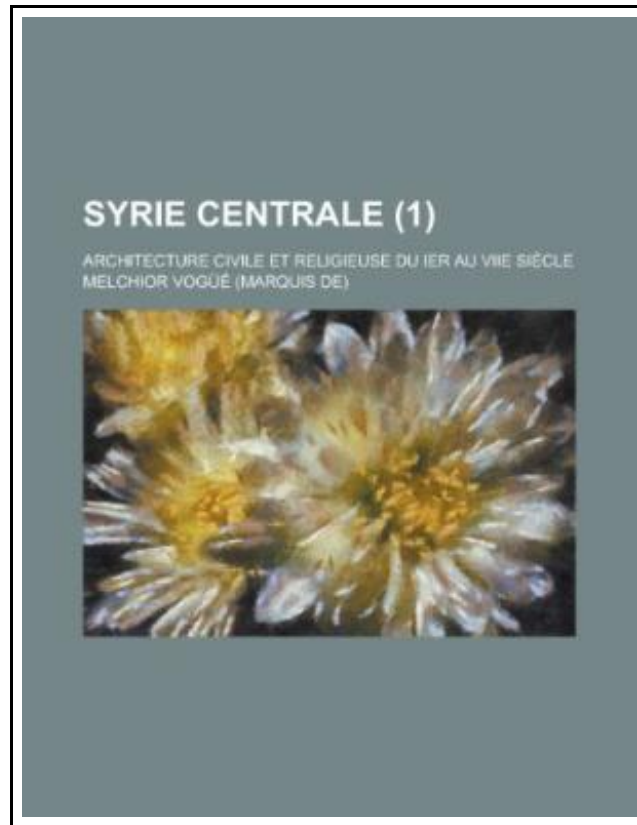


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 144 pages. Original publisher: Washington, D. C. : National Assessment of Vocational Education, U. S. Dept. of Education, 2004 OCLC Number: (OCoLC)164343506 Subject: Vocational evaluation -- United States. Excerpt: . . . Thus, we could evaluate students progress in postsecondary education within a five-year 1 window for BPS89 and within a six-to-eight-year window for NELS. We also made use of a third dataset, BPS96, which follows a sample of students who entered postsecondary education in 1995 through the 1997 - 98 academic year (NCES 2000). Because this dataset provides only a three-year window, it is not well suited for an analysis of college completion. Nevertheless, BPS96 does provide more recent data than the other datasets, and it contains some interesting questions not found in NELS and BPS89. Therefore, when we used BPS96, we analyzed persistence rather than completion, and we argue that, to complete, students must at least persist. To conduct our analysis of the educational outcomes of occupational sub-baccalaureate students, we developed a general model of the factors that predict educational attainment for first-time college students. The model includes student characteristics such as gender, race, age, socioeconomic status (SES), and academic skills as well as information about the timing and sequencing of a students educational experience. (The sequencing factors account for whether students attend part time, interrupt their schooling, delay their enrollment or work while they are enrolled. We call them educational pathway features.) Therefore, as a by-product of this comprehensive analysis of the effects of occupational education, we also generate conclusions about the effects of demographic, educational and pathway characteristics on educational goal achievement as well as how those characteristics interact with the academic or occupational major. As a result,...



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