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1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) Field Test Methodology Report

November 2004

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Executive Summary

Introduction

The 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03), sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education, followed a cohort of students who earned bachelor's degrees during the 1992–93 academic year. These students were first interviewed in 1993, as part of the 1993 National Postsecondary Student Aid Study (NPSAS:93), a cross-sectional study of how postsecondary students and their families pay for education beyond high school. A year later, a follow-up interview was conducted (B&B:93/94) and transcripts were collected from students' undergraduate institutions and coded. In 1997, a second follow-up interview was conducted (B&B:93/97). B&B:93/03 is the third and final follow-up interview with the class of 1993.

This report describes the methodology and findings of the B&B:93/03 field test interview, conducted in the spring and early summer of 2002, with 1991–92 bachelor's degree recipients. Prior to 2002, this field test cohort was interviewed in 1992 for the NPSAS:93 field test, and again in 1993 and 1996 for the B&B:93/94 and B&B:93/97 field test studies, respectively. The purpose of the B&B:93/03 field test was to evaluate the operational and methodological procedures, instruments, and systems planned for the B&B:93/03 full-scale study to ensure their efficiency in achieving the desired response rates and level of data quality.

Study Design

The target population for the B&B:93 field test set of studies consisted of those students who were eligible to participate in NPSAS:93 and were awarded the bachelor's degree during the 1991–92 academic year by a postsecondary institution in the United States, the District of Columbia, or Puerto Rico. The B&B field test cohort consisted of students who participated in the NPSAS:93 field test and were identified as baccalaureate recipients. In addition, the cohort retained some NPSAS:93 field test nonrespondents who were potentially eligible for B&B. Their eligibility was determined as part of the field test interview for the 1-year follow-up, B&B:93/94. The sample for the B&B:93/03 field test consisted of all respondents to the field test interview for the second follow-up, B&B:93/97, plus a subsample of nonrespondents, for a final starting sample of 925 college graduates.

For the first time, the B&B:93 field test offered sample members three response choices—a self-administered web interview, a telephone interview, and an in-person interview—programmed as a single web-based interview for use in all three modes of interviewing. Early in data collection, only the self-administered interview option was available, supported by specially trained Help Desk staff who could answer questions and handle problems as they arose. An early response incentive experiment tested whether or not respondents could be encouraged to complete the self-administered web option before telephone interviewing began. Ten days after the self-administered interview was made available, telephone interviewing began with those who had not already completed the interview. About 5 weeks later, field interviewing was begun. Only nonrespondents whose most recent address fell within one of seven predetermined

geographic clusters could be interviewed in person. Those cases not within a cluster were sent for additional tracing and continued attempts at telephone interviewing. Sample members could complete the self-administered interview at any time during data collection.

Instrumentation

For the first time, students were offered the opportunity to participate in the B&B interview via the Internet. A single, web-based interview was designed and programmed for use as a self-administered interview, a telephone interview, and an in-person interview. In addition, a web site was developed to launch the self-administered interview, to provide additional study information, and to collect updated student locating information. Prior to the start of data collection, several steps were taken to ensure the usability of the field test instrument, including usability testing, evaluating on-screen motivators, and developing effective on-screen help text and coding systems.

The interview focused on students' activities in the 6 years since the last follow-up interview, B&B:93/97. Questions focused on education pursued since the last interview; current employment, employment patterns, and career development, with specific questions focused on the employment patterns and job satisfaction of new, current, and former teachers; background characteristics, such as marital status, family, civic involvement, and disability status; and finances, including education loan debt, assets, and income.

Data Collection Design and Outcomes

Training

Field test training programs were developed for staff monitoring the Help Desk (which was made available to sample members completing the self-administered interview) and for interviewers conducting telephone and in-person interviews. Training topics included an overview of B&B:93/03, solutions to common problems encountered using the self-administered interview, case management, quality control, establishing effective relationships with sample members and other contacts, the nature of the data to be collected, and the organization and operation of the web-based interview. In addition, tracing specialists received abbreviated training specific to the needs of locating B&B:93/03 sample members.

Interviewing

The self-administered field test interview was made available to sample members beginning in April 2002. Telephone interviewing of those sample members who had not yet completed the self-administered interview began 10 days later. Two months after the start of telephone interviewing, field interviewers began tracing and interviewing nonrespondents whose last known address was in one of seven geographic clusters. Data collection was concluded in early July 2002 once all data collection systems had been thoroughly tested.

From the starting sample of 925 members, 8 were found to be deceased or unavailable for the data collection period. Of the remaining sample members, 81 percent were contacted before the end of the period. Of those, 90 percent were interviewed for an overall response rate of 73 percent. Among respondents, 36 percent completed the self-administered interview on the

Internet, 53 percent completed a telephone interview, and the remainder were interviewed in person.

Interview Burden

The length of the B&B:93/03 field test interview was calculated separately according to whether the interview was self-administered or interviewer-administered. Self-administered interviews averaged 41 minutes, of which 12 minutes were required to transmit data to and from the respondent. Transit times varied considerably depending on the type of Internet connection used. Interviewer-administered interviews, both telephone and in-person, averaged 36 minutes, with about 4 minutes of this time required to transmit data (in the telephone interviews only, because the field interview was saved on and run from a stand-alone, laptop computer). While the overall time to complete the interview (including transit time) was longer for self-administered respondents, the actual time spent answering questions was shorter for self-administered respondents.

Usability of the Instrument

Based on the results of the usability testing conducted prior to the start of data collection, the B&B:93/03 field test instrument was revised to reduce the complexity of specific response tasks and to clarify the nature of data requested in specific items. During data collection, help text for every screen of the B&B:93/03 instrument could be displayed to provide instructions on how to enter responses, clarification of the type of information requested, and definitions of words or phrases within an item. Help text usage rates were fairly low across self-administered and interviewer-administered interviews.

The instrument also included tools that allowed online coding of literal responses for occupation, industry, major/field of study, and area of licensure/certification. Throughout data collection, coding experts examined samples of each set of coding results for completeness and for the correctness of codes selected by self-administered respondents and interviewers. A comparison of recode results by mode of data collection showed that interviewers tended to do somewhat better than sample members in selecting the correct code.

Early Response Incentive Experiment

An experiment was conducted during field test data collection to determine if the offer of a \$20 monetary incentive would encourage sample members to complete the self-administered interview in the first 10 days of data collection, prior to the start of telephone interviewing. The sample was randomly divided into two groups. The control group received a mailing with information on how to complete the self-administered interview on the web. The experimental group received the same mailing, together with the offer of the incentive for completing the interview within 10 days. A comparison of response rates showed that the response rate for the incentive group was higher than for the control group, suggesting that payment of an early response incentive did increase the likelihood of an early response.

Indeterminate Responses

Every item in the interview allowed two types of specific nonresponse: “don’t know” and “decline to answer” options. Overall, self-administered respondents were twice as likely as interviewer-administered respondents to provide an indeterminate response. Indeterminate

response rates varied considerably depending on the section of the interview and the nature of the questions being asked.

Recommendations for the Full-scale Study

The final chapter of the report summarizes changes recommended for the sampling design, tracing and data collection plans, and instrument for the full-scale data collection scheduled to begin in February 2003. For example, the progress bar presented on the self-administered interview screens will display progress within a section, while a list of sections above the bar will display progress across sections. Within the interview itself, data elements will be revised and a new approach implemented in an effort to reduce item-level nonresponse.

Working Paper Foreword

In addition to official NCES publications, NCES staff and individuals commissioned by NCES produce preliminary research reports that include analyses of survey results, and presentations of technical, methodological, and statistical evaluation issues.

The *Working Paper Series* was initiated to promote the sharing of the valuable work experience and knowledge reflected in these preliminary reports. These reports are viewed as works in progress, and have not undergone a rigorous review for consistency with NCES Statistical Standards prior to inclusion in the Working Paper Series.

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Foreword

This report describes the methods and procedures used for the field test data collection effort of the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03). Students selected for the field test cohort, who earned their bachelor's degrees during the 1991–92 academic year, were first interviewed in 1992 as part of the field test component of the 1993 National Postsecondary Student Aid Study (NPSAS:93). They were interviewed a year later, in 1993, as part of the B&B:93/94 field test and again, in 1996, for the B&B:93/97 field test. The results reported here are for the field test component of B&B:93/03, the fourth and final interview with the B&B cohort, 10 years following degree completion.

The most significant difference between the B&B:93/03 follow-up interview and its predecessors is the option for sample members to complete a self-administered interview via the Internet. A single, web-based interview was designed and programmed for use by sample members, and by both telephone and field interviewers. The interview focused on additional education undertaken since the last interview in 1996, as well as employment status and career patterns. A separate section addressed movement into and out of the teacher pipeline for any sample members who have taught, are currently teaching, or are considering teaching as a career.

Evaluation of the procedures used in the B&B field test has led to refinements that will 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 B&B 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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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 for this study. 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 our editor, Sallie Fiore, and to Lynne Hawley, 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.

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Chapter 1

Overview of B&B:93/03

This document describes the procedures and results of the field test implementation of the 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03). Research Triangle Institute (RTI), with the assistance of MPR Associates, Inc. (MPR), conducted the study for the National Center for Education Statistics (NCES) of the U.S. Department of Education (Contract No. ED-01-CO-0098), as authorized under Section 404(a) of the National Statistics Act of 1994 [PL 103-382].

This introductory chapter provides an overview of the background, purposes, schedule, and products of the B&B:93/03 study, and the unique purposes of the field test. The second chapter describes the design and methods used during the field test. Outcomes of field test data collection 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 appendixes to the report and cited, where appropriate, in the text.

A. Background and Objectives of B&B

The Baccalaureate and Beyond (B&B) longitudinal study follows a cohort of bachelor's degree recipients over time. Potential sample members were first identified for the B&B:93 cohort as part of the 1992–93 National Postsecondary Student Aid Study (NPSAS:93), a nationally representative, cross-sectional study of postsecondary students from among nearly all postsecondary institutions in the United States and Puerto Rico. To be eligible for the B&B:93 longitudinal study, sample members had to have been eligible for NPSAS:93 and earned a bachelor's degree during the 1992–93 school year. The NPSAS:93 field test sample was the starting sample for all of the follow-up field test data collections, including that for B&B:93/03.

The NPSAS:93 base-year interview collected information on background characteristics, enrollment, employment, and education financing, including financial aid from students, institutions, and parents. Students eligible for the bachelor's degree at the time of the NPSAS:93 interview were identified for participation in the B&B longitudinal component and asked additional questions about their plans for the future, particularly graduate education and any plans to pursue a K-12 teaching career.

The B&B:93 cohort was first followed up 1 year following degree completion (B&B:93/94). The interview covered a number of topics related to education since the bachelor's degree, job search and the transition into employment, job training, family formation, civic participation, and finances, including income and student loan and other debt. In addition, transcripts were collected from the schools from which B&B sample members earned their bachelor's degrees. As part of the transcript data collection, school-level information, such as course catalogs and grading systems, was collected for each sample school. Student-level data, such as major and minor fields of study, grade point average, courses taken, and grades earned,

were coded for each student within a sample school. Transcripts from transfer schools were also coded, when available.

A second follow-up interview with the B&B:93 cohort was conducted in 1997, 4 years following bachelor's degree completion (B&B:93/97). This second follow-up interview collected detailed information on post baccalaureate enrollment, including degrees sought, enrollment intensity and duration, finances, and degree attainment. Employment information and experiences were also collected, such as the number of jobs held since the last interview, occupations, salaries and benefits, and job satisfaction. Those in or newly identified as being in teaching careers were asked questions about their preparation to teach, work experience at the K-12 level, and satisfaction with teaching as a career. In addition to questions about education and employment, the 1997 interview continued to update information on family formation and civic participation.

The final follow-up interview of the B&B:93 cohort in 2003 (B&B:93/03), 10 years following degree completion, will allow further study of the issues already addressed by the preceding follow-up studies. The 2003 interview covers topics related to continuing education, degree attainment, employment, career choice, family formation, and finances. It also contains a separate set of questions directed at new entrants to the teacher pipeline as well as those who have left teaching since the last interview.

B. Overview of the Field Test

The main purpose of the field test was to use and evaluate all operational and methodological procedures, instruments, and systems planned for use in the full-scale study. 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. In B&B:93/03, a self-administered web option was offered for the first time to the B&B:93 cohort. Consequently, a number of issues related to web access, usability, and data quality had to be evaluated as part of the field test data collection.

The B&B field test sample was first selected as part of the NPSAS:93 field test interview conducted in 1992. Eligible sample members had to have earned a bachelor's degree at some time during the 1991–92 school year. Follow-up interviews with the field test sample occurred in 1993, 1 year following bachelor's degree attainment; in 1996, 4 years later; and for the current study, in 2002, 10 years later.

Data collection for the B&B:93/03 field test began with the self-administered web option only. Help Desk staff assisted respondents with any questions or problems using the web instrument, and an early response incentive was paid for web completes within the first 10 days of data collection. Telephone interviewing began at the end of that 10-day period. Field interviewing with computer-assisted telephone interview (CATI) nonrespondents was attempted if the sample member was last located in one of seven geographic clusters identified for the field test. The operational schedule for the B&B:93/03 study is presented in table 1.

Table 1. Operational schedule for B&B:93/03

| Activity | Start date | End date |
|------------------------------------|-------------------|-----------------|
| Field test | | |
| Sampling | 12/01 | 12/01 |
| Tracing | 9/01 | 6/02 |
| Web/self-administered interviewing | 4/02 | 7/02 |
| Telephone interviewing | 4/02 | 7/02 |
| Field data collection | 6/02 | 7/02 |
| Data files and documentation | 3/02 | 9/02 |
| Field test report | 6/02 | 6/03 |
| Full-scale study | | |
| Sampling | 12/02 | 12/02 |
| Tracing | 10/02 | 9/03 |
| Web/self-administered interviewing | 2/03 | 9/03 |
| Telephone interviewing | 3/03 | 9/03 |
| Field data collection | 4/03 | 9/03 |
| Data files and documentation | 2/03 | 11/03 |
| Methodology report | 8/03 | 6/04 |
| Data Analysis System (DAS) | 6/03 | 6/04 |
| Descriptive survey report | 7/03 | 8/04 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

C. Products of B&B:93/03

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. A number of reports, publications, or other public information releases are anticipated for B&B:93/03:

- a bibliography of publications using data from the B&B:93 cohort;
- methodology reports (one each for the field test and full-scale study) that describe 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 the B&B:93 longitudinal data, including the base-year interview, three follow-up interviews, and transcript abstraction;
- special tabulations of issues of interest to the higher education community, as determined by NCES; and
- a descriptive summary of significant findings with an essay on a policy-relevant topic, such as the career paths and labor market experiences of those who did not pursue graduate education but immediately entered the labor force after earning the bachelor's degree. An additional essay will focus on movement into and out of the teacher pipeline over the 10 years since the degree.

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Chapter 2

Design and Method of the Field Test

A. Sampling Design

The field test cohort of the B&B:93 longitudinal study, first selected as part of the field test for NPSAS:93, consists of students identified as baccalaureate recipients during the 1991–92 academic year. Postsecondary students eligible for the NPSAS:93 field test were those students who were

- enrolled in *either* (a) a course for credit toward a degree or formal award; (b) a degree or formal award program of at least 3-months duration; or (c) an academically, occupationally, or vocationally specific program requiring at least 3 months or 300 clock hours of instruction;
- not currently enrolled in high school; and
- not currently *solely* in a general equivalency diploma (GED) or other high school completion program.

In addition, if they received a baccalaureate degree from an institution eligible for the NPSAS:93 field test between July 1, 1991 and June 30, 1992, they were also eligible for participating in the NPSAS:93 field test as well as to be a member of the B&B:93 field test cohort.

Since 1992 when the field test interview for NPSAS:93 was conducted, the B&B:93 field test cohort has been interviewed two additional times—in 1993 as part of the 1-year follow-up of graduates, and in 1996 as part of the 4-year follow-up. These two previous follow-up interviews included 1,850 baccalaureate degree recipients selected from the NPSAS:93 field test sample. The B&B:93/97 field test identified six ineligible cases among these 1,850 sample members, including two sample members who had died since the 1991–92 field test base-year interview and four who were found to have not graduated during the 1991–92 academic year. Another 13 sample members were found to be deceased during advance tracing activities. The sampling frame for the B&B:93/03 field test, therefore, included both respondents and eligible nonrespondents to the B&B:93/97 interview—1,383 eligible sample members who responded in 1996 and 448 eligible sample members who did not respond at that time.

The B&B:93/03 field test sample was selected using simple stratified random sampling. Strata for the B&B:93/97 field test *respondents* were based on

- control of the institution attended in the base year (public or private);
- age of the student as of December 31, 1992 (23 or less and 24 or older);

- elementary or secondary education “teacher pipeline” status (taught or considered teaching and did not consider teaching);¹ and
- advance tracing outcome from the 2002 tracing activities (located student, did not locate student but located other contact, located neither the student nor another contact).

The sample strata for the B&B:93/97 field test *nonrespondents* were based on

- control of the institution attended in the base year (public or private), and
- advance tracing outcome from the 2002 tracing activities (located student, did not locate student but located other contact, located neither the student nor another contact).

Stratification by type of institution and age of student was used to ensure that the field test sample members represent a sufficient range of respondent characteristics. Further stratification by “teacher pipeline” status was included, because the B&B longitudinal study focuses in part on students who entered the teaching profession or were considering entering at some point since earning the bachelor’s degree. Stratification by advance tracing outcome was used to increase the field test response rate by oversampling students who were most likely to be located.

From the strata defined above, 850 respondents and 75 nonrespondents were selected for a total sample of 925 students. Since B&B:93/03 is the fourth and final interview of the B&B:93 cohort, the sample size of 925 graduates is sufficient to accomplish the field test objectives. The allocation of the field test sample is presented in table 2.

About 92 percent of the B&B:93/03 field test sample were *respondents* during the B&B:93/97 field test. Among the B&B:93/97 field test respondents, about two-thirds of the sample (n=567) consisted of the group who had taught or considered teaching, and the remaining one-third consisted of those who had not considered teaching (n=283). About 70 percent of the field test sample consisted of located sample members, 25 percent from the group for whom a contact was located, and the remaining 5 percent consisted of those who could not be located prior to the start of data collection. Located students were slightly oversampled, and the sample was allocated proportionately to the institutional control and age categories.

Among the B&B:93/97 *nonrespondents*, about 70 percent (n=52) were located sample members, 25 percent (n=19) were sample members for whom a contact was located, and the remaining 5 percent (n=4) were those who could not be located initially. Within these categories, the sample was allocated proportionately to the control of the stratum in the base year.

¹A student was classified as a member of the teacher pipeline if there was evidence from the B&B:93/94 or B&B:93/97 field test that the student had either taught or considered teaching {if NTJOBS>0 or TEACHING=1 or BFORCERT=1 or TEACHEV=1 or TEACH=1 or TCHCONEV=1}. All others were classified as “didn’t consider teaching.”

Table 2. Sample allocation for the B&B:2003 field test

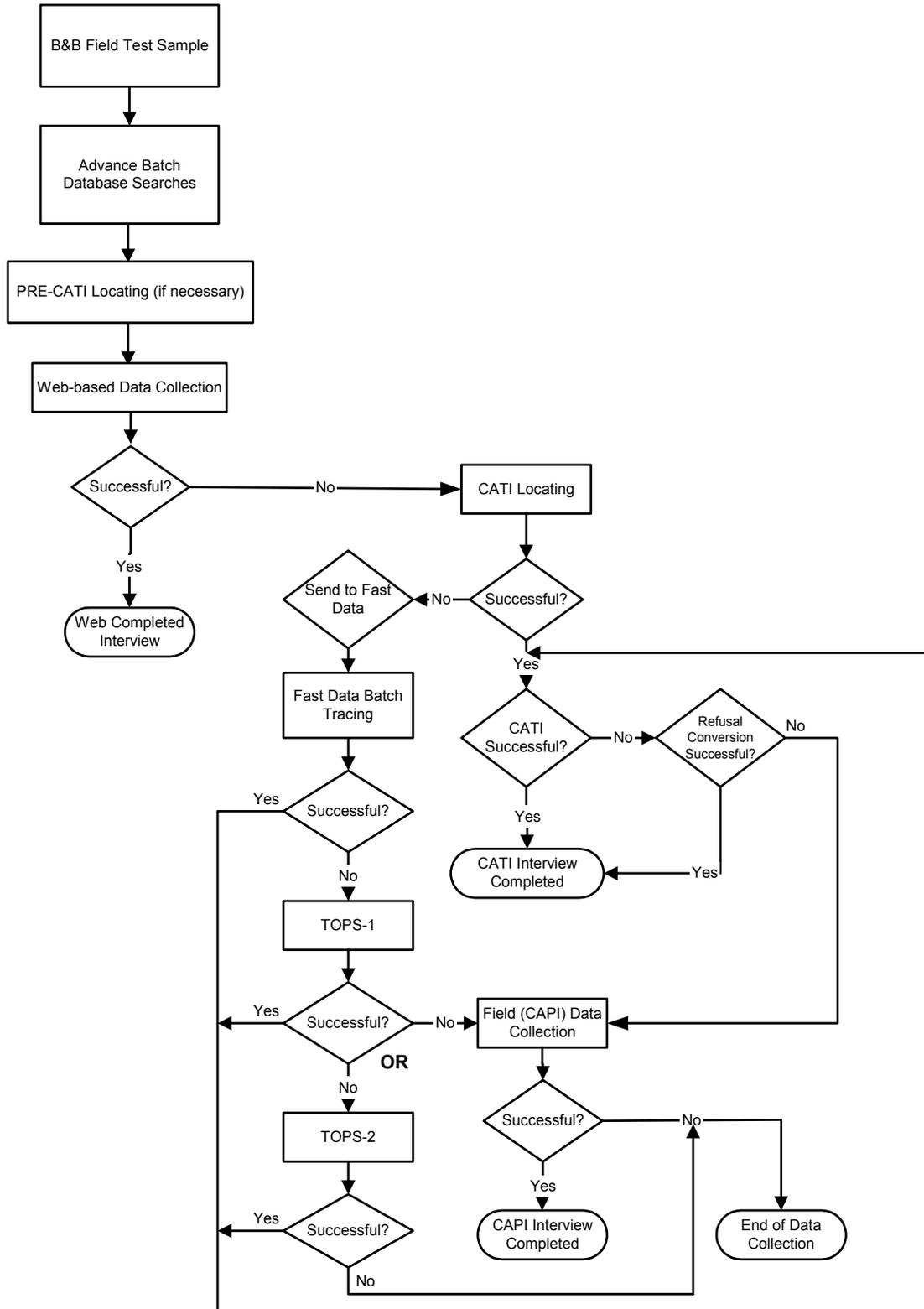
| Stratum | B&B:93/97 FT response status | Teacher pipeline status | Advance tracing outcome | Control of base-year institution | Age in 1992 | Frame count | Sample size |
|----------------|------------------------------------|-------------------------------|----------------------------|--|----------------|----------------|----------------|
| Total | | | | | | 1,831 | 925 |
| 1 | Respondent | In teacher pipeline | Student located | Public | 23 and younger | 107 | 94 |
| 2 | Respondent | In teacher pipeline | Student located | Public | 24 and older | 154 | 135 |
| 3 | Respondent | In teacher pipeline | Student located | Private | 23 and younger | 138 | 121 |
| 4 | Respondent | In teacher pipeline | Student located | Private | 24 and older | 54 | 47 |
| 5 | Respondent | In teacher pipeline | Contact located | Public | 23 and younger | 67 | 41 |
| 6 | Respondent | In teacher pipeline | Contact located | Public | 24 and older | 62 | 38 |
| 7 | Respondent | In teacher pipeline | Contact located | Private | 23 and younger | 81 | 49 |
| 8 | Respondent | In teacher pipeline | Contact located | Private | 24 and older | 23 | 14 |
| 9 | Respondent | In teacher pipeline | Not located | Public | All ages | 29 | 15 |
| 10 | Respondent | In teacher pipeline | Not located | Private | All ages | 25 | 13 |
| | Respondent | Total In teacher pipeline | | | | 740 | 567 |
| 11 | Respondent | Not in teacher pipeline | Student located | Public | 23 and younger | 94 | 47 |
| 12 | Respondent | Not in teacher pipeline | Student located | Public | 24 and older | 127 | 64 |
| 13 | Respondent | Not in teacher pipeline | Student located | Private | 23 and younger | 129 | 64 |
| 14 | Respondent | Not in teacher pipeline | Student located | Private | 24 and older | 45 | 23 |
| 15 | Respondent | Not in teacher pipeline | Contact located | Public | 23 and younger | 46 | 18 |
| 16 | Respondent | Not in teacher pipeline | Contact located | Public | 24 and older | 49 | 19 |
| 17 | Respondent | Not in teacher pipeline | Contact located | Private | 23 and younger | 77 | 30 |
| 18 | Respondent | Not in teacher pipeline | Contact located | Private | 24 and older | 10 | 4 |
| 18 | Respondent | Not in teacher pipeline | Not located | Public | All ages | 27 | 6 |
| 20 | Respondent | Not in teacher pipeline | Not located | Private | All ages | 39 | 8 |
| | Respondent | Total not in teacher pipeline | | | | 643 | 283 |
| Total | | | | | | 1,383 | 850 |
| Respondents | | | | | | | |
| 21 | Nonrespondent | | Student located | Public | All ages | 108 | 28 |
| 22 | Nonrespondent | | Student located | Private | All ages | 91 | 24 |
| 23 | Nonrespondent | | Contact located | Public | All ages | 71 | 11 |
| 24 | Nonrespondent | | Contact located | Private | All ages | 55 | 8 |
| 25 | Nonrespondent | | Not located | Public | All ages | 62 | 2 |
| 26 | Nonrespondent | | Not located | Private | All ages | 61 | 2 |
| Total | | | | | | 448 | 75 |
| Nonrespondents | | | | | | | |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

B. Field Test Design

The activities of the B&B:93/03 field test were designed to fully test all procedures, methods, and systems of data collection prior to full-scale data collection. The remainder of this chapter provides an overview of the field test, organized around three main areas: pre-data collection activities, data collection activities, and the supporting data collection systems. The field test data collection process is depicted in figure 1.

Figure 1. Field test data collection process



NOTE: CATI=Computer-assisted telephone interview. CAPI=Computer-assisted personal interview. TOPS=Tracing Operations. Cases were sent for routine tracing (TOPS-1) if not located during initial telephone interviewing. Cases still not located, but not eligible for field data collection, were sent for intensive tracing (TOPS-2).
 SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

1. Pre-data Collection Activities

a. Advance tracing

Advance tracing activities for the B&B:93/03 field test were conducted prior to the start of data collection, so that new or updated locating information could be obtained for field test sample members. Sample member address files prepared by RTI programmers were sent for batch tracing using the Department of Education's Central Processing System (CPS) and the National Student Loan Data System (NSLDS), the National Change of Address (NCOA), TransUnion's credit information, Telematch, and ComServ's Death Information System (DIS) databases. For many sample members, these searches yielded new information or confirmed the original locating data. If batch locating efforts were unsuccessful, cases were sent to RTI's Tracing Operations (TOPS) unit for more advanced tracing.

b. Student web site

A critical element of the B&B:93/03 field test was the design and implementation of a study web site from which sample members could update address information and access the self-administered interview. The web site also provided contact information for study Help Desk and project staff, links to the NCES and RTI web sites, and information about the B&B study, such as the history of the study and a summary of findings from prior interviews. Because the web site address was included with all mailings (described below) to sample members, it could be accessed by sample members beginning with the first prenotification mailing.

The B&B web site was designed in accordance with NCES web policies. A two-tier security approach was used to protect all address and interview data collected through the web site. At the first tier, sample members were required to log on to the secure areas of the web site using a unique and randomly assigned study identification code sent by mail. In addition, access to the interview required a password that consisted of information from a prior interview that only the respondent would know. At the second tier of security, data entered on the B&B:93/03 web site—both contact information and interview responses—were protected with Secure Socket Layer (SSL) technology, ensuring that only encrypted data were transmitted over the Internet.

c. Interview design

A single, web-based instrument was designed and programmed for the B&B:93/03 field test for use in three modes of data collection: as a self-administered interview via the Internet, as a computer-assisted telephone interview (CATI), and as a computer-assisted personal interview (CAPI). B&B sample members could access the interview directly from the study web site by entering the identification code and password provided in a mailing. Telephone interviewers accessed the web interview through the case management system in RTI's Telephone and Internet Operations (TIO) unit. Field interviewers accessed the interview through a case management system

installed on each field laptop, and the interview was run from the laptop's own local web server and database engine.

The usability of the web instrument for self-administered interviewing was tested by RTI's Cognitive Laboratory with subjects in the same age range as the B&B:93 field test cohort and with a minimum education level of a bachelor's degree. Each subject was asked to complete the web interview while "thinking aloud" about such aspects of the interview as its appearance and ease of use. All subjects who participated used the same computer, operating system, Internet provider, and connection speed. The results of the usability testing, summarized later in this report, were provided to the instrument designers during development and incorporated into the design of the final instrument prior to the start of data collection.

d. Student mailings

Several weeks before the start of data collection, a prenotification mailing was sent to all sample members to provide information about the study and the start of data collection (samples of the prenotification mailing, and other student mail out materials, are provided in appendix A). This first mailing allowed RTI to evaluate the accuracy of the contact information obtained from advance tracing. The mailing included a letter, study leaflet, and an address update sheet with a postage-paid envelope. All materials provided sample members with the student web site address and a toll-free number to the B&B:93/03 study hot line. If the prenotification mailing was returned as "undeliverable," forwarding address information from the post office, if available, was entered into a locator database and used as the next best address for remailing.

One week before the start of data collection, a second packet was mailed to sample members that informed them of the start of data collection. The mailing included a personalized letter, the study web site address, a study leaflet, an address update sheet and postage-paid envelope, and a trinket. The trinket was a magnetic picture frame with an insert displaying the sample member's user name and password and the project's toll-free telephone number.

e. Early incentive experiment

As part of field test data collection, an experiment was conducted to determine whether payment of an incentive for early completion of the interview would have a positive effect on response rates and data collection costs. If sample members completed the B&B interview within the first 10 days of data collection, they received a \$20 check. Only web self-administered interviewing was possible during the 10-day period. If a respondent called in with computer difficulty, however, the incentive was paid for completion of a telephone interview with Help Desk staff trained to conduct the web interview by telephone.

Prior to the start of data collection, the field test sample was divided into two incentive groups. Forty percent of the sample (370 cases) was assigned to a control group, which received a lead letter that asked them to complete the self-administered

interview with no offer of a monetary incentive. The remaining 60 percent of the sample (555 cases) received a similar lead letter with an offer to receive \$20 if they completed the interview by April 25, 10 days following the start of data collection. Results of this early incentive experiment are discussed in chapter 3.

f. Staff training

Several different staff were trained to participate in the B&B data collection. Separate training sessions were conducted for tracing specialists, supervisors and monitors, Help Desk operators, telephone interviewers, and field interviewers. Training agendas are provided in appendix B. Common to each training session was a study overview, a review of the confidentiality requirements, a demonstration interview, a question-by-question review of the survey instrument, and hands-on practice exercises with the instrument, tracing module, and open-ended coding modules. Each training session was further specialized as follows:

- *Tracing specialists* received instruction on the most effective tracing sources as well as project-specific protocol on how to trace the sample members throughout the data collection period.
- *Help Desk operators* reviewed the “frequently asked questions,” including responses to instrument-specific questions as well as technical issues, and instructions on how to document each call to the study hot line.
- *Telephone interviewers* were trained in techniques for gaining the cooperation of sample members, parents, and other contacts, as well as techniques for addressing the concerns of reluctant participants and refusal avoidance.
- *Field interviewers* were trained on field-specific operations, including the field case management system and field tracing procedures.

2. Data Collection Activities

a. Help Desk

A Help Desk was available to assist sample members who had questions or problems accessing and completing the self-administered interview. A toll-free hotline was set up to accept incoming Help Desk calls. If technical difficulties prevented a sample member from completing a self-administered interview, a Help Desk staff member, also trained to conduct telephone interviews, would encourage him/her to complete a telephone interview rather than to attempt the web interview.

A Help Desk application documented all calls from sample members. In addition, it provided

- information needed to verify a sample member’s identity;
- login information allowing a sample member to access the web interview;
- systematic documentation of each call; and
- a method for tracking calls that could not be immediately resolved.

The Help Desk application also provided project staff with various reports on the types and frequency of problems experienced by sample members as well as a way to monitor the resolution status of all Help Desk inquiries.

b. Interviews

For the first time, B&B:93 field test sample members had the option of completing a self-administered interview via the Internet. The web interviewing option was introduced in the data collection notification mailing. For the first 10 days of data collection, only web interviews were completed unless a respondent called the Help Desk because of difficulty completing the interview over the Internet.

At the end of the 10-day web interviewing period, CATI interviewing began. The interviewer-administered interview was identical to the self-administered interview except that instructions to interviewers on how to administer each question were embedded at the top of each CATI screen in place of the progress bar. An automated call-scheduler, embedded within the CATI software, assigned cases to interviewers. This system allowed calls to be scheduled on the basis of case priority and time of day. Scheduler case assignment maximized the likelihood of contacting and interviewing sample members. If a web interview was in progress or had recently been completed, the call scheduler would prevent a CATI call to the same case. If a respondent told an interviewer that he/she preferred to complete the self-administered interview, interviewers would set a call back appointment for 2 weeks from the date of the original contact. If the self-administered interview had not yet been completed, the interviewer would attempt to complete a telephone interview.

When a sample member could not be located at a known address during CATI, interviewers conducted limited tracing using Fast Search and Transfer technology (FAST Data) and directory assistance services and by networking with other contacts provided by the sample member during an earlier interview. Cases that could not be located using any of the existing address information were identified for intensive tracing in RTI's Tracing Operations unit (referred to as TOPS1 in chapter 3). Cases that failed to be located a second time were either sent to the field for locating and interviewing, or returned to Tracing Operations for additional intensive tracing (TOPS2).

Field (CAPI) interviewing with nonrespondents began approximately 5 weeks following the start of CATI interviewing. Field interviews were conducted either in person or by telephone by the local field interviewer assigned to any one of seven geographic clusters: Washington, DC; New York, NY; Albion, RI; Detroit, MI; Flint, MI; New Orleans, LA; and Greensboro, NC. Cases assigned to the field could not be accessed by CATI interviewers but could still be completed as a self-administered interview over the Internet. Like the CATI interview, the CAPI interview presented interviewer instructions at the top of each screen.

For the field test, all nonrespondent cases thought to reside in one of the seven clusters were assigned to the field for interviewing. Cases were assigned based on the last known address for the sample member. Daily reports monitored each field interviewer's progress.

c. Nonresponse incentive

Use of incentives for nonrespondents has been shown to be effective in increasing response rates while containing data collection costs (Duffer et al. 1994). A nonresponse incentive was offered to three types of nonrespondents: those who initially refused the interview, those for whom intensive tracing yielded a good mailing address but no telephone number, and those identified as “hard to reach” (i.e., those with 15 or more call attempts and with whom contact had been established but no appointment scheduled). All cases assigned to field interviewers were also treated as nonrespondent cases. The nonrespondent incentive mailing consisted of a letter tailored to the specific type of nonrespondent (see appendix A) and an offer to receive a \$20 check upon completion of the interview. The results of the early response incentive experiment are presented in section D of chapter 3.

C. Data Collection Systems

1. Instrument Design and Documentation System (IDADS)

The Instrument Design and Documentation System (IDADS) is a controlled web environment in which project staff developed, reviewed, modified, and communicated changes to specifications, code, and documentation for the B&B:93/03 instrument. All information relating to the B&B:93/03 instrument was stored in a Structured Query Language (SQL) Server database and was made accessible through Windows and web interfaces. There are three modules within IDADS: specifications, programming, and documentation.

Initial specifications were generated within the IDADS *specification module* that enabled access for searching, reviewing, commenting on, updating, exporting, and importing information associated with instrument development.

Once specifications were finalized, the *programming module* within IDADS produced hypertext transfer markup language (HTML), active server pages (ASP), and JavaScript template program code for each screen based on the contents of the SQL Server database. This output included screen wording, response options, and code to write the responses to a database, as well as code to automatically handle such web instrument functions as backing up and moving forward, recording timer data, and linking to context-specific help text. Programming staff edited the automatically generated code to customize screen appearance and program response-based routing.

The *documentation module* contained the finalized version of all instrument items, their screen wording, and variable and value labels. Also included were the more technical descriptions of items such as variable types (alpha or numeric), information regarding to whom the item was administered, and frequency distributions for response categories. The documentation module was used to generate the instrument facsimiles and the deliverable Electronic Codebook (ECB) input files.

2. Integrated Management System (IMS)

All aspects of the field test were under the control of an Integrated Management System (IMS). The IMS is a comprehensive set of desktop tools designed to give project staff and NCEs access to a centralized, easily accessible repository for project data and documents. The B&B:93/03 IMS consists of several components, or modules: the management module, the Receipt Control System (RCS) module, and the CATI/CAPI module.

The *management* module of the IMS contains tools and strategies to assist project staff and the NCEs project officer in managing the study. All information pertinent to the study is located there, accessible via the web, in a secure desktop environment. Available on the IMS are the current project schedule, monthly progress reports, daily data collection reports and status reports (available through the Receipt Control System described below), project plans and specifications, key project information and deliverables, instrument specifications, staff contacts, the project bibliography, and a document archive. The IMS also has a download area from which the client, contractors, and subcontractors can retrieve large files when necessary.

The RCS is an integrated set of systems that monitors all activities related to data collection, including tracing and locating. Through the RCS, project staff are able to perform stage-specific activities, track case statuses, identify problems early, and implement solutions effectively. The RCS's locator data are used for a number of daily tasks related to sample maintenance. Specifically, the mailout program produces mailings to sample members, the query system enables administrators to review the locator information and status for a particular case, and the mail return system enables project staff to update the locator database as mailings or reply sheets are returned or forwarding information is received.

A subcomponent of the RCS, the Field Case Management System (FCMS), controls field interviewing activities. The FCMS allows field staff to conduct tracing and interviewing activities, communicate with RTI staff via electronic mail, transmit completed cases, and receive new cases. The RCS also interacts with the Tracing Operations (TOPS) database, sending locator data between the two systems as necessary.

The CATI/CAPI module manages development of the CATI/CAPI instrument within IDADS. Developing the CATI/CAPI instrument with IDADS ensures that all variables are linked to their item/screen wording and thoroughly documented.

Chapter 3

Data Collection Outcomes

The data collection effort for the B&B:93/03 field test involved several steps, including attempting to locate sample members, initiating intensive locating efforts for hard-to-locate sample members, evaluating the utility of incentives paid for early response, and completing either a self-administered, telephone, or in-person interview. This chapter reports the outcomes of the field test, including interview rates overall and by mode, as well as burden on respondents. It also evaluates the effectiveness of the data collection methods employed in locating, contacting, incentivizing, and interviewing sample members.

A. Contacting and Interviewing Outcomes

Overall contacting and interviewing results for the B&B:93/03 field test are presented in figure 2. Of the 925 cases in the original sample, 748 were contacted (81 percent).² Eight of the sample members (0.9 percent) were excluded because they were deceased, out of the country, institutionalized, or physically or mentally incapacitated.³ Of the 748 sample members contacted, 75 (10 percent) were nonrespondents at the end of data collection. About half of these nonrespondents refused to participate in the interview; for the other half, time ran out before an interview could be completed. For virtually all of the noncontact cases (97 percent), tracing was still underway when data collection ended.

Among the sample members contacted, 673 (90 percent) were interviewed. Full interviews were completed with 653 sample members (97 percent). The remaining 20 interviews were completed at least through the end of the first section of the interview (on education and training since the last interview) and, therefore, were considered partial interviews. The unweighted contact rate, not including exclusions, was 81.6 percent (748/917). For those contacted, the interview rate was 89.9 percent (673/748). The overall unweighted response rate was 73.4 percent (673/917).

1. Interviewing Outcomes by Mode

The B&B:93/03 field test used a web-based, multimode data collection strategy combining self-administered, telephone, and in-person interviewing options. At the start of data collection, only the self-administered web option was available. Help Desk staff were available both to assist with computer problems and to complete a telephone interview if the computer problems were insurmountable. Ten days following the start of self-administered interviewing, CATI began with all incomplete cases. About 1 month following the start of CATI, selected cases were sent to the field for in-person interviewing (CAPI).

² Defined as reaching the household of the sample member.

³ One sample member was identified as physically or mentally incapacitated by parents or other contacts.

Figure 2. B&B:93/03 contacting and interviewing outcomes

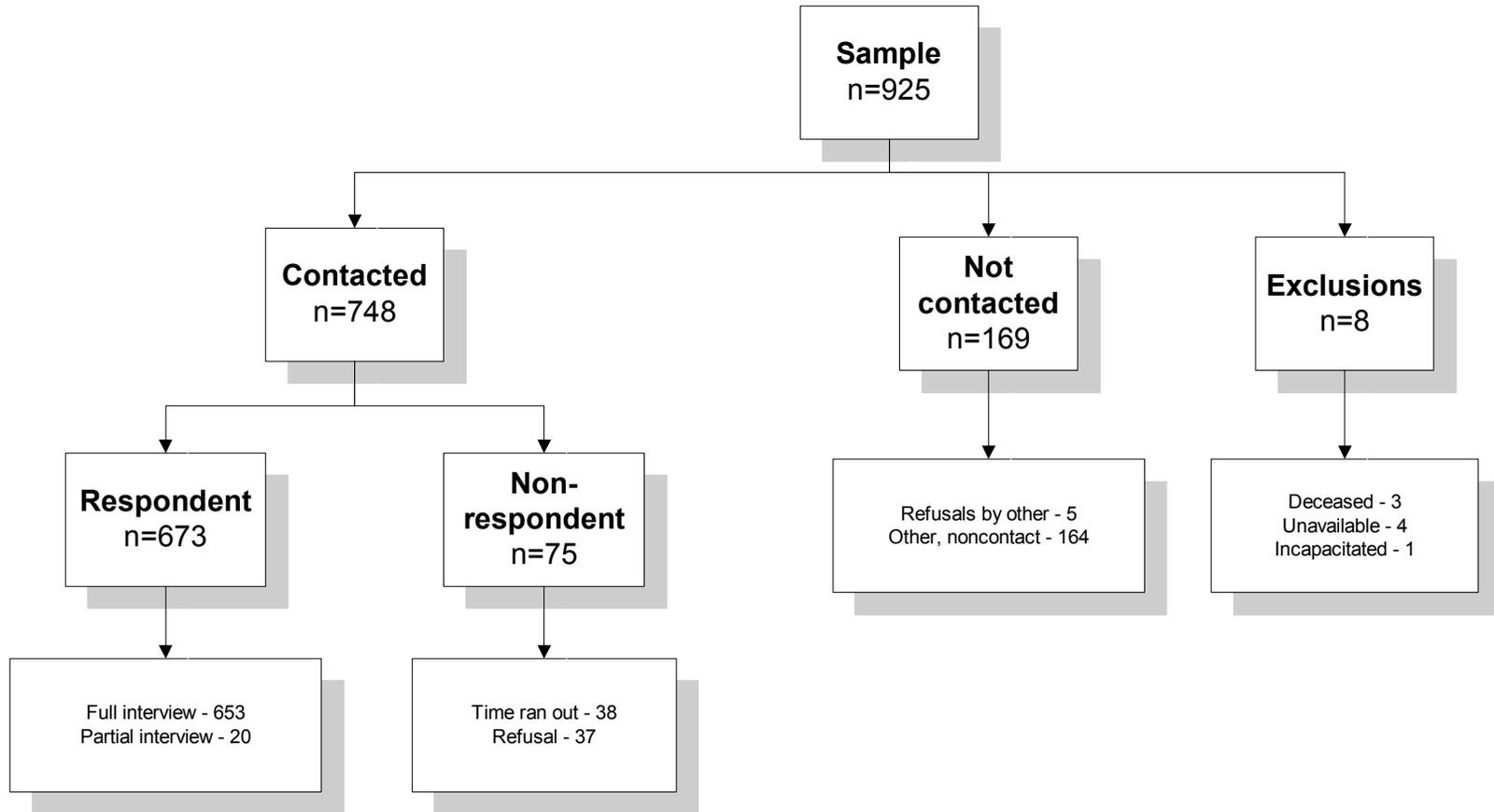


Table 3 presents the distribution of response status by mode of interview administration. Although a new option for sample members, 36 percent of interviews were completed using the web self-administered interview. Slightly more than half of all respondents (53 percent) completed a telephone interview, while only 12 percent of interviews were completed in the field.

Table 3. B&B:93/03 response status, by mode of administration

| Mode of administration | Total sample | Percent of sample | Total respondents | Percent of all respondents |
|---------------------------------------|---------------------|--------------------------|--------------------------|-----------------------------------|
| Total | 917 | 100.0 | 673 | 100.0 |
| Web | 240 | 26.2 | 240 | 35.7 |
| Computer-assisted telephone interview | 353 | 38.5 | 353 | 52.5 |
| Computer-assisted personal interview | 80 | 8.7 | 80 | 11.9 |
| Nonrespondents | 244 | 26.6 | † | † |

†Not applicable.

NOTE: Sample members who are deceased, unavailable, or incapacitated are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

The B&B:93/03 web instrument was made available on the study web site for self-administered interviewing beginning April 15, 2002. A total of 240 respondents (26 percent of the sample) completed the self-administered web interview, and web completes accounted for nearly 36 percent of all completed interviews. Fifteen of the interviews begun as web self-administered interviews were ultimately completed in CATI; 102 self-administered interviews were completed within the 10-day, early response incentive period. Of those, 70 were incentivized cases (see section D below for a discussion of the incentive experiment results).

The Help Desk was opened at the same time that the web interview was made available. Nearly 20 percent of respondents who completed the interview on the web did so without calls to the Help Desk, interviewer prompting, or incentives. For the remaining 80 percent of web completes, one or more “interventions” (e.g., Help Desk assistance, interviewer prompting) was necessary to facilitate interview completion.

CATI locating and interviewing began on April 25, 2002, and continued for approximately 10 weeks. By the end of data collection, 353 interviews had been completed by telephone, including 5 partial interviews.

The last phase of field test data collection was CAPI. For the full-scale study, cases will typically be sent for CAPI when other tracing and interviewing efforts prove unproductive because the sample member (1) is unlocatable, (2) has been located but is unreachable by telephone, or (3) either explicitly refuses or expresses a preference for an in-person interview. In the field test, only 15 cases that met one of these three criteria were sent for CAPI, and 7 of those (47 percent) completed an interview.

In order to thoroughly test CAPI file transfer and data collection procedures prior to full-scale administration, an additional 120 pending cases were sent to the field if the sample member last resided within one of the seven geographic clusters identified for the field test. Cases within clusters were sent for CAPI interviewing irrespective of their status at the time of the assignment.

Of those cases, 73 (61 percent) completed the interview. The overall CAPI interview rate was 59 percent for the field test.

2. Interviewing Outcomes by Prior Response Status

For longitudinal studies, response status to a preceding interview is typically a good predictor of a sample member’s likelihood to participate in the current interview. Table 4 shows the response status of B&B:93/03 field test sample members by their response status to the last follow-up interview, B&B:93/97.⁴ Almost 76 percent of B&B:93/97 respondents participated in the B&B:93/03 interview. In contrast, only 48 percent of B&B:93/97 nonrespondents participated ($\chi^2=27.0, p<0.0001$). Thus, respondents in B&B:93/97 were considerably more likely than nonrespondents to participate in B&B:93/03.

Table 4. B&B:93/03 response status, by prior response status

| Response status in B&B:93/97 | Number sampled | | Response status in B&B:93/03 | | | |
|---------------------------------|----------------|---------|------------------------------|---------|---------------|---------|
| | | | Respondent | | Nonrespondent | |
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 917 | 100.0 | 673 | 73.4 | 244 | 26.6 |
| Respondent | 842 | 91.8 | 637 | 75.7 | 205 | 24.3 |
| Nonrespondent | 75 | 8.2 | 36 | 48.0 | 39 | 52.0 |

NOTE: Sample members who are deceased, unavailable, or incapacitated at the time of data collection are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

B. Locating and Interviewing Outcomes

Effective tracing and locating of the 925 sample members was critical to the success of the B&B:93/03 field test data collection effort. Since the last contact with field test sample members occurred in 1996, or in 1993 for B&B:93/97 nonrespondents, tracing and locating were expected to be particularly difficult. Locating activities required tracing prior to data collection, additional tracing by interviewers during data collection, intensive tracing by RTI’s Tracing Operations (TOPS) unit, and tracing by field interviewers.

1. Pre-data Collection Tracing

For the field test, tracing began in the fall of 2001 by updating address and other contact information collected during the B&B:93/94 and B&B:93/97 field test interviews. Several tracing resources were used, including the Central Processing System (CPS), which contains federal financial aid application information, TransUnion’s credit information, and databases from Telematch, DIS, and NCOA. All 1,850 potential field test cases were sent for batch tracing, and the sample was subsequently stratified and subsampled based, in part, upon the information gathered during batch tracing. Table 5 shows the record match rate for each method of batch tracing employed.

⁴ Data are not available for this field test cohort concerning response status to the base-year study in 1993 and first follow-up interview in 1994.

Table 5. B&B:93/03 batch processing record match rates, by tracing source

| Method of tracing | Number of records matched | Percent matched ¹ |
|---------------------------------|---------------------------|------------------------------|
| Central Processing System (CPS) | 34 | 1.8 |
| National Change of Address | 308 | 16.6 |
| Telematch | 690 | 37.3 |
| TransUnion | 1,844 | 99.6 |
| Death Information System | 8 | 0.4 |

¹Percent match rate is based on the 1,850 records sent for batch tracing as part of the sample stratification process. Since records were sent to multiple tracing sources, multiple records matches were possible.

NOTE: The final sample of 925 was selected using a stratified random sampling design from the 1,850 cases sent for pre-data collection batch tracing. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Pre-data collection tracing continued with a mailing of prenotification materials to the 925 selected sample members. By mailing prenotification materials to the best known address for a sample member, more recent information could be obtained from forwarding orders provided by the U.S. Postal Service. In addition, as part of the mailing, sample members were asked to complete an address update form either on the study web site or on a hardcopy form. Table 6 shows the contact and interview rates for those who returned some form of address update sheet. Almost all sample members who returned a hardcopy reply were interviewed (98.5 percent), and all of those who updated their contact information on the web completed the interview. Receipt of self-reported address updates was a good predictor of contacting and interviewing the sample member.

Table 6. B&B:93/03 contact and interview rates, by address update reply

| Type of address update | Total | Percent contacted ¹ | Percent interviewed, given contact ¹ |
|------------------------|-------|--------------------------------|---|
| Total | 917 | 80.8 | 90.0 |
| Hardcopy reply | 69 | 97.1 | 98.5 |
| Web site reply | 33 | 100.0 | 100.0 |
| None | 815 | 78.7 | 88.6 |

¹Percentages are based on the total within the row under consideration.

NOTE: Sample members who are deceased, unavailable, or incapacitated are excluded. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

2. Tracing During Data Collection

During data collection, if all leads for a sample member were exhausted before the individual was located, interviewers could opt to send the case for FAST Data batch processing. FAST Data conducts a series of database searches on existing address information available for a case. A total of 261 cases were sent to FAST Data, 75 percent of which were returned with new information or a verification of existing information. Of those cases, 66 percent were contacted, and 87 percent of those contacted were interviewed (57 percent overall interview rate).

3. Intensive Tracing

If a case could not be located through FAST Data, it was sent for intensive tracing conducted by RTI's Tracing Operations (TOPS) unit. Because their tracing information was assumed to be too outdated to be useful, intensive tracing on all B&B:93/97 field test nonrespondents selected to participate in the B&B:93/03 field test occurred *prior* to the start of data collection. A number of locating sources were used during intensive tracing, including consumer databases, directory assistance, and Internet sources.

Table 7 provides the results of the Tracing Operations intensive tracing efforts. Each phase of Tracing Operations tracing allowed for more in-depth tracing efforts. The most comprehensive stage of locating activities was used only when all previous tracing efforts failed and the sample member was not located in one of the seven geographic clusters identified for CAPI interviewing. As shown in table 7, of the cases traced, 66 percent were contacted, and of those, 85 percent were interviewed. This shows that once the member was located, the likelihood of completing an interview was high.

Table 7. B&B:93/03 contact and interview rates, by intensive tracing status

| Intensive tracing status | Total | Contacted ¹ | | Interviewed, given contact ¹ | |
|---------------------------------------|-------|------------------------|---------|---|---------|
| | | Number | Percent | Number | Percent |
| Total | 925 | 748 | 80.9 | 673 | 90.0 |
| Cases requiring intensive tracing | 282 | 187 | 66.3 | 159 | 85.0 |
| Cases not requiring intensive tracing | 643 | 561 | 87.2 | 514 | 91.6 |

¹ Percentages are based on the total within the row under consideration.

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

C. Refusal Conversion Efforts

Refusal conversion procedures were used to gain cooperation from individuals who refused to participate in the field test interview. When a refusal was first encountered, either because the sample member refused or because a "gatekeeper" refused on behalf of the sample member, the case was referred to a refusal conversion specialist. Refusal conversion specialists were selected from among those interviewers most skilled at obtaining cooperation and were given training in refusal conversion techniques tailored to the B&B interview. The training emphasized how to gain cooperation, overcome objections, address the concerns of gatekeepers, and encourage participation.

Of the 748 sample members contacted, 129 cases (17 percent) were referred to refusal conversion specialists. Among the refusals, 51 cases (40 percent) were successfully converted, that is, the interviews were completed. Most of the converted interviews (60 percent) were completed by telephone.

Table 8 displays a breakdown of refusal conversion rates by prior response status. Conversion rates were higher among B&B:93/97 respondents than among nonrespondents. That

is, of the 112 B&B:93/97 respondents who refused to participate in the current (B&B:93/03) interview, 50 cases (45 percent) eventually completed. Of the 17 B&B:93/97 nonrespondents who refused, only 1 case (6 percent) completed the interview. Participation in prior B&B interviews tended to decrease the likelihood of refusing to be interviewed for B&B:93/03 ($\chi^2=5.17, p<0.05$).

Table 8. B&B:93/03 refusal and refusal conversion rates, by prior response status

| Prior response status | Total | Ever refused B&B:93/03 interview | | Interviewed, after refusal | |
|-----------------------|-------|--|---------|----------------------------|---------|
| | | Number | Percent | Number | Percent |
| Total | 925 | 129 | 13.9 | 51 | 39.5 |
| 1997 Respondents | 850 | 112 | 13.2 | 50 | 44.6 |
| 1997 Nonrespondents | 75 | 17 | 22.7 | 1 | 5.9 |

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

D. Early Response Incentive Experiment

The B&B:93/03 field test included an experiment to determine if the offer of an incentive (i.e., a personalized check for \$20) would increase the rate of early response to the self-administered web interview, ultimately decreasing data collection costs. Prior to the start of data collection, the field test sample was randomly divided into two groups. The control group (n=367) received all mailings described in chapter 2 and was informed of the web option but not offered the incentive. The incentive group (n=550) received the same mailings and information about the web option as did the control group. However, in the letter announcing the start of data collection, the incentive group was also offered \$20 if the web self-administered interview was completed by April 25, 2002 (see appendix A for the data collection letters for each group).

A total of 102 web interviews (32 by the control group and 70 by the incentive group) were completed during the 10-day period. A comparison of response rates shows that the response rate for the incentive group (12.7 percent) was higher than for the control group (8.7 percent), suggesting that payment of an early response incentive does increase the likelihood of an early response ($z=1.9; p<0.05$).⁵

⁵The effect size is calculated using the difference between the arcsine transformation of the means of the incentive and control groups, ϵ divided by the standard deviation, or $\frac{\arcsin(\sqrt{p_i}) - \arcsin(\sqrt{p_c})}{1/2}$ (Cohen 1988). Using $p_i=0.127$ and $p_c=0.087$ as the estimates for the incentive and control groups, respectively, the observed effect size is calculated to be $2 \times (.36438 - .29941) = 0.12994$ or 0.13. By using the arcsine transformation, the effect of small proportions is removed from the variance and also increases the power. The power for detecting the difference at the $\alpha=0.05$ level would be 0.61 using the transformation compared to 0.52 with, when using only the normal approximation to the proportions.

E. Nonresponse Incentive

In addition to the early response incentive, an incentive was used during the B&B:93/03 field test to reduce nonresponse among two groups: those who initially refused to participate in the study and those who could not be located but for whom a contact person could be reached. Sample members in the two groups were sent a personalized letter with instructions for completing the interview either by web or by calling the study's toll-free telephone number. The letter also indicated that respondents would receive a \$20 personalized check for completing the B&B:93/03 interview.

A total of 85 sample members who initially refused to participate in the interview and another 20 who could not be located were eligible for the nonresponse incentive. Table 9 provides an overview of the contact and interview rates for these two nonrespondent groups. Overall, 61 percent of cases eligible for a nonresponse incentive were ultimately contacted, and 59 percent of those contacted were interviewed. Of the 85 initial refusals, 72 percent were contacted, and 57 percent of those contacted completed the interview. Of the 20 sample members initially coded as unable to locate, 3 (15 percent) were contacted for an interview, and all of those contacted completed the interview.

Table 9. B&B:93/03 contact and interview rates, by nonresponse incentive group

| Incentive status | Total | Contacted | | Interviewed | |
|----------------------------|-------|-----------|----------------------|-------------|----------------------|
| | | Number | Percent ¹ | Number | Percent ¹ |
| Total | 925 | 748 | 80.9 | 673 | 90.0 |
| Response incentive | 105 | 64 | 61.0 | 38 | 59.4 |
| Refusal incentive | 85 | 61 | 71.8 | 35 | 57.4 |
| Unable to locate incentive | 20 | 3 | 15.0 | 3 | 100.0 |
| No nonresponse incentive | 820 | 684 | 83.4 | 635 | 92.8 |

¹Percent based on total within row under consideration.

NOTE: Detail may not sum to totals because of rounding.

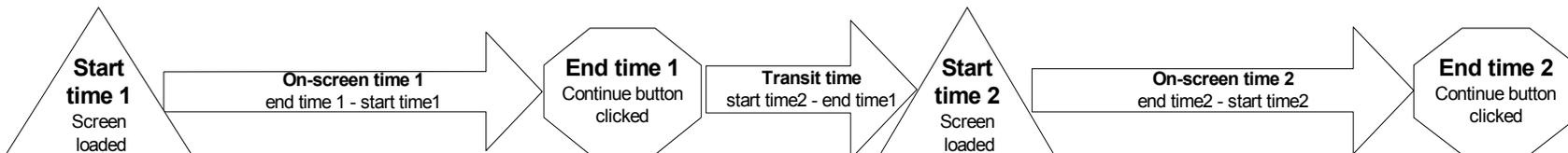
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

F. Interview Burden

The time burden associated with completion of the B&B:93/03 field test interview was calculated separately for each mode of data collection: self-administered, CATI, and CAPI. For the purposes of this analysis, however, CATI and CAPI timing data have been combined.

Figure 3 provides a visual representation of how the on-screen and transit times were determined. Two time stamp variables were associated with each interview question. The first, the start timer, was set to the clock time on the respondent's or interviewer's computer at the time that a particular web page was displayed on the screen. The second time stamp variable, the end timer, was set to the clock time on the respondent's or interviewer's computer at the moment that the respondent or interviewer clicked the "Continue" button to submit the answers from that page. Responses were transmitted to the server and new items were transmitted to the respondent's computer between interview screens.

Figure 3. Visual representation of on-screen and transit times



Total On-screen time = On-screen time 1 + On-screen time 2 +...+ On-screen time N

Total Transit time = Transit time 1 + Transit time 2 +...+ Transit time N

Total Instrument time = Total On-screen time + Total transit time

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

From the two time stamp variables, an on-screen time and transit time were calculated. The on-screen time was calculated by subtracting the start time from the end time for each web page that the respondent received. The transit time was calculated by subtracting the end time of the preceding page from the start time of the current page; it includes the time required for the previous page's data to be transmitted to the server, for the server to store the data and assemble and serve the current page, and for the current page to be transmitted to and loaded on the respondent's or interviewer's computer.

A total on-screen time was then calculated by summing the on-screen times for each web page that the respondent received. For each respondent, a total transit time was calculated by summing all the transit times. The total on-screen and total transit times were then summed to determine the total instrument time.

Table 10 presents the timing results (in minutes; combining on-screen and transition times) for the entire interview and by interview section, for all respondents. It also presents timing results when the interview is self-administered and when the interview is interviewer-administered (combining CATI and CAPI results). Sections are listed in the table in the order in which they were presented during the interview. Overall average time to complete the interview was almost 37 minutes.⁶

The employment section, which took an average of 11.4 minutes to complete, was among the longest sections in the interview. Questions in the employment section focused primarily on two jobs—the job held in February and the job held at the time of the interview, if different. For those who earned a graduate degree since the last interview, a third set of questions asked about the first job after degree completion (again, if different from the current job). For those unemployed at least once since the last interview, questions were asked about the duration, reasons, and specific dates for each spell of unemployment. Consequently, time in the employment section was higher for those with multiple jobs and multiple bouts of unemployment.

The education section averaged over 10 minutes to complete. Since the education section collected all education experiences, many respondents were required to answer sets of questions within each subsection and for each school attended. Although few respondents enrolled in multiple undergraduate or graduate programs, the number of respondents enrolled for licensure or certification and for job training were much higher, increasing overall average time in the section.

Like the education section, the finance section averaged over 10 minutes, primarily because the finance questions required respondents to recall financial information such as salaries, total income, and loan amounts. They also had to estimate assets and debts by category. Anecdotally, respondents reported to telephone interviewers and through web comments that finance contained the most difficult questions to answer.

⁶ Overall average time was calculated for all respondents. Overall time in the interview was also calculated separately for teachers, who answered all questions in Section C, and non-teachers who answered only three questions in Section C to determine their interest in teaching.

An entire section of the field test interview focused on questions for those who entered the teacher pipeline upon completion of the bachelor's degree in the 1991–92 school year, and any new entrants to the pipeline since 1991. Those respondents who have not taught and who have no interest in or plans for teaching were skipped around the teaching section after they answered the initial gate questions.

Table 10 also compares average times to complete the interview and to complete interview sections when the interview is self-administered and when the interview is administered by an interviewer, either by telephone or in person. Self-administered interviews averaged 40.5 minutes, longer than the 35.7 minutes to complete the interview with an interviewer ($t=3.51, p<0.001$). One reason for this difference, the large transit time experienced when the web interview was conducted by sample members using dial-up modems, is discussed further below.

Table 10. Average minutes to complete B&B:93/03 student interview, by interview section and mode of administration

| Instrument section | All respondents | | Self-administered interviews | | Interviewer-administered interviews | |
|------------------------------------|-----------------|--------------|------------------------------|--------------|-------------------------------------|--------------|
| | Number of cases | Average time | Number of cases | Average time | Number of cases | Average time |
| Total interview ¹ | 652 | 36.7 | 225 | 40.5 | 427 | 35.7 |
| Section A – Education | 672 | 10.1 | 239 | 10.0 | 433 | 10.1 |
| Section B – Employment | 663 | 11.4 | 234 | 12.7 | 429 | 10.7 |
| Section C – Teacher (teachers) | 221 | 10.8 | 70 | 12.7 | 151 | 9.9 |
| Section C – Teacher (non-teachers) | 433 | 0.9 | 156 | 1.1 | 277 | 0.8 |
| Section D – Background | 654 | 4.6 | 226 | 5.0 | 428 | 4.5 |
| Section E – Finance | 652 | 10.3 | 225 | 8.7 | 427 | 11.1 |

¹Total interview time combines on-screen and transit times across all sections and respondents, including teachers.

NOTE: A section was considered complete if the amount of time to complete the section was greater than zero and the section completion flag was set. One case was excluded from the analysis because of invalid timing data. Twenty respondents broke off the interview before completing all of the sections, so each section has a different number of cases. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Self-administered interviews took longer than interviewer-administered interviews for the employment ($t=4.80, p<0.0001$), background ($t=3.23, p<0.01$), and teaching sections ($t=4.28, p<0.0001$).⁷ It is not immediately obvious why these particular sections would take significantly longer to complete than the comparable CATI/CAPI sections when other sections of the survey did not. Possibly, respondents conducting the interview themselves spent additional time backing up to review prior responses and response options. CATI/CAPI interviews took longer in the finance section ($t=-7.76, p<0.0001$) when compared to self-administered interviews, most likely because of the time required to recall the amounts requested. Respondents administering the interview themselves could log out of it, collect the information required, then resume the interview

⁷For the teacher section, only the timing of those eligible to answer questions, that is, in the teacher pipeline, were compared.

to complete the section.⁸ In addition, as discussed in chapter 4, self-administered interviews had higher rates of “don’t know” and refusal responses in the finance section, and, therefore, their time in that section would have been less (see section B.1 of chapter 4).

Table 11 shows time in the interview divided into two values—on-screen time, which was the actual time spent reading and answering questions, and transit time, the idle time spent while pages were transmitted from the server to the local computer and loaded. CAPI respondents have been excluded from this analysis since the CAPI interview was housed locally on each interviewer’s laptop, which made transit times virtually instantaneous. Overall, web respondents had a greater average total transit time (12 minutes) than did CATI respondents (4.4 minutes; $t=13.15, p<0.0001$). Web respondents also had longer section transit times for all five sections in the interview (education [$t=8.20, p<0.0001$]; employment [$t=12.30, p<0.0001$]; teaching [$t=8.98, p<0.0001$]; background [$t=12.31, p<0.0001$]; and finance [$t=13.17, p<0.0001$]). However, when transit time is removed from the total interview time, average interview time for web respondents (28 minutes) is statistically significant and *less* than for CATI respondents (31 minutes; $t = -3.28, p<0.001$).

Respondents who participated in the web debriefing (n=215) were asked which type of Internet connection they used to access the survey. Table 12 presents the average on-screen and transit times by Internet connection. Although dial-up via modem was by far the most common connection method, dial-up modem users took longer to complete the interview ($F=20.69, p<0.0001$) and had longer transit times ($F=54.63, p<0.0001$) than did any of the other connection methods.

G. Staff Burden and Effort

1. Help Desk

To better understand the issues encountered by sample members attempting the web interview, a software program was created to document each Help Desk incident that occurred during the field test. For each incident, Help Desk staff confirmed contact information for the respondent and recorded the respondent’s identification number, the type of problem, a description of the problem and resolution, its status (pending or resolved), and the approximate time it took to assist the caller.

⁸When web respondents broke off and then resumed an interview at a later time, the timer data showed a very large transit time between the last completed page and the first page of the later session. In most cases these were adjusted by flagging the large transit time and imputing a median transit time for the break-off event. Time that the respondent spent logged off of the interview was not included in transit time calculations.

Table 11. Average time (in minutes) on-screen and for data transit, by interview section, web respondents, and CATI respondents: 2003

| Instrument section | All web and CATI respondents ¹ | | | Web respondents | | | CATI ² respondents | | |
|------------------------------------|---|------------------------|--------------|-----------------|------------------------|--------------|-------------------------------|------------------------|--------------|
| | Number of cases | Average on-screen time | Transit time | Number of cases | Average on-screen time | Transit time | Number of cases | Average on-screen time | Transit time |
| Total interview | 573 | 29.7 | 7.4 | 225 | 28.4 | 12.1 | 348 | 31.0 | 4.4 |
| Section A – Education | 592 | 8.5 | 1.6 | 239 | 7.4 | 2.6 | 353 | 9.2 | 0.9 |
| Section B – Employment | 583 | 8.8 | 2.5 | 234 | 8.8 | 3.9 | 349 | 8.9 | 1.5 |
| Section C – Teacher (teachers) | 206 | 8.8 | 2.0 | 70 | 8.9 | 3.8 | 136 | 8.8 | 1.1 |
| Section C – Teacher (non-teachers) | 369 | 0.5 | 0.4 | 156 | 0.6 | 0.5 | 213 | 0.6 | 0.2 |
| Section D – Background | 575 | 3.5 | 1.1 | 226 | 3.1 | 1.9 | 349 | 3.8 | 0.6 |
| Section E – Finance | 573 | 8.9 | 1.3 | 225 | 6.5 | 2.2 | 348 | 10.1 | 0.7 |

¹Because field interviewers used stand-alone laptops for interviewing, transit times were negligible. Therefore, computer-assisted personal interviewing (CAPI) respondents have been excluded from analysis.

²CATI=Computer-assisted telephone interview.

NOTE: A section was considered complete if the amount of time to complete the section was greater than zero and the section completion flag was set. One case was excluded from the analysis because of invalid timing data. Twenty respondents broke off the interview before completing all of the sections, so each section has a different number of cases. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study: (B&B:93/03).

Table 12. Average time (in minutes) on-screen and for data transit, by Internet connection speed: 2003

| Internet connection speed | Number of cases ¹ | Average on-screen time | Transit time |
|---|------------------------------|------------------------|--------------|
| Dial-up modem | 94 | 28.4 | 18.0 |
| Fast connection | 83 | 25.2 | 5.5 |
| Cable modem | 27 | 25.4 | 4.5 |
| Digital subscriber line (DSL) | 24 | 25.0 | 5.7 |
| Integrated services digital network (ISDN) | 3 | 25.8 | 3.8 |
| Corporate local area network (LAN) (T1, T3, etc.) | 29 | 26.1 | 6.4 |
| Don't know | 36 | 30.1 | 12.5 |
| Decline to answer | 2 | 15.3 | 5.6 |

¹Of the 240 web respondents, 215 answered the debriefing questions at the end of the interview.

NOTE: Fast connection is the average interview time of respondents with a cable modem, digital subscriber line, ISDN, or corporate LAN. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Help Desk staff were trained both to work the Help Desk hotline and to conduct telephone interviews when needed. Help Desk time was spent assisting sample members with questions about the web instrument and providing technical assistance to sample members who experienced problems while completing the self-administered web interview. Help Desk operators also responded to e-mail messages sent to the project e-mail account and to voice mail messages left by sample members when the Call Center was closed. Each of these types of contacts was entered into the Help Desk system and documented. Only 102 calls were handled by the Help Desk during data collection.

Table 13 provides detail on the types of incidents encountered for cases that required Help Desk assistance. The majority of incidents (65 percent) recorded by the Help Desk were from sample members requesting their Study ID and/or password, with 12 percent of the calls asking about browser settings and computer problems. Program errors, reports of perceived logic problems, and reports of web site unavailability each accounted for 4 percent of Help Desk calls. Ten percent of calls were for other, miscellaneous issues.

Table 13. B&B:93/03 response pattern, by Help Desk incident type

| Type of incident | Total incidents recorded | Percent of total incidents |
|------------------------------------|---------------------------------|-----------------------------------|
| Total | 102 | 100.0 |
| Study ID/password | 66 | 64.7 |
| Browser settings/computer problems | 12 | 11.8 |
| Program error | 4 | 3.9 |
| Routing/skip problems | 4 | 3.9 |
| Web site unavailable | 4 | 3.9 |
| Question about study/instrument | 2 | 2.0 |
| Other problems, not classifiable | 10 | 9.8 |

NOTE: Detail may not sum to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

2. Interviewer Hours

Telephone interviewing for the field test required 1,097 telephone interviewer hours, exclusive of training, supervision, monitoring, administration, and quality circle meetings. The average time spent per completed interview was 3.11 hours. Since the average time to administer the interview was 35.7 minutes for CATI and CAPI cases, the large majority of interviewer time was spent in other activities. While a small percentage of non-interview time was required to bring up a case, review its history, and close the case (with the appropriate reschedule, comment and disposition entry when completed), the bulk of time was devoted to locating and contacting the sample member.

3. Number of Calls

As indicated above, a significant amount of interviewer time was spent attempting to locate and contact sample members. Table 14 shows the number of telephone calls made to sample members overall, by mode of completion, and by prior response status.

Table 14. B&B:93/03 call counts, by interview status, mode of completion, and prior response status

| Interview status | Number of cases | Number of calls | Average calls per case |
|--------------------|-----------------|-----------------|------------------------|
| Total | 917 | 15,068 | 16.4 |
| Interviewed | 673 | 8,398 | 12.5 |
| Web complete | 240 | 1,837 | 7.7 |
| CATI complete | 353 | 5,094 | 14.4 |
| CAPI complete | 80 | 1,467 | 18.3 |
| Not interviewed | 244 | 6,670 | 27.3 |
| Respondent status | | | |
| 1997 Respondent | 842 | 13,596 | 16.1 |
| 1997 Nonrespondent | 75 | 1,472 | 19.6 |

NOTE: Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

A total of 15,068 telephone calls were made during field test data collection, with an average of 16 calls made per sample member and a range of 0 to 96 calls, depending on response status and mode of completion. Those interviewed were called 13 times, on average, compared to those not interviewed, who were called an average of 27 times ($t=11.26$, $p<0.0001$). Interviews completed over the web required significantly fewer calls (8 calls) compared to CATI (14 calls, $t=-6.94$, $p<0.0001$) and to CAPI (18 calls, $t=-7.02$, $p<0.0001$). Sample members who were nonrespondents in 1997 were called an average of 20 times, compared to 16 times for those who were respondents in 1997, although this difference was not statistically significant ($t=1.83$, $p=0.0682$).

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 devices, such as telephone answering machines, Caller ID, call-blocking, and privacy managers, help sample members avoid unwanted telephone calls, but they can also affect the representativeness of data, lower study response rates, and increase project costs by requiring additional call attempts and interviewer time.

Of the 917 field test cases, 663 (72 percent) had at least one answering machine event. An average of 5 calls was required to obtain an interview in cases in which no answering machine was reached during the course of contacting the respondent, compared with 21 calls in cases in which an answering machine was reached at least once. Cases not reaching an answering machine (28 percent) required significantly fewer calls than those reaching an answering machine at least once ($t=-18.57$, $p<0.0001$).

Among cases in which an answering machine was reached at least half of the time, it took an average of 22 call attempts to complete an interview, compared with 13 call attempts to complete interviews among cases in which an answering machine was reached less than half of the time. Cases with no answering machine events had a much lower rate of ever refusing (6 percent) than did cases with one or more answering machine events (17 percent, $\chi^2=19.0$, $p<0.0001$). Similarly, cases with no answering

machine events had lower rates of a final refusal (1 percent) when compared to final refusals of cases with one or more answering machine events (4 percent, $\chi^2=3.8$, $p=0.05$).

H. Conclusion

The purpose of the B&B:93/03 field test was to fully test all data collection procedures. The tracing, locating, and interviewing methods were successful for the field test and will be implemented again for the full-scale study. The results from the early response incentive experiment suggest that payment of an early response incentive does increase the likelihood of an early response. The full-scale study will implement a similar type of early response incentive to encourage web completion and reduce costs associated with telephone interviewing. To reduce respondent burden, several items will be eliminated or modified to decrease the overall time in the interview and to improve usability of the web instrument.

Chapter 4

Evaluation of Data Quality

The B&B:93/03 field test used a web-based instrument that could be either self-administered by sample members or administered to sample members by an interviewer. As a necessary step in preparation for the full-scale study, the B&B:93/03 field test included a number of evaluations to assess the quality of the data collected by the B&B instrument. These evaluations were conducted in three major areas, each of which can impact data quality: the usability of the instrument, the effectiveness of the instrument as a multimode interview, and the effectiveness of the data collection design. The results of each evaluation are presented separately below. Implications of these results for the full-scale study are presented in chapter 5.

A. Usability of the Instrument

Developing a functional web survey for the B&B:93/03 field test meant developing a usable application. “Usability” refers to the ease with which users can work with an application to easily and quickly attain their objectives. In the context of the B&B:93/03 field test interview, users were defined as the sample members, and their objective was to complete the survey without undue burden. To the extent that the web survey is not “user friendly,” data quality could be adversely affected, resulting in lower response rates. Several steps, therefore, were taken to ensure usability of the field test instrument, including usability testing, evaluating two types of on-screen motivators, and development of effective on-screen help text and coding systems. Evaluating usability across modes, when appropriate, further ensured that usability was maintained for both types of users, that is, for both sample members and interviewers.

1. Usability Testing

In designing the B&B instrument, commonly accepted standards were incorporated at the earliest stages of development (Dillman 2000). Once a fully integrated web instrument was available, small-scale testing was conducted to assess its usability. The primary focus of the usability testing was on the overall usability of the instrument. Prior to testing, several items were identified as being potentially difficult for sample members to complete. These included industry and occupation coding, as well as code assignment for the major field of study. In addition, the usability testing was designed to evaluate different screen layouts, item structures, and on-screen tools (e.g., help screens, progress indicators, and error messages).

Small-scale usability testing of the web-based instrument was conducted with eight participants recruited from the local area. Participants were recruited to reflect the B&B population, with each participant having completed college at some time during the 1991–92 school year. Four men and four women were interviewed. Seven of the

participants had completed college immediately after graduating from high school and were between the ages of 30 and 32 at the time that they took part in the testing. The remaining participant was about 45 years old. The participants were a racially diverse group.

All participants were interviewed at the same location, using the same computer, operating system, Internet provider, and connection speed. This consistency provided a controlled environment for completion of the interview, which eliminated the potential for differing participant reactions due to differences in the computing environment.⁹

Each participant completed the survey in the presence of a project staff member. Participants were instructed to “think aloud” as they entered their answers into the computer. As necessary, participants were prompted to articulate what they were doing as they entered responses, moved from question to question, accessed additional information, returned to an earlier question, and changed responses.

Overall, the application was determined to be fairly easy to work with and participants expressed very few concerns. The comments received from participants covered four main areas:

- Screen formatting/layout—On several screens it was not clear to the participant how to move forward to the next screen. In particular, this happened when participants were asked to answer two questions on one screen. These questions appeared in columns, with one question that asked the participant to pick one answer from the list and another that asked them to check all applicable responses. Most participants found screens of this type confusing.
- Font—Several participants reported that the font used throughout the survey was difficult to read, and others pointed out the need to use a bold typeface to emphasize certain words.
- Message boxes—Several participants reported that the message boxes did not clearly identify the mistake that they had made or how to fix it. Participants also noted that the message text was written using overly technical terminology.
- Text boxes—Participants pointed out that, in some situations, text boxes were not long enough to accommodate their entire answer. In other cases, the boxes were larger than the allowable typing space, which created additional confusion.

Based on the results of the small-scale testing, a number of revisions were made to the instrument to improve its usability by reducing the complexity of the response tasks and clarifying the nature of the data requested.

⁹Testing to ensure that the web-based instrument operated equally well under different operating systems, including Windows, Mac, and Linux, was conducted early in the development process.

2. Interview Progress

An experiment was embedded within the web self-administered interview¹⁰ to see which of two types of respondent *motivators* would be the most successful in encouraging sample members to complete a full interview. All 925 field test sample members were randomly assigned to receive either a text message or a progress bar indicator. The two types of motivators were compared to see which would result in fewer missing data and shorter average interview times.

The primary intent of the text message was to thank the respondent for the information that he/she had already provided and encourage him/her to continue with the questionnaire until all questions had been answered. The idea for using text messages to motivate respondents was adapted from research conducted by Charles Cannell in the 1970s on methods for encouraging survey respondents to provide thorough and accurate responses (Cannell, Miller, and Oksenberg 1981; Cannell, Oksenberg, and Converse 1979). A similar model might be effective for ensuring that web survey respondents carefully attend to the response task and not exit the interview before they have completed all the questions.

The progress bar was also designed to motivate respondents to complete the interview. The intent was to visually indicate to respondents how much of the interview had been done, and how much remained to be completed. The progress bar was rectangular in shape and located at the top of each interview screen. The bar was displayed for the duration of the interview. As the respondent progressed through the interview, the bar lengthened so that the respondent could determine the proportion of the section that had been completed.

To calculate indeterminate rates, a composite score of “don’t know” and refusal responses was created for selected variables in the survey. Selected variables included key content items (such as pursuit of additional education) and opinion and fact questions (such as evaluating importance of education versus marital status). A total of 62 variables were evaluated. There was no difference by type of motivator in the instance of missing data. There were too few cases in each treatment group to evaluate the impact of break-off rates on data quality with respect to the presence of a text message versus a progress bar.

There was also no statistically significant difference ($\chi^2=1.6, p=0.1$) in the average interview length for respondents receiving the text message, who averaged 37.9 minutes to complete the interview, and respondents receiving the progress bar, who averaged 36.2 minutes to complete the interview. Given the measures evaluated, therefore, it does not appear that the outcomes of missing data and interview time are differentially affected by the type of respondent motivator used.

¹⁰CATI/CAPI cases were excluded from this analysis.

3. Help Text

Help text was available for every web screen of the B&B:93/03 instrument. Help text screens displayed instructions on how to enter responses, the type of information requested, and definitions of words or phrases within an item. In addition, there were general help screens available that provided information on the type of Internet browser to use and how to answer the survey questions (i.e., how to use a check box, drop-down box, or radio button). Also included on every help text screen was a toll free number to the B&B:93/03 Help Desk. Counters were used to determine the number of times that each help screen was accessed. Items with high rates of help text access indicated that web respondents or CATI/CAPI interviewers needed additional information about the question before giving a valid response.

Overall, less than 1 percent of respondents used help text at any point in the interview. CATI/CAPI interviewers called help text for 287 (1.1 percent) of the 26,135 screens accessed during the field test data collection period, compared to 86 (0.6 percent) of 14,590 screens accessed by self-administered respondents. Although help text usage was very low, the observed difference in rates is statistically significant. Interviewers accounted for the majority of accesses to help text, most likely due to the fact that they are both trained and encouraged to use the help text whenever needed.

The question “In your February job as a [job title], did your employer provide you with any of the following benefits?” had the highest number of help text accesses, with a total of 16 out of the 536 times it was administered. The reason for the relatively high number of accesses may be attributed to the inclusion of benefits, such as a transit subsidy or flexible spending account, which may have been unfamiliar to some respondents. The help text for this item contained a thorough description of each benefit.

Other confusing questions that were identified by high counts of help text accesses and rates of indeterminate responses included a set of finance questions that requested a dollar value of assets (“Please give a dollar amount for each of the following. . .”), an item that asked about telecommuting (“In your February job, did your employer allow you to telecommute?”), and an item that asked about continuing education units (“Did you earn any Continuing Education Units [CEUs] for any of the courses you've taken in the last 12 months?”). Respondents may not have been clear on how to calculate the dollar value of their assets, or may not have been familiar with the terms “telecommute” and “Continuing Education Units.”

A comparison of help text accesses by mode revealed that web respondents and CATI/CAPI interviewers accessed help text at essentially the same rate, nearly 13 percent for web respondents and approximately 12 percent for CATI/CAPI interviewers.

4. Coding Systems

The B&B field test instrument included tools that allowed online coding of literal responses for major/field of study, area of licensure or certification, occupation, industry, postsecondary institutions attended, and, for teachers, the elementary and/or secondary schools at which the respondent has been employed. When administered by interviewers,

these online coding systems improve data quality by capitalizing on the availability of the respondent to clarify coding choices at the time the coding was performed; interviewers were trained to use probing techniques in assisting the online coding process. When self-administered by B&B sample members, help text and limited supporting text on screen were available to assist online coding. However, the extent to which the quality of self-administered online coding would be improved or compromised relative to interviewer-administered results was unknown.

The final field test data file contained both the literal strings and selected codes for field of study, licensing/certification, occupation, and industry responses, allowing recoding by a coding expert to be easily included in field test data evaluation activities and comparisons made across interview modes. The first step in the analysis was to examine a 10 percent sample of each set of coding results. Expert coders evaluated the verbatim strings for completeness and for the appropriateness of the assigned codes, determining whether a different code should be assigned or if a string was too vague to code.

Table 15 shows the results of the 10 percent recode analysis for each coder: major, licensing/certification, occupation, and industry. Overall, no statistically significant mode differences were detected in the coding results—expert coders agreed with web respondent coding (92.2 percent) at about the same rate as they agreed with CATI/CAPI interviewer coding (88.8 percent; $z=0.62$, $p>0.10$). Table 15 also provides agreement rates by mode for each type of coding system used. Across both modes of interview, there were no statistically significant differences in the rate of agreement between respondents or interviewers and the expert coders suggesting that the coding systems were used with comparable facility by both self-administered and interviewer-administered respondents.

Table 15. Summary of 10 percent recode analysis for online coding systems: 2003

| Type of coding | Self-administered | | CATI ¹ /CAPI ² | |
|---------------------|-------------------------|-------------------------------|--------------------------------------|-------------------------------|
| | Coding attempts sampled | Percent original code correct | Coding attempts sampled | Percent original code correct |
| Total | 51 | 92.2 | 89 | 88.8 |
| Major | ‡ | ‡ | ‡ | ‡ |
| License/certificate | 6 | 100.0 | 16 | 81.3 |
| Occupation | 19 | 94.7 | 31 | 80.7 |
| Industry | 22 | 86.4 | 35 | 97.1 |

‡ Too few cases to report.

¹CATI=Computer-assisted telephone interview.

²CAPI=Computer-assisted personal interview.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Use of the “other” response in the interview coding systems was also examined following data collection. No statistically significant difference was detected in the rate at which web respondents used the “other” response for the major, licensing/certification, occupation, and industry coding systems (3.1 percent) compared to CATI/CAPI

respondents (4.6 percent; see table 16). The associated strings were recoded at about the same rates. A similar analysis evaluated use of the “other” response in the postsecondary and elementary/secondary school coding systems described above. Again, web and CATI/CAPI rates for use of the “other” option in the school coders were similar and could be recoded as schools already contained in the database.

Throughout the field test interview, “other, specify” with a text string was available as a response when the options provided in a list were not appropriate or applicable. Following data collection, expert coders examined each of the occurrences of the “other, specify” responses to determine if the associated text strings could be recoded into existing response categories. Table 16 presents the recoding results by mode of interview. In comparing web and CATI/CAPI responses, use of the “other, specify” actually differed by mode, with web respondents selecting “other, specify” more often (18.6 percent of all responses) than interviewers (16.4 percent; $p < 0.05$), but the rate at which the text strings could be recoded did not differ by mode.

Table 16. Number and percent of “other, specify” responses provided during interviewing, and rate of recoding to existing categories: 2003

| Type of coding | Web | | | CATI ¹ /CAPI ² | | |
|---------------------------------|---------------------|----------------------------|--------------------------------------|--------------------------------------|----------------------------|--------------------------------------|
| | Number of responses | Percent responding “other” | Percent of “other” responses recoded | Number of responses | Percent responding “other” | Percent of “other” responses recoded |
| Coding systems ³ | 517 | 3.1 | 31.3 | 743 | 4.6 | 32.4 |
| School coding | 183 | 13.1 | 25.0 | 365 | 16.1 | 28.8 |
| Questions with “other, specify” | 2,066 | 18.6 | 26.3 | 4004 | 16.4 | 26.7 |

¹CATI=Computer-assisted telephone interview.

²CAPI=Computer-assisted personal interview.

³Coding systems include the major, licensing/certification, occupation, and industry coders.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

B. Effectiveness of the Instrument

For the B&B field test, data quality was evaluated, in part, by the effectiveness of the web-based instrument in collecting the desired data. Evaluations of rates of indeterminate responses and of incomplete interviews (break-offs) assessed the completeness of the data collected. In addition, a reinterview was conducted with a subsample of respondents to assess the temporal stability of the data. Finally, a comparison of responses for selected items evaluated the extent to which responses varied across modes. The results of each of these evaluations are presented below.

1. Indeterminate Responses

Every item in the interview accommodated two different types of nonresponse, “don’t know” and refusal responses. Refusal responses to interview questions were most common for items considered sensitive by respondents. “Don’t know” responses may

result from a number of potential circumstances, the most obvious reason being that the answer is truly unknown to the respondent. “Don’t know” responses may also be evoked when (1) question wording is not understood by the respondent, (2) the respondent is hesitant to provide a “best guess” response, or (3) the respondent implicitly refuses to answer a question. Refusal and “don’t know” responses introduce indeterminacies in the data set. Indeterminate rates were calculated overall and by mode. Web respondents provided an indeterminate response 5 percent of the time; CATI/CAPI respondents provided an indeterminate response 2.5 percent of the time.

Table 17 lists items with over 10 percent indeterminate responses. Item nonresponse rates were calculated based on the number of sample members for whom the item was applicable and asked. A discussion of item nonresponse by section and by mode of data collection is presented below.

a. Education and employment

Rates of indeterminacy were relatively low in both the education and employment sections. In the education section, the month and year that respondents expect to earn a certificate resulted in a high number (32 percent) of “don’t know” responses. Of the items in the employment section, questions regarding income resulted in a high number of indeterminate responses, mostly from refusal responses. Respondents provided an indeterminate response about 17 percent of the time for their current salary and nearly 11 percent of the time for their February salary. No difference was found in the overall rate of indeterminacy between web and CATI/CAPI respondents for the education or employment section.

b. Teaching

In the teaching section, teachers were asked about their income from the district as well as other sources, and all of these items had high rates of indeterminacy. Nearly 20 percent of teachers refused or did not know their current base-year salary. Teachers were reluctant to provide their nonschool income (12 percent) and the other income that they earn from the district in which they teach (11 percent). The set of questions pertaining to future career plans in the teacher section also resulted in a high percentage of “don’t know” responses. Nearly 12 percent of teachers did not know whether they planned to move to a nonteaching education job, and 10 percent were unsure if they would continue teaching in the future. For these items, of course, “don’t know” was a reasonable response.

Table 17. B&B:93/03 interview item nonresponse for items with more than 10 percent “don’t know” or “refused”

| Section and variable name | Label | Number asked | Percent don't know | Percent refused | Combined percent |
|---------------------------|---|--------------|--------------------|-----------------|------------------|
| Education | | | | | |
| B3CTXM1 | Month expect to earn certificate | 47 | 27.7 | 4.3 | 31.9 |
| B3CTXY1 | Year expect to earn certificate | 47 | 27.7 | 4.3 | 31.9 |
| Employment | | | | | |
| B3CURSAL | Salary for current job | 52 | 1.9 | 15.4 | 17.3 |
| B3CURUNT | Unit of time for salary in current job | 52 | 1.9 | 15.4 | 17.3 |
| B3FEBSAL | Salary for February job | 579 | 1.6 | 9.2 | 10.7 |
| B3FEBUNT | Unit of time for salary in February | 579 | 1.6 | 9.2 | 10.7 |
| Teachers | | | | | |
| B3SALR1 | Current position base annual teaching salary | 221 | 14.5 | 5.0 | 19.5 |
| B3TSY1 | Teaching school county | 45 | 15.6 | 2.2 | 17.8 |
| B3OIN1 | Nonschool income | 221 | 6.8 | 5.4 | 12.2 |
| B3OINC1 | Other income from district | 221 | 6.8 | 4.5 | 11.3 |
| B3JBPLN | Plan to move to nonteaching education job | 113 | 11.5 | # | 11.5 |
| B3TCHFTR | Plan to continue teaching | 221 | 10.0 | 0.5 | 10.4 |
| Finances | | | | | |
| B3ALINS | Value of life insurance | 653 | 23.3 | 21.4 | 44.7 |
| B3ARETIR | Value of retirement funds | 653 | 16.1 | 24.8 | 40.9 |
| B3AINVST | Value of investments | 653 | 12.3 | 25.6 | 37.8 |
| B3ACOLL | Value of collectibles | 653 | 11.3 | 22.5 | 33.8 |
| B3ACASH | Amount of cash on hand | 653 | 4.9 | 26.3 | 31.2 |
| B3AAUTO | Value of automobiles | 653 | 7.0 | 19.9 | 27.0 |
| B3DHOME | Amount of home mortgage | 653 | 5.8 | 18.5 | 24.3 |
| B3AHOME | Value of home | 653 | 4.7 | 19.1 | 23.9 |
| B3DAUTO | Amount owed on automobiles | 653 | 4.9 | 15.3 | 20.2 |
| B3OINC02 | Total household income from all sources | 653 | 4.9 | 14.5 | 19.4 |
| B3DOTLOA | Amount owed on other types of loans | 653 | 3.8 | 15.2 | 19.0 |
| B3CREDIT | Amount of credit card balance | 653 | 3.1 | 15.5 | 18.5 |
| B3INS02 | Spouse/partner income from work in 2001 | 478 | 3.1 | 13.0 | 16.1 |
| B3INC02 | Income from work in 2001 | 653 | 2.6 | 10.9 | 13.5 |
| B3MTGAMT | Monthly rent or mortgage payment | 653 | 0.8 | 10.7 | 11.5 |
| B3SRPOM | Month that spouse/partner repaid loans | 55 | 60.0 | 1.8 | 61.8 |
| B3SRPOY | Year that spouse/partner repaid loans | 55 | 49.1 | 3.6 | 52.7 |
| B3SRPBM | Month that spouse/partner began repaying loans | 76 | 32.9 | 1.3 | 34.2 |
| B3RPYOM | Month that respondent repaid loans | 156 | 25.0 | 3.2 | 28.2 |
| B3SRPBY | Year that spouse/partner began repaying loans | 76 | 25.0 | 1.3 | 26.3 |
| B3SRPAMT | Spouse's/partner's monthly student loan payment | 76 | 18.4 | 5.3 | 23.7 |
| B3SEDLN | Amount spouse/partner borrowed in loans for education | 478 | 16.7 | 3.8 | 20.5 |
| B3SRPST | Spouse/partner currently repaying student loans | 166 | 6.0 | 7.2 | 13.3 |
| B3RPYOY | Year that respondent repaid loans | 156 | 9.6 | 3.2 | 12.8 |
| B3UGLN | Total amount undergraduate loan | 555 | 7.4 | 4.0 | 11.4 |
| B3SRPPT | Spouse's/partner's type of repayment plan | 76 | 10.5 | # | 10.5 |

#Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

One explanation for the high rate of “don’t know” responses is related to the mode of data collection. Table 18 presents indeterminate responses for the teacher section by mode of data collection. Web respondents had a higher refusal rate (10 percent) when asked about their nonteaching income than their CATI/CAPI counterparts (3 percent, $\chi^2=4.17, p<0.05$). Web respondents also had a higher indeterminate rate (21 percent) for their current other income from the district in which they teach than did CATI/CAPI respondents (7 percent, $\chi^2=10.5, p<0.005$). Web respondents were more likely to express uncertainty about whether they plan to move to a nonteaching education job ($\chi^2=21.8, p<0.0001$) and whether they plan to continue teaching ($\chi^2=8.5, p<0.005$) than CATI/CAPI respondents.

c. Finance

Close to 25 percent of the finance questions resulted in 10 percent or more indeterminate responses. Some of the information required for this section could not be readily recalled. For example, over 23 percent of respondents did not know the value of their life insurance, retirement funds, investments, and collectibles. Based on comments made in the debriefing section, respondents considered many of the questions in the finance section to be very sensitive and intrusive. As a result, many respondents refused to answer questions that pertained to their assets and debts. The value of life insurance, retirement funds, investments, collectibles, and cash on hand were refused by over 20 percent of respondents.

Like in the teaching section, the high refusal rates for the finance questions may be due in part to the mode of data collection (see table 19). Web respondents were more likely to respond with an indeterminate response than CATI/CAPI respondents. All of the questions regarding assets and debts resulted in web respondents having a significantly higher percentage of refusals as well as a higher overall rate of indeterminacy. For example, web respondents were more likely to refuse to provide the value of their life insurance (36 percent, $\chi^2=19.9, p<0.0001$), and they were more likely to provide an indeterminate response (57 percent, $\chi^2=42.6, p<0.0001$) than were CATI/CAPI respondents (14 percent and 38 percent, respectively). With one exception, there was no statistical difference in the use of the “don’t know” option for the asset/debt items when comparing web and CATI/CAPI respondents.

The set of items asking the respondent about their spouse’s/partner’s student loans evoked a high number of “don’t know” responses. Many respondents did not know the month (60 percent) and year (49 percent) that their spouse/partner repaid their student loans. Web respondents were also more likely to provide an indeterminate response to their spouse’s/partner’s income (22 percent, $\chi^2=5.8, p<0.05$) and their income from work (18 percent, $\chi^2=5.3, p<0.05$) when compared with CATI/CAPI respondents (13 and 16 percent, respectively). Furthermore, web respondents provided a higher percentage of indeterminate responses to questions pertaining to their spouse’s/partner’s education loans ($\chi^2=21.7, p<0.0001$) and their own undergraduate student loans ($\chi^2=16.0, p<0.0001$).

Table 18. B&B:93/03 interview item nonresponse for items in the teacher section with more than 10 percent “don’t know” or “refused,” by mode

| Variable name | Label | Number asked | | Percent don’t know | | Percent refused | | Total percent indeterminate | |
|---------------|---|--------------|--|--------------------|---------------|-----------------|---------------|-----------------------------|---------------|
| | | Web | CATI ¹ / CAPI ² | Web | CATI/ CAPI | Web | CATI/ CAPI | Web | CATI/ CAPI |
| B3OINC1 | Current: other income from district | 70 | 151 | 10.0 | 5.3 | 11.4 | 1.3 | 21.4 | 6.6 |
| B3OIN1 | Current: nonteaching income | 70 | 151 | 8.6 | 6.0 | 10.0 | 3.3 | 18.6 | 9.3 |
| B3JBPLN | Plan to move to nonteaching education job | 33 | 80 | 33.3 | 2.5 | # | # | 33.3 | 2.5 |
| B3TCHFTR | Plan to continue teaching | 70 | 151 | 18.6 | 6.0 | 1.4 | # | 20.0 | 6.0 |

#Rounds to zero.

¹CATI=Computer-assisted telephone interview.

²CAPI=Computer-assisted personal interview.

NOTE: A chi square statistic was not calculated for variables in which there were small (n<6) cell sizes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Table 19. B&B:93/03 interview item nonresponse for items in the finance section with more than 10 percent “don’t know” or “refused,” by mode

| Variable name | Label | Number asked | | Percent don’t know | | Percent refused | | Total percent indeterminate | |
|----------------------------|---|--------------|--|--------------------|---------------|-----------------|---------------|-----------------------------|---------------|
| | | Web | CATI ¹ / CAPI ² | Web | CATI/ CAPI | Web | CATI/ CAPI | Web | CATI/ CAPI |
| Assets | | | | | | | | | |
| B3ALINS | Value of life insurance | 226 | 427 | 20.8 | 24.6 | 35.8 | 13.8 | 56.6 | 38.4 |
| B3ARETIR | Value of retirement funds | 226 | 427 | 10.6 | 19.0 | 35.8 | 19.0 | 46.4 | 38.0 |
| B3AINVST | Value of investments | 226 | 427 | 11.5 | 12.6 | 36.3 | 19.9 | 47.8 | 32.5 |
| B3ACOLL | Value of collectibles | 226 | 427 | 14.6 | 9.6 | 35.8 | 15.5 | 50.4 | 25.1 |
| B3AAUTO | Value of automobiles | 226 | 427 | 7.5 | 6.8 | 32.7 | 13.1 | 40.2 | 19.9 |
| B3ACASH | Amount of cash on hand | 226 | 427 | 3.1 | 5.9 | 37.2 | 20.6 | 40.3 | 26.5 |
| B3AHOME | Value of home | 226 | 427 | 4.0 | 5.2 | 33.6 | 11.5 | 37.6 | 16.7 |
| Debts | | | | | | | | | |
| B3DHOME | Amount of home mortgage | 226 | 427 | 5.8 | 5.9 | 28.3 | 13.3 | 34.1 | 19.2 |
| B3DAUTO | Amount owed on automobiles | 226 | 427 | 5.3 | 4.7 | 25.2 | 10.1 | 30.5 | 14.8 |
| B3DOTLOA | Amount owed on other types of loans | 226 | 427 | 8.0 | 1.6 | 25.2 | 9.8 | 33.2 | 11.4 |
| B3DCREDIT | Amount of credit card balance | 226 | 427 | 4.0 | 2.6 | 24.3 | 10.8 | 28.3 | 13.4 |
| Other finance items | | | | | | | | | |
| B3OINC02 | Total household income from all sources | 226 | 427 | 7.1 | 3.7 | 19.5 | 11.9 | 26.6 | 15.6 |
| B3INS02 | Spouse/partner income from work in 2001 | 172 | 306 | 4.1 | 2.6 | 17.4 | 10.5 | 21.5 | 13.1 |
| B3INC02 | Income from work in 2001 | 226 | 427 | 3.1 | 3.7 | 14.6 | 11.9 | 17.7 | 15.6 |
| B3SRPAMT | Spouse’s/partner’s monthly student loan payment | 25 | 51 | 32.0 | 11.8 | 12.0 | 2.0 | 44.0 | 13.8 |
| B3SEDLN | Amount spouse/partner borrowed in loans for education | 172 | 306 | 26.7 | 11.1 | 5.2 | 2.9 | 31.9 | 14.0 |
| B3SRPST | Spouse/partner currently repaying student loans | 73 | 93 | 6.8 | 5.4 | 12.3 | 3.2 | 19.2 | 8.6 |
| B3UGLN | Total amount undergraduate loan | 192 | 363 | 12.5 | 4.7 | 6.3 | 2.8 | 18.8 | 7.5 |

¹CATI=Computer-assisted telephone interview.

²CAPI=Computer-assisted personal interview.

NOTE: A chi square statistic was not calculated for variables in which there were small (N<6) cell sizes. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03)

d. Comparable rates of CATI/CAPI indeterminacy

Overall indeterminacies in the B&B field test interview were somewhat higher when compared to similar studies with similar populations. To understand this difference, web respondents were excluded from an item-level comparison with CATI/CAPI respondents to other studies (NPSAS:1996, B&B:93/97, and the 1996/01 Beginning Postsecondary Students Longitudinal Study [BPS:96/01]). With one exception, no statistically significant difference was detected in item-level rates of indeterminacy (see table 20). The fact that the interview was offered on the web for the first time may be the primary reason for higher than normal indeterminate rates in the B&B interview and specifically in the finance section.

Table 20. Comparison of indeterminate rates across studies: 2003

| Variable label | B&B:93/03 percent indeterminate | Other study percent indeterminate |
|---|---------------------------------|-----------------------------------|
| Amount of cash on hand | 26.5 | 21.0 ¹ |
| Amount of home mortgage | 19.2 | 17.0 ¹ |
| Value of home | 16.6 | 20.9 ¹ |
| Spouse/partner income from work | 13.1 | 16.7 ² |
| Income from work | 11.2 | 11.3 ² |
| Amount spouse/partner borrowed in loans for education | 14.1 | 24.8 ² |
| Spouse's/partner's monthly student loan payment | 13.7 | 11.8 ³ |

¹ Source: U.S. Department of Education, National Center for Education Statistics, 1996 National Postsecondary Student Aid Study: (NPSAS:96).

² Source: U.S. Department of Education, National Center for Education Statistics, 1996/01 Beginning Postsecondary Students Longitudinal Study (BPS:96/01).

³ Source: U.S. Department of Education, National Center for Education Statistics, 1993/97 Baccalaureate and Beyond Longitudinal Study (B&B:93/97).

NOTE: Web respondents have been excluded because prior studies did not offer a web, self-administered option.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

2. Break-offs

Of the 673 interviews conducted during the B&B field test, only 20 interviews were not completed through the end of the last section, that is, were partial interviews. To be considered a partial interview, the respondent had to answer questions at least through the end of the education section, the first section in the interview. Among the 20 partial interviews, most of the break-offs occurred either in the second section on employment (nine cases) or the third, teacher section (seven cases). Of the seven cases that ended in the teacher section, four broke off at the gate question that determines whether a respondent qualifies to answer questions in the teaching section. Otherwise, no specific pattern of interview break-offs occurred.

3. Reliability of Responses

During instrument development for the B&B:93/03 field test study, a short reinterview was developed to assess the short-term temporal stability of key interview items. The reinterview was designed to target items that were newly designed for the B&B:93/03 interview. It also provided an opportunity to test for differences across mode of administration—i.e., to determine if the temporal stability of responses was the same for those who completed the interview via

CATI and those who completed the interview themselves over the web. Respondents were reinterviewed in the same mode as the original interview was completed.

A randomly selected subsample of 215 interview respondents (111 CATI and 104 self-administered via the web) was asked to participate in the reinterview process. From this group, 175 reinterviews were completed, for an overall reinterview response rate of 81.4 percent. Reinterview response rates for CATI and web respondents were 82.0 and 81.0, respectively. The reliability statistics presented in this section are based on these 175 respondents. Sample member recontacting took place at least 3 weeks after the initial interview.

Preloaded information and gate questions from the initial interview were preloaded for the reinterview, to ensure that questions were asked in the same way and with the same wording across the two interviews. Responses in the initial interview and the reinterview were then compared using two measures of temporal stability for all paired responses. The first, *percent agreement*, determined the percentage of reinterview responses that exactly matched the original responses from the main interview. The second measure evaluated temporal stability using either Kendall's tau-*b* (τ_b) or Cramer's V. Kendall's tau-*b*, which takes into account tied rankings (Agresti 1984; Kendall 1945), was used for questions that were answered using ordered categories (e.g., very important, somewhat important, and not important). Cramer's V was used for items with discrete, unordered response categories (e.g., yes/no responses). Lack of agreement or a low relational statistic value (typically below 0.60) for responses collected at two time points reflects instability over time due to measurement error.

While analyses were based on the 175 respondents who completed reinterviews, effective sample sizes are presented for each item because analyses were further restricted to cases with determinate responses to the relevant items in both interviews. Because not all items were applicable to all respondents (e.g., only respondents who attended graduate school were asked the items about the importance of their graduate education), variation exists in the number of cases on which the reliability indices were based.

a. Education-related items

The first set of reinterview items was selected from the education section of the main interview. The first question asked respondents to identify the highest level of education that they expect to attain in their lifetime. The second involved a set of items asking how important—very, somewhat, or not important—each aspect of their undergraduate education is 10 years later. The results of the reinterview analysis for these two items are presented in table 21. The third and final set of education items asked respondents to rate the importance of an undergraduate education to specific aspects of their life now. The results of the reinterview analysis for this item are presented in table 22.

The first question about highest expected level of education had good response stability: percent agreement was almost 80 percent, and the relational statistic was high at 0.83. Further examination of main interview and reinterview responses to this question revealed that the response categories of postbaccalaureate certificate and post-master's certificate were primarily the source of the temporal instability at reinterview. Since these are relatively new degree offerings, respondents may be unclear of the differences. In the full-scale interview, the help text will be revised to further clarify all degree types.

Table 21. B&B:93/03 reliability indices for education items: Highest level of education expected and importance of undergraduate education 10 years later

| Item series | Number of cases ¹ | Percent agreement ² | Relational statistic ³ |
|--|------------------------------|--------------------------------|-----------------------------------|
| Highest level of education expected | 152 | 79.6 | 0.83 |
| How important is each of the following aspects of your undergraduate education to your life now, 10 years later? | | | |
| Undergraduate major(s) | 172 | 77.3 | 0.67 |
| Liberal arts courses taken | 172 | 60.5 | 0.50 |
| Professional courses taken | 164 | 62.8 | 0.40 |
| Quality of instruction | 174 | 69.5 | 0.44 |
| Relationship with faculty | 171 | 56.7 | 0.52 |
| Internship and other work | 141 | 66.7 | 0.61 |
| Support services | 161 | 61.5 | 0.52 |
| Social contacts | 170 | 64.1 | 0.55 |
| Extracurricular activities | 163 | 69.3 | 0.60 |

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.

²Percent agreement is based on an exact match for nominal and ordinal measures. For continuous variables, values had to be within one standard deviation.

³Relational statistic used was Kendall's Tau, τ_b .

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

The series of items asking about the degree of importance of various undergraduate experiences is new to the B&B study, and it had generally low indicators of reliability. Percent agreement for these items ranged from about 57 to 77 percent, with relational statistics ranging from 0.40 to 0.67. Only the item asking the importance of the undergraduate major was reasonably stable over time (77 percent agreement and a relational statistic of 0.67).

A cross tabulation of the main and reinterview responses shows that most ratings concentrated among the “very” and “somewhat important” categories, while most of the temporal instability was among those who initially rated an item as “not important.” This response instability among cases reporting “not important” decreases the relational statistic, because it results in an unbalanced distribution.

For a few of the items—specifically, relationship with faculty and social contacts—initial ratings were relatively evenly distributed among the categories of “very,” “somewhat,” and “not important.” However, percent agreement for both items was low—56.7 and 64.1 percent, respectively.

Table 22. B&B:93/03 reliability indices for education item: Importance of undergraduate education as preparation for life 10 years later

| Item series | Number of cases ¹ | Percent agreement ² | Relational statistic ³ |
|---|------------------------------|--------------------------------|-----------------------------------|
| How important was your undergraduate education in preparing you for each of the following aspects of your life now, 10 years later? | | | |
| Work and career | 174 | 70.7 | 0.47 |
| Further education | 168 | 69.6 | 0.51 |
| Raising a family | 148 | 54.7 | 0.43 |
| Becoming established in a community | 167 | 62.9 | 0.52 |
| Financial security | 171 | 61.4 | 0.42 |
| Taking on new challenges | 172 | 69.2 | 0.48 |
| Making informed choices | 173 | 67.1 | 0.48 |

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.

²Percentage agreement is based on an exact match for nominal and ordinal measures. For continuous variables, values had to be within one standard deviation.

³Relational statistic used was Kendall's Tau, τ_b .

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

The next question set asked respondents to rate the importance of their undergraduate education to various aspects of their life now. Results are presented in table 22. Overall, the two reliability indicators for this set of items suggest poor temporal stability in the responses. Percent agreement ranges from 55 to 71, with the relational statistic ranging from 0.42 to 0.52.

As with the first rating question set discussed above, the response pattern showed a concentration of “very important” and “somewhat important” ratings, with most of the disagreement between interview and reinterview occurring among the cases who initially gave ratings of “not important.” Cases of nonagreement between the initial interview and reinterview tended to rate the importance of their undergraduate education higher in the reinterview—those who initially gave ratings of “somewhat” and “not important” tended to upgrade their response to “very” or “somewhat important” by the reinterview. For example, 62 percent of respondents initially rated their undergraduate education as “very important” in preparing them for work and career, 36 percent rated it as “somewhat important,” and only 3 percent rated it as “not important.” On reinterview, only 40 percent of those who initially gave a rating of “not important” gave the same response, while 81 percent of those who initially rated it as “very important” gave the same response.

In addition to comparing temporal stability within mode of interview completion, percent agreement and relational statistic values were compared across modes to determine if the same items yield equivalent levels of stability. Very few differences were identified among the education items. Importance of liberal arts courses taken showed percent agreement that was higher among the self-administered web interviews (73.5 percent) than among CATI interviews (48.3 percent; $\chi^2=11.39, p<0.001$). The difference in the values of the web and CATI relational statistic (0.62 and 0.41) was also statistically significant ($t=-2.02, p<0.05$).

When compared across modes, the item rating the importance of the undergraduate education to taking on new challenges showed no statistically significant difference in the percent agreement for web and CATI respondents (75.6 and 63.3 percent, respectively; $p=0.08$).

However, the relational statistic comparing the two modes was statistically significant (0.38; $t = -2.02$, $p < 0.05$). Consequently, while the overall rate of nonagreement between the two modes was the same, the distribution of responses from initial to reinterview was different. Among the respondents who originally rated their undergraduate education as “very important” in preparing them to take on new challenges, 83 percent of web respondents gave the same rating during the reinterview, while 58 percent of CATI respondents did so. No other statistically significant differences in percent agreement or the relational statistic were observed for this set of items.

b. Employment-related items

Table 23 presents the results of reliability analyses for employment questions about the job held in February. Overall reliability for these items was quite good, with percent agreement ranging from 79 to 89 percent and the relational statistics ranging from 0.68 to 0.83. Results for the item asking the number of times out of work for at least 3 months, while not the most reliable in the series, were quite strong (84 percent agreement and a relational statistic of 0.79), considering that respondents were asked to recount their employment history back to 1996.

The item with the lowest indicators of reliability—the level of flexibility in the job held in February—had different results when administered as a web and CATI interview. Agreement for web reinterviews (72 percent) was lower than for CATI interviews (86 percent; $\chi^2 = 3.98$, $p = 0.46$), while the relational statistic was not statistically significantly different across modes (0.66 for web and 0.86 for CATI; $t = 1.67$).

Table 23. B&B:93/03 reliability indices for employment items: Description of employer, flexibility of job, hours spent at work, and time out of work

| Item series | Number of cases ¹ | Percent agreement ² | Relational statistic ³ |
|--|------------------------------|--------------------------------|-----------------------------------|
| Employment | | | |
| Description of February employer | 144 | 82.6 | 0.83 ⁴ |
| Flexibility of February job | 131 | 78.6 | 0.77 |
| Greatest number of hours spent in the office | 148 | 88.5 | 0.68 |
| Times out of work 3 months or more | 172 | 83.7 | 0.79 |

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.

²Percentage agreement is based on an exact match for nominal and ordinal measures. For continuous variables, values had to be within one standard deviation.

³Unless otherwise noted, the relational statistic used was Kendall’s Tau, τ_b .

⁴Relational statistic used was Cramer’s V.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Web responses to the item that asks where the respondent spends the greatest number of hours while working (in the office, at a job site or other location, telecommuting, or other) showed higher reliability in terms of the relational statistic (0.79) than did CATI responses (0.53; $t = -2.32$, $p < 0.05$), but the rate of agreement within web and CATI did not differ statistically. For both modes of administration, the majority of cases responded that they spent the greatest number of hours in the office (98 percent for web and 95 percent for CATI). Among those who initially reported working at a job site or other location, 29 percent of web interviews gave the same response during the reinterview, compared with 71 percent among CATI interviews.

In another question series new to the B&B study, respondents were asked about the importance of various types of education and training to their current job. Measures of reliability are shown in table 24, and the results are mixed. For instance, experience on the job has the highest percent agreement of all items examined (91 percent), yet the relational statistic for this item is low (0.33) because so few cases reported that it was not important. Ninety-four percent of all cases said that experience on the job was very important to their current job, and 94 percent of those cases provided the same response during the reinterview. Only 6 percent of those who participated in the reinterview initially reported that experience on the job was somewhat important, and of those, 44 percent maintained the same response, while 56 percent changed their answer to very important during the reinterview.

In contrast, any other education (excluding undergraduate and graduate education) and experience from other jobs had relatively low indicators of temporal stability, perhaps because these categories are very broad and lack sufficient boundaries. For use in future studies, these items would be improved if they refer to a specific educational program and a specific job.

Table 24. B&B:93/03 reliability indices for employment items: Importance of prior education and experience to current job

| Item series | Number of cases ¹ | Percent agreement ² | Relational statistic ³ |
|--|------------------------------|--------------------------------|-----------------------------------|
| How important are each of the following to your current job? | | | |
| Undergraduate education | 144 | 77.8 | 0.66 |
| Any other education | 123 | 62.6 | 0.43 |
| Formal on-the-job training | 133 | 69.2 | 0.41 |
| Experience on the job | 145 | 91.0 | 0.33 ⁴ |
| Experience from other jobs | 132 | 67.4 | 0.56 |

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.

²Percentage agreement is based on an exact match for nominal and ordinal measures. For continuous variables, values had to be within one standard deviation.

³Relational statistic used was Kendall's Tau, τ_b .

⁴The relational statistic is deceptively deflated due to insufficient variation across valid response categories. As a result, minor changes on the distribution of responses between the original and reinterview significantly lower the correlation coefficient.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

c. Finance items

Results of reliability analyses concerning finance items are presented in table 25. Respondents were asked the number of dependents that they claimed when they filed their 2001 taxes. Overall percent agreement was fairly low at 69 percent, with a moderate relational statistic, 0.79. Examination of the data from the initial interview and reinterview revealed that agreement was highest among cases who initially reported claiming no dependents or only one dependent (80 and 81 percent, respectively). While claiming two dependents was the most common response during the initial interview, percent agreement was only 66 percent for this group. Help text should be written to clearly define the term dependent as it is used for tax purposes.

Another new item to the B&B study, asking whether or not the respondent provides non-financial assistance for any individuals, was designed to elaborate the additional care giving

responsibilities of the cohort. Percent agreement between interview and reinterview for this item was quite high at 88 percent. However, the relational statistic was low at 0.33. Ninety percent of respondents initially reported that they did not provide nonfinancial assistance, and of those, there was 93 percent agreement between the interview and reinterview. However, among the remaining 10 percent who initially reported that they did provide nonfinancial assistance, only 41 percent gave the same response during the reinterview. Furthermore, the relational statistic for CATI responses (0.45) was higher than it was for web respondents (0.23; $t=2.14, p<0.05$). This suggests that interviewers clarified the intent of this question for respondents. Revised question wording and help text should alleviate the mode difference in the full-scale study.

Table 25. B&B:93/03 reliability indices for finance items: Number of dependents and provision of nonfinancial assistance

| Item series | Number of cases ¹ | Percent agreement ² | Relational statistic ³ |
|---|------------------------------|--------------------------------|-----------------------------------|
| Number dependents claimed on 2001 taxes | 99 | 68.7 | 0.79 |
| Provide nonfinancial assistance | 175 | 88.0 | 0.33 ^{4,5} |

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.

²Percentage agreement is based on an exact match for nominal and ordinal measures. For continuous variables, values had to be within one standard deviation.

³Unless otherwise noted, relational statistic used was Kendall's Tau, τ_b .

⁴Relational statistic used was Cramer's V.

⁵The relational statistic is deceptively deflated due to insufficient variation across valid response categories. As a result, minor changes on the distribution of responses between the original and reinterview significantly lower the correlation coefficient.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

C. Effectiveness of the Data Collection Design

Effectiveness of the data collection design for the B&B:93/03 field test, the final measure of data quality, was measured with a nonresponse bias analysis and through quality assurance monitoring. Results for both evaluations are presented below, along with a summary of quality circle meetings held throughout data collection.

1. Nonresponse Bias Analysis

To determine whether there were any differences between respondents and nonrespondents in outcomes, a nonresponse bias analysis was conducted. Table 26 shows the results of the comparison between the B&B:93/03 field test respondents and nonrespondents on four characteristics: age, race, gender, and geographic region of last known address. No statistically significant differences were found between the distribution of respondents and nonrespondents on age, gender, or geographic region. Among the race options, a higher percentage of respondents (90 percent) were White than nonrespondents (83 percent, $\chi^2=9.29, p<0.005$). However, no other race category yielded a statistically significant difference between respondents and nonrespondents, perhaps due to the relatively small sample sizes.

Table 26. Comparison of B&B:93/03 respondents and nonrespondents

| | Respondents | | Nonrespondents | |
|----------------------------------|-------------|------------------|----------------|------------------|
| | Sample size | Percent estimate | Sample size | Percent estimate |
| Age | | | | |
| 30 to 32 | 299 | 44.4 | 118 | 46.8 |
| 33 to 35 | 134 | 19.9 | 58 | 23.0 |
| 36 to 38 | 36 | 5.3 | 15 | 6.0 |
| 39 to 41 | 31 | 4.6 | 8 | 3.2 |
| 42 or older | 77 | 11.4 | 20 | 7.9 |
| Missing | 96 | 14.3 | 33 | 13.1 |
| Race | | | | |
| White | 607 | 90.2 | 209 | 82.9 |
| Black or African American | 30 | 4.5 | 19 | 7.5 |
| American Indian or Alaska Native | 1 | 0.2 | 2 | 0.8 |
| Asian or Pacific Islander | 11 | 1.6 | 7 | 2.8 |
| Other | 6 | 0.9 | 1 | 0.4 |
| Missing | 18 | 2.7 | 14 | 5.6 |
| Gender | | | | |
| Male | 252 | 37.4 | 107 | 42.5 |
| Female | 421 | 62.6 | 145 | 57.5 |
| Geographic region | | | | |
| New England | 44 | 6.5 | 13 | 5.2 |
| Mid East | 98 | 14.6 | 47 | 18.7 |
| Great Lakes | 134 | 19.9 | 46 | 18.3 |
| Plains | 55 | 8.2 | 19 | 7.5 |
| Southeast | 194 | 28.8 | 78 | 31.0 |
| Southwest | 9 | 1.3 | 4 | 1.6 |
| Rocky Mountains | 7 | 1.0 | 5 | 2.0 |
| Far West | 42 | 6.2 | 24 | 9.5 |
| Missing | 90 | 13.4 | 16 | 6.4 |

NOTES: There were 673 respondents and 252 nonrespondents. Since these data are from a field test, they are not weighted. Details may not sum to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

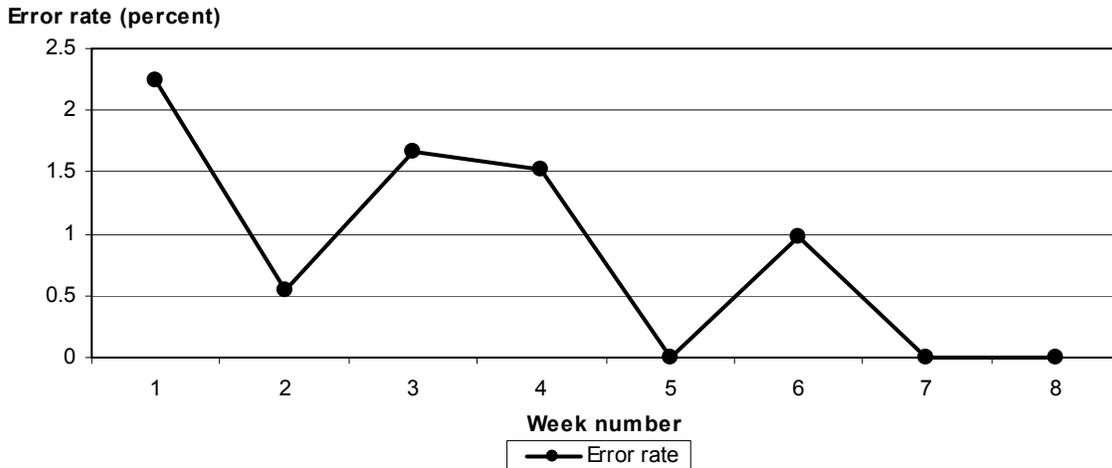
2. Quality Assurance CATI Monitoring

Regular monitoring of telephone interviews (CATI) leads to better interviewing and data quality as well as improvements in data collection costs and the efficiency of the telephone facilities. To ensure that sufficient monitoring occurred for the B&B:93/03 field test, monitoring sessions were conducted during day, evening, and weekend shifts. Monitors listened to and simultaneously viewed the progress of interviews using remote monitoring telephone and computer equipment. Monitors listened to up to 20 questions during an ongoing interview and, for each question, evaluated two aspects of interviewer performance: (1) correct delivery of questions (error in delivery) and (2) accurate keying of the response (error in data entry).

Measures of question delivery and data entry were developed and daily, weekly, and cumulative reports were produced. Monitoring took place during the first 8 weeks of data collection, with a total of 1,063 items monitored. After the fourth week of data collection, monitoring efforts were scaled back due to lighter caseloads. Among the 1,063 items observed,

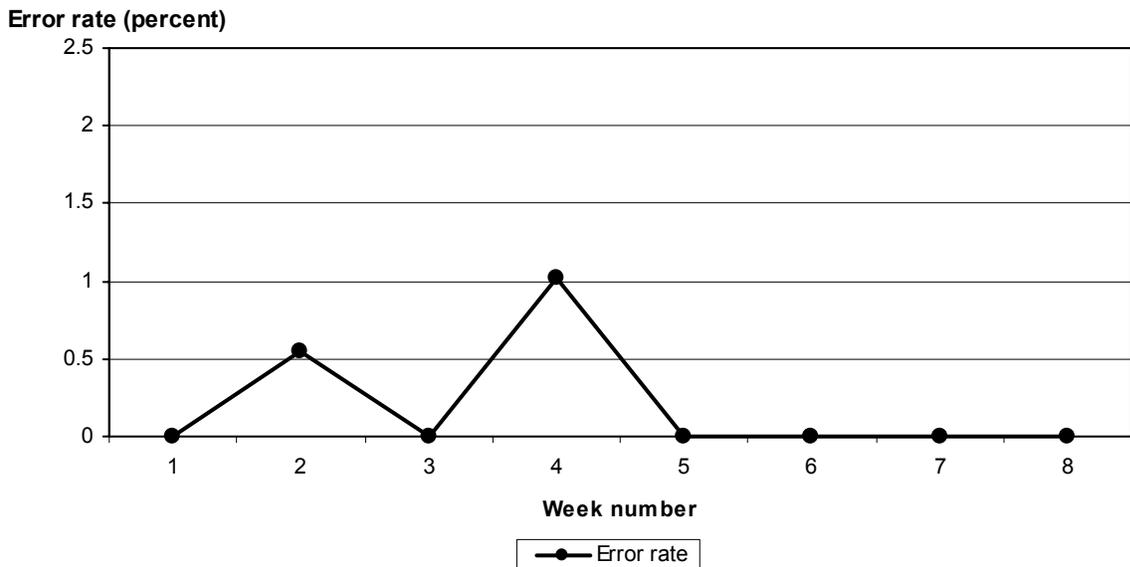
only 13 delivery errors and 3 data entry errors were observed. Error rates in delivery and data entry over the 8 weeks monitoring occurred are shown in figures 4 and 5, respectively.

Figure 4. Monitoring error rates for computer-assisted telephone interview (CATI) question delivery



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

Figure 5. Monitoring error rates for computer-assisted telephone interview (CATI) data entry



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

3. CATI Quality Circle Meetings

Quality circle meetings provided an opportunity for B&B:93/03 interviewers to discuss data collection issues with project staff. Topics addressed during these meetings included Help Desk problems, tracing and locating of respondents, and conducting efficient and effective interviews. Meetings were scheduled weekly during the day and evening shifts to ensure that all telephone interviewers had an opportunity to attend. Summaries of the discussions and decisions addressed during these meetings were compiled and distributed to all interviewers in the form of a newsletter.

Some of the issues covered in quality circle meetings included the following:

- Changes to the instrument: Any modifications made to the instrument once data collection began were reviewed with interviewers.
- Instrument logic: Questions regarding instrument logic were raised and discussed, and an opportunity was provided to identify modifications to the instrument and/or documentation for full-scale data collection.
- Item wording: Recommendations were discussed for clarifying question wording for both the field test and full-scale interviews.
- Help screens: Recommendations were made for modifying help text, including adding definitions, instructions, and question clarifications to assist interviewers in coding.
- Momentary web interruptions: Procedures on how to document and resolve problems with Internet connections were reviewed.
- Coding: Coding strategies were reviewed, as needed.
- Problem sheets: Telephone interviewers used electronic problem sheets to report data collection problems. Problem sheets were reviewed daily. Issues were handled immediately when necessary, then discussed with the entire group during quality circle meetings.

D. Conclusion

The primary goal of this chapter was to evaluate the quality of the data collected by the B&B instrument. Evaluations of the usability of the instrument showed that the B&B interview is easy to navigate and in general very user friendly. Two modifications will be made to the full-scale web instrument based on evaluation of the usability of the instrument. The first modification will be made to the progress bar so that progress is displayed within a section and across all sections simultaneously. The second modification will be made to the occupation coding system. Results showed that it was difficult for users to verify that the correct code had been chosen.

Data quality was also evaluated based on the effectiveness of the instrument as a multimode interview. Indeterminate rates were found to be greater for web, self-administered respondents than for CATI and CAPI, interviewer-administered respondents. The full-scale instrument will be modified to encourage respondents to provide valid responses. The reliability reinterview and the analysis of item-level mode effects uncovered similar problems on questions asking respondents to evaluate aspects of their undergraduate and graduate educations. Unreliable items will be either completely eliminated from the full-scale instrument or modified to eliminate mode effects.

The last major area that was employed to measure data quality was the effectiveness of the data collection design. No major data quality issues were uncovered based on the nonresponse bias analysis and quality assurance CATI monitoring.

Chapter 5

Recommendations for the Full-Scale Study

The purpose of the B&B:93/03 field test was to test procedures and inform planning for the full-scale study. Essential aspects of the field test survey design and instrumentation, including the design and implementation of a single web-based instrument for self, telephone, and in-person interviewing, were conducted successfully. Chapters 3 and 4 of this report documented those field test outcomes and evaluation results that warranted procedural and/or substantive modifications to the full-scale study design. Recommended changes to the sampling design, tracing and data collection plans, and instrument are summarized below.

A. Sampling Design

For the full-scale study, the sample will consist of all B&B:93/97 respondents, plus approximately one-third of nonrespondents. To select the nonrespondent subsample, all B&B:93/97 nonrespondents will be stratified by advance (batch) tracing outcome and response status for the base year (NPSAS:93) and first follow-up (B&B:93/94) interviews. Those B&B:93/97 nonrespondents most likely to be located and interviewed will be oversampled.

Response rates obtained in the B&B field test will provide useful information for determining the nonrespondent sample allocation for the full-scale study. Table 27 provides the B&B:93/03 field test sample sizes and response rates by advance tracing outcome for all sample members, and separately for B&B:93/97 respondents and nonrespondents. These rates, along with advance tracing outcomes for the full-scale sample and a review of response rates from comparable studies, will be used to identify several possible sample allocations and associated design effects in order to determine the optimal sample allocation for full-scale data collection.

Table 27. B&B:93/03 field test sample sizes and response rates, by B&B:93/97 field test advance tracing outcome and response status

| Tracing outcome and prior response status | B&B:93/03 field test sample size | B&B:93/03 field test respondents | Response rate (percent) |
|--|----------------------------------|----------------------------------|-------------------------|
| Total | 925 | 673 | 72.8 |
| Located during advance tracing | 879 | 647 | 73.6 |
| Not located during advance tracing | 46 | 26 | 56.5 |
| B&B:93/97 field test respondents | 850 | 637 | 74.9 |
| Located during advance tracing | 808 | 612 | 75.7 |
| Not located during advance tracing | 42 | 25 | 59.5 |
| B&B:93/97 field test nonrespondents | 75 | 36 | 48.0 |
| Located during advance tracing | 71 | 35 | 49.3 |
| Not located during advance tracing | 4 | 1 | 25.0 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

B. Tracing and Locating

Overall, the tracing and locating systems customized for the B&B:93/03 field test worked well, efficiently handling the extensive locating information available for each sample member. Since the web self-administered option resulted in a higher response rate than initially expected, it will be important that the full-scale data collection mailings reach the sample member, thus maximizing the potential for self-administered interviewing. The initial address update mailing will be addressed to both the sample member and the parents of the sample member to increase the likelihood that sample members will receive it quickly. Given the longer data collection period for the full-scale study, there will be additional time available to process all address updates from the early mailings, including the lead letter mailing.

C. Interviewer Training

Telephone data collection staff gave favorable reviews about project training. Among the strengths noted were the enthusiasm of the project training team, an increased emphasis on how to answer respondent questions, availability of “cheat sheets” for using the coding systems, and a training schedule that allowed time for more individual practice. Some aspects of training will be modified for the full-scale study in response to interviewers’ suggestions for improving the training process. These include developing training examples from actual field test data when preparing the full-scale training materials and simplifying the question look-up utility.

D. Help Desk

According to Help Desk staff, sample members particularly liked the freedom and convenience offered by the self-administered web interview. Security of the data was mentioned as a concern by only a small number of sample members. Help Desk staff felt adequately prepared to handle most of the technical problems encountered by respondents and reported that the system used to document the calls worked well.

Help Desk staff offered several recommendations for improving operations for the full-scale study, most of which concerned the mechanics of the new Help Desk application. These

issues will be addressed in preparation for the full-scale study. One additional problem was that, since the calls to the Help Desk were infrequent, staff tended to forget the details of handling various types of problems presented during training. While a higher number of calls during full-scale data collection is anticipated, project staff will incorporate a review of potential Help Desk problems during regular quality circle meetings.

E. Early Response Incentive

The early response incentive experiment described in chapter 3 compared response rates for two groups—those who received an offer of a \$20 cash incentive for completing the web self-administered interview within 10 days of the start of data collection and those who did not receive the incentive offer. Although the number of observations was small, the results suggested that the incentive offer did have a positive effect on early response. More sample members who received the incentive responded within the 10-day response period compared to those who did not receive the offer. Because a high rate of web response decreases the need for tracing and more expensive telephone and field interviewing, overall data collection costs can be reduced. Therefore, the early response incentive will be offered to all sample members who respond by web within the first 3 weeks of the start of data collection.

F. Field Interviewing

Overall, field interviewers reported receiving good tracing information for field locating. Field interviewers found that a number of “bad” telephone numbers provided by the Telephone and Internet Operations (TIO) unit were incorrect only because the area codes were wrong. Tracing staff will be asked to include a step to check area codes during tracing activities for the full-scale study.

G. Web Screen Design

Very few modifications will be made to the interview screen design. The header art will change slightly to be consistent with the newly designed home page for the study web site. Additionally, the progress bar will be the only respondent motivator in the full-scale study, since results of the field test experiment comparing the effectiveness of a progress bar to motivational statements between sections were inconclusive. The bar itself will be modified from the field test, however. Rather than displaying progress solely within the current section, the bar will show progress within each section and across the five sections of the interview simultaneously.

H. Instrumentation

Revisions will be made to the field test interview based on examination of the field test results presented in chapters 3 and 4 and discussions with the technical review panel (TRP; a list of TRP members and their affiliation is provided in appendix D). The most salient modifications to the instrument are described below, and modifications to the data elements are shown in table 28. The set of data elements used for the field test instrument is included in appendix E.

Given the differences in interview times across modes, the goal will be to develop a full-scale telephone interview that averages 25 minutes in length. Average length of the Web interview will vary depending on connection speed, and sample members with slower connection

speeds will be encouraged to call the telephone unit to complete a telephone interview, rather than attempting the web interview.

During the field test, an unusually high rate of indeterminate responses—both “don’t know” and refusal responses—was observed in the interview section on finances. Compared to telephone and field interview rates, self-administered indeterminate rates for the finance questions were markedly higher. The availability of explicit “don’t know” and “decline to answer” options on each self-administered interview screen may increase the likelihood that respondents use them.

For the full-scale interview, the explicit indeterminate options will be removed from each interview screen. An effort will be made to convert indeterminate responses only for critical items in the full-scale interview. That is, should a respondent click the continue button without providing a response, he/she will be provided with a brief explanation of the importance of the data requested and offered the question again. For income and other financial questions identified as critical, categorical response options rather than explicit response requirements will be provided.

To improve the responses obtained in the major and occupation coding systems, on-screen descriptions comparable to those available for the industry coder will be provided to better define the response categories provided. Help text and other on-screen text will also be reviewed and improved as necessary to provide additional support to respondents and interviewers. During full-scale data collection, a random sample of 10 percent of coding responses will be reviewed regularly so that any remaining problems can be addressed with interviewers early in data collection.

To ensure that responses are not influenced by the order in which the items are presented, opinion questions with multiple items will use a randomly generated order of presentation. In addition, as noted in table 28, those field test items that require a rating of “very,” “somewhat,” or “not important” will be redesigned to require that respondents select only those aspects considered “very important.” Such a change is expected to save time in the interview, since the questions will no longer require an explicit response for each item.

Table 28. B&B:93/03 field test data elements recommended for modification for the full-scale instrument

| Data element | Field test outcome | Modification |
|---|--|--|
| Other postbaccalaureate education | | |
| Since 1997, whether enrolled in any vocational or technical diploma or bachelor’s degree programs | Previous level of detail for undergraduate degree program required too much recall and yielded only a small number of cases who had pursued an additional undergraduate degree program. Previous level of detail for more than one license/certification also required too much recall and did not apply to a sufficient number of cases to be analyzable. | For each undergraduate degree program, will ask only degree attempted and completed. For license/certification, will ask whether any new license/certification was earned since the last interview and, if yes, whether it was a renewal or upgrade of an existing license/certification. If not, will ask all items for “most recent” occurrence, and what was attempted and completed for all. |
| Month and year of first/last enrollment in the program | Recalling months was burdensome and information about the length of time taken to complete the program (or completed so far) can be asked directly with more certainty rather than calculated from potentially unreliable dates. | For the most recent license/certification, will ask whether currently enrolled, and collect amount of time spent working on the license/certification, rather than start and end dates. |
| Whether completed diploma or degree program | | For license/certification, collect whether completed or date expected. |
| What aspect(s) of undergraduate education stands out as influential or important (instruction received, major, extracurricular activities, etc.) | Some items were shown to have poor temporal stability. | Items with poor temporal stability have been deleted. Will collect those aspects of the undergraduate education which stand out as <i>very important</i> to their lives now; aspects of undergraduate education include major, liberal arts courses, professional courses, quality of instruction, internship, and other work while enrolled. |
| How would respondent evaluate undergraduate education with respect to relationship to work, preparation for life, price, social contacts, health, financial security, overall happiness | Some items were shown to have poor temporal stability. | Items with poor temporal stability have been deleted. Response format will focus on rating of “very important.” Will ask respondents to rate the undergraduate education with respect to work and career, further education, and financial security, and evaluate whether the undergraduate education was worth the cost, time, and effort required. |

Continued

Table 28. B&B:93/03 field test data elements recommended for modification for the full-scale instrument—Continued

| Data element | Field test outcome | Modification |
|--|---|---|
| Other postbaccalaureate education (continued) | | |
| (If completed a graduate degree) What aspect(s) of graduate education stands out as influential or important (instruction received, major, extracurricular activities, etc.) | Some items were shown to have poor temporal stability. | Items with poor temporal stability have been deleted. Response format will focus on rating of “very important.” Will ask respondents to rate which aspects of the graduate education are “very important” to their lives now. Aspects of the graduate education include field of study, quality of instruction, internship and other work while enrolled. |
| (If completed a graduate degree) How would respondent evaluate graduate education with respect to relationship to work, preparation for life, price, social contacts, health, financial security, overall happiness | | Unreliable items have been deleted. Response format will focus on rating of “very important.” Will ask respondents to rate the graduate education with respect to relationship to work, career, and financial security; and evaluate whether the graduate education was worth the cost, time, and effort required. |
| Employment | | |
| Since 1997, whether ever not employed (unemployed or out of the labor force) for a period of at least 3 months | Unemployment questions collected by spells were time-consuming. Dates were difficult to recall. | Respondent will be asked for summary information about the number of spells of unemployment and out of the labor force. Total amount of time, length of longest spell, and reasons for being out of the labor force will be assessed. |
| If unemployed, whether received unemployment compensation | | Will ask for summary measure rather than spell-specific measure. |
| Status as of April 2003 | | Timing of data collection requires reference date to be February rather than April. |
| Job-related information for April 2003 or most recent job (if more than one job, information for primary employer) | The fixed reference month produced recall problems and confusion about the targeted job. | Job-related information will be asked only for the current or most recent job. |
| How important were undergraduate education, graduate education, on the job experience, other education experience, and other work experience for that job | | The item about work experience on the current job has been deleted. Response format will focus on rating of “very important.” |
| Information about those not employed in April 2003 | | The reference month will be changed to February 2003. |

Continued

Table 28. B&B:93/03 field test data elements recommended for modification for the full-scale instrument—Continued

| Data element | Field test outcome | Modification |
|--|---|---|
| Teachers | | |
| Whether working toward/completed national teacher certification (NBPTS) | | This is a new form of certification that many states are encouraging through financial incentives. Item will be added. |
| Whether undergone professional development in the use of technology in the classroom | | Related to policy initiatives regarding the use of technology. Item will be added. |
| Number of students for whom responsible in most recent semester of the job | | Item will be added to assess workload. |
| Whether taught special student populations (e.g., AP/honors, limited English proficient) | | Item will be added to assess workload. |
| Factors that make you want to stay in teaching | | Specific reasons provided will be edited to ensure comparability with other data sources and current policy initiatives. Open-ended option will be removed. |
| Factors that make you want to leave teaching | | Specific reasons provided will be edited to ensure comparability with other data sources and current policy initiatives. Open-ended option will be removed. |
| Finances and debt | | |
| Other nonwage income of respondent or spouse/partner | | Total household income from all sources will be asked directly rather than calculated from other reported amounts. |
| If education loans completely repaid, when finished | The month of repayment was difficult to recall. | The item will be modified to ask for year only. |
| When payments started | The month of repayment was difficult to recall. | The item will be modified to ask for year only. |
| What year spouse began repayment of education loans | | Will be added to provide comparable information to items about respondent's own loans. |
| What year spouse ended repayment (if no longer in repayment) | | Will be added to provide comparable information to items about respondent's own loans. |
| Living arrangement: own/rent/neither | | Will be added as gate question for mortgage/rent expenses. |
| Net worth | Individual items showed high rate of indeterminate responses. | Rather than asking for dollar values of various assets and debts, will just collect whether they are present. |
| Total number of dependents claimed when filing income taxes | Item is redundant. | Item will be deleted. |
| Number and relationship to respondent of household members | Item is redundant. | Item will be deleted. |

Continued

Table 28. B&B:93/03 field test data elements recommended for modification for the full-scale instrument—Continued

| Data element | Field test outcome | Modification |
|---|--|--|
| Family formation and civic participation | | |
| (If children under 18) Hours per week of nonparental child care | Hours per week were difficult to estimate. | Will ask whether preschool children are enrolled in full-time or part-time child care and whether school-age children are enrolled in before- or after-school care |
| (If school-age children) Whether in public/private/home schooling | | Will be added to provide a picture of cross-generational education patterns. |
| Number of individuals for whom have financial responsibilities (e.g., spouse, children, parents, other family members, or others) | Item is redundant. | Item will be deleted. |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03).

I. Conclusion

The purpose of the B&B:93/03 field test was to test fully all data collection procedures in preparation for the full-scale study. Especially important to the success of full-scale data collection was the successful design and implementation of a multimode, web-based instrument for administration by both sample members and interviewers. As discussed in this report, the B&B:93/03 instrument was effective for self-administration and as a telephone and field interview, and therefore will require only minor modifications of its design for full-scale administration. Question wording will be modified in response to recommendations from the Technical Review Panel. Because the web is still a relatively new data collection technology, the design strategies implemented for the full-scale study will be reevaluated following its completion to further explicate the optimal design for web-based data collection.

The tracing and locating procedures implemented for the field test, as well as the Help Desk support provided to web users, were successful for the field test and will be employed again as designed for the full-scale study. In addition, an incentive will be offered to sample members who complete a self-administered interview on the web within the first 3 weeks of data collection. Since the field test was on an abbreviated schedule, the increased timeframe for the early response incentive should increase web response rates above the 26 percent observed in the field test.

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Appendix A

Data Collection Mailout Materials

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February 27, 2002

Study ID «caseid»

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

Dear<Name>:

Beginning in late March, the National Center for Education Statistics (NCES), part of the U.S. Department of Education, will be conducting the fourth interview of individuals who have been participating in the Baccalaureate and Beyond longitudinal study (B&B) since earning their bachelor's degree in the 1991-92 school year. I would like to ask for your help in completing the effort begun ten years ago by participating in the final B&B interview later this spring. Research Triangle Institute (RTI), based in North Carolina, is authorized to conduct B&B on behalf of the U.S. Department of Education.

To make the interview process as easy as possible, you may complete the interview yourself on the web or by telephone with one of RTI's professionally-trained interviewers. To find out more about this B&B interview and to update your contact information, visit the study's web site at <http://surveys.nces.ed.gov/b&b>. In this mailing, we've enclosed a study leaflet, addressing many of the questions you may have about the B&B study, as well as an address update sheet and business reply envelope if you prefer to update your contact information by mail.

Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the information collected and the privacy of study participants. Our confidentiality procedures and privacy statements are described in detail on the study's web site. If you have any questions about the study, you may contact Dr. Jennifer Wine, the study's director, toll free at 1-877-225-8470 (jennifer@rti.org), or Ms. Kristin Perry, the NCES project officer, at 1-202-502-7428 (kristin.perry@ed.gov). Persons who are hearing- or speech-impaired may call us at 1-877-212-7230 (TDD).

We sincerely appreciate your assistance and thank you in advance for helping us conduct B&B. It is only through your commitment to this important study that we can understand the choices college graduates make in employment and education and help to structure policies that affect their lives. This information will influence important decisions regarding: student loans, grants and scholarships, tuition at public and private colleges and universities, courses and programs geared to employment opportunities, and salaries for graduates.

Sincerely,



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 for this information collection is 1850-0666.

BACCALAUREATE AND BEYOND LONGITUDINAL STUDY
Address Update Information

Study ID <<CASE ID>>

Address and Telephone Information

A. Previously, you provided us with the following address. If not currently correct, **please update** in the space provided. Or, to update your locating information on-line, visit our secure web site at **<http://surveys.nces.ed.gov/b&b>** and refer to ***Study ID#*** **<<CASE ID>>**.

| |
|--|
| <p><<fname>> <<mname>> <<lname>> <<suffix>> <<addr1>> <<addr2>> <<city>>, <<state>> <<zip>><<zip4>> <<sarea1>> <<sphone1>> FT1/<<Addr_ID>></p> |
|--|

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. 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.***



Research Triangle Institute
PO Box 12194
Research Triangle Park, NC 27709
Attn: Julie Bateman
Project # 8156.232

ADDRESS SERVICE REQUESTED



The National Center for Education Statistics (NCES), U.S. Department of Education is getting ready to conduct its fourth interview of the **Class of '92**. For the first time ever, you will have the opportunity to complete this important survey on the B&B web site.

In about a week, you can expect to receive a B&B package in your mailbox. It will contain important information on completing your B&B interview and a magnetic picture holder to thank you for helping make the study a success.

Research Triangle Institute is conducting B&B for NCES. For more information, log onto the B&B web site at <http://surveys.nces.ed.gov/b&b>, or contact the study project director, Dr. Jennifer Wine, toll free at **1-877-225-8470** (TDD: 1-877-212-7230).

April 5, 2002

Study ID «caseid»

«fname» «mname» «lname» «suffix» FT2/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

We are happy to tell you that the web site for the Baccalaureate and Beyond Longitudinal Study is now open. To complete the final interview yourself, you can log onto the B&B web site at <http://surveys.nces.ed.gov/b&b>.

Enclosed with this letter is a magnetic picture frame containing the username, password, and study ID number you will need in order to complete your interview on the web. When you're done, keep the picture frame, with our thanks.

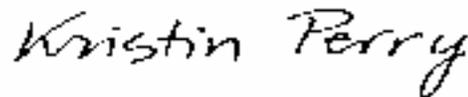
From the B&B web site, you will be able to find out more about the results from previous interviews conducted with B&B study participants and update your contact information for mailing your reimbursement check. Also enclosed with this mailing is a study leaflet providing answers to frequently asked questions about the B&B interview and study, as well as our contact information and procedures to protect the confidentiality of your responses.

It is only through your continued commitment to this important study that we can complete the picture you began 10 years ago as a new bachelor's degree recipient. Thank you for making B&B a success.

Sincerely yours,



Jennifer Wine, Ph.D.
B&B Project Director
Research Triangle Institute



Kristin Perry
Project Officer
National Center for Education Statistics

Tenemos el placer de informarle que el sitio web del estudio Más Allá de los Estudios Universitarios (B&B por sus siglas en inglés) está disponible. Para completar la entrevista final por sí mismo(a), puede entrar al sitio web de B&B en <http://surveys.nces.ed.gov/b&b>.

Adjunto a esta carta encontrará un marco magnético que contiene todo lo que usted necesita para realizar la entrevista por el Internet: su nombre de usuario, contraseña, y número de identificación del estudio. Después de completar la entrevista, conserve el marco como muestra de nuestro agradecimiento.

En el sitio web de B&B, usted puede encontrar información sobre los resultados de las entrevistas del estudio B&B anteriores, y usted puede actualizar su dirección para que podamos enviarle su cheque de reembolso. También adjuntamos un folleto que contiene las respuestas a preguntas comunes sobre el estudio y la entrevista de B&B, así como información sobre cómo comunicarse con nosotros y el procedimiento para proteger la confidencialidad de sus respuestas.

El éxito de B&B sólo será posible gracias a su continuo compromiso para llegar al final del camino que inició hace 10 años al graduarse de la universidad. Le agradecemos su colaboración en este importante estudio.

April 5, 2002

Study ID «caseid»

«fname» «mname» «lname» «suffix» FT2/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

We are happy to tell you that the web site for the Baccalaureate and Beyond Longitudinal Study is now open. To complete the final interview yourself, you can log onto the B&B web site at <http://surveys.nces.ed.gov/b&b>. If you complete your web interview by **Thursday, April 25th**, we'll send you \$20.

Enclosed with this letter is a magnetic picture frame containing the username, password, and study ID number you will need in order to complete your interview on the web. When you're done, keep the picture frame, with our thanks.

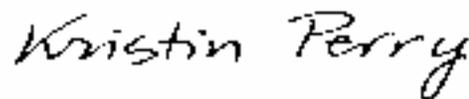
From the B&B web site, you will be able to find out more about the results from previous interviews conducted with B&B study participants and update your contact information for mailing your reimbursement check. Also enclosed with this mailing is a study leaflet providing answers to frequently asked questions about the B&B interview and study, as well as our contact information and procedures to protect the confidentiality of your responses.

It is only through your continued commitment to this important study that we can complete the picture you began 10 years ago as a new bachelor's degree recipient. Thank you for making B&B a success.

Sincerely yours,



Jennifer Wine, Ph.D.
B&B Project Director
Research Triangle Institute



Kristin Perry
Project Officer
National Center for Education Statistics

Tenemos el placer de informarle que el sitio web del estudio Más Allá de los Estudios Universitarios (B&B por sus siglas en inglés) está disponible. Para completar la entrevista final por sí mismo(a), puede entrar al sitio web de B&B en <http://surveys.nces.ed.gov/b&b>. Si usted realiza la entrevista en el sitio web antes de **jueves, el 25 de abril**, le enviaremos **\$20 dólares**.

Adjunto a esta carta encontrará un marco magnético que contiene todo lo que usted necesita para realizar la entrevista por el Internet: su nombre de usuario, contraseña, y número de identificación del estudio. Después de completar la entrevista, conserve el marco como muestra de nuestro agradecimiento.

En el sitio web de B&B, usted puede encontrar información sobre los resultados de las entrevistas del estudio B&B anteriores, y usted puede actualizar su dirección para que podamos enviarle su cheque de reembolso. También adjuntamos un folleto que contiene las respuestas a preguntas comunes sobre el estudio y la entrevista de B&B, así como información sobre cómo comunicarse con nosotros y el procedimiento para proteger la confidencialidad de sus respuestas.

El éxito de B&B sólo será posible gracias a su continuo compromiso para llegar al final del camino que inició hace 10 años al graduarse de la universidad. Le agradecemos su colaboración en este importante estudio.

Study ID: «caseid»

«fname» «mname» «lname» «suffix» FT19/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education and the staff of the Baccalaureate and Beyond (B&B) longitudinal study, I would like to thank you for completing your final B&B interview. Your participation in this study is very important to ensuring its success.

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

Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

Study ID: «caseid»

«fname» «mname» «lname» «suffix» FT33/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education and the staff of the Baccalaureate and Beyond (B&B) longitudinal study, I would like to thank you for completing your final B&B interview. Your participation in this study is very important to ensuring its success.

Enclosed you will find a check to reimburse you for your time completing the interview. I would like to remind you about the quality control interviewing for which you were selected. We will be contacting you in a couple of weeks to conduct a very brief re-interview. This second interview will determine how accurately we entered your responses and whether or not our questions are worded appropriately.

Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

May 16, 2002

Study ID «caseid»

«fname» «mname» «lname» «suffix» FT35/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»
Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the final interview of the Baccalaureate and Beyond Longitudinal Study (B&B). Your opinions and experiences since earning your bachelor's degree will help to represent the thousands of bachelor's degree recipients like you who also lead busy lives. To thank you for completing the interview, **we will send you a check for \$20.**

If you wish to complete the interview yourself over our secure Internet web site, log on to <http://surveys.nces.ed.gov/b&b>. You will need the study ID and password provided below to access the web interview.

Study ID = «caseid»
Password = «password»

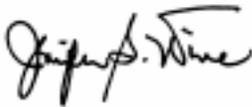
If you prefer, you may call **1-800-334-2321** to complete the interview with one of our professionally-trained, telephone interviewers.

Be assured that all of your answers will be kept confidential and will be protected to the fullest extent allowable under law.

Please do not hesitate to contact me directly by telephone at 1-877-225-8470 (toll-free) or by e-mail at jennifer@rti.org if I can provide any additional information about the study or your interview.

Thank you for your commitment to this important study.

Sincerely,



Jennifer Wine, Ph.D
Project Director

May 16, 2002

Study ID «caseid»

«fname» «mname» «lname» «suffix» FT36/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the final interview of the Baccalaureate and Beyond longitudinal study (B&B). Because the results from this study will help develop policy related to participation in higher education, your experiences and opinions will help decide how our future tax dollars are spent. To thank you for participating this time, **we will send you a check for \$20.**

Please call us at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself over our secure Internet web site, log on to <https://surveys.nces.ed.gov/b&b> . You will need the study ID and password provided below to access the web interview.

Study ID = «caseid»
Password = «password»

Be assured that all of your answers will be kept confidential and will be protected to the fullest extent allowable under law.

Please do not hesitate to contact me directly at 1-877-225-8470 (toll-free) or by e-mail at jennifer@rti.org if I can provide any additional information about the study or your interview.

Thank you for your continued commitment to this important study.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

May 16, 2002

Study ID «caseid»

«fname» «mname» «lname» «suffix» FT37/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the final interview of the Baccalaureate and Beyond Longitudinal Study (B&B). To thank you for participating this time, **we will send you a check for \$20.**

I certainly understand your concerns about the confidentiality of the answers you provide. The B&B study's confidentiality procedures are regularly reviewed by both the federal government and by the RTI Office of Research Protection and Ethics. Be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

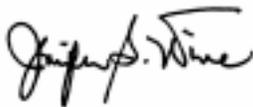
Please call us at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself over our secure Internet web site, log on to <https://surveys.nces.ed.gov/b&b>. You will need the study ID and password provided below to access the web interview.

Study ID = «caseid»
Password = «password»

Please do not hesitate to contact me directly at 1-877-225-8470 (toll-free) or by e-mail at jennifer@rti.org if I can provide any additional information about the study or your interview.

Thank you for your continued commitment to this important study.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

Study ID: «caseid»

«fname» «mname» «lname» «suffix» FT32/«Addr_ID»
«addr1»
«addr2»
«city», «state» «zip»«zip4»

Dear «p_fname» «p_lname»:

On behalf of the U.S. Department of Education and the staff of the Baccalaureate and Beyond (B&B) longitudinal study, I would like to thank you for completing your final B&B interview. Your participation in this study is very important to ensuring its success.

I would like to remind you about the quality control interviewing for which you were selected. We will be contacting you in a couple of weeks to conduct a very brief re-interview. This second interview will determine how accurately we entered your responses and whether or not our questions are worded appropriately.

Please do not hesitate to contact me directly at 1-877-225-8470 if I can provide any additional information or assistance.

Again, thank you for your time and willingness to participate.

Sincerely,



Jennifer Wine, Ph.D.
Project Director

Where can I get more information about B&B?

If you have additional questions or concerns about B&B, please consult the study web site at:

<http://surveys.nces.ed.gov/b&b>

Or contact the RTI Project Director or NCES Project Officer listed below.

RTI Project Director:
Dr. Jennifer Wine
877-225-8470
(toll free)

NCES Project Officer:
Kristin Parry
202-502-7428

You may also contact us by:
E-mail: BBemail@rti.org
TDD: 877-212-7230
(toll free)
Fax: 919-541-7014

To complete the interview on the web, visit the B&B study web site:

<http://surveys.nces.ed.gov/b&b>

To make an appointment to complete the interview by telephone, call:

1-800-334-2321

(toll free)

Visit the NCES web site for additional information about B&B and other research in postsecondary education:

<http://nces.ed.gov>

If you have questions about your rights as a study participant, you can call:

Dr. Wendy Visscher
Research Triangle Institute
866-214-2043
(toll free)



Baccalaureate And Beyond Longitudinal Study – Third Follow-Up

<http://surveys.nces.ed.gov/b&b>

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

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

A lot has happened in the last ten years. Did you know that...

- In 1991, the first World Wide Web server was launched. By 1994, you could order pizza and do your banking on the Internet. By 2001, about 505 million people had Internet access worldwide.
- In 1994, the Hubble telescope proved that black holes exist. In 1997, Comet Hale-Bopp was visible without a telescope. In 1998, Senator John Glenn returned to space at age 77.
- The World Series was cancelled in 1994 when the players went on strike. In 1999, the US women's soccer team won the World Cup. Barry Bonds broke the home run record in 2001.
- Queen Elizabeth II became the first British monarch to address Congress in 1991. In 1994, the Chunnel between England and France opened. In 1999, use of a single European currency, the Euro, was planned.
- The last episode of Cheers aired in 1993, Pokemon first launched in 1996, and CATS, the longest running musical in Broadway history, closed in 2000.
- The oldest human, *Ardipithecus ramidus*, was located in Kenya in 1994. The first human embryo was cloned in 2001.
- There have been six sessions of Congress and two presidents.

What else has happened in the decade beyond your bachelor's degree?

What is B&B?

The Baccalaureate & Beyond Longitudinal Study – Third Follow-up is collecting data on the activities and experiences of 1991-92 bachelor's degree recipients who were first interviewed in 1992 as part of the National Postsecondary Student Aid Study. Study participants were interviewed one year later, in 1993, then again, four years later, in 1996. Now, ten years after earning their bachelor's degree, study participants will be interviewed one last time, in 2002.

Educators, researchers, and policymakers at the local, state, and national levels will combine data from the 2002 interview with data from the prior interviews to produce national statistics. Major areas of interest include changes in employment and career decisions since the last interview, enrollment in graduate and other post-baccalaureate education, family formation, finances, and civic participation.

From past interviews with B&B participants, we learned that:

- ◆ One year after earning the bachelor's degree, 87 percent of graduates were employed. Four years later, 89 percent were employed with 56 percent working in an area closely related to their degree.
- ◆ At the time of graduation, 87 percent of bachelor's degree recipients expected to earn a graduate degree.

About 17 percent of bachelor's degree recipients enrolled in graduate or professional programs within one year of earning their degree. Four years later, 87 percent of those who applied to a graduate or professional school were accepted into at least one program, and 29 percent had enrolled.

- ◆ About 30 percent of students were married before earning the bachelor's degree. Among those who had not married before graduating, 30 percent married during the first four years after college.
- ◆ About 39 percent of bachelor's degree recipients still owed money for undergraduate and graduate student loans after four years.

Who is conducting the study?

B&B is being conducted under contract for the National Center for Education Statistics (NCES), U.S. Department of Education by Research Triangle Institute (RTI), a not-for-profit research organization in North Carolina. B&B is authorized by the National Education Statistics Act of 1994 (PL 103-382).

When will the study be conducted?

This last B&B interview will be conducted in the spring of 2002. The study will involve approximately 12,000 bachelor's degree recipients selected from almost 700 colleges and universities.

How long is the interview?

The interview will last about 20 minutes.

Why should I participate?

Your continued participation will help provide researchers and policymakers with a better understanding of the educational, career, and life choices that bachelor's degree recipients make in the ten years following degree completion. It will also help them clarify the long-term benefits of a postsecondary education for the individual and for society.

Participation in this study is voluntary. However, your participation is also essential to making this study a success.

How can I participate?

The study web site is already open at <http://surveys.nces.ed.gov/b&b>. You will be able to complete the interview yourself on the web beginning in the spring of 2002, or you can wait until one of our interviewers calls.

How can I complete the web-interview?

Once on the study web site, select *Complete the Interview* from the main menu, and follow the directions from there. A user ID and password will be provided to you separately, before the start of data collection. If you need assistance with accessing the interview on

the study web site, please call the B&B Help Desk at 1-800-334-2321.

Will my answers be kept confidential?

All of your answers will be completely confidential and will not be released in any way that could be identified with you, except as required by law.

Specific procedures have been implemented to ensure the confidentiality of study data, including:

- ◆ Maintaining all electronic data in secure and protected data files, and storing all personally identifying information in files separate from the descriptive information.
- ◆ Imposing severe fines and imprisonment on project staff that disclose individual responses.
- ◆ Ensuring that confidentiality procedures are reviewed and approved by the federal government and by the RTI Office of Research Protection and Ethics.

Can I get a copy of the results?

The results are scheduled to be released in the fall of 2004 and will be posted on the NCES web site as soon as they are available. (<http://nces.ed.gov>)

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Appendix B

Agendas for Help Desk, Telephone, and Field Interviewer Training

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**Help Desk Training Agenda
Updated: 03/28/02**

Day 1 – Monday, April 1

- 6:00 p.m. – 6:30 p.m. Welcome and Introduction (30 min)
- Introduction of HD and Project Staff
- Overview of the Study, Patriot’s Act
- Overview of the Training Session
- 6:30 p.m. – 6:45 p.m. Your Role as a Help Desk Operator (15 min)
- 6:45 p.m. – 7:00 p.m. Telephone Routing System (15 min)
- 7:00 p.m. – 8:00 p.m. Help Desk FAQs (60 min)
- Basic FAQs
- Security Issues, Computer Capability Requirements,
Display Settings, Browser Settings
- 8:00 p.m. – 8:15 p.m. Break (15 min)
- 8:15 p.m. – 9:15 p.m. Intro to Help Desk Application (60 min)
- 9:15 p.m. – 9:35 p.m. Help Desk Application Round Robin (25 min)
- 9:35 p.m. – 9:55 p.m. Help Desk FAQ Review (Oral Quiz) (15 min)
- 9:55 p.m. – 10:00 p.m. Wrap Up/Questions (5 min)

Day 2- Tuesday, April 2

- 6:00 p.m. – 6:15 p.m. Confidentiality (15 min)
- Sign/Notarize Confidentiality Agreements
- 6:15 p.m. – 6:50 p.m. Help Desk Application Round Robin – Continued (35 min)
- 6:50 p.m. – 7:20 p.m. Demonstration Mock (30 min)
- Audio-Taped with Dataview Projection of Screens
- 7:20 p.m. – 7:40 p.m. Small Group Discussion of Survey/FAQs (20 min)
- 7:40 p.m. – 8:10 p.m. Q x Q Review (30 min)
- Review Sections and Important Questions
- 8:10 p.m. – 8:25 p.m. Break (15 min)

Day 2- Tuesday, April 2 (Continued)

- 8:25 p.m. – 9:15 p.m. Round Robin Mock #1 (50 min)
- 9:15 p.m. – 9:45 p.m. Open-Ended Coding Practice (30 min)
- 9:50 p.m. – 10:00 p.m. Wrap Up/Questions (15 min)

Day 3 – Wednesday, April 3

- 6:00 p.m. – 6:15 p.m. FAQ Review (Oral Quiz) (15min)
- 6:15 p.m. – 7:00 p.m. Open-Ended Coding Practice (30 min)
- 7:00 p.m. – 7:30 p.m. Front-End Practice (30 min)
- 7:30 p.m. – 8:00 p.m. Written Exercises & Discussion (30 min)
- 8:00 p.m. – 8:15 p.m. Break (15 min)
- 8:15 p.m. – 8:30 p.m. Written Exercises & Discussion (continued) (15 min)
- 8:30 p.m. – 9:00 p.m. Help Desk Application Review (30 min)
- 9:00 p.m. – 10:00 p.m. Certification Interviews (60 min)

Additional Training (happens on their first shift after training):

- Individual Mock Interview (30 min)

- Certification (30 min)

- Oral quiz of most commonly asked questions

QC Meeting: Monday, April 8

- Refusal training (30 min)
- Front-end practice (30 min)
- Written exercises (15 min)

**B&B:93/2003 Field Test
Telephone Interviewer Training Agenda
April 22-24, 2002**

Monday, April 22, 2002 6:00 p.m. – 10:00 p.m.

Welcome and Introduction of Telephone Interviewers 6:00 p.m. – 6:45 p.m.

- Welcome
(Jeff Franklin, Data Collection Task Leader)
- Overview of B&B:93/2003 (PowerPoint presentation)
(Jennifer Wine, Project Director)
- Overview of the Training Session
(Lisa Carley-Baxter, Web/CATI Manager)

B&B Field Test Interviewing 6:45 p.m. – 8:05 p.m.

- Confidentiality
(Lisa Carley-Baxter, Janet Austin)
- Demonstration Interview: Audiotape with Dataview Projection
(Lisa Carley-Baxter)
- Small Group Discussion of Survey/Frequently Asked Questions
(Lisa Carley-Baxter, Jeff Franklin)
- QxQ Review
(Jennifer Wine)

Break 8:05 p.m.-8:20 p.m.

B&B Field Test Interviewing 8:20 p.m. – 10:00 p.m.

- QxQ Review (continued)
(Jennifer Wine)
- Round Robin Mock Interview
(Jeff Franklin)
- Open-Ended Coding Practice
(Talbric Francis, Education Analyst)

Tuesday, April 23, 2002

6:00 p.m. – 10:00 p.m.

B&B Field Testing Interviewing

6:00 p.m. – 8:00 p.m.

- Frequently Asked Questions Review
(Lisa Carley-Baxter)
- Open-Ended Coding Practice
(Talbric Francis)
- Refusal Avoidance
(Lisa Carley-Baxter)

Break 8:00 p.m.-8:15 p.m.

B&B Field Test Interviewing

8:15 p.m. – 10:00 p.m.

- Front-End Practice
(Jeff Franklin)
- Round Robin Mock Interview #2
(Lisa Carley-Baxter)
- Wrap-Up/Questions
(Lisa Carley-Baxter)

Wednesday, April 24, 2002

6:00 p.m. – 10:00 p.m.

B&B Field Test Telephone Interviewing

6:00 p.m. – 7:45 p.m.

- Frequently Asked Questions Review
(Jeff Franklin)
- Avatalk Demonstration
(Polly Armsby)
- Round Robin #2 – Continued
(Lisa Carley-Baxter)
- Written Exercises
(Lisa Carley-Baxter)

Break 7:45 p.m.-8:00 p.m.

B&B Field Test Interviewing

8:00 p.m. – 10:00 p.m.

- Certification Interviews
(Lisa Carley-Baxter, Jeff Franklin, Jayme Curry)
- Frequently Asked Question Certification
(Lisa Carley-Baxter, Jeff Franklin, Jayme Curry)
- OPTIONAL: Individual Mock Interview
(Telephone Interviewers)

**B&B:2003 Field Test
FIELD INTERVIEWER TRAINING AGENDA
May 30 - June 2, 2002
RTI Project Number: 8156.233**

Thursday, May 30, 2002

Millennium Hotel, 7:00 a.m. - 5:00 p.m.

| | | | |
|--|---|-------------------|---------------------------|
| BREAKFAST | | 60 minutes | 7:00 – 8:00 a.m. |
| Topic 1 <i>Jennifer Wine</i> | Welcome and Introduction to B&B:93/2003 - Background and Purpose of B&B:93/2003 - What Data are used for? - B&B Project Overview - What is a Longitudinal Study? - Questions??? | 45 minutes | 8:30 – 9:15 a.m. |
| Topic 2 <i>Jeff Franklin</i> | Overview of the Training Session/FI Responsibilities - Training Agenda and Rules - FI Responsibilities | 15 minutes | 9:15 – 9:30 a.m. |
| Topic 3 <i>Jeff Franklin</i> <i>Janet Austin</i> | Confidentiality and Informed Consent - Review Forms | 30 minutes | 9:30 – 10:00 a.m. |
| BREAK | | 15 minutes | 10:00 – 10:15 a.m. |
| Topic 4 <i>Dana Citrowske</i> | Introduction to the IBM ThinkPad Laptop - Assign Computers/Complete Inventory Sheets - Review Hardware | 45 minutes | 10:15 – 11:00 a.m. |
| Topic 5 <i>Jayme Curry</i> | Demonstration Interview | 30 minutes | 11:00 – 11:30 a.m. |
| Topic 6 <i>Dana Citrowske</i> | B&B Questionnaire (CAPI) - Concept of Active Listening | 15 minutes | 11:30 – 11:45 a.m. |
| REGISTRATION/LUNCH | | 75 minutes | 11:45 – 1:00 p.m. |
| | - Headway Administrative forms - RTI Identification photos | | |
| Topic 7 <i>Jeff Franklin</i> <i>Stephanie Carwile</i> <i>Talbric Francis</i> | Round Robin Mock #1 / QxQ review | 105 minutes | 1:00 – 2:45 p.m. |

BREAK **15 minutes** **2:45 – 3:00 p.m.**

Topic 8 **Introduction to the UXs** 120 minutes 3:00 – 5:00 p.m.
Talbric Francis

ADJOURN **5:00 p.m.**

Friday, May 31, 2002

Millennium Hotel, 7:00 a.m. - 5:00 p.m.

BREAKFAST **60 minutes** **7:00 – 8:00 a.m.**

Topic 8 **Introduction to the UXs cont'd** 45 minutes 8:30 – 9:15 a.m.
Jayme Curry

Topic 9 **B&B Case Management System** 45 minutes 9:15 – 10:00 a.m.
Dana Citrowske - Overview of Case Management System
 - Questionnaire/Update Interview Codes function
 - Accessing cases
 - Reviewing case histories
 - Training cases vs. real cases
 - Eudora Mail
 - Overview of Transmission procedures
 - Overview of Electronic PT&E
 - Other CMS Functions

BREAK **15 minutes** **10:00 – 10:15 a.m.**

Topic 9 **B&B CMS cont'd** 45 minutes 10:15 – 11:00 a.m.

Topic 10 **Tracing Techniques** 60 minutes 11:00 – 12:00 p.m.
Jeff Franklin - Overview of Pre-Field Tracing Steps
Virginia Canady - The RTI Tracing Operations Unit
 - Field Tracing – How to Get Started
 - Favorite Field Tracing Techniques

LUNCH **60 minutes** **12:00 – 1:00 p.m.**

Topic 10 **Tracing Techniques cont'd** 30 minutes 1:00 – 1:30 p.m.
Jeff Franklin
Virginia Canady

Topic 11 **Case Assignment Folders** 45 minutes 1:30 – 2:15 p.m.
Jeff Franklin - Overview of Content
 - Use of Folders in the Field
 - Disposition of Completed CAF

| | | | |
|---|---|-------------------|---------------------------|
| Topic 21 | Review Paired Mocks | 30 minutes | 2:30 – 3:00 p.m. |
| <i>Jayne Curry</i> | | | |
| BREAK | | 15 minutes | 3:00 – 3:15 p.m. |
| Topic 22 | Transmission of Completed Cases (Mocks 3,4) | 30 minutes | 3:15 – 3:45 p.m. |
| <i>Dana Citrowske</i> - and E-mail | | | |
| Topic 23 | Headway: Production, Time, & Expense Reports | 75 minutes | 3:45 – 5:00 p.m. |
| <i>Grant Howard</i> - Incentives | | | |
| <i>Jeff Franklin</i> - Forms | | | |
| ADJOURN | | | 5:00 p.m. |
| Evening Study Hall (As Needed w/ Field Supervisor) | | | 5:30 - 7:30 p.m. |
| <u>Sunday, June 2, 2002</u> | | | |
| Millennium Hotel, (7:00 am – 12:00 p.m.) | | | |
| BREAKFAST | | 60 minutes | 7:00 - 8:00 a.m. |
| Topic 24 | Trouble-shooting PC issues | 15 minutes | 8:30 – 8:45 a.m. |
| <i>Grant Howard</i> | | | |
| Topic 25 | Review Transmission/E-mail | 15 minutes | 8:45 – 9:00 a.m. |
| <i>Dana Citrowske</i> - Questions/Comments | | | |
| Topic 26 | Review ePT&E | 60 minutes | 9:00 – 10:00 a.m. |
| <i>Jeff Franklin</i> | | | |
| BREAK | | 15 minutes | 10:00 – 10:15 a.m. |
| Topic 27 | B&B Goals and Reporting Requirements | 30 minutes | 10:15 – 10:45 a.m. |
| <i>Jeff Franklin</i> | | | |
| Topic 28 | Assignments & FS/FI Conference Schedule | 15 minutes | 10:45 – 11:15 a.m. |
| <i>Dana Citrowske</i> | | | |
| Topic 29 | FI Training Evaluation | 15 minutes | 11:15 – 11:30 a.m. |
| <i>Dana Citrowske</i> | | | |
| Question and Answer Session | | 30 minutes | 11:30 – 12:00 p.m. |
| ADJOURN | | | 12:00 p.m. |

Appendix C

B&B:93/03 Field Test Facsimile Instrument

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B3GRAD

Attended a formal graduate program

In which of the following types of programs have you enrolled since April 1996? Do not include any programs to which you have been accepted that you have not begun.

(Please check all that apply.)

A formal graduate education program, (to earn:

- a master's or doctoral degree,
- a post-baccalaureate or post-master's certificate, or
- a professional degree such as in law, pharmacy, medicine, etc.?)

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UG

Attended a formal undergraduate program

A formal undergraduate education program, (to earn an additional bachelor's degree, an associate's degree, or a vocational or technical diploma or certificate?)

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3PROCRT

Took classes for professional cert

A program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3NOPROG

Did not attend any formal programs

None of the above

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DKPROG

DK if attended any formal programs

Don't know

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3REPROG

Refuse attend any formal programs

Decline to answer

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3CREDIT

Took grad/undergrad classes for credit in the last 12 months, which of the following kinds of classes have you

[if B3GRAD = 1 or B3UG = 1 or B3PROCRT = 1 then] taken, other than any that were part of your [list program type(s)]?

[elseif B3NOPROG = 1 then] taken?

[elseif B3DKPROG = 1 or B3REPROG = 1 then]

taken, other than any you took as part of a formal graduate, undergraduate, or licensing or certification program?

Do not include any classes in which you have enrolled that have not yet begun.

Have you taken...

(Please check all that apply.)

Graduate and/or undergraduate classes for credit without being enrolled in a formal degree program?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3WRKCLS

Took work/professional-related classes

Work-related training or other professional development classes?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3ENRICH

Took classes for personal enrichment

Classes for personal enrichment?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3NOCLS

Did not take any informal classes

None of the above.

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DKCLS

Type of graduate program 1

Don't know

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3RECLS

Type of graduate program 0

Decline to answer

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3GRPG1

Type of graduate program 1

You said you've enrolled in a formal graduate education program since April of 1996. In what type of graduate degree program have you enrolled most recently?

1 = Post-baccalaureate certificate

2 = Master's degree

3 = Post-master's certificate

4 = Doctoral or professional degree

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996.

Code description: B3GRAD = 1.

Sources: B&B93/2003 interview

B3GRPG2

Type of graduate program 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996.

Code description: B3GRAD = 1 and B3GNEXT1 = 1.

B3CRGRD1

Currently enrolled in graduate program 1

Are you currently enrolled in that program?

0 = No

1 = Yes

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3CRGRD2

Currently enrolled in graduate program 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3GRSI1

Grad school IPEDS unit number 1

Please supply the following information about this school:

IPEDS:

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRSI2

Grad school IPEDS unit number 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 B3GRPG2 not=-1,-2.

B3GRSN1

Grad school name 1

Please supply the following information about this school:

Name:

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRSN2

Grad school name 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3GRST1

Grad school city 1

Please supply the following information about this school:

City:

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRST2

Grad school city 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3GRSS1

Grad school state 1

Please supply the following information about this school:

State:

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRSS2

Grad school state 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3GRSL1

Grad school level 1

Please supply the following information about this school:

Level:

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRSL2

Grad school level 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3GRSC1

Grad school control 1

Please supply the following information about this school:

Control:

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRSC2

Grad school control 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3MSTR1

Master's degree type at grad school 1

What master's degree [are you working on/were you working on]?

- 1 = M.B.A. - Business Administration
- 2 = M.S. - Science
- 3 = M.A. - Arts
- 4 = M.Ed. - Education
- 5 = M.P.A. - Public Administration
- 6 = M.L.S. - Library Science
- 7 = M.P.H. - Public Health
- 8 = M.F.A. - Fine Arts
- 9 = M.A.A. - Applied Arts
- 10 = M.A.T. - Teaching
- 11 = M.Div. - Divinity
- 12 = M.S.W. - Social Work
- 13 = Other - please specify

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a Master's degree program.

Code description: B3GRAD = 1 and B3GRPG1 = 2.

Sources: B&B93/2003 interview

B3MSTR2

Master's degree type at grad school 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a Master's degree program.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 = 2.

B3MSTS1

Master's degree other at grad school 1

What master's degree [are you working on/were you working on]?

Specify:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a Master's degree program and specified a field different from those listed.

Code description: B3GRAD = 1 and B3GRPG1 = 2 and B3MSTR1 = 13.

Sources: B&B93/2003 interview

B3MSTS2

Master's degree other at grad school 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a Master's degree program and specified a field different from those listed.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 = 2 and B3MSTR2 = 13.

B3PHDD1

Type of doctoral degree 1

What doctoral or professional degree [are/were] you working on?

DOCTORAL DEGREE PROFESSIONAL DEGREE

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a doctoral program.

Code description: B3GRAD = 1 and B3GRPG1 = 4.

Sources: B&B93/2003 interview

B3PHDD2

Type of doctoral degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a doctoral program.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 = 4.

B3PHDP1

Type of professional degree 1

What doctoral or professional degree [are/were] you working on?

DOCTORAL DEGREE PROFESSIONAL DEGREE

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a professional degree program.

Code description: B3GRAD = 1 and B3GRPG1 = 4.

Sources: B&B93/2003 interview

B3PHDP2

Type of professional degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a professional degree program.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 = 4.

B3PHDS1

Other doctoral/professional degree 1

What doctoral or professional degree [are/were] you working on?

DOCTORAL DEGREE PROFESSIONAL DEGREE

Specify:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a doctoral or professional degree program and specified another field other than the ones provided.

Code description: B3GRAD = 1 and B3GRPG1 = 4 and (B3PHDD1 = 10 or B3PHDP1 = 21).

Sources: B&B93/2003 interview

B3PHDS2

Other doctoral/professional degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a doctoral or professional degree program and specified another field other than the ones provided.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 = 4 and (B3PHDD2 = 10 or B3PHDP2 = 21).

B3GRFL1

Graduate field of study 1

What [is/was] your major or field of study in
your [fill T_DEGTYP]program at [Name of school]?

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a post-baccalaureate certificate or post-master's certificate program.

This item is also administered to respondents who were enrolled in a Master's degree program, who indicated that they were working on a MS or MA degree. This item is also administered to respondents who were enrolled in a doctoral program, who indicated that they were working on a PhD. This item is only administered to respondents that provided a valid answer to their field of study.

Code description: B3GRAD = 1 and ((B3GRPG1 = 1,3 or (B3GRPG1 = 2 and B3MSTR1 = 2,3) or (B3GRPG1 = 4 and B3PHDD1 = 1)) and B3GRFV1 not = - 1,-2).

Note: Some respondents with a -9 for this variable should have received the question according to the administered to text. However, because of upcoding some respondents have missing data for this item.

Sources: B&B93/2003 interview

B3GRFL2

Graduate field of study 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a post-baccalaureate certificate or post-master's certificate program.

This item is also administered to respondents who were enrolled in a Master's degree program, who indicated that they were working on a MS or MA degree. This item is also administered to respondents who were enrolled in a doctoral program, who indicated that they were working on a PhD. This item also is only administered to respondents that provided a valid answer to their field of study.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and ((B3GRPG2 = 1,3 or (B3GRPG2 = 2 and B3MSTR2 = 2,3) or (B3GRPG2 = 4 and B3PHDD2 = 1)) and B3GRFV2 not = -1,-2).

B3GRFV1

Graduate major: text 1

What [is/was] your major or field of study in your doctoral or professional degree program at [Name of school]?

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who were enrolled in a post-baccalaureate certificate or post-master's certificate program.

This item is also administered to respondents who were enrolled in a Master's degree program, who indicated that they were working on a MS or MA degree. This item is also administered to respondents who were enrolled in a doctoral program, who indicated that they were working on a PhD.

Code description: B3GRAD = 1 and ((B3GRPG1 = 1,3 or (B3GRPG1 = 2 and B3MSTR1 = 2,3) or (B3GRPG1 = 4 and B3PHDD1 = 1)).

Note: Some respondents with a -9 for this variable should have received the question according to the administered to text. However, because of upcoding some respondents have missing data for this item.

Sources: B&B93/2003 interview

B3GRFV2

Graduate major: text 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who were enrolled in a post-baccalaureate certificate or post-master's certificate program.

This item is also administered to respondents who were enrolled in a Master's degree program, who indicated that they were working on a MS or MA degree. This item is also administered to respondents who were enrolled in a doctoral program, who indicated that they were working on a PhD.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and ((B3GRPG2 = 1,3 or (B3GRPG2 = 2 and B3MSTR2 = 2,3) or (B3GRPG2 = 4 and B3PHDD2 = 1)).

B3GRBM1

Graduate: month began program 1

In what month and year did you first begin this program?

Month:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRBM2

Graduate: month began program 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not=-1,-2.

B3GRBY1

Graduate: year began program 1

In what month and year did you first begin this program?

Year:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRBY2

Graduate: year began program 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not= -1,-2.

B3GRER1

Graduate: already received degree 1

Have you already completed your program and received your [fill T_DEGTYP]?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996 and who are not currently enrolled in school.

Code description: B3GRAD = 1 and B3CRGRD1 = 0.

Sources: B&B93/2003 interview

B3GRER2

Graduate: already received degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996 and who are not currently enrolled in school.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0.

B3GREM1

Graduate: month earned degree 1

In what month and year did you earn your [fill T_DEGTYP]?

Month:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they have already completed their program and received their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 1.

Sources: B&B93/2003 interview

B3GREM2

Graduate: month earned degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they have already completed their program and received their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 1.

B3GREY1

Graduate: year earned degree 1

In what month and year did you earn your [fill T_DEGTYP]?

Year:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they have already completed their program and received their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 1.

Sources: B&B93/2003 interview

B3GREY2

Graduate: year earned degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they have already completed their program and received their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 1.

B3STLG1

Graduate: still working toward degree 1

Are you still working toward your [fill T_DEGTYP]?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they have NOT completed their program and received their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0.

Sources: B&B93/2003 interview

B3STLG2

Graduate: sill working toward degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they have NOT completed their program and received their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0.

B3GRXM1

Graduate: month expect degree 1

In what month and year do you expect to be awarded your [fill T_DEGTYP]?

Month:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are currently enrolled in their program of study or those who are not currently enrolled but are still working toward their degree.

Code description: B3GRAD = 1 and (B3CRGRD1 = 1 or (B3CRGRD1 = 0 and B3STLG1 = 1)).

Sources: B&B93/2003 interview

B3GRXM2

Graduate: month expect degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they are currently enrolled in their program of study or those who are not currently enrolled but are still working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and (B3CRGRD2 = 1 or (B3CRGRD2 = 0 and B3STLG2 = 1)).

B3GRXY1

Graduate: year expect degree 1

In what month and year do you expect to be awarded your [fill T_DEGTYP]?

Year:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are currently enrolled in their program of study or those who are not currently enrolled but are still working toward their degree.

Code description: B3GRAD = 1 and (B3CRGRD1 = 1 or (B3CRGRD1 = 0 and B3STLG1 = 1)).

Sources: B&B93/2003 interview

B3GRXY2

Graduate: year expect degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they are currently enrolled in their program of study or those who are not currently enrolled but are still working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and (B3CRGRD2 = 1 or (B3CRGRD2 = 0 and B3STLG2 = 1)).

B3GRSM1

Graduate: month stopped degree 2

In what month and year did you stop working on your [fill T_DEGTYP]?

Month:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled, have not completed their program of study and received their degree and are not still working toward their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1.

Sources: B&B93/2003 interview

B3GRSM2

Graduate: month stopped degree 1

Applies to: Administered to respondents who have enrolled in at least two formal graduate education program since April 1996, who indicated that they are not currently enrolled, have not completed their program of study and received their degree and are not still working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0 and B3STLG2 not = 1.

B3GRSY1

Graduate: year stopped degree 1

In what month and year did you stop working on your [fill T_DEGTYP]?

Year:

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled, have not completed their program of study and received their degree and are not still working toward their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1.

Sources: B&B93/2003 interview

B3GRSY2

Graduate: year stopped degree 2

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they are not currently enrolled, and have not completed their program of study and received their degree and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0 and B3STLG2 not = 1.

B3GLVN1

To pursue other career interests

0 = No

1 = Yes

B3GLVX1

Other

0 = No

1 = Yes

B3GLVY1

Don't know

0 = No

1 = Yes

B3GLVA1

Left graduate 1: Academic problems

Why did you decide to leave your [fill T_DEGTYP] program without completing the degree?

(Please check all that apply.)

Academic problems

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled and have not completed their program of study and received their degree, and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1.

Sources: B&B93/2003 interview

B3GLVB1

Classes not available or scheduling not convenient

0 = No

1 = Yes

B3GLVC1

Not satisfied with program, school, campus, facilities

0 = No

1 = Yes

B3GLVD1

School or program closed or lost accreditation

0 = No

1 = Yes

B3GLVE1

Done taking desired classes

0 = No

1 = Yes

B3GLVF1

Deciding on a different program of study

0 = No

1 = Yes

B3GLVG1

Taking time off from studies

0 = No

1 = Yes

B3GLVH1

Enrollment doesn't suit lifestyle

0 = No

1 = Yes

B3GLVI1

Conflicts with job or military

0 = No

1 = Yes

B3GLVJ1

Needed to work

0 = No

1 = Yes

B3GLVK1

Other financial reasons

0 = No

1 = Yes

B3GLVL1

Change in family status (e.g., marriage, baby, death in family)

0 = No

1 = Yes

B3GLVM1

Conflicts with demands at home or personal problems

0 = No

1 = Yes

B3GLVZ1

Decline to answer

0 = No

1 = Yes

B3GLVA2

Left graduate 2: Academic problems

Why did you decide to leave your [fill T_DEGTYP] program without completing the degree?

(Please check all that apply.)

Academic problems

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they are not currently enrolled, and have not completed their program of study and received their degree and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0 and B3STLG2 not = 1.

B3GLVB2

Classes not available or scheduling not convenient

0 = No

1 = Yes

B3GLVC2

Not satisfied with program, school, campus, facilities

0 = No

1 = Yes

B3GLVD2

School or program closed or lost accreditation

0 = No

1 = Yes

B3GLVE2

Done taking desired classes

0 = No

1 = Yes

B3GLVF2

Deciding on a different program of study

0 = No

1 = Yes

B3GLVG2

Taking time off from studies
0 = No
1 = Yes

B3GLVH2

Enrollment doesn't suit lifestyle
0 = No
1 = Yes

B3GLVI2

Conflicts with job or military
0 = No
1 = Yes

B3GLVJ2

Needed to work
0 = No
1 = Yes

B3GLVK2

Other financial reasons
0 = No
1 = Yes

B3GLVL2

Change in family status (e.g., marriage, baby, death in family)
0 = No
1 = Yes

B3GLVM2

Conflicts with demands at home or personal problems
0 = No
1 = Yes

B3GLVN2

To pursue other career interests
0 = No
1 = Yes

B3GLVX2

Other
0 = No
1 = Yes

B3GLVY2

Don't know
0 = No
1 = Yes

B3GLVZ2

Decline to answer
0 = No
1 = Yes

B3GLV01

Left graduate 1: pursue other interests

Why did you decide to leave your [fill T_DEGTYP] program without completing the degree?

(Please check all that apply.)

To pursue other interests (e.g., travel, hobbies, etc.)

0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled, have not completed their program of study and received their degree and are not still working toward their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1.

Sources: B&B93/2003 interview

B3GLV02

Left graduate 2: pursue other interests

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they are not currently enrolled, and have not completed their program of study and received their degree and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0 and B3STLG2 not = 1.

B3GLVW1

Left graduate 1: no other reason

Why did you decide to leave your [fill T_DEGTYP] program without completing the degree?

(Please check all that apply.)

No other reasons

0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled and have not completed their program of study and received their degree, and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1.

Sources: B&B93/2003 interview

B3GLVW2

Left graduate 2: no other reason

Applies to: Administered to respondents who have enrolled in at least two formal graduate education programs since April 1996, who indicated that they are not currently enrolled, and have not completed their program of study and received their degree and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0 and B3STLG2 not = 1.

B3GRPL1

Graduate 1: plan to complete in future

Do you plan to complete this [fill T_DEGTYP] at any time in the future?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled and have not completed their program of study and received their degree, and are no longer working toward their degree.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1.

Sources: B&B93/2003 interview

B3GRPL2

Graduate 2: plan to complete in future

Applies to: Administered to respondents who have enrolled in at least two formal graduate education program since April 1996, who indicated that they are not currently enrolled, have not completed their program of study and received their degree and are not still working toward their degree.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3CRGRD2 = 0 and B3GRER2 = 0 and B3STLG2 not = 1.

B3GRRE1

Graduate 1: when plan to return

When do you think you'll return to complete the program?

1 = Within the next 2 years

2 = In 3 to 5 years

3 = In more than 5 years

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April 1996, who indicated that they are not currently enrolled and have not completed their program of study and received their degree and are not still working toward their degree. These respondents plan on returning to school within the next 2 years.

Code description: B3GRAD = 1 and B3CRGRD1 = 0 and B3GRER1 = 0 and B3STLG1 not = 1 and B3GRPL1 = 1.

Sources: B&B93/2003 interview

B3GRCN1

Graduate 1: continuity of enrollment

While working on your [fill T_DEGTYP], [did you take off any semesters/terms), other than summer sessions, or were you continuously enrolled?/have you taken off any semesters (terms), other than summer sessions, or have you been continuously enrolled?]

1 = Took off at least one semester/term

2 = Continuously enrolled

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRCN2

Graduate 2: continuity of enrollment

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GRFT1

Graduate 1: enrollment status

While working on your [fill T_DEGTYP], [are/were] you usually enrolled as a full-time or part-time student?

- 1 = Full-time
- 2 = Part-time
- 3 = Mix of full-time and part-time

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRFT2

Graduate 2: enrollment status

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GRTM1

Graduate 1: time attended classes

While working on your [fill T_DEGTYP], At what time of day [do/did] you primarily attend classes?

- 1 = Days (anytime between 8:00 am - 6:00 pm)
- 2 = Mornings only (between 8:00 am and noon)
- 3 = Afternoons only (between noon - 6:00pm)
- 4 = Evenings (anytime after 6:00 pm)
- 5 = Weekends
- 6 = Whenever they are offered

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRTM2

Graduate 2: time attended classes

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GRAJ1

Any other financial aid

- 0 = No
- 1 = Yes

B3GRAA1

Grad 1 aid: student loans

Which of the following types of financial aid have you received to help cover educational expenses for your

[fill T_DEGTYP]?

(Please check all that apply.)

Student loans

0 = No

1 = Yes

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GRAB1

Personal loans from banks or private organizations

0 = No

1 = Yes

B3GRAC1

Grants or scholarships

0 = No

1 = Yes

B3GRAD1

Fellowships

0 = No

1 = Yes

B3GRAE1

Teaching assistantships

0 = No

1 = Yes

B3GRAF1

Research assistantships

0 = No

1 = Yes

B3GRAG1

Any other types of graduate assistantship

0 = No

1 = Yes

B3GRAH1

Tuition reimbursement from your employer

0 = No

1 = Yes

B3GRAI1

Personal loans or gifts from your family or other individuals

0 = No

1 = Yes

B3GRAJ1

Any other financial aid

0 = No

1 = Yes

B3GRAK1

None of the above - did not receive any financial aid

0 = No

1 = Yes

B3GRAL1

Tuition waivers

0 = No

1 = Yes

B3GRAY1

Don't know

0 = No

1 = Yes

B3GRAZ1

Decline to answer

0 = No

1 = Yes

B3GAA2

Grad 2 aid: student loans

Which of the following types of financial aid have you received to help cover educational expenses for your

[fill T_DEGTYP]?

(Please check all that apply.)

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not =-1,-2.

B3GRAB2

Personal loans from banks or private organizations

0 = No

1 = Yes

B3GRAC2

Grants or scholarships

0 = No

1 = Yes

B3GRAD2

Fellowships

0 = No

1 = Yes

B3GRAE2

Teaching assistantships

0 = No

1 = Yes

B3GRAF2

Research assistantships

0 = No

1 = Yes

B3GRAG2

Any other types of graduate assistantship

0 = No

1 = Yes

B3GRAH2

Tuition reimbursement from your employer

0 = No

1 = Yes

B3GRAI2

Personal loans or gifts from your family or other individuals

0 = No

1 = Yes

B3GRAJ2

Any other financial aid

0 = No

1 = Yes

B3GRAK2

None of the above - did not receive any financial aid

0 = No

1 = Yes

B3GRAL2

Tuition waivers

0 = No

1 = Yes

B3GRAY2

Don't know

0 = No

1 = Yes

B3GRAZ2

Decline to answer

0 = No

1 = Yes

B3GCHP1

Graduate 1: reason pursued program

What was your primary reason for pursuing the [T_MSTTYP/
T_PHDTYP]?

(Please select only one.)

1 = Required for my career choice

2 = No jobs available in undergrad field

3 = Did not know what else to do after ed

4 = Earn higher salaries

5 = Qualify for higher level jobs

6 = Other - please specify

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GCHP2

Graduate 2: reason pursued program

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GCHS1

Grad 1: specify reason pursued program

What was your primary reason for pursuing the [T_MSTTYP/
T_PHDTYP]?

(Please select only one.)

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled. This item is also administered to respondents who indicated another reason for pursuing their graduate program than those specified.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2 and B3GCHP1 = 6.

Sources: B&B93/2003 interview

B3GCHS2

Grad 2: specify reason pursued program

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled. This item is also administered to respondents who indicated another reason for pursuing their graduate program than those specified.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2 and B3GCHP2 = 6.

B3GCSC1

Graduate 1: Reason chose school

What was your primary reason for deciding to attend
[Name of school]?

(Please select only one.)

- 1 = Reputation of school/program/faculty
- 2 = Financial aid package offered
- 3 = Location of the school
- 4 = Attended same school as an undergraduate
- 5 = Costs were affordable
- 6 = Will continue working while in school
- 7 = Only school that accepted me
- 8 = Recommended by faculty, family, or friends
- 9 = Only program of its kind
- 10 = Area offers opportunities for partner
- 11 = Program accommodates family demands
- 12 = Other - please specify

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GCSC2

Graduate 2: Reason chose school

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GCSR1

Grad reason random number

What was your primary reason for deciding to attend
[Name of school]?

(Please select only one.)

- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6
- 7 = 7
- 8 = 8
- 9 = 9
- 10 = 10
- 11 = 11

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GCSR2

Grad reason random number 2

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not =-1,-2.

B3GSAA1

Grad 1 satisfaction: faculty/teaching

How satisfied [are/were] you with each of the following aspects of your [fill T_DEGTYP] at [Name of school]?

Please indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

Faculty/teaching

1 = Very satisfied

2 = Somewhat satisfied

3 = Somewhat dissatisfied

4 = Very dissatisfied

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GSAA2

Grad 2 satisfaction: faculty/teaching

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not =-1,-2.

B3GSAB1

Grad 1 satisfaction: courses offered

How satisfied [are/were] you with each of the following aspects of your [fill T_DEGTYP] at [Name of school]?

Please indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

Courses offered

1 = Very satisfied

2 = Somewhat satisfied

3 = Somewhat dissatisfied

4 = Very dissatisfied

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GSAB2

Grad 2 satisfaction: courses offered

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GSAC1

Grad 1 satisfaction: course availability

How satisfied [are/were] you with each of the following aspects of your [fill T_DEGTYP] at [Name of school]?

Please indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

Course availability

1 = Very satisfied

2 = Somewhat satisfied

3 = Somewhat dissatisfied

4 = Very dissatisfied

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GSAC2

Grad 2 satisfaction: course availability

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not = -1,-2.

B3GSAD1

Grad 1 satisfaction: career preparation

How satisfied [are/were] you with each of the following aspects of your [fill T_DEGTYP] at [Name of school]?

Please indicate whether you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied.

Career preparation

1 = Very satisfied

2 = Somewhat satisfied

3 = Somewhat dissatisfied

4 = Very dissatisfied

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GSAD2

Grad 2 satisfaction: career preparation

Applies to: Administered to respondents who have attended a formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not =-1,-2.

B3GNEXT1

Enrolled in graduate program 2

Have you been enrolled in any other formal graduate education program since April of 1996?

Applies to: Administered to respondents who have attended a formal graduate or professional degree program since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GRPG1 not = -1,-2.

Sources: B&B93/2003 interview

B3GNEXT2

Enrolled in graduate program 3

Applies to: Administered to respondents who have attended at least two formal graduate or professional degree programs since April of 1996 and did not respond with a don't know or refuse to the type of graduate or professional degree program in which they are/were enrolled.

Code description: B3GRAD = 1 and B3GNEXT1 = 1 and B3GRPG2 not =-1,-2.

B3GREXM

Took grad admission exam in last 10 years

Have you taken any graduate admissions exams, such as the GRE, GMAT, MCAT, or LSAT, in the last 10 years?

0 = No

1 = Yes

Applies to: Administered to respondents who have not attended a formal graduate or professional degree program since April of 1996.

Code description: B3GRAD not = 1.

Sources: B&B93/2003 interview

B3GRAPP

Applied to grad program in last 10 years

Have you applied to any graduate programs in the last 10 years?

0 = No

1 = Yes

Applies to: Administered to respondents who have not attended a formal graduate or professional degree program since April of 1996.

Code description: B3GRAD not = 1.

Sources: B&B93/2003 interview

B3UGPG1

Undergraduate 1: type of program

[In addition to your graduate degree program, you/You] said you've enrolled in a formal undergraduate education program since April of 1996.

In what type of program were you enrolled most recently?

1 = Technical diploma or certificate

2 = Associate's degree

3 = Bachelor's degree

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGPG2

Undergraduate 2: type of program

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3CRUG1

Undergraduate 1: currently enrolled

Are you currently enrolled in that program?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3CRUG2

Undergraduate 2: currently enrolled

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGST1

Undergraduate 1: type of school

PROGRAM 1: [fill T_UGTYP]

What type of school [are you attending/did you attend] for your [undergraduate degree]?

1 = 4-year college or university

2 = Community or junior college

3 = Technical or vocational school

4 = Other - please specify

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGST2

Undergraduate 2: type of school

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1..

B3UGSS1

Specify type school UG program 1

PROGRAM 1: [fill T_UGTYP]

What type of school [are you attending/did you attend] for your [undergraduate degree]?

Specify:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGFV1

Undergraduate major: text 1

What [is/was] your major or field of study for your [fill T_UGTYP]?

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGFV2

Undergraduate major: text 2

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGFL1

Undergraduate field of study 1

What [now/was] your major or field of study in your [fill T_UGTYP]?

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996. This item also is only administered to respondents that provided a valid answer to their field of study.

Code description: B3UG = 1 and B3UGFV1 not = -1,-2.

Sources: B&B93/2003 interview

B3UGFL2

Undergraduate field of study 2

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996. This item also is only administered to respondents that provided a valid answer to their field of study.

Code description: B3UG = 1 and B3UNEXT1 = 1 and B3UGFV2 not = -1,-2.

B3URSN1

Undergraduate 1: Reason enrolled

What was your primary reason for enrolling in your [T_UGTYP] program?

- 1 = Required by current employer
- 2 = Wanted to change careers
- 3 = Needed to advance in career
- 4 = Personal interest
- 5 = License/certification needs
- 6 = Other - please specify

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3URSN2

Undergraduate 2: Reason enrolled

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3URSS1

Specify reason enrolled UG program 1

What was your primary reason for enrolling in your [T_UGTYP] program?

Specify:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996 and provided a different reason for choosing their undergraduate program than those specified.

Code description: B3UG = 1 and B3URSN1 = 6.

Sources: B&B93/2003 interview

B3UGBM1

Undergraduate 1: month began

In what month and year did you first begin this program?

Month:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGBM2

Undergraduate 2: month began

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGBY1

Undergraduate 1: year began

In what month and year did you first begin this program?

Year:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGBY2

Undergraduate 2: year began

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGER1

Undergrad 1: already received degree

Have you already earned your [fill T_UGTYP]?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996 and who are not currently enrolled in that program.

Code description: B3UG = 1 and B3CRUG1 = 0.

Sources: B&B93/2003 interview

B3UGER2

Undergrad 2: already received degree

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996 and who are not currently enrolled in that program.

Code description: B3UG = 1 and B3UNEXT1 = 1 and B3CRUG2 = 0.

B3UGEM1

Undergraduate 1: month earned

In what month and year did you earn your [fill T_UGTYP]?

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who are not currently enrolled in that program, and who have earned their undergraduate degree.

Code description: B3UG = 1 and B3CRUG1 = 0 and B3UGER1 = 1.

Sources: B&B93/2003 interview

B3UGEM2

Undergraduate 2: month earned

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996, who are not currently enrolled in that program, and who have earned their undergraduate degree.

Code description: B3UG = 1 and B3UNEXT1 = 1 and B3CRUG2 = 0 and B3UGER2 = 1.

B3UGY1

Undergraduate 2: year earned

In what month and year did you earn your [fill T_UGTYP]?

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who are not currently enrolled in that program, and who have earned their undergraduate degree.

Code description: B3UG = 1 and B3CRUG1 = 0 and B3UGER1 = 1.

Sources: B&B93/2003 interview

B3UGY2

Undergraduate 1: year earned

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996, who are not currently enrolled in that program, and who have earned their undergraduate degree.

Code description: B3UG = 1 and B3UNEXT1 = 1 and B3CRUG2 = 0 and B3UGER2 = 1.

B3STLU1

Undergraduate 1: still working on degree

Are you still working toward your [fill T_UGTYP]?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who are not currently enrolled in that program, and who have not earned their undergraduate degree.

Code description: B3UG = 1 and B3CRUG1 = 0 and B3UGER1 = 0.

Sources: B&B93/2003 interview

B3UGXM1

Undergraduate 1: month expect degree

In what month and year do you expect to be awarded your [fill T_DEGTYP]?

Month:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who indicated that they are currently enrolled in their program of study or those who are not currently enrolled but are still working toward their degree.

Code description: B3UG = 1 and (B3CRUG1 = 1 or (B3CRUG1 = 0 and B3STLU1= 1)).

Sources: B&B93/2003 interview

B3UGXY1

Undergraduate 1: year expect degree

In what month and year do you expect to be awarded your [fill T_DEGTYP]?

Year:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who indicated that they are currently enrolled in their program of study or those who are not currently enrolled but are still working toward their degree.

Code description: B3UG = 1 and (B3CRUG1 = 1 or (B3CRUG1 = 0 and B3STLU1= 1)).

Sources: B&B93/2003 interview

B3UGSM1

Undergraduate 1: month stopped

In what month and year did you stop working on your [fill T_UGTYP]?

Month:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who are not currently enrolled and have NOT yet earned their degree, and are NOT still working on their degree.

Code description: B3UG = 1 and B3CRUG1 = 0 and B3UGER1 = 0 and B3STLU1 = 0.

Sources: B&B93/2003 interview

B3UGSY1

Undergraduate 1: year stopped

In what month and year did you stop working on your [fill T_UGTYP]?

Year:

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996, who are not currently enrolled and have NOT yet earned their degree, and are NOT still working on their degree.

Code description: B3UG = 1 and B3CRUG1 = 0 and B3UGER1 = 0 and B3STLU1 = 0.

Sources: B&B93/2003 interview

B3UGCN1

Undergrad 1: continuity of enrollment

While working on your [fill T_UGTYP], [Did you take off any semesters (terms), other than summer sessions, or were you continuously enrolled?/Have you taken off any semesters (terms), other than summer sessions, or have you been continuously enrolled?]

1 = Took off at least one semester/term

2 = Continuously enrolled

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGCN2

Undergrad 2: continuity of enrollment

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGFT1

Undergrad 1: intensity of enrollment

While working on your [fill T_UGTYP], [are/were] you usually enrolled as a full-time or part-time student?

- 1 = Full-time enrolled
- 2 = Part-time enrolled
- 3 = Equally full and part-time enrolled

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGFT2

Undergrad 2: intensity of enrollment

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGTM1

Undergraduate 1: time of classes

While working on your [fill T_UGTYP],
At what time of day [do/did] you usually attend classes?

- 1 = Days (anytime between 8:00 am - 6:00 pm)
- 2 = Mornings only (between 8:00 am and noon)
- 3 = Afternoons only (between noon - 6:00pm)
- 4 = Evenings (anytime after 6:00 pm)
- 5 = Weekends
- 6 = Whenever offered

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGTM2

Undergraduate 2: time of classes

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGMP1

Undergrad 1: employed while enrolled

[Have you been/were you] working for pay while you [have been/were] enrolled in your [fill program]?

- 0 = No
- 1 = Yes
- 2 = Currently enrolled/previously employed

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGMP2

Undergrad 2: employed while enrolled

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGAA1

Undergrad 1 employer aid: tuition [if T_TENSE = "past" then]

Did your employer ever pay for any of the following while you were enrolled in your[fill T_UGTYP] program?

[else] [if T_EMPTNS not = "past" then]

Does your employer pay for any of the following for your [fill T_UGTYP] program?

[else]

Did your employer ever pay for any of the following for your [fill T_UGTYP] program?

(Please check all that apply. If self-employed, please check only that box.)

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996 and worked while enrolled in their program.

Code description: B3UG = 1 and B3UGMP1 = 1.

Sources: B&B93/2003 interview

B3UGAB1

Fees

0 = No

1 = Yes

B3UGAC1

Books and supplies

0 = No

1 = Yes

B3UGAD1

Other expenses (e.g., parking)

0 = No

1 = Yes

B3UGAE1

Self-employed

0 = No

1 = Yes

B3UGAY1

Don't know

0 = No

1 = Yes

B3UGAZ1

Decline to answer
0 = No
1 = Yes

B3UGAW1

None of the above
0 = No
1 = Yes

B3UGAA2

Undergrad 2 employer aid: tuition [if T_TENSE = "past" then]
Did your employer ever pay for any of the following while you were enrolled in your [fill T_UGTYP]
program?

[else] [if T_EMPTNS not = "past" then]

Does your employer pay for any of the following for your [fill T_UGTYP] program?

[else]

Did your employer ever pay for any of the following for your [fill T_UGTYP] program?

(Please check all that apply. If self-employed, please check only that box.)

Tuition

0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996 and worked while enrolled in their program.

Code description: B3UG = 1 and B3UNEXT1 = 1 and B3UGMP2 = 1.

B3UGAB2

Fees
0 = No
1 = Yes

B3UGAY2

Don't know
0 = No
1 = Yes

B3UGAZ2

Decline to answer
0 = No
1 = Yes

B3UGAW2

None of the above
0 = No
1 = Yes

B3UGLV1

Undergrad 1 employer paid time off-class

[Does/Did] your employer ever give you time off with pay to attend classes for your [fill T_UGTYP] program?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996 and worked while enrolled in their program, but were not self-employed.

Code description: B3UG = 1 and B3UGMP1 = 1 and B3UGAE1 = 0.

Sources: B&B93/2003 interview

B3UGLV2

Undergrad 2 employer paid time off-class

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996 and worked while enrolled in their program.

Code description: B3UG = 1 and B3UNEXT1 = 1 and B3UGMP2 = 1.

B3UGPA1

Undergrad 1 personal assets: tuition

Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [fill T_UGTYP] program?

(Please check all that apply.)

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UGPB1

Fees

0 = No

1 = Yes

B3UGPC1

Books and supplies

0 = No

1 = Yes

B3UGPD1

Other expenses (e.g., parking)

0 = No

1 = Yes

B3UGPY1

Don't know

0 = No

1 = Yes

B3UGPZ1

Decline to answer
0 = No
1 = Yes

B3UGPW1

None of the above
0 = No
1 = Yes

B3UGPA2

Undergrad 2 personal assets: tuition

Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards, etc.) to pay for any of the following while enrolled in your [fill T_UGTYP] program?

(Please check all that apply.)

Tuition
0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3UGPB2

Fees
0 = No
1 = Yes

B3UGPC2

Books and supplies
0 = No
1 = Yes

B3UGPD2

Other expenses (e.g., parking)
0 = No
1 = Yes

B3UGPY2

Don't know
0 = No
1 = Yes

B3UGPZ2

Decline to answer
0 = No
1 = Yes

B3UGPW2

None of the above
0 = No
1 = Yes

B3UNEXT1

Enrolled in undergraduate program 1
Besides the program for your bachelor's degree, have you been enrolled in any other formal undergraduate education program since April of 1996?
0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in a formal undergraduate education program since April of 1996.

Code description: B3UG = 1.

Sources: B&B93/2003 interview

B3UNEXT2

Enrolled in undergraduate program 2

Applies to: Administered to respondents who have enrolled in at least two formal undergraduate education programs since April of 1996.

Code description: B3UG = 1 and B3UNEXT1 = 1.

B3CRCT1

Enrolled for certification 1

[You/In addition to your other undergraduate/graduate degree program, you] said you've been enrolled in a program or taken classes necessary to qualify for or maintain an occupational license or specialized professional certification.

Are you currently enrolled for your licensure or certification?
0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification.

Code description: B3PROCRT = 1.

Sources: B&B93/2003 interview

B3CRCT2

Enrolled for certification 2

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1.

B3CRCT3

Enrolled for certification 3

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1.

B3CTLI1

Certification or licensing program 1

[Are/When you were last enrolled, were] you seeking an occupational license or a professional certificate?

1 = License

2 = Certificate

3 = License and certificate same in area

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTLI2

Certification or licensing program 2

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTLI3

Certification or licensing program 3

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3NEWC1

Seeking new license/certification 1

[Are you seeking new licensure/certification, or are you updating a license/certificate you already hold?/Were you seeking new licensure/certification, or were you updating a license/certificate you already held?]

1 = Seeking new certificate/license

2 = Updating certificate/license

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3NEWC2

Seeking new license/certification 2

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3NEWC3

Seeking new license/certification 3

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTST1

Certificate 1: type of school

What type of school [are you attending/did you attend] for your [licensure/certification]?

- 1 = 4-year college or university
- 2 = Community or junior college
- 3 = Technical or vocational school
- 4 = Other - please specify

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTST2

Certificate 2: type of school

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTST3

Certificate 3: type of school

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTSS1

Certificate 1: specify school type

What type of school [are you attending/did you attend] for your [licensure/certification]?

Specify:

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and specified another type of school than those provided.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0 and B3CTST1 = 4.

Sources: B&B93/2003 interview

B3CTSS2

Certificate 2: specify school type

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and specified another type of school than those provided.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0 and B3CTST2 = 4.

B3CTSS3

Certificate 3: specify school type

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and specified another type of school than those provided.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0 and B3CTST3 = 4.

B3CTTG1

Certificate 1: general area

Please select the category that best describes [area of licensure/certification] using the dropdown boxes below.
(Please select a general area and a specific category within the general area.)
Specific area:

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and did not answer don't know or decline to answer to the area in which they are seeking their certification or license.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0 and B3CTTV1 not = -1,-2.

Sources: B&B93/2003 interview

B3CTTG2

Certificate 2: general area

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and did not answer don't know or decline to answer to the area in which they are seeking their certification or license.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0 and B3CTTV2 not = -1,-2.

B3CTTG3

Certificate 3: general area

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and did not answer don't know or decline to answer to the area in which they are seeking their certification or license.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0 and B3CTTV3 not = -1,-2.

B3CTTV1

Certificate 1 type - verbatim string

In what area [are/were] you seeking [licensure/certification]?

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTTV2

Certificate 2 type - verbatim string

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTTV3

Certificate 3 type - verbatim string

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTOR1

Certificate 1: type of entity issuing

[Will/Was] your [license/certificate] [be/] issued by the government, an industry, a company, or some other organization?

- 1 = Federal, state, or local government
- 2 = Industry
- 3 = Company
- 4 = Other-please specify

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTOR2

Certificate 2: type of entity issuing

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTOR3

Certificate 3: type of entity issuing

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTOS1

Certificate 1: specific entity issuing

[Will/Was] your [license/certificate] [be/] issued by the government, an industry, a company, or some other organization?

Specify:

Sources: B&B93/2003 interview

B3CTOS3

Certificate 3: specific entity issuing

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and indicated their certificate or license is/was issued by some other organization than the ones provided.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0 and B3CTOR2 = 4.

B3CTBM1

Certificate 1: month began program

In what month and year did you first begin your [licensure/certification] program?

Month:

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTBM2

Certificate 2: month began program

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTBM3

Certificate 3: month began program

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTBY1

Certificate 1: year began program

In what month and year did you first begin your [licensure/certification] program?

Year:

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTBY2

Certificate 2: year began program

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTBY3

Certificate 3: year began program

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTSM1

Certificate 1: month last enrolled

In what month and year were you last enrolled for your [license/ certificate]?

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 = 0.

Sources: B&B93/2003 interview

B3CTSM2

Certificate 2: month last enrolled

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 = 0.

B3CTSM3

Certificate 3: month last enrolled

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 = 0.

B3CTSY1

Certificate 1: year last enrolled

In what month and year were you last enrolled for your [license/ certificate]?

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 = 0.

Sources: B&B93/2003 interview

B3CTSY2

Certificate 2: year last enrolled

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 = 0.

B3CTSY3

Certificate 3: year last enrolled

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 = 0.

B3CTEX1

Certificate 1: exam required

Is a test or other examination necessary to [obtain/update] your [licensure/certification]?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTEX2

Certificate 2: exam required

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTEX3

Certificate 3: exam required

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTER1

Certificate 1: already received

Have you already earned your [license/certificate]?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 = 0.

Sources: B&B93/2003 interview

B3CTER2

Certificate 2: already received

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 = 0.

B3CTER3

Certificate 3: already received

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and are not currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 = 0.

B3CTXM1

Certificate 1: month expect to earn

In what month and year do you expect to earn your [license/ certificate]?

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification, and who are working toward a new certificate or license. This item is also administered to respondents who are currently enrolled or respondents who are not currently enrolled and have not yet completed their certificate or license.

Code description: B3PROCRT = 1 and B3NEWC1 not = 2 and (B3CRCT1 = 1 or (B3CRCT1 = 0 and B3CTER1 = 0)).

Sources: B&B93/2003 interview

B3CTXM2

Certificate 2: month expect to earn

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and who are working toward a new certificate or license. This item is also administered to respondents who are currently enrolled or respondents who are not currently enrolled and have not yet completed their certificate or license.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3NEWC2 not = 2 and (B3CRCT2 = 1 or (B3CRCT2 = 0 and B3CTER2 = 0)).

B3CTXM3

Certificate 3: month expect to earn

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and who are working toward a new certificate or license. This item is also administered to respondents who are currently enrolled or respondents who are not currently enrolled and have not yet completed their certificate or license.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3NEWC3 not = 2 and (B3CRCT3 = 1 or (B3CRCT3 = 0 and B3CTER3 = 0)).

B3CTXY1

Certificate 1: year expect to earn

In what month and year do you expect to earn your [license/ certificate]?

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification, and who are working toward a new certificate or license. This item is also administered to respondents who are currently enrolled or respondents who are not currently enrolled and have not yet completed their certificate or license.

Code description: B3PROCRT = 1 and B3NEWC1 not = 2 and (B3CRCT1 = 1 or (B3CRCT1 = 0 and B3CTER1 = 0)).

Sources: B&B93/2003 interview

B3CTXY2

Certificate 2: year expect to earn

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and who are working toward a new certificate or license. This item is also administered to respondents who are currently enrolled or respondents who are not currently enrolled and have not yet completed their certificate or license.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3NEWC2 not = 2 and (B3CRCT2 = 1 or (B3CRCT2 = 0 and B3CTER2 = 0)).

B3CTXY3

Certificate 3: year expect to earn

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification and who are working toward a new certificate or license. This item is also administered to respondents who are currently enrolled or respondents who are not currently enrolled and have not yet completed their certificate or license.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3NEWC3 not = 2 and (B3CRCT3 = 1 or (B3CRCT3 = 0 and B3CTER3 = 0)).

B3CTCN1

Certificate 1: continuity of enrollment

While working on your [license/certificate], [Have you taken off any semesters (terms), other than summer sessions, or have you been continuously enrolled?/Did you take off any semesters (terms), other than summer sessions, or were you continuously enrolled?]

- 1 = Took off at least one semester or term
- 2 = Continuously enrolled

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTCN2

Certificate 2: continuity of enrollment

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTCN3

Certificate 3: continuity of enrollment

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTFT1

Certificate 1: intensity of enrollment

While working on your [license/certificate], [are/were] you usually enrolled as a full-time or part-time student?

- 1 = Full-time enrolled
- 2 = Part-time enrolled
- 3 = Mix of full and part-time enrollment

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTFT2

Certificate 2: intensity of enrollment

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTFT3

Certificate 3: intensity of enrollment

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTTA1

Certificate 1: time of day of classes

- While working on your [license/certificate],
At what time of day [do/did] you primarily attend classes?
- 1 = Days (anytime between 8:00 am-6:00 pm)
 - 2 = Mornings only (between 8:00 am and noon)
 - 3 = Afternoons only (between noon-6:00pm)
 - 4 = Evenings (anytime after 6:00 pm)
 - 5 = Weekends
 - 6 = Whenever offered

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTTA2

Certificate 2: time of day of classes

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTTA3

Certificate 3: time of day of classes

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTEM1

Certificate 1: employed while enrolled

[Have you been/Were] employed while you [have been/were] enrolled in your [fill program]?

0 = No

1 = Yes, currently employed

2 = Yes, previously employed

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.

Sources: B&B93/2003 interview

B3CTEM2

Certificate 2: employed while enrolled

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTEM3

Certificate 3: employed while enrolled

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTAA1

Certificate 1 employer aid: tuition

[if T_TENSE = "past" then]

Did your employer ever pay for any of the following while you were enrolled in your [license/certificate] program?

[else]

[if T_EMPTNS not = "past" then]

Does your employer pay for any of the following for your [license/certificate] program?

[else]

Did your employer ever pay for any of the following for your [license/certificate] program?

[end if]

(Please check all that apply. If self-employed, please check only that box.)

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and respondents who were employed while enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0 and B3CTEM1 = 1.

Sources: B&B93/2003 interview

B3CTAB1

Fees

0 = No

1 = Yes

B3CTAC1

Books and supplies

0 = No

1 = Yes

B3CTAD1

Other expenses (e.g., parking)

0 = No

1 = Yes

B3CTAE1

Self-employed

0 = No

1 = Yes

B3CTAW1

None of the above

0 = No

1 = Yes

B3CTAY1

Don't know

0 = No

1 = Yes

B3CTAZ1

Decline to answer

0 = No

1 = Yes

B3CTAA2

Certificate 2 employer aid: tuition

[if T_TENSE = "past" then]

Did your employer ever pay for any of the following while you were enrolled in your [license/certificate] program?

[else]

[if T_EMPTNS not = "past" then]

Does your employer pay for any of the following for your [license/certificate] program?

[else]

Did your employer ever pay for any of the following for your [license/certificate] program?

[end if]

(Please check all that apply. If self-employed, please check only that box.)

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and respondents who were employed while enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0 and B3CTEM2 = 1.

B3CTAB2

Fees
0 = No
1 = Yes

B3CTAC2

Books and supplies
0 = No
1 = Yes

B3CTAD2

Other expenses (e.g., parking)
0 = No
1 = Yes

B3CTAE2

Self-employed
0 = No
1 = Yes

B3CTAW2

None of the above
0 = No
1 = Yes

B3CTAY2

Don't know
0 = No
1 = Yes

B3CTAZ2

Decline to answer
0 = No
1 = Yes

B3CTAA3

Certificate 3 employer aid: tuition

[if T_TENSE = "past" then]

Did your employer ever pay for any of the following while you were enrolled in your [license/certificate] program?

[else]

[if T_EMPTNS not = "past" then]

Does your employer pay for any of the following for your [license/certificate] program?

[else]

Did your employer ever pay for any of the following for your [license/certificate] program?

[end if]

(Please check all that apply. If self-employed, please check only that box.)

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and respondents who were employed while enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0 and B3CTEM3 = 1.

B3CTAB3

Fees

0 = No

1 = Yes

B3CTAC3

Books and supplies

0 = No

1 = Yes

B3CTAD3

Other expenses (e.g., parking)

0 = No

1 = Yes

B3CTAE3

Self-employed

0 = No

1 = Yes

B3CTAW3

None of the above

0 = No

1 = Yes

B3CTAY3

Don't know

0 = No

1 = Yes

B3CTAZ3

Decline to answer
0 = No
1 = Yes

B3CTLV1

Certificate 1: employer paid time off
[Does/Did] your employer ever give you time off with pay to attend classes for your [license/certificate] program?
0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and respondents who were employed by not self-employed while enrolled

Code description: B3PROCRT = 1 and B3CRCT1 >= 0 and B3CTEM1 = 1 and B3CTAE1 = 1.
Sources: B&B93/2003 interview

B3CTLV2

Certificate 2: employer paid time off
Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and respondents who were employed while enrolled.
Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0 and B3CTEM2 = 1 and B3CTAE2 = 1.

B3CTLV3

Certificate 3: employer paid time off
Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled and respondents who were employed while enrolled.
Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0 and B3CTEM3 = 1.

B3CTPA1

Certificate 1 personal assets: tuition
Excluding any grants, scholarships, or student education loans you may have received,[have you used/did you use] any of your own personal assets(such as from bonds, savings, personal credit cards etc.) to pay for any of the following while you were enrolled in your [license/certificate] program?
Tuition
0 = No
1 = Yes

Applies to: Administered to respondents who have enrolled in a program or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CRCT1 >= 0.
Sources: B&B93/2003 interview

B3CTPB1

Fees
0 = No
1 = Yes

B3CTPC1

Books and supplies

0 = No

1 = Yes

B3CTPD1

Other expenses (e.g., parking)

0 = No

1 = Yes

B3CTPW1

None of the above

0 = No

1 = Yes

B3CTPY1

Don't know

0 = No

1 = Yes

B3CTPZ1

Certificate 1 personal assets: decline

Decline to answer

0 = No

1 = Yes

B3CTPA2

Certificate 2 personal assets: tuition

Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards etc.) to pay for any of the following while you were enrolled in your [license/certificate] program?

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in at least two programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CTPB2

Fees

0 = No

1 = Yes

B3CTPC2

Books and supplies

0 = No

1 = Yes

B3CTPD2

Other expenses (e.g., parking)

0 = No

1 = Yes

B3CTPW2

None of the above

0 = No

1 = Yes

B3CTPY2

Don't know

0 = No

1 = Yes

B3CTPZ2

Decline to answer

0 = No

1 = Yes

B3CTPA3

Certificate 3 personal assets: tuition

Excluding any grants, scholarships, or student education loans you may have received, [have you used/did you use] any of your own personal assets (such as from bonds, savings, personal credit cards etc.) to pay for any of the following while you were enrolled in your [license/certificate] program?

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 = 1 and B3CNEXT1 = 1 and B3CRCT3 >= 0.

B3CTPB3

Fees

0 = No

1 = Yes

B3CTPC3

Books and supplies

0 = No

1 = Yes

B3CTPD3

Other expenses (e.g., parking)

0 = No

1 = Yes

B3CTPW3

None of the above

0 = No

1 = Yes

B3CTPY3

Don't know

0 = No

1 = Yes

B3CTPZ3

Decline to answer

0 = No

1 = Yes

B3CNEXT1

Enrolled in certificate program 1

Besides the program for your [license/certification] in [area of study], have you been enrolled in any other formal certification or licensing program since April of 1996?

0 = No

1 = Yes

Sources: B&B93/2003 interview

B3CNEXT2

Enrolled in certificate program 2

Applies to: Administered to respondents who have enrolled in at least three programs or took classes necessary to qualify for or maintain an occupational license or specialized professional certification. This item was also administered to respondents who indicated whether or not they are currently enrolled.

Code description: B3PROCRT = 1 and B3CNEXT2 and B3CNEXT1 = 1 and B3CRCT2 >= 0.

B3CLSRA

Classes: required by employer

Earlier, you said that in the last 12 months you've enrolled in [work-related training or professional development classes/graduate or undergraduate classes for credit].

Why were you taking these classes?

(Please check all that apply.)

Required by employer

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months.

Code description: B3CREDIT = 1 or B3WRKCLS = 1.

Sources: B&B93/2003 interview

B3CLSRB

Required or recommended for career advancement

0 = No

1 = Yes

B3CLSRC

Improve marketability

0 = No

1 = Yes

B3CLSRD

Interested in changing careers

0 = No

1 = Yes

B3CLSRE

Prepare for graduate school or other academic program

0 = No

1 = Yes

B3CLSRF

Explore career options

0 = No

1 = Yes

B3CLSRX

Other - please specify

0 = No

1 = Yes

B3CLSRY

Don't know

0 = No

1 = Yes

B3CLSRZ

Decline to answer

0 = No

1 = Yes

B3CLSRS

Specify:

B3CLSSA

Classes: 4-year college or university

What types of schools have you attended to take these classes?

(Please check all that apply.)

4-year college or university

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months.

Code description: B3CREDIT = 1 or B3WRKCLS = 1.

Sources: B&B93/2003 interview

B3CLSSB

Community or junior college

0 = No

1 = Yes

B3CLSSC

Technical or vocational school

0 = No

1 = Yes

B3CLSSX

Other - please specify

0 = No

1 = Yes

B3CLSSY

Don't know

0 = No

1 = Yes

B3CLSSZ

Decline to answer

0 = No

1 = Yes

B3CLSS1

Specify:

B3CLSS2

Specify:

B3WRKCRD

Classes: earned credits

Did you earn college or graduate-level credits for any of the courses you've taken in the last 12 months?"

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months.

Code description: B3CREDIT = 1 or B3WRKCLS = 1.

Sources: B&B93/2003 interview

B3WRKCEU

Classes: earned continuing ed units

Did you earn any Continuing Education Units (CEUs) for any of the courses you've taken in the last 12 months?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months.

Code description: B3CREDIT = 1 or B3WRKCLS = 1.

Sources: B&B93/2003 interview

B3CLSEMP

Classes: employed while taking

Were you employed at any time while enrolled in these classes?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months.

Code description: B3CREDIT = 1 or B3WRKCLS = 1.

Sources: B&B93/2003 interview

B3CLSAA

Classes employer aid: tuition

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Tuition

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAB

Classes employer aid: fees

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Fees

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAC

Classes employer aid: books

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Books and supplies

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAD

Classes employer aid: other

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Other expenses (e.g., parking)

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAY

Classes employer aid: don't know

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Don't know

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAZ

Classes employer aid: decline to answer

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Decline to answer

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAE

Classes employer aid: self-employed

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

Self-employed

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSAW

Classes employer aid: none

Did your employer pay for any of the following while you were enrolled in your classes or training?

(Please check all that apply. If self-employed, please check only that box.)

None of the above

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3CLSLV

Classes employer paid time off

Did your employer give you time off with pay to attend classes or training?

0 = No

1 = Yes

2 = Training did not occur during work hours

Applies to: Administered to respondents who have enrolled in a graduate and/or undergraduate classes for credit without being enrolled in a formal degree program or respondents who enrolled in work-related training or other professional development classes in the past 12 months. This item is also administered to respondents who were/are employed at some point while they are/were enrolled in classes.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 and B3CLSEMP = 1.

Sources: B&B93/2003 interview

B3INTSA

Personal interest: 4-year college

Earlier, you said that, in the last 12 months, you've enrolled in classes for personal interest.

What types of schools have you attended to take these classes?

4-year college or university

0 = No

1 = Yes

Applies to: Administered to respondents who, in the past 12 months, have enrolled in classes for personal enrichment.

Code description: B3ENRICH = 1.

Sources: B&B93/2003 interview

B3INTSB

Community or junior college

0 = No

1 = Yes

B3INTSC

Technical or vocational school

0 = No

1 = Yes

B3INTSX

Other - please specify

0 = No

1 = Yes

B3INTSY

Don't know

0 = No

1 = Yes

B3INTSZ

Decline to answer

0 = No

1 = Yes

B3INTS1

Specify:

Applies to: Administered to respondents who, in the past 12 months, have enrolled in classes for personal enrichment and indicated they went to a different type of school than those already provided.

Code description: B3ENRICH = 1 and B3INTSX = 1.

Sources: B&B93/2003 interview

B3INTS2

Specify:

Applies to: Administered to respondents who, in the past 12 months, have enrolled in classes for personal enrichment and indicated they went to a different type of school than those already provided.

Code description: B3ENRICH = 1 and B3INTSX = 1.

Note: Some respondents with B3INTSX = 1 will have a -3 for this variable. They chose other/specify and provided one type of school in which they have taken classes, but had no other types of schools to specify.

Sources: B&B93/2003 interview

B3INTCRD

Pers interest: credits last 12 months

Did you earn college or graduate-level credits for any of the courses you've taken in the last 12 months for personal interest?

0 = No

1 = Yes

Applies to: Administered to respondents who have taken courses for personal enrichment.

Code description: B3ENRICH = 1.

Sources: B&B93/2003 interview

B3INTCEU

Personal interest: continuing ed units

Did you earn any Continuing Education Units (CEUs) for any of the courses you've taken in the last 12 months for personal interest?

0 = No

1 = Yes

Applies to: Administered to respondents who, in the past 12 months, have enrolled in classes for personal enrichment.

Code description: B3ENRICH = 1.

Sources: B&B93/2003 interview

B3HIGHED

Highest education expected

What is the highest level of education you ever expect to complete?

1 = Bachelor

2 = Post-baccalaureate certificate

3 = Master

4 = Post-master

5 = Professional degree (M.D., J.D., D.D.S.)

6 = Doctoral degree (Ph.D., Ed.D., etc.)

Applies to: Administered to respondents who have not enrolled in doctoral or professional degree program.

Code description: B3GRPG1 not = 4 and B3GRPG2 not = 4.

Sources: B&B93/2003 interview

B3UGVLA

UG value: particular major(s) chosen

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Particular major(s) chosen

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLB

UG value: liberal arts courses taken

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Liberal arts courses taken

(e.g., philosophy, literature, writing)

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLC

UG value: professional courses taken

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Professional courses taken

(e.g., accounting, education, computer science)

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLD

UG value: quality of instruction

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Quality of instruction received

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLE

UG value: relationship with faculty

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Relationship with faculty

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLF

UG value: internship and other work

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Internship and other work opportunities

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLG

UG value: support services

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Support services (career planning, counseling, academic advising)

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLH

UG value: social contacts

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Social contacts

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGVLI

UG value: extracurricular activities

How important is each of the following aspects of your undergraduate education to your life now, ten years later?

Please indicate whether each is very important, somewhat important, or not important.

Extracurricular activities

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRA

UG preparation: work and career

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Work and career

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRB

UG preparation: further education

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Further education

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRC

UG preparation: raising a family

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Raising a family

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRD

UG preparation: establish in community

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Establishing yourself in the community

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRE

UG preparation: financial security

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Establishing your financial security

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRF

UG preparation: taking on new challenges

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Taking on new challenges

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGPRG

UG preparation: making informed choices

How important was your undergraduate education in preparing you for each of the following aspects of your life now, ten years later? Please indicate whether each was very important, somewhat important, or not important.

Making informed choices in your life

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGWRA

Undergraduate education worth cost

Was your undergraduate education worth

Yes / No

The financial cost of earning the degree?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3UGWRB

The amount of time required to earn the degree?

0 = No

1 = Yes

B3UGWRC

The level of effort required to earn the degree?

0 = No

1 = Yes

B3GRVLA

GR value: particular course of study

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Particular course of study

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRVLB

GR value: quality of instruction

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Quality of instruction received

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRVLC

GR value: relationship with faculty

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Relationship with faculty

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRVLD

GR value: internship/work opportunities

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Internship and other work opportunities

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRVLE

GR value: support services

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Support services (career planning, counseling, academic advising)

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRVLF

GR value: social contacts

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Social contacts

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRVLG

GR value: extracurricular activities

We'd also like to ask about the value of your graduate studies.

How important is each of the following aspects of your graduate education to your life now?

Please indicate whether each is very important, somewhat important, or not important.

Extracurricular activities

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRPRA

GR preparation: work and career

How important [has your graduate education been/was your graduate education] in preparing you for each of the following aspects of your life now?

Please indicate whether each was very important, somewhat important, or not important.

Work and career

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRPRB

Graduate preparation: raising a family

How important [has your graduate education been/was your graduate education] in preparing you for each of the following aspects of your life now?

Please indicate whether each was very important, somewhat important, or not important.

Raising a family

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRPRC

Graduate preparation: community

How important [has your graduate education been/was your graduate education] in preparing you for each of the following aspects of your life now?

Please indicate whether each was very important, somewhat important, or not important.

Establishing yourself in the community

- 1 = Very important
- 2 = Somewhat important
- 3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRPRD

Graduate preparation: financial security

How important [has your graduate education been/was your graduate education] in preparing you for each of the following aspects of your life now?

Please indicate whether each was very important, somewhat important, or not important.

Establishing your financial security

- 1 = Very important
- 2 = Somewhat important
- 3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRPRE

Graduate preparation: new challenges

How important [has your graduate education been/was your graduate education] in preparing you for each of the following aspects of your life now?

Please indicate whether each was very important, somewhat important, or not important.

Taking on new challenges

- 1 = Very important
- 2 = Somewhat important
- 3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRPRF

Graduate preparation: informed choices

How important [has your graduate education been/was your graduate education] in preparing you for each of the following aspects of your life now?

Please indicate whether each was very important, somewhat important, or not important.

Making informed choices in your life

1 = Very important

2 = Somewhat important

3 = Not important

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRWRA

Graduate education worth cost

Was your graduate education worth

Yes / No

The financial cost of earning the degree?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program since April of 1996 and have earned their degree.

Code description: B3GRAD = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3GRWRB

The amount of time required to earn the degree?

0 = No

1 = Yes

B3GRWRC

The level of effort required to earn the degree?

0 = No

1 = Yes

B3NEWJOB

Looked for job after graduate program

When you completed your [fill T_DEGTYP], did you look for a new job?

0 = No

1 = Yes

Applies to: Administered to respondents who earned a graduate degree since their last interview.

Code description: B3GRER1 = 1 or B3GRER2 = 1 or B3GRER3 = 1.

Sources: B&B93/2003 interview

B3RELJOB

Job related to graduate program

Did you look for a job that is related to your [fill T_DEGTYP]?

0 = No

1 = Yes

Applies to: Administered to respondents who earned a graduate degree since their last interview and who indicated that they looked for a new job after completing their degree.

Code description: (B3GRER1 = 1 or B3GRER2 = 1 or B3GRER3 = 1) and B3NEWJOB = 1.

Sources: B&B93/2003 interview

B3OUTCOM

Offered job related to grad program

Have you been offered a job that is related to your [fill

T_DEGTYP]?

0 = No

1 = Yes

Applies to: Administered to respondents who earned a graduate degree since their last interview and who indicated that they looked for a job that was related to their graduate degree.

Code description: (B3GRER1 = 1 or B3GRER2 = 1 or B3GRER3 = 1) and B3NEWJOB = 1 and B3RELJOB = 1.

Sources: B&B93/2003 interview

B3FEBEMP

Working in February 2002

Were you working in February of this year?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3FEBNUM

February job: number of employers

How many employers did you have at the same time in February?

1 = 1

2 = 2

3 = 3 or more

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FEBTTL

February job: title

What was the job title for the job you held in February?

[if FEBNUM.FEBNUM > 1]

Please refer to your primary job, that is, the job in which you worked the greatest number of hours per month.)

[end if]

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FEBDSC

February job: description

JOB HELD IN FEBRUARY 2002: [job title]

What did you do in that job?

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FEBUX

February job: occupational category

JOB HELD IN FEBRUARY 2002: [job title]

Please find the best occupational category to describe your job.

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FJOBM

February job: month started as title

JOB HELD IN FEBRUARY 2002: [job title]

In what month and year did you start working as a/an [February job title]?

If you have worked as a [job title] for more than one employer, please provide the month and year you started working as a [job title] for any employer.

Month:

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FJOBY

February job: year started as title

JOB HELD IN FEBRUARY 2002: [job title]

In what month and year did you start working as a/an [February job title]?

If you have worked as a [job title] for more than one employer, please provide the month and year you started working as a [job title] for any employer.

Year:

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FEBTYP

February job: description of employer

JOB HELD IN FEBRUARY 2002: [job title]

How would you describe the employer you had for the job you held in February?

- 0 = Self-employed
- 1 = Private, for profit
- 2 = Nonprofit or private, not-for-profit
- 3 = Local government
- 4 = State government
- 5 = Federal government
- 6 = Military (including the National Guard)

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FEBIND

February job: industry category

JOB HELD IN FEBRUARY 2002: [job title]

Please find the best category to describe the industry in which you worked in February.

To help you make your selection, descriptions of the industry categories will appear in the large text box below once you make a selection from the drop down list.

Applies to: Administered to respondents who indicated that they worked in February 2002 and who indicated a valid description of their industry.

Code description: B3FEBEMP = 1 and B3FEBIV not = -1,-2.

Sources: B&B93/2003 interview

B3FEBIV

February job: industry verbatim

JOB HELD IN FEBRUARY 2002: [job title]

Earlier we asked about your occupational area of work.

Occupation refers to job title and duties, while industry refers to the more general field of employment. For example, a restaurant manager has the occupation of manager in the industry of hospitality, and a manager at a department store has the occupation of manager in the retail trade industry.

Likewise, a computer programmer could work in the industry of public administration, business services, or any other industry.

In what type of industry were you were working in February?

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FEBZIP

February job: zip code

JOB HELD IN FEBRUARY 2002: [job title]

What was the zip code for your place of employment in February 2002?

If your employer's address has several zcodes, please indicate the zip for the employer's address where you were located at the time. If you telecommuted or worked off site most or all of the time, please indicate the zip code for the location with which you were associated.)

Applies to: Administered to respondents who indicated that they worked in February 2002 and also worked in the United States.

Code description: B3FEBEMP = 1 and B3FZIPOT not = 1.

Sources: B&B93/2003 interview

B3FZIPOT

February job: out of country

JOB HELD IN FEBRUARY 2002: [job title]

What was the zip code for your place of employment in February 2002?

(If your employer's address has several zcodes, please indicate the zip for the employer's address where you were located at the time. If you telecommuted or worked off site most or all of the time, please indicate the zip code for the location with which you were associated.)

Out of the country

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1

Sources: B&B93/2003 interview

B3FCITY

February zip code: city

JOB HELD IN FEBRUARY 2002: [job title]

What was the zip code for your place of employment in February 2002?

(If your employer's address has several zcodes, please indicate the zip for the employer's address where you were located at the time. If you telecommuted or worked off site most or all of the time, please indicate the zip code for the location with which you were associated.)

Applies to: Administered to respondents who indicated that they worked in February 2002, who worked in the United States, and who gave a valid zip code for their place of work.

Code description: B3FEBEMP = 1 and B3FZIPOUT not = 1 and B3FEBZIP not = -1,-2.

Sources: B&B93/2003 interview

B3FST

February zipcode: state

JOB HELD IN FEBRUARY 2002: [job title]

What was the zip code for your place of employment in February 2002?

(If your employer's address has several zcodes, please indicate the zip for the employer's address where you were located at the time. If you telecommuted or worked off site most or all of the time, please indicate the zip code for the location with which you were associated.)

Applies to: Administered to respondents who indicated that they worked in February 2002, who worked in the United States, and who gave a valid zip code for their place of work.

Code description: B3FEBEMP = 1 and B3FZIPOUT not = 1 and B3FEBZIP not = -1,-2.

Sources: B&B93/2003 interview

B3FEBMO

February job: month started

JOB HELD IN FEBRUARY 2002: [job title]

In what month and year did you start working for [yourself/this employer]?

Month:

Applies to: Administered to respondents who indicated that they worked in February 2002, and those who had more than job or did not know or declined to answer the number of jobs they had, or did not know or declined to answer when they began their February job.

Code description: B3FEBEMP = 1 and (B3FEBNUM > 0 or B3FEBNUM = -1,-2 or B3FJOB = -1,-2.

Sources: B&B93/2003 interview

B3FEBHRS

February job: hours worked per week

JOB HELD IN FEBRUARY 2002: [job title]

About how many hours did you work in an average week in February?

Hours per week

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1.

Sources: B&B93/2003 interview

B3FEBOTH

February job: non-primary job hours

JOB HELD IN FEBRUARY 2002: [job title]

About how many hours did you work in an average week in February?

Hours per week

Applies to: Administered to respondents who indicated that they worked in February 2002 who indicated having more than one job.

Code description: B3FEBEMP = 1 and B3FEBNUM > 0.

Sources: B&B93/2003 interview

B3FEBSAL

February job: salary

JOB HELD IN FEBRUARY 2002: [job title]

What was your annual salary for the job you held in February 2002, before taxes and other deductions? (If you do not know your annual salary, you may report your earnings as a monthly, weekly, daily, or hourly figure.)

Amount:

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1.

Sources: B&B93/2003 interview

B3FEBFLX

February job: flexibility

JOB HELD IN FEBRUARY 2002: [job title]

Some employers allow their employees flexibility in the hours they work, that is, they do not have to work a set schedule as long as a minimum number of hours are worked in a pay period. Would you say your work schedule in February was very flexible, somewhat flexible, or not flexible at all?

1 = Very flexible

2 = Somewhat flexible

3 = Not flexible at all

Applies to: Administered to respondents who indicated that they worked in February 2002, and who are not self employed.

Code description: B3FEBEMP = 1 and B3FEBTYP not = 0.

Sources: B&B93/2003 interview

B3FEBLC

February job: primary location

JOB HELD IN FEBRUARY 2002: [job title]

In your February job, where did you spend the greatest number of hours each week?

- 1 = At your place of employment
- 2 = At a job site or on the road
- 3 = Telecommute from home or other location
- 4 = Other-please specify

Applies to: Administered to respondents who indicated that they worked in February 2002.

Code description: B3FEBEMP = 1.

Sources: B&B93/2003 interview

B3FEBLS

February job: specify primary location

JOB HELD IN FEBRUARY 2002: [job title]

In your February job, where did you spend the greatest number of hours each week?

Other - please specify:

Applies to: Administered to respondents who indicated that they worked in February 2002 who chose other/specify when asked what location they spent the greatest number of hours working.

Code description: B3FEBEMP = 1 and B3FEBLC = 4.

Sources: B&B93/2003 interview

B3FEBTLC

February job: telecommute

JOB HELD IN FEBRUARY 2002: [job title]

In your February job, did your employer allow you to telecommute?

- 1 = Yes
- 2 = No, telecommuting did not make sense
- 3 = No, telecommuting not offered for job

Applies to: Administered to respondents who indicated that they worked in February 2002, who do NOT spend the greatest number of their work hours each week telecommuting from home or another location, and who are not self employed.

Code description: B3FEBEMP = 1 and B3FEBLC not = 3 and B3FEBTYP not = 0.

Sources: B&B93/2003 interview

B3FEBBA

February benefits: medical

In your February job as a [job title], did your employer provide you with any of the following benefits?

(Please check all that apply. If you are not sure whether certain benefits are available, please check the benefits you know of.)

Medical insurance

- 0 = No
- 1 = Yes

Applies to: Administered to respondents who indicated that they worked in February 2002, and who are not self employed.

Code description: B3FEBEMP = 1 and B3FEBTYP not = 0.

Sources: B&B93/2003 interview

B3FEBBB

Dental, optical, or other health insurance

- 0 = No
- 1 = Yes

B3FEBLBC

Life insurance

0 = No

1 = Yes

B3FEBCD

Retirement or other financial benefits, such as a 401(k)/ 403(b)

0 = No

1 = Yes

B3FEBCBE

Stock options

0 = No

1 = Yes

B3FEBCBF

Flexible spending accounts

0 = No

1 = Yes

B3FEBCBG

Employee discounts

0 = No

1 = Yes

B3FEBCBH

Childcare facility or subsidy

0 = No

1 = Yes

B3FEBCBI

Transit subsidy

0 = No

1 = Yes

B3FEBCBJ

Fitness facility or subsidy

0 = No

1 = Yes

B3FEBCBK

Employee assistance (counseling/legal)

0 = No

1 = Yes

B3FEBCBX

None of the above

0 = No

1 = Yes

B3FEBBY

Don't know
0 = No
1 = Yes

B3FEBBZ

Decline to answer
0 = No
1 = Yes

B3CUREMP

Current employment status
Are you currently employed?
0 = No
1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3CURNUM

Current job: number of employers
How many different employers are you working for right now?
1 = 1
2 = 2
3 = 3 or more

Applies to: Administered to respondents who indicated that they are currently working.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3SAMJOB

Current job: same as February job
FEBRUARY JOB: [job title]
Are you working the same job, for the same employer, and with the same hours and salary as you did in February?
0 = No
1 = Yes

Applies to: Administered to respondents who indicated that they worked in February 2002, and who are currently working.

Code description: B3FEBEMP = 1 and B3CUREMP = 1.

Sources: B&B93/2003 interview

B3JBCGA

Job change: different Job or title
How is your current job different from the job you held in February?
(Please check all that apply.)
Different job/job duties
0 = No
1 = Yes

Applies to: Administered to respondents who worked in February 2002, and who are currently working, but their current job is not the same as the job they held in February 2002.

Code description: B3FEBEMP = 1 and B3CUREMP = 1 and B3SAMJOB = 0.

Sources: B&B93/2003 interview

B3JBCGB

Different employer

0 = No

1 = Yes

B3JBCGC

Different hours/schedule

0 = No

1 = Yes

B3JBCGD

Different salary

0 = No

1 = Yes

B3JBCGY

Don't know

0 = No

1 = Yes

B3JBCGZ

Decline to answer

0 = No

1 = Yes

B3CURTTL

Current job: title

What is the job title for your current job?

(Please refer to your primary job, that is, the job in which you worked the greatest number of hours per month.)

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who have a different job/job title than the one they held in February 2002.

Code description: (B3FEBEMP ne 1 and B3CUREMP = 1) or (B3CUREMP = 1 and B3FEBEMP = 1 and B3JBCGA = 1).

Sources: B&B93/2003 interview

B3DESCUR

Current job: description

CURRENT JOB: [job title]

What do you do in your job?

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who have a different job/job title than the one they held in February 2002.

Code description: (B3FEBEMP ne 1 and B3CUREMP = 1) or (B3CUREMP = 1 and B3FEBEMP = 1 and B3JBCGA = 1).

Sources: B&B93/2003 interview

B3CURUX

Current job: occupational category

CURRENT JOB: [job title]

Please find the best occupational category to describe your job.

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who have a different job/job title than the one they held in February 2002.

Code description: (B3FEBEMP ne 1 and B3CUREMP = 1) or (B3CUREMP = 1 and B3FEBEMP = 1 and B3JBCGA = 1).

Sources: B&B93/2003 interview

B3JOBM

Current job: month started title

CURRENT JOB: [job title]

In what month and year did you start working as a [job title]?

If you have worked as a [job title] for more than one employer, please provide the month and year you first started working as a [job title] for any employer.

Month/Year (range 1975-2002 in reverse order)

Month:

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who have a different job/job title than the one they held in February 2002.

Code description: (B3FEBEMP ne 1 and B3CUREMP = 1) or (B3CUREMP = 1 and B3FEBEMP = 1 and B3JBCGA = 1).

Sources: B&B93/2003 interview

B3CURTYP

Current job: description of employer

CURRENT JOB: [job title]

How would you describe your employer?

0 = Self-employed

1 = Private, for profit

2 = Nonprofit or private, not-for-profit

3 = Local government

4 = State government

5 = Federal government

6 = Military (including the National Guard)

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1).

Sources: B&B93/2003 interview

B3CURIND

Current job: industry category

CURRENT JOB: [job title]

Please find the best category to describe the industry in which you work.

(Note: Occupation refers to job title and duties, while industry refers to the more general field of employment. For example, a restaurant manager has the occupation of manager in the industry of hospitality, and a manager at a department store has the occupation of manager in the retail trade industry. Likewise, a computer programmer (occupational title) could work in the industry of public administration, business services, or any other industry.

To help you make your selection, descriptions of the industry categories will appear in the large text box below once you make a selection from the drop down list.)

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 and provided a valid response for the type of industry in which they are working.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1) and B3CURIV not = -1,-2).

Sources: B&B93/2003 interview

B3CURIV

Current job: industry verbatim

CURRENT JOB: [job title]

Earlier we asked about your occupational area of work.

Occupation refers to job title and duties, while industry refers to the more general field of employment. For example, a restaurant manager has the occupation of manager in the industry of hospitality, and a manager at a department store has the occupation of manager in the retail trade industry.

Likewise, a computer programmer could work in the industry of public administration, business services, or any other industry.

In what type of industry are you currently working?

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1).

Sources: B&B93/2003 interview

B3CURZIP

Current job: zip code

CURRENT JOB: [job title]

What is the zip code for your place of employment?

(If your employer's address has several zcodes, please give the zip for the address where you are located.)

(If you telecommute or work off site most or all of the time, please indicate the zip code for the location with which you are associated.)

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 and respondents who work in the United States.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1) and B3ZIPOT = 0).

Sources: B&B93/2003 interview

B3CZIPOT

Current job: zip out of country

CURRENT JOB: [job title]

What is the zip code for your place of employment?

(If your employer's address has several zcodes, please give the zip for the address where you are located.)

(If you telecommute or work off site most or all of the time, please indicate the zip code for the location with which you are associated.)

Not applicable: Employer's address is outside the United States

0 = No

1 = Yes

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1).

Sources: B&B93/2003 interview

B3CURCIT

Current job: zipcode city

CURRENT JOB: [job title]

What is the zip code for your place of employment?

(If your employer's address has several zcodes, please give the zip for the address where you are located.)

(If you telecommute or work off site most or all of the time, please indicate the zip code for the location with which you are associated.)

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 and respondents who work in the United States gave a valid zip code.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1) and B3ZIPOT = 0 and B3CURZIP not = -1,-2).

Sources: B&B93/2003 interview

B3CURST

Current job: zip code state

CURRENT JOB: [job title]

What is the zip code for your place of employment?

(If your employer's address has several zcodes, please give the zip for the address where you are located.)

(If you telecommute or work off site most or all of the time, please indicate the zip code for the location with which you are associated.)

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 and respondents who work in the United States and gave a valid zip code.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1) and B3ZIPOT = 0 and B3CURZIP not = -1,-2).

Sources: B&B93/2003 interview

B3EMPM

Current job: month started

CURRENT JOB: [job title]

In what month and year did you start working for [yourself/your current employer]?

Month:

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1).

Sources: B&B93/2003 interview

B3CURFLX

Current job: flexibility

CURRENT JOB: [job title]

Some employers allow their employees flexibility in the hours they work, that is, they do not have to work a set schedule as long as a minimum number of hours are worked in a pay period.

Would you say your current schedule is very flexible, somewhat flexible, or not flexible at all?

1 = Very flexible

2 = Somewhat flexible

3 = Not flexible at all

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 and are not self employed.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGB=1) and B3CURTYP not = 0).

Sources: B&B93/2003 interview

B3CURTLC

Current job: ability to telecommute

CURRENT JOB: [job title]

Does your employer allow you to telecommute [in this job/]?]

1 = Yes

2 = No, telecommuting did not make sense

3 = No, telecommuting not offered for job

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 or their job title is different than it was in February.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and (B3JBCGB=1 or B3JBCGA = 1)).

Sources: B&B93/2003 interview

B3CURBA

Current benefits: medical

CURRENT JOB: [job title]

In your job as a [job title], does your employer provide you with any of the following benefits?

(Please check all that apply. If you are not sure whether certain benefits are available, please check the benefits you know of.)

Medical insurance

0 = No

1 = Yes

Applies to: Administered to respondents who did not work in February 2002, but are currently working or respondents who indicated that their current employer is different from the employer they had in February 2002 or their job title is different than it was in February.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and (B3JBCGB=1 or B3JBCGA = 1)).

Sources: B&B93/2003 interview

B3CURBB

Dental, optical, or other health insurance

0 = No

1 = Yes

B3CURLBC

Life insurance

0 = No

1 = Yes

B3CURBD

Retirement or other financial benefits, such as a 401(k)/ 403(b)

0 = No

1 = Yes

B3CURBE

Stock options

0 = No

1 = Yes

B3CURBF

Flexible spending accounts

0 = No

1 = Yes

B3CURBG

Employee discounts

0 = No

1 = Yes

B3CURBH

Childcare facility or subsidy

0 = No

1 = Yes

B3CURBI

Transit subsidy

0 = No

1 = Yes

B3CURBJ

Fitness facility or subsidy

0 = No

1 = Yes

B3CURBK

Employee assistance (counseling/legal)

0 = No

1 = Yes

B3CURBX

None of the above

0 = No

1 = Yes

B3CURBY

Don't know

0 = No

1 = Yes

B3CURBZ

Decline to answer

0 = No

1 = Yes

B3CURHRS

Current job: hours per week

CURRENT JOB: [job title]

About how many hours do you work in an average week?

Hours per week

Applies to: Administered to respondents who are currently employed, but did not work in February 2002 or respondents who indicated that their current working hours are different from the working hours they held in February 2002.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGC = 1)).

Sources: B&B93/2003 interview

B3CUROTH

Current job: hours non-primary job

CURRENT JOB: [job title]

About how many hours do you work in an average week?

All other jobs combined :

Hours per week

Applies to: Administered to respondents who are currently employed, but did not work in February 2002 or respondents who indicated that their current working hours are different from the working hours they held in February 2002 and they currently hold more than one job.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGC = 1) and B3CURNUM > 1).

Sources: B&B93/2003 interview

B3CURLC

Current job: primary location

CURRENT JOB: [job title]

In your current job, where do you spend the greatest number of hours each week?

1 = At place of employment

2 = At a job site or on the road

3 = Telecommute from home or other location

4 = Other, specify

Applies to: Administered to respondents who are currently employed, but did not work in February 2002 or respondents who indicated that their current working hours are different from the working hours they held in February 2002.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGC = 1)).

Sources: B&B93/2003 interview

B3CURLS

Current job: specify primary location

CURRENT JOB: [job title]

In your current job, where do you spend the greatest number of hours each week?

Specify:

Applies to: Administered to respondents who are currently employed, but did not work in February 2002 or respondents who indicated that their current working hours are different from the working hours they held in February 2002 and respondents who chose other/specify when asked what location they spent the greatest number of hours while working.

Code description: ((B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGC = 1 and B3CURLC = 4) and B3CURLS = 4).

Sources: B&B93/2003 interview

B3CURSAL

Current job: salary

CURRENT JOB: [job title]

How much are you earning annually at your primary job, before taxes and other deductions? (If you do not know your annual salary, you may report your earnings as a monthly, weekly, daily, or hourly figure.)

Applies to: Administered to respondents who are currently employed, but did not work in February 2002 or respondents who indicated that their current salary is different from the salary they had in February 2002.

Code description: (B3FEBEMP = 0 and B3CUREMP = 1) or (B3FEBEMP = 1 and B3CUREMP = 1 and B3JBCGD=1).

Sources: B&B93/2003 interview

B3JOBSA

Job satisfaction: pay

CURRENT JOB: [job title]

Are you satisfied with the following aspects of your job?

Your pay

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3JOBSB

Fringe benefits

0 = No

1 = Yes

B3JOBSC

Importance and challenge of your work

0 = No

1 = Yes

B3JOBSD

Opportunities for promotion and advancement

0 = No

1 = Yes

B3JOBSE

Opportunities to use training and education

0 = No

1 = Yes

B3JOBSF

Job security

0 = No

1 = Yes

B3JOBSG

Opportunities for further training and education

0 = No

1 = Yes

B3GENSAT

Job satisfaction: generally satisfied

CURRENT JOB: [job title]

Overall, would you say you are satisfied with your job?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3IMPUG

Importance of undergraduate education

CURRENT JOB: [job title]

How important are each of the following to your current job?

Please indicate whether each is very important, somewhat important, not important, or not applicable.

Your undergraduate education

1 = Very Important

2 = Somewhat Important

3 = Not Important

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3IMPGR

Importance of graduate education

CURRENT JOB: [job title]

How important are each of the following to your current job?

Please indicate whether each is very important, somewhat important, not important, or not applicable.

Your graduate education

1 = Very Important

2 = Somewhat Important

3 = Not Important

Applies to: Administered to respondents who are currently employed and who have completed a graduate degree.

Code description: B3CUREMP = 1 and (B3GRER1 = 1 or B3GRER2 = 1).

Sources: B&B93/2003 interview

B3IMPED

Importance of any other education

CURRENT JOB: [job title]

How important are each of the following to your current job?

Please indicate whether each is very important, somewhat important, not important, or not applicable.

Any other education you've received

1 = Very Important

2 = Somewhat Important

3 = Not Important

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3IMPOJT

Importance of formal on the job training

CURRENT JOB: [job title]

How important are each of the following to your current job?

Please indicate whether each is very important, somewhat important, not important, or not applicable.

Formal on-the-job training

1 = Very Important

2 = Somewhat Important

3 = Not Important

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3IMPXJ

Importance of experience on the job

CURRENT JOB: [job title]

How important are each of the following to your current job?

Please indicate whether each is very important, somewhat important, not important, or not applicable.

Experience acquired on the job

1 = Very Important

2 = Somewhat Important

3 = Not Important

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3IMPXO

Importance of experience from other jobs

CURRENT JOB: [job title]

How important are each of the following to your current job?

Please indicate whether each is very important, somewhat important, not important, or not applicable.

Experience from other jobs held

1 = Very Important

2 = Somewhat Important

3 = Not Important

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3REQBA

Degree specified for current job

CURRENT JOB: [job title]

What kind of degree is required for your current job?

1 = No degree

2 = Bachelor's degree

3 = Master's degree

4 = Doctoral or professional degree

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3SUPRVS

Current job: supervise work of others

CURRENT JOB: [job title]

In your current job, do you:

Yes / No / Don't know / Decline to answer

Supervise the work of others?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3HIRE

Current job: hiring and firing decisions

CURRENT JOB: [job title]

In your current job, do you:

Yes / No / Don't know / Decline to answer

Participate in hiring and/or firing decisions?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3SETSAL

Current job: setting salary rates

CURRENT JOB: [job title]

In your current job, do you:

Yes / No / Don't know / Decline to answer

Participate in setting salary rates for other employees?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3AUTONM

Current job: level of autonomy

CURRENT JOB: [job title]

Which of the following statements best describes your current job?

1 = Someone else decides what and how

2 = Someone else decides, you decide how

3 = Have freedom in deciding what/how

4 = You are basically your own boss.

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3PTIME

Reason not working full-time

CURRENT JOB: [job title]

Earlier you said you are working less than 35 hours per week on average. What is your main reason for working less than full-time?

- 1 = Full-time work is not available
- 2 = No employees work a full-time schedule
- 3 = Family responsibilities
- 4 = Attending school while working
- 5 = No need or desire to work full-time
- 6 = Pursuing other interests or hobbies
- 7 = Health problems prohibit full-time work
- 8 = Other, specify

Applies to: Administered to respondents who are currently working part-time.

Code description: ((B3SAMJOB = 1 and B3FEBHRS < 35) or (B3SAMJOB = 0 and B3CURHRS < 35) or (B3FEBEMP = 0 and B3CUREMP = 1 and B3CURHRS > 35)).

Sources: B&B93/2003 interview

B3PTIMS

Specify reason not working full time

CURRENT JOB: [job title]

Earlier you said you are working less than 35 hours per week on average. What is your main reason for working less than

full-time?

Specify:

Applies to: Administered to respondents who are currently working part-time and specified another reason why they are working part-time.

Code description: ((B3SAMJOB = 1 and B3FEBHRS < 35) or (B3SAMJOB = 0 and B3CURHRS < 35) or (B3FEBEMP = 0 and B3CUREMP = 1 and B3CURHRS > 35) and B3PTIME = 8).

Sources: B&B93/2003 interview

B3RELSCH

Job in school related to coursework

CURRENT JOB: [job title]

According to what you've already told us, you are enrolled in school and working at the same time. To what extent is your job related to your program of study or coursework?

- 1 = Job and ed program closely related
- 2 = Job and ed program somewhat related
- 3 = Job and program of study are not related

Applies to: Administered to respondents who are currently employed, and who are currently enrolled in a formal degree program.

Code description: B3CUREMP = 1 and (B3CRGRD1 = 1 or B3CRUG1 = 1 or B3CRCT = 1).

Sources: B&B93/2003 interview

B3JBSCCH

Job through school placement

CURRENT JOB: [job title]

Did you obtain your job through an internship, apprenticeship, or co-op placement?

Applies to: Administered to respondents who are currently employed, and who are currently enrolled in a formal degree program, and indicated that their job and program of study is either closely related or somewhat related to their job.

Code description: B3CUREMP = 1 and (B3CRGRD1 = 1 or B3CRUG1 = 1 or B3CRCT = 1) and B3RELSCH = 1,2.

Sources: B&B93/2003 interview

B3JBSSCH

Job through school placement: specify

CURRENT JOB: [job title]

Did you obtain your job through an internship, apprenticeship, or co-op placement?

Applies to: Administered to respondents who are currently employed, and who are currently enrolled in a formal degree program, and indicated that their job and program of study is either closely related or somewhat related to their job and indicated that they obtained their job through a different method than those provided.

Code description: B3CUREMP = 1 and (B3CRGRD1 = 1 or B3CRUG1 = 1 or B3CRCT = 1) and B3RELSCH = 1,2 and B3JBSCCH = 4.

Sources: B&B93/2003 interview

B3PRMROL

Primary role: student or employee

CURRENT JOB: [job title]

Since you are both enrolled and working at the same time, do you consider yourself to be primarily

1 = A student working to meet expenses

2 = Consider self employee enrolled

Applies to: Administered to respondents who are currently employed, and who are currently enrolled in a formal degree program.

Code description: B3CUREMP = 1 and (B3CRGRD1 = 1 or B3CRUG1 = 1 or B3CRCT = 1).

Sources: B&B93/2003 interview

B3CAREER

Job in desired industry/occupation

CURRENT JOB: [job title]

Do you consider your current job to be part of a career you are pursuing in your occupation or industry?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3CARDUR

Years pursuing career in industry

CURRENT JOB: [job title]

About how many years have you been working in this career?

Applies to: Administered to respondents who are currently employed and consider their current job to be part of a career they are pursuing in their occupation or industry.

Code description: B3CUREMP = 1 and B3CAREER = 1.

Sources: B&B93/2003 interview

B3CARRA

Chose current career: for challenge

Why did you choose your current career?

(Please check all that apply.)

Wanted a greater challenge

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed and consider their current job to be part of a career they are pursuing in their occupation or industry or are unsure or declined to answer if their current job is part of a career they are pursuing in their occupation or industry. Respondents must have also indicated that they have had more than one career in the last 10 years.

Code description: B3CUREMP = 1 and B3CAREER not = 0 and B3CARMLT = 1.

Sources: B&B93/2003 interview

B3CARRB

Wanted a less demanding job

0 = No

1 = Yes

B3CARRC

Wanted more interesting or satisfying work

0 = No

1 = Yes

B3CARRD

Lost interest in my prior career path

0 = No

1 = Yes

B3CARRE

Acquired new training or education

0 = No

1 = Yes

B3CARRF

Wanted more money or benefits

0 = No

1 = Yes

B3CARRG

Wanted greater opportunities for advancement

0 = No

1 = Yes

B3CARRH

Found my personal values had changed

0 = No

1 = Yes

B3CARRX

Other - please specify

0 = No

1 = Yes

B3CARRY

Don't know

0 = No

1 = Yes

B3CARRZ

Decline to answer

0 = No

1 = Yes

B3CARRS

Specify other reason 1:

B3CARRT

Specify other reason 2:

B3CARRU

Specify other reason 3:

B3CURDES

Description of job not considered career

CURRENT JOB: [job title]

Since you don't consider this job to be a career position, how would you describe it?

1 = Working while decide on future ed/career

2 = Just paying the bills

3 = Continue in job held before left school

4 = Working to prepare for graduate school

5 = Doing what want to do

6 = Exploring career options

7 = Only job available

8 = Other

Applies to: Administered to respondents who are currently employed and do not consider their current job to be part of a career they are pursuing in their occupation or industry.

Code description: B3CUREMP = 1 and B3CAREER = 0.

Sources: B&B93/2003 interview

B3CURDSS

Specify job not considered career

CURRENT JOB: [job title]

Since you don't consider this job to be a career position, how would you describe it?

Specify:

Applies to: Administered to respondents who are currently employed and do not consider their current job to be part of a career they are pursuing in their occupation or industry and who provided a different description of their job than those that were provided.

Code description: B3CUREMP = 1 and B3CAREER = 0 and B3CURDES = 8.

Sources: B&B93/2003 interview

B3CARMLT

More than one career in last ten years

Would you say you've had more than one career in the last ten years?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3EXPWRK

Expect same type of work in three years

CURRENT JOB: [job title]

Do you expect to be doing the same type of work three years from now?

0 = No

1 = Yes

Applies to: Administered to respondents who are currently employed.

Code description: B3CUREMP = 1.

Sources: B&B93/2003 interview

B3CURUEM

Currently receiving unemployment

Are you currently receiving unemployment compensation?

0 = No

1 = Yes

Applies to: Administered to respondents who are NOT currently employed.

Code description: B3CUREMP = 0,-1,-2.

Sources: B&B93/2003 interview

B3FEBUEM

Receiving unemployment in February

Were you receiving unemployment compensation in February when you were not working?

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they were not employed in February 2002.

Code description: B3FEBEMP = 0,-1,-2.

Sources: B&B93/2003 interview

B3NUMOUT

Times out of work for 3 months or more

Since 1996, how many times have you not worked for a period of 3 months or more?

0 = None

1 = 1 time

2 = 2 times

3 = 3 times

4 = 4 times

5 = 5 times

6 = 6 times

7 = More than 6 times

8 = I have not worked since 1996

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3TIM1YY

Years most recently not working 1

Thinking about the most recent period when you were not working, how long did that period last?

Years:

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least one time.

Code description: B3NUMOUT >= 1 and B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3TIM2YY

Years most recently not working 2

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least two times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8.

B3TIM3YY

Years most recently not working 3

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least three times.

Code description: B3NUMOUT >= 3 and B3NUMOUT not = 8.

B3TIM4YY

Years most recently not working 4

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least four times.

Code description: B3NUMOUT >= 4 and B3NUMOUT not = 8.

B3TIM5YY

Years most recently not working 5

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least five times.

Code description: B3NUMOUT >= 5 and B3NUMOUT not = 8.

B3TIM6YY

Years most recently not working 6

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least six times.

Code description: B3NUMOUT >= 6 and B3NUMOUT not = 8.

B3TIM7YY

Years most recently not working 7

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least seven times.

Code description: B3NUMOUT >= 7 and B3NUMOUT not = 8.

B3TIM1MM

Months most recently not working 1

Thinking about the most recent period when you were not working, how long did that period last?

Months:

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least one time.

Code description: B3NUMOUT >= 1 and B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3TIM2MM

Months most recently not working 2

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least two times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8.

B3TIM3MM

Months most recently not working 3

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least three times.

Code description: B3NUMOUT >= 3 and B3NUMOUT not = 8.

B3TIM4MM

Months most recently not working 4

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least four times.

Code description: B3NUMOUT >= 4 and B3NUMOUT not = 8.

B3TIM5MM

Months most recently not working 5

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least five times.

Code description: B3NUMOUT >= 5 and B3NUMOUT not = 8.

B3TIM6MM

Months most recently not working 6

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least six times.

Code description: B3NUMOUT >= 6 and B3NUMOUT not = 8.

B3TIM7MM

Months most recently not working 7

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least seven times.

Code description: B3NUMOUT >= 7 and B3NUMOUT not = 8.

B3LOOK1

Looking for work while unemployed 1

During that time, were you looking for work?

0 = No

1 = Yes

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least one time.

Code description: B3NUMOUT >= 1 and B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3LOOK2

Looking for work while unemployed 2

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least two times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8.

B3LOOK3

Looking for work while unemployed 3

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least three times.

Code description: B3NUMOUT >= 3 and B3NUMOUT not = 8.

B3LOOK4

Looking for work while unemployed 4

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least four times.

Code description: B3NUMOUT >= 4 and B3NUMOUT not = 8.

B3LOOK5

Looking for work while unemployed 5

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least five times.

Code description: B3NUMOUT >= 5 and B3NUMOUT not = 8.

B3LOOK6

Looking for work while unemployed 6

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least six times.

Code description: B3NUMOUT >= 6 and B3NUMOUT not = 8.

B3LOOK7

Looking for work while unemployed 7

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least seven times.

Code description: B3NUMOUT >= 7 and B3NUMOUT not = 8.

B3UNCM1

Compensation while unemployed 1

Did you receive unemployment compensation while you were unemployed but looking for work?

0 = No

1 = Yes

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least one time, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 1 and B3NUMOUT not = 8 and B3LOOK1 = 1.

Sources: B&B93/2003 interview

B3UNCM2

Compensation while unemployed 2

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least two times, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3LOOK1 = 1.

B3UNCM3

Compensation while unemployed 3

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least three times, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 3 and B3NUMOUT not = 8 and B3LOOK1 = 1.

B3UNCM4

Compensation while unemployed 4

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least four times, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 4 and B3NUMOUT not = 8 and B3LOOK1 = 1.

B3UNCM5

Compensation while unemployed 5

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least five times, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 5 and B3NUMOUT not = 8 and B3LOOK1 = 1.

B3UNCM6

Compensation while unemployed 6

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least six times, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 6 and B3NUMOUT not = 8 and B3LOOK1 = 1.

B3UNCM7

Compensation while unemployed 7

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least seven times, and who were searching for employment while they were out of work.

Code description: B3NUMOUT >= 7 and B3NUMOUT not = 8 and B3LOOK1 = 1.

B3RSNOT1

Reason out of the work force 1

What was the primary reason that you were out of the work force?

(Please choose only one answer.)

- 1 = Enrolled in school
- 2 = Raising family
- 3 = Caring for family members
- 4 = In rehabilitation or medical facility
- 5 = Incarcerated
- 6 = Did not need to work
- 7 = Fired from last job
- 8 = Laid off from previous job
- 9 = Joined volunteer organization
- 10 = Serving as missionary
- 11 = Joined a religious order
- 12 = Just completed education/training
- 13 = Other

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least one time.

Code description: B3NUMOUT >= 1.

Sources: B&B93/2003 interview

B3RSNOT2

Reason out of the work force 2

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least two times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8.

B3RSNOT3

Reason out of the work force 3

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least three times.

Code description: B3NUMOUT >= 3 and B3NUMOUT not = 8.

B3RSNOT4

Reason out of the work force 4

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least four times.

Code description: B3NUMOUT >= 4 and B3NUMOUT not = 8.

B3RSNOT5

Reason out of the work force 5

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least five times.

Code description: B3NUMOUT >= 5 and B3NUMOUT not = 8.

B3RSNOT6

Reason out of the work force 6

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least six times.

Code description: B3NUMOUT >= 6 and B3NUMOUT not = 8.

B3RSNOT7

Reason out of the work force 7

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least seven times.

Code description: B3NUMOUT >= 7 and B3NUMOUT not = 8.

B3RSNS1

Specify: Reason out of work force 1

What was the primary reason that you were out of the work force?

(Please choose only one answer.)

Other - please specify:

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least one time.

Code description: B3NUMOUT >= 1 and B3RSNOT1 = 13.

Sources: B&B93/2003 interview

B3RSNS2

Specify: Reason out of work force 1

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least two times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3RSNOT2 = 13.

B3RSNS3

Specify: Reason out of work force 1

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least three times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3RSNOT3 = 13.

B3RSNS4

Specify: Reason out of work force 1

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least four times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3RSNOT4 = 13.

B3RSNS5

Specify: Reason out of work force 1

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least five times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3RSNOT5 = 13.

B3RSNS6

Specify: Reason out of work force 1

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least six times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3RSNOT6 = 13.

B3RSNS7

Specify: Reason out of work force 1

Applies to: Administered to respondents who, since 1996, have been out of work for 3 months at least seven times.

Code description: B3NUMOUT >= 2 and B3NUMOUT not = 8 and B3RSNOT7 = 13.

B3JOBS96

Number of different jobs since 1996

How many different employers have you had since 1996?

Please include different jobs with the same employer.

Applies to: Administered to respondents who have worked since 1996.

Code description: B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3EMP96

Number of different employers since 1996

How many different employers have you had since 1996?

Please include different jobs with the same employer.

Applies to: Administered to respondents who have worked since 1996.

Code description: B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3PT96

Worked jobs that were not full-time

[Have there been other jobs in which you've/Since, 1996, have you ever] worked less than full-time, that is, less than 35 hours per week?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked since 1996.

Code description: B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3RSNPA

Reason part-time: full-time unavailable

Why did you decide not to work full-time?

(Please check all that apply.)

Full-time work was not available

0 = No

1 = Yes

Applies to: Administered to respondents who have worked since 1996, and who indicated that since that time they have worked less than full-time

Code description: B3NUMOUT not = 8 and B3PT96 = 1.

Sources: B&B93/2003 interview

B3RSNPB

None of the employees worked a full-time schedule

0 = No

1 = Yes

B3RSNPC

Family responsibilities

0 = No

1 = Yes

B3RSNPD

Attended school while working

0 = No

1 = Yes

B3RSNPE

No need or desire to work full-time

0 = No

1 = Yes

B3RSNPF

Pursuing other interests or hobbies

0 = No

1 = Yes

B3RSNPG

Health problems prohibited full-time work

0 = No

1 = Yes

B3RSNPX

Other - please specify

0 = No

1 = Yes

B3RSNPY

Don't know

0 = No

1 = Yes

B3RSNPZ

Decline to answer

0 = No

1 = Yes

B3PTYT

Years less than full-time since 1996

What would you estimate is the total amount of time (in month and years) you've worked less than full-time since 1996?

Years:

Applies to: Administered to respondents who have worked since 1996, and who indicated that since that time they have worked less than full-time

Code description: B3NUMOUT not = 8 and B3PT96 = 1.

Sources: B&B93/2003 interview

B3LVCHLD

Paid/unpaid leave for child since 1996

Since 1996, have you taken either paid or unpaid leave for any of the following reasons: the birth or adoption of a child, to raise your child(ren), or for the medical care of your child(ren)?

Applies to: Administered to respondents who have worked since 1996.

Code description: B3NUMOUT not = 8.

Sources: B&B93/2003 interview

B3PAIDYY

Paid leave: years

How much of that [Time on leave] was paid leave?

Applies to: Administered to respondents who have worked since 1996, and who have taken either paid or unpaid leave and who have provided valid total months and years they took leave for their child/children.

Code description: B3NUMOUT not = -8 and B3LVCHILD = 1,-1 and B3LVYY not = -1,-2 and B3LVMM not = -1,-2.

Sources: B&B93/2003 interview

B3LVYY

Years on leave for child since 1996

Since 1996, what is the total amount of time you have been on leave for the birth or adoption of a child, to raise your child(ren), or for the medical care of your child(ren)?

Years:

Applies to: Administered to respondents who have worked since 1996, and who have taken either paid or unpaid leave.

Code description: B3NUMOUT not = -8 and B3LVCHILD = 1,-1.

Sources: B&B93/2003 interview

B3REDUCE

Reduce hours due to child since 1996

Since 1996, have you worked reduced hours because of the birth or adoption of a child, to raise your child(ren), or for the medical care of your child(ren)?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked since 1996, and who did not indicate that they did not have any children.

Code description: B3NUMOUT not = -8 and B3LVCHILD not = 2.

Sources: B&B93/2003 interview

B3REDYY

Years reduce hours for child since 1996

Since 1996, what is the total amount of time you have worked reduced hours for the birth or adoption of a child, to raise your child(ren), or for the medical care of your child(ren)?

Years:

Applies to: Administered to respondents who have worked since 1996, and who did not indicate that they did not have any children and who have worked reduced hours.

Code description: B3NUMOUT not = -8 and B3LVCHILD not = 2 and B3REDUCE = 1.

Sources: B&B93/2003 interview

B3TCHPST

Ever worked as teacher or aid

[if Y_TEACHER = 1 or Y_CRTTYP > 0 then]

Our records indicate that you have been a teacher at the K-12 level in the past.

Is that correct?

[else]

Have you ever worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?

[end if]

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3TCHPRP

Done anything to prepare self to teach

Have you taken courses or done anything else to prepare yourself for a career in teaching?

0 = No

1 = Yes

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 0,-1,-2.

Sources: B&B93/2003 interview

B3CONSDR

Currently considering teaching

Are you currently considering teaching as a career?

0 = No

1 = Yes

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, and who have not taken any courses or done anything to prepare for a career in teaching.

Code description: B3TCHPST = 0,-1,-2 and B3TCHPRP = 0,-1,-2.

Sources: B&B93/2003 interview

B3EVRCT

Ever licensed/certified to teach

Have you ever been certified or licensed to teach?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have a temporary, emergency, or no preloaded certificate, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching.

Code description: B3TCHPST = 1 and YCRRTYP not = 1,2,3 or (B3TCHPST not = 1 and B3TCHPRP = 1).

Sources: B&B93/2003 interview

B3PRPSTD

Completed student teaching

Have you already completed your student teaching?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching; and respondents who have never been certified to teach or have been certified to teach but were unsure or refused to provide their certification type.

Code description: ((B3TCHPST = 1 and YCRRTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and (B3EVRCT not = 1 or (B3EVRCT = 1 and B3CRRTYP = -1,-2)).

Sources: B&B93/2003 interview

B3CRRTYP

Highest teaching certificate held

What is the highest level at which you have ever been certified to teach?

1 = Reg, standard or adv prof cert

2 = Probationary certificate

3 = Temporary certificate

4 = Emergency certificate

5 = Other - please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching; and respondents who have been certified or those with a preloaded probationary certificate or higher.

Code description: ((B3TCHPST = 1 and YCRRTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and (B3EVRCT = 1 or YCRRTYP = 1,2,3).

Sources: B&B93/2003 interview

B3CRTTS

Highest teaching certificate - specify

What is the highest level at which you have ever been certified to teach?

Specify:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching; and respondents who have been certified or those with a preloaded probationary certificate or higher and who indicated they held another type of certificate than the type of certificates listed as answer options.

Code description: ((B3TCHPST = 1 and YCRTTYYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and (B3EVRCT = 1 or YCRTTYYP = 1,2,3) and B3CRTTYP = 5.

Sources: B&B93/2003 interview

B3CRTM1

Month became certified to teach 1

In what month and year did you first earn your [teacher certificate]?

Month:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching and respondents have a regular standard or advance professional certificate or a probationary certificate.

Code description: ((B3TCHPST = 1 and YCRTTYYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVRCRT = 1 and B3CRTTYP = 1, 2.

Note: Some respondents with a -9 for this variable should have received the question according to the administered to text. However, because of upcoding some respondents have missing data for this item.

Sources: B&B93/2003 interview

B3CRT1A

Certified 1: Art/Drama/Music

At that time, in what field(s) were you certified at the probationary level or higher?

(Please check all that apply.)

Art/Drama/Music

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching and respondents have a regular standard or advance professional certificate or a probationary certificate.

Code description: ((B3TCHPST = 1 and YCRTTYYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVRCRT = 1 and B3CRTTYP = 1, 2.

Note: Some respondents with a -9 for this variable should have received the question according to the administered to text. However, because of upcoding some respondents have missing data for this item.

Sources: B&B93/2003 interview

B3CRT1B

Business

0 = No

1 = Yes

B3CRT1C

Economics/Political Systems

0 = No

1 = Yes

B3CRT1D

Elementary/Early Childhood Education

0 = No

1 = Yes

B3CRT1E

English/Journalism/Reading/Creative Writing

0 = No

1 = Yes

B3CRT1F

ESL/Bilingual

0 = No

1 = Yes

B3CRT1G

Foreign Languages

0 = No

1 = Yes

B3CRT1H

Health/Physical Education

0 = No

1 = Yes

B3CRT1I

Math

0 = No

1 = Yes

B3CRT1J

Science

0 = No

1 = Yes

B3CRT1K

Secondary Education

0 = No

1 = Yes

B3CRT1L

Special Education

0 = No

1 = Yes

B3CRT1M

Social Studies/History/Civics

0 = No

1 = Yes

B3CRT1N

Vocational/Occupational

0 = No

1 = Yes

B3CRT1O

Social Sciences

0 = No

1 = Yes

B3CRT1X

Other - please specify

0 = No

1 = Yes

B3CRT1Y

Don't know

0 = No

1 = Yes

B3CRT1Z

Decline to answer

0 = No

1 = Yes

B3CRT1S

Specify:

B3CURCRT

Currently licensed/certified to teach

Are you currently certified to teach at the [teacher certificate] level?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching and respondents who have some type of teaching certificate.

Code description: ((B3TCHPST = 1 and YCRTTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVRCRT = 1 and B3CRTTYP >= 1.

Sources: B&B93/2003 interview

B3CRT2A

Certified 2: Art/Drama/Music

In what field(s) are you currently certified at the probationary level or higher?(Check all that apply.)

Art/Drama/Music

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching and respondents who have some type of teaching certificate and are currently certified.

Code description: ((B3TCHPST = 1 and YCRRTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVCRT = 1 and B3CRRTYP >= 1 and B3CURCT = 1.

Sources: B&B93/2003 interview

B3CRT2B

Business

0 = No

1 = Yes

B3CRT2C

Economics/Political Systems

0 = No

1 = Yes

B3CRT2D

Elementary/Early Childhood Education

0 = No

1 = Yes

B3CRT2E

English/Journalism/Reading/Creative Writing

0 = No

1 = Yes

B3CRT2F

ESL/Bilingual

0 = No

1 = Yes

B3CRT2G

Foreign Languages

0 = No

1 = Yes

B3CRT2H

Health/Physical Education

0 = No

1 = Yes

B3CRT2I

Math
0 = No
1 = Yes

B3CRT2J

Science
0 = No
1 = Yes

B3CRT2K

Secondary Education
0 = No
1 = Yes

B3CRT2L

Special Education
0 = No
1 = Yes

B3CRT2M

Social Studies/History/Civics
0 = No
1 = Yes

B3CRT2N

Vocational/Occupational
0 = No
1 = Yes

B3CRT2O

Social Sciences
0 = No
1 = Yes

B3CRT2X

Other - please specify
0 = No
1 = Yes

B3CRT2Y

Don't know
0 = No
1 = Yes

B3CRT2Z

Decline to answer
0 = No
1 = Yes

B3CRT2S

Specify:

B3CRT2T

Specify:

B3CRTST

State 1 issuing license/certificate

Which state(s) issued your current license/certificate to teach?

(If you are certified in the state in which you live, please enter that state first. If you are not certified in the state in which you live, please enter first the state in which you teach the most.)

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching. Respondents must also have some type of teaching certificate and be currently certified and provide a the field of study for which they are certified.

Code description: ((B3TCHPST = 1 and YCRRTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVRCRT = 1 and B3CRTTYP >= 1 and B3CURCT = 1 and B3CRT2Y not = 1 and B3CRT2Z = 1.

Sources: B&B93/2003 interview

B3CRTS2

State 2 issuing license/certificate

Which state(s) issued your current license/certificate to teach?

(If you are certified in the state in which you live, please enter that state first. If you are not certified in the state in which you live, please enter first the state in which you teach the most.)

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching. Respondents must also have some type of teaching certificate and be currently certified and provide a the field of study for which they are certified.

Code description: ((B3TCHPST = 1 and YCRRTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVRCRT = 1 and B3CRTTYP >= 1 and B3CURCT = 1 and B3CRT2Y not = 1 and B3CRT2Z = 1.

Sources: B&B93/2003 interview

B3CRTS3

State 3 issuing license/certificate

Which state(s) issued your current license/certificate to teach?

(If you are certified in the state in which you live, please enter that state first. If you are not certified in the state in which you live, please enter first the state in which you teach the most.)

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, or those who have NOT worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching. Respondents must also have some type of teaching certificate and be currently certified and provide a the field of study for which they are certified.

Code description: ((B3TCHPST = 1 and YCRRTYP not = 1,2,3) or (B3TCHPST not = 1 and B3TCHPRP = 1)) and B3EVRCRT = 1 and B3CRTTYP >= 1 and B3CURCT = 1 and B3CRT2Y not = 1 and B3CRT2Z = 1.

Sources: B&B93/2003 interview

B3APPLY

Applied for a teaching job

Have you applied for a teaching job since [year of last interview]?

0 = No

1 = Yes

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching, or those who have considered teaching as a career. In addition to the conditions above, respondents did not answer don't know or refuse to the type of field in which they are certified.

Code description: B3TCHPST = 0 and (B3TCHPRP = 1 or B3CONSDR = 1) and B3CRT2Y not = -1,-2 and B3CRT2Z not = -1,-2.

Sources: B&B93/2003 interview

B3NUMAPP

Number of applications submitted

How many applications have you submitted?

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching, or those who have considered teaching as a career. In addition to the conditions above, respondents did not answer don't know or refuse to the type of field in which they are certified and indicated that they had applied for a teaching position since their last interview.

Code description: B3TCHPST = 0 and (B3TCHPRP = 1 or B3CONSDR = 1) and B3CRT2Y not = -1,-2 and B3CRT2Z not = -1,-2 and B3APPLY = 1.

Sources: B&B93/2003 interview

B3OFRNUM

Number of offers received

How many offers for teaching positions have you received?

(Note: response cannot exceed the number of applications submitted [fill].)

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching, or those who have considered teaching as a career. In addition to the conditions above, respondents did not answer don't know or refuse to the type of field in which they are certified and indicated that they had applied for a teaching position since their last interview.

Code description: B3TCHPST = 0 and (B3TCHPRP = 1 or B3CONSDR = 1) and B3CRT2Y not = -1,-2 and B3CRT2Z not = -1,-2 and B3APPLY = 1.

Sources: B&B93/2003 interview

B3OFRACC

Accepted teaching job offer

Did you accept [that offer/any of those offers]?

0 = No

1 = Yes

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching, or those who have considered teaching as a career. In addition to the conditions above, respondents did not answer don't know or refuse to the type of field in which they are certified and indicated that they had applied for a teaching position since their last interview and were offered at least one position.

Code description: B3TCHPST = 0 and (B3TCHPRP = 1 or B3CONSDR = 1) and B3CRT2Y not = -1,-2 and B3CRT2Z not = -1,-2 and B3APPLY = 1 and B3OFRNUM > 0.

Sources: B&B93/2003 interview

B3OFRCHK

Verification of past teaching

Earlier information indicates that you have not been a teacher in the past. Is that correct?

0 = Correct, have not been a teacher in past

1 = Incorrect, have been a teacher

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have indicated that they have/had accepted a teaching position offer. This information contradicts what the sample told indicated earlier in regards to him/her ever working as a teacher, a teacher's aide or substitute teacher.

Code description: B3TCHPST = 0 and B3OFRACC = 1.

Sources: B&B93/2003 interview

B3NOACA

Declined offer: low salary/benefits

Why didn't you accept a teaching position?

(Please check all that apply.)

Low salary/benefits offered

0 = No

1 = Yes

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching, or those who have considered teaching as a career. In addition to the conditions above, respondents did not answer don't know or refuse to the type of field in which they are certified and indicated that they had applied for a teaching position since their last interview and were offered at least one position.

Code description: B3TCHPST = 0 and (B3TCHPRP = 1 or B3CONSDR = 1) and B3CRT2Y not = -1,-2 and B3CRT2Z not = -1,-2 and B3APPLY = 1 and B3OFRNUM > 0.

Sources: B&B93/2003 interview

B3NOACB

Already accepted other job

0 = No

1 = Yes

B3NOACC

Other job offered better salary/benefits

0 = No

1 = Yes

B3NOACD

Other job more interesting/challenging

0 = No

1 = Yes

B3NOACE

Too far from home

0 = No

1 = Yes

B3NOACF

Dangerous/difficult school or district

0 = No

1 = Yes

B3NOACG

Not qualified to teach classes offered

0 = No

1 = Yes

B3NOACX

Other - please specify

0 = No

1 = Yes

B3NOACY

Don't know

0 = No

1 = Yes

B3NOACZ

Decline to answer

0 = No

1 = Yes

B3NOACS

Specify:

B3NOAPA

Didn't apply: not interested in teaching

What are the reasons you did not apply for a teaching position?

(Please check all that apply.)

Not interested in teaching

0 = No

1 = Yes

Applies to: Administered to respondents who have never worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level, but have taken courses, or completed other tasks to prepare them for a career in teaching, or those who have considered teaching as a career. In addition to the conditions above, respondents did not answer don't know or refuse to the type of field in which they are certified and indicated that they had not applied for a teaching position since their last interview.

Code description: B3TCHPST = 0 and (B3TCHPRP = 1 or B3CONSDR = 1) and B3CRT2Y not = -1,-2 and B3CRT2Z not = -1,-2 and B3APPLY not = 1.

Sources: B&B93/2003 interview

B3NOAPB

Poor teaching conditions

0 = No

1 = Yes

B3NOAPC

Want higher salary

0 = No

1 = Yes

B3NOAPD

Already in teaching job

0 = No
1 = Yes

B3NOAPE

Already in other job
0 = No
1 = Yes

B3NOAPF

Received better job offer
0 = No
1 = Yes

B3NOAPG

Haven't passed tests
0 = No
1 = Yes

B3NOAPH

Haven't taken required tests
0 = No
1 = Yes

B3NOAPI

Not yet certified
0 = No
1 = Yes

B3NOAPX

Other - please specify
0 = No
1 = Yes

B3NOAPY

Don't know
0 = No
1 = Yes

B3NOAPZ

Decline to answer
0 = No
1 = Yes

B3NOAPS

Specify:

B3CURTCH

Currently employed as teacher or aide

Are you currently employed as a teacher, a teacher's aide, or a substitute teacher at the K-12 level?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSI1

Teaching school identifier 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code.

Resulting data is in a table with one row per school per case.

EI/Sec number:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSI2

Teaching school identifier 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSI3

Teaching school identifier 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSI4

Teaching school identifier 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSI5

Teaching school identifier 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than four schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1 and B3TSOT4 = 1.

B3TSN1

Teaching school name 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code. Resulting data is in a table with one row per school per case.

Name:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSN2

Teaching school name 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSN3

Teaching school name 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSN4

Teaching school name 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSN5

Teaching school name 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than four schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1 and B3TSOT4 = 1.

B3TST1

Teaching school city 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code. Resulting data is in a table with one row per school per case.

City:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TST2

Teaching school city 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TST3

Teaching school city 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TST4

Teaching school city 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TST5

Teaching school city 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than four schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1 and B3TSOT4 = 1.

B3TSS1

Teaching school state 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code.

Resulting data is in a table with one row per school per case.

State:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSS2

Teaching school state 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSS3

Teaching school state 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSS4

Teaching school state 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSS5

Teaching school state 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than four schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1 and B3TSOT4 = 1.

B3TSD1

Teaching school district 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code.

Resulting data is in a table with one row per school per case.

District:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI1 = 999997,999996.

Sources: B&B93/2003 interview

B3TSD2

Teaching school district 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI2 = 999997,999996 and B3TSOT1 = 1.

B3TSD3

Teaching school district 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI3 = 999997,999996 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSD4

Teaching school district 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI4 = 999997,999996 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSY1

Teaching school county 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code.

Resulting data is in a table with one row per school per case.

County:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI1 = 999997,999996.

Sources: B&B93/2003 interview

B3TSY2

Teaching school county 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI2 = 999997,999996 and B3TSOT1 =1.

B3TSY3

Teaching school county 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI3 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1.

B3TSY4

Teaching school county 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI4 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSC1

Teaching school control 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code. Resulting data is in a table with one row per school per case.

- 1 = 1
- 2 = 2
- 3 = 3
- 4 = 4
- 5 = 5
- 6 = 6

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI1 = 999997,999996.

Sources: B&B93/2003 interview

B3TSC2

Teaching school control 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI2 = 999997,999996 and B3TSOT1 =1.

B3TSC3

Teaching school control 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI3 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1.

B3TSC4

Teaching school control 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI4 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSGL1

Lowest grade taught 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code.

Resulting data is in a table with one row per school per case.

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI1 = 999997,999996.

Sources: B&B93/2003 interview

B3TSGL2

Lowest grade taught 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI2 = 999997,999996 and B3TSOT1 =1.

B3TSGL3

Lowest grade taught 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI3 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1.

B3TSGL4

Lowest grade taught 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI4 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSGH1

Highest grade taught 1

This is a dummy spec form. Elementary/Secondary school coding is done with customized code.

Resulting data is in a table with one row per school per case.

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI1 = 999997,999996.

Sources: B&B93/2003 interview

B3TSGH2

Highest grade taught 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI2 = 999997,999996 and B3TSOT1 =1.

B3TSGH3

Highest grade taught 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI3 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1.

B3TSGH4

Highest grade taught 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996. This item excludes respondents who provided a valid school.

Code description: B3TCHPST = 1 and B3TSI4 = 999997,999996 and B3TSOT1 =1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSBM1

Teaching beginning month 1

Did you teach at any other K-12 schools besides [school name] since 1996?
month:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSBM2

Teaching beginning month 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSBM3

Teaching beginning month 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSBM4

Teaching beginning month 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSBM5

Teaching beginning month 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSBY1

Teaching beginning year 1

Did you teach at any other K-12 schools besides [school name] since 1996?
year:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSBY2

Teaching beginning year 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSBY3

Teaching beginning year 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSBY4

Teaching beginning year 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSBY5

Teaching beginning year 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSEM1

Teaching ending month 1

Did you teach at any other K-12 schools besides [school name] since 1996?
month:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSEM2

Teaching ending month 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSEM3

Teaching ending month 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSEM4

Teaching ending month 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSEM5

Teaching ending month 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSEY1

Teaching ending year 1

Did you teach at any other K-12 schools besides [school name] since 1996?
year:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSEY2

Teaching ending year 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSEY3

Teaching ending year 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSEY4

Teaching ending year 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSEY5

Teaching ending year 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSOT1

Taught at another school 1

Did you teach at any other K-12 schools besides [school name] since 1996?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TSOT2

Taught at another school 2

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than one school since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1.

B3TSOT3

Taught at another school 3

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3TSOT4

Taught at another school 4

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than three schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1 and B3TSOT3 = 1.

B3TSOT5

Taught at another school 5

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level and who have taught at more than two schools since 1996.

Code description: B3TCHPST = 1 and B3TSOT1 = 1 and B3TSOT2 = 1.

B3CURPOS

Current teaching job type

[if T_TENSE = "past" then]

What position did you hold in your last teaching job?

Were you

[else]

What position do you currently hold? Are you

[end if]

- 1 = Elementary/secondary school teacher
- 2 = A substitute teacher
- 3 = A teacher's aide
- 4 = An itinerant teacher
- 5 = A support teacher

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3PSTPA

Ever held position: substitute teacher

Which of the following positions have you ever held?

(Please check all that apply.)

Substitute teacher

- 0 = No
- 1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide, or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3PSTPB

Teacher's aide

- 0 = No
- 1 = Yes

B3PSTPC

Support teacher

- 0 = No
- 1 = Yes

B3PSTPW

None of the above

- 0 = No
- 1 = Yes

B3PSTPY

Don't know

- 0 = No
- 1 = Yes

B3PSTPZ

Decline to answer

0 = No

1 = Yes

B3SUBLNG

Long-term substitute

[if CURPOS.CURPOS=2 and T_TENSE <> "PAST" then]

Are you in a long-term substitute teaching position that has lasted 12 weeks or more?

[else]

When you were a substitute teacher, were you in a long-term position that lasted 12 weeks or more?

[end if]

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who indicated that they work/worked as a substitute teacher.

Code description: B3TCHPST = 1 and (B3CURPOS = 2 or B3PSTPA = 1).

Sources: B&B93/2003 interview

B3SUBREG

Took substitute job to go permanent

Did you accept [this/that] substitute teaching position as a way to gain entry into a permanent teaching position?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who indicated that they work/worked as a substitute teacher.

Code description: B3TCHPST = 1 and (B3CURPOS = 2 or B3PSTPA = 1).

Sources: B&B93/2003 interview

B3AIDREG

Took teacher's aide job to go permanent

Did you accept a teacher's aide position as a way to gain entry into a permanent teaching position?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who indicated that they work/worked as a teacher's aide.

Code description: B3TCHPST = 1 and (B3CURPOS = 3 or B3PSTPB = 1).

Sources: B&B93/2003 interview

B3AIDPAY

Time as aide paid or unpaid

[Is/Was] most of your time as a teacher's aide spent in a paid or unpaid position?

1 = Paid

2 = Unpaid

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who indicated that they work/worked as a teacher's aide.

Code description: B3TCHPST = 1 and (B3CURPOS = 3 or B3PSTPB = 1).

Sources: B&B93/2003 interview

B3SUPAA

Support: professional development

Which of the following activities [are/were] part of your position as a support teacher?

(Please check all that apply.)

Developing or running a teacher professional development program

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who indicated that they work/worked as a support teacher.

Code description: B3TCHPST = 1 and (B3CURPOS = 5 or B3PSTPC = 1).

Sources: B&B93/2003 interview

B3SUPAB

Developing curricular activities or materials

0 = No

1 = Yes

B3SUPAC

Providing teachers with technical assistance in schools

0 = No

1 = Yes

B3SUPAX

Other - please specify

0 = No

1 = Yes

B3SUPAY

Don't know

0 = No

1 = Yes

B3SUPAZ

Decline to answer

0 = No

1 = Yes

B3SUPAS

Specify:

B3SUPWHR

Location of job as support teacher

[if T_TENSE = "past" or iPSTPC = 1 then]

Where did you work most of the time you held a support teacher position?

[else]

[Where have you worked most of the time you have been a support teacher?]

[end if]

1 = In one school

2 = In more than one school

3 = Not in a school (in a district office)

4 = Other-please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who indicated that they work/worked as a support teacher.

Code description: B3TCHPST = 1 and (B3CURPOS = 5 or B3PSTPC = 1).

Sources: B&B93/2003 interview

B3OTJBA

Non-teaching job: Principal

Since you were last interviewed in [year of last interview], which of the following non-teaching school jobs in elementary or secondary education have you held?

(Please check all that apply.)

Principal

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who are currently working as or have worked as a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS = 2,3,5 or (B3CURPOS = 1,- 1 and (B3PSTPA = 1 or B3PSTPB = 1 or B3PSTPC = 1)).

Sources: B&B93/2003 interview

B3OTJBB

Assistant Principal

0 = No

1 = Yes

B3OTJBC

Program administrator

0 = No

1 = Yes

B3OTJBD

Curriculum coordinator

0 = No

1 = Yes

B3OTJBE

Department Head

0 = No

1 = Yes

B3OTJBF

School Psychologist, Counselor, Advisor

0 = No

1 = Yes

B3OTJBG

Coach

0 = No

1 = Yes

B3OTJBH

Library media specialist or Librarian

0 = No

1 = Yes

B3OTJBI

Support Staff (e.g. secretary)

0 = No

1 = Yes

B3OTJBX

Other non-teaching school job - please specify

0 = No

1 = Yes

B3OTJBW

None of the above

0 = No

1 = Yes

B3OTJBY

Don't know

0 = No

1 = Yes

B3OTJBZ

Decline to answer

0 = No

1 = Yes

B3OTJBS

Specify:

B3JBPLN

Plan to move to non-teaching ed job

Do you have any plans to move into an education-related but non-teaching job in the future, such as administration or counseling?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who are currently working as or have worked as a substitute teacher, a teacher's aide, or a support teacher, and who indicated that they had not held any of the non-teaching but education-related jobs.

Code description: B3TCHPST = 1 and B3CURPOS = 2,3,5 or (B3CURPOS = 1,- 1 and (B3PSTPA = 1 or B3PSTPB = 1 or B3PSTPC = 1)) and B3OTJBW = 1.

Sources: B&B93/2003 interview

B3FLD1

Current, main subject taught

What is the main subject you [teach at your current/taught at your most recent] school? (Please select only one.)

1 = Art/drama/music

2 = Business

3 = Economics/political systems

4 = Elementary/early childhood education

5 = English/journalism/reading/writing

6 = ESL/bilingual

7 = Foreign languages

8 = Health/physical education

9 = Math

10 = Science

11 = Secondary education

12 = Special education

13 = Social studies/history/civics

14 = Vocational/occupational

15 = Social sciences

16 = Other-please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3FLD1S

Current, main subject taught, specify

What is the main subject you [teach at your current/taught at your most recent] school? (Please select only one.)

Specify:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher. This item is also administered to respondents who indicated they teach a different subject than those listed.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5 and B3FLD1 = 16.

Sources: B&B93/2003 interview

B3OTF1A

Current: Art/Drama/Music

What other subject(s) [do you teach at your current/did you teach at your most recent] school?

(Please check all that apply.)

Art/Drama/Music

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3OTF1B

Business

0 = No

1 = Yes

B3OTF1C

Economics/Political Systems

0 = No

1 = Yes

B3OTF1D

Elementary/Early Childhood Education

0 = No

1 = Yes

B3OTF1E

English/Journalism/Reading/Creative Writing

0 = No

1 = Yes

B3OTF1F

ESL/Bilingual

0 = No

1 = Yes

B3OTF1G

Foreign Languages

0 = No

1 = Yes

B3OTF1H

Health/Physical Education

0 = No

1 = Yes

B3OTF1I

Math
0 = No
1 = Yes

B3OTF1J

Science
0 = No
1 = Yes

B3OTF1K

Secondary Education
0 = No
1 = Yes

B3OTF1L

Special Education
0 = No
1 = Yes

B3OTF1M

Social Studies/History/Civics
0 = No
1 = Yes

B3OTF1N

Vocational/Occupational
0 = No
1 = Yes

B3OTF1O

Social Sciences
0 = No
1 = Yes

B3OTF1X

Other - please specify
0 = No
1 = Yes

B3OTF1Y

Don't know
0 = No
1 = Yes

B3OTF1Z

Decline to answer
0 = No
1 = Yes

B3OTF1S

Specify:

B3OTF1T

Specify:

B3OTF1W

None of the above

0 = No

1 = Yes

B3LOGR1

Current, lowest grade taught

What are the lowest and highest grade(s) you [teach at your current/were teaching at your most recent]school?

Lowest:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3UNPR1

Current, subject unprepared to teach

[if T_TENSE = "past"]

In your most recent job, were you teaching any subjects that you felt unprepared to teach?"

[else]

In your current job, are you teaching any subjects that you feel unprepared to teach?"

[endif]

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3UNF1A

Unprepared: Art/Drama/Music

Which fields [are you teaching that you feel/were you teaching that you felt] unprepared to teach?

(Please check all that apply.)

Art/Drama/Music

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher who indicated that they felt unprepared to teach at least one of the subjects that they taught.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5 and B3UNPR1 = 1.

Sources: B&B93/2003 interview

B3UNF1B

Business
0 = No
1 = Yes

B3UNF1C

Economics/Political Systems
0 = No
1 = Yes

B3UNF1D

Elementary/Early Childhood Education
0 = No
1 = Yes

B3UNF1E

English/Journalism/Reading/Creative Writing
0 = No
1 = Yes

B3UNF1F

ESL/Bilingual
0 = No
1 = Yes

B3UNF1G

Foreign Languages
0 = No
1 = Yes

B3UNF1H

Health/Physical Education
0 = No
1 = Yes

B3UNF1I

Math
0 = No
1 = Yes

B3UNF1J

Science
0 = No
1 = Yes

B3UNF1K

Secondary Education
0 = No
1 = Yes

B3UNF1L

Special Education

0 = No

1 = Yes

B3UNF1M

Social Studies/History/Civics

0 = No

1 = Yes

B3UNF1N

Vocational/Occupational

0 = No

1 = Yes

B3UNF1O

Social Sciences

0 = No

1 = Yes

B3UNF1X

Other - please specify

0 = No

1 = Yes

B3UNF1Y

Don't know

0 = No

1 = Yes

B3UNF1Z

Decline to answer

0 = No

1 = Yes

B3NUMCLS

Average number of students per class

[if T_TENSE = "past" then]

During the last semester in which you taught, what was the average number of students you taught per class or section?

If you taught one class per week, how many students were enrolled in that class?

[else]

What is the average number of students you teach per class or section?

(If you teach one class per week, how many students are enrolled in that class?)

[end if]

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3FTPT1

Current: Full-time or part-time

[Do/Did] you work full-time or part-time in your [current/most recent] teaching job?

0 = Part-time

1 = Full-time

2 = Part-time

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3CONT1

Current: payment contract

In your [current/most recent] teaching position, what type of contract [do/did] you have? [Are/Were] you paid for work performed under a

1 = 9-month contract

2 = 10-month contract

3 = 12-month contract

4 = Other-please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3CONSI

Current: payment contract other, specify

In your [current/most recent] teaching position, what type of contract [do/did] you have? [Are/Were] you paid for work performed under a

Specify contract type:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding those that are currently a substitute teacher, a teacher's aide, or a support teacher. This item is also administered to respondents who indicated they have a different type of kind contract than those listed.

Code description: B3TCHPST = 1 and B3CURPOS not = 2,3,5 and B3CONT1 = 4.

Sources: B&B93/2003 interview

B3SALR1

Current: base annual teaching salary

What [is/was] your academic year base salary at your [current/ most recent] teaching job, not including extra pay for things like summer teaching, coaching, or extra-curricular activities?

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3OINC1

Current: other income from district

What other income [do/did] you receive from this school or district per year (for things like coaching, teaching night school, working on the yearbook, etc.)?

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3OIN1

Current: non-school income

What [is/was] your annual income from sources other than the school district (e.g. from other jobs) per year?

Please do not include anyone's income other than your own.

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3FSTJOB

First: held multiple positions

Since you began teaching, have you held more than one type of position?

For example, have you moved from a substitute position to a regular, classroom position?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school.

Code description: B3TCHPST = 1 and B3TSOT1 not = 1.

Sources: B&B93/2003 interview

B3FSTPOS

First: teaching position

What type of position did you hold in your first teaching job?

Were you

1 = Elementary/secondary school teacher

2 = A substitute teacher

3 = A teacher's aide

4 = An itinerant teacher

5 = A support teacher

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school but have held more than one type of position or those who have taught at more than one school.

Code description: B3TCHPST = 1 and ((B3TSOT1 not = 1 and B3FSTJOB = 1) or B3TSOT1 = 1).

Sources: B&B93/2003 interview

B3FLD2

First: main subject taught

In your first teaching job, what was the main subject you taught?

(Please select only one.)

- 1 = Art/drama/music
- 2 = Business
- 3 = Economics/political systems
- 4 = Elementary/early childhood education
- 5 = English/journalism/reading/writing
- 6 = ESL/bilingual
- 7 = Foreign languages
- 8 = Health/physical education
- 9 = Math
- 10 = Science
- 11 = Secondary education
- 12 = Special education
- 13 = Social studies/history/civics
- 14 = Vocational/occupational
- 15 = Social sciences
- 16 = Other-please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school but have held more than one type of position or those who have taught at more than one school. This item excludes respondents who were substitute teachers, teacher's aides, and support teachers in their first position.

Code description: B3TCHPST = 1 and ((B3TSOT1 not = 1 and B3FSTJOB = 1) or B3TSOT1 = 1) and B3FSTPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3FLD2S

First: main subject taught, specify

In your first teaching job, what was the main subject you taught?

(Please select only one.)

Specify:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school but have held more than one type of position or those who have taught at more than one school. This item excludes respondents who were substitute teachers, teacher's aides, and support teachers in their first position. This item is also administered to respondents who indicated they taught a different field than those specified.

Code description: B3TCHPST = 1 and ((B3TSOT1 not = 1 and B3FSTJOB = 1) or B3TSOT1 = 1) and B3FSTPOS not = 2,3,5 and B3FLD2 = 16.

Sources: B&B93/2003 interview

B3OTF2A

First: Art/Drama/Music

What other subject(s) did you teach in your first teaching job?

(Please check all that apply.)

Art/Drama/Music

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school but have held more than one type of position or those who have taught at more than one school. This item excludes respondents who were substitute teachers, teacher's aides, and support teachers in their first position.

Code description: B3TCHPST = 1 and ((B3TSOT1 not = 1 and B3FSTJOB = 1) or B3TSOT1 = 1) and B3FSTPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3OTF2B

Business

0 = No

1 = Yes

B3OTF2C

Economics/Political Systems

0 = No

1 = Yes

B3OTF2D

Elementary/Early Childhood Education

0 = No

1 = Yes

B3OTF2E

English/Journalism/Reading/Creative Writing

0 = No

1 = Yes

B3OTF2F

ESL/Bilingual

0 = No

1 = Yes

B3OTF2G

Foreign Languages

0 = No

1 = Yes

B3OTF2H

Health/Physical Education

0 = No

1 = Yes

B3OTF2I

Math
0 = No
1 = Yes

B3OTF2J

Science
0 = No
1 = Yes

B3OTF2K

Secondary Education
0 = No
1 = Yes

B3OTF2L

Special Education
0 = No
1 = Yes

B3OTF2M

Social Studies/History/Civics
0 = No
1 = Yes

B3OTF2N

Vocational/Occupational
0 = No
1 = Yes

B3OTF2O

Social Sciences
0 = No
1 = Yes

B3OTF2X

Other - please specify up to three:
0 = No
1 = Yes

B3OTF2Y

Don't know
0 = No
1 = Yes

B3OTF2Z

Decline to answer
0 = No
1 = Yes

B3OTF2W

None of the above

0 = No

1 = Yes

B3LOGR2

First: lowest grade taught

What were the lowest and highest grade(s) you taught in your first teaching job?

Lowest:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school but have held more than one type of position or those who have taught at more than one school. This item excludes respondents who were substitute teachers, teacher's aides, and support teachers in their first position.

Code description: B3TCHPST = 1 and ((B3TSOT1 not = 1 and B3FSTJOB = 1) or B3TSOT1 = 1) and B3FSTPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3FTPT2

First: full-time or part-time

Did you work full-time or part-time in your first teaching job?

1 = Full-time

2 = Part-time

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who have taught at only one school but have held more than one type of position or those who have taught at more than one school. This item excludes respondents who were substitute teachers, teacher's aides, and support teachers in their first position.

Code description: B3TCHPST = 1 and ((B3TSOT1 not = 1 and B3FSTJOB = 1) or B3TSOT1 = 1) and B3FSTPOS not = 2,3,5.

Sources: B&B93/2003 interview

B3INDUCT

First: formal induction program

The next questions deal with your experiences as a new teacher.

In your first teaching job (not including substitute, aide, or support positions), did you participate in a formal teacher induction program that assigns new teachers to master or mentor teachers for their first year?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, and have been identified as a new teacher since their last interview and have not worked as only a substitute teacher, teacher's aide, or support teacher.

Code description: B3TCHPST = 1 and YTEACHER = 0 and (B3CURPOS = 1,-1, -2,4 or B3FSTPOS = 1).

Sources: B&B93/2003 interview

B3HLP A1

Help new teachers: student discipline

In thinking about your first teaching job, would you agree or disagree that your school is effective in helping new teachers

Agree / Disagree

With student discipline?

1 = Agree

2 = Disagree

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, and have been identified as a new teacher since their last interview and have not worked as only a substitute teacher, teacher's aide, or support teacher.

Code description: B3TCHPST = 1 and YTEACHER = 0 and (B3CURPOS = 1,-1, -2,4 or B3FSTPOS = 1).

Sources: B&B93/2003 interview

B3HLP B1

Help new teachers: instructional methods

In thinking about your first teaching job, would you agree or disagree that your school is effective in helping new teachers

Agree / Disagree

With instructional methods?

1 = Agree

2 = Disagree

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, and have been identified as a new teacher since their last interview and have not worked as only a substitute teacher, teacher's aide, or support teacher.

Code description: B3TCHPST = 1 and YTEACHER = 0 and (B3CURPOS = 1,-1, -2,4 or B3FSTPOS = 1).

Sources: B&B93/2003 interview

B3HLP C1

Help new teachers: the curriculum

In thinking about your first teaching job, would you agree or disagree that your school is effective in helping new teachers

Agree / Disagree

With the curriculum?

1 = Agree

2 = Disagree

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, and have been identified as a new teacher since their last interview and have not worked as only a substitute teacher, teacher's aide, or support teacher.

Code description: B3TCHPST = 1 and YTEACHER = 0 and (B3CURPOS = 1,-1, -2,4 or B3FSTPOS = 1).

Sources: B&B93/2003 interview

B3HLPD1

Help new teachers: adjust

In thinking about your first teaching job, would you agree or disagree that your school is effective in helping new teachers

Agree / Disagree

Adjust to school environment?

1 = Agree

2 = Disagree

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, and have been identified as a new teacher since their last interview and have not worked as only a substitute teacher, teacher's aide, or support teacher.

Code description: B3TCHPST = 1 and YTEACHER = 0 and (B3CURPOS = 1,-1, -2,4 or B3FSTPOS = 1).

Sources: B&B93/2003 interview

B3TCHAGN

Would go into teaching again

If you had it to do over again, would you still decide to go into teaching?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who are currently working as a teacher.

Code description: B3TCHPST = 1 and B3CURTCH = 1.

Sources: B&B93/2003 interview

B3TCHFTR

Plan to continue teaching

Do you plan to [continue/return to] classroom teaching?

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level.

Code description: B3TCHPST = 1.

Sources: B&B93/2003 interview

B3TCHDR

How long expect to stay in teaching

How long do you think you'll stay in teaching?

1 = Rest of the time working

2 = Until a non-teaching in ed is open

3 = Until something better comes along

4 = Other-please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who are currently working as a teacher. This item excludes respondents who declined to answer whether they continue to teaching.

Code description: B3TCHPST = 1 and B3CURTCH = 1 and B3TCHFTR not = -2.

Sources: B&B93/2003 interview

B3TCHDS

How long expect to teach - specify
How long do you think you'll stay in teaching?
Specify other:

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who are currently working as a teacher and indicated a different option for how long they plan to stay in teaching. This item excludes respondents who declined to answer whether they continue to teaching and includes respondents who chose other/specify for how long they expect to stay in teaching.

Code description: B3TCHPST = 1 and B3CURTCH = 1 and B3TCHFTR not = -2 and B3TCHDR = 4.

Sources: B&B93/2003 interview

B3LFTTCH

Non-teaching position planned
What is the primary reason you decided to leave teaching?

- 1 = Workload required outside classroom
- 2 = Low pay
- 3 = Laid off or work force reduction
- 4 = Dissatisfied with teaching
- 5 = To change jobs out of education
- 6 = To change jobs within education
- 7 = Take classes for other ed-related career
- 8 = To take classes for a new career
- 9 = Relocated
- 10 = Raise family or other family demands
- 11 = Health reasons
- 12 = Other-please specify

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who are not currently working as a teacher, and do not plan or don't know if they plan to return to classroom teaching.

Code description: B3TCHPST = 1 and B3CURTCH = 0 and B3TCHFTR = 0,-1.

Sources: B&B93/2003 interview

B3LFTSP

Left teaching: specify
What is the primary reason you decided to leave teaching?

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, who are not currently working as a teacher, and do not plan or don't know if they plan to return to classroom teaching. This item is also administered to respondents who indicated a different reason for leaving teaching than those reasons provided.

Code description: B3TCHPST = 1 and B3CURTCH = 0 and B3TCHFTR = 0,-1 and B3LFTTCH = 12.

Sources: B&B93/2003 interview

B3STAYA

Stay: enjoy working with students

[if iCURTCH <> 1]

Why do you plan to return to teaching?

[else]

Why do you choose to stay in teaching?

[end if]

(Please check all that apply.)

Enjoy working with students

0 = No

1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level and who plan to continue or don't know if they will continue classroom teaching.

Code description: B3TCHPST = 1 and B3TCHFTR = 1,-1.

Sources: B&B93/2003 interview

B3STAYB

Work is rewarding/important

0 = No

1 = Yes

B3STAYC

Flexible schedule

0 = No

1 = Yes

B3STAYD

Autonomy associated with running a classroom

0 = No

1 = Yes

B3STAYE

Giving back to society

0 = No

1 = Yes

B3STAYF

Enjoy subject matter

0 = No

1 = Yes

B3STAYX

Other - please specify up to three:

0 = No

1 = Yes

B3STAYW

None of the above

0 = No

1 = Yes

B3STAYY

Don't know
0 = No
1 = Yes

B3STAYZ

Decline to answer
0 = No
1 = Yes

B3STAS1

Factor 1:

B3STAS2

Factor 2:

B3LEAVA

Leave: workload/hours required
[if iTCHFTR = 0]
Why have you decided to leave teaching?
[elseif iCURTCH = 0]
Why did you decide to leave teaching?
[else]
Are there any reasons you would consider leaving teaching?
[end if]
(Please check all that apply.)
Workload or hours required outside classroom
0 = No
1 = Yes

Applies to: Administered to respondents who have worked as a teacher, a teacher's aide or a substitute teacher at the K-12 level, excluding respondents who are not teaching and do not plan to return to teaching.

Code description: B3TCHPST = 1 and (B3CURTCH = 1 or B3TCHFTR = 1,-1).

Sources: B&B93/2003 interview

B3LEAVB

Low pay
0 = No
1 = Yes

B3LEAVC

Low prestige
0 = No
1 = Yes

B3LEAVD

Difficulty with students
0 = No
1 = Yes

B3LEAVE

Difficulty with administration (department head, principal, etc.)

0 = No

1 = Yes

B3LEAVF

Lack of appreciation from students

0 = No

1 = Yes

B3LEAVG

Lack of appreciation from administration

0 = No

1 = Yes

B3LEAVH

Lack of appreciation from parents

0 = No

1 = Yes

B3LEAVI

Poor teaching conditions

0 = No

1 = Yes

B3LEAVX

Other - please specify up to three:

0 = No

1 = Yes

B3LEAVW

None of the above

0 = No

1 = Yes

B3LEAVY

Don't know

0 = No

1 = Yes

B3LEAVZ

Decline to answer

0 = No

1 = Yes

B3LEAS1

Factor 1:

B3LEAS2

Factor 2:

B3CITZN

Citizenship status

What is your citizenship status?

1 = US citizen or US national

2 = Resident alien

3 = Student visa

Applies to: Administered to respondents for whom there is no preloaded citizenship information.

Code description: YCITZN not = 1.

Note: There was a code error, so most respondents with preloaded citizenship information received this question. This error was fixed toward the end of data collection.

Sources: B&B93/2003 interview

B3ZIP

Zip code of current residence

What is the zip code for your current legal residence?

Applies to: Administered to respondents that live in the United States.

Code description: B3ZIPOUT not = 1.

Sources: B&B93/2003 interview

B3ZIPOUT

Living outside of US

What is the zip code for your current legal residence?

Not applicable: Living outside the United States

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3ZCITY

City for zip code

What is the zip code for your current legal residence?

Applies to: Administered to respondent that live in the United States and gave a valid zip code.

Code description: B3ZIP > -2 and B3ZIPOUT not = 1.

Sources: B&B93/2003 interview

B3STATE

State of current residence

What is your state of legal residence?

Applies to: Administered to respondent that live in the United States and gave a valid zip code.

Code description: B3ZIP > -2 and B3ZIPOUT not = 1.

Sources: B&B93/2003 interview

B3MAR

Marital status

Are you currently

1 = Single, never married

2 = Married

3 = In a marriage-like relationship

4 = Separated

5 = Divorced

6 = Widowed

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3MARM

Month changed marital status

[if mar.mar = 3 In what month and year did you and your partner begin living together?]

[else]

[In what month and year were you [marital status]?

MONTH:

Applies to: Administered to respondents who indicated that they are currently married, separated, divorced, or widowed.

Code description: B3MAR > 1.

Sources: B&B93/2003 interview

B3CHILD

Household: number children

In April 2002, how many other dependents did you and your spouse/partner support financially? Please include dependents that did and did not live with you.

Your children or stepchildren

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3PARENT

Parents, in-laws, stepparents, or guardians

B3SIB

Your brothers or sisters

B3OTREL

Grandparents or other relatives

B3HSFRND

Friends or other nonrelatives

B3DEPS

Have dependent children

[if 4/2002 then]

Do you [if MAR.MAR = 2 or 3] and your spouse/partner

[endif]

provide at least 50% of the financial support for any children, including any who live outside your household?

[else]

In April 2002, did you

[if MAR.MAR = 2/3]

and your spouse/partner

[endif]

provide at least 50% of the financial support for any children, including any who were living outside your household?

[endif]

0 = No

1 = Yes

Applies to: Administered to respondents who do not have any children living in their household.

Code description: B3CHILD = 0,-1,-2.

Sources: B&B93/2003 interview

B3DPAG1

Number of dependents age 0-4

In April 2002 how many dependent children in each of the following age categories did you support financially? Please include children who lived outside your household.

Age 0-4?

Applies to: Administered to respondents who have dependent children living in their household, or respondents who indicated that they provide financial support for a child/children, including any children living outside the household.

Code description: B3CHILD > 0 or B3DEPS = 1.

Sources: B&B93/2003 interview

B3DPAG2

Age 5-12?

B3DPAG3

Age 13-15?

B3DPAG4

Age 16-17?

B3DPAG5

Age 18-24?

B3DPHS1

Dependents in household 0 - 4

[if current date is April 2002]

How many of these children live with you?

[else]

In April 2002, how many of these children lived with you?

[end if]

(Please provide an answer to each item.)

Age 0-4?

Applies to: Administered to respondents that indicated that they provide financial support for a child but did not report any children living in their household, or respondents that reported providing financial support for more children than they reported living in their household.

Code description: (B3CHILD > 0 and (B3DPAG1 > 0 or B3DPAG2 > 0 or B3DPAG3 > 0 or B3DPAG4 > 0 and B3DPAG5 > 0) and ((B3DPAG1 + B3DPAG2 + B3DPAG3 + B3DPAG4 + B3DPAG5) > B3CHILD)) or (B3DEPS = 1 and (B3DPAG1 > 0 or B3DPAG2 > 0 or B3DPAG3 > 0 or B3DPAG4 > 0 and B3DPAG5 > 0))

Sources: B&B93/2003 interview

B3DPHS2

Age 5-12?

B3DPHS3

Ages 13-15?

B3DPHS4

Ages 16-17?

B3DPHS5

Ages 18-24?

B3OTDP

Support other dependents

[if 4/2002 then]

Do you

[if MAR.MAR = 2 or 3]

and your spouse/partner

[endif]

support any other dependents financially, including any who live outside your household?

[else]

In April 2002, did you

[if MAR.MAR = 2/3]

and your spouse/partner

[endif]

support any other dependents financially, including any who were living outside your household?

[endif]

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3OPAREN

Other dependents: parents

In April 2002, how many other dependents did you and your spouse/partner support financially? Please include dependents that did and did not live with you.

Parents, in-laws, stepparents, or guardians

Applies to: Administered to respondents who indicated they provide financial support for other dependents.

Code description: B3OTDP = 1.

Sources: B&B93/2003 interview

B3OSIB

Brothers or sisters

B3OTDRL

Grandparents or other relatives

B3FRND

Friends or other nonrelatives

B3DEPTAX

Number dependents claimed on 2001 taxes

Excluding yourself, how many dependents [will/did] you claim when you [file/filed] your 2001 taxes?

Applies to: Administered to respondents who indicated they provide financial support for other dependents.

Code description: B3CHILD > 0 or B3DEPS = 1 or B3OTDP = 1.

Sources: B&B93/2003 interview

B3CARENM

Provide non-financial assistance

In addition to your child, do you regularly provide care to any other individuals(e.g. elderly relatives or other children) for which you are not paid?

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3CHCARE

Childcare for age 0-4

About how many hours per week [does your child/ do your children] spend in childcare while you [and your spouse/partner /]are at work or school?

0-4

Applies to: Administered to respondents who have dependent children between zero and four years of age.

Code description: B3DPAG1 > 0

Sources: B&B93/2003 interview

B3CHCARI

Childcare for age 5-12

About how many hours per week [does your child/ do your children] spend in childcare while you [and your spouse/partner /]are at work or school?

5-12

Applies to: Administered to respondents who have dependent children between five and twelve years of age.

Code description: B3DPAG2 > 0

Sources: B&B93/2003 interview

B3CHCAMT

Amount spent monthly for childcare

About how much do you spend each month for childcare?

Applies to: Administered to respondents who have dependent children 12 years of age or younger and who indicated that their child or children spend time in childcare.

Code description: ((B3DPAG1 > 0 or B3DPAG2 > 0) and (B3CHARE > 0 or B3CHAR1 > 0)).

Sources: B&B93/2003 interview

B3SPSED

Spouse's/Partner's highest education

What is the highest level of education your spouse/partner 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/assoc
- 6 = Bachelor's degree
- 7 = Master's degree
- 8 = M.D., L.L.B., J.D., other prof degree
- 9 = Ph.D. or equivalent

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship.

Code description: B3MAR = 2,3.

Sources: B&B93/2003 interview

B3SPENRL

Spouse/partner enrolled postsecondary 2001-2002

What [is/was] your spouse/partner enrollment status during the 2001-2002 school year?

- 0 = Not enrolled
- 1 = Enrolled full-time
- 3 = Enrolled part-time
- 4 = Enrolled both full-and part-time

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship.

Code description: B3MAR = 2,3.

Sources: B&B93/2003 interview

B3SPSEMP

Spouse/partner employed February 2002

Was your spouse/partner employed in February 2002?

- 1 = Yes, employed full-time
- 2 = Yes, employed part-time
- 3 = Not employed

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship.

Code description: B3MAR = 2,3.

Sources: B&B93/2003 interview

B3COMSRV

Community service or volunteer past year

In the past year, have you participated in any community service or volunteer work? Please exclude any court-ordered service you may have done.

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3VLHRS

Hours per month volunteered

On average, how many hours per month did you volunteer?

Applies to: Administered to respondents who indicated that they have participated in some form of community service within the past year.

Code description: B3COMSRV = 1.

Sources: B&B93/2003 interview

B3VLTPA

Volunteer: education-related

What type of community service or volunteer work did you do? Do not include donations (blood, food, clothing, money, etc.)

(Check all that apply.)

Education-related activities (tutoring, mentoring, teaching).

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they have participated in some form of community service within the past year.

Code description: B3COMSRV = 1.

Sources: B&B93/2003 interview

B3VLTPB

Other work with children (coaching, sports, Big Brother/Sister, etc.)

0 = No

1 = Yes

B3VLTPC

Fundraising (not political)

0 = No

1 = Yes

B3VLTPD

Fundraising (political)

0 = No

1 = Yes

B3VLTP E

Homeless shelter, soup kitchen

0 = No

1 = Yes

B3VLTPF

Telephone crisis center, rape crisis, intervention

0 = No

1 = Yes

B3VLTPG

Neighborhood improvement, clean-up, Habitat for Humanity

0 = No

1 = Yes

B3VLTPH

Health services, hospital, nursing home, group home

0 = No

1 = Yes

B3VLTPJ

Adult literacy project

0 = No

1 = Yes

B3VLTPK

Service to the church

0 = No

1 = Yes

B3VLTPM

Volunteer fire/EMT

0 = No

1 = Yes

B3VLTPN

Other - please specify:

0 = No

1 = Yes

B3VLTPY

Don't know

0 = No

1 = Yes

B3VLTPZ

Decline to answer

0 = No

1 = Yes

B3VLTPS

Specify other:

B3VTREG

Registered to vote

Are you registered to vote in US elections?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3VTEVR

Ever voted

Have you ever voted in any national, state, or local election?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3VTPRS

Voted in 2000 presidential election

Did you vote in the 2000 presidential election?

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they have voted in a national, state, or local election.

Code description: B3EVRVT =1.

Sources: B&B93/2003 interview

B3POLIT

Political activities past two years

In the last two years, did you attend any political meetings, rallies, or dinners, or participate in other political activities?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3POLTR

Wrote public officials in past two years

In the last two years, did you write letters or send email to any public official to express your opinion, participate in a political demonstration, or campaign for a candidate for an elected office?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DISSEN

Have a long lasting disability

Do you have a long-lasting physical or mental condition that substantially limits one or more of your major life activities?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DSOTA

Impairment: hearing

What type of condition or impairment do you have?

(Please check all that apply.)

Hearing impairment (i.e., deaf or hard of hearing)

Applies to: Administered to respondents who indicated that they have a long lasting physical or mental condition.

Code description: B3DISSEN = 1.

Sources: B&B93/2003 interview

B3DSOTB

Visual impairment (legally blind or vision impairment that cannot be corrected with eyeglasses)

0 = No

1 = Yes

B3DSOTC

Speech or language impairment

0 = No

1 = Yes

B3DSOTD

Orthopedic or mobility impairment

0 = No

1 = Yes

B3DSOTE

Specific learning or developmental disability (e.g. dyslexia, ADD)

0 = No

1 = Yes

B3DSOTF

Mental illness or serious emotional disturbance (for which professional help is sought)

0 = No

1 = Yes

B3DSOTG

Other health impairment or problem

0 = No

1 = Yes

B3DSOTY

Don't know
0 = No
1 = Yes

B3DSOTZ

Decline to answer
0 = No
1 = Yes

B3DIFLRN

Disability: cognitive difficulty

Because of that long-lasting condition, did you have any difficulty doing any of the following? (Check all that apply.)

Learning, remembering, or concentrating
0 = No
1 = Yes

Applies to: Administered to respondents who indicated that they have a long lasting physical or mental condition.

Code description: B3DISSEN = 1.

Sources: B&B93/2003 interview

B3DIFDRS

Dressing, bathing, or getting around inside your home
0 = No
1 = Yes

B3DIFMOB

Getting around to places outside your home
0 = No
1 = Yes

B3DIFWRK

Working at a job
0 = No
1 = Yes

B3DIFDK

Disability: don't know

Because of that long-lasting condition, did you have any difficulty doing any of the following? (Check all that apply.)

Don't know
0 = No
1 = Yes

Applies to: Administered to respondents who indicated that they have a long lasting physical or mental condition.

Code description: B3DISSEN = 1.

Sources: B&B93/2003 interview

B3DIFRE

Disability: decline to answer

Because of that long-lasting condition, did you have any difficulty doing any of the following? (Check all that apply.)

Decline to answer

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they have a long lasting physical or mental condition.

Code description: B3DISSEN = 1.

Sources: B&B93/2003 interview

B3DIFNA

Disability: none of the above

Because of that long-lasting condition, did you have any difficulty doing any of the following? (Check all that apply.)

None of the above

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they have a long lasting physical or mental condition.

Code description: B3DISSEN = 1.

Sources: B&B93/2003 interview

B3INC02

Income from work in 2001

How much did you earn from work in 2001?

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3INS02

Spouse/partner income from work in 2001

How much would you estimate your spouse/partner earned from work in 2001?

Applies to: Administered to those persons who indicated that they are currently married or living in a marriage like relationship.

Code description: MAR =2,3.

Sources: B&B93/2003 interview

B3OINC02

Total household income from all sources

[Including the [R's income/R's income + spouse's/partner's income] that [you/you and your spouse/partner] earned from work, what was your total income earned from all sources, prior to taxes and deductions, for 2001?/ What was the total income that [you/you and your spouse/partner] earned from all sources, prior to taxes and deductions, for 2001?]

Please include income from things like investments, alimony, etc, and exclude any student financial aid, scholarships, or grants you may have received for the year.

NOTE: PLEASE ROUND TO THE NEAREST THOUSAND IF THERE ARE NO ADDITIONAL SOURCES OF INCOME, PLEASE REPORT THE TOTAL INCOME DISPLAYED IN THE QUESTION ABOVE.

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3SAVEA

Savings: savings account

Over the past 12 months, which of the following methods of saving have you contributed to regularly?

(Please check all that apply.)

Savings account

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3SAVEB

Money market account

0 = No

1 = Yes

B3SAVEC

Certificate of deposit

0 = No

1 = Yes

B3SAVED

Stocks/bonds/mutual funds

0 = No

1 = Yes

B3SAVEE

Retirement account (IRA/401k/403b, etc)

0 = No

1 = Yes

B3SAVEX

Other - please specify

0 = No

1 = Yes

B3SAVEW

None

0 = No

1 = Yes

B3SAVEY

Don't know

0 = No

1 = Yes

B3SAVEZ

Decline to answer

0 = No

1 = Yes

B3SAVSP

Specify:

B3MTGAMT

Monthly rent or mortgage payment

How much is your monthly mortgage or rent payment?

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3CAR

Vehicle loan payments

Do you [or your spouse/partner] make loan or lease payments for a car, truck, motorcycle, or other vehicle?

0 = No

1 = Yes

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3CARPMT

Car or vehicle payment, amount monthly

How much do you [or your spouse/partner] pay for your auto loan or lease each month?

(If you have more than one car payment, please report the total amount paid for all car loans/leases.)

Applies to: Administered to those persons who indicated that they are currently making loan or lease payments for a car or truck.

Code description: CAR =1.

Sources: B&B93/2003 interview

B3NUMCRD

Credit cards, number

How many credit cards do you [and your spouse/partner] have in your own name [(s)/], that are billed to you?

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3PAYOFF

Credit card balance paid or carried

Do you usually pay off your credit card balances each month, or carry balances over from month to month?

1 = Pay off balances

2 = Carry balances

Applies to: Administered to respondents who indicated that they have credit cards in their own name that are directly billed to them.

Code description: NUMCRD >0.

Sources: B&B93/2003 interview

B3UGLN

Undergraduate loans: total amount

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

Applies to: Administered to respondents for whom there is not a preloaded undergraduate loan amount.

Code description: Y_UGLN le 0.

Sources: B&B93/2003 interview

B3UGOWE

Undergraduate loans: amount owed

How much of that [undergraduate loan amount] do you still owe?

Applies to: Administered to respondents for whom there is a preloaded undergraduate loan amount, and to those who indicated a valid undergraduate loan amount.

Code description: Y_UGLN >0 or UGLN >0.

Sources: B&B93/2003 interview

B3GRLN

Post-BA loans: total amount

Other than any money you may have borrowed from family or friends, how much have you borrowed in education loans for your education since completing your bachelor's degree in 1991/92?

Applies to: Administered to respondents who have, or are currently enrolled in a formal graduate education program, a post-baccalaureate or post-master's certificate, or a professional degree program.

Code description: B3GRAD=1 or B3UG=1 or B3PROCRT=1.

Sources: B&B93/2003 interview

B3GROWE

Post-BA loans: amount owed

How much of that [graduate loan amount] do you still owe?

Applies to: Administered to respondents who have, or are currently enrolled in a formal graduate education program, a post-baccalaureate or post-master's certificate, or a professional degree program, and for whom we have valid graduate education loan amounts.

Code description: (B3GRAD=1 or B3UG=1 or B3PROCRT=1) and B3GRLN > 0.

Sources: B&B93/2003 interview

B3REPAY

Finished paying education loans

Have you finished paying off your education loans?

0 = No

1 = Yes

Applies to: Administered to respondents who have, or are currently enrolled in a formal graduate education program, a post-baccalaureate or post-master's certificate, or a professional degree program, and who owe money on their undergraduate or graduate loans.

Code description: (B3GRAD=1 or B3UG=1 or B3PROCRT=1) and (YUGLN > 0 or B3UGLN > 0 or B3GRLN > 0).

Sources: B&B93/2003 interview

B3RPYST

Currently repaying any education loans

Are you currently repaying your education loans?

1 = Yes

2 = No, the loans have been paid off

3 = No, in deferment or grace period

Applies to: Administered to respondents who have undergraduate or graduate loans, who indicated that they have not finished paying off their undergraduate or graduate education loans.

Code description: (YUGLN > 0 or B3UGLN > 0 or B3GRLN > 0) and B3REPAY not = 1.

Sources: B&B93/2003 interview

B3RPYTYP

Type of repayment plan

What type of repayment plan are you on?

- 1 = Standard repayment
- 2 = Graduated repayment
- 3 = Income-sensitive repayment
- 4 = Extended repayment

Applies to: Administered to respondents who have undergraduate or graduate loans, who indicated that they have not finished paying off their undergraduate or graduate education loans, but are currently repaying the loans.

Code description: (YUGLN > 0 or B3UGLN > 0 or B3GRLN > 0) and B3REPAY not = 1 and B3RPYST = 1.

Sources: B&B93/2003 interview

B3RPYAMT

Monthly payment on education loans

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

Applies to: Administered to respondents who have undergraduate or graduate loans, who indicated that they have not finished paying off their undergraduate or graduate education loans, but are currently repaying the loans.

Code description: (YUGLN > 0 or B3UGLN > 0 or B3GRLN > 0) and B3REPAY not = 1 and B3RPYST = 1.

Sources: B&B93/2003 interview

B3RPYBM

Month began repaying loans

In what month and year did you first begin repaying the education loans that you are currently repaying?
If you had any periods of deferment, please report the date which you began repayment prior to deferment.

Month:

Applies to: Administered to respondents who have undergraduate or graduate loans, who indicated that they have not finished paying off their undergraduate or graduate education loans, but are currently repaying the loans.

Code description: (YUGLN > 0 or B3UGLN > 0 or B3GRLN > 0) and B3REPAY not = 1 and B3RPYST = 1.

Sources: B&B93/2003 interview

B3RPYOM

Month repaid loans

In what month and year did you finish paying off your education loans?

Month:

Applies to: Administered to respondents who have undergraduate or graduate loans, who indicated that they have finished paying off their undergraduate and/or graduate education loans.

Code description: (YUGLN > 0 or B3UGLN > 0 or B3GRLN > 0) and (B3REPAY=1 or B3PYST=2)

Sources: B&B93/2003 interview

B3SEDLN

Spouse/partner loans: total amount

Other than any money your spouse/partner may have borrowed from family or friends, how much did he/she borrow in education loans for his/her education?

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship.

Code description: B3MAR =2,3.

Sources: B&B93/2003 interview

B3SEDOWE

Spouse/partner loans: amount owed

How much of that [education loan amount] does your spouse/partner still owe?

Applies to: Administered to respondents who are currently married, and who have indicated that their spouse/partner has/had education loans.

Code description: B3MAR = 2,3 and B3SEDLN > 0.

Sources: B&B93/2003 interview

B3SREPAY

Spouse/partner finished repaying student loans
Has your spouse/partner finished paying off his/her education loans?
0 = No
1 = Yes

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship who do not know or declined to answer whether their spouse/partner owes money for education loans.

Code description: B3MAR = 2,3 and B3SEDLN > 0 and B3SEDOWE = -1,-2.

Sources: B&B93/2003 interview

B3SRPST

Spouse/partner currently repaying student loans
Is your spouse/partner currently repaying his/her education loans?
1 = Yes
2 = No - the loans have been paid off
3 = No - loans are in deferment

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship who indicated that their spouse/partner owes money for his/her education loans or indicated they did not know or declined to answer the amount their spouse/partner borrowed in loans.

Code description: B3MAR = 2,3 and (B3SEDOWE > 0 or B3SEDLN = -1,-2).

Sources: B&B93/2003 interview

B3SRPTP

Spouse's/Partner's type of repayment plan
What type of repayment plan is your spouse/partner on?
1 = Standard repayment
2 = Graduated repayment
3 = Income-sensitive repayment
4 = Extended repayment

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship who indicated their spouse/partner is currently repaying his/her education loans.

Code description: B3MAR = 2,3 and B3SRPST = 1.

Sources: B&B93/2003 interview

B3SRPAMT

Spouse's/Partner's monthly student loan payment
How much does your spouse/partner pay each month for his/her education loans?

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship who indicated their spouse/partner is currently repaying his/her education loans.

Code description: B3MAR = 2,3 and B3SRPST = 1.

Sources: B&B93/2003 interview

B3SRPBM

Month that spouse/partner began repaying loans

In what month and year did your spouse/partner begin repaying the education loans that he/she is currently repaying?

Month:

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship who indicated their spouse/partner is currently repaying his/her education loans.

Code description: B3MAR = 2,3 and B3SRPST = 1.

Sources: B&B93/2003 interview

B3SRPOM

Month that spouse/partner repaid loans

In what month and year did your spouse/partner finish paying off his/her education loans?

Month:

Applies to: Administered to respondents who are currently married or living in a marriage-like relationship who indicated that their spouse/partner has already repaid his/her education loans.

Code description: B3MAR = 2,3 and B3SRPST = 2.

Sources: B&B93/2003 interview

B3LIFLNG

Claim Lifetime Learning Tax in 2001

When you filed your 2001 taxes, did you claim the Federal Lifetime Learning tax credit to help offset the cost of your tuition and fees as you continued your education?

0 = No

1 = Yes

2 = Never heard of it

Applies to: Administered to respondents who indicated taking some type of post-baccalaureate class.

Code description: B3CREDIT = 1 or B3WRKCLS = 1 or B3ENRICH = 1.

Sources: B&B93/2003 interview

B3DEDUCT

Student Loan Interest deduction in 2001

When you filed your 2001 taxes, did you claim the student loan interest deduction?

0 = No

1 = Yes

2 = Never heard of it

Applies to: Administered to respondents who indicated they had borrowed money for their undergraduate or graduate education.

Code description: B3UGLN > 0 or B3GRLN > 0.

Sources: B&B93/2003 interview

B3FRGVLN

Participate in loan forgiveness program

Are you participating in any type of loan forgiveness program?

(By that we mean a program in which a portion of your education loan is repaid on your behalf in return for a commitment to teach, practice law or medicine, or to perform volunteer work or military service.)

0 = No

1 = Yes

Applies to: Administered to respondents who indicated they had borrowed money for their undergraduate or graduate education.

Code description: B3UGLN > 0 or B3GRLN > 0.

Sources: B&B93/2003 interview

B3FGVTYP

Type of loan forgiveness program

In what type of loan forgiveness program are you participating?

1 = Teaching

2 = Volunteer service

3 = Law

4 = Medicine

5 = Military

6 = Research (NIH)

7 = Social work

8 = Other, specify

Applies to: Administered to respondents who indicated they had borrowed money for their undergraduate or graduate education and who indicated that they are participating in a loan forgiveness program.

Code description: B3UGLN > 0 or B3GRLN > 0 and B3FRGVLN = 1.

Sources: B&B93/2003 interview

B3GRDDET

Graduate debt affected choices

Would you say that the debt you have accumulated for your graduate studies has affected the decisions you have made regarding your choice of job position, career specialization, or where you live?

0 = No

1 = Yes

Applies to: Administered to respondents who have enrolled in a formal graduate education program and who borrowed money for their graduate education.

Code description: B3GRAD = 1 and B3GRLN > 0.

Sources: B&B93/2003 interview

B3EDSAV

Saving for child's education

Earlier, you mentioned that you have [children/a child].

Are you currently saving for your [children/child]'s college education?

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they have dependent children.

Code description: B3CHILD > 0 or B3DEPS = 1.

Sources: B&B93/2003 interview

B3EDSVA

Savings method - savings account

What method are you using to save for your [children/child]'s college education?

(Please check all that apply.)

Traditional savings account

0 = No

1 = Yes

Applies to: Administered to respondents who indicated that they have dependent children, and who indicated that they are currently saving for their child's/children's college education.

Code description: (B3CHILD > 0 or B3DEPS = 1) and B3EDSAV = 1.

Sources: B&B93/2003 interview

B3EDSVB

Money market account

0 = No

1 = Yes

B3EDSVC

Certificate of deposit

0 = No

1 = Yes

B3EDSVD

State-sponsored savings plan

0 = No

1 = Yes

B3EDSVE

Roth IRA

0 = No

1 = Yes

B3EDSVF

Tuition prepayment plan

0 = No

1 = Yes

B3EDSVX

Other - please specify:

0 = No

1 = Yes

B3EDSVY

Don't know

0 = No

1 = Yes

B3EDSVZ

Decline to answer
0 = No
1 = Yes

B3EDSVS

Specify:

B3ACASH

Amount of cash on hand
Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Cash on hand (such as checking, savings, and money market accounts)

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3AHOME

Value of home
Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Your home

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3AINVST

Value of investments
Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Your investments (such as certificates of deposit, stocks, mutual funds, investment real estate and businesses)

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3ARETIR

Value of retirement funds
Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Your retirement (such as pension and other retirement plans, IRAS, 401Ks, and 403Bs)

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3AAUTO

Value of automobiles
Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Your automobiles, trucks, and boats

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3ACOLL

Value of collectibles

Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Other collectibles (such as jewelry, coins, stamps, artwork)

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3ALINS

Value of life insurance

Please provide a dollar estimate for each of the following [for you and your spouse/partner combined/]:
Cash value of your life insurance

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DHOME

Amount owed: home mortgage

Please provide a dollar estimate of the amount owed for each of the following [for you and your spouse/partner combined]:

Home mortgage

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DAUTO

Amount owed: automobiles

Please provide a dollar estimate of the amount owed for each of the following [for you and your spouse/partner combined]:

Auto/truck/boat loans

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DCREDIT

Amount owed: credit card balance

Please provide a dollar estimate of the amount owed for each of the following [for you and your spouse/partner combined]:

Credit card balance(s)

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3DOTLOA

Amount owed : other types of loans

Please provide a dollar estimate of the amount owed for each of the following [for you and your spouse/partner combined]:

Other loan balance(s) (excluding education loans)

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

B3NWRTH

Net worth

Net worth

Applies to: Administered to all respondents.

Sources: B&B93/2003 interview

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Appendix D

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Appendix E

Field Test Data Elements

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Appendix E: Field Test Data Elements

| Element number | Data element |
|----------------|--|
| I. | EDUCATION |
| I.A. (P) | EDUCATION: GRADUATE PROGRAMS (INFORMATION WILL BE COLLECTED FOR EACH PROGRAM ENROLLED IN. INFORMATION FOR THOSE WITH PRIOR GRADUATE EDUCATION EXPERIENCE WILL BE PRELOADED.) |
| I.A.1. | Type of degree program |
| I.A.2. * | Name, city, state of institution enrolled in |
| I.A.3. | Type of institution |
| I.A.4. | Reason(s) for selecting institution |
| I.A.5. | Reason(s) for selecting program |
| I.A.6. | When began program, when stopped program |
| I.A.7. | Whether enrollment was continuous |
| I.A.8. | Intensity of attendance |
| I.A.9. | Usual time of attendance |
| I.A.10. | Whether program completed and degree conferred |
| I.A.10.1. | (If not completed but not currently enrolled) Reason(s) for leaving |
| I.A.10.2. | Whether completion planned |
| I.A.10.3. | If planned, when completion planned |
| I.A.11. * | (If degree program is MA, MS, or PHD) Major field of study |
| I.A.12. | Receipt of aid and other sources of support: which types |
| I.A.13. | Satisfaction with various aspects of program |
| I.A.14. | (If never enrolled in graduate program) Whether ever took any graduate admissions exams |
| I.A.15. | (If never enrolled in graduate program) Whether ever applied |
| I.A.16. | Which state/professional licensing exams taken/passed |
| I.B. | OTHER POST-BACCALAUREATE EDUCATION |
| I.B.1. | Since 1997, whether enrolled in any vocational or technical diploma or bachelor's degree programs (For each occurrence since 1997, ask items II.B.1.1. through II.B.1.14.) |
| I.B.1.1. | What type of diploma or degree program |
| I.B.1.2. | Whether for work-related reasons, for personal interest, or both |
| I.B.1.3. | Whether to get or keep a state, industry, or company certificate or license |
| I.B.1.4. | (If yes), whether a test or examination is/was also needed for the certificate or license |
| I.B.1.5. | Month and year of first enrollment in the program |
| I.B.1.6. | Month and year of last enrollment in the program |
| I.B.1.7. | Enrollment intensity (full-time, part-time, or mixed) |
| I.B.1.8. | Enrollment continuity (continuous or not) |
| I.B.1.9. | Whether completed diploma or degree program |
| I.B.1.10. | Type of school, business, or organization that taught the program |
| I.B.1.11. | Whether required by employer |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

Appendix E: Field Test Data Elements

| Element number | Data element |
|----------------|---|
| I.B.1.12. | Whether employer paid for any part of tuition, fees, books or other materials |
| I.B.1.13. | Whether respondent paid for any part of tuition, fees, books or other materials |
| I.B.1.14. | Whether employer supported with time off with pay |
| I.B.2. | Whether enrolled in any other formal courses in the past 12 months for work-related reasons |
| I.B.2.1. | Type(s) of school, organization, or business that taught (any of) the course(s) |
| I.B.2.2. | Whether college credit earned for (any of) the course(s) |
| I.B.2.3. | Whether Continuing Education Units (CEUs) earned for (any of) the course(s) |
| I.B.2.4. | Whether employer paid for any part of tuition, fees, books or other materials for (any of) the course(s) |
| I.B.2.5. | Whether employer supported with time off with pay for (any of) the course(s) |
| I.B.2.6. | Specific reason(s) for taking |
| I.B.3. | Whether enrolled in any other formal courses in the past 12 months for personal interest |
| I.B.3.1. | Type(s) of school, organization, or business that taught (any of) the course(s) |
| I.B.3.2. | Whether college credit earned for (any of) the course(s) |
| I.B.3.3. | Whether Continuing Education Units (CEUs) earned for (any of) the course(s) |
| I.C. | EDUCATION: EXPECTATIONS AND ATTITUDES |
| I.C.1. | Highest level degree ever expect to attain |
| I.C.2. | What aspect(s) of undergraduate education stand out as influential or important (instruction received, major, extracurricular activities, etc.) |
| I.C.3. | How would respondent evaluate undergraduate education with respect to relationship to work, preparation for life, price, social contacts, health, financial security, overall happiness |
| I.C.4. | (If completed a graduate degree) What aspect(s) of graduate education stand out as influential or important (instruction received, major, extracurricular activities, etc.) |
| I.C.5. | (If completed a graduate degree) How would respondent evaluate graduate education with respect to relationship to work, preparation for life, price, social contacts, health, financial security, overall happiness |
| II. | EMPLOYMENT |
| II.A. | EMPLOYMENT: JOB SEEKING ACTIVITIES |
| II.A.1. | (questions III.A.1.-III.A.1.2. to be asked only if completed graduate degree since last interview, for most recent degree completed) Whether respondent looked for new job after completing most recent degree |
| II.A.1.1. | Whether looked for job related to degree just earned |
| II.A.1.2. | Outcome of search (job in selected field) |
| II.A.2. | Whether currently looking for a job |
| II.A.2.1. | If yes, reason(s) for seeking job |
| II.B. | EMPLOYMENT: LABOR MARKET STATUS HISTORY |
| II.B.1. | Since 1997, whether ever not employed (unemployed or out of the labor force) for a period of at least 3 months (IF YES, III.B.1.2-III.B.1.5 FOR EACH TIME) |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

Appendix E: Field Test Data Elements

| Element number | Data element |
|----------------|---|
| II.B.1.1. | If yes, how many times |
| II.B.1.2. | If yes, what type (unemployment/ out of labor force) |
| II.B.1.3. * | Reason(s) |
| II.B.1.4. | How long |
| II.B.1.5. | If unemployed, whether received unemployment compensation |
| II.B.2. | Since 1997, whether ever employed less than full time |
| II.B.2.1. | If yes, reason(s) why |
| II.B.2.2. | How long |
| II.B.3. | (If any children) Whether took any paid or unpaid leave from employer for birth/adoption/child care/medical care |
| II.B.3.1. | If yes, how long total |
| II.B.4. | (If any children) Whether ever worked reduced hours for/after birth/adoption/child care/medical care |
| II.B.4.1. | If so, for how long worked reduced hours |
| II.B.5. | How many different employers had since 1997 |
| II.B.6. | How many different jobs held since 1997 |
| II.B.7. | Status as of April 2003 |
| II.B.7.1. | If employed, how many jobs |
| II.B.7.2. | If unemployed, whether received unemployment compensation |
| II.C. | EMPLOYMENT: JOB-RELATED INFORMATION FOR APRIL 2003 OR MOST RECENT JOB (If more than one job, information for primary employer) |
| II.C.1. | Employment information |
| II.C.1.1. | ZIP code of place of employment |
| II.C.1.1.a * | Industry |
| II.C.1.1.b * | Occupation/job title |
| II.C.1.1.c * | Job duties/responsibilities |
| II.C.1.1.d | Employer type |
| II.C.1.1.e | How long been in this job (with these duties) |
| II.C.1.1.f | How long been at this employer |
| II.C.1.2. | Average number of hours worked per week |
| II.C.1.3. | Hourly/weekly/monthly/annual wages/salary |
| II.C.1.4. | How important were undergraduate education, graduate education, on the job experience, other education experience, and other work experience for that job |
| II.C.1.5. | Whether telecommuting is available for respondent's job |
| II.C.1.6. | Whether flexible scheduling is available for respondent's job |
| II.C.1.7. | Type of place (at an office, telecommuting from home or other location, in the field or at a job site, etc.) where most work hours spent each week |
| II.C.1.8. | Job satisfaction with various aspects of the job |
| II.C.1.9. | Existence of various benefits |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

Appendix E: Field Test Data Elements

| Element number | Data element |
|-------------------|---|
| II.C.2. | Information about those not employed in April 2003 |
| II.C.2.1. | When employment ended |
| II.C.2.2. * | Reason(s) for not working |
| II.C.3. | (Only if employed part time) Reason for part-time employment |
| II.C.4. | (Only if currently enrolled) Relationship between job and school |
| II.C.4.1. | Whether job associated with educational program |
| II.C.4.2. | Primary status (student/employee) |
| II.D. | EMPLOYMENT, CAREER |
| II.D.1. | Whether consider current job part of a career that you're pursuing |
| II.D.2. | If yes, how long consider to have been in that career |
| II.D.3. | Whether consider self to have had more than one career since bachelor's completion |
| II.D.4. | If yes, reason(s) for changing |
| II.D.5. | Whether respondent expects to be doing same type of work in 3 years |
| III . | FINANCES and DEBT |
| III.A. | INCOME (For calendar year 2002) |
| III.A.1. | Annual personal income earned through employment |
| III.A.2. | Annual income earned by spouse/partner through employment |
| III.A.3. | Other non-wage income of respondent or spouse/partner |
| III.A.4. | Participation in various types of regular savings activities in the last year |
| III.A.4.1. | If saving for child's education, what vehicles used |
| III.B. (P) | DEBT AND OWNERSHIP |
| III.B.1. | Student debt |
| III.B.1.1. | (Only if missing) Total amount borrowed for undergraduate education |
| III.B.1.2. | Amount borrowed for graduate (post baccalaureate) education from all sources |
| III.B.1.3. | Amount still owed |
| III.B.1.4. | Whether in any loan forgiveness program |
| III.B.1.5. | If completely repaid, when finished |
| III.B.1.6. | If in repayment on any loans |
| III.B.1.6. | When payments started |
| a. | |
| III.B.1.6. | Type of repayment plan |
| b. | |
| III.B.1.6.c | Whether claiming student loan interest deduction |
| . | |
| III.B.1.7. | Total of all monthly education loan payments |
| III.B.1.8. | (If any graduate debt) Whether high level of indebtedness affected choice of position, specialization, or geographic location |
| III.B.2. | Spouse/partner's debts |
| III.B.2.1. | Total educational loan amount borrowed by spouse/partner |
| III.B.2.2. | Total balance remaining educational loans for spouse/partner |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

| Element number | Data element |
|----------------|--|
| III.B.2.3. | Payback status for educational loans for spouse/partner |
| III.B.2.4. | If in repayment, total amount paying per month |
| III.B.3. | Amount of monthly mortgage/rent, if any |
| III.B.4. | Amount of monthly payment for car or other vehicle, if any |
| III.B.5. | Whether carry a balance on credit cards |
| III.B.5.1. | If so, Monthly payment |
| III.B.6. | Whether ever used lifelong learning tax credit |
| III.B.7. | Net worth |
| IV. | TEACHERS |
| IV.A. | (P) TEACHERS: FILTER TO DETERMINE WHETHER R SHOULD COMPLETE THIS SECTION (THOSE IDENTIFIED AS HAVING TAUGHT IN B&B:93/94 OR B&B:93/97, OR WHOSE TRANSCRIPTS INDICATED TEACHER TRAINING, WILL BE SKIPPED TO IV.B.) |
| IV.A.1. | Whether worked as teacher |
| IV.A.2. | Whether trained as teacher |
| IV.A.3. | Whether considering teaching (IF NO TO ALL, SKIP TO SECTION V) |
| IV.B. | (P) TEACHERS: CERTIFICATION-LICENSURE STATUS |
| IV.B.1. | (Only of those we know weren't certified at the probationary level or higher as of last interview) Ever certified or licensed to teach in at least one state |
| IV.B.1.1. | Highest level at which R has ever been certified |
| IV.B.1.2. | (Ask only if a) R ever held certificate at probationary level or higher and b) R was not certified as of last interview or date of R's first certification is missing from previous interviews) When first became certified to teach at probationary level or higher |
| IV.B.1.3. | * Field(s) in which certified at probationary level or higher |
| IV.B.2. | Currently certified or licensed to teach in at least one state? (IF NOT CERTIFIED OR LICENSED TO TEACH, SKIP TO IV.B.3) |
| IV.B.2.1. | Kind(s) of certificate or license currently held |
| IV.B.2.2. | Field(s) in which currently certified at probationary level or higher |
| IV.B.2.3. | Certification or license issued by which state(s) |
| IV.B.3. | (If first taught, trained, certified, or identified as having considered teaching since B&B:93/97 or if never taught as of B&B:93/97) Entry into teaching |
| IV.B.3.1. | Whether applied for a teaching job |
| IV.B.3.2. | * If never applied, reason(s) why not |
| IV.B.3.3. | Whether received offers for teaching positions |
| IV.B.3.4. | * If offered position but did not accept, reason(s) why not |
| IV.B.4. | (If newly certified) Dates employed as a school teacher at any level full- or part-time prior to completing certification requirements (including substitute teaching, not including student teaching) |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

Appendix E: Field Test Data Elements

| Element number | Data Element |
|------------------|--|
| IV.C. (P) | TEACHERS: TEACHING EXPERIENCE SINCE LAST INTERVIEW (ASK IV.C.1-IV.C.2 FOR EACH TEACHING JOB HELD SINCE LAST INTERVIEW) |
| IV.C.1. | Number of schools at which taught since last interview |
| IV.C.1.1. * | Name of school, city, state, zip code |
| IV.C.1.2. | Type of school in which employed |
| IV.C.1.3. * | Start/end date for each teaching job |
| IV.C.1.4. | Whether worked for two or more districts since began teaching |
| IV.C.1.5. | (If first teaching job occurred since last interview) Participation in teacher induction program during first job |
| IV.C.1.6. | (If first teaching job occurred since last interview) Level of agreement/ disagreement with statements describing the first school's effectiveness in assisting new teachers in various aspects of work (ASK IV.C.2. - IV.C.11. FOR CURRENT OR MOST RECENT TEACHING JOB and FIRST TEACHING JOB (IF OCCURRED SINCE LAST INTERVIEW)) |
| IV.C.2. * | Main field in which taught (code as IV.B.1.3) |
| IV.C.3. * | Other field(s) in which taught (code as IV.B.1.3) |
| IV.C.4. * | Grade(s) taught most (code as IV.B.1.3) |
| IV.C.5. * | Grades/field teaching but not adequately prepared (code as IV.B.1.3) |
| IV.C.6. | Teaching full- or part-time |
| IV.C.7. | Contract arrangement/type of teacher |
| IV.C.8. | Number of months under teaching contract |
| IV.C.9. | Academic year base salary |
| IV.C.10. | Other income from teaching in this district |
| IV.C.11. | Other income |
| IV.D. | PERCEPTIONS AND ATTITUDES TOWARD TEACHING |
| IV.D.1. | Willingness to become a teacher again |
| IV.D.2. | Plans to continue/return to teaching next year |
| IV.D.3. | How long plan to be in teaching |
| IV.D.4. | Any plans to move into non-teaching job (administration, counseling, etc.) in education (IF CURRENTLY TEACHING OR INTEND TO CONTINUE, SKIP TO SECTION V) |
| IV.D.5. * | If left/planning to leave teaching since last interview, reason(s) why |
| IV.D.6. | Factors that make you want to stay in teaching |
| IV.D.7. | Factors that make you want to leave teaching |
| V. | BACKGROUND |
| V.A. | DEMOGRAPHICS |
| V.A.1 | (Only if previously non-citizen) Current citizenship status |
| V.A.2. | Disability status |
| V.A.2.1. | Mobility disability |
| V.A.2.2. | Sensory disability |
| V.A.2.3. | Other disability |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

| Element number | Data Element |
|------------------|---|
| VI . | FAMILY FORMATION AND CIVIC PARTICIPATION |
| VI.A. (P) | HOUSEHOLD COMPOSITION |
| VI.A.1. | Marital status |
| VI.A.2. | Number of child and adult dependents in various age groups |
| VI.A.3. | Total number of dependents claimed when filing income taxes |
| VI.A.4. | Household composition in April 2003 |
| VI.A.5.1. | Number and relationship to respondent of household members |
| VI.A.5.2. | (If children under 18) Hours per week of non-parental child care |
| VI.A.6. | Spouse/partner's education level |
| VI.A.7. | Spouse/partner's current enrollment status |
| VI.A.8. | Spouse/partner's current employment status |
| VI.A.9. | Number of individuals for whom have financial responsibilities (e.g. spouse, children, parents, other family members, or others) |
| VI.A.10. | Number of individuals for whom have caretaker or other time-commitment responsibilities (e.g. children, elderly people, family members, others) |
| VI.B. | CIVIC ACTIVITIES/POLITICAL PARTICIPATION |
| VI.B.1. | Whether done any volunteer work (not court-ordered) in the last 12 months |
| VI.B.1.1. | Average hours per month |
| VI.B.2. | Voting in elections |
| VI.B.3. | Other political activities last 2 years |
| VI.C. | ATTITUDES AND OPINIONS |
| | How satisfied respondent is with educational attainment, employment, family life, personal life |
| | Overall, to what extent respondent feels that s/he is on track with goals for life |

P Indicates a preload element that was updated as necessary.

* indicates a verbatim response coded online during the interview.

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| 2001-15 | Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report | Andrew G. Malizio |
| 2002-04 | Improving Consistency of Response Categories Across NCES Surveys | Marilyn Seastrom |
| 2004-162 | 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) Field Test Methodology Report | Linda Zimble |
| 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 |
| 2002-04 | Improving Consistency of Response Categories Across NCES Surveys | Marilyn Seastrom |
| 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 |
| 2002-02 | School Locale Codes 1987 - 2000 | Frank Johnson |
| 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 |

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| 2001-03 | Measures of Socio-Emotional Development in Middle Childhood | Elvira Hausken |
| 2001-06 | Papers from the Early Childhood Longitudinal Studies Program: Presented at the 2001 AERA and SRCD Meetings | Jerry West |
| 2002-05 | Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K), Psychometric Report for Kindergarten Through First Grade | Elvira Hausken |
| Education Finance Statistics Center (EDFIN) | | |
| 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. |
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| 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. |
| Education Longitudinal Study: 2002 (ELS:2002) | | |
| 2003-03 | Education Longitudinal Study: 2002 (ELS: 2002) Field Test Report | Jeffrey Owings |
| 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 |
| 2002-04 | Improving Consistency of Response Categories Across NCES Surveys | Marilyn Seastrom |
| HS Transcript Studies | | |
| 1999-05 | Procedures Guide for Transcript Studies | Dawn Nelson |
| 1999-06 | 1998 Revision of the Secondary School Taxonomy | Dawn Nelson |
| 2003-01 | Mathematics, Foreign Language, and Science Coursetaking and the NELS:88 Transcript Data | Jeffrey Owings |
| 2003-02 | English Coursetaking and the NELS:88 Transcript Data | Jeffrey Owings |
| 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 |
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| 2001-07 | A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA) | Arnold Goldstein |
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| 95-05 | National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors | Jeffrey Owings |
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| National Household Education Survey (NHES) | | |
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| 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 |
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| 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 |
| 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 |
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| 95-12 | Rural Education Data User's Guide | Samuel Peng |
| 2002-04 | Improving Consistency of Response Categories Across NCES Surveys | Marilyn Seastrom |
| 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 |
| 2002-03 | National Postsecondary Student Aid Study, 1999-2000 (NPSAS:2000), CATI Nonresponse Bias Analysis Report. | Andrew Malizio |
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| National Study of Postsecondary Faculty (NSOPF) | | |
| 97-26 | Strategies for Improving Accuracy of Postsecondary Faculty Lists | Linda Zimble |
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| 2002-04 | Improving Consistency of Response Categories Across NCES Surveys | Marilyn Seastrom |
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| Postsecondary Education Descriptive Analysis Reports (PEDAR) | | |
| 2000-11 | Financial Aid Profile of Graduate Students in Science and Engineering | Aurora D'Amico |
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| 2000-15 | Feasibility Report: School-Level Finance Pretest, Private School Questionnaire | Stephen Broughman |
| Progress in International Reading Literacy Study (PIRLS) | | |
| 2003-05 | PIRLS-IEA Reading Literacy Framework: Comparative Analysis of the 1991 IEA Reading Study and the Progress in International Reading Literacy Study | Laurence Ogle |
| 2003-10 | A Content Comparison of the NAEP and PIRLS Fourth-Grade Reading Assessments | Marilyn Binkley |
| 2003-21 | U.S. 2001 PIRLS Nonresponse Bias Analysis | Laurence Ogle |
| Recent College Graduates (RCG) | | |
| 98-15 | Development of a Prototype System for Accessing Linked NCES Data | Steven Kaufman |
| 2002-04 | Improving Consistency of Response Categories Across NCES Surveys | Marilyn Seastrom |
| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 96-22 | 1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education | Kathryn Chandler |
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| 1999-11 | Data Sources on Lifelong Learning Available from the National Center for Education Statistics | Lisa Hudson |
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| 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 |
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| 2002-06 | The Measurement of Instructional Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Grade Students and Teachers to Questionnaire Items | Arnold Goldstein |
| 2003-19 | NAEP Quality Assurance Checks of the 2002 Reading Assessment Results of Delaware | Janis Brown |

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| 2001–04 | Beginning Postsecondary Students Longitudinal Study: 1996–2001 (BPS:1996/2001) Field Test Methodology Report | Paula Knepper |
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| 96-22 | 1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education | Kathryn Chandler |
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| 2001-02 | Measuring Father Involvement in Young Children's Lives: Recommendations for a Fatherhood Module for the ECLS-B | Jerry West |
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| 2001-15 | Baccalaureate and Beyond Longitudinal Study: 2000/01 Follow-Up Field Test Methodology Report | Andrew G. Malizio |
| 2004-162 | 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) Field Test Methodology Report | Linda Zimbler |
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| 2004-162 | 1993/03 Baccalaureate and Beyond Longitudinal Study (B&B:93/03) Field Test Methodology Report | Linda Zimbler |
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| 2000-11 | Financial Aid Profile of Graduate Students in Science and Engineering | Aurora D'Amico |
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| 2002–02 | Locale Codes 1987 - 2000 | Frank Johnson |
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| Staff – nonprofessional | | |
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| Students with disabilities | | |
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| Survey methodology | | |
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| 97–35 | Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey | Kathryn Chandler |
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| 2002-06 | The Measurement of Instructional Background Indicators: Cognitive Laboratory Investigations of the Responses of Fourth and Eighth Grade Students and Teachers to Questionnaire Items | Arnold Goldstein |
| 2003-03 | Education Longitudinal Study: 2002 (ELS: 2002) Field Test Report | Jeffrey Owings |
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| Teachers | | |
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| Teachers – qualifications of | | |
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| Teachers – salaries of | | |
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| Training | | |
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Violence

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Vocational education

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