

NCES DOVE UPDATE

DATA ON VOCATIONAL EDUCATION

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A QUARTERLY NEWSLETTER FOR THE NCES TECHNICAL REVIEW PANEL (TRP) ON VOCATIONAL EDUCATION



FILLING DATA GAPS

The DOVE program collects data on career and technical education (CTE) through a wide range of NCES and other agency surveys. To ensure that relevant CTE data are collected in NCES surveys, DOVE representatives attend survey TRP meetings. Summarized below are the outcomes from two such recent TRP meetings, for the Education Longitudinal Study and Beginning Postsecondary Students surveys.

Education Longitudinal Study (ELS)

ELS began in 2002 with a sample of 10th-graders, who were followed up in 2004 and will be again in 2006 and 2012. The August ELS TRP meeting focused on final changes to the 2006 survey, which will gather information on the postsecondary and labor market experiences of students two years after most of these students completed high school.

A main task at the ELS TRP meeting was shortening the 2006 survey from 33 minutes to below 30 minutes, which meant that a question could only be added at this stage if it was deemed more valuable than an existing question for which it could be swapped. The ELS TRP also decided that the 2006 student survey should focus more on postsecondary education access and choice and would include a short telephone-administered parent survey focusing on these issues. Please send any suggestions about questions that should be asked of parents to Karen Levesque at klevesque@mprinc.com by November 14th.

Ultimately, it was agreed that the 2006 survey will include the following items:

- Student reports on whether their first job after high school was related to their high school coursetaking;
- Whether students received external occupational certification after high school;
- How students obtained their first post-high school job, including whether it was through their high school;
- Whether high school courses were useful for their most recent job; and
- Information on how students pay for their postsecondary education.

Unfortunately, questions about students' motivation for their postsecondary coursework and retrospective questions about students' coursework in high school could not be accommodated, among some other topics.

Beginning Postsecondary Students (BPS)

The current BPS began in 2004 with a sample of first-time postsecondary students, who will be surveyed again in 2006 and 2009. The September BPS TRP meeting focused in part on final changes to the 2006 survey.

At our annual meeting in July, DOVE TRP members identified several issues we would like to see addressed in BPS: 2006, including expanding the sample and asking for more information on program and course characteristics and on student motivation and barriers to participation and completion. Ultimately, the following issues were addressed:

- The expected sample size for BPS:04/06/09 will be about double that of past BPS surveys;
- The 2006 survey will include questions about whether a program is preparing students for industry credentials and whether students attain those credentials;
- If students are not working toward a degree, they will be asked what types of courses they are taking;
- Students will be asked again why they are enrolled;
- Students who left school without a degree will be asked why they left.

Some questions were deemed more appropriate for a base-year survey and will not be asked in the first follow-up.

Thank you to the DOVE TRP members for suggesting how to improve the data on CTE that are obtained through these surveys.

VOCED FAST FACT

INDEPENDENT UNDERGRADUATES

In 1999–2000, 60 percent of all undergraduate students majored in a career-related field, including education, business, computer science and engineering, health, and other vocational/technical fields. Independent students—those who were financially independent of their parents—were more likely than dependent students to be in a career-related field (64 percent versus 55 percent). Independent students attending private not-for-profit 4-year institutions were more likely to major in a career-related field (69 percent) than independent students attending either public 4-year (59 percent) or public 2-year (61 percent) institutions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Independent Undergraduates: 1999–2000*, NCES 2005-151, by Christina Chang Wei, Stephanie Nevill, and Lutz Berkner. Washington, DC: September 2005.

Questions or comments about this publication? Contact Lisa Hudson at 202.502.7358 or Karen Levesque at 510.849.4942.

NCES DOVE website: <http://nces.ed.gov/surveys/dove>

DOVE TRP website: <http://dovetrp.mprinc.com>