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# 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test

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U.S. DEPARTMENT OF EDUCATION

# 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test

## Working Paper Series

## June 2009

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# Executive Summary

## Introduction

The 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09), conducted for the U.S. Department of Education's National Center for Education Statistics, collected information about students' education and employment in the 5 years since their first enrollment in postsecondary education.

This report describes the methodology and findings of the BPS:04/09 field test, which took place during the 2007–08 school year. The field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the 2008–09 school year.

## Sample Design

The respondent universe for the BPS:04/09 field test was students who started their postsecondary education for the first time during the 2002–03 academic year at any postsecondary institution in the United States or Puerto Rico. All sampled students were first-time beginning students (FTBs) who were eligible for the 2004 National Postsecondary Student Aid Study (NPSAS:04).

The BPS:04/09 field test sample included a total of 1,140[1] sample members. The majority, 780 sample members, were BPS:04/06 respondents who were part of the supplemental sample of potential FTBs who were not included in the NPSAS:04 field test.

## Instrumentation

Similar to the BPS:04/06 field test instrument, the BPS:04/09 field test instrument was designed as a mixed-mode instrument. The single web-based instrument was used for both self-administered interviews and interviewer-administered interviews. Several methodological features were built into the instrument to minimize mode effects, including: help text on every form, telephone interviewer instructions on every form, pop-up messages when a response was entered in an incorrect format, and conversion text to encourage responses to critical items when sample members did not provide a response.

## Data Collection Design and Outcomes

### Student Locating and Interviewing

The data collection design for the BPS:04/09 field test involved several stages. The initial process of locating sample members involved batch-locating activities to update sample members' address and telephone information. Sources for this task included the U.S. Department of Education's Central Processing System (CPS), the U.S. Postal Service's National Change of Address

[1] The numbers appearing in the tables and text of this report were rounded to the nearest ten to maintain the confidentiality of study respondents. Percents were calculated from unrounded numbers.

(NCOA) system, and Telematch. In addition, sample members and their parents were sent an initial mailing to collect updated contact information.

Once the initial round of locating was completed, sample members were sent a packet of study materials and the data collection period began. Data collection was conducted in three phases. The first, the early response phase, spanned the first 4 weeks of the data collection period. Sample members who completed the BPS:04/09 field test interview during this phase were offered an incentive of $30. During this phase, sample members could complete the self-administered interview or call the help desk to complete a telephone interview. During the second phase (production interviewing), telephone interviewers began calling the remaining sample members to obtain interviews. Incentives were not offered during the production interviewing phase. The final phase of data collection was the nonresponse conversion phase, during which telephone interviewers attempted to obtain interviews from sample members who had previously refused to participate or were difficult to locate. Sample members who completed interviews during this phase were offered an incentive of $30.

Of the 1,140 sample members for the BPS:04/09 field test, 890 (78 percent) were successfully located and 800 completed an interview. The response rate among the eligible sample was 70 percent, and was 90 percent among those sample members who were successfully located. The majority of completed interviews (71 percent) were obtained via self-administration.

On average, the BPS:04/09 field test interview took 25 minutes to complete. Self-administered respondents took an average of 22 minutes to complete the interview, compared with approximately 30 minutes for interviewer-administered respondents.

## Experiments

Three experiments included in the BPS:04/09 field test were designed to evaluate the effectiveness of data collection strategies in increasing early response rates. The first evaluated the impact of the type of envelope used to mail the initial study materials. The second evaluated the effectiveness of prompting calls in increasing response rates during the early response period. The third experiment evaluated the effectiveness of a prepaid cash incentive. The sample was randomly assigned prior to data collection to each of the conditions, and response rates at the end of the early response period were compared.

Another experiment for the BPS:04/09 field test evaluated three question response formats: radio button, checkall, and open-ended. Five items within the interview were selected for this experiment. For the radio button format, the respondent was asked to respond either "yes" or "no" to each item. For the checkall format, the respondent was asked to check the box next to each item that was applicable. The respondent could check all of the items that were applicable. For the open-ended format, the respondent was first asked to provide his or her answer in the form of a text string and then to select a corresponding category for each text string.

## Evaluation of Operations and Data Quality

The BPS:04/09 field test was used to plan, implement, and evaluate methodological procedures, instruments, and systems proposed for use in the full-scale study scheduled for the

2008–09 school year. Assessments of operations, procedures, and data quality were critical at this stage. Evaluation of operations and procedures focused on tracing and locating procedures, refusal conversion efforts, effectiveness of incentives, and length of the student interview. Evaluation of data quality included an examination of items with high rates of nonresponse and help text usage, the accuracy of data collected with coding systems, telephone interview question delivery, and quality control procedures for data entry. The results of the field test experiments and evaluations were used to inform revisions to the full-scale instrument.

### File Preparation

The data from the BPS:04/09 field test are not released to the public; however, all data file processing procedures were tested rigorously to prepare for the full-scale effort. Procedures tested include online coding and editing systems, range and consistency checks for all data, and post data-collection data editing. Detailed documentation was also developed to describe question text, response options, logical imputations, and recoding.

## Planned Changes for the BPS:04/09 Full-scale Study

The final chapter of this report summarizes the changes planned for the BPS:04/09 full-scale study based on the results of the field test. The full-scale study will incorporate slight changes to the processes regarding locating sample members, instrument design, and data collection plan, in order to improve efficiency and clarity. More substantial changes recommended for the BPS:04/09 full-scale study include the following:

- Data collection notification materials will be sent to sample members in Priority mail packaging.
- All incentive offers will be promised rather than prepaid.
- Halfway through the early response period, prompting calls will be made to prior round nonrespondents, reminding them of the end date of the early response phase.
- For the BPS:04/09 full-scale study, sample members will become eligible for the nonresponse incentive once 10 call attempts have been made and an interview has not yet been completed.
- Based on results of the question response format experiment, the open-ended response format will not be used for the full-scale instrument. In its place, either the checkall or the radio button response format will be used as appropriate, depending on the nature of the question.

# 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 and evaluates the methods and procedures used in the field test of the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09). The BPS:04/09 field test is the second and final follow-up interview for the cohort of first-time beginning postsecondary students identified as part of the field test of the 2004 National Postsecondary Student Aid Study.

We hope that the information provided in this report will be useful to interested readers. This study was based on a purposive and complementary sample of the nationally representative sample of institutions to be used in the BPS:04/09 full-scale study. Additional information about BPS:04/09 is available on the Web at http://www.nces.ed.gov/surveys/bps.

Tom Weko
Associate Commissioner
Postsecondary Studies Division

# Acknowledgments

The authors are greatly indebted to the students who generously participated in the survey. Their willingness to take the time to share their information and experiences made the BPS:04/09 field test a success.

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# Chapter 1. Overview of BPS:04/09

This working paper describes the design, methodological procedures, and related evaluations for the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) field test. RTI International,[1] with the assistance of MPR Associates, Inc., is conducting the BPS:04/09 field test and subsequent full-scale study for the National Center for Education Statistics (NCES) of the U.S. Department of Education (Contract No. ED-02-CO-0011).

This introductory chapter describes the background and legislative authorization, schedule, and products of the BPS:04/09 study and the unique purposes of the field test. Chapter 2 provides detail about the field test design and procedures. Chapter 3 presents field test data collection results, including the results of experiments implemented during field test data collection. Chapter 4 presents quality evaluations of the data collected during the field test and the results of an item design comparison embedded within the questionnaire. Finally, chapter 5 summarizes the major recommendations for the full-scale study design based on field test findings. Materials used during the field test are provided as appendixes to the report and cited in the text where appropriate.

Unless otherwise indicated, a criterion probability level of .05 was used for all tests of significance conducted for the BPS:04/09 evaluations. Throughout this document, reported numbers of sample institutions and students have been rounded to ensure the confidentiality of individual student data. As a result, row and column entries in tables may not sum to their respective totals, and reported percentages may differ somewhat from those that would result from these rounded numbers.

## 1.1 Background and Objectives of BPS

NCES conducts several studies to respond to the need for a nationally representative data concerning key, postsecondary education (PSE) issues: access, choice, enrollment, persistence, progress, curriculum, attainment, continuation into graduate and professional school, and the benefits of PSE to individuals and to society. BPS is one of several studies sponsored by NCES to address this need, specifically studying students who began their postsecondary education for the first time.

NCES is authorized to conduct BPS by the following legislation:

- Title I, Section 153 of the Education Sciences Reform Act [P.L. 107–279];
- The General Education Provisions Act, as amended, 20 U.S.C. § 1221 e-1 (2001);
- The Higher Education Act of 1965, as amended by the Higher Education Amendments of 1986, Title XIII(a), Section 1303, and Title XIV, 20 U.S.C. § 1070 et seq. (1994);

[1] RTI International is a trade name of Research Triangle Institute.

- The Higher Education Act of 1965, Augustus F. Hawkins – Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, 20 U.S.C. § 2911 to 2976 (2001); and
- Sections 404(a), 408(a), and 408(b) of the National Education Statistics Act of 1994, 20 U.S.C. 9001 et seq. (2002).

The BPS series of studies is uniquely able to identify students as first-time beginners (FTBs) through its base study, the National Postsecondary Student Aid Study—a recurring survey of nationally representative, cross-sectional samples of postsecondary students designed to determine how students and their families pay for postsecondary education. Once FTBs are identified, the BPS study series follows them over a period of 6 years to monitor their progress. Figure 1 shows the data collection timeline for the base-year and subsequent follow-up studies for each BPS in the series.

**Figure 1. Chronology of the Beginning Postsecondary Students Longitudinal Study: 1990 to 2009**

| Academic year | Cohort | | |
|---|---|---|---|
| | BPS:1990 | BPS:1996 | BPS:2004 |
| Year 1 | 1989–90 (NPSAS:90) | 1995–96 (NPSAS:96) | 2003–04 (NPSAS:04) |
| Year 2 | | | |
| Year 3 | 1991–92 (BPS:90/92) | 1997–98 (BPS:96/98) | 2005–06 (BPS:04/06) |
| Year 4 | | | |
| Year 5 | 1993–94 (BPS:90/94) | | |
| Year 6 | | 2000–01 (BPS:96/01) | 2008–09 (BPS:04/09) |

NOTE: NPSAS = National Postsecondary Student Aid Study.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06) Field Test.

The BPS:04/06 follow-up captured information on the academic progress and persistence in postsecondary education of 2003–04 FTB students in the 3 years following their initial entry into a postsecondary institution. Data collected as part of the first follow-up focused on continued education and experience, education financing, entry into the workforce, and the relationship between experiences during postsecondary education and various societal and personal outcomes.

The second follow-up, BPS:04/09, monitors students' academic progress in the 6 years following their first entry into postsecondary education and assesses completion rates in 4-year programs. Data collection continues to focus on education and employment, and the survey includes many of the questions used in the first follow-up. The second follow-up is also enhanced to collect detailed information about the transition into employment after degree completion.

## 1.2 Overview of the Field Test Study Design

The BPS:04/09 field test was conducted to plan, implement, and evaluate the quality and operational capacity of the data collection instruments, systems, and methodological procedures proposed for use in the full-scale study. In addition to the data collection evaluations, the field test included the following experiments:

- Three experiments were included to examine the impact of various data collection strategies on early response rates:
  1. whether the use of Priority Mail envelopes to deliver study materials and survey invitations would increase early response rates compared with sample members who received the study materials in a 9"x12" envelope via regular mail; and
  2. whether offering sample members a prepaid $5 cash incentive with a promise of a $25 check paid on interview completion during the early response period of self-administered interviewing would increase response rates compared with sample members who were promised an incentive of $30 on interview completion.
  3. whether prompting sample members with telephone calls reminding them to participate in the interview during the first 4 weeks of data collection (early response period) would increase response rates in that time period compared with sample members who did not receive a prompting call;
- A fourth experiment was conducted to evaluate the completeness and quality of data collected across three question response formats on a subset of items.

## 1.3 Schedule and Products

Table 1 summarizes the schedule for the field test and the proposed schedule for the full-scale study in 2008–09. Electronically documented, restricted-access data files (with associated electronic codebooks) and NCES Data Analysis Systems for public release will be constructed from the full-scale data and made available to a variety of organizations and researchers. BPS:04/09 will produce

- a "First look" reports which provide descriptive summaries of the BPS:04 cohort;
- a full-scale methodology report, providing details of sample design and selection procedures, data collection procedures, weighting methodologies, estimation procedures and design effects, and the results of nonresponse bias analyses;
- special tabulations of issues of interest to the higher education community, as determined by NCES; and

- a descriptive summary of significant findings for dissemination to a broad audience.

**Table 1. Schedule of major BPS:04/09 activities: 2008–2010**

| Activity | Start date | End date |
|---|---|---|
| BPS:04/09 field test | | |
| Finalize student sample | 11/27/2007 | 11/16/2007 |
| Conduct self-administered web/CATI data collection | 03/24/2008 | 06/30/2008 |
| Process data, construct data files | 07/01/2008 | 08/29/2008 |
| Prepare methodology report | 05/02/2008 | 07/30/2009 |
| | | |
| BPS:04/09 full-scale | | |
| Finalize student sample | 08/01/2008 | 09/30/2008 |
| Conduct self-administered web/CATI data collection | 02/24/2009 | 09/14/2009 |
| Conduct field CAPI data collection | 06/15/2009 | 09/14/2009 |
| Process data, construct data files | 09/15/2009 | 03/30/2010 |
| Prepare methodology report | 05/02/2009 | 07/30/2010 |
| Prepare First Look report | 04/30/2010 | 07/30/2010 |
| Prepare descriptive report | 08/30/2010 | 11/19/2010 |

NOTE: BPS = Beginning Postsecondary Students Longitudinal Study. CAPI = computer-assisted personal interviewing. CATI = computer-assisted telephone interviewing.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Student Longitudinal Study (BPS:04/09) Field Test.

# Chapter 2. Design and Methodology

The purpose of the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) field test was to fully test all procedures, methods, and systems of the study in a realistic operational environment prior to implementing them in the full-scale study. This chapter describes the design of the field test data collection, with a focus on planned evaluations. An overview of the sampling design, sample member locating and contacting activities, interview design, and data collection procedures is presented, together with a description of the systems developed to support the BPS:04/09 field test data collection.

## 2.1 Sampling Design

This section describes the BPS:04 field test cohort across each of the three points of contact in the longitudinal study: the base-year field test (2004 National Postsecondary Student Aid Study [NPSAS:04]) in which the BPS:04 field test cohort was identified, the first follow-up field test study (BPS:04/06), and the second follow-up field test study (BPS:04/09).

### 2.1.1 Base-Year Study

The respondent universe for the BPS:04/09 field test consisted of all students who began their postsecondary education for the first time during the 2002–03 academic year at any Title IV - eligible postsecondary institution in the United States or Puerto Rico. The sample students were the first-time beginners (FTBs) identified as part of the NPSAS:04 field test (Riccobono et al. 2005). NPSAS:04 used a two-stage sampling design: institutions were selected in the first stage, and then the student sample was selected in the second stage from enrollment lists provided by participating institutions.

**Institution sample.** Institutions eligible for the NPSAS:04 field test were required during the 2002–03 academic year to meet all the requirements for distributing Title IV aid, including the following:

- offering an educational program designed for persons who have completed secondary education;
- offering at least one academic, occupational, or vocational program of study lasting at least 3 months or 300 clock hours;
- offering courses that are open to more than the employees or members of the company or group (e.g., union) that administers the institution; and
- being located in the 50 states, the District of Columbia, or Puerto Rico.

Institutions providing only avocational, recreational, or remedial courses or only in-house courses for their own employees were excluded, as were U.S. Service Academies because of their unique funding/tuition base.

These institution eligibility criteria were consistent with previous NPSAS studies with two exceptions. First, the requirement to be eligible to distribute Title IV aid was implemented beginning with NPSAS:2000.[2] Second, the previous NPSAS studies excluded institutions that only offered correspondence courses. NPSAS:04 included such institutions if they were eligible to distribute Title IV student aid.

The institutional sampling frame for the NPSAS:04 field test was constructed from the 2001 Integrated Postsecondary Education Data System (IPEDS) Institutional Characteristics (IC) and header files and the 2001 Fall Enrollment file. A field test sample of 200 institutions was selected purposively from the complement of institutions selected for the full-scale study. This approach ensured that no institution would be burdened with participating in both the field test and full-scale studies yet maintained the representativeness of the full-scale sample. Certainty institutions for the full-scale study were excluded from the field test. The certainty institutions either were in strata where all institutions were selected or had expected frequencies of selection greater than unity (1.00). The field test sample of institutions was selected to approximate the distribution by institutional stratum for the full-scale study. The distribution of the field test institutional sample is presented in table 2. Overall, about 98 percent of the sampled institutions met the NPSAS eligibility requirements; of those, about 89 percent provided enrollment lists for student sampling.

**Table 2. NPSAS:04 field test institution sample sizes and yield, by sampling stratum: 2004**

| Institutional sampling stratum | Frame | Sample | Eligible institutions | | Provided list | |
|---|---|---|---|---|---|---|
| | | | Number | Percent[1] | Number | Percent[2] |
| Total | 6,674 | 200 | 200 | 97.5 | 170 | 88.7 |
| Public less-than-2-year | 321 | # | # | 66.7 | # | 100.0 |
| Public 2-year | 1,225 | 70 | 70 | 98.6 | 60 | 84.3 |
| Public 4-year non-doctorate-granting | 358 | 20 | 20 | 100.0 | 20 | 95.5 |
| Public 4-year doctorate-granting | 276 | 10 | 10 | 100.0 | 10 | 91.7 |
| Private not-for-profit 2-year-or-less | 379 | 10 | 10 | 83.3 | 10 | 100.0 |
| Private not-for-profit 4-year non-doctorate-granting | 1,076 | 50 | 50 | 97.8 | 40 | 84.4 |
| Private not-for-profit 4-year doctorate-granting | 537 | 20 | 20 | 100.0 | 10 | 86.7 |
| Private for-profit less-than-2-year | 1,390 | 20 | 10 | 93.3 | 10 | 100.0 |
| Private for-profit 2-year-or-more | 1,112 | 10 | 10 | 100.0 | 10 | 100.0 |

# Rounds to zero.
[1] Percent is based on the number sampled within the row under consideration.
[2] Percent is based on the number eligible 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, 2004 National Postsecondary Student Aid Study (NPSAS:04), Field Test Report.

**Student sample.** The student sample sizes for the NPSAS:04 field test were set to approximate the distribution planned for the NPSAS:04 full-scale study, with the exception that additional FTBs were selected to have more available for the BPS:04 field test cohort. As shown in table 3, the NPSAS:04 field test was designed to sample 1,290 students, including 810 first-time

[2]An indicator of Title IV eligibility was added to the analysis files from earlier NPSAS studies to facilitate comparable analyses.

beginner students, 360 other undergraduate students, and 130 graduate and first-professional students. There were eight student sampling strata for the NPSAS:04 field test:

- four sampling strata for undergraduate students:
  - FTB in-state tuition students,
  - FTB out-of-state tuition students,
  - other undergraduate in-state tuition students, and
  - other undergraduate out-of-state tuition students;
- three sampling strata for graduate students:
  - master's,
  - doctoral, and
  - other graduate students; and
- a sampling stratum for first-professional students.

The numbers of FTB students shown in table 3 include both true FTBs who began their postsecondary education for the first time during the NPSAS field test year and effective FTBs who had not completed a postsecondary class prior to the NPSAS field test year. Unfortunately, postsecondary institutions cannot readily identify their FTB students. Therefore, the NPSAS sampling rates for students identified as FTBs and other undergraduate students by the sample institutions were adjusted to achieve the expected counts after accounting for expected false-positive and false-negative rates. The false-positive and false-negative FTB rates experienced in NPSAS:96 (i.e., the most recent NPSAS to include a BPS base-year cohort) were used to set appropriate sampling rates for the NPSAS:04 field test.[3] The overall expected and actual student sample sizes are shown in table 3.

[3]The NPSAS:96 false-positive rate was 28 percent for students identified as potential FTBs by the sample institutions, and the false-negative rate was 9 percent for those identified as other undergraduate students

**Table 3. Expected and actual NPSAS:04 field test student samples, by student type and level of institutional stratum: 2005**

| Student type and institutional stratum | Expected student sample size[1] | Actual student sample size |
|---|---|---|
| Total | 1,290 | 1,280 |
| Potential FTB | 810 | 790 |
| Less-than-2-year | 200 | 80 |
| 2-year | 360 | 410 |
| 4-year | 250 | 300 |
| Other undergraduate | 360 | 360 |
| Less-than-2-year | 30 | 10 |
| 2-year | 80 | 70 |
| 4-year | 250 | 280 |
| Master's (4-year) | 60 | 30 |
| Doctoral (4-year) | 40 | 30 |
| Other graduate (4-year) | 10 | 60 |
| First-professional (4-year) | 20 | 20 |

[1] Based on sampling rates, Fall 2001 Integrated Postsecondary Education Data System (IPEDS) Fall Enrollment file counts, and Fall 2001 IPEDS Completions file counts.
NOTE: Detail may not sum to totals because of rounding. FTB = first-time beginner. NPSAS = National Postsecondary Student Aid Study.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06) Field Test.

To create the student sampling frame for NPSAS:04, each participating institution was asked to provide a list of eligible students from which the student samples were selected. As shown in table 4, the NPSAS:04 field test selected students from the first 80 institutions that provided lists that passed quality control checks. This was to ensure adequate testing of procedures related to institution contacting and sampling. Furthermore, the abbreviated schedule for the field test required that the student sample be selected early enough to allow sufficient time to locate and contact the student sample. To ensure that the student sample size per institution was large enough to test student record abstraction and interviewing procedures, the sample had to be limited to a smaller set of institutions. These 80 institutions provided a sufficient variation and number of sample students for the NPSAS:04 field test.

**Table 4. Distribution of NPSAS:04 field test student sample, by sampling stratum: 2004**

| Institutional sampling stratum | Provided lists | Used for student sample selection | |
|---|---|---|---|
| | | Number | Percent |
| Total | 170 | 80 | 100.0 |
| Public less-than-2-year | # | # | 2.6 |
| Public 2-year | 60 | 30 | 33.8 |
| Public 4-year non-doctorate-granting | 20 | 10 | 11.7 |
| Public 4-year doctorate-granting | 10 | 10 | 6.5 |
| Private not-for-profit 2-year-or-less | 10 | # | 3.9 |
| Private not-for-profit 4-year non-doctorate-granting | 40 | 20 | 23.4 |
| Private not-for-profit 4-year doctorate-granting | 10 | # | 5.2 |
| Private for-profit less-than-2-year | 10 | 10 | 7.8 |
| Private for-profit 2-year-or-more | 10 | # | 5.2 |

# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06) Field Test.

Consistent with previous studies, NPSAS-eligible students were those enrolled in eligible institutions who satisfied the following eligibility requirements:

- were enrolled in either (a) an academic program; (b) at least one course for credit that could be applied toward fulfilling the requirements for an academic degree; or (c) an occupational or vocational program that required at least 3 months or 300 clock hours of instruction to receive a degree, certificate, or other formal award;
- were *not* concurrently enrolled in high school; and
- were *not* concurrently or solely enrolled in a General Equivalency Diploma (GED) or other high school completion program.

Table 5 provides the interview results from the NPSAS:04 field test for each of the institutional strata. Of the 1,280 students sampled for the field test, 1,160 were determined to be NPSAS eligible. There were 820 student interview respondents; 310 of these were confirmed as FTBs in the student interview.

**Table 5. NPSAS:04 field test student sample, by institutional stratum, eligibility, response status, and FTB status: 2004**

| Institutional stratum | Number sampled | Number eligible | NPSAS:04 field test respondents | | Nonrespondents |
|---|---|---|---|---|---|
| | | | Number | Number confirmed FTBs | |
| Total | 1,280 | 1,160 | 820 | 310 | 340 |
| Public | | | | | |
| Less-than-2-year | 40 | 30 | 20 | 10 | 10 |
| 2-year | 380 | 320 | 200 | 100 | 120 |
| 4-year non-doctorate-granting | 190 | 180 | 140 | 60 | 40 |
| 4-year doctorate-granting | 200 | 190 | 140 | 30 | 50 |
| Private not-for-profit | | | | | |
| 2-year-or-less | 60 | 60 | 40 | 10 | 20 |
| 4-year non-doctorate-granting | 230 | 220 | 170 | 60 | 50 |
| 4-year doctorate-granting | 90 | 90 | 70 | 20 | 20 |
| Private for profit | | | | | |
| Less-than-2-year | 60 | 40 | 20 | 10 | 20 |
| 2-year-or-more | 50 | 40 | 30 | 10 | 10 |

NOTE: Detail may not sum to totals because of rounding. First-time beginner (FTB) status was determined by student interview. NPSAS = National Postsecondary Student Aid Study.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06) Field Test.

**BPS eligibility determination.** Eligibility for the BPS:04 field test cohort was initially determined as part of the base-year study – the field test of NPSAS:04. The students eligible for the BPS:04/09 field test were those eligible to participate in the NPSAS:04 field test who were FTBs at NPSAS sample institutions in the 2002–03 academic year. NPSAS-eligible students who enrolled in a postsecondary institution for the first time during the NPSAS year (i.e., July 1, 2002– June 30, 2003) after completing high school were considered pure FTBs and were included in the BPS:04 field test cohort. Those students who had enrolled for at least one course after completing high school but had never completed a postsecondary course before the 2002–03 academic year were considered effective FTBs and were also eligible for membership in the BPS:04 field test cohort.

### 2.1.2 First Follow-up Study

The BPS:04/06 field test sample was drawn from NPSAS:04 field test interview study respondents who confirmed their FTB status and from most of the nonrespondents who were identified as potential FTBs by their institutions. However, to obtain the 1,000 interviews needed to adequately test the interview and procedures across institutional strata, the field test sample included a supplemental sample of potential FTBs not previously contacted for the NPSAS:04 field test. Each of these three groups is described below. Table 6 provides the details of the field test sample distribution.

- **Confirmed FTBs who responded to NPSAS:04.** All 310 students who responded to the NPSAS field test student interview and verified their FTB status were included in the BPS:04/06 field test sample.

- **Potential FTBs who were NPSAS:04 nonrespondents**. Of the 340 sampled nonrespondents to the NPSAS:04 field test student interview, 210 were identified as FTBs by their sample institution and had a valid Social Security number (SSN).[4] To improve the likelihood that base-year nonrespondents would be eligible for inclusion in the BPS:04/06 field test cohort, the indicator for FTB status according to the U.S. Department of Education's Central Processing System (CPS)[5] was considered whenever possible. Students who matched to CPS (2002/03) and were identified as FTBs were included in the sample, as were base-year nonrespondents identified as potential FTBs by their institution who did not match to CPS, (180 students). Because of the difficulty of locating and interviewing nonrespondents to prior studies, any students identified as FTBs by their institution but who matched to CPS and were not identified as FTBs (40 students) were excluded from the sample.
- **Potential FTBs not yet contacted.** A supplemental sample of students selected for the NPSAS:04 field test but not included in the final base-year student sample was also included in the BPS:04/06 field test sample. To increase the likelihood of locating and interviewing an FTB from this group of students, the supplemental sample was restricted to the 2,120 students identified as FTBs by institution indicators with a valid SSN, and those identified with locating information either from CPS or Telematch.

The number of students in each group sampled for the BPS:04/06 field test data collection is presented in table 6. The field test sample for BPS:04/06 was designed to yield a total of 1,000 respondents.

**Table 6. BPS:04/06 field test sample sizes, by institutional stratum: 2004**

| Sample type | Total | Public 4-year | Public 2-year | Private not-for-profit 4-year | Private for-profit less-than-2-year | Other |
|---|---|---|---|---|---|---|
| Total sample | 2,610 | 430 | 700 | 440 | 590 | 440 |
| Responding FTBs from the NPSAS:04 field test | 310 | 90 | 110 | 80 | 10 | 20 |
| Base-year nonrespondents to be included in the BPS:04/06 sample[1] | 180 | 30 | 80 | 20 | 20 | 30 |
| Supplemental sample of students with SSN and indicator of FTB from institution and locator information from either CPS or tracing | 2,120 | 310 | 520 | 340 | 570 | 390 |

[1] Excludes 40 cases for whom the Central Processing System (CPS) first-time beginner (FTB) indicator was "no".

NOTE: Detail may not sum to totals because of rounding. Other includes public less-than-2-year, private not-for-profit 2-year, not-for-profit less-than-2-year, and private for-profit 2-year-and-higher institutions. BPS = Beginning Postsecondary Student Longitudinal Study. CPS = Central Processing System. FTB = first-time beginner. NPSAS = National Postsecondary Student Aid Study. SSN = Social Security number.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06) Field Test.

[4] To conserve resources, the follow-up sample of base-year nonrespondents was restricted to those with a valid SSN to increase the likelihood that they could be matched to sources used for locating.

[5] This designation indicates that students were FTBs during the 2002–03 academic year, as were base-year interview respondents.

### 2.1.3 Second Follow-up Study

The sample for the second follow-up of the BPS:04 field test cohort (BPS:04/09) included confirmed FTBs who had responded to either NPSAS:04 or BPS:04/06 or both. The sample types are described below and shown in table 7:

- 230 students who responded to both NPSAS:04 and BPS:04/06 field tests;
- 80 students who responded to the NPSAS:04 field test but did not respond to the BPS:04/06 field test;
- 40 students who were part of the NPSAS:04 field test, did not respond to NPSAS:04, but did respond to the BPS:04/06 field test; and
- 780 students who were part of the BPS:04/06 supplemental sample and responded to the BPS:04/06 field test.

**Table 7. BPS:04/09 field test sample, by response status at prior rounds: 2008**

| NPSAS:04 field test response status | BPS:04/06 field test response status | Number of cases included in BPS:04/09 sample |
|---|---|---|
| Total | Total | 1,140 |
| Respondent | Respondent | 230 |
| Respondent | Nonrespondent | 80 |
| Nonrespondent | Respondent | 40 |
| BPS: supplemental sample (not in NPSAS:04) | Respondent | 780 |

NOTE: Detail may not sum to totals because of rounding. BPS = Beginning Postsecondary Student Longitudinal Study. NPSAS = National Postsecondary Student Aid Study.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/06 Beginning Postsecondary Student Longitudinal Study (BPS:04/06) Field Test.

## 2.2 Data Collection Design

This section provides an overview of the procedures implemented for the BPS:04/09 field test data collection. First, the content and design of the multimode survey instrument are outlined, and a summary of the study website is provided. Next, the details of data collection procedures are presented, including a summary of training for data collection staff, procedures used to locate and contact sample members, and procedures for conducting interviews. Experiments designed to evaluate the impact of various data collection strategies are described. Finally, the systems used to develop the survey instrument and its documentation and those used to monitor data collection activities are discussed.

### 2.2.1 Interview Design

The content of the second follow-up interview remained primarily the same as that in prior BPS second follow-up interviews (BPS:90/94 and BPS:96/01), building on data elements developed with input from the study's Technical Review Panel (TRP) and from the National Center for Education Statistics (NCES). (See appendix A for a list of TRP members and appendix B for a list

of the final set of data elements.) The interview consisted of four sections, grouped by topic (see figure 2):

Respondents were guided through each section of the interview according to skip logic that took into account previously provided information. The first section, enrollment history, collected information about all postsecondary enrollment since the last follow-up (July 2005). The second section, enrollment characteristics, gathered information on the respondent's experiences at the primary undergraduate school, which was the school where respondents had earned a bachelor's degree, or if no bachelor's degree had been earned, where respondents had been most recently enrolled. This section captured the respondent's major or field of study and any employment while enrolled at the primary undergraduate school, and any financial aid received (undergraduate and graduate). The third section, employment, was applicable to all bachelor's degree recipients regardless of current enrollment status and to any additional respondents who were not enrolled at the time of the interview. This section collected information regarding the respondent's employment, earnings, and job satisfaction. The final section, background, obtained information about student demographic characteristics, including race/ethnicity, citizenship, voting behavior, marital status and family composition, volunteerism, disability status, and goals. The complete BPS:04/09 field test instrument facsimile can be found in appendix C.

**Figure 2. Interview sections and topics: 2008**

**Enrollment History**

- Additional schools attended since 2005
- Degree attainment since 2005
- Reasons for attending school

**Enrollment Characteristics**

- Major or field of study
- Distance education
- Enrollment intensity
- Employment while enrolled
- Financial aid
- Undergraduate academic experiences

**Employment**

- Type of employment
- Employer benefits
- Degree requirements
- Job satisfaction
- Terms of unemployment
- Influence of student loans on employment

**Background**

- Citizenship
- Household composition
- Income
- Community service
- Personal goals

NOTE: The section headings used in BPS:04/09 instrument were the same as those used in the BPS:04/06 instrument. The eligibility section in the BPS:04/06 instrument was not necessary for BPS:04/09.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Student Longitudinal Study (BPS:04/09) Field Test.

A single, web-based survey was developed to be administered in one of two modes: a self-administered interview or computer-assisted telephone interview (CATI). The web-based survey was designed to be functionally equivalent in both administration modes. In order to minimize mode effects, specific methodological features were incorporated into the web instrument to provide self-administered respondents the assistance that would normally be provided by a trained interviewer. These included

- help text on every form to define key terms and clarify question intent;
- pop-up messages to correct responses that were out of range or in an incorrect format;
- conversion text to encourage responses to critical items when left unanswered; and

- pop-up messages to prompt sample members to provide a response after leaving three consecutive questions blank, reminding them of the importance of providing complete responses for the success of the study.

Additionally, instructions were included for telephone interviewers on each screen indicating how the question was to be administered (e.g., whether the response options must be read aloud, when to probe, etc.) to minimize the differences between telephone and self-administered interviews.

**Coding systems**. Various coding systems were used to standardize the collection of data on any postsecondary schools attended, major or field of study, occupation, industry, and licenses and certifications.

*Assisted coding* systems were used to code postsecondary schools attended, major or field of study, and occupation. Text strings were collected and then a keyword search was conducted on the underlying database (provided below), returning a list of options. The response was then coded into the available categories. If no areas matched, respondents were offered dual drop-down boxes from which to select the best general and specific categories. The coding systems and sources are described below.

- The school coder was developed using the set of institutions contained in IPEDS, developed by NCES (http://nces.ed.gov/IPEDS/).
- The major coder was constructed to parallel the Classification of Instructional Programs (CIP) taxonomy, also developed by NCES (http://nces.ed.gov/pubs2002/cip2000/).
- The occupation coder was built from the Occupational Information Network Online (O*NET) database (http://online.onetcenter.org).
- The interview also collected occupational industry as well as types of professional licensure and certifications. Industry coding was a manual process in which respondents selected the best categorical description from among a set of defined options, based on the North American Industry Classification System (NAICS) (http://www.census.gov/epcd/www/naics.html). A text string was collected, and the respondent was then asked to choose the category that best described that industry. The choices were laid out in general categories across the screen. When the respondent selected a category, examples of businesses within that industry were displayed, allowing the respondent to determine the appropriateness of the industry chosen.
- To collect professional licenses and certifications, respondents were shown a form with two drop-down menus and were asked to select the best categories from the general and specific lists of the licensure or professional certification. The list of licenses and certifications was developed based on extensive investigation and results from previous data collections.

### 2.2.2 Training of Data Collection Staff

Extensive training was provided to all members of the BPS:04/09 data collection team. The specific roles and duties are summarized below, along with a description of the type of training they received (see appendix D for examples of the BPS:04/09 field test training materials).

**Tracing Staff.** The primary functions of the tracing staff were to use intensive measures to locate sample members once they were designated as having incorrect contact information. Tracing staff received up to 16 hours of general training activities, depending on their level of experience. In addition, tracers received 1 hour of project-specific training in which they were presented with a background of the BPS study, a review of the Frequently Asked Questions, and the tracing techniques best suited to locate missing sample members.

**Help Desk.** Help desk agents were available to assist sample members with any problems encountered while completing the self-administered interview. Help desk agents were also available to complete telephone interviews during the early response period with anyone who preferred to do a telephone interview. During the early response period, help desk agents made prompting calls to remind sample members about the study, and they placed outbound calls once telephone interviewing began. Help desk agents were provided with general and project-specific interviewer training, and were also trained on recording and tracking calls to the study help line, using common resolutions to technical problems, and answering caller questions.

**Telephone Interviewers.** The primary functions of the telephone interviewer were to gain cooperation from and conduct interviews with respondents and to use techniques to avoid refusals and to address the concerns of reluctant sample members. The interviewers each received 8 hours of training that focused on general interviewing skills, including how to use the computer-assisted telephone interview (CATI) software and the case management system (CMS). Interviewers also received 16 hours of project-specific training that included an overview of the BPS study and the student interview, a discussion on confidentiality requirements, and hands-on practice exercises for instrument administration and the instrument coding systems.

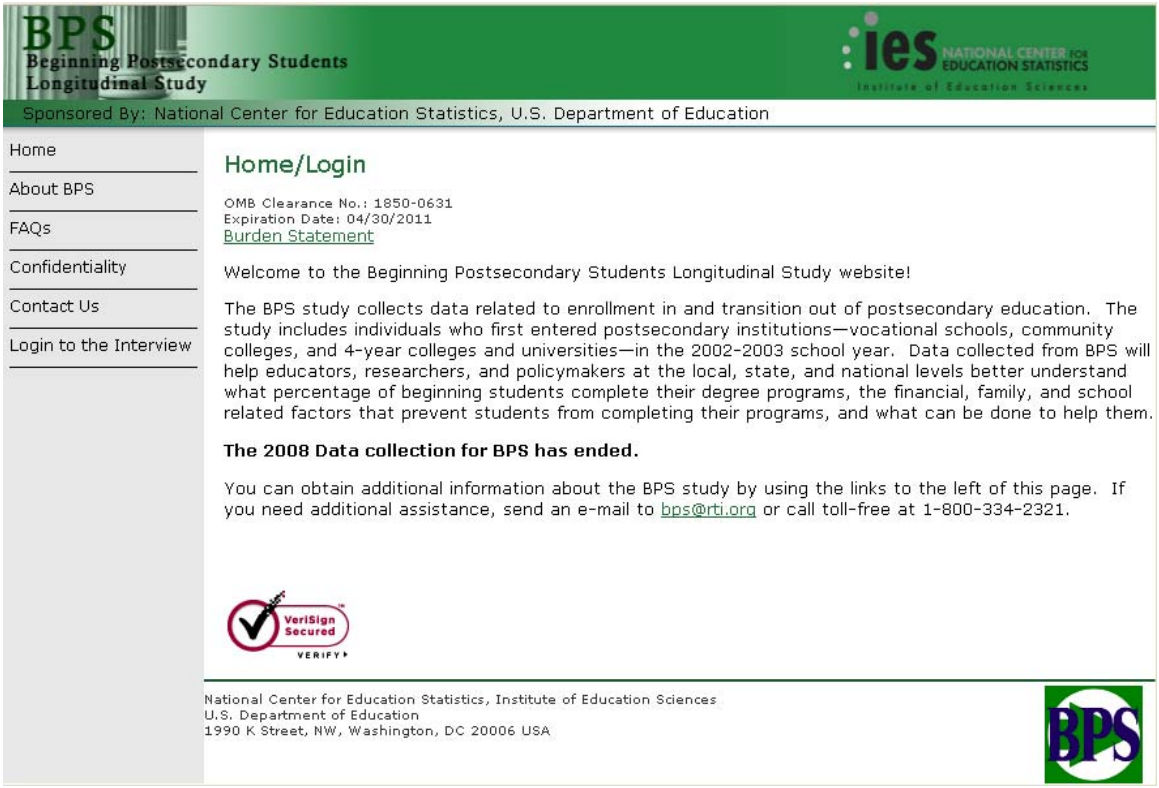
**Quality Control Supervisors**. Quality control (QC) supervisors were employed to provide support and guidance for the telephone interviewers and to monitor interview administration. The QC supervisors each received the telephone interviewer training for BPS. Once this training was completed, new QC supervisors spent time shadowing a senior QC supervisor to receive on-the-job training.

### 2.2.3 Study Website

A study website was designed for use by BPS:04/09 field test sample members. The website was made available to sample members at the time of the first mailing to them, prior to data collection. The website provided general information about the BPS set of studies, how the data are used, and examples of findings from earlier studies. Sample members could also learn about the study sponsor and contractors. The website provided contact information for the study help desk, and project staff at RTI, as well as links to the NCES and RTI websites. Sample members were also able to log in to the secure portion of the website to provide updated contact information and complete the online survey once it was available.

Figure 3 shows the home page for the BPS:04/09 field test website. Designed according to NCES web policies, the BPS website used a three-tier approach to security to protect all data collected. At the first tier, sample members could log onto the secure areas of the website using a unique Study ID and password provided them in the prenotification mailing (described below.) As a security measure, sample members were provided with strong passwords which were at least eight bytes long, contained at least one upper and one lower case letter, at least one numeric digit, and at least one non-alphabetic, non-numeric character. At the second tier, data entered on the website were protected with Secure Sockets Layer (SSL) technology, which allowed only encrypted data to be transmitted over the Internet. At the third tier, collected data were stored in a secured Structured Query Language (SQL) Server database located on a server machine that was physically separate from the web server.

**Figure 3. Home page for the BPS:04/09 field test website: 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Student Longitudinal Study (BPS:04/09) Field Test.

## 2.3 Locating and Contacting

Before sample members could be contacted to complete the BPS:04/09 interview, up-to-date contact information needed to be collected. Four separate methods of locating sample members were used for this study. The process by which sample members were located began with batch searches of national databases. As part of the prenotification mailings, address update forms were sent to sample members and their parents. The final two stages of locating sample members

for the BPS study involved CATI locating and intensive tracing. These methods are described in detail below.

- **Batch Searches.** The first step in locating BPS:04/09 field test sample members was to conduct tracing activities. Before mailout activities began, batch searches were conducted to obtain updated contact information for the BPS:04/09 field test sample. These searches used the U.S. Department of Education's CPS and the U.S. Postal Service's National Change of Address database.

- **Prenotification Mailings.** Approximately 3 months before data collection, an informational packet was sent to the parents of sample members under age 30 to describe the study and request parents' assistance in locating sample members. The packet included a study brochure (see appendix E) and a letter introducing the BPS:04/09 study. RTI's experience in conducting surveys with postsecondary students, especially longitudinal studies, has shown that contact with the parents of sample members is beneficial for locating and contacting them and encouraging their participation.

  Approximately 2 months before data collection, the study packet was sent to sample members (using any updated contact information provided by parents). The mailing included a letter and the study brochure, an address update form, and a business reply envelope. Sample members were notified of the upcoming data collection and asked to update their address information.

  To maximize the likelihood of reaching sample members, an informational packet was sent to all sample members via postal mail announcing the start of data collection. The prenotification mailing was followed by an e-mail containing the same information a few days later (when a working e-mail address was available.) The mailing provided sample members with a unique Study ID and password and informed them that they were eligible to receive an incentive if they completed the interview by the end of the 4-week early response period. A similar letter was also sent via postal mail to parents of all sample members (when a parent address was available), asking for their assistance in encouraging the sample members to participate in the interview.

- **CATI Locating.** Once outbound telephone interviewing began, CATI interviewers conducted limited tracing and locating activities as needed. These activities included calling all telephone numbers and contacts for sample members or speaking with persons answering the telephone to determine how to contact sample members. When sample members could not be located at a known address, the case was compiled with other cases also in need of tracing and sent to Accurint for directory assistance services. Cases that could not be located using any existing address information were identified for individual tracing by RTI's Tracing Operations (TOPS) housed within Call Center Services (CCS). Tracing specialists attempted to locate these individual cases, and if they were not located, they were sent to intensive tracing.

- **Intensive Tracing.** The most difficult locating cases were traced using a number of online sources. First, for those cases with an SSN, credit bureau services (i.e., Experian, TransUnion, and Equifax) were searched. Any new contact information obtained was processed immediately and the case returned to production interviewing. Remaining cases underwent a more intensive tracing process, which included calls to directory assistance, alumni offices, and contacts with neighbors and/or landlords. Each case was handled individually based on the amount of information already available, the age of the locating data, and the presence of an SSN.

### 2.3.1 Interviewing

The data collection design for the BPS:04/09 field test interview consisted of the following three phases:

1. The first, the **early response phase**, allowed sample members to complete the student interview over the Web. This phase lasted approximately 4 weeks from the time sample members were informed that data collection had begun. Sample members who completed the interview during this phase received an incentive of $30.
2. The second phase of data collection was the **production phase**. During this phase, interviewers called sample members to complete the interview over the telephone. No incentive was given to respondents during this phase.
3. The final phase of data collection was the **nonresponse conversion phase**. Once sample members were classified as a refusal or as hard to reach (i.e., they were called at least eight times with minimal or no contact or were not locatable in TOPS), they became eligible for a nonresponse conversion incentive. Sample members who completed the interview during this phase were offered an incentive of $30.[6] Sample members could access the self-administered web interview throughout the entire data collection period.

**Self-administered Interviews.** The self-administered interview was introduced to sample members in the lead letter packet. During the early response period (the first 4 weeks of data collection), only self-administered web interviews were completed unless sample members called the help desk for assistance and asked to complete the telephone interview. As part of a field test experiment, one half of the sample was randomly selected to receive a telephone prompting call approximately 10 days after the beginning of the sample members' data collection period. Sample members who were selected to receive a prompting call but had already completed the interview were not prompted. The purpose of the prompting call was to remind sample members that they had been selected to participate in the BPS study and to encourage them to log in to the study website and complete the self-administered interview. The website was accessible 24 hours per day,

[6] In the last 2 weeks of the BPS:04/09 field test, a $40 incentive payment was offered to all remaining nonrespondents in the nonresponse phase, replacing the $30 that was offered initially as a nonresponse incentive. The number of completed interviews per day decreased to 1 or 2, and the completion rate among those reaching the nonresponse phase was only 43 percent. We expect that the higher incentive amount will be unnecessary for full-scale data collection. The field test sample was largely comprised of supplemental sample members—those added to the field test sample without having participated in the NPSAS base year interview. Given the slowed progress of data collection at the time, the higher amount of incentive was necessary to encourage response from an already difficult group. The BPS full-scale sample does not contain a similar supplemental sample subset.

7 days per week, throughout the data collection period, giving sample members the option to complete interviews online at any time.

**Help Desk Operations.** The BPS:04/09 help desk opened on April 10, 2008, in anticipation of the first student calls after the introductory mailing. Help desk staff were available to assist sample members who had questions or problems accessing and completing the self-administered interview. A toll-free help line was set up to accept incoming help desk calls. If technical difficulties prevented sample members from completing the self-administered interview, help desk agents, who were also trained to conduct telephone interviews, would encourage sample members to complete a telephone interview rather than attempt the self-administered interview.

The help desk interface documented all incoming calls from sample members. In addition to this primary documentation function, it provided the following:

- 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 means for tracking calls that could not be resolved immediately.

The help desk application also provided project staff with reports on the type and frequency of problems experienced by sample members and a means to monitor the resolution status of all help desk inquiries.

**Telephone Interviews.** CATI follow-up locating and interviewing began after the 4 week early response period expired. CATI procedures included attempts to locate, gain cooperation from, and interview sample members who had not completed the online interview. Upon reaching sample members, the interviewer would encourage them to complete the interview by telephone; however, the interviewer informed sample members that they could still complete the interview online if that was their preference.

The case management system (CMS) included an automated call scheduler program that assigned cases to interviewers by time of day, day of week, existence of previously scheduled appointments, and type of case. Case assignment was designed to maximize the likelihood of contacting and interviewing sample members, and cases were assigned to various queues for this purpose. For example, the CMS included queues for new cases that had not been called, Spanish-language cases,[7] initial refusals, and various appointment queues (appointments set by the sample member, appointments suggested by locator sources, and appointments for cases that were initial refusals).

For each case, a call roster prioritized sample member names and telephone numbers for the interviewers. The roster included locating information provided by institutions and students and

[7] A Spanish partial interview will be available for the full-scale study but was not available for the field test study. Cases identified in initial calls as needing a Spanish interpreter were contacted by a trained, Spanish-speaking, bilingual interviewer. The interviewer assessed the sample member's capability of completing the interview in English. If the interview could not be conducted in English, the case was finalized as "Spanish language nonrespondent." If the sample member spoke a language other than English or Spanish and was not able to complete the interview in English, the case was coded as "other language nonrespondent."

obtained through tracing activities. For example, this information might include a student's permanent and local address and telephone number, a telephone number for the student's parents, and the address and telephone number for all other contacts listed for the student. New roster lines were added as the result of CATI tracing and intensive tracing efforts.

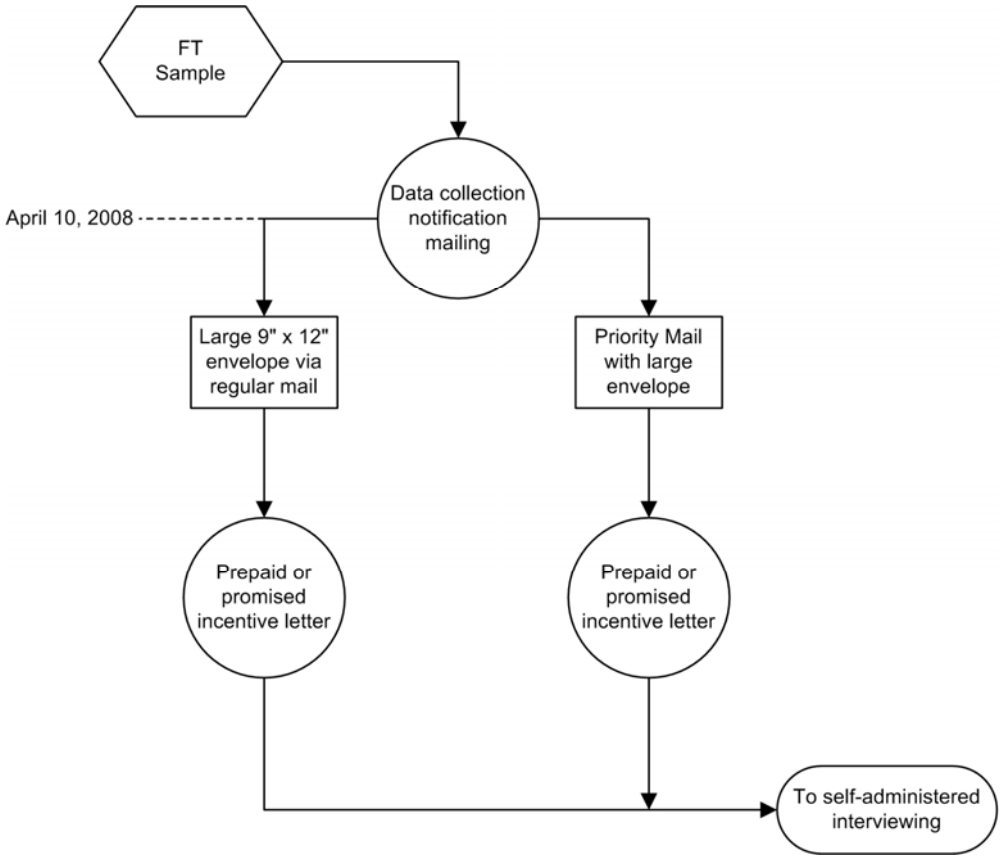
To gain cooperation from those who initially refused to participate (including locator sources who acted as "gatekeepers" to prevent access to the sample member), a subset of interviewers was trained in refusal-conversion techniques.

### 2.3.2 Experiments

Four experiments included in the BPS:04/09 field test were designed to evaluate the effectiveness of data collection strategies in increasing early response rates. The first evaluated the impact of the type of envelope used to mail the initial study materials. The second evaluated the effectiveness of prompting calls in increasing response rates during the early response period. The third experiment evaluated the effectiveness of a prepaid cash incentive, and the final experiment was conducted to compare question response formats for selected interview items.

**Mailing Experiment.** In the mailing experiment, the recognition of mailing materials was evaluated. Prior to the start of data collection, the field test sample was randomly assigned to two groups: one group received the initial study materials via regular mail in a 9" x 12" envelope; the other received the same materials via Priority Mail. The mailings were sent on April 10, 2008, when the entire field test sample was notified that the interview link was available on the study website; a Study ID and password for each sample member were provided as well. In both mailing groups, sample members received a letter stating they would receive an incentive if they completed the self-administered interview within the specified time frame. After the early response period, interview completion rates for the two groups (regular versus Priority Mail) were compared. Figure 4 outlines the mailing experiment. The results of the mailing experiment are presented in chapter 3.

**Figure 4. Field test mailing experiment: 2008**

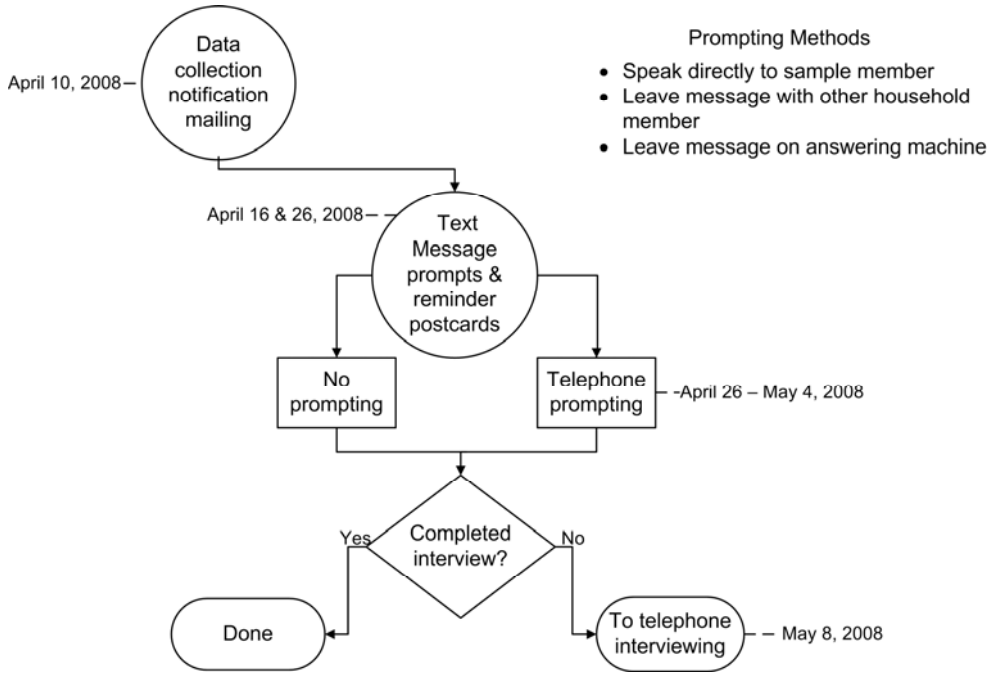



NOTE: FT= field test.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Prompting Experiment.** For the prompting experiment, prior to data collection the field test sample was randomly assigned to two groups: one group received prompting calls about 3 weeks into the early response period, and the other group did not receive a call. Around the third week of the early response period, prompting calls began for those who were in the group to receive a call. These calls were distributed throughout the prompting period. If no prior contact had been made with a sample member, messages were left beginning with the third call, and a maximum of five call attempts were made overall. Figure 5 outlines the prompting experiment.

The prompting calls served to provide another reminder about the study and the time frame in which the interview needed to be completed to qualify for the early response incentive. Furthermore, the prompting calls allowed early tracing and locating of all respondents no longer at the address on file. After the early response period, interview completion rates for the two groups (prompted versus not prompted) were compared. The results of the prompting experiment are presented in chapter 3.

**Figure 5. Field test prompting experiment: 2008**




NOTE: FT = field test.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

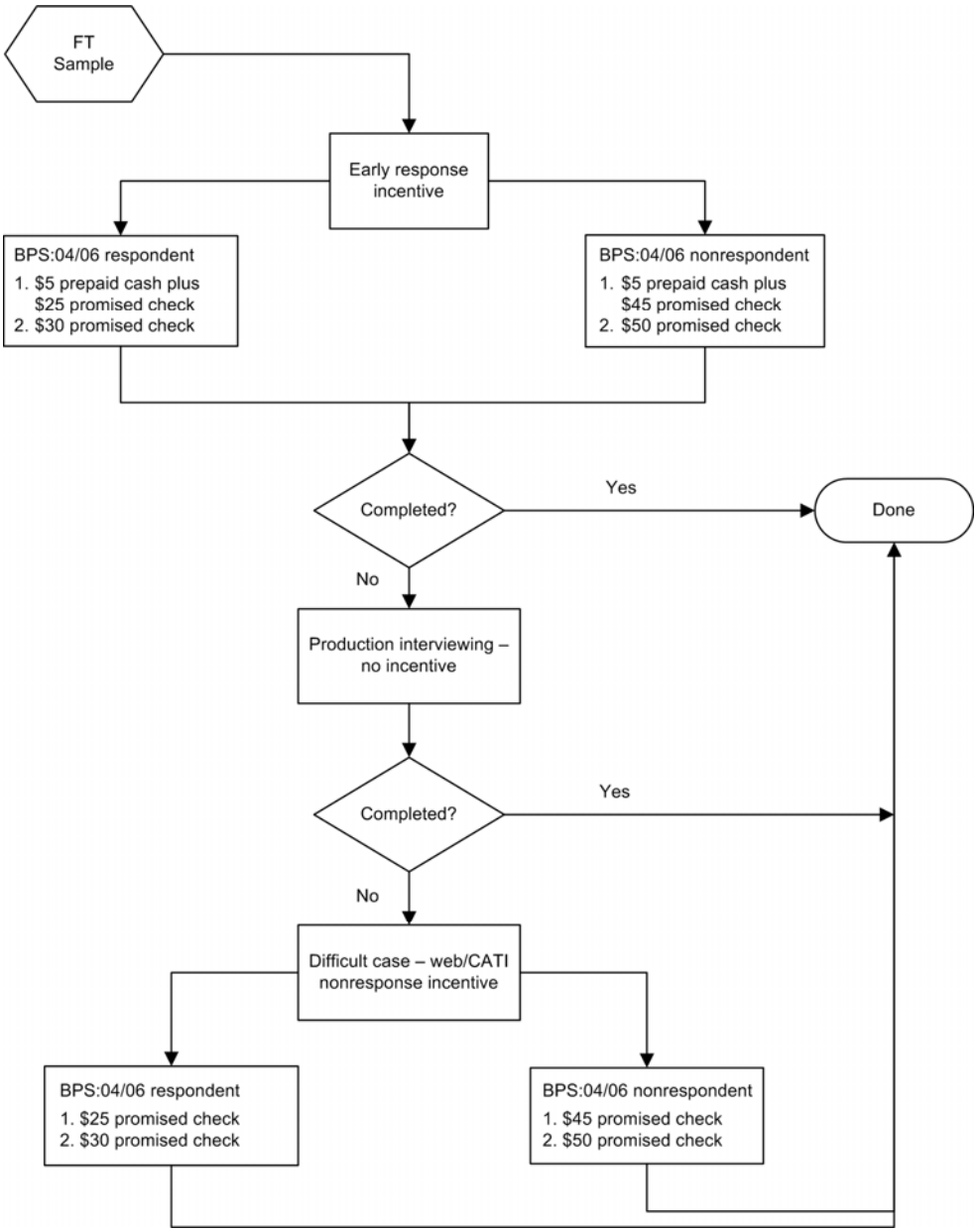
**Incentive Experiment.** The BPS:04/09 field test conducted an experiment with the use of incentives in the early response period. Sample members were offered an incentive for completing the web-based self-administered interview before production interviewing began 4 weeks later on May 8, 2008. Prior to the start of data collection, the field test sample was randomly assigned to two groups: one group received the early response incentive as $5 prepaid cash plus a $25 promised check, and the other group was offered a $30 promised check on completion of the interview. In addition, all BPS:04/06 nonrespondents were offered another $20 check to complete the self-administered interview during the early response phase. That is, if they were assigned to the $5 prepaid cash incentive group, they were offered a $45 check on interview completion or if they were assigned to the other group and completed the interview within the early response period, they were offered a $50 check on interview completion.

The field test incentive experiment was limited to measuring response rates at the end of the early response period. However, the field test design included an incentive plan for sample members who did not respond during the early completion period. No incentive was offered during production interviewing. A nonresponse conversion incentive was offered if a sample member refused to be interviewed, was found to have a good mailing address but no telephone number, or was identified as hard to reach (i.e., those with more than eight call attempts and with whom contact had been established but no appointment scheduled). Additionally, sample members who were eligible for a nonresponse incentive and were also BPS:04/06 nonrespondents were offered an additional $20 for completing the interview, as described above and in figure 6. The nonrespondent incentive mailing consisted of a letter tailored to the specific type of nonrespondent (see appendix

E) and an offer of a $30 incentive (either $5 prepaid followed by a $25 check upon completion of the interview, or a $30 promised incentive.).

Figure 6 presents the design of the incentive programs. Results of the incentive experiment are discussed in chapter 3.

**Figure 6. Field test incentive experiment: 2008**




NOTE: BPS = Beginning Postsecondary Students Longitudinal Study. CATI = computer-assisted telephone interview. FT = field test.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Question Response Format Experiment.** Because the BPS:04/09 instrument is administered in both a self-administered and interviewer-administered mode, item design and

wording need to be developed across modes to ensure comparability of the data. Questions with multiple response options, in particular, can be problematic since the experience of reading a list of possible options on the web when the interview is self-administered is not the same as an interviewer reading the list over the telephone. Besides the well-documented issues of recency (interview respondents selecting what is heard last) and primacy (web respondents selecting what appears first in the list), there is also the potential response bias that can be caused by either hearing or reading possible responses to what would optimally be an open-ended question.

In the BPS:04/09 field test, four items were chosen to test the response formats. Three different format conditions were randomly assigned to respondents for each of the four items independently. Response distributions were then compared for completeness of responses, data quality, and time to administer. The first format, a radio button design, presented the question and list of response options on the same screen and required a Yes/No answer to each option. The second format, a checkall design, presented the question and same list of response options that were presented to respondents in the radio button group except only those options which applied to the respondent required a response. An unchecked box was assumed to be the same as a "no" in the radio button format. The third format required two screens to administer. The first screen asked the same question of respondents, but presented a text box for respondents to provide their open-ended responses. A button was provided to add boxes as needed. On the second screen, respondents were presented with their original text string(s) and asked to find, from a drop down list, the response option which best described their answer. The list of options was the same presented in the radio button and checkall formats. The four questions used for the experiment are shown in table 8.

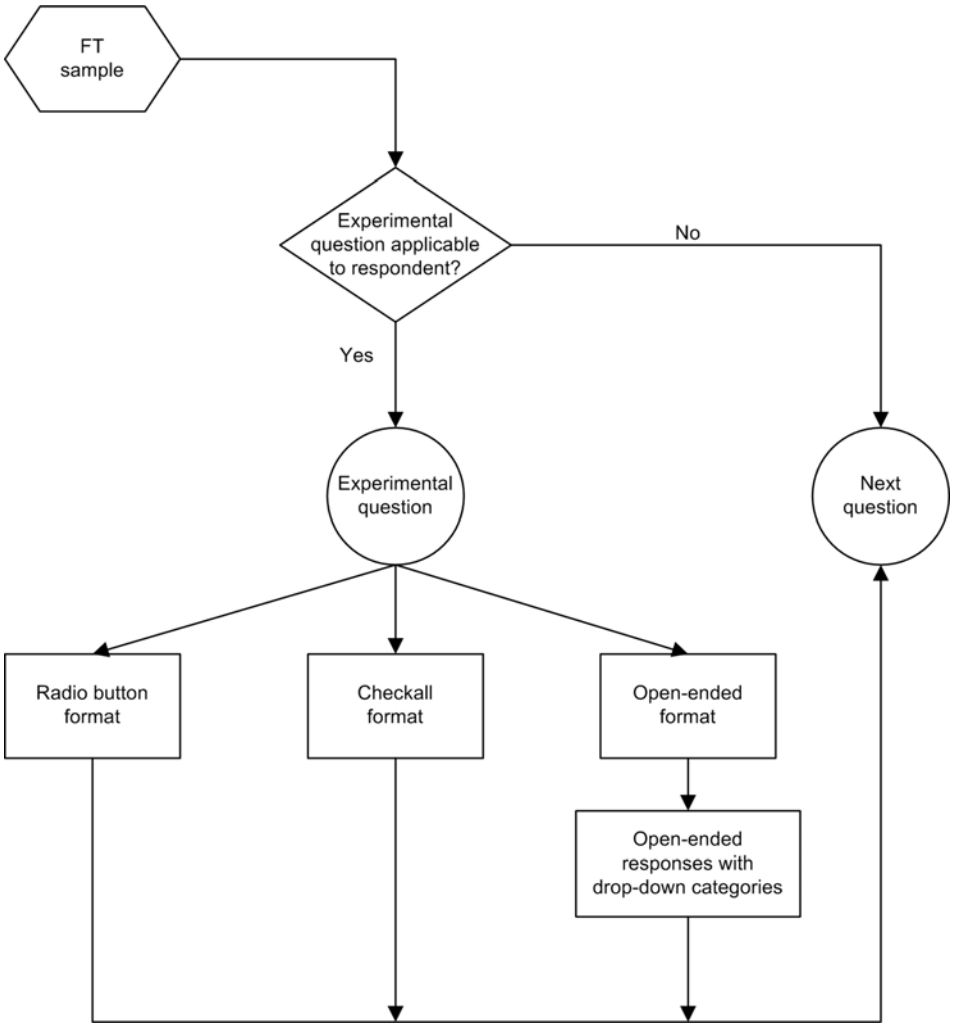
**Table 8. Interview section and question wording for items tested**

| Section | Item wording |
|---|---|
| Enrollment characteristics | In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions? |
| Employment | Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? |
| | In what ways has your undergraduate student loan debt influenced your employment plans and decisions? |
| Background | What types of community service or volunteer work did you perform? |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Student Longitudinal Study (BPS:04/09) Field Test.

Figure 7 presents the design of the field test question format experiment. The results comparing the response rates for each of these response formats are described in chapter 4. Chapter 5 describes the instrumentation suggestions for the full-scale study based on the results of this experiment.

**Figure 7. Field test question format experiment: 2008**




NOTE: FT= field test.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 2.3.3 Overview of Administrative Data Sources

A portion of the data for the BPS:04/09 field test was obtained from two U.S. Department of Education databases: the CPS and the National Student Loan Data System (NSLDS). These additional data sources were useful in several ways. First, they provided some information that could not be collected from institutions or students. Second, they enabled project staff to obtain certain data items that were usually obtained from institutional record abstraction or the student interview but were missing for individual sample members (e.g., demographics).

To reduce institutional burden, information related to student applications for federal financial aid was obtained from the CPS. As in NPSAS:2000 and NPSAS:04, RTI was assigned a "special designation code" by CPS allowing access to the FAFSA data. Under this procedure, financial aid application data were requested through a standard ISIR (Institutional Student

Information Record) Request process. The CPS was accessed twice throughout the data collection period to collect the requested data.

Student-level data on the nature and amount of Pell Grants and federal student loans received were obtained from the NSLDS database. The NSLDS files also contained information for recipients of the National Science and Mathematics Access to Retain Talent (SMART) National SMART Grant. The electronic data interchange with NSLDS was performed once during the data collection period to submit the most up-to-date data possible for matching. A successful match with the NSLDS database required that the student have a valid application record within the database. The accessed NSLDS Pell Grant and loan files included both information for the year of interest and a complete federal grant or loan history for each student. The data transfer is secured through an NCES system that uses the NCES member site and SSL technology.

## 2.4 Data Collection Systems

This section describes the data collection systems used for the BPS:04/09 field test data collection, including the Hatteras Survey Engine and Survey Editor (RTI's proprietary web-based computer-assisted interviewing software), the Instrument Development and Documentation System (IDADS), and the Integrated Management System (IMS).

### 2.4.1 Hatteras Survey Engine and Survey Editor

The BPS survey instruments were developed with Hatteras, a web-based system in which project staff developed, reviewed, tested, modified, and communicated changes to specifications and code for the BPS:04/09 field test instruments. All information relating to the instrument was stored in an SQL Server database and was made accessible through web browser interfaces. Hatteras provided specification, programming, and testing interfaces for the BPS instruments.

**Specifications.** Hatteras provided the tools and user interface for developing interview specifications. Specific capabilities of the Hatteras system allowed users to review skip logic and item documentation and to search a library of survey items. Users were able to take advantage of a comprehensive comment tracking system to communicate and test necessary instrument changes between testers and programmers. Hatteras also facilitated importing and exporting information associated with instrument development.

A web interface provided access to the instrument specifications for project staff at MPR Associates, Inc. (MPR) and NCES. Specification content included wording at the form, question, item, and response option levels; help text content; item-level data documentation; and form-level question administration documentation.

**Programming Code**. For simple instrument questions and items, Hatteras automatically translated specifications into web page scripts when the web page was accessed. For questions involving complex routing, varying question and response content, or unusual page layout or behavior, programmers entered custom programming code (hypertext transfer markup language (HTML), JavaScript, and C#.NET script) into the Hatteras custom code interface. This code was stored in the SQL Server database along with the instrument specifications for compilation by the instrument execution instrument.

**Instrument Testing and Execution.** The Hatteras system's survey execution engine allowed immediate testing of specification and code content as it was entered and updated, displaying web content as respondents would see it. The execution engine also automatically handled such web instrument functions as backing up and moving forward, recording instrument timing data, and linking to context-specific help text.

### 2.4.2 Instrument Development and Documentation Systems (IDADS)

The web-based IDADS 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), to whom the item was administered, and frequency distributions for response categories based on completed interview data. The documentation module was used to generate the instrument facsimiles and the deliverable electronic codebook (ECB) input files.

### 2.4.3 Integrated Management System (IMS)

All aspects of the study were controlled using an IMS, 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 BPS:04/09 IMS consisted of several components: the management module, the Receipt Control System (RCS) module, and the instrumentation module.

**Management Module.** The management module of the IMS included tools and strategies to assist project staff and the NCES project officer in managing the field test data collection. All management information pertinent to the study was located there, accessible via the Web, and protected by SSL encryption and a password-protected login. The IMS contained the current project schedule, monthly progress reports, daily data collection reports and status reports (generated by the RCS described below), project plans and specifications, project deliverables, instrument specifications, a link to the Hatteras system, staff contacts, the project bibliography, and a document archive. The IMS also included a download area from which staff at MPR and NCES could retrieve files as necessary.

**Receipt Control System.** The RCS is an integrated set of systems that was used to monitor all activities related to data collection, including tracing and locating. Through the RCS, project staff were able to perform stage-specific activities, track case statuses, identify problems early, and implement solutions effectively. The RCS's locator data were used for a number of daily tasks related to sample maintenance. Specifically, the mailout system produced mailings to sample members, the query system enabled administrators to review the locator information and status for a particular case, and the mail return system enabled project staff to update the locator database as mailings or address update sheets were returned or forwarding information was received. The RCS also interacted with the CATI system, sending locator data between the two systems as necessary.

**Instrumentation Module.** The instrumentation module managed development of the multimode web data collection instrument within Hatteras. Developing the instrument with Hatteras ensured that all variables were linked to their item/screen wording and were thoroughly documented.

# Chapter 3. Data Collection Outcomes

This chapter reports the data collection outcomes of the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) field test. The response rates are reported first, including an overall summary of results, a discussion of locating and contacting results, and a discussion of interview response by mode of completion. The second section discusses the burden associated with conducting the BPS:04/09 field test interview, with a focus on interview completion times overall, by mode, and by respondent type. This section also discusses the total interviewer hours and the average number of calls made to sample members. The chapter concludes with a presentation of results from the field test experiments.

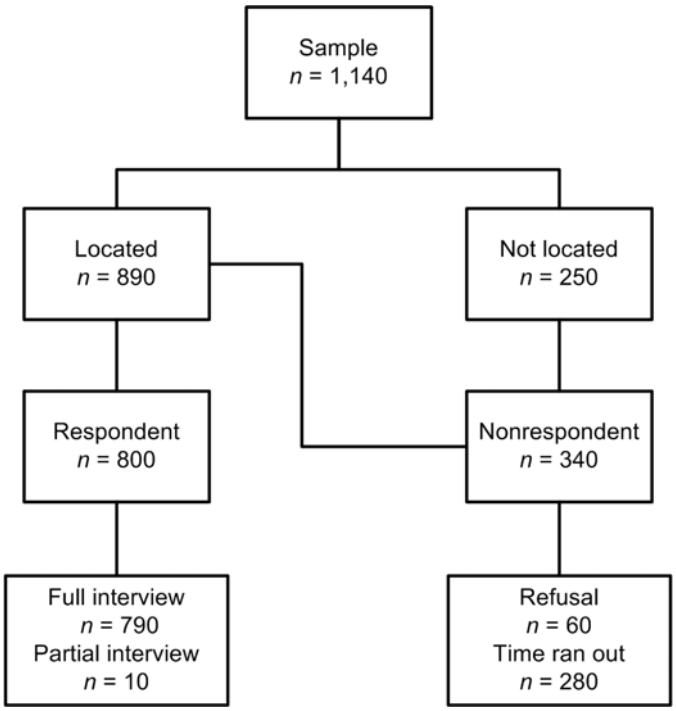
## 3.1 Response Rates

This section presents overall results and response rates from the BPS:04/09 field test. Also discussed are locating outcomes by tracing sources and methods, contacting and interviewing outcomes, and response rates by key characteristics such as interview completion mode and response status in previous rounds of the study.

### 3.1.1 Summary of Interview Results

The overall locating and interviewing results for the BPS:04/09 field test interview are presented in figure 8. Locating and participation results are presented in table 9. Out of the 1,140 sample members, 890 (78 percent) were successfully located. As shown in table 9, the overall response rate among eligible sample members was 70 percent. Among cases that were successfully located, however, the response rate was 90 percent.

**Figure 8. Overall locating and interviewing results for BPS:04/09: 2008**




NOTE: Detail may not sum to totals because of rounding.
Source: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Table 9. Locate and response rates, by prior-round response status and institution type: 2008**

| | | Located | | Responding students | | |
|---|---|---|---|---|---|---|
| | Total | Number | Percent of total | Number | Percent of located | Percent of total |
| Total | 1,140 | 890 | 78.2 | 800 | 90.1 | 70.4 |
| Prior-round response status | | | | | | |
| BPS:04/06 respondent | 1,060 | 840 | 79.5 | 760 | 90.7 | 72.1 |
| BPS:04/06 nonrespondent | 80 | 50 | 61.3 | 40 | 79.6 | 48.8 |
| Institutional type | | | | | | |
| Public | | | | | | |
| Less-than-2-year | 10 | 10 | 66.7 | 10 | 83.3 | 55.6 |
| 2-year | 280 | 210 | 74.5 | 180 | 89.8 | 66.9 |
| 4-year non-doctorate-granting | 110 | 100 | 87.5 | 90 | 93.9 | 82.1 |
| 4-year doctorate-granting | 150 | 120 | 80.3 | 110 | 89.8 | 72.1 |
| Private not-for-profit | | | | | | |
| Less-than-2-year | 20 | 10 | 65.0 | 10 | 100.0 | 65.0 |
| 4-year non-doctorate-granting | 220 | 200 | 88.8 | 180 | 91.4 | 81.2 |
| 4-year doctorate-granting | 80 | 70 | 88.0 | 70 | 90.4 | 79.5 |
| Private for-profit | | | | | | |
| Less-than-2-year | 160 | 100 | 62.3 | 80 | 84.8 | 52.8 |
| 2-year-or-more | 110 | 80 | 73.1 | 70 | 88.6 | 64.8 |

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 3.1.2 Locating and Interviewing Outcomes

Because of the longitudinal nature of the BPS:04/09 field test study, the process by which sample members are located is complex. Sample members who were prior-round respondents have not been contacted in 3 years, while prior-round nonrespondents have not been contacted in at least 5 years. In addition, the demographic makeup of this sample represents a highly mobile segment of the population, thereby increasing the likelihood that the address contact information on record is outdated. To address these challenges, a variety of tracing methods was used to locate sample members both prior to and during data collection.

Tracing for BPS:04/09 field test sample began in the spring of 2008 by using batch tracing services such as National Change of Address file (NCOA), CPS, Telematch, and Accurint. Through these sources, address information was updated or verified, or new information was obtained. Table 10 provides the match rate for each tracing source used in the field test. Of the 1,140 cases sent to NCOA, about 6 percent were successfully matched. Approximately 31 percent of cases sent to CPS returned a match. The cases sent to Telematch confirmed or provided new information for 80 percent of cases sent. Accurint was an additional tracing source that was used, prior to intensive tracing, for cases that did not have a good telephone number. Accurint provided new information for about 9 percent of the cases sent. Cases that were successfully matched through Accurint were sent back to production and the remaining cases went to intensive tracing.

**Table 10. Batch processing record match rates, by tracing source: 2008**

| | Number of records sent | Number of records matched | Percent matched |
|---|---|---|---|
| NCOA | 1,140[1] | 70 | 5.8 |
| CPS[2] | 1,140[3] | 380 | 33.3 |
| Telematch | 1,130[1] | 910 | 80.2 |
| Accurint | 190 | 20 | 8.5 |

[1] Includes all cases with a valid address.
[2] Matched to CPS data for the 2006–07 or 2007–08 academic year.
[3] Includes all cases with a valid Social Security number.
NOTE: Detail may not sum to totals because of rounding. CPS = Central Processing System. NCOA = National Change of Address.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

While the batch tracing was under way, all sample members and parents of sample members under 30 were sent a letter to request updated contact information. Table 11 shows the locating and interviewing outcomes for cases that provided an address update. Of the address update requests sent to parents, approximately 11 percent of the parent mailings yielded an address update. Of those, 97 percent completed the interview. Address updates were also obtained through the advance notification mailing to sample members and through the study website. Approximately 10 percent of cases updated their address information through each of these methods. Among cases that provided an address update through any of these methods, 98 percent subsequently completed the interview.

**Table 11. Interview completion rates, by address update reply: 2008**

| Type of address update | Provided update | | Located | | Located and interviewed | |
|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent |
| Total | 320 | 100.0 | 300 | 92.9 | 300 | 98.3 |
| Parent mailing | 100 | 11.1 | 100 | 98.0 | 90 | 96.9 |
| Advance notification mailing | 110 | 9.8 | 90 | 82.9 | 90 | 98.9 |
| Website reply[1] | 110 | 9.8 | 110 | 98.2 | 110 | 99.1 |

[1] Website replies include updates from the advance notification mailing and a panel maintenance mailing conducted under the BPS:04/06 contract.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Tracing procedures continued during data collection. Follow-up letters and e-mails were sent to interview nonrespondents to encourage interview participation. In addition, telephone tracing (i.e., calling local and permanent numbers and any other numbers obtained during the course of contacting) was conducted.

In addition to the locating procedures described above, intensive tracing procedures were used as needed for more difficult cases. Intensive tracing included searching consumer databases, web searches, and criss-cross directories. Prior to the start of data collection, approximately 70 cases that did not have useful contact information such as adequate address information or a good telephone number were sent for pre-CATI intensive tracing. Among this first set, 66 percent were successfully located. Of those cases located, 69 percent completed an interview.

When all contacting information obtained through the above procedures was exhausted, level 1 intensive tracing was conducted for sample members who had not been located and were deemed hard to reach. Level 2 intensive tracing was conducted for cases returned from tracing level 1 with no good locating information. Among the cases sent for pre-CATI, level 1, and level 2 intensive tracing, approximately 63 percent were located. Of those located through intensive tracing, 47 percent completed the interview (table 12).

**Table 12. Interview completion rates, by intensive tracing status: 2008**

| Tracing level | Sent to CCS | Located | | Located and interviewed | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| Total | 260 | 170 | 62.9 | 80 | 46.6 |
| Pre-CATI[1] | 70 | 50 | 66.2 | 30 | 68.9 |
| Level 1 | 150 | 120 | 76.7 | 40 | 38.3 |
| Level 2[2] | 40 | # | # | # | 33.3 |

# Rounds to zero.
[1] Cases the did not have adequate locating information prior to the start of data collection were sent to intensive tracing.
[2] Cases that are returned from tracing level 1 without adequate locating information are sent back for additional tracing.
NOTE: Detail may not sum to totals because of rounding. CCS = Call Center Services.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 3.1.3 Interview Outcomes by Mode

As noted in section 2.2.1, sample members could complete the BPS:04/09 field test survey either as a self-administered web interview or by telephone with a professional interviewer. During the first 4 weeks of data collection, sample members were able to complete the self-administered interview. If desired, sample members could call the help desk to complete a telephone interview at any time during data collection; however, no outbound calls were made during this early response phase of data collection. After the early response period concluded, telephone interviewers began making outbound calls to obtain interviews among the remaining interview nonrespondents. Sample members could complete either a self-administered or an interviewer-administered interview throughout the remainder of the data collection period, which ended July 31, 2008.

The distribution of interview completions by administration mode is displayed in table 13. Among completed interviews, about 30 percent of interviews were completed by telephone and 70 percent were completed via self-administration. Approximately half of those respondents who completed the self-administered interview did so during the first 4 weeks of data collection (early response phase).

**Table 13. Distribution of interview completions, by mode of administration: 2008**

| Mode of administration | Total | Percent of completed interviews |
|---|---|---|
| All respondents | 800 | 100.0 |
| Self-administered | 570 | 70.9 |
| Interviewer-administered | 230 | 29.1 |
| Nonrespondents | 340 | † |

† Not applicable.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

## 3.2 Interview Burden

This section describes the burden associated with conducting the BPS:04/09 field test interviews. Interview completion times are discussed overall and by mode of administration. Also presented are the number of hours worked by telephone interviewers and a summary of call counts.

### 3.2.1 Time to Complete the Student Interview

To ensure that the burden associated with completing the BPS:04/09 field test interview was kept to a minimum, interview timing was monitored closely. The amount of time it took students to complete the interview was examined, with special attention paid to different completion modes and student types. Field test timing will be considered in full-scale instrument development to remove or revise any unnecessary or time-consuming items.

To calculate the time to complete the field test student interview, the student instrument was developed with two time stamps embedded on each screen. The first, the start timer, recorded the clock time on the respondent's or interviewer's computer at the time that the web page was displayed on the screen. The second time stamp, the end timer, recorded the clock time on the

respondent's or interviewer's computer at the time the respondent or interviewer clicked the "Next" button to submit the answers from that page. From the two time stamp variables, an on-screen time and a 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.

The timing analysis included cases that completed the field test interview in one session. Partially completed interviews and those completed in multiple sessions (e.g., those that broke off and later resumed) were excluded from analysis.

Table 14 presents the average interview time for each section overall and by interview mode. The average interview time was calculated by adding each respondent's total interview completion time and dividing it by the total number of respondents. The total interview time includes the front end, enrollment history, enrollment characteristics, employment, and background sections of the field test interview.

**Table 14. Average time, in minutes, to complete field test interview, by interview section and mode of administration: 2008**

| | All respondents | | Self-administered | | Interviewer-administered | |
|---|---|---|---|---|---|---|
| Interview section | Number of cases | Average time | Number of cases | Average time | Number of cases | Average time |
| Total interview | 640 | 24.8 | 450 | 22.4 | 190 | 30.4 |
| Front end | 640 | 2.1 | 450 | 0.9 | 190 | 4.9 |
| Enrollment history | 640 | 3.9 | 450 | 3.7 | 190 | 4.4 |
| Enrollment characteristics | 640 | 5.5 | 450 | 5.4 | 190 | 5.9 |
| Employment | 640 | 6.3 | 450 | 6.0 | 190 | 6.8 |
| Background | 640 | 6.8 | 450 | 6.3 | 190 | 7.9 |

NOTE: Detail may not sum to totals because of rounding. Interview times are presented only for completed interviews, partial interviews and multisession completions were excluded.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

On average, the BPS:04/09 field test instrument took 25 minutes to complete. Overall, self-administered interviews were significantly shorter (22 minutes) than interviewer-administered interviews (30 minutes) ($t = 6.06$, $p < .01$). The amount of time spent both on screen and in transit was significantly different depending on the mode. Self-administered interviews had a shorter average on-screen time than interviewer-administered interviews (21 minutes and 23 minutes, respectively) ($t = 2.3$, $p = .021$). Conversely, interviewer-administered interviews had a shorter average transit time than self-administered interviews (2.2 minutes and 3.5 minutes, respectively) ($t = 5.87$, $p < .0001$).

The enrollment history section collected information about the respondent's enrollment and degree attainment information since 2005. The average time to complete this section was 3.9 minutes. The amount of time spent in this section varied depending on how many schools the respondent reported attending since 2005. Table 15 shows the average interview times by interview path and section. Because the interview collected information on each school attended since 2005, respondents with more schools had longer times in this section (21.0 minutes for no schools, 26.9

minutes for one school, and 28.8 minutes for two or more schools attended since 2005) ($F = 18.46$, $p < .01$).

**Table 15. Average time, in minutes, to complete field test interview, by interview path and section: 2008**

| | Total | | Employment status | | | | Number of schools attended since 2005 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Employed | | Not employed | | None | | One | | Two or more | |
| Interview section | Number | Avg. time | Number | Avg. time | Number | Avg. time | Number | Avg. time | Number | Avg. time | Number | Avg. time |
| Total interview | 640 | 24.8 | 420 | 26.0 | 220 | 22.5 | 240 | 21.0 | 340 | 26.9 | 60 | 28.8 |
| Front end | 640 | 2.1 | 420 | 1.8 | 220 | 2.9 | 240 | 2.8 | 340 | 1.7 | 60 | 1.9 |
| Enrollment history | 640 | 3.9 | 420 | 3.2 | 220 | 5.4 | 240 | 0.6 | 340 | 5.4 | 60 | 9.1 |
| Enrollment characteristics | 640 | 5.5 | 420 | 5.1 | 220 | 6.3 | 240 | 1.9 | 340 | 7.7 | 60 | 7.7 |
| Employment | 640 | 6.3 | 420 | 9.1 | 220 | 0.8 | 240 | 8.4 | 340 | 5.2 | 60 | 3.4 |
| Background | 640 | 6.8 | 420 | 6.7 | 220 | 7.0 | 240 | 7.0 | 340 | 6.7 | 60 | 6.6 |

NOTE: Interview times are presented only for completed interviews, partial interviews and multisession completions were excluded. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

The enrollment characteristics section collected information about the respondent's experiences while enrolled. Topics focused on major or field of study, grade point average, employment while enrolled, and financial aid. This section took an average of 5.5 minutes to complete.

The employment section, which collected information about the respondent's current job duties, benefits, requirements, and periods of unemployment, if applicable, took an average of 6.3 minutes to complete. Respondents who were employed spent longer in the employment section (9.1 minutes) than those who were not employed (0.8 minutes) ($t = 44.63$, $p < .01$).

The background section collected demographic information about respondents and their families. It also contained items related to personal finance, number of dependents, parent education, disability status, citizenship status, and community service work. A majority of items in this section applied to all respondents and certain subgroups of respondents based on age and student status. The background section took an average of 6.8 minutes to complete.

Because the overall interview time was longer than desired, item-level timing, content, and wording were carefully reviewed to determine how to reduce the burden for the full-scale interview. Based on this review, recommendations were made to the National Center for Education Statistics and the Technical Review Panel for revisions to the full-scale interview.

### 3.2.2 Interviewer Hours

The interviewer-administered component of data collection required considerable effort on the part of telephone interviewers and call center supervisory staff. Telephone interviewer hours for the BPS:04/09 field test totaled approximately 1,250 hours, excluding training, supervision, monitoring, administration, and Quality Circle (QC) meetings. On average, telephone interviewers spent 6.0 hours per completed interview over the course of data collection.

Given the average telephone interview completion time of 30 minutes, the remaining time was spent in activities outside the actual interview. The majority of this time was dedicated to locating and contacting each sample member. Multiple interview attempts were made with each sample member for whom contact information was available. When necessary, contacts with all available locating sources were attempted in an effort to interview a sample member. The remaining interviewer time was spent on case maintenance, such as opening a case and reviewing its call history, scheduling callbacks, providing comments, and updating case statuses.

### 3.2.3 Number of Calls

The average number of calls required to obtain a completed interview varied according to prior response status and phase of data collection. Table 16 shows the average number of telephone calls overall and by current and prior response status, mode of administration, and phase of data collection. Overall, an average of 16 calls was made per sample member. Sample members who completed the interview during the early response phase required no calls.

**Table 16. Average calls per case, by interview characteristics: 2008**

| Interview characteristics | Number of cases | Number of calls | Average calls per case |
|---|---|---|---|
| Total calls to all sample members | 1,140 | 18,686 | 16.4 |
| Current response status | | | |
| BPS:04/09 respondent | 800 | 7,293 | 9.1 |
| BPS:04/09 nonrespondent | 340 | 11,403 | 33.9 |
| Prior response status | | | |
| BPS:04/06 respondent | 1060 | 16,743 | 15.8 |
| BPS:04/06 nonrespondent | 80 | 1,943 | 24.3 |
| By administration mode[1] | | | |
| Self-administered | 160 | 3,649 | 22.5 |
| Interviewer-administered | 210 | 3,343 | 15.8 |
| By phase of data collection[1] | | | |
| Production interviewing | 110 | 550 | 5.1 |
| Nonresponse conversion | 270 | 6,442 | 24.3 |

[1] Partial interviews removed.
NOTE: Detail my not sum to totals because of rounding. CATI = computer-assisted telephone interviewing.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2008 National Postsecondary Student Aid Study (NPSAS:08) Field Test.

Significant call count differences were found by response status to the current and prior-round studies. BPS:04/09 respondents were called on average 9 times, compared with an average of 34 times for nonrespondents ($t = 18.05$, $p < .01$). Similarly, prior-round respondents received an average of 16 calls, while prior-round nonrespondents received an average of 24 calls ($t = 3.51$, $p < 01$).

Call counts were also examined by mode of completion and by phase of data collection. Since no call attempts were made to obtain interviews during the early response period, cases that

completed during the early response phase were excluded from the comparison of administration mode and data collection phase. Any calls placed to sample members during the early response phase were in response to inquiries, such as requests for password and technical assistance.

Among cases that did not complete an interview during the early response phase, self-administered respondents required more calls, on average, than telephone-administered respondents (23 calls compared with 16 calls, respectively [$t = 4.21$, $p < .01$]). Sample members who completed a self-administered survey received more calls because they may have been less willing to complete an interview over the telephone, and therefore the additional calls may have served as reminders to complete the interview.

Call counts also varied by the phase of data collection. Cases completed during the production interviewing phase (during which no incentives were offered) were called approximately five times, while cases that were called during the nonresponse conversion phase needed approximately 24 calls to complete the interview ($t = 19.83$, $p < .01$). Not surprisingly, the call counts were higher for the nonresponse incentive cases since they did not respond during the two earlier data collection periods, and thus more effort was required to contact them and complete the interview. The early response period was fixed but the other response periods were based on refusal status, number of call, and locating status.

## 3.3 Results of Field Test Experiments

### 3.3.1 Data Collection Experiments

As described in section 2.3.2, three experiments were included in the BPS:04/09 field test. These experiments were designed to evaluate the effectiveness of data collection strategies to increase response rates during the early response period—the first 4 weeks of data collection when sample members were invited to log on to the secure study website and complete the self-administered online survey. The first experiment evaluated the impact of the type of envelope used to mail the initial study materials. The second experiment evaluated the effectiveness of a prepaid cash incentive, and the third evaluated the effectiveness of prompting calls in increasing response rates during the early response period. For all experimental evaluations, the sample was randomly assigned to either the treatment or control condition prior to the start of data collection, and each was examined independently.

**Type of Mailing.** Table 17 presents the response rates during the early response period, for both types of mailing:

1. regular U.S. Mail in a large 9" x 12" envelope with U.S. Department of Education return address (First-Class Mail); and
2. U.S. Postal Service Express Mail envelope (Priority Mail).

In NPSAS:08, an experiment was conducted that compared the Priority Mail envelope with a standard business envelope. The NPSAS:08 study found a significant difference in early interview completion between the two groups: 39 percent of those who were sent the materials via Priority Mail completed the interview during the early response phase, compared with 33 percent of those

who were sent the materials via First-Class Mail ($\chi^2 = 9.22$, $p < .01$). [8] The experiment conducted in BPS:04/09 compared the Priority Mail envelope with a 9"x12" envelope via regular mail. Results from the BPS:04/09 comparison showed that those who received the study materials in the Priority Mail envelope had an early response rate of 35 percent, compared with a response rate of 39 percent for those who received the regular envelope. However, this difference was not statistically significant.

**Table 17. Early response rates, by type of mailing: 2008**

| Type of initial mailing | Eligible sample | Interviewed | |
|---|---|---|---|
| | | Number[1] | Percent |
| All cases | 1,140 | 420 | 37.2 |
| Priority Mail | 570 | 200 | 35.2 |
| First-Class Mail | 570 | 220 | 39.2 |

[1] Includes only those respondents who completed the interview during the early response period.
NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Prepaid Incentives.** The effectiveness of a prepaid incentive was also examined in the field test. During the early response period, sample members were offered an incentive for completing the web-based self-administered interview before production interviewing began 4 weeks later on May 8, 2008. Prior to the start of data collection, the field test sample was randomly assigned to two groups: one group received the early response incentive as $5 prepaid cash plus a $25 promised check, and the other group was offered a $30 promised check on completion of the interview. In addition, all BPS:04/06 nonrespondents were offered an additional $20 to complete the self-administered interview during the early response phase. That is, if they were assigned to the $5 prepaid cash incentive group, they were offered a $45 check on interview completion. If they were assigned to the other group and completed the interview within the early response period, they were offered a $50 check on interview completion.

Table 18 presents early response rates for prepaid and promised incentives offered during the early response phase. The early response rate obtained from those offered the prepaid incentive was 35 percent, compared with a 40 percent early completion rate among those offered the promised incentive.

[8] See section 3.5.1 of Cominole et al. (2008).

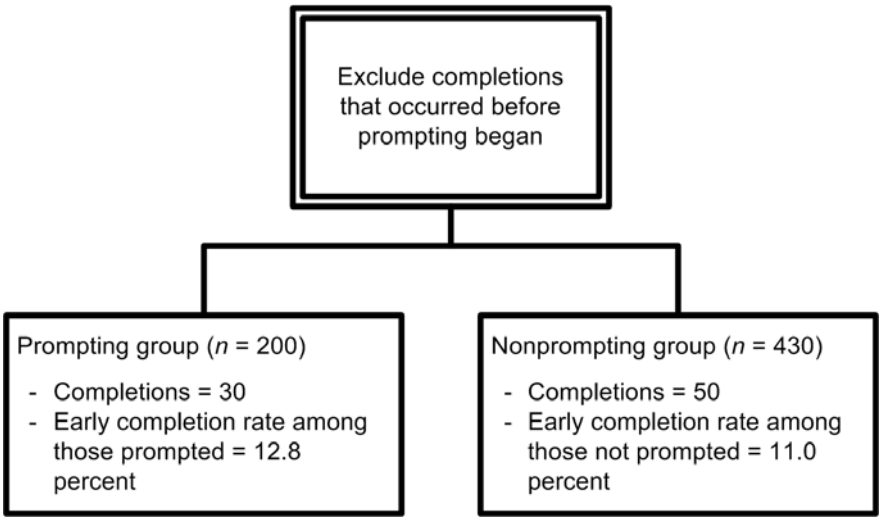
**Table 18. Early response rates, by prepaid incentive status: 2008**

| Type of initial mailing | Eligible sample | Interviewed | |
|---|---|---|---|
| | | Number[1] | Percent |
| All cases | 1,140 | 420 | 37.2 |
| Promised incentive | 570 | 230 | 39.5 |
| Prepaid incentive | 570 | 200 | 34.9 |

[1] Includes only those respondents who completed the interview during the early response period.
NOTE: Detail may not sum to totals because of rounding. All percentages are unweighted and based on the number of eligible students within the row under consideration.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Prompting**. Similar to the two previous experiments, one-half of the sample was randomly assigned to receive a prompting call as a reminder halfway through the early response period. All cases that had completed the interview prior to the date that the prompting calls began were excluded, regardless of experimental condition. Additional cases were excluded from the analysis because there was no phone number for the sample member. Figure 9 shows the early completions for the prompting and nonprompting groups. Among those selected to receive prompting calls, approximately one-half were successfully prompted. Among the cases successfully prompted, 13 percent completed the interview during the early response period, compared with an early response rate of 11 percent among the group that did not receive prompting calls. The early response rate was not statistically significantly different between the two groups.

**Figure 9. Early completion rates by prompting status: 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

# Chapter 4. Evaluation of Data Quality and File Preparation

This chapter includes summaries of the file preparation process for the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) field test data collection and a detailed analysis of the quality of data collected. An analysis of quality control procedures, coding processes, help text usage, item-level nonresponse, and debriefing results is also presented.

## 4.1 Reliability Reinterview

An important element of data quality in survey research is the reliability of self-reported responses to interview questions. To evaluate the reliability of self-reported data collected in the BPS:04/09 field test interview, a reliability reinterview was administered to a subsample of respondents. The reinterview consisted of a subset of items from the main interview and took approximately 5 minutes to complete. Conducting a reliability analysis in the field test allows evaluations of the results so that any needed revisions can be made to items for the full-scale interview.

A subsample of 300 BPS:04/09 sample members who completed the interview was randomly selected to participate in the reliability reinterview. Those selected were informed of their selection at the end of the initial interview and invited to participate in the subsequent reinterview. Respondents were asked to complete the reinterview in the same mode as the initial interview, either self-administered or interviewer-administered, to avoid confounding the results of the reliability analyses with changes in administration mode.

A summary of the reinterview sample members and their participation rates is presented in table 19. Response rates are shown overall and by completion mode. Overall, 72 percent of those selected completed the reliability reinterview. The response rate was 69 percent for those selected to participate in the reliability reinterview via self-administration and 75 percent for those selected to do a telephone reinterview; however, this difference was not statistically significant ($z = 1.15$).

**Table 19. Reliability reinterview response rates, by administration mode: 2007**

| Administration mode | Number selected for the reinterview | Participated in reinterview | |
|---|---|---|---|
| | | Number | Percent |
| Total | 300 | 220 | 71.9 |
| Self-administered | 150 | 100 | 68.9 |
| Interviewer-administered | 150 | 110 | 74.8 |

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Reliability Reinterview Results.** Table 20 presents reliability estimates for the items included in the reinterview, by section. For each item, the number of cases, percent agreement between the initial interview and reinterview, and relational statistic are shown. For discrete variables, percent agreement was based on the extent to which responses to the initial interview

matched exactly to the reinterview responses. For continuous variables, responses were considered in agreement if the initial interview responses were within one standard deviation of the reinterview responses. Reliability statistics are presented overall and by administration mode. The differences across modes were tested for statistical significance and noted where significant relationships were found.

**Table 20. Reliability indices, by interview section: 2008**

| Variable | Variable label | Total | | | Self-administered | | | Interviewer-administered | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of cases[1] | Percent agreement[2] | Relational statistic | Number of cases[1] | Percent agreement[2] | Relational statistic | Number of cases[1] | Percent agreement[2] | Relational statistic |
| Enrollment history | | | | | | | | | | |
| MBDEG01 | Type of degree or certificate | 120 | 84.5 | 0.80 [3] | 60 | 86.2 | 0.84 [3] | 60 | 82.8 | 0.79 [3] |
| MBEN501 | Enrollment intensity in 2005 | 70 | 86.4 | 0.41 [3, 4] | 30 | 87.5 | 0.49 [3, 4] | 30 | 85.3 | 0.54 [3, 4] |
| MBEN601 | Enrollment intensity in 2006 | 90 | 87.2 | 0.54 [3, 4] | 40 | 88.1 | 0.60 [3, 4] | 40 | 86.4 | 0.54 [3, 4] |
| MBEN701 | Enrollment intensity in 2007 | 70 | 78.4 | 0.46 [3, 4] | 40 | 81.1 | 0.48 [3, 4] | 40 | 75.7 | 0.47 [3, 4] |
| MBEN801 | Enrollment intensity in 2008 | 50 | 81.1 | 0.48 [3, 4] | 30 | 84.6 | 0.52 [3, 4] | 30 | 77.8 | 0.51 [3, 4] |
| Enrollment characteristics | | | | | | | | | | |
| MCDBLMAJ | Declared a major | 40 | 92.1 | 0.71 [3] | 20 | 93.8 | 1.00 [3] | 20 | 90.9 | # [3] |
| MCDISTED | Ever while enrolled: any course credit via distance education | 100 | 92.9 | 0.73 [3] | 50 | 93.8 | 0.77 [3] | 50 | 92.0 | 0.71 [3] |
| MCPROB | Ever while enrolled: withdrawal from a course after deadline | 100 | 86.1 | 0.61 [3] | 50 | 91.8 | 0.78 [3] | 50 | 80.8 | 0.43 [3] |
| MCINCMP | Ever while enrolled: received grade of incomplete | 100 | 93.1 | 0.66 [3, 4] | 50 | 95.9 | 0.85 [3] | 50 | 90.4 | 0.40 [3, 4] |
| MCPROB | Ever while enrolled: placed on academic probation | 100 | 98.0 | 0.93 [3] | 50 | 100.0 | 1.00 [3] | 50 | 96.2 | 0.88 [3] |
| MCRPT | Ever while enrolled: repeat courses for higher grade | 100 | 97.1 | 0.93 [3] | 50 | 98.0 | 0.95 [3] | 50 | 96.2 | 0.91 [3] |
| MCLRNSA | Reason for undergraduate private loan: aid package did not cover cost | 40 | 61.5 | 0.23 [3] | 20 | 71.4 | 0.43 [3] | 20 | 50.0 | # [3] |
| MCLRNSB | Reason for undergraduate private loan: did not qualify for other aid | 40 | 87.2 | 0.67 [3] | 20 | 90.5 | 0.81 [3] | 20 | 83.3 | 0.32 [3, 4] |
| MCLRNSC | Reason for undergraduate private loan: loan application faster | 40 | 79.5 | 0.25 [3, 4] | 20 | 81.0 | 0.22 [3, 4] | 20 | 77.8 | 0.39 [3, 4] |
| MCLRNSD | Reason for undergraduate private loan: missed FAFSA deadline | 40 | 97.4 | † [3] | 20 | 95.2 | † | 20 | 100.0 | † |
| MCLRNSE | Reason for undergraduate private loan: federal loan disbursement late | 40 | 100.0 | † [3] | 20 | 100.0 | † | 20 | 100.0 | † |
| MCLRNSF | Reason for undergraduate private loan: no difference in terms | 40 | 100.0 | 1.00 [3] | 20 | 100.0 | 1.00 [3] | 20 | 100.0 | † |
| MCLRNSG | Reason for undergraduate private loan: deferment of loan payment | 40 | 71.8 | 0.25 [3, 4] | 20 | 81.0 | 0.53 [3] | 20 | 61.1 | 0.22[3, 4] |
| MCLRNSH | Reason for undergraduate private loan: issued directly to student | 40 | 87.2 | 0.05 [3, 4] | 20 | 81.0 | 0.09 [3, 4] | 20 | 94.4 | † |
| MCLRNSI | Reason for undergraduate private loan: other | 40 | 71.8 | 0.32 [3, 4] | 20 | 85.7 | 0.50 [3, 4, *] | 20 | 55.6 | 0.10[3, *] |
| MCLNTYPA | Type of undergraduate loan: federal | 120 | 91.1 | 0.62 [3] | 70 | 89.6 | 0.41 [3, 4] | 60 | 92.9 | 0.78[3] |

See notes at end of table.

**Table 20. Reliability indices, by interview section: 2008—Continued**

| Variable | Variable label | Total | | | Self-administered | | | Interviewer-administered | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of cases[1] | Percent agreement[2] | Relational statistic | Number of cases[1] | Percent agreement[2] | Relational statistic | Number of cases[1] | Percent agreement[2] | Relational statistic |
| MCLNTYPB | Type of undergraduate loan: private | 120 | 81.3 | 0.61 [3] | 70 | 82.1 | 0.63 [3] | 60 | 80.4 | 0.60[3] |
| MCLNTYPC | Type of undergraduate loan: other | 120 | 91.9 | 0.14 [3, 4,] | 70 | 97.0 | 0.48 [3, 4, *] | 60 | 85.7 | 0.07[3, 4, *] |
| MCMJ1GEN | Primary major - general category | 70 | 87.5 | 0.94 [3] | 30 | 84.0 | 0.96 [3] | 50 | 89.4 | 0.97 [3] |
| MCMJ1SPE | Primary major - specific category | 70 | 67.6 | 0.94 [3] | 20 | 75.0 | 0.97 [3] | 50 | 63.8 | 0.95 [3] |
| MCMJ2GEN | Secondary major - general category | 10 | 85.7 | 0.90 [3] | # | 100.0 | 1.00 [3] | # | 75.0 | 0.79 [3] |
| MCMJ2SPE | Secondary major - specific category | 10 | 71.4 | 1.00 [3] | # | 66.7 | 1.00 [3] | # | 75.0 | 1.00 [3] |
| MCONOFF | Job on or off campus | 90 | 93.2 | 0.64 [3, 4] | 50 | 91.1 | 0.65 [3, 4] | 40 | 95.4 | 0.81[3] |
| MCPELL | Received a Pell grant | 100 | 90.3 | 0.75 [3] | 50 | 90.4 | 0.75 [3] | 50 | 90.2 | 0.75[3] |
| MCPRPAA | Help from parents: tuition and fees | 100 | 92.1 | 0.84 [3] | 50 | 92.0 | 0.83 [3] | 50 | 92.2 | 0.84[3] |
| MCPRPAB | Help from parents: other educational expenses | 100 | 85.2 | 0.70 [3] | 50 | 90.0 | 0.78 [3] | 50 | 80.4 | 0.62[3] |
| MCPRPAC | Help from parents: housing | 100 | 86.1 | 0.71 [3] | 50 | 82.0 | 0.59 [3] | 50 | 90.2 | 0.80[3] |
| MCPRPAD | Help from parents: other living expenses | 100 | 85.2 | 0.69 [3] | 50 | 84.0 | 0.60 [3] | 50 | 86.3 | 0.73[3] |
| MCPRPAE | Help from parents: no financial support | 100 | 91.1 | 0.81 [3] | 50 | 92.0 | 0.84 [3] | 50 | 90.2 | 0.77[3] |
| MCRPYST | Currently repaying any education loans | 120 | 86.1 | 0.71 [3] | 60 | 83.3 | 0.68 [3] | 60 | 89.1 | 0.74[3] |
| MCUGLN | Any undergraduate loans | 210 | 94.3 | 0.88 [3] | 100 | 97.1 | 0.94 [3] | 110 | 91.5 | 0.83[3] |
| Employment | | | | | | | | | | |
| MDCONCER | Job requirements: certificate | 140 | 80.0 | 0.28 [3, 4] | 60 | 80.3 | 0.14 [3, 4] | 70 | 79.7 | 0.36[3, 4] |
| MDCONDEG | Job requirements: 2-year or 4-year degree | 140 | 86.1 | 0.72 [3] | 70 | 90.0 | 0.80[3] | 70 | 82.4 | 0.62[3] |
| MDCONLIC | Job requirements: license | 140 | 86.3 | 0.67 [3] | 70 | 92.4 | 0.79[3, *] | 70 | 80.8 | 0.58[3, *] |
| Background | | | | | | | | | | |
| MEHSNUM | Number of people in household | 220 | 72.4 | 0.76 [5] | 100 | 75.0 | 0.75[5] | 110 | 69.9 | 0.77[5] |
| MEINCHO | Satisfaction with institutional choice | 110 | 91.9 | 0.43 [3, 4] | 50 | 84.9 | 0.26[3, 4, *] | 60 | 98.3 | 0.81[3, *] |
| MEPLNTCH | Plan on teaching at the K–12 level | 210 | 73.2 | 0.60 [5] | 100 | 74.8 | 0.69[5] | 110 | 71.7 | 0.47[5] |
| MEINCOM | Income | 200 | 91.3 | 0.75 [6] | 100 | 91.6 | 0.75[6] | 100 | 91.1 | 0.75[6] |

† Not applicable.
# Rounds to zero.
* $p = < .05$
[1] Analyses were conducted only for respondents with responses on both the initial interview and the reinterview; not all questions were applicable to all respondents.
[2] Percentage reflects an exact match of the paired responses.
[3] Relational statistic presented is Cramer's *V*.
[4] Relational statistic appears to be deflated due to little variation across valid response categories. As a result, minor changes in the distribution of responses between the initial interview and the reinterview tend to lower the relational statistic.
[5] Relational statistic presented is Kendall's tau-*b*.
[6] Pearson's product-moment correlation coefficient *r* was used.
NOTE: Detail may not sum to totals because of rounding. FAFSA = Free Application for Federal Student Aid.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

The relational statistics provided help to quantify the strength of association between the two variables being compared, where 1.00 is indicative of a perfect correlation (i.e., an exact match between the item on the initial interview and the same item on the reinterview for all respondents). The relational statistic, Cramer's $V$, was used for items with discrete, unordered response categories (e.g., yes/no). Kendall's tau-$b$ ($\tau_b$) estimated the relationship between items with ordered categories (e.g., not at all, occasionally, and frequently). The Pearson product-moment correlation coefficient ($r$) was used for variables yielding interval or ratio responses (e.g., income).

The items selected for the BPS:04/09 reliability reinterview included those that were new to the BPS survey and those that warrant further monitoring. The complete BPS:04/09 reliability reinterview facsimile can be found in appendix F.

The enrollment history section consisted of five items and focused on type of degree or certificate and enrollment intensity in the years since the last interview. The percentage of agreement was high, ranging from 78 percent to 87 percent. Each of the five questions had a moderately strong relational statistic, all greater than .40.

The enrollment characteristics section contained questions about major, distance education, undergraduate academic experiences, and financial aid. One set of questions that exhibited high reliability asked what academic experiences the respondent had had while enrolled. The percent agreement ranged from 86 percent (withdrawal from a course after the deadline) to 98 percent (placed on academic probation).

The next set of items in the enrollment characteristics section, those addressing the reasons the respondent took out private loans for undergraduate education, had percent agreement ranging from 62 percent to 100 percent. The relational statistic for these items varied from .05 to 1.00. From this set, three items were consistently listed as a reason for taking out private loans: missed Free Application for Student Aid (FAFSA) deadline (97 percent agreement), federal loan disbursement was late (100 percent agreement), and no difference in terms (100 percent agreement). Two items from this set—deferment in loan payment and aid package did not cover cost—were less consistent between the interview and reinterview (72 percent agreement and 62 percent agreement, respectively). Self-administered respondents provided more consistent responses to the "Other, Specify" item included in the "reasons for private loans" set than interviewer-administered respondents (86 percent agreement and 56 percent agreement, respectively) ($z = 2.09$, $p < .05$).

The final set of items in the enrollment characteristics section asked respondents what, if any, financial help they received from their parents or guardians. These items also showed high percent agreement, ranging from 85 percent to 91 percent.

The next section focused on employment and asked employed respondents what type of degree was required for their job. Each type of degree requirement showed high percent agreement: certificate (80 percent), 2-year or 4-year degree (86 percent), and license (86 percent). Certificate requirements showed a low relational statistic (.28) but had a percent agreement of 80 percent—a result that can occur when there is a small change between interview and reinterview responses but very little variation in the initial responses. The relational statistics for 2-year or 4-year and license degree requirements were higher (.72 and .67, respectively). Self-administered respondents were

more likely to report consistently that their job required a license than were interviewer-administered respondents (92 percent agreement and 81 percent agreement, respectively) ($z = 1.99$, $p < .05$).

The reliability analysis included four questions from the background section—all of which performed very well. The number of people in the respondent's household was consistent between the interview and reinterview with 72 percent agreement. Respondent's income was very reliable with 91 percent agreement, while plans to teach at the K–12 level had 73 percent agreement. The respondent's satisfaction with institutional choice had the highest percent agreement of all the background items (92 percent). This item was found to be more consistent for interviewer-administered respondents (98 percent agreement) than for self-administered respondents (85 percent agreement) ($z = 2.58$, $p < .01$).

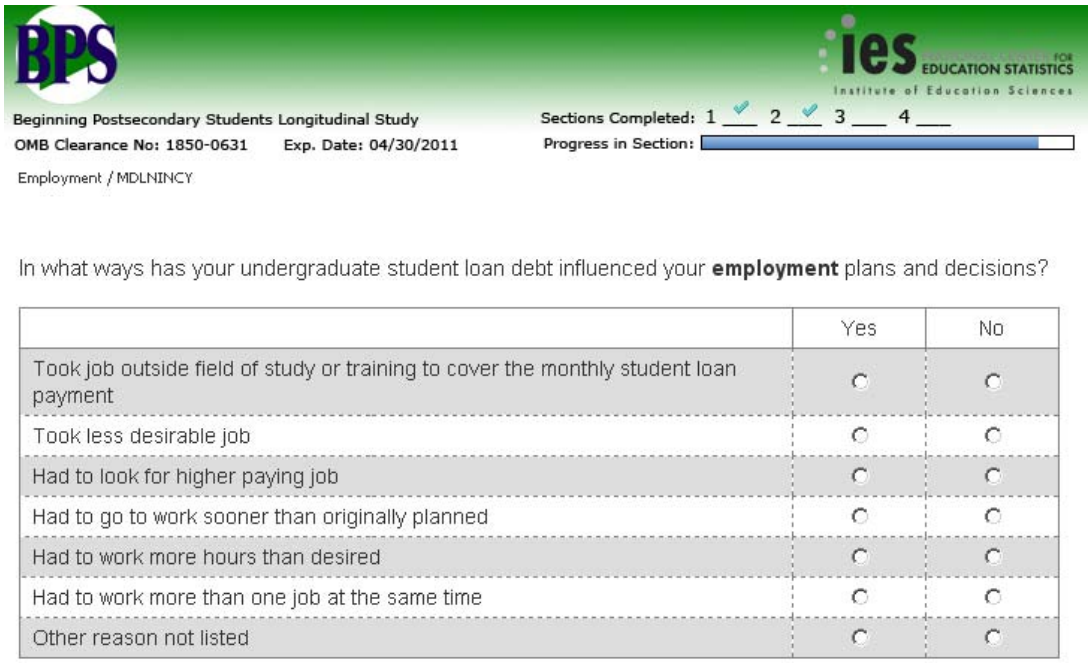
Overall, results of the reinterview analysis indicate that the survey yields data of high quality, with consistently reliable results. The majority of items (33 out of 39) have a percentage agreement of 80 percent or higher.

## 4.2 Format Experiment

As described in section 2.3.2, the BPS:04/09 field test evaluated the response rates of three question response formats to look for differences in time to administer, and the completeness and quality of data across question formats: radio button, checkall, and open-ended with subsequent self-coding. Four different questions from the BPS:04/09 field test interview were administered in one of three response formats to respondents to whom the item applied. The response formats were randomly assigned to respondents and were not dependent on the format presented in a prior experimental item, if any. Figure 7 shows the flow of questions into the format types. The following section evaluates the results of the data obtained across the three format types—where possible, results are presented across modes.

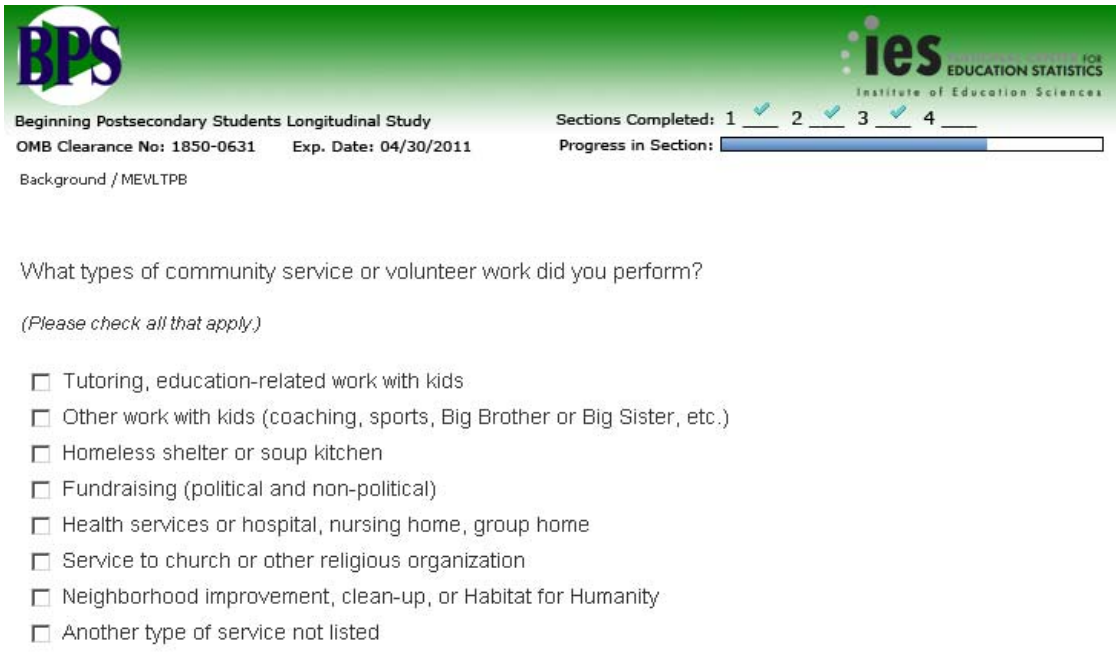
An example of each of the three response formats is presented in figure 10 (radio button format), figure 11 (checkall format), and figure 12 and 13 (open-ended format followed by a self-coding dropdown). In the latter design, respondents entered text strings in response boxes and could add boxes as needed. On the next screen, original text strings were presented with a dropdown list of response options with the request that the category which best described the text string be selected. The same set of response options was presented across the three item formats for each question.

**Figure 10. Screenshot of radio button format: 2008**



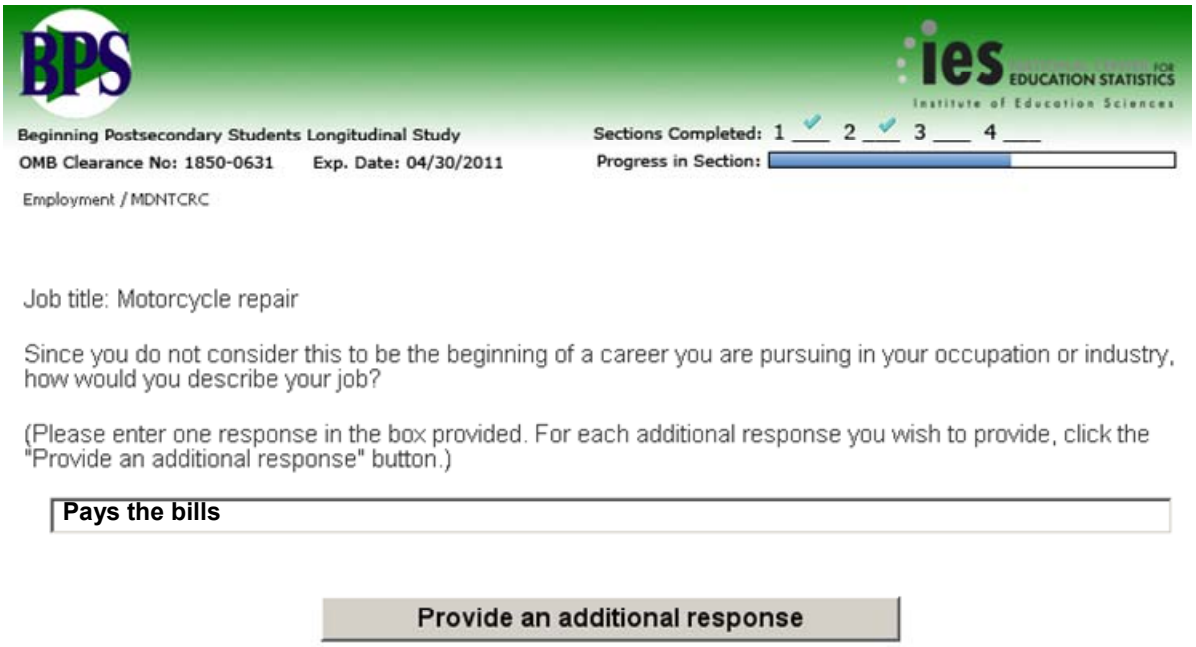

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Figure 11. Screenshot of checkall format: 2008**



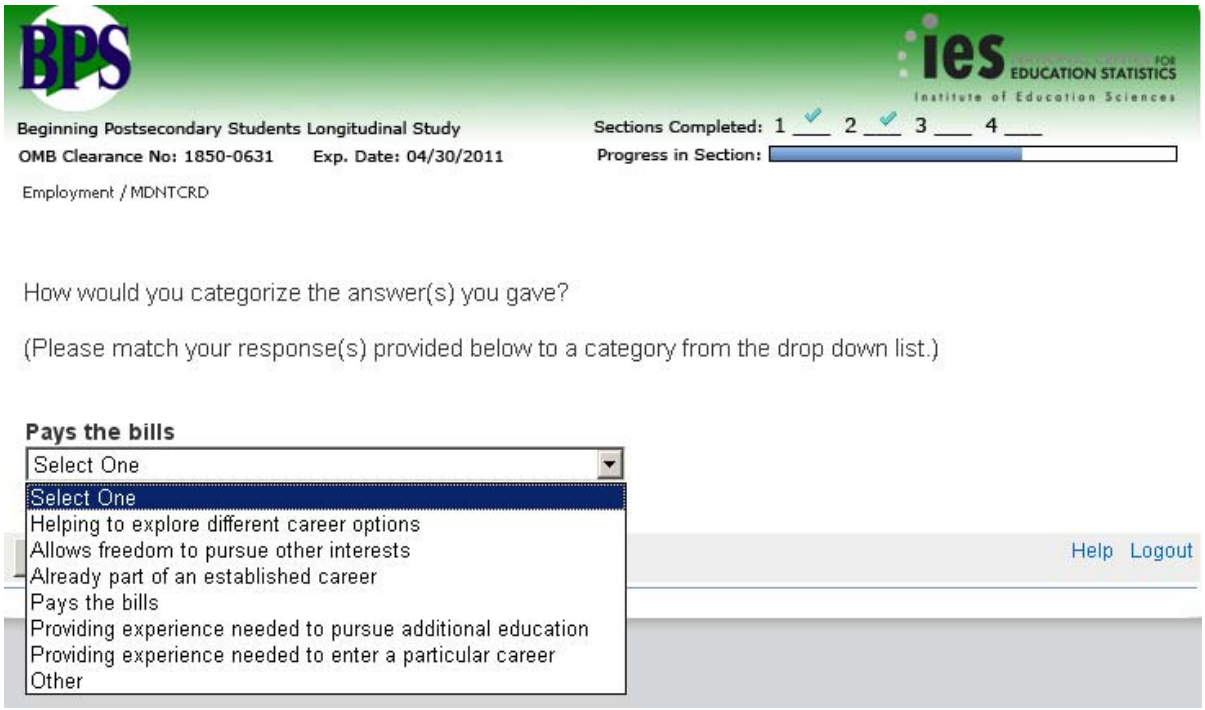

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Figure 12. Screenshot of open-ended format with follow-up coding: 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Figure 13. Screenshot of follow-up coding of open-ended responses: 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Across the four questions included in the evaluation, there were 30 items for which an answer could be collected. The item responses were then compared to see if the percent positive for a given item was consistent across the format types. The "percent positive" was calculated by dividing the "number of positive responses" by the "number administered to". Approximately 67 percent of the items had a higher percent positive among radio button respondents than among open-ended respondents. In other words, 20 of the 30 possible items were selected by significantly more respondents who saw the radio button format than when offered in the open-ended format. Eleven of the 30 possible response options were selected by more respondents when in the radio button format compared to the checkall format. A comparison of the checkall and open-ended formats shows a similar result– 12 of the 30 potential response options were selected by significantly more respondents when in the checkall format than in the open-ended format.

Table 21 shows the completeness of responses across formats for the four questions that were included in the question format experiment. For each item evaluated, the number of cases administered to is presented along with the number and percent of positive responses selected on that form. For example, approximately 200 sample members were asked about the effects of loan debt on enrollment decisions across all three format types. Among the 70 cases the radio button format was administered to, 46 percent reported increasing credits/courses to finish sooner. The checkall format for the same item was 16 percent positive for those administered to, and about 12 percent for the open-ended format.

**Table 21. Completeness of data for experimental items, by question format: 2008**

| Question and item | Number administered to | Format: Radio button: Number of positive responses | Radio button: Percent positive | Checkall: Number administered to | Checkall: Number of positive responses | Checkall: Percent positive | Open-ended: Number administered to | Open-ended: Number of positive responses | Open-ended: Percent positive |
|---|---|---|---|---|---|---|---|---|---|
| Effect of loan debt on enrollment decision? | | | | | | | | | |
| Increased credits/courses to get done sooner | 70 | 30 | 46.4 [1,2] | 70 | 10 | 15.7 [1] | 60 | 10 | 12.3 [2] |
| Took summer classes to get done sooner | 70 | 30 | 42.0 [1,2] | 70 | 20 | 21.4 [1,3] | 60 | # | 1.8 [2,3] |
| Changed majors to minimize loans needed | 70 | 10 | 20.3 [2] | 70 | 10 | 15.7 [3] | 60 | # | 3.5 [2,3] |
| Decreased credits/courses to decrease cost of attendance | 70 | 20 | 29.0 [2] | 70 | 20 | 22.9 [3] | 60 | # | 3.5 [2,3] |
| Took terms off | 70 | 20 | 24.6 [2] | 70 | 20 | 24.3 [3] | 60 | # | 7.0 [2,3] |
| Postponed enrolling | 70 | 40 | 50.7 | 70 | 30 | 38.6 | 60 | 20 | 38.6 |
| Lived at home | 70 | 20 | 33.3 [1,2] | 70 | 10 | 11.4 [1] | 60 | # | 3.5 [2] |
| Other | 70 | 10 | 18.8 | 70 | 10 | 18.6 | 60 | 20 | 28.1 |
| Effect of loan debt on employment decisions? | | | | | | | | | |
| Took job outside of field or training | 60 | 20 | 40.0 | 50 | 20 | 31.3 | 60 | 10 | 25.5 |
| Took less desirable job | 60 | 30 | 55.0 [1,2] | 50 | 10 | 27.1 [1,3] | 60 | # | 7.3 [2,3] |
| Had to find higher paying job | 60 | 40 | 58.3 [1,2] | 50 | 20 | 35.4 [1,3] | 60 | 10 | 18.2 [2,3] |
| Worked sooner than planned | 60 | 20 | 25.0 [2] | 50 | 10 | 14.6 | 60 | 10 | 9.1 [2] |
| Worked more hours than desired | 60 | 30 | 43.3 [1,2] | 50 | 10 | 25.0 [1] | 60 | 10 | 10.9 [2] |
| Worked 2 or more jobs at the same time | 60 | 30 | 41.7 [1,2] | 50 | 10 | 16.7 [1] | 60 | 10 | 10.9 [2] |
| Other | 60 | 10 | 10.0 | 50 | 10 | 16.7 | 60 | 10 | 10.9 |
| Characterization of current job? | | | | | | | | | |
| Helping to explore different career options | 60 | 30 | 39.7 [2] | 50 | 20 | 34.0 | 70 | 10 | 18.2 [2] |
| Already part of established career | 60 | 10 | 17.5 | 50 | 10 | 16.0 | 70 | 10 | 7.6 |
| Allows freedom to pursue other interests | 60 | 30 | 54.0 [1,2] | 50 | 20 | 34.0 [1,3] | 70 | 10 | 7.6 [2,3] |

See notes at end of table.

**Table 21. Completeness of data for experimental items, by question format: 2008—Continued**

| Question and item | Number administered to | Format: Radio button: Number of positive responses | Radio button: Percent positive | Checkall: Number administered to | Checkall: Number of positive responses | Checkall: Percent positive | Open-ended: Number administered to | Open-ended: Number of positive responses | Open-ended: Percent positive |
|---|---|---|---|---|---|---|---|---|---|
| Pays the bills | 60 | 60 | 88.9 [2] | 50 | 40 | 78.0 [3] | 70 | 40 | 59.1 [2,3] |
| Providing experience for additional education | 60 | 20 | 27.0 [2] | 50 | 10 | 18.0 | 70 | 10 | 12.1 [2] |
| Providing experience for particular career | 60 | 20 | 27.0 [2] | 50 | 10 | 24.0 [3] | 70 | # | 1.5 [2,3] |
| Other | 60 | 10 | 12.7 | 50 | 10 | 16.0 [3] | 70 | # | 4.6 [3] |
| Types of community service? | | | | | | | | | |
| Education-related work with kids | 80 | 30 | 33.3 [2] | 90 | 20 | 22.7 | 90 | 10 | 15.6 [2] |
| Other work with kids | 80 | 30 | 33.3 | 90 | 20 | 27.3 | 90 | 20 | 22.2 |
| Fundraising | 80 | 20 | 28.4 [2] | 90 | 20 | 23.9 [3] | 90 | 10 | 12.2 [2,3] |
| Homeless shelter/soup kitchen | 80 | 10 | 17.3 | 90 | 10 | 9.1 | 90 | 10 | 11.1 |
| Neighborhood improvement | 80 | 30 | 32.1 [1,2] | 90 | 20 | 18.2 [1] | 90 | 10 | 15.6 [2] |
| Health services | 80 | 10 | 11.1 | 90 | 20 | 17.1 | 90 | 10 | 12.2 |
| Service to church/other religious organization | 80 | 30 | 40.7 [1,2] | 90 | 20 | 26.1 [1] | 90 | 20 | 16.7 [2] |
| Other Service | 80 | 10 | 16.1 [1] | 90 | 30 | 35.2 [1,3] | 90 | 20 | 20.0 [3] |

# Rounds to zero.

[1] There is a significant difference between the radio button format and the checkall format ($p < .05$).

[2] There is a significant difference between the radio button format and the open-ended format ($p < .05$).

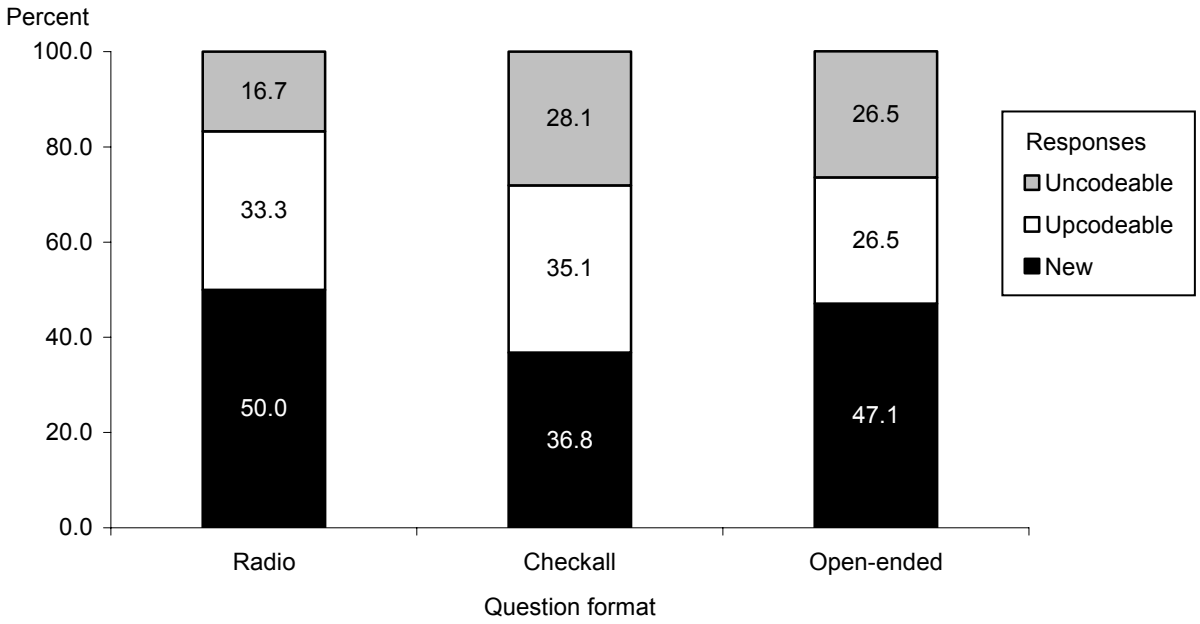
[3] There is a significant difference between the checkall format and the open-ended format ($p < .05$).

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

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Student Longitudinal Study (BPS:04/09) Field Test.

A final comparison across question formats was made of the text responses entered by any respondents who selected "other" when none of the other response options applied. Respondents choosing "other" were asked to enter their response in a text box. Following data collection, the text strings were evaluated to determine if (1) a new response category needed to be created; (2) the strings could be upcoded into an existing category; or (3) the response was uncodeable and, as a result, could neither be used as a new category nor upcoded. The results of the review are shown in figure 14.

**Figure 14. Codeability of "other, specify" responses offered to BPS:04/09 field test questions, across formats: 2008**

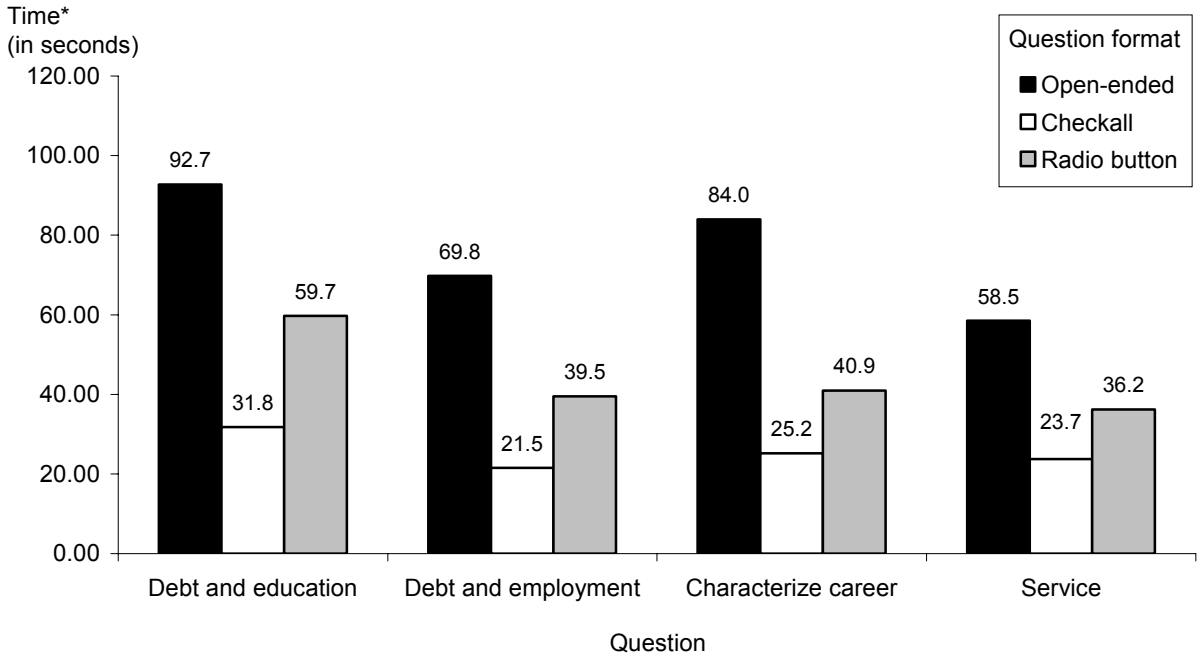



SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

There were no statistical differences in the types of information entered in the text boxes across question formats. Irrespective of formats, respondents were equally likely to enter text strings that contributed new categories, categories which could be upcoded into the existing categories, and categories that could not be upcoded at all. The lack of detectible differences may be due to the small numbers of respondents who select "other" as a category and provide a specific text string.

Figure 15 shows the average time, in seconds, required to administer each of the interview questions across the three question formats. Across all items, the differences in time to administer the three question formats were statistically significant, and the pattern of differences in mean time to administer was consistent across the four items. Items administered in the checkall format consistently averaged less time to administer than the radio button format which required an explicit yes/no response to each option. Not surprisingly, the open-ended coding format, which included both entering text responses and coding each of the responses on a dropdown list, consistently averaged more time than either the radio button format or the checkall format.

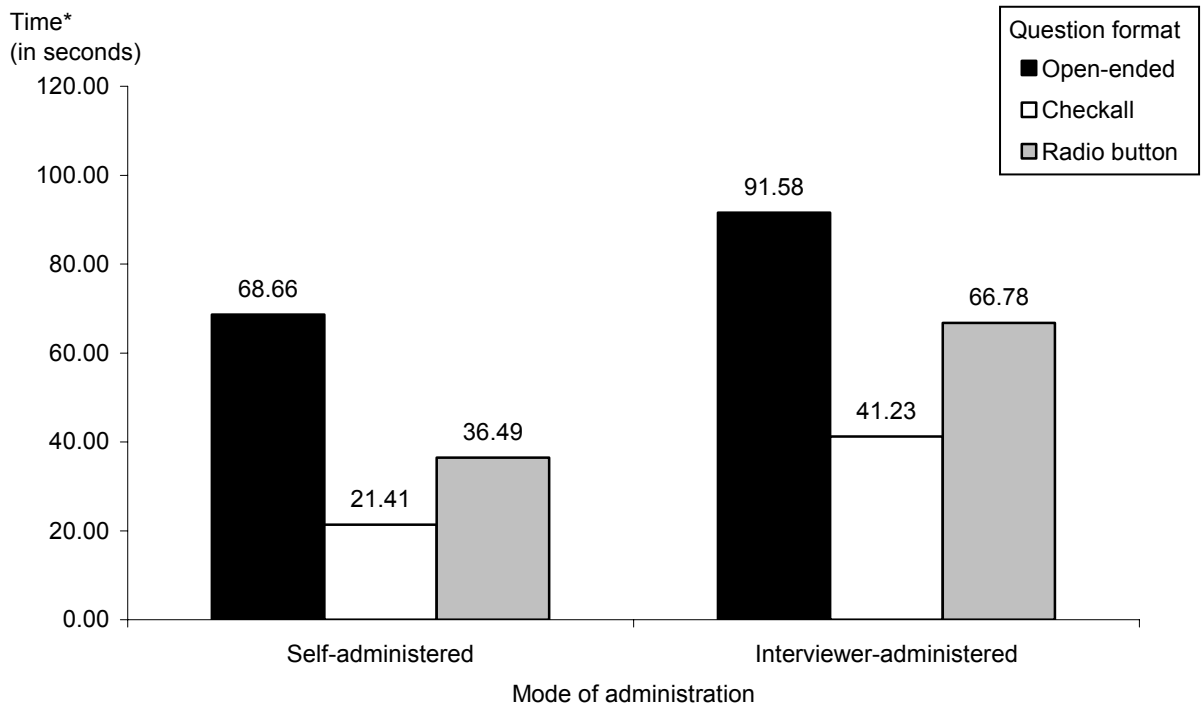
**Figure 15. Mean total time required to administer experimental questions, by response format: 2008**




* All mean question administration times are statistically significantly different at $p < .001$.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

To test for statistical differences in the administration time by mode across the three formats, the items were combined into self-administered responses and interviewer-administered responses. There were too few cases per mode in each individual item, but since the pattern was the same across formats, they were combined to allow sufficient sample size to test for differences. The average form times by mode are show in figure 16.

**Figure 16. Mean total time required to administer experimental questions across items, by response format: 2008**




* All mean question administration times are statistically significantly different at $p < .001$.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

The question format experiment was designed to determine if information was gained or lost in using a radio button, checkall, or open-ended question format. Previous research has shown that using the radio button yields the most complete data, but costs in terms of burden on respondents since answering separate yes/no questions, whether read by the respondent or by an interviewer, is time consuming (Cominole et al. 2008) (Smyth et al. 2006). The present results confirmed that radio button formats do yield more data than either the checkall or the open-ended formats, but they also require more time than the most common alternate format, checkall questions.

The open-ended format was included in the comparison of question formats to begin to assess the potential bias introduced when a specific set of response options is presented to respondents. Before a self-administered option was added to the BPS data collection methodology, telephone and field interviewers would have read the questions as if in an open-ended format, then coded all responses given into the set of response options available. Respondents could not see the options and, therefore, were not influenced by them in forming responses to the questions. If the open-ended format in the BPS:04/09 experiment evoked broader types of responses, there should have been more new categories added and possibly more uncodeable responses than evoked by the other two formats but there were not. Further investigation with larger sample sizes is warranted.

## 4.3 Online Coding

Coding systems used to categorize students' institution, major, occupation, and employer's industry were standardized into predetermined categories (see section 2.2.1 for a discussion of the BPS:04/09 coding systems). Coding system results were evaluated as described below.

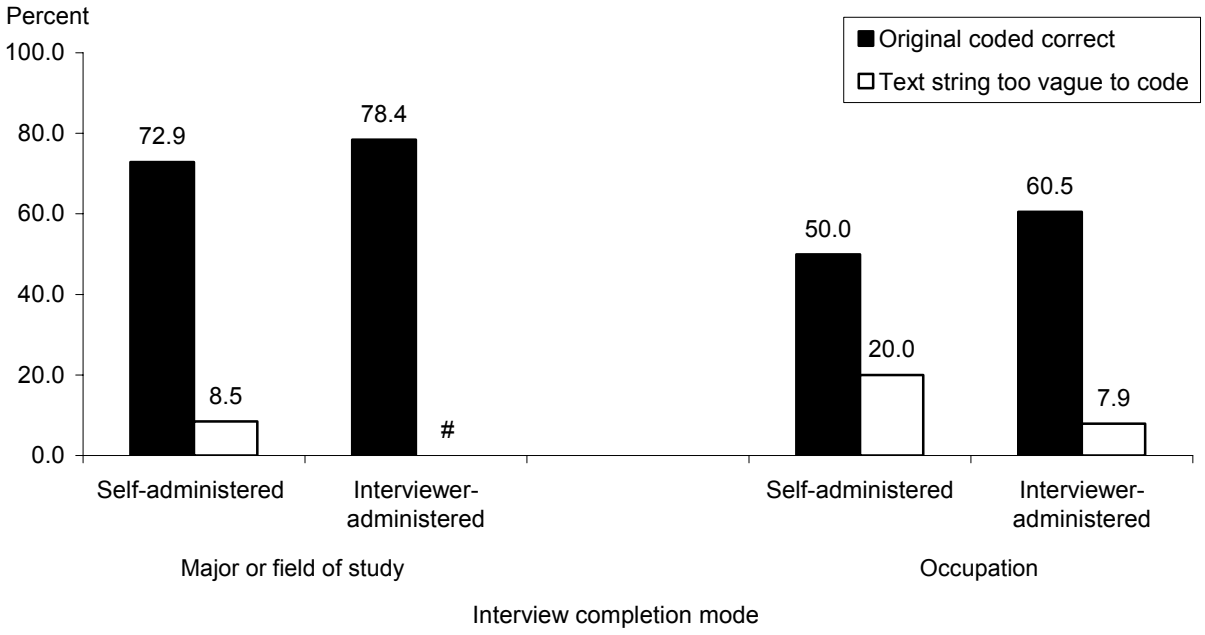
### 4.3.1 Recoding

The procedures used to code major or field of study and occupation were assessed by expert coders who reviewed the selected text string and associated code. A random sample of 25 percent of all text strings submitted was selected and reviewed by expert coders to assess the accuracy of the coding process.

For major coding, respondents used an assisted coder that returned one or more specific areas of study that matched most closely to the text string provided by the respondent. If no areas matched, respondents were offered a pair of drop-down boxes containing general areas and, as applicable, secondary areas of study. As shown in figure 17, 73 percent of self-administered respondents coded their major correctly, while 78 percent of the interviewer-administered respondents coded their major correctly; however, there was no statistical difference between the two ($z = .61$, $p > .10$). While no interviewer-administered text strings were too vague to code accurately and approximately 9 percent of self-administered respondents' text strings were too vague to code accurately, there was also no statistical difference ($z = 1.82$, $p < .10$).

For occupation coding, respondents used an assisted coder that returned one or more specific occupations that matched most closely to the text string provided by the respondent. If no areas matched, respondents were offered a pair of drop-down boxes containing general areas, secondary areas, and a detailed occupation classification. Although interviewer-administered respondents coded occupation correctly seemingly more often (61 percent) than self-administered respondents (50 percent), there was no statistical difference ($z = 1.10$, $p > .10$). Self-administered respondents were no more likely to have a text string that was too vague to code accurately (20 percent) than were interviewer-administered respondents (8 percent) ($z = 1.70$, $p < .10$).

**Figure 17. Summary of recode results, by coding system and administration mode: 2008**

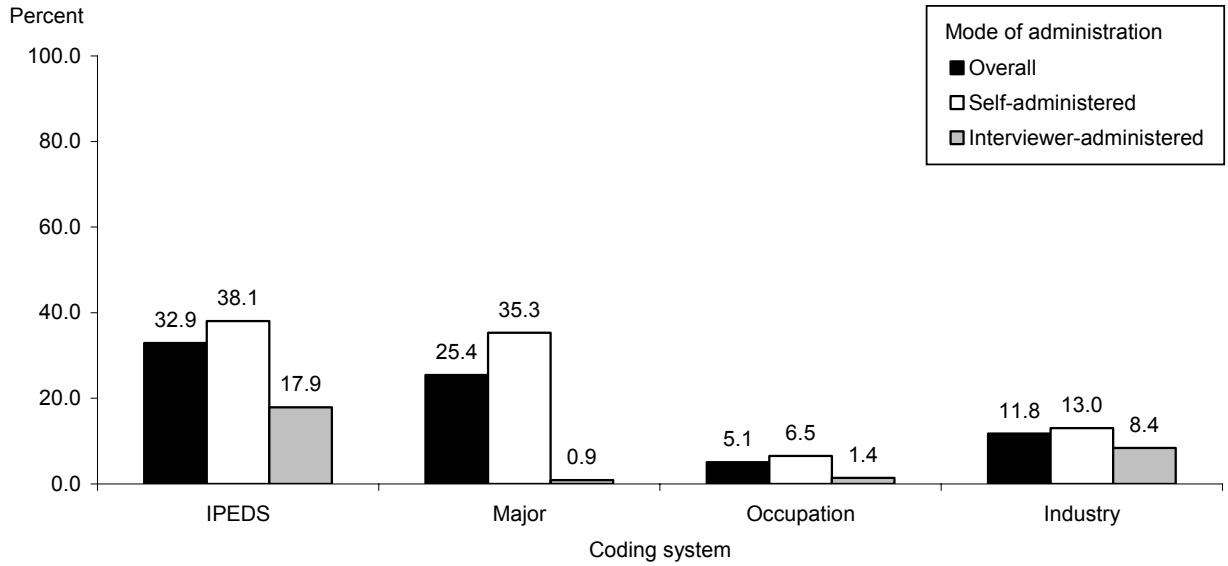



# Rounds to zero.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

## 4.3.2 Upcoding

In addition to evaluating the accuracy of coding done during the interview, project staff reviewed all text strings that were not coded during the interview and coded them as part of data processing. Results of the upcoding process are shown in figure 18.

**Figure 18. Summary of upcoding results, by coding system and administration mode: 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Approximately 33 percent of all institutions that were entered into the coder needed upcoding. For institutions, the upcoding rate among self-administered interviews (38 percent) was higher than for interviewer-administered interviews (18 percent) ($\chi = 4.56$, $p < .01$). Of the 21 percent of majors or fields of study that needed upcoding, there was 21 percent of self-administered and less than 1 percent of interviewer-administered interviews needed upcoding ($\chi = 7.15$, $p < .01$). The coding systems for industry and occupation had lower rates of upcoding. Approximately 5 percent of occupations needed upcoding (7 percent of self-administered occupations and 1 percent of interview-administered occupations) ($\chi = 2.38$, $p > .05$), while 12 percent of industries needed upcoding.

## 4.4 Identifying Difficult Items: Help Text, Conversion Text, and Item Nonresponse

Another important part of data quality evaluation is to identify items that may be difficult for respondents to answer. To do this, different aspects of interview response data are monitored. First, rates of help text usage are presented, to indicate the items that required clarification. Next, the results of conversion text are discussed, followed by a presentation of items with the highest rates of nonresponse. Information from the analyses discussed below will be used to refine the full-scale interview.

### 4.4.1 Help Text Analysis

The BPS:04/09 field test interview offered general and screen-specific help text on all instrument screens. The general help text provided answers to frequently asked questions about response types and browser settings for questionnaire completion. The screen-specific help text provided definitions of terms and phrases used in question wording and response options, and explained the type of information requested

The number of times respondents clicked the help text button for each screen was tallied to determine the rate of help text access per screen relative to the number of respondents to whom the screen was administered. The screen-level rate of help text access was analyzed overall and by mode of interview administration to identify screens that may have been problematic for users.

Table 22 presents the rates of help text access for the three interview forms with the highest rates of help text access. It should be noted that interviewers were trained and encouraged to use help text as needed.

**Table 22. Rates of help text access, by administration mode: 2008**

| Form | Overall | | Self-administered | | Interviewer-administered | |
|---|---|---|---|---|---|---|
| | Number administered to | Percent of help text access | Number administered to | Percent of help text access | Number administered to | Percent of help text access |
| Ever taken any distance education course for credit while enrolled | 390 | 5.4 | 290 | 2.8 | 100 | 13.3 |
| Undergraduate level during last term of enrollment | 40 | 11.4 | 30 | # | 10 | 38.5 |
| Industry coder, verbatim string | 540 | 6.7 | 390 | # | 150 | 24.9 |

# Rounds to zero.

NOTE: Detail may not sum to totals because of rounding. Table is based on the rates of help text access for interviewer screens administered to a minimum of 25 respondents and in which help text was accessed at a rate of at least 5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) field test.

The item that asked about the undergraduate level during the last term of enrollment had the highest rate of help text access, at 11 percent. For this item, respondents were asked to classify their last term of enrollment in terms of the number of credits completed. Approximately 39 percent of interviewer-administered respondents who received this form accessed the help text while no self-administered respondents utilized the help text ($z = 3.67, p < .01$).

The industry coder consisted of two forms, one in which the respondent entered their industry as a text string and one in which the respondent coded that text string. The text string component of the industry coder was found to have a 7 percent rate of help text usage. All of the help text usage for this form was among the interviewer-administered respondents. Approximately 25 percent of interviewer-administered respondents accessed the help text, but none of the self-administered respondents used help text for this form ($z = 10.2, p < .01$). The question related to distance education, *ever taken any distance education course for credit while enrolled,* had an overall rate of help text access of 5 percent. Interviewer-administered respondents were more likely to utilize the help text for this form than self-administered respondents (13 percent and 3 percent, respectively [$z = 3.95, p < .01$]).

### 4.4.2 Conversion Text

To minimize nonresponse, particularly for critical items, conversion text was used. During the instrument development phase, key items were identified to include conversion text. If left blank, these items were displayed again, often with a new "Don't Know" option and additional text emphasizing the importance of the item. Overall, the conversion rate was greater than 75 percent for all items that had conversion text (table 23).

The item-level conversion rate is calculated by dividing the total number of responses into the total number of cases that saw the conversion text. These numbers are rounded, but the percentage is based on the actual numbers. Table 23 presents the total percent converted from missing, which includes both valid responses and "don't know" responses (when "don't know" was an available option). For the questions about months enrolled and undergraduate loans, 78 and 80 percent, respectively, provided a response upon viewing the conversion text after initially leaving the

item blank. The questions about rent or mortgage payments and parents' income both had high conversion rates from missing (78 and 86 percent, respectively); however, many of the responses obtained after viewing the conversion text were "don't know."

**Table 23. Use of conversion text to minimize item nonresponse: 2008**

| Description | Total number of cases | Total number converted | Total percent converted | Percent valid response | Percent don't know |
|---|---|---|---|---|---|
| Months enrolled | 30 | 20 | 77.8 | 100.0 | † |
| Any undergraduate loans | 10 | # | 80.0 | 100.0 | # |
| Monthly rent or mortgage amount | 20 | 10 | 77.8 | 64.3 | 35.7 |
| Parents' income in 2007 | 80 | 70 | 86.4 | 45.7 | 54.3 |

† Not applicable.
# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding. Percentage is calculated by dividing the total number converted into the total number of cases that saw the conversion text.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 4.4.3 Item-level Nonresponse

The item-level nonresponse analysis presented here focuses on the rates of nonresponse to BPS:04/09 field test interview items. Missing data for items in the field test interview were associated with a number of factors: (1) a true refusal, (2) an unknown answer, (3) an inappropriate question for that respondent that he or she could not answer, (4) confusion related to the question wording or response options, or (5) hesitation to provide a best-guess response. Overall, however, item-level nonresponse rates were relatively low, with 37 items out of approximately 258 having more than 5 percent missing data. Twenty-two of these 37 items however were part of three individual questions. The item-level nonresponse was calculated uniformly for all items that were part of a single question. Item nonresponse rates were based on the number of interview respondents to whom the item was applicable and asked.[9] Item-level nonresponse is examined overall. Results are also presented by mode if differences exist.

Table 24 shows the nonresponse rates for the three items with rates of nonresponse greater than 5 percent in the enrollment characteristics section. At 22 percent, the total number of months or terms worked had the highest rate of nonresponse within this section. Respondents who completed the interviewer-administered interview had a higher rate of item nonresponse for cumulative GPA than respondents who completed the self-administered interview (15 percent and 3 percent, respectively) ($z = 4.04$, $p < .01$).

[9] Partial interview completions and interview nonrespondents were excluded from this analysis.

**Table 24. BPS:04/09 interview item nonresponse, enrollment characteristics: 2008**

| | | Overall | | Self-administered | | Interviewer-administered | |
|---|---|---|---|---|---|---|---|
| Item name | Item description | Number administered to | Total percent missing | Number administered to | Total percent missing | Number administered to | Total percent missing |
| MCGPA | Cumulative GPA | 400 | 6.3 | 300 | 3.4 | 100 | 14.6 |
| MCERNS | Number of months or terms worked | 70 | 21.9 | 60 | 22.6 | 10 | 18.2 |
| MCUGLAM | Amount borrowed for undergraduate education | 460 | 5.6 | 330 | 6.4 | 130 | 3.7 |

NOTE: Detail may not sum to totals because of rounding. GPA = grade point average.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Five items within the employment section had rates of nonresponse higher than 5 percent. Table 25 shows that the specific code for license or certificate had the highest rate of nonresponse (14 percent). In addition, self-administered respondents were less likely to provide information about their longest period of unemployment (11 percent) than interviewer-administered respondents (2 percent) ($z = 2.12, p < .05$).

**Table 25. BPS:04/09 interview item nonresponse, employment: 2008**

| | | Overall | | Self-administered | | Interviewer-administered | |
|---|---|---|---|---|---|---|---|
| Item name | Item description | Number administered to | Total percent missing | Number administered to | Total percent missing | Number administered to | Total percent missing |
| MDLICT4 | License/certification: specific code | 130 | 14.4 | 90 | 11.7 | 40 | 21.1 |
| MDUNCMP | Unemployment compensation | 60 | 6.7 | 40 | 10.0 | 20 | # |
| MDLTMPMY | Date of last employment | 90 | 8.0 | 60 | 8.9 | 30 | 6.5 |
| MDUNTIM | Longest period of unemployment: total number of months | 170 | 7.7 | 110 | 10.9 | 60 | 1.7 |
| MDLTMPN | When last employed: no employment after undergraduate enrollment | 100 | 7.0 | 70 | 7.7 | 40 | 5.7 |

# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Table 26 displays the nonresponse rates for the seven items with rates of nonresponse greater than 5 percent in the background section. Household income estimate in 2007 had the highest rate of nonresponse, with 29 percent missing data. Approximately 16 percent of respondents did not provide a response when asked their main disability or impairment. Self-administered respondents were less likely to provide their main disability or impairment (22 percent) than interviewer-administered respondents (3 percent) ($z = 2.41, p < .05$).

**Table 26. BPS:04/09 interview item nonresponse, background: 2008**

| Item name | Item description | Overall | | Self-administered | | Interviewer-administered | |
|---|---|---|---|---|---|---|---|
| | | Number administered to | Total percent missing | Number administered to | Total percent missing | Number administered to | Total percent missing |
| MEPARINC | Parent income in 2007 | 710 | 8.1 | 510 | 6.1 | 200 | 13.2 |
| MEINCOM | Household income in 2007 | 800 | 10.4 | 570 | 10.2 | 230 | 10.7 |
| MEINEST | Household income estimate in 2007 | 80 | 28.9 | 60 | 32.8 | 30 | 20.0 |
| MEINCSP | Spouse income in 2007 | 200 | 7.0 | 140 | 5.7 | 60 | 10.2 |
| MECRDBAL | Balance due on all credit cards | 290 | 6.5 | 220 | 5.1 | 80 | 10.7 |
| MEMAIN | Main disability or impairment | 100 | 15.8 | 60 | 22.2 | 30 | 3.1 |
| MESPAMT | Spouse total student loan amount | 60 | 10.0 | 40 | 9.1 | 20 | 12.5 |

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Table 27 presents the results for the set of items characterizing respondents' current job. This question was part of the response format experiment and included three different response versions. The nonresponse rate is uniform across the item set since nonresponse occurred only if all items in the set were left unanswered.[10] For this question, 6 percent of the respondents who saw the question did not provide an answer. Further, all of the nonresponse was attributable to self-administered respondents. The nonresponse rate was 8 percent among self-administered respondents, while all of the interviewer administered respondents provided a response ($z = 2.19$, $p < .05$).

The question displayed in table 27, whether loan debt influenced enrollment, was also a part of the response option experiment. For this set of items, 6 percent of those who were administered this question declined to provide a response to any item. There was no statistically significant difference in the rate of item nonresponse across modes.

Table 27 shows item nonresponse rates for the question inquiring whether loan debt influenced employment. This set of items was also part of the response option experiment. Approximately 6 percent of respondents provided no response to this question. There was no difference in the rate of item nonresponse across modes.

To help minimize nonresponse and mode differences in the full-scale study, items with high nonresponse rates will be reviewed to clarify wording and help text to assist respondents as they answer the items.

[10] For this and other questions with multiple response options, all unanswered items were assumed to be "No" if an answer was provided for any item in the set.

**Table 27. BPS:04/09 interview item nonresponse, job description and loan debt influence: 2008**

| Item name | Item description | Overall: Number administered to | Overall: Total percent missing | Self-administered: Number administered to | Self-administered: Total percent missing | Interviewer-administered: Number administered to | Interviewer-administered: Total percent missing |
|---|---|---|---|---|---|---|---|
| Job description | | | | | | | |
| MDNTCA | Job description: combined: helped explore options | 180 | 5.6 | 120 | 8.1 | 60 | # |
| MDNTCB | Job description: combined: established career | 180 | 5.6 | 120 | 8.1 | 60 | # |
| MDNTCC | Job description: combined: allowed freedom for other interests | 180 | 5.6 | 120 | 8.1 | 60 | # |
| MDNTCD | Job description: combined: paid the bills | 180 | 5.6 | 120 | 8.1 | 60 | # |
| MDNTCE | Job description: combined: experience for more education | 180 | 5.6 | 120 | 8.1 | 60 | # |
| MDNTCF | Job description: combined: experience for career | 180 | 5.6 | 120 | 8.1 | 60 | # |
| MDNTCG | Job description: combined: other | 180 | 5.6 | 120 | 8.1 | 60 | # |
| Loan debt influenced enrollment | | | | | | | |
| MCLNFA | Loan debt influenced enrollment: combined: increased classes | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFB | Loan debt influenced enrollment: combined: enrolled during summer | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFC | Loan debt influenced enrollment: combined: changed major | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFD | Loan debt influenced enrollment: combined: decreased number of courses | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFE | Loan debt influenced enrollment: combined: took terms off | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFF | Loan debt influenced enrollment: combined: postponed enrolling | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFG | Loan debt influenced enrollment: combined: lived at home | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| MCLNFH | Loan debt influenced enrollment: combined: other | 200 | 5.6 | 140 | 7.2 | 60 | 1.8 |
| Loan debt influenced employment | | | | | | | |
| MDLNIA | Loan debt influenced employment: combined: took job outside field | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |
| MDLNIB | Loan debt influenced employment: combined: took less desirable job | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |
| MDLNIC | Loan debt influenced employment: combined: looked for higher paid job | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |
| MDLNID | Loan debt influenced employment: combined: worked sooner | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |
| MDLNIE | Loan debt influenced employment: combined: worked more hours | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |
| MDLNIF | Loan debt influenced employment: combined: worked more than one job | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |
| MDLNIG | Loan debt influenced employment: combined: other | 160 | 6.1 | 120 | 5.9 | 40 | 6.8 |

# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

## 4.5 Question Delivery and Data Entry Error Rates

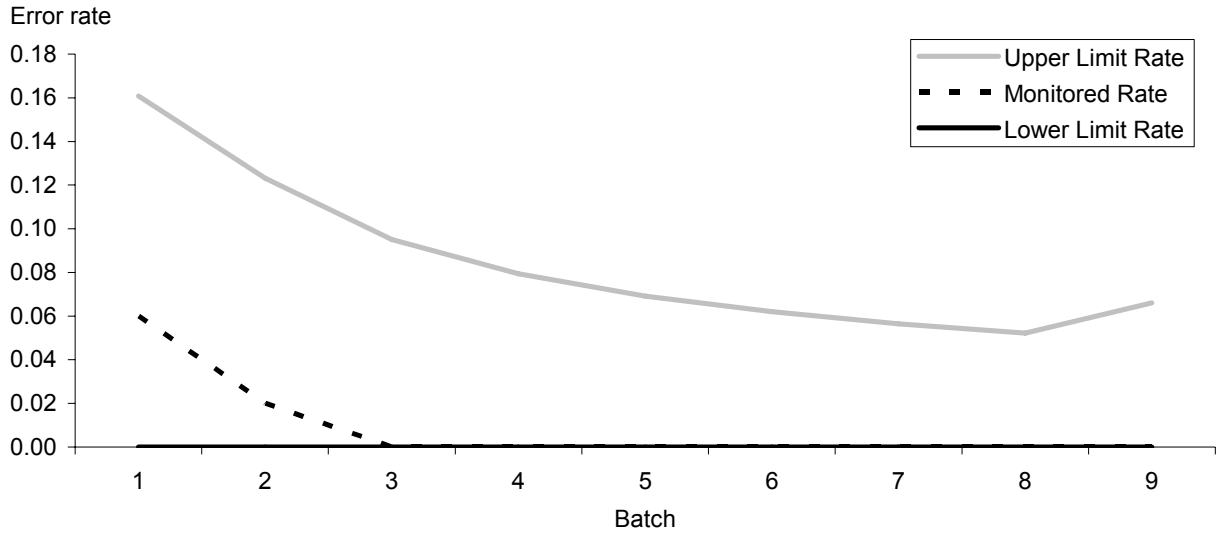
Regular monitoring of interviewer-administered interviews improves interviewing and enhances data quality. Monitoring throughout the BPS:04/09 field test data collection helped to meet the following important quality objectives:

- identification of problem items;
- reduction in the number of interviewer errors;
- improvement in interviewer performance by reinforcing desired strategies; and
- assessment of the quality of the data collected.

Specially trained monitors simultaneously listened to and viewed interviews using remote monitoring telephones and computer equipment. This system allowed monitors to observe live interviews without disturbing the interviewer or respondent. Monitors listened to up to 20 questions during an ongoing interview and evaluated two aspects of the interviewer-respondent interchange: (1) whether the interviewer delivered the question correctly and (2) whether the interviewer keyed the response appropriately. To guarantee an accurate reflection of data collection activities, monitors conducted their evaluations throughout the entire data collection period, including day, evening, and weekend shifts.

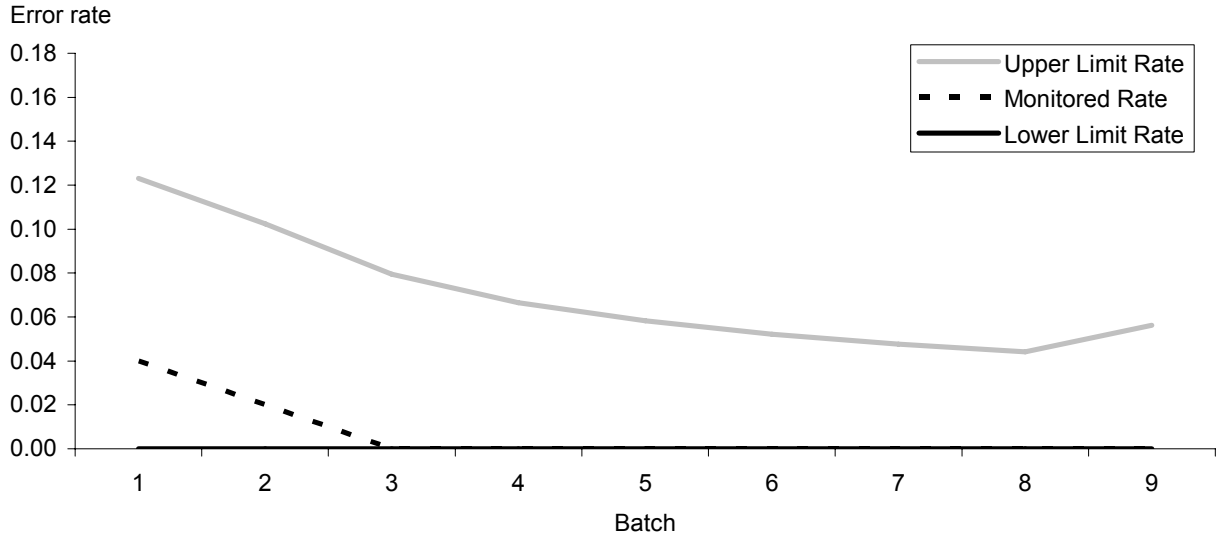
Question delivery and data entry outcomes were measured in batches (each with approximately 50 observations) and made available to project staff. During the data collection period, 426 items were monitored. Of these items, call center staff observed only seven total errors, yielding very low error rates overall. All seven errors occurred during the first week of data collection. Four of these errors were associated with question delivery; the remaining three were associated with data entry. Figures 19 and 20 illustrate the question delivery and data entry error rates, respectively. The initial errors are attributable to the addition of new interviewer staff, who are more prone to errors because of their experience level. Monitoring efforts were reduced during the final weeks of data collection because of lighter caseloads.

**Figure 19. Question delivery error rate, by batch 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

**Figure 20. Data entry error rate, by batch 2008**




SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

## 4.6 Data Collection Evaluations

Evaluations related to the data collection process are presented below. Analyses include a review of calls to the help desk and a summary of quality circle (QC) meetings. The help desk calls are first reviewed and analyzed for patterns. The major topics of the QC meetings are then discussed.

### 4.6.1 Help Desk

To gain a better understanding of the problems encountered by sample members attempting to complete the self-administered interview, a software application was developed to record each help desk incident that occurred during data collection. Help desk agents (HDAs) were trained to answer incoming calls to the toll-free help desk line and to take calls for telephone interviewers if all other interviewers were busy with calls. For each help desk incident, an HDA confirmed contact information for the sample member, recorded the type of problem, provided a description of the problem and resolution, identified the incident status (pending or resolved), indicated the approximate time required to assist the caller, and scheduled an appointment to follow up if the HDA was unable to resolve the problem immediately. Documenting this information helped determine how many calls were taken each week and the type of inquiries that arose most often.

Table 28 provides a summary of help desk incidents. HDAs handled 43 incidents during field test data collection. The most common type of incident recorded by the help desk was from sample members requesting their Study ID or password (49 percent), with an additional 14 percent of calls related to problems with pop-up blockers. Seven percent of incidents were website contact requests (sample members requested through the BPS website that an interviewer call them). Questions about the study made up approximately 5 percent of all calls. Further, problems with browser settings and questionnaire content each accounted for 2 percent of help desk calls.

**Table 28. Help desk requests, by type of incident reported: 2008**

| Type of incident reported | Number of requests | Percent of requests |
|---|---|---|
| Total | 43 | 100.0 |
| Study ID/password | 21 | 48.8 |
| Pop-up blocker issue | 6 | 13.9 |
| Website contact request | 3 | 7.0 |
| Questions about the study | 2 | 4.7 |
| Brower setting/computer | 1 | 2.3 |
| Questionnaire content | 1 | 2.3 |
| Other problems, not classifiable | 9 | 20.9 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 4.6.2 Quality Circle Meetings

QC meetings were vital components for ensuring that project staff, call center supervisory staff, and telephone interviewers were communicating on a regular basis about the goals of the study and addressing challenges encountered along the way. These meetings provided a forum for discussing elements of the instrument design and interview cooperation tactics, motivating the group toward the goals of the study, and acquiring feedback on data collection issues. Meetings were held weekly at the call center, and an agenda was provided to those in attendance. For interviewing staff unable to attend the meeting, a summary of the meeting discussion was distributed electronically to call center supervisory staff and passed along accordingly. A summary of issues addressed in the meetings is outlined below:

- clarification of questions and item responses;

- submission of problem sheets;
- the importance of providing detailed case comments;
- help desk operations;
- methods of gaining cooperation from sample members and gatekeepers; and
- general morale boosting and reinforcement of positive interviewing techniques.

Throughout the study, a variety of issues were addressed at the QC meetings that reinforced specific content from training and contributed to prompt problem solving. Some of the issues covered in QC meetings included the following:

**Writing Problem Sheets.** Reporting problems when they occur is an important part of telephone interviewing. Interviewers were trained to report problems electronically and to provide specific detail, including but not limited to the problem that occurred and the specific point in the interview at which it occurred. Problem sheets further delineated how the issue was addressed. Review of problem sheets in QC meetings was a critical means by which staff learned to recognize and manage the different problems they might encounter.

**Gaining Cooperation.** Discussions focused on the difficulty of gaining a sample member's trust during the initial phases of the call. Refusal avoidance strategies were revisited during QC meetings and adapted as needed for problems specific to the BPS:04/09 field test data collection. For example, difficulty in obtaining new contact information from parents (for sample members no longer living at home) was often brought up by the interviewers. They shared tips for overcoming parents' concerns, such as reminding the parent that the sample member had participated in a prior interview in 2003, 2005, or both years.

**Questionnaire.** Interviewers were given hard copies of the questionnaire and asked to review the questions to identify any items that seemed to be potentially confusing or misleading. During QC meetings, particular problems with question wording and other aspects of the interview were discussed.

**Interviewer Debriefing.** At the conclusion of the BPS:04/09 field test, project staff held a debriefing meeting with the telephone and field interviewers to learn more about the field test experience. The interviewer debriefing focused on what worked well and what could be improved with respect to

- interviewer training sessions;
- help desk operations;
- tracing strategies;
- refusal conversion; and
- interview questions and coding systems that were difficult for the respondents to answer or for the interviewers to code.

A summary of the telephone and field interviewer debriefing meetings was prepared and will be considered when planning the BPS:04/09 full-scale data collection.

## 4.7 Respondent Debriefing

After completing the student interview, respondents were asked a set of additional questions that dealt primarily with their experience with completing the interview. These items also addressed technical issues with the web interface and were designed to alert project staff to improvements that could be made in the BPS full-scale study. Respondents were informed that these additional items were optional. Table 29 displays the response rates to the debriefing section by mode of administration. Nearly all respondents completed this optional section.

**Table 29. Debriefing response rates for student interview respondents, by mode of administration: 2008**

| Mode of administration | Total interview respondents | Completed debriefing section | |
|---|---|---|---|
| | | Number | Percent |
| Total respondents | 790 | 790 | 99.7 |
| Self-administered | 560 | 560 | 99.6 |
| Interviewer-administered | 230 | 230 | 100.0 |

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 4.7.1 Problems Reported by Debriefing Respondents

Overall, a low percentage of self-administered respondents reported specific difficulties with the web interface. Eighteen percent of respondents, however, reported difficulty accessing the survey because of pop-up blockers. Outside of the pop-up blocker issue, respondents reported little difficulty with the survey. Table 30 shows the percentage of respondents who cited technical difficulties in completing the self-administered web interview.

**Table 30. Problems reported by self-administered debriefing respondents: 2008**

| Problem | Number | Percent |
|---|---|---|
| Accessing the survey because of a pop-up blocker | 100 | 18.0 |
| Connecting to the BPS website or survey | 20 | 3.8 |
| Moving backward or forward through the survey | 10 | 2.5 |
| Entering answers to the survey questions | 10 | 1.1 |
| Restarting the survey after already completing some of the survey questions | # | 0.7 |
| Some other difficulty | 20 | 3.0 |
| None of the above | 350 | 63.1 |

# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Respondents were asked how the BPS:04/09 field test instrument performed in terms of speed compared with other online surveys. The majority of self-administered respondents reported that the BPS interview performed the same as (52 percent) or faster than (21 percent) other online

surveys. Only 4 percent reported that the BPS interview performed slower than other surveys. The remaining self-administered respondents answered either that they did not know or that they had not completed other online surveys.

Interviewer-administered respondents were also asked an optional questionnaire at the end of the field test interview. Nearly one quarter (24 percent) of interviewer-administered respondents reported that they attempted to complete the self-administered interview at some point during data collection. Table 31 presents the reasons interviewer-administered respondents provided for choosing to complete the BPS interview over the telephone rather than on their own over the Internet. Convenience and connection issues were cited as the most common reasons for doing a telephone interview.

**Table 31. Reasons for completing the interview via telephone versus the Web: 2008**

| Problem | Number | Percent |
|---|---|---|
| Telephone interview was more convenient | 60 | 32.8 |
| Could not connect to the BPS website or survey | 20 | 10.4 |
| No access to a computer | 20 | 9.4 |
| Prefer not to use computers | 10 | 5.2 |
| Difficulty accessing the web survey because of a pop-up blocker | 10 | 3.6 |
| Encountered error in web survey | 10 | 3.6 |
| Interview took too long on the website | 10 | 2.6 |
| Web interview was too difficult to complete | # | 1.6 |
| Privacy concerns regarding the Internet | # | 1.0 |
| Website was too confusing | # | 0.5 |
| Other | 90 | 48.4 |

# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

### 4.7.2 Text Messaging

A set of questions related to text messaging was added to the debriefing section to gauge the use of text messages and whether they would be a useful reminder for sample members to complete future surveys. Nearly two-thirds of respondents (63 percent), both self-administered and interviewer-administered, reported that they use text messaging. Of those respondents, 67 percent reported receiving and sending text messages multiple times a day.

Respondents also reported the type of texting plan they have: unlimited texting at a fixed price, a set number of messages at a fixed price, by the message, or some other plan. More than one-half of the respondents who used text messaging (55 percent) reported using an unlimited texting plan. Table 32 shows the number and percentage of respondents using each type of texting plan.

To learn whether sample members would be amenable to receiving text message reminders, a question was asked in the debriefing section. Approximately 38 percent indicated that they would be amenable to receiving a text message.

Respondents who reported using text messages were compared by texting plan to determine whether there were any differences in willingness to receive a text message reminder related to

texting plan. Ta Table 32 presents these results and shows that willingness was significantly higher among respondents with an unlimited texting plan (46 percent) than those with a set number of messages (32 percent; z = 2.93, p < .01) and those with a by-the-message plan (16 percent; z = 3.98, p < .01).

**Table 32. Willingness to receive a text message reminder, by texting plan: 2008**

| | Total | | Receive text reminder | | | |
|---|---|---|---|---|---|---|
| | | | Willing | | Not willing | |
| Texting plan | Number | Percent | Number | Percent | Number | Percent |
| Overall | 500 | 100.0 | 190 | 37.6 | 310 | 62.2 |
| Unlimited texting at a fixed price | 270 | 55.2 | 130 | 46.2 | 150 | 53.8 |
| Set number of messages at a fixed price | 150 | 30.7 | 50 | 31.6 | 100 | 68.4 |
| By the message | 50 | 10.1 | 10 | 16.0 | 40 | 84.0 |
| None of the above | 20 | 3.6 | # | 16.7 | 20 | 83.3 |

# Rounds to zero.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Respondents were also compared by mode of completion to determine whether there were any differences in reminder willingness relating to mode of completion. Table 33 shows that respondents who completed a telephone interview (52 percent) were more likely to be willing to receive a text message reminder than were self-administered respondents (31 percent). This difference is statistically significant ($\chi^2 = 20.53, p < .01$).

**Table 33. Willingness to receive a text message reminder, by mode of completion: 2008**

| | Total | | Receive text reminder | | | |
|---|---|---|---|---|---|---|
| | | | Willing | | Not willing | |
| Mode of completion | Number | Percent | Number | Percent | Number | Percent |
| Overall | 500 | 100.0 | 190 | 37.6 | 310 | 62.2 |
| Self-administered | 340 | 68.7 | 110 | 30.9 | 230 | 68.8 |
| Telephone | 160 | 31.3 | 80 | 52.3 | 70 | 47.7 |

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

## 4.8 Data Files

The following section describes the procedures used and tested to prepare the field test data files.

### 4.8.1 Overview of the BPS:04/09 Field Test Files

The field test data files for BPS:04/09 contain component data files from a variety of sources. Included are student-level data collected from student interviews and government financial aid databases. The following files were produced at the end of the field test:

- **Respondent Data File.** Contains interview data collected from approximately 800 respondents. Topics include enrollment history, education characteristics, employment, and background.
- **CPS 2006–07 Data File.** Contains data received from the Central Processing System (CPS)[11] for the approximately 300 sample members who matched to the 2006–07 federal aid application files.
- **CPS 2007–08 Data File.** Contains data received from the CPS for the approximately 230 sample members who matched to the 2007–08 federal aid application files.
- **NSLDS File.** Contains raw loan-level data received from the National Student Loan Data System (NSLDS) for the nearly 560 sample members who received federal education loans. The NSLDS file is a history file with separate records for each transaction in the loan files and therefore can have multiple records per case spanning several academic years.
- **Pell Data File.** Contains raw grant-level data received from the NSLDS for the approximately 740 sample members who received Pell Grants during the 2007–08 academic year or prior years. The Pell data file is a history file with separate records for each transaction in the Pell system and therefore can have multiple records per case.
- **SMART Grant Data File.** Contains raw grant-level data received from the NSLDS for the fewer than five sample members who received SMART Grants during the 2007–08 academic year or prior years. The SMART Grant data file is a history file with separate records for each transaction in the database and therefore can have multiple records per case.

### 4.8.2 Online Coding and Editing

As noted in section 2.2.1 the BPS:04/09 field test study used a single web-based instrument for both self-administered and interviewer-administered interviews. The web instrument included online coding systems used for the collection of data on the respondent's major or field of study, occupation, industry, and license/professional certification. The instrument also included a coding module used to obtain information for all postsecondary institutions that the student attended since the second follow-up interview. Below is a description of the coding systems used in the BPS:04/09 field test instrument.

- **Institution.** All postsecondary institutions in which the sample member had been enrolled between 2005 and the time of the interview in 2008 were selected from the Integrated Postsecondary Education Data System (IPEDS) coder. In this coder, a text string for the institution name was entered, a state from a drop-down list was selected, and a city was selected from a list populated by the state the sample member selected. After selecting the "Search for School" button, a list of institutions corresponding to the respondent's text string, city, and state appeared, and the respondent selected the

[11] CPS is a database maintained by the U.S. Department of Education and contains FAFSA data for all students who applied for federal aid. See chapter 2 for a more detailed summary.

appropriate institution. (The institution's level and control were also inserted into the database once the selection of the institution was made by the respondent.) If the respondent did not find the appropriate institution in the list provided, he or she could choose a "None of the above" option. Choosing this option brought up two new questions on the screen, prompting the respondent to manually select the control and level of the uncoded institution. If the search yielded no results, or the school was located outside of the United States or its territories, the respondent was automatically prompted to manually code the school's level and control.

- **Major/Field of Study.** The sample member's primary and secondary (if any) major/field of study were collected using a coding system similar to that used for the IPEDS coder. The major was entered as a text string by the respondent. After selecting the "Search for Major" button, the sample member was asked to choose from the provided list of possible majors/fields of study. Each major/field of study was listed with both a "General Description" and a "Specific Description." The respondent could then choose one of the listed categories or choose the "None of the above" option. Choosing that option brought up two drop-down menus on the screen. The first drop-down menu asked the respondent to manually select a "General Area" corresponding to his or her major/field of study. Once a "General Area" was selected, the respondent could select from a "Specific Discipline" list that was populated based on the respondent's "General Area" selected. If the respondent's text string did not provide any results from the database, the two drop-down menus were automatically displayed.
- **Occupation.** This coder collected information about the respondent's current occupation in a similar fashion to the IPEDS and major/field of study coders. Respondents were asked to enter two text strings: the sample member's "Job Title" and his or her "Job Duties." The "Search for Occupation" button then yielded possible occupation matches based on these text strings. Each occupation match had a "Title" and a "Description" to help the respondent discern the appropriate occupation. If none was found, the respondent selected "None of the above," and three drop-down lists appeared on the screen. Respondents were first asked to select a "General Area" for their occupation. Once a "General Area" was selected, the respondent could select an "Occupation" from a list populated based on the "General Area" selection. Once an "Occupation" was chosen, the respondent could select a tailored "Detailed Occupation Classification" for fields that had them. If the respondent's two text strings did not produce any results from the database, the three drop-down menus were automatically displayed.
- **Industry.** The industry classification screens collected the primary industry of the respondent's employer. This coder was composed of two forms, the first of which asked the respondent to enter the primary industry as a text string. The second form displayed this text string at the top of the screen and asked the respondent to choose the category that best described that industry. The choices were laid out in general categories across the screen. When the respondent selected a category, examples of businesses within that

industry were displayed, allowing the respondent to determine the appropriateness of the industry chosen. A "None Listed" option was also provided for the respondent.

- **License or Professional Certification.** For respondents with jobs requiring license or professional certification, a form with two drop-down menus was used to collect the "General Area" and "Specific Discipline" of the license or professional certification. These drop-downs functioned like the drop-downs described above. Once a "General Area" was chosen, the "Specific Discipline" was populated for those licenses or professional certifications that had them.
- **Online editing.** The web-based student instrument included edit checks to ensure that data collected were within valid ranges. Examples of some of the general online edit checks include the following:
    - Range checks were applied to all numerical entries such that only valid numeric responses could be entered.
    - A consistency check was triggered when a respondent provided a valid answer and then checked a "None of the above" option. Valid options were automatically unchecked when the "None of the above" option was chosen. Conversely, if a respondent selected "None of the above" first and then checked a valid answer, the system unchecked the "None of the above" option automatically.
    - If a respondent clicked an "Other" box and did not type a response into the "Other, Specify" textbox, an edit check was activated that reminded the respondent to enter text.
    - Consistency checks were also used for cross-item comparisons. For example, one item in the Background section asked, "What is the highest level of education you ever expect to complete?" If respondents answered with a level of education below what they stated they had earned or were working toward in the Enrollment History section, they were asked to verify this information.

### 4.8.3 Post-Data-Collection Editing

The BPS:04/09 field test data were edited using procedures developed and implemented for previous studies sponsored by the National Center for Education Statistics, including the base-year study (2004 National Postsecondary Student Aid Study) and first follow-up study (BPS:04/06). These procedures were tested again during the BPS:04/09 field test in preparation for the full-scale study.

Following data collection, the information collected in the student instrument was subjected to various QC checks and examinations. These checks were to confirm that the collected data reflected appropriate skip patterns. Another evaluation examined all variables with missing data and substituted specific values to indicate the reason for the missing data. A variety of explanations are possible for missing data. For example, an item may not have been applicable to certain respondents, a respondent may not have known the answer to the question, or a respondent may

have skipped the item entirely. Table 34 lists the set of consistency codes used to assist analysts in understanding the nature of missing data associated with BPS data elements.

**Table 34. Description of missing data codes: 2008**

| Missing data code | Description |
|---|---|
| –1 | Don't know |
| –3 | Not applicable |
| –6 | Out of range |
| –8 | Item was not reached due to an error |
| –9 | Data missing |

SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) Field Test.

Skip-pattern relationships in the database were examined by methodically running cross-tabulations between gate items and their associated nested items. In many instances, gate-nest relationships had multiple levels within the instrument. That is, items nested within a gate question may themselves have been gate items for additional items. Therefore, validating the gate-nest relationships often required several iterations and many multiway cross-tabulations to ensure that the proper data were captured.

The data cleaning and editing process for the BPS:04/09 field test data files involved a multistage process that consisted of the following steps:

***Step 1.*** Blank or missing data were replaced with –9s for all variables in the instrument database. A one-way frequency distribution of every variable was reviewed to confirm that no missing or blank values remained. These same one-way frequencies revealed any out-of-range or outlier values, which were investigated and checked for reasonableness against other data values (e.g., hourly wages of $0.10 rather than $10.00). Creating SAS formats from expected values and the associated value labels also revealed any categorical outliers.

Descriptive statistics were produced for all continuous variables. All values less than zero were temporarily recoded to missing. Minimum, median, maximum, and mean values were examined to assess reasonableness of responses, and anomalous data patterns were investigated and corrected as necessary.

***Step 2.*** Legitimate skips were identified using instrument source code. Gate-nest relationships were defined to replace –9s (missing for unknown reason) with –3s (not applicable) as appropriate. Two-way cross-tabulations between each gate-nest combination were evaluated, and high numbers of nonreplaced –9 codes were investigated to ensure skip-pattern integrity.

Nested values were further quality checked to reveal instances in which the legitimate skip code overwrote valid data, which typically occurred if a respondent answered a gate question and the appropriate nested item(s), but then backed up and changed the value of the gate, following an alternate path of nested item(s). Responses to the first nested item(s) remained in the database and therefore required editing.

***Step 3.*** Variable formatting (e.g., formatting dates as YYYYMM) and standardization of time units, for items that collected amount of time in multiple units, were performed during this step.

Also at this step, logical recodes were performed when the value of missing items could be determined from answers to previous questions or preloaded values. For instance, if the student was not currently repaying any education loans, the monthly payment on education loans was coded as $0 rather than –3 or –9.

***Step 4.*** One-way frequency distributions for all categorical variables and descriptive statistics for all continuous variables were examined. Out-of-range or outlier values were replaced with the value of –6 (bad data, out of range).

***Step 5.*** One-way frequencies on all categorical variables were regenerated and examined. Variables with high counts of –9 values were investigated. Because respondents could skip any item, –9 remained a valid value.

Concurrent with the data cleaning process, detailed documentation was developed to describe question text, response options, logical imputations, recoding, and the "administered to" text for each delivered variable. The documentation information can be found in the student instrument facsimile in appendix C.

## 4.9 Conclusions

This chapter evaluated the quality of data collected by the BPS:04/06 field test instrument, and analyzed the quality control procedures, coding processes, and item-level nonresponse. In addition, this chapter also detailed the field test file preparation process.

The recode analysis yielded no statistical differences in the error rate between coding variants in both the *major* or *field of study* and *occupation* coders. The low percentage of help text hits, the successful administration of conversion text, and low item nonresponse rates suggest that the complete interview is successful at obtaining quality data. Further, the results from the reliability reinterview indicate that the survey produces consistently reliable results. No major data quality issues were uncovered based on the quality assurance, CATI monitoring, and range and consistency checks.

# Chapter 5. Recommendations for the Full-scale Study

The purpose of the 2004/09 Beginning Postsecondary Students Longitudinal Study (BPS:04/09) field test was to evaluate procedures and inform planning for the full-scale study. Chapters 3 and 4 of this report documented key field test outcomes and evaluation results. Overall, essential aspects of the field test data collection, including the design and implementation of a single web-based instrument for self-, telephone, and in-person interviewing, were conducted successfully, while some results warranted procedural or substantive modifications to the full-scale study design. Recommended changes to the process of locating and contacting sample members, and to data collection plans and the instrument, are summarized in this chapter.

## 5.1 BPS:04/09 Full-scale Sample

The BPS:04/09 sample will consist of all sample members determined to be eligible for BPS:04/06 and included on the BPS:04/06 data file (regardless of their BPS:04/06 response status). Table 35 shows the sample distribution by prior response status (i.e., whether the student responded to the 2004 National Postsecondary Student Aid Study [NPSAS:04] interview and the BPS:04/06 interview). This table also shows that the BPS:04/09 interview will have an expected 14,920 respondents. The estimated response rate for the BPS:04/09 full-scale study was calculated using the response rates obtained in the BPS:96/01 field test and full-scale studies.

**Table 35. BPS:04/09 full-scale study sample size and expected number of respondents, by response status to NPSAS:04 and BPS:04/06: 2008**

| NPSAS:04 study respondent | NPSAS:04 interview respondent | BPS:04/06 respondent | Number of cases | Percent expected response rate[1] | Expected number of respondents |
|---|---|---|---|---|---|
| Total | | | 18,640 | 80.0 | 14,920 |
| Yes | Yes | Yes | 14,750 | 85.0 | 12,540 |
| Yes | Yes | No | 3,510 | 60.0 | 2,110 |
| Yes | No | Yes | 140 | 75.0 | 100 |
| Yes | No | No | 220 | 70.0 | 150 |
| No | No | Yes | 10 | 60.0 | 10 |
| No | No | No | 20 | 40.0 | 10 |

[1] The estimated response rate for the BPS:04/09 full-scale study was estimated using the response rates obtained in the BPS:96/01 field test and full-scale studies.
NOTE: Detail may not sum to totals because of rounding. This table shows the distribution of the BPS:04/09 sample and expected number of respondents by response status to the NPSAS:04 interview and the BPS:04/06 interview.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 2004 National Postsecondary Student Aid Study (NPSAS:04) and 2004/06 Beginning Postsecondary Students Longitudinal Study (BPS:04/06).

## 5.2 Locating and Contacting Sample Members

The BPS:04/09 field test included two experiments that involved contacting sample members. The first experiment, the use of Priority Mail to send initial mailing materials to sample members, tested the effectiveness of using this mailing type rather than First Class Mail. While the

results of the BPS:04/09 field test mailout experiment were not robust due to the small sample sizes, it is recommended that Priority mail be used for all sample members in the full-scale. Results from the NPSAS:08 field test showed that U.S. Priority Mail envelopes were more effective than regular envelopes in obtaining interviews during the early response period. Hence, we plan to use the U. S. Priority Mail envelopes during the BPS full-scale data collection. The price of the envelopes and mailing is low relative to the cost of locating and attempting to contact sample members with professional staff.

The second experiment involved the use of prompting calls to remind sample members to complete the interview during the early response phase of data collection. While not statistically significant, the use of prompting calls is recommended for prior round nonrespondents in the full-scale study. Prompting has shown mixed results. In the BPS:04/09 field test, it showed no effect, possibly because, first, so many sample members had already completed the interview before the prompting calls began and, second, there were a limited number of successful prompts (i.e., talked to the sample member, left a message with another person, left a message on an identified answering machine). In contrast, prompting was shown to have raised the nonrespondent participation rate to that of respondents during the BPS:04/06 field test. The major advantage of prompting is that it provides early information that telephone numbers are obsolete, allowing RTI to begin intensive tracing sooner, with little additional cost to the contract since the staff doing the prompting are already working the Help Desk.

The BPS:04/09 full-scale study will continue to send early address update requests to both sample members and their parents. In addition, the full-scale study will contact sample members throughout data collection in the form of e-mails, postcards, flyers, regular envelopes, Priority Mail, and Federal Express. The full-scale study will also use text messaging as a means to notify the sample about the study. Sample members who grant permission to send a text message on address update forms will receive text message reminders to complete the BPS:04/09 full-scale study.

## 5.3 Data Collection

An experiment conducted during the initial mailing for the field test offered approximately one-half of the sample members a prepaid incentive of $5 and promised them an additional $25 on completion of the interview during the early response phase. The remaining sample members were promised the entire $30 on completion of the interview. After careful consideration and review of the field test results, the use of prepaid incentives is not recommended for the full-scale study. Sample members will instead be offered a $30 incentive during the early response phase.

Further, to increase response rates during the production interviewing phase, sample members who complete an interview will be offered an incentive of $20. Our recommendation for the production incentive is based on the fact that it was used in the last survey of this cohort. While the results of the field test did not find an increase in response rates during the production interviewing period when a $20 incentive was offered, it is recommended so we are able to retain respondents who remember receiving an incentive after the early response period during the prior survey and expect to receive it again.

Sample members will become eligible for the nonresponse incentive ($30) after 10 failed computer-assisted telephone interview attempts. Finally, we recommend continuation of the $20 differential added to incentives offered to prior round nonrespondents.

## 5.4 Instrumentation

The BPS:04/09 field test conducted an experiment testing three different question formats: radio button, checkall, and open-ended. This experiment found that the open-ended format was more difficult and time consuming for respondents to complete. In addition, this format offered no new information over the other two formats. For the full-scale interview, the use of the checkall and radio formats will be determined on a question-by-question basis.

The BPS field test instrument will be reviewed, and items that were determined to be difficult will be evaluated and revised for clarity. The full-scale instrument will be revised with consideration for the data quality evaluations presented, timing, and feedback from telephone interviewer debriefings and Technical Review Panel meetings. Difficult items include those with high rates of nonresponse, help text usage, and conversion text. In addition, the overall length of the interview will be evaluated, and efforts will be made to reduce respondent burden through the reduction and revision of interview items.

## 5.5 Interviewer Training

Telephone interviewing staff gave generally favorable reviews of the project training and felt well-prepared to conduct interviews. However, minor aspects of the training will be modified in response to interviewers' suggestions for improving the training process.

## 5.6 Conclusion

The purpose of the BPS:04/09 field test was to fully test all data collection procedures in preparation for the full-scale study. The instrument was effective for both self-administered and interviewer-administered interviews. The full-scale study will require a relatively small number of modifications.

As described in this chapter, the BPS:04/09 full-scale sample will consist of all sample members who were determined to be eligible in the BPS:04/06 full-scale study. To maximize response rates, all sample members will receive their initial study materials in Priority Mail envelopes. Halfway through the early response period, we intend to prompt prior round nonrespondents, reminding them of the end date of the early response phase. Sample members who grant permission on address update forms will receive text message reminders to complete the interview. In addition, it is recommended that the incentive plan be modified to add a production interviewing incentive, and that BPS:04/09 respondents who were prior round (BPS:04/06) nonrespondents be paid a supplemental incentive amount to compensate for the additional burden of providing background information otherwise collected during the previous interview. All incentives will be promised rather than prepaid for the full-scale study. Additional modifications to the full-scale study include the omission of the open-ended question response format and the revisions to difficult items.

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# Appendix A
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# Appendix B
# Data Elements

## Data Elements

**A. Current enrollment or completion status (at time of interview)**

1. Still enrolled as undergraduate
   a. Enrolled at NPSAS or last reported institution
   b. Enrolled at another institution
2. Not currently enrolled as undergraduate
   a. Enrolled anywhere since July 2005
      - Completed a program since July 2005
        - Type of certificate/degree earned
        - Date awarded (MMYYYY)
        - Institution that awarded degree
      - Did not complete a program
        - Last institution attended
        - Date last enrolled (MMYYYY)
        - Reasons for leaving
        - Primary reason for leaving
   b. Not enrolled anywhere since July 2005 *[skip sections B and C below]*

**B. Undergraduate enrollment history since July 2005**

1. Enrollment in 2005–06
   a. Enrolled at last school reported for 2004–05 (yes/no)
      - Months enrolled
      - Primarily full time or part time
   b. Enrolled at another school in 2005–06 (yes/no)
      - Name of institution and location (online coding of type)
      - Months enrolled
      - Primarily full time or part time
      - Transfer credits attempted/accepted
      - Reasons for enrolling here
2. Enrollment in 2006–07
   a. Enrolled at last school reported for 2005–06 (yes/no)
      - Months enrolled
      - Primarily full time or part time
   b. Enrolled at another school in 2006–07 (yes/no)
      - Name of institution and location (online coding of type)
      - Months enrolled
      - Primarily full time or part time
      - Transfer credits attempted/accepted
      - Reasons for enrolling here
3. Enrollment in 2007–08
   a. Enrolled at last school reported for 2006–07 (yes/no)
      - Months enrolled
      - Primarily full time or part time
   b. Enrolled at another school in 2006–07 (yes/no)
      - Name of institution and location (online coding of type)
      - Months enrolled
      - Primarily full time or part time
      - Transfer credits attempted/accepted
      - Reasons for enrolling here

**C. Characteristics of current or last undergraduate enrollment since July 2005**

1. Educational program characteristics
   a. Degree plans (certificate, associate's, bachelor's, none)
   b. Major /double major
      Changes in major
   c. Class level
   d. GPA
   e. Academic performance
      - Ever withdraw from courses after add/drop period
      - Ever get incomplete grades
      - Ever retake a course to raise grades
      - Ever been on academic probation
   f. Distance education courses
      - Earn any credits toward degree through distance education
      - Entire program through distance education
      - Any credits earned at other institutions
2. Residence, work and financial support
   a. Type of residence (on campus/off campus/with parents)
   b. Distance of school from home
   c. Working while enrolled (most current job)
      - Primary role: student or employee?
      - Participation in work study, internship, co-op
      - On/off campus job
      - Distance from school to work/ travel time
      - Number of days per week worked
      - Number of hours per week worked
      - Hourly/weekly earnings
      - Relationship of job to studies
      - Importance of job earnings in financing education
      - Main reason for working
   d. Financial support from parents (respondents under 30)
      - none
      - pay for tuition
      - pay for food or housing
      - provide money for other expenses

**D. Financial aid and undergraduate student loan debt**

1. Pell and SMART grants
   a. Received a Pell grant since July 2005
   b. Awareness of SMART grant requirements [skip if no Pell]
   c. Received SMART grants/ number of years
   d. Reason for only one SMART grant [skip if two]
   e. Change in major to qualify for SMART grant
2. Student loan debt
   a. Total amount borrowed in student loans (all undergraduate years)
   b. Total amount still owed
   c. Types of loans (federal, private, other)
   d. Reason for private loans if no other
   e. Currently repaying loans [if yes]
      - Amount of monthly payment
      - Are parents helping to repay loans? (respondents under 30)
      - [if no] Reasons not repaying (paid off/not required/deferred)
   f. Consider student loan debt a worthwhile investment (very much/somewhat/not at all)
   g. Student loan debt influence enrollment/career decisions
   If yes, how?

**D. Financial aid and undergraduate student loan debt—continued**

3. Supplementary data from outside sources:
   a. Financial aid application data (from CPS)
   b. Annual and cumulative federal student loan amounts (from NSLDS)
   c. Annual Pell grant amounts (from NSLDS)
   d. Annual Academic Competitiveness Grant (ACG) and SMART grant amounts (from NSLDS)
   e. Annual full-time tuition and student budgets (from IPEDS)

**E. Post-Bachelor/Graduate Education (BA recipients only)**

1. Type of post-BA enrollment
   a. Graduate degree program or post-BA certification
      - Type of degree or certification
      - Full time or part time
      - Date began (MMYYYY)
   b. Taking courses for credit, but not in a degree program
   c. Non-credit or continuing education courses
2. Post-BA financial aid
   a. Employer tuition reimbursement
   b. Assistantships
   c. Fellowships or scholarships
   d. Loans

**F. Employment – Respondents who are not currently enrolled**

1. Currently employed (yes/no)
2. [if yes] Description of relationship to job
   a. Searching for a career
   b. Starting a career
   c. Continuing in a career
   d. Advancing in a career
   e. In a temporary job
3. Current job characteristics (if employed)
   a. Number of hours worked per week
   b. Wages/salary
   c. Occupation and industry (online coding)
   d. Type of employer
   e. Held position or similar job
      - while enrolled
      - before enrolled
      - number of years in this or similar job
   f. Related to coursework/major (closely/somewhat/not)
   g. Related to career goals (closely/somewhat/not)
   h. Degree, certificate, or license required
   i. Was this first job after leaving school?
   j. Did school helped with job placement?
   k. Use of skills/equipment/software/technology (often/sometimes/never)
   l. Difficulty of doing job without courses taken (very/somewhat/not)
   m. Did education help advance in career? (great deal/somewhat/not)
   n. Did education prepare you to do a more demanding job? (yes/no)
4. Responsibilities (yes/no)
   a. Supervise work of others
   b. Participate in hiring/firing
   c. Participate in setting salaries
5. Satisfaction with aspects of the job (yes/no)
   a. Pay
   b. Fringe benefits
   c. Challenge of work
   d. Opportunities for promotion
   e. Opportunities to use training/education
   f. Job security
   g. Opportunities for further training/education
   h. Overall satisfaction

**F. Employment – Respondents who are not currently enrolled—Continued**

6. Licenses and certification held
7. Unemployment spells of more than 3 months since end of enrollment
   a. If yes, how many times
   b. Longest period of unemployment
8. If not currently employed:
   a. Looking for a job
   b. Receiving unemployment insurance
   c. Date last employed after leaving school

**G. Current demographics**

1. Household composition (live alone/spouse or partner/parents or in-laws/siblings/other relatives/roommate)
2. Respondent's current marital status (single, never married/married/separated/divorced/ widowed)
3. Respondents under 30:
   a. Parent's marital status
   b. Estimated parental income
4. Number of dependent children
   a. Age of youngest and oldest child
5. Annual income
   a. Own earnings
   b. Spouse's earnings
   c. Income from other sources
      - TANF
      - Social security
      - Disability or worker's compensation
      - Food stamps
      - Child support
6. Spouse's level of education
7. Spouse currently enrolled in school (full time/part time)
8. Amount of spouse's student loans
   a. Spouse's monthly repayment amount
9. Monthly payments
   a. Rent or mortgage
   b. Auto loan or lease
10. Number of credit cards
    a. Usually payoff or carry balance
    b. Current outstanding balance on credit cards

**H. Civic participation**

1. Current citizenship
2. Voting (if citizen)
   a. Registered to vote
   b. Voted in the last presidential (general) election
3. Volunteering
   a. Voluntary activities in last 12 months
   b. Type of activities
   c. Hours per month
   d. Reasons for participating
   e. Benefits of volunteering

**I. Disabilities (BPS:96/01 items)**

1. Do you have any long-lasting physical or mental condition that substantially limits one or more of your major life activities?
2. Specify the condition that substantially limits physical activities

**J. Personal goals and assessment of education**

1. Highest level of education ever expected
2. Plans to pursue a teaching career
3. Importance of the following
   a. Being a community leader
   b. Being financially well-off
   c. Having children
   d. Influencing political structure
   e. Leisure time
   f. Living close to relatives
   g. Moving away from hometown
   h. Steady work
4. Would make the same choices in institution and course of study again (yes/maybe/no/don't know)
5. Were benefits of education in terms of work and pay worth the cost and time spent on your education (very much/somewhat/not at all/don't know)

# Appendix C
# Facismilie of Field Test Instrument

Section B: Enrollment History ..... C-3
Section C: Enrollment Characteristics ..... C-12
Section D: Employment ..... C-48
Section E: Background ..... C-74

The BPS:04/09 instrument maintained consistent section headings with the BPS:04/06 instrument. Section A in the BPS:04/06 instrument was the eligibility section and was not necessary for this field test therefore was not included in the BPS:04/09 instrument.

## Section B: Enrollment History

### MBANY

*Enrolled at any school since July 2005*
To begin, we would like to collect information on your enrollment since July 1, 2005. Have you enrolled at any school since July 1, 2005?
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

### MBCHECK

*Expect to enroll at any school before July 2008*
Do you expect to enroll for classes or in a degree/ certificate program at any school before July 1, 2008?
0 = No
1 = Yes
*Applies to: Respondents who had not been enrolled at any school between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

### MBSCH01

*School 1: name*
[if MBCHECK = 1]
What is the name of the school at which you plan to enroll before July 1, 2008?
[else]
What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?
*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

### MBIPED01

*School 1: IPEDS ID*
[if MBCHECK = 1]
What is the name of the school at which you plan to enroll before July 1, 2008?
[else]
What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?
*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

### MBCT01

*School 1: city*
[if MBCHECK = 1]
What is the name of the school at which you plan to enroll before July 1, 2008?
[else]
What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?
*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

### MBST01

*School 1: state*
[if MBCHECK = 1]
What is the name of the school at which you plan to enroll before July 1, 2008?
[else]
What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?

1 = Alabama
2 = Alaska
3 = Arizona
4 = Arkansas
5 = California
6 = Colorado
7 = Connecticut
8 = Delaware
9 = District of Columbia
10 = Florida
11 = Georgia
12 = Hawaii
13 = Idaho
14 = Illinois
15 = Indiana
16 = Iowa
17 = Kansas
18 = Kentucky
19 = Louisiana
20 = Maine
21 = Maryland
22 = Massachusetts
23 = Michigan
24 = Minnesota
25 = Mississippi
26 = Missouri
27 = Montana
28 = Nebraska
29 = Nevada
30 = New Hampshire
31 = New Jersey
32 = New Mexico
33 = New York
34 = North Carolina
35 = North Dakota
36 = Ohio
37 = Oklahoma
38 = Oregon
39 = Pennsylvania
40 = Rhode Island
41 = South Carolina
42 = South Dakota
43 = Tennessee
44 = Texas
45 = Utah
46 = Vermont
47 = Virginia
48 = Washington
49 = West Virginia
50 = Wisconsin
51 = Wyoming
52 = Puerto Rico
54 = American Samoa
55 = Guam
56 = Fed State Micronesia
57 = Marshall Islands
58 = Northern Mariana Isl
59 = Palau
60 = Virgin Islands
63 = Foreign Country

*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBLEVL01

*School 1: level*
[if MBCHECK = 1]
What is the name of the school at which you plan to enroll before July 1, 2008?
[else]
What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?

1 = 4-year
2 = 2-year
3 = Less-than-2-year

*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBCTRL01

*School 1: control*
[if MBCHECK = 1]
What is the name of the school at which you plan to enroll before July 1, 2008?
[else]
What is the name of the school at which you were most recently enrolled between July 1, 2005 and June 30, 2008?

1 = Public
2 = Private not-for-profit
3 = Private for-profit

*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBCREN01

*School 1: current enrollment*
Are you currently enrolled at [MBSCH01]?
If you are on break for the summer, but will be returning in the fall, please answer, "Yes."

0 = No
1 = Yes

*Applies to: Respondents who were enrolled between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MBETYP01

*School 1: enrollment type*
[if MBCHECK = 1]
At [MBSCH01], will you be primarily enrolled to earn a degree or certificate, or will you just be taking classes?
[else if TLCREN01 = 1]
At [MBSCH01], are you primarily enrolled to earn a degree or certificate, or are you just taking classes?
[else]
At [MBSCH01], were you primarily enrolled to earn a degree or certificate, or were you just taking classes?

1 = Enrolled in a degree or certificate program
2 = Taking classes for credit but not enrolled in a degree or certificate program
3 = Taking classes for recreation or personal enrichment

*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBCLST01

*School 1: undergraduate or graduate level classes*
[if MBCHECK = 1]
Will you be mainly taking undergraduate or graduate level classes at [MBSCH01]?
[else if TLCREN01 = 1]
Are you mainly taking undergraduate or graduate level classes at [MBSCH01]?
[else]
Were you mainly taking undergraduate or graduate level classes at [MBSCH01]?

1 = Mainly undergraduate
2 = Mainly graduate
3 = Equal mix of undergraduate and graduate

*Applies to: Respondents who were enrolled only for classes between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBDEG01

*School 1: type of degree or certificate*
[if TLADEG01 ne 1 and MBCHECK = 1]
What degree or certificate do you expect from [MBSCH01]? (If you expect to receive multiple degrees/certificates that will not be awarded at the same time, please tell us about only one of the them now. You will have an opportunity to tell us about other degrees and certificates later.)
[else if TLADEG01 ne 1 and TLCREN01 = 1]
What degree or certificate do you expect from [MBSCH01]? (If you expect to receive multiple degrees/certificates that will not be awarded at the same time, please tell us about only one of them now. You will have an opportunity to tell us about other degrees and certificates later.)
[else if TLADEG01 ne 1]
What degree or certificate did you earn or expect to earn from [MBSCH01]? (If you were working on multiple degrees/certificates that were not awarded at the same time, please tell us about only one of the them now. You will have an opportunity to tell us about other degrees and certificates later.)
[else]
What degree or certificate did you earn or expect to earn from [MBSCH01]?

2 = Undergraduate certificate or diploma (occupational or technical program)
3 = Associate's degree
4 = Bachelor's degree--4 year program
5 = Bachelor's degree--5 year program
6 = Post baccalaureate certificate
8 = Master's degree
9 = Post master's certificate
10 = Professional degree
11 = Doctoral degree
12 = Earned or expect to earn more than one degree at the same time from [MBSCH01]

*Applies to: Respondents who were enrolled in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBCMA01

*School 1 combined degrees: undergraduate certificate or diploma*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Undergraduate certificate or diploma (occupational or technical program)

0 = No
1 = Yes

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMB01

*School 1 combined degrees: associate's degree*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Associate's degree

0 = No
1 = Yes

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMC01

*School 1 combined degrees: 4-year bachelor's degree*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Bachelor's degree--4 year program

0 = No
1 = Yes

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMD01

*School 1 combined degrees: 5-year bachelor's degree*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Bachelor's degree--5 year program

0 = No
1 = Yes

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCME01

*School 1 combined degrees: post-baccalaureate certificate*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Post baccalaureate certificate
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMF01

*School 1 combined degrees: master's degree*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Master's degree
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMG01

*School 1 combined degrees: post-master's certificate or diploma*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Post master's certificate
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMH01

*School 1 combined degrees: professional degree*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Professional degree (only includes the following programs: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, divinity, theology, or veterinary medicine)
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBCMI01

*School 1 combined degrees: doctoral degree*
[if TLCREN01 = 1 or MBCHECK = 1]
What degrees do you expect to earn at the same time from [MBSCH01]?
[else]
What degrees did you earn or expect to earn at the same time from [MBSCH01]?
Doctoral degree
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and earned or expected to earn multiple degrees at the same time from [MBSCH01].*
Sources: BPS:04/09 field test student interview

## MBEN501

*School 1: enrollment intensity in 2005*
[if MBETYP01 = 1 and MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your [TLDEG01], will you be mainly a full-time or part-time student, or an equal mix of both?
[else if MBETYP01 = 1 and TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your [TLDEG01], have you been mainly a full-time or part-time student, or an equal mix of both?
[else if MBETYP01 = 1] For the period of time you were enrolled at [MBSCH01] for your [TLDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else if MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your classes, will you be mainly a full-time or part-time student, or an equal mix of both?
[else if TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your classes, have you been mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [MBSCH01] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2005
1 = Full-time
2 = Part-time
3 = Equal mix of full-time and part-time
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2005.*
Sources: BPS:04/09 field test student interview

## MBEN601

*School 1: enrollment intensity in 2006*
[if MBETYP01 = 1 and MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your [TLDEG01], will you be mainly a full-time or part-time student, or
an equal mix of both?
[else if MBETYP01 = 1 and TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your [TLDEG01], have you been mainly a full-time or part-time student, or an equal mix of both?
[else if MBETYP01 = 1]
For the period of time you were enrolled at [MBSCH01] for your [TLDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else if MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your classes, will you be mainly a full-time or part-time student, or an equal mix of both?
[else if TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your classes, have you been mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [MBSCH01] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2006
1 = Full-time
2 = Part-time
3 = Equal mix of full-time and part-time
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2006.*
Sources: BPS:04/09 field test student interview

## MBEN701

*School 1: enrollment intensity in 2007*
[if MBETYP01 = 1 and MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your [TLDEG01], will you be mainly a full-time or part-time student, or an equal mix of both?
[else if MBETYP01 = 1 and TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your [TLDEG01], have you been mainly a full-time or part-time student, or
an equal mix of both?
[else if MBETYP01 = 1]
For the period of time you were enrolled at [MBSCH01] for your [TLDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else if MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your
classes, will you be mainly a full-time or part-time student, or an equal mix of both?
[else if TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your classes, have you been mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [MBSCH01] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2007
1 = Full-time
2 = Part-time
3 = Equal mix of full-time and part-time
*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2007.*
Sources: BPS:04/09 field test student interview

## MBEN801

*School 1: enrollment intensity in 2008*
[if MBETYP01 = 1 and MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your [TLDEG01], will you be mainly a full-time or part-time student, or an equal mix of both?
[else if MBETYP01 = 1 and TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your [TLDEG01], have you been mainly a full-time or part-time student, or an equal mix of both?
[else if MBETYP01 = 1]
For the period of time you were enrolled at [MBSCH01] for your [TLDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else if MBCHECK = 1]
For the period of time you will be enrolled at [MBSCH01] for your classes, will you be mainly a full-time or part-time student, or an equal mix of both?
[else if TLCREN01 = 1]
For the period of time you have been enrolled at [MBSCH01] for your classes, have you been mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [MBSCH01] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2008

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

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2008.*
Sources: BPS:04/09 field test student interview

## MBERN01

*School 1: earned degree or certificate*
Have you completed your program of study and received your [TLDEG01] from [MBSCH01]?

0 = No, I have not completed my [TLDEG01]
1 = Yes, I completed my [TLDEG01]

*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview but not currently enrolled.*
Sources: BPS:04/09 field test student interview

## MBEXP01

*Expect to receive degree or certificate from school 1 before July 2008*
Do you expect to receive your [TLDEG01] from [MBSCH01] before July 2008?

0 = No, I do not expect to earn my [TLDEG01] before July 2008
1 = Yes, I expect to earn my [TLDEG01] before July 2008

*Applies to: Respondents who were enrolled in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBDEM01

*Month degree will be awarded from school 1*
In what month before July 2008 do you expect to earn your [TLDEG01] from [MBSCH01]?

1 = March
2 = April
3 = May
4 = June

*Applies to: Respondents who were enrolled in a degree program between July 2005 and June 2008 and expected to complete their degree before July 2008.*
Sources: BPS:04/09 field test student interview

## MBDGMY01

*Date degree awarded from school 1*
In what month and year was your [TLDEG01] awarded by [MBSCH01]?
*Applies to: Respondents who completed a degree program between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MBTNS01

*Attempt to transfer credits from another institution to school 1*
Did you attempt to transfer any credits to [MBSCH01] from another college or university for your [TLDEG01]?

0 = No
1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBTRNC01

*Transfer credits accepted by school 1 from another institution*
Were all, some, or none of those credits accepted?

0 = None
1 = Some
2 = All

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and attempted to transfer credits.*
Sources: BPS:04/09 field test student interview

## MBRNA01

*Reason for attending school 1: earn a degree or certificate*
[if MBETYP01 ne 1]
Which of the following, if any, would you consider to be your main reason(s) for choosing to enroll at [MBSCH01] for classes?
[else]
Which of the following, if any, would you consider to be your main reason(s) for choosing to attend [MBSCH01] for your [TLDEG01]?
Earn a degree or certificate
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBRNB01

*Reason for attending school 1: prepare for transfer*
[if MBETYP01 ne 1]
Which of the following, if any, would you consider to be your main reason(s) for choosing to enroll at [MBSCH01] for classes?
[else]
Which of the following, if any, would you consider to be your main reason(s) for choosing to attend [MBSCH01] for your [TLDEG01]?
Prepare for transfer to a 4-year school
0 = No
1 = Yes
*Applies to: Respondents who were enrolled at a 2-year or less-than-2-year school as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBRNC01

*Reason for attending school 1: earn credits*
[if MBETYP01 ne 1]
Which of the following, if any, would you consider to be your main reason(s) for choosing to enroll at [MBSCH01] for classes?
[else]
Which of the following, if any, would you consider to be your main reason(s) for choosing to attend [MBSCH01] for your [TLDEG01]?
Earn course credits needed for a program at a different school
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBRND01

*Reason for attending school 1: gain job skills*
[if MBETYP01 ne 1]
Which of the following, if any, would you consider to be your main reason(s) for choosing to enroll at [MBSCH01] for classes?
[else]
Which of the following, if any, would you consider to be your main reason(s) for choosing to attend [MBSCH01] for your [TLDEG01]?
Gain job or occupational skills
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBRNE01

*Reason for attending school 1: self-improvement*
[if MBETYP01 ne 1]
Which of the following, if any, would you consider to be your main reason(s) for choosing to enroll at [MBSCH01] for classes?
[else]
Which of the following, if any, would you consider to be your main reason(s) for choosing to attend [MBSCH01] for your [TLDEG01]?
Take courses for recreation, self-improvement or personal interest
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBRNF01

*Reason for attending school 1: courses for graduate school*
[if MBETYP01 ne 1]
Which of the following, if any, would you consider to be your main reason(s) for choosing to enroll at [MBSCH01] for classes?
[else]
Which of the following, if any, would you consider to be your main reason(s) for choosing to attend [MBSCH01] for your [TLDEG01]?
Take courses in preparation for graduate school
0 = No
1 = Yes
*Applies to: Respondents who were enrolled at a 4-year school as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBERN201

*Enrolled at school 1 for other degree, certificate, or coursework*
[if MBETYP01 = 1]
Since July of 2005, have you earned or been enrolled at [MBSCH01] for any other degrees/certificates or been enrolled there for coursework not related to your [TLDEG01]?
[else]
Since July of 2005, did you earn or were you enrolled at [MBSCH01] for any other degrees/certificates or been enrolled there for
coursework not related to these classes?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBPLAN01

*School 1: enrollment plans for the 2008-2009 school year*
Do you plan to enroll at [MBSCH01] at any time during the 2008-2009 school year (July 1, 2008 to June 30, 2009)?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MBCMP01

*Completed at least 2 courses at school 1*
Before leaving [MBSCH01], had you completed at least two courses with a passing grade?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Recode note: If MBETYP01 = 1 and (MBERN01 = 1 or MBEXP01 = 1) then MBCMP01 = 1
Sources: BPS:04/09 field test student interview

## MBLVA01

*Left school 1: academic problems*
Why did you decide to leave [MBSCH01]?
Academic problems
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVB01

*Left school 1: class unavailable/schedule inconvenient*
Why did you decide to leave [MBSCH01]?
Classes not available or scheduling not convenient
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVC01

*Left school 1: dissatisfied with program/school/faculty*
Why did you decide to leave [MBSCH01]?
Dissatisfaction with program, school, campus, or faculty
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVD01

*Left school 1: financial reasons*
Why did you decide to leave [MBSCH01]?
Financial reasons
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVE01

*Left school 1: family responsibilities*
Why did you decide to leave [MBSCH01]?
Family responsibilities
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVF01

*Left school 1: personal reasons*
Why did you decide to leave [MBSCH01]?
Personal reasons
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVG01

*Left school 1: finished taking desired classes*
Why did you decide to leave [MBSCH01]?
Finished taking desired classes
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

**MBLVH01**

*Left school 1: called for military service*
Why did you decide to leave [MBSCH01]?
Called for military service
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVI01

*Left school 1: involuntary withdrawal or suspension*
Why did you decide to leave [MBSCH01]?
Involuntary withdrawal or suspension
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVX01

*Left school 1: other reasons*
Why did you decide to leave [MBSCH01]?
Another reason not listed
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year.*
Sources: BPS:04/09 field test student interview

## MBLVS01

*Left school 1: other specify*
Why did you decide to leave [MBSCH01]?
Please specify:
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete their degree before July 2008, and were not currently enrolled nor had plans to enroll for the 2008-2009 school year, and indicated other.*
Sources: BPS:04/09 field test student interview

## MBMNL01

*Left school 1: main reason*
What was your main reason for leaving [MBSCH01]?
1 = Academic problems
2 = Classes not available or scheduling not convenient
3 = Dissatisfaction with program, school, campus, or faculty
4 = Financial reasons
5 = Family responsibilities
6 = Personal reasons
7 = Finished taking desired classes
8 = Called for military service
9 = Involuntary withdrawal or suspension
10 = Another reason not listed
*Applies to: Respondents who were enrolled in a degree program between July 2005 and the time of the interview, had not completed nor expected to complete the degree before July 2008, were not currently enrolled nor had plans to enroll for the 2008-2009 school year, and chose more than one reason for leaving [MBSCH01], but did not choose involuntary withdrawal/suspension.*
Sources: BPS:04/09 field test student interview

## MBENR01

*Enrollment at school 2*
Have you enrolled at any other schools besides [MBSCH01] since July 1, 2005?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

# Section C: Enrollment Characteristics

## MCCLSBA

*Type of class: radio: business*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Business
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBB

*Type of class: radio: health*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Health
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBC

*Type of class: radio: education*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Education (teacher training)
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBD

*Type of class: radio: engineering and engineering technology*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Engineering and Engineering Technology
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBE

*Type of class: radio: computer and informational sciences*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Computer and Informational Sciences
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBF

*Type of class: radio: social sciences*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Social Sciences
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBG

*Type of class: radio: natural sciences and mathematics*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Natural Sciences and Mathematics
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBH

*Type of class: radio: arts and humanities*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Arts and Humanities
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBI

*Type of class: radio: communications*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Communications
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBJ

*Type of class: radio: vocational programs*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Vocational Programs
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBK

*Type of class: radio: university transfer*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
University Transfer
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBL

*Type of class: radio: general education*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
General Education
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSBX

*Type of class: radio: other*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Other subject area(s) not listed
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLST2

*Type of class: radio: other specify*
[if TCURENUG = 0]
Please specify what other subject area(s) you were taking classes in when you were last enrolled as an undergraduate at [TSCHUG].
[else if TCURENUG = 1]
Please specify what other subject area(s) you have been taking classes in at [TSCHUG].
[else]
Please specify what other subject area(s) you will be taking classes in at [TSCHUG].
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the radio button version of this form and chose other type of class.*
Sources: BPS:04/09 field test student interview

## MCCLTYA

*Type of class: checkbox: business*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Business
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYB

*Type of class: checkbox: health*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Health
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYC

*Type of class: checkbox: education*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Education (teacher training)
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYD

*Type of class: checkbox: engineering and engineering technology*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Engineering and Engineering Technology
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYE

*Type of class: checkbox: computer and informational sciences*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Computer and Information Sciences
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYF

*checkbox: social sciences*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Social Sciences
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYG

*Type of class: checkbox: natural sciences and mathematics*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Natural Sciences and Mathematics
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYH

*Type of class: checkbox: arts and humanities*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Arts and Humanities
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYI

*Type of class: checkbox: communications*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Communications
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYJ

*Type of class: checkbox: vocational programs*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Vocational Programs
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYK

*Type of class: checkbox: university transfer*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
University Transfer
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYL

*Type of class: checkbox: general education*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
General Education
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYX

*Type of class: checkbox: other*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Other subject area(s) not listed
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLTYS

*Type of class: checkbox: other specify*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Please specify:
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the checkbox version of this form and chose other type of class.*
Sources: BPS:04/09 field test student interview

## MCCLT01

*Type of class 1: text box*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG] as an undergraduate? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)
[else]
What subject areas will you be taking classes in at [TSCHUG]? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and were administered the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLD01

*Type of class 1: self-coded drop downs*
How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)

1 = Business
2 = Health
3 = Education (teacher training)
4 = Engineering and Engineering Technology
5 = Computer and Informational Sciences
6 = Social Sciences
7 = Natural Sciences and Mathematics
8 = Arts and Humanities
9 = Communications
10 = Vocational Programs
11 = University Transfer
12 = Other

*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008, and provided at least one response to the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MCCLSTA

*Type of class: combined: business*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Business

0 = Not business class
1 = Yes, business class

*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTB

*Type of class: combined: health*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Health

0 = Not health classes
1 = Yes, health classes

*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTC

*Type of class: combined: education*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Education (teacher training)

0 = Not education classes
1 = Yes, education classes

*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTD

*Type of class: combined: engineering and engineering technology*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Engineering and Engineering Technology
0 = Not engineering classes
1 = Yes, engineering classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTE

*Type of class: combined: computer and informational sciences*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Computer and Informational Sciences
0 = Not computer science classes
1 = Yes, computer science classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTF

*Type of class: combined: social sciences*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Social Sciences
0 = Not social science classes
1 = Yes, social science classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTG

*Type of class: combined: natural sciences and mathematics*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Natural Sciences and Mathematics
0 = Not sciences/mathematics classes
1 = Yes, sciences/mathematics classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTH

*Type of class: combined: arts and humanities*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Arts and Humanities
0 = Not arts and humanities classes
1 = Yes, arts and humanities classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTI

*Type of class: combined: communications*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Communications
0 = Not communications classes
1 = Yes, communications classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTJ

*Type of class: combined: vocational programs*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Vocational Programs
0 = Not vocational programs
1 = Yes, vocational programs
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTK

*Type of class: combined: university transfer*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
University Transfer
0 = Not university transfer classes
1 = Yes, university transfer classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTL

*Type of class: combined: general education*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
General Education
0 = Not general education classes
1 = Yes, general education classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTX

*Type of class: combined: other*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled as an undergraduate at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Other subject area(s) not listed
0 = No other classes
1 = Yes, other classes
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCCLSTS

*Type of class: combined: other specify*
[if TCURENUG = 0]
What subject areas were you taking classes in when you were last enrolled at [TSCHUG]?
[else if TCURENUG = 1]
What subject areas have you been taking classes in at [TSCHUG]?
[else]
What subject areas will you be taking classes in at [TSCHUG]?
Please specify:
*Applies to: Respondents who were enrolled as an undergraduate not in a degree program between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCDBLMAJ

*Major declared or undeclared for non-degree recipients*
[if TCURENUG in (1 2)]
Have you declared a major at [TSCHUG]?
[else]
Had you declared a major when you were last enrolled as an undergraduate at [TSCHUG] for your [TDGTYPUG]?
0 = Not in a degree program
1 = Yes, declared a major
2 = Yes, declared a double major
3 = No
*Applies to: Respondents who were enrolled in an associate's or bachelor's degree program but did not complete their degree between July 2005 and June 2008.*
Recode note: If TENRTPUG in (2 3) then MCDBLMAJ = 0
Sources: BPS:04/09 field test student interview

## MCDEGMAJ

*Double major for degree recipients*
Did you have a double major when you earned your [TDGTYPUG] from [TSCHUG]?
0 = No
1 = Yes
*Applies to: Respondents who completed an associate's or bachelor's degree program between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCMAJ1

*Primary major: string*
[if TCURENRUG = 0]
What was your [{if MCDBLMAJ = 2 or MCDEGMAJ = 1} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENRUG = 1]
What is your [{if MCDBLMAJ = 2} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else]
What will be your [{if MCDBLMAJ = 2} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*
Recode note: 1) If TENRTPUG in (2 3) then MCMAJ1 = "NOT IN A DEGREE PROGRAM" 2)If MCDBLMAJ = 3 then MCMAJ1 = "UNDECLARED"
Sources: BPS:04/09 field test student interview

## MCMJ1GEN

*Primary major: general code*
[if TCURENRUG = 0]
What was your [{if MCDBLMAJ = 2 or MCDEGMAJ = 1} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENRUG = 1]
What is your [{if MCDBLMAJ = 2} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else]
What will be your [{if MCDBLMAJ = 2} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?

1 = Agriculture/natural resources/related
2 = Architecture and related services
3 = Area/ethnic/cultural/gender studies
4 = Arts--visual and performing
5 = Biological and biomedical sciences
6 = Business/management/marketing/related
7 = Communication/journalism/comm. tech
8 = Computer/info sciences/support tech
9 = Construction trades
10 = Education
11 = Engineering technologies/technicians
12 = English language and literature/letters
13 = Family/consumer sciences, human sciences
14 = Foreign languages/literature/linguistics
15 = Health professions/clinical sciences
16 = Legal professions and studies
17 = Library science
18 = Mathematics and statistics
19 = Mechanical/repair technologies/techs
20 = Multi/interdisciplinary studies
21 = Parks/recreation/leisure/fitness studies
22 = Precision production
23 = Personal and culinary services
24 = Philosophy, religion & theology
25 = Physical sciences
26 = Psychology
27 = Public administration/social services
28 = Science technologies/technicians
29 = Security & protective services
30 = Social sciences and history (except psychology)
31 = Transportation & materials moving
32 = Other
33 = Liberal arts and sciences
98 = Not in a degree program
99 = Undeclared

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*
Recode note: 1) If TENRTPUG in (2 3) then MCMJ1GEN = 98 2) If MCDBLMAJ = 3 then MCMJ1GEN = 99
Sources: BPS:04/09 field test student interview

## MCMJ1SPE

*Primary major: specific code*
[if TCURENRUG = 0]
What was your [{if MCDBLMAJ = 2 or MCDEGMAJ = 1} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENRUG = 1]
What is your [{if MCDBLMAJ = 2} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else]
What will be your [{if MCDBLMAJ = 2} primary] major or field of study for your [TDGTYPUG] at [TSCHUG]?

98 = Not in a degree program
99 = Undeclared
101 = Agriculture and related sciences
102 = Natural resources and conservation
201 = Architecture
202 = City/urban, community, and regional planning
203 = Drafting/design engineering technologies/technicians
204 = Architecture, planning, and related services, other
301 = Area, ethnic, cultural, and gender studies
401 = Art history, criticism & conservation
402 = Design & applied arts
403 = Drama/theatre arts and stagecraft
404 = Fine and studio art
405 = Music, general
406 = Music history, literature, and theory
407 = Visual and performing arts, other
408 = Commercial and advertising art
409 = Dance
410 = Film/video and photographic arts
411 = Crafts/craft design, folk art and artisanry
501 = General biology
502 = Biochem/biophysics/molecular biology
503 = Botany/plant biology
504 = Genetics
505 = Microbiological sciences & immunology

506 = Physiology, pathology & related sciences
507 = Zoology/animal biology
508 = Biological and biomedical sciences
509 = Biological and physical sciences
510 = Systems science and theory
511 = Biopsychology [main CIP is Multidisc
512 = Biological & biomedical sciences, other
517 = Ecology, Evolution, Systematics and Population Biology
601 = Accounting and related services
602 = Business administration, management and operations
603 = Business operations support and assistant services
604 = Finance and financial management services
605 = Human resources management and services
606 = Marketing
607 = Business, management, marketing, and related support services,other
608 = Management information systems and services
609 = Real estate
610 = Hospitality Administration/Management
701 = Communication and media studies
702 = Communication technologies
703 = Journalism
704 = Communication/journalism/comm. tech, other
801 = Computer/information technology administration and management
802 = Computer programming
803 = Computer science
804 = Computer software and media applications
805 = Computer systems analysis
806 = Computer systems networking and telecommunications
807 = Data entry/microcomputer applications
808 = Data processing
809 = Information science/studies
810 = Computer and information sciences and support services, other
811 = Computer and information sciences
901 = Construction trades
1001 = Curriculum and instruction
1002 = Educational administration and supervision
1003 = Educational/instructional media design
1004 = Special education and teaching
1005 = Student counseling and personnel services
1006 = Education, other
1007 = Teacher education: Early childhood education and teaching
1008 = Teacher education: Elementary education and teaching
1009 = Teacher education: Secondary education and teaching
1010 = Teacher education: Adult and continuing education and teaching
1011 = Teacher education: Specific levels, other
1012 = Teacher education: Specific subject areas
1013 = Bilingual, multilingual, and multicultural education
1014 = Ed assessment. evaluation, and research
1015 = Higher education/higher education administration
1016 = Teaching assistant/aide
1017 = Childcare provider/assistant
1018 = Physical education teaching and coaching
1019 = Education, other
1020 = English/language arts teacher education
1022 = Mathematics teacher education
1024 = Social studies teacher education
1025 = Biology teacher education
1026 = Chemistry teacher education
1027 = History teacher education
1101 = Biomedical/medical engineering
1102 = Chemical engineering
1103 = Civil engineering
1104 = Computer engineering
1105 = Electrical, electronics and communications engineering
1106 = Engineering technologies/technicians
1107 = Environmental/environmental health engineering
1108 = Mechanical engineering
1109 = Engineering, other
1115 = Construction engineering
1201 = Creative writing
1202 = American literature
1203 = English literature
1204 = English language and literature/letters, others
1301 = Family and consumer sciences/human sciences
1302 = Family and consumer sciences/human sciences, general
1303 = Child care and support services management
1304 = Child care provider/assistant (also under Education)
1305 = Apparel and textiles
1306 = Family and consumer sciences/human sciences, other
1401 = Romance languages, literatures, and linguistics
1402 = Spanish language and literature
1403 = Foreign languages/literature/linguistics, other
1408 = Chinese language and literature
1501 = Health services/allied health/health sciences, general
1502 = Alternative/complementary medicine/sys
1503 = Chiropractic
1504 = Audiology/audiologist & hearing sciences
1505 = Clinical/medical lab science/allied
1506 = Dental support services/allied
1507 = Dentistry
1508 = Health & medical administrative services
1509 = Health/medical services/allied health
1510 = Health/medical technicians/technologists

1511 = Health/medical preparatory programs
1512 = Medicine, including psychiatry
1513 = Mental/social health services and allied
1514 = Clinical pastoral counseling/patient counseling
1515 = Nursing/registered (RN, ASN, BSN, MSN)
1516 = Nursing science (MS, PhD)
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1518 = Nurse/nursing assistant/aide and patient care assistant
1519 = Optometry
1520 = Osteopathic medicine/osteopathy
1521 = Pharmacy/pharmaceutical sciences/admin
1522 = Podiatric medicine/podiatry
1523 = Public health
1524 = Rehabilitation & therapeutic professions
1525 = Veterinary medicine
1526 = Health aides/attendants/orderlies
1527 = Dietetics and clinical nutrition services
1528 = Health /related clinical services, other
1601 = Law
1602 = Legal support services
1603 = General undergraduate legal studies including pre-law
1604 = Legal professions and studies, other
1701 = Library science
1801 = Mathematics
1802 = Statistics
1803 = Mathematics and statistics, other
1901 = Electrical/electronics maintenance and repair technology
1902 = Heating, air conditioning, ventilation and refrigeration maintenance
1903 = Vehicle maintenance and repair technologies
1904 = Mechanical/repair technologies/techs, other
2001 = Biological and physical sciences
2002 = Systems science and theory
2003 = Biopsychology
2004 = Multi/interdisciplinary studies, other
2009 = Neuroscience
2101 = Parks, recreation and leisure studies
2102 = Health and physical education/fitness
2201 = Precision metal working
2202 = Woodworking
2203 = Precision production, other
2301 = Cosmetology and related personal grooming services
2302 = Funeral service and mortuary science
2303 = Culinary arts and related services
2304 = Personal and culinary services, other
2401 = Philosophy
2402 = Religion/religious studies
2403 = Theology and religious vocations
2501 = Astronomy & astrophysics
2502 = Atmospheric sciences and meteorology
2503 = Chemistry
2504 = Geological & earth sciences/geosciences
2505 = Physics
2506 = Biological and physical science [main CIP is Multidisc]
2507 = Systems science and theory [main CIP is Multidisc]
2508 = Physical sciences, other
2601 = Behavioral psychology
2602 = Clinical psychology
2603 = Education/school psychology
2604 = Psychology, other
2605 = Biopsychology
2701 = Public administration
2702 = Social work
2703 = Public administration and social service professions, other
2801 = Biology technician/biotechnology laboratory technician
2802 = Nuclear and industrial radiologic technologies/technicians
2803 = Physical science technologies/technicians
2804 = Science technologies/technician, other
2808 = Electrical engineering technologies
2810 = Environmental control technologies
2812 = Industrial production technologies
2818 = Computer engineering technologies
2901 = Criminal justice and corrections
2902 = Fire protection
2903 = Security and protective services, other
3001 = Anthropology
3002 = Archeology
3003 = Criminology
3004 = Demography & population studies
3005 = Economics
3006 = Geography & cartography
3007 = History
3008 = International relations & affairs
3009 = Political science and government
3010 = Sociology
3011 = Urban studies/affairs
3012 = Social sciences, other (except psychology)
3101 = Transportation & materials moving
3102 = Air transportation
3103 = Ground transportation
3104 = Transportation & materials moving, other
3201 = Other
3301 = Liberal arts and sciences, general studies and humanities

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*

Recode note: If TENRTPUG in (2 3) then MCMJ1SPE = 98

If MCDBLMAJ = 3 then MCMJ1SPE = 99

Sources: BPS:04/09 field test student interview

## MCMAJ2

*Secondary major: string*
[if TCURENUG = 0]
What was your secondary undergraduate major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 1]
What is your current secondary major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 2]
What will be your current secondary major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else]
What is your secondary major or field of study?
*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared a double major.*
Recode note: 1) If TENRTPUG in (2 3) then MCMAJ2 = "Not in a degree program"
2) If MCDBLMAJ = 3 then MCMAJ2 = "Undeclared"
Sources: BPS:04/09 field test student interview

## MCMJ2GEN

*Secondary major: general code*
[if TCURENUG = 0]
What was your secondary undergraduate major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 1]
What is your current secondary major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 2]
What will be your current secondary major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else]
What is your secondary major or field of study?

1 = Agriculture/natural resources/related
2 = Architecture and related services
3 = Area/ethnic/cultural/gender studies
4 = Arts--visual and performing
5 = Biological and biomedical sciences
6 = Business/management/marketing/related
7 = Communication/journalism/comm. tech
8 = Computer/info sciences/support tech
9 = Construction trades
10 = Education
11 = Engineering technologies/technicians
12 = English language and literature/letters
13 = Family/consumer sciences, human sciences
14 = Foreign languages/literature/linguistics
15 = Health professions/clinical sciences
16 = Legal professions and studies
17 = Library science
18 = Mathematics and statistics
19 = Mechanical/repair technologies/techs
20 = Multi/interdisciplinary studies
21 = Parks/recreation/leisure/fitness studies
22 = Precision production
23 = Personal and culinary services
24 = Philosophy, religion & theology
25 = Physical sciences
26 = Psychology
27 = Public administration/social services
28 = Science technologies/technicians
29 = Security & protective services
30 = Social sciences and history (except psychology)
31 = Transportation & materials moving
32 = Other
98 = Not in a degree program
99 = Undeclared

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared a double major.*
Recode note: 1) If TENRTPUG in (2 3) then MCMJ2GEN = 98 2) If MCDBLMAJ = 3 then MCMJ2GEN = 99
Sources: BPS:04/09 field test student interview

## MCMJ2SPE

*Secondary major: specific code*
[if TCURENUG = 0]
What was your secondary undergraduate major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 1]
What is your current secondary major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 2]
What will be your current secondary major or field of study for your [TDGTYPUG] at [TSCHUG]?
[else]
What is your secondary major or field of study?

98 = Not in a degree program
99 = Undeclared
101 = Agriculture and related sciences
102 = Natural resources and conservation
201 = Architecture
202 = City/urban, community, and regional planning
203 = Drafting/design engineering technologies/technicians
204 = Architecture, planning, and related services, other
301 = Area, ethnic, cultural, and gender studies
401 = Art history, criticism & conservation
402 = Design & applied arts
403 = Drama/theatre arts and stagecraft
404 = Fine and studio art
405 = Music, general
406 = Music history, literature, and theory
407 = Visual and performing arts, other
408 = Commercial and advertising art
409 = Dance
410 = Film/video and photographic arts
411 = Crafts/craft design, folk art and artisanry
501 = General biology
502 = Biochem/biophysics/molecular biology
503 = Botany/plant biology

504 = Genetics
505 = Microbiological sciences & immunology
506 = Physiology, pathology & related sciences
507 = Zoology/animal biology
508 = Biological and biomedical sciences
509 = Biological and physical sciences
510 = Systems science and theory
511 = Biopsychology [main CIP is Multidisc
512 = Biological & biomedical sciences, other
517 = Ecology/evolution/population biology
601 = Accounting and related services
602 = Business administration, management and operations
603 = Business operations support and assistant services
604 = Finance and financial management services
605 = Human resources management and services
606 = Marketing
607 = Business, management, marketing, and related support services, other
608 = Management information systems and services
609 = Real estate
610 = Hospitality Administration/Management
701 = Communication and media studies
702 = Communication technologies
703 = Journalism
704 = Communication/journalism/comm. tech, other
801 = Computer/information technology administration and management
802 = Computer programming
803 = Computer science
804 = Computer software and media applications
805 = Computer systems analysis
806 = Computer systems networking and telecommunications
807 = Data entry/microcomputer applications
808 = Data processing
809 = Information science/studies
810 = Computer and information sciences and support services, other
811 = Computer and information sciences
901 = Construction trades
1001 = Curriculum and instruction
1002 = Educational administration and supervision
1003 = Educational/instructional media design
1004 = Special education and teaching
1005 = Student counseling and personnel services
1006 = Education, other
1007 = Teacher education: Early childhood education and teaching
1008 = Teacher education: Elementary education and teaching
1009 = Teacher education: Secondary education and teaching
1010 = Teacher education: Adult and continuing education and teaching
1011 = Teacher education: Specific levels, other
1012 = Teacher education: Specific subject areas
1013 = Bilingual, multilingual, and multicultural education
1014 = Ed assessment. evaluation, and research
1015 = Higher education/higher education administration
1016 = Teaching assistant/aide
1017 = Childcare provider/assistant
1018 = Physical education teaching and coaching
1019 = Education, other
1020 = English/language arts teacher education
1022 = Mathematics teacher education
1024 = Social studies teacher education
1025 = Biology teacher education
1026 = Chemistry teacher education
1027 = History teacher education
1101 = Biomedical/medical engineering
1102 = Chemical engineering
1103 = Civil engineering
1104 = Computer engineering
1105 = Electrical, electronics and communications engineering
1106 = Engineering technologies/technicians
1107 = Environmental/environmental health engineering
1108 = Mechanical engineering
1109 = Engineering, other
1113 = Architectural engineering
1115 = Construction engineering
1201 = Creative writing
1202 = American literature
1203 = English literature
1204 = English language and literature/letters, others
1301 = Family and consumer sciences/human sciences
1302 = Family and consumer sciences/human sciences, general
1303 = Child care and support services management
1304 = Child care provider/assistant (also under Education)
1305 = Apparel and textiles
1306 = Family and consumer sciences/human sciences, other
1401 = Romance languages, literatures, and linguistics
1402 = Spanish language and literature
1403 = Foreign languages/literature/linguistics, other
1408 = Chinese language and literature
1501 = Health services/allied health/health sciences, general
1502 = Alternative/complementary medicine/sys
1503 = Chiropractic
1504 = Audiology/audiologist & hearing sciences
1505 = Clinical/medical lab science/allied
1506 = Dental support services/allied
1507 = Dentistry
1508 = Health & medical administrative services
1509 = Health/medical services/allied health
1510 = Health/medical technicians/technologists

1511 = Health/medical preparatory programs
1512 = Medicine, including psychiatry
1513 = Mental/social health services and allied
1514 = Clinical pastoral counseling/ patient counseling
1515 = Nursing/registered (RN, ASN, BSN, MSN)
1516 = Nursing science (MS, PhD)
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1518 = Nurse/nursing assistant/aide and patient care assistant
1519 = Optometry
1520 = Osteopathic medicine/osteopathy
1521 = Pharmacy/pharmaceutical sciences/admin
1522 = Podiatric medicine/podiatry
1523 = Public health
1524 = Rehabilitation & therapeutic professions
1525 = Veterinary medicine
1526 = Health aides/attendants/orderlies
1527 = Dietetics and clinical nutrition services
1528 = Health /related clinical services, other
1601 = Law
1602 = Legal support services
1603 = General undergraduate legal studies including pre-law
1604 = Legal professions and studies, other
1701 = Library science
1801 = Mathematics
1802 = Statistics
1803 = Mathematics and statistics, other
1901 = Electrical/electronics maintenance and repair technology
1902 = Heating, air conditioning, ventilation and refrigeration maintenance
1903 = Vehicle maintenance and repair technologies
1904 = Mechanical/repair technologies/techs, other
2001 = Biological and physical sciences
2002 = Systems science and theory
2003 = Biopsychology
2004 = Multi/interdisciplinary studies, other
2009 = Neuroscience
2101 = Parks, recreation and leisure studies
2102 = Health and physical education/fitness
2201 = Precision metal working
2202 = Woodworking
2203 = Precision production, other
2301 = Cosmetology and related personal grooming services
2302 = Funeral service and mortuary science
2303 = Culinary arts and related services
2304 = Personal and culinary services, other
2401 = Philosophy
2402 = Religion/religious studies
2403 = Theology and religious vocations
2501 = Astronomy & astrophysics
2502 = Atmospheric sciences and meteorology
2503 = Chemistry
2504 = Geological & earth sciences/geosciences
2505 = Physics
2506 = Biological and physical science [main CIP is Multidisc]
2507 = Systems science and theory [main CIP is Multidisc]
2508 = Physical sciences, other
2601 = Behavioral psychology
2602 = Clinical psychology
2603 = Education/school psychology
2604 = Psychology, other
2605 = Biopsychology
2701 = Public administration
2702 = Social work
2703 = Public administration and social service professions, other
2801 = Biology technician/biotechnology laboratory technician
2802 = Nuclear and industrial radiologic technologies/technicians
2803 = Physical science technologies/technicians
2804 = Science technologies/technician, other
2808 = Electrical engineering technologies
2810 = Environmental control technologies
2812 = Industrial production technologies
2818 = Computer engineering technologies
2901 = Criminal justice and corrections
2902 = Fire protection
2903 = Security and protective services, other
3001 = Anthropology
3002 = Archeology
3003 = Criminology
3004 = Demography & population studies
3005 = Economics
3006 = Geography & cartography
3007 = History
3008 = International relations & affairs
3009 = Political science and government
3010 = Sociology
3011 = Urban studies/affairs
3012 = Social sciences, other (except psychology)
3101 = Transportation & materials moving
3102 = Air transportation
3103 = Ground transportation
3104 = Transportation & materials moving, other
3201 = Other
3301 = Liberal arts and sciences, general studies and humanities

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared a double major.*

Recode note: 1) If TENRTPUG in (2 3) then MCMJ2SPE = 98 2) If MCDBLMAJ = 3 then MCMJ2SPE = 99

Sources: BPS:04/09 field test student interview

## MCMAJCHG

*Frequency of formal major change*
[if TCURENUG = 0]
How many times did you formally change your major or field of study at [TSCHUG] when you were last enrolled there for your [TDGTYPUG]?
[else]
How many times have you formally changed your major or field of study at [TSCHUG]?
0 = Never
1 = One time
2 = More than one time
*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*
Sources: BPS:04/09 field test student interview

## MCUGYR

*Undergraduate level of non-degree recipients*
[if TCURENUG = 0]
What was your year or level during your most recent term at [TSCHUG] when you were last enrolled there as an undergraduate?
[else]
What is your year or level at [TSCHUG]?
1 = First year or freshman
2 = Second year or sophomore
3 = Third year or junior
4 = Fourth year or senior
5 = Fifth year or higher undergraduate
6 = Unclassified undergraduate
*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview but had not earned a degree.*
Sources: BPS:04/09 field test student interview

## MCGPATYP

*GPA measured on 4.00 scale*
[if TCURENUG = 0 and TENRTPUG = 1]
Was your grade point average (GPA) at [TSCHUG] when you were last enrolled there for your [TDGTYPUG] measured on a 4.00 scale?
[else if TENRTPUG ne 1]
Was your grade point average (GPA) at [TSCHUG] when you were last enrolled there for your coursework measured on a 4.00 scale?
[else]
Is your grade point average (GPA) at [TSCHUG] measured on a 4.00 scale?
1 = Yes
2 = No, it is or was measured on another grading scale
3 = No, the school does or did not award grades
4 = Yes, but no GPA yet
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCGPA

*Cumulative GPA*
[if TCURENUG = 0 and TENRTPUG = 1]
What was your cumulative GPA at [TSCHUG] through the end of your most recent term there for your [TDGTYPUG]?
[else if TENRTPUG ne 1]
What was your cumulative GPA at [TSCHUG] through the end of your most recent term there?
[else]
What is your cumulative GPA at [TSCHUG]?
Range: 0.00 to 4.00
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and were graded on a 4.0 scale.*
Sources: BPS:04/09 field test student interview

## MCGPAEST

*Estimate of cumulative GPA*
[if TENRTPUG = 1]
Which of the following best describes your grade point average at [TSCHUG] for your [TDGTYPUG]?
[else]
Which of the following best describes your grade point average at [TSCHUG] through the end of your most recent term there?
1 = Mostly As (3.75 and above)
2 = As and Bs (3.25-3.74)
3 = Mostly Bs (2.75-3.24)
4 = Bs and Cs (2.25-2.74)
5 = Mostly Cs (1.75-2.24)
6 = Cs and Ds (1.25-1.74)
7 = Mostly Ds or below (below 1.24)
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview, were graded on a 4.0 scale but did not report a GPA, or were graded on a scale other than 4.0.*
Sources: BPS:04/09 field test student interview

## MCDROP

*Ever while enrolled: withdrew from course after deadline*
[if TCURENUG = 0 and TENRTPUG = 1]
While enrolled at [TSCHUG] for your [TDGTYPUG], did you ever...
[else if TENRTPUG = 2]
While enrolled at [TSCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [TSCHUG], have you ever...
[Withdraw/Withdrawn] from a course after the normal drop/add deadline?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCINCMP

*Ever while enrolled: received grade of incomplete*
[if TCURENUG = 0 and TENRTPUG = 1]
While enrolled at [TSCHUG] for your [TDGTYPUG], did you ever...
[else if TENRTPUG = 2]
While enrolled at [TSCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [TSCHUG], have you ever...
[Receive/Received] a grade of incomplete?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCRPT

*Ever while enrolled: repeated course for higher grade*
[if TCURENUG = 0 and TENRTPUG = 1]
While enrolled at [TSCHUG] for your [TDGTYPUG], did you ever...
[else if TENRTPUG = 2]
While enrolled at [TSCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [TSCHUG], have you ever...
[Repeat/Repeated] a course for a higher grade
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCPROB

*Ever while enrolled: placed on academic probation*
[if TCURENUG = 0 and TENRTPUG = 1]
While enrolled at [TSCHUG] for your [TDGTYPUG], did you ever...
[else if TENRTPUG = 2]
While enrolled at [TSCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [TSCHUG], have you ever...
[Get placed/Been] on academic probation
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCDISTED

*Distance education: took courses*
[if TCURENUG = 0]
While enrolled at [TSCHUG] for your [TDGTYPUG], did you take any courses for credit that were distance education courses?
[else]
While enrolled at [TSCHUG], have you taken any courses for credit that were distance education courses?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in an undergraduate degree program since July 2005.*
Sources: BPS:04/09 field test student interview

## MCENTIRE

*Distance education: entire program*
[if TCURENUG = 0]
Did you complete your entire [TDGTYPUG] program at [TSCHUG] through distance education?
[else]
Are you completing your entire undergraduate program at [TSCHUG] through distance education?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled in an undergraduate degree program since July 2005 and took distance education courses.*
Sources: BPS:04/09 field test student interview

## MCANY

*location of courses*
[if TCURENUG = 0]
Were the distance education courses that you were enrolled in for your [TDGTYPUG] offered through [TSCHUG], another institution, or both?
[else]
Are the distance education courses that you are enrolled in offered through [TSCHUG], another institution, or both?
1 = [TSCHUG]
2 = Another institution
3 = Both
*Applies to: Respondents who were enrolled in an undergraduate degree program since July 2005 and took distance education courses.*
Sources: BPS:04/09 field test student interview

## MCSCHRES

*Residence while enrolled*
[if TCURENUG = 0 and MCENTIRE = 1 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG], did you live with your parent(s) or guardian(s), or some place else?
[else if TCURENUG = 0 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG], did you live on campus, with your parent(s) or guardian(s), or some place else?
[else if TCURENUG = 0]
When you were last enrolled at [TSCHUG] as an undergraduate, did you live on campus, with your parent(s) or guardian(s), or some place else?
[else if TCURENUG = 1 and MCENTIRE = 1]
While enrolled at [TSCHUG], do you live with your parent(s) or guardian(s), or some place else?
[else]
While enrolled at [TSCHUG], do you live on campus, with your parent(s) or guardian(s), or some place else?

1 = On-campus or in other, school-provided housing
2 = With parent(s)/guardian(s)
3 = Some place else (off campus)

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCPARDEC

*Both parents deceased*
[if TCURENUG = 0 and MCENTIRE = 1 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG], did you live with your parent(s) or guardian(s), or some place else?
[else if TCURENUG = 0 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG], did you live on campus, with your parent(s) or guardian(s), or some place else?
[else if TCURENUG = 0]
When you were last enrolled at [TSCHUG] as an undergraduate, did you live on campus, with your parent(s) or guardian(s), or some place else?
[else if TCURENUG = 1 and MCENTIRE = 1]
While enrolled at [TSCHUG], do you live with your parent(s) or guardian(s), or some place else?
[else]
While enrolled at [TSCHUG], do you live on campus, with your parent(s) or guardian(s), or some place else?
Please check here if both of your parents/guardians are/were deceased.

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCDISTNC

*Distance between [TSCHUG] and home*
[if TCURENUG = 0 and TENRTPUG = 1]
How far (in miles) was [TSCHUG] from your permanent home when you were last enrolled there for your [TDGTYPUG]?
[else if TENRTPUG ne 1]
How far (in miles) was [TSCHUG] from your permanent home when you were last enrolled there as an undergraduate?
[else]
How far (in miles) is [TSCHUG] from your permanent home?
Mile(s)
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview, but did not complete their entire program through distance education.*
Sources: BPS:04/09 field test student interview

## MCNUMJOB

*Number of jobs*
[if TCURENUG = 0 and TENRTPUG = 1]
How many jobs for pay did you have when you were last enrolled for your [TDGTYPUG] at [TSCHUG] -- none, one, or more than one?
[else if TCURENUG = 0 and TENRTPUG ne 1]
How many jobs for pay did you have when you were last enrolled at [TSCHUG] for your undergraduate coursework -- none, one, or more than one?
[else]
How many jobs are you currently working for pay -- none, one, or more than one?
job(s)

0 = None
1 = One
2 = More than one

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCONOFF

*Job on or off campus*
[if TCURENUG = 0 and MCNUMBJOB = 2 and TENRTPUG = 1]
Since you had more than one job when you were last enrolled at [TSCHUG] for your [TDGTYPUG], in the next set of questions please refer to the job at which you worked the most hours. Was that job
located primarily on or off campus?
[else if TCURENUG = 0 and TENRTPUG = 1]
The next set of questions focuses on the job you had when you were last enrolled at [TSCHUG] for your [TDGTYPUG]. Was your job located primarily on or off campus?
[else if TCURENUG = 0 and MCNUMBJOB = 2 and TENRTPUG ne 1]
Since you had more than one job when you were last enrolled at [TSCHUG] for your undergraduate coursework, in the next set of questions please refer to the one at which you worked the most hours.
Was that job located primarily on or off campus?
[else if TCURENUG = 0 and MCNUMJOB = 1 and TENRTPUG ne 1]
The next set of questions focuses on the job you had when you were last enrolled at [TSCHUG] for your undergraduate coursework. Was your
job located primarily on or off campus?
[else if TCURENUG = 1 and MCNUMJOB = 2]
Since you have more than one job, in the next set of questions please refer to the one at which you work the most hours. Is that job located primarily on or off campus?
[else]
Is your job located primarily on or off campus?

1 = On campus
2 = Off campus
3 = Both on and off campus

*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCDISTWK

*Distance from [TSCHUG] to job*
[if TCURENUG = 0]
How far (in miles) was [TSCHUG] from that job?
[else]
How far (in miles) is [TSCHUG] from your job?
Miles
*Applies to: Respondents who worked off campus while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCSCHJOB

*Type of job*
Which of the following best describes that job?

1 = Job with an employer other than [TSCHUG]
2 = Work study job
3 = Paid assistantship
4 = Cooperative employment placement (co-op)
5 = Paid practicum
6 = Job with [TSCHUG], other than work study, assistantship, co-op, or practicum
7 = None of the above

*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCEMPTYP

*Type of employer*
[if TCURENUG = 0]
In that job, did you work for...
[else]
In your job, do you work for...

1 = [TSCHUG]
2 = A for-profit company
3 = A nonprofit organization
4 = A local, state, or federal government
5 = The military (including civilian employees of the military)
6 = None of the above; I [{if TCURENRUG = 1} am {else} was] self-employed

*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview, who worked at [TSCHUG] but not through work-study, assistantship, co-op, or practicum.*
Recode note: If MCSCHJOB = 6 then MCEMPTYP = 1
Sources: BPS:04/09 field test student interview

## MCRELMAJ

*Job related to major*
[if TCURENUG = 0]
Would you say that job was related to your [TDGTYPUG] major or field of study?
[else]
Would you say your job is related to your [TDGTYPUG] major or field of study?

0 = No
1 = Yes

*Applies to: Respondents who worked while enrolled in an Undergraduate degree program between July 2005 and the time of the interview and declared at least one major.*
Sources: BPS:04/09 field test student interview

## MCERNAMT

*Amount earned during school year*
[if TCURENUG = 0 and MCNUMJOB = 2 and TENRTPUG = 1]
How much did you earn from ALL your jobs when you were last enrolled at [TSCHUG] for your [TDGTYPUG], before taxes and other deductions? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 0 and MCNUMJOB = 2 and TENRTPUG ne 1]
How much did you earn from ALL your jobs when you were last enrolled at [TSCHUG] for your undergraduate coursework, before taxes and other deductions? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 0 and MCNUMJOB = 1]
How much did you earn from this job, before taxes and other deductions? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 1 and MCNUMJOB = 2]
How much do you earn from ALL your jobs, before taxes and other deductions? Please exclude summer employment unless you are enrolled during the summer.
[else]
How much do you earn from this job, before taxes and other deductions? Please exclude summer employment unless you are enrolled during the summer.
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCEARNT

*Time frame for school year earnings*
[if TCURENUG = 0 and MCNUMJOB = 2 and TENRTPUG = 1]
How much did you earn from ALL your jobs when you were last enrolled at [TSCHUG] for your [TDGTYPUG], before taxes and other deductions? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 0 and MCNUMJOB = 2 and TENRTPUG ne 1]
How much did you earn from ALL your jobs when you were last enrolled at [TSCHUG] for your undergraduate coursework, before taxes and other deductions? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 0 and MCNUMJOB = 1]
How much did you earn from this job, before taxes and other deductions? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 1 and MCNUMJOB = 2]
How much do you earn from ALL your jobs, before taxes and other deductions? Please exclude summer employment unless you are enrolled during the summer.
[else]
How much do you earn from this job, before taxes and other deductions? Please exclude summer employment unless you are enrolled during the summer.
1 = For the entire school year
2 = Per term/semester
3 = Per month
4 = Per week
5 = Per hour
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCERNS

*Number of months or terms worked*
[if TCURENUG = 0 and TENRTPUG = 1]
About how many [{if MCEARNT = 2} terms {else if MCEARNT = 3} months] did you work during the last school year you were enrolled at [TSCHUG] for your [TDGTYPUG]? Please exclude summer employment unless you were enrolled during the summer.
[else if TCURENUG = 0 and TENRTPUG ne 1]
About how many [{if MCEARNT = 2} terms {else if MCEARNT = 3} months] did you work during the last school year you were enrolled at [TSCHUG] for your undergraduate coursework? Please exclude summer employment unless you were enrolled during the summer.
[else]
How many [{if MCEARNT = 2} terms {else if MCEARNT = 3} months] will you have worked while you were enrolled at [TSCHUG] during the 2007-2008 school year? Please exclude summer employment unless you were enrolled during the summer.
[if MCEARNT = 2] term(s)
[else if MCEARNT = 3] month(s)
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview, and reported earnings in terms, semesters or months.*
Sources: BPS:04/09 field test student interview

## MCHOURS

*Hours worked weekly*

[if TCURENUG = 0 and MCNUMBJOB = 2 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG], how many hours did you work per week (on average) at ALL your jobs? Please exclude summer hours if you were not enrolled during the summer.
[else if TCURENUG = 0 and MCNUMBJOB = 2 and TENRTPUG ne 1]
When you were last enrolled at [TSCHUG] for your undergraduate coursework, how many hours did you work per week (on average) at ALL your jobs? Please exclude summer hours if you were not enrolled during the summer.
[else if TCURENUG = 0 and MCNUMBJOB = 1 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG], how many hours did you work per week (on average)? Please exclude summer hours if you were not enrolled during the summer.
[else if TCURENUG = 0 and MCNUMBJOB = 1 and TENRTPUG ne 1]
When you were last enrolled at [TSCHUG] for your undergraduate coursework, how many hours did you work per week (on average)? Please exclude summer hours if you were not enrolled during the summer.
[else if TCURENUG = 1 and MCNUMJOB = 2]
While enrolled at [TSCHUG], how many hours do you work per week (on average) at ALL your jobs? Please exclude summer hours if you were not enrolled during the summer.
[else]
While enrolled at [TSCHUG], how many hours do you work per week (on average)? Please exclude summer hours if you were not enrolled during the summer.
hour(s)
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWKSWK

*Proportion of weeks worked*

[if TCURENUG = 0 and TENRTPUG = 1]
During your last year at [TSCHUG] for your [TDGTYPUG], did you work all of the weeks you were enrolled, most of them, half of them, or less than half?
[else if TENRTPUG ne 1]
During your last year at [TSCHUG] for your undergraduate coursework, did you work all of the weeks you were enrolled, most of them, half of them, or less than half?
[else]
While at [TSCHUG] in 2007-2008, would you say you worked all of the weeks you were enrolled, most of them, half of them, or less than half?

1 = All
2 = Most
3 = Half
4 = Less than half

*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCTOTERN

*Total earnings while enrolled*

MCTOTERN is an internal variable indicating total earnings from employment while enrolled.
Initialize MCTOTERN to -9.
If MCNUMJOB = 0 then MCTOTERN = -3
If MCEARNT = -9 then MCTOTERN = -9
else if MCEARNT = 1 and MCERNAMT > 0
  then MCTOTERN = MCERNAMT
else if MCEARNT = 2 AND 1 <= MCERNS <= 4 and
        MCERNAMT > 0
  then MCTOTERN = MCERNAMT * MCERNS
else if MCEARNT = 2 and MCERNS = -9
  then MCTOTERN = -9
else if MCEARNT = 2 and MCERNS >= 5
  then MCTOTERN = -6
else if MCEARNT = 3 and 1 <= MCERNS <= 12 and
        MCERNAMT > 0
  then MCTOTERN = MCERNAMT * MCERNS
else if MCEARNT = 3 and MCERNS in (-6 -9)
  then MCTOTERN = MCERNS
else if MCEARNT = 4 and MCERNAMT > 0 and
        MCWKSWK > 0
  then MCTOTERN = MCERNAMT * (5-
        MCWKSWK) * 9
else if MCEARNT = 4 and MCWKSWK = -9
  then MCTOTERN = -9
else if MCEARNT = 5 and MCERNAMT > 0 and
        MCHOURS > 0 and MCWKSWK > 0
  then MCTOTERN = MCERNAMT * MCHOURS *
        (5-MCWKSWK) * 9
else if MCEARNT = 5 and MCHOURS in (-6 -9)
  then MCTOTERN = MCHOURS
else if MCEARNT = 5 and MCWKSWK in (-6 -9)
  then MCTOTERN = MCWKSWK

*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCENRWRK

*Primary role while enrolled*
[if TCURENUG = 0 and TENRTPUG = 1]
When you were last enrolled at [TSCHUG] for your [TDGTYPUG] and working, would you say you were primarily...
[else if TENRTPUG ne 1]
When you were last enrolled at [TSCHUG] for your undergraduate coursework, and working, would you say you were primarily...
[else]
While enrolled at [TSCHUG] and working, would you say you are primarily...
1 = A student working to meet expenses or
2 = An employee who decided to enroll in school
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCAFFORD

*Afford school without working*
[if TCURENUG = 0 and TENRTPUG = 1]
Could you have afforded to attend [TSCHUG] for your [TDGTYPUG] if you had not worked?
[else if TCURENUG = 0]
Could you have afforded to attend [TSCHUG] if you had not worked?
[else]
Could you afford to attend [TSCHUG] if you were not working?
0 = No
1 = Yes
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKA

*Reason for working: pay living expenses*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To pay living expenses such as housing, utilities, and transportation
0 = Not to pay living expenses
1 = Yes, to pay living expenses
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKB

*Reason for working: pay educational expenses*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To pay educational expenses such as tuition, fees, books, and supplies
0 = Not to pay educational expenses
1 = Yes, to pay educational expenses
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKC

*Reason for working: earn spending money*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To earn spending money
*0 = Not to earn spending money*
*1 = Yes, to earn spending money*
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKD

*Reason for working: minimize debt*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To minimize the amount of debt you have
0 = Not to minimize debt
1 = Yes, to minimize debt
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKE

*Reason for working: gain job experience*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To gain job experience
0 = Not to gain job experience
1 = Yes, to gain job experience
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKF

*Reason for working: send money home*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To send money home
0 = Not to send money home
1 = Yes, to send money home
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKG

*Reason for working: meet parents' expectations*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
To meet your parents' expectations that you work
0 = Not to meet parents' expectations
1 = Yes, to meet parents' expectations
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview, and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MCWRKH

*Reason for working: other*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
Another reason not listed
0 = No other reason
1 = Yes, other reasons
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCWRKS

*Reason for working: other specify*
[if TCURENUG = 0 and TENRTPUG = 1]
What were your reasons for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What were your reasons for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What are your reasons for working while you are enrolled at [TSCHUG]?
Please specify:
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview and chose other reason for working.*
Sources: BPS:04/09 field test student interview

## MCMNRSN

*Main reason for working*
[if TCURENUG = 0 and TENRTPUG = 1]
What was your main reason for working when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
What was your main reason for working when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
What is your main reason for working while you are enrolled at [TSCHUG]?
0 = Pay living expenses
1 = Pay educational expenses
2 = Earn spending money
3 = To minimize the amount of debt you have
4 = To gain job experience
5 = To send money home
6 = Meet parents' expectations to work
7 = None of the above
*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview and chose more than one reason for working.*
Sources: BPS:04/09 field test student interview

## MCPRPAA

*Help from parents: tuition and fees*
[if TCURENUG = 0 and TENRTPUG = 1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
Which of the following have your parents or guardians helped you to pay?
Tuition and fees
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MCPRPAB

*Help from parents: other educational expenses*
[if TCURENUG = 0 and TENRTPUG = 1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
Which of the following have your parents or guardians helped you to pay?
Other educational expenses such as books and supplies
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MCPRPAC

*Help from parents: housing costs*
[if TCURENUG = 0 and TENRTPUG = 1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
Which of the following have your parents or guardians helped you to pay?
Housing costs, including utilities
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MCPRPAD

*Help from parents: other living expenses*
[if TCURENUG = 0 and TENRTPUG = 1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
Which of the following have your parents or guardians helped you to pay?
Other living expenses such as food (meal plan) and transportation
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MCPRPAE

*Help from parents: no financial support*
[if TCURENUG = 0 and TENRTPUG = 1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
Which of the following have your parents or guardians helped you to pay?
None of the above - no financial assistance from parents
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MCPARDC2

*Help from parents: both parents deceased*
[if TCURENUG = 0 and TENRTPUG = 1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [TDGTYPUG] at [TSCHUG]?
[else if TCURENUG = 0]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [TSCHUG]?
[else]
Which of the following have your parents or guardians helped you to pay?
None of the above - both parents or guardians ({If T_CURENRUG = 0} were {else} are) deceased
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Recode note: If MCPARDEC = 1 then MCPARDC2 = 1
Sources: BPS:04/09 field test student interview

## MCUGLN

*Any undergraduate loans*
[if (MBANY = 0 and MBCHECK = 0) or TEVRUG = 0 or TCURENUG = 2]
Now we'd like to ask you about any financial aid you may have received to help pay for your undergraduate education prior to July 1, 2005. Did you take out any type of education loans to help pay for your undergraduate education?
[else]
Did you take out any type of education loans to help pay for your undergraduate education?
0 = No
1 = Yes
3 = Yes, but enrolled in dual program
*Applies to: All respondents.*
Recode note: If MCUGLAM = 0 then MCUGLN = 0
Sources: BPS:04/09 field test student interview

## MCLNTYA

*Type of undergraduate loan: feder*al
[if MCUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Federal loans, such as Stafford or Perkins loans
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNTYB

*Type of undergraduate loan: private*
[if MCUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Private loans, such as Sallie Mae Signature, CitiAssist, and EXCEL loans
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNTYC

*Type of undergraduate loan: other*
[if MCUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Other types of loans
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNTYS

*Type of undergraduate loan: other specify*
[if MCUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Please specify:
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSA

*Reason for undergraduate private loan: did not qualify for other aid*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Aid package received did not cover the full cost of tuition, fees, and other expenses
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSB

*Reason for undergraduate private loan: did not qualify for other aid*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Did not qualify for other aid
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSC

*Reason for undergraduate private loan: loan application faster*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Private loan application process was fast and easy
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSD

*Reason for undergraduate private loan: missed FAFSA deadline*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Missed the FAFSA application deadline
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSE

*Reason for undergraduate private loan: federal loan disbursement late*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Federal loan disbursement date was past date that tuition was due
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSF

*Reason for undergraduate private loan: no difference in terms*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
There was no difference in the terms of the private loan compared to other student loans available
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSG

*Reason for undergraduate private loan: deferment of loan repayment*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Loan repayment could be deferred until after graduation
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSH

*Reason for undergraduate private loan: issued directly to student*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education? Private education loan checks are issued directly to the student rather than distributed by institution's aid office
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSI

*Reason for undergraduate private loan: other*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Other reason
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNRSS

*Reason for undergraduate private loan: other specify*
[if MCUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Please specify:
*Applies to: Respondents who took out private loans for their undergraduate education and chose other reason for private loans.*
Sources: BPS:04/09 field test student interview

## MCUGLAM

*Amount borrowed for undergraduate education*
[if MCUGLN = 3]
How much did you borrow in student loans for your education since high school? Please do not include any money borrowed from family or friends.
[else if TEVRUG = 0]
How much did you borrow in student loans for your entire undergraduate education? Please do not include any money borrowed from family or friends.
[else]
How much have you borrowed in student loans for your entire undergraduate education? Please do not include any money borrowed from family or friends.
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCUGOWE

*Amount owed for undergraduate education*
How much of that amount do you still owe?
*Applies to: Respondents who took out a loan amount of greater than 0.*
Sources: BPS:04/09 field test student interview

## MCLNWRTH

*Consider loan debt a worthwhile investment*
[if MCUGLN = 3]
Do you consider your student loan debt to be a worthwhile investment in your future?
[else]
Do you consider your undergraduate student loan debt to be a worthwhile investment in your future?
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNINL

*Loan debt influenced enrollment plans*
[if MCUGLN = 3]
Has the amount of student loan debt you have from your education since high school influenced your enrollment plans and decisions in any way?
[else]
Has the amount of student loan debt you have from your undergraduate education influenced your enrollment plans and decisions in any way?
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNIYA

*Loan debt influenced enrollment: radio: increased classes*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Increased the number of classes or credits taken in a term to complete requirements sooner
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYB

*Loan debt influenced enrollment: radio: enrolled during summer*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Enrolled during summer sessions to complete requirements sooner
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYC

*Loan debt influenced enrollment: radio: changed major*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Changed major or selected a particular major to minimize loans needed
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYD

*Loan debt influenced enrollment: radio: decreased number of courses*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Decreased the number of courses or credits taken each term to decrease cost of attendance
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYE

*Loan debt influenced enrollment: radio: took terms off*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Took one or more terms off from school to help pay cost of attendance
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYF

*Loan debt influenced enrollment: radio: postponed enrolling*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Postponed enrolling for additional education or training
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYG

*Loan debt influenced enrollment: radio: lived at home*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Lived at home to help pay cost of attendance.
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIYH

*Loan debt influenced enrollment: radio: other*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Other reason not listed
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIN2

*Loan debt influenced enrollment: radio: other specify*
[if MCUGLN = 3]
Please specify in what other way(s) your student loan debt has influenced your enrollment plans and decisions.
[else]
Please specify in what other way(s) your undergraduate student loan debt has influenced your enrollment plans and decisions.
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the radio button version of this form and chose other way that the loan influenced enrollment.*
Sources: BPS:04/09 field test student interview

## MCLNINA

*Loan debt influenced enrollment: checkbox: increased classes*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Increased the number of classes or credits taken in a term to complete requirements sooner
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNINB

*Loan debt influenced enrollment: checkbox: enrolled during summer*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Enrolled during summer sessions to complete requirements sooner
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNINC

*Loan debt influenced enrollment: checkbox: changed major*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Changed major or selected a particular major to minimize loans needed
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNIND

*Loan debt influenced enrollment: checkbox: decreased number of courses*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Decreased the number of courses or credits taken each term to decrease cost of attendance
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNINE

*Loan debt influenced enrollment: checkbox: took terms off*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Took one or more terms off from school to help pay cost of attendance
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNINF

*Loan debt influenced enrollment: checkbox: postponed enrolling*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Postponed enrolling for additional education or training
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNINH

*Loan debt influenced enrollment: checkbox: lived at home*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Lived at home to help pay cost of attendance.
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNING

*Loan debt influenced enrollment: checkbox: other*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Other reason not listed
0 = No
1 = Yes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNINS

*Loan debt influenced enrollment: checkbox: other specify*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Please specify:
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the checkbox version of this form and chose other way that the loan influenced enrollment.*
Sources: BPS:04/09 field test student interview

## MCLNIT01

*Loan debt influenced enrollment 1: text box*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and were administered the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNID01

*Loan debt influenced enrollment 1: self-coded drop downs*
How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)
1 = Increased the number of classes or credits taken in a term to complete requirements sooner
2 = Enrolled during summer sessions to complete requirements sooner
3 = Changed major or selected a particular major to minimize loans needed
4 = Decreased the number of courses or credits taken each term to decrease cost of attendance
5 = Took one or more terms off from school to help pay cost of attendance
6 = Postponed enrolling for additional education or training
7 = Lived at home to help pay cost of attendance
8 = Other
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education and provided at least one response to the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MCLNFA

*Loan debt influenced enrollment: combined: increased classes*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Increased the number of classes or credits taken in a term to complete requirements sooner
0 = Did not increase classes
1 = Yes, increased classes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFB

*Loan debt influenced enrollment: combined: enrolled during summer*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Enrolled during summer sessions to complete requirements sooner
0 = Did not enroll during summer
1 = Yes, enrolled during summer
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFC

*Loan debt influenced enrollment: combined: changed major*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Changed major or selected a particular major to minimize loans needed
0 = Did not change major
1 = Yes, changed major
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFD

*Loan debt influenced enrollment: combined: decreased number of courses*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Decreased the number of courses or credits taken each term to decrease cost of attendance
0 = Did not decrease classes
1 = Yes, decreased classes
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFE

*Loan debt influenced enrollment: combined: took terms off*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Took one or more terms off from school to help pay cost of attendance
0 = Did not take off terms
1 = Yes, took off terms
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFF

*Loan debt influenced enrollment: combined: postponed enrolling*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Postponed enrolling for additional education or training
0 = Did not postpone enrolling
1 = Yes, postponed enrolling
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFG

*Loan debt influenced enrollment: combined: lived at home*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Lived at home to help pay cost of attendance
0 = Did not move back home
1 = Yes, moved back home
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFH

*Loan debt influenced enrollment: combined: other*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Other reason not listed
0 = No other reasons
1 = Yes, other reasons
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCLNFS

*Loan debt influenced enrollment: combined: other specify*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your enrollment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your enrollment plans and decisions?
Please specify:
*Applies to: Respondents whose enrollment plans were affected by taking out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MCPELL

*Receive a PELL grant*
Have you received a PELL grant since July 2005?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MCSMART

*Familiar with SMART grant*
Are you familiar with the National SMART Grant that is available for some undergraduates?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a PELL grant.*
Sources: BPS:04/09 field test student interview

## MCSMTA

*SMART awareness: minimum GPA*
The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.
Minimum GPA of 3.0
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a PELL grant and were familiar with the SMART grant.*
Sources: BPS:04/09 field test student interview

## MCSMTB

*SMART awareness: PELL eligibility*
The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.
Eligibility for the PELL grant
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008, received a PELL grant, and were familiar with the SMART grant.*
Sources: BPS:04/09 field test student interview

## MCSMTC

*SMART awareness: full-time enrollment in 4-year program*
The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.
Full-time enrollment in a 4-year degree program
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008, received a PELL grant, and were familiar with the SMART grant.*
Sources: BPS:04/09 field test student interview

## MCSMTD

SMART awareness: 3rd or 4th year student
The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.
Enrollment as a junior or senior (3rd or 4th year student)
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008, received a PELL grant, and were familiar with the SMART grant.*
Sources: BPS:04/09 field test student interview

## MCSMTE

*SMART awareness: major requirement*
The following conditions are requirements to receive a SMART grant. Please indicate whether you were aware of each of these requirements.
Major in science, math, engineering, technology, or a critical foreign language
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008, received a PELL grant, and were familiar with the SMART grant.*
Sources: BPS:04/09 field test student interview

## MCSMTRC

*Received SMART grant*
Have you received a SMART Grant?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008, received a PELL grant, and were familiar with the SMART grant.*
Sources: BPS:04/09 field test student interview

## MCSMTG

*Change major for SMART grant*

Did you change your major in order to be eligible for a SMART Grant?

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant.*

Sources: BPS:04/09 field test student interview

## MCSMRTY

*SMART grant: number of years*

Have you received a SMART grant for one year or two?

1 = 1 year
2 = 2 years

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant.*

Sources: BPS:04/09 field test student interview

## MCSMRA

*SMART for only one year: major not eligible*

Why did you only receive a SMART grant for one year? Had a major that was not eligible for the grant

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year.*

Sources: BPS:04/09 field test student interview

## MCSMRB

*SMART for only one year: did not meet minimum GPA*

Why did you only receive a SMART grant for one year? Did not meet minimum GPA requirements

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year.*

Sources: BPS:04/09 field test student interview

## MCSMRD

*SMART for only one year: did not maintain full time status*

Why did you only receive a SMART grant for one year? Did not maintain full time student status

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year.*

Sources: BPS:04/09 field test student interview

## MCSMRE

*SMART for only one year: eligible only as a senior*

Why did you only receive a SMART grant for one year? Was only eligible for SMART grant for last year (i.e., senior year) of undergraduate degree program

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year.*

Sources: BPS:04/09 field test student interview

## MCSMRG

*SMART for only one year: currently a junior*

Why did you only receive a SMART grant for one year? I am a junior (3rd year student)

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year.*

Sources: BPS:04/09 field test student interview

## MCSMRF

*SMART for only one year: other*

Why did you only receive a SMART grant for one year? Other reason not listed

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year.*

Sources: BPS:04/09 field test student interview

## MCSMRS

*SMART for only one year: other specify*

Why did you only receive a SMART grant for one year? Please specify:

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008 and received a SMART grant for only one year and chose other reason.*

Sources: BPS:04/09 field test student interview

## MCGRETR

*Received employee tuition reimbursement*
[If TCURENGR = 0 and TENRTPGR = 1 and TDGTYPGR = 6]
For the next set of questions, please answer about your post-baccalaureate training at [TSCHGR]. Did you receive any employer tuition reimbursement to help pay for your [TDGTYPGR] at [TSCHGR]?
[else if TCURENGR = 0 and TENRTPGR = 1 and TDGTYPGR ne 6]
For the next set of questions, please answer about your graduate enrollment at [TSCHGR]. Did you receive any employer tuition reimbursement to help pay for your [TDGTYPGR] at [TSCHGR]?
[else if TCURENGR = 0 and TENRTPGR in (2 3)]
For the next set of questions, please answer about your graduate enrollment at [TSCHGR]. Did you receive any employer tuition reimbursement to help pay for your graduate or post-baccalaureate coursework at [TSCHGR]?
[else if TCURENGR = 1 and TENRTPGR = 1 and TDGTYPGR = 6]
For the next set of questions, please answer about your post-baccalaureate training at [TSCHGR]. Have you received any employer tuition reimbursement to help pay for your [TDGTYPGR] at [TSCHGR]?
[else if TCURENGR = 1 and TENRTPGR = 1 and TDGTYPGR ne 6]
For the next set of questions, please answer about your graduate enrollment at [TSCHGR]. Have you received any employer tuition reimbursement to help pay for your [TDGTYPGR] at [TSCHGR]?
[else]
For the next set of questions, please answer about your graduate enrollment at [TSCHGR]. Have you received any employer tuition reimbursement to help pay for your graduate or post-baccalaureate coursework at [TSCHGR]?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCGRAST

*Received graduate assistantship*
[if TCURENGR = 0 and TENRTPGR = 1]
Did you have a teaching, research, or other graduate assistantship when you were last enrolled at [TSCHGR] for your [TDGTYPGR]?
[else if TCURENGR = 0 and TENRTPGR in (2 3)]
Did you have a teaching, research, or other graduate assistantship when you were last enrolled at [TSCHGR] for your graduate or post-baccalaureate coursework?
[else]
Do you currently have a teaching, research, or other graduate assistantship at [TSCHGR]?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCGRFLW

*Received graduate fellowship/scholarship*
[If TCURENGR = 0 and TENRTPGR = 1]
Were you awarded any kind of fellowship or scholarship when you were last enrolled at [TSCHGR] for your [TDGTYPGR]?
[else if TCURENGR = 0 and TENRTPGR in (2 3)]
Were you awarded any kind of fellowship or scholarship when you were last enrolled at [TSCHGR] for your graduate or post-baccalaureate coursework?
[else if TCURENGR = 1 and TENRTPGR = 1]
Have you been awarded any kind of fellowship or scholarship for your [TDGTYPGR] at [TSCHGR]?
[else]
Have you been awarded any kind of fellowship or scholarship for your graduate or post-baccalaureate coursework at [TSCHGR]?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MCGRLN

*Any graduate loans*
Did you take out a loan to help pay for any graduate education or post-baccalaureate training?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, and could distinguish between their undergraduate and graduate loans.*
Sources: BPS:04/09 field test student interview

## MCGRLTA

*Graduate loan type: federal*
What type of loans did you receive to help pay for your graduate education or post-baccalaureate training? A federal loan, such as a Stafford, Perkins, or Graduate PLUS loan
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out loans for their graduate education.*
Sources: BPS:04/09 field test student interview

## MCGRLTB

*Graduate loan type: private*

What type of loans did you receive to help pay for your graduate education or post-baccalaureate training? A private loan, such as a Sallie Mae Signature, CitiAssist, or EXCEL loan

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLTC

*Graduate loan type: other*

What type of loans did you receive to help pay for your graduate education or post-baccalaureate training? Other type of loan

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLTS

*Graduate loan type: other specify*

What type of loans did you receive to help pay for your graduate education or post-baccalaureate training? Please specify:

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out loans for their graduate education and chose other type of graduate loan.*

Sources: BPS:04/09 field test student interview

## MCGRLRA

*Reason for graduate private loan: aid package did not cover cost*

What reasons did you have for taking out private loans? Aid package received did not cover the full cost of tuition, fees, and other expenses

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLRB

*Reason for graduate private loan: did not qualify for other aid*

What reasons did you have for taking out private loans? Did not qualify for other aid

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLRC

*Reason for graduate private loan: loan application faster*

What reasons did you have for taking out private loans? Private loan application process was fast and easy

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLRD

*Reason for graduate private loan: missed FAFSA deadline*

What reasons did you have for taking out private loans? Missed the FAFSA application deadline

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLRE

*Reason for graduate private loan: federal loan disbursement late*

What reasons did you have for taking out private loans? Federal loan disbursement date was past date that tuition was due

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLRF

*Reason for graduate private loan: no difference in terms*

What reasons did you have for taking out private loans? There was no difference in the terms of the private loan compared
to other student loans available

0 = Not because no difference in terms
1 = Yes, because no difference in terms

*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*

Sources: BPS:04/09 field test student interview

## MCGRLRG

*Reason for graduate private loan: deferment of loan repayment*
What reasons did you have for taking out private loans? Loan repayment could be deferred until after graduation
0 = Not because of loan repayment deferment
1 = Yes, because of loan repayment deferment
Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish
between their undergraduate and graduate loans, and took out private
loans for their graduate education.
Sources: BPS:04/09 field test student interview

## MCGRLRH

*Reason for graduate private loan: issued directly to student*
What reasons did you have for taking out private loans? Private education loan checks are issued directly to the student rather than distributed by institution's aid office
0 = Not because issued directly to student
1 = Yes, because issued directly to student
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*
Sources: BPS:04/09 field test student interview

## MCGRLRI

*Reason for graduate private loan: other*
What reasons did you have for taking out private loans? Other reason
0 = No other reasons
1 = Yes, other reasons
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education.*
Sources: BPS:04/09 field test student interview

## MCGRLRS

*Reason for graduate private loan: other specify*
What reasons did you have for taking out private loans? Please specify:
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out private loans for their graduate education and chose other reason for taking out graduate private loans.*
Sources: BPS:04/09 field test student interview

## MCGRAMT

*Amount borrowed for graduate education*
[if TCURENGR = 0]
How much did you borrow in student loans for your entire graduate education and/or post-baccalaureate training? (Please do not include any money borrowed from family or friends.)
[else]
How much have you already borrowed in student loans for your entire
graduate education and/or post-baccalaureate training? (Please do not include any money borrowed from family or friends.)
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out loans for their graduate education.*
Sources: BPS:04/09 field test student interview

## MCGOWE

*Amount owed for graduate education*
How much of that amount do you still owe?
*Applies to: Respondents who were enrolled as a graduate student between July 2005 and the time of the interview, could distinguish between their undergraduate and graduate loans, and took out loans for their graduate education, and reported an amount greater than 0.*
Sources: BPS:04/09 field test student interview

## MCRPYST

*Currently repaying any education loans*
[if MCUGLN = 3]
Are you currently repaying any of the educational loans for your education since high school?
[else]
Are you currently repaying any educational loans for your undergraduate education?
0 = No
1 = Yes
*Applies to: Respondents who owed money on their undergraduate loans.*
Sources: BPS:04/09 field test student interview

## MCRPYAMT

*Monthly payment on education loans*
[if MCUGLN = 3]
How much do you pay each month for your education loans?
[else]
How much do you pay each month for your undergraduate education loans?
*Applies to: Respondents who currently were repaying their undergraduate loans.*
Recode note: If MCRPYST = 0 then MCRPYAMT = 0
Sources: BPS:04/09 field test student interview

## MCNTPAY

*Reason not currently repaying loans*
[if MCUGLN = 3] Why are you not yet repaying your education loans?
[else]
Why are you not yet repaying your undergraduate loans?

1 = Currently enrolled and not yet required to pay loans
2 = Loans are in forbearance
3 = Loans have been cancelled
4 = Loans are in an individualized, income-contingent loan repayment plan which does not yet require repayment
5 = Loans are still within 6-month grace period since graduation
6 = Loans have been discharged due to personal bankruptcy
7 = Other reason not listed

*Applies to: Respondents who currently were not repaying their undergraduate loans.*
Sources: BPS:04/09 field test student interview

## MCNTPAS

*Reason not currently repaying loans: other specify*
[if MCUGLN = 3]
Why are you not yet repaying your education loans?
[else]
Why are you not yet repaying your undergraduate loans?
Please specify:
*Applies to: Respondents who currently were not repaying their undergraduate loans and chose other reason for not repaying loans.*
Sources: BPS:04/09 field test student interview

## MCFAMLN

*Help repaying loans*
[if MCUGLN = 3]
Do you expect that anyone, such as family or friends, will help you repay your education loans?
[else]
Do you expect that anyone, such as family or friends, will help you repay your undergraduate loans?

0 = No
1 = Yes

*Applies to: Respondents who currently were repaying their undergraduate loans or were not repaying except for those whose reasons were loan cancellation or discharge due to bankruptcy.*
Sources: BPS:04/09 field test student interview

# Section D: Employment

## MDJSTAT

Currently employed
Are you currently employed?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status.*
Sources: BPS:04/09 field test student interview

## MDJBTL

*Job title*
What is your job title and what do you do in your job?(Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.)
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDJBDY

*Job duties*
What is your job title and what do you do in your job? (Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than
one job, please refer to the job at which you work the most hours when answering the next few questions.)
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDOCC2

*Occupation: general code*
What is your job title and what do you do in your job?(Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.)
11 = Management Occupations
13 = Business and Financial Operations Occupations
15 = Computer and Mathematical Occupations
17 = Architecture and Engineering Occupations
19 = Life, Physical, and Social Science Occupations
21 = Community and Social Services Occupations
23 = Legal Occupations
25 = Education, Training, and Library Occupations
27 = Arts, Design, Entertainment, Sports, and Media Occupations
29 = Healthcare Practitioners and Technical Occupations
31 = Healthcare Support Occupations
33 = Protective Service Occupations
35 = Food Preparation and Serving Related Occupations
37 = Building and Grounds Cleaning and Maintenance Occupations
39 = Personal Care and Service Occupations
41 = Sales and Related Occupations
43 = Office and Administrative Support Occupations
45 = Farming, Fishing, and Forestry Occupations
47 = Construction and Extraction Occupations
49 = Installation, Maintenance, and Repair Occupations
51 = Production Occupations
53 = Transportation and Material Moving Occupations
55 = Military Specific Occupations
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDOCC3

*Occupation: specific code*

What is your job title and what do you do in your job? (Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.)

111 = Top executives
112 = Advertising/marketing/etc manager
113 = Operations specialties manager
119 = Other management
131 = Business operations specialist
132 = Financial specialist
151 = Computer specialist
152 = Mathematical science
171 = Architects, surveyors, and cartographers
172 = Engineers
173 = Drafter/engineering/mapping technician
191 = Life scientists
192 = Physical scientists
193 = Social scientists and related workers
194 = Life/physical/social science technician
211 = Counselor/social worker/other specialist
212 = Religious workers
231 = Lawyers, judges, and related workers
232 = Legal support workers
251 = Postsecondary teacher
252 = Primary/secondary/special ed teacher
253 = Other teachers and instructors
254 = Librarians, curators, and archivists
259 = Other education/training/library
271 = Art and design workers
272 = Entertainer/performer/sports/related
273 = Media and communication
274 = Media and communication equipment
291 = Health diagnosing/treating practitioner
292 = Health technologists and technicians
299 = Other healthcare practitioner/technical
311 = Nursing/psychiatric/home health aide
312 = Occupational/physical therapist aide
319 = Other healthcare support
331 = First-line manager, protective service
332 = Fire fighting and prevention
333 = Law enforcement
339 = Other protective service
351 = Supervisor, food preparation and serving
352 = Cooks and food preparation
353 = Food and beverage serving
359 = Other food preparation/serving related
371 = Supervisor, building/grounds maintenance
372 = Building cleaning and pest control
373 = Grounds maintenance
391 = Supervisor, personal care and service
392 = Animal care and service
393 = Entertainment attendants and related
394 = Funeral service
395 = Personal appearance
396 = Transportation/tourism/lodging attendant
399 = Other personal care and service
411 = Supervisors, sales
412 = Retail sales
413 = Sales representative, services
414 = Sales representative, wholesale, etc
419 = Other sales and related
431 = Supervisor, office/administrative
432 = Communications equipment operators
433 = Financial clerks
434 = Information and record clerks
435 = Material recording, scheduling, etc
436 = Secretaries and administrative assistant
439 = Other office and administrative support
451 = Supervisor, farming/fishing/forestry
452 = Agricultural
453 = Fishing and hunting
454 = Forest, conservation, and logging
471 = Supervisors, construction and extraction
472 = Construction trades
473 = Helpers, construction trades
474 = Other construction and related
475 = Extraction
491 = Supervisor, installation, etc
492 = Electrical equipment installer, etc
493 = Vehicle/mobile equipment installers, etc
499 = Other installation, etc
511 = Supervisors, production
512 = Assemblers and fabricators
513 = Food processing
514 = Metal workers and plastic
515 = Printing
516 = Textile, apparel, and furnishings
517 = Woodworkers
518 = Plant and system operators
519 = Other production
531 = Supervisor, transportation/moving
532 = Air transportation
533 = Motor vehicle operator
534 = Rail transportation
535 = Water transportation
536 = Other transportation
537 = Material moving
551 = Military officer special/tactical ops
552 = First-line enlisted military supervisor
553 = Enlisted tactical ops, air/weapon crew

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*

Sources: BPS:04/09 field test student interview

## MDOCC6

*Occupation: detailed code*

What is your job title and what do you do in your job? (Please enter your job title and duties in the textboxes below and click on the "Search for Occupation" button. If you have more than one job, please refer to the job at which you work the most hours when answering the next few questions.)

111011 = Chief execs, landscaping/groundskeeping
111021 = General and operations managers
111031 = Legislators, tree trimmers and pruners
112011 = Advertising and promotions managers
112021 = Marketing managers, gaming supervisors
112022 = Sales managers, slot key persons
112031 = Public relations managers
113011 = Admin services manager, animal trainer
113021 = Computer/information systems managers
113031 = Financial managers
113041 = Compensation and benefits managers
113042 = Training and development managers
113049 = Human resources managers, all other
113051 = Industrial production managers
113061 = Purchasing managers
113071 = Transportation,storage,etc manager
119011 = Farm/ranch/other agricultural managers
119012 = Farmers and ranchers
119021 = Construction managers
119031 = Ed administrator/preschool/child care
119032 = Ed administrator, elementary/secondary
119033 = Ed administrator, postsecondary
119039 = Ed administrator, all other
119041 = Engineering managers
119051 = Food service managers
119061 = Funeral directors
119071 = Gaming managers
119081 = Lodging managers
119111 = Medical and health services managers
119121 = Natural sciences managers
119131 = Postmasters and mail superintendents
119141 = Property,real estate,etc managers
119151 = Social and community service managers
119199 = Managers, all other
131011 = Agent/business manager of artists
131021 = Purchasing agent/buyer, farm products
131022 = Wholesale/retail buyer, except farm
131023 = Purchasing agent, except wholesale
131031 = Claims adjuster, examiner, investigator
131032 = Insurance appraisers, auto damage
131041 = Compliance officer (not agriculture)
131051 = Cost estimators
131061 = Emergency management specialists
131071 = Employment, recruitment, specialist
131072 = Compensation, benefits, specialist
131073 = Training and development specialists
131079 = Hr/training/specialists, all other
131081 = Logisticians
131111 = Management analysts
131121 = Meeting and convention planners
131199 = Business ops specialists, all other
132011 = Accountants and auditors
132021 = Appraisers and assessors of real estate
132031 = Budget analysts
132041 = Credit analysts
132051 = Financial analysts
132052 = Personal financial advisors
132053 = Insurance underwriters
132061 = Financial examiners
132071 = Loan counselors
132072 = Loan officers
132081 = Tax examiner, collector, revenue agent
132082 = Tax preparers
132099 = Financial specialists, all other
151011 = Computer and info scientist, research
151021 = Computer programmers
151031 = Computer software engineer, applications
151032 = Computer software engineer, systems
151041 = Computer support specialists
151051 = Computer systems analysts
151061 = Database administrators
151071 = Network/computer systems administrator
151081 = Network system/data analyst
151099 = Computer specialists, all other
152011 = Actuaries
152021 = Mathematicians
152031 = Operations research analysts
152041 = Statisticians
152091 = Mathematical technicians
152099 = Mathematical scientists, all other
171011 = Architects, except landscape and naval
171012 = Landscape architects
171021 = Cartographers and photogrammetrists
171022 = Surveyors
172011 = Aerospace engineer
172021 = Agricultural engineer
172031 = Biomedical engineer
172041 = Chemical engineer
172051 = Civil engineer
172061 = Computer hardware engineer
172071 = Electrical engineer
172072 = Electronics engineer, except computer
172081 = Environmental engineer
172111 = Health/safety engineer, except mining
172112 = Industrial engineer
172121 = Marine engineer and naval architect
172131 = Materials engineer
172141 = Mechanical engineer
172151 = Geological engineer, including mining
172161 = Nuclear engineer
172171 = Petroleum engineer
172199 = Engineer, all other
173011 = Architectural and civil drafter
173012 = Electrical and electronics drafter
173013 = Mechanical drafter
173019 = Drafter, all other

173021 = Aerospace engineer/ops technician
173022 = Civil engineering technician
173023 = Electrical engineering technician
173024 = Electro-mechanical technician
173025 = Environmental engineering technician
173026 = Industrial engineering technician
173027 = Mechanical engineering technician
173029 = Engineering tech, other (except drafter)
173031 = Surveying and mapping technician
191011 = Animal scientists
191012 = Food scientists and technologists
191013 = Soil and plant scientists
191021 = Biochemists and biophysicists
191022 = Microbiologists
191023 = Zoologists and wildlife biologists
191029 = Biological scientists, all other
191031 = Conservation scientists
191032 = Foresters
191041 = Epidemiologists
191042 = Medical scientist, except epidemiologist
191099 = Life scientists, all other
192011 = Astronomers
192012 = Physicists
192021 = Atmospheric and space scientists
192031 = Chemists
192032 = Materials scientists
192041 = Environmental scientist, includes health
192042 = Geoscientist, except hydrologists
192043 = Hydrologists
192099 = Physical scientists, all other
193011 = Economists
193021 = Market research analysts
193022 = Survey researchers
193031 = Clinical/counseling/school psychologist
193032 = Industrial-organizational psychologists
193039 = Psychologists, all other
193041 = Sociologists
193051 = Urban and regional planners
193091 = Anthropologists and archeologists
193092 = Geographers
193093 = Historians
193094 = Political scientists
193099 = Social scientist and related, other
194011 = Agricultural and food science technician
194021 = Biological technician
194031 = Chemical technician
194041 = Geological and petroleum technician
194051 = Nuclear technician
194061 = Social science research assistant
194091 = Environmental/protection science tech
194092 = Forensic science technician
194093 = Forest and conservation technician
194099 = Life/physical technician, other
211011 = Substance abuse/behavioral counselor
211012 = Ed, vocational, and school counselor
211013 = Marriage and family therapists
211014 = Mental health counselors
211015 = Rehabilitation counselors
211019 = Counselors, all other
211021 = Child, family, and school social workers
211022 = Medical and public health social workers
211023 = Mental health/substance social worker
211029 = Social workers, all other
211091 = Health educators
211092 = Probation officer/correctional treatment
211093 = Social and human service assistants
211099 = Community/social specialist, other
212011 = Clergy
212021 = Director, religious activities, and edu
212099 = Religious workers, all other
231011 = Lawyers
231021 = Administrative law judge, etc
231022 = Arbitrators, mediators, and conciliators
231023 = Judge, magistrate judge, magistrate
232011 = Paralegals and legal assistants
232091 = Court reporters
232092 = Law clerks
232093 = Title examiner, abstractor, and searcher
232099 = Legal support workers, all other
251011 = Business, postsecondary
251021 = Computer science, postsecondary
251022 = Mathematical science, postsecondary
251031 = Architecture, postsecondary
251032 = Engineering teachers, postsecondary
251041 = Agricultural science, postsecondary
251042 = Biological science, postsecondary
251043 = Forestry/conservation sci, postsecondary
251051 = Atmospheric science, postsecondary
251052 = Chemistry, postsecondary
251053 = Environmental science, postsecondary
251054 = Physics, postsecondary
251061 = Anthropology/archeology, postsecondary
251062 = Area/ethnic/cultural, postsecondary
251063 = Economics, postsecondary
251064 = Geography, postsecondary
251065 = Political science, postsecondary
251066 = Psychology, postsecondary
251067 = Sociology, postsecondary
251069 = Social science, postsecondary, all other
251071 = Health specialties, postsecondary
251072 = Nurse instructor/teacher, postsecondary
251081 = Education, postsecondary
251082 = Library science, postsecondary
251111 = Criminal justice, etc, postsecondary
251112 = Law, postsecondary
251113 = Social work, postsecondary
251121 = Art, drama, and music, postsecondary
251122 = Communications, postsecondary
251123 = English lang/literature, postsecondary
251124 = Foreign lang/literature, postsecondary
251125 = History, postsecondary
251126 = Philosophy and religion, postsecondary
251191 = Graduate teaching assistants
251192 = Home economics, postsecondary

251193 = Recreation/fitness, postsecondary
251194 = Vocational education, postsecondary
251199 = All other, postsecondary
252011 = Preschool teacher, except special ed
252012 = Kindergarten teacher, except special ed
252021 = Elementary teacher, except special ed
252022 = Middle teacher, except special/voc
252023 = Vocational ed teacher, middle
252031 = Secondary teacher, except special/ voc ed
252032 = Vocational ed teacher, secondary
252041 = Special ed teacher, pre-k/k/elementary
252042 = Special ed teacher, middle
252043 = Special ed teacher, secondary
253011 = Adult literacy/remedial ed/ged teacher
253021 = Self-enrichment education teacher
253099 = Teachers and instructors, all other
254011 = Archivists
254012 = Curators
254013 = Museum technicians and conservators
254021 = Librarians
254031 = Library technicians
259011 = Audio-visual collections specialists
259021 = Farm and home management advisors
259031 = Instructional coordinators
259041 = Teacher assistants
259099 = Ed/training/library worker, all other
271011 = Art directors
271012 = Craft artists
271013 = Fine artist, including painter, etc
271014 = Multi-media artists and animators
271019 = Artists and related workers, all other
271021 = Commercial and industrial designers
271022 = Fashion designers
271023 = Floral designers
271024 = Graphic designers
271025 = Interior designers
271026 = Merchandise displayer/window trimmer
271027 = Set and exhibit designers
271029 = Designers, all other
272011 = Actors
272012 = Producers and directors
272021 = Athletes and sports competitors
272022 = Coaches and scouts
272023 = Umpire/referee/other sports official
272031 = Dancers
272032 = Choreographers
272041 = Music directors and composers
272042 = Musicians and singers
272099 = Entertainer/performer/sports, other
273011 = Radio and television announcers
273012 = Public address system/other announcer
273021 = Broadcast news analysts
273022 = Reporters and correspondents
273031 = Public relations specialists
273041 = Editors
273042 = Technical writers
273043 = Writers and authors
273091 = Interpreters and translators
273099 = Media/communication worker, all other
274011 = Audio and video equipment technicians
274012 = Broadcast technicians
274013 = Radio operators
274014 = Sound engineering technicians
274021 = Photographers
274031 = Camera operator/tv/video/motion picture
274032 = Film and video editors
274099 = Media/communication equipment, all other
291011 = Chiropractors
291021 = Dentists, general
291022 = Oral and maxillofacial surgeons
291023 = Orthodontists
291024 = Prosthodontists
291029 = Dentists, all other specialists
291031 = Dietitians and nutritionists
291041 = Optometrists
291051 = Pharmacists
291061 = Anesthesiologists
291062 = Family and general practitioners
291063 = Internists, general
291064 = Obstetricians and gynecologists
291065 = Pediatricians, general
291066 = Psychiatrists
291067 = Surgeons
291069 = Physicians and surgeons, all other
291071 = Physician assistants
291081 = Podiatrists
291111 = Registered nurses
291121 = Audiologists
291122 = Occupational therapists
291123 = Physical therapists
291124 = Radiation therapists
291125 = Recreational therapists
291126 = Respiratory therapists
291127 = Speech-language pathologists
291129 = Therapists, all other
291131 = Veterinarians
291199 = Health diagnosing practitioner, other
292011 = Medical/clinical laboratory technologist
292012 = Medical/clinical laboratory technician
292021 = Dental hygienists
292031 = Cardiovascular technologist/technician
292032 = Diagnostic medical sonographers
292033 = Nuclear medicine technologists
292034 = Radiologic technologists and technicians
292041 = Emergency medical technician/paramedic
292051 = Dietetic technicians
292052 = Pharmacy technicians
292053 = Psychiatric technicians
292054 = Respiratory therapy technicians
292055 = Surgical technologists
292056 = Veterinary technologists and technicians

292061 = Licensed practical/vocational nurse
292071 = Medical records/health info technician
292081 = Opticians, dispensing
292091 = Orthotists and prosthetists
292099 = Health technologist/technician, other
299011 = Occupational health/safety specialist
299012 = Occupational health/safety technician
299091 = Athletic trainers
299099 = Healthcare practitioner/technical, other
311011 = Home health aides
311012 = Nursing aides, orderlies, and attendants
311013 = Psychiatric aides
312011 = Occupational therapist assistants
312012 = Occupational therapist aides
312021 = Physical therapist assistants
312022 = Physical therapist aides
319011 = Massage therapists
319091 = Dental assistants
319092 = Medical assistants
319093 = Medical equipment preparers
319094 = Medical transcriptionists
319095 = Pharmacy aides
319096 = Veterinary assistant/lab animal care
319099 = Healthcare support workers, all other
331011 = First-line manager, correctional officer
331012 = First-line manager, police/detectives
331021 = First-line manager, fire fighting, etc
331099 = First-line manager, protective, other
332011 = Fire fighters
332021 = Fire inspectors and investigators
332022 = Forest fire/prevention specialist
333011 = Bailiffs
333012 = Correctional officers and jailers
333021 = Detectives and criminal investigators
333031 = Fish and game wardens
333041 = Parking enforcement workers
333051 = Police and sheriff patrol officers
333052 = Transit and railroad police
339011 = Animal control workers
339021 = Private detectives and investigators
339031 = Gaming surveillance officer/investigator
339032 = Security guards
339091 = Crossing guards
339092 = Lifeguard/ski patrol/other service
339099 = Protective service workers, all other
351011 = Chefs and head cooks
351012 = First-line manager, food prep/serving
352011 = Cooks, fast food
352012 = Cooks, institution and cafeteria
352013 = Cooks, private household
352014 = Cooks, restaurant
352015 = Cooks, short order
352019 = Cooks, all other
352021 = Food preparation workers
353011 = Bartenders
353021 = Food prep/serving, includes fast food
353022 = Counter attendant, cafeteria, etc
353031 = Waiters and waitresses
353041 = Food servers, nonrestaurant
359011 = Dining room/cafeteria attendant, etc
359021 = Dishwashers
359031 = Host/hostess, restaurant, etc
359099 = Food prep/serving related, other
371011 = First-line manager, housekeeping/janitor
371012 = First-line manager, landscaping, etc
372011 = Janitor/cleaner, except maid/housekeeper
372012 = Maid/housekeeper
372019 = Building cleaning workers, all other
372021 = Pest control workers
373011 = Chief exec, landscaping/groundskeeping
373013 = Legislator, tree trimmer and pruner
373019 = Grounds maintenance workers, all other
391011 = Marketing managers, gaming supervisor
391012 = Sales managers, slot key persons
392011 = Admin services manager, animal trainer
392021 = Nonfarm animal caretakers
393011 = Gaming dealers
393012 = Gaming and sports book writer/runner
393019 = Gaming service workers, all other
393021 = Motion picture projectionists
393031 = Usher, lobby attendant, and ticket taker
393091 = Amusement and recreation attendants
393092 = Costume attendants
393093 = Locker/coat/dressing room attendant
393099 = Entertainment attendant, related, other
394011 = Embalmers
394021 = Funeral attendants
395011 = Barbers
395012 = Hairdresser, hairstylist, cosmetologist
395091 = Makeup artist, theatrical/performance
395092 = Manicurists and pedicurists
395093 = Shampooers
395094 = Skin care specialists
396011 = Baggage porters and bellhops
396012 = Concierges
396021 = Tour guides and escorts
396022 = Travel guides
396031 = Flight attendants
396032 = Transportation (not flight) attendant
399011 = Child care workers
399021 = Personal and home care aides
399031 = Fitness trainer and aerobics instructor
399032 = Recreation workers
399041 = Residential advisors
399099 = Personal care/service worker, all other
411011 = First-line manager, retail sales
411012 = First-line manager, non-retail sales
412011 = Cashiers
412012 = Gaming change persons and booth cashiers
412021 = Counter and rental clerks
412022 = Parts salespersons
412031 = Retail salespersons
413011 = Advertising sales agents

413021 = Insurance sales agents
413031 = Securities, commodities, etc agent
413041 = Travel agents
413099 = Sales representative, services, other
414011 = Sales rep, wholesale, technical
414012 = Sales rep, wholesale, except technical
419011 = Demonstrators and product promoters
419012 = Models
419021 = Real estate brokers
419022 = Real estate sales agents
419031 = Sales engineers
419041 = Telemarketers
419091 = Door-to-door sales, etc, related
419099 = Sales and related workers, all other
431011 = First-line manager, office/admin support
432011 = Switchboard operator, includes answering
432021 = Telephone operators
432099 = Communications equipment operator, other
433011 = Bill and account collectors
433021 = Billing/posting clerk/machine operator
433031 = Bookkeeping/accounting/auditing clerk
433041 = Gaming cage workers
433051 = Payroll and timekeeping clerks
433061 = Procurement clerks
433071 = Tellers
434011 = Brokerage clerks
434021 = Correspondence clerks
434031 = Court, municipal, and license clerks
434041 = Credit authorizers, checkers, and clerks
434051 = Customer service representatives
434061 = Eligibility interviewer, govt program
434071 = File clerks
434081 = Hotel, motel, and resort desk clerks
434111 = Interviewer, except eligibility/loan
434121 = Library assistants, clerical
434131 = Loan interviewers and clerks
434141 = New accounts clerks
434151 = Order clerks
434161 = HR assistant, except payroll/timekeeping
434171 = Receptionists and information clerks
434181 = Reservation/transportation ticket agent
434199 = Information and record clerks, all other
435011 = Cargo and freight agents
435021 = Couriers and messengers
435031 = Police, fire, and ambulance dispatchers
435032 = Dispatcher, except police/fire/ambulance
435041 = Meter readers, utilities
435051 = Postal service clerks
435052 = Postal service mail carriers
435053 = Postal mail sorter, processor, etc
435061 = Production, planning, expediting clerk
435071 = Shipping, receiving, and traffic clerks
435081 = Stock clerks and order fillers
435111 = Weigher, measurer, etc, recordkeeping
436011 = Executive secretary/admin assistant
436012 = Legal secretaries
436013 = Medical secretaries
436014 = Secretary, except legal/medical/exec
439011 = Computer operators
439021 = Data entry keyers
439022 = Word processors and typists
439031 = Desktop publishers
439041 = Insurance claims/policy processing clerk
439051 = Mail clerk/machine op, except postal
439061 = Office clerks, general
439071 = Office machine op, except computer
439081 = Proofreaders and copy markers
439111 = Statistical assistants
439199 = Office and administrative support, other
451011 = First-line manager, farming, etc
451012 = Farm labor contractors
452011 = Agricultural inspectors
452021 = Animal breeders
452041 = Grader/sorter, agricultural products
452091 = Agricultural equipment operators
452092 = Farmworker/laborer: crop, nursery, etc
452093 = Farmworkers, farm and ranch animals
452099 = Agricultural workers, all other
453011 = Fishers and related fishing workers
453021 = Hunters and trappers
454011 = Forest and conservation workers
454021 = Fallers
454022 = Logging equipment operators
454023 = Log graders and scalers
454029 = Logging workers, all other
471011 = First-line manager, construction, etc
472011 = Boilermakers
472021 = Brickmasons and blockmasons
472022 = Stonemasons
472031 = Carpenters
472041 = Carpet installers
472042 = Floor layer, except carpet, wood, tiles
472043 = Floor sanders and finishers
472044 = Tile and marble setters
472051 = Cement masons and concrete finishers
472053 = Terrazzo workers and finishers
472061 = Construction laborers
472071 = Paving, etc equipment operator
472072 = Pile-driver operators
472073 = Operating engineer, other operator
472081 = Drywall and ceiling tile installers
472082 = Tapers
472111 = Electricians
472121 = Glaziers
472131 = Insulation worker, floor/ceiling/wall
472132 = Insulation workers, mechanical
472141 = Painters, construction and maintenance
472142 = Paperhangers
472151 = Pipelayers
472152 = Plumbers, pipefitters, and steamfitters
472161 = Plasterers and stucco masons
472171 = Reinforcing iron and rebar workers
472181 = Roofers

472211 = Sheet metal workers
472221 = Structural iron and steel workers
473011 = Helpers, brickmason, blockmason, etc
473012 = Helpers, carpenters
473013 = Helpers, electricians
473014 = Helpers, painter, paperhanger, etc
473015 = Helpers, pipelayer, plumber, etc
473016 = Helpers, roofers
473019 = Helpers, construction trades, all other
474011 = Construction and building inspectors
474021 = Elevator installers and repairers
474031 = Fence erectors
474041 = Hazardous materials removal workers
474051 = Highway maintenance workers
474061 = Rail-track laying/maintenance operator
474071 = Septic tank servicer/sewer pipe cleaner
474091 = Segmental pavers
474099 = Construction, related workers, other
475011 = Derrick operators, oil and gas
475012 = Rotary drill operators, oil and gas
475013 = Service unit operator, oil/gas/mining
475021 = Earth drillers, except oil and gas
475031 = Explosives worker, etc
475041 = Continuous mining machine operators
475042 = Mine cutting/channeling machine operator
475049 = Mining machine operators, all other
475051 = Rock splitters, quarry
475061 = Roof bolters, mining
475071 = Roustabouts, oil and gas
475081 = Helpers--extraction workers
475099 = Extraction workers, all other
491011 = First-line manager, mechanic, etc
492011 = Computer, etc machine repairer
492021 = Radio mechanics
492022 = Telecommunication installer, except line
492091 = Avionics technicians
492092 = Electric motor/power tool/other repairer
492093 = Electrical installer, transportation
492094 = Electrical repairer, commercial, etc
492095 = Electrical repairer, powerhouse, etc
492096 = Electronic installer/repairer, vehicles
492097 = Home entertainment installer/repairer
492098 = Security/fire alarm systems installer
493011 = Aircraft mechanic/service technician
493021 = Automotive body and related repairers
493022 = Automotive glass installer/repairer
493023 = Automotive service technician/mechanic
493031 = Bus/truck mechanic, diesel specialist
493041 = Farm equipment mechanics
493042 = Mobile equipment mechanic, except engine
493043 = Rail car repairers
493051 = Motorboat mechanic
493052 = Motorcycle mechanic
493053 = Outdoor power equipment/other mechanic
493091 = Bicycle repairer
493092 = Recreational vehicle service technician
493093 = Tire repairers and changer
499011 = Mechanical door repairer
499012 = Control installer, except mechanical
499021 = Heat/air conditioning/fridge mechanic
499031 = Home appliance repairer
499041 = Industrial machinery mechanics
499042 = Maintenance and repair workers, general
499043 = Maintenance workers, machinery
499044 = Millwrights
499045 = Refractory material repairer, not brick
499051 = Electrical power-line installer
499052 = Telecommunications line installer
499061 = Camera/photographic equipment repairer
499062 = Medical equipment repairer
499063 = Musical instrument repairers and tuners
499064 = Watch repairers
499069 = Precision instrument repairer, other
499091 = Coin/vending/amusement machine servicer
499092 = Commercial divers
499093 = Fabric menders, except garment
499094 = Locksmiths and safe repairers
499095 = Building/mobile home installer
499096 = Riggers
499097 = Signal and track switch repairers
499098 = Helper, installation/maintenance/repair
499099 = Installation/maintenance/repair, other
511011 = First-line manager, production/operating
512011 = Aircraft structure, etc assembler
512021 = Coil winders, tapers, and finishers
512022 = Electrical equipment assembler
512023 = Electromechanical equipment assemblers
512031 = Engine and other machine assemblers
512041 = Structural metal fabricators and fitters
512091 = Fiberglass laminators and fabricators
512092 = Team assemblers
512093 = Timing device assembler, adjuster, etc
512099 = Assemblers and fabricators, all other
513011 = Bakers
513021 = Butchers and meat cutters
513022 = Meat, poultry, and fish cutter/trimmer
513023 = Slaughterers and meat packers
513091 = Food/tobacco roast, etc machine operator
513092 = Food batchmakers
513093 = Food cooking machine operator
514011 = Comp-control machine op, metal/plastic
514012 = Numeric tool/process control programmer
514021 = Extruding machine setter, metal/plastic
514022 = Forging machine setter, metal/plastic
514023 = Rolling machine setter, metal/plastic
514031 = Cutting,etc machine setter,metal/plastic
514032 = Drilling machine setter, metal/plastic
514033 = Grinding machine setter, metal/plastic
514034 = Lathe machine tool setter, metal/plastic

514035 = Milling machine setter, metal/plastic
514041 = Machinists
514051 = Metal-refining furnace operator/tender
514052 = Pourers and casters, metal
514061 = Model makers, metal and plastic
514062 = Patternmakers, metal and plastic
514071 = Foundry mold and coremakers
514072 = Molding machine setter, metal/plastic
514081 = Multiple machine setter, metal/plastic
514111 = Tool and die makers
514121 = Welders, cutters, solderers, and brazers
514122 = Welding, etc machine setter
514191 = Heat treating setter, metal/plastic
514192 = Lay-out workers, metal and plastic
514193 = Plating machine setter, metal/plastic
514194 = Tool grinders, filers, and sharpeners
514199 = Metal/plastic workers, all other
515011 = Bindery workers
515012 = Bookbinders
515021 = Job printers
515022 = Prepress technicians and workers
515023 = Printing machine operators
516011 = Laundry and dry-cleaning workers
516021 = Presser/textile/garment/related material
516031 = Sewing machine operators
516041 = Shoe and leather workers and repairers
516042 = Shoe machine operators and tenders
516051 = Sewers, hand
516052 = Tailors, dressmakers, and custom sewers
516061 = Textile bleaching/dyeing operator
516062 = Textile cutting machine setter
516063 = Textile knitting/weaving machine setter
516064 = Textile winding, etc machine setter
516091 = Extruding machine setter, synthetic, etc
516092 = Fabric and apparel patternmakers
516093 = Upholsterers
516099 = Textile/apparel/furnishings, all other
517011 = Cabinetmakers and bench carpenters
517021 = Furniture finishers
517031 = Model makers, wood
517032 = Patternmakers, wood
517041 = Sawing machine setter, wood
517042 = Woodwork machine setter, except sawing
517099 = Woodworkers, all other
518011 = Nuclear power reactor operators
518012 = Power distributors and dispatchers
518013 = Power plant operators
518021 = Stationary engineer and boiler operator
518031 = Water/liquid waste treatment plant op
518091 = Chemical plant and system op
518092 = Gas plant operators
518093 = Petroleum system/refinery op, gauger
518099 = Plant and system operators, all other
519011 = Chemical equipment operators and tenders
519012 = Separating, etc machine setter
519021 = Crushing, etc machine setter
519022 = Grinding and polishing workers, hand
519023 = Mixing/blending machine setter
519031 = Cutters and trimmers, hand
519032 = Cutting/slicing machine setter
519041 = Extruding, etc machine setter
519051 = Furnace, etc operator
519061 = Inspector/tester/sorter/sampler/weigher
519071 = Jeweler/precious stone/metal workers
519081 = Dental laboratory technicians
519082 = Medical appliance technicians
519083 = Ophthalmic laboratory technicians
519111 = Packaging/filling machine operator
519121 = Coating/painting/spraying machine setter
519122 = Painters, transportation equipment
519123 = Painting/coating/decorating worker
519131 = Photographic process workers
519132 = Photographic processing machine operator
519141 = Semiconductor processors
519191 = Cementing/gluing machine operator
519192 = Cleaning, etc equipment operator
519193 = Cooling/freezing equipment operator
519194 = Etchers and engravers
519195 = Molder, etc, except metal/plastic
519196 = Paper goods machine setter
519197 = Tire builders
519198 = Helpers--production workers
519199 = Production workers, all other
531011 = Aircraft cargo handling supervisors
531021 = First-line manager, helpers, etc
531031 = First-line manager, material-moving
532011 = Airline pilot, copilot, flight engineer
532012 = Commercial pilots
532021 = Air traffic controllers
532022 = Airfield operations specialists
533011 = Ambulance driver/attendant, except emt
533021 = Bus drivers, transit and intercity
533022 = Bus drivers, school
533031 = Driver/sales workers
533032 = Truck drivers, heavy and tractor-trailer
533033 = Truck driver, light/delivery services
533041 = Taxi drivers and chauffeurs
533099 = Motor vehicle operators, all other
534011 = Locomotive engineers
534012 = Locomotive firers
534013 = Rail yard engineer/dinkey op/hostler
534021 = Railroad brake/signal/switch operator
534031 = Railroad conductors and yardmasters
534041 = Subway and streetcar operators
534099 = Rail transportation workers, all other
535011 = Sailors and marine oilers
535021 = Captain/mate/pilot of water vessels
535022 = Motorboat operators
535031 = Ship engineers
536011 = Bridge and lock tenders
536021 = Parking lot attendants
536031 = Service station attendants

536041 = Traffic technicians
536051 = Transportation inspectors
536099 = Transportation workers, all other
537011 = Conveyor operators and tenders
537021 = Crane and tower operators
537031 = Dredge operators
537032 = Excavating/loading dragline operator
537033 = Loading machine/underground mining
537041 = Hoist and winch operators
537051 = Industrial truck and tractor operators
537061 = Cleaners of vehicles and equipment
537062 = Laborer, etc, hand
537063 = Machine feeders and offbearers
537064 = Packers and packagers, hand
537071 = Gas compressor/gas pump station operator
537072 = Pump operators, except wellhead pumpers
537073 = Wellhead pumpers
537081 = Refuse/recyclable material collector
537111 = Shuttle car operators
537121 = Tank car, truck, and ship loaders
537199 = Material moving workers, all other
551011 = Air crew officers
551012 = Aircraft launch and recovery officers
551013 = Armored assault vehicle officers
551014 = Artillery and missile officers
551015 = Command and control center officers
551016 = Infantry officers
551017 = Special forces officers
551019 = Officer special/tactical ops manag, oth
552011 = First-line manager, air crew member
552012 = First-line manager, weapons specialist
552013 = First-line manager, other tactical ops
553011 = Air crew members
553012 = Aircraft launch and recovery specialists
553013 = Armored assault vehicle crew members
553014 = Artillery and missile crew members
553015 = Command and control center specialists
553016 = Infantry
553017 = Radar and sonar technicians
553018 = Special forces
553019 = Enlisted tactical operations, etc, other

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDCURTYP

*Type of employer*
Job title: [MDJBTL]
In your current job, do you work for...
2 = A for-profit company
3 = A nonprofit organization
4 = A local, state, or federal government
5 = The military (including civilian employees of the military)
6 = None of the above; I am self-employed

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDIND

*Industry: string*
Job title: [MDJBTL]
[if MDCURTYP = 6]
What is your primary business or industry?
[else]
What is your employer's primary business or industry?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not in the government or military.*
Recode note: 1) If MDCURTYP = 5 (military) then MDIND = "Military" 2) If MDCURTYP = 4 (government) then MDIND = "Government"
Sources: BPS:04/09 field test student interview

## MDINDCD

*Industry: code*
Job title: [MDJBTL]
[if MDCURTYP ne 6]
Occupation: [MDOCC1] Industry: [MDIND] From the list below, please select the category which best describes your employer's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.
[else]
Occupation: [MDOCC1] Industry: [MDIND] From the list below, please select the category which best describes your industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

0 = None listed
11 = Agriculture, forestry, fishing, hunting
21 = Mining
22 = Utilities
23 = Construction
31 = Manufacturing
42 = Wholesale trade
44 = Retail/retail trade
48 = Transportation and warehousing
51 = Information/communication/data processing
52 = Finance and insurance
53 = Real estate and rental and leasing
54 = Professional, scientific, and technical services
55 = Management of companies and enterprises
61 = Education/education services
62 = Health care and social assistance
71 = Arts, entertainment, and recreation
72 = Hotels/motels/accommodations and food services
92 = Public administration
561 = Administrative and support services
562 = Waste management/environmental remediation
811 = Personal care services
812 = Automotive repair and maintenance
999 = All other services

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not in the government or military.*
Recode note: 1) If MDCURTYP = 5 (military) then MDINDCD = 92 2) If MDCURTYP = 4 (government) then MDINDCD = 92
Sources: BPS:04/09 field test student interview

## MDSIMJBB

*Same/similar job before enrolled*
Job title: [MDJBTL]
Did you have your current job, or a similar job, before you enrolled at [TSCHUG]?
Did you have your current job, or a similar job, before you enrolled at [TSCHUG]?

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDSIMJE

*Same/similar job while enrolled*
Did you have your current job, or a similar job, while you were
enrolled at [TSCHUG]?

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDJOBM

*Total number of months in same/similar job*
Job title: [MDJBTL] How long have you been working in your current job and any similar jobs you had before it?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at the same/similar job while/before enrolled.*
Sources: BPS:04/09 field test student interview

## MDTMPSMY

*Date began job*
Job title: [MDJBTL]
In what month and year did you first start your current job?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDHOURS

*Hours worked weekly* Job title: [MDJBTL]
On average, how many hours do you work per week in your job? hour(s)
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDERNAMT

*Job earnings: amount*
Job title: [MDJBTL]
How much do you earn from your job?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDEARNT

*Job earnings: time period*
Job title: [MDJBTL]
How much do you earn from your job?
1 = Per year
2 = Per month
3 = Per week
4 = Per hour
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDTOTERN

*Job earnings: total earnings*
MDTOTERN is an internal variable indicating earnings from current job.
Initialize MDTOTERN = -9
If MDERNAMT = -9 then MDTOTERN = -9
else if MDEARNT = MDTOTERN = -9
else if MDEARNT = 1 then MDTOTERN = MDERNAMT
else if MDEARNT = 2 then MDTOTERN = MDERNAMT*12
else if MDEARNT = 3 then MDTOTERN = MDERNAMT*52
else if MDEARNT = 4 then MDTOTERN = MDERNAMT*2000
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBA

*Employee benefits: medical insurance*
Job title: [MDJBTL] Which of the following benefits does your current employer offer?
Medical insurance
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBB

*Employee benefits: other health insurance*
Job title: [MDJBTL]
Which of the following benefits does your current employer offer?
Other health insurance, such as dental or optical
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBC

*Employee benefits: life insurance*
Job title: [MDJBTL]
Which of the following benefits does your current employer offer?
Life insurance
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBD

*Employee benefits: retirement or other financial*
Job title: [MDJBTL] Which of the following benefits does your current employer offer?
Retirement or other financial benefits, such as a 401(k)/403(b)
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBE

*Employee benefits: flexible spending account*
Job title: [MDJBTL] Which of the following benefits does your current employer offer?
Flexible spending account
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBF

*Employee benefits: employee assistance program*
Job title: [MDJBTL] Which of the following benefits does your current employer offer? Employee assistance program (counseling/legal)
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPBG

*Employee benefits: tuition reimbursement*
Job title: [MDJBTL] Which of the following benefits does your current employer offer?
Tuition reimbursement
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDEMPH

*Employee benefits: other facilities/subsidies*
Job title: [MDJBTL] Which of the following benefits does your current employer offer?
Other employee facilities or subsidies, such as for childcare, transit, or fitness
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDJBREA

*Job responsibilities: supervise others*
Job title: [MDJBTL] In your current job, do you...
Supervise the work of others?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDJBREB

*Job responsibilities: participate in hiring or firing decisions*
Job title: [MDJBTL] In your current job, do you...
Participate in hiring or firing decisions?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDJBREC

*Job responsibilities: set salary rates*
Job title: [MDJBTL]In your current job, do you...
Participate in setting salary rates for employees?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*
Sources: BPS:04/09 field test student interview

## MDFIRSTJ

*First job since enrolled at [TSCHUG]*
Job title: [MDJBTL] Is your current job the first job you had after you were last enrolled as an undergraduate at [TSCHUG]?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not at the same job they had while enrolled.*
Sources: BPS:04/09 field test student interview

## MDRELMAJ

*Job related to major or field of study at [TSCHUG]*
Job title: [MDJBTL] Would you say your job is related to the major or field of study you had when you were last enrolled at [TSCHUG] as an undergraduate?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status or declared at least one major, and were employed but not at the same job they had while enrolled.* Recode note: If MDSIMJE = 1 then MDRELMAJ = MCRELMAJ
Sources: BPS:04/09 field test student interview

## MDRELCRS

*Job related to coursework at [TSCHUG]*
Job title: [MDJBTL] Would you say your job is related to the coursework you had when you were last enrolled at [TSCHUG] as an undergraduate?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and had not declared a major, and were employed but not at the same job they had while enrolled.*
Recode note: If MDSIMJE = 1 then MDRELCRS = MCRELCRS
Sources: BPS:04/09 field test student interview

## MDEDDIFF

*Job would be difficult without coursework at [TSCHUG]*
Job title: [MDJBTL] Would it be difficult for you to do your current job without having had the undergraduate courses you took at [TSCHUG]?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDSKILL

*Use of skills from coursework at [TSCHUG]*
Job title: [MDJBTL] In your current job, do you use the skills, specialized equipment, software, and/or technology that you were trained to use in your undergraduate coursework at [TSCHUG]?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDCONLIC

*Job requirements: license*
Job title: [MDJBTL]
[if MDCURTYP ne 6] Were any of the following required by your current employer as a condition for working?
[else]
Were any of the following required as a condition for working?
An occupational license or professional certification
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDCONCER

*Job requirements: certificate*
Job title: [MDJBTL]
[if MDCURTYP ne 6]
Were any of the following required by your current employer as a condition for working?
[else]
Were any of the following required as a condition for working?
A diploma or certificate from a trade school
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDCONDEG

*Job requirements: 2-year or 4-year degree*
Job title: [MDJBTL]
[if MDCURTYP ne 6]
Were any of the following required by your current employer as a condition for working?
[else]
Were any of the following required as a condition for working?
A 2-year or 4-year college degree
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDLICT2

*License/certification: general code*
Job title: [MDJBTL]
What license or professional certification is required for your current position? (Please select a general area and then the specific discipline within the general area. Use the arrow at the right side of the first box to display the general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)
General area
100 = Accounting
200 = Agriculture
300 = Arts
400 = Business
500 = Communications
600 = Construction
700 = Counseling
800 = Education
900 = Engineering
1000 = Health
1100 = Insurance
1200 = Manufacturing
1300 = Personal services
1400 = Public safety
1500 = Real estate
1600 = Repair
1700 = Transportation
1800 = Vendor-specific business/computer certification
1900 = Food services
2000 = Law
99900 = Other
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed with a professional license or certificate.*
Sources: BPS:04/09 field test student interview

## MDLICT4

*License/certification: specific code*
Job title: [MDJBTL]
What license or professional certification is required for your current position? (Please select a general area and then the specific discipline within the general area. Use the arrow at the right side
of the first box to display the general areas. Click to select the desired general area, and then select the desired specific discipline within the area from the second box.)
Specific area

1 = CPA
2 = Auditor
3 = Broker
4 = Bookkeeping
5 = Agriculture
6 = Pest control
7 = Forestry
8 = Wildlife management
9 = Professional arts
10 = Photography
11 = Other arts
12 = Finance
13 = Human resources/benefits
14 = Management
15 = Purchasing
16 = Communications
17 = Broadcast
18 = Architecture
19 = Building
20 = Welding
21 = Other construction
22 = Social work
23 = Therapist
24 = Counselor
25 = Elementary/secondary teaching
26 = Childcare
27 = Teacher's aide
28 = Library
29 = Administration
30 = Professional engineer
31 = Engineer in training
32 = Engineering technician
33 = Medicine
34 = Dentistry
35 = Pharmacy
36 = Chiropractic
37 = Optometry
38 = Podiatry
39 = Registered nursing
40 = Licensed practical nursing
41 = Midwifery
42 = Physical therapy
43 = EMT/paramedic
44 = Medical/dental technician
45 = Physical therapy
46 = Veterinary medicine
47 = Veterinary technician
48 = Other health
49 = Insurance
50 = Underwriter
51 = Actuary law - attorney
52 = Mediator
53 = Paralegal
54 = Manufacturing
55 = Cosmetology
56 = Barber
57 = Massage
58 = Fitness/personal training
59 = Other personal services
60 = Public safety
61 = Law enforcement
62 = Real estate
63 = Automotive mechanic
64 = Heating/air conditioning
65 = Electronics
66 = Aviation
67 = Jewelry/watch/lens/other fine craftsman
68 = Commercial transportation license
69 = Hazardous materials
70 = Xerox copier
71 = IBM
72 = Microsoft
73 = Cisco
74 = Other vendor-specific
75 = Food services
76 = Attorney
999 = Other, general

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed with a professional license or certificate.*
Sources: BPS:04/09 field test student interview

## MDPRGCRT

*Took classes at [TSCHUG] toward certificate*
Job title: [MDJBTL]
Did you take any classes at [TSCHUG] that were necessary for you to qualify for or to maintain your current occupational license or professional certification?

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed with a professional license or certificate.*
Sources: BPS:04/09 field test student interview

## MDSTRTCR

*Current job considered start of career*

Job title: [MDJBTL] Do you consider your current job to be the beginning of a career you are pursuing in your occupation or industry?

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*

Sources: BPS:04/09 field test student interview

## MDNTRBA

*Job description: radio: helped explore options*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Helping to explore different career options

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTRBB

*Job description: radio: established career*

Job title: [MDJBTL]
Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Already part of an established career

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTRBC

*Job description: radio: allowed freedom for other interests*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Allows freedom to pursue other interests

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTRBD

*Job description: radio: paid the bills*

Job title: [MDJBTL]
Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe
your job?
Pays the bills

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTRBG

*Job description: radio: experience for more education*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Providing experience needed to pursue additional education

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTRBI

*Job description: radio: experience for career*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Providing experience needed to enter a particular career

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTRBJ

*Job description: radio: other*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Other

0 = No

1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCR2

*Job description: radio: other specify*

Please specify the other way(s) in which, since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, you would you describe your job.

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the radio button version of this form and chose another description.*

*Sources: BPS:04/09 field test student interview*

## MDNTCAA

*Job description: checkbox: helped explore options*

Job title: [MDJBTL]

Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Helping to explore different career options

0 = Did not help to explore career options

1 = Yes, helped to explore career options

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCAB

*Job description: checkbox: established career*

Job title: [MDJBTL]

Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Already part of an established career

0 = Not already part of established career

1 = Yes, already part of established career

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCAC

*Job description: checkbox: allowed freedom for other interests*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Allows freedom to pursue other interests

0 = Did not allow to pursue other interests

1 = Yes, allowed to pursue other interests

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCAD

*Job description: checkbox: paid the bills*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Pays the bills

0 = Did not pay the bills

1 = Yes, paid the bills

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCAG

*Job description: checkbox: experience for more education*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Providing experience needed to pursue additional education

0 = Not experience for more education

1 = Yes, experience for more education

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCAI

*Job description: checkbox: experience for career*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Providing experience needed to enter a particular career

0 = Not experience for career
1 = Yes, experience for career

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCAJ

*Job description: checkbox: other*

Job title: [MDJBTL]

Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Other

0 = No other descriptions for job
1 = Yes, other descriptions for job

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox* button version of this form.

Sources: BPS:04/09 field test student interview

## MDNTCAS

*Job description: checkbox: other specify*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?

Please specify:

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the checkbox button version of this form and chose another description.*

Sources: BPS:04/09 field test student interview

## MDNTCT01

*Job description 1: text box*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and were administered the textbox/ dropdown version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCD01

*Job description 1: self-coded drop downs*

How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)

1 = Helping to explore different career options
2 = Allows freedom to pursue other interests
3 = Already part of an established career
4 = Pays the bills
5 = Providing experience needed to pursue additional education
6 = Providing experience needed to enter a particular career
7 = Other

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career, and provided at least one response to the textbox/dropdown version of this form.*

Sources: BPS:04/09 field test student interview

## MDNTCA

*Job description: combined: helped explore options*

Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Helping to explore different career options

0 = Did not help to explore career options
1 = Yes, helped to explore career options

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*

Sources: BPS:04/09 field test student interview

## MDNTCB

*Job description: combined: established career*

Job title: [MDJBTL]

Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Already part of an established career

0 = Not already part of established career
1 = Yes, already part of established career

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*

Sources: BPS:04/09 field test student interview

## MDNTCC

*Job description: combined: allowed freedom for other interests*
Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?
Allows freedom to pursue other interests
0 = Did not allow to pursue other interests
1 = Yes, allowed to pursue other interests
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*
Sources: BPS:04/09 field test student interview

## MDNTCD

*Job description: combined: paid the bills*
Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Pays the bills
0 = Did not pay the bills
1 = Yes, paid the bills
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*
Sources: BPS:04/09 field test student interview

## MDNTCE

*Job description: combined: experience for more education*
Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job? Providing experience needed to pursue additional education
0 = Did not prepare for more education
1 = Yes, prepared for more education
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*
Sources: BPS:04/09 field test student interview

## MDNTCF

*Job description: combined: experience for career*
Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?
Providing experience needed to enter a particular career
0 = Did not prepare to enter a career
1 = Yes, prepared to enter a career
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*
Sources: BPS:04/09 field test student interview

## MDNTCG

*Job description: combined: other*
Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?
Other
0 = No other descriptions for job
1 = Yes, other descriptions for job
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*
Sources: BPS:04/09 field test student interview

## MDNTCS

*Job description: combined: other specify*
Job title: [MDJBTL] Since you do not consider this to be the beginning of a career you are pursuing in your occupation or industry, how would you describe your job?
Please specify:
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job not considered to be the beginning of a career.*
Sources: BPS:04/09 field test student interview

## MDADVNC

*Education at [TSCHUG] will help advance career*
Job title: [MDJBTL] Will your undergraduate education at [TSCHUG] help you advance in your career?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed at a job considered to be part of an already established career.*
Sources: BPS:04/09 field test student interview

## MDUNDEMP

*Qualified for more demanding job with education from [TSCHUG]*
Job title: [MDJBTL] As a result of the education you received at [TSCHUG], do you feel that you have the qualifications for a more demanding job than your current job?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDJOBSA

*Job satisfaction: pay*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Your pay

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSB

*Job satisfaction: fringe benefits*

Job title: [MDJBTL]
Please indicate whether you are satisfied with each of the following in your current job: Fringe benefits

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSC

*Job satisfaction: challenge of work*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Importance and challenge of your work

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSD

*Job satisfaction: promotion opportunity*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Opportunities for promotion and advancement

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSE

*Job satisfaction: use of education*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Opportunities to use your training and education

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSF

*Job satisfaction: job security*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Job security

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSG

*Job satisfaction: opportunities for further training*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Opportunities for further training and education

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-employed.*

Sources: BPS:04/09 field test student interview

## MDJOBSH

*Job satisfaction: overall*

Job title: [MDJBTL] Please indicate whether you are satisfied with each of the following in your current job: Overall, would you say you are satisfied with your job?

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not self-em*ployed.

Sources: BPS:04/09 field test student interview

## MDAD

*Job placement: responded to advertisement*

Job title: [MDJBTL] What did you do to find your current job?
Responded to job advertisements in a newspaper, magazine, or on the Internet

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*

Sources: BPS:04/09 field test student interview

## MDRESUME

*Job placement: sent out resume*
Job title: [MDJBTL]
What did you do to find your current job?
Sent out resumes or contacted employers
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDNETWRK

*Job placement: networked with friends or relatives*
Job title: [MDJBTL] What did you do to find your current job? Networked with friends or relatives
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDSCHELP

*Job placement: used school assistance*
Job title: [MDJBTL]
What did you do to find your current job?
Used school assistance such as the placement office, school job fairs, or spoke with faculty or staff
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDPLCOTH

*Job placement: other*
Job title: [MDJBTL] What did you do to find your current job?
Found job in another way
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MDPLCSPE

*Job placement: other specify*
Job title: [MDJBTL] What did you do to find your current job?
Please specify:
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed and indicated finding their job through other means.*
Sources: BPS:04/09 field test student interview

## MDSEARCH

*Looking for a job*
Are you currently looking for a job?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were not employed.*
Sources: BPS:04/09 field test student interview

## MDUNCMP

*Unemployment compensation*
Are you receiving unemployment compensation while you are not working?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were not employed and looking for a job.*
Sources: BPS:04/09 field test student interview

## MDUNEMP3

*Ever unemployed for at least three months*
We'd like to ask you about any periods of unemployment you may have had since you were last enrolled as an undergraduate at [TSCHUG] -that is, periods of at least 3 months when you were not working but looking for work. Since your undergraduate enrollment at [TSCHUG], have you ever been unemployed and looking for work for a period of 3 months or more?
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status.* Sources: BPS:04/09 field test student interview

## MDNUMOUT

*Periods of unemployment*
Since you were last enrolled as an undergraduate at [TSCHUG], how many times have you been unemployed and looking for a job for a period of more than 3 months? time(s)
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and had b*een unemployed for more than three months.
Sources: BPS:04/09 field test student interview

## MDLTMPMY

*Date of last employment*

Since your undergraduate enrollment at [TSCHUG], in what month and year were you last employed?

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and had been unemployed for more than three months and reported the number of unemployment periods.*

Sources: BPS:04/09 field test student interview

## MDLTMPN

*When last employed: no employment after undergraduate enrollment*

*Since your undergraduate enrollment at [TSCHUG], in what month and year were you last employed?* No employment after undergraduate enrollment

0 = Employed since enrolled
1 = Never employed since enrolled

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and had been unemployed for more than three months and reported the number of unemployment periods.*

Sources: BPS:04/09 field test student interview

## MDUNTIM

*Longest period of unemployment: total number of months*

After your undergraduate enrollment at [TSCHUG], what was the longest period of time you were unemployed and looking for a job?

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and had been unemployed for more than three months and reported the number of unemployment periods.*

Sources: BPS:04/09 field test student interview

## MDLNINC

*Loan debt influenced employment plans*

[if MCUGLN = 3]

Has the amount of student loan debt you have from your education since high school influenced your employment plans and decisions in any way?

[else]

Has the amount of student loan debt you have from your undergraduate education influenced your employment plans and decisions in any way?

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and took out an undergraduate loan.*

*Sources: BPS:04/09 field test student interview*

## MDLNIYA

*Loan debt influenced employment: radio: took job outside field*

[if MCUGLN = 3]

In what ways has your student loan debt influenced your employment plans and decisions?

[else]

In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Took job outside field of study or training to cover the monthly student loan payment

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDLNIYB

*Loan debt influenced employment: radio: took less desirable job*

[if MCUGLN = 3]

In what ways has your student loan debt influenced your employment plans and decisions?

[else]

In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Took less desirable job

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate* loan, and were administered the radio button version of this form.

Sources: BPS:04/09 field test student interview

## MDLNIYC

*Loan debt influenced employment: radio: looked for higher paid job*

[if MCUGLN = 3]

In what ways has your student loan debt influenced your employment plans and decisions?

[else]

In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to look for higher paying job

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MDLNIYD

*Loan debt influenced employment: radio: worked sooner*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to go to work sooner than originally planned
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNIYE

*Loan debt influenced employment: radio: worked more hours*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to work more hours than desired
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNIYF

*Loan debt influenced employment: radio: worked more than one job*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to work more than one job at the same time
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNIYG

*Loan debt influenced employment: radio: other*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Other reason not listed
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNINN

*Loan debt influenced employment: radio: other specify*
[if MCUGLN = 3]
Please specify the other way(s) in which your student loan debt has influenced your employment plans and decisions.
[else]
Please specify the other way(s) in which your undergraduate student loan debt has influenced your employment plans and decisions.
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the radio button version of this form and chose other way loans affected plans.*
Sources: BPS:04/09 field test student interview

## MDLNICA

*Loan debt influenced employment: checkbox: took job outside field*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions?
Took job outside field of study or training to cover the monthly student loan payment
0 = Did not take job outside of field
1 = Yes, took job outside of field
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICB

*Loan debt influenced employment: checkbox: took less desirable job*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions?
Took less desirable job
0 = Did not take a less desirable job
1 = Yes, took a less desirable job
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICC

*Loan debt influenced employment: checkbox: looked for higher paid jo*b
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to look for higher paying job
0 = Did not look for higher paying job
1 = Yes, looked for higher paying job
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICD

*Loan debt influenced employment: checkbox: worked sooner*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions?
Had to go to work sooner than originally planned
0 = Did not work sooner than planned
1 = Yes, worked sooner than planned
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan,* and were administered the *checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICE

*Loan debt influenced employment: checkbox: worked more hours*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to work more hours than desired
0 = No
1 = Yes
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICF

*Loan debt influenced employment: checkbox: worked more than one job*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to work more than one job at the same time
0 = Did not work more than one job
1 = Yes, worked more than one job
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICG

*Loan debt influenced employment: checkbox: other*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Other reason not listed
0 = No other reasons
1 = Yes, other reasons
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNICS

*Loan debt influenced employment: checkbox: other specify*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions?
Please specify:
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the checkbox button version of this form and chose other way loans affected plans.*
Sources: BPS:04/09 field test student interview

## MDLNIT01

*Loan debt influenced employment 1: text box*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? (Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.) *Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and were administered the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNID01

*Loan debt influenced employment 1: self-coded drop downs*
How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.) This dropdown should contain the same item response options as in MCLNINCR.

1 = Took job outside field of study or training to cover the monthly student loan payment
2 = Took less desirable job
3 = Had to look for higher paying job
4 = Had to go to work sooner than originally planned
5 = Had to work more hours than desired
6 = Had to work more than one job at the same time
7 = Other

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan, and provided at least one response to the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MDLNIA

*Loan debt influenced employment: combined: took job outside field*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Took job outside field of study or training to cover the monthly student loan payment

0 = Did not take job outside of field
1 = Yes, took job outside of field

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNIB

*Loan debt influenced employment: combined: took less desirable job*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Took less desirable job

0 = Did not take a less desirable job
1 = Yes, took a less desirable job

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNIC

*Loan debt influenced employment: combined: looked for higher paid job*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to look for higher paying job

0 = Did not look for higher paying job
1 = Yes, looked for higher paying job

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNID

*Loan debt influenced employment: combined: worked sooner*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to go to work sooner than originally planned

0 = Did not work sooner than planned
1 = Yes, worked sooner than planned

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNIE

*Loan debt influenced employment: combined: worked more hours*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to work more hours than desired

0 = Did not work more hours than desired
1 = Yes, worked more hours than desired

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNIF

*Loan debt influenced employment: combined: worked more than one job*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Had to work more than one job at the same time

0 = Did not work more than one job
1 = Yes, worked more than one job

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNIG

*Loan debt influenced employment: combined: other*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Other reason not listed

0 = No other reasons
1 = Yes, other reasons

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

## MDLNIS

*Loan debt influenced employment: combined: other specify*
[if MCUGLN = 3]
In what ways has your student loan debt influenced your employment plans and decisions?
[else]
In what ways has your undergraduate student loan debt influenced your employment plans and decisions? Please specify:
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and whose employment plans were affected by taking out an undergraduate loan.*
Sources: BPS:04/09 field test student interview

# Section E: Background

## MECITZN

*United States citizenship status*
Are you a U.S. citizen?
1 = Yes
2 = No, resident alien/permanent resident
3 = No - Student visa, in the country on an F1 or F2 visa, or on a J1 or J2 exchange visitor visa
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEVOTE

*Registered to vote*
Are you registered to vote in U.S. elections?
0 = No
1 = Yes
*Applies to: Respondents who were US citizens.*
Recode note: If MECITZN > 1 then MEVOTE = 0
Sources: BPS:04/09 field test student interview

## MEEVRVT

*Ever voted in any election*
Have you ever voted in a national, state, or local election in the
United States?
0 = No
1 = Yes
*Applies to: Respondents who were US citizens and registered to vote.*
Sources: BPS:04/09 field test student interview

## MEMARR

*Current marital status*
What is your current marital status?
1 = Single, never married
2 = Married
3 = Separated
4 = Divorced
5 = Widowed
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEHSNUM

*Number of people in household*
Other than yourself, how many people live in your house?
Observed range: 1 - 20
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MESPODP

*Household composition: lived with spouse/partner*
With whom do you live in your house?
Spouse or domestic partner
0 = No
1 = Yes
*Applies to: Respondents who did not live by themselves.*
Sources: BPS:04/09 field test student interview

## MEDPNTS

*Household composition: lived with children/dependents* With whom do you live in your house?
Children and/or other dependents
0 = No
1 = Yes
*Applies to: Respondents who did not live by themselves.*
Sources: BPS:04/09 field test student interview

## MEPARIL

*Household composition: lived with parents or in-laws*
With whom do you live in your house?
Parents or in-laws
0 = No
1 = Yes
*Applies to: Respondents who did not live by themselves.*
Sources: BPS:04/09 field test student interview

## MESIBOR

*Household composition: lived with siblings/relatives* With whom do you live in your house?
Siblings or other relatives (not including parents or children)
0 = No
1 = Yes
*Applies to: Respondents who did not live by themselves.*
Sources: BPS:04/09 field test student interview

## MEROOM

*Household composition: lived with roommates/housemates*
With whom do you live in your house?
Roommate(s) or housemate(s) (who are not related to you)
0 = No
1 = Yes
*Applies to: Respondents who did not live by themselves.*
Sources: BPS:04/09 field test student interview

## MEHSOTH

*Household composition: other*
With whom do you live in your house?
Another person or people not listed
0 = No
1 = Yes
*Applies to: Respondents who did not live by themselves.*
Sources: BPS:04/09 field test student interview

## MEPARST

*Parent marital status*

What is the current marital status of your parent(s) or guardian(s)? (If your parents are divorced or separated, answer this question about the parent you lived with the most during the last 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you actually received support from a parent.)

1 = Married
2 = Living together or domestic partners but not married
3 = Single
4 = Divorced or separated
5 = Widowed
6 = None of the above - both parents or guardians are deceased

*Applies to: Respondents under age 30 whose parents or guardians were not deceased.*

Sources: BPS:04/09 field test student interview

## MEPARINC

*Parent income in 2007*

[if MEPARST in (3 4 5)]

What was your parent or guardian's income in calendar year 2007? If your parents are divorced or separated, answer this question about the parent you lived with more during the last 12 months. If you did not live with one parent more than the other, answer about the parent who provided more financial support during the last 12 months, or during the most recent year that you actually received support from a parent.

[else]

What was your parents' or guardians' income in calendar year 2007?

1 = Under $30,000
2 = $30,000-$59,999
3 = $60,000-$89,999
4 = $90,000-$119,999
5 = $120,000-$179,999
6 = $180,000 and above

*Applies to: Respondents under age 30 whose parents or guardians were not deceased.*

Sources: BPS:04/09 field test student interview

## MEDEPS

*Has dependent children*

[if MEMARR = 2]

Do you or your spouse have any children under the age of 25 that you support financially?

[else]

Do you have any children under the age of 25 that you support financially?

0 = No
1 = Yes

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEDEP2

*Number of dependent children*

How many children do you have?

child/children Observed range: 1 - 20

*Applies to: Respondents with at least one dependent child.*

Recode note: If MEDEPS = 0 then MEDEP2 = 0

Sources: BPS:04/09 field test student interview

## MEDAGE

*Age of youngest dependent child*

[if MEDEP2 > 1]

What is the age of your youngest child?

[else if MEDEP2 = 1]

How old is your child?

[else]

If you have more than one child, please report the age of your youngest child. If you have one child, please report the age of that child.

Observed range: 1 - 25

*Applies to: Respondents with at least one dependent child.*

Sources: BPS:04/09 field test student interview

## MEINCOM

*Household income in 2007*

[if MEMARR in (2 3)]

What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007? (Please exclude your spouse's income.)

[else]

What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007?

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEINEST

*Household income estimate in 2007*
[if MEMARR in (2 3)]
This question about your income is critical to understanding the financial benefits and labor market outcomes of people who have attended a college or vocational/trade school since high school. What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007? (Please exclude your spouse's income.) Please indicate the range that best estimates your income from all sources for 2007.
[else]
This question about your income is critical to understanding the financial benefits and labor market outcomes of people who have attended a college or vocational/trade school since high school. What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007? Please indicate the range that best estimates your income from all sources for 2007.

1 = Less than $20,000
2 = $20,000-$29,999
3 = $30,000-$39,999
4 = $40,000-$49,999
5 = $50,000-$59,999
6 = $60,000-$69,999
7 = $70,000-$79,999
8 = $80,000-$89,999
9 = $90,000-$99,999
10 = $100,000-$149,999
11 = Above $150,000

*Applies to: Respondents who did not provide an income.*
Sources: BPS:04/09 field test student interview

## MEINCSP

*Spouse income in 2007*
How much would you estimate your spouse earned from all sources prior to taxes and deductions in calendar year 2007?
*Applies to: Respondents who were married.*
Sources: BPS:04/09 field test student interview

## MEINSRA

*Spouse income estimate in 2007*
This item is critical to understanding the financial benefits and labor market outcomes of people who have attended a college or vocational/trade school since high school. Please indicate the range that best estimates the amount your spouse earned from work in 2007.

1 = Less than $20,000
2 = $20,000-$29,999
3 = $30,000-$39,999
4 = $40,000-$49,999
5 = $50,000-$59,999
6 = $60,000-$69,999
7 = $70,000-$79,999
8 = $80,000-$89,999
9 = $90,000-$99,999
10 = $100,000-$149,999
11 = Above $150,000

*Applies to: Respondents who were married and did not provide an income for their spouse.*
Sources: BPS:04/09 field test student interview

## MEUNTAX

*Received untaxed benefits in 2007*
[if MEMARR = 2]
In 2007, did you or your spouse receive any untaxed income or benefits, such as child support, TANF (AFDC), food stamps, Social Security, worker's compensation, or disability payments?
[else]
In 2007, did you receive any untaxed income or benefits, such as child support, TANF (AFDC), food stamps, Social Security, worker's compensation, or disability payments?

0 = No
1 = Yes

*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## METANF

*Untaxed benefit type: TANF*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007?
TANF (AFDC)

0 = No
1 = Yes

*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## MESOCSEC

*Untaxed benefit type: social security benefits*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007? Social Security benefits

0 = No
1 = Yes

*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## MEWRKCMP

*Untaxed benefit type: worker's compensation*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007? Worker's compensation
0 = No
1 = Yes
*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## MEDISAB

*Untaxed benefit type: disability payments*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007? Disability payments
0 = No
1 = Yes
*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## MESTMPS

*Untaxed benefit type: food stamps*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007? Food stamps
0 = No
1 = Yes
*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## MECHILD

*Untaxed benefit type: child support*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007? Child support
0 = No
1 = Yes
*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## METAXTYX

*Untaxed benefit type: other*
[if MEMARR = 2]
Which of the following did you or your spouse receive in 2007?
[else]
Which of the following did you receive in 2007? Another benefit not listed
0 = No
1 = Yes
*Applies to: Respondents who received untaxed benefits.*
Sources: BPS:04/09 field test student interview

## MEHOUSE

*Own home or pay rent*
[if MEMARR = 2]
Do you own a home or are you paying rent? If someone other than your spouse makes mortgage or rent payments on your behalf, please answer, Neither own a home nor pay rent."
[else]
Do you own a home or are you paying rent? If someone makes mortgage or rent payments on your behalf, please answer, "Neither own a home nor pay rent."
0 = Neither own a home nor pay rent
1 = Own home (or pay a mortgage)
2 = Pay rent
*Applies to: Respondents who were not living on campus while currently enrolled as an undergraduate between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MEMTGAMT

*Monthly rent or mortgage payment amount*
[if MEMARR = 2 and MEHOUSE = 1]
How much is your monthly mortgage payment? If you share payment of your mortgage with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.
[else if MEMARR = 2 and MEHOUSE = 2]
How much is your monthly rent payment? If you share payment of your rent with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.
[else if MEMARR ne 2 and MEHOUSE = 1]
How much is your monthly mortgage payment? If you share payment of your mortgage with others, please indicate the amount for which you are responsible. [else]
How much is your monthly rent payment? If you share payment of your rent with others, please indicate the amount for which you are responsible.
*Applies to: Respondents who were not living on campus while currently enrolled as an undergraduate between July 2005 and the time of the interview, and owned a home or paid rent.*
Sources: BPS:04/09 field test student interview

## MEMTGDK

*Monthly rent or mortgage payment amount: don't know*
[if MEMARR = 2 and MEHOUSE = 1]
How much is your monthly mortgage payment? If you share payment of your mortgage with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.
[else if MEMARR = 2 and MEHOUSE = 2]
How much is your monthly rent payment? If you share payment of your rent with anybody other than your spouse, please indicate the amount for which you and your spouse are responsible.
[else if MEMARR ne 2 and MEHOUSE = 1]
How much is your monthly mortgage payment? If you share payment of your mortgage with others, please indicate the amount for which you are responsible. [else]
How much is your monthly rent payment? If you share payment of your rent with others, please indicate the amount for which you are responsible.
Don't know
0 = No
1 = Yes
*Applies to: Respondents who were not living on campus while currently enrolled as an undergraduate between July 2005 and the time of the interview, and owned a home or paid rent but did not provide*
*an amount.* Recode note: If MEMTGAMT >= 0 then MEMTGDK = 0
Sources: BPS:04/09 field test student interview

## MECARLON

*Have a car payment*
[if MEMARR = 2]
Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle? If someone other than your spouse makes the payments on your behalf, please answer, "no."
[else]
Do you make loan or lease payments for a car, truck, motorcycle, or other vehicle? If someone makes the payments on your behalf, please answer, "no."
0 = No
1 = Yes
*Applies to: All respondents.*
Recode note: If MECARLON = 1 and MECARAMT = 0 then MECARLON = 0
Sources: BPS:04/09 field test student interview

## MECARAMT

*Car payment amount*
How much do you pay for your vehicle loan or lease each month?
*Applies to: Respondents who made loan or lease payments for a vehicle.*
Sources: BPS:04/09 field test student interview

## MENUMCRD

*Number of credit cards*
How many credit cards do you have in your own name that are billed to you? card(s)
Observed range: 1 - 20
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MENMCDDK

*Number of credit cards: don't know*
How many credit cards do you have in your own name that are billed to you?
Don't know
0 = Do know number of credit cards
1 = Do not know number of credit cards
*Applies to: All respondents.*
Recode note: If MENUMCRD >= 0 then MENMCDDK = 0
Sources: BPS:04/09 field test student interview

## MEPAYOFF

*Payoff or carry credit balance*
[if MENUMCRD = 1]
Do you usually pay off your credit card balance each month, or carry the balance over from month to month?
[else]
Do you usually pay off your credit card balances each month, or carry balances over from month to month?
1 = Pay off balance(s)
2 = Carry balance(s)
*Applies to: Respondents with at least one credit card.*
Recode note: If MEPAYOFF = 2 and MECRDBAL = 0 then MEPAYOFF = 1
Sources: BPS:04/09 field test student interview

## MECRDBAL

*Balance due on all credit cards*
[if MENUMCRD = 1]
What was the balance on your credit card according to your last statement?
[else]
What was the combined balance of all your credit cards according to your last statements?
*Applies to: Respondents with at least one credit card who carried their balances from month to month.*
Sources: BPS:04/09 field test student interview

## MESPLV

*Spouse highest education level*
What is your spouse's highest level of education?
1 = Did not complete high school
2 = High school diploma or equivalent
3 = Vocational or technical training
4 = Less than 2 years of college
5 = Associate's degree
6 = 2 or more years of college but no degree
7 = Bachelor's degree
8 = Graduate degree
*Applies to: Respondents who were married.*
Sources: BPS:04/09 field test student interview

## MESPCOL

*Spouse attended college in 2007-2008*

Did your spouse attend college or graduate school during the 2007-2008 school year?

0 = No
1 = Yes, full-time
2 = Yes, part-time

*Applies to: Respondents who were married.*

Sources: BPS:04/09 field test student interview

## MESPLN

*Spouse student loans*

Does your spouse currently have student loans? If your spouse has student loans, but is not yet repaying the loans, select "yes."

0 = No
1 = Yes

*Applies to: Respondents who were married.*

Sources: BPS:04/09 field test student interview

## MESPAMT

*Spouse total student loan amount*

What is the total amount still owed for your spouse's student loans?

*Applies to: Respondents who were married and whose spouse had student loans.*

Sources: BPS:04/09 field test student interview

## MESPLNPY

*Spouse monthly student loan payment*

What are the monthly payments for your spouse's student loans?

*Applies to: Respondents who were married and whose spouse had student loans.*

Sources: BPS:04/09 field test student interview

## MESPLNIR

*Spouse monthly student loan payment: not yet in repayment*

What are the monthly payments for your spouse's student loans?

Not yet in repayment

0 = In repayment of student loans
1 = Not yet in repayment of student loans

*Applies to: Respondents who were married and whose spouse had student loans.*

Sources: BPS:04/09 field test student interview

## MECOMSRV

*Community service or volunteer in last 12 months*

Have you performed any community service or volunteer work in the last 12 months? Please do not include charitable donations (such as
food, clothing, money, etc.), paid community service, or court-ordered service.

0 = No
1 = Yes

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEVLTUT

Volunteer type: radio: tutoring/education-related

What types of community service or volunteer work did you perform?

Tutoring, education-related work with kids

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MEVLKIDS

*Volunteer type: radio: other work with kids*

What types of community service or volunteer work did you perform?

Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MEVLFUND

*Volunteer type: radio: fundraising (political and non-political)*

What types of community service or volunteer work did you perform?

Fundraising (political and non-political)

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MEVLSOUP

*Volunteer type: radio: homeless shelter/soup kitchen*

What types of community service or volunteer work did you perform?

Homeless shelter or soup kitchen

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*

Sources: BPS:04/09 field test student interview

## MEVLNEI
*Volunteer type: radio: neighborhood improvement*
What types of community service or volunteer work did you perform?
Neighborhood improvement, clean-up, or Habitat for Humanity
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLHEA
*Volunteer type: radio: health services*
What types of community service or volunteer work did you perform?
Health services or hospital, nursing home, group home
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLCHU
*Volunteer type: radio: service to a church*
What types of community service or volunteer work did you perform?
Service to a church or other religious organization
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLOTH
*Volunteer type: radio: other*
What types of community service or volunteer work did you perform?
Other
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLTP2
*Volunteer type: radio: other specify*
Please specify the other type(s) of community service or volunteer work you performed.
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the radio button version of this form and chose other type of volunteer work.*
Sources: BPS:04/09 field test student interview

## MEVLBTU
*Volunteer type: checkbox: tutoring/education-related*
What types of community service or volunteer work did you perform?
Tutoring, education-related work with kids
0 = Not tutoring/education-related
1 = Yes, tutoring/education-related
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBKID
*Volunteer type: checkbox: other work with kids*
What types of community service or volunteer work did you perform?
Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)
0 = Not other work with kids
1 = Yes, other work with kids
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBFND
*Volunteer type: checkbox: fundraising (political and non-political)*
What types of community service or volunteer work did you perform?
Fundraising (political and non-political)
0 = Not fundraising
1 = Yes, fundraising
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBSUP
*Volunteer type: checkbox: homeless shelter/soup kitchen*
What types of community service or volunteer work did you perform?
Homeless shelter or soup kitchen
0 = Not homeless shelter/soup kitchen
1 = Yes, homeless shelter/soup kitchen
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBNEI
*Volunteer type: checkbox: neighborhood improvement*
What types of community service or volunteer work did you perform?
Neighborhood improvement, clean-up, or Habitat for Humanity
0 = Not neighborhood improvement
1 = Yes, neighborhood improvement
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBHEA

*Volunteer type: checkbox: health services*
What types of community service or volunteer work did you perform?
Health services or hospital, nursing home, group home
0 = Not health services
1 = Yes, health services
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBCHU

*Volunteer type: checkbox: service to a church*
What types of community service or volunteer work did you perform?
Service to a church or other religious organization
0 = Not service to a church
1 = Yes, service to a church
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBOTH

*Volunteer type: checkbox: other*
What types of community service or volunteer work did you perform?
Another type of service not listed
0 = No other services
1 = Yes, other services
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLBSPE

*Volunteer type: checkbox: other specify* What types of community service or volunteer work did you perform? Please specify:
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form and chose other type of volunteer work.*
Sources: BPS:04/09 field test student interview

## MEVLT01

*Volunteer type 1: text box*
What types of community service or volunteer work did you perform? Please enter one response in the box provided. For each additional response you wish to provide, click the "Provide an additional response" button.)
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLD01

*Volunteer type 1: self-coded drop downs*
How would you categorize the answer(s) you gave? (Please match your response(s) provided below to a category from the drop down list.)
1 = Tutoring, education-related work with kids
2 = Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)
3 = Service to a church or other religious organization
4 = Fundraising (political and non-political)
5 = Homeless shelter or soup kitchen
6 = Health services or hospital, nursing home, group home
7 = Neighborhood improvement, clean-up, or Habitat for Humanity
8 = Other
*Applies to: Respondents who had volunteered in the past 12 months, and provided at least one response to the textbox/dropdown version of this form.*
Sources: BPS:04/09 field test student interview

## MEVLTA

*Volunteer type: combined: tutoring/education-related*
What types of community service or volunteer work did you perform?
Tutoring, education-related work with kids
0 = Not tutoring/education-related
1 = Yes, tutoring/education-related
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTB

*Volunteer type: combined: other work with kids*
What types of community service or volunteer work did you perform?
Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)
0 = Not other work with kids
1 = Yes, other work with kids
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTC

*Volunteer type: combined: fundraising (political and non-political)*
What types of community service or volunteer work did you perform?
Fundraising (political and non-political)
0 = Not fundraising
1 = Yes, fundraising
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTD

*Volunteer type: combined: homeless shelter/soup kitchen*
What types of community service or volunteer work did you perform?
Homeless shelter or soup kitchen
0 = Not homeless shelter/soup kitchen
1 = Yes, homeless shelter/soup kitchen
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTE

*Volunteer type: combined: neighborhood improvement* What types of community service or volunteer work did you perform?
Neighborhood improvement, clean-up, or Habitat for Humanity
0 = Not neighborhood improvement
1 = Yes, neighborhood improvement
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTF

*Volunteer type: combined: health services*
What types of community service or volunteer work did you perform?
Health services or hospital, nursing home, group home
0 = Not health services
1 = Yes, health services
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTG

*Volunteer type: combined: service to a church*
What types of community service or volunteer work did you perform?
Service to a church or other religious organization
0 = Not service to a church
1 = Yes, service to a church
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTH

*Volunteer type: combined: other*
What types of community service or volunteer work did you perform?
Other
0 = No other services
1 = Yes, other services
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLTS

*Volunteer type: combined: other specify*
What types of community service or volunteer work did you perform?
Please specify:
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLHRS

*Hours volunteered per month*
On average, how many hours did you volunteer each month during the last year? hour(s) per month
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MEVLONE

*One time volunteer event*
On average, how many hours did you volunteer each month during the
last year?
One time event
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCLASS

*Volunteer reason: class requirement*
Why did you become involved in your community service or volunteer work? It was a class requirement or participation was through a campus
organization such as a sorority/fraternity
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCENC

*Volunteer reason: encouraged by friends/family/faculty*
Why did you become involved in your community service or volunteer work?
Participation was encouraged by friends, family, faculty, or a mentor
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCPERS

*Volunteer reason: expression of personal beliefs and values*
Why did you become involved in your community service or volunteer
work?
As an expression of personal beliefs and/or values
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCMEET

*Volunteer reason: meet new people*
Why did you become involved in your community service or volunteer work?
To meet new people
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCSKIL

*Volunteer reason: develop useful skills*
Why did you become involved in your community service or volunteer work?
To develop useful skills
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months*
Sources: BPS:04/09 field test student interview

## MESCFEEL

*Volunteer reason: feel good about self*
Why did you become involved in your community service or volunteer work?
To feel good (for self-esteem)
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCOTH

*Volunteer reason: other*
Why did you become involved in your community service or volunteer work?
Another reason not listed
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MESCSPE

*Volunteer reason: other specify*
Why did you become involved in your community service or volunteer work?
Please specify:
*Applies to: Respondents who had volunteered in the past 12 months and indicated other.*
Sources: BPS:04/09 field test student interview

## MERTCAR

*Rate volunteer: helped career choice*
Which of the following statements describe your experience in your community service or volunteer work activities?
It helped you choose a career
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MERTREAL

*Rate volunteer: revealed how to apply skills*
Which of the following statements describe your experience in your community service or volunteer work activities?
It revealed how to apply your knowledge, skills, and/or interests to real world issues
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MERTRES

*Rate volunteer: addition to resume*
Which of the following statements describe your experience in your community service or volunteer work activities?
It was an important addition to your resume
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MERTMAJ

*Rate volunteer: clarified choice of majors*
Which of the following statements describe your experience in your community service or volunteer work activities?
It clarified your choice of majors
0 = No
1 = Yes
*Applies to: Respondents who had volunteered in the past 12 months.*
Sources: BPS:04/09 field test student interview

## MERTCOM

*Rate volunteer: helped to be more compassionate*

Which of the following statements describe your experience in your community service or volunteer work activities?

It helped you become a more compassionate person

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months.*

Sources: BPS:04/09 field test student interview

## MERTSOC

*Rate volunteer: increased awareness of social issues*

Which of the following statements describe your experience in your community service or volunteer work activities?

It increased your awareness of social issues

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months.*

Sources: BPS:04/09 field test student interview

## MERTSKIL

*Rate volunteer: expanded skills*

Which of the following statements describe your experience in your community service or volunteer work activities?

It expanded your skills (leadership, communication, etc.)

0 = No
1 = Yes

*Applies to: Respondents who had volunteered in the past 12 months.*

Sources: BPS:04/09 field test student interview

## MEDISSEN

*Disability: sensory impairment*

Do you have a sensory impairment, such as blindness, deafness, or a severe vision or hearing impairment, that has lasted for 6 months or more?

0 = No
1 = Yes

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEDISMOB

*Disability: mobility impairment*

Do you have a mobility impairment that has substantially limited one or more basic physical activities, such as walking, climbing stairs, reaching, lifting, or carrying, for 6 months or more?

0 = No
1 = Yes

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEDISOTH

*Disability: other impairment*

Excluding any disabilities already mentioned, do you have any other physical, mental, emotional, or learning condition that has lasted 6 months or more?

0 = No
1 = Yes

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEMAIN

*Main disability or impairment*

What is the main type of condition or impairment you have?

1 = Hearing impairment (i.e., deaf or hard of hearing)
2 = Blindness or visual impairment that cannot be corrected by wearing glasses
3 = Speech or language impairment
4 = Orthopedic or mobility impairment
5 = Specific learning disability or dyslexia
6 = Attention deficit disorder (ADD)
7 = Health impairment or problem
8 = Mental, emotional or psychiatric condition
9 = Depression
10 = Developmental disability
11 = Brain injury
12 = Other

*Applies to: Respondents who indicated they had a sensory, mobility or other impairment.*

Sources: BPS:04/09 field test student interview

## MEHIGHED

*Highest education level expected*

Now we'd like to ask a few questions about your educational and personal goals. What is the highest level of education you ever expect to complete?

0 = No degree or certificate expected
2 = Undergraduate certificate or diploma occupational or technical program)
3 = Associate's degree
4 = Bachelor's degree
6 = Post-baccalaureate certificate or program
8 = Master's degree
9 = Post-master's certificate
10 = Professional degree
11 = Doctoral degree

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEPLNTCH

*Plan on teaching at K-12 level*
Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?
1 = Definitely yes
2 = Probably yes
3 = Probably not
4 = Definitely not
*Applies to: Respondents who were not working as a K-12 teacher.*
Recode note: If MDOC2C6 in (252012 252021 252022 252023 252031 252032 252041 252042 252043) then MEPLNTCH = 1
Sources: BPS:04/09 field test student interview

## MEPLINF

*Personal goals: influence political structure*
Please indicate which of the following personal goals are very important to you.
Influencing the political structure
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEWLOFF

*Personal goals: being financially well-off*
Please indicate which of the following personal goals are very important to you.
Being very well-off financially
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MESTEADY

*Personal goals: find steady work*
Please indicate which of the following personal goals are very important to you.
Being able to find steady work
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MELEADR

*Personal goals: being a leader in the community*
Please indicate which of the following personal goals are very important to you.
Being a leader in the community
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MECLSFAM

*Personal goals: living close to relatives*
Please indicate which of the following personal goals are very important to you.
Living close to parents and relatives
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEAREA

*Personal goals: leaving the area where you grew up*
Please indicate which of the following personal goals are very important to you.
Getting away from the area where you grew up
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MELEISUR

*Personal goals: leisure time*
Please indicate which of the following personal goals are very important to you.
Having leisure time to enjoy interests
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEKIDS

*Personal goals: having children*
Please indicate which of the following personal goals are very important to you.
Having children
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEEXPRT

*Personal goals: recognized as an expert*
Please indicate which of the following personal goals are very important to you.
Being recognized as an expert in your field of work
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEMEAN

*Personal goals: meaning and purpose in life* Please indicate which of the following personal goals are very important to you.
Finding meaning and a sense of purpose in your life
0 = No
1 = Yes
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MEHELP

*Personal goals: help others in need*

Please indicate which of the following personal goals are very important to you.

Helping others in need

0 = No

1 = Yes

*Applies to: All respondents.*

Sources: BPS:04/09 field test student interview

## MEINCHO

*Satisfaction: institutional choice*

[if TCURENUG = 0]

Are you satisfied with the quality of the undergraduate education you received at [TSCHUG]? [else]

Are you satisfied with the quality of the undergraduate education you are receiving at [TSCHUG]?

0 = No

1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate* degree program between July 2005 and the time of the interview.

Sources: BPS:04/09 field test student interview

## MEMAJCHO

*Satisfaction: choice of major*

[if MCDEGMAJ = 1 or MCDBLMAJ = 2]

Are you satisfied with your choice of majors at [TSCHUG]?

[else if MCMAJ1 = -9]

Are you satisfied with your choice of undergraduate major or course of study?

[else]

Are you satisfied with your choice of [MCMAJ1] as your undergraduate major or course of study? Are you satisfied with your most recent choice of undergraduate major or course of study?

0 = No

1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program and who had declared at least one major between July 2005 and the time of the interview.*

Sources: BPS:04/09 field test student interview

## MECOBEN

*Satisfaction: career options and earnings potential*

Do you think that your career options and earnings potential are worth the amount of time you spent and the financial cost of your education so far?

0 = No

1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and the time of the interview.*

Sources: BPS:04/09 field test student interview

# Appendix D
# Training Materials

Telephone Interviewers

# NPSAS 2008 Full Scale
# Telephone Interviewer Training Agenda
# Two Day Agenda: Sunday-Monday

***Day 1/Session 1*** ***1:00 p.m.–5:00 p.m.***

Welcome and Introduction
Overview of Study
Your Role as an Interviewer
Confidentiality
TI Introductions
Demonstration Interview
Frequently Asked Questions
*Break*
Introduction to the Front End
Q x Q Review
*Short Break*
Q x Q Review Continued
Wrap–up questions
*Break*

***Day 1/Session 2*** ***5:30 p.m.–9:30 p.m.***

FAQ Review
Coding practice
Round Robin Mock #1
*Break*
FAQ Review
Paired Mocks
Coding exercise review
Wrap–up questions

***Day 2/Session 3*** ***6:00 p.m.–10:00 p.m.***

Welcome/Notarization/Confidentiality Review
Coding Certification
FAQ Review
Additional Front End Practice
Round Robin Mock #2
*Break*
Training Evaluations
Certification Interviews/FAQ Certification

# BPS Telephone Interview Training

April 2, 2008 6–10pm

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| | |
|---|---|
| 6:00–6:10 | Introductions/Conf. forms |
| 6:10–6:25 | Study Overview (Main Differences) |
| 6:25–6:40 | FAQ Introduction - Randy |
| 6:40–7:45 | QxQs with special focus on additional BPS coders |
| *7:45–8:00* | *Break* |
| 8:00–8:45 | Round Robin |
| 8:45–9:00 | FAQ Review |
| 9:00–9:55 | Certifications |
| 9:55–10:00 | Wrap-up Questions |

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# Brochure

BPS
Beginning
Postsecondary
Students
Longitudinal Study
ies INSTITUTE OF EDUCATION SCIENCES
Informational Brochure
What has happened in your life in the past few years?
Have you earned a degree, changed jobs, started a career, taken a break from school, or enrolled in further education?
The Beginning Postsecondary Students Longitudinal Study (BPS) wants to know!

## Why was I chosen to participate?

You were selected to participate in BPS because you first enrolled in college or other postsecondary education during the 2002–03 academic year. Study participants were first interviewed in 2003 and again in 2005. Now, we want to contact you one last time to find out about your education, employment, and other experiences during the past few years.

## Why should I participate?

Policymakers and researchers use BPS data to determine what makes beginning students successful in postsecondary education. Information from the survey helps answer questions such as the following:

- What percentages of students complete various degree programs?
- Do students who receive financial aid complete their programs in the same length of time as those who do not receive financial aid?
- Why do students leave school?
- How does employment affect students' success in school?
- What types of volunteer activities are students involved in?

Although participation in this study is voluntary, there is no substitute for *your* responses.

## What is BPS about?

We are interviewing more than 1,100 people, selected from approximately 173 institutions, to find out about their experiences during the 6 years since they first enrolled in postsecondary education. The interview will collect information on a number of topics including the following:

- education progress and plans;
- experience in the workforce;
- earnings and expenses;
- family status;
- participation in civic activities; and
- personal and professional goals.

BPS is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina. BPS is authorized by the Education Sciences Reform Act of 2002 (Public Law 107-279).

## Will my answers be kept confidential?

Yes, federal law requires that we protect your privacy. Your responses will be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

The following procedures have been implemented to ensure the confidentiality of your responses:

- Your answers will be secured behind firewalls and encrypted during Internet transmission. All data entry modules are password protected and require the user to log in before accessing confidential data.
- Project staff may be severely fined or imprisoned for disclosure of individual responses.
- Confidentiality procedures are reviewed and approved by the Institutional Review Board in RTI's Office of Research Protection.

## What have we learned from BPS?

In the last BPS interview, conducted 2 years after students began college, we learned that

- almost 20 percent of beginning students who first enrolled at a 4-year college were no longer enrolled in school;
- nearly 18 percent of beginning students who first enrolled at a 2-year college had attained a degree;
- fifty-two percent of beginning students who first enrolled at a less-than-2-year college had earned a degree; and
- of beginning students who were always enrolled full time, 18 percent had earned a degree and 54 percent were still enrolled; of those students who were always enrolled part time, 7 percent had earned a degree and 24 percent were still enrolled.

SOURCE: Berkner, L., He, S., Mason, M., and Wheelless, S. (2007). *Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After Three Years* (NCES 2007-169). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

## How do I participate?

You may complete the BPS interview in one of two ways:

1. **Online.** Log in to the study website at https://surveys.nces.ed.gov/bps/. Then, simply select the log-in link and enter your Study ID and password when prompted. If you need assistance, call the BPS Help Desk at 1-800-334-2321 or contact us via e-mail at bps@rti.org.
2. **By telephone.** If you prefer to complete the BPS interview by telephone, call the BPS Help Desk at 1-800-334-2321 to speak with a professionally trained interviewer from RTI.

On average, the interview takes about 25 minutes to complete. Web interview time will vary, depending on your internet connection speed.

## How can I get a copy of the results?

Publications from previous studies are available free of charge on the NCES website at http://nces.ed.gov/pubsearch/. Results from the current study are scheduled to be released in 2010 and will be posted on the NCES website as soon as they are available.

## Are there any benefits or risks to my participation?

Your participation in BPS will help ensure the success of the study and help policymakers and researchers better understand the costs and benefits of postsecondary education. There are no other known benefits to your participation. The risk of participation in this study relates to data security and is minimal, given the strict confidentiality and security procedures in place.

## Where can I get more information about BPS?

For more information on participating, visit the study's website at https://surveys.nces.ed.gov/bps/. To make an appointment to complete the interview by telephone, or for assistance in completing the web interview, call 1-800-334-2321.

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

If you have questions or concerns, you may contact the following:

Dr. Jennifer Wine
BPS Project Director (RTI)
1-877-225-8470 (toll-free)
jennifer@rti.org

Dr. Tracy Hunt-White
BPS Project Officer (NCES)
1-202-502-7438
tracy.hunt-white@ed.gov

If you have questions about your rights as a study participant, please call RTI's Institutional Review Board at 1-866-214-2043 (toll-free) or send an e-mail message to orpe@rti.org regarding IRB number 11899.

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

# Initial Contact Letter – BPS:04/06 Respondent

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

In 2005, you participated in the Beginning Postsecondary Students Longitudinal Study (BPS) for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. We are now seeking your help again. Later this spring we will be contacting you to conduct a second follow-up interview for BPS. Data collected from BPS will help educators, researchers, and policymakers at the local, state, and national levels better understand what percentage of beginning students complete their degree programs; the financial, family, and school related factors that prevent students from completing their programs; and what can be done to help students complete their schooling.

When the BPS data collection begins in April, you will receive a letter that will provide specific information on how to participate. **The letter will explain that if you complete the interview on the Web by the date indicated, you will receive a monetary incentive as a token of our appreciation. In the meantime, we need to update our contact information for you.**

Please help us by providing your updated address, telephone numbers, and e-mail addresses on the enclosed address update sheet and returning it to us in the business reply envelope provided, or you may update your contact information online by visiting the study's website at https://surveys.nces.ed.gov/bps/ and entering the Study ID provided below.

The BPS study is being conducted by RTI International. The enclosed brochure provides a brief description of BPS, findings from the 2006 BPS study, and confidentiality procedures. To find out more about this BPS interview, you can visit the study's website, or if you have additional questions or concerns about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

Go to: https://surveys.nces.ed.gov/bps/
Your Study ID: «caseid»

# Initial Contact Letter – BPS:04/06 Nonrespondent

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

We need your help. You have been selected to take part in the Beginning Postsecondary Students Longitudinal Study (BPS), sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. This study will collect education, employment, and other information from you and students like you who began their postsecondary education in the 2002–03 academic year. Data collected from BPS will help educators, researchers, and policymakers at the local, state, and national levels better understand what percentage of beginning students complete their degree programs; the financial, family, and school related factors that prevent students from completing their programs; and what can be done to help students complete their schooling.

When the BPS data collection begins in April, you will receive a letter that will provide specific information on how to participate. **The letter will explain that if you complete the interview on the Web by the date indicated, you will receive a monetary incentive as a token of our appreciation. In the meantime, we need to update our contact information for you.**

Please help us by providing your updated address, telephone numbers, and e-mail addresses on the enclosed address update sheet and returning it to us in the business reply envelope provided, or you may update your contact information online by visiting the study's website at https://surveys.nces.ed.gov/bps/ and entering the Study ID provided below.

The BPS study is being conducted by RTI International. The enclosed brochure provides a brief description of BPS, findings from the 2006 BPS study, and confidentiality procedures. To find out more about this BPS interview, you can visit the study's website, or if you have additional questions or concerns about the study, please call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

Go to: https://surveys.nces.ed.gov/bps/
Your Study ID: «caseid»

# Address Update Form – Sample Member

## Beginning Postsecondary Students Longitudinal Study
## Address Update Information

Study ID: «caseid»

**1.** *Please review your current address and phone numbers displayed on the left side of the box below. Check here if all information preprinted in this section is* ***entirely correct***..... ☐

*If your address is not entirely correct or current,* ***please update*** *it in the space provided on the right side of the box. If you prefer to update your locating information online, visit our secure website at* https://surveys.nces.ed.gov/bps/ *and refer to your Study ID* **«caseid».**

| | |
|---|---|
| «fname» «mname» «lname» «suffix»<br>«addr1»<br>«addr2»<br>«city», «state» «zip» «zip4»<br><br>(«area1») «phone1»<br><br>«panelinfo» | Name: _____<br>Address: _____<br>_____<br>Home phone: (  ) _____<br>Work phone: (  ) _____<br><br>Cell phone: (  ) _____ |

**2.** *We will send an e-mail to let you know that data collection has begun. Please provide an e-mail address that we can use to contact you.*

Primary e-mail address: _____

Alternate e-mail address: _____

**3.** *Would you like us to send you a text message on your cell phone when data collection is about to begin? Please check one*.....Yes ☐ No ☐

*If yes, what cell number should we use?*_____

***Thank you for your assistance.***

Please return this page in the enclosed postage-paid envelope.

# Initial Contact Letter – Parent

Date

«Cpfname» «Cpmname» «Cplname»
«CAddr1»
«CAddr2»
«Ccity», «Cstate» «CZip» «CZip4»

Study ID: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

Students who first began their postsecondary education in the 2002–03 school year were selected to participate in the Beginning Postsecondary Students Longitudinal Study (BPS), sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. Data collected from BPS will help educators, researchers, and policymakers at the local, state, and national levels better understand what percentage of beginning students complete their degree programs; the financial, family, and school related factors that prevent students from completing their programs; and what can be done to help students complete their schooling. The enclosed brochure provides a brief description of BPS, findings from the 2006 BPS study, and confidentiality procedures.

We need your help to update our records for «fname» «lname». ***Please take a few minutes to update the enclosed Address Update Information sheet and return it in the enclosed postage-paid envelope.***

We will be recontacting «fname» and other study participants beginning in early spring 2008 to ask questions about their recent education and employment experiences. Your help in updating our records will ensure the success of the study. Only a limited number of people were selected for the study. Therefore, each person selected represents many others, and it is extremely important that we be able to contact them. **If «fname» completes the interview on the Web by the date provided «pronoun2», «pronoun1» will receive a monetary incentive as a token of our appreciation.**

NCES has contracted with RTI International to conduct the BPS data collection. Please be assured that both NCES and RTI follow strict confidentiality procedures to protect the privacy of study participants and the confidentiality of the information collected. If you would like more information about the BPS study, please visit http://surveys.nces.ed.gov/bps/. You may also call the RTI study director, Dr. Jennifer Wine, toll-free at 1-877-225-8470.

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

# Address Update Form - Parent

## Beginning Postsecondary Students Longitudinal Study
## Address Update Information

Study ID: «caseid»

**1.** *Please review «fname»'s current address and phone numbers displayed on the left side of the box below. Check here if all information preprinted in this section is* ***entirely correct***…… ☐

*If «pronoun2» address is not entirely correct or current,* ***please update*** *it in the space provided on the right side of the box.*

| | |
|---|---|
| «fname» «mname» «lname» «suffix»<br>«addr1»<br>«addr2»<br>«city», «state» «zip» «zip4»<br><br>(«area1») «phone1»<br><br>«panelinfo» | Name: _____<br>Address: _____<br>_____<br>Home phone: ( ) _____<br>Work phone: ( ) _____<br><br>Cell phone: ( ) _____ |

**2.** *We will send «fname» an e-mail to let «pronoun2» know that data collection has begun. Please provide an e-mail address that we can use to contact* ***«pronoun2»****.*

Primary e-mail address: _____
Alternative e-mail address: _____

**3.** *Please indicate whether «fname» receives text messages on «pronoun2» cell phone (or other text messaging device) and whether «pronoun1» would approve of us sending «pronoun2» a text message when data collection is about to begin? Please check one*.....Yes ☐ No ☐

*If yes, what cell number should we use?*_____

***Thank you for your assistance.***
Please return this page in the enclosed postage-paid envelope.

# Data Collection Announcement/Incentive Promise

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

Interviews for the next Beginning Postsecondary Students Longitudinal Study (BPS) are now being conducted. The interview will take about 25 minutes to complete, and if you complete your BPS interview by May 7, **you will receive a check for $«IncAmt» as a token of our appreciation.**

You may access the web interview by logging on to our secure website at https://surveys.nces.ed.gov/bps/ using the Study ID and password provided below. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

**Study ID** = «caseid»
**Password** = «password»

Enclosed you will find a brochure with a brief description of BPS, findings from the 2006 BPS study, and our confidentiality procedures. Your participation, while voluntary, is critical to the study's success. Federal law requires that we protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses will be used only for statistical purposes and will not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions, problems completing your interview online, or prefer to complete the interview over the telephone, simply call the **BPS Help Desk toll-free at 1-800-334-2321**.

If you have any questions or concerns about the study itself, please contact me, toll-free at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438 (e-mail: tracy.hunt-white@ed.gov).

Thank you in advance for making BPS a success.

Sincerely,

Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International

Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

# Data Collection Announcement/ Incentive Prepaid and Promise

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

Interviews for the next Beginning Postsecondary Students Longitudinal Study (BPS) are now being conducted. The interview will take about 25 minutes to complete. Please find enclosed $5 as a token of our appreciation for completing the BPS interview. **If you complete your BPS interview by May 7, we will send you a check for an additional $«IncAmt».**

You may access the web interview by logging on to our secure website at https://surveys.nces.ed.gov/bps/ using the Study ID and password provided below. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

**Study ID** = «caseid»
**Password** = «password»

Enclosed you will find a brochure with a brief description of BPS, findings from the 2006 BPS study, and our confidentiality procedures. Your participation, while voluntary, is critical to the study's success. Federal law requires that we protect your privacy. Your responses will be secured behind firewalls and will be encrypted during Internet transmission. Your responses will be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law. If you have questions, problems completing your interview online, or prefer to complete the interview over the telephone, simply call the **BPS Help Desk toll-free at 1-800-334-2321**.

If you have any questions or concerns about the study itself, please contact me, toll-free at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438 (e-mail: tracy.hunt-white@ed.gov).

Thank you in advance for making BPS a success.

Sincerely,

Jennifer S. Wine, Ph.D.
BPS Project Director
Education Studies Division
RTI International

Tracy Hunt-White, Ph.D.
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosures

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# Data Collection Announcement/Parent of BPS:04/06 Respondent

Date

«Cpfname» «Cpmname» «Cplname»
«CAddr1»
«CAddr2»
«Ccity», «Cstate» «CZip» «CZip4»

Study ID: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

A few years ago, «fname» «lname» participated in the Beginning Postsecondary Students Longitudinal Study (BPS), which was conducted by RTI International for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. We are now conducting data collection for the last BPS interview with «pronoun2». You can help make the study a success by encouraging «pronoun2» to complete the BPS interview by May 7. **If «pronoun1» completes the interview by May 7, «pronoun1» will receive $«IncAmt» as a token of our appreciation.**

The data collected for the BPS study will be used by policymakers and researchers to better understand the education and employment experiences of students who began their postsecondary education during the 2002–03 school year. The interview itself covers topics such as «fname»'s postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment.

Enclosed you will find a brochure that provides an overview of BPS, findings from the 2006 BPS study, and confidentiality procedures. «fname»'s participation in this study, while voluntary, is critical to the study's success.

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll-free at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438 (e-mail: tracy.hunt-white@ed.gov).

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

# Data Collection Announcement/Parent of BPS:04/06 Nonrespondent

Date

«Cpfname» «Cpmname» «Cplname»
«CAddr1»
«CAddr2»
«Ccity», «Cstate» «CZip» «CZip4»

Study ID: «caseid»
«panelinfo»

Dear «Cpfname» «Cplname»:

About 5 years ago, «fname» «lname» participated in the National Postsecondary Student Aid Study (NPSAS), which was conducted by RTI International for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. We are now conducting a follow-up interview to NPSAS, called the Beginning Postsecondary Students Longitudinal Study (BPS). You can help make the study a success by encouraging «pronoun2» to complete the BPS interview by **May 7**. **If «pronoun1» completes the interview by May 7, «pronoun1» will receive $«IncAmt» as a token of our appreciation.**

The data collected for the BPS study will be used by policymakers and researchers to better understand the education and employment experiences of students who began their postsecondary education during the 2002–03 school year. The interview itself covers topics such as «fname»'s postsecondary experiences, work while enrolled, persistence in school, degree completion, and employment following enrollment.

Enclosed you will find a brochure that provides an overview of BPS, findings from the 2006 BPS study, and confidentiality procedures. «fname»'s participation in this study, while voluntary, is critical to the study's success.

If you have any questions or concerns about the study itself, please contact the BPS Project Director, Dr. Jennifer Wine, toll-free at 1-877-225-8470 (e-mail: jennifer@rti.org), or the NCES Project Officer, Dr. Tracy Hunt-White, at 202-502-7438 (e-mail: tracy.hunt-white@ed.gov).

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

Sincerely,

Mark Schneider
Commissioner
National Center for Education Statistics
Enclosures

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According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

# Reminder Letter

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Beginning Postsecondary Students Longitudinal Study (BPS). Only a limited number of people were selected for the study. Therefore, each person selected represents many others who were not selected, and it is extremely important that you complete the interview so that educators and policymakers better understand the rate at which beginning students are completing degree programs, the factors preventing them from continuing their education, and the experiences of students as they transition into employment. Because the results from this study will help develop policy regarding participation in higher education, your experiences and opinions will help determine how future tax dollars are spent.

The interview takes about 25 minutes to complete on average. Once you have completed this interview, you will be finished with the BPS data collection. There will be no future BPS follow-up interviews and your participation with this study will be complete.

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 website, log on to https://surveys.nces.ed.gov/bps/.

You will need the Study ID and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

**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 in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

**Error! Objects cannot be created from editing field codes.**

| | |
|---|---|
| Jennifer S. Wine, Ph.D. | Tracy Hunt-White, Ph.D. |
| BPS Project Director | NCES Project Officer |
| Education Studies Division | National Center for Education Statistics |
| RTI International | U.S. Department of Education |

Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

# Reminder Postcard

*Beginning Postsecondary Students Longitudinal Study*

PO Box 12194
Research Triangle Park, NC 27709-2194
RTI Project #0208407.400.236

ADDRESS SERVICE REQUESTED

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

*Beginning Postsecondary Students Longitudinal Study*

Recently, we sent you information on how to complete the interview for the Beginning Postsecondary Students Longitudinal Study. RTI is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. If you have already completed the interview, we would like to thank you. Your assistance is very much appreciated.

If you have not yet completed your interview, we would like to remind you that if you complete the interview by **May 7**, you will receive «IncAmt» as a token of our appreciation. To complete a web interview over our secure website, log on to https://surveys.nces.ed.gov/bps/.

If you have any questions or problems completing your web interview, or would like to complete the interview over the telephone with a professionally trained interviewer, please contact the BPS Help Desk at 1-800-334-2321.

# Thank You Letter

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

On behalf of the National Center for Education Statistics (NCES) and the staff of the Beginning Postsecondary Students Longitudinal Study (BPS), I would like to thank you for completing your BPS interview. Your participation in this study is very important to ensuring its success.

Enclosed you will find a check for $«IncAmt» as a token of our appreciation for completing the survey.

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

Your participation in BPS is now complete. There will be no BPS follow-up interviews in the future. Again, thank you for your time and willingness to participate.

Sincerely,

Tracy Hunt-White

**Error! Objects cannot be created from editing field codes.**

| | |
|---|---|
| Jennifer S. Wine, Ph.D. | Tracy Hunt-White, Ph.D. |
| BPS Project Director | NCES Project Officer |
| Education Studies Division | National Center for Education Statistics |
| RTI International | U.S. Department of Education |

Enclosure

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

# Information Request Letter/BPS:04/06 Respondent

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

Per your request, we are providing you with more information on the Beginning Postsecondary Students Longitudinal Study (BPS) that is now being conducted. This round of BPS is a follow-up to the previous BPS interview you completed in 2005. Enclosed you will find a brochure with a brief description of BPS, findings from the 2006 BPS study, and confidentiality procedures.

To make the interview process as easy as possible for you, you may either complete the interview on the Web or over the telephone with one of our professionally trained interviewers. {if Incentivized = "If you complete the survey by <DATE>, you will **receive a $«IncAmt» check as a token of our appreciation**."}

Please call us toll-free at **1-800-334-2321** to complete a telephone interview, or if you wish to complete the interview yourself on our secure website, log on to **https://surveys.nces.ed.gov/bps/**. You will need the Study ID and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

**Study ID** = «caseid»
**Password** = «password»n

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

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

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

Sincerely,

Tracy Hunt-White

**Error! Objects cannot be created from editing field codes.**

| | |
|---|---|
| Jennifer S. Wine, Ph.D. | Tracy Hunt-White, Ph.D. |
| BPS Project Director | NCES Project Officer |
| Education Studies Division | National Center for Education Statistics |
| RTI International | U.S. Department of Education |

Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.
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# Information Request Letter/BPS:04/06 Nonespondent

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

Per your request, we are providing you with more information on the Beginning Postsecondary Students Longitudinal Study (BPS) that is now being conducted. This round of BPS is a follow-up to the previous National Postsecondary Student Aid Study for which you completed an interview in 2003. Enclosed you will find a brochure with a brief description of BPS, findings from the 2006 BPS study, and confidentiality procedures.

To make the interview process as easy as possible for you, you may either complete the interview on the Web or over the telephone with one of our professionally trained interviewers. {**IF INCENTIVIZED** = "If you complete the survey, you will **receive a $«IncAmt» check as a token of our appreciation**."}

Please call us toll-free at **1-800-334-2321** to complete a telephone interview or, if you wish to complete the interview yourself on our secure website, log on to **https://surveys.nces.ed.gov/bps/**. You will need the Study ID and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

**Study ID** = «caseid»
**Password** = «password»n

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

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

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

Sincerely,

**Error! Objects cannot be created from editing field codes.**

| | |
|---|---|
| Jennifer S. Wine, Ph.D. | Tracy Hunt-White, Ph.D. |
| BPS Project Director | NCES Project Officer |
| Education Studies Division | National Center for Education Statistics |
| RTI International | U.S. Department of Education |

Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0631, and it is completely voluntary. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20006. If you have comments or concerns regarding the status of your individual interview, write directly to: Dr. Tracy Hunt-White, National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

# Final Flyer

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

«NAME»,

We need **you** to complete the picture…

Complete your BPS interview by **July 14 2008**, and we will send you **$«Incentive»** as a token of appreciation for your time. Please visit our secure website at https://surveys.nces.ed.gov/bps/ and use the following information to log in.

**Study ID** = «StudyID»
**Password** = «PassWord»

If you would rather be called by a professional telephone interviewer, please call **1-800-334-2321** and refer to the Study ID above.

For more information on BPS:04/09, please see the enclosed brochure and visit https://surveys.nces.ed.gov/bps/.

BPS Beginning Postsecondary Students Longitudinal Study

U.S. DEPARTMENT OF EDUCATION

## Final Flyer – Incentive Increased

THE BEGINNING POSTSECONDARY STUDENTS LONGITUDINAL STUDY (BPS)

**3 STEPS TO BE PAID $«IncAmtFinal» FOR ONLY 25 MINUTES OF YOUR TIME**

1. Go to the secure website at https://surveys.nces.ed.gov/bps/
2. Enter your ID and password... Study ID: «caseid»
   Password: «password»t
3. Complete your BPS survey by July 31, 2008

**OR**

Call **1-800-334-2321** to complete the survey with a professionally trained interviewer

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

# Refusal Letter

Date

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

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Beginning Postsecondary Students Longitudinal Study (BPS). Only a limited number of people were selected for the study. Therefore, each person selected represents many others who were not selected, and it is extremely important that you complete the interview so that educators and policymakers better understand the rate at which beginning students are completing degree programs, the factors preventing them from continuing their education, and the experiences of students as they transition into employment. Because the results from this study will help develop policy regarding participation in higher education, your experiences and opinions will help determine how future tax dollars are spent.

The interview takes about 25 minutes to complete on average. You will **receive a $«IncAmt» check as a token of our appreciation** for the time you take to complete the interview. Once you have completed this interview, you will be finished with the BPS data collection. There will be no future BPS follow-up interviews and your participation with this study will be complete.

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 website, log on to https://surveys.nces.ed.gov/bps/.

You will need the Study ID and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

**Study ID** = «caseid»
**Password** = «password»p

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

Sincerely,

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Enclosures

The National Center for Education Statistics (NCES) of the U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct the Beginning Postsecondary Students Longitudinal Study. NCES will authorize only a limited number of researchers to have access to information that could be used to identify individuals. They may use the data for statistical purposes only and are subject to fines and imprisonment for misuse.

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# Appendix F
# Facsimile of Reinterview Data Collection Instrument

## MRDEG01

*School 1: type of degree or certificate*

For all questions about your enrollment at [T_SL_SCHFILL from iteration=1], please refer to your most recent term of enrollment at the time you were interviewed in [T_R_COMPMY]. What degree or certificate did you earn or expect to earn from [T_SL_SCHFILL from iteration=1]? (If you were working on or expected to receive multiple degrees/certificates that were not awarded at the same time, please tell us about only one of them now.)

2 = Undergraduate certificate or diploma (occupational or technical program)
3 = Associate's degree
4 = Bachelor's degree--4 year program
5 = Bachelor's degree--5 year program
6 = Post baccalaureate certificate
8 = Master's degree
9 = Post master's certificate
10 = Professional degree
11 = Doctoral degree
12 = Earned or expect to earn more than one degree at the same time from [MBSCH01]

*Applies to: Respondents who were enrolled in a degree program between July 2005 and June 2008.*

Sources: BPS:04/09 field test student interview

## MREN501

*School 1: enrollment intensity in 2005*

[if MBETYP01=1]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your [MRDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2005

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

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2005.*

Sources: BPS:04/09 field test student interview

## MREN601

*School 1: enrollment intensity in 2006*

[if MBETYP01=1]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your [MRDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2006

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

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2006.*

Sources: BPS:04/09 field test student interview

## MREN701

*School 1: enrollment intensity in 2007*

[if MBETYP01=1]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your [MRDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2007

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

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2007.*

Sources: BPS:04/09 field test student interview

## MREN801

*School 1: enrollment intensity in 2008*

[if MBETYP01=1]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your [MRDEG01], were you mainly a full-time or part-time student, or an equal mix of both?
[else]
For the period of time you were enrolled at [T_SL_SCHFILL from iteration=1] for your classes, were you mainly a full-time or part-time student, or an equal mix of both?
2008

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

*Applies to: Respondents who were enrolled between July 2005 and June 2008 and indicated enrollment for 2008.*

Sources: BPS:04/09 field test student interview

## MRDBLMAJ

*Major declared or undeclared for non-degree recipients*
[if T_ SL_SCHFILL from iteration 1 ne T_SCHUG] At the time of your interview in [T_R_COMPMY], you indicated that you were most recently enrolled for your undergraduate education at [T_SCHUG] for your [T_DEGNAMEUG].
[If T_CURENRUG=0]
By [T_R_COMPMY], had you declared a major when you were last enrolled as an undergraduate at [T_SCHUG] for your [T_DEGNAMEUG]?
[else]
By [T_R_COMPMY], had you declared a major at [T_SCHUG] for your [T_DEGNAMEUG]?

0 = Not in a degree program
1 = Yes, declared a major
2 = Yes, declared a double major
3 = No

*Applies to: Respondents who were enrolled in an associate's or bachelor's degree program but did not complete their degree between July 2005 and June 2008.*
Recode note: If TENRTPUG in (2 3) then MRDBLMAJ = 0
Sources: BPS:04/09 field test student interview

## MRDEGMAJ

*Double major for degree recipients*
[if T_ SL_SCHFILL from iteration 1 ne T_SCHUG]
At the time of your interview in [T_R_COMPMY], you indicated that you were most recently enrolled for your undergraduate education at [T_SCHUG] for your [T_DEGNAMEUG]. Did you have a double major when you earned your [T_DEGNAMEUG] from [T_SCHUG]?
[else]
Did you have a double major when you earned your [T_DEGNAMEUG] from [T_SCHUG]?

0 = No
1 = Yes

*Applies to: Respondents who completed an associate's or bachelor's degree program between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MRMAJ1

*Primary major: string*
[if (MRDBLMAJ=2 or MRDEGMAJ=1)]
What was your primary major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?
[else if MRDBLMAJ=1]
What was your major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?
[else]
What was your major or field of study?
*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*
Recode note: 1) If TENRTPUG in (2 3) then MRMAJ1 = "NOT IN A DEGREE PROGRAM" 2)If MRDBLMAJ = 3 then MRMAJ1 = "UNDECLARED"
Sources: BPS:04/09 field test student interview

## MRMJ1GEN

*Primary major: general code*
[if (MRDBLMAJ=2 or MRDEGMAJ=1)]
What was your primary major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?
[else if MRDBLMAJ=1]
What was your major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?
[else]
What was your major or field of study?

1 = Agriculture/natural resources/related
2 = Architecture and related services
3 = Area/ethnic/cultural/gender studies
4 = Arts--visual and performing
5 = Biological and biomedical sciences
6 = Business/management/marketing/related
7 = Communication/journalism/comm. tech
8 = Computer/info sciences/support tech
9 = Construction trades
10 = Education
11 = Engineering technologies/technicians
12 = English language and literature/letters
13 = Family/consumer sciences, human sciences
14 = Foreign languages/literature/linguistics
15 = Health professions/clinical sciences
16 = Legal professions and studies
17 = Library science
18 = Mathematics and statistics
19 = Mechanical/repair technologies/techs
20 = Multi/interdisciplinary studies
21 = Parks/recreation/leisure/fitness studies
22 = Precision production
23 = Personal and culinary services
24 = Philosophy, religion & theology
25 = Physical sciences
26 = Psychology
27 = Public administration/social services
28 = Science technologies/technicians
29 = Security & protective services
30 = Social sciences and history (except psychology)
31 = Transportation & materials moving
32 = Other
33 = Liberal arts and sciences
98 = Not in a degree program
99 = Undeclared

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*
Recode note: 1) If TENRTPUG in (2 3) then MRMJ1GEN = 98 2) If MRDBLMAJ = 3 then MRMJ1GEN = 99
Sources: BPS:04/09 field test student interview

## MRMJ1SPE

*Primary major: specific code*

[if (MRDBLMAJ=2 or MRDEGMAJ=1)]
What was your primary major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?
[else if MRDBLMAJ=1]
What was your major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?
[else]
What was your major or field of study?

98 = Not in a degree program
99 = Undeclared
101 = Agriculture and related sciences
102 = Natural resources and conservation
201 = Architecture
202 = City/urban, community, and regional planning
203 = Drafting/design engineering technologies/technicians
204 = Architecture, planning, and related services, other
301 = Area, ethnic, cultural, and gender studies
401 = Art history, criticism & conservation
402 = Design & applied arts
403 = Drama/theatre arts and stagecraft
404 = Fine and studio art
405 = Music, general
406 = Music history, literature, and theory
407 = Visual and performing arts, other
408 = Commercial and advertising art
409 = Dance
410 = Film/video and photographic arts
411 = Crafts/craft design, folk art and artisanry
501 = General biology
502 = Biochem/biophysics/molecular biology
503 = Botany/plant biology
504 = Genetics
505 = Microbiological sciences & immunology
506 = Physiology, pathology & related sciences
507 = Zoology/animal biology
508 = Biological and biomedical sciences
509 = Biological and physical sciences
510 = Systems science and theory
511 = Biopsychology [main CIP is Multidisc
512 = Biological & biomedical sciences, other
517 = Ecology, Evolution, Systematics and Population Biology
601 = Accounting and related services
602 = Business administration, management and operations
603 = Business operations support and assistant services
604 = Finance and financial management services
605 = Human resources management and services
606 = Marketing
607 = Business, management, marketing, and related support services, other
608 = Management information systems and services
609 = Real estate
610 = Hospitality Administration/Management
701 = Communication and media studies
702 = Communication technologies
703 = Journalism
704 = Communication/journalism/comm. tech, other
801 = Computer/information technology administration and management
802 = Computer programming
803 = Computer science
804 = Computer software and media applications
805 = Computer systems analysis
806 = Computer systems networking and telecommunications
807 = Data entry/microcomputer applications
808 = Data processing
809 = Information science/studies
810 = Computer and information sciences and support services, other
811 = Computer and information sciences
901 = Construction trades
1001 = Curriculum and instruction
1002 = Educational administration and supervision
1003 = Educational/instructional media design
1004 = Special education and teaching
1005 = Student counseling and personnel services
1006 = Education, other
1007 = Teacher education: Early childhood education and teaching
1008 = Teacher education: Elementary education and teaching
1009 = Teacher education: Secondary education and teaching
1010 = Teacher education: Adult and continuing education and teaching
1011 = Teacher education: Specific levels, other
1012 = Teacher education: Specific subject areas
1013 = Bilingual, multilingual, and multicultural education
1014 = Ed assessment. evaluation, and research
1015 = Higher education/higher education administration
1016 = Teaching assistant/aide
1017 = Childcare provider/assistant
1018 = Physical education teaching and coaching
1019 = Education, other
1020 = English/language arts teacher education
1022 = Mathematics teacher education
1024 = Social studies teacher education
1025 = Biology teacher education
1026 = Chemistry teacher education
1027 = History teacher education
1101 = Biomedical/medical engineering
1102 = Chemical engineering
1103 = Civil engineering
1104 = Computer engineering

1105 = Electrical, electronics and communications engineering
1106 = Engineering technologies/technicians
1107 = Environmental/environmental health engineering
1108 = Mechanical engineering
1109 = Engineering, other
1115 = Construction engineering
1201 = Creative writing
1202 = American literature
1203 = English literature
1204 = English language and literature/letters, others
1301 = Family and consumer sciences/human sciences
1302 = Family and consumer sciences/human sciences, general
1303 = Child care and support services management
1304 = Child care provider/assistant (also under Education)
1305 = Apparel and textiles
1306 = Family and consumer sciences/human sciences, other
1401 = Romance languages, literatures, and linguistics
1402 = Spanish language and literature
1403 = Foreign languages/literature/linguistics, other
1408 = Chinese language and literature
1501 = Health services/allied health/health sciences, general
1502 = Alternative/complementary medicine/sys
1503 = Chiropractic
1504 = Audiology/audiologist & hearing sciences
1505 = Clinical/medical lab science/allied
1506 = Dental support services/allied
1507 = Dentistry
1508 = Health & medical administrative services
1509 = Health/medical services/allied health
1510 = Health/medical technicians/technologists
1511 = Health/medical preparatory programs
1512 = Medicine, including psychiatry
1513 = Mental/social health services and allied
1514 = Clinical pastoral counseling/patient counseling
1515 = Nursing/registered (RN, ASN, BSN, MSN)
1516 = Nursing science (MS, PhD)
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1518 = Nurse/nursing assistant/aide and patient care assistant
1519 = Optometry
1520 = Osteopathic medicine/osteopathy
1521 = Pharmacy/pharmaceutical sciences/admin
1522 = Podiatric medicine/podiatry
1523 = Public health
1524 = Rehabilitation & therapeutic professions
1525 = Veterinary medicine
1526 = Health aides/attendants/orderlies
1527 = Dietetics and clinical nutrition services
1528 = Health /related clinical services, other
1601 = Law
1602 = Legal support services
1603 = General undergraduate legal studies including pre-law
1604 = Legal professions and studies, other
1701 = Library science
1801 = Mathematics
1802 = Statistics
1803 = Mathematics and statistics, other
1901 = Electrical/electronics maintenance and repair technology
1902 = Heating, air conditioning, ventilation and refrigeration maintenance
1903 = Vehicle maintenance and repair technologies
1904 = Mechanical/repair technologies/techs, other
2001 = Biological and physical sciences
2002 = Systems science and theory
2003 = Biopsychology
2004 = Multi/interdisciplinary studies, other
2009 = Neuroscience
2101 = Parks, recreation and leisure studies
2102 = Health and physical education/fitness
2201 = Precision metal working
2202 = Woodworking
2203 = Precision production, other
2301 = Cosmetology and related personal grooming services
2302 = Funeral service and mortuary science
2303 = Culinary arts and related services
2304 = Personal and culinary services, other
2401 = Philosophy
2402 = Religion/religious studies
2403 = Theology and religious vocations
2501 = Astronomy & astrophysics
2502 = Atmospheric sciences and meteorology
2503 = Chemistry
2504 = Geological & earth sciences/geosciences
2505 = Physics
2506 = Biological and physical science [main CIP is Multidisc]
2507 = Systems science and theory [main CIP is Multidisc]
2508 = Physical sciences, other
2601 = Behavioral psychology
2602 = Clinical psychology
2603 = Education/school psychology
2604 = Psychology, other
2605 = Biopsychology
2701 = Public administration
2702 = Social work
2703 = Public administration and social service professions, other
2801 = Biology technician/biotechnology laboratory technician
2802 = Nuclear and industrial radiologic technologies/technicians

2803 = Physical science technologies/technicians
2804 = Science technologies/technician, other
2808 = Electrical engineering technologies
2810 = Environmental control technologies
2812 = Industrial production technologies
2818 = Computer engineering technologies
2901 = Criminal justice and corrections
2902 = Fire protection
2903 = Security and protective services, other
3001 = Anthropology
3002 = Archeology
3003 = Criminology
3004 = Demography & population studies
3005 = Economics
3006 = Geography & cartography
3007 = History
3008 = International relations & affairs
3009 = Political science and government
3010 = Sociology
3011 = Urban studies/affairs
3012 = Social sciences, other (except psychology)
3101 = Transportation & materials moving
3102 = Air transportation
3103 = Ground transportation
3104 = Transportation & materials moving, other
3201 = Other
3301 = Liberal arts and sciences, general studies and humanities

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared at least one major.*

Recode note: If TENRTPUG in (2 3) then MRMJ1SPE = 98 If MRDBLMAJ = 3 then MRMJ1SPE = 99

Sources: BPS:04/09 field test student interview

## MRMAJ2

*Secondary major: string*

What was your secondary major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared a double major.*

Recode note: 1) If TENRTPUG in (2 3) then MRMAJ2 = "Not in a degree program" 2) If MRDBLMAJ = 3 then MRMAJ2 = "Undeclared"

Sources: BPS:04/09 field test student interview

## MRMJ2GEN

*Secondary major: general code*

What was your secondary major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?

1 = Agriculture/natural resources/related
2 = Architecture and related services
3 = Area/ethnic/cultural/gender studies
4 = Arts--visual and performing
5 = Biological and biomedical sciences
6 = Business/management/marketing/related
7 = Communication/journalism/comm. tech
8 = Computer/info sciences/support tech
9 = Construction trades
10 = Education
11 = Engineering technologies/technicians
12 = English language and literature/letters
13 = Family/consumer sciences, human sciences
14 = Foreign languages/literature/linguistics
15 = Health professions/clinical sciences
16 = Legal professions and studies
17 = Library science
18 = Mathematics and statistics
19 = Mechanical/repair technologies/techs
20 = Multi/interdisciplinary studies
21 = Parks/recreation/leisure/fitness studies
22 = Precision production
23 = Personal and culinary services
24 = Philosophy, religion & theology
25 = Physical sciences
26 = Psychology
27 = Public administration/social services
28 = Science technologies/technicians
29 = Security & protective services
30 = Social sciences and history (except psychology)
31 = Transportation & materials moving
32 = Other
98 = Not in a degree program
99 = Undeclared

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared a double major.*

Recode note: 1) If TENRTPUG in (2 3) then MRMJ2GEN = 98 2) If MRDBLMAJ = 3 then MRMJ2GEN = 99

Sources: BPS:04/09 field test student interview

## MRMJ2SPE

*Secondary major: specific code*

What was your secondary major or field of study for your [T_DEGNAMEUG] at [T_SCHUG]?

98 = Not in a degree program
99 = Undeclared
101 = Agriculture and related sciences
102 = Natural resources and conservation
201 = Architecture
202 = City/urban, community, and regional planning
203 = Drafting/design engineering technologies/technicians
204 = Architecture, planning, and related services, other
301 = Area, ethnic, cultural, and gender studies
401 = Art history, criticism & conservation
402 = Design & applied arts
403 = Drama/theatre arts and stagecraft
404 = Fine and studio art
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406 = Music history, literature, and theory
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503 = Botany/plant biology
504 = Genetics
505 = Microbiological sciences & immunology
506 = Physiology, pathology & related sciences
507 = Zoology/animal biology
508 = Biological and biomedical sciences
509 = Biological and physical sciences
510 = Systems science and theory
511 = Biopsychology [main CIP is Multidisc
512 = Biological & biomedical sciences, other
517 = Ecology/evolution/population biology
601 = Accounting and related services
602 = Business administration, management and operations
603 = Business operations support and assistant services
604 = Finance and financial management services
605 = Human resources management and services
606 = Marketing
607 = Business, management, marketing, and related support services, other
608 = Management information systems and services
609 = Real estate
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702 = Communication technologies
703 = Journalism
704 = Communication/journalism/comm. tech, other
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1010 = Teacher education: Adult and continuing education and teaching
1011 = Teacher education: Specific levels, other
1012 = Teacher education: Specific subject areas
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1014 = Ed assessment. evaluation, and research
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1019 = Education, other
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1105 = Electrical, electronics and communications engineering
1106 = Engineering technologies/technicians
1107 = Environmental/environmental health engineering
1108 = Mechanical engineering
1109 = Engineering, other

1113 = Architectural engineering
1115 = Construction engineering
1201 = Creative writing
1202 = American literature
1203 = English literature
1204 = English language and literature/letters, others
1301 = Family and consumer sciences/human sciences
1302 = Family and consumer sciences/human sciences, general
1303 = Child care and support services management
1304 = Child care provider/assistant (also under Education)
1305 = Apparel and textiles
1306 = Family and consumer sciences/human sciences, other
1401 = Romance languages, literatures, and linguistics
1402 = Spanish language and literature
1403 = Foreign languages/literature/linguistics, other
1408 = Chinese language and literature
1501 = Health services/allied health/health sciences, general
1502 = Alternative/complementary medicine/sys
1503 = Chiropractic
1504 = Audiology/audiologist & hearing sciences
1505 = Clinical/medical lab science/allied
1506 = Dental support services/allied
1507 = Dentistry
1508 = Health & medical administrative services
1509 = Health/medical services/allied health
1510 = Health/medical technicians/technologists
1511 = Health/medical preparatory programs
1512 = Medicine, including psychiatry
1513 = Mental/social health services and allied
1514 = Clinical pastoral counseling/ patient counseling
1515 = Nursing/registered (RN, ASN, BSN, MSN)
1516 = Nursing science (MS, PhD)
1517 = Licensed practical/vocational nurse training (LPN, LVN, Cert., Dipl., AAS)
1518 = Nurse/nursing assistant/aide and patient care assistant
1519 = Optometry
1520 = Osteopathic medicine/osteopathy
1521 = Pharmacy/pharmaceutical sciences/admin
1522 = Podiatric medicine/podiatry
1523 = Public health
1524 = Rehabilitation & therapeutic professions
1525 = Veterinary medicine
1526 = Health aides/attendants/orderlies
1527 = Dietetics and clinical nutrition services
1528 = Health /related clinical services, other
1601 = Law
1602 = Legal support services
1603 = General undergraduate legal studies including pre-law
1604 = Legal professions and studies, other
1701 = Library science
1801 = Mathematics
1802 = Statistics
1803 = Mathematics and statistics, other
1901 = Electrical/electronics maintenance and repair technology
1902 = Heating, air conditioning, ventilation and refrigeration maintenance
1903 = Vehicle maintenance and repair technologies
1904 = Mechanical/repair technologies/techs, other
2001 = Biological and physical sciences
2002 = Systems science and theory
2003 = Biopsychology
2004 = Multi/interdisciplinary studies, other
2009 = Neuroscience
2101 = Parks, recreation and leisure studies
2102 = Health and physical education/fitness
2201 = Precision metal working
2202 = Woodworking
2203 = Precision production, other
2301 = Cosmetology and related personal grooming services
2302 = Funeral service and mortuary science
2303 = Culinary arts and related services
2304 = Personal and culinary services, other
2401 = Philosophy
2402 = Religion/religious studies
2403 = Theology and religious vocations
2501 = Astronomy & astrophysics
2502 = Atmospheric sciences and meteorology
2503 = Chemistry
2504 = Geological & earth sciences/geosciences
2505 = Physics
2506 = Biological and physical science [main CIP is Multidisc]
2507 = Systems science and theory [main CIP is Multidisc]
2508 = Physical sciences, other
2601 = Behavioral psychology
2602 = Clinical psychology
2603 = Education/school psychology
2604 = Psychology, other
2605 = Biopsychology
2701 = Public administration
2702 = Social work
2703 = Public administration and social service professions, other
2801 = Biology technician/biotechnology laboratory technician
2802 = Nuclear and industrial radiologic technologies/technicians
2803 = Physical science technologies/technicians
2804 = Science technologies/technician, other
2808 = Electrical engineering technologies
2810 = Environmental control technologies
2812 = Industrial production technologies
2818 = Computer engineering technologies
2901 = Criminal justice and corrections
2902 = Fire protection

2903 = Security and protective services, other
3001 = Anthropology
3002 = Archeology
3003 = Criminology
3004 = Demography & population studies
3005 = Economics
3006 = Geography & cartography
3007 = History
3008 = International relations & affairs
3009 = Political science and government
3010 = Sociology
3011 = Urban studies/affairs
3012 = Social sciences, other (except psychology)
3101 = Transportation & materials moving
3102 = Air transportation
3103 = Ground transportation
3104 = Transportation & materials moving, other
3201 = Other
3301 = Liberal arts and sciences, general studies and humanities

*Applies to: Respondents who were enrolled in an undergraduate degree program between July 2005 and June 2008 and had declared a double major.*
Recode note: 1) If TENRTPUG in (2 3) then MRMJ2SPE = 98 2) If MRDBLMAJ = 3 then MRMJ2SPE = 99
Sources: BPS:04/09 field test student interview

## MRINCMP

*Ever while enrolled: received grade of incomplete*
[if T_ENRTYPUG=1]
While enrolled at [T_SCHUG] for your [T_DEGNAMEUG], did you ever...
[if T_ENRTYPUG=2]
While enrolled at [T_SCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [T_SCHUG], did you ever...
Receive a grade of incomplete?
0 = No
1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MRRPT

*Ever while enrolled: repeated course for higher grade*
[if T_ENRTYPUG=1]
While enrolled at [T_SCHUG] for your [T_DEGNAMEUG], did you ever...
[if T_ENRTYPUG=2]
While enrolled at [T_SCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [T_SCHUG], did you ever...
Repeat a course for a higher grade
0 = No
1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MRPROB

*Ever while enrolled: placed on academic probation*
[if T_ENRTYPUG=1]
While enrolled at [T_SCHUG] for your [T_DEGNAMEUG], did you ever...
[if T_ENRTYPUG=2]
While enrolled at [T_SCHUG] for your undergraduate coursework, did you ever...
[else]
While enrolled at [T_SCHUG], did you ever...
Get placed on academic probation
0 = No
1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program or took courses for credit between July 2005 and the time of the interview.*
Sources: BPS:04/09 field test student interview

## MRDISTED

*Distance education: took courses*
While enrolled at [T_SCHUG] for your [T_DEGNAMEUG], did you take any courses for credit that were distance education courses?
0 = No
1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate degree program since July 2005.*
Sources: BPS:04/09 field test student interview

## MRONOFF

*Job on or off campus*

[if MCNUMJOB=2]

At the time of your interview in [T_R_COMPMY], you indicated that you had more than one job while enrolled at [T_SCHUG] for your [T_DEGNAME]. For this question, please refer to the job at which you worked the most hours. Was that job located primarily on or off campus?

[else if MCNUMJOB=1]

At the time of your interview in [T_R_COMPMY], you indicated that you had a job while enrolled at [T_SCHUG] for your [T_DEGNAME]. Was your job located primarily on or off campus?

[else]

At the time of your interview in [T_R_COMPMY], you indicated that you had a job while enrolled at your most recent undergraduate school. Was your job located primarily on or off campus?

1 = On campus
2 = Off campus
3 = Both on and off campus

*Applies to: Respondents who worked while enrolled as an undergraduate between July 2005 and the time of the interview.*

Sources: BPS:04/09 field test student interview

## MRPRPAA

*Help from parents: tuition and fees*

[if T_ENRTYPUG=1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [T_DEGNAMEUG] at [T_SCHUG]?

[else]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [T_SCHUG]?

Tuition and fees

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*

Sources: BPS:04/09 field test student interview

## MRPRPAB

*Help from parents: other educational expenses*

[if T_ENRTYPUG=1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [T_DEGNAMEUG] at [T_SCHUG]?

[else]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [T_SCHUG]?

Other educational expenses such as books and supplies

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*

Sources: BPS:04/09 field test student interview

## MRPRPAC

*Help from parents: housing costs*

[if T_ENRTYPUG=1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [T_DEGNAMEUG] at [T_SCHUG]?

[else]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [T_SCHUG]?

Housing costs, including utilities

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*

Sources: BPS:04/09 field test student interview

## MRPRPAD

*Help from parents: other living expenses*

[if T_ENRTYPUG=1]

Which of the following did your parents or guardians help you pay when you were last enrolled for your [T_DEGNAMEUG] at [T_SCHUG]?

[else]

Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [T_SCHUG]?

Other living expenses such as food (meal plan) and transportation

0 = No
1 = Yes

*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*

Sources: BPS:04/09 field test student interview

## MRPRPAE

*Help from parents: no financial support*
[if T_ENRTYPUG=1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [T_DEGNAMEUG] at [T_SCHUG]?
[else]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [T_SCHUG]?
None of the above - no financial assistance from parents
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Sources: BPS:04/09 field test student interview

## MRPARDC2

*Help from parents: both parents deceased*
[if T_ENRTYPUG=1]
Which of the following did your parents or guardians help you pay when you were last enrolled for your [T_DEGNAMEUG] at [T_SCHUG]?
[else]
Which of the following did your parents or guardians help you pay when you were last enrolled as an undergraduate at [T_SCHUG]?
None of the above - both parents or guardians ({If T_CURENRUG = 0} were {else} are) deceased
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and the time of the interview and whose parents or guardians were not deceased.*
Recode note: If MCPARDEC = 1 then MRPARDC2 = 1
Sources: BPS:04/09 field test student interview

## MRUGLN

*Any undergraduate loans*
Did you take out any type of education loans to help pay for your undergraduate education?
0 = No
1 = Yes
3 = Yes, but enrolled in dual program
*Applies to: All respondents.*
Recode note: If MCUGLAM = 0 then MRUGLN = 0
Sources: BPS:04/09 field test student interview

## MRLNTYA

*Type of undergraduate loan: feder*al
[if MRUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Federal loans, such as Stafford or Perkins loans
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNTYB

*Type of undergraduate loan: private*
[if MRUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Private loans, such as Sallie Mae Signature, CitiAssist, and EXCEL loans
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNTYC

*Type of undergraduate loan: other*
[if MRUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Other types of loans
0 = No
1 = Yes
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNTYS

*Type of undergraduate loan: other specify*
[if MRUGLN = 3]
What type of loans did you borrow to help pay for your education since high school?
[else]
What type of loans did you borrow to help pay for your undergraduate education?
Please specify:
*Applies to: Respondents who took out a loan for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSA

*Reason for undergraduate private loan: did not qualify for other aid*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Aid package received did not cover the full cost of tuition, fees, and other expenses
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSB

*Reason for undergraduate private loan: did not qualify for other aid*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Did not qualify for other aid
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSC

*Reason for undergraduate private loan: loan application faster*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Private loan application process was fast and easy
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSD

*Reason for undergraduate private loan: missed FAFSA deadline*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Missed the FAFSA application deadline
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSE

*Reason for undergraduate private loan: federal loan disbursement late*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Federal loan disbursement date was past date that tuition was due
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSF

*Reason for undergraduate private loan: no difference in terms*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
There was no difference in the terms of the private loan compared to other student loans available
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSG

*Reason for undergraduate private loan: deferment of loan repayment*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Loan repayment could be deferred until after graduation
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSH

*Reason for undergraduate private loan: issued directly to student*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education? Private education loan checks are issued directly to the student rather than distributed by institution's aid office
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRLNRSI

*Reason for undergraduate private loan: other*
[if MRUGLN = 3]
What reasons did you have for taking out private loans for your education since high school?
[else]
What reasons did you have for taking out private loans for your undergraduate education?
Other reason
0 = No
1 = Yes
*Applies to: Respondents who took out private loans for their undergraduate education.*
Sources: BPS:04/09 field test student interview

## MRPELL

*Receive a PELL grant*
Have you received a PELL grant since July 2005?
0 = No
1 = Yes
*Applies to: Respondents who were enrolled as an undergraduate between July 2005 and June 2008.*
Sources: BPS:04/09 field test student interview

## MRRPYST

*Currently repaying any education loans*
[If MRUGLN=3]
At the time of your interview in [T_R_COMPMY], were you repaying any of the educational loans for your education since high school?
[else]
At the time of your interview in [T_R_COMPMY], were you repaying any educational loans for your undergraduate education?
0 = No
1 = Yes
*Applies to: Respondents who owed money on their undergraduate loans.*
Sources: BPS:04/09 field test student interview

## MROCC2

*Occupation: general code*
What is your job title and what do you do in your job
11 = Management Occupations
13 = Business and Financial Operations Occupations
15 = Computer and Mathematical Occupations
17 = Architecture and Engineering Occupations
19 = Life, Physical, and Social Science Occupations
21 = Community and Social Services Occupations
23 = Legal Occupations
25 = Education, Training, and Library Occupations
27 = Arts, Design, Entertainment, Sports, and Media Occupations
29 = Healthcare Practitioners and Technical Occupations
31 = Healthcare Support Occupations
33 = Protective Service Occupations
35 = Food Preparation and Serving Related Occupations
37 = Building and Grounds Cleaning and Maintenance Occupations
39 = Personal Care and Service Occupations
41 = Sales and Related Occupations
43 = Office and Administrative Support Occupations
45 = Farming, Fishing, and Forestry Occupations
47 = Construction and Extraction Occupations
49 = Installation, Maintenance, and Repair Occupations
51 = Production Occupations
53 = Transportation and Material Moving Occupations
55 = Military Specific Occupations
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MROCC3

*Occupation: specific code*

What is your job title and what do you do in your job?

111 = Top executives
112 = Advertising/marketing/etc manager
113 = Operations specialties manager
119 = Other management
131 = Business operations specialist
132 = Financial specialist
151 = Computer specialist
152 = Mathematical science
171 = Architects, surveyors, and cartographers
172 = Engineers
173 = Drafter/engineering/mapping technician
191 = Life scientists
192 = Physical scientists
193 = Social scientists and related workers
194 = Life/physical/social science technician
211 = Counselor/social worker/other specialist
212 = Religious workers
231 = Lawyers, judges, and related workers
232 = Legal support workers
251 = Postsecondary teacher
252 = Primary/secondary/special ed teacher
253 = Other teachers and instructors
254 = Librarians, curators, and archivists
259 = Other education/training/library
271 = Art and design workers
272 = Entertainer/performer/sports/related
273 = Media and communication
274 = Media and communication equipment
291 = Health diagnosing/treating practitioner
292 = Health technologists and technicians
299 = Other healthcare practitioner/technical
311 = Nursing/psychiatric/home health aide
312 = Occupational/physical therapist aide
319 = Other healthcare support
331 = First-line manager, protective service
332 = Fire fighting and prevention
333 = Law enforcement
339 = Other protective service
351 = Supervisor, food preparation and serving
352 = Cooks and food preparation
353 = Food and beverage serving
359 = Other food preparation/serving related
371 = Supervisor, building/grounds maintenance
372 = Building cleaning and pest control
373 = Grounds maintenance
391 = Supervisor, personal care and service
392 = Animal care and service
393 = Entertainment attendants and related
394 = Funeral service
395 = Personal appearance
396 = Transportation/tourism/lodging attendant
399 = Other personal care and service
411 = Supervisors, sales
412 = Retail sales
413 = Sales representative, services
414 = Sales representative, wholesale, etc
419 = Other sales and related
431 = Supervisor, office/administrative
432 = Communications equipment operators
433 = Financial clerks
434 = Information and record clerks
435 = Material recording, scheduling, etc
436 = Secretaries and administrative assistant
439 = Other office and administrative support
451 = Supervisor, farming/fishing/forestry
452 = Agricultural
453 = Fishing and hunting
454 = Forest, conservation, and logging
471 = Supervisors, construction and extraction
472 = Construction trades
473 = Helpers, construction trades
474 = Other construction and related
475 = Extraction
491 = Supervisor, installation, etc
492 = Electrical equipment installer, etc
493 = Vehicle/mobile equipment installers, etc
499 = Other installation, etc
511 = Supervisors, production
512 = Assemblers and fabricators
513 = Food processing
514 = Metal workers and plastic
515 = Printing
516 = Textile, apparel, and furnishings
517 = Woodworkers
518 = Plant and system operators
519 = Other production
531 = Supervisor, transportation/moving
532 = Air transportation
533 = Motor vehicle operator
534 = Rail transportation
535 = Water transportation
536 = Other transportation
537 = Material moving
551 = Military officer special/tactical ops
552 = First-line enlisted military supervisor
553 = Enlisted tactical ops, air/weapon crew

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*

Sources: BPS:04/09 field test student interview

## MROCC6

*Occupation: detailed code*

What is your job title and what do you do in your job?

111011 = Chief execs, landscaping/groundskeeping
111021 = General and operations managers
111031 = Legislators, tree trimmers and pruners
112011 = Advertising and promotions managers
112021 = Marketing managers, gaming supervisors
112022 = Sales managers, slot key persons
112031 = Public relations managers
113011 = Admin services manager, animal trainer
113021 = Computer/information systems managers
113031 = Financial managers
113041 = Compensation and benefits managers
113042 = Training and development managers
113049 = Human resources managers, all other
113051 = Industrial production managers
113061 = Purchasing managers
113071 = Transportation,storage,etc manager
119011 = Farm/ranch/other agricultural managers
119012 = Farmers and ranchers
119021 = Construction managers
119031 = Ed administrator/preschool/child care
119032 = Ed administrator, elementary/secondary
119033 = Ed administrator, postsecondary
119039 = Ed administrator, all other
119041 = Engineering managers
119051 = Food service managers
119061 = Funeral directors
119071 = Gaming managers
119081 = Lodging managers
119111 = Medical and health services managers
119121 = Natural sciences managers
119131 = Postmasters and mail superintendents
119141 = Property,real estate,etc managers
119151 = Social and community service managers
119199 = Managers, all other
131011 = Agent/business manager of artists
131021 = Purchasing agent/buyer, farm products
131022 = Wholesale/retail buyer, except farm
131023 = Purchasing agent, except wholesale
131031 = Claims adjuster, examiner, investigator
131032 = Insurance appraisers, auto damage
131041 = Compliance officer (not agriculture)
131051 = Cost estimators
131061 = Emergency management specialists
131071 = Employment, recruitment, specialist
131072 = Compensation, benefits, specialist
131073 = Training and development specialists
131079 = Hr/training/specialists, all other
131081 = Logisticians
131111 = Management analysts
131121 = Meeting and convention planners
131199 = Business ops specialists, all other
132011 = Accountants and auditors
132021 = Appraisers and assessors of real estate
132031 = Budget analysts
132041 = Credit analysts
132051 = Financial analysts
132052 = Personal financial advisors
132053 = Insurance underwriters
132061 = Financial examiners
132071 = Loan counselors
132072 = Loan officers
132081 = Tax examiner, collector, revenue agent
132082 = Tax preparers
132099 = Financial specialists, all other
151011 = Computer and info scientist, research
151021 = Computer programmers
151031 = Computer software engineer, applications
151032 = Computer software engineer, systems
151041 = Computer support specialists
151051 = Computer systems analysts
151061 = Database administrators
151071 = Network/computer systems administrator
151081 = Network system/data analyst
151099 = Computer specialists, all other
152011 = Actuaries
152021 = Mathematicians
152031 = Operations research analysts
152041 = Statisticians
152091 = Mathematical technicians
152099 = Mathematical scientists, all other
171011 = Architects, except landscape and naval
171012 = Landscape architects
171021 = Cartographers and photogrammetrists
171022 = Surveyors
172011 = Aerospace engineer
172021 = Agricultural engineer
172031 = Biomedical engineer
172041 = Chemical engineer
172051 = Civil engineer
172061 = Computer hardware engineer
172071 = Electrical engineer
172072 = Electronics engineer, except computer
172081 = Environmental engineer
172111 = Health/safety engineer, except mining
172112 = Industrial engineer
172121 = Marine engineer and naval architect
172131 = Materials engineer
172141 = Mechanical engineer
172151 = Geological engineer, including mining
172161 = Nuclear engineer
172171 = Petroleum engineer
172199 = Engineer, all other
173011 = Architectural and civil drafter
173012 = Electrical and electronics drafter
173013 = Mechanical drafter
173019 = Drafter, all other
173021 = Aerospace engineer/ops technician
173022 = Civil engineering technician
173023 = Electrical engineering technician
173024 = Electro-mechanical technician
173025 = Environmental engineering technician

173026 = Industrial engineering technician
173027 = Mechanical engineering technician
173029 = Engineering tech, other (except drafter)
173031 = Surveying and mapping technician
191011 = Animal scientists
191012 = Food scientists and technologists
191013 = Soil and plant scientists
191021 = Biochemists and biophysicists
191022 = Microbiologists
191023 = Zoologists and wildlife biologists
191029 = Biological scientists, all other
191031 = Conservation scientists
191032 = Foresters
191041 = Epidemiologists
191042 = Medical scientist, except epidemiologist
191099 = Life scientists, all other
192011 = Astronomers
192012 = Physicists
192021 = Atmospheric and space scientists
192031 = Chemists
192032 = Materials scientists
192041 = Environmental scientist, includes health
192042 = Geoscientist, except hydrologists
192043 = Hydrologists
192099 = Physical scientists, all other
193011 = Economists
193021 = Market research analysts
193022 = Survey researchers
193031 = Clinical/counseling/school psychologist
193032 = Industrial-organizational psychologists
193039 = Psychologists, all other
193041 = Sociologists
193051 = Urban and regional planners
193091 = Anthropologists and archeologists
193092 = Geographers
193093 = Historians
193094 = Political scientists
193099 = Social scientist and related, other
194011 = Agricultural and food science technician
194021 = Biological technician
194031 = Chemical technician
194041 = Geological and petroleum technician
194051 = Nuclear technician
194061 = Social science research assistant
194091 = Environmental/protection science tech
194092 = Forensic science technician
194093 = Forest and conservation technician
194099 = Life/physical technician, other
211011 = Substance abuse/behavioral counselor
211012 = Ed, vocational, and school counselor
211013 = Marriage and family therapists
211014 = Mental health counselors
211015 = Rehabilitation counselors
211019 = Counselors, all other
211021 = Child, family, and school social workers
211022 = Medical and public health social workers
211023 = Mental health/substance social worker
211029 = Social workers, all other
211091 = Health educators
211092 = Probation officer/correctional treatment
211093 = Social and human service assistants
211099 = Community/social specialist, other
212011 = Clergy
212021 = Director, religious activities, and edu
212099 = Religious workers, all other
231011 = Lawyers
231021 = Administrative law judge, etc
231022 = Arbitrators, mediators, and conciliators
231023 = Judge, magistrate judge, magistrate
232011 = Paralegals and legal assistants
232091 = Court reporters
232092 = Law clerks
232093 = Title examiner, abstractor, and searcher
232099 = Legal support workers, all other
251011 = Business, postsecondary
251021 = Computer science, postsecondary
251022 = Mathematical science, postsecondary
251031 = Architecture, postsecondary
251032 = Engineering teachers, postsecondary
251041 = Agricultural science, postsecondary
251042 = Biological science, postsecondary
251043 = Forestry/conservation sci, postsecondary
251051 = Atmospheric science, postsecondary
251052 = Chemistry, postsecondary
251053 = Environmental science, postsecondary
251054 = Physics, postsecondary
251061 = Anthropology/archeology, postsecondary
251062 = Area/ethnic/cultural, postsecondary
251063 = Economics, postsecondary
251064 = Geography, postsecondary
251065 = Political science, postsecondary
251066 = Psychology, postsecondary
251067 = Sociology, postsecondary
251069 = Social science, postsecondary, all other
251071 = Health specialties, postsecondary
251072 = Nurse instructor/teacher, postsecondary
251081 = Education, postsecondary
251082 = Library science, postsecondary
251111 = Criminal justice, etc, postsecondary
251112 = Law, postsecondary
251113 = Social work, postsecondary
251121 = Art, drama, and music, postsecondary
251122 = Communications, postsecondary
251123 = English lang/literature, postsecondary
251124 = Foreign lang/literature, postsecondary
251125 = History, postsecondary
251126 = Philosophy and religion, postsecondary
251191 = Graduate teaching assistants
251192 = Home economics, postsecondary
251193 = Recreation/fitness, postsecondary
251194 = Vocational education, postsecondary
251199 = All other, postsecondary
252011 = Preschool teacher, except special ed
252012 = Kindergarten teacher, except special ed

252021 = Elementary teacher, except special ed
252022 = Middle teacher, except special/voc
252023 = Vocational ed teacher, middle
252031 = Secondary teacher, except special/ voc ed
252032 = Vocational ed teacher, secondary
252041 = Special ed teacher, pre-k/k/elementary
252042 = Special ed teacher, middle
252043 = Special ed teacher, secondary
253011 = Adult literacy/remedial ed/ged teacher
253021 = Self-enrichment education teacher
253099 = Teachers and instructors, all other
254011 = Archivists
254012 = Curators
254013 = Museum technicians and conservators
254021 = Librarians
254031 = Library technicians
259011 = Audio-visual collections specialists
259021 = Farm and home management advisors
259031 = Instructional coordinators
259041 = Teacher assistants
259099 = Ed/training/library worker, all other
271011 = Art directors
271012 = Craft artists
271013 = Fine artist, including painter, etc
271014 = Multi-media artists and animators
271019 = Artists and related workers, all other
271021 = Commercial and industrial designers
271022 = Fashion designers
271023 = Floral designers
271024 = Graphic designers
271025 = Interior designers
271026 = Merchandise displayer/window trimmer
271027 = Set and exhibit designers
271029 = Designers, all other
272011 = Actors
272012 = Producers and directors
272021 = Athletes and sports competitors
272022 = Coaches and scouts
272023 = Umpire/referee/other sports official
272031 = Dancers
272032 = Choreographers
272041 = Music directors and composers
272042 = Musicians and singers
272099 = Entertainer/performer/sports, other
273011 = Radio and television announcers
273012 = Public address system/other announcer
273021 = Broadcast news analysts
273022 = Reporters and correspondents
273031 = Public relations specialists
273041 = Editors
273042 = Technical writers
273043 = Writers and authors
273091 = Interpreters and translators
273099 = Media/communication worker, all other
274011 = Audio and video equipment technicians
274012 = Broadcast technicians
274013 = Radio operators
274014 = Sound engineering technicians
274021 = Photographers
274031 = Camera operator/tv/video/motion picture
274032 = Film and video editors
274099 = Media/communication equipment, all other
291011 = Chiropractors
291021 = Dentists, general
291022 = Oral and maxillofacial surgeons
291023 = Orthodontists
291024 = Prosthodontists
291029 = Dentists, all other specialists
291031 = Dietitians and nutritionists
291041 = Optometrists
291051 = Pharmacists
291061 = Anesthesiologists
291062 = Family and general practitioners
291063 = Internists, general
291064 = Obstetricians and gynecologists
291065 = Pediatricians, general
291066 = Psychiatrists
291067 = Surgeons
291069 = Physicians and surgeons, all other
291071 = Physician assistants
291081 = Podiatrists
291111 = Registered nurses
291121 = Audiologists
291122 = Occupational therapists
291123 = Physical therapists
291124 = Radiation therapists
291125 = Recreational therapists
291126 = Respiratory therapists
291127 = Speech-language pathologists
291129 = Therapists, all other
291131 = Veterinarians
291199 = Health diagnosing practitioner, other
292011 = Medical/clinical laboratory technologist
292012 = Medical/clinical laboratory technician
292021 = Dental hygienists
292031 = Cardiovascular technologist/technician
292032 = Diagnostic medical sonographers
292033 = Nuclear medicine technologists
292034 = Radiologic technologists and technicians
292041 = Emergency medical technician/paramedic
292051 = Dietetic technicians
292052 = Pharmacy technicians
292053 = Psychiatric technicians
292054 = Respiratory therapy technicians
292055 = Surgical technologists
292056 = Veterinary technologists and technicians
292061 = Licensed practical/vocational nurse
292071 = Medical records/health info technician
292081 = Opticians, dispensing
292091 = Orthotists and prosthetists
292099 = Health technologist/technician, other

299011 = Occupational health/safety specialist
299012 = Occupational health/safety technician
299091 = Athletic trainers
299099 = Healthcare practitioner/technical, other
311011 = Home health aides
311012 = Nursing aides, orderlies, and attendants
311013 = Psychiatric aides
312011 = Occupational therapist assistants
312012 = Occupational therapist aides
312021 = Physical therapist assistants
312022 = Physical therapist aides
319011 = Massage therapists
319091 = Dental assistants
319092 = Medical assistants
319093 = Medical equipment preparers
319094 = Medical transcriptionists
319095 = Pharmacy aides
319096 = Veterinary assistant/lab animal care
319099 = Healthcare support workers, all other
331011 = First-line manager, correctional officer
331012 = First-line manager, police/detectives
331021 = First-line manager, fire fighting, etc
331099 = First-line manager, protective, other
332011 = Fire fighters
332021 = Fire inspectors and investigators
332022 = Forest fire/prevention specialist
333011 = Bailiffs
333012 = Correctional officers and jailers
333021 = Detectives and criminal investigators
333031 = Fish and game wardens
333041 = Parking enforcement workers
333051 = Police and sheriff patrol officers
333052 = Transit and railroad police
339011 = Animal control workers
339021 = Private detectives and investigators
339031 = Gaming surveillance officer/investigator
339032 = Security guards
339091 = Crossing guards
339092 = Lifeguard/ski patrol/other service
339099 = Protective service workers, all other
351011 = Chefs and head cooks
351012 = First-line manager, food prep/serving
352011 = Cooks, fast food
352012 = Cooks, institution and cafeteria
352013 = Cooks, private household
352014 = Cooks, restaurant
352015 = Cooks, short order
352019 = Cooks, all other
352021 = Food preparation workers
353011 = Bartenders
353021 = Food prep/serving, includes fast food
353022 = Counter attendant, cafeteria, etc
353031 = Waiters and waitresses
353041 = Food servers, nonrestaurant
359011 = Dining room/cafeteria attendant, etc
359021 = Dishwashers
359031 = Host/hostess, restaurant, etc
359099 = Food prep/serving related, other
371011 = First-line manager, housekeeping/janitor
371012 = First-line manager, landscaping, etc
372011 = Janitor/cleaner, except maid/housekeeper
372012 = Maid/housekeeper
372019 = Building cleaning workers, all other
372021 = Pest control workers
373011 = Chief exec, landscaping/groundskeeping
373013 = Legislator, tree trimmer and pruner
373019 = Grounds maintenance workers, all other
391011 = Marketing managers, gaming supervisor
391012 = Sales managers, slot key persons
392011 = Admin services manager, animal trainer
392021 = Nonfarm animal caretakers
393011 = Gaming dealers
393012 = Gaming and sports book writer/runner
393019 = Gaming service workers, all other
393021 = Motion picture projectionists
393031 = Usher, lobby attendant, and ticket taker
393091 = Amusement and recreation attendants
393092 = Costume attendants
393093 = Locker/coat/dressing room attendant
393099 = Entertainment attendant, related, other
394011 = Embalmers
394021 = Funeral attendants
395011 = Barbers
395012 = Hairdresser, hairstylist, cosmetologist
395091 = Makeup artist, theatrical/performance
395092 = Manicurists and pedicurists
395093 = Shampooers
395094 = Skin care specialists
396011 = Baggage porters and bellhops
396012 = Concierges
396021 = Tour guides and escorts
396022 = Travel guides
396031 = Flight attendants
396032 = Transportation (not flight) attendant
399011 = Child care workers
399021 = Personal and home care aides
399031 = Fitness trainer and aerobics instructor
399032 = Recreation workers
399041 = Residential advisors
399099 = Personal care/service worker, all other
411011 = First-line manager, retail sales
411012 = First-line manager, non-retail sales
412011 = Cashiers
412012 = Gaming change persons and booth cashiers
412021 = Counter and rental clerks
412022 = Parts salespersons
412031 = Retail salespersons
413011 = Advertising sales agents
413021 = Insurance sales agents
413031 = Securities, commodities, etc agent
413041 = Travel agents
413099 = Sales representative, services, other
414011 = Sales rep, wholesale, technical

414012 = Sales rep, wholesale, except technical
419011 = Demonstrators and product promoters
419012 = Models
419021 = Real estate brokers
419022 = Real estate sales agents
419031 = Sales engineers
419041 = Telemarketers
419091 = Door-to-door sales, etc, related
419099 = Sales and related workers, all other
431011 = First-line manager, office/admin support
432011 = Switchboard operator, includes answering
432021 = Telephone operators
432099 = Communications equipment operator, other
433011 = Bill and account collectors
433021 = Billing/posting clerk/machine operator
433031 = Bookkeeping/accounting/auditing clerk
433041 = Gaming cage workers
433051 = Payroll and timekeeping clerks
433061 = Procurement clerks
433071 = Tellers
434011 = Brokerage clerks
434021 = Correspondence clerks
434031 = Court, municipal, and license clerks
434041 = Credit authorizers, checkers, and clerks
434051 = Customer service representatives
434061 = Eligibility interviewer, govt program
434071 = File clerks
434081 = Hotel, motel, and resort desk clerks
434111 = Interviewer, except eligibility/loan
434121 = Library assistants, clerical
434131 = Loan interviewers and clerks
434141 = New accounts clerks
434151 = Order clerks
434161 = HR assistant, except payroll/timekeeping
434171 = Receptionists and information clerks
434181 = Reservation/transportation ticket agent
434199 = Information and record clerks, all other
435011 = Cargo and freight agents
435021 = Couriers and messengers
435031 = Police, fire, and ambulance dispatchers
435032 = Dispatcher, except police/fire/ambulance
435041 = Meter readers, utilities
435051 = Postal service clerks
435052 = Postal service mail carriers
435053 = Postal mail sorter, processor, etc
435061 = Production, planning, expediting clerk
435071 = Shipping, receiving, and traffic clerks
435081 = Stock clerks and order fillers
435111 = Weigher, measurer, etc, recordkeeping
436011 = Executive secretary/admin assistant
436012 = Legal secretaries
436013 = Medical secretaries
436014 = Secretary, except legal/medical/exec
439011 = Computer operators
439021 = Data entry keyers
439022 = Word processors and typists
439031 = Desktop publishers
439041 = Insurance claims/policy processing clerk
439051 = Mail clerk/machine op, except postal
439061 = Office clerks, general
439071 = Office machine op, except computer
439081 = Proofreaders and copy markers
439111 = Statistical assistants
439199 = Office and administrative support, other
451011 = First-line manager, farming, etc
451012 = Farm labor contractors
452011 = Agricultural inspectors
452021 = Animal breeders
452041 = Grader/sorter, agricultural products
452091 = Agricultural equipment operators
452092 = Farmworker/laborer: crop, nursery, etc
452093 = Farmworkers, farm and ranch animals
452099 = Agricultural workers, all other
453011 = Fishers and related fishing workers
453021 = Hunters and trappers
454011 = Forest and conservation workers
454021 = Fallers
454022 = Logging equipment operators
454023 = Log graders and scalers
454029 = Logging workers, all other
471011 = First-line manager, construction, etc
472011 = Boilermakers
472021 = Brickmasons and blockmasons
472022 = Stonemasons
472031 = Carpenters
472041 = Carpet installers
472042 = Floor layer, except carpet, wood, tiles
472043 = Floor sanders and finishers
472044 = Tile and marble setters
472051 = Cement masons and concrete finishers
472053 = Terrazzo workers and finishers
472061 = Construction laborers
472071 = Paving, etc equipment operator
472072 = Pile-driver operators
472073 = Operating engineer, other operator
472081 = Drywall and ceiling tile installers
472082 = Tapers
472111 = Electricians
472121 = Glaziers
472131 = Insulation worker, floor/ceiling/wall
472132 = Insulation workers, mechanical
472141 = Painters, construction and maintenance
472142 = Paperhangers
472151 = Pipelayers
472152 = Plumbers, pipefitters, and steamfitters
472161 = Plasterers and stucco masons
472171 = Reinforcing iron and rebar workers
472181 = Roofers
472211 = Sheet metal workers
472221 = Structural iron and steel workers
473011 = Helpers, brickmason, blockmason, etc
473012 = Helpers, carpenters
473013 = Helpers, electricians

473014 = Helpers, painter, paperhanger, etc
473015 = Helpers, pipelayer, plumber, etc
473016 = Helpers, roofers
473019 = Helpers, construction trades, all other
474011 = Construction and building inspectors
474021 = Elevator installers and repairers
474031 = Fence erectors
474041 = Hazardous materials removal workers
474051 = Highway maintenance workers
474061 = Rail-track laying/maintenance operator
474071 = Septic tank servicer/sewer pipe cleaner
474091 = Segmental pavers
474099 = Construction, related workers, other
475011 = Derrick operators, oil and gas
475012 = Rotary drill operators, oil and gas
475013 = Service unit operator, oil/gas/mining
475021 = Earth drillers, except oil and gas
475031 = Explosives worker, etc
475041 = Continuous mining machine operators
475042 = Mine cutting/channeling machine operator
475049 = Mining machine operators, all other
475051 = Rock splitters, quarry
475061 = Roof bolters, mining
475071 = Roustabouts, oil and gas
475081 = Helpers--extraction workers
475099 = Extraction workers, all other
491011 = First-line manager, mechanic, etc
492011 = Computer, etc machine repairer
492021 = Radio mechanics
492022 = Telecommunication installer, except line
492091 = Avionics technicians
492092 = Electric motor/power tool/other repairer
492093 = Electrical installer, transportation
492094 = Electrical repairer, commercial, etc
492095 = Electrical repairer, powerhouse, etc
492096 = Electronic installer/repairer, vehicles
492097 = Home entertainment installer/repairer
492098 = Security/fire alarm systems installer
493011 = Aircraft mechanic/service technician
493021 = Automotive body and related repairers
493022 = Automotive glass installer/repairer
493023 = Automotive service technician/mechanic
493031 = Bus/truck mechanic, diesel specialist
493041 = Farm equipment mechanics
493042 = Mobile equipment mechanic, except engine
493043 = Rail car repairers
493051 = Motorboat mechanic
493052 = Motorcycle mechanic
493053 = Outdoor power equipment/other mechanic
493091 = Bicycle repairer
493092 = Recreational vehicle service technician
493093 = Tire repairers and changer
499011 = Mechanical door repairer
499012 = Control installer, except mechanical
499021 = Heat/air conditioning/fridge mechanic
499031 = Home appliance repairer
499041 = Industrial machinery mechanics
499042 = Maintenance and repair workers, general
499043 = Maintenance workers, machinery
499044 = Millwrights
499045 = Refractory material repairer, not brick
499051 = Electrical power-line installer
499052 = Telecommunications line installer
499061 = Camera/photographic equipment repairer
499062 = Medical equipment repairer
499063 = Musical instrument repairers and tuners
499064 = Watch repairers
499069 = Precision instrument repairer, other
499091 = Coin/vending/amusement machine servicer
499092 = Commercial divers
499093 = Fabric menders, except garment
499094 = Locksmiths and safe repairers
499095 = Building/mobile home installer
499096 = Riggers
499097 = Signal and track switch repairers
499098 = Helper, installation/maintenance/repair
499099 = Installation/maintenance/repair, other
511011 = First-line manager, production/operating
512011 = Aircraft structure, etc assembler
512021 = Coil winders, tapers, and finishers
512022 = Electrical equipment assembler
512023 = Electromechanical equipment assemblers
512031 = Engine and other machine assemblers
512041 = Structural metal fabricators and fitters
512091 = Fiberglass laminators and fabricators
512092 = Team assemblers
512093 = Timing device assembler, adjuster, etc
512099 = Assemblers and fabricators, all other
513011 = Bakers
513021 = Butchers and meat cutters
513022 = Meat, poultry, and fish cutter/trimmer
513023 = Slaughterers and meat packers
513091 = Food/tobacco roast, etc machine operator
513092 = Food batchmakers
513093 = Food cooking machine operator
514011 = Comp-control machine op, metal/plastic
514012 = Numeric tool/process control programmer
514021 = Extruding machine setter, metal/plastic
514022 = Forging machine setter, metal/plastic
514023 = Rolling machine setter, metal/plastic
514031 = Cutting,etc machine setter,metal/plastic
514032 = Drilling machine setter, metal/plastic
514033 = Grinding machine setter, metal/plastic
514034 = Lathe machine tool setter, metal/plastic
514035 = Milling machine setter, metal/plastic
514041 = Machinists
514051 = Metal-refining furnace operator/tender
514052 = Pourers and casters, metal
514061 = Model makers, metal and plastic

514062 = Patternmakers, metal and plastic
514071 = Foundry mold and coremakers
514072 = Molding machine setter, metal/plastic
514081 = Multiple machine setter, metal/plastic
514111 = Tool and die makers
514121 = Welders, cutters, solderers, and brazers
514122 = Welding, etc machine setter
514191 = Heat treating setter, metal/plastic
514192 = Lay-out workers, metal and plastic
514193 = Plating machine setter, metal/plastic
514194 = Tool grinders, filers, and sharpeners
514199 = Metal/plastic workers, all other
515011 = Bindery workers
515012 = Bookbinders
515021 = Job printers
515022 = Prepress technicians and workers
515023 = Printing machine operators
516011 = Laundry and dry-cleaning workers
516021 = Presser/textile/garment/related material
516031 = Sewing machine operators
516041 = Shoe and leather workers and repairers
516042 = Shoe machine operators and tenders
516051 = Sewers, hand
516052 = Tailors, dressmakers, and custom sewers
516061 = Textile bleaching/dyeing operator
516062 = Textile cutting machine setter
516063 = Textile knitting/weaving machine setter
516064 = Textile winding, etc machine setter
516091 = Extruding machine setter, synthetic, etc
516092 = Fabric and apparel patternmakers
516093 = Upholsterers
516099 = Textile/apparel/furnishings, all other
517011 = Cabinetmakers and bench carpenters
517021 = Furniture finishers
517031 = Model makers, wood
517032 = Patternmakers, wood
517041 = Sawing machine setter, wood
517042 = Woodwork machine setter, except sawing
517099 = Woodworkers, all other
518011 = Nuclear power reactor operators
518012 = Power distributors and dispatchers
518013 = Power plant operators
518021 = Stationary engineer and boiler operator
518031 = Water/liquid waste treatment plant op
518091 = Chemical plant and system op
518092 = Gas plant operators
518093 = Petroleum system/refinery op, gauger
518099 = Plant and system operators, all other
519011 = Chemical equipment operators and tenders
519012 = Separating, etc machine setter
519021 = Crushing, etc machine setter
519022 = Grinding and polishing workers, hand
519023 = Mixing/blending machine setter
519031 = Cutters and trimmers, hand
519032 = Cutting/slicing machine setter
519041 = Extruding, etc machine setter
519051 = Furnace, etc operator
519061 = Inspector/tester/sorter/sampler/weigher
519071 = Jeweler/precious stone/metal workers
519081 = Dental laboratory technicians
519082 = Medical appliance technicians
519083 = Ophthalmic laboratory technicians
519111 = Packaging/filling machine operator
519121 = Coating/painting/spraying machine setter
519122 = Painters, transportation equipment
519123 = Painting/coating/decorating worker
519131 = Photographic process workers
519132 = Photographic processing machine operator
519141 = Semiconductor processors
519191 = Cementing/gluing machine operator
519192 = Cleaning, etc equipment operator
519193 = Cooling/freezing equipment operator
519194 = Etchers and engravers
519195 = Molder, etc, except metal/plastic
519196 = Paper goods machine setter
519197 = Tire builders
519198 = Helpers--production workers
519199 = Production workers, all other
531011 = Aircraft cargo handling supervisors
531021 = First-line manager, helpers, etc
531031 = First-line manager, material-moving
532011 = Airline pilot, copilot, flight engineer
532012 = Commercial pilots
532021 = Air traffic controllers
532022 = Airfield operations specialists
533011 = Ambulance driver/attendant, except emt
533021 = Bus drivers, transit and intercity
533022 = Bus drivers, school
533031 = Driver/sales workers
533032 = Truck drivers, heavy and tractor-trailer
533033 = Truck driver, light/delivery services
533041 = Taxi drivers and chauffeurs
533099 = Motor vehicle operators, all other
534011 = Locomotive engineers
534012 = Locomotive firers
534013 = Rail yard engineer/dinkey op/hostler
534021 = Railroad brake/signal/switch operator
534031 = Railroad conductors and yardmasters
534041 = Subway and streetcar operators
534099 = Rail transportation workers, all other
535011 = Sailors and marine oilers
535021 = Captain/mate/pilot of water vessels
535022 = Motorboat operators
535031 = Ship engineers
536011 = Bridge and lock tenders
536021 = Parking lot attendants
536031 = Service station attendants
536041 = Traffic technicians
536051 = Transportation inspectors
536099 = Transportation workers, all other
537011 = Conveyor operators and tenders
537021 = Crane and tower operators

537031 = Dredge operators
537032 = Excavating/loading dragline operator
537033 = Loading machine/underground mining
537041 = Hoist and winch operators
537051 = Industrial truck and tractor operators
537061 = Cleaners of vehicles and equipment
537062 = Laborer, etc, hand
537063 = Machine feeders and offbearers
537064 = Packers and packagers, hand
537071 = Gas compressor/gas pump station operator
537072 = Pump operators, except wellhead pumpers
537073 = Wellhead pumpers
537081 = Refuse/recyclable material collector
537111 = Shuttle car operators
537121 = Tank car, truck, and ship loaders
537199 = Material moving workers, all other
551011 = Air crew officers
551012 = Aircraft launch and recovery officers
551013 = Armored assault vehicle officers
551014 = Artillery and missile officers
551015 = Command and control center officers
551016 = Infantry officers
551017 = Special forces officers
551019 = Officer special/tactical ops manag, oth
552011 = First-line manager, air crew member
552012 = First-line manager, weapons specialist
552013 = First-line manager, other tactical ops
553011 = Air crew members
553012 = Aircraft launch and recovery specialists
553013 = Armored assault vehicle crew members
553014 = Artillery and missile crew members
553015 = Command and control center specialists
553016 = Infantry
553017 = Radar and sonar technicians
553018 = Special forces
553019 = Enlisted tactical operations, etc, other

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MRJBDY

*Job duties*
What is your job title and what do you do in your job?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MRJBTL

*Job title*
What is your job title and what do you do in your job?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MRIND

*Industry: string*
Job title: [MDJBTL]
[if MDCURTYP = 6]
What is your primary business or industry?
[else]
What is your employer's primary business or industry?
*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not in the government or military.*
Recode note: 1) If MDCURTYP = 5 (military) then MDIND = "Military" 2) If MDCURTYP = 4 (government) then MDIND = "Government"
Sources: BPS:04/09 field test student interview

## MRINDCD

*Industry: code*
Job title: [MDJBTL]
[if MDCURTYP ne 6]
Occupation: [MDOCC1] Industry: [MDIND] From the list below, please select the category which best describes your employer's industry or business area. As you click on a selection, examples of the industry will be displayed in the box.
[else]
Occupation: [MDOCC1] Industry: [MDIND] From the list below, please select the category which best describes your industry or business area. As you click on a selection, examples of the industry will be displayed in the box.

0 = None listed
11 = Agriculture, forestry, fishing, hunting
21 = Mining
22 = Utilities
23 = Construction
31 = Manufacturing
42 = Wholesale trade
44 = Retail/retail trade
48 = Transportation and warehousing
51 = Information/communication/data processing
52 = Finance and insurance
53 = Real estate and rental and leasing
54 = Professional, scientific, and technical services
55 = Management of companies and enterprises
61 = Education/education services
62 = Health care and social assistance
71 = Arts, entertainment, and recreation
72 = Hotels/motels/accommodations and food services
92 = Public administration
561 = Administrative and support services
562 = Waste management/environmental remediation
811 = Personal care services
812 = Automotive repair and maintenance
999 = All other services

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed but not in the government or military.*
Recode note: 1) If MDCURTYP = 5 (military) then MRINDCD = 92 2) If MDCURTYP = 4 (government) then MRINDCD = 92
Sources: BPS:04/09 field test student interview

## MRCONLIC

*Job requirements: license*
Job title: [MDJBTL]
[if MDCURTYP ne 6] Were any of the following required by your current employer as a condition for working?
[else]
Were any of the following required as a condition for working?
An occupational license or professional certification

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MRCONCER

*Job requirements: certificate*
Job title: [MDJBTL]
[if MDCURTYP ne 6]
Were any of the following required by your current employer as a condition for working?
[else]
Were any of the following required as a condition for working?
A diploma or certificate from a trade school

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MRCONDEG

*Job requirements: 2-year or 4-year degree*
Job title: [MDJBTL]
[if MDCURTYP ne 6]
Were any of the following required by your current employer as a condition for working?
[else]
Were any of the following required as a condition for working?
A 2-year or 4-year college degree

0 = No
1 = Yes

*Applies to: Respondents who were not currently enrolled and respondents who were bachelor's degree recipients regardless of current enrollment status, and were employed.*
Sources: BPS:04/09 field test student interview

## MRHSNUM

*Number of people in household*
For the next set of questions about your background, please refer to your experiences at the time you were interviewed in [T_R_COMPMY]. Other than yourself, how many people lived in your house?
Observed range: 1 - 20
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MRINCOM

*Household income in 2007*
[if MEMARR in (2 3)]
What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007? (Please exclude your spouse's income.)
[else]
What was your income from all sources (including income from work, investments, alimony, etc.) prior to taxes and deductions for calendar year 2007?
*Applies to: All respondents.*
Sources: BPS:04/09 field test student interview

## MRVLBTU

*Volunteer type: checkbox: tutoring/education-related*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Tutoring, education-related work with kids
0 = Not tutoring/education-related
1 = Yes, tutoring/education-related
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBKID

*Volunteer type: checkbox: other work with kids*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Other work with kids (coaching, sports, Big Brother or Big Sister, etc.)
0 = Not other work with kids
1 = Yes, other work with kids
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBFND

*Volunteer type: checkbox: fundraising (political and non-political)*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Fundraising (political and non-political)
0 = Not fundraising
1 = Yes, fundraising
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBSUP

*Volunteer type: checkbox: homeless shelter/soup kitchen*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Homeless shelter or soup kitchen
0 = Not homeless shelter/soup kitchen
1 = Yes, homeless shelter/soup kitchen
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBNEI

*Volunteer type: checkbox: neighborhood improvement*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Neighborhood improvement, clean-up, or Habitat for Humanity
0 = Not neighborhood improvement
1 = Yes, neighborhood improvement
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBHEA

*Volunteer type: checkbox: health services*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Health services or hospital, nursing home, group home
0 = Not health services
1 = Yes, health services
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBCHU

*Volunteer type: checkbox: service to a church*
At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?
Service to a church or other religious organization
0 = Not service to a church
1 = Yes, service to a church
*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*
Sources: BPS:04/09 field test student interview

## MRVLBOTH

*Volunteer type: checkbox: other*

At the time of your interview in [T_R_COMPMY], you indicated that you performed community service or volunteer work. What types of community service or volunteer work did you perform?

Another type of service not listed

0 = No other services

1 = Yes, other services

*Applies to: Respondents who had volunteered in the past 12 months, and were administered the checkbox version of this form.*

Sources: BPS:04/09 field test student interview

## MRPLNTCH

*Plan on teaching at K-12 level*

Do you plan on becoming a teacher at the K-12 (kindergarten through grade 12) level?

1 = Definitely yes

2 = Probably yes

3 = Probably not

4 = Definitely not

*Applies to: Respondents who were not working as a K-12 teacher.*

Recode note: If MDOC2C6 in (252012 252021 252022 252023 252031 252032 252041 252042 252043) then MRPLNTCH = 1

Sources: BPS:04/09 field test student interview

## MRINCHO

*Satisfaction: institutional choice*

At the time of your interview in [T_R_COMPMY], were you satisfied with the quality of the undergraduate education you received at [T_SCHUG]?

0 = No

1 = Yes

*Applies to: Respondents who were enrolled in an undergraduate* degree program between July 2005 and the time of the interview.

Sources: BPS:04/09 field test student interview