

TABLE 1.1 Degree Completion Rates

	Whites	Hispanics	African Americans
Public colleges	46.7% (1207)	32.5% (270)	18.9% (110)
Private colleges	58.7% (81)	25.0% (13)	64.3% (12)

Source: Rosenbaum and Stephan (2005).

Note: Numbers taken eight years after college entry. Number of cases unweighted.

TABLE 2.1 Detail of Institutional Sample

	Community Colleges	Occupational Colleges
Number of colleges studied	7	7
Mean number of full-time students	3409	1495
Median number of faculty	331	54
Average tuition ^a	\$3,571	\$25,601

Source: Authors' compilations.

^aDoes not include financial aid

TABLE 2.2 Detail of Majors and Programs in Study

	Community Colleges	Occupational Colleges
Business–secretarial	Business, accounting, management and marketing, administrative–executive assisting, office technology	Business administration, accounting, management, administrative assisting, office technology, paralegal–legal office assisting, court reporting
Health	Medical assisting, health information technology, occupational–physical therapy assisting, cardiac technology, radiography	Medical assisting, health information technology
Computer–electronics	Computer-aided drafting, architectural drafting, electronics–computer technology, mechanical engineering technology, computer information systems	Computer-aided drafting and design, electronics, computer and electronics engineering technology, computer information systems, information technology, business computer programming, computer networking

Source: Authors' compilations.

TABLE 2.3 Detail of Interview Sample

	Community Colleges	Occupational Colleges
Students	85	40
Advisors—career services ^a	14	21
Administrators ^b	16	16
Program chairs:		
Business—secretarial	12	6
Computer—electronics	10	10
Health	6	2
Total	28	18

Source: Authors' compilations.

^aAcademic and career advisors and counselors, job placement or career services staff, faculty or deans—directors

^bAny other administrators or administrative faculty

TABLE 2.4 Detail of Student Survey Sample

	Community Colleges	Occupational Colleges
Male	45%	46%
Racial-ethnic minority	52%	69%
High school grades C- or below	25%	27%
Parent education high school or less	48%	57%
Parent income \$30K per year or less	40%	44%
Mean age	25	24
N	1,562	2,803

Source: Authors' compilations.

TABLE 3.1 Students' Goal or Degree Status

Beginning Goal	Degree Goals and Status Five Years Later					Total Percentage	n
	Dropped Out	Certificate		BA Goal			
		Goal or Certificate	AA Goal or AA Degree	(or More) or Degree	BA (or More)		
No degree goal	60.4	13.3	16.2	10.1		100.0	487
Certificate goal	57.5	30.9	9.8	1.7		100.0	346
Associate's goal	42.5	10.1	29.0	18.4		100.0	1555
Bachelor's goal or more	37.3	6.8	14.8	41.1		100.0	716

Source: Beginning Postsecondary Survey (BPS); Author's compilations.

TABLE 3.2 Students' Warm-Up and Cool-Out Status as a Percentage of All Cases

Beginning Goal	Degree Goals and Status Five Years Later				
	Dropped Out	Certificate		BA Goal	
		Goal or Certificate	AA Goal or AA Degree	(or More) or Degree	BA (or More)
No degree goal	9.5	2.1	2.5	1.6	15.7
Certificate goal	6.4	3.4	1.1	.2	11.1
Associate's goal	21.3	5.1	14.5	9.2	50.1
Bachelor's goal or more	8.6	1.6	3.4	9.5	23.1

Source: BPS; Author's compilations.

TABLE 3.3 Dropouts, Cool-Outs, and Warm-Ups as a Percentage of All Cases

	No Goal Change	Cool-Outs	Warm-Ups
Dropouts	40.7%		
Nondropouts	29.5%		
Less than associate aspirants			6.9%
Associate aspirants		6.7%	9.8%
Bachelor aspirants		6.4%	
Total	70.2%	13.1%	16.7%

Source: BPS; Author's compilations.

TABLE 3.4 Mean Dropout by Degree Goal
and Cool-Out Status

	Mean Dropout
No degree goal	.58
Certificate goal	.34
Associate's goal	
Not cooled out	.34
Cooled out	.25
Bachelor's or more goal	
Not cooled out	.33
Cooled out	.39

Source: BPS; Author's compilations.

TABLE 3.5 Mean Dropout by Degree Goal
and Warm-Up Status

	Mean Dropout
No degree goal	
Not warmed up	.90
Warmed up	.25
Certificate goal	
Not warmed up	.35
Warmed up	.30
Associate's goal	
Not warmed up	.41
Warmed up	.06
Bachelor's or more goal	.34

Source: BPS; Author's compilations.

TABLE 4.1 Remedial Students' Perceptions of Remedial Status

Student Status	Do Remedial Classes Count Toward Degree?			
	Percentage No	Percentage Yes	Percentage Not Sure	n (Remedial Students) ^a
First year	23.2	38.9	37.9	280
Second year or more	29.7	38.5	31.8	330
All remedial students	26.7	38.7	34.6	610

Source: Authors' data.

^aAnalysis of students taking remedial courses (N = 610) out of sample of 804 students.

TABLE 4.2 Remedial Students' Perception of Degree Credits

Student Status	Number Remedial Subjects	Do Remedial Classes Count Toward Degree?			
		Percentage No	Percentage Yes	Percentage Not Sure	n
First year	1	36.5	35.4	28.1	96
	2	17.2	45.2	37.6	93
	3 or more	15.4	36.3	48.4	91
Second year or more	1	37.0	39.5	23.5	81
	2	32.4	40.3	27.3	139
	3 or more	20.9	35.5	43.6	110
All remedial students		26.7	38.7	34.6	610

Source: Authors' data.

TABLE 4.3 Perceived Chances of Achieving Degree Goals

Number Remedial Subjects	Percentage "Very Likely" or "Likely" to Earn Degree	n
0	90.7	194
1	94.4	177
2	96.6	232
3 or more	91.0	201
All students	93.3	804

Source: Authors' data.

TABLE 4.4 Dropout Rate

<u>Number Remedial Subjects</u>	<u>Dropout Percentage</u>
0	31.6
1	28.5
2	35.8
3 or more	46.3

Source: BPS.

N = 1094 (BPS).

TABLE 4.5 Degree Attainment

Number Remedial Subjects	Percentage Who Earned Degree
0	26.6
1	25.5
2	22.3
3 or more	15.3

Source: BPS.

N = 1094 (BPS).

TABLE 4.6 Logistic Regression

Variable	B	Exp (B)
African American	.5585	1.748*
Hispanic	.1186	1.126*
Native American	.9061	2.4745
Asian	-.2772	.7579
Female	.0717	1.0744
Parent education: less than two years college	-.5902	.5542
Parent education: more than two years college	.2273	1.2552
Parent education: BA or higher	-.5111	.5998*
Family income	.0186	1.0188
Financially independent household	.2337	1.2633
Age	-.0854	.9181
Age (squared)	.0014	1.0014
High school GPA (7 point scale)	-.2048	.8148
Expect Associate's degree or more	-.2775	.7577
One remedial subject	.1566	1.1695
Two remedial subjects	.2389	1.2698
Three or more remedial subjects	.8016	2.2290*
Remedial language	.7800	2.1815*
First year grades	-.0477	.9534
Full-time enrollment	-1.044	.3519**
Mixed full-time and part-time enrollment	-1.9376	.1440**
Average work hours per week	.0103	1.0104
Constant	2.6820	

Source: BPS; authors' compilations.

N = 1094 (BPS).

* $p \leq .05$; ** $p \leq .01$

Dependent Variable = Dropout (0,1).

TABLE 5.1 Student Information and Planning

	Community Colleges (N = 1470)	Occupational Colleges (N = 2732)	F (p)
Agree + strongly agree: "I'm certain which courses I need for my degree plans."	65%	76%	213.6 ($< .001$)
Agree + strongly agree: "I know which of my courses give credit toward my degree."	74%	80%	101.6 ($< .001$)
Agree + strongly agree: "I have enough information about requirements and prerequisites."	58%	70%	167.6 ($< .001$)
Respondent has taken course that does not apply toward degree	46%	23%	551.3 ($< .001$)
Respondent believes or is unsure remedial course s/he took counts toward degree requirements	32%	8%	1812.4 ($< .001$)
Respondent reports "much higher" confidence about earning a college degree	28%	41%	5.9 (.016)

Source: Authors' data.

Note: Two-tailed T-test.

TABLE 5.2 OLS Regression, Student Information
About College Requirements

Covariate	b Robust SE	β
Male	-.008 (.084)	-.002
Gender not reported	-.255 (.191)	-.024
African American	-.101 (.122)	-.017
Hispanic	-.319** (.114)	-.056
Asian or Asian American	-.039 (.132)	-.005
Other or race not reported	-.270 (.146)	-.037
Age	.177*** (.035)	.499
Age squared	-.002*** (.001)	-.436
Age not reported	-.110 (.207)	-.010
High school GPA	.211*** (.061)	.061
High school GPA not reported	.777* (.318)	.039
Parent education (truncated)	.059 (.032)	.032
Parent education not reported	-.203 (.202)	-.017
Term began at this college	-.135*** (.025)	-.091
Term began not reported	-.190 (.308)	-.011
Occupational college	.724*** (.092)	.138
Constant	5.555 (.566)	
R-squared	.044	
N	3698	

Source: Authors' data.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

TABLE 5.3 Comparing Students in Comparable Programs

	Business	Accounting	Computer	Electronics	Engineering	Health
b	1.042***	.885*	.898***	.712**	.217	-.966**
(Robust SE)	(.214)	(.376)	(.172)	(.383)	(.408)	(.320)
N	722	284	865	435	365	317

Source: Authors' data.

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

Note: Unstandardized OLS coefficients for occupational college variable (net of controls).

TABLE 5.4 OLS Regression, Students' Perceived Likelihood of Achieving First Degree Goal

Covariate	b		b	
	Robust SE	β	Robust SE	β
Male	-.078** (.029)	-.046	-.078** (.028)	-.046
Gender not reported	-.121 (.067)	-.034	-.101 (.066)	-.028
African American	.297*** (.041)	.142	.305*** (.040)	.146
Hispanic	.212*** (.040)	.108	.237*** (.039)	.121
Asian or Asian American	.156*** (.048)	.057	.160*** (.046)	.058
Other or race not reported	.026 (.050)	.010	.047 (.049)	.019
Age	.029* (.012)	.233	.015 (.012)	.120
Age squared	-.0005** (.0002)	-.253	-.0003 (.0001)	-.154
Age not reported	.025 (.070)	.006	.034 (.070)	.009
High school GPA	-.006 (.020)	-.005	-.023 (.020)	-.019
High school GPA not reported	-.116 (.107)	-.017	-.177 (.103)	-.026
Parent education (truncated)	-.007 (.011)	-.011	-.011 (.011)	-.018
Parent education not reported	-.080 (.063)	-.020	-.064 (.064)	-.016
Term began at this college	-.010 (.009)	-.019	.001 (.009)	.002
Term began not reported	-.103 (.111)	-.017	-.088 (.107)	-.015
Occupational college Information	.216*** (.032)	.119	.159*** (.031)	.088
			.078*** (.006)	.228
Constant	3.55 (.191)		3.11 (.189)	
R-squared	.046		.096	
N	3698		3698	

Source: Authors' data.

*p ≤ .05; **p ≤ .01; ***p ≤ .001

TABLE 8.1 Description of Program Chair Interview Sample

Program	Community Colleges	Occupational Colleges	Total
Business and management	6	3	9
Health	5	2	7
Computer	5	2	7
Electronics and engineering technology	2	4	6
Design (CAD, architecture, etc.)	2	2	4
Accounting	3	0	3
Paralegal–court reporter	0	2	2
Office administration–secretarial	2	0	2
Environmental technology	1	0	1
Total	26	15	41

Source: Author's data.

TABLE 8.2 Level of Linking Activity by College Type

Level of Linking	Community Colleges	Occupational Colleges
Low	35% (9)	20% (3)
Medium	19% (5)	20% (3)
High	46% (12)	60% (9)
Total N	26	15

Source: Author's data.

Actual N appears in parentheses.

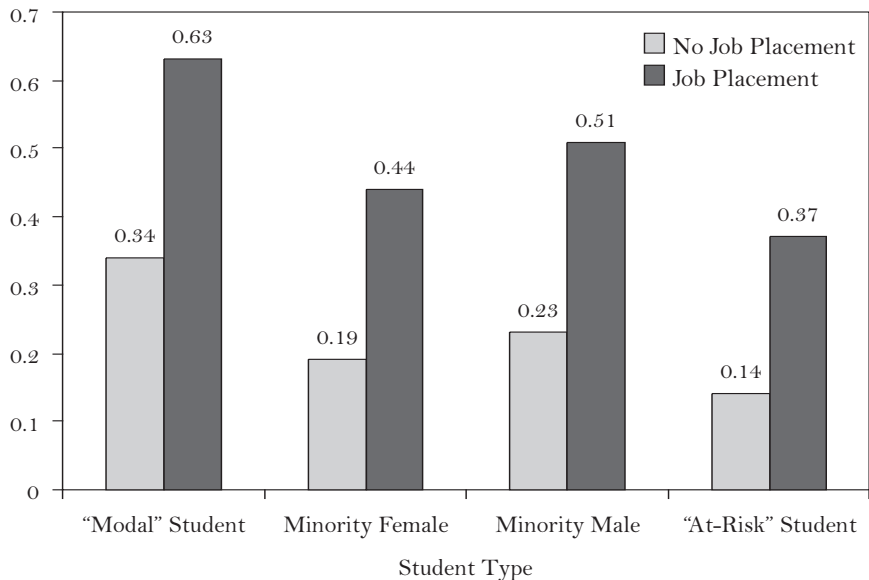
TABLE 8.3 Level of Linking Activity by Program Type

Level of Linking	Business	Computer	Electronics or Engineering	Health	Others
Low	44% (4)	43% (3)	33% (2)	0	25% (3)
Medium	22% (2)	29% (2)	17% (1)	14% (1)	25% (3)
High	33% (3)	29% (2)	50% (3)	86% (6)	50% (6)
Total N	9	7	6	7	12

Source: Author's data.

Actual N appears in parentheses.

FIGURE 9.1 Marginal Effects of Job Placement at Private Colleges—
Predicted Probability of 1998 Degree Completion for
Selected Student Types



Source: Authors' compilation.

TABLE 9.2 OLS Regression, Change in Effort and Confidence, on Variables

Covariate	Model 1		Model 2		Model 3		Model 4	
	Effort Versus High School		Effort Versus High School		Confidence Regarding Degree		Confidence Regarding Degree	
	Coef. (Robust SE)	β	Coef. (Robust SE)	β	Coef. (Robust SE)	β	Coef. (Robust SE)	β
Female	.103*** (.029)	.064	.094*** (.029)	.058	.090** (.031)	.053	.079** (.031)	.047
Gender not reported	-.060 (.066)	-.017	-.052 (.065)	-.015	-.131 (.071)	-.037	-.124 (.070)	-.035
African American	.096* (.039)	.048	.051 (.040)	.026	.287*** (.043)	.139	.238*** (.045)	.115
Hispanic	.098* (.039)	.052	.078 (.040)	.042	.229*** (.042)	.116	.210*** (.044)	.107
Asian or Asian American	-.049 (.051)	-.019	-.070 (.051)	-.028	.151** (.050)	.056	.127** (.050)	.047
Race other or not reported	-.008 (.049)	-.003	-.021 (.048)	-.009	.034 (.053)	.013	.022 (.053)	.009
Age	.045*** (.011)	.383	.049*** (.011)	.410	.032** (.012)	.259	.037** (.012)	.297
Age-squared	-.0005** (.0002)	-.271	-.0006*** (.0002)	-.294	-.0005** (.0002)	-.264	-.0006** (.0002)	-.296

Age not reported	-.026 (.074)	-.007	.004 (.072)	.0009	.023 (.075)	.006	.064 (.073)	.016
High school GPA	-.244** (.021)	-.215	-.242*** (.020)	-.213	-.001 (.022)	-.001	.001 (.021)	.001
High school GPA not reported	.090 (.101)	.013	.083 (.102)	.012	-.200 (.120)	-.027	-.210 (.123)	-.029
Parent education	.003 (.011)	.005	.004 (.011)	.007	-.005 (.012)	-.007	-.004 (.011)	-.007
Took any remedial	.058 (.031)	.035	.040 (.031)	.024	.033 (.032)	.019	.010 (.031)	.006
Occupational college	.138*** (.035)	.079	.070* (.035)	.040	.219*** (.036)	.119	.126*** (.036)	.068
Agrees college contacts could help get good job	—	—	.085*** (.018)	.104	—	—	.114*** (.019)	.133
Agrees teacher contacts could help get good job	—	—	.042* (.016)	.052	—	—	.069*** (.019)	.080
Job placement	—	—	.084** (.031)	.051	—	—	.089** (.032)	.051
Constant	3.96*** (.176)		3.48*** (.192)		3.33*** (.196)		2.65*** (.206)	
R-squared	.080		.100		.046		.081	

Source: Authors' data.

N = 3,328; *p ≤ .05; **p ≤ .01; ***p ≤ .001.

TABLE 9.3 OLS Regression, Change in Effort and Confidence,
College Types^a

	Effort Versus High School		Confidence Regarding Degree	
	Community Colleges	Occupational Colleges	Community Colleges	Occupational Colleges
Linking covariate	Coef. (Robust SE)	Coef. (Robust SE)	Coef. (Robust SE)	Coef. (Robust SE)
Agrees college contacts could help get good job	.091** (.034)	.081*** (.020)	.107** (.037)	.117*** (.023)
Agrees teacher contacts could help get good job	.067* (.033)	.034 [†] (.020)	.076* (.036)	.071*** (.022)
Job placement	.125* (.059)	.067 [†] (.037)	.081 (.063)	.106** (.039)
N	1,023	2,305	1,023	2,305

Source: Authors' data.

N = 3,328; [†]p ≤ .10; *p ≤ .05; **p ≤ .01; ***p ≤ .001.

^aFull model includes student and institutional variables; full table available on request.

TABLE 9.4 School Fixed-Effects Model: OLS Regression Coefficients, Student Perceptions of School and Teacher Contacts^a

Covariate	Effort versus High School		Confidence Regarding Degree	
	Coef. (Robust SE)	β	Coef. (Robust SE)	β
Agrees college contacts could help get good job	.091*** (.018)	.111	.124*** (.019)	.144
Agrees teacher contacts could help get good job	.041** (.017)	.050	.071*** (.019)	.083

Source: Authors' data.

N = 3,328; *p ≤ .05; **p ≤ .01; ***p ≤ .001.

^aFull model includes student variables; job placement is institutional and therefore not included; full table available on request.

TABLE 9.5 Descriptive Statistics for BPS-IPEDS Sample

	Two-Year Degree Seekers		Two-Year Public		Two-Year Private	
	Mean	SE	Mean	SE	Mean	SE
	Attained degree by 1998	.106	.013	.084	.013	.419
Female	.521	.025	.513	.026	.640	.040
African American	.123	.017	.121	.018	.152	.033
Hispanic	.128	.017	.123	.019	.196	.036
Asian or Asian American	.062	.014	.062	.015	.054	.018
Race other or not reported	.008	.003	.008	.003	.014	.006
Age	21.15	.264	21.06	.278	22.35	.749
High school GPA (7-point scale)	5.37	.110	5.37	.114	5.25	.157
High school GPA missing (did not take SAT or ACT)	.577	.027	.567	.028	.715	.038
Parent education (truncated) ^a	3.510	.061	3.529	.066	3.257	.100
Parent education not reported	.114	.016	.113	.017	.130	.026
Took any remedial	.231	.020	.239	.021	.127	.031
No report of remedial	.087	.014	.085	.015	.114	.029
Private college	.066	.006				
Enrolled mostly full-time 1996 to 1998	.396	.026	.369	.028	.777	.037
Job placement available	.864	.024	.859	.026	.933	.016
Unweighted N	1,252		861		391	

Source: Authors' estimates based on BPS and IPEDS.

Estimates are weighted unless otherwise noted.

^aParent education: 3 = both parents high school, 4 = higher parent some college.

TABLE 9.6 Weighted Logistic Regression, 1998 Associate's Degree Completion

Covariate	Model 1		Model 2		Model 3	
	All Degree Seekers		Public Colleges		Private Colleges	
	Coef. (SE)	Odds Ratio	Coef. (SE)	Odds Ratio	Coef. (SE)	Odds Ratio
Female	.129 (.297)	1.14	.218 (.354)	1.24	-.263 (.374)	.768
African American	-.120 (.462)	.886	.043 (.539)	1.04	-1.206 (.748)	.299
Hispanic	-.634 (.390)	.531	-.726 (.536)	.484	-.123 (.518)	.885
Asian or Asian American	-.834 (1.087)	.434	-.451 (1.224)	.637	-1.741* (.728)	.175
Race other— not reported	-1.294 (.711)	.274	—	—	-1.038 (1.024)	.354
Age	-.062 (.094)	.940	-.053 (.154)	.948	-.459** (.167)	.632
Age-squared	.0007 (.001)	1.00	.0003 (.002)	1.00	.008** (.003)	1.01
High school GPA	.043 (.166)	1.04	.055 (.178)	1.06	-.173 (.228)	.841
High school GPA missing (did not take SAT or ACT)	-.588 (.329)	.555	-.710 (.388)	.492	.177 (.397)	1.19
Parent education	.008 (.108)	1.01	-.020 (.129)	.980	.201 (.167)	1.22
Parent education not reported	-.742 (.911)	.476	-.717 (1.172)	.488	-.348 (.717)	.706
Took any remedial	-.263 (.371)	.769	-.200 (.442)	.819	-.938* (.446)	.392
No report of remedial	.614 (.514)	1.85	.967 (.545)	2.63	-2.933*** (.770)	.053
Enrollment mostly full-time	1.205*** (.321)	3.34	1.261*** (.363)	3.53	.714 (.467)	2.04
Occupational major (fall 1995)	.358 (.316)	1.43	.244 (.350)	1.28	.722 (.484)	2.06
Private college	1.822*** (.265)	6.18	—	—	—	—
Job placement available	.343 (.497)	1.41	.277 (.533)	1.32	1.215* (.602)	3.37
Constant	-2.43 (1.73)		-2.38 (2.52)		4.11 (2.58)	
Unweighted N		1,252		861		391

Source: NCES 1996a.

*p ≤ .05; **p ≤ .01; ***p ≤ .001.