help	
	Number	Percent	Number	Percent
1	53	3.8	3	1.3
2	585	41.7	87	37.8
3	689	49.1	130	56.5
4	52	3.7	6	2.6
Unknown	24	1.7	4	1.7
TOTALS	1,403	100.0	230	100.0

XI. FREE COMMENT RESPONSES

The Class As a Whole, By Categories

The last item of the follow-up questionnaire gave the respondent an opportunity to make any comments he or she wished. These responses were divided by the follow-up committee into nine categories: administration, course content, curriculum in general, guidance services, preparation for college, preparation for life, school in general, study skills, and teachers. Under each category, the number of positive and negative comments were tabulated. Of the 546 responses, 166 (30.4%) were positive and 380 (69.6%) were negative.

TABLE LXXII

FREE COMMENT RESPONSES BY CATEGORIES

(Combined frequency and percent of row table)

Categories	Positive		Negative		Total	
	Number	Percent	Number	Percent	Number	Percent
Administration	3	42.9	4	57.1	7	100.0
Course content	20	19.6	82	80.4	102	100.0
Curriculum in general	18	19.8	74	81.2	91	100.0
Guidance services	8	22.9	27	77.1	35	100.0
Preparation for college	13	41.9	18	58.1	31	100.0
Preparation for life	3	27.3	8	72.7	11	100.0
School in general	80	63.0	47	37.0	127	100.0
Study skills	1	9.1	10	90.9	11	100.0
Teachers	20	15.4	110	84.6	130	100.0
TOTALS	166	30.4	380	69.6	546	100.0

More responses were received concerning teachers than any other category. The largest number of positive remarks was 80 concerning school in general. The three largest numbers of negative remarks were 110 regarding teachers, 82 about course content, and 74 concerning curriculum in general. Only the school in general category had more positive than negative remarks (63% positive and 37% negative). It will also be noted that very few remarks were made regarding administration, preparation for life, or study skills.

Positive vs. Negative Comments Within Current Status Groups

Compared with the 30.4% of the class as a whole, only 28.1% of the comments from the student group were positive. However, 38.8% of the employed group and 47.1% of the military group were positive.

TABLE LXXIII

FREE COMMENT RESPONSES BY CURRENT STATUS GROUPS

(Combined frequency and percent of row table)

Current Status	Positive		Negative		Totals	
	Number	Percent	Number	Percent	Number	Percent
Employed	40	38.8	63	61.2	103	100.0
Student	117	28.1	299	71.9	416	100.0
Military	8	47.1	9	52.9	17	100.0
Miscellaneous	1	10.0	9	90.0	10	100.0
TOTALS	166	30.4	380	69.6	546	100.0

Categories
and number
of comments

113

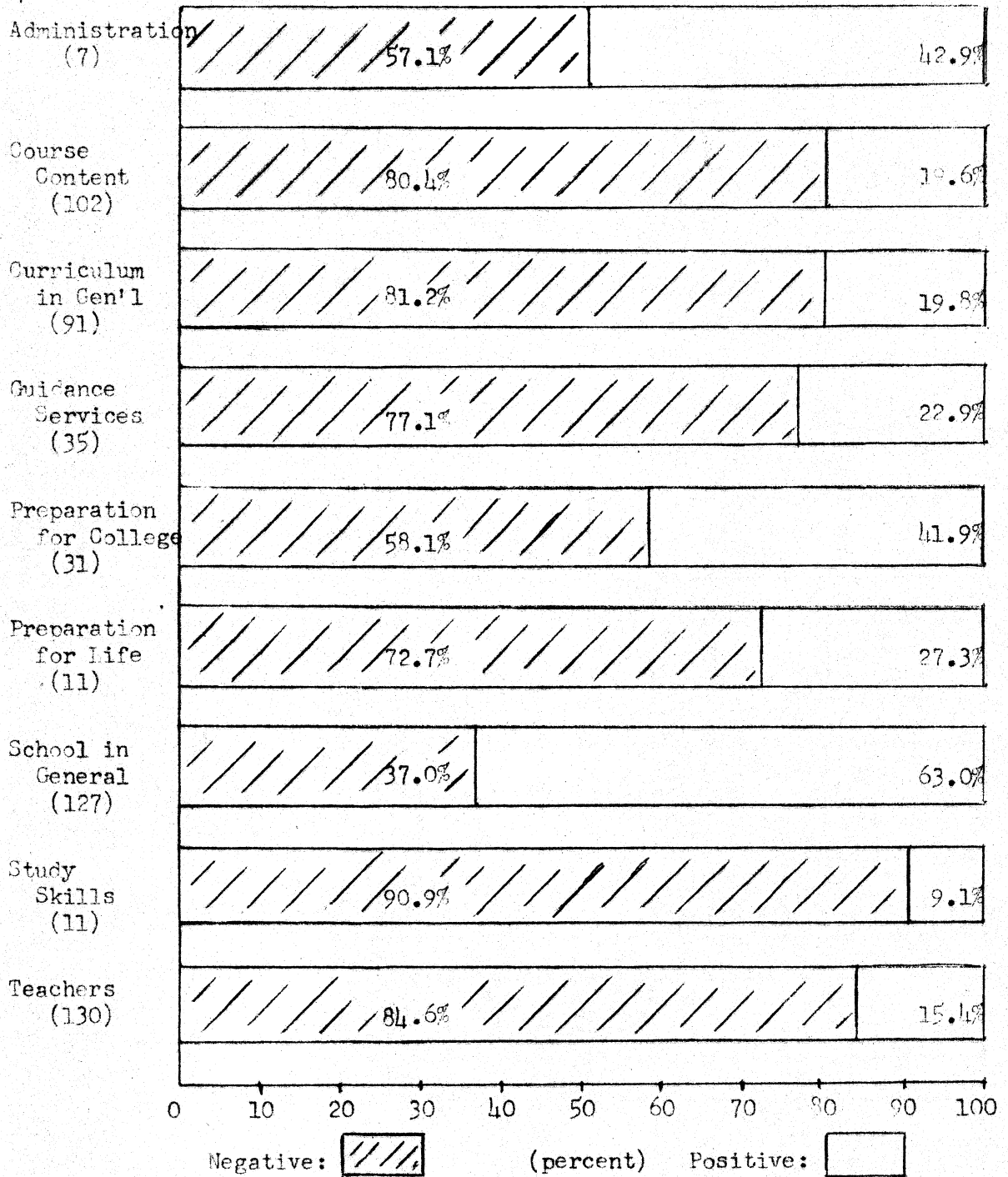


Figure 13

PERCENT OF NEGATIVE AND POSITIVE COMMENTS
WITHIN FREE RESPONSE CATEGORIES

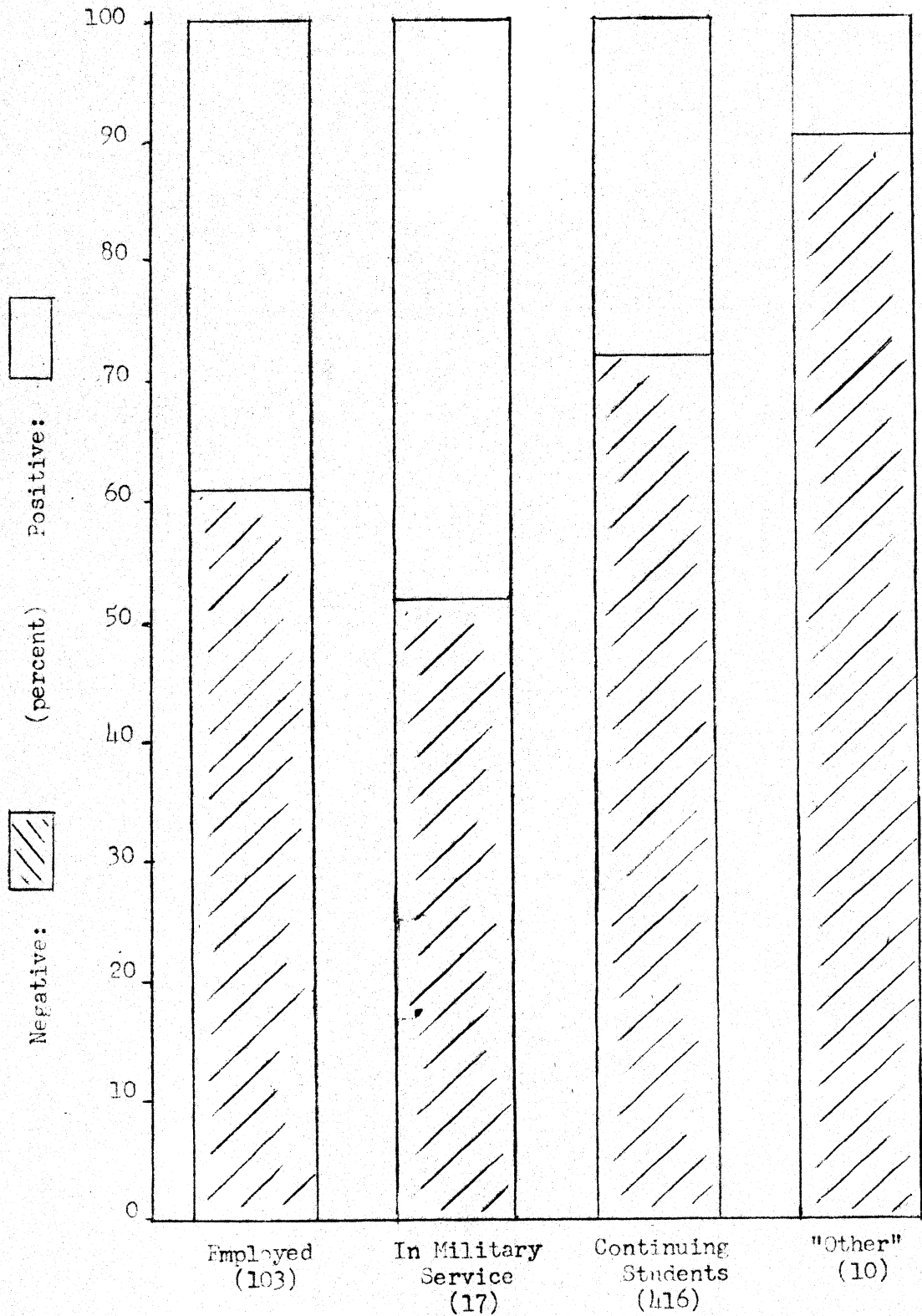


FIGURE 14

PERCENT OF NEGATIVE AND POSITIVE COMMENTS
IN FREE RESPONSE SECTION BY STATUS GROUPS

Positive vs. Negative Comments Within G.P.A. Groups

On a percentage basis, there were more negative comments (76.9%) from the 3.5 - 4.0 group than from the others. 73.0% of the comments from the largest group (2.0 - 2.49) were negative, compared with 69.6% of the class as a whole.

TABLE LXXIV

FREE COMMENT RESPONSES BY G.P.A. GROUPS

(Combined frequency and percent of row table)

Grade Point Averages	Positive		Negative		Totals	
	Number	Percent	Number	Percent	Number	Percent
3.5 - 4.0	14	23.3	46	76.7	60	100.0
3.0 - 3.49	37	40.6	54	59.4	91	100.0
2.5 - 2.99	44	29.3	106	70.7	150	100.0
2.0 - 2.49	41	27.0	111	73.0	152	100.0
1.5 - 1.99	20	39.2	51	71.8	71	100.0
1.0 - 1.49	9	45.0	11	55.0	20	100.0
0.5 - 0.99	1	50.0	1	50.0	2	100.0
0.0 - 0.49	0	0.0	0	0.0	0	0.0
TOTALS	166	30.4	380	69.6	546	100.0

Positive vs. Negative Comments Within Current Satisfaction Groups

85.7% of the comments from unhappy graduates were negative compared with 66.2% of the very satisfied group. However, a slight reversal of this trend was found when comparing the moderately satisfied group with the not satisfied group.

TABLE LXXV

FREE COMMENT RESPONSES BY DEGREE OF CURRENT SATISFACTION

(Combined frequency and percent of row table)

Degree of Satisfaction	Positive		Negative		Totals	
	Number	Percent	Number	Percent	Number	Percent
Very satisfied	99	33.8	194	66.2	293	100.0
Moderately satisfied	55	27.1	148	72.9	203	100.0
Not satisfied	11	29.7	26	70.3	37	100.0
Unhappy	1	14.3	6	85.7	7	100.0
No indication	0	0.0	6	100.0	6	100.0
TOTALS	166	30.4	380	69.6	546	100.0

Free Comments, Categories Within Current Status Groups

The two largest status groups, the employed and students, were similar in their responses in most categories. However, the employed group had a larger proportion of positive comments regarding school in general and was not nearly as critical of high school teachers and guidance services as the continuing students.

TABLE LXXVI

FREE COMMENTS, CATEGORIES WITHIN CURRENT STATUS GROUPS

Categories	Employed		Students		Military		Misc.	
	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.
Administration	1	1	2	3	0	0	0	0
Course content	6	20	13	61	1	0	0	1
Curric. in gen'l.	4	11	14	59	0	1	0	3
Guid. Services	1	4	7	23	0	0	0	0
Prep. for college	2	2	11	15	0	0	0	1
Prep. for life	1	1	2	6	0	1	0	0
School in gen'l.	14	4	58	41	7	1	1	1
Study skills	1	2	0	8	0	0	0	0
Teachers	10	18	10	83	0	6	0	3
TOTALS	40	63	117	299	8	9	1	9

Free Comments, Categories Within G.P.A. Groups

The 2.0 - 2.99 G.P.A. group had the largest total responses. It also led in the number of positive comments regarding school in general and the number of negative comments concerning course content, curriculum in general, and teachers. It is also of interest to note that there were no negative comments about preparation for college from the 3.0 - 4.0 group.

TABLE LXXVII

FREE COMMENTS, CATEGORIES WITHIN G.P.A. GROUPS

Categories	0.0 - 0.99		1.0 - 1.99		2.0 - 2.99		3.0 - 4.0	
	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.
Administration	0	0	0	0	3	2	0	2
Course content	0	0	1	18	14	49	5	15
Curric. in gen'l.	0	0	0	11	10	37	8	26
Guid. Services	0	0	5	3	1	18	2	6
Prep. for college	0	0	1	0	6	18	6	0
Prep. for life	0	0	1	1	1	4	1	3
School in gen'l.	1	1	15	9	37	21	27	16
Study skills	0	0	0	1	1	7	0	2
Teachers	0	0	6	19	12	61	2	30
TOTALS	1	1	29	62	85	217	51	100

Free Comments, Categories Within Satisfaction Groups

In view of the small number of comments received from the unhappy and not satisfied groups, it was impossible to compare them with the other groups. However, it was of interest to note that the very satisfied group had a larger proportion of negative responses regarding teachers than the moderately satisfied group.

TABLE LXXVIII

FREE COMMENTS, CATEGORIES WITHIN SATISFACTION GROUPS

Categories	Very Satisf.		Mod. Satisf.		Not Satisf.		Unhappy/No. Resp.	
	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.	Pos.	Neg.
Administration	2	1	1	3	0	0	0	0
Course content	11	34	9	38	0	7	0	3
Curric. in gen'l.	10	38	8	31	0	4	0	1
Guid. services	6	13	1	9	1	3	0	2
Prep. for college	6	9	7	6	0	3	0	0
Prep. for life	3	4	0	4	0	0	0	0
School in gen'l.	52	27	21	15	6	3	1	2
Study skills	0	5	0	3	1	1	0	1
Teachers	9	63	8	39	3	5	0	3
TOTALS	99	194	55	148	11	26	1	12

Samples of Free CommentsReactions to survey:

1. This survey is a great idea!
2. Make the purpose of the questionnaire clearer. It seems to be rather ridiculous.
3. I'd really like to know what a lot of people in our class are doing now. Thanks a lot!

High school curriculum in general:

1. I enjoyed art and history the most and miss learning more about them.
2. My most enjoyable hours in high school were those I spent in allied arts and instrumental music.
3. Typing should be a required course.
4. A course in geology would be interesting
5. Suggest offering courses in marriage and family, psychology and social problems.
6. I wish a greater variety of languages were started in high school, such as Italian, Russian, Chinese, etc.
7. Have more field trips.
8. I attended three different high schools and none of them seemed alike. Consequently, I was continually being confused!
9. High school should be more carefully planned. Courses should not be "set up." You should be able to take different subjects from various "courses."
10. I feel the schools should be organized around the desires and needs of the students instead of by mere "educational practice."
11. Suggest wider choice of subjects and more up-to-date teaching methods.

Preparation for college:

1. Prepare students more for the freshman English Composition course they'll have in college.
2. As a freshman at the university, I wish high school would have prepared us more for college composition courses.
3. Place greater stress on writing in a clear, simple, precise, manner. Ability to express oneself in an effective manner is essential!
4. I am grateful to my high school for giving me such a good background in English. It has enabled me to do well in all subjects connected with English at the university.
5. You must begin to put a greater emphasis on science and math, since they are prerequisites to so many college courses.
6. Since chemistry or physics is required at the university, I think one of them should be required in high school.
7. Advanced biology or zoology, and advanced chemistry should be offered in senior high school.
8. History should be emphasized more as it is vital to the understanding of the culture, philosophy, etc. of people in all countries.
9. Ability to speak a foreign language receives too little attention in high school.
10. Urge top students to be looking at colleges in their junior year and clue them in on which tests they'll have to take and when.

Preparation for life:

1. High school helped me prepare for college, but there should be more courses that are useful in daily life.
2. I believe high school has helped me have a better relationship with people.
3. High school was very beneficial to my character development.
4. Athletic coaches and athletic teams taught more lessons in practical living and personal integrity than any classroom ever did!
5. Learn what you want to do and then work to accomplish it.

Study skills:

1. I think it would be good for high schools to make their people understand how important it is to develop good study habits.
2. I didn't learn how to study in high school. This hurt my first semester in college.
3. My major criticism of high school is that it did not help me develop good study skills and was not sufficient preparation for college life.
4. High schools should offer courses in how to study correctly and how to read rapidly with good comprehension.

High school teachers:

1. Without the guidance of a good counselor and the understanding of staff members, I would not be where I am today!
2. Courses are sometimes undesirable due to the teacher rather than the subject matter.
3. Teachers should try to make their respective courses interesting to their students.
4. It is very important that a teacher show each student how to enjoy his subject before the teaching can ever begin.
5. Most teachers never gave any personal encouragement.
6. The intern teaching system was fine for English and social studies. In fact, I thought it made learning more challenging and enjoyable. However, I didn't like the intern system for Math.

Miscellaneous:

1. As a marine, I am glad I completed high school.
2. I strongly advise post-high school training. After being out of school for a year. I have found that it would be to my advantage to go back to school, which I am doing next year.
3. I think the modular system was great. It gave me a greater feeling of freedom (which is much needed in high school).
4. I thought the module system was very good and the use of the learning center taught me, and others, responsibility.

5. I miss school.
6. I did not like high school.
7. High school offered many opportunities, most of which I passed up. This is a mistake I regret most of all.
8. There is too much pressure on seniors to take part in extra-curricular activities.

XII. COMPARISONS BY SCHOOLS

Returns of Questionnaire

Central-University Senior High School had the highest percentage of returns on the follow-up questionnaire with 84.6% returns compared with 78.7% returns from the class as a whole. West Senior High had the poorest returns (74.8%).

TABLE LXXIX

RETURN OF FOLLOW-UP QUESTIONNAIRE BY SCHOOLS

Sr. High School	Mailed	Returned	Percent Returned
Central-University	246	208	84.6
East	516	403	78.1
LaFollette	339	270	79.6
West	682	510	74.8
- ? -		12	
TOTALS	1,783	1,403	78.7

Current Status of Graduates by Schools

East Senior High School led in the number of respondents in the employed and military groups; and West Senior High School had the largest number in the student group. However, on a percentage of respondents basis, LaFollette, Central-University, and East Senior High Schools were very close with 28.5%, 29.8% and 30.0% respectively, in the employed group, compared with only 16.7%

from West Senior High School. West led in the percentage of students (78.4%) and Central led in the percentage of graduates in the military service (7.2%).

TABLE LXXX
CURRENT STATUS BY SCHOOLS

(Frequency count table)

Sr. High School	Employed	Student	Military	Other	Total Respondents
Central-Univ.	62	110	15	21	208
East	121	242	23	17	403
LaFollette	77	159	18	16	270
West	85	400	17	8	510
- ? -	7	4	0	1	12
TOTALS	352	915	73	63	1,403

TABLE LXXXI
CURRENT STATUS BY SCHOOLS

(Percent of row table)

Sr. High School	Number of Respondents	Employed	Student	Military	Other	Totals
Central-Univ.	(208)	29.8	53.0	7.2	10.0	100.0
East	(403)	30.0	60.1	5.7	4.2	100.0
LaFollette	(270)	28.5	58.9	6.7	5.9	100.0
West	(510)	16.7	78.4	3.3	1.6	100.0
- ? -	(12)	58.3	33.4	0.0	8.3	100.0

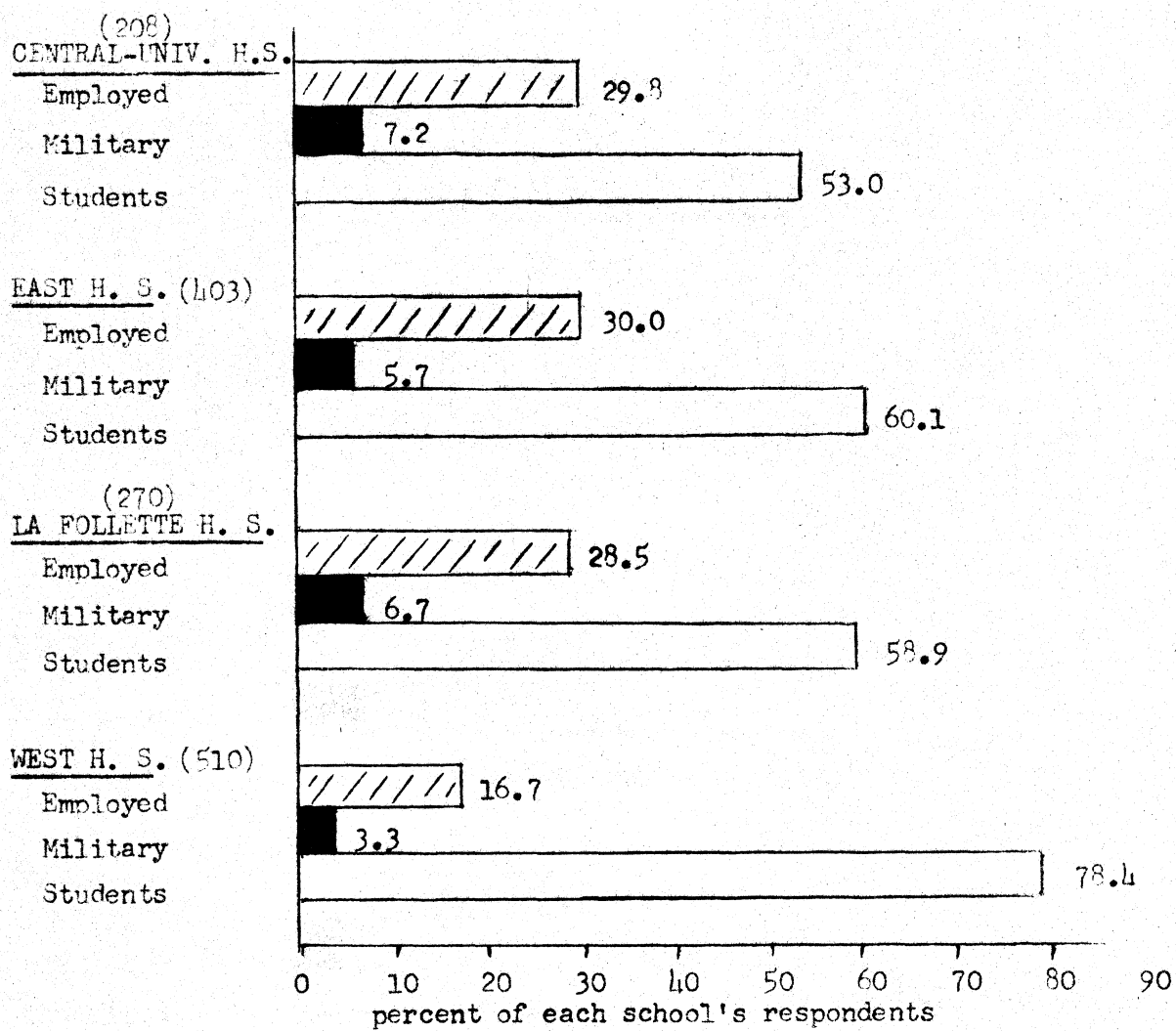


FIGURE 15

CURRENT STATUS BY SCHOOLS

Choice of Post-High School Training by Schools

West Senior High School led in sending the largest percentage (38.9%) of its responding 1967 graduates to the University of Wisconsin system or to out-of-state colleges (12.0%). LaFollette had the largest percentage (24.6%) of its graduates going to Wisconsin State Universities and the Madison Area Technical College (14.8%). East had almost the same percentage (14.1%) going to M.A.T.C. Central had a higher percentage (11.1%) than the other three schools entering miscellaneous post-high school training programs such as apprenticeships, beautician schools, business schools, electronic school, nursing schools, on-the-job training programs, specialized training in military service, or vocational, technical, and adult school in other cities. All four schools had about the same percentage attending Wisconsin private colleges (3.0 - 3.5%).

TABLE LXXXII

CHOICE OF POST-HIGH SCHOOL TRAINING BY SCHOOLS

Sr. High Sch. (No.)	(Percent of respondents)						
	U.W.Sys.	W.S.U.'s	priv. colleges	Out-of State	MATC	Misc. Training	
Central-Univ. (208)	28.8	15.9	3.4	6.3	11.1	11.1	
East (403)	24.0	19.1	3.2	5.7	14.1	9.7	
LaFollette (270)	20.0	24.6	3.0	5.6	14.8	8.9	
West (510)	38.9	20.4	3.5	12.0	9.2	4.9	
- ? - (12)							
Total Respondents (1,403)	29.2	20.0	3.3	8.1	12.1	8.0	

Degree of Satisfaction by Schools

Approximately one-half of the graduates from all four high schools were very satisfied with their current situations ten months after graduation. However, while approximately 90% of the graduates from East, LaFollette, and West Senior High Schools were moderately or very satisfied, only 82.3% of the graduates from Central-University High School checked these two responses.

TABLE LXXXIII

DEGREE OF CURRENT SATISFACTION BY SCHOOLS

(Percent of column table)

Degree of Satisfaction	Central- Univ.	East	LaFollette	West	Other	All Respondents
(Number)	(208)	(403)	(270)	(510)	(12)	(1,403)
Very satisfied	48.6	49.1	47.4	52.7		49.9
Mod. satisfied	33.7	41.2	43.0	36.9		38.8
Not satisfied	7.2	6.0	5.6	5.5		5.9
Very unhappy	2.9	1.0	0.4	1.4		1.4
Not indicated	7.7	2.7	3.7	3.5		4.0
TOTALS	100.0	100.0	100.0	100.0		100.0

XIII. COMPARISONS OF NON-RESPONDENTS WITH RESPONDENTS

By Attendance Records

38.1% of the non-respondents were absent less than eleven days compared with 58.7% of the responding group.

TABLE LXXXIV

ATTENDANCE RECORDS, RESPONDENTS VS. NON-RESPONDENTS

Days Absent in Senior Year	Respondents		Non-Respondents	
	Number	Percent	Number	Percent
0 - 5	474	33.8	74	19.4
6 - 10	350	24.9	71	18.7
11 - 15	240	17.1	69	18.2
16 - 20	118	8.4	52	13.7
21 - 25	70	5.0	38	10.0
26 - 30	48	3.4	26	6.8
31 - 35	26	1.9	14	3.7
36 - 40	26	1.9	9	2.4
41 - 45	40	2.8	22	5.8
Other	11	0.8	5	1.3
TOTALS	1,403	100.0	380	100.0

By Grade Point Averages

54.1% of the non-respondents had a 2.0 or better grade point average compared with 74.2% of the responding graduates.

TABLE LXXXV
GRADE POINT AVERAGES, RESPONDENTS VS. NON-RESPONDENTS

Grade Point Averages	Respondents		Non-Respondents	
	Number	Percent	Number	Percent
3.5 - 4.0	115	8.2	15	3.9
3.0 - 3.49	188	13.4	26	6.8
2.5 - 2.99	332	23.7	68	17.9
2.0 - 2.49	406	28.9	97	25.5
1.5 - 1.99	266	19.0	113	29.8
1.0 - 1.49	81	5.8	47	12.4
0.5 - 0.99	2	0.1	3	0.8
0.0 - 0.49	0	0.0	1	0.3
- ? -	13	0.9	10	2.6
TOTALS	1,403	100.0	380	100.0

By Henmon-Nelson Percentile Ranges

56.0% of the non-respondents ranked in the upper half on the Henmon-Nelson Tests of Mental Ability compared with 65.8% of those who responded to the questionnaire.

TABLE LXXXVI

HENMON-NELSON PERCENTILES, RESPONDENTS VS. NON-RESPONDENTS

Percentile Ranges	Respondents		Non-Respondents	
	Number	Percent	Number	Percent
76 - 99	525	37.4	124	32.6
51 - 75	399	28.4	89	23.4
26 - 50	251	17.9	69	18.2
0 - 25	228	16.3	77	20.3
- ? -			21	5.5
TOTALS	1,403	100.0	380	100.0

By English-11 Levels

27.9% of the non-respondent group had been assigned to English-11 levels 1 and 2, compared with 45.5% of the responding graduates. 69.5% of the non-respondents were former level 3 and 4 English students.

TABLE LXXXVII

ENGLISH-11 LEVELS, RESPONDENTS VS. NON-RESPONDENTS

English-11 Levels	Respondents		Non-Respondents	
	Number	Percent	Number	Percent
1	53	3.8	6	1.6
2	585	41.7	100	26.3
3	689	49.1	218	57.4
4	52	3.7	46	12.1
?	24	1.7	10	2.6
TOTALS	1,403	100.0	380	100.0

By Sex

While males made up 48.2% of the class of 1967, 46.3% of the responses to the follow-up questionnaire came from men. 55.3% of the non-responding group were males.

TABLE LXXXVIII

SEX OF RESPONDENTS AND NON-RESPONDENTS

Sex	Total Class		Respondents		Non-Respondents	
	Number	Percent	Number	Percent	Number	Percent
Men	859	48.2	649	46.3	210	55.3
Women	922	51.7	754	53.7	168	44.2
- ? -	2	0.1			2	0.5
TOTALS	1,783	100.0	1,403	100.0	380	100.0

Comparison of Non-Respondents With Other Groups

A comparison of the non-respondents with the employed, military, and student groups indicates they were most similar to the employed group in three criteria known for all; namely, senior year attendance, grade point averages, and level assignments for English-11. While only 33.1% of the employed respondents were males, 55.3% of the non-respondents were men.

TABLE LXXXIX

COMPARISONS OF GROUPS, INCLUDING NON-RESPONDENTS

Criteria	(Percentages)				
	All Respondents	Non-Respondents	Employed	Military	Students
(Number)	(1,403)	(380)	(353)	(73)	(915)
Absent less than eleven days	58.7	38.1	40.5	47.9	68.8
A 2.0 or better G.P.A.	74.2	54.1	57.2	26.0	85.5
Over 50th %ile on Henmon-Nelson	65.8	56.0	43.9	50.7	77.5
In English levels one and two	45.5	27.9	27.5	23.3	55.0
Men/Women	46.3/53.7	55.3/44.2	33.1/66.6	97.3/2.7	49.2/50.8

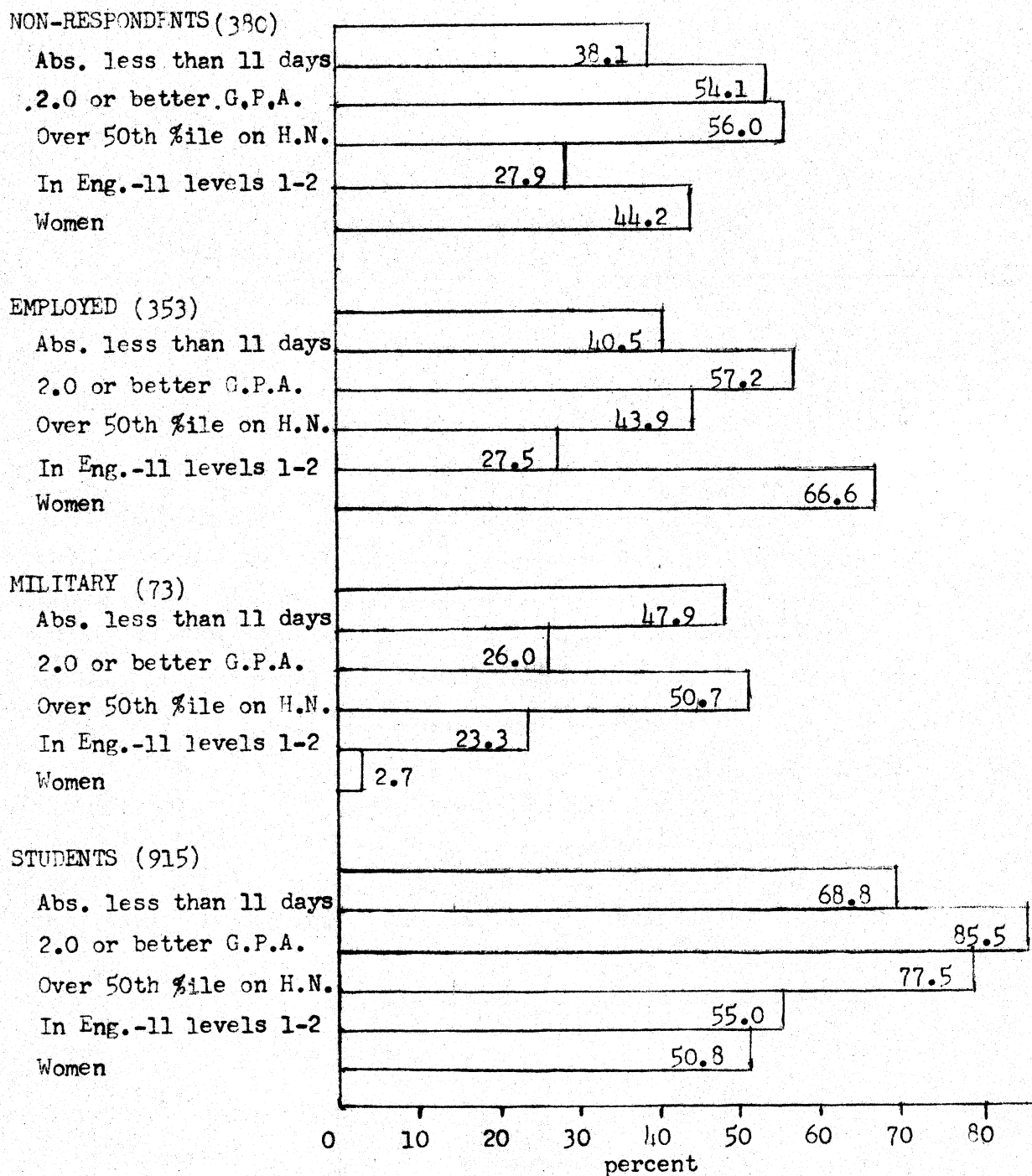


FIGURE 16

GROUP PROFILES ON COMMON CRITERIA

CHAPTER III

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

I. THE CLASS OF 1967 - AS A WHOLE

Class Profile

74.2% of the 1,403 respondents earned a 2.0 or better grade point average, 65.8% ranked above the 50th percentile on the Henmon-Nelson Tests of Mental Ability, and 58.7% were absent less than eleven days in their senior year.

Limitations of Study

Although there was a good return (78.7%) on the follow-up questionnaire, it is difficult to draw conclusions with 380 (21.3%) of the 1,783 in the class not responding. We can only make an "educated guess" (based on the similarity between the non-respondents and the employed group on attendance, G.P.A.'s and English-11 level assignments on the one hand, and the low percentage of dissatisfied respondents on the other) that many of the non-respondents were employed and perhaps not as satisfied with their current situations as their responding classmates, or not as interested in cooperating in the study.

It is important to keep in mind that the primary purpose of this early ten-month follow-up study was to establish base data with which to compare future studies.

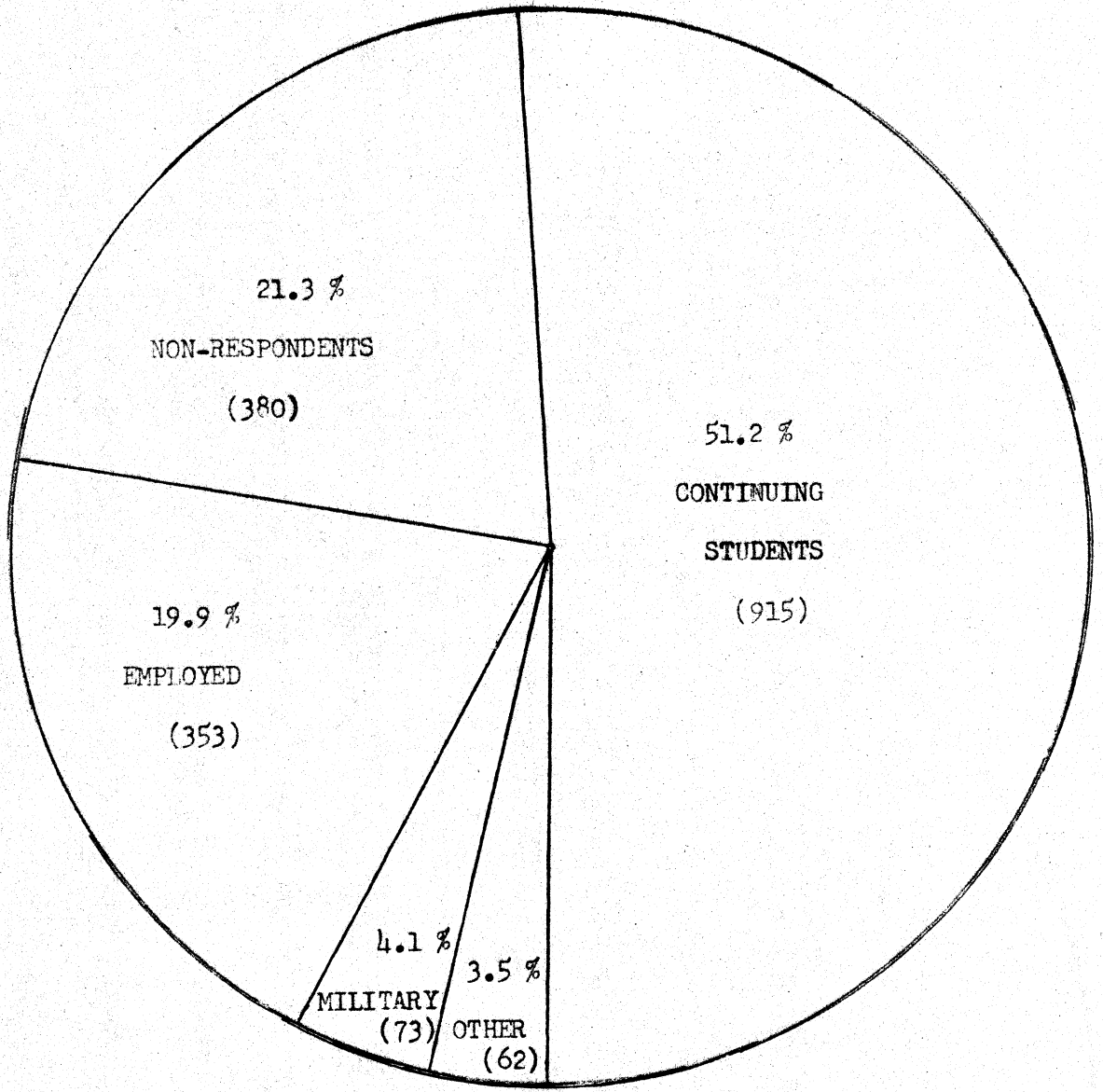


FIGURE 17

CLASS OF '67 TEN MONTHS AFTER GRADUATION
INCLUDING NON-RESPONDENTS
(Based on 1783 graduates)

Need for Employable Skills As Well As Preparation for Further Education

Since almost two-thirds (65.2%) of the respondents from the class of 1967 continued as students in some kind of post-high school training, Madison high schools should obviously continue to prepare students for post-high school education. However, with a fourth (25.2%) going directly into full-time continuing employment and another 21.6% working part-time while going to school, it is also important that we help students gain employable skills while still in high school. Thus, it is recommended that all high schools provide practical arts courses to develop a wide variety of employable skills, and that all students be encouraged to prepare themselves for several alternatives including the possibility of immediate employment as well as various kinds of post-high school training.

II. THE EMPLOYED GROUP

Comparisons

Compared with the class as a whole, the employed group had a poorer senior year attendance record, had fewer with a 2.0 or better G.P.A., had fewer over the 50th percentile on the Henmon-Nelson, and had a larger proportion of its group from former English-11 level 3 and 4 classes.

More Employed Women Respondents

The finding that 45% of the employed groups were engaged in clerical or sales work is explained in part by the fact that 66.6% of the employed respondents were women compared with 53.7% of the total respondents being women. Also, the low percentage of male responses in the employed

group (33.1%) may account for the small number shown in the predominantly male occupations.

Need for Job Application Skills

Since the largest number secured jobs by direct application (33.4% of 353 and 42.9% of 808), it is recommended that the high schools offer units on applying for a job, preparing resumes, filling out job applications, getting an appointment, and learning how to dress and conduct oneself in an interview.

III. THE MILITARY GROUP

Comparisons

Compared with the class as a whole, the military group had a poorer senior year attendance record, had fewer with a 2.0 or better G.P.A., had fewer over the 50th percentile on the Henmon-Nelson, and had a larger proportion of its group in former level 3 and 4 English-11 classes. Most of the military respondents (87.3%) were men.

IV. THE STUDENT GROUP

Comparisons

Compared with the class as a whole, the continuing student group had a better senior year attendance record, had more students earn a 2.0 or better G.P.A. and rank above the 50th percentile on the Henmon-Nelson, and had a larger percentage of its group from former level 1 and 2 English-11 classes. Among the student respondents, the majority of former level 1 and 2 students were women, and the majority of the former level 3 and 4

students were men. The student respondents as a whole were evenly divided between men and women, 49.2% men and 50.8% women.

Most Students at U. W. or W. S. U. 's

The University of Wisconsin system and the Wisconsin State University system drew 65.2% of our continuing students. The former drew over half of our former English-11 level 1 and 2 students (55.8% and 51.6% respectively), and the latter drew the largest percentage (36.8%) of our level 3 students.

High School Preparation

Most continuing students (86.9%) gave their high school credit for helping from "somewhat" to "a great deal" in preparing them for further education. However, it is of interest to note that those going on to Madison Area Technical College or into "other" post-high school training programs (such as apprenticeships, beautician schools, business schools, electronics schools, nursing schools, on-the-job training programs, specialized schools in military service, or vocational, technical, and adult schools in other cities) were not quite so enthusiastic as the four year college students in their rating of high school preparation. Thus, it is recommended that our high schools give serious consideration to curriculum changes that would provide better preparation for post-high school training other than the four year college.

V. GROUP COMPARISONS

By Grade Point Average and Henmon-Nelson Percentiles

According to grade point averages and Henmon-Nelson percentiles, our "best" high school students went on to some kind of post-high school training, generally speaking. The "next best" graduates went directly into employment or did not respond; those with the lowest G.P.A.'s and percentiles went into military service.

Among the student groups, our "best" went to out-of-state colleges. The University of Wisconsin had the "next best" group of graduates, followed by the Wisconsin State Universities. Wisconsin private colleges, the Madison Area Technical College and "other" post-high school training programs drew the "poorest" high school students who went on for additional training.

By Degree of Satisfaction

The continuing students were the most satisfied with their current status, and the employed group ran a close second. Those in the military were the least satisfied. Among the student groups, the most satisfied were those in out-of-state and Wisconsin private colleges. The U. W. system, M.A.T.C., "other" programs, and the W. S. U.'s followed in that order in the percentages of their students from Madison high schools' class of 1967 indicating they were very satisfied.

By Plan Consistency

As might be expected, the continuing students showed the most plan

consistency with 83.6% doing what they had planned to do upon graduation from high school. The employed and military groups were about equal with approximately 44% of their groups doing as planned. Among the student groups, the U. W., out-of-state, and W. S. U. students showed the highest plan consistency, in that order.

Since we found that less than half (44%) of those not continuing their education were doing what they had planned when graduating from high school, it is recommended that our high schools explore ways of helping job-bound students become more realistic in their self-appraisals and in their planning while still in high school.

By Rating of Assistance from Others in Reaching Present Status

The student group led in rating the assistance received from parents, teachers, counselors, and classmate/friends as "very helpful" in reaching their current situations. The employed group was second in giving credit to parents, teachers, and counselors as being "very helpful," and the military group was last.

Among the student groups, the out-of-state students led in the percentage of those rating parents' and teachers' assistance as "very helpful." The Wisconsin private college students led in rating counselors as being "very helpful," and the Madison Area Technical College students led in rating classmate/friends as "very helpful." The M.A.T.C. group was also the only one having the highest percentage (30.6%) rate their counselor assistance in reaching current position as "very helpful."

By Counselor Contacts

Again, the students, employed, and military groups ranked in that order in the percent having three or more counselor contacts during their senior year.

Among the student groups, the Wisconsin private college students had gone to see their high school counselor most often followed by W.S.U. students and out-of-state students in that order. M.A.T.C. students had seen their high school counselor more than U. W. students, and those in "other" programs consulted them the least. It is of interest to note that students who saw their counselor the most in high school (Wisconsin private college students) also led in rating their counselor as being "very helpful."

Pattern Consistency

It appears that graduates with academic interests and abilities necessary to do well in high school were, as continuing students ten months later, the most satisfied graduates, and had the largest number doing as planned; they had also had the most assistance from others in reaching their current situations. It also appears that these same people were the ones who felt the need or had the initiative to see their counselors the most during their senior year. These observations raise the questions of whether this pattern is inevitable or whether something can be done to help those with other kinds of interests and abilities to receive just as much assistance, to plan just as well, and to become just as satisfied as their more academic classmates. Thus, it is recommended that our schools explore ways to equalize these kinds of benefits from education for all,

and that our schools seek answers to questions such as:

Do we need a long range K-12 career development program built into the curriculum to help students better understand the many alternatives open to them as they approach adulthood?

Do we need time and space for group guidance to reach those who do not seek guidance on their own initiative?

Do we need more counselors or better utilization of counselor time in secondary schools?

Do we need more parent and community involvement? (More cooperative education programs? Career fairs? Community provision of on site, in depth career exploration programs?)

Do we need elementary school counselors?

Do we need more courses to develop employable skills?

VI. CURRICULUM

Courses Graduates Would Take If They Could Go Back to High School

It is recommended that those still in high school be informed of the results of the curriculum section of this study, since they may well consider taking the courses 1967 graduates indicated they would take if they could go back to high school. For example, they should know that typing, math, science, and art/art metal received the most "votes" in this section. After seeing the results, perhaps those planning to go on to post-high school training would seriously consider taking some typing or more math. Those planning to take business courses at M.A.T.C. would take bookkeeping, and those planning to go directly into employment would consider bookkeeping and foreign language. (The relatively high percentage from the employed group and those in "other" training programs checking foreign language is rather surprising. However, we must keep in mind

that not as many of them had elected foreign language while in high school as did the college bound students.) Did this many actually feel the need for bilingual skills in their work or training? It is recommended that this question be investigated and that consideration be given to offering foreign language courses designed for non-college bound students.

Areas In Which Graduates Would Take More Work If They Could Go Back to High School

Current high school students will also be interested in the fact that many from the class of '67 who were continuing students ten months later felt the need for more high school math, science, and foreign language. M.A.T.C. students wanted more work in math, practical arts, and science. Many in the employed groups felt the need for more math, practical arts, commercial subjects and English.

Unoffered Courses Graduates Wished They Could Have Taken In High School

Psychology led all other subjects among all groups, employed, military, and students, as an unoffered course they wished they could have taken in high school; and marriage and family, and philosophy were rated second and third by the class as a whole. Thus, it is recommended that the Madison Public Schools give serious consideration to offering high school level courses in these subjects in all high schools.

High School Courses of Most Value

Apparently graduates have learned the importance of communication skills in almost all walks of life since English was rated the most valuable high school course by the highest percentage from all groups. W. S. U.

students had the highest (39.6%) "vote" for English. The student groups as a whole rated English, science, and math as the most valuable courses. However, M.A.T.C. students and the employed group rated English, practical arts and math as their most valuable high school courses.

High School Courses Found Least Desirable

Mathematics was rated the least desirable high school course by the highest percentage from all groups except for M.A.T.C. students. The student group as a whole rated math, foreign language and social studies as least desirable in that order. The employed group ranked math, social studies, English and science as least desirable in that order.

Discussion of Curriculum Questions

The seemingly contradictory results of the questions concerning curriculum point up another limitation of the study. Elective courses taken by respondents are not known. For example, were those who rated math most valuable the ones who took advanced math courses? Were those who rated math as least desirable the students who took only basic courses to meet graduation requirements? Did the same people rating math as least desirable also indicate they would take more math if they could go back to high school? Were they equating "least desirable" with "inadequate?"

A similar situation exists concerning foreign language and social studies. Many U. W. and W. S. U. students wanted more high school foreign language. On the other hand, several checked foreign language as least desirable of their high school courses. Likewise, many U. W. and out-of-

state students wanted more high school social studies, while many of them found social studies least desirable in high school.

Another contradictory result is found in the large percentage of M.A.T.C. students, along with all other groups, voting for English as a most valuable course, and the large percentage of M.A.T.C. students rating English as least desirable. Obviously these were not the same students; but what were their differences? What level English classes had the majority of each group been in? What programs of study were they pursuing at M.A.T.C.? How did those in the college parallel courses rate high school English as compared with those in vocational or technical courses?

Recognizing the problems of interpretation cited above, the fact that a large number of 1967 graduates rated these courses as least desirable warrants a recommendation that our department of curriculum development and our high schools restudy their offerings in math, foreign language, social studies, English, and science to determine whether or not they are meeting the needs of our graduates in a changing world; updating of the curriculum should be undertaken wherever the need is indicated. For example, while English led all others as a most valuable course, perhaps there is need for a different kind of senior year communication skills course for those planning to go into vocational or technical training in view of the English rating by some M.A.T.C. students.

VII. SATISFACTION

Satisfaction of Class As a Whole

Almost half (49.9%) of the respondents from the class as a whole were very satisfied with their current status and another 38.8% was moderately satisfied. 21.3% of the class did not respond.

Satisfaction, Men vs. Women

The responding women graduates had a slightly higher percentage of "moderately" or "very satisfied" responses than the male respondents, 90.6% vs. 86.6%.

Satisfaction, Compared with Attendance, G.P.A.'s, Henmon-Nelson Percentiles and English Level Assignments

Generally speaking, the better the senior year attendance records, the higher the high school grade point averages, the higher the percentile rankings on the Henmon-Nelson, and the better the English level assignment, the greater the degree of satisfaction graduates felt with their current status ten months after graduation.

Satisfaction Compared With Current Jobs of Employed Groups

It is recommended that current high school students planning to go directly into employment be made aware of the results of this section of the study. They will be interested in noting that responding graduates now employed in apprenticeships and in semi-professional work had the largest percentages indicate they were very satisfied. Production and service workers had the largest percentages indicate they were not satisfied, but even these were small, 11.4% and 12.3% respectively.

Satisfaction Compared With Assistance From Others, Counselor Contacts and Rating of Curriculum

In general, the higher the level of satisfaction, the higher the respondents rated assistance from parents, teachers, counselors, and friends in reaching current status. However, there appeared to be little relationship between degree of satisfaction with current status and the number of senior year counselor contacts. The responses to questions concerning the curriculum were also scattered regardless of satisfaction level.

Satisfaction Compared With Rating of High School Help

See section IX of this chapter.

Satisfaction of Various Groups

See section V of this chapter.

VIII. PLAN CONSISTENCY

Class As a Whole

Ten months after graduation, 69.8% of the respondents were doing what they had planned to do when graduating from high school.

Plan Consistency Compared with G.P.A.'s

The higher the high school grade point average, the greater the plan consistency.

Plan Consistency of Current Status Groups

As might be expected, 85.7% of the full-time students were doing

as planned. However, only 43.5% of the full-time employed were doing as planned. It appears that many of the employed found it necessary to take whatever jobs were available without having too much control over their occupational choice. Is this to be expected, or can we do a better job of helping students plan and prepare for entry jobs upon graduation from high school? It is recommended that efforts be made to develop ways in which we can help the job-bound student learn about himself, about entry job opportunities, and about possible relationships between the two, so he can make realistic plans and prepare for his post-high school future as well as those going on to post-high school training.

Plan Consistency Compared With Assistance from Others

Those who failed to consult others, whether they be parents, teachers, counselors, or classmate/friends, had the least plan consistency.

Plan Consistency Compared With Counselor Contacts

In view of the finding that those who had counselor contacts during their senior year had a higher percentage of their group doing what they had planned than those not contacting their counselor, it is recommended that all seniors be contacted by their counselors if they do not come in on their own.

IX. HIGH SCHOOL HELP

Class As a Whole

Help in preparing for further education and in using good English had the largest percentages of their responses under "helped a great deal." Help in understanding of abilities and interests, thinking through problems,

getting along with others, ability to read, and basic math skills all had the largest percentage of their responses under "helped somewhat."

"Little" was checked most frequently for help in getting a job, using spare time, marriage and family affairs, taking part in community affairs, using money wisely, and conducting personal business affairs.

It appears that the skills which would be obtained in required courses were given the higher ratings most frequently. The responses to many of the other items would depend upon the elective courses chosen by the individual and upon their current status. However, it is recommended that the guidance staff become more active in job placement. (Note the employed group's rating of high school help in securing a job in next section.)

Employed Group's Rating of High School Help in Getting a Job

52.3% of the full-time employed group indicated their high school had helped them in securing a job, 26.8% a great deal, and 25.5% somewhat. However, there is a question here as to whether respondents had in mind the actual mechanics of helping them get a job or the necessary background their high school training gave them to qualify for their jobs.

Homemakers' Rating of Help With Marriage and Family Affairs

71.9% of the married women engaged in full-time homemaking indicated their high school had helped them in marriage and family affairs, 28.1% "a great deal," and 43.8% "somewhat."

Student vs. Employed Group's Rating of High School Help

While the full-time continuing students had a slightly higher percentage rate their high school as helpful, somewhat or a great deal, than the full-time employed group in using good English, the latter group had higher percentages rating the high school as being helpful in using money wisely and conducting their personal business affairs than the students. No doubt many of the students had not had the opportunity to run their own business affairs to the extent the full-time employed graduates had.

High School Help vs. Satisfaction

Broadly speaking, the higher the degree of satisfaction with current status, the higher the rating of high school help in:

- . preparing for further education
- . understanding abilities and interests
- . thinking through problems
- . getting along with others
- . reading well
- . using good English
- . using basic math skills

However, the higher the degree of satisfaction, in general, the more who rated their high school help as "little or none" in:

- . getting a job
- . using spare time
- . marriage and family affairs
- . taking part in community affairs
- . using money wisely
- . conducting personal business affairs

While puzzling at first, this latter finding could be expected since the large relatively satisfied student group would not have found many of these last six items very relevant as yet.

X. COUNSELOR CONTACTS

Those Having Counselor Contacts

Class as a whole, status groups, and G.P.A.'s - 89.8% of the respondents had at least one counselor contact their senior year. Percentagewise, the part-time employed and the student/part-time employed groups led all others in having three or more counselor contacts. These would be the counselees most interested in learning details from their counselors about student financial aids such as grants, scholarships, loans, and part-time jobs while going to school. Apparently, counselors were seeing students with a wide range of academic achievement since there appeared to be little relationship between grade point averages and the number of senior year counselor contacts.

Self-understanding of abilities and interests - Those having the largest number of senior year counselor contacts gave the highest rating of high school help in self-understanding of abilities and interests. Thus, it is recommended that provision be made to increase the number of students having at least three counselor contacts in their senior year.

Those Not Having Counselor Contacts

Employed Group - The employed group had a larger proportion of its members indicate they had no senior year counselor contacts than any other group. Since the employed group also had fewer satisfied people doing as they had planned, it is recommended that serious consideration be given to providing more counselor contacts for job-bound high school youth.

Attendance, G.P.A.'s, and English-11 levels - There was little difference between the attendance records of those not having counselor

contacts and the class as a whole. The "poorer" students, as measured by G.P.A.'s and English level assignments, had only a slightly higher percentage in the no counselor contact group compared with the class as a whole.

Those Not Seeking Counselor Assistance in Reaching Present Status

Status - Almost half (49.6%) of those not seeking counselor assistance in reaching their current situations were in the full-time employed group, and only 18.7% of those not seeking counselor assistance in this matter were full-time students. Again, it is recommended that counselors seek ways of establishing a closer relationship with their job-bound counselees

Attendance, G.P.A.'s and English-11 levels - Comparing graduates not seeking counselor assistance in reaching their present situations with the class as a whole we found that their senior year attendance was not quite as good, there was a little heavier concentration in the 1.0 - 2.49 range of G. P. A.'s and they had a slightly higher percentage from their group assigned to level 3 English-11 classes.

XI. FREE COMMENTS

Class As a Whole

Of the 546 free responses, 69.6% were negative and only 30.4% were positive. However, the largest number of positive comments were about school in general. The largest number of negative comments were about teachers, course content, and curriculum in general.

Status Groups

The students had more negative comments (71.9%) than the employed (61.2%) or the military (52.9%). The employed group had a larger proportion of positive comments regarding school in general and was not nearly so critical of high school teachers and guidance services as the continuing students. Here we are faced with the paradox of the military and employed groups consisting of the less academically inclined, less plan consistent, less satisfied, and less counseled graduates being more positive concerning their high school experience than the more academically inclined, more plan consistent, more satisfied and more counseled student group. Perhaps, with less ability for critical evaluation and/or greater humility they felt more appreciation for their high school education.

G.P.A. Groups

The highest percentage of negative remarks came from the 3.5 - 4.0 group. However, there were no negative comments about preparation for college from the 3.0 - 4.0 group.

Satisfaction Groups

85.7% of the unhappy group's comments were negative compared with 66.2% of the very satisfied group. The very satisfied group had a larger proportion of negative responses regarding teachers than the moderately satisfied group.

XII. COMPARISONS BY SCHOOLS

Returns

Any comparisons of schools must be considered in light of socio-economic differences of their school populations. The smallest school, Madison Central-University Senior High School had the best returns (84.6%) and the largest school, Madison West Senior High School, had the poorest return (74.8%).

Status

LaFollette, Central-University, and East Senior High Schools had 28.5%, 29.8%, and 30.0% respectively of their 1967 graduates employed ten months after graduation compared with only 16.7% of West Senior High School graduates. However, as indicated above and in section I of this chapter, West Senior High's percentage could actually be much higher in view of the fact that 25.2% of their graduates did not respond and the observation that non-respondents resembled the employed group on certain criteria.

West also led in having 78.4% of its respondents continuing in post-high school education. Again, for reasons similar to those above, this percentage could actually be smaller.

Choice of Post-High School Training

West Senior High led in sending the largest percentage (38.9%) of its responding graduates to the U. W. system and to out-of-state colleges (12.0%). LaFollette had the largest percentage (24.6%) going to W. S. U.'s and M.A.T.C. (14.8%). East had 14.1% going to M.A.T.C.

Degree of Satisfaction

Central-University High respondents had the lowest percentage indicate they were at least moderately satisfied and the highest percentage indicate they were not satisfied, very unhappy or fail to answer this item. These findings are not surprising in view of the facts that Central students were not as academically inclined as measured by the Henmon-Nelson and had poorer attendance records; and the facts that those with poor attendance records and those in the lower percentiles on the Henmon-Nelson were generally less satisfied per section VII of this chapter.

XIII. RECAP OF ENCOURAGING FINDINGS

The results of the study were gratifying in many respects.

For example:

- . the large percentage of continuing students highly rating their high school preparation for further education.
- . the large number of high ratings from continuing students on how their high school had helped them in using good English.
- . the large number of high ratings from the employed group on how their high school experience had helped them in using money wisely and conducting their personal affairs.
- . the majority of the full-time employed indicating their high school had helped them in securing a job.
- . the high percentage of homemakers indicating their high school experience had helped in marriage and family affairs.
- . the large number rating English, science, and math as their most valuable courses.
- . the high percentage doing as planned.
- . the high percentage satisfied or moderately satisfied with what they were doing ten months after graduation.
- . the high percentage of students having counselor contacts their senior year.
- . the positive relationship between plan consistency and the number of senior year counselor contacts.
- . the positive relationship between ratings of high school help in self-understanding and the number of senior year counselor contacts.
- . the large number of M.A.T.C. students rating their counselor assistance as very helpful.
- . the number of positive free comments about school in general.
- . the large number from the employed and military groups making positive free comments about their high school experience.

From these positive results evolved several recommendations which are included in the next section, along with recommendations based on shortcomings of our 1967 programs.

XIV. RECAP OF RECOMMENDATIONS

As indicated earlier, the primary purpose of this ten-month follow-up study was to establish base data with which to compare future studies. However, in the course of discussion, certain recommendations to improve our educational services appeared appropriate. The following will serve as a recapitulation of these recommendations.

It was recommended:

- . that current high school students be informed of the results of the curriculum section of the study; i.e. which courses recent graduates wished they had taken or taken more of, found most valuable, etc.
- . that our high schools restudy their offerings in those courses rated "least desirable" by various groups of 1967 graduates (math, foreign language, social studies, English, and science) to determine whether or not they are meeting the needs of our graduates in a rapidly changing world; and that updating of curriculum and educational methods be undertaken wherever the need is indicated.
- . that all Madison high schools seriously consider offering high school level courses in psychology, philosophy, and marriage and family. (Most already offer one or more of these.)
- . that the Department of Curriculum Development explore the need for foreign language for non-college bound students; and that consideration be given to offering such a course if a need is indicated.
- . that our high schools give serious consideration to curriculum change that would provide better preparation for post-high school training other than the four year college.
- . that all Madison high schools provide practical arts courses to develop a wide variety of employable skills. (We have already made marked progress in this area since the class of '67 graduated.)
- . that all students be encouraged to prepare themselves for several alternatives including the possibility of immediate employment as well as various kinds of post-high school training.

- . that our schools explore ways to equalize assistance in career exploration for all kinds of students.
- . that our high schools explore ways of helping job-bound students become more realistic in their self-appraisal and more realistic in their planning while still in high school.
- . that current high school students be informed about the relationships between jobs and satisfaction as reported by the class of 1967.
- . that our high schools offer units on how to apply for employment.
- . that provision be made for more counselor contacts for job-bound high school youth who are not prone to come in to see a counselor on their own initiative.
- . that all seniors be contacted by their counselor if they do not come into the guidance center on their own.
- . that provision be made to increase the number of student-counselor contacts in senior year.
- . that the guidance staff become more involved in post-high school job placement.

XV. CONCERNING FUTURE FOLLOW-UP STUDIES

Based on the experience gained from conducting this study, the follow-up committee would make the following recommendations concerning future follow-up studies:

- . that an effort be made to produce future follow-up reports by computer, thus making possible annual reports of graduates by individual schools as well as system-wide studies.
- . that provisions be made for system-wide five and ten year follow-up studies of the class of 1967 in 1972 and 1977.
- . that a schedule be established for future system-wide one, five, and ten year studies for graduating classes at five year intervals, starting with the class of 1970.
- . that future follow-up studies be the responsibility of the Instructional Research Department in cooperation with the Pupil Services Department.

- . that future follow-up questionnaires be mailed to only a 20% random sampling of the class, and that personnel and money be provided for personal follow-up where necessary to secure 100% returns on the sampling.
- . that the study design be amenable to tests of significance.
- . that sufficient money, time, and personnel be provided for future follow-up studies to assure prompt reporting of results and comparisons with previous studies of the same class.

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APPENDIX

March 19, 1968

To: George Stockton
 From: John Christensen, LaFollette High School
 Re: Budget for Follow-up of High School Graduates

Envelopes and postage per 100 graduates	\$	15.00
Paper and mimeograph stencils per 100 graduates		.45
Secretarial time typing questionnaire per 100 graduates		3.50
Secretarial time addressing envelopes per 100 graduates		3.50
(next year request data processing extra press-on labels)		
Secretarial time collating questionnaires and envelopes per 100		<u>3.50</u>
Total per 100 graduates		25.95
Key Punch and program analysis (discussed with Tom Hanson)	\$	500.00
Summer work counselors		
6 counselors for 8 wks (based on staff used in 1950 follow-up) \$197.00 x 6 x 8		9,600.00
Estimate 2,000 graduates		<u>520.00</u>
	TOTAL \$	10,620.00

The enclosed copy of the questionnaire could be produced and sent out to all high school graduates of 1967. We would only have to change the first sheet. This questionnaire and two envelopes should go for \$.06. This questionnaire is the product of the work of the head school counselor workshop with Mr. Erpenbach.

Each school could be responsible for getting the envelopes addressed and stuffed with the questionnaire, checking the returns, and making second attempt to obtain questionnaire from those graduates who do not respond the first time.

The summer work would be:

1. Re-evaluation of the kinds of questions we want to be able to answer with our follow-up (add additional information from school records.)
2. Analysis of a simple tally of data (from key punched documents)
3. Formulation of the final analysis (evaluation) to be programmed by data processing department.
4. Write-up final city report (dissemination)
5. Plan for subsequent follow-up.

MADISON CENTRAL-UNIVERSITY HIGH SCHOOL200 Wisconsin Avenue
Madison, Wisconsin 53703

Note: The frequency counts inserted on this questionnaire were taken from the initial tally of responses. Figures on subsequent computer print-outs showing cross relationships do not always jibe with this original tally. April 1968

Ten Month Follow-up of 1967 Graduates

Dear Grad:

Ten months have passed since you graduated from Central.

Will you PLEASE take a few minutes and complete this first follow-up questionnaire? We have kept the form short. We think that the information you provide us with now, and in the future, will help our school better provide for the needs and interests of all students.

Some time we intend to make available to each of you a summary of what your classmates are doing. Someday, you might want to use our mailing list for a class reunion.

We have included a stamped, self-addressed envelope for your use in mailing the completed form back to us.

Thank you for your cooperation.

PLEASE READ ALL QUESTIONS AND RESPONSES FULLY BEFORE ANSWERING. PLACE A CHECK
(✓) MARK ON THE LINE THAT BEST ANSWERS THE QUESTION FOR YOU.

GENERAL INFORMATION

(1) The most accurate description of my present status is: (1,392 responses)

- | | |
|---|--|
| 1 <u>310</u> Full-time employment | 6 <u>35</u> Married female and working outside of the home |
| 2 <u>7</u> Part-time employment | 7 <u>32</u> Married female and full-time housewife |
| 3 <u>303</u> Part-time employment and student | 8 <u>9</u> Unemployed and looking for work |
| 4 <u>612</u> Full-time student | 9 <u>10</u> Started college but not now attending |
| 5 <u>73</u> In military service | 10 <u>1</u> Other. Please indicate _____ |

EMPLOYMENT INFORMATION

Where are you working? (Employer and City) _____

788 Responses

(2) What kind of work do you do?

- 1 17 Agricultural job (farm hand, nurseryman helper, etc.)
 2 24 Apprenticeship (building trades, automotive, etc.)
 3 267 Clerical or sales job (bookkeeper, typist, clerk, sales, etc.)
 4 13 Construction job (laborer, roofer, painter, etc.)
 5 22 Mechanics or repairman job (automobile mechanic, household appliance, etc.)
 6 44 Production job (assembler, production machine operator, etc.)
 7 25 Semiprofessional and technical (commercial art, engineering aid, laboratory helper, etc.)
 8 106 Service job (service station attendant, waitress, bus boy, etc.)
 9 ___ Other. Please indicate _____

What do you actually do? _____

(3) Since I graduated, this job is my (803 Responses)

- | | |
|---------------------|--|
| 1 <u>412</u> First | 3 <u>58</u> Third |
| 2 <u>251</u> Second | 4 <u>79</u> Other. Please indicate _____ |

- (4) Amount of time for you to get your first job? (Please check only one) (842 responses)
- | | |
|---|---|
| 1448 Had the job before I graduated | 537 Six to twelve months after I graduated |
| 267 Less than one month after I graduated | 69 Still looking for my first job since I graduated |
| 391 Two to three months after I graduated | 734 Not looking |
| 455 Four to six months after I graduated | 1 |

- (5) How did you get your first job? (Check the one source that was the most helpful) (819 responses)
- 1 78 By answering a help wanted advertisement
 - 2 40 Through the Wisconsin State Employment Service (Youth Opportunity Center)
 - 3 9 Through a private employment agency
 - 4 21 Through Civil Service Testing
 - 5 39 By applying directly to a company, store, hospital, etc.
 - 6 83 Through a relative
 - 7 29 Through a friend
 - 8 17 Other. Please indicate (many of these could have been a checked response to items 1 - 7)

POST HIGH SCHOOL EDUCATION INFORMATION

- (6) Are you attending the University of Wisconsin? If so, please check the location. (412 responses)
- | | | |
|---------------------|---------------------|------------------------------|
| 1382 Madison campus | 21 Milwaukee campus | 326 Extension center. Where? |
|---------------------|---------------------|------------------------------|

- (7) Are you attending one of the Wisconsin State Universities? If so, please check the location. (280 responses)
- | | |
|------------------|-----------------------|
| 1 34 Eau Claire | 6 30 Stevens Point |
| 2 29 LaCrosse | 7 9 Stout (Menomonie) |
| 3 37 Oshkosh | 8 4 Superior |
| 4 42 Platteville | 9 93 Whitewater |
| 5 2 River Falls | |

- (8) Are you attending some other Wisconsin College or University? If so, please check the location. (47 responses)
- | | |
|--------------|----------------------------------|
| 1 2 Beloit | 6 0 Marquette |
| 2 4 Carroll | 7 1 Milton |
| 3 2 Carthage | 8 0 Ripon |
| 4 2 Edgewood | 9 5 Other. Please indicate _____ |
| 5 1 Lawrence | |

- (9) Are you attending an out-of-state college or university? (656 responses)
- 1113 Yes. If yes, please indicate name of college _____
- 2528 No

- (10) If you checked an item in questions 7 through 10, please now check the area that best describes the program you are studying. (Please check only one) (673 responses)
- | | |
|--|---|
| 1 5 Agriculture | 6 9 Home Economics |
| 2 14 Conservation (including forestry) | 7 23 Liberal Arts |
| 3 147 Education (preparing for teaching) | 8 67 Pre-professional (Doctor, Lawyer, Dentist, etc.) |
| 4 48 Engineering | 9 111 Other. Please indicate _____ |
| 5 19 Health Occupations (Physical Therapy, Medical Technology, etc.) | |

- (11) Are you attending the Madison Area Technical College? If so, please check the program. (172 responses)
- | | |
|-------------------------|-----------------------------------|
| 135 One year vocational | 4 22 Associate degree |
| 242 Two year vocational | 5 44 College parallel |
| 3 8 Apprenticeship | 6 12 Other. Please indicate _____ |

- (12) If you are attending the Madison Area Technical College, please indicate your area of study. (143 responses)
- | | |
|--------------------|---|
| 136 Business | 6 7 Quantity Food Preparation |
| 2 4 Commercial Art | 7 1 Specialized schooling in military service |

- (12) 3 6 Graphic Arts
 4 19 Health Occupations
 5 7 Marketing
 8 22 Vocational Trade
 9 41 Other. Please indicate _____

- (13) Education other than above. If you are attending, or attended, a school other than described in questions 7 through 13, please indicate below. (Please check only one) (112 responses)
 1 15 Apprenticeship program
 2 9 Beautician School
 3 13 Business School
 4 8 Electronics School
 5 5 Nursing School
 6 22 On-the-job training program
 7 15 Specialized schooling in military service
 8 5 Vocational, technical and adult school in another city
 9 20 Other. Please indicate _____

OTHER INFORMATION

- (14) Regardless of what you are doing, tell us how you like it. (Please check only one) (1347 responses)
 1 700 Very satisfied
 2 515 Moderately satisfied
 3 83 Not satisfied
 4 19 Very unhappy and wish I could change
 (15) Is what you are doing now the same as what you were planning to do when you graduated?
 1 979 Yes
 2 368 No (1328 responses)

Please rate the help your high school gave you on the following matters:

	No. of responses	1 A Great Deal	2 Some-what	3 Little or none	4 Would have liked more
(16) Getting a job	(1205)	162	254	727	62
(17) Preparing for further education	(1344)	620	496	127	101
(18) Understanding my abilities and interests	(1343)	312	705	240	86
(19) Thinking through problems	(1342)	286	884	323	69
(20) Using my spare time	(1332)	188	512	558	74
(21) Getting along with others	(1335)	509	559	239	28
(22) Marriage and family affairs	(1278)	75	240	856	107
(23) Taking part in community affairs	(1312)	134	510	601	67
(24) Ability to read well	(1342)	495	549	206	92
(25) Using good English	(1341)	679	528	84	50
(26) Using basic mathematical skills	(1336)	510	546	205	75
(27) Using my money wisely	(1323)	119	419	700	85
(28) Conducting my own business affairs	(1305)	177	487	573	68
(29) Others. Please indicate	(97)	29	14	37	17

Please rate the help the following people gave you in assisting you to reach your present position

		1 Very Helpful	2 Some Help	3 Little Help	4 Not Consulted
(30) Parent	(1338)	778	350	132	78
(31) Teacher	(1332)	307	501	221	303
(32) Counselor	(1328)	259	452	387	230
(33) Classmates/Friends	(1287)	263	518	268	238
(34) Other Adults. Please indicate	(7)				

(35) Others. Please identify _____ (9)

- (36) Approximately how many times in your senior year did you contact your counselor? (1350 responses)
81 None
405 1-2
585 3-5
270 Over 5
6 ~~4~~ ~~1~~ ~~1~~

(37) If you could go back to high school, what course/courses would you take that you did not take before? CHECK only one. List other choices after No. 9 (1225 responses)

- 1 119 Art and/or Art Metals
- 2 120 Bookkeeping
- 3 133 Foreign language
- 4 60 Home Economics
- 5 55 Industrial Arts
- 6 132 Mathematics
- 7 114 Science
- 8 157 Typing
- 9 296 Other. Please indicate (many of these were from items 1-8)

(38) What course/courses do you wish you could have taken in high school, but did not because it was not offered? CHECK only one. List other choices after No. 9 (1189 responses)

- 1 30 Arts and Crafts (leather, plastic work etc.)
- 2 44 Marketing
- 3 196 Marriage and family
- 4 148 Philosophy
- 5 78 Photography
- 6 11 Printing
- 7 386 Psychology
- 8 41 Salesmanship
- 9 255 Other. Please indicate (many of these were from items 1-8)

(39) What course/courses in high school were of most value to you? CHECK only one. List other choices after No. 9 (1297 responses)

- 1 36 Art
- 2 67 Commercial
- 3 407 English
- 4 67 Foreign Languages
- 5 154 Mathematics
- 6 75 Practical Arts (Home Economics, Industrial Arts)
- 7 122 Science
- 8 102 Social Studies
- 9 267 Other. Please indicate (many of these were from items 1-8)

(40) If you could go back to high school, what course/courses would you take more of than you did. CHECK only one. List other choices after No. 9 (1263 responses)

- 1 92 Art
- 2 65 Commercial
- 3 96 English
- 4 151 Foreign languages
- 5 261 Mathematics
- 6 93 Practical Arts (Home Economics, Industrial Arts)
- 7 199 Science
- 8 108 Social Studies
- 9 188 Other. Please indicate (many of these were from items 1-8)

Why?

(41) What course/courses in high school did you find least desirable? CHECK only one. List other choices after No. 9 (1235 responses)

- 1 55 Art
- 2 30 Commercial
- 3 143 English
- 4 191 Foreign languages
- 5 263 Mathematics
- 6 77 Practical Arts (Home Economics, Industrial Arts)
- 7 144 Science
- 8 203 Social Studies
- 9 129 Other. Please indicate (many of these were from items 1-8)

Why?

Other comments you would like to make (516 responses; 380 negative and 166 positive.)

Please provide us with an address where mail can always reach you

Street

City

State

Zip Code



BUILDING SERVICES DEPARTMENT
MADISON PUBLIC SCHOOLS
3 6 1970

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