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Working Paper Series

Beginning Postsecondary Students Longitudinal Study: 1996-2001 (BPS:1996/2001) Field Test Methodology Report

Working Paper No. 2001-04

February 2001

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Working Paper Foreword

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NATIONAL CENTER FOR EDUCATION STATISTICS

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**U.S. Department of Education
Office of Educational Research and Improvement**

Foreword

This report describes the methods and procedures used for the field test data collection effort of the Beginning Postsecondary Students Second Follow-up Study 1996-2001 (BPS:1996/2001). These students, who started their postsecondary education during the 1994-1995 academic year, were first interviewed during 1995 as part of the National Postsecondary Student Aid Study 1996 (NPSAS:96). They were subsequently interviewed in the spring of 1997. The BPS:1996/2001 study is the second follow-up of this cohort.

BPS:1996/2001 included important changes from the BPS:90/94 follow-up surveys, conducted in 1992 and 1994 following the cohort of beginning postsecondary students selected as part of NPSAS:90. The data collection instrument was considerably refined to reduce respondent burden while still collecting key information on postsecondary enrollment, employment, and demographics. In addition, BPS:1996/2001 was conducted during the sixth academic year (compared to the fifth academic year for BPS:90/94), thus collecting attainment information for students who completed their degree in either their fifth or sixth year.

Evaluation of the procedures used in the field test has led to refinements that benefit the full-scale study implementation. We hope that the information provided here and in the full-scale methodology report will be useful to a wide range of interested readers and that the results reported in the forthcoming full-scale descriptive summary report will encourage others to use the BPS data. We welcome recommendations for improving the format, content, and approach, so that future methodology reports will be more informative and useful.

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Associate Commissioner
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Particular thanks are extended as well to the study Technical Review Panel members who provided considerable insight and guidance in the development of the design and instrumentation of this field test. We also extend our thanks to the project staff members of the two contractors, Research Triangle Institute (RTI) and MPR Associates. A number of staff from these organizations – including statisticians, analysts, survey managers, programmers, data collectors, and interviewers – too numerous to name here, worked long hours on this study. At RTI, we are especially indebted to Lil Clark, who produced the drafts and final versions of this report.

Most of all, we are greatly indebted to the many postsecondary education institutions, students, former students, and their parents, relatives, and friends, who unselfishly gave of their time to provide study data and/or locating information.

Table of Contents

Chapter 1 Overview of BPS:1996/2001

A.	Background and Purpose of BPS	1
B.	Purpose of the Field Test.....	4
C.	Schedule and Products of BPS:1996/2001.....	4

Chapter 2 Design and Method of the Field Test

A.	Sampling Design	7
1.	Respondent Universe.....	7
2.	Statistical Methodology.....	8
B.	Data Collection Design	13
1.	Locating.....	13
2.	Instrument Design	18
3.	Training of Telephone and Field Interviewers.....	21
4.	Telephone Interviewing.....	21
5.	Field Interviewing	23
C.	The Integrated Management System (IMS).....	24

Chapter 3 Data Collection Outcomes

A.	Locating Outcomes	25
1.	Locating Prior to Data Collection.....	25
2.	Locating During Data Collection.....	26
B.	Contacting and Interviewing Outcomes.....	27
1.	Overall Contacting and Interviewing Results	27
2.	Refusal Conversion.....	31
3.	Nonresponse Incentive	31
4.	Field Interviewing	32
5.	Reliability Reinterview	33
C.	Interview Burden and Effort	33
1.	Timing	33
2.	Interviewer Hours.....	36
3.	Number of Calls	36
D.	Wording Comparison.....	38

Table of Contents (continued)

Chapter 4 Evaluation of Data Quality

A.	Reliability of Interview Responses	39
1.	Undergraduate Experiences.....	40
2.	Undergraduate Computer Use.....	41
3.	Graduate Experiences.....	41
4.	Employment Benefits.....	42
5.	Career Benefits Related to Undergraduate School.....	43
6.	Debt	43
B.	Indeterminate Responses.....	44
C.	Help Text.....	44
D.	Coding "Other, Specify" Items.....	46
E.	Online Coding.....	47
F.	CATI Quality Circles.....	48
G.	Quality Control Monitoring.....	49

Chapter 5 Recommendations for the Full-Scale Study

A.	Sampling Design.....	51
B.	Instrumentation.....	51
C.	Tracing/Locating.....	52

Appendix A	Mailout Materials	55
Appendix B	Technical Review Panel.....	79
Appendix C	Data Elements	85
Appendix D	Facsimile Instruments	101
Appendix E	Training Materials	211

List of Tables

Table 2.1	Expected and achieved student samples by student stratum and level of institutional offering in the NPSAS:96 field test.....	11
Table 2.2	Distribution of BPS:96/98 field test student sample by type of institution.....	12
Table 2.3	BPS:1996/2001 field-test sampling by NPSAS:96 institutional level and control.....	13
Table 3.1	BPS:1996/2001 contact and interview rates by prior response status.....	27
Table 3.2	BPS:1996/2001 contact and interview rates by level and control of the NPSAS:96 institution.....	29
Table 3.3	BPS:1996/2001 contact and interview rates by return of address update form	29
Table 3.4	BPS:1996/2001 source of locating information for completed interview..	30
Table 3.5	BPS:1996/2001 contact and interview rates by incentive status.....	32
Table 3.6	BPS:1996/2001 field interview contact and interview rates by type of field case	32
Table 3.7	BPS:1996/2001 reliability reinterview results, by institutional level and control	33
Table 3.8	Average elapsed minutes to complete the BPS:1996/2001 field test interview, by section and by BPS:96/98 response status	34
Table 3.9	Average elapsed minutes to complete BPS:1996/2001 field test interview, by section and by NPSAS:96 institutional sector.....	35
Table 3.10	Average elapsed minutes to complete BPS:1996/2001 field test interview, by section and by enrollment since previous interview	36
Table 3.11	Number of calls made to sample members by type of NPSAS:96 institution and response status.....	37

List of Tables (continued)

Table 4.1	Undergraduate experiences.....	40
Table 4.2	Undergraduate computer use.....	41
Table 4.3	Graduate experiences	42
Table 4.4	Employment benefits.....	42
Table 4.5	Career benefits related to undergraduate school.....	43
Table 4.6	Debt	43
Table 4.7	Student interview item non-response for items with more than 10 percent "don't know" or "refused".....	45
Table 4.8	Items for which help text was accessed five or more times.....	46
Table 4.9	Summary of upcoding for "other, specify" items.....	47
Table 4.10	Success rates for online coding procedures.....	48
Table 5.1	Data elements recommended for deletion for full-scale instrument	52

List of Figures

Figure 1.1	Chronology of the Beginning Postsecondary Students Longitudinal Study.....	3
Figure 2.1	BPS:1996/2001 tracing activities.....	14
Figure 2.2	Structure and flow of the BPS:1996/2001 field-test student interview.....	20
Figure 3.1	Contacting and interviewing outcomes.....	28

Chapter 1

Overview of BPS:1996/2001

This document provides the description and evaluation of methodological procedures and results for the field test of the Beginning Postsecondary Students Longitudinal Study: 1996-2001 (BPS:1996/2001). The Research Triangle Institute (RTI), with the assistance of MPR Associates, Inc. (MPR), is conducting the BPS:1996/2001 field test and subsequent full-scale study for the National Center for Education Statistics (NCES) of the U.S. Department of Education (Contract No. ED-99-CO-0112), as authorized under Section 404(a) of the National Statistics Act of 1994 [PL103-382].

This introductory chapter describes the background, purposes, schedule, and products of the BPS study, and the unique purposes of the field test. The design and methodology of the field test are described in Chapter 2. Overall outcomes of field test data collection, as well as the results of special procedures implemented during the field test, are presented in Chapter 3. Evaluations of the quality of data collected are provided in Chapter 4, and recommendations for changes in design for the full-scale study are presented in Chapter 5. Materials used during the field test are provided as appendices to the report and cited, where appropriate, in the text.

A. Background and Purpose of BPS

Each academic year, several million students begin postsecondary education for the first time. The Beginning Postsecondary Students Longitudinal Study (BPS) series provides an opportunity to describe these students during their first year, and at multiple time points after their first year. As one of several studies sponsored by NCES to respond to the need for a national, comprehensive database on postsecondary education, the BPS series addresses issues related to enrollment, persistence, progress, attainment, continuation into graduate/professional school, employment, and rates of return to society.

Since nearly half of all beginning students enroll at more than one institution during the five years after they begin postsecondary education,¹ being able to monitor the progress of these students across postsecondary institutions has become increasingly important. Through its unique design, the BPS study series makes it possible to trace the paths of first-time beginning students (FTBs) throughout the entire system of postsecondary education over a number of years. Consequently, whereas typical retention and attainment studies of entering freshmen provide data at a single institution, BPS allows for the study of student persistence and attainment

¹ Berkner, L. K., Cuccaro-Alamin, S., McCormick, A. C., *Descriptive Summary of 1989-90 Beginning Postsecondary Students: 5 Years Later, with an Essay on Postsecondary Persistence and Attainment*. Washington, DC: National Center for Education Statistics, May 1996. Statistical Analysis Report. [NCES-96-155, ED396597]

anywhere. The BPS series is also unlike previous longitudinal studies of high school age cohorts in that its student sample includes nontraditional postsecondary students who delayed continuation of their education after high school due to military service, employment, family responsibilities, or other reasons.

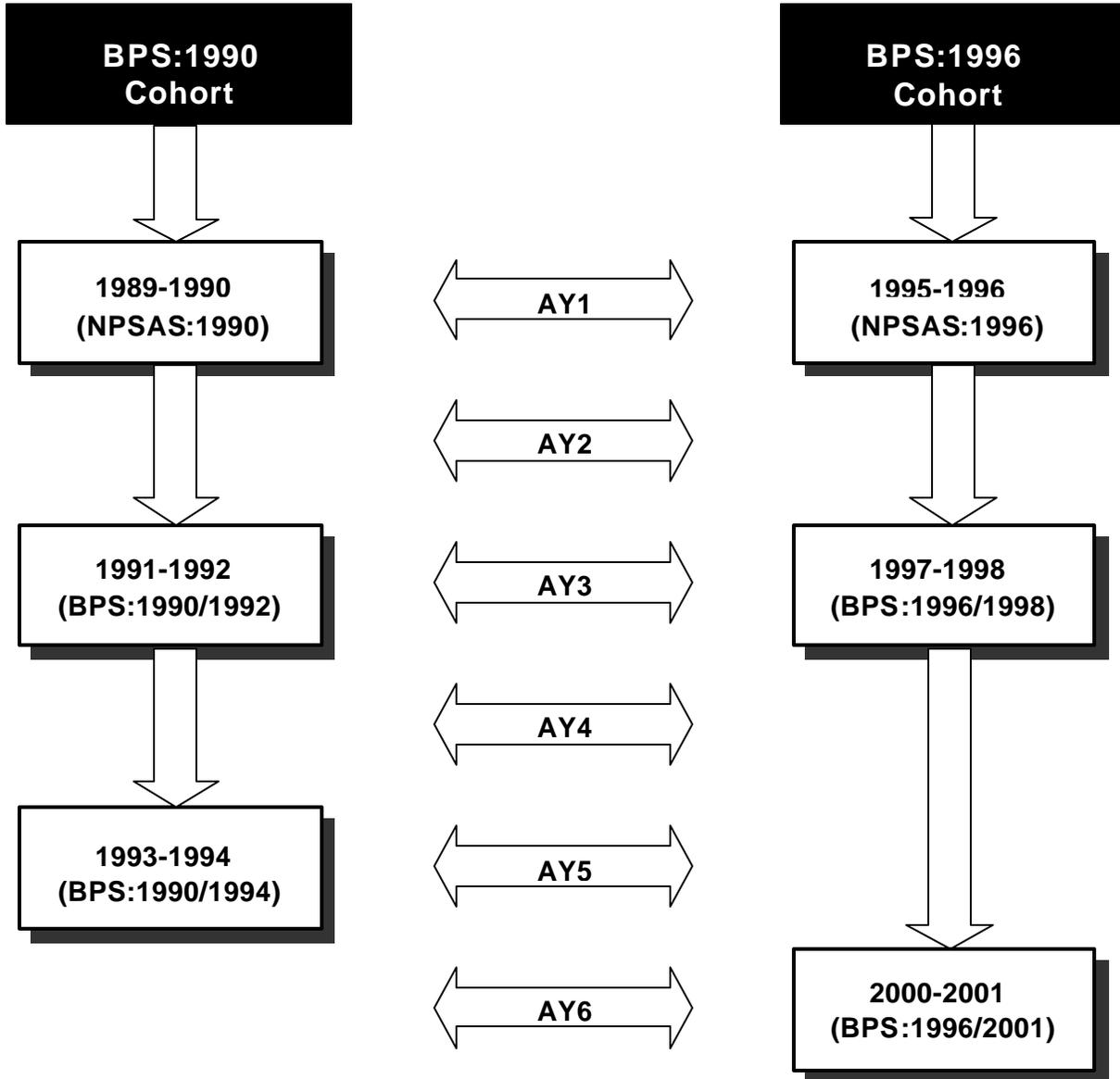
The initial BPS series, BPS:90, involved data collection at three different points in time (see **figure 1.1**). Base year data collection during the first year of postsecondary study occurred during the 1989-1990 academic year for the 1990 cohort, as part of the 1990 National Postsecondary Student Aid Study (NPSAS:90). Two subsequent data collections took place in the third (BPS:90/92) and fifth academic years (BPS:90/94) following first enrollment.

The current series, BPS:96, will collect data at three similar points in time (**figure 1.1**). Consistent with BPS:90, base year data collection occurred as part of NPSAS:96, the first year of postsecondary study for the 1996 cohort, and the first follow-up (BPS:96/98) occurred two years later, during the third academic year following entry. However, unlike BPS:90, the second follow-up of the 1996 cohort (BPS:1996/2001) is being conducted six academic years following entry, rather than five. This timing allows for the collection of attainment information for students who completed their degree in either their 5th or 6th year.

Only students who have never completed a postsecondary course prior to 1994-95 are eligible for participation in BPS. Questions for FTB-determination were administered as part of the base year studies. Items in the first follow-up studies (BPS:90/92; BPS:96/98), focused on issues of *persistence* – academic progress through the first three years of postsecondary study – among students enrolled in 4-year institutions, and *attainment*, among students enrolled in less-than-2-year and 2-year colleges. Nontraditional students were asked about the reasons they delayed enrollment, their prior employment experience, and their purpose for enrolling. Interviews addressed the differences between those with immediate vocational goals and those intending to earn a bachelor's degree, including those beginning at community colleges. In addition, sets of items identified transfers, stopouts, and dropouts, and the reasons for these enrollment behaviors.

Because the second follow-up of the BPS:90 cohort, BPS:90/94, occurred during the fifth academic year and the second follow-up of the BPS:96 cohort, BPS:1996/2001, is taking place during the sixth academic year since first enrollment, some items in the BPS:1996/2001 interview collect retrospective information about the fifth academic year to allow cross-cohort comparisons. Persistence and attainment among students enrolled in 4-year institutions and employment among students no longer enrolled are the primary topics for the second follow-up. As the second follow-up in the series, these studies serve to monitor academic progress over time, allowing assessment of completion rates for 4-year programs in the normal time expected. For students who graduated in the 4-year time period, the BPS:1996/2001 survey will occur two years after baccalaureate graduation and address issues of attainment, graduate school access, and initial rate of return.

Figure 1.1—Chronology of the Beginning Postsecondary Students Longitudinal Study



For those students who terminate their postsecondary education prior to completion of a baccalaureate degree, the BPS:1996/2001 follow-up six years after college entry will begin to provide more detailed information on continuation and rate of return. It will provide information on how many FTBs return for additional education either in the same or a different field within the limited time period. For those who did not continue, it will begin to provide some rate of return information for employment and other societal benefits related to education.

By following all new entrants into postsecondary education (PSE), the BPS series of studies provides a unique perspective of what happens to persons as they enter and pursue education beyond high school. Because it includes both nontraditional and traditional students who entered PSE immediately after high school, BPS permits study of educational aspirations, progress, persistence, and attainment for both groups of students. By providing longitudinal data for a single cohort and trend data across cohorts, the BPS series contributes to our understanding of the value of a student's postsecondary education both to the student and to society, and to the comprehensive national database addressing policy issues at the postsecondary level.

B. Purpose of the Field Test

The main purpose of the field test is to use, test, and evaluate all operational and methodological procedures, instruments, and systems planned for use in the full-scale study. Many such methodological features, representing enhancements or refinements to previously used BPS and NPSAS approaches, had not been fully tested in the past. Using and testing methodologies in the field test that parallel the data collection procedures proposed for the full-scale study allow such procedures to be adjusted as necessary, prior to the start of full-scale data collection.

This procedure of conducting a comprehensive field test has been used quite successfully throughout the BPS and NPSAS series to enhance and advance, after controlled evaluation, the methodologies used in these important studies. Based on the results of the BPS:1996/2001 field test reported herein, the BPS:1996/2001 full-scale study will be modified to maximize operational efficiency, improve responses, and collect a higher quality of information.

C. Schedule and Products of BPS:1996/2001

The BPS:1996/2001 field test was conducted from April through July 2000. The full-scale data collection is scheduled for February through August of 2001. Full-scale data, along with data from prior studies, will be used to examine a wide range of education policy questions. Public release data files will be constructed from the full-scale data and distributed to a variety of federal and private organizations and researchers, including the Office of Postsecondary Education (OPE) and the Office of Policy and Planning (OPP) in the Department of Education, the Congressional Budget Office (CBO), the Congressional Research Service (CRS), Office of Management and Budget (OMB), the Department of Health and Human Services (HHS), the National Science Foundation (NSF), the American Council on Education (ACE), and a number of other education policy and research agencies and organizations.

The formal contract for BPS:1996/2001 requires the following reports, publications, or other public information releases:

- A bibliography of publications using BPS data.
- Methodology reports (one each for the field test and full-scale study) describing all aspects of the data collection effort.
- Restricted-use data files and documentation for research data users.
- A Data Analysis System for public access to BPS:1996/2001 data.
- Special tabulations of issues of interest to the higher education community, as determined by NCES.
- A descriptive summary of significant findings with an essay on a policy relevant topic such as persistence and attainment of students at 4-year institutions.

Chapter 2

Design and Method of the Field Test

A. Sampling Design

1. Respondent Universe

The respondent universe for the BPS:1996/2001 field test consisted of all students who began their postsecondary education for the first time during the 1994-95 academic year at any eligible postsecondary institution in the United States or Puerto Rico. The sample students were the first-time beginning students (FTBs) who attended postsecondary institutions eligible for inclusion in the 1996 National Postsecondary Student Aid Study (NPSAS:96) field test and who were themselves NPSAS-eligible.

a. Institution Universe

Consistent with previous NPSAS studies, the institution universe for the BPS:1996/2001 field test was the set of institutions that were eligible for the NPSAS:96 field test and had first-time, beginning students during the 1994-1995 academic year. Institutions eligible for the NPSAS:96 field test and, consequently, eligible for BPS:1996/2001, were those that satisfied all the following conditions for the 1994-95 academic year:

- offered an educational program designed for persons who have completed secondary education;
- offered more than just correspondence courses;
- offered at least one academically, occupationally, or vocationally-oriented program of study requiring at least three months or 300 contact hours of instruction;
- offered courses that were open to the general public (*i.e.*, not just to specific populations such as prison inmates or members of the organization offering the courses);
- were located in the 50 states, the District of Columbia, or Puerto Rico.

U.S. service academies were excluded because of their atypical funding and tuition base. Also ineligible were institutions offering only avocational, recreational, remedial or correspondence courses; institutions not open to the public; hospitals offering only internships or residency programs; institutions offering only noncredit continuing education units (CEUs); schools whose only purpose was to prepare students to take a particular examination (*e.g.*, CPA or Bar exams); institutions offering only programs

of study which required less than three months or 300 contact hours of instruction; and branch campuses of U.S. institutions in foreign countries.

b. Student Universe

Students eligible for the BPS:1996/2001 field test were those students eligible for the NPSAS:96 field test who were FTBs during the 1994-95 academic year (except those who were deceased). NPSAS:96-eligible students were enrolled in NPSAS-eligible institutions during the 1994-95 academic year and satisfied *all* of the following eligibility requirements:

- were enrolled in a term or course that began between May 1, 1994 and April 30, 1995;¹
- were enrolled in *either* (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; *or* an occupational or vocational program that required at least three months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- were *not* concurrently enrolled in high school; and
- were *not* enrolled *solely* in a GED or other high school completion program.

The NPSAS-eligible students who had never enrolled in a postsecondary institution after completing high school were considered “pure” FTBs and were, of course, eligible for BPS:1996/2001. However, those NPSAS-eligible students who had enrolled for at least one course after completing high school but had never completed a postsecondary course before the 1994-95 academic year were considered “effective” FTBs and were eligible for the BPS:1996/2001 field test.

2. Statistical Methodology

The BPS:1996/2001 field test sample was selected from the FTBs identified in the field test samples for NPSAS:96 and the first follow-up of beginning postsecondary students, BPS:96/98. The NPSAS:96 field test sample and the process of identifying and selecting FTBs for the subsequent BPS field tests are described below.

a. Institution Sample

The field test and full-scale institutional samples were constrained to be disjoint. To allow the broadest institutional population for the full-scale study, the full-scale sample was selected first and the field test sample was selected from the residual frame members. Actually, two independent NPSAS:96 full-scale study samples were selected, to evaluate, as part of field test activities, cost and precision trade-off parameters under two sampling approaches. Those two approaches were a two-stage sampling design in which institutions were selected at the first stage versus a three-stage sampling design

¹ This full year of enrollment is the operational survey population. The ideal target population consists of the terms in the 1994-95 financial aid award year, those beginning between July 1, 1994 and June 30, 1995. The survey year is slightly shifted from the ideal year to allow more timely data collection and dissemination of results.

in which geographic area segments were selected at the first stage, which is the design that had been used for all previous NPSAS studies.

The field test institutional sample was selected purposively from the institutions that did not fall into *either* of the two first-stage samples for the full-scale study. (Specifically, no field test school was selected from a first-stage area selected under the three-stage design, and no institution selected under the two-stage design was eligible for the field test.) For purposes of testing TDD technology to enhance direct participation by the hearing-impaired, Gallaudet University was selected as part of the field test sample. Also, to evaluate procedures for improving the contacting and interviewing of students selected in Puerto Rico, three institutions in Puerto Rico were selected. The remaining field test institutions were chosen to represent as complete a spectrum as possible of the remaining institutions on the sampling frame and to represent each of the institutional strata planned for the full-scale study. Additionally, the field test institutional sample was selected from several separate geographic areas (including Puerto Rico).

A total of 78 institutions were selected for the field test; this figure was chosen to yield 65 institutions that *both were eligible and would provide lists for student sampling*.² More information about the sampled institutions, including a breakdown by institutional stratum, eligibility rates, and rates for providing student lists, is available in the NPSAS:96 Field Test Methodology Report (NCES Working Paper No. 96-17, July 1996). Overall, over 93 percent of the sampled institutions met NPSAS eligibility requirements, and, of those, over 90 percent provided lists for student sampling.

Because the achieved institutional yield was greater than expected (and greater than had been budgeted for), 65 of the 66 institutions providing lists were subsampled for field-test implementation. The one institution that was not subsampled was from Stratum 3 (public, 4-year, non-doctorate-granting).

b. Student Sample

Each sample institution was asked to provide a database or hard-copy list of all their NPSAS-eligible students enrolled during the NPSAS year. Students were sampled on a flow basis as the student files and lists were received. Machine-readable lists were unduplicated by student ID number prior to sample selection. Stratified systematic sampling was used to facilitate sampling from both hard-copy and machine-readable lists. For each institution, the student sampling rates, rather than the student sample sizes, were held constant (fixed) for the following reasons:

²Past NPSAS experience suggested that only about 90 percent of selected institutions would meet NPSAS eligibility requirements and that of those 95 percent would agree to participate.

- to facilitate sampling students on a flow basis as student lists were received;
- to facilitate the procedures used to “unduplicate” the sample selected from duplicated hard-copy lists; and
- because sampling in the full-scale study at a fixed rate based on the overall stratum sampling rate and the institutional probabilities of selection results in approximately equal overall probabilities of selection within the ultimate student strata.

For each sample institution, the student sampling rates were determined for each of four student sampling strata:

- potential FTBs;
- other undergraduate students;
- first-professional students; and
- other graduate students.

The institutions were asked to specify the student level (undergraduate, first-professional, or other graduate student) based on the student’s last term of enrollment during the NPSAS year. Furthermore, they were asked to identify their undergraduate students whose *first* term of enrollment at the institution was during the NPSAS year and who were freshman or first-year students at that time.³ Those students were classified as the potential FTBs. The potential FTB stratum was over-sampled, because BPS:90 experience had demonstrated that schools would include a relatively large percentage of “false positives” on these lists.⁴

The expected and achieved student sample sizes are shown in **table 2.1** by student stratum and level of institutional offering.⁵ Overall, the application of predetermined sampling rates yielded a sample that was slightly inflated over expectations; however, differences between sample yield and expectation varied systematically by student strata. Specifically, regardless of institutional level, the potential FTB sample was consistently greater than expected, while the other undergraduate sample was consistently less than expected. Similarly, the graduate student sample was greater than expected, while the first-professional sample was less.

NPSAS:96 data collection consisted of computed-assisted data entry (CADE) from records maintained by the institution (*e.g.*, at the financial aid and/or registrar’s office) for all sample students as well as computer-assisted telephone interviews (CATI) with sample students.

³An additional criterion of not having any transfer credits from another postsecondary institution was added for the full-scale study after verifying that most institutions in the field test could identify such students.

⁴False positives subsequently identified from data of record or interview responses remain eligible for the NPSAS:96 study; however, they are lost to the longitudinal component.

⁵Institution type variables have been corrected to the value verified by the institution.

Table 2.1—Expected and achieved student samples by student stratum and level of institutional offering in the NPSAS:96 field test

Student stratum ¹	Institutional level ²	Number expected ³	Students sampled	
			Number achieved	Percent ⁴
Total	Total	3,649	3,781	103.6
Potential FTB		1,359	1,569	115.5
	Less-than-2-year	334	429	128.4
	2-year	416	433	104.1
	4-year	609	707	116.1
Other undergraduate		1,262	1,125	89.1
	Less-than-2-year	140	22	15.7
	2-year	203	240	118.2
	4-year	919	863	93.9
First-professional	4-year	514	465	90.5
Other graduate	4-year	514	622	121.0

¹ As expected (and verified following second abstraction), the original sampling frames misclassified some individual students as to undergraduate/graduate first professional status; statistics presented in this table are based on the initial sampling frame classification (with the single correction indicated above).

² Institution classification for this table has been corrected to agree with that verified by the participating institutions.

³ Based on sampling rates and 1993-94 IPEDS IC file counts.

⁴ Percent reported reflects the ratio of “achieved” to “expected.”

NOTE: Subsequent to sampling, one entire sampling list was determined to have been misclassified (*i.e.*, graduate students were mistakenly labeled as potential FTBs), resulting in an incorrect initial classification of students sampled from that list; this error has been corrected for this presentation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Unfortunately, a sample student’s FTB status could not be determined reliably until the student’s CATI interview had been completed. Therefore, potential FTBs were oversampled in the NPSAS field test in an attempt to yield a sufficient number of FTBs for subsequent BPS:96 field tests.

The BPS:96/98 field test included all 726 “pure” and “effective” FTBs identified in the NPSAS:96 field test. “Pure” FTBs are those NPSAS-eligible students who had never enrolled in a postsecondary institution after completing high school. “Effective FTBs” are those NPSAS-eligible students who had enrolled for at least one course after completing high school but had never *completed* a postsecondary course before the 1994-95 academic year. In addition, 59 NPSAS:96 field test nonrespondents who were potential FTBs were selected for the BPS:96/98

from the following four geographic areas: 13 from Massachusetts; 20 from Pennsylvania; 14 from Puerto Rico; and 12 from the Dallas, Texas metropolitan area. The sample distribution by type of institution is presented in **table 2.2** for all 785 students selected for the BPS:96/98 sample.

Table 2.2—Distribution of BPS:96/98 field test student sample by type of institution

Institution level and control	Verified FTBs	NPSAS nonrespondents
Total	726	59
Public, less-than-2-year	70	14
Public, 2-year	66	11
Public, 4-year	176	17
Private, not-for-profit, less-than-4-year	76	3
Private, not-for-profit, 4-year	181	5
Private, for-profit, less-than-2-year	85	4
Private, for-profit, 2-year	72	5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

In order to preserve sufficient sample for field tests for future follow-ups of the BPS:96 field test cohort, we included all BPS:96/98 field test respondents who were verified to be FTB students as well as all BPS:96/98 nonrespondents who were verified to be FTBs during their NPSAS:96 field test interview for inclusion in the BPS:1996/2001 field test sample. Excluded from the BPS:1996/2001 field test sample were 34 potential FTBs who were nonrespondents in both NPSAS:96 and BPS:96/98, seven NPSAS:96 nonrespondents who were determined in BPS:96/98 to be ineligible for the BPS cohort, and two cases that were deceased.

The resulting BPS:1996/2001 field test sample, consisting of 742 sample members, can be partitioned as follows:

- 484 BPS:96/98 field test respondents who were verified to be FTBs;
- 98 NPSAS:96 field test respondents who were located but not interviewed during BPS:96/98;
- 29 NPSAS:96 field test respondents who were classified as exclusions during BPS:96/98 (*e.g.*, incarcerated), not counting one NPSAS:96 respondent who was deceased; and
- 131 NPSAS:96 field-test respondents who were never contacted during BPS:96/98.

The distribution of this sample by NPSAS:96 institutional level of offering and control is shown in **table 2.3**.

Table 2.3—BPS:1996/2001 field test sample by NPSAS:96 institutional level and control

Institutional Stratum	Sampled students	
	Number	Percent
Total	742	100.0
Public, less-than-2-year	39	5.3
Public, 2-3 years	104	14.0
Public, 4-year	183	24.7
Private, not-for-profit, less-than-4-year	77	10.4
Private, not-for-profit, 4-year	183	24.7
Private, for-profit, less-than-2-year	85	11.5
Private, for-profit, 2-year or more	71	9.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

B. Data Collection Design

1. Locating

The BPS:1996/2001 sample members are at a stage in their lives where many are highly mobile, having moved at least once, if not multiple times, since they were last interviewed. Consequently, it is a difficult population to locate. The basic BPS:1996/2001 design involved tracing sample members to their current location and conducting a computer-assisted telephone interview (CATI) or a computer-assisted personal interview (CAPI) with them about their experiences since their last interview (the BPS:96/98 field test interview three years earlier or the NPSAS:96 field test interview five years earlier). The locating activities are depicted in **figure 2.1**.

a. Pre-CATI Locating

Locating information was collected during the NPSAS:96 and BPS:96/98 field tests. These locating data were updated by a National Change of Address (NCOA) and Telematch operation and incorporated into the longitudinal database.

Three months prior to the start of data collection, a package was mailed to the sample members' parents and/or other contacts to update the most recent student addresses and gain cooperation by explaining the purposes of the study. A standard lead letter was mailed to sample members immediately prior to the start of data collection to notify the sample member of the upcoming survey, point out the importance of the study, disclose average time burden, and urge participation, as well as to obtain additional postal service address updates. These mailings included a letter, a study leaflet, and an address update information sheet (examples of each are in **appendix A**). New contact information was then preloaded into the CATI system to assist in locating the sample members.

Figure 2.1—BPS:1996/2001 tracing activities

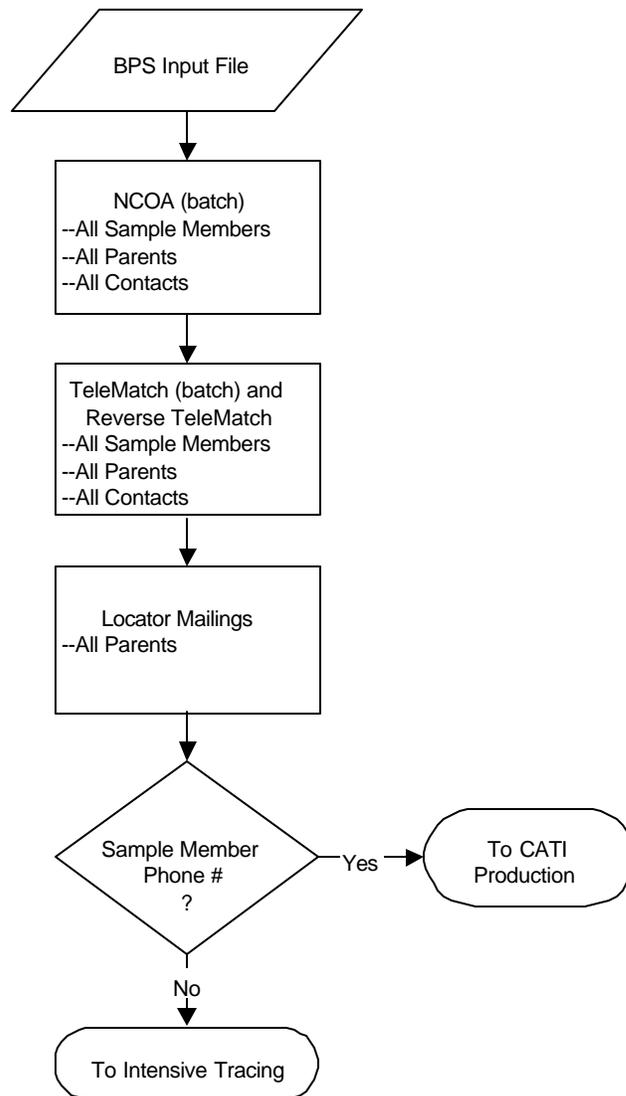


Figure 2.1 (Continued)

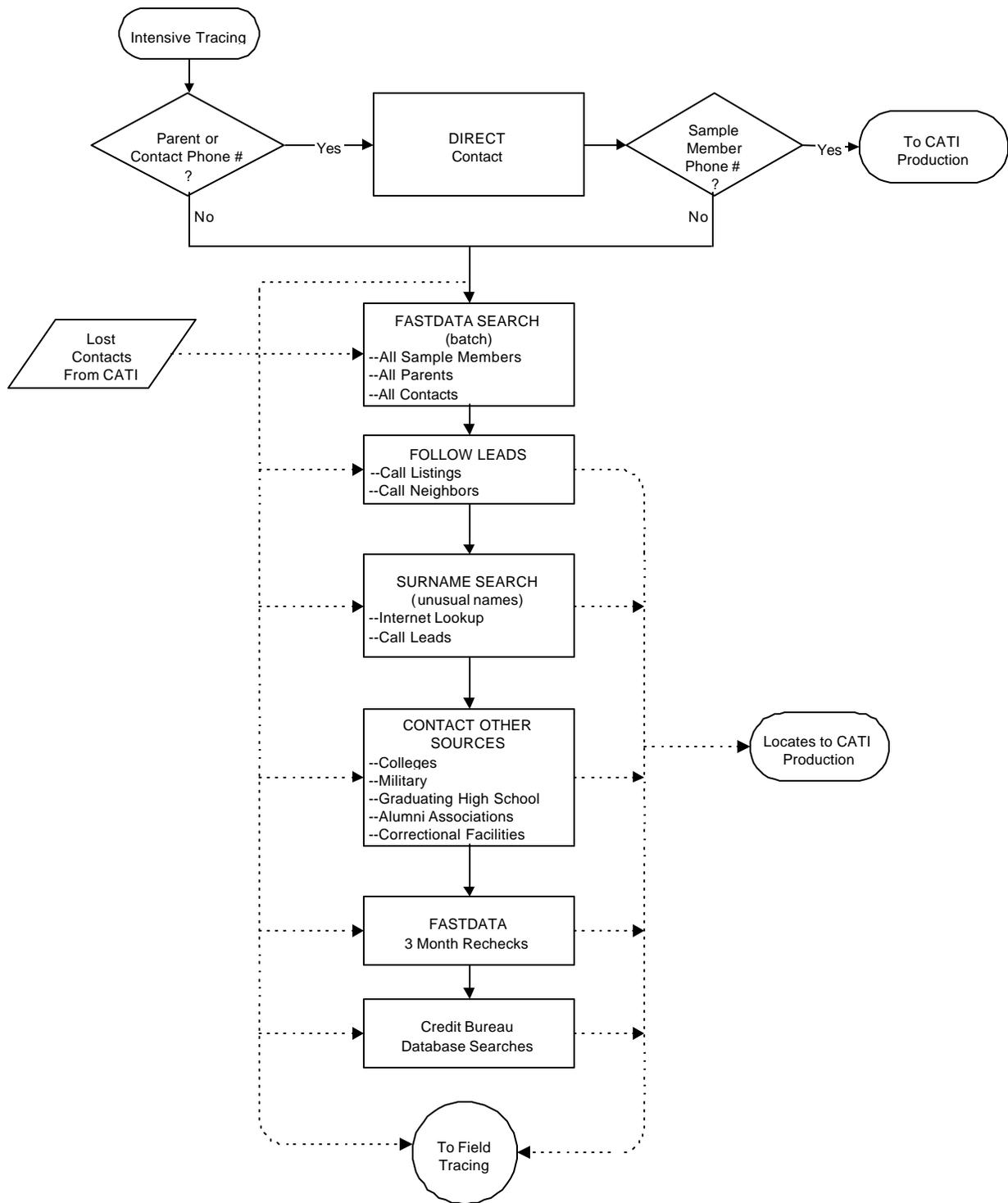
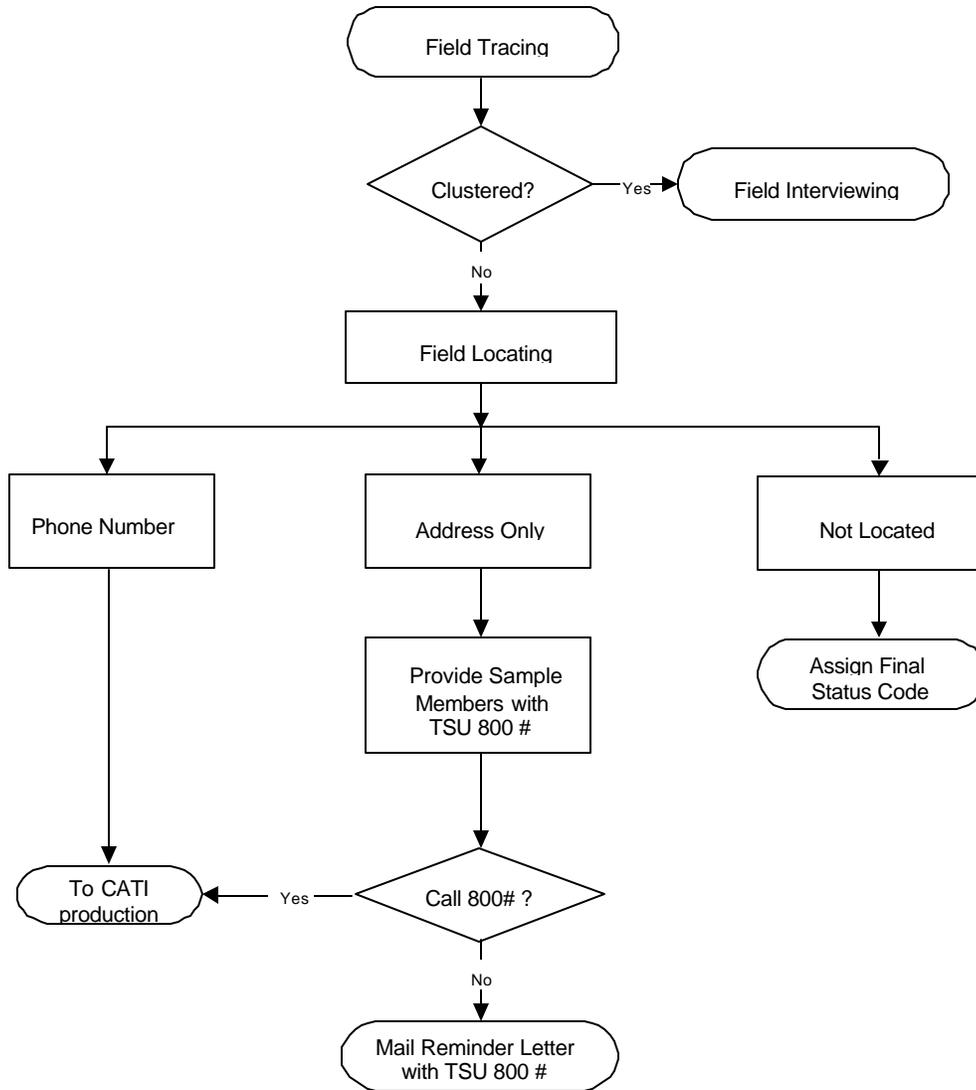


Figure 2.1 (Continued)



For sample members identified as BPS:96/98 nonrespondents, those with insufficient telephone number information, and those for whom we received undeliverable mail returns, pre-CATI advance locating procedures were performed through RTI's Tracing Operations Unit (TOPS). TOPS had real time access to consumer databases that contained current address and phone listings for the majority of consumers with credit history. In addition to proprietary databases, TOPS had access to various other information sources, such as dataminers, commercial list-houses, and the U.S. Postal Service National Change of Address via leased line. These sources searched for name, address, neighbor, business, telephone number, decedent, incarcerated, incapacitated, and military personnel.

Where TOPS tracing was successful, that is, when a new telephone number was identified for the sample member, the cases were prepared for CATI activities. When intensive tracing proved unsuccessful (*i.e.*, only an address was identified or no address or telephone number could be identified), the case was designated for field tracing or interviewing. Only a subset of the cases designated for field operations were actually selected and assigned to the field to contain costs during the field test.

b. CATI-Internal Locating

Updated locating information, obtained from pre-CATI locating activities, was entered into the CATI record prior to the start of CATI operations. When assigned a case, the telephone interviewer would call the telephone number designated by the system as the best number (*i.e.*, the number among all available locator numbers that appeared to have the greatest potential for contacting the sample member) and attempt to interview the designated sample member. When the person answering the call said that the sample member could not be reached at that number, the interviewer would ask the person how to contact the sample member. If this query did not provide the information needed, the interviewer would initiate tracing procedures, using all information available to call other contact persons in an attempt to locate the sample member. When all tracing options available to the interviewer were exhausted without success, the case was assigned to intensive tracing via FastData, TOPS, or field interviewers/locators.

c. CATI-External Locating

Cases that were not located during the CATI-internal locating process were submitted to TOPS for intensive locating. TOPS implemented a two-tiered tracing plan. The first tier involved identifying sample members with social security numbers and processing that information through two credit bureau searches. If the searches generated a new telephone number, that case was returned to the Telephone Survey Unit (TSU) for telephone interviewing. If a new address was generated, but no telephone number was provided, tracers called directory assistance or queried other databases to obtain telephone numbers. This first level of effort minimized the time that cases were out of production.

The more intensive second tier was implemented for those cases where the first level searches were unsuccessful. This involved the following tracing procedures: (1) checking Directory Assistance for telephone listings at various addresses; (2) using reverse match databases to obtain the names and telephone numbers of neighbors and then calling the neighbors; (3) calling persons with the same unusual surname in small towns or rural areas to see if they are related to or know the sample member; (4) contacting the current or last known residential sources such as the neighbors, landlords, current residents, tax assessors, realtors, and other business establishments related to previous addresses associated with the sample member; (5) calling colleges, military establishments, and correctional facilities to follow up on leads generated from other sources; and (6) checking various tracing web sites. Tracers checked new leads produced by these tracing steps to confirm the address and telephone numbers for the sample members. When the information was confirmed, the case was returned to TSU for telephone interviewing. If the information could not be confirmed (*e.g.*, there were no working telephone numbers or numbers for relevant neighborhood sources were unpublished), the case was assigned to field locating.

Additionally, an electronic mail (e-mail) message notifying sample members of the follow-up interview was sent to those sample members who provided an e-mail address on the address update information sheet or in a prior interview but could not be reached by telephone.

d. Field Locating

The main purpose of the field locating/interviewing effort was to increase the response rate. However, since the costs of conducting these operations were high, field efforts were implemented only when less costly efforts were exhausted. Sample members were identified as needing field locating/interviewing if they were not located using CATI-locating and centralized intensive tracing. Additionally, sample members who were located by telephone, but initially refused to participate, were identified as potential field cases.

Geographic clusters of sample members were identified, and the six largest clusters were staffed with field interviewers, trained to locate and interview sample members using a laptop computer. Field cases falling outside the geographic clusters were assigned to field locators, who traced sample members in their local areas and encouraged them to call in for an interview.

2. Instrument Design

The BPS:1996/2001 student interviews were conducted by telephone, using CATI technology, and in person, using CAPI technology. In preparation for the development of the CATI/CAPI instrument, a comprehensive set of data elements was developed from a thorough review of the data elements used for the BPS:90 cohort, their relationship to the NPSAS:96 and BPS:96/98 data elements, the reliability of responses obtained in BPS:90, and their relevance to current research and policy issues. To allow for cross-cohort comparisons with BPS:90/94, the data elements included

retrospective information.⁶ A preliminary set of BPS:1996/2001 data elements was refined with input from the study's Technical Review Panel (see **appendix B** for a list of members) as well as from NCES and other Department of Education staff. The final set of data elements, presented in **appendix C**, was approved by the Office of Management and Budget (OMB) prior to the start of data collection.

Based on the set of data elements, the CATI/CAPI instrument was structured by identifying section topics and determining the progression of items within sections. Individual items were designed with several goals in mind: (1) using NPSAS:96, BPS:96/98, and BPS:90/94 items when feasible; (2) ensuring consistency with NPSAS:96, BPS:96/98, and BPS:90/94 items when items were not identical; and (3) identifying and preparing wording for item verifications and probes as necessary. A facsimile interview is provided in **appendix D**.

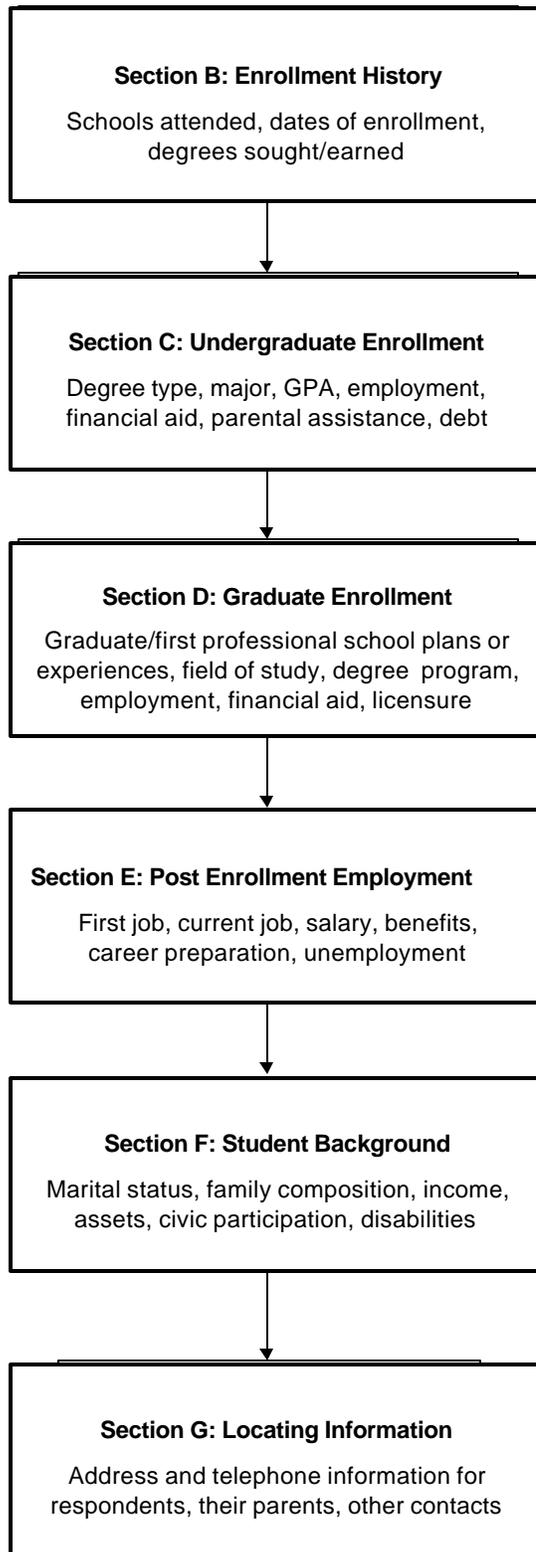
Instrument sections were reviewed on a flow basis by NCES and by selected contractor and subcontractor staff. As depicted in **figure 2.2** the first five sections of the interview collected new and updated information on postsecondary enrollment including graduate and other post-baccalaureate enrollment, employment, income, family formation/household composition, student financial aid, debts, and education experiences.⁷ The final section collected locating information to facilitate locating of sample members for a third follow-up.

In order to minimize the interview burden on respondents, the CATI/CAPI instrument used extant data whenever feasible. Base-year data from NPSAS:96 and data from the BPS:96/98 interview were preloaded into the CATI/CAPI interview; this dictated the flow of many portions of the interview. Certain questions were asked only if the data were missing from prior interviews. Other questions used the NPSAS:96 and BPS:96/98 preloads to provide context (*e.g.*, "I'd like to begin by asking you some questions about your school enrollment since we talked to you last. According to my records, you were last enrolled at *North Carolina State University* for the 96-97 school year. Are you still enrolled there now?"). In other questions, respondents were asked to update information since the last interview based on preloaded information (*e.g.*, "When we talked to you last time, you indicated that your major or program of study while attending *North Carolina State University* was *electrical engineering*. Was that also your major when you were last enrolled there (as an undergraduate)?").

⁶ Because BPS:90/94 occurred in the 5th academic year and BPS:1996/2001 occurred in the 6th academic year, retrospective information was collected in order to make valid comparisons between the two cohorts. See **figure 1.1** and the accompanying discussion in Chapter 1 regarding the timing of the follow-ups of the two cohorts.

⁷ The instrument consisted of sections B through G. The need for Section A, Eligibility Determination, was eliminated as all sample members were either NPSAS:96 or BPS:96/98 respondents.

Figure 2.2—Structure and flow of the BPS:1996/2001 field-test student interview



Despite different data collection methods, the CATI and CAPI interviews were programmed identically, using CASES 4.3 software. The CATI/CAPI system presented interviewers with screens of questions to be asked of the respondents, with the software guiding the interviewer and respondent through the interview, automatically skipping inapplicable questions based on prior response patterns. Wording for probes was suggested when a respondent provided a response that was out of range for a given item. As the CATI/CAPI instrument was being designed and programmed, instrument documentation was entered into an integrated data dictionary system (DDS) which enabled users to subsequently produce deliverable data files with CATI/CAPI variable documentation. An abbreviated instrument was developed for the purpose of interviewing special respondent groups such as sample members whose primary language is Spanish. The abbreviated instrument, also presented in **appendix D**, focused on the respondent's postsecondary enrollment history and work experiences.

Once all CATI/CAPI sections had been programmed, test cases were developed and preloaded for testing the instrument and for training telephone and field interviewers. Project staff and staff from NCES systematically tested the CATI/CAPI instrument prior to the start of interviewer training. Finally, prior to data collection, preload files containing data from NPSAS:96, BPS:96/98, and the Department of Education databases were prepared and loaded into the CATI/CAPI system to both guide the interview and assist sample member locating efforts.

3. Training of Telephone and Field Interviewers

Training for telephone interviewers and supervisors, conducted immediately prior to the scheduled start of telephone interviewing, consisted of a study overview, demonstration interview, question-by-question review of the BPS:1996/2001 field test instrument, and hands-on practice exercises with the instrument, tracing module, and online coding modules. Training for field interviewers and their supervisor similarly consisted of lectures, demonstrations, and hands-on practice exercises with the instrument and online coding modules. In addition, field interviewers were trained on field-specific operations, including the field management system and field tracing procedures. The BPS:1996/2001 telephone interviewer training agenda is shown in **appendix E**.

Unlike the centralized training afforded to telephone and field interviewers, field locators were trained using a detailed homestudy package, including a field locator manual. The manual contained a series of steps locators were to follow as well as possible sources and leads for locating sample members.

4. Telephone Interviewing

CATI locating and interviewing began in the spring of 2000 upon receipt of final OMB approval of the data elements and completion of telephone interviewer training. CATI procedures included attempts to locate, gain cooperation from, and interview study sample members by telephone. A reliability reinterview, included in **appendix D**, was conducted for a subsample of respondents (see Chapter 4 for a discussion of the results).

To facilitate the tracing component, locating information gleaned from the pre-CATI locating sources described above was preloaded. Each case had an associated calling roster with names and telephone numbers for the interviewers to call. Up to five roster-lines were preloaded with contact information. Roster-lines with new contact information were added during CATI tracing operations and intensive tracing.

An automated call-scheduler embedded within the CATI software assigned cases to interviewers. This system allowed calls to be scheduled on the basis of established case priority, time of day, and history of success of prior calls at different times and on different days. Scheduler case assignment was designed to maximize the likelihood of contacting and interviewing sample members. Cases were assigned to various queues for this purpose. Some of the queues included new cases, Spanish language cases, initial refusals, and various appointment queues (firm appointments set by the sample member, appointments suggested by locator sources, and appointments for sample members who initially refused participation). Cases were provided on a flow basis so that less experienced interviewers continued to have new cases to work.

Features of the CATI system complemented CATI/CAPI instrument design to maximize data quality while minimizing interview burden. These features included:

- extensive use of appropriate branching of interviewees based on preloaded information or responses to questions asked previously in the interview;
- extensive use of “fill” features in screen presentations of questions to be asked by interviewers (*i.e.*, filling in part of a question with preloaded data or a previously provided response, *e.g.*, instead of asking the respondent something about “job number three”, the question would be presented with the name of the third job held embedded in the item wording);
- a “breakoff/resume” feature allowing interview continuation after a breakoff to move automatically to the next applicable question for the respondent;
- provision of context-sensitive “help” screens (available with a single keyboard entry) to provide the interviewer with information about particular questions to help clarify its intent;
- on-line coding programs (for industry/occupation, IPEDS, enrollment terms, financial aid, and field of study coding) to allow standard coding of responses.

Once located, some cases required special treatment. To deal with those who initially refused to participate (including locator sources who acted as “gatekeepers,” preventing access to the sample member), certain interviewers were trained in refusal conversion techniques. Spanish-only speaking sample members and their locator sources, primarily located in Puerto Rico, were assigned to bilingual CATI interviewers.

Results of CATI interviewing were monitored daily through the study Integrated Management System (IMS). Daily reports of production, with revised projections of future production to satisfy study requirements, were available to both NCES and contractor staff.

Finally, in an effort to increase study response rates, a modest incentive was used with particular types of nonrespondents: (1) cases where the sample member initially refused the interview, (2) sample members for whom intensive tracing yielded a good mailing address, but no telephone number, and (3) cases identified as *hard to reach* (*i.e.*, those with 15 or more call attempts, where contact had been established with the sample member and no *hard* appointment was pending). The incentive consisted of a letter from the project director tailored to the specific type of nonrespondent (*i.e.*, refusal or no telephone number/hard to reach). A \$5 bill was included with the letter. Respondents were promised a check for \$15 if they called a toll free number to complete the interview. The incentive letters, shown in **appendix A**, were mailed on a flow basis as respondents met one of the three criteria described above. All cases sent to field interviewers or field locators were automatically eligible to receive the incentive.

5. Field Interviewing

Field locating and interviewing activities began upon completion of training and assignment of field cases, approximately six weeks after the start of CATI interviewing. CAPI procedures included attempts to locate, gain cooperation from, and interview study sample members either by telephone or in person. The main purpose of the field interviewing was to test procedures for increasing the response rate. Results of the field interviewing effort are reported in Chapter 3.

All students who were finalized in CATI and by TOPS as “unlocatable” were eligible for assignment to the field for CAPI interviewing or field locating. Sample members who had not completed the BPS:1996/2001 interview at the time field interviewing began and who resided in an identified geographic cluster were immediately assigned to a field interviewer. Cases that were not in an identified cluster were assigned to field locators who attempted to locate the sample members and encourage them to call a toll-free number to complete the interview with a telephone interviewer.

Field interviewers were provided with a checklist which included example questions to help with tracing operations and demonstrated the correct order in which tracing activities should be performed. The checklist was completed for each case to help identify sources considered to be most useful in locating sample members. Field interviewers documented every telephone call or field contact.

Primary tracing sources included: current or former neighbors, postsecondary schools attended, past or present employer, social agencies’ records, and city and county offices. Secondary tracing sources included Directory Assistance (DA), Chamber of Commerce, public libraries, the U.S. Postal Service, and Department of Motor Vehicles (DMV). Other miscellaneous sources, useful in some cases, included small town police or sheriff’s departments, fire departments or emergency rescue squads, local newspapers, public housing authorities, mobile home park managers, motel staff, probation officers, and permit issuing departments at the city level (new construction). A contact script guided interviewers in soliciting information from various sources.

Upon successfully locating sample members, field interviewers introduced themselves and explained the purpose of the study, referring to the advance letter mailed previously. They attempted to complete the interview using the same instrument used in the CATI interview. The field staff were supported by a computerized control system that tracked field assignments and captured pending and final result codes. Daily reports tracked the field effort.

C. The Integrated Management System (IMS)

All aspects of the study were under the control of an Integrated Management System (IMS). The modular structure of the IMS allowed for the streamlining of related tasks and served as a centralized, easily accessible repository for project data and documents. The BPS IMS consisted of several components, or modules.

The *Management Module* of the IMS, accessible via the World Wide Web, contained tools and strategies to assist the project staff and the NCES project officer in managing the study. Schedules, monthly progress reports, daily RCS status reports, daily data collection reports, project plans and specifications, information related to the technical review panel, project deliverables, and instrumentation were available instantly, in a secure, desktop environment.

The *Receipt Control System* (RCS) module monitored all sample member-related activities, enabling project staff to perform stage specific activities, track case status closely, identify problems early, and implement solutions effectively. Several applications used the RCS' locator data for daily tasks: The Mailout program produced mailings to parent/contacts and students, the Query system enabled administrators to review the locator information and status for a particular case, and the Mail Return system enabled project staff to update the locator database as mailings or reply sheets were returned or forwarding information was received. The RCS also interacted with the TOPS database sending locator data between the two systems as necessary.

The *CATI/CAPI* module managed development of the CATI/CAPI instrument within the Data Dictionary System (DDS). The DDS consisted of a set of linked relational files and associated utilities for developing and documenting the instrument. Developing the CATI/CAPI instrument with the DDS ensured that all variables were linked to their item/screen wording and that each variable was thoroughly documented. Also included within the CATI/CAPI module was on-line coding software ("user exits") that collected detail on schools attended, financial aid, industry, occupation, and field of study data.

Chapter 3

Data Collection Outcomes

Attaining the participation rates required for BPS:1996/2001 demands high levels of cooperation at all stages of the survey process. The first sections of this chapter address the various aspects of obtaining the necessary participation outcomes for locating sample members, telephone interviewing, and field interviewing. The remaining sections focus on interview burden and effort and the field test experiment results.

A. Locating Outcomes

Tracing and locating sample members in any longitudinal study is a complex task, oftentimes requiring the use of multiple sources of information to actually locate the current address and telephone number of a sample member. Successful completion of the BPS:1996/2001 field test locating effort required a combination of pre-data collection locating activities, telephone tracing during the CATI phase of data collection, centralized tracing efforts, and in-the-field locating efforts.

1. Locating Prior to Data Collection

As outlined in Chapter 2, the tracing process began with information collected during the NPSAS:96 base year and BPS:96/98 first follow-up studies. The locating information (*e.g.*, addresses and telephone numbers for sample members, parents and other contacts) collected during these studies was updated before the start of the second follow-up, using information provided by National Change of Address and Telematch. These services provided notice of new address and/or telephone information, updated telephone numbers for current addresses, and changes in area codes for existing numbers.

In order to verify or update the most recent address information for sample members, locator mailings were sent to parents or other contacts three months prior to the start of data collection. These mailings included a cover letter describing the purpose of the BPS:1996/2001 field test, a leaflet designed to address commonly asked questions about the study, and a telephone/address update sheet for the sample member, shown in **appendix A**. Parents and contacts were asked to return these sheets to either confirm or update the locating information for the student. Address information was available for parents or other locators for 79 percent of the sample; the remaining 21 percent did not receive the mailing. Responses were received from 23 percent of those contacted.

One week before the start of data collection, notification letters were mailed to the sample members. These mailings also included a cover letter, leaflet, and a telephone/address update form, shown in **appendix A**. The letter informed sample members of the upcoming telephone interview and asked them to review, correct, and return an address update sheet. This mailing was sent to the 85 percent of the sample for whom address information was available. Address update reply sheets were received from seven percent of those contacted.

Centralized tracing activities were also used to locate sample members. Prior to the start of data collection, the Tracing Operations Unit (TOPS) initiated their locating efforts, focusing on sample members who were not interviewed as part of the BPS:96/98 study. This centralized locating effort involved searches of consumer databases, calls to directory assistance, Internet searches, calls to potential contacts (*e.g.*, parents, neighbors, former roommates, etc.) and searches of various other databases. New locating information, obtained as part of this process, was available for the telephone data collection effort.

2. Locating During Data Collection

Locating during data collection was conducted by telephone interviewers and specially trained field locators and field interviewers. Telephone interviewers were trained in techniques for obtaining locating information from contacts such as parents, siblings, and former roommates. This new information was then loaded into the CATI system and pursued by the interviewers. A similar, but more extensive training process took place with field staff. These individuals were trained not only to trace leads via the telephone, but were also trained in locating techniques that involved visits to previous addresses and access to local resources (*e.g.*, Department of Motor Vehicle records, school records, and voter registration records). While field interviewers and field locators used the same techniques to attempt to locate students, the field interviewers were trained to conduct the interview once a sample member was located; field locators did not conduct interviews. Rather, once a sample member was successfully traced, the field locator would attempt to persuade the sample member to call the telephone interviewing facility via a toll free number to complete the interview.

The TOPS unit conducted “intensive tracing” of cases where all available telephone information for sample members and contacts had been exhausted during CATI data collection. A combination of approaches were utilized in an attempt to locate the sample member, including consumer databases, locator databases, the Internet, contacts with current or former neighbors and friends, and directory assistance. If new information was acquired, the case was returned to the telephone interviewers for further follow-up. If these centralized activities failed to produce new leads, however, the case was sent to field staff for additional locating efforts.

An additional mechanism used for locating was electronic mail (e-mail). The project director sent an e-mail letter to a small number of sample members for whom valid e-mail addresses were available but whom we were unable to contact by telephone. This letter described the study and urged them to either call the toll free number to complete the interview or respond to the e-mail with their telephone number and a convenient time to call.

B. Contacting and Interviewing Outcomes

1. Overall Contacting and Interviewing Results

Overall contacting and interviewing rates are shown in **figure 3.1**. Of the 742 in the original sample, 599 were contacted (defined as reaching the household of the sample member) and 28 were excluded (out of scope) because they were deceased, out of the country, institutionalized, physically/mentally incapacitated¹, or were otherwise unavailable for the entire data collection period. Among the contacted subsample, 533 were interviewed.

The unweighted contact rate, exclusive of those out of scope, was 83.9 percent (599/714). For those contacted, the interview rate was 89.0 percent (533/599). The overall unweighted response rate was 74.6 percent (533/714).

Of the 533 sample members who were interviewed, full interviews were completed with 485 sample members, partial interviews were completed with 12 sample members, and abbreviated interviews were completed with 36. An interview was considered a partial interview if at least section B (enrollment history), but not the full interview, was completed.

Of the 599 sample members that were contacted, 66 were nonrespondents at the end of data collection. Two-thirds of these nonrespondents were refusals. For the remaining third, time ran out before an interview could be completed.

A total of 115 sample members could not be contacted. For the majority of these noncontact cases, all leads (*e.g.*, telephone and address information from prior interviews and tracing efforts prior to and during data collection) were exhausted. Six of the noncontacts reached “gatekeepers” who refused on behalf of the sample member and would not provide contact information or allow access to them. The remaining eight noncontacts had either reached answering machines, busy signals or there was no answer on every call attempt, or had leads that had not yet been called.

Locating and interviewing rates were related to prior response status, as shown in **table 3.1**. Contact rates for those who were interviewed in both NPSAS:96 and BPS:96/98 were higher than those who were interviewed in NPSAS:96 only. Interviewing, given contact, was also higher for those who had been interviewed in both prior studies.

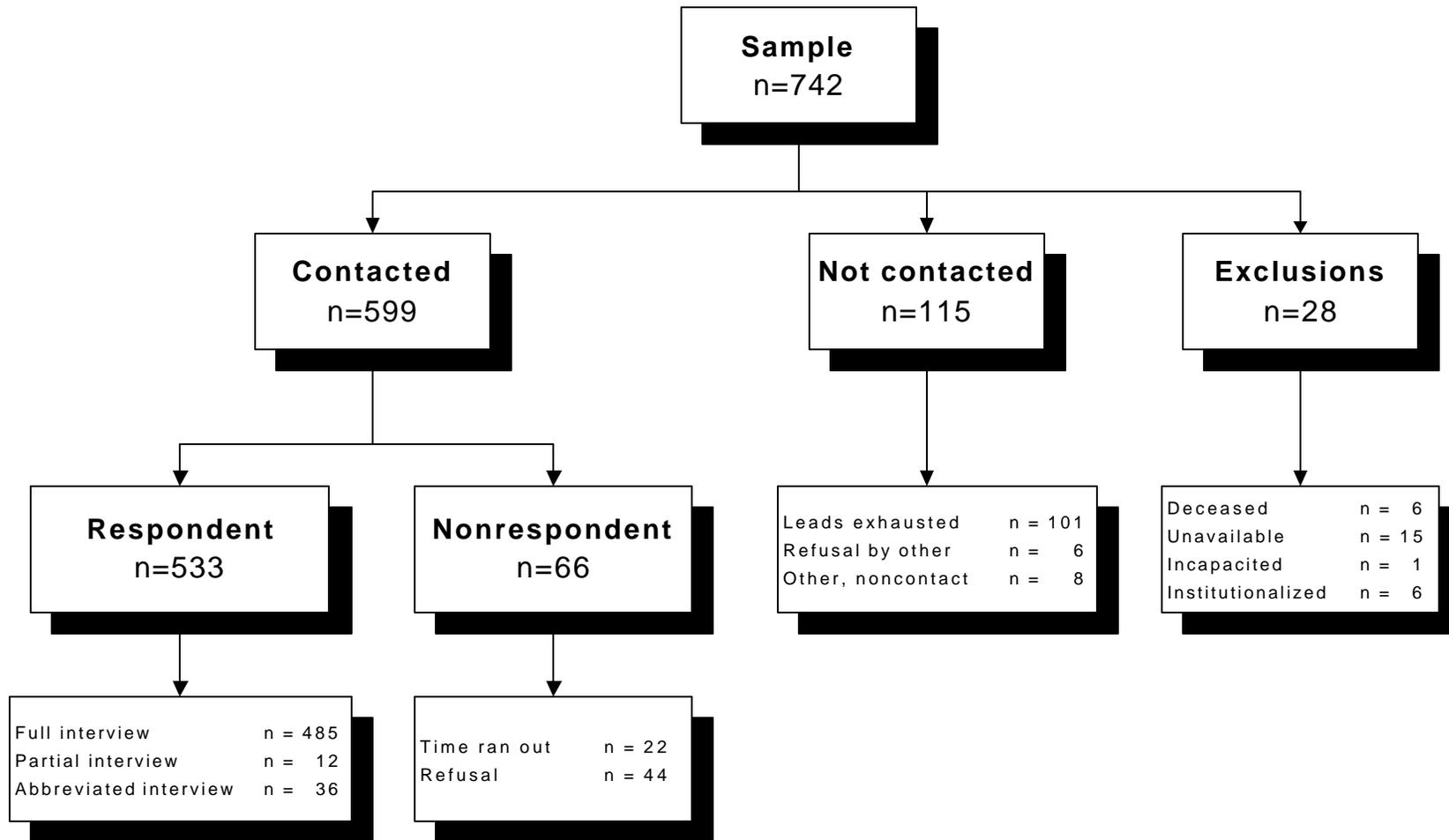
Table 3.1—BPS:1996/2001 contact and interview rates by prior response status

Prior response status	Total	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	714	599	83.9	533	89.0
Interviewed in NPSAS:96 and BPS:96/98	452	392	86.7	367	93.6
Interviewed in NPSAS:96 only	245	191	78.0	153	80.1
Interviewed in BPS:96/98 only	17	16	94.1	13	81.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

¹ Sample members were identified as institutionalized or physically/mentally incapacitated by parents or other contacts.

Figure 3.1—Contacting and interviewing outcomes



Contact and interview rates for type of NPSAS institution are presented in **table 3.2**. As in past studies, students who attended private, for-profit institutions, and less-than-2-year schools continue to be the most difficult to locate and interview.

Table 3.2—BPS:1996/2001 contact and interview rates by level and control of the NPSAS:96 institution

	Total	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	714	599	83.9	533	89.0
Level					
4-year	393	332	84.5	299	90.1
2-year	183	159	86.9	140	88.1
Less-than-2-year	138	108	78.3	94	87.0
Control					
Public	322	278	86.3	246	88.5
Private, not-for-profit	249	214	85.9	191	89.3
Private, for-profit	143	107	74.8	96	89.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The contact and interview rates were considerably higher for those respondents who returned the address update form themselves or whose parents returned the form, as shown in **table 3.3**. Although only a small percentage of the sample member update forms were returned, this mailing serves an important function by notifying the sample member of the study and of the impending call from an interviewer.

Table 3.3—BPS:1996/2001 contact and interview rates by return of address update form

	Total	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Parent/other contact mailing					
Total	714	599	83.9	533	89.0
Returned update form	136	123	90.4	116	94.3
Did not return update form	578	476	82.4	417	87.6
Sample member mailing					
Total	714	599	83.9	533	89.0
Returned update form	44	43	97.7	42	97.7
Did not return update form	670	556	83.0	491	88.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The extent to which multiple sources of locating information were required to obtain these results is illustrated in **table 3.4**. The table shows the original source of the sample member’s telephone number or address at which the interview was completed. The ordering of the table follows the chronological flow of the locating and data collection process. Tracing leads obtained by telephone interviewers during CATI data collection was the single most important source of these numbers, accounting for one-quarter of the completed interviews. The remaining 75 percent came from a variety of other sources, including but not limited to data collected during either the base year or first follow-up studies (17.5 percent), pre-data collection activities by the TOPS unit (11.8 percent), Telematch address/telephone number processing (10.1 percent), and intensive tracing during data collection by the TOPS unit (9.4 percent).

Table 3.4—BPS:1996/2001 source of locating information for completed interview

Locating source for final locating information	Number¹	Percent
Total	533	100.0
NPSAS:1996 and/or BPS:96/98 information	93	17.5
Telematch	54	10.1
Parent mailing	37	6.9
Student mailing	14	2.6
NCOA/Post Office update	15	2.8
Pre-data collection tracing	63	11.8
New information via CATI	135	25.3
Respondent call-in from new number	16	3.0
Intensive tracing	50	9.4
Field tracing	36	6.8
Hardcopy mailout	20	3.8

¹This column indicates the number of cases completed by the source that first produced the telephone number or address at which the interview was completed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

As discussed above, centralized tracing was conducted by the TOPS unit both *prior* to data collection (for sample members who did not complete the BPS:96/98 interview) and *during* data collection (for cases where all leads were exhausted). A number of locating sources were used to trace sample members, including consumer databases, directory assistance, and Internet sources. Of the 272 cases that were traced prior to data collection, 212 (77.9 percent) were contacted and 173 of those (81.6 percent) were interviewed. A total of 207 were traced during data collection, resulting in 113 contacts (54.6 percent) and 104 interviews (92.0 percent).²

² These figures do not include 16 cases traced prior to data collection and 15 cases traced during data collection that were later determined to be exclusions.

2. Refusal Conversion

Efforts to gain cooperation from sample members included refusal conversion procedures. When a case initially refused to participate (*i.e.*, either the sample member refused or a “gatekeeper” refused on behalf of the sample member) the case was referred to a refusal conversion specialist. Twenty-two percent (156 cases) refused to be interviewed at some point during data collection. Refusal conversion specialists called the sample members to try to gain full cooperation with the interview. Fifty-six percent (87 cases) of the refusals were converted.

A breakdown by BPS:96/98 response status shows that, as expected, conversion rates were higher for BPS:96/98 respondents than for BPS:96/98 nonrespondents. Of the 88 BPS:96/98 nonrespondents who initially refused to participate, 49 percent (43 cases) completed the interview. Sixty-five percent (44 cases) of the 68 BPS:96/98 respondents who first refused to participate eventually completed an interview.³ Refusal conversion techniques were more effective on sample members who participated in the previous interview.

3. Nonresponse Incentive

Nonresponse is an increasing problem in telephone surveys. One cost-effective means of reducing nonresponse is to offer incentives to sample members to encourage their participation in the study. Incentives were used during the BPS:1996/2001 field test to reduce nonresponse among two groups: those who initially refused to participate in the study and those deemed “hard to reach by telephone” (*i.e.*, where there was a valid mailing address for the sample member, but no valid telephone number). Sample members selected to receive an incentive were sent a personalized letter with a \$5 bill enclosed, along with instructions for completing the interview by calling a toll free telephone number. After successfully completing the BPS:1996/2001 interview these respondents received an additional payment of \$15 by personalized check.

Table 3.5 provides an overview of the contact and interview rates for these two groups of incentive recipients. A total of 119 sample members who initially refused to take part in the study (either by telephone or by mail) were offered an incentive. Eighty-eight percent of these individuals were contacted and two-thirds (66 percent) of those contacted completed the interview. These percentages were reversed among the “hard to reach” incentive group. Approximately two-thirds (67 percent) of these sample members were contacted, and interviews were conducted with 85 percent of those who were contacted. To the degree that such cases would have been finalized as “nonrespondents” if incentives had not been used, the strategy of using incentives targeted at particular groups appears to be an effective strategy for reducing the overall level of nonresponse for the study.

³ A breakdown by NPSAS response status is not provided as only two NPSAS nonrespondents initially refused to participate.

Table 3.5—BPS:1996/2001 contact and interview rates by incentive status

Incentive status	Total	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	714	599	83.9	533	89.0
Refusal incentive	119	105	88.2	69	65.7
Hard-to-reach incentive	235	157	66.8	134	85.4
No incentive	360	337	93.6	330	97.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

4. Field Interviewing

Cases were selected for field interviewing if they could not be located in CATI or they had been extensively worked in CATI but the subject could not be reached (*e.g.*, calls always reached an answering machine). Only cases located in close geographic proximity to a field interviewer were assigned to the field.

Results of field interviewing are reported in **table 3.6**. A total of 96 cases were assigned to field interviewers. Eleven additional cases were assigned to field interviewers but were determined to be exclusions. Seventy-seven percent of these field cases were contacted (in either CATI or field) and 95 percent of those contacted were interviewed. The 25 cases classified as unlocatable in CATI proved to be difficult to locate by field interviewers as well, with a contact rate of 52 percent. Of those contacted, 92 percent completed an interview. Of the 71 cases that could not be reached in CATI, 15 were Spanish speakers and were assigned to the bilingual interviewer in Puerto Rico. The contact rate for this Spanish language group was 87 percent and 100 percent of those contacted were interviewed. The remaining 56 unreachable cases had a contact rate of 86 percent and an interview given contact rate of 94 percent.

Table 3.6—BPS:1996/2001 field interview contact and interview rates by type of field case

Type of field case	Total	Contacted		Interviewed, given contact	
		Number	Percent	Number	Percent
Total	96	74	77.1	70	94.6
Unlocatable	25	13	52.0	12	92.3
Spanish language	15	13	86.7	13	100.0
Other noncontact	56	48	85.7	45	93.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

5. Reliability Reinterview

Among eligible sample members who completed the BPS:1996/2001 field test interview, a sample was selected to participate in a reliability reinterview containing a small subset of interview items. A total of 64 respondents agreed to participate in the reinterview, 50 of whom completed the reinterview before the end of data collection. Of the 14 who agreed to participate but who were not reinterviewed, about one-third could not be relocated and the other two-thirds were explicit or implicit refusals. The reinterview sample, together with rates of participation in the reinterview, are shown in **table 3.7**.

Table 3.7—BPS:1996/2001 reliability reinterview results, by institutional level and control

NPSAS:96 institutional level, control	Agreed to participate		Reinterviewed	
	Number	Percent	Number	Percent
Total	64	100.0	50	78.1
Level				
4-year	41	64.1	30	73.2
2-year	6	9.4	6	100.0
Less-than-2-year	17	26.6	14	82.4
Control				
Public	33	51.6	28	84.8
Private, not-for-profit	19	29.7	13	68.4
Private, for-profit	12	18.8	9	75.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

C. Interview Burden and Effort

The major variable expenses for CATI locating and interviewing involve interviewer time and telephone long distance charges. Telephone interviewer shifts were staffed to optimize likelihood of contact. The time to administer the BPS:1996/2001 field test instrument, the hours per completed interview, and the number of telephone calls are presented in this section.

1. Timing

Time to administer the BPS:1996/2001 field test interview, overall and by section, as well as by BPS:96/98 response status, is shown in **table 3.8**. Timing results by NPSAS:96 institutional sector are provided in **table 3.9**. Timing results by enrollment since last interview are presented in **table 3.10**. The principal utility of the timing analyses is to provide empirical data on the time to administer the field test instrument in order to pinpoint inefficiencies and make appropriate modifications to the full-scale instrument.

Table 3.8—Average elapsed minutes to complete the BPS:1996/2001 field test interview, by section and by BPS:96/98 response status

Section	Total		BPS:96/98 respondent		BPS:96/98 nonrespondent	
	Number of cases ¹	Average time	Number of cases ¹	Average time	Number of cases ¹	Average time
Total	482	27.5	352	27.5	130	27.4
B-Enrollment history	493	3.5	360	3.3	133	4.2
C-Undergraduate enrollment ²	342	10.1	227	10.7	115	8.9
D-Graduate enrollment	488	1.7	357	1.8	131	1.6
E-Post enrollment employment ³	383	7.1	277	7.7	106	5.5
F-Student background	485	3.9	355	3.9	130	3.7
G-Locating	482	5.2	353	5.2	129	5.3

¹ Number of cases per section fluctuates due to cases that skipped the section altogether (see footnotes 2 and 3), broke off the interview, or had a negative section time due to backing up to change an earlier response. The total number of cases represents a full completed interview and, thus, is a smaller number than the number of cases in individual sections (since some of them did not complete the interview).

² Excludes 148 respondents who skipped section C because they had no enrollment since their last interview (132 were BPS:96/98 respondents, 16 were BPS:96/98 nonrespondents).

³ Excludes 101 respondents who skipped section E because they were currently enrolled (77 were BPS:96/98 respondents, 24 were BPS:96/98 nonrespondents).

NOTE: There is no section A in the instrument. Section A, eligibility determination, was eliminated because eligibility for all sample members was determined in NPSAS:96 or BPS:96/98. Includes all cases (full or partial interviews) for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data for that section were available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The average administration time for the field test was 27.5 minutes. On average, BPS:96/98 respondents and nonrespondents took equally long to complete the interview. As shown in **table 3.10**, the shortest interview times can, in general, be attributed to those sample members who had no enrollment since their last interview. Those with no additional enrollment to report skipped most of section B, all of section C, and half of section E, and took, on average, 18.2 minutes to administer, compared with 31.4 minutes for those who had been enrolled since their last interview. The short interview time for respondents who attended private, for-profit, 2-year schools, shown in **table 3.9**, can be explained by the high proportion (76 percent) who had no enrollment since their last interview.

A 20-minute interview is recommended for the full scale study to maximize the amount of useful information collected without reducing the response rate due to burden on the respondent. Minimizing the burden to the respondent is particularly important in longitudinal studies in order to preserve the panel for subsequent interviews.

Table 3.9—Average elapsed minutes to complete BPS:1996/2001 field test interview, by section and by NPSAS:96 institutional sector

Institutional Sector	Full interview		Enrollment history		Undergraduate enrollment		Graduate enrollment		Post enrollment employment		Student background		Locating	
	Full interview		Section B		Section C ²		Section D		Section E ³		Section F		Section G	
	Number of cases ¹	Average time												
Total	482	27.5	493	3.5	342	10.1	488	1.7	383	7.1	485	3.9	482	5.2
Public, 4-year	132	31.3	133	4.2	114	10.8	132	1.8	93	8.9	132	3.9	132	5.5
Private, not-for-profit, 4-year	119	28.0	123	3.5	103	9.5	122	2.0	86	7.4	120	3.7	119	5.1
Private, for-profit, 4-year	20	26.8	22	4.2	18	11.0	22	1.3	13	6.2	21	3.5	20	5.6
Public, 2-year	70	28.4	71	3.2	47	10.8	70	1.7	57	7.2	70	4.0	70	5.8
Private, not-for-profit, 2-year	36	26.9	37	3.7	19	8.9	36	1.4	34	7.1	36	4.1	36	5.2
Private, for-profit, 2-year	17	17.3	18	2.4	5	8.1	17	1.4	17	4.0	17	3.3	17	3.7
Public, less-than-2-year	27	21.7	27	2.4	13	6.6	27	2.0	25	5.3	27	3.6	27	4.8
Private, not-for-profit, less-than-2-year	14	28.9	14	2.9	6	11.8	14	0.9	12	7.2	14	5.4	14	4.9
Private, for-profit, less-than-2-year	47	21.4	48	2.7	17	9.2	48	1.5	46	5.2	48	3.8	47	4.5

¹ Number of cases per section fluctuates due to cases that skipped the section altogether (see footnotes 2 and 3), broke off the interview, or had a negative section time due to backing up to change an earlier response. The total number of cases represents a full completed interview and, thus, is a smaller number than the number of cases in individual sections (since some of them did not complete the interview).

² Excludes 148 respondents who skipped section C because they had no enrollment since their last interview.

³ Excludes 101 respondents who skipped section E because they were currently enrolled.

NOTE: There is no section A in the instrument. Section A, eligibility determination, was eliminated because eligibility for all sample members was determined in NPSAS:96 or BPS:96/98. Includes all cases (full or partial interviews) for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data for that section were available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 3.10—Average elapsed minutes to complete BPS:1996/2001 field test interview, by section and by enrollment since previous interview

Section	Total		No enrollment since last interview		Some enrollment since last interview	
	Number of cases ¹	Average time	Number of cases ¹	Average time	Number of cases ¹	Average time
Total	482	27.5	143	18.2	339	31.4
B-Enrollment history	493	3.5	148	1.5	345	4.4
C-Undergraduate enrollment ²	342	10.1	0	0.0	342	10.1
D-Graduate enrollment	488	1.7	145	1.4	343	1.9
E-Post enrollment employment ³	383	7.1	144	5.1	239	8.3
F-Student background	485	3.9	144	4.1	341	3.8
G-Locating	482	5.2	143	4.9	339	5.4

¹ Number of cases per section fluctuates due to cases that skipped the section altogether (see footnotes 2 and 3), broke off the interview, or had a negative section time due to backing up to change an earlier response. The total number of cases represents a full completed interview and, thus, is a smaller number than the number of cases in individual sections (since some of them did not complete the interview).

² Excludes 148 respondents who skipped section C because they had no enrollment since their last interview.

³ Excludes 101 respondents who skipped section E because they were currently enrolled.

NOTE: There is no section A in the instrument. Section A, eligibility determination, was eliminated because eligibility for all sample members was determined in NPSAS:96 or BPS:96/98. Includes all cases (full or partial interviews) for whom the specified section was completed (in one or multiple sessions) and for whom complete timing data for that section were available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

2. Interviewer Hours

A total of 1534 telephone interviewer hours (exclusive of training, supervision, monitoring, administration, and quality circle meetings) were expended to obtain interviews from the 422 sample members who completed the full CATI interview. This represents 3.63 hours per completed interview.

Since the time to administer the interview was 28 minutes, on average, the large majority of interviewer time was spent in other activities. A small percentage of this time was required to bring up a case, review its history, and close the case (with appropriate reschedule, comment and disposition entry) when completed. The bulk of the time, however, was devoted to locating and contacting the sample member.

3. Number of Calls

As indicated above, the vast majority of interviewer time is spent attempting to contact the sample members. **Table 3.11** shows the number of telephone calls made to sample members, including breakdowns by institution level and control. Calls reaching an answering machine are shown in this table, since this type of non-contact is extremely frequent and has both cost and procedural implications for future studies with similar populations.

Table 3.11—Number of calls made to sample members by type of NPSAS:96 institution and response status

Category	Number of cases	Number of calls	Average calls per case	Answering machines	
				Number	Percent
Total	714	15,212	21.3	5,785	38.0
Institutional level					
4-year	393	8,341	21.2	3,359	40.3
2-year	183	3,471	19.0	1,172	33.8
Less-than-2-year	138	3,400	24.6	1,254	36.9
Institutional control					
Public	322	6,374	19.8	2,226	34.9
Private not-for-profit	249	5,241	21.0	2,209	42.1
Private for-profit	143	3,597	25.2	1,350	37.5
Institutional sector					
Public, 4-year	180	3,508	19.5	1,115	31.8
Private not-for-profit, 4-year	176	3,878	22.0	1,879	48.5
Private for-profit, 4-year	37	955	25.8	365	38.2
Public, 2-year	103	1,785	17.3	737	41.3
Private not-for-profit, 2-year	52	1,066	20.5	212	19.9
Private for-profit, 2-year	28	620	22.1	223	36.0
Public, less than 2-year	39	1,081	27.7	374	34.6
Private not-for-profit, less than 2-year	21	297	14.1	118	39.7
Private for-profit, less than 2-year	78	2,022	25.9	762	37.7
BPS:1996/2001 response status					
Interviewed cases	533	10,286	19.3	3,894	37.9
Not interviewed cases	181	4,926	27.2	1,891	38.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

A total of 15,212 telephone calls were made, with an average of 21 calls per sample member. The average number of calls ranged from 14 to 27, depending on the type of institution and response status. Those who were interviewed were called 19 times, on average, while those who were not interviewed (*i.e.*, nonrespondents) were called an average of 27 times. Thirty-eight percent of the telephone calls reached an answering machine. There were relatively smaller percentages of answering machine calls among students at 2-year schools and those in public institutions.

Interview nonresponse is an increasing problem for CATI and CAPI studies, affecting the cost of data collection and the quality of the resulting data. Call screening, defined as the use of devices such as telephone answering machines, Caller ID, call-blocking, or privacy managers to avoid unwanted telephone calls, can affect the representativeness of data, lower the response rate, and increase project costs by requiring additional call attempts and interviewer time. Nearly three-quarters (73.2 percent) of the cases had at least one answering machine event. An average of 10 calls were required to obtain an interview in cases where no answering machine was reached during the course of contacting the respondent, compared with 23 calls in cases where an answering machine was reached at least once. Among cases where an answering machine was reached at least half of the time, it took an average of 35 call attempts to complete an interview. Similarly, cases with no answering machine events had a much lower rate of ever refusing (4.1 percent) and final refusals (1.0 percent) compared to cases with one or more answering machine

events (19.2 percent ever refused and 6.2 percent final refusal). These data, particularly the strong linkage between the use of answering machines and refusals, suggest that a proactive strategy must be developed in order to lessen this nonresponse problem for the full scale study. Answering machine events may be used to predict potential refusal cases. These cases, once identified, could be worked by more experienced refusal conversion experts before the respondent actually refuses. In this way, a number of respondents who might otherwise have become refusals may be converted before the interview process reaches that point.

D. Wording Comparison

An experiment was performed as part of the field test to evaluate the effect of the question wording on the responses given for questions concerning disabilities. Respondents were randomly assigned to one of two groups that were asked a disability question differently. The question asked one group “Do you have any other physical or mental condition that has lasted six months or more?” and the other group “Do you have any other physical, mental, or *emotional* condition that has lasted six months or more?”

The null hypothesis being tested was that there would be no differences in the responses for the two groups. Results of the chi-square test ($P^2 = 4.6$, probability = 0.032) cause us to reject the null hypothesis, indicating that the question wording does indeed have a significant effect on the response given. Those who were specifically asked about an emotional condition were more likely to respond negatively than were those not specifically asked about an emotional condition. The negative connotation ascribed to emotional conditions may have induced respondents to respond with “no” even though they have a physical or mental condition, rather than risk being labeled as having an emotional problem. It is recommended that the question be asked without mention of emotional conditions for the full scale interview.

Chapter 4

Evaluation of Data Quality

Evaluation studies were planned for the BPS:1996/2001 field test as part of the overall study design. Evaluations are effective in identifying problems with the field test instrument that can be remedied for the full-scale study. Included in this chapter are analyses of the reliability reinterview, indeterminate responses, help text accesses, “other specify” items, online coding, quality circle meetings, and quality control monitoring of interviews.

A. Reliability of Interview Responses

The temporal stability of a subset of interview items was evaluated through a reinterview, administered to a randomly selected subsample of BPS respondents. The reinterview was designed to target items which were newly designed for the BPS:1996/2001 interview or revised since their use in a prior BPS or NPSAS interview. The items selected were factual in nature, rather than attitudinal, and the responses, therefore, were expected to remain stable between the initial interview and the reinterview. A facsimile of the reinterview is provided in **appendix D**.

Reinterview respondents were contacted at least three weeks after completing the initial interview, and their responses in the initial interview and the reinterview compared. Two measures of temporal stability were computed for all paired responses. The first, *percent agreement*, was based on an exact match between the two variables for categorical variables; for continuous variables, the two responses were considered to match when their values fell *within one standard deviation unit of each other*.¹ The second measure evaluated the temporal stability using three relational statistics: Cramer’s V, Kendall’s tau-*b* (τ_b), and the Pearson product-moment correlation coefficient (**r**). The properties of the particular variable dictated which statistic to use. Cramer’s V statistic was used for items with discrete, unordered response categories (*e.g.*, yes/no responses). Kendall’s tau-*b* (τ_b) statistic, which takes into account tied rankings,² was used for questions answered using ordered categories (*e.g.*, never, sometimes, often). For items yielding interval or ratio scale responses (*e.g.*, income), the Pearson product-moment correlation coefficient (**r**) was used.

A total of 64 respondents agreed to participate in the reinterview. Analyses were based on the 50 respondents who completed the reinterview before the end of data collection. Effective sample sizes are presented for all results because analyses were restricted to cases with

¹ This is equivalent to within one-half standard deviation of the average (best estimate of actual value) of the two responses.

² *c.f.* Kendall, M. (1945). The treatment of ties in rank problems. *Biometrika*, 33, 88-93 and Agresti, A. (1984). *Analysis of Ordinal Categorical Data*. New York, NY: Wiley & Sons.

determinate responses for an item in both interviews. Sample sizes vary due to the applicability of the item (e.g., undergraduate enrollment items were asked only of those who had been enrolled since their last interview).

In administering the reinterview, information from the initial interview was preloaded to ensure that school and job-specific items were asked for the same school and job across the two interviews. Percent agreement and appropriate correlational analyses were used to estimate the response stability between the two interview administrations. Lack of agreement or low correlation between the interview and reinterview responses reflects instability over short time periods due to measurement error. To the extent this occurs, items need to be deleted or revised prior to administration in the full-scale interview. In contrast, high indices of agreement suggest that interview responses were relatively free of measurement errors that cause response instability over short periods of time.

1. Undergraduate Experiences

Table 4.1 presents the results of reliability analyses for the set of items pertaining to undergraduate enrollment. The overall temporal stability for these items was high. Percent agreement was over 90 percent for all but two items and ranged from 86.8 to 100 percent. The relational statistic ranged from .41 to 1.00. Two items had particularly low relational statistics – received an incomplete grade and withdrew from a course because of failing grades – due to the instability of the infrequent “no” response. It is quite possible that there was reluctance on the part of the respondents to truthfully report these negative experiences, resulting in unreliable responses between the two interviews. The question that asked whether the respondent graduated with honors had perfect agreement between the two interviews.

Table 4.1—Undergraduate experiences

Item description	Number of cases¹	Percent agreement²	Relational statistic³
Enrolled at any school since last interview	50	90.0	0.78
School most recently attended as an undergraduate	18	94.4	0.93
Received an incomplete grade	38	89.5	0.60
Repeated a course to earn a higher grade	38	92.1	0.82
Withdrew from a course because failing it	38	86.8	0.41
Graduated with honors	23	100.0	1.00

¹ Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

² This percentage reflects an exact match of the paired responses.

³ Cramer’s V relational statistic used.

NOTE: Analyses are based on 50 respondents to the reliability reinterview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

2. Undergraduate Computer Use

Reliability results for items pertaining to course-related computer use while enrolled as an undergraduate are presented in **table 4.2**. These items were revised for this study to focus on specific forms of computer use among postsecondary students. The percent agreement for this set of items was marginal, ranging from 63.3 to 83.3 percent. The relational statistic ranged from 0.22 to 0.82. The frequent “never” response accounted for the low relational statistic for computer programming. Only one item, frequency of Internet use, had a relational statistic over 0.80.

Table 4.2—Undergraduate computer use

Item description	Number of cases ¹	Percent agreement ²	Relational statistic ³
Frequency of e-mail use	30	76.7	0.78
Frequency of Internet use	30	83.3	0.82
Frequency of electronic chat room use	30	80.0	0.68
Frequency of spreadsheet software use	30	83.3	0.79
Frequency of computer programming	30	80.0	0.22
Frequency of word-processing software use	30	63.3	0.46

¹Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

²This percentage reflects an exact match of the paired responses.

³Kendall’s tau-*b* statistic used.

NOTE: Analyses are based on 50 respondents to the reliability reinterview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The mediocre reliability results are attributable to two factors. First, never/sometimes/often response options, regardless of content area, tend to be unstable upon reinterview. Second, because these items were retrospective to the last period of undergraduate enrollment (up to five years elapsed), respondents may have had difficulty accurately quantifying the frequency. It is recommended that these items be reworded with yes/no response options for the full-scale study, and be limited to those who have been enrolled within the last year.

3. Graduate Experiences

Reliability indices for graduate experiences items, presented in **table 4.3**, show perfect agreement for one of the two items. The question asking about plans to enroll in graduate school in the next two years had a percent agreement of 69.2 and a relational statistic of 0.51. Examination of the data reveals that in each of the four cases where the responses differed, the respondent had no plans to enroll in the original interview but, when reinterviewed, said they did plan to enroll in graduate school in the next two years.

4. Employment Benefits

Table 4.4 presents the reliability results for items related to employment. The first set of items asked about benefits for the first job after leaving postsecondary school, while the second set asked about benefits at their current job. Overall percent agreement and the relational statistics showed good response stability over time, including two items with perfect agreement. The two items with marginally acceptable values, financial benefits for first job and retirement benefits for current job, did not show any systematic response reversal. It is likely that respondents were not clear about the difference between retirement benefits and other financial benefits, since 401(k), generally considered a retirement account, was mentioned in the question as an example of other financial benefits. Rewording these items to combine retirement and other financial benefits into a single item or to clearly define the different types of benefits is recommended.

Table 4.3—Graduate experiences

Item description	Number of cases ¹	Percent agreement ²	Relational statistic ³
Currently enrolled in post-baccalaureate degree or courses	50	100.0	1.00
Plan to enroll in graduate school in next two years	13	69.2	0.51

¹ Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

² This percentage reflects an exact match of the paired responses, except where noted.

³ Cramer's V statistic used.

NOTE: Analyses are based on 50 respondents to the reliability reinterview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Table 4.4—Employment benefits

Item description	Number of cases ¹	Percent agreement ²	Relational statistic ³
First post-enrollment job – health insurance	21	90.5	0.81
First post-enrollment job – retirement benefits	21	100.0	1.00
First post-enrollment job – other financial benefits	21	81.0	0.60
Current job – health insurance	31	100.0	1.00
Current job – retirement benefits	31	87.1	0.75
Current job – other financial benefits	33	90.9	0.82

¹ Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

² This percentage reflects an exact match of the paired responses.

³ Cramer's V statistic used.

NOTE: Analyses are based on 50 respondents to the reliability reinterview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

5. Career Benefits Related to Undergraduate School

The career benefits items, a total of eight in the original interview and four in the reinterview³, were very wordy and proved cumbersome for the interviewers to administer. Results of the reliability analysis, shown in **table 4.5**, are only marginally acceptable. While the item asking whether they expected more job responsibilities because they attended their undergraduate school had perfect agreement, the percent agreement for the other three items ranged from 75 to 88 percent and their relational statistics ranged from 0.33 to 0.85. Wording modification of these items is recommended.

Table 4.5—Career benefits related to undergraduate school

Item description	Number of cases ¹	Percent agreement ²	Relational statistic ³
Expected better job opportunities	16	75.0	0.33
Expected better salaries	16	81.3	0.56
Expected more job responsibilities	15	100.0	1.00
Expected better promotions	16	87.5	0.85

¹Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

²This percentage reflects an exact match of the paired responses.

³Cramer's V statistic used.

NOTE: Analyses are based on 50 respondents to the reliability reinterview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

6. Debt

All respondents were asked whether they carry a balance on their credit cards or pay the balance in full each month. The reliability results for this item, shown in **table 4.6**, are quite good, with 94 percent agreement and a relational statistic of 0.86.

Table 4.6—Debt

Item description	Number of cases ¹	Percent agreement ²	Relational statistic ³
Have credit card(s)	50	94.0	0.86

¹Analyses were conducted only for respondents with determinate responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.

²This percentage reflects an exact match of the paired responses.

³Cramer's V statistic used.

NOTE: Analyses are based on 50 respondents to the reliability reinterview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

³ The eight questions in the original interview asked about expectations and actual experiences, while the four items in the reinterview asked only about expectations.

B. Indeterminate Responses

Allowances were made in the CATI/CAPI interview to accommodate responses of “don’t know” and refusal to every item, by special keyed entry (*i.e.*, F3 and F4) by the interviewers. Refusal (RE) responses to interview questions are most common for items considered sensitive by the respondent, while “don’t know” (DK) responses may result from a number of potential circumstances. The most obvious reason a respondent will offer a DK response is that the answer is truly unknown or in some way inappropriate for the respondent. DK responses may also be evoked (1) when question wording is not understood by the respondent, without explanation by the interviewer; (2) when there is hesitancy on the part of the respondent to provide “best guess” responses, with insufficient prompting from the interviewer; and (3) as an implicit refusal to answer a question. RE and DK responses introduce indeterminacies in the data set and must be resolved by imputation or subsequently dealt with during analysis; to the extent possible, they need to be reduced.

Overall item nonresponse rates were low, with only 19 of the 438 items containing over ten percent missing data. These items are shown in **table 4.7**, grouped by interview section. Item nonresponse rates are calculated based on the number of sample members for whom the item was applicable and asked.

Thirteen of the items with high rates of nonresponse pertained to income and personal finances. Many respondents were reluctant to provide information about personal and family finances and, among those who were not, many simply did not know. Items asking grade point average (GPA) also had high rates of nonresponse. This may be due, in part, to a difficulty recalling this information as well as its sensitive nature. The item asking for the date the respondent left the school attended at the time of the last interview (in 1995 or 1997) had a high rate of “don’t know” responses due to the difficulty recalling the exact month. The other two items with more than ten percent nonresponse asked in which city and state the respondent expects to reside in three years. This timeframe is thought to be too long, as indicated by the high rate of “don’t know” responses.

Indeterminacy conversion was attempted for three of these items. For those who responded with DK to the items asking their cumulative GPA and GPA in their major, a subsequent question asked it in terms of letter grade ranges (*e.g.*, mostly A's, A's and B's, mostly B's, etc.). The conversion rate for cumulative GPA was 95 percent and for GPA in major was 87 percent. Two-thirds (66 percent) of those who answered DK to the question of current annual salary were converted when offered the opportunity to give an hourly, weekly, twice monthly, or monthly amount.

C. Help Text

Help text was available online for every screen in the CATI/CAPI instrument. Having additional information available at the touch of a key was beneficial to interviewers, particularly at the beginning of data collection, to immediately alleviate any confusion with questions while still on the telephone with a respondent. Help text screens displayed information such as to whom the item applied and the type of information requested, as well as definitions of words or phrases within an item.

Table 4.7 – Student interview item non-response for items with more than 10 percent “don’t know” or “refused”

Item description	Number asked	Percent don’t know	Percent refused	Combined Percent
Enrollment history				
Date left school	130	10.0	1.5	11.5
Undergraduate enrollment				
Cumulative GPA	348	22.1	0.6	22.7
GPA in major	346	29.8	1.7	31.5
Estimated GPA in major	103	11.7	1.0	12.6
Amount of money received from parents	141	12.8	2.8	15.6
How often received money from parents	141	12.1	2.8	14.9
Wage per hour	278	7.6	2.9	10.4
Total amount earned from all jobs	278	25.9	4.7	30.6
Amount in federal student loans	176	12.5	1.1	13.6
Post-enrollment employment				
Annual salary in first job	180	23.9	2.2	26.1
Verify part-time salary	30	16.7	3.3	20.0
Gross annual salary for current job	341	11.1	5.3	16.4
Estimated earnings for current job	38	31.6	2.6	34.2
Unit of time for current job earnings	38	26.3	7.9	34.2
Student background				
Gross salary for 1999	440	9.8	4.5	14.3
Spouse’s gross salary for 1999	137	13.9	5.8	19.7
Total balance due on all credit cards	186	11.3	7.5	18.8
Locating information				
Expected city of residence in three years	485	16.5	1.0	17.5
Expected state of residence in three years	485	13.2	1.2	14.4

NOTE: Statistics are based on student sample members for whom specific items were applicable and asked. Items applicable to less than 30 sample members were excluded from consideration.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

Counters were used to determine the number of times each help screen was accessed, making it possible to identify items that were confusing to the interviewer and respondent. An analysis of the number of help text accesses revealed seven items for which the help text was accessed more than five times. These results are shown in **table 4.8**. The item, “When you filed your 1999 taxes, did you claim the federal Lifetime Learning tax credit?” had a particularly high rate of usage, with a total of 75 accesses to the help text out of the 492 times the item was administered. The reason for this high rate of “hits” was that respondents were unfamiliar with and wanted more information about the Lifetime Learning tax credit. The help text for this item contained a thorough description of the Lifetime Learning tax credit, including information regarding who was eligible for the credit, the time frame in which it could be claimed, and the amount of money that could be claimed, that the interviewers read to the respondents.

Table 4.8 – Items for which help text was accessed five or more times

Item description	Number of help text accesses	Rate of help text usage	Rate of indeterminate responses
Ever receive an incomplete grade in a course	7	2.0	1.4
Cumulative GPA	7	2.0	22.7
Number of jobs held when last enrolled	12	3.2	0.5
Amount borrowed for undergraduate education	10	3.6	6.1
Number of licenses/certifications held	7	1.4	1.0
Claim the Lifetime Learning tax credit in 2000	20	6.1	9.2
Claim the Lifetime Learning tax credit in 1999	75	15.2	7.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

A number of confusing questions were identified by their high counts of help text access. The item asking about number of jobs held when last enrolled as an undergraduate resulted in confusion over whether to collect the number of jobs held at a specific point in time or every job held while enrolled as an undergraduate. Another item asked respondents how much money they borrowed for their undergraduate education, but did not specify that a cumulative amount was requested. One item asked for cumulative GPA and respondents may not have understood the word "cumulative." It is recommended that these questions be clarified for the full-scale interview.

D. Coding “Other, Specify” Items

In the BPS:1996/2001 field test interview, certain items included an “other, specify” option in addition to the fixed response options. Typically, the “other, specify” option is used in items for which the existing response options may be incomplete. In addition, “other, specify” may be selected by the interviewer when it is unclear how a particular response should be categorized into existing response options. Based on the text strings obtained by the “other, specify” option in the field test, new, explicit response categories would be added to selected items in the full-scale interview.

Subsequent to data collection, all “other, specify” responses were evaluated for possible manual recoding into existing categories, or into new categories created to accommodate responses of high frequency, through a process known as “upcoding.” **Table 4.9** contains a summary of the upcoding results obtained for the field test interview.

Based on the overall analysis, the categories provided in the field test were adequate to cover the range of responses given for most items. A new category was recommended for the question “Why did you leave [undergraduate school name]?” to include the response that they moved away from the area. Likewise, a new category encompassing marketability and financial gain was recommended for the question “Why did you decide to apply to graduate school?”

Table 4.9 – Summary of upcoding for “other, specify” items

Item description	Number asked	Number of “other, specify” responses	Percent “other, specify” ¹	Number of responses upcoded	Percent of responses upcoded ²
Other reason for enrolling in transfer school	57	12	21.1	5	41.7
Other reason for enrolling in multiple schools	3	2	66.7	0	0.0
Other reason for taking time off from school	44	9	20.5	4	44.4
Other reason for leaving school	93	23	24.7	17	73.9
Other problems encountered while enrolled	394	32	8.1	22	68.8
Other exams taken for graduate admission	12	3	25.0	0	0.0
Other reason for applying to graduate school	129	38	29.5	9	23.7
Other license/certificate held	176	47	26.7	23	48.9
Other source of license/certificate	176	23	13.1	5	21.7
Other reason for taking licensing exam	30	8	26.7	1	12.5
Other description of first post-enrollment job	161	19	11.8	2	10.5
Other description of current job	274	40	14.6	2	5.0
Other job search activities	46	2	4.3	1	50.0
Other type of volunteer work performed	273	51	18.7	21	41.2
Other main disability	57	32	56.1	30	93.8
Other disabilities	59	5	8.5	5	100.0
Other services received to aid schooling	57	6	10.5	1	16.7
Other services needed to aid schooling	60	8	13.3	2	25.0

¹ Percentage based on the total number of cases for whom the item was applicable

² Percentage based on the number of “other, specify” responses

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The high percentage of responses that could be upcoded suggests that response categories should be reworded to be more inclusive for the full-scale interview. It is also recommended that these items be targeted during interviewer training to ensure the interviewers learn to code responses properly.

The questions asking “Would you consider [the first job after leaving school/current job] to be the start of your career in this occupation or industry” had response categories of “yes” and a list of other possibilities (*e.g.*, temporary job while deciding on future education/career, pays the bills, only job available) if it was not the start of their career. These response options were not read to the respondent and, consequently, respondents explained why they did not consider that job to be the start of their career. Their explanations did not fit into the categories listed. These items require modification for the full-scale interview in the form of a follow-up question the interviewer can ask to evoke an appropriate response.

E. Online Coding

The BPS instrument included tools that allowed computer-assisted online assignment of codes to literal responses for postsecondary education institution, major field of study, occupation and industry. Online coding systems were designed to improve data quality by capitalizing on the availability of the respondent at the time the coding is performed. To assist with the online coding process, interviewers were trained to use effective probing techniques to ensure each response would be appropriately coded. Interviewers could request clarification or additional information if a particular text string could not be successfully coded on the first

attempt, an advantage not afforded when coding occurs after the interview is complete. Because both the literal string and selected code were captured in the data file for field of study and occupation/industry responses, subsequent quality control recoding by a coding expert was easily incorporated into data collection procedures.

Institutional coding was used to assign a six-digit Integrated Postsecondary Education Data System (IPEDS) identifier for each postsecondary institution the respondent reported attending, other than those collected during their earlier interviews. To facilitate coding, the IPEDS coding system asked for the state in which the school was located, followed by the city, and finally the name of the postsecondary institution. The system relied on a look-up table, or coding dictionary, of institutions which was constructed from the IPEDS institutional database. Additional information in the dictionary, such as institutional level and control, was retrieved for later use (*e.g.*, branching) once the institution was properly coded.

Major field of study, occupation, and industry coding utilized a dictionary of word/code associations. The online procedures for these coding operations consisted of four steps: (1) the interviewer keyed the verbatim text provided by the respondent; (2) the dictionary system displayed similar words for those words in the text string that were not in the dictionary, giving the interviewer the option of accepting a word that would help in terms of coding or ignoring a word that was not applicable; (3) standard descriptors associated with identified codes were displayed for the interviewer; and (4) the interviewer selected the appropriate standard descriptor from the list.

Ten percent of the cases were randomly sampled and their major, occupation, and industry coding results were examined. The verbatim strings were evaluated for completeness and for the appropriateness of the assigned codes. None of the verbatim strings in the sample were too vague to properly evaluate. A total of five of the occupation and industry strings were recoded because they were not assigned to the proper code, although very few resulted in a shift across broad categories. **Table 4.10** shows the results of the online coding procedures.

Table 4.10 – Success rates for online coding procedures

Type of coding	Coding attempts sampled	Number too vague	Percent too vague	Number recoded	Percent recoded
Major field of study	18	0	0.0	0	0.0
Occupation	45	0	0.0	5	11.1
Industry	40	0	0.0	5	12.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

F. CATI Quality Circles

Regularly scheduled quality circle meetings, during which interviewers, supervisors, and project staff met to discuss operational issues, were a component of the field test operations and evaluation. These meetings proved to be a valuable communication tool, providing the telephone interviewers and their supervisors an opportunity to meet with the technical project staff to discuss issues pertinent to locating respondents and conducting CATI interviews.

Telephone interviewers attended the quality circle meetings on a rotating basis. Following each meeting, summaries of discussions and decisions were distributed to all telephone interviewers and their supervisors in newsletter form. These notes were also distributed electronically so that those who did not attend a meeting could also benefit.

The quality circle meetings were instrumental in providing prompt and precise solutions to problems encountered by the interviewers. Several modifications were made to the CATI instrument as a result of these meetings. Some of the topics covered in quality circle meetings included instrument logic, problem sheets, item wording, reasons for asking certain questions, and locating issues.

G. Quality Control Monitoring

Monitoring telephone data collection serves a number of goals, all aimed at maintaining a high level of data quality. These objectives are to obtain information about the interview process that can be used to improve the design for the full-scale study; to provide information about the overall data quality; to improve interviewer performance by reinforcing good interviewing behavior and discouraging poor behavior; and to detect and prevent deliberate breaches of procedure, such as data falsification.

CATI monitoring was conducted during the BPS:1996/2001 field test data collection using the RTI telephone monitoring system. The system provided for sampling of interviewers and interview items during CATI operations. Monitors listened to and simultaneously viewed the progress of the interview on screen, using remote monitoring telephone and computer equipment. They recorded their observations on laptop computers, which contained computerized monitoring forms.

Monitors listened to up to twenty questions during an ongoing interview and, for each question, evaluated two aspects of the interviewer-respondent interchange: whether the interviewer delivered the question correctly and keyed the appropriate response. Each of these measures was quantified and daily, weekly, and cumulative reports were produced. Monitoring took place throughout data collection and a total of 637 items were monitored. A total of two CATI question delivery and two entry errors were identified during the course of monitoring.

Chapter 5

Recommendations for the Full-Scale Study

The BPS:1996/2001 field test was successful in providing information for use in planning the full-scale study. While many aspects of the survey design and instrumentation worked quite well, some field test outcomes and evaluation results, documented previously in Chapters 3 and 4 of this report, justify procedural and substantive modifications to the full-scale study design. Recommended changes to the sampling design, CATI/CAPI instrument, and locating plans are summarized below.

A. Sampling Design

The BPS Technical Review Panel recommended that BPS:96/98 nonrespondents be subsampled for the full-scale study. Subsampling rates will be based on the results of early tracing activities.

Based on the results of pre-data collection tracing and parent mailings, probabilities of interview will be estimated for sample members. Subsampling strata and subsampling rates then will be determined with higher sampling rates assigned to students who are more likely to be successfully interviewed. A stratified subsample of 300 BPS:96/98 nonrespondents¹ will be selected with probabilities proportional to their NPSAS:96 base weights to reduce variance inflation effects. From these 300, a stratified, simple random sample of 100 will be selected for initial field locating and interviewing. The relative cost per interview will be estimated from this subsample of 100, and more of the 300 will be selected for field locating and interviewing if the relative cost per interview is not prohibitive.

B. Instrumentation

Revisions are recommended to the field test interview based on (1) examination of field test results, including the reliability reinterview, item indeterminacies, help text usage, and the upcoding of “other specify” items, (2) results of timing analyses, (3) quality circle meetings and debriefings of telephone and field interview staff, and (4) discussions with the Technical Review Panel. Recommended modifications to the data elements are shown in **table 5.1**. While it is unusual that all data element recommendations are deletions, that is the case. Recommended changes to individual items include wording revisions and changes to the logic specifying which respondent groups should be targeted for particular items.

¹ All of these sample members were NPSAS:96 respondents, thus, their eligibility was determined in the NPSAS:96 interview.

Table 5.1—Data elements recommended for deletion for full-scale instrument

Data elements deleted	Reason
Cumulative GPA in major	Total GPA is sufficient. Respondents had difficulty recalling this.
Satisfaction with various aspects of undergraduate experience	These items were asked in the two prior interviews when respondents were more likely to have been currently or recently enrolled.
Frequency of computer use while enrolled	These items are included in NPSAS:2000 for a much larger sample of students. Respondents had difficulty recalling these and reinterview responses were not consistent.
Residence when not enrolled	Not useful for analysis.
Amount parents paid for other expenses	Sufficient to ask whether parents paid other expenses; difficulty estimating the amount.
Applied for financial aid	Not useful, since there is a data base match with the federal aid application files. Other items cover whether aid was received.
Job title and duties while enrolled Date student job began and ended Type of employer for student job	Details about jobs held while enrolled as a student are not useful, since most of these are not career-related. Some limited information about jobs held while enrolled is collected, and job information for those who are primarily employees is gathered in another section of the interview.
Amount earned during last year enrolled	Respondents had difficulty recalling this or giving reliable estimates.
Graduate school plans: Intended degree program Intended field of study Admissions test scores Number of applications and acceptances Date applied	These items are too detailed for the relatively small number of respondents in this survey who will be planning to go to graduate school. They are included in the B&B:2001 survey, which consists entirely of recent college graduates, and is the appropriate survey for these.
Expected and perceived benefits of postsecondary education in job	Questions and responses were too subjective to be useful for analysis.
Whether respondent is owner of the company	Reference to ownership was confusing. Self-employment is covered in another item.
Working full-time without pay	Number of responses was too small to be useful.
Dates of marital status change Birth dates of children	Details not necessary for analysis. Ages of children will be asked instead.
Salary in last calendar year	Redundant; current salary is asked in the employment section
Spouse's current postsecondary enrollment and financial aid	Not useful for analysis; very small number of responses.
Difficulties while enrolled because of disability	Small number of responses. Difficulties are covered in earlier items.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Students Longitudinal Study: 1996/2001 (BPS:1996/2001).

The final set of data elements for the full-scale study are included in **appendix C**. Among the elements deleted are the satisfaction questions dealing with various aspects of undergraduate experience, since these items were asked in the two prior interviews when respondents were more likely to have been currently or recently enrolled. Also, data elements pertaining to graduate school plans were deleted from the full-scale interview because of the relatively small number of respondents in the BPS cohort who are planning to go to graduate school. Recommended item revisions, to increase clarity of the questions or the appropriateness of response options, are too numerous for inclusion in this report but will enhance the quality of data obtained through the full-scale interviews.

C. Tracing/Locating

Two recommendations to improve the tracing process for the full-scale study have emerged from the field-test experience. The first recommendation is to expand efforts to gain parent cooperation. This addresses a problem encountered in the field test, namely that parents sometimes acted as “gatekeepers” making it difficult to locate and speak with the sample member. Thus, gaining cooperation from parents is vital to the success of this study. It is thought that by providing parents with information about the study and emphasizing the importance of their children’s input, they would not only aid us in locating the sample member but also encourage him or her to participate. To begin to address this we recommend that all tracers be given specialized training on establishing good rapport with parents and other contacts.

The second recommendation is to expand the modes of contact. The field test experience indicated that e-mail was an effective mode of communication for establishing contact with sample members. E-mail contact was used as part of a nonresponse follow-up in the field test, targeting those sample members who had not yet completed the interview by the eighth week of data collection. A high percentage of those contacted by e-mail ultimately completed an interview.

For the full-scale study, we propose using e-mail earlier in the process – at the start of data collection – as a means of establishing early contact with sample members. A mailing should be sent to all sample members for whom a valid e-mail is obtained from either a previous interview or from the address update form. The content of the e-mail should be similar to that of the prenotification letter, stating the purpose of the study and requesting that the sample member either call the toll free number to complete the interview or notify us by e-mail or telephone of a convenient time to complete the interview. E-mail should also be used periodically during data collection as a means of contacting sample members who prove difficult to reach by telephone. The early use of e-mail as an alternative means of communication should help increase the initial contact rates with these otherwise hard to reach sample members.

In the field test, a locator mailing was sent three months prior to the start of data collection to parents or other contacts that the sample member provided in an earlier interview. This mailing included a description of the study and a telephone/address update sheet for the sample member. Of those whose parent or other contact returned the address update form, a high percentage were contacted and completed the field test interview.

For the full-scale study we propose a postcard mailing – in addition to the prior locator mailing – to be sent to parents at the start of data collection, to remind them of the study and to solicit their cooperation (thus addressing both recommendations). This mailing should consist of a perforated card for the parent to tear off and give to the sample member. The toll free telephone number for the study will be printed on the card to allow the sample member to call in and complete the interview at their convenience.

Appendix A

Mailout Materials

Parent/Other Contact Letter	57
Parent/Other Contact Address Update Form.....	59
Study Leaflet.....	61
Sample Member Letter.....	65
Sample Member Address Update Form.....	69
Incentive Offer Letter—Hard to Reach Cases	71
Incentive Offer Letter—Refusal Cases.....	73
Incentive Payment Letter	75
E-Mail Letter.....	77

PARENT/OTHER CONTACT LETTER

<caseid>

February 26, 1999

<Name>
<Address>
<City, State, Zip>

Dear <Name>:

In 1995, <NAME> was selected to participate in the Beginning Postsecondary Students Longitudinal Study (BPS). Students who first began their education after high school in the 1994-95 academic year were selected to participate in BPS through the National Postsecondary Student Aid Study (NPSAS) which took place in 1995. BPS collects information, over time, on these students' postsecondary experiences, work while enrolled, persistence, degree completion, and employment following enrollment. The enclosed leaflet, which describes BPS and some of its early findings, was designed for study participants but may be of interest to you as well.

The National Center for Education Statistics (NCES) of the U.S. Department of Education and the Research Triangle Institute (RTI) are conducting the second follow-up of BPS at this time. We will be re-contacting study participants in the spring of 2000 to ask questions about their own education and employment experiences since the last time we spoke with them. We are seeking your help now in updating our records. , «sPfname» has already participated in this important longitudinal study. When we last talked to «sPfname», «pronoun1» listed you as someone who would always know how to get in touch with «pronoun2».

Your help in updating our records will ensure the success of the study. Only a limited number of people were selected for the study, therefore, each person selected represents many others. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information sheet and return it to RTI in the enclosed postage paid envelope.*** (If you prefer, you can fax the corrected Address Update Information Sheet to 1-919-541-7014.)

Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. If you have any questions about the study, please call the study's director, Dr. Jennifer Wine, at RTI. The toll-free number is 1-800-334-8571.

We sincerely appreciate your assistance and thank you in advance for helping us conduct this important study.

Sincerely



Gary W. Phillips
Acting Commissioner

**PARENT/OTHER CONTACT LETTER
SPANISH TRANSLATION**

<caseid>

Carta del Gary Phillips Traducción al Español

En 1995, el/la estudiante listado/a al dorso de esta hoja fue seleccionado/a para participar en el Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios (BPS, en inglés). Estudiantes que comenzaron su educación después del colegio secundario en el año escolar 1994-95 fueron seleccionados para participar en BPS mediante el Estudio Nacional Sobre Asistencia Económica para Estudiantes en Escuelas Post-Secundarias (NPSAS, en inglés) que tuvo lugar en 1995. BPS recopila información, a lo largo, acerca de las experiencias post-secundarias de estos estudiantes, su empleo mientras están matriculados, su empeño, el título obtenido, y su empleo después de estar matriculados. El folleto adjuntado describe a BPS y algunas de las primeras conclusiones y fue planeado para los participantes del estudio pero podría interesarle a usted también.

El Centro Nacional de Estadísticas sobre la Educación (en inglés, NCES) del Departamento de Educación Federal de los EE.UU. y el Research Triangle Institute (RTI) están llevando a cabo la segunda etapa de BPS en este momento. Nos pondremos en contacto otra vez con los participantes del estudio durante la primavera del año 2000 para hacerles preguntas acerca de sus experiencias en cuanto a su educación y su trabajo desde la última vez que hablamos con ellos. Estamos solicitando su ayuda ahora para actualizar nuestros archivos. Este estudiante ya ha participado en este estudio longitudinal importante. Se nos dio su nombre como una persona que siempre sabría cómo ponerse en contacto con este estudiante.

Su ayuda en el proceso de actualizar nuestros archivos asegurará el éxito del estudio. Solo un número limitado de personas fueron seleccionadas para el estudio, por lo tanto cada persona representa a muchas otras. ***Favor de tomar un minuto para verificar, corregir, o poner al día el Formulario para Actualizar la Dirección del Domicilio adjuntado y devolverlo al RTI en el sobre sellado adjuntado.*** (Si prefiere usted, puede faxear el Formulario Para Actualizar la Dirección del Domicilio completado al 1-919-541-7014.)

Tenga por seguro que el NCES y el RTI siguen un procedimiento estricto de confidencialidad para proteger la privacidad de participantes de estudios y la confidencialidad de la información recopilada. Si tiene cualquier pregunta acerca del estudio, favor de llamar a la directora del estudio, Dra. Jennifer Wine, del RTI. El número telefónico gratuito es 1-800-334-8571.

Sinceramente, le agradecemos de antemano su asistencia y su ayuda en la realización de este estudio importante.

Anexo

PARENT/OTHER CONTACT ADDRESS UPDATE FORM

**BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY
Address Update Information - Friend/Relative**

* «CASEID» *

Address and Telephone Information

A. *This is the address and telephone number «sPfname» «sPlname» provided previously. If not currently correct, **please update** in the space provided.*

«SFname» «SMname» «SLname»«Ssuffix1»
«SAddr1»
«SAddr2»
«SCity», «SState» «SZip»«SZip4»
«sarea1» «sphone1»

Name:

Address:

Home phone: ()

Work: ()

- Please check here if all information pre-printed in this section is **currently correct**.
- Please check here if **you do not know** if this information is currently correct.

B. *This is what we were given as **your** address and telephone number. If not currently correct, **please update** in the space provided.*

«CFname» «CMname»«CLname» «Csuffix1»
«CAddr1»
«CAddr2»
«CCity», «CState» «CZip»«CZip4»
«careal1» «cphone1»

Name:

Address:

Home phone: ()

Work: ()

- Please check here if all information pre-printed in this section is **currently correct**.

C. *If «sPlname» has an electronic mail address that we can use to contact her, please provide it here.*

Electronic Mail Address:

***Thank you for your assistance and participation. This information is completely confidential.
Please return this page in the enclosed postage paid envelope.***

PARENT/OTHER CONTACT ADDRESS UPDATE FORM-SPANISH TRANSLATION

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY
Formulario para Actualizar la Dirección del Domicilio

*** «CASEID» ***

Datos de Dirección y Número de Teléfono

- A. *Lo que sigue es la dirección y el número de teléfono que <Student FName> nos dio anteriormente. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado.*

«SFname» «SMname» «SLname» «Ssuffix1» Nombre: _____

«SAddr1»

«SAddr2»

«SCity», «SState» «SZip»«SZip4» Dirección: _____

«sarea1» «sphone1» _____

Teléfono particular: () _____

Trabajo:() _____

- Favor de marcar aquí si toda la información ya imprimida en esta sección es **actualmente correcta**.

- Favor de marcar aquí si **no sabe usted** si toda la información es actualmente correcta.
-

- B. *Lo que sigue es la dirección y el número de teléfono que recibimos para ponernos en contacto con **usted**. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado.*

«SFname» «SMname» «SLname» «Ssuffix1» Nombre: _____

«SAddr1»

«SAddr2»

«SCity», «SState» «SZip»«SZip4» Dirección: _____

«sarea1» «sphone1» _____

Teléfono particular: () _____

Trabajo:() _____

- Favor de marcar aquí si toda la información ya imprimida en esta sección es **actualmente correcta**.
-

- C. *Si <Student FName> tiene una dirección para correo electrónico que podemos usar para ponernos en contacto con <él/ella>, favor de escribirla en el espacio proporcionado.*

Correo electrónico: _____

***Le agradecemos su asistencia y su participación. Esta información se mantendrá estrictamente confidencial.
Favor de devolver esta página en el sobre sellado adjuntado.***

STUDY LEAFLET-ENGLISH VERSION

Beginning Postsecondary Students Longitudinal Study

As a participant in BPS in 1995 and/or 1997, you have helped researchers better understand the issues related to postsecondary education and employment.

Equally important though, are the experiences that you have had from 1997 to the present. With this thought in mind, we are asking for your participation in the second follow-up of the Beginning Postsecondary Students Longitudinal Study.

Anticipating that you may have questions regarding BPS, we have prepared this leaflet. Inside, you will find answers to the questions below. If you have additional questions or concerns about the study, please contact the BPS Project Director or Project Officer listed on the back of this leaflet.

What is BPS?

Who is conducting the study?

Why should I participate?

How will the data be used?

When will the study be conducted?

Will my answers be kept **Confidential**?

How long is the interview?

Where Can I Get More Information About BPS?

If you have any questions or concerns about the study, please contact the BPS Project Director or Project Officer:

RTI Project Director:
 Dr. Jennifer Wine
 1-800-334-8571

NCES Project Officer:
 Dr. Paula Knepper
 202-219-1914

You may also contact us by:
 E-mail: BPS@rti.org
 Fax: 919-541-7014
 TDD: 919-541-6538

Please visit the NCES website for additional information about BPS and other education research.
<http://nces.ed.gov>

If you have questions about your rights as a participant, please contact:
 Dr. Wendy Visscher
 Coordinator of Human Subjects Committee
 Research Triangle Institute
 1-800-334-8571

Questions and Answers

BPS

Beginning Postsecondary Students Longitudinal Study

Conducted for:
 National Center for Education Statistics
 U.S. Department of Education

Conducted under contract by:
 Research Triangle Institute
 Research Triangle Park, NC 27709-2194

January 2000
 7035-232

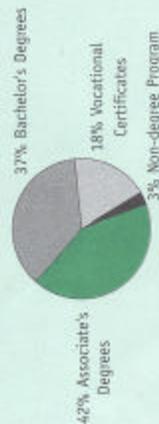
What is BPS?

The Beginning Postsecondary Longitudinal Study is designed specifically to collect data related to the persistence in and completion of postsecondary education. This study is made up of people who first entered college—vocational schools, community colleges, or universities—in the 1994-95 academic year. These students were part of the National Postsecondary Student Aid Study (NPSAS). For BPS, students are interviewed at two and three year intervals throughout their education and entry into the work force. We are now asking for your participation in the second follow-up of the BPS Longitudinal Study.

As a participant in the BPS study, you will provide information that will be combined with information from other respondents to produce national statistics used by education policy makers at the local, state and national level. For example, we learned that, during your first year:

- 70% worked while enrolled
- 60% received financial aid, averaging \$4,900
- 52% were enrolled full-time
- 50% aspired to obtain an advanced degree and
- 33% participated in community service or volunteer activities.

Degree Programs of Beginning Students in Their First Year



Source: U.S. Department of Education, National Center for Education Statistics.

Who

is conducting the study?

BPS is conducted under contract for the U.S. Department of Education's National Center for Education Statistics (NCES) by the Research Triangle Institute (RTI). RTI is a not-for-profit research organization in North Carolina. RTI is assisted in the study by MPR Associates, located in Berkeley, California. BPS is authorized by federal law PL103-382. The Office of Management and Budget (OMB) clearance number is 1850-0631.

Why

should I participate?

By participating, you have the opportunity to inform researchers, counselors, and others about the effects of postsecondary education on the lives of individuals. This important study will help us determine:

- What percentage of beginning students complete their degree programs?"
- What factors prevent students from completing their programs, and what can be done to help them?
- Do students receiving financial aid complete their programs in the same length of time as those who do not receive financial aid? Would increasing the amount of financial aid improve program completion rates?
- How long does it take students to complete various types of degree programs?

How

will the data be used?

The data you provide will be used by policy makers at federal, state, and local levels to make and revise education policies and programs that affect individuals in postsecondary education. Researchers from a variety of fields use the data to look at persistence in and completion of postsecondary education programs and the relationship between work and education.

When

will the study be conducted?

The BPS second follow-up field test is being conducted in the spring of 2000. A separate full-scale survey, involving different students, will occur in the winter/spring of 2001. The study includes more than 12,000 individuals.

Will my answers be kept

Confidential?

All information you provide will be used for research purposes only. Your responses are confidential and nothing you say will ever be reported in a way that allows you to be identified. Your data will be combined with data from other participants to produce statistical reports for Congress and others.

Specific procedures we have implemented to ensure your confidentiality include:

- All project staff with any access to study data are liable to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected files, and all personally identifying information is in files separate from files containing descriptive information.

These procedures have been reviewed and approved by the federal government and the RTI Committee for the Protection of Human Subjects.

How long is the interview?

The interview will last approximately 25 minutes. When we call, you can immediately complete the interview or schedule an appointment for a time that is convenient for you. Participation in this study is voluntary. However, your participation is essential in making this study a success.

STUDY LEAFLET-SPANISH VERSION



Beginning Postsecondary Students Longitudinal Study

Como un participante en BPS en 1995 y/o 1997, usted ha ayudado que los investigadores mejor entienden los asuntos relacionados con la educación post-secundaria y con el empleo.

Sin embargo las experiencias que ha tenido desde 1997 al presente son igualmente importantes. Teniendo esto en cuenta, estamos solicitando su participación en la segunda etapa del Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios.

Sabiendo que tenga preguntas en cuanto al BPS, hemos preparado este folleto. Por dentro, encontrará las respuestas a las preguntas siguientes. Si tiene más preguntas o preocupaciones acerca del estudio, favor de ponerse en contacto con la Directora del Proyecto BPS o la Funcionaria del Proyecto listadas al dorso del folleto.



Preguntas y Respuestas

BPS

Beginning Postsecondary Students Longitudinal Study

¿Dónde puedo obtener más información acerca del BPS?

Si tiene cualquier pregunta o preocupación acerca del estudio, por favor pongase en contacto con la Directora del Proyecto BPS o la Funcionaria del Proyecto:

Directora del Proyecto en RTI:
Dra. Jennifer Wine
1-800-334-8571

Funcionaria del Proyecto en NCES:
Dra. Paula Knepper
202-502-7367

Además, puede ponerse en contacto con nosotros al:
Correo electrónico: BPS@rti.org
Fax: 919-541-7014
TDD: 919-541-6538

Por favor visite al sitio web de NCES para obtener información adicional acerca del BPS y otros estudios de educación.
<http://nces.ed.gov>

Si tiene preguntas acerca de sus derechos como participante, por favor pongase en contacto con:
Dra. Wendy Visscher
Research Triangle Institute
1-800-334-8571

¿Qué es el BPS?
está llevando a cabo el estudio?

¿Por qué debo participar?

¿En qué manera se usarán los datos?

¿Cuándo se realizará el estudio?

¿Se mantendrán mis respuestas **confidenciales?**

¿Cuánto tiempo dura la entrevista?

Llevado a cabo por:
National Center for Education Statistics (NCES)
U.S. Department of Education

Realizado bajo contrato por:
Research Triangle Institute (RTI)
Research Triangle Park, NC 27709-2194

Logo of the National Center for Education Statistics (NCES)

Abril 2000
7625-232

¿Qué es el BPS?

El Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios es diseñado específicamente para recopilar datos relacionados al empeño del estudiante y el título obtenido en la educación post-secundaria. Este estudio está compuesto de los que comenzaron sus estudios post-secundarios - en una escuela politécnica, junior colleges, o universidades - durante el año escolar 1994-95. Estos estudiantes participaron en el Estudio Nacional de Ayuda Económica Estudiantil Post-secundaria (NPSAS). Con respecto a BPS, se entrevistan los estudiantes a intervalos de dos y tres años a lo largo de toda su educación y su entrada en la fuerza laboral. Ahora, estamos solicitando su participación en la segunda etapa del Estudio Longitudinal BPS.

Como un participante en el estudio BPS, proporcionará usted información que se integrará en la información de otros entrevistados para elaborar estadísticas nacionales que usarán las personas encargadas de formular la política a nivel municipal, estatal, y nacional. Por ejemplo, aprendimos que durante su primer año:

- 70% trabajaron mientras estaban matriculados
- 60% recibieron asistencia económica, promedio \$4,900
- 52% fueron matriculados a tiempo completo
- 50% aspiraron a lograr un título avanzado
- 33% participaron en servicio a la comunidad o actividades de voluntarios

Programas de título de Estudiantes de Primer Año



Source: U.S. Department of Education, National Center for Education Statistics.

¿Quién está llevando a cabo el estudio?

BPS se está llevando a cabo para el Centro Nacional de Estadísticas sobre la Educación (NCES) del Departamento de Educación Federal de los EE.UU. bajo un contrato hecho con el Research Triangle Institute (RTI). RTI es una organización de investigación no lucrativa en Carolina del Norte. NPR Associates, ubicado en Berkeley, California, está ayudando a RTI en el estudio. BPS está autorizado por la ley federal PL103-382. El número de autorización del Oficio de Administración y Presupuesto (OMB) es 1850-0631.

¿Por qué debo participar?

Por su participación, tiene usted la oportunidad de informar a investigadores, a consejeros y a otros acerca de los efectos de la educación post-secundaria en las vidas de individuos. Este estudio importante nos ayudará a determinar:

- ¿Qué porcentaje de estudiantes comenzando sus estudios post-secundarios completan sus títulos?
- ¿Cuáles factores impiden que estudiantes completen sus programas de estudio, y qué se puede hacer para ayudarlos?
- ¿Es que los estudiantes que reciben asistencia económica completan sus programas de estudio en el mismo tiempo como los que no reciben asistencia económica? ¿Mejoraría la tasa de los que obtienen sus títulos si se aumentara la cantidad de asistencia económica?
- ¿Cuánto tiempo se demoran estudiantes en completar diferentes clases de programas de estudio?

¿En qué manera se usarán los datos?

Los datos que proporciona usted se usarán por las personas encargadas de formular políticas a nivel federal, estatal, y municipal para producir y revisar programas y políticas de educación que afectan a los individuos en escuelas post-secundarias. Investigadores con especialidades diferentes usan los datos para estudiar el empeño del estudiante y el título obtenido en programas de educación post-secundaria y la relación entre el trabajo y la educación.

¿Cuándo se realizará el estudio?

La prueba preliminar de la segunda etapa del BPS se llevará a cabo durante la primavera del año 2000. Una encuesta separada a escala completa que involucra estudiantes diferentes sucederá durante el invierno y la primavera del año 2001. El estudio incluye más de 12,000 individuos.

¿Se mantendrán mis respuestas

confidenciales?

Todos los datos que proporciona usted se usarán sólo para el propósito de investigación. Sus respuestas son confidenciales y nada que dice usted será reportado en una manera que lo/la identifique. Sus datos se juntarán con los de otros participantes para producir informes estadísticos para el Congreso y otros.

Hemos implementado un procedimiento específico para asegurar que se mantengan confidenciales los datos que incluye:

- Todo el personal que tiene acceso a los datos del estudio está sujeto a multas graves y encarecimiento debido a revelación de respuestas de individuos.
- Todos los datos electrónicos se mantienen en archivos seguros y protegidos, y toda información personal que pueda identificar a un participante está en archivos separados de los que contienen información descriptiva.

Este procedimiento ha sido revisado y aprobado por el gobierno federal y el Comité para la Protección de Participantes en Estudios de Investigación del RTI.

¿Cuánto tiempo dura la entrevista?

La entrevista dura aproximadamente 25 minutos. Cuando lo/la llamamos, usted puede realizar la entrevista inmediatamente o puede hacer una cita a una hora que se convenga a usted. Participación en este estudio es voluntaria. Sin embargo su participación es esencial para asegurar el éxito del estudio.

SAMPLE MEMBER LETTER

<Caseid>

<Name>

<Address>

<City, State, Zip>

Dear <Name>

I am writing to urge your continued participation in the Beginning Postsecondary Students (BPS) Longitudinal Study, which begins its second follow-up over the next few months. BPS gathers information on persistence in and completion of postsecondary education among people who first entered education after high school during the 1994/1995 academic year. Students were selected for BPS through the National Postsecondary Student Aid Study (NPSAS) which took place in 1995.

The results of previous BPS rounds have been used by policymakers to better understand the percentage of beginning students completing degree programs, the factors preventing students from completing degree programs, and the effects of financial aid and jobs on academic performance. The results of the second follow-up will provide more detailed information regarding these issues. As a participant in this study, your continued involvement is very important.

The second follow-up of BPS is sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES). The study is being conducted for NCES by the Research Triangle Institute (RTI), a nationally recognized research organization located in North Carolina.

Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. Only a limited number of researchers will have access to information that could be used to identify individuals. The information collected can be used only for statistical purposes, and the misuse of the information will result in severe fines and punishment. Data will be combined to produce reports for Congress and others; no individual data will be reported.

An interviewer from RTI will call to conduct a telephone interview with you sometime in the near future. The interview will take about 25 minutes to complete, although many interviews will be shorter than that.

Your participation is completely voluntary. However, we do need your help in collecting these data. As you may remember, you were selected to represent many others. Your responses are necessary to make the results of this important study accurate and timely.

<Caseid>

Enclosed you will find a leaflet with a brief description of BPS, how you were selected, and confidentiality procedures. Additionally, we are also gathering current telephone and address information to prepare for this study. ***Please take a few minutes to verify, correct, or update the enclosed Address Update Information Sheet and return it to RTI in the enclosed postage-paid envelope.*** If you have any questions about the study or would like to set up an appointment to be interviewed, please call the study's director, Dr. Jennifer Wine, at RTI. The toll-free number is 1-800-334-8571.

We thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,



Gary W. Phillips
Acting Commissioner

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 103-382) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information which could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Paula Knepper, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208.

SAMPLE MEMBER LETTER—SPANISH TRANSLATION

Nos gustaría animarle a usted que continúe su participación en el Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios (en inglés, Beginning Postsecondary Students Longitudinal Study o BPS), y la tercera serie de entrevistas empezará pronto. BPS recopila información acerca del empeño que demuestran estudiantes en cumplir o terminar programas educativos postsecundarios entre estudiantes que estaban matriculados por la primera vez en tales programas durante el año académico 1994/1995. Estudiantes fueron seleccionados para participar en BPS por medio del Estudio Nacional sobre Asistencia Económica para Estudiantes en Escuelas Postsecundarias (en inglés, National Postsecondary Student Aid Study o NPSAS).

Los resultados de las series de entrevistas pasadas fueron utilizadas por las personas encargadas de formular la política para entender mejor el porcentaje de estudiantes que completan programas de título, los factores que previenen que estudiantes terminen los programas de título, y los efectos de asistencia económica y trabajo en el rendimiento académico. Los resultados de esta serie de entrevistas proporcionarán información más detallada sobre estos aspectos. Como un participante en este estudio, su participación es muy importante.

La tercera serie de entrevistas de BPS se patrocina por el Centro Nacional de Estadísticas sobre la Educación (NCES), parte del Departamento de Educación de los Estados Unidos. El estudio se realiza por el Research Triangle Institute (RTI), una organización conocida a nivel nacional ubicada en Carolina del Norte. Tenga la seguridad en saber que NCES y RTI exigen el mantenimiento de confidencialidad para proteger la privacidad de los participantes en estudios de investigación y la confidencialidad de la información recopilada. Solamente un número limitado de investigadores tendrán acceso a información que puede ser usado para identificar a individuos. La información recopilada puede ser usada solamente para el propósito de formular estadísticas, y la mala utilización de la información resultará en multas graves y castigo. Los datos se combinarán para elaborar informes para el Congreso y otros; no se reportarán datos de individuos.

Un entrevistador de RTI lo llamará para realizar una entrevista con usted por teléfono pronto. La entrevista durará aproximadamente 25 minutos, aunque muchas entrevistas demoran menos tiempo.

Su participación es completamente voluntaria. Sin embargo, necesitamos su ayuda para recopilar estos datos. Como usted recuerde, fue seleccionado para representar a muchos otros. Sus respuestas son necesarios para asegurar que los resultados de este estudio son precisos.

Adjunto encuentre un folleto que contiene una descripción breve del estudio, así como la manera en que usted fue seleccionado y el procedimiento de confidencialidad. Además, estamos actualizando nuestra información sobre su dirección y número de teléfono a fin de preparar para este estudio. Favor de tomar unos minutos para verificar, corregir, o poner al día el Formulario para Actualizar la Dirección del Domicilio adjunto y devolverlo al RTI en el sobre sellado adjunto. Si tiene cualquier pregunta o preocupación acerca del estudio o a usted le gustaría hacer una cita para ser entrevistado, favor de llamar a la directora del estudio, Dra. Jennifer Wine de RTI. El número telefónico gratuito es 1-800-334-8571.

Le agradecemos de antemano su participación y su colaboración en este estudio importante.

Appendix A: Mailout Materials

El Centro Nacional de Estadísticas (NCES) del Departamento de Educación es autorizado por ley federal (Ley Público 103-382) para realizar el Estudio Longitudinal de Estudiantes Comenzando Programas Post-secundarios. NCES autorizará solamente un número limitado de investigadores de tener acceso a información que puede ser usado para identificar a individuos. Están permitidos de usar los datos solamente para propósitos estadísticos y están sujeto a multas y encarcelamiento debido a mala utilización.

De acuerdo a la Ley de Reducción de Papeleo de 1995, ningunas personas están requeridas a responder a una recopilación de datos a menos que tenga un número válido de control otorgado por el OMB. El número válido de control otorgado por el OMB para esta recolección de datos es el **1850-0631**, y es completamente voluntario. El tiempo requerido para completar la recopilación de la información está calculado en 25 minutos por respuesta, incluso el tiempo para revisar las instrucciones, buscar información, recoger los datos necesarios, y completar y revisar la información recopilada. Si tiene cualquier comentario acerca de la exactitud del cálculo de tiempo o sugerencias para mejorar la entrevista, favor de comunicarse con: U.S. Department of Education, Washington, DC 20202-4651. Si tiene comentarios o preocupaciones respecto al estado de su entrevista particular, comunicarse directamente con: Dra. Paula Knepper, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208.

SAMPLE MEMBER ADDRESS UPDATE FORM

**BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY
Address Update Information**

* «CASEID» *

Address and Telephone Information

A. *Previously, you provided us with the following address. If not currently correct, **please update** in the space provided.*

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Name:

Address:

«sarea1» «sphone1»

Home phone: ()

Work: ()

- Please check here if all information pre-printed in this section is ***currently correct***.
 Please check here if ***you do not know*** if this information is currently correct.

B. *Please provide us with information on the best times (in your time zone) and dates for us to call.*

a. Best time to call (in your time zone): ____:____ am pm *through* ____:____ am pm

b. Which days are best for us to reach you? Sun Mon Tues Wed Thur Fri Sat

C. *If you have an electronic mail address that we can use to contact you, please provide it below.*

Electronic Mail Address:

***Thank you for your assistance and participation. This information is completely confidential.
Please return this page in the enclosed postage paid envelope.***

SAMPLE MEMBER ADDRESS UPDATE FORM—SPANISH TRANSLATION

BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY

Formulario para Actualizar la Dirección del Domicilio

* «CASEID» *

Datos de Dirección y Número de Teléfono

A. *Nos dio anteriormente la siguiente dirección. Si no es correcto en la actualidad, **favor de poner al día** la información en el espacio proporcionado..*

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip»«zip4»
«sarea1» «sphone1»

Nombre:

Dirección:

Teléfono particular: ()

Trabajo: ()

- Favor de marcar aquí si toda la información ya imprimida en esta sección es **actualmente correcta**.
- Favor de marcar aquí si **no sabe usted** si toda la información es actualmente correcta.

B) *Por favor nos provea con información acerca de la hora más conveniente (en su huso horario) recibir nuestra llamada..*

a. La hora más conveniente (en su huso horario): _____ : _____ am pm *hasta*

_____ : _____ am pm

b. Los días más convenientes?

Domingo Lunes Martes Miércoles Jueves Viernes Sábado

C. *Si tiene una dirección de correo electrónico que podemos usar para ponernos en contacto con usted, por favor escribala en el espacio a continuación.*

Dirección de Correo Electrónico: _____

***Le agradecemos su asistencia y su participación. Esta información se mantendrá estrictamente confidencial.
Favor de devolver esta página en el sobre sellado adjuntado.***

INCENTIVE OFFER LETTER—HARD TO REACH CASES

BPS ID <caseid>

<Name>
<Address>
<City, State, Zip>

Dear <Name>:

On behalf of the U.S. Department of Education, we would like to interview you for the Beginning Postsecondary Students Longitudinal Study (BPS:1996/2001). However, we have been unable to reach you by telephone to complete the second follow-up interview for the study. We realize that there are many demands for your time and that you have other priorities, but we wish to point out that the study began in 1996 and is dependent on following the same group of students over time. You represent many other students like yourself, and if you do not respond, we lose not just your information, but that of those like you. The information you provide is used to help develop policy related to participation in higher education. Because of this, your participation in BPS:1996/2001 is very important.

Can you please take a few minutes of your time and call us [toll free] at 1-800-647-9674 for a brief interview about your education, employment, and life experiences. All of your responses will be held in strict confidence, and no information that could identify you will be released. As a thank you, **we have enclosed \$5**. When you call and complete your interview, **we will send you an additional \$15**. Please ask for Bobbie Parks and give the BPS ID number printed above when you call.

Please do not hesitate to contact me by telephone at 1-800-334-8571 or via e-mail at jennifer@rti.org if I can provide any additional information or assistance about the study or your interview.

Thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

**INCENTIVE OFFER LETTER—HARD TO REACH CASES
SPANISH TRANSLATION**

BPS ID: <caseid>

Nos gustaría entrevistarle para el Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios (en inglés, Beginning Post-Secondary Students Longitudinal Study o BPS: 1996/2001), de parte del Departamento de Educación de los Estados Unidos. Desafortunadamente, no hemos logrado comunicarnos con usted por teléfono para realizar la tercera entrevista del estudio. Sabemos que tiene muchas obligaciones y exigencias, pero deseamos recordarle que el estudio se administra desde 1996 y su éxito depende de entrevistar al mismo grupo de estudiantes por la duración del estudio. Sus respuestas representan las de otros estudiantes como usted quienes no tendrán la oportunidad de participar. Si no responde, perdemos su información y la de otros como usted. La información que provee se usa para ayudar en el desarrollo de política respecto a educación post-secundaria. Por consiguiente, su participación en BPS: 1996/2001 es muy importante.

Favor de tomar unos minutos de su tiempo para llamarnos [gratuitamente] al número 1-800-647-9674 para realizar una entrevista breve sobre su educación, su empleo, y sus experiencias en la vida. Todas sus respuestas se mantienen en confianza, y no se hacen públicos los datos que pueden identificarlo a usted. Para demostrar nuestro agradecimiento, **hemos adjuntado \$5**. Una vez que nos llame y complete su entrevista, **le enviaremos \$15 más**. Por favor pida hablar con Bobbie Parks e indique el número de identificación de BPS impreso en la esquina derecha superior de esta página cuando llame.

Si desea más información o asistencia respecto al estudio o a su entrevista, favor de comunicarse con la directora del estudio, Dra. Jennifer Wine, por teléfono al número 1-800-334-8571 o por correo electrónico a la dirección jennifer@rti.org.

Le agradecemos su tiempo y por estar dispuesto/a a participar.

INCENTIVE OFFER LETTER—REFUSAL CASES

BPS ID <caseid>

<Name>
<Address>
<City, State, Zip>

Dear <Name>:

I understand that you recently spoke with a member of our project staff for the Beginning Postsecondary Students Longitudinal Study (BPS:1996/2001) that we are conducting for the U.S. Department of Education. We realize that there are many demands for your time and that you have other priorities, but we wish to point out that the study began in 1996 and is dependent on following the same group of students over time. You represent many other students like yourself, and if you do not respond, we lose not just your information, but that of those like you. The information you provide is used to help develop policy related to participation in higher education. Because of this, your participation in BPS:1996/2001 is very important.

Can you please take a few minutes of your time and call us [toll free] at 1-800-647-9674 for a brief interview about your education, employment, and life experiences. All of your responses will be held in strict confidence, and no information that could identify you will be released. As a thank you, **we have enclosed \$5**. When you call and complete your interview, **we will send you an additional \$15**. Please ask for Casey Reed and give the BPS ID number printed above when you call.

Please do not hesitate to contact me by telephone at 1-800-334-8571 or via e-mail at jennifer@rti.org if I can provide any additional information or assistance about the study or your interview.

Thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

**INCENTIVE OFFER LETTER—REFUSAL CASES
SPANISH TRANSLATION**

BPS ID <caseid>

Entiendo que recientemente usted habló con un miembro del personal del Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios (en inglés, Beginning Post-Secondary Students Longitudinal Study o BPS: 1996/2001) que estamos realizando de parte del Departamento de Educación de los Estados Unidos. Sabemos que tiene muchas obligaciones y exigencias, pero deseamos recordarle que el estudio se administra desde 1996 y su éxito depende de entrevistar al mismo grupo de estudiantes por la duración del estudio. Sus respuestas representan las de otros estudiantes como usted quienes no tendrán la oportunidad de participar. Si no responde, perdemos su información y la de otros como usted. La información que provee se usa para ayudar en el desarrollo de política respecto a educación post-secundaria. Por consiguiente, su participación en BPS: 1996/2001 es muy importante.

Favor de tomar unos minutos de su tiempo para llamarnos [gratuitamente] al número 1-800-647-9674 para realizar una entrevista breve sobre su educación, su empleo, y sus experiencias en la vida. Todas sus respuestas se mantienen en confianza, y no se hacen públicos los datos que pueden identificarlo a usted. Para demostrar nuestro agradecimiento, **hemos adjuntado \$5**. Una vez que nos llame y complete su entrevista, **le enviaremos \$15 más**. Por favor pida hablar con Bobbie Parks e indique el número de identificación de BPS imprimido en la esquina derecha superior de esta página cuando llame.

Si desea más información o asistencia respecto al estudio o a su entrevista, favor de comunicarse con la directora del estudio, Dra. Jennifer Wine, por teléfono al número 1-800-334-8571 o por correo electrónico a la dirección jennifer@rti.org.

Le agradecemos su tiempo y por estar dispuesto/a a participar.

INCENTIVE PAYMENT LETTER

BPS ID <caseid>

<Name>
<Address>
<City, State, Zip>

Dear <Name>:

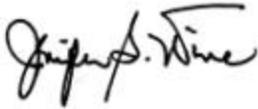
On behalf of the U.S. Department of Education and the BPS:1996/2001 project staff, I would like to thank you for completing the Beginning Postsecondary Students Longitudinal Study's second follow-up interview. Your input into this study is important to our ultimate success.

Enclosed you will find a check for \$15 to reimburse you for your time completing the interview.

Please do not hesitate to contact me at 1-800-334-8571 if I can provide any additional information or assistance about the study or your interview.

Thanks again for your time and willingness to participate.

Sincerely,

A handwritten signature in black ink that reads "Jennifer Wine". The signature is written in a cursive style with a large initial "J" and a long horizontal line extending from the end of the name.

Jennifer Wine, Ph.D.
Project Director

**INCENTIVE PAYMENT LETTER
SPANISH TRANSLATION**

BPS ID: <caseid>

Me gustaría agradecerle su colaboración en la tercera entrevista del Estudio Longitudinal de Estudiantes Comenzando Programas Post-Secundarios (en inglés, Beginning Post-Secondary Students Longitudinal Study o BPS: 1996/2001), de parte del Departamento de Educación de los Estados Unidos y del personal del proyecto BPS: 1996/2001.. Su participación en la encuesta es importante para el éxito del estudio.

Adjuntado encuentre un cheque por \$15 para reembolsarle su tiempo para completar la entrevista.

Si desea más información o asistencia respecto al estudio o a su entrevista, favor de comunicarse con la directora del estudio, Dra. Jennifer Wine, por teléfono al número 1-800-334-8571.

Le agradecemos otra vez su tiempo y por estar dispuest<<o/a>> a participar.

E-MAIL LETTER

BPS ID: <caseid>

Dear <name> ,

Hello, my name is Jennifer Wine, and I am Project Director for the Beginning Postsecondary Students (BPS) Longitudinal Study. BPS is being conducted for the U.S. Department of Education by Research Triangle Institute (RTI) in North Carolina. The study collects information on the effects of higher education on the lives of individuals and the relationship between education and work. Study results will be used to determine how student participation in higher education can be better supported and encouraged.

We first talked to BPS participants in 1995, then followed up with them in 1997. We need to talk to you again now as part of the ongoing study. Unfortunately, we have been unable to reach you by telephone.

Please respond to my e-mail by providing the most convenient time and location for us to reach you. Be sure to include your phone number. Even if you're out of the country right now, we will call you at our expense. You may also call in to RTI for an interview at 1-800-647-9674. Ask for Bobbie Parks when you call and give the receptionist the ID number located in the top right corner of this message.

Your participation in BPS is strictly voluntary, and the answers you provide will not affect any financial aid or other benefits you may receive.

If you have any questions about BPS or your participation, you may reply to this e-mail or contact me by telephone at 1-800-334-8571, extension 6870. If you'd like to know more about this or previous BPS studies, please visit the Postsecondary Surveys section on the NCES (National Center for Education Statistics) web site (<http://nces.ed.gov/surveys>).

Thank you for your time and continued commitment to the BPS study.

Jennifer Wine, Ph.D.
Project Director
BPS: 1996/2001

Appendix B

Technical Review Panel

Appendix B: Technical Review Panel



Beginning Postsecondary Students Longitudinal Study: 1996:2001

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Appendix B: Technical Review Panel

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Appendix C

Data Elements

Final Field Test Data Elements BPS:1996/2001.....	87
Full-Scale Data Elements for BPS:1996/2001	95

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

A. Eligibility Determination/Background Information

1. Confirm First-time Beginner (FTB) Status
 - a. Enrolled at NPSAS institution between May 1,1995-April 30,1996?
 - b. Taking courses for credit, towards a degree, or for a specific occupation?
 - c. First time enrolled in any postsecondary institution after high school

2. Additional/missing background information when student began at NPSAS school
 - a. Date of birth
 - b. Race/ethnicity¹
 - c. Language spoken in the home
 - d. Parental education level
 - e. Parental job characteristics
 - f. Type of high school diploma/GED
 - g. Date of high school graduation/GED
 - h. Citizenship when began at NPSAS school
 - i. Marital status when began at NPSAS school
 - j. Number of dependents when began at NPSAS school
 - k. Parents provided more than half of annual support?
 - l. Housing when began at NPSAS school(on campus/off campus/with parents)
 - m. Who paid the tuition? (parents/self/other)
 - n. Primary reasons for enrolling at NPSAS school:
 - Complete a certificate, associate's or bachelor's degree program
 - Take courses to transfer to 4-year school
 - Gain job/occupational skills
 - Recreational courses/self-improvement (no degree)

B. Undergraduate Enrollment History

1. Current undergraduate enrollment status
 - a. Still enrolled as undergraduate:
 - Enrolled at last known institution
 - Enrolled at other institution
 - b. No longer enrolled as undergraduate
 - Completed program
 - Left before completion
 - Earned any undergraduate certificates or degrees
 - Type of degree
 - Date awarded

2. Undergraduate enrollment history (since last interview)
 - a. If last attended or still enrolled at last known school:
 - Continuous enrollment (no breaks over 4 months)
 - Primarily enrolled full-time or part-time
 - Taken courses at any other school

¹ To be consistent with the base year data collection (NPSAS:96) this data collection will continue to use the single race data element.

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

- b. If last attended or still enrolled at new school (transfers):
 - Name of institution (on-line coding of level and control)
 - Dates of attendance
 - Reasons for enrolling in new school (change program/transfer to 4-year/location/cost)
 - Transfer credits accepted
 - Continuous enrollment (no breaks over 4 months)
 - Primarily enrolled full-time or part-time
 - Taken courses at any other school
- c. If courses taken at any other school:
 - Name of institution (on-line coding of level and control)
 - Dates of attendance
 - Primarily enrolled full-time or part-time
 - Reasons for attending (transfer/additional courses/summer school/co-enrollment). If not a transfer, reasons for attending (lower cost/unavailable courses/finish sooner/location)
- d. If enrollment was not continuous, reasons for break (academic/financial/ family/personal/ change location)

C. Characteristics of Current/Last Undergraduate Enrollment

- 1. Current or last (if not enrolled) undergraduate program and status:
 - a. Type of degree program (certificate/associate's/bachelor's)
 - b. Major/vocational program
 - c. Attendance status (full-time/part-time)
 - d. Class level
 - e. Date expected to complete program
 - f. If completed: type of degree/certificate, and date received
 - g. If completed BA, did student graduate with honors
 - h. Academic performance
 - Ever withdraw from courses for academic reasons
 - Ever get incomplete grades
 - Ever retake a course to raise grades
 - i. GPA in major and total
- 2. Characteristics of current/last enrollment
 - a. Type of residence (dorm/fraternity/off campus with parents)
 - b. Receive parental support (tuition/other support)
 - c. Working while enrolled (most current job)
 - Primary role: student or employee
 - Participation in work-study, internship, co-op
 - Job characteristics
 - On/off campus
 - Number of hours per week
 - Hourly/weekly earnings
 - Relationship of job to studies or career
 - Importance of earnings in financing education

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

3. Satisfaction with current/last institution
 - a. Academic program
 - b. Quality of instruction
 - c. Campus facilities
 - d. Cultural activities
 - e. Social life
 - f. Personal safety
4. If not enrolled and no degree
 - a. Reasons for leaving
 - b. Likelihood of returning within the next school year

D. Undergraduate Experiences

1. Vocational certificate program students (entire program):
 - a. Satisfaction with career preparation
 - b. Satisfaction with training to use tools/equipment
 - c. Satisfaction with counseling/placement services
2. Students in two-year or four-year institutions(current/last year enrolled)
Frequency (often/sometimes/never) of:
 - a. Use e-mail to communicate with students and faculty about course-related matters
 - b. Search the Internet (WWW) for information for homework or research
 - c. Participate in electronic chat rooms
 - d. Use spreadsheet software like Lotus or Excel
 - e. Do programming in languages like C+, JAVA, SPSS, or HTML
 - f. Use word-processing software (Word, WordPerfect) to write papers for courses
3. Difficulties/problems attending school
 - a. Child care
 - b. Scheduling problems
 - c. Travel arrangements
 - d. Living arrangements
4. School/work conflicts

E. Undergraduate Financial Aid

1. For each academic year enrolled, whether respondent
 - a. Applied for financial aid
 - b. Received grants or scholarships
 - c. Received student loans
 - d. Had a work-study job
 - e. Received tuition assistance from an employer
2. Total amount borrowed for undergraduate education
 - a. Amount in student loans
 - b. Amount from parents or relatives
 - c. Current amount owe
 - d. If in repayment:
 - Amount of monthly payment
 - Amount of monthly salary (take-home)
 - Are parents helping to repay?

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

3. Supplementary data from outside sources:
 - a. Financial aid application data (from CPS-Central Processing System)
 - b. Annual and cumulative federal student loan amounts (from NSLDS- National Student Loan Data System)
 - c. Annual Pell Grant amounts (from NSLDS)
 - d. Annual Tuition and Student Budgets (from IPEDS)

F. Current Education and Employment Status and Plans

What best describes the respondent's current status and plans (all that apply):

1. Education
 - a. Trying to complete an undergraduate degree
 - b. Just taking undergraduate courses with no degree goals
 - c. No more undergraduate education planned or now
 - d. Planning/preparing to go to graduate school
 - e. Enrolled in graduate school
 - f. Taking additional undergraduate courses after BA
2. Employment
 - a. Not looking for a job
 - b. Working for a temporary agency
 - c. Just working, have no definite career plans
 - d. Working at a job not related to career plans
 - e. Looking for a job related to career plans
 - f. Working in a job that is related to career plans

G. Graduate School and Other Further Education

1. Students planning/preparing to go to graduate school
 - a. Whether student has applied to any graduate schools
 - b. How many schools
 - c. Intended field of study and degree program
 - d. Graduate admissions taken and scores
2. If enrolled in graduate school
 - a. Enrollment information
 - Name of graduate/first-professional school (on-line coding of type)
 - Type of degree program and field of study
 - Date first enrolled
 - Attending full-time or part-time
 - Purpose for enrolling
 - Working while enrolled?
 - Completed program
 - Degree/certificate attained
 - Dates of completion
 - b. If working and enrolled
 - Number of hours worked per week
 - On or off-campus job
 - Assistantship or work-study
 - Type of assistantship (research/teaching/graduate)
 - Is job related to graduate field of study/career goals

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

- Primarily student or employee
- c. Graduate financial aid
 - Applied for financial aid
 - Received grants or fellowships
 - Received student loans
 - Had a work-study job
 - Received tuition assistance from an employer
- d. Financial assistance from parents
- e. Amount borrowed for graduate education
 - Amount from parents and relatives
 - Amount repaid
- 3. If enrolled post-BA, but not in a formal graduate program
 - a. Type of courses (undergraduate/continuing education/career specific)
 - b. Purpose for enrolling (second bachelor's/preparing for graduate school/preparing for license exams/recreation)
- 4. Licenses and certification (other than by educational institutions)
 - a. Taken any exams for licensing or occupational certification
 - b. In what occupational area
 - c. Who provided the certification (state/industry/company)
 - d. Intensity of preparation required (number of days/weeks/months)
 - e. Required for job entry?
 - f. If not, why taken.
- 5. Lifetime learning tax credits
 - a. Is the respondent aware of the program
 - b. If yes, intend to use them
 - c. If yes, did the availability influence decision to continue education

H. Post-Enrollment Employment

1. First job after end of enrollment (students who were still enrolled in 1998 and currently no longer enrolled)
 - a. Number of hours worked per week
 - b. Salaried or hourly wages
 - c. Hourly/weekly/annual wages
 - d. Job characteristics/duties
 - e. Dates employment began
 - f. Held position or similar job before enrollment?
 - g. If yes, continued working at it while enrolled?
 - h. Did the education/training help qualify student for a new job or better position than held previously
 - i. Did school help with job placement
 - j. How is job related to education and career goals
 - k. Which best describes current job
 - Continuing job held before graduating/leaving school
 - Beginning of career in occupation/industry
 - Job to prepare for graduate school
 - Temporary job while deciding on career direction/graduate school/further study

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

- Way to provide support while pursuing other interests
 - Only job available
 - Other – specify
2. Current employment status
 - a. Same or different job from first job after enrollment
 - b. If different, how many jobs since end of enrollment
 - c. Job characteristics/duties
 - d. Number of hours per week
 - e. Wages/salary
 - f. Length of time in this job or position
 - g. Relationship to field of study or career goals
 3. Unemployment/non-employment spells
 - a. Ever been unemployed for more than three months since end of enrollment
 - If yes, how many times
 - What was the longest period of Unemployment
 - b. Currently or ever worked for a volunteer or religious organization full-time without pay
 4. If not currently employed:
 - a. Looking for a job
 - b. Receiving unemployment insurance
 - c. Date last employed after leaving postsecondary program

I. Current Demographics

1. Current marital status (date status changed)
2. Current number of children (date of births since 1998)
3. Spouse's level of education
4. Amount of spouse's student loans
5. Household composition (include living with parents)
6. Sources of income
 - a. Own earnings
 - b. Spouse's earnings
 - c. Income from other sources
 - d. Currently receive food stamps?
 - e. Currently receive welfare or other public assistance?
7. Assets
 - a. Own a home
 - b. Own a business or farm
 - c. Own or lease a car or truck
8. Monthly payments
 - a. Rent or mortgage
 - b. Auto loan
 - c. Student loans
9. Current outstanding balance on credit cards

FINAL FIELD TEST DATA ELEMENTS BPS:1996/2001

J. Civic Participation

1. Voting
 - a. Registered to vote?
 - b. Voted in the last general election?
2. Volunteering
 - a. Participated in any voluntary activities in last 12 months
 - b. How much time spent?

K. Disabilities

1. Long lasting conditions: blindness, deafness, severe vision or hearing impairment
2. Condition that substantially limits physical activities
3. Any physical, mental or emotional condition lasting six months or more
4. If yes to any of the above, specify the condition that causes activity limitation or difficulty

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

A. Eligibility Determination/Background Information

The following data elements will be obtained from the surveys previously collected on the cohort.

- Age/DOB
- Gender
- Race/ethnicity
- Language spoken at home
- Parental education
- Parents' marital status
- Parental job characteristics
- Type of high school diploma
- Date of high school diploma
- SAT/ACT scores
- Level and control of NPSAS institution

B. Undergraduate Enrollment

1. Current undergraduate enrollment status:
 - a. Still enrolled as undergraduate
 - Enrolled at last known institution
 - Type of degree program (certificate, AA, bachelor's)
 - Program of study - primary and secondary major
 - Current or last class level
 - Date expect to complete program
 - b. Left before completion
 - Reasons for leaving (up to 3 reasons)
 - Plan to return to school before Sept. 2002
 - c. Program completed
 - Type of degree received
 - Date awarded
2. Undergraduate enrollment history (since last interview):
 - a. If last attended or still enrolled at last known school Has enrollment been continuous (no breaks over 4 months)
 - Dates of attendance
 - Primarily enrolled full-time or part-time
 - Taken courses at any other school
 - Summer enrollment
 - b. When enrolled/attended other school
 - Name of institution (on-line coding of level and control)
 - Dates of attendance
 - Primarily enrolled full-time or part-time
 - Type of degree program
 - Transfer credits attempted/accepted
 - Reasons for enrolling in new school (change program/transfer to 4-year/location/cost/additional course/summer enrollment/co-enrollment)

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

- c. If enrolled at two institutions at the same time, reasons for co-enrollment
- d. When enrollment was not continuous, reasons for break (academic/financial/family/personal/change location)

C. While in Undergraduate Program

- 1. Academic performance
 - a. Courses:
 - Ever withdraw from courses for academic reasons
 - Ever get incomplete grades
 - Ever repeat a course to raise grades
 - b. If completed BA, did student graduate with honors
 - c. Cumulative GPA at the end of last term
- 2. Problems encountered that made it difficult to stay in school (financial/academic/family/personal)
- 3. Type of residence while enrolled (on-campus/off-campus/with parents)
- 4. Financial aid for each academic year enrolled since last interview
 - Received grants or scholarships
 - Received student loans
 - Had a work-study job
 - Received tuition assistance from an employer
 - Received sport/athletic scholarship
- 5. Total amount borrowed (undergraduate education)
 - a. Amount in student loans
 - b. Amount of loans from parents/relatives
 - c. Amount currently owed
 - Student loans
 - Loans from parents/relatives
 - d. If in repayment
 - Amount of monthly payment
 - Are parents helping to repay?
- 6. Parental support during last year enrolled (respondents under age 30)
 - a. Did parents pay/help pay for (yes/no)
 - Tuition
 - Food and housing
 - Books and equipment
 - Other expenses
- 7. Lifetime Learning federal tax credits
 - a. Was this tax credit claimed in prior year
 - b. Plan to/did claim it for current year
 - c. If yes, did the availability help make decision to continue education

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

8. Work while last enrolled [last job/recent job]
 - a. Number of jobs for pay in last year while enrolled
 - b. Primary role - student or employee?
 - c. Number of hours per week worked
 - On/off campus
 - Hourly wage
 - Relationship of this job to major
 - Still at this job or date ended
 - d. Was any job work-study, internship, apprenticeship, co-op, assistantship
 - e. Were earnings necessary to attend school (yes/no)

D. Supplementary Finance Data from Outside Sources

- Financial aid application data (from CPS-Central Processing System)
- Annual and cumulative federal student loan amounts (from NSLDS- National Student Loan Data System)
- Annual Pell Grant amounts (from NSLDS)
- Annual tuition and student budgets (from IPEDS)

E. Post Bachelor/Graduate Education (BA Recipients Only)

1. Enrolled in or completed any post-BA programs or courses?
 - a. Formal program leading to a graduate or professional degree or a post-baccalaureate certificate
 - b. Taking courses for credit at a college or university, but not in a degree program
 - c. Taking noncredit or continuing education courses either at an educational institution or in some other type of program
2. If enrolled in a formal graduate degree program
 - a. Enrollment information
 - Name of graduate/first-professional school (on-line coding of type)
 - Type of degree program
 - Field of study
 - Date first enrolled
 - Attending full-time or part-time
 - Reasons for enrolling in graduate program (up to 3 responses)
 - Completed program (yes/no)
 - Number of hours worked per week
 - Relationship to field of study
 - Held assistantship, apprenticeship, work study, co-op placement
 - Primarily student or employee?
3. If enrolled in courses, but not a degree program
 - Type of courses (graduate/undergraduate/job training/other)
 - Provider (community college/4-year college/non-college program)
 - Reasons for taking courses (up to 3 responses)
 - Receiving employer tuition reimbursement

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

4. Lifetime Learning federal tax credits
- Was this tax credit claimed in prior year
 - Plan to/did claim it for current year
 - If yes, did the availability help make decision to continue education

F. Licenses And Certification (Other Than By Educational Institutions)

- a. Hold occupational licenses/certificates required by federal, state, or local government (up to 3 responses)
- Intensity of preparation required (number of hours/days/weeks/months) other than degree attainment
- b. Hold professional certification in an occupational area (up to 3 responses)
- Who provided the certification (state/industry/company/other)
 - Intensity of preparation required (number of hours/days/weeks/months) other than degree attainment
 - Required for career entry?
 - If not, reasons why certification exam taken/planned

G. Post-Enrollment Employment

1. Number of jobs since completed highest degree or last enrolled
2. Current employment [primary job now held or last job held]
- Held position or similar job before and/or while enrolled?
 - Same or new employer as before/while enrolled
 - Date employment began
 - Job title and duties (on-line coding)
 - Type of employer or self-employed/
 - Type of industry (on-line coding)
 - Number of hours (usually) worked per week
 - Current salary
 - Relocation required for employment
 - Benefits (health insurance/retirement or 401k/other)
 - Did school help with job placement
 - Was job related to education (closely/somewhat/not)
 - Was this job start of a career
 - Was degree/certificate required for job
 - Used tools/equipment for which trained at school
 - Would it be difficult to do the job without your courses
 - Job search: most effective activity
3. Satisfaction with aspects of the job (yes/no)
- Pay
 - Fringe benefits
 - Challenge of work
 - Opportunities for promotion
 - Opportunities to use training/education
 - Job security
 - Opportunities for further training/education
 - Overall satisfaction

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

4. First job (If current job is not the same as first job after enrollment):
 - Held position or similar job before and/or while enrolled?
 - Same or new employer as before/while enrolled
 - Date employment began
 - Job title and duties (on-line coding)
 - Type of employer or self-employed/
 - Type of industry (on-line coding)
 - Number of hours (usually) worked per week
 - Beginning salary
 - Benefits (health insurance/retirement or 401k/other)
 - Did school help with job placement
 - Was job related to education (closely/somewhat/not)
 - Was job start of a career
 - Was degree/certificate required for job
 - Would it be difficult to do the job without your courses
 - Used tools/equipment for which trained at school
 - Date this job ended

5. Unemployment /non-employment spells after education
 - a. Ever received unemployment compensation since end of enrollment
 - If yes, currently receiving
 - b. Ever been unemployed for more than 3 months since end of enrollment
 - If yes, how many times
 - What was the longest period of unemployment
 - c. If currently not employed:
 - Looking for a job
 - Type of job search activities

H. Household Demographics/Finances

1. Current household demographics
 - a. Current marital status
 - b. Who lives in your household
 - c. Current number and ages of dependent children
 - d. Spouse's level of education

2. Finances
 - a. Spouse's annual earnings
 - b. Other sources of income
 - Income from other sources/investments (yes/no)
 - Benefits from government programs or child support (specify type - TANF/Social Security/worker's Comp/disability/food stamps/child support)
 - c. Assets
 - Own a home
 - Own or lease a car or truck
 - d. Monthly payments
 - Rent or mortgage
 - Auto loan or lease
 - Spouse's student loan payments

FULL-SCALE DATA ELEMENTS FOR BPS:1996/2001

- e. Credit cards
 - How many in own name
 - Usually carry balances
 - Total balance on last statement when carry balances

I. Civic Involvement

1. Voting
 - Are you a citizen
 - Registered to vote?
 - Voted in the last presidential election?
2. Political participation (last 2 years)
 - Attend political meetings, rallies, dinners
 - Write letters to public officials
3. Volunteer and community service
 - Participate in any voluntary activities in last 12 months?
 - Type of volunteer activity (up to 3 responses)
 - Required for graduation?
 - Average hours per month
4. Military service since last interview

J. Disabilities

1. Any long-lasting physical, mental or emotional condition limiting life activities
2. Type of condition
 - Hearing impairment or deafness
 - Severe vision impairment or blindness
 - Speech limitation
 - Orthopedic limitation
 - Learning or developmental disability
 - Mental or emotional disability
 - Other health related disability
3. Do you consider yourself to have a disability (yes/no)
4. Services / accommodations received for education (up to 3 responses)
5. Receive SSI, SSDI, vocational rehabilitation, or other services because of disability (yes/no)

K. Goals

1. Personal
 - Be leader in community
 - Be well off financially
 - Become an authority in field
 - Get away from home
 - Have leisure time
 - Influence political structure
 - Live close to family
 - Offer better opportunities to children
 - Raise a family
 - Succeed in career
 - Succeed in own business
2. Educational
 - Highest level of education expected

Appendix D

Facsimile Instruments

Main Instrument 105
Abbreviated Instrument..... 193
Reliability Reinterviews..... 203

Section A

NOT USED IN FIELD TEST

Section B

>B_START<

>B_STLENR<

[If not enrolled at the time of the last interview goto B_ENRTH1]

I'd like to begin by asking you some questions about your school enrollment since we talked to you last.

According to my records, you were last enrolled at [last known school] for the [94-95 / 96-97] school year.

Are you still enrolled there now?

1 = YES

2 = NO

[If 2, DK, or RE, goto B_COMPLT]

>B_STLDEG<

Are you still working on your [certificate/associate's degree/bachelor's degree] at [last known school]?

1 = YES

2 = NO

[If 1, goto B_SUMMR]

>B_COMPLT<

Did you complete a program and earn a degree or certificate from [last known school]?

1 = YES

2 = NO

[If 1, goto B_DEGTYP]

>B_COM_CK<

[If B_STLENR=1 and B_STLDEG=2, goto B_STOP]

[If B_STLENR=1 and B_STLDEG not = 2, goto B_CURDEG]

[Else goto B_LEAVMY]

Appendix D: Facsimile Instruments

>B_DEGTYP<

What degree or certificate did you earn from
[last known school]?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

>B_DEGMY<

LAST SCHOOL: [last known school]

[When was your highest undergraduate degree awarded?/
When was it awarded?]

MONTH (1-12):

YEAR (1995-2000):

[Goto B_CURDEG]

>B_LEAVMY<

When did you leave [last known school]?

MONTH (1-12):

YEAR (1995-2000):

[Goto B_SUMMR]

>B_STOP<

When did you stop working on your
[certificate/associate's degree/bachelor's degree]?

MONTH (1-12):

YEAR (1995-2000):

>B_CURDEG<

[If B_STLDEG not = 2, goto B_SUMMR]

What degree are you working on now?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 4 = UNDERGRAD SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
- 8 = GRADUATE SPECIAL STUDENT (NON-DEGREE/NON-MATRICULATED)

>B_SUMMR<

Since the spring of [1995/1997] [until leaving school],
have you enrolled at [last known school]
for any of the summer sessions (JUNE, JULY, AUGUST)?

- 1 = YES
- 2 = NO

>B_CNTENR<

Since the spring of [1995/1997] [until leaving school],
have you been continuously enrolled at [last known school],
that is, not taken time off from school that lasted more than
four months (other than summers and the usual vacations)?

- 1 = YES
- 2 = NO

>B_FTPT<

[Have you been enrolled mainly / Were you enrolled]
as a full-time student at [last known school]?

- 1 = YES, FULL TIME ONLY
- 2 = NO, PART TIME ONLY
- 3 = NO, MIX OF FULL TIME AND PART TIME

Appendix D: Facsimile Instruments

>B_ENRTH1<

Have you enrolled at any [other] schools since the spring of [1995/1997]?

1 = YES
2 = NO

[If 2, DK, or RE, goto B_UGSCH]

>B_SCHUX1<

Where else have you enrolled?

DO NOT ENTER DUPLICATES; SCHOOLS WE KNOW ABOUT SO FAR ARE:
[list school names]

IF NOT ONE OF THE SCHOOL(S) LISTED,
CODE THE SCHOOL NAME IN THE USER EXIT.

1 = ENTER USEREXIT

>B_DEGR1A<

Were you taking courses leading to a degree or certificate to be awarded by [school name]?

1 = YES 2 = NO

[If 2, DK, or RE, goto B_ENRTH2]

What degree or certificate were you working on?

1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE (AS, AA)
3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

Did you complete that program and earn your degree/certificate?

1 = YES 2 = NO

>B_DEGR1B<

Did you work on any other degree or certificate at [school name]?
 1 = YES 2 = NO

[If 2, DK, or RE, goto B_ENRTH2]

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

Did you complete that program and earn your degree/certificate?

1 = YES 2 = NO

>B_DEGR1C<

Did you work on any other degree or certificate at [school name]?

1 = YES 2 = NO

[If 2, DK, or RE, goto B_ENRTH2]

What degree or certificate were you working on?

- 1 = CERTIFICATE
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

Did you complete that program and earn your degree/certificate?

1 = YES 2 = NO

>B_ENRTH2<

[Loop to collect all schools and degrees]

>B_UGSCH<

[If no additional schools, goto B_UGDAT]

Which school

[awarded your (first) bachelor's degree? /
 did you most recently attend as an undergraduate?]
 [list of known schools]

Appendix D: Facsimile Instruments

>B_UGDAT<

When did you last attend
[most recent undergraduate school]
as an undergraduate?

MONTH (1-12):
YEAR (1995-2000):

>B_ENROLL<

INTERVIEWER: YOU ARE ABOUT TO ENTER THE ENROLLMENT USER EXIT.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

1 = ENTER THE USEREXIT

>B_TRNSFR<

[If attended no or just one undergraduate school, goto B_RSNOT]

Based on what you've told me so far, you've attended more than
one school as an undergraduate since the last time we talked to you.
When you changed schools, did you attempt to transfer any credits?

1 = YES
2 = NO

[If 2, DK, or RE, goto B_RSNOT]

>B_TRNCRD<

Were all, some, or none of those credits accepted?

0 = NONE
1 = SOME
2 = ALL

>B_LFTTR<

What were your reasons for enrolling at
[most recent undergraduate school]?

COLLECT UP TO 3 RESPONSES.
(ENTER 0 FOR NONE, OR NO MORE).

- 1 = LEARN JOB SKILLS
- 2 = EARN DEGREE OR CERTIFICATE
- 3 = OFFERED DESIRED PROGRAM/COURSEWORK
- 4 = PREPARE FOR TRANSFER TO ANOTHER SCHOOL
- 5 = PERSONAL ENRICHMENT
- 6 = BETTER LOCATION THAN PREVIOUS SCHOOL
- 7 = FINANCIAL REASONS
- 8 = REPUTATION
- 9 = OTHER - SPECIFY

[If 9 goto B_LFTRS]
[Else goto B_RSNOT]

>B_LFTRS<

WHAT WAS YOUR REASON FOR ENROLLING?

SPECIFY:

>B_RSNOT<

[If did not attend two schools at the same time, goto B_STPRS]

According to the information you gave me earlier, you've attended more
than one school at the same time. Could you tell me why you decided to
enroll at more than one school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

- 1 = GET DONE SOONER
- 2 = TAKE EASIER CLASSES/FULFILL REQUIREMENTS
- 3 = BETTER CLASS SCHEDULE AT OTHER SCHOOL
- 4 = PREPARING TO TRANSFER TO/TRYING OUT ANOTHER SCHOOL
- 5 = TRYING PROGRAM/MAJOR NOT AVAILABLE AT CURRENT SCHOOL
- 6 = PARTICIPATED IN CONSORTIUM/TOOK CLASSES AT BRANCH CAMPUS
- 7 = TAKING EXTRA CLASSES NOT RELATED TO MY PROGRAM (PERSONAL
ENRICHMENT)
- 8 = FINANCIAL REASONS
- 9 = OTHER - SPECIFY

[If 9 goto B_RNOTS]
[Else goto B_STPRS]

Appendix D: Facsimile Instruments

>B_RNOTS1<

WHY DID YOU DECIDE TO ENROLL AT MORE THAN ONE SCHOOL?

SPECIFY:

>B_STPRS<

[If no gap in enrollment goto B_END]

According to the enrollment information you gave me earlier, you've been enrolled in school some terms and taken other terms off. Why did you decide to take a break from school?

COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE).

- 1 = ACADEMIC PROBLEMS
- 2 = CLASSES NOT AVAILABLE/SCHEDULING NOT CONVENIENT
- 3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY
- 4 = DECIDING ON A DIFFERENT PROGRAM OF STUDY
- 5 = TAKING TIME OFF FROM STUDIES
- 6 = PARTICIPATED IN CO-OP/INTERNSHIP PROGRAM
- 7 = CONFLICTS WITH JOB/MILITARY
- 8 = NEEDED TO WORK
- 9 = OTHER FINANCIAL REASONS
- 10 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY)
- 11 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS
- 12 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.)
- 13 = OTHER - SPECIFY

[If 13, goto B_STPSP]

[Else goto B_END]

>B_STPSP1<

WHY DID YOU DECIDE TO TAKE A BREAK FROM SCHOOL?

SPECIFY:

>B_END<

Section C

>C_INTRO<

I'd like to ask you some questions about your undergraduate enrollment at [most recent undergrad school].

>C_DEGVER<

[If still attending or completed degree at most recent school, goto C_DEGCOL]

When we talked to you last time, you indicated that you were enrolled at [most recent undergrad school] to earn [a certificate or diploma/an associate's degree/a bachelor's degree].

Was that still your degree program when you were last enrolled there?

- 1 = YES
- 2 = NO

[If 1, goto C_MAJVER]

>C_DEGCOL<

[If degree known from section B, goto C_MAJVER]

What type of degree program [are/were] you enrolled in at [most recent undergrad school]?

- 0 = NOT ENROLLED FOR A DEGREE
- 1 = CERTIFICATE/DIPLOMA
- 2 = ASSOCIATE'S DEGREE (AS, AA)
- 3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)

>C_MAJVER<

When we talked to you last time, you [also] indicated that your major or program of study while attending [most recent undergrad school] was [major].

[Is/Was] that also your major [now/when you were last enrolled there (as an undergraduate)]?

- 1 = YES
- 2 = NO

[If 1 goto C_DGCMPL]

Appendix D: Facsimile Instruments

>C_MAJOR<

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What [is your/was your last] major, or program of study at
[most recent undergrad school]

NOTE TO INTERVIEWER: [most recent undergrad school]

F5 = DOUBLE MAJOR

F6 = UNDECLARED

[If F5 goto C_MAJRAW]
[If F6, DK, or RE, goto C_DGCMPL]
[Else goto C_MAJUX]

>C_MAJRAW<

What [is/was] your primary major or program of study at
[most recent undergrad school]?

What is/was your secondary major?

>C_MAJUX<

Major string: [major]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT

>C_DGCMPL<

Have you completed all your requirements for your
[certificate/associate's degree/bachelor's degree/degree or
certificate]?

1 = YES

2 = NO

[If 2, DK, or RE, goto C_EXPMY]

>C_DEGMY<

[If collected degree completion date in section B, goto C_RS NLV]

When were you awarded your
[certificate/associate's degree/bachelor's degree/degree or
certificate]?

NOTE TO INTERVIEWER: FROM [most recent undergrad school]

MONTH (1-12):
YEAR (1995-2000):

[Goto C_INCOMP]

>C_EXPMY<

[If not currently enrolled, goto C_CLASS]

When do you expect to receive your
[certificate/associate's degree/bachelor's degree/degree or
certificate]?

NOTE TO INTERVIEWER: FROM [most recent undergrad school]

F5 = R DOES NOT EXPECT TO COMPLETE DEGREE

MONTH (1-12):
YEAR (2000-2005):

>C_CLASS<

[If not currently enrolled as an undergraduate, goto C_RS NLV]

What is your level or class at
[most recent undergrad school]?

0 = UNCLASSIFIED UNDERGRADUATE
1 = FIRST YEAR/FRESHMAN
2 = SECOND YEAR/SOPHOMORE
3 = THIRD YEAR/JUNIOR
4 = FOURTH YEAR/SENIOR
5 = FIFTH YEAR OR HIGHER UNDERGRADUATE

Appendix D: Facsimile Instruments

>C_RSMLV<

[If currently enrolled or completed a degree, goto C_INCOMP]
Why did you leave [most recent undergrad school]?
COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE)
1 = ACADEMIC PROBLEMS
2 = CLASSES NOT AVAILABLE/SCHEDULING NOT CONVENIENT
3 = NOT SATISFIED WITH PROGRAM/SCHOOL/CAMPUS/FACILITY
4 = SCHOOL/PROGRAM CLOSED/LOST ACCREDITATION
5 = DONE TAKING DESIRED CLASSES (PERSONAL INTEREST)
6 = DECIDING ON A DIFFERENT PROGRAM OF STUDY
7 = TAKING TIME OFF FROM STUDIES
8 = ENROLLMENT DOESN'T SUIT LIFESTYLE
9 = CONFLICTS WITH JOB/MILITARY
10 = NEEDED TO WORK
11 = OTHER FINANCIAL REASONS
12 = CHANGE IN FAMILY STATUS (E.G., MARRIAGE, BABY, DEATH IN FAMILY)
13 = CONFLICTS WITH DEMANDS AT HOME/PERSONAL PROBLEMS
14 = TO PURSUE OTHER INTERESTS (E.G., TRAVEL, HOBBIES, ETC.)
15 = OTHER - SPECIFY

[If 15 goto C_RSMLS]
[Else goto C_RETURN]

>C_RSMLS<

WHY DID YOU LEAVE [most recent undergrad school]?

SPECIFY:

>C_RETURN<

Do you plan to return to school within the next school year?

1 = YES
2 = NO

>C_INCOMP<

While you were in college...

Did you ever receive an incomplete grade in a course?

1 = YES
2 = NO

>C_REPEAT<

(While you were in college...)

Did you ever repeat a course to earn a higher grade?

1 = YES
2 = NO

>C_FAIL<

(While you were in college...)

Did you ever withdraw from a course because you were failing it?

- 1 = YES
- 2 = NO

>C_HONORS<

[If completed an undergraduate degree, goto C_GPA]

When you graduated from [most recent undergrad school], did you receive any type of academic honors?

- 1 = YES
- 2 = NO

>C_GPA<

What was your **cumulative** GPA through the end of your last term (as an undergraduate) at [most recent undergrad school]?

- F5 = PASS/FAIL
- F6 = NO GRADES AWARDED

CHOOSE F3 TO ESTIMATE GPA

RANGE (0.00-5.00):

- [If DK, or F3, goto C_GPAEST]
- [Else goto C_MAJGPA]

>C_GPAEST<

Would you say that your cumulative GPA at [most recent undergrad school] [is/was] mostly A's, A's and B's, mostly B's...?

IF NO GRADES HAVE BEEN AWARDED YET, ASK R TO ESTIMATE GRADES BASED ON KNOWN CLASS GRADES.

- 1 = MOSTLY A'S (3.75 AND ABOVE)
- 2 = A'S AND B'S (3.25-3.74)
- 3 = MOSTLY B'S (2.75-3.24)
- 4 = B'S AND C'S (2.25-2.74)
- 5 = MOSTLY C'S (1.75-2.24)
- 6 = C'S AND D'S (1.25-1.74)
- 7 = MOSTLY D'S OR BELOW (BELOW 1.24)

Appendix D: Facsimile Instruments

>C_MAJGPA<

What was your GPA **in your major** through the end of your last term (as an undergraduate) at [most recent undergrad school]?

F5 = PASS/FAIL

F6 = NO GRADES AWARDED

CHOOSE F3 TO ESTIMATE GPA

RANGE (0.00-5.00):

[If DK, or F3, goto C_MAJEST]

[Else goto C_VOCSAT]

>C_MAJEST<

Would you say that your GPA in your major was mostly A's, A's and B's, mostly B's...?

IF NO GRADES HAVE BEEN AWARDED YET, ASK R TO ESTIMATE GRADES BASED ON KNOWN CLASS GRADES.

1 = MOSTLY A'S (3.75 AND ABOVE)

2 = A'S AND B'S (3.25-3.74)

3 = MOSTLY B'S (2.75-3.24)

4 = B'S AND C'S (2.25-2.74)

5 = MOSTLY C'S (1.75-2.24)

6 = C'S AND D'S (1.25-1.74)

7 = MOSTLY D'S OR BELOW (BELOW 1.24)

>C_VOCSAT<

[If undergraduate program was 2-3 year or 4 year, goto C_UGSAT]

Please tell me if you were very satisfied, somewhat satisfied, or not satisfied with each of the following at [most recent undergrad school]...

1=VERY SATISFIED 2=SOMEWHAT SATISFIED 3=NOT SATISFIED

4=DID NOT USE 5=NOT AVAILABLE

The career preparation you received...

The training you received to use the tools
and equipment needed to work in your field...

The counseling services ...

The job placement services ...

[Goto C_DIFFIC]

>C_UGSAT<

Please tell me if you were very satisfied, somewhat satisfied, or not satisfied with each of the following at [most recent undergrad school]...

1=VERY SATISFIED 2=SOMEWHAT SATISFIED 3=NOT SATISFIED
4=DID NOT USE 5=NOT AVAILABLE

- Your academic program?
- The quality of instruction?
- The campus facilities?
- The cultural activities offered?
- The social life?
- Your personal safety?

>C_UGFRQ<

Please tell me how often you did each of the following as an undergraduate at [most recent undergrad school].

Was it never, sometimes, or often?
How often did you...

0 = NEVER 1 = SOMETIMES 2 = OFTEN

- Use e-mail to communicate with students or faculty about course-related matters?
- Search the Internet for information for homework or research?
- Participate in electronic chat rooms?
- Use spreadsheet software like Lotus or Excel?
- Program in languages like C++, JAVA, SPSS, HTML?
- Use word-processing software (Word, WordPerfect) to write papers for courses?

>C_DIFFIC<

When you were last enrolled at [most recent undergrad school], what kinds of problems, if any, did you encounter that made it difficult for you to stay in school (as an undergraduate)?
COLLECT UP TO 3 RESPONSES. (ENTER 0 FOR NONE, OR NO MORE.)

- | | |
|-------------------------------------|-------------------------------------|
| 1= TUITION AND FEES TOO HIGH | 10= FACULTY |
| 2= OTHER FINANCIAL ISSUES | 11= ACADEMIC PROBLEMS/LACK OF GOALS |
| 3= HOMESICKNESS | 12= INADEQUATE CAMPUS FACILITIES |
| 4= PERSONAL/FAMILY CRISIS | 13= CRIME AND SAFETY ON CAMPUS |
| 5= CONFLICT BETWEEN WORK AND SCHOOL | 14= SCHEDULING PROBLEMS |
| 6= CONFLICT WITH FAMILY LIFE | 15= TRAVEL ARRANGEMENTS |
| 7= NEED FOR CHILDCARE | 16= LIVING ARRANGEMENTS |
| 8= CLASSES NOT AVAILABLE | 17= OTHER-- SPECIFY |
| 9= POOR INSTITUTIONAL SUPPORT | |

[If 0 goto C_ENRRES]

[If 17 goto C_DIFFS]

[Else goto C_DIFLFT]

Appendix D: Facsimile Instruments

>C_DIFFS<

WHAT KINDS OF PROBLEMS MADE IT DIFFICULT FOR YOU TO STAY
IN SCHOOL?

SPECIFY:

>C_DIFLFT<

[If no gap in enrollment, goto C_ENRRES]

Did [those problems/that problem]
cause you to leave school...

- 1 = Not at all?
- 2 = Temporarily?
- 3 = Permanently?

>C_ENRRES<

**INTERVIEWER: READ OPTIONS ONLY AS NECESSARY. NOTE: IF MORE THAN
ONE RESIDENCE, GIVE THE PLACE R LIVED THE LONGEST WHILE ENROLLED
AT: [most recent undergrad school]**

While you [are/were] attending [most recent undergrad school],
[do/did] you live...

- 1 = On-campus in **school-owned housing**,
- 2 = Off-campus in **school-owned housing**,
- 3 = In a fraternity or sorority house,
- 4 = In an apartment or other house other than
with parents or guardians,
- 5 = With your parents or guardians
- 6 = With other relatives, or
- 7 = Someplace else?

>C_OTHRES<

Where [do/did] you live when [you're/were] not in school?
(While on break, etc.)

**NOTE: IF MORE THAN ONE RESIDENCE, GIVE THE PLACE R LIVED
THE LONGEST**

- 0 = SAME PLACE
- 1 = WITH PARENTS/GUARDIANS
- 2 = WITH OTHER RELATIVES
- 3 = IN A FRATERNITY OR SORORITY HOUSE
- 4 = IN AN APARTMENT OR HOUSE OTHER THAN WITH PARENTS,
GUARDIANS, OR RELATIVES (INCLUDING HOUSES OWNED
BY FRATERNITIES/SORORITIES)
- 5 = OTHER

[If DK, or RE, goto C_CURRES]
[Else goto C_TUIAID]

>C_CURRES<

Are you currently living...

- 1 = With your parents or guardians,
- 2 = With other relatives,
- 3 = In an apartment or house other than with
parents or relatives, or
- 4 = Somewhere else?

>C_TUIAID<

[If respondent is over 30 years old or both parents are deceased,
goto C_NUMJOB]

[For the **1999-2000** school year,/
When you were last enrolled at [most recent undergrad school],]
did your parents or guardians pay for any of your...

0 = PARENTS DECEASED 1 = YES 2 = NO

Tuition or fees?
Food or Housing?
Books or Equipment?

[If 0, DK, RE goto C_NUMJOB]

>C_MONEY<

Did your parents or guardians provide you with money for
other expenses?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto C_NUMJOB]

Appendix D: Facsimile Instruments

>C_MNYAMT<

About how much money did you receive from your parents or guardians for your other expenses?

Range (\$1 - \$80,000):

How often?

- 1 = PER WEEK
- 2 = PER MONTH
- 3 = PER TERM/SEMESTER
- 4 = PER YEAR

>C_NUMJOB<

How many jobs for pay did you have when you were last enrolled at [most recent undergrad school] (as an undergraduate)?

VERIFY NUMBER OF JOBS OVER 4. COUNT ONLY UNIQUE JOBS.

RANGE (0-9):

[If DK, or RE, goto C_ENROCC]
[If 0 goto C_AID]

>C_PRRMROL<

While you were both enrolled in school and working, would you say you were primarily...

- 1 = A student working to meet expenses, or
- 2 = An employee who decided to enroll in school?

>C_ENRHRS<

About how many hours [do/did] you work each week while you [are/were] enrolled?

NOTE TO INTERVIEWER: WHILE ENROLLED AT: [most recent undergrad school]

HOURS WORKED (1-80):

>C_WRKSTD<

When you were last enrolled, did you participate in a paid internship, apprenticeship, work study, cooperative education program, or assistantship?

COLLECT UP TO 3, ENTER 0 FOR NONE OR NO MORE

- 1 = INTERNSHIP
- 2 = APPRENTICESHIP
- 3 = WORK STUDY
- 4 = COOPERATIVE EDUCATION
- 5 = ASSISTANTSHIP

>C_ENROCC<

[I'd like to ask you some questions about the last job you had when you were enrolled (as an undergraduate). Since you had more than one job at that time, please focus on [your [cooperative education/assistantship/internship/apprenticeship/work study] job / the job you worked the greatest number of hours]].

What [is/was] your job title?

NOTE TO INTERVIEWER: WHILE ENROLLED AT:
[most recent undergrad school]
COLLECT JOB TITLE.

[If DK goto C_ONOFF]

>C_EOCDTY<

What [do/did] you do as a/an [occupation]?

NOTE TO INTERVIEWER: WHILE ENROLLED AT:
[most recent undergrad school]
COLLECT DESCRIPTION OF JOB DUTIES.

[If RE goto C_ONOFF]

>C_EOC<

[If worked less than 35 hours per week goto C_ONOFF]

Occupation/duties string:
[occupation]

**INTERVIEWER: SELECT THE PROPER OCCUPATION CODE
IN THE FOLLOWING SCREENS OF THE USEREXIT.**

- 1 = ENTER OCCUPATION USER EXIT

Appendix D: Facsimile Instruments

>C_ONOFF<

[Is/Was] it on-campus or off-campus?

NOTE TO THE INTERVIEWER: [occupation]
WHILE AT [most recent undergrad school].

1 = ON-CAMPUS
2 = OFF-CAMPUS
3 = BOTH ON AND OFF CAMPUS

>C_SCHSLF<

[Are/Were] you working for your school, yourself, or someone else?

NOTE TO THE INTERVIEWER: [occupation]
WHILE AT [most recent undergrad school].

1 = WORKING FOR THE SCHOOL
2 = SELF-EMPLOYED
3 = WORKING FOR SOMEONE ELSE

>C_ENRWAG<

How much [do/did] you earn per hour in your job (while you are enrolled)?

NOTE TO THE INTERVIEWER: [occupation]
WHILE AT [most recent undergrad school].

HOURLY WAGE (RANGE \$0.00 - \$100.00):

>C_ENJSMY<

When did you first start this job?

NOTE TO THE INTERVIEWER: [occupation]
WHILE AT [most recent undergrad school].

MONTH (1-12):
YEAR (1920-2000):

>C_STLWRK<

[If currently enrolled goto C_WRKREL]
Are you still working in that job?

NOTE TO THE INTERVIEWER: [occupation]
WHILE AT [most recent undergrad school].
1 = YES
2 = NO

[If 1 goto C_WRKREL]

>C_ENJEMY<

When did it end?

NOTE TO THE INTERVIEWER: [occupation]
WHILE AT [most recent undergrad school].

MONTH (1-12):
YEAR (1995-2000):

>C_WRKREL<

Would you say your job as a/an [occupation] [is/was]...

- 1 = Closely,
- 2 = Somewhat, or
- 3 = Not related to your undergraduate major?

>C_ENRINC<

About how much money [have you earned/did you earn] from all
your jobs held while you were enrolled (as an undergraduate) during the
[dates last enrolled] school year?

EXCLUDE SUMMER EARNINGS IF NOT ENROLLED DURING THE SUMMER.

AMOUNT (Range \$1 - \$100,000):

>C_IMPTEd<

Could you have afforded to attend school if you had not worked?

- 1 = YES
- 2 = NO

>C_AID<

[If no undergrad enrollment since last interview, goto C_END]

Now, I'd like to ask you about any financial aid you may have
received to help pay for your undergraduate education since
we last spoke to you.

Please exclude any aid you have received for your graduate education.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

- 1 = ENTER THE USEREXIT

Appendix D: Facsimile Instruments

>C_UGLN<

Other than any money you may have borrowed from family or friends, how much did you borrow for your **undergraduate education**?

AMOUNT (RANGE: \$0 - \$150,000):

[If 0 goto C_FAMLN]

>C_FEDUGL<

How much of the \$[undergrad loan amount] is in federal student loans?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$150,000):

>C_FEDUGO<

How much of the \$[federal undergrad loan amount] do you still owe?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$150,000):

>C_FAMLN<

How much money have you borrowed from family and friends to pay for your **undergraduate education**?

AMOUNT (RANGE \$0 - 100,000):

[If 0, DK, or RE, goto C_END]

>C_FAMO<

How much of the \$[family loan amount] do you still owe?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$100,000):

>C_REPAY<

[If no undergraduate loans (other than family), goto C_END]

Are you repaying any student loans?

1 = YES

2 = NO

[If 2, DK, RE, goto C_END]

>C_RPYAMT<

How much do you pay each month on your student loans?

RANGE (\$25 - \$5,000):

>C_RPYPAR<

[If respondent is over 30 years old or parents are deceased, goto C_END]

Are your parents/guardians helping you to repay your student loans?

0 = PARENTS DECEASED

1 = YES

2 = NO

>C_END<

Section D

>D_GRADEN<

Are you working on a post-baccalaureate certificate or graduate degree, or taking post-BA courses?

- 1 = YES
- 2 = NO

[If 2 goto D_L_ROUT]

(Which one?)

- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
- 8 = POST-BACCALAUREATE COURSES (NON-DEGREE)

>D_L_ROUT<

[If working on a master's or doctoral/professional degree, goto D_DEGTYP]
[If taking post-baccalaureate courses, goto D_POSTBA]
[If completed bachelor's degree or is a senior in college, goto C_PBAENR]
[Else goto D_LICENS]

>D_POSTBA<

Are you currently taking any undergraduate or graduate courses?

- 0 = NO, NOT TAKING COURSES
- 1 = YES, UNDERGRADUATE
- 2 = YES, GRADUATE
- 3 = YES, MIX OF UNDERGRAD AND GRAD COURSES

>D_PBAOTH<

Are you [also] taking any noncredit, non-degree, or continuing education courses?

- 1 = YES
- 2 = NO

Appendix D: Facsimile Instruments

>D_PBARSN<

Why are you taking courses now?

COLLECT UP TO 3 RESPONSES.

ENTER 0 FOR NO MORE

- 1 = EARN A SECOND BACHELOR'S DEGREE
- 2 = EARN A POST-BACCALAUREATE CERTIFICATE
- 3 = PREPARE FOR GRADUATE SCHOOL
- 4 = PREPARE FOR LICENSING EXAM
- 5 = REQUIRED/RECOMMENDED FOR CAREER
- 6 = ACADEMIC INTERESTS/PERSONAL ENRICHMENT
- 7 = OTHER - SPECIFY

[If 7 goto D_PBARSS]

[Else goto D_PBAENR]

>D_PBARSS<

REASON FOR POST-BACHELOR'S DEGREE ENROLLMENT

>D_PBAENR<

Do you expect to enroll in graduate school
in the next two years?

- 1 = YES
- 2 = NO

>D_DEGTYP<

[If working on a post-baccalaureate certificate, goto D_PROGRAM]
[If not enrolled in graduate school and no plans to enroll, goto
D_LICENS]

Next, I'd like to learn more about your graduate school
[enrollment/plans]. What degree [are you/will you be] working toward?

MASTER'S

- 1= BUSINESS ADMIN (MBA)
- 2= SCIENCE (MS)
- 3= ARTS (MA)
- 4= EDUCATION (M.ED)
- 5= PUBLIC ADMIN (MPA)
- 6= LIBRARY SCIENCE(MLS)
- 7= PUBLIC HEALTH (MPH)
- 8= FINE ARTS (MFA)
- 9= APPLIED ARTS (MAA)
- 10= TEACHING (MAT)
- 12= SOCIAL WORK (MSW)

- 13= LANDSCAPE ARCHITECT
- 14= PROFESSIONAL MGMT
- 15= OTHER MASTERS

DOCTOR

- 16= PHILOSOPHY (PHD)
- 17= EDUCATION (ED.D)
- 18= THEOLOGY (THD)
- 19= BUSINESS ADMIN (DBA)
- 20= ENGINEERING (D.ENG)
- 21= FINE ARTS (DFA)
- 22= PUBLIC ADMIN (DPA)
- 23= SCIENCE (DSC/SCD)

- 24= PSYCHOLOGY (PSYD)

- 25= OTHER DOCTORAL DEGREE

FIRST PROFESSIONAL

- 26= CHIROPRACTIC (DC OR DCM)
- 27= DENTISTRY (DDS OR DMD)
- 28= MEDICINE (MD)
- 29= OPTOMETRY (OD)
- 30= OSTEOPATHIC MEDICINE (DO)
- 31= PHARMACY (PHARM.D)
- 32= PODIATRY (DPM OR POD. D)
- 33= VETERINARY MEDICINE (DVM)
- 34= LAW (LLB OR JD)
- 35= THEOLOGY (M.DIV, D.MIN)

[If 1, 5, 6, 7, 12, 13, 18, 19, 22, 23, 24, 26-35, goto D_NEXT]

>D_PROGRM<

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What [is your program or field of/do you plan to] study?

CODE FIELD OF STUDY IN THE USER EXIT.

F5 = DOUBLE MAJORS
F6 = UNDECLARED

[If DK, RE, or F6, goto D_NEXT]
[If F5 goto D_DBLM]
[Else goto D_MAJUX]

>D_DBLM<

What is your [intended] primary major or program of study?

What is your [intended] secondary major?

>D_MAJUX<

Major string:

**INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT**

1 = ENTER THE USEREXIT

>D_NEXT<

[If planning to go to graduate school in next two years, goto D_GRE]
[If currently in graduate school or taking post-BA classes, goto
D_APPNUM]
[Else goto D_LICENS]

>D_GRE<

Have you taken the GRE (Graduate Record Exam)?

1 = YES
2 = NO

[If 2, DK, or RE, goto D_OTHTST]

Appendix D: Facsimile Instruments

>D_GREV<

What was your score on the
verbal section of the GRE?

INTERVIEWER: ENTER F5 IF R RECENTLY TOOK THE
EXAM BUT HAS NOT YET RECEIVED HIS/HER SCORE

RANGE (200-800):

[If F5 goto D_OTHTST]

>D_GREM<

What was your score on the
math section?

INTERVIEWER: ENTER F5 IF R RECENTLY TOOK THE
EXAM BUT HAS NOT YET RECEIVED HIS/HER SCORE

RANGE (200-800):

[If F5 goto D_OTHTST]

>D_GREA<

What was your score on the
analytic section?

INTERVIEWER: ENTER F5 IF R RECENTLY TOOK THE
EXAM BUT HAS NOT YET RECEIVED HIS/HER SCORE

RANGE (200-800):

>D_OTHTST<

Have you taken any other tests in preparing
for graduate school?

1 = YES

2 = NO

[If 2, DK, or RE, goto D_APPLY]

>D_TEST<

What test(s) did you take?

COLLECT UP TO 3 RESPONSES

ENTER 0 FOR NO MORE

- 1 = GMAT (GRADUATE MANAGEMENT ADMISSION TEST)
- 2 = LSAT (LAW SCHOOL ADMISSION TEST)
- 3 = MCAT (MEDICAL COLLEGE ADMISSION TEST)
- 4 = MAT (MILLER ANALOGIES TEST)
- 5 = GRE SUBJECT TEST
- 6 = OTHER - SPECIFY

[If 0, 3, 4, 5, DK, or RE, goto D_APPLY]
[If 1 goto D_GMAT]
[If 2 goto D_LSAT]
[If 6 goto D_OTHSP]

>D_OTHSP<

ENTER OTHER ADMISSIONS TEST TAKEN

>D_GMAT<

What was your total score on the GMAT?

INTERVIEWER: ENTER F5 IF R RECENTLY TOOK THE
EXAM BUT HAS NOT YET RECEIVED HIS/HER SCORE

RANGE (200-800):

>D_LSAT<

What was your score on the LSAT?

INTERVIEWER: ENTER F5 IF R RECENTLY TOOK THE
EXAM BUT HAS NOT YET RECEIVED HIS/HER SCORE

RANGE (120-180):

>D_APPLY<

Have you applied to any graduate
or professional programs?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto D_GRDRSN]

Appendix D: Facsimile Instruments

>D_APPNUM<

How many (graduate) schools [did/have] you [apply/applied] to?

RANGE (1-25):

[If 1 goto D_APPAC1]

>D_APPACC<

How many schools [have] accepted you?

RANGE: (0-25)

[Goto D_GRDBEG]

>D_APPAC1<

[If currently enrolled in graduate school, goto D_GRDBEG]

Have you been accepted?

1 = YES

2 = NO (NOT YET)

>D_GRDBEG<

When did you begin your
[master's/doctoral/professional/post-baccalaureate certificate]
program at [most recent school]?

MONTH (1-12):

YEAR (1997-2000):

[If start date after 7/1998 and before 6/1999, goto D_GRYR]

>D_GRD98<

Were you enrolled in a [post-baccalaureate certificate/graduate]
program during the 1998-1999 academic year?

1 = YES

2 = NO

>D_GRYR<

What year of your [post-baccalaureate certificate/graduate]
program are you currently in?

1 = FIRST YEAR

2 = SECOND YEAR

3 = THIRD YEAR

4 = FOURTH YEAR OR HIGHER

>D_GREXP<

When do you expect to complete your
[master's degree/doctoral degree/professional degree/
post-baccalaureate certificate]?

MONTH (1-12):

YEAR (2000-2010):

>D_GRDRSN<

[If working on post-baccalaureate certificate and not planning to apply
to graduate school, goto D_GRDST]

Why [did you decide/are you planning/have you decided]
to apply to graduate school?

COLLECT UP TO 3 RESPONSES

ENTER 0 FOR NO MORE

1 = REQUIRED FOR CAREER CHOICE

2 = UNDECIDED ABOUT CAREER

3 = NO JOB PROSPECTS

4 = ACADEMIC INTERESTS

5 = AVAILABILITY OF AID

6 = URGED BY PARENTS/GUARDIANS

7 = OTHER - SPECIFY

[If 7 goto D_GRDRSS]

[Else goto D_GRDST]

>D_GRDRSS<

REASON FOR APPLYING TO GRADUATE SCHOOL

>D_GRDST<

[If not working on graduate degree or post-baccalaureate certificate,
goto D_LICENS]

Since you started working on your [master's degree/doctoral degree/
professional degree/ post-baccalaureate certificate], have you been
enrolled mainly as a full-time student or part-time student?

1 = MOSTLY FULL-TIME

2 = MOSTLY PART-TIME

3 = MIX OF FULL- AND PART-TIME

Appendix D: Facsimile Instruments

>D_GRDAST<

[If working on a post-baccalaureate certificate, goto D_GRDJOB]

My next questions have to do with jobs you've held while enrolled at [graduate school] during the 1999-2000 school year.

Did you have a paid assistantship for the 1999-2000 school year?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto D_GRDJOB]

>D_GRDATP<

Was it...

- 1 = a teaching assistantship
- 2 = a research assistantship
- 3 = some kind of graduate assistantship

>D_GRDJOB<

[Including your assistantship, how/How] many jobs for pay did you have during the 1999-2000 school year?

VERIFY NUMBER OF JOBS OVER 4.
COUNT ONLY UNIQUE JOBS.

RANGE (0-9):

[If 0, DK, or RE, goto D_GRAID]

>D_GRDHRS<

During the 1999-2000 school year, how many hours did you work per week while you were enrolled?

RANGE (0-99):

[If 0, DK, or RE, goto D_GRAID]

>D_GRDREL<

[Since you had more than one job, for the next few questions I'd like you to focus on [your assistantship/ the one job in which you worked the most hours per week].

Would you say your assistantship/job was related to your studies at [graduate school] or your career goals?

- 1 = YES
- 2 = NO

>D_GRDON<

Was your assistantship/job located primarily on- or off-campus?

- 1 = ON CAMPUS
- 2 = OFF CAMPUS
- 3 = BOTH ON AND OFF CAMPUS

>D_GRDWRK<

While you were enrolled and working, would you say you were primarily...

- 1 = A student working to meet expenses or
- 2 = An employee who decided to enroll in school?

>D_GRDAID<

Next, I'd like to ask you about any financial aid you may have received to help pay for your [post-baccalaureate/graduate] education.

According to the information you've already given me, you were enrolled in a [post-baccalaureate/graduate] program during the [1997-1998/1998-1999/1999-2000] school year.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

- 1 = ENTER THE USEREXIT

Appendix D: Facsimile Instruments

>D_GRDMNY<

Did you receive any other aid
during the 1999-2000 school year?

1 = YES

2 = NO

[If 2, DK, or RE, goto D_GRDLN]

>D_GRDSRC<

COLLECT UP TO 3 RESPONSES

ENTER 0 FOR NO MORE

From what sources?

1 = FAMILY

2 = VETERAN'S BENEFITS

3 = FOREIGN GOVERNMENT

4 = OTHER - SPECIFY

[If 4 goto D_GRDOTH]

[Else goto D_GRDFAM]

>D_GRDOTH<

SPECIFY:

>D_GRDFAM<

[If D_GRDSRC not = 1 goto D_GRDLN]

Did your parents/relatives give you money for
tuition for the 1999-2000 school year?

1 = YES

2 = NO

>D_GRDSUP<

Did your parents/relatives help you in other ways, such as
providing clothing, credit cards, transportation home,
payments for a car loan, or other sorts of support?

1 = YES

2 = NO

>D_GRDLN<

[If no student loans for 1999-2000 reported in financial aid userexit,
goto D_GRDLN2]

How much have you borrowed in federal student loans
for your graduate studies **this academic year** (1999-2000)?

AMOUNT (RANGE: \$0 - \$150,000):

>D_GRDLN2<

[If not enrolled in graduate school prior to 1999-2000 academic year,
goto D_GRDPLN]

How much have you borrowed in **federal**
student loans **for all of your graduate studies?**

AMOUNT (RANGE: \$0 - \$150,000):

>D_GRDPLN<

[If received no tuition money from parents in 1999-2000, goto D_GRPLN2]

How much have you borrowed from your parents/relatives to
pay for your graduate studies **this academic year** (1999-2000)?

AMOUNT (RANGE: \$0 - \$100,000):

>D_GRPLN2<

[If not enrolled in graduate school prior to 1999-2000 academic year,
goto D_GRDOWE]

How much have you borrowed from your parents/relatives to pay
for your education **since starting graduate school?**

AMOUNT (RANGE: \$0 - \$100,000):

>D_GRDOWE<

[If have borrowed no money from parents to pay for graduate school,
goto D_LICENS]

How much of that amount do you still owe?

ENTER F5 FOR ALL OF IT

AMOUNT (RANGE: \$0 - \$100,000):

Appendix D: Facsimile Instruments

>D_LICENS<

For some careers, licensing or certification is required. How many licenses do you hold?

(Do you hold any licenses or certifications that might be required for a job (excluding driver's license, etc.)?)

RANGE (0-3):

[If 0, DK, or RE, goto D_LIFLNG]

>D_LIC<

Which license(s) or certificates do you hold?

COLLECT UP TO 3 (ENTER 0 FOR NO MORE.)

- | | |
|--|---|
| 1 = AUTOMOTIVE/MECHANIC REPAIR | 13 = INSURANCE/UNDERWRITING |
| 2 = BUSINESS (BROKER, CPA, REALTOR) | 14 = LAW OR LEGAL (NOT PARALEGAL) |
| 3 = CHILD CARE/DAY CARE/TEACHER AIDE | 15 = LEGAL ASSISTANT/PARALEGAL |
| 4 = COMMERCIAL OPERATOR/TRANSPORT | 16 = MEDICAL (PHYSICIAN) |
| 5 = COMMUNICATIONS/BROADCAST (FCC) | 17 = MED/DENTAL TECH. OR THERAPIST |
| 6 = CMPTR/ELECTRONIC/TV/VCR REPAIR | 18 = VENDOR SPECIFIC CERT (MCSE/NOVELL) |
| 7 = CMPTR PROGRAMMER/SYSTEMS TECH | 19 = NURSE AIDE/HOME HEALTH AIDE |
| 8 = COSMETOLOGY/BEAUTICIAN/BARBER | 20 = NURSING (RN, LPN) |
| 9 = COUNSELOR/PSYCHOLOGIST | 21 = PERSONAL SVCS (MASSAGE THERAPY) |
| 10 = CRAFTS (ELECTRICIAN/CRPNTR/MASON) | 22 = PHARMACY |
| 11 = EDUCATOR (TEACHER, PRINCIPAL) | 23 = PROF ENGINEERING/ARCHITECTURE |
| 12 = FOOD SERVICES | 24 = OTHER LICENSE OR CERTIFICATE |

[If 24 goto D_LICSP]

[If 0, DK, or RE, goto D_LIFLNG]

[Else goto D_CERT]

>D_LICSP<

ENTER OTHER LICENSE

>D_CERT<

Was your license/certification provided by your state, an industry, a company, or some other organization?

- 1 = STATE
- 2 = INDUSTRY
- 3 = COMPANY
- 4 = OTHER - SPECIFY

[If 4 goto D_CERTS]

[Else goto D_CERTM]

>D_CERTS<

ENTER OTHER LICENSE PROVIDER

>D_CERTM<

About how much time was required for you to
prepare for your license/certification?

PLEASE INCLUDE ANY CLASS TIME SPENT PREPARING FOR LICENSURE.
EXCLUDE ANY OTHER CLASS TIME NOT RELATED TO OBTAINING /
TESTING FOR THE LICENSE.

ENTER AMOUNT:

INTERVIEWER: RECORD THE TIME SCALE OF THE AMOUNT.
(FOR EXAMPLE: 2 MONTHS)

- 1 = HOURS
- 2 = DAYS
- 3 = WEEKS
- 4 = MONTHS
- 5 = YEARS

>D_CERRQ<

Was this license/certification required for
entry into your expected career?

- 1 = YES
- 2 = NO

[If 2, loop to collect additional licenses]

>D_LICNO<

COLLECT UP TO 3 RESPONSES

ENTER 0 FOR NO MORE REASONS

Why did you take the license/certification exam?

- 1 = BETTER OPPORTUNITIES/ADVANCEMENT IN JOB/CAREER
- 2 = CHANGE CAREERS
- 3 = INCREASED INCOME
- 4 = OTHER - SPECIFY

[If 4, goto D_LCOTH]
[Else loop to collect additional licenses]

Appendix D: Facsimile Instruments

>D_LCOTH<

ENTER REASON

[Loop to collect additional licenses]

>D_LIFLNG<

When you filed your **1999** taxes, did you claim
the federal Lifetime Learning tax credit?

0 = NEVER HEARD OF IT

1 = YES

2 = NO

[If 0, DK, or RE, goto D_END]

>D_CREDIT<

Will you claim it when you file your **2000**
taxes next year?

0 = NOT PLANNING TO BE ENROLLED THIS CALENDAR YEAR (2000)

1 = YES

2 = NO

[If 0, 2, DK, or RE, goto D_END]

>D_CRED2<

Did the availability of the tax credit help
you make the decision to enroll in school?

1 = YES

2 = NO

>D_END<

Section E

>E_START<

[If currently enrolled, goto E_END]
 [If not enrolled at the time of the last interview and
 no enrollment since, goto E_CUREMP]

>E_FSTJOB<

Now I'd like to ask you some questions about your
 employment **after** leaving [most recent undergraduate school].

Could you tell me when you started your first job
 after leaving (this) school?

INTERVIEWER: IF R CONTINUED (NOT RESUMED) WORKING IN A JOB
 STARTED BEFORE OR DURING SCHOOL, ENTER THE ORIGINAL JOB START DATE.
 DATE R LEFT: date

0 = HAS NOT WORKED AT ALL SINCE GRADUATING FROM/LEAVING SCHOOL
 1 = JOB DATE ENTERED BELOW
 2 = R IS STILL WORKING IN SAME JOB AS WHILE ENROLLED

[If 0 goto E_VLNTR]
 [If 2 goto E_FSTOCC]

MONTH (1-12):

YEAR (1950-2000):

>E_NUMJOB<

How many jobs did you have at that time?

INTERVIEWER: AFTER LEAVING
 [most recent undergraduate school]
 RANGE (1-9):

COUNT ONLY UNIQUE JOBS. VERIFY NUMBER OF JOBS OVER 4.

>E_NEWJB1<

[Since you had more than one job at the same time,
 I'd like you to focus on the one job in which you
 worked the most hours per week.]

At the time you left (this) school,
 were you working for...

1 = A new employer
 2 = The same employer you had while you were enrolled
 3 = The same employer you had before you were enrolled
 4 = THE SAME EMPLOYER AS BEFORE AND DURING SCHOOL

INTERVIEWER: AFTER LEAVING
 [most recent undergraduate school]

[If 1, goto E_FSTOCC]

Appendix D: Facsimile Instruments

>E_NEWJB2<

At the time you left (this) school,
were you working in...

- 1 = A new job
- 2 = The same job you had while you were enrolled, or
- 3 = The same job you had before you were enrolled?
- 4 = THE SAME JOB AS BEFORE AND DURING SCHOOL

INTERVIEWER: LEFT [most recent undergraduate school]

>E_FSCHJB<

[If same job and same employer, goto E_FSTOCC]

Is this the same job you told me about earlier,
that you held while you were in (this) school?

INTERVIEWER: PREVIOUS JOB TITLE WAS
[occupation]

- 1 = YES
- 2 = NO

>E_FSTOCC<

[If same job as while enrolled, goto E_FSTHRS]

What was your job title for the first job
you held after leaving (this) school?

INTERVIEWER: AFTER LEAVING
[most recent undergraduate school]

JOB TITLE:

[If DK or RE, goto E_BENFT]
[Else goto E_FSTDY]

>E_FSTDTY<

What did you do as a/an [occupation]?

INTERVIEWER: AFTER LEAVING
[most recent undergraduate school]

>E_FSTSLF<

As a/an [occupation], were you
working for yourself or for someone else?

- 1 = SELF (SELF-EMPLOYED)
- 2 = SOMEONE ELSE

[If 1 goto E_FINRAW]

>E_FPBRV<

INTERVIEWER: FIRST JOB [occupation]
AFTER LEAVING [most recent undergraduate school].

READ OPTIONS AS NEEDED.

Were you working for...

- 1 = a private, for profit company?
- 2 = A NONPROFIT OR PRIVATE,
NOT-FOR-PROFIT COMPANY
- 3 = A LOCAL GOVERNMENT
- 4 = A STATE GOVERNMENT
- 5 = THE FEDERAL GOVERNMENT
(INCLUDING CIVILIAN EMPLOYEES OF THE MILITARY)
- 6 = OR THE MILITARY (INCLUDING THE NATIONAL GUARD)

[If 1, goto E_FSTOWN]
[If 2, goto E_FINRAW]
[Else goto E_FOC]

>E_FSTOWN<

Were you an owner or co-owner of the organization?

INTERVIEWER: FIRST JOB [occupation]
AFTER LEAVING [most recent undergraduate school].

- 1 = YES
- 2 = NO

Appendix D: Facsimile Instruments

>E_FINRAW<

(What industry or type of business did you work in?
What type of company did you work for?)

INTERVIEWER: FIRST JOB [occupation]
AFTER LEAVING [most recent undergraduate school].

>E_FOC<

Occupation/duties string:
[occupation]

Industry string:
[industry]

INTERVIEWER: SELECT THE PROPER OCCUPATION AND INDUSTRY CODE
IN THE FOLLOWING USEREXIT.

1 = ENTER OCCUPATION/INDUSTRY USER EXIT

>E_FSTHRS<

When you first worked as a/an [occupation]
after leaving [most recent undergraduate school],
how many hours did you work each week?

HOURS (RANGE: 1-80):

>E_FSTINC<

What was your annual salary for your job
[as a/an [occupation]] after you graduated]]?

INTERVIEWER: FIRST JOB [occupation]
AFTER LEAVING [most recent undergraduate school].

SALARY (RANGE \$1 - \$999,999):

>E_SALHRS<

[If worked more than 35 hours per week, goto E_FSTBEN]

Was that your salary for the [number of hours] hours
you worked each week?

INTERVIEWER: FIRST JOB [occupation]
AFTER LEAVING [most recent undergraduate school].

- 1 = YES
- 2 = NO

>E_FSTBEN<

[If self-employed, goto E_SIMJOB]

ENTER 1 = YES, 2 = NO

When you first worked as a/an [occupation]
after leaving [most recent undergraduate school],
did your employer provide you with...

Health insurance?.....

Retirement benefits (EMPLOYER PAID)?.....

Additional financial benefits, such as
a 401(k)/ 403(b), (EMPLOYEE CONTRIBUTIONS)?....

>E_SIMJOB<

[If same job as while enrolled, goto E_SCHPLC]

Prior to taking your job as a/an
[occupation],
had you held any jobs similar to it
either before you enrolled at
[most recent undergraduate enrollment]
or while you were enrolled?

- 1 = YES
- 2 = NO

>E_SCHPLC<

Did [most recent undergraduate school] help place
you in your job as a/an [occupation]?

- 1 = YES
- 2 = NO

Appendix D: Facsimile Instruments

>E_JOBDS<

[If self-employed goto E_ED_REL]

Again, considering your job as a/an
[occupation],
please tell me which of the following
statements best describes your job:

- 1 = Someone else decides what you do
and how you do it.
- 2 = Someone else decides what you do,
but you decide how you do it.
- 3 = You have some freedom in deciding
what you do and how you do it.
- 4 = You are basically your own boss.

>E_ED_REL<

[If same job as while enrolled, goto E_JOBSAT]

Was your job as a/an
[occupation]

- 1 = Closely related, or
- 2 = Somewhat related, or
- 3 = Not related to the classes you took at
[most recent undergraduate school]

>E_FSTDES<

Would you consider that job to be the start
of your career in this occupation or industry?

INTERVIEWER: PROBE IF R SAYS NO.

- 1 = YES
- 2 = CONTINUING IN THE JOB HELD BEFORE GRADUATION
- 3 = PREPARING FOR GRADUATE SCHOOL
- 4 = TEMP JOB-DECIDING ON FUTURE EDUCATION/CAREER
- 5 = PAYS THE BILLS
- 6 = ONLY JOB AVAILABLE
- 7 = OTHER - SPECIFY

[If 7, goto E_FSTJBS]
[Else, goto E_JOBSAT]

>E_FSTJBS<

Specify:

>E_JOBSAT<

Again considering your job as a/an
[occupation],
would you say you were satisfied or
dissatisfied with each of the following:

1=SATISFIED 2=DISSATISFIED F3=DK/UNABLE TO EVALUATE

Your pay?.....
Fringe benefits?.....
Importance and challenge of your work?.....
Opportunities for promotion and advancement?.....
Opportunities to use training and education?.....
Job security?.....
Opportunities for further training and education?...
Overall, would you say you were satisfied or
dissatisfied with your job?.....

>E_EDVAL1<

Was a degree (such as a bachelor's or associate's degree)
or a postsecondary certificate required by your employer
as a condition for working as a/an [occupation]?

1 = YES
2 = NO

>E_EDVAL2<

How difficult would it be to do that job as a/an
[occupation]
without having the courses you did at
[most recent undergraduate school]?

Would it be very difficult, somewhat difficult,
or not difficult at all?

1 = VERY DIFFICULT
2 = SOMEWHAT DIFFICULT
3 = NOT DIFFICULT AT ALL

>E_SKILL<

[If attended a 4-year school, goto E_SAMJOB]

As a/an [occupation],
have you used any tools or specialized equipment
that you were trained to use while you were a
student at [most recent undergraduate school]?

1 = YES
2 = NO

Appendix D: Facsimile Instruments

>E_SAMJOB<

[If same job and employer as before and during enrollment, goto E_BENFT]

Are you still working in that same job as a [occupation]?

INTERVIEWER: ANSWER "YES" ONLY IF THIS IS THE SAME JOB WITH SAME EMPLOYER AS R HAD WHEN HE/SHE FIRST LEFT SCHOOL.

1 = YES

2 = NO

[If 1, goto E_BENFT]

>E_JOBEMY<

When did it end?

INTERVIEWER: FIRST JOB [occupation] AFTER LEAVING [most recent undergraduate school].

MONTH (1-12):

YEAR (1995-2000):

>E_BENFT<

Next, I'd like to ask you about the benefits of attending [most recent undergraduate school].

>E_BTRJOB<

[If did not graduate, goto E_CUREMP]

When you graduated, did you expect that attending [most recent undergraduate school] would provide you with opportunities for better jobs than you could have gotten had you not attended [most recent undergraduate school]?

1 = YES

2 = NO

3 = NOT ABLE TO EVALUATE

>E_BTRYES<

Since graduating, have you had better opportunities because of attending [most recent undergraduate school]?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>E_SALARY<

When you graduated, did you expect that attending [most recent undergraduate school] would enable you to earn higher salaries (than you would have had you not attended [most recent undergraduate school])?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>E_SALYES<

Since graduating, have you earned higher salaries because you attended [most recent undergraduate school]?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>E_RSPNBL<

When you graduated, did you expect that attending [most recent undergraduate school] would allow you to take on more responsibility on the job (than you would have had you not attended [most recent undergraduate school])?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>E_RSPYES<

Since graduating, have you been able to take on more responsibility at work because you attended [most recent undergraduate school]?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

Appendix D: Facsimile Instruments

>E_PROMOT<

When you graduated, did you expect that attending
[most recent undergraduate school]
would provide you with more opportunities for
promotion (than you would have had you not attended
[most recent undergraduate school])?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>E_PROYES<

Since graduating, have you had more opportunities
for promotion because you attended
[most recent undergraduate school]?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>E_CUREMP<

Are you working right now?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto E_UNEMPL]

>E_CURDES<

Would you consider your current job to be the start
of your career in this occupation or industry?

INTERVIEWER: PROBE IF R SAYS NO.

- 1 = YES
- 2 = CONTINUING IN THE JOB HELD BEFORE GRADUATION
- 3 = PREPARING FOR GRADUATE SCHOOL
- 4 = TEMP JOB-DECIDING ON FUTURE EDUCATION/CAREER
- 5 = PAYS THE BILLS
- 6 = ONLY JOB AVAILABLE
- 7 = OTHER - SPECIFY

[If 7, goto E_CURJBS]
[Else goto E_OCCSIM]

>E_CURJBS<

How would you describe your current job?

>E_OCCSIM<

Are you still working as a/an
[occupation of first job]?

- 1 = YES
- 2 = NO

>E_INDSIM<

INTERVIEWER: INDUSTRY WAS
[industry]

Are you still working in the same type of business?

- 1 = YES
- 2 = NO

>E_NUMSNC<

How many jobs have you had since you left
[most recent undergraduate school]?

Range (1-9):

COUNT ONLY UNIQUE JOBS. VERIFY NUMBER OF JOBS OVER 4.

INTERVIEWER: AFTER LEAVING
[most recent undergraduate school]

>E_NUMNOW<

How many jobs do you have now?

Range (1-9):

COUNT ONLY UNIQUE JOBS. VERIFY NUMBER OF JOBS OVER 4.

Appendix D: Facsimile Instruments

>E_CUROCC<

[If same occupation as first job, goto E_CURSLF]

Since you have more than one job, I'd like you to focus on the one job in which you work the most hours per week.

What is your job title?

JOB TITLE:

[If DK or RE, goto E_CURHRS]

>E_CURDTY<

What do you do as a/an [occupation]?

>E_CURSLF<

As a/an [occupation], are you working for yourself or for someone else?

1 = SELF (SELF-EMPLOYED)

2 = SOMEONE ELSE

[If 1 goto E_CINRAW]

>E_CPBPRV<

Are you working for...

READ OPTIONS AS NEEDED.

1 = A private, for profit company?

2 = A NONPROFIT OR PRIVATE, NOT-FOR-PROFIT COMPANY

3 = A LOCAL GOVERNMENT

4 = A STATE GOVERNMENT

5 = THE FEDERAL GOVERNMENT (INCLUDING CIVILIAN EMPLOYEES OF THE MILITARY)

6 = THE MILITARY (INCLUDING THE NATIONAL GUARD)

[If 1 goto E_CUROWN]

[If 2 goto E_STIND2]

[Else goto E_CUROC]

>E_CUROWN<

Are you an owner or co-owner of the organization?

- 1 = YES
- 2 = NO

>E_CINRAW<

[If same industry as first job, goto E_CUROC]

(What industry or type of business do you work in?)

What type of company do you work for?

>E_CUROC<

[If same occupation and same industry as first job, goto E_CURHRS]

[If same occupation but different industry, goto E_CIN]

Occupation/duties string:

[current occupation]

Industry string:

[current industry]

INTERVIEWER: SELECT THE PROPER OCCUPATION AND INDUSTRY CODE
IN THE FOLLOWING USEREXIT.

- 1 = ENTER OCCUPATION/INDUSTRY USER EXIT

>E_CIN<

[If working for the government, goto E_CURHRS]

Industry string:

[current industry]

INTERVIEWER: SELECT THE PROPER INDUSTRY CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

- 1 = ENTER INDUSTRY USER EXIT

>E_CURHRS<

In your job as a/an [current occupation], how many
hours do you currently work each week?

HOURS (RANGE: 1-80):

Appendix D: Facsimile Instruments

>E_CURINC<

[What is your annual salary now?/
For your current job, about how much do you earn
annually, before taxes and other deductions?]

RANGE (\$1 - \$999,999): \$

[If DK goto E_SALEST]
[Else goto E_CURBEN]

>E_SALEST<

INTERVIEWER: ENTER THE AMOUNT PER UNIT OF TIME
THAT THE RESPONDENT GIVES.

RANGE (\$0 - \$999,999): \$

- 1 = HOURLY
- 2 = WEEKLY
- 3 = TWICE MONTHLY / EVERY 2 WEEKS
- 4 = MONTHLY
- 5 = ANNUALLY

>E_CURBEN<

[If self-employed, goto E_CURMY]

Now I have some questions about your benefits.

ENTER 1 = YES, 2 = NO

Does your employer provide you with...

Health insurance?.....

Retirement benefits (EMPLOYER PAID)?.....

Additional financial benefits, such as
a 401(k)/ 403(b), (EMPLOYEE CONTRIBUTIONS)?....

>E_CURMY<

[If current job is the first job out of school, goto E_UNEMPL]

When did you begin this job?

MONTH (1-12):
YEAR (1997-2000):

>E_UNEMPL<

Have you received unemployment compensation
at any time since you left
[most recent undergraduate school]?

1 = YES
2 = NO

[If 2 or DK, goto E_UNEMP3]
[If RE, goto E_VLNTR]

>E_UNCUR<

Are you currently receiving
unemployment compensation?

1 = YES
2 = NO

>E_UNEMP3<

Have you ever been unemployed for
more than 3 months since you left
[most recent undergraduate school]?

1 = YES
2 = NO

[If 2, DK, or RE, goto E_VLNTR]

>E_UNTIMS<

How many times?

Range (1-5):

>E_UNLONG<

How long was your longest period of unemployment?

Years (Range 0-10):
Months (Range 1-12):

Appendix D: Facsimile Instruments

>E_VLNTR<

[If currently employed, goto E_END]

Are you currently working full-time without pay for any organization?

1 = YES

2 = NO

>E_SEARCH<

Are you looking for a job?

1 = YES

2 = NO

[If 2, DK, or RE, goto E_END]

>E_JBSRH<

What are some of the things you've been doing to find a job?

CODE UP TO 6 RESPONSES -- ENTER 0 FOR NONE OR NO MORE

1 = USING SCHOOL'S PLACEMENT OFFICE (REFERRAL, POSTED JOB NOTICE)

2 = RESPONDING TO INTERNET/WWW JOB NOTICE - ANY SOURCE

3 = RESPONDING TO NEWSPAPER/OTHER ADVERTISEMENT

4 = SENDING OUT RESUME/CONTACTING EMPLOYERS DIRECTLY

5 = NETWORKING WITH FRIENDS, RELATIVES, OR ACQUAINTANCES

6 = TALKING TO FACULTY/STAFF

7 = ATTENDING RECRUITING FAIRS, PROFESSIONAL MEETINGS

8 = VISITING UNEMPLOYMENT OFFICE, EMPLOYMENT COMMISSION
POSTING/REFERRAL

9 = CONTACTING EMPLOYMENT AGENCY/PROFESSIONAL RECRUITER

10 = VOLUNTEERING

11 = OTHER - SPECIFY

[If 0 goto E_END]

[If 11 goto E_JBSCS]

>E_JBSCS<

SPECIFY OTHER:

>E_END<

Section F

>F_INTRO<

Now I'd like to ask you some questions about
your background and current status.

>F_CITZN<

[If known US citizen from prior interview, goto F_VOTE]

Are you a U. S. citizen?

- 1 = YES - US CITIZEN OR US NATIONAL
- 2 = NO - RESIDENT ALIEN - PERMANENT RESIDENT OR OTHER ELIGIBLE
NON-CITIZEN TEMPORARY RESIDENT'S CARD
- 3 = NO - STUDENT VISA - IN THE COUNTRY ON AN
F1 OR F2 VISA OR ON A J1 OR
J2 EXCHANGE VISITOR VISA

[If 2, 3, DK, or RE, goto F_COMSRV]

>F_VOTE<

Are you registered to vote in US elections?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_COMSRV]

>F_VTPRS<

[If resident of Puerto Rico, goto F_COMSRV]

Do you intend to vote in the upcoming
presidential election?

- 1 = YES
- 2 = NO

>F_COMSRV<

In the past year, have you participated in
any community service or volunteer work,
other than court-ordered service?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_DISSEN]

Appendix D: Facsimile Instruments

>F_VLTYP<

(What was the community service or volunteer work that you did?)
What did you do?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

- 1 = TUTORING, OTHER EDUCATION-RELATED WITH KIDS
- 2 = OTHER WORK WITH KIDS (COACHING, SPORTS, BIG BROTHER/SISTER ETC.)
- 3 = FUNDRAISING (NOT POLITICAL)
- 4 = FUNDRAISING (POLITICAL)
- 5 = HOMELESS SHELTER/SOUP KITCHEN
- 6 = TELEPHONE CRISIS CENTER/RAPE CRISIS/INTERVENTION
- 7 = NEIGHBORHOOD IMPROVEMENT/CLEAN-UP/HABITAT FOR HUMANITY
- 8 = HEALTH SERVICES/HOSPITAL, NURSING HOME, GROUP HOME
- 9 = ADULT LITERACY PROJECT
- 10 = CHURCH RELATED ACTIVITIES
- 11 = VOLUNTEER FIRE/EMT
- 12 = OTHER - SPECIFY

[If 0, DK, or RE, goto F_VLGRAD]

[If 12 goto F_VLTIPS]

>F_VLTIPS<

SPECIFY TYPE OF VOLUNTEER WORK:

>F_VLGRAD<

Was your volunteer work required
for graduation?

- 1 = YES
- 2 = NO

>F_VLHRS<

On average, how many hours per month did you volunteer?

F5 = ONE TIME EVENT
RANGE (1-40):

>F_DISSEN<

Do you have any of the following long-lasting
conditions: blindness, deafness, or a severe
vision or hearing impairment?

- 1 = YES
- 2 = NO

>F_DISMOB<

Do you have a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?

- 1 = YES
- 2 = NO

>F_DISOTH<

Do you have any other physical, [or mental/mental, or emotional] condition that has lasted 6 months or more?

NOTE: INCLUDE ANY INTERMITTENT CONDITION THAT HAS LASTED AT LEAST 6 MONTHS OVERALL.

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_SLFDIS]

>F_DIFFIC<

ENTER 1=YES, 2=NO

When you were last enrolled, did you have any difficulty doing any of the following...

Learning, remembering, or concentrating?

Dressing, bathing, or getting around inside your home or dormitory?

Getting to school to attend class?

Getting around on campus?

Working at a job?

>F_SLFDIS<

[If no disabilities reported in questions above, goto F_MAR]

Do you consider yourself to have a disability?

- 1 = YES
- 2 = NO

Appendix D: Facsimile Instruments

>F_MAIN<

What is the main condition that causes your activity limitation or difficulty?

- 1 = HEARING IMPAIRMENT (I.E., DEAF OR HARD OF HEARING).
- 2 = BLIND OR VISUAL IMPAIRMENT THAT CANNOT BE CORRECTED BY WEARING GLASSES
- 3 = SPEECH OR LANGUAGE IMPAIRMENT
- 4 = ORTHOPEDIC IMPAIRMENT
- 5 = SPECIFIC LEARNING DISABILITY/DYSLEXIA
- 6 = ATTENTION DEFICIT DISORDER (ADD)
- 7 = HEALTH IMPAIRMENT/PROBLEM
- 8 = MENTAL ILLNESS/EMOTIONAL DISTURBANCE/DEPRESSION
- 9 = DEVELOPMENTAL DISABILITY
- 10 = BRAIN INJURY
- 11 = OTHER - SPECIFY

[If 11 goto F_MAINS]
[Else goto F_OTHER]

>F_MAINS<

SPECIFY MAIN CONDITION:

>F_OTHER<

Do you have any other conditions?
COLLECT UP TO FIVE RESPONSES. ENTER 0 FOR NONE OR NO MORE.

- 1 = HEARING IMPAIRMENT (I.E., DEAF OR HARD OF HEARING).
- 2 = BLIND OR VISUAL IMPAIRMENT THAT CANNOT BE CORRECTED BY WEARING GLASSES
- 3 = SPEECH OR LANGUAGE IMPAIRMENT
- 4 = ORTHOPEDIC IMPAIRMENT
- 5 = SPECIFIC LEARNING DISABILITY
- 6 = ATTENTION DEFICIT DISORDER (ADD)
- 7 = HEALTH IMPAIRMENT/PROBLEM
- 8 = MENTAL ILLNESS/EMOTIONAL DISTURBANCE
- 9 = DEVELOPMENTAL DISABILITY
- 10 = BRAIN INJURY
- 11 = OTHER - SPECIFY

[If 0, DK, or RE, goto F_SERVC]
[If 11 goto F_OTHSP]

>F_OTHSP<

SPECIFY OTHER CONDITION:

>F_SERVC<

What services or accommodations have you received to assist you with your schooling during the last 12 months you were enrolled?
COLLECT UP TO 6 RESPONSES. ENTER 0 FOR NONE OR NO MORE.

- 1 = ALTERNATIVE EXAM FORMATS OR ADDITIONAL TIME
- 2 = TUTORS TO ASSIST WITH ONGOING HOMEWORK
- 3 = READERS, CLASSROOM NOTETAKERS, OR SCRIBES
- 4 = REGISTRATION ASSISTANCE OR PRIORITY CLASS REGISTRATION
- 5 = SIGN LANGUAGE OR ORAL INTERPRETERS
- 6 = ADAPTIVE EQUIPMENT AND TECHNOLOGY (E.G., ASSISTIVE LISTENING DEVICES, TALKING COMPUTERS)
- 7 = COURSE SUBSTITUTION OR WAIVER
- 8 = OTHER - SPECIFY

[If 0, DK, or RE, goto F_NEEDS]
[If 8 goto F_OTSRV]

>F_OTSRV<

SPECIFY OTHER SERVICES RECEIVED:

>F_NEEDS<

What services or accommodations do you need to assist you with your schooling that you didn't receive?

COLLECT UP TO 6 RESPONSES. ENTER 0 FOR NONE OR NO MORE.

- 1 = ALTERNATIVE EXAM FORMATS OR ADDITIONAL TIME
- 2 = TUTORS TO ASSIST WITH ONGOING HOMEWORK
- 3 = READERS, CLASSROOM NOTETAKERS, OR SCRIBES
- 4 = REGISTRATION ASSISTANCE OR PRIORITY CLASS REGISTRATION
- 5 = SIGN LANGUAGE OR ORAL INTERPRETERS
- 6 = ADAPTIVE EQUIPMENT AND TECHNOLOGY (E.G., ASSISTIVE LISTENING DEVICES, TALKING COMPUTERS)
- 7 = COURSE SUBSTITUTION OR WAIVER
- 8 = OTHER - SPECIFY

[If 0, DK, or RE, goto F_VOCAPP]
[If 8 goto F_OTNED]

>F_OTNED<

SPECIFY OTHER SERVICES NEEDED:

Appendix D: Facsimile Instruments

>F_VOCAPP<

Have you ever applied for vocational rehabilitation services?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_SSI]

>F_VOCREC<

Have you ever received vocational rehabilitation services?

- 1 = YES
- 2 = NO

>F_SSI<

Are you currently receiving Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)?

- 0 = NO
- 1 = YES, SUPPLEMENTAL SECURITY INCOME (SSI)
- 3 = YES, SOCIAL SECURITY DISABILITY INSURANCE (SSDI)
- 4 = BOTH SSI AND SSDI

>F_MAR<

Are you currently...

IF RESPONSE IS "SINGLE," PROBE TO DETERMINE IF RESPONDENT WAS EVER MARRIED.

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed

[If 1, DK, or RE, goto F_HSHLD]

>F_MARDT<

In what month and year were you [married/separated/divorced/widowed]?

MONTH (1-12):
YEAR (1930-2000):

>F_HSHLD<

Who currently lives in your household?

I don't need to know their names, just their relationship to you.

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE. INCLUDE SPOUSE, CHILDREN, PARENTS, OTHER RELATIVES, FRIENDS, HOUSEMATES.

- 1 = LIVE ALONE
- 2 = A SPOUSE/PARTNER
- 3 = PARENTS/OTHER RELATIVES
- 4 = ROOMMATE/FRIEND (NOT PARTNER)
- 5 = CHILDREN/DEPENDENTS

>F_DEPS<

Do you have any children that you
[, and your spouse]
support financially?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_EMP99]

>F_DEP97<

How many of your children have been born since [1995/1997]?

RANGE (0-5):

[If 0, DK, or RE, goto F_EMP99]

>F_D97MDY<

What [was/were] the date(s) of birth?

	Month	Day	Year
CHILD 1			
CHILD 2			
CHILD 3			
CHILD 4			
CHILD 5			

Appendix D: Facsimile Instruments

>F_EMP99<

Now I'd like to ask you a few questions
about your employment and income in 1999.
Did you work for pay in (calendar year) 1999?

1 = YES
2 = NO

[If 2, DK, or RE, goto F_SPSEMP]

>F_INC99<

How much did you earn from work in 1999?

RANGE (\$1 - \$3,000,000):

>F_SPSEMP<

[If not currently married goto F_OTHINC]

Did your spouse work for pay in (calendar year) 1999?

1 = YES
2 = NO

[If 2, DK, or RE, goto F_OTHINC]

>F_INCS99<

How much did your spouse earn from work in 1999?

RANGE (\$1 - \$3,000,000):

>F_OTHINC<

Do you [and your spouse] have any other sources of
income, such as from investments, real estate,
or your own business?

1 = YES
2 = NO

>F_UNTAX<

Do you [and your spouse] currently receive any
untaxed income or benefits, such as TANF (AFDC),
Social Security, worker's compensation,
disability payments, or child support?

1 = YES

2 = NO

[If 2, DK, or RE, goto F_SPSSED]

>F_WLFAR<

Do you currently receive...

ENTER 1 = YES, 2 = NO

TANF (AFDC)

Social Security benefits?

Workers compensation?

Disability payments?

Child support?

Food stamps?

>F_SPSSED<

[If not currently married goto F_CAR]

What is the highest level of education your spouse has completed?

1 = DID NOT COMPLETE HIGH SCHOOL

2 = HIGH SCHOOL DIPLOMA OR EQUIVALENT

3 = VOCATIONAL/TECHNICAL TRAINING

4 = LESS THAN 2 YEARS OF COLLEGE

5 = TWO OR MORE YEARS OF COLLEGE/ASSOCIATE'S DEGREE

6 = BACHELOR'S DEGREE

7 = MASTER'S DEGREE OR EQUIVALENT

8 = MD, LLB, JD OR OTHER ADVANCED DEGREE

9 = PHD OR EQUIVALENT

Appendix D: Facsimile Instruments

>F_SPED99<

Was your spouse enrolled in school in 1999?

INTERVIEWER: IF ENROLLED, PROBE FOR FULL/PART TIME STATUS

- 1 = NO
- 2 = FULL-TIME
- 3 = PART-TIME
- 4 = MIXED ENROLLMENT

>F_SPAID<

[If spouse has no postsecondary education, goto F_CAR]

Did your spouse ever receive financial aid to help pay for his/her undergraduate education?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_CAR]

>F_SPRPY<

Is your spouse currently repaying his/her student loans?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_CAR]

>F_SPAMT<

What is your spouse's monthly student loan payment?

RANGE: (\$25 - \$2,500):

>F_CAR<

Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto F_HOME]

>F_CARPMT<

How much do you pay for your
auto loan or lease each month?

IF R DOESN'T KNOW, ASK R TO TRY TO
ESTIMATE A MONTHLY PAYMENT. USE F3
ONLY IF R CANNOT MAKE AN ESTIMATE.

RANGE (\$0 - \$4,999):

>F_HOME<

Do you own your home or are
you paying rent?

0 = NEITHER OWNS HOME NOR PAYS RENT
1 = OWNS HOME
2 = PAYS RENT

[If 2, DK, or RE, goto F_CREDIT]

>F_MTGAMT<

How much is your monthly
mortgage payment?

RANGE (\$0 - \$9,999):

>F_CREDIT<

Do you have credit cards in your
own name that are billed to you?

1 = YES
2 = NO

[If 2, DK, or RE, goto F_END]

>F_NUMCRD<

How many credit cards do you
have in your own name?

1 = ONE OR TWO
2 = THREE OR MORE

Appendix D: Facsimile Instruments

>F_PAYOFF<

Do you usually pay off your credit card balances each month, or carry balances over from month to month?

1 = PAYOFF BALANCES

2 = CARRY BALANCES

[If 2, DK, or RE, goto F_END]

>F_CRDBAL<

What was the balance due on all cards according to your last statement?

RANGE: (\$0 - \$125,000)

>F_END<

Section G

>G_INTRO<

(We are almost finished.)

In about three years, we'd like to be able to get in touch with you again, to see what you're doing and what has changed in your life. To find you then, we'll need some locating information.

(This information will be kept completely confidential in secure and protected data files, and will be separate from the responses you've already provided in the interview).

>G_P1INFO<

[If both parents deceased, goto G_OTHER]

First, could you please [tell me / confirm or update] the name, address, and phone number for your parent? Currently:

[MOTHER/FEMALE GUARDIAN / FATHER/MALE GUARDIAN]

[Parent name]
[Parent address]
[Parent address]
[Parent city/state/zip code]
[Parent telephone number]

1 = VERIFIED ADDRESS
2 = UPDATE ADDRESS
3 = ADD NEW ADDRESS
4 = PARENT DECEASED - UPDATE ADDRESS FOR OTHER PARENT
5 = PARENT DECEASED - ADD NEW ADDRESS FOR OTHER PARENT
9 = BOTH PARENT(S) DECEASED

[If 1, DK, or RE, goto G_P2NAME]
[If 9, goto G_OTHER]

Appendix D: Facsimile Instruments

>G_P1ADDR<

(Please tell me the name and address of your parent,
starting with the zip code.)

ZIP:

FIRST NAME: MI:
LAST NAME: SUFFIX:
ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
TELEPHONE:

INTERVIEWER: SPECIFY THE RELATIONSHIP:

- 1 = MOTHER/FEMALE GUARDIAN
- 2 = FATHER/MALE GUARDIAN

>G_P2NAME<

[If either parent deceased, goto G_OTHER]

INTERVIEWER: IF R INDICATED THAT OTHER PARENT IS
DECEASED, DO NOT ASK THIS QUESTION; CODE 9 INSTEAD

May I have your other parent's name?

INTERVIEWER: SPECIFY THE RELATIONSHIP:

- 1 = MOTHER/FEMALE GUARDIAN
- 2 = FATHER/MALE GUARDIAN
- 9 = OTHER PARENT/GUARDIAN DECEASED

FIRST NAME: MI:
LAST NAME: SUFFIX:

>G_P2SAME<

INTERVIEWER: IF R INDICATED THAT OTHER PARENT IS
DECEASED, DO NOT ASK THIS QUESTION; CODE 9 INSTEAD

Is your other parent's address and phone number the
same as the information you just gave me?

- 1 = YES
- 2 = NO
- 9 = OTHER PARENT/GUARDIAN DECEASED

[If 1, 9, DK or RE, goto G_OTHER]

>G_P2INFO<

Would you please confirm or update address and phone number
for [parent name]?

Currently:

[MOTHER/FEMALE GUARDIAN / FATHER/MALE GUARDIAN]

[Parent name]

[Parent address]

[Parent address]

[Parent city/state/zip code]

[Parent telephone number]

1 = VERIFIED ADDRESS

2 = UPDATE ADDRESS

3 = ADD NEW ADDRESS

9 = PARENT DECEASED

[If 1, 9, DK, or RE, goto G_OTHER]

>G_P2ADDR<

INTERVIEWER: ENTER/UPDATE OTHER PARENT'S
ADDRESS AND TELEPHONE NUMBER, STARTING WITH ZIP CODE.

ZIP:

ADDRESS1:

ADDRESS2:

CITY:

STATE (ENTER 2-LETTER STATE CODE):

TELEPHONE:

>G_OTHER<

[If have no preloaded "other contact", goto G_OCINF2]

You previously told us that [other contact name]

was someone who would always

know how to get in touch with you.

Is this still correct?

1 = YES

2 = NO

[If 2, DK, or RE, goto G_OCINF2]

Appendix D: Facsimile Instruments

>G_OCINFO<

I would like to verify the address and phone number of this person.

Currently:

[Other contact name]
[Other contact address]
[Other contact address]
[Other contact city/state/zip code]
[Other contact telephone number]

1 = VERIFIED ADDRESS
2 = UPDATE ADDRESS
3 = ADD NEW ADDRESS

[If 1, DK, or RE, goto G_SPS]
[Else goto G_OCADDR]

>G_OCINF2<

Would you please tell me the name, address, and phone number of someone - preferably a relative other than your parent(s) - who lives at an address different from yours and will always know how to get in touch with you?

1 = YES
2 = NO

[If 2, DK, or RE, goto G_SPS]

>G_OCADDR<

INTERVIEWER: ENTER/UPDATE OTHER CONTACT'S NAME, ADDRESS AND TELEPHONE NUMBER, STARTING WITH ZIP CODE.

ZIP:

FIRST NAME: MI:
LAST NAME: SUFFIX:
ADDRESS1:
ADDRESS2:
CITY:
STATE (ENTER 2-LETTER STATE CODE):
TELEPHONE:

>G_OCREL<

What is this person's relationship to you?

- 1 = MOTHER/FEMALE GUARDIAN
- 2 = FATHER/MALE GUARDIAN
- 3 = SISTER/BROTHER
- 4 = SPOUSE
- 5 = FRIEND
- 6 = GRANDMOTHER/GRANDFATHER
- 7 = MOTHER-IN-LAW/FATHER-IN-LAW
- 8 = AUNT/UNCLE
- 9 = OTHER - SPECIFY

[If 9, goto G_OCRELS]
 [Else goto G_SPS]

>G_OCRELS<

SPECIFY RELATIONSHIP OF CONTACT.

>G_SPS<

[If not married goto G_VERPRM]

What is your spouse's full name
 (including maiden name)?

FIRST NAME: MI:
 LAST NAME:
 MAIDEN NAME:

>G_VERPRM<

We'd like to verify your permanent address and phone number. Is it:

- | | |
|---------------------------------|--------------------------------|
| 1.PERMANENT ADDRESS | 2.LOCAL ADDRESS |
| [Permanent address] | [Local address] |
| [Permanent address] | [Local address] |
| [Permanent city/state/zip code] | [Local city/state/zip code] |
| [Permanent telephone number] | [Local telephone number] |
| 3.PARENT/GUARDIAN ADDRESS | 4.PARENT/GUARDIAN ADDRESS |
| [Parent 1 address] | [Parent 2 address] |
| [Parent 1 address] | [Parent 2 address] |
| [Parent 1 city/state/zip code] | [Parent 2 city/state/zip code] |
| [Parent 1 telephone number] | [Parent 2 telephone number] |

- 1 = PRELOADED PERMANENT ADDRESS
- 2 = LOCAL ADDRESS
- 3 = PARENT ADDRESS
- 4 = PARENT ADDRESS
- 9 = DIFFERENT FROM ABOVE

Enter 1, 2, 3, 4, or 9:
 [If DK or RE, goto G_VERLOC]
 [If 9, goto G_PRMADR]

DO YOU NEED TO CORRECT THE ADDRESS?
 1 = YES 2 = NO
 [If 2, DK, or RE, goto G_VERLOC]

Appendix D: Facsimile Instruments

>G_PRMADR<

INTERVIEWER: ENTER/UPDATE THE PERMANENT ADDRESS
AND TELEPHONE NUMBER, STARTING WITH ZIP CODE.

ZIP:

ADDRESS1:

ADDRESS2:

CITY:

STATE (ENTER 2-LETTER STATE CODE):

TELEPHONE:

>G_VERLOC<

We'd like to verify your local address and phone number. Is it:

1.PERMANENT ADDRESS	2.LOCAL ADDRESS
[Permanent address]	[Local address]
[Permanent address]	[Local address]
[Permanent city/state/zip code]	[Local city/state/zip code]
[Permanent telephone number]	[Local telephone number]
3.PARENT/GUARDIAN ADDRESS	4.PARENT/GUARDIAN ADDRESS
[Parent 1 address]	[Parent 2 address]
[Parent 1 address]	[Parent 2 address]
[Parent 1 city/state/zip code]	[Parent 2 city/state/zip code]
[Parent 1 telephone number]	[Parent 2 telephone number]

1 = PRELOADED PERMANENT ADDRESS

2 = LOCAL ADDRESS

3 = PARENT ADDRESS

4 = PARENT ADDRESS

9 = DIFFERENT FROM ABOVE

Enter 1, 2, 3, 4, or 9:

[If DK or RE, goto G_FTRCTY]

[If 9, goto G_LOCADR]

DO YOU NEED TO CORRECT THE ADDRESS?

1 = YES 2 = NO

[If 2, DK, or RE, goto G_FTRCTY]

>G_LOCADR<

INTERVIEWER: ENTER/UPDATE THE LOCAL ADDRESS
AND TELEPHONE NUMBER, STARTING WITH ZIP CODE.

ZIP:

ADDRESS1:

ADDRESS2:

CITY:

STATE (ENTER 2-LETTER STATE CODE):

TELEPHONE:

>G_FTRCTY<

In what city and state do you expect
to be living three years from now?

CITY:

STATE:

>G_EMAIL<

Do you have an e-mail (ELECTRONIC MAIL) address?

1 = YES

2 = NO

[If 2, DK, or RE, goto G_NICK]

What is your e-mail address?

EMAIL ADDRESS:

>G_NICK<

Do your parents, relatives, or friends know you
by a name other than [first name]?

1 = YES

2 = NO

[If 2, DK, or RE, goto G_DLINFO]

>G_NICKS<

What is that other name?

NAME:

Appendix D: Facsimile Instruments

>G_DLINFO<

[If no preloaded driver's license information, goto G_DLSTAT]

Our records show that your driver's license was issued in [state]. Is this correct?

1 = YES

2 = NO

[If 2, goto G_DLSTAT]

[If DK or RE, goto G_SSN]

Our records show that your driver's license number is [driver's license number]. Is this correct?

1 = YES

2 = NO

[If 2, goto G_DLNUM]

[Else goto G_SSN]

>G_DLSTAT<

To help us in locating you later, please tell me the state that issued your driver's license.

STATE (2-LETTER STATE CODE):

[If DK or RE, goto G_SSN]

>G_DLNUM<

May I have your driver's license number?

1 = YES

2 = NO

[If 2, DK, or RE, goto G_SSN]

ENTER DRIVER'S LICENSE NUMBER:

>G_SSN<

[If have preloaded social security number, goto G_END]

May I have your Social Security number?

1 = YES

2 = NO

[If 2, DK, or RE, goto G_END]

>G_SSNUM<

What is your Social Security number?

>G_END<

Abbreviated Instrument

>S_START<

>S_ENROTH<

[If enrolled at the time of the last interview goto S_STLENR]

I'd like to begin by asking you some questions about your school enrollment since we talked to you last.

Have you enrolled at any schools as an undergraduate since the spring of [1995/1997]?

1 = YES

2 = NO

[If 1 goto S_UGSCH]

[Else goto S_ENROLL]

>S_STLENR<

[I'd like to begin by asking you some questions about your school enrollment since we talked to you last.]

According to my records, you were last enrolled at [last known school] for the [94-95 / 96-97] school year.

Are you still enrolled there now?

1 = YES

2 = NO

[If 2, DK, or RE, goto S_COMPLT]

>S_STLDEG<

Are you still working on your [certificate/associate's degree/bachelor's degree/degree] at [last known school]?

1 = YES

2 = NO

[If 1 goto S_SUMMR]

>S_COMPLT<

Did you complete a program and earn a degree or certificate from [last known school]?

1 = YES

2 = NO

[If 1, goto S_DEGTYP]

Appendix D: Facsimile Instruments

>S_COM_CK<

[If S_STLENR=1 and S_STLDEG=2, goto S_STOP]
[If S_STLENR=1 and S_STLDEG not = 2, goto S_SUMMR]
[Else goto S_LEAVMY]

>S_DEGTYP<

What degree or certificate did you earn from
[last known school]?

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE.

1 = CERTIFICATE
2 = ASSOCIATE'S DEGREE (AS, AA)
3 = BACHELOR'S DEGREE (BA, BS, BFA, etc.)
5 = POST-BACCALAUREATE CERTIFICATE
6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

>S_DEGMY<

LAST SCHOOL: [last known school]

[When was your highest undergraduate degree awarded? /
When was it awarded?]

MONTH (1-12):

YEAR (1995-2000):

[Goto S_SUMMR]

>S_STOP<

When did you stop working on your
[certificate/associate's degree/bachelor's degree]?

MONTH (1-12):

YEAR (1995-2000):

[Goto S_SUMMR]

>S_LEAVMY<

When did you leave [last known school]?

MONTH (1-12):

YEAR (1995-2000):

>S_DEGVER<

When we talked to you last time, you indicated that you were enrolled at [last known school] to earn [a certificate or diploma/an associate's degree/a bachelor's degree].

Was that still your degree program when you were last enrolled there?

1 = YES

2 = NO

>S_SUMMR<

Since the spring of [1995/1997] [until leaving school], have you enrolled at [last known school] for any of the summer sessions (JUNE, JULY, AUGUST)?

1 = YES

2 = NO

>S_CNTENR<

Since the spring of [1995/1997] [until leaving school], have you been continuously enrolled at [last known school], that is, not taken time off from school that lasted more than four months (other than summers and the usual vacations)?

1 = YES

2 = NO

>S_FTPT<

[Have you been enrolled mainly/Were you enrolled] as a full-time student at [last known school]?

1 = YES, FULL TIME ONLY

2 = NO, PART TIME ONLY

3 = NO, MIX OF FULL TIME AND PART TIME

Appendix D: Facsimile Instruments

>S_UGSCH<

Which school did you most recently attend **as an undergraduate**?

[list of known schools]

[If school is in the list, goto S_ENROLL]

>S_SCHUX1<

Where did you most recently attend as an undergraduate?

CODE THE SCHOOL NAME IN THE USER EXIT.

1 = ENTER USEREXIT

>S_ENROLL<

INTERVIEWER: YOU ARE ABOUT TO ENTER THE ENROLLMENT USER EXIT.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

1 = ENTER THE USEREXIT

>S_MAJVER<

[If not enrolled at the time of the last interview and no new enrollment goto S_CUREMP]

When we talked to you last time, you indicated that your major or program of study while attending [most recent undergrad school] was [major].

[Is/Was] that also your major [now/when you were last enrolled there (as an undergraduate)]?

1 = YES

2 = NO

[If 1 goto S_NUMJOB]

>S_MAJOR<

INTERVIEWER: BE ALERT FOR DOUBLE MAJORS.

What [is your/was your last] major, or program of study at [most recent undergrad school]?

F5 = DOUBLE MAJOR

F6 = UNDECLARED

[If F5 goto S_MAJRAW]

[If DK, RE, or F6 goto S_NUMJOB]

[Else goto S_MAJUX]

>S_MAJRAW<

What [is/was] your primary major or program of study at
[most recent undergrad school]?

What is/was your secondary major?

>S_MAJUX<

Major string: [major]

INTERVIEWER: SELECT THE PROPER MAJOR CODE IN THE FOLLOWING
SCREENS OF THE USEREXIT

1 = ENTER THE USEREXIT

>S_NUMJOB<

How many jobs for pay did you have when you were last
enrolled at [most recent undergrad school] (as an undergraduate)?

VERIFY NUMBER OF JOBS OVER 4. COUNT ONLY UNIQUE JOBS.

RANGE (0-9):

[If 0 goto S_AID]

>S_ENRHRS<

About how many hours [do/did] you work each week while you
[are/were] enrolled?

NOTE TO INTERVIEWER: WHILE ENROLLED AT: [most recent undergrad school]

HOURS WORKED (1-80):

>S_AID<

[If no enrollment since last interview goto S_GRADEN]

Now, I'd like to ask you about any financial aid you may have
received during your last school year as an undergraduate.

INTERVIEWER: PLEASE ENTER THE RESPONSES IN THE USER EXIT.

1 = ENTER THE USEREXIT

Appendix D: Facsimile Instruments

>S_GRADEN<

Are you working on a post-baccalaureate certificate or graduate degree, or taking post-BA courses?

- 1 = YES
- 2 = NO

[If 2, DK, or RE goto S_PBAENR]

(Which one?)

- 5 = POST-BACCALAUREATE CERTIFICATE
- 6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)
- 7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)
- 8 = POST-BACCALAUREATE COURSES (NON-DEGREE)

[If 5 goto S_GRDBEG]
[If 6 or 7 goto S_DEGTYP]
[Else goto S_PBAENR]

>S_DEGTYP<

Next, I'd like to learn more about your graduate school enrollment. What degree are you working toward?

MASTER'S	13= LANDSCAPE ARCHITECT	24= PSYCHOLOGY (PSYD)
1= BUSINESS ADMIN (MBA)	14= PROFESSIONAL MGMT	25= OTHER DOCTORAL DEGREE
2= SCIENCE (MS)	15= OTHER MASTERS	FIRST PROFESSIONAL
3= ARTS (MA)		26= CHIROPRACTIC (DC OR DCM)
4= EDUCATION (M.ED)	DOCTOR	27= DENTISTRY (DDS OR DMD)
5= PUBLIC ADMIN (MPA)	16= PHILOSOPHY (PHD)	28= MEDICINE (MD)
6= LIBRARY SCIENCE (MLS)	17= EDUCATION (ED.D)	29= OPTOMETRY (OD)
7= PUBLIC HEALTH (MPH)	18= THEOLOGY (THD)	30= OSTEOPATHIC MEDICINE (DO)
8= FINE ARTS (MFA)	19= BUSINESS ADMIN (DBA)	31= PHARMACY (PHARM.D)
9= APPLIED ARTS (MAA)	20= ENGINEERING (D.ENG)	32= PODIATRY (DPM OR POD.D)
10= TEACHING (MAT)	21= FINE ARTS (DFA)	33= VETERINARY MEDICINE (DVM)
12= SOCIAL WORK (MSW)	22= PUBLIC ADMIN (DPA)	34= LAW (LLB OR JD)
	23= SCIENCE (DSC/SCD)	35= THEOLOGY (M.DIV, D.MIN)

>S_GRDBEG<

[If working on a post-baccalaureate course (non-degree) goto S_PBAENR]

When did you begin your [master's/doctoral/professional] program?

MONTH (1-12) :
YEAR (1997-2000) :

[Goto S_CUREMP]

>S_PBAENR<

Do you expect to enroll in graduate school
in the next two years?

- 1 = YES
- 2 = NO

>S_CUREMP<

[If currently enrolled goto S_MAR]

Are you currently employed?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto S_MAR]

>S_CURDES<

Would you consider your current job to be the start
of your career in this occupation or industry?

INTERVIEWER: PROBE IF R SAYS NO.

- 1 = YES
- 2 = CONTINUING IN THE JOB HELD BEFORE GRADUATION
- 3 = PREPARING FOR GRADUATE SCHOOL
- 4 = TEMP JOB-DECIDING ON FUTURE EDUCATION/CAREER
- 5 = PAYS THE BILLS
- 6 = ONLY JOB AVAILABLE
- 7 = OTHER

>S_MAR<

Are you currently...

IF RESPONSE IS "SINGLE," PROBE TO DETERMINE
IF RESPONDENT WAS EVER MARRIED.

- 1 = Single, never married
- 2 = Married
- 3 = Separated
- 4 = Divorced
- 5 = Widowed

Appendix D: Facsimile Instruments

>S_HSHLD<

Who currently lives in your household?

I don't need to know their names, just their relationship to you.

COLLECT UP TO 3 RESPONSES. ENTER 0 FOR NO MORE. INCLUDE SPOUSE, CHILDREN, PARENTS, OTHER RELATIVES, FRIENDS, HOUSEMATES.

- 1 = LIVE ALONE
- 2 = A SPOUSE/PARTNER
- 3 = PARENTS/OTHER RELATIVES
- 4 = ROOMMATE/FRIEND (NOT PARTNER)
- 5 = CHILDREN/DEPENDENTS

>S_WEB<

If you could have completed this questionnaire on the Internet, would you have been more likely or less likely to respond?

- 1 = MORE LIKELY
- 2 = LESS LIKELY
- 3 = NO DIFFERENCE

>S_END<

Reliability Reinterview Instrument

>R_INTRO<

Hello, my name is _____, and I'm calling from the Research Triangle Institute for the U.S. Department of Education. Recently, when you completed a telephone interview as part of the Beginning Postsecondary Students Longitudinal Study, you agreed to participate in a brief reinterview. I'd like to conduct the 3 to 5 minute reinterview now. You can stop at any time.

Let's begin. . . .

>R_ENRTH1<

[Other than [last school], have/Have] you enrolled at any schools since the spring of [1995/1997].

- 1 = YES
- 2 = NO

>R_UGSCH<

[If no additional school, goto R_INCOMP]

[Which school awarded your (first) bachelor's degree?/
Which school did you most recently attend as an undergraduate?]

>R_INCOMP<

While you were in college...

Did you ever receive an incomplete grade in a course?

- 1 = YES
- 2 = NO

>R_REPEAT<

(While you were in college...)

Did you ever repeat a course to earn a higher grade?

- 1 = YES
- 2 = NO

>R_FAIL<

(While you were in college...)

Did you ever withdraw from a course because you were failing it?

- 1 = YES
- 2 = NO

Appendix D: Facsimile Instruments

>R_HONORS<

When you graduated from [most recent undergraduate school],
did you receive any type of academic honors?

1 = YES

2 = NO

>R_UGFRQ<

Please tell me how often you did each of the following as
an undergraduate at [most recent undergraduate school].

Was it never, sometimes, or often?

How often did you...

0 = NEVER 1 = SOMETIMES 2 = OFTEN

Use e-mail to communicate with students or

faculty about course-related matters?

Search the Internet for information for homework

or research?

Participate in electronic chat rooms?

Use spreadsheet software like Lotus or Excel?

Program in languages like C++, JAVA, SPSS, HTML?

Use word-processing software (Word, WordPerfect) to

write papers for courses?

>R_GRADEN<

[If not currently enrolled or have not completed bachelor's degree,
goto R_L_ROUT]

Are you working on a post-baccalaureate certificate
or graduate degree, or taking post-BA courses?

1 = YES

2 = NO

[If 2, DK or RE, goto R_L_ROUT]

(Which one?)

5 = POST-BACCALAUREATE CERTIFICATE

6 = MASTER'S DEGREE (MA, MS, MBA, MFA, MDIV, etc.)

7 = DOCTORAL OR FIRST-PROFESSIONAL DEGREE (PHD, EDD, JD, MD, DDS, etc.)

8 = POST-BACCALAUREATE COURSES (NON-DEGREE)

[If 5, goto R_PBAENR]

[If 6 or 7, goto R_APPNUM]

[If 8, goto R_POSTBA]

>R_L_ROUT<

[If have completed a bachelor's degree or
currently classified as a senior, goto R_PBAENR]
[Else goto R_FSTBEN]

>R_POSTBA<

Are you currently taking any undergraduate or
graduate courses?

- 0 = NO, NOT TAKING COURSES
- 1 = YES, UNDERGRADUATE
- 2 = YES, GRADUATE
- 3 = YES, MIX OF UNDERGRAD AND GRAD COURSES

>R_PBAOTH<

Are you [also] taking any noncredit, non-degree,
or continuing education courses?

- 1 = YES
- 2 = NO

>R_PBAENR<

Do you expect to enroll in graduate school
in the next two years?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto R_FSTBEN]

>R_APPLY<

Have you applied to any graduate
or professional programs?

- 1 = YES
- 2 = NO

[If 2, DK, or RE, goto R_FSTBEN]

>R_APPNUM<

How many (graduate) schools [did you apply/have you applied] to?

RANGE (1-25):

Appendix D: Facsimile Instruments

>R_FSTBEN<

[If self-employed in first job after college, goto R_CURBEN]

ENTER 1 = YES, 2 = NO

When you first worked as a/an [occupation]
after leaving [most recent undergraduate school],
did your employer provide you with...

Health insurance?.....

Retirement benefits (EMPLOYER PAID)?.....

Additional financial benefits, such as
a 401(k)/ 403(b), (EMPLOYEE CONTRIBUTIONS)?....

>R_CURBEN<

[If self-employed in current job or
current job is the same as first job, goto R_BTRJOB]

ENTER 1 = YES, 2 = NO

[Does your employer currently provide you with.../
In your current job (as a/an [occupation])
does your employer provide you with...]

Health insurance?.....\

Retirement benefits (EMPLOYER PAID)?.....\

Additional financial benefits, such as
a 401(k)/ 403(b), (EMPLOYEE CONTRIBUTIONS)?....\

>R_BTRJOB<

[If have not completed bachelor's degree, goto R_SALARY]

When you graduated, did you expect that attending
[most recent undergrad school]
would provide you with opportunities for better jobs
than you could have gotten had you not attended
[most recent undergrad school])?

1 = YES

2 = NO

3 = NOT ABLE TO EVALUATE

>R_SALARY<

When you graduated, did you expect that attending
[most recent undergrad school]
would enable you to earn higher salaries (than
you would have had you not attended
[most recent undergrad school])?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>R_RSPNBL<

When you graduated, did you expect that attending
[most recent undergrad school]
would allow you to take on more responsibility
on the job (than you would have had you not attended
[most recent undergrad school])?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>R_PROMOT<

When you graduated, did you expect that attending
[most recent undergrad school]
would provide you with more opportunities for
promotion (than you would have had you not attended
[most recent undergrad school])?

- 1 = YES
- 2 = NO
- 3 = NOT ABLE TO EVALUATE

>R_CREDIT<

Do you have credit cards in your
own name that are billed to you?

- 1 = YES
- 2 = NO

>R_END<

Appendix E

Training Materials

Training Agenda.....	213
Training Manual Table of Contents.....	217

**BPS:1996/2001 FIELD TEST
TELEPHONE INTERVIEWER TRAINING AGENDA
(April 11-15, 2000)**

<i>Tuesday</i>		<u>240 minutes</u>	6:00p-10:00p
<i>(Michael Link)</i>	Welcome and Introduction of TIs	15 minutes	6:00p - 6:15p
Topic 1	Overview of BPS:1996/2001 (Power Point Presentation)	20 minutes	6:15p - 6:35p
<i>(Jennifer Wine)</i>	- Background and purpose of BPS:1996/2001 - Study design - Types of questions included - Introduction of project staff		
<i>(Paula Knepper)</i>	Remarks from NCES Project Officer	10 minutes	6:35p - 6:45p
Topic 2	Overview of the Training Session	15 minutes	6:45p - 7:00p
<i>(Michael Link)</i>	- Training agenda and rules		
Topic 3	Confidentiality and Informed Consent	15 minutes	7:00p - 7:15p
<i>(Suzanne Hartley)</i>	- Review Signed forms - Review materials mailed to parents & students		
Topic 4	Demonstration Interview: Audiotaped with dataview projection of screens (Kelly Jones profile)	45 minutes	7:15p - 8:00p
<i>(Michael Link)</i>			
BREAK		15 minutes	8:00p - 8:15p
Topic 5	Question and Answer sheet review (round robin)	15 minutes	8:15p - 8:30p
<i>(Michael Link)</i>			
Topic 6	BPS Questionnaire Review of Q-by-Qs	60 minutes	8:30p - 9:30p
<i>(Jennifer Wine)</i>	-Sections B, C, D,		
<i>(Michael Link & TSU Assistant)</i>	Round Robin Mock Interview #1 (Jeff Nagel Profile) Sections B, C, D (as time permits)	20 minutes	9:30 - 9:50p
<i>(TSU Assistant)</i>	<i>Production Sheet Discussion and Entry</i>	10 minutes	9:50p -10:00p

Appendix E: Training Materials

Wednesday		<u>240 minutes</u>	6:00 - 10:00p
(Michael Link)	Question and Answer sheet review (round robin)	15 minutes	6:00p - 6:15p
Topic 6 (Ruth Heuer)	BPS Questionnaire Q-by-Q Review (Continued) Sections E, F, G	90 minutes	6:15p - 7:45p
BREAK		15 minutes	7:45p - 8:00p
(Michael Link & TSU Assistant)	Round Robin Mock Interview #1 (Jeff Nagel Profile) Sections E, F, G (<i>start where left off on Tuesday</i>)	45 minutes	8:00p - 8:45p
Topic 7 (Michael Link & Suzanne Hartley)	Overview of User Exits in Questionnaire - For each (IPEDS; Major; Occ/Industry; Enrollment): Conceptual overview diagram Screen-by-screen review on dataview Hands-on navigation practice	65 minutes	8:45p - 9:50p
(TSU Assistant)	<i>Production Sheet Entry</i>	10 minutes	9:50p -10:00p
Thursday		<u>240 minutes</u>	6:00p - 10:00p
(Michael Link)	Question and Answer sheet review (round robin)	15 minutes	6:00p - 6:15p
Topic 8 (Michael Link: trainer, Suzanne Hartley: respondent, & TSU Assistant)	Round Robin Mock #2 (Gana Babae profile)	60 minutes	6:15p - 7:15p
Topic 9 (Michael Link)	User Exits Review and Written Exercises	45 minutes	7:15p - 8:00p
BREAK		15 minutes	8:00p - 8:15p
Topic 10 (Michael Link & Suzanne Hartley)	BPS Front End Module Overview of Contacting/locating procedures Intro to roster line concept (on data view) QxQ Review Examples on Dataview	30 minutes	8:15p - 8:45p
	BPS Front End Practice	65 minutes	8:45p - 9:50p
(TSU Assistant)	<i>Production Sheet Entry</i>	10 minutes	9:50p -10:00p

Friday 120 minutes 5:00p - 9:00p

(Rusty Galloway) Structured Individual Practice at 300 Park TSU Facility*

- Orientation to TSU Facility
- Structured Practice
- Listen to interview in client room

**Interviewers will be required to sign up for a 2-hour block of time between 5pm and 9pm to complete their structure practice.*

Saturday 450 minutes 9:00a - 4:30p

(Michael Link) Question and Answer sheet review (round robin) 15 minutes 9:00a - 9:15a

Topic 11 More Contacting/Locating/Front-end Practice 45 minutes 9:15a - 10:00a
(Michael Link)

Topic 12 Round Robin Mock #3 (Shannique Williams profile) 45 minutes 10:00a - 10:45a
(Michael Link: trainer,
Suzanne Hartley: respondent,
TSU Assistant)

BREAK 15 minutes 10:45a - 11:00a

SMALL GROUP ACTIVITY SESSION 1	75 minutes	11:00a-12:15p
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Group A: Topic 13 Refusal Avoidance
(Michael Link & Suzanne Hartley)
- Brief overview of reluctant respondent behavior
- Review / Critique of audiotaped refusal scenarios

Group B: Topic 14 More User Exit Practice and Coding
(Talbric Francis & Ruth Heuer)

LUNCH 45 minutes 12:15p-1:00p

SMALL GROUP ACTIVITY SESSION 1	75 minutes	1:00a-2:15p
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Group B: Topic 13 Refusal Avoidance
(Michael Link & Suzanne Hartley)
- Brief overview of reluctant respondent behavior
- Review / Critique of audiotaped refusal scenarios

Group A: Topic 14 More User Exit Practice and Coding
(Talbric Francis & Ruth Heuer)

BREAK 15 minutes 2:15p - 2:30p

Appendix E: Training Materials

Topic 15 (<i>Michael Link, Suzanne Hartley & TSU Asst</i>)	Paired Certification Interview - Paired Mock #4a/#4b (Michael Wu Profile)	75 minutes	2:30p - 3:45p
Topic 16 (<i>Michael Link</i>)	BPS Quality Control Procedures - Monitoring - Reporting problems/Electronic Problem Sheets - QC Meetings	15 minutes	3:45p - 4:00p
Topic 17 (<i>Michael Link</i>)	Question and Answer Session	20 minutes	4:00p - 4:20p
(<i>TSU Assistant</i>)	<i>Production Sheet Entry</i>	10 minutes	4:20p - 4:30p

TRAINING MANUAL
Table of Contents

		Page
1.0	INTRODUCTION	1-1
1.1	What is the Beginning Postsecondary Students Longitudinal Study (BPS:1996/2001)?	1-1
1.2	What is the Purpose of BPS:1996/2001?	1-3
1.3	Who is Supporting BPS:1996/2001?	1-7
1.4	Who Will You Be Interviewing	1-8
1.5	Project Staff.....	1-9
2.0	GENERAL INTERVIEWING TECHNIQUES.....	2-1
2.1	Overview	2-1
2.2	Best Practices in Conducting the Interview	2-3
	2.2.1 Asking the Questions	2-3
	2.2.2 Using Feedback.....	2-5
	2.2.3 Recording Responses Accurately.....	2-7
	2.2.4 Use of Judgement in Coding.....	2-7
2.3	Sampling Members' Rights.....	2-9
2.4	Confidentiality.....	2-11
2.5	Obtaining Cooperation.....	2-14
2.6	Refusals	2-16
2.7	Answers to Questions.....	2-17
3.0	LOCATING AND CONTACTING SAMPLE MEMBERS	3-1
3.1	Pre-CATI Tracing Activities.....	3-1
3.2	Locating and Contacting Procedures.....	3-1
3.3	Overview of TOPS Tracing Procedures.....	3-3
	3.3.1 Sample Member Profile Considerations	3-4
	3.3.2 Some of the Resources Used by TOPS for Intensive Tracing	3-4
3.4	Scheduling a Callback.....	3-6
3.5	Initial Contact.....	3-8
3.6	The CATI Instrument.....	3-9
3.7	Status Codes	3-10
4.0	QUALITY CONTROL.....	4-1
4.1	Assuring Quality in the Interview	4-1
	4.1.1 Performance Monitoring.....	4-1
	4.1.2 Coding Quality Control.....	4-6
4.2	Problem Reports.....	4-6
4.3	Quality Circles.....	4-11
4.4	Conclusion.....	4-12

List of Exhibits

Exhibit 1-1. BPS:1996/2001 Field Test Study Calendar 1-2
Exhibit 1-2. BPS:1996/2001 Flow of Data Collection..... 1-4

Exhibit 2-1. Confidentiality Agreement..... 2-12
Exhibit 2-2. Affidavit of Nondisclosure..... 2-13
Exhibit 2-3. Answering Questions and Dealing with Reluctant BPS Sample Members 2-18

Exhibit 4-1. BPS:1996/2001 Monitoring Form..... 4-2
Exhibit 4-2. Problem Reporting System (Opening Screen) 4-7

List of Appendices

Appendix A – Glossary Terms..... A-1
Appendix B – List of Degrees.....B-1
Appendix C – List of Acronyms and Abbreviations..... C-1
Appendix D – Locator and Initial Mailing Documents..... D-1
Appendix E – Financial Aid Award Index.....E-1
Appendix F – Event and Status Codes.....F-1

Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>). You can also contact Sheilah Jupiter at (202) 502-7444 (sheilah_jupiter@ed.gov) if you are interested in any of the following papers.

Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
Baccalaureate and Beyond (B&B)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Beginning Postsecondary Students (BPS) Longitudinal Study		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
2001-04	Beginning Postsecondary Students Longitudinal Study: 1996-2001 (BPS:1996/2001) Field Test Methodology Report	Paula Knepper
Common Core of Data (CCD)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-12	Coverage Evaluation of the 1994-95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
Data Development		
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Decennial Census School District Project		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
Early Childhood Longitudinal Study (ECLS)		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2001-02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
2001-03	Measures of Socio-Emotional Development in Middle Childhood	Elvira Hausken
Education Finance Statistics Center (EDFIN)		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.

No.	Title	NCES contact
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
High School and Beyond (HS&B)		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
HS Transcript Studies		
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
International Adult Literacy Survey (IALS)		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Integrated Postsecondary Education Data System (IPEDS)		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
National Assessment of Adult Literacy (NAAL)		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
National Assessment of Educational Progress (NAEP)		
95-12	Rural Education Data User's Guide	Samuel Peng
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman

No.	Title	NCES contact
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
National Education Longitudinal Study of 1988 (NELS:88)		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
National Household Education Survey (NHES)		
95-12	Rural Education Data User's Guide	Samuel Peng
96-13	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler

No.	Title	NCES contact
97-28	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler
97-34	Comparison of Estimates from the 1993 National Household Education Survey	Kathryn Chandler
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
97-38	Reinterview Results for the Parent and Youth Components of the 1996 National Household Education Survey	Kathryn Chandler
97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
National Longitudinal Study of the High School Class of 1972 (NLS-72)		
95-12	Rural Education Data User's Guide	Samuel Peng
National Postsecondary Student Aid Study (NPSAS)		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
2000-17	National Postsecondary Student Aid Study:2000 Field Test Methodology Report	Andrew G. Malizio
National Study of Postsecondary Faculty (NSOPF)		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Postsecondary Education Descriptive Analysis Reports (PEDAR)		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Private School Universe Survey (PSS)		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Recent College Graduates (RCG)		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
Schools and Staffing Survey (SASS)		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk

No.	Title	NCES contact
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross

No.	Title	NCES contact
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98-05	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994-95 Teacher Followup Survey: Data File User's Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
Third International Mathematics and Science Study (TIMSS)		
2001-01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken

Listing of NCES Working Papers by Subject

No.	Title	NCES contact
Adult education		
96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Adult literacy—see Literacy of adults		
American Indian – education		
1999-13	1993-94 Schools and Staffing Survey: Data File User's Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
Assessment/achievement		
95-12	Rural Education Data User's Guide	Samuel Peng
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97-30	ACT's NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Beginning students in postsecondary education		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
2001-04	Beginning Postsecondary Students Longitudinal Study: 1996-2001 (BPS:1996/2001) Field Test Methodology Report	Paula Knepper
Civic participation		
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Climate of schools		
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
Cost of education indices		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.

No.	Title	NCES contact
Course-taking		
95-12	Rural Education Data User's Guide	Samuel Peng
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
Crime		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Curriculum		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Customer service		
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Data quality		
97-13	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
Data warehouse		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Design effects		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Dropout rates, high school		
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELLS:88 Sophomore Cohort Dropouts	Jeffrey Owings
Early childhood education		
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2001-02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
2001-03	Measures of Socio-Emotional Development in Middle School	Elvira Hausken
Educational attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
Educational research		
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko

No.	Title	NCES contact
Employment		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
2001-01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken
Engineering		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Faculty – higher education		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Fathers – role in education		
2001-02	Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B	Jerry West
Finance – elementary and secondary schools		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
Finance – postsecondary		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
2000-14	IPEDS Finance Data Comparisons Under the 1997 Financial Accounting Standards for Private, Not-for-Profit Institutes: A Concept Paper	Peter Stowe
Finance – private schools		
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Geography		
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
Graduate students		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
Imputation		
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
Inflation		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.

No.	Title	NCES contact
Institution data		
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Instructional resources and practices		
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk
International comparisons		
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-16	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
2001-01	Cross-National Variation in Educational Preparation for Adulthood: From Early Adolescence to Young Adulthood	Elvira Hausken
Libraries		
94-07	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
Limited English Proficiency		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
Literacy of adults		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	"How Much Literacy is Enough?" Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
Literacy of adults – international		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
Mathematics		
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction	Dan Kasprzyk

No.	Title	NCES contact
Parental involvement in education		
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
Participation rates		
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
Postsecondary education		
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
2000-16a	Lifelong Learning NCES Task Force: Final Report Volume I	Lisa Hudson
2000-16b	Lifelong Learning NCES Task Force: Final Report Volume II	Lisa Hudson
Postsecondary education – persistence and attainment		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Postsecondary education – staff		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
Principals		
2000-10	A Research Agenda for the 1999-2000 Schools and Staffing Survey	Dan Kasprzyk
Private schools		
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
2000-15	Feasibility Report: School-Level Finance Pretest, Private School Questionnaire	Stephen Broughman
Projections of education statistics		
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
Public school finance		
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
2000-18	Feasibility Report: School-Level Finance Pretest, Public School District Questionnaire	Stephen Broughman
Public schools		
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
2000-12	Coverage Evaluation of the 1994-95 Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber

No.	Title	NCES contact
Public schools – secondary		
98–09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
Reform, educational		
96–03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
Response rates		
98–02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
School districts		
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
School districts, public		
98–07	Decennial Census School District Project Planning Report	Tai Phan
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
School districts, public – demographics of		
96–04	Census Mapping Project/School District Data Book	Tai Phan
Schools		
97–42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98–08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
1999–03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000–10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
Schools – safety and discipline		
97–09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
Science		
2000–11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D’Amico
Software evaluation		
2000–03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
Staff		
97–42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98–08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
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State		
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Students with disabilities		
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Survey methodology		
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Teachers – qualifications of		
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