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Murray Frost
University of Nebraska at Omaha

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EDUCATIONAL AND CAREER
ASPIRATIONS OF FREMONT
HIGH SCHOOL STUDENTS

by

Dr. Murray Frost

Center for Applied Urban Research
University of Nebraska at Omaha

January, 1981

EDUCATIONAL AND CAREER ASPIRATIONS
OF FREMONT HIGH SCHOOL STUDENTS

The purpose of this report is to analyze the educational and career aspiration data from a survey of more than 1,000 Fremont High School students. The survey was administered in spring, 1980 and was part of a study on the needs and impact of Metropolitan Technical Community College in Omaha. Both this report and the larger study were conducted by the Center for Applied Urban Research of the University of Nebraska at Omaha. The survey questionnaire and frequency distributions of the responses are included in the Appendix of this report.

Educational Aspirations. Almost half (45 percent) of the Fremont High School student body hoped to complete at least a four-year college education. One-third of these (or 15 percent of all students) said their goals were for an advanced or professional degree. Only one-fifth (20 percent) did not expect to continue their formal education beyond high school graduation. An additional 28 percent hoped to receive some vocational, technical, or business training beyond high school, and 8 percent said their educational goal included some college but not a degree. See Appendix (Question 5).

Educational aspirations varied only slightly by year in school. Seniors were most likely to indicate aspirations for a four-year college degree. Approximately 49 percent of the seniors said they hoped to receive a four-year college degree (or an advanced degree) compared to 45 percent of the juniors and 42 percent of the sophomores.

Table 1 indicates only minor differences by sex. For instance, 49 percent of senior girls expected to earn a four-year college degree or advanced degree compared to 48 percent of senior boys. The differences were four percentage points for juniors and sophomores--i.e., 46 percent of junior girls compared to 42 percent of junior boys and 44 percent of sophomore girls and 40 percent of sophomore boys had these educational aspirations.

Table 2 adds the students' average grades as another variable in the analysis of educational aspirations. These data indicate several interesting relationships. A lower proportion of female students with better

TABLE 1

EDUCATIONAL ASPIRATIONS OF FREMONT HIGH SCHOOL STUDENTS

BY YEAR AND SEX (SPRING, 1980)*

	<u>Senior</u>		<u>Junior</u>		<u>Sophomore</u>		<u>Total</u>	
	<u>Male</u> (N=141)	<u>Female</u> (N=170)	<u>Male</u> (N=186)	<u>Female</u> (N=192)	<u>Male</u> (N=177)	<u>Female</u> (N=195)	<u>Male</u> (N=504)	<u>Female</u> (N=557)
High school only	21%	16%	18%	20%	21%	19%	20%	19%
Vocational education	23	28	34	24	30	26	30	26
Some college	7	7	5	9	8	10	7	9
Four year college degree	30	34	31	30	26	28	29	31
Advanced/professional degree	<u>18</u>	<u>15</u>	<u>11</u>	<u>16</u>	<u>14</u>	<u>16</u>	<u>14</u>	<u>16</u>
Total	99%	100%	99%	99%	99%	99%	100%	101%

*Q. 5: "The education level I hope to achieve during my life is: a) high school graduate, b) some vocational, technical, or business training beyond high school, c) some college but not a degree, d) a four-year college degree, e) advanced or professional degree after college."

TABLE 2

EDUCATIONAL ASPIRATIONS OF FREMONT HIGH SCHOOL STUDENTS

BY YEAR, SEX, AND GRADE AVERAGE (SPRING, 1980)*

Education	N=	Seniors				Juniors				Sophomores				Total			
		Male		Female		Male		Female		Male		Female		Male		Female	
		A-B	C-D	A-B	C-D	A-B	C-D	A-B	C-D	A-B	C-D	A-B	C-D	A-B	C-D	A-B	C-D
		65	76	119	50	92	94	119	73	77	100	105	90	234	270	343	213
High school		9	30	8	36	7	30	12	34	10	30	5	37	9	30	8	36
Vocational		14	32	25	34	28	39	21	30	21	37	21	31	22	36	22	31
Some college		2	1	9	2	2	9	5	15	4	12	7	14	3	11	7	12
College graduate		48	16	39	22	45	18	40	14	40	15	40	14	44	16	40	16
Professional degree		28	11	19	6	18	4	22	7	25	6	28	3	23	7	23	5
Total		101%	101%	100%	100%	100%	100%	100%	100%	100%	100%	101%	99%	101%	100%	100%	100%

*Q. 5: The education level I hope to achieve during my life is: a) high school graduate, b) some vocational, technical, or business training beyond high school, c) some college but not a degree, d) a four-year college degree, e) advanced or professional degree after college."

grades (those reporting A or B averages) than male students indicated they expected to receive a degree from a four-year college. For example, 58 percent of female seniors with an A or B average expected to complete at least a four-year college program compared to 76 percent of such males. The proportions were not different, however, for juniors and sophomores; 62 percent of female juniors with A or B averages expected at least to graduate from a four-year college compared to 63 percent of the males; the proportions were 68 percent and 65 percent for sophomore females and males, respectively.

These data also indicated the proportion of girls with A or B averages having a goal of a four-year college degree declined with each year of schooling--i.e., 68 percent of the sophomores, 62 percent of the juniors, and 58 percent of the seniors. This might reflect a greater acceptance of a more egalitarian value system by younger girls (i.e., younger girls might be more likely to have adopted a value system that includes a college education for women). This explanation would lead to a prediction that the proportion of better female students desiring a college education would remain high as this group of sophomores proceeded through high school. An alternative explanation, however, suggests that better female students modify their aspirations as their education proceeds. This explanation would lead to a prediction for the future of a continuation of the pattern of fewer female seniors than sophomores aspiring toward a four-year college degree. Interestingly, the proportion of girls with lower averages who wished to earn a college degree increased with each year in high school, increasing from 17 percent of the sophomores to 21 percent of the juniors and 28 percent of the seniors.

Approximately 8-9 percent of seniors with an A or B average did not envision their education ever going beyond high school. This might be an important group to receive special attention from counselors and teachers at Fremont High School.

Immediate Plans. Intentions to attend school full time in the year after high school graduation increased as graduation approached, from 46 percent of the sophomores to 54 percent of the seniors. The trends were similar for males and females. See Appendix (Question 7) and Table 3.

In contrast plans to attend school part time decreased from 27 percent of the sophomores to 11 percent of the seniors. Almost one-third (32 percent) of the female seniors said they would not be attending school in

TABLE 3

PLANNED SCHOOL ATTENDANCE IN YEAR AFTER HIGH SCHOOL GRADUATION
OF FREMONT HIGH SCHOOL STUDENTS (SPRING, 1980)*

	Senior		Junior		Sophomore		Total	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
	(N=143)	(N=169)	(N=186)	(N=190)	(N=176)	(N=195)	(N=505)	(N=554)
School full time	50%	57%	47%	49%	45%	46%	48%	51%
School part time	10	11	18	19	25	28	18	20
Not attend school	39	32	34	32	30	26	34	30
Total	99%	100%	99%	100%	100%	100%	100%	101%

*Q. 7: "In the year right after I leave high school I plan to be a) attending school full time, b) attending school part time, c) not attending school."

the year after they graduated from high school; the proportion was 39 percent for males.

If the respondents understood the questions and if they answered them honestly and correctly, then approximately half of those not planning to attend school immediately after high school graduation expected to have no further formal education.

Half of the seniors expected to attend a four-year college, and 10 percent expected to attend a technical community college. See Table 4.

Students' plans for working in the year after high school graduation indicated 79 percent of the seniors intended to be employed or in the military. This proportion was lower than the expectation of juniors or sophomores for the year after they left high school (92 percent in each class expecting to be employed or in the military). Expectations for full-time employment increased, while part-time employment expectations decreased as graduation approached. See Appendix (Question 6) and Table 5.

Career Expectations. Tables 6-8 indicate career category choices of Fremont High School students. Table 9 provides a complete listing of the occupations for each category. The choices were designed to fit current and possible programs at Omaha's Metropolitan Technical Community College with residual categories in each of eight broad categories.

Almost one-third (30 percent) of the students expressed an interest in a business career (which included both business skills as well as clerical positions). This was almost twice as many as the second most popular category--trades and crafts (16 percent). Social and personal service careers attracted 14 percent, while health services and sciences were preferred by 13 percent. Creative and applied arts careers were selected by 11 percent, technological careers by 8 percent, and agriculture and the related social sciences attracted 4 percent each.

Some differences in career choices by class in high school can be seen in Table 6. For instance, business careers increased in popularity from 25 percent of the sophomores choosing a career in this category to 39 percent of the seniors.

Table 7 indicates career category choices by sex. It shows that the technologies and trades and crafts categories were predominantly

TABLE 4
 PLANNED SCHOOL OF ATTENDANCE OF FREMONT HIGH SCHOOL
 STUDENTS (SPRING, 1980)*

	Senior		Junior		Sophomore		Total	
	<u>Male</u> (N=141)	<u>Female</u> (N=168)	<u>Male</u> (N=184)	<u>Female</u> (N=189)	<u>Male</u> (N=176)	<u>Female</u> (N=194)	<u>Male</u> (N=501)	<u>Female</u> (N=551)
Technical community college	12%	8%	16%	10%	9%	6%	12%	8%
Four-year college	48	51	41	46	41	47	43	48
Business/trade school	12	15	19	17	26	23	19	19
None of above	28	25	24	28	24	23	25	25
Total	100%	99%	100%	101%	100%	99%	99%	100%

*Q.8: "The school I plan to attend is a) technical community college, b) four-year college or university, c) business or trade school, d) do not plan to attend any of the above."

TABLE 5

WORK PLANS IN YEAR AFTER HIGH SCHOOL GRADUATION
OF FREMONT HIGH SCHOOL STUDENTS (SPRING, 1980)*

	Senior		Junior		Sophomore		Total	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
	(N=143)	(N=168)	(N=185)	(N=192)	(N=176)	(N=193)	(N=504)	(N=553)
Work full time	45%	38%	39%	32%	43%	36%	42%	35%
Work part time	31	35	44	56	39	56	38	50
Military	6	2	11	3	10	2	9	2
Not employed	17	25	6	9	9	6	10	13
Total	99%	100%	100%	100%	101%	100%	99%	100%

*Q.6: "In the year right after I leave high school I plan to be a) employed full time,
b) employed part time, c) serving in the military, d) not employed.

TABLE 6

CAREER CATEGORY CHOICES OF FREMONT HIGH SCHOOL STUDENTS
BY CLASS (SPRING, 1980)

	Total (N=984)	Seniors (N=275)	Juniors (N=350)	Sophomores (N=359)
Agriculture related	4.2%	4.7%	4.3%	3.6%
Business	30.3	39.3	28.3	25.3
Creative and applied arts	11.1	10.2	11.7	11.1
Health services and sciences	12.9	9.5	14.3	14.2
Natural and social sciences	4.3	4.7	2.9	5.3
Social and personal services	13.5	12.4	11.7	16.2
Technologies	7.8	6.5	9.1	7.5
Trades and crafts	16.0	12.7	17.7	16.7
Total	100.0%	100.0%	100.0%	99.9%

TABLE 7
 CAREER CATEGORY CHOICES OF FREMONT HIGH SCHOOL STUDENTS
 BY SEX (SPRING, 1980)

	Total (N=981)	Male (N=453)	Female (N=528)
Agriculture related	4.2%	7.3%	1.5%
Business	30.3	20.8	38.4
Creative and applied arts	11.1	8.8	13.1
Health services and sciences	12.9	6.6	18.4
Natural and social sciences	4.3	5.1	3.6
Social and personal services	13.4	5.5	20.1
Technologies	7.8	14.8	1.9
Trades and crafts	16.0	31.1	3.0
Total	100.0%	100.0%	100.0%

male career goals--e.g., 31 percent of the males selected a career in the trades and crafts categories but only 3 percent of the females did; similarly, 15 percent of the males but only 2 percent of the females selected a technological career. On the other hand, 38 percent of the females indicated a preference for a business career compared to 21 percent of the males, and 20 percent of the females chose a career in the social and personal services category compared to only 6 percent of the males.

Table 8 presents these data for males and females in each class. This table indicates a greater preference for business careers for both males and females in their senior year than in their junior or sophomore years. For example, females selecting a business category career increased from 31 percent of those in their sophomore year to 47 percent in their senior year.

Table 9 presents the number selecting each career choice in each of the sex/class groups. Specific careers or programs selected by 1.0 percent or more in any group are noted. The two most popular careers were accounting and business management, each selected by 46 students or 4.7 percent of those answering this question. Teaching careers were selected by 41 students or 4.2 percent. The fourth most popular choice was automotive mechanics selected by 38 or 3.9 percent, and 31 students (or 3.1 percent) indicated a preference for a career in computer programming.

Among male seniors the most popular careers were business management (13 or 10.9 percent), accounting (10 or 8.4 percent), and automotive mechanics (7 or 5.9 percent). Among female seniors the most popular were accounting (11 or 7.1 percent), computer programming (9 or 5.8 percent), and business management (8 or 5.1 percent).

TABLE 8

CAREER CATEGORY CHOICES OF FREMONT HIGH SCHOOL STUDENTS
BY CLASS AND SEX (SPRING, 1980)

	Senior		Junior		Sophomore	
	Male (N=119)	Female (N=156)	Male (N=168)	Female (N=180)	Male (N=166)	Female (N=192)
Agriculture related	8.4%	1.9%	7.1%	1.7%	6.6%	1.0%
Business	28.6	47.4	17.3	38.3	18.7	31.3
Creative and applied arts	8.4	11.5	9.5	13.9	8.4	13.5
Health services and sciences	5.0	12.8	8.3	20.0	6.0	21.4
Natural and social sciences	6.7	3.2	2.4	3.3	6.6	4.2
Social and personal services	6.7	16.7	4.8	17.8	5.4	25.0
Technologies	11.8	2.6	16.7	2.2	15.1	1.0
Trades and crafts	24.4	3.8	33.9	2.8	33.1	2.6
Totals	100.0	99.9	100.0	100.0	99.9	100.0

TABLE 9

CAREER AND PROGRAM CHOICES*

	Total (N=984)	Seniors		Juniors		Sophmores	
		Male (N=119)	Female (N=156)	Male (N=168)	Female (N=180)	Male (N=166)	Female (N=192)
Agriculture Related							
Agricultural business management	2	-	1	-	-	1	-
Agricultural chemicals technology	1	-	-	1	-	-	-
Agricultural cooperatives management	1	-	1	-	-	-	-
Farm and ranch management	<u>16</u>	<u>5</u>	-	<u>4</u>	-	<u>7</u>	-
Horticulture program	4	<u>2</u>	-	1	1	1	1
Career in field, but none of the above	8	3	1	3	1	2	-
Career in field, but unsure of specialty	9	-	1	3	1	-	1
Business							
Accounting	<u>46</u>	<u>10</u>	<u>11</u>	<u>8</u>	<u>10</u>	<u>5</u>	<u>2</u>
Banking and finance	8	1	1	1	1	<u>2</u>	<u>2</u>
Bookkeeping	<u>11</u>	-	<u>3</u>	-	<u>5</u>	1	<u>2</u>
Business management	<u>46</u>	<u>13</u>	<u>8</u>	<u>6</u>	<u>7</u>	<u>3</u>	<u>9</u>
Computer programming	<u>31</u>	<u>4</u>	<u>9</u>	<u>4</u>	<u>6</u>	<u>4</u>	<u>4</u>
Distribution and transportation	2	-	-	-	-	<u>2</u>	-
Food marketing and management	3	-	1	-	-	1	1
Hospitality program	4	-	-	-	1	<u>2</u>	1
Keypunch operator	4	-	<u>3</u>	-	1	-	-
Merchandising management	<u>11</u>	-	<u>5</u>	-	<u>4</u>	-	<u>2</u>
Real estate	8	-	-	1	1	1	<u>5</u>
Retailing	1	-	-	-	-	-	1
Secretarial science	-	-	-	-	-	-	-
Clerk-typist	<u>14</u>	-	<u>2</u>	-	<u>6</u>	-	<u>6</u>
Executive secretary	<u>12</u>	-	<u>4</u>	-	1	-	<u>7</u>
General office clerical	<u>14</u>	-	<u>5</u>	-	<u>4</u>	-	<u>5</u>
Legal secretary	9	-	1	1	1	-	<u>5</u>
Medical secretary	1	-	-	-	-	-	1
Supervisory management	1	1	-	-	-	-	-
Career in field, but none of the above	18	1	6	3	3	4	1
Career in field, but unsure of specialty	54	4	15	5	18	6	6
Creative and Applied Arts							
Commercial art	<u>20</u>	<u>4</u>	<u>3</u>	<u>5</u>	<u>2</u>	<u>4</u>	<u>2</u>
Commercial photography	4	1	-	1	1	-	1
Graphic arts (printing)	1	-	-	-	-	-	1
Interior design	<u>17</u>	-	<u>3</u>	-	<u>7</u>	1	<u>6</u>
Media production specialist	<u>12</u>	1	<u>2</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>2</u>
Career in field, but none of the above	35	3	6	7	5	4	10
Career in field, but unsure of specialty	20	1	4	1	7	3	4
Health Services and Sciences							
Dental programs	1	-	1	-	-	-	-
Dental lab technician	-	-	-	-	-	-	-
Dental hygiene	4	-	-	1	<u>3</u>	-	-
Dental assistant	4	-	-	1	1	-	<u>2</u>
Laboratory animal technology	4	1	-	-	1	-	<u>2</u>
Veterinarian assistant	<u>14</u>	-	-	-	<u>7</u>	1	<u>6</u>
Medical office and record assistant	1	-	1	-	-	-	-
Nursing program	<u>17</u>	-	<u>3</u>	-	<u>7</u>	-	<u>7</u>
Nursing assistant	1	-	-	-	-	-	1
Practical nursing	9	-	<u>6</u>	-	<u>2</u>	-	1
Ophthalmic	1	-	-	-	-	-	1
Technological	1	-	-	1	-	-	-
Bio-medical technician	2	-	-	-	1	-	1
EEG and EKG technicians	1	1	-	-	-	-	-
Medical lab technician	3	-	1	1	-	-	1
Respiratory therapy technician	2	-	-	-	-	1	1
Surgical technology assistant	-	-	-	-	-	-	-
X-ray technician	2	-	-	-	1	-	1
Medical doctor	<u>20</u>	1	<u>2</u>	<u>5</u>	<u>4</u>	<u>4</u>	<u>4</u>
Career in field, but none of the above	24	3	4	4	4	1	8
Career in field, but unsure of specialty	16	-	2	1	5	3	5

TABLE 9
(Continued)

	Total (N=984)	Seniors		Juniors		Sophomores	
		Male (N=119)	Female (N=156)	Male (N=168)	Female (N=180)	Male (N=166)	Female (N=192)
Natural and Social Sciences							
Natural sciences	5	<u>2</u>	1	—	1	1	—
Mathematics	4	1	—	—	1	—	<u>2</u>
Social sciences	1	—	—	—	—	1	—
Legal services	9	<u>4</u>	<u>2</u>	1	1	1	1
Career in natural sciences, but none of the above	9	1	—	—	1	3	4
Career in social sciences, but none of the above	2	—	1	—	—	—	1
Career in natural sciences, but unsure of specialty	8	1	1	3	—	3	—
Career in social sciences, but unsure of specialty	4	—	—	—	2	2	—
Social and Personal Services							
Child care program	<u>24</u>	—	<u>4</u>	—	<u>2</u>	—	<u>12</u>
Human service technician	1	—	1	—	—	—	—
Youth services specialist	8	—	1	1	<u>2</u>	1	<u>3</u>
Interpreter for the hearing impaired	2	—	—	—	<u>2</u>	—	—
Law enforcement	<u>11</u>	<u>4</u>	—	1	<u>2</u>	<u>2</u>	<u>2</u>
Private security	—	—	—	—	—	—	—
Social services	<u>11</u>	1	<u>4</u>	—	<u>2</u>	—	<u>4</u>
Teaching	<u>41</u>	<u>2</u>	<u>10</u>	<u>2</u>	<u>11</u>	<u>2</u>	<u>14</u>
Career in field, but none of the above	23	1	4	3	3	4	8
Career in field, but unsure of specialty	12	—	2	1	3	—	5
Technologies							
Architectural drafting technology program	<u>26</u>	<u>4</u>	1	<u>6</u>	<u>3</u>	<u>12</u>	—
Civil engineering technology program	<u>6</u>	<u>1</u>	—	<u>5</u>	—	—	—
Electronics technology	<u>14</u>	<u>4</u>	1	<u>8</u>	—	1	—
Electro-mechanical technology	—	—	—	—	—	—	—
Instrumentation	—	—	—	—	—	—	—
Mechanical drafting and design technology program	8	1	1	—	—	<u>5</u>	1
Career in field, but none of the above	14	1	1	6	1	5	—
Career in field, but unsure of specialty	9	3	—	3	—	2	1
Trades and Crafts							
Air conditioning, refrigeration and heating technology program	4	1	—	<u>2</u>	—	1	—
Apparel arts program	2	—	1	—	—	1	—
Automotive body technology	<u>13</u>	—	—	<u>5</u>	—	<u>8</u>	—
Automotive mechanics program	<u>38</u>	<u>7</u>	—	<u>16</u>	<u>2</u>	<u>11</u>	<u>2</u>
Diesel mechanics	<u>11</u>	—	1	<u>5</u>	1	<u>4</u>	—
Sport and specialty engine mechanics	1	—	—	—	—	1	—
Automotive parts technology	5	<u>3</u>	—	1	—	1	—
Construction technologies	8	<u>2</u>	—	<u>3</u>	—	<u>3</u>	—
Brick and block layer	2	—	—	1	—	1	—
Carpenter	<u>19</u>	<u>4</u>	—	<u>7</u>	1	<u>7</u>	—
Cement worker	1	—	—	1	—	—	—
Drywall installer finisher	1	—	—	—	—	—	1
Electrician	8	<u>3</u>	—	<u>3</u>	—	<u>2</u>	—
Heavy equipment operator	8	<u>2</u>	1	1	—	<u>4</u>	—
Iron worker	1	—	—	—	—	1	—
Operating engineer	—	—	—	—	—	—	—
Plumber and pipe fitter	2	—	—	<u>2</u>	—	—	—
Sheet metal worker	—	—	—	—	—	—	—
Machinery technology	5	1	—	1	—	<u>3</u>	—
Welding technology program	5	<u>2</u>	—	1	—	1	1
Career in field, but none of the above	11	2	1	3	1	3	1
Career in field, but unsure of specialty	12	2	2	5	—	3	—

*Specific careers selected by at least 1.0% of the group are underlined.

APPENDIX

HIGH SCHOOL STUDENT QUESTIONNAIRE

General Instructions

This questionnaire is to determine future plans of high school students. Please answer each question to the best of your ability. Mark your choices on the answer sheet provided. Do not mark more than one response for each question. Thank you.

	Total	Senior	Junior	Sophomore
1. My class is:				
a) Senior	29%	—	—	—
b) Junior	36%	—	—	—
c) Sophomore	35%	—	—	—
d) Freshman	—	—	—	—
2. I am a:				
a) Male	47%	46%	49%	48%
b) Female	53%	54%	51%	52%
3. My race or ethnic group is:				
a) American Indian	1%	1%	1%	*
b) Asian	1%	1%	1%	*
c) Black	*	*	—	1%
d) Hispanic	—	—	—	—
e) White	98%	98%	99%	98%
4. My overall grade average is:				
a) A	16%	17%	17%	15%
b) B	38%	42%	39%	34%
c) C	38%	36%	38%	40%
d) D	6%	4%	5%	9%
e) Below D	1%	—	1%	2%
5. The education level I hope to achieve during my life is:				
a) High school graduate	20%	19%	19%	21%
b) Some vocational, technical or business training beyond high school	28%	26%	29%	28%
c) Some college but not a degree	8%	7%	7%	9%
d) A 4-year college degree	30%	32%	31%	27%
e) Advanced or professional degree after college	15%	17%	14%	15%
6. In the year right after I leave high school I plan to be				
a) Employed full-time	39%	42%	35%	39%
b) Employed part-time	44%	33%	50%	47%
c) Serving in the military	6%	4%	7%	6%
d) Not employed	12%	21%	8%	8%
7. In the year right after I leave high school I plan to be				
a) Attending school full-time	49%	54%	48%	46%
b) Attending school part-time	19%	11%	19%	27%
c) Not attending school	32%	36%	33%	27%
8. The school I plan to attend is:				
a) Technical community college	10%	10%	13%	7%
b) Four-year college or university	46%	50%	43%	44%
c) Business or trade school	19%	14%	18%	25%
d) Do not plan to attend any of the above	25%	27%	26%	24%

9. I have heard _____ about Metropolitan Technical Community College?		9%
a) A lot		42%
b) Some		49%
c) Very little		
10. My major source of information about Metropolitan Technical Community College was:		8%
a) High school teacher or counselor		2%
b) Metro counselor		20%
c) Friend or relative		47%
d) Advertising from Metropolitan Technical Community College		23%
e) Other		
11. The type of Metropolitan Tech advertising which gave me the most information was:		25%
a) Radio advertising		22%
b) TV advertising		4%
c) Newspaper advertising		16%
d) Brochures		34%
e) None of the above		
12. I am _____ to attend Metro Tech.		2%
a) Very likely	} Go to Question 13	4%
b) Likely		28%
c) Unlikely	} Go to Question 17	65%
d) Very unlikely		
** 13. I would most like to attend the campus at:		N.A.
a) Ft. Omaha (30th and Fort)		
b) South Omaha (27th and Q)		
c) Elkhorn Valley (204th and Dodge)		
** 14. I would _____ apply for financial assistance.		N.A.
a) Probably		
b) Probably not		
** 15. I would _____ need the College's assistance in planning a program of study.		N.A.
a) Probably		
b) Probably not		
** 16. I would _____ use their job placement service.		N.A.
a) Probably		
b) Probably not		

*Less than .5%

**Based on those likely to attend Metro.