

Career and Technical Education in the United States: 1990 to 2005

Standard Error Tables

JULY 2008



Table S2.1. Standard errors for table 2.1: Number and percentage distribution of public and private schools with a 10th grade, by school type and sector: 2002

School sector	Total	School type		
		Full-time CTE high school	Comprehensive high school served by an area CTE school	Comprehensive high school not served by an area CTE school
Public				
Number	1,010	160	670	880
Percentage	†	0.93	3.26	3.36
Private				
Number	600	†	†	610
Percentage	†	0.22	1.43	1.45

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.2. Standard errors for table 2.2: Percentage of public and private schools with a 10th grade offering occupational programs, by program location, school sector, and type: 2002

School sector and type	Total	On site	Off site
All public schools	2.65	3.28	3.73
Full-time CTE high school	†	†	9.62
Comprehensive high school served by an area CTE school	2.43	3.45	3.69
Comprehensive high school not served by an area CTE school	4.86	5.87	5.22
All private schools	7.07	6.41	5.25
Full-time CTE high school	†	†	†
Comprehensive high school served by an area CTE school	†	†	†
Comprehensive high school not served by an area CTE school	7.41	6.71	5.47

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.3. Standard errors for table 2.3: Percentage distribution of each type of public school with a 10th grade, by selected school characteristics: 2002

School characteristic	Total	School type		
		Full-time CTE high school	Comprehensive high school served by an area CTE school	Comprehensive high school not served by an area CTE school
School size				
1–599 students	3.40	10.79	4.47	5.47
600–1,199 students	2.77	9.72	4.02	4.19
1,200–1,999 students	1.27	6.93	1.72	2.15
2,000 or more students	0.63	3.11	0.84	1.15
Served by an area CTE school				
Yes	3.29	8.73	†	†
No	3.29	8.73	†	†
District type				
Multiple high school district	3.19	9.08	4.62	5.04
Single high school district	3.19	9.08	4.62	5.04
Locale				
Urban	1.76	5.55	1.16	3.62
Suburban	2.59	9.02	3.94	4.43
Rural	2.92	9.60	4.18	5.16
Region				
Northeast	1.37	8.43	2.04	2.59
Midwest	2.36	8.43	4.08	3.85
South	2.77	7.54	3.94	4.87
West	2.63	4.35	2.74	4.78
School Title I status				
All students eligible	3.20	8.70	5.32	4.12
Some students eligible	2.60	4.62	4.95	3.03
Not a Title I school	3.54	9.06	5.15	5.00
Percent of students eligible for NSLP				
1–10 percent	2.43	5.36	3.97	3.12
11–30 percent	3.89	6.70	4.76	6.42
31–50 percent	3.67	9.10	4.88	5.85
More than 50 percent	3.16	4.22	4.34	5.01

See notes at end of table.

Table S2.3. Standard errors for table 2.3: Percentage distribution of each type of public school with a 10th grade, by selected school characteristics: 2002—Continued

School characteristic	Total	School type		
		Full-time CTE high school	Comprehensive high school served by an area CTE school	Comprehensive high school not served by an area CTE school
Percent of students with an IEP				
0–5 percent	4.12	5.74	5.35	6.64
6–10 percent	3.15	9.04	4.41	4.95
11–15 percent	3.07	7.26	4.36	4.63
More than 15 percent	3.06	8.33	3.88	5.13
Percent of students who were LEP				
0 percent	3.24	9.47	3.71	5.66
1–10 percent	3.00	9.01	3.54	5.09
More than 10 percent	0.99	4.35	0.83	1.91
High school exit exam status				
Required	3.33	7.29	4.54	5.41
Not required	3.33	7.29	4.54	5.41

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.4. Standard errors for table 2.4: Percentage distribution of public school 10th-graders, by school type: 2002

School type	Percent
Full-time CTE high school	1.28
Comprehensive high school served by an area CTE school	2.09
Comprehensive high school not served by an area CTE school	2.24

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Student Questionnaire Base Year: 10th Grade."

Table S2.6. Standard errors for table 2.6: Percentage distribution of area career and technical education (CTE) schools, public schools with a 10th grade, and public 10th-grade students, by region: 2002

Schools and students	Total	Northeast	Midwest	South	West
Area CTE schools	†	†	†	†	†
Public schools with a 10th grade	†	1.37	2.36	2.77	2.63
Public 10th-grade students	†	0.78	0.73	0.77	0.92

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), 2001–02; Integrated Postsecondary Education Data System (IPEDS), 2001–02; and Education Longitudinal Study of 2002 (ELS:2002), “School Administrator Questionnaire Base Year” and “Student Questionnaire Base Year: 10th Grade”; and a review by the state directors of career and technical education.

Table S2.7. Standard errors for table 2.7: Average number of occupational programs offered in public high schools, by program location, school sector, and type: 2002

School sector and type	Total	On site	Off site
All public schools	0.372	0.277	0.303
Full-time CTE high school	0.621	0.580	0.609
Comprehensive high school served by an area CTE school	0.450	0.305	0.421
Comprehensive high school not served by an area CTE school	0.544	0.489	0.344
All private schools	0.748	0.575	0.432
Full-time CTE high school	†	†	†
Comprehensive high school served by an area CTE school	†	†	†
Comprehensive high school not served by an area CTE school	0.780	0.600	0.450

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.8. Standard errors for table 2.8: Percentage of public and private schools with a 10th grade that offered occupational programs, by program type offered and school sector: 2002

School sector	Agriculture	Business	Marketing	Communications technology	Computer technology	Other technology	Construction	Mechanics and repair	Trade and industry/ transportation	Precision production	Health care	Child care and education	Protective services	Food service and hospitality	Personal and other services	Other occupational program
All public schools	3.52	1.09	4.11	4.13	2.68	4.64	4.00	3.08	3.31	4.17	4.17	4.07	3.24	4.04	4.02	4.15
All private schools	14.49	15.45	15.62	13.55	14.71	6.12	15.54	15.71	9.86	15.64	15.67	15.58	1.24	15.67	15.60	13.83

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.9. Standard errors for table 2.9: Percentage of public schools with a 10th grade that offered occupational programs, by program type offered, school type, and program location: 2002

School type and program location	Agriculture	Business	Marketing	Communications			Construction	Trade and industry			Health care	Child care and education	Protective services	Food service and hospitality	Personal and other services	Other occupational program
				technology	computer technology	Other technology		Mechanics and repair	Transportation	Precision production						
All schools	3.52	1.09	4.11	4.13	2.68	4.64	4.00	3.08	3.31	4.17	4.17	4.07	3.24	4.04	4.02	4.15
Full-time CTE high school	9.68	4.56	11.15	10.29	†	10.55	9.02	6.04	9.83	5.48	10.28	9.19	10.04	9.60	9.86	9.08
Comprehensive high school served by an area CTE school	4.56	1.10	5.12	5.25	2.50	5.83	3.07	2.88	4.69	3.55	5.09	5.03	4.75	5.60	5.41	5.94
Comprehensive high school not served by an area CTE school	6.14	1.94	6.43	6.65	5.02	7.91	7.55	5.78	4.71	7.28	6.10	6.64	4.68	6.48	5.83	6.07
All schools offering on-site program	3.92	3.85	3.72	3.74	3.70	3.82	4.02	3.86	2.03	4.11	2.73	4.00	1.62	3.35	2.50	2.27
Full-time CTE high school	10.09	5.65	10.87	9.99	8.65	10.06	10.45	9.44	9.51	7.29	9.07	9.64	7.04	9.51	8.97	6.22
Comprehensive high school served by an area CTE school	5.34	6.02	4.46	4.61	5.63	3.66	4.40	3.69	1.74	5.21	2.47	5.39	0.61	4.35	3.07	1.29
Comprehensive high school not served by an area CTE school	6.44	5.61	6.12	6.37	5.21	7.45	7.22	6.59	3.71	6.96	5.05	6.35	3.35	5.67	4.37	4.62
All schools offering off-site program	2.88	3.88	2.94	2.52	2.95	3.33	3.87	3.84	2.69	3.54	3.91	3.44	2.97	3.12	3.46	3.71
Full-time CTE high school	5.45	3.49	3.71	4.88	8.65	7.03	9.75	9.29	4.75	5.31	6.04	5.67	9.28	6.09	9.42	7.04
Comprehensive high school served by an area CTE school	3.60	5.98	4.88	4.16	5.32	5.50	5.10	4.48	4.49	5.48	5.40	6.00	4.73	5.00	5.38	5.83
Comprehensive high school not served by an area CTE school	4.98	5.47	3.33	3.08	2.09	3.49	5.47	5.17	3.18	2.20	3.68	3.63	3.43	4.09	3.91	4.13

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.10. Standard errors for table 2.10: Percentage of 10th-graders in public schools offering occupational programs and the average number of occupational programs offered to public school 10th-graders, by program location and school type: 2002

School type	Percent of students in schools offering program			Average number of programs offered		
	All locations	On site	Off site	All locations	On site	Off site
All schools	1.18	1.28	2.30	0.22	0.18	0.18
Full-time CTE high school	†	†	8.61	0.59	0.63	0.67
Comprehensive high school served by an area CTE school	1.81	2.12	3.03	0.33	0.24	0.28
Comprehensive high school not served by an area CTE school	1.80	2.02	3.52	0.32	0.30	0.23

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Student Questionnaire Base Year: 10th Grade" and "School Administrator Questionnaire Base Year."

Table S2.11. Standard errors for table 2.11: Percentage of 10th-graders in public schools that offered occupational programs, by program type offered and school type: 2002

School type	Agriculture	Business	Marketing	Communications technology	Computer technology	Other technology	Construction	Trade and industry/precision			Health care	Child care and education	Protective services	Food service and hospitality	Personal and other services	Other occupational program
								Mechanics and repair	Transportation	Production						
All schools	2.44	0.95	2.22	2.51	0.78	2.43	2.09	2.07	2.48	1.62	2.24	2.13	2.32	2.23	2.37	2.57
Full-time CTE high school	8.19	2.60	5.52	7.48	†	8.82	3.49	6.85	8.75	5.32	6.37	5.56	9.12	7.55	7.57	9.10
Comprehensive high school served by an area CTE school	3.75	1.07	2.99	3.41	1.56	3.55	2.94	2.60	3.46	2.37	2.85	3.19	3.54	3.21	3.10	3.81
Comprehensive high school not served by an area CTE school	3.57	1.66	3.46	3.81	1.12	3.80	3.62	3.46	3.67	2.78	3.57	3.15	3.55	3.56	3.78	3.74

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "Student Questionnaire Base Year: 10th Grade" and "School Administrator Questionnaire Base Year."

Table S2.12. Standard errors for table 2.12: Percentage of public schools with a 10th grade offering occupational programs and the average number of occupational programs offered, by program location and selected school characteristics: 2002

School characteristic	Percent offering programs			Average number of programs		
	Total	On site	Off site	Total	On site	Off site
All schools	2.65	3.28	3.73	0.372	0.372	0.372
School size						
1–599 students	4.46	5.43	6.08	0.555	0.403	0.435
600–1,199 students	4.34	5.38	6.16	0.757	0.664	0.768
1,200–1,999 students	2.63	2.80	4.54	0.429	0.331	0.333
2,000 or more students	0.44	1.12	4.77	0.372	0.372	0.415
Locale						
Urban	11.43	11.29	8.19	1.088	0.667	0.521
Suburban	3.16	3.64	4.70	0.483	0.420	0.516
Rural	2.66	5.11	6.50	0.554	0.402	0.443
Region						
Northeast	7.46	7.40	7.71	0.882	0.430	0.619
Midwest	2.17	3.39	7.21	0.561	0.423	0.514
South	5.49	5.78	6.19	0.714	0.535	0.625
West	5.43	9.45	8.11	0.670	0.693	0.371
Title I status						
All students eligible	12.24	13.12	12.44	1.386	0.695	1.354
Some students eligible	3.85	3.98	10.25	0.818	0.692	0.592
Not Title I school	2.84	3.85	4.74	0.456	0.350	0.327
Percent of students eligible for NSLP						
0–10 percent	5.55	5.57	6.07	0.752	0.455	0.531
11–30 percent	3.62	4.30	7.05	0.665	0.514	0.496
31–50 percent	3.54	9.28	10.05	0.701	0.633	0.662
More than 50 percent	10.79	10.75	9.83	1.096	0.767	0.629
Percent of students with an IEP						
0–5 percent	6.77	7.67	9.56	0.916	0.564	0.878
6–10 percent	4.78	4.82	6.14	0.649	0.589	0.441
11–15 percent	2.39	8.54	6.74	0.635	0.608	0.441
More than 15 percent	5.07	5.24	9.61	0.912	0.440	0.783
Percent of students who were LEP						
0 percent	3.88	4.91	5.50	0.506	0.370	0.432
1–10 percent	3.48	3.59	5.19	0.551	0.468	0.469
More than 10 percent	†	0.98	9.04	0.673	0.649	0.585
District type						
Multiple high schools	3.57	4.11	4.07	0.490	0.342	0.461
Single high school	3.77	4.95	5.60	0.526	0.447	0.388
Exit exam						
Required	4.12	4.94	4.74	0.532	0.415	0.341
Not required	2.94	4.09	6.00	0.492	0.385	0.533

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.13. Standard errors for table 2.13: Percentage distribution of public schools with a 10th grade offering selected career-related activities, by extent of activity and school type: 2002

School type	Career plan			Career major or pathway		
	No students develop	Some students develop	All students develop	No students select	Some students select	All students select
All schools	2.37	3.88	3.62	2.98	4.14	3.75
Full-time CTE high school	4.68	9.76	10.08	3.44	10.07	10.00
Comprehensive high school served by an area CTE school	3.46	3.74	4.73	3.36	5.13	4.95
Comprehensive high school not served by an area CTE school	3.59	6.96	5.94	5.24	6.93	6.00

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.14. Standard errors for table 2.14: Percentage of public schools with a 10th grade offering selected work-based learning experiences to their 10th-graders, by school type: 2002

School type	Any work-based learning	Job shadowing	Community service	Cooperative education	School-based enterprise	Internship	Mentoring
All schools	2.54	3.64	3.78	3.32	3.56	3.12	3.17
Full-time CTE high school	7.62	9.15	10.50	10.42	7.86	10.22	9.93
Comprehensive high school served by an area CTE school	2.83	4.65	4.50	3.88	3.85	3.95	4.31
Comprehensive high school not served by an area CTE school	4.32	5.71	5.87	5.47	6.06	5.02	4.90

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), "School Administrator Questionnaire Base Year."

Table S2.15. Standard errors for table 2.15: Percentage and number of public schools with a 12th grade that offered career academies, by selected school characteristics: 2004

School characteristic	Percent	Number
All schools	1.06	230
School size		
1–599 students	1.33	170
600–1,199 students	2.09	110
1,200–1,999 students	2.46	100
2,000 or more students	4.28	90
Locale		
Urban	2.58	120
Suburban	1.74	150
Rural	1.24	110
Percent minority students		
1–10 percent	1.42	†
11–30 percent	1.84	†
31–50 percent	3.32	†
More than 50 percent	2.48	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Questionnaire," 2003–04.

Table S2.16. Standard errors for table 2.16: Percentage of public high school graduates taking different types of career and technical education (CTE) coursework and average credits earned in CTE curricula during high school, by school sector: 2005

CTE coursework	Public
Percentage who	
Took any CTE courses	0.274
Took any occupational courses	0.365
Completed an occupational concentration	0.608
Average credits earned in	
CTE total	0.059
Family and consumer sciences education	0.015
General labor market preparation	0.021
Occupational education, total	0.047
Agriculture	0.013
Business management	0.007
Business services	0.014
Marketing	0.010
Communications technology	0.010
Computer technology	0.015
Other technology credits	0.004
Construction	0.007
Mechanics and repair	0.010
Transportation	0.003
Materials production	0.010
Print production	0.011
Other precision production	0.003
Health care	0.010
Child care and education	0.007
Protective services	0.007
Food service and hospitality	0.007
Personal and other services	0.004
Other	0.012

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 2005 High School Transcript Study (HSTS).

Table S2.17. Standard errors for table 2.17: Average credits earned during high school by public high school graduates, by curricular area: 1990, 2000, and 2005

Curricular area	1990	2000	2005
All curricular areas	0.127	0.204	0.100
Academic total	0.116	0.137	0.071
Core academics total	0.077	0.093	0.049
English	0.034	0.035	0.022
Mathematics	0.028	0.029	0.016
Social studies	0.040	0.033	0.025
Science	0.028	0.039	0.020
Fine arts	0.045	0.054	0.035
Foreign languages	0.041	0.041	0.024
Enrichment/other	0.073	0.067	0.040
CTE total	0.079	0.123	0.059
Family and consumer sciences education	0.026	0.023	0.015
General labor market preparation, total	0.023	0.035	0.021
Career preparation/general work experience	0.015	0.027	0.013
Technology education	0.002	0.009	0.007
Miscellaneous other	0.002	0.002	0.006
Industrial arts	0.008	0.011	0.005
Basic keyboarding/typewriting	0.016	0.016	0.008
Occupational education, total	0.065	0.106	0.047
Agriculture	0.022	0.029	0.013
Business management	0.010	0.021	0.007
Business services	0.031	0.031	0.014
Marketing	0.012	0.013	0.010
Communications technology	0.006	0.010	0.010
Computer technology	0.013	0.023	0.015
Other technology credits	0.002	0.010	0.004
Construction	0.008	0.015	0.007
Mechanics and repair	0.016	0.022	0.010
Transportation	0.003	0.002	0.003
Materials production	0.017	0.015	0.010
Print production	0.014	0.022	0.011
Other precision production	0.017	0.008	0.003
Health care	0.005	0.018	0.010
Child care and education	0.006	0.011	0.007
Protective services	†	0.006	0.007
Food service and hospitality	0.005	0.007	0.007
Personal and other services	0.010	0.009	0.004
Other	0.016	0.013	0.012

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.18. Standard errors for table 2.18: Percentage of public high school graduates taking different types of career and technical education (CTE) coursework and concentrating in various occupational programs during high school: 1990, 2000, and 2005

CTE coursework	1990	2000	2005
Took any CTE courses	0.24	0.49	0.27
Took any occupational courses	0.68	0.83	0.37
Completed an occupational concentration, total	0.93	1.21	0.61
Agriculture	0.38	0.45	0.22
Business management	0.07	0.32	0.08
Business services	0.53	0.38	0.17
Marketing	0.34	0.21	0.13
Communications technology	0.05	0.10	0.13
Computer technology	0.07	0.20	0.18
Other technology credits	†	0.09	0.06
Construction	0.15	0.18	0.11
Mechanics and repair	0.26	0.27	0.19
Transportation	0.05	0.02	†
Materials production	0.26	0.20	0.14
Print production	0.21	0.22	0.15
Other precision production	0.23	0.11	0.05
Health care	0.10	0.40	0.18
Child care and education	0.06	0.11	0.10
Protective services	†	0.05	0.12
Food service and hospitality	0.13	0.10	0.11
Personal and other services	0.20	0.11	0.06

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.19. Standard errors for table 2.19: Percentage of public high school graduates taking different types of occupational coursework and average credits earned in occupational education by public high school graduates, by selected student characteristics: 2005

Student characteristic	Percent of graduates who		Average credits earned in occupational education
	Took any occupational coursework	Completed an occupational concentration	
All graduates	0.37	0.61	0.047
Race/ethnicity			
White	0.45	0.72	0.061
Black	0.68	1.08	0.080
Hispanic	0.66	1.13	0.090
Asian/Pacific Islander	1.90	1.25	0.118
American Indian	3.76	3.06	0.178
Other	3.23	4.02	0.225
Sex			
Male	0.29	0.72	0.051
Female	0.53	0.67	0.053
Disability status in grade 12			
Disabled	0.59	1.40	0.106
No reported disability	0.36	0.65	0.047
Limited English proficiency in grade 12			
Limited English proficient	1.15	1.31	0.083
No reported limited English proficiency	0.36	0.64	0.049
Grade 9 mathematics			
Geometry or higher	0.68	0.96	0.078
Prealgebra or algebra	0.41	0.65	0.046
Low-level or no mathematics	0.46	1.34	0.104
Size of 12th-grade school			
0–499 students	1.08	2.30	0.192
500–999 students	1.11	1.91	0.161
1000–1499 students	1.20	1.47	0.135
1500–1999 students	0.94	1.41	0.100
2000+ students	0.82	1.07	0.086

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 2005 High School Transcript Study (HSTS).

Table S2.20. Standard errors for table 2.20: Average credits earned in each occupational program area by public high school graduates, by selected student characteristics: 1990, 2000, and 2005

Student characteristic	Agriculture	Business management	Business services	Marketing	Communications technology	Computer technology	Other technology credits	Construction	Mechanics and repair
1990									
All graduates	0.022	0.010	0.031	0.012	0.006	0.013	0.002	0.002	0.016
Race/ethnicity									
White	0.027	0.012	0.027	0.014	0.007	0.014	0.002	0.009	0.020
Black	0.010	0.018	0.071	0.023	0.010	0.035	†	0.025	0.021
Hispanic	0.034	0.013	0.100	0.026	0.031	0.037	0.006	0.009	0.041
Asian/Pacific Islander	0.017	0.022	0.050	0.013	0.011	0.035	0.016	0.021	0.047
American Indian	0.113	0.029	0.087	0.056	0.038	0.078	†	0.075	0.072
Other	0.149	0.090	0.124	0.022	0.061	0.196	0.018	†	0.085
Sex									
Male	0.039	0.011	0.026	0.014	0.007	0.015	0.003	0.017	0.030
Female	0.015	0.011	0.044	0.014	0.008	0.012	†	0.002	0.004
Disability status in grade 12									
Disabled	0.083	0.017	0.051	0.042	0.007	0.026	†	0.068	0.116
No reported disability	0.021	0.010	0.032	0.012	0.006	0.013	0.002	0.008	0.015
Limited English proficiency in grade 12									
Limited English proficient	0.045	0.033	0.251	0.061	0.019	0.056	†	0.038	0.065
No reported limited English proficiency	0.022	0.010	0.031	0.012	0.006	0.013	0.002	0.008	0.016
Grade 9 mathematics									
Geometry or higher	0.010	0.009	0.038	0.015	0.013	0.028	†	0.008	0.010
Prealgebra or algebra	0.020	0.010	0.031	0.014	0.008	0.015	0.002	0.008	0.014
Low-level or no mathematics	0.039	0.016	0.057	0.023	0.007	0.016	0.002	0.019	0.035
Size of 12th-grade school									
0–499 students	0.093	0.026	0.060	0.019	0.010	0.039	†	0.030	0.036
500–999 students	0.042	0.022	0.049	0.027	0.013	0.030	0.005	0.025	0.034
1,000–1,499 students	0.032	0.023	0.096	0.030	0.011	0.030	†	0.013	0.025
1,500–1,999 students	0.046	0.021	0.076	0.032	0.016	0.025	0.008	0.026	0.038
2,000 or more students	0.010	0.015	0.040	0.024	0.022	0.031	0.003	0.012	0.019

See notes at end of table.

Table S2.20. Standard errors for table 2.20: Average credits earned in each occupational program area by public high school graduates, by selected student characteristics: 1990, 2000, and 2005—Continued

Student characteristic	Trans- portation	Materials production	Print production	Other precision production	Health care	Child care and education	Protective services	Food service and hospitality	Personal and other services
1990									
All graduates	0.001	0.017	0.014	0.003	0.002	0.006	†	0.001	0.003
Race/ethnicity									
White	0.004	0.020	0.016	0.021	0.006	0.007	†	0.005	0.011
Black	†	0.028	0.024	0.022	0.014	0.015	†	0.019	0.029
Hispanic	†	0.028	0.030	0.017	0.007	0.011	†	0.015	0.042
Asian/Pacific Islander	0.006	0.028	0.074	0.035	0.005	0.006	†	0.007	0.010
American Indian	†	0.071	0.130	0.082	0.021	0.009	†	0.041	0.008
Other	0.032	0.022	0.037	0.041	0.318	0.167	†	0.056	0.041
Sex									
Male	0.006	0.034	0.023	0.018	0.004	0.005	†	0.008	0.006
Female	†	0.005	0.009	0.021	0.009	0.009	†	0.005	0.016
Disability status in grade 12									
Disabled	0.018	0.104	0.045	0.081	0.036	0.047	†	0.063	0.053
No reported disability	0.002	0.016	0.014	0.016	0.006	0.006	†	0.005	0.009
Limited English proficiency in grade 12									
Limited English proficient	†	0.051	0.067	0.020	†	0.015	†	0.007	0.149
No reported limited English proficiency	0.003	0.017	0.014	0.017	0.005	0.006	†	0.005	0.010
Grade 9 mathematics									
Geometry or higher	0.002	0.018	0.023	0.011	0.011	0.006	†	0.005	0.008
Prealgebra or algebra	0.003	0.015	0.015	0.012	0.006	0.007	†	0.004	0.011
Low-level or no mathematics	0.003	0.038	0.020	0.037	0.008	0.010	†	0.016	0.021
Size of 12th-grade school									
0–499 students	0.024	0.046	0.029	0.012	0.014	0.012	†	0.009	0.033
500–999 students	0.005	0.039	0.037	0.052	0.018	0.016	†	0.012	0.019
1,000–1,499 students	†	0.040	0.029	0.021	0.007	0.010	†	0.011	0.017
1,500–1,999 students	0.002	0.024	0.058	0.030	0.017	0.020	†	0.025	0.023
2,000 or more students	0.005	0.034	0.021	0.014	0.007	0.008	0.007	0.011	0.023

See notes at end of table.

Table S2.20. Standard errors for table 2.20: Average credits earned in each occupational program area by public high school graduates, by selected student characteristics: 1990, 2000, and 2005—Continued

Student characteristic	Agriculture	Business management	Business services	Marketing	Communications technology	Computer technology	Other technology credits	Construction	Mechanics and repair
2000									
All graduates	0.250	0.162	0.579	0.156	0.147	0.417	0.049	0.110	0.193
Race/ethnicity									
White	0.310	0.176	0.554	0.143	0.158	0.422	0.052	0.132	0.223
Black	0.116	0.162	0.714	0.224	0.123	0.341	0.064	0.071	0.109
Hispanic	0.135	0.123	0.625	0.181	0.117	0.401	0.018	0.069	0.158
Asian/Pacific Islander	0.062	0.074	0.429	0.102	0.134	0.575	0.025	0.014	0.096
American Indian	0.371	0.147	0.569	0.142	0.124	0.519	0.037	0.050	0.213
Other	†	0.159	0.769	0.024	0.100	0.463	0.074	0.125	0.100
Sex									
Male	0.344	0.164	0.488	0.137	0.132	0.502	0.082	0.210	0.355
Female	0.159	0.160	0.666	0.172	0.161	0.337	0.017	0.013	0.041
Disability status in grade 12									
Disabled	0.498	0.105	0.398	0.164	0.105	0.366	0.049	0.237	0.424
No reported disability	0.240	0.165	0.587	0.156	0.148	0.419	0.049	0.105	0.184
Limited English proficiency in grade 12									
Limited English proficient	0.121	0.034	0.398	0.189	0.055	0.442	0.012	0.087	0.157
No reported limited English proficiency	0.252	0.164	0.581	0.156	0.148	0.417	0.049	0.110	0.194
Grade 9 mathematics									
Geometry or higher	0.130	0.152	0.521	0.120	0.183	0.484	0.045	0.027	0.058
Prealgebra or algebra	0.283	0.172	0.620	0.168	0.139	0.420	0.050	0.107	0.197
Low-level or no mathematics	0.301	0.142	0.517	0.165	0.122	0.311	0.048	0.237	0.372
Size of 12th-grade school									
0–499 students	0.138	0.044	0.082	0.010	0.037	0.072	0.047	0.096	0.141
500–999 students	0.087	0.041	0.069	0.037	0.027	0.077	0.015	0.034	0.034
1,000–1,499 students	0.037	0.071	0.062	0.033	0.017	0.056	0.018	0.022	0.029
1,500–1,999 students	0.026	0.026	0.051	0.024	0.017	0.046	0.018	0.009	0.018
2,000 or more students	0.017	0.015	0.049	0.029	0.015	0.032	0.012	0.013	0.017

See notes at end of table.

Table S2.20. Standard errors for table 2.20: Average credits earned in each occupational program area by public high school graduates, by selected student characteristics: 1990, 2000, and 2005—Continued

Student characteristic	Trans- portation	Materials production	Print production	Other precision production	Health care	Child care and education	Protective services	Food service and hospitality	Personal and other services
2000									
All graduates	0.008	0.162	0.271	0.056	0.135	0.091	0.029	0.053	0.077
Race/ethnicity									
White	0.008	0.191	0.290	0.058	0.115	0.096	0.030	0.051	0.066
Black	0.008	0.082	0.202	0.042	0.151	0.068	0.017	0.076	0.155
Hispanic	0.011	0.102	0.245	0.069	0.230	0.103	0.040	0.050	0.074
Asian/Pacific Islander	†	0.049	0.234	0.031	0.140	0.045	0.020	0.023	0.024
American Indian	†	0.433	0.261	0.031	0.068	0.094	0.007	0.125	0.070
Other	†	0.136	0.470	0.046	0.124	0.188	0.060	†	0.111
Sex									
Male	0.013	0.304	0.408	0.085	0.063	0.039	0.038	0.041	0.021
Female	†	0.027	0.142	0.028	0.202	0.140	0.020	0.065	0.130
Disability status in grade 12									
Disabled	0.013	0.334	0.212	0.075	0.111	0.109	0.054	0.095	0.116
No reported disability	0.008	0.155	0.273	0.055	0.136	0.091	0.028	0.052	0.076
Limited English proficiency in grade 12									
Limited English proficient	0.008	0.174	0.213	0.066	0.074	0.090	0.025	0.027	0.091
No reported limited English proficiency	0.008	0.161	0.271	0.056	0.136	0.091	0.029	0.054	0.077
Grade 9 mathematics									
Geometry or higher	†	0.064	0.215	0.047	0.135	0.069	0.016	0.018	0.045
Prealgebra or algebra	0.008	0.161	0.290	0.056	0.126	0.096	0.033	0.052	0.089
Low-level or no mathematics	0.010	0.302	0.279	0.068	0.166	0.108	0.029	0.109	0.082
Size of 12th-grade school									
0–499 students	0.004	0.069	0.092	0.010	0.021	0.017	0.015	0.025	0.041
500–999 students	0.004	0.030	0.056	0.022	0.084	0.024	0.014	0.020	0.013
1,000–1,499 students	†	0.022	0.040	0.024	0.034	0.017	0.006	0.016	0.020
1,500–1,999 students	0.005	0.027	0.035	0.010	0.022	0.026	0.019	0.009	0.011
2,000 or more students	0.006	0.018	0.016	0.014	0.031	0.016	0.007	0.021	0.018

See notes at end of table.

Table S2.20. Standard errors for table 2.20: Average credits earned in each occupational program area by public high school graduates, by selected student characteristics: 1990, 2000, and 2005—Continued

Student characteristic	Agriculture	Business management	Business services	Marketing	Communications technology	Computer technology	Other technology credits	Construction	Mechanics and repair
2005									
All graduates	0.013	0.007	0.014	0.010	0.010	0.015	0.004	0.007	0.010
Race/ethnicity									
White	0.017	0.008	0.016	0.012	0.012	0.018	0.005	0.009	0.014
Black	0.018	0.020	0.027	0.015	0.023	0.034	0.012	0.013	0.013
Hispanic	0.017	0.009	0.032	0.015	0.011	0.026	0.004	0.015	0.020
Asian/Pacific Islander	0.018	0.023	0.024	0.023	0.013	0.042	0.009	0.009	0.020
American Indian	0.129	0.030	0.071	0.033	0.046	0.098	0.004	0.039	0.058
Other	0.085	0.055	0.059	0.060	0.057	0.098	0.020	0.011	0.017
Sex									
Male	0.020	0.009	0.014	0.011	0.011	0.016	0.007	0.013	0.019
Female	0.012	0.008	0.016	0.010	0.011	0.017	0.003	0.003	0.003
Disability status in grade 12									
Disabled	0.032	0.011	0.019	0.013	0.012	0.024	0.011	0.036	0.039
No reported disability	0.014	0.008	0.014	0.010	0.010	0.015	0.004	0.006	0.010
Limited English proficiency in grade 12									
Limited English proficient	0.021	0.011	0.033	0.016	0.010	0.031	0.015	0.011	0.033
No reported limited English proficiency	0.014	0.008	0.014	0.010	0.010	0.015	0.004	0.007	0.011
Grade 9 mathematics									
Geometry or higher	0.014	0.009	0.022	0.012	0.014	0.022	0.004	0.009	0.010
Prealgebra or algebra	0.016	0.009	0.014	0.011	0.012	0.017	0.005	0.008	0.013
Low-level or no mathematics	0.032	0.013	0.026	0.016	0.011	0.021	0.011	0.024	0.031
Size of 12th-grade school									
0–499 students	0.064	0.025	0.059	0.019	0.034	0.046	0.005	0.035	0.034
500–999 students	0.074	0.029	0.038	0.028	0.023	0.056	0.012	0.024	0.036
1,000–1,499 students	0.024	0.017	0.039	0.024	0.020	0.030	0.009	0.019	0.026
1,500–1,999 students	0.028	0.021	0.036	0.018	0.017	0.038	0.006	0.016	0.017
2,000 or more students	0.014	0.013	0.024	0.015	0.019	0.033	0.008	0.010	0.013

See notes at end of table.

Table S2.20. Standard errors for table 2.20: Average credits earned in each occupational program area by public high school graduates, by selected student characteristics: 1990, 2000, and 2005—Continued

Student characteristic	Trans- portation	Materials production	Print production	Other precision production	Health care	Child care and education	Protective services	Food service and hospitality	Personal and other services
2005									
All graduates	0.003	0.010	0.011	0.003	0.010	0.007	0.007	0.007	0.004
Race/ethnicity									
White	0.003	0.013	0.014	0.004	0.011	0.008	0.005	0.008	0.005
Black	0.004	0.008	0.013	0.003	0.022	0.017	0.017	0.017	0.012
Hispanic	0.003	0.015	0.024	0.010	0.020	0.011	0.020	0.013	0.010
Asian/Pacific Islander	†	0.010	0.049	0.018	0.021	0.012	0.012	0.013	0.010
American Indian	†	0.055	0.032	0.005	0.029	0.030	0.032	0.018	0.048
Other	0.013	0.027	0.045	0.016	0.023	0.062	0.019	0.021	0.016
Sex									
Male	0.005	0.019	0.016	0.005	0.006	0.004	0.006	0.006	0.003
Female	†	0.003	0.008	0.003	0.016	0.011	0.008	0.009	0.008
Disability status in grade 12									
Disabled	0.009	0.026	0.019	0.010	0.026	0.012	0.011	0.026	0.019
No reported disability	0.002	0.010	0.011	0.003	0.010	0.007	0.008	0.007	0.004
Limited English proficiency in grade 12									
Limited English proficient	0.003	0.016	0.023	0.009	0.023	0.016	0.011	0.010	0.017
No reported limited English proficiency	0.003	0.010	0.011	0.004	0.010	0.007	0.007	0.007	0.004
Grade 9 mathematics									
Geometry or higher	0.004	0.011	0.018	0.006	0.013	0.009	0.010	0.011	0.006
Prealgebra or algebra	0.002	0.012	0.011	0.004	0.011	0.007	0.006	0.006	0.004
Low-level or no mathematics	0.003	0.019	0.016	0.009	0.022	0.014	0.010	0.024	0.019
Size of 12th-grade school									
0–499 students	0.004	0.036	0.028	0.015	0.031	0.043	0.048	0.020	0.010
500–999 students	0.006	0.037	0.027	0.010	0.025	0.017	0.008	0.019	0.012
1,000–1,499 students	0.010	0.020	0.034	0.005	0.024	0.016	0.006	0.016	0.011
1,500–1,999 students	0.002	0.016	0.020	0.014	0.018	0.012	0.011	0.011	0.010
2,000 or more students	0.003	0.010	0.022	0.007	0.015	0.011	0.007	0.012	0.007

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.21. Standard errors for table 2.21: Percentage distribution of public high school graduates who were occupational concentrators and nonconcentrators, by selected student characteristics: 2005

Student characteristic	Occupational concentrators	Nonconcentrators
All graduates	†	†
Race/ethnicity		
White	1.32	0.14
Black	0.87	0.65
Hispanic	0.86	0.87
Asian/Pacific Islander	0.31	0.39
American Indian	0.17	0.11
Other	0.11	0.65
Sex		
Male	0.97	0.44
Female	0.97	0.44
Disability status in grade 12		
Disabled	0.62	0.29
No reported disability	0.62	0.29
Limited English proficiency in grade 12		
Limited English proficient	0.26	0.27
No reported limited English proficiency	0.26	0.27
Grade 9 mathematics		
Geometry or higher	1.12	0.72
Prealgebra or algebra	1.27	0.73
Low-level or no mathematics	0.98	0.53
Size of 12th-grade school		
0–499 students	1.82	1.10
500–999 students	2.56	2.02
1,000–1,499 students	2.70	2.02
1,500–1,999 students	2.31	2.11
2,000 or more students	2.12	2.05

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 2005 High School Transcript Study (HSTS).

Table S2.22. Standard errors for table 2.22: Average credits earned in occupational education by public high school graduates and percentage of graduates completing an occupational concentration in high school, by selected student characteristics: 1990, 2000, and 2005

Student characteristic	Average credits earned in occupational education			Percent completing an occupational concentration		
	1990	2000	2005	1990	2000	2005
All graduates	0.065	0.106	0.047	0.93	1.21	0.61
Race/ethnicity						
White	0.075	0.137	0.061	1.08	1.47	0.72
Black	0.135	0.125	0.080	2.06	2.04	1.08
Hispanic	0.126	0.148	0.090	2.18	3.23	1.13
Asian/Pacific Islander	0.201	0.146	0.118	2.34	1.88	1.25
American Indian	0.157	0.394	0.178	3.06	4.12	3.06
Other	0.330	0.250	0.225	10.31	16.61	4.02
Sex						
Male	0.074	0.135	0.051	1.18	1.44	0.72
Female	0.073	0.086	0.053	1.10	1.22	0.67
Disability status in grade 12						
Disabled	0.279	0.184	0.106	3.97	2.85	1.40
No reported disability	0.063	0.107	0.047	0.91	1.21	0.65
Limited English proficiency in grade 12						
Limited English proficient	0.343	0.201	0.083	5.03	3.22	1.31
No reported limited English proficiency	0.066	0.106	0.049	0.93	1.21	0.64
Grade 9 mathematics						
Geometry or higher	0.090	0.133	0.078	1.26	1.64	0.96
Prealgebra or algebra	0.069	0.122	0.046	1.00	1.34	0.65
Low-level or no mathematics	0.096	0.174	0.104	1.76	2.07	1.34
Size of 12th-grade school						
0–499 students	0.264	0.472	0.192	2.92	4.50	2.30
500–999 students	0.156	0.292	0.161	2.13	3.19	1.91
1,000–1,499 students	0.250	0.277	0.135	2.72	2.43	1.47
1,500–1,999 students	0.258	0.164	0.100	3.63	1.52	1.41
2,000 or more students	0.111	0.132	0.086	1.53	1.77	1.07

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.23. Standard errors for table 2.23: Average credits earned by public high school graduates in core academic subjects, by number of occupational education credits earned in high school: 1990, 2000, and 2005

Core academic subject and number of occupational credits	1990	2000	2005
Core academics, all graduates	0.077	0.093	0.049
Occupational credits			
None	0.101	0.167	0.099
0.01–1.99 credits	0.097	0.123	0.071
2.00–3.99 credits	0.093	0.124	0.060
4.00 or more credits	0.086	0.115	0.074
English, all graduates	0.034	0.035	0.022
Occupational credits			
None	0.066	0.064	0.043
0.01–1.99 credits	0.050	0.048	0.028
2.00–3.99 credits	0.038	0.040	0.029
4.00 or more credits	0.028	0.038	0.028
Mathematics, all graduates	0.028	0.029	0.016
Occupational credits			
None	0.046	0.063	0.031
0.01–1.99 credits	0.030	0.034	0.023
2.00–3.99 credits	0.034	0.040	0.021
4.00 or more credits	0.035	0.036	0.024
Science, all graduates	0.028	0.039	0.020
Occupational credits			
None	0.060	0.079	0.050
0.01–1.99 credits	0.037	0.051	0.027
2.00–3.99 credits	0.032	0.049	0.023
4.00 or more credits	0.043	0.055	0.027
Social studies, all graduates	0.040	0.033	0.025
Occupational credits			
None	0.071	0.079	0.044
0.01–1.99 credits	0.051	0.048	0.032
2.00–3.99 credits	0.039	0.037	0.028
4.00 or more credits	0.041	0.034	0.033

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.24. Standard errors for table 2.24: Gap in average credits earned in core academic subjects between public high school graduates who took no occupational coursework and those who accumulated 4.00 or more occupational credits in high school, by core academic subject: 1990, 2000, and 2005

Core academic subject	1990 gap	2000 gap	2005 gap
Core academics, total	0.132	0.203	0.124
English, total	0.071	0.074	0.052
Mathematics, total	0.058	0.073	0.039
Science, total	0.073	0.096	0.057
Social studies, total	0.082	0.087	0.055

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.25. Standard errors for table 2.25: Percentage of public high school graduates meeting selected academic coursetaking benchmarks, by occupational credits earned in high school: 1990, 2000, and 2005

Occupational credits	New Basics core academic standards			4-year college-preparatory coursework		
	1990	2000	2005	1990	2000	2005
All graduates	1.70	1.72	1.06	1.18	1.37	1.07
None	3.02	2.90	1.71	2.70	2.97	1.94
0.01–1.99 credits	2.43	2.11	1.28	1.96	1.89	1.47
2.00–3.99 credits	1.90	2.00	1.24	1.51	1.71	1.23
4.00 or more credits	1.97	2.59	1.68	0.89	1.93	1.28

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 1990, 2000, and 2005 High School Transcript Studies (HSTS).

Table S2.26. Standard errors for table 2.26: Percentage of public high school graduates completing 4-year college-preparatory coursework, by subject and occupational credits earned in high school: 2005

Occupational credits	All 4-year college-preparatory coursework	Social studies	English	Science	Mathematics	Foreign languages
All graduates	1.07	0.75	1.02	0.79	0.62	0.79
None	1.94	0.81	1.36	1.50	1.37	1.14
0.01–1.99 credits	1.47	0.84	1.13	0.93	0.84	0.88
2.00–3.99 credits	1.23	0.69	1.24	0.81	0.71	0.87
4.00 or more credits	1.28	1.10	1.25	1.24	1.08	1.22

SOURCE: U.S. Department of Education, National Center for Education Statistics, the 2005 High School Transcript Study (HSTS).

Table S2.27. Standard errors for table 2.27: Percentage distribution of 1992 public high school graduates, by highest postsecondary attainment planned as of their senior year in high school and occupational credits earned in high school

Occupational credits earned in high school	Total	High school or less	Vocational, trade, or business school	Some college	Bachelor's degree	Advanced degree
All graduates	†	0.69	0.62	0.87	1.20	0.86
None	†	0.47	0.56	1.19	2.32	2.64
0.01–1.99 credits	†	0.53	0.41	1.73	2.11	2.10
2.00–3.99 credits	†	2.36	1.21	1.29	2.48	1.02
4.00 or more credits	†	1.76	1.35	1.32	1.18	0.88

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.28. Standard errors for table 2.28: Percentage of 1992 public high school graduates who enrolled in postsecondary education within 12 months of graduating from high school, and average number of months until graduates enrolled, by occupational credits earned in high school

Occupational credits earned in high school	Percent enrolled within 12 months	Average number of months until enrollment
All high school graduates	1.67	0.33
None	3.28	0.69
0.01–1.99 credits	2.33	0.37
2.00–3.99 credits	2.83	0.53
4.00 or more credits	1.78	0.76

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.29. Standard errors for table 2.29: Percentage of 1992 public high school graduates who enrolled in postsecondary education by 2000 and percentage distribution of these enrollees, by first postsecondary institution type and occupational credits earned in high school

Occupational credits earned in high school	Enrolled by 2000	4-year institution				Less-than-4-year institution						
		Total	Public	Private not-for-profit	For-profit	Total	Public 2-year	Private not-for-profit 2-year	For-profit 2-year	Public less-than-2-year	Private not-for-profit less-than-2-year	For-profit less-than-2-year
All high school graduates	1.28	1.53	1.63	0.84	0.70	1.53	1.50	0.21	0.30	0.08	0.04	0.21
None	1.67	2.56	4.88	4.70	0.24	2.56	2.54	0.29	0.28	0.17	†	0.22
0.01–1.99 credits	1.65	2.45	2.77	1.58	1.78	2.45	2.38	0.19	0.19	0.05	†	0.21
2.00–3.99 credits	2.26	2.54	2.01	1.26	0.69	2.54	2.41	0.42	0.88	0.13	†	0.43
4.00 or more credits	1.78	2.41	2.08	1.22	0.28	2.41	2.16	0.40	0.92	0.37	0.21	0.89

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.30. Standard errors for table 2.30: Percentage distribution of 1992 public high school graduates who enrolled in postsecondary education by 2000 with each number of occupational credits, occupational concentrator status, and program concentration, by their undergraduate major

Occupational credits earned in high school, occupational concentrator status, and program	Business	Education or library science	Social sciences	Health sciences	Science	Engineering or architecture	Arts or applied arts	Humanities	Other career/technical major	Social work, human services, or protective services	Communications or journalism	Computer related	Other major	Mathematics	No reported major
All high school graduates	0.80	0.58	0.81	0.83	0.34	0.50	0.47	0.36	0.60	0.27	0.28	0.38	0.20	0.21	1.06
Occupational credits															
None	1.54	2.51	1.55	1.20	1.87	0.90	4.41	2.12	0.27	0.84	1.08	0.90	0.99	1.80	2.20
0.01–1.99 credits	1.77	1.03	1.91	2.06	0.54	0.76	0.62	0.83	0.29	0.41	0.48	0.98	0.23	0.26	2.21
2.00–3.99 credits	0.78	1.30	1.26	0.90	0.83	0.95	0.34	0.59	1.61	0.51	0.44	0.57	0.27	0.19	1.70
4.00 or more credits	1.53	1.09	0.66	1.01	0.72	0.73	0.29	0.28	1.14	0.71	0.38	0.43	0.63	0.14	2.02
Occupational concentrator status															
Nonconcentrator	0.86	0.59	0.91	0.96	0.38	0.56	0.57	0.43	0.69	0.28	0.31	0.45	0.19	0.24	1.21
Occupational concentrator, total	1.77	1.67	1.16	0.84	0.57	0.99	0.30	0.61	1.13	0.74	0.42	0.43	0.70	0.20	2.16
Agriculture	5.30	4.48	5.48	2.04	3.17	0.97	†	†	2.79	4.95	1.50	1.76	†	†	5.22
Business	3.14	2.04	1.61	1.18	2.22	0.46	0.22	1.10	0.50	0.76	0.55	0.45	1.02	0.38	3.04
Child care and education	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Food service and hospitality	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Health care	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Marketing and distribution	3.93	4.85	2.16	1.32	1.81	2.05	0.38	1.18	3.10	5.12	1.46	1.73	1.75	0.36	13.81
Personal and other services	19.30	2.12	5.25	2.41	1.80	†	†	†	3.31	3.79	†	1.39	†	†	17.60
Public and protective services	†	†	†	†	†	†	†	†	†	†	†	†	†	†	†
Technology and communications	7.93	3.54	2.90	2.32	1.77	4.99	1.87	1.98	1.33	1.38	4.54	3.85	0.97	1.59	2.77
Trade and industry	1.56	3.20	0.70	0.92	0.72	2.04	0.72	0.54	2.68	1.16	0.38	0.66	1.13	†	4.03

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.31. Standard errors for table 2.31: Average number of postsecondary remedial courses taken by 1992 public high school graduates who enrolled in postsecondary education by 2000 and percentage distribution of these graduates according to their 8th-grade composite test quartile, by occupational credits earned in high school

Occupational credits earned in high school	Total	8th-grade composite test quartile			
		Lowest	Third	Second	Highest
Number of postsecondary remedial courses taken					
All high school graduates	0.033	0.187	0.074	0.049	0.020
Occupational credits					
None	0.113	†	0.323	0.162	0.039
0.01–1.99 credits	0.079	0.397	0.147	0.097	0.025
2.00–3.99 credits	0.055	0.286	0.176	0.081	0.038
4.00 or more credits	0.087	0.347	0.089	0.084	0.047
Percentage distribution of students					
All high school graduates	†	1.10	0.93	1.00	1.36
Occupational CTE credits					
None	†	2.74	1.78	2.48	3.48
0.01–1.99 credits	†	1.85	2.01	1.99	2.40
2.00–3.99 credits	†	1.61	1.43	1.90	2.41
4.00 or more credits	†	1.74	1.57	1.95	1.28

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.32. Standard errors for table 2.32: Percentage distribution of 1992 public high school graduates who enrolled in postsecondary education, according to their highest postsecondary credential attained as of 2000, by occupational credits earned in high school and aspirations as of their senior year of high school

Occupational credits earned in high school and postsecondary aspirations	No post-secondary credential earned	Postsecondary credential earned				
		Total	Subbaccalaureate credential		Bachelor's degree or higher	
			Total	Cer-tificate		Associate's degree
All high school graduates	1.14	1.14	1.11	0.76	0.82	1.39
Occupational credits						
None	3.46	3.46	1.50	0.70	1.33	3.90
0.01–1.99 credits	2.60	2.60	2.10	1.92	0.84	2.81
2.00–3.99 credits	1.89	1.89	2.02	1.20	1.63	1.89
4.00 or more credits	1.67	1.67	2.05	1.11	1.73	1.74
Graduates aspiring to high school or less, total	4.96	4.96	4.45	3.15	4.39	2.94
Occupational credits						
None	†	†	†	†	†	†
0.01–1.99 credits	†	†	†	†	†	†
2.00–3.99 credits	10.05	10.05	10.32	4.50	10.62	6.38
4.00 or more credits	7.02	7.02	6.73	4.10	5.98	2.22
Graduates aspiring to vocational, trade, or business school, total	4.55	4.55	4.84	4.51	4.67	2.31
Occupational credits						
None	†	†	†	†	†	†
0.01–1.99 credits	6.30	6.30	4.83	3.64	4.20	4.88
2.00–3.99 credits	7.75	7.75	10.17	12.08	7.20	4.72
4.00 or more credits	8.63	8.63	7.74	4.70	7.16	2.19
Graduates aspiring to some college, total	4.07	4.07	3.96	0.87	4.13	2.51
Occupational credits						
None	12.14	12.14	7.68	4.82	6.43	9.78
0.01–1.99 credits	9.86	9.86	4.06	1.80	2.83	7.60
2.00–3.99 credits	7.71	7.71	10.40	2.09	10.89	5.25
4.00 or more credits	3.41	3.41	2.50	1.89	2.19	2.46

See notes at end of table.

Table S2.32. Standard errors for table 2.32: Percentage distribution of 1992 public high school graduates who enrolled in postsecondary education, according to their highest postsecondary credential attained as of 2000, by occupational credits earned in high school and aspirations as of their senior year of high school—Continued

Occupational credits earned in high school and postsecondary aspirations	No post-secondary credential earned	Postsecondary credential earned				
		Total	Subbaccalaureate credential		Bachelor's degree or higher	
			Total	Cer-tificate		Associate's degree
All high school graduates aspiring to a bachelor's degree	2.02	2.02	0.92	0.44	0.80	1.93
Occupational credits						
None	3.95	3.95	2.10	0.86	1.68	4.02
0.01–1.99 credits	4.45	4.45	1.34	0.87	1.13	4.14
2.00–3.99 credits	2.28	2.28	1.44	0.69	1.37	2.37
4.00 or more credits	2.61	2.61	1.91	1.23	1.52	2.79
All high school graduates aspiring to an advanced degree	1.59	1.59	2.71	2.62	1.21	2.72
Occupational credits						
None	4.41	4.41	1.93	0.87	1.81	5.33
0.01–1.99 credits	2.49	2.49	5.50	5.65	0.99	4.66
2.00–3.99 credits	2.60	2.60	3.25	0.82	3.15	3.04
4.00 or more credits	3.61	3.61	2.42	1.26	2.26	4.31

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.33. Standard errors for table 2.33: Percentage of male and female 1992 public high school graduates enrolling in postsecondary education by 2000, and among these enrollees, the percentage who attained a postsecondary credential by 2000, by their highest postsecondary credential attained and occupational credits earned in high school

Occupational credits earned in high school	Males					Females				
	Enrolled in post- secondary education by 2000	Among enrollees, highest postsecondary credential attained				Enrolled in post- secondary education by 2000	Among enrollees, highest postsecondary credential attained			
		Any	Certificate	Associate's degree	Bachelor's degree or higher		Any	Certificate	Associate's degree	Bachelor's degree or higher
All high school graduates	2.30	1.91	0.55	1.15	1.86	0.76	1.39	1.35	0.96	1.65
None	3.16	6.66	0.64	1.90	6.55	2.03	2.79	1.09	1.56	4.05
0.01–1.99 credits	3.03	5.30	0.55	1.18	4.58	1.61	1.90	3.18	0.93	2.90
2.00–3.99 credits	4.10	2.92	1.08	2.79	2.85	1.72	2.27	2.02	1.45	1.91
4.00 or more credits	2.57	2.78	1.39	1.33	2.18	1.84	2.77	1.46	2.80	2.43

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.34. Standard errors for table 2.34: Percentage of 1992 public high school graduates who worked without also enrolling in postsecondary education during the first 12 months after graduating from high school and the percentage of these workers who enrolled in postsecondary education by 2000, by occupational credits earned in high school

Occupational credits earned in high school	Worked without also enrolling in postsecondary education within 12 months	Workers who enrolled in postsecondary education by 2000
All high school graduates	1.42	2.34
None	2.62	13.58
0.01–1.99 credits	1.85	5.39
2.00–3.99 credits	2.67	4.96
4.00 or more credits	1.82	2.86

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.35. Standard errors for table 2.35: Percentage of 1992 public high school graduates who earned a professional license between 1994 and 2000, by field of license, occupational credits earned in high school, occupational concentrator status, and program of concentration

Occupational credits earned in high school, occupational concentrator status, and program	Earned a license between 1994 and 2000	Field of license									
		Edu- cation	Medical or dental tech- nology or therapy	Business	Nursing	Public safety or hazardous materials	Com- mercial or trans- portation	Personal services	Crafts	Cosme- tology	Nursing or home health aide
All high school graduates	0.92	1.14	1.20	1.74	1.73	1.31	0.73	0.80	0.71	0.54	0.50
Occupational credits											
None	2.86	4.77	2.55	2.97	2.13	0.69	2.55	1.45	1.19	0.63	0.82
0.01–1.99 credits	2.35	2.15	2.11	4.78	4.64	3.08	0.45	1.06	0.72	0.80	0.74
2.00–3.99 credits	1.34	2.03	2.53	1.18	1.05	0.89	1.51	2.24	1.14	1.07	1.15
4.00 or more credits	1.21	1.29	2.65	1.93	0.67	2.56	1.52	1.30	2.02	1.43	0.79
Occupational concentrator status											
Nonconcentrator	1.21	1.37	1.20	2.10	2.07	1.37	0.59	0.90	0.58	0.64	0.60
Occupational concentrator, total	1.73	2.08	2.35	2.33	0.99	3.59	2.77	1.72	2.70	0.69	0.82
Agriculture	5.24	7.10	3.91	3.25	†	4.25	7.82	1.13	5.85	†	1.45
Business	2.44	4.22	3.47	2.25	2.43	1.24	1.48	2.71	0.45	1.85	1.87
Child care and education	10.19	†	†	†	†	†	†	†	†	†	†
Food service and hospitality	†	†	†	†	†	†	†	†	†	†	†
Health care	6.68	†	†	†	†	†	†	†	†	†	†
Marketing and distribution	10.68	†	†	†	†	†	†	†	†	†	†
Personal and other services	8.82	†	†	†	†	†	†	†	†	†	†
Public and protective services	†	†	†	†	†	†	†	†	†	†	†
Technology and communications	5.92	†	†	†	†	†	†	†	†	†	†
Trade and industry	2.75	1.10	1.80	2.85	†	5.85	3.83	2.68	4.20	2.00	0.61

See notes at end of table.

Table S2.35. Standard errors for table 2.35: Percentage of 1992 public high school graduates who earned a professional license between 1994 and 2000, by field of license, occupational credits earned in high school, occupational concentrator status, and program of concentration—Continued

Occupational credits earned in high school, occupational concentrator status, and program	Computer programming or systems technology	Counseling or psychology	Law or legal	Child care or teacher aide	Automotive mechanics or repair	Food services	Computer, electronics, or communications technology repair	Professional, engineering or architecture	Communications or broadcasting	Medical	Legal assistant or paralegal	Other
All high school graduates	0.41	0.96	0.45	0.52	0.41	0.46	0.35	0.30	0.25	0.20	0.18	1.28
Occupational credits												
None	1.32	0.95	1.20	0.99	†	0.85	0.31	1.09	1.85	0.54	0.28	5.73
0.01–1.99 credits	0.70	2.58	0.66	0.41	0.46	0.83	0.60	0.45	0.59	0.38	0.56	2.15
2.00–3.99 credits	0.99	0.47	0.88	1.57	0.99	0.93	0.34	0.76	0.47	0.47	0.16	1.66
4.00 or more credits	1.07	0.35	0.71	0.48	0.95	0.72	0.95	0.39	0.18	0.25	0.29	3.01
Occupational concentrator status												
Nonconcentrator	0.47	1.14	0.54	0.61	0.46	0.53	0.40	0.36	0.30	0.25	0.26	1.40
Occupational concentrator, total	1.42	0.47	0.92	0.83	1.09	0.87	0.69	0.46	0.26	0.37	0.40	2.60
Agriculture	1.59	1.13	3.49	†	3.04	†	1.93	†	†	†	1.51	5.91
Business	1.19	1.44	1.69	1.41	†	0.48	0.75	0.98	†	†	1.11	2.17
Child care and education	†	†	†	†	†	†	†	†	†	†	†	†
Food service and hospitality	†	†	†	†	†	†	†	†	†	†	†	†
Health care	†	†	†	†	†	†	†	†	†	†	†	†
Marketing and distribution	†	†	†	†	†	†	†	†	†	†	†	†
Personal and other services	†	†	†	†	†	†	†	†	†	†	†	†
Public and protective services	†	†	†	†	†	†	†	†	†	†	†	†
Technology and communications	†	†	†	†	†	†	†	†	†	†	†	†
Trade and industry	2.44	0.49	0.63	0.31	2.66	1.25	2.21	1.12	0.47	†	†	5.26

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.36. Standard errors for table 2.36: Percentage distribution of 1992 public high school graduates who were employed during 2000 with each number of occupational credits earned in high school, by occupation of current or most recent job

Occupational credits earned in high school	Occupation of current or most recent job												
	Professional	Manager, administrator, or owner Construction or other field	Sales and retail	Clerical	Protective service	Sales	Military	Service	Craftsman	Technical	Farmer or farm manager	Laborer	Skilled operative
All high school graduates	1.24	1.23	1.21	0.60	0.44	0.49	0.53	0.42	0.32	0.19	0.20	0.16	0.18
None	3.61	2.07	2.35	1.98	1.94	1.72	1.01	0.86	0.53	0.87	0.68	1.18	0.36
0.01–1.99 credits	2.91	2.45	2.01	0.99	0.81	0.89	0.48	0.67	0.59	0.48	0.15	0.24	0.31
2.00–3.99 credits	1.49	1.42	2.93	1.32	0.72	0.66	1.30	1.02	0.72	0.40	0.22	0.37	0.32
4.00 or more credits	1.51	1.68	1.26	0.91	0.52	1.06	0.97	0.49	0.46	0.30	0.88	0.40	0.55

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.37. Standard errors for table 2.37: Percentage of 1992 public high school graduates who were employed and average hours worked per week among those employed during 2000 , by occupational credits earned in high school

Occupational credits earned in high school	Percent employed			Average hours worked per week among those employed
	Total	Any full time	Any part time	
All high school graduates	0.65	1.03	0.91	0.29
None	2.16	2.12	2.02	0.61
0.01–1.99 credits	0.83	1.88	1.99	0.67
2.00–3.99 credits	1.16	1.41	1.78	0.48
4.00 or more credits	0.95	1.10	0.85	0.53

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.38. Standard errors for table 2.38: Percentage of male and female 1992 public high school graduates who worked for pay during 2000, by employment status and occupational credits earned in high school

Occupational credits earned in high school	Males			Females		
	Employed, total	Any full time	Any part time	Employed, total	Any full time	Any part time
All high school graduates	0.79	0.83	0.99	0.95	1.55	1.50
None	2.38	3.39	3.79	3.21	3.26	2.13
0.01–1.99 credits	1.28	2.00	2.27	1.10	2.70	2.62
2.00–3.99 credits	1.69	1.56	1.40	1.71	2.21	3.11
4.00 or more credits	1.13	1.28	1.50	1.84	2.26	1.44

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.39. Standard errors for table 2.39: Average 1999 earnings for male and female 1992 public high school graduates who were employed in 1999, by employment status and occupational credits earned in high school

Occupational credits earned in high school	Males			Females		
	Employed, total	Employed full time	Employed part time	Employed, total	Employed full time	Employed part time
All high school graduates	\$530	\$580	\$1,000	\$350	\$300	\$680
None	2,570	3,180	5,460	860	800	1,320
0.01–1.99 credits	920	1,010	2,000	610	580	1,160
2.00–3.99 credits	1,020	1,000	1,300	630	590	1,490
4.00 or more credits	820	840	1,190	510	580	810

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S2.40. Standard errors for table 2.40: Average 1999 earnings of male and female 1992 public high school graduates who enrolled in postsecondary education by 2000 and were employed during 1999, by their postsecondary attainment in 2000, employment status in 1999, and occupational credits earned in high school

Employment status and occupational credits earned in high school	Males						Females					
	Total	Highest postsecondary credential					Total	Highest postsecondary credential				
		None	Any	Certif-icate	Asso-ciate's degree	Bachelor's degree or higher		None	Any	Certif-icate	Asso-ciate's degree	Bachelor's degree or higher
All employed high school graduates	\$630	\$1,030	\$810	\$1,910	\$1,540	\$920	\$400	\$700	\$580	\$2,540	\$980	\$480
Occupational credits												
None	3,540	1,420	5,690	†	†	6,210	810	1,610	890	†	†	890
0.01–1.99 credits	1,050	1,920	1,250	†	3,830	1,310	770	1,470	1,010	3,700	1,470	830
2.00–3.99 credits	980	1,720	1,100	†	2,310	1,190	800	1,120	1,170	6,190	2,670	920
4.00 or more credits	970	1,570	1,290	2,170	1,600	1,850	620	830	1,080	2,040	1,510	1,530
All high school graduates employed full time	640	1,070	880	1,920	1,810	960	350	790	490	1,220	990	510
Occupational credits												
None	3,790	1,460	6,230	†	†	6,970	800	1,490	850	†	†	900
0.01–1.99 credits	1,170	2,140	1,460	†	4,530	1,450	600	1,620	820	2,820	1,560	900
2.00–3.99 credits	1,060	1,920	1,150	†	3,260	1,200	610	1,290	780	1,630	2,320	840
4.00 or more credits	1,020	1,610	1,270	2,090	1,620	1,840	650	960	1,070	2,040	1,550	1,400
All high school graduates employed part time	1,150	1,380	1,590	†	2,270	2,080	800	950	1,240	†	1,440	1,070
Occupational credits												
None	5,750	†	†	†	†	†	1,490	†	1,430	†	†	1,830
0.01–1.99 credits	2,230	2,580	2,450	†	†	2,870	1,350	1,420	1,770	†	†	1,130
2.00–3.99 credits	1,370	1,700	1,790	†	†	2,040	1,770	1,920	2,640	†	†	2,350
4.00 or more credits	1,360	2,220	1,850	†	†	†	1,220	1,490	2,090	†	†	3,170

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, The National Education Longitudinal Study of 1988 (NELS:88/2000), "Fourth Follow-up, 2000."

Table S3.8. Standard errors for table 3.8: Number and percentage distribution of credential-seeking undergraduates, by major field and credential sought: 1990, 2000, and 2004

Major field and credential sought	Number			Percentage distribution		
	1990	2000	2004	1990	2000	2004
All undergraduates, total	25,500	42,800	81,200	†	†	†
Career education	24,000	67,500	94,800	0.11	0.41	0.42
Academic	16,700	57,700	61,600	0.11	0.36	0.35
Other	11,100	46,600	54,300	0.07	0.29	0.33
Bachelor's degree, total	12,200	48,000	100,600	†	†	†
Career education	11,600	46,300	82,200	0.13	0.55	0.64
Academic	8,600	40,300	54,000	0.10	0.49	0.57
Other	5,600	17,300	30,800	0.08	0.23	0.30
Associate's degree, total	15,700	100,100	105,300	†	†	†
Career education	13,100	82,200	81,000	0.22	0.82	0.71
Academic	14,600	39,500	50,200	0.24	0.64	0.60
Other	8,000	42,300	45,800	0.15	0.62	0.66
Certificate total	18,100	78,100	35,700	†	†	†
Career education	16,100	73,800	29,800	0.19	1.58	0.87
Academic	3,400	25,100	5,900	0.13	1.04	0.45
Other	3,100	18,700	9,900	0.12	0.75	0.64

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.9. Standard errors for table 3.9: Percentage distribution of undergraduates, by current credential goal: 2004

Current credential goal	Percent
Total	†
Certificate	0.19
Associate's	0.58
Bachelor's	0.53
No credential	0.44

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2003–04 National Postsecondary Student Aid Study (NPSAS:04).

Table S3.10. Standard errors for table 3.10: Number and percentage distribution of credential-seeking undergraduates, by career education major and credential sought: 1990, 2000, and 2004

Career major and credential sought	Number			Percentage distribution		
	1990	2000	2004	1990	2000	2004
All undergraduates in career fields	24,000	67,500	94,800	†	†	†
Agriculture and natural resources	1,300	9,800	8,800	0.01	0.09	0.08
Business and marketing	14,000	35,700	61,600	0.11	0.34	0.48
Communications	2,200	31,200	20,700	0.02	0.31	0.19
Computer sciences	4,900	55,500	33,800	0.05	0.53	0.32
Education	7,700	27,600	42,500	0.07	0.26	0.38
Engineering and architectural sciences	9,300	24,600	30,300	0.08	0.25	0.29
Health care	10,800	78,600	65,800	0.10	0.77	0.59
Legal services	3,100	17,100	11,800	0.03	0.17	0.11
Personal and consumer services	7,300	44,000	40,700	0.07	0.43	0.37
Protective services	4,600	24,100	22,500	0.04	0.24	0.21
Public, social, and human services	1,700	21,700	20,900	0.02	0.21	0.19
Trade and industry	7,300	34,800	24,500	0.07	0.33	0.23
Bachelor's degree total	11,600	46,300	82,200	†	†	†
Agriculture and natural resources	1,000	5,700	7,200	0.02	0.13	0.14
Business and marketing	5,500	25,300	59,800	0.11	0.46	0.78
Communications	1,400	15,200	17,800	0.03	0.37	0.35
Computer sciences	2,700	16,800	21,400	0.06	0.41	0.37
Education	3,200	20,000	34,400	0.06	0.47	0.65
Engineering and architectural sciences	6,400	15,200	25,100	0.14	0.38	0.46
Health care	4,500	23,000	26,700	0.10	0.46	0.57
Legal services	800	4,300	4,300	0.02	0.10	0.08
Personal and consumer services	1,400	12,100	22,300	0.03	0.29	0.41
Protective services	1,700	15,100	14,500	0.04	0.33	0.28
Public, social, and human services	1,200	6,500	18,600	0.03	0.14	0.34
Trade and industry	1,600	3,700	6,800	0.04	0.09	0.13
Associate's degree total	13,100	82,200	81,000	†	†	†
Agriculture and natural resources	800	5,200	5,200	0.02	0.13	0.11
Business and marketing	8,100	41,000	31,300	0.18	0.73	0.61
Communications	1,600	15,600	9,800	0.04	0.39	0.22
Computer sciences	3,800	22,600	22,400	0.09	0.43	0.49
Education	5,200	23,300	19,700	0.13	0.60	0.45
Engineering and architectural sciences	5,800	19,300	16,200	0.14	0.50	0.35
Health care	6,400	34,900	47,000	0.17	0.79	0.78
Legal services	2,300	15,000	9,700	0.06	0.37	0.22
Personal and consumer services	2,700	14,400	15,100	0.07	0.36	0.34
Protective services	2,700	18,000	15,500	0.07	0.43	0.33
Public, social, and human services	†	12,700	8,200	0.03	0.30	0.18
Trade and industry	2,700	22,700	12,700	0.07	0.56	0.29

See notes at end of table.

Table S3.10. Standard errors for table 3.10: Number and percentage distribution of credential-seeking undergraduates, by career education major and credential sought: 1990, 2000, and 2004
—Continued

Career major and credential sought	Number			Percentage distribution		
	1990	2000	2004	1990	2000	2004
Certificate total	16,100	73,800	29,800	†	†	†
Agriculture and natural resources	†	†	†	0.01	0.20	0.17
Business and marketing	8,600	25,300	7,800	0.34	0.91	0.71
Communications	1,900	5,800	1,600	0.09	0.30	0.16
Computer sciences	3,600	44,300	6,800	0.17	2.09	0.67
Education	2,900	10,300	3,900	0.13	0.54	0.38
Engineering and architectural sciences	2,000	12,300	4,500	0.09	0.59	0.44
Health care	5,000	49,100	19,200	0.23	2.81	1.72
Legal services	2,000	†	2,800	0.10	0.27	0.27
Personal and consumer services	6,500	26,600	23,800	0.28	1.38	2.38
Protective services	2,800	17,100	5,300	0.12	0.97	0.54
Public, social, and human services	†	†	1,400	0.03	0.33	0.14
Trade and industry	5,300	35,400	16,100	0.24	1.38	1.38

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.11. Standard errors for table 3.11: Percentage distribution of credential-seeking undergraduates in each major field and career major, by level of credential sought: 1990, 2000, and 2004

Major field and specific career major	1990			2000			2004		
	Certif- icate	Associate's degree	Bachelor's degree	Certif- icate	Associate's degree	Bachelor's degree	Certif- icate	Associate's degree	Bachelor's degree
All undergraduates	0.10	0.09	0.09	0.49	0.62	0.29	0.21	0.58	0.57
Career education	0.13	0.09	0.12	0.69	0.78	0.42	0.28	0.62	0.65
Academic	0.09	0.29	0.30	0.60	0.61	0.67	0.15	1.07	1.04
Other	0.21	0.38	0.37	1.40	1.97	1.59	0.47	1.28	1.25
Career major									
Agriculture and natural resources	0.31	0.76	0.79	3.18	3.13	4.03	1.27	3.30	3.39
Business and marketing	0.21	0.19	0.16	0.93	1.17	0.91	0.27	1.10	1.16
Communications	0.75	0.64	0.67	1.12	2.19	2.40	0.32	1.65	1.63
Computer sciences	0.50	0.44	0.40	2.76	2.15	1.40	0.77	1.44	1.63
Education	0.27	0.39	0.44	0.73	1.52	1.77	0.30	1.28	1.34
Engineering and architectural sciences	0.17	0.34	0.36	1.40	1.88	1.68	0.52	1.48	1.54
Health care	0.24	0.26	0.20	1.77	1.53	1.14	0.78	0.95	0.89
Legal services	0.65	0.65	0.28	3.95	4.13	2.40	2.17	3.33	3.30
Personal and consumer services	0.59	0.39	0.41	3.70	2.86	2.34	4.00	2.46	3.13
Protective services	0.64	0.60	0.49	3.34	4.76	2.28	0.96	2.23	2.03
Public, social, and human services	0.50	0.83	0.85	1.97	2.25	3.26	0.79	4.25	4.39
Trade and industry	0.40	0.39	0.27	4.35	4.32	0.85	3.00	2.80	1.71

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.12. Standard errors for table 3.12: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by sex, race/ethnicity, and age: 1990, 2000, and 2004

Major field and level of credential sought	Sex		Race/ethnicity						Age		
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Other	Younger than 25	25–34	35 or older
1990											
All undergraduates	0.09	0.09	0.17	0.13	0.07	0.04	0.02	†	0.11	0.07	0.08
Career education	0.13	0.13	0.18	0.15	0.08	0.05	0.02	†	0.12	0.08	0.09
Academic	0.14	0.14	0.19	0.15	0.08	0.07	0.02		0.13	0.09	0.08
Other	0.17	0.17	0.24	0.12	0.16	0.07	0.04	†	0.28	0.18	0.20
Bachelor's degree total	0.10	0.10	0.14	0.11	0.07	0.05	0.01	†	0.10	0.07	0.04
Career education	0.12	0.12	0.15	0.11	0.10	0.06	0.01	†	0.12	0.10	0.06
Academic	0.10	0.10	0.20	0.17	0.06	0.06	0.01	†	0.11	0.07	0.06
Other	0.14	0.14	0.21	0.11	0.13	0.08	0.03	†	0.15	0.10	0.09
Associate's degree total	0.17	0.17	0.27	0.22	0.11	0.06	0.04	†	0.19	0.13	0.17
Career education	0.23	0.23	0.31	0.26	0.11	0.07	0.04	†	0.20	0.14	0.19
Academic	0.35	0.35	0.34	0.24	0.17	0.13	0.04	†	0.34	0.24	0.23
Other	0.34	0.34	0.40	0.21	0.31	0.14	0.10	†	0.42	0.37	0.34
Certificate total	0.31	0.31	0.31	0.25	0.20	0.08	0.04	†	0.19	0.14	0.18
Career education	0.35	0.35	0.32	0.27	0.24	0.08	0.04	†	0.21	0.15	0.20
Academic	0.59	0.59	0.78	0.30	0.48	0.36	0.22	†	0.60	0.50	0.44
Other	1.00	1.00	0.69	0.35	0.63	0.16	0.22	†	0.81	0.66	0.81

See notes at end of table.

Table S3.12. Standard errors for table 3.12: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by sex, race/ethnicity, and age: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Sex		Race/ethnicity						Age		
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Other	Younger than 25	25–34	35 or older
2000											
All undergraduates	0.12	0.12	0.67	0.47	0.51	0.28	0.09	0.09	0.13	0.24	0.25
Career education	0.32	0.32	0.80	0.63	0.56	0.41	0.08	0.14	0.34	0.43	0.29
Academic	0.50	0.50	0.93	0.31	0.69	0.38	0.15	0.15	0.88	0.41	0.74
Other	1.00	1.00	1.32	0.66	1.27	0.80	0.23	0.37	1.12	0.73	0.99
Bachelor's degree total	0.28	0.28	0.79	0.57	0.51	0.25	0.05	0.07	0.28	0.21	0.16
Career education	0.82	0.82	0.84	0.77	0.56	0.36	0.05	0.10	0.27	0.38	0.33
Academic	0.82	0.82	1.05	0.47	0.61	0.28	0.13	0.25	0.59	0.34	0.50
Other	1.02	1.02	2.47	0.76	2.27	0.49	0.30	0.34	1.69	0.58	1.49
Associate's degree total	0.26	0.26	1.23	0.60	0.94	0.31	0.25	0.24	0.38	0.42	0.39
Career education	1.06	1.06	1.36	0.77	1.05	0.41	0.29	0.30	0.86	0.69	0.72
Academic	1.89	1.89	1.62	0.60	1.13	0.81	0.30	0.53	1.88	0.97	1.35
Other	2.58	2.58	2.61	1.08	1.31	1.54	0.40	0.85	2.12	1.74	1.90
Certificate total	1.32	1.32	2.68	1.86	1.20	0.91	0.20	0.19	0.74	1.53	1.56
Career education	1.31	1.31	2.47	1.97	1.08	0.99	0.25	0.23	0.85	1.84	1.85
Academic	1.92	1.92	3.22	1.53	2.52	1.34	0.68	0.51	3.96	1.91	4.06
Other	4.14	4.14	5.38	2.18	4.00	2.04	0.87	0.54	3.81	3.06	4.37

See notes at end of table.

Table S3.12. Standard errors for table 3.12: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by sex, race/ethnicity, and age: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Sex		Race/ethnicity						Age		
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Other	Younger than 25	25–34	35 or older
2004											
All undergraduates	0.36	0.36	0.78	0.65	0.42	0.20	0.11	0.12	0.53	0.31	0.33
Career education	0.53	0.53	0.86	0.78	0.48	0.21	0.13	0.14	0.67	0.44	0.38
Academic	0.55	0.55	0.92	0.64	0.53	0.30	0.10	0.22	0.66	0.44	0.46
Other	0.63	0.63	1.01	0.63	0.73	0.47	0.21	0.25	0.81	0.60	0.67
Bachelor's degree total	0.53	0.53	0.90	0.86	0.34	0.23	0.18	0.17	0.61	0.56	0.10
Career education	0.69	0.69	1.08	1.03	0.39	0.27	0.21	0.19	0.84	0.77	0.14
Academic	0.72	0.72	0.95	0.84	0.43	0.33	0.12	0.24	0.58	0.56	0.09
Other	1.17	1.17	1.32	0.75	0.85	0.54	0.38	0.34	0.86	0.86	0.21
Associate's degree total	0.57	0.57	1.48	1.06	0.82	0.29	0.14	0.23	0.78	0.74	0.15
Career education	0.77	0.77	1.53	1.25	0.86	0.32	0.17	0.26	0.97	0.99	0.20
Academic	1.09	1.09	2.23	1.22	1.23	0.53	0.19	0.46	1.25	1.16	0.28
Other	0.97	0.97	1.75	0.99	1.20	0.58	0.21	0.40	1.33	1.29	0.30
Certificate total	1.18	1.18	1.37	1.06	1.10	0.48	0.22	0.29	0.88	0.86	0.35
Career education	1.50	1.50	1.62	1.14	1.33	0.36	0.20	0.34	0.95	0.95	0.38
Academic	3.89	3.89	3.20	2.85	2.49	2.27	0.25	1.13	4.07	4.05	0.68
Other	2.32	2.32	2.49	1.75	1.32	1.50	0.61	0.88	2.15	2.16	0.90

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.13. Standard errors for table 3.13: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by disability status, parents' highest education level, and marital status: 1990, 2000, and 2004

Major field and level of credential sought	Disability status		Parents' highest education level					Marital status			
	Does not have disability	Has disability	Less than high school	High school diploma	Some college, including career training	Bachelor's degree or higher	Unknown	Single	Married	Separated	Unknown
1990											
All undergraduates	†	†	0.05	0.06	0.04	0.07	0.09	0.09	0.09	0.02	†
Career education	†	†	0.06	0.07	0.06	0.07	0.10	0.09	0.09	0.02	†
Academic	†	†	0.05	0.10	0.07	0.14	0.11	0.12	0.12	0.03	†
Other	†	†	0.14	0.15	0.11	0.22	0.24	0.20	0.19	0.03	†
Bachelor's degree total	†	†	0.03	0.06	0.04	0.09	0.08	0.08	0.08	0.01	†
Career education	†	†	0.04	0.07	0.04	0.08	0.09	0.08	0.08	0.02	†
Academic	†	†	0.03	0.09	0.06	0.14	0.08	0.10	0.10	0.01	†
Other	†	†	0.05	0.11	0.12	0.24	0.26	0.12	0.11	0.01	†
Associate's degree total											
Career education	†	†	0.08	0.11	0.11	0.14	0.14	0.15	0.14	0.04	†
Academic	†	†	0.11	0.13	0.15	0.14	0.15	0.17	0.16	0.05	†
Other	†	†	0.13	0.26	0.19	0.32	0.29	0.24	0.25	0.09	†
Certificate total	†	†	0.23	0.36	0.21	0.35	0.46	0.34	0.32	0.09	†
Career education	†	†	0.11	0.14	0.12	0.08	0.24	0.20	0.21	0.07	†
Academic	†	†	0.31	0.51	0.38	0.44	0.55	0.56	0.52	0.25	†
Other	†	†	0.87	0.39	0.47	0.54	1.06	0.70	0.73	0.05	†

See notes at end of table.

Table S3.13. Standard errors for table 3.13: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by disability status, parents' highest education level, and marital status: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Disability status		Parents' highest education level					Marital status			
	Does not have disability	Has disability	Less than high school	High school diploma	Some college, including career training	Bachelor's degree or higher	Unknown	Single	Married	Separated	Unknown
2000											
All undergraduates	0.22	0.22	0.17	0.58	0.27	0.63	0.16	0.36	0.30	0.07	0.25
Career education	0.22	0.22	0.32	0.57	0.29	0.55	0.30	0.34	0.40	0.10	0.37
Academic	0.49	0.49	0.47	0.49	0.59	0.98	0.54	0.52	0.52	0.08	0.37
Other	0.59	0.59	0.69	2.20	1.03	1.16	0.94	1.56	0.88	0.20	1.18
Bachelor's degree total	0.21	0.21	0.21	0.43	0.35	0.53	0.23	0.52	0.29	0.08	0.43
Career education	0.16	0.16	0.29	0.43	0.43	0.56	0.23	0.66	0.44	0.16	0.49
Academic	0.62	0.62	0.19	0.55	0.83	0.94	0.19	0.46	0.50	0.06	0.28
Other	0.74	0.74	0.87	1.79	1.11	1.63	1.57	1.98	0.69	0.14	1.81
Associate's degree total	0.42	0.42	0.39	1.15	0.42	1.18	0.27	0.55	0.57	0.15	0.24
Career education	0.46	0.46	0.70	1.16	0.55	1.33	0.45	0.63	0.79	0.29	0.30
Academic	0.72	0.72	1.00	0.86	0.78	1.41	1.11	1.00	1.61	0.19	1.37
Other	1.05	1.05	1.49	3.43	1.51	1.59	1.95	2.86	1.59	0.28	2.27
Certificate total	0.42	0.42	0.87	0.98	0.74	0.61	0.72	1.06	1.23	0.31	0.69
Career education	0.48	0.48	0.93	0.96	0.77	0.86	0.62	1.24	1.45	0.24	0.85
Academic	1.95	1.95	1.96	2.34	1.82	2.12	2.44	2.78	2.56	0.38	2.35
Other	2.17	2.17	1.65	2.64	1.97	4.68	3.52	2.63	2.13	1.81	2.68

See notes at end of table.

Table S3.13. Standard errors for table 3.13: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by disability status, parents' highest education level, and marital status: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Disability status		Parents' highest education level					Marital status			
	Does not have disability	Has disability	Less than high school	High school diploma	Some college, including career training	Bachelor's degree or higher	Unknown	Single	Married	Separated	Unknown
2004											
All undergraduates	0.19	0.19	0.18	0.28	0.24	0.34	0.09	0.43	0.42	0.08	†
Career education	0.23	0.23	0.21	0.36	0.26	0.39	0.13	0.52	0.49	0.11	†
Academic	0.35	0.35	0.27	0.47	0.57	0.61	0.18	0.56	0.56	0.10	†
Other	0.46	0.46	0.43	0.71	0.53	0.73	0.30	0.75	0.75	0.24	†
Bachelor's degree total	0.23	0.23	0.18	0.35	0.26	0.46	0.10	83.73	15.06	1.22	†
Career education	0.28	0.28	0.22	0.45	0.35	0.56	0.13	0.81	0.75	0.17	†
Academic	0.39	0.39	0.25	0.57	0.53	0.70	0.17	0.57	0.55	0.12	†
Other	0.67	0.67	0.59	0.96	0.87	1.28	0.28	0.94	0.86	0.39	†
Associate's degree total	0.31	0.31	0.34	0.49	0.45	0.52	0.17	0.67	0.67	0.18	†
Career education	0.40	0.40	0.36	0.60	0.48	0.58	0.22	0.79	0.75	0.23	†
Academic	0.81	0.81	0.61	1.04	1.21	0.93	0.45	1.13	1.18	0.20	†
Other	0.68	0.68	0.65	1.01	0.83	1.03	0.47	1.04	1.05	0.32	†
Certificate total	0.49	0.49	0.48	0.78	0.58	0.77	0.36	0.82	0.84	0.33	†
Career education	0.48	0.48	0.55	0.81	0.67	0.85	0.41	0.92	0.91	0.36	†
Academic	3.31	3.31	1.93	3.59	3.23	3.03	1.94	3.30	3.14	1.05	†
Other	1.17	1.17	1.38	2.11	1.62	2.41	1.17	2.24	2.13	0.76	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.14. Standard errors for table 3.14: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by dependency status, financial aid status, previous bachelor's degree, and postsecondary GPA: 1990, 2000, and 2004

Major field and level of credential sought	Dependency status				Financial aid status		Previous bachelor's degree		Postsecondary GPA		
	Dependent	Independent	Independent, without dependents	Independent, with dependents	Financial aid	No financial aid	Yes	No	Less than		3.5 or higher
			2.0	2.0–3.49							
1990											
All undergraduates	0.11	0.11	0.07	0.09	0.07	0.07	0.02	0.02	0.06	0.08	0.09
Career education	0.12	0.11	0.08	0.09	0.07	0.07		0.03	0.08	0.10	0.12
Academic	0.14	0.14	0.11	0.11	0.17	0.17	0.04	0.04	0.09	0.11	0.10
Other	0.29	0.30	0.19	0.23	0.15	0.15	0.07	0.07	0.20	0.22	0.20
Bachelor's degree total	0.13	0.13	0.09	0.06	0.10	0.10	0.02	0.02	0.06	0.06	0.06
Career education	0.15	0.15	0.11	0.06	0.10	0.10	0.02	0.02	0.07	0.09	0.08
Academic	0.14	0.14	0.10	0.09	0.18	0.18	0.02	0.02	0.08	0.09	0.09
Other	0.19	0.22	0.13	0.13	0.16	0.16	0.03	0.03	0.17	0.17	0.12
Associate's degree total	0.16	0.16	0.10	0.17	0.13	0.13	0.04	0.04	0.11	0.12	0.16
Career education	0.16	0.15	0.11	0.18	0.15	0.15	0.04	0.04	0.14	0.17	0.20
Academic	0.33	0.33	0.25	0.25	0.29	0.29	0.08	0.08	0.23	0.24	0.23
Other	0.45	0.45	0.35	0.44	0.36	0.36	0.13	0.13	0.42	0.49	0.54
Certificate total	0.14	0.13	0.15	0.19	0.23	0.23	0.14	0.14	0.14	0.25	0.30
Career education	0.17	0.15	0.15	0.19	0.24	0.24	0.12	0.12	0.17	0.25	0.32
Academic	0.63	0.61	0.62	0.73	0.59	0.59	0.50	0.50	0.36	0.74	0.64
Other	0.79	0.78	0.69	0.75	0.77	0.77	0.62	0.62	0.56	0.78	0.83

See notes at end of table.

Table S3.14. Standard errors for table 3.14: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by dependency status, financial aid status, previous bachelor's degree, and postsecondary GPA: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Dependency status				Financial aid status		Previous bachelor's degree		Postsecondary GPA			
	Dependent	Independent	Independent, without dependents	Independent, with dependents	Financial aid	No financial aid	Yes	No	Less than		3.5 or higher	
			2.0	2.0–3.49								
2000												
All undergraduates	0.25	0.25	0.20	0.36	0.35	0.35	0.11	0.11	0.28	0.41	0.44	
Career education	0.39	0.39	0.30	0.48	0.48	0.48	0.17	0.17	0.30	0.69	0.63	
Academic	0.67	0.67	0.38	0.57	1.09	1.09	0.21	0.21	0.49	0.54	0.48	
Other	1.70	1.70	1.13	1.14	1.71	1.71	1.53	1.53	1.16	1.82	1.20	
Bachelor's degree total	0.20	0.20	0.37	0.34	0.28	0.28	0.11	0.11	0.20	0.62	0.57	
Career education	0.33	0.33	0.55	0.63	0.44	0.44	0.12	0.12	0.23	0.69	0.64	
Academic	0.60	0.60	0.41	0.40	0.55	0.55	0.18	0.18	0.36	0.63	0.48	
Other	1.62	1.62	0.89	1.28	1.94	1.94	0.48	0.48	0.93	1.37	1.83	
Associate's degree total	0.60	0.60	0.31	0.63	1.37	1.37	0.31	0.31	0.41	0.53	0.44	
Career education	0.75	0.75	0.41	0.81	0.70	0.70	0.24	0.24	0.49	0.85	0.66	
Academic	1.58	1.58	0.81	1.25	3.75	3.75	0.53	0.53	1.50	1.21	0.89	
Other	2.84	2.84	1.86	2.04	2.47	2.47	2.59	2.59	1.97	4.36	3.22	
Certificate total	0.84	0.84	0.89	0.80	2.45	2.45	0.78	0.78	1.19	1.22	1.22	
Career education	0.89	0.89	0.86	0.89	2.71	2.71	0.81	0.81	1.01	1.23	1.31	
Academic	3.46	3.46	2.53	3.35	2.54	2.54	2.49	2.49	3.40	3.60	3.80	
Other	4.69	4.69	2.56	4.65	3.63	3.63	4.18	4.18	1.79	3.54	3.34	

See notes at end of table.

Table S3.14. Standard errors for table 3.14: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by dependency status, financial aid status, previous bachelor's degree, and postsecondary GPA: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Dependency status				Financial aid status		Previous bachelor's degree		Postsecondary GPA		
	Dependent	Independent	Independent, without dependents	Independent, with dependents	Financial aid	No financial aid	Yes	No	Less than		3.5 or higher
			2.0	2.0–3.49							
2004											
All undergraduates	0.58	0.58	0.29	0.43	0.39	0.39	0.13	0.13	0.21	0.34	0.37
Career education	0.69	0.69	0.35	0.54	0.48	0.48	0.17	0.17	0.27	0.47	0.43
Academic	0.68	0.68	0.44	0.41	0.74	0.74	0.22	0.22	0.37	0.51	0.52
Other	0.95	0.95	0.72	0.75	0.96	0.96	0.30	0.30	0.60	0.70	0.81
Bachelor's degree total	0.90	0.90	0.41	0.63	0.52	0.52	0.16	0.16	0.24	0.44	0.46
Career education	1.16	1.16	0.50	0.86	0.70	0.70	4.48	95.52	0.29	0.64	0.65
Academic	0.74	0.74	0.52	0.44	0.56	0.56	2.96	97.05	0.33	0.54	0.44
Other	1.39	1.39	0.99	0.87	1.40	1.40	1.78	98.22	0.99	0.90	1.06
Associate's degree total	0.82	0.82	0.47	0.60	0.92	0.92	0.31	0.31	0.43	0.69	0.66
Career education	0.90	0.90	0.49	0.75	0.98	0.98	0.39	0.39	0.53	0.84	0.74
Academic	1.44	1.44	1.01	0.82	1.66	1.66	0.52	0.52	0.77	1.20	1.38
Other	1.26	1.26	1.12	1.03	1.45	1.45	0.35	0.35	0.93	1.16	1.00
Certificate total	0.85	0.85	0.70	0.88	1.18	1.18	0.61	0.61	0.48	0.99	1.01
Career education	0.89	0.89	0.78	0.97	1.13	1.13	0.66	0.66	0.50	1.07	1.09
Academic	3.69	3.69	3.04	3.84	4.31	4.31	3.17	3.17	2.42	3.43	3.63
Other	2.07	2.07	1.96	2.01	2.98	2.98	1.38	1.38	0.87	2.84	2.63

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.15. Standard errors for table 3.15: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by work experience while enrolled, work orientation, and attendance status: 1990, 2000, and 2004

Major field and level of credential sought	Work experience while enrolled				Work orientation			Attendance status			
	Did not work	Worked, total	Worked part time	Worked full time	Student who works	Employee who studies	Does not work	Full-time/full-year	Full-time/part-year	Part-time/full-year	Part-time/part-year
1990											
All undergraduates	0.06	0.06	0.07	0.08	†	†	†	†	†	†	†
Career education	0.07	0.07	0.07	0.10	†	†	†	†	†	†	†
Academic	0.10	0.10	0.11	0.13	†	†	†	†	†	†	†
Other	0.24	0.24	0.19	0.26	†	†	†	†	†	†	†
Bachelor's degree total	0.05	0.05	0.08	0.08	†	†	†	†	†	†	†
Career education	0.07	0.07	0.09	0.10	†	†	†	†	†	†	†
Academic	0.09	0.09	0.10	0.09	†	†	†	†	†	†	†
Other	0.16	0.16	0.16	0.18	†	†	†	†	†	†	†
Associate's degree total	0.12	0.12	0.12	0.16	†	†	†	†	†	†	†
Career education	0.16	0.16	0.13	0.19	†	†	†	†	†	†	†
Academic	0.25	0.25	0.24	0.27	†	†	†	†	†	†	†
Other	0.45	0.45	0.42	0.46	†	†	†	†	†	†	†
Certificate total	0.17	0.17	0.17	0.19	†	†	†	†	†	†	†
Career education	0.17	0.17	0.19	0.20	†	†	†	†	†	†	†
Academic	0.55	0.55	0.64	0.66	†	†	†	†	†	†	†
Other	0.56	0.56	0.75	0.96	†	†	†	†	†	†	†

See notes at end of table.

Table S3.15. Standard errors for table 3.15: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by work experience while enrolled, work orientation, and attendance status: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Work experience while enrolled				Work orientation			Attendance status			
	Did not work	Worked, total	Worked part time	Worked full time	Student who works	Employee who studies	Does not work	Full-time/full-year	Full-time/part-year	Part-time/full-year	Part-time/part-year
2000											
All undergraduates	0.43	0.43	0.53	0.31	0.37	0.32	0.42	0.31	0.31	0.31	0.43
Career education	0.70	0.70	0.63	0.36	0.67	0.29	0.69	0.40	0.47	0.47	0.31
Academic	0.49	0.49	0.48	0.67	0.91	0.83	0.49	0.50	0.33	0.46	0.64
Other	1.05	1.05	1.27	1.47	1.46	1.39	1.06	1.54	0.60	1.44	2.50
Bachelor's degree total	0.35	0.35	0.40	0.26	0.49	0.26	0.36	0.43	0.27	0.49	0.21
Career education	0.55	0.55	0.62	0.43	0.60	0.47	0.55	0.40	0.37	0.41	0.33
Academic	0.92	0.92	0.61	0.91	0.81	0.33	0.95	0.99	0.41	0.80	0.23
Other	1.62	1.62	2.21	1.48	2.09	1.25	1.63	1.27	0.76	0.74	0.90
Associate's degree total	0.90	0.90	1.20	0.53	0.69	0.70	0.88	0.47	0.31	0.92	0.98
Career education	0.98	0.98	1.21	0.58	1.10	0.44	0.97	0.70	0.47	0.84	0.76
Academic	1.09	1.09	1.26	1.13	1.43	1.82	1.06	1.48	0.85	2.43	1.67
Other	1.63	1.63	2.96	2.24	2.81	2.49	1.61	2.09	1.40	2.91	3.59
Certificate total	1.02	1.02	0.85	1.06	0.85	1.00	1.01	0.69	1.24	0.92	1.09
Career education	1.13	1.13	0.93	1.11	1.20	1.27	1.12	0.65	1.39	1.00	1.07
Academic	2.61	2.61	2.74	4.43	4.03	6.14	2.72	2.36	3.29	2.62	3.67
Other	3.77	3.77	3.10	4.43	2.04	4.41	3.78	1.88	2.78	2.51	4.90

See notes at end of table.

Table S3.15. Standard errors for table 3.15: Percentage distribution of credential-seeking undergraduates with each major field and level of credential sought, by work experience while enrolled, work orientation, and attendance status: 1990, 2000, and 2004—Continued

Major field and level of credential sought	Work experience while enrolled				Work orientation			Attendance status			
	Did not work	Worked, total	Worked part time	Worked full time	Student who works	Employee who studies	Does not work	Full-time/full-year	Full-time/part-year	Part-time/full-year	Part-time/part-year
2004											
All undergraduates	0.29	0.29	0.34	0.36	0.35	0.35	0.29	0.52	0.31	0.47	0.34
Career education	0.33	0.33	0.41	0.47	0.39	0.43	0.33	0.65	0.38	0.55	0.46
Academic	0.47	0.47	0.53	0.44	0.47	0.43	0.47	0.68	0.42	0.67	0.52
Other	0.66	0.66	0.67	0.86	0.79	0.80	0.66	1.04	0.53	0.74	0.80
Bachelor's degree total	0.51	0.51	0.56	0.70	0.57	0.64	0.51	0.79	0.50	0.66	0.29
Career education	0.61	0.61	0.75	0.96	0.69	0.88	0.61	0.99	0.64	0.83	0.42
Academic	0.63	0.63	0.63	0.51	0.66	0.44	0.63	0.82	0.54	0.65	0.42
Other	1.11	1.11	0.93	1.02	1.02	1.21	1.11	1.43	0.87	0.92	1.04
Associate's degree total	0.40	0.40	0.59	0.57	0.54	0.43	0.40	0.73	0.40	0.66	0.60
Career education	0.44	0.44	0.62	0.74	0.49	0.47	0.44	0.84	0.43	0.74	0.75
Academic	0.72	0.72	1.32	1.01	0.99	0.94	0.72	0.94	0.87	1.32	1.33
Other	0.93	0.93	1.04	1.29	1.41	1.16	0.93	1.28	0.77	0.98	1.14
Certificate total	0.89	0.89	0.65	0.95	0.82	0.90	0.89	0.92	1.10	0.71	1.19
Career education	0.90	0.90	0.71	0.97	0.98	1.00	0.90	1.02	1.12	0.81	1.23
Academic	3.75	3.75	4.41	3.79	5.02	3.51	3.75	4.43	3.41	2.45	3.64
Other	1.89	1.89	2.11	2.22	2.06	2.29	1.89	1.87	2.16	1.85	2.66

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.17. Standard errors for table 3.17: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by sex, race/ethnicity, and age: 1990, 2000, and 2004

Career major	Sex		Race/ethnicity						Age		
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Other	Younger than 25	25–34	35 or older
1990											
All credential-seeking undergraduates in career fields	0.13	0.13	0.18	0.15	0.08	0.05	0.02	†	0.12	0.08	0.09
Agriculture and natural resources	0.57	0.57	0.33	0.11	0.11	0.18	0.19		0.72	0.46	0.52
Business and marketing	0.13	0.13	0.19	0.18	0.10	0.07	0.02	†	0.20	0.15	0.12
Communications	0.40	0.40	0.35	0.31	0.21	0.19	†	†	0.37	0.37	0.23
Computer sciences	0.28	0.28	0.52	0.28	0.31	0.16	0.04	†	0.36	0.33	0.38
Education	0.22	0.22	0.34	0.19	0.27	0.07	0.04	†	0.27	0.19	0.20
Engineering and architectural sciences	0.18	0.18	0.20	0.11	0.12	0.10	0.08	†	0.21	0.21	0.11
Health care	0.15	0.15	0.29	0.30	0.11	0.06	0.03	†	0.23	0.14	0.21
Legal services	0.53	0.53	0.55	0.36	0.27	0.14	0.14	†	0.57	0.44	0.40
Personal and consumer services	0.28	0.28	0.43	0.37	0.27	0.11	0.02	†	0.37	0.29	0.25
Protective services	0.45	0.45	0.50	0.37	0.37	0.05	0.03	†	0.43	0.36	0.46
Public, social, and human services	0.45	0.45	0.67	0.42	0.40	0.07	0.08	†	0.67	0.45	0.57
Trade and industry	0.23	0.23	0.46	0.27	0.30	0.16	0.03	†	0.34	0.28	0.27

See notes at end of table.

Table S3.17. Standard errors for table 3.17: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by sex, race/ethnicity, and age: 1990, 2000, and 2004—Continued

Career major	Sex		Race/ethnicity						Age		
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Other	Younger than 25	25–34	35 or older
2000											
All credential-seeking undergraduates in career fields	0.32	0.32	0.80	0.63	0.56	0.41	0.08	0.14	0.34	0.43	0.29
Agriculture and natural resources	3.58	3.58	2.47	1.07	1.41	2.12	0.62	0.02	2.11	1.78	1.60
Business and marketing	0.67	0.67	1.01	0.85	0.73	0.60	0.14	0.29	0.76	0.53	0.93
Communications	2.07	2.07	1.78	1.25	1.02	1.19	0.15	0.18	2.86	1.38	1.83
Computer sciences	1.97	1.97	2.43	1.01	0.89	2.15	0.37	0.39	1.69	0.96	1.28
Education	1.52	1.52	1.78	1.43	0.94	0.21	0.21	0.17	0.71	0.66	1.00
Engineering and architectural sciences	0.72	0.72	1.79	0.75	1.84	0.64	0.26	0.86	0.97	0.97	0.84
Health care	0.59	0.59	1.39	0.83	0.68	0.41	0.17	0.14	0.88	0.96	1.44
Legal services	3.40	3.40	2.42	2.22	2.90	0.89	0.97	0.06	5.01	2.30	3.46
Personal and consumer services	2.72	2.72	3.59	3.94	3.80	0.82	0.59	0.80	1.81	1.91	1.31
Protective services	1.19	1.19	2.51	2.30	1.70	0.26	0.32	0.46	1.79	1.51	1.46
Public, social, and human services	1.98	1.98	2.61	1.56	1.83	0.93	0.62	0.12	3.45	2.59	2.07
Trade and industry	0.66	0.66	2.36	2.05	2.27	1.00	0.40	0.39	1.84	1.46	1.38

See notes at end of table.

Table S3.17. Standard errors for table 3.17: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by sex, race/ethnicity, and age: 1990, 2000, and 2004—Continued

Career major	Sex		Race/ethnicity						Age		
	Male	Female	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Other	Younger than 25	25–34	35 or older
2004											
All credential-seeking undergraduates in career fields	0.53	0.53	0.86	0.78	0.48	0.21	0.13	0.14	0.67	0.44	0.38
Agriculture and natural resources	2.87	2.87	2.93	1.04	2.04	0.66	0.55	0.80	2.42	2.32	1.82
Business and marketing	0.89	0.89	1.16	0.91	0.54	0.35	0.17	0.25	1.21	0.77	0.84
Communications	1.60	1.60	1.98	1.54	0.81	0.66	0.29	0.71	1.28	1.00	0.86
Computer sciences	1.11	1.11	1.76	1.56	1.15	0.70	0.20	0.51	1.27	1.05	1.20
Education	1.01	1.01	1.49	1.12	1.06	0.28	0.23	0.34	1.38	1.04	0.90
Engineering and architectural sciences	0.86	0.86	1.29	0.99	0.90	0.60	0.21	0.40	1.33	0.93	0.96
Health care	0.58	0.58	1.17	1.26	0.73	0.29	0.15	0.28	0.83	0.72	0.69
Legal services	2.58	2.58	3.45	2.51	2.26	1.90	0.78	0.70	3.36	2.64	3.56
Personal and consumer services	2.62	2.62	2.16	1.94	1.19	0.73	0.34	0.78	2.01	1.29	1.43
Protective services	2.00	2.00	1.72	1.28	1.25	0.43	0.31	0.57	2.00	1.53	1.18
Public, social, and human services	2.06	2.06	5.14	4.71	2.05	1.96	1.02	1.05	4.01	2.70	3.53
Trade and industry	1.18	1.18	2.13	1.62	1.56	0.56	0.63	0.69	2.60	1.48	1.96

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.18. Standard errors for table 3.18: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by disability status, parents' highest education level, and marital status: 1990, 2000, and 2004

Career major	Disability status		Parents' highest education level					Marital status			
	Does not have disability	Has disability	Less than high school	High school diploma	Some college, including career training	Bachelor's degree or higher	Unknown	Single	Married	Separated	Unknown
1990											
All credential-seeking undergraduates in career fields	†	†	0.06	0.07	0.06	0.07	0.10	0.09	0.09	0.02	†
Agriculture and natural resources	†	†	0.22	0.68	0.34	0.42	0.43	0.70	0.67	0.14	†
Business and marketing	†	†	0.09	0.11	0.08	0.11	0.13	0.16	0.16	0.04	†
Communications	†	†	0.13	0.31	0.37	0.27	0.32	0.28	0.26	0.09	†
Computer sciences	†	†	0.19	0.27	0.22	0.18	0.38	0.32	0.35	0.10	†
Education	†	†	0.15	0.18	0.16	0.15	0.23	0.21	0.21	0.06	†
Engineering and architectural sciences	†	†	0.10	0.16	0.14	0.18	0.16	0.17	0.16	0.06	†
Health care	†	†	0.13	0.19	0.14	0.15	0.19	0.19	0.17	0.07	†
Legal services	†	†	0.26	0.53	0.28	0.35	0.46	0.51	0.43	0.24	†
Personal and consumer services	†	†	0.17	0.21	0.20	0.23	0.36	0.26	0.24	0.05	†
Protective services	†	†	0.22	0.46	0.41	0.34	0.39	0.48	0.47	0.13	†
Public, social, and human services	†	†	0.29	0.49	0.42	0.47	0.46	0.45	0.45	0.06	†
Trade and industry	†	†	0.19	0.37	0.21	0.26	0.42	0.39	0.36	0.10	†

See notes at end of table.

Table S3.18. Standard errors for table 3.18: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by disability status, parents' highest education level, and marital status: 1990, 2000, and 2004—Continued

Career major	Disability status		Parents' highest education level					Marital status			
	Does not have disability	Has disability	Less than high school	High school diploma	Some college, including career training	Bachelor's degree or higher	Unknown	Single	Married	Separated	Unknown
2000											
All credential-seeking undergraduates in career fields	0.22	0.22	0.32	0.57	0.29	0.55	0.30	0.34	0.40	0.10	0.37
Agriculture and natural resources	3.52	3.52	0.55	5.87	2.85	4.27	2.79	6.97	4.15	0.47	3.22
Business and marketing	0.44	0.44	0.51	0.90	0.60	0.91	0.63	0.53	0.70	0.17	0.57
Communications	1.74	1.74	0.82	1.73	1.39	1.92	0.66	1.99	2.33	0.20	0.67
Computer sciences	0.57	0.57	0.77	1.29	0.92	1.10	0.78	1.24	1.37	0.52	0.56
Education	1.04	1.04	0.97	0.94	1.17	0.91	1.09	0.73	0.96	0.20	0.80
Engineering and architectural sciences	1.06	1.06	0.77	1.25	1.03	1.99	0.91	1.72	1.47	0.39	0.64
Health care	0.47	0.47	0.44	0.82	1.11	0.84	0.40	0.93	0.94	0.24	0.32
Legal services	1.36	1.36	2.35	6.19	6.12	2.27	1.68	3.31	2.42	0.62	1.54
Personal and consumer services	1.94	1.94	1.46	2.74	1.70	2.01	2.13	2.15	1.02	0.59	1.97
Protective services	0.84	0.84	1.53	2.21	1.74	1.59	1.03	1.78	1.51	0.56	0.59
Public, social, and human services	4.06	4.06	1.76	2.00	2.76	2.85	1.20	1.56	2.15	1.14	1.44
Trade and industry	1.21	1.21	1.63	1.52	1.51	2.25	1.71	1.96	1.37	0.48	1.17

See notes at end of table.

Table S3.18. Standard errors for table 3.18: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by disability status, parents' highest education level, and marital status: 1990, 2000, and 2004—Continued

Career major	Disability status		Parents' highest education level					Marital status			
	Does not have disability	Has disability	Less than high school	High school diploma	Some college, including career training	Bachelor's degree or higher	Unknown	Single	Married	Separated	Unknown
2004											
All credential-seeking undergraduates in career fields	0.23	0.23	0.21	0.36	0.26	0.39	0.13	0.52	0.49	0.11	†
Agriculture and natural resources	2.16	2.16	1.12	2.38	2.24	2.91	0.51	2.18	2.12	0.53	†
Business and marketing	0.44	0.44	0.45	0.69	0.58	0.75	0.22	0.95	0.88	0.24	†
Communications	0.98	0.98	0.78	1.12	1.16	1.55	0.36	1.03	1.00	0.36	†
Computer sciences	0.87	0.87	0.57	1.53	1.21	1.28	0.39	1.44	1.43	0.31	†
Education	0.57	0.57	0.54	0.81	0.71	0.80	0.36	0.96	0.98	0.27	†
Engineering and architectural sciences	0.63	0.63	0.48	0.99	0.97	1.16	0.37	0.96	1.00	0.24	†
Health care	0.41	0.41	0.36	0.66	0.59	0.63	0.23	0.72	0.73	0.30	†
Legal services	2.63	2.63	2.06	2.74	2.58	2.78	1.63	3.45	3.01	1.42	†
Personal and consumer services	1.03	1.03	0.63	1.39	1.19	2.01	0.64	1.24	1.12	0.50	†
Protective services	1.16	1.16	0.89	1.54	1.42	1.22	0.68	1.69	1.54	0.43	†
Public, social, and human services	1.93	1.93	1.78	3.24	2.01	2.46	1.16	2.72	3.08	1.10	†
Trade and industry	1.21	1.21	0.79	1.77	1.66	1.56	0.81	2.45	2.44	0.50	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.19. Standard errors for table 3.19: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by dependency status, financial aid status, previous bachelor's degree, and postsecondary GPA: 1990, 2000, and 2004

Career major	Dependency status		Financial aid status		Previous bachelor's degree		Postsecondary GPA		
	Depen- dent	Indepen- dent	Financial aid	No financial aid	Yes	No	Less than 2.0	2.0–3.49	3.5 or higher
1990									
All credential-seeking undergraduates in career fields	0.12	0.11	0.07	0.07	0.03	0.03	0.08	0.10	0.12
Agriculture and natural resources	0.70	0.70	0.52	0.52	0.36	0.36	0.47	0.62	0.52
Business and marketing	0.20	0.20	0.15	0.15	0.05	0.05	0.10	0.14	0.15
Communications	0.41	0.41	0.38	0.38	0.20	0.20	0.36	0.44	0.33
Computer sciences	0.34	0.34	0.39	0.39	0.16	0.16	0.23	0.34	0.43
Education	0.28	0.28	0.28	0.28	0.10	0.10	0.14	0.26	0.24
Engineering and architectural sciences	0.22	0.22	0.26	0.26	0.09	0.09	0.11	0.19	0.17
Health care	0.20	0.20	0.23	0.23	0.06	0.06	0.16	0.17	0.17
Legal services	0.52	0.52	0.53	0.53	0.17	0.17	0.31	0.54	0.49
Personal and consumer services	0.34	0.33	0.34	0.34	0.04	0.04	0.17	0.35	0.37
Protective services	0.49	0.49	0.52	0.52	0.25	0.25	0.42	0.55	0.45
Public, social, and human services	0.64	0.64	0.51	0.51	0.05	0.05	0.42	0.55	0.50
Trade and industry	0.35	0.35	0.51	0.51	0.08	0.08	0.25	0.52	0.50

See notes at end of table.

Table S3.19. Standard errors for table 3.19: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by dependency status, financial aid status, previous bachelor's degree, and postsecondary GPA: 1990, 2000, and 2004—Continued

Career major	Dependency status		Financial aid status		Previous bachelor's degree		Postsecondary GPA		
	Depen- dent	Indepen- dent	Financial aid	No financial aid	Yes	No	Less than 2.0	2.0–3.49	3.5 or higher
2000									
All credential-seeking undergraduates in career fields	0.39	0.39	0.48	0.48	0.17	0.17	0.30	0.69	0.63
Agriculture and natural resources	2.31	2.31	4.47	4.47	1.60	1.60	1.67	4.13	3.22
Business and marketing	0.72	0.72	1.22	1.22	0.25	0.25	0.64	1.10	0.73
Communications	1.89	1.89	2.30	2.30	0.63	0.63	2.25	1.22	2.13
Computer sciences	1.39	1.39	1.39	1.39	0.68	0.68	1.12	1.44	1.65
Education	0.84	0.84	1.99	1.99	0.73	0.73	0.57	0.83	0.91
Engineering and architectural sciences	1.21	1.21	1.69	1.69	1.24	1.24	1.16	1.44	1.74
Health care	0.87	0.87	1.02	1.02	0.69	0.69	0.76	1.29	0.94
Legal services	4.94	4.94	3.32	3.32	1.10	1.10	2.42	3.82	2.36
Personal and consumer services	2.87	2.87	3.31	3.31	1.00	1.00	1.60	3.28	4.14
Protective services	1.89	1.89	1.56	1.56	0.49	0.49	1.40	2.02	1.39
Public, social, and human services	3.83	3.83	1.92	1.92	0.74	0.74	2.88	2.08	2.77
Trade and industry	3.25	3.25	4.57	4.57	1.18	1.18	0.87	2.54	2.21

See notes at end of table.

Table S3.19. Standard errors for table 3.19: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by dependency status, financial aid status, previous bachelor's degree, and postsecondary GPA: 1990, 2000, and 2004—Continued

Career major	Dependency status		Financial aid status		Previous bachelor's degree		Postsecondary GPA		
	Depen- dent	Indepen- dent	Financial aid	No financial aid	Yes	No	Less than 2.0	2.0–3.49	3.5 or higher
2004									
All credential-seeking undergraduates in career fields	0.69	0.69	0.48	0.48	0.17	0.17	0.27	0.47	0.43
Agriculture and natural resources	2.91	2.91	2.95	2.95	1.42	1.42	1.87	2.84	2.24
Business and marketing	1.19	1.19	0.75	0.75	0.35	0.35	0.40	0.62	0.68
Communications	1.70	1.70	1.60	1.60	0.60	0.60	0.94	1.44	1.18
Computer sciences	1.35	1.35	1.39	1.39	0.54	0.54	0.57	1.55	1.57
Education	1.37	1.37	1.05	1.05	0.61	0.61	0.74	1.39	1.01
Engineering and architectural sciences	1.32	1.32	1.28	1.28	0.57	0.57	0.59	0.95	1.00
Health care	0.67	0.67	0.85	0.85	0.44	0.44	0.44	0.87	0.86
Legal services	2.89	2.89	3.06	3.06	1.83	1.83	1.47	2.88	2.96
Personal and consumer services	1.97	1.97	2.83	2.83	0.75	0.75	0.81	1.76	1.75
Protective services	2.18	2.18	2.01	2.01	0.63	0.63	1.19	1.67	1.24
Public, social, and human services	3.31	3.31	4.28	4.28	1.76	1.76	1.96	2.69	2.31
Trade and industry	2.45	2.45	2.32	2.32	0.93	0.93	0.95	1.95	2.04

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.20. Standard errors for table 3.20: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by work experience while enrolled, work orientation, and attendance status: 1990, 2000, and 2004

Career major	Work experience while enrolled				Work orientation			Attendance status			
	Did not work	Worked, total	Worked part time	Worked full time	Student who works	Employee who studies	Does not work	Full-time/full-year	Full-time/part-year	Part-time/full-year	Part-time/part-year
1990											
All credential-seeking undergraduates in career fields	0.07	0.07	0.07	0.10	†	†	†	†	†	†	†
Agriculture and natural resources	0.44	0.44	0.64	0.54	†	†	†	†	†	†	†
Business and marketing	0.12	0.12	0.12	0.17	†	†	†	†	†	†	†
Communications	0.29	0.29	0.31	0.25	†	†	†	†	†	†	†
Computer sciences	0.29	0.29	0.31	0.36	†	†	†	†	†	†	†
Education	0.20	0.20	0.21	0.20	†	†	†	†	†	†	†
Engineering and architectural sciences	0.18	0.18	0.19	0.22	†	†	†	†	†	†	†
Health care	0.19	0.19	0.18	0.19	†	†	†	†	†	†	†
Legal services	0.45	0.45	0.40	0.53	†	†	†	†	†	†	†
Personal and consumer services	0.26	0.26	0.27	0.28	†	†	†	†	†	†	†
Protective services	0.38	0.38	0.35	0.48	†	†	†	†	†	†	†
Public, social, and human services	0.46	0.46	0.56	0.66	†	†	†	†	†	†	†
Trade and industry	0.29	0.29	0.28	0.33	†	†	†	†	†	†	†

See notes at end of table.

Table S3.20. Standard errors for table 3.20: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by work experience while enrolled, work orientation, and attendance status: 1990, 2000, and 2004—Continued

Career major	Work experience while enrolled				Work orientation			Attendance status			
	Did not work	Worked, total	Worked part time	Worked full time	Student who works	Employee who studies	Does not work	Full-time/full-year	Full-time/part-year	Part-time/full-year	Part-time/part-year
2000											
All credential-seeking undergraduates in career fields	0.70	0.70	0.63	0.36	0.67	0.29	0.69	0.40	0.47	0.47	0.31
Agriculture and natural resources	3.83	3.83	3.69	3.44	2.82	2.46	3.87	3.10	2.22	1.92	2.47
Business and marketing	0.67	0.67	0.64	0.77	0.83	0.56	0.67	0.88	0.61	0.83	0.75
Communications	1.65	1.65	2.24	1.89	1.39	1.59	1.65	3.12	0.95	1.65	3.09
Computer sciences	0.78	0.78	1.58	1.60	1.30	1.26	0.77	1.33	2.68	2.52	1.39
Education	0.75	0.75	1.13	0.86	1.56	1.15	0.76	2.11	0.51	1.03	1.57
Engineering and architectural sciences	2.19	2.19	2.04	1.41	1.86	1.76	2.15	1.33	0.96	1.54	1.45
Health care	0.73	0.73	1.01	0.83	0.98	0.92	0.73	0.81	0.79	0.80	0.84
Legal services	3.66	3.66	3.15	3.16	7.57	4.99	3.97	2.52	4.31	2.93	3.88
Personal and consumer services	2.06	2.06	3.03	2.81	3.03	2.65	1.97	2.16	3.28	1.70	3.71
Protective services	1.41	1.41	1.85	1.99	3.45	2.34	1.42	2.04	1.67	1.66	1.46
Public, social, and human services	1.69	1.69	3.73	3.59	2.08	1.66	1.69	4.08	1.68	1.97	3.14
Trade and industry	3.31	3.31	2.25	3.02	2.32	3.08	3.34	1.97	1.85	2.22	2.19

See notes at end of table.

Table S3.20. Standard errors for table 3.20: Percentage distribution of credential-seeking undergraduates in career fields with each career major, by work experience while enrolled, work orientation, and attendance status: 1990, 2000, and 2004—Continued

Career major	Work experience while enrolled				Work orientation			Attendance status			
	Did not work	Worked, total	Worked part time	Worked full time	Student who works	Employee who studies	Does not work	Full-time/full-year	Full-time/part-year	Part-time/full-year	Part-time/part-year
2004											
All credential-seeking undergraduates in career fields	0.33	0.33	0.41	0.47	0.39	0.43	0.33	0.65	0.38	0.55	0.46
Agriculture and natural resources	2.57	2.57	2.53	2.17	2.41	2.20	2.57	3.29	1.76	2.67	1.65
Business and marketing	0.61	0.61	0.65	0.99	0.81	1.09	0.61	0.85	0.63	0.70	0.73
Communications	1.22	1.22	1.70	1.38	1.28	1.09	1.22	1.50	1.18	1.05	0.90
Computer sciences	0.85	0.85	1.37	1.50	1.33	1.42	0.85	1.25	1.24	1.30	1.09
Education	0.92	0.92	1.19	0.95	1.17	0.89	0.92	1.35	0.58	1.23	0.92
Engineering and architectural sciences	0.88	0.88	1.10	1.04	1.30	1.05	0.88	1.26	0.98	0.97	1.05
Health care	0.55	0.55	0.79	0.67	0.60	0.58	0.55	0.92	0.60	0.96	0.89
Legal services	2.45	2.45	3.02	3.71	3.30	2.99	2.45	3.07	2.30	2.04	2.91
Personal and consumer services	1.50	1.50	1.96	1.57	1.85	1.53	1.50	2.51	2.77	1.51	1.68
Protective services	1.40	1.40	1.89	1.55	1.93	1.47	1.40	1.85	1.15	1.33	1.31
Public, social, and human services	1.74	1.74	3.13	2.75	2.35	2.88	1.74	3.50	2.18	2.96	3.81
Trade and industry	1.48	1.48	1.70	1.96	1.72	2.15	1.48	2.41	1.89	1.71	2.04

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1989–90, 1999–2000, and 2003–04 National Postsecondary Student Aid Studies (NPSAS:90, NPSAS:2000, and NPSAS:04).

Table S3.22. Standard errors for table 3.22: Number of teaching faculty, by level of institution and sector, principal teaching field, and specific career field: Fall 1992, 1998, and 2003

Principal teaching field and specific career field	Total	4-year		2-year	
		Public	Private not- for-profit	Public	Private not- for-profit
1992					
All faculty	18,250	12,360	11,590	11,650	2,340
Principal teaching field					
Career education	10,560	7,090	7,050	5,670	1,570
Academic	9,490	5,870	5,800	6,520	1,080
Other	2,270	1,110	1,070	1,680	190
Specific career field					
Agriculture and natural resources	1,100	910	560	300	80
Business	3,200	1,630	2,160	1,730	630
Communications and design	1,530	830	1,100	700	260
Computer science	1,600	820	660	1,200	240
Engineering and architectural sciences	2,790	2,260	1,200	1,280	130
Health care	4,960	3,460	3,440	1,680	850
Personal and consumer services	940	610	430	560	190
Protective services	840	220	170	790	†
Public, social, human, and legal services	3,170	980	2,960	760	200
Education	2,600	1,780	1,680	930	220
Trade and industry	1,490	440	410	1,370	†
1998					
All faculty	18,960	15,890	12,980	10,590	4,330
Principal teaching field					
Career education	11,260	8,990	7,390	6,030	2,160
Academic	10,870	8,260	6,900	6,090	2,230
Other	2,500	1,090	1,490	1,750	180
Specific career field					
Agriculture and natural resources	1,090	970	170	460	†
Business	3,460	1,380	2,640	1,730	960
Communications and design	1,960	1,360	1,150	870	140
Computer science	2,400	1,120	1,160	1,820	290
Engineering and architectural sciences	2,770	2,330	1,430	1,150	†
Health care	5,840	4,420	4,050	1,980	530
Personal and consumer services	1,620	1,350	500	740	160
Protective services	1,190	640	220	990	70
Public, social, human, and legal services	3,100	1,760	2,560	730	240
Education	3,990	2,680	2,100	2,140	800
Trade and industry	1,730	640	460	1,550	†

See notes at end of table.

Table S3.22. Standard errors for table 3.22: Number of teaching faculty, by level of institution and sector, principal teaching field, and specific career field: Fall 1992, 1998, and 2003—Continued

Principal teaching field and specific career field	Total	4-year		2-year	
		Public	Private not- for-profit	Public	Private not- for-profit
2003					
All faculty	3,570	2,400	2,000	2,430	220
Principal teaching field					
Career education	6,370	3,200	3,790	3,830	830
Academic	6,540	2,850	3,330	4,500	640
Other	1,150	440	490	880	†
Specific career field					
Agriculture and natural resources	890	590	†	1,550	†
Business	3,410	1,440	2,640	1,010	†
Communications and design	1,880	1,320	600	1,570	†
Computer science	2,120	1,000	700	1,050	†
Engineering and architectural sciences	2,490	1,510	1,350	2,120	†
Health care	3,710	1,720	2,200	1,320	†
Personal and consumer services	1,810	1,100	630	1,520	†
Protective services	1,640	570	380	720	†
Public, social, human, and legal services	1,980	1,120	1,420	1,800	†
Education	3,020	1,690	1,820	1,250	†
Trade and industry	1,600	990	†	1,250	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.23. Standard errors for table 3.23: Percentage distribution of teaching faculty in each principal teaching field and specific career field, by level of institution and sector: Fall 1992, 1998, and 2003

Principal teaching field and specific career field	Total	4-year		2-year	
		Public	Private not- for-profit	Public	Private not- for-profit
1992					
All faculty	†	1.31	1.27	1.10	0.28
Principal teaching field					
Career education	†	1.51	1.53	1.21	0.40
Academic	†	1.37	1.34	1.26	0.27
Other	†	2.61	2.52	2.99	0.49
Specific career field					
Agriculture and natural resources	†	7.25	7.05	4.35	1.12
Business	†	1.99	2.33	2.00	0.84
Communications and design	†	3.18	3.53	2.65	1.10
Computer science	†	2.69	2.30	3.04	0.89
Engineering and architectural sciences	†	3.40	2.62	2.69	0.30
Health care	†	2.78	2.92	1.81	0.87
Personal and consumer services	†	3.91	3.18	3.74	1.53
Protective services	†	3.31	2.40	4.08	†
Public, social, human, and legal services	†	3.31	4.52	2.40	0.61
Education	†	2.30	2.34	1.53	0.38
Trade and industry	†	2.63	2.44	3.43	0.25
1998					
All faculty	†	1.43	1.30	1.01	0.47
Principal teaching field					
Career education	†	1.65	1.51	1.20	0.48
Academic	†	1.54	1.42	1.19	0.50
Other	†	2.68	3.27	3.27	0.47
Specific career field					
Agriculture and natural resources	†	4.99	1.95	4.69	0.54
Business	†	2.07	2.84	2.27	1.39
Communications and design	†	4.30	4.03	3.38	0.61
Computer science	†	2.75	2.78	3.29	0.78
Engineering and architectural sciences	†	3.66	3.17	2.50	0.11
Health care	†	3.15	3.15	1.91	0.49
Personal and consumer services	†	9.03	5.16	7.66	1.76
Protective services	†	5.83	2.34	6.04	0.79
Public, social, human, and legal services	†	4.05	4.37	1.97	0.63
Education	†	2.42	2.14	2.15	0.92
Trade and industry	†	3.45	2.57	4.07	0.28

See notes at end of table.

Table S3.23. Standard errors for table 3.23: Percentage distribution of teaching faculty in each principal teaching field and specific career field, by level of institution and sector: Fall 1992, 1998, and 2003
—Continued

Principal teaching field and specific career field	Total	4-year		2-year	
		Public	Private not- for-profit	Public	Private not- for-profit
2003					
All faculty	†	0.19	0.17	0.20	0.02
Principal teaching field					
Career education	†	0.58	0.58	0.55	0.16
Academic	†	0.57	0.54	0.63	0.13
Other	†	3.44	4.48	5.36	0.10
Specific career field					
Agriculture and natural resources	†	4.24	1.62	4.46	†
Business	†	1.71	2.26	1.73	0.39
Communications and design	†	3.10	2.10	2.87	0.79
Computer science	†	1.79	1.39	2.14	0.50
Engineering and architectural sciences	†	2.51	2.14	1.56	†
Health care	†	1.46	1.58	1.44	0.26
Personal and consumer services	†	2.50	1.77	2.83	0.97
Protective services	†	3.78	2.22	4.39	0.35
Public, social, human, and legal services	†	2.88	2.94	1.73	0.83
Education	†	1.61	1.63	1.48	0.28
Trade and industry	†	6.06	1.00	5.94	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.24. Standard errors for table 3.24: Percentage distribution of teaching faculty in various principal and career fields and institution types, by employment status, and among part-time faculty, by reason for part-time employment: Fall 1992, 1998, and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	Employment status		Among part-time faculty, reason for part-time employment	
	Full-time	Part-time	Full-time position unavailable	Personal preference
1992				
All faculty	0.94	0.94	0.90	0.88
Principal teaching field				
Career education	1.10	1.10	1.20	1.22
Academic	1.09	1.09	1.20	1.19
Other	2.45	2.45	3.87	3.25
Career teaching faculty in each type of institution				
Public 4-year	1.33	1.33	1.91	1.76
Private not-for-profit 4-year	1.95	1.95	1.74	1.78
Public 2-year	1.30	1.30	1.20	1.26
Private not-for-profit 2-year	8.77	8.77	5.53	3.97
Specific career field				
Agriculture and natural resources	4.57	4.57	†	†
Business	2.01	2.01	2.41	2.49
Communications and design	3.13	3.13	4.67	4.65
Computer science	2.79	2.79	3.69	4.10
Engineering and architectural sciences	2.77	2.77	3.95	4.62
Health care	1.93	1.93	2.78	2.76
Personal and consumer services	4.06	4.06	7.25	7.20
Protective services	3.68	3.68	4.97	6.37
Public, social, human, and legal services	3.03	3.03	4.24	3.64
Education	2.19	2.19	2.63	2.56
Trade and industry	3.54	3.54	5.33	5.12

See notes at end of table.

Table S3.24. Standard errors for table 3.24: Percentage distribution of teaching faculty in various principal and career fields and institution types, by employment status, and among part-time faculty, by reason for part-time employment: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Employment status		Among part-time faculty, reason for part-time employment	
	Full-time	Part-time	Full-time position unavailable	Personal preference
1998				
All faculty	0.90	0.90	1.09	0.80
Principal teaching field				
Career education	1.12	1.12	1.63	1.06
Academic	1.10	1.10	1.46	1.30
Other	2.85	2.85	4.06	3.40
Career teaching faculty in each type of institution				
Public 4-year	1.26	1.26	1.91	1.43
Private not-for-profit 4-year	1.70	1.70	2.02	1.59
Public 2-year	1.28	1.28	1.73	1.23
Private not-for-profit 2-year	7.24	7.24	7.55	5.76
Specific career field				
Agriculture and natural resources	4.00	4.00	†	†
Business	2.49	2.49	3.82	2.31
Communications and design	4.24	4.24	6.04	4.72
Computer science	2.80	2.80	4.54	3.56
Engineering and architectural sciences	2.80	2.80	5.74	4.98
Health care	2.16	2.16	3.56	2.31
Personal and consumer services	8.54	8.54	12.99	5.26
Protective services	4.84	4.84	6.44	2.75
Public, social, human, and legal services	2.84	2.84	4.27	3.78
Education	2.26	2.26	3.39	2.30
Trade and industry	4.38	4.38	7.68	3.78

See notes at end of table.

Table S3.24. Standard errors for table 3.24: Percentage distribution of teaching faculty in various principal and career fields and institution types, by employment status, and among part-time faculty, by reason for part-time employment: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Employment status		Among part-time faculty, reason for part-time employment	
	Full-time	Part-time	Full-time position unavailable	Personal preference
2003				
All faculty	0.18	0.18	†	†
Principal teaching field				
Career education	0.53	0.53	†	†
Academic	0.57	0.57	†	†
Other	4.85	4.85	†	†
Career teaching faculty in each type of institution				
Public 4-year	0.28	0.28	†	†
Private not-for-profit 4-year	0.39	0.39	†	†
Public 2-year	0.24	0.24	†	†
Private not-for-profit 2-year	1.41	1.41	†	†
Specific career field				
Agriculture and natural resources	4.68	4.68	†	†
Business	1.77	1.77	†	†
Communications and design	3.07	3.07	†	†
Computer science	1.88	1.88	†	†
Engineering and architectural sciences	2.29	2.29	†	†
Health care	1.38	1.38	†	†
Personal and consumer services	2.28	2.28	†	†
Protective services	2.62	2.62	†	†
Public, social, human, and legal services	2.64	2.64	†	†
Education	1.62	1.62	†	†
Trade and industry	3.69	3.69	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.25. Standard errors for table 3.25: Percentage of teaching faculty with selected employment characteristics, by principal teaching field, type of institution, career teaching faculty, and specific career field: Fall 1998 and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	Considered position as primary employment	Performed outside consulting or had other professional employment, total	Performed outside consulting	Had other professional employment
1998				
All faculty	0.84	0.67	0.62	0.75
Principal teaching field				
Career education	1.09	0.90	0.85	0.96
Academic	1.02	0.89	0.83	0.96
Other	2.93	3.05	2.30	3.06
Career teaching faculty in each type of institution				
Public 4-year	1.08	0.94	0.82	1.07
Private not-for-profit 4-year	1.64	1.38	1.32	1.49
Public 2-year	1.39	1.11	1.15	1.19
Private not-for-profit 2-year	9.39	4.85	6.20	6.00
Specific career field				
Agriculture and natural resources	3.43	4.67	4.29	4.34
Business	2.32	2.14	1.95	2.31
Communications and design	3.79	4.45	3.80	4.13
Computer science	3.12	2.64	2.90	3.00
Engineering and architectural sciences	2.60	2.51	2.71	2.37
Health care	2.21	1.64	1.51	1.82
Personal and consumer services	5.26	8.62	6.17	7.42
Protective services	5.29	4.15	5.96	5.74
Public, social, human, and legal services	2.88	2.31	2.47	2.62
Education	2.23	1.91	1.88	2.10
Trade and industry	4.52	3.84	4.15	4.10

See notes at end of table.

Table S3.25. Standard errors for table 3.25: Percentage of teaching faculty with selected employment characteristics, by principal teaching field, type of institution, career teaching faculty, and specific career field: Fall 1998 and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Considered position as primary employment	Performed outside consulting or had other professional employment, total	Performed outside consulting	Had other professional employment
2003				
All faculty	†	0.44	†	†
Principal teaching field				
Career education	†	0.53	†	†
Academic	†	0.71	†	†
Other	†	4.92	†	†
Career teaching faculty in each type of institution				
Public 4-year	†	0.66	†	†
Private not-for-profit 4-year	†	0.67	†	†
Public 2-year	†	0.77	†	†
Private not-for-profit 2-year	†	3.53	†	†
Specific career field				
Agriculture and natural resources	†	4.64	†	†
Business	†	1.36	†	†
Communications and design	†	3.01	†	†
Computer science	†	2.11	†	†
Engineering and architectural sciences	†	2.03	†	†
Health care	†	1.50	†	†
Personal and consumer services	†	2.45	†	†
Protective services	†	2.55	†	†
Public, social, human, and legal services	†	1.94	†	†
Education	†	1.23	†	†
Trade and industry	†	3.76	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1999 and 2004 National Study of Postsecondary Faculty (NSOPF:99 and NSOPF:04).

Table S3.26. Standard errors for table 3.26: Percentage of teaching faculty who were either somewhat or very satisfied with selected aspects of their jobs, by principal teaching field, career teaching faculty by type of institution, and specific career field: Fall 1992, 1998, and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	Overall job	Salary	Benefits	Workload	Job security	Time available to keep current in field
1992						
All faculty	0.37	0.67	0.72	0.44	0.63	0.55
Principal teaching field						
Career education	0.49	0.80	0.81	0.59	0.70	0.72
Academic	0.50	0.84	0.93	0.62	0.88	0.76
Other	1.66	2.28	2.22	1.69	2.66	2.45
Career teaching faculty by type of institution						
Public 4-year	0.56	1.10	1.16	0.70	1.00	0.77
Private not-for-profit 4-year	0.67	1.24	1.32	0.96	1.23	1.24
Public 2-year	0.67	1.15	1.18	0.64	1.08	0.85
Private not-for-profit 2-year	3.15	5.45	5.18	3.68	5.91	4.01
Specific career field						
Agriculture and natural resources	2.72	5.30	5.18	4.38	3.61	4.71
Business	1.11	1.55	1.64	1.19	1.47	1.56
Communications and design	1.82	2.95	3.08	2.35	2.65	2.83
Computer science	1.72	2.69	2.49	1.72	2.19	2.43
Engineering and architectural sciences	1.77	2.42	2.26	1.72	1.95	2.21
Health care	0.96	1.65	1.57	1.33	1.45	1.70
Personal and consumer services	1.83	3.77	3.74	3.35	3.58	3.61
Protective services	3.64	4.91	4.40	2.96	4.56	5.20
Public, social, human, and legal services	1.57	2.65	2.65	1.77	2.04	2.80
Education	1.02	1.93	1.79	1.40	1.53	1.59
Trade and industry	2.81	3.25	3.18	2.59	3.37	3.03

See notes at end of table.

Table S3.26. Standard errors for table 3.26: Percentage of teaching faculty who were either somewhat or very satisfied with selected aspects of their jobs, by principal teaching field, career teaching faculty by type of institution, and specific career field: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Overall job	Salary	Benefits	Workload	Job security	Time available to keep current in field
1998						
All faculty	0.45	0.65	0.70	0.54	0.59	0.59
Principal teaching field						
Career education	0.66	0.83	0.87	0.78	0.75	0.88
Academic	0.64	0.91	0.96	0.74	0.87	0.85
Other	1.82	3.06	3.21	2.31	3.25	2.79
Career teaching faculty by type of institution						
Public 4-year	0.65	0.98	1.06	0.88	0.83	0.85
Private not-for-profit 4-year	0.99	1.31	1.48	1.01	1.15	1.16
Public 2-year	0.74	1.13	1.17	0.90	1.11	1.13
Private not-for-profit 2-year	4.62	4.12	5.16	2.99	9.37	5.37
Specific career field						
Agriculture and natural resources	2.55	4.48	4.08	4.00	3.54	4.61
Business	2.16	2.30	2.31	1.63	1.78	2.00
Communications and design	4.15	3.92	4.17	2.70	3.30	3.80
Computer science	1.74	2.56	2.87	2.40	2.45	2.97
Engineering and architectural sciences	2.26	2.71	2.70	2.33	2.26	2.38
Health care	1.07	1.58	1.40	1.72	1.52	1.94
Personal and consumer services	1.75	8.18	5.71	4.65	4.58	5.68
Protective services	2.22	4.12	4.91	2.66	3.79	4.62
Public, social, human, and legal services	1.63	2.62	2.44	2.05	2.43	2.69
Education	1.46	1.94	1.86	1.76	1.93	2.07
Trade and industry	3.44	4.15	4.57	3.43	4.17	4.88

See notes at end of table.

Table S3.26. Standard errors for table 3.26: Percentage of teaching faculty who were either somewhat or very satisfied with selected aspects of their jobs, by principal teaching field, career teaching faculty by type of institution, and specific career field: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Overall job	Salary	Benefits	Workload	Job security	Time available to keep current in field
2003						
All faculty	0.25	0.43	0.44	0.29	†	†
Principal teaching field						
Career education	0.27	0.62	0.61	0.48	†	†
Academic	0.37	0.63	0.60	0.44	†	†
Other	2.75	3.78	4.02	4.46	†	†
Career teaching faculty by type of institution						
Public 4-year	0.47	0.67	0.67	0.55	†	†
Private not-for-profit 4-year	0.47	0.97	0.79	0.62	†	†
Public 2-year	0.39	0.88	0.89	0.54	†	†
Private not-for-profit 2-year	1.18	3.83	2.88	3.08	†	†
Specific career field						
Agriculture and natural resources	2.17	3.78	2.97	2.39	†	†
Business	0.76	1.50	1.66	1.02	†	†
Communications and design	1.37	2.48	2.51	1.66	†	†
Computer science	1.21	1.69	1.91	1.50	†	†
Engineering and architectural sciences	1.12	1.78	1.86	1.71	†	†
Health care	0.76	1.05	1.06	0.90	†	†
Personal and consumer services	1.06	1.78	2.47	1.53	†	†
Protective services	2.57	3.48	4.18	2.90	†	†
Public, social, human, and legal services	1.10	2.65	1.89	1.90	†	†
Education	0.65	1.20	1.32	0.96	†	†
Trade and industry	3.35	3.72	2.65	2.75	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.27. Standard errors for table 3.27: Average age of teaching faculty and their average number of years teaching in higher education and employed in current job, by principal teaching field, career teaching faculty by type of institution, and specific career field: Fall 1992, 1998, and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	Age	Years teaching in higher education	Years employed in current job
1992			
All faculty	0.12	†	†
Principal teaching field			
Career education	0.16	†	†
Academic	0.16	†	†
Other	0.42	†	†
Career teaching faculty by type of institution			
Public 4-year	0.20	†	†
Private not-for-profit 4-year	0.21	†	†
Public 2-year	0.22	†	†
Private not-for-profit 2-year	1.41	†	†
Specific career field			
Agriculture and natural resources	1.20	†	†
Business	0.33	†	†
Communications and design	0.56	†	†
Computer science	0.49	†	†
Engineering and architectural sciences	0.55	†	†
Health care	0.42	†	†
Personal and consumer services	0.82	†	†
Protective services	0.85	†	†
Public, social, human, and legal services	0.45	†	†
Education	0.32	†	†
Trade and industry	0.76	†	†

See notes at end of table.

Table S3.27. Standard errors for table 3.27: Average age of teaching faculty and their average number of years teaching in higher education and employed in current job, by principal teaching field, career teaching faculty by type of institution, and specific career field: Fall 1992, 1998, and 2003
—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Age	Years teaching in higher education	Years employed in current job
1998			
All faculty	0.14	0.15	0.12
Principal teaching field			
Career education	0.18	0.17	0.14
Academic	0.20	0.20	0.17
Other	0.88	1.08	0.89
Career teaching faculty by type of institution			
Public 4-year	0.18	0.21	0.18
Private not-for-profit 4-year	0.30	0.30	0.26
Public 2-year	0.25	0.26	0.20
Private not-for-profit 2-year	0.67	0.98	0.95
Specific career field			
Agriculture and natural resources	0.88	1.11	1.15
Business	0.54	0.37	0.34
Communications and design	0.92	0.81	0.63
Computer science	0.56	0.49	0.44
Engineering and architectural sciences	0.55	0.48	0.49
Health care	0.31	0.32	0.24
Personal and consumer services	0.84	1.51	1.20
Protective services	1.08	1.17	0.82
Public, social, human, and legal services	0.56	0.59	0.55
Education	0.46	0.39	0.29
Trade and industry	0.91	0.83	0.65

See notes at end of table.

Table S3.27. Standard errors for table 3.27: Average age of teaching faculty and their average number of years teaching in higher education and employed in current job, by principal teaching field, career teaching faculty by type of institution, and specific career field: Fall 1992, 1998, and 2003
—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Age	Years teaching in higher education	Years employed in current job
2003			
All faculty	0.12	†	0.08
Principal teaching field			
Career education	0.14	†	0.11
Academic	0.16	†	0.11
Other	0.91	†	0.77
Career teaching faculty by type of institution			
Public 4-year	0.19	†	0.14
Private not-for-profit 4-year	0.19	†	0.16
Public 2-year	0.25	†	0.16
Private not-for-profit 2-year	0.78	†	0.33
Specific career field			
Agriculture and natural resources	0.83	†	0.92
Business	0.35	†	0.26
Communications and design	0.62	†	0.46
Computer science	0.46	†	0.29
Engineering and architectural sciences	0.46	†	0.38
Health care	0.24	†	0.18
Personal and consumer services	0.57	†	0.40
Protective services	0.93	†	0.59
Public, social, human, and legal services	0.54	†	0.41
Education	0.34	†	0.24
Trade and industry	0.77	†	0.77

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.28. Standard errors for table 3.28: Percentage distribution of teaching faculty in various principal and career fields and institution types, by highest degree earned: Fall 1992, 1998, and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	Total	Less than bachelor's degree					Graduate degree		
		Total	None	Certif-icate	Asso-ciate's degree	Bach-elor's degree	Total	Master's degree	Doctorate or first-profes-sional degree
1992									
All faculty	†	0.24	†	0.11	0.18	0.41	0.54	0.67	0.84
Principal teaching field									
Career education	†	0.46	†	0.22	0.34	0.61	0.84	0.88	1.11
Academic	†	0.08	†	0.07	0.05	0.42	0.43	0.84	0.94
Other	†	1.33	†	0.68	1.03	1.47	1.98	2.54	2.33
Career teaching faculty by type of institution									
Public 4-year	†	0.09	†	0.07	0.06	0.60	0.61	0.86	1.15
Private not-for-profit 4-year	†	0.09	†	0.06	0.07	0.51	0.55	1.43	1.63
Public 2-year	†	0.68	†	0.33	0.52	0.84	1.24	1.05	0.71
Private not-for-profit 2-year	†	1.27	†	†	1.12	3.24	3.71	2.94	3.68
Specific career field									
Agriculture and natural resources	†	0.71	†	0.66	0.27	2.21	2.29	4.39	5.06
Business	†	0.46	†	0.25	0.26	1.26	1.41	1.76	1.64
Communications and design	†	0.68	†	†	0.68	2.20	2.29	3.08	2.57
Computer science	†	1.07	†	0.52	0.95	2.15	2.40	2.52	2.32
Engineering and architectural sciences	†	1.34	†	0.48	1.27	2.11	2.53	2.08	2.91
Health care	†	0.80	†	0.68	0.43	0.95	1.32	1.83	2.27
Personal and consumer services	†	1.81	†	1.66	0.80	3.00	3.35	3.96	3.46
Protective services	†	4.67	†	2.63	4.47	4.71	5.94	4.70	3.55
Public, social, human, and legal services	†	0.31	†	0.09	0.29	0.68	0.76	1.99	2.22
Education	†	0.20	†	0.11	0.17	0.95	0.96	1.69	1.78
Trade and industry	†	4.23	†	1.94	4.01	3.65	3.09	2.60	1.52

See notes at end of table.

Table S3.28. Standard errors for table 3.28: Percentage distribution of teaching faculty in various principal and career fields and institution types, by highest degree earned: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Total	Less than bachelor's degree					Graduate degree		
		Total	None	Certif-icate	Asso-ciate's degree	Bach-elor's degree	Total	Master's degree	Doctorate or first-profes-sional degree
1998									
All faculty	†	0.29	0.10	0.12	0.20	0.44	0.57	0.76	0.84
Principal teaching field									
Career education	†	0.44	0.15	0.22	0.32	0.66	0.82	0.98	1.07
Academic	†	0.19	0.07	0.04	0.17	0.46	0.50	1.02	1.03
Other	†	1.92	1.14	1.12	0.94	2.52	3.08	3.02	2.88
Career teaching faculty by type of institution									
Public 4-year	†	0.07	0.06	†	0.03	0.40	0.42	0.98	1.05
Private not-for-profit 4-year	†	0.13	0.10	0.05	0.06	0.70	0.74	1.51	1.67
Public 2-year	†	0.88	0.28	0.38	0.62	1.05	1.42	1.37	0.73
Private not-for-profit 2-year	†	1.02	†	0.58	0.83	2.94	3.46	5.54	3.67
Specific career field									
Agriculture and natural resources	†	1.73	1.24	0.84	0.97	2.27	2.98	3.90	4.69
Business	†	0.66	0.17	0.27	0.59	1.32	1.45	2.16	1.90
Communications and design	†	0.58	0.49	0.21	0.22	2.35	2.41	4.11	4.19
Computer science	†	1.84	0.58	1.18	1.39	2.54	2.81	3.07	2.32
Engineering and architectural sciences	†	0.63	0.33	†	0.54	1.51	1.64	2.57	2.77
Health care	†	0.75	0.14	0.46	0.57	0.94	1.26	1.92	2.25
Personal and consumer services	†	5.18	1.38	4.61	2.27	5.03	7.16	8.63	4.39
Protective services	†	6.25	2.15	3.93	5.65	6.11	6.25	3.96	5.23
Public, social, human, and legal services	†	0.44	0.22	†	0.38	0.93	1.06	2.69	2.84
Education	†	0.33	0.15	0.09	0.28	1.88	1.91	2.09	2.13
Trade and industry	†	4.11	2.17	1.57	3.66	4.43	4.36	3.60	3.23

See notes at end of table.

Table S3.28. Standard errors for table 3.28: Percentage distribution of teaching faculty in various principal and career fields and institution types, by highest degree earned: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	Total	Less than bachelor's degree					Graduate degree		
		Total	None	Certif-icate	Asso-ciate's degree	Bach-elor's degree	Total	Master's degree	Doctorate or first-profes-sional degree
2003									
All faculty	†	0.28	0.13	0.11	0.17	0.30	0.38	0.44	0.38
Principal teaching field									
Career education	†	0.47	0.22	0.19	0.31	0.50	0.64	0.63	0.55
Academic	†	0.18	0.13	0.05	0.09	0.41	0.46	0.59	0.60
Other	†	1.39	1.14	0.41	0.89	3.93	3.80	4.64	4.77
Career teaching faculty by type of institution									
Public 4-year	†	0.20	0.08	0.08	0.12	0.41	0.45	0.62	0.60
Private not-for-profit 4-year	†	0.18	0.12	0.08	0.07	0.41	0.50	0.84	0.83
Public 2-year	†	0.81	0.38	0.27	0.51	0.82	1.23	1.09	0.64
Private not-for-profit 2-year	†	4.54	2.67	†	3.57	2.85	6.18	2.80	3.95
Specific career field									
Agriculture and natural resources	†	1.91	0.31	0.73	1.86	3.35	3.84	3.36	4.48
Business	†	0.42	0.28	†	0.37	1.08	1.11	1.61	1.49
Communications and design	†	0.70	0.69	†	0.38	2.01	1.97	2.17	2.14
Computer science	†	1.10	0.73	0.21	0.76	1.92	2.02	2.07	1.74
Engineering and architectural sciences	†	1.95	0.60	0.99	1.42	1.23	1.92	1.98	2.28
Health care	†	0.83	0.19	0.50	0.60	0.98	1.18	1.19	1.60
Personal and consumer services	†	1.45	1.30	0.67	0.63	2.15	2.48	2.26	2.10
Protective services	†	3.88	2.69	1.21	3.05	3.90	5.32	4.49	3.29
Public, social, human, and legal services	†	0.76	0.50	†	0.66	0.77	1.00	2.61	2.58
Education	†	0.68	0.27	0.11	0.53	0.96	1.17	1.35	1.27
Trade and industry	†	5.02	3.14	2.41	4.39	3.58	3.62	2.15	2.96

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.29. Standard errors for table 3.29: Percentage distribution of teaching faculty in various principal and career fields and institution types, by sex: Fall 1992, 1998, and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	1992		1998		2003	
	Male	Female	Male	Female	Male	Female
All faculty	0.51	0.51	0.63	0.63	0.16	0.16
Principal teaching field						
Career education	0.73	0.73	0.90	0.90	0.48	0.48
Academic	0.66	0.66	0.82	0.82	0.46	0.46
Other	2.52	2.52	2.97	2.97	3.63	3.63
Career teaching faculty by type of institution						
Public 4-year	0.77	0.77	0.84	0.84	0.29	0.29
Private not-for-profit 4-year	1.08	1.08	1.14	1.14	0.36	0.36
Public 2-year	0.87	0.87	1.21	1.21	0.27	0.27
Private not-for-profit 2-year	5.27	5.27	8.41	8.41	1.12	1.12
Specific career field						
Agriculture and natural resources	2.89	2.89	3.32	3.32	4.00	4.00
Business	1.44	1.44	2.18	2.18	1.18	1.18
Communications and design	2.92	2.92	3.95	3.95	2.42	2.42
Computer science	1.78	1.78	3.01	3.01	1.80	1.80
Engineering and architectural sciences	1.16	1.16	1.65	1.65	1.19	1.19
Health care	1.91	1.91	2.02	2.02	1.14	1.14
Personal and consumer services	3.81	3.81	6.86	6.86	2.49	2.49
Protective services	4.13	4.13	4.86	4.86	2.55	2.55
Public, social, human, and legal services	2.08	2.08	2.89	2.89	2.10	2.10
Education	1.62	1.62	2.01	2.01	1.27	1.27
Trade and industry	1.15	1.15	1.66	1.66	1.03	1.03

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.30. Standard errors for table 3.30: Percentage distribution of teaching faculty in various principal and career fields and institution types, by race/ethnicity: Fall 1992, 1998, and 2003

Principal teaching field, career teaching faculty by type of institution, and specific career field	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	More than one race/ ethnicity
1992						
All faculty	0.47	0.34	0.22	0.20	0.06	†
Principal teaching field						
Career education	0.53	0.40	0.22	0.28	0.11	†
Academic	0.56	0.39	0.28	0.27	0.07	†
Other	1.64	0.69	1.16	0.65	0.33	†
Career teaching faculty by type of institution						
Public 4-year	0.75	0.58	0.32	0.39	0.08	†
Private not-for-profit 4-year	0.90	0.77	0.22	0.32	0.08	†
Public 2-year	0.84	0.45	0.54	0.31	0.15	†
Private not-for-profit 2-year	3.97	2.59	0.60	1.76	0.94	†
Specific career field						
Agriculture and natural resources	2.25	1.40	1.58	0.85	†	†
Business	0.88	0.57	0.48	0.44	0.23	†
Communications and design	1.88	0.77	0.48	1.62	0.33	†
Computer science	1.59	0.63	0.75	1.21	0.84	†
Engineering and architectural sciences	1.40	0.55	0.57	1.19	0.59	†
Health care	1.09	0.87	0.38	0.60	0.15	†
Personal and consumer services	2.09	1.38	1.24	0.84	0.66	†
Protective services	2.71	1.44	1.95	1.45	0.18	†
Public, social, human, and legal services	1.37	1.22	0.57	0.43	†	†
Education	1.10	0.92	0.49	0.28	0.29	†
Trade and industry	1.94	1.05	1.15	1.16	0.23	†

See notes at end of table.

Table S3.30. Standard errors for table 3.30: Percentage distribution of teaching faculty in various principal and career/technical education (CTE) fields and institution types, by race/ethnicity: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	More than one race/ ethnicity
1998						
All faculty	0.51	0.34	0.24	0.26	0.09	0.10
Principal teaching field						
Career education	0.64	0.40	0.31	0.37	0.17	0.13
Academic	0.65	0.40	0.33	0.34	0.09	0.15
Other	2.10	1.54	0.99	1.02	0.26	0.39
Career teaching faculty by type of institution						
Public 4-year	0.75	0.48	0.32	0.51	0.18	0.15
Private not-for-profit 4-year	0.89	0.67	0.29	0.37	0.08	0.15
Public 2-year	1.05	0.67	0.61	0.37	0.19	0.20
Private not-for-profit 2-year	3.64	2.40	1.08	2.24	†	0.76
Specific career field						
Agriculture and natural resources	2.91	1.71	1.10	1.10	1.14	1.87
Business	1.12	0.84	0.29	0.50	0.09	0.48
Communications and design	1.51	0.76	0.78	0.92	0.12	0.31
Computer science	1.66	0.91	0.72	0.93	0.55	0.27
Engineering and architectural sciences	2.06	0.67	1.59	1.33	0.25	0.47
Health care	1.00	0.55	0.44	0.53	0.35	0.22
Personal and consumer services	10.42	3.19	1.51	11.73	4.63	0.25
Protective services	2.34	1.62	1.31	0.30	0.54	0.74
Public, social, human, and legal services	1.56	1.01	0.89	0.86	0.24	0.14
Education	1.39	1.06	0.73	0.52	0.50	0.23
Trade and industry	2.23	0.95	1.73	0.98	0.51	0.56

See notes at end of table.

Table S3.30. Standard errors for table 3.30: Percentage distribution of teaching faculty in various principal and career/technical education (CTE) fields and institution types, by race/ethnicity: Fall 1992, 1998, and 2003—Continued

Principal teaching field, career teaching faculty by type of institution, and specific career field	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	More than one race/ ethnicity
2003						
All faculty	0.23	0.09	0.05	0.10	0.07	0.10
Principal teaching field						
Career education	0.37	0.22	0.13	0.23	0.10	0.15
Academic	0.40	0.22	0.14	0.25	0.08	0.15
Other	3.01	2.18	0.81	1.14	0.97	0.79
Career teaching faculty by type of institution						
Public 4-year	0.47	0.21	0.08	0.23	0.08	0.21
Private not-for-profit 4-year	0.27	0.12	0.06	0.18	0.10	0.20
Public 2-year	0.33	0.11	0.10	0.09	0.19	0.19
Private not-for-profit 2-year	1.30	1.36	0.20	0.83	†	1.42
Specific career field						
Agriculture and natural resources	2.32	0.42	0.97	1.52	†	1.43
Business	1.13	0.60	0.50	0.78	0.22	0.34
Communications and design	1.64	0.72	0.75	0.65	0.44	0.99
Computer science	1.38	0.86	0.60	1.08	0.14	0.48
Engineering and architectural sciences	1.41	0.87	0.44	1.30	0.33	0.45
Health care	0.76	0.48	0.32	0.74	0.21	0.27
Personal and consumer services	1.39	0.97	0.50	0.63	0.48	0.56
Protective services	2.51	1.84	0.76	0.16	1.05	0.76
Public, social, human, and legal services	1.51	1.07	0.79	0.87	0.40	0.39
Education	1.09	0.90	0.48	0.44	0.13	0.25
Trade and industry	2.40	1.10	1.62	1.03	0.83	0.54

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993, 1999, and 2004 National Study of Postsecondary Faculty (NSOPF:93, NSOPF:99, and NSOPF:04).

Table S3.40. Standard errors for table 3.40: Number and percentage distribution of credential-seeking beginning postsecondary students, by initial credential goal and major field: 1995–96

Initial credential goal and major field	Number	Percent
Total	†	†
Subbaccalaureate	121,100	2.40
Career education	93,300	2.48
Certificate	49,400	1.79
Associate's degree or higher	72,800	2.32
Academic	33,100	1.17
Certificate	2,600	0.11
Associate's degree or higher	32,200	1.13
Other	45,700	1.72
Baccalaureate	58,400	2.40
Career education	36,200	1.33
Academic	20,800	0.84
Other	17,900	0.91

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.41. Standard errors for table 3.41: Average age and percentage of beginning postsecondary students with various demographic and enrollment characteristics and summary of comparisons, by initial credential goal and major field: 1995–96

Demographic or enrollment characteristic	Subbaccalaureate		Baccalaureate		Summary of comparisons		
	Degree		Certificate		Degree	Career education	
	Career education	Academic	Career education	Career education	vs. academic	Certificate	
Average age	0.40	0.58	0.58	0.13	0.13	†	†
Female	2.93	3.92	3.19	1.98	2.00	†	†
Race/ethnicity							
White	3.08	3.09	3.61	1.87	2.90	†	†
Black	1.68	2.41	2.78	1.63	1.57	†	†
Hispanic	1.82	2.72	2.31	1.26	1.24	†	†
Other	0.95	3.13	0.93	0.79	2.09	†	†
Family in lowest SES quartile	3.06	3.67	3.50	1.07	1.84	†	†
Parents do not have a college degree	3.37	4.80	3.07	1.60	2.02	†	†
GED instead of regular high school diploma	1.40	1.31	2.53	0.27	0.43	†	†
Delayed postsecondary enrollment	1.87	6.20	3.68	1.17	1.41	†	†
Enrolled full time	4.71	3.23	6.27	1.21	1.51	†	†
First postsecondary institution sector							
Public	2.55	0.61	8.32	3.54	3.90	†	†
Private not-for-profit	0.78	0.45	0.93	3.55	†	†	†
Private for-profit	2.42	0.28	8.59	0.31	†	†	†

See notes at end of table.

Table S3.41. Standard errors for table 3.41: Average age and percentage of beginning postsecondary students with various demographic and enrollment characteristics and summary of comparisons, by initial credential goal and major field: 1995–96—Continued

Demographic or enrollment characteristic	Subbaccalaureate		Baccalaureate		Summary of comparisons		
	Degree		Certificate		Degree	Career education	
	Career education	Academic	Career education	Career education	vs. academic	Certificate	
Work status and orientation							
Worked while enrolled	2.70	4.90	3.29	1.39	2.59	†	†
Student working to meet expenses	2.10	4.34	1.94	1.18	2.49	†	†
Employee who enrolled	3.02	2.83	3.10	0.75	1.08	†	†
Worked full time (40 hours or more)	1.87	4.99	3.31	0.59	0.51	†	†
Job skills were primary enrollment purpose	2.18	2.47	4.16	†	†	†	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.42. Standard errors for table 3.42: Percentage of credential-seeking 1995–96 beginning postsecondary students who attained a credential or were still enrolled by June 2001, and percentage distribution of these students in terms of their attainment and enrollment status in 2001, by initial credential goal and major field

Initial credential goal and major field	Attained a credential or were still enrolled	Attainment and enrollment status					
		Highest credential attained				No credential, still enrolled	No credential, no longer enrolled
		Any credential	Certificate	Associate's degree	Bachelor's degree		
All students	1.21	1.28	1.13	1.04	1.60	1.01	1.21
Subbaccalaureate	2.10	1.85	1.73	1.71	1.12	1.57	2.10
Career education	1.92	1.89	2.50	1.69	0.95	1.34	1.92
Certificate	3.08	3.60	3.74	1.90		1.99	3.08
Associate's degree or higher	3.15	2.26	1.34	2.07	1.11	1.95	3.15
Academic	3.81	4.19	1.08	3.76	5.39	2.05	3.81
Certificate	14.10	20.97	20.74	7.49	5.00	22.98	14.10
Associate's degree or higher	3.91	4.54	0.85	3.83	5.58	2.33	3.91
Other	3.53	3.76	2.79	3.73	1.88	3.74	3.53
Baccalaureate	0.87	1.32	0.35	0.19	1.39	0.89	0.87
Career education	1.10	1.43	0.64	0.35	1.46	1.35	1.10
Academic	1.16	1.97	0.39	0.55	2.29	1.20	1.16
Other	2.08	2.31	0.62	0.52	2.46	1.14	2.08

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.43. Standard errors for table 3.43: Percentage of credential-seeking 1995–96 beginning postsecondary students who had left and had not returned to postsecondary education by 2001, by reason for leaving and initial credential goal and major field

Initial credential goal and major field	Total who left and did not return	Reason for leaving					Any other reason	Unknown
		Not satisfied/academic problems	Done with desired classes	Family demands	Job/financial demands	Moved to another city or state		
All students	1.21	0.27	0.28	0.39	0.90	0.37	0.39	0.41
Subbaccalaureate	2.10	0.46	0.47	0.60	1.56	0.57	0.67	0.67
Career education	1.92	0.66	0.68	0.96	1.76	0.82	0.92	0.64
Certificate	3.08	0.61	1.03	1.00	1.56	2.63	1.71	1.27
Associate's degree or higher	3.15	0.93	0.96	1.26		0.91	1.19	0.78
Academic	3.81	0.34	1.25	1.42	3.89	2.13	1.23	2.68
Certificate	14.10	†	†	†	†	†	†	†
Associate's degree or higher	3.91	†	†	1.46	4.04	2.18	1.24	2.79
Other	3.53	1.26	1.55	1.08	2.67	1.15	1.71	1.77
Baccalaureate	0.87	0.23	0.16	0.35	0.48	0.20	0.34	0.36
Career education	1.10	0.37	0.24	0.30	0.57	0.34	0.45	0.49
Academic	1.16	0.56	0.26	0.53	0.81	0.42	0.79	0.64
Other	2.08	0.40	0.24	0.64	1.02	0.38	0.55	0.89

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.44. Standard errors for table 3.44: Percentage distribution of credential-seeking 1995–96 beginning postsecondary students who had, by 2001, obtained each credential as their highest credential, by credential type and major field: 2001

Credential type and major	Percent
Total	†
Subbaccalaureate	2.47
Career education	2.20
Certificate	1.94
Associate's degree or higher	1.32
Academic	0.46
Certificate	0.16
Associate's degree or higher	0.50
Other	0.28
Baccalaureate	2.63
Career education	1.82
Academic	1.46
Other	0.20
Unknown	0.54

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.45. Standard errors for table 3.45: Percentage of subbaccalaureate credential-seeking 1995–96 beginning postsecondary students with selected labor force participation characteristics as of 2001, by attainment status, type of subbaccalaureate credential attained or sought, and major field

Attainment status, type of subbaccalaureate credential attained or sought, and major field	Employed	Not employed		Labor force participation rate	Unemployment rate
		Not looking for work	Looking for work		
All subbaccalaureate students	1.47	0.78	1.10	0.78	1.20
Attained a subbaccalaureate credential, total	1.53	1.02	1.26	1.02	1.34
Career education	1.76	1.11	1.39	1.11	1.48
Certificate	1.72	0.94	1.49	0.94	1.57
Associate's degree or higher	3.60	2.37	2.68	2.37	2.90
Academic	7.00	†	†	6.15	†
Certificate	1.47	†	†	1.47	†
Associate's degree or higher	7.85	†	†	7.00	†
Other	1.66	†	†	†	†
Did not attain but sought a subbaccalaureate credential, total	2.23	1.08	1.72	1.08	1.86
Career education	2.61	1.72	1.76	1.72	1.93
Certificate	5.96	4.29	4.97	4.29	5.56
Associate's degree or higher	1.98	1.63	1.82	1.63	1.89
Academic	6.14	3.44	3.93	3.44	4.53
Certificate	†	†	†	†	†
Associate's degree or higher	6.21	3.46	3.99	3.46	4.57
Other	2.69	1.31	2.29	1.31	2.36

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.46. Standard errors for table 3.46: Percentage of subbaccalaureate credential-seeking 1995–96 beginning postsecondary students with part- and full-time employment status during 2001, by attainment status, type of subbaccalaureate credential attained or sought, and major field

Attainment status, type of subbaccalaureate credential attained or sought, and major field	All labor force participants		Those currently employed	
	Part-time	Full-time	Part-time	Full-time
All subbaccalaureate students	1.39	1.68	1.56	1.56
Attained a subbaccalaureate credential, total	1.51	1.58	1.65	1.65
Career education	1.67	1.80	1.82	1.82
Certificate	1.86	2.65	2.19	2.19
Associate's degree or higher	2.71	3.68	3.03	3.03
Academic	4.50	5.92	4.91	4.91
Certificate	17.20	17.01	17.45	17.45
Associate's degree or higher	†	†	†	†
Other	†	†	†	†
Did not attain but sought a subbaccalaureate credential, total	1.69	2.48	1.92	1.92
Career education	1.50	3.29	1.88	1.88
Certificate	4.77	6.33	6.37	6.37
Associate's degree or higher	2.11	3.37	2.47	2.47
Academic	8.78	7.61	10.55	10.55
Certificate	†	†	†	†
Associate's degree or higher	8.89	7.72	10.67	10.67
Other	5.70	6.74	6.36	6.36

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.47. Standard errors for table 3.47: Annual salary of subbaccalaureate credential-seeking 1995–96 beginning postsecondary students, by employment status, attainment status, type of subbaccalaureate credential attained or sought, and major field: 2001

Attainment status, type of subbaccalaureate credential attained or sought, and major field	Part-time	Full-time	Total
All subbaccalaureate students	\$1,510	\$640	\$680
Attained a subbaccalaureate credential, total	1,770	660	690
Career education	1,950	640	670
Certificate	2,050	1,080	1,130
Associate's degree or higher	4,380	1,420	1,200
Academic	†	3,830	3,570
Certificate	†	2,500	2,780
Associate's degree or higher	†	4,440	4,390
Other	†	3,100	3,000
Did not attain but sought a subbaccalaureate credential, total	2,340	1,090	1,070
Career education	1,760	1,230	1,220
Certificate	5,400	1,980	2,110
Associate's degree or higher	1,220	1,470	1,580
Academic	4,030	1,900	1,530
Certificate	†	†	†
Associate's degree or higher	4,050	1,910	1,540
Other	5,290	2,140	1,850

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S3.48. Standard errors for table 3.48: Percentage of working subbaccalaureate credential-seeking 1995–96 beginning postsecondary students whose employment was related to their credential program, by attainment status, type of subbaccalaureate credential attained or sought, and major

Attainment status, type of subbaccalaureate credential attained or sought, and major field	Employment closely or somewhat related
All subbaccalaureate students	1.96
Attained a subbaccalaureate credential, total	2.76
Career education	2.39
Certificate	3.27
Associate's degree or higher	3.96
Academic	12.20
Certificate	14.58
Associate's degree or higher	14.25
Other	17.08
Did not attain but sought a subbaccalaureate credential, total	2.70
Career education	3.81
Certificate	8.36
Associate's degree or higher	3.76
Academic	8.76
Certificate	†
Associate's degree or higher	8.90
Other	6.16

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

Table S4.1. Standard errors for table 4.1: Number of adults and labor force members, and percentage of adults and labor force members who participated in work-related courses, by selected adult characteristics: 2004–05

Characteristic	Number of adults (thousands)	Number of labor force members (thousands)	Percent of adults who participated in work-related course	Percent of labor force members who participated in work-related course
All adults	#	1,384.0	0.63	0.83
Sex				
Female	#	1,058.5	0.95	1.36
Male	#	936.2	0.99	1.22
Race/ethnicity				
White, non-Hispanic	960.1	1,443.6	0.70	0.92
Black, non-Hispanic	15.9	546.5	2.53	3.52
Hispanic	#	656.4	1.71	2.30
Other	963.8	849.9	2.49	3.94
Age as of 2004				
16–24 years	1,083.2	1,092.5	2.20	2.72
25–34 years	1,440.7	1,335.0	1.80	2.02
35–44 years	1,124.3	1,078.6	2.06	2.47
45–54 years	1,403.8	1,298.8	1.38	1.51
55–64 years	844.5	785.4	1.63	2.38
65 years or older	931.4	494.8	0.68	3.38
Highest level of education attainment				
Less than a high school diploma or equivalent	225.8	596.3	0.73	1.51
High school diploma or equivalent	1,081.3	1,115.4	1.08	1.52
Some college/vocational/associate's degree	1,366.1	1,298.6	1.28	1.65
Bachelor's degree	930.2	907.6	1.59	1.82
Graduate or professional degree	731.1	709.4	2.35	2.43
Employment status				
Employed	1,510.9	1,510.9	0.83	0.83
Full-time	1,707.2	1,707.2	0.99	0.99
Part-time	1,186.2	1,186.2	2.14	2.14
Unemployed and looking for work	696.0	696.0	2.19	2.19
Not in the labor force	1,384.2	†	0.55	†
Months employed in the past 12 months				
1–11 months	1,227.9	1,136.7	1.61	1.93
12 months	1,499.7	1,516.4	0.96	0.96

See notes at end of table.

Table S4.1. Standard errors for table 4.1: Number of adults and labor force members, and percentage of adults and labor force members who participated in work-related courses, by selected adult characteristics: 2004–05—Continued

Characteristic	Number of adults (thousands)	Number of labor force members (thousands)	Percent of adults who participated in work-related course	Percent of labor force members who participated in work-related course
Occupation				
Professional and managerial	1,133.9	1,159.0	1.58	1.64
Sales, service, and clerical	1,639.1	1,629.7	1.49	1.60
Trade and labor	1,108.4	1,075.3	1.62	1.68

† Not applicable.

Due to the estimation procedures used, every possible sample drawn from the population would have yielded the same value for the total estimate, for totals by sex, and for totals by race/ethnicity (Hispanic only). Thus, the standard error, a measure of sampling variability, is zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.2. Standard errors for table 4.2: Average number of work-related courses taken by participants in the past 12 months and percentage distribution of the number of such courses: 2004–05

	Number or percent
Average number of courses taken	0.04
Percentage distribution of the number of courses taken	
1 course	1.31
2 courses	1.15
3–4 courses	1.09
5 or more courses	0.78

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.3. Standard errors for table 4.3: Average number of hours participants spent in work-related courses in the past 12 months and percentage distribution of the number of hours: 2004–05

	Number or percent
Average number of hours spent in courses	2.18
Percentage distribution of the number of hours	
1–4 hours	1.29
5–8 hours	1.38
9–20 hours	1.12
21–40 hours	1.16
41 or more hours	1.30

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.4. Standard errors for table 4.4: Average number of work-related courses taken by participants in the past 12 months and percentage distribution of the number of such courses, by selected adult characteristics: 2004–05

Characteristic	Average number of courses taken	Percentage distribution of the number of courses taken			
		1 course	2 courses	3–4 courses	5 or more courses
All participants	0.04	1.31	1.15	1.09	0.78
Sex					
Female	0.06	1.77	1.56	1.57	1.14
Male	0.07	2.23	1.78	1.69	1.06
Race/ethnicity					
White, non-Hispanic	0.04	1.67	1.28	1.31	0.79
Black, non-Hispanic	0.15	4.25	3.81	2.25	2.09
Hispanic	0.33	6.66	4.43	3.20	6.95
Other	0.24	6.40	4.32	4.03	2.13
Age as of 2004					
16–24 years	0.20	6.47	3.64	2.61	4.13
25–34 years	0.08	3.12	2.55	2.26	1.26
35–44 years	0.12	2.68	2.35	1.68	2.19
45–54 years	0.07	2.63	2.06	2.40	1.22
55–64 years	0.07	2.91	2.47	2.62	1.39
65 years or older	0.14	7.51	6.01	6.06	1.74
Highest level of education attainment					
Less than a high school diploma or equivalent	0.11	6.71	6.14	4.86	†
High school diploma or equivalent	0.11	3.54	2.79	2.88	1.58
Some college/vocational/associate's degree	0.11	2.90	2.19	1.86	2.08
Bachelor's degree	0.08	2.54	2.07	1.44	1.22
Graduate or professional degree	0.10	3.43	2.27	2.83	1.51
Employment status in the past 12 months					
Employed	0.05	1.41	1.24	1.19	0.86
Full-time	0.05	1.52	1.37	1.26	0.99
Part-time	0.12	4.33	3.12	2.91	1.32
Unemployed and looking for work	0.11	5.67	3.79	3.54	†
Not in the labor force	0.15	5.29	3.79	4.03	2.43
Months employed in the past 12 months					
1–11 months	0.09	3.38	2.65	2.39	1.39
12 months	0.06	1.56	1.21	1.25	1.01
Occupation					
Professional and managerial	0.06	2.06	1.51	1.70	0.87
Sales, service, and clerical	0.10	2.78	1.79	1.56	2.00
Trades and labor	0.14	4.39	3.91	2.95	1.97

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.5. Standard errors for table 4.5: Percentage of participants in work-related courses who studied each topic of instruction, by selected adult characteristics: 2004–05

Characteristic	Basic education	Business	Computer science	Education	Health	Science	Social sciences and services	Vocational trades	Other
All participants	0.89	1.25	1.03	0.67	1.60	0.76	0.74	0.88	0.89
Highest level of education attainment									
Less than a high school diploma or equivalent	3.18	4.73	3.67	4.36	8.91	4.34	2.93	8.98	4.02
High school diploma or equivalent	1.44	3.10	2.31	0.78	3.89	2.33	1.65	2.17	2.59
Some college/vocational/associate's degree	1.46	3.03	2.23	0.95	2.97	1.78	0.62	2.27	1.74
Bachelor's degree	1.24	2.30	2.15	1.14	2.03	1.15	1.21	1.41	1.68
Graduate or professional degree	3.64	2.56	2.04	2.87	2.52	1.58	2.45	0.63	1.29
Occupation									
Professional and managerial	1.43	1.57	1.53	1.34	1.82	0.87	1.25	0.93	1.33
Sales, service, and clerical	1.50	2.64	2.12	0.63	2.33	1.08	0.76	1.91	1.70
Trades and labor	1.84	3.31	2.36	1.07	5.56	4.46	†	3.61	1.76

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.6. Standard errors for table 4.6: Percentage of participants in work-related courses who reported each type of instructional provider, by selected adult and course characteristics: 2004–05

Characteristic	Non-employer					
	Employer	Business or industry	Post-secondary institution	Professional association or organization	Government agency	Other
All participants	1.46	1.22	1.00	0.93	0.88	0.94
Highest level of education attainment						
Less than a high school diploma or equivalent	8.11	6.74	3.59	9.58	4.47	6.01
High school diploma or equivalent	3.50	2.41	3.04	2.23	2.23	2.78
Some college/vocational/associate's degree	2.85	2.53	2.15	1.29	2.13	1.70
Bachelor's degree	2.74	2.42	1.65	1.88	0.78	1.42
Graduate or professional degree	3.26	2.80	2.69	2.59	1.20	1.54
Occupation						
Professional and managerial	1.53	1.46	1.19	1.34	0.95	1.02
Sales, service, and clerical	2.62	2.10	1.96	1.60	1.99	1.59
Trades and labor	4.21	4.43	4.30	2.22	2.12	2.88
Topic of instruction						
Basic education	6.47	6.04	3.84	3.54	1.46	5.58
Business	2.59	2.14	1.95	1.68	1.33	0.92
Computer science	3.95	3.07	3.64	1.93	1.05	1.34
Education	3.07	2.41	4.22	2.54	2.21	1.78
Health	2.83	1.97	2.13	1.71	1.59	2.24
Science	4.07	4.63	3.24	2.51	1.94	2.53
Social sciences and services	5.96	3.49	3.12	4.57	1.73	4.52
Vocational trades	5.40	4.71	2.58	3.11	5.94	2.28
Other	4.60	5.20	3.85	2.31	2.71	1.49

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.7. Standard errors for table 4.7: Percentage of participants in work-related courses who reported each inducement for participation, by selected adult characteristics: 2004–05

Characteristic	Employer required course	Obtain or keep a state, industry, or company license	Earn continuing education credit	Earn college credit
All participants	1.41	1.54	1.43	0.80
Highest level of education attainment				
Less than a high school diploma or equivalent	9.03	9.72	5.10	1.45
High school diploma or equivalent	3.55	3.53	3.04	2.58
Some college/vocational/associate's degree	2.81	2.94	2.51	1.46
Bachelor's degree	2.51	2.05	2.29	1.49
Graduate or professional degree	2.91	3.18	2.91	2.07
Occupation				
Professional and managerial	2.08	1.96	1.85	1.11
Sales, service, and clerical	2.31	2.57	2.09	1.23
Trade and labor	4.42	4.33	3.07	2.45

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.8. Standard errors for table 4.8: Percentage of employed participants in work-related courses who reported each type of employer financial support for their participation, by selected adult and course characteristics: 2004–05

Characteristic	Any employer financial support	Employer paid for part or all of tuition, fees, books, and other materials	Employer paid salary during coursetaking
All employed participants	1.01	1.13	1.46
Highest level of education attainment			
Less than a high school diploma or equivalent	12.28	12.13	12.22
High school diploma or equivalent	2.09	2.26	3.33
Some college/vocational/associate's degree	2.39	2.41	2.90
Bachelor's degree	1.53	1.58	2.04
Graduate or professional degree	1.83	2.47	4.17
Occupation			
Professional and managerial	1.15	1.60	1.77
Sales, service, and clerical	1.78	1.84	2.21
Trade and labor	4.00	4.08	5.07
Type of instructional provider			
Employer	0.81	1.12	1.81
Postsecondary institution	3.33	3.55	4.52
Business or industry	2.44	2.74	3.30
Government agency	2.21	4.11	3.11
Professional association or organization	2.88	2.95	3.24
Other	5.82	6.15	5.46
Topic of instruction			
Basic education	5.69	6.13	7.98
Business	1.00	1.27	1.42
Computer science	1.37	1.79	2.24
Education	2.47	2.79	3.13
Health	1.88	1.99	3.31
Science	3.17	3.38	3.28
Social sciences and services	4.63	5.71	5.69
Vocational trades	10.14	10.14	14.80
Other	4.00	4.14	4.22

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.9. Standard errors for table 4.9: Percentage of participants in work-related courses who reported each level of usefulness of the skills and knowledge learned for their job, by selected adult and course characteristics: 2004–05

Characteristic	Very useful	Useful	Somewhat useful	Not too useful
All participants	1.49	1.46	1.19	0.72
Highest level of education attainment				
Less than a high school diploma or equivalent	9.99	4.84	8.72	2.85
High school diploma or equivalent	3.82	3.19	2.66	1.76
Some college/vocational/associate's degree	2.43	2.56	2.49	1.40
Bachelor's degree	2.56	2.27	2.33	1.32
Graduate or professional degree	2.93	3.44	2.20	0.93
Occupation				
Professional and managerial	2.00	2.14	1.54	0.74
Sales, service, and clerical	2.40	2.59	2.43	1.23
Trade and labor	5.09	4.05	3.71	2.87
Type of instructional provider				
Employer	1.94	2.01	1.67	1.03
Postsecondary institution	3.53	4.53	4.35	2.86
Business or industry	3.05	2.37	2.84	1.49
Government agency	4.80	5.64	3.63	1.77
Professional association or organization	3.18	2.91	3.08	2.32
Other	4.73	5.13	4.60	2.74
Topic of instruction				
Basic education	6.69	6.73	3.48	3.87
Business	2.11	2.19	2.07	0.97
Computer science	3.22	3.73	3.93	1.88
Education	3.37	4.03	3.36	2.18
Health	2.60	2.46	2.19	1.44
Science	4.51	4.41	4.11	2.60
Social sciences and services	3.75	5.58	2.72	2.74
Vocational trades	4.43	4.44	4.04	3.13
Other	4.52	4.94	4.32	3.34

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education Survey of the 2005 National Household Education Surveys Program (AE-NHES:2005).

Table S4.10. Standard errors for table 4.10: Percentage of participants in work-related courses who reported each result from their participation, by selected adult characteristics: 2002–03

Characteristic	Improved existing skills and knowledge	Learned new skills	Increased employability in the labor market	Improved ability to advance in career	Obtained new job or changed career	Made more money
All participants	0.47	0.77	0.73	1.04	0.60	0.84
Highest level of education attainment						
High school diploma or less	1.28	1.89	1.74	1.99	1.76	2.07
Some college but no degree	1.30	1.82	1.75	2.03	1.57	1.83
Vocational/associate's degree	0.82	1.98	2.57	2.75	2.29	2.76
Bachelor's degree	0.73	1.66	1.46	1.75	1.02	1.42
Graduate or professional degree	0.85	1.68	1.78	1.87	0.94	1.34
Occupation						
Professional and managerial	0.45	1.11	1.06	1.17	0.76	1.13
Sales, service, and clerical	0.83	1.37	1.30	1.55	1.21	1.45
Trade and labor	2.49	2.85	2.80	3.33	2.10	2.95

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education for Work-Related Reasons Survey of the 2003 National Surveys Program (AEWR-NHES:2003).

Table S4.11. Standard errors for table 4.11: Percentage of adults who reported having each view about participation in work-related training or courses, by selected adult characteristics: 2002–03

Characteristic	Have an interest in taking any or additional work-related training	Supervisor supports me to get more training	My job requires additional training	More training would help me get ahead in my job or career	There would be financial benefit to getting additional training
All adults	0.54	0.90	0.69	0.56	0.57
Took any work-related courses					
Yes	0.95	0.94	0.95	0.94	1.08
No	0.66	1.32	1.06	0.63	0.73
Highest level of education attainment					
High school diploma or less	0.93	1.77	1.45	0.91	0.92
Some college but no degree	1.23	1.49	1.37	1.24	1.26
Vocational/associate's degree	1.78	2.09	2.44	1.82	2.24
Bachelor's degree	1.21	1.29	1.48	1.33	1.55
Graduate or professional degree	1.39	1.47	1.75	1.48	1.28
Occupation					
Professional and managerial	1.14	0.86	1.14	1.15	1.30
Sales, service, and clerical	1.22	1.20	1.00	1.19	1.02
Trade and labor	1.75	2.29	1.96	1.77	1.83

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education for Work-Related Reasons Survey of the 2003 National Education Surveys Program (AEWR-NHES:2003).